

## 2017 Comprehensive Needs Assessment for the ECU Lab School

ECU Lab School (ECULS) is a brand new school that is unique in two distinct ways: 1) it is a collaboration between The College of Education at East Carolina University (ECU) and Pitt County Schools (PCS); and 2) it will function as its own distinct school district within the State of North Carolina. ECU Lab School is physically located in a newly re-constructed wing of South Greenville Elementary in Greenville, an existing school within PCS that is still in daily operation. Despite the physical location within another school building and existing school district, ECU Lab School is staffed and run by employees of ECU per G.S. 116-239.5. Thus, it will function as a separate entity and school district.

East Carolina and Pitt County Schools both operate within Pitt County, North Carolina, which has been recognized to be one of the fastest growing urban centers in the state. Pitt County has a robust economy fueled by agriculture, advanced manufacturing, pharmaceuticals, life science, and food processing. Pitt County is also one of the primary retail trade centers in the Eastern Carolina region. Thus, Pitt County has a desperate need for a well-educated, skilled workforce. Moreover, as Pitt County is such a strong contributor to the state's overall economy, the need for improved education not only benefits Pitt County but also the entire state.

ECU Lab School is situated in Eastern North Carolina which has been designated as impoverished because it has a large population who live in officially recognized poverty. Furthermore, ECULS exists within Pitt County, which is similarly impoverished: approximately 24% of its population living in poverty. Additionally, 21% of the population of Pitt County has been identified as having "food insecurity" and 15% of the population participates in the Federal SNAP food stamp program. Moreover, ECULS was specifically designed to serve those students who need the most help; thus, the population of students being served by ECU Lab School is socio-economically challenged. Many of them are also struggling with psychological, behavioral, intellectual, emotional, and other kinds of issues, making the entire student body worthy of being deemed as having "critical needs." Within ECULS, for 2017-18, 66 of the total population of students have been identified within our ESSR. Utilizing the multiplier of 1.6, the percentage of low income students enrolled within ECULS is 100%.

While the population of Pitt County is only 34% African American, the population at ECU Lab School is 97% African American. The majority of the student population are minority students whose families applied based on the legislated criteria for participation in the lab school according to G.S. 116-239.5. Participation dictates that students participating in a lab school come from a low performing school and have demonstrated performance below proficiency. ECULS has an enrollment of 66% males and 34% females. No students enrolled are English Language Learners or qualify under migrant status. No additional students will enroll during the school year.

Two thirds of students enrolled in the ECULS are from South Greenville Elementary (SGE) which is the lowest performing school within PCS as well as being designated as a CEP school. Based on the latest NC School Report Card, SGE has Reading EOG Proficiency of 27%; Math EOG Proficiency of 34%; Science EOG Proficiency of 37%. The overall grade for reading is an F and the overall math grade is a D based on the levels indicated in the NC School Report Card. SGE did meet growth with a score of 82.2 based on the latest NC School Report Card.

One third of the students enrolled in the ECULS are from Lakeforest Elementary (LFE). Based on the latest NC School Report Card, LFE has Reading EOG Proficiency of 35%; Math EOG Proficiency of 44%; Science EOG Proficiency of 54%. The overall grade for reading is a D and the overall math grade is a D based on the levels indicated in the NC School Report Card. LFE did meet growth with a score of 76.9 based on the latest NC School Report Card.

At present, the ECULS does not have complete assessment data for the 2<sup>nd</sup> graders enrolled in the school. However, applicants for the school were referred by the classroom teachers at the two feeder schools who based the referrals on performance on the required state assessments. As such, in order to meet the criteria within the legislation, those enrolled are assumed to be below proficient based on the feeder school information. In addition, we have assessed the students using a variety of formative reading assessments including Reading Mastery. On the Reading Mastery, 13 students placed at the kindergarten level; 9 placed at the first grade level with all students in second grade scoring below proficiency at the second grade level. Additional assessments in reading to include DIBELS and AMC math assessments have been completed to provide the school with a thorough needs assessment of the skills/assets of the second grade students in absence of K-2 assessment data from the feeder schools.

For the 2017 BOG Reading test, 100% of the ECULS 3<sup>rd</sup> graders scored at Level I. For the 4<sup>th</sup> graders enrolled at the ECULS, on the 2016-2017 EOG Reading Test, 60 % scored at Level I; 30% scored at Level II; 5% scored at Level 3 and 5% scoring at Level IV. For 4<sup>th</sup> Grade Reading, 90% of the students are below proficient according to this measure. For the 4<sup>th</sup> graders enrolled in ECULS, on the 2016-2017 EOG Math Test, 55% scored at Level I; 35% scored at Level II; 5% scored at Level III; and 5% scored at Level IV. For 4<sup>th</sup> Grade Math, 90 % of the students are below proficient according to this measure.

Based on the achievement and poverty data, 100% of the students within the ECULS are at-risk for failing. The ECULS Consolidated Plan was developed with a variety of stakeholders to include parents, community members, ECU Faculty, ECU healthcare providers, and our PCS partners in order to specifically address the needs of the students enrolled within the school.

The principal and teachers hired within the ECU Lab School are all fully licensed. The principal holds an elementary education teaching license and a school administrator license for N.C. The teachers hired are characterized by the following:

- 2nd grade teacher - bachelor's degree from East Carolina University; North Carolina Elementary License (00025); 5 years' experience
- 3rd grade teacher - bachelor's degree from ECU; North Carolina Elementary License (00025) and Birth-K license (00014); 13 years' experience; currently enrolled in a MAEd program for Elementary Education
- 4th grade teacher - bachelor's degree NC A &T; Master of Arts in Teaching from ECU; North Carolina Elementary License (00025); 5 years experience
- PE/Health teacher/extended day coordinator - bachelor's degree from ECU; Health and PE license (00095); 4 years' experience

The ECU Lab School will not hire any classroom teachers who are not fully licensed in North Carolina.