



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

*Assist Local School Administrative
Units on the Implementation of the No
Child Left Behind Act*

*Session Law 2003-419
(House Bill 797)*

Date Due June 15, 2004
Report #46 in October 2003-December 2004
DPI Chronological Schedule

STATE BOARD OF EDUCATION

HOWARD N. LEE
Chairman
Raleigh

JANE P. NORWOOD
Vice Chair
Charlotte

KATHY A. TAFT
Greenville

MICHELLE HOWARD-VITAL
Wilmington

EDGAR D. MURPHY
Durham

EVELYN B. MONROE
West End

MARIA T. PALMER
Chapel Hill

ROBERT "TOM" SPEED
Boone

WAYNE MCDEVITT
Asheville

JOHN TATE III
Charlotte

PATRICIA NICKENS WILLOUGHBY
Raleigh

BEVERLY PERDUE
Lieutenant Governor
New Bern

RICHARD MOORE
State Treasurer
Kittrell

NC DEPARTMENT OF PUBLIC INSTRUCTION

Michael E. Ward, State Superintendent
301 N. Wilmington Street • Raleigh, North Carolina 27601-2825 • www.ncpublicschools.org

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, the Department of Public Instruction does not discriminate on the basis of race, sex, color, national or ethnic origin, age, disability, or military service in its policies, programs, activities, admissions, or employment.

Contents

Introduction.....	i
Acknowledgements.....	iii
African-American Students	1
American Indian Students.....	13
Asian Students	21
Free/Reduced Lunch Students	27
Hispanic/Latino/Limited English Proficient Students	37
Multiracial Students	48
Students with Disabilities	43
White Students	61
School as A Whole.....	69
Enabling Legislation	75

Introduction

With the implementation of No Child Left Behind, the emphasis on the performance of each child has increased significantly. The performance of each subgroup of students must be carefully analyzed to determine if they are making adequate yearly progress (AYP). The subgroups whose performance must be analyzed are

- School as a Whole,
- White,
- Black,
- Hispanic,
- Native American,
- Asian,
- Multiracial,
- Economically Disadvantaged Students,
- Limited English Proficient Students and
- Students With Disabilities.

In North Carolina, economically disadvantaged students are defined as those eligible for free or reduced-price lunch. Most schools will not have all groups represented at their school. A student can be in as few as one group (School as a Whole) if s/he is part of a group represented by less than 40 students across the tested grades in a school or a student could be in as many as five groups. However, each subgroup may not be enrolled in every school.

Public education in North Carolina has emphasized student achievement for a number of years and is one of the Nation's leaders in this domain. The ABCs of Public Education determine the growth and progress of the school and have focused on raising achievement and closing gaps to ensure that every child meets high academic standards and is involved in a rigorous and challenging curriculum. Increasing academic rigor continues to be an area of concern and interest for the North Carolina Department of Public Instruction (DPI) and the State Board of Education (SBE).

The General Assembly maintains a high level of interest in ensuring that relevant and appropriate education is provided to each student in North Carolina's public schools. Through House Bill 797 (Session Law 2003-419), DPI and the State Board of Education were directed to report on the number and location of schools making adequate yearly progress for each subgroup, technical assistance developed for each subgroup, technical assistance provided to an LEA or school and the need for additional resources to implement No Child Left Behind on a statewide basis.

The information contained in this report is the result of on-site visits to selected schools by DPI staff and the contributions of other LEAs, The University of North Carolina General Administration, the Center for School Leadership Development and SERVE. Schools were selected for visits after extensive data analysis.

For the selected subgroup,

- each grade had to have more than ten students;
- the mean scale score from 1996-97 through 2002-03 for each grade had to be greater than corresponding grade's mean scale score;
- at least two out of three grades for elementary/middle school had to have made positive mean annual gain in scale score from 1996-97 through 2002-03; and
- the selected subgroup made adequate yearly progress (AYP) in 2002-03.

High schools have only one measure for AYP and that is the performance of tenth grade students taking the comprehensive test of reading and mathematics. This one measure did not seem to be sufficient enough to designate a high school as addressing the needs of a specific subgroup in an exemplary manner. DPI will continue to search for the best way to designate high schools that are doing well with a specific subgroup and produce Volume II of this document in the future.

As the study and action research continued and findings were shared among staff and stakeholders who provided the information, it was increasingly clear that it is imperative not to stereotype students within racial groups. All Asian students are not alike, nor are all Hispanic/Latino. This study underscored the importance of recognizing and respecting each child's culture, family structure and learning style and avoiding generalizations among a given subgroup.

We encourage you to use this document to examine successful strategies and programs that will improve the achievement of all students with caution and serious consideration. It is imperative that schools not just implement a program that was successful in another schools without examining the total picture in the implementing school as well as their own. School contact information and demographics are included so schools considering a particular strategy can compare themselves to one of the schools included in this study where a particular strategy was success without wholesale, automatic replication. Please also use this document as a directory of resources for your consideration.

Acknowledgements

The twenty-five elementary and middle schools listed below made a significant and critical contribution to the development of this document by providing time, space and access to their principals, selected teachers and students during data-gathering. We extend special appreciation to them for their cooperation and exceptional service to students.

<u>LEA</u>	<u>School</u>	<u>Principal</u>	<u>Superintendent</u>
Craven	HJ MacDonald Middle	Linda Sifontes	William Rivenbark
Cumberland	Long Hill Elementary	Melanie Hamblin	William Harrison
	Mac Williams Middle	Ernest Freeman	William Harrison
Davie	North Davie Middle	Larry Bridgewater	W. G.Potts
Durham	Pearsontown Elementary	Eric Bracy	Ann Denlinger
Forsyth	Jefferson Middle	Joyce Jones	Donald Martin, Jr.
Guilford	Shadybrook Elementary	Linda Collie	Terry Grier
Halifax	Hollister Elementary	Vivian Branch	Willie Gilchrist
Henderson	Rugby Middle	Donald Dalton	Tom Burnham
Lee	Greenwood Elementary	Ollie Angel	Barry Aycock
Mecklenburg	Frances Bradle Middle	Ron Dixon	James Pughsley
	Piedmont Open Middle	Tom Spivey	James Pughsley
New Hanover	Wrightsboro Elementary	Gladys Anderson	D. John Morris, Jr.
Onslow	Jacksonville Commons Middle	Albert James	Ron Singletary
	Richlands Elementary	Elaine Day	Ron Singletary
	Swansboro Middle	Lori Howard	Ron Singletary
Chapel Hill-Carr	Elizabeth Seawell Elementary	Susan Pegg	Neil Pedersen
Randolph	Randleman Elementary	Linda Knott	Robert McRae, Jr.
Mount Airy	Jones Elementary	Nancy McHone	William Church
Wake	Davis Drive Elementary	Patricia Andrews	William McNeal
	Davis Drive Middle	Linda Bird	William McNeal
	Leesville Road Elementary	Edward Gainor	William McNeal
	Washington Elementary	Allynna Stone	William McNeal
Wilson	Rock Ridge Elementary	Beverly Boyette	Larry Price

Many people and organizations also made this document possible through their onsite visits to selected schools and through research and other educational experiences. Special appreciation is extended to representatives from the Southeastern Region Vision for Education (SERVE), various areas and divisions of the staff of the North Carolina Department of Public Instruction (DPI). The Center for School Leadership Development, the University of North Carolina Office of the President, also participated in the study. The Center includes the following programs:

- North Carolina Mathematics-Science Education Network,
- NC TEACH,
- North Carolina Center for the Advancement of Teaching,
- Teacher Academy,
- North Carolina Model Teacher Consortium,
- Principals' Executive Program,
- Principals' Fellow Program, Director of Special Education Projects; and
- Coordinator, Professional Development.

North Carolina Department of Public Instruction

We acknowledge the contributions of those listed below.

<u>Name</u>	<u>Title</u>	<u>Area or Division</u>
Sonja Adger	Consultant	Division of School Improvement
K. C. Beavers	Consultant	Division of Instructional Services
Jackie Colbert	Assistant Director	Division of School Improvement
Martha Downing	Consultant	Division of Exceptional Children
Edd Dunlap	Consultant	Division of School Improvement
Helga Fasciano	Consultant	Division of Instructional Services
Beverly Ghesquiere	Consultant	Division of School Improvement
Tracey Gregg	Consultant	Division of Instructional Services
Frances Hoch	Section Chief	Division of Instructional Services
Charlotte Hughes	Section Chief	Division of School Improvement
Melissa Lara	Consultant	Division of School Improvement
Elsie Leak	Associate Superintendent	Curriculum and School Reform Services
Zoe Locklear	Associate Superintendent	Leadership Development and Special Programs
Penny Maguire	Consultant	Division of Instructional Services
Judy McInnis	Consultant	Division of School Improvement
Marilyn Palmer	Section Chief	Division of School Improvement
Linda Patch	Consultant	Division of Instructional Services
Marguerite Peebles	Section Chief	Division of School Improvement
Marvin Pittman	Director	Division of School Improvement
Susan Pittman	Consultant	Division of School Improvement
Wandra Polk	Assistant Director	Division of Instructional Services
Norma Quinones	Consultant	Division of School Improvement
Mary Rose	Consultant	Division of Instructional Services
Barbara Rush	Consultant	Division of School Improvement
Shirley Staten	Section Chief	Division of School Improvement
Debora Sydnor	Section Chief	Division of School Improvement
Benita Tipton	Consultant	Division of School Improvement
Dan Wall	Consultant	Division of School Improvement
Lynn Warren	Consultant	Division of School Improvement
Mary Watson	Director	Division of Exceptional Children
Geraldine Webb-Harris	Consultant	Division of School Improvement
Sarah Wiggins	Consultant	Division of School Improvement

North Carolina University System

<u>Name</u>	<u>Title</u>	<u>Campus</u>
Mary Lynn Calhoun	Dean, College of Education	UNC-Charlotte
Vivian Martin Covington	Director, Teacher Education	East Carolina
Beth Day-Hardison	Coordinator, Special Education	Winston-Salem State
Michael Dougherty	Dean, College of Education	Western Carolina
Charles Duke	Dean, School of Education	Appalachian State
Vallie Guthrie	Director	North Carolina A & T
Eileen Oliver	Dean, School of Education/Psy.	Elizabeth City State
Tom Oppewal	Assistant Dean, School of Educ	UNC-Chapel Hill
Ruie Pritchard	Interim Associate Dean	NC State
Dale Schunk	Dean, School of Education	UNC-Greensboro
Manuel Vargas	Department Chair	Winston-Salem State
Lelia Vickers	Dean, School of Education	North Carolina A & T
Karen Wetherill	Associate Dean	UNC-Wilmington

UNC-Center for School Leadership Development

<u>Name</u>	<u>Title</u>	<u>Program</u>
Judith Clauss	Assistant Director	North Carolina Center for the Advancement of Teaching
Sandra Griffin	Literacy Fellow Teacher	North Carolina Teacher Academy
Karen Gerringer	Coordinator of	Center for School Leadership Development
		Professional Development
Verna Holoman	Executive Director	North Carolina Math-Science Education Network
David Lillie	Director	Special Education Projects
Dorothy Mebane	Executive Director	NC TEACH
Jean Murphy	Director	North Carolina Model Teacher Education Consortium
Daryll Powell	Associate Director	Principals' Executive Program
Mike Williams	Director	Interim Director, Principals' Fellows Program

LEA

<u>Name</u>	<u>Title</u>	<u>School District</u>
Sandra McClain	Assistant Superintendent	New Hanover County Schools

SERVE

<u>Name</u>	<u>Title</u>	<u>Organization</u>
Joyce Speas	Project Manager/Program Specialist	SERVE

Further, we thank the Division of Communications and Information for the technical assistance provided to publish the document.

African-American Students

I. School Profiles

Four schools were visited because of their progress with African-American student achievement:

MacDonald Middle School	Craven County
Pearsonstown Elementary	Durham Public Schools
Jefferson Middle School	Winston-Salem/Forsyth Schools
Wrightsboro Elementary	New Hanover County

H. J. MacDonald Middle School

Suburban

Linda T. Sifontes, Principal
Bill Rivenbark, Superintendent
3127 Elizabeth Avenue
New Bern, NC 28562

School Phone: 252.514.6450
School Fax: 252.514.6456

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	58
Number of classified staff members	13
Number of lateral entry staff members	5
Teacher/Pupil ratio	1:15
Student attendance rate	94.9%
Attendance rate of faculty	92.3%
Number of teachers new to this school last year	6
Teacher turnover rate	10.9%

Student Population

Grade Level	Total Number of Students
6	292
7	296
8	256
School Total	844

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	274	33.4
Asian	3	0.3
Caucasian	513	62.5
Hispanic	16	1.9
American Indian	0	
Multiracial	14	1.7
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	327	39.8

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	8	13.7
Asian		
Caucasian	50	86.3
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	7	10	10	12	19

Pearsonstown Year Round Elementary School
Suburban

Audrey F. Boykin, Principal
Ann Denlinger, Superintendent
4915 Barbee Road
Durham, North Carolina 27713

School Telephone: 919.560.3964
School Fax: 919.560.2103

Demographic Data for the 2002-2003 School Year (Please round off all figures to whole numbers).

Grade span at the school	PreK - 5
Number of certified staff members	60
Number of classified staff members	32
Number of lateral entry staff members	4
Teacher/Pupil Ratio	1:22
Student attendance rate	97%
Attendance rate of faculty	98%
Number of teachers new to this school last year	6
Teacher turnover rate	13%

Student Population

Grade Level	Total Number of Students
Pre-K	45
K	147
1	127
2	130
3	141
4	132
5	143
School Total	865

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	700	81
Asian	17	2
Caucasian	121	14
Hispanic	17	2
American Indian	8	<1
Multiracial	8	<1
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	277	32

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	30	50
Asian		
Caucasian	30	50
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	10	12	38	0	0

Thomas Jefferson Middle School

Joyce S. Jones, Principal
Donald L. Martin, Superintendent
3500 Sally Kirk Road
Winston-Salem, NC 27106

School Telephone: 336.774.4630
School Fax: 336.774.4635

Demographic Data for the 2002-2003 School Year

Grade span at the school	6-8
Number of certified staff members	65
Number of classified staff members	10
Number of lateral entry staff members	7
Teacher/Pupil ratio	1:29
Student attendance rate	95%
Attendance rate of faculty	98%
Number of teachers new to this school last year	6
Teacher turnover rate	5%

Student Population

Grade Level	Total Number of Students
6	351
7	375
8	313
School Total	1039

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	140	14
Asian	9	1
Caucasian	817	79
Hispanic	25	2.4
American Indian	4	0.1
Multiracial	27	2.6
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	148	14

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	7	8.5
Asian		
Caucasian	75	91.5
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	18	18	14	13	18

Wrightsboro Elementary School

Rural School
Low Wealth System

Gladys Anderson, Principal
D. John Morris, Superintendent
2716 Castle Hayne Road
Wilmington, NC 28401

School Phone: 910.815.6909
School Fax: 910.815.6915

Demographic Data for the 2002-2003 School Year

Grade span at the school	K- 5
Number of certified staff members	40
Number of classified staff members	35
Number of lateral entry staff members	0
Teacher/Pupil Ratio	1:20
Student attendance rate	95.6%
Attendance rate of faculty	95%
Number of teachers new to this school last year	2
Teacher turnover rate	17%

Grade Level	Total Number of Students
K	82
1	95
2	88
3	81
4	79
5	87
School Total	512

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	174	34
Asian	2	.4
Caucasian	296	58
Hispanic	7	1.3
American Indian	4	.8
Multiracial	29	5.6
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	254	49.6

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	2	5.0
Asian	1	2.5
Caucasian	37	93.5
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	9	9	6	4	12

II. Administrative Practices

Findings from Action Research

- Principals are highly visible in classrooms and around the school.
- High expectations have been established for students and staff.
- Teachers are given an opportunity to have input in staff development topics.
- The principal and/or curriculum coordinator meets with teachers on a regular basis to discuss student progress.
- Data is disaggregated and used to identify the needs of the school.
- Students' academic progress is monitored regularly.
- The principal provides support for teachers through the acquisition of materials and funds, when possible.
- The principal participates in professional development activities.
- The principal establishes relationships of care and concern with students and staff.

Findings from a Review of the Literature and/or Other Considerations

- The principal is a visionary leader.
- The school has developed focused interventions for African American students.
- There is strong ongoing vertical articulation and link of curriculum.
- Support structures have been established based on the needs of students.
- Performance data is traced regularly.
- Student progress is monitored frequently and regularly.
- African-American students are provided opportunities for accessing a rigorous curriculum.
- School, faculty and staff model high expectations.
- Highly qualified teachers representative of students' cultures are recruited for schools.
- The principal is an instructional leader.
- The principal is knowledgeable about the student population and their home backgrounds.

III. Fiscal Practices

Findings from Action Research

- Funding is determined by the local system based on school membership.
- The principal, with input from school leadership team, develops the budget for the school.
- The budget is driven by the needs of the students.

Findings from a Review of the Literature and/or Other Considerations

- Use Title I and/or II funds to support teachers' development and other facets/needs of the school based on the school improvement plan.
- Base budget expenditures on accommodating the needs of the population of students.

IV. Instructional Practices

Findings from Action Research

- Textbooks are supplemented with a variety of instructional materials.
- Instruction is aligned to the *North Carolina Standard Course of Study*.
- Assessments reflect a system-wide pacing guide and are administered quarterly. Data are used to inform instruction.
- Tutoring occurs during the school day and after school.
- Whole-group and small-group instruction is utilized.
- Unit plans and student comments indicate elements of rigor in the curriculum.
- Incentive programs are used to encourage academic achievement.

Findings from a Review of Literature and/or Other Considerations

- Conduct diagnostic assessments of students.
- Reteach/support/monitor areas not mastered by students.
- Use data to drive instruction.
- Employ curriculum coordinators who are knowledgeable of "good" instruction and best teaching practices.
- Differentiate instruction.
- Conduct professional development based on the needs of the teachers.
- Develop teaching labs to address the needs of staff.
- Become advocates for all children.

V. Policies and Procedures

Findings from Action Research

- Class rosters are adjusted to ensure that there is more than one African American student in a class in order to prevent feelings of isolation.
- Students failing to meet State and local standards are required to have a written PEP.

Findings from a Review of Literature and/or Other Considerations

- Establish hiring practices and a funding structure to accommodate teaching vacancies.
- Match the strongest teachers with the most needy students.
- Assign middle and secondary teachers to teach their area(s) of expertise.
- Provide professional development based on teacher/student needs.
- Provide equal access to all curriculum.
- Distribute resources equitably.

VI. Parental Involvement

Findings from Action Research

- A variety of strategies are used to involve parents.
- Schools conduct parent-training sessions.
- The schools maintain frequent, positive communication with parents.
- Parent contacts are made before problems arise.
- Parents are serving on committees at the school.
- Home visits are used as means to include parents who are unable or unwilling to come to the school.
- Transportation is provided for parents when needed.
- Community and faith-based groups provide some support to the schools.
- Parental involvement for this subgroup has improved but is not yet at the level desired by the schools.

Findings from a Review of Literature and/or Other Considerations

- Provide ongoing, informative communication.
- Teachers/administrators should visit and take part in community activities that involve parents.
- Encourage open, welcoming environments for interaction.
- Provide adult mentors/liaisons.
- Provide parent workshops.
- Have some knowledge of the families of students.

VII. School Climate

Findings from Action Research

- The schools were described as caring, supportive and welcoming.
- A school-wide discipline plan was implemented and included rewards for positive behavior.
- There are opportunities for horizontal and vertical collaboration that promotes teaming among teachers.
- Students reported that the teachers believed in them and held them to high standards.
- Students reported feeling safe. The absence of bullies was mentioned in most of the schools.

Findings from a Review of Literature and/or Other Considerations

- Staff should be knowledgeable of new and emerging cultures.
- Schools should be welcoming and inviting.
- Schools should foster a place where parents feel kinship.
- Schools should be comfortable.

American Indian Students

I. School Profiles

Two schools demonstrated consistently high progress with American Indian students:

Mac Williams Middle School Cumberland County
Hollister Elementary School Halifax County

Mac Williams Middle School

Suburban
Low-Wealth System

Ernest L. Freeman, Jr., Principal
Dr. William Harrison, Superintendent
4464 Clinton Road
Fayetteville, NC 28301

School Phone: 910.483.8222
School Fax: 910.483.4831

Demographic Data for the 2002-2003 School Year

Grade span at the school	6-8
Number of certified staff members	84
Number of classified staff members	35
Number of lateral entry staff members	6
Teacher/Pupil ratio	1:18
Student attendance rate	94%
Attendance rate of faculty	87%
Number of teachers new to this school last year	10
Teacher turnover rate	12%

Student Population

Grade Level	Total Number of Students
6	367
7	403
8	386
School Total	1156

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	329	29
Asian	7	1.0
Caucasian	705	61
Hispanic	37	3
American Indian	52	4
Multiracial		
Other	18	2

	Number of Students	Percentage of Students
Free/Reduced Lunch	705	61

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	10	13
Asian		
Caucasian	69	86
Hispanic	1	1
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	14	15	20	14	17

Hollister Elementary School

Rural
Low-Wealth System

Vivian Branch, Principal
Willie J. Gilchrist, Superintendent
37432 Hwy 561
Hollister, NC 27844
School Phone: 252.586.4344
School Fax: 252.586.6124

Demographic Data for the 2002-2003 School Year

Grade span at the school	K-5
Number of certified staff members	16
Number of classified staff members	8
Number of lateral entry staff members	2
Teacher/Pupil ratio	11:1
Student attendance rate	96.5
Attendance rate of faculty	96
Number of teachers new to this school last year	2
Teacher turnover rate	17%

Student Population

Grade Level	Total Number of Students
K	37
1	42
2	44
3	49
4	48
5	34
School Total	254

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	126	49.8
Asian	1	0.3
Caucasian	5	1.9
Hispanic	1	0.3
American Indian	119	46.9
Multiracial	2	0.8
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	204	80.3

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	10	67.3
Asian		
Caucasian	1	6.7
Hispanic		
Native American	4	26
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	1	4	2	2	5

II. Administrative Practices

Findings from Active Research

*"We will miss our
teachers when we leave."
Student at Hollister
Elementary*

- Principals hold high expectations of teachers and administrators.
- The administration supports teacher efforts; staff development; and purchase of resources.
- Administrators follow up on new practices learned in staff development.
- Administration attends all staff development.
- Administrators are highly visible in classrooms, hallways, cafeteria, etc.
- The school uses disaggregated data.
- Students performing at Levels I and II are targeted for remediation.
- The school uses a team approach to teaching and learning.

Findings from a Review of Literature and/or Other Considerations

*"It's all about teaching and
learning."
8th Grade Teacher at Mac
Williams Middle
School.*

- The school implemented an American Indian Studies elective as an offering in high schools, particularly in those districts serving a significant number of American Indian students.
- Textbooks, library materials and instructional materials reflect accuracy and a basic understanding of the history, culture, tribal sovereignty and government structures of the American Indian tribes in North Carolina.
- The school identified and used resources effectively.
- The school is provided adequate resources for a variety of professional development opportunities at both the State and local levels. The training includes opportunities for teachers to learn about American Indian culture and to better understand the students they are teaching.
- Teachers have opportunities for professional development that address methods of integrating lessons of American Indian history into the existing subject areas such as literature, science, health, social studies and history.
- American Indian students are grounded in their cultures.
- Data such as test scores and dropout data are used to drive decision making.
- Restructured high schools focus their efforts and produce programs that provide flexibility and are holistic and culturally responsive in meeting the needs of American Indian students.

*"Mr. Freeman spoils
us."*

*Teacher at Mac Williams
Middle School*

- The school encourages active collaboration among American Indian parents and the school.
- Create an environment that celebrates and affirms ethnic identity.
- Implement shared decision making.

III. Fiscal Practices

Findings from Action Research

- The county determines the school's annual funding and school budget.
- The school improvement team is aware of the budget and provides a "wish list" of possible resources and materials.
- Budgetary priorities are based on needs. Data is analyzed and "weak" areas receive more funding. An area of priority is established for the year.
- The principal, assisted by the school improvement team, monitors budgetary expenditures.
- There are special policies and procedures that govern budgetary practices (line item categories).
- School funds are discretionary.
- High priority items are purchased first.

Findings from a Review of Literature and/or Other Considerations

- Strengthen local, State and federal partnerships for American Indian education. With the increasing reality that the teacher workforce is becoming less ethnic in background, it is critical for the State to ensure that school personnel working with American Indian students are provided opportunities to increase their knowledge and training about the culture, history and unique needs of American Indian students and their families and communities. Efforts to increase the presence of American Indian professionals as role models in the public school classrooms must be continued.

IV. Instructional Practices

Findings from Action Research

- All students are held to high expectations.
- All students performing at Levels I and II receive remediation.
- Teachers maintain high time on task.
- Students are provided multiple opportunities for remediation.
- The school uses a team approach to teaching and learning.
- The school has diverse resources.

**Findings from a
Review of
Literature and/or
Other
Considerations**

*"[This is a] good
place to learn and have
fun."*

*Student at Mac
Williams Middle
School*

- Students are engaged in a rigorous curriculum with the *North Carolina Standard Course of Study* as the blueprint.
- The school has implemented various reward systems.
- Faculty and staff have an awareness of knowledge, background and experiences of students.
- Use non-biased curriculum materials.
- Faculty and staff build a one-on-one trusting relationship with students.
- Instruction includes examples relevant to the students' lifestyles and/or communities.
- All modalities of learning are addressed.
- Students begin working in small groups then move to larger groups.
- Reteach as necessary.
- Check for understanding by questioning and other techniques.
- Use paraphrasing to reinforce student answers.
- Use numerous examples and pictures.
- Allow wait time for student responses.
- Use praise and incentives with individuals and groups (preferably groups).
- Be aware of cultural differences in body language.
- Present the whole picture of a concept before isolating skills.
- Allow brainstorming to get input from everyone.
- A circular classroom arrangement with groups of 2 or 4 preferred.
- Honor the important contributions of families and elders.
- Establish a cooperative rather than competitive learning environment.
- Allow students to develop a sense of competence in any given activity.
- Begin with concrete strategies then move to abstract strategies.
- Integrate culture into the curriculum.
- Provide numerous and varied opportunities for students to succeed.
- Establish a structured learning environment with a clearly defined purpose and vision.

VI. Policies and Procedures

**Findings from
Action Research**

- Use county-wide benchmark tests.
- Implement Indian Education Programs.

**Findings from a
Review of Literature
and/or Other
Considerations**

- Continue efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos and all demeaning imagery.
- Educate public school personnel of the educational, curricular and psychological effects of using American Indian sport mascots and logos.
- Involve State-level boards, committees or commissions and divisions within the Department of Public Instruction in reviewing and/or developing education policy, standards, curriculum or textbooks and including representation that will provide the perspective of American Indians.

VI. Parent Involvement

**Findings from
Action Research**

- Establish an active PTA.
- Recruit parent volunteers.
- Promote parental involvement in homework.

**Findings from a Review of
Literature and/or Other
Considerations**

- Work with extended families to enlist their support for literacy and academic achievement.
- Reinforce parental efforts to pass on their culture.

VII. School Climate

**Findings from
Action Research**

- Faculty and staff build strong, caring relationships with students.
- The faculty, staff and administration believe that all students can learn.
- Schools develop a feeling of community and family atmosphere.
- Students are provided a clean, safe, warm and inviting environment.
- Faculty, staff, administration demonstrate mutual respect.
- Students are held to high expectations.

**Findings from a
Review of Literature
and/or Other
Considerations**

- American Indian students are respected as individuals.
- The school creates an atmosphere of trust.
- Students are held to high expectations.

Asian Students

I. School Profiles

Two schools have shown consistent progress in the achievement of Asian students:

Davis Drive Middle School Wake County Schools
Elizabeth Seawell Elementary School Chapel Hill-Carrboro

Davis Drive Middle School Suburban

Linda Burch, Principal
William (Bill) McNeal, Superintendent
21010 Davis Drive
Raleigh, NC 27519

School Phone: 919.387.3033
School Fax: 919.387.3039

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	80
Number of classified staff members	25
Number of lateral entry staff members	1
Teacher/Pupil Ratio	1:30
Student attendance rate	96%
Attendance rate of faculty	95%
Number of teachers new to this school last year	10
Teacher turnover rate	6-10 teachers

Student Population

Grade Level	Total Number of Students
6	402
7	433
8	438
School Total	1273

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	109	11
Asian	125	10
Caucasian	917	71
Hispanic	41	3
American Indian	2	0.15
Multiracial	23	1.8
Other	250	19

	Number of Students	Percentage of Students
Free/Reduced Lunch	110	11

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	7	9
Asian		
Caucasian	74	91
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	33	23	14	4	7

Seawell Elementary School
Suburban

Susan Pegg, Principal
Neil Pedersen, Superintendent
9115 Seawell School Road
Chapel Hill, NC 27516

School Telephone: 919.967.4343
School Fax: 919.969.2404

Demographic Data for the 2002-2003 School Year

Grade span at the school	K - 5
Number of certified staff members	50
Number of classified staff members	30
Number of lateral entry staff members	0
Teacher/Pupil Ratio	1:26
Student attendance rate	97%
Attendance rate of faculty	95%
Number of teachers new to this school last year	4
Teacher turnover rate	11%

Student Population

Grade Level	Total Number of Students
K	74
1	83
2	81
3	87
4	91
5	93
School Total	509

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	69	12
Asian	94	18
Caucasian	280	55
Hispanic	32	6
American Indian		
Multiracial	34	6
Other		

Free/Reduced Lunch	Number of Students	Percentage of Students
	96	18

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	6	12.2
Asian	1	2.1
Caucasian	42	85.7
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	4	8	11	12	15

II. Administrative Practices

Findings from Action Research

- Faculty meetings are held regularly and include professional learning components.
- The principal supports site-based management.
- High expectations evident.

III. Fiscal Practices

No information available.

IV. Instructional Practices

Findings from Action Research

- Teachers engage in collegial planning.
- Teachers use differentiated instructional strategies that include, but are not limited to, group work and projects.
- Tutoring is available to students.
- Teachers connect with their students.

"I like my teachers because they make you think."
Student Comment

V. Policies and Procedures

No information available.

VI. Parental Involvement

Findings from Action Research

- Asian parents are active in their child's learning and demonstrate strong support for children.
- Parents volunteer in classrooms and for school activities.
- Parents communicate with school and child's teacher.

"This school is cool because I can walk to the middle school and high school from here."

VII. School Climate

Findings from Action Research

*"School is fun
except when we
can't go outside."*

- Students are provided a safe and accepting environment.
- There is a family atmosphere in the school.
- Parents feel welcome in the school.

Free/Reduced Lunch Students

I. School Profiles

Four schools were included in this study:

Mac Williams Middle School	Cumberland County
Richlands Elementary School	Onslow County
Swansboro Elementary School	Onslow County
Rock Ridge Elementary School	Wilson County

Mac Williams Middle School

Suburban
Low-Wealth System

Ernest L. Freeman, Jr., Principal
Dr. William Harrison, Superintendent
4464 Clinton Road
Fayetteville, NC 28301

School Phone: 910.483.8222

School Fax: 910.483.4831

Demographic Data for the 2002-2003 School Year

Grade span at the school	6-8
Number of certified staff members	84
Number of classified staff members	35
Number of lateral entry staff members	6
Teacher/Pupil Ratio	1:18
Student attendance rate	94%
Attendance rate of faculty	87%
Number of teachers new to this school last year	10
Teacher turnover rate	12%

Student Population

Grade Level	Total Number of Students
6	367
7	403
8	386
School Total	1156

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	329	29
Asian	7	1.0
Caucasian	705	61
Hispanic	37	3.0
American Indian	52	4.0
Multiracial		
Other	18	1.5

	Number of Students	Percentage of Students
Free/Reduced Lunch	705	61

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	10	13
Asian		
Caucasian	69	86
Hispanic	1	1.0
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	14	15	20	14	17

Richlands Elementary School

Low-Wealth System
Rural

Kay Glover, Principal
Ron Singletary, Superintendent
110 E. Foy Street
Richlands, NC 28574

School Phone: 910.324.4142

School Fax: 910.324.4879

Demographic Data for the 2002-2003 School Year

Grade span at the school	3-5
Number of certified staff members	37
Number of classified staff members	10
Number of lateral entry teachers	0
Teacher/Pupil ratio	1:24
Student attendance rate	92%
Attendance rate of faculty	94%
Number of teachers new to this school last year	5
Teacher turnover rate	27%

Student Population

Grade Level	Total Number of Students
3	200
4	174
5	160
School Total	534

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	111	20
Asian		
Caucasian	377	70
Hispanic/Latino	20	3
American Indian		
Multiracial	26	7
Other		

Faculty Information

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	2	5
Asian		
Caucasian	33	89
Hispanic/Latino	2	6
American Indian		
Multiracial		
Other		

Faculty Years of Experience	0-3	4-10	11-15	16-20	21+
	9	11	5	10	2

Rock Ridge Elementary School

Rural School
Low-Wealth System

Beverly Boyette, Principal
Larry Price, Superintendent
6605 Rock Ridge School Road
Wilson, NC 27893

School Phone: 252.399.7955
School Fax: 252.399.7995

Demographic Data for the 2002-2003 School Year

Grade span at the school	K- 5
Number of certified staff members	30
Number of classified staff members	15
Number of lateral entry staff members	0
Teacher/Pupil Ratio	1:16 (includes all certified staff)
Student attendance rate	95%
Attendance rate of faculty	
Number of teachers new to this school last year	0
Teacher turnover rate	14%

Student Population

Grade Level	Total Number of Students
K	73
1	75
2	87
3	73
4	84
5	80
School Total	472

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	88	19
Asian	3	1.0
Caucasian	291	62
Hispanic	86	18
American Indian		
Multiracial	4	1.0
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	214	46

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	2	6.3
Asian	1	3.1
Caucasian	27	84.4
Hispanic	1	3.1
Native American	1	3.1
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	1	8	5	4	14

II. Administrative Practices

Findings from Action Research

- The principal is visible in classrooms and around the school.
- High expectations are established for students and staff.
- The principal provides and participates in professional development, encourages implementation of new strategies and monitors practices.
- The principal and/or curriculum coordinator meets with teachers on a regular basis to discuss student progress.
- The school does an analysis and evaluation of end-of-grade test data and other achievement data.
- Students' academic progress and PEP's are monitored.
- The principal provides support for teachers through the acquisition of materials and funds when possible.
- The principal selects and develops highly qualified staff.
- School and community resources/expertise are used to support teachers and student learning.
- All teachers focus on the entire *North Carolina Standard Course of Study* and alignment between instruction and assessment.

Findings from a Review of the Literature and/or Other Considerations

- Encourage the development of teacher leaders.
- The school has a "no excuses" mentality/climate regarding student achievement.
- Consider the longevity of administrators who were/are instructional leaders.
- Analysis of data should include all outcomes and demographics data.
- Consider the context of rural and urban settings (different kinds of isolation).

III. Fiscal Practices

Findings from Action Research

- The school practices building-level decision making.
- The school improvement team helps to establish the school's budget.
- Student progress is closely monitored.

**Findings from a
Review of the
Literature
and/or Other
Considerations**

- The LEA permits building level decision making.

IV. Instructional Practices

**Findings from
Action Research**

- The schools used research-based practices (such as *Four Blocks* for the upper grades, *Strategies That Work* and *Guiding Readers and Writers* in grades 3-6.
- Instruction is aligned to the *North Carolina Standard Course of Study* and large blocks of time are devoted to language arts and math instruction.
- Quarterly assessments that reflect a county-wide pacing guide are administered. The data is used to inform instruction.
- Exceptional children and resource teachers are included in the planning and have lesson plans shared with them.
- Whole-group and small-group instruction is utilized.
- Collaborative planning and sharing instruction about student needs are key instructional practices.
- The school has developed and reviews PEP's at least each nine weeks.
- Sharing/discussing successful practices is a regular part of faculty meetings.
- Students are involved in self-assessment.

**Finding from a
Review of Literature
and/or Other
Considerations**

- Teachers meet to share practices, examine student work and discuss quality of assignments/instruction/student work/practice.
- The Media Center plays an integral part in curriculum and instruction.
- "Assessment" should inform instruction.
- Consider acceleration instead of remediation for underachieving, high poverty students.

**Findings from
Action Research**

- Schools have specific policies for grading and homework.
- Recruitment and retention policies and procedures are in place.
- Transportation is available.
- Reward successes. Don't take money away when schools begin to do well.

**Findings from a
Review of Literature
and/or Other
Considerations**

- Attendance, tardies, discipline policies are established.
- There is a direct connection between regular school day and after school/Saturday/Summer School activities.
- Students have equal access to courses.

V. Parent Involvement

**Findings from
Action Research**

- Maintain early, positive and frequent contacts with home/parents by teachers/school.

**Findings from a
Review of Literature
and/or Other
Considerations**

- Consider ways to track parental involvement activities outside the school building.
- Follow-up/through with discipline issues.

"School success is attributable to good people. If you surround yourself with thoroughbreds, you'll be okay. You put a mule in the bunch and you'll have trouble."
Principal, Mac Williams Middle School

VI. School Climate

**Findings from
Action Research**

- Retention was high for administrator and teachers.
- The schools established a nurturing and caring environment.
- The schools provided for physical needs of students (food, shoes, clothing, etc.).

**Findings from a
Review of Literature
and/or Other
Considerations**

- The school maintained a “No excuses” attitude/mentality.
- Faculty and staff were aware of cultures from which children come.
- Cultural issues were woven throughout rather than “celebrated” once during the year.
- All school staff involved in appropriate professional development – bus drivers, secretarial staff, custodial staff, food service staff.

Hispanic/Latino Students Limited English Proficient Students

I. School Profiles

Four schools were visited because of the progress of their Latino/Hispanic students.

Greenwood Elementary	Lee County Schools
Randleman Elementary	Randolph County
Piedmont Open Middle School	Charlotte-Mecklenburg Schools
Jones Elementary School	Mt. Airy City Schools

Greenwood Elementary School

Rural

Ollie M. Angel, Principal
Barry Aycock, Superintendent
1127 Greenwood Road
Sanford, NC 27332

School Phone: 919.776.0506
Fax: 919.776.5574

Demographic Data for the 2002-2003 School Year

Grade span at the school	K- 5
Number of certified staff members	46
Number of classified staff members	36
Number of lateral entry staff members	1
Teacher/Pupil ratio	1:15
Student attendance rate	96%
Attendance rate of faculty	92%
Number of teachers new to this school last year	5
Teacher turnover rate	11%

Student Population

Grade Level	Total Number of Students
K	96
1	98
2	108
3	106
4	107
5	129
School Total	644

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	116	18
Asian	3	1
Caucasian	381	57
Hispanic	106	17
American Indian	11	2
Multiracial	27	5
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	416	65

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	5	11
Asian		
Caucasian	40	86
Hispanic	1	3
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	14	8	3	8	13

Randleman Elementary School

Rural
Small-County Funding

Linda Knott, Principal
Robert McRae, Superintendent
100 Swaim Street
Randleman, NC 27317

School Phone: 336.495.1322
School Fax: 336.495.6447

Demographic Data for the 2002-2003 School Year

Grade span at the school	K- 5
Number of certified staff members	51
Number of classified staff members	24
Number of lateral entry staff members	0
Teacher/Pupil ratio	1:23
Student attendance rate	95%
Attendance rate of faculty	97%
Number of teachers new to this school last year	9
Teacher turnover rate	18%

Student Population

Grade Level	Total Number of Students
Pre K	18
K	128
1	135
2	130
3	100
4	111
5	106
School Total	728

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	57	8
Asian	2	0.2
Caucasian	500	69
Hispanic	153	21
American Indian	1	0.1
Multiracial	13	1.0
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	409	56

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American		
Asian		
Caucasian	50	97.6
Hispanic	1	2.4
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	14	16	7	2	12

J.J. Jones Intermediate School

Rural
Low-Wealth System

Travis L. Reeves, Principal
William Church, Superintendent (2002-03)
2170 Riverside Drive
Mt. Airy, NC 27030

School Phone: 336.786.4131
School Fax: 336.719.2339

Demographic Data for the 2002-2003 School Year

Grade span at the school	3 - 5
Number of certified staff members	58
Number of classified staff members	13
Number of lateral entry staff members	0
Teacher/Pupil ratio	1:20
Student attendance rate	96.2%
Attendance rate of faculty	94%
Number of teachers new to this school last year	1
Teacher turnover rate	

Student Population

Grade Level	Total Number of Students
3	130
4	106
5	141
School Total	377

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	39	10.3
Asian	18	4.7
Caucasian	276	73.3
Hispanic	35	9.3
American Indian		
Multiracial	9	2.4
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	Not reported	Not reported

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	1	3
Asian		
Caucasian	32	97
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	9	5	3	9	7

Piedmont Open IB Middle School
Urban

Thomas L. Spivey, Principal
James Pughsley, Superintendent
1411 Hawthorne Lane
Charlotte, NC 28205

School Phone: 980.343.5435
School Fax: 980.343.5557

Demographic Data for the 2002-2003 School Year

Grade span at the school	6-8
Number of certified staff members	70
Number of classified staff members	84
Number of lateral entry teachers	5
Teacher/Pupil ratio	18-1
Student attendance rate	96%
Attendance rate of faculty	97%
Number of teachers new to this school last year	16
Teacher turnover rate	10%

Student Population

Grade Level	Total Number of Students
6	301
7	289
8	271
School Total	861

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	432	52
Asian	39	5
Caucasian	306	37
Hispanic	45	5
American Indian	2	<1
Multiracial	7	<1
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	406	49

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African American	14	23
Asian	3	5
Caucasian	44	72
Hispanic		
American Indian		
Multiracial		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	8	28	7	8	10

II. Administrative Practices

Findings from Active Research

*It [the North Carolina
Standard Course of
Study] is our Bible.
School Principal*

*I have to walk in their
shoes" [referring to why
he participates in staff
development with his
teachers].*

School Principal

*"I tutor. We're all in
this together. I don't ask
them [teachers] to do
things I would not do."*

School Principal

- Hire a quality teacher/ the right teacher.
- Plan a newcomer program to help acclimation.
- Establish high expectations for all children.
- Monitor teacher performance regularly.
- Develop a yearly plan for site-based monitoring.
- Build expertise on programs for this population at the administrative level.
- Principals participate in staff development.
- Base staff development on school improvement needs.
- Maintain visibility in the classroom.
- Focus instruction on *The North Carolina Standard Course of Study*.
- Demonstrate care for teachers and staff.
- Model professionalism throughout the school.
- Assess the school constantly and change strategies to meet identified needs.
- Place children with the appropriate teachers.
- Use special scheduling strategies to help the students.
- Establish a key person who can "make it happen."
- Establish the principal as the core of success.
- Establish intake centers to facilitate appropriate placement of students.

III. Fiscal Practices

Findings from Active Research

- The principal never missed an opportunity to ask for money to support the school and students.
- The school sought grant monies.
- Title I funds were used to provide creative and more one-on-one instruction.
- Establish business partnerships.
- Seek additional funding to allow all students to participate in field trips.

**Findings from a
Review of
Literature and/or
Other
Considerations**

- Establish community and business partnerships.
- Reallocate resources to fund creative ways to meet the needs of students.

"I never miss an opportunity to ask for money. I want to spend all the money helping teachers and don't want to give a dime back."

School Principal

IV. Instructional Practices

**Findings from
Action Research**

*"The expectation level
given to these students
is the key."*

School Principal

*"If we make a mistake, we
know we can correct it."*

Classroom Teacher

- Group limited English proficient students in classes and rotate through core classes together as a transition from the ESL classroom to the mainstream classroom.
- Allow student discussion in Spanish to complete work, but report to the whole class in English.
- Pair LEP students with AIG children.
- Clustering of LEP students into mainstream classrooms was observed in two schools with integrated support of strong staff. Students assisted each other.
- Use disaggregated data for planning instruction.
- Focus on technology to enhance instruction.
- Provide professional development in brain-based learning and learning styles to improve instruction
- Provide tutoring before and after school by trained tutors.
- Include resource teachers in planning.
- Provide training for working with LEP students for all teachers.

**Findings from a
Review of Literature
and/or Other
Considerations**

- Attend seminars at NCCAT.
- Maintain reading as the cornerstone of learning and instruction.
- Provide opportunities for structured English construction.
- BECL – Bring Every child to Literacy

V. Policies and Procedures

**Findings from
Action Research**

- Use appropriate testing accommodations during end-of-grade testing.

VI. Parental Involvement

Findings from Action Research

*"Call home and the
parents take care of it if
there is a problem.*

*Those children will tell you
they want an education."*
Classroom Teacher

- Conduct home visits with parents who are unable to come to school.
- Constantly seek strategies to increase involvement.
- Inform parents of the school's expectations.
- Involve parents in their child's education and teach them how to help in the education process of their child.
- Embrace parents.
- Provide translation resources so parents don't have to wait to communicate with the school.
- Accurately translate documents.
- Inform parents of the school's vision and mission.

Findings from a Review of Literature and/or Other Considerations

- Conduct conversational Spanish/English classes for the faculty and the parents.

"A lot of our Hispanics are very motivated to do well." Classroom Teacher

VII. School Climate

Findings from Active Research

*"The rules are simple.
No excuses. Be prepared.
Respect others. You are
responsible for your
actions."*
School Principal

- The principal sets the tone at the school.
- Children are provided a safe environment.
- Embrace and welcome all students.
- Respect all students and their cultures.
- Establish high expectations for all students.

"The teachers are really nice to us and give us a second chance. Whenever you don't know something, they don't get mad at you."
Student Comment

"The climate is welcoming and loving. You can tell the camaraderie of the staff. We look after all of the children, not just our own."
Classroom Teacher

Multiracial Students

I. School Profiles

Jacksonville Commons Middle School in Onslow County was visited because of the progress of multiracial students.

Jacksonville Commons Middle School

Low-Wealth System

Albert H. James, Jr., Principal
Ronald B. Singletary, Superintendent
315 Commons Drive South
Jacksonville, NC 28546

School Telephone: 910.346.6888

School Fax: 910.938.1682

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	51
Number of classified staff members	25
Number of lateral entry staff members	4
Teacher/Pupil Ratio	46/753
Student attendance rate	95%
Attendance rate of faculty	90%
Number of teachers new to this school last year	17
Teacher turnover rate	34%

Student Population

Grade Level	Total Number of Students
6	251
7	245
8	257
School Total	753

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	308	41
Asian	13	1
Caucasian	313	42
Hispanic	39	5
American Indian	6	1
Multiracial	74	10
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	326	43

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	11	24
Asian	2	4
Caucasian	31	68
Hispanic	2	4
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	16	14	4	6	6

II. Administrative Practices

Findings from Action Research

- The principal was visible throughout the building.
- The principal was familiar with the students, often calling them by name.
- Teachers were allowed to make decisions about the school, and the principal supported their decisions.
- The principal was the instructional leader at the school.

III. Fiscal Practices

No information reported.

II. Instructional Practices

Findings from Action Research

- The school maintained high expectations for all students.
- There was collaboration among teachers of all disciplines.
- The school held routine meetings to discuss instructional and curricular issues.
- Multiracial students were held to the same standards as other students.
- Staff development and in-service workshops were provided by the school and district.
- The school had the ability to be innovative with programming.

V. Policies and Procedures

Findings from Action Research

- There were policies and procedures that supported the manner in which students were to behave.
- Policies were supported by the administration.
- The school system makes policies and procedures available to the community pertaining to student and teacher expectations.
- Policies and procedures were clearly outlined in various handbooks.

VII. Parental Involvement

Findings from Action Research

- Despite the school's specific efforts to include parents in school events, parent involvement was a challenge.

VIII. School Climate

Findings from Action Research

- The school was clean and orderly.
- The school expectations were clear and often articulated to students, parents and teachers.
- Students felt safe.
- Students felt a sense of caring.
- Students felt that teachers were knowledgeable.
- Student work was displayed throughout the building.

Students with Disabilities

I. School Profiles

Four schools have shown consistent improvement in the achievement of students with disabilities.

Rugby Middle School	Henderson County
Swansboro Middle School	Onslow County
Davis Drive Elementary School	Wake County
Leesville Road Elementary School	Wake County

Rugby Middle School Suburban

Don L. Dalton, Principal
W. G. Potts, Superintendent
3345 Haywood Road
Henderson , NC 28791

School Phone: 828.891.6566
School Fax: 336.998.7233

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	51
Number of classified staff members	33
Number of lateral entry staff members	1
Teacher/Pupil Ratio	1:22
Student attendance rate	96%
Attendance rate of faculty	69%
Number of teachers new to this school last year	6
Teacher turnover rate	12%

Student Population

Grade Level	Total Number of Students
6	240
7	294
8	263
School Total	797

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	23	2.9
Asian	11	1.4
Caucasian	718	90.1
Hispanic	33	4.1
American Indian	2	.2
Multiracial	10	1.3
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	164	21

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American		
Asian		
Caucasian	51	100
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	10	10	5	7	19

Swansboro Middle School
Rural

N Christine P. Andre, Principal
Ron Singletary, Superintendent
1240 W Corbett Avenue
Swansboro, NC 28584

School Phone: (336)495-1322
School Fax: (336) 495-6447

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	54
Number of classified staff members	18
Number of lateral entry staff members	3
Teacher/Pupil ratio	1:25
Student attendance rate	94%
Attendance rate of faculty	87%
Number of teachers new to this school last year	1
Teacher turnover rate	10%

Student Population

Grade Level	Total Number of Students
6	270
7	264
8	260
School Total	794

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	76	10
Asian	12	2
Caucasian	634	80
Hispanic	31	4
American Indian	14	2
Multiracial	27	3
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	275	35

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	1	2
Asian		
Caucasian	53	98
Hispanic	1	0
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience			All		

Davis Drive Elementary School
Suburban

Patricia H. Andrews, Principal
William (Bill) McNeal, Superintendent
22151 Davis Drive
Cary, NC 27519

School
School Phone: 919.387.2130
School Fax: 919.387.2132

Demographic Data for the 2002-2003 School Year

Grade span at the school	K-5
Number of certified staff members	57
Number of classified staff members	
Number of lateral entry staff members	1
Teacher/Pupil ratio	23
Student attendance rate	95%
Attendance rate of faculty	95%
Number of teachers new to this school last year	10
Teacher turnover rate	15%

Student Population

Grade Level	Total Number of Students
K	148
1	151
2	165
3	158
4	175
5	173
School Total	970

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	45	4.6
Asian	181	18.7
Caucasian	675	69.7
Hispanic	42	9.3
American Indian	1	.1
Multiracial	26	2.7
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	57	6

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American		
Asian		
Caucasian	55	96.7
Hispanic	1	2
Native American	1	2
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	14	25	16		2

Leesville Road Elementary School
Urban

Edward Gainor, Principal
William (Bill) McNeal, Superintendent
8401 Leesville Road
Raleigh, NC 28401

School Phone: 919.870.4200
School Fax: 910.870.4188

Demographic Data for the 2002-2003 School Year

Grade span at the school	K- 5
Number of certified staff members	46
Number of classified staff members	26
Number of lateral entry staff members	1
Teacher/Pupil Ratio	1:18
Student attendance rate	96%
Attendance rate of faculty	
Number of teachers new to this school last year	7
Teacher turnover rate	11%

Student Population

Grade Level	Total Number of Students
K	128
1	116
2	97
3	114
4	129
5	120
School Total	704

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	111	16
Asian	43	06
Caucasian	517	75
Hispanic	17	2
American Indian	1	.1
Multiracial		
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	83	12

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	2	5.2
Asian	0	
Caucasian	36	92.3
Hispanic	1	2.5
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	13	15	1	1	9

III. Administrative Practices

Findings from Action Research

*"Don't buy a program
out of a box."
Assistant Principal
at Swansboro Middle*

- Staff knew every child in the school.
- The educational record/history for each new child were available to teachers to create a profile for the student. Parents are called the same day. A plan was established for each student. Human resources were diverted among the teaching staff to meet the students' needs. The primary goal was for every child will learn to read ... "reading is fundamental to a student's success."
- Place much of the resources on teaching students to read.
- Everyone who is hired must agree to the expectations of the principal for the school and know the *North Carolina Standard Course of Study*.
- Hire good staff and empower them to do their jobs.
- Build in common planning time for teachers of exceptional children to make sure they have material and human resources.
- Every teacher must know who is in the subgroup.
- Teachers meet to discuss students who are in need of special assistance.
- Remedial teachers were very important in reading. The school traded in teacher assistant positions to get remedial teachers.
- The school monitored the quality of service given to students on a quarterly basis.
- The school improvement plan was used to give an overall framework of goals and objectives for the school.
- All staff work in the same direction.
- Teachers know the *North Carolina Standard Course of Study* and have a plan for teaching it. Implementation of the plan is monitored..
- The schools set overall goals and specific strategies to obtain goals. Goals were posted throughout school.
- Staff met in the summer and devise a framework for the next year.

Findings from a Review of Literature and/or Other Considerations

- Ensure that staff are knowledgeable of IDEA.
- Ensure that all teachers have the ability to apply effective practices.
- Use data effectively and to guide instruction.
- Recruit and support excellent exceptional children's teachers.
- Pay attention to case-loads and time needed to comply with regulations.
- Require staff to be knowledgeable about exceptional children and the *North Carolina Standard Course of Study* relates to their instruction.
- Provide focused, meaningful mentoring.
- Have the administration participate with teachers in staff development.
- Require pre-service professional development for lateral entry exceptional children's teachers.
- Serve as advocates for success for ALL students.
- Maintain fiscal accountability.
- Focus on organizational analysis/communication skills.

Caucasian Students

I. School Profiles

The schools listed below have shown consistent progress with Caucasian students.

Long Hill Elementary School
North David Middle School
Shadybrook Elementary School
Frances Bradle Middle School

Cumberland County
Davie County
Guilford County
Charlotte-Mecklenburg Schools

Long Hill Elementary School

Suburban

Melanie Hamblin, Principal
William Harrison, Superintendent
6490 Ramsey Street
Fayetteville, NC 28311

School Phone: 910. 488.0012

Fax: 910.488.0014

Demographic Data for the 2002-2003 School Year

Grade span at the school	2 - 5
Number of certified staff members	30
Number of classified staff members	8
Number of lateral entry staff members	1
Teacher/Pupil ratio	1:23
Student attendance rate	96%
Attendance rate of faculty	90%
Number of teachers new to this school last year	7
Teacher turnover rate	24%

Student Population

Grade Level	Total Number of Students
2	101
3	105
4	106
5	112
School Total	424

Race/Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	99	23.3
Asian	7	1.7
Caucasian	302	70.7
Hispanic	9	2
American Indian	4	1
Multiracial	3	1
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	89	21

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	3	10
Asian		
Caucasian	27	90
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	8	12	8	2	

North Davie Middle School
Rural

Candace E. Poplin, Principal
W.G.Potts, Superintendent
497 Farmington Road
Mocksville, NC 27028

School Phone: 336.998.5555
School Fax: 336.998.7233

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	52
Number of classified staff members	23
Number of lateral entry staff members	1
Teacher/Pupil Ratio	1:27
Student attendance rate	95%
Attendance rate of faculty	90%
Number of teachers new to this school last year	3
Teacher turnover rate	5%

Student Population

Grade Level	Total Number of Students
6	239
7	248
8	231
School Total	718

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	21	2.9
Asian	2	.2
Caucasian	670	93.4
Hispanic	14	1.9
American Indian	1	.1
Multiracial	10	1.5
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	68	9

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American		
Asian		
Caucasian	52	100
Hispanic		
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	7	16	7	7	15

Shadybrook Elementary School

Suburban

Linda Collie, Principal
Terry Grier, Superintendent
503 Shadybrook Road
High Point, NC 27265

School Phone: 336.819.2050

School Fax: 336.869.1575

Demographic Data for the 2002-2003 School Year

Grade span at the school	Pre - 5
Number of certified staff members	35
Number of classified staff members	12
Number of lateral entry staff members	0
Teacher/Pupil ratio	1:21
Student attendance rate	95.6%
Attendance rate of faculty	94.4%
Number of teachers new to this school last year	4
Teacher turnover rate	19%

Student Population

Grade Level	Total Number of Students
K	86
1	82
2	94
3	102
4	84
5	89
School Total	537

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	132	24.6
Asian	29	5.4
Caucasian	322	59.9
Hispanic	29	5.4
American Indian		
Multiracial	25	4.7
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	173	32.2

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	9	25.8
Asian		
Caucasian	24	68.6
Hispanic	1	2.8
Native American	1	2.8
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	7	8	6	3	11

II. Administrative Practices

Findings from Action Research

- The school set high expectations for achievement.
- Various types of data were used to monitor results.
- The school communicated with teachers, parents, students and the community.
- Faculty and staff developed a vision and mission for the school.
- The administration hired highly qualified teachers.
- Instruction was scheduled to meet the needs of students and teachers.
- The school improvement plan was reviewed and monitored.
- Staff development was provided to meet school goals and objectives.

III. Fiscal Practices

No information available.

IV. Instructional Practices

Findings from Action Research

- Teach the *North Carolina Standard Course of Study*.
- Differentiate instruction.
- Conduct on-going assessments and use/monitor results.
- Hold vertical and horizontal planning and collaboration sessions.
- Implement cooperative learning.
- Provide corrective instruction for students who lack mastery of objectives
- Provide enrichment opportunities for students meeting grade level standards.
- Develop and monitor personalized education plans (PEPs) for students performing at Levels I and II.
- Use appropriate instructional materials.

V. Policies and Procedures

Findings from Action Research

- The school budget is based on student achievement needs.
- Student and teacher handbooks are available.

VI. Parental Involvement

Findings from Action Research

- Implement strong volunteer programs.
- Develop and maintain an active PTA.
- Implement positive, ongoing communication with teachers.

VII. School Climate

Findings from Action Research

- Maintain a positive and safe environment.
- Keep school rules posted and clearly visible.
- Give students a sense of belonging.
- Make administrators and teachers accessible to students and parents.
- Ensure that administrators and teachers are visible in classes and on the school campus.

School As A Whole

I. School Profiles

Four schools met the criteria to be visited for progress in the school as a whole:

Jefferson Middle School	Winston-Salem/Forsyth Schools
Shadybrook Elementary School	Guilford County
Swansboro Middle School	Onslow County
Washington Elementary School	Wake County

Shadybrook Elementary School

Suburban

Linda Collie, Principal
Terry Grier, Superintendent
503 Shadybrook Road
High Point, NC 27265

School Phone: 336.819.2050
School Fax: 336.869.1575

Demographic Data for the 2002-2003 School Year

Grade span at the school	Prek - 5
Number of certified staff members	35
Number of classified staff members	12
Number of lateral entry staff members	0
Teacher/Pupil ratio	1:21
Student attendance rate	95.6%
Attendance rate of faculty	94.4%
Number of teachers new to this school last year	4
Teacher turnover rate	19%

Student Population

Grade Level	Total Number of Students
K	86
1	82
2	94
3	102
4	84
5	89
School Total	537

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	132	24.6
Asian	29	5.4
Caucasian	322	59.9
Hispanic	29	5.4
American Indian		
Multiracial	25	4.7
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	173	32.2

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	9	25.8
Asian		
Caucasian	624	68.6
Hispanic	1	2.8
Native American	1	2.8
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience	7	8	6	3	11

Swansboro Middle School

Rural

N Christine P. Andre', Principal
Ron Singletary, Superintendent
1240 W Corbett Avenue
Swansboro, NC 28584

School Phone: (336)495-1322

School Fax: (336) 495-6447

Demographic Data for the 2002-2003 School Year

Grade span at the school	6 - 8
Number of certified staff members	54
Number of classified staff members	18
Number of lateral entry staff members	3
Teacher/Pupil Ratio	1:25
Student attendance rate	94%
Attendance rate of faculty	87%
Number of teachers new to this school last year	1
Teacher turnover rate	10%

Student Population

Grade Level	Total Number of Students
6	270
7	264
8	260
School Total	794

Race/ Ethnicity	Number of Students	Percentage of Total Number of Students
African-American	76	10
Asian	12	2
Caucasian	634	80
Hispanic	31	4
American Indian	14	2
Multiracial	27	3
Other		

	Number of Students	Percentage of Students
Free/Reduced Lunch	275	35

Faculty Information

Race/Ethnicity	Number of Teachers	Percentage of Teachers
African-American	1	2.0
Asian		
Caucasian	53	96.0
Hispanic	1	2.0
Native American		
Other		

	0-3	4-10	11-15	16-20	21+
Faculty Years of Experience			All		

II. Administrative Practices

Findings from Action Research

- Set high expectations.
- Use various types of data and monitor results.
- Communicate with teachers, parents, students and the community.
- Develop a vision and mission for the school.
- Hire highly-qualified teachers.
- Establish a schedule to meet the needs of students and teachers.
- Review and monitor the school improvement plan.
- Provide staff development to meet school goals.

III. Fiscal Practices

No information provided.

IV. Instructional Practices

Findings from Action Research

*"It's not about me, it's about
we."*

Classroom Teacher

*"The teachers help you
understand and make
learning fun."*

Student

- Use the *North Carolina Standard Course of Study*.
- Differentiate instruction for students' needs.
- Implement on-going assessments and monitor results.
- Implement vertical and horizontal planning and collaboration.
- Use cooperative learning strategies.
- Provide corrective instruction for students who lack mastery of objectives.
- Provide enrichment opportunities for students meeting grade level standards.
- Ensure that Personal Education Plans (PEPs) are in place and monitored for students performing at Levels I and II.
- Use appropriate instructional materials.

V. Policies and Procedures

Findings from Action Research

"We are treated as professionals."

Classroom Teacher

- Establish budget priorities based on student achievement needs.
- Develop and distribute student and teacher handbooks.

VI. Parent Involvement

Findings from Action Research

- Develop a strong volunteer program.
- Implement an active PTA.
- Maintain positive communication with teachers.

VII. School Climate

Findings from Action Research

*"We are like a big
family."*

Classroom Teacher

- Develop a positive and safe environment.
- Post school rules.
- Develop a sense of belonging for students.
- Ensure that administrators and teachers are accessible to students and parents.
- Maintain visibility of administrators and teachers on the school campus.

*"I would not want to go to another school or change anything about this one. I feel safe
and teachers make learning fun."*

Student

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2003

SESSION LAW 2003-419
HOUSE BILL 797

AN ACT DIRECTING THE STATE BOARD OF EDUCATION TO ASSIST
LOCAL SCHOOL ADMINISTRATIVE UNITS ON THE IMPLEMENTATION OF
THE NO CHILD LEFT BEHIND ACT OF 2001.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12 is amended by adding a new subdivision to read:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(30a) Duty to Assist Schools in Meeting

Adequate Yearly Progress. - The State Board of Education shall:

a. Identify which schools are meeting

adequate yearly progress with subgroups as specified in the No Child Left Behind Act of 2001;

b. Study the instructional,

administrative, and fiscal practices and policies employed by the schools selected by the State Board of Education that are meeting adequate yearly progress specified in the No Child Left Behind Act of 2001;

c. Create assistance models for each

subgroup based on the practices and policies used in schools that are meeting adequate yearly progress. The schools of education at the constituent institutions of The University of North Carolina, in collaboration with the University of North Carolina Center for School Leadership Development, shall assist the State Board of Education in developing these models;
and

d. Offer technical assistance based on

these assistance models to local school administrative units not meeting adequate yearly progress, giving priority to those local school administrative units with high concentrations of schools that are not meeting adequate yearly progress. The State Board of Education shall determine the number of local school administrative units that can be served effectively in the first two years. This technical assistance shall include peer assistance and professional development by teachers, support personnel, and

North Carolina General Assembly -

administrators in schools with subgroups that
are meeting adequate yearly progress.

...."

SECTION 2. The State Board of Education and the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee by June 15, 2004, and December 15, 2005, on the implementation of Section 1 of this act. The report shall include:

- (1) The number and locations of schools meeting adequate yearly progress with the subgroups specified in the No Child Left Behind Act of 2001;
- (2) The assistance models developed for each subgroup;
- (3) Technical assistance provided to a local school administrative unit or a school; and
- (4) The need for additional resources to implement this act on a statewide basis.

SECTION 3. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 18th day of July, 2003.

s/ Beverly E. Perdue
 President of the Senate

s/ Richard T. Morgan
 Speaker of the House of

Representatives

s/ Michael F. Easley
 Governor

Approved 1:09 p.m. this 14th day of August, 2003

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:
Dr. Elsie C. Leak, Associate Superintendent
Office of Curriculum and School Reform Services
6307 Mail Service Center
Raleigh, NC 27699-6307
Telephone (919) 807-3759; fax (919) 807-3767

