

**PROJECT ACHIEVE:
ADAPTING THE BRAZOSPORT MODEL TO A LARGE LEA**

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ABSTRACT

Project Achieve is a major Wake County Public School System (WCPSS) instructional initiative to improve student achievement adapted from a Brazosport, Texas model. The number of schools involved increased from 8 to 13 in 2002-03. Results were positive. All Project Achieve elementary and middle schools met the state ABCs High Growth standard both years (up from five in spring 2001), and nearly all schools increased the percent of students at or above grade level in their first year. In Year 2, compared to other WCPSS students, participation in Project Achieve was generally associated with significantly higher gains in mathematics and similar gains in reading (when background characteristics were controlled through regression analyses). Staff members also expressed more positive opinions about the academic program in their schools than in the past.

*This paper draws on content from two full evaluation reports prepared
by Carol Speas (see reference list).*

These full reports are available at: www.wcpss.net/evaluation-research

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BACKGROUND

Project Achieve is a major local instructional initiative begun in 2001-02 to help reach the WCPSS Goal 2003 (that 95% of students tested at grades 3 and 8 would be at or above grade level). Project Achieve is based on the principles and process successfully applied in Brazosport, Texas for almost a decade. District staff visited Brazosport in early spring of 2001, and the project was implemented in the fall of 2001. In between, much discussion and work had to take place to tailor the approach to meet local needs and the *North Carolina Standard Course of Study*. State, federal grant, and local resources were used to support implementation.

The Brazosport model is based on Baldrige approaches and quality tools. The basic steps of the Brazosport model were largely preserved when WCPSS adapted the model. The instructional process is a continuous cycle of the following eight steps:

1. ***Disaggregate test scores*** to identify weak and strong areas of performance.
2. ***Develop a pacing calendar*** for instruction with time allocations and areas of focus, based on the identified needs of students.
3. ***Deliver instructional focus lessons*** (designed to last 15-20 minutes), guided by the calendar, and extend them into the regular lessons.
4. ***Assess student mastery*** of the instructional focus lessons through mini-assessments to aid in determining follow-up.
5. ***Re-focus instruction*** for students in areas of non-mastery through tutoring or other methods.
6. ***Enrich instruction*** for students in areas of mastery to extend their learning.
7. ***Maintain and re-teach throughout the year***, revisiting skills to assure continued mastery, through additional materials and instruction.
8. ***Monitor the process*** by continuously examining implementation and success of the teaching and learning process.

The process entails restructuring of the school day for (a) uninterrupted blocks of instructional time in reading and mathematics and (b) development of a separate 30-to-45-minute period called “team time” for re-focusing or enrichment of targeted instructional objectives. Additionally, the process involves a change in staff mindset from individual teacher efforts to greater teamwork within a grade and across grades (including special programs). A variety of teachers and staff taught during “team time,” and teachers met regularly to discuss successes and challenges.

DEVELOPMENT

One of the developers of the Brazosport program, plus a Baldrige facilitator, provided training for staff to facilitate making the paradigm shift necessary to prepare for program implementation. A core team from each school, plus appropriate central staff, participated. School core teams then worked with the rest of the staff at their schools to orient them to the process and prepare them for a different structure to their school day, different pacing guides, different materials, and a different way to look at learning and student achievement. Schools were given funds to allow common planning time for their teachers both before and during the school year.

At the central level, assignments for Curriculum and Instruction and Evaluation and Research staff had to be re-aligned to take on this new project. A major time commitment was to develop appropriate focus lessons and assessments by fall; this represented a large investment of time for central office staff. None of the commercially available products aligned well enough for use in this project for either focus lessons or assessments. Some lessons and assessments could be adapted from materials released by the North Carolina Department of Public Instruction (DPI), and an item bank was purchased which partially met assessment needs. However, the task was still monumental to complete in the short time available. Materials for first quarter were available before school started, with those for subsequent quarters generally printed and delivered “just in time” for schools. Basically, a model focus lesson had to be developed for each day of the school year for six grade levels in reading and math in about four months -- 2,160 lessons! Math materials were easier to adapt or develop than reading, but developments in neither subject was easy. Copyright issues limited reading selections that could be utilized. Teachers from the schools coming into Project Achieve, as well as other teachers who had worked previously with curriculum or assessment materials, were recruited to assist in the task. They were available to help primarily in the summer.

IMPLEMENTATION

In the first year, six elementary schools and two middle schools participated. During the summer of 2002, two elementary schools and one middle school were added to the original group. Two more elementary schools joined the project after the first quarter of the 2002-03 school year. Some schools were invited to participate based on past achievement patterns, and four additional schools volunteered. Participating schools had a higher percentage of economically disadvantaged students (those receiving free or reduced-price lunches) and low-achieving students than in WCPSS as a whole. Additionally, 12 of the 13 schools had a higher percentage of students with disabilities (identified for special education services) than in the district overall.

The ten elementary schools had student memberships for grades 3-5 ranging from 222 to 366, with 28-59% of those students receiving free or reduced-price lunches (FRL) compared to 26% for the district, and 9-25% of students scoring below grade level on the May 2002 state End-of-Grade (EOG) tests, compared to 10% for the district. The percentage of students with disabilities in the elementary schools ranged from 14-22%, compared to 12% for the district.

Total memberships of the three middle schools ranged from 811 to 888 students, with 39-43% of students receiving FRL (compared with 19% for the district) and 20-22% of their students performing below grade level on the EOG tests, compared to 13% for the district. The percentage of students with disabilities was greater in two of the three middle schools (23% and 24%) than in district middle schools overall (17%).

During implementation, the central office contacts met monthly with school contacts to check on status and discuss successes, challenges and needs. Curriculum and Instruction staff visited schools to participate in their grade-level team meetings and provide training on request. Extensive training was provided on guided reading at most schools. In Year 1, quarterly meetings were also held that included a team from each school for status checks and planning of

next steps. Principals met over lunch at monthly principal meetings as well. In Year 2, quarterly and monthly meetings were less frequent, and central staff began discussions on providing support in a tiered system in order to provide more support to the newest schools.

PROJECT EXPENDITURES

Overall expenditures for Project Achieve in the 13 schools were \$1,127,102 in 2002-03 (up from \$689,205 for eight schools in 2001-02), not including other instructional resources available to all schools. With services to 5,635 elementary students and 2,647 middle school students, the cost per student was \$136, compared to \$138 in 2002.

EFFECTS OF PROJECT ACHIEVE

Multiple means were used for assessing academic growth of participating students from the baseline year (2000-01) through the first (2001-02) and second (2002-03) years of Project Achieve. These included: a) state ABCs Accountability Program’s *performance* and *growth* measures, b) a district measure of EOG scale score gains based on regression analyses, c) the new federal measure of *Adequate Yearly Progress*, and d) district-wide spring survey results.

Desired outcomes were that:

- Participating schools would improve ABCs *growth* composite status from the previous year.
- Participating schools would improve ABCs *performance* composites (percentage of students at/above grade level) from the previous year.
- Program participation would be associated with EOG scale score gains in reading and mathematics that were equal to or greater than that of students in non-Achieve schools.
- Baseline *Adequate Yearly Progress* data (federal *performance* standard by student subgroups) would be comparable to that of other district schools.
- Staff members would express more positive opinions about the academic program of their school than in previous years.

<p>North Carolina ABCs— (Accountability in the Basics with local Control)</p>
<p>Growth: Measures whether schools equal or exceed predicted growth based on regression analyses.</p> <ul style="list-style-type: none"> • <u>Expected Growth:</u> Growth is at the predicted level. • <u>High Growth:</u> Growth is about 10% (or more) than predicted. <p>Performance: The percentage of students scoring at grade level in reading, math, and computer skills at grade 8.</p> <p>Composites: Both growth and performance are provided by grade as well as across grades and subjects (a composite).</p>

Evidence of Effectiveness in Elementary Schools

Results for Project Achieve have been positive. Key findings were that:

- All ten elementary schools met the state ABCs' *High Growth* standard in both 2001-02 and 2002-03 (compared to three in 2001 and eight in 2002). In Year 1, results were stronger for Project Achieve than WCPSS overall for *all* subgroups checked. Results by subgroup were similar to WCPSS overall in Year 2. In 2002-03, by grade level comparisons showed Project Achieve growth was as strong or stronger than WCPSS overall in 10 of 12 comparisons. (See Attachment 1.)
- Based on ABCs Performance Composites, from 83-93% of students in the 10 schools were at or above grade level in spring 2003 (up from 73-83% in 2001 and 75-91% in 2002). All received state recognition as either a *School of Excellence* or *School of Distinction*. (See Attachment 2.)
- Some schools made particularly strong progress in their first year in the project. In Year 1, one school made the list of 25 most improved schools in the entire state (Cary Elementary). In Year 2, two of the four new elementary schools in Project Achieve (Carver and Knightdale) ranked first and third in WCPSS based on ABC growth composites and showed the greatest *performance* composite gains (9 and 16 percentage points) among the Project Achieve schools. (See Attachments 1 and 2.)
- A 2002-03 regression analysis showed that once background characteristics were controlled, Project Achieve elementary schools as a group generally showed more positive gains in mathematics and similar results in reading compared to students in non-Achieve schools.¹ Most schools were in their second year of the project at this point, and had seen strong gains in Year 1, so the desired outcome was gains as great or greater than other students in WCPSS. Some variation was seen in results by grade level. (See Attachment 3.)
- *Adequate Yearly Progress* (AYP) results were similar to the district overall. Because this new 2002-03 accountability measure (part of the federal No Child Left Behind Act) is an all or nothing measure, and these schools had more subgroups than most WCPSS schools, this was not unexpected. Results were fairly positive at the elementary level, where 7 of 10 (70%) Project Achieve schools met the AYP standard (compared to 62% for the district). Of the three remaining schools, only 1 or 2 targets were missed (of 17-25 targets). (See Attachment 5.)

¹ The regression analysis conducted in 2002-03 compared scale score gains in Project Achieve to other district schools. Evaluation & Research (E&R) staff used least squares regression analyses to reduce any bias in results due to pre-existing differences among elementary students in participating and non-participating schools. Variables controlled included prior achievement (EOG pre-test score), free or reduced-price lunch status (FRL), gender, race, limited English proficiency, and disability (special education status). (See Attachment 5.)

- Staff survey responses to items regarding the instructional program in their schools were more positive than in previous years. Before Project Achieve began, these schools tended to have lower percentages of staff agreeing than was true across WCPSS. Increases in the percentage of teachers agreeing with each of the three items were greater in the Project Achieve schools than in WCPSS overall. (See Attachment 5.)

Evidence of Effectiveness in Middle Schools

Project Achieve Middle School results were also positive.

- All three middle schools met the state *High Growth* standard (compared to one in 2001). Also, Project Achieve middle schools combined attained higher growth than the district in reading at grades 6, 7, and 8 and in mathematics at grades 6 and 7. (See Attachment 1.)
- The percentage of students at/above grade level overall (*performance* composite) increased in the two continuing middle schools (from 75-77% in 2001 and 79% in 2002 to 81.0-81.9% in 2003), but remained the same (78%) in the middle school added in Year 2. (See Attachment 2.)
- Similar to elementary results, Project Achieve middle schools as a group generally showed more positive gains in mathematics and similar results in reading compared to non-Achieve students. (See Attachment 3.)
- None of the middle schools met AYP status, but this was similar to WCPSS overall (only 1 of 26 middle schools met AYP). (See Attachment 4.)
- Staff responses to survey items regarding the instructional program in their schools were more positive than in previous years. (See Attachment 5.)

As at grades 3-5, E&R staff used least squares regression analyses to compare EOG achievements among students in participating and non-participating middle schools. Student participation in Project Achieve at the middle school level was associated with significantly higher scale score gains in mathematics at grades 6 and 7; there was no difference between Project Achieve students and non-Achieve students at grade 8. For reading, Project Achieve participation was associated with no significant differences at grades 7 and 8, but less growth at grade 6. (See Attachment 5.)

Evidence suggests Project Achieve can improve student achievement, and often results in an initial bump in achievement in Year 1 of participation followed by maintenance of a new, higher level of growth. Considering that participating schools had a higher percentage of FRL students, low-achieving students, and special education students than the district average and that districtwide achievement gains were the norm in 2002-03, second-year outcomes for Project Achieve were encouraging, especially in mathematics. More detail regarding the development, implementation, and results of Project Achieve can be found in reports on Year 1 and 2 of the project, available at the WCPSS website (Speas, 2003; 2004).

LESSONS LEARNED IN WCPSS

We learned a number of lessons while implementing Project Achieve, most of which will likely apply to other districts trying to implement a similar approach.

- *Project Achieve represents a solid, student-centered way to approach instruction.* As such, it can be especially helpful for schools that have had patterns of low achievement over time, and which are not showing substantial growth over time. It can also be helpful as a school improvement strategy, and for new teachers as a resource to help them through their first year. Many teachers (as well as central staff contacts) reported an increased understanding of the standard course of study after participation in Project Achieve.
- *Project Achieve has a low absolute cost per student to implement* (about \$130 per student). However, it did require re-alignment of duties of central staff, which impacted support available to other schools.
- *Project Achieve was easier to implement at the elementary than at the middle school level,* and the most dramatic improvement in student performance was seen at the elementary level. This likely relates both to the size and structure (departmentalization, etc.) of the school population, the size of the staff, and the schedule of the school day.
- *Staffing, as well as staff buy-in, is critical.* Less formal training and changes in staffing during the second year may have impacted level of implementation and success in the two schools that did not show improved performance. Both schools had new principals and a higher than average number of new staff. In the case of the middle school, the principal was not assigned until July. Having a chance to build buy-in with staff is critical, as well as time to change mindsets regarding a new approach to the learning process.
- We suspect that relatively lower growth at grade 3 reading relates to the fact that Project Achieve primarily impacts grades 3-5. *Increasing communication between K-2 teachers and grades 3-5 teachers has been encouraged,* as well as adoption of similar techniques. Participating schools identified a need for more sharing of perspectives and grade-level curriculum expectations for students across groups, especially between grades 2 and 3. Some schools are developing pacing guides and brief focus lessons for grade 2, and all are enhancing reading resources and supporting grade-level and across-grades planning meetings.
- *Purposeful planning for implementing Project Achieve in self-contained special education classrooms is needed.* Some teachers of self-contained special education classes have reported difficulty in using Project Achieve focus lessons, especially on the same calendar as other classes, because of the lower and varied instructional levels of their students. The general recommendation has been to expose Students with Disabilities (SWD) to the on-grade-level lessons either by mainstreaming them to an appropriate class or providing the most appropriate focus lessons in their classroom (in a simplified way if necessary). WCPSS central staff felt this would promote learning and provide exposure to grade-level curriculum for those who would be tested on the standard form of the EOG test. Practices have varied across campuses in this regard, with those who implemented these guidelines showing greater growth for SWD students who took the multiple-choice End-of-Grade tests than Project Achieve schools who did not. Your state's alternatives for testing of Students with Disabilities may influence your decision.

- *Teachers need to feel comfortable with their team time assignments.* At the middle school level, when content becomes increasingly complex, some teachers have not felt comfortable with their role in helping to re-teach students, especially in mathematics. Structured lessons and materials, as well as careful selection of teachers for these assignments, is important. (This, in addition to the fact many eighth-grade students take algebra and may be less well prepared for the variety of questions on the EOG, may help explain the eighth-grade result in mathematics.)
- Deciding when to select schools for the project has been tricky. If schools are chosen before end-of-year testing, and then results improve, they may have less need for the project. If, on the other hand, you wait until testing is over, schools have less planning time to make the transition.

REFERENCES

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

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

**Attachment 1
ABC Growth Composite**

**Elementary Schools' Status on ABCs by Achievement Level (Student Subgroups)
(Number of Project Achieve Schools in Each ABC Growth Category)**

Achievement Levels (Student Subgroups)	2000-01			2001-02			2002-03		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
<i>Six Continuing Schools</i>									
Levels I-II	--	1	5	--	--	6	--	--	6
Level III	2	--	4	--	1	5	--	--	6
Level IV	5	1	--	2	2	2	4	2	--
All	--	3	3	--	--	6	--	--	6
<i>Four New Schools</i>									
Levels I-II				--	1	3	--	--	4
Level III				1	--	3	--	--	4
Level IV				3	--	1	1	3	--
All				1	--	3	--	--	4

Note: Shaded areas are the *High Growth* columns.

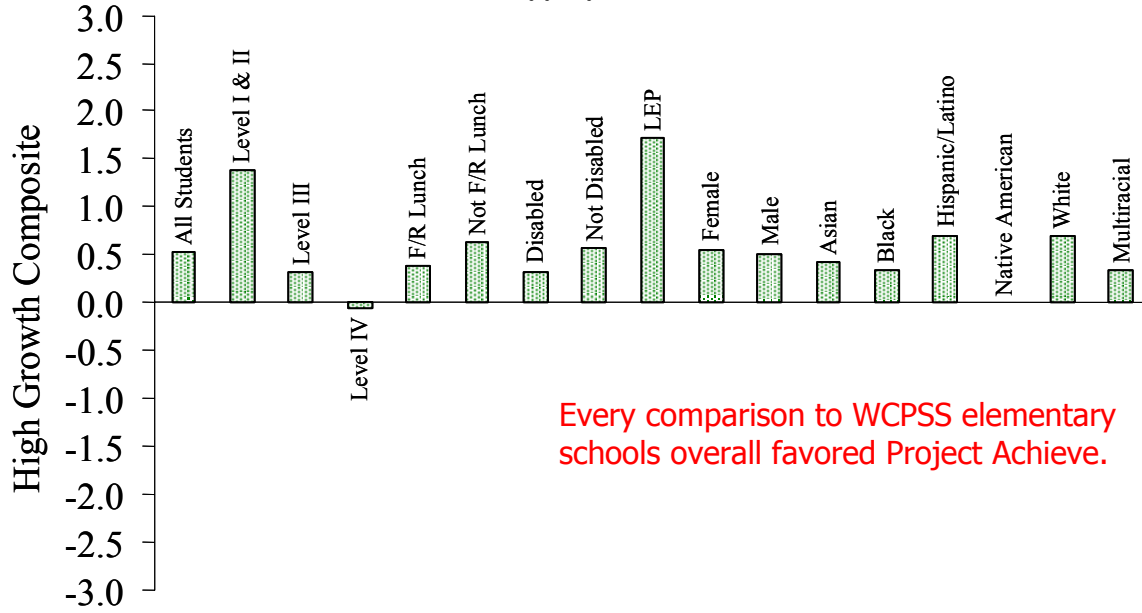
**Middle Schools' Status on ABCs by Achievement Level (Student Subgroups)
(Number of Project Achieve Schools in Each ABC Growth Category)**

Achievement Levels	2000-01			2001-02			2002-03		
	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth	Below Expected Growth	Expected Growth	High Growth
<i>Two Continuing Schools</i>									
Levels I-II	1	--	1	--	--	2	--	--	2
Level III	1	--	1	1	1	--	--	--	2
Level IV	1	--	1	--	--	2	1	1	--
All	1	--	1	--	1	1	--	--	2
<i>One New School</i>									
Levels I-II				--	--	1	--	--	1
Level III				1	--	-	--	--	1
Level IV				1	--	-	1	--	--
All				--	1	-	--	--	1

Note: Shaded areas are the *High Growth* columns.

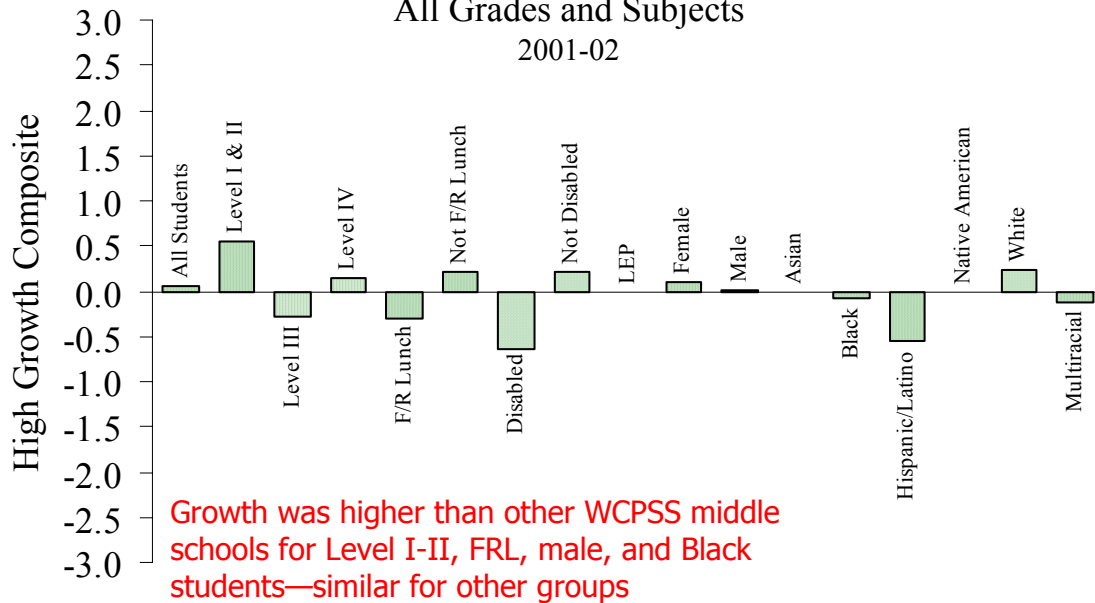
**Attachment 1
ABC Growth Composite
Continued**

**High Growth Composite by Group
All Grades and Subjects
2001-02**



Every comparison to WCPSS elementary schools overall favored Project Achieve.

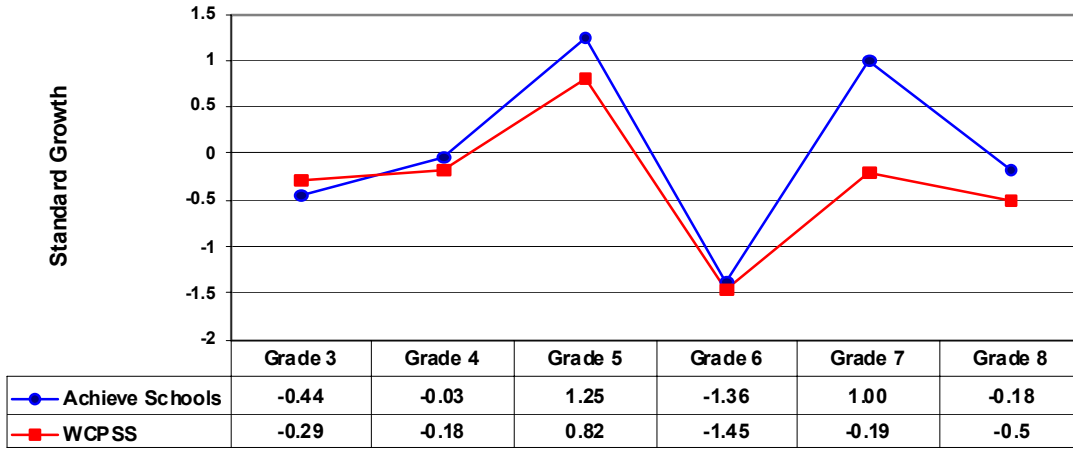
**High Growth Composite by Group
All Grades and Subjects
2001-02**



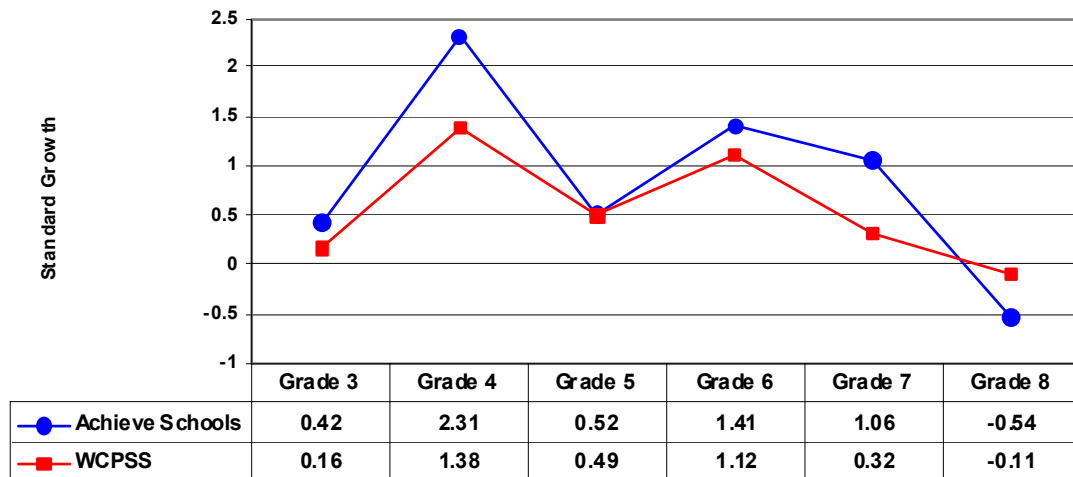
Growth was higher than other WCPSS middle schools for Level I-II, FRL, male, and Black students—similar for other groups

Attachment 1 Continued ABC Growth Composite By Grade

Reading



Math



**Attachment 2
ABC Performance Composite**

Percent of Elementary Students At/Above Grade Level by School on ABCs

Schools	Spring 2001 (Baseline)	Spring 2002 (Year 1)	Spring 2003 (Year 2)	%age Change Spring 2002 to 2003	%age Change Spring 2001 to 2003	Increase > WCPSS ?
<i>New Schools</i>						
Aversboro	74.7	88.0%	86.1%	-1.9	11.4	No
Carver	--	75.4%	84.7%	9.3	N/A	Yes
Knightdale	--	76.1%	91.6%	15.5	N/A	Yes
Swift Creek	--	90.7%	92.8%	2.1	N/A	Yes
<i>Continuing Schools</i>						
Cary	77.7%	86.1%	90.1%	4.0	12.4	Yes
Creech	80.3%	79.2%	83.2%	4.0	2.9	Yes
Hodge Road	76.2%	87.7%	85.0%	-2.7	8.8	No
Rand Road	73.1%	86.1%	89.3%	3.2	16.2	Yes
Smith	79.9%	80.9%	86.1%	5.2	6.2	Yes
Vance	83.1%	90.5%	89.2%	-1.3	6.1	No
WCPSS	86.1%	90.3%	90.8%	0.5	4.7	Yes

Note: Negative numbers indicate a decrease from the previous year. Bold shows increases.

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

School	Spring 2001	Spring 2002	Spring 2003	%age Change Spring 2002 to 2003	%age Change Spring 2001 to 2003	Increase > WCPSS?
North Garner Middle (new in Year 2)	68.5%	78.4%	78.0%	-0.4	9.5	Yes
East Garner Middle	77.3%	79.6%	81.9%	2.3	4.6	Yes
East Wake Middle	75.9%	79.5%	81.0%	1.5	5.1	Yes
WCPSS	85.4%	86.9%	89.7%	2.8	4.3	N/A

Note: **Bold** means an increase compared to previous year.

**Attachment 3
WCPSS Regression Analysis**

**Impact of Project Achieve on Reading and Math Achievement,
Grades 3-5, 2002-03**

		Regression Coefficients	Status	# of Students
READING				
<i>Grade</i>	3	-0.61* (.21)	PA-	7,597
	4	-0.25 (.18)	ns	7,216
	5	-0.17 (.13)	ns	7,180
MATHEMATICS				
<i>Grade</i>	3	0.33* (.14)	PA+	7,598
	4	0.80** (.15)	PA+	7,246
	5	-0.80** (.16)	PA-	7,197

**Impact of Project Achieve in Reading and Mathematics,
Middle Schools, 2002-03**

		Regression Coefficients	Status	# of Students
READING				
<i>Grade</i>	6	-0.37* (.15)	PA-	7,395
	7	0.00 (.14)	ns	7,432
	8	-0.26 (.15)	ns	7,225
MATHEMATICS				
<i>Grade</i>	6	1.22** (.18)	PA+	7,421
	7	1.13** (.20)	PA+	7,447
	8	-0.13 (.20)	ns	7,224

* Significant at the .05 level.

** Significant at the .001 level.

Standard errors are in parentheses. Student sample weights were applied, and cluster corrections to standard errors were made since students were clustered within schools.

By grade, student participation in Project Achieve was associated with significantly higher gains (than those of students in non-Achieve schools) in mathematics at grades 3, 4, 6, and 7, but not at grades 5 and 8. In reading, there was no significant difference at grades 4, 5, 7, or 8, but less growth was evident at grades 3 and 6.

**Attachment 4
AYP Adequate Yearly Progress**

AYP Status by Elementary School, 2002-03

Schools	Made Adequate Yearly Progress?	Number of Target Goals Met	Type of Target Goal Not Met
<i>New Schools</i>			
Aversboro	Yes	19 of 19	n/a
Carver	Yes	25 of 25	n/a
Knightdale	Yes	21 of 21	n/a
Swift Creek	Yes	17 of 17	n/a
<i>Continuing Schools</i>			
Cary	Yes	21 of 21	n/a
Creech Road	No	24 of 25 (96%)	Reading goal by students with disabilities.
Hodge Road	No	23 of 25 (92%)	Reading & math goals by students with disabilities.
Rand Road	No	16 of 17 (93%)	Reading goal by Black students.
Smith	Yes	21 of 21	n/a
Vance	Yes	17 of 17	n/a
WCPSS	50 of 80 (63%) elementary schools met the AYP standard.		

Note: Shaded areas indicate that AYP was met.

AYP Status by Middle School, 2002-03

Schools	Made Adequate Yearly Progress?	Number of Target Goals Met	Type of Target Goal Not Met
North Garner Middle School	No	21 of 29 (72%)	Math & reading goals by Hispanic, economically disadvantaged, and limited English proficient students, and students with disabilities.
East Garner Middle School	No	24 of 25 (96%)	Mathematics goal by students with disabilities (special education).
East Wake Middle School	No	24 of 29 (83%)	Math & reading goals by limited English proficient students and students with disabilities.
WCPSS	1 of 26 (4%) middle schools met the AYP standard.		

Attachment 5 Survey Results

Elementary Staff Survey Results

Items	WCPSS Elementary Staff				Project Achieve Staff			
	2000-01 (N=4,677)	2001-02 (N=4,677)	2002-03 (N=4,638)	Increase Spring 2001-03	2000-01 (N=224)	2001-02 (N=374)	2002-03 (N=614)	Increase Spring 2001-03
<i>Percent "Agree" or "Strongly Agree"</i>								
Staff development opportunities meet the needs of teachers at this school.	75%	80%	87%	+12	75%	76%	90%	+15
This school's staff members use a variety of instructional methods to meet student needs.	93%	97%	98%	+5	82%	94%	98%	+16
Faculty is involved in collaborative planning and decision-making.	75%	84%	86%	+11	59%	78%	80%	+21

Note: Shaded areas indicate increases between 2001-02 and 2002-03.

**Attachment 5
Survey Results
Middle School Staff Survey Results**

Items	WCPSS Middle Staff				Project Achieve Staff			
	2000-01 (N=1,353)	2001-02 (N=1,825)	2002-03 (N=1,708)	Increase Spring 2001-03	2000-01 (N=100)	2001-02 (N=143)	2002-03 (N=209)	Increase Spring 2001-03
	<i>Percent "Agree" or "Strongly Agree"</i>							
Staff development opportunities meet the needs of teachers at this school.	67%	78%	77%	+10	59%	70%	77%	+18
This school's staff members use a variety of instructional methods to meet student needs.	87%	94%	98%	+11	71%	94%	98%	+27
Faculty is involved in collaborative planning and decision-making.	62%	76%	74%	+12	35%	52%	67%	+32

Note: Shaded areas indicate increases between 2001-02 and 2002-03.