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**ACCELERATED LEARNING PROGRAM
(ALP) K-2 EVALUATION: 2003-04**

Authors: Colleen Paeplow and Nancy Baenen

ABSTRACT

In 2003-04, the Title I/Accelerated Learning Program served 4,585 kindergarten, first, and second grade students identified as in need of language arts assistance. Patterns of those served and achievement results were similar to 2002-03. While multiple criteria for student selection were utilized appropriately, a large percentage of students (43%) entered the program on grade level. For students with pre- and posttest scores, the percentage of kindergarten students scoring on grade level increased from 37% to 78%, similar to 2002-03. As in 2002-03, the percentage of students on grade level for grades 1 and 2 increased only slightly (55% to 57%) between the pre- and posttest. Results varied substantially by school. Changes made in the selection process for the 2004-05 school year may lead to more positive results.

SUMMARY

The Title I/Accelerated Learning Program K-2 Literacy Program (ALP K-2) offers an accelerated literacy program, utilizing Early Connections materials published by Benchmark, to students identified as at risk of failure and in need of academic assistance in language arts. Evaluation and Research (E&R) report # 04.11 (http://www.wcpss.net/evaluation-research/reports/2004/0411alp_k2_02_03.pdf) provides additional information on the development and structure of the program.

ALP K-2 served 4,585 kindergarten, first, and second grade students identified as in need of academic assistance in language arts. Forty-four percent of ALP K-2 students were Black, 21% were Hispanic/Latino, 60% were free or reduced-price lunch (FRL) recipients, and 17% were limited English proficient (LEP). These subgroups were over-represented relative to their percentages within the WCPSS population.

ALP K-2 used multiple criteria to identify students most in need of program services, as required by Title I. The multiple criteria considered in selection included print concepts or book level scores, teacher observations, prior service in ALP K-2, retention status, service in special education and English as a second language (ESL) programs, and

Key Topics

Student Characteristics -----	p. 3-5
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additional test results collected during screening. Students were assigned points and ranked according to need based on their multiple criteria score. However, choosing students based on multiple criteria has led to a wider selection of students considered appropriate for the services than selecting students who scored below grade level on local assessments would have generated. Selection criteria and implementation guidelines for service in ALP K-2 were reviewed and refined for the 2004-05 school year. The revisions emphasized low assessment scores more as a criteria for greatest need. These changes occurred after the completion of the 2003-04 school year and their impact is thus not reflected in this report.

In 2003-04, similar to previous years, a large percentage of the students served (43%) entered the program with scores at or above the local literacy assessment grade level guidelines, while the program did not serve 3,566 students who scored below grade level on pre-tests.

- 1,968 students entered the ALP K-2 program on grade level based on print concept scores for kindergarten students and book level scores for grades 1 and 2.
- 3,566 students who scored below grade level based on pre-test scores were not served. Of these students 49% (1,755) received ESL or special education services, which may have been considered an adequate substitute. However, this does not account for the 51% (1,811) of the students scoring below grade level who were not served by either program.

The findings for 2003-04 remain basically unchanged from those in the 2002-03 report. Kindergarten students' performance improved across years and students in grades 1 and 2 performed about the same. Among the 3,187 students with pre- and posttest scores:

- The percentage of kindergarten students on or above grade level, based on their print concept scores, increased from 37% in the fall to 78% in the spring. These results were similar to the 2003 results (42% to 80% pre to post). While in 2003-04 the district had a higher percentage of students reaching grade level standards on the posttest, the percentage of students entering kindergarten on grade level was also higher; thus a smaller percentage of students moved to grade level from the pre to post districtwide.
- The percentage of first grade students with book level scores on or above grade level standards increased only slightly (54% to 56%) between the pre- and posttests each spring (similar to 2002-03 results).
- The percentage of second grade students on or above grade level standard remained approximately the same changing from 57.1% to 57.7% between the pre- and posttest (similar to 2002-03 results).

Past analyses using matched comparison groups showed similar growth for those served and not served by ALP K-2. The recommendation from the 2002-03 report to revise identification criteria was implemented in 2004-05. These changes should impact results for the 2004-05 reporting period. See E&R report #04.11.¹

¹ http://www.wcpss.net/evaluation-research/reports/2004/0411alp_k2_02_03.pdf

ALP K-2 EVALUATION: 2003-04

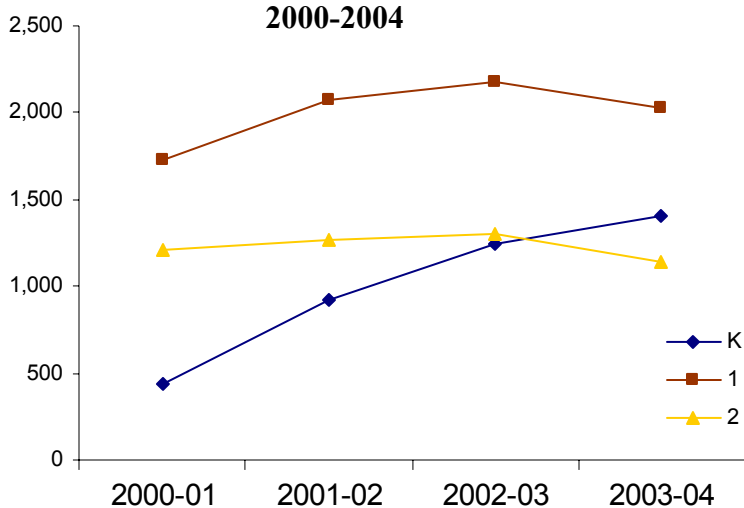
PROGRAM OVERVIEW

ALP K-2, implemented in 2000-01, offers an accelerated literacy program to students having difficulty with language arts. This four-day per week literacy program provides identified students instruction utilizing Early Connections materials published by Benchmark. Student achievement is measured against established benchmarks on local assessments. For additional information on the development and structure of the program see E&R report #04.11 (http://www.wcps.net/evaluation-research/reports/2004/0411alp_k2_02_03.pdf). ALP K-2 used multiple criteria, as required by Title I, to identify students most in need of program services. The multiple criteria used to assess student need included scoring below grade-level on the print concepts and book level based on locally set K-2 assessment guidelines, teacher observations, prior service in ALP K-2, retention status, service in special education and ESL programs, and additional test results collected during screening. Students were assigned need points for each of these criteria.

STUDENT CHARACTERISTICS

ALP K-2 participation has increased since the 2000-01 school year by 36%, from 3,374 to 4,585 students. While the number of ALP K-2 participants increased steadily from 2000-01 to 2002-03, in 2003-04 there was a decrease of 147 students served compared to 2002-03. In 2003-04 there continued to be an increase in the number of kindergarten students similar to prior years, but fewer students were served in grades 1 and 2 than the prior year (see Figure 1).

Figure 1
Students Served in ALP K-2
2000-2004



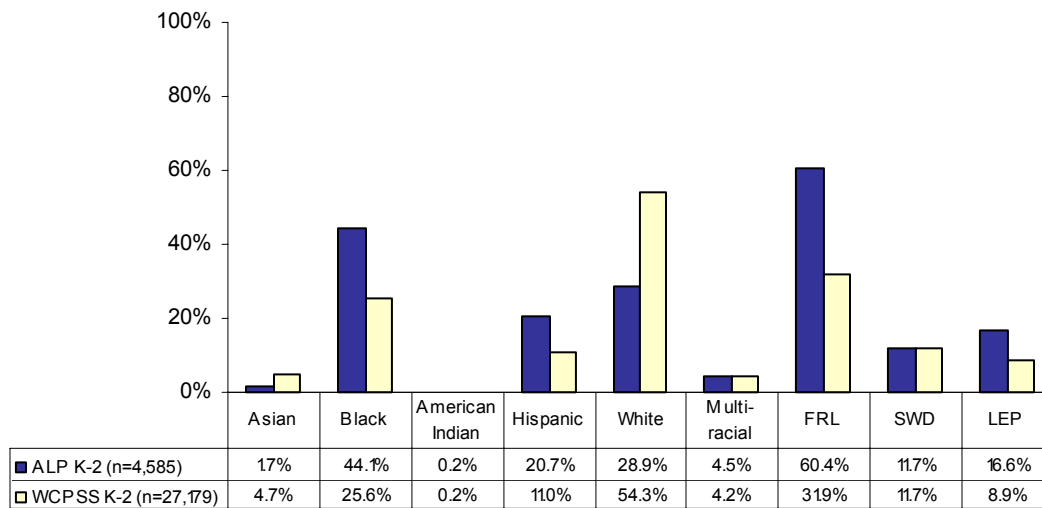
K	435	923	1,249	1,411
1	1,724	2,077	2,180	2,029
2	1,215	1,263	1,303	1,144
Total	3,374	4,263	4,732	4,584

Note: one student is missing a grade level

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

- 44% of ALP K-2 students were Black, compared to 26% of WCPSS students
- 21% of ALP K-2 students were Hispanic/Latino, compared to 11% of WCPSS students
- 60% of ALP K-2 students were FRL recipients, compared to 32% of WCPSS students
- 17% of ALP K-2 students were LEP, compared to 9% of WCPSS students

Figure 2
Demographics of Students Served in ALP K-2
2003-04



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.

Figure 3
Number of ALP K-2 Students Served in 2002-03 and 2003-04
By Grade Level Standard

2003-04					
Grade 2003-04	Below Standard Fall 2003	Below Standard Served	At or Above Standard Served	Test Data Unavailable for Served Students	Total Served
K	2,118	777	512	122	1,411
1	1,840	791	933	305	2,029
2	1,297	427	522	195	1,144
Total	5,255	1,995	1,968	622	4,584
2002-03					
Grade 2002-03	Below Standard Fall 2002	Below Standard Served	At or Above Standard Served	Test Data Unavailable for Served Students	Total Served
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

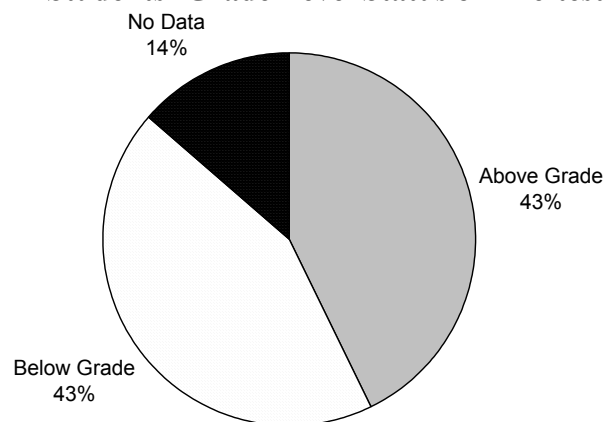
Note 1: Kindergarten students on grade level for pre-test = 6 or more print concepts on the fall 2003 KIA.

Note 2: Grade 1 and 2 on grade level for pre-test = book level 3-4 for grade 1 and 15-16 for grade 2.

Note 3: One student was missing a grade level

As illustrated in Figure 4, 43% of students scored above grade level and 43% scored below grade level before ALP (the remaining 14% did not have pre-test 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



Note 1: Kindergarten students on grade level for pre-test = 6 or more print concepts on the fall 2003 KIA.

Note 2: Grade 1 and 2 on grade level for pre-test = book level 3-4 for grade 1 and 15-16 for grade 2.

Note 3: One student was missing a grade level

STUDENT SELECTION CRITERIA

The number of students below grade level not served by ALP K-2 increased from 2,660 in spring 2003 to 3,565 in spring 2004. At the same time 43% (1,967 of 4,585) of the students served entered the program with scores at or above grade level. Students were selected based on multiple criteria using procedures similar to prior years. The use of multiple criteria for student selection into the program is advisable (and required in Title I schools). However, the weight given to factors other than assessment scores led to more students served who scored at grade level initially on K-2 assessments than was desirable, therefore excluding some students who could be more at risk of failure. The teacher judgment criterion was heavily weighted, for example, but what constituted student need for ALP was not specified. This allowed for a variety of interpretations of a student's need, which may have contributed the wider selection of students. Selection criteria and implementation guidelines for service in ALP K-2 were reviewed and refined prior to the 2004-05 school year to adjust the definition of those in greatest need.

Since students are selected based on their multiple criteria score, reporting this score and the reason for not serving students will provide necessary detail for the evaluation of ALP K-2. This information was not in a usable form for 2003-04, but will be available for the 2004-05 report. Students may be retested in the fall if there is concern regarding their abilities. Currently, the fall score is not available for analysis; therefore students who are above grade level in the spring and below grade level on fall retest are reported as on grade level. Fall scores could lead to better assessment of student progress within the program (since some students may experience summer learning loss) and a more accurate account of the academic abilities of students entering the program.

Figures 5 and 6 illustrate additional factors that help to account for why 3,566 students below grade level were not served. Title I and non-Title I schools had similar patterns. Of the 3,566 students below grade level not served, 49% (1,755) 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 an adequate alternative. Thus, their participation in these programs accounts for some of those not served by ALP K-2. This does not account for the 51% (1,811) of the students scoring below grade level who were not served by either program.

Figure 5
Students Below Grade Level Not Served by ALP K-2 in 2003-04
Title I Schools n=1,483

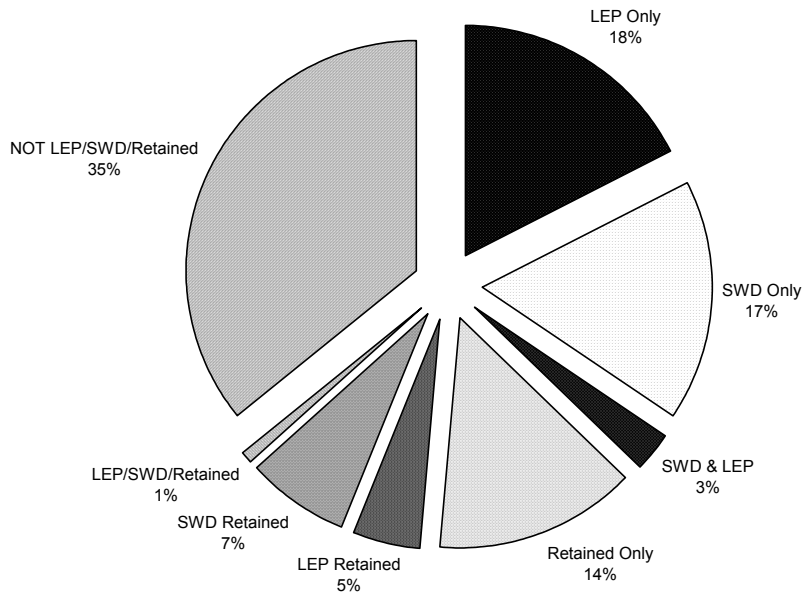
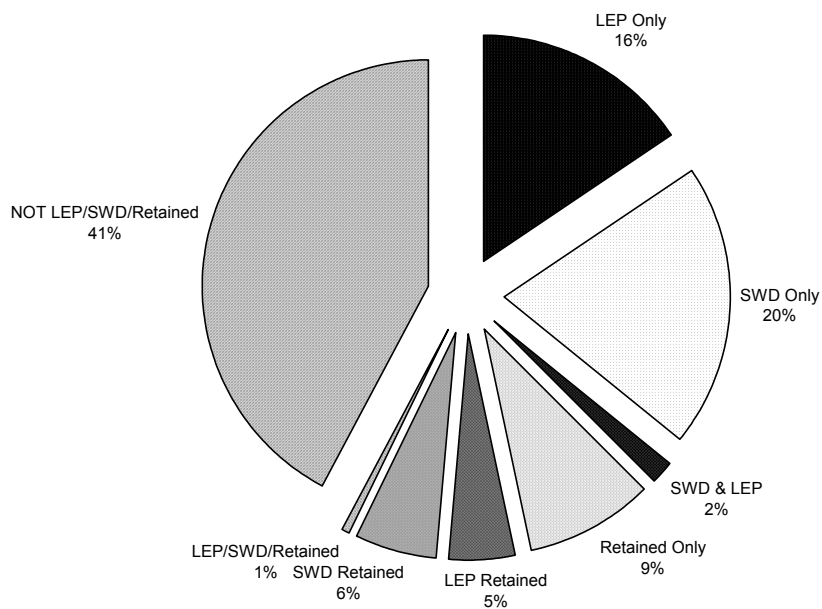


Figure 6
Students Below Grade Level Not Served by ALP K-2 in 2003-04
Not Title I Schools n=2,082



K-2 PORTFOLIO ASSESSMENT RESULTS

Trends Across Grades

The locally set standards for grade level performance increase each year. One key indicator of program success is whether the percentage of students at grade level increases over time. Additionally, program staff hoped to see more positive results than in 2002-03. Results were very similar to 2002-03. *While students showed improved skills, the percentage of ALP K-2 students who met book level guidelines changed very little from spring of 2003 to spring 2004.* The percentage increased less than two percentage points in grade 1, and less than one percentage point in grade 2. Patterns were very similar to 2002-03. Figure 7 displays the percentage of students with complete data who scored at or above grade level for students served in 2002-03 and 2003-04.

Figure 7
Percent of ALP K-2 2002-03 and 2003-04 Students
Meeting Instructional Book Level Guidelines

Grade	2003-04		Percent at or above Grade Level		
	Students Served	Students with Complete Data	Spring 2003	Spring 2004	Change
K	1,411	1,148	N/A	63.1%	N/A
1	2,029	1,511	54.4%	56.1%	+1.7%
2	1,144	837	57.1%	57.7%	+0.6
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%

Note 1: Kindergarten students on grade level = N/A for pre-test and 3-4 for posttest.

Note 2: Grade 1 on grade level = 3-4 for pre-test and 15-16 for posttest.

Note 3: Grade 2 on grade level = 15-16 for pre-test and 23-24 for posttest.

Note 4: One student was missing a grade level

Patterns in results varied considerably across schools, ranging from a 71% increase to a 40% decrease in the percentage of students scoring at grade level. Attachments 1a and 1b display schools ranked by the change in the percentage of students who met grade level standards in 2002-03 versus 2003-04 for Title I and non-Title I schools.

- Title I schools had higher staffing levels, and were more likely to serve students scoring at grade level initially than non-Title I schools (52% vs. 20%, respectively). Overall Title I schools had a 12 percentage point increase in student performing at or above grade level. Schools with the highest gains (top 10%) were North Ridge, Poe, Aversboro, and Brentwood Elementary Schools (increases between 31-44%).

- Non-Title I schools had fewer staff assigned, and the percent at grade level initially who were served was considerably lower at 20%. The increase in the percentage of students scoring at grade level was also higher at 36%.
 - Green Hope (71 percentage points), Hilburn Drive (57 percentage points), Wildwood Forest (40 percentage points), and Bugg and Timber Drive Elementary schools (36 percentage points each), represent the 10% of schools with the greatest gains in the percentage of students who met grade level standards between 2002-03 and 2003-04.
 - Non-Title I schools served fewer students on or above grade level on pre-tests and experienced greater percentage point gains from pre to post than did Title I schools. This difference indicates the importance of targeting those below grade level if the goal is to bring students to grade level.

Kindergarten Results

Figure 8 illustrates the increase in the percentage of kindergarten ALP K-2 students who met grade level standards on the print concepts portion of the Kindergarten Initial Assessment (fall 2003) and K-5 Assessment (spring 2004).

- Kindergartners showed growth in print concept knowledge, increasing from a mean of 4.9 to 17.1, similar to 2002-03.
- Kindergarten students on grade level or above increased from 37% to 78%. These results were similar to the improvement seen in 2002-03 results (42% to 80% pre to post).
- While in 2003-04 WCPSS had a higher percentage of students reaching grade level standards on the posttest (86%), the percentage of students entering kindergarten on grade level was also much higher (69%). Thus, for WCPSS overall, a smaller percentage of students moved to grade level from the pre to post (17%) versus ALP K-2 students (41%). The percentage of all Wake County Public School System's (WCPSS) kindergarten students is provided for context but should not be considered a true comparison group.
- Comparison group results from 2002-03 showed similar mean print concept gains between ALP K-2 students and matched students not served by ALP.

Figure 8
ALP Kindergarten Students' Print Concepts Scores
Pre and Post 2002-03 and 2003-04

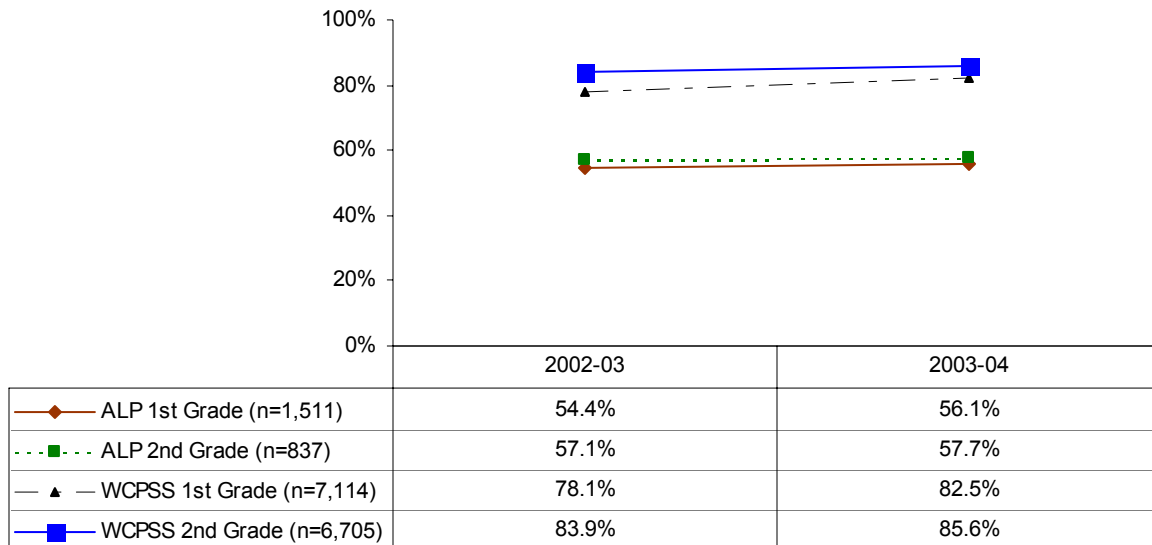
2003-04					
	Students Served	Students with Complete Data	% Meeting Grade Level Standard		Change
			Fall 2003	Spring 2004	
Percent at Guideline*	1,412	843	36.8%	77.6%	+40.8%
Mean Score			4.9	17.1	+12.2
2002-03					
	Students Served	Students with Complete Data	% Meeting Grade Level Standard		Change
			Fall 2002	Spring 2003	
Percent at Guideline*	1,249	878	41.9%	80.3%	+38.4%
Mean Score			5.2	17.3	+12.2

* The Print Concepts guideline for fall is 5 of 19 and for spring 17 of 19.

Results for Grades 1 and 2

Figure 9 illustrates the change in the percentage of ALP K-2 students in grades 1 and 2 who met book level guidelines between spring 2003 and spring 2004. The change in both grades 1 and 2 was negligible. Slightly more than half of ALP K-2 students met grade level guidelines (standards increase at each grade level). These results are similar to the 2002-03 results, which also had little change from pre- to posttest with greater than 50% of the students beginning and ending the program on or above grade level.

Figure 9
Grades 1 and 2 Students Meeting Book Level Guidelines
Pre and Post ALP vs. WCPSS 2003-04



While the percentage of students on or above grade level remained constant, grade level standards increase each year. ALP students in grades 1 and 2 did have gains in their book level between 2002-03 and 2003-04. The median gains for ALP students and WCPSS students were similar at both grade 1 and grade 2. WCPSS students' pre- and posttest scores were slightly higher than ALP students. ALP students had gains similar to the WCPSS grade 1 and 2 students (see figure 10), which means the performance gaps remained the same.

Figure 10
Pre and Post
ALP Median Book Level Scores Grades 1 and 2
Pre and Post 2002-03 and 2003-04

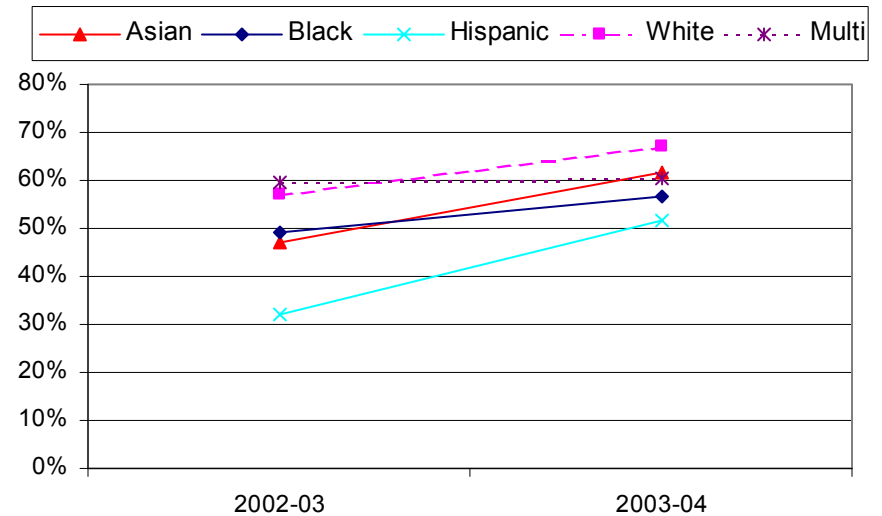
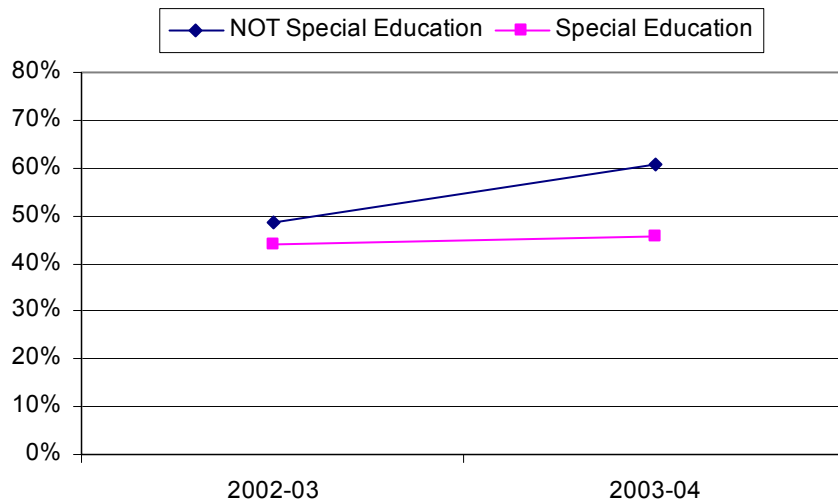
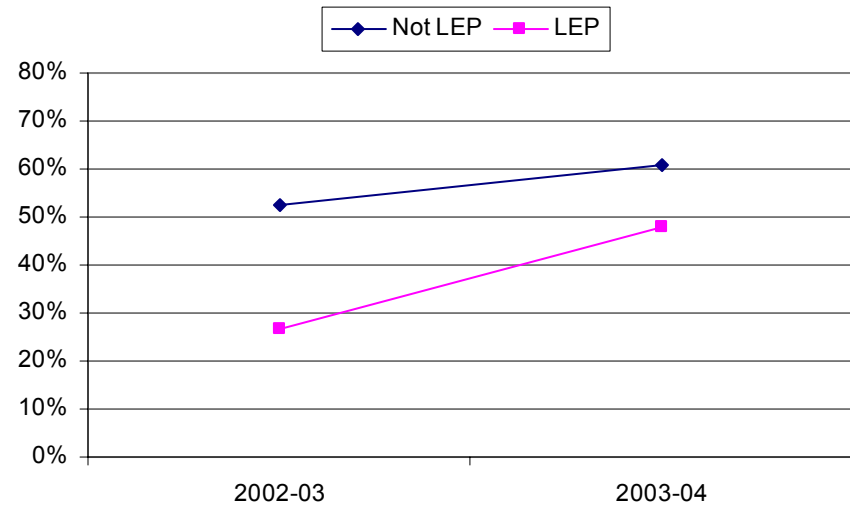
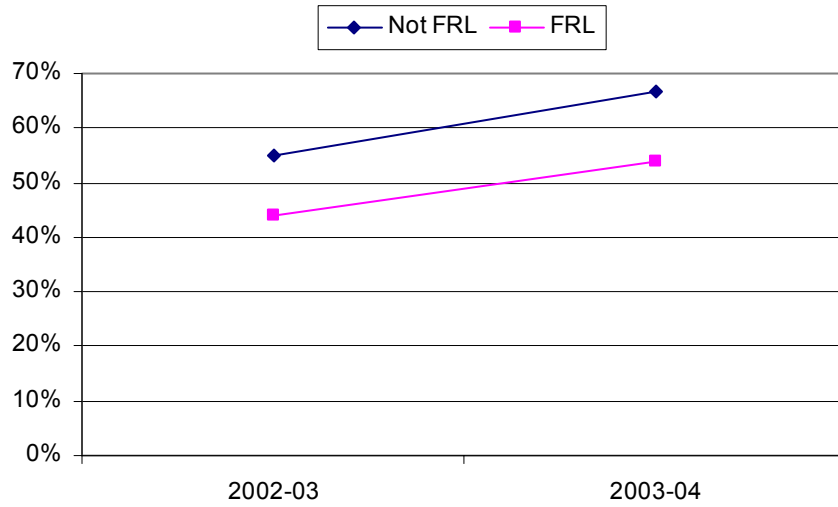
		Number of Students	Spring 2002 Pre-	Spring 2003 Post-	Median Gain
Grade 1	ALP	1511	3.5	15	11.5
	WCPSS	7114	5.5	17	11.5
Grade 2	ALP	837	15.5	23	7.5
	WCPSS	6705	17.5	25	7.5

Results by Subgroups

The changes in the percentage of students on grade level from pre- to posttest followed similar subgroup patterns to the 2002-03 results. In 2003-04, gains were strongest among LEP, Hispanic/Latino, and Asian students served, with smaller gains for SWD students than other students.

- A lower percentage of FRL students met grade level standards than non-FRL students both pre- and posttest. However, they experienced similar growth, thus the achievement gap between FRL students and non-FRL students remained constant. The percentage point gains for non-FRL students was 12 percentage points versus 10 percentage for FRL students.
- The percentage point gains across years were greater among LEP students (21 percentage points) than non-LEP students (8 percentage points), thus the achievement gap between these two groups of students was narrowed.
- The percent of SWD students who met grade level standards decreased 2 percentage points while the percent of non-SWD students increased by 12 percentage points. The achievement gap between SWD students and non-SWD students widened from pre- to posttest.
- Hispanic/Latino students had the greatest percentage point gains (20 percentage points) across years, followed by Asian students (15 percentage points). Smaller gains were seen for White students (10 percentage points), Black/African American students (8 percentage points), and Multiracial students (1 percentage point). The achievement gap between Hispanic students and their White counterparts was narrowed from pre- to posttest.

Figure 11
ALP K-2 Students On Grade Level by FRL, LEP, SWD, and Race
2002-03 and 2003-04



RECOMMENDATIONS

Lack of improved literacy outcomes from 2002-03 to 2003-04, and no discernable difference in outcomes for ALP served students and those not receiving services in past years, merit further discussions of ways to enhance program effectiveness. Some recommendations made in E&R's 2002-03 report were implemented in 2004-05 (e.g., identification criteria were refined, student need for service was prioritized across grade levels, and the process of discontinuing students from service was refined)². These changes are expected to have a positive effect on 2004-05 results and will be analyzed to determine their impact.

In 2003-04, E&R and program staff developed and implemented an Excel spreadsheet to document student service and progress. This data collection method used Title I forms in an effort to ensure that the correct students were being served, the eligible students were identified, and participation data was as clean as possible. While better than previous paper records, this multi-step procedure remains cumbersome and allowed for errors at each step. The No Child Left Behind (NCLB) Act makes accuracy more crucial than ever. In 2005-06, to ensure the timely identification of ALP K-2 students and to provide current student assessment data and summaries, Title I is in the process of switching to a web-based centralized database to collect student data at the school level.

While many recommendations have already been instituted in 2004-05, we would suggest consideration of the following recommendations for 2005-06.

1. Since the 2004-05 results cannot be analyzed and reported in time to influence fall plans for 2005-06, *staff may want to systematically pilot some alternative delivery methods in 2005-06 in a way that would allow E&R to study their impact. For example:*
 - Have literacy teachers spend more time as coaches for classroom teachers and less time providing direct service to students. This method may not be possible for staff fully funded by Title I, but might be an option for split-funded or locally funded literacy teachers. If tried, one group of schools could pilot this approach, with comparison schools continuing the same approach used in 2004-05.
 - Implement ALP curriculum as a before or after-school intervention with students randomly assigned to an out-of-school or in-school schedule (Benchmark and another approach). A national review of the literature (McREL, 2003) found that out-of-school time interventions in literacy were most effective at grades K-2 (compared to grades 3-12). This could be accomplished by shifting some volunteer teachers hours slightly, with most service still provided during the day, and student outcomes could be compared for those teachers based on time of service.
 - In light of weaker results for SWD students in ALP K-2, SWD students could be provided targeted assistance focused on their specific skill deficits rather than the balanced literacy approach currently used with all students. These students may not

² Report #04.11 at http://www.wcpss.net/evaluation-research/reports/2004/0411alp_k2_02_03.pdf

benefit as much from the current approach of quickly covering all seven components of literacy within the 30-45 minute lesson. Modifying the approach in some schools on a pilot basis would allow comparisons of outcomes in similar schools.

Once possible refinements are determined, we recommend the success of the alternatives be experimentally studied for impact. The NCLB Act recommends experimental study as the only way to find conclusive evidence about the impact of an intervention.

2. Use results to strengthen program implementation.

- Implementation practices may be more the issue than the materials. Some teachers' skills at diagnosing and addressing deficits using the Benchmark materials may be stronger than others. Staff could study the way teachers and schools who were most and least successful in implementing ALP K-2 services, thereby generating ways to refine the program. Teachers who were most successful could be asked to share best practices with others.
- Non-Title I schools served fewer students on or above grade level on pre-tests and experienced greater percentage point gains from pre- to posttest than did Title I schools. If the goal is to bring students to grade level, schools should target only those below grade level.
- Currently literacy teachers use the ESL instrument to determine if student's language skills are strong enough to be benefited by a literacy program. Positive results among LEP students suggest that the standard is good; Department of Public Instruction audit findings recommend using the instrument more consistently.
- School-level results varied substantially, ranging from a 71 percentage point increase to a 40 percentage point decrease in the percentage of students on grade level. The staff in schools with the highest percentage point gains in 2002-03 and 2003-04 may be a source of examples for improvement to the ALP K-2 program.

Attachment 1a

**Title I ALP 2003-04 K-2 Students Who Met Grade Level Standards Before & After Service
Schools Ranked by Difference in the Percentage Who Met Grade Level Standards from
2002-03 to 2003-04**

School Name	School Code	2003-04 Students Served	Students with Complete Data	Student on Grade Level 2002-03		Student on Grade Level 2003-04		Difference
				#	Percent	#	Percent	
North Ridge	516	63	50	21	42%	43	86%	44%
Poe	532	75	48	12	25%	27	56%	31%
Aversboro	320	91	81	35	43%	60	74%	31%
Brentwood	336	137	108	48	44%	81	75%	31%
Cary	364	94	79	31	39%	54	68%	29%
Vandora Springs	580	88	63	33	52%	50	79%	27%
Stough	564	62	34	15	44%	23	68%	24%
Reedy Creek	542	97	65	21	32%	36	55%	23%
Conn	380	60	36	25	69%	33	92%	22%
Vance	576	72	54	24	44%	36	67%	22%
Lynn Rd	488	87	65	37	57%	51	78%	22%
Millbrook	496	91	68	25	37%	38	56%	19%
Smith	560	103	80	33	41%	48	60%	19%
Swift Creek	568	61	49	22	45%	31	63%	18%
Lead Mine	470	76	53	28	53%	36	68%	15%
Wilburn	616	182	139	74	53%	94	68%	14%
Rolesville	544	105	66	25	38%	33	50%	12%
Wendell	600	108	85	53	62%	63	74%	12%
Brooks	344	48	35	17	49%	21	60%	11%
Creech Rd	384	115	101	42	42%	52	51%	10%
York	628	82	51	24	47%	29	57%	10%
Douglas	396	60	46	19	41%	23	50%	9%
Fuquay-Varina	420	115	69	42	61%	48	70%	9%
Dillard	393	73	48	27	56%	31	65%	8%
Powell	536	69	51	28	55%	30	59%	4%
Hodge Rd	446	114	88	49	56%	52	59%	3%
Rand Rd	540	98	61	29	48%	30	49%	2%
Lockhart	480	150	102	80	78%	81	79%	1%
Fuller	416	39	35	22	63%	22	63%	0%
Joyner	456	59	38	20	53%	20	53%	0%
Knightdale	464	123	72	42	58%	42	58%	0%
Fox Rd	415	124	70	39	56%	37	53%	-3%
Briarcliff	340	73	53	26	49%	24	45%	-4%
Zebulon	632	132	95	70	74%	65	68%	-5%
Jeffreys Grove	452	61	32	19	59%	17	53%	-6%
Carver	362	116	88	61	69%	52	59%	-10%
Combs	376	73	8	6	75%	5	63%	-13%
Total		3376	2366	1224	52%	1518	64%	12%

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2003-04.

Grey shading indicates 40% or fewer ALP K-2 students at grade level in 2003-04.

Note 2: Grade level standard for grades 1 & 2 are based on book level scores in the spring of 2003 and the spring of 2004.

The grade level standard for kindergarten students is based on print concept scores assessed in the fall of 2003 and spring of 2004.

Note 3: Table does not include students with missing scores in 2002-03 or 2003-04.

Attachment 1b
Non-Title I ALP K-2 2003-04 Students
Who Met Grade Level Standards Before & After Service
Schools Ranked by Difference in the Percentage Who Met Grade Level Standards from
2002-03 to 2003-04

School Name	School Code	2003-04 Students Served	Students with Complete Data	Student on Grade Level 2002-03		Student on Grade Level 2003-04		Difference
				#	Percent	#	Percent	
Adams	304	19	0	0	n/a	0	n/a	n/a
Green Hope	439	16	14	0	0%	10	71%	71%
Hilburn Dr	442	26	14	4	29%	12	86%	57%
Wildwood Forest	618	24	15	5	33%	11	73%	40%
Bugg	352	15	14	4	29%	9	64%	36%
Timber Drive	570	24	14	2	14%	7	50%	36%
Morrisville	504	18	16	4	25%	9	56%	31%
Green	440	19	14	0	0%	4	29%	29%
Heritage	454	21	21	3	14%	9	43%	29%
Yates Mill	626	41	32	12	38%	21	66%	28%
Baileywick	326	19	15	3	20%	7	47%	27%
Lincoln Heights	476	38	27	10	37%	17	63%	26%
Washington	596	39	34	16	47%	24	71%	24%
Pleasant Union	531	20	18	10	56%	14	78%	22%
Farmington Woods	414	31	20	6	30%	10	50%	20%
Wiley	620	53	40	13	33%	21	53%	20%
Durant Rd	398	27	19	7	37%	10	53%	16%
Brassfield	334	21	19	11	58%	14	74%	16%
Wakefield	593	25	19	7	37%	9	47%	11%
Partnership	525	14	12	0	0%	1	8%	8%
Lacy	468	19	13	11	85%	12	92%	8%
Middle Creek	494	35	28	11	39%	13	46%	7%
Holly Ridge	449	18	14	9	64%	10	71%	7%
Kingswood	460	20	15	7	47%	8	53%	7%
Northwoods	520	28	15	6	40%	7	47%	7%
West Lake	606	19	17	8	47%	9	53%	6%
Leesville Rd.	469	23	17	12	71%	13	76%	6%
Wake Forest	584	120	69	39	57%	41	59%	3%
Willow Sprgs	624	95	48	29	60%	30	63%	2%
Holly Springs	447	22	19	10	53%	10	53%	0%
Oak Grove	522	17	12	10	83%	10	83%	0%
Root	548	19	9	4	44%	4	44%	0%
Underwood	572	50	26	19	73%	19	73%	0%
Hunter	448	16	13	12	92%	11	85%	-8%
Ballentine	327	44	24	15	63%	13	54%	-8%
Olive Chapel	523	17	9	6	67%	5	56%	-11%
Salem	550	20	16	13	81%	10	63%	-19%
Weatherstone	598	20	14	7	50%	4	29%	-21%
Apex	308	20	17	7	41%	3	18%	-24%
Baucom	328	21	17	12	71%	8	47%	-24%
Olds	524	21	13	7	54%	2	15%	-38%
Penny Rd	530	20	13	6	46%	1	8%	-38%
Davis Dr	390	14	10	9	90%	5	50%	-40%
Total		1208	825	166	20%	467	57%	36%

Note 1: Bold indicates 80% or more ALP K-2 students at grade level in 2003-04.

Grey shading indicates 40% or fewer ALP K-2 students at grade level in 2003-04.

Note 2: Grade level standard for grades 1 & 2 are based on book level scores in the spring of 2003 and the spring of 2004.

The grade level standard for kindergarten students is based on print concept scores assessed in the fall of 2003 and spring of 2004.

Note 3: Table does not include students with missing scores in 2002-03 or 2003-04.