

# ANNUAL PERFORMANCE REPORT 1999-2000

## *MAGNET SCHOOLS ASSISTANCE PROGRAM GRANT*



**Wake County Public School System**  
Raleigh, North Carolina  
July 2000

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**E&R Report No. 00.22**

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## II. EXECUTIVE SUMMARY

Between June 11, 1999, and June 10, 2000, the diligent efforts of staff members working with the Wake County Public School System's 1998-2001 Magnet Schools Assistance Program grant have resulted in considerable progress toward meeting project objectives. The two new and two significantly revised magnet themes and the new Year-Round Community-Based Accelerated Learning Center (CBALC) established in 1998-99 have functioned smoothly during the 1999-2000 school year. New programs that have successfully completed their second year are Conn Elementary School's Global Communications magnet theme and the Pre-International Baccalaureate/Integrated Arts theme at East Millbrook Middle School. The Math, Science, and Technology themes for the significantly revised programs at Fuller Elementary and Carnage Middle School have also done well this year. The new CBALC model has continued to provide students attending Green, Timber Drive, and West Lake year-round elementary schools with an innovative instructional program during intersession times. The first purpose of both the new and revised magnet themes is to eliminate minority group isolation and promote broad participation and interaction among diverse groups of students. Year 2 results for this purpose are disappointing. However, results in achieving the other three purposes of the project are very good.

In spite of strong magnet themes, increased 1999-2000 application numbers, record attendance at the system-wide magnet fair, and a vigorous recruitment program, only three of the Year 2 benchmarks related to the project's first purpose were met.

- Based on the minority enrollment benchmarks for Year 2, neither Conn, East Millbrook, Fuller, nor Carnage achieved their targets. Minority enrollment percentages at the CBALC targeted feeder schools also were not low enough to attain benchmarks for Year 2.
- Benchmarks for entry-level grades (i.e., kindergarten or 6<sup>th</sup> grade) at Conn, East Millbrook, Fuller, or Carnage were used to assess the project's ability to promote participation and interaction among diverse student groups. Kindergarten and 6<sup>th</sup> grade minority enrollment percentages at Conn and East Millbrook, respectively, were low enough to meet their Year 2 benchmarks. However, minority enrollment percentages at Fuller and Carnage were too high to meet benchmarked levels.
- By attracting minority students from its targeted feeder schools, CBALC seeks to increase minority enrollment percentages at Green, Timber Drive, and West Lake year-round schools. Green's minority enrollment for kindergarten increased enough to meet the Year 2 target. At Timber Drive, kindergarten minority enrollments increased almost to the benchmarked level; but West Lake's percentage of minority kindergartners decreased.

Seeing these results when the district's official enrollment figures were released in September 1999, project staff took a proactive approach and immediately began planning improvements in recruitment processes for the 2000-2001 school year. The new student assignment policy adopted by the WCPSS Board of Education in January 2000 also affected 2000-2001 enrollments at project schools.

Progress in achieving the other three MSAP purposes has been much more successful. The project's innovative, reform-based educational methods and practices take student needs and interests into account and are designed to strengthen students' academic knowledge and skills for future careers. Momentum for initiatives begun last year has increased during the second project year, and results for the majority of Year 2 benchmarks indicate that initiatives have been successful.

- Staff at all project schools and the CBALC have appropriately addressed theme-related reforms for 1999-2000. Teacher professional development programs are linked directly to the *North Carolina Standard Course of Study*, and attendance rates, although not all at the benchmarked level of 95%, are consistently high.
- Classroom observations of a systematic random sample of 30 teachers, stratified by school, demonstrate that they are all implementing their school's theme appropriately.
- Teachers have continued to develop curriculum units for academic core courses and electives related to each school's theme. Curriculum and assessment specialists reviewed each completed unit to verify its alignment with the *North Carolina Standard Course of Study*. Twenty-two of the 63 completed units have been reviewed; the remainder will undergo review in fall 2000.
- Three of the four project schools (Conn Elementary, Fuller Elementary, and Carnage Middle) met the Growth standard of North Carolina's ABCs Accountability System, and two of the four schools (Conn Elementary and Carnage Middle) met the Performance standard. When compared to 1998-1999, Conn and Carnage also showed an overall increase in the percentage of students scoring at or above grade level on the state reading and math tests.
- In comparison to 1998-1999, the 1999-2000 gain in the percentage of students at Conn who were proficient on the state writing assessment was higher than the district, but none of the other project schools met or exceeded the district's gains in writing proficiency.
- Gains in the percentage of *all* and *nonminority* 8<sup>th</sup> graders at East Millbrook who were proficient on the state computer skills test exceeded district gains. However, gains in the percent of 8<sup>th</sup> graders proficient at Carnage fell below the district.
- Over 60% of grade 3-5 students in the CBALC program attained gains on the state reading and math tests that exceed the district's average scale score gain. Gains in the percentage of minority CBALC 4<sup>th</sup> grade students proficient on the state writing assessment surpassed the district's gain. Average gains of CBALC students on the system's K-2 math and literacy assessments were higher than district gains for *minority* students in grades K-2 and *nonminority* students in grade 2.
- Survey results show that over 70% of teachers at schools in the project believe that program innovations are effective, and high percentages of teachers also indicate that they are familiar with the instructional approaches being used at their school.
- Surveys of parents with students at schools in the project indicate that from 72% to 93% believe that their child's school provides a high-quality educational program and helps their child learn reading, writing, math, science, social studies, and the arts.

### III. PROJECT STATUS

#### PROJECT PURPOSES AND OBJECTIVES

The four major purposes of the 1998-2001 Wake County Public School System (WCPSS) Magnet Schools Assistance Program (MSAP) project are to:

- eliminate, reduce, or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority students;
- develop and implement magnet school projects that promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards;
- develop and use innovative educational methods and practices that meet identified student needs and interests; and
- develop courses of instruction that strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

When writing the grant application, staff members developed 27 specific objectives through which to implement these four purposes. Objectives for the first purpose are listed on page 89 of the approved grant application; those related to the second purpose appear on pages 90 and 91. Objectives for the third and fourth purposes are on pages 92 through 95. To save extensive cross referencing for those reading this report, each objective from the application is restated in the appropriate sections below.

#### RELATING PURPOSES AND OBJECTIVES TO SCHOOLS

In addition to delineating objectives for each purpose, staff members also identified specific schools at which each objective would be implemented. The chart below, from page 422 of the grant application, indicates which objectives are being implemented at each school.

A note about the arrangement of school names in this report: Throughout most of the approved grant proposal, schools were arranged with new magnet programs first followed by significantly revised programs. That order listed the new CBALC, Conn Elementary, and East Millbrook Middle School programs followed by the significantly revised programs at Fuller Elementary and Carnage Middle. For the purposes of this report, it has been easier in most instances to list the programs alphabetically within school level, and then list the CBALC program. That sequence is Conn and Fuller Elementary, Carnage and East Millbrook Middle, and the CBALC program. This order parallels the arrangement of most printed and electronic test score and enrollment data reports issued by WCPSS and the state of North Carolina. It is simpler and more accurate to work with data in the order they are reported rather than having to transpose entries.

**Relationship of Purposes/Objectives to Schools**  
(from Grant Application, Figure 5.3.1, page 422)

<b>Purpose 1 Objectives</b>	<b>Purpose 2 Objectives</b>	<b>Purpose 3 Objectives</b>	<b>Purpose 4 Objectives</b>
<b>Conn Elementary</b>			
1-1, 1-3a	2-1a, 2-2.1, 2-2.2	3-1a, 3-2a	4-1.1a, 4-1.2
<b>Fuller Elementary</b>			
1-1, 1-3a	2-1c, 2-2.1, 2-2.2	3-1c, 3-2c	4-1.1c, 4-1.2
<b>Carnage Middle</b>			
1-1, 1-3a	2-1d, 2-2.1, 2-2.2	3-1d, 3-2d	4-1.1d, 4-1.2
<b>East Millbrook Middle</b>			
1-1, 1-3a	2-1b, 2-2.1, 2-2.2	3-1b 3-2b	4-1.1b, 4-1.2
<b>Year Round Schools with Community Based Accelerated Learning Center</b>			
1-2, 1-3b	2-1e, 2-2.1	3-1e, 3-2e	4-1.1e, 4-1.2

**PROJECT EVALUATION**

**The Evaluation Plan**

The comprehensive evaluation plan designed for this project lists Year 1, Year 2, and Year 3 benchmarks for each objective and describes the evaluation methods to be used. Within this plan, the Evaluation Target Charts (pp. 405-416 of the approved application) provide an overview of the interrelationships among program purposes, objectives, and schools. The charts also incorporate the Magnet Schools Assistance Program (MSAP) Performance Indicators, so that information can be provided about project implementation based on these. Because the target charts in the application effectively depict all required elements, a similar format will be followed for Benchmark Charts provided in this report. For every objective and related indicator under each purpose, the Benchmark Charts furnish information about whether or not schools achieved their Year 2 benchmarks. Other evaluation outcomes will be reported, with baseline data included where appropriate. (Note: In February 1999, the Evaluation Plan was revised to align it with budget reductions in the approved versus the original grant application. All benchmarks in this report are from the February 1999 revision. Page and objective numbers are the same in the original and revised evaluation plans.)

### Implementing the Evaluation Plan

The evaluation was designed to:

- integrate the MSAP Performance Indicators into evaluation of the project to gather meaningful data about implementation and outcomes on a regular basis,
- incorporate both the Growth and Performance results from North Carolina's reform-based ABCs Accountability System into the evaluation of school effectiveness and disaggregate state End-of-Grade test results to assess student achievement,
- employ appropriate evaluation methods and data analysis techniques to determine project success in meeting interim and final benchmarks, and
- utilize evaluation results for more effective project design through ongoing communication with magnet sites, central office staff, and the funding agency.

A full-time evaluator, employed by the grant, oversees all evaluation activities, collects and analyzes data, writes reports, and presents findings to staff and administrators. At the beginning of Year 2, she met with project staff and with administrators and faculty at each school to discuss Year 1 evaluation results and to review the purposes, objectives, and performance indicators listed in the Evaluation Target Charts in light of this information. She reviewed Year 1 achievements and shortfalls and apprised staff members of improvements expected for Year 2 in minority/nonminority enrollment percentages and school and student achievement outcomes on the state's End-of-Grade tests and ABCs Accountability System.

To monitor ongoing project implementation during Year 2, the evaluator used a variety of data sources including observations of classrooms and school special events; attendance at school faculty and committee meetings; and reviews of school and central-office correspondence, contracts, and records. Teachers and administrators worked closely with the evaluator to revise Year 1 classroom observation instruments to reflect each school's second-year objectives. This process helped teachers continue to understand what the project should "look like" in their classrooms, and, because they had input into the observational checklists, they were considerably more comfortable about the observation process. A sample of critical teachers, (i.e., those essential to successful implementation of the project) at each school was observed in Year 1. Because the observational checklists had worked well, they were reviewed, modified, and used with samples of all teachers, not just critical teachers, during Year 2.

Also available to the evaluator were the Action Plans developed by the Project Coordinator and completed by each grant-funded coordinating teacher.

Each individual's plan identifies action steps they used in Year 2 to implement the purposes and objectives of the project at the school level. Both the coordinator and the evaluator met regularly with grant staff during Year 2 to determine if the project was being implemented as envisioned, and to make plans to address and correct any problems. These meetings provided an ongoing method to affect program outcomes positively as well to provide opportunities for professional growth in such areas as brain-based learning and use of the inquiry instruction.

### Outcome Evaluation Data Sources

To monitor student enrollment outcomes for Year 2 and to report enrollment information relative to the performance indicators, the evaluator used the official 1999-2000 school year 20-Day Enrollment Report issued by the WCPSS Student Assignment Department on September 13, 1999. She also used the department's information about spring 1998, 1999, and 2000 magnet applications. Results of North Carolina's accountability system and state testing program, as well as district performance assessments, were used to monitor school and student achievement outcomes in Year 2. Specific data sources are listed below in relation to the school for which they were used.

#### Summary of Data Sources for Each Site

(from Grant Application, Figure 5.2.1, page 418)

Source	Year-Round CBALCs	Conn ES	E.Millbrook MS	Fuller ES	Carnage MS
Magnet Applications	√	√	√	√	√
20-Day Enrollment Report	√	√	√	√	√
Entry-Grade Enrollments (20-Day Enrollment Report)	√	√	√	√	√
ABCs Accountability System/Growth		√	√	√	√
ABCs Accountability System/Performance		√	√	√	√
EOG Reading	√	√	√	√	√
EOG Math	√	√	√	√	√
Writing Skills Assessment	√	√	√	√	√
Computer Skills Assessment			√		√
District Literacy Assessments	√	√		√	
District Mathematics Assessments	√	√		√	
District Kindergarten Assessment	√	√		√	

In addition to being related to each school, data sources are also related to the four project purposes. Levels of success in meeting project purposes during Year 2 were determined from the following data sources.

### **Summary of Data Sources\* for Each Purpose**

(from Grant Application, page 421)

- Purpose 1      Minority isolation objectives are measured through applications to and enrollments in the schools involved, as well as parent input from meetings, focus groups, and surveys indicating interest in future enrollment.
- Purpose 2      The implementation of new and revised magnet programs, aligned with challenging state content standards and student performance standards, and designed to promote national, state, and local systemic reforms is assessed through a review of training modules and curriculum documents and verification of their alignment with state standards, observations to assess teacher implementation of reform-based magnet themes, and school Growth and Performance results based on the challenging standards of the state's ABCs Accountability System.
- Purpose 3      The development of innovative methods and practices that meet identified student needs and interests is monitored through a review of curriculum documents developed, professional development records, and responses of students and teachers to relevant survey items.
- Purpose 4      The improvement of students' knowledge of academic subjects and skills needed for successful careers in the future is tracked with disaggregated results from the state End-of-Grade reading and math tests, writing and computer skills assessments, and the district's performance assessments.

\* State testing occurs in May and June, with data analysis and reporting completed in July and August. As soon as they are available, these data will be submitted as an addendum to this report.

### **Description of Data Sources**

Because results from North Carolina's ABCs Accountability System and the state's End-of-Grade tests are used to assess school and student achievement outcomes for this project, a brief explanation of the accountability system and the tests upon which it is based is provided below. The state's computer test and the district's performance assessments are also described.

The North Carolina ABCs Accountability System: The State Board of Education implemented its statewide ABCs of Public Education Accountability System during the 1996-97 school year. In this program:

- **A** represents **Accountability**, holding schools accountable for meeting high standards;
- **B** represents **Basics**, testing focused on reading, writing, and mathematics; and
- **C** represents **Control**, site-based control over budget, staff development, purchasing, and organization.

The ABCs Accountability System uses results from the state's End-of-Grade reading and math tests for grades 3-8 along with grade 4 and 7 writing assessments to set standards against which to measure annual **Growth** and **Performance** (see below) for every elementary and middle school in the state. Schools that meet or exceed the standards receive awards, and schools that fall below standards are sanctioned. The accountability system is based on student End-of-Grade test scores, but statistical models are used to aggregate individual scores and report them for the school as a whole.

**Growth:** A composite score is calculated from two years of End-of-Grade reading and mathematics test scores and three years of writing test data for each school. Schools achieve *expected* Growth if the composite indicates, on average, one year's growth for one year of instruction. To meet *exemplary* Growth, a school's scores must increase 10% more than is expected.

**Performance:** Levels are used to indicate whether a student scores below grade level (Levels I or II), on grade level (Level III), or above grade level (Level IV). A Performance Composite, the percent of students on or above grade level in reading, math, and writing, is reported for each school.

For Year 2, the 1999-2000 ABCs **Growth** and **Performance** results for schools in this project will be used to evaluate school-level achievement of state standards related to Purpose 2.

The North Carolina End-of-Grade Tests: In WCPSS and North Carolina, the primary measures of achievement in grades 3 through 8 are the North Carolina End-of-Grade (EOG) tests in reading and mathematics. These statewide tests, which are aligned with the North Carolina reading and mathematics curricula, have been administered annually since May of 1993. Used in the ABCs Accountability System for school-level Growth and Performance composites, the EOG results are also used to assess academic achievement for individual students and student groups. Students' spring 2000 EOG reading and math scores will be used to evaluate the project's Year 2 accomplishments related to student achievement for Purpose 4.

The overall increase in the percentage of students scoring at or above grade level at a school is expected to meet or exceed the average increase for WCPSS as a whole. Similar results are expected when results are disaggregated by race.

Writing and Computer Skills Assessments. Statewide, all students at grades 4 and 7 take a writing assessment each spring. A common prompt is administered to each grade level and scored using focused holistic scoring. In grade 8, all students take both a multiple-choice and a performance-based computer competency test. By the time of graduation, all students must pass both portions of the test in order to receive a diploma. For both the writing and computer competency assessments, gains in the percentage of students in this project showing proficiency are expected to increase more than overall district gains.

District Performance Assessments. North Carolina has discouraged standardized testing in grades K-2; however, the state and district have developed performance-based assessments to monitor student progress in these grades. The state's Observation Matrix for Mathematics in grades 1-5 lists major curriculum strands so that teachers can monitor student progress. WCPSS has adopted this assessment and trains its teachers to use it. The district also uses the state's grade 1 and 2 Literacy Assessment and has expanded it to include grades K and 3. The district's Kindergarten Developmental Checklist was developed for students entering kindergarten. All of these performance-based assessments, aligned with the state curriculum, are used to monitor the progress of grade K-5 students in this project. The table below lists the assessments and identifies the grade levels at which they are used for project evaluation.

### Tests and Assessments by Grade Level in WCPSS in 1998-1999

(from Grant Application, Figure 5.4.2, page 426)

Type of Test	K	1	2	3	4	5	6	7	8
ABCs Accountability System				√	√	√	√	√	√
End-of-Grade Reading Test				√	√	√	√	√	√
End-of-Grade Math Test				√	√	√	√	√	√
Writing Assessment					√			√	
Computer Assessment									√
Literacy Assessment	√	√	√	√					
Mathematics Assessment		√	√	√	√	√			
K Developmental Assessment	√								

The Evaluation Plan and data sources provide information to assess the progress of WCPSS in meeting its project objectives as well as the requirements of the MSAP performance indicators. This information also provides project and school staff with feedback to continue effective programs and to modify less effective ones. Ultimately, it affords insights for district leaders into the impact and effectiveness of magnet activities.

## PROGRESS IN ACHIEVING PURPOSE 1 OBJECTIVES

### Purpose 1:

The elimination, reduction, or prevention of minority group isolation in public elementary and secondary schools with substantial proportions of minority students.

### Performance Indicator Objective #1:

Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

Tables 1 through 3 provide current figures (September 1999) to update baseline data (September 1997) that were provided for Purpose 1 in the approved project application:

- Table 1. WCPSS overall district enrollment by minority status as of September 13, 1999 (the official 20<sup>th</sup> day enrollment reporting date);
- Table 2. Magnet schools' total and grade-level number and percent of students enrolled by minority status as of September 13, 1999; and
- Table 3. Targeted feeder schools' total school and grade-level number and percent of students enrolled by minority status as of September 13, 1999.

**Table 1. WCPSS Overall District Enrollment by Minority Status, Grades K-8  
September 13, 1999**

Grade	Minority Students		Nonminority Students		Total
	Number	Percent	Number	Percent	
K	3,088	39%	4,814	61%	7,902
1	3,256	40%	4,958	60%	8,214
2	3,002	38%	4,983	62%	7,985
3	2,995	37%	5,113	63%	8,108
4	2,869	36%	5,078	64%	7,947
5	2,678	34%	5,111	66%	7,789
6	2,722	35%	4,947	65%	7,669
7	2,660	36%	4,740	64%	7,400
8	2,339	33%	4,706	67%	7,045

**Table 2. Magnet Schools' Total and Grade-Level Student Enrollment  
by Minority Status, September 13, 1999**

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Conn Elementary	K	51	53%	45	47%	96
	1	53	65%	29	35%	82
	2	34	52%	32	48%	66
	3	51	58%	37	42%	88
	4	52	54%	45	46%	97
	5	34	48%	37	52%	71
<b>Total Enrollment</b>		<b>275</b>	<b>55%</b>	<b>225</b>	<b>45%</b>	<b>500</b>
Fuller Elementary	K	31	60%	21	40%	52
	1	37	65%	20	35%	57
	2	42	60%	28	40%	70
	3	44	59%	31	41%	75
	4	45	49%	46	51%	91
	5	36	42%	49	58%	85
<b>Total Enrollment</b>		<b>235</b>	<b>55%</b>	<b>195</b>	<b>45%</b>	<b>430</b>
Carnage Middle	6	222	61%	140	39%	362
	7	204	55%	165	45%	369
	8	214	57%	161	43%	375
<b>Total Enrollment</b>		<b>640</b>	<b>58%</b>	<b>466</b>	<b>42%</b>	<b>1106</b>
E. Millbrook Middle	6	189	53%	171	48%	360
	7	206	56%	162	44%	368
	8	156	48%	171	52%	327
<b>Total Enrollment</b>		<b>551</b>	<b>52%</b>	<b>504</b>	<b>48%</b>	<b>1055</b>

**Table 3. Targeted Feeder Schools' Total and Grade-Level Student Enrollment  
by Minority Status, September 13, 1999**

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Aversboro Elementary	K	38	51%	37	49%	75
	1	39	50%	39	50%	78
	2	39	57%	29	43%	68
	3	34	45%	42	55%	76
	4	46	56%	36	44%	82
	5	41	57%	31	43%	72
<b>Total Enrollment</b>		<b>237</b>	<b>53%</b>	<b>214</b>	<b>47%</b>	<b>451</b>
Brentwood Elementary	K	74	76%	24	24%	98
	1	70	76%	22	24%	92
	2	65	75%	22	25%	87
	3	50	66%	26	34%	76
	4	59	66%	30	34%	89
	5	52	63%	31	37%	83
<b>Total Enrollment</b>		<b>370</b>	<b>70%</b>	<b>155</b>	<b>30%</b>	<b>525</b>

**Table 3. (continued)**  
**Targeted Feeder Schools' Total and Grade-Level Student Enrollment**  
**by Minority Status, September 13, 1999**

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Creech Rd Elementary	K	79	71%	33	29%	112
	1	80	66%	42	34%	122
	2	54	45%	66	55%	120
	3	52	60%	35	40%	87
	4	60	58%	44	42%	104
	5	46	49%	47	51%	93
<b>Total Enrollment</b>		<b>371</b>	<b>58%</b>	<b>267</b>	<b>42%</b>	<b>638</b>
Hodge Rd Elementary	K	52	54%	45	46%	97
	1	73	61%	46	39%	119
	2	65	54%	56	46%	121
	3	61	58%	44	42%	105
	4	55	52%	51	48%	106
	5	63	54%	53	46%	116
<b>Total Enrollment</b>		<b>369</b>	<b>56%</b>	<b>295</b>	<b>44%</b>	<b>664</b>
Millbrook Elementary	K	63	66%	32	34%	95
	1	66	73%	24	27%	90
	2	54	65%	29	35%	83
	3	58	71%	24	29%	82
	4	43	61%	27	39%	70
	5	60	63%	36	38%	96
<b>Total Enrollment</b>		<b>344</b>	<b>67%</b>	<b>172</b>	<b>33%</b>	<b>516</b>
Powell Elementary	K	43	51%	42	49%	85
	1	39	58%	28	42%	67
	2	67	63%	39	37%	106
	3	65	64%	36	36%	101
	4	51	61%	32	39%	83
	5	58	57%	44	43%	102
<b>Total Enrollment</b>		<b>323</b>	<b>59%</b>	<b>221</b>	<b>41%</b>	<b>544</b>
Smith Elementary	K	49	60%	32	40%	81
	1	74	61%	47	39%	121
	2	66	62%	40	38%	106
	3	59	57%	44	43%	103
	4	66	60%	44	40%	110
	5	62	53%	54	47%	116
<b>Total Enrollment</b>		<b>376</b>	<b>59%</b>	<b>261</b>	<b>41%</b>	<b>637</b>

**Objective 1-1:** By June 30, 2001, as a result of two new and two significantly revised magnet programs, WCPSS will eliminate minority group isolation at **Conn Elementary, East Millbrook Middle, Fuller Elementary, and Carnage Middle Schools** by achieving a minority percentage that does not exceed 45% as evidenced by annual enrollment data.

**BENCHMARK CHART**

<b>Indicator</b>	<b>Baseline</b>	<b>Year 2 Benchmark</b>	<b>Year 2 Actual</b>	<b>Met? Yes/No</b>
1-1 <b>Minority enrollment in targeted schools.</b>			<b># %</b>	
Targeted schools with objectives of eliminating minority group isolation keep minority enrollments below 50 percent.	Conn 52%	47%	(275) 55%	No
	E. Millbrook 51%	48%	(551) 52%	No
	Fuller 54%	48%	(235) 55%	No
	Carnage 53%	49%	(640) 58%	No

Grant schools did not meet their Objective 1-1 minority enrollment benchmarks for Year 2. At all four schools, the percentage of minority students enrolled in fall of 1999 exceeded the benchmarks. In spite of a strong fall 1998/spring 1999 campaign to recruit students for the 1999-2000 school year and an increased number of applications at all four schools, the expected decline in minority enrollment percentages did not occur. Corrective actions that staff members carried out to further strengthen the fall 1999/spring 2000 recruitment program are described at the end of this section, as are other factors that impacted the minority enrollment percentages projected for the 2000-2001 school year.

**Objective 1-2:** By June 30, 2001, as a result of the successful implementation of two **Year-Round Community-Based Accelerated Learning Centers (CBALCs)**, minority group isolation will be eliminated at Powell, Millbrook, Brentwood, Creech Road, Hodge Road, Aversboro, and Smith Elementary Schools by the recruitment of minority students into three existing year-round magnet schools by achieving a minority percentage that does not exceed **50%** at the targeted feeder schools as evidenced by annual enrollment data.

**BENCHMARK CHART**

Indicator	Baseline	Year 2 Benchmark	Year 2 Actual	Met? Yes/No	
<b>1-2.</b> <b>Impact on feeder schools.</b> Feeder schools do not become racially isolated or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.	Brentwood	59%	53%	# % (370) 70%	No
	Millbrook	49%	48%	(344) 67%	No
	Powell	53%	51%	(323) 59%	No
	Creech Rd.	55%	52%	(371) 58%	No
	Hodge Rd.	55%	52%	(369) 56%	No
	Aversboro	51%	49%	(237) 53%	No
	Smith	54%	51%	(376) 59%	No

It was anticipated that the Year-Round Community-Based Accelerated Learning Centers implemented for Objective 1-2 would attract minority students to three existing year-round magnets and thereby eliminate minority group isolation at seven targeted feeder schools. However, feeder schools' minority enrollment percentages exceeded the levels benchmarked for Year 2. Factors that complicate the CBALC recruitment process and consequently affect minority enrollments at the targeted feeder schools are discussed at the end of this section.

**Objective 1-3a:** By June 30, 2001, as a result of the successful implementation of new and significantly revised programs at **Conn** and **Fuller Elementary Schools** and **East Millbrook** and **Carnage Middle Schools**, activities will be in place that promote broad participation and interaction among diverse groups of students in the magnet schools and bring minority enrollment percentages for entry-level grades (Kindergarten and 6<sup>th</sup> grade) to or below the benchmarked levels.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met?Yes/No
<b>1-3a</b> <b>Minority/nonminority distribution.</b> Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school	Entry-level grade %	Entry-level grade # %	
	Kindergarten		
	Conn 55%	51 53%	Yes
	6 <sup>th</sup> Grade		
	E. Mill. 53%	189 53%	Yes
	Kindergarten		
Fuller 50%	31 60%	No	
6 <sup>th</sup> Grade			
Carnage 48%	222 61%	No	

Kindergarten minority enrollment percentages at Conn Elementary and sixth-grade enrollments at East Millbrook Middle School were low enough to meet the benchmarks for Objective 1-3a. Enrollment percentages of minority kindergartners at Fuller Elementary and 6<sup>th</sup> graders at Carnage Middle School were above the benchmarked levels, thus neither school met its benchmark for Year 2.

**Objective 1-3b:** By June 30, 2001, as a result of the successful implementation of the new **Year-Round Community-Based Accelerated Learning Centers** program, activities will be in place that promote broad participation and interaction among diverse groups of students in the magnet schools and bring minority enrollment percentages the entry-level grade (Kindergarten) to or above the benchmarked levels.

**BENCHMARK CHART**

Indicator	Baseline	Year 2 Benchmark	Year 2 Actual	Met? Yes/No
<b>1-3b</b>	Entry-level grade	Entry-level grade	Entry-level grade	
<b>Minority/nonminority distribution.</b>	%	%	# %	
Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school	<u>Kindergarten</u> Green 11%	15%	28 22%	Yes
	<u>Kindergarten</u> Timber 21%	24%	36 23%	No
	<u>Kindergarten</u> West Lake 20%	22%	17 11%	No

Comparisons of actual and benchmark data for Objectives 1-1, 1-2, and 1-3a assume that enrollment percentages will be *equal to or below* the benchmarked levels, indicating a decrease in minority enrollment percentages to help eliminate minority group isolation. For Objective 1-3b, benchmarks are met if actual figures are *equal to or above* the benchmarked percentages. Such increases in minority enrollment percentages are intended to promote broad participation and interaction among diverse groups of students in the three year-round magnet schools associated with CBALC. The spring 1999 CBALC recruitment program assisted Green Elementary in increasing its kindergarten minority enrollment above the percentage benchmarked for Year 2. However, kindergarten minority enrollment percentages at Timber Drive and West Lake were below the benchmarked levels.

As soon as the official 20<sup>th</sup> day enrollment figures were released in September 1999, project staff were informed about the lack of success in meeting the Year 2 benchmarks for Purpose 1. This news was a disappointment, particularly since spring 1999 application numbers at every school had been higher than in spring 1998. In an effort to meet the Year 3 benchmarks, staff members immediately began planning to strengthen the fall1999/spring 2000 recruitment process for the 2000-2001 school year. Efforts focused on the district's annual magnet fair along with school-level recruitment events and publicity through school, district, and local media. As a result, attendance at the magnet fair increased. Last year approximately

3000 people attended; magnet staff estimates that this year's attendance was over 4000.

Project staff members also redoubled their recruitment activities at each school. Numerous staff members and parent volunteers were involved in school-level preparations for the Magnet Fair as well as for open houses and other special events at the schools. Open houses, information sessions, and special events were also held in neighborhoods and at outlying schools (Table 4). These personal outreach efforts were augmented through the production and use of brochures, videos, Power Point presentations, and Web page links. Newspaper, television, and radio advertisements and articles further supplemented the recruitment campaign (Table 5).

**Table 4. Year 2 Events to Recruit Students for Year 3**

<b>EVENT</b>	<b>School</b>	<b>Conn</b>	<b>Fuller</b>	<b>Carnage</b>	<b>E. Millbrook</b>	<b>CBALC</b>	<b>Total</b>
<b>Open Houses</b>							
# Scheduled		3	2	2	1	2	10
# Attending		200	136	750	120	60	1266
# Staff Involved		20	14	88	20	11	153
# Parents Involved		12	4	150	1	6	173
<b>*Other Events</b>							
# Scheduled		6	9	20	7	5	47
# Attending		400	444	1977	708	133	3662
# Staff Involved		40	54	130	102	10	336
# Parents Involved		15	22	120	4	6	167
<b>Magnet Fair</b>							
# Staff Involved		55	31	30	20	20	156
# Parents Involved		30	14	10	2	0	56
# Students Involved		20	14	20	1	15	70

\*(Other events include evening information/recruitment sessions at area schools; school events with public invited as recruitment strategy; tours for Child Care Centers or similar programs to acquaint children with magnet school; events, e.g., teas, where magnet parents invite prospective parents to discuss magnet program.)

**Table 5. Year 2 Publicity to Recruit Students for Year 3**

<b>EVENT</b>	<b>School</b>	<b>Conn</b>	<b>Fuller</b>	<b>Carnage</b>	<b>E. Millbrook</b>	<b>CBALC</b>	<b>Total</b>
<b>System Magnet Brochure</b>							
# Distributed		250	300	300	300	200	1350
Staff Hours to Develop		30	15	5	5	10	65
<b>School Magnet Brochure</b>							
# Distributed		600	150	1200	400	25	2375
Staff Hours to Develop		40	10	6	80	50	186
<b>Magnet Videos</b>							
Est. # Times Used		3	4	2	5	2	16
Staff Hours to Develop		0	40	30	3	2	75

**Table 5. (continued)  
Year 2 Publicity to Recruit Students for Year 3**

<b>EVENT</b>	<b>School</b>	<b>Conn</b>	<b>Fuller</b>	<b>Carnage</b>	<b>E. Millbrook</b>	<b>CBALC</b>	<b>Total</b>
<b>PowerPoint Presentation</b>							
Est. # Times Used		35	4	10	11	10	70
Staff Hours to Develop		40	10	16	15	10	91
<b>Web Page</b>							
Est. # Magnet Uses*		≈4500	≈4500	≈4500	≈4500	≈4500	≈22500
Staff Hours to Develop		200	25	40	15	15	295
<b>System/School Newsletters</b>							
# Magnet Articles		35	2	16	9	5	67
Staff Hours to Develop		50	5	33	21	10	119
<b>Newspaper, TV, Radio Coverage</b>							
# Ads, Articles		13	11	11	11	13	59
Staff Hours to Develop		3	3	3	3	5	17

\* Number of hits on WCPSS Magnet Web Page used to estimate average number of hits for each magnet school.

Recruitment procedures for the CBALC program received additional attention. Because CBALC is designed to decrease minority enrollment at seven targeted feeder schools by attracting minority students from those schools to three year-round schools with few minority students, the recruitment process is a complicated one. Families of many of the minority students at the targeted feeder schools are not familiar with year-round schools or with the magnet application process. A one-on-one recruitment effort is often required to provide them this information. Once informed, many choose to have their children participate. At that point, the popularity of year-round schools further complicates the process. There is high demand for year-round schools; as many as 1000 applicants may be turned down annually. Thus, students from the targeted feeder schools, once recruited for CBALC, join a large applicant pool for a small number of spaces. CBALC, which provides community-based acceleration programs for students during year-round schools' track-out times, often attracts siblings. At the year-round school, this means that there must be two places on the same track so that the siblings will track out at the same time. This year, the CBALC coordinator has increased her time spent in one-on-one recruitment and has added to the number of information sessions offered in neighborhoods around the targeted feeder schools. She has also worked in tandem with the Student Assignment Office and the year-round schools to assure appropriate placements for students recruited to the CBALC program.

Staff members expected that improvements in the recruitment process would increase the number of magnet applications for project schools. Numbers of applications for spring 2000 are listed in Table 6, which also provides 1998 and 1999 data for comparison. Applications for Conn Elementary and Carnage Middle declined from 1999 to 2000 but still remained higher than in 1998. For Fuller Elementary and East Millbrook Middle, the number of applications increased during each project year. Despite increased recruitment efforts in 2000, the 2000 application total for all four schools (659), while substantially higher than spring 1998, was only slightly higher than the 1999 total (655).

**Table 6. Magnet Applications from Spring 1998 to Spring 2000**

School	Number of Applications Received		
	Spring 1998	Spring 1999	Spring 2000
Conn Elementary	53	100	* 74
Fuller Elementary	118	171	267
Carnage Middle	148	288	216
E. Millbrook Middle	74	96	102
Total	393	655	659

\*Conn's principal designated approximately 24 transfer students as magnet students; therefore, they did not need to reapply in spring 2000 and are not reflected in this number.

Based on their vigorous spring 2000 recruitment campaign, project staff were hopeful that the WCPSS Student Assignment Office projections would show declining minority enrollment percentages at project schools (Table 6). Although official figures will not be released until mid-September (the 20<sup>th</sup> day of the 2000-2001 school year), it appears that minority enrollment percentages will not decrease sufficiently to meet benchmarks for Year 3 (Table 7). However, without the magnet program, minority enrollment percentages would have been much higher at all four project schools and higher at five of the seven targeted feeder schools (Table 8).

**Table 7. Magnet and Targeted Feeder Schools' Projected Fall 2000 Enrollment,  
by Minority Status, WITH the Magnet Grant**

Magnet School or Targeted Feeder School	Projected Fall 2000 Enrollment				
	Minority		Nonminority		Total
Magnets	Number	Percent	Number	Percent	
Conn Elementary	360	61%	231	39%	591
Fuller Elementary	242	54%	208	46%	450
Carnage Middle	581	59%	409	41%	990
E. Millbrook Middle	564	56%	445	44%	1009
Targeted Feeders	Minority		Nonminority		Total
Targeted Feeders	Number	Percent	Number	Percent	
Aversboro Elementary	237	53%	209	47%	446
Brentwood Elementary	329	69%	147	31%	476
Creech Rd. Elementary	252	55%	205	45%	457
Hodge Rd. Elementary	351	57%	262	43%	613
*Millbrook Elementary	321	64%	179	36%	500
*Powell Elementary	267	56%	213	44%	480
Smith Elementary	365	67%	176	33%	541

\*Only CBALC magnet students were used to calculate these percentages.

**Table 8. Magnet and Targeted Feeder Schools' Projected Fall 2000 Enrollment,  
by Minority Status, WITHOUT the Magnet Grant**

Magnet School or Targeted Feeder School	Projected Fall 2000 Enrollment				
	Minority		Nonminority		Total
Magnets	Number	Percent	Number	Percent	
Conn Elementary	303	78%	87	22%	390
Fuller Elementary	141	85%	24	15%	165
Carnage Middle	486	73%	181	27%	667
E. Millbrook Middle	516	62%	310	38%	826
Targeted Feeders	Minority		Nonminority		Total
Targeted Feeders	Number	Percent	Number	Percent	
Aversboro Elementary	241	53%	218	47%	459
Brentwood Elementary	348	70%	152	30%	500
Creech Rd. Elementary	266	56%	210	44%	476
Hodge Rd. Elementary	355	58%	262	42%	617
*Millbrook Elementary	324	64%	182	36%	506
*Powell Elementary	281	57%	215	43%	496
Smith Elementary	368	68%	177	32%	545

\*Only CBALC magnet students were used to calculate these percentages.

Since 1982, the Wake County Public School System has operated under guidelines that set a target of no less than 15% and no more than 45% minority enrollment at each school. In an effort to maintain diversity in light of recent court decisions regarding the use of race in the student assignment process, the Wake County Board of Education, in January 2000, adopted a new student assignment policy that is race neutral. Indicators used to determine diversity in schools are the percentage of students on free/reduced price lunch and the percentage of students below grade level in reading. In addition to this new board policy, other factors that affected the projected fall 2000 enrollments at project schools are discussed below.

- In fall 1999, Conn's principal chose to change the designation of all transfer students at the school to magnet status. This precluded the need for these 24 students to reapply in spring 2000 and thereby decreased the number of applicants for Conn. The opening of two new magnet programs at nearby elementary schools also decreased the number of potential applicants.
- Although its number of spring 2000 applications increased over the previous year, projections of enrollments for fall 2000 indicate that Fuller's minority enrollment benchmarks probably will not be met. Even with a large number of applicants, actual enrollments at Fuller were likely affected by the opening this fall of four new elementary schools in its feeder pattern.
- Applications for Carnegie Middle School were affected by the new Centennial Magnet Middle School only 6.5 miles away. Opening this fall on prestigious Centennial Campus, the school is a joint project of WCPSS and North Carolina State University and, as such, has been highly publicized and much anticipated. Also affecting Carnegie's magnet draw are major renovations underway at the school. Construction throughout 1999-00 and into the 2000-01 school year has caused inconveniences and disruptions that considerably reduce the school's functionality, and its visual appeal is currently not up to standard.
- Applications to the International Baccalaureate Program at East Millbrook may have been influenced by publicity in spring 2000 about lack of funding\* for the planned expansion of the IB program to other schools. Although East Millbrook's IB program is grant-funded, the public often does not distinguish between grant-funded and locally funded programs. Based on media and newspaper coverage, many potential applicants probably concluded that the East Millbrook IB program was in jeopardy and did not apply. (\*The WCPSS Board of Education has since allocated program expansion funds.)
- Mention should also be made of the 10 days that schools in the district were officially closed due to a record-breaking, 24-inch snowfall. This occurred in the middle of recruitment season and forced cancellation of numerous recruitment activities scheduled at project schools. With 10 full days and any associated evening activities missed, it was impossible to reschedule most events.

**PROGRESS IN ACHIEVING PURPOSE 2 OBJECTIVES****Purpose 2:**

The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and challenging State performance standards.

**Performance Indicator Objective #2:**

Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

The information required for the Objective 2 Performance Indicator is organized and reported below according to the sub-objectives through which magnet schools are implementing Purpose 2: 2-1a-e, 2-2.1, and 2-2.2. A Benchmark Chart following each sub-objective indicates whether schools did or did not meet their Year 2 benchmarks for the sub-objective. Data used to determine if second-year benchmarks were met are summarized in tables for each school, and narrative paragraphs describe how each school has continued to promote national, state, and local systemic reforms. The North Carolina state curriculum, the *North Carolina Standard Course of Study* (NCSCS), embodies national and state standards and is revised regularly to reflect reform-based approaches for each content area and grade level. WCPSS expands upon this document to provide more specific instructional guidelines which reflect the system's local standards. Reforms at every project school and the CBALC are closely aligned with the NCSCS and the system's additions to it.

Several benchmarks for Objectives 2 and 3 address percentages of staff development training to be completed and percentages of curriculum units to be developed and piloted. The performance period for this report ends June 10, 2000; however, the report includes staff training and curriculum development for the calendar year from August 1, 1999 to August 1, 2000. These activities are included because much of the professional development and curriculum writing begun in Year 2 will culminate during the summer.

**Objectives 2-1 (a-e)** By June 30, 2001, **project schools and the year-round Community-Based Accelerated Learning Centers (CBALCs)** will implement the new magnet themes to assist the system in achieving national, state, and local reforms as evidenced by:

- an annual narrative report describing reforms and how they are addressed;
- staff development training documents showing a 100% correlation of the theme with state standards;
- teacher training participation of 95%; and
- onsite observations by the principal and evaluator showing 90% of staff implementing themes in ways appropriate to their areas.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met? Yes/No	
<p><b>2-1 (a-e)</b> <b>National, state, and local reforms.</b> Magnet programs play an active role in implementing national, state, and local reforms.</p>	<ul style="list-style-type: none"> <li>• Narrative report will describe how reforms are addressed at each school</li> <li>• 100% of training modules complete and 100% correlated to state standards</li> <li>• 95% of all teachers will participate in training</li> <li>• All critical* staff will be observed fully implementing the theme, with 85% of the remaining staff observed piloting the theme in ways appropriate to their area</li> </ul> <p><small>*NOTE: Critical teachers/staff are those identified as essential to implementation of the theme at each school. For Purposes 2 and 3, most benchmarks mentioned all teachers, not just critical teachers; thus, staff development and classroom observation information for Year 2 includes critical as well as other (non-critical) teachers.</small></p>	<ul style="list-style-type: none"> <li>• Narrative paragraphs show how each school has addressed reforms in Year 2</li> <li>• Tables 10, 12, 14 ,16, and 18 show training modules completed and verification of alignment with <i>North Carolina Standard Course of Study</i></li> <li>• Tables 10, 12, 14 ,16, and 18 show staff training participation percentages</li> <li>• Tables 11, 13, 15, 17, and 19 show results of classroom observations for all teachers (i.e., critical* and remaining staff)</li> </ul>	<p>Conn Full. Carn. EMill. CBALC</p> <p>Conn Full. Carn. EMill. CBALC</p> <p>Conn Full. Carn. EMill. CBALC</p> <p>Conn Full. Carn. EMill. CBALC</p>	<p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes No No</p> <p>Yes Yes Yes Yes</p>

The term "critical" teachers or "critical" staff appears throughout the Objective 2 and 3 benchmarks for the first and second years of the project. When

the grant was funded in September of 1998, the evaluator and project coordinator asked grant staff at each school to meet with their principal and identify staff members essential to successful implementation of the theme during its first two years. The idea was to disseminate responsibilities and training by focusing on a cadre of staff members during the Years 1 and 2 so that they would adopt and model new instructional approaches for the staff as a whole. In fall 1999, critical staff lists were expanded and updated for Year 2. Obviously, there was much overlap between the fall 1998 and 1999 listings, but some revisions were needed due to staff changes and program expansion in the second year of the project. Numbers of critical staff identified in the school lists for 1999-2000 ranged from 12 to 30, and included administrators; school staff hired by the grant; instructional technology teachers; media specialists; instructional resource teachers; team leaders and classroom teachers; and teachers writing curriculum for new core and elective courses (Table 9). Critical staff lists will not be used in Year 3 as it is expected by that time that all staff will be trained and fully implementing the theme.

**Table 9. Numbers and Positions of Critical Staff at Each School in Year 2**

School	Number	Positions
Conn Elementary	12	Coordinating Teacher for Technology, Principal, Assistant Principal, Instructional Resource Teacher, Classroom Teachers, Specialists, Teachers Developing Curriculum, Technology Teacher
Fuller Elementary	17	Coordinating Teacher for Technology, Math/Science Coordinating Teacher, Principal, Assistant Principal, Instructional Resource Teacher, Classroom Teachers, Specialists, Teachers Developing Curriculum, Technology Teacher
Carnage Middle	23	Technology Coordinating Teacher, Science Coordinating Teacher, Math Coordinating Teacher, Assistant Principal, Teachers of the Academically Gifted, Classroom Teachers, Curriculum Integration Coordinator, Classroom Teachers Developing Curriculum Electives
E. Millbrook Middle	30	Pre-IB Coordinator, Integrated Arts Coordinator, Curriculum Integration Coordinator, Principal, Assistant Principals, Team Leaders, Areas of Interaction Leaders, Media Specialist, Eighth Grade Project Committee Chairman, Athletic Director/P.E. Teacher (to enable every academic department to be represented by a critical staff member), Instructional Support Technician
CBALC	14	CBALC Coordinator, All CBALC Lead Teachers, All CBALC Teacher Assistants

### **Conn Elementary School, Objective 2-1a**

Addressing National, State, and Local Reforms: In implementing its Global Communications magnet theme during the 1999-2000 school year, Conn continued to address national, state, and local reforms through differentiated instruction, project-based learning, and concept mapping. Teachers maintained and expanded upon the subject-area and grade-level curriculum linkages necessary for their global communications curriculum. The curriculum's thematic units, which include

thought-provoking questions, community connections, and global emphases, correlate directly with the NCSCS.

Year 2 of the project was also Conn's second year to participate in Technology Connections. This WCPSS program, which complements the MSAP project, provides hardware and software to create technology-rich learning environments for all students and supports these with technology integration training for teachers. This year Technology Connections classrooms for grades K to 3 were added to those established for grades 4 and 5 during Year 1 of the MSAP project. Computers in Technology Connections classrooms run IBM's School Vista software which supports approaches that are especially suitable for Conn's Global Communications theme (e.g., integrated thematic curriculum, differentiated instruction, project-based learning, and global research and communication). School Vista is also used to schedule flexible time segments and student groupings to facilitate differentiated instruction and project-based learning.

Internet and email access in Conn's classrooms enhance the school's ability to communicate with urban partners from the surrounding neighborhood and city. The urban partnerships, established last year, have been extended and formalized this year through CONNtact groups. These groups, which met this year on the first and third Friday of each month, provide opportunities for teams of students from all grade levels to work on service projects with staff members, parents, and community members. A CONNtact steering committee has been formed to strengthen the partnerships and further develop activities for the groups.

Because of its technology plan, required technology training for teachers, availability of technical support, use of email, high ratio of computers to students, and several other aspects of its technology program, Conn was listed in the May 2000 issue of *Family PC* magazine as one of the "Top 100 Wired Schools" in the U.S. The school's technology infrastructure also resulted in Conn being chosen as one of the WCPSS schools to participate in the Bell South technology grant. Convergence of the MSAP project, Technology Connections, and the Bell South grant will ensure that Conn's technology plan is successful and that its staff are trained to use this technology effectively.

Training Modules Completed: To prepare personnel at Conn for implementation of their Global Communications magnet theme, more than 100 hours of staff development were offered to faculty, staff, and administrators during Year 1. Subjects included technology, differentiated instruction, concept mapping, and curriculum development. Building on this base, 12 workshops totaling 128.5 hours of training were offered this year. Staff training modules used at Conn during Year 2 are listed in Table 10, along with dates, amounts of training offered, and level of staff participation. Staff also took advantage of opportunities to attend off-site workshops and conferences.

**Table 10. Conn Elementary School Year 2 Staff Development and Curriculum Alignment of Training Modules**

Training Modules	Dates	Total Hours	% Trained	Curriculum Alignment
Web Quest Training	June/July/ Aug 2000	14	100%	Competency Goal 3.6: Create nonlinear multimedia projects related to content areas.
Bell South Grant: Online Courses	(Ongoing) May 2000 – present	40	89%	Competency Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
TAO email training: Beginning	March 2000	1.5	95%	Competency Goal 2.9: Use e-mail as a means of communication.
TAO email training: Advanced	March 2000	1.5	92%	Competency Goal 2.9: Use e-mail as a means of communication.
Creating Web Pages	August 1999	1	86%	Competency Goal 3.6: Create nonlinear multimedia projects related to content areas.
Overview of School Vista	August 1999	1	80%	Competency Goal 3: The learner will use a variety technologies to access, analyze, interpret, synthesize, apply, and communicate information
Bureau of Education & Research: Using Multimedia, Internet and Other Technology Tools	January 2000	5	95%	Competency Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.
Laptop Training	January 2000	1.5	100%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
The Wright Group: How to Help Struggling Readers	March 2000	6	92%	Competency Goal 1: The learner will apply enabling strategies and skills to read and write. Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology. Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
PE Resources/Quality PE	March 2000	10	100%	Competency Goal 3: The learner will develop skills in constructive interpersonal relationships and social participation. Competency Goal 4: The learner will participate effectively in games.
Journey Through the Arts, United Arts Council	March 2000	4 days	100%	Competency Goal 1: The learner will use information for problem solving, decision-making, and planning. Competency Goal 1: The learner will exhibit traits of good citizenship in the classroom and school.
I Teach K Conference	July 2000	15	50%	Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write. Competency Goal 1: The learner will exhibit traits of good citizenship in the classroom and school. Competency Goal 1: The learner will recognize, model, and write numbers.

Teacher Participation in Staff Development: Generally, training modules offered at Conn in Year 2 were open to all staff members. Some modules were more appropriate for selected staff who had very specific responsibilities such as training others or installing Technology Connections equipment. Percentages of staff eligible for and completing sessions ranged from 50% to 100%. For 6 out of the 12 workshops (50%) listed in Table 10, the staff participation rate was 95% or higher; thus, Conn met its staff development benchmark for Year 2. Off-site

workshops and conferences attended by eligible staff members included workshops at East Carolina University, the North Carolina Museum of Art, and the North Carolina Center for the Advancement of Teaching. Conferences included the North Carolina Educational Technology Conference and the Association for Childhood Education.

Observations of Teachers Piloting the Magnet Theme: The evaluator asked teachers to update the classroom observation instrument developed last year to reflect additional or unique approaches being used this year. In cooperation with the technology coordinating teacher, she selected a systematic random sample of 3 critical and 4 non-critical teachers and scheduled observations during the fourth nine weeks. A total of seven teachers were observed representing grades K-5; the subject areas observed included language arts, social studies, and math. In every case, both the critical and non-critical staff observed were fully implementing essential classroom behaviors related to the Global Communications theme. Especially effective were the use of literature circles in language arts and the use of manipulatives for mathematics instruction. All teachers and students were very comfortable working in cooperative groups and in making the transition from whole-group instruction to group work. Table 11 describes the observational checklist and identifies the subject areas and/or grade levels observed, the observation date, observer, and observation outcome.

**Table 11. Conn Elementary School Year 2 Classroom Observations**

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
Behaviors organized by Conn's eight focus areas: <ul style="list-style-type: none"> <li>• Urban Partnerships</li> <li>• Mentoring/Academic Coaching</li> <li>• Project-Based Learning</li> <li>• Global Curriculum</li> <li>• Technology</li> <li>• Interdisciplinary Learning</li> <li>• Customized Reading, Writing, and/or Math</li> <li>• Impact of Reduced Class Size</li> </ul> Teachers updated behavior they has identified behaviors in Year 1.	5/1/00	Social Studies and Math Electives K-2	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/00	Language Arts 1 <sup>st</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/00	Math 2 <sup>nd</sup> Grade	Observer: Evaluator Outcome: Critical Teacher effectively implemented all expected behaviors.
	4/27/00	Language Arts Social Studies 3 <sup>rd</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/00	Language Arts 4 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	4/27/00	Language Arts Social Studies 5 <sup>th</sup> Grade	Observer: Evaluator Outcome: Critical Teacher effectively implemented all expected behaviors.
	4/27/00	Language Arts Social Studies 5 <sup>th</sup> Grade	Observer: Evaluator Outcome: Critical Teacher effectively implemented all expected behaviors.

**Fuller Elementary School, Objective 2-1c**

Addressing National, State, and Local Reforms: In continuing to implement their Math, Science, and Technology magnet theme during the 1999-2000 school year, Fuller's staff has been totally immersed in technology training, as well as best practices in science, math, and literacy. Whenever possible, technology is integrated into all areas of the curriculum. Staff members for each grade level completed curriculum mapping during the first month of school to ensure alignment of their curriculum with state standards, as outlined in the NCSCS, and to verify integration of science and math standards. Fuller's Math, Science, and Technology theme is complemented by its status as a WCPSS Gifted and Talented (GT) magnet school. As such, it employs specialists in dance, drama, art, music, foreign language, and physical education. This year an instructional technology specialist was added. Every student is afforded the opportunity to develop their unique gifts and talents through weekly participation in specialists' classes. State standards are incorporated throughout the GT curriculum.

This is Fuller's third year in the system's Technology Connections program, for which Fuller serves as a leader school. The entire campus has been outfitted with model technology equipment. Specifically, there are five computers per classroom, along with printers, scanners, and converters to display computer images on TV screens. All computers are Internet and email capable and have presentation software installed. The instructional technology specialist maintains a lab of 15 computers, and other GT specialists' rooms have at least one computer and printer with Internet and email connections. Specialists, teachers, and teacher assistants are receiving in-depth training on the use of Technology Connections equipment and computers along with staff development on how to integrate technology appropriately into all subject areas.

Because of the infrastructure that the MSAP project and Technology Connections have put into place, Fuller was chosen this year to participate in the two-year BellSouth Power to Teach grant. Like MSAP and Technology Connections, this grant recognizes that the influx of technological equipment into classrooms only becomes powerful when teachers are equipped to use it in their daily lessons. In addition to their MSAP training, teachers will have access to online courses through Connected University (<http://cu.classroom.com>), CD delivered courses by Compaq, and a 2-day workshop on writing WebQuests.

Training Modules Completed: With knowledge of the training that staff had completed in Year 1, Fuller's technology and math/science coordinating teachers worked with the school leadership team to identify and meet training needs for the second year. A total of 17 modules, all closely aligned with the state's technology and math/science curriculum standards, were offered to meet these needs. Contact hours for the modules ranged from 1 to 18, with a total of 48 hours provided (Table 12). Staff members were also offered opportunities to attend conferences and

workshops outside of the school on topics directly related to the project objectives. This included attending professional development sessions at the National Science Teachers Association, National Educational Computing Conference, North Carolina Teachers of Mathematics, and the North Carolina Educational Technology Conference. Teachers also attended math, science, technology, and arts workshops in Raleigh, Charlotte, and Research Triangle Park, North Carolina, as well as at East Carolina University and the University of North Carolina at Chapel Hill.

**Table 12. Fuller Elementary School Year 2 Staff Development and Curriculum Alignment of Training Modules**

Training Modules	Dates	Total Hours	% Trained	Curriculum Alignment
Intro. to SchoolVista Software	Aug. 1999	2	82%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
SchoolVista Software, Part II	Mar. 2000	7	100%	Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
Taking a Good Look at Instructional Technology (TAGLIT)	Mar. 2000	1	95%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Technology Connections	Oct. 1999	2	86%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Brain Research	Feb. 2000	2	85%	All goals addressed, Brain Research based on NCSCS. Knowledge of differing learning styles, multiple intelligences, etc. will better prepare teachers to meet all students' needs to increase student performance on all NCSCS goals.
Laptop Training	Dec. 1999	1.5	93%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Blackboard.com	Apr. 2000	2.5	92%	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Covey Leadership Training	Aug. 1999	18	97%	Increased teacher organizational skills to deliver NCSCS at appropriate grade levels.
Best Practices: Writing	Aug. 1999	6	83%	Goal 1: The learner will apply enabling strategies and skills to read and write. Goal 5: The learner will apply grammar and language conventions to communicate effectively.
Curriculum Mapping Retreat	Sept. 1999	6	100%	Alignment of Fuller's curriculum to all grade appropriate state NCSCS goals and objectives.
Writing, Holistic Scoring I, II, III	Oct. 1999	1	95%	Goal 1: The learner will apply enabling strategies and skills to read and write. Goal 5: The learner will apply grammar and language conventions to communicate effectively.
Nailing the Writing Prompt	Oct. 1999	2	96%	Goal 1: The learner will apply enabling strategies and skills to read and write. Goal 5: The learner will apply grammar and language conventions to communicate effectively.
Math Best Practices	Nov. 1999	1.1	95%	Goal 1: The learner will understand and compute with rational numbers. Goal 2: The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement. Goal 3: The learner will demonstrate an understanding of patterns, relationships and elementary algebraic representation.

**Table 12. (continued)  
Fuller Elementary School Year 2 Staff Development and  
Curriculum Alignment**

Training Modules	Dates	Total Hours	% Trained	Curriculum Alignment
Math Tools/Processes	Dec. 1999	1.5	86%	Goal 4: The learner will demonstrate and understanding and use of graphing, probability and data analysis.
EOG Practice	Mar. 2000	1	100%	All goals addressed, EOG Practice training based on NCSCS
Math/Literacy	Apr. 2000	1	100%	Goal 1: The learner will understand and compute with rational numbers. Goal 2: The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement. Goal 3: The learner will demonstrate an understanding of patterns, relationships and elementary algebraic representation.
Curriculum Writing Workshops	Spring 2000	14	100%	Computer/Technology Skills - Competency Goal 3.2 - Use word processing/desktop publishing applications to create documents related to content area.

Teacher Participation in Staff Development: The major areas included in Fuller's staff development for Year 2 were technology, leadership training, best practices, and curriculum writing. From 82% to 100% of eligible teachers participated in the various activities. The participation rate was equal to or greater than 95% for 10 of the 17 activities (i.e., over half of the activities); therefore, Fuller met its Year 2 staff development benchmark.

Observations of Teachers Piloting the Magnet Theme: A systematic random sample of 3 critical and 3 non-critical teachers was selected for the Year 2 classroom observations at Fuller. Teachers from grades 1 to 4 were included in the sample, as were the physical education teacher and a 5<sup>th</sup> grade teacher of a geometry elective for grades 3-5. (Unfortunately, the physical education teacher was injured on observation day, so that observation had to be cancelled.) In the project coordinator's hour-long observations, all teachers were effectively using the theme-related behaviors that they had planned for the time segment. In all classrooms, a variety of resources and materials were available and teachers guided students as they worked effectively in cooperative groups or at learning centers. The coordinator noted effective classroom management and a respectful atmosphere in all classes. Teachers' questioning strategies and reinforcement activities were very effective. Technology was integrated into instruction and hands-on manipulatives were available for math and science.

Table 13. Fuller Elementary School Year 2 Classroom Observations

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
Observational Checklist of 50 observable behaviors, based on the state's teacher performance inventory with added behaviors identified by teachers. Teachers highlight all behaviors they expect to demonstrate during the lesson being observed. Use of checklist was successful last year, so it was maintained this year.	4/26/00	Science 1 <sup>st</sup> Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	4/26/00	Math 2 <sup>nd</sup> Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	4/26/00	Science 3 <sup>rd</sup> Grade	Observer: Project Coordinator Outcome: Critical Teacher effectively implemented all expected behaviors.
	4/26/00	Social Studies 4 <sup>th</sup> Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	4/26/00	Math Elective 3 <sup>rd</sup> -5 <sup>th</sup> Grades	Observer: Project Coordinator Outcome: Critical Teacher effectively implemented all expected behaviors.

**Carnage Middle School, Objective, 2-1d**

Addressing National, State, and Local Reforms: Math, Science, and Technology remained the primary focus at Carnage throughout the 1999-2000 school year, and teachers continued to develop and implement curriculum aligned with this theme. Based on their science ecosystems training last year, teachers have involved science students in the maintenance of the model wetlands ecosystem. This year classes regularly use the model, developed cooperatively with the North Carolina Natural History Museum during Year 1, for study, observation, and data collection. Math teachers integrated the Destination Math software program into their lessons, using it both as a tool for generating classroom discourse and as a means of providing accelerated learning opportunities for students in their classes. The TestMagic software program similarly provided means of fostering students' understanding of key math concepts, while connecting those concepts to national, state, and district standards.

The integration of technology into all curriculum areas, not just math and science, has become more prevalent as teachers continue to be trained to use the various tools made available. Students, too, have become more proficient at using graphing calculators, Calculator-Based Laboratory (CBL) units, computers, and software for word processing, research, multimedia presentations, and web page design. The elective program at Carnage has been extended to include several new classes that support the math, science, and technology theme. Other elective courses are being revised and updated to reflect the theme or to more effectively utilize hardware and software made available through grant funding.

Training Modules Completed: By the end of summer 2000, critical staff members will have completed training in leadership, technology, and curriculum. In summer 1999, eligible staff attended training in writing integrated, interdisciplinary thematic units, which concluded with the construction of such a unit. This unit was piloted by one eighth grade team during the school year. Other eligible members received technology training that enabled them to conduct workshops for Carnage faculty throughout the year. Year 2 concluded with a successful summer 2000 institute in which a nationally known consultant provided instruction on differentiation and curriculum compacting. The consultant guided Carnage faculty in completing three additional thematic units that include provisions for differentiation in the classroom.

**Table 14. Carnage Middle School Year 2 Staff Development and Curriculum Alignment of Training Modules**

Training Modules	Dates	Total Hours	% Trained	Curriculum Alignment
Covey Leadership Training	Fall/Winter 1999	15	80	Information Skills - Competency Goal 3: The learner will relate ideas and information to life experiences.
Calculator-Based Laboratory (CBL) Training	Oct. 1999	6	77	Computer/Technology Skills - Competency Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
Using the TestMagic Software Program	Spring 2000	4	88	Addresses all Competency Goals for Language Arts and Mathematics, Grades 6 - 8
Using the Destination Math Software Program	Fall 1999	4	100	Addresses all Competency Goals in Mathematics Curriculum - (1) The learner will understand and compute with rational numbers. (2)The learner will demonstrate an understanding of the properties and relationships in geometry, and standard units of metric and customary measurement. (3)The learner will demonstrate an understanding of patterns, relationships, and algebraic representations. (4) The learner will demonstrate an understanding and use of graphing, probability, and data analysis.
Curriculum Writing Training	Fall '99- Spring '00	14	86	Computer/Technology Skills - Competency Goal 3.2 - Use word processing/desktop publishing applications to create documents related to content area.
Summer Institute: Differentiation, Thematic Units, and Other Teaching Tools	Summer 2000	30	100	Computer/Technology Skills - Competency Goal 3.2 - Use word processing/desktop publishing applications to create documents related to content area.
Project MAST '00 : Mathematics and Science Technology (UNC Chapel Hill)	Summer 2000	75	100	Computer/Technology Skills - Competency Goal 2 - The learner will demonstrate knowledge and skills in the use of computer and other technologies.

Teacher Participation in Staff Development: In Year 2, not all staff members were eligible for participation in every staff development activity. Some members had completed training in certain areas during Year 1, and others needed to attend only staff development sessions geared toward their specific subject areas. The

participation rate of eligible staff members was from 77% to 100%. Three out of the seven staff development offerings had an attendance rate above 95%. This was less than half of the workshops, so Carnage did not meet its Year 2 staff development benchmark. Grant staff at Carnage have always encouraged faculty to attend professional development activities related to the project, and they will continue to do so next year. They will work to ensure that relevant, up-to-date training is offered in timeslots that are easily accessible to school staff.

Observations of Teachers Piloting the Magnet Theme: The technology coordinating teacher at Carnage helped the evaluator to select a sample of five teachers to be observed. The coordinator also adapted the math/science observational checklist used last year, when only math and science teachers were observed, to include language arts and social studies this year. The evaluator spent a full period in classrooms of each sampled teacher, and she observed effective implementation of the project's instructional approaches at Carnage (Table 15). The observational checklists included factors such as integration of technology, teaching to the multiple intelligences, participation and interaction of diverse groups, positive classroom environment for all types of learners, project-oriented instruction, and alignment of the lesson with state and local content and skills standards. Math lessons also used algebraic concepts and abstract thinking and allowed students to generalize knowledge. The scientific method was used as a model of instruction in the science classes and connections were made with scientific knowledge found outside the classroom.

**Table 15. Carnage Middle School Year 2 Classroom Observations**

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
The technology coordinating teacher revised and expanded lists of expected behaviors from Year 1 to include language arts and social studies in addition to math and science. Behaviors were rated Y or N, depending on whether or not they were observed.	5/2/00	Social Studies 8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/00	Math 8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/00	Science 7-8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/3/00	Science 8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/3/00	Science 7 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.

**East Millbrook Middle School, Objective 2-1b**

Addressing National, State, and Local Reforms: East Millbrook continued to implement both the International Baccalaureate Middle Years Program (IBMYP or Pre-IB) and North Carolina's Kenan Institute for the Arts A+ Schools Program. The Pre-IB program offers a comprehensive, globally focused education for young adolescents and helps them understand the relationships between school subjects and the world outside. The A+ Program fosters integration of the arts into all subject areas and elective classes, as well as reinforcement of subject-area content in all arts classes. For each grade, teachers work in teams of subject-area (math, science, language arts, and social studies) core teachers. This year teams have been expanded to include administrators, counselors, program coordinators, special program teachers, vocational education teachers, and physical education/health teachers.

The Pre-IB and A+ programs, which faculty have correlated with the *North Carolina Standard Course of Study*, are complementary and synergistic. They feature project-based learning, enrichment activities, and cooperative groups. Parental and community involvement are also important. An example of this is the fall 1999 school-wide theme, "Why is Mona Lisa Smiling? Exploring the Genius of Leonardo da Vinci." All classes investigated different topics related to the Italian Renaissance. Based on that information, students created projects ranging from art and music to scientific experiments. The month-long event culminated in October with an open house, attended by more than 600 people, to showcase student work. For the International Festival in spring 2000, each team selected a country or countries to research. Students created artwork and other projects to represent the life and history of their chosen countries. These were displayed at a day-long festival attended by parents, students, and community members.

Students in grades 6-8 began portfolio notebooks to collect and showcase their work in academic subject areas and the arts. The portfolio format is based on Pre-IB Assessment Standards. Each team chose one content area as a portfolio focus during first semester and a second area for second semester. Based on the evaluator's fall and spring audits, most portfolios contained the appropriate content area selections and the quality of work samples was suitable. Eighth graders' portfolios also included independent research projects — a written report and visual presentation on a topic of significant personal interest to them — to fulfill specific Pre-IB requirements.

Technology also figures prominently in East Millbrook's Pre-IB/Integrated Arts magnet theme. Students continue to acquire and use word processing, database, spreadsheet, graphics, and multimedia skills. Available for teachers' use on campus are the following: 40 Pentium computers, 12 DeskJet printers, 12 scanners, 3 data projectors, and 2 infrared transparency makers.

Training Modules Completed: The professional development begun in Year 1 to prepare teachers to implement the Pre-IB/Integrated Arts magnet theme at East Millbrook continued with nine offerings this year (Table 16). These opportunities ranged in complexity from the intensive A+ Summer Institute and in-depth Team Interdisciplinary Planning throughout the year to a short visit to the North Carolina Museum of Art.

**Table 16. East Millbrook Middle School Year 2 Staff Development and Curriculum Alignment of Training Modules**

Training Modules (Technology)	Dates	Total Hours	% Trained	Curriculum Alignment
A+ Institute	Summer-Winter 1999 - 2000	10 - 42	100	All Goals addressed. Research-based approach to enhancing student learning through the use of arts integration.
Team Interdisciplinary Planning	Summer-Winter 1999 - 2000	9	100	All Goals addressed. Research-based approach to enhancing student learning and retention of knowledge through connections made between classes and knowledge reinforced in other disciplines.
Portfolio Program	August 1999	3	84	Goal W.6,7,8. A. Characteristics of the Writer: Possesses the attitudes, habits, and dispositions of a writer.  Goal W.6,7,8 .C. Composing Products: Write literary, informational, and practical texts to convey meaning, to learn, and to clarify thinking.
EMMMS New Magnet Resources Fair	August 1999	3	63	Goal Me.1. The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.  Goal Me.2. The learner will identify and apply strategies to access, evaluate, use, and communicate information for learning, decision making, and problem solving.
IBMYP New Teacher Training	Summer-Fall 1999	6	100	All goals addressed. Teachers will learn and apply the IBMYP overarching principles of global education, communication, and intercultural awareness. Teachers will become able to utilize the IBMYP themes of approaches to Learning (study skills), Health and Social Education, Environment, Community Service, and <i>Homo faber</i> (Man the Creator).
North Carolina N C Museum of Art Visit	Summer 1999	2	100	All Goals addressed. Research-based approach to enhancing student learning through the use of arts integration.
Computer technology training, including HyperStudio, PowerPoint, laptop usage, and computer peripherals.	Fall 1999-Spring 2000	18	100	Goal C.2. The learner will demonstrate knowledge and skills in using computer technology.  Goal C.3. The learner will use a variety of computer technologies to access, analyze, interpret, synthesize, apply and communicate information.
Inquiry Learning	Spring 2000	4	92	All Goals addressed. Research-based approach to develop the ability of teachers to enable permanent student knowledge acquisition in the disciplines.
Cable in the Classroom	Winter-Spring 2000	14	100	Goal Me.1. The learner will experience a wide variety of reading, listening, and viewing resources to interact with ideas in an information-intensive environment.

Teacher Participation in Staff Development: Not all training was appropriate for every staff member. For instance, administrators did not need to attend all interdisciplinary planning sessions, and only new faculty needed to attend the Pre-IB new teacher training. Based on those for whom specific workshops were appropriate, participation rates ranged from 63% to 100% (Table 16). Participation was 95% or above for six of the nine modules offered, so East Millbrook met its Year 2 benchmark for staff development participation.

Observations of Teachers Piloting the Magnet Theme: The Pre-IB coordinator at East Millbrook observed all critical teachers twice during the 1999-2000 school year. She used an observation form that focused on integration of Pre-IB subject areas and themes into the lesson and appropriate use of instructional strategies emphasized in the project. Observations lasted 45 minutes or longer and were followed by a post-observation conference lasting 30 to 45 minutes. Percentages of critical teachers using various IB and A+-related approaches are given in Table 17.

**Table 17. East Millbrook Middle School Year 2 Critical Teacher Observations**

CRITICAL TEACHERS: Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
The checklist contained a list of the eight IBMYP subjects and the five Areas of Interaction with spaces to note links done by the teacher and comments about them. The four MSAP Purposes addressing Pre-IBMYP/Arts Integration Delivery, Performance Standards, Innovative Methods, and Tangible/Marketable Vocation Skills also had spaces to note strategies and comments acquired by the teacher in training and applicable to each MSAP Purpose.	Fall 1999 – Spring 2000	Teachers observed were representative of grades 6-8 for a total of 35 observations. Subject areas included English; Mathematics; French; Sciences; Humanities; Healthful Living; Spanish; Life Skills; Drama; Chorus; Media Center skills; the elective, Surf the Net; and extended Home Base.	Observer: Pre-IB Coordinator Outcome: <ul style="list-style-type: none"> <li>• 95% showed at least one link to the IBMYP Areas of Interaction</li> <li>• 69% showed at least one link to other IBMYP subjects</li> <li>• 20% showed exceptional integration of IBMYP Areas of Interaction and other subjects and resulted in outstanding lessons</li> <li>• 66% showed 3 out of 4 MSAP Purposes being addressed through teaching strategies</li> <li>• 20% showed 4 out of 4 MSAP Purposes being addressed through teaching strategies</li> </ul>

At all schools, classrooms of both critical and non-critical teachers were included in the observations for Year 2. Typically only one person, the evaluator or grant coordinator served as the observer for a single school. But at East Millbrook, the IB coordinator observed the critical teachers and the evaluator observed other teachers. Observations by the coordinator showed that lessons of most of the critical teachers had at least one link to the “Areas of Interaction” stressed in the IB Program. Sixty-six percent of lessons that she observed demonstrated at least three strategies of this project. The evaluator used the same observation instrument used

by the IB coordinator and also spent 45 minutes in each classroom. In the random sample of 6 non-critical teachers, all demonstrated appropriate Pre-IB/A+ instructional approaches (Table 17a).

**Table 17a. East Millbrook Middle School Year 2  
Non-Critical Teacher Observations**

OTHER TEACHERS	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
Same checklist as critical teachers.	5/4/00	Social Studies 6 <sup>th</sup> -8 <sup>th</sup> Grades EMH	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/4/00	Math 8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/4/00	Healthful Living 7 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/5/00	Social Studies 6 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/5/00	Math 7 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/4/00	Language Arts 8 <sup>th</sup> Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.

### Community Based Accelerated Learning Centers, Objective 2-1e

Addressing National, State, and Local Reforms: The Year-Round Community-Based Accelerated Learning Center (CBALC) Program continues to take advantage of students' time tracked out of year-round schools to increase their opportunities for academic success. The program targets potentially underachieving students and offers expanded learning opportunities during year-round track-out times. During intersession, CBALC students at Green, Timber Drive, and West Lake elementary schools attend acceleration programs located in the communities where they live, either at the Garner Road YMCA or Lions Park Community Center. The program provides an innovative, experiential learning environment through thematic instruction based on the *North Carolina Standard Course of Study*. CBALC

teachers design lessons that encourage students to use the multiple intelligences, explore new interests, and apply learning in ways that appeal to them. This year's curriculum was designed around the theme, "See the Rhythm," which allowed students to explore and develop interests in art, music, drama, dance, and storytelling.

Because the CBALC program includes grades K-5, Year 1 students who have continued in the program during Year 2 have had the advantage of "looping." Having the same teacher for more than one year has provided continuity for the students both socially and academically as they build on concepts and common themes from year to year.

Training Modules Completed: Technology was the focus of three of the training modules offered this year for CBALC teachers and assistants (Table 18). The fourth module focused on Multiple Intelligences. In all, CBALC staff had the opportunity to complete 76 hours of training during Year 2.

**Table 18. Community Based Accelerated Learning Centers  
Year 2 Staff Development and Curriculum Alignment of Training Modules**

Training Modules	Dates	Total # Hours	% Critical Staff (CS) Completing	Curriculum Alignment
Technology: Intermediate Word	Sept. 1999	20	85%	Goal 1: Learner will use strategies and processes that enhance control of communication skills development
Technology: Beginning Excel	Dec. 1999	20	85%	Goal 1: Learner will use strategies and processes that enhance control of communication skills development Goal 5: Learner will use mathematical thinking and reasoning to solve problems.
Multiple Intelligences	March April 2000	16	100%	Goal 4: Learner will use language for aesthetic and personal response
Technology: Power Point, KidPix, Digital Camera, and Scanner	June 2000	20	92%	Goal 4: Learner will use language for aesthetic and personal response

Teacher Participation in Staff Development: All CBALC teachers and teacher assistants are eligible for staff development. From 85% to 100% of them completed workshops offered during the second year of the project. However, the participation rate was 95% or above for only one of the four workshops; thus the benchmark for this sub-objective was not met. The CBALC coordinator is planning now to ensure that staff development attendance rates increase next year. She is preparing and distributing the schedule as early as possible and instructing staff members to assign priority to workshop dates when planning their calendars.

Observations of Teachers Piloting the Magnet Theme: As at East Millbrook, both the CBALC coordinator and the project evaluator completed observations of teachers working with CBALC students at Garner Road YMCA and Lions Park Community Center. The total of six observation sessions occurred from November through May. Based on the CBALC observational checklist developed last year and modified for use this year, the evaluator and coordinator expected to observe teachers and teacher assistants successfully implementing the Year 2 "See the Rhythm" theme and using innovative practices related to it. Although the specific subject matter varied depending on the time of year that observations were conducted, teachers at both sites worked effectively with their students. Methods included large- and small-group instruction; student work in cooperative groups; and center activities in science, reading, writing, art, and technology.

**Table 19. Community Based Accelerated Learning Centers  
Year 2 Classroom Observations**

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
CBALC coordinator and evaluator adapted last year's observational checklist to look for successful implementation of instruction based on the theme for Year 2, "See the Rhythm."	11/19/99	West Lake and Timber Dr. Year-Round Track 2 Garner Road YMCA	<b>Observer:</b> CBALC Coordinator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	11/19/99	Green Year-Round Track 2 Lions Park	<b>Observer:</b> CBALC Coordinator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	12/9/99	Green Year-Round Track 1 Lions Park	<b>Observer:</b> CBALC Coordinator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	4/4/00	Green Year-Round Track 4 Lions Park	<b>Observer:</b> CBALC Coordinator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	4/6/00	West Lake and Timber Dr. Year-Round Track 4 Garner Road YMCA	<b>Observer:</b> CBALC Coordinator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	4/26/00	West Lake and Timber Dr. Year-Round Track 3 Garner Rd. YMCA	<b>Observer:</b> Evaluator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.
	5/22/00	Green Year-Round Track 2 Lions Park	<b>Observer:</b> Evaluator <b>Outcome:</b> Teacher and teacher assistant effectively implemented all expected behaviors.

**Objective 2-2.1** By June 30, 2001, as a result of new or significantly revised magnet themes at **Conn Elementary, East Millbrook Middle, Fuller Elementary, and Carnage Middle Schools** and **Year-Round CBALCs**, each program's curriculum and assessments will be 100% aligned with challenging State content (*NC Standard Course of Study*) — NCSCS and performance assessment standards (*NC ABCs Accountability System*) as evidenced by an independent validation of documents showing the match between local and state curriculum guides and assessment methods.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met?Yes/No	
<p><b>2-2</b> <b>State content and performance standards.</b> Project design explicitly provides evidence of the use of challenging State content standards and student performance standards. Reflect these in program curriculum and in planned student assessment aligned to the curriculum.</p>	<ul style="list-style-type: none"> <li>67-100% of curriculum documents revised as needed and completed:                      Conn 24 of 36 (67%)                      Fuller 16 of 24 (67%)                      Carnage 24 of 24 (100%)                      E. Millbrook 5 of 9 (56%)                      CBALCs 12 of 15 (80%)</li> <li>Curriculum specialists will validate that all new curriculum documents align with challenging state content standards</li> <li>Assessment experts will verify alignment of new and revised curriculum with State assessment standards.</li> </ul>	<p>Tables 21, 22, 23, 24, and 25 list all curriculum documents developed</p> <p>Conn 28% developed                      Full. 46% developed                      Carn. 100% developed                      E. Mill. 67% developed                      CBALC 80% developed</p> <p>New curriculum documents' alignment with challenging state content standards validated (Tables 21-25)</p> <p>New curriculum documents' alignment with state assessment standards validated (Tables 21-25)</p> <p>*nr = not yet reviewed</p>	<p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p>	<p>No No Yes Yes Yes</p> <p>*nr nr Yes nr Yes</p> <p>nr nr Yes nr Yes</p>

In reporting on Objective 2-2.1, tables are provided for each school (Table 21-Table 25) listing the titles, completion dates, and pilot schedule for all Year 1 and Year 2 curriculum documents completed by August 2000. In addition to setting a percentage range for development of new curriculum documents, Year 2 benchmarks for this objective call for an independent review to verify the alignment of all documents with state content and assessment standards. The review process began in October 1999 for most curriculum documents that had been completed by mid-October; review sessions were also held in June 2000 for documents ready at that time. Using a Curriculum Alignment Review Form developed by the MSAP evaluator and project coordinator, panels of curriculum and assessment specialists met independently to review each module and validate its alignment with state content and assessment standards from the *North Carolina Standard Course of Study*. For completed modules that have been reviewed, review results are included in Tables 21-25. The review process established for this project is new for the district. It involves both assessment and curriculum specialists whose time is at a premium. Thus, through no fault of the schools, it has not been possible to finish reviews for all curriculum documents completed by the date of this report. Results of the review process for those documents will be included in next year's report.

(Denoted by nr for “not yet reviewed” in Benchmark Charts and the “Review Date” column of the Tables 21-25.)

Across all schools and the CBALC, from 67% to 100% of the total curriculum development for the entire project was scheduled for completion in Year 2. For each site, Table 20 lists the cumulative number of units to be developed in Years 1 and 2 in comparison to the total to be completed by the end of the project. Tables 21 through 25 report the specifics of curriculum development and alignment at each school. Middle schools and the CBALC met their Year 2 benchmarks; however, both elementary schools must increase the number of curriculum units developed so they can make up their deficit for first- and second-year benchmarks and meet Year 3 benchmarks.

**Table 20. Comparison of Years 1 and 2 with Total Curriculum Development**

School	Cumulative # of Units, Years 1&2		Project Total	% of total by Year 2	
	Bench.	Actual		Bench.	Actual
Conn Elementary	24	10	36	67%	28%
Fuller Elementary	16	11	24	67%	46%
Carnage Middle	24	24	24	100%	100%
E. Millbrook Middle	5	6	9	56%	67%
CBALC	12	12	15	80%	80%

This year the project coordinator conducted a series of two-day, intensive workshops to train faculty at project schools to develop high-quality curriculum for magnet schools. Day one of this training focused on components of meaningful, appropriate curriculum as outlined by the WCPSS Curriculum and Instruction Department. Hands-on activities and group discussions helped all participants understand and apply concepts such as curriculum integration, developmentally appropriate content, diverse learning styles, and the interrelationships among course goals and objectives, learning activities, and assessment strategies. On the second day of training, participants applied these concepts to begin work on proposals and/or course outlines. The coordinator taught the workshop five times during the year, for a total of ten full days of instruction. In all, 58 faculty members participated. Thirty-six of the attendees were from Conn or Fuller, which provides a cadre of trained teachers to ensure that these schools meet their curriculum development benchmarks for Year 3.

**Table 21. Conn Elementary School Global Communications Magnet Theme Curriculum Development, Years 1 and 2**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS	Aligned with Assessment Standards
Computer Web Masters	July 2000	Fall 2000	Fall 2000	nr	nr
All the World's a Stage	July 2000	Fall 2000	Fall 2000	nr	nr
Escape with Me	July 2000	Fall 2000	Fall 2000	nr	nr
Getting Fit Through Exercise	July 2000	Fall 2000	Fall 2000	nr	nr
Global Math: Part I	July 2000	Fall 2000	Fall 2000	nr	nr
Global Math: Part II	July 2000	Fall 2000	Fall 2000	nr	nr
Let's Go to Market	July 2000	Fall 2000	Fall 2000	nr	nr
Celebrations Around the World: Part 1	July 2000	Fall 2000	Fall 2000	nr	nr
Destiny Travel Agency	July 2000	Fall 2000	Fall 2000	nr	nr
Exploring Our World: Russia	July 2000	Fall 2000	Fall 2000	nr	nr

**Table 22. Fuller Elementary School Math, Science, and Technology Magnet Theme Curriculum Development, Years 1 and 2**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS	Aligned with Assessment Standards
Sampling Statistics	July 1999	Spr. 1999	Fall 1999	Yes	Yes
Monarch Watching	Aug. 1999	Fall 2000	Fall 2000	nr	nr
Math in Motion	Jan. 1999	Fall 1999	Fall 1999	Yes	Yes
FBI: Fuller Bureau of Investigation	Aug. 1999	Fall 1999	Fall 1999	Yes	Yes
CAD Architects	July 2000	Fall 2000	Fall 2000	nr	nr
Spicin' It Up	Sept 2000	Spring 2000	Spring 2000	nr	nr
Crosses and Curves Stitchery	Aug 2000	Fall 2000	Fall 2000	nr	nr
Coral Reef Community	July 2000	Fall 2000	Fall 2000	nr	nr
Computer Graphics	July 2000	Fall 2000	Fall 2000	nr	nr
Bubble-ology	July 2000	Fall 2000	Fall 2000	nr	nr
Science in Stories	July 2000	Fall 2000	Fall 2000	nr	nr

**Table 23. Carnage Middle School Math, Science, and Technology Magnet Theme Curriculum Development, Years 1 and 2**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS	Aligned with Assessment Standards
Field Biology I	June 1999	Fall 1999	Oct. 1999	Yes	Yes
Field Biology II	July 1999	Fall 1999	Oct. 1999	Yes	Yes
Virtual Voyages	July 2000	Fall 2000	Fall 2000	nr	nr
Micro Madness	June 1999	Fall 1999	Oct. 1999	Yes	Yes
Entomology: A Bug's View	July 1999	Fall 1999	Fall 2000	nr	nr
Introduction to Acting for the Camera	June 2000	Fall 2000	Fall 2000	nr	nr
Shakespeare's Theatre	July 2000	Fall 2000	June 2000	Yes	Yes
Galileo, Newton, and Einstein	Aug 1999	Fall 1999	Oct. 1999	Yes	Yes
Music and Computers	June 2000	Fall 2000	June 2000	Yes	Yes
Virtual Voyages in Science	Aug 2000	Fall 2000	Fall 2000	nr	nr
Calculated Explorations	June 2000	Fall 2000	June 2000	Yes	Yes
CyberCom: Communications Sampler for the 21 <sup>st</sup> Century	Aug 2000	Fall 2000	Fall 2000	nr	nr
Web Design	Aug 2000	Fall 2000	Fall 2000	nr	nr
Gardening	Aug 2000	Fall 2000	Fall 2000	nr	nr
Destination Math	Aug 2000	Fall 2000	Fall 2000	nr	nr
Architectus	Aug 2000	Fall 2000	Fall 2000	nr	nr
N.C. Historical People and Places	June 2000	Fall 2000	Fall 2000	nr	nr
The Presidential Election	June 2000	Fall 2000	Fall 2000	nr	nr
Energy Transfer: Waves	June 2000	Fall 2000	Fall 2000	nr	nr
The Civil War	June 2000	Fall 2000	Fall 2000	nr	nr
Sciences in the Ocean	Aug 2000	Fall 2000	Fall 2000	nr	nr
Reading for Success	Aug 2000	Fall 2000	Fall 2000	nr	nr
Geometric Construction (revision)	Aug 2000	Fall 2000	Fall 2000	nr	nr
Elements of Physics	Aug 2000	Fall 2000	Fall 2000	nr	nr

**Table 24. East Millbrook Middle School Pre-IB/Integrated Arts Magnet Theme Curriculum Development, Years 1 and 2**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS	Aligned with Assessment Standards
Academic Advisement	Summer 99 & 00	Fall 2000	Fall 2000	nr	nr
Effective Communication	Summer 1999	Fall 2000	Fall 2000	nr	nr
Connections	Summer 1999	Fall 2000	Fall 2000	nr	nr
Nutrition, Fitness, and Exercise	Summer 1999	Fall 2000	Fall 2000	nr	nr
Puppets with a Purpose	Aug 2000	Fall 2000	Fall 2000	nr	nr
Cultural French	Aug 2000	Fall 2000	Fall 2000	nr	nr

**Table 25. Community-Based Accelerated Learning Centers Curriculum Development, Years 1 and 2**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS	Aligned with Assessment Standards
Primarily in the Piedmont: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Primarily in the Piedmont: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Primarily in the Piedmont: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Mainly in the Mountains: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Mainly in the Mountains: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Mainly in the Mountains: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes	Yes
Coastal Region: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	No (Revise and review again)	Yes
Coastal Region: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	No (Revise and review again)	Yes
Coastal Region: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	No (Revise and review again)	Yes
See the Rhythm	Fall 1999	1999-2000 Schl. Year	June 2000	Yes	Yes
Expressions in Art	Fall 1999	1999-2000 Schl. Year	June 2000	Yes	Yes
Drama and Storytelling	Fall 1999	1999-2000 Schl. Year	June 2000	Yes	Yes

The Department of Public Instruction released North Carolina's official 1999-2000 state accountability system results on August 3, 2000. Their report, the *ABCs of Public Education: Growth and Performance of NC Schools*, was used to assess the level of success in achieving Objective 2-2.2 benchmarks. The state calculates a Growth Composite and a Performance Composite for each school (Table 26).

A Growth Composite of 0.0 or greater indicates that a school successfully met the state's expectations for student growth on the End-of-Grade reading and math tests, the state writing assessment, and the Algebra I End-of-Course test (at middle schools). With Growth Composites greater than 0.0, Conn, Fuller, and Carnage met the state's growth expectations for 99-00 and achieved the student growth benchmarks for this objective.

The Performance Composite shows the percent of students scoring at or above grade level on the state tests. At Conn and Carnage, this percentage exceeded the preceding year's performance; thus, these two schools achieved their student performance benchmarks for this objective.

**Objective 2-2.2** By June 30, 2001, project schools will meet or exceed NC state ABCs growth and performance standards as evidenced by annual *NC ABCs Accountability System* reports.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met?Yes/No	
<b>2-2 State content and performance standards.</b> Project designs explicitly provide evidence of the use of challenging State content standards and student performance standards. Reflect these in program curriculum and in planned student assessment aligned to the curriculum.	<ul style="list-style-type: none"> <li>Results in annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report will be reviewed</li> <li>Each school's results will be checked to ascertain if schools meet expected growth and show improved performance; a summary table will document results</li> </ul>	Conn Growth ≥ 0.0 Full. Growth ≥ 0.0 Carn. Growth ≥ 0.0 EMill Growth < 0.0	Growth	
			Conn	Yes
			Full.	Yes
			Carn.	Yes
EMill	No			
			Performance	
Conn	Yes			
Full.	No			
Carn.	Yes			
EMill	No			

**Table 26. State ABCs Accountability System Growth and Performance Results**

School	Growth	Performance	
	1999-2000 Expected Growth Composite (Growth Composite ≥ 0.0 meets state standards))	1999-2000 Performance Composite (compared to 98-99)	1998-99 Performance Composite
Conn Elementary	4.2	73.8 ↑	72.7
Fuller Elementary	0.3	72.9 ↓	73.7
Carnage Middle	0.8	81.0 ↑	80.8
E. Millbrook Middle	-3.8	74.2 ↓	75.9

**PROGRESS IN ACHIEVING PURPOSE 3 OBJECTIVES****Purpose 3:**

The development and design of innovative educational methods and practices to meet student needs and interests.

**Performance Indicator Objective #3:**

Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

In Year 2, magnet schools in this project accomplished Purpose 3, Objective 3 through continued implementation of all activities specified in sub-objectives 3-1a-e and 3-2 a-e. The performance indicators for Objective 3 stipulate that the innovative educational methods and practices employed in this project must meet student needs and interests and promote student achievement. Information to substantiate this is presented below through charts following each sub-objective to show whether or not schools and the CBALC program have met their Year 2 benchmarks. Narrative paragraphs describe how student needs and interests are identified, and results of parent and staff surveys indicate attitudes of these groups toward the project. Complete data tables about curriculum development, participation in staff training, and teachers' classroom implementation of magnet themes can be found under the Purpose 2. Because this information is also relevant to Purpose 3, summary tables are included in this section.

**Objective 3-1 (a-e)** By June 30, 2001, the proposed programs will have implemented magnet themes that will meet identified student needs and interests as evidenced by:

- new curriculum documents;
- a narrative report describing the degree of implementation of the theme and elements and how the theme and elements meet identified student needs and interests;
- teacher observation/ evaluation documents that show 90% of teachers are implementing the theme; and
- results on parent/student/teacher surveys showing 85% satisfaction with the new program.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met? Yes/No	
<p><b>3-1 (a-e)</b> <b>Innovative themes.</b> Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.</p>	<ul style="list-style-type: none"> <li>• 67-100% of curriculum documents developed: Conn 24 of 36 (67%) Fuller 16 of 24 (67%) Carnage 24 of 24 (100%) E. Millbrook 5 of 9 (56%) CBALCs 12 of 15 (80%)</li> <li>• Narrative report shows how elements meet student needs and interests</li> <li>• Professional development logs show 95% of critical* teachers trained in instructional strategies</li> <li>• 85% of all teachers demonstrate the theme</li> <li>• 70% positive responses on surveys</li> </ul> <p>*NOTE: Critical teachers/staff are those identified as essential to implementation of the theme at each school. For Purposes 2 and 3, most benchmarks mentioned <u>all</u> teachers, not just critical teachers; thus, staff development and classroom observation information for Year 2 includes critical as well as other (non-critical) teachers.</p>	<p>Tables 21-25 show number and percent of curriculum documents developed</p> <ul style="list-style-type: none"> <li>• Narrative paragraphs describe how themes at each school meet student needs and interests</li> <li>• Tables 10, 12, 14, 16, and 18 show critical* staff training participation percentages</li> <li>• Tables 11, 13, 15, 17, and 19 show results of critical* teacher classroom observations</li> <li>• WCPSS' spring 2000 Parent Survey results, Table 29</li> </ul>	<p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p>	<p>No No Yes Yes Yes</p> <p>Yes Yes Yes Yes Yes</p> <p>Yes Yes No Yes No</p> <p>Yes Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes Yes</p>

**Conn Elementary School, Objective 3-1a:** This year, as in Year 1, teachers at Conn have incorporated project-based learning and differentiated instruction throughout the school's Global Communications theme. Creative yet grounded in the *North Carolina Standard Course of Study*, the curriculum stimulates and maintains student interest and fulfills a variety of learning needs. Teachers work collaboratively to plan Conn's integrated global communications curriculum, to select appropriate resource materials to support it, and to implement it using a variety of teaching styles. Such collaboration establishes a base of communication that helps them evaluate student needs and offers flexibility to meet these needs. A typical classroom provides a caring atmosphere filled with challenges, praise and encouragement for students. Each quarter, teachers complete the WCPSS Math and Literacy Assessments for every student in their class. They use these tools to help determine student progress and make plans to meet individual needs for

remediation or acceleration. The principal also reviews the assessments and often adds comments about individual students, which are shared with teachers and also with parents. The principal has also striven to maintain small class sizes at Conn, particularly for grades K-2. Providing a better student-to-teacher ration assists in meeting student needs because it affords more time to work with individual students.

**Fuller Elementary School, Objective 3-1c:** Fuller has designed its curriculum to meet the needs and interests of all students at the school. The school's Math, Science, and Technology theme enhances the Gifted and Talented (GT) model already in place at Fuller, allowing all students to develop their own unique gifts and talents. Academically challenging core courses are supplemented by an elective curriculum that includes as many of the system's math, science, and technology electives as possible. Electives offer students the chance to experience great satisfaction in areas of interest and talent. National and state standards are followed in the development of the elective curricula and technology is integrated wherever possible. Fuller uses a unique, student-interest-driven method for deciding which electives to offer. On a questionnaire of potential electives, students rank their first 16 choices in order of preference. From this, each student is assigned to 4 classes, with every attempt made to assign them to as many of their top choices as possible. Only after student demand is established do teachers choose which course they will teach. Because students are allowed to select courses that fit their individual needs and interests, they are highly motivated to achieve. In addition to core and elective classes, each student in the school attends classes in music, dance, drama, art, foreign language, physical education, and computer technology.

**Carnage Middle School, Objective 3-1d:** Students at Carnage Middle School select three elective classes each quarter. Some courses may be semester- or year-long courses; in those cases, students choose other electives to complete their schedules. Course offerings are based on WCPSS approved elective course offerings and are varied to meet a wide range of student needs and interests. New elective courses related to the Math, Science, and Technology theme are being developed and piloted, as well. Carnage teachers are asked to provide input each quarter regarding elective offerings. The school elective coordinator then selects the offerings for each quarter based on availability of faculty and popularity of the course with students. Other factors also play a role in selection of electives. Courses may be offered that target students scoring in Levels I or II (i.e., below grade level) on the EOG tests as a means of positively impacting outcomes the next year. As teachers are trained in grant-related instructional approaches, they apply them in electives as well as core courses. As a result, students in electives have increased opportunities to be successful whatever their grade, learning style, or level of expertise.

**East Millbrook Middle School, Objective 3-1b:** By combining the academic rigor of its Pre-IB program and the creativity of its arts integration program East Millbrook endeavors to meet the needs and interests of students who are above, at, and below grade level. Project-based learning allows students to identify real-world problems and work on topics in which they are interested and involved. The 85-minute class periods in the core subjects allow time for mini-field trips, experiments, and other unique opportunities. Some of the locations that classes studied and visited this year included: the Morehead Planetarium, Duke University, Hill Ridge Farms, Durham Life and Science Museum, North Carolina State University Veterinary School, Harris Nuclear Power Plant, Falls Lake Dam, the Management Center, and the North Carolina Museum of Art. In partnership with the United Arts Council, East Millbrook invites or contracts with performers, writers, and artists to entertain and educate students. This year a singer/songwriter, a poet, and a professional storyteller were among those who visited. Two writers were in residence for a period of a week working with 7<sup>th</sup> and 8<sup>th</sup> grade language arts classes, and the PTSA brought in an actor from New York for a week-long residency with the chorus and drama classes. During career exploration, students have opportunities to meet with community professionals. For example, visitors this year included a construction executive, a cosmetologist, a highway patrolman, a veterinarian, a lawyer, a museum curator, a judge, doctors, and health workers.

**Year-Round Community Based Accelerated Learning Centers, Objective 3-1e:** CBALC staff continued to use individualized learning plans to identify and meet student needs. CBALC teachers work with classroom teachers at year-round schools to develop an individualized learning plan for each student. Parents have input into the plan as well. Student needs are assessed and plans are developed for intervention at school, at home, and during CBALC time to meet these needs and ensure student progress. Classroom and CBALC teachers maintain communication throughout the year and update plans when needs are met or new ones arise. Teachers also stay in touch with parents, who often participate in classroom activities or accompany their children on field trips. Hands-on experiences suited to many learning styles are part of each curriculum unit, and the off-site field trips associated with most units also stimulate student interest, providing contextual experiences that can help improve reading and writing.

**Objective 3-1 a-e at Conn Elementary, Fuller Elementary, Carnage Middle, East Millbrook Middle Schools and the CBALC:** Tables 21 through 25 for Purpose 2 provide exact numbers and percentages of curriculum documents developed in Year 2 by the four schools and CBALC in this project. This same information is also relevant to Purpose 3, and readers are referred to the previous section for specific school-level information. For convenience in reviewing overall curriculum development results, Table 20 from that section has been inserted below. As indicated in the table, the CBALC and both middle schools in the project were successful in completing the required number and percentage of curriculum documents. Staff at both elementary schools must complete additional units to meet

their first- and second-year benchmarks. Curriculum development training that they received this year should enable them accomplish this.

**Table 20. Comparison of Year 2 and Total Project Curriculum Development**  
(NOTE: This table is duplicated from the previous section of this report)

School	Cumulative # of Units, Years 1&2		Project Total	% of total by Year 2	
	Bench.	Actual		Bench.	Actual
Conn Elementary	24	10	36	67%	28%
Fuller Elementary	16	11	24	67%	46%
Carnage Middle	24	24	24	100%	100%
E. Millbrook Middle	5	6	9	56%	67%
CBALC	12	12	15	80%	80%

The details about school-level staff development given previously in this report — Tables 10, 12, 14, 16, and 18 — also relate to Purpose 3. Readers can review these in the preceding section; summary results are provided below. Although substantial percentages of teachers at each school completed training related to their project themes, the attendance rate for individual workshops did not always reach the high level (95% ) benchmarked for this objective. A school was judged to have met the benchmark if its attendance rate reached or exceeded 95% for half or more of the training modules offered (Table 27). With both critical and other teachers included in calculating the attendance rate, Conn and Fuller Elementary and East Millbrook Middle School met the benchmark for Year 2.

**Table 27. Year 2 Staff Development: Modules Offered & Staff Completion**

School	# Training Modules Offered	% Training Modules with participation $\geq 95\%$
Conn Elementary	12	50%
Fuller Elementary	17	59%
Carnage Middle	7	43%
E. Millbrook Middle	9	67%
CBALC	4	25%

As it had been in Year 1, the classroom observation process was very successful this year. Staff at each school reviewed the observational checklists developed in Year 1 to ensure that they continued to reflect the teaching behaviors used to implement the school's theme. Then the evaluator, project coordinator, or school grant coordinator visited randomly selected classrooms of critical and other teachers to rate how they were carrying out the expected behaviors. Along with

information about curriculum and staff development, classroom observation details are reported for Purpose 2 — Tables 11, 13, 15, 17, and 19. Observation results from those tables are summarized below (Table 28). At every project school and the CBALC, all teachers in the observation sample were implementing the magnet theme appropriately.

**Table 28. Year Classroom Observations:**

School	# Classes Observed	# Teachers Implementing Appropriately
Conn Elementary	7	7
Fuller Elementary	5	5
Carnage Middle	5	5
E. Millbrook Middle	6	6
CBALC	7	7

In spring of 2000, the WCPSS Evaluation and Research (E&R) Department conducted its biennial parent survey. Based on the benchmark for Year 2, a target was set of at least 70% positive responses from parents. Table 29 summarizes survey results for schools in the project and indicates that the percent of positive responses was 70% or above for all schools across nine major items on the survey.

Question	Percent Positive Responses (Agree/Strongly Agree)	
My child's school provides a high quality educational program	89	Conn
	85	Fuller
	82	Carnage
	79	East Millbr.
The staff at my child's school has high expectations of my child.	91	Conn
	79	Fuller
	72	Carnage
	74	East Millbr.
My child is given challenging work in all classes.	87	Conn
	72	Fuller
	74	Carnage
	73	East Millbr.
Question	Percent Positive Responses (Excellent/Good)	
How would you rate this school in helping your child learn reading skills?	86	Conn
	86	Fuller
	82	Carnage
	77	East Millbr.
How would you rate this school in helping your child learn writing skills?	86	Conn
	83	Fuller
	81	Carnage
	72	East Millbr.
How would you rate this school in helping your child learn mathematics skills?	85	Conn
	77	Fuller
	87	Carnage
	78	East Millbr.
How would you rate this school in helping your child learn social studies skills?	83	Conn
	77	Fuller
	87	Carnage
	81	East Millbr.
How would you rate this school in helping your child learn science skills?	74	Conn
	81	Fuller
	83	Carnage
	76	East Millbr.
How would you rate this school in helping your child develop an appreciation of the arts skills?	93	Conn
	93	Fuller
	72	Carnage
	82	East Millbr.

**Objective 3-2 (a-e)** By June 30, 2001, the proposed programs will have implemented new classroom methods and strategies which promote student achievement as evidenced by:

- an annual narrative report describing the degree to which the instructional practices are research-based;
- teacher participation of 95% in training for interdisciplinary, project-based instruction and other innovative instructional practices;
- teacher observation/evaluation documents that show 90% of the teachers are implementing the instructional practices; and
- survey results that indicate 85% or more teachers perceive strategies as effective in promoting student achievement.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	Met? Yes/No	
<p><b>3-2 (a-e)</b> <b>Innovative educational methods and practices.</b> Incorporate innovative educational methods and practices that promote student achievement</p>	<ul style="list-style-type: none"> <li>• Narrative report shows how instructional practices are being implemented based on observations, curriculum documents, and teacher interviews</li> <li>• Professional development logs show 95% of teachers are trained in instructional strategies</li> <li>• 85% of all teachers are piloting or implementing innovative instructional practices</li> <li>• 70% of all teachers report strategies are or will be effective in promoting student achievement</li> </ul> <p>*NOTE: Critical teachers/staff are those identified as essential to implementation of the theme at each school. For Purposes 2 and 3, most benchmarks mentioned <u>all</u> teachers, not just critical teachers; thus, staff development and classroom observation information for Year 2 includes critical as well as other (non-critical) teachers.</p>	<ul style="list-style-type: none"> <li>• Narrative paragraphs show how each school has addressed reforms in Year 2</li> <li>• Tables 10, 12, 14, 16, and 18 show critical* staff training participation percentages</li> <li>• Tables 11, 13, 15, 17, and 19 show results of critical* teacher classroom observations</li> <li>• Tables 30, 31, 32, 33, and 34 show results of spring 2000 Staff survey</li> </ul>	<p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p> <p>Conn Full. Carn. E. Mill. CBALC</p>	<p>Yes Yes Yes Yes</p> <p>Yes Yes No No</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p>

The Performance Report for Year 1 described the research base of the innovative classroom methods and practices through which this project is being implemented. In Year 2, the project's magnet themes remain grounded in the school reform literature. As described in the paragraphs below, grant staff have combined that research with their first-year experience in the project to implement, support, and strengthen instructional innovations during the 1999-2000 school year.

**Conn Elementary School, Objective 3-2a:** In extending the Global Communications magnet theme into its second year, faculty at Conn continue to work with and refine instructional practices such as differentiated instruction, project-based learning, and concept mapping. Their use of differentiated instruction provides students with numerous options for learning — different ways to assimilate information, differing amounts of work time, different assignments related to the same objectives, and differing assessment methods. Project-based learning allows students to extend their learning across content areas and to apply it in real-world settings. Teachers and students use concept mapping in classrooms to conceptualize lessons and throughout the school to make connections across grade levels and content areas.

**Fuller Elementary School, Objective 3-2c:** Reform-based innovations continue at Fuller through the Gifted and Talented Program which focuses on Math, Science, and Technology. Its lab of 15 computers serves all students in the school on a rotating basis. At an early age, they begin to master computer competency skills. Technology skills are further enhanced through elective courses in web page design, computer graphics, and Internet explorations. As a participant in the system's Technology Connections program, all classes in grades 2-5 at Fuller have 5 computers per classroom, as well as all peripheral equipment. This enables students to work on writing projects; research science or social studies topics on the Internet; work with data using spreadsheets or databases; and develop multi-media presentations. In addition to technology, Fuller's students choose math and science electives from a diversity of offerings. Visual and performing arts classes provide further challenge and enrichment. Fuller's dance instructor uses software that simulates bodies in three dimensions and allows students to choreograph dances on the computer. She has written a "Math in Motion" elective incorporating the software. A full-time math/science coordinator and a full-time technology coordinator are on staff to provide support in all areas of innovation. Teachers create an annual curriculum map to ensure that state and national standards are addressed.

**Carnage Middle School, Objective 3-2d:** As initiated in Year 1, Carnage has continued this year to shift its instructional focus from the teaching of facts to an emphasis on research-based learning that stresses application of facts, awareness of relationships, and integration of technology. The coordinator of the school's Academically Gifted (AG) Program worked with teachers to develop units that employed differentiated learning and curriculum compacting to meet student needs. In the state Department of Public Instruction's review of the system's AG program, Carnage was the only middle school where auditors visited and observed teachers. Their report recognized Carnage for offering effective AG courses within a culturally diverse educational setting. Destination Math software for interactive problem-solving in Basic Mathematics, Pre-Algebra, and Algebra I is being implemented in approximately 60% of the math classrooms. About half of the faculty are using the

TestMagic item-bank software program to help students prepare for End-of-Grade testing. Nearly 100% of math and science teachers are having students use scientific or graphing calculators in their classes. Teachers in all areas are becoming more familiar with use of the Internet for planning. Some have used lesson plan banks available online, and others have created their own web pages for posting homework assignments or enrichment activities.

**East Millbrook Middle School, Objective 3-2b:** East Millbrook has continued its rigorous academic Pre-IB program focusing on connections being made by students and teachers between classroom subject matter and the world outside. Teachers expanded their use of project-based learning in their IB classes, and the quality of students' projects improved. For example, culminating projects completed by 8<sup>th</sup> graders included a research paper plus related exhibits such as multi-media presentations, original oil paintings, detailed replicas of lighthouses and personal homes, and a CD created in a sound studio. In addition, some students chose to create display boards focused on such topics as adoption, coal mining, weather, soccer, figure skating, the Red Cross, women in science, model rocketry, pets, architecture, and landscaping. Students in grades 6-8 completed assignments for portfolio notebooks that they will compile during middle school and perhaps take with them to IB in grades 9 and 10. A Pre-IB Steering Committee of school administrators, coordinators, teachers, and the system's IB director and MSAP project coordinator met regularly during Year 2 to promote, plan, and reflect on activities of the Pre-IB Program.

Through the A+ Program, teachers at East Millbrook continue to incorporate the multiple intelligences in to their daily lesson plans. They are aware that many students do not learn in "traditional" ways and that the old model of teacher lecture and student note-taking is often ineffective. Integrating the arts into the curriculum also provides students expanded learning opportunities. In one instance, a math teacher created dances in which students "became" different geometric shapes. As the dance progressed, the shapes interacted and evolved into new shapes. Students could understand a rhomboid by "becoming" part of one.

**Year-Round Community Based Accelerated Learning Centers, Objective 3-2e:** Designed for students who might be overwhelmed in traditional settings and those who need extra time and assistance, the CBALC learning environment offers activities that extend and enrich subject-area goals and objectives of the NCSCS. This unique approach enables students who might otherwise achieve below their abilities to use intersession time away from their year-round schools to focus on essential skills. During the three-week intersessions every nine weeks, CBALC teachers use experiential learning and thematic instruction to provide targeted, high-quality assistance. An additional 30 days of instructional time is provided during what would normally be vacation time. Individual tutoring and assistance with homework are provided, and CBALC staff invite parents to take an active interest in their children's learning. They support parents in monitoring homework, reading to

and with children, governing the quality and quantity of TV watching, enhancing self-esteem, talking about values, and teaching responsible decision making.

In addition to validating schools' and CBALC's continued use of reform-based instructional methods and practices, the Year 2 benchmarks for sub-objectives 3-2a through 3-2e specify that 95% of critical teachers participate in professional development about such practices. Benchmarks also require that 85% of teachers pilot these practices in their classrooms. As reported in Table 27, two project schools and the CBALC program met their Year 2 professional development benchmarks. All schools and the CBALC program met the classroom observation benchmarks for Year 2 (Table 28).

In spring of 2000, the WCPSS Evaluation and Research (E&R) Department conducted its biennial survey of staff members at schools in the system. Staff survey forms sent to schools in this project contained additional items specifically related to teachers' opinions about the effectiveness of new instructional strategies that they are using. The benchmark for Year 2 required that 70% of the staff would give positive responses. Staff members surveyed included regular core teachers, arts and elective teachers, and other teacher-specialists (e.g., Title I, Special Education). The survey contained eight questions, administered to all schools and the CBALC, about familiarity with and effectiveness of the grant. Different items in a second set of questions applied to each school or the CBALC, depending on the new instructional approaches used for the magnet theme at that school. Tables 30 to 34 summarize staff survey results for each project school and for CBALC teachers and teacher assistants. The benchmark was judged to be met if half or more of the combined items for a school had positive responses that were 70% or higher. Using this method, all schools and the CBALC met the benchmark.

It is important to note, however, that the number of items with positive responses was lower for the middle schools than for the elementary schools and the CBALC. This was especially true of middle school staff members' ratings of how satisfied they feel about the way the program is being implemented at their school. One factor that may contribute to frustration on the part of middle school staff is the fact that they often feel overloaded; thus, innovations, whatever their source, may seem like "add ons" rather than improvements. Project staff at each middle school have been apprised of ratings for this item, and the project coordinator and evaluator will support them in improving these percentages next year.

Table 30. Conn Elementary Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	97
I am satisfied with how the magnet grant is being implemented at our school.	82
The magnet grant helps promote student achievement.	79
The magnet grant increases students' access to innovative instruction.	97
The magnet grant helps our school meet expectations of the state ABCs.	68
The magnet grant has increased opportunities for curriculum development.	91
The magnet grant assists us to meet the needs and interests of our students.	79
Through the magnet grant, I have learned to use new instructional methods.	88
New Instructional Approaches	Percent Familiar/ Very Familiar
Global Communications	100
Differentiated Instruction	94
Concept Mapping	71
Multiple Intelligences	82
Technology Connections	91
Integration of Technology into Instruction	94
Integration of Visual and Performing Arts into the Curriculum	94

Table 31. Fuller Elementary Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	94
I am satisfied with how the magnet grant is being implemented at our school.	81
The magnet grant helps promote student achievement.	89
The magnet grant increases students' access to innovative instruction.	97
The magnet grant helps our school meet expectations of the state ABCs.	81
The magnet grant has increased opportunities for curriculum development.	94
The magnet grant assists us to meet the needs and interests of our students.	94
Through the magnet grant, I have learned to use new instructional methods.	83
New Instructional Approaches	Percent Familiar/ Very Familiar
Differentiated Instruction	89
Concept Mapping	81
Multiple Intelligences	86
Technology Connections	91
Integration of Technology into Instruction	89
Integration of Visual and Performing Arts into the Curriculum	78
Hands-on Science Inquiry	78

Table 32. Carnegie Middle School Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	72
I am satisfied with how the magnet grant is being implemented at our school.	51
The magnet grant helps promote student achievement.	68
The magnet grant increases students' access to innovative instruction.	74
The magnet grant helps our school meet expectations of the state ABCs.	69
The magnet grant has increased opportunities for curriculum development.	83
The magnet grant assists us to meet the needs and interests of our students.	72
Through the magnet grant, I have learned to use new instructional methods.	69
New Instructional Approaches	Percent Familiar/ Very Familiar
Differentiated Instruction	83
Multiple Intelligences	80
Integration of Technology into Instruction	80
Hands-On Science Inquiry	46
Using Classroom Discourse in Mathematics Instruction	32

Table 33. East Millbrook Middle School Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	75
I am satisfied with how the magnet grant is being implemented at our school.	45
The magnet grant helps promote student achievement.	70
The magnet grant increases students' access to innovative instruction.	82
The magnet grant helps our school meet expectations of the state ABCs.	71
The magnet grant has increased opportunities for curriculum development.	86
The magnet grant assists us to meet the needs and interests of our students.	72
Through the magnet grant, I have learned to use new instructional methods.	75
New Instructional Approaches	Percent Familiar/ Very Familiar
Multiple Intelligences	89
International Baccalaureate Program	89
Developing Student Portfolios	65
Integration of Technology into Instruction	78
Integration of Visual and Performing Arts into the Curriculum	86

Table 34. CBALC Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	100
I am satisfied with how the magnet grant is being implemented at our school.	100
The magnet grant helps promote student achievement.	100
The magnet grant increases students' access to innovative instruction.	100
The magnet grant helps our school meet expectations of the state ABCs.	100
The magnet grant has increased opportunities for curriculum development.	100
The magnet grant assists us to meet the needs and interests of our students.	100
Through the magnet grant, I have learned to use new instructional methods.	100
New Instructional Approaches	Percent Familiar/ Very Familiar
Differentiated Instruction	89
Concept Mapping	89
Multiple Intelligences	100
Integration of Technology into Instruction	100
Integration of Visual and Performing Arts into the Curriculum	88

**PROGRESS IN ACHIEVING PURPOSE 4 OBJECTIVES****Purpose 4:**

Development and design of courses of instruction within magnet schools that substantially strengthen the knowledge of academic subjects and the grasp or tangible and marketable vocational skills of students attending such schools.

**Performance Indicator Objective #4:**

Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Because they implemented the project effectively during Year 2, members of the magnet staff anticipated that participating students' knowledge of academic subjects and development of skills needed for future careers would be strengthened. The majority of data to assess Year 2 accomplishments for Purpose 4 come from the official report of North Carolina's state accountability system, the *ABCs of Public Education: Growth and Performance of NC Schools*. That report, released annually by the State Department of Public Instruction, was published on August 3, 2000. It includes state End-of-Grade Reading and Math test results for grades 3 through 8 and writing assessment scores for grades 4 and 7. The level of success in accomplishing the Purpose 4 objectives that are being evaluated with these tests is summarized in Benchmark Charts on pages 61 and 71. Data related to the charts are supplied in Tables 35 to 42 (EOG tests) and Table 48 (writing assessment). This information, unavailable for the July 2000 Performance Report, is now being provided as an addendum to that report.

Two other addenda will be submitted to the MSAP office in late 2000, as soon as data to assess other Purpose 4 objectives become available. Information from the district's math and literacy assessments is being used to evaluate CBALC students; their average gains will be compared to increases for students districtwide. Scanning of these assessments will be completed in fall 2000. Also available during the fall will be results of the North Carolina computer competency test, which are used to evaluate performance for eighth graders at middle schools in the project. Information about the district performance assessments and the state computer skills test will be compiled and submitted as addenda to the July 2000 Performance Report.

**Objective 4-1.1(a-d)** By June 30, 2001, as a result of the implementation of magnet themes, the increase in the percentage of students at project schools who score at or above grade level will meet or exceed the districtwide average increase based on the State End-of-Grade tests.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	Year 2 Actual	*Met?Yes/No																																																																																																																																																																																																			
<p><b>4-1.1</b> <b>Improved student achievement.</b> Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. Applied learning skills include:</p> <ul style="list-style-type: none"> <li>• Higher order thinking</li> <li>• Individual problem solving ability</li> <li>• Communication skills</li> <li>• Computer skills</li> <li>• Ability to contribute to group projects</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 of the 4 schools will show an overall increase in the percentage of their students who score at or above grade level that meets or exceeds the district average increase on State EOG tests (with reading and math calculated separately by grade)</li> <li>• When EOG results are disaggregated by race; at least 2 of the 4 schools will show an increase in the percentage of their minority and nonminority students who score at or above grade level that meets or exceeds the district average increase on State EOG tests</li> <li>• Planned adjustments to the project based on results are described</li> </ul> <p><b>*NOTE:</b> The decision rules used to determine if a school did or did not meet the Year 2 Benchmark are described on the following page.</p>	<p><b>All Students</b></p> <table border="1"> <thead> <tr> <th></th> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>Conn</td> <td>3</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>4</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>5</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>Full.</td> <td>3</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>4</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>5</td> <td>N</td> <td>Y</td> <td>No</td> </tr> <tr> <td>Carn.</td> <td>6</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>7</td> <td>N</td> <td>Y</td> <td>No</td> </tr> <tr> <td></td> <td>8</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td>E.Mill</td> <td>6</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>7</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>8</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> </tbody> </table> <p><b>Minority Students</b></p> <table border="1"> <thead> <tr> <th></th> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>Conn</td> <td>3</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>4</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>5</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>Full.</td> <td>3</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>4</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>5</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td>Carn.</td> <td>6</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>7</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>8</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td>E.Mill</td> <td>6</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>7</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>8</td> <td>N</td> <td>Y</td> <td>No</td> </tr> </tbody> </table> <p><b>Nonminority Students</b></p> <table border="1"> <thead> <tr> <th></th> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>Conn</td> <td>3</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>4</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td></td> <td>5</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>Full.</td> <td>3</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>4</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>5</td> <td>N</td> <td>Y</td> <td>No</td> </tr> <tr> <td>Carn.</td> <td>6</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>7</td> <td>N</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>8</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>E.Mill</td> <td>6</td> <td>N</td> <td>Y</td> <td>No</td> </tr> <tr> <td></td> <td>7</td> <td>Y</td> <td>N</td> <td>No</td> </tr> <tr> <td></td> <td>8</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> </tbody> </table>		Gr	Read	Math	Both	Conn	3	N	N	No		4	N	N	No		5	Y	Y	Yes	Full.	3	Y	Y	Yes		4	N	N	No		5	N	Y	No	Carn.	6	N	N	No		7	N	Y	No		8	Y	N	No	E.Mill	6	N	N	No		7	Y	N	No		8	Y	Y	Yes		Gr	Read	Math	Both	Conn	3	N	N	No		4	N	N	No		5	Y	Y	Yes	Full.	3	Y	Y	Yes		4	Y	Y	Yes		5	N	N	No	Carn.	6	Y	Y	Yes		7	Y	Y	Yes		8	N	N	No	E.Mill	6	N	N	No		7	Y	Y	Yes		8	N	Y	No		Gr	Read	Math	Both	Conn	3	Y	N	No		4	Y	Y	Yes		5	Y	Y	Yes	Full.	3	Y	N	No		4	N	N	No		5	N	Y	No	Carn.	6	Y	N	No		7	N	N	No		8	Y	Y	Yes	E.Mill	6	N	Y	No		7	Y	N	No		8	Y	Y	Yes	<p>Conn No</p> <p>Full. No</p> <p>Carn. No</p> <p>EMill No</p> <p>Conn No</p> <p>Full. Yes</p> <p>Carn. Yes</p> <p>EMill No</p> <p>Conn Yes</p> <p>Full. No</p> <p>Carn. No</p> <p>EMill No</p>
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Tables 35 to 42 below report End-of-Grade test results for Objective 4-1.1(a-d). The Year 2 benchmark for Objective 4-1.1(a-d) stipulates that there be an overall increase in the percent of students scoring at or above grade level on the End-of-Grade tests for at least two of the four project schools. This increase is in comparison to the average increase for the district as a whole; that is, each school's

gain or loss in percent of students scoring at or above grade level from the spring 1999 to the spring 2000 testing is compared to the district's gain or loss. Comparisons are calculated by grade for both reading and math. The benchmark also specifies that, when scores are disaggregated by race, at least two of the four schools attain an increase in the percent of students at or above grade level in comparison to the district. With four schools' gains calculated by subject, grade, and ethnicity, there are a total of 72 separate statistics to judge whether the percent of students at or above grade level exceeds that of the district. The decision rules used to determine if a school did or did not meet its Year 2 benchmark are given in Appendix A.

Based on these decision rules, the Year 2 benchmark for aggregated EOG results was not met for any of the project schools. With results disaggregated by race, three schools (Fuller, Carnage, and East Millbrook) did have gains in the percentage of minority students scoring at or above grade level that exceeded those of the district. For nonminority students, only Conn's gains were higher than the district. Thus, one of the three possible Year 2 benchmarks for Objective 4-1.1 was met.

The evaluator and project coordinator are working closely with grant staff at each school to review these results by grade level and ethnicity. They are targeting for improvement all areas where a school's gain is less than that of the district. They will assist schools to obtain test results keyed to specific goals and objectives of the state curriculum and to review student scores in areas where school gains have not matched or exceeded those of the district.

End-of-Grade testing results were also used to evaluate Objective 2-2.2, and project schools' growth and performance results from the state accountability system are included under that objective (p. 45). Based on that information, Conn, Fuller, and Carnage met the state's expected growth standard; Conn and Carnage had performance levels that exceeded their 98-99 levels. Grant and school staff members have already begun to use this information to identify strengths and weaknesses in EOG outcomes at each school. They are developing plans to replicate and reinforce successful strategies and remedy or replace faltering ones.

**Table 35. CONN ELEMENTARY Gains NC End-of-Grade READING Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		*G A I N	School Gain vs. WCPSS Gain, *Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 3 <sup>rd</sup> Grade Reading	All Students	83.4	80.4	2.9		
	Minority	65.9	62.8	3.0		
	Nonminority	92.7	89.5	3.2		
Conn 3 <sup>rd</sup> Grade Reading	All Students	58.5	74.1	-15.6	-18.5	Conn < WCPSS
	Minority	34.8	68.2	-33.4	-36.4	Conn < WCPSS
	Nonminority	88.9	80.5	8.4	5.2	Conn > WCPSS
WCPSS 4 <sup>th</sup> Grade Reading	All Students	81.8	80.9	0.9		
	Minority	63.8	61.9	1.9		
	Nonminority	91.0	89.8	1.2		
Conn 4 <sup>th</sup> Grade Reading	All Students	78.7	78.9	-0.2	-1.2	Conn < WCPSS
	Minority	66.0	65.6	0.3	-1.5	Conn < WCPSS
	Nonminority	92.9	89.7	3.1	1.9	Conn > WCPSS
WCPSS 5 <sup>th</sup> Grade Reading	All Students	87.9	84.9	3.0		
	Minority	73.2	67.8	5.4		
	Nonminority	95.0	93.0	2.0		
Conn 5 <sup>th</sup> Grade Reading	All Students	78.3	73.5	4.8	1.7	Conn > WCPSS
	Minority	60.6	53.1	7.5	2.0	Conn > WCPSS
	Nonminority	94.4	86.3	8.2	6.1	Conn > WCPSS

NOTE: Full precision was maintained in calculating all gains and differences in Tables 35-42, with rounding only for final tables.

**Table 36. CONN ELEMENTARY Gains NC End-of-Grade MATH Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 3 <sup>rd</sup> Grade Math	All Students	80.2	77.1	3.1		
	Minority	59.1	56.8	2.3		
	Nonminority	91.5	87.8	3.8		
Conn 3 <sup>rd</sup> Grade Math	All Students	58.5	72.9	-14.4	-17.5	Conn < WCPSS
	Minority	32.6	56.8	-24.2	-26.6	Conn < WCPSS
	Nonminority	91.7	90.2	1.4	-2.3	Conn < WCPSS
WCPSS 4 <sup>th</sup> Grade Math	All Students	89.3	88.1	1.2		
	Minority	76.7	73.1	3.6		
	Nonminority	95.8	95.3	0.5		
Conn 4 <sup>th</sup> Grade Math	All Students	78.7	85.7	-7.1	-8.2	Conn < WCPSS
	Minority	66.0	78.1	-12.2	-15.7	Conn < WCPSS
	Nonminority	92.9	92.1	0.8	0.2	Conn > WCPSS
WCPSS 5 <sup>th</sup> Grade Math	All Students	89.0	87.0	1.2		
	Minority	75.9	71.1	4.8		
	Nonminority	95.4	94.6	0.8		
Conn 5 <sup>th</sup> Grade Math	All Students	85.5	77.1	8.4	6.4	Conn > WCPSS
	Minority	75.8	62.5	13.3	8.5	Conn > WCPSS
	Nonminority	94.4	86.3	8.2	7.4	Conn > WCPSS

**Table 37. FULLER ELEMENTARY Gains NC End-of-Grade READING Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 3 <sup>rd</sup> Grade Reading	All Students	83.4	80.4	2.9		
	Minority	65.9	62.8	3.0		
	Nonminority	92.7	89.5	3.2		
Fuller 3 <sup>rd</sup> Grade Reading	All Students	79.7	72.5	7.2	4.3	Fuller > WCPSS
	Minority	66.7	53.8	12.8	9.8	Fuller > WCPSS
	Nonminority	96.7	90.2	6.4	3.3	Fuller > WCPSS
WCPSS 4 <sup>th</sup> Grade Reading	All Students	81.8	80.9	0.9		
	Minority	63.8	61.9	1.9		
	Nonminority	91.0	89.8	1.2		
Fuller 4 <sup>th</sup> Grade Reading	All Students	73.5	74.7	-1.2	-2.1	Fuller < WCPSS
	Minority	60.5	43.3	17.2	15.3	Fuller > WCPSS
	Nonminority	84.4	95.6	-11.1	-12.3	Fuller < WCPSS
WCPSS 5 <sup>th</sup> Grade Reading	All Students	87.9	84.9	3.0		
	Minority	73.2	67.8	5.4		
	Nonminority	95.0	93.0	2.0		
Fuller 5 <sup>th</sup> Grade Reading	All Students	75.0	74.4	0.6	-2.4	Fuller < WCPSS
	Minority	47.1	60.8	-13.7	-19.2	Fuller < WCPSS
	Nonminority	95.7	94.3	1.4	-0.7	Fuller < WCPSS

**Table 38. FULLER ELEMENTARY Gains NC End-of-Grade MATH Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 3 <sup>rd</sup> Grade Math	All Students	80.2	77.1	3.1		
	Minority	59.1	56.8	2.3		
	Nonminority	91.5	87.8	3.8		
Fuller 3 <sup>rd</sup> Grade Math	All Students	72.5	67.9	4.6	1.5	Fuller > WCPSS
	Minority	56.4	45.0	11.4	9.1	Fuller > WCPSS
	Nonminority	93.3	90.2	3.1	-0.7	Fuller < WCPSS
WCPSS 4 <sup>th</sup> Grade Math	All Students	89.3	88.1	1.2		
	Minority	76.7	73.1	3.6		
	Nonminority	95.8	95.3	0.5		
Fuller 4 <sup>th</sup> Grade Math	All Students	77.4	81.3	-4.0	-5.1	Fuller < WCPSS
	Minority	61.5	56.7	4.9	1.3	Fuller > WCPSS
	Nonminority	91.1	97.8	-6.7	-7.2	Fuller < WCPSS
WCPSS 5 <sup>th</sup> Grade Math	All Students	89.0	87.0	1.2		
	Minority	75.9	71.1	4.8		
	Nonminority	95.4	94.6	0.8		
Fuller 5 <sup>th</sup> Grade Math	All Students	73.8	66.7	7.1	5.1	Fuller > WCPSS
	Minority	47.1	51.9	-4.9	-9.6	Fuller < WCPSS
	Nonminority	93.5	88.6	4.9	4.1	Fuller > WCPSS

**Table 39. CARNAGE MIDDLE Gains NC End-of-Grade READING Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 6 <sup>th</sup> Grade Reading	All Students	78.3	80.8	-2.5		
	Minority	58.0	62.5	-4.5		
	Nonminority	88.6	90.4	-1.8		
Carnage 6 <sup>th</sup> Grade Reading	All Students	72.1	76.1	-4.0	-1.4	Carnage < WCPSS
	Minority	61.6	62.5	-0.9	3.6	Carnage > WCPSS
	Nonminority	89.7	91.0	-1.3	0.5	Carnage > WCPSS
WCPSS 7 <sup>th</sup> Grade Reading	All Students	84.8	85.0	-0.2		
	Minority	67.3	67.6	-0.4		
	Nonminority	93.5	93.1	0.4		
Carnage 7 <sup>th</sup> Grade Reading	All Students	77.6	78.7	-1.2	-1.0	Carnage < WCPSS
	Minority	66.0	65.8	0.2	0.6	Carnage > WCPSS
	Nonminority	91.8	94.8	-3.1	-3.5	Carnage < WCPSS
WCPSS 8 <sup>th</sup> Grade Reading	All Students	88.8	87.1	1.7		
	Minority	75.3	70.2	5.1		
	Nonminority	95.1	94.5	0.6		
Carnage 8 <sup>th</sup> Grade Reading	All Students	83.9	81.8	2.1	0.4	Carnage > WCPSS
	Minority	72.6	69.7	3.0	-2.2	Carnage < WCPSS
	Nonminority	99.2	94.3	5.0	4.4	Carnage > WCPSS

**Table 40. CARNAGE MIDDLE Gains NC End-of-Grade MATH Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 6 <sup>th</sup> Grade Math	All Students	85.7	84.8	0.8		
	Minority	70.0	68.3	1.7		
	Nonminority	93.7	93.5	0.2		
Carnage 6 <sup>th</sup> Grade Math	All Students	80.1	82.3	-2.2	-3.0	Carnage < WCPSS
	Minority	72.5	70.5	2.0	0.3	Carnage > WCPSS
	Nonminority	92.9	95.2	-2.4	-2.5	Carnage < WCPSS
WCPSS 7 <sup>th</sup> Grade Math	All Students	87.4	87.4	0.1		
	Minority	72.3	72.4	-0.1		
	Nonminority	94.9	94.4	0.6		
Carnage 7 <sup>th</sup> Grade Math	All Students	85.1	81.5	3.6	3.6	Carnage > WCPSS
	Minority	76.3	69.6	6.7	6.7	Carnage > WCPSS
	Nonminority	96.2	96.1	0.0	-0.6	Carnage < WCPSS
WCPSS 8 <sup>th</sup> Grade Math	All Students	85.7	83.9	1.9		
	Minority	69.1	62.8	6.3		
	Nonminority	93.4	93.1	0.4		
Carnage 8 <sup>th</sup> Grade Math	All Students	78.5	79.5	-1.0	-2.9	Carnage < WCPSS
	Minority	66.5	65.2	1.3	-5.0	Carnage < WCPSS
	Nonminority	94.8	94.3	0.5	0.1	Carnage > WCPSS

**Table 41. EAST MILLBROOK MIDDLE Gains NC End-of-Grade READING Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 6 <sup>th</sup> Grade Reading	All Students	78.3	80.8	-2.5		
	Minority	58.0	62.5	-4.5		
	Nonminority	88.6	90.4	-1.8		
E. Millbrook 6 <sup>th</sup> Grade Reading	All Students	68.3	79.5	-11.2	-8.6	E. Millbr. < WCPSS
	Minority	55.2	72.7	-17.5	-13.0	E. Millbr. < WCPSS
	Nonminority	83.9	88.0	-4.1	-2.3	E. Millbr. < WCPSS
WCPSS 7 <sup>th</sup> Grade Reading	All Students	84.8	85.0	-0.2		
	Minority	67.3	67.6	-0.4		
	Nonminority	93.5	93.1	0.4		
E. Millbrook 7 <sup>th</sup> Grade Reading	All Students	81.1	79.7	1.5	1.7	E. Millbr. > WCPSS
	Minority	71.8	70.3	1.5	1.9	E. Millbr. > WCPSS
	Nonminority	92.2	87.9	4.3	3.8	E. Millbr. > WCPSS
WCPSS 8 <sup>th</sup> Grade Reading	All Students	88.8	87.1	1.7		
	Minority	75.3	70.2	5.1		
	Nonminority	95.1	94.5	0.6		
E. Millbrook 8 <sup>th</sup> Grade Reading	All Students	84.5	80.0	4.5	2.8	E. Millbr. > WCPSS
	Minority	75.0	73.4	1.6	-3.5	E. Millbr. < WCPSS
	Nonminority	93.3	89.1	4.2	3.6	E. Millbr. > WCPSS

**Table 42. EAST MILLBROOK MIDDLE Gains NC End-of-Grade MATH Test:  
Percent of Students Proficient in 1999 and 2000, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 6 <sup>th</sup> Grade Math	All Students	85.7	84.8	0.8		
	Minority	70.0	68.3	1.7		
	Nonminority	93.7	93.5	0.2		
E. Millbrook 6 <sup>th</sup> Grade Math	All Students	73.1	76.6	-3.5	-4.3	E. Millbr. < WCPSS
	Minority	59.6	67.9	-8.4	-10.1	E. Millbr. < WCPSS
	Nonminority	89.0	87.3	1.7	1.5	E. Millbr. > WCPSS
WCPSS 7 <sup>th</sup> Grade Math	All Students	87.4	87.4	0.1		
	Minority	72.3	72.4	-0.1		
	Nonminority	94.9	94.4	0.6		
E. Millbrook 7 <sup>th</sup> Grade Math	All Students	78.9	79.4	-0.5	-0.5	E. Millbr. < WCPSS
	Minority	70.0	67.4	2.6	2.7	E. Millbr. > WCPSS
	Nonminority	89.5	89.9	-0.4	-1.0	E. Millbr. < WCPSS
WCPSS 8 <sup>th</sup> Grade Math	All Students	85.7	83.9	1.9		
	Minority	69.1	62.8	6.3		
	Nonminority	93.4	93.1	0.4		
E. Millbrook 8 <sup>th</sup> Grade Math	All Students	78.5	67.4	11.1	9.3	E. Millbr. > WCPSS
	Minority	67.6	59.4	8.2	1.9	E. Millbr. > WCPSS
	Nonminority	88.7	78.2	10.5	10.1	E. Millbr. > WCPSS

**Objective 4-1.1(e)** By June 30, 2001, as a result of the implementation of the new Year-Round Community-Based Accelerated Learning Centers, the increase in the percentage of YR-CBALC students who score at or above grade level will meet or exceed the districtwide average increase based on the State End-of-Grade tests (used in grades 3-5) and district/State performance assessments (used in grades K-2).

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	♣Year 2 Actual	Met?Yes/No																																																																																														
<p><b>4-1.1</b> <b>Improved student achievement.</b> Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. Applied learning skills include:</p> <ul style="list-style-type: none"> <li>• Higher order thinking</li> <li>• Individual problem solving ability</li> <li>• Communication skills</li> <li>• Computer skills</li> <li>• Ability to contribute to group projects</li> </ul>	<ul style="list-style-type: none"> <li>• At least 60% of the CBALC students will show gains in EOG scores which meet or exceed the district average (note-few students may be in grades 3-5 at the CBALCs)</li> <li>• Math and literacy assessments for CBALC students in grades K-2 will show average gains which meet or exceed the district's overall increase on performance assessments (overall and by minority status)</li> <li>• Planned adjustments to the project based on results will be described</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>4</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> <tr> <td>5</td> <td>Y</td> <td>Y</td> <td>Yes</td> </tr> </tbody> </table> <p style="text-align: center;"><b>All Students</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Y</td> <td>*</td> <td>*</td> </tr> <tr> <td>1</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>2</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Minority Students</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>Y</td> <td>*</td> <td>*</td> </tr> <tr> <td>1</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> <tr> <td>2</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </tbody> </table> <p style="text-align: center;"><b>Nonminority Students</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Gr</th> <th>Read</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>N</td> <td>*</td> <td>*</td> </tr> <tr> <td>1</td> <td>N</td> <td>Y</td> <td>N</td> </tr> <tr> <td>2</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> </tbody> </table> <p style="text-align: center;">*Math performance assessment does not include kindergarten.</p> <p>♣NOTE: The decision rules used to determine if EOG and performance assessment benchmarks were met are described in <b>Appendix A.</b></p> <ul style="list-style-type: none"> <li>• All 1999-00 EOG benchmarks were met; and 6 out of 9 performance assessment benchmarks were met</li> </ul>	Gr	Read	Math	Both	3	Y	Y	Yes	4	Y	Y	Yes	5	Y	Y	Yes	Gr	Read	Math	Both	K	Y	*	*	1	N	N	N	2	Y	Y	Y	Gr	Read	Math	Both	K	Y	*	*	1	Y	Y	Y	2	Y	Y	Y	Gr	Read	Math	Both	K	N	*	*	1	N	Y	N	2	Y	Y	Y	<table style="width: 100%;"> <tbody> <tr> <td style="width: 30%;">Gr. 3</td> <td>Yes</td> </tr> <tr> <td>Gr. 4</td> <td>Yes</td> </tr> <tr> <td>Gr. 5</td> <td>Yes</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Gr. K</td> <td>Yes</td> </tr> <tr> <td>Gr. 1</td> <td>No</td> </tr> <tr> <td>Gr. 2</td> <td>Yes</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Gr. K</td> <td>Yes</td> </tr> <tr> <td>Gr. 1</td> <td>Yes</td> </tr> <tr> <td>Gr. 2</td> <td>Yes</td> </tr> <tr> <td colspan="2"> </td> </tr> <tr> <td>Gr. K</td> <td>No</td> </tr> <tr> <td>Gr. 1</td> <td>No</td> </tr> <tr> <td>Gr. 2</td> <td>Yes</td> </tr> </tbody> </table>	Gr. 3	Yes	Gr. 4	Yes	Gr. 5	Yes			Gr. K	Yes	Gr. 1	No	Gr. 2	Yes			Gr. K	Yes	Gr. 1	Yes	Gr. 2	Yes			Gr. K	No	Gr. 1	No	Gr. 2	Yes
Gr	Read	Math	Both																																																																																														
3	Y	Y	Yes																																																																																														
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As summarized in the Benchmark Chart above, all three CBALC End-of-Grade (EOG) benchmarks were met. Well over 60% of grade 3-5 CBALC students attained EOG scale score gains in reading and math that exceeded the district's gains (Tables 43 and 44). Six of the nine possible performance assessment benchmarks for grade K-2 CBALC students were also achieved. A review by grade of performance assessment results for all (i.e., minority and nonminority) students

indicates that kindergarten and grade two benchmarks were met. With results disaggregated by minority/nonminority status, benchmarks were met for minority students in grades K-2; whereas, only the 2<sup>nd</sup> grade performance assessment benchmark was met for nonminority students (Tables 45-47).

CBALC staff are meeting with the project coordinator and evaluator to review and reinforce the strategies from Year 2 of the project that were effective in helping reach all EOG benchmarks and six of the nine performance assessment benchmarks. Plans are also underway to strengthen reading and math skills of 1<sup>st</sup> grade students and reading skills of nonminority kindergartners in an effort to meet all nine performance assessment benchmarks by the end of Year 3.

**Table 43. NC End-of-Grade READING Scale Scores, 1999-2000:  
Number and Percent of CBALC Students with Gains that Meet or Exceed District Gains**

Grade	Number of CBALC Students	WCPSS Reading Mean Scale Score	WCPSS Mean Scale Score Gain	# of CBALC Students with *Gains $\geq$ WCPSS	Percent of CBALC Students with Gains $\geq$ WCPSS Mean Scale Score Gain
3 <sup>rd</sup> Grade	12	149.6	0.9	9	82
4 <sup>th</sup> Grade	13	152.9	0.6	8	89
5 <sup>th</sup> Grade	11	158.4	1.3	9	100

\*Gains could not be calculated for one 3<sup>rd</sup>, four 4<sup>th</sup>, and two 5<sup>th</sup> grade students because they lacked scores for one or both years.

**Table 44. NC End-of-Grade MATH Scale Scores, 1999-2000:  
Number and Percent of CBALC Students with Gains that Meet or Exceed District Gains**

Grade	Number of CBALC Students	WCPSS Math Mean Scale Score	WCPSS Mean Scale Score Gain	# of CBALC Students with *Gains $\geq$ WCPSS	Percent of CBALC Students with Gains $\geq$ WCPSS Mean Scale Score Gain
3 <sup>rd</sup> Grade	12	146.8	1.5	9	82
4 <sup>th</sup> Grade	13	155.9	0.9	8	89
5 <sup>th</sup> Grade	11	163.0	1.1	9	100

\*Gains could not be calculated for one 3<sup>rd</sup>, four 4<sup>th</sup>, and two 5<sup>th</sup> grade students because they lacked scores for one or both years.

**Table 45. Grade K-2 CBALC Students' LITERACY Performance Assessment: Gains in Percent of Students Proficient in 1999 and 2000, Overall and by Ethnicity**

District/CBALC and Grade Level	Ethnicity Group	Percent Proficient (including n's for CBALC students)		GAIN	CBALC Gain vs. WCPSS Gain, Percentage Points Difference	CBALC Gain from 1998 to 1999 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS Kindergarten Reading	All Students	76.3	72.4	3.9		
	Minority	60.9	56.4	4.5		
	Nonminority	88.0	84.7	3.3		
CBALC Kindergarten Reading	All Students	100.0 (n=7)	66.7 (n=3)	33.3	29.4	CBALC > WCPSS
	Minority	100.0 (n=2)	50.0 (n=2)	50	45.5	CBALC > WCPSS
	Nonminority	100.0 (n=5)	100.0 (n=1)	0	-3.3	CBALC < WCPSS
WCPSS 1 <sup>st</sup> Grade Reading	All Students	72.0	71.5	0.5		
	Minority	56.1	54.2	1.9		
	Nonminority	82.2	81.6	0.6		
CBALC 1 <sup>st</sup> Grade Reading	All Students	57.1 (n=7)	57.1 (n=7)	0	-0.5	CBALC < WCPSS
	Minority	50.0 (n=4)	40.0 (n=5)	10	8.1	CBALC > WCPSS
	Nonminority	66.7 (n=3)	100.0 (n=2)	-33.3	-33.9	CBALC < WCPSS
WCPSS 2 <sup>nd</sup> Grade Reading	All Students	78.8	79.9	-1.1		
	Minority	64.0	65.8	-1.8		
	Nonminority	87.6	87.8	-0.2		
CBALC 2 <sup>nd</sup> Grade Reading	All Students	55.6 (n=9)	28.6 (n=7)	27	28.1	CBALC > WCPSS
	Minority	60.0 (n=5)	40.0 (n=5)	20	21.8	CBALC > WCPSS
	Nonminority	50.0 (n=4)	0.0 (n=2)	50	50.2	CBALC > WCPSS

**Table 46. CBALC vs. WCPSS Performance on 4 Strands of the MATH Assessment: 1<sup>st</sup> Grade Students Proficient in 2000, Overall and by Ethnicity**

District/CBALC Math Strand & Grade Level	Ethnicity Group	Percent Proficient 1999-2000 (including n's for CBALC students)	CBALC Proficiency vs. WCPSS Proficiency
Number Sense WCPSS 1 <sup>st</sup> Grade	All Students	82.3	
	Minority	69.0	
	Nonminority	91.1	
CBALC 1 <sup>st</sup> Grade	All Students	66.7 (n=6)	CBALC < WCPSS
	Minority	50.0 (n=4)	CBALC < WCPSS
	Nonminority	100.0 (n=2)	CBALC > WCPSS
Spatial Sense WCPSS 1 <sup>st</sup> Grade	All Students	82.6	
	Minority	68.7	
	Nonminority	91.9	
CBALC 1 <sup>st</sup> Grade	All Students	83.3 (n=6)	CBALC > WCPSS
	Minority	75.0 (n=4)	CBALC > WCPSS
	Nonminority	100.0 (n=2)	CBALC > WCPSS

Table 46, cont'd. CBALC vs. WCPSS Performance, 1<sup>st</sup> Grade MATH Assessment

District/CBALC Math Strand & Grade Level	Ethnicity Group	Percent Proficient 1999-2000	CBALC Proficiency vs. WCPSS
Patterns & Functions WCPSS 1 <sup>st</sup> Grade	All Students	86.1	
	Minority	74.7	
	Nonminority	93.7	
CBALC 1 <sup>st</sup> Grade	All Students	83.3 (n=6)	CBALC < WCPSS
	Minority	75.0 (n=4)	CBALC > WCPSS
	Nonminority	100.0 (n=2)	CBALC > WCPSS
Data and Statistics WCPSS 1 <sup>st</sup> Grade	All Students	80.1	
	Minority	65.3	
	Nonminority	89.9	
CBALC 1 <sup>st</sup> Grade	All Students	66.7 (n=6)	CBALC < WCPSS
	Minority	50.0 (n=4)	CBALC < WCPSS
	Nonminority	100.0 (n=2)	CBALC > WCPSS

Table 47. CBALC vs. WCPSS Performance on 4 Strands of the MATH Assessment: 2<sup>nd</sup> Grade Students Proficient in 2000, Overall and by Ethnicity

District/CBALC Math Strand & Grade Level	Ethnicity Group	Percent Proficient 1999-2000 <small>(including n's for CBALC students)</small>	CBALC Proficiency vs. WCPSS Proficiency,
Number Sense WCPSS 2 <sup>nd</sup> Grade	All Students	81.4	
	Minority	66.5	
	Nonminority	90.5	
CBALC 2 <sup>nd</sup> Grade	All Students	55.6 (n=9)	CBALC < WCPSS
	Minority	40.0 (n=5)	CBALC < WCPSS
	Nonminority	75.0 (n=4)	CBALC < WCPSS
Spatial Sense WCPSS 2 <sup>nd</sup> Grade	All Students	80.6	
	Minority	64.6	
	Nonminority	90.3	
CBALC 2 <sup>nd</sup> Grade	All Students	88.9 (n=9)	CBALC > WCPSS
	Minority	80.0 (n=5)	CBALC > WCPSS
	Nonminority	100.0 (n=4)	CBALC > WCPSS
Patterns & Functions WCPSS 2 <sup>nd</sup> Grade	All Students	80.1	
	Minority	64.5	
	Nonminority	89.6	
CBALC 2 <sup>nd</sup> Grade	All Students	77.8 (n=9)	CBALC < WCPSS
	Minority	60.0 (n=5)	CBALC < WCPSS
	Nonminority	100.0 (n=4)	CBALC > WCPSS
Data and Statistics WCPSS 2 <sup>nd</sup> Grade	All Students	75.6	
	Minority	58.1	
	Nonminority	86.2	
CBALC 2 <sup>nd</sup> Grade	All Students	88.9 (n=9)	CBALC > WCPSS
	Minority	80.0 (n=5)	CBALC > WCPSS
	Nonminority	100.0 (n=4)	CBALC > WCPSS

**Objective 4-1.2 (a-e)** By June 30, 2001, as a result of new and significantly revised themes, students at project schools and the Year-Round Community-Based Accelerated Learning Centers will achieve gains in proficiency in the applied learning skill areas of writing and computer competencies, if applicable, that is equal to or greater than the district as a whole as evidenced by annual results on State performance tests or comparable measures.

**BENCHMARK CHART**

Indicator	Year 2 Benchmark	♣Year 2 Actual	Met?Yes/No	
<p><b>4-1.2</b> <b>Improved student achievement.</b> Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. Applied learning skills include:</p> <ul style="list-style-type: none"> <li>• Higher order thinking</li> <li>• Individual problem solving ability</li> <li>• Communication skills</li> <li>• Computer skills</li> <li>• Ability to contribute to group projects</li> </ul>	<ul style="list-style-type: none"> <li>• Gains in the percentage of students showing proficiency on the 4<sup>th</sup> and 7<sup>th</sup> grade NC writing tests will increase more than the district overall in at least 3 of the 4 schools (overall and by ethnicity)</li> <li>• Gains in the percentage of students showing proficiency on the State’s computer skills test will increase at grade 8 more than the district overall at both middle schools overall and at least one school by ethnicity</li> <li>• Gains in the percentage of CBALC students showing proficiency on the 4<sup>th</sup> grade NC writing test will increase more than the district overall (overall and by ethnicity)</li> </ul> <p>PLEASE NOTE: The more accurate benchmark statement above was substituted for original statement, which is struck through below.</p> <p><del>• 50% or more of CBALC 4<sup>th</sup> graders will show gains in proficiency on the 4<sup>th</sup> grade writing test that meet or exceed the district average (overall and by ethnicity)</del></p> <p>Planned adjustments to the project will be described</p>	<p>Conn <u>did</u> increase more than WCPSS</p> <p>Full. <u>did not</u> increase more than WCPSS</p> <p>Carn. <u>did not</u> increase more than WCPSS</p> <p>E. Mill. <u>did not</u> increase more than WCPSS</p> <p><b>All Students</b> Carnage gain less than WCPSS E. Millbr. gain more than WCPSS</p> <p><b>Minority Students</b> Carnage gain less than WCPSS E. Millbr. gain less than WCPSS</p> <p><b>Nonminority Students</b> Carnage gain less than WCPSS E. Millbr. gain more than WCPSS</p> <p><b>All Students</b> CBALC <u>did not</u> increase more than WCPSS</p> <p><b>Minority Students</b> CBALC <u>did</u> increase more than WCPSS</p> <p><b>Nonminority Students</b> CBALC <u>did not</u> increase more than WCPSS</p> <p>♣NOTE: The decision rules used to determine if writing assessment benchmarks were met are described in <b>Appendix A.</b></p> <p>For all unmet Objective 4-1.2 Benchmarks, planned adjustments being implemented in Year 3 are described in this section.</p>	<p>Conn</p> <p>Full.</p> <p>Carn.</p> <p>E. Mill.</p> <p>Carn.</p> <p>E. Mill.</p> <p>Carn.</p> <p>E. Mill.</p> <p>CBALC</p> <p>CBALC</p> <p>CBALC</p>	<p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p> <p>No</p> <p>Yes</p> <p>No</p>

North Carolina writing assessment data for the four project schools are provided below (Tables 48), and writing assessment benchmark results are summarized in the Benchmark Chart above. Only at Conn did the gain in the

percentage of students scoring at or above grade level on the writing assessment increase more than that of the district. According to the Year 2 writing assessment benchmark, three of the four project schools were expected to gain more than the district. Grant staff have been informed of these results, and they understand that specific plans must be developed and implemented so that project schools' gains in Year 3 equal or exceed those of the district. Teachers at East Millbrook Middle School have already completed the WCPSS Curriculum and Instruction department's staff development on incorporating writing throughout the curriculum. This workshop and others like it will be recommended to participating schools. Writing and the state's writing assessment have been a priority for the district, thus the Curriculum and Instruction department is well prepared to serve as a resource to project schools in attaining the improvements they need and want.

Based on CBALC students' writing assessment results (Table 50), minority students' gains exceeded those of minority students districtwide, but gains of nonminority and all CBALC students were less than district gains. This means that, like staff members in the four project schools, CBALC faculty will be focusing on proven techniques to improve the writing ability of their students and increase writing assessment gains.

**Table 48. Gains on the North Carolina Writing Assessment:  
Comparison of Percent of 4<sup>th</sup> and 7<sup>th</sup> Grade Students Proficient in 1999 and 2000**

District/School And Grade Level	Ethnicity Group	Percent Proficient		*G A I N	School Gain vs. WCPSS Gain, *Percentage Points Difference	School Gain from 1999 to 2000 Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 4 <sup>th</sup> Grade Writing	All Students	68	62	.06		
	Minority	55	48	.07		
	Nonminority	75	68	.06		
Conn 4 <sup>th</sup> Grade Writing	All Students	79	47	.32	.26	Conn > WCPSS
	Minority	78	38	.40	.33	Conn > WCPSS
	Nonminority	86	56	.30	.24	Conn > WCPSS
Fuller 4 <sup>th</sup> Grade Writing	All Students	60	80	-.20	-.26	Fuller < WCPSS
	Minority	46	63	-.16	-.24	Fuller < WCPSS
	Nonminority	72	91	-.19	-.25	Fuller < WCPSS
WCPSS 7 <sup>th</sup> Grade Writing	All Students	71	73	-.02		
	Minority	58	59	-.01		
	Nonminority	78	80	-.02		
Carnage 7 <sup>th</sup> Grade Writing	All Students	59	79	-.21	-.18	Carn. < WCPSS
	Minority	55	72	-.17	-.16	Carn. < WCPSS
	Nonminority	63	88	-.24	-.22	Carn. < WCPSS
East Millbrook 7 <sup>th</sup> Grade Writing	All Students	57	64	-.07	-.06	E. Mill < WCPSS
	Minority	50	55	-.05	-.04	E. Mill < WCPSS
	Nonminority	65	74	-.09	-.07	E. Mill < WCPSS

NOTE: Full precision was maintained in calculating all gains and differences, with rounding only for final tables.

Results of the state Computer Skills Test, given to all 8<sup>th</sup> graders, are listed in Table 49. Although Carnage Middle School had high percentages of students passing the test in both 1998-99 and 1999-00, gains across the two school years were not adequate to exceed gains for the district overall. At East Millbrook, gains from 1998-99 to 1999-00 were sufficient for the school's gains to exceed those of the district for all students and nonminority students. This information, which is summarized in the Benchmark Chart on page 71, will be shared with faculty members at the two middle schools so that they can focus on further improvements in computer skills for all 8<sup>th</sup> grade students.

**Table 49. Gains on the North Carolina Computer Skills Test:  
Comparison of Percent of 8<sup>th</sup> Grade Students Proficient in 1999 and 2000**

School	Ethnicity Group	% Proficient		GAIN	Difference in percentage points between School Gain and WCPSS Gain	School Gain Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 8 <sup>th</sup> Grade Computer Test	All Students	84.7	83.8	0.9		
	Minority	72.9	66.0	6.9		
	Nonminority	92.9	92.1	0.8		
Carnage 8 <sup>th</sup> Grade Computer Test	All Students	78.1	82.5	-4.4	-5.2	Carn. < WCPSS
	Minority	65.6	70.6	-5.0	-11.9	Carn. < WCPSS
	Nonminority	95.5	95.5	0.01	-0.8	Carn. < WCPSS
East Millbrook 8 <sup>th</sup> Grade Computer Test	All Students	79.3	71.3	8.0	7.1	E.Mill. > WCPSS
	Minority	67.7	64.1	3.6	-3.3	E.Mill. < WCPSS
	Nonminority	90.5	81.4	9.1	8.3	E.Mill. > WCPSS

NOTE: Full precision was maintained in calculating all gains and differences, with rounding only for final results.

**Table 50. Grade 4 CBALC Students' Gains on the North Carolina Writing Assessment: Comparison of Percent of Students Proficient in 1999 and 2000**

School	Ethnicity Group	% Proficient (and number of CBALC students)		GAIN	Difference in percentage points between School Gain and WCPSS Gain	School Gain Greater or Less Than WCPSS Gain
		2000	1999			
WCPSS 4 <sup>th</sup> Grade Writing	All Students	68	62	.06		
	Minority	55	48	.07		
	Nonminority	75	68	.06		
CBALC 4 <sup>th</sup> Grade Writing	All Students	54 (n=13)	50 (n=4)	.04	-.81	CBALC < WCPSS
	Minority	67 (n=9)	33 (n=3)	.33	.26	CBALC > WCPSS
	Nonminority	25 (n=4)	100 (n=1)	-.75	-.02	CBALC < WCPSS

NOTE: Full precision was maintained in calculating all gains and differences, with rounding only for final results.

#### IV. BUDGET INFORMATION

Few circumstances have occurred during the second budget year of Wake County's MSAP project that have budget implications. It may be important at this point to report on a Year 1 problem that has been corrected at Carnage Middle School. Although the position of Math Resource Coordinating Teacher was posted frequently during Year 1, the position remained unfilled the entire school year and was not filled until the second semester of Year 2. Many candidates were considered and interviewed. However, the interview team was not satisfied that any applicant was adequately qualified to assume this leadership role. The position was ultimately filled with a highly competent teacher who has made significant progress with the math program since beginning her tenure at Carnage. Funds for this position will be used for their intended purpose throughout the remainder of the grant-funding period.

East Millbrook Middle School (EMMS) has recently been notified that all of the A+ arts integration training this year will be funded by the Kenan Institute. This has made grant dollars originally earmarked for this summer event available for additional training for the school. Plans are presently being made to send designated EMMS teachers to national conferences designed to demonstrate the IB philosophy in the classroom with emphasis on several specific content areas. MSAP dollars may also make possible a local IB Institute that will provide this kind of knowledge and experience to a larger group of EMMS teachers.

The third and final circumstance significant to the Year 2 budget is the need to hire three additional teachers and two additional teacher assistants for the Year-Round CBALC program. These positions are provided in the Year 3 budget plan. Again this year the unavoidable complication in funding these positions is that the year-round calendar begins in July, two and one-half months before Year 3 funding begins. Since Year 3 funds are not yet available, the district intends to use funds remaining in Personnel codes from Year 2 to fund these positions for 3 months. In so doing, new teachers will be hired at two of the participating Year-Round schools/CBALC community sites, and two additional teacher assistants will work at one of the Year-Round school/CBALC community site. It is assumed that this decision will be approved by grant program officers in Washington unless notification is sent to the WCPSS magnet office. If this approach is not approved, please contact the Wake County MSAP project coordinator as soon as possible.

The table below reflects expenditures as of June 12, 2000, and also projections for expenditures through September 10, 2000, the end of the project year. There will likely be some discrepancies between these figures and those of later reports due to processing delays and reporting period differences.

	Budget Categories	Obligations
A	Personnel	1,259,811
B	Fringe Benefits	270,159
C	Travel	13,550
D	Equipment	400,857
E	Supplies	126,934
F	Contractual	0
G	Construction	0
H	Other	435,596
I	Total Direct Costs (Line A-H)	2,506,907
J	Indirect Costs	65,095
K	Training Stipends	(included in Other)
L	Total Expenditures (Line I-K)	2,572,002

The Wake County Public School System intends to use all the funds provided (leaving no funds unobligated) for the purposes and objectives stated in its approved MSAP grant application. Audited financial data for WCPSS will be based on the fiscal year ending on June 30, 2000.

## V. SUPPLEMENTAL INFORMATION/CHANGES

### East Millbrook Middle School

In Wake County's Year 1 performance report, it was noted that adjustments needed to be made in the East Millbrook Middle School (EMMS) plan for academic advisement. The original East Millbrook project outlined a plan to begin academic advisement at all grade levels in Year 2, after allowing a year for planning and teacher training. Extenuating circumstances were described in Wake County's Year 1 performance report (pages 51-52) that explained the delay in implementing the advisement plan. To date the plan has been carried out on a limited basis and not according to recommendations made to the faculty at the beginning of the 1999-2000 school year.

There are some positive indications, however, that a new plan for Academic Coaching (name changed by faculty members) at EMMS has begun to take shape. A new Director for International Baccalaureate (IB) Programs for the district was named in November, 1999. She has shared with the faculty the emphasis on advisement initiatives used in IB middle years programs around the world, has

shared background literature on this topic, and has stressed the need for having a sound program of advisement for students at EMMS. Her openness and leadership have had a positive influence on teacher receptivity to this concept. Consequently, some progress has been made in advising eighth grade students in development of their culminating IB projects and in overseeing student work submitted to portfolios.

In late spring, 2000, a group of East Millbrook teachers approached the MSAP project coordinator to ask if they could form a task force to pursue an amended Academic Coaching plan for the school. Their committee has met and decided to implement the plan according to the following guidelines:

- The program will be voluntary on the part of teachers.
- Teachers will advise from one to three "at risk" students. ("At risk" is defined as the probability of not reaching one's potential without intervention.)
- The Academic Coaching program will be provided for a wide range of student abilities, but focused on the definition of "at risk" stated above.
- Students will be identified according to a set of criteria to be determined before school resumes in the fall. Students may also self-select if they are willing to meet certain guidelines.
- Teachers will make daily contact with their advisees.
- Special activities will be planned (e.g., outings, meetings, cookouts, and the like).
- Academic coaches will meet as a group at regularly scheduled times after school.
- A steering committee will set guidelines, plan group activities, and oversee the project.
- Academic coaches will monitor their advisees grades, test scores, attendance, discipline reports, and all other pertinent data. Records will be kept updated, and parents will be involved in conferences with coach and student as needed.

The academic advisement program for EMMS has changed considerably from the original design presented in Wake County's proposal. However, it is hoped that the initiative now has a chance to succeed because of strong leadership within the faculty who are claiming ownership of the program. Academic Coaching, as it will now be called, will begin with a new emphasis in Year 3. Teacher coaches will be named and added each semester thereafter on a voluntary basis. The steering committee plans to recruit teachers for the project and to keep the idea relevant and growing.

The Pre-IB/Integrated Arts program has continued to attract parents and students to the school and has been a factor in the district's decision to expand the International Baccalaureate concept at the elementary, middle, and high school levels. In the fall of 2000, two elementary, one additional middle, and one additional high school (grades nine and ten) will begin primary and middle year IB programs respectively.

#### Carnage Middle School

There is growing concern that the Ecosystems Learning Center (ELC) planned for Carnage Middle School may not be constructed. Staff members have made detailed plans for the ELC and have presented a clear vision of the use of the facility in the science program grades six through eight. However, the continued difficulties involved in obtaining a building permit have presented what may be insurmountable barriers. The coordinating teacher in charge of the project has fully documented the steps she has taken in contracting with a builder, getting information to contractors regarding electrical hookups, having drawings completed, and finally trying to obtain a building permit. To date the city office responsible for granting building permits has been unresponsive and in most cases impossible to reach. Budget deadlines are approaching and time is running out. It is apparent that the Ecosystems Learning Center at Carnage may not be completed during this grant cycle. The project coordinator will communicate with Wake County's assigned program officer from the U.S. Department of Education to discuss ways to redirect funds dedicated for this purpose.

## Appendix A

**Decision rules for determining if End of Grade benchmarks are met**

1. See **Year 2 Actual** column of benchmark chart on page 61:
  - Information is provided by school, grade, and subject for **All Students**, then **Minority Students**, and then **Nonminority Students**
  - A grade level receives a "Yes" if both reading and math are marked "Y" to indicate the school gain exceeded the district gain for that grade and subject.
2. See **Met? Yes/No** column of benchmark chart on page 61:
  - A school receives a "Yes" if at least two grade levels have "Y"s in both reading and math.

**Decision rules for determining if CBALC End of Grade benchmarks are met**

1. See **Year 2 Actual** column of Benchmark Chart on page 67 of Performance Report.:
  - Information is provided by grade and subject for **Grades 3-5** on the state End-of-Grade **Reading and Math** tests.
  - A grade receives a "Y" under "Read" if 60% or more of the CBALC students at that grade level attained End-of-Grade reading scale score gains that equaled or exceeded the district's mean scale score gains; otherwise, the grade receives an "N." (Data in Table 43, page 68.)
  - A grade receives a "Y" under "Math" if 60% or more of the CBALC students at that grade level attained End-of-Grade math scale score gains that equaled or exceeded the district's mean scale score gains; otherwise, the grade receives an "N." (Data in Table 44, page 68.)
2. See **Met? Yes/No** column of Benchmark Chart on page 67:
  - A grade level is marked "Yes" if the End-of-Grade gains of 60% or more of the CBALC students equaled or exceeded the district gains in both reading and math; otherwise, the grade level is marked "No."

**Decision rules for determining if CBALC Performance Assessment benchmarks are met**

1. See **Year 2 Actual** column of Benchmark Chart on page 67 OF Performance Report:
  - Information is provided by grade and subject for **Grades K-2** on the district **Reading and Math** performance assessments.
  - A grade receives a "Y" under "Read" if CBALC students at that grade level attained performance assessment literacy gains that equaled or exceeded the district gains; otherwise, the grade receives an "N." (Data in Table 45, page 68.) Decision rule is the same when reading data are disaggregated by minority/nonminority status.
  - Math gains are reported for each of four strands of the math assessment. A grade receives a "Y" under "Math" if, for two of the four strands, the percentage of CBALC students proficient at that grade level exceeded the districtwide percentage; otherwise, the grade receives an "N." (Data in Tables 46 and 47, pages 69 and 70).\*
2. See **Met? Yes/No** column of Benchmark Chart on page 67:
  - Grade levels 1 and 2 are marked "Yes" if CBALC performance assessment gains equaled or exceeded the district gains in reading and the percentage of CBALC students proficient in math exceeded that of the district; otherwise, they are marked "No."

- *Kindergarten is marked "Yes" if CBALC performance assessment gains equaled or exceeded the district gains in reading; otherwise, kindergarten is marked "No." (The math performance assessment does not include kindergarten-level data for the four math strands.)*

*\*Changes to the mathematics portion of the North Carolina Standard Course of Study in 1998 were incorporated into the district's math performance assessment for the 1999-2000 school year. Previously, the math assessment had included seven strands aligned with the pre-1998 curriculum. The new curriculum and assessment both include four strands. Most areas of the previous seven-strand math curriculum were subsumed under the four strands of the new one. But it is not possible to establish direct linkages from the seven strands to each of the four strands. Thus, although benchmarks for this project call for comparison of CBALC and district-wide gains in the percent of students proficient from one school year to the next, performance assessment data from the 1998-99 (seven math strands) and the 1999-00 (four math strands) school years are not comparable. Instead, Tables 46 and 47 report the percentages of district and CBALC 1<sup>st</sup> and 2<sup>nd</sup> grade students who were proficient on each of the four strands, with the math assessment benchmarks judged as being met for that grade level if the CBALC percent proficient exceeds the that of the district for two out of the four strands.*

### **Decision rules for determining if CBALC Writing Assessment benchmarks are met**

1. See "All Students," "Minority Students," and "Nonminority Students" lines in the middle of the **Year 2 Actual** column of the Benchmark Chart on page 71:

*For elementary schools, the state writing assessment is administered in 4<sup>th</sup> grade. Information as to whether CBALC gains in writing proficiency increased more than the district is provided for all CBALC 4<sup>th</sup> graders, then for minority and nonminority CBALC 4<sup>th</sup> graders.*

2. See **Met? Yes/No** column of Benchmark Chart on page 71:

*The school or CBALC is marked "Yes" if its gains in the percentage students showing proficiency increased more than the district overall for at least 2 of the 3 groups for whom scores are reported. E.g., for all students and minority students. (Data in Table 50, page 73.)*