

with the lack of basic math instruction, creates another major instructional barrier to children in becoming proficient in elementary and middle school math.

The gap in essential classroom instruction is the lack of the use of effective and diagnostic formative assessments by the classroom teacher [and by default – the failure of school leadership – the principal and assistant principal – to implement an effective formative assessment program in math and other courses – to measure the children's progress on a frequent basis.

While excellent principals and teachers use effective formative assessments, there are far too many educators who, based on the Court's questions to groups of principals of low performing and priority high schools and middle schools, etc., who have minimal knowledge, if any, of the benefit of formative assessments or their availability at the switch of the computer.

Chancellor Oblinger at NSCU, in response to President Bowles' request about diagnostic math tests in the UNC system, wrote a memo on November 26, 2007, which stated in pertinent part:

In typical educational practice, there are two kinds of tests: 1) Summative or high-stakes testing, often end of year tests that document student mastery of standards, usually accompanied by consequences for students, teachers, schools and districts. Summative assessments are virtually never useful for diagnostic purposes because their focus is too broad. 2) ***Formative assessments, routinely done on an ongoing basis, measure progress along a curriculum at the classroom level, often in concert with the use of pacing guides for state standards. Most formative assessment systems aim to assess student thinking or activity, but lack rigorous psychometric qualities and/or means for rapid and easy data gathering, accumulation and reporting.***

Assessments must be coordinated with curricular progress or pacing guides, or the information they provide to teachers distracts from the curriculum and may lead to the teaching of skills and procedures at the expense of the concepts indicative of a true education.

The September 2007 report from the UNC System listed "promising ideas and practices" that should be considered. The first promising ideas and practices dealt with the subject of – Assessment, Evaluation and Research – Bullet point two on page 2 states:

"Consider revising the state testing program to include frequent formative and diagnostic assessments so that the gaps in understanding can be identified before a student is completely lost in the educational system."

To the Court's way of thinking, this is a critical point and explains in large measure, why too many North Carolina students are falling short in math and other instruction – the lack of frequent and meaningful assessments by the classroom teacher – so that the child who is "lost" does not get "lost" – assessments identify the problem and provide the teacher with the knowledge that the child needs propping up in the instruction in the SCOS.

While formative assessments are utilized in the "good" school systems and "good" schools, it has been the Court's experience traveling in the northeast and in talking with school personnel and UNC System education administrators that there is a great deal lacking in terms of effectively utilizing formative assessments and in many instances, there is a complete lack of knowledge about the available on-line formative assessment systems on the University side as well as the K-12 side of the education system in North Carolina despite the fact that the State Board of Education adopted 21st Century Professional Standards in 2007 which require this knowledge and the use of formative assessments in the public schools.

The North Carolina Professional Standards for Teachers, School Executives and Superintendents require the effective use of formative assessments.

The reason for looking at the standards in relation to formative assessments is to make the obvious point that if the DPI and SBOE require teachers, principals, assistant principals and superintendents to understand and use formative assessments to impact student instruction our colleges of education should be training prospective educators and administrators to be familiar with and effectively use formative assessment systems such as ClassScape, Blue Diamond, and MAP as well as training teachers and administrators in how to develop effective assessments from scratch. The Court wants to emphasize, however, that there are many effective educators who prepare their own formative assessments without the assistance of an on-line based 21st Century system such as ClassScape. ***The critical point is that formative assessments must be used, and effectively used, to inform instruction and measure educational progress for our children.***

In June, 2007, the State Board of Education (SBOE) adopted ***North Carolina Professional Teaching Standards*** aligned with the 21st Century mission that "every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century."

The SBOE also adopted Standards for Superintendents in September, 2007 and for Principals in December, 2007.

Professional Teaching Standards III and IV are of particular interest and importance with respect to instruction and assessment:

Standard III: Teachers know the content they teach.

- * Teachers align their instruction with the North Carolina Standard Course of Study.**
- * Teachers know the content appropriate to their teaching specialty.**
- * Teachers recognize the interconnectedness of content areas/disciplines.**
- * Teachers make instruction relevant to students.**

Standard IV: Teachers facilitate learning for their students.

- * Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**
Adapt resources to address the strengths and weaknesses of students.
- * Teachers plan instruction appropriate for their students.**
Use data for short and long range planning.
- * Teachers use a variety of instructional levels.**
Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
- * Teachers integrate and utilize technology in their instruction.**
- * Teachers help students develop critical thinking and problem-solving skills.**
- * Teachers help students work in teams and develop leadership qualities.**
- * Teachers communicate effectively.**
- * Teachers use a variety of methods to assess what each student has learned.**
Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback and tools for students to assess themselves and each other. Teachers use 21st Century assessment

systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance and dispositions.

Use multiple indicators, both formative and summative, to evaluate student progress * Provide opportunities for self-assessment * Use assessment systems to inform instruction and demonstrate evidence of students' 21st Century knowledge, skills, performance and disposition.

Reduced to essentials, our teachers are supposed to be effectively using formative assessments and assessment systems to evaluate what their students know and do not know within the SCOS.

The North Carolina Standards for School Executives (Principals, etc) provide that school executives practice effective instructional leadership, which includes as a requirement, the documented use of formative assessment instruments to impact instruction under Standard 2 Instructional Leadership:

Standard 2 provides, in pertinent part, that the school executive practices effective instructional leadership when he or she:

Demonstrates knowledge of 21st century curriculum, instruction and assessment Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program..... Creates processes for collecting and using student test data and other formative data from other sources for the improvement of instruction..... ***Standards***, pp 3,4.

The North Carolina Standards for Superintendents provide that Superintendents set high standards for the professional practice of 21st century instruction and assessment that result in an accountable environment and that the Superintendent, under Standard 2: Instructional Leadership: Ensures that there is an appropriate and logical alignment between the district's curriculum, 21st Century instruction and ***assessment***, and the state accountability program. Under the artifacts bullet points under Standard 2, the assessment practice states: Use of formative assessment to impact instruction.

The Mission Statement of the SBOE for 21st Century Students also provides for the use of an assessment system.

NC public schools will be led by 21st Century professionals.

****** Every teacher and administrator will use a 21st Century assessment system to inform instruction and measure 21st Century knowledge, skills, performance and dispositions.***

The Findings of the Blue Ribbon Commission on Testing and Accountability in its Report to the SBOE in January 2008 echoed the Standards adopted for 21st Century learning. Finding Number 6 states:

6. Teachers need on-going formative assessments to ensure that all students graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century. Report, p. 4.

Math skills are so critical to student success in high school, that the excellent ***North Carolina High School Resource Allocation Study – Final Report*** released in February, 2008 stated in pertinent part:

The most direct measures of the resources that students bring to high school are their scores on reading and mathematics tests at the end of the eighth grade (EOG). These capture much of the learning that students have accumulated, in school and out, before entering high school. We also included additional measures that have been shown to place students at an academic disadvantage, such as poverty and minority status.

The resources that have the greatest effect on high school performance are those that the students bring to high school – particularly their mathematics skills. Report p.ii.

There can be no real dispute about this fact - Mathematics skills are critical and the SBOE standards require the use of an up to date assessment system to inform the teacher regarding the level of instruction of each student's skills and performance. As Chancellor Oblinger wrote:

2) Formative assessments, routinely done on an ongoing basis, measure progress along a curriculum at the classroom level, often in concert with the use of pacing guides for state standards.....

Reduced to essentials, the Court has learned that effective classroom instruction is a simple and clear path that if followed and effectively implemented will provide a child with the opportunity to obtain a sound basic education:

First, the teacher must know the content of the SCOS being taught and how to make the learning environment challenging and relevant.

Second, the teacher must know the students and how to differentiate the instruction between students that learn differently.

Third, the teacher must teach to the SCOS and use a pacing guide to help guide the pace of instruction so that the SCOS remains aligned and timely taught so

the course can reach the end of the year summative assessment – EOC or EOG tests with the course material covered.

Fourth, the teacher must use a formative assessment system in a timely and effective manner to measure each student's progress, or lack thereof, as the student progresses through the course. In other words, the teacher must assess how well the student is learning the material and be able to timely instruct a student who has not yet gotten the concept down. ClassScape and other 21st Century on line systems can provide this kind of assessment to the teacher.

Last, but not least, the teacher must be trained to properly understand the benefit of formative assessments and must be trained to use the 21st Century assessment system(s) available. If not available, the teachers and principal should develop formative assessments themselves as a team approach, or at a minimum the central office should develop formative assessments.

While the path is clear and simple, the math scores indicate that the path is not being followed in far too many schools and children are not being provided the equal opportunity for a sound basic education when it is not.

In conclusion, after focusing on these issues for over a year and talking to multiple educators and groups of educators, it appears to the Court that there are great gaps and disconnects all over the state and in our schools and colleges of education with respect to formative assessments and their importance, especially in mathematics instruction throughout all grade levels to an including high school.

C. Implementation of SBOE's Standards for 21st Century Assessments and Goals for 21st Century Mission and Goals, Content and Skills

The SBOE on June 5, 2008, adopted a written policy entitled "*Framework for Change: The Next Generation of Assessments and Accountability* ("*Framework for Change*")."

In the *Framework for Change*, the SBOE declared in pertinent part on page 2:

The State Board of Education believes that critical improvements can be made immediately to the current system that will lead to greater effectiveness, understanding and transparency for students, educators and the public at large. In addition, the Board is committed to building a next generation of standards, assessments and accountability to support student learning and quality teaching that reflect the 21st century assessment and accountability systems outlined in the *Partnership for 21st Century Skills Milestones for Improving Learning and Education*. The next generation must be characterized by: 1) *assessments that are learner-centered, diagnostic, performance-based, and that provide evidence of student achievement in core subjects and 21st century*

skills; 2) accountability measures that focus on both student achievement and learning outcomes; and 3) transparency that provides parents, teachers and other stakeholders with meaningful information about the expectations, assessments and performance of students.

The bottom line is that North Carolina has adopted 21st Century standards for education and the SBOE, in its June 5, 2008 *Framework for Change* has adopted action be taken by DPI for immediate improvement and development of the next generation of standards, assessments and accountability.

However, the implementation of those action steps is set out over the next few years for changes in the EOC and EOG testing and content which are summative assessments, not formative assessments. In addition, the action plan for developing the next "generation" of standards, assessments and accountability, which includes the development of a "next generation assessment system which includes formative, benchmark and summative assessments based on the new standards." *Framework for Change*, page 5, section 2.

While it is undisputed that those standards acknowledge and require the use of formative assessments to inform instruction and assist the teacher and children in their journey through the SCOS so they can be proficient on the EOG and EOC summative assessments at the end of the year, it is also undisputed that in many schools, these essential educational ingredients are not present period and further, that mathematics instruction is now, and has been, in difficulty in elementary grades and thus, through middle grades into algebra 1.

The Court finds, based on the foregoing, that it is inexcusable for a child to get to the end of the fifth grade unable to recite the multiplication tables by memory through at least 12 and certainly through 15, unable to do fractions without the aid of a calculator and unable to do long division by hand using the standard algorithm. The failure to give the child the opportunity to master these skills in the elementary grades is a prima facie denial of their opportunity to obtain a sound basic education.

In addition, the standards now adopted and acknowledged as necessary for a 21st century education have to be implemented in truth and in fact and as soon as practicable.

On the University side of the equation, it appears that the UNC system that trains teachers, principals and superintendents should also be changing and aligning its courses to encompass the standards in their curriculum so that the teachers of tomorrow are not pushed into the classroom unprepared to effectively teach math, reading or other subjects because they have no real ability or knowledge about assessments when they arrive on the first day of school.

D. What is being done now to address the immediate need for instructional change in the SCOS and elementary math instruction to ensure that all children are being taught their multiplication tables, fractions and long division so that they are fluent in those areas before leaving elementary school?

While the new standards and the *Framework for Change* look to the future, the Court cannot close its eyes to the present and ignore the fact that students in too many elementary classrooms are not learning their multiplication tables by heart, not learning to deal with fractions and long division by hand versus the crutch calculator.

This instructional failure has led to, and will continue to lead to, children unprepared to be proficient in mathematics through elementary, middle and into algebra 1 because they have not been taught the basics in the third, fourth and fifth grades. As a result, they are being deprived of the equal opportunity to obtain a sound basic education in math.

Additionally, on the SBOE and DPI side, the State must enforce the standards that it has adopted for the presently employed and licensed teachers, principals and superintendents and see to it that these fine words that are only on paper actually come to life in every schoolroom in North Carolina.

E. What is being done to align the new standards with licensure requirements and the University curriculum for teachers, administrators and superintendents to insure that prospective teachers, administrators and superintendents are trained to properly and effectively utilize formative assessments to inform instruction in math as well as all subjects?

In the Court's view, the State of North Carolina should put into place strict licensure requirements that mandate each teacher and administrator and superintendent be fluent, trained and competent to effectively use formative assessments and 21st Century assessment systems in their instructional programs and classrooms before being licensed.

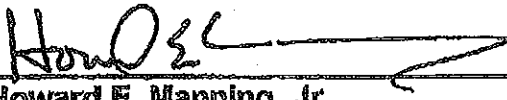
For those presently licensed that are not now fluent, trained and competent, the State should provide effective professional development and then assess each and every one in terms of their effective use of and knowledge of the assessment system so as to aid instruction. This should be mandated over a short period of time.

The purpose of this non-adversarial hearing will be to provide the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education, The Department of Public Instruction and the University System, the opportunity to report to the Court concerning the foregoing subjects and questions. information to the

Court and the parties on the foregoing subjects and answers to the foregoing questions.

Due to the number of items to be covered, there will be no further matters taken up at this hearing.

SO ORDERED this 2d day of July, 2008.


Howard E. Manning, Jr.
Superior Court Judge

Jan-16-2009 02:13pm From-

T-069 P.002/004 F-319

NORTH CAROLINA: IN THE GENERAL COURT OF JUSTICE
WAKE COUNTY: SUPERIOR COURT DIVISION
95 CVS 1158

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

FILED
2009 JAN 16 PM 1:47
WAKE COUNTY C.S.C.
BY _____

NOTICE OF HEARING AND ORDER RE: HEARING

TAKE NOTICE that the Court will hold a hearing in this case during a special scheduled session of the Wake County Superior Court to begin on Tuesday, February 3, 2009 at 10:00 a.m. in Courtroom 10C, Wake County Courthouse.

Subject Matter of the Hearing:

The purpose of this non-adversarial hearing will be to provide the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education and The Department of Public Instruction the opportunity to report to the Court concerning the following in order for the Court to put this information in the record :

The 2007-2008 End of Grade Mathematics Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide.

The 2007-2008 End of Grade Reading Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide.

The 2007-2008 End of Course Mathematics Scores in Algebra 1, Algebra 2 and Geometry by school, by LEA, statewide.

The 2007-2008 End of Course Scores in all high schools, by LEA, statewide which data shows the number of students in each EOC subject that were proficient in the subject in each high school and shows whether or not growth standards (state) were met or not met in each EOC subject in that high school.

The 2007-2008 Performance Composite for each school by LEA, statewide, which data also shows whether AYP was met or not.

Financial Data prepared by DPI Information Analysis and Reporting relating to Financial Expenditures by Major Categories for 2007-2008 identified by the following titles:

Data for Original 44 Low Performing High Schools FY 2007-2008

Data for Original 44 Low Performing High Schools FY 2007-2008 for 2005, 2006, 2007 and 2008 showing a cumulative four year expenditure amount in excess of One billion dollars (\$ 1, 138, 000, 000. 00) to operate these 44 high schools.

Lowest Middle Schools Performance Composite - Expenditures by Major Categories 2007-2008

Report on the efforts of the Turnaround High School and Middle School projects for 2007-2008, including the performance results in such schools in the project, including 2 reports entitled Turnaround High Schools Rank Ordered by Greatest Change in Composite 2007-2008 and Rank by Performance Composite, respectively.

Report from DPI on the progress of Redesigning Assessment and Accountability to support the State Board of Education (SBOE) goal that every student's achievement be measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.

Report from DPI on the progress of implementing the 21st Century Principal and Teacher Standards.


Report from DPI on the Implementation of the Virtual High School project for the school year 2007-08 and so far in 2008-09 school year.

Report from DPI on progress of the School Connectivity Initiative, including the number of LEAs that now have broadband access.

Report from DPI Accountability Section regarding the State Board of Education's decision to permit re-test scores in grades 3-8 on EOG tests and high school EOC tests, including information regarding the process to be put in place to maintain integrity in the re-testing process.

Due to the number of items to be covered, there will be no further matters taken up at this hearing. In the event that these matters cannot be covered on Tuesday, February 3, 2009 the hearing will continue on Friday morning, February 6, 2009 at 10:00 a.m.

SO ORDERED this 16th day of January, 2009.


Howard E. Manning, Jr.
Superior Court Judge

Mar-16-2009 11:14am From-

T-268 P.013/028 F-261

NORTH CAROLINA: IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
WAKE COUNTY: 95 CVS 1168

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

NOTICE OF HEARING AND ORDER RE: HEARING

TAKE NOTICE that the Court will hold a hearing in this case during a special scheduled session of the Wake County Superior Court to begin on , April 29 , 2009 at 10:00 a.m. in Courtroom 5A, Wake County Courthouse.

Subject Matter of the Hearing:

The purpose of this non-adversarial hearing will be to provide the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education and The Department of Public Instruction, the opportunity to report to the Court concerning the actions that the Executive Branch will take with regard to the Halifax County Public School system in response to the Court's serious concerns, set forth in this Notice and Order, regarding the failure of the Halifax County Public School system to provide the children of Halifax County with the equal opportunity to obtain a sound basic education as required under the North Carolina Constitution and *Leandro*:

Leandro Tenets and Minimal Compliance Standards

The North Carolina Supreme Court's decisions in *Leandro I* (346 N.C. 336) on July 24, 1997 and *Leandro II* (368 N.C. 605) on July 30, 2004, set in stone, once

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and for all, the following tenets relating to the Constitutional guarantee to each child of the right to an opportunity to obtain a sound basic education:

FIRST: We conclude that Article I, Section 16 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee every child of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a 'sound basic education' is one that will provide the student with at least:

1. sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
2. sufficient fundamental knowledge of geography, history and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state and nation;
3. sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education and training; and
4. sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further **formal education or gainful employment** in contemporary society..." emphasis added; (*Leandro I p. 347*).....

SECOND: Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by *Leandro*, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education which requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum: LEANDRO COMPLIANT PREREQUISITES

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective

Instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

FOURTH: That a child who is showing Level III (grade level) or above proficiency on the State's ABC tests, End of Grade (EOG) or End of Course (EOC), is obtaining a sound basic education in that subject matter AND that a child who is not showing Level III proficiency (performing below grade level) on the ABC tests is not obtaining a sound basic education in that subject matter.

FIFTH: That a showing of Level III proficiency is the proper standard for demonstrating compliance with the *Leandro* decision.

SIXTH: That a child who is performing below Level III is "at-risk" of not obtaining a sound basic education.

SEVENTH: That there are children "at-risk" of not obtaining a sound basic education located throughout the State of North Carolina and those children's needs are similar whether they live in a rural or suburban area.

EIGHT: That the State must assume responsibility for, and correct, those educational methods and practices that contribute to the failure to provide children with a constitutionally - conforming education.

NINTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support the instructional and support programs in that school so as to be *Leandro* compliant.

TENTH: Local School Systems (LEAs) are entitled to funding by the State sufficient to provide all students, irrespective of their particular LEA, with, at a minimum, the opportunity to obtain a sound basic education.

The Supreme Court ended its decision in *Leandro II* with the following:

This Court now remands to the lower court and ultimately into the hands of the legislature and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina. Today's challenges are perhaps more difficult in many ways than when Adams articulated his vision for what was then a fledgling agrarian nation. The world economy and technological advances of the twenty-first century mandate the necessity that the State step forward, boldly and decisively, to see that all children, without regard to their socio-economic circumstances, have an educational opportunity and experience that not

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T-268 P.016/028 F-261

only meet the constitutional mandates set forth in Leandro, but fulfill the dreams and aspirations of the founders of our state and nation. Assuring that our children are afforded the chance to become contributing, constructive members of society is paramount. Whether the State meets this challenge remains to be determined. (358 N.C. 605,649)

This has been the law since April 4, 2002, when the Final Judgment was entered on the liability phase of this case. The North Carolina Supreme Court set the law in stone on July 30, 2004, over four and one-half years ago. Since that time, this Court has undertaken to monitor the State's progress with respect to carrying out its constitutionally mandated requirement that each and every child be afforded the equal opportunity to obtain a sound basic education.

For the past several years, the Court has held hearings and has carefully reviewed the academic performance of every school in this State. In conducting this review, the Court has, for the past two years, reviewed the EOC performance in reading and math and the EOG performance in each high school by course.

Following its review, the Court has reported on various aspects of poor academic performance to the Chairman of the State Board of Education, and the Governor. Also, from time to time, the Court has reported this information to members of the General Assembly.

There is no need to rehash these efforts here. Suffice it to say that poor academic performance remains a problem in a host of elementary, middle and high schools throughout North Carolina and as a result, the children of those schools who are blessed with the right to the equal opportunity to obtain a sound basic education as guaranteed by the Constitution and as set out in Leandro, are being deprived of their constitutional right to that opportunity on a daily basis.

In reviewing the poor academic performance of many high schools in the Northeast part of North Carolina, the Court began to look at the academic performance of the feeder middle schools that sent ninth (9th) graders to the poor performing high schools and learned that these middle schools were not sending students that were prepared for high school work. Working backwards, the Court also began to focus on the academic performance of the elementary schools that were also in the district.

Working backward from the poor performing high schools, middle schools to elementary schools, a disturbing trend appeared in mathematics in the 2005-2006 school year. The State Board of Education upgraded the EOC mathematics tests given in grades 3-8 and with the imposition of 21st Century rigorous math tests, the math scores plummeted statewide in 2006 and the true nature of what was not happening in terms of math education was revealed for all to see. It was not a pretty picture but truth is seldom pretty when a child's necessary mathematics educational progress is shown to be below grade level when the

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parents thought, based on the year before, that the child was at or above grade level in math.

In 2007-2008, the State Board of Education increased the rigor in reading EOG tests for grades 3-8 and sure enough, a disturbing trend appeared in reading scores. The reading scores plummeted throughout the State of North Carolina. The "excusionalists" in education griped about the tests and tried to pass the low performance off on the tests rather than the fact that the children had not been prepared for the additional rigor required for the 21st Century in the classroom.

With this background in mind, the Court has identified Halifax County Public School District as an academic disaster zone in which the majority of the children attending those schools, from elementary through high school are not being provided with an equal opportunity to obtain a sound basic education. The following review of Halifax County Public Schools academic performance for the past two (2) years says it all:

Halifax County Schools --- an Academic Disaster

We will start with the elementary and middle schools EOG math and reading scores for the past two years.

Halifax County--- EOG Math Scores by Grade by School for school years -- 06-07/ 07-08 Comparison (Source DPI) Number of Children Not Proficient & Percentage of children Not Proficient. Not Proficient translates to the child being below grade level (Level I or Level II) and thus not obtaining a sound basic education in the subject matter, math and/or reading for that year.

Number of children out of total not proficient in math = **NCNP**
Percentage of children out of total in grade not proficient in math = **% NP**

For example: Grade 4 46 out of 66 children in that school's fourth grade failed to perform at or above grade level on the End of Grade (EOG) test in the 4th grade that year. 46/66 NCNP and the percentage of children NP is 69.8% or 7 out of ten children in that school's 4th grade are not proficient in math. The same is used for reading.

		2006-2007		2007-2008	
Halifax County Elementary Schools		NCNP	% NP	NCNP	% NP
Aurellan Springs	Grade 3 -	38/70	54.3%	NO DATA FOR 2008	
	Grade 4 -	46/66	69.8%		
	Grade 5 -	36/54	66.7%		

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Bakers	Grade 3 -	3/32	9.4%	22/50	44.0%
	Grade 4 -	23/38	60.5%	18/38	47.3%
	Grade 5 -	28/45	62.2%	26/41	63.4%
Dawson	Grade 3 -	18/25	72.0%	15/20	75.0%
	Grade 4 -	14/27	51.9%	16/23	69.6%
	Grade 5 -	13/19	68.4%	14/26	56.0%
Everetts	Grade 3 -	32/47	68.1%	24/41	58.5%
	Grade 4 -	25/39	64.1%	22/39	56.4%
	Grade 5 -	28/47	59.6%	15/33	45.4%
Hollister	Grade 3 -	15/48	31.2%	12/37	32.4%
	Grade 4 -	13/33	39.4%	27/45	60.0%
	Grade 5 -	16/32	50.0%	16/35	45.7%
Inborden	Grade 3 -	23/60	38.3%	37/62	59.9%
	Grade 4 -	20/56	35.9%	41/60	68.3%
	Grade 5 -	22/56	39.3%	39/57	68.4%
McIver	Grade 3 -	16/25	64.0%	12/23	51.1%
	Grade 4 -	20/34	58.8%	13/21	61.9%
	Grade 5 -	11/22	50.0%	13/28	46.4%
Pittman	Grade 3 -	20/40	50.0%	16/31	51.6%
	Grade 4 -	13/47	27.7%	10/40	25.0%
	Grade 5 -	20/39	51.3%	30/47	63.8%

Hallfax Totals by Grade for Grades 3 -5 All Elementary Schools -Math

	2006-2007		2007-2008	
	NCNP	%NP	NCNP	%NP
Grade 3	165/347	47.5%	138/264	52.3%
Grade 4	174/340	51.1%	147/266	55.3%
Grade 5	174/314	55.4%	153/266	57.5%
Total	513/1001	51.2%	438/796	55.0%

Halifax Middle Schools - Math EOG
2006-2007

2007-2008

		NCNP	% NP	NCNP	%NP
Brawley	Grade 6 -	68/77	88.3%	45/60	75.0%
	Grade 7 -	50/75	66.7%	58/76	73.7%
	Grade 8 -	82/97	84.5%	51/73	69.9%
Eastman	Grade 6 -	54/78	69.2%	30/66	45.5%
	Grade 7 -	40/89	44.9%	46/80	57.5%
	Grade 8 -	43/87	49.4%	36/87	41.4%
Enfield	Grade 6 -	54/67	80.6%	43/61	70.5%
	Grade 7 -	47/76	61.8%	46/64	71.8%
	Grade 8 -	61/84	72.6%	58/80	72.5%
Davie	Grade 6 -	89/139	64.0%	75/107	70.0%
	Grade 7 -	86/142	60.6%	86/125	68.8%
	Grade 8 -	108/173	62.4%	85/138	61.6%

Halifax Totals Grades 6-8 All Middle Schools - Math EOG

	2006-07		2007-08	
	NCNP	% NP	NCNP	% NP
Grade 6	265/371	73.4%	193/294	65.6%
Grade 7	223/382	58.3%	234/345	67.8%
Grade 8	294/441	66.6%	230/378	60.8%
Total	782/1194	65.5%	657/1017	64.6%

SYSTEM TOTAL GRADES 3-8 EOG MATH

2006-2007		2007-2008	
NCNP	% NP	NCNP	% NP
1295/2191	59.1%	1095/1813	60.4%

BOTTOM LINE --- SIX OUT OF TEN (6/10) CHILDREN ARE BELOW GRADE LEVEL IN MATHEMATICS SYSTEM WIDE ON END OF GRADE TESTS IN 2008 --- 6 out of 10 ninth graders will enter high school unprepared in math and unprepared to be successful in Algebra 1.

Halifax High Schools Math - Algebra 1, Algebra 2 and Geometry

High School Math For Algebra I, II and Geometry in Halifax County High Schools for 2006-2007 and 2007-2008

Halifax County has two high schools – Northwest and Southeast plus a Gates/21st Century High School known as School of Ecology housed in one of the high schools – it was a separate school with a separate principal. The School of Ecology was terminated by the New Schools Project in 2008.

2006-2007 Halifax High Schools combined data by Math Course:

	NCNP	
Algebra 1	500/290	= 58% NP in Algebra 1
Algebra 2	220/140	= 64% NP in Algebra 2
Geometry	182/130	= 71% NP in Geometry
	<u>902/560</u>	= 62% NP in Math EOC

2007-2008 Halifax High Schools combined data by Math Course:

	NCNP	
Algebra 1	301/206	= 72% NP in Algebra 1
Algebra 2	239/114	= 48% NP in Algebra 2
Geometry	195/143	= 77% NP in Geometry
	<u>735/463</u>	= 63 % NP in EOG math

SYSTEM TOTAL MATH GRADES 3-8 EOG & ALG 1,2 & GEOM EOC

2006-2007		2007-2008	
NCNP	% Not proficient	NCNP	% Not proficient
1855/3093	59.9%	1558/2548	61.1%

**** Includes 'banked' 8th grade scores in Alg 1 and summer school retests.**

Halifax County Reading EOG Tests for 2006-07 and 2007-08

The drop in reading scores from 2006 - 07 to 2007- 08 in Halifax County is dramatic. The next unnumbered page provides this data school by school and grade by grade for Halifax County. This data mirrors the math EOG test data provided above for reading in grades 3-8 for the past two years.

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NON-PROFICIENT

LEA/School Code and Name ³ Reporting Year 2007-08 ^{2,4}	Grade 3			Grade 4			Grade 5		
	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹
420304 Aurelian Springs Eleme	35	62	56.5	51	65	78.5	41	55	74.5
420308 Bakers Elementary	34	50	68.0	21	36	58.3	32	41	78.0
420316 Dawson Elementary	16	20	80.0	15	22	68.2	19	25	76.0
420328 Everetts Elementary	25	40	62.5	28	38	73.7	19	31	61.3
420336 Hollister Elementary	25	37	67.6	30	45	66.7	22	35	62.9
420340 Inborden Elementary	49	61	80.3	41	60	68.3	51	67	89.5
420344 McIver Elementary	17	22	77.3	14	21	66.7	21	27	77.8
420348 Pittman Elementary	23	31	74.2	20	40	60.0	40	46	87.0
Grade Level Totals:	224	323	69.3	220	327	67.3	245	317	77.3
2008 3-5 Total:	689	967	71.3						

LEA/School Code and Name ³ Reporting Year 2007-08 ^{2,4}	Grade 6			Grade 7			Grade 8		
	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹
420312 Brawley Middle	42	60	70.0	65	76	85.6	59	73	80.8
420320 Eastman Middle	39	65	60.0	63	79	79.7	54	87	62.1
420324 Enfield Middle	49	61	80.3	58	65	89.2	66	80	82.5
420376 William R Davie Middle	80	104	76.9	105	123	85.4	100	136	73.6
Grade Level Totals:	210	290	72.4	291	343	84.8	279	376	74.2
2008 6-8 Total:	780	1009	77.3						
2008 System Total:	1489	1978	74.3						

LEA/School Code and Name ³ Reporting Year 2006-07 ²	Grade 3			Grade 4			Grade 5		
	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹
420304 Aurelian Springs Eleme	28	70	40.0	25	63	60.0	19	54	35.2
420308 Bakers Elementary	1	31	3.2	12	38	31.6	12	44	31.6
420316 Dawson Elementary	13	25	52.0	9	26	34.6	8	19	42.1
420328 Everetts Elementary	22	45	48.9	14	39	35.9	14	44	31.8
420336 Hollister Elementary	17	48	35.4	8	33	24.2	5	32	15.6
420340 Inborden Elementary	16	68	27.6	11	58	19.0	3	56	5.4
420344 McIver Elementary	8	26	32.0	12	33	36.4	7	22	31.8
420348 Pittman Elementary	12	40	30.0	6	46	13.0	7	38	18.4
Grade Level Totals:	117	342	34.2	97	336	28.9	75	309	24.3
2007 3-5 Total:	289	987	29.3						

LEA/School Code and Name ³ Reporting Year 2006-07 ²	Grade 6			Grade 7			Grade 8		
	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹	Number Non- Proficient	# NP Denom- inator	% Non- Pro- ficient ¹
420312 Brawley Middle	41	75	54.7	35	74	47.3	41	96	42.7
420320 Eastman Middle	21	78	26.9	13	89	14.6	20	87	23.0
420324 Enfield Middle	28	65	43.1	30	74	40.5	19	84	22.6
420376 William R Davie Middle	61	136	37.5	41	139	29.5	44	171	25.7
Grade Level Totals:	141	354	39.8	119	376	31.6	124	438	28.3
2008 6-8 Total:	384	1168	32.9						
2008 System Total:	673	2155	31.2						

¹ Percent is the percent NON-PROFICIENT on the Reading EOG at each grade level.

² Periods (.) are used when data are missing at particular grade levels.

³ Some school names have been abbreviated or modified for column spacing purposes.

This is the new edition of the Reading EOG tests for grades 3-8 administered statewide for the first time in 2007-08.

Addendum: Halifax County

Halifax County High Schools

Halifax County's High Schools have a history of abysmal low performance which is certainly understandable given the new "light" on the elementary and middle grades evidenced by the more rigorous math EOG tests implemented in 2005-06 and the more rigorous reading EOG tests introduced in 2007-2008. Simply put, the majority of the children coming out of the middle grades are not prepared to do high school work.

The following is the seven (7) year history of Northwest and Southeast Halifax High Schools and a four (4) year history of their feeder Middle Schools in terms of their performance composites.

***Note: In 2005-2006, the State Board increased the rigor of the mathematics EOG tests in 3-8 throughout North Carolina. The mathematics EOG scores dropped drastically revealing that the EOG tests in math given previously were not really providing a true picture of student's proficiency in math. Because of this the performance composites in Halifax County dropped in both elementary and middle schools starting in 2006.

The old less rigorous EOG reading tests were not revised and upgraded until the 2007-2008 school year. When the new reading EOG's were scored, Halifax County's elementary and middle schools pc's dropped further. Just take a look at the 2008 performance composites for the feeder middle schools.

	2002	2003	2004	2005	2006	2007	2008
NW Halifax High	39.9	42.5	40.3	39.0	35.1	30.9	34.3
Davie Middle				71.8	50.6	55.5	36.5
Eastman Middle				76.2	59.6	65.8	51.5
	2002	2003	2004	2005	2006	2007	2008
SE Halifax High	27.2	33.9	40.8	37.0	34.7	38.5	35.9
Brawley Middle				83.1	39.5	42.6	33.1
Enfield Middle				68.2	44.1	52.7	32.5

The proof in the pudding is found in the drop in Performance Composites from 2005 to 2006 (math) and from 2007 to 2008 (reading) when both math and reading EOG tests were placed into the classrooms in Halifax County.

There is simply no point in going back of 2006 to look at Halifax County's elementary and middle schools performance composites because on the surface all seemed just "fine" when in fact, due to the lack of rigor in both the reading and math EOG tests, the performance composites looked fine. They may have looked fine but the children were going to the high schools unprepared, in the majority, to do successful high school work.

The following academic performance data covers high school math courses for the past two years in each of Halifax County Public Schools' high schools. As stated earlier, there was a STEM school started by the New Schools Project as a school of ecology in 2006. The New Schools Project shut down the school in 2008 because of lack of academic performance. Following the math EOC scores, the Court has set out the EOC scores in the other ABC subjects. As one can easily see, the Non Proficient percentages in the majority of those courses are also a disaster.

Southeast Halifax High – Math EOC scores

Algebra 1 2007 - there were 35 proficient students and a NP ratio of 72%

Algebra 1 2008 - there were 11 out of 54 proficient - a NP ratio of 79%

Algebra 2 2007 - there were 26 proficient students - a NP ratio of 41%

Algebra 2 2008 - there were 49 out of 96 proficient - a NP ratio of 49%

Geometry 2007 - there were 4 out of 42 proficient - a NP ratio of 90%

Geometry 2008 - there were 3 out of 21 proficient - a NP ratio of 86%

Northwest Halifax High – Math EOC scores

Northwest High is much larger and its students appear to be taking Algebra 1, 2 and Geometry in much larger numbers despite the poor showing in Algebra 1 and Geometry in 2008. Algebra 2 only had a 38% NP ratio in 2008.

Algebra 1 had a 61.4% NP ratio in 2007 – 148/241 (93 proficient)

Algebra 2 had a 65.2% NP ratio in 2007 - 92/141 (49 proficient)

Geometry had a 63.5% NP ratio in 2007 - 80/126 (46 proficient)

Algebra 1 had a 65% NP ratio in 2008 - 128/197. (69 proficient)

Algebra 2 had a 38% NP ratio in 2008 - 44/116. (72 proficient)

Geometry had a 71% NP ratio in 2008 - 107/151 (44 proficient)

There were a total of 61 8th graders who passed Algebra 1 in the 4 middle schools in Halifax County in 2008.

Halifax High Schools' End of Course Scores 2006-07 & 2006-08 excluding Math courses which are set out above.

Note: These do not include the School of Ecology which was such an academic disappointment that the New Schools Project terminated the School in its second year in 2008.

Northwest 2006-2007

Biology 110 NP 67.9% NP

Civics 118 NP 68.2% NP

English 115 NP 56.9% NP

US Hist. 162 NP 86.2% NP

Writing 161 NP 83.0%

Chemistry N/A 07

Phys Science N/A 07

Northwest 2007-2008

132 NP 84.6% NP

134 NP 68.7% NP

112 NP 50.0% NP

138 NP 87.4% NP

102 NP 53.2% NP

51 NP 68.8% NP

144 NP 72.0% NP

Total All Courses including Alg 1, Alg 2 & Geometry which are set out elsewhere

986 Non Proficient 30.9% PC 441 P = 1427 Students 2006-2007

1104 Non Proficient 34.3% PC 577 P = 1681 Students 2007-2008

Southeast 2006-2007

Biology 26 NP 54.2% NP

Civics 25 NP 40.9% NP

Southeast 2007-2008

78 NP 64.8% NP

55 NP 53.4% NP

English 79 NP 64.8% NP

88 NP 70.7% NP

US Hist. 39 NP 50.0% NP

91 NP 79.1% NP

Writing 77 NP 68.7% NP

51 NP 47.7% NP

Chemistry N/A 07

32 NP 53.3% NP

Phys Science N/A 07

47 NP 82.5% NP

Total All Courses including Alg 1, Alg 2 & Geometry which are set out above under math.

392 Non Proficient 38.5% PC 245 P = 637 Students 2006-2007

540 Non Proficient 35.8% PC 302 P = 842 Students 2007-2008

Halifax County Performance Composites for 2006-2007 2007-2008

2006-2007

2007-2008

Elementary Schools

Aurelian Springs	50.0%	40.0%
Bakers	63.8%	42.9%
Dawson	50.0%	32.1%
Everetts	50.0%	39.6%
Hollister	67.5%	50.0%
Inborden	71.2%	33.0%
McIver	55.3%	40.9%
Pittman	69.5%	46.3%

Middle Schools

Brawley	42.6%	33.0%
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Eastman	65.8%	51.0%
Enfield	52.7%	32.5%
Davie	55.5%	36.5%

High Schools

Northwest	30.9%	34.3%
Southeast	38.5%	35.9%

The bottom line is that Halifax County Public Schools children are suffering from a breakdown in system leadership, school leadership and a breakdown in classroom instruction by and large from elementary school through high school.

The Court cannot ignore this any longer. The State is responsible for ensuring that these schools are **Leandro compliant**.

The economic cost of continuing to permit this academic disaster of a school district inflict academic genocide on 60% of its students in math and on 70% of its students in reading in grades 3-8 is an additional concern. Financial data furnished by DPI shows that the cost to the taxpayers to provide school level expenditures, the majority of which are salaries and benefits for employees, has exceeded \$75,000,000.00 for the past 3 years.

2005-2006 - School Level Expenditures Halifax County \$24,270,186 of which \$22,549,896 (92%) was paid to school employees in salary and benefits.

2006-2007- School Level Expenditures Halifax County \$25,994,705 of which \$24,076,475 (92%) was paid to school employees in salary and benefits.

2007-2008 - School Level Expenditures Halifax County \$25,490,898 of which \$23,663,308 (92%) was paid to school employees in salary and benefits.

With all of this expense being paid to the adults whose responsibility it is to provide an equal opportunity to obtain a sound basic education to each and every child in the Halifax County Public School system, there seems to be little trickle down benefit to the children entrusted to the adults in these schools.

Mar-16-2009 11:16am From:

T-268 P.027/028 F-281

The Court reminds everyone, once again, that the constitutional right of every child to have the equal opportunity to obtain a sound basic education **belongs to the child and not to the school board members, the superintendent, principal, assistant principal and classroom teacher and other staff personnel.**

The human cost to the children subjected to this non performing academic environment is non-measurable and non-quantifiable in terms of dollars.

The majority of these children in the Halifax County Public Schools from elementary through high school are not receiving the equal opportunity to obtain a sound basic education and the State of North Carolina must take action to remedy this deprivation of constitutional rights since the State of North Carolina is responsible to see that these schools become **Leandro compliant** in the classroom and in the principal's office and in the general administration and leadership of the system.

Accordingly, it is time for the State to exert itself and exercise command and control over the Halifax County Public Schools beginning in the school year 2009-2010, nothing more and nothing less.

By this Notice of Hearing and Order, the Court is providing the Executive Branch the opportunity, initially at least, to exercise its constitutional authority over the Halifax County School system to remedy the academic disaster which is occurring there on behalf of the children who have no other place to turn to for a sound basic education.

In considering what action is required, it should be kept in mind that the children are the people that matter. These children can learn and they can perform at grade level or above provided their principal and teachers are **Leandro compliant**.

The Court will entertain no excuses or whining by the adults in the educational establishment in Halifax County about how it's the children's fault, not theirs, for failing to provide the academic environment where children can obtain a sound basic education. If these children had Leandro compliant school leadership and teachers, they can learn and obtain a sound basic education rather than fail and drop out of school doomed to a lifetime of poverty and its multiple damages.

In this regard, the Court read an article by Evan Thomas, Eve Coriant and Pat Wingert for Newsweek entitled UNLIKELY GAMBLER which was published September 1, 2008. The subject is Michelle Rhee who is head of Washington, D.C. schools. Here's a quote from the article UNLIKELY GAMBLER:

"She had an epiphany of sorts. In the demoralized world of inner city schools, it is easy to become resigned to poor results -- and to blame the environment, not the schools themselves. Broken families, crime, drugs,

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T-268 P.028/028 F-261

all conspire against academic achievement. But Rhee discovered that teachers could make the critical difference. 'It drives me nuts when people say that two thirds of a kid's academic achievement is based on their environment. That is B.S.,' says Rhee. She points to her second graders in Baltimore whose scores rose from worst to best. 'Those kids, where they lived didn't change. Their parents didn't change. Their diets didn't change. The violence in the community didn't change. The only thing that changed for those 70 kids was the adults who were in front of them every single day teaching.' (emphasis added).

There will be no further matters taken up at this hearing. In the event that these matters cannot be covered on Wednesday April 29, 2009 the hearing will continue on Thursday morning, April 30, 2009 at 10:00 a.m.

SO ORDERED this 16th day of March, 2009.


Howard E. Manning, Jr.
Superior Court Judge

NORTH CAROLINA: IN THE GENERAL COURT OF JUSTICE
WAKE COUNTY: SUPERIOR COURT DIVISION
95 CVS 1158

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

NOTICE OF HEARING AND ORDER RE: HEARING ON K-2 ASSESSMENTS

TAKE NOTICE that the Court will hold a hearing in this case during a regularly scheduled civil session of the Wake County Superior Court to begin on Wednesday, August 26, 2009 at 10:00 a.m. in Courtroom 5B, Wake County Courthouse.

Subject Matter of the Hearing:

The purpose of this non-adversarial hearing will be to provide the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education and The Department of Public Instruction the opportunity to report to the Court concerning the requirement that all elementary schools effectively use and implement K-2 Literacy and Mathematics Assessments for each and every child in grades K through 2 in order for those children to have the opportunity to obtain a sound basic education as required by the North Carolina Constitution and *Leandro*.

It has been brought to the Court's attention that although there are no ABC End of Grade assessments given in K-2, there are Literacy and Math Assessments in place that are required to be used and implemented for each child in those grades. The basis for this is that continual assessment of a child's academic progress is a critical component of a child's

educational process regardless of the grade the child is in. Everyone knows that early childhood education is critical in providing the child a baseline of academic progress in literacy and fundamental mathematical skills.

On-going assessment in literacy and mathematics instruction throughout the school year in grades K-2 is necessary and critical for each child's academic growth in reading and math. Assessment guides instruction and the K-2 assessments consist of formative, benchmark and summative.

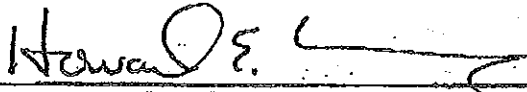
Accordingly, the Court wants to put on the record information about the K-2 Assessments, their importance in guiding instruction in literacy and math in the early grades and the requirements of the State Board of Education with respect to the use and effective implementation of the K-2 Assessments in each and every elementary school.

The bottom line is children should not be getting to the third grade unable to read at grade level or above, nor should they be getting to the third grade not prepared in mathematics. The failure of children to be prepared may very well be the result of an elementary school's failure to properly use and implement the K-2 Assessments appropriately, if at all.

Based on the abysmal results on last year's reading end of grade tests in many elementary schools and abysmal mathematics end of grade tests in many elementary schools, including those in Halifax County, it would appear at this time that the K-2 Assessments are not being properly utilized or implemented in the early grades. If they were it would seem logical to infer, at this point, that the children in the 3rd grade would not be tanking in reading and math after four (4) years in elementary school.

Due to the number of items to be covered, there will be no further matters taken up at this hearing.

SO ORDERED this 17th day of July, 2009.


Howard E. Manning, Jr.
Superior Court Judge

NORTH CAROLINA: IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
WAKE COUNTY: 95 CVS 1158

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

Aug 3, 2009

FILED
CLERK
WAKE COUNTY
N.C.
AUG 3 2009

NOTICE OF HEARING AND ORDER RE: HEARING

TAKE NOTICE that the Court will hold a hearing in this case during a special scheduled session of the Wake County Superior Court to begin on Tuesday, October 20, 2009 at 10:00 a.m. in Courtroom 5B, Wake County Courthouse.

All children in North Carolina are entitled to the equal opportunity to obtain a sound basic education. The children's constitutional right as set out in the North Carolina Constitution and this case follow:

Leandro Tenets and Minimal Compliance Standards

The North Carolina Supreme Court's decisions in *Leandro I* (346 N.C. 336) on July 24, 1997 and *Leandro II* (358 N.C. 605) on July 30, 2004, set in stone, once and for all, the following tenets relating to the Constitutional guarantee to each child of the right to an opportunity to obtain a sound basic education:

FIRST: We conclude that Article I, Section 16 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee every child of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a 'sound basic education' is one that will provide the student with at least:

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1. sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
2. sufficient fundamental knowledge of geography, history and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state and nation;
3. sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education and training; and
4. sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further *formal education or gainful employment* in contemporary society.." emphasis added; (*Leandro I p. 347*).....

SECOND: Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by Leandro, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education which requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum: LEANDRO COMPLIANT PREREQUISITES

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

FOURTH: That a child who is showing Level III (grade level) or above proficiency on the State's ABC tests, End of Grade (EOG) or End of Course (EOC), is obtaining a sound basic education in that subject matter AND that a child who is not showing Level III proficiency (performing below grade level) on the ABC tests is not obtaining a sound basic education in that subject matter.

FIFTH: That a showing of Level III proficiency is the proper standard for demonstrating compliance with the *Leandro* decision.

SIXTH: That a child who is performing below Level III is "at-risk" of not obtaining a sound basic education.

SEVENTH: That there are children "at-risk" of not obtaining a sound basic education located throughout the State of North Carolina and those children's needs are similar whether they live in a rural or suburban area.

EIGHT: That the State must assume responsibility for, and correct, those educational methods and practices that contribute to the failure to provide children with a constitutionally – conforming education.

NINTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support the instructional and support programs in that school so as to be *Leandro* compliant.

TENTH: Local School Systems (LEAs) are entitled to funding by the State sufficient to provide all students, irrespective of their particular LEA, with, at a minimum, the opportunity to obtain a sound basic education.

The Supreme Court ended its decision in *Leandro II* with the following:

*This Court now remands to the lower court and ultimately into the hands of the legislature and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina. Today's challenges are perhaps more difficult in many ways than when Adams articulated his vision for what was then a fledgling agrarian nation. The world economy and technological advances of the twenty-first century mandate the necessity that the State step forward, boldly and decisively, to see that all children, without regard to their socio-economic circumstances, have an educational opportunity and experience that not only meet the constitutional mandates set forth in *Leandro*, but fulfill the dreams and aspirations of the founders of our state and nation. Assuring that our children are afforded the chance to become contributing, constructive members of society is paramount. Whether the State meets this challenge remains to be determined. (358 N.C. 605,649)*

This has been the law since April 4, 2002, when the Final Judgment was entered on the liability phase of this case. The North Carolina Supreme Court set the law in stone on July 30, 2004, over four and one-half years ago. Since that time, this

Court has undertaken to monitor the State's progress with respect to carrying out its constitutionally mandated requirement that each and every child be afforded the equal opportunity to obtain a sound basic education.

For the past several years, the Court has held hearings and has carefully reviewed the academic performance of every school in this State. In conducting this review, the Court has, for the past two years, reviewed the EOC performance in reading and math and the EOG performance in each high school by course.

Following its review, the Court has reported on various aspects of poor academic performance to the Chairman of the State Board of Education, and the Governor. Also, from time to time, the Court has reported this information to members of the General Assembly.

There is no need to rehash these efforts here. Suffice it to say that poor academic performance remains a problem in a host of elementary, middle and high schools throughout North Carolina and as a result, the children in those schools who are blessed with the right to the equal opportunity to obtain a sound basic education as guaranteed by the Constitution and as set out in Leandro, are being deprived of their constitutional right to that opportunity on a daily basis.

To add to these problems, the national economy has been, and remains, in a state of downturn and that problem has affected the economy of the State of North Carolina. The state of the economy and its resulting lack of generating revenue streams is a serious problem that is being grappled with by the Executive and Legislative branches. This financial crisis notwithstanding, the basic educational assets guaranteed to the children in North Carolina Public Schools must remain in place. A competent principal providing educational leadership in every school and a competent teacher providing competent 21st century instruction in every classroom with the resources to support those goals are still required to be in place.

Subject Matter of the Hearing:

The purpose of this non-adversarial hearing will be to provide the parties, including, the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education and The Department of Public Instruction the opportunity to report to the Court concerning the following in order for the Court to be able to determine the present state of Leandro compliance as impacted by the State Budget for the next biennium, to receive student performance information for 2008-2009 in the record and a report on the status of other matters critical to the educational opportunities for children :

Report on the impact of the State Budget on compliance with the *Leandro* requirements for competent principals, competent teachers and resources for every school, including, but not limited to:

Low Wealth Funding, DSSF, Small County Funding, Discretionary Reductions (which were eliminated in 2006 — if they have returned), At-risk student funding, early childhood education (Smart Start & More at Four) ABCs accountability system, 21st Century Standards, assuring that there are sufficient competent certified principals and teachers in every school, and the effect of the federal stimulus funds flowing to education in North Carolina on these programs.

Progress Report on Halifax County Schools Project which is the subject of the Consent Order entered on May 6, 2009 and which is now underway.

The 2008-2009 End of Grade Mathematics Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide. [before and after re-tests]

The 2008-2009 End of Grade Reading Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide.[before and after re-tests]

The 2008-2009 End of Course Mathematics Scores in Algebra 1, Algebra 2 and Geometry by school, by LEA, statewide.

The 2008-2009 End of Course Scores in all high schools, by LEA, statewide which data shows the number of students in each EOC subject that were proficient in the subject in each high school and shows whether or not growth standards (state) were met or not met in each EOC subject in that high school.

The 2008-2009 Performance Composite for each school by LEA, statewide, which data also shows whether AYP was met or not.

Financial Data prepared by DPI Information Analysis and Reporting relating to Financial Expenditures by Major Categories for 2008-2009 Identified by the following titles:

Data for Original 44 Low Performing High Schools FY 2008-2009

Data for Original 44 Low Performing High Schools FY 2008-2009 for 2005, 2006, 2007, 2008 and 2009 showing a cumulative five year expenditure amount in excess of One billion dollars to operate these 44 high schools.

20 Lowest Middle Schools Performance Composite – Expenditures by Major Categories 2008-2009

Report on the efforts of the Turnaround High School and Middle School projects for 2008-2009, including the performance results in such schools in the project, including 2 reports entitled Turnaround High Schools Rank Order by Greatest Change in Composite 2008-2009 and Rank by Performance Composite, respectively.

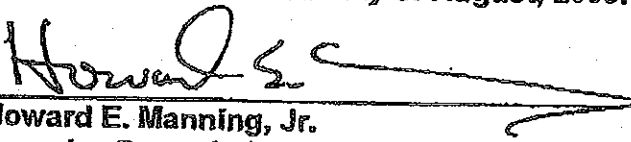
Report from DPI on the progress of Redesigning Assessment and Accountability to support the State Board of Education (SBOE) goal that every student's achievement be measured with an assessment system that informs instruction and evaluates knowledge, skills, performance and dispositions needed in the 21st Century.

Report from DPI on the progress of implementing the 21st Century Principal and Teacher Standards.

Report from DPI on the Implementation of the Virtual High School project for the school year 2008-09 school year.

Due to the number of items to be covered, there will be no further matters taken up at this hearing. In the event that these matters cannot be covered on Tuesday, October 20 2009 the hearing will continue on Friday morning, October 23, 2009 at 2:00 p.m.

SO ORDERED this 3rd day of August, 2009.


Howard E. Manning, Jr.
Superior Court Judge

STATE OF NORTH CAROLINA
COUNTY OF WAKE

IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
95 CVS 1158

HOKE COUNTY BOARD OF
EDUCATION, *et al.*

Plaintiffs,

and

ASHEVILLE CITY BOARD OF
EDUCATION, *et al.*

Plaintiff-Intervenors

v.

STATE OF NORTH CAROLINA, *et al.*,

Defendants.

AFFIDAVIT OF WILLIAM G. HANCOCK

William G. Hancock being first duly sworn declares and says that:

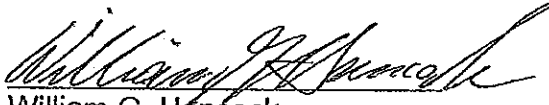
1. I am a resident of the City of Raleigh, Wake County, North Carolina. I am more than 21 years old and of sound mind.

2. I am at attorney with the law firm of Everett, Gaskins, Hancock & Stevens, LLP, and serve as legal counsel for the Low Wealth Schools Consortium, a collaboration of low wealth school systems in North Carolina.

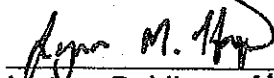
3. On October 2, 2009, I sent a questionnaire, attached hereto as Attachment A, by email to all superintendents of low wealth school systems in North Carolina. The purpose of the questionnaire was to assess the impact of recent State budget cuts on the ability of their respective systems to provide all children with a meaningful opportunity for a "sound, basic education". The

superintendents responded to the questionnaire by email or fax, and copies of the responses I have received to date are attached hereto as Attachment B.

Further Affiant sayeth not.

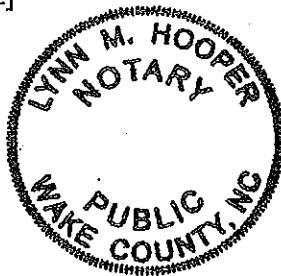

William G. Hancock

Sworn to and subscribed before me
this the 20th day of OCTOBER, 2009.


Notary Public LYNN M. HOOPER

My Commission expires: 08/05/2014

[SEAL]



Name of your LEA: _____

Date: _____

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

3. What is your LEA's ADM for:

FY 08-09 _____

FY 09-10 _____

4. LEA data (approximately):

FY 08-09

FY 09-10

Number of teachers:

Number of teaching assistants:

Number of all other personnel:

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☐ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☐ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

How do you expect to implement the "discretionary reductions" next year?

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? _____
for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Low Wealth Schools Responses to Questionnaire

1. Alexander County Schools
2. Beaufort County Schools
3. Bladen County Schools
4. Camden County Schools
5. Cleveland County Schools
6. Clinton City Schools
7. Columbus County Schools
8. Craven County Schools
9. Cumberland County Schools
10. Davie County Schools
11. Edgecombe County Schools
12. Greene County Schools
13. Halifax County Schools
14. Harnett County Schools
15. Hoke County Schools
16. Kannapolis City Schools
17. Lenoir County Schools
18. Lincoln County Schools
19. McDowell County Schools
20. Montgomery County Schools
21. Onslow County Schools
22. Perquimans County Schools
23. Person County Schools
24. Randolph County Schools
25. Richmond County Schools
26. Robeson County Schools
27. Rockingham County Schools
28. Rowan-Salisbury Schools
29. Rutherford County Schools
30. Sampson County Schools
31. Scotland County Schools
32. Stokes County Schools
33. Thomasville City Schools
34. Union County Schools
35. Vance County Schools
36. Wilkes County Schools
37. Wilson County Schools

CERTIFICATE OF SERVICE

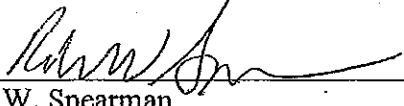
I hereby certify that the foregoing AFFIDAVIT OF WILLIAM G. HANCOCK with its Attachments was served on the parties in this action on this day by hand-delivering copies to:

Thomas J. Ziko
Grayson G. Kelley
Laura E. Crumpler
N.C. Department of Justice
114 West Edenton Street
Raleigh, NC 27603
*Counsel for Defendants State of North Carolina
and State Board of Education*

Ann L. Majestic
Tharrington Smith, L.L.P.
209 Fayetteville Street
Raleigh, NC 27601
Counsel for Plaintiffs-Intervenors

and by email to Amicii and other parties who have previously appeared in the litigation.

This the 21st day of October, 2009.



Robert W. Spearman
Parker Poe Adams & Bernstein LLP
150 Fayetteville Street, Suite 1400
P.O. Box 389
Raleigh, NC 27602
bobspearman@parkerpoe.com

Name of your LEA: Alexander County 020

Date: 10/6/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

- 1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?**

Seven

- 2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?**

We believe that the professional development offered from PEP was some of the highest quality and most in depth staff development available for leaders. Our principals who have attended PEP programs always received great information and were able to implement meaningful initiatives upon completion. We have no other vehicle to obtain such professional development.

- 3. What is your LEA's ADM for:**
FY 08-09 5524 at the end of the year
FY 09-10 5524 at the end of the first month

- 4. LEA data (approximately):**

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	367	352
Number of teaching assistants:	148	135
Number of all other personnel:	378	361

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$150,731

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

We will not have this money to provide much needed intervention services for our level 1 and 2 children. This is pretty significant as these children need additional support.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☐ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)
(tutoring, intervention, remediation, and enrichment programs during the day, after school, and in Saturday academies)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

We will not be able to offer these programs and support these children. Next year, we have to revert even more money so the impact will be even greater.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

We have cut all non-essentials and tried our best to protect the classroom. We have increased class size, cut programs, and eliminated personnel.

How do you expect to implement the "discretionary reductions" next year?

The same as this year but deeper. AARA money helps some, but as you know, it is restrictive and is to be used for short term investments to produce long term gains. Using this money on people will only create a greater hardship in 2011. We do our very best to analyze every line item in our budget.

- 10. What amount of new federal stimulus funds is your LEA receiving: for 09-10?**

We received a total of \$3,203,675. This is all the allotment for both years.

- 11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?**

Other reductions have hurt as well. High quality staff development is critical in creating 21st Century Learning opportunities and environments. Decreases in the central office allotment have forced us to do more with less, but eventually and ultimately, you can only spread so thin. We are a small LEA and our folks wore many hats prior to these cuts and now wear even more. We simply are not able to provide the same level of support to our schools. We do our best to be good stewards of our resources and when you do not operate a budget with fluff, it hurts when you have to make these huge cuts. Every little bit matters!

Name of your LEA: Beaufort County

Date: October 12, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Thirty one employees over the last three years attended PEP. Some of these attended multiple PEP staff development opportunities.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

This will greatly impact the amount of quality staff development available to our administrative staff. We will have to find ways to provide that locally.

3. What is your LEA's ADM for:

FY 08-09 7272

FY 09-10 7130

****comparing month 1 numbers**

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	605	590
Number of teaching assistants:	146	133
Number of all other personnel:	198	196

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? **\$194,948**

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

Primarily, this will impact the ability of our schools to hire tutors to work with students working below expectations. The largest portions of those funds were used to hire extra persons to work with student working below grade level or expectations.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Reduction in remediation services provided during the school day.

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

Remediation services
After school tutoring
Larger class sizes
Reduction in personnel

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Personnel cuts which resulted in an increase in class sizes.

How do you expect to implement the "discretionary reductions" next year? Unsure at this point. BCS will likely have to look at addition personnel cuts.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$639,659.50
for 10-11? \$639,659.50

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Textbook allotment will be affected

Name of your LEA: Bladen County Schools

Date: 10/19/2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

6

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? PEP is one of the best leadership opportunities and staff development for leadership the state has ever offered.

3. What is your LEA's ADM for:

FY 08-09 5169

FY 09-10 5137

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	408	391
Number of teaching assistants:	121	126
Number of all other personnel:	212	210

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$183,248

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? These funds were used to pay teacher salaries.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Without these funds to focus on at-risk students, our drop out rate will be higher and many students will not graduate within the four years.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Class size increases

How do you expect to implement the "discretionary reductions" next year? Personnel cuts, class size increases, no new textbook adoptions.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$4,583,796
for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? Loss of lottery and ADM funds we are not able to repair and maintain facilities.

Name of your LEA: Camden County

Date: 10/15/09

Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 2

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

eliminated funding for PEP and recent budget restraints, the professional development programs offered by PEP are simply a resource some school systems can no longer afford. The long term effect will be most visible in the loss of leadership staff development which impacts the total school environment.

3. What is your LEA's ADM for:

FY 08-09 1990 allotment funding

FY 09-10 1901 allotment funding

4. LEA data (approximately):

	FY 08-09	FY 09-10
Number of teachers:	<u>140</u>	<u>135</u>
Number of teaching assistants:	<u>49</u>	<u>33</u>
Number of all other personnel:	<u>115</u>	<u>109</u>

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$19,354.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

We will be forced to reduce the length of our summer school program.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☐ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs) *Support Our Students*

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? *We will continue to reduce Summer school & may possibly have to eliminate it at some point. At present we have gone from 4 weeks to 2 weeks*

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? *Personnel cuts were made, class size are maximized, reduced Summer school by 2 weeks, cut back on staff development opportunities*
How do you expect to implement the "discretionary reductions" next year? *looking at even more personnel cuts, fewer opportunities for staff development, cut back on computer & other hardware needed in schools, reduce instructional supplies per ADM even more*

10. What amount of new federal stimulus funds is your LEA receiving for 09-10? 223,815.00
for 10-11? 231,840.00

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? *NO, due to the biggest cut backs for our LEA has been in personnel.*

Name of your LEA: 230 Cleveland County Schools

Date:

10/19/2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Approximately 25 (approximately 35%) of our principals and assistant principals have attended PEP or PEP Workshops in the last 3 years.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

PEP has been the best administrative training for young school administrators for many years. With the elimination of the program, we are going to see school administrators deprived of the managerial skills necessary to be successful school principals. They will have to learn on the job which is not the best method for them or students.

3. What is your LEA's ADM for:

FY 08-09 16,411

FY 09-10 16,100

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	1,325 *	1,285
Number of teaching assistants:	420	384
Number of all other personnel:	485	445

*Includes all instructional staff (teachers, librarians, guidance etc.

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$395,605

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

It will have a dramatic impact on our schools AYP initiatives. We allocated those funds directly to schools and allowed them to use it to fund the major portion of the remedial programs for level 1's & 2's. Without the major funding category, schools will still be expected to insure these students' needs are addressed without the financial support to do so.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☒ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)

All programs took an across the board 15% cut in spending budgets. This includes school allotments as well as other central level administrative budgets that provided budgetary support to schools. We implemented a revised staffing formula for schools staffing of certified as well as classified positions last spring in anticipation of the anticipated devastating impact state and local budget cuts were going to have on school systems. These staffing formulas resulted in higher student teacher or teacher assistant to student ratios in our schools. We also implemented a hiring freeze on all positions, and

began a process to eliminate all non-essential vacant positions that were not direct classroom related.

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

It obviously will be very detrimental to our program. I guess the best way to explain it is that the funding streams for additional services to these children will again be eliminated or dramatically reduced without any change in the expectation by the state or the communities we serve to provide an adequate free and appropriate education to these students.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

We did it primarily with staffing cuts. We revised our staffing formulas resulting in larger class sizes etc., as well as the elimination of some programs. We also entirely eliminated a number of central level positions. These positions were critical positions, but they were not as essential as our direct instructional positions. We were trying to mitigate the adverse impact of budget reductions as much as possible to our classrooms.

The other thing we did was an across the board budget reduction in all spending budgets. We anticipated those budget cuts to be permanent until the economy improves. If we have to make additional cuts to instructional budgets, schools will suffer irreparable damage in their instructional programs.

How do you expect to implement the "discretionary reductions" next year?

We would anticipate using our staffing formulas to handle the reductions. This however assumes that DPI does not change in mid stream their allotment process. In other words, they gave us our allotments this year based on existing formulas and we had to figure out how to meet the reduction requirement. If they change the rules and cut the DPI budget before making allocations to schools and then pass along a discretionary reduction to schools, we may as well shut the doors, because there would be no way to meet the reduction and still provide an adequate education to our students much less our most at risk students.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$8,000,000
for 10-11? \$6,000,000

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

I think you have covered the major concerns. The only other thing that really comes to mind is the stress the current economic situation is having on our students. Many of these kids are faced with unbelievable circumstances in the best of times. However, in these uncertain times, these are the most severely impacted students by the poor economy. At the time the need for additional services are highest, the availability of resources are at the lowest levels we have experienced in most of our educational careers. We will persevere, but the impact of this will not and cannot be measured next year. Many years from now, we will still be looking back to this time to try and explain many of the problems we face as a society because we were unable to adequately meet the needs of all of our students, and not just the at risk students.

Name of your LEA: Clinton City Schools

Date: 10/7/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 3

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Our administrators are inexperienced and need opportunities for leadership development. As a small district we depend heavily upon programs such as PEP to provide professional development and training opportunities for new administrators.

3. What is your LEA's ADM for:

FY 08-09 3,015

FY 09-10 3,103

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	246	242
Number of teaching assistants:	68	58
Number of all other personnel:	121	115

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$92,641.00

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6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

We have had to eliminate large portions of our remediation programs as a result of this funding loss. The impact will be enormous in that resources must be drawn from other areas. This will also impact our ability to raise achievement as the proficiency increases on ABCs and AYP accountability.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Elimination of Summer School, After School Tutoring, After School Programs, and Literacy Coaches

There will continue to be a negative impact on the aforementioned programs. The current loss of funding has reduced services for at-risk children, will may have a negative impact on their academic achievement. If funding levels remain the same, this impact will continue for the next fiscal year.

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9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Personnel cuts and increase class size

How do you expect to implement the "discretionary reductions" next year? Personnel cuts and increase class size

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$1,684,048.00
for 10-11? \$1,539,136.00

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?
We anticipate our local funding to be affected if revenues continue to decline. As a result, the negative impact on our district would be expected to increase, making it more difficult to meet the needs of students.

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Name of your LEA: Columbus County Schools LEA 240

Date:

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Thirty one principals

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Columbus County Schools is losing a vital part of our mentoring program for new principals (SAIL, Survival for New Principals, Training and Retaining Teachers, Professional Learning Communities, etc.) and professional learning opportunities for all school administrators.

3. What is your LEA's ADM for:

FY 08-09 6890

FY 09-10 6807

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	455	446
Number of teaching assistants:	108	104
Number of all other personnel:	385	386

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$ 227, 696.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? After school tutoring services were eliminated, tutor positions were cut, instructional supplies were cut.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students (1 position cut)
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Remediation and tutorial positions will be eliminated, other funding sources will not be available as most are being spent this year to maintain personnel and services as near as possible to continue services for improving the AYP and meeting NCLB.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Personnel cuts from state ADM positions which would have been lost converted to stimulus to maintain class size, federal funds being used for required staff development to meet district and school initiatives and improvement plans, One ESL position funded from ADM conversion cut, support personnel reassigned into vacant positions or assigned additional duties and vacancies not filled.

How do you expect to implement the "discretionary reductions" next year? Cuts in personnel, textbooks, staff development, (stimulus money funding 30+ teaching positions and custodians and substitute teachers being paid out of stabilization funds), Columbus County does not have any other funding resources to keep these positions, support personnel, instructional supplies, and additional targeted resources to tutor at risk will have to be eliminated.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$ 3, 484,843.61
for 10-11? \$ 1, 617,251.00

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Class room sizes cannot be maintained, services to at risk children will not be available. What about non-instructional funds for custodians and substitute teachers? There are no local revenues to pay for custodians or substitute teachers. Also, Columbus County has teachers who have chosen the option available to them in the short-term disability to use sick leave instead of going onto disability, this is exhausting large dollar amounts for substitute teachers or in the case of JROTC programs local dollars to fund an instructor.

Name of your LEA: Craven County Schools

Date: 10/5/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Five

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

My administrators are saddened that this opportunity no longer exists. Administrators attending from my district had positive experiences with PEP.

3. What is your LEA's ADM for:

FY 08-09 14,800

FY 09-10 14,760

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	1005	985
Number of teaching assistants:	180	165
Number of all other personnel:	1809	1854

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$345,000.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? We will not be able to provide the remediation for at risk students like we have in the past. This will have a negative effect on student performance results.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Again, we will not be able to offer extensive remediation throughout the school year.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Class size has increased and we "turned" in 21 teaching positions to help with the discretionary cut. We also sent dollars back from our AIG budget and school supplies.

How do you expect to implement the "discretionary reductions" next year? Will do similar cuts.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? Over 9 million over a two year period.
for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year
or next year, that you anticipate because of State budget cuts, that
have not been covered in the previous questions?
What do we do when the stimulus dollars run dry?

Name of your LEA: Cumberland County

Date: 10-19-09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

3. What is your LEA's ADM for:

FY 08-09 53,007

FY 09-10 52,200

4. LEA data (approximately):

		<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	3574	3521	
Number of teaching assistants:	1156	1018	
Number of all other personnel:	2272	2239	

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$1,522,402

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? Unless we find another funding source, we will not be able to provide the same level of direct remedial instruction to at-risk students.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? As with this year, we will be unable to sustain the level of direct remedial instruction for at-risk students

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Personnel cuts which affected class sizes by one. We cut our teacher allotment by 77 and turned in 153 teacher assistant positions. We also reduced our textbook allotment by \$750,000 and our mentor allotment by \$300,000.

How do you expect to implement the "discretionary reductions" next year? We will look at all available info and resources before

making a final decision but a discretionary reduction will have an impact primarily on personnel.

- 10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? Operating funds \$27m; construction funds \$15m _____ for 10-11? _Similar to 09-10_____**

- 11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? The hospitalization and retirement matching rates are scheduled to increase next year which means even if we receive the same amount of dollars next year, we will have less purchasing power resulting in fewer positions.**

The PSBCF (Public School Building Capital Fund) reduction affects our ability to build schools or add on to existing schools.

Name of your LEA: Davie County Schools

Date: October 8, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?
Three.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?
It is the best training that our LEA ever had for principals and assistant principals. PTEC and RESA have developed workshops that will attempt to fill the void for aspiring principals. However, it is not at the level of what our administrators received at PEP. The missing piece is the program for principals now in the job.

3. What is your LEA's ADM for:
FY 08-09 6,582
FY 09-10 6,586

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	488	452
Number of teaching assistants:	170	150
Number of all other personnel:	342	368

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?
\$158,649

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? There will be no summer remediation programs and fewer remediation programs for students during the school year. In some areas, the achievement gap between students in grade levels will become greater.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? There will be no in-school remediation programs and no summer remediation programs. Eventually, some programs our LEA has today will be eliminated.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? class size increases, personnel attrition, program cuts, textbook funds

How do you expect to implement the "discretionary reductions" next year? same

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$1,793,802
for 10-11? \$1,793,803

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? Yes. Staff reductions, program reductions, etc.

Name of your LEA: Edgecombe County Public Schools

Date: October 6, 2009

Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

3 people

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

We will have to look at other avenues for building school/district capacity, e.g., encourage the RESA to offer such programs, although access to quality instructors would not necessarily be the same.

Local fund would not be an option. Those funds would have to be used to offset state cuts in professional development.

3. What is your LEA's ADM for:

FY 08-09 7,330
FY 09-10 7,315

4. LEA data (approximately):

	FY 08-09	FY 09-10
Number of teachers:	462	447
Number of teaching assistants:	162	157
Number of all other personnel:	335	334

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$276,189

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

Fewer dollars available for focused intervention programs. We were able to place \$200,336 in our DSSF plan to offset some of this loss.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

Classrooms will continue to be larger and fewer dollars for services.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

As a unit, we reverted classroom positions. We were able to include most of those positions in other funding but not all were maintained which in turn increased class sizes.

How do you expect to implement the "discretionary reductions" next year?

The same way.

10. What amount of new federal stimulus funds is your LEA receiving:

for 09-10? 3,397,712.48 (includes stabilization) without stabilization = \$1,476,140.48
for 10-11? 3,269,492.00 (includes stabilization) without stabilization = \$1,347,920.00

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

We are also concerned about the status public school capital building fund.

Name of your LEA: Greene County Schools

Date: October 9, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

7 administrators in the district have attended PEP in the last three years.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Our ability to provide quality professional development and to "grow our own" administrators will be severely impacted by this action.

3. What is your LEA's ADM for:

FY 08-09 3,351

FY 09-10 3,281

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	244	229
Number of teaching assistants:	84	73
Number of all other personnel:	214	182

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$138,651.

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? The loss of PRC 072 caused us to lose one position and another source of funding for programs/supplies for our students – especially those deemed “at-risk.” Also, it impacted professional development funding.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☐ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☒ Other (please identify such other programs): educational field trips, textbooks

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Programming and opportunities we have provided in the past for at-risk students will continue to be reduced or eliminated.

9. The State budget includes substantial “discretionary reductions” for all LEA’s in both years of the biennium.

How have you implemented this “discretionary reduction” in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Loss of personnel, program reduction/elimination, class size increases in grades 6-12

How do you expect to implement the “discretionary reductions” next year? More of the same!

10. What amount of new federal stimulus funds is your LEA receiving:

for 09-10? \$335,208 in Title I;
for 10-11? \$335, 208 in Title I;

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? The elimination of professional development funding for our teachers has been extremely difficult to work through. The decision by the state to withhold the stabilization funds from the districts has been tough – ultimately, the state decided to use the stabilization money to replace the funding in PRC 003 (Non-instructional support). This PRC provides administrative assistants, custodians, and substitute teachers. The state cut that fund totally and used the stabilization money to “backfill.” The elimination of textbook money will also be harmful – we will have no way to provide replacement textbooks for students.

Name of your LEA: Halifax County Schools

Date: 10/8/09

***Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.***

- 1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? N/A**

- 2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? N/A**

3. What is your LEA's ADM for:

FY 08-09 4453

FY 09-10 4279

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	358	311
Number of teaching assistants:	84	78
Number of all other personnel:	340	345

- 5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$224,910**

- 6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? We still have student accountability expenditures that will have to be paid from other State sources.**

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer School
- ☒ After school tutoring
- ☒ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs *for at-risk children* next year? Our funding for At Risk typically carries over if there is a remaining balance at year end – this FY we only received 50% of the carryover and that had a devastating impact to our funding level.

9. The State budget includes substantial “discretionary reductions” for all LEA’s in both years of the biennium.

How have you implemented this “discretionary reduction” in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? We reverted positions that were picked up with ARRA Education Stabilization funding.

How do you expect to implement the “discretionary reductions” next year? The same

10. What amount of new federal stimulus funds is your LEA receiving:

for 09-10? _____

ARRA - Education Stabilization	1,269,353.00
ARRA - Title I	1,996,025.00
ARRA - IDEA VI-B	1,029,939.00
ARRA - IDEA Preschool	40,480.00
ARRA - Education Technology	54,991.00
ARRA - McKinney Vento	15,990.00

for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Harnett County Schools

Date: October 9, 2009

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

3 Participants

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

While annual participation in PEP may vary, its impact is substantial and goes beyond what a single principal may learn—due to its strong data-driven, research-based reputation, other administrators often adopt what they see their colleagues doing as a result of what was learned through PEP. The Principal's Executive Program evolves thinking and thus, seeds a more progressive school and district. With increased transition in educational leadership and principals with significantly less tenure as assistant principals, PEP will be even more beneficial for future educational leaders.

3. What is your LEA's ADM for:

FY 08-09 18,728

FY 09-10 19,158

*Compares 20th day for the respective years. 430 students or 2.3% increase.

4. LEA data (approximately):

Number of teachers:

FY 08-09

1,262

FY 09-10

1,240

Number of teaching assistants:	408	353
Number of all other personnel:	655	636

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$284,678

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

The early intervention programs, such as RTI, after-school or in-school tutoring, summer school, Reading Mastery, etc., which the LEA has implemented that strengthen a student's bond to school by improving academic achievement, assisting them in developing social competencies, and improving appropriate interactions in school and decreasing the tendency for aggression, will be negatively impacted or totally eliminate by the elimination of student accountability funding.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ X Summer school (see note a below)
- ☒ X After school tutoring (see note b below)
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ X Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ X Other (please identify such other programs)

- a. Summer school was eliminated in 2008-09 and will be eliminated in 2009-10.
- b. After school tutoring has been eliminated in 2009-10
- c. (Other) Credit Recovery, a program to assist high school students who may have failed one or more courses recover their credits, may be adversely impacted by a reduction or elimination of funds.

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

Many of our children live in vulnerable families and neighborhoods where the incidence of poverty, teen pregnancy, unemployment, substance abuse, and violence is widespread. The district and schools are increasingly trying to implement programs and "safety nets" to help remove the barriers to learning created by problems that begin outside the classroom walls. A lack of funding to support these initiatives will be detrimental for high student achievement and interrupt the positive link between the students and schools.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium. How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Reversion of funds caused personnel reductions in areas of Teachers, Teacher Assistants, Assistant Principals, Office Support, Custodians and Technology Support as well as reductions in classroom materials and textbooks.

How do you expect to implement the "discretionary reductions" next year?

We will continue with the same staffing reductions and classroom supplies/textbook reduction.

- 10. What amount of new federal stimulus funds is your LEA receiving:**
- | | |
|-------------------|--------------------|
| for 09-10? | \$3,822,025 |
| for 10-11? | \$3,815,474 |

- 11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?**

The major use of PRC-072 has been for supplemental instruction to students who are at-risk academically without regard to their socio-economic background. Before-school and after-school tutorial programs, parental involvement supports, and in-class tutors for individual students and for reading centers will be lost.

Name of your LEA: Hoke County Schools

Date: October 6, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Approximately 25 Administrators attended PEP training over the past three years, which consisted of principals and assistant principals.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

With the elimination PEP, it will impact the network support that is developed during the PEP program, it will reduce the amount of technology training that is essential in the administrative position and it will also impact pertaining information on current topics that helps administration in their daily operations of the school building.

3. What is your LEA's ADM for:

FY 08-09 7449

FY 09-10 7674

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	421	421
Number of teaching assistants:	160	160
Number of all other personnel:	300	300

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$213,782

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? With the elimination of Student Accountability funding, it will reduce the amount of funding for after-school tutoring and transportation for after-school tutoring.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? If the state funding for our LEA is the same next year, we will have to reduce the amount of tutoring, supplies and materials and support services that would be necessary to help these at-risk children succeed.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? With the discretionary reduction, we reduce after-school tutoring, supplies and materials, and reduce the teacher assistants amount of time worked by 25%, which resulted in a salary reduction of 25%.

How do you expect to implement the "discretionary reductions" next year? The same as the previous year.

- 10. What amount of new federal stimulus funds is your LEA receiving:**
for 09-10? 3,685,940
for 10-11? 3,619,035

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? If the cuts continue into the next fiscal year, it could reduce personnel which we tried not to address this school year. Reducing personnel affects the instruction of students and their ability to not succeed in larger class sizes.

Name of your LEA: **Kannapolis City Schools**

Date: **October 8, 2009**

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principals' Executive Program (PEP) in the last three years?

One has attended three times and one attended once

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Loss of PEP will eliminate valuable professional for administrators.

3. What is your LEA's ADM for:

FY 08-09 **5134**

FY 09-10 **5193**

4. LEA data (approximately)

	FY 08-09	FY 09-10
Number of teachers:	430	422
Number of teaching assistants:	130	126
Number of all other personnel:	180	178

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? **\$129,987**

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

Teacher, teacher assistants, summer school, and tutoring

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

☒ Summer School

☐ After school tutoring

- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

Summer school, student accountability, literacy coaches

9. The State budget included substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? **Classroom teachers, AP's, textbooks, AIG**

How do you expect to implement the "discretionary reductions" next year? **Classroom teachers, teacher assistants**

10. What amount of new federal stimulus funds is your LEA receiving:

For 09-10? **\$2.5M**

For 10-11? **\$2.5M**

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Lee County

Date: _____

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

3. What is your LEA's ADM for:
FY 08-09 9361
FY 09-10 9661

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:		
Number of teaching assistants:		
Number of all other personnel:		

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?
\$247,191 received in 08-09

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? Reduction of remediation and tutorial services.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Will not be in a position to enrich or address their individual needs to ensure continued academic success

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Personnel Cuts (Teacher Assistants, Assistant Principal Reductions, Teacher Reductions)

How do you expect to implement the "discretionary reductions" next year? Same manner

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$6,129,596 Both years _____
for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Lenoir County Public Schools

Date: October 6, 2009

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? This is a very bad decision. We need a way to offer staff development to potential leaders in our districts. Every principal I talked with talked about the value of pep to them and their growth as a leader.

3. What is your LEA's ADM for:

FY 08-09 9634
FY 09-10 9310

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	641	610
Number of teaching assistants:	165	155
Number of all other personnel:	626	581

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$284,371.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? This funding was used to provide summer school. We will not be able to provide summer school. After school tutoring will have to be looked at as a possible potential cut.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)
Social worker

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Will not be able to provide summer school and additional staff to low performing/high risk schools that need smaller class sizes.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Reduced hours for Teacher Asst., increased class size in 4-12, cut months of employment for clerical and guidance positions, cut AP positions.

How do you expect to implement the "discretionary reductions" next year? Through attrition and possible staff cuts.

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? \$6,724,987

for 10-11? ____ part of Title I and IDEA ARRA funds will be used
in 2010-11

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?
Possibly textbook adoptions

Name of your LEA: Lincoln County

Date: 10/12/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Three (3)

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Based upon the number of principals who are planning for retirement in the next several years, the lack of PEP funding could have a significant adverse effect on our system.

3. What is your LEA's ADM for:

FY 08-09 12,150

FY 09-10 11,890

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	886	848
Number of teaching assistants:	186	179
Number of all other personnel:	477	410

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$272,000

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? Remedial services will be very limited to Level 1 and Level 2 students. Schools will have minimal tutoring provided before, during, and after school. This definitely increase the possibility of having to retain students that do not have an opportunity to make the necessary improvements prior to the next school year.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ **Summer school**
- ☒ **After school tutoring**
- ☐ **Child and family support teams**
- ☒ **More at Four**
- ☐ **Smart Start**
- ☒ **Use of literacy coaches**
- ☒ **Programs for non-English-speaking students**
- ☐ **Other (please identify such other programs)**

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? *This definitely increase the possibility of having to retain students that do not have an opportunity to make the necessary improvements prior to the next school year.*

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? *Increase class size by one (1) in grades 4-12. Eliminate Teacher Assistants in grade 3.*

How do you expect to implement the "discretionary reductions" next year? *Same as in 2009-10*

10. What amount of new federal stimulus funds is your LEA receiving:

for 09-10? \$4,477,000 Includes \$2.8 M Stabilization Funds for 1 year
for 10-11? \$1,892,000

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Reduction of \$192,000 in DSSF funds which are used for providing remediation to Gateway students in grades 3 and 5.

Loss of \$300,000 in funding for clerical/custodial with the "Stabilization funding offset. Also places burden on school districts to absorb workers comp cost, annual leave payoffs, and disability payments for the employees previously paid from State funds..

Name of your LEA: McDowell County SchoolsDate: October 5, 2009

Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

5 administrators participated in staff development

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? PEP allowed me to train my principals in the latest techniques / programs. From class walk throughs to PLCs, we enjoyed working with PEP. This leaves a major void in administrative training that will be costly.

3. What is your LEA's ADM for:

FY 08-09 6,549

FY 09-10 6,396

4. LEA data (approximately):

	FY 08-09	FY 09-10
Number of teachers:	508	490
Number of teaching assistants:	87	72
Number of all other personnel:	415	413

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$180,181

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? This reduces the number of tutors and specialized tutorial afterschool programs for our students.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☒ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Less resources to have tutors for students who need help and/or remediation.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Limited travel, eliminated tuition scholarship program for employees, reduced personnel, increased class size slightly, eliminated some teacher assistants.

How do you expect to implement the "discretionary reductions" next year? The same as last year but \$305,000 more than this year.

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? \$4,112,844* (140, 141, 144, 145, 146, & 148) (see attached) for 10-11? I do not have exact figures for this year (* Includes \$876,946 for the two year period for PRC 141)

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? I am concerned that ~~the~~ the loss of mentor pay, tuition scholarship funds, conference traveling, etc. and the increase in health insurance co-pays will lead to a decrease in teacher morale. I hope that this is not reflected negatively with student achievement as standards continue to increase.

ARRA Funds			
PRC	Description	09/10 Funding	10/11 Funding
140	Education Stabilization	\$ 1,757,698	
141	Title I (Total for two years)	876,946.00	
144	IDEA VI-B	1,362,750.00	
145	IDEA Preschool	53,603.00	
146	Education Technology Formula	24,558.00	
148	Homeless	36,489.00	
		\$ 4,112,044	\$ -

Name of your LEA: Montgomery County Schools

Date: 10/16/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2 attended in the last three years

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

This will be a disadvantage, especially for those of us who have to hire less experienced administrators.

3. What is your LEA's ADM for:

FY 08-09 4465

FY 09-10 4425

4. LEA data (approximately):

FY 08-09

Number of teachers: 365

Number of teaching assistants: 140

Number of all other personnel: 225

FY 09-10

Number of teachers: 339

Number of teaching assistants: 122

Number of all other personnel: 219

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? **\$144,443**

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? **Used funds to pay school based personnel**

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

Reduction in after school opportunities

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? **Personnel cuts and class size increases**

How do you expect to implement the "discretionary reductions" next year?

Additional personnel cuts and class size increases

10. What amount of new federal stimulus funds is your LEA receiving:

for 09-10? ____866,010

for 10-11? ____866,010

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Onslow County

Date: October 16, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Approx. 7-9

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

??

3. What is your LEA's ADM for:

FY 08-09	<u>23,659</u>
FY 09-10	<u>23,700</u>

4. LEA data (approximately):

Number of teachers:

FY 08-09

1545

FY 09-10

1467

Number of teaching assistants:

511

414

Number of all other personnel:

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$609,167

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

There will be a significant reduction in opportunities such as tutoring for level 1& 2 students.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☐ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs *for at-risk children* next year? Less opportunities - staffing impacts - support services/special programming will be eliminated due to budget constraints.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Reduction in teaching/assistants/support program positions
Increases in class size/limited new course opportunities

How do you expect to implement the "discretionary reductions" next year? Reduction in staffing positions/ reduction in course offerings / Support services/tutoring elimination

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10?

\$15,279,651 has been made available for use through 2011

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Cuts to textbook allotments will be deeper next year, health insurance and retirement costs are increasing - technology and operating costs continue to rise

Name of your LEA: Perquimans

Date: October 7, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

The loss of leadership development skills provided in the PEP format will be huge for the professional development of administrators.

3. What is your LEA's ADM for:

FY 08-09 1711

FY 09-10 1762

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	131	120
Number of teaching assistants:	51	45
Number of all other personnel:	152	146

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$38,371.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? Any loss of funding will be huge to offset and will require the LEA to make drastic cuts in other areas to continue to support the programs implemented with the Student Accountability funds.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs *for at-risk children* next year? *The reductions mentioned in Question 7 will continue and possibly be more severe.*

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? *We have accomplished meeting the demands of the "discretionary cuts" by reducing personnel, reducing resources, and allowing only for essential travel.*

How do you expect to implement the "discretionary reductions" next year? *The same and/or worse scenario.*

10. What amount of new federal stimulus funds is your LEA receiving for 09-10? *\$523,618.00 Stimulus for Non-Instructional Support*

\$334,080.00 ARRA IDEA and Title 1

for 10-11? \$334,080.00 ARRA IDEA and Title 1.

- 11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?**

It is very likely that next year will find our LEA cutting deeper into personnel by eliminating additional teacher assistants, custodial, and other support staff.

Name of your LEA: Person County Schools

Date: October 6, 2009

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? *Three.*

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? *This was the only remaining quality program for educating principals. The shortage of administrators will continue and higher education training programs are necessary but not adequate.*

3. What is your LEA's ADM for:

FY 08-09 5287

FY 09-10 5103

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	475	450
Number of teaching assistants:	80	60
Number of all other personnel:	225	200

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? *\$172,800*

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? After school and Saturday tutorial programs have been eliminated. Intervention allotments to schools have been reduced by 75%. Personnel eliminated.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
☒ After school tutoring
☒ Child and family support teams
☒ More at Four
☐ Smart Start
☒ Use of literacy coaches
☒ Programs for non-English-speaking students
☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? *No intervention allotments and class sizes will increase again. Class sizes at our most challenged schools will have to return to state formula.*

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? *Reduced 6 teachers, 1 assistant principal, and 18 teacher assistants.*

How do you expect to implement the "discretionary reductions" next year? *Additional reductions of teachers and assistants.*

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? _____

for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: **Randolph County Schools**

Date: **October 7, 2009**

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

Approximately 20 registrations

14 total participants over previous 3 years.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

PEP provided quality professional development and learning opportunities for administrators which our district will not be able to provide at depth the level provided by PEP. The aspects we will miss are the expertise of the presenters/leaders, and the opportunities for administrators to participate in training which is focused/job-imbedded and offered in sessions of uninterrupted learning time (residential).

3. What is your LEA's ADM for:

FY 08-09 18,918 (first month)

FY 09-10 18,704 (first month)

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	1253	1206
Number of teaching assistants:	366	336
Number of all other personnel:	1085	1079

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

Carry Over = 112,187

Allotment = 539,894
652,081

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? *The elimination of these funds has greatly impacted our services for our students, the plan of remediation for these students, and trying to get them on grade level has greatly impacted their progress.*

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

Yes (a smaller scale Program) Summer school

Yes (some) After school tutoring

_____ Child and family support teams

Partnership More at Four

Partnership Smart Start

Yes Use of literacy coaches

Yes (some) Programs for non-English-speaking students

_____ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? *It will affect our student's growth greatly. We will not be able to provide the services that we have to our at-risk students in the past. These programs in the past have shown tremendous growth for our students.*

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Personnel cuts, class size increases in grades 4-12.

How do you expect to implement the "discretionary reductions" next year? *We used teacher and teacher assistant's positions to handle the discretionary cut for 2009-2010, and will probably do the same in 2010-2011.*

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? 13,767,719
for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

The adverse consequences for our LEA is that it also takes so much time to plan and restructure to make programs, services and other things benefiting our students work for their progress.

Name of your LEA: Richmond County Schools

Date: 10/15/2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 13

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

The PEP Program provided a rigorous professional development for principals, assistant principals, and superintendents as leaders. The PEP Program emphasized the importance of raising expectations for students, faculty and parents; how to increase school effectiveness; and the need to develop and implement long-range school goals with the heavy involvement of faculty, staff and parents. Currently there is no other leadership program like PEP that will provide leadership training for school leaders. There is no way that our LEA could provide the type of training and resources that PEP provided. Keep in mind that the state paid all costs \$4,500 per participant for lodging, books, materials, instruction and meals. The district only paid travel expenses. What a deal! The 25-day program provided 165 hours of class over seven months. Materials covered include 12 books, more than 100 articles, 20 case studies and written assignments for all 70 instructional sessions. Without a doubt the PEP Program was a great opportunity for rigorous professional development for principals, assistant principals, and superintendents.

3. What is your LEA's ADM for:

FY 08-09 7973

FY 09-10 7795

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	644	601
Number of teaching assistants:	219	215
Number of all other personnel:	350	350

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$307,749

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? Summer school was not offered and we increased class size due to the elimination of these funds.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☐ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? No summer school and we will examine our alternative programs offered after the traditional school day to determine if these programs are affordable under such limited funds.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? We non-renewed 40+ teachers therefore, it increased class size significantly in the middle schools and high school.

How do you expect to implement the "discretionary reductions" next year? Same as this year. We will revert back teacher positions and use other funding sources to pay those positions. But that eliminates funding for supplies, materials, equipment, etc.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$5,274,101.54
for 10-11? _____

The figure for 09-10 includes stabilization funding of \$2.155M

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Public Schools of Robeson County

Date: October 8, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? No more than six.

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? It reduces the opportunities for our new principals, as well as those who need additional training, to learn and network relative to instructional leadership.

3. What is your LEA's ADM for:
FY 08-09 23,393 final / initial allotments were based on 23,867
FY 09-10 23,399 used for our initial allotments

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	1,616	1,544
Number of teaching assistants:	650	635
Number of all other personnel:	2,335	2,265

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? Our initial allotment was \$892,097.00.

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? In a county with so many at risk students, it has reduced our

ability to offer tutoring, upgrade technology needed for integration of all academic areas, and to purchase additional teaching and learning resources. Possibly, a greater impact will be felt next year, because the state has indicated that other funding will be reduced.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☒ Other (please identify such other programs) State staff development was eliminated. These funds were used to provide additional training resources to assist teachers in helping Level I and Level II students.

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Monies used to hire vital teaching assistants will not be enough to maintain our quest to improve early literacy. Much of the Low Wealth and At Risk funds will have to be diverted from helping students learn to funding vital classified positions such as custodians, secretaries, resource officers, as well as certified personnel such as nurses, counselors, etc. Additionally our ability to hire extra teachers to reduce class size will be negatively affected.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Draconian cuts including reduction of

personnel, program cuts such as tutoring, and technology enhancements, as well as increasing class size in grades 4-12.

How do you expect to implement the "discretionary reductions" next year? Quite honestly, we do not know specifically yet. However, we have no choices but to continue to cut programs and personnel.

10. What amount of new federal stimulus funds is your LEA receiving for 09-10? So far we are receiving or have received 7 different stimulus funds. They include Title I, Part A, ARRA IDEA part B for exceptional children and also preschool, ARRA education technology grant, ARRA McKinney Vento Homeless, Child Nutrition Equipment, and ARRA Stabilization funds. The total amounts in dollars are \$22,276,577.00 for 10-11? Most of these funds are designed to expire 9/30/2011 so our school system has to figure out a way to balance these funds over a two year period. The only exception would be the child nutrition equipment grant - it expired on 9/25/09 and we don't expect to receive any more funding through this program.

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? The state cuts have put a strain on Federal programs to provide remediation, fund programs, and to provide teaching and learning instructional resources. So many of our employees are worried about their jobs and how they will provide for their own children. It is also impossible to make any long range plans (not even a year in advance). We operate from month to month not knowing if we will have to revert additional monies back to the state. If this happens again (especially with the previous cuts and the discretionary reduction) we will be forced to cut programs even deeper as well as personnel. Our ability to offer a sound, basic education for our students (at risk or otherwise) cannot improve with this "instant reaction" to take funding from our school district while we are in the middle of implementing academic improvement initiatives. We thought that the Stimulus funding would

help our county with equity in resources (as compared across the state and the nation). However, we had to use almost two thirds of these funds to keep the teachers, assistants, and other staff needed to adequately operate our schools. So, the Stimulus funds as compared to our cuts are a "wash" in our county. We have not been able to provide additional resources and we have also been unable to maintain our educational structure at the 2008-2009 levels.

Transportation is also a big problem in our county. Historically the needs of our students have surpassed the funding allocations we receive each year from DPI in regards to transporting our students. Including the cuts from this year's budget we anticipate needing roughly \$1 million dollars in addition to our state allotment to cover the transportation needs of our county. This may range from everyday yellow bus routes to more direct contracted transportation needs from our exceptional children's department.

Our School Food Service department continues to be a drain on our current expense fund as well. With no help from the state and the combination of increased fuel costs, food costs, and increased costs for benefits, our local fund has lost over three million dollars in two years. We have been unable to collect indirect costs, worker's compensation premiums, and a host of other types of funding that historically has helped our system build up our local fund balance. The dwindling fund balance does not allow us the opportunity to use local funds to provide additional support to our students and staff in any area.

Name of your LEA: Rockingham

Date: October 12, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

70 plus

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

There is no longer an outlet dedicated to our principals/AP to provide in-depth staff development

3. What is your LEA's ADM for:

FY 08-09 14,039

FY 09-10 13,995

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	979.56	960.9
Number of teaching assistants:	306.06	273.63
Number of all other personnel:	471.35	480.77

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$259,856

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? We have no staff development opportunities like we did last

year. Our system-wide academic coaches are no longer funded; the bulk of the tutoring money for the schools is down 90% from last year

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)

Curriculum development coaches during the summer months.

Technology training for all our teachers on the ACTIVboard project (all classrooms have one installed)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Very little tutoring, a lot less staff development opportunities for teachers, we CANNOT adopt the new math textbooks

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? We have a plan to eliminate 46 TA positions in the next two years. We reduced our teaching staff by 26 positions with plans for an additional 30 for 2010-11 (worst case we would cut an addition 30 more if the 400 million dollar supplanting of stabilization funds cannot be replaced by the state in 2011-12.

How do you expect to implement the "discretionary reductions" next year? Complete the 46 TA cuts Have 56 less teachers than

we did in 2008-09, eliminate two AP slots, reduce some 12 month employees to 11 or 10.5 months.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? 9,527,080.88
for 10-11? 3,823,965

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

We have lost all our savings in our undesignated fund balance to cover storage from state funds.

Since the ADM fund is no longer available we had to stop planning for 3 new schools and focus only on one.

Name of your LEA: Rowan-Salisbury School System

Date: 10/8/09

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 6

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? Principals will be limited in their opportunities qualify for training

3. What is your LEA's ADM for:

FY 08-09 20,831
FY 09-10 20,655

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	1,444	1,406
Number of teaching assistants:	490	464
Number of all other personnel:	1,372	1,338

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$621,851

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? This funding supported reading assistants to work with level 1

and level 2 students in our 20 elementary schools. For 09-10, we elected to use Title 1 recovery funds to provide similar services but had to drop from 26 to 20 staff. There are currently no funds to retain these positions in FY 10-11.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? We would lose teacher assistants for grade 3 and some EC positions that we covered out of stimulus funding. We also would likely lose some classroom positions and have to increase class size. We would have to further cut teacher supplies and have no textbook funding for books or supplementals for students.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? personnel cuts, program cuts, cuts in funding allocations to schools

How do you expect to implement the "discretionary reductions" next year? Same as above

**10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? _\$7,348,119 of stimulus & \$5,425,253 of governor's
stabilization ____
for 10-11? _\$0 of stimulus & ??? of governor's stabilization**

**11. Are there other adverse consequences for your LEA, for this year
or next year, that you anticipate because of State budget cuts, that
have not been covered in the previous questions? With the lack of
ARRA funding and textbook funding, we will lose teachers and teacher
assistant positions as well as some central office and clerical support.**

Name of your LEA: Rutherford County

Date: October 19, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 8
2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?
We have several new administrators for whom PEP would be an asset.
3. What is your LEA's ADM for:
FY 08-09 9,431
FY 09-10 9,379

4. LEA data (approximately):	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	651.5	623
Number of teaching assistants:	309	251
Number of all other personnel:	492	494

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$ 276, 135

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? This reduction will have a negative impact all areas within our LEA.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
☒ After-school tutoring

☐ Child and family support teams
☒ More at Four
☒ Smart Start
☒ Use of literacy coaches
☒ Programs for non-English-speaking students
☒ Other (please identify such other programs) ISS for both middle and high school; High School Credit Recovery; the Alternative School campus; 1 Guidance position lost; Reduction of 40 Teaching Assistants

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? We would have no other funding source for this group.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? We have had personnel cuts and program cuts. Class sizes have increased. We've eliminated career tech components at the middle school level, 28 teaching positions, a guidance counselor and media specialist were eliminated.

How do you expect to implement the "discretionary reductions" next year? We anticipate further cuts in personnel which will in turn impact programming.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$ 4, 442, 295
for 10-11? \$ 2, 288, 007

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts that have not been covered in the previous questions? The loss to textbook funding will seriously impede the implementation of several district initiatives.

Name of your LEA: Sampson

Date: October 8, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

12

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

As principals retire there will be NO leadership training for new younger principals. The role of the principal has obviously changed – but yet we have no real place for new principals to be trained. The Principal Fellows/colleges does not train for change or leadership.

3. What is your LEA's ADM for:

FY 08-09 8409

FY 09-10 8507

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	550	545
Number of teaching assistants:	189	176
Number of all other personnel:	573	577

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$281,191

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next

year? It will decrease the number of tutors we hire for remediation, k-12. Which will more than likely increase the number of level I and II students

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)
During school remediation – using retired teachers

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? An increase of level I and II students will ultimately increase the number of students dropping out.

9. The State budget includes substantial “discretionary reductions” for all LEA’s in both years of the biennium.

How have you implemented this “discretionary reduction” in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? reduced 001 allotment, reduced 005 allotment and reduced 007 allotment. We used stimulus dollars to supplant state cuts – what happens in 11-12 could get ugly.

How do you expect to implement the “discretionary reductions” next year? An additional \$300,000 or 6 teachers

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? 6 million over two years

for 10-11? _____

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? We will lose at least one central office curriculum director after this year. (we only have four)

Name of your LEA: Scotland County

Date: October 9, 2009

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

2-3 new principals and assistant principals

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Leadership development for new administrators must be provided through another source. With limited funds it is difficult for the LEA to provide the quality of leadership development that was provided by PEP.

3. What is your LEA's ADM for:

FY 08-09 6528

FY 09-10 6820

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	563	523
Number of teaching assistants:	196	186
Number of all other personnel:	1015	965

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$97,643

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

We cannot offer after-school tutoring with transportation provided which we have had in the past. In our poor rural school system, students need to have additional help and need transportation. Losing this money was a huge hit for us. Some schools also provided in-school tutoring support by hiring tutors during the school day and that option is no longer available. We have been able to use these funds to help more students reach the state standards in elementary and middle school over the last five years. It is really devastating at high school for students who need the extra help to meet the graduation requirements. This will likely impact our graduation rate.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

It will continue to erode our ability to help our at-risk population reach state standards and this will impact our dropout and graduation rates.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

We made many cuts to programs and personnel in the spring. This has resulted in:

- Increased class size**
- Reduction in ESL services (1 position cut)**
- Reduction in teaching assistants (10 cuts)**
- Reduced clerical staff at Central Office**
- Reduced support in Central Office (cut 2 directors)**

How do you expect to implement the "discretionary reductions" next year?

There is nowhere else to cut so further reductions will directly hit classroom teachers.

10. What amount of new federal stimulus funds is your LEA receiving:

According to our Finance Office, we have \$4.7 million over the next two years.

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

As these budget cuts continue it affects every aspect of the school system's success in meeting the needs of low-wealth children.

With the elimination of staff development funds there is now an impact on our ability to provide our teachers with the support they need to teach at-risk children.

Technology and preparing our students for the 21st century is also affected in a negative way.

Name of your LEA: Stokes County Schools

Date: 10/05/09

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

20

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

It is greatly going to impact the preparation and growth of administrators in Stokes County Schools. Having participated in PEP on two occasions, it is one of the best professional development programs that I have ever participated in. We are at a stage where lots of administrators are retiring and we are having to place people into administrative positions with very few years of experience. Not having PEP will definitely hurt in their preparation and professional development.

3. What is your LEA's ADM for:

FY 08-09 7344

FY 09-10 7274

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	570	581
Number of teaching assistants:	173	161
Number of all other personnel:	341	330

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$103,464

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? It has greatly reduced the amount of tutoring and remediation programs that we were offering to our at-risk students.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☒ More at Four
- ☒ Smart Start
- ☐ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)
Staff Development; Remediation

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? This year we cut programs to save jobs. Next year we will cut personnel since we don't have any programs left to cut and be able to survive.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Program Cuts

How do you expect to implement the "discretionary reductions" next year?

Personnel Cuts

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$4,164,110 (Includes Title I and IDEA
stimulus for 2 years)
for 10-11? \$1,900,000

11. Are there other adverse consequences for your LEA, for this
year or next year, that you anticipate because of State budget
cuts that have not been covered in the previous questions?

My concerns are not only for next year, but in 2011-2012
when all stimulus funds are gone.

Name of your LEA: Thomasville City Schools

Date: 10/05/2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? One

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA? The PEP program has been a valuable training tool for our administrators. The networking and training will be missed. It was personally a great experience for me.

3. What is your LEA's ADM for:

FY 08-09 2539

FY 09-10 2558

4. LEA data (approximately):

Full & Part time. No Subs	FY 08-09	FY 09-10
Number of teachers:	197	192
Number of teaching assistants:	65	56
Number of all other personnel:	188	184

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$102,748.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

There is less money to remediate our non-title 1 school students. We are trying to use all funds available in the most efficient manner to enable equitable distribution to all areas of student need. The cuts we made, and the State fund flexibility helps us do this.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☐ Summer school
- ☐ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Same

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Personnel cuts, supplement reductions

How do you expect to implement the "discretionary reductions" next year? Same

10. What amount of new federal stimulus funds is your LEA receiving?

for 09-10? \$823,000
for 10-11? Approx. \$823,000

11. Are there other adverse consequences for your LEA, for this year or next year that you anticipate because of State budget cuts that have not been covered in the previous questions?

Name of your LEA: Union County Public Schools

Date: October 9, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years? 65

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

For years PEP has been the leading professional development program for assistant principals, principals, and central office personnel. The Leadership Program for Assistant Principals has been extremely powerful in helping train assistant principals on how to be a principal. It was that voice beyond the school and the district for the assistant principal that helped guide his/her understanding of the essentials of being a principal. The principal and central office programs have also been very strong. These programs have helped bring cutting edge ideas to the forefront for administrators. In all, these programs have done the most to align administrators in the State to do things in a way that meet the State Board goals.

The long term impact will certainly be the following:

- More intense training will be needed at the district level to prepare assistant principals for the principalship.
- More funding will be needed to provide all of the resources necessary for the professional development
- School Attorneys and central office staff will have to provide more training to brief principals on legal updates.
- If proper training is not carried out, then that could have a greater negative impact on the financial resources of the district, as well as to have a negative impact on the education of the children.

3. What is your LEA's ADM for:

FY 08-09 37,617

FY 09-10 38,034

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	2,725	2,385
Number of teaching assistants:	744	642
Number of all other personnel:	2,101	2,005

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)? \$796,875

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? These funds are given to schools based on the number of Level 1 and 2 students and used for remediation. Less remediation services for Level 1 and 2 students will result.

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)

UCATS (Union County Alternative to Suspension) Program for students suspended out-of-school to gain credit for attendance by performing community service while suspended.

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year? Further reduction in services to at-risk students will result due to continued growth, coupled with anticipated reduction in local funding.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)? Class size increases (92 classroom teachers, 8 CTE), Central Services personnel cuts, and less teacher assistants in K-3 classrooms

How do you expect to implement the "discretionary reductions" next year? Similar to 2009-2010

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$5,479,115.50
for 10-11? \$5,370,126.00

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions? State budget cuts will continue to negatively impact Union County Public Schools. We will continue to be forced to reduce staffing in the classroom and support areas. The possible lack of textbook funding and questions about UCPS Low Wealth status in the future are major areas of concern.

Name of your LEA: Vance County Schools

Date: 10/06/09

Please feel free to add any comments you would like for any question. We do not need a great amount of detail, so your answers can be brief. Thank you again for your assistance.

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

6 principals or assistant principals

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Develop principal staff development program / which means money.

3. What is your LEA's ADM for:

FY 08-09 7,626

FY 09-10 7,545

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	<i>604</i>	<i>544</i>
Number of teaching assistants:	<i>91</i>	<i>89</i>
Number of all other personnel:	<i>583</i>	<i>563</i>

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$130,124.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year? *Classroom materials, Summer School, and Tutoring were lost or reduced.*

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☐ Programs for non-English-speaking students
- ☐ Other (please identify such other programs)

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

No Summer School, reduced Tutoring and materials will be reduced.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

*Personnel cuts, programs, and class size have increased.
Transportation and substitute money are a great concern.*

How do you expect to implement the "discretionary reductions" next year?

The same way (more cuts in personnel)

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? Recovery - EC \$919,324.00

Recovery - Title 1 \$826,261.00

for 10-11? Recovery - EC \$919,324.00

Recovery - Title 1 \$826,261.00

Stimulus (PRC 140) \$1,921,495.00 used to cover part of PRC 003.

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

Name of your LEA: Wilkes County Schools

Date: October 9, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

1

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

Wilkes County Schools trains its own principals

3. What is your LEA's ADM for:

FY 08-09 10,200

FY 09-10 9,950

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	520	492
Number of teaching assistants:	219	206
Number of all other personnel:	350	348

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$249,425.00

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

Significant reduction in tutorial programs, summer school virtually eliminated, and drop out prevention program scaled back

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)

Drop out prevention program and mentor program revamped

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

We will be able to provide fewer programs that deal with at-risk students.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Class sizes were increased grades 4-12. Some AP and advanced courses were eliminated. We cut 28 teaching positions, 1 counselor, 1 media specialist, 1 assistant principal, 6.5 central office, 13 teacher assistants and revamped the mentor program.

How do you expect to implement the "discretionary reductions" next year?

Expect to do the same and with additional cuts will lose more teacher assistants.

10. What amount of new federal stimulus funds is your LEA receiving:
for 09-10? \$1,760,100.00
for 10-11? \$1,760,100.00

Primarily used to hire RTI specialists and instructional specialists. Also, added foreign language in elementary schools and purchased technology/programs.

- 11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?**

We are using a 162 day hybrid calendar (attending more hours with less days) in order to save money/positions. If not approved for another year, more positions will surely be lost.

Name of your LEA: Wilson County Schools

Date: October 5, 2009

*Please feel free to add any comments you would like for any question.
We do not need a great amount of detail, so your answers can be brief.
Thank you again for your assistance.*

1. How many educators from your LEA (approximately) attended the Principal's Executive Program [PEP] in the last three years?

6

2. The State has eliminated all funding for PEP. How would you describe the long-term impact of this action on your LEA?

PEP was the most intensive and effective professional development program available for principals. Without a replacement program, leadership skills of principals will not be effectively developed.

3. What is your LEA's ADM for:

FY 08-09 12,616

FY 09-10 12,525

4. LEA data (approximately):

	<u>FY 08-09</u>	<u>FY 09-10</u>
Number of teachers:	593	558
Number of teaching assistants:	175	160
Number of all other personnel:	732	710

5. How much Student Accountability [category 072] funding did your LEA receive last year (FY 08-09)?

\$359,000

6. All Student Accountability funding was eliminated in the State Budget. What impact will this have on your LEA, this year and next year?

Reduced summer school, reduced tutoring and focused intervention

7. Please check any program listed below that you operated in FY 08-09 to assist at risk students that you have had to reduce, eliminate or change for FY 09-10 because of State budget cuts:

- ☒ Summer school
- ☒ After school tutoring
- ☐ Child and family support teams
- ☐ More at Four
- ☐ Smart Start
- ☒ Use of literacy coaches
- ☒ Programs for non-English-speaking students
- ☒ Other (please identify such other programs)

Professional Development

Software - ie, PLATO

Textbooks

8. If overall state funding for your LEA is the same next year as this year, how will that impact your programs for at-risk children next year?

The longer the reduced funds continue, the greater the impact. Doing more with less another year will have a significant impact on attitudes and moral. At-risk children require more to get them to achieve at or above grade level, so having less money to support the efforts to teach them will definitely impact them.

9. The State budget includes substantial "discretionary reductions" for all LEA's in both years of the biennium.

How have you implemented this "discretionary reduction" in your LEA this year (e.g., personnel cuts, program cuts, class size increases, etc.)?

Yes to all those above.

How do you expect to implement the "discretionary reductions" next year?

10. What amount of new federal stimulus funds is your LEA receiving: for 09-10? *Title I \$2,501,432 for use over two years* for 10-11? *Exceptional Children \$2,792,695 for use over two years*

11. Are there other adverse consequences for your LEA, for this year or next year, that you anticipate because of State budget cuts, that have not been covered in the previous questions?

- a. Reduction in Central Office affects service and support of schools***
- b. Elimination of textbook funds impact ability to have enough books for all students.***
- c. Cut in transportation funds requires local districts to supplement the state because the buses must operate for 180 days.***
- d. Elimination of professional development funds impacts our ability to continuously improve our staff.***
- e. Elimination of DPI staff further erodes the ability of DPI to support local districts and schools.***

NORTH CAROLINA:

WAKE COUNTY:

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
95 CVS 1158

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WAKE COUNTY CSC

NOTICE OF HEARING AND ORDER RE: HEARING

TAKE NOTICE that the Court will hold a hearing in this case during a special scheduled session of the Wake County Superior Court to begin on Tuesday, May 4, 2009 at 10:00 a.m. in Courtroom 5A, Wake County Courthouse.

All children in North Carolina are entitled to the equal opportunity to obtain a sound basic education. The children's constitutional right as set out in the North Carolina Constitution and this case follow:

Leandro Tenets and Minimal Compliance Standards

The North Carolina Supreme Court's decisions in *Leandro I* (346 N.C. 336) on July 24, 1997 and *Leandro II* (358 N.C. 605) on July 30, 2004, set in stone, once and for all, the following tenets relating to the Constitutional guarantee to each child of the right to an opportunity to obtain a sound basic education:

FIRST: We conclude that Article I, Section 16 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee every child of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a 'sound basic education' is one that will provide the student with at least:

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1. sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
2. sufficient fundamental knowledge of geography, history and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state and nation;
3. sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education and training; and
4. sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further formal education or gainful employment in contemporary society.." emphasis added; (Leandro I p. 347).....

SECOND: Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by Leandro, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education which requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum: LEANDRO COMPLIANT PREREQUISITES

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

THIRD: That a child who is showing Level III (grade level) or above proficiency on the State's ABC tests, End of Grade (EOG) or End of Course (EOC), is obtaining a sound basic education in that subject matter AND that a child who is not showing Level III proficiency (performing below grade level) on the ABC tests is not obtaining a sound basic education in that subject matter.

FOURTH: That a showing of Level III proficiency is the proper standard for demonstrating compliance with the *Leandro* decision.

FIFTH: That a child who is performing below Level III is "at-risk" of not obtaining a sound basic education.

SIXTH: That there are children "at-risk" of not obtaining a sound basic education located throughout the State of North Carolina and those children's needs are similar whether they live in a rural or suburban area.

SEVENTH: That the State must assume responsibility for, and correct, those educational methods and practices that contribute to the failure to provide children with a constitutionally – conforming education.

EIGHTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support the instructional and support programs in that school so as to be *Leandro* compliant.

NINTH: Local School Systems (LEAs) are entitled to funding by the State sufficient to provide all students, irrespective of their particular LEA, with, at a minimum, the opportunity to obtain a sound basic education.

The Supreme Court ended its decision in *Leandro II* with the following:

*This Court now remands to the lower court and ultimately into the hands of the legislature and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina. Today's challenges are perhaps more difficult in many ways than when Adams articulated his vision for what was then a fledgling agrarian nation. The world economy and technological advances of the twenty-first century mandate the necessity that the State step forward, boldly and decisively, to see that all children, without regard to their socio-economic circumstances, have an educational opportunity and experience that not only meet the constitutional mandates set forth in *Leandro*, but fulfill the dreams and aspirations of the founders of our state and nation. Assuring that our children are afforded the chance to become contributing, constructive members of society is paramount. Whether the State meets this challenge remains to be determined. (358 N.C. 605,649)*

This has been the law since April 4, 2002, when the Final Judgment was entered on the liability phase of this case. The North Carolina Supreme Court set the law in stone on July 30, 2004, over four and one-half years ago. Since that time, this Court has undertaken to monitor the State's progress with respect to carrying out

its constitutionally mandated requirement that each and every child be afforded the equal opportunity to obtain a sound basic education.

For the past several years, the Court has held hearings and has carefully reviewed the academic performance of every school in this State. In conducting this review, the Court has, for the past two years, reviewed the EOC performance in reading and math and the EOG performance in each high school by course.

Following its review, the Court has reported on various aspects of poor academic performance to the Chairman of the State Board of Education, and the Governor. Also, from time to time, the Court has reported this information to members of the General Assembly.

There is no need to rehash these efforts here. Suffice it to say that poor academic performance remains a problem in a host of elementary, middle and high schools throughout North Carolina and as a result, the children in those schools who are blessed with the right to the equal opportunity to obtain a sound basic education as guaranteed by the Constitution and as set out in Leandro, are being deprived of their constitutional right to that opportunity on a daily basis.

During 2009, it was brought to the Court's attention that although there are no ABC End of Grade assessments given in K-2, there are Literacy and Math Assessments in place that are required to be used and implemented for each child in those grades. The basis for this is that continual assessment of a child's academic progress is a critical component of a child's educational process regardless of the grade the child is in. Everyone knows that early childhood education is critical in providing the child a baseline of academic progress in literacy and fundamental mathematical skills.

On-going assessment in literacy and mathematics instruction throughout the school year in grades K-2 is necessary and critical for each child's academic growth in reading and math. Assessment guides instruction and the K-2 assessments consist of formative, benchmark and summative.

Accordingly, the Court held a hearing on August 26, 2009 to put on the record information about the K-2 Assessments, their importance in guiding instruction in literacy and math in the early grades and the requirements of the State Board of Education with respect to the use and effective implementation of the K-2 Assessments in each and every elementary school.

The evidence presented at that hearing clearly and convincingly showed that the proper application and use of the K-2 Assessments in Kindergarten through grades 1 and 2 in reading and mathematics, should result in all children being able to perform in reading and mathematics at grade level or above so that they enter the 3rd grade reading at a proficient level and doing grade level mathematics. Teachers who do not effectively use the K-2 Assessments, which

were upgraded in 2005 and again in 2009, are not providing their students with the equal opportunity to obtain a sound basic education.

The bottom line is children should not be getting to the third grade unable to read at grade level or above, nor should they be getting to the third grade not prepared in mathematics. The failure of children to be prepared for reading and math so that by the end of grade 3, they are performing at grade level can be traced, in large measure, to the elementary school's failure to properly use and implement the K-2 Assessments appropriately, if at all.

Based on the abysmal results on the 2007-2008, 2008-2009 reading end of grade tests in many elementary schools and abysmal mathematics end of grade tests in many elementary schools, including those in Halifax County, it would appear at this time that the K-2 Assessments are not being properly utilized or implemented in the early grades. If they were it would seem logical to infer, at this point, that the children in the 3rd grade would not be tanking in reading and math after four (4) years in elementary school.

The Court, in the course of its review of the statewide 2008-2009 reading end of grade tests in grades 3 - 8, focused on elementary and middle schools where the 2008-2009 reading end of grade test scores for grades 3 through 5 and 6 through 8 were fifty percent (50%) proficient or less in all three grades in the school, or where two out of the three grades test scores in reading were 50% proficient or less.

An elementary school or middle school where the children in all three grades, or 2 out of 3 grades, were reading at 50% or less proficiency is a school where the equal opportunity to obtain a sound basic education is simply not happening. Five out of ten children not being proficient in reading is evidence of a failure in classroom instruction and school leadership, nothing more, nothing less.

Realizing that there are major academic problems in small rural school systems in the Northeast such as Halifax, the Court decided to look at reading scores for 2008-2009 in three large urban districts to determine if academic disasters in reading similar to those in Halifax and other rural counties in the Northeast were present. The urban school districts are **Durham, Forsyth and Guilford.**

The results of the Court's examination of DPI student accountability data for 2008-2009 in reading are attached as Exhibit A to this Notice of Hearing and Order. A summary of the results follows here:

Durham-

Elementary Schools -15 out of 29 (51.7%) regular elementary schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at

50% or below in all three grades or in 2 out of 3 grades. In those schools so identified, 63.4% of third graders were not proficient in reading, 61.4% of fourth graders were not proficient in reading and 46.5% of fifth graders were not proficient in reading. For all 3 grades combined in these 15 elementary schools there were **2170 children not proficient in reading or 57.3% not proficient.**

Middle Schools - 4 out of 9 (44.4%) regular middle schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at 50% or below in all three grades or in 2 out of 3 grades. In those schools so identified, 69.4% of sixth graders were not proficient in reading, 60.5% of seventh graders were not proficient in reading, and 64.4% of eighth graders were not proficient in reading. For all three grades combined in these 4 middle schools there were **1609 children not proficient in reading or 61.4% not proficient.**

Forsyth

Elementary Schools - 13 out of 43 (30.0%) regular elementary schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at 50% or below in all three grades or in 2 out of 3 grades. In those schools so identified, 62.8% of third graders were not proficient in reading, 57.3% of fourth graders were not proficient in reading and **66.7% of fifth graders were not proficient in reading.** For all 3 grades combined in these 13 elementary schools there were **1742 children not proficient in reading or 62.05% not proficient.**

Middle Schools - 4 out of 15 (26.6%) regular middle schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at 50% or below in all three grades or in 2 out of 3 grades. In those schools so identified, 57.5% of sixth graders were not proficient in reading, 63.0% of seventh graders were not proficient in reading, and **63.6% of eighth graders were not proficient in reading.** For all three grades combined in these 4 middle schools there were **817 children not proficient in reading or 61.2% not proficient.**

Guilford

Elementary Schools - 21 out of 66 (31.8%) regular elementary schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at 50% or below in all three grades or in 2 out of 3 grades. In those schools so identified, 55.4% of third graders were not proficient in reading, 59.2% of fourth graders were not proficient in reading and **58.7% of fifth graders were not proficient in reading.** For all 3 grades combined in these 21 elementary schools there were **2448 children not proficient in reading or 57.6% not proficient.**

Middle Schools - 3 out of 20 (15.0%) regular middle schools fell into the category where all three grades, or 2 out of 3 grades, had reading proficiency at 50% or

below in all three grades or in 2 out of 3 grades. In those schools so identified, 53.5% of sixth graders were not proficient in reading, 59.4% of seventh graders were not proficient in reading, and 62.0% of eighth graders were not proficient in reading. For all three grades combined in these 3 middle schools there were 928 children not proficient in reading or 58.2% not proficient.

These children are heading to high school where they are simply not prepared to do the work. The poor performing high schools in these 3 districts reflect this when you look at the children's predecessors.

The eighth graders in these middle schools last year are now in the ninth grade in high school. The seventh graders in these middle schools are now in the eighth grade. How are these children going to be able to compete in high school when they are not proficient in reading? Several years of similar elementary and middle school academic disaster for their predecessors show up in the high school performance composites in these three (3) LEAs' poor performing high schools where a lot of these children will end up in all likelihood.

Performance Composites of these poor performing high schools for 8 years.

2002 2003 2004 2005 2006 2007 2008 2009

Guilford

T.W.ANDREWS	55.2	50.3	40.9	35.2	42.0	47.4	44.3	47.8
DUDLEY	35.7	47.2	42.7	50.9	51.6	44.3	51.3	44.8
BEN SMITH	43.2	40.4	44.1	45.5	47.4	35.5	39.7	42.1

Forsyth

CARVER	43.9	40.9	44.8	45.6	39.4	36.7	34.7	41.0
PARKLAND	50.9	56.6	58.2	59.9	52.6	42.6	50.8	54.4

Durham

HILLSIDE	45.6	49.0	49.2	47.3	43.4	40.8	40.2	45.0
SOUTHERN	52.0	54.9	53.1	54.1	44.7	39.9	32.3	32.5

The Financial Cost of Maintaining These Elementary, Middle and High Schools in these three LEAs is staggering when the lack of academic performance is considered. For the 59 elementary and middle schools identified by the Court in this Notice and Order of Hearing, DPI's financial information analysis and reporting shows that the total cost for 2008-2009 for these schools was \$233,914,809. **DPI Financial data on these schools is attached to this Notice of Hearing and Order as Exhibit B.**

These identified middle and elementary schools average 87.4% of their students as being on Free and Reduced Lunch (FRL).

The cost to maintain Southern High School and Hillside High School in Durham County last year was \$17,357,330 and the cost of maintaining Durham's identified middle and elementary schools was \$80,412,653.

The cost to maintain Carver and Parkland in Forsyth County last year was \$14,361,276 and the cost of maintaining Forsyth's identified middle and elementary schools was \$70,849,604.

The cost to maintain Andrews, Dudley and Smith in Guilford County last year was \$27,143,929 and the cost of maintaining Guilford's identified middle and elementary schools was \$82,800,500.

On average between 92 and 93% of these costs are salary and benefits for the adults who are supposed to be providing the children with an equal opportunity for a sound basic education.

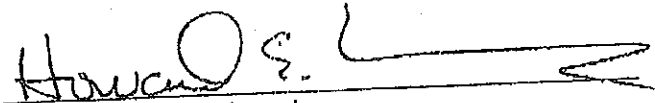
Subject Matter of the Hearing:

The purpose of this hearing will be to provide the State of North Carolina, acting through its Executive Branch, including but not limited to the State Board of Education and The Department of Public Instruction and the LEAs of Durham, Winston-Salem Forsyth and Guilford, the opportunity to appear and report to the Court on exactly what immediate steps they are going to implement to ensure that there is quality classroom instruction, competent leadership and resources in each and every one of these schools and the identified high schools so that those children who are not proficient in reading and other subjects will have the equal opportunity to obtain a sound basic education as required by the North Carolina Constitution and *Leandro*. Simply put, these schools are not *Leandro* compliant and they are required to be by law. The usual "excuses" are not acceptable.

The Court is every mindful of the fact that the low performing high schools in these three LEAs have not been making satisfactory progress despite the LEAs being directed to improve those high schools since 2006 and despite receiving State assistance since the 2006-2007 school year.

The State Board of Education and Department of Public Instruction will provide copies of this Notice of Hearing and Order to the respective LEAs identified herein and secure the attendance of their respective Superintendents and other personnel as may be appropriate.

SO ORDERED this 26th day of March, 2010.

A handwritten signature in black ink, appearing to read "Howard E. Manning, Jr.", is written over a horizontal line.

Howard E. Manning, Jr.
Superior Court Judge

-R S 810-

NORTH CAROLINA: IN THE GENERAL COURT OF JUSTICE
SUPERIOR COURT DIVISION
WAKE COUNTY: 95 CVS 1158

HOKE COUNTY BOARD
OF EDUCATION, et al.,
Plaintiffs,

And

ASHEVILLE CITY BOARD OF EDUCATION, et al.,
Plaintiff-Intervenors,

Vs.

STATE OF NORTH CAROLINA;
STATE BOARD OF EDUCATION,
Defendants.

FILED
2010 NOV -9 PM 3:17
WAKE COUNTY C.S.C.
F/

NOTICE OF HEARING AND ORDER RE: HEARING

TAKE NOTICE that the Court will hold a hearing in this case during a special scheduled session of the Wake County Superior Court to begin on Friday, December 17, 2010 at 10:30 a.m. in Courtroom 10-A, Wake County Courthouse.

All children in North Carolina are entitled to the equal opportunity to obtain a sound basic education. The children's constitutional right as set out in the North Carolina Constitution and this case follow:

Leandro Tenets and Minimal Compliance Standards

The North Carolina Supreme Court's decisions in *Leandro I* (346 N.C. 336) on July 24, 1997 and *Leandro II* (358 N.C. 605) on July 30, 2004, set in stone, once and for all, the following tenets relating to the Constitutional guarantee to each child of the right to an opportunity to obtain a sound basic education:

FIRST: We conclude that Article I, Section 16 and Article IX, Section 2 of the North Carolina Constitution combine to guarantee every child of this state an opportunity to receive a sound basic education in our public schools. For purposes of our Constitution, a 'sound basic education' is one that will provide the student with at least:

-R S 811-

1. sufficient ability to read, write and speak the English language and a sufficient knowledge of fundamental mathematics and physical science to enable the student to function in a complex and rapidly changing society;
2. sufficient fundamental knowledge of geography, history and basic economic and political systems to enable the student to make informed choices with regard to issues that affect the student personally or affect the student's community, state and nation;
3. sufficient academic and vocational skills to enable the student to successfully engage in post-secondary education and training; and
4. sufficient academic and vocational skills to enable the student to compete on an equal basis with others in further **formal education or gainful employment** in contemporary society.. emphasis added; (*Leandro I p. 347*).....

SECOND: Article I, Section 15 and Article IX, Section 2 of the North Carolina Constitution, as interpreted by *Leandro*, guarantee to each and every child the right to an equal opportunity to obtain a sound basic education which requires that each child be afforded the opportunity to attend a public school which has the following educational resources, at a minimum: LEANDRO COMPLIANT PREREQUISITES

First, that every classroom be staffed with a competent, certified, well-trained teacher who is teaching the standard course of study by implementing effective educational methods that provide differentiated, individualized instruction, assessment and remediation to the students in that classroom.

Second, that every school be led by a well-trained competent Principal with the leadership skills and the ability to hire and retain competent, certified and well-trained teachers who can implement an effective and cost-effective instructional program that meets the needs of at-risk children so that they can have the equal opportunity to obtain a sound basic education by achieving grade level or above academic performance.

Third, that every school be provided, in the most cost effective manner, the resources necessary to support the effective instructional program within that school so that the educational needs of all children, including at-risk children, to have the equal opportunity to obtain a sound basic education, can be met.

FOURTH: That a child who is showing Level III (grade level) or above proficiency on the State's ABC tests, End of Grade (EOG) or End of Course (EOC), is obtaining a sound basic education in that subject matter AND that a child who is not showing Level III proficiency (performing below grade level) on the ABC tests is not obtaining a sound basic education in that subject matter.

-R S 812-

FIFTH: That a showing of Level III proficiency is the proper standard for demonstrating compliance with the *Leandro* decision.

SIXTH: That a child who is performing below Level III is "at-risk" of not obtaining a sound basic education.

SEVENTH: That there are children "at-risk" of not obtaining a sound basic education located throughout the State of North Carolina and those children's needs are similar whether they live in a rural or suburban area.

EIGHT: That the State must assume responsibility for, and correct, those educational methods and practices that contribute to the failure to provide children with a constitutionally – conforming education.

NINTH: That when the State assesses and implements plans to correct educational obligations in the face of a constitutional deficiency in an LEA, or particular school, the solution proposed must ensure competent teachers in classrooms, competent principals in schools and adequate resources to support the instructional and support programs in that school so as to be *Leandro* compliant.

TENTH: Local School Systems (LEAs) are entitled to funding by the State sufficient to provide all students, irrespective of their particular LEA, with, at a minimum, the opportunity to obtain a sound basic education.

The Supreme Court ended its decision in *Leandro II* with the following:

This Court now remands to the lower court and ultimately into the hands of the legislature and executive branches, one more installment in the 200-plus year effort to provide an education to the children of North Carolina. Today's challenges are perhaps more difficult in many ways than when Adams articulated his vision for what was then a fledgling agrarian nation. The world economy and technological advances of the twenty-first century mandate the necessity that the State step forward, boldly and decisively, to see that all children, without regard to their socio-economic circumstances, have an educational opportunity and experience that not only meet the constitutional mandates set forth in Leandro, but fulfill the dreams and aspirations of the founders of our state and nation. Assuring that our children are afforded the chance to become contributing, constructive members of society is paramount. Whether the State meets this challenge remains to be determined. (358 N.C. 605,649)

This has been the law since April 4, 2002, when the Final Judgment was entered on the liability phase of this case. The North Carolina Supreme Court set the law in stone on July 30, 2004, over six (6) years ago. Since that time, this Court has

-R S 813-

undertaken to monitor the State's progress with respect to carrying out its constitutionally mandated requirement that each and every child be afforded the equal opportunity to obtain a sound basic education.

Subject Matter of the Hearing:

The purpose of this non-adversarial hearing will be to provide the parties, including, the State of North Carolina, acting through its Executive Branch, including, but not limited to, the State Board of Education and The Department of Public Instruction the opportunity to report to the Court concerning student performance information for 2009-2010 and to report on the status of other matters critical to the educational opportunities for children :

Report on the proposed utilization by the Executive Branch of the federal funds coming to North Carolina from the U.S. Department of Education as a result of the Race to the Top ("RTTP") program and the organizational structure to be implemented to oversee, audit and ensure compliance with the Race to the Top spending requirements on educational opportunity in North Carolina.

Progress Report on the Halifax County Schools Project which is the subject of the Consent Order entered on May 6, 2009 and which is now beginning the second full school year.

The 2009-2010 End of Grade Mathematics Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide. [before and after re-tests]

The 2009-2010 End of Grade Reading Scores in Grades 3-8 by school for each grade 3,4,5,6,7 & 8 by LEA, statewide.[before and after re-tests]

The 2009-2010 End of Course Mathematics Scores in Algebra 1, Algebra 2 and Geometry by school, by LEA, statewide.

The 2009-2010 End of Course Scores in all high schools, by LEA, statewide which data shows the number of students in each EOC subject that were proficient in the subject in each high school and shows whether or not growth standards (state) were met or not met in each EOC subject in that high school.

The 2009-2010 Performance Composite for each school by LEA, statewide, which data also shows whether AYP was met or not.

Financial Data prepared by DPI Information Analysis and Reporting relating to Financial Expenditures by Major Categories for 2008-2009 identified by the following titles:

-R S 814-

Data for Original 44 Low Performing High Schools FY 2009-2010

Data for Original 44 Low Performing High Schools FY 2009-2010 for 2005, 2006, 2007, 2008, 2009 and 2010 showing a cumulative six (6) year expenditure amount in excess of One billion dollars to operate these 44 high schools.

20 Lowest Middle Schools Performance Composite – Expenditures by Major Categories 2008-2009

Report on the efforts of the Turnaround High School and Middle School projects for 2009-2010, including the performance results in such schools in the project, including 2 reports entitled Turnaround High Schools Rank Order by Greatest Change in Composite 2009-2010 and Rank by Performance Composite, respectively.

Report on the Long-term Effects of the North Carolina More at Four Pre-Kindergarten Program Children's Reading and Math Skills at Third Grade as contained in a study conducted by UNC's Frank Porter Graham Child Development Institute, October 2010.

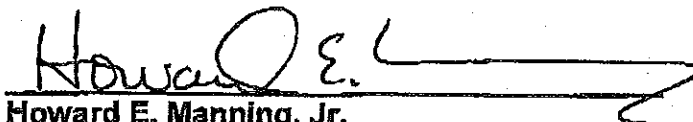
Report on the educational challenge to a child who has reached the end of third grade and is not reading at grade level (Level III) in terms of how long it would take the child, provided it receives appropriate instruction from that point forward, to catch up (if ever) to its classmates who are reading at grade level and above.

Report on the impact of an ineffective teacher on student achievement in reading in terms of educational impact on student having an ineffective teacher for one year, two years, three years and the time it takes to remediate and overcome the achievement loss to the student, if it can be done, by providing an effective teacher.

Report on the impact and use of the DIBELS system in assessing K-2 and other elementary grades.

Due to the number of items to be covered, there will be no further matters taken up at this hearing.

SO ORDERED this 9th day of November, 2010


Howard E. Manning, Jr.
Superior Court Judge



State of North Carolina

Department of Justice

PO Box 629

Raleigh, North Carolina

27602

REPLY TO Thomas J. Ziko
Education
(919) 716-6920
FAX: (919) 716-6764

ROY COOPER
ATTORNEY GENERAL

November 19, 2010

VIA HAND DELIVERY

The Honorable Howard E. Manning, Jr.
Wake County Superior Court
Wake County Courthouse
316 Fayetteville Street
Raleigh, NC 27602-0351

Re: *Hoke County Board of Education, et al. v. State*, 95 CVS 1158

Dear Judge Manning:

Pursuant to your November 9, 2010 Notice of Hearing, attached are the following reports for the December 17, 2010 hearing in the above-referenced matter:

Report on More at Four Pre-Kindergarten Program

Summary of Key Findings, October 2010;
Evaluation of More at Four State Pre-Kindergarten, The First Ten Years; and
Long-term Effects of the North Carolina More at Four Pre-kindergarten Program,
October 2010.

Report on DIBELS system

Executive Summary, SBE Meeting 11/2010 (Attachment GCS8 to SBE Mtg.); and
Draft Report to the North Carolina General Assembly, "Evaluation of the Math and
Reading Diagnostic Pilots", Date Due December 01, 2010.

Reports on Ineffective Teacher and Educational Challenges re: Not Reading on Grade

Teacher Effectiveness: Improving Schools One Classroom at a Time
What Matters Most, October 21, 2010; and
Public Schools of North Carolina, DPI, November 9, 2010 Letter and Differences
in Learning to Read, Unit 2.

VIA HAND DELIVERY

The Honorable Howard E. Manning, Jr.

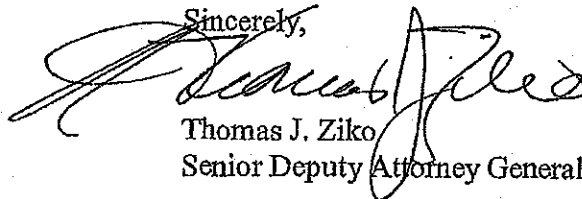
November 19, 2010

Page Two

In addition, I am also including copies of the following reports which have been rerun to include any correction/omission errors discovered since they were first provided to you in August 2010:

- 2009-10 EOG Reading Results for Selected Schools for Judge Manning
(Results Include Retest Scores);
- 2009-10 Reading EOG Grades 3-8, Number Proficient and Percent Proficient by School
Within Each LEA (Results Include Retest Scores);
- 2009-10 North Carolina Assessment Results: Performance Composite, by School
(Results Include Retest Scores);
- 2009-10 Percent Proficient in North Carolina by Ethnicity
(Results Include Retest Scores);
- 2009-10 Mathematics EOG Grades 3-8, Number Proficient and Percent Proficient by
School Within Each LEA (Results Include Retest Scores); and
- 2009-10 End-of-Course Tests, All Subjects With Auxilliary Information by High School
Within Each LEA (Results Include Retest Scores).

Sincerely,



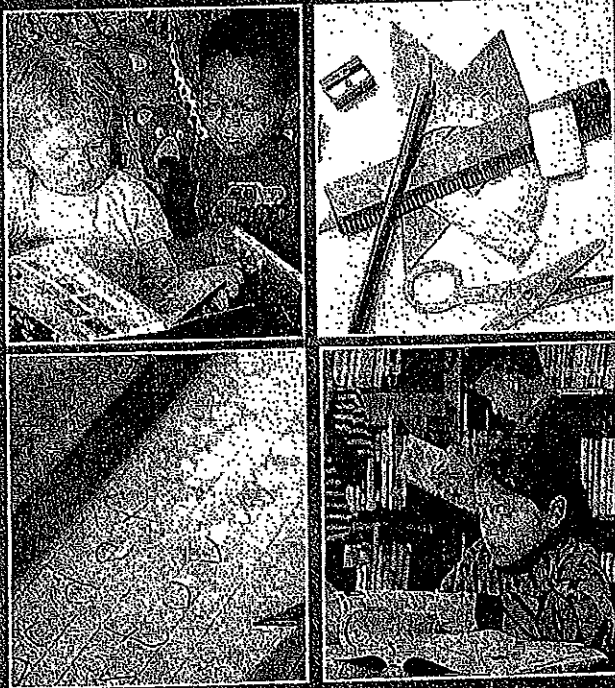
Thomas J. Ziko
Senior Deputy Attorney General

TJZ/dhm
Enclosures

cc: All counsel of record (via e-mail with electronic copies of the documents referenced herein)

SUMMARY OF KEY FINDINGS

Long-term Effects of the North Carolina More at Four Pre-kindergarten Program



Children's Reading and Math Skills at Third Grade

Ellen S. Peisner-Feinberg, Ph.D.
Jennifer M. Schaaf, Ph.D.

October 2010



UNC

RPG CHILD DEVELOPMENT INSTITUTE

The North Carolina More at Four Pre-kindergarten Program is a state-funded initiative for at-risk 4-year-olds, designed to help them be more successful when they enter elementary school. The purpose of More at Four is to provide a high quality, classroom-based educational program during the year prior to kindergarten entry. Over the years, 90% of the children served in More at Four have qualified for free or reduced-price lunch; eligibility for the program is also determined by other risk factors, such as low English proficiency, identified disability, chronic health condition, and/or developmental delay. More at Four has been providing a full school year pre-k program since 2002-2003, and has served over 160,000 children during the first nine program years (2002-2010).

Study Design

Key findings on the long-term effects of participation in More at Four on children's third-grade End of Grade (EOG) math and reading scores are presented below. Statewide data from the NC Department of Public Instruction was used for all third-graders in the 2006-2007 and 2007-2008 school years. Of these, the More at Four sample included children who attended the pre-k program for at least 70% of the school year (in 2002-2003 and 2003-2004). The total sample consisted of 5,554 children who attended More at Four and 200,062 comparison children. The analyses also examined results by poverty status in third grade, comparing poor children (eligible for free or reduced-price lunch) and non-poor children (not eligible). In addition, the analyses adjusted for children's demographic characteristics of gender and race/ethnicity, as well as for state and local per pupil expenditures, which represented variations in the quality and resources provided by the school districts attended by different groups of children.

Two primary research questions were addressed by this study: 1) Are there any long-term benefits of participation in the More at Four Pre-k Program on children's math and reading skills in third grade?, and 2) Do the effects of More at Four participation on children's third-grade math and reading skills vary by children's poverty status?

Major Results

- For all third-grade EOG outcomes—math and reading scale scores and achievement levels—poor children who attended More at Four performed better than their peers who did not attend More at Four. These results are of key importance, given that 90% of the children who attended More at Four were poor at that time.
- For non-poor children, those in the comparison group generally performed better than those who attended More at Four. However, the non-poor comparison group was likely more advantaged and included children who would not have been eligible for the More at Four Program during pre-k. In contrast, many of the MAF children were poor and had other risk factors at the time of pre-k.
- As expected, a consistent pattern was found where non-poor children performed better than poor children across all outcomes measured by the third-grade EOGs. However, these differences related to poverty were much stronger within the comparison group than within the MAF group.

Summary and Conclusions

These findings suggest that for poor children (those who qualified for free or reduced-price lunch), participating in the More at Four Program during pre-k had longer-term benefits in terms of math and reading skills at the end of third grade. These findings were consistent across all EOG outcomes, indicating a broad positive effect of participation in the More at Four Program. These findings are of note, given that poor children represent the majority (90%) served by the More at Four Program.

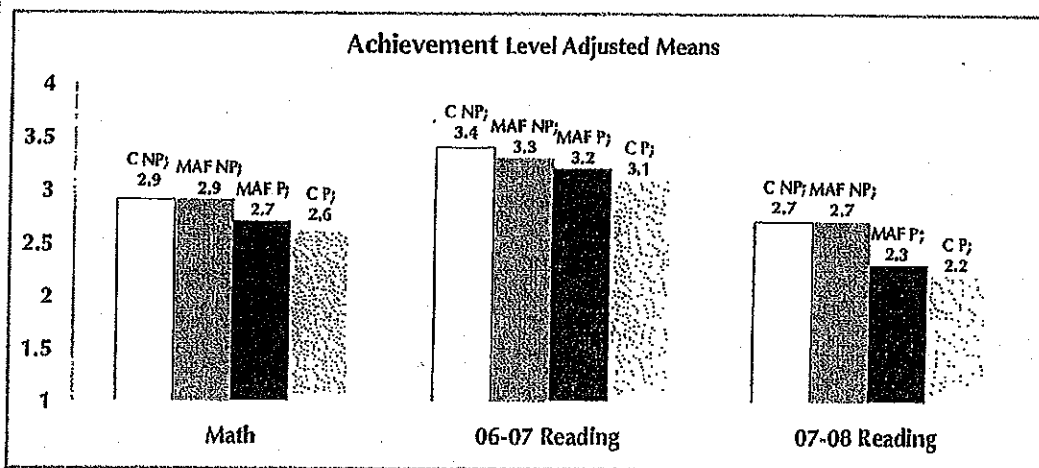
Not surprisingly, non-poor children performed better than poor children. This achievement gap in academic skills related to poverty is something that is widespread in our country. However, these effects were greater for the comparison group and substantially reduced for the MAF group. This may indicate that participation in More at Four has an ameliorating effect on the negative effects of poverty related to children's academic achievement.

In sum, these findings provide evidence that the More at Four Program is helping to lessen the achievement gap for poor children in both math and reading performance, and that such early pre-k experiences can have a lasting effect into the elementary school years.

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Ellen S. Peisner-Feinberg,
FPG Child Development Institute,
The University of
North Carolina at Chapel Hill.

This research was funded by
the North Carolina More at Four
Pre-kindergarten Program,
NC Office of Early Learning,
NC Department of Public
Instruction, as part of the state-
wide evaluation of the North
Carolina More at Four
Pre-kindergarten Program.

For more information,
visit the evaluation website at
www.spg.unc.edu/~mafeval



C=Comparison; MAF=More at Four; NP=Not poor; P=Poor

Evaluation of More at Four State Pre-Kindergarten

THE FIRST TEN YEARS

SUMMARY

- Ten years of evaluations have shown More at Four to be a highly rigorous pre-kindergarten program that successfully targets low-income household children and those at-risk of later academic failure.
- Quality in the classroom is high. The percentage of teachers with a BA degree and a Birth-Kindergarten license is above 80% in public school settings, and has doubled to around 30% in community settings.
- Learning growth for all students is significant and above expectations for those children starting with the lowest knowledge base. Rates of learning growth in pre-K are generally sustained through the end of kindergarten.
- The most recent evaluation shows that on third grade reading and math tests, ex-More at Four children who received a free or reduced lunch in third grade some four years after leaving a More at Four classroom, performed significantly better than children who received a free or reduced lunch but who didn't attend More at Four.
- These 3rd grade EOG results show that More at Four narrowed the achievement gap by up to 40% at third grade.

A CLOSELY EVALUATED EDUCATION INITIATIVE

Since its first full year in 2002-03, More at Four has been closely scrutinized by independent researchers at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill. These evaluations show that quality in the More at Four classroom is high, that this classroom quality is associated with high rates of learning growth, that children at most-risk of academic failure exhibit the highest rates of learning growth in More at Four, and, that four years later, children who were in More at Four and who receive a free or reduced lunch in third grade, did significantly better in EOG reading and math tests than free or reduced price lunch children who did not attend More at Four.

SERVING CHILDREN IN NEED

More at Four has maintained a consistent focus on servicing the needs of disadvantaged children since its inception. Since year one, three-quarters of the children served in More at Four have come from households below 130% of the federal poverty level (i.e. eligible for a free lunch) and the majority have never been previously served by an early education or care provider (figure 1). Around 9 in 10 children in any one year are eligible for a free or reduced price lunch.¹ The share of children with a chronic health problem or identified disability has held steady at around 5% or 6% while those with a developmental need has increased over the decade, from around 10% in 2001-02 to over 30% in 2009-2010 (figure 2).

Figure 1: Percent of More at Four Children in Poverty, Never Served, 2002-2010

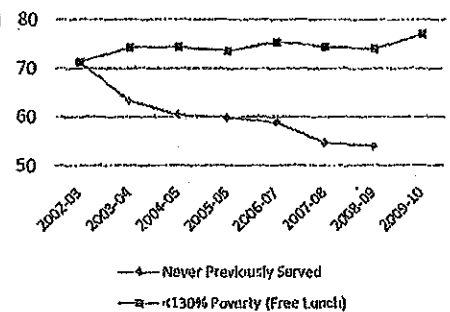
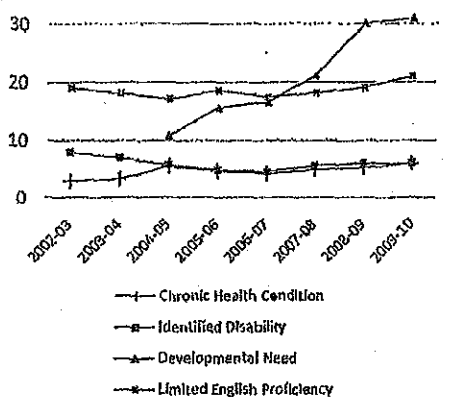


Figure 2: Percent of Special Needs Children in More at Four, 2002-2010



EVALUATION HIGHLIGHTS, 2002-2010

The evaluations of More at Four have been of four types: measurements of the quality of the learning environment, tracking of the learning gains of cohorts of children in pre-k and kindergarten, and finally, following More at Four students through third grade and comparing their EOG third grade reading and math scores with that of children who did not attend More at Four.

High Quality Pre-Kindergarten

*"More at Four maintained relatively high quality over time, even as the program expanded substantially."*ⁱⁱ

The percentage of highly qualified teachers in More at Four classrooms is high and growing, especially in community settings in recent years. Over 80% of public school More at Four teachers have a bachelors degree with either a Birth-kindergarten license or equivalent. The prevalence of highly qualified teachers in community setting classrooms has doubled since the early years of the program.ⁱⁱⁱ

Having highly qualified teachers matters: multiple evaluations have shown that more frequent literacy and language instruction is associated with classrooms where the teacher has a BK license. When this instruction is high quality, children show greater growth in print knowledge, print and story concepts and social skills.^{iv}

The promotion of highly qualified teachers in More at Four is maximizing the likelihood that key literacy and social skills will be learned at an accelerated rate; skills that have been identified as critical to early child development.^v

Exceptional Learning Growth

"[C]hildren at greatest risk...exhibited greater growth over time in...language and literacy skills (receptive language, letter naming), math skills (applied problems, counting) and general knowledge (social awareness, color)."^{vi}

The challenge to accelerate learning for some children is pressing: without quality pre-kindergarten, children from disadvantaged backgrounds or with limited English arrive in kindergarten with a life-changing literacy and English vocabulary deficit compared to middle-class children.^{vii}

More at Four classrooms have proven themselves in multiple evaluations to sustain learning growth above and beyond average developmental expectations for all participant children across literacy and language, math and social skill domains.^{viii}

Significantly the evaluations conclude that learning gains in pre-K More at Four classrooms have been most pronounced for those in greatest need of accelerated development. The results are particularly strong for receptive language, math and social skills.^{ix}

Such learning gain patterns lead FPG researchers to conclude that More at Four is, "An important and ameliorative experience for children who otherwise may not have such opportunities during the pre-K year."^x

Growth Sustained through Kindergarten

"[D]uring pre-K, children gained a foundational knowledge, as well as general knowledge and behavioral skills, which prepared them to develop more advanced reading and math skills in elementary school..."

"[T]he benefits of participating in the More at Four Program were maintained through kindergarten."^{xi}

Three cohorts of More at Four children (2003-04, 2005-06 and 2007-08) have had their progress tracked through the end of kindergarten. These longitudinal studies show that More at Four produced accelerated learning in receptive language, math and social awareness and skills for participant children that persisted through the end of kindergarten.^{xii}

Consistent with the results tracking learning growth through pre-K, children at greatest risk demonstrated steeper learning curves than other More at Four students, and this acceleration was also evident through kindergarten.^{xiii}

Significant Long-term Effects

"[T]hese results represent the effects of the More at Four program above and beyond those of a variety of other types of pre-school experiences. In sum, these findings provide evidence that the More at Four program is helping to lessen the achievement gap for poor children in both math and reading performance, and that such early pre-K experiences can have a lasting effect into the elementary school years."^{xiv}

An evaluation of the performance of More at Four children on third grade reading and math tests compared to non-More at Four children has found that children who were economically-disadvantaged in third grade in 2006-07 or 2007-08 and who attended More at Four for more than 70% of the 2002-03 or 2003-04 school year achieved statistically significant higher third grade math and reading test scores, on average, than economically-disadvantaged children who did not attend More at Four.^{xv}

The third grade economic status achievement gap - that persistent gap in average test scores between economically-disadvantaged and middle class children in 3rd grade reading and math - is closed substantially for economically-disadvantaged children who attended More at Four four years earlier (see figures 3, 4 & 5).^{xvi}

The economic status achievement gap for ex-More at Four children who did not receive a free or reduced lunch at third grade was reduced 68%, 81% and 81% for Reading 2006-07, Reading 2007-08 and Math 2006-08, respectively.

Consistent with these results, further statistical analyses of third grade reading and math scale scores from 2006-07 and 2007-08 show that children who received a free or reduced lunch in third grade were associated with lower test scores but those economically-disadvantaged children who attended a More at Four classroom for more than 70% of the school year four years earlier achieved statistically significant higher scores.

Economically-disadvantaged children in More at Four earn an achievement boost that is evident in third grade compared to all other economically-disadvantaged children. Some of these other children received some kind of early education care or education outside the home. The boost was also achieved within the context of wide variation in K-3 classroom quality.

NEXT STEP FOR THE EVALUATION OF PRE-KINDERGARTEN

The next FPG evaluation of the effectiveness of More at Four will use a rigorous methodology known as a regression discontinuity design to further investigate the effect of More at Four on learning growth.^{xvii} This report is expected to be released in early 2011.

The Office of Early Learning is exploring a randomized assignment or experimental evaluation design for a future More at Four evaluation. Such a study would track the academic performance of children who qualified for More at Four and who were randomly assigned to the program against those eligible students who were not randomly assigned to More at Four. Such a design takes advantage of the current waiting list in many counties caused by an excess of demand for More at Four among children who qualify for the program.

A randomized assignment design evaluation of a state-wide pre-k program has not been conducted in the United States. The Office of Early Learning believes that this kind of evaluation will not only inform continuous improvement of an already high quality and effective state pre-kindergarten in North Carolina but provide policymakers, stakeholders, parents and communities with valuable data that can inform best education practice throughout the United States.

Figure 3:
Reading 2006-07
37% of gap closed

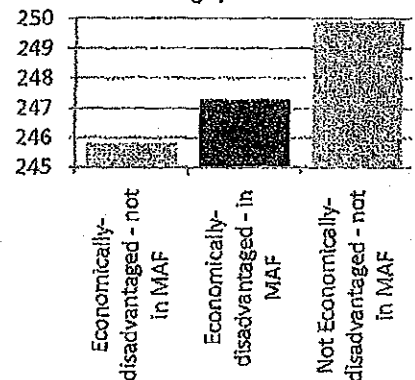


Figure 4:
Reading 2007-08
24% of gap closed

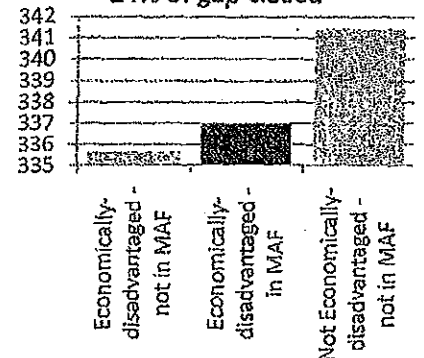
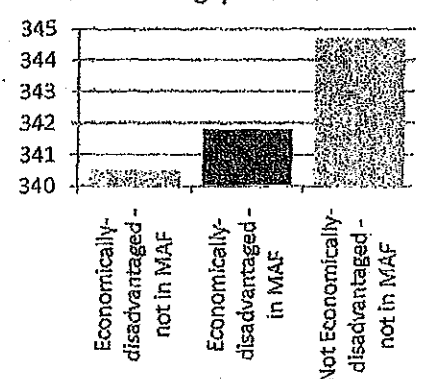
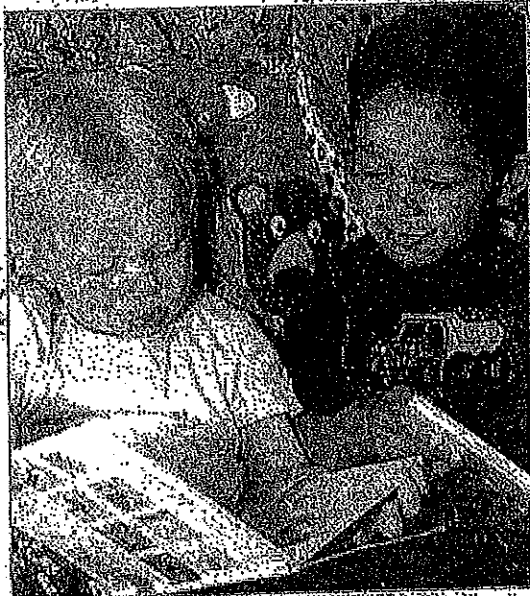


Figure 5:
Math 2006-08
31% of gap closed

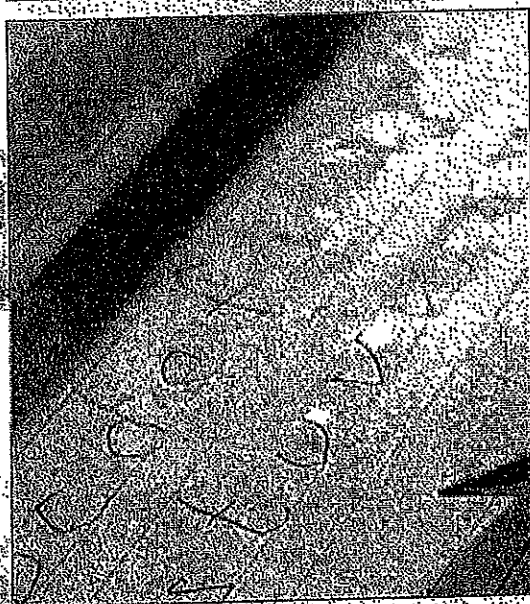


REFERENCES

- ⁱ Data for 2009-10 are preliminary estimates.
- ⁱⁱ Pelsner-Feinberg & Schaaf (2010a) "Sustainability of State Pre-K Program Effects on Children's Outcomes in Pre-K and Kindergarten," Poster presented at AERA Annual Meeting, Denver, CO May 10, p. 4.
- ⁱⁱⁱ Schaaf (2010), 2009-10 preliminary data, personal email, 9/2/2010; Pelsner-Feinberg (2009) "Summary of Major Findings: 2008-2009 Evaluation of the NC More at Four Pre-Kindergarten Program," unpublished manuscript, table 2; Pelsner-Feinberg & Schaaf (2008a) *Evaluation of the North Carolina More at Four program: Performance and Progress in the Seventh Year (2007-08)* Chapel Hill, NC: FPG Child Development Institute, table 7; Pelsner-Feinberg & Maris (2005a) *Evaluation of the North Carolina More at Four Pre-Kindergarten Program: Year 2 Report (July 1, 2002 - June 30, 2003)*, Chapel Hill, NC: FPG Child Development Institute, table 3.
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- ^{xv} Pelsner-Feinberg, E. & Schaaf, J. (2010b), tables, 5, 6, 7, 8, 9, 10, 11, & 12.
- ^{xvi} All scale scores are adjusted 3rd grade test means for years indicated; 'economically-disadvantaged' means receive free or reduced price lunch in third grade; math results are for two cohorts, 2006-07 and 2007-08.
- ^{xvii} Regression discontinuity design or RDD has recently joined random assignment or experimental design as the most rigorous evaluative methodology according to the *What Works Clearinghouse* at the US Department of Education. See http://ies.ed.gov/ncee/wwc/pdf/wwc_rd.pdf



Long-term Effects
of the North Carolina
More at Four
Pre-kindergarten Program
Children's Reading and
Math Skills
at Third Grade



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Overview of the More at Four Program

The North Carolina More at Four Pre-kindergarten Program is a state-funded initiative for at-risk 4-year-olds, designed to help them be more successful when they enter elementary school. The More at Four Program is based on the premise that all children can learn if given the opportunity, but at-risk children have not been given the same level of opportunity. The purpose of More at Four is to provide a high quality, classroom-based educational program for at-risk children during the year prior to kindergarten entry. The program targets at-risk children from low-income families (up to 300% of federal poverty rates) who are unserved in a preschool program or who are underserved (e.g., in lower quality or unregulated settings or not receiving child care subsidies). Over the years, 90% of the children served in More at Four have qualified for free or reduced-price lunch; eligibility for the program is also determined by other risk factors, such as low English proficiency, identified disability, chronic health condition, and/or developmental delay. More at Four provides funding for serving eligible children in classroom-based educational programs at a variety of sites, including public schools, Head Start, and community child care centers (both for-profit and nonprofit). The programs operate on a school day and school calendar basis for 6 to 6-1/2 hours/day and 180 days/year. Local sites are expected to meet a variety of program guidelines and standards around curriculum, training and education levels for teachers and administrators, class size and student-teacher ratios, North Carolina child care licensing levels, and provision of other program services. The More at Four Program was initiated in the 2001-2002 school year, with a full school year of services first offered in 2002-2003, and all 100 counties included since the 2003-2004 school year. More at Four has served over 160,000 children during the first nine program years (2002-2010).

Overview of the Present Study

Since its inception in 2002, the statewide evaluation of the North Carolina More at Four Pre-kindergarten Program has been conducted by the FPG Child Development Institute at the University of North Carolina at Chapel Hill. The present report describes findings on the long-term effects of participation in More at Four on children's third-grade End of Grade (EOG) math and reading scores. A quasi-experimental design was employed, using statewide data from the NC Department of Public Instruction for all third-graders in two cohorts of children, representing the 2006-2007 and the 2007-2008 school years. Comparisons were conducted between children who attended More at Four during pre-k (in 2002-2003 and in 2003-2004) and those who did not, as well as by children's poverty status (i.e., whether they qualified for free or reduced-price lunch in third grade). Two primary research questions were addressed by this study:

- Are there any long-term benefits of participation in the More at Four Pre-k Program on children's math and reading skills in third grade?
- Do the effects of More at Four participation on children's third-grade math and reading skills vary by children's poverty status?

Methods

Participants

Two cohorts of children were included in this study, based on all North Carolina third-graders who completed the EOG math and reading assessments in 2006-2007 and in 2007-2008. The sample included two groups of children—the More at Four (MAF) group that participated in the More at Four Program during either of the first two full years of the program (2002-2003 and 2003-2004) and the comparison group that never participated in More at Four. For the More at Four (MAF) group, the sample was restricted to children who had attended the program for at least 70% of the school year (126 days), in order to ensure that they had received adequate exposure to the pre-k program. The public education dataset contained information on 108,363 third-graders in 2006-2007 and 111,898 third-graders in 2007-2008. The criteria for inclusion in the study sample were that at least one third-grade EOG score (math, reading, or both) was reported and complete data on all other analysis variables (poverty status, gender, race/ethnicity, and state and local per pupil expenditures) were reported. The final study sample included 102,852 children (985 MAF and 101,867 comparison) in the 2006-2007 cohort and 102,765 children (4,569 MAF and 98,196 comparison) in the 2007-2008 cohort. The MAF group included children who participated in the program in 2002-2003 or 2003-2004 and took the third-grade EOGs in 2006-2007 or 2007-2008, including children who may have been accelerated, retained in grade, or delayed entry into school (i.e., had EOG scores in the year prior or subsequent to the expected year). Demographic characteristics of the MAF and comparison groups for each year are contained in Table 1. As expected, these data indicate relatively higher proportions of children who were poor and from non-White racial/ethnic groups in the MAF group, and similar proportions of boys and girls in the MAF and comparison groups each year.

Procedures

Educational data for all third-grade students in the state in 2006-2007 and 2007-2008 were obtained from the NC Department of Public Instruction (DPI) public education database, housed at the North Carolina Education Research Data Center, including EOG scores, special status, poverty status, gender, race/ethnicity, and per pupil expenditures. In order to identify children who previously participated in the More at Four Pre-k Program, demographic data were obtained from the statewide More at Four Program database, housed at the University of North Carolina at Chapel Hill. The More at Four database contains monthly service report data from each local More at Four contractor about the sites, classrooms, teachers, and children participating in the program. Pre-k data were obtained for 2002-2003 and 2003-2004, the expected years for attending pre-k corresponding to attending third grade in 2006-2007 and 2007-2008. Children who met the study criteria for pre-k attendance (at least 70% of the program year/126 days) were matched across the two databases using a combination of information, including first name, last name, date of birth, school district attended, and social security number (when available). Of the eligible children who attended More at Four, data on 72% of the first cohort and 65% of the second cohort (66% across both cohorts) were located in

the third-grade data set and included in the study sample. Pre-k demographic characteristics were compared between those who were included in the third-grade study sample and those who were not included, as shown in Table 2. Based on chi-square analyses of pre-k information, there were no differences between sample and non-sample children on gender or poverty status in the first cohort (2002-2003), but there were some differences in race/ethnicity, with proportionally more White/European-American and fewer Hispanic/Latino children in the study sample. In the second cohort (2003-2004), there were small differences in all characteristics, with the study sample containing proportionally more girls and fewer boys; proportionally fewer Hispanic/Latino children and slightly more White/European-American children and Black/African-American children; and slightly more children not in poverty and fewer children in poverty.

Measures

All data used in this study were obtained from the public education database. Child outcomes included third-grade EOG math and reading scale scores and achievement levels; in addition, data on identification as academically gifted or learning disabled were reported. Other data used in these analyses included child characteristics of poverty status, gender, and race/ethnicity; school and local education agency (LEA); and district-level state and local per pupil expenditures for the LEA.

EOG Scores. The EOG assessments are used to measure academic performance and competency for grade levels based on the goals and objectives of the NC Standard Course of Study. In third grade, all students take math and reading EOG assessments during the final three weeks of school. The mathematics EOG emphasizes information processing and higher order thinking, and measures competency in number and operations, measurement, geometry, data analysis and probability, and algebra across 80 items. The same math assessment was used in 2006-2007 and 2007-2008. The reading EOG focuses on children's reading and comprehension of literary and informational texts, and measures cognition (e.g., determining meaning, summarizing, identifying the purpose of text features), interpretation (e.g., making inferences and generalizations), critical stance (e.g., comparing/contrasting, understanding the impact of literary elements), and connections (e.g., connecting knowledge with outside experiences) across 50 items. The items and scoring for the reading EOG were changed from the 2006-2007 to the 2007-2008 assessments.

Two types of EOG math and reading scores were examined: developmental scale scores and achievement levels. Developmental scale scores are calculated from the raw scores (number of items correct) on the EOG assessments to show students' growth from year-to-year. The range for scale scores on the math assessment is 311-370 for both years; on the reading assessment the range for scale scores is 216-272 for 2006-2007 and 302-367 for 2007-2008. Achievement level scores group students' performance based on predetermined standards. Achievement Level 1 means that a student has an insufficient mastery of knowledge and skills; Level 2 means that a student has an inconsistent mastery of knowledge and skills; Level 3 means that a student has demonstrated mastery of knowledge and skills; and Level 4 means that a student

has a superior mastery of knowledge and skills. Achievement levels were examined as a 4-level variable indicating actual achievement level (scored 1, 2, 3, or 4). In cases where children had more than one score for the same assessment in the same year (due to re-testing), we included the highest score in the analysis in accord with the typical use of these scores by school districts. In cases where children had scores in both years, we only used the data from the first year to ensure independence among the observations in the analysis.

Special Status. In addition, information on special status classifications of children as academically gifted or learning disabled was obtained from the public education database. Children could be identified as academically gifted in math or reading; children also could be identified as having a learning disability in the areas of math, reading, writing, or other.

Poverty status. The poverty status of all children at third grade was determined based on identification in the public education database as qualified or not qualified for free or reduced-price lunch. Children qualified for free or reduced-price lunch if their family income was at or below 185% of poverty based on federal income guidelines.

Gender and race/ethnicity. Children's gender and race/ethnicity were obtained from the public education database. The database listed each child's race/ethnicity according to one of the following categories: American Indian, Asian, Black, Hispanic, Multi-Racial, or White. These classifications were collapsed into four categories for these analyses, given the small sample sizes for some cells: Black/African-American, Hispanic/Latino, White, and Other.

Per pupil expenditures. District-level information on per pupil expenditures from state and local sources was included as a measure of the quality/resources available to students. There were small negative correlations between state and local expenditures across the different years ($r = -.15$ to $-.20$); they were both included because they captured different aspects of the overall provision of resources. Expenditures from federal sources were not included because they were highly correlated with state expenditures ($r = .57$ to $.61$).

Results

Analysis Strategy

Analyses of third-grade EOG math and reading scores were conducted to examine the long-term effects of participation in the More at Four Program. Data were examined for two cohorts of children, NC third-graders in 2006-2007 and 2007-2008. Analyses compared the performance of children who attended the More at Four Program during pre-k (MAF group) to all other children in NC (comparison group). The analyses also took into account poverty status at third grade, examining two groups of children, those eligible for free or reduced-price lunch (poor group) and those not eligible (non-poor group).

Separate analyses were conducted for math and reading scale scores and achievement levels. For the math assessment data, both cohorts were analyzed together. Because the test items and scoring criteria for the reading assessment changed from the first to the second cohort, separate analyses were conducted for each cohort. The analyses focused on comparisons among four groups of children: 1) poor children who attended More at Four (MAF poor), 2) poor children who did not attend More at Four (Comparison poor), 3) non-poor children who attended More at Four (MAF non-poor), and 4) non-poor children who did not attend More at Four (Comparison non-poor). In addition, the analyses adjusted for children's demographic characteristics of gender and race/ethnicity, as well as for state and local per pupil expenditures, which represented variations in the quality and resources provided by the school districts attended by different groups of children.

For the EOG math and reading scale scores and achievement levels, three-level hierarchical linear regression models were used to examine whether children's performance was different based on participation in More at Four and poverty status, accounting for students nested within schools and schools nested within LEAs. Each model contained the following predictors: pre-k group (1=MAF, 0=comparison), poverty status at third-grade (1=poor, 0=not poor), pre-k group x poverty status interaction, race/ethnicity (coded with White as the reference cell), gender (1=male, 0=female), and LEA state and local per pupil expenditures. In the case of significant pre-k group x poverty interactions, follow-up tests of differences in the adjusted means for scale scores and achievement levels based on the regression models were conducted to examine the extent to which performance differed among the four groups of children. Effect sizes for between-group comparisons were calculated for scale scores and achievement levels using Cohen's *d*, (calculated as the mean difference between groups divided by the square root of the model pooled variance).

In addition, descriptive data are presented regarding the percentage of children identified as academically gifted in math or reading and the percentage identified as having learning disabilities (across all categories as well as within specific categories of math, reading, writing, and other), by pre-k group (More at Four vs comparison) and poverty status (poor vs non-poor). Because of the small numbers in some of these cells, no further statistical analyses were conducted for these data.

Descriptive Results

Information on children's performance on the NC third-grade EOG math and reading assessments is provided for the 2006-2007 and 2007-2008 cohorts by pre-k group (MAF vs. comparison) and poverty status (poor vs. non-poor). The means, standard deviations, and ranges for the scale scores and achievement levels are shown in Table 3, and the percentages at each achievement level are shown in Table 4.

Scale Scores

Results from the hierarchical linear regression analyses for math and reading EOG scale scores are shown in Table 5, Table 6 shows the adjusted means (adjusted for variations in children's demographic characteristics and state and local per pupil expenditures) and group comparisons based on this model, and Table 7 shows the effect size calculations. For both math and reading scores, a consistent pattern was found where non-poor children performed better than poor children, both for those who attended More at Four and those who did not. However, these differences related to poverty were much stronger within the comparison group ($d=.46-.55$) than within the MAF group ($d=.16-.31$), based on comparisons of the effect sizes. Further, the regression analyses showed significant interactions between pre-k group and poverty, indicating that participation in More at Four was associated with higher math and reading scores for poor children, but not for non-poor children. Among poor children, those who attended More at Four performed better than their peers who did not attend More at Four, with effect sizes ranging from $d=.14-.18$. Among non-poor children, comparison group children performed better than participants in More at Four ($d=.09-.17$).

Achievement Levels

Results from the hierarchical linear regression analyses for math and reading EOG achievement levels are shown in Table 8, Table 9 shows the adjusted means (adjusted for variations in children's demographic characteristics and state and local per pupil expenditures) and group comparisons based on this model, and Table 10 shows the effect size calculations. The results are similar to those for the scale scores in both domains. For both math and reading achievement levels, a consistent pattern was found where non-poor children performed better than poor children, although these differences related to poverty status were greater for the comparison group ($d=.42-.53$) than for children who attended More at Four ($d=.18-.33$). Further, the regression analyses showed significant interactions between pre-k group and poverty status. Among poor children, those who attended More at Four had higher math and reading achievement levels than their peers who did not attend More at Four ($d=.12-.19$). Among non-poor children, there were no differences between the MAF group and the comparison group in reading achievement levels in the first cohort. For math achievement levels and reading achievement levels in the second cohort for non-poor children, those in the comparison group performed slightly better than participants in More at Four ($d=.06-.08$).

Special Status Indications

As seen in Table 11, among poor children, the percentage of children identified as academically/intellectually gifted in math and reading was similar for those who attended the More at Four program during pre-k compared to those who did not (the percentage for the MAF group was slightly lower in the first cohort and slightly higher in the second). Among non-poor children, a somewhat lower percentage of children who attended More at Four were identified as academically gifted compared to all other non-poor peers. As seen in Table 11, the percentage of children identified as having a learning disability was substantially lower overall for children who attended More at Four compared to their peers, both for the poor group in the two cohorts and the non-poor group in the second cohort. In the first cohort, the percentage was similar or slightly higher for non-poor More at Four participants compared to other non-poor children.

Summary and Conclusions

These findings suggest that for poor children (those who qualified for free or reduced-price lunch), participating in the More at Four Program during pre-k had longer-term benefits in terms of math and reading skills at the end of third grade. Based on the third-grade EOG assessments, poor children who attended More at Four had higher math and reading scale scores and achievement levels than similarly poor children who did not attend More at Four. These findings were consistent across all outcomes, indicating a broad positive effect of participation in the More at Four Program on children's later academic skills. Descriptive results also showed somewhat lower proportions of children who attended More at Four being identified with a learning disability than other children, especially among poor children. Altogether, these findings are of note, because they pertain to the majority of children served by the More at Four Program. Children from poor families are one of the primary target groups of this pre-k program, and family income is one of the key eligibility criteria. At the time these cohorts of children entered More at Four, 90% qualified for free or reduced-price lunch, a percentage that has remained consistent in the program over time as well.

Not surprisingly, non-poor children performed better than poor children, both for those who attended More at Four and those who did not. This achievement gap in academic skills related to poverty is something that is widespread in our country. The strongest effects in this sample were found for differences related to poverty status. However, these effects were greater for the comparison group and substantially reduced for the MAF group. Such results may indicate that participation in More at Four has an ameliorating effect on the negative effects of poverty related to children's academic achievement. In accord with this idea, the differences between the More at Four and comparison groups were greater for poor children than non-poor children, with consistent positive effect of More at Four on the performance of poor children.

For non-poor children, those in the comparison group generally performed better than those who attended More at Four. However, children in the non-poor comparison group likely