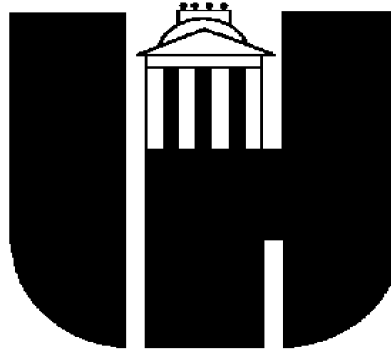


ANNUAL PERFORMANCE REPORT
2000-2001
MAGNET SCHOOLS ASSISTANCE PROGRAM GRANT



Wake County Public School System
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II. EXECUTIVE SUMMARY:

Magnet Schools Assistance Program Annual Performance Report, Year 3

Between June 11, 2000, and June 10, 2001, the staff members of the Wake County Public School System's 1998-2001 Magnet Schools Assistance Program (MSAP) grant successfully accomplished most of their objectives. Schools that participated during the three years of the project and their magnet themes are:

- Conn Elementary School — Global Communications;
- Fuller Elementary School — Math, Science, and Technology;
- Carnage Middle School — Math, Science, and Technology; and
- East Millbrook Middle School — Pre-International Baccalaureate/Integrated Arts.
- The Community-Based Accelerated Learning Center (CBALC) program — which provides students attending Green, Timber Drive, and West Lake year-round elementary schools with an intersession acceleration program — is also in the project.

Innovations begun in Year 1 were strengthened and expanded in Year 2 and fully developed by Year 3. Project activities have enhanced the magnet schools in ways that will attract and benefit students in the coming years. The CBALC's accelerated learning program has provided students with tools to support academic success in the future.

The project focuses on four major purposes and has objectives related to each. Annual benchmarks have been established to measure success in achieving each objective. Each MSAP purpose is listed below, followed by a summary of accomplishments in meeting the Year 3 benchmarks for that purpose.

Purpose 1: Eliminate, reduce, or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority students.

In spite of strong magnet themes, increased application numbers, record attendance at the systemwide magnet fair, and a vigorous recruitment program, only one of the Year 3 benchmarks for Purpose 1 was met.

- Based on 2000-01 school year enrollments at Conn, Fuller, Carnage, and East Millbrook, minority enrollment percentages did not decrease sufficiently to meet the benchmarked levels. Minority enrollment percentages at the CBALC targeted feeder schools also were not low enough to attain Year 3 benchmarks.
- Benchmarks for entry-level grades (i.e., kindergarten at Conn and Fuller, 6th grade at Carnage and East Millbrook) were used to assess the project's ability to promote participation and interaction among diverse student groups. Neither kindergarten nor 6th-grade minority enrollment percentages were low enough for the elementary or middle schools to meet their Year 3 benchmarks.
- By attracting minority students from Green, Timber Drive, and West Lake year-round elementary schools, CBALC sought to increase minority enrollment percentages at these targeted feeder schools. Green's minority enrollment for kindergarten increased enough to meet the Year 3 benchmark. But at Timber Drive and West Lake, the percentages of minority kindergartners did not increase to benchmarked levels.

Purpose 2: 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.

Project schools' magnet themes, which embody research-based education reforms and incorporate state-of-the-art technology, are closely aligned with the *North Carolina Standard Course of Study (NCSCS)*.

- More than 350 hours of professional development were scheduled in Year 3 to update and enhance training in Years 1 and 2, and to train any teachers new to the project.
- Classroom observations verified that teachers and CBALC staff were putting their training into practice.
- Over 100 curriculum units, all correlated with the *NCSCS*, were completed to support and enrich magnet themes.

Through these and associated activities, the majority of Purpose 2 benchmarks for Year 3 were successfully met. The last two benchmarks for this purpose are based on North Carolina's ABCs Accountability System. The level of success in meeting these will be determined once the ABCs report is released in late fall 2001.

Purpose 3: Develop and use innovative educational methods and practices that meet identified student needs and interests.

All new educational methods and practices were designed to strengthen students' academic knowledge and build skills for future careers.

- Schools and the CBALC continued to identify student needs and interests and take these into account when implementing new approaches.
- Depending on the specific school or survey item, from 70% to 96% of parents responding felt that the educational program at their child's school was high-quality, that their child was challenged, and that the school helped their child learn core subjects as well as arts and technology.
- Results on the district staff survey ranged from a low of 44% to a high of 100% of teachers who strongly agreed that innovations at their school (or CBALC) were effective. From 32% to 97% of those responding said they were familiar with their school's new instructional approaches. This represents a wide range in staff opinions. Generally, CBALC staff and elementary teachers' opinions were much more positive than those of middle school teachers.

Schools and the CBALC were successful in meeting Purpose 3 benchmarks relating to student needs and the use of innovative educational practices. Parent and staff survey benchmarks stipulated that 85% or more of respondents would have positive opinions on the majority of items. Only Carnegie Middle School met this level for the parent survey, and only CBALC met it for the staff survey.

Purpose 4: Develop courses of instruction that strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

Purpose 4 benchmarks are based on North Carolina's ABCs accountability system. As soon as the official ABCs report is released in late fall 2001, the evaluator will determine the level of success in meeting Purpose 4 benchmarks and forward that information to the U.S. Department of Education as an addendum to this performance report.

III. PROJECT STATUS

PROJECT PURPOSES AND OBJECTIVES

For all three years of 1998-2001 Wake County Public School System (WCPSS) Magnet Schools Assistance Program (MSAP) project, its purposes have been as follows:

Purpose 1: Eliminate, reduce, or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority students;

Purpose 2: 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;

Purpose 3: Develop and use innovative educational methods and practices that meet identified student needs and interests; and

Purpose 4: Develop courses of instruction that strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

When developing the grant application in 1997-98, staff members formulated specific objectives through which they would operationalize each purpose during the three years of the project. Because the project would culminate at the end of Year 3, approximately June 30, 2001, each objective was referenced to that date, with the assumption that the stated outcomes would be attained by that time. This Performance Report specifically addresses activities undertaken in the project's third year; but it is cumulative in the sense that Year 3 achievements build on the foundation laid in Years 1 and 2. Project objectives associated with each purpose are listed below. For the convenience of those reading this report, objectives are also restated in the sections of the report that deal with each purpose.

Purpose 1: Objectives

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.

Purpose 1 Objectives, continued	
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 recruitment of minority students into three existing year-round magnet schools and achievement of a minority percentage that does not exceed 50% at the targeted feeder schools as evidenced by annual enrollment data.
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 equal to the district's average minority enrollment plus or minus 15% as evidenced by documentation of classroom assignment by race at an entry-level grade.
Objective 1-3b:	By June 30, 2001, as a result of the successful implementation of 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 equal to the district's average minority enrollment plus or minus 15% as evidenced by documentation of classroom assignment by race at an entry-level grade.

Purpose 2 Objectives	
Objective 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: <ul style="list-style-type: none"> • 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 95% of staff implementing themes in ways appropriate to their areas.
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 (<i>NC Standard Course of Study—NCSCS</i>) and performance assessment standards (<i>NC ABCs Accountability System</i>) as evidenced by an independent validation of documents showing the match between local and state curriculum guides and assessment methods.
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 <i>NC ABCs Accountability System</i> reports.

Purpose 3 Objectives

<p>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:</p> <ul style="list-style-type: none">• 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 95% of teachers are implementing the theme; and• results on parent/student/teacher surveys showing 85% satisfaction with the new program.
<p>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:</p> <ul style="list-style-type: none">• an annual narrative report, validated by a panel of experts, describing the degree to which the instructional practices are research-based and are meeting identified student needs and interests;• teacher participation of 95% in training for interdisciplinary, project-based instruction and other innovative instructional practices;• teacher observation/evaluation documents that show 95% 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.

Purpose 4 Objectives

<p>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.</p>
<p>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).</p>
<p>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.</p>

In addition to delineating objectives for each purpose, staff members also identified specific schools at which each objective would be implemented. The chart below lists numbers of the objectives that were implemented at each school in Years 1, 2, and 3 of the project.

Purposes and Objective Numbers for Each Project School

Purpose 1 Objectives	Purpose 2 Objectives	Purpose 3 Objectives	Purpose 4 Objectives
Conn Elementary School			
1-1, 1-3a	2-1a, 2-2.1, 2-2.2	3-1a, 3-2a	4-1.1a, 4-1.2
Fuller Elementary School			
1-1, 1-3a	2-1c, 2-2.1, 2-2.2	3-1c, 3-2c	4-1.1c, 4-1.2
Carnage Middle School			
1-1, 1-3a	2-1d, 2-2.1, 2-2.2	3-1d, 3-2d	4-1.1d, 4-1.2
East Millbrook Middle School			
1-1, 1-3a	2-1b, 2-2.1, 2-2.2	3-1b 3-2b	4-1.1b, 4-1.2
Year Round Schools with Community-Based Accelerated Learning Centers			
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 project’s Evaluation Plan (Appendix A*) includes Year 1, Year 2, and Year 3 benchmarks for every objective, and it outlines the evaluation methods used annually to determine success in reaching the benchmarks. Within the evaluation plan, Evaluation Target Charts depict the interrelationships among project purposes, objectives, and participating schools. They also incorporate the Magnet Schools Assistance Program (MSAP) Performance Indicators. In sections about each project purpose, this report presents Benchmark Charts (based on the Evaluation Target Charts) with specific information about whether or not schools met their benchmarks for Year 3.

*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 numbers and objective numbers are the same in the original and revised evaluation plans.

Implementing the Evaluation Plan

The Evaluation Plan:

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

Implementation of the evaluation plan was overseen by a full-time evaluator employed by the WCPSS Evaluation and Research Department. The evaluator collected and analyzed data, wrote reports, and shared findings with staff, administrators, and teachers. At the beginning of the third year of the project, she met with personnel at each school to scrutinize Year 2 evaluation results. They reviewed benchmarks for each project purpose and objective, discussing shortfalls and achievements. The evaluator and staff members planned together so that successes could be continued and expanded in Year 3 and deficits would be remedied. Planning focused particularly on improvements needed in minority/nonminority enrollment percentages and, for particular schools, on increases in their results on the state's End-of-Grade tests.

As in previous years, the evaluator used a variety of data sources to monitor implementation of the project during its third and final year (see table below). To monitor student enrollment outcomes for Year 3, she used the official 2000-2001 school year 20-Day Enrollment Report from the WCPSS Student Assignment Department as well as the department's information about spring 1998, 1999, 2000, and 2001 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 3. As they had done in Years 1 and 2, the evaluator and project coordinator conducted classroom observations to monitor teachers' use of instructional innovations. Surveys were administered to gauge opinions of parents and school staff members about key aspects of the project.

Coordinators at each school provided narratives about the current research base of school and classroom innovations, and they tracked staff attendance at professional development sessions. They also ensured that staff development

offerings were aligned with the state curriculum. Staff members from the Curriculum and Instruction Department and the Evaluation and Research Department reviewed curriculum units developed for each school to verify their alignment with the state curriculum.

Data Sources for Each Project School

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 Composite		√	√	√	√
ABCs Accountability System/Performance Composite		√	√	√	√
EOG Reading Test Scores	√	√	√	√	√
EOG Math Test Scores	√	√	√	√	√
Writing Skills Assessment	√	√	√	√	√
Computer Skills Assessment			√		√
District Literacy Assessments	√	√		√	
District Mathematics Assessments	√	√		√	
District Kindergarten Assessment	√	√		√	
Classroom Observations	√	√	√	√	√
Parent Surveys	√	√	√	√	√
Staff Surveys	√	√	√	√	√
School Coordinators' Reports	√	√	√	√	√
WCPSS C&I and E&R Departments' Review of Curriculum Units		√	√	√	√

In addition to being related to each school, the various evaluation data sources are also associated with the four purposes of the project. The success of the project in meeting its purposes during Year 3 was ascertained from the following data sources.

Data Sources for Each Project Purpose

- Purpose 1: Minority isolation objectives were measured through the quantity of magnet applications to and number of enrollments in project schools.
- 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 were 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 to meet identified student needs and interests was monitored through a review of curriculum documents developed, professional development records, and responses of parents 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 was 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.

North Carolina Accountability System and WCPSS Assessments

The following table lists the tests and assessments, with associated grade levels, included in the Evaluation Plan. Because results from North Carolina's ABCs Accountability System and the End-of-Grade tests upon which it is based were integral to the evaluation of this project, an overview of the Accountability System is provided below. The state's computer test and the district's performance assessments are also described.

Project Evaluation Tests and Assessments with Associated Grade Levels

Type of Test or Assessment	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 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 Growth Composite 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 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.

Usefulness of the Evaluation Plan

The Evaluation Plan and associated data sources have provided valuable information for WCPSS to assess its success in meeting the objectives of the 1998-2001 MSAP project. Each year it has enabled staff members implementing the grant to ascertain the level of success in meeting specific objectives and the MSAP performance indicators related to them. As required, this information has been reported to the U.S. Department of Education. It has also provided project and school staff with timely feedback so they could continue effective programs and modify less effective ones. It has also afforded insights for district leaders into the impact of instructional innovations in magnet schools.

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 Year 3 figures (September 2000) to update baseline data (September 1997) that were provided for Purpose 1 in the approved project application. Information listed in each table is as follows:

- Table 1. WCPSS overall district enrollment by minority status as of September 8, 2000 (official enrollments as of the 20th day of school);
- Table 2. Magnet schools' total and grade-level number and percent of students enrolled by minority status as of September 8, 2000; and
- Table 3. Targeted feeder schools' total school and grade-level number and percent of students enrolled by minority status as of September 8, 2000.

**Table 1. WCPSS Overall District Enrollment by Minority Status, Grades K-8
September 8, 2000**

Grade	Minority Students		Nonminority Students		Total
	Number	Percent	Number	Percent	
K	3,239	41%	4,672	59%	7,911
1	3,399	41%	4,886	59%	8,285
2	3,230	40%	4,913	60%	8,143
3	3,175	39%	4,940	61%	8,115
4	3,055	38%	5,040	62%	8,095
5	2,912	37%	5,049	63%	7,961
6	3,030	38%	5,025	62%	8,055
7	2,824	36%	4,977	64%	7,801
8	2,647	36%	4,752	64%	7,399

Table 2. Magnet Schools' Total and Grade-Level Student Enrollment by Minority Status, September 8, 2000

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Conn Elementary	K	44	59%	30	41%	74
	1	51	53%	46	47%	97
	2	57	70%	25	30%	82
	3	46	54%	39	46%	85
	4	42	53%	37	47%	79
	5	43	49%	45	51%	88
Total Enrollment		283	56%	222	44%	505
Fuller Elementary	K	31	53%	27	47%	58
	1	41	56%	32	44%	73
	2	42	57%	32	43%	74
	3	50	62%	31	38%	81
	4	46	59%	32	41%	78
	5	50	54%	42	46%	92
Total Enrollment		260	57%	196	43%	456
Carnage Middle	6	183	59%	127	41%	310
	7	217	64%	124	36%	341
	8	201	56%	157	44%	358
Total Enrollment		601	60%	408	40%	1009
E. Millbrook Middle	6	202	59%	139	41%	341
	7	179	56%	141	44%	320
	8	195	58%	141	42%	336
Total Enrollment		576	58%	421	42%	997

Table 3. Targeted Feeder Schools' Total and Grade-Level Student Enrollment by Minority Status, September 8, 2000

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Aversboro Elementary	K	36	51%	35	49%	71
	1	44	54%	38	46%	82
	2	41	53%	36	47%	77
	3	45	60%	30	40%	75
	4	41	51%	40	49%	81
	5	48	60%	32	40%	80
Total Enrollment		255	55%	211	45%	466
Brentwood Elementary	K	53	76%	17	24%	70
	1	61	72%	24	28%	85
	2	70	73%	26	27%	96
	3	68	76%	21	24%	89
	4	46	64%	26	36%	72
	5	59	67%	29	33%	88
Total Enrollment		357	71%	143	29%	500

Table 3. (continued)
Targeted Feeder Schools' Total and Grade-Level Student Enrollment
by Minority Status, September 8, 2000

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Creech Rd. Elementary	K	26	41%	37	59%	63
	1	57	69%	26	31%	83
	2	54	61%	35	39%	89
	3	47	47%	54	53%	101
	4	48	62%	29	38%	77
	5	44	53%	39	47%	83
Total Enrollment		276	56%	220	44%	496
Hodge Rd. Elementary	K	74	65%	40	35%	114
	1	66	61%	43	39%	109
	2	76	67%	38	33%	114
	3	74	54%	62	46%	136
	4	63	60%	42	40%	105
	5	56	55%	45	45%	101
Total Enrollment		409	60%	270	40%	679
Millbrook Elementary	K	62	69%	28	31%	90
	1	73	72%	28	28%	101
	2	69	74%	24	26%	93
	3	71	71%	29	29%	100
	4	62	74%	22	26%	84
	5	52	62%	32	38%	84
Total Enrollment		389	71%	163	29%	552
Powell Elementary	K	40	58%	29	42%	69
	1	54	60%	36	40%	90
	2	52	67	26	33%	78
	3	71	65	38	35%	109
	4	61	62%	37	38%	98
	5	50	58%	36	42%	86
Total Enrollment		328	62%	202	38%	530
Smith Elementary	K	58	68%	27	32%	85
	1	61	69%	27	31%	88
	2	74	68%	35	32%	109
	3	82	73%	30	27%	112
	4	74	69%	34	31%	108
	5	65	68%	31	32%	96
Total Enrollment		414	69%	184	31%	598

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 1-1

Indicator	Baseline	Year 3 Benchmark	Year 3 Actual	Met? Yes/No
1-1 Minority enrollment in targeted schools.			# %	
Targeted schools with objectives of eliminating minority group isolation keep minority enrollments below 50 percent.	Conn 52%	45%	(283) 56%	No
	E. Millbrook 51%	45%	(576) 58%	No
	Fuller 54%	45%	(260) 57%	No
	Carnage 53%	45%	(601) 60%	No

Grant schools did not meet their Objective 1-1 minority enrollment benchmarks for Year 3. At all four schools, the percentage of minority students enrolled in fall of 2000 exceeded the benchmarked level — minority enrollment of 45% or less for each school. In spite of a strong fall 1999/spring 2000 campaign to recruit students for the 2000-01 school year and high numbers of spring 2000 magnet applications (Table 4), fall 2000 minority enrollment percentages did not decrease at any of the project schools.

Table 4. Magnet Applications, Spring 1998-Spring 2000

School	Number of Applications		
	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.

A Wake County Board of Education policy change in January 2000 affected minority/nonminority enrollment percentages at schools throughout the district, as well as at schools in this project. After considering recent court decisions discouraging the use of race in the student assignment process, the board adopted a new, race-neutral policy. Indicators used to maintain diversity in schools under the new policy are the percentage of students on free/reduced-price lunch and the percentage of students below grade level in reading.

Other factors that affected 2000-01 minority enrollments at project schools are described below.

- During the 1999-2000 school year, Conn's principal elected 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 magnet applicants for Conn. The opening of two new magnet programs at nearby elementary schools also decreased the number of potential applicants.
- Fuller's number of applications for spring 2000 increased over the previous year. But even with a larger number of applicants, the opening in fall 2000 of four new elementary schools in its feeder pattern had a negative impact on actual enrollments at Fuller. Families typically see new schools as highly desirable.
- Opening of the new Centennial Magnet Middle School only 6.5 miles away impinged on applications for Carnage Middle School. Located on North Carolina State University's prestigious Centennial Campus, the new middle school is a joint project of WCPSS and North Carolina State University and, as such, was highly publicized and much anticipated. Also affecting Carnage's magnet draw were major renovations at the school. Construction throughout the 1999-2000 school year caused numerous inconveniences and disruptions that considerably reduced the school's functionality. Its visual appeal was certainly not up to standard during open houses and parent visits in spring 2000 when they and their children were considering applying for the 2000-01 school year.
- Applications to East Millbrook's International Baccalaureate (IB) program were probably negatively influenced by newspaper coverage in spring 2000 about lack of funding* to expand IB programs to other schools. Although East Millbrook's IB program would not have been affected, the public probably did not distinguish between currently funded programs versus new ones. Based on media and newspaper coverage, many potential applicants may have concluded that the East Millbrook IB program was in jeopardy and did not apply. (*The Wake County Board of Education has since allocated funds to expand IB programs.)

Clearly, staff members are disappointed not to have achieved the minority enrollment benchmarks they have endeavored to reach throughout the project. Rather than retreat, they have continued to track their recruitment activities and use this information to improve and expand the recruitment process. Specific information about recruitment efforts and the numbers of staff, parents, and students involved is provided at the end of this section. One other piece of information is also germane to this situation: the minority enrollment percentages achieved though the project, although not low enough to meet Year 3 benchmarks, were all less than the WCPSS Student Assignment Department projected had the project not been implemented (Table 5).

Table 5. Project Schools' Fall 2000 Enrollment,
WITH and WITHOUT the Project

School	Minority Enrollments			
	WITH the Project		WITHOUT the Project	
	Number	Percent	Number	Percent
Conn Elementary	283	56%	303	78%
Fuller Elementary	260	57%	141	85%
Carnage Middle	601	60%	486	73%
E. Millbrook Middle	576	58%	516	62%

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 1-2

Indicator	Baseline	Year 3 Benchmark	Year 3 Actual	Met? Yes/No
1-2.			# %	
Impact on feeder schools.				
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% Millbrook 49% Powell 53% Creech Rd. 55% Hodge Rd. 55% Aversboro 51% Smith 54%	50% 47% 50% 50% 50% 49% 50%	(357) 71% (389) 70% (328) 62% (276) 56% (409) 60% (255) 55% (414) 69%	No No No No No No No

To achieve Objective 1-2, Year-Round Community-Based Accelerated Learning Centers (CBALCs) were designed to attract minority students from seven targeted feeder schools to three year-round schools. Thus, minority group isolation could be eliminated at the targeted feeders because the CBALC program would draw minority students to the year-round schools. However, at all seven feeder schools, the Year 3 minority enrollment percentages were not low enough to meet the benchmarks.

Factors that complicated the CBALC recruitment process and consequently affected minority enrollments at the targeted feeder schools are discussed below.

- CBALC's aim to decrease minority enrollment at the targeted feeder schools by attracting minority students from those schools to year-round schools with few minority students makes recruitment difficult. Many families with minority students at the targeted feeder schools are not familiar with year-round schools, and they are also unfamiliar with the magnet application process. Staff often used one-on-one recruitment methods to provide this information. Once informed, many minority families chose to have their children participate.
- After families received appropriate information and selected the CBALC program, the popularity of year-round schools caused further difficulties. With the 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, joined a large applicant pool for a small number of spaces. Another problem is related to the fact that CBALC often attracts siblings because it provides community-based acceleration programs for students during year-round schools' track-out times. At the year-round schools, this means that there must be two or more places available on the same track so that the siblings will track out at the same time.
- To counteract such problems, the CBALC coordinator increased the time spent in one-on-one recruitment and added to the number of information sessions offered in neighborhoods around the targeted feeder schools. She 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. In spite of such efforts, CBALC was still not able to meet its benchmarks for Year 3.

In Objective 1-2 above, the Year 3 minority enrollment benchmarks for CBALC's targeted feeder schools are listed. Formal benchmarks were not established for Conn, Fuller, Carnage, and East Millbrook feeder schools. However, Tables 6-9 on the following pages provide minority enrollment percentages and total enrollment numbers for 2000-01 so that Year 3 minority enrollments at Conn, Fuller, Carnage, and East Millbrook feeders can be tracked.

**Table 6. Minority Enrollments at Conn Elementary Feeder Schools,
September 8, 2000**

School	Grades	% Minority Enrollment	Total Membership
Apex	K-5	19%	1016
Baileywick	K-5	30%	572
Baucom	K-5	21%	780
Brassfield	K-5	14%	418
Briarcliff	K-5	38%	573
Brooks	K-5	54%	411
Carver	K-5	46%	613
Cary	K-5	42%	758
Davis Drive	K-5	22%	1105
Douglas	K-5	50%	450
Farmington Woods	K-5	43%	674
Fox Road	K-5	60%	777
Fuquay-Varina	K-5	34%	736
Hilburn	K-5	32%	612
Holly Springs	K-5	34%	857
Jeffreys Grove	K-5	43%	622
Kingswood	K-5	47%	303
Knightdale	K-5	55%	702
Lead Mine	K-5	47%	616
Leesville	K-5	21%	498
Lincoln Heights	K-5	34%	554
Lockhart	K-5	52%	694
Lynn Road	K-5	50%	596
North Ridge	K-5	41%	612
Northwoods	K-5	36%	656
Olive Chapel	K-5	17%	831
Penny Road	K-5	37%	548
Pleasant Union	K-5	15%	660
Rolesville	K-5	42%	599
Root	K-5	33%	453
Stough	K-5	47%	601
Swift Creek	K-5	50%	553
Wake Forest	K-5	32%	826
Weatherstone	K-5	37%	681
Wendell	K-5	49%	550
Wilburn	K-5	60%	942
Willow Springs	K-5	29%	728
York	K-5	42%	634

**Table 7. Minority Enrollments at Fuller Elementary Feeder Schools,
September 8, 2000**

School	Grades	% Minority Enrollment	Total Membership
Adams	K-5	28%	690
Apex	K-5	19%	1016
Baucom	K-5	21%	780
Briarcliff	K-5	38%	573
Cary	K-5	42%	758
Davis Drive	K-5	22%	1105
Farmington Woods	K-5	43%	674
Fuquay-Varina	K-5	34%	736
Holly Springs	K-5	34%	857
Kingswood	K-5	47%	303
Lincoln Heights	K-5	34%	554
Northwoods	K-5	36%	656
Olive Chapel	K-5	17%	831
Penny Road	K-5	37%	548
Swift Creek	K-5	50%	553
Weatherstone	K-5	37%	681
Willow Springs	K-5	29%	728

**Table 8. Minority Enrollments at Carnage Middle School Feeder Schools,
September 8, 2000**

School	Grades	% Minority Enrollment	Total Membership
East Cary	6-8	33%	893
East Garner	6-8	45%	689
East Millbrook	6-8	58%	997
East Wake	6-8	50%	959
Fuquay-Varina	6-8	31%	1125
North Garner	6-8	61%	853
Zebulon	6-8	44%	937

Table 9. Minority Enrollments at East Millbrook Middle School Feeder Schools, September 8, 2000

School	Grades	% Minority Enrollment	Total Membership
Apex	6-8	24%	1038
Carnage	6-8	60%	1009
Carroll	6-8	48%	890
Daniels	6-8	40%	966
Davis Drive	6-8	24%	1239
East Cary	6-8	33%	893
East Garner	6-8	45%	689
East Wake	6-8	50%	959
Fuquay-Varina	6-8	31%	1125
Leesville	6-8	31%	1127
Ligon	6-8	43%	869
Martin	6-8	37%	1247
North Garner	6-8	61%	853
Wake Forest-Rolesville	6-8	34%	1049
West Cary	6-8	31%	988
West Millbrook	6-8	37%	977
Zebulon	6-8	44%	937

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 6th grade) to or below the benchmarked levels.

BENCHMARK CHART 1-3a

Indicator	Year 3 Benchmark	Year 3 Actual	Met?Yes/No
1-3a Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school	Entry-level grade %	Entry-level grade # %	
	Kindergarten		
	Conn 50%	(44) 59%	No
	6 th Grade		
	E. Mill. 50%	(202) 59%	No
	Kindergarten		
Fuller 48%	(31) 53%	No	
6 th Grade			
Carnage 45%	(183) 59%	No	

Neither kindergarten minority enrollment percentages at Conn and Fuller nor sixth-grade enrollments at Carnage and East Millbrook were low enough to meet the Year 3 benchmarks for Objective 1-3a. As with the first two objectives for Purpose 1, enrollment percentages of minority students at all four of these schools exceeded the benchmarked levels.

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 at the entry-level grade (Kindergarten) to or above the benchmarked levels.

BENCHMARK CHART 1-3b

Indicator	Baseline	Year 3 Benchmark	Year 3 Actual	Met? Yes/No
1-3b	Entry-level grade	Entry-level grade	Entry-level grade	
Minority/nonminority distribution.	%	%	# %	
Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school	Kindergarten Green 11%	17%	(29) 24%	Yes
	Kindergarten Timber 21%	25%	(35) 23%	No
	Kindergarten West Lake 20%	23%	(20) 12%	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 availability of the CBALC program supported Green Elementary in increasing its kindergarten minority enrollment above the percentage benchmarked for Year 3. However, even with CBALC, the kindergarten minority enrollment percentages at Timber Drive and West Lake were below the benchmarked levels.

In September 1999, when project staff realized that almost none of the minority enrollment benchmarks had been met for Year 2, they carefully reviewed all recruitment activities and planned so that the fall 1999/spring 2000 recruitment season would be as effective as possible in attracting students for Year 3 (Tables 10 and 11).

Table 10. Year 2 Events to Recruit Students for Year 3

EVENT	School	Conn	Fuller	Carnage	E. Millbrook	CBALC	Total
Open Houses							
# Scheduled		3	2	2	1	2	10
# Attending		200	136	750	120	60	1266
# Staff Involved		20	14	88	20	11	153
# Parent Volunteers		12	4	15	11	6	48
*Other Events							
# Scheduled		6	9	20	7	5	47
# Attending		400	444	1977	708	133	3662
# Staff Involved		40	54	130	102	10	336
# Parent Volunteers		15	22	120	4	6	167
Magnet Fair							
# Staff Involved		55	31	30	20	20	156
# Parent Volunteers		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 11. Year 2 Publicity to Recruit Students for Year 3

EVENT	School	Conn	Fuller	Carnage	E. Millbrook	CBALC	Total
System Magnet Brochure							
# Distributed		250	300	300	300	200	1350
Staff Hours to Develop		30	15	5	5	10	65
School Magnet Brochure							
# Distributed		600	150	1200	400	25	2375
Staff Hours to Develop		40	10	6	80	50	186
Magnet Videos							
Est. # Times Used		3	4	2	5	2	16
Staff Hours to Develop		0	40	30	3	2	75
PowerPoint Presentation							
Est. # Times Used		35	4	10	11	10	70
Staff Hours to Develop		40	10	16	15	10	91
Web Page							
Est. # Magnet Uses during the Year*		≈4500	≈4500	≈4500	≈4500	≈4500	≈22500 for the year
Staff Hours to Develop		200	25	40	15	15	295
System/School Newsletters							
# Magnet Articles		35	2	16	9	5	67
Staff Hours to Develop		50	5	33	21	10	119
Newspaper, TV, Radio Coverage							
# 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.

When the official Year 3 enrollment figures were released in September 2000, it was apparent once again that benchmarks had not been attained. Rather than be discouraged by this, project staff sustained and strengthened their focus on recruitment. Efforts involved the district's annual Magnet Fair, along with school-level recruitment events and publicity through school, district, and local media. Attendance at the Magnet Fair increased from 3,000 in February 2000 to more than 4,000 in February 2001.

Although activities in fall 2000/spring 2001 focused on recruitment for the 2001-02 school year, when there would be no formal project benchmarks to meet, staff members retained their commitment to achieve appropriate reductions in minority enrollment percentages. They involved teachers and parent volunteers 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 12). 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 13). Clearly, these are appropriate and substantial activities, and staff members remain optimistic about their effects on 2001-02 minority enrollment percentages.

Table 12. Year 3 Events to Recruit Students for 2001-02

EVENT	School	Conn	Fuller	Carnage	E. Millbrook	CBALC	Total
Open Houses							
# Scheduled		3	2	4	2	2	13
# Attending		75	60	1000	140	80	1355
# Staff Involved		9	8	85	35	14	151
# Parent Volunteers		15	3	35	5	0	58
*Other Events							
# Scheduled		6	2	24	5	0	37
# Attending		200	50	2595	1003	0	3848
# Staff Involved		13	4	20	114	0	151
# Parent Volunteers		15	2	10	35	0	62
Magnet Fair							
# Staff Involved		39	20	20	27	8	114
# Parent Volunteers		25	6	10	7	0	48
# Students Involved		100	4	10	0	0	114

*(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 13. Year 3 Publicity to Recruit Students for 2001-02

School	Conn	Fuller	Carnage	E. Millbrook	CBALC	Total
EVENT						
System Magnet Brochure						
# Distributed	506	300	500	200	50	1556
Staff Hours to Develop	5	0	90		1	96
School Magnet Brochure						
# Distributed	98	300	500	500	100	1498
Staff Hours to Develop	2	4	40	90	20	156
Magnet Videos						
Est. # Times Used	7	2	3	2	1	15
Staff Hours to Develop			45			45
PowerPoint Presentation						
Est. # Times Used	10	2	3	6	3	24
Staff Hours to Develop	20	4	80	30	5	139
School Web Page						
Est. # Magnet Recruitment Uses (hits/month)	1900	1500	300	500	NA	4200
Staff Hours/month to Develop and Maintain	100	40	100	100	NA	340
System/School Newsletters						
# Magnet Articles	15	2	20	24	4	65
Staff Hours to Develop	50	1	100	20	10	181
Newspaper, TV, Radio Coverage						
# Ads, Articles	7	5	18	40	2	72
Staff Hours to Develop	10	2	30	65	1	108

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.

Information on progress toward achieving the objectives for Purpose 2 is organized and reported in this section according to the specific sub-objectives through which schools are implementing this purpose. Included are Objectives 2-1a-e, 2-2.1, and 2-2.2. After each objective, a Benchmark Chart indicates whether schools did or did not meet their Year 3 benchmarks related to that objective. Following the Benchmark Charts, data used to determine whether third-year benchmarks were met are summarized in tables for each school, and narrative paragraphs describe how each school has promoted national, state, and local systemic reforms during the third year of the project. 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 that reflect the district's local standards. Reforms at every project school and the CBALC are closely aligned with the *NCSCS* and the district's additions to it.

Staff development, vital for Purpose 2, occurred not only at the schools but also centrally. Coordinating teachers from schools and the CBALC met regularly as a leadership team to focus on project implementation issues and to participate in professional development seminars. Their training for key project areas, e.g., inquiry learning, brain-based instruction, technology integration, etc., equipped them to direct the staff development programs at their schools more effectively.

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 2-1(a-e)

Indicator	Year 3 Benchmark	Year 3 Actual	Met? Yes/No	
<p>2-1 (a-e) National, state, and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.</p>	<ul style="list-style-type: none"> • Narrative report will describe how reforms are addressed at each school • Revisions will be made to training modules as needed, maintaining the 100% correlation to state standards • All new teachers will be trained, with sessions used as make-ups for any sessions missed by teachers in Year 2 • 90% of all staff will be observed fully implementing the theme 	<ul style="list-style-type: none"> • Narrative paragraphs describe how each school has addressed reforms in Year 3 • Tables 14, 16, 19, and 21 show training modules completed and verification of alignment with <i>North Carolina Standard Course of Study</i> • Tables 14, 16, 19, and 21 list professional development sessions presented in Year 3 and number of hours offered • Tables 15, 17, 18, 20a, 20b, and 22 show results of classroom observations by project evaluator and project coordinator 	<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 Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p>

The term “critical” teachers or “critical” staff appeared throughout the Objective 2 and 3 benchmarks for the first and second years of the project. When the project was funded in September of 1998, the evaluator and project coordinator asked grant personnel at each school to designate 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 Years 1 and 2, who would adopt and model new instructional approaches for the staff as a whole. Using this model, critical staff were not identified in Year 3 because all teachers were expected to be trained and fully implementing the theme by time that. Staff development offered in Year 3 was aimed primarily at new teachers and teachers who had missed previous training. In some instances, new subjects or subjects that could not be covered in the first two years were also addressed during Year 3.

Conn Elementary School, Objective 2-1a

Addressing National, State, and Local Reforms: To carry out its Global Communications magnet theme during the 2000-01 school year, Conn maintained its emphasis on national, state, and local reforms by using differentiated instruction, project-based learning, and concept mapping. Thematic units developed for Conn’s global communications curriculum include thought-provoking questions, community connections, and global emphases. The subject-area and grade-level

curriculum linkages that teachers have established for each unit provide a direct correlation with the *NCSCS*. Teachers have also used technology applications to support and enhance all units. New software programs received in Year 3 have allowed teachers to incorporate developmentally appropriate activities that promote student achievement.

During Years 1 and 2, the school benefited greatly from its participation in the district's Technology Connections (TC) program. TC helped provide hardware and software for technology-rich learning environments and supported these with technology integration training for teachers. In Year 3, all K-5 classrooms have TC equipment and are staffed by teachers trained to use it. TC classrooms use IBM's School Vista software to support approaches suited to Conn's Global Communications theme (e.g., integrated thematic curriculum, differentiated instruction, project-based learning, and global research and communication). Because it has a team that can transfer knowledge, skills, and attitudes throughout the school, Conn has been designated as a TC leader school. Staff have received four days of training in team building and strategies for designing, planning, and strengthening TC throughout the school.

In addition to laptops for all teachers, Conn has at least five desktop computers in every classroom as well as a fully operational computer lab with 20 computers, digital cameras, headphones, microphones, a scanner, and a laser printer. All classrooms have a DeskJet printer (some have laser printers), and there is a scanner and digital camera for each grade level. Conn students have access to e-mail, and there are password-protected accounts for grade-level chairs. Conn's overall ratio of computers to students is 1 to 2, placing them among the technologically best-equipped schools in the district.

Due to its technology infrastructure, Conn was chosen in Year 2 as one of the WCPSS schools to participate in the Bell South technology grant. The school's involvement has continued into Year 3. The Bell South training on ways for teachers to improve instruction using computer technology has complemented staff development offered through the MSAP project. Bell South has also provided training in WebQuest software and ongoing support for teachers to implement WebQuest with their students. A Bell South consultant visited Conn to work with the teachers and students on computer technology projects. The teachers took advantage of the consultant's expertise to develop Web pages, complete WebQuests, expand project-based learning, and relate the curriculum to varied technology methods.

Staff Development Training Modules: To enable personnel at Conn to implement the Global Communications magnet theme effectively, more than 100 hours of staff development were offered to teachers and administrators in Year 1, with an additional 129 hours offered in Year 2. Because the aim was to complete essential professional development for all staff by the end of Year 2, fewer offerings were scheduled for Year 3. In 2000-01, WCPSS focused on teaching and assessing

literacy in grades K-5; therefore, a series of workshops covered this topic. Some workshops offered, e.g., School Violence, were new to the district this year. Conn's staff training modules for Year 3 are listed in Table 14, along with dates and amounts of training offered. The table also lists *NCSCS* goals with which each workshop is aligned.

Table 14. Conn Elementary School Year 3 Staff Development and Curriculum Alignment of Training Modules

Training Modules	Dates	Total Hours	Curriculum Alignment
Schools Against Violence/Behavior Management	October 2000-May 2001	10	<u>Competency Goal 1:</u> The learner will exhibit traits of good citizenship in the classroom and school. <u>Competency Goal 3:</u> The learner will develop skills in constructive interpersonal relationships and social participation.
Literacy with May Tilgham	November 2000	12	<u>Competency Goal 1:</u> The learner will apply enabling strategies and skills to read and write. <u>Competency Goal 2:</u> The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. <u>Competency Goal 3:</u> The learner will make connections through the use of oral language, written language, and media and technology. <u>Competency Goal 4:</u> The learner will apply strategies and skills to create oral, written, and visual texts.
Literacy with Francis Fincher	February 2001	12	
Grades 3-5 Literacy Assessment	Sept.-Dec. 2000	10	
Grades K-2 Apprentice Literacy Workshop	Sept.-Dec. 2000	10	
Writing Assessment: Holistic Scoring	February 2001	6	
Writing Assessment: Holistic Scoring Lab	February 2001	8	
Technology Workshops	October 2000-April 2001	10	<u>Competency Goal 1:</u> The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies. <u>Competency Goal 2:</u> The learner will demonstrate knowledge and skills in the use of computer and other technologies. <u>Competency Goal 2.9:</u> Use e-mail as a means of communication. <u>Competency Goal 3:</u> The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information <u>Competency Goal 3.6:</u> Create nonlinear multimedia projects related to content areas.

Observations of Teachers Implementing the Magnet Theme: The evaluator asked teachers to update the classroom observation instrument used in Years 1 and 2 to reflect any additional or unique approaches for Year 3. Random samples were used the first two years to select classrooms that would be observed. This year, the evaluator requested the technology coordinating teacher to select teachers at each grade level who were most representative of ways in which the project's instructional approaches are typically used in the classroom. As they had in Year 2, the project coordinator and project evaluator shared observation duties. At Conn, the project coordinator observed five teachers representing grades K-5; subject areas included language arts, social studies, and math. In every case the coordinator noted that the teachers were appropriately implementing classroom behaviors related to Conn's Global Communications theme. Especially effective were the

integration of the theme into the K-2 social studies elective and the ability of students in 5th-grade language arts to work independently and in groups. When working in teams, each student clearly knew what his or her role was and assumed responsibility for it. They were self-disciplined and showed respect for each other and for the teacher. Table 15 describes the observational checklist and identifies subject areas and grade levels observed, the observation date, observer, and observation outcome.

Table 15. Conn Elementary School Year 3 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"> • Urban Partnerships • Mentoring/Academic Coaching • Project-Based Learning • Global Curriculum • Technology • Interdisciplinary Learning • Customized Reading, Writing, and/or Math • Impact of Reduced Class Size 	5/2/01	Social Studies Elective K-2	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Language Arts 2 nd Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Math 3 rd Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Social Studies 4 th Grade	Observer: Project Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Language Arts 5 th Grade	Observer: Project Coordinator Outcome: 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 2000-01 school year, Fuller's staff has retained its focus on technology and continued to emphasize best practices in science, math, and literacy. They integrate technology appropriately into all areas of the curriculum whenever possible and appropriate. For each grade level, teachers ensure alignment of their curriculum with the *NCSCS* through curriculum maps. These are completed quarterly 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 technology, dance, drama, art, music, foreign language, and physical education. Every student is afforded the opportunity to develop their unique gifts and talents through weekly participation in specialists' classes, and state standards are incorporated throughout the GT curriculum.

This is Fuller's fourth year in the system's Technology Connections (TC) program, and its second year to serve as a TC leader school. The entire campus is outfitted with model technology equipment. This includes five computers per classroom, along with printers, scanners, and converters to display computer images

on TV screens. The ratio of computers to students is 1 to 2. All computers are Internet and e-mail 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 printer and a computer with Internet and e-mail connections. Specialists, teachers, and teacher assistants have completed in-depth training on the use of TC equipment in conjunction with staff development on integrating technology into all subject areas.

In addition to the MSAP project and TC infrastructure in place at Fuller, the school has also participated for two years in the Bell South Power to Teach grant. Like MSAP and Technology Connections, the Bell South grant recognizes that technology in classrooms becomes powerful only when teachers are equipped to use it in their lessons. In addition to their MSAP training, teachers have completed Connected University courses online, Compaq CD courses, and a WebQuest writing workshop. Materials that staff members developed through WebQuest training have been uploaded to the school Web site and the WCPSS Intranet.

Fuller has also piloted the new statewide attendance software, NCWise. Classroom teachers were trained to use this online application. All certified teachers received laptop computers during Year 2 as a result of the pilot program. Teachers have continued to use their laptop computers during Year 3 to enhance their daily lessons as well as perform functions required for NCWise.

Staff Development Training Modules: Although funds were not allocated in Year 3 for staff development, Fuller's technology and math/science coordinating teachers and administrators recognized the need for continued support for their staff. A total of 10 technology modules and additional best practices 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 8, with a total of 99 hours provided (Table 16). Of these 99 hours, 54 were optional courses provided by the technology coordinator to help teachers who needed recertification credits in technology. The coordinator developed and offered daily lessons in the hours before school on topics such as using PowerPoint in the classroom, e-mail, classroom strategies with MS Word, and Internet searches. Attendance at these sessions was not mandatory, but provided support and training in the use of technology in the classroom setting. WebQuest training gave staff the ability to focus and use the Internet efficiently for student research in all curricular areas and grade levels. Every workshop was keyed to goals of the *NCSCS* so that training would enhance teachers' classroom implementation of the state curriculum.

Table 16. Fuller Elementary School Year 3 Staff Development and Curriculum Alignment of Training Modules

Training Modules	Dates	Total Hours	Curriculum Alignment
Making the Technology Connection at Fuller	Sept. 2000	54	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
Training for pilot of Larson's Leapfrog Math Software	March 2001	4	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.
NCWise Training	Nov.-Dec. 2000	2	Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
WebQuest Training	July 2000-Jan. 2001	16	WebQuests completed by teachers who attended training dealt with a wide range of curriculum goals in math, science, language arts, and social studies; some quests integrated goals across subject areas.
Approaches for the Academically Gifted Classroom	Jan. 2001	1	Most K-5 <i>NCSCS</i> science goals were addressed through this training.
Diversity Awareness	April 2001	2	All goals and objectives of <i>NCSCS</i> will be addressed through this training, because awareness of diversity issues strengthens teachers' ability to meet the needs of diverse learners.
Writing, Holistic Scoring	Sept. 2000-April 2001	4	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	Aug. 2000-March 2001	16	Alignment of Fuller's curriculum to all grade-appropriate <i>NCSCS</i> goals and objectives.

Observations of Teachers Implementing the Magnet Theme: Using the observational checklist that had been effective in Years 1 and 2, the project evaluator conducted Fuller's Year 3 classroom observations. She visited a total of five classrooms, which were selected by coordinating teachers at Fuller as being representative of instructional approaches typically used to implement the grant. The project evaluator's hour-long observations in each classroom included three grade-level core classes and two multi-grade electives. Elective and subject area teachers were all using project-related instructional approaches very effectively. Successful integration of subject area curriculum into elective courses was also very evident. The Green Thumb elective involved learners with math and science concepts in a very engaging manner. Student projects in the Computer Graphics elective were high-caliber, and several were selected for display in the monthly art exhibition at WCPSS central office.

Table 17. Fuller Elementary School Year 3 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.	5/2/01	Calendar Time 2 nd Grade	Observer: Project Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Math 4 th Grade	Observer: Project Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Science 5 th Grade	Observer: Project Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Green Thumb Elective Grade K-2	Observer: Project Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/2/01	Computer Graphics Elective Grades 3-5	Observer: Project Evaluator Outcome: Teacher effectively implemented all expected behaviors.

Carnage Middle School, Objective, 2-1d

Addressing National, State, and Local Reforms: During the 2000-01 school year, the Math, Science, and Technology theme remained the primary focus at Carnage Middle School. Science students have continued to be involved in the maintenance of the model wetlands ecosystem. Field Biology classes regularly use the model ecosystem for study, observation, and data collection. Math teachers continue to integrate the Destination Math software program into their lessons, and the TestMagic software program (keyed to the End-of-Grade tests) enables them to provide lessons linked to specific learning needs of individual students.

Carnage underwent a major construction/renovation project throughout 1999-2000 and into 2000-01. Rewiring for the school's network was halted until construction was completed. This caused a temporary inability to utilize all the resources available; however, as of January 2001, the network was completely restored and expanded. Carnage now ranks among the best-equipped and most effectively networked schools in the district. Every teacher has a minimum of five computers in the classroom, with Internet capability and educational software appropriate to the subject matter/grade level. Teachers continue to become more technologically proficient, using that proficiency to facilitate student activities and projects.

Staff Development Training Modules: As documented in the performance reports for Years 1 and 2, high percentages of staff at Carnage received extensive training during the first two project years. Staff development in Year 3 was intended for any teachers new to the school and as make-up for teachers who had missed sessions in previous years. This training, which was aligned with state standards,

was offered on an individual basis as needed during planning periods and after school. Teachers attended many of the sessions offered and also frequently requested assistance from the grant staff with more advanced use of technology in their classrooms.

Observations of Teachers Implementing the Magnet Theme: Carnegie's technology coordinating teacher selected a sample of five teachers to be observed. These were individuals who exemplified effective classroom use of the instructional innovations on which Carnegie has focused. The coordinator adapted the observational checklist used in the previous two years so it was appropriate for elective courses, included in the Year 3 observations, as well as core subjects. The checklist includes factors such as integration of technology, teaching to 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 standards.

The evaluator spent a full period in each classroom and observed that all teachers were effectively implementing the instructional innovations of the project (Table 18). Teachers and students in all of the classrooms were welcoming yet focused; they were not distracted by the presence of an observer. Especially effective was the 8th-grade social studies class. In a lesson centered on the causes of the Great Depression, the teacher used a variety of methods including lecture, discussion, asking students to read aloud, and having them work together in pairs. At the beginning of class, students cited relevant segments from the previous day's lesson; they ended class by answering a set of multiple-choice review questions. The teacher moved seamlessly from lecture to interaction with students to use of the overhead projector and video disk player. Teacher and students were task oriented and demonstrated the mutual respect for one another often seen only in advanced classes.

Table 18. Carnage Middle School Year 3 Classroom Observations

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
The technology coordinating teacher adapted the checklist used in Years 1 and 2 (which observations included math, science, language arts and social studies classes) so that electives could also be included. Behaviors were rated Y or N, depending on whether or not they were observed.	5/1/01	Social Studies 8 th Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/01	Technology Elective Grades 6-8	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/01	Language Arts 6 th Grade	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/01	Fine Arts Elective Grades 6-8	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/01	Field Biology Elective Grades 6-8	Observer: Evaluator Outcome: Teacher effectively implemented all expected behaviors.

East Millbrook Middle School, Objective 2-1b

Addressing National, State, and Local Reforms: In year 3, East Millbrook continued to implement both the International Baccalaureate Middle Years Programme (IBMYP) and North Carolina’s Kenan Institute for the Arts A+ Schools Program. IBMYP 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 encourages arts integration 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) teachers. Also included are counselors, program coordinators, special program teachers, vocational education teachers, and physical education/health teachers.

The IBMYP 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. Parent and community involvement are also important. An example of this total inclusion is the fall 2000 schoolwide project *Around the World with Jules Verne*, for which every child enrolled at East Millbrook received a copy of Verne’s novel *Around the World in 80 Days*. All classes investigated different topics related to the international travels of the protagonist, Phineas Fogg. Students created projects

ranging from cultural arts to scientific investigations. The month-long event culminated in November with an open house, attended by more than 700 people, to showcase student work. For the International Festival in spring 2001, all teams selected a country or countries to research. Students created a variety of artistic genres to represent the culture and history of their chosen countries. These were displayed at a day-long festival attended by parents, students, and community members.

Portfolio notebooks to showcase student achievement in all subject areas, begun in Year 2, moved on with students to their next grade level in Year 3. Based on IBMYP Assessment Standards, the portfolios are also designed to reflect the creativity and diverse teaching methods used when International Baccalaureate (IB) and integrated arts are combined at East Millbrook. When the grant evaluator, district IB director, and school IB coordinator reviewed a random sample of student portfolios in January 2001, they determined that most of them lacked sufficient scope and depth of work. Teachers were apprised of the results of the portfolio review, and the IB coordinator worked closely with them to ensure that portfolios reviewed in May 2001 contained appropriate examples of student work in core subjects and electives. The portfolios reviewed in May were much improved, and the principal and IB coordinator are planning to continue the portfolio process next year so that students can use them as the basis for student-led conferences with parents. An active portfolio program will also be an important factor when the school completes the formal IB application process next year.

Technology also figures prominently in East Millbrook's IBMYP/Integrated Arts magnet theme. Students have acquired word processing and database knowledge as well as advanced multimedia presentation and Internet search skills using the extensive technology hardware and software provided by the project. Available for teacher and student use on campus are the following: 107 networked computers, 43 color deskJet printers, 15 scanners, 3 data projectors, and 12 digital cameras. Content-specific software in core and elective areas complements this hardware and is used to provide instructional resources and curricular enrichment for students and teachers.

Staff Development Training Modules: The majority of professional development opportunities to enable teachers to implement the IBMYP/Integrated Arts magnet theme were completed by the end of Year 2. However, 10 offerings were provided this year to bring new teachers up to speed and to extend the skills of continuing teachers (Table 16).

Table 19. East Millbrook Middle School Year 3 Staff Development and Curriculum Alignment of Training Modules

Training Modules (Technology)	Dates	Total Hours	Curriculum Alignment
Kagan Cooperative Learning and Multiple Intelligences Institute	July 2000	42	Goal: Teachers will incorporate multiple intelligences and cooperative learning strategies into curricular areas
ASCD: Classroom Leadership Conference	July 2000	21	Goal: Teachers will establish leadership techniques through diversity and multiple intelligences training.
Incorporating Art Into the Middle School Classroom (NY Metropolitan Museum of Art)	August 2000	7	Goal: Teachers will learn strategies for incorporating art into the middle school classroom and will gain knowledge about resources available.
A+ Institute	Summer-Winter 2000-2001	27	All Goals addressed. Research-based approach to enhancing student learning through the use of arts integration.
CRISS Training (Creating Independence Through Student Owned Strategies)	August & October 2000	12	All Goals addressed. The learner will construct meaning from literary, informational and practical texts.
IBMYP Training	August 2000-March 2001	16	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).
Exploris Museum	October 2000	3	Goal: The learner will evaluate the relationship of nations to other world nations and to other world affairs. Goal: The learner will have an understanding of the relevance of current topics in world science.
Computer technology training focusing on NCWise, the new student information management system	Fall 2000	10	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.
Differentiated Curriculum	Spring 2001	4	Goal: Teachers will be introduced to basic concepts of providing differentiated instruction within the classroom.
Writing Assessment	Fall 2000	4	Goal: All teachers will learn holistic scoring methods as exhibited on the 7 th Grade Writing Assessment to support the schoolwide writing across the curriculum initiative.

Observations of Teachers Implementing the Magnet Theme: Using an observation form that focused on integration of IB subject areas into the lesson and use of appropriate instructional strategies, the project coordinator completed two of three scheduled 45-minute observations at East Millbrook. From faculty members who would be implementing a typical IB lesson at the times when the project coordinator could come, grant staff at the school had selected three teachers be observed. Unfortunately, on the day of the observations, two teachers had chosen

to administer tests even though they knew observations were scheduled. In the one observation completed that day, the project coordinator determined that the teacher was using IB appropriately in the classroom. When the coordinator returned at a later date, it was still not possible to observe in one of the two classrooms where testing had been occurring earlier. In the classroom where the coordinator did observe, the teacher did not effectively implement the IB behaviors identified on the observation form. Thus, only one of the two teachers observed at East Millbrook was fully implementing the school's IB theme. (Table 20a).

**Table 20a. East Millbrook Middle School Year 3
Project Coordinator's Observations**

OTHER TEACHERS	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
The checklist enumerated the eight IBMYP core subjects and five Areas of Interaction, with spaces to document linkages made by teachers and/or students between subjects and Areas of Interaction.	5/1/01	Social Studies 8 th Grade	Observer: Coordinator Outcome: Teacher effectively implemented all expected behaviors.
	5/1/01 and 5/25/01	Science 7 th Grade	Observer: Coordinator Outcome: Unable to observe in both first and second attempts.
	5/1/01 and 5/25/01	Language Arts 6 th Grade	Observer: Coordinator Outcome: Unable to observe on first attempt; on second attempt, teacher did not adequately implement expected behaviors.

Although results of external observations are usually used to determine whether benchmarks are met, the evaluator also considered the East Millbrook IB coordinator's classroom observations in relation this benchmark. The IB coordinator completed a total of 46 classroom observations during the 2000-01 school year. She used an observation form, similar to the project coordinator's form, which focused on the integration of the IBMYP subject areas and themes into the lesson, as well as the appropriate use of arts integration. Observations, both announced and unannounced, lasted the entire class period, 85 minutes, and usually included a follow-up conference and additional lesson planning with the teacher when appropriate (Table 20b). Overall, the IB coordinator's observations suggest that the majority of teachers were implementing IB appropriately as well as incorporating the arts. This information was used to supplement the Project Coordinator's two observations at East Millbrook and to provide evidence that the benchmark had been met.

**Table 20a. East Millbrook Middle School Year 3
International Baccalaureate Coordinator's Observations**

Observation Form	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
<p>The observation form contained a list of the eight IBMYP subjects and the five Areas of Interaction with spaces to note links made by the teacher and comments about them. Additional space for specific comments directed toward Arts Integration and Technology Integration was included. The form's conclusion addressed compliments and suggestions.</p>	<p>Fall 2000 – Spring 2001</p>	<p>Teachers observed were representative of grades 6-8 for a total of 46 observations. Subject areas included English; Mathematics; French; Sciences; Humanities; Healthful Living; Spanish; Life Skills; Drama; Media Center Skills; Keyboarding; and Business Computer Technology.</p>	<p>Observer: IB Coordinator Outcomes:</p> <ul style="list-style-type: none"> • During the majority of announced observations, at least 3 Areas of Interaction were evident, as well as linkages to at least 2 other subject areas. • Some form of Arts Integration was incorporated in the majority of classes observed. • Both Arts and Technology Integration were most evident during project-based learning.

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

Addressing National, State, and Local Reforms: The Year-Round Community-Based Accelerated Learning Center (CBALC) Program continued to take advantage of students' time tracked out of Green Road, Timber Drive, and West Lake year-round elementary schools to increase their opportunities for academic success. During all three years of the project, the program has targeted potentially underachieving students and has offered expanded learning opportunities for them during regular year-round track-out times. During intersession times each year, CBALC students attend acceleration programs located near 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*.

Teacher-designed lessons encourage students to use their multiple intelligences to explore new interests and apply learning in ways that appeal to them. Through the Year 3 theme, "Discovering Me, My Community, and My World," students examined themselves and their place in the community and the world. They discovered their own learning styles and identified "how they are smart." Students could then apply this new knowledge in the regular classroom to enhance their understanding and increase their achievement.

In this K-5 setting, students who have continued in the program over the three years have had the advantage of working with the same CBALC lead teacher

during track-outs over the three-year period. This looping has provided continuity for the students both socially and academically as they build on concepts and common themes from year to year. CBALC teachers provide stability to students and to families and are able to help students transition to the next grade.

Staff Development Training Modules: Two of the training modules offered this year for CBALC teachers and assistants focused on diversity. The third module focused on inquiry learning. CBALC staff had the opportunity to complete 30 hours of training during Year 3, all of which are aligned with *NCSCS* goals (Table 21).

**Table 21. Community-Based Accelerated Learning Centers
Year 3 Staff Development and Curriculum Alignment of Training Modules**

Training Modules	Dates	Total # Hours	Curriculum Alignment
Diversity Training, I	September 2000	10	Goal 1: Learner will use strategies and processes that enhance control of communication skills development
Inquiry Approach to Learning	October 2000	10	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.
Diversity Training, II	April 2001	10	Goal 4: Learner will use language for aesthetic and personal response.

Observations of Teachers Piloting the Magnet Theme: In May 2001, the project evaluator observed teachers working with CBALC students from Green Road, Timber Drive, and West Lake during intersessions at Garner Road YMCA and Lions Park Community Center. She used field notes and the observational checklist (developed in Years 1 and 2) to look for instances of teachers and teacher assistants successfully implementing the CBALC theme for Year 3. The theme, "Discovering Me, My Community, and My World," was the basis for innovative instructional methods and practices planned by CBALC staff. Teachers and assistants at both sites worked effectively with their students, and the theme was apparent throughout their activities. Methods included large- and small-group instruction; student work in cooperative groups; and center activities in language arts, math, and technology. Both students and teachers were comfortable with these varied approaches and moved effectively from one type of activity to another. As in the previous two years, one of the strongest CBALC features was the presence of appropriate North Carolina state curriculum objectives within the framework of the creative activities for the theme.

**Table 22. Community-Based Accelerated Learning Centers
Year 3 Classroom Observations**

Observational Checklist Description	Observation Date	Grade Level and/or Subject Area	Observer and Outcome
Field notes and observational checklist from Years 1 and 2 characterizing successful implementation of instruction based on the Year 3 theme, "Discovering Me, My Community, and My World"	5/18/01	West Lake and Timber Dr. Year-Round at Garner Road YMCA	Observer: Project Evaluator Outcome: Teacher and teacher assistant effectively implemented all expected behaviors.
	5/23/01	Green Year-Round at Lions Park	Observer: Project Evaluator Outcome: 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 2-2.1

Indicator	Year 3 Benchmark	Year 3 Actual	Met?Yes/No	
2-2 State content and performance standards. 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.	<ul style="list-style-type: none"> 100% of curriculum documents revised and completed: Conn 36 of 36 (100%) Fuller 24 of 24 (100%) Carnage 24 of 24 (100%) E. Millbrook 9 of 9 (100%) CBALCs 15 of 15 (100%) 	Tables 24-28 list all curriculum documents developed Conn 100% developed Full. 100% developed Carn. 100% developed E. Mill. 100% developed CBALC 100% developed	Conn Full. Carn. E. Mill. CBALC	Yes Yes Yes Yes Yes
	<ul style="list-style-type: none"> Curriculum specialists will validate that all new curriculum documents align with challenging state content standards. 	New curriculum documents' alignment with challenging state content standards validated (Tables 24-28)	Conn Full. Carn. E. Mill. CBALC	*nr nr Yes nr Yes
	<ul style="list-style-type: none"> Assessment experts will verify alignment of new and revised curriculum with State assessment standards. 	New curriculum documents' alignment with state assessment standards validated (Tables 24-28)	Conn Full. Carn. E. Mill. CBALC	*nr nr Yes nr Yes

*nr = Review of all curriculum documents was not finalized by the July 11, 2002, date of this performance report, but will be completed and reported in the final report.

To report on Year 3 progress in achieving Objective 2-2.1, tables are provided for each school (Table 24-Table 28) listing the titles and completion dates of all curriculum documents that will be completed by August 31, 2001. The tables, which are cumulative, also include units completed in Years 1 and 2. In addition to specifying that 100% of curriculum documents be completed by Year 3, 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, begun in October 1999, has been conducted twice each year — once in fall and once in spring. Panels of curriculum and assessment specialists meet independently to review each completed module and validate its alignment with state content and assessment standards from the *North Carolina Standard Course of Study*. Results for reviews completed before the July 11, 2001, due date of this report are included in Tables 24-28. It will not be possible to complete all curriculum units or finish reviews of completed units by that date. For units completed and/or reviewed after July 11, results will be included in the final report.

Table 23 lists the cumulative number of units completed as of July 10, 2001, as well as units that will be finished by August 2001. Tables 24 through 28 report the specifics of curriculum development and alignment at each school along with completion dates for all units. The project coordinator has continued to work closely with grant staff and teachers at each school to ensure that the benchmarks for this objective are met. She has provided curriculum development workshops throughout the project. A total of 71 teachers have completed this training. As recently as June 2001 the coordinator conducted a two-day workshop, and she will continue to support and monitor curriculum development through August. Any documents not completed and reviewed by July 10 will be finalized by the end of August, and information on the total number of units developed and reviewed will be included in the final report.

Table 23. Comparison of Curriculum Units Completed in Years 1-3 to Total Units Required

School	Cumulative Number of Units Years 1-3		Percent of Total Completed by Year 3	
	Bench.	Actual	Bench.	Actual
Conn Elementary	36	36	100%	100%
Fuller Elementary	24	24	100%	100%
Carnage Middle	24	24	100%	100%
E. Millbrook Middle	9	9	100%	100%
CBALC	15	15	100%	100%

Table 24. Conn Elementary School Global Communications Magnet Theme Curriculum Development, Years 1-3

Title	Completion Date	Pilot Date	Alignment Review Date	Alignment with	
				NCSCS	Assess. Standards
Computer Web Masters	July 2000	Fall 2000	Fall 2000	*nr	*nr
Getting Fit Through Exercise	July 2000	Fall 2000	Fall 2000	Yes	nr
Global Math: Part I	July 2000	Fall 2000	Fall 2000	Yes	nr
Global Math: Part II	July 2000	Fall 2000	Fall 2000	Yes	nr
Destiny Travel Agency	July 2000	Fall 2000	Fall 2000	Yes	Yes
Coral Reef Community	July 2000	Fall 2000	Fall 2000	Yes	Yes
Sampling Statistics	July 1999	Spr 1999	Fall 1999	Yea	Yes
Character on Trial	August 2000	Fall 2000	August 2000	Yes	nr
I Have Character	August 2000	Fall 2000	August 2000	Yes	nr
Building Readers	August 2000	Fall 2000	August 2000	Yes	nr
Fairy Tales and Fables	August 2000	Fall 2000	August 2000	Yes	nr
Sensational Sagas	August 2000	Fall 2000	August 2000	Yes	nr
Puppet Theater	August 2000	Fall 2000	August 2000	Yes	nr
Talk About It: Book Club	August 2000	Fall 2000	August 2000	Yes	nr
Astounding Artists	August 2000	Fall 2000	August 2000	Yes	nr
Sounds of the World	August 2000	Fall 2000	August 2000	Yes	nr
Modern Art: Art on Computer	August 2000	Fall 2000	August 2000	Yes	nr
Reading Ladders	August 2000	Fall 2000	August 2000	Yes	nr
Rooftop Readers	August 2000	Fall 2000	August 2000	Yes	nr
Making Classics Connect	August 2000	Fall 2000	August 2000	Yes	nr
From Sea to Shining Sea	August 2000	Fall 2000	August 2000	Yes	nr
Playwriting	August 2000	Fall 2000	August 2000	Yes	nr
Literary Styles: Short Stories	August 2000	Fall 2000	August 2000	Yes	nr
Journalism	August 2000	Fall 2000	August 2000	Yes	nr
Architecture	August 2000	Fall 2000	August 2000	Yes	nr
Soar to Success: Grade 3	August 2000	Fall 2000	August 2000	Yes	nr
Soar to Success: Grade 4	August 2000	Fall 2000	August 2000	Yes	nr
Soar to Success: Grade 5	August 2000	Fall 2000	August 2000	Yes	nr
Nature News	August 2001	Fall 2001	August 2001	Yes	Yes
Adventures in Color	August 2001	Fall 2001	August 2001	nr	nr
Negotiating in the Worldwide Marketplace	August 2001	Fall 2001	Fall 2001	nr	nr
Global Gallivanting	August 2001	Fall 2001	Fall 2001	nr	nr
Let's Go Lifecycling	August 2001	Fall 2001	Fall 2001	nr	nr
Country Cooking	August 2001	Fall 2001	Fall 2001	nr	nr
Word Detectives	August 2001	Fall 2001	Fall 2001	nr	nr
Escape With Me	August 2001	Fall 2001	Fall 2001	nr	nr
Blue Ribbon Books	August 2001	Fall 2001	Fall 2001	nr	nr

*nr = not yet reviewed

**Table 25. Fuller Elementary School Math, Science, and Technology Magnet
Theme Curriculum Development, Years 1-3**

Title	Completion Date	Pilot Date	Alignment Review Date	Alignment with	
				NCSCS	Assess. Standards
Sampling Statistics	July 1999	Spr. 1999	Fall 1999	Yes	Yes
Math in Motion	Jan. 1999	Fall 1999	Fall 1999	Yes	Yes
FBI: Fuller Bureau of Investigation	Aug. 1999	Fall 1999	Fall 1999	Yes	Yes
Coordinated Crosses and Curves: Math to Art	Aug 2000	Fall 2000	Fall 2001	*nr	*nr
Coral Reef Community	July 2000	Fall 2000	Fall 2000	Yes	Yes
Computer Graphics	July 2000	Fall 2000	Fall 2000	Yes	Yes
Bubble-ology	July 2000	Fall 2000	Fall 2000	Yes	Yes
Science in Stories	July 2000	Fall 2000	Fall 2000	Yes	Yes
Nature News	August 2001	Fall 2001	August 2001	Yes	nr
Let's Make a Million	August 2001	Fall 2001	August 2001	Yes	nr
Archaeology	August 2001	Fall 2001	August 2001	Yes	nr
Money Talks	August 2001	Fall 2001	August 2001	Yes	nr
Wave Rave	August 2001	Fall 2001	August 2001	Yes	nr
The Buzz on Bees	August 2001	Fall 2001	August 2001	Yes	nr
Can You Believe Your Eyes	August 2001	Fall 2001	August 2001	Yes	nr
Sense-ational Five	August 2001	Fall 2001	August 2001	Yes	nr
Sea Shells and Sea Life	August 2001	Fall 2001	August 2001	Yes	nr
Problem Solving	August 2001	Fall 2001	August 2001	Yes	nr
Creative Computer Art	August 2001	Fall 2001	August 2001	Yes	nr
Introduction to Creative Movement	August 2001	Fall 2001	August 2001	Yes	nr
Calculator Math	August 2001	Fall 2001	August 2001	nr	nr
Music, Math and Mozart	August 2001	Fall 2001	August 2001	nr	nr
Adventures in Color	August 2001	Fall 2001	August 2001	nr	nr
1,2,3,4, Tap-Tap-Tap!	August 2001	Fall 2001	August 2001	nr	nr

*nr = not yet reviewed

Table 26. Carnage Middle School Math, Science, and Technology Magnet Theme Curriculum Development, Years 1-3

Title	Completion Date	Pilot Date	Alignment Review Date	Alignment with	
				NCSCS	Assess. 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 in Science	July 2001	Fall 2001	Fall 2000	*nr	*nr
Micro Madness	June 1999	Fall 1999	Oct. 1999	Yes	Yes
Entomology: A Bug's View	July 1999	Fall 2001	Fall 2001	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
Exploring Music Through Science and Technology	June 2000	Fall 2000	June 2000	Yes	Yes
Calculated Explorations	June 2000	Fall 2000	Fall 2000	Yes	Yes
Web Design	Aug 2001	Fall 2001	Fall 2001	nr	nr
Destination Math	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	Aug 2000	Fall 2000	Fall 2000	nr	nr
Elements of Physics	Aug 2000	Fall 2000	Fall 2000	nr	nr
Festival Storytelling	August 2001	Fall 2001	Fall 2001	nr	nr
Effective Communications	August 2001	Fall 2001	Fall 2001	nr	nr
Swing Dance	August 2001	Fall 2001	Fall 2001	nr	nr
Composing at the Computer	August 2001	Fall 2001	Fall 2001	nr	nr

*nr = not yet reviewed

Table 27. East Millbrook Middle School IB/Integrated Arts Magnet Theme Curriculum Development, Years 1-3

Title	Completion Date	Pilot Date	Alignment Review Date	Alignment with	
				NCSCS	Assess. Standards
Academic Advisement	Summer 99 and 00	Fall 2000	Fall 2000	*nr	*nr
Effective Communication: IB	Summer 1999	Fall 2000	Fall 2000	nr	nr
Connections: The Link Between Technology and Society	Summer 1999	Fall 2000	Fall 2000	nr	nr
Nutrition, Fitness, and Exercise	Summer 1999	Fall 2000	Fall 2000	nr	nr
Green Pieces	Summer 1999	Fall 2000	Fall 2000	nr	nr
Shakespeare's Theater	July 2000	Fall 2000	June 2000	Yes	Yes
Puppets with a Purpose	Aug 2000	Fall 2000	Fall 2000	nr	nr
Word Up!	August 2001	Fall 2001	Fall 2001	nr	nr
IB Academic Enrichment	July 2001	Fall 2001	Fall 2001	nr	nr

*nr = not yet reviewed

Table 28. Community-Based Accelerated Learning Centers Curriculum Development, Years 1-3

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS
Primarily in the Piedmont: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Primarily in the Piedmont: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Primarily in the Piedmont: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Mainly in the Mountains: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Mainly in the Mountains: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Mainly in the Mountains: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Coastal Region: Reading Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Coastal Region: Writing Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
Coastal Region: Math Component	Fall 1998	1998-1999 Schl. Year	June 2000	Yes
See the Rhythm	Fall 1999	1999-2000 Schl. Year	June 2000	Yes

**Table 28, cont'd. Community-Based Accelerated Learning Centers
Curriculum Development, Years 1-3**

Title	Completion Date	Pilot Date	Alignment Review Date	Aligned with NCSCS*
Expressions in Art	Fall 1999	1999-2000 Schl. Year	June 2000	Yes
Drama and Storytelling	Fall 1999	1999-2000 Schl. Year	June 2000	Yes
Discovering Me	Fall 2000	2000-2001 Schl. Year	June 2001	nr
Discovering My Community	Fall 2000	2000-2001 Schl. Year	June 2001	nr
Discovering My World	Fall 2000	2000-2001 Schl. Year	June 2001	nr

*Curriculum units developed for CBALC are designed to guide the study of students over a two-week intersession period and to integrate reading, writing, and math skills through thematic instruction. They are not submitted to the formal review panels, since they do not cover a nine-week period and students are not tested at the end of each intersession. They are, however, reviewed by the project coordinator and magnet curriculum specialist to ensure that they conform to WCPSS guidelines and the NCSCS.

The Department of Public Instruction typically releases North Carolina's official state accountability system results in early August. Information from that report, the *ABCs of Public Education: Growth and Performance of NC Schools*, is used to assess the level of success in achieving benchmarks for Objective 2-2.2. This year, difficulties in establishing performance level cut scores for the new state mathematics test delayed publication of the ABCs report until early October.

North Carolina calculates a Growth Composite and a Performance Composite for every school in the state (Table 29). An Expected 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 (EOG) reading and math tests, the state 4th or 7th grade writing assessment, and the Algebra I End-of-Course test (at middle schools). Project schools that had Expected Growth Composites equal to or greater than 0.0 were Conn Elementary and Carnage Middle. By meeting the state's growth expectations for 00-01, they also attained their Year 3 benchmarks for student growth.

A school's Performance Composite indicates the percent of students scoring at or above grade level on state tests (Table 29). Year 3 benchmarks specify that the 2000-01 Performance Composites for each school in the project exceed their 1999-00 composites. This occurred for Conn and Fuller Elementary and also for Carnage and East Millbrook Middle schools. Project schools' attainment of Year 3 benchmarks for growth and performance is summarized in the chart below.

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 2-2

Indicator	Year 3 Benchmark	Year 3 Actual	Met?Yes/No	
			Growth	
2-2 State content and performance standards. 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"> Results in annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report will be reviewed Each school's results will be checked to ascertain if schools meet expected growth and show improved performance; a summary table will document results 	Conn Expected Growth > 0.0 Full. Expected Growth < 0.0 Carn. Expected Growth > 0.0 EMill. Expected Growth < 0.0	Conn	Yes
			Full.	No
			Carn.	Yes
			EMill.	No
			Performance	
			Conn	Yes
			Full.	Yes
			Carn.	Yes
			EMill.	Yes

Table 29. Official ABCs Accountability System Growth and Performance Results

School	Growth	Performance	
	2000-01 Expected Growth Composite (Growth Composite \geq 0.0 meets state standards)	2000-01 Performance Composite (compared to 99-00)	1999-00 Performance Composite
Conn Elementary	0.85	77.3 ↑	73.8
Fuller Elementary	-0.14	79.8 ↑	72.9
Carnage Middle	0.16	80.4 ↑	78.0
E. Millbrook Middle	-0.03	79.3 ↑	74.2

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 3, magnet schools in this project built on the foundation established in Years 1 and 2 to accomplish Purpose 3, Objective 3. They continued to focus on the activities specified in sub-objectives 3-1a-e and 3-2 a-e and were successful in achieving many of them. The indicators by which performance on Objective 3 is measured stipulate that the project's innovative educational methods and practices meet student needs and interests and promote student achievement. Information to substantiate this is provided in Benchmark Charts following each sub-objective. The charts show whether or not schools and the CBALC program met their Year 3 benchmarks. Narrative paragraphs describe how student needs and interests are identified, and results of parent and staff surveys sum up attitudes of these groups toward the project. Complete data tables about curriculum development, staff training hours, and teachers' classroom implementation of magnet themes can be found under 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 3-1 (a-e)

Indicator	Year 3 Benchmark	Year 3 Actual	Met? Yes/No																					
<p>3-1 (a-e) Innovative themes. Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.</p>	<ul style="list-style-type: none"> • 100% of curriculum documents completed: <table border="0" style="margin-left: 20px;"> <tr> <td>Conn</td> <td>36 of 36 (100%)</td> </tr> <tr> <td>Fuller</td> <td>24 of 24 (100%)</td> </tr> <tr> <td>Carnage</td> <td>24 of 24 (100%)</td> </tr> <tr> <td>E. Millbrook</td> <td>9 of 9 (100%)</td> </tr> <tr> <td>CBALC</td> <td>15 of 15 (100%)</td> </tr> </table> • Narrative report shows how elements meet student needs and interests • Appropriate professional development provided for new staff and staff needing to make up training or expand skills • 90% of all teachers demonstrate the theme • 85% positive responses on Parent Surveys • 85% positive responses on Staff Surveys 	Conn	36 of 36 (100%)	Fuller	24 of 24 (100%)	Carnage	24 of 24 (100%)	E. Millbrook	9 of 9 (100%)	CBALC	15 of 15 (100%)	<ul style="list-style-type: none"> • Tables 24-28 (Purpose 2) show number and percent of curriculum documents developed <table border="0" style="margin-left: 20px;"> <tr> <td>Conn</td> <td>100% developed</td> </tr> <tr> <td>Full.</td> <td>100% developed</td> </tr> <tr> <td>Carn.</td> <td>100% developed</td> </tr> <tr> <td>E. Mill.</td> <td>100% developed</td> </tr> <tr> <td>CBALC</td> <td>100% developed</td> </tr> </table> • Narrative paragraphs describe how themes at each school meet student needs and interests • Tables 14, 16, 19, and 21 (Purpose 2) show professional development hours • Tables 15, 17, 18, 20a, 20b, and 22 (Purpose 2) show results of classroom observations • WCPSS' spring 2001 Parent Survey results, Table 32 • WCPSS' spring 2001 Staff Survey results, Tables 33-37 	Conn	100% developed	Full.	100% developed	Carn.	100% developed	E. Mill.	100% developed	CBALC	100% developed	<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>Conn Full. Carn. E. Mill. CBALC</p>	<p>Yes Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>No No Yes No No</p> <p>No No No No Yes</p>
Conn	36 of 36 (100%)																							
Fuller	24 of 24 (100%)																							
Carnage	24 of 24 (100%)																							
E. Millbrook	9 of 9 (100%)																							
CBALC	15 of 15 (100%)																							
Conn	100% developed																							
Full.	100% developed																							
Carn.	100% developed																							
E. Mill.	100% developed																							
CBALC	100% developed																							

Conn Elementary School, Objective 3-1a: This year, as in Years 1 and 2, 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 worked collaboratively to plan the global communications curriculum and have continued to improve it through expanded instructional resources and more varied teaching/learning experiences. Their grade-level and schoolwide collaboration 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. These help teachers determine student progress and 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 parents. The principal has also striven

to maintain small class sizes at Conn, particularly for grades K-2. The smaller student-to-teacher ratio affords more time to meet student needs.

Fuller Elementary School, Objective 3-1c: As reported in Years 1 and 2, Fuller continues to design its curriculum to meet the needs and interests of all students. Fuller's Math, Science, and Technology theme enhances the Gifted and Talented (GT) model already in place and allows all students to develop their own unique gifts and talents. Challenging courses are offered to 4th and 5th graders officially identified as academically gifted (AG). These are supplemented by an electives curriculum that includes as many of the system's math, science, and technology electives as possible. For grades K-3, grade levels preceding those where AG identification is formally made, students also receive AG courses through Fuller's electives. The AG certification of many teachers and specialists at all grade levels makes them even more effective in meeting the varied academic needs of the students at Fuller. Diversity training has also been offered to the staff so their skills in meeting the needs of diverse learners are expanded.

Staff at Fuller incorporated national and state standards when developing the electives curriculum, and they use a unique, hands-on approach for deciding which electives students take. The process involves input from students, parents, teachers, and administrators. Classroom teachers are aware of students' special needs and interests and make recommendations for suggested electives. Elective course offerings are rotated from year to year to avoid repetition. At the beginning of each semester, a survey sheet is sent home to parents, who make 16 choices of potential electives, to be ranked in order of preference. From this survey, administrators assign each student to 4 classes, with every attempt made to give them as many of their top choices as possible. If there are many requests for high-interest courses, the number of sessions is increased. Only after student demand is established do teachers choose which courses they will teach. In addition to core and elective classes, each student participates on a rotating basis in weekly music, dance, drama, art, foreign language, physical education, and computer technology classes.

Carnage Middle School, Objective 3-1d: Electives offered at Carnage Middle School are based on the WCPSS approved magnet elective course guide and are varied to meet a wide range of student needs and interests. The new math, science, and technology electives developed through this project have increased the array of electives open to students at Carnage. In past years, students have selected three elective classes per quarter. This year parents and students were surveyed about potential elective offerings, and survey results were used to revise the selection process. At the end of the year, rising 7th and 8th graders selected 16 electives for 2001-02. School personnel will attempt to ensure that students are scheduled for electives from among their preferences. Electives are designed for high-achieving students who want enrichment as well as for those who have scored below grade level on state tests. Acceleration through well-planned electives for targeted students can positively affect their test outcomes. Teachers at Carnage

apply the instructional approaches they have learned through the project in electives as well as core courses. As a result, students have opportunities to be successful whatever their grade level, learning style, or previous test scores.

East Millbrook Middle School, Objective 3-1b: Through the academic and artistic avenues enhanced by its magnet themes, East Millbrook focuses on the needs and interests of students who are above, at, and below grade level. Project-based learning allows students to expand beyond the limits of the classroom and to work on topics of personal interest and involvement. The 85-minute class periods often allow for completion of experiments and mini projects within one class. Numerous day-and-night field trips complete the learning that was initiated in the classrooms. Some of the locations that classes studied and visited this year included: Life and Science Museum, the North Carolina Museum of Art, the Moravian settlement at Old Salem, the Military Museum in Fayetteville, the North Carolina Zoological Park, plays at Memorial Auditorium, and overnight trips to Virginia for whale watching, and to both Washington and Atlanta for viewing historical sites. Through partnership with the United Arts Council, East Millbrook was able to contract the services of StageWorks, a professional-performers troupe, who taught writing through drama to the entire 7th grade. The PTSA funded a two-day workshop by a professional actor for chorus and drama classes. To encourage the entrance of females into technological fields, IBM sponsored a hands-on seminar for 8th-grade girls. Through East Millbrook's Business Alliance partners, 8th graders participated in Groundhog Job Shadowing Day, which allowed them to investigate various careers by spending the day with business professionals.

Year-Round Community Based Accelerated Learning Centers, Objective 3-1e: CBALC teachers work with classroom teachers at year-round schools and with parents to develop a customized acceleration plan (CAP) for each student. CBALC staff members use CAPs to identify strengths and interests of each student. Student needs are assessed and plans are then developed for intervention at school, at home, and during track-out times to implement strategies and ensure student progress. Classroom and CBALC teachers maintain communication throughout the year and update CAPs as needed. CBALC teachers make frequent contacts with parents, who often participate in intersession activities or accompany their children on field trips. Hands-on experiences suited to many learning styles are part of each curriculum unit. Off-site field experiences stimulate student interest and are integrated into reading, writing and math assignments when students return to the classroom.

Objective 3-1 a-e at Conn Elementary, Fuller Elementary, Carnegie Middle, East Millbrook Middle Schools and the CBALC: Tables 24 through 28 for Purpose 2 provide exact numbers and percentages of curriculum documents developed in Year 3 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 23 from that section has been inserted below. As shown in the table, the CBALC and all four schools were successful in completing the required number and percentage of curriculum documents. Curriculum development training for the project continued into June 2001. As of July 11, 2001, the due date of this report, trained writers are still completing curriculum documents. The project coordinator is requiring that their work be finished by the end of August. A count of documents completed by that date will be provided in the final project report.

Table 23. Comparison of Year 3 and Total Project Curriculum Development

(NOTE: This table is duplicated from the previous section of this report)

School	Cumulative Number of Units Years 1-3		Percent of Total Completed by Year 3	
	Bench.	Actual	Bench.	Actual
Conn Elementary	36	36	100%	100%
Fuller Elementary	24	24	100%	100%
Carnage Middle	24	24	100%	100%
E. Millbrook Middle	9	9	100%	100%
CBALC	15	15	100%	100%

Specifics about school-level staff development given previously in this report — Tables 14, 16, 19, and 21 — also relate to Purpose 3. Readers can review these in the preceding section, and summary results are provided below. In Years 1 and 2, high percentages of teachers at each school completed training related to the theme at their school. Training in Year 1 focused on critical staff with information disseminated to a second tier of essential staff in Year 2. By Year 3, it was assumed that training was schoolwide; thus, formal staff development opportunities were provided only for new teachers, staff needing to make up sessions, or staff desiring to extend their skills. Even so, almost 30 formal training opportunities were scheduled, including 353 total hours of instruction (Table 30). This does not take into account Carnage Middle School, where the majority of professional development in Year 3 was one-on-one training focused on areas of technology that were of interest or use to individual teachers and teacher groups.

Table 30. Year 3 Staff Development: Modules Offered

School	# Training Modules Offered	Total Number of Training Hours
Conn Elementary	8	78
Fuller Elementary	8	99
Carnage Middle	Scheduled individually and for small groups as needed	Small-group and individual sessions in technology areas of interest or need
E. Millbrook Middle	10	146
CBALC	3	30

As in Years 1 and 2, the classroom observation process was successful again this year. Staff were comfortable with the observational checklists from previous years. They had helped designed these to reflect teaching behaviors they would use throughout the project. They viewed the observations as an opportunity to showcase the innovations they were using and that their students were benefiting from. Details about the classroom observations are included in Tables 15, 17, 18, 20a, and 22 under Purpose 2. Table 31 below provides an overall summary of these tables. At three project schools and the CBALC, all teachers observed were implementing the magnet theme appropriately. At the fourth school, East Millbrook Middle, the external observer was unable to spend time in one of the three classrooms selected. In the two classes that were observed, only one teacher was implementing IB strategies appropriately. The fact that East Millbrook's IB coordinator conducted observations throughout the year counterbalances this, and information from her observations indicates that the majority of teachers were appropriately implementing project strategies.

**Table 31. Year Classroom Observations:
Classes Observed and Effectiveness of Implementation**

School	# Classes Observed	# Teachers Implementing Appropriately
Conn Elementary	5	5
Fuller Elementary	5	5
Carnage Middle	5	5
E. Millbrook Middle	3 scheduled, 2 observed*	1*
CBALC	2	2

*Only 2 external observations were completed, but the school IB coordinators' observations provided supplemental information to substantiate appropriate implementation by the majority of teachers (see pp. 35-36, Purpose 2).

In spring of 2001, the WCPSS Evaluation and Research Department conducted parent surveys. Based on the benchmarks for Year 3, a target of at least 85% positive responses was set. Overall, from 70 to 84% of parents responding believed that the educational program at their child's school was high-quality, that their child was challenged, and that the school was helping him or her learn core subjects as well as arts and technology (Table 32). The percent of positive responses was consistently 85% or above only for Carnage Middle School. For Fuller Elementary, 86 to 90% of parents responding felt the school was *excellent* or *good* in helping children learn reading, science, and performing arts skills. From 87 to 90% of Conn Elementary parents completing the survey felt that that Conn was doing an *excellent* or *good* job of helping children learn visual and performing arts skills. East Millbrook had no areas where 85% or more of parent responses were positive.

Table 32. Spring 2001 Parent Survey Results

Question	Percent Positive Responses (Agree/Strongly Agree)	
My child's school provides a high quality educational program	81	Conn
	78	Fuller
	86	Carnage
	83	East Millbr.
My child is given challenging work in all classes.	71	Conn
	72	Fuller
	80	Carnage
	70	East Millbr.
Question	Percent Positive Responses (Excellent/Good)	
How would you rate this school in helping your child learn reading skills?	74	Conn
	90	Fuller
	94	Carnage
	83	East Millbr.
How would you rate this school in helping your child learn writing skills?	81	Conn
	79	Fuller
	84	Carnage
	78	East Millbr.
How would you rate this school in helping your child learn mathematics skills?	74	Conn
	81	Fuller
	96	Carnage
	79	East Millbr.
How would you rate this school in helping your child learn social studies skills?	77	Conn
	79	Fuller
	92	Carnage
	80	East Millbr.
How would you rate this school in helping your child learn science skills?	74	Conn
	86	Fuller
	88	Carnage
	76	East Millbr.
How would you rate this school in helping your child learn visual arts skills?	87	Conn
	82	Fuller
	90	Carnage
	84	East Millbr.
How would you rate this school in helping your child learn performing arts skills?	90	Conn
	86	Fuller
	88	Carnage
	88	East Millbr.
How would you rate this school in helping your child learn computer and technology skills?	74	Conn
	73	Fuller
	85	Carnage
	83	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 3-2(a-e)

Indicator	Year 3 Benchmark	Year 3 Actual	Met? Yes/No	
<p>3-2 (a-e) Innovative educational methods and practices. Incorporate innovative educational methods and practices that promote student achievement</p>	<ul style="list-style-type: none"> • Narrative report shows how instructional practices are being implemented based on observations, curriculum documents, and teacher interviews • Professional development hours appropriate to train new teachers and those needing/wanting extra assistance in instructional strategies • 90% of all teachers are piloting or implementing innovative instructional practices • 85% of all teachers report strategies are effective in promoting student achievement 	<ul style="list-style-type: none"> • Narrative paragraphs show how each school has addressed reforms in Year 3 • Tables 14, 16, 19, and 21 show staff training hours • Tables 15, 17, 18, 20a, 20b, and 22 show results of classroom observations • Tables 33-37 show results of spring 2001 Staff Survey 	<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 Yes</p> <p>Yes Yes Yes Yes</p> <p>Yes Yes Yes Yes</p> <p>No No No Yes</p>

The Year 1 Performance Report described the research base of the innovative classroom methods and practices upon which this project is based. Throughout its second and third years, instructional approaches used to implement project themes at each school have remained grounded in that literature. As summarized in the paragraphs below, staff members applied the research base along with practical experience in the project to strengthen instructional innovations and establish a firm foundation for excellence in coming years.

Conn Elementary School, Objective 3-2a: During Year 3, faculty at Conn continued to improve and refine instructional practices — such as differentiated instruction, project-based learning, and concept mapping — that contribute so much to the effectiveness of their Global Communications magnet theme. Providing differentiated instruction gives students 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 opportunities allow students to extend their studies across content areas and to apply information in real-world settings. Both teachers and students are able to employ concept mapping to conceptualize lessons for their classroom and to make connections across grade levels and content areas throughout the school.

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. Both the 18-computer lab and the 18-laptop mobile computer lab serve all students in the school on a rotating basis. Laptops are also available for student checkout. Computer competency skills are developed at all grade levels. As a participant in the district's Technology Connections program, all classes in grades 2-5 at Fuller have five 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 multimedia presentations. In addition to technology, Fuller's students choose math and science electives from a plethora of offerings. The school has been selected to pilot a new math software program for the district. Teachers received hands-on training on this product. New approaches in science include the use of science notebooks to enhance writing skills through the science curriculum. Using an inquiry approach, students were taught to begin with a question. They enhanced their hands-on science experiences by studying many nonfiction science books and then integrating their reading and science instruction. Visual and performing arts classes provide further challenge and enrichment. Many cross-curricular electives have been developed, including such titles as "Math in Motion," "Money Talks," and "Computer Graphics." 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 based on state and national standards. Each quarter this is revised as needed to address any adjustments in student goals.

Carnage Middle School, Objective 3-2d: In June 2000, Carnage Middle School held a Summer Institute that offered additional training in differentiated instruction. Teachers who attended this week-long institute created interdisciplinary thematic units as a means of gaining further practical knowledge and experience in creating differentiated lessons. Faculty continued to switch the instructional focus from the teaching of facts to an emphasis on research-based learning. This approach stresses application of facts, awareness

of relationships, and integration of technology. Teachers often work in partnership with the school's grant staff to create engaging lessons, assist students in acquiring better research skills, and increase students' options for creating products that illustrate concept or skill mastery. Carnegie's Web site is linked to teacher-created Web pages, where homework and classwork assignments are posted. It also includes an extensive list of links to homework help sites and to other Web pages that are appropriate references or resources.

East Millbrook Middle School, Objective 3-2b: East Millbrook's rigorous academic Pre-IB program, focusing on connections between classroom subject matter and the world outside, continued to improve in Year 3. Teachers built upon their use of project-based learning in Years 1 and 2. The quality attained by some students was apparent when grant staff audited their portfolios in May 2001. Project opportunities that the French teacher provided for her students were especially effective; student projects from classes of some science and physical education teachers and of the Spanish teacher were also successful. The projects were not only very creative (e.g., making and describing a model of a Mardi Gras float for French class or creating a restaurant menu in Spanish), but they also reinforced and extended students' reading, writing, and reasoning skills. All students continued the portfolio notebooks that they had begun the previous year and will carry them on into next year as well.

As in past years, IB at East Millbrook has been combined with the A+ Program. A+ emphasizes a variety of approaches to integrate the arts into all subject areas. Teachers have learned to incorporate the multiple intelligences into their daily lessons. They understand that many students do not learn in "traditional" ways and that the teacher-lecture/student-listen model is ineffective for many of them. Use of multiple intelligences strategies enables teachers to integrate the arts into core subjects. In turn, arts specialists plan so that their classes reflect the core subject areas.

Year-Round Community-Based Accelerated Learning Centers (CBALC), Objective 3-2e: The CBALC program offers educational activities that extend and enrich subject-area goals and objectives of the *NCSCS*. CBALC uses track-out times between sessions at year-round schools to offer students additional days in an instructional setting. This unique approach enables students to use intersession time out of the regular classroom to develop essential skills in a setting that addresses individual learning needs. During track-outs, CBALC teachers use experiential learning and thematic instruction to provide targeted, high-quality assistance in reading, writing, and math. Over the school year, CBALC students participate in an additional 30 days of instruction during what would normally be vacation time. When students track back in at their year-round school, CBALC staff members provide tutoring and homework support. CBALC staff have always invited parents to take an active interest in their children's learning. They encourage and support parents in monitoring homework, reading to and with their children, governing the

quality and quantity of TV watched, enhancing self-esteem, and talking about values and responsible decision making.

In addition to validating schools' and CBALC's continued use of reform-based instructional methods and practices, the Year 3 benchmarks for sub-objectives 3-2a through 3-2e specify that appropriate professional development hours be offered for new teachers and staff members desiring or needing additional training. Benchmarks also require that 90% of teachers are implementing these practices in their classrooms. As reported in Table 30, project schools and the CBALC program all met their Year 3 professional development benchmarks. Three schools and the CBALC program also met the classroom observation benchmarks for Year 3 (Table 31).

In spring of 2001, the WCPSS Evaluation and Research Department surveyed staff members at all schools in the system. Forms that were sent to schools in the MSAP project included additional items specifically related to teachers' opinions about the project. The benchmark for Year 3 stipulated that 85% or more of teachers perceive project strategies as being effective. 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 CBALC, depending on the new instructional approaches used for the magnet theme at that school. Tables 32 to 36 summarize results for each project school and the CBALC.

Staff survey benchmarks were judged to be met if half or more of the combined items for a school had positive responses, i.e., *strongly agree/agree* or *familiar/very familiar*, that equaled or exceeded 85%. Using this method, CBALC met its benchmark, but none of the schools met theirs. Responses of 89 to 100% of CBALC staff were positive for all but one of the items about effects of magnet grant activities. On items dealing with new instructional approaches, 89% of CBALC staff gave positive responses about three of the five approaches used for CBALC (Table 36).

Although opinions combined across items were not positive enough for either the elementary (Tables 33 and 34) or middle schools (Tables 35 and 36) to meet their benchmarks, there were items and groups of items on which teachers expressed very positive opinions.

- At Conn, 94% of teachers *strongly agreed* or *agreed* that they were familiar with activities related to the project. Ninety-two percent *strongly agreed* or *agreed* that the project increased students' access to innovative instruction. High percentages of teachers at Conn were *familiar* or *very familiar* with the following instructional approaches: Global Communications, 97%; Differentiated Instruction, 92%; Multiple Intelligences, 94%; and Integration of Technology into Instruction, 86%. Relatively high percentages of Conn faculty reported that they were *familiar* or *very familiar* with new instructional approaches: Concept

Mapping, 91%; Multiple Intelligences, 88%; and Integration of Technology into Instruction, 88%.

- At Fuller, 85% of teachers *strongly agreed* or *agreed* that they were familiar with project activities, felt the project increased opportunities for curriculum development, and that it assisted them to meet the needs and interests of their students. Eighty-eight percent *strongly agreed* or *agreed* that the project increased students' access to innovative instruction.

The only middle school responses that exceeded 85% included:

- the 91% of Carnage faculty who said they were *familiar* or *very familiar* with Integration of Technology into Instruction and
- the 91% and 86% of East Millbrook teachers who said they were *familiar* or *very familiar* with Multiple Intelligences and the International Baccalaureate Programme, respectively.

Table 33. Conn 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.	83
The magnet grant increases students' access to innovative instruction.	92
The magnet grant helps our school meet expectations of the state ABCs.	67
The magnet grant has increased opportunities for curriculum development.	86
The magnet grant assists us to meet the needs and interests of our students.	83
Through the magnet grant, I have learned to use new instructional methods.	81
New Instructional Approaches	Percent Familiar/ Very Familiar
Global Communications	97
Differentiated Instruction	92
Concept Mapping	64
Multiple Intelligences	94
Technology Connections	81
Integration of Technology into Instruction	86
Integration of Visual and Performing Arts into the Curriculum	72

Table 34. Fuller Elementary Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	85
I am satisfied with how the magnet grant is being implemented at our school.	79
The magnet grant helps promote student achievement.	82
The magnet grant increases students' access to innovative instruction.	88
The magnet grant helps our school meet expectations of the state ABCs.	67
The magnet grant has increased opportunities for curriculum development.	85
The magnet grant assists us to meet the needs and interests of our students.	85
Through the magnet grant, I have learned to use new instructional methods.	76
New Instructional Approaches	Percent Familiar/ Very Familiar
Differentiated Instruction	79
Concept Mapping	91
Multiple Intelligences	88
Technology Connections	82
Integration of Technology into Instruction	88
Integration of Visual and Performing Arts into the Curriculum	70
Hands-on Science Inquiry	70

Table 35. Carnegie Middle School Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	61
I am satisfied with how the magnet grant is being implemented at our school.	44
The magnet grant helps promote student achievement.	74
The magnet grant increases students' access to innovative instruction.	72
The magnet grant helps our school meet expectations of the state ABCs.	67
The magnet grant has increased opportunities for curriculum development.	76
The magnet grant assists us to meet the needs and interests of our students.	70
Through the magnet grant, I have learned to use new instructional methods.	59
New Instructional Approaches	Percent Familiar/ Very Familiar
Differentiated Instruction	80
Multiple Intelligences	83
Integration of Technology into Instruction	91
Hands-On Science Inquiry	48
Using Classroom Discourse in Mathematics Instruction	31

Table 36. East Millbrook Middle School Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	86
I am satisfied with how the magnet grant is being implemented at our school.	65
The magnet grant helps promote student achievement.	74
The magnet grant increases students' access to innovative instruction.	83
The magnet grant helps our school meet expectations of the state ABCs.	57
The magnet grant has increased opportunities for curriculum development.	77
The magnet grant assists us to meet the needs and interests of our students.	78
Through the magnet grant, I have learned to use new instructional methods.	81
New Instructional Approaches	Percent Familiar/ Very Familiar
Multiple Intelligences	91
International Baccalaureate Programme	86
Developing Student Portfolios	74
Integration of Technology into Instruction	74
Integration of Visual and Performing Arts into the Curriculum	84

Table 37. CBALC Staff Survey Results

Question	Percent Agree/ Strongly Agree
I am familiar with activities related to the magnet grant.	89
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.	89
The magnet grant has increased opportunities for curriculum development.	78
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	89
Integration of Technology into Instruction	78
Integration of Visual and Performing Arts into the Curriculum	67

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 continued to implement the project effectively during Year 3, project 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 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, is usually published in early August. This year's report was delayed until October 3, 2001, due to problems in establishing performance level cut scores for the new state mathematics test.

The ABCs report includes state End-of-Grade Reading and Math test results for grades 3 through 8, writing assessment scores for grades 4 and 7, and Algebra I and Geometry End-of-Course test scores for some middle school students. For each project objective related to Purpose 4, successes and shortfalls in accomplishing Year 3 benchmarks are summarized in Benchmark Charts on the following pages. Data to substantiate conclusions about the benchmarks are provided in tables immediately following each Benchmark Chart.

This performance report for 2000-01 was submitted to the U.S. Department of Education on its due date, July 11, 2001. ABCs information, not available at that time, was provided in addenda sent to Washington on August 30 and October 8, 2001. A final addendum about state computer test results for 8th graders will be compiled and submitted on or before November 30, 2001. Table 37 summarizes the topics, due dates, and submission dates of all addenda related to this report.

Table 37. Year 3 Performance Report Addenda: Due Dates and Dates Reported

Information	Due Date	Date Reported
Official NC ABCs Results, Grades 3-8	On or before 11/30/2001	8/30/2001, ABCs Reading 10/8/2001, ABCs Math
WCPSS Performance Assessments, K-2	On or before 11/30/2001	8/30/2001
NC 4 th and 7 th Grade Writing Assessment	On or before 11/30/2001	8/30/2001
Computer Skills Assessment, 8 th Grade	On or before 11/30/2001	

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 4-1.1(a-d)

Indicator	Year 3 Benchmark	Year 3 Actual	*Met?Yes/No																																																																		
<p>4-1.1 Improved student achievement. 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"> Higher order thinking Individual problem solving ability Communication skills Computer skills Ability to contribute to group projects 	<ul style="list-style-type: none"> At least 3 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) When EOG results are disaggregated by race; at least 3 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 	All Students																																																																			
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<p>*NOTE: The decision rules used to determine if a school did or did not meet the Year 3 Benchmark are described in Appendix B.</p>																																																																					

End-of-Grade (EOG) reading and math test results for Objective 4-1.1(a-d) are listed, by school, in Tables 38 to 45. The Year 3 benchmark for this objective stipulates that, in comparison to the district, 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 three of the four schools in the project. Each school's gain or loss in percent of students at or above grade level from the spring 2000 to the spring 2001 testing is compared to the district's gain or loss for the same time period to ascertain if the school's increase is greater than the average increase for the district. Comparisons are calculated by grade for both reading and math. The benchmark also specifies that, when scores are disaggregated by race, at least three of the four schools attain an increase in the percent of minority and nonminority students at or above grade level which is greater than the district's increase for these subgroups. With four schools' gains calculated by subject, grade, and ethnicity, a total of 72 separate statistics are used to judge whether the schools' percent of students at or above grade level exceeds the district. Appendix B explains the decision rules used to examine the 72 statistics and determine whether or not schools met the benchmarks.

With EOG results aggregated for all students at a school, Conn and Fuller achieved increases greater than the district in the percentages of their students scoring at or above grade level. However, increases at Carnage and East Millbrook did not outpace the district. Because only two rather than three schools were ahead of the district, the benchmark for aggregated data was not met. With results disaggregated by race, the same two schools, Conn and Fuller, showed gains in the percentage of minority students scoring at or above grade level that exceeded district increases. Without a third or fourth school showing increases for minority students that were above the system, this benchmark was not met. For nonminority students, no school attained gains that were higher than the district. Therefore, the project was also unsuccessful in attaining this benchmark.

Readers should note that benchmarks for EOG test results set high standards requiring not only that schools attain increases in the percentage of students scoring at or above grade level but also that the increases surpass those of the system. Increases beyond those of the system occurred for the two elementary schools in the project, but not for the middle schools. For some groups of students, however, middle schools did show increases in the percent of students scoring at or above grade level, but their increases were not higher than the system. For example, the "GAIN" column in Table 42 illustrates that Carnage Middle School had increases (positive gains) in its percent of students scoring at or above grade level on the EOG reading test for several subgroups — all students and minority students in 6th grade, minority students in 7th grade, and all students and minority students in 8th grade. Because these gains at Carnage were not as large as system gains for the same subgroups, they did not count toward EOG benchmarks. Nonetheless, such gains should be noted as positive achievements for the project. Student performance improved, but not as much as the system. Tables 43-45 present other instances of positive gains at Carnage and East Millbrook.

Table 38. CONN ELEMENTARY Gains NC End-of-Grade READING Test: Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 3 rd Grade Reading	All Students	85.3	83.4	1.9		
	Minority	84.8	65.9	18.9		
	Nonminority	85.6	92.7	-7.1		
Conn 3 rd Grade Reading	All Students	73.5	58.5	15.0	13.1	Conn > WCPSS
	Minority	85.7	34.8	50.9	32.1	Conn > WCPSS
	Nonminority	67.3	88.9	-21.6	-14.6	Conn < WCPSS
WCPSS 4 th Grade Reading	All Students	85.9	81.8	4.1		
	Minority	85.6	63.8	21.8		
	Nonminority	86.1	91.0	-4.9		
Conn 4 th Grade Reading	All Students	64.6	78.7	-14.1	-18.3	Conn < WCPSS
	Minority	45.8	66.0	-20.2	-42.0	Conn < WCPSS
	Nonminority	72.7	92.9	-20.2	-15.3	Conn < WCPSS
WCPSS 5 th Grade Reading	All Students	90.8	87.9	2.9		
	Minority	90.7	73.2	17.5		
	Nonminority	90.9	95.0	-4.2		
Conn 5 th Grade Reading	All Students	85.9	78.3	7.6	4.7	Conn > WCPSS
	Minority	87.1	60.6	26.5	9.0	Conn > WCPSS
	Nonminority	85.3	94.4	-9.2	-5.0	Conn < WCPSS

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

Table 39. CONN ELEMENTARY Gains NC End-of-Grade MATH Test: Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 3 rd Grade Math	All Students	84.0	80.2	3.8		
	Minority	83.2	59.1	24.1		
	Nonminority	84.5	91.5	-7.0		
Conn 3 rd Grade Math	All Students	72.3	58.5	13.8	10.0	Conn > WCPSS
	Minority	82.1	32.6	49.5	25.5	Conn > WCPSS
	Nonminority	67.3	91.7	-24.4	-17.4	Conn < WCPSS
WCPSS 4 th Grade Math	All Students	92.7	89.3	3.4		
	Minority	92.7	76.7	16.0		
	Nonminority	92.7	95.8	-3.1		
Conn 4 th Grade Math	All Students	84.8	78.7	6.1	2.8	Conn > WCPSS
	Minority	79.2	66.0	13.2	-2.8	Conn < WCPSS
	Nonminority	87.3	92.9	-5.6	-2.5	Conn < WCPSS
WCPSS 5 th Grade Math	All Students	92.1	89.0	3.1		
	Minority	91.9	75.9	16.0		
	Nonminority	92.2	95.4	-3.2		
Conn 5 th Grade Math	All Students	90.2	85.5	4.7	1.6	Conn > WCPSS
	Minority	93.6	75.8	17.8	1.8	Conn > WCPSS
	Nonminority	88.5	94.4	-5.9	-2.7	Conn < WCPSS

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

**Table 40. FULLER ELEMENTARY Gains NC End-of-Grade READING Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 3 rd Grade Reading	All Students	85.3	83.4	1.9		
	Minority	84.8	65.9	18.9		
	Nonminority	85.6	92.7	-7.1		
Fuller 3 rd Grade Reading	All Students	82.4	79.7	2.6	0.7	Fuller > WCPSS
	Minority	71.4	66.7	4.7	-14.1	Fuller < WCPSS
	Nonminority	85.2	96.7	-11.5	-4.5	Fuller < WCPSS
WCPSS 4 th Grade Reading	All Students	85.9	81.8	4.1		
	Minority	85.6	63.8	21.8		
	Nonminority	86.1	91.0	-4.9		
Fuller 4 th Grade Reading	All Students	88.4	73.5	14.9	10.8	Fuller > WCPSS
	Minority	88.0	60.5	27.5	5.7	Fuller > WCPSS
	Nonminority	88.6	84.4	4.2	9.1	Fuller > WCPSS
WCPSS 5 th Grade Reading	All Students	90.8	87.9	2.9		
	Minority	90.7	73.2	17.5		
	Nonminority	90.9	95.0	-4.2		
Fuller 5 th Grade Reading	All Students	85.1	75.0	10.1	7.3	Fuller > WCPSS
	Minority	90.0	47.1	42.9	25.4	Fuller > WCPSS
	Nonminority	81.8	95.7	-13.9	-9.7	Fuller < WCPSS

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

**Table 41. FULLER ELEMENTARY Gains NC End-of-Grade MATH Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 3 rd Grade Math	All Students	84.0	80.2	3.8		
	Minority	83.2	59.1	24.1		
	Nonminority	84.5	91.5	-7.0		
Fuller 3 rd Grade Math	All Students	76.5	72.5	4.0	0.1	Fuller > WCPSS
	Minority	64.3	56.4	7.9	-16.2	Fuller < WCPSS
	Nonminority	79.6	93.3	-13.7	-6.7	Fuller < WCPSS
WCPSS 4 th Grade Math	All Students	92.7	89.3	3.4		
	Minority	92.7	76.7	16.0		
	Nonminority	92.7	95.8	-3.1		
Fuller 4 th Grade Math	All Students	87.0	77.4	9.6	6.2	Fuller > WCPSS
	Minority	83.3	61.5	21.8	5.9	Fuller > WCPSS
	Nonminority	88.9	91.1	-2.2	0.9	Fuller > WCPSS
WCPSS 5 th Grade Math	All Students	92.1	89.0	3.1		
	Minority	91.9	75.9	16.0		
	Nonminority	92.2	95.4	-3.2		
Fuller 5 th Grade Math	All Students	73.8	73.8	0.0	-3.1	Fuller < WCPSS
	Minority	73.5	47.1	26.4	10.4	Fuller > WCPSS
	Nonminority	73.9	93.5	-19.6	-16.4	Fuller < WCPSS

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

**Table 42. CARNAGE MIDDLE Gains NC End-of-Grade READING Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 6 th Grade Reading	All Students	80.7	78.3	2.4		
	Minority	80.0	58.0	22.0		
	Nonminority	81.1	88.6	-7.5		
Carnage 6 th Grade Reading	All Students	73.6	72.1	1.5	-1.0	Carnage < WCPSS
	Minority	70.9	61.6	9.3	-12.8	Carnage < WCPSS
	Nonminority	75.6	89.7	-14.1	-6.7	Carnage < WCPSS
WCPSS 7 th Grade Reading	All Students	85.1	84.8	0.3		
	Minority	84.7	67.3	17.4		
	Nonminority	85.3	93.5	-8.2		
Carnage 7 th Grade Reading	All Students	75.5	77.6	-2.1	-2.4	Carnage < WCPSS
	Minority	71.5	66.0	5.5	-11.9	Carnage < WCPSS
	Nonminority	77.8	91.8	-14.0	-5.8	Carnage < WCPSS
WCPSS 8 th Grade Reading	All Students	90.6	88.8	1.8		
	Minority	91.7	75.3	16.4		
	Nonminority	90.0	95.1	-5.1		
Carnage 8 th Grade Reading	All Students	85.4	83.9	1.5	-0.3	Carnage < WCPSS
	Minority	86.1	72.6	13.5	-2.9	Carnage < WCPSS
	Nonminority	85.0	99.2	-14.2	-9.1	Carnage < WCPSS

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

**Table 43. CARNAGE MIDDLE Gains NC End-of-Grade MATH Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 6 th Grade Math	All Students	88.2	85.7	2.5		
	Minority	88.0	70.0	18.0		
	Nonminority	88.3	93.7	-5.5		
Carnage 6 th Grade Math	All Students	81.6	80.1	1.5	-0.9	Carnage < WCPSS
	Minority	82.7	72.5	10.2	-7.8	Carnage < WCPSS
	Nonminority	80.8	92.9	-12.1	-6.6	Carnage < WCPSS
WCPSS 7 th Grade Math	All Students	87.6	87.4	0.2		
	Minority	87.6	72.3	15.3		
	Nonminority	87.7	94.9	-7.3		
Carnage 7 th Grade Math	All Students	76.0	85.1	-9.1	-9.3	Carnage < WCPSS
	Minority	72.4	76.3	-3.9	-19.2	Carnage < WCPSS
	Nonminority	78.2	96.2	-18.0	-10.7	Carnage < WCPSS
WCPSS 8 th Grade Math	All Students	86.9	85.7	1.2		
	Minority	87.5	69.1	18.4		
	Nonminority	86.6	93.4	-6.8		
Carnage 8 th Grade Math	All Students	83.7	78.5	5.2	4.0	Carnage > WCPSS
	Minority	84.5	66.5	18.0	-0.4	Carnage < WCPSS
	Nonminority	83.3	94.8	-11.5	-4.7	Carnage < WCPSS

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

**Table 44. EAST MILLBROOK MIDDLE Gains NC End-of-Grade READING Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 6 th Grade Reading	All Students	80.7	78.3	2.4		
	Minority	80.0	58.0	22.0		
	Nonminority	81.1	88.6	-7.5		
E. Millbrook 6 th Grade Reading	All Students	77.0	68.3	8.7	6.3	E. Millbr. > WCPSS
	Minority	77.2	55.2	22.0	-0.1	E. Millbr. < WCPSS
	Nonminority	77.0	83.9	-6.9	0.5	E. Millbr. > WCPSS
WCPSS 7 th Grade Reading	All Students	85.1	84.8	0.3		
	Minority	84.7	67.3	17.4		
	Nonminority	85.3	93.5	-8.2		
E. Millbrook 7 th Grade Reading	All Students	77.1	81.1	-4.0	-4.3	E. Millbr. < WCPSS
	Minority	78.0	71.8	6.2	-11.3	E. Millbr. < WCPSS
	Nonminority	76.6	92.2	-15.6	-7.5	E. Millbr. < WCPSS
WCPSS 8 th Grade Reading	All Students	90.6	88.8	1.8		
	Minority	91.7	75.3	16.4		
	Nonminority	90.0	95.1	-5.1		
E. Millbrook 8 th Grade Reading	All Students	86.2	84.5	1.7	-0.1	E. Millbr. < WCPSS
	Minority	86.8	75.0	11.8	-4.6	E. Millbr. < WCPSS
	Nonminority	85.9	93.3	-7.5	-2.3	E. Millbr. < WCPSS

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

**Table 45. EAST MILLBROOK MIDDLE Gains NC End-of-Grade MATH Test:
Percent of Students Proficient in 2000 and 2001, Comparison by Grade and Ethnicity**

District/School and Grade Level	Ethnicity Group	Percent Proficient		GAIN	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 6 th Grade Math	All Students	88.2	85.7	2.5		
	Minority	88.0	70.0	18.0		
	Nonminority	88.3	93.7	-5.5		
E. Millbrook 6 th Grade Math	All Students	81.9	73.1	8.8	6.3	E. Millbr. > WCPSS
	Minority	75.6	59.6	16.0	-2.0	E. Millbr. < WCPSS
	Nonminority	85.8	89.0	-3.2	2.2	E. Millbr. > WCPSS
WCPSS 7 th Grade Math	All Students	87.6	87.4	0.2		
	Minority	87.6	72.3	15.3		
	Nonminority	87.7	94.9	-7.3		
E. Millbrook 7 th Grade Math	All Students	83.4	78.9	4.5	4.3	E. Millbr. > WCPSS
	Minority	83.3	70.0	13.3	-2.0	E. Millbr. < WCPSS
	Nonminority	83.4	89.5	-6.1	1.2	E. Millbr. > WCPSS
WCPSS 8 th Grade Math	All Students	86.9	85.7	1.2		
	Minority	87.5	69.1	18.4		
	Nonminority	86.6	93.4	-6.8		
E. Millbrook 8 th Grade Math	All Students	74.9	78.5	-3.7	-4.9	E. Millbr. < WCPSS
	Minority	76.0	67.6	8.4	-10.0	E. Millbr. < WCPSS
	Nonminority	74.2	88.7	-14.6	-7.7	E. Millbr. < WCPSS

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

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 4-1.1(e)

(EOG math data will be provided by November 30, 2001, as an addendum to this report.)

Indicator	Year 3 Benchmark	♣Year 3 Actual	Met?Yes/No																																																																																																																		
<p>4-1.1 Improved student achievement. 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"> • Higher order thinking • Individual problem solving ability • Communication skills • Computer skills • Ability to contribute to group projects 	<ul style="list-style-type: none"> • At least 70% of the CBALC students will show gains in EOG scores which meet or exceed the district average • Math and literacy assessments for CBALC students in grades K-2 will show average gains which meet or exceed the district's increase on performance assessments (overall and by minority status) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="border: none;">Gr</th> <th style="border: none;">Read</th> <th style="border: none;">Math</th> <th style="border: none;">Both</th> <th style="border: none;"></th> <th style="border: none;"></th> </tr> </thead> <tbody> <tr> <td style="border: none;">3</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 3</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">4</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 4</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">5</td> <td style="border: none;">N</td> <td style="border: none;">Y</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 5</td> <td style="border: none;">No</td> </tr> <tr> <td colspan="6" style="text-align: center;">All Students</td> </tr> <tr> <td style="border: none;">Gr</td> <td style="border: none;">Read</td> <td style="border: none;">Math</td> <td style="border: none;">Both</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">K</td> <td style="border: none;">N</td> <td style="border: none;">*</td> <td style="border: none;">*</td> <td style="border: none;">Gr. K</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">1</td> <td style="border: none;">Y</td> <td style="border: none;">Y</td> <td style="border: none;">Y</td> <td style="border: none;">Gr. 1</td> <td style="border: none;">Yes</td> </tr> <tr> <td style="border: none;">2</td> <td style="border: none;">Y</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 2</td> <td style="border: none;">No</td> </tr> <tr> <td colspan="6" style="text-align: center;">Minority Students</td> </tr> <tr> <td style="border: none;">Gr</td> <td style="border: none;">Read</td> <td style="border: none;">Math</td> <td style="border: none;">Both</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">K</td> <td style="border: none;">N</td> <td style="border: none;">*</td> <td style="border: none;">*</td> <td style="border: none;">Gr. K</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">1</td> <td style="border: none;">Y</td> <td style="border: none;">Y</td> <td style="border: none;">Y</td> <td style="border: none;">Gr. 1</td> <td style="border: none;">Yes</td> </tr> <tr> <td style="border: none;">2</td> <td style="border: none;">Y</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 2</td> <td style="border: none;">No</td> </tr> <tr> <td colspan="6" style="text-align: center;">Nonminority Students</td> </tr> <tr> <td style="border: none;">Gr</td> <td style="border: none;">Read</td> <td style="border: none;">Math</td> <td style="border: none;">Both</td> <td style="border: none;"></td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">K</td> <td style="border: none;">N</td> <td style="border: none;">*</td> <td style="border: none;">*</td> <td style="border: none;">Gr. K</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">1</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 1</td> <td style="border: none;">No</td> </tr> <tr> <td style="border: none;">2</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">N</td> <td style="border: none;">Gr. 2</td> <td style="border: none;">No</td> </tr> </tbody> </table> <p style="font-size: small;">*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 Appendix B.</p>	Gr	Read	Math	Both			3	N	N	N	Gr. 3	No	4	N	N	N	Gr. 4	No	5	N	Y	N	Gr. 5	No	All Students						Gr	Read	Math	Both			K	N	*	*	Gr. K	No	1	Y	Y	Y	Gr. 1	Yes	2	Y	N	N	Gr. 2	No	Minority Students						Gr	Read	Math	Both			K	N	*	*	Gr. K	No	1	Y	Y	Y	Gr. 1	Yes	2	Y	N	N	Gr. 2	No	Nonminority Students						Gr	Read	Math	Both			K	N	*	*	Gr. K	No	1	N	N	N	Gr. 1	No	2	N	N	N	Gr. 2	No	
Gr	Read	Math	Both																																																																																																																		
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As summarized in the Benchmark Chart above, the CBALC End-of-Grade benchmarks for reading were not met. From 25 to 57% of grade 3-5 CBALC students attained EOG scale score gains in reading that exceeded the district's gains (Table 46), whereas the benchmarked level was 70% or more. On the EOG math test, percentages were 69, 50, and 82 for grades 3, 4, and 5, respectively (Table 47). Decision rules for the Year 3 benchmarks dictated that, in order for a grade level to meet the benchmark, students must show gains above the system in both reading and math. Although almost 70% of CBALC 3rd graders and 82% of 5th graders had

math gains higher than the system, these were not paired with similar gains for reading; thus, none of the benchmarks was attained.

**Table 46. NC End-of-Grade READING Scale Scores, 2000-2001:
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 rd Grade	16	150.2	8.4	5	33
4 th Grade	22	154.1	4.5	12	*57
5 th Grade	12	159.0	6.1	3	*25

*The one 4th and one 5th grade student who took the reading test as a computer adaptive test, which is an off-grade-level administration, were not included in calculating 3rd and 4th grade percentages.

**Table 47. NC End-of-Grade MATH Scale Scores, 2000-2001:
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 rd Grade	16	253.7	14.5	11	69
4 th Grade	22	259.1	11.2	11	50
5 th Grade	12	263.8	8.1	9	*82

*One 5th grade student who took the math test as a computer adaptive test, which is an off-grade-level administration, was not included in calculating 5th grade percentages.

Of the nine possible benchmarks for grade K-2 CBALC students on the WCPSS reading and math performance assessments, only two were met. A review by grade of performance assessment results for all (i.e., minority and nonminority) students indicates that the first-grade benchmark was met. With results disaggregated by minority/nonminority status, benchmarks were met for minority students in first grade (Tables 48-50).

**Table 48. Grade K-2 CBALC Students' LITERACY Performance Assessment:
Gains in Percent of Students Proficient in 2000 and 2001, Overall and by Ethnicity**

District/CBALC and Grade Level	Ethnicity Group	Percent Proficient (including n's for CBALC students)		G A I N	CBALC Gain vs. WCPSS Gain, Percentage Points Difference	CBALC Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS Kindergarten Reading	All Students	80.4	76.3	4.1		
	Minority	68.0	60.9	7.1		
	Nonminority	90.7	88.0	2.7		
CBALC Kindergarten Reading	All Students	42.9 (n=7)	100.0 (n=7)	-57.1	-61.2	CBALC < WCPSS
	Minority	40.0 (n=5)	100.0 (n=2)	-60.0	-67.1	CBALC < WCPSS
	Nonminority	50.0 (n=2)	100.0 (n=5)	-50.0	-52.7	CBALC < WCPSS
WCPSS 1 st Grade Reading	All Students	73.4	72.0	1.4		
	Minority	58.6	56.1	2.5		
	Nonminority	83.8	82.2	1.6		
CBALC 1 st Grade Reading	All Students	61.1 (n=18)	57.1 (n=7)	4.0	2.6	CBALC > WCPSS
	Minority	60.0 (n=10)	50.0 (n=4)	10.0	7.5	CBALC > WCPSS
	Nonminority	62.5 (n=8)	66.7 (n=3)	-4.2	-5.8	CBALC < WCPSS
WCPSS 2 nd Grade Reading	All Students	80.5	78.8	1.7		
	Minority	67.3	64.0	3.3		
	Nonminority	89.3	87.6	1.7		
CBALC 2 nd Grade Reading	All Students	77.8 (n=9)	55.6 (n=9)	22.2	20.5	CBALC > WCPSS
	Minority	100.0 (n=5)	60.0 (n=5)	40.0	36.7	CBALC > WCPSS
	Nonminority	50.0 (n=4)	50.0 (n=4)	0.0	-1.7	CBALC < WCPSS

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

**Table 49. CBALC vs. WCPSS Performance on 4 Strands of the MATH Assessment:
Gains in Percent of 1st Grade Students Proficient in 2000 and 2001, Overall and by Ethnicity**

District/CBALC and Grade Level	Ethnicity Group	Percent Proficient (including n's for CBALC students)		G A I N	CBALC Gain vs. WCPSS Gain, Percentage Points Difference	CBALC Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
Number Sense WCPSS 1 st Grade	All Students	81.9	82.3	-0.4		
	Minority	68.9	69.0	-0.1		
	Nonminority	91.1	91.1	0.0		
CBALC 1 st Grade	All Students	72.2 (n=18)	66.7 (n=6)	5.5	6.0	CBALC > WCPSS
	Minority	60.0 (n=10)	50.0 (n=4)	10.0	10.5	CBALC > WCPSS
	Nonminority	87.5 (n=8)	100.0 (n=2)	-12.5	-12.5	CBALC < WCPSS
Spatial Sense WCPSS 1 st Grade	All Students	82.8	82.6	0.2		
	Minority	69.8	68.7	1.1		
	Nonminority	92.0	91.9	0.1		
CBALC 1 st Grade	All Students	77.8 (n=18)	83.3 (n=6)	-5.5	-5.7	CBALC < WCPSS
	Minority	70.0 (n=10)	75.0 (n=4)	-5.0	-6.1	CBALC < WCPSS
	Nonminority	87.5 (n=8)	100.0 (n=2)	-12.5	-12.6	CBALC < WCPSS

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

Table 49. cont'd. CBALC vs. WCPSS Performance, 1st Grade MATH Assessment

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 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
Patterns&Functions WCPSS 1 st Grade	All Students	85.0	86.1	-1.1		
	Minority	73.9	74.7	-0.8		
	Nonminority	92.9	93.7	-0.8		
CBALC 1 st Grade	All Students	72.2 (n=18)	83.3 (n=6)	-11.2	-10.0	CBALC < WCPSS
	Minority	60.0 (n=10)	75.0 (n=4)	-15.0	-14.2	CBALC < WCPSS
	Nonminority	87.5 (n=8)	100.0 (n=2)	-12.5	-11.7	CBALC < WCPSS
Data and Statistics WCPSS 1 st Grade	All Students	79.2	80.1	-0.9		
	Minority	64.3	65.3	-1.0		
	Nonminority	89.8	89.9	-0.1		
CBALC 1 st Grade	All Students	72.2 (n=18)	66.7 (n=6)	5.5	6.4	CBALC > WCPSS
	Minority	60.0 (n=10)	50.0 (n=4)	10.0	11.0	CBALC > WCPSS
	Nonminority	87.5 (n=8)	100 (n=2)	-12.5	-12.4	CBALC < WCPSS

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

Table 50. CBALC vs. WCPSS Performance on 4 Strands of the MATH Assessment:
Gains in Percent of 2nd Grade Students Proficient in 2000 and 2001, 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 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
Number Sense WCPSS 2nd Grade	All Students	81.7	81.4	0.3		
	Minority	67.8	66.5	1.3		
	Nonminority	91.0	90.5	0.5		
CBALC 2nd Grade	All Students	55.6 (n=9)	55.6 (n=9)	0.0	-.3	CBALC < WCPSS
	Minority	40.0 (n=5)	40.0 (n=5)	0.0	-1.3	CBALC < WCPSS
	Nonminority	75.0 (n=4)	75.0 (n=4)	0.0	-0.5	CBALC < WCPSS
Spatial Sense WCPSS 2nd Grade	All Students	78.0	80.6	-2.7		
	Minority	61.7	64.6	-3.0		
	Nonminority	88.8	90.3	-1.5		
CBALC 2nd Grade	All Students	33.3 (n=9)	88.9 (n=9)	-55.6	-52.9	CBALC < WCPSS
	Minority	20.0 (n=5)	80.0 (n=5)	-60.0	-57.1	CBALC < WCPSS
	Nonminority	50.0 (n=4)	100.0 (n=4)	-50.0	-48.5	CBALC < WCPSS
Patterns&Functions WCPSS 2nd Grade	All Students	79.9	80.1	-0.3		
	Minority	64.8	64.5	0.3		
	Nonminority	89.9	89.6	0.3		
CBALC 2nd Grade	All Students	44.4 (n=9)	77.8 (n=9)	-33.4	-33.1	CBALC < WCPSS
	Minority	40.0 (n=5)	60.0 (n=5)	-20.0	-20.3	CBALC < WCPSS
	Nonminority	50.0 (n=4)	100.0 (n=4)	-50.0	-50.3	CBALC < WCPSS
Data and Statistics WCPSS 2nd Grade	All Students	79.3	75.6	3.7		
	Minority	63.6	58.1	5.5		
	Nonminority	89.8	86.2	3.6		
CBALC 2nd Grade	All Students	55.6 (n=9)	88.9 (n=9)	-33.3	-37.1	CBALC < WCPSS
	Minority	20.0 (n=5)	80.0 (n=5)	-60.0	-65.5	CBALC < WCPSS
	Nonminority	100.0 (n=4)	100.0 (n=4)	0.0	-3.6	CBALC < WCPSS

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

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 4-1.2(a-e)

Indicator	Year 3 Benchmark	♣Year 3 Actual	Met?Yes/No	
<p>4-1.2 Improved student achievement. 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"> • Higher order thinking • Individual problem solving ability • Communication skills • Computer skills • Ability to contribute to group projects 	<ul style="list-style-type: none"> • Gains in the percentage of students showing proficiency on the 4th and 7th grade NC writing tests will increase more than the district overall in all 4 of the schools (overall and by ethnicity) • 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 and by ethnicity) • Gains in the percentage of CBALC students showing proficiency on the 4th grade NC writing test will increase more than the district overall (overall and by ethnicity) <p><u>PLEASE NOTE:</u> The more accurate benchmark statement above was substituted for original statement, which is struck through below.</p> <ul style="list-style-type: none"> • 70% or more of CBALC 4th graders will show gains in proficiency on the 4th grade writing test that meet or exceed the district average (overall and by ethnicity) 	<p><u>Writing Assessment</u> Conn did not increase more than WCPSS Fuller did not increase more than WCPSS Carnage did increase more than WCPSS E. Millbr. did increase more than WCPSS</p> <p><u>Computer Skills</u> (Data will be provided by November 30, 2001, as an addendum to this report.) All Students Carnage gain <u>more?</u> or <u>less ?</u> than WCPSS E. Millbr. gain <u>more?</u> or <u>less ?</u> than WCPSS Minority Students Carnage gain <u>more?</u> or <u>less ?</u> than WCPSS E. Millbr. gain <u>more?</u> or <u>less ?</u> than WCPSS Nonminority Students Carnage gain <u>more?</u> or <u>less ?</u> than WCPSS E. Millbr. gain <u>more?</u> or <u>less ?</u> than WCPSS</p> <p><u>Writing Assessment for CBALC</u> All Students CBALC increased more than WCPSS Minority Students CBALC did not increase more than WCPSS Nonminority Students CBALC increased more than WCPSS</p> <p>♣NOTE: The decision rules used to determine if writing assessment benchmarks were met are described in Appendix B.</p>	<p>Conn Full. Carn. E. Mill. Carn. E. Mill. Carn. E. Mill. Carn. E. Mill. CBALC CBALC CBALC</p>	<p>No No Yes Yes ? ? ? ? ? ? Yes No Yes</p>

Writing assessment results for the four project schools are summarized in the preceding Benchmark Chart, and data upon which benchmark outcomes are based are listed in Table 51. According to the Year 3 writing assessment benchmark, all four schools in the project were expected to gain more than the district. At the two middle schools, the gain in the percentage of 7th graders scoring at or above grade level on the writing assessment was greater than that of the district. However, 4th grade gains at the two elementary schools were not greater than those for the district as a whole.

Based on CBALC 4th graders' writing assessment results (Table 53), gains in the percentage of students proficient in 2001 as compared to 2000 were expected to exceed district gains. This was the case for CBALC as a whole and for nonminority CBALC 4th graders, but not for minority 4th graders in CBALC. Readers should note that CBALC enrolled a total of 22 4th graders in 2000-01; thus, writing assessment percentages are based on small numbers of students, particularly when data are disaggregated by minority/nonminority status.

**Table 51. Gains on the North Carolina Writing Assessment:
Comparison of Percent of 4th and 7th Grade Students Proficient in 2000 and 2001**

District/School And Grade Level	Ethnicity Group	Percent Proficient		G A I N	School Gain vs. WCPSS Gain, Percentage Points Difference	School Gain from 2000 to 2001 Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 4 th Grade Writing	All Students	78	68	.10		
	Minority	65	55	.10		
	Nonminority	86	75	.11		
Conn 4 th Grade Writing	All Students	67	79	-.12	-.23	Conn < WCPSS
	Minority	48	78	-.25	-.35	Conn < WCPSS
	Nonminority	89	86	.03	-.08	Conn < WCPSS
Fuller 4 th Grade Writing	All Students	68	60	.08	-.02	Fuller < WCPSS
	Minority	57	46	.10	.00	Fuller = WCPSS
	Nonminority	84	72	.12	.00	Fuller = WCPSS
WCPSS 7 th Grade Writing	All Students	78	71	.07		
	Minority	64	58	.06		
	Nonminority	58	78	.07		
Carnage 7 th Grade Writing	All Students	75	59	.16	.09	Carn. > WCPSS
	Minority	67	55	.12	.06	Carn. > WCPSS
	Nonminority	89	63	.25	.18	Carn. > WCPSS
East Millbrook 7 th Grade Writing	All Students	70	57	.13	.06	E. Mill. > WCPSS
	Minority	63	50	.13	.07	E. Mill. > WCPSS
	Nonminority	80	65	.15	.07	E. Mill. > WCPSS

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

Results of the state Computer Skills Test, given to all 8th graders, are listed in Table 52. Gains in the percentage of students showing proficiency on the computer test increased more than the district overall at [?? and ?? middle school(s)].

**Table 52. Gains on the North Carolina Computer Skills Test:
Comparison of Percent of 8th Grade Students Proficient in 2000 and 2001**

(Data will be provided by November 30, 2001, as an addendum to this report.)

School	Ethnicity Group	% Proficient		GAIN	Difference in percentage points between School Gain and WCPSS Gain	School Gain Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 8 th Grade Computer Test	All Students		84.7			
	Minority		72.9			
	Nonminority		92.9			
Carnage 8 th Grade Computer Test	All Students		78.1			Carn. ? WCPSS
	Minority		65.6			Carn. ? WCPSS
	Nonminority		95.5			Carn. ? WCPSS
East Millbrook 8 th Grade Computer Test	All Students		79.3			E.Mill. ? WCPSS
	Minority		67.7			E.Mill. ? WCPSS
	Nonminority		90.5			E.Mill. ? WCPSS

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

Table 53. Grade 4 CBALC Students' Gains on the North Carolina Writing Assessment: Comparison of Percent of Students Proficient in 2000 and 2001

School	Ethnicity Group	% Proficient (and number of CBALC students)		GAIN	Difference in percentage points between CBALC Gain and WCPSS Gain	School Gain Greater or Less Than WCPSS Gain
		2001	2000			
WCPSS 4 th Grade Writing	All Students	78	68	.10		
	Minority	65	55	.10		
	Nonminority	86	75	.11		
CBALC 4 th Grade Writing	All Students	68 (n=15)	54 (n=13)	.14	.04	CBALC > WCPSS
	Minority	61 (n=11)	67 (n=9)	-.06	-.15	CBALC < WCPSS
	Nonminority	100 (n=4)	25 (n=4)	.75	.64	CBALC > WCPSS

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

IV. BUDGET INFORMATION

In Year 3 of the MSAP grant project, funds have been used as they were intended. This section notes the few exceptions to this conclusion and describes the unusual or unforeseen circumstances that have had budget implications.

At Carnage Middle School during Year 2 a qualified person was hired second semester to fill the role of math resource coordinating teacher. This person returned in Year 3, prepared to continue developing and enhancing the math program. In October 2000, she accepted a position outside the school system and resigned her job at Carnage. In November 2001, another qualified teacher from Carnage's math department transferred into the math resource position; her tenure in this position was a brief four months. The position remained vacant for the remainder of the school year. Explanations in the Year 1 and 2 Performance Reports gave evidence of the good faith efforts made by school and magnet staff to fill this math position. Circumstances beyond the control of administrators prevented the full use of funds provided for this purpose. Responsibilities for overseeing the enhancements to the math program were again shared by the two remaining grant-funded coordinating teachers.

Funds allocated for the salary of the math resource coordinating teacher not used for this purpose have been redirected to the cost of making the Ecosystems Learning Center (ELC) at Carnage ready for full implementation in the fall of 2001. The ELC structure was completed in May 2001, and a committee of teachers and administrators is overseeing the many details of finishing the project and putting in place procedures to maintain the ELC beyond the term of the project. Redirected funds will pay for planting gardens around the structure, laying sidewalks, constructing a security fence, installing an irrigation system, creating a small pond, and purchasing supplies, e.g., plants, soil, containers, and tools. Funds will also be used for paying teacher volunteers during the summer months to: prepare schedules for use of the ELC; write new curriculum; finalize plans for teacher training; develop lists of consultants, guest speakers, and business partners; and continue to develop conceptual designs for integrating disciplines through use of the ELC. Maintenance of the ELC will be supported by the school system and by student sales of plants grown during their courses. The transfer of funds from the math resource coordinating teacher's unused salary to the ELC project is reflected in the table on the following page.

A second circumstance worth noting in this section is the replacement of equipment lost in the fire which destroyed the eighth-grade building at East Millbrook Middle School. This unfortunate event, on May 4, 1999, was described in the Year 1 Performance Report. The loss and recent replacement of equipment resulting from the fire has implications for the project budget. Although insurance

reimbursement did not totally cover the replacement of the eleven grant-funded computer systems and three printers, local school system funds were used to make up the difference. The construction of the new eighth-grade building is now complete and computer systems have been installed.

The table below reflects expenditures as of June 30, 2001, and also projections for expenditures through September 10, 2001, the end of the project year. There will likely be some discrepancies between these figures and those in the final report due to processing delays and reporting period differences.

	Budget Categories	Obligations
A	Personnel	1,456,411
B	Fringe Benefits	331,717
C	Travel	11,000
D	Equipment	333,944
E	Supplies	197,098
F	Contractual	0
G	Construction	0
H	Other	327,884
I	Total Direct Costs (Line A-H)	2,658,054
J	Indirect Costs	92,569
K	Training Stipends	(Included in Other)
L	Total Expenditures (Line I-K)	2,750,623

The Wake County Public School System (WCPSS) 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, 2001.

V. SUPPLEMENTAL INFORMATION/CHANGES

East Millbrook Middle School

East Millbrook Middle School's (EMMS) revised academic advisement program, described in the Year 2 Performance Report and piloted in Year 3, has been successful for at-risk youngsters who needed one-on-one assistance. The P.A.C.E. (Pupils and Coaches for Excellence) program was initiated during the 2000-2001 school year by a steering committee of teachers who proposed a different structure from the one described in the original grant proposal. The guidelines that the committee developed in Year 2 were outlined in last year's report. In Year 3, PACE teacher-volunteers worked to accomplish these guidelines, which are summarized below.

- PACE is voluntary on the part of teachers.
- At-risk students are targeted and defined as *those who probably will not reach their potential without direct intervention*.
- The PACE program targets a wide range of student abilities, but focuses on the definition of at-risk stated above.
- Students were identified before school resumed in fall 2000.
- Teacher/coaches make daily contact with their advisees.
- PACE teacher/coaches meet regularly at scheduled times after school.
- A steering committee sets guidelines, plans group activities, and oversees the project.
- PACE teacher/coaches monitor their advisees grades, test scores, attendance, discipline reports, and the like. Records are kept updated, and parents are involved in conferences as needed.

To implement PACE during Year 3, 28 teachers volunteered to be mentors (coaches) to 7th-grade students who had been pre-selected by former teachers and guidance counselors as academically capable but under-motivated. Teacher volunteers worked individually with one assigned at-risk student, meeting daily with them to check for attendance, completion of homework, and any problems the student might be experiencing. This daily meeting was usually brief, but allowed the teacher to determine if the student was on track academically. A weekly report was sent home to parents so they could see their child's progress and note any problem areas.

The PACE program also provided each child with the equipment they would need for success. Each participant received a notebook in which to organize their subjects, a calculator, pens, highlighters, composition books, rulers, etc. Many PACE students come from homes that cannot afford to send their children to school so well stocked, and they were delighted to receive these school supplies to use throughout the year.

One of the grant staff members at East Millbrook described the growth of relationships between the coaches and their students as follows: "Most teachers went far beyond the daily requirement and became a real adult friend to their mentees." Many teachers bought birthday and holiday gifts for their assigned students. Some made home visits to meet the parents and families. Others put notes of encouragement on students' lockers on test days. The relationships that grew between PACE mentors and mentees suggest that the formula for success in school should include not only adult supervision and homework checks, but also a connection with a caring individual who is an academic resource as well as one who becomes their champion, cheerleader, and ally.

The advisement program for EMMS changed considerably from the original design presented in Wake County's approved grant proposal. However, the revised program has taken hold and should continue to grow. There is strong leadership within the faculty, and there are individuals at the school who have a sense of ownership for the program. Current plans are to continue to expand PACE as new teacher coaches are added each semester. The steering committee intends to recruit teachers for the project and to keep the idea alive and growing.

Carnage Middle School

Due to the sustained efforts of central-office and school-level grant staff, the Ecosystems Learning Center (ELC) at Carnage Middle School has been completed and will, as it was intended to, become an essential part of the school's science and interdisciplinary curriculum. It is unfortunate that unforeseen difficulties (detailed in the Year 2 Performance Report) delayed for two years the implementation of such an important aspect of Carnage's grant project. During the 1999-2000 school year, the school underwent major construction. Renovation of old buildings and construction of a new building put a number of other projects on hold, including the construction of the ELC. Many difficulties involved in obtaining a building permit also presented what seemed to be insurmountable barriers that carried over into Year 2. Finally, the barriers have been overcome, and the ELC is almost ready for use. By the beginning of the 2001-02 school year and before the end of this budget period, the ELC will be available to teachers and students and has the potential to become an essential part of the Carnage program. The Ecosystems Learning Center will augment Carnage's Math, Science, and Technology magnet theme and will play a significant role in attracting families to the school.

Appendix A
Evaluation Plan

(copy of February 1999 revision of the original Evaluation Target Charts
from the approved grant application Evaluation Plan)

Evaluation Target Charts (280.31 II B, C, D)

The preceding tables presented relevant baseline evaluation data. The charts that follow repeat those data in the columns labeled “Current” and then set benchmarks for achievement in Years 1, 2, and 3 of the proposed project. The charts are structured according to project purposes, with related objectives and performance indicators listed under each purpose. Evaluation methods to assess progress toward each benchmark are then described.

Purpose 1:
The elimination, reduction, or prevention of minority group isolation in public elementary and secondary schools with substantial proportions of minority students.

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.

Indicator	Current	Year 1	Year 2	Year 3	
1-1 Minority enrollment in targeted schools. Targeted schools with objectives of eliminating minority group isolation keep minority enrollments below 50 percent.	Conn	52%	49%	47%	45%
	E.Millbrook	51%	49%	48%	45%
	Fuller	54%	51%	48%	45%
	Carnage	53%	52%	49%	45%
	Evaluation Methods				
	Years 1,2	The 20 th Day Membership by Race and Sex Report will be reviewed in the fall of each year for actual enrollment of minority and nonminority students and compared across years for trends. Boundary changes and in- and out-migration can affect these percentages. The approved applications will be checked each spring for minority and nonminority students as an indicator of serious magnet interest. These applications can be reviewed separately for those in school base attendance areas versus magnet draw areas.			
	Year 3	The 20 th Day Membership by Race and Sex Report in the fall of 2000 will show minority enrollments of 45% or less.			

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 there by achieving a minority percentage that does not exceed **50%** at the targeted feeder schools as evidenced by annual enrollment data.

Indicator	Current	Year 1	Year 2	Year 3
<p>1-2. Impact on feeder schools. 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.</p> <p>(Rationale: Budget cuts in equipment and supplies will decrease availability of technology and program materials to attract students to CBALCs.)</p>	Brentwood 59%	55%	53%	50%
	Millbrook 49%	48%	48%	47%
	Powell 53%	52%	51%	50%
	Creech Rd. 55%	54%	52%	50%
	Hodge Rd. 55%	54%	52%	50% 47%
	Aversboro 51%	50%	49%	49% 48%
	Smith 54%	53%	51%	50% 48%
	<p>Evaluation Methods</p> <p>Years 1,2 The 20th Day Membership by Race and Sex Report will be reviewed in the fall of each year for actual enrollment of minority and nonminority students and compared across years for trends. Boundary changes and in- and out-migration can affect these percentages. The approved applications will be checked each spring for minority and nonminority students as an indicator of serious magnet interest. These applications can be reviewed separately for those in school base attendance areas versus magnet draw areas.</p> <p>Year 3 The 20th Day Membership by Race and Sex Report in the fall of 2000 will show minority enrollments of 46.5% to 49.9% as specified in the Year 3 column above.</p>			

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 equal to the district's average minority enrollment plus or minus 15% as evidenced by documentation of classroom assignment by race at an entry-level grade.

Indicator	Year 1	Year 2	Year 3
1-3a Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school (Rationale: Budget cuts will decrease availability of technology and program materials to attract students to schools.)	Conn 60%50% Gr.K Fuller 52%50% Gr.K E. Mill. 55%50% Gr. 6 Carn. 50% Gr. 6	55%48% Gr. K 50%48% Gr. K 53%48% Gr. 6 48% Gr. 6	50%45% Gr. K 48%45% Gr. K 50%45% Gr. 6 45% Gr. 6
	Evaluation Methods Years 1,2,3 The 20 th Day Membership by Race and Sex Report will be reviewed in the fall of each year for actual enrollment of minority and nonminority students in the district. Minority/nonminority percentages of students in a sample of entry-level grades will be compared to determine if they are within 15% of the district enrollments for that grade.		

Objective 1-3b: By June 30, 2001, as a result of the successful implementation of 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 equal to the district's average minority enrollment plus or minus 15% as evidenced by documentation of classroom assignment by race at an entry-level grade.

Indicator	Current	Year 1	Year 2	Year 3
1-3b Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school (Rationale: Budget cuts will decrease availability of technology and program materials to attract students to CBALCs.)	Green 11% Timber 21% West Lake 20%	13% 22%23% 21%22%	15% 24%25% 22%24%	17% 25%27% 23%26%
	Evaluation Methods Years 1,2,3 The 20 th Day Membership by Race and Sex Report will be reviewed in the fall of each year for actual enrollment of minority and nonminority students in the district. Minority/nonminority percentages of students in a sample of entry-level grades will be compared to determine if they are within 15% of the district enrollments for that grade.			

Purpose 2:
 Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

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%** ~~95%~~ of staff implementing themes in ways appropriate to their areas.

Indicator	Year 1	Year 2	Year 3
<p>2-1 (a-e) National, state, and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.</p> <p>(Rationale: Budget cuts will affect teachers' ability to pilot and implement the themes in ways appropriate to their areas.)</p>	<ul style="list-style-type: none"> • Narrative report will describe how reforms are addressed at each school • 75% of training modules complete & 100% correlated to state standards (which are aligned with national reforms) • 95% of critical* teachers will participate in training • 85%95% of critical* staff will be observed piloting the theme • *Note: "Critical" teachers are those considered essential to implementation of the theme at each school. 	<ul style="list-style-type: none"> • Narrative report will describe how reforms are addressed at each school • 100% training modules complete & 100% correlated to state standards • 95% of all teachers will participate in training • All critical staff will be observed fully implementing the theme, with 85%95% of the remaining staff observed piloting the theme in ways appropriate to their area 	<ul style="list-style-type: none"> • Narrative report will describe how reforms are addressed at each school • Revisions will be made to training modules as needed, maintaining the 100% correlation to state standards • All new teachers will be trained, with sessions used as make-ups for any sessions missed by teachers in year 2. • 90%95% of all staff will be observed fully implementing theme
	<p>Evaluation Methods</p> <p>Years 1,2,3 Narrative reports will be developed and reviewed annually to document magnet programs' active implementation of national, state, and local reforms. The percentage of completed training modules will be calculated for each year of the project. A curriculum crosswalk matrix will be used to correlate training modules with state standards (which are aligned with national reforms) and verify a 100% correlation. The percentage of critical staff trained, number of contact hours, and training topics will be reported. An observational checklist will be used to assess the percentage of teachers piloting and implementing the theme.</p>		

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.

Indicator	Year 1	Year 2	Year 3
<p>2-2 State content and performance standards. 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> <p>(Rationale: This change is not due to budget cuts; it is based on allocation of dollar amounts across the three project years. There will be one reduction (E. Millbr.) and 3 increases (Carnage, Fuller, & CBALCs) in total amount of curriculum developed. The percentage of documents developed annually has been realigned to match the budget figures for each year. See related objective, Obj. 3-1, p.411.)</p>	<ul style="list-style-type: none"> • 11-60%75% of new curriculum documents will be developed and piloted • Curriculum and Assessment specialists will independently validate that all new curriculum documents align with challenging state content standards • Assessment experts will verify alignment of new curriculum with State assessment standards. 	<ul style="list-style-type: none"> • 66-100%75% of piloted curriculum documents will be revised as needed and complete • remainder 25% of new curriculum documents will be developed and piloted • Curriculum and Assessment specialists will independently validate that all new and revised curriculum documents align with challenging state content standards • Assessment experts will verify alignment of new and revised curriculum with State assessment standards. 	<ul style="list-style-type: none"> • remainder 25% of piloted curriculum documents will be revised as needed and complete, for a total completion rate of 100% • Curriculum themes and activities will be fully implemented and refined • Curriculum and Assessment specialists will independently validate that all new and revised curriculum documents align with challenging state content standards • Assessment experts will verify alignment of new and revised curriculum with State assessment standards.
<p>Evaluation Methods</p> <p>Years 1,2,3 Total number of curriculum documents needed to implement standards at each school has been set (see Obj. 3-1), and number of documents drafted, piloted, and completed will be counted annually to verify that appropriate percentages have been attained. Qualified curriculum staff will be selected to review new curriculum documents annually and ensure that they align completely with all appropriate goals and objectives of the North Carolina <i>Standard Course of Study</i>. Qualified assessment staff, e.g., system or state testing staff, will be selected to review new curriculum documents annually and ensure that they align completely with State assessment standards.</p>			

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.

Indicator	Year 1	Year 2	Year 3
<p>2-2 State content and performance standards. 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.</p>	<ul style="list-style-type: none"> • Results in annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report will be reviewed • Each school's results will be checked to ascertain if schools meet expected growth and show improved performance; a summary table will document results 	<ul style="list-style-type: none"> • Results in annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report will be reviewed • Each school's results will be checked to ascertain if schools meet or exceed expected growth and show improved performance; a summary table will document results 	<ul style="list-style-type: none"> • Results in annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report will be reviewed • Each school's results will be checked to ascertain if schools meet or exceed expected growth and meet the district median for the performance composite; a summary table will document results
<p>Evaluation Methods</p> <p>Years 1,2,3 The North Carolina Department of Public Instruction state accountability system annual report the <i>ABCs of Public Education: Growth and Performance of NC Schools</i> will be used to monitor Growth and Performance results at all schools based on scores from the state's yearly End-of-Grade Reading and Math tests for grades 3-5 and writing assessments for grades 4 and 7. The Department uses statistical models to set annual Growth and Performance expectations for each school in the state and determine if these have been met.</p> <p>For each school in the state, accountability system Growth results are reported as "Yes" or "No" for having met <i>expected Growth</i> or <i>exemplary Growth</i>. The evaluator will check the <i>Growth and Performance of NC Schools</i> report as soon as it is released each August to ascertain if schools have met or exceeded their expected Growth level.</p> <p>Accountability system Performance results are reported as a Performance Composite calculated for each school. The evaluator will check the <i>Growth and Performance of NC Schools</i> report as soon as it is released each August to obtain schools' Performance Composites and compare each to a median composite that he/she calculates for all schools in the system. Performance Composites are expected to improve each year so that, by year 3, all schools in the project are at or above the district median for that year.</p>			

Purpose 3:
 Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

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% 95% of teachers are implementing the theme; and
- results on parent/student/teacher surveys showing 85% satisfaction with the new program. (See sample survey items following Objective 3-2.)

Indicator	Year 1	Year 2	Year 3
<p>3-1 Innovative themes. Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.</p> <p>*(Rationale: This change is not due to budget cuts; it is based on allocation of dollar amounts across the three project years. There will be one reduction (E. Millbr.) and 3 increases (Carnage, Fuller, & CBALCs) in total amount of curriculum developed. The number of documents developed annually has been realigned to match the budget figures for each year. See related objective, Obj. 2-2, p.409.)</p> <p>** (Budget cuts will affect teachers' ability to pilot and implement the theme.)</p>	<ul style="list-style-type: none"> • *11-60%75% of curriculum documents developed: Conn 12 of 36 27 of 36 E. Millbr 1 of 9 12 of 16 Fuller 8 of 24 12 of 16 Carnage 9 of 24 12 of 16 CBALCs 9 of 15 9 of 12 • Narrative report shows how elements meet student needs and interests • Professional development logs show 95% of critical* teachers trained in instructional strategies • **85% 95% of critical* teachers demonstrate the theme • 50% positive responses on surveys 	<ul style="list-style-type: none"> • 66-100% of curriculum documents developed: Conn 24 of 36 36 of 36 E. Millbr 5 of 9 16 of 16 Fuller 16 of 24 16 of 16 Carnage 24 of 24 16 of 16 CBALCs 12 of 15 12 of 12 • Narrative report shows how elements meet student needs and interests • Professional development logs show 95% of critical* teachers trained in instructional strategies • 85% 95% of all teachers demonstrate the theme • 70% positive responses on surveys 	<p>100% of curriculum documents developed Conn 36 of 36 E. Millbr 9 of 9 16 of 16 Fuller 24 of 24 16 of 16 Carnage(in Yr2) 16 of 16 CBALC 15 of 15 12 of 12</p> <ul style="list-style-type: none"> • Narrative report shows how elements meet student needs and interests • Professional development logs show 95% of critical* teachers trained in instructional strategies • 90% 95% of all teachers demonstrate the theme • 85% positive responses on surveys
<p>Evaluation Methods</p>			
<p>Years 1,2,3 Number of curriculum documents developed will be counted annually and compared to numbers expected for each year to verify that appropriate percentages have been attained.</p> <p>Narrative report will be developed and reviewed annually to ensure that it shows how magnet themes and elements meet identified student needs and interests.</p> <p>Evaluator and principal observations will indicate that 95% of critical* teachers demonstrate the theme in Year 1 and that 95% of all teachers demonstrate it in Years 2&3.</p> <p>Analyses of annual parent, teacher, and student survey items about their level of satisfaction with the new program will show increasing levels of positive responses during each program year, with 85% positive responses by Year 3.</p>			

* **Note:** "Critical" teachers are those considered essential to implementation of the theme at each school.

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, validated by a panel of experts, describing the degree to which the instructional practices are research-based and are meeting identified student needs and interests;
- teacher participation of 95% in training for interdisciplinary, project-based instruction and other innovative instructional practices;
- teacher observation/evaluation documents that show ~~90%~~ 95% 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. (See sample survey items following this objective.)

Indicator	Year 1	Year 2	Year 3
<p>3-2 Innovative educational methods and practices. Incorporate innovative educational methods and practices that promote student achievement</p> <p>(Rationale: Budget cuts will affect teachers' ability to pilot and implement innovative instructional practices.)</p>	<ul style="list-style-type: none"> • Narrative report validates instructional practices are research-based and meet student needs and interests • Professional development logs show 95% of *critical teachers trained in instructional strategies • Observations show 85% 95% of *critical teachers are piloting innovative instructional practices • 60% of critical* teachers believe strategies will be effective in promoting student achievement 	<ul style="list-style-type: none"> • Narrative report shows how instructional practices are being implemented based on observations, curriculum documents, and teacher interviews • Professional development logs show 95% of teachers are trained in instructional strategies • 85% 95% of all teachers are piloting or implementing innovative instructional practices • 70% of all teachers report strategies are or will be effective in promoting student achievement 	<ul style="list-style-type: none"> • Narrative report shows how instructional practices are being implemented based on observations, curriculum documents, and teacher interviews • Professional development logs show 95% of teachers trained in instructional strategies • 90% 95% of teachers are implementing innovative instructional practices • 85% of all teachers report strategies are effective in promoting student achievement
<p>Evaluation Methods</p> <p>Years 1,2,3 Narrative report will be reviewed annually to ensure that it describes instructional practices that are research-based and meet student needs and interests.</p> <p>Access software will be used to maintain professional development logs at each school; data will be reviewed annually to calculate percentages of teachers trained in instructional strategies and compare them to yearly benchmarks.</p> <p>Evaluator and principal observations will indicate that 95% of *critical teachers pilot innovative practices in Year 1 and that 95% of all teachers pilot and implement such practices in Years 2&3.</p> <p>Analyses of annual teacher survey items about the effectiveness of new instructional strategies in promoting student achievement will show increasingly positive responses during each program year, with 85% positive responses by Year 3.</p>			

* **Note:** "Critical" teachers are those considered essential to implementation of the theme at each school.

Sample Items For Parent/Student/Teacher Surveys:

Evaluation of Objectives 3-1 and 3-2 under Purpose 3 requires annual surveys of parents, teachers, and students. These surveys will be an extension of ongoing surveys that are used by WCPSS biannually to assess district progress on a wide range of initiatives. The survey items shown below are taken from the systemwide parent, teacher, and student surveys that were administered systemwide in 1997 and 1998. Content of surveys developed for evaluation activities will be modified to target themes and objectives identified in this grant application.

Parent Survey Sample Items:

How would you rate this school in helping your child learn reading skills?

How would you rate this school in helping your child learn math skills?

How would you rate this school in helping your child develop good character?

(Possible responses were Excellent, Good, Fair, Poor)

My child's school is a safe place to learn.

The staff at my child's school has high expectations for my child.

This school's program helps students understand and get along with other people.

(Possible responses were Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree)

Staff Survey Sample Items:

It is important to fund the additional programs provided through magnet schools.

The climate at this school promotes children's learning.

(Possible responses were Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree)

How often do you use computers to instruct your students?

(Possible responses were Daily, Weekly, Monthly, Not at all)

How much do you integrate instruction across subject areas?

(Possible responses were Very little, Somewhat, A great deal)

Student Survey Sample Items:

How would you rate your high school experience in helping you to develop writing skills? (Possible responses were Excellent, Good, Fair, Poor)

Students of all races are treated fairly by teachers at this school.

(Possible responses were Strongly Agree, Agree, Unsure, Disagree, Strongly Disagree)

How often do your teachers use group projects?

(Possible responses were Never, Daily, Once a Week, Weekly, Monthly)

Purpose 4:

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

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.

Indicator	Year 1	Year 2	Year 3
<p>4-1.1 Improved student achievement. 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"> • Higher order thinking • Individual problem solving ability • Communication skills • Computer skills • Ability to contribute to group projects <p>(Rationale: Budget cuts in equipment, supplies, curriculum, and training may impede delivery and effectiveness of programs at all schools, thus affecting achievement gains.)</p>	<ul style="list-style-type: none"> • At least 1 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). • When EOG results are disaggregated by race; at least 1 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. • Planned adjustments to the project based on results will be described. 	<ul style="list-style-type: none"> • 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). • 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. • Planned adjustments to the project based on results will be described. 	<ul style="list-style-type: none"> • At least 3 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). • When EOG results are disaggregated by race; at least 3 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.
<p>Evaluation Methods</p> <p>Years 1,2,3 State End-of-Grade Reading and Mathematics test results of students in grades 3-8 will be reviewed by grade and subject area for each school to calculate percentages of students scoring at or above grade level. As specified in benchmarks for Years 1, 2, and 3, comparisons will be made to determine whether these percentages meet or exceed average district increases in percentages of students scoring at or above grade level for these same grades and subject areas.</p> <p>State End-of-Grade Reading and Mathematics test results for students in grades 3-8 will be disaggregated by ethnicity. For each school, the percentage of minority and nonminority students scoring at or above grade level will be calculated. As specified in benchmarks for Years 1, 2, and 3, comparisons will be made to determine whether these percentages meet or exceed the average district increases in percentages of students scoring at or above grade level for these same ethnicity groups.</p> <p>The annual narrative report will describe any planned adjustments to the project based on analyses of state testing results.</p>			

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).

Indicator	Year 1	Year 2	Year 3
<p>4-1.1 Improved student achievement. 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"> • Higher order thinking • Individual problem solving ability • Communication skills • Computer skills • Ability to contribute to group projects 	<ul style="list-style-type: none"> • At least 50% 55% of the CBALC students will show gains in EOG scores which meet or exceed the district average (note-few students are expected to be in grades 3-5 in the first year at the CBALCs) • CBALC students in grades K-2 will show average gains which meet or exceed the district's overall increase on math and literacy performance assessments (overall and by minority status). • Planned adjustments to the project based on results will be described. 	<ul style="list-style-type: none"> • At least 60% 65% 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) • 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). • Planned adjustments to the project based on results will be described. 	<ul style="list-style-type: none"> • At least 70% 75% of the CBALC students will show gains in EOG scores which meet or exceed the district average • 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).
<p>(Rationale: Budget cuts in equipment, training, and supplies will affect delivery and effectiveness of programs at CBALCs and their year-round schools and may impact achievement of applied learning skills.)</p>	<p>Evaluation Methods</p> <p>Years 1,2,3 State End-of-Grade Reading and Mathematics test results of students in grades 3-5 will be reviewed by grade and subject area to calculate percentages of CBALC students scoring at or above grade level. As specified in benchmarks for Years 1, 2, and 3, comparisons will be made to determine whether these percentages meet or exceed average district increases in percentages of students scoring at or above grade level for these same grades and subject areas.</p> <p>District math and literacy performance assessment results for students in grades K-2 will be analyzed to calculate the average gains for minority, nonminority, and all CBALC students and compare them to the district's overall average increases on the performance assessments for the same subgroups. As specified in the benchmarks for Years 1, 2, and 3, minority, nonminority, and all CBALC students will be expected to show gains that meet or exceed the district average.</p> <p>The annual narrative report will describe any planned adjustments to the project based on analyses of state testing and district performance assessment results.</p>		

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.

Indicator	Year 1	Year 2	Year 3
<p>4-1.2 Improved student achievement. 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"> • **Higher order thinking • Individual problem solving ability • Communication skills (e.g., writing) • Computer skills • Ability to contribute to group projects <p>(Benchmarks were added for CBALCs.)</p>	<ul style="list-style-type: none"> • Gains in the percentage of students showing proficiency on the 4th and 7th grade NC writing tests will increase more than the district overall in at least 2 of the 4 schools (overall and by ethnicity). • 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 in at least 1 of the 2 schools (overall and by ethnicity) • Planned adjustments to the project will be described. • 50% or more of CBALC 4th graders will show gains in proficiency on the 4th grade writing test that meet or exceed the district average (overall and by ethnicity) 	<ul style="list-style-type: none"> • Gains in the percentage of students showing proficiency on the 4th and 7th grade NC writing tests will increase more than the district overall in at least 3 of the 4 schools (overall and by ethnicity) • 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 • Planned adjustments will be described. • 60% or more of CBALC 4th graders will show gains in proficiency on the 4th grade writing test that meet or exceed the district average (overall and by ethnicity) 	<ul style="list-style-type: none"> • Gains in the percentage of students showing proficiency on the 4th and 7th grade NC writing tests will increase more than the district overall in all of the schools (overall and by ethnicity) • 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 in both middle schools (overall and by ethnicity) • 70% or more of CBALC 4th graders will show gains in proficiency on the 4th grade writing test that meet or exceed the district average (overall and by ethnicity)
<p>Evaluation Methods</p> <p>Years 1,2,3 State writing test results of grade 4 and 7 magnet students in this project will be reviewed by grade and ethnicity to calculate percentages of students showing proficiency. As specified in benchmarks for Years 1, 2, and 3, comparisons will be made to determine whether these percentages increase more than the district overall. Comparisons by school and grade, 4th or 7th, will be made for minority, nonminority, and all students.</p> <p>State computer test results of grade 8 magnet students in this project will be reviewed by ethnicity to calculate percentages of students showing proficiency. As specified in benchmarks for Years 1, 2, and 3, comparisons will be made to determine whether these percentages increase more than the district overall. Comparisons by school, will be made for minority, nonminority, and The annual narrative report will describe any planned adjustments to the project based on analyses of state applied learning skills testing results.</p>			

Appendix B
Decision Rules

Decision rules for determining if End-of-Grade benchmarks are met at Elementary and Middle Schools in the Project

1. See **Year 3 Actual** column of Benchmark Chart for Objective 4-1.1(a-d):
 - 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 for Objective 4-1.1(a-d):
 - 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 3 Actual** column of Benchmark Chart for Objective 4-1.1(e):
 - 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 70% 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."
 - A grade receives a "Y" under "Math" if 70% 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."
2. See **Met? Yes/No** column of Benchmark Chart for Objective 4-1.1(e):
 - A grade level is marked "Yes" if the End-of-Grade gains of 70% 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 3 Actual** column of Benchmark Chart for Objective 4-1.1(e):
 - 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." Decision rule remains 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 or more of the four strands, the percentage of CBALC students proficient at that grade level exceeded the districtwide percentage; otherwise, the grade receives an "N."
2. See **Met? Yes/No** column Benchmark Chart for Objective 4-1.1(e):
 - 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.)

Decision rules for determining if Writing Assessment benchmarks are met

1. See "All Students," "Minority Students," and "Nonminority Students" lines in the middle of the **Year 3 Actual** column of the Benchmark Chart for Objective 4-1.2 (a-e):
 - For elementary schools, the state writing assessment is administered in 4th grade; for middle schools, it is administered in 7th grade. Information as to whether school or CBALC gains in writing proficiency increased more than the district is provided, by school or CBALC, for all students, then for minority and nonminority students.
2. See **Met? Yes/No** column of Benchmark Chart for Objective 4-1.2 (a-e):
 - 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 for minority students.