

2002-03



**WAKE COUNTY  
PUBLIC SCHOOL SYSTEM**

**ACCELERATED LEARNING PROGRAM  
(ALP) K-2 EVALUATION 2002-03**

Authors: Colleen Paeplow, Nancy Baenen,  
and Kristin Harlow

***ABSTRACT***

*The Title I/Accelerated Learning Program K-2 Literacy Program (ALP K-2) served 4,732 students in kindergarten, first, and second grade identified as at risk of failure and in need of assistance in language arts. For a variety of reasons, over half of the students who scored below grade level on local assessments as of spring 2002 were not served, and others who scored at grade level were served. Nearly all of the staff surveyed reported that the program was an effective method of improving students' literacy skills. ALP students' literacy skills did improve. However, the mean gains in print concept scores (for kindergarten) and book level scores (for grades 1 and 2) were no different than for similar students not served. Approximately the same percentage of students were on grade level in spring 2003 as in spring 2002.*

**Evaluation & Research Department  
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## SUMMARY

Wake County Public School System's (WCPSS) Title I/Accelerated Learning Program K-2 Literacy Program (also known as ALP K-2 or ALP II) was in its third year in 2002-03. The program utilizes Early Connections materials published by Benchmark Publishing. The program incorporates seven components of literacy into a fast-paced 30-45-minute lesson four days per week. The program continued to expanded in its third year, with slightly more teachers and students involved.

ALP K-2 served 4,732 students identified as at risk of failure and in need of assistance in language arts in kindergarten, first, and second grade. Forty-three percent of ALP K-2 students were Black, 17% were Hispanic/Latino, 56% were free or reduced-price lunch recipients (FRL), and 12% were classified as limited English proficient (LEP). These subgroups were over-represented relative to their percentages within the WCPSS population.

To identify students most in need of ALP K-2 services, staff considered print concepts and book level scores, as well as teacher observations, prior service in ALP K-2, retention status, and other services received. Additional criteria used to determine students' eligibility is not currently available to Evaluation and Research Department (E&R) for analysis. Overall, as of spring 2002, 41% of students served had scored below grade level guidelines while 45% had scored above grade guidelines (14% had no pretest data available). This means that:

- 2,145 students who scored above grade level based on fall 2002 print concept scores (for kindergarten) and spring 2002 book level scores (for grades 1 and 2) were served based on other criteria.
- Of the 4,587 students who scored below grade level on spring local literacy assessments 1,927 were served and 2,660 were not. Students below grade level were not served for several reasons: service by other special programs (55%), schools serving only specific grade levels (13%), and the use of multiple criteria to identify students most in need of service (multiple criteria data is unavailable for this report).

Nearly all of the staff surveyed reported that ALP K-2 was an effective method of improving student literacy skills. ALP students did show gains in literacy skills; however, the mean gains in print concept scores (for kindergarten) and book level scores (for grades 1 and 2) were no different than for similar students not served. Approximately the same percentages of students were on grade level in spring 2003 as in spring 2002. The percentage of ALP students in grades 1 and 2 who were on grade level in spring 2003 was lower than for similar students not served. For kindergarten students, there was little difference between these two groups.

Two recommendations stem from the findings. First, student selection criteria and implementation guidelines for ALP K-2 need to be reviewed and refined to be sure those with the greatest need are served. Second, further study is warranted of program impact overall and on various types of students, as well as the implementation practices of teachers achieving the best results. Details are provided at the end of the report.

## **ALP K-2 EVALUATION: 2002-03**

### **PROGRAM OVERVIEW**

In the 2000-01 school year, WCPSS implemented a new approach at the K-2 level to assist students who were having difficulty with language arts. The Title I/Accelerated Learning Program K-2 Literacy Program is commonly known as ALP K-2 or ALP II. The four-day per week program provides identified students instruction utilizing Early Connections materials published by Benchmark. Early Connections incorporates seven components of literacy: familiar reading, shared reading, phonetics connections, interactive or assisted writing, journal writing, guided reading, and content connections. The program primarily utilizes nonfiction materials, based on research indicating that struggling students tend to respond more positively to this genre than to fiction. The kindergarten program provided by the Early Connections materials was more limited than that for grades 1 and 2 and was therefore supplemented by WCPSS staff.

Research suggests that early intervention is key if we are to succeed over time with at-risk students. Prior to the 2000-01 school year literacy assistance at the K-2 level was only provided at non-Title I schools with the highest need through Language Arts Resource Teachers, or through Title I and special education programs. The ALP K-2 Literacy Program expanded this support through local and Title I funds. Service has been provided only in literacy. Although math is also a system priority math scores are higher than reading scores. The WCPSS Curriculum and Instruction Department (C&I) staff decided to focus on literacy based on the limited funds available, data showing that more students had needs in literacy, and the staff's belief that students cannot succeed in any subject without strong reading skills.

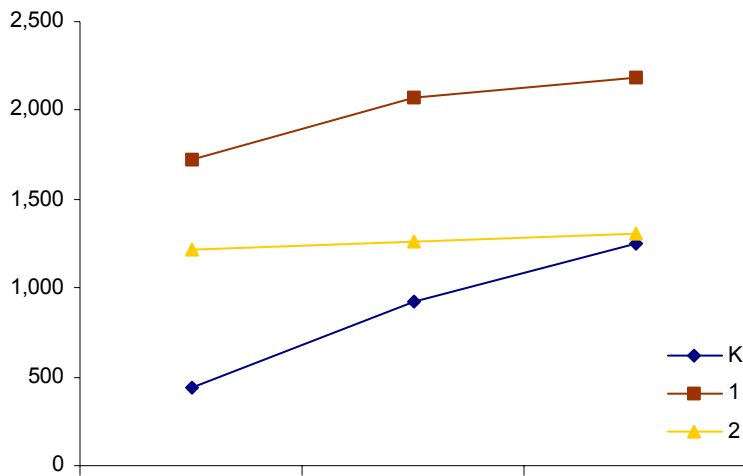
### **ELIGIBILITY AND PARTICIPATION**

ALP K-2 used the Literacy Profile and Kindergarten Initial Assessment (KIA), as well as other criteria based on Title I guidelines, to identify students most in need of program service. Other criteria included additional assessment by the literacy teacher, teacher observations, prior service in ALP K-2, retention status, and other services received. Students were assigned need points for each of these criteria. ALP K-2 teachers further assessed those with the highest needs (per school, grade, or class, depending on the site) to determine those in greatest need of service. If special education resource or English as a Second Language (ESL) students were assessed with the local profile assessment, these students were ranked along with the other students.

**STUDENT CHARACTERISTICS**

ALP K-2 participation has increased since the 2000-01 school year by 40%, from 3,374 to 4,732 students. The increase has affected kindergarten students the most, followed by student in 1st grade. The number of ALP students in 2nd grade has remained about the same (see Figure 1).

**Figure 1  
Students Served in ALP K-2  
2000-2003**

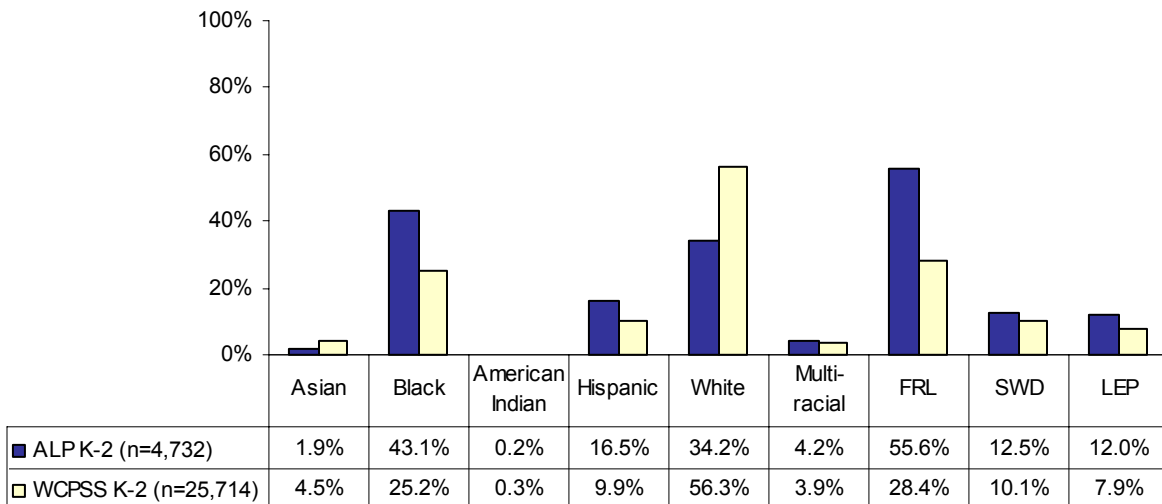


	2000-01	2001-02	2002-03
K	435	923	1,249
1	1,724	2,077	2,180
2	1,215	1,263	1,303
Total	3,374	4,263	4,732

The demographics of ALP K-2 students differs from WCPSS K-2 students as a whole, due to the focus on serving students at risk of failure in ALP (see Figure 2). Notable differences include:

- 43% of ALP K-2 students were Black, compared to 25% of WCPSS students
- 17% of ALP K-2 students were Hispanic/Latino, compared to 10% of WCPSS students
- 56% of ALP K-2 students were FRL recipients, compared to 28% of WCPSS students
- 12% of ALP K-2 students are LEP, compared to 8% of WCPSS students

**Figure 2**  
**Demographics of Students Served in ALP K-2**  
**2002-03**



Note: SWD refers to students with disabilities.

Figure 3 shows the total number of students served in ALP K-2 and the number of students who were above or below grade level based on pre-test scores. *More students were served who scored above grade level than below. In addition, there were many students below grade level who were not served by ALP in 2002-03.*

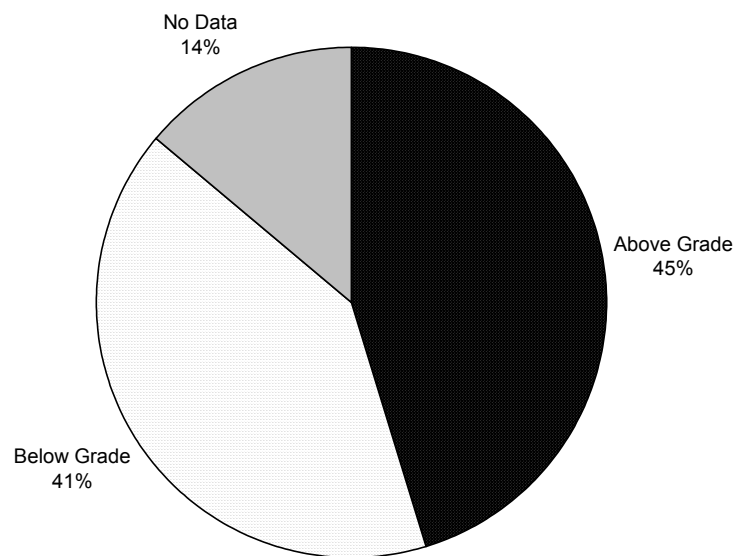
**Figure 3**  
**Number of ALP K-2 Students Served**  
**By Grade Level Standard**  
**2002-03**

<b>Grade 2002-03</b>	<b>Below Standard Fall 2002</b>	<b>Below Standard Served</b>	<b>At or Above Standard Served</b>	<b>Test Data Unavailable for Served Students</b>	<b>Total Served</b>
K	1,833*	614	467	168	1,249
1	1,522	828	1,035	317	2,180
2	1,232	485	643	175	1,303
Total	4,587	1,927	2,145	660	4,732

\* Kindergarten students demonstrating fewer than 6 print concepts on the fall 2002 KIA were considered below standard. (Schools also consider students with fewer than 11 kindergarten entry skills as below standard, which would add 625 additional students to this count).

As illustrated in Figure 4, 45% of students scored above grade level and 41% scored below grade level (the remaining 14% did not have pretest data available). Factors contributing to a greater number of above grade-level students being served are discussed in the next section.

**Figure 4**  
**ALP K-2 Students' Grade Level Status on Pre-tests**  
**(Spring 2002 for grades 1 & 2 and Fall 2002 for kindergarten students)**



Note: Grade level status based on 2002 spring book level for grades 1 and 2 and fall 2002 KIA for kindergarten.

## **STUDENT SELECTION CRITERIA**

Several reasons help to explain why 2,660 students who scored below grade level as of spring 2002 were not served by ALP K-2 and 2,145 who scored at or above the cut score were served in 2002-03.

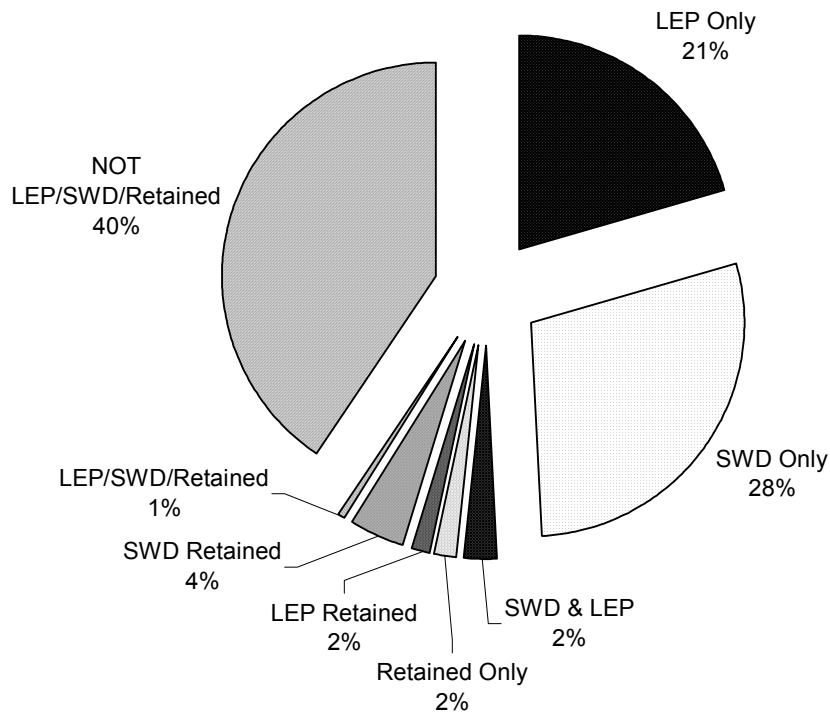
One reason that contributed to both phenomena is the multiple criteria used to identify students to be served by the program. The use of multiple criteria for student selection into the program is advisable (and required in Title I schools). However, it led to a wider selection of students considered appropriate for the services than a single criterion (pretest scores on local assessments) would have generated. As mentioned earlier, staff considered print concepts and book level scores, teacher observations, prior service in

ALP K-2, retention status, service in special education and ESL programs, and additional test results collected during screening.

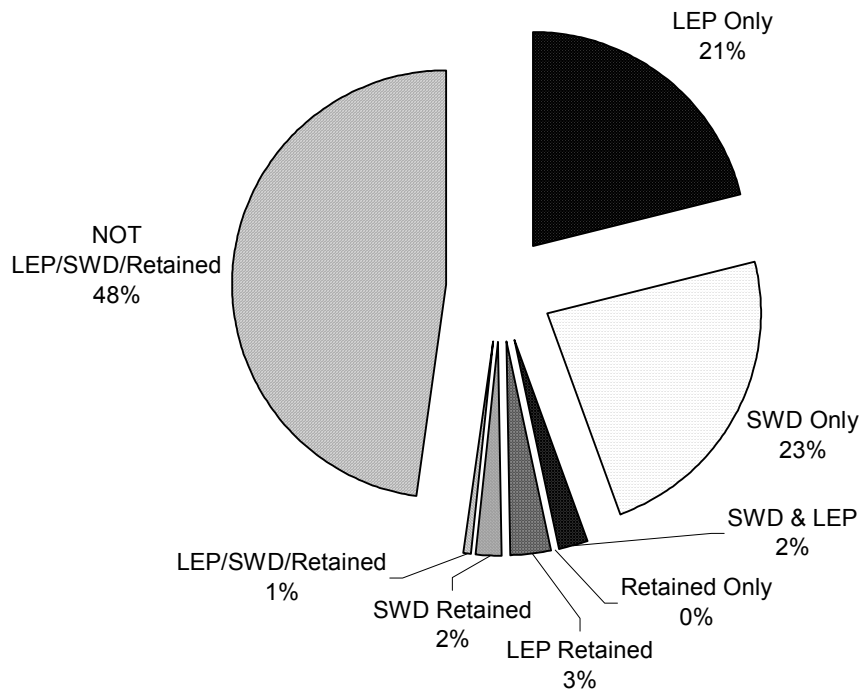
Other factors help explain why 2,660 students below grade level were not served. Figures 5 and 6 illustrate these factors for Title I and non-Title I schools. Title I and non-Title I schools had similar patterns.

- Of the 2,660 students below grade level not served, 55% (1,465) received ESL or special education services. Students with disabilities (SWD) who had received special education services or LEP students who had received ESL services earned an extra point in the multiple criteria rating system used to determine their eligibility for ALP K-2 but could be skipped for ALP K-2 if the other service was considered adequate. Thus, their participation in these programs may account for their not being served by ALP K-2. This does not account for the 45% (1,195) of the students scoring below grade level who were not served by either program.
- Some schools chose to only serve specific grade levels. This accounts for approximately 13% of those not served. *Rather than checking to see if some students below grade level were still not served in other grades, teachers stayed within their grade level assignments.* Attachments 1, 2a and 2b help illustrate these patterns. Attachments 2a and 2b provide the most detailed information for Title I and non-Title I schools separately. They show the number of below grade-level students enrolled in fall 2002, and of that number, how many were served. They also include the number of students served who were above grade level based on pre-test scores and the number of teachers and the grade levels served at each school.

**Figure 5**  
**Students Below Grade Level Not Served by ALP K-2 in 2002-03**  
**Title I Schools n=1,390**



**Figure 6**  
**Students Below Grade Level Not Served by ALP K-2 in 2002-03**  
**Not Title I Schools n=1,270**



## **IMPLEMENTATION AND OUTCOMES**

The 2002-03 school year was the third year ALP K-2 used the Early Connections materials. Little was changed in the way the program was implemented. Teachers received training at the beginning of the school year as well as one Friday per month during the year. ALP services were most often provided during independent time, but were also provided during social studies/science, language arts, math, recess, or other time periods.

## **STAFF VIEWS OF EFFECTIVENESS**

Teacher survey results indicated that student academic achievement was the biggest success of ALP K-2. Teachers reported that success was especially noteworthy in ESL students. One significant challenge of the program was individual student issues, such as behavior and absenteeism.

*In the spring staff survey, all of the 117 teachers responding either “agreed or strongly agreed” that the ALP K-2 Literacy Program is a good way to improve the literacy skills of struggling students. “Strongly agree” was by far the most common response (91.5%).*

*Most teachers (93.1%) “strongly agreed or agreed” that the ALP K-2 Literacy Program is a better way to improve the literary skills of struggling students than previously used approaches. “Strongly agree” was the most common response (62.5%).*

## K-2 PORTFOLIO ASSESSMENT ACHIEVEMENT RESULTS

### Trends Across Grades

In 2002-03, the percent ALP K-2 students who met book level guidelines changed very little from the percent of those students whose scores met guidelines in the spring of 2002. In grade 1, the percentage decreased one percentage point, and increased one percentage point in grade 2. These results do not show the gains attained in 2001-02, when the number of ALP students meeting book level guidelines increased by 19 and 13 percentage points respectively in grades 1 and 2. Figure 7 displays the percent of students with complete data (spring 2002 and spring 2003 test scores) who scored at or above grade level.

**Figure 7**  
**Percent of ALP K-2 2001-02 and 2002-03 Students**  
**Meeting Instructional Book Level Guidelines**

Grade	2002-03		Percent at or above Grade Level		
	Students Served	Students with Complete Data	Spring 2002	Spring 2003	Change
K	1,249	872	N/A	56.8%	N/A
1	2,180	1,772	55.8%	54.7%	-1.1%
2	1,303	1,076	57.3%	58.2%	+0.9%
Grade	2001-02		Percent at or above Grade Level		
	Students Served	Students with Complete Data	Spring 2001	Spring 2002	Change
K	923	625	N/A	44.8%	N/A
1	2,077	1,651	36.8%	55.4%	+18.6%
2	1,263	975	43.9%	56.8%	+12.9%

Attachments 3a and 3b display schools ranked by the difference in the percentage of students who met grade level standards in 2001-02 versus 2002-03 for Title I and non-Title I schools.

- Rolesville Elementary (40 percentage points), Wiley Elementary (37 percentage points), Swift Creek Elementary (32 percentage points), Brooks Elementary (30 percentage points), and Reedy Creek Elementary (26 percentage points) represent the top 10% of Title I schools with the greatest gains in the percentage of students who met grade level standards between 2001-02 and 2002-03.
- Among non-Title I schools; Pleasant Union Elementary (45 percentage points), Bugg Elementary (38 percentage points), and Brassfield Elementary (33 percentage points), represent the top 10% of schools.

## Kindergarten Results

Figure 8 illustrates the increase in the percentage of kindergarten ALP K-2 students who scored 17 or more on the print concepts portion of the Kindergarten Initial Assessment, from fall 2002 to spring 2003. There was an increase of about 80 percentage points, up from the increase of 70 percentage points in the 2001-02 school year.

**Figure 8**  
**Kindergarten ALP Students' Print Concepts Scores**

2002-03 ALP Kindergarteners					
	Students Served	Students with Complete Data	Fall 2002	Spring 2003	Change
Percent at Guideline*	1,249	878	0.8%	80.3%	+79.5%
Mean Score			5.15	17.33	+12.18
2001-02 ALP Kindergarteners					
	Students Served	Students with Complete Data	Fall 2001	Spring 2002	Change
Percent at Guideline*	923	602	1.3%	70.4%	+69.1%
Mean Score			**	**	**

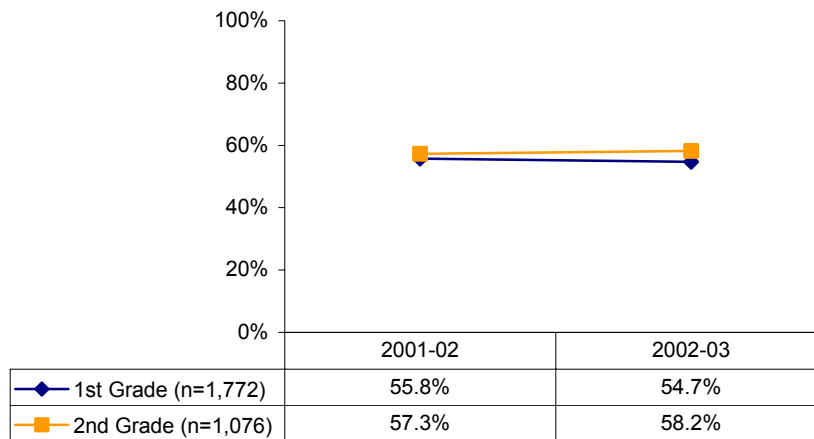
\* The Print Concepts guideline for spring for kindergarten was 17 of 19.

\*\* Data not available

## Results for Grades 1 and 2

Figure 9 illustrates the change in percent of ALP students in grades 1 and 2 who met book level guidelines between spring 2002 and spring 2003. The change in both grades 1 and 2 was negligible. Just over half met grade level guidelines, bearing in mind standards to reach grade level increase at each grade level.

**Figure 9**  
**1<sup>st</sup> and 2<sup>nd</sup>-grade students Meeting Book Level Guidelines**  
**Pre and Post ALP**

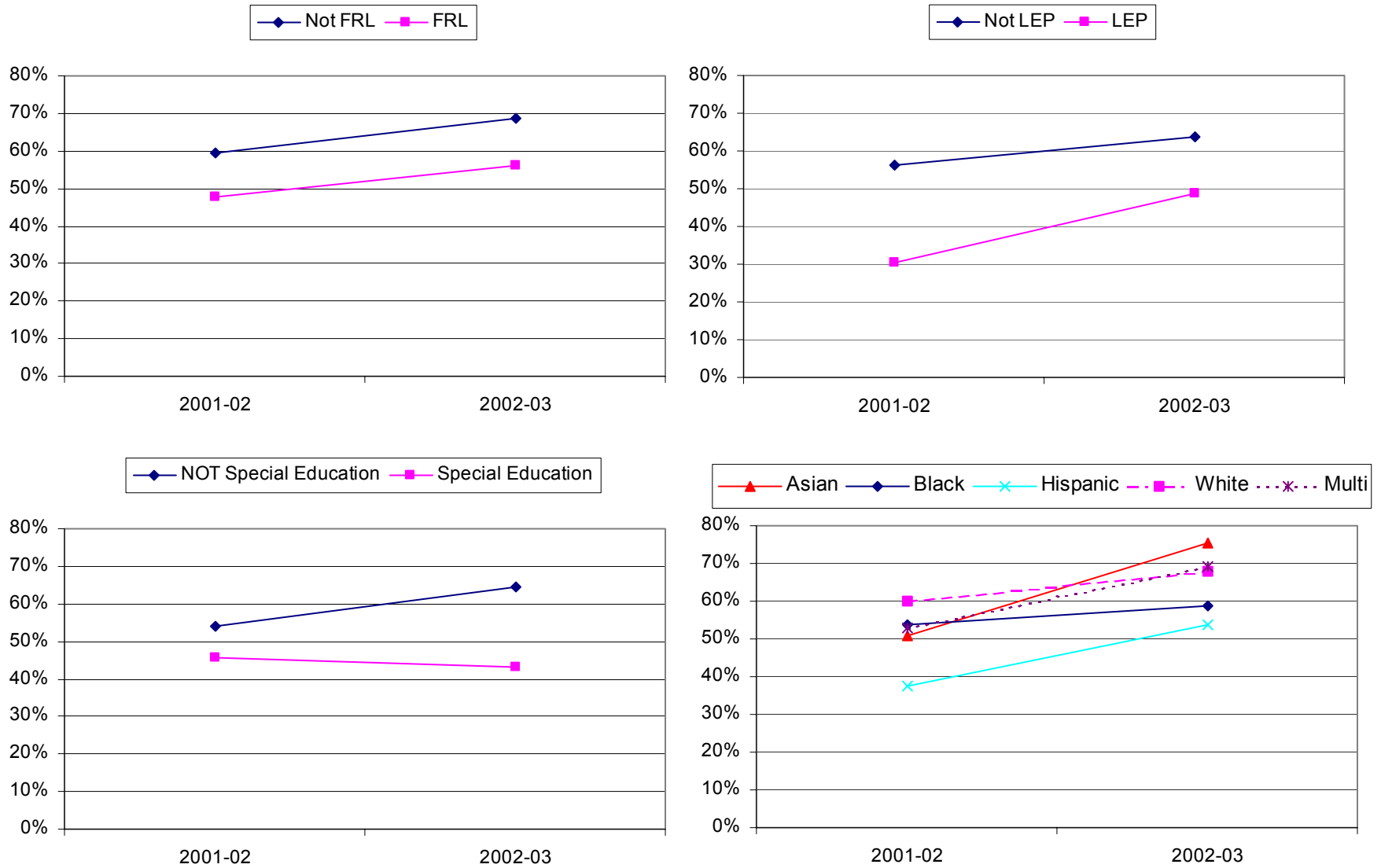


## Results by Subgroups

Between 2001-02 and 2002-03, the following patterns were seen:

- A lower percentage of FRL students met grade level standards than non-FRL students. However, they experienced similar growth.
- The percentage point gains across years were greater among LEP students (19 percentage points) than non-LEP students (7 percentage points).
- The percent of SWD who met grade level standards decreased 2 percentage points while the percent of non-SWD increased by 10 percentage points.
- Asian students (25 percentage points) had the greatest percentage point gains across years followed by Hispanic/Latino and Multiracial students (16 percentage points). Smaller gains were seen for White students (8 percentage points) and Black/ African American students (5 percentage points).

**Figure 10**  
**ALP K-2 Students On Grade Level by FRL, LEP, SWD, and Race**  
**2001-02 and 2002-03**



## OUTCOMES RELATIVE TO A COMPARISON GROUP

Outcomes of ALP students and their comparison group include non-retained students only. The students in the comparison group were matched one to one with ALP students, using the following criteria:

- Grade level
- Pre-test scores (Spring 2002 Book Level for grades 1 and 2; Fall 2002 Print Concepts for kindergarten)
- Free or Reduced-Price Lunch
- Retention
- Special Programs
- Limited English Proficiency
- Race

### Kindergarten Results

None of the 2002-03 kindergarten students participating in ALP began kindergarten with 17 or more print concepts. Over 80% scored at this level at the end of the school year. However, the increase is almost identical to the percent of students in the comparison group (see Figure 11).

**Figure 11**  
**Kindergarten Students Meeting Print Concept Guidelines**  
**2002-03 ALP vs. Comparison Group**

	Number of Students with Matches	Fall 2002 17 or more Print Concepts		Spring 2003 17 or more Print Concepts		Percent Increase
		#	%	#	%	
ALP Students	321	0	0	263	81.9%	81.9%
Comparison Students	321	0	0	262	81.6%	81.6%

Mean gains on print concept scores were identical for matched ALP students and comparison students (see Figure 12). However, a higher percentage of students in the comparison group were on or above grade level than matched ALP students (see Figure 13).

**Figure 12**  
**Kindergarten Mean Print Concept Scores**  
**2002-03 ALP vs. Comparison Group**

	<b>Number of Students with Matches</b>	<b>Fall 2002 Pre-</b>	<b>Spring 2003 Post-</b>	<b>Mean Gain</b>
ALP Students	321	5.2	17.4	12.2
Comparison Students	321	5.2	17.4	12.2

**Figure 13**  
**Kindergarten Students Reaching Book Level Guidelines**  
**2002-03 ALP vs. Comparison Group**

	<b>Number of Students with Matches</b>	<b>Below Grade Level</b>		<b>At/Above Grade Level</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
ALP Students	319	136	42.6%	183	57.4%
Comparison Students	319	100	31.4%	219	68.6%

Chi-square is significant.

## Grades 1 and 2 Results

The median gains for matched ALP students and comparison students were similar—grade 1 and grade 2 comparison students were slightly higher (see figure 14). The percentage of ALP K-2 students, in grades 1 and 2, on grade level in spring 2003 was lower than similar students not served (see figure 15).

**Figure 14**  
**Median Book Level Scores Pre and Post**  
**2002-03 ALP vs. Comparison Group**

		<b>Number of Students with Matches</b>	<b>Spring 2002 Pre-</b>	<b>Spring 2003 Post-</b>	<b>Median Gain</b>
Grade 1	ALP Students	662	3-4	15-16	12
	Comparison Students	662	3-4	17-18	14
Grade 2	ALP Students	437	15-16	23-24	8
	Comparison Students	437	15-16	23-24	10

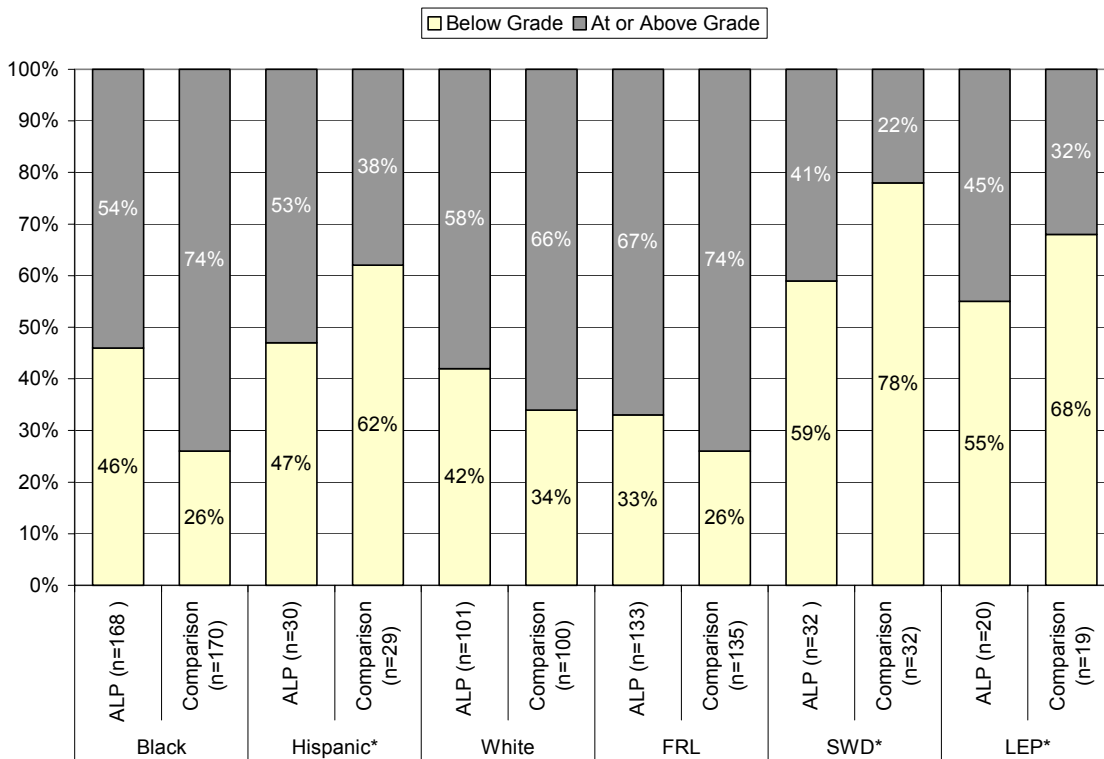
**Figure 15**  
**Grades 1 and 2 Students Reaching Book Level Guidelines**  
**2002-03 ALP vs. Comparison Group**

		<b>Number of Students with Matches</b>	<b>Below Grade Level</b>		<b>At/Above Grade Level</b>	
			<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Grade 1	ALP Students	662	272	41.1%	390	58.9%
	Comparison Students	662	134	20.2%	528	79.8%
Grade 2	ALP Students	437	168	38.4%	269	61.6%
	Comparison Students	437	85	19.5%	352	80.5%

**Results by Subgroups**

The percentage of students who met grade level standards was higher among Black, White, and FRL students in the comparison group. While matched ALP students had a higher percentage meeting the grade level standards among Hispanic/Latino, SWD and LEP students, these results should be interpreted with caution due to group sizes smaller than 40 students.

**Figure 16**  
**Comparison Group and Matched ALP K-2 Students Who Met Grade Level Standard**  
**by Racial, FRL, SWD and LEP subgroups**  
**2002-03**



\* These results should be interpreted with caution due to group sizes smaller than 40 students.

## RECOMMENDATIONS

Two recommendations stem from our findings. Both have implications for the future of ALP K-2.

*First, selection criteria and implementation guidelines for service in ALP K-2 need to be reviewed and refined to be sure those with the greatest need are served first.* Close to half of the students served through the program scored at or above the local literacy assessment guidelines before they entered the program (2,145 of 4,732). While most of these students were considered needy based on the multiple criteria system, a large number of students who scored below WCPSS' guidelines were not served. In discussions with C&I staff, possible practices to change emerged:

- *The points and priority given to the factors in the multiple criteria system should be revisited to ensure the system truly identifies those with the greatest needs.* Teacher ratings, in particular, need to be more clearly defined, and points allotted to this criterion may need to be lowered. Currently, teacher ratings often yield more points towards student selection than test scores, but there are no clear criteria defined for assigning these points. The reasons points are given therefore are unclear (and may be more behavioral than academic in some cases), and vary by teacher. A method of reflecting both spring and fall scores on the literacy assessments (if fall scores decline, for example) should also be considered. E&R staff could assist in analyzing which students were most successful based on initial need if this data was available to us, but it has not been in the past. Fall scores could also lead to better assessment of student progress within the program (since some students may experience summer learning loss). However, since fall scores are not available for all students no comparison groups are possible.
- Some of the students (55%) who scored below grade level but were not served were classified as students with disabilities (SWD) or ESL. SWD and ESL students earn an extra point in the rating system but can be skipped for ALP K-2 if the other service is considered adequate. *The criteria for adequacy of other services may need to be more clearly defined and discussed, especially for LEP students who may receive only limited support.* Title I may need to invest some of the extra funds provided through No Child Left Behind to develop appropriate support for LEP students (perhaps after school if necessary to avoid too many disruptions in the students' instructional day).
- Implementation practices at some schools may also lead to more students being served who score at grade level than would be expected. Some schools select grade levels for service and skip all students below grade level at other grades. *Schools are being advised to consider the needs of students across the grades in prioritizing order of service.*
- Some schools may be staffed at a higher ratio than others due to past levels of need, which could contribute to serving students who were on grade level. *For 2004-05, C&I staff will examine staffing within Title I and at other schools closely and adjust staffing levels as needed.*

- *C&I staff also may clarify the process by which students are discontinued from the program.* Increased fluidity of the discontinuation process would ensure more students in need receive services. A clearer process should be delineated for timing of assessment for possible discontinuation, other factors to consider in making the decision, and ways to monitor the students' progress once they exit the program. Lead Teachers in central office can be valuable resources in this process.
- *Program evaluation should reflect the use of multi-criteria for student selection.* Since multiple criteria are used to identify which students are appropriate for ALP K-2, it would be beneficial if these data were made available to E&R staff for analysis.

*Second, achievement results, which have been consistent two years in a row, should lead to discussions of ways to make the program more effective and to study the impact of alternatives experimentally.* While students served in ALP K-2 did show growth in literacy skills after service, the percent meeting grade level guidelines did not increase substantially. ALP K-2 students also did not show greater growth than comparison groups of students closely matched on all available criteria. We cannot conclude that the program is ineffective, since we can never match on all possible criteria (those in ALP K-2 may have had more behavioral or study skill issues for example). However, results should lead to hypotheses about what should be changed and actions that can then be assessed for impact. Discussions with C&I staff, knowledge of the data, and new national standards for research suggest the following:

- *Standards for success in the program need to be more clearly defined.* More than 50% of the 1st and 2nd-grade students and 80% of kindergarten students (17 or more print concepts) in ALP K-2 reached grade level standards both before and after service. Staff need to decide whether this represents a standard for success to them. Setting a higher standard for the percentage of students reaching grade level may motivate teachers to reach a similar high level of success. Another option would be to set a target for an increase in the percentage of students scoring at grade level (since some schools have students who start with lower scores than others).
- *Review present practices to decide whether revisions are needed to optimize success for all students.* Central administrators raised the issue of whether the present program is too balanced to show a great deal of impact as a supplemental program. Students receive instruction in seven components of literacy within their 30-45 minute lesson. In addition to setting a fast pace for lessons, it also mirrors the balanced literacy approach used in regular classroom instruction. It may be this approach is not the best way to accelerate the learning of students with specific underlying skill deficits. Implementation practices may be more the issue than the materials. Teacher success varied considerably; it may be that some teachers' skills at diagnosing deficits and addressing them successfully using the Benchmark materials are stronger than others. Studying the way teachers who were most and least successful in implementing ALP K-2 services could be quite helpful in generating ways to refine the program. Once possible refinements are determined, we recommend the success of the alternatives be experimentally studied for impact. (NCLB recommends experimental study as the only way to truly find conclusive evidence about the impact of an intervention.)

- *Consider whether ALP K-2 in its present form is best for all students in need, or whether some students need another approach.* It may be that the Benchmark program is very successful with students who have weak skills overall, but is less successful with students who have more specific skill deficits. Additionally, retainees or students who received ALP K-2 services the previous year without reaching grade level may need another approach to be optimally successful. If other options are tried, these could also be set up as experimental studies if carefully pre-planned. One possibility would be to compare the success of the ALP K-2 approach with the success of Predictive Assessment of Reading, since it tries to differentiate level of service and strategies based on identified needs. Another option is to use Benchmark or another approach as an after-school intervention. A recent national review of the literature (McREL, 2003) found out-of-school time interventions in literacy were most effective at grades K-2 (compared to grades 3-12).

The Title I evaluation specialist in E&R Department could support these efforts by exploring student outcomes based on initial reading levels; analyses already completed suggest that students who entered the program at grade level and retainees showed less growth than other students. Additional analysis could focus on gains based on the multiple criteria used in selecting students, but these data would need to be available to E&R. Helping to set up and study the impact of experimental studies would be another valuable role.

- *Determine what worked in schools that showed strong gains for students who were not in the program.* We may find that the balanced literacy approach used in regular classrooms is sufficient for many students, or that other supplemental service is being provided which makes a positive difference. One role of the ALP K-2 literacy specialists has been to support classroom teachers and increase their expertise in teaching reading. WCPSS has also invested in training for all K-3 teachers in literacy teaching. It may be that the nature of the need for supplemental service has changed as classroom teachers have enhanced their skills.
- *Save teachers paperwork and intervene more quickly with teachers who are showing less success with students.* In 2003-04, E&R and program staff developed and implemented a new way to document student service and progress. The new Excel spreadsheet should lessen Title I teachers' work, help accuracy, and improve the speed of reporting. This data is being collected mid-year, which should help spot teachers more quickly who are showing less than optimal success. Follow-up and support can then take place. Schools were also asked for their alternate rankings and multiple criteria data more uniformly this year, which can be examined more closely for possible follow-up.

**Attachment 1**  
**ALP K-2 Literacy Program 2002-03 Service**

School	Kindergarten					Grade 1					Grade 2					Total				
	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP
	Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served	
Adams	26	0	9	0	0	38	19	14	0	24	21	12	9	0	16	85	31	32	0	40
Apex	8	0	16	0	0	17	13	14	0	32	12	2	15	0	5	37	15	45	0	37
Aversboro*	23	10	3	0	14	20	19	12	0	29	11	6	7	3	35	54	35	22	3	78
Baileywick	21	1	9	0	1	14	7	7	0	19	9	6	2	0	8	44	14	18	0	28
Ballentine*	21	8	3	0	16	5	3	4	0	12	1	1	1	1	21	27	12	8	1	49
Baucom	26	5	14	1	10	11	5	16	0	20	11	0	14	0	0	48	10	44	1	30
Brassfield	12	0	16	0	0	18	5	11	0	13	2	2	8	0	3	32	7	35	0	16
Brentwood*	57	20	6	2	42	34	20	5	2	35	12	10	7	0	29	103	50	18	4	106
Briarcliff*	14	6	13	1	22	20	5	15	2	33	23	11	7	0	13	57	22	35	3	68
Brooks*	15	12	16	0	23	9	9	10	0	17	18	8	1	0	12	42	29	27	0	52
Bugg	5	1	2	0	7	20	13	9	0	19	6	2	5	0	3	31	16	16	0	29
Carver*	24	3	27	8	19	48	30	18	3	50	39	19	14	1	30	111	52	59	12	99
Cary*	19	11	11	2	26	18	13	17	3	31	25	5	8	2	29	62	29	36	7	86
Combs*	30	7	16	0	9	15	6	9	2	24	7	4	6	0	8	52	17	31	2	41
Conn*	13	11	15	1	25	4	3	8	1	28	8	3	5	1	14	25	17	28	3	67
Creech Road*	28	0	11	0	0	34	16	10	0	27	17	9	7	2	28	79	25	28	2	55
Davis Drive	16	0	7	0	0	8	0	9	0	0	7	3	6	0	22	31	3	22	0	22
Dillard Drive*	24	10	14	1	27	19	11	12	2	27	8	5	12	0	20	51	26	38	3	74
Douglas*	23	5	6	3	13	21	14	14	4	32	11	6	3	1	15	55	25	23	8	60

\* - Title I School in 2002-03

**Attachment 1  
ALP K-2 Literacy Program 2002-03 Service**

School	Kindergarten					Grade 1					Grade 2					Total				
	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP
	Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served	
Durant Road	30	0	7	0	0	53	20	13	0	34	42	0	3	0	0	125	20	23	0	34
Farmington Woods*	13	6	5	1	18	16	11	9	1	30	12	9	9	0	21	41	26	23	2	69
Fox Road*	55	1	17	0	5	54	32	23	1	75	25	11	6	0	30	134	44	46	1	110
Fuller*	5	4	7	0	13	14	8	8	1	15	18	6	6	1	14	37	18	21	2	42
Fuquay-Varina*	27	19	16	8	44	8	5	18	3	37	11	9	5	0	26	46	33	39	11	107
Green Hope	11	0	4	0	0	28	5	10	0	6	15	7	3	0	10	54	12	17	0	16
Green	26	7	5	0	11	28	19	6	0	23	36	12	3	0	17	90	38	14	0	51
Heritage	28	0	6	0	1	22	20	12	3	36	11	4	18	0	7	61	24	36	3	44
Hilburn Drive	10	0	7	0	0	8	5	10	2	16	3	2	8	3	16	21	7	25	5	32
Hodge Road*	38	13	17	7	26	33	26	13	1	48	29	19	8	0	35	100	58	38	8	109
Holly Springs	30	1	20	0	2	29	18	19	0	38	31	0	7	0	1	90	19	46	0	41
Hunter*	15	12	12	1	17	8	4	5	0	15	8	2	1	0	13	31	18	18	1	45
Jeffreys Grove*	25	9	6	0	19	13	9	9	4	41	11	1	8	0	1	49	19	23	4	61
Joyner*	14	8	2	0	17	14	11	5	1	24	16	11	9	1	26	44	30	16	2	67
Kingswood	7	3	3	0	7	6	5	1	0	10	4	3	2	0	10	17	11	6	0	27
Knightdale*	60	24	16	2	38	29	22	15	0	70	24	4	15	1	36	113	50	46	3	144
Lacy*	10	7	11	2	23	5	1	1	0	20	6	3	5	0	15	21	11	17	2	58
Leesville Road	15	1	11	0	2	6	4	11	0	9	8	2	7	0	8	29	7	29	0	19
Lead Mine*	21	14	10	5	35	8	6	6	1	29	5	2	13	0	11	34	22	29	6	75

\* - Title I School in 2002-03

**Attachment 1  
ALP K-2 Literacy Program 2002-03 Service**

School	Kindergarten					Grade 1					Grade 2					Total				
	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP
	Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served	
Lincoln Heights*	9	6	16	0	14	10	5	6	0	17	19	9	9	0	17	38	20	31	0	48
Lockhart*	28	7	26	0	30	13	9	14	4	59	25	7	16	0	26	66	23	56	4	115
Lynn Road*	11	10	10	5	32	15	12	16	6	30	12	3	5	1	20	38	25	31	12	82
Middle Creek*	29	17	10	2	27	21	16	8	1	27	31	13	11	0	21	81	46	29	3	75
Millbrook*	25	16	11	1	32	14	8	15	0	34	37	12	8	0	19	76	36	34	1	85
Morrisville	17	0	14	0	0	19	8	5	0	11	4	0	4	0	0	40	8	23	0	11
Mt. Vernon	3	2	0	0	2	1	0	0	0	0	1	0	0	0	0	5	2	0	0	2
North Ridge*	44	18	11	2	22	31	15	20	1	30	16	6	6	0	19	91	39	37	3	71
Northwoods	28	0	13	0	0	25	12	20	1	24	11	3	8	0	12	64	15	41	1	36
Oak Grove	2	0	9	0	0	6	0	9	0	1	17	0	3	0	0	25	0	21	0	1
Olive Chapel	32	19	14	1	31	24	17	12	7	44	27	16	5	0	29	83	52	31	8	104
Olds	3	2	1	0	6	3	1	4	0	12	14	0	4	0	2	20	3	9	0	20
Partnership	8	0	2	0	0	10	8	6	0	9	17	6	3	0	6	35	14	11	0	15
Penny Road	18	1	14	0	1	40	15	12	3	35	15	2	7	0	2	73	18	33	3	38
Pleasant Union	4	0	9	0	0	35	16	9	1	26	10	4	5	0	9	49	20	23	1	35
Poe	12	3	11	4	11	17	10	7	1	15	14	4	2	0	7	43	17	20	5	33
Powell*	10	9	4	3	27	19	10	8	2	20	14	7	6	0	13	43	26	18	5	60
Rand Road*	20	18	14	0	34	13	8	4	0	34	8	3	7	1	19	41	29	25	1	87
Reedy Creek*	37	16	19	2	42	18	11	15	0	34	9	5	9	0	13	64	32	43	2	89
Rolesville*	45	19	9	1	29	21	14	9	0	22	24	15	13	0	18	90	48	31	1	69

\* - Title I School in 2002-03

**Attachment 1**  
**ALP K-2 Literacy Program 2002-03 Service**

School	Kindergarten					Grade 1					Grade 2					Total				
	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP
	Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served	
Root	14	4	2	0	7	4	0	3	0	25	10	2	8	0	10	28	6	13	0	42
Salem	22	0	7	0	0	23	8	7	2	19	12	0	5	0	0	57	8	19	2	19
Smith*	43	18	7	0	22	30	15	13	2	34	22	16	16	0	24	95	49	36	2	80
Stough*	29	7	15	5	21	19	2	18	0	29	14	9	7	0	13	62	18	40	5	63
Swift Creek*	20	15	11	0	17	31	23	11	1	28	12	4	5	1	16	63	42	27	2	61
Timber Drive	39	4	5	0	5	25	5	6	0	11	23	12	7	0	20	87	21	18	0	36
Underwood*	8	7	4	3	16	3	2	5	3	20	18	8	7	1	17	29	17	16	7	53
Vance*	15	8	11	0	13	16	6	7	3	29	9	5	4	2	23	40	19	22	5	65
Vandora Springs	53	11	15	2	15	22	7	16	1	26	10	6	3	1	15	85	24	34	4	56
Wake Forest*	25	16	48	7	42	22	14	33	5	47	27	11	23	1	38	74	41	104	13	127
Wakefield	28	1	21	0	2	16	10	16	0	20	12	4	8	1	14	56	15	45	1	36
Washington*	18	11	6	3	21	16	10	3	1	29	11	8	0	0	20	45	29	9	4	70
Weatherstone	32	1	13	0	1	22	7	19	0	15	25	7	12	0	16	79	15	44	0	32
Wendell*	26	17	5	1	27	12	10	7	1	46	8	2	5	0	22	46	29	17	2	95
West Lake	38	0	3	0	0	36	6	13	8	28	20	8	5	0	15	94	14	21	8	43
Wilburn*	60	27	22	2	52	27	15	29	6	66	24	12	12	2	53	111	54	63	10	171
Wildwood Forest	19	10	18	2	18	23	10	36	0	26	26	10	12	0	12	68	30	66	2	56
Wiley*	15	9	7	2	15	20	14	5	0	18	10	4	2	0	8	45	27	14	2	41
Willow Springs*	18	5	12	2	11	5	4	19	2	40	12	4	6	1	16	35	13	37	5	67

\* - Title I School in 2002-03

**Attachment 1**  
**ALP K-2 Literacy Program 2002-03 Service**

School	Kindergarten					Grade 1					Grade 2					Total				
	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP	Below Standard		Retained - Not Below Standard		Total ALP
	Total	Served	Total	Served		Total	Served	Total	Served		Total	Served	Total	Served		Total	Served			
Yates Mill*	13	7	6	0	8	6	5	10	1	17	8	1	8	0	10	27	13	24	1	35
York*	33	11	16	2	26	19	14	13	3	30	15	10	10	2	36	67	35	39	7	92
Zebulon*	35	23	12	1	38	15	4	28	5	45	16	6	16	4	45	66	33	56	10	128
<b>Total</b>	<b>1,833</b>	<b>614</b>	<b>879</b>	<b>98</b>	<b>1,249</b>	<b>1,522</b>	<b>828</b>	<b>924</b>	<b>108</b>	<b>2,180</b>	<b>1,232</b>	<b>485</b>	<b>585</b>	<b>35</b>	<b>1,303</b>	<b>4587</b>	<b>1,927</b>	<b>2,388</b>	<b>241</b>	<b>4,732</b>

\* - Title I School in 2002-03

**Attachment 2a**  
**ALP K-2 Participation by School**  
**Title I Schools**

Elementary School Name	Below Standard Enrolled Fall 2002*	Below Standard Served	At or Above Standard Served	Complete Data Unavailable	Total in ALP	Number of Teachers	Grade Levels Served
<b>Aversboro</b>	54	35	22	21	78	1.5	K-2
<b>Ballentine</b>	27	12	24	13	49	1.5	K-2
<b>Brentwood</b>	103	50	39	17	106	3.0	K-2
<b>Briarcliff</b>	57	22	30	16	68	2.5	K-2
<b>Brooks</b>	42	29	18	5	52	1.5	K-2
<b>Carver</b>	111	52	34	13	99	4.0	K-2
<b>Cary</b>	62	29	42	15	86	3.0	K-2
<b>Combs</b>	52	17	15	9	41	1.5	K-2
<b>Conn</b>	25	17	39	11	67	2.0	K-2
<b>Creech Rd</b>	79	25	17	13	55	4.0	1 & 2
<b>Dillard</b>	51	26	28	20	74	2.5	K-2
<b>Douglas</b>	55	25	21	14	60	2.0	K-2
<b>Farmington Woods</b>	41	26	32	11	69	2.0	K-2
<b>Fox Rd</b>	134	44	44	22	110	3.5	K-2
<b>Fuller</b>	37	18	17	7	42	1.5	K-2
<b>Fuquay-Varina</b>	46	33	52	22	107	2.8	K-2
<b>Hodge Rd</b>	100	58	35	16	109	4.0	K-2
<b>Hunter</b>	31	18	21	6	45	2.0	K-2
<b>Jeffreys Grove</b>	49	19	28	14	61	2.5	K-2
<b>Joyner</b>	44	30	25	12	67	2.0	K-2
<b>Knightdale</b>	113	50	66	28	144	4.0	K-2
<b>Lacy</b>	21	11	25	22	58	2.5	K-2
<b>Lead Mine</b>	34	22	35	18	75	2.5	K-2
<b>Lincoln Heights</b>	38	20	22	6	48	1.5	K-2
<b>Lockhart</b>	66	23	65	27	115	4.0	K-2
<b>Lynn Rd</b>	38	25	38	19	82	2.5	K-2
<b>Middle Creek</b>	81	46	22	7	75	2.0	K-2
<b>Millbrook</b>	76	36	28	21	85	2.5	K-2
<b>North Ridge</b>	91	39	20	12	71	2.0	K-2
<b>Powell</b>	43	26	23	11	60	2.0	K-2
<b>Rand Rd</b>	41	29	49	9	87	2.5	K-2
<b>Reedy Creek</b>	64	32	19	38	89	2.0	K-2
<b>Rolesville</b>	90	48	13	8	69	2.5	K-2
<b>Smith</b>	95	49	21	10	80	3.0	K-2

\*Kindergarten standard based on print concepts in fall 2002 KIA (less than 6 concepts is considered below standard).

The grade 1 and 2 standard is based on book level score in spring 2002.

\*Table does not include data from Mt. Vernon.

**Attachment 2a**  
**ALP K-2 Participation by School**  
**Title I Schools**

<b>Elementary School Name</b>	<b>Below Standard Enrolled Fall 2002*</b>	<b>Below Standard Served</b>	<b>At or Above Standard Served</b>	<b>Complete Data Unavailable</b>	<b>Total in ALP</b>	<b>Number of Teachers</b>	<b>Grade Levels Served</b>
<b>Stough</b>	62	18	29	16	63	2.0	K-2
<b>Swift Creek</b>	63	42	14	5	61	2.0	K-2
<b>Underwood</b>	29	17	29	7	53	1.5	K-2
<b>Vance</b>	40	19	41	5	65	2.0	K-2
<b>Vandora Springs</b>	85	24	26	6	56	2.5	K-2
<b>Wake Forest</b>	74	41	60	26	127	3.0	K-2
<b>Washington</b>	45	29	31	10	70	2.0	K-2
<b>Wendell</b>	46	29	57	9	95	3.0	K-2
<b>Wilburn</b>	111	54	81	36	171	5.9	K-2
<b>Wiley</b>	45	27	9	5	41	1.0	K-2
<b>Willow Springs</b>	35	13	43	11	67	2.5	K-2
<b>Yates Mill</b>	27	13	22	0	35	1.5	K-2
<b>York</b>	67	35	36	21	92	2.0	K-2
<b>Zebulon</b>	66	33	70	25	128	4.0	K-2
<b>Total</b>	2,886	1,435	1,577	695	3,707		

\*Kindergarten standard based on print concepts in fall 2002 KIA (less than 6 concepts is considered below standard).

The grade 1 and 2 standard is based on book level score in spring 2002.

\*Table does not include data from Mt. Vernon.

**Attachment 2b**  
**ALP K-2 Participation by School**  
**Non-Title I Schools**

<b>Elementary School Name</b>	<b>Below Standard Enrolled Fall 2002</b>	<b>Below Standard Served</b>	<b>At or Above Standard Served</b>	<b>Complete Data Unavailable</b>	<b>Total in ALP</b>	<b>Grade Levels Served</b>
<b>Adams</b>	85	31	6	3	40	1&2
<b>Apex</b>	37	15	18	4	37	1&2
<b>Baileywick</b>	44	14	9	5	28	K-2
<b>Baucom</b>	48	12	15	3	30	K &1
<b>Brassfield</b>	32	7	5	4	16	1&2
<b>Bugg</b>	31	16	9	4	29	K-2
<b>Davis Dr</b>	31	3	17	2	22	2
<b>Durant Rd</b>	125	20	12	2	34	1
<b>Green</b>	90	38	11	2	51	1&2
<b>Green Hope</b>	54	12	3	1	16	K-2
<b>Heritage</b>	61	24	18	2	44	K-2
<b>Hilburn Dr</b>	21	7	21	4	32	1&2
<b>Holly Springs</b>	90	19	15	7	41	K-2
<b>Kingswood</b>	17	11	9	7	27	K-2
<b>Leesville Rd</b>	29	7	6	6	19	K-2
<b>Morrisville</b>	40	8	3	0	11	1
<b>Northwoods</b>	64	15	16	5	36	1&2
<b>Oak Grove</b>	25	0	10	-9	1	1
<b>Olds</b>	20	3	45	-28	20	K-2
<b>Olive Chapel</b>	83	52	1	51	104	K-2
<b>Partnership</b>	35	14	13	-12	15	1&2
<b>Penny Rd</b>	73	18	9	11	38	K-2
<b>Pleasant Union</b>	49	20	11	4	35	1&2
<b>Poe</b>	43	17	29	-13	33	K-2
<b>Root</b>	28	6	9	27	42	K-2
<b>Salem</b>	57	8	13	-2	19	1
<b>Timber Drive</b>	87	21	27	-12	36	K-2
<b>West Lake</b>	56	15	11	10	36	K-2
<b>Wakefield</b>	79	15	9	8	32	K-2
<b>Weatherstone</b>	94	14	17	12	43	K-2
<b>Wildwood Forest</b>	68	30	6	20	56	K-2
<b>Total</b>	1,696	492	403	128	1,023	

\*Kindergarten standard based on print concepts in fall 2002 KIA (less than 6 concepts is considered below standard).

The grade 1 and 2 standard is based on book level score in spring 2002.

\*Table does not include data from Mt. Vernon.

**Attachment 3a**  
**Title I ALP K-2 Students**  
**Who Met Grade Level Standards**  
**Schools Ranked by Difference in the Percentage Who Met Grade Level Standards from**  
**2001-02 to 2002-03**

School Name	School Code	2002-03 Students Served	Students with Complete Data	2001-02		2002-03		Difference
				#	Percent	#	Percent	
Rolesville	544	69	55	13	24%	35	64%	40%
Wiley	620	41	35	9	26%	22	63%	37%
Swift Creek E	568	61	50	14	28%	30	60%	32%
Brooks	344	52	43	18	42%	31	72%	30%
Reedy Creek	542	89	50	19	38%	32	64%	26%
North Ridge	516	71	55	20	36%	34	62%	25%
Creech Rd	384	55	37	17	46%	25	68%	22%
Middle Creek	494	75	61	22	36%	35	57%	21%
Lynn Rd	488	82	61	38	62%	50	<b>82%</b>	20%
Combs	376	41	32	15	47%	21	66%	19%
Powell	536	60	48	23	48%	31	65%	17%
Douglas	396	60	43	21	49%	28	65%	16%
Brentwood	336	106	84	39	46%	52	62%	15%
Fuller	416	42	34	17	50%	22	65%	15%
Fuquay-Varina	420	107	82	52	63%	64	78%	15%
Carver	362	99	83	34	41%	46	55%	14%
Zebulon	632	128	103	70	68%	84	<b>82%</b>	14%
Cary	364	86	69	42	61%	51	74%	13%
Smith	560	80	63	21	33%	29	46%	13%
Briarcliff	340	68	51	30	59%	36	71%	12%
Lacy	468	58	35	25	71%	29	<b>83%</b>	11%
Hodge Rd	446	109	89	35	39%	45	51%	11%
Hunter	448	45	39	21	54%	25	64%	10%
Wendell	600	95	85	57	67%	65	76%	9%
Knightdale	464	144	109	66	61%	76	70%	9%
Washington	596	70	60	31	52%	36	60%	8%
Lead Mine	470	75	56	35	63%	39	70%	7%
Dillard	393	74	51	28	55%	31	61%	6%
Farmington Wds.	414	69	56	32	57%	35	63%	5%
Fox Rd	415	110	86	44	51%	48	56%	5%
Conn	380	67	56	39	70%	41	73%	4%
Ballentine	327	49	32	24	75%	25	78%	3%
Wilburn	616	171	128	81	63%	85	66%	3%
Rand Rd	540	87	73	49	67%	51	70%	3%
Underwood	572	53	45	29	64%	30	67%	2%

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2002-03.

Grey shading indicates 40% or fewer ALP K-2 students at grade level in 2002-03.

Note 2: Grade level standard for grades 1 & 2 are based on book level scores in the spring of 2001 and the spring of 2002.

The grade level standard for kindergarten students is based on print concept scores assessed in the fall of 2002 and spring of 2002.

Note 3: Table does not include students with missing scores in 2001-02 or 2002-03.

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2002-03.

**Attachment 3a**  
**Title I ALP K-2 Students**  
**Who Met Grade Level Standards**  
**Schools Ranked by Difference in the Percentage Who Met Grade Level Standards from**  
**2001-02 to 2002-03**

Elementary School Name	School Code	2002-03 Students Served	Students with Complete Data	2001-02		2002-03		Difference
				#	Percent	#	Percent	
<b>Lockhart</b>	<b>480</b>	115	86	65	76%	66	77%	1%
<b>Wake Forest</b>	<b>584</b>	127	97	60	62%	61	63%	1%
<b>Joyner</b>	<b>456</b>	67	52	25	48%	25	48%	0%
<b>Aversboro</b>	<b>320</b>	78	53	22	42%	21	40%	-2%
<b>Stough</b>	<b>564</b>	63	47	29	62%	28	60%	-2%
<b>Jeffreys Grove</b>	<b>452</b>	61	42	28	67%	27	64%	-2%
<b>York</b>	<b>628</b>	92	66	36	55%	34	52%	-3%
<b>Millbrook</b>	<b>496</b>	85	63	28	44%	26	41%	-3%
<b>Willow Springs</b>	<b>624</b>	67	56	43	77%	40	71%	-5%
<b>Yates Mill</b>	<b>626</b>	35	33	22	67%	19	58%	-9%
<b>Lincoln Heights</b>	<b>476</b>	48	39	22	56%	15	38%	-18%
<b>Vance</b>	<b>576</b>	65	56	41	73%	29	52%	-21%

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2002-03.

Grey shading indicates 40% or fewer ALP K-2 students at grade level in 2002-03.

Note 2: Grade level standard for grades 1 & 2 are based on book level scores in the spring of 2001 and the spring of 2002.

The grade level standard for kindergarten students is based on print concept scores assessed in the fall of 2002 and spring of 2002.

Note 3: Table does not include students with missing scores in 2001-02 or 2002-03.

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2002-03.

**Attachment 3b**  
**Non-Title I ALP K-2 Students**  
**Who Met Grade Level Standards**  
**Schools Ranked by Difference in the Percentage Who Met Grade Level Standards from**  
**2001-02 to 2002-03**

Elementary School Name	School Code	2002-03 Students Served	Students with Complete Data	2001-02		2002-03		Difference
				#	Percent	#	Percent	
<b>Pleasant Union</b>	<b>531</b>	35	29	9	31%	22	76%	45%
<b>Bugg</b>	<b>352</b>	29	24	9	38%	18	75%	38%
<b>Brassfield</b>	<b>334</b>	16	12	5	42%	9	75%	33%
<b>Green Hope</b>	<b>439</b>	16	15	3	20%	7	47%	27%
<b>Durant Rd</b>	<b>398</b>	34	28	12	43%	19	68%	25%
<b>Green</b>	<b>440</b>	51	45	11	24%	21	47%	22%
<b>Olive Chapel</b>	<b>523</b>	104	94	45	48%	64	68%	20%
<b>Baileywick</b>	<b>326</b>	28	21	9	43%	13	62%	19%
<b>Leesville Rd.</b>	<b>469</b>	19	13	6	46%	8	62%	15%
<b>Weatherstone</b>	<b>598</b>	32	23	9	39%	12	52%	13%
<b>Kingswood</b>	<b>460</b>	27	17	9	53%	11	65%	12%
<b>Salem</b>	<b>550</b>	19	17	9	53%	11	65%	12%
<b>Adams</b>	<b>304</b>	40	36	6	17%	10	28%	11%
<b>Davis Dr</b>	<b>390</b>	22	20	17	85%	19	<b>95%</b>	10%
<b>Morrisville</b>	<b>504</b>	11	11	3	27%	4	36%	9%
<b>Root</b>	<b>548</b>	42	34	29	85%	32	<b>94%</b>	9%
<b>Vandora Springs</b>	<b>580</b>	56	48	27	56%	31	65%	8%
<b>Heritage</b>	<b>454</b>	44	41	18	44%	21	51%	7%
<b>Baucom</b>	<b>328</b>	30	23	15	65%	16	70%	4%
<b>Holly Springs</b>	<b>447</b>	41	34	15	44%	16	47%	3%
<b>Wildwood Forest</b>	<b>618</b>	56	44	17	39%	18	41%	2%
<b>Poe</b>	<b>532</b>	33	26	11	42%	11	42%	0%
<b>Wakefield</b>	<b>570</b>	36	31	13	42%	12	39%	-3%
<b>Northwoods</b>	<b>593</b>	36	25	11	44%	10	40%	-4%
<b>Partnership</b>	<b>520</b>	36	30	16	53%	14	47%	-7%
<b>West Lake</b>	<b>525</b>	15	15	1	7%	0	0%	-7%
<b>Apex</b>	<b>606</b>	43	38	26	68%	23	61%	-8%
<b>Penny Rd</b>	<b>308</b>	37	33	18	55%	13	39%	-15%
<b>Hilburn Dr</b>	<b>530</b>	38	30	13	43%	6	20%	-23%
<b>Olds</b>	<b>442</b>	32	28	21	75%	14	50%	-25%

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2002-03.

Grey shading indicates 40% or fewer ALP K-2 students at grade level in 2002-03.

Note 2: Grade level standard for grades 1 & 2 are based on book level scores in the spring of 2001 and the spring of 2002.

The grade level standard for kindergarten students is based on print concept scores assessed in the fall of 2002 and spring of 2002.

Note 3: Table does not include students with missing scores in 2001-02 or 2002-03.