

n o r t h c a r o l i n a

Report to the  
Joint Legislative Education  
Oversight Committee on the  
*Student Accountability  
Implementation Plan Progress Report*

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*April 2000*



Public Schools of North Carolina  
State Board of Education . Department of Public Instruction  
Office of Instructional and Accountability Services

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# **Report to the Joint Legislative Education Oversight Committee On the Statewide Student Accountability Standards**

## **Executive Summary**

Senate Bill 942, Section 1, requires that the State Board of Education develop plans for implementing the Statewide Student Accountability Standards. Included in the plans shall be an identification and quantification of federal, state, and local governmental resources to ensure appropriate early and ongoing assistance for students who need that assistance. Information in this report includes implementation activities between October 1999 and March 2000.

- Student Accountability Implementation Plan Summary,
- Student Accountability Implementation Plan (Revised March 24, 2000),
- Support Materials and Professional Development,
- Implementation Plan Progress Report -- October 1999 through March 2000,
- Student Accountability Standards Communication Plan Report,
- Financial Expenditures,
- Exit Exam Specifications,
- Outline of What LEAs/Schools Should Currently Be Doing to Implement the Standards, and
- Implementing the Student Accountability Standards -- Phase II (draft document).



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**DPI**  
**Student Accountability Implementation Plan Overview**  
**May 1, 1999 - June 30, 2003**

**Strategic Priority**

High Student Achievement

**Goals**

- Help educators, parents, students, and other stakeholders understand the student accountability standards policy.
- Assist schools in attaining high student achievement for all students.

**Major Objectives**

1. A communication plan is developed and implemented.
2. All teachers can diagnose student learning.
3. All teachers implement effective intervention strategies.
4. All LEAs effectively use financial resources to provide focused intervention for developing high school achievement.
5. All LEA personnel strengthen community relationships to promote high student achievement.
6. Exit exam and interim diagnostic assessment reflect skills needed at the next education level and requirements of the workplace.
7. A system for LEAs to report student promotion data is provided.



**DPI**  
**Student Accountability Implementation Plan**  
**May 1, 1999 - June 30, 2003**

Strategic Priority: High Student Achievement  
 Goals: Help educators, parents, students, and other stakeholders understand the student accountability standards policy.  
 Assist schools in attaining high student achievement for all students.

**COMMUNICATION**

Objectives	Strategies	Responsibility/ Completion Date
1. A plan is implemented to communicate information about the student accountability standards with major stakeholders of public schools (teachers, administrators, parents, and others)	1.1 Conduct seminar and information sessions for local boards of education, LEA central office staff, DPI staff, principals, parents, teachers, and other stakeholders.	Kay Williams 5/1/99 - 7/31/00
	1.2 Prepare publications to be used in communicating the standards.	Kay Williams 5/1/99 - 4/1/00
	1.3 Use the electronic media (Internet, video, television, e-mail, etc.) to communicate the standards.	Kay Williams 5/1/99 - 10/99
	1.4 Develop procedures manual for implementing Student Accountability Standards.	Elsie Leak, June Atkinson, Lou Fabrizio 7/1/00
	1.5 Conduct statewide faculty meeting.	Henry Johnson 8/12/99

## STUDENT ASSESSMENT

Objectives	Strategies	Responsibility/ Completion Date
2. All teachers can diagnose student learning on an ongoing basis.	2.1. Conduct workshops for principals and curriculum leaders about classroom assessment. Request that similar sessions be conducted at local schools. Revise program approval guidelines and competencies to reflect increased emphasis on diagnosis of student learning.	Lou Fabrizio June Atkinson Philip Price Kathy Sullivan Lowell Harris 1/1/00
	2.2 Develop Web-based professional development about classroom assessment, data analysis, and curriculum alignment. Use already-developed classroom assessment manual and workshop materials.	June Atkinson Lowell Harris Lou Fabrizio Kay Williams Frances Bradburn Benny Hendrix 7/1/00
	2.3 Collaborate with the Center for School Leadership Development and School Support Services staff at each public university to provide professional development that enhances the knowledge, skills, and attitudes of educators in working with students performing at Levels I and II. All activities will include on-site coaching and follow-up.	June Atkinson Elsie Leak Henry Johnson Lowell Harris 7/1/00

Objectives	Strategies	Responsibility/ Completion Date
	<p>2.4 Develop assessment items aligned with competencies and objectives in grades 3, 5, and 8 and courses required for graduation at the high school level. The assessment items will become a part of an electronic data bank that teachers can use for diagnosis and redirection of teaching for ongoing classroom assessment.</p> <p>2.5 Develop assessment strategies to be used for ongoing assessment.</p> <p>2.6 Develop a program that offers stipends/salaries and/or other incentives to teachers who are willing to become trainers in their districts and regions.</p>	<p>June Atkinson Lou Fabrizio Kay Williams Kathy Sullivan Frances Bradburn Bennie Hendrix Lowell Harris 7/1/00</p> <p>June Atkinson Lou Fabrizio Kay Williams Lowell Harris 1/100 - 7/1/00</p>

## EFFECTIVE INTERVENTION

Objectives	Strategies	Responsibility/ Completion Date
3. All teachers must implement effective intervention strategies	3.1. Develop an implementation manual about creating the mindset for change and intervention/scheduling strategies for all students, including students with disabilities and limited English proficient students.	Elsie Leak June Atkinson Lowell Harris 12/1/99
	3.2. Offer regional training sessions to enhance the knowledge, skills, and attitudes of K-12 teachers in reading, writing, and mathematics that focuses on designing and implementing intervention strategies (with attention to student diversity) for students who have not met state promotion standards. All sessions must include follow-up and on-site coaching.	Henry Johnson Elsie Leak June Atkinson Lowell Harris 6/30/00
	3.3. Offer regional training sessions to enhance the knowledge, skills, and attitudes of K-12 teachers in designing, implementing, and monitoring PEPs for students who have not met the student accountability standards. All sessions must include follow-up and on-site coaching.	Henry Johnson Elsie Leak June Atkinson Lowell Harris 6/30/00
	3.4. Sponsor a follow-up statewide broadcast for all K-12 educators on creating a mindset for change.	Henry Johnson 12/30/00

Objectives	Strategies	Responsibility/ Completion Date
	<p>3.5 Include a minimum of two articles about the change process in each publication, "Just for Teachers" and "Especially for Principals."</p> <p>3.6 Analyze data for schools that exhibit movement across achievement levels. Conduct visits to schools showing greater transitions, with specific focus on teaching practices that appear to enhance these transitions (include strategies for Levels III and IV).</p> <p>3.7 Extend DPI Web page to include sections about curriculum alignment, effective intervention strategies, and development of personalized education plans.</p> <p>3.8 Work with professional education organizations to solicit their support and commitment to include assessment, intervention, and personalized education plans.</p> <p>3.9 Revise program approval guidelines and competencies to reflect increased emphasis on intervention strategies.</p>	<p>Henry Johnson 12/30/00</p> <p>Lou Fabrizio Elsie Leak June Atkinson 9/1/99 - 3/30/00</p> <p>Kay Williams Elsie Leak Lowell Harris 11/1/99</p> <p>Marvin Pittman Kay Williams 12/01/99</p> <p>Kathy Sullivan Elsie Leak</p>

## FINANCIAL RESOURCES

Objectives	Strategies	Responsibility/ Completion Date
4. All LEAs effectively use financial resources to provide focused intervention for developing high student achievement.	4.1 Develop publication highlighting local effective practices about aligning financial resources.	Hank Hurd Kay Williams 12/1/99
	4.2 Conduct workshops about effective use of financial resources to improve student achievement which includes accessing business/industry resources and aligning existing school resources to improve achievement.	Hank Hurd Roger Schurrer Elsie Leak 3/1/00
	4.3 Develop criteria for evaluating instructional materials designed to improve reading, writing, and mathematics achievement.	Frances Bradburn June Atkinson 7/1/99
	4.4 Develop manual about creative alignment of resources to improve student achievement. Use ideas from LEAs, and then coordinate workshops for elementary principals.	Hank Hurd Elsie Leak June Atkinson 3/1/00
	4.5 Design and conduct a grant writing workshop that will highlight methods for writing effective grants in both the public and private sector.	Frances Bradburn Judy White Elsie Leak June Atkinson Hank Hurd 4/1/00

## COMMUNITY RESOURCES

Objectives	Strategies	Responsibility/ Completion Date
5. All LEA personnel strengthen community relationships to promote high student achievement.	5.1 Provide materials for preparing mentors to work with students.	Marvin Pittman Frances Bradburn Elsie Leak 01/01/00
	5.2 Use parental materials to conduct workshops about effective involvement of parents. Collaborate with external groups in delivering materials and workshops.	Elsie Leak June Atkinson Lowell Harris Frances Bradburn 12/1/99
	5.3 Collaborate with NCSU and NCCU to share information with LEAs on "Community Based Programming Model" to enhance total community involvement for supporting high student achievement.	June Atkinson 6/1/00

## TEST DEVELOPMENT

Objectives	Strategies	Responsibility/ Completion Date
<p>6. Exit exam and interim diagnostic assessments reflect skills needed at the next level of education and the requirements of the work place.</p>	<p>6.1 Develop exit exam specifications.</p> <ul style="list-style-type: none"> <li>Determine exam content based on high school exit exam initial specifications from the competencies of the original Standards and Accountability Commission: communication; using numbers; problem solving (applications); processing information; English/reading/ grammar; mathematics (through Algebra I); science (through Biology); and social studies (including ELPS and History). Use research, business/industry, national, and state studies input to develop specifications.</li> <li>Determine time limits for students taking the exit exam.</li> <li>Determine if exam will be a total battery score with sub-score for each of the content areas and competencies or if each content area and the competencies will be separate stand alone components of the exam.</li> <li>Determine test administration month (April is recommended -- same time as the tenth grade comprehensive exam).</li> <li>Develop blueprint for exam content.</li> <li>Identify content competencies.</li> </ul>	<p>Lou Fabrizio Elsie Leak Mike Muirhead Lowell Harris Frances Bradburn June Atkinson 21/1/99</p>

Objectives	Strategies	Responsibility/ Completion Date
	<ul style="list-style-type: none"> <li>• Determine weight for competencies.</li> <li>• Identify grade level or course where competency is generally taught.</li> <li>• Determine level of specificity of multiple choice items.</li> </ul> <p>6.2 Validate exam specifications.</p> <ul style="list-style-type: none"> <li>• Conduct focus groups with a variety of stakeholders such as teachers, principals, DPI staff, parents, community colleges, colleges/universities, business/industry personnel, and LEA curriculum specialists to obtain feedback.</li> <li>• Take to the State Board of Education for approval.</li> <li>• Issue RFP.</li> </ul> <p>6.3 Disseminate measured objectives to teachers/teacher educators and parents.</p> <p>6.4 Evaluate contract proposals.</p> <ul style="list-style-type: none"> <li>• Issue contract for test development.</li> <li>• Lay out contracted task with vendor.</li> </ul>	<p>June Atkinson Lou Fabrizio 10/15/99</p> <p>Lou Fabrizio June Atkinson 11/31/99</p> <p>June Atkinson 9/30/99</p>

Objectives	Strategies	Responsibility/ Completion Date
	6.5 Develop study guides, testlets, and sample item bank.	June Atkinson Lou Fabrizio 10/30/00
	6.10 Using field test data, assemble exit exam.	Lou Fabrizio June Atkinson 1/31/00
	6.7 Develop supporting materials and professional development for exit exam. <ul style="list-style-type: none"> <li>• Issue measured objectives to all high schools.</li> <li>• Develop student handbook for exit exam.</li> <li>• Develop teacher handbook for exit exam.</li> <li>• Develop and implement staff development that stresses continuity and linkage among assessments including eighth grade End-of-Grade test, Comprehensive Exam, Algebra I End-of-Course (EOC) test, English I and II EOCs, Biology, ELPS, U.S. History and other existing assessments, if appropriate.</li> </ul>	June Atkinson Elsie Leak Lou Fabrizio Lowell Harris
	6.8 Develop plan for retesting students who do not meet the standard.	Lou Fabrizio June Atkinson 5/30/02 and ongoing
	6.9 Develop and conduct field test of exit exam.	Lou Fabrizio June Atkinson 6/15/99 - 6/30/03

Objectives	Strategies	Responsibility/ Completion Date
	<ul style="list-style-type: none"> <li>• Develop field test from specifications.</li> <li>• Conduct statewide pilot.</li> <li>• Analyze pilot data.</li> </ul>	Lou Fabrizio June Atkinson 5/30/02 and ongoing
6.10	Set performance standards.	Lou Fabrizio June Atkinson 6/15/99 - 6/30/03
6.11	Develop appropriate assessment accommodations for students with disabilities and limited English proficient students.	Lou Fabrizio Elsie Leak Frances Bradburn Mike Muirhead Lowell Harris Bennie Hendrix 6/1/00
6.12	Administer exit exam statewide.	Lou Fabrizio June Atkinson 4/30/02
6.13	Score exit exam, and provide reports to schools, parents, and students.	Lou Fabrizio June Atkinson 5/30/02
6.14	Administer retest for students who do not meet the standard.	Lou Fabrizio June Atkinson 5/30/02 and ongoing
6.15	Provide ongoing monitoring of contract to produce exit exam.	Lou Fabrizio June Atkinson 6/15/99 - 6/30/03

## INFORMATION SYSTEMS

Objectives	Strategies	Responsibility/ Completion Date
7. A system for LEAs to report student promotion data is provided.	<p>7.1 Identify data needs for a collection system to meet new standards.</p> <ul style="list-style-type: none"> <li>• Passing rates for each test administration or retesting opportunities, etc.</li> <li>• Subsequent test data for students who are retained.</li> </ul> <p>7.2 Work with Information Technology staff to develop specifications and implement new system.</p>	<p>Lou Fabrizio Elsie Leak Mike Muirhead Lowell Harris Frances Bradburn June Atkinson 2/11/99</p> <p>Lou Fabrizio Elsie Leak Frances Bradburn Mike Muirhead Lowell Harris Bennie Hendrix 6/1/00</p>

# **Student Accountability Implementation Plan** **May 1, 1999 - June 30, 2003**

## **Support Materials and Professional Development**

Products	Professional Development
<p>In order to implement student accountability standards, it is important that teachers make use of all existing resources that they have at their disposal to enhance student achievement. One of the overarching goals that the Instructional Services and School Improvement Divisions have had since the implementation of the ABCs has been development of resources to assist teachers with delivery of the <i>North Carolina Standard Course of Study</i>. The Communications and Information Division has a complete catalog of existing publications, but several are especially noteworthy:</p> <ul style="list-style-type: none"> <li>• Classroom Assessment Manual</li> <li>• Teachers Resource Book for Grades 1 &amp; 2 Assessment</li> <li>• Ideas that Work for Mathematics Grades 1 &amp; 2 Assessment</li> <li>• Mathematics Classroom Strategies Booklets for K-5 and 3-8</li> <li>• Science Classroom Strategies Booklet for K-5</li> <li>• Social Studies Ready Reference Cards, K-5</li> <li>• English Language Arts Reference Guides, K-5 and 6-8</li> <li>• Reading: Assessing the Strategies, Comprehension and Characteristics of Middle and High School Students</li> </ul>	<p>Several workshops were held for teachers and administrators during the summer of 1999. The workshops had a direct impact on enhancing student achievement. A sampling of the offerings includes</p> <ul style="list-style-type: none"> <li>• Regional training of trainers sessions for 313 participants on the Student Accountability Standards for teams from the LEAs in order to build local expertise in implementing the Standards and to train others in the LEA</li> <li>• Regional professional development activities related to the Standards based on needs assessments in each LEA</li> <li>• K-2 Assessment workshops reading and mathematics on June 14-16 at J. H. Rose High School and June 28-30 at East Forsyth High School</li> <li>• Follow-up to K-2 Assessment workshops</li> <li>• Math Chairperson's Conference in Southern Pines July 25-29</li> <li>• Middle School Math Teachers' workshop in Morehead City June 21-22</li> <li>• Workforce Development Summer Conference July 26-20 in Greensboro</li> <li>• Healthful Living Institute VI June 14-18 on the campus of Lenoir Rhyne College in Hickory</li> </ul>

## **Student Accountability Implementation Plan Progress Report October 1999 - March 2000**

**Objective 1:** A plan is implemented to communicate information about the student accountability standards with major stakeholders of public schools (teachers, administrators, parents, and others).

### **Tasks Completed:**

1. Conducted 16 workshops for approximately 1,200 principals and school counselors about new graduation requirements.
2. Prepared materials about graduation requirements and writing assessment.
3. Conducted 82 presentations to varied audiences (8,000) about the Student Accountability Standards. Additional sessions are scheduled for parents, university staffs, churches, and community groups.
4. Conducted six sessions for parents (200 attended) on the Student Accountability Standards, with time for questions and answers.
5. Conducted three regional training of trainers (313 participants) to build a cadre of expertise in each LEA to implement the Student Accountability Standards. Assistance team members served as trainers for intervention strategies segments of the training.
6. Initiated the production of a video featuring minority and at-risk students discussing their personal school experiences and how they could have been more successful in school. The video also features a "success story" of strategies the schools used to improve his achievement. After the Minority and At-Risk Students conference, the video will be distributed to all schools in the state.

**Objective 2:** All teachers can diagnose student learning on an ongoing basis.

### **Tasks Completed:**

1. Developed web-based classroom assessment item banks for grades 3, 5, and 8 and high school courses. (Projected to be online for review and validation by April 15, 2000).
2. Developed contract with the University of North Carolina General Administration to provide reading workshops for high school teachers.
3. Developed we-based course about classroom assessment. (scheduled for teacher use in the summer of 2000).
4. Addressed assessing student needs at three regional training sessions.

**Objective 3:** All teachers must implement effective intervention strategies.

1. Produced and disseminated a document entitled *Intervention Strategies and Best Practices* to assist teachers and administrators in working with students performing at Levels I and II.
2. Produced and disseminated a document entitled *Profiles of Most Improved Schools* to identify strategies and interventions used with students performing at all proficiency levels

- I - IV. The document highlights strategies used to provide additional instructional time for students performing at Levels I and II.
3. Convened high school advisory group to assist in identification of barriers to implementing the Student Accountability Standards and strategies for overcoming the barriers. NOTE: The advisory group was convened because the implementation of the standards and PEPs is more likely to be problematic at the high school level than in grades three and five. School Improvement staff and assistance teams working in voluntary assistance offer a heavy concentration of intervention strategies to schools with kindergarten through eighth grades, as they have since 1997. Because there were no low-performing high schools for 1999-2000, no high school is receiving mandated assistance. Only three high schools are receiving voluntary assistance.
  4. Completed draft of document related to implementing the standards at the high school level and considerations for developing personalized education plans (PEPs) for students in high school. See page 28.
  5. Initiated partnership with Communities in Schools to provide assistance to schools in implementing mentoring programs.
  6. Began planning the Minority and At-Risk Students statewide "Closing the Achievement Gap" conference to highlight the Student Accountability Standards and effective interventions for working with underachieving students. The conference will include a session on what LEAs/schools should be doing now to implement the Student Accountability Standards. See Attachment 2. This information will also be put on the DPI Web page.
  7. Trained educators in effective intervention strategies during three regional training sessions.

***Objective 4: All LEAs effectively use financial resources to provide focused intervention for developing high student achievement.***

1. Trained educators in flexible funding for student achievement during three regional training sessions.

***Objective 5: All LEA personnel strengthen community relationships to promote high student achievement.***

1. Began planning the Parent Involvement statewide conference to provide opportunities for parents and educators to gain a better understanding of the Student Accountability Standards, the importance of parental involvement, and how parents and schools can work together to improve student achievement.
2. Developed and placed on DPI Web page a reading booklet to help parents to reinforce reading.
3. Planned seven parent focus group sessions (one conducted to date) to get input from parents on what schools are doing well and how schools can be improved by schools and parents working together to improve student achievement.

**Objective 6: Exit exam and interim diagnostic assessments reflect skills needed at the next education level and the requirements of the work place.**

1. Developed and validated exit exam specifications. See Attachment 1.
2. Awarded contract to a testing company for developing the exit exam.

**Objective 7: A system for LEAs to report student promotion data is provided.**

1. All reporting requirements are possible in current programs, with one exception. Options for reporting students not performing at Level III are under study.

## Communications Plan Report

Item	Description	Audience
<b>Publications and Articles:</b>		Distributed to:
<ul style="list-style-type: none"> <li>▪ Student Accountability Standards Brochure Distribution</li> </ul>	<ul style="list-style-type: none"> <li>▪ General Brochure</li> </ul>	<ul style="list-style-type: none"> <li>▪ 85,000 copies to individual schools, PTAs and others per fax and post card and in-person requests.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Q&amp;A Booklet Distribution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Answers most frequently asked questions about Student Accountability Standards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 21,500 copies to individual schools, PTAs and others per fax, post card and in-person requests.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Other Publications—Local school system newsletters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tips for parents to help children reach the new standards and Questions and Answers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>The Baptist Informer</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Article reviewing the standards, timeline and asking for parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ African-American Parishioners.</li> </ul>
<ul style="list-style-type: none"> <li>▪ <i>CountyLines</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Publication of the NC Assn. Of County Commissioners</li> </ul>	<ul style="list-style-type: none"> <li>▪ County Commissioners</li> </ul>
<ul style="list-style-type: none"> <li>▪ Gateway Timeline Flyer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Breakdown for parents of when their child(ren) will be affected by specific gateways.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Parents</li> </ul>
<ul style="list-style-type: none"> <li>▪ Newsletters— <i>Especially for Principals</i> <i>Just for Teachers</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Special issues on Accountability Standards (May '99) and articles in 99-00 publications</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals and Teachers</li> </ul>

<ul style="list-style-type: none"> <li>▪ <i>BusinessLink</i></li> </ul> <p><b>Video Production/Distribution:</b></p> <ul style="list-style-type: none"> <li>▪ “Why New Student Standards Now?”</li> <li>▪ “Reaching High Standards”</li> <li>▪ Personalized Education Plan Video</li> <li>▪ NC 4<sup>th</sup> Grade Writing Assessment Criteria, Standards and Trends</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special issue on Accountability Standards (Spring/Summer '99) and articles in 99-00 publications</li> <li>▪ Video on how a parent and others feel about the new Student Accountability Standards. (3:00).</li> <li>▪ General video on Student Accountability Standards (6:22)</li> <li>▪ Featured Director of School Improvement Division and an Assistance Team Member. (21:00)</li> <li>▪ Existing video: Southwest Education Alliance. (1 hr. 50 min.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Business Leaders</li> <li>▪ Shown during statewide broadcast on UNC-TV November 1<sup>st</sup>.</li> <li>▪ Distributed to: <ul style="list-style-type: none"> <li>▪ 1,278 Principals at statewide “How-to” Sessions. (Mailed 980 to principals who did not attend.)</li> <li>▪ 2,100 PTA/PTO Presidents.</li> <li>▪ 120 LEA Public Information Officers.</li> <li>▪ 100 School Assistance Teams/School Improvement Staff.</li> <li>▪ 80 Association Leaders.</li> </ul> </li> <li>▪ 120 Assistance Team Members, Superintendents and School Improvement Staff. (October '99)</li> <li>▪ 120 Assistance Team Members, Superintendents and School Improvement Staff. (October '99)</li> </ul>
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<ul style="list-style-type: none"> <li>Statewide Parent Broadcast</li> </ul>	<ul style="list-style-type: none"> <li>November 1, 1999 live broadcast via UNC-TV. Panel made up of Mike Ward, Marvin Pittman, Elsie Leak and Tannis Nelson to discuss the Standards and how parents can be involved in making the Standards successful.</li> </ul>	<ul style="list-style-type: none"> <li>Aimed at parents but open to all audiences.</li> <li>(20) video duplicates of program sent to parents, PTA/PTO presidents and miscellaneous school personnel.</li> </ul>
Media Information Sessions	<ul style="list-style-type: none"> <li>6 sessions held statewide featuring SAS policy overview and Q&amp;A time.</li> </ul>	<ul style="list-style-type: none"> <li>Attended by (15) broadcast and print media representatives.</li> </ul>
Parent Information Sessions	<ul style="list-style-type: none"> <li>6 sessions held statewide featuring SAS policy overview and Q&amp;A time.</li> </ul>	<ul style="list-style-type: none"> <li>Attended by (200) Parents, PTA/PTO presidents and miscellaneous school personnel.</li> </ul>
“How-to” Sessions	<ul style="list-style-type: none"> <li>16 half-day sessions held statewide featuring a policy overview, instructional leadership, intervention strategy and financial flexibility presentations.</li> </ul>	<ul style="list-style-type: none"> <li>Attended by 2,768 Principals and School Improvement Team Chairs or designees.</li> </ul>
S.A.S. Presentations	<ul style="list-style-type: none"> <li>Various DPI Personnel-presentations of Student Accountability Standards.</li> </ul>	<ul style="list-style-type: none"> <li>82 presentations made to varied audiences (8,000) statewide (fall 1999)</li> </ul>
“Making the Grade”	<ul style="list-style-type: none"> <li>Tabloid on Student Accountability Standards in cooperation with NC Press Association and Newspapers in Education.</li> </ul>	<p>Appeared in daily newspapers—Burlington, Statesville, Jacksonville, Roanoke Rapids and Wilson—others scheduled for Spring 2000.</p>
InfoWeb	<ul style="list-style-type: none"> <li>Special section on Student Accountability Standards.</li> </ul>	<ul style="list-style-type: none"> <li>Established July '99.</li> </ul>
Op-Ed Articles	<ul style="list-style-type: none"> <li>Two articles submitted to NC newspapers</li> </ul>	<ul style="list-style-type: none"> <li>General public</li> </ul>



**Improving Student Accountability Standards  
Report on Expenditures  
Fiscal Year 1999-2000**

Allotment: 31,072,694

Expenditure Description - Summary
Instructional Personnel [1]
Staff Development - Instructional
Other ( includes Administrative, etc.)
Total

Improving Student Accountability Standards	
To improve the academic performance of children who are performing at Level I or II on either the reading or math end-of-grade tests in grades 3-8 and children who are performing at Level I or II on the writing tests in grades 4 and 7.	
% Of Total Expenditures As Of Feb., 2000	
	98.37%
	1.19%
	0.44%
	100.00%

Expenditure Description - Detail
Teachers (approximately 76.73 FTEs)
Teacher Assistants
Instructional Support (approximately 3.35 FTEs)
Other- Salary Related:
Substitute Pay
Overtime Pay
Tutor
Technical, Other Assignments, etc.
Matching Benefits
<b>Total Other:</b>
Classroom Materials/Supplies/Equipment [2]
Textbooks/Library Books/Periodicals
Contracted Services
Staff Development
Other
<b>Total:</b>

Percent of Total Expenditures As of Feb., 2000
27.11%
4.42%
0.37%
0.82%
0.05%
14.38%
3.32%
<u>8.46%</u>
27.03%
33.18%
1.63%
5.03%
0.98%
<u>0.25%</u>
100.00%

**Notes:**

1. Of Instructional Personnel, 27.11% is for teachers.
2. Classroom Materials/Supplies and Equipment includes: Instructional Supplies, Supplies and Materials, Audiovisual Supplies, Computer Software and Supplies, Instructional Equipment, NonCap Equip/Comp. Hardware and Computer Equipment.



## North Carolina High School Exit Exam Specifications

	Mathematics	Science	Social Studies	English Language Arts	No. of Items
<b>Domain 1: Communication</b>					
1. Learner will apply rules of standard English to written text.				✓	10
2. Learner will use main ideas and supporting details to organize and communicate information.		✓	✓	✓	10
3. Learner will evaluate ideas and information to make informed decisions.	✓	✓	✓	✓	10
4. Learner will listen carefully and thoughtfully to understand, evaluate, and synthesize information.			✓	✓	10
5. Learner will evaluate information by recognizing the author's purpose to draw conclusions or make informed decisions.	✓	✓	✓	✓	10
6. Learner will evaluate information to detect bias or vested interest.	✓	✓	✓	✓	10
7. Learner will follow instructions to draw conclusions or make informed decisions.	✓	✓	✓	✓	10
8. Learner will detect fact, propaganda, and opinion to make informed decisions.	✓	✓	✓	✓	10
<b>Total</b>					<b>80</b>

**North Carolina High School Exit Exam Specifications (continued)**

	Mathematics	Science	Social Studies	English Language Arts	No. of Items
<b>Domain 2: Processing Information</b>					
9. Learner will analyze information by comparing, contrasting, and summarizing to make informed decisions.		✓	✓	✓	13
10. Learner will use patterns, relationships (e.g., cause and effect relationship), and trends to draw inferences and make predictions concerning environmental and social outcomes.	✓	✓	✓		14
11. Learner will synthesize information from several sources to apply that information to a new situation.	✓	✓	✓	✓	14
12. Learner will organize tasks to accomplish an objective (e.g., scientific investigations).	✓	✓	✓		9
13. Learner will evaluate information, explanations, or ideas by identifying and applying criteria to draw conclusions or make predictions.	✓	✓	✓	✓	15
14. Learner will interpret multiple sets of data to determine the best course of action.	✓	✓	✓		15
<b>Total</b>					<b>80</b>

**North Carolina High School Exit Exam Specifications (continued)**

	Mathematics	Science	Social Studies	English Language Arts	No. of Items
<b>Domain 3: Problem-Solving</b>					
15. Learner will plan logical steps and organize resources to accomplish a task within a given time frame (e.g., investigation).	✓	✓	✓	✓	12
16. Learner will evaluate situations to determine conflict and resolution.		✓	✓	✓	11
17. Learner will assess consequences of personal actions to determine legal, economic, political, environmental, and social impact.		✓	✓		12
18. Learner will analyze the roles of the executive, judicial, and legislative branches of the United States government to make informed choices as a productive, contributing citizen.			✓		10
19. Learner will interpret information about the United States economic system to make informed choices related to a person's standard of living.	✓		✓		14
20. Learner will apply elementary principles underlying mechanical, electrical, thermal, or chemical systems to make inferences.		✓			12
21. Learner will determine the best economic value of several alternatives to make informed choices.	✓		✓		9
<b>Total</b>					<b>80</b>

**North Carolina High School Exit Exam Specifications (continued)**

	Mathematics	Science	Social Studies	English Language Arts	No. of Items
<b>Domain 4: Using Numbers</b>					
22. Learner will apply real number operation and relationships (e.g., absolute value, radical expression, exponents) to solve problems related to home, work, and environment.	✓	✓			16
23. Learner will apply formulas and expressions (e.g., area, perimeter, circumference, surface area, volume, Pythagorean Theorem, similar polygons, angle relationships) to solve problems related to home and work.	✓	✓			16
24. Learner will make predictions by using algebraic concepts (e.g., tables, charts, algebraic equations, and coordinate graphs) to solve problems related to work, scientific investigations, and consumer issues.	✓	✓	✓		16
25. Learner will make predictions by using data analysis and probability (e.g., measures of central tendency, regression equations, theoretical probability) to solve problems related to home, scientific investigations, and work.	✓	✓	✓		16
26. Learner will use relationships among fractions, decimals, and percents to demonstrate understanding of mathematical and scientific concepts.	✓	✓	✓		16
<b>Total</b>					<b>80</b>

## What Schools/LEAs Should Currently Be Doing to Implement the Student Accountability Standards

### Philosophy and Positive Attitude Should Set the Stage

Central Office	School
<ul style="list-style-type: none"> <li>Meet to review local policies and align those policies to the SAS</li> </ul>	<ul style="list-style-type: none"> <li>Meet to plan with the school improvement team (led by principal)</li> </ul>
<ul style="list-style-type: none"> <li>Appoint a contact person for SAS at Central Office to communicate and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Appoint a contact person for SAS to communicate and answer questions</li> </ul>
<ul style="list-style-type: none"> <li>Develop a written plan for communication (led by public information officer)</li> </ul>	
<ul style="list-style-type: none"> <li>Set expectations and requirements of central office and principals in terms of implementation</li> </ul>	<ul style="list-style-type: none"> <li>Set expectations and requirements of school staff in terms of implementation</li> </ul>
<ul style="list-style-type: none"> <li>Meet to plan strategies to get information to school (staff, students, parents) and LBE</li> </ul>	<ul style="list-style-type: none"> <li>Meet to plan strategies to get information to information to parents, students, teachers, staff and others.</li> <li>Include focused interventions</li> </ul>
<ul style="list-style-type: none"> <li>Plan strategies on how to communicate to site-based teams and to parents</li> </ul>	<ul style="list-style-type: none"> <li>Plan strategies on how to communicate to site-based teams and to parents</li> </ul>
<ul style="list-style-type: none"> <li>Consider possible vehicles to communicate policy based on needs of the school and community               <ul style="list-style-type: none"> <li>Newsletters</li> <li>Radio</li> <li>Meetings</li> <li>PSAs</li> <li>Newspapers</li> <li>Presentations to service organizations</li> <li>Community agencies (brochures, etc.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider possible vehicles to communicate policy based on needs of the school and community               <ul style="list-style-type: none"> <li>Newsletters</li> <li>Radio</li> <li>Meetings</li> <li>PSAs</li> <li>Newspapers</li> <li>Presentations to service organizations</li> <li>Community agencies (brochures, etc.)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Plan parent focus groups</li> <li>PTA</li> </ul>	<ul style="list-style-type: none"> <li>Plan parent focus groups</li> <li>PTA</li> </ul>

## IMPLEMENTATION

Central Office	School
<ul style="list-style-type: none"> <li>Establish local criteria for review teams</li> </ul>	<ul style="list-style-type: none"> <li>Advise staff of criteria for review teams</li> </ul>
<ul style="list-style-type: none"> <li>Establish and train review teams                             <ul style="list-style-type: none"> <li>Train Review Teams                                     <ul style="list-style-type: none"> <li>Establish criteria for grade level work</li> <li>Calendar of implementation</li> <li>Who, when, where, etc</li> <li>Information from schools</li> <li>Review policy</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Conduct awareness of purpose and operation of review team for school staff</li> </ul>
<ul style="list-style-type: none"> <li>Provide disaggregated data to schools</li> </ul>	<ul style="list-style-type: none"> <li>Review and use to establish focused interventions</li> </ul>
<ul style="list-style-type: none"> <li>Plan system-wide training on addressing specific student diagnosis and focused intervention strategies</li> </ul>	<ul style="list-style-type: none"> <li>Plan and conduct appropriate staff development to support SAS</li> </ul>
<ul style="list-style-type: none"> <li>Develop PEP format and process</li> </ul>	<ul style="list-style-type: none"> <li>Develop PEP format and process</li> </ul>
<ul style="list-style-type: none"> <li>Develop guidelines and assessment for 5<sup>th</sup> and 8<sup>th</sup> grade writing (Process and content)</li> </ul>	<ul style="list-style-type: none"> <li>Familiarize teachers and train, if necessary</li> </ul>
<ul style="list-style-type: none"> <li>Ensure on-going monitoring of school activities on implementation</li> </ul>	<ul style="list-style-type: none"> <li>Ensure on-going monitoring of school activities on implementation</li> </ul>
<ul style="list-style-type: none"> <li>Evaluate implementation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate implementation</li> </ul>
<ul style="list-style-type: none"> <li>Develop catalog of district interventions</li> </ul>	<ul style="list-style-type: none"> <li>Develop catalog of school interventions</li> </ul>

# **Implementing the Student Accountability Standards and PEPs**

## ***Phase II***

**Public Schools of North Carolina  
State Board of Education  
North Carolina Department of Public Instruction  
Instructional and Accountability Services  
Division of School Improvement**

**March 2000**



## Introduction

In December, 1999, the Division of School Improvement asked a group of approximately 30 high school educators to meet with Department staff to identify issues and strategies related to implementation of the Student Accountability Standards at the high school level. Realizing the uniqueness of high schools, many implementation processes may have to be adjusted to fit the organizational structure of secondary schools.

During that meeting, the educators first identified strategies that are currently being used successfully to meet the academic needs of students performing at Levels I and II. Secondly, they identified a number of issues/barriers to implementation of the Standards, but also focused on strategies to overcome many of these barriers. Their information is included in this document as a guide for other high schools to use when implementing the standards.

This meeting was intended to be the first of several the Department of Public Instruction/Division of School Improvement will hold to look at high school issues and make suggestions on how to improve the educational program for secondary students. We wish to thank the following people for their contributions to the meeting and this document and for their willingness to continue working with the Department on issues related to improving high school education.

Elsie Leak, Director .....	Division of School Improvement
Jim Brooks, Teacher .....	Wilkes County Schools
Betty Brummett, Consultant .....	Division of School Improvement
David Bryant, Consultant.....	Division of School Improvement
Dianne Carter, School Improvement Coordinator .....	Franklin County Schools
Pat Chappell, Team Leader .....	State Assistance Team
Jackie Colbert, Special Assistant .....	Division of School Improvement
Judy Darling, English Teacher .....	Wake County Schools
Gail Daves, Assistant Director.....	Division of School Improvement
Bobbie Draughon, Consultant .....	Division of School Improvement
Alice Garrett, Section Chief .....	Division of School Improvement
Beverly Ghesquiere, Team Reviewer.....	State Assistance Team
Michele Halley, Team Reviewer .....	State Assistance Team
Marlene Jenkins, Team Reviewer .....	State Assistance Team
Dean Kristler, Mathematics Teacher .....	Cleveland County Schools
Kathy Lewis, Team Reviewer.....	State Assistance Team
Nancy Massengale, Mathematics Teacher .....	Guilford County Schools
Judy McInnis, Team Reviewer .....	State Assistance Team
Manley Midgett, Team Reviewer.....	State Assistance Team
Judy Musgrave, Mathematics Supervisor.....	Cumberland County Schools
John Parker, Assistant Superintendent .....	Roanoke Rapids Graded Schools

Brenda Parsons, Team Reviewer .....	State Assistance Team
Marguerite Peebles, Section Chief .....	Division of School Improvement
Marian Pittman, Counselor .....	Edgecombe County Schools
Brock Ridge, Team Leader .....	State Assistance Team
Jeff Roberts, Team Reviewer .....	State Assistance Team
Susan Simpson, Team Reviewer .....	State Assistance Team
Jimmy Tillman, Principal .....	Wilson County Schools
Tamara Wade, Team Reviewer .....	State Assistance Team
Sarah Wiggins, Team Reviewer .....	State Assistance Team
Jonsie Worrell, Team Reviewer .....	State Assistance Team
Dana Wrights, Team Reviewer .....	State Assistance Team

# Strategies Currently Being Used to Meet the Needs of Students Performing at Levels I and II

## Use Effective Instructional Strategies in All Classes and Subjects

1. Use alternative learning strategies and settings for students who are not successful in the traditional classroom.
2. Provide a reading/mathematics specialist to team with regular classroom teachers and teach lessons twice each week.
3. Pull out limited English students for content-specific assistance.
4. Give a diagnostic pretest for each required course.
5. Use the CCC lab, Light Span, and Accelerated Reader.
6. Implement a schoolwide reading program.
7. Assist teachers in being able to understand, design, and implement instructional strategies such as quality questioning, aligning curriculum and assessment, using benchmarks, Writing to Learn, etc., that guide students to move from low- to high-performing. Require all teachers to teach reading.
8. Assist teachers in developing skills in differentiating instruction.
9. Use limited "quick fix" approaches such as after-school assistance, in-school restarts, schools within a school (academies that "hold" students until prepared for course work), and summer school after eighth grade.
10. Provide opportunities for academic enhancement.
11. Use technology to enhance instruction.
12. Teach reading, writing, and mathematics throughout the curriculum.
13. Implement close articulation for curriculum and programming with the feeder middle school(s).
14. Disaggregate and analyze data. Use data to inform instruction. Examine scale scores as well as grade-level proficiencies.
15. Use portfolios for students in grades K-8.
16. Require composition as the first semester course on the block schedule prior to having English II during second semester.
17. Integrate testing into all courses by using test vocabulary and question stems.
18. Provide interdisciplinary teaching.
19. Provide a modified, shortened schedule for those students who may need it.
20. Phase in mandatory EOC score requirements for promotion/passing courses.
21. Require tutoring/remediation for all students performing at Levels I and II in EOC tested areas.
22. Implement the "Integration Accommodation Program (IAP)." That is, consider combining two EOC courses to be taught for 2 semesters in a block schedule. For example, teach Biology and Algebra I as an integrated course. English III and U. S. History could be taught as an integrated

course. Allow common planning time for teachers involved so they can develop thematic units and plan collaboratively.

23. Implement the Success Program. (Use a "zero period" from 7:00 a.m.-8:00 a.m. to provide regular course instruction for some students. Provide flex time for teachers to work in the zero period.
24. Require all teachers to include a mathematics and/or English objective in the weekly lesson plan.
25. Provide all teachers with sample EOC tests to familiarize themselves with format and content.
26. Implement "Teacher Smart" where the strongest, master teachers are assigned to provide the greatest help to lower-performing students.

### **Provide Additional Time for Students Scoring at Levels I and II**

1. Offer tutoring programs before, during, and after school
2. Stretch out the five required courses to year-long courses (on the 4x4 block)
3. Establish classes to serve students who fail the competency test but are prerequisites to entry-level course
4. Require students who fail the competency test (eighth grade End-of-Grade test) to take a mini-course for one quarter during the 4x4 block using remedial software to repeat the eighth grade curriculum. Pair this with study skills.
5. Offer an intensive reading lab as a pull-out program.
6. Assign an accelerated student as a buddy for an at-risk student. Use teachers as mentors for students. Each teacher would have up to three students to mentor.
7. Provide Saturday classes.
8. Develop activity packets for students who need additional practice.
9. Offer two-week intensive study cycles as needed during the summer. For example, mathematics, reading, computer skills, and LEP classes may be offered for a two-week period. Instruction is provided for nine days, and students are tested on the tenth day. Provide small classes (a maximum of 12 students), provide food, and call parents to recruit students.
10. Provide special study sessions during the school day prior to testing.
11. Provide peer tutors. Use students from nearby community colleges and universities, if available.
12. Reteach during lunch periods for one hour. Devote one day per week to each subject area. Have labs open for students to use. Hold club meetings, sponsor intramural games and activities, and hold student conferences.

### **Serve Exceptional Children Through an Inclusion Program**

1. Establish partnerships between the exceptional children's teachers and content-specific teachers.
2. Use inclusion to abandon pull-out resource classes for exceptional children. Select regular education teachers carefully to pair with an exceptional children's teacher.
3. Allow time for the exceptional children's teacher to facilitate the work of exceptional children in regular, content-specific classrooms.

### **Provide Opportunities for Teacher Teamwork and Collaboration**

1. Participate in collaborative planning with other grade level and subject area teachers.
2. Participate in vertical collaborative planning.

### **Provide High-Quality, Ongoing Professional Development**

1. Provide follow-up and on-site coaching to assist teachers in implementing the practices in the classroom. Provide an EOC accountability component.
2. Assist teachers in understanding the tests and how they are different.
3. Provide professional development for teachers to improve skills in teaching reading, writing, and mathematics and in tutoring and conferencing.

### **Motivate Students and Provide Incentives for Accomplishment**

1. Implement the "No Tolerance Incentive Program." (Students with no absences, disciplinary referrals, or failure on tests for one week are allowed to leave at noon on Fridays. The school provides enrichment activities for students without transportation.)
2. Use positive reinforcement.
3. Help students participate in enhancement week-ends at community colleges and universities such as those sponsored by the Math and Science Education Network (MSEN).
4. Develop motivational programs through business partnerships.

### **Maintain a Positive School Climate that Includes Parent Involvement**

1. Maintain positive, "can do" attitudes.
2. Believe that "all students can learn" and clearly communicate high expectations. Explain test scores and performance to students.

3. Foster parent involvement through frequent communication and the use of compacts and contracts.
4. Develop and implement a freshman transition program.
5. Conduct a conference with each ninth grade student and his/her parent/guardian to develop a four-year plan, etc.
6. Use the Student Services Management Team (SSMT) for screening students and to recommend assistance for struggling students.

## **Issues Related to the Student Accountability Standards**

The high school committee identified a number of key issues/barriers that impact on implementation of the Student Accountability Standards. These are listed individually with corresponding sample strategies for overcoming the barriers.

### **Barriers: Teacher Issues**

1. lack of support and materials
2. lack of varied instructional strategies
3. competence of teachers
4. attitudes
5. expectations of students
6. differentiation of instruction
7. lack of teaming
8. availability of high quality professional development based on needs and impact on classroom performance
9. ownership for student achievement
10. curriculum alignment
11. knowledge of End-of-Course tests
12. lack of adequate planning time

### **Sample Strategies: Additional Planning Time for Teachers**

1. Arrange the master schedule to allow for common planning time.
2. Schedule whole-subject planning one time each week, even if it occurs after school.
3. Train facilitators on how to run meetings effectively (minutes/documentation, effective delegation, accountability for actions, etc.).
4. Provide integrated planning by holding grade-level planning sessions during planning periods. Include "specials" such as ESL, EC, media, etc. in planning sessions.
5. Provide for vertical alignment across grade levels.

### **Sample Strategies: High Quality Professional Development**

1. Schedule job-embedded staff development.
2. Hold teachers accountable for professional development by giving assignments to be completed outside of the scheduled time.
3. Provide follow-up to all professional development activities.

4. Honor teacher motivation.
5. Sponsor motivational speakers.
6. Allow teachers to be risk-takers with skills learned in professional development.
7. Train teachers and administrators in TQE or other approaches to teaming.

### **Barrier: Strong Leadership**

#### **Sample Strategies: Strong Leadership**

1. Assist administrators with better understanding assessment.
2. Reinforce the importance of curriculum with principals at meetings held by central office staff.
3. Change administrator training offered by universities to include additional emphasis and instruction in curriculum, pedagogy, and assessment.
4. Monitor principal performance frequently (by central office staff).
5. Prepare administrators to assess effectively the professional development needs of teachers.
6. Train administrators in effective communication and require them to demonstrate their skills.
7. Align evaluation of administrators with suggested improvements.
8. Value administrators for creativity, vision, problem-solving, and team-building.
9. Tie salaries to school/administrator performance.
10. Require administrators to provide evidence of effective formative teacher evaluations. Look for use of higher order thinking questioning, and alignment with the *North Carolina Standard Course of Study*. Use informal observations and provide frequent feedback. Include peer observations and observations by central office staff.

### **Barrier: Lack of Student Motivation and Poor Attitudes Towards Learning**

#### **Sample Strategies: Lack of Student Motivation and Poor Attitudes**

1. Start a "Student of the Week/Month" initiative.
2. Schedule Honor Roll recognition activities.
3. Establish interest internships.
4. Form an academic booster club.
5. Establish time for students to have lunch with the principal off campus.
6. Schedule an interdisciplinary showcase of student talents.

## **Barriers: Developing, processing, and implementing PEPs**

### **Sample Strategies: Developing, processing, and implementing PEPs**

1. Train teachers and administrators in developing, and processing PEPs.
2. Provide teachers with a sample list of documentation if work to be completed to substantiate the PEP process. The list may include, but is not limited to, projects and other student work, parent contacts and contracts, and evidence of tutoring sessions.
3. Schedule work sessions in schools and at the district level on the development of PEPs by a team of educators who work with the students rather than individual development.
4. Establish target dates to review and monitor PEPs. Document dates of review.

### **Other Issues Identified Which Could Not Be Addressed in the Limited Time**

#### **Barrier: Parent Involvement**

1. home problems that interfere with learning
2. parent ownership of and involvement with their child's education
3. information availability
4. formal and informal networks of communication

#### **Barrier: Scheduling Problems**

1. changing the "traditional" schedule
2. fragmentation of the day
3. services for limited English proficient students
4. time for scheduling courses failed

#### **Barrier: Assessment versus Accountability**

#### **Barrier: Exceptional Children's Programming**

1. testing requirements
2. pull-outs

#### **Barrier: Curriculum Articulation**

## **PROCESS FOR DEVELOPING PERSONALIZED EDUCATION PLANS (PEPS)**

**Principals are responsible for coordinating and overseeing the PEP process in their schools.**

1. Identify students who failed to meet the Student Accountability Standards and require a PEP. Teachers (grade level or content area) or other selected personnel should be responsible. (Schools are encouraged to develop a PEP for any student who is academically at risk).
2. Establish a process to gather and organize the information specified on the PEP form.
3. Examine the information and thoroughly analyze the strengths and weaknesses of each student identified as needing a PEP.
4. Arrange needs in priority order (if several are identified). Keep in mind that the needs may not always be academic. There may be other barriers contributing to a lack of academic performance.
5. Assemble the appropriate personnel (teacher, counselor, social worker, parent or guardian, principal and/or assistant principal, etc.) based on each student's need to review the data and develop a PEP. These persons along with the parent/guardian make up the PEP team and are responsible for reviewing the data and developing the PEP. All parties sign off on the completed PEP.
6. Outline the individual responsibilities of each PEP team member (including the parent or guardian) in developing, implementing and monitoring the plan.
7. Assess each student's progress on a regular basis. If strategies placed in the plan are not producing satisfactory results at the first check point or any subsequent checkpoints, the PEP team should meet to discuss needed revisions.
8. Monitor PEP implementation on a regular basis. Keep the PEP where it is accessible to the PEP team members. Hold periodic update sessions with parents/guardians.
9. Include all documentation in the student's permanent file when the intervention period is complete.
10. Develop procedures for transmission of information and files within the school or to the next school.

## **Other Considerations Related to PEPs**

1. At-risk students and students who are not meeting the proficiency requirements must be identified early so that appropriate intervention can be implemented. Most teachers can identify these students without waiting for a test score.
2. Ensuring that all teachers are prepared to integrate reading, writing, and mathematics into the curriculum will support student mastery and decrease the number of students who may need PEPs.
3. Consider building early release days into the school/LEA calendar to provide adequate time for teachers to collaborate and develop PEPs.
4. Students performing at Levels I or II should not automatically be referred to the Exceptional Children's program. Appropriate interventions in the regular classroom may be sufficient to meet the student's needs. Exceptional children's teachers can be an excellent source for suggested interventions.
5. Schools/LEAs may wish to put PEP forms on the computer for ease of use and storage (with appropriate security precautions).
6. Articulation and collaboration between grades/schools is critical as a student with a PEP moves from one grade/school to another to ensure that focused intervention strategies are continued, as needed.

## Suggestions for Implementing High Schools PEPs

1. PEPs should be developed for any incoming ninth grader who has failed one or both portions of the End-of-Grade (EOG) test. Since the eighth grade teacher knows the student best at this point in time, it is suggested that the eighth grade teacher fill in the section of the PEP form where "Areas for Improvement" should be recorded. Because the receiving teacher(s) will be responsible for carrying out the focused interventions, s/he should list the strategies to be implemented. The eighth grade teachers should develop a corresponding list of "students who need support/focused intervention" that is submitted to the high school along with the PEPs. Focused interventions are prescribed based on the individualized needs of students.
2. It would be helpful to submit (to the high school) a portfolio of the work of incoming ninth graders along with the PEP. The portfolio should also include the four-year career plan as well as the general and diagnostic information requested on the PEP.
3. Any high school student who does not pass a required End-of-Course (EOC) test should immediately have a PEP developed. EOCs serve as the benchmarks to determine a student's likelihood of passing the exit exam. This is especially critical for ninth graders who will be required to pass an exit exam. **NOTE: This requirement begins with students who are ninth graders during the 1999-2000 school year.** Current teachers would develop the "Areas for Improvement," and subsequent teachers would list and involve others as necessary to provide the focused interventions the student needs.
4. The high school should develop a list and description of interventions available to students and circulate this among the entire faculty so that anyone working on a PEP has knowledge of the services available. It would also be helpful to share this information with the feeder school(s). Each department may want to do this individually, and then combine all listings into one document.
5. Whenever possible, PEPs should be written collaboratively by the teachers, counselors, parents, and students. Since all parties are responsible for the focused interventions and the student's success, all parties should be involved in developing the PEP. One teacher/counselor/social worker, etc., should be designated as the lead contact for the student's PEP and focused interventions.
6. Counselors, media specialists, social workers, dropout prevention specialists, etc. who work with the student should also be involved in developing the PEP and carrying out the focused interventions, as appropriate.

7. PEPs should be reviewed at the mid-point of each grading period.
8. Each student with a PEP (and in fact all high school students) should have an assigned advocate or mentor who will closely monitor the student's academic progress and ensure that the PEP is implemented. **All** faculty and staff in the school should be involved in this process. See the description of the East Chapel Hill Advocacy program as one example of how this can work.



## **Sample High School PEP Forms**



## School \_\_\_\_\_

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Social Security Number: \_\_\_\_\_ Teacher/Advocate/Counselor Assigned: \_\_\_\_\_

Parent(s)/Guardian(s): \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Student Interests: \_\_\_\_\_

Attendance Record: \_\_\_\_\_ Social Skills: \_\_\_\_\_ Behavior Trends: \_\_\_\_\_

Prior Retentions/Grades: \_\_\_\_\_ Special Classification(s): Exceptional Child: \_\_\_\_\_ ESL: \_\_\_\_\_ 504: \_\_\_\_\_

### III. Diagnostic Information

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Academic Strengths		Academic Areas for Improvement	
Eighth Grade	Ninth Grade	Eighth Grade	Ninth Grade
Tenth Grade	Eleventh Grade	Tenth Grade	Eleventh Grade

IV. Intervention Plan

Areas for Improvement	Strategies	Timeline	Resources Needed	Method of Assessment

PEPs should be completed in collaboration with parents, students, and counselors (as needed).

Part V. Monitoring/Adjustments/Progress Checks

Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_Date\_\_\_\_\_

Adjustments Made:

Signatures:

Student's Signature/Date

Teacher's Signature/Date

Parent's Signature/Date

High School Personalized Education Plan (PEP)

\_\_\_\_\_ School \_\_\_\_\_

I. Descriptive Information

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Date: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Social Security Number: \_\_\_\_\_ Special Classification(s): Exceptional Child: \_\_\_\_\_ ESL: \_\_\_\_\_ 504: \_\_\_\_\_  
Parent(s)/Guardian(s): \_\_\_\_\_ Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
Student Interests: \_\_\_\_\_  
Attendance Record: \_\_\_\_\_ Social Skills: \_\_\_\_\_

II. Diagnostic Information

Previous Retentions/Grades: \_\_\_\_\_  
Previous Courses Failed: \_\_\_\_\_  
Eighth Grade Test Results: Reading Level/Scale Score: \_\_\_\_\_ Math Level/Scale Score: \_\_\_\_\_ Writing Score: \_\_\_\_\_  
Portfolio: Yes \_\_\_\_\_ No \_\_\_\_\_

Academic Strengths	Academic Areas for Improvement

Signatures

Teacher/Date	Support Person/Position/Date
Teacher/Date	Support Person/Position/Date
Teacher/Date	Support Person/Position/Date

### III. Intervention Plan

Areas for Improvement	Strategies	Timeline	Resources Needed	Method of Assessment

PEPs should be completed in collaboration with the SSMT/SAT.

### IV Monitoring/Adjustments/Progress Checks

Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Adjustments Made:

Parent Contacts Made: \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Signatures:

\_\_\_\_\_  
Student's Signature/Date

\_\_\_\_\_  
Parent's Signature/Date

# High School Personalized Education Plan (PEP)

\_\_\_\_\_ School

## Part I: Descriptive Information

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Social Security Number: \_\_\_\_\_ Birthdate: \_\_\_\_\_ Interests: \_\_\_\_\_  
Parent(s)/Guardian(s): \_\_\_\_\_ Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_  
Attendance Record: \_\_\_\_\_ Behavior Patterns: \_\_\_\_\_ Social Skills: \_\_\_\_\_  
Check all appropriate: \_\_\_\_\_ Exceptional Child \_\_\_\_\_ ESL \_\_\_\_\_ Prior Retentions \_\_\_\_\_

## Part II: Diagnostic Information

Check all appropriate statements, if applicable:

	Level I in Reading	End-of-Course Results	
_____ Level I in Mathematics	_____ English I	_____ Algebra I	_____ ELPS _____ Biology
_____ Level II in Reading	_____ English II	_____ Algebra II	_____ US History _____ Phy Science
_____ Level II in Mathematics	_____ English III	_____ Geometry	_____ Chemistry
_____ Below 2.5 in Writing	_____ English IV		_____ Physics

## Academic Strengths

## Academic Areas for Improvements

**Part III: Intervention Plan**

Areas for Improvement	Strategies	Timeline	Resources Needed	Method of Assessment

**Part IV: Monitoring/Adjustments**

Progress Checks:      Date: \_\_\_\_\_      Date: \_\_\_\_\_      Date: \_\_\_\_\_

Adjustments Made and Date(s):

Signatures:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Sample Action Steps for Reading and Writing

<b>Areas for Improvement</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• <b>Reading skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify students performing at Levels I and II early and place them in a remedial reading class as an elective and award one unit of credit.</li> <li>• Offer staff development and have teachers implement strategies for reading across the curriculum.</li> <li>• Provide reading instruction in all core subjects.</li> <li>• Develop learning centers in reading with grade level/subject area teachers planning together. Centers address competency in viewing, reading, listening, and writing.</li> <li>• Monitor and conference with students as they are working in centers.</li> <li>• Keep portfolios of student work. Include a progress sheet that can be shared with other teachers, parents, counselor, and student.</li> <li>• Use the Internet for acceleration strategies.</li> </ul>
<b>Writing Skills</b>	<p>Writing centers to address the following components:</p> <ol style="list-style-type: none"> <li>1. Attention to grammar skills and composition structure</li> <li>2. Review of literacy concepts</li> <li>3. Time for writing labs</li> <li>4. Cooperative learning activities</li> <li>5. Peer editing</li> <li>6. Mock writing test graded by the teacher</li> <li>7. Exchange of writing papers for other teachers to grade</li> <li>8. Peer grading</li> <li>9. Teacher models "good" writing</li> <li>10. Literacy charts of specific reading material</li> <li>11. Writing in every core subject every day.</li> </ol>

## Sample Action Steps for Mathematics and Science

<b>Areas for Improvement</b>	<b>Strategies</b>
<b>Application of Math Skills</b>	<ul style="list-style-type: none"> <li>• Use benchmark testing to identify students who need assistance early.</li> <li>• Offer "Success/Fundamentals of Math" classes provide remediation and acceleration for students who have not reached proficiency levels. Offer credit for the course. Use active learning and manipulatives in these classes.</li> <li>• Consider using an instructional management system and computer labs to provide remediation and acceleration.</li> <li>• Establish learning centers that promote application of skills to "real life" situations.</li> <li>• Build portfolios of student work.</li> <li>• Allow students to use calculators.</li> <li>• Use student monitoring charts regularly.</li> </ul>
<b>Scientific Application Skills (all science classes)</b>	<ul style="list-style-type: none"> <li>• Establish learning centers in which students can be guided by prescription (individualized) learning activities.</li> <li>• Integrate science concepts in other curriculum areas.</li> <li>• Use varied instructional strategies such as cooperative learning, computer and science lab activities, technology, vocational concepts, manipulatives, and real-life application.</li> <li>• Emphasize reading and writing.</li> <li>• Use benchmark testing to determine mastery of concepts.</li> </ul>

## **Program Spotlight**

This section is intended to feature two programs that can provide opportunities to work more closely with students to monitor PEPs and provide incoming ninth graders with special assistance to get on grade level prior to actually beginning ninth grade.

### **High School Advocacy Program (East Chapel Hill High School)**

All students benefit from a significant relationship with an adult; therefore, an Advocacy Program can exist where each staff member will meet with his/her student advocates individually and in small groups on a regular basis. Such a relationship fosters increased academic success and supports student needs throughout high school. Active student participation in the Advocacy Program promotes a sense of belonging to the wider school community. These goals will be realized annually for all student advocates when they provide opportunities for three things:

1. conducting regular self-assessment of academic progress during the year in all subjects, concentrating specifically on major projects and test performance;
2. engaging in the registration and career planning process jointly with the adult advocate and the counseling staff; and
3. planning to complete the service learning requirements, with monitoring assistance by the adult advocate.

Advocacy is scheduled twice a month and for special events. Five minutes are taken from each class period and lunch so that the Advocacy meeting is 30 minutes in length.

Grade levels in each Advocacy Group is mixed (approximately three each of freshmen, sophomores, juniors, and seniors). The administration feels that having a variety of students with individual experiences shares the benefits with everyone involved. One of the early activities at the beginning of school has upperclassmen offering their "best advice" to new students and ninth graders, and also gives ninth graders a chance to ask questions of students who have already been through the freshman experience. Advocates are assigned for the entire time a student is enrolled in the school. If there is a problem between student and Advocate, an appeal to an administrator can be made to change Advocates. A conference must be held, and all parties must be in agreement that this is the wisest course of action. Students are encouraged to stay with their Advocate to develop a relationship with an adult in the building who does not necessarily have them in a class.

For every scheduled Advocacy meeting, there is a "game plan" written and provided for the teachers. The "plan" tries to address student concerns, information distribution, and other issues. Report cards and progress reports are also distributed through the Advocacy teacher. Some advocacy groups choose to work on a special project that benefits the community while also building school spirit and earning service learning hours.

Open lines of communication are encouraged between the Advocate and the home for informational purposes as well as for sharing concerns regarding academic performance.

## Early Entrance to High School

**For Incoming Ninth Graders Who Have Not Yet Passed the Reading and/or Mathematics EOG AND for Those Who Received A Waiver of the Student Accountability Standards**

### Early Entrance to High School

- Five to six weeks in the summer prior to the high school beginning date
- Emphasis on study skills, and reading, writing, and mathematics skills,
- Learning activities are active, hands-on, involve the use of calculators, and problem-solving skills
- All teachers teach reading skills through each content area (science, social studies, etc.)
- Selected teachers should be paid more and receive 12 months of employment
- Teachers who work in the summer program should be among the best teachers available. Teacher selection is the key.
- Some teachers also teach Ninth Grade Rotation

### Ninth Grade Rotation

- Held during the first and/or second semesters, depending on the needs of students
- Nontraditional student schedule (See below for an example.)
 

120 mins.	120 mins.	90 mins.	30 mins.
Math	English Reading	Elective	*Inter-vention *Advisory *Study Skills *Careers
- Schedule similar to that of the middle school
- Exceptional children's teacher included on the team
- Criteria established for determining exit from Ninth Grade Rotation at the end of the first semester
- Exit criteria may include competency test scores, portfolio, etc.
- Teacher selection is the key

