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**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

**PROJECT ACHIEVE EVALUATION:
YEAR THREE, 2003-04**

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ABSTRACT

Project Achieve, a local instructional initiative, was adapted from a Brazosport, Texas model. The program grew from eight to 16 schools in three years, and all 16 schools had a higher percentage of students at grade level in spring 2004 than prior to the program. Third-year results were relatively positive but not as consistently so as in the two earlier years. Nine of 13 (69%) participating elementary schools met the state ABCs High Growth standard (including the new schools), compared to 51% of Wake County Public Schools (WCPSS) elementary schools overall. Thirteen of 16 schools (81%) – compared to 69% of all WCPSS elementary and middle schools—increased the percentage of students at/above grade level in spring 2004. Controlling for student background variables, scale score gains for students in Project Achieve were similar to those of comparable WCPSS students across three years.

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PROJECT ACHIEVE EVALUATION: YEAR THREE, 2003-04

SUMMARY

This evaluation focuses on the third year of Project Achieve in WCPSS. This instructional initiative is based on the same principles and process as successfully applied in Brazosport, Texas, for almost a decade, with modifications in implementation tailored to meet local needs and based on the *North Carolina Standard Course of Study*. Prior years' reports are available on the Evaluation and Research (E&R) page of the WCPSS Web site at www.wcpss.net/evaluation-research/reports/report_topics/othereval.html. State, federal grant, and local resources were used to support implementation.

BACKGROUND

Project Achieve was begun in early 2001 to help reach the WCPSS goal of 95% of students at or above grade level. Original participants were six elementary schools and two middle schools. In the second year, four elementary schools (two in late fall 2002) and one middle school were added to the original eight schools. In 2003-04, three elementary schools (one in late fall and one mid-year) and one middle school joined the project, while one of the original Project Achieve middle schools left the project after becoming an International Baccalaureate school.

Some schools were invited to participate based on past achievement patterns, and others volunteered. Fifteen of 16 schools had a higher percentage of low-income students (those receiving free and reduced-price lunches, or FRL) and low-achieving students than in WCPSS overall. Most participating schools also had a higher percentage of students with disabilities (identified for special education) and Limited English Proficient (LEP) students than the district as a whole.

The basic steps of the Brazosport model (based on Baldrige approaches and quality tools) were preserved (with district adaptations). The instructional process is a continuous cycle of eight steps: (1) *Disaggregating Test Scores* to identify weak and strong areas of performance, (2) *Developing a Pacing Calendar* for instruction, (3) *Delivering Instructional Focus Lessons* (designed to last 15-20 minutes), (4) *Assessing Student Mastery* of the focus lessons through mini-assessments, (5) *Re-Focusing Instruction* for students in areas of nonmastery, (6) *Enriching Instruction* for students in areas of mastery, (7) *Maintaining and Re-Teaching Throughout the Year* to assure continued mastery, and (8) *Continuously Monitoring the Process*.

The process entails restructuring of the school day for (a) uninterrupted blocks of instructional time in reading and mathematics and (b) a separate 30-to-45-minute period called "team time" for re-focusing or enrichment of targeted instructional objectives.

PROJECT EXPENDITURES

Overall expenditures for Project Achieve in the 16 schools in 2003-04 were \$602,564 (down from \$1,127,102 for 13 schools the previous year), not including other instructional resources available to all schools. With services to 3,648 (grades 3-5) elementary students and 2,552 middle school students, *the cost per student was \$97* compared to \$138 in 2002 (the first year) and \$136 in 2003.

EFFECTS OF PROJECT ACHIEVE

Were outcomes for 2003-04 those desired for new schools? For continuing schools?

Outcomes for 2003-04 were relatively positive but not as consistently so as in the first two years of the project. *Thirteen of 16 schools, including the three new elementary schools and one new middle school, (81%) increased percentage of students at/above grade level in spring 2004 – compared to 69% of district elementary and middle schools.* Increases in all three middle schools and in six of the elementary schools were higher than that of WCPSS. Twelve of 13 elementary schools were state Schools of Excellence or Distinction. Additionally, five of the elementary schools earned a new state recognition called “Honor School of Excellence” (indicating that a school met the federal AYP standard, made ABCs *Expected* or *High Growth*, and had 90% or more students at grade level).

Ten of 13 (77%) participating elementary schools met the state ABCs High Growth standard, compared to 51% of WCPSS elementary schools overall. (ABCs growth results for middle schools statewide were under appeal to the NC Board of Education in fall 2004. The Board’s November decision is discussed in the full report.) All three new elementary schools attained *High Growth*. Further, based on treating all 13 Project Achieve elementary schools together as a single school, their growth was higher than district growth in two of three grades in both reading and mathematics.

Effectiveness Index results (based on a regression analysis controlling for student background variables) *showed greater scale score gains for Project Achieve schools than for the district in 7th-grade mathematics and similar gains for grades 3-8 in reading (and for grades 3-5, 6, and 8 in mathematics).*

Contrary to previous years’ patterns, however, *staff in three of the four schools new to Project Achieve expressed less positive opinions* about (1) staff development opportunities in their school and (2) faculty involvement in collaborative planning and decision-making.

Overall, are Project Achieve schools showing higher achievement than before entering the project?

All 13 Project Achieve elementary schools and all three middle schools had a higher percentage of students at grade level than before entering the project. Additionally, 11 of 13 elementary schools and two of three middle schools attained increases greater than those at the district level for comparable years.

Based on an analysis of variance, *scale score gains for the cohort of students continuously enrolled in the six original Project Achieve elementary schools from 3rd to 5th grade (across three years) were similar to those of a matched district sample* (matching based on student background variables).

In summary, although participating schools had a higher percentage of FRL, SWD, low-achieving and, in some instances, LEP students than the district average, third-year achievement outcomes as well as gains over time for Project Achieve schools were similar to those of the district as a whole.

FUTURE DIRECTIONS

Do data suggest areas for improvement in Project Achieve in order to increase the percentage of students at/above grade level to the district goal of 95%?

The general pattern of Project Achieve is a surge in growth and performance in the first year of project participation, followed by smaller improvements or maintenance in subsequent years. If any decrease occurs, it is only after larger gains in previous years. One issue, therefore, is whether refinements can be made in the continuing Project Achieve schools to help students reach even higher levels of achievement. The challenge is to maintain momentum while addressing persistent issues such as high mobility rate of current students, influx of new students, and evolving LEP and SWD student needs.

Relatively lower growth and percentage of students at or above grade level at 3rd-grade (compared to growth at grades 4 and 5) continue to be an issue, not just in Project Achieve schools. Participating schools have identified a need for sharing perspectives and grade-level curriculum expectations across the school, particularly between K-2 teachers and grades 3-5 teachers. Elementary schools in 2004-05 have been allotted more state class-size-reduction teacher positions at 3rd grade, and more support for cross-grade collaboration (especially collaboration between 2nd- and 3rd-grade teachers) may enhance the instructional program for these students.

Data for students continuously enrolled within Project Achieve elementary schools for three years (from 3rd grade to 5th grade) showed that 95-100% of these “core” students performed at/above grade level in 4th- and 5th-grade math, with 84-96% at grade level in 4th-grade reading and 90-100% in 5th-grade reading. However, the attrition rate for students beginning 3rd grade in the six original Project Achieve schools across three years was 41%. These data lead to two questions: (1) What steps are necessary to boost reading achievement to the level of current math achievement for continuously enrolled students and others as well? (2) Do demographics or achievement levels of mobile students differ from those of “core” students? If so, is there a need to adapt services to meet the needs of new incoming students and any students with patterns of high mobility?

Staffing, too, is critical. Some schools have had changes in principals and a number of new teaching staff. Re-examining staffing/turnover issues each year and ensuring that new staff are well-prepared may assist schools in extending their success. Observations over three years indicate that new staff members in particular find the pacing guides and training in use of focus lessons (based on the NC Standard Course of Study or SCOS) and accompanying resource materials helpful. Both new and continuing teachers have reported increased understanding of the SCOS as a result of project participation.

While new schools did show improved achievement this past year, staff opinions regarding collaborative decision-making and training were less positive than before starting the project (opposite the pattern of all schools in previous years). Whether the decrease in agreement is unique to these schools, or whether the process for first-year schools requires adjustment, should be considered. Adjustments to the process of establishing commitment within schools, time of adding new schools, type and schedule of training, and/or nature of ongoing support may be beneficial.

As indicated over the three-year project, implementation in middle schools has been more difficult than in elementary schools, especially in terms of grade-level and cross-grade planning. Recent data also revealed that the project was implemented fully at only one grade level (7th grade) in the middle school added in 2003-04. More sharing of experiences and recommendations by East Wake staff in particular (with three years of project participation) could be helpful to new-entry schools—and others, too. Perhaps now is the time to revisit the Project Achieve middle school model in order to deal better with staff size, size of student population, and structure (large facilities, departmentalization, scheduling) and to ease the transition of 5th-grade students to middle schools.

**PROJECT ACHIEVE EVALUATION:
YEAR THREE, 2003-04**

EVALUATION PLAN

Additional details regarding Project Achieve can be found in prior years' reports available on the E&R page of the WCPSS Web site at www.wcpss.net/evaluation-research/reports/other-evaluations/reports. (See references.) State, federal grant, and local resources were used to support implementation.

DATA COLLECTION

Sources of data for the project included:

- Participation records of planning and training activities, school-based plans for reform at the individual schools, process checks, and an end-of-year school survey regarding levels of implementation.
- Minutes of joint meetings of school representatives, as well as meetings of the central office Oversight Committee (composed of representatives from C&I, E&R, and Special Programs divisions) and of the C&I contacts for Project Achieve schools.
- Annual WCPSS Staff Survey results.
- State EOG test scale scores plus ABC growth scores and performance composites in reading and mathematics for spring 2001 through 2004 at 3rd-8th grades.
- Federal NCLB Adequate Yearly Progress measurement reports.
- Budget data for the project, including local and state reports.
- WCPSS student database with demographic information.

IMPLEMENTATION

DEMOGRAPHICS

Demographic data for all 16 schools, compared to the district as a whole, are shown in Figure 1. These schools, in general, had a higher percentage of low-income students (receiving free or reduced-price lunches), students with disabilities, limited English proficient (LEP) students, and low-achieving students than the district as a whole.

Figure 1
Demographic Data for Project Achieve Schools, Year Three (2003-04)

	% Students with Disabilities	% Limited English Proficient Students	% F/R Lunch Students	% Students Below Grade Level on Pre-Test
3rd-5th GRADES				
Aversboro	18%	4%	48%	14%
Brentwood	12%	10%	60%	19%
Carver	23%	10%	58%	15%
Cary	20%	7%	32%	10%
Creech Road	18%	14%	59%	17%
Hodge Road	19%	11%	49%	15%
Knightdale	20%	7%	47%	8%
Lynn Road	17%	6%	43%	15%
Rand Road	16%	10%	41%	11%
Smith	23%	9%	64%	14%
Swift Creek	17%	0%	35%	7%
Vance	17%	14%	42%	11%
York	20%	15%	29%	14%
WCPSS Elementary	17%	6%	29%	9%
6th-8th GRADES				
Carroll	19%	9%	41%	19%
East Wake	23%	12%	47%	19%
North Garner	16%	8%	44%	22%
WCPSS Middle Schools	18%	4%	26%	10%

Note: Numbers shaded indicate that they are higher than comparable district measures.
Sources: June 2004 Student Locator file and 2003 ABCs results (pre-test).

OTHER INSTRUCTIONAL RESOURCES

Additional instructional resources and services available to students in the Project Achieve schools, as well as in other WCPSS schools, include:

- Accelerated Learning Program (ALP) at 3rd-8th grades, providing tailored instruction in small groups for low-performing students. In some schools, ALP teachers assisted with the Achieve re-focus/remediation time.
- ALP II, funded by Title I and local funds, to improve literacy skills for struggling students, primarily in grades K-2.
- Special Education at all grade levels.
- English as a Second Language at all grade levels.
- Communities in Schools (including volunteer tutors) in some schools.
- Instructional Resource Teachers in elementary schools and in the three Project Achieve middle schools.
- Title II-funded class-size reduction teacher positions in 33 of the 81 elementary schools (including two per each of the 13 Project Achieve schools).

PROJECT EXPENDITURES

Overall expenditures for Project Achieve in the 16 schools were \$602,564 (down from \$1,127,102 for 13 schools the previous year), not including other instructional resources available to all schools. With services to 3,648 (3rd-5th grades) elementary students and 2,552 middle school students, *the cost per student was \$97 compared to \$138 in 2002 (the first year) and \$136 in 2003*. Project expenditures for 2003-04 are shown in Figure 2. Although the number of schools increased, expenditures (particularly instructional supplies, materials, equipment and printing) decreased dramatically. This is primarily due to lower reoccurring costs in continuing schools and the fact that few changes were needed in focus lessons and assessments. (These costs do not reflect C&I, Special Education, or E&R staff time devoted to the project.)

Figure 2
Project Achieve Expenditures, 2003-04

Budget Categories	Costs For 2002-03	Costs For 2003-04
Substitute Teachers (<i>used for planning and staff development</i>)	\$ 75,340.00	63,641.50
Focus Lesson and Enrichment Lesson Writers	\$ 50,815.73	22,491.40
Staff Training	\$ 11,594.73	25,740.61
Instructional Supplies, Materials, & Equipment (<i>Excluding assessments</i>)	\$ 639,792.84	196,144.42
Temporary Clerical Assistance	\$ 16,658.18	3,018.45
Printing (<i>focus lessons, enrichment lessons, and mini-assessments</i>)	\$ 266,542.60	150,590.57
Assessments (<i>scanners, printers, software, and answer sheets</i>)	\$ 66,358.20	34,740.63
Saturday School/EOG Review	0.00	106,195.89
TOTAL	\$ 1,127,102.28	602,563.47

State, federal grant, and local resources were used to assist in implementation of school reform plans at participating schools. For instance, funding from the Improving America's Schools Act (Title V) was allocated for some planning and training activities, and some Title II-A funding was allocated for teacher professional development in Guided Reading in schools new to the project.

LEVELS OF IMPLEMENTATION

In spring 2004, C&I staff and special education consultants working with individual Achieve schools collaborated with each school's staff in completing the *Degree of Implementation Survey, Project Achieve, 2003-04*. (See Attachment 1.) A comparison of elementary and middle school levels of implementation for Project Achieve focus lessons and mini-assessments is shown in Figure 3. Clearly, the use of project processes and materials differs between elementary and middle schools, with highest levels of implementation in the elementary schools. Among the overall patterns for use of focus lessons and mini-assessments were the following:

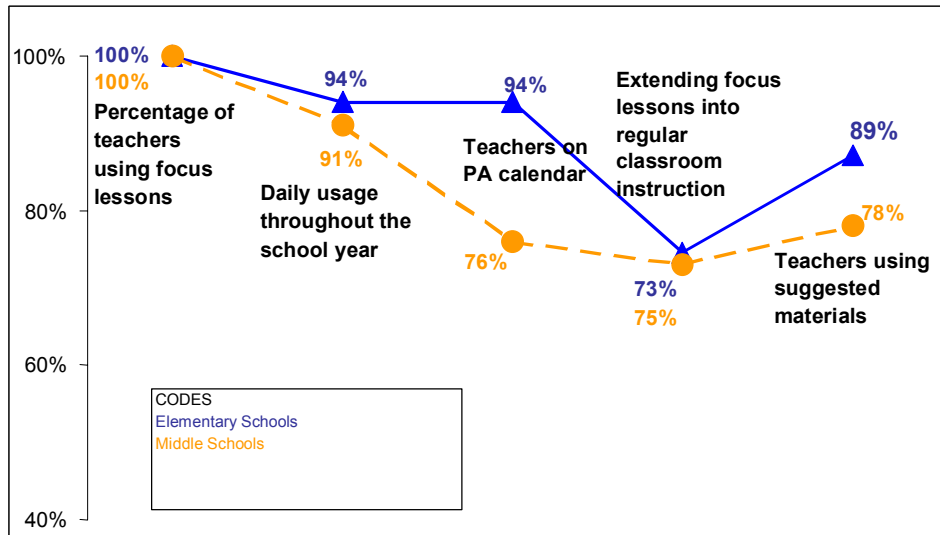
- Focus lessons are being used by all teachers but are being applied in different ways, some as a stand-alone activity and some regularly extending into regular classroom instruction. In general, during the first year of the project, schools with the highest boosts in ABCs growth and performance (percentage of students at/above grade level) were those who reported most closely following the recommended processes and materials, and improving communication between and among staff members. In its second year of participation, Swift Creek (a school that entered the project with a higher number of students at/above grade level) continued use of the eight-step process and protected uninterrupted periods of time for math and reading instruction but elected to apply focus lessons and assessments at a different pace. Outcomes were similar to those of the other schools.
- Mini-assessments are being administered to students, most often with the results used (in conjunction with teacher observations and judgment) in a timely manner to meet identified students needs for either refocusing or enrichment activities. In some schools, however, no immediate feedback from screenings was available to teachers and their students (with a wait of a week or longer for some feedback).
- Uses of pacing guides/calendars and mini-assessments were the areas of most variation between elementary and middle schools, with elementary schools following the guides most closely and providing (and using) assessment feedback more quickly.

Combined implementation survey results were provided for C&I and special education consultants to share with participating schools (for comparison across schools). Among the elementary schools, for example, the amount of uninterrupted time for daily reading and math instruction varied across schools.

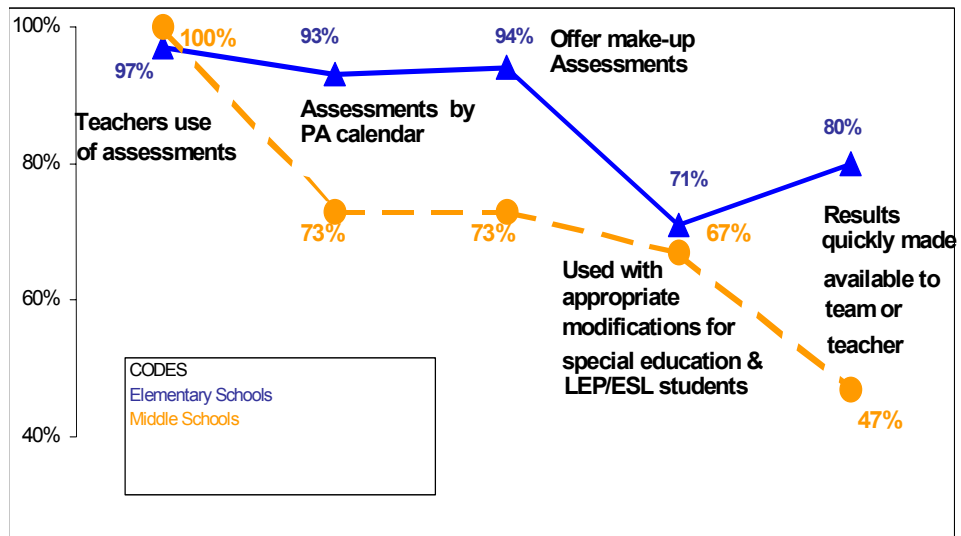
Frequency of team time (for re-focusing or enrichment) ranged from one to five days per week, with 30-55 minutes per session. Another observation was that 10 of 13 elementary schools had moved team time in at least two grades to slots other than at the end of the day (where most schools had initially placed it), choosing instead to schedule a time when students were less tired. Related to this, a few schools reported that their students did not always appear actively engaged in team time activities, and one middle school dropped team time altogether at mid-year, electing to address any identified needs within the core courses themselves. (Note: Partial implementation in some grades and lack of timely assessment feedback may have contributed to the school's decision.) In the other middle schools, core area teachers and specialists alone now provide re-focusing and enrichment during team time, based on evidence that staff members in other subject areas or roles could not—without preparation and/or timely information about an individual student's needs—provide assistance with some math concepts or specific reading/language arts areas.

Special education teachers reported that Individual Education Plan (IEP) goals for their students were aligned with those of Project Achieve, and that the project was the most appropriate program for their students (although, initially, there were scheduling conflicts with the SRA reading program used by some schools). Resource students in all project schools received focus lessons in regular education classes. Additionally, in three project schools (Carver, Smith and York), all 3rd-grade students in self-contained classrooms were mainstreamed into regular classes for focus lessons (with follow-up at their own pace back in the self-contained classroom). Smith is considering mainstreaming these students into enrichment activities (team time) also when students attain positive assessment results for specific objectives (and scheduling allows).

Figure 3
Levels of Implementation: Year 3
Use of Focus Lessons



Levels of Implementation: Year 3
Use of Mini-Assessments



EFFECTS OF PROJECT ACHIEVE

METHOD AND MEASURES

The ABCs accountability system uses results from the state's EOG reading and math tests for 3rd-8th grades, along with writing assessments at 4th and 7th grades, to set standards against which to measure annual *growth* and *performance* for every elementary and middle school in the state. (However, based on NC Department of Public Instruction decisions, writing scores at 4th and 7th grades were not included in the spring 2001 through 2004 ABCs calculations.) Prior to 2003, some LEP students could be exempted from testing, and Individual Education Plans (IEPs) for students with disabilities could designate assessments other than state tests. For 2002-03 and 2003-04, however, all students were expected to take the multiple-choice standard EOG or alternative forms of the tests. (Note: In March 2004, the NC Board of Education adopted a temporary rule for LEP students: Not require LEP students – who score below *Intermediate High* on the reading section of the state-identified language proficiency test – in their first year in U.S. schools to be assessed on EOG or alternative tests. However, LEP students who continue to score below *Intermediate High* on an annual language proficiency test may participate for up to two years in an alternate assessment, AAI, in reading and mathematics at grades 3-8.) Results of the alternative assessments are included as a portion of each school's performance composite (percent of students at or above grade level). Thus, results for some special education and LEP students are reflected in the overall school results for the second and third years of project implementation. Too, for these two years, more special education students were tested using the standard EOG (rather than state-developed alternative tests).

For Year 3 of Project Achieve, the 2003-04 ABCs *performance* and *growth* results for participating schools were compared to those same statistics for the previous years. Comparisons were calculated by grade for both reading and mathematics. *Adequate Yearly Progress (AYP)* status, the outcome of federal standards first implemented in 2003, was also reported for each school.

To clarify the effects of participation in Project Achieve, E&R staff used the *WCPSS Effectiveness Index*, a regression analysis, for comparing the achievement of students in a particular school with the achievement of all similar other students across the entire school district. Variables considered in the model include students' prior achievement and special education status, as well as two measures of socioeconomic status.

Desired outcomes for participating schools in 2003-04 were the following:

- Participating schools would improve ABCs *performance* composites (percentage of students at/above grade level).
- New project schools would improve ABCs *growth* composite status (*Below Expected, Expected, High*) from the previous year, and continuing schools would maintain or improve growth composite status.
- Program participation would be associated with EOG *scale score gains* in reading and mathematics that were equal to or greater than that of similar students in the district (as measured by the district *Effectiveness Index*, a regression model).
- *Adequate Yearly Progress* data (federal performance standard by student subgroups) would be comparable to that of other district schools.
- Staff members in new Project Achieve schools would maintain or express more positive opinions about the academic program of their school than in previous years.

ACADEMIC IMPACT IN THE 13 ELEMENTARY SCHOOLS

OVERALL PERFORMANCE COMPOSITES

Increase in Performance Composites Across Time

The overall *Performance Composite* for a school is the percent of all students at or above grade level for all grades and subjects combined. Based on spring 2004 NC EOG testing results, the 13 Project Achieve elementary schools showed 81-93% of students at or above grade level, a contrast to the first year of Project Achieve when only two of the original six schools had 80% or more (80% and 83%) of their students at/above grade level prior to Project Achieve. In spring 2004, five of the elementary schools had 90% or more students at/above grade level, two schools had 89%, and three other schools had 85-88% students at/above grade level. (See Figure 4.)

Of the six original schools, Rand Road gained 16.3 percentage points (up from 73.1%) across three years of project participation, followed by Cary with an increase of 15.4 percentage points (up from 77.7%). Increases by the other four schools ranged from 5.1 (Hodge Road) to 9.8 percentage points, compared to 6.0 percentage points by the district overall.

Of the four schools with two years of participation, Knightdale and Carver showed increases of 13.4 and 9.9 percentage points across three years (up from 75% and 76% at/above grade level). The two other schools, Aversboro and Swift Creek, (which began the project with 88% and 90.7%) gained 3.3 and 2.3 percentage points respectively.

One-Year Performance Composite Changes

Ten of the 13 elementary schools increased the percentage of students at/above grade level between spring 2003 and spring 2004. Another school experienced a slight decrease (-0.1 percentage point) but maintained 89% of students at grade level. In comparison, the district showed an increase of 1.3 points, attaining 92% of student's at/above grade level.

All three elementary schools participating in Project Achieve for the first time attained increases in performance composites, ranging from 0.9 to 6.5 percentage points, with the greatest gain (6.5 percentage points) at Brentwood. (This follows the pattern for new schools in previous years).

Aversboro, a second-year school, and Creech Road, with three years of participation in Project Achieve, both met the state's 90% benchmark for the first time. Five schools earned a new state recognition called "Honor School of Excellence" (made AYP, met the ABCs *Expected* or *High Growth*, and had 90% or more students at/above grade level).

The greatest one-year decrease (-3.7 percentage points) was at Hodge Road, one of the original project schools, with 81.3% at/above grade level (still up 5.1 percentage points from its performance composite of 76.2% before Project Achieve). Opinion of some Hodge Road staff is that a major factor in the decrease is that the 2003-04 3rd-grade cohort of students began the school year with substantially greater academic needs than previous cohorts.

Knightdale, in its second year of participation, also experienced a decrease (-2.1 percentage points), but this followed an increase of 15.5 percentage points the previous year. Even with a

decrease, Knightdale maintained 89.5% of students at/above grade level (compared to 76% before Project Achieve). Except for Hodge Road, other schools with decreases followed the same pattern as Knightdale: decreases occurred only after larger gains in previous years.

Figure 4
Percent of Elementary Students At/Above Grade Level by School on ABCs for Four Years

	Spring 2001 (Pre)	Spring 2002 (Year 1)	Spring 2003 (Year 2)	Spring 2004 (Year 3)	Change in %-age Points 2003- 2004	Increase Greater Than WCPSS?	Increase Since Before Project
<i>Schools Entering in 2003-04</i>							
Brentwood Elementary	n/a	n/a	81.2%	87.7%	6.5	Yes	6.5
Lynn Road Elementary	n/a	n/a	84.6%	85.5%	0.9	No	0.9
York Elementary	n/a	n/a	85.7%	90.5%	4.8	Yes	4.8
<i>Schools Entering in 2002-03</i>							
Aversboro Elementary	74.7%*	88.0%	86.5%	91.3%	4.8	Yes	3.3
Carver Elementary	n/a	75.4%	84.7%	85.3%	0.6	No	9.9
Knightdale Elementary	n/a	76.1%	91.6%	89.5%	(-2.1)	No	13.4
Swift Creek Elementary	n/a	90.7%	92.8%	93.0%	0.2	No	2.3
<i>Original Schools (2001-02)</i>							
Cary	77.7%	86.1%	90.1%	93.1%	3.0	Yes	15.4
Creech Road	80.3%	79.2%	83.2%	90.1%	2.6	Yes	9.8
Hodge Road	76.2%	87.7%	85.0%	81.3%	(-3.7)	No	5.1
Rand Road	73.1%	86.1%	89.3%	89.4%	0.1	No	16.3
Smith	79.9%	80.9%	86.1%	89.0%	2.9	Yes	9.1
Vance	83.1%	90.5%	89.2%	89.1%	(-0.1)	No	6.0
WCPSS	86.1%	90.3%	90.8%	92.1%	1.3	n/a	6.0

* Aversboro began partial implementation in 2001-02.

Note 1: Negative numbers indicate a decrease from the previous year. Shaded areas indicate an increase.

Note 2: Numbers in **bold** are composites of 90% or higher.

PERFORMANCE COMPOSITES BY SUBJECT AND GRADE LEVEL

Reading

- In 11 of 13 Project Achieve schools, as well as for the district as a whole, the lowest percentage of students at/above grade level in reading was at 3rd grade.
- Increases in reading occurred in 23 of 39 (59%) possible grade combinations, slightly less than the previous year (63%). Nine of 13 schools showed increases at 4th grade, eight of 13 at 5th grade, and six of 13 at 3rd grade. WCPSS showed no increases at grades 3-5 (after larger increases the previous year).

- Three schools attained increases in reading at all three grade levels: Creech Road and Smith (original schools) and York (in its first year).
- Schools in their first year of project participation attained increases in at least two grades: York at all three grades, and Brentwood and Lynn Road at two grades. Among the six original schools, Creech Road and Smith attained increases at all grades (with 5th-grade students meeting the 90% benchmark for the first time).
- Overall, the greatest increases in reading were at Brentwood (13.7 percentage points at 4th grade and 10.3 percentage points at 5th grade) in its first year of participation, followed by second-year Aversboro (13.7 percentage points at 3rd grade) and third-year Rand Road (13.2 percentage points at 4th grade).
- The greatest decreases in reading were at Hodge Road, an original school, (-18.4 percentage points at 3rd grade and -9.4 percentage points at 5th grade). Only 63.6 % of students were at/above grade level at 3rd grade, the lowest percentage ever, indicating a need for further analyses of K-2 and 3rd-grade performance by this group of students. Also, when examining the 3rd-grade cohort's progress over time (movement of students from 3rd grade in spring 2002 to 4th grade in spring 2003 and on to 5th grade in spring 2004), the percentage of students at/above grade level in reading ranged from 82.4% at 3rd grade to 80.3% at 5th grade, showing no increase. That pattern certainly does not match the previous year's 3rd-grade cohort as it progressed from 77.2% (3rd grade in spring 2001) to 89.7% (5th grade in spring 2003) at/above grade level in reading. (See shading and arrows in Figure 5 to track progress of student cohorts as they move from one grade to the next.) This, too, suggests a need for further examination of reading performance.
- Aversboro, in its second year of project participation, also experienced a substantial decrease in reading (-11 percentage points) at 4th grade. However, 79.4% of these students performed at/above grade level, up from 75.9% for the same group of students in 3rd grade the previous year.

Figure 5
Percent of Students At/Above Grade Level in READING by Grade for Four Years

School	Grade	Spring 2001 (pre)	Spring 2002 (Year 1)	Spring 2003 (Year 2)	Spring 2004 (Year 3)	Change in %-age Points 2003 to 2004	Increase from Previous Year?
Schools Added in 2003-04				Baseline			
Brentwood	3 rd			76.1%	74.2%	(-1.9)	No
	4 th			70.6%	84.3%	13.7	Yes
	5 th			86.6%	96.9%	10.3	Yes
Lynn Road	3 rd			77.6%	81.0%	3.4	Yes
	4 th			87.7%	86.9%	(-0.8)	No
	5 th			81.9%	84.9%	3.0	Yes
York	3 rd			84.6%	87.5%	2.9	Yes
	4 th			87.5%	88.5%	1.0	Yes
	5 th			85.1%	89.8%	4.7	Yes
Schools Added in 2002-03			Baseline				
Aversboro	3 rd		96.4%	75.9%	89.6%	13.7	Yes
	4 th		83.3%	90.4%	79.4%	(-11.0)	No
	5 th		77.8%	88.4%	96.2%	7.8	Yes
Carver	3 rd		66.7%	80.2%	73.6%	(-6.6)	No
	4 th		69.6%	76.1%	80.6%	4.5	Yes
	5 th		82.1%	86.9%	83.5%	(-3.4)	No
Knightdale	3 rd		65.7%	91.2%	82.6%	(-8.6)	No
	4 th		69.8%	88.4%	85.6%	(-2.8)	No
	5 th		80.0%	88.8%	93.3%	4.5	Yes
Swift Creek	3 rd		90.1%	86.8%	86.5%	(-0.3)	No
	4 th		85.1%	89.6%	92.4%	2.8	Yes
	5 th		92.8%	93.0%	94.1%	1.1	Yes
Original Schools (2001-02)		Baseline					
Cary	3 rd	76.5%	88.8%	89.3%	87.9%	(-1.4)	No
	4 th	73.3%	79.7%	92.1%	94.6%	2.5	Yes
	5 th	84.5%	87.3%	95.4%	92.2%	(-3.2)	No
Creech Road	3 rd	84.2%	82.2%	80.5%	83.8%	3.3	Yes
	4 th	82.2%	63.9%	82.9%	83.8%	0.9	Yes
	5 th	85.2%	73.5%	84.0%	90.6%	6.6	Yes
Hodge Road	3 rd	77.2%	82.4%	82.0%	63.6%	(-18.4)	No
	4 th	75.7%	82.0%	81.2%	81.0%	(-0.2)	No
	5 th	85.6%	92.2%	90.4%	80.3%	(-10.1)	No
Rand Road	3 rd	72.6%	69.0%	87.7%	81.5%	(-6.2)	No
	4 th	74.0%	82.7%	75.7%	88.9%	13.2	Yes
	5 th	82.8%	93.7%	92.2%	89.7%	(-2.5)	No
Smith	3 rd	74.8%	82.2%	78.2%	80.3%	2.1	Yes
	4 th	83.1%	72.8%	78.7%	84.4%	5.7	Yes
	5 th	86.4%	84.4%	83.0%	90.8%	7.8	Yes
Vance	3 rd	82.1%	80.9%	84.9%	85.2%	0.3	Yes
	4 th	76.3%	86.9%	80.9%	88.1%	7.2	Yes
	5 th	82.1%	95.9%	93.4%	83.6%	(-9.8)	No
WCPSS	3 rd	85.3%	86.4%	89.0%	87.5%	(-1.5)	No
	4 th	85.9%	86.6%	90.0%	88.9%	(-1.1)	No
	5 th	90.8%	91.7%	93.5%	93.0%	(-0.5)	No

Note: Negative numbers indicate a decrease from the previous year. Shaded areas and arrows indicate movement of students from grade 3 to grade 5.

Mathematics

As in earlier years, performance composites in mathematics are substantially higher than those in reading. See Figure 6.

- Twenty of 39 (69%) possible grade combinations attained increases in math. Among the six original schools, increases occurred in 9 of 18 (50%) grade combinations.
- In 29 of 39 (74%) grade combinations, 90% or more students performed at/above grade level, compared to 14 of 39 (36%) grade combinations in the same schools before they entered Project Achieve.
- Like the district overall, five of 10 continuing schools showed 90% or more students at/above grade level in every grade 3-5. Third grade is the only grade at which less than 90% of students were at/above grade level in the 10 continuing schools—and the 90% standard was met in half those schools.
- As in previous years, the lowest percentage of students at/above grade level in math was at 3rd grade within most Project Achieve schools (10 of 13), as well as for the district as a whole.
- Ten of 13 schools had increases in math at 5th grade, five of 13 at 4th grade, and four of 13 at 3rd grade. Although WCPSS showed no increases in 3rd through 5th grades, 91-96% of students performed at/above grade level.
- Creech Road, with three years in Project Achieve, was the only school with increases in math at all grade levels. Schools in their first year of project participation (Brentwood, Lynn Road, and York) attained increases in two of three grades, as did Aversboro (with two years of participation) and Hodge Road and Rand Road (with three years of participation).
- Overall, the greatest increases in math were at Aversboro, a second-year school, (11.7 percentage points at 3rd grade and 10.1 percentage points at 5th grade) and at Hodge Road, a third-year school, (5.7 percentage points at 4th grade).
- At 5th grade, 12 of 13 schools showed greater than 90% of students at/above grade level (as did the district as a whole), and 100% of Aversboro's students were at/above grade level.
- At 4th grade, all six of the original schools had 95-98% of students at/above grade level in math, second year schools had 93-99%, and two of the three schools new to Project Achieve had 90-93%, compared to the district at 96%.
- The greatest decrease in math was at Hodge Road, an original school, (-17.8 percentage points at 3rd grade), mirroring the decrease in reading at 3rd grade. (Only 74.3 % of Hodge Road students performed at/above grade level in 3rd-grade mathematics.) This decrease is in sharp contrast to increases at 4th and 5th grades. Additionally, when examining 3th-grade cohort progress (the movement of students from 3rd grade in spring 2002 to 5th grade in spring 2004), the percentage of students at/above grade level for this cohort in spring 2004 increased from 84.6% at 3rd grade to 93.4% at 5th grade, a substantial increase in math performance. The same pattern holds true for 3rd-grade students in spring 2003 who were 4th-grade students in spring 2004.
- Two other schools had substantial decreases in math at 3rd grade (-9.5 percentage points at Knightdale and -9.3 at Rand Road). Nonetheless, 93-96% of 4th and 5th-grade students in these two schools performed at/above grade level.

Figure 6:
Percent of Students At/Above Grade Level in MATHEMATICS by Grade for Four Years

School	Grade	Spring 2001 (Pre)	Spring 2002 (Year 1)	Spring 2003 (Year 2)	Spring 2004 (Year 3)	+/- in %-age Points 2003 to 2004	Increase from Previous Year?
Schools Added in 2003-04				Baseline			
Brentwood	3 rd			83.0%	83.6%	0.6	Yes
	4 th			92.9%	90.4%	(-2.5)	No
	5 th			92.7%	94.1%	1.4	Yes
Lynn Road	3 rd			86.8%	88.2%	1.4	Yes
	4 th			91.8%	86.9%	(-4.9)	No
	5 th			85.5%	87.1%	1.6	Yes
York	3 rd			89.1%	89.0%	(-0.1)	No
	4 th			88.5%	93.3%	4.8	Yes
	5 th			90.2%	91.6%	1.4	Yes
Schools Added in 2002-03			Baseline				
Aversboro	3 rd		94.6%	80.5%	92.2%	11.7	Yes
	4 th		90.0%	97.3%	92.8%	(-4.5)	No
	5 th		90.1%	89.9%	100.0%	10.1	Yes
Carver	3 rd		62.5%	97.9%	91.9%	(-6.0)	No
	4 th		86.3%	97.7%	94.7%	(-3.0)	No
	5 th		90.5%	89.7%	90.1%	0.4	Yes
Knightdale	3 rd		67.7%	98.2%	88.7%	(-9.5)	No
	4 th		88.9%	98.1%	96.6%	(-1.5)	No
	5 th		83.2%	94.8%	95.6%	0.8	Yes
Swift Creek	3 rd		88.7%	94.1%	90.5%	(-3.6)	No
	4 th		92.1%	97.0%	98.5%	1.5	Yes
	5 th		95.2%	97.7%	97.1%	(-0.6)	No
Original Schools (2001-02)		Baseline					
Cary	3 rd	75.9%	90.7%	99.0%	93.5%	(-5.5)	No
	4 th	82.6%	97.4%	98.9%	98.2%	(-0.7)	No
	5 th	90.6%	91.8%	97.2%	92.2%	(-5.0)	No
Creech Road	3 rd	75.0%	78.9%	92.9%	93.1%	0.2	Yes
	4 th	90.5%	96.3%	94.6%	95.5%	0.9	Yes
	5 th	76.5%	81.9%	90.4%	94.0%	3.6	Yes
Hodge Road	3 rd	72.0%	84.6%	92.1%	74.3%	(-17.8)	No
	4 th	85.2%	98.4%	90.3%	96.0%	5.7	Yes
	5 th	84.0%	87.4%	91.3%	93.4%	2.1	Yes
Rand Road	3 rd	65.3%	73.2%	97.3%	88.0%	(-9.3)	No
	4 th	83.7%	97.4%	94.3%	96.3%	2.0	Yes
	5 th	83.9%	94.7%	93.5%	93.8%	0.3	Yes
Smith	3 rd	76.0%	72.0%	92.3%	87.0%	(-5.3)	No
	4 th	94.0%	90.6%	97.8%	95.0%	(-2.8)	No
	5 th	78.7%	83.0%	92.1%	93.1%	1.0	Yes
Vance	3 rd	87.6%	82.6%	92.3%	87.1%	(-5.2)	No
	4 th	90.0%	97.6%	89.7%	97.1%	7.4	Yes
	5 th	88.1%	97.3%	95.6%	90.7%	(-4.9)	No
WCPSS	3 rd	84.0%	87.1%	93.5%	91.3%	(-2.2)	No
	4 th	92.7%	94.8%	96.3%	96.0%	(-0.3)	No
	5 th	92.1%	93.8%	95.6%	95.1%	(-0.5)	No

Note: Negative numbers indicate a decrease from the previous year. Shaded areas indicate movement of students from grade 3 to grade 5. Arrows show examples of other student cohorts moving across grades.

ABC GROWTH COMPOSITES FOR ELEMENTARY SCHOOLS

A *growth composite* is calculated from two years of EOG test scores, a pre-test and a post-test. Schools achieve *Expected Growth* if the composite indicates, on average, one year's growth for one year of instruction. To meet *High Growth*, a school's scores must increase 10% more than is expected.

Growth Composites, Grades and Subjects Combined

A review of ABCs *Expected* and *High Growth* composites for Project Achieve schools shows that 12 of 13 participating schools (92%) met the state *Expected Growth* standard in 2003-04 and that 10 of 13 (77%) also met the state *High Growth* standard. (See Figure 7.) Schools new to Project Achieve all met the *High Growth* standard. In contrast to the previous year, however, not all continuing schools attained *High Growth* (70% vs. 100% in spring 2003). Nonetheless, 77% of all participating schools (compared to 51% of the 80 WCPSS elementary schools) did attain *High Growth* overall.

Figure 7
Overall Growth by Elementary School, Grades and Subjects Combined

	Spring 2001		Spring 2002		Spring 2003		Spring 2004	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Schools Added in 2003-04					Baseline			
Brentwood					Yes	No	Yes	Yes
Lynn Road					Yes	Yes	Yes	Yes
York					Yes	Yes	Yes	Yes
Schools Added in 2002-03			Baseline					
Aversboro			Yes	Yes	Yes	Yes	Yes	Yes
Carver			No	No	Yes	Yes	Yes	Yes
Knightdale			No	No	Yes	Yes	No	No
Swift Creek			Yes	Yes	Yes	Yes	Yes	Yes
Original Schools			Baseline					
Cary	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Creech Rd.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hodge Rd.	Yes	No	Yes	Yes	Yes	Yes	Yes	No
Rand Rd.	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Smith	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Vance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
WCPSS	93% of Elementary Schools	63% of Elementary Schools	84% of Elementary Schools	56% of Elementary Schools	100% of Elementary Schools	89% of Elementary Schools	92% of Elementary Schools	51% of Elementary Schools

Note: Shaded areas indicate that the standard was met. Bold indicates *High Growth* in spring 2004.

Growth standards met/not met by grade and subject for each participating school are shown in Attachment 2.

Growth Composites by Achievement Levels (Student Subgroups)

Achievement levels are used to indicate whether a student scores below grade level (Level I-II), on grade level (Level III), or above grade level (Level IV). Students can be grouped based upon their achievement level on the pre-test. As indicated in Figure 8, among the new schools, Level I-II students, Level III students, and all students combined showed *High Growth* in all three schools. Level IV students attained *Expected Growth* in the three schools, up from two schools the previous year.

Among the four schools added in Year 2 (2002-03), decreases in the number of schools reaching *High Growth* occurred in one school by Level I-II students and all students combined—and in two schools by Level III students. For the first time, Level IV students showed *High Growth* in two schools (compared to none previously) but *Below Expected Growth* continued in one school.

As for the six original project schools, Level I-II students again attained *High Growth* in all, but *High Growth* by Level III students decreased from all six schools in spring 2003 to only three of six schools in spring 2004 (with *Below Expected Growth* in one school). Static growth status among Level IV students was also disappointing. For the second time, Level IV students showed *Below Expected Growth* in four of these schools and *Expected Growth* in the remaining two schools.

In spring 2004, WCPSS elementary schools as a whole showed *High Growth* for Level I and II and Level III students and *Expected Growth* for Level IV students, a pattern similar to that of new Project Achieve schools.

Growth Composites for Other Student Subgroups

A review of ABCs growth in achievement by other key student subgroups among the 13 elementary schools indicates mixed growth.

- *High Growth* was attained by FRL students in all three new schools (up from two schools the previous year), three of four Year 2 schools (down from four of four), and four of six original schools (down from six of six), with *Below Expected Growth* in one school.
- The greatest increases in number of schools showing positive changes in growth by other (FRL, SWD, LEP, Black, Hispanic/Latino) student subgroups (except for SWD students in one school) was by the three schools new to Project Achieve.
- For the first time, Black students in two original schools showed *Below Expected Growth* (down from *High Growth* in all six original schools the previous year).
- Growth status of SWD, LEP, and Hispanic/Latino students remained the same in the ten continuing schools. The number of original schools with enough LEP students for valid reporting of scores increased from one school to six schools, with LEP students in five of the six schools attaining *High Growth*. (See Figure 9.)
- WCPSS elementary schools overall showed *Expected Growth* by FRL, SWD, and Black students and *High Growth* by LEP and Hispanic/Latino students in spring 2004. In comparison, the three new Project Achieve schools showed *High Growth* by FRL, LEP, Black, and Hispanic/Latino students, and two of three schools showed *High Growth* by SWD students.

Figure 8
Elementary Schools' Status on ABCs by Achievement Level
(Number of Project Achieve Schools in Each ABCs Growth Category)

Achievement Levels (Student Subgroups)	2000-01			2001-02			2002-03			2003-04		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
<i>Six Original Schools</i>		<i>Baseline</i>										
Level I-II	-	1	5	-	-	6	-	-	6	-	-	6
Level III	2	-	4	-	1	5	-	-	6	1	2	3
Level IV	5	1	-	2	2	2	4	2	-	4	2	-
All	-	3	3	-	-	6	-	-	6	-	2	4
<i>Four Schools Added in 2002-03</i>				<i>Baseline</i>								
Level I-II				-	1	3	-	-	4	-	1	3
Level III				1	-	3	-	-	4	1	1	2
Level IV				3	-	1	1	3	-	1	1	2
All				1	-	3	-	-	4	1	-	3
<i>Three Schools Added in 2003-04</i>							<i>Baseline</i>					
Level I-II									3	-	-	3
Level III								1	2	-	-	3
Level IV							1	2	-	-	3	-
All								1	2	-	-	3
Note: Shaded areas are the <i>High Growth</i> columns.												

Figure 9
Elementary Schools' Status on ABCs by Other Student Subgroups
(Number of Project Achieve Schools in Each ABCs Growth Category)

Achievement Levels (Student Subgroups)	2000-01			2001-02			2002-03			2003-04		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
<i>Six Original Schools</i>			<i>Baseline</i>									
FRL	1	3	2	-	3	3	-	-	6	1	1	4
SWD	-	-	-	1	3	2	1	2	3	1	2	3
LEP	-	-	-	-	-	-	(5 n/a)	-	1	1	-	5
Black	-	-	-	-	3	3	-	-	6	2	1	3
Hisp/Latino	-	-	-	-	-	-	(1 n/a)	-	5	-	2	4
<i>Four Schools Added in 2002-03</i>				<i>Baseline</i>								
FRL				2	-	2	-	-	4	1	-	3
SWD				2	1	1	1	-	3	1	-	3
LEP				(4 n/a)	-	-	(3 n/a)	-	1	(3 n/a)	-	1
Black				2	1	1	1	-	3	1	1	2
Hisp/Latino				2	(2 n/a)	-	(2 n/a)	-	2	(3 n/a)	-	1
<i>Three Schools Added in 2003-04</i>							<i>Baseline</i>					
FRL							-	1	2	-	-	3
SWD							-	2	1	1	-	2
LEP							(2 n/a)	1		(2 n/a)	-	1
Black							-	1	2	-	-	3
Hisp/Latino							(2 n/a)	-	1	(1 n/a)	1	1
Note: Shaded areas are the High Growth columns. N/A=Fewer than 30 students.												

ABCs Growth for Project Achieve Schools Combined, Grades 3-5

While 10 of 13 Project Achieve elementary schools met the state ABCs *High Growth* standard overall, growth varied by grade and subject. Growth composites for the 13 elementary schools combined, shown in Figure 10, were higher in two of three grades than growth composites for the district overall.

Reading Results

Growth in reading was highest at grade 5 and relatively weaker at grades 3 and 4 for both Project Achieve schools combined and the district overall.

- Project Achieve elementary schools combined attained higher growth than the district in reading at 3rd and 5th grades and slightly less but similar growth at 4th grade.
- As in the district overall, growth in Project Achieve elementary schools combined was greatest at 5th grade. Both attained *High Growth* only at 5th grade.

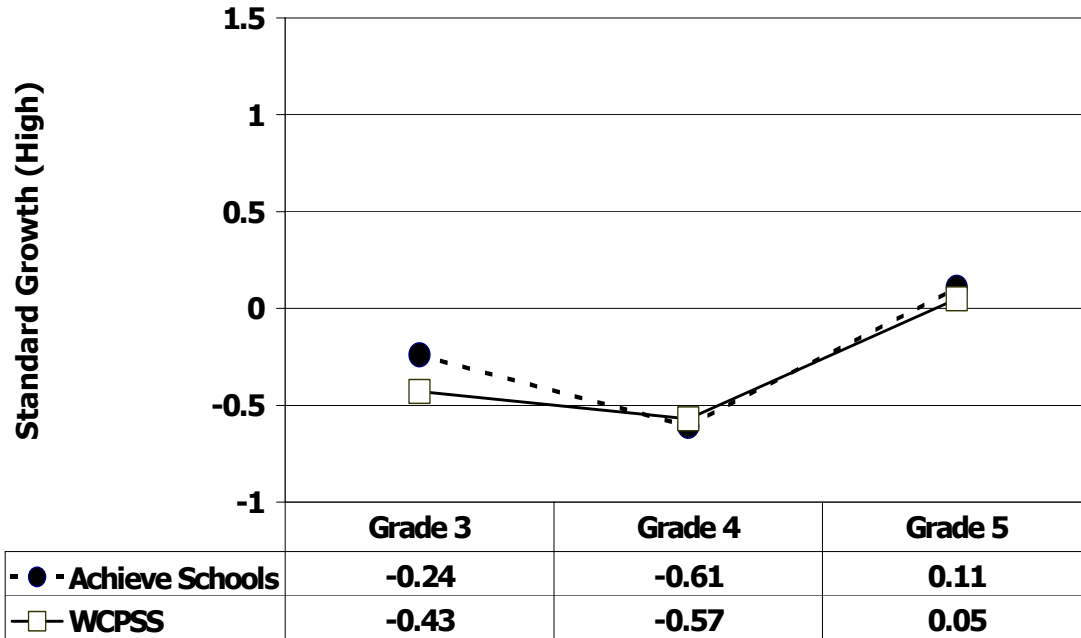
Mathematics Results

As in previous years, Project Achieve schools (as well as the district) showed higher growth in mathematics than in reading. Highest growth composites were at 4th grade.

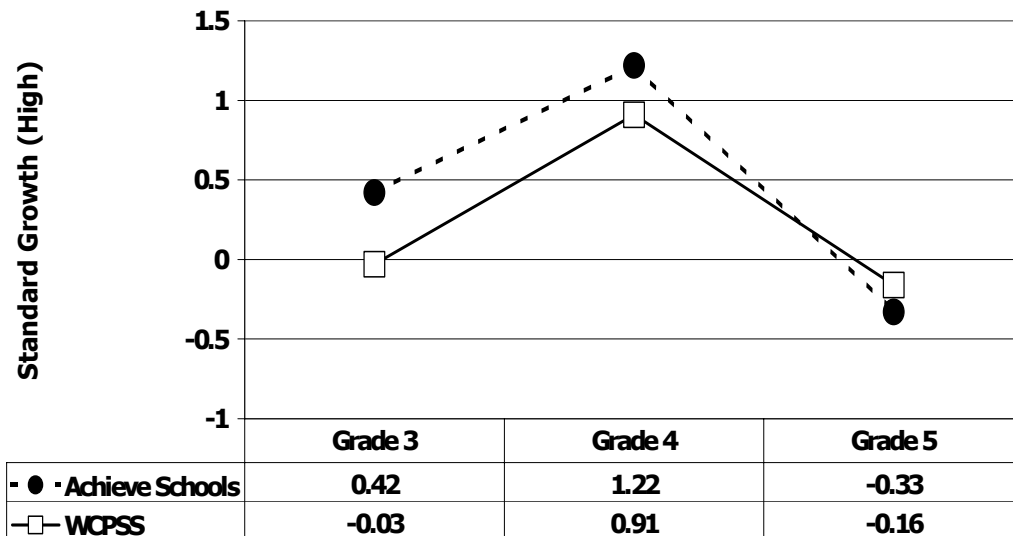
- The 13 Project Achieve elementary schools combined attained higher growth than the district in mathematics at 3rd and 4th grades but less growth at 5th grade.
- Project Achieve schools combined attained *High Growth* at two grades (3rd and 4th), while district elementary schools as a whole attained *High Growth* only at 4th grade.

Figure 10

**Comparison of High Growth in READING:
Project Achieve Elementary Schools Combined vs. WCPSS**



**Comparison of High Growth in MATHEMATICS:
Project Achieve Elementary Schools Combined vs. WCPSS**



WCPSS GROWTH COMPARISONS OVER ONE YEAR, GRADES 3-5

To clarify the effects of participation in Project Achieve, E&R staff used the WCPSS Effectiveness Index, a method—using regression analysis—for comparing achievement gains of students in Project Achieve schools with those of all similar students within the district between spring 2003 and spring 2004.

Test scale scores are analyzed for all students in a grade/school who take EOG tests in reading and mathematics, and performance is summarized by examining how students in that grade/school perform compared to how all similar students perform across the entire school district. Variables controlled or accounted for in the regression model include students’ prior year’s achievement scores and special education status, as well as two socio-economic measures: FRL status of students and percent of FRL students in a school. In this instance, student residuals from all Project Achieve elementary schools were combined (treated as a single school/grade/subject area) and converted to Z-scores with a mean of zero. Z-scores between -1 and +1 are considered to be in the expected range. Z-scores below -1 indicate rank among the lowest 15% in the district for that subject and grade level. Z-scores above +1 indicate that the subject/grade was among the highest 15% in the district.

As shown in Figure 11, controlling for the variables listed above, student participation in Project Achieve in grades 3-5 was correlated with similar but not significantly higher (or lower) growth in reading and math at grades 3-5 than other similar students within the district. This met the desired outcome of growth at least equal to that of other similar students in other district schools.

Figure 11
Regression Analyses (Effectiveness Index) Results, Grades 3-5,
for Combined Project Achieve Elementary Schools

Grade	Reading		Math	
3	0.19	NS	0.41	NS
4	0.41	NS	0.32	NS
5	0.07	NS	0.00	NS

NS=No Significant Difference.

WCPSS COMPARISON OF SCALE SCORE GAINS ACROSS THREE YEARS

E&R staff conducted an analysis of variance (ANOVA) of scale score growth over time for students continuously enrolled in the six original Project Achieve schools (with three years of participation) as they moved from grade 3 the first year of the project to grade 5 in the third year of the project. The scale score growth for these students was compared to scale score growth of a matched sample (based on 3rd-grade pre-test score and demographic characteristics) of students continuously enrolled in other district schools as they moved from 3rd grade in 2001-02 to 5th grade in 2003-04.

As shown in Figures 12, overall scale score gains for students continuously enrolled in the six original Project Achieve schools from 3rd to 5th grade (across three years) was not significantly different from that of the matched control/district group. However, within the three-year period, annual gains did vary. There were no significant differences in gains between the Project Achieve group and the comparison group in the first two years of the project, but gains of the Project

Achieve group in the third year were significantly lower (.05 level) than the control group. Nonetheless, across the three years, participation in Project Achieve for this group of students was associated with total scale score gains equal to those of the comparison group. See Attachment 3.

Figure 12
Scale Score Gains Across Three Years:
Comparison of Continuously Enrolled Students in the Six Original
Project Achieve Schools and a Matched Control Group

	Grade 3 (2001-02) Year 1	Grade 4 (2002-03) Year 2	Grade 5 (2003-04) Year 3	Difference in Gains Across All Three Years
READING				
6 Original Project Achieve Schools	NS	NS	S-	NS*
MATHEMATICS				
6 Original Project Achieve Schools	NS	NS	S-	NS*

NS=No significant difference. S- =Significantly lower at the .05 level.
 NS*=The difference in gains across all three years was not significant.

As for attrition, of the 580 students who began 3rd grade in one of the six original Project Achieve schools in fall 2001, 532 students remained at the end of 3rd grade, 406 students at the end of 4th grade, and 341 students at the end of 5th grade (with 16 retained students removed from the analysis). Thus, the cohort group lost 239 students (41%) from fall 2001 to spring 2004. The analysis above was based on the remaining 59% of students who were continuously enrolled for three years.

E and R staff also examined the *performance composites* (percentage of students at/above grade level) for the same group of Project Achieve students continuously enrolled for three years. See Attachment 4.

ADEQUATE YEARLY PROGRESS (FEDERAL STANDARD)

Adequate Yearly Progress (AYP) is a new measurement standard under the federal No Child Left Behind Act. While the state ABCs of public education measures absolute *performance* (percent of students at/above grade level) of students over the course of a year (plus student growth from year to year), *AYP measures subgroups of students against a target performance standard for all students*. The AYP subgroups are: White, Black, Hispanic/ Latino, Native American, Asian/Pacific Islander, Multiracial, Limited English Proficient, Economically Disadvantaged (FRL), and Students with Disabilities (Special Education). In order to qualify as a subgroup, there must be at least 40 students in a school identified in that category. For 2003-04, the AYP standards were 68.9% of students proficient in reading and 74.6% of students proficient in math. For a school to meet the AYP standard overall, every subgroup—as well as the school as a whole—had to meet the targets or show considerable progress in moving towards the targets (safe harbor provisions). In 2003-04, a confidence interval was also approved for use to assure status judgments were valid and reliable.

AYP’s “all or nothing” approach challenges schools to meet a different level of success. Of the 80 WCPSS elementary schools’ performance measured under the new legislation, 74 achieved the goal of 100% of student group targets in spring 2004. *Overall, 74 of 80 (93%) district elementary*

schools met AYP, while 11 of 13 (85%) Project Achieve elementary schools met the AYP standard. The two schools not meeting the AYP standard, one a new school in Project Achieve, missed only one and two goals respectively – reading and/or math by students with disabilities. AYP status of individual schools is shown in Figure 13.

Figure 13
AYP Status by Elementary School, 2003-04

School	Made Adequate Yearly Progress?	# of Target Goals Met	Type of Target Goal Not Met
<i>Schools Added in 2003-04</i>			
Brentwood	Yes	15/15	n/a
Lynn Road	No	19/21 (90%)	Reading & math goals by students with disabilities.
York	Yes	24/24	n/a
<i>Schools Added in 2002-03</i>			
Aversboro	Yes	19/19	n/a
Carver	Yes	25/25	n/a
Knightdale	Yes	21/21	n/a
Swift Creek	Yes	17/17	n/a
<i>Original Schools</i>			
Cary	Yes	21/21	n/a
Creech Road	Yes	29/29	n/a
Hodge Road	No	24/25 (96%)	Reading goal by students with disabilities.
Rand Road	Yes	19/19	n/a
Smith	Yes	21/21	n/a
Vance	Yes	17/17	n/a
WCPSS	74 of 80 (93%) elementary schools met the AYP standard.		

Note: Shaded areas indicate that AYP was met.

ACADEMIC IMPACT IN THE THREE MIDDLE SCHOOLS

OVERALL PERFORMANCE COMPOSITES

Increase in Performance Composites Across Time

The one original middle school, East Wake, gained 6.2 percentage points (up from 75.9%) across three years of project participation, compared to 3.5 percentage points for the district (up from 85.4%).

One-Year Performance Composite Changes

Overall in the district, and in Project Achieve schools as well, the percentage of students at or above grade level is higher in elementary schools than in middle schools. As shown in Figure 14, the percentage of middle school students at/above grade level increased between spring 2003 and spring 2004 in all three Project Achieve middle schools, more so than in WCPSS overall.

Figure 14
Percent of Middle School Students At/Above Grade Level,
Grades and Subjects Combined

School	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Change in %-age Points 2003-04	Increase Greater Than WCPSS?	Increase Since Before Achieve
Carroll	--	--	81.3%	82.0%	0.7	Yes	0.7
North Garner	--	78.4%	78.0%	79.9%	1.9	Yes	1.5
East Wake	75.9%	79.5%	81.0%	82.1%	1.1	Yes	6.2
WCPSS	85.4%	86.9%	88.3 %	88.9%	0.6	n/a	3.5

PERFORMANCE COMPOSITES BY SUBJECT AND GRADE LEVEL

Performance composites (percentage of students at/above grade level) for both reading and mathematics at 6th, 7th and 8th grades are shown in Figures 15 and 16.

Reading

Overall, four of nine within-grade comparisons across years show increases in the percentage of students at/above grade level, down from 8 of 9 the previous year. In comparison, however, the district showed no increases in grades 6-8 in spring 2004. Student cohorts made steady progress both at Project Achieve schools and at the district level.

- The largest grade-level increases in reading were at North Garner (12.1 percentage points at 8th grade and 6.8 points at 6th grade) with two years of participation in Project Achieve. For the first time, 8th-grade students met the 90% benchmark. In the other two middle schools,

increases were attained at one grade level. No increases were made at the district level. Carroll, the first-year school, showed the largest grade-level decrease in 8th-grade reading.

- Regarding cohort movement, the spring 2002 6th-grade cohort at Carroll progressed from 81.5% (at grade 7) to 83.3% (at grade 8) of students at/above grade level in spring 2004. A similar situation occurred at both North Garner and the district level in spring 2002 6th-grade cohorts.

Figure 15
Percent of Middle School Students At/Above Grade Level in READING
By Grade for Three Years

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Change in %-age Points 2003-04	Increase from Previous Year?
Carroll Middle	6 th			80.5%	74.8%	(-5.7)	No
	7 th			81.5%	84.3%	2.8	Yes
	8 th			90.3%	83.3%	(-7.0)	No
North Garner Middle	6 th		73.4%	73.7%	80.5%	6.8	Yes
	7 th		70.6%	83.6%	79.6%	(-4.0)	No
	8 th		80.9%	80.8%	92.9%	12.1	Yes
East Wake Middle	6 th	68.3%	74.1%	76.9%	78.5%	1.6	Yes
	7 th	72.5%	79.5%	84.6%	82.9%	(-1.7)	No
	8 th	82.3%	79.5%	88.6%	83.8%	(-4.8)	No
WCPSS Middle	6 th	80.7%	82.8%	87.7%	86.3%	(-1.4)	No
	7 th	85.1%	86.7%	90.3%	89.7%	(-0.6)	No
	8 th	90.6%	91.4%	92.2%	91.4%	(-0.8)	No

Note 1: Negative numbers indicate a decrease from the previous year.

Note 2: Arrows and shading indicate movement by a cohort/ group of students as they move from one grade to the next.

Mathematics

Overall, four of nine within-grade comparisons in spring 2004 showed increases in the percentage of students at/above grade level. The district showed an increase in one of three grades (6th grade) only. Cohort growth was more mixed than in reading for both project and district middle schools.

- The largest within-grade increase (6.1 percentage points) was by 7th-grade students at Carroll (in its first year of project participation), followed by the increase (5 percentage points) in 8th grade at North Garner. These increases, however, are not consistent with decreases from the previous year by these same cohorts/ students as they moved from one grade to the next.
- Similarly in district middle schools, decreases in percentage of students at/above grade level in mathematics are consistent with the path of each year’s 6th-grade cohort as it moved to 7th and 8th grade in subsequent years. (Follow arrows and shading in Figure 16.)

Figure 16
Percent of Middle School Students At/Above Grade Level in MATHEMATICS
By Grade for Three Years

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	+/- in %-age Points 2003-04	Increase from Previous Year?
Carroll Middle	6 th			88.2%	85.5%	(-2.7)	No
	7 th			79.8%	85.9%	6.1	Yes
	8 th			84.8%	79.7%	(-5.1)	No
North Garner Middle	6 th		87.5%	86.1%	88.0%	1.9	Yes
	7 th		85.9%	86.6%	73.7%	(-12.9)	No
	8 th		77.9%	78.1%	83.1%	5.0	Yes
East Wake Middle	6 th	77.3%	80.7%	87.1%	89.3%	2.2	Yes
	7 th	80.3%	83.3%	81.0%	79.9%	(-1.1)	No
	8 th	76.7%	77.1%	82.7%	82.1%	(-0.6)	No
WCPSS Middle	6 th	88.1%	90.2%	91.7%	91.0%	0.2	Yes
	7 th	87.6%	90.3%	87.9%	87.7%	(-0.2)	No
	8 th	86.9%	88.3%	88.6%	87.6%	(-1.0)	No

Note 1: Negative numbers indicate a decrease from the previous year.

Note 2: Arrows and shading indicate movement by a cohort/ group of students as they move from one grade to the next.

ABCs GROWTH COMPOSITES FOR MIDDLE SCHOOLS

As noted earlier, a growth composite is calculated from two years of EOG test scores. Schools achieve *Expected Growth* if the composite indicates, on average, one year’s growth for one year of instruction. To meet *High Growth*, a school’s scores must increase 10% more than is expected.

In fall 2004, a statewide appeal process is underway requesting that the NC State Board of Education recalculate middle schools’ 2003-04 ABCs growth composites. It appears that the current ABCs growth statistical formulas had an undue negative impact on reading at grade 6 (and, therefore, the overall growth composites of middle schools). Throughout the state, only two of the state’s 388 middle schools achieved expected progress at 6th grade. At its December meeting, the Board will again consider the recommendation (from an advisory panel that focuses on testing issues) to recalculate 6th-grade reading results. How the Board will rule, or avoid a similar problem next year, has not been resolved. Once a decision has been made, and any necessary recalculations completed, growth composites will be reported.

Growth standards met/not met by subject and grade (excluding 6th-grade reading) for each participating middle school are shown in Attachment 5. For reading, two of the three Project Achieve middle schools and the district overall attained *Expected Growth* at 7th grade. At 8th grade, neither the participating Project Achieve middle schools nor the district met the *Expected Growth* standard in spring 2003. In mathematics, two of the three middle schools and the district met the *High Growth* standard at 6th and 7th grades but, as in previous years, none attained *High Growth* at 8th grade in spring 2004.

Growth Composites for Project Achieve Schools Combined, Grades 6-8

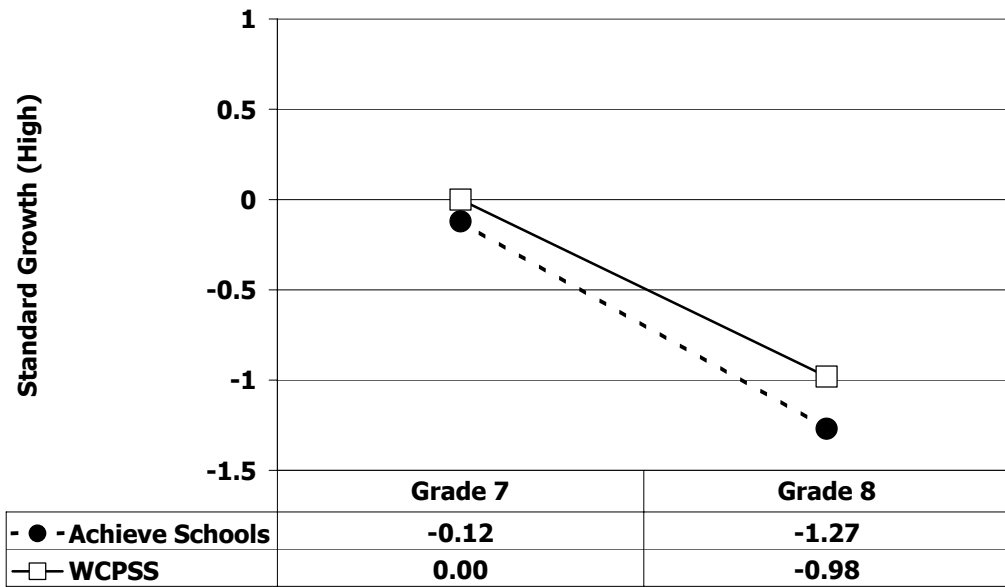
While overall growth composites are reported for each school, growth may vary by grade and/or subject. Year 3 growth composites by the three middle schools combined (excluding 6th-grade reading), shown in Figures 17 and 18, are higher than growth composites of the district in one of six subject-grade comparisons (compared to five of six in spring 2003).

Reading

Growth in reading for Project Achieve Middle schools combined was less at 7th and 8th grades than for district middle schools overall, the opposite of growth attained in Project Achieve middle schools the previous year.

- At 7th grade, district middle schools overall met the *High Growth* standard; Project Achieve middle schools did not.
- Eighth-grade reading remains a challenge for both Project Achieve and WCPSS.

Figure 17
High Growth in READING,
Project Achieve Middle Schools vs. WCPSS



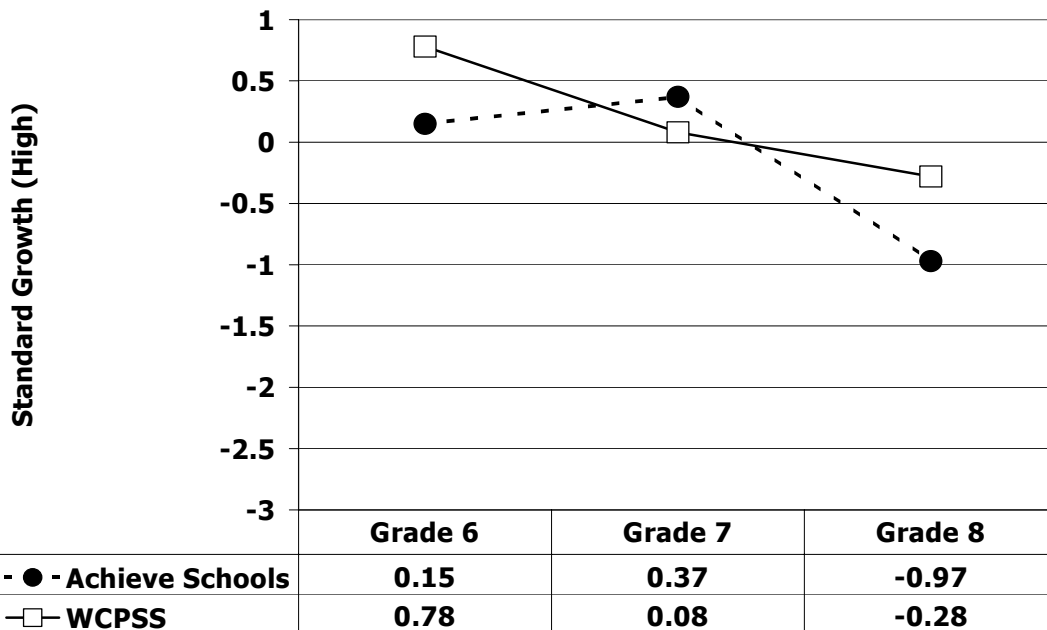
Note: Numbers zero and above indicate *High Growth*.

Mathematics

The three middle schools combined attained higher growth than the district in mathematics at 7th grade but lower growth at 6th and 8th grades.

- At 6th and 7th grades, both the district and Project Achieve middle schools attained *High Growth* in math.
- Neither Project Achieve middle schools nor the district attained *High Growth* at 8th grade.

Figure 18
High Growth in MATHEMATICS,
Project Achieve Middle Schools Combined vs. WCPSS



Note: Numbers zero and above indicate *High Growth*.

WCPSS GROWTH COMPARISONS OVER ONE YEAR, GRADES 6-8

E&R staff used the *WCPSS Effectiveness Index*, a regression model, for comparing achievement of students in Project Achieve schools with achievement of similar students districtwide, controlling for prior achievement (pre-test score), special education and FRL status of student, and percentage of FRL students in the school. As shown in Figure 19, student participation in Project Achieve was correlated with similar but not significantly greater (or less) growth in reading at grades 7-8 (and in mathematics at grades 6 and 8) than other similar students within the district. However, scale score gains in 7th-grade math were above the expected levels of -1 to +1, indicating rank in the top 15% in the district.

In the previous year, 2002-03, *Effectiveness Indices* indicated more positive gains for Project Achieve students than for similar students in mathematics at grades 6 and 7, and lower gains in reading at grade 8.

Figure 19
Regression Analyses Results, Grades 6-8, for Combined Project Achieve Middle Schools

Grade	Reading		Math	
6			0.53	NS
7	0.32	NS	1.34	S+
8	0.06	NS	0.23	NS

Note: NS = No significant difference. S+= Among the top 15% in the district.

ADEQUATE YEARLY PROGRESS (NEW FEDERAL STANDARD)

As noted earlier, AYP measures subgroups of students against a fixed performance standard for all students. The subgroups are: White, Black, Hispanic/ Latino, Native American, Asian/Pacific Islander, Multiracial, Limited English Proficient, Economically Disadvantaged (FRL), and Students with Disabilities (Special Education). In order to qualify as a subgroup, there must be at least 40 students identified in that category in the school.

For 2002-03 and 2003-04, the AYP standards for 6th-8th grades were 68.9% proficiency in reading and 74.6% proficiency in math. For a middle school to meet the AYP standard overall, every subgroup—as well as the school as a whole—had to meet the goals. Because middle schools are larger, the number of subgroups with 40 or more students in each school is generally greater than in elementary schools.

Only 11 of 27 (41%) district middle schools met the AYP standard in spring 2004. As shown in Figure 20, none of the Project Achieve middle schools met the AYP standard, but two schools missed the standard by only one subgroup target, and the other missed two.

Figure 20
AYP Status by Middle School, 2002-03

School	Made Adequate Yearly Progress?	Number of Target Goals Met	Type of Target Goal Not Met
Carroll Middle School	No	28 of 29 (97%)	Mathematics goal by students with disabilities (special education).
North Garner Middle School	No	28 of 29 (97%)	<i>Reading</i> goal by students with disabilities.
East Wake Middle School	No	27 of 29 (93%)	<i>Reading</i> goal by limited English proficient students and math goal by students with disabilities.
WCPSS	11 of 27 (41%) middle schools met the AYP standard.		

STAFF FEEDBACK ON ACADEMIC EFFECTIVENESS

Surveys are administered annually to gauge opinions of all WCPSS school staff members. Although a new survey form was used beginning in spring 2003, the three items in Figures 21 and 22 have remained the same across years. Overall, staff agreement rates on these items decreased from the previous year in new Project Achieve schools.

New Elementary Schools

Ratings in general are higher at the elementary school level than at the middle school level in both Project Achieve schools and the district overall.

- In the three new Project Achieve elementary schools, 96% of respondents reported that staff members in their schools use a variety of instructional methods to meet student needs (maintained from 97% the previous year). The agreement rating on this item now matches that of district elementary schools overall.
- Fewer Project Achieve respondents (84%, down from 90%) indicated that staff development opportunities meet the needs of teachers in their school.
- Eighty-three percent of respondents in new Project Achieve schools (down from 89% in the previous year) agreed that faculty was involved in cooperative planning and decision-making.

Some responses regarding staff development and collaborative planning were less positive than staff opinion trends of previous years.

Figure 21
Staff Survey Results for Elementary Schools New to Project Achieve

Item	Three Elementary Schools		WCPSS	
	2002-03 (N=175)	2003-04 (N=187)	2002-03 (N= 4,596)	2003-04 (N=5,046)
<i>Percent "Agree" or "Strongly Agree"</i>				
This school's staff members use a variety of instructional methods to meet student needs.	97%	96%	96%	95%
Staff development opportunities meet the needs of teachers at this school.	90%	84%	83%	82%
Faculty is involved in collaborative planning and decision-making.	89%	83%	84%	82%

Figure 22
Staff Survey Results for Middle School New to Project Achieve

Item	One Middle School		WCPSS	
	2002-03 (N=50)	2003-04 (N=70)	2002-03 (N=1,640)	2003-04 (N=1,891)
<i>Percent "Agree" or "Strongly Agree"</i>				
This school's staff members use a variety of instructional methods to meet student needs.	88%	81%	92%	91%
Staff development opportunities meet the needs of teachers at this school.	90%	84%	73%	78%
Faculty is involved in collaborative planning and decision-making.	48%	39%	74%	72%

Agreement ratings at Carroll, the single middle school in its first year of participation, decreased on all three items relating to the academic program. These ratings are contrary to the more positive ones of first-year middle school participants in previous years. Subsequent discussions with school staff have since revealed that full project implementation occurred only at 7th grade.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions and recommendations are in the summary at the beginning of this report.

REFERENCES

Prior years' reports are available on the Evaluation and Research (E&R) page of the WCPSS Web site at www.wcpss.net/evaluation-research/reports/report_topics/othereval.html.

Baenen, N. and Speas, C. (2004, April). *Project Achieve: Adapting the Brazosport Model to a Large LEA*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Speas, C. (2003). *Project Achieve Evaluation Report: Year One, 2001-02*. (Evaluation & Research Report No. 02.35) Raleigh, NC: Wake County Public School System.

Speas, C. (2004). *Project Achieve Evaluation Report: Year Two, 2002-03*. (Evaluation & Research Report No. 03.16) Raleigh, NC: Wake County Public School System.

Attachment 1

Degree of Implementation Survey
Project Achieve, 2003-04

School _____ GRADES 3-5 Degree of Implementation in Project Achieve Schools, 2003-04 CO Contact _____

READING FOCUS LESSONS MATHEMATICS

1. What percent of teachers are using **READING** focus lessons? What percent use **MATH** focus lessons?

Grade 3 _____ % Grade 3 _____ %
 Grade 4 _____ % Grade 4 _____ %
 Grade 5 _____ % Grade 5 _____ %

2. For those teachers using focus lessons, how often are the focus lessons:
 (Mark X in the correct box.)

	Daily	Most Days	Once a Week	Never		Daily	Most Days	Once a Week	Never
a. Used by teachers?									
Grade 3									
Grade 4									
Grade 5									
b. On PA calendar pace?									
Grade 3									
Grade 4									
Grade 5									
c. Extended into regular class?									
Grade 3									
Grade 4									
Grade 5									
d. Including use of the suggested materials?									
Grade 3									
Grade 4									
Grade 5									

e. What is the length of **READING** instructional time (in minutes) per day? **MATH** instructional time?

Grade 3 _____ (Write.) _____
 Grade 4 _____
 Grade 5 _____

ASSESSMENTS

3. To what extent are **READING** assessments in this school: To what extent are **MATH** assessments:

	Always	Usually	Never		Always	Usually	Never
a. Used by teachers?							
Grade 3							
Grade 4							
Grade 5							
b. On PA calendar pace?							
Grade 3							
Grade 4							
Grade 5							
c. Offered as make-ups when students return from an absence?							
Grade 3							
Grade 4							
Grade 5							
d. Used with appropriate modifications for special education students?							
Grade 3							
Grade 4							
Grade 5							
e. Used with modifications for LEP/ESL students?							
Grade 3							
Grade 4							
Grade 5							

e. How quickly are **READING** assessment results available to the teacher/team? **MATH** assessment results?

Grade 3 _____
 Grade 4 _____
 Grade 5 _____

f. How often are student groupings reconfigured based on **READING** results (& teacher observations)? For **MATH** results?

Grade 3 _____
 Grade 4 _____
 Grade 5 _____

Attachment 1 (continued)

READING	MATHEMATICS						
REFOCUSING							
4. Regarding (READING) Refocusing:							
	Regarding (MATH) Refocusing:						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Always</th> <th style="width:33%;">Usually</th> <th style="width:33%;">Never</th> </tr> </thead> <tbody> <tr> <td style="width:33%;"></td> <td style="width:33%;"></td> <td style="width:33%;"></td> </tr> </tbody> </table>	Always	Usually	Never			
Always	Usually	Never					
a. Sessions are a period of protected, uninterrupted time?							
Grade 3							
Grade 4							
Grade 5							
b. Students appear productive, engaged?							
Grade 3							
Grade 4							
Grade 5							
c. Who leads READING Refocusing sessions? (reading teacher, TA, specialist, non-reading teacher, other?)	Who for MATH?						
Grade 3							
Grade 4							
Grade 5							
d. Number of Refocusing sessions per week? (1,2, 3, 4, or 5?)	Number of sessions for MATH?						
Grade 3							
Grade 4							
Grade 5							
e. Length of sessions (in minutes)?	Length of MATH sessions?						
Time of day?	Time of day?						
Grade 3							
Grade 4							
Grade 5							
g. What READING materials are used?	What MATH materials?						
Grade 3							
Grade 4							
Grade 5							
g. Student-to-teacher ratio for Refocusing?	Ratio for MATH Refocusing?						
Grade 3							
Grade 4							
Grade 5							
h. Criteria used for placement?	Criteria used for placement?						
Grade 3							
Grade 4							
Grade 5							
i. Do you see changes in group composition? How often are the same students identified for these groups?							
Grade 3							
Grade 4							
Grade 5							

READING	MATHEMATICS						
ENRICHMENT							
5. Regarding (READING) Enrichment:							
	Regarding (MATH) Enrichment:						
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Always</th> <th style="width:33%;">Usually</th> <th style="width:33%;">Never</th> </tr> </thead> <tbody> <tr> <td style="width:33%;"></td> <td style="width:33%;"></td> <td style="width:33%;"></td> </tr> </tbody> </table>	Always	Usually	Never			
Always	Usually	Never					
a. Sessions are a period of protected, uninterrupted time?							
Grade 3							
Grade 4							
Grade 5							
b. Students appear productive, engaged?							
Grade 3							
Grade 4							
Grade 5							
c. Who leads READING Enrichment sessions? (reading teacher, TA, specialist, non-reading teacher, other?)	Who for MATH?						
Grade 3							
Grade 4							
Grade 5							
d. Number of Enrichment sessions per week? (1,2, 3, 4, or 5?)	Number for MATH?						
Grade 3							
Grade 4							
Grade 5							
e. Length of Enrichment sessions (in minutes)?	Length of MATH sessions?						
Time of day?	Time of Day?						
Grade 3							
Grade 4							
Grade 5							
g. What READING materials are used for Enrichment?	What MATH materials?						
Grade 3							
Grade 4							
Grade 5							
g. Student-to-teacher ratio for READING Enrichment?	Ratio for MATH Enrichment?						
Grade 3							

Attachment 1 (continued)

	READING	MATHEMATICS																																	
LEP/ESL																																			
7. Regarding LEP/ESL (READING):		Regarding LEP/ESL (MATH):																																	
a. Are student goals aligned with those of Project Achieve? Is PA the most appropriate program for students?																																			
Grade 3	_____	_____																																	
Grade 4	_____	_____																																	
Grade 5	_____	_____																																	
b. How are ESL students receiving READING focus lessons?		MATH focus lessons?																																	
(Give number and percent.)	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:10%;"></th> <th style="width:20%;">Regular Teacher # and %</th> <th style="width:20%;">ESL Teacher # and %</th> <th style="width:20%;">Other # and %</th> <th style="width:10%;"></th> <th style="width:20%;">Regular Teacher # and %</th> <th style="width:20%;">ESL Teacher # and %</th> <th style="width:20%;">Other # and %</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>_____</td> <td>_____</td> <td>_____</td> <td style="border: none;"></td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Grade 4</td> <td>_____</td> <td>_____</td> <td>_____</td> <td style="border: none;"></td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>Grade 5</td> <td>_____</td> <td>_____</td> <td>_____</td> <td style="border: none;"></td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>				Regular Teacher # and %	ESL Teacher # and %	Other # and %		Regular Teacher # and %	ESL Teacher # and %	Other # and %	Grade 3	_____	_____	_____		_____	_____	_____	Grade 4	_____	_____	_____		_____	_____	_____	Grade 5	_____	_____	_____		_____	_____	_____
		Regular Teacher # and %	ESL Teacher # and %	Other # and %		Regular Teacher # and %	ESL Teacher # and %	Other # and %																											
	Grade 3	_____	_____	_____		_____	_____	_____																											
	Grade 4	_____	_____	_____		_____	_____	_____																											
Grade 5	_____	_____	_____		_____	_____	_____																												
b. No. and percent of ESL students who participate in Refocusing? Enrichment?		And for MATH?																																	
Grade 3	_____	_____																																	
Grade 4	_____	_____																																	
Grade 5	_____	_____																																	
c. How many minutes per day are devoted to Project Achieve READING focus lessons?		And for MATH?																																	
Grade 3	_____	_____																																	
Grade 4	_____	_____																																	
Grade 5	_____	_____																																	
INSTRUCTIONAL PRACTICES OVERALL																																			
Have you observed positive differences in READING instructional practices as a result of Project Achieve? In MATH?																																			
Grade 3	_____	_____																																	
Grade 4	_____	_____																																	
Grade 5	_____	_____																																	

Attachment 2:

ABC Growth Standards Met/Not Met in READING, 3rd – 5th Grades, for Four Years

School Grade		READING							
		Spring 2001		Spring 2002		Spring 2003		Spring 2004	
		Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Schools added in 2003-04					Baseline				
Brentwood	3 rd					No	No	No	No
	4 th					No	No	Yes	No
	5 th					Yes	Yes	Yes	Yes
Lynn Road	3 rd					Yes	Yes	Yes	Yes
	4 th					Yes	Yes	No	No
	5 th					Yes	Yes	No	No
York	3 rd					Yes	No	Yes	Yes
	4 th					Yes	Yes	Yes	No
	5 th					Yes	Yes	Yes	Yes
Schools added in 2002-03				Baseline					
Aversboro	3 rd			Yes	Yes	Yes	No	Yes	Yes
	4 th			Yes	No	No	No	No	No
	5 th			Yes	Yes	Yes	Yes	Yes	Yes
Carver	3 rd			No	No	Yes	No	Yes	No
	4 th			No	No	Yes	Yes	No	No
	5 th			Yes	Yes	Yes	Yes	Yes	Yes
Knightdale	3 rd			No	No	Yes	No	No	No
	4 th			No	No	Yes	Yes	No	No
	5 th			No	No	Yes	Yes	Yes	No
Swift Creek	3 rd			No	No	No	No	Yes	Yes
	4 th			Yes	Yes	Yes	Yes	Yes	Yes
	5 th			Yes	Yes	Yes	Yes	Yes	Yes
Schools added in 2001-02			Baseline						
Cary	3 rd	Yes	No	Yes	Yes	Yes	No	Yes	Yes
	4 th	Yes	No	No	No	No	No	Yes	Yes
	5 th	Yes	No	Yes	Yes	Yes	Yes	Yes	No
Creech Road	3 rd	No	No	Yes	No	Yes	No	Yes	No
	4 th	Yes	Yes	No	No	No	No	No	No
	5 th	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Hodge Road	3 rd	No	No	No	No	No	No	No	No
	4 th	Yes	Yes	Yes	Yes	Yes	No	No	No
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Rand Road	3 rd	No	No	No	No	Yes	No	Yes	No
	4 th	Yes	No	No	No	Yes	No	No	No
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Smith	3 rd	Yes	No	No	No	Yes	No	No	No
	4 th	Yes	Yes	No	No	No	No	No	No
	5 th	No	No	Yes	Yes	Yes	Yes	Yes	No
Vance	3 rd	Yes	No	Yes	Yes	No	No	Yes	Yes
	4 th	Yes	Yes	Yes	Yes	No	No	No	No
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
WCPSS	3 rd	Yes	No	Yes	No	Yes	No	Yes	No
	4 th	Yes	Yes	No	No	Yes	No	No	No
	5 th	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes

Note: Shaded areas indicate that the *High Growth* standard was met.

Attachment 2 (continued):

ABC Growth Standards Met/Not Met in MATHEMATICS, 3rd – 5th Grades, for Four Years

School Grade		MATHEMATICS							
		Spring 2001		Spring 2002		Spring 2003		Spring 2004	
		Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
<i>Schools added in 2003-04</i>					<i>Baseline</i>				
Brentwood	3 rd					No	No	Yes	No
	4 th					Yes	Yes	Yes	Yes
	5 th					Yes	Yes	Yes	Yes
Lynn Road	3 rd					Yes	Yes	Yes	Yes
	4 th					Yes	Yes	Yes	Yes
	5 th					Yes	Yes	No	No
York	3 rd					Yes	Yes	Yes	Yes
	4 th					Yes	Yes	Yes	Yes
	5 th					Yes	Yes	Yes	Yes
<i>Schools added in 2002-03</i>				<i>Baseline</i>					
Aversboro	3 rd			Yes	Yes	Yes	Yes	Yes	Yes
	4 th			Yes	Yes	Yes	Yes	Yes	Yes
	5 th			Yes	No	Yes	Yes	Yes	No
Carver	3 rd			No	No	Yes	Yes	Yes	Yes
	4 th			Yes	No	Yes	Yes	Yes	Yes
	5 th			Yes	Yes	Yes	Yes	No	No
Knightdale	3 rd			No	No	Yes	Yes	Yes	No
	4 th			Yes	Yes	Yes	Yes	Yes	Yes
	5 th			No	No	Yes	Yes	No	No
Swift Creek	3 rd			No	No	Yes	Yes	Yes	Yes
	4 th			Yes	Yes	Yes	Yes	Yes	Yes
	5 th			Yes	Yes	Yes	Yes	Yes	No
<i>Schools added in 2001-02</i>		<i>Baseline</i>							
Cary	3 rd	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
	4 th	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	No	Yes	Yes	Yes	Yes	No	No
Creech Road	3 rd	No	No	Yes	No	Yes	Yes	Yes	Yes
	4 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	No	Yes	No	No	No	Yes	No
Hodge Road	3 rd	No	No	No	No	Yes	No	Yes	No
	4 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Rand Road	3 rd	No	No	Yes	No	Yes	No	Yes	Yes
	4 th	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Smith	3 rd	Yes	No	Yes	No	Yes	Yes	Yes	Yes
	4 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	No	No	Yes	Yes	Yes	Yes	No	No
Vance	3 rd	Yes	No	Yes	Yes	Yes	No	Yes	Yes
	4 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	Yes	Yes	Yes	Yes	Yes	No	No
WCPSS	3 rd	Yes	No	Yes	No	Yes	Yes	Yes	No
	4 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	5 th	Yes	No	Yes	Yes	Yes	Yes	Yes	No

Note: Shaded areas indicate that the *High Growth* standard was met.

Attachment 3

**Scale Score Gains:
Project Achieve (Continuously Enrolled) Students vs. Matched Group**

**READING
The TTEST Procedure**

Variable	Group	N	Statistics						
			Lower CL Mean	Mean	Upper CL Mean	Lower CL Std Dev	Std Dev	Upper CL Std Dev	Std Err
Reading Gain 01 to 04	Non-PA	153	17.451	18.366	19.281	5.1503	5.7282	6.4534	0.4631
Reading Gain 01 to 04	Project Achieve	154	16.489	17.429	18.368	5.3049	5.9032	6.6478	0.4757
Reading Gain 01 to 04	Diff (1-2)		-0.369	0.9374	2.2439	5.3894	5.8167	6.318	0.664

T-TESTS

Variable	Method	Variances	DF	t Value	Pr > t
Reading Gain 01 to 04	Pooled	Equal	305	1.41	0.1590
Reading Gain 01 to 04	Satterthwaite	Unequal	305	1.41	0.1590

EQUALITY OF VARIANCES

Variable	Method	Num DF	Den DF	F Value	Pr > F
Reading Gain 01 to 04	Folded F	153	152	1.06	0.7108

**MATHEMATICS
The TTEST Procedure**

Variable	Group	N	Statistics						
			Lower CL Mean	Mean	Upper CL Mean	Lower CL Std Dev	Std Dev	Upper CL Std Dev	Std Err
Math Gain 01 to 04	Non-PA	163	24.728	25.595	26.462	5.0554	5.6049	6.2896	0.439
Math Gain 01 to 04	Project Achieve	163	24.171	25.006	25.841	4.869	5.3983	6.0577	0.4228
Math Gain 01 to 04	Diff (1-2)		-0.61	0.589	1.7881	5.1096	5.5026	5.9616	0.6095

T-TESTS

Variable	Method	Variances	DF	t Value	Pr > t
Math Gain 01 to 04	Pooled	Equal	324	0.97	0.3346
Math Gain 01 to 04	Satterthwaite	Unequal	324	0.97	0.3346

EQUALITY OF VARIANCES

Variable	Method	Num DF	Den DF	F Value	Pr > F
Math Gain 01 to 04	Folded F	153	152	1.06	0.7108

Attachment 4

**Percentage of Students (by Achievement Level) at/above Grade Level in READING
Who Began 3rd Grade in Year 1 of Project Achieve and Were Continuously Enrolled
in the School until the Completion of 5th Grade**

READING							
School	Grade	Level I	Level II	Level III	Level IV	Percent At/Above Grade Level	# Students Continuously Enrolled, Grades 3-5
Cary							55
	3 rd (Spring 2002)	0 %	13 %	31 %	56 %	87%	
	4 th (Spring 2003)	0 %	4 %	44 %	53 %	96%	
	5 th (Spring 2004)	0 %	4 %	40 %	56 %	96%	
Creech Rd.							57
	3 rd (Spring 2002)	0 %	11 %	60 %	30 %	90%	
	4 th (Spring 2003)	0 %	11 %	56 %	33 %	89%	
	5 th (Spring 2004)	2 %	5 %	61 %	32 %	93%	
Hodge Rd.							77
	3 rd (Spring 2002)	3 %	16 %	38 %	44 %	82%	
	4 th (Spring 2003)	4 %	9 %	51 %	36 %	87%	
	5 th (Spring 2004)	1 %	9 %	52 %	38 %	90%	
Smith							55
	3 rd (Spring 2002)	2 %	13 %	56 %	29 %	85%	
	4 th (Spring 2003)	2 %	15 %	49 %	35 %	84%	
	5 th (Spring 2004)	0 %	8 %	56 %	36 %	92%	
Rand Rd.							42
	3 rd (Spring 2002)	2 %	17 %	33 %	48 %	81%	
	4 th (Spring 2003)	2 %	12 %	31 %	55 %	86%	
	5 th (Spring 2004)	0 %	2 %	48 %	50 %	98%	
Vance							36
	3 rd (Spring 2002)	0 %	11 %	39 %	50 %	89%	
	4 th (Spring 2003)	0 %	8 %	39 %	53 %	92%	
	5 th (Spring 2004)	0 %	0 %	47 %	53 %	100%	

Students were in 3rd grade in spring 2002, in 4th grade in spring 2003, and in 5th grade in spring 2004.

Attachment 4 (continued)

**Percentage of Students (by Achievement Level) at/above Grade Level in MATHEMATICS
Who Began 3rd Grade in Year 1 of Project Achieve and Were Continuously Enrolled
in the School until the Completion of 5th Grade**

MATHEMATICS							# Students Continuously Enrolled, Grades 3-5
School	Grade	Level I	Level II	Level III	Level IV	Percent At/Above Grade Level	
Cary							55
	3 rd (Spring 2002)	0 %	9 %	36 %	55 %	91%	
	4 th (Spring 2003)	0 %	0 %	22 %	78 %	100%	
	5 th (Spring 2004)	0 %	2 %	22 %	76 %	98%	
Creech Rd.							57
	3 rd (Spring 2002)	2 %	14 %	54 %	30 %	84%	
	4 th (Spring 2003)	2 %	2 %	54 %	42 %	96%	
	5 th (Spring 2004)	0 %	2 %	37 %	61 %	98%	
Hodge Rd.							79
	3 rd (Spring 2002)	3 %	14 %	56 %	28 %	84%	
	4 th (Spring 2003)	0 %	5 %	19 %	76 %	95%	
	5 th (Spring 2004)	1 %	3 %	29 %	67 %	96%	
Smith							56
	3 rd (Spring 2002)	0 %	23 %	57 %	20 %	72%	
	4 th (Spring 2003)	0 %	0 %	46 %	54 %	100%	
	5 th (Spring 2004)	0 %	4 %	48 %	48 %	96%	
Rand Rd.							42
	3 rd (Spring 2002)	2 %	14 %	34 %	50 %	84%	
	4 th (Spring 2003)	0 %	0 %	33 %	67 %	100%	
	5 th (Spring 2004)	0 %	2 %	14 %	83 %	98%	
Vance							36
	3 rd (Spring 2002)	0 %	8 %	36 %	56 %	92%	
	4 th (Spring 2003)	0 %	0 %	22 %	78 %	100%	
	5 th (Spring 2004)	0 %	0 %	17 %	83 %	100%	

Students were in 3rd grade in spring 2002, in 4th grade in spring 2003, and in 5th grade in spring 2004.

Attachment 4 (continued)

**Percentage of Students by Race at/above Grade Level in READING
Who Began 3rd Grade in Year 1 of Project Achieve and Were Continuously Enrolled
in the School until the Completion of 5th Grade**

READING							
School	Grade	Level I	Level II	Level III	Level IV	Percent At/Above Grade Level	# Students Continuously Enrolled, Grades 3-5
Cary							
Black Students	3 rd (Spring 2002)	0	22	78	0	78 %	9
	4 th (Spring 2003)	0	22	56	22	78 %	
	5 th (Spring 2004)	0	22	56	22	78 %	
White Students	3 rd (Spring 2002)	0	14	19	68	87 %	37
	4 th (Spring 2003)	0	0	41	59	100 %	
	5 th (Spring 2004)	0	0	35	65	100 %	
Creech Rd.							
Black Students	3 rd (Spring 2002)	0	17	63	20	83 %	35
	4 th (Spring 2003)	0	11	69	20	89 %	
	5 th (Spring 2004)	3	6	69	23	92 %	
White Students	3 rd (Spring 2002)	0	0	47	53	100 %	17
	4 th (Spring 2003)	0	6	35	59	94 %	
	5 th (Spring 2004)	0	6	47	47	94 %	
Hodge Rd.							
Black Students	3 rd (Spring 2002)	2	21	33	43	76 %	42
	4 th (Spring 2003)	7	12	48	33	81 %	
	5 th (Spring 2004)	2	17	50	31	81 %	
White Students	3 rd (Spring 2002)	0	12	40	48	88 %	25
	4 th (Spring 2003)	0	4	52	44	96 %	
	5 th (Spring 2004)	0	0	56	44	100 %	
Smith							
Black Students	3 rd (Spring 2002)	3	15	64	18	82 %	39
	4 th (Spring 2003)	3	18	56	23	79 %	
	5 th (Spring 2004)	0	10	59	31	90 %	
White Students	3 rd (Spring 2002)	0	7	40	53	93 %	15
	4 th (Spring 2003)	0	7	33	60	93 %	
	5 th (Spring 2004)	0	0	53	47	100 %	
Rand Rd.							
Black Students	3 rd (Spring 2002)	0	25	50	25	75 %	4
	4 th (Spring 2003)	0	25	50	25	75 %	
	5 th (Spring 2004)	0	0	75	25	100 %	
White Students	3 rd (Spring 2002)	3	6	32	58	90 %	31
	4 th (Spring 2003)	0	6	32	61	93 %	
	5 th (Spring 2004)	0	0	42	58	100 %	
Vance							
Black Students	3 rd (Spring 2002)	0	30	20	50	70	10
	4 th (Spring 2003)	0	10	50	40	90	
	5 th (Spring 2004)	0	0	50	50	100	
White Students	3 rd (Spring 2002)	0	0	40	60	100	20
	4 th (Spring 2003)	0	5	25	70	95	
	5 th (Spring 2004)	0	0	35	65	100	

Students were in 3rd grade in spring 2002, in 4th grade in spring 2003, and in 5th grade in spring 2004.

Attachment 4 *continued*

**Percentage of Students (by Race) at/above Grade Level in MATHEMATICS
Who Began 3rd Grade in Year 1 of Project Achieve and Were Continuously Enrolled
in the School until the Completion of 5th Grade**

MATHEMATICS							
School	Grade	Level I	Level II	Level III	Level IV	Percent At/Above Grade Level	# Students Continuously Enrolled, Grades 3-5
Cary							
Black Students	3 rd (Spring 2002)	0	22	67	11	78 %	9
	4 th (Spring 2003)	0	0	78	22	100 %	
	5 th (Spring 2004)	0	11	78	11	89 %	
White Students	3 rd (Spring 2002)	0	8	22	70	92 %	37
	4 th (Spring 2003)	0	0	8	92	100 %	
	5 th (Spring 2004)	0	0	8	92	100 %	
Creech Rd.							
Black Students	3 rd (Spring 2002)	3	20	54	23	77 %	35
	4 th (Spring 2003)	3	0	63	34	97 %	
	5 th (Spring 2004)	0	3	46	51	97 %	
White Students	3 rd (Spring 2002)	0	6	53	41	94 %	17
	4 th (Spring 2003)	0	6	35	59	94 %	
	5 th (Spring 2004)	0	0	24	76	100 %	
Hodge Rd.							
Black Students	3 rd (Spring 2002)	2	19	60	19	79 %	42
	4 th (Spring 2003)	0	10	26	64	90 %	
	5 th (Spring 2004)	2	5	29	64	93 %	
White Students	3 rd (Spring 2002)	0	4	60	36	96 %	25
	4 th (Spring 2003)	0	0	4	96	100 %	
	5 th (Spring 2004)	0	0	28	72	100 %	
Smith							
Black Students	3 rd (Spring 2002)	0	30	60	10	70 %	40
	4 th (Spring 2003)	0	0	55	45	100 %	
	5 th (Spring 2004)	0	5	58	38	96 %	
White Students	3 rd (Spring 2002)	0	7	53	40	93 %	15
	4 th (Spring 2003)	0	0	27	73	100 %	
	5 th (Spring 2004)	0	0	27	73	100 %	
Rand Rd.							
Black Students	3 rd (Spring 2002)	0	50	25	25	50 %	4
	4 th (Spring 2003)	0	0	50	50	100 %	
	5 th (Spring 2004)	0	0	50	50	100 %	
White Students	3 rd (Spring 2002)	3	6	29	61	90 %	31
	4 th (Spring 2003)	0	0	26	74	100 %	
	5 th (Spring 2004)	0	3	7	90	97 %	
Vance							
Black Students	3 rd (Spring 2002)	0	10	40	50	90 %	10
	4 th (Spring 2003)	0	0	30	70	100 %	
	5 th (Spring 2004)	0	0	30	70	100 %	
White Students	3 rd (Spring 2002)	0	5	25	70	95 %	20
	4 th (Spring 2003)	0	0	15	85	100 %	
	5 th (Spring 2004)	0	0	15	85	100 %	

Students were in 3rd grade in spring 2002, in 4th grade in spring 2003, and in 5th grade in spring 2004.

Attachment 5:

ABCs Growth Standards Met/Not Met in READING,
6th-8th Grades, for Four Years

School Grade	READING							
	Spring 2001		Spring 2002		Spring 2003		Spring 2004	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Carroll Middle	6 th				No	No		
	7 th				No	No	Yes	Yes
	8 th				No	No	No	No
North Garner Middle	6 th			No	No	No	No	
	7 th			Yes	Yes	Yes	Yes	No
	8 th			Yes	Yes	Yes	Yes	No
East Wake Middle	6 th	No	No	Yes	No	No	No	
	7 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	8 th	Yes	No	Yes	No	Yes	No	No
WCPSS	6 th	No	No	No	No	No	No	
	7 th	Yes	No	No	No	Yes	No	Yes
	8 th	Yes	No	Yes	No	No	No	No

Note: Shaded areas indicate that the *High Growth* standard was met. Statewide, as a result of faulty statistical procedures, 6th-grade growth results in reading were appealed, as explained in the full report.

ABCs Growth Standards Met/Not Met in MATHEMATICS,
6th-8th Grades, for Four Years

School Grade	MATHEMATICS							
	Spring 2001		Spring 2002		Spring 2003		Spring 2004	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Carroll Middle	6 th				Yes	Yes	Yes	Yes
	7 th				Yes	Yes	Yes	Yes
	8 th				No	No	Yes	No
North Garner Middle	6 th			No	No	Yes	Yes	No
	7 th			Yes	Yes	Yes	Yes	Yes
	8 th			No	No	No	No	No
East Wake Middle	6 th	Yes	No	No	No	No	Yes	Yes
	7 th	No	No	Yes	Yes	Yes	Yes	No
	8 th	No	No	No	No	No	Yes	No
WCPSS	6 th	No	No	Yes	Yes	Yes	Yes	Yes
	7 th	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	8 th	Yes	Yes	Yes	No	Yes	No	No

Note: Shaded areas indicate that the *High Growth* standard was met.

**Project Achieve Evaluation Report:
Year Three, 2003-04**

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