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TITLE V EVALUATION REPORT 2003-04: E&R SECTION

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BACKGROUND

As part of the No Child Left Behind Act of 2001, school districts may apply for ESEA Title V funding to implement “innovative assistance programs” within one of eight programmatic areas. For the 2003-04 school year, the Wake County Public School System (WCPSS) applied for and received Title V funding to implement programs and services within the programmatic area “education reform and school improvement.” Specifically, WCPSS used funds to support two International Baccalaureate (IB) programs: the Middle Years Programme (MYP) at Broughton High School and the Diploma Programme (DP) at Garner Senior High School. Additionally, funds were used to fund a senior evaluator for school accountability to provide data to inform school improvements designed to advance student achievement. The five non-public schools who participated used their allocations for technology activities and instructional/educational materials. This section describes WCPSS efforts and the data analyses E&R performed. Additional documentation is available through program staff for objectives related to staffing, training, and material purchases.

IB MIDDLE YEARS PROGRAMME: BROUGHTON HIGH SCHOOL

Program Description and Implementation

The IB MYP curriculum is designed for students in grades 6-10 and based on the “Areas of Interaction” which provide a framework for learning. The five Areas of Interaction are:

1. Approaches to Learning: How do I learn best? How do I know? How do I communicate my understanding?
2. Community and Service: How do we live in relation to each other? How can I contribute to the community? How can I help others?
3. *Homo Faber*: Why and how do we create? What are the consequences?
4. Environment: Where do we live? What resources do we have or need? What are my responsibilities?

5. Health and Social Education: How do I think and act? How am I changing? How can I look after myself and others?

Broughton High School began implementing the IB MYP in grades 9-10 several years ago, with full authorization from the IB organization for the 1999-2000 school year. Their main feeder school, Daniels Middle School, provides the MYP for students in grades 6-8. For the 2003-04 school year, Broughton used Title V to fund nine classroom teacher positions in selected elective and core-subject disciplines in order to improve the quality of their program. Hiring these staff met one goal objective. The goal was for these teachers to enable all MYP students to become competent in the eight MYP subject areas (i.e., English, math, science, social studies, foreign language, arts, Physical Education, and technology). Of the MYP teachers funded, four had four or more years of teaching experience, three had one year of teaching experience, and two teachers were new to WCPSS. Responsibilities of MYP teachers included:

- integrating the Areas of Interaction into the North Carolina State Curriculum,
- collaborating with each other to create transdisciplinary units of study,
- deliberately connecting content to the world of the student and to each other's subjects,
- participating in IB MYP training, and
- providing training for other IB MYP teachers.

The system's IB Director collated and provided data on the level of implementation in key areas at Broughton. Based on the checklist in Figure 1, MYP implementation at Broughton was moderate. [This is somewhat of concern given the program has been in place for several years.] Overall, only three MYP teachers reported including the five Areas of Interaction in their lesson plans on a regular basis, one teacher used IB assessment techniques, and four teachers used essential questions as the focus of their lessons and/or collaborated with other teachers to create transdisciplinary units of study. On a more positive note, all teachers did attend IB training and selected teachers attended training provided by the International Baccalaureate Organization (IBO).

Figure 1
IB MYP Implementation Levels for 2003-04

IB MYP Activity	Level of Implementation		
	High	Medium	Low
Integrating the Areas of Interaction into the North Carolina State Curriculum.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Comments: Three of seven teachers were regularly integrating the Areas of Interaction into the State curriculum. These teachers were the more experienced teachers. Based on a review of student reflections, it does not appear that students are internalizing the Areas as no student made mention of them. Only one teacher used IB assessment techniques and four teachers used the IB essential questions as the focus of their lessons.		
Collaborating with each other to create transdisciplinary units of study.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Comments: Four of seven teachers were creating transdisciplinary units with their peers.		
Deliberately connecting content to the world of the student and each other's subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Comments: There was some evidence of teachers connecting content to the world outside of the classroom. There seem to be no formal structures for making sure the connections were made.		
Participating in appropriate IB MYP training.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments: All teachers participated in in-house training and selected teachers attended training led by IBO trainers external to WCPSS.		
Providing training for other IB MYP teachers.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Comments: All teachers agreed to allow other teachers to observe, and four of seven led workshops in their content area or in IB assessment techniques.		

Note: The IB Director provided data on 7 of 9 teachers.

Outcomes

Overall, Broughton student achievement results on North Carolina End-of-Course (EOC) exams were positive. As shown in Figure 2, Broughton met expected growth overall and in six of eight subject areas and met high growth in two of eight subject areas. Additionally, Broughton met the Adequate Yearly Progress (AYP) standard set by No Child Left Behind (NCLB) federal legislation. Broughton met all 21 of their targets. AYP targets reflect a 10th graders pass rates on state reading and math tests as well as a school's graduation rate for ten student subgroups. In Broughton's case, all students, free or reduced-price lunch (FRL) students, students with disabilities, Black students, and White students met the minimum group size requirements and were therefore included in the calculations.

Given the MYP is for students in grades 9 and 10, growth and pass rates were examined specifically for the four EOC tests primarily administered to students in those grade levels (i.e., Algebra I, Geometry, Biology, and English I). As shown in Figure 2, expected and high growth was met for Algebra I and English I, expected growth was met for Biology, and neither was met for Geometry.

Figure 2
Broughton EOC Results on ABCs for 2003-04

EOC Test	Met Expected Growth	Met High Growth
Algebra I	✓	✓
Algebra II		
Biology	✓	
Chemistry	✓	
English I	✓	✓
Geometry		
Physical Science	✓	
Physics	✓	✓
Overall	✓	

Note: Shading denotes courses typically taken by 9th and 10th grade students.

While Broughton performed well overall, the intended objective or outcome of the IB MYP program, as stated in the application for Title V funding, was a four percentage point increase on state-mandated EOC tests. Figure 3 provides the actual percentage of students scoring at or above grade level on those same tests for 2002-03 and 2003-04. As shown, the percentage of students scoring at or above grade level increased only for Algebra I by 1.2 percentage points.

Figure 3
Broughton EOC Results for 2002-03 and 2003-04
% Passing (Scoring Level III or IV)

Objective	Evidence		
	EOC Test	02-03	03-04
2A. The pass rate for state-mandated EOC exams will increase by 4 percentage points.	Algebra I	72.4%	73.6%
	Geometry	87.4%	77.9%
	Biology	84.0%	80.6%
	English I	90.8%	89.1%

Areas for Improvement

It is evident that more work needs to be done with teachers at Broughton on implementation. Ideally, observation and discussions with Broughton IB staff need to occur early in the year to enable teachers who have not been incorporating the essential aspects of MYP in their lessons to implement the program more fully.

IB DIPLOMA PROGRAMME: GARNER SENIOR HIGH SCHOOL

Program Description and Implementation

The IB Diploma Programme (DP) is designed for students in grades 11-12. The objectives of the program as stated by the International Baccalaureate Organization are to:

- provide an internationally accepted qualification for entry into higher education
- promote international understanding
- educate the whole person, emphasizing intellectual, personal, emotional and social growth
- develop inquiry and thinking skills, and the capacity to reflect upon and to evaluate actions critically.

The 2003-04 school year marked Garner Senior High School's first year of initial implementation for the DP. As specified in one of the grant objectives, IB Title V funds were used to support a lead coordinating teacher who was to:

- provide curriculum support to IB faculty;
- consult with staff about best instructional practices;
- integrate IB expectations into core curricular areas and electives to support student competencies;
- advise school and central staff on programmatic needs such as internal assessment; and
- participate in appropriate IB training programs.

No classroom teachers were funded through Title V.

As evident in Figure 4, the implementation level of the IB DP was fairly high based on IB Director reporting. The coordinator for the program was responsible for working with teachers as they returned from workshops preparing them to write course outlines. As part of the authorization process, the coordinator prepared an application, which included course outlines written by the DP teachers. Twelve of the DP teachers wrote course outlines. Of the first course outline drafts, only one of the twelve was acceptable. The coordinator worked with teachers to revise drafts until all met IB standards. Additionally, the coordinator consulted with teachers about best practices and met regularly with school staff, administration, and the WCPSS IB Director to assess programmatic needs.

Figure 4
IB DP Implementation Levels for 2003-04

IB MYP Activity	Level of Implementation		
	High	Medium	Low
Providing curriculum support to IB faculty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments: Evidence showed that the coordinator provided outstanding curricular support to the IB DP teachers. Drafts of initial course outlines (of which only 1 of 12 was acceptable) improved dramatically with coordinator intervention. All final outlines were acceptable and met IB expectations.		
Consulting with staff about best instructional practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments: Evidence was strong that the coordinator consulted frequently throughout the year on best instructional practices.		
Integrating IB expectations into core curricular areas and electives to support student competencies.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Comments: Evidence indicates a definite move into integrating IB expectations into all areas of the curriculum.		
Advising school and central staff on programmatic needs such as internal assessment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments: Coordinator met regularly with school staff, administration, and WCPSS Director of IB to lay out needs.		
Participating in appropriate IB training programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments: Coordinator attended all training.		

Outcomes

Outcomes for 2003-04 at Garner should be considered baseline, since courses were developed but students were not fully impacted. Overall, Garner student achievement results on North Carolina End-of-Course (EOC) exams were relatively positive, and grant objectives were partially met. As shown in Figure 5, Garner met expected growth overall. By subject, Garner met expected growth in five of eight subject areas and met high growth in one of the eight subject areas. Given the DP is for students in grades 11 and 12, growth and pass rates were examined specifically for the four EOC tests primarily administered to students in those grade levels (i.e., Algebra II, Chemistry, Physics, and Physical Science). As shown in Figure 5, expected growth was met for Chemistry, Physical Science, and Physics but not for Algebra II. High growth was not achieved on any of the four tests.

Figure 5
Garner EOC Results on ABCs for 2003-04

EOC Test	Met Expected Growth	Met High Growth
Algebra I	✓	✓
Algebra II		
Biology		
Chemistry	✓	
English I	✓	
Geometry		
Physical Science	✓	
Physics	✓	
Overall	✓	

Note: Shaded lines reflect courses in which primarily 11th and 12th grade students enroll.

The intended objective or outcome of the Garner IB DP program, as stated in the application for Title V funding, was that 75% of IB DP students would pass the state-mandated EOC tests. Figure 6 provides the actual percentage of students scoring at or above grade level on the four EOC tests for 2003-04. As shown below, the percentage of students scoring at or above grade level exceeded 75% for Chemistry and Physics but not for Algebra and Physical Science. Additionally, the percentage of students scoring at or above grade level increased slightly for Physics and Physical Science but decreased for Algebra II and Chemistry.

Figure 6
Garner EOC Results for 2002-03 and 2003-04
% Passing (Scoring Level III or IV)

Objective	Evidence		
	EOC Test	2002-03	2003-04
2B. 75% of IB students will pass state-mandated EOC exams.	Algebra II	82.8%	69.4%
	Chemistry	85.0%	83.1%
	Physics	80.5%	81.6%
	Physical Science	49.0%	50.8%

Additionally, while Garner did not meet the NCLB AYP standard overall, Garner did meet 15 of 21 targets. Targets related to the school's graduation rate as well as their percentage of all students, FRL students, students with disabilities, Black students, and White students tested and scoring at or above grade level in reading and math on the tenth grade comprehensive test. Targets were not met for the FRL students, students with disabilities, and Black students.

SENIOR EVALUATOR FOR SCHOOL ACCOUNTABILITY

Position Description and Implementation

In addition to supporting the two IB programs, Title V funding was used to continue the position of a senior evaluator for school accountability to encourage and expand improvements to advance student achievement. The senior evaluator for school accountability is responsible for conducting a wide variety of research activities contributing to the WCPSS board goals and accountability requirements in the federal No Child Left Behind legislation. Figure 7 provides the specific evaluation activities for which the senior evaluator was responsible and the extent to which those activities have been completed to date.

Figure 7
Completion of Evaluation Activities

Evaluation Activity	Evidence of Completion
Assist in the development of school graduation rate data for the state and prepare an annual report for local use	All schools have received individual graduation reports with disaggregated data (2 main ethnic groups) based on the 1998 9 th -grade cohort of students. The district report (Graduation Rates – Wake County Public School System: A Study of the 1998 9 th -Grade Cohort) is currently in progress.
Support schools in the interpretation and use of data to assess school and system improvement	Presented results to school staff members, provided individual assistance to principals as requested, and answered questions related to data interpretation and use via phone. Held Sunday session when preliminary EOG results were first out to assist principals.
Provide disaggregated student achievement data to schools in support of school efforts to improve both performance and growth for subgroups of the school population	Each school has received multiple preliminary and final reports containing disaggregated data related to their annual achievement progress and performance including NCLB, AYP, and EOG/EOC reports.
Complete assigned activities drawn from the 2003-04 WCPSS Evaluation and Research department work plan	“Study of WCPSS Student Mobility During 2002-03” and “A Study of 1998 WCPSS 9 th -Grade Students with Disabilities.”

Outcomes

Figure 8 provides a list of the objectives to be achieved through the senior evaluator position as outlined in the application for Title V funding. As shown, all objectives were met.

Figure 8
Evidence that Evaluation Activity Objectives Were Met

Objective	Evidence
2A. Conduct specific recurring evaluation research projects including analysis of graduation rates for 18 high schools.	All high schools have received individual graduation reports with disaggregated data (2 main ethnic groups) based on the 1998 9 th -grade cohort of students. The district report (Graduation Rates – Wake County Public School System: A Study of the 1998 9 th -Grade Cohort) is currently in progress.
2B. Conduct one-time only evaluation projects as called for in the annual plan for the WCPSS Evaluation and Research Departments	Conducted a “Study of WCPSS Student Mobility During 2002-03” and “A Study of 1995 WCPSS 9 th -Grade Students with Disabilities.”
2C. Disaggregate student achievement data for 79 elementary, 26 middle, and 18 high schools to support school efforts to achieve Adequate Yearly Progress as defined in the federal No Child Left Behind legislation.	Each school has received multiple preliminary and final reports containing disaggregated data related to their annual achievement progress and performance including NCLB, AYP, and EOG/EOC reports. Schools have used this information for school improvement planning, preparing for communicating with parents and the community, targeting Level I and II students for retesting, and targeting at-risk students at the beginning of the school year for additional assistance.
2D. Support 123 schools with school improvement efforts.	Presented results to school staff members, provided individual assistance to principals as requested, and answered questions related to data interpretation and use via phone. Principals, test coordinators and other school staff provided positive feedback on improved report formats and usefulness of data.