WAKE COUNTY PUBLIC SCHOOL SYSTEM

Eye on Evaluation

Evaluation and Research Department

HIGH SCHOOL SUPPORT TO MEET GRADUATION REQUIREMENTS
2001-02

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Abstract

Overall, 2,422 high school students who were at risk of not graduating received some instructional assistance in 2001-02. However, the number of students who might struggle with one or more graduation requirements was high (7,810), and many were not identified as receiving instructional support beyond their regular classes. Compared to state ABC standards, those who received support showed high growth between spring 2001 and 2002. A two-year follow-up of students who had not passed the Minimum Competency requirement in spring 2000 reveals close to 60% of those still in the Wake County Public School System (WCPSS) were able to meet this requirement by spring 2002. However, the percentage able to attain grade level scores between spring 2001 and 2002 was similar (23-28%) regardless of whether they received instructional assistance.

Key Topics

SUPPORT OVERVIEW

High schools received funds to provide assistance to students to help them meet graduation requirements through several sources in 2001-02, including the Accelerated Learning Program (ALP), the After School Assistance Program (ASAP), and Minimum Competency.

- Total funding for ALP 9-12 was $1.3 million for 2001-02. Each high school received funds to hire an Intervention Coordinator and $125 for each rising 9th-grade student who scored below grade level on the 8th-grade EOG. The ALP 9-12 program could provide assistance to any student at risk of not graduating.

- Positions continued to be provided for Minimum Competency efforts through state at-risk funds to assist students who had not yet passed the 8th-grade EOG, which is a graduation requirement. Allotments were based on counts of entering 9th-graders and those in grades 10, 11, and 12 who had not yet passed the competency graduation requirement.

- ASAP provided each high school with $12,000, which allowed schools to pay teachers to stay after school to tutor students struggling academically. This funding paid for an average of 13.33 hours of after-school instruction per week throughout the 36-week school year. (ASAP was locally funded and was discontinued in 2002-03 because of budget cuts.)

Graduation requirements in WCPSS, many of which are state requirements, generally include:

- 4 credits of English
- 3 credits of mathematics including Algebra 1 and two others*
- 3 credits of science including Biology, Earth Science, and a physical science*
- 3 credits of social studies, including Economics, Law-and Political Systems (ELP); World Civilization; and U.S. History*
- State End-of-Course (EOC) exams in 10 selected courses
- 5−7 credits of health and electives*
- NC Computer Skills Test*
- 8th-grade EOG (with opportunities for re-tests in high school)*
- Exit Exam (beginning with the Class of 2005)*

*These items do not apply to those on the Occupational Course of Study Requirements, and some variations exist at Broughton, Fuquay-Varina, and Southeast Raleigh High Schools based on their schedules and/or their magnet themes.

Because all of the programs were designed to provide assistance to students, questions were raised about possible overlap of services and how schools were using the funding. We therefore collected information on all three programs from the following sources:

Data Source	Return Rate
Fall program descriptions provided by schools	15 of 15 regular high schools; 2 of 2 alternative schools (100%)
Spring feedback forms completed by schools in May and early June 2002	14 of 15 regular high schools; 0 of 2 alternative schools* (14 of 17=82%)
Electronic data sheets indicating students served through the three efforts (May 2002)	13 of 15 regular high schools; 2 of 2 alternative schools (15 of 17=88%)
WCPSS mainframe student database for student characteristics and test results	All schools

*Cary, Longview and Phillips High Schools did not return this survey.

As shown above, response rates were high, although all schools did not answer every item on the summary.

STUDENTS WITH NEEDS

In 2000-01, about 3,000 high school students were counted as being at risk of failing school (Baenen, 2002). This was defined as entering 9th grade not scoring on grade level on the 8th-grade EOG tests in reading or math, or having failed the 10th-grade High School Comprehensive Test. The High School Comprehensive Test was dropped in 2000-01. For 2001-02, we were able to calculate more complete counts of students with needs based on the following criteria:

- Had not passed the competency requirement in 8th grade (students need to score on grade level on the 8th-grade EOG tests in reading and math or subsequent competency tests), or
- Scored below grade level (Level I or II) on key EOC tests (scores that count as 25% of course grades), or
- Had not passed the computer skills test required for graduation.

Overall, nearly 8,000 students (7,810) were considered at risk of not graduating for one or more of these reasons. As shown in the next table, the number of students at risk was fairly similar at each grade (1,720-2,274), with a slight increase across the grades. *The highest numbers of students were at risk because of low test scores in Biology, ELP, and English I (rather than because of Minimum Competency scores).* Although suspensions and retentions were not used as risk criteria, about one third of the students were suspended or retained in 9th grade, with numbers declining across grades 9-12. The number and percentage of students at risk varied by school. Most schools had the greatest need in one of the three areas mentioned for WCPSS overall (Biology, ELP, and English I).

Figure 1
High School Students at Risk:
System Total by Grade for Each Risk Factor
2001-02 (as of Spring 2002)

Risk Factor	9th Grade		10th Grade		11th Grade		12th Grade		
	#	%	#	%	#	%	#	%	Total
8th grade EOG Reading	599	34.8%							**599**
8th grade EOG Math	941	54.7%							**941**
Competency Test Rdg.	536	31.2%	331	17.0%	183	9.8%	68	3.0%	**1,118**
Competency Test Math	363	21.1%	345	17.7%	181	9.7%	87	3.8%	**976**
Computer Skill MC	502	29.2%	227	11.6%	117	6.3%	72	3.2%	**918**
Computer Skill PF	560	32.6%	194	9.9%	107	5.7%	89	3.9%	**950**
Algebra I	57	3.3%	220	11.3%	395	21.2%	584	25.7%	**1,256**
English I	348	20.2%	959	49.2%	745	39.9%	803	35.3%	**2,855**
ELP	266	15.5%	892	45.7%	816	43.8%	891	39.2%	**2,865**
Biology	112	6.5%	619	31.7%	1,159	62.2%	1,153	50.7%	**3,043**
US History	2	0.1%	21	1.1%	113	6.1%	1,505	66.2%	**1,641**
Retainee in 01-02	557	32.4%	164	8.4%	85	4.6%	45	2.0%	**851**
Suspended in 01-02	595		432		331		286		**1,644**
Suspended in 00-01	525		396		324		332		**1,577**
Unduplicated count by gr.	**1,720**		**1,951**		**1,865**		**2,274**		**7,810**

Note: Shaded areas are not appropriate for grades 10-12. Ninth graders who do not score on grade level are reflected in the Competency Test lines for grades 10-12.

STUDENT PARTICIPATION

ALP Guidelines

Some ALP funds were designated specifically for intervention coordinators at each school with specified duties. Guidelines for the ALP program were not specific about which type of at-risk students to serve. Schools had the flexibility to develop specific criteria for including students within the broad mandate to assist students at risk of not graduating. ALP guidelines did recommend basing assistance provided on students' Personalized Education Plans (PEPs). Schools were encouraged to provide ongoing student assessment, targeted assistance, flexible grouping, differentiated instruction, and extended time to at-risk students. Suggested strategies included:

- Semester courses designed for students at risk of not graduating
- Tutorials outside of regular school day (Saturdays and before and after school)
- NovaNET (computerized tutorial)
- Content-area instruction
- Teacher training.

Schools' own eligibility and selection criteria varied across the three programs, with some similarities. Minimum competency was tightly tied to performance on the competency tests at all schools.

ALP selection criteria were somewhat more flexible than Minimum Competency (students who had failed or who needed extra help towards meeting competency requirements); and ASAP selection criteria were the most flexible (most schools allowed anyone to participate who desired help, and with some schools focused more specifically on students who were struggling or failing courses).   ASAP descriptions most often mentioned invitations or general announcements about available services and "voluntary" participation.

Program	Criteria for Students to Participate
Minimum Competency	- Did not pass competency tests - Required remediation
ALP	- Did not pass competency tests - Previous course failures (a need to catch up on credits) - A Level I or II on any course with EOC - A teacher, counselor, or SST recommendation - An occupational course of study - Poor attendance or high disciplinary referrals (one school)
ASAP	- Failed competency tests - Anyone who wanted help with assignments or was struggling in one or more classes - Failing grades - Needed to make up time for absences (one school)

Other support services were available at all high schools (such as Student Support Teams, which strategize ways to support students) or at some high schools (grants such as SOAR, Communities in Schools, or English as a Second Language), but these are not reflected in our counts unless the Intervention Coordinator considered them instructional assistance. Students may have also received support for social and emotional issues that would not be reflected here. Readers are directed to *Out-of-Class Support Services in WCPSS High Schools 2002-03* (Lewis 2003) for a more comprehensive description of support services available.

Students Served

Instructional Services sent high school principals and intervention coordinators an email October 29, 2001 indicating they were to keep track of students served through ALP, ASAP, and Minimum Competency funds. Schools could use the form provided or their own method of keeping track of students served. Schools were reminded in the spring of data needs and provided an Excel sheet electronically to record who received assistance. However, some intervention coordinators indicated they did not receive the original correspondence. (Some may not have been in the role at the time, or the central office may not have been notified of the changes in personnel.) It was difficult for these schools to recover full-year data, because students changed classes mid-year, and numerous teachers and other staff in the schools provided some services. Recovering data for ASAP was probably the most difficult, because many teachers participated at most schools and students may have just dropped in one or two times. Three campuses did not provide any information (Cary, Longview, and Phillips High), and three others did not report any students in the Introductory High School English and Math course generally funded through Minimum Competency funds. We were able to capture course enrollments for Introductory High School English and Math for these schools through the mainframe database.

Thus, reported counts are likely to be somewhat low. Nonetheless, *WCPSS high schools reported serving at least 2,422 students directly through ALP, ASAP, or Minimum Competency funds*.

Figure 2 shows the number who received assistance who had needs in each of the course areas. Except for the Introduction to High School English and Math, assistance generally occurred outside of the specific course (e.g., after school). Most students served are also reflected in the counts of those with needs. However, some students served were new to the school or had trouble with course content and were therefore tutored.

Figure 2
Students in Need of and Receiving Assistance through
ALP, ASAP, or Minimum Competency Funds 2001-02

Course	# In Need	# Served
Intro to HS English	599	281
Intro to HS Math	941	440
General Reading	582	63
General Math	613	85
Algebra I	1,256	659
English I	2,855	522
ELP	2,865	445
Biology	3,043	379
U.S. History	1,641	412
Other Course	NA	578

Note: Some students may have been served in more than one course
area and are counted more than once (duplicated counts).

The following figure shows counts reported by school of individual students served. Students are counted only once even if they were served in more than one way (unduplicated counts).

Figure 3
Individual Students Served by School through ALP, ASAP,
or Minimum Competency Funds 2001-02

School	Students Served	School	Students Served
Apex	106	Leesville Road	149
Athens Drive	117	Longview School	28
Broughton	351	Mary E. Phillips High	23
Cary	87	Millbrook	468
East Wake	355	Sanderson*	27
Enloe*	35	Southeast Raleigh	243
Fuquay-Varina	139	Wake Forest-Rolesville*	22
Garner	161	Wakefield	13
Green Hope	111	TOTAL	2,422

Note: Some school counts are low due to data collection issues, resulting in incomplete reports.
* Schools for whom we only have Intro to HS English and Math counts.

About half of the schools also listed which students were provided more than 10 hours of service. Most students were served 10 or more hours. All students in the Introduction to High School English or Math courses received much more service (about 90 hours minus any absences).

After students, teachers were the most common group served (308). In addition, some schools served parents (90), other staff (14), or others (2). The number served other than students went down considerably in 2001-02, which was expected given a greater training emphasis in 2000-01 as the program began. Please note that numbers are low estimates due to incomplete reports.

Figure 4
High School Responses to:
"How many individuals other than students would you estimate were served directly through these funds?"

High School	Teachers	Staff	Parents	Other
Apex	14	3	0	0
Athens Drive	13	1	0	0
Broughton	Yes (No number given)	0	0	Tutors (No number given)
East Wake	45	8	0	1
Enloe	28	0	0	0
Fuquay-Varina	32	0	0	0
Garner	17	2	30	1
Green Hope	30	0	0	0
Leesville Road	NR*	NR	NR	NR
Millbrook	80	0	0	0
Sanderson	21	0	0	0
Southeast Raleigh	3	0	0	0
Wake Forest-Rolesville	8	0	60	0
Wakefield	17	0	0	0
TOTALS	**308**	**14**	**90**	**2**

Source: ALP Feedback Form. Student data was from Excel file.
Notes: Reflects ALP, ASAP, and Minimum Competency programs. Based on the 14 of 17 high schools responding.
*NR= Responded to survey, but provided no response to this item.

IMPLEMENTATION

Evaluation and Research, Instructional Services, and Student Services administrators collaborated to develop a fall survey asking high schools how Minimum Competency, Accelerated Learning Program (ALP), and After School Assistance Program (ASAP) funds were used. The survey was sent out in October to all regular and alternative high schools. All schools returned their surveys by February; a few did not respond to one or more questions. The spring survey provided some updates on the use of funds.

Figure 5 shows how funds were generally used. In general, Minimum Competency funds were used for lower-level math and English courses during the day, with ALP and ASAP generally used more for tutorials outside of the school day (with some help during the day). Eight high schools indicated "class-size reduction" was a use of the minimum competency funds. NovaNET was mentioned across all three funding sources. (The Safe Schools Healthy Students grant also covered some of the cost of this program in 2001-02).

ALP: Most schools described providing individualized help to students who were struggling in classes academically or at risk of not meeting minimum competency requirements. Instruction was provided in groups of 10 or fewer students. Two schools described the role of their Intervention Coordinators as coordinating services across multiple programs and guiding students to the right services. These schools also mentioned developing and monitoring Personal Education Plans (PEPs) or "success contracts" and mechanisms to monitor status (e.g., Southeast High). Some campuses mentioned combining ASAP and ALP efforts (e.g., Millbrook High).

Figure 5
Use of Minimum Competency, ALP, and ASAP Funds
in High Schools as of Fall 2001

Program	When Provided (% of schools)	Most Common Use (14 or more of 17 schools unless noted)
Minimum Competency	71% used during day only; others combined during the day and before/after school.	Intro to English/Math schools, Level I English, Algebra I, Pre-Algebra; NovaNET; Study Skills. Class-size reduction (8 schools).
ALP	41.5% used both during the school day and outside the school day (before/after and/or on non-school days). 28% used only before and after school; 16% used during the day only.	Tutorials, NovaNET, materials. Staff development, content-area instruction, and study-skills classes (9-10 schools each).
ASAP	82% used before/after school only; a few used on non-school days; 2 reported use during the school day (Broughton and Enloe).	Tutorials for specific courses or general math. Tutorials general reading (13 schools). NovaNET or other subjects (11-12 schools).

Minimum Competency: Students scoring in Level I-II on the 8th-grade EOG or on subsequent competency tests were typically placed into specific basic courses designed to match their instructional needs (mostly English and Math but occasionally computer classes). Scheduling students into the specific remedial classes was sometimes difficult. NovaNET, ALP, and ASAP were also often offered to these students (outside of the school day except in the case of some NovaNET support). Sometimes study skills and test-taking skills were covered. Two schools specifically mentioned electives for remediation in smaller classes.

ASAP: ASAP generally involved tutoring and homework assistance twice a week, typically with regular teachers after school. Some schools offered particular topics in a more structured

program (e.g., Garner High emphasized reading comprehension, test-taking strategies, grammar usage rules, and literary terms). Some schools offered help in all or most subjects; others concentrated on a few. East Wake offered hour-for-hour credit for excused absences to help students with excessive absences pass courses. A few schools mentioned counseling as part of ASAP. Wake Forest-Rolesville mentioned offering enrichment as well as remediation through ASAP. Teachers were certified, and were generally paid $25 an hour (except at Leesville, where the rate was $20 an hour). The number of teachers involved ranged from 1 to 40, with 7 or 8 teachers as the median.

Relationship Between Programs

Most schools mentioned a common purpose (to provide more individualized help or to improve achievement). Some schools indicated considerable overlap in programs. In terms of the nature of the service, ALP and ASAP both provided tutorials at most schools, although often ALP focused on at-risk students and ASAP served a more general group of students having trouble in a class at the time. Overlap in students served varied across schools; some specifically tried not to overlap students served (unless it was truly appropriate), while others purposely referred students with greater needs to more than one service. Schools with the SOAR project also mentioned coordinating with those program staff and efforts.

All three programs might serve students who entered grade 9 without having passed the 8th-grade EOG standard over time. In grade 9, they were generally enrolled in Introduction to High School English or Math as an elective, unless schedules could not be worked out. However, if they still had not passed the competency requirement, many of these students were served through ALP or ASAP in grades 10-12. All three programs served at least some students who had not passed the competency test. Information from each school was obtained through a questionnaire implemented in May 2001. Conversations with central and school staff supplemented the survey information.

Responsibility for the three programs varied across the schools. Some used their Intervention Coordinator to coordinate all efforts for at-risk students. Most had two, and sometimes three, different people in charge of the three programs.   A few intervention coordinators had coordinated efforts in the NovaNET lab, which limited the time available for coordinating other efforts.

In the case of Minimum Competency, fund use was limited to hiring teachers. ALP and ASAP had more flexibility, yet were still used primarily for teacher salaries, with some funds going towards training and transportation costs. (See Figure 6.)

Figure 6
Schools Using ALP and ASAP for Various Purposes 2001-02

Purposes	ALP		ASAP	
	# of Schools	% of Schools	# of Schools	% of Schools
Salaries	14	100.00	13	92.86
Field Trips	1	7.14	0	0
Training	5	35.71	0	0
Incentives	2	14.29	1	7.14
Transportation	4	28.57	2	14.29
Food	0	0	0	0
Other	3	21.43	0	0

Source: ALP 9-12 Feedback Form   N= 14 of 17 high schools

Student Attendance

Student attendance rates were highest for the assistance provided through Minimum Competency (generally provided in courses), lower for ASAP, and lowest for ALP. While 7 of 9 schools reported attendance of 81% or better for Minimum Competency, only 2 reported this level for ASAP and only 1 for ALP. ALP attendance was weaker than that reported in 2000-01. The following table displays the distribution of responses.

Figure 7
Average Student Attendance Rate for ALP, ASAP,
and Minimum Competency 2001-02

Attendance Range	# Schools		
	ALP	ASAP	Min. Comp.
0-20%	3	1	1
21-40%	2	3	1
41-60%	2	2	0
61-80%	1	1	0
81-100%	1	2	7

Source: ALP Feedback Form   (9 schools responded to item.)

Successes and Challenges

ALP 9-12 efforts began only midyear in 2000-01. Therefore, 2001-02 was the first full year of implementation. Although many schools cited "getting up and running" as their major

accomplishment in 2000-01, more concrete accomplishments were noted in 2001-02. Half (7 of 14) schools indicated their programs improved in 2001-02. Major accomplishments cited by more than one school included academic success (3), improved attendance (3), an increased ability to work with ESL students (2), and extending programs by coordinating with grants. In terms of challenges, motivating students to attend after-school programs was by far the most common challenge mentioned (7 of 14 schools). Two schools also mentioned motivating students to care about learning and to earn better grades. The full text of the responses is included in Attachment 1.

STUDENT OUTCOMES

Anticipated Outcomes

Schools expected to see many positive outcomes from services through ALP, ASAP, and Minimum Competency in 2001-02. For all three programs, most schools chose all of the options given. In the case of ALP, for example, a decreased chance of dropping out was the most common (93%) and improved EOC test scores the least common (64%) choice. Although most schools said improved course grades (86%) and competency test scores (71%) were likely, this was lower than in 2001-02 (100%).

Figure 8
Survey Responses to:
"What positive outcomes would you expect to see for
most students served through ALP this year?"

Schools expected improvement in:	Percent Agreeing	
	2000-01	**2001-02**
Attendance	75.0%	78.6%
Course grades	100.0%	85.7%
Attitude toward school	91.7%	78.6%
Decreased drop out (*2000-01 wording was* "Chances of graduating")	91.7%	92.9%
Competency Test scores	100.0%	71.4%
Understanding of course material	---	78.6%
End-of-Course scores (as appropriate)	83.3%	64.3%
Other (one not specified, one 'decreased retention rate')	---	14.3%

Source: ALP Feedback Form   N=14

Schools were also asked to what extent they agreed or disagreed that these programs effectively promoted student success in their high school. On a scale of 1-5, with 5 representing a reply of "Strongly Agree" and 1 representing a reply of "Strongly Disagree," the average school responses were all quite positive (between 4 and 5). ALP was rated slightly higher than ASAP and Minimum Competency. (See Figure 9.)

Figure 9
High School Responses to:
"To what extent do you agree or disagree that these programs effectively promoted
student success in your high school?"

Program	Response Average (out of possible 5)
ALP	4.6
ASAP	4.3
Minimum Competency	4.3

Source: ALP Feedback Form   N=14
Scale of 1-5, 5 being "Strongly Agree" and 1 being "Strongly Disagree"

Impact on Student Achievement

Improvements in student outcomes based on interventions are more difficult to monitor at the high school level than at the elementary and middle school levels. End-of-Course tests apply only to selected courses, and no single test measures students' general reading and math ability each year. In addition, there are several Courses of Study students may select which determine actual graduation requirements, and ways to meet the requirements vary. Some schools also have unique requirements.

Two analyses were done of the impact of high school support through ALP and related services on student achievement. One analysis conducted to meet an Office of Civil Rights (OCR) agreement (Baenen, 2003) examined whether students who had not passed the competency requirement as of spring 2000 were able to reach the standard by spring 2002. The other used the state's ABC regression analysis to compare actual growth for these students with state expectations.

Two-Year Follow-up

Reading Overall: In spring 2000, 1,927 students had not yet passed the competency requirement by scoring a Level III or IV in reading on the EOG or competency test. By spring 2001, 913 were still listed as failing to meet this requirement.

In 2001-02, 232 were served through ALP-related services, and 53 (23%) of these passed the competency test by spring 2002. Conversely, 450 students were not served in ALP-related services, and 125 (28%) passed the test by spring 2002.

Thus, fewer students were supported through ALP-related services than not, and pass rates were similar regardless of the provision of support services. Overall, across the two years:

- 684 of the original 1,927 students (35%) were able to meet the competency requirement,
- 504 had re-taken the test and failed (26%), and

- 739 (38%) had left the system (some without graduating), or had not re-taken the test (some students opt not to re-take the test annually).

Of the 1,188 students still in WCPSS and tested, 57% met the competency requirement in reading within two years.

Math Overall: In spring 2000, 2,199 students had not yet passed the math competency requirement. By spring 2001, 994 students were listed as failing to meet this requirement.

In 2001-02, 268 students were served through ALP-related services, and 74 of these (27.6%) passed the competency test by spring 2002. Conversely, 494 students were not served in ALP-related services, and 132 of these (26.7%) passed the test in 2001-02.

Thus, fewer students were supported through ALP-related services than were not, and pass rates were similar regardless of the provision of support services. Overall, across the two years:

- 842 of the original 2,199 students (38%) were able to meet the competency requirement,
- 556 had re-taken the test and failed (25%), and
- 801 (36%) had left the system or had not re-taken the test (some students opt not to re-take the test annually).

Of the 1,398 students still in WCPSS and tested, 60% met the competency requirement in math within two years.

By Race—Reading: *Black vs. White* -- In 2001-02, participation rates in ALP-related services (meaning instructional assistance through tutoring, minimum competency classes, or other methods) were higher for Black than White students. The percentage of students reaching grade level was very similar regardless of whether students were served or not for both racial groups. This similarity could be because the students not in ALP-related services received other support, they started closer to Level III initially, their pretest scores were artificially low, or their characteristics (e.g., special education, ESL, free or reduced-price lunch status) and level of home support were different.

Overall, about 22% of Black students were able to reach grade level status by spring 2002. However, a higher percentage of White students (about 35%) were able to reach grade level status by spring 2002. This pattern likely reflects the fact that Black students tend to score lower on scale scores than White students, and therefore have to show more growth to reach the cut score for Level III (see EOG bulletin, E&R Report No. 02.31, for grade 8 results). It may also reflect the interaction of race and income levels (a higher percentage of Black students are eligible for free or reduced-price lunch than White students in WCPSS). Instructional support provided at or outside of school may have been less effective with Black students.

Other Racial/Ethnic Groups -- The number of students in the other racial/ethnic groups in WCPSS is much lower than for Black and White students. Results for Native American and Multi-racial students, in particular, are not as reliable in a statistical sense because of their small numbers and will not be discussed (see following figure for results). Overall, 8 of the 20 Asian

students (40%) and 6 of the 27 Hispanic/Latino students (22%) were able to reach Level III-IV (grade-level performance).

Figure 10
Status in 2001-02 of 9-12 Cohort Scoring Level I or II in Reading in Spring 2001

Race	# Level I-II Students in Spring 2001	2001-02 Status						
		Received Assistance?		Level I-II		Level III-IV		
		Yes/No	#	#	%	#	%
White	153	No	112	72	65	40	36
		Yes	**41**	**27**	**66**	**14**	**34**
Black	476	No	297	225	76	72	24
		Yes	**179**	**144**	**80**	**35**	**20**
Hispanic/Latino	27	No	23	18	78	5	22
		Yes	**4**	**3**	**75**	**1**	**25**
Asian	20	No	13	8	62	5	38
		Yes	**7**	**4**	**57**	**3**	**43**
Native Amer.	2	No	2	1	50	1	50
		Yes	**0**	**0**	**100**	**0**	**100**
Multiracial	4	No	3	1	33	2	67
		Yes	**1**	**1**	**100**	**0**	**0**

Note: Numbers reflect students with test scores in spring 2001 and 2002. Students without test scores in spring 2002 may have opted not to take the test or may have left the system.

By Race—Math: *Black vs. White* -- Participation rates in ALP-related services were greater for Black students than for White students. White students were still more likely to reach Level III-IV than Black students by spring 2002. For White students, those who received assistance had higher passing rates (53%) than those who did not participate in ALP (32%). Pass rates were similar for Blacks who received assistance (23%) and those who did not receive assistance (25%).

Other Racial/Ethnic Groups -- The number of students in the other racial/ethnic groups in WCPSS is much lower than for Black and White students. Results for Native American and Multi-racial students, in particular, are not as reliable in a statistical sense because of their small numbers, and will not be discussed (see chart for results). Overall, 6 of the 30 Hispanic/Latino students also tested (20%) and 3 of the 16 Asian students (19%) were able to pass the competency test.

Figure 11
Status in 2001-02 of 9-12 Cohort Scoring Level I or II in Math in Spring 2001

Race	# Level I-II Students in Spring 2001	Received Assistance?		Level I-II		Level III-IV	
		2001-02 Status					
		Yes/No	#	#	%	#	%
White	154	No	111	75	68	36	32
		Yes	**43**	**20**	**47**	**23**	**53**
Black	554	No	347	259	75	88	25
		Yes	**207**	**160**	**77**	**47**	**23**
Hispanic/Latino	30	No	22	19	86	3	14
		Yes	**8**	**5**	**63**	**3**	**38**
Asian	16	No	9	6	67	3	33
		Yes	**7**	**7**	**100**	**0**	**0**
Native Amer.	2	No	2	2	100	0	0
		Yes	**0**	**0**	**0**	**0**	**0**
Multiracial	6	No	3	1	33	2	67
		Yes	**3**	**2**	**67**	**1**	**33**

Note: Numbers reflect students with test scores in spring 2001 and 2002. Students without test scores in spring 2002 may have been absent for testing or left the system.

ABC Analysis

In the other analysis, we treated the students receiving support services as a school group to see if they would meet the North Carolina ABCs Program standards. In this analysis, standard growth scores were computed for the ten courses with End of Course tests as well as overall across tests. *Overall, the group that received ALP-related support in 2001-02 showed high growth based on this state standard.* Growth was strongest in Algebra I and weakest in U.S. History. Figure 12 shows these results.

Figure 12
ABC Results for High School Students Receiving Support 2001-02

Course Name	2002 Score	# Students in Model	Expected Growth			High Growth		
			Score	Difference	Standard Growth	Score	Difference	Standard Growth
Algebra I	57.1	557	51.2	5.9	1.75	53.0	4.1	1.21
Algebra II	58.7	166	58.5	0.2	0.06	60.3	-1.6	-0.54
Biology	52.6	488	50.8	1.9	0.71	52.4	0.2	0.08
Chemistry	55.1	121	53.7	1.4	0.55	55.4	-0.3	-0.12
ELPS	50.0	638	50.5	-0.4	-0.14	52.1	-2.0	-0.65
English I	50.0	626	49.1	1.0	0.55	50.7	-0.6	-0.35
Geometry	55.4	240	54.2	1.2	0.48	56.0	-0.6	-0.22
Physical Science	51.6	249	48.9	2.7	1.10	50.5	1.1	0.45
Physics	51.5	13	48.5	3.0	0.90	50.2	1.3	0.39
U.S. History	51.4	482	53.3	-1.9	-0.87	55.0	-3.6	-1.62

Note: Standard Growth Scores at or above 0 indicate expected (or high) growth standard was met.

Conclusion

Results for 2001-02 included some positive signs:

- Overall, 2,422 high school students who were at risk of not graduating received some instructional assistance in 2001-02.
- Compared to state ABC standards, those who received instructional support showed high growth between spring 2001 and 2002.
- Of the students who had not passed the Minimum Competency requirement as of spring 2000, close to 60% of those still in WCPSS were able to meet reading or math requirements by spring 2002.

However, there is clearly room for improvement as well:

- The majority of students at risk of not graduating were not identified as receiving instructional support beyond normal classes.
- Many schools did not have a system in place to effectively monitor whether at-risk students were receiving support, especially across different types of support.
- Receiving assistance in 2001-02 did not increase students' chances of passing competency requirements level scores by spring 2002.

WCPSS is moving to a block schedule in most high schools in the 2003-04 school year, and planning is occurring now. One advantage of this schedule is the provision of additional opportunities for struggling students to receive remediation and to earn credits. At the present time, high schools are planning to place most students who receive a Level I or II on one or both of the 8th-grade EOGs into Competency Intervention reading and/or math during the first semester of grade 9. In addition, the 4X4 block schedule should facilitate re-start opportunities. Students who fail a class first semester, especially in English or mathematics, will be able to repeat this failed course immediately during the second semester. In addition, students will take any four courses per semester instead of the current six. This may help some struggling students focus more on areas of needs. Discussions might also focus on coordinating the various supports available more effectively. We suggest students who have not passed the minimum competency requirement be targeted to assure they receive appropriate, high-quality support, since these students are most likely to have trouble meeting other graduation requirements as well. We hope it will also be possible to address the depth and quality of the support provided to students.

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Attachment 1

ALP 9-12 Reports of Biggest Accomplishments and Challenges

High School	Accomplishments	Challenges
Apex	Group meetings – improved attendance and grades. Tutoring programs have improved.	Motivating the targeted at-risk students to attend after school sessions.
Athens Drive	Reading program for 9th-graders who did not pass.	Determining who needs to be tested. PEP not completed by middle schools.
Broughton	In ALP, ASAP and MC the biggest accomplishment was academic success and increased attendance in ALP and Minimum Competency classes.	Encouraging the students by building self-esteem and keeping them focused on their individual academic goal.
East Wake	We offered acceleration and tutoring opportunities to a wide range of students in many different areas (EOC Courses, Study Skills, Minimum Comp and other content-based courses). Staff commitment and enthusiasm.	Student attendance – lack of consistent attendance. We invited 488 students to 4th quarter ALP and only 163, or 33%, signed up. Of those who participated, 62% attended at least 3 of 5 classes.
Enloe	The percentage of students taking and passing the NCCT and computer skills test. Also, the after-school math tutoring sessions in Algebra I, Geometry, Algebra II, and being able to buy calculators for students' use in class.	Not knowing what is the most effective and best way to help students. Also, being testing coordinator took up a lot of time!
Fuquay-Varina	At least one student participated in ASAP in every subject every day ASAP was offered.	Getting students who really need these programs to attend. You cannot make a student attend these programs but you can offer them help to succeed. With stricter promotion regulations the number of students needing Minimum Comp help should diminish (if we stop promoting them without passing).
Garner	All programs improved student motivation to reach goals. ALP program improved student academics. Also higher competency test scores.	Motivating low performing students to focus and achieve better grades. Participation and discipline were both challenging.
Green Hope	Teaching Hispanic students to write cursive. After-school tutorial focused on basic skills to pass competency test. Also, increased community awareness, development of quality relationships with "at risk" students, personal development, and morning basketball which helped to decrease discipline problems.	Lack of clear guidance for determining ALP students. Receiving ALP info early enough to use in planning. Getting parents involved and trying to get student skills up to grade level. Working with students who wanted to sleep in class. Developing working relationships with other teachers.
Leesville Rd.	Developing a more informed faculty regarding proactive strategies to enhance student success and increasing the faculty's overall ownership of all students.	Getting students to attend after school opportunities, even with transportation provided.

High School	Accomplishments	Challenges
Millbrook	We were able to address the needs of our growing ESL and 9th-grade students through after school tutoring. We also were able to team with the Smaller Learning Communities Grant to do curriculum/Course of Study planning in the summer to address the needs of our 9th grade.	Some of our students could not take advantage of our programs because of conflicts with work and family responsibilities.
Sanderson	To coordinate some ALP goals with SOAR Grant Goals and Minimum Comp goals.	Keeping track of the data – we have rosters, but not always an effective/consistent/useful follow-up plan.
Southeast Raleigh	To create and maintain an intervention program that addresses the needs of affected students. To increase the numbers of successful students meeting minimum competency.	Balancing obligations to better serve students. Retesting and finding appropriate courses for students that have not yet met NC Competency.
Wakefield	High student attendance in NovaNET.	Tutoring session attendance.

N = 14 schools responded to this portion of the survey (Wake Forest-Rolesville High did not).