

Guilford County Schools 2018-2019



SCHOOL TURNAROUND

THE RENSSELAERVILLE INSTITUTE

Increasing Life Chances for Children Through Education and Community

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District Overview

Guilford County School District

712 N. Eugene St.

Greensboro, NC 27401

Phone: 336-370-8100

Guilford County Schools is the third-largest district in North Carolina, serving nearly 73,000 students across 126 schools in urban, suburban, and rural areas. The district is divided into four regions, each with its own regional superintendent, office, and support staff. Guilford County Schools serves Greensboro and High Point, NC.

Superintendent: Sharon L. Contreras, Ph.D.

126 Schools in District

- 70 Primary
- 22 Middle School
- 6 Alternative
- 28 High School

District Demographics

- African American 40.62%
- Hispanic 15.15%
- White 33.4%
- Asian 6.25%
- Multi-Racial 4.01%
- American Indian 0.42%
- Pacific Islander 0.15%

Guilford County Public Schools 2017-18 Scope of Work

Key deliverables include:

- Initial 3-day training in June/July 2017 for principal and two team members in core turnaround strategies and tools and application to the specific needs of the school (all fees, travel, expenses and materials included)
- Assignment of turnaround specialist to partner with the school
- 10 site visits during school year
- Model classroom training and set up for teachers
- Data use training and tools for teachers
- Mid-year national conference (all fees, travel, expenses and materials included)
- Assessment and Learning national conference (same covered as above)
- Monthly collaborative meetings facilitated by ST (combination of on-site and virtual)
- Monthly newsletters and other supporting materials
- Technical assistance

ST collaborates with the district to assure that school-based approach to assessment results in daily use of data at the class and student level toward hitting established targets. This may include:

- Creating an assessment database for each school
- Establishing a framework of data tools
- Training key leaders and teachers on data use
- Establishing clear PLC framework that relies on data and builds school-based capacity
- Create usable reports for students, parents, and school support staff As needed, ST will provide facilitation and support at one or two board work sessions or retreats for the turnaround strategy. These sessions will be designed in collaboration with the district leadership team.

District-level key deliverables include:

- ST will develop and support principal supervisors in the implementation of turnaround strategies at the school level
- ST will provide facilitation and support at quarterly board work sessions or retreats for the turnaround strategy, designed in collaboration with the district leadership team

Attachment B – Participating Schools

The following three (3) schools and principals are jointly agreed upon as participants.

Principal: Angela Dawson

School: Fairview Elementary School

Principal: Lei Washington

School: Gillespie Park Elementary School

Principal: Jamie King

School: Northeast Guilford Middle School

Memorandum of Understanding

The following details the activities that are agreed to by all contracting parties. Parties to this agreement are:

1. School Turnaround at The Rensselaerville Institute (ST-TRI), with principal offices at Two Oakwood Place, Delmar, NY 12054
2. Guilford County Public Schools, with principal offices at 712 North Eugene Street, Greensboro, NC 27401

Commitment to Services and Activities

ST-TRI commits to providing the services specified below. The School Principal and School District commit to participating fully in these services as specified below.

1. ST-TRI will train the School Principal and his/her team in diagnosing the school, setting targets, and using strategies to create a Turnaround Design for the school at a conference in summer 2017. This design will include targets and will be provided to School Turnaround at the conclusion of the Turnaround Conference. ST-TRI will review and certify the targets.
2. ST-TRI will provide an appropriate Turnaround Specialist who will be assigned to support the School Principal.
3. The Turnaround Specialist and School Principal shall determine the dates for the prescribed number of site visits based on the terms of the contract. Each site visit will last one full school day in duration and requires the presence of the principal. Site visits will be guided by the agenda developed by the Turnaround Specialist in conjunction with input from the School Principal. Furthermore, the Turnaround Specialist will provide a written summary of the visit and next steps to be undertaken as agreed upon by the principal and specialist.
4. The Turnaround Specialist and the School Principal will be in contact with each other on a weekly basis, at minimum, via e-mail or telephone regarding actions and progress toward meeting targets. Scheduled vacations will be the exception. The School Principal will be responsible for responding in verbal or written form to any contact made by the Turnaround Specialist.
5. ST-TRI will host cohort meetings either in person or via web/telephone conferences and will provide technical assistance where necessary. The School Principal will participate in a minimum of three.
6. ST-TRI will host Mid-Year Conferences in January 2018 and 2019 and an Assessment and Learning Conferences in June 2018 and June 2019. The School Principal will participate. Meals, lodging, air transportation, materials, and training are covered by the fees outlined in the contract.

Limited Warranty

If the target(s) for the two years, as set by the School Principal with agreement from School Turnaround at The Rensselaerville Institute (ST-TRI), are not met, ST-TRI will: a) refund all funds coming directly from the School District for the year that targets are not met; or b) commit up to 12 additional months of support without additional cost until the turnaround target(s) are met, at the discretion of ST-TRI.

This warranty is conditional on the following behaviors of ST-TRI, the School District and the School Principal:

1. ST-TRI and the School Principal will set targets for core subjects and grade levels. ST-TRI will guarantee that the school will show substantive gains in at least two core academic areas.
2. No change in School Principal (i.e, the individual who executes this MOU) during the school year inclusive of extended absences or duties assigned outside of school leadership role. Exceptions to this must be agreed to by both parties to the contract in writing.
3. School Principal executes and fulfills all provisions of the designed MOU by the times specified therein.
4. School Principal fully completes and implements the Turnaround Design and delivers the design to School Turnaround by the time set in the MOU.
5. School Principal discloses any material, condition, or circumstance – including lack of progress against design – to Turnaround Specialist within three school days of becoming aware of any potentially adverse factor.
6. School Principal attends all conferences, is fully available during all site visits, and both initiates and is responsive to weekly phone and e-mail contact with Turnaround Specialist.
7. School District fully supports and provides no major road blocks or impediments, whether intended or not, to the School Principal's full implementation of the Turnaround Design.

Guilford County Schools
Sharon L. Contreras,
Superintendent

712 North Eugene Street
Greensboro, NC 27401
(336)370-8100

DISTRICT PROFILE

School Size: The average number of students in an elementary (K-5), middle (6-8), and high (9-12) school in this district in the state.

	Elementary	Middle	High
District	472	681	812
State	493	634	860

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our District	18	18	18	18	16	17	22	23	23
State	19	19	19	19	20	21	21	22	21

* Legislation mandates that class sizes for grades 4-12 are not restricted.

Average Course Size: The average number of students enrolled in the courses listed at the time of testing.

	English II	Math I	Biology
District	18	19	19
State	18	20	18

School Attendance: The average percentage of students who attend school daily at the elementary (K-5), middle (6-8), and high (9-12) school for this district and the state.

	Elementary	Middle	High
District	95%	95%	95%
State	95%	95%	95%

SAFE, ORDERLY AND CARING SCHOOLS

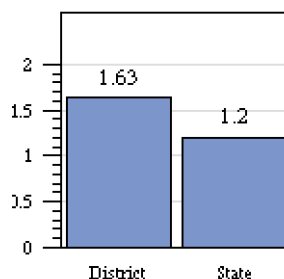
School Safety: The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

	Elementary	Middle	High
District	0.27	1.17	1.54
State	0.21	0.83	1.27

Student Out-of-School Suspensions and Expulsions: The average number of short-term (10 days or fewer) and long-term (more than 10 days) out of school suspensions and expulsions per 100 students.

	Elementary	Middle	High
Short-Term Suspensions	3.88	19.21	15.43
Long-Term Suspensions	0	0	0.03
Expulsions	0	0	0

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device



On this measure, smaller numbers are better than larger ones; there are more computers available to students when the number of students per computer is low.

SCHOOL PERFORMANCE

Performance of Students on the North Carolina End-of-Grade Tests:

Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	Reading	Math	Science
District	26.3%	27.3%	17.4%
State	21.6%	24.0%	14.0%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:

Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	Reading	Math	Science
District	21.7%	22.1%	15.3%
State	21.5%	21.3%	13.3%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:

Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)

Students performing at Level 3 are performing at grade level.

LEVEL 3	Reading	Math	Science
District	10.1%	7.1%	9.3%
State	11.2%	7.7%	9.6%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:

Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)

Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	Reading	Math	Science
District	31.4%	26.6%	39.0%
State	34.5%	29.4%	42.1%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Grade Tests:

Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)

Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	Reading	Math	Science
District	10.4%	16.9%	18.9%
State	11.3%	17.6%	21.0%

N/A = < 5% of students; 95% = ≥ 95%

FIVE ACHIEVEMENT LEVELS

LEVEL 1: Limited Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

What does the achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

SCHOOL PERFORMANCE, continued

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 1 (Limited Command** of knowledge and skills)

LEVEL 1	English II	Math I	Biology
District	21.1%	23.4%	24.8%
State	20.4%	25.0%	23.2%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 2 (Partial Command** of knowledge and skills)

LEVEL 2	English II	Math I	Biology
District	19.7%	13.8%	21.1%
State	20.8%	14.5%	21.2%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 3 (Sufficient Command** of knowledge and skills)
Students performing at Level 3 are performing at grade level.

LEVEL 3	English II	Math I	Biology
District	8.3%	9.5%	7.8%
State	9.2%	10.7%	8.3%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 4 (Solid Command** of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 4	English II	Math I	Biology
District	44.5%	36.4%	30.9%
State	43.9%	34.3%	31.5%

N/A = < 5% of students; 95% = ≥ 95%

Performance of Students on the North Carolina End-of-Course Tests:
Percentage of Students at **Level 5 (Superior Command** of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College-and Career-Readiness and are performing at or above grade level.

LEVEL 5	English II	Math I	Biology
District	6.4%	16.9%	15.4%
State	5.7%	15.6%	15.8%

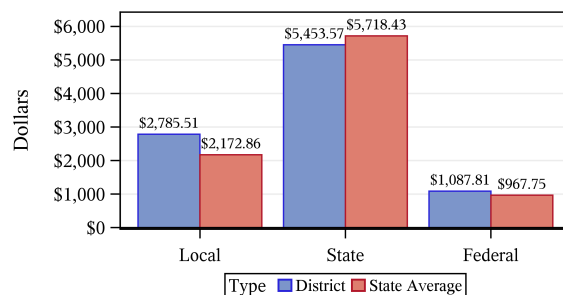
N/A = < 5% of students; 95% = ≥ 95%

Annual Participation Requirements: Districts are required to assess at least 95 percent of their students on assessments administered for accountability. This requirement is for the all students group and for each student group. The minimum number of students needed in a group is 30.

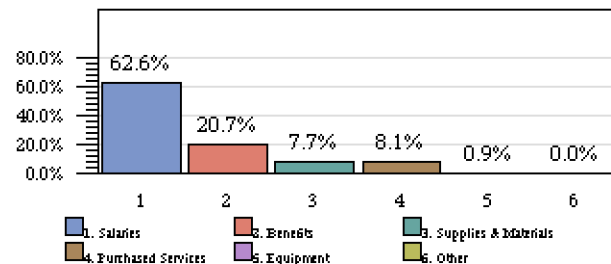
Our district met 96 out of 98 targets.

For more information on participation requirements please go to
www.ncpublicschools.org/accountability/reporting.

FINANCIAL SUPPORT



Source of Funds (Amount per Student, Child Nutrition Included): Public schools in North Carolina operate with funding from local, state and federal sources. The financial support reflected in these numbers includes all expenses concerned with operating schools, including teacher and administrator salaries, textbooks, transportation, Career and Technical education courses and other educational supplies and materials.



Use of Funds: Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a district.

QUALITY TEACHERS AND ADMINISTRATORS

QUALIFICATIONS OF TEACHERS

Classroom Teachers: The average number of classroom teachers in an elementary (K-5), middle (6-8), and high (9-12) school for this district and state.

	Elementary	Middle	High
District	32	43	52
State	34	41	54

Fully Licensed Teachers: The percentage of classroom teachers with clear initial or clear continuing licenses (not lateral entry, alternative, or emergency licensed teachers).

	Elementary	Middle	High
District	98%	89%	88%
State	98%	92%	90%

Teacher Turnover Rate: The percentage of teachers who left their school district from the start of the prior year to the start of the current year.

	Elementary	Middle	High
District	13%	17%	15%
State	13%	15%	15%

Teachers with Advanced Degrees: The percentage of teachers who have completed an advanced college degree, including a master's or doctoral degree.

	Elementary	Middle	High
District	30%	31%	25%
State	29%	27%	25%

National Board Certified Teachers: The average number of school staff, including teachers, administrators and guidance counselors, who have received National Board Certification at the elementary (K-5), middle (6-8), and high (9-12) school levels in this district and the state.

	Elementary	Middle	High
District	4	6	6
State	5	5	8

Highly Qualified Teachers: Percentage of classes taught by Highly Qualified teachers as defined by federal law.

	Elementary	Middle	High
District	99%	99%	99%
State	98%	96%	96%

Years of Teaching Experience: The percentage of teachers who have taught for 0-3 years, 4-10 years or over 10 years in this district and the state.

	Elementary			Middle			High		
	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years	0-3 Years	4-10 Years	10+ Years
District	21%	27%	52%	23%	26%	51%	25%	27%	48%
State	23%	27%	50%	24%	25%	51%	23%	24%	53%

QUALIFICATIONS OF PRINCIPALS

Years of Experience as a Principal: The percentage of principals with experience of 0-3 years, 4-10 years, or over 10 years as a principal.

	0-3 Years	4-10 Years	10+ Years
District	33%	52%	15%
State	43%	43%	14%

Principals with Advanced Degrees: The percentage of principals who have completed an advanced college degree beyond a master's degree.

District	29%
State	22%

Principal Turnover Rate: The percentage of principals employed last year who are no longer employed in the same school this year.

District	7%
State	9%



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

KEEPING YOU INFORMED

More information about your school is available on the NC School Report Cards website at: <http://www.ncpublicschools.org/src/>

GUILFORD COUNTY SCHOOLS

2017-2018 Traditional Calendar

FINAL
Approved 1/26/17

AUGUST 17

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21 ☒	22 ☒	23 ☐	24 ☐	25 ☐
28	29	30	31	

SEPTEMBER 17

MON	TUE	WED	THU	FRI
				1
4 ▲	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

OCTOBER 17

MON	TUE	WED	THU	FRI
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27 GP 44
30 ☐	31			

NOVEMBER 17

MON	TUE	WED	THU	FRI
		1	2	3
6	7	8	9	10 ▲
13	14	15	16	17
20	21	22 ○	23 ▲	24 ▲
27	28	29	30	

DECEMBER 17

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 ○	22 ○
25 ▲	26 ▲	27 ▲	28 ○	29 ○

JANUARY 18

MON	TUE	WED	THU	FRI
1 ▲	2 ☐	3	4	5
8	9	10	11	12
15 ▲	16	17	18	19
22 GP 46	23 I-1 ☒	24	25	26
29	30	31		

FEBRUARY 18

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19 I-2 ☐	20	21	22	23
26	27	28		

MARCH 18

MON	TUE	WED	THU	FRI
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29 GP 46	30 ▲

APRIL 18

MON	TUE	WED	THU	FRI
2 ○	3 ○	4 ○	5 ○	6 ○
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MAY 18

MON	TUE	WED	THU	FRI
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 ▲	29	30	31	

JUNE 18

MON	TUE	WED	THU	FRI
				1
4	5	6	7	8 GP 44
11 I-3 ☒	12 I-4 ☒	13 I-5 ☐	14 I-6 ☐	15 I-7 ☐
18	19	20	21	22
25	26	27	28	29

☐ Workday* (9)	▲ Holiday (11)
○ Vacation (10)	● Early release day for students, training for staff
■ First/Last Day for Students	
☒ Mandated Workday (5)	
<p>! Will become student days if other days are missed due to inclement weather. Makeup days will be taken in the order indicated.</p> <p>There are 180 Student Days in the Guilford County Schools Calendar</p> <p>* Annual leave may be taken</p>	

Testing Information

North Carolina Testing Program Required Testing 2016–17

The required operational tests administered statewide in the North Carolina Testing Program are located in the following chart. **Blue font** denotes the alternate assessments that are available to eligible students who have appropriate documentation. In addition, field tests/special studies may be administered annually in selected subjects and grades, and some North Carolina students participate in the National Assessment of Educational Progress (NAEP) at grades 4 and 8. The North Carolina Final Exams (NCFE) are also administered as part of the North Carolina Teacher Evaluation Process.

Grade Level	English Language Arts/Reading	Mathematics	Science	Other	Limited English Proficient
3	Beginning-of-Grade 3 English Language Arts/Reading Test ¹	EOG ²			W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
	EOG ² <i>NCEXTENDI⁴</i>	<i>NCEXTENDI⁴</i>			
4	EOG ² <i>NCEXTENDI⁴</i> NAEP ⁵	EOG ² <i>NCEXTENDI⁴</i> NAEP ⁵		NAEP ⁵ (writing)	W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
5	EOG ² <i>NCEXTENDI⁴</i>	EOG ² <i>NCEXTENDI⁴</i>	EOG ² <i>NCEXTENDI⁴</i>		W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
6	EOG ² <i>NCEXTENDI⁴</i>	EOG ² <i>NCEXTENDI⁴</i>			W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
7	EOG ² <i>NCEXTENDI⁴</i>	EOG ² <i>NCEXTENDI⁴</i>			W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
8	EOG ² <i>NCEXTENDI⁴</i> NAEP ⁵	EOG ² <i>NCEXTENDI⁴</i> NAEP ⁵	EOG ² <i>NCEXTENDI⁴</i>	NAEP ⁵ (writing)	W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
9		NC Math 1 ⁶			W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
10	English II ⁶ <i>NCEXTENDI⁴</i>	<i>NCEXTENDI⁴</i>	Biology ⁶ <i>NCEXTENDI⁴</i>	PreACT ⁷ College and Career Readiness Alternate Assessment Grade 10 ⁴	W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
11				ACT ⁸ College and Career Readiness Alternate Assessment Grade 11 ⁴ <i>NCEXTENDI Grade 11⁴</i>	W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴
12				ACT WorkKeys ⁹	W-APT ^{TM3} ACCESS for ELLs [®] 2.0 ³ Alternate ACCESS ⁴

¹ The Beginning-of-Grade 3 (BOG3) English Language Arts Reading Test is linked to the Read to Achieve legislation (G.S. §115C-83.6). Additionally, the BOG3 serves as a teacher-growth tool used as part of the North Carolina Teacher Evaluation Process (GCS-A-016, TCP-C-004) and it is also included in the state's accountability model (GCS-C-020).

² The end-of-grade (EOG) assessments are administered per state and federal requirements: Every Student Succeeds Act (ESSA) of 2015; GCS-A-016, TCP-C-004—Teacher Evaluation Process; GCS-C-020—Components of the Accountability Model; GCS-C-021—Accountability Model Annual Performance Standards; G.S. §115C-174.11; Read to Achieve legislation—G.S. § 115 C-83.6.

³ Federal (Title I of ESSA) and state (GCS-A-011) policies require all K–12 students identified as English Learners (ELs) through the Home Language Survey process upon initial enrollment be assessed for English language proficiency. The state instrument for identification of ELs is the WIDA ACCESS Placement Test™ (W-APT™). Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs® 2.0) is North Carolina's required assessment that complies with Title I of the ESSA legislation.

⁴ Policy in accordance with the Individuals with Disabilities Education Improvement Act (IDEA) and ESSA require all eligible students who utilize the Extended Content Standards to access instruction in reading, mathematics, and science participate in the alternate assessment with or without accommodations. The College and Career Readiness Alternates (grades 10 and 11) are State Board of Education (SBE) requirements (G.S. §115C-174.11 (c)(4)).

⁵ Federal law specifies that NAEP is voluntary for every student, school, school district, and state. However, federal law also requires all states that receive Title I funds to participate in NAEP reading and mathematics assessments at fourth and eighth grades. Similarly, school districts that receive Title I funds and are selected for the NAEP sample are also required to participate in NAEP reading and mathematics assessments at fourth and eighth grades. All other NAEP assessments are voluntary.

⁶ End-of-course (EOC) tests are administered per state and federal requirements: Every Student Succeeds Act (ESSA) of 2015; GCS-A-016, TCP-C-004—Teacher Evaluation Process; GCS-C-020—Components of the Accountability Model; GCS-C-021—Accountability Model Annual Performance Standards; G.S. §115C-174.11.

⁷ PreACT (grade 10) is an SBE requirement (G.S. §115C-174.11(c)(4)).

⁸ ACT (grade 11) is an SBE requirement (G.S. §115C-174.11). SBE policies include GCS-C-020, Components of the Accountability Model and GCS-C-021, Accountability Model Annual Performance Standards.

⁹ ACT WorkKeys is an SBE requirement (G.S. §115C-174.25). SBE policies include GCS-C-020, Components of the Accountability Model and GCS-C-021, Accountability Model Annual Performance Standards.

State Accountability Information

North Carolina End-of-Grade Tests of English Language Arts (ELA)/Reading Grades 3-8

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance. Effective with the 2013-14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

*Detailed achievement level descriptors are available on the following pages.

ELA/Reading Grades 3-8 Achievement Level Ranges (Cut Scores)

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
English	3	≤431	432-438	439-441	442-451	≥452
Language	4	≤438	439-444	445-447	448-459	≥460
Arts/Reading	5	≤442	443-449	450-452	453-463	≥464
(Starting with	6	≤441	442-450	451-453	454-464	≥465
2013-14 school	7	≤444	445-453	454-456	457-468	≥469
year)	8	≤448	449-457	458-461	462-472	≥473

ELA/Reading Achievement Level Descriptors

ELA/Reading Achievement Level Descriptors—Grade 3

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate limited command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate partial command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They inconsistently demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 3, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate solid command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when asking and answering questions; recounting stories and determining a central message, explaining how the message is conveyed through key details in the text; describing characters and explaining how their actions contribute to the plot; and determining the meaning of words and phrases as they are used in a text, especially literal and nonliteral language. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in referring to the text when asking and answering questions; identifying the main idea and finding the most important details that strengthen the main idea; describing the relationship between events, ideas, concepts, or steps using appropriate language; determining the meaning of words and phrases as they are used in a text; demonstrating understanding through information gained from illustrations and words; and describing connections between sentences and paragraphs.

Students demonstrate superior command of language when determining the meaning of a word within the context of a sentence and distinguishing between literal and nonliteral meanings. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 4

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students will need academic support to engage successfully in this content area.

Students have limited command of informational text by inconsistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate limited command of language when determining the meaning of unknown and multiple meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in content at this level.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text by inconsistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate partial command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They inconsistently demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in content at this level.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 4, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students are academically prepared to engage successfully in this content area.

Students have solid command of informational text by consistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate solid command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They consistently demonstrate the use of grade-appropriate vocabulary and are academically prepared to engage successfully in content at this level.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills of the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by referring to the text when drawing inferences, as well as when explaining what the text directly says; summarizing the text and determining the theme from details; using specific details to describe a character, setting, or event in a story; and determining the meaning of words and phrases as they are used in a text, including those words referring to mythological characters. Students are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text by consistently referring to the text directly when explaining what it says, as well as when inferring; summarizing the text and identifying the main idea as well as finding the most important details; explaining informational texts including events, procedures, ideas, or concepts including what happened and why, referring specifically to the text; determining the meaning of words and phrases as they are used in a text, specific to grade 4; explaining how the events, ideas, or concepts fit into the overall structure of a text; understanding what is heard, viewed, or presented through various media formats to help make meaning of the text; and explaining how an author uses reasons and evidence to support particular points in a text.

Students demonstrate superior command of language when determining the meaning of unknown and multiple-meaning words as well as phrases, specific to grade 4 including using context clues, Greek and Latin affixes and roots, and reference materials; and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, and synonyms. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in content at this level.

ELA/Reading Achievement Level Descriptors—Grade 5

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining the theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of

words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator's or speaker's point of view influences how events are described. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or "how to" texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate limited command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in content at this level.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator's or speaker's point of view influences how events are described. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or "how to" texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate partial command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They inconsistently

demonstrate the use of grade-appropriate vocabulary and will likely need academic support to engage successfully in content at this level.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 5, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a narrator's or speaker's point of view influences how events are described. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or "how to" texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate solid command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They consistently demonstrate the use of grade-appropriate vocabulary and are academically prepared to engage successfully in content at this level.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills of the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by quoting accurately from the text to support their answers; summarizing the text; determining theme from key details in a text including how the speaker reflects on a topic; comparing and contrasting elements of a story, using specific details from a text; determining the meaning of words and phrases as they are used in a text, including metaphors and similes; and describing how a

narrator's or speaker's point of view influences how events are described. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in quoting accurately from the informational text to support their answers; using details from the text when determining two or more main ideas; summarizing the text; describing the connections between two or more people, events, ideas, or concepts in historical, scientific, or "how to" texts by using the text to support their findings; determining the meaning of words and phrases as they are used in a text, specific to grade 5; and explaining how an author uses reasons and evidence to support particular points in a text including which reason/evidence support which points.

Students demonstrate superior command of language when determining meaning of unknown and multiple-meaning words as well as phrases, specific to grade 5 including using context clues, Greek and Latin affixes and roots, and reference materials and demonstrating understanding of figurative language, word relationships, and nuances in word meanings including similes and metaphors, idioms, proverbs, adages, antonyms, synonyms, and homographs. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in content at this level.

ELA/Reading Achievement Level Descriptors—Grade 6

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 6, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence to support their analysis of what the text says directly as well as when making inferences; evaluating key details to determine the central idea and summarizing without personal bias; describing a plot's progress and how a character changes; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the importance of choosing specific words to create meaning and tone; and analyzing how individual elements of a work (section, chapter, scene, or stanza, etc.) contribute to a text's overall structure and ideas. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in using evidence to support an analysis of the text (what it says directly as well as inferences drawn); determining the central idea and how it is conveyed through particular details; summarizing the text; analyzing how an individual, event, or idea is portrayed in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; determining how individual parts of informational texts (sentence, chapter, section, etc.) contribute to a text's overall structure and ideas; determining the author's point of view/purpose and explaining how it is conveyed in the text; and tracing and evaluating the arguments and claims in a text distinguishing between supported and unsupported claims.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought and demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 7

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 7, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing several pieces of textual evidence to support their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development; providing an objective summary; analyzing how particular story elements interact; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of rhyme and repetitions; analyzing how dramatic or poetic form contributes to meaning; analyzing how an author develops and contrasts points of view. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in citing several pieces of textual evidence to support their analysis of what the text says directly as well as when

making inferences; determining two or more central ideas and analyzing their development; providing an objective summary; analyzing interactions between individual events and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone; analyzing an author's structure, including how sections contribute to the whole and the development of ideas; determining the author's point of view/purpose and analyzing how it differs from others'; tracing and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues, using Greek and Latin affixes and roots, consulting reference materials, and verifying initial thought; demonstrating the understanding of figurative language, word relationships, and nuances in word meanings including figures of speech, relationships between words, and distinguishing among connotations and denotations. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

ELA/Reading Achievement Level Descriptors—Grade 8

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will need academic support to engage successfully in this content area.

Students have limited command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate limited command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They rarely demonstrate the use of grade-appropriate vocabulary and will need academic support to engage successfully in this content area.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They will likely need academic support to engage successfully in this content area.

Students have partial command of informational text, showing inconsistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate partial command of language when determining the meaning of unknown words and phrases by using context clues; demonstrating the understanding of figures of speech. They demonstrate inconsistent use of grade-appropriate vocabulary and will likely need academic support to engage successfully in this content area.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature assessed at grade 8, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as

well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically prepared to engage successfully in this content area.

Students have solid command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate solid command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate consistent use of grade-appropriate vocabulary and are academically prepared to engage successfully in this content area.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* Reading Standards for Literature as assessed by citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining a theme and analyzing its development, including relationship to story elements; providing an objective summary; analyzing how dialogue influences the action and adds to characterization; determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing how differing points of view create dramatic effects. They are academically well-prepared to engage successfully in this content area.

Students have superior command of informational text, showing consistency in citing textual evidence that most strongly supports their analysis of what the text says directly as well as when making inferences; determining central idea and analyzing its development, including its relationship to supporting ideas; providing an objective summary; analyzing textual connections between individuals, events, and ideas in a text; determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzing the impact of word choice on meaning and tone, including analogies and allusions; analyzing, in detail, the structure of a specific paragraph; determining the author's point of view/purpose and

analyzing the author's response to conflicting ideas; delineating and evaluating the arguments and claims in a text, evaluating the evidence and reasoning used; recognizing faulty evidence.

Students demonstrate superior command of language when determining the meaning of unknown words and phrases by using context clues; and demonstrating the understanding of figures of speech. They demonstrate exemplary use of grade-appropriate vocabulary and are academically well-prepared to engage successfully in this content area.

Math Achievement Level Descriptors

North Carolina End-of-Grade Tests of Mathematics Grades 3-8

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance. Effective with the 2013-14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No
Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

*Detailed achievement level descriptors are available on the following pages.

Math Grades 3-8 Achievement Level Ranges (Cut Scores)

Subject	Grade	Level 1	Level 2	Level 3	Level 4	Level 5
Mathematics (Starting with 2013-14 school year)	3	≤ 439	440-447	448-450	451-459	≥ 460
	4	≤ 440	441-448	449-450	451-459	≥ 460
	5	≤ 440	441-448	449-450	451-459	≥ 460
	6	≤ 443	444-450	451-452	453-460	≥ 461
	7	≤ 443	444-450	451-452	453-460	≥ 461
	8	≤ 443	444-451	452-453	454-462	≥ 463

Mathematics Achievement Level Descriptors—Grade 3

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 3 and are likely to need intensive academic support to engage successfully in further studies in this content area.

Level 1 students rarely represent and solve problems involving multiplication and division. They usually do not show evidence that they understand properties of multiplication and the relationship between multiplication and division. They are rarely able to multiply and divide within 100, solve problems involving the four operations, or identify and explain patterns in arithmetic. They are not usually able to use place value understanding and properties of operations to perform multi-digit arithmetic. They are usually unable to recognize and generate equivalent fractions. Level 1 students are rarely successful in solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; representing data; understanding concepts of area; and relating area to multiplication and to addition. They rarely recognize perimeter as an attribute of plane figures or distinguish between linear and area measures. They do not demonstrate reasoning about shapes and their attributes.

Achievement Level 2:

Students performing at this level have partial command of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 3 and are likely to need additional academic support to engage successfully in further studies in this content area.

Level 2 students sometimes represent and solve problems involving multiplication and division. They do show some evidence that they understand properties of multiplication and the relationship between multiplication and division. They are inconsistent when multiplying and dividing within 100, solving problems involving the four operations, and identifying and explaining patterns in arithmetic. They are sometimes able to use place value understanding and properties of operations to perform multi-digit arithmetic. They are seldom able to recognize and generate equivalent fractions. Level 2 students are inconsistent in solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; representing data; understanding concepts of area; and relating area to multiplication and to addition. They sometimes recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They show some evidence of reasoning about shapes and their attributes.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 3, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have solid command of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 3 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students typically understand how to represent and solve problems involving multiplication and division. They demonstrate a strong understanding of properties of multiplication and the relationship between multiplication and division. They are usually able to multiply and divide within 100, solve problems involving the four operations, and identify and explain patterns in arithmetic. They are typically able to use place value understanding and properties of operations to perform multi-digit arithmetic. They are also typically able to recognize and generate equivalent fractions. Level 4 students generally solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent data; understand concepts of area; and relate area to multiplication and to addition. They usually recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They demonstrate sound reasoning about shapes and their attributes.

Achievement Level 5:

Students performing at this level have superior command of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 3 and are academically well prepared to engage successfully in further studies in this content area.

Level 5 students consistently understand how to represent and solve problems involving multiplication and division. They demonstrate an excellent understanding of properties of multiplication and the relationship between multiplication and division. They are able to multiply and divide within 100, solve problems involving the four operations, and identify and explain patterns in arithmetic. They can consistently use place value understanding and properties of operations to perform multi-digit arithmetic. They are able to recognize and generate equivalent fractions. Level 5 students can solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects; represent data; understand concepts of area; and relate area to multiplication and to addition. They recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. They demonstrate strong reasoning about shapes and their attributes.

Mathematics Achievement Level Descriptors—Grade 4

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 4 and are likely to need intensive academic support to engage successfully in further studies in this content area.

Level 1 students rarely use the four operations with whole numbers to solve problems, show familiarity with factors and multiples, or generate and analyze patterns. They seldom generalize place value understanding for multi-digit whole numbers, or use place value understanding and

properties of operations to perform multi-digit arithmetic. They are usually unable to extend understanding of fraction equivalence and ordering. They have difficulty with building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. They rarely understand decimal notation for fractions, and compare decimal fractions. Level 1 students seldom solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They have difficulty in representing and interpreting data. They lack understanding of the concepts of angle and measuring angles. They are rarely able to draw and identify lines and angles and to classify shapes by properties of their lines and angles.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 4 and are likely to need additional academic support to engage successfully in further studies in this content area.

Level 2 students show some evidence of using the four operations with whole numbers to solve problems, show familiarity with factors and multiples, or generate and analyze patterns. They sometimes generalize place value understanding for multi-digit whole numbers or use place value understanding and properties of operations to perform multi-digit arithmetic. They seldom extend understanding of fraction equivalence and ordering. They inconsistently build fractions from unit fractions by applying and extending their previous understandings of operations on whole numbers. They sometimes understand decimal notation for fractions and compare decimal fractions. Level 2 students sporadically solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They inconsistently represent and interpret data. They demonstrate an emerging understanding of the concepts of angles and measuring angles. They are sometimes able to draw and identify lines and angles and to classify shapes by properties of their lines and angles.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 4, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 4 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students typically show strong evidence of using the four operations with whole numbers to solve problems, show familiarity with factors and multiples, and generate and analyze patterns. They usually generalize place value understanding for multi-digit whole numbers or use place value understanding and properties of operations to perform multi-digit arithmetic. They frequently extend understanding of fraction equivalence and ordering. They are usually able to

build fractions from unit fractions by applying and extending their previous understanding of operations on whole numbers. They can usually understand decimal notation for fractions and compare decimal fractions. Level 4 students typically solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They are mostly able to represent and interpret data. They demonstrate a sound understanding of the concepts of angles and measuring angles. They are usually able to draw and identify lines and angles and to classify shapes by properties of their lines and angles.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 4 and are academically well-prepared to engage successfully in further studies in this content area.

Level 5 students have a high level of success in using the four operations with whole numbers to solve problems; show familiarity with factors and multiples; and generate and analyze patterns. They can consistently generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. Students at level 5 are able to extend understanding of fraction equivalence and ordering. They can build fractions from unit fractions by applying and extending their previous understandings of operations on whole numbers. They can understand decimal notation for fractions and compare decimal fractions. Level 5 students regularly solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. They are able to represent and interpret data. They demonstrate a strong understanding of the concepts of angles and measuring angles. They consistently draw and identify lines and angles and classify shapes by properties of their lines and angles.

Mathematics Achievement Level Descriptors—Grade 5

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are likely to need intensive academic support to engage successfully in further studies in this content area.

Level 1 students can rarely write and interpret numerical expressions or analyze patterns and relationships. They are usually not able to understand the place value system or perform operations with multi-digit whole numbers and decimals to hundredths. Students at level 1 rarely use equivalent fractions as a strategy to add and subtract fractions. They usually do not apply and extend their previous understanding of multiplication and division to multiply and divide fractions. They can rarely convert like measurement units within a given measurement system or correctly represent and interpret data. Level 1 students can rarely graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate little understanding of the concepts of volume or relating volume to multiplication and addition.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are likely to need additional academic support to engage successfully in further studies in this content area.

Level 2 students inconsistently write and interpret numerical expressions or analyze patterns and relationships. They sometimes understand the place value system or perform operations with multi-digit whole numbers and decimals to hundredths. Students at level 2 seldom use equivalent fractions as a strategy to add and subtract fractions. They show some evidence that they apply and extend their previous understanding of multiplication and division to multiply and divide fractions. They can sometimes convert like measurement units within a given measurement system as well as correctly represent and interpret data. Level 2 students can sometimes graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate emerging understanding of the concepts of volume and relating volume to multiplication and addition.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students can typically write and interpret numerical expressions or analyze patterns and relationships. They usually understand the place value system and perform operations with multi-digit whole numbers and decimals to hundredths. Students at level 4 often use equivalent fractions as a strategy to add and subtract fractions. They show evidence that they can apply and extend their previous understanding of multiplication and division to multiply and divide fractions. They can typically convert like measurement units within a given measurement system as well as correctly represent and interpret data. Level 4 students can usually graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate a sound understanding of the concepts of volume and relating volume to multiplication and addition.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 5 and are academically well-prepared to engage successfully in further studies in this content area.

Level 5 students can consistently write and interpret numerical expressions or analyze patterns and relationships. They understand the place value system and perform operations with multi-

digit whole numbers and decimals to hundredths. Students at level 5 consistently use equivalent fractions as a strategy to add and subtract fractions. They show strong evidence that they can apply and extend their previous understanding of multiplication and division to multiply and divide fractions. They are able to convert like measurement units within a given measurement system as well as correctly represent and interpret data. Level 5 students can consistently graph points on the coordinate plane to solve real-world and mathematical problems. They demonstrate a strong understanding of the concepts of volume and relating volume to multiplication and addition.

Mathematics Achievement Level Descriptors—Grade 6

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 6 and will need academic support to engage successfully in further studies in this content area.

Level 1 students rarely show understanding and application of the skills needed to divide fractions or to find common multiples and the greatest common factor (GCF). In geometry, they are usually unable to understand and solve real-world and mathematical problems involving surface area and volume. These students usually do not show evidence that they can evaluate numerical or algebraic expressions, solve equations or inequalities, or interpret the relationship between dependent and independent variables. Level 1 students rarely show understanding and ability to apply ratios and unit rates. They are usually unable to solve problems involving percents. Students seldom show understanding of statistical variability related to the center, spread, and shape of a distribution of data.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 6 and are likely to need academic support to engage successfully in further studies in this content area.

Level 2 students show limited understanding and application of the skills needed to divide fractions or to find common multiples and the greatest common factor (GCF). In geometry, they sometimes understand and solve real-world and mathematical problems involving surface area and volume. These students show some evidence that they can evaluate numerical or algebraic expressions, solve equations or inequalities, or interpret the relationship between dependent and independent variables. Level 2 students sometimes show understanding and ability to apply ratios and unit rates. They can sometimes solve problems involving percents. Students have limited understanding of statistical variability related to the center, spread, and shape of a distribution of data.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at

grade 6, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 6 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students typically understand and apply the skills needed to divide fractions and to find common multiples and the greatest common factor (GCF). In geometry, they usually understand and solve real-world and mathematical problems involving surface area and volume. These students are usually able to evaluate numerical or algebraic expressions, solve equations or inequalities, and interpret the relationship between dependent and independent variables. Level 4 students typically understand and can apply ratios and unit rates. They can solve problems involving percents. Students typically understand statistical variability related to the center, spread, and shape of a distribution of data.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 6 and are academically well-prepared to engage successfully in further studies in this content area.

Level 5 students have a high level of success with understanding and applying the skills needed to divide fractions and to find common multiples and the greatest common factor (GCF). In geometry, they consistently understand and solve real-world and mathematical problems involving surface area and volume. These students are able to evaluate numerical or algebraic expressions, solve equations or inequalities, and interpret the relationship between dependent and independent variables. Level 5 students consistently understand and can apply ratios and unit rates. They can solve problems involving percents. Students show strong understanding of statistical variability related to the center, spread, and shape of a distribution of data.

Mathematics Achievement Level Descriptors—Grade 7

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 7 and will need academic support to engage successfully in further studies in this content area.

Level 1 students rarely show understanding and application of the skills needed to use proportional relationships in mathematical problems. They have difficulty computing operations with fractions to add, subtract, multiply, and divide all types of rational numbers. Students at Level 1 are rarely able to solve mathematical problems with expressions and equations. In geometry, they are usually unable to effectively solve real-world and mathematical problems

involving angle measure, area, surface area, and volume. Level 1 students rarely show understanding and ability to draw inferences about a population using random sampling. Students seldom show understanding of chance processes including the development and use of probability models.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 7 and are likely to need academic support to engage successfully in further studies in this content area.

Level 2 students show limited understanding and application of the skills needed to use proportional relationships in mathematical problems. They have some difficulty computing operations with fractions to add, subtract, multiply, and divide all types of rational numbers. Students at Level 2 are sometimes able to solve real-world and mathematical problems with expressions and equations. In geometry, they sometimes understand and solve mathematical problems involving angle measure, area, surface area, and volume. Level 2 students sometimes show understanding and ability to draw inferences about a population using random sampling. Students have limited understanding of chance processes including the development and use of probability models.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 7, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 7 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students typically understand and apply the skills needed to analyze proportional relationships in real-world and mathematical problems. They have little difficulty computing operations with fractions to add, subtract, multiply, and divide all types of rational numbers. Students at Level 4 can often solve real-world and mathematical problems with expressions and equations. In geometry, they usually understand and solve real-world problems involving angle measure, area, surface area, and volume. Level 4 students typically understand and draw inferences about a population using random sampling. Students typically understand chance processes including the development, use, and evaluation of probability models.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 7 and are academically well-prepared to engage successfully in further studies in this content area.

Level 5 students have a high level of success with understanding and application of the skills needed to analyze proportional relationships in real-world and mathematical problems. They have no difficulty computing operations with fractions to add, subtract, multiply, and divide all types of rational numbers. Students at Level 5 are able to solve real-world and mathematical problems with expressions and equations. In geometry, they consistently understand and solve real-world and mathematical problems involving angle measure, area, surface area, and volume. Level 5 students consistently understand and draw inferences about a population using random sampling. Students show strong understanding of chance processes including the development, use, and evaluation of probability models.

Mathematics Achievement Level Descriptors—Grade 8

Achievement Level 1:

Students performing at this level have **limited command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 8 and will need academic support to engage successfully in further studies in this content area.

Level 1 students can seldom identify numbers as being rational or irrational. In geometry, they are usually unable to understand and solve real-world and mathematical problems involving angles, similarity, congruence, and the Pythagorean Theorem. These students usually do not show evidence that they are able to perform and apply operations with radicals, integer exponents, and scientific notation; solve linear equations or pairs of simultaneous equations; or graph, compare, and interpret proportional relationships and linear equations. Level 1 students rarely show understanding and ability to describe, compare, evaluate, and analyze functions to model relationships between quantities. They are seldom able to compare and predict patterns of association in bivariate data.

Achievement Level 2:

Students performing at this level have **partial command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 8 and are likely to need academic support to engage successfully in further studies in this content area.

Level 2 students can sometimes distinguish between rational and irrational numbers but struggle to evaluate irrational numbers using rational approximations. In geometry, they sometimes solve real-world and mathematical problems involving angles, similarity, congruence, and the Pythagorean Theorem. These students show some evidence that they are able to perform and apply operations with radicals, integer exponents, and scientific notation; solve linear equations or pairs of simultaneous equations; or graph, compare, and interpret proportional relationships and linear equations. Level 2 students can sometimes describe, compare, evaluate, and analyze functions to model relationships between quantities. They have limited ability to compare and predict patterns of association in bivariate data.

Achievement Level 3:

Students performing at this level have a **sufficient command** of grade-level knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 8, but they may need academic support to engage successfully in this content area in the next grade level. They are prepared for the next grade level but are not yet on track for college-and-career readiness without additional academic support.

Achievement Level 4:

Students performing at this level have **solid command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 8 and are academically prepared to engage successfully in further studies in this content area.

Level 4 students can identify numbers as being rational or irrational and consistently evaluate irrational numbers using rational approximations. In geometry, they understand and solve real-world and mathematical problems involving angles, similarity, congruence, and the Pythagorean Theorem. These students are usually able to perform and apply operations with radicals, integer exponents, and scientific notation; solve linear equations or pairs of simultaneous equations; and graph, compare, and interpret proportional relationships and linear equations. Level 4 students typically can describe, compare, evaluate, and analyze functions to model relationships between quantities. They are usually able to compare and predict patterns of association in bivariate data.

Achievement Level 5:

Students performing at this level have **superior command** of the knowledge and skills contained in the *Common Core State Standards (CCSS)* for Mathematics assessed at grade 8 and are academically well-prepared to engage successfully in further studies in this content area.

Level 5 students can almost always identify numbers as being rational or irrational and can use rational approximations to compare and order irrational numbers. In geometry, they show strong understanding and solve real-world and mathematical problems involving angles, similarity, congruence, and the Pythagorean Theorem. These students are able to perform and apply operations with radicals, integer exponents, and scientific notation; solve linear equations or pairs of simultaneous equations; and graph, compare, and interpret proportional relationships and linear equations. Level 5 students consistently can describe, compare, evaluate, and analyze functions to model relationships between quantities. They are consistently correct when comparing and predicting patterns of association in bivariate data.

School Information

Fairview Elementary

Fairview Elementary

601 Fairview Street
High Point, NC 27260-7499
(336) 819-2890

Principal: Angela Dawson

Total Enrollment: 417
Grades K-5

African American: 62.1%
Hispanic: 24.2%
Asian: 6.5%

Free or Reduced Lunch: 99.3%

Grade	2016 EOG
Grade 3 Rdg.	26.2%
Grade 3 Math	47.7%
Grade 4 Rdg.	20.3%
Grade 4 Math	28.8%
Grade 5 Rdg.	12.7%
Grade 5 Math	23.6%

Situation Analysis Notes

School: Fairview Elementary

Principal: Angela Dawson

	Notes
Schedule	<ul style="list-style-type: none"> Block schedule with 120 minutes total in reading with Foundations for 30 in grade K-3. Math 80 minutes. Fairview has an extended day and extended year (10 days added on at the beginning of the year) with the extra 45 minutes during the day, this past year, used for interventions. Teachers do have common planning required 2 days @ 40 minutes each day. The other 3 days can be individual planning. Instructional day starts at 7:50, some teachers say this is too early. This input may be used to develop the schedule 2017-2018.
Financial	<ul style="list-style-type: none"> The majority of the budget (75%+) is spent on staffing. The school was able to purchase six interactive projectors for classrooms and 75 tablets this past year. Only \$7000 left in Title 1 budget for 2017-2018. Some funds have been captured by the district for mandates, Angela did not know what these mandates might be. The SLT gives input into budget decisions at Fairview.
Personnel	<ul style="list-style-type: none"> Fairview has several vacancies: <ul style="list-style-type: none"> 2 teachers in 2nd grade 1 4th grade 1 Exceptional Children 1 ESL There is a curriculum facilitator at the school but she does not support teachers in the classroom – gathers resources but does not coach. This is a concern for the principal and she accepts responsibility for teachers not getting the help they need. The principal along with grade level or area team members interviews and selects new personnel. When Angela became principal of the school, all teachers had to reapply to teach there. Out of about 35 staff members interviewed, she kept seven. These seven became a blocker, two have left but five remain and still are blockers (Curriculum Facilitator, EC teacher, Kindergarten teacher, Pre-K teacher, Front Office secretary). During our conversation it sounded like the AP had joined the blockers.

	Notes																				
Leadership	<ul style="list-style-type: none">How to help teachers keeps Angela up at night and this is where she wants to get better. Her wingman is her data manager as well as a fifth grade teacher. There's been little support for her in her work and she has to reach out to other principals for help. The Regional Superintendent was not in her school often and not very involved because "she had bigger fish to fry" in other schools. Last year the whole year was spent with differentiated instruction. The PD was good but Angela believes her failure to follow up with her expectations and focused classroom visits resulted in the strategies not being implemented. PD for 2017-2018 has not been planned and wants to plan it on the work done with ST. Her magic wand for the school would be to increase student engagement.It's important to note that in November, Angela gave the district 60-day notice that she was leaving. It is apparent that the seven teachers who had stayed had eaten away at her resolve and she felt she could not fight it anymore. She shared how agonizing that decision was. The superintendent called her in and "ripped me a new one" gave her four days to reconsider and promised her a different school for 2017-2018 if she would stay. It was the push she needed, and she decided to stay for the students. About two weeks ago she called the superintendent and told her she wanted to stay at Fairview, did not even want to know what other school might be open.																				
Teaching and Learning	<ul style="list-style-type: none">American Reading Company reading program is used in the school K-5 and Foundations is used along with ARC in grade K-3. There is no district-wide math program and teachers struggle with math. Angela and her SLT make decisions about PD...nothing planned for next year.School was not in session so we did not have an opportunity to visit classrooms. Angela described the grade 5 team as being "magic". She also thinks teachers in grade 4 can become strong teachers. She has more concern with grade 3. Grade 2 will mostly be new. Kindergarten is also a strong team. Grade 1 is mostly new but is open to change.																				
Data and Assessment	<ul style="list-style-type: none">The NC kindergarten assessment which is given pre- and post showed an increase in K's on grade level from 20% to 64%...Angela is proud of that.Overall the trend for reading is upward and the trend for math is down. The school used the district benchmark but did not find it helpful.Targets were not created at the school level but were given to Angela by the Regional Superintendent, not based on cohort. There are no teacher or student targets. Data is not analyzed. <table><tr><th>Grade</th><th>Reading Target 2016-2017</th><th>Reading Actual 2016-2017</th><th>Math Target 2016-2017</th><th>Math Actual 2016-2017</th></tr><tr><td>3</td><td>34.2</td><td>32</td><td>55.7</td><td>34.4</td></tr><tr><td>4</td><td>28.3</td><td>21.7</td><td>36.8</td><td>19.6</td></tr><tr><td>5</td><td>22.7</td><td>25.4</td><td>31.6</td><td>30.0</td></tr></table>	Grade	Reading Target 2016-2017	Reading Actual 2016-2017	Math Target 2016-2017	Math Actual 2016-2017	3	34.2	32	55.7	34.4	4	28.3	21.7	36.8	19.6	5	22.7	25.4	31.6	30.0
Grade	Reading Target 2016-2017	Reading Actual 2016-2017	Math Target 2016-2017	Math Actual 2016-2017																	
3	34.2	32	55.7	34.4																	
4	28.3	21.7	36.8	19.6																	
5	22.7	25.4	31.6	30.0																	
Families and Community	<ul style="list-style-type: none">The school hosts events that include curriculum nights, a talent show, and reading under the stars. The best attended is the Talent Show but the Science Night and Reading Under the Stars also had great attendance with 200+ attending.Angela would like for the parents to support students reading at home. She thinks parents just want to feel that they are listened to.																				

	Notes
Student Support	<ul style="list-style-type: none"> There is a guidance counselor at the school and for half of last year, there was a Crisis Assistant. Next year there will be a male TA to help with difficult students. The OSS decreased from 145 to 77 last year. There is a part-time school social worker.

[illegible]

Gillespie Park Elementary

Gillespie Park Elementary

1900 Martin Luther King Jr. Drive
Greensboro, NC 27406
336-370-8640

Principal: Lei Washington

Total Enrollment: 231
Grades K-5

African American: 88%
Pacific Islander: 2%
Hispanic: 8%

Free or Reduced Lunch: 99%

Grade	2016	Dist Avg
Grade 3 Rdg.	18%	54%
Grade 3 Math	18%	60%
Grade 4 Rdg.	22%	51%
Grade 4 Math	27%	49%
Grade 5 Rdg.	19%	49%
Grade 5 Math	26%	55%
Grade 5 Science	51%	66%

Situation Analysis – School Level

School: Gillespie Park Elementary
Principal: Lei Washington

	Notes
Schedule	<p>Block schedule. Students in K-2 spend 120 minutes in ELA and 70 minutes in Math:</p> <ul style="list-style-type: none"> • 30 minute Foundations (phonics and phonemic awareness) • 60 minutes Guided reading • 30 minute interventions/enrichment focused on ELA <p>Grade 3: 140 minutes ELA, 75 minutes math</p> <ul style="list-style-type: none"> • 30 minutes silent reading selected books • 40 minutes Foundations • 50 minutes Guided reading • 20 minutes writing <p>Grades 4-5:</p> <ul style="list-style-type: none"> • 30 minutes on wide reading (students reading silently, selected books) teacher holds conferences with individual students • Teachers teach core content based on strengths during 90 minute blocks • ELA and Math are “sacred” and not interrupted <p>Common planning 40 minutes for 4 days and 1.5 hours for 1 day – this works well with this schedule</p> <p>Teachers are given draft schedule and their input is used to make changes</p> <p>Changes in schedule are planned for next year to support and Academy plan...all teachers will teach to strength.</p>
Financial	<ul style="list-style-type: none"> • Most of the budget is used for staffing – 72% • The only program purchased was Reading A to Z for grades K-2 • A teacher on staff writes grants to fund field trips and has good connections in the community to get money. • “If I need money for a program all I have to do is pick up the phone and call and I can raise \$15,000 in less than an hour”. Lei’s mom is very connected (Mazie Hironaka, ran for NC Labor commissioner). • Lei gets input from two wing-women then presents draft plans to staff for input

	Notes
Personnel	<ul style="list-style-type: none"> • Vacancies: Guidance Counselor and, possibly (she hopes) 1 teacher • Teacher assignments usually made in May/June; Lei and wing-women make decisions • Teachers get help from Lei, coaches, district coaches, regional coaches • 2 teachers are major blockers, one in grade 5 and one in grade 2
Leadership	<p>What keeps you up at night:</p> <ul style="list-style-type: none"> • Time management • Personnel Issues • Grading that does not align with student EOG performance <p>Lei has two wing-women: grade 5 teacher who was an administrative intern last year and the math coach</p> <p>Darry Kemp, who was her evaluator, visited the school several times. She sees the district as being supportive of her but was concerned when they did not step up when she had so many teachers out for serious situations – 4 teachers had miscarriages, 1 teacher had an amputation, 1 teacher out for mental issues, 1 teacher out for birth. All of these were absences of 4 weeks or more.</p> <p>Her magic wand wish would be for a year-round calendar. She'd like to get better with time management and growing the staff.</p>
Teaching and Learning	<p>ARC reading is district-wide https://www.americanreading.com/</p> <p>PD this year included:</p> <ul style="list-style-type: none"> • Data • Instructional cycle • ARC • Responsive Classrooms • Equity • <p>“Retreat” scheduled for this week to review plans for next year and Responsive Classroom PD</p> <p>Lei thinks the best teacher is in grade 5. She knows based on watching her teach and her results. Was also her admin intern last year.</p> <p>Priorities for increasing learning:</p> <ul style="list-style-type: none"> • Creating grade level academies • Aligning the reading program to state standards • Honest grading • If 2 teachers do not leave, finding a way to support their students in reading and math

	Notes																				
Data and Assessment	Trend 2015-2016 both reading and math proficiency went up but this year scores declined. Students leaving grade 3 are a good source for growth. Grade 5 is a good “growing field” because of strong teachers. Math is also, overall, because of strong math coach. Reading instruction is a need, concerns about alignment of ARC with reading standards.																				
	Targets were set with a straight 5% add for reading and math.																				
	<table><tr><th>Grade</th><th>Target Reading</th><th>2017 Actual</th><th>Target Math</th><th>2017 Actual</th></tr><tr><td>3</td><td>22.6</td><td>22</td><td>22.6</td><td>19</td></tr><tr><td>4</td><td>27</td><td>15</td><td>32.8</td><td>18</td></tr><tr><td>5</td><td>24.1</td><td>24</td><td>30.5</td><td>22</td></tr></table>	Grade	Target Reading	2017 Actual	Target Math	2017 Actual	3	22.6	22	22.6	19	4	27	15	32.8	18	5	24.1	24	30.5	22
	Grade	Target Reading	2017 Actual	Target Math	2017 Actual																
	3	22.6	22	22.6	19																
4	27	15	32.8	18																	
5	24.1	24	30.5	22																	
Teachers have targets but does not seem to influence instruction. Students have targets and know their targets. Lei believes the school needs grade level, student, and teacher targets. Knows this is where she needs help.																					
There is a district benchmark, Lei believes it is not aligned to standards. Teachers have common formative assessments through ARC but Lei thinks others should be created. The school analyzes EOG's, ARC data , Common Assessment data and district benchmark data.																					
Families and Community	Families come to the school for school events and more come when the event is a performance or something their child is participating in. There's a high rate of attendance at IEP meetings (98%) Parents share they would like to feel more welcomed at the school.																				
Student Support																					

[illegible]

Northeast Guilford Middle School

Northeast Guilford Middle
6720 McLeansville Road
McLeansville, NC 27301-9799
(336) 375-2525

Principal: Jamie King

Total Enrollment: 775
Grades 6-8

African American: 48.8%
White: 26.7%
Hispanic: 17.7%

Free or Reduced Lunch: 75.4%

Grade	2016 EOG
Grade 6 Rdg.	36.4%
Grade 6 Math	28.7%
Grade 7 Rdg.	33.3%
Grade 7 Math	24.0%
Grade 8 Rdg.	30%
Grade 8 Math	27.2%
Grade 8 Science	56.2%

**Situation Analysis
Notes Template**

School: Northeast Guilford Middle School
Principal: Dr. Jamie King

	Notes:
Schedule	<ul style="list-style-type: none"> • Reading and Math 67-73 min/period • Four core daily • Scheduling needs • Encores 183 min daily planning electives • Split period on cores in 7th grade to accommodate lunch • Common planning by grade level • Teacher input on scheduling was provided • School Disruption: Athletes leave early
Financial	<ul style="list-style-type: none"> • Professional Development subs major spending category • Technology interactive smart boards in each classroom • One-half ISS teacher • \$100,00 for a teacher position and a half to keep true middle school concept • Think through math \$5,000 professional development • One to one initiative • ARC for ELA literature extra PD days (\$7,500-\$10,000) monthly PD from ARC
Personnel	<ul style="list-style-type: none"> • From three AP's down to two • Five current vacancies (two core, three electives) • New Hires: three teachers in core areas, two veterans, one brand new to teaching • Mr. Reid Henry Ford innovative teacher Science • Admin. Team is proactive in helping teachers who are struggling • Current faculty instead of AP position • No major blockers on staff • 11 teachers will attend ISTE conference this month (bringing back info. for implementation)
Leadership	<ul style="list-style-type: none"> • Moving the "Needle" keeps Principal up at night • Understanding the disconnect between instruction and data • Discipline • Five elementary schools feed into the school – different demographics • Leveraging the teachers – meeting students where they are and bringing them to the appropriate level • Community outreach • No public transportation for most parents to come to the school • 16 years of experience in the district

	Notes:
Teaching and Learning	<ul style="list-style-type: none"> • Two Teach for America teachers in ELA • Wingman is Mr. Lee (New AP) • Minimal mentoring for new teachers • Coaches visit classrooms weekly • Magic Wand “ Improve Instruction” keeping the engagement once initiatives are started • Data has to impact our behaviors and improve instruction • Holding teachers accountable balance holding everyone at the same level • Teacher attendance was an issue • Using data to impact instruction • Addressing students on lower Reading levels • Technology as a true instructional tool • Effective use of PLC time
Data and Assessment	<ul style="list-style-type: none"> • Discipline Data • Disproportionality between black and white students in discipline • Monthly common assessments are taken • Examine growth • Individual student targets in 6th grade Math • ELA struggles with using student or grade projections • Student projections are provided in 6th grade math • Math Use Fridays for skill or strand focus with different teachers and different skills • Examine student growth in greater proportion to skill proficiency • Targets based off of EVOS • Individual teacher targets • School targets, Grade level targets, Subject specific targets
Families and Community	<ul style="list-style-type: none"> • Athletic events are well attended • The desire is for academic support or engagement from parents • Encourage the use of afterschool activities and tutoring • There is a Saturday Academy • Report Cards are distributed in satellite locations to help parents regarding transportation issues and distance from the school. • Two school counselors – one is great, one is questionable • One-half school Social Worker
Student Support	<ul style="list-style-type: none"> • Student attendance can be improved at 96% currently but the number of checkouts increase which changes the attendance percentage • Weekend backpack with food for students.

Other Notes:

- Principal has completed 2 years at the school
- Major issues include: Split lunch instructional flow, encore planning time, and scheduling

Blue STEM Academy

Bluford STEM Academy
1901 Tuscaloosa Street
Greensboro, NC 27401
336-370-8120
https://www.gcsnc.com/bluford_stem_academy

Principal: Gradesa Lockhart
Lockhag@gcsnc.com

Total Enrollment: 294
Grades: K-5

African American: 83%
Hispanic: 12%
Two of more races: 3.1%

Economically Disadvantaged: 98%

Grade	2016	2017	2016 District Avg.	2017 District Avg.
3 rd Grade Reading	35%	20%	54%	53%
3 rd Grade Math	45%	30%	60%	58%
4 th Grade Reading	33%	29%	51%	51%
4 th Grade Math	31%	20%	49%	54%
5 th Grade Reading	28%	25%	49%	50%
5 th Grade Math	33%	32%	55%	55%
5 th Grade Science	45%	61%	66%	65%

Frazier Elementary School

Cyrus Frazier Elementary School
4215 Galway Dr.
Greensboro, NC 27406
https://www.gcsnc.com/Frazier_Elementary

Principal: Nicole Hill-Avery
hilln@gcsnc.com

Total Enrollment: 315
Grades: K-5

African American: 60%
Hispanic: 25%
Asian: 8.6%

Economically Disadvantaged: 99%

Grade	2016	2017	2016 District Avg.	2017 District Avg.
3 rd Grade Reading	35%	33%	54%	53%
3 rd Grade Math	20%	41%	60%	58%
4 th Grade Reading	35%	38%	51%	51%
4 th Grade Math	17%	40%	49%	54%
5 th Grade Reading	28%	30%	49%	50%
5 th Grade Math	34%	23%	55%	55%
5 th Grade Science	59%	31%	66%	65%