

2004-05



**WAKE COUNTY
PUBLIC SCHOOL SYSTEM**

Project Achieve Evaluation: Year Four, 2004-05

Authors:

Nancy Baenen, Megan Carpenter, and Kristy Dudley

ABSTRACT

Project Achieve, a local instructional initiative used by Wake County Public School System (WCPSS), was adapted from a Brazosport, Texas model. The program grew from eight to 19 WCPSS schools over four years, and all 16 continuing schools had a higher percentage of students at or above grade level in spring 2005 than prior to the program. Fourth-year results were relatively positive. Nine of 19 (47%) participating schools met the state ABCs High Growth standard (including two of the new schools), compared to 40% of other WCPSS elementary and middle schools. Eleven of 19 schools (58%) -- compared to 35% of other WCPSS elementary and middle schools -- increased the percentage of students at or above grade level between spring of 2004 and spring 2005.

Evaluation & Research Department

E&R Report No. 05.04

February 2006

www.wcpss.net/evaluation-research

**PROJECT ACHIEVE EVALUATION:
YEAR FOUR, 2004-05**

TABLE OF CONTENTS

PROJECT ACHIEVE EVALUATION: YEAR FOUR 2004-05	1
Summary	1
Evaluation Plan	5
Demographics	5
Implementation	7
Academic Outcomes of Project Achieve	13
State ABCs Results.....	13
ABCs Growth Composites.....	19
WCPSS Growth Comparisons Over One Year.....	24
Adequate Yearly Progress (Federal Standard).....	26
References	27

Attachment 1: Achievement Outcomes by Grade

**PROJECT ACHIEVE EVALUATION:
YEAR FOUR, 2004-05**

SUMMARY

Project Achieve was begun in the 2001-02 school year to help schools reach the Wake County Public School System (WCPSS) goal of having 95% of students in grades 3 through 12 at or above grade level as measured by the State of North Carolina End-of-Grade (EOG) or End-of-Course (EOC) tests. This instructional initiative is based on quality management principles and processes as applied in Brazosport, Texas, for almost a decade. This model, which has been nationally recognized, led to substantial narrowing of achievement gaps by ethnicity. WCPSS tailored the approach to meet local needs and the *North Carolina Standard Course of Study*. The eight basic steps of the model (based on Baldrige approaches and quality tools) represent a cyclical instructional process.

- 1) *Disaggregating test scores* to identify weak and strong areas of performance
- 2) *Developing a pacing calendar* for instruction
- 3) *Delivering instructional focus lessons* (designed to last 15-20 minutes)
- 4) *Assessing student mastery* of the focus lessons through mini-assessments
- 5) *Refocusing instruction* for students in areas of nonmastery
- 6) *Enriching instruction* for students in areas of mastery
- 7) *Maintaining and re-teaching throughout the year* to ensure continued mastery
- 8) *Continuously monitoring the process.*

The process entails restructuring of the school day for (a) uninterrupted blocks of instructional time in reading and mathematics and (b) a separate 30-to-45-minute period called “team time” for re-focusing or enrichment of targeted instructional objectives with students. Teachers also meet periodically to study results and plan.

Original participants were six elementary schools and two middle schools. Schools were invited to participate based on low past achievement patterns; one school volunteered due to interest in the model. Early results were quite promising, and the program grew from eight to 19 schools between 2001-02 and 2004-05. Schools involved student populations that generally have greater needs than WCPSS overall. Eighteen of 19 schools in 2004-05 had a higher percentage of low-income students (those receiving free or reduced-price lunches, or FRL) than in WCPSS overall. Nine participating schools also had a higher percentage of students with disabilities (SWD) identified for special education than the district as a whole, and 15 Project Achieve Schools had a higher percentage of Limited English Proficient (LEP) students than the district as a whole.

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

IMPLEMENTATION

In spring 2005, a survey was given to a random sample of 86 teachers across the Project Achieve elementary and middle schools. Sixty-four responses were received, and those responses were used to get a better understanding of Project Achieve's implementation and effectiveness. For the most part, responses indicated that implementation was strong. Most focus lessons were used daily in accordance with the Project Achieve calendar, and the lessons were used with modifications for LEP and SWD students most days or daily. Project Achieve seemed to help teachers develop a familiarity with the curriculum, as most reported that Project Achieve increased their knowledge of the curriculum. Most respondents also found the pacing calendar to be helpful. Remediation and enrichment was not seen to be as effective as we would have hoped, with only about half of respondents agreeing that they were effective at their school. Time spent on literacy and math was lower for some teachers than recommended.

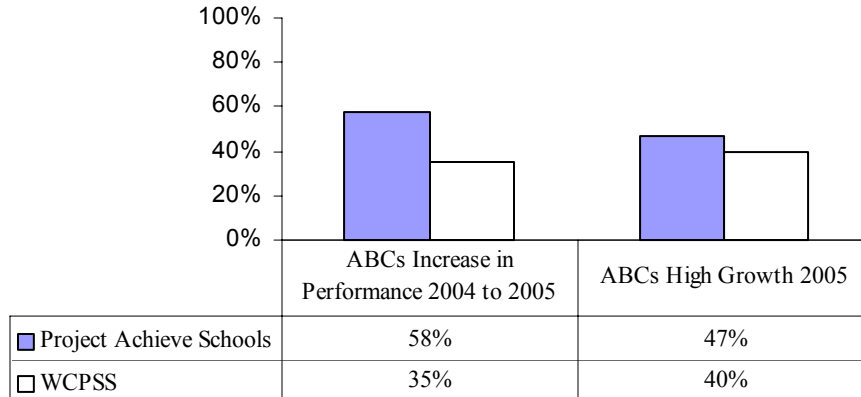
EFFECTS OF PROJECT ACHIEVE

Key desired outcomes for Project Achieve have been an increase in the percentage of students scoring at or above grade level on the EOG tests, and high growth based on the ABCs accountability model. Outcomes for 2004-05 were relatively positive and compared favorably to overall district results.

- *All 13 continuing Project Achieve elementary schools and all three middle schools had a higher percentage of students at or above grade level than before entering the project. Additionally, 11 of 13 continuing elementary schools and all three middle schools attained increases greater than those at the district level for comparable years. For example, the original elementary schools in Project Achieve increased their performance composites by 5.0 to 19.1 percentage points, compared to 4.7 percentage points for all elementary schools over the same period. The one original middle school saw a performance composite increase of 7.1 percentage points, compared to 3.5 percentage points for all middle schools over the same period.*
- *Eleven of 19 schools (58%) increased the percentage of students at or above grade level in spring 2005 compared to spring 2004, greater than the 35% of other district elementary and middle schools that showed an increase. Of the three new elementary schools, two schools saw slight decreases in their performance composites. These schools joined Project Achieve with a higher percentage of students at or above grade level than was typical in the past. Both schools that showed slight declines had a large number of new teachers, and one had large class sizes due to crowding.*
- *Nine of 19 (47%) participating schools met the state ABCs High Growth standard in 2004-05, compared to 40% of other WCPSS elementary and middle schools. Within the 16 schools, two of the three schools new to Project Achieve achieved High Growth, with the third showing expected growth. One of three (33%) participating middle schools met the state ABCs Expected Growth standard, compared to 84% of other WCPSS middle schools. Schools achieve *Expected**

Growth if scores indicate, on average, one year’s growth for one year of instruction. To meet *High Growth*, a school’s scores must increase 10% more than is expected.

Figure 1
ABCs Results for 19 Project Achieve Schools Compared to Other WCPSS Schools



In addition, most of the other achievement outcomes were also positive.

- The number of the 16 Project Achieve elementary schools that met the state School of Distinction or School of Excellence standard increased from 10 to 15 schools, with most of the improvement in the School of Excellence range (because they had at least 90% of students performing at or above grade level). At the middle school level, only one of the three qualified as a School of Distinction before Project Achieve; all three qualified in spring 2005 (by having 80-89% of their students scoring at or above grade level).
- A greater percentage of Project Achieve elementary schools met federal Adequate Yearly Progress standards than WCPSS elementary schools overall (88% vs. 79%). This is particularly positive given that Project Achieve schools tended to have more low income and limited-English-proficient students.

Two findings were less positive. First, the AYP pattern at middle school did not favor Project Achieve schools. One of three Project Achieve schools met AYP, compared to 41% of middle schools overall. Second, while Level I-II students tended to show high growth based on the ABCs at Project Achieve schools, Level IV students were less likely to reach high growth.

FUTURE DIRECTIONS

As the number of Project Achieve schools increases, finding ways to adequately support schools with static central office resources is a mounting challenge. Providing optimal technological support, training, and other central support has been difficult as the number of schools has increased.

The schools new to Project Achieve in 2004-05 did not see the boost in performance typical of new schools in earlier years. One difference is that these schools had higher performance composites than previous schools upon entry. Their reasons for joining Project Achieve were different than the original schools, and expectations for success may need to be different as well. Project Achieve is now seen as a way to provide focus and build collaboration in new schools and other schools with special challenges (e.g., crowding or high percentages of new teachers). Other elementary schools not in Project Achieve but with similar performance composites in spring 2004 saw similar results in 2005.

The question of whether more schools need to move to Project Achieve fully, or whether implementing some components of the program can be helpful, is worth consideration. Calendars, focus lessons, and assessments are increasingly available to schools and may be useful tools to enhance existing instructional programs and especially to help new teachers and schools. The model may need to be refined to increase student performance still further, especially among Level IV students.

While Project Achieve has led to higher performance, finding ways to increase the percentage of students at or above grade level to 95% is another challenge. With no schools performing significantly below grade level in Wake County, the future of Project Achieve will need to focus on maximizing implementation to continue to encourage growth among high performing schools. Teacher survey results from spring 2005 suggest two primary areas for possible improvement:

- 1) About half of teachers do not feel their remediation and enrichment are effective. Closer attention and monitoring of implementation may be necessary to increase the effectiveness of team time.
- 2) The time spent on literacy and mathematics may need to be increased, as a substantial percentage of respondents reported spending less than 45 minutes per day on each subject.

Changing the assessment processing software at the elementary level is being considered. The time and steps required to produce assessment reports with the current software has been a concern in elementary Project Achieve schools. Reporting options are also limited. In 2004-05, Project Achieve Middle Schools began using a new web-based system to score their assessment items. Schools received a wider variety of useful reports more easily and quickly; staff report this influenced instructional decision-making and central support.

**PROJECT ACHIEVE EVALUATION:
YEAR FOUR, 2004-05**

EVALUATION PLAN

More extensive evaluations of Project Achieve were conducted in prior years. The reports are available on the E&R page of the WCPSS Website at [www.wcpss.net/evaluation-research/reports/other evaluations/reports](http://www.wcpss.net/evaluation-research/reports/other%20evaluations/reports). See references.

Four general evaluation questions are addressed in this report:

- 1) How many schools were involved in Project Achieve? Which ones were new?
- 2) Has the project been implemented as planned? Why or why not?
- 3) Based on state and national standards, has the project been effective in terms of outcomes for students - overall and by the No Child Left Behind (NCLB) subgroup?
- 4) How did the progress of students in Project Achieve compare to similar students districtwide?

DATA COLLECTION

Sources of data for the project included:

- An end-of-year school survey regarding levels of implementation.
- State End-of-Grade (EOG) test scale scores plus ABCs growth scores and performance composites in reading and mathematics for spring 2001 through 2005 at grades 3-8.
- Federal NCLB Adequate Yearly Progress measurement reports.
- WCPSS student database with demographic information.

DEMOGRAPHICS

Most participating schools had a higher percentage of FRL and LEP students than the district overall.

- Eighteen of 19 schools had a higher percentage of FRL students than WCPSS overall.
- Fifteen of 19 schools had a higher percentage of LEP students than the district.
- Nine of 19 Project Achieve schools had a higher percentage of SWD students than the district overall.

Table 1
Demographic Data for Project Achieve Schools, Year Four 2004-05

	% Students with Disabilities	% Limited English Proficient	% Free or Reduced-Price Lunch
<i>3rd-5th Grade</i>			
Aversboro	16%	4%	45%
Brentwood	12%	11%	63%
Carver	24%	8%	57%
Cary	23%	11%	38%
Creech Road	18%	13%	60%
Fox Road	19%	14%	50%
Hodge Road	16%	13%	57%
Jeffrey's Grove	15%	4%	41%
Knightdale	21%	9%	51%
Lynn Road	16%	4%	42%
Rand Road	16%	5%	31%
Smith	19%	13%	65%
Swift Creek	18%	0%	36%
Vance	16%	10%	31%
Weatherstone	16%	8%	23%
York	18%	11%	37%
<i>6th-8th Grade</i>			
Carroll	16%	5%	37%
East Wake	24%	10%	51%
North Garner	13%	9%	49%
WCPSS 3rd-8th Grade	17%	4%	27%

Note: Shaded areas represent percentages higher than the district.

IMPLEMENTATION

PROJECT ACHIEVE 2004-05 SURVEY

As part of our evaluation of Project Achieve this year, the WCPSS Evaluation and Research (E&R) Department wanted to investigate the level of use of aspects of Project Achieve and teacher opinions on effectiveness. We created a random sample of 86 teachers across the Project Achieve elementary and middle schools. Out of the 64 (74%) responses received, 63% were from elementary school teachers and 37% were from middle school teachers.

Focus Lessons

To help determine the length of time available to implement Project Achieve lessons, teachers were asked to choose the category that best answered the following questions:

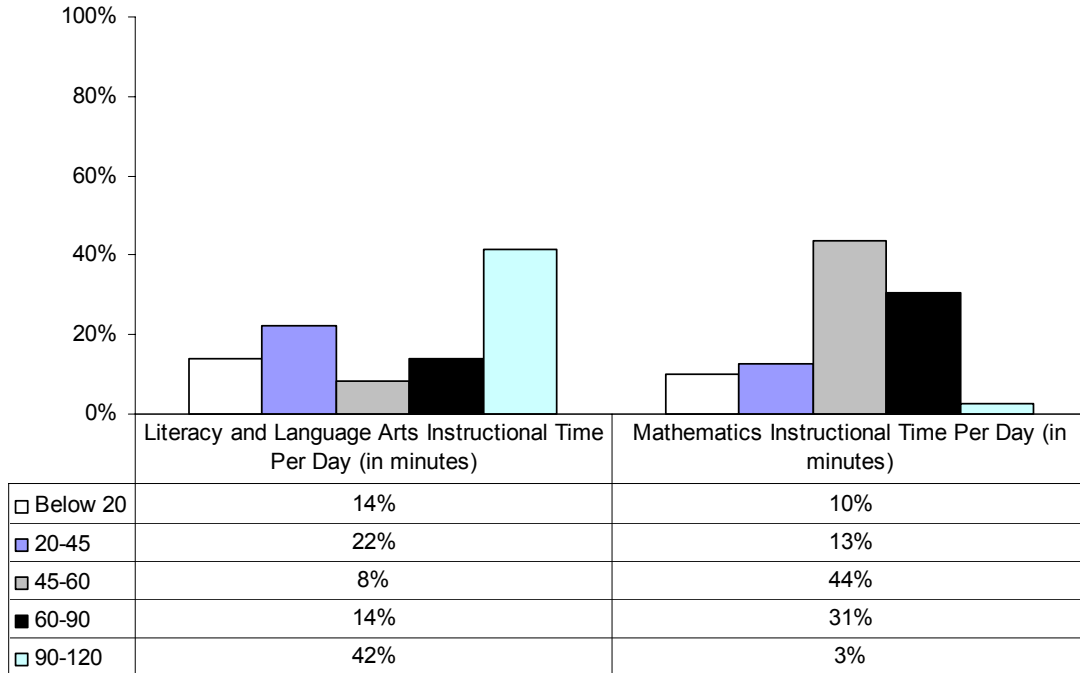
- 1) What is the average length of literacy and language arts instructional time (in minutes) per day?
- 2) What is the average length of math instructional time (in minutes) per day?

A relatively high percentage of teachers indicated that they spent less than 20 minutes per day on language arts and math. We suspected that this was due to the inclusion of middle school and elementary school specialist teachers in the sample. After removing responses from middle school teachers and eliminating “Not Applicable” responses from the total, there was a more accurate picture of instructional time in elementary schools, as seen in Figure 2. Schools are encouraged to spend 90 minutes per day on literacy and 60 minutes per day on math.

- The largest percentage (42%) of elementary respondents reported spending 90-120 minutes on literacy and language arts.
- In math, the largest percentage (44%) of elementary respondents reported spending 45-60 minutes on math.
- Fifty-six percent (56%) of respondents reported spending at least 60 minutes per day on literacy and language arts, while 34 (34%) percent reported spending at least 60 minutes per day on math.
- Seventy-eight percent (78%) reported spending 45 minutes or more per day on math, compared to 62% on literacy and language arts.

Even after removing middle school and specialist teachers from the sample, a surprising number of respondents reported spending less than 20 minutes per day on literacy and language arts (14%) and math (10%). It is possible that the question was misinterpreted and respondents reported the length of time spent on focus lessons and not on the subject as a whole.

Figure 2
Instructional Time Per Day – Elementary Schools Only



N = 35

In interpreting math responses, it is important to keep in mind that Math Trailblazers was intentionally only partially implemented in Project Achieve schools in the 2004-05 school year. All other elementary schools in the district fully implemented Math Trailblazers in 2004-05.

Survey questions about the extent and frequency of use of Project Achieve focused on literacy/language arts and math. Questions were the same for both subjects and sought to determine how often lessons were:

- 1) Paced according to the Project Achieve calendar
- 2) Used with modifications for LEP/ESL students
- 3) Used with modifications for SWD students
- 4) Extended into regular class
- 5) Used with suggested materials

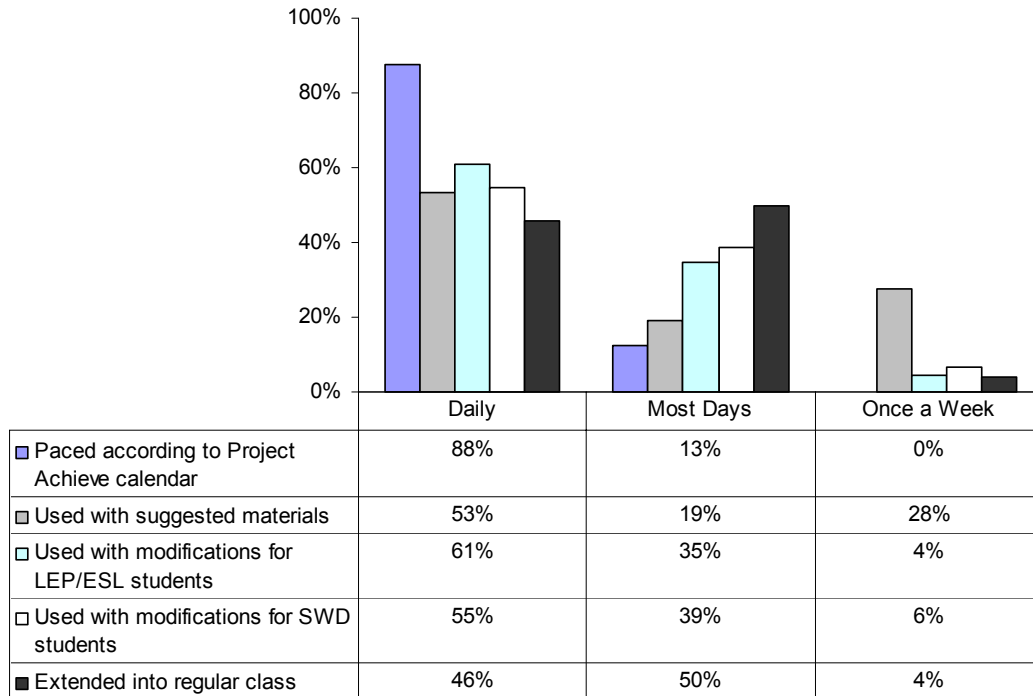
Not Applicable responses were removed to get a more accurate picture of the use of Project Achieve.

In literacy/language arts, Project Achieve implementation appeared fairly strong on a daily basis.

- All respondents reported pacing the literacy/language arts focus lessons according to the Project Achieve calendar on a daily basis or most days (100%).

- Nearly all respondents reported using the lessons with modifications for LEP/ESL students and SWD students on a daily basis or most days (96% and 94%, respectively).
- Nearly all respondents reported that the lessons extended into the regular class on a daily basis or most days (96%).
- A majority of respondents reported using the focus lessons with suggested materials on a daily basis or most days (72%).

Figure 3
Literacy/Language Arts Focus Lessons Results



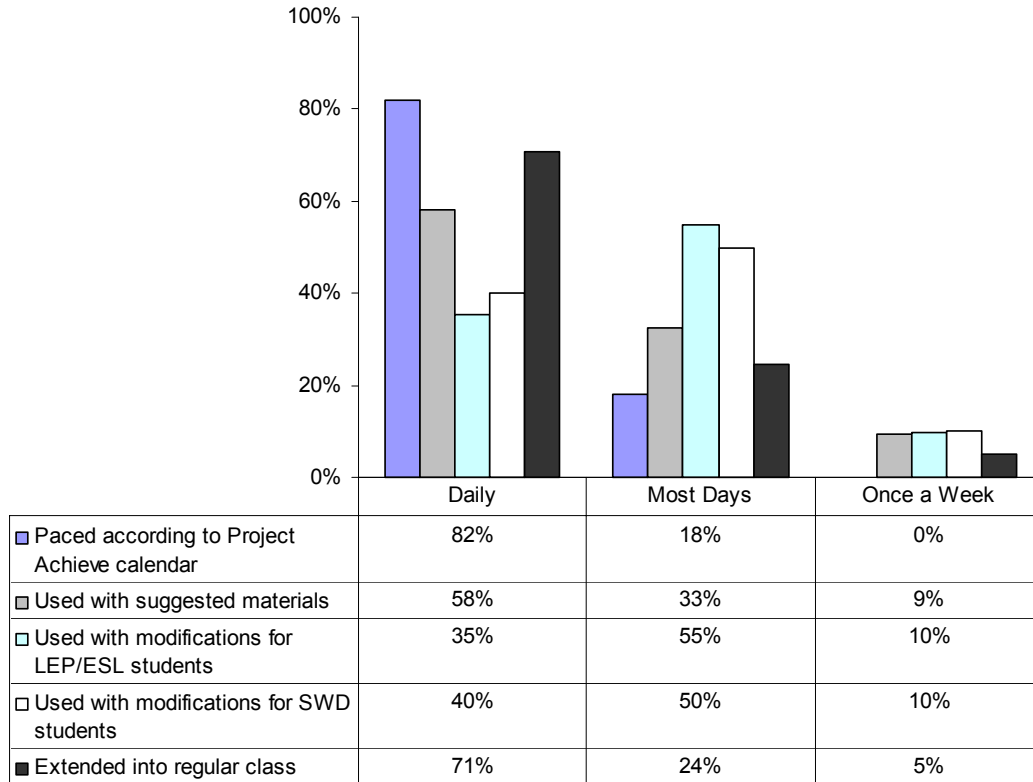
N = 48

In mathematics, over 90% reported using Project Achieve most days or daily for all items except using suggested materials.

- All respondents reported pacing the mathematics focus lessons according to the Project Achieve calendar on a daily basis or most days (100%). A higher percentage of respondents reported pacing the focus lessons according to the Project Achieve calendar on a daily basis for literacy/language arts (88%) than mathematics (82%).
- Nearly all respondents reported using the lessons with modifications for LEP/ESL students and SWD students on a daily basis or most days (90% each).
- Nearly all respondents reported that the lessons extended into the regular class on a daily basis or most days (95%).

- More respondents reported using the focus lessons with suggested materials on a daily basis or most days for mathematics (91%) than literacy/language arts (72%).

Figure 4
Mathematics Focus Lessons Survey Results



N = 44

Using Student Results

Assessment results allow teachers to appropriately use the information in placing students in remediation or enrichment classes. The results of the following question can be seen in Figure 5.

- 1) How do you use the Project Achieve assessment results?

Teachers were prompted to select the answer(s) that best represented their use of Project Achieve from the following choices:

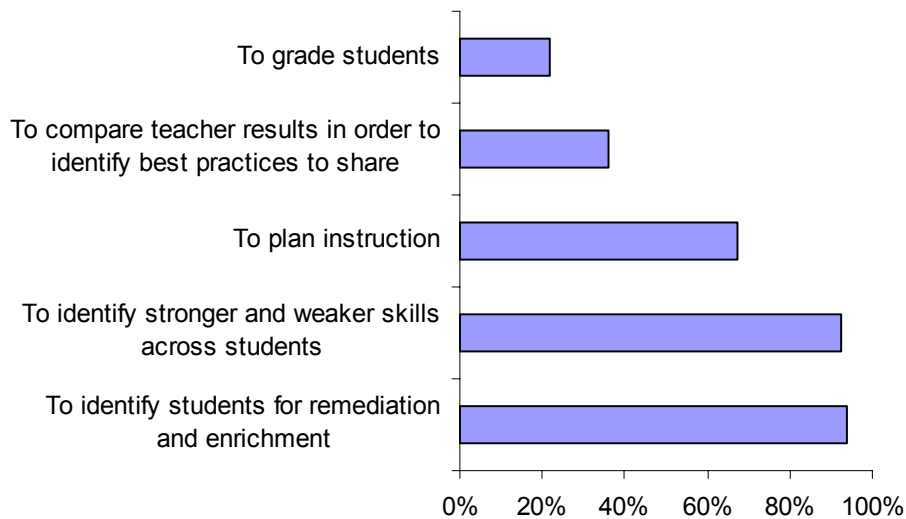
- a) To compare teacher results in order to identify best practices to share
- b) To grade students
- c) To identify students for remediation and enrichment
- d) To identify stronger and weaker skills across students
- e) To plan instruction

It is recommended that student results be used as an aid in planning instruction, grouping students, and identifying stronger and weaker skills among students, in conjunction with all other classroom activities and assessments. However, using the results to grade students is not recommended.

Most respondents reported using the results in several ways.

- Nearly all respondents reported using student results to identify students for remediation and enrichment (94%) and to identify stronger and weaker skills across students (92%).
- About one third of respondents reported using the results to compare teacher results in order to identify best practices to share (36%), which was lower than desired.
- Less than one fourth of respondents reported using assessment results to grade students (22%), which was higher than desired.

Figure 5
Uses of Student Assessment Results



N = 64

Impact of Project Achieve

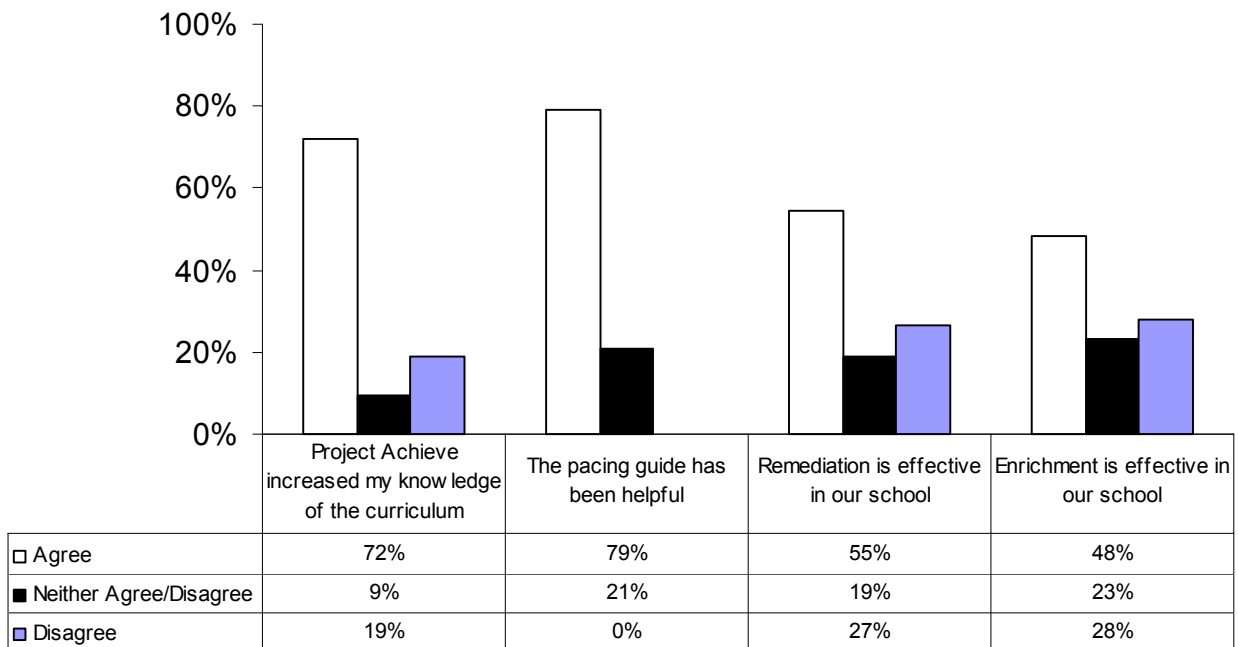
Teachers were asked whether they strongly agreed, agreed, disagreed, strongly disagreed, or neither agreed or disagreed with the following statements:

- 1) Project Achieve has increased my knowledge of the curriculum.
- 2) The pacing guide has been helpful.
- 3) Remediation is effective in our school.
- 4) Enrichment is effective in our school.

Responses of Strongly Agree and Agree were combined to one category (Agree). Strongly Disagree and Disagree were also combined to one category (Disagree). Responses were generally positive.

- Most respondents increased their knowledge of the curriculum (72%) and found the pacing calendar to be helpful (79%).
- Slightly more than half of respondents found remediation to be effective (55%).
- Slightly less than half of respondents agreed that enrichment was effective (48%).

Figure 6
Overall Impact of Project Achieve



N = 58

ACADEMIC OUTCOMES OF PROJECT ACHIEVE

Project Achieve academic outcomes were reviewed based on state, local, and federal standards in terms of one-year improvements and long-term improvements.

- The state’s ABCs of Public Education accountability system provides a useful yardstick of our schools’ effectiveness compared to other schools across the state in terms of performance and growth of students. Comparisons can also be made within WCPSS with this measure.
- The Effectiveness Index, developed by E&R, provides a comparison of school growth compared to other similar schools in WCPSS.
- Adequate Yearly Progress provides a federal standard based on subgroup performance against benchmarks.

State ABCs Results

The ABCs Accountability System uses results from the state’s EOG reading and math tests for 3rd-8th grades to set standards against which to measure annual *growth* and *performance* for every elementary and middle school in the state. Comparisons were made overall and by grade for both reading and mathematics. Disaggregated results were also examined.

Desired outcomes for 2004-05 were that:

- Continuing schools would maintain or Improve ABCs *performance* and *growth* composites from the previous year. Reaching 95% of students at or above grade level is the long-term goal.
- New project schools would improve ABCs performance and growth composite status from the previous year.
- *Adequate Yearly Progress* (AYP) data (federal performance standard by student subgroups) would be comparable to or better than that of other district schools.

North Carolina ABCs (Accountability in the Basics with local Control)

Growth: Measures whether schools equal or exceed predicted growth based on regression analyses.

- Expected Growth: Growth is at predicted level
- High Growth: Growth is about 10% (or more) than predicted.

Performance: The percentage of students scoring at grade level in reading, math, and computer skills at grades 6-8.

Composites: Both growth and performance are provided by grade as well as across grades and subjects (a composite).

Performance composites examine the test results of all students enrolled in schools each year. It is important to remember that about one third of the students included each year are different from the previous year. Growth composites, on the other hand, examine the change in scores only for those students with both a pre-test and a post-test.

Performance Composites over Time

The overall *ABCs Performance Composite* for a school is the percent of all students at or above grade level for all grades tested. Reading and math are always included, as are computer skills at 8th grade and alternative assessments. It is important to recognize that, over time, exemptions for special education students were eliminated, and exemptions for LEP students became more restricted. Thus, standards became more difficult to reach. In addition, comparing all students in grades 3-5 one year to those in the same grades the next must be done cautiously, since at least one third of the students are different students. Therefore, changes in the nature of the student body can also influence performance composites.

Positive long-term achievement trends are evident based on spring 2005 NC EOG testing results for schools in Project Achieve two years or more (see Figures 7 and 8). *All of the schools in Project Achieve for two or more years had higher performance composites in 2004-05 than in the year before starting in Project Achieve.*

Elementary

- All of the original six Project Achieve elementary schools, that have had the project for four years, had at least 80% of students scoring at or above grade level, with three qualifying for recognition as Schools of Distinction (80-89%) and three as Schools of Excellence (90% or more). In contrast, prior to joining Project Achieve, only two of the original six elementary schools had 80% or more (80% and 83%) of their students at or above grade level. The six original elementary schools increased their performance composite by 5 to 19 percentage points across four years of project participation, compared to 4.7 percentage points for WCPSS overall. The largest increases were at Rand Road and Cary elementary schools (which gained 19 and 16 percentage points, respectively).
- Of the four schools with three years of participation, two qualified as Schools of Distinction and two as Schools of Excellence in spring of 2005, compared to one in each category before participation. Knightdale and Carver showed the largest increases over time, at 13.5 and 10.5 percentage points, respectively. Aversboro and Swift Creek showed only small increases over time. However, both schools had shown large increases in the percentage of their students scoring at grade level the spring immediately preceding their entry to Project Achieve, which limited their opportunity for further improvement, and both were able to maintain their higher levels of performance with Project Achieve.
- Of the three elementary schools in Project Achieve two years, all qualified as Schools of Distinction before participation, with two still in this category and one now a School of Excellence. Improvements were largest at York (7.6%) and smaller at the other two schools.

Middle

- The one original middle school, East Wake Middle School, gained 7.1 percentage points (up from 75.9%) across four years of project participation, compared to a slight increase of 0.2 percentage points for the district (up from 88.7%).
- North Garner, which has been in Project Achieve for three years, increased 2.6 percentage points. (WCPSS increased 0.7% during this period.)
- Carroll increased 7.4% after two years of participation, compared to 1.0% for WCPSS.

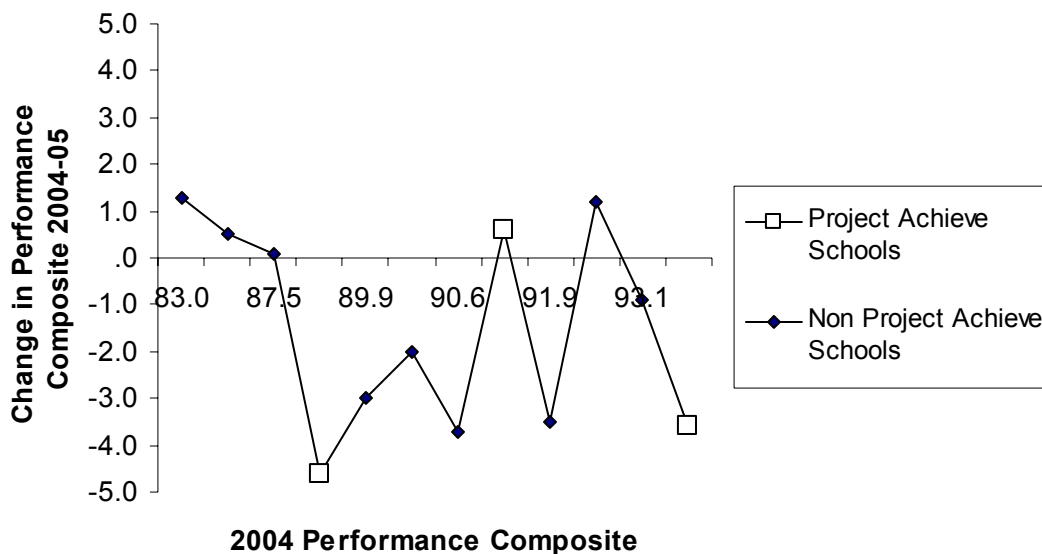
One-Year Performance Composite Changes

Elementary

Eight of the 16 (50%) Project Achieve elementary schools increased the percentage of students at or above grade level between spring 2004 and spring 2005. In comparison, 23 of the 64 (36%) other elementary schools in the district saw an increase.

Three of the 16 schools were new to Project Achieve in 2004-05. Two of the three saw a small decrease in performance composites during their first year, which has not been typical for new Project Achieve schools. One difference is that these schools started with higher initial performance composites than in past cohorts (88-94% of students scored at grade level before starting in Project Achieve). School principals and Project Achieve contacts reported other factors that played a part, including crowding (which led to large classes at one school) and large numbers of new teachers. School staff did not see Project Achieve implementation or training as contributing factors. One principal stressed that the structure of Project Achieve helped overcome the impact of large classes and gave the new teachers much needed structure and guidance on curriculum. Performance composite changes at these schools were within the normal range for schools with similar performance composites and percentage of FRL students.

Figure 8
New Project Achieve Schools and Non-Project Achieve Schools



The other six elementary school decreases ranged from 0.3%-6.3%, with all schools still scoring above their starting point in Project Achieve.

Table 2
Percent of Elementary Students at/above Grade Level by School for Five Years

	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in Percentage Points from 2004	Increase Greater than WCPSS?	Increase Since Before Project Achieve? Change in % Points?
<i>New Schools in 2004-05</i>								
Fox Road	86.6%	87.6%	86.4%	88.5%	83.9%	(-4.6)	No	No, (-4.6)
Jeffrey's Grove	87.3%	91.5%	88.5%	94.2%	90.6%	(-3.7)	No	No, (-3.7)
Weatherstone	95.3%	95.1%	88.0%	91.7%	92.3%	0.6	Yes	Yes, 0.6
<i>Continuing Schools</i>								
Brentwood	71.8%	79.6%	81.2%	87.7%	81.4%	(-6.3)	No	Yes, 0.2
Lynn Road	81.7%	82.1%	84.6%	85.5%	85.1%	(-0.4)	Yes	Yes, 0.5
York	84.9%	89.3%	85.7%	90.5%	93.3%	2.8	Yes	Yes, 7.6
Aversboro	74.7%	88.0%	86.5%	91.3%	88.8%	(-2.5)	No	Yes, 0.8
Carver	81.6%	75.4%	84.7%	85.3%	85.9%	0.6	Yes	Yes, 10.5
Knightdale	77.8%	76.1%	91.6%	89.5%	89.6%	0.1	Yes	Yes, 13.5
Swift Creek	76.6%	90.7%	92.8%	93.0%	91.0%	(-2.0)	No	Yes, 0.3
Cary	77.7%	86.1%	90.1%	93.1%	93.7%	0.6	Yes	Yes, 16.0
Creech Road	80.3%	79.2%	83.2%	90.1%	89.8%	(-0.3)	Yes	Yes, 9.5
Hodge Road	76.2%	87.7%	85.0%	81.3%	83.9%	2.6	Yes	Yes, 7.7
Rand Road	73.1%	86.1%	89.3%	89.4%	92.2%	2.8	Yes	Yes, 19.1
Smith	79.9%	80.9%	86.1%	89.0%	84.9%	(-4.1)	No	Yes, 5.0
Vance	83.1%	90.5%	89.2%	89.1%	92.3%	3.2	Yes	Yes, 9.2
WCPSS	86.1%	89.3%	90.4%	91.7%	90.8%	(-0.9)	N/A	N/A

Notes: Numbers in bold indicate the first year of participation in Project Achieve. Negative numbers indicate a decrease from the previous year.

As shown in Table 3, the percentage of middle school students at or above grade level increased between spring 2004 and spring 2005 in all three Project Achieve middle schools, more so than in WCPSS overall.

Table 3
Percent of Middle School Students at/above Grade Level by School for Five Years

School	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in Percentage Points from 2004	Increase Greater than WCPSS?	Increase Since Before Project Achieve? Change in % Points?
Carroll	82.1%	85.3%	81.3%	82.0%	88.7%	6.7	Yes	Yes, 7.4
North Garner	68.5%	78.4%	78.0%	79.9%	81.0%	1.1	Yes	Yes, 2.6
East Wake	75.9%	79.5%	81.0%	82.1%	83.0%	0.9	Yes	Yes, 7.1
WCPSS	85.4%	88.2%	87.9%	88.7%	88.9%	0.2	N/A	N/A

Note: Numbers in bold indicate the first year of participation in Project Achieve.

Performance composites by subject and grade level are shown in Attachment 1. Results were examined in two ways. First, comparisons were made within each grade across years. These results are more meaningful when three or more years of data are available. Second, the first 3rd or 6th grade cohort was followed across years. These cohort results are somewhat more helpful since the students followed are the same over time (recognizing some turnover in student populations across years).

In reading, within grade levels:

- Slightly more than half of the grade-level comparisons showed improvements.
- Most Project Achieve schools experienced increases in reading at 5th grade and decreases at 4th grade between spring of 2004 and 2005, which was also true for the district as a whole.
- Overall, the greatest increases were at original Project Achieve schools (for one-year and long-term comparisons).
- At the middle school level, five of nine grade comparisons showed increases in the percentage of middle school students at or above grade level (up from four of nine the previous year).

Cohorts progress of students at grades 3 and 6 in Project Achieve schools was followed, beginning the year before the school joined Project Achieve and ending two years later, when cohorts were in 5th and 8th grade.

- At the elementary level, trends were positive, with most cohorts improving the percentage of students at grade level, with some cohorts improving considerably. At Knightdale, for example, the percentage of students scoring at grade level increased from 66% in 3rd grade to 93% in 5th grade.
- At middle school, 6th-grade student cohorts made steady progress both at Project Achieve schools and at the district level.

In mathematics, within grade levels:

- At the elementary level, 16 of the grade-level changes between spring 2004 and 2005 were positive.
- As in previous years, the lowest percentage of students at or above grade level in math was at 3rd grade within most Project Achieve elementary schools (13 of 16), as well as for the district as a whole.
- Six of 16 schools showed at least 90% of students at or above grade level in grades 3-5. Third grade is the only grade in which fewer than 90% of students were at or above grade level in the six schools.
- Overall, original Project Achieve schools experienced more grade-level increases in math than other Project Achieve schools.
- In middle schools, six of nine grade comparisons showed increases in the percentage of students at or above grade level, up from four of nine last year. The district showed an increase in all three grades.

Cohort analyses in math revealed:

- All Project Achieve 3rd grade initial cohorts improved in the percentage of students at grade level (which was also true for WCPSS overall).
- Two of three middle schools in Project Achieve showed small positive changes across grades 6 to 8 in the percentage of students at grade level (with a small positive change for WCPSS overall as well).

ABCs GROWTH COMPOSITES FOR PROJECT ACHIEVE SCHOOLS

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

Growth Composites, Grades and Subjects Combined

A review of ABCs Expected and High Growth composites for Project Achieve Elementary schools shows positive results for 2004-05, continuing a positive trend seen in the past.

- Fifteen of 16 participating schools (94%) met the state Expected Growth standard in 2004-05 (compared to 86% of all WCPSS elementary schools).
- Nine of 16 (56%) Project Achieve schools met the state High Growth standard (compared to 38% district-wide).

Table 4
Overall Growth by Elementary School, Grades and Subjects Combined

	Spring 2001		Spring 2002		Spring 2003		Spring 2004		Spring 2005	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
<i>Schools added in 2004 – 05</i>										
Fox Road							Yes	Yes	Yes	No
Jeffrey’s Grove							Yes	Yes	Yes	Yes
Weatherstone							Yes	Yes	Yes	Yes
<i>Continuing Schools</i>										
Brentwood					Yes	No	Yes	Yes	Yes	No
Lynn Road					Yes	Yes	Yes	Yes	Yes	Yes
York					Yes	Yes	Yes	Yes	Yes	Yes
Aversboro			Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Carver			No	No	Yes	Yes	Yes	Yes	Yes	No
Knightdale			No	No	Yes	Yes	No	No	Yes	Yes
Swift Creek			Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Cary	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Creech Road	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hodge Road	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No
Rand Road	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Smith	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No
Vance	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
WCPSS Elementary Schools	93%	63%	84%	56%	100%	89%	92%	51%	86%	38%

Note: Shaded areas indicate that the standard was met. Bold indicates High Growth in spring 2005.

A review of ABCs Expected and High Growth composites for Project Achieve middle schools shows one of three schools (33%) attained Expected Growth for 2004-05, with none achieving High Growth. These results were not as positive as the district overall, since seventy nine percent of middle schools in the district overall attained Expected Growth, and 25 percent of middle schools in the district attained High Growth.

Table 5
Overall Growth by Middle School, Grades and Subjects Combined

School	Spring 2001		Spring 2002		Spring 2003		Spring 2004		Spring 2005	
	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?	Met Expected Growth?	Met High Growth?
Carroll					No	No	No	No	Yes	No
North Garner			Yes	No	Yes	Yes	No	No	No	No
East Wake	Yes	No	Yes	Yes	Yes	Yes	No	No	No	No

Note: Shaded areas indicate that the standard was met.

Growth Composites by Achievement Levels (Student Subgroups)

Achievement levels are used to indicate whether a student scores below grade level (Level I-II), on grade level (Level III), or above grade level (Level IV). Students were grouped based upon their achievement level on the pretest. In 2004-05, students scoring in Level I-II were most likely to show High Growth and those scoring in Level IV initially were least likely to show High Growth. In WCPSS overall, 2004-05 results showed that elementary schools as a whole attained High Growth for Level I-II and Expected Growth for Level III and IV students.

Among the schools new to Project Achieve in Year 4, Level I-II students showed High Growth in all three schools in 2004-05. Level III Students attained High Growth at only one school. Level IV students attained High Growth in two of the new schools.

Among the three schools added in Year 3 (2003-04), two schools saw Level I-II students achieve High Growth in 2004-05. Level III students also achieved High Growth at two of the schools. Level IV students attained High Growth at one school.

Among the four schools added in Year 2 (2002-03), all schools saw Level I-II students reach High Growth. Level III students at one school achieved High Growth. Level IV students attained Expected or Below Expected Growth at all schools.

As for the six original project schools, Level I-II students attained High Growth in five schools and Expected Growth in one school. Level III students achieved High Growth in two schools, Expected Growth in three schools, and Below Expected Growth in one school. Level IV students attained Expected Growth at two schools and Below Expected Growth at four schools.

Overall, Level I-II students in Project Achieve schools achieved High Growth in 14 of 16 schools in 2004-05. Level III students attained Expected Growth or High Growth in most Project Achieve schools. Level IV students attained High Growth in only three of the 16 schools, with half of the schools showing achievement below expected levels. Level IV students who were classified as Academically Gifted showed High Growth at five schools and Expected Growth at four schools. District-wide, Level IV AG students showed Expected Growth and Level IV not AG students showed Below Expected Growth.

Table 6
Elementary Schools' Status on ABCs by Achievement Level (Student Subgroups)
(Number of Project Achieve Schools in Each ABCs Growth Category)

Achievement Levels (Student Subgroups)	2000-01			2001-02			2002-03			2003-04			2004-05		
	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High
<i>Six Original Schools</i>															
Level I-II	0	1	5	0	0	6	0	0	6	0	0	6	0	1	5
Level III	2	0	4	0	1	5	0	0	6	1	2	3	1	3	2
Level IV	5	1	0	2	2	2	4	2	0	4	2	0	4	2	0
All	0	3	3	0	0	6	0	0	6	0	2	4	1	1	4
<i>Four Schools Added in 2002-03</i>															
Level I-II				0	1	3	0	0	4	0	1	3	0	0	4
Level III				1	0	3	0	0	4	1	1	2	0	3	1
Level IV				3	0	1	1	3	0	1	1	2	2	2	0
All				1	0	3	0	0	4	1	0	3	0	3	1
<i>Three Schools Added in 2003-04</i>															
Level I-II							0	0	3	0	0	3	1	0	2
Level III							0	1	2	0	0	3	1	0	2
Level IV							1	2	0	0	3	0	1	1	1
All							0	1	2	0	0	3	0	1	2
<i>Three Schools Added in 2004-05</i>															
Level I-II										0	0	3	0	0	3
Level III										0	0	3	1	1	1
Level IV										1	0	2	1	0	2
All										0	0	3	0	1	2
Note: Shaded areas are the High Growth columns.															

Growth Composites for Other Student Subgroups

A review of ABCs growth in achievement by other key student subgroups among the 16 elementary schools indicates mixed growth. Schools with fewer than 40 students in a subgroup did not report growth results for that group. Growth results for Asian and American Indian students were not reported at a majority of Project Achieve schools and are not included in Table 7. WCPSS elementary schools as a whole showed Expected Growth for FRL, SWD, LEP, White, Black/African American, and Hispanic/Latino students.

- FRL students tend to experience High Growth within the first couple of years of project participation, with growth leveling off to Expected Growth in most Project Achieve schools in subsequent years.
- Hispanic/Latino students attained Expected Growth at eight Project Achieve Schools and attained High Growth at four Project Achieve schools. No Project Achieve schools reported Below Expected Growth for Hispanic/Latino students.
- Only one school saw Black/African American students attain Below Expected Growth in 2004-05. Black/African American students experienced Expected Growth at 11 schools and High Growth at four schools.
- White students achieved High Growth in 11 Project Achieve schools and Expected Growth in three schools in 2004-05.
- Overall, White, Black/African American, and Hispanic/Latino students achieved similar growth composites at all Project Achieve schools.

Table 7
Elementary Schools' Status on ABCs by Student Subgroups
(Number of Project Achieve Schools in Each ABCs Growth Category)

Achievement Levels (Student Subgroups)	2000-01			2001-02			2002-03			2003-04			2004-05		
	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High	Below Expected	Expected	High
<i>Six Original Schools</i>															
FRL	1	3	2	0	3	3	0	0	6	1	1	4	2	3	1
SWD	N/A	N/A	N/A	1	3	2	1	2	3	1	2	3	2	1	3
LEP*	N/A	N/A	N/A	0	0	0	0	0	1	1	0	5	0	1	2
Black/African American	N/A	N/A	N/A	0	3	3	0	0	6	2	1	3	0	4	2
Hispanic/Latino*	N/A	N/A	N/A	0	0	0	0	0	5	0	2	4	0	3	2
White	N/A	N/A	N/A	0	1	5	0	1	5	0	2	4	0	2	4
<i>Four Schools Added in 2002-03</i>															
FRL				2	0	2	0	0	4	1	0	3	0	3	1
SWD				2	1	1	1	0	3	1	0	3	1	2	1
LEP*				0	0	0	0	0	1	0	0	1	0	0	2
Black/African American				2	1	1	1	0	3	1	1	2	0	2	2
Hispanic/Latino*				2	0	0	0	0	2	0	0	1	0	2	1
White				2	0	2	0	0	4	0	1	3	1	0	3
<i>Three Schools Added in 2003-04</i>															
FRL							0	1	2	0	0	3	2	0	1
SWD							0	2	1	1	0	2	3	0	0
LEP*							0	1	0	0	0	1	0	0	0
Black/African American							0	1	2	0	0	3	1	2	0
Hispanic/Latino*							0	0	1	0	1	1	0	1	1
White							0	1	2	0	0	3	1	0	2
<i>Three Schools Added in 2004-05</i>															
FRL										0	1	2	0	3	0
SWD										0	0	3	0	2	1
LEP*										0	1	1	1	0	0
Black/African American										0	1	2	0	3	0
Hispanic/Latino*										0	0	2	0	2	0
White										0	0	3	0	1	2
Note: Shaded areas are the High Growth columns.															
* Fewer than 40 students at some schools and was too small to be validly examined.															
Some subgroups were not included in the 2000-01 ABCs report.															

WCPSS GROWTH COMPARISONS OVER ONE YEAR

To further clarify the effects of participation in Project Achieve, E&R staff used the WCPSS Effectiveness Index, a method that uses regression analysis to compare achievement gains of students in Project Achieve schools with those of all similar students within the district between spring 2004 and spring 2005.

Test scale scores are analyzed for all students in a grade/school who take EOG tests in reading and mathematics, and performance is summarized by examining how students in that grade/school perform compared to similar students' performance across the entire school district. Variables controlled or accounted for in the regression model include students' prior year's achievement scores and special education status, as well as two socio-economic measures: FRL status of students and percent of FRL students in a school. Student residuals from all schools are combined and converted into Z-scores with a mean of zero. Z-scores between -1 and $+1$ are considered to be in the predicted range. Z-scores below -1 indicate rank among the lowest 16% in the district for that subject and grade level. Z-scores above $+1$ indicate that the subject/grade was among the highest 16% in the district.

Table 8 shows the number of Project Achieve elementary schools that fell into each Z-Score range. Overall, Project Achieve elementary schools performed well. While most results were in the predicted range, there were twice as many results in the above predicted than the below predicted range.

- Project Achieve students experienced the best results at 3rd grade, where seven of 16 schools saw above predicted growth in mathematics and six of 16 schools saw above predicted growth in reading.
- Four of 16 schools saw above predicted growth in 4th grade mathematics, while two of 16 schools saw above predicted growth in 4th grade reading.
- All 16 Project Achieve schools experienced predicted or above predicted growth in 5th grade mathematics, while 14 of 16 schools experienced predicted or above predicted growth in 5th grade reading.

Table 8
Effectiveness Index (Regression Analyses) Results for Project Achieve Elementary Schools
2004-05

	Below		Predicted		Above	
	-2.00 to -2.99	-1.00 to -1.99	-.99 to 0.00	0.00 to .99	1.00 to 1.99	2.00 to 2.99
<i>Reading</i>						
Grade 3	0	3	2	5	5	1
Grade 4	0	1	7	6	2	0
Grade 5	0	2	5	7	2	0
<i>Mathematics</i>						
Grade 3	0	2	3	4	6	1
Grade 4	0	2	3	7	3	1
Grade 5	0	0	5	8	1	2

Table 9 shows the number of Project Achieve middle schools that fell into each Z-Score range. Overall, the middle schools performed at predicted levels for the most part.

- All three Project Achieve middle schools achieved predicted growth in both 6th-grade reading and 6th-grade mathematics.
- Two of three schools achieved above predicted growth in 7th-grade mathematics, while one of three schools achieved above predicted growth in 7th-grade reading.
- Two Project Achieve schools saw predicted growth in both 8th-grade reading and 8th-grade mathematics. One school showed more mixed results.

Table 9
Effectiveness Index (Regression Analyses) Results for Project Achieve Middle Schools
2004-05

	Below		Predicted		Above	
	-2.00 to -2.99	-1.00 to -1.99	-.99 to 0.00	0.00 to .99	1.00 to 1.99	2.00 to 2.99
<i>Reading</i>						
Grade 6	0	0	1	2	0	0
Grade 7	0	1	0	1	1	0
Grade 8	0	0	1	1	1	0
<i>Mathematics</i>						
Grade 6	0	0	2	1	0	0
Grade 7	0	0	1	0	2	0
Grade 8	1	0	0	2	0	0

ADEQUATE YEARLY PROGRESS (FEDERAL STANDARD)

Adequate Yearly Progress (AYP) is a measurement standard under the Elementary and Secondary Education Act (also referred to as the No Child Left Behind [NCLB]). While the state ABCs of public education measures absolute *performance* (percent of students at/above grade level) of students over the course of a year (plus student growth from year to year), *AYP measures subgroups of students against asset common target performance standard for all student subgroups*. The AYP subgroups are: White, Black/African American, Hispanic/Latino, American Indian/Native Alaskan, Asian/Pacific Islander, Multiracial, Limited English Proficient, Economically Disadvantaged, and Students with Disabilities. In order to qualify as a subgroup for accountability purposes, there must be at least 40 students in a school identified in that category. The AYP standards for grades 3-5 were 81% of students proficient in reading and 74.6% of students proficient in math. The AYP standards for 6th-8th grades were 76.7% proficiency in reading and 81% proficiency in math. For a school to meet the AYP standard overall, *every* subgroup—as well as the school as a whole—had to meet the targets or show considerable progress in moving towards the targets (safe harbor provisions).

AYP's "all or nothing" approach challenges schools to meet a different level of success. *Overall, 66 of 84 (79%) district elementary schools met AYP, while 14 of 16 (88%) Project Achieve elementary schools met the AYP standard.* Considering that these schools had student bodies with greater needs overall, this is a positive finding. Both of the elementary schools that did not meet AYP missed only one goal. Fox Road did not meet the SWD reading goal and Hodge Road did not meet the Hispanic/Latino reading goal.

One of the three (33%) Project Achieve middle schools met the AYP standard, while 11 of 27 (41%) middle schools met AYP in the district overall. Two Project Achieve middle schools missed four goals. Both schools missed the Hispanic Reading goal. North Garner further missed the Black/African American, FRL, and SWD math goal, while East Wake missed the LEP math goal and the Hispanic/Latino and LEP reading goal.

Table 10
AYP Status by Elementary School, 2004-05

School	Made Adequate Yearly Progress?	# of Target Goals Met
<i>Elementary Schools</i>		
Fox Road	No	22/23 (96%)
Jeffrey's Grove	Yes	17/17
Weatherstone	Yes	21/21
Brentwood	Yes	17/17
Lynn Road	Yes	19/19
York	Yes	21/21
Aversboro	Yes	19/19
Carver	Yes	17/17
Knightdale	Yes	25/25
Swift Creek	Yes	17/17
Cary	Yes	21/21
Creech Road	Yes	29/29
Hodge Road	No	17/18 (94%)
Rand Road	Yes	19/19
Smith	Yes	19/19
Vance	Yes	15/15
WCPSS Elementary Schools	80%	
<i>Middle Schools</i>		
Carroll	Yes	25/25
East Wake	No	25/29 (86%)
North Garner	No	25/29 (86%)
WCPSS Middle Schools	39%	
WCPSS Grades 3-8		66/73 (90%)

REFERENCES

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

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

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

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

**Attachment 1:
Percent of Elementary School Students At/Above Grade Level in Reading**

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in % Points 2004 to 2005 (within grade)	Increase from Previous Year?	Increase Since Before Project Achieve? Change in % Points?
<i>Schools Added in 2004-05</i>									
Fox Road	3 rd				81.0%	74.1%	(-6.9)	No	No, (-6.9)
	4 th				88.0%	79.9%	(-8.1)	No	No, (-8.1)
	5 th				89.5%	90.7%	1.2	Yes	Yes, 1.2
Jeffrey's Grove	3 rd				95.6%	84.3%	(-11.3)	No	No, (-11.3)
	4 th				87.7%	92.4%	4.7	Yes	Yes, 4.7
	5 th				93.3%	95.1%	1.8	Yes	Yes, 1.8
Weatherstone	3 rd				92.6%	91.9%	(-0.7)	No	No, (-0.7)
	4 th				90.8%	86.5%	(-4.3)	No	No, (-4.3)
	5 th				90.1%	94.2%	4.1	Yes	Yes, 4.1
<i>Continuing Schools</i>									
Brentwood	3 rd			76.1%	74.2%	67.1%	(-7.1)	No	No, (-9.0)
	4 th			70.6%	84.3%	75.4%	(-8.9)	No	Yes, 4.8
	5 th			86.6%	96.9%	88.3%	(-8.6)	No	Yes, 1.7
Lynn Road	3 rd			77.6%	81.0%	85.6%	4.6	Yes	Yes, 8.0
	4 th			87.7%	85.9%	83.3%	(-2.6)	No	No, (-4.4)
	5 th			81.9%	85.0%	93.4%	8.4	Yes	Yes, 11.5
York	3 rd			84.6%	87.5%	91.7%	4.2	Yes	Yes, 7.1
	4 th			87.5%	88.5%	86.3%	(-2.2)	No	No, (-1.2)
	5 th			85.1%	89.8%	95.3%	5.5	Yes	Yes, 10.2
Aversboro	3 rd		96.4%	75.9%	89.6%	89.5%	(-0.1)	No	No, (-6.9)
	4 th		83.3%	90.4%	79.4%	83.5%	4.1	Yes	Yes, 0.2
	5 th		77.8%	88.4%	96.2%	90.4%	(-5.8)	No	Yes, 12.6
Carver	3 rd		66.7%	80.2%	73.6%	85.2%	11.6	Yes	Yes, 18.5
	4 th		69.6%	76.1%	80.6%	79.8%	(-0.8)	No	Yes, 10.2
	5 th		82.1%	86.9%	83.5%	80.2%	(-3.3)	No	No, (-1.9)
Knightdale	3 rd		65.7%	91.2%	82.6%	89.6%	7.0	Yes	Yes, 23.9
	4 th		69.8%	88.4%	85.6%	82.6%	(-3.0)	No	Yes, 12.8
	5 th		80.0%	88.8%	93.3%	87.1%	(-6.2)	No	Yes, 7.1
Swift Creek	3 rd		90.1%	86.8%	86.5%	80.9%	(-5.6)	No	No, (-9.2)
	4 th		85.1%	89.6%	92.4%	89.3%	(-3.1)	No	Yes, 4.2
	5 th		92.8%	93.0%	94.1%	95.5%	1.4	Yes	Yes, 2.7
Cary	3 rd	76.5%	88.8%	89.3%	87.9%	92.7%	4.8	Yes	Yes, 16.2
	4 th	73.3%	79.7%	92.1%	94.6%	90.2%	(-4.4)	No	Yes, 16.9
	5 th	84.5%	87.3%	95.4%	92.2%	98.9%	6.7	Yes	Yes, 14.4
Creech Road	3 rd	84.2%	82.2%	80.5%	83.8%	87.6%	3.8	Yes	Yes, 3.4
	4 th	82.2%	63.9%	82.9%	83.8%	84.5%	0.7	Yes	Yes, 2.3
	5 th	85.2%	73.5%	84.0%	90.6%	90.8%	0.2	Yes	Yes, 5.6

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

**Attachment 1:
Percent of Elementary School Students At/Above Grade Level in Reading (continued)**

Hodge Road	3 rd	77.2%	82.4%	82.0%	63.6%	78.1%	14.5	Yes	Yes, 0.9
	4 th	75.7%	82.0%	81.2%	81.0%	78.3%	(-2.7)	No	Yes, 2.6
	5 th	85.6%	92.2%	90.4%	80.3%	89.4%	9.1	Yes	Yes, 3.8
Rand Road	3 rd	72.6%	69.0%	87.7%	81.5%	92.4%	10.9	Yes	Yes, 19.8
	4 th	74.0%	82.7%	75.7%	88.9%	84.5%	(-4.4)	No	Yes, 10.5
	5 th	82.8%	93.7%	92.2%	89.7%	94.0%	4.3	Yes	Yes, 11.2
Smith	3 rd	74.8%	82.2%	78.2%	80.3%	79.7%	(-0.6)	No	Yes, 4.9
	4 th	83.1%	72.8%	78.7%	84.4%	65.3%	(-19.1)	No	No, (-17.8)
	5 th	86.4%	84.4%	83.0%	90.8%	93.5%	2.7	Yes	Yes, 7.1
Vance	3 rd	82.1%	80.9%	84.9%	85.3%	94.1%	8.8	Yes	Yes, 12.0
	4 th	76.3%	86.9%	80.9%	88.1%	85.9%	(-2.2)	No	Yes, 9.6
	5 th	82.1%	95.9%	93.4%	83.6%	93.4%	9.8	Yes	Yes, 11.3
WCPSS	3 rd	85.3%	86.4%	89.0%	88.1%	88.6%	0.5	Yes	N/a
	4 th	85.9%	86.6%	90.0%	89.5%	88.7%	(-0.8)	No	N/a
	5 th	90.8%	91.7%	93.5%	93.5%	94.3%	0.8	Yes	N/a

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

Percent of Middle School Students At/Above Grade Level in Reading

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in % Points 2004-05 (within grade)	Increase from Previous Year?	Increase Since Before Project Achieve? Change in % Points?
Carroll Middle	6 th			80.5%	74.8%	83.4%	8.6	Yes	Yes, 2.9
	7 th			81.5%	84.3%	89.6%	5.3	Yes	Yes, 8.1
	8 th			90.3%	83.3%	94.3%	11.0	Yes	Yes, 4.0
North Garner Middle	6 th		73.4%	73.7%	80.5%	80.1%	(-0.4)	No	Yes, 6.7
	7 th		70.6%	83.6%	79.6%	85.1%	5.5	Yes	Yes, 14.5
	8 th		80.9%	80.8%	92.9%	85.0%	(-7.9)	No	Yes, 4.1
East Wake Middle	6 th	68.3%	74.1%	76.9%	78.5%	77.9 %	(-0.6)	No	Yes, 9.6
	7 th	72.5%	79.5%	84.6%	82.9%	82.5%	(-0.4)	No	Yes, 10.0
	8 th	82.3%	79.5%	88.6%	83.8%	88.1%	4.3	Yes	Yes, 5.8
WCPSS Middle	6 th	80.7%	82.8%	87.7%	87.1%	88.0%	0.9	Yes	N/a
	7 th	85.1%	86.7%	90.3%	90.2%	90.5%	0.3	Yes	N/a
	8 th	90.6%	91.4%	92.2%	91.6%	92.1%	0.4	Yes	N/a

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

**Attachment 1 (continued):
Percent of Elementary School Students At/Above Grade Level in Mathematics**

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in % Points 2004 to 2005 (within grade)	Increase from Previous Year?	Increase Since Before Project Achieve? Change in % Points?
Schools Added in 2004-05									
Fox Road	3 rd				88.6%	80.6%	(-8.0)	No	No, (-8.0)
	4 th				95.8%	92.3%	(-3.5)	No	No, (-3.5)
	5 th				93.2%	91.3%	(-1.9)	No	No, (-1.9)
Jeffrey's Grove	3 rd				94.5%	84.3%	(-10.2)	No	No, (-10.2)
	4 th				96.3%	95.0%	(-1.3)	No	No, (-1.3)
	5 th				97.1%	92.6%	(-4.5)	No	No, (-4.5)
Weatherstone	3 rd				92.6%	96.4%	3.8	Yes	Yes, 3.8
	4 th				94.7%	91.5%	(-3.2)	No	No, (-3.2)
	5 th				90.8%	94.3%	3.5	Yes	Yes, 3.5
Continuing Schools									
Brentwood	3 rd			83.0%	83.3%	67.1%	(-16.2)	No	No, (-15.9)
	4 th			92.9%	90.4%	90.1%	(-0.3)	No	No, (-2.8)
	5 th			92.7%	95.4%	89.8%	(-5.6)	No	No, (-2.9)
Lynn Road	3 rd			86.8%	90.0%	86.8%	(-3.2)	No	No, (0.0)
	4 th			91.8%	85.9%	91.0%	5.1	Yes	No, (-0.8)
	5 th			85.5%	87.1%	96.7%	9.6	Yes	Yes, 11.2
York	3 rd			89.1%	90.6%	90.6%	0.0	No	Yes, 1.5
	4 th			88.5%	93.3%	98.1%	4.8	Yes	Yes, 9.6
	5 th			90.2%	91.5%	95.5%	4.0	Yes	Yes, 5.3
Aversboro	3 rd		94.6%	80.5%	92.2%	89.5%	(-2.7)	No	No, (-5.1)
	4 th		90.0%	97.3%	92.8%	89.9%	(-2.9)	No	No, (-0.1)
	5 th		90.1%	89.9%	100.0%	89.4%	(-10.6)	No	No, (-0.7)
Carver	3 rd		62.5%	97.9%	91.9%	86.3%	(-5.6)	No	Yes, 23.8
	4 th		86.3%	97.7%	94.5%	97.0%	2.5	Yes	Yes, 10.7
	5 th		90.5%	89.7%	90.1%	89.7%	(-0.4)	No	No, (-0.8)
Knightdale	3 rd		67.7%	98.2%	88.7%	84.9%	(-3.8)	No	Yes, 17.2
	4 th		88.9%	98.1%	96.6%	94.8%	(-1.8)	No	Yes, 5.9
	5 th		83.2%	94.8%	95.6%	98.9%	3.3	Yes	Yes, 15.7
Swift Creek	3 rd		88.7%	94.1%	90.5%	83.0%	(-7.5)	No	No, (-5.7)
	4 th		92.1%	97.0%	98.5%	96.1%	(-2.4)	No	Yes, 4.0
	5 th		95.2%	97.7%	97.1%	97.0%	(-0.1)	No	Yes, 1.8
Cary	3 rd	75.9%	90.7%	99.0%	94.4%	95.9%	0.7	Yes	Yes, 20.0
	4 th	82.6%	97.4%	98.9%	99.1%	97.9%	(-1.2)	No	Yes, 15.3
	5 th	90.6%	91.8%	97.2%	92.2%	98.9%	6.7	Yes	Yes, 8.3
Creech Road	3 rd	75.0%	78.9%	92.9%	93.1%	91.1%	(-2.0)	No	Yes, 16.1
	4 th	90.5%	96.3%	94.6%	95.5%	93.8%	(-1.7)	No	Yes, 3.3
	5 th	76.5%	81.9%	90.4%	94.0%	91.7%	(-2.3)	No	Yes, 15.2

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

**Attachment 1 (continued):
Percent of Elementary School Students At/Above Grade Level in Mathematics
(continued)**

Hodge Road	3 rd	72.0%	84.6%	92.1%	75.7%	80.0%	4.3	Yes	Yes, 8.0
	4 th	85.2%	98.4%	90.3%	96.0%	89.1%	(-6.9)	No	Yes, 3.9
	5 th	84.0%	87.4%	91.3%	93.4%	88.3%	(-5.1)	No	Yes, 4.3
Rand Road	3 rd	65.3%	73.2%	97.3%	90.1%	96.7%	6.6	Yes	Yes, 31.4
	4 th	83.7%	97.4%	94.3%	96.3%	96.6%	0.3	Yes	Yes, 12.9
	5 th	83.9%	94.7%	93.5%	96.2%	95.2%	(-1.0)	No	Yes, 11.3
Smith	3 rd	76.0%	72.0%	92.3%	88.2%	85.0%	(-3.2)	No	Yes, 9.0
	4 th	94.0%	90.6%	97.8%	96.1%	90.4%	(-5.7)	No	No, (-3.6)
	5 th	78.7%	83.0%	92.1%	93.1%	93.6%	0.5	Yes	Yes, 14.9
Vance	3 rd	87.6%	82.6%	92.3%	88.5%	91.2%	2.7	Yes	Yes, 3.6
	4 th	90.0%	97.6%	89.7%	98.5%	96.9%	(-1.6)	No	Yes, 6.9
	5 th	88.1%	97.3%	95.6%	90.4%	93.7%	3.3	Yes	Yes, 5.6
WCPSS	3 rd	84.0%	87.1%	93.5%	92.1%	90.3%	(-1.8)	No	N/a
	4 th	92.7%	94.8%	96.3%	96.4%	94.5%	(-1.9)	No	N/a
	5 th	92.1%	93.8%	95.6%	95.7%	94.4%	(-1.3)	No	N/a

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

Percent of Middle School Students At/Above Grade Level in Mathematics

School	Grade	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Change in % Points 2004-05 (within grade)	Increase from Previous Year?	Increase Since Before Project Achieve? Change in % Points?
Carroll Middle	6 th			88.2%	85.5%	90.7%	5.2	Yes	Yes, 2.5
	7 th			79.8%	85.9%	88.5%	2.6	Yes	Yes, 8.7
	8 th			84.8%	79.7%	89.1%	9.4	Yes	Yes, 4.3
North Garner Middle	6 th		87.5%	86.1%	88.0%	89.7%	1.7	Yes	Yes, 2.2
	7 th		85.9%	86.6%	73.7%	77.7%	4.0	Yes	No, (-8.2)
	8 th		77.9%	78.1%	83.1%	79.4%	(-3.7)	No	Yes, 1.5
East Wake Middle	6 th	77.3%	80.7%	87.1%	89.3%	88.0%	(-1.3)	No	Yes, 10.7
	7 th	80.3%	83.3%	81.0%	79.9%	81.5%	1.6	Yes	Yes, 1.2
	8 th	76.7%	77.1%	82.7%	82.1%	80.4%	(-1.7)	No	Yes, 3.7
WCPSS Middle	6 th	88.1%	90.2%	91.7%	92.3%	93.1%	1.5	Yes	N/a
	7 th	87.6%	90.3%	87.9%	88.5%	89.0%	0.8	Yes	N/a
	8 th	86.9%	88.3%	88.6%	88.1%	88.3%	0.1	Yes	N/a

Note: Negative numbers indicate a decrease from the previous year. Numbers in bold indicate the movement of a cohort across grades.

Project Achieve Evaluation Report: Year Four, 2004-05

Authors:

Nancy Baenen, Megan Carpenter, and Kristy Dudley

E&R Report No. 05.04

February 2006

Department of Evaluation & Research
WAKE COUNTY PUBLIC SCHOOL SYSTEM
Raleigh, North Carolina

www.wcpss.net/evaluation-research

(919) 850-1840