North Carolina Department of
PUBLIC INSTRUCTION

COMPREHENSIVE NEEDS ASSESSMENT

ORGANIZATION NAME:	**Northeast Academy for Aerospace and Advanced Technologies**
ORGANIZATION CODE:	**70A**
SCHOOL YEAR:	**2026-2027**

DIRECTIONS: *Ensuring that an organization's plan for the use of Consolidated Funds best serves the needs of children who are failing, or at risk of failing, to meet the State academic standards is required by the Public Schools of North Carolina as a part of the Comprehensive Continuous Improvement Plan. Each ORGANIZATION must select one of the following options for completing the Needs Assessment:*

☐ORGANIZATION uses NCStar District Plan and attests that the Comprehensive Needs Assessment found in NC Star has the following information:

- Current student performance data (current official data or most recent unofficial data)
- Data analysis
- Analysis of federally funded strategies used by the organization during the last programmatic year
- Current needs based on analysis of current year's data

Guest Access Username: GuestS17767

Guest Access Password: GuestS17767

*****If organization uses NCStar at the DISTRICT LEVEL, no further information is required.*****

☐ORGANIZATION does not use NCStar at the district level. (Please complete information below)

PART A: ORGANIZATION Student Performance Data

In the space below provide the most current official student performance data or most recent unofficial student performance data:

2025–2026 End-of-Year Data
Three-Year Side-by-Side Comparison of Key Measures

Measure	2023-24	2024-25	2025-26	Change
All Subjects — Grade Level Proficient (GLP)	57.1	54.3	57.3	+3.0
All Subjects — College & Career Ready (CCR)	35.0	29.9	31.3	+1.4
Reading Grades 3-8 GLP	56.5	54.5	58.3	+3.8
Reading Grades 3-8 CCR	29.9	32.3	34.6	+2.3
Math Grades 3-8 GLP	46.6	47.6	43.1	−4.5
Math Grades 3-8 CCR	25.0	26.2	24.8	−1.4
Science Grades 5 & 8 GLP	73.7	59.2	69.7	+10.5
Science Grades 5 & 8 CCR	61.0	36.8	37.5	+0.7
Grade 8 NC Math 1 GLP	35.1	40.6	36.5	−4.1
Grade 8 NC Math 1 CCR	12.4	15.8	19.2	+3.4
English II GLP	66.0	52.2	70.2	+18.0

English II CCR	30.9	20.4	33.7	+13.3
NC Math 3 GLP	58.7	79.5	88.1	+8.6
NC Math 3 CCR	32.0	45.5	37.3	−8.2
Biology GLP	61.3	51.0	52.7	+1.7
Biology CCR	49.2	29.0	27.3	−1.7
ACT Composite (% meeting benchmark)	36.5	66.7	61.3	−5.4
ACT — Met All 4 Benchmarks	<5	14.8	10.0	−4.8
Math Course Rigor	>95	>95	>95	Maintained
4-Year Cohort Graduation Rate	98.7	>95	>95	Maintained
5-Year Cohort Graduation Rate	—	—	>95	n/a

2025-26 School Performance Grade — Overall and by Subgroup

Subgroup	Achievement	Growth	Performance Score	Grade
ALL	62.1	50.0	60	C
American Indian	Insufficient			Insuff
Asian	Insufficient			Insuff
Black	44.9	57.5	47	D
Hispanic	40.6		41	D
Multiracial	61.1	65.7	62	C
White	65.4	50.0	62	C
Economically Disadvantaged (EDS)	54.3	50.0	53	D
English Learners	Insufficient			Insuff
Students with Disabilities (SWD)	17.4	58.8	26	F
Reading Grades 3-8	58.3	59.4	59	C
Math Grades 3-8	43.1	50.0	44	D

2025-26 EVAAS Growth

Category	Growth Index	Status
ALL	−14.71	Not Met
Black	−5.48	Not Met
Hispanic	−3.60	Not Met
Multiracial	−2.85	Not Met

White	−12.29	Not Met
Economically Disadvantaged	−11.68	Not Met
Students with Disabilities	−4.71	Not Met
Reading	−4.33	Not Met
Math	−13.36	Not Met

2025-26 Grade Level Proficiency by Subject and Subgroup

Subject / Grade Span	ALL	BLCK	HISP	MULT	WHTE	EDS	SWD
All Subjects (5-12)	57.3	46.8	42.0	65.3	60.4	49.4	20.1
All Subjects (Grades 5-8)	54.6	38.2	40.3	62.5	58.8	47.3	18.8
Reading Grades 5-8	58.3	45.6	45.2	63.2	62.2	53.3	16.7
Math Grades 5-8	43.1	20.6	29.0	52.6	48.6	34.4	13.3
Science Grades 5 & 8	69.7	58.8	53.3	80.0	72.2	60.2	37.5
Grade 8 NC Math 1	36.5	14.3	~	41.7	43.5	30.6	<5
English II	70.2	76.0	~	~	68.8	54.2	31.3
NC Math 3	88.1	83.3	~	~	90.9	81.5	~
Biology	52.7	59.3	~	~	50.7	50.0	17.6
Grades 9-12 (all subjects)	66.8	69.2	54.5	77.3	65.9	57.6	25.7

2025-26 College and Career Readiness by Subject and Subgroup

Subject / Grade Span	ALL	BLCK	HISP	MULT	WHTE	EDS	SWD
All Subjects (5-12)	31.3	18.3	23.9	32.2	35.3	23.9	7.8
All Subjects (Grades 5-8)	31.3	12.9	23.4	32.3	36.3	23.9	7.6
Reading Grades 5-8	34.6	13.2	29.0	42.1	39.4	27.2	8.3
Math Grades 5-8	24.8	13.2	16.1	15.8	29.3	18.5	6.7
Science Grades 5 & 8	37.5	11.8	26.7	45.0	43.6	28.2	8.3
Grade 8 NC Math 1	19.2	9.5	~	8.3	22.6	14.3	<5
English II	33.7	40.0	~	~	31.3	22.9	6.3
NC Math 3	37.3	25.0	~	~	45.5	25.9	~

Biology	27.3	29.6	~	~	26.0	25.0	5.9
Grades 9-12 (all subjects)	31.5	32.3	27.3	31.8	31.9	24.0	8.6

2025-26 Performance by Grade Level

Grade	GLP All Subj.	CCR All Subj.	% Not Proficient	Reading GLP	Math GLP
Grade 5	59.0	32.7	41.0	61.5	48.1
Grade 6	44.4	25.8	55.6	45.5	43.4
Grade 7	49.5	31.7	50.5	54.5	44.6
Grade 8	59.9	33.0	40.1	71.2	36.5
Grades 9-12	66.8	31.5	33.2	—	—

2025-26 ACT Performance

ACT Measure	2024-25	2025-26	ALL	BLCK	WHTE	EDS
Composite (% meeting benchmark)	66.7	61.3	61.3	44.4	65.2	57.1
Met All 4 Benchmarks	14.8	10.0	10.0	5.6	8.7	<5
English Subtest	55.6	36.3	36.3	22.2	39.1	37.1
Math Subtest	23.5	20.0	20.0	16.7	21.7	17.1
Reading Subtest	50.6	41.3	41.3	16.7	45.7	31.4
Science Subtest	27.2	17.5	17.5	22.2	13.0	17.1
ACT	—	67.1	67.1	63.6	66.7	71.0

2025-26 Long-Term Goal Attainment

Indicator	Goals	Goals Met	Percent Met
Reading Grades 3-8	6	0	0.0
Math Grades 3-8	6	0	0.0
High School Reading (Grade 10)	3	0	0.0
High School Math (Grade 11)	3	1	33.3
4-Year Cohort Graduation Rate	3	3	100.0
TOTAL	21	4	19.0

At-Risk Student Identification and Services Provided, 2025-2026

At-risk identification is based on failing or Not Demonstrated status in one or more courses, lack of assignment completion, poor attendance, lack of standard mastery, PEP status, and/or identified social/emotional or behavioral need. Students identified through this process were assigned to the tiered supports below.

Support Provided to Identified Students	Grades	Students Served, 2025-26

Interventionist — small-group remedial instruction (reading and/or math)	5-8	85 unique students (Gr 5: 20; Gr 6: 16; Gr 7: 32; Gr 8: 17); 110 grade/subject service records
Success Coach — individual coaching for at-risk students	8-12	19 students; 69 documented sessions
Co-Pilot standard-mastery tutoring	5-12	814 students sessions
Summer grade-level skills instruction with EOG/EOC retesting	5-12	75 unique students
Summer credit recovery	MS/HS	20 students; 23 courses completed
ACT Boot Camp	11	21 students
Homeless set-aside services (transportation, supplies)	All	1 Identified student, services provided for 10 months

Areas of instructional ineffectiveness (based on cohort growth, proficiency, and achievement of less than 70% of standards with 70% student mastery): Grade 5 Math , Grade 6 Reading, Grade 6 Math, Grade 7 Reading, Grade 8 Math 1, Biology.

PART B: Data Analysis

In the space below, provide an analysis of the student data submitted in Part A. Identify areas of strength, areas of improvement and data trends.

The Northeast Academy for Aerospace and Advanced Technologies (NEAAAT), now in its twelfth year, continues to be nationally recognized for its innovative STEM approaches, integrating design thinking, work-based learning, internships, and career pathways. Serving students from eight rural northeastern North Carolina counties, NEAAAT provides dual enrollment beginning in 9th grade, extensive internship opportunities, and career pathways in Aviation, Advanced Manufacturing, Computer Science, and Health Science. NEAAAT earned an overall School Performance Grade of C for 2025-2026, with an achievement score of 62.1 and a growth score of 50.0.

In 2025-2026 school year, NEAAAT improved student proficiency in reading, science, and high school English and math, while grades 5-8 math declined and academic growth was not met in any tested area or for any subgroup. Overall proficiency rose 3.0 percentage points to 57.3% GLP and CCR rose 1.4 points to 31.3%, reversing last year's decline. Only 4 of 21 long-term goals were met, and the composite EVAAS growth index of −14.71 represents the most significant area of need.

Areas of Strength and Improvement

Universal screening, standard-mastery tutoring, success coaching, summer retesting and credit/promotion recovery programming, and the consistent use of data-driven decision-making supported recovery in several areas during the 2025-2026 school year. NEAAAT sustained its graduation rate while making positive progress in high school English, upper-level math, and middle grades science. Reading improved for the first time in three years, and Economically Disadvantaged students had the strongest subgroup gain.

- **English II:** Proficiency improved from 52.2% to 70.2% GLP (+18.0 points) and CCR from 20.4% to 33.7% (+13.3 points). This was the largest single-year gain in any tested subject. Black students outperformed the school average at 76.0% GLP.
- **Science Proficiency:** Fifth and eighth grade combined science improved from 59.2% to 69.7% GLP (+10.5 points), reversing the prior-year's decline. Grade 8 science reached 72.1% GLP.

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- **Math III:** Increased to 88.1% GLP (+8.6 points), with only 11.9% of students not proficient. This is the largest course proficiency increase, and resulted in high level proficiency among subgroups (White 90.9%, Black 83.3%, EDS 81.5%).
- **Middle Grades Reading:** Improved for the first time in three years, from 54.5% to 58.3% GLP (+3.8) and 32.3% to 34.6% CCR (+2.3). Grade 8 reading reached 71.2% GLP and Grade 5 reading 61.5% GLP.
- **Graduation Rate:** The 4-year cohort rate remained above 95%, including above 95% for Students with Disabilities, continuing a multi-year trend of high completion.
- **Course Rigor:** Over 95% of graduates met the advanced math requirement, sustaining college-readiness.
- **Economically Disadvantaged Students:** Posted the strongest subgroup gain in the school, rising 4.3 points in overall GLP from 45.1% to 49.4%, and were the only subgroup to meet a high school long-term goal (High School Math, 34.3% against a 19.8% goal).
- **Grade 5 (NEAAAT Entry Year):** Improved to 59.0% GLP and 32.7% CCR, with reading at 61.5% and science at 67.3%. This is evidence that the entry-year transition supports and early intervention prioritized in the FY26 plan produced results.

Areas of Decline and Continued Need

Despite recovery in reading, science, and high school English and math, academic growth was not met in any tested area or for any subgroup, and mathematics in grades 5-8 declined. Students with Disabilities remain significantly behind their peers, and the lowest-performing grade moved from fifth to sixth, following the cohort forward. ACT results reversed across every subtest.

- **Growth Not Met Universally:** The composite EVAAS growth index was −14.71, and growth was Not Met for ALL students, for every subgroup (Black −5.48, Hispanic −3.60, Multiracial −2.85, White −12.29, EDS −11.68, SWD −4.71), and in both reading (−4.33) and math (−13.36). In 2024-2025 growth was missed in most tested areas; in 2025-2026 it was missed in all tested areas. This is NEAAAT's single highest-priority finding.
- **Middle Grades Math Decline:** Mathematics in grades 5-8 declined from 47.6% to 43.1% GLP and 26.2% to 24.8% CCR, earning a School Performance Grade of D (44), with 56.9% of scores Not Proficient. Every subgroup declined: Black students to 20.6% GLP, Hispanic to 29.0%, EDS to 34.4%, and SWD to 13.3%.
- **Grade 8 NC Math 1:** Fell from 40.6% to 36.5% GLP with 63.5% of students Not Proficient. This the lowest result and a direct threat to maintaining the high school math proficiency.
- **Students with Disabilities:** Received a School Performance Grade of F (26), with an achievement score of 17.4, 20.1% GLP, and 7.8% CCR across all subjects; math GLP was 13.3% and CCR 6.7%. This subgroup did not move from the prior year (20.3% GLP in 2024-2025) despite targeted investment, and remains NEAAAT's most acute equity gap and the subgroup driving Targeted Support identification.
- **Grade 6 Cohort as the New Area of Need:** Grade 6 replaced Grade 5 as the lowest-performing grade at 44.4% GLP, 25.8% CCR, and 55.6% Not Proficient, while Grade 5 improved to 59.0% GLP. The cohort-level need moved forward with the students rather than resolving, indicating intervention must follow the cohort into sixth grade rather than concentrating solely at entry.
- **ACT Readiness:** Composite fell from 66.7% to 61.3%, students meeting all four benchmarks fell from 14.8% to 10.0%, and every subtest declined; English 55.6% to 36.3%, Reading 50.6% to 41.3%, Science 27.2% to 17.5%, and Math 23.5% to 20.0%. Only 5.6% of Black students and fewer than 5% of EDS students met all four benchmarks.

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- **Persistent Subgroup Gaps:** Black students (D, 47) and Hispanic students (D, 41) remain significantly behind. Black student CCR fell from 22.9% to 18.3%, and Black students met 0 of their twelve reading and math long-term goals, resulting in 13.2% CCR in both subjects.
- **Long-Term Goals: L**ong-term goals were met at 19.0% (4 of 21). All six reading goals and all six math goals in grades 5-8 were Not Met, as were all three high school reading goals. The four met were the graduation-rate goals and the high school math goal.
- **College and Career Readiness at the High School Level:** NC Math 3 CCR fell from 45.5% to 37.3% and Biology CCR from 29.0% to 27.3%, indicating that proficiency gains are not yet translating into college-and-career-ready performance.

Trends and Key Areas of Continued Need

There are several trends in the 2025-2026 data. NEAAAT's standards-aligned intervention, while producing improvement in middle grades reading achievement, did not prevent a decline in middle grades mathematics proficiency. As well, achievement gains were not accompanied by growth. Students are reaching proficiency benchmarks in some subjects without demonstrating the year-over-year progress that is expected, which indicates that core instruction is not yet consistently advancing all learners at the expected rate.

The data indicates several priorities for 2026-2027: restoring growth in mathematics grades 5-8, intensifying and individualizing support for Students with Disabilities, improving intervention models and implementing them with fidelity, and improving ACT readiness. Universal screening with immediate, standards-aligned intervention connects all of these needs, because in every case NEAAAT needs early identification of struggling learners and a solid instructional response. NEAAAT will continue universal screening and use of Edmentum Exact Path to recover underlying skills and advance students toward expected growth, continue Co-Pilot standard-mastery tutoring and Success Coaching, and add additional afterschool programs to improve reading and mathematics proficiency, summer credit and promotion recovery, and materials for social-emotional learning programs that remove non-academic barriers to student success.

PART C: Strategy Analysis

In the space below, please list each of the major strategies employed by the ORGANIZATION using federal funds. For each strategy, provide an analysis of its effectiveness, including supporting data.

During the 2025-2026 school year NEAAAT implemented the following major strategies using federal funds.

Universal Screening and Digital Intervention (Edmentum - Exact Path)

NEAAAT used Edmentum Exact Path as its screening and adaptive intervention platform at a cost of $11,996.50. Exact Path was implemented in grades 5 and 6 with all students being screened in both reading and math and receiving individualized learning paths. Students worked on individual learning path during the grade level intervention block. It was also used as a targeted intervention tool for students identified in grades 7 and 8. Beyond remediation, Exact Path was also used to support proactive practice of grade-level standards. Screening data was used to place students into intervention groups and to monitor progress toward grade-level standards. Screening data was used to identify and create intervention groups, including students in the 3rd-24th national percentile. ANALYSIS: The 2025-2026 EVAAS results show growth was Not Met in both reading (−4.33) and math (−13.36), which indicates that screening data was not yet converted into instructional change at sufficient intensity. Reading outcomes improved (+3.8 GLP) while math declined (−4.5 GLP), suggesting the platform supported literacy gains more effectively than mathematics under the current implementation model. The

screener itself performed its function; the gap is in the fidelity of the instructional response to what it identified. NEAAAT's internal instructional review also raised administration concerns with the fidelity of the winter diagnostic where students were using outside tools to assist them with the assessment, which may have skewed individual results. NEAAAT will continue Edmentum for screening and intervention in 2026-2027 under a defined administration protocol with monitored devices, a defined progress-monitoring cycle, and required data conferences following each window so that screening data drives instructional change within days.

Co-Pilot Tutoring for Standard Mastery

The Co-Pilot program provided tutoring targeted to specific unmastered standards, staffed by instructional coaches at $35.00 per hour across four quarterly cycles. 82 coaching hours were delivered by four coaches. Students made 814 visits to Co-Pilot tutoring during 2025-2026, supported by 384 volunteer hours delivered by trained peer tutors under coach supervision. Following their sessions, 61% of students reported being able to demonstrate a targeted standard at Meeting, 425 missing or incomplete assignments were completed and submitted during sessions, 76% of students reported the sessions were helpful, and 272 students used sessions to work on exceeding opportunities. (The program coordinator notes these totals are lower-end figures because exit-ticket completion was inconsistent.) ANALYSIS: The program's design, tutoring mapped directly to unmastered standards rather than to general subject support, is an effective model, and it aligns with the gains in student proficiency. NEAAAT will continue Co-Pilot tutoring in 2026-2027 and continue to prioritize supporting and elevating standards mastery.

Success Coaching

Success Coaching supported students identified as at risk through regular individual coaching in goal setting, goal review, organization, executive functioning, and academic persistence. Nineteen students in grades 8-12 were assigned to the Success Coach during 2025-2026 each with documented parent notification. Students were identified for coaching based on Not Demonstrated status in one or more courses, PEP status, poor assignment completion, attendance issues, and identified social/emotional or behavioral needs. These referral reasons are treated as a single risk continuum: attendance, behavioral, and social/emotional barriers, left uncorrected, predictably become course failure, so course credit is the common outcome against which the program was measured. The Success Coach documented 79 individual sessions of 15-30 minutes between October 2025 and May 2026. Sessions focused on goal setting and goal review, with individualized, measurable goals such as completing and submitting at least 75% of assigned work or being on time for class 100% of the time. END-OF-YEAR OUTCOMES: 14 of 19 coached students (74%) passed every class, and 18 of 19 (95%) passed all core academic courses. With a single exception, every course failure among coached students was confined to elective courses (Design Thinking, Health/PE); one student failed four of eight classes and remains a priority case for 2026-2027. ANALYSIS: In 2024-2025 this program produced an 85% course-passing rate among participants; the 2025-2026 core-course passing rate of 95% represents continued and improved effectiveness for a caseload identified specifically because they were at risk of course failure. The program's contribution is visible in schoolwide outcomes: the 4-year cohort graduation rate held above 95% including >95% for Students with Disabilities, and grades 9-12 posted the highest GLP of any grade span at 66.8%. Success Coaching addresses course completion and credit attainment rather than assessment growth, and it continues to perform that function well. NEAAAT will continue the Success Coach position in 2026-2027, will extend the caseload to include middle grades students identified as at risk given that grade 6 is now the lowest-performing grade, and will add targeted support for elective-course completion, where nearly all remaining course failures occurred.

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Interventionist — Remedial and Supplemental Instruction

NEAAAT employed interventionists to deliver small-group remedial instruction to students not mastering grade-level content in reading and mathematics, grades 5-8. Three staff delivered instruction at $35.00 per hour across nine pay periods from October 24, 2025 through June 12, 2026, with recorded payroll of $20,085.10. Daily intervention flights ran Monday through Thursday in 25 minute blocks. The program generated 110 service records across eight grade-and-subject cohorts, serving 85 unique students (63 in mathematics, 47 in reading, with 25 students served in both subjects). NEAAAT matched every served student's Spring 2025 EOG (pre) to their Spring 2026 EOG or EOC (post), incorporating summer retest results. Attendance consistency was a documented barrier, with sessions lost to field trips, weather days, and no-shows. READING RESULTS: Reading intervention students posted positive average scale-score growth in every grade; +5.3 points in grade 5, +4.4 in grade 6, +3.7 in grade 7, and +3.5 in grade 8. This growth was above the pace these students had been demonstrating, indicating the gap to grade level narrowed even where the proficiency line was not yet crossed. Five reading intervention students moved from Not Proficient to Proficient: three seventh graders (gains of +10, +10, and +12 scale-score points) and two eighth graders (+13 and +19), with a third eighth grader reaching Level 3 on the summer retest. Individual gains reached +15 (grade 5) and +14 (grade 6). MATHEMATICS RESULTS: Math intervention students showed modest positive movement in grades 6 (+0.1) and 7 (+0.6), but declined −4.5 points on average in grade 5 and −5.1 in grade 8 NC Math 1. Two math students moved from Not Proficient to Proficient, one fifth grader (+4 to Level 3) and one seventh grader (+6 to Level 4. ANALYSIS: In total, 7 of the 102 students with matched pre/post data (6.9%) moved from Not Proficient to Proficient. Reading intervention was clearly the more effective strand, accelerating growth in all four grades, consistent with the schoolwide +3.8 GLP gain in reading and the reading growth index of −4.33 against math's −13.36. Mathematics intervention did not significantly increase student proficiency. Two structural issues limited impact: only 45% of the budgeted allocation was expended, and intervention cycles did not begin until November 13, repeating the staffing-driven late-start problem identified in the 2024-2025 needs assessment. For 2026-2027, NEAAAT will begin screening and intervention in the first instructional month, pair remediation with grade-level standard support in mathematics, and monitor students at risk.

Extended Day and Extended Year Programming; Summer Retesting, ACT Boot Camp)

NEAAAT operated summer programming to supplement core instruction, including summer credit recovery and retesting camp, and an ACT Boot Camp. Summer 2026 programming ran June 1-12 for grade-level skills instruction with EOG/EOC retesting and June 1-25 for credit/promotion recovery. Summer 2026 programming was staffed by 13 coaches serving 75 unique retesting students and 20 credit recovery students. Of 70 students retested, 31 (44.3%) achieved proficiency, raising the school's overall achievement score from 60.1 to 62.0. Retest proficiency rates by subject: Biology 100% (3/3), Science 5 87.5% (7/8), Reading 7 66.7%, Math 5 54.5% (6/11), Reading 6 50.0%, Math 7 40.0%, Math 6 33.3% (4/12), Reading 5 23.5%, and Math 1 10.5% (2/19), with English II results pending. The February 2026 ACT Boot Camp drew 21 of 24 registered juniors for four 30-minute subject rotations staffed by six staff members. Matched to Fall 2024 PreACT baselines, 20 of the 21 Boot Camp participants (95.2%) met or exceeded their ACT predicted composite score range on the Spring 2026 ACT, with three students (14.3%) exceeding the top of their predicted range and an average composite gain of +1.6 points; 14 participants gained, six held even, and one scored below prediction. ANALYSIS: In 2024-2025 these programs were among NEAAAT's most effective interventions, with 100% credit recovery completion and retest proficiency gains of 80% in Math 3 and 67% in English II. The 2025-2026 English II result (70.2% GLP, +18.0 points) and NC Math 3 result (88.1% GLP) are consistent with continued strong performance in high school extended-year programming. The ACT Boot Camp was effective for those it reached: against a backdrop of schoolwide ACT decline across every subtest, 95% of participants met or exceeded their predicted score range.

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NEAAAT will continue with extended day and year programs to continue to target students requiring opportunities to improve and refine their academic skills.

Summer Credit Recovery

NEAAAT used Edgenuity for high school and middle grades credit recovery supplemented with executive functioning, organization, and career planning lessons during summer programming. In summer 2026, twelve middle grades students completed 14 promotion-recovery courses with a 100% pass rate (final grades 65-91), and nine of eleven enrolled high school students completed credit recovery courses with passing grades of 71-95 (two students did not attend). ANALYSIS: In 2024-2025, 100% of credit recovery students earned credit and were promoted. The 2025-2026 graduation results 4-year and 5-year cohort rates both above 95%, including >95% for Students with Disabilities indicate the strategy continued to prevent course failure from becoming non-completion. This remains one of NEAAAT's most reliably effective uses of federal funds.

Beginning Teacher and Mentor Program

NEAAAT served seventeen beginning teachers during 2025-2026 through mentoring, monthly professional development, tuition and certification reimbursement, and a professional lending library. Professional development topics were selected based on beginning teacher requests and delivered at monthly BT meetings, with follow-up support provided through staff mentors who conducted weekly check-ins with each beginning teacher. Mentor stipends were fully expended ($6,150.00 first semester, $6,525.00 second semester), and $3,300 in tuition reimbursement was provided to four beginning teachers, with $1,987.00 in additional funds moved into the tuition line to meet demand. Eleven of the seventeen beginning teachers (65%) returned to teach at NEAAAT for 2026-2027. ANALYSIS: Full expenditure of both the mentor stipend and tuition lines, plus a mid-year transfer of additional funds into tuition reimbursement, indicates strong uptake and demand, and the request-driven PD model with weekly mentor check-ins provides the sustained, embedded support structure that one-time workshops cannot. Retention of 65%, while reflecting the persistent recruitment and retention challenge of a rural charter setting, falls short of the retention NEAAAT needs to build instructional consistency, the loss of six beginning teachers is directly connected to the instructional-consistency needs identified in the growth data. For 2026-2027, NEAAAT will maintain the program, target 90% or greater beginning teacher retention, and tie BT professional development explicitly to the instructional practices the growth data implicates, particularly mathematics instruction in grades 6-8 and literacy instruction across the content areas.

Staff Professional Development

NEAAAT funded staff professional development including Lexia Aspire training ($2,400) and Aspire EC training ($1,200), with total expenditure of $5,056.38. Six coaches, four ELA coaches and two EC coaches, completed the Aspire training. The trained coaches now form NEAAAT's literacy team, which met for working sessions focused on supporting content-area vocabulary instruction, breaking down multisyllabic words, fluency strategies, and incorporating literacy strategies into project-based learning units. The team has developed and delivered professional development to the full staff and established school-wide literacy non-negotiables: all writing in complete sentences; students do not submit work until they have used spell check and edited; vocabulary is taught for all standards; and each PBL unit uses a text for instruction. The team also built AI tools that staff use to embed vocabulary and literacy instruction into their content instruction, and created a graphic organizer bank for coaches. ANALYSIS: This is NEAAAT's clearest example of a train-the-trainer investment converting into schoolwide instructional infrastructure, a small federal expenditure ($3,600 in training) produced a standing literacy team, full-staff professional development, enforceable school-wide expectations, and reusable

instructional tools. The inclusion of both EC coaches directly serves the Students with Disabilities need, and the literacy non-negotiables give the reading gains recorded in 2025-2026 a structure to sustain them. The 2026-2027 measure of effectiveness will be whether these expectations translate into continued reading growth and improved English II and content-area literacy outcomes.

Family Engagement Events

NEAAAT hosted family programs addressing academic supports and enrichment, including EOG/EOC preparation, dual enrollment information, and standards-based grading workshops. NEAAAT documented approximately 28 distinct family events during 2025-2026, with 1,322 participants logged across the 14 events. The two-day EXPO exhibition of student learning drew 248 survey responses, with 98.8% reporting they enjoyed the event and 99.2% rating it 3 or 4 on a 4-point scale. Learning Mastery Night feedback was 100% helpful with 91% reporting all questions answered, and the ECSU/FAFSA and COA college information sessions each recorded 100% helpfulness ratings. Student-led conference participation rose from 42% of students in grades 5-10 represented in October to 47% in March, and the June Summer Bridge transition program registered approximately 88 rising students with 92% of families RSVPing to its closing showcase, a designated Title I event. Across all engagement opportunities, 91% of families participated in at least one school event during 2025-2026, including PBL presentations, the EXPO demonstration of learning, Family Education Events, and student-led conferences. ANALYSIS: In 2024-2025 NEAAAT hosted 26 family programs with over 1,000 participants and 96% of students represented, with 98% of families rating events helpful.

Homeless Student Support (Title I Set-Aside)

NEAAAT reserved and expended Title I funds for transportation and school supplies for students experiencing homelessness. Transportation was fully expended at $1,182.00 through contracted service across ten months of the school year; the $100 school supply line was not expended. ANALYSIS: Consistent monthly utilization of the transportation line indicates the set-aside met a real and ongoing need and removed an attendance barrier for identified students. NEAAAT will maintain this set-aside in 2026-2027 and will program the school supply allocation so it is expended.

Dual Enrollment Tuition Support

NEAAAT funded college tuition to support high school student access to dual enrollment coursework, fully expended at $10,003.00 with Elizabeth City State University. In 2025-2026, 227 different students enrolled in college coursework across three institutions, 126 at College of The Albemarle, 102 at Elizabeth City State University, and one at Martin Community College, with participation beginning as early as 9th grade. Students earned 2,437 transfer and CTE credits across the fall and spring semesters (1,302 fall; 1,135 spring), with summer credits pending. Among the 210 students enrolled in college transfer courses during the school year, 149 (71%) earned a C or higher in every transfer course attempted, and 169 (80%) earned a C or higher in all transfer courses enrolled in; the fall semester rate was 83% (140 of 169 students). ANALYSIS: Across the year students completed 1,002 dual enrollment course records at COA and ECSU, with 88.0% earning transferable credit (87.5% at COA, 91.2% at ECSU) and 45.3% of credit-earning courses at an A. Pass rates were strongest in English (90.9% C or better at COA) and pathway courses (87.6%), and weakest in mathematics (65.9% C or better), where students reported barriers with online course platforms, calculator use, and tutoring access. The 80% transfer-course success rate exceeds NEAAAT's 70% Title IV goal measure, while the withdrawal count (concentrated in spring) and the mathematics gap define the FY27 work: in-house tutoring support for dual enrollment mathematics students and closer advising to convert withdrawals into completions. Grades 9-12

recorded the highest GLP of any grade span at 66.8% and math course rigor exceeded 95%. This strategy supports NEAAAT's well-rounded education goal under Title IV-A and directly serves the organization's Portrait of a Graduate outcomes.

Summary of Strategy Effectiveness

NEAAAT's 2025-2026 federally funded strategies were most effective where they concentrated intensive, standards-mapped instruction on an identified cohort. They were least effective in mathematics grades 6-8 and for Students with Disabilities, where results were flat or declined.

Federally Funded Programs

Program	Funding Source	Participation	Key Outcomes
Edmentum Exact Path (screening, intervention, and grade-level practice)	PRC 109 — $11,996.50	Full-grade in grades 5-6; intervention tool in grades 7-8; proactive practice of grade-level standards	Gr 5 math: 105 screened fall, 101 winter; 76% positive growth between windows
Co-Pilot Tutoring (standard mastery)	PRC 109 — $2,870.00 + $219.56 FICA	82 coaching hours; 3-4 coaches at $35/hr	814 student visits; 384 peer-tutor hours; 61% reported standard at Meeting; 425 missing assignments submitted
Success Coaching	PRC 108 / PRC 050	19 at-risk students, grades 8-12; 69 documented sessions	74% passed every class; 95% passed all core academic courses; all but one failure confined to electives; graduation >95% incl. SWD
Interventionist (remedial and supplemental)	PRC 050 — $20,085.10 of $45,000	85 unique students (63 math, 47 reading), grades 5-8, Nov 13 - May 7	Reading: positive avg scale growth every grade (+3.5 to +5.3); 5 moved NP→Proficient. Math: 2 moved NP→Proficient; all 7 previously proficient participants finished NP; 7 of 102 matched students (6.9%) moved NP→Proficient overall
Extended Day / Extended Year (Math Leap, Reading Leap, summer retesting)	PRC 050 — $25,000 + FICA; PRC 109 — $12,000	Afterschool and summer, grades 5-12	75 retest + 20 credit recovery students; 31 of 70 retested (44.3%) newly proficient; achievement score 60.1→62.0
Summer Credit Recovery (Edgenuity)	PRC 109 — $2,000.00 of $2,500	HS and middle grades, June 1-25, 2026	MG: 12 students, 14 courses, 100% pass (65-91); HS: 9 of 11 completed, grades 71-95
ACT Boot Camp	PRC 050 — $962.50 + $73.63 FICA	21 juniors, one-day intensive, Feb. 21, 2026	21 of 24 registered juniors attended; 4 subject rotations, 6 staff. [Actual ACT results pending]

Beginning Teacher and Mentor Program	PRC 103 — $13,500 mentor + $3,300 tuition + supplies	17 beginning teachers; monthly BT PD; weekly mentor check-ins	Mentor and tuition lines fully expended; tuition reimbursement to 4 BT coaches; 11 of 17 BTs (65%) returned for 2026-27
Staff Professional Development (Lexia Aspire)	PRC 050 — $5,056.38	6 coaches trained (4 ELA, 2 EC); PD delivered to full staff	Standing literacy team; school-wide literacy non-negotiables; AI tools and graphic organizer bank for embedding literacy in content instruction
Family Engagement Events	PRC 050	28 events; 1,322+ logged participants	91% of families participated in at least one school event (PBL presentations, EXPO, Family Education Events, student-led conferences); 98.8-100% satisfaction at surveyed events
Homeless Student Support (set-aside)	PRC 050 — $1,182.00 of $1,382	Identified students, 10 months	Transportation fully utilized monthly; $100 supply line unspent
Dual Enrollment Tuition	PRC 108 — $10,003.00	227 students at COA (126), ECSU (102), Martin CC (1), beginning in grade 9	2,437 transfer/CTE credits earned (fall + spring); 80% of transfer-course students earned C or higher in all courses (excl. withdrawals); 88% of course records earned transferable credit

PART D: Current Needs

In the space below, please list needs identified by the ORGANIZATION following data and strategy analysis.

Following the data and strategy analysis above, NEAAAT identifies the following needs for the 2026-2027 school year, in priority order.

Academic Growth (Highest Priority): Restore expected academic growth across all grades and subgroups. EVAAS growth was Not Met for ALL students, for every reportable subgroup, and in both reading and math, with a composite index of −14.71 and a math index of −13.36. NEAAAT needs consistent core instruction and a screening-to-intervention cycle that converts diagnostic data into instructional change within days.

Mathematics Proficiency and Growth, Grades 5-8: Reverse the decline in middle grades mathematics. Math grades 5-8 fell to 43.1% GLP (D grade, 44) with 56.9% of scores Not Proficient, and every subgroup declined. Grade 8 NC Math 1 is the most urgent case at 36.5% GLP and 63.5% Not Proficient.

Students with Disabilities Achievement: Close the achievement gap for Students with Disabilities, who received a School Performance Grade of F (26) with 17.4 achievement, 20.1% GLP, 7.8% CCR, and 13.3% math

COMPREHENSIVE NEEDS ASSESSMENT

GLP. This subgroup has not improved across two consecutive years and is the subgroup driving NEAAAT's Targeted Support and Improvement identification. Specially designed instruction must be explicitly mapped to unmastered grade-level standards.

Grade 6 (Now grade 7) Cohort Intervention: Extend the intervention model that succeeded at grade 5 forward into grade 7. The 2025-2026 Grade 6 cohort is now the lowest-performing grade at 44.4% GLP, 25.8% CCR, and 55.6% Not Proficient, while grade 5 improved to 59.0% GLP. Intervention must follow the cohort rather than concentrating only at the entry grades.

Universal Screening and Progress Monitoring: Continue and strengthen universal screening with a defined progress-monitoring cycle. NEAAAT will continue Edmentum for screening and intervention, with required data conferences following each screening window and documented instructional adjustments tied to results.

Standard Mastery Tutoring Capacity: Increase delivered tutoring hours targeted to specific unmastered standards. NEAAAT will continue Co-Pilot tutoring, moving from discretionary to scheduled coaching time with priority assignment to grade 6-8 mathematics and to Students with Disabilities, so that budgeted capacity is actually delivered.

Student Success and Course Completion Support: Continue the Success Coach position, which supported a 4-year cohort graduation rate above 95% including for Students with Disabilities, and extend its caseload to middle grades students identified as at risk.

Subgroup Achievement Gaps: Close persistent gaps for Black students (D, 47; CCR fell to 18.3%), Hispanic students (D, 41), and Economically Disadvantaged students (D, 53), including 0 of 12 reading and math long-term goals met by Black students.

College Readiness in Mathematics and Science: Rebuild ACT readiness. Composite fell to 61.3%, students meeting all four benchmarks fell to 10.0%, and every subtest declined, with math at 20.0% and science at 17.5%. A single one-day intensive is insufficient; sustained ACT-aligned support across grades 9-11 advisory is recommended. Dual enrollment mathematics is the parallel gap: 65.9% of COA math course records earned a C or better versus 90.9% in English, indicating students need in-house support for college math coursework.

Early and Timely Intervention Delivery with Fidelity: Improve intervention models and implement them with fidelity from the first instructional month. Intervention cycles did not begin until November 13, 2025 and only 45% of the budgeted allocation was expended. The second consecutive year in which a late start compressed the intervention window. For 2026-2027, skill recovery will be delivered through Edmentum Exact Path individualized learning paths and invite-only Math Leap and Reading Leap afterschool programs, beginning early in the year and monitored for delivery.

Social-Emotional Learning Supports: Provide SEL program materials to address the social/emotional and behavioral needs documented in at-risk identification. Attendance, behavioral, and social/emotional barriers, left uncorrected, predictably become course failure; SEL materials extend the Success Coach risk-continuum model to more students.

Reading Growth in Middle and High School: Sustain and accelerate reading gains. Reading grades 3-8 improved to 58.3% GLP but all six long-term reading goals and all three high school reading goals were Not Met, and grade 10 reading CCR was 24.0%.

Teacher Capacity and Instructional Effectiveness: Increase teacher capacity through professional development tied specifically to the practices the growth data implicates: mathematics instruction in grades

6-8, specially designed instruction and differentiation for Students with Disabilities, and use of screening data to adjust instruction.

Beginning Teacher Retention and Development: Maintain the Beginning Teacher and Mentor Program, which was fully subscribed and fully expended in 2025-2026, to support teacher retention and instructional quality in our rural charter setting where recruitment and retention are persistent challenges.

Family-School Partnerships and Parent and Family Engagement Compliance: Continue family engagement programming.

Grade 7 Cross-Subject Dip: Address the systemic seventh-grade performance dip evident in internal Learning Mastery data across mathematics, humanities, and science for nearly every subgroup, alongside the grade 6 cohort focus.

Well-Rounded Education and Postsecondary Preparation: Continue to provide robust learning opportunities, dual enrollment access, and college and career preparation so that all high school students receive a well-rounded education aligned to the NEAAAT Portrait of a Graduate.

PART E: Title IV

In the space below, please complete the following information if the organization receives more than $30,000

Date of most recent Comprehensive Needs Assessment:
NA

Insert Organizational Data:
NA

Organizational Data Analysis:
NA

Current needs based on data:
NA