

3. What are (or will be) the major content areas or topics covered during the 5-day contract extension professional development at your school? (Check ***all*** that have (or will) occurred)

- |  |  |
|--|--|
| <input type="checkbox"/> Individualized instruction  | <input type="checkbox"/> Theme-based instruction                                       |
| <input type="checkbox"/> Small group instruction   | <input type="checkbox"/> Learning centers  |
| <input type="checkbox"/> Cooperative learning  | <input type="checkbox"/> Manipulatives   |
| <input type="checkbox"/> Language learning approaches  | <input type="checkbox"/> Inquiry-based instruction                                     |
| <input type="checkbox"/> Project -based instruction  | <input type="checkbox"/> Technology as a learning tool                                 |
| <input type="checkbox"/> Literacy instruction  | <input type="checkbox"/> Science instruction   |
| <input type="checkbox"/> Mathematics instruction   | <input type="checkbox"/> Increasing parental involvement                               |
| <input type="checkbox"/> Lessons that incorporate the North Carolina Standard Course of Study  | <input type="checkbox"/> Specific strategies for teaching students with disabilities   |
| <input type="checkbox"/> Specific strategies for teaching English language learners            | <input type="checkbox"/> Classroom management strategies (e.g., discipline, diversity) |
| <input type="checkbox"/> Specific school-reform models (e.g. Comer School Development Program) | <input type="checkbox"/> Don't know/not sure   |
| <input type="checkbox"/> Other (specify): _____  |  |

4. Were you given or do you anticipate being given an opportunity to plan the content or scope of the 5-day contract extension professional development (PD) that has been (or will be) offered?

- ☐ Yes ☐ No
- ☐ Not applicable – This school has not offered any contract extension PD = ***SKIP TO SECTION IV***

5. How well has the 5-day contract extension professional development prepared you to work more effectively with smaller classes? (Check ***only one*** response)

- ☐ Not at all ☐ Partially ☐ Adequately ☐ Fully
- ☐ Not applicable – My class size has not been reduced
- ☐ Not applicable – This school has not offered any contract extension PD = ***SKIP TO SECTION IV***

6. In your opinion, how well has the 5-day contract extension professional development addressed the following: (Check ***only one*** response for each)

	Not at all	Partially	Adequately	Fully
• North Carolina's Standard Course of Study, including strategies for classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Special strategies for working with diverse student populations (e.g., students with disabilities, English language learner students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for promoting active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for implementing small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The specific needs of the participating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The specific needs of the students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for implementing research-based or "best practice" instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The school's school improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Were you or do you anticipate being offered any opportunities for training, activities, or other experiences as a follow-up to any of the 5-day contract extension professional development?

- ☐ Yes ☐ No

a. If **yes**, the opportunities that (or will) followed the initial 5-day contract extension professional development activity took (or will take) the form of: (Check **all** that have (or will) occurred)

- ☐ A workshop or teacher seminar that built on what was learned in the PD activity.
- ☐ Meetings with other teachers to reflect on the PD experience and how to implement what was learned.
- ☐ Visits to classrooms of other teachers, either within or outside the school, to better understand how to implement what was learned in the initial PD activity.
- ☐ Coursework at a postsecondary institution that was related to the initial PD activity.
- ☐ Someone coming into classrooms to provide demonstration lessons or model what was learned at the initial PD activity.
- ☐ An experienced teacher working with other teachers over a period of time as a mentor to assist to implementation of what was learned at the initial PD activity.
- ☐ Discussions held during regular teacher meetings of the entire staff or certain grade level teachers.
- ☐ Dissemination of test scores to shape instruction
- ☐ No opportunities for follow-up were offered
- ☐ Other (specify): \_\_\_\_\_

#### SECTION IV - EXTENDED SCHOOL YEAR INITIATIVE FOR STUDENTS

1. How is this school extending the school year by five additional days for students? (Check **all** that apply)

- ☐ Holding school on Saturdays
- ☐ Holding school during teacher workdays
- ☐ Offering a 5-day summer program
- ☐ Starting school 5 days earlier
- ☐ Extending the school year by 5 extra days
- ☐ Holding school for students during school holidays or breaks
- ☐ Providing an after school program
- ☐ Don't know/not sure
- ☐ Other (specify): \_\_\_\_\_
- ☐ This school is not implementing an extended school year = **SKIP TO SECTION V**

2. What instructional activities have been (or are being) planned for the extended school year initiative for students at this school? (Check **all** that apply)

- ☐ An extension of what is being taught during the regular school day
- ☐ Enrichment activities that are not part of the regular school day curriculum
- ☐ Remediation
- ☐ Don't know/not sure
- ☐ Other (specify): \_\_\_\_\_

a. In the space below, please provide an example of an activity that will be implemented as part of the extended school year initiative for students.

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3. Was there (or will there be) *specifically planned* professional development offered to the teachers who have been (or will be) implementing the extended school year program?

☐ Yes ☐ No

- a. If **yes**, please describe the content of the professional development provided to these teachers.

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4. In your opinion, to what extent is the implementation of the extended school year initiative attributing to growth in student achievement?

1 2 3 4 5  
Not at all Somewhat To a great extent

#### SECTION V - EFFECTIVENESS OF IMPLEMENTATION

2. Since the HP Schools Initiative began in 2000-2001, thinking about all four of the legislatively prescribed initiatives, what combination of initiatives do you attribute to improved student achievement at your school? (Check **all** that apply)

- ☐ Reduced class sizes in grades K-3  
☐ Extended teacher contracts for professional development  
☐ Extended school year for students  
☐ Added instructional support position  
☐ Don't know/not sure  
☐ None of the above

2. How effective is the implementation of the HP Schools Initiative in your school in terms of:

	Not at all effective	Somewhat effective	Very effective	Don't know	Not applicable
• Reconfiguring/expanding existing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reducing class size for particular groups of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Obtaining qualified teachers for each newly created class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improving student achievement (grades K-3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improving student achievement (all grade levels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Improving student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increasing parental involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What changes (positive or negative) have taken place at your school because of the implementation of the HP Schools Initiative?

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4. What constraints, challenges, or obstacles (if any) did you or your school encounter in implementing any of the four HP Initiatives?

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5. Finally, what changes can you suggest to improve the overall design or implementation of the different HP Initiatives?

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**Thank you for completing this survey.**

## Second Annual Evaluation of the High-Priority (HP) Schools Initiative

### Comparison School Teacher Survey -- \_\_\_\_\_ Elementary --

As you may know, \_\_\_\_\_ Elementary was selected as a comparison school for the Second Annual Evaluation of the HP Schools Initiative in cooperation with the North Carolina Department of Public Instruction. The evaluation is being conducted by Metis Associates, a private research firm. The purpose of the evaluation study is to assess the impact that the HP Schools Initiative is having on student performance and other outcomes. Teachers in each of the comparison schools and HP schools are being asked to complete this survey.

We appreciate your cooperation, and encourage you to answer the questions honestly and as completely as possible. Please know that the survey is anonymous, and that all of your answers will remain strictly confidential. Responses to the items will be reported in the aggregate and never attributed to any one individual. Please return your completed survey to Metis Associates in the attached envelope, and return the sealed envelope to the specially marked box located in your school's main office. If you have any questions, please contact Celinda Casanova using Metis' toll-free phone number, 1-877-638-4568.

#### SECTION I - BACKGROUND

1. What is your position at the school?

- ☐ Classroom Teacher - Grades K-3
- ☐ Classroom Teacher - Grades 4-6
- ☐ Specialty Teacher (Art, Phys Ed, Music)
- ☐ Pre-kindergarten Teacher
- ☐ Resource Teacher (ESL, Special Ed)
- ☐ Other, specify: \_\_\_\_\_

7. Please indicate the number of years of experience you've had teaching (including the current year as one year):

\_\_\_\_\_ Years

8. What is your highest education achievement?

- ☐ Doctoral or advanced degree
- ☐ Master's degree
- ☐ Bachelor's (4-year) degree
- ☐ Associate's (2-year) degree
- ☐ Other, specify: \_\_\_\_\_

9. Are you fully licensed and/or certified for your current position?

- ☐ Yes
- ☐ No

#### SECTION II – CLASSROOM CLIMATE AND INSTRUCTION

1. How often do the following occur in your classroom? (Check **only one** response for each)

	Never	Rarely	Occasionally	Frequently
• Timely completion of daily lessons or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Competition among students for teacher's attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Behavioral or discipline problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Students disrupting the work of other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Students being "off-task" for more than 5 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. To what extent are the following statements true for you? (Check only **one** response for each)

	Not Really	Somewhat	To a Great Extent
• I am aware of what each student in my class knows and can do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I provide feedback on students' writing assignments within 1 day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I have enough time to provide individualized attention to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am able to plan instructional activities when students are placed in small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am able to meet the instructional needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I have enough time to initiate the right amount of parent contact/communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am able to respond to parent requests/questions within 1 day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• There is sufficient time for me to explore curriculum topics fully.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How often do you use the following strategies or student activities when teaching math and reading to your students? (Check **only one** response for each)

	Never	Rarely	Occasionally	Frequently
<b>Math:</b>				
• Using a calculator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using measuring instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Playing with math-related games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using math in the context of other subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Doing math worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Using patterns to discover math relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Practicing computational skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Working with manipulative aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reading:</b>				
• Having guided discussions about reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Having students read aloud to a partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Working on phonics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Writing narratives or descriptive material using invented spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Discussing new or difficult vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Working in a reading book	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Listening to the teacher read stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you have a teaching assistant in your classroom?

- ☐ Yes, full-time  
☐ Yes, part-time  
☐ No

5. What are the main responsibilities of the teaching assistants in grades K-3 in your school?

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6. During this school year, in what ways have you contacted or communicated with parents? (Check **only one** response for each)

	Never	Rarely	Occasionally	Frequently
• Sent home or mailed written letters or notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sent home or mailed classroom newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Made home visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Made phone calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Completed weekly behavior reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Sent e-mail messages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Why have you contacted parents thus far this year? (Check **all** that apply)

- ☐ A child has been attentive and well behaved during class time
- ☐ To invite/notify parents about classroom activities
- ☐ A child has been disruptive during class time
- ☐ To ask parents for classroom supplies (donations)
- ☐ To invite parents to attend class trips
- ☐ A child has shown improvement in their academic skills
- ☐ A child has submitted exemplary work
- ☐ A child has difficulty working with students in small groups
- ☐ A child has been inattentive and missing class work or homework assignments
- ☐ A child has a serious problem at home that is affecting their schoolwork and/or social skills
- ☐ A child in my class has a learning disability
- ☐ Not applicable – I have not contacted parents for any reason during this school year
- ☐ Other (specify): \_\_\_\_\_

8. How satisfied are you with the level of parent involvement in your school?

1	2	3	4	5
Not at all satisfied		Somewhat satisfied		Very satisfied

9. Over the past three school years, has your school extended the school year for students (i.e., a school year of more than 180 total instructional days)?

- 2001-2002: ☐ No ☐ Yes ☐ Not applicable – I was not teaching in this school
  - 2002-2003: ☐ No ☐ Yes ☐ Not applicable – I was not teaching in this school
  - 2003-2004: ☐ No ☐ Yes ☐ Not sure – this is my first year teaching in this school
- (If you answered **no** to all three school years, **SKIP TO SECTION III**)

10. For this school year, in what ways is this school extending the school year for students? (Check **all** that apply)

- ☐ Holding school on Saturdays
- ☐ Offering a summer program
- ☐ Starting school earlier
- ☐ Extending the school year by extra days
- ☐ Holding school for students during school holidays or breaks
- ☐ Implementing a year-round school calendar
- ☐ Don't know/not sure
- ☐ Other (specify): \_\_\_\_\_
- ☐ This school is not implementing any extended school year initiative this year.

## SECTION III – PROFESSIONAL DEVELOPMENT

1. From what you know, what are (or will be) the major content areas or topics covered during professional development that will be offered at your school this year? (Check **all** that have (or will) occurred)

- |  |  |
|--|--|
| <input type="checkbox"/> Individualized instruction  | <input type="checkbox"/> Theme-based instruction                                       |
| <input type="checkbox"/> Small group instruction   | <input type="checkbox"/> Learning centers  |
| <input type="checkbox"/> Cooperative learning  | <input type="checkbox"/> Manipulatives   |
| <input type="checkbox"/> Language learning approaches  | <input type="checkbox"/> Inquiry-based instruction                                     |
| <input type="checkbox"/> Project -based instruction  | <input type="checkbox"/> Technology as a learning tool                                 |
| <input type="checkbox"/> Literacy instruction  | <input type="checkbox"/> Science instruction   |
| <input type="checkbox"/> Mathematics instruction   | <input type="checkbox"/> Increasing parental involvement                               |
| <input type="checkbox"/> Lessons that incorporate the North Carolina Standard Course of Study  | <input type="checkbox"/> Specific strategies for teaching students with disabilities   |
| <input type="checkbox"/> Specific strategies for teaching English language learners            | <input type="checkbox"/> Classroom management strategies (e.g., discipline, diversity) |
| <input type="checkbox"/> Specific school-reform models (e.g. Comer School Development Program) | <input type="checkbox"/> Don't know/not sure   |
| <input type="checkbox"/> Other (specify): _____  |  |

2. Were you given or do you anticipate being given an opportunity to plan the content or scope of the professional development (PD) that has been (or will be) offered at your school?

- ☐ Yes ☐ No

3. In your opinion, how well have the professional development sessions addressed the following: (Check **only one** response for each)

	Not at all	Partially	Adequately	Fully
• North Carolina's Standard Course of Study, including strategies for classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Special strategies for working with diverse student populations (e.g., students with disabilities, English language learner students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for promoting active learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for implementing small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The specific needs of the participating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The specific needs of the students in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strategies for implementing research-based or "best practice" instructional methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The school's school improvement plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Were you or do you anticipate being offered any opportunities for training, activities, or other experiences as a follow-up to any of the professional development sessions?

- ☐ Yes ☐ No

- b. If **yes**, the opportunities that (or will) followed the professional development sessions took (or will take) the form of: (Check **all** that have (or will) occurred)

- ☐ A workshop or teacher seminar that built on what was learned in the PD activity.
- ☐ Meetings with other teachers to reflect on the PD experience and how to implement what was learned.
- ☐ Visits to classrooms of other teachers, either within or outside the school, to better understand how to implement what was learned in the initial PD activity.



- ☐ Coursework at a postsecondary institution that was related to the initial PD activity.
- ☐ Someone coming into classrooms to provide demonstration lessons or model what was learned at the initial PD activity.
- ☐ An experienced teacher working with other teachers over a period of time as a mentor to assist to implementation of what was learned at the initial PD activity.
- ☐ Discussions held during regular teacher meetings of the entire staff or certain grade level teachers.
- ☐ Dissemination of test scores to shape instruction
- ☐ No opportunities for follow-up were offered
- ☐ Other (specify): \_\_\_\_\_

#### SECTION IV – REDUCED CLASS SIZE

2. Over the past three school years, has the number of students in ***your class*** decreased?
- 2001-2002: ☐ No ☐ Yes ☐ Not applicable – I was not teaching in this school
  - 2002-2003: ☐ No ☐ Yes ☐ Not applicable – I was not teaching in this school
  - 2003-2004: ☐ No ☐ Yes ☐ Not sure – this is my first year teaching in this school
- (If you answered ***no*** to all three school years, ***YOU HAVE COMPLETED THE SURVEY.***)
- a. What led to the reduction of class sizes in your school?
- ☐ State initiative (please explain): \_\_\_\_\_
  - ☐ District initiative (please explain): \_\_\_\_\_
  - ☐ Curriculum plan (please explain): \_\_\_\_\_
  - ☐ School Improvement Plan (please explain): \_\_\_\_\_
  - ☐ Other (please explain): \_\_\_\_\_
2. Have any changes been made to your physical classroom space to allow for class size reduction?
- ☐ No ☐ Yes
- a. If ***yes***, what effect (if any) has the change in physical classroom space had on instruction? (Check ***only one*** response)
- ☐ Neutral - The change in classroom space has ***not had any effect*** on instruction.
  - ☐ Positive - The change in classroom space has ***facilitated*** effective instruction.
  - ☐ Negative – The change in classroom space has made effective instruction ***more difficult***.
3. What types of scheduling or other programmatic changes (if any) are being made to support the implementation of reduced class sizes? (Check ***all*** that apply)
- |  |   |
|--|---|
| <input type="checkbox"/> Parallel or block scheduling                  | <input type="checkbox"/> Multi-age grouping of students |
| <input type="checkbox"/> Hired additional teachers/teaching assistants | <input type="checkbox"/> Team teaching                  |
| <input type="checkbox"/> Small group intervention (pull-outs)          | <input type="checkbox"/> Small group instruction        |
| <input type="checkbox"/> Grade level planning                          | <input type="checkbox"/> Tutoring or remediation        |
| <input type="checkbox"/> Used school-wide curriculum plan (e.g., SFA)  | <input type="checkbox"/> None                           |
| <input type="checkbox"/> Other, specify: _____                         |   |

4. From what you have observed as a result of reduced class sizes, to what extent have the following changes occurred in the K-3 classrooms with respect to teaching and learning? (Check **all** that apply)

	No change	Modest change	Substantial change	Don't know
• Increased standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased use of project-based instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased time spent on instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reduced time spent on classroom management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fewer discipline-related problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased use of small group instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Greater incidence of individualized student instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased parental involvement in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased use of alternative student assessment methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Positive changes in level of student effort and initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Increased use of testing results to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What do you believe is the value added (if any) of the presence of the teaching assistants in a reduced class size setting?

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6. Did you receive professional development that was *specifically geared* towards helping you work more effectively in a reduced class size setting?

☐ Yes      ☐ No

- a. If **yes**, please describe the topics or strategies that were covered in the training.

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7. What changes (positive or negative) have taken place at your school because of the implementation of reduced class sizes?

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8. What constraints, challenges, or obstacles (if any) did you or your school encounter in implementing reduced class sizes?

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**Thank you for completing this survey.**

## Second Annual Evaluation of the High-Priority (HP) Schools Initiative

### Teaching Assistant Survey

--- \_\_\_\_\_ Elementary ---

As you may know, \_\_\_\_\_ Elementary was selected as a comparison school for the Second Annual Evaluation of the HP Schools Initiative. The evaluation is being conducted by Metis Associates, a private research firm. Teaching assistants in each of the comparison schools and HP schools are being asked to complete this survey.

We appreciate your cooperation, and encourage you to answer the questions honestly and as completely as possible. Please know that the survey is anonymous, and that all of your answers will remain strictly confidential. Please return your completed survey to Metis Associates in the attached envelope, and return the sealed envelope to the specially marked box located in your school's main office. If you have any questions, please contact Celinda Casanova using Metis' toll-free phone number, 1-877-638-4568.

1. What is your position at the school?

- |  | Full-time                | Part-time                |
|--|--------------------------|--------------------------|
| • Teaching Assistant in Grades K-3                     | <input type="checkbox"/> | <input type="checkbox"/> |
| • Resource Teaching Assistant (ESL, special education) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Other (specify): _____                               | <input type="checkbox"/> | <input type="checkbox"/> |

2. Please indicate the number of years of teaching assistant experience you have (include the current year as one year):

\_\_\_\_\_ Years

3. What is your highest education achievement?

- |   |   |
|---|---|
| <input type="checkbox"/> High School Diploma                    | <input type="checkbox"/> Bachelor's (4-year) degree |
| <input type="checkbox"/> GED or High School Equivalency Diploma | <input type="checkbox"/> Other (specify): _____     |
| <input type="checkbox"/> Associate's (2-year) degree            |   |

4. Did (or will) you receive certification as a teaching assistant?

- ☐ Yes      ☐ No

a. If **yes**, which of the following certifications have you received? (Check **all** that apply)

- ☐ North Carolina Association of Teacher Assistants' (NCATA) Professional Development Plan
- ☐ North Carolina Department of Labor Teacher Assistant Apprenticeship Certification Program
- ☐ Other (specify): \_\_\_\_\_

5. How often do you provide the following types of assistance to the classroom teacher? (Please provide your answer for **each** type of assistance)

	Never	Rarely	Occasionally	Frequently
<b>Academic:</b>				
• Tutor/assist children in learning class material using the teacher's lesson plans	1	2	3	4
• Serve as a substitute teacher	1	2	3	4
• Grade tests and assignments as instructed by the teacher	1	2	3	4
• Observe and record student performance	1	2	3	4
• Demonstrate various instructional activities	1	2	3	4
• Listen to students reading in small groups	1	2	3	4
• Help students find information for reports	1	2	3	4
• Check and correct students' work while in progress	1	2	3	4

# Appendix 1

	Never	Rarely	Occasionally	Frequently
• Check homework assignments	1	2	3	4
• Assist students with disabilities	1	2	3	4
• Assist English language learners	1	2	3	4
• Other (specify): _____	1	2	3	4

## Administrative:

• Help prepare materials for instruction	1	2	3	4
• Supervise students outside of the classroom (e.g., cafeteria, schoolyard, school discipline center, field trips)	1	2	3	4
• Attend professional development workshops	1	2	3	4
• Hand out materials for lessons	1	2	3	4
• Maintain student health records	1	2	3	4
• Maintain student attendance records	1	2	3	4
• Arrange classroom furnishings and equipment	1	2	3	4
• Prepare visual aids	1	2	3	4
• Other (specify): _____	1	2	3	4

## Classroom Management:

• Praise/support achievement of students	1	2	3	4
• Keep students on task	1	2	3	4
• Create awards for positive behavior	1	2	3	4
• Encourage student self esteem	1	2	3	4
• Teach citizenship, social skills, and respect for others	1	2	3	4
• Settle minor student conflicts	1	2	3	4
• Participate in the development of discipline policy	1	2	3	4
• Discipline misbehavior through approved methods	1	2	3	4
• Monitor and record student behavior	1	2	3	4
• Report discipline problems to teacher or principal	1	2	3	4
• Other (specify): _____	1	2	3	4

## 6. How well are you able to do the following?

	Not Applicable	Slightly Skilled	Moderately Skilled	Highly Skilled
• I have successful methods of dealing with children.	1	2	3	4
• I have working knowledge of the core subjects at the grade level with which I work.	1	2	3	4
• I am familiar with the school organization and its community.	1	2	3	4
• I have a good understanding of what is expected behavior for children (e.g., basic characteristics of ages and stages).	1	2	3	4
• I can create learning aids that strengthen lesson plans.	1	2	3	4
• I can teach to the children's different levels of knowledge or abilities.	1	2	3	4
• I know how to use good methods of recognition, reward, and punishment.	1	2	3	4
• I can solve most minor problems independently.	1	2	3	4
• I keep student information confidential.	1	2	3	4

Thank you for completing this survey.

**Second Annual Evaluation of the High-Priority (HP) Schools Initiative  
Teacher Log Pilot Study**

**Instruction Sheet for Teacher Logs**

The Teacher Log is designed to create a record of your teaching in reading/language arts. The first step when you begin is to fill in the log for any given day is to write in the date of the lesson/instructional block that you are reporting and the number of reading/language arts lessons or instructional blocks you taught. We strongly encourage you to complete the Log Reports at the end of the each day, so that you are able to recall the specific details that occurred during each lesson/instructional block you taught.

By lesson or instructional block, we mean any discrete time during the day when you teach reading/language arts. For example, you may have your students engage in silent reading after lunch or you may have them read to each other in small groups. Each of these examples would be considered a lesson, as well as the more specific curriculum-driven lessons you teach.

**Kindly,**

- 1. Fill out the Class Survey for your class**
- 2. Fill out a Teacher Log Report every time you teach your class a reading/language arts lesson/instructional block**

**Class Survey**

School: \_\_\_\_\_ *Elementary*

Grade: \_\_\_\_\_

Completed during the week of: \_\_\_\_\_ - \_\_\_\_\_

Number of students enrolled in this class: \_\_\_\_\_

Of the students in your class, indicate what percent are considered:

General education students: \_\_\_\_\_ %

Special needs students: \_\_\_\_\_ %

English language learners: \_\_\_\_\_ %

Is there a part-time or full-time teaching assistant for this class?

- ☐ Yes, part-time
- ☐ Yes, full-time
- ☐ No

**Daily Log Report****Date:** \_\_\_\_\_***Please complete a Log Report for each lesson or instructional block you taught today in reading/language arts.***

1. Total length of the lesson or instructional block (total time in minutes):

\_\_\_\_\_ Minutes

- a. Approximately what percent of the total time was spent on administrative matters (e.g., school bulletins, attendance, PA announcements)?

\_\_\_\_\_ %

- b. Approximately what percent of the total time was spent on student discipline?

\_\_\_\_\_ %

2. Number of students present for this lesson/instructional block: \_\_\_\_\_

3. List content topic(s) covered:

\_\_\_\_\_  
\_\_\_\_\_

4. Purpose of the lesson/instructional block was to:

- ☐ Introduce a new topic
- ☐ Review a previously introduced topic
- ☐ Further develop a topic
- ☐ Conclude/synthesize/complete a unit
- ☐ Assess students' understanding of a topic

5. Overall, student engagement with the lesson/instructional block was:

- ☐ Low
- ☐ Moderate
- ☐ High

6. Record materials used during the lesson/instructional block, include title and publisher, if applicable:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Source(s) of materials were: (Check all that apply)
- ☐ Intervention resource (e.g., guidance counselor, substance abuse prevention)
  - ☐ 5-day contract extension workshop
  - ☐ Other workshop
  - ☐ District curriculum materials (e.g., pacing guide, curriculum map)
  - ☐ Commercially available materials (e.g., Scholastic)
  - ☐ Other, specify: \_\_\_\_\_
8. Student grouping practice(s) used: (Check **all** that occurred during this lesson)
- ☐ Whole group presentation or discussion
  - ☐ Independent work
  - ☐ Small group (homogeneously grouped)
  - ☐ Small group (heterogeneously grouped)
  - ☐ Learning centers
9. Did the student grouping change during this lesson/instructional block?
- ☐ Yes
  - ☐ No
10. During the lesson/instructional block, you: (Check **all** that occurred)
- ☐ Used instructional groups based on reading level/ability
  - ☐ Worked with small groups
  - ☐ Worked with individual students
  - ☐ Circulated around the room
  - ☐ Presented or led a discussion
  - ☐ Other, specify: \_\_\_\_\_
11. Describe student activities used during the lesson/instructional block: (Check **all** that occurred)
- |   |   |
|---|---|
| <input type="checkbox"/> Listened to teacher read trade books or other stories                    | <input type="checkbox"/> Wrote narratives or descriptive material using invented spelling |
| <input type="checkbox"/> Worked on language arts reading worksheets                               | <input type="checkbox"/> Used language arts or reading in the context of another subject  |
| <input type="checkbox"/> Worked in learning centers   | <input type="checkbox"/> Led guided discussions about reading                             |
| <input type="checkbox"/> Discussed new or difficult vocabulary                                    | <input type="checkbox"/> Worked on phonics  |
| <input type="checkbox"/> Worked on a textbook or reading book                                     | <input type="checkbox"/> Worked with flash cards  |
| <input type="checkbox"/> Worked on computer   | <input type="checkbox"/> Students read aloud to other students                            |
| <input type="checkbox"/> Played instructional activities/games                                    | <input type="checkbox"/> Worked on a teacher-led activity                                 |
| <input type="checkbox"/> Individual/one-on-one tutoring provided by a parent or student volunteer | <input type="checkbox"/> Individual/one-on-one tutoring provided by a teaching assistant  |
| <input type="checkbox"/> Completed library work   |   |
| <input type="checkbox"/> Other, specify: _____  |   |
12. Other adults who played a role in instruction during this lesson/instructional block: (Check **all** who participated)
- |   |   |
|---|---|
| <input type="checkbox"/> Another classroom teacher    | <input type="checkbox"/> Parent volunteer                 |
| <input type="checkbox"/> Teacher assistant            | <input type="checkbox"/> Intervention or resource teacher |
| <input type="checkbox"/> No other adults participated | <input type="checkbox"/> Other, specify: _____            |

13. Describe role of other adult: (Check **all** that occurred)

- |  |  |
|--|--|
| <input type="checkbox"/> Give group instruction as prescribed by teacher   | <input type="checkbox"/> Monitor student work assigned by teacher        |
| <input type="checkbox"/> Provide individualized instruction                | <input type="checkbox"/> Demonstrate instructional activities            |
| <input type="checkbox"/> Arrange classroom furnishings and equipment       | <input type="checkbox"/> Score student work as instructed by the teacher |
| <input type="checkbox"/> Prepare visual aids                               | <input type="checkbox"/> Serve as a proctor during testing               |
| <input type="checkbox"/> Check and correct student work while in progress  | <input type="checkbox"/> Praise and reinforce achievement of students    |
| <input type="checkbox"/> Keep students on task                             | <input type="checkbox"/> Report student progress to teacher              |
| <input type="checkbox"/> Distribute and/or collect instructional materials | <input type="checkbox"/> Discipline misbehavior through approved methods |
| <input type="checkbox"/> Monitor student behavior                          | <input type="checkbox"/> Reconcile minor student conflicts               |
| <input type="checkbox"/> Report discipline problems to the teacher         | <input type="checkbox"/> No other adult participated                     |
| <input type="checkbox"/> Other, specify: _____                             |  |

## 14. Describe your expectations for this lesson/instructional block:

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15. Did the lesson/instructional block meet your expectations? ☐ Yes ☐ No

## 16. Describe any unanticipated outcomes that occurred because of this lesson/instructional block:

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## 17. Other general comments about the lesson/instructional block:

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**North Carolina Department of Public Instruction  
Second Annual Evaluation of the High-Priority (HP) Schools Initiative**

**Interview Guide for Directors of Instruction (DOI)  
(or other District Staff Person Responsible for Overseeing/Monitoring the HP Initiative)**

**Introduction/Background Information**

As you may know, DPI has asked Metis Associates to conduct a second annual evaluation of the initiatives being implemented by the State's HP Schools. The second year of this evaluation will continue to look at both the implementation of the initiatives designed to support these schools (e.g., class size reduction, extended teacher contracts, extended school year, additional instructional support) and at the effects these initiatives are having on student performance.

As part of the evaluation, Metis is conducting interviews with District-level staff who have oversight responsibility for the HP Initiative in their District. The questions I have for you should take about 1 hour to complete. If you do not mind, I would like to tape record our conversation so that I do not miss anything that you have to say. Please be assured that all of the information you provide will be strictly confidential, never attributed to any one individual, and *only* reported in an aggregated manner. Do you have any questions before I begin?

1. What are your responsibilities as part of the HP Schools Initiative in your District? What types of support or assistance do you provide to the HP schools? In what ways are these different from last year (if at all)?
2. Your District has \*\*\*\* schools, **insert names of schools**, which were designated as High Priority (HP). (ASK A or B)
  - A. From last year's data collection, we learned that **[insert name of school]** had not yet implemented the **[insert name]** initiative.
    - i. From what you know, has **[insert name]** elementary begun to implement the **[insert name]** initiative this year?
    - ii. **IF YES** – What support or resources has allowed them to move forward with implementation? Probe for who provided the assistance or resources – whether it was the District, DPI staff, etc.
    - iii. **IF NO** – What is preventing this school from implementing this initiative? Are their particular barriers that they are facing? What, if anything, has the District or the school done to address those barriers?

**OR**

- B. From last year's data collection we learned that all four of the initiatives were implemented at the HP schools in your district.
  - i. From what you know, are all four HP initiatives currently being implemented this year?
  - ii. **IF YES** – Are there any barriers or challenges that the HP schools are facing as they

are implementing the initiatives this year? What, if anything, has been done to address those barriers or issues?

- iii. **IF NO** – What is preventing this school from implementing this initiative? Are their particular barriers or challenges that they are facing? What, if anything, has the District or the school done to address those barriers?
3. In your opinion, were the HP schools provided with sufficient resources (either funding or technical assistance regarding implementation) by the State to assist these schools in implementing these four initiatives for this school year? If not, what was lacking?
4. In your opinion, has the level and/or quality of communication between DPI and the District improved regarding the expectations and requirements of the four HP Schools initiatives? How was this done (e.g., group meetings, individual discussions, memos)?
5. What role does the District play in communicating expectations about the HP initiatives to each of its HP schools? What efforts were implemented by the District to ensure that principals at the HP schools understood what funds were available to help them implement the four initiatives?
6. Do you believe that schools are more aware of the requirements of the HP Initiative this year, compared to last year? Why do you think that?
7. What effects has the implementation of the HP Initiative had on policy either at the District or school level? What examples of this can you provide?
8. Thinking about the current school year, to what extent are the HP schools in your district encountering unexpected costs associated with the implementation of any of the four HP initiatives? **IF APPLICABLE, ASK** - In particular, we are interested in learning about how the schools and/or District are/is able to absorb these unexpected costs?
9. During the first annual evaluation, the HP schools raised several problems they faced when trying to implement the reduced class size initiative. From what you know, what problems are the HP schools in your district currently having in terms of finding appropriate classroom space for the reduction in numbers of students per teacher as specified in the legislation? What strategies are being used to find facilities for new classrooms (e.g., portables, reconfigured art or other specialty rooms)? How were these paid for?
10. Did the HP schools in your district have to hire new teachers to staff the additional classes in grades K-3 for the 2003-2004 school year? **IF YES, ASK:**
  - a. To what extent did the HP schools or the District have difficulty finding qualified, licensed teachers to staff the additional classes in grades K-2?
  - b. Of those who were hired through the HP allotment, how many were licensed? How many were new teachers with no or little (less than three years) prior experience?
11. Have the HP schools in your district been able to retain their teaching assistant positions?
  - a. **IF YES** – What funding are they using to make that happen? What resources were no longer being provided because the monies are being used to pay for the teaching assistant positions?
  - b. **IF NO** – In your opinion, have the benefits of class size reduction outweighed the loss of the

teaching assistant allocations in grades K-3?

12. What do you believe is the added value (if any) of the presence of the teaching assistants in a reduced class size setting?
13. How was the content or curriculum determined for the five-day teacher contract extension professional development during this school year? To what extent did you or the District influence or provide input into the content of the training? **IF APPLICABLE, ASK** - Did this process vary by school or was it the same for each HP school in your District?
14. What efforts, if any, were undertaken to ensure that the professional development was designed to enhance instruction in a reduced class size setting? [Probe for content of the PD]
15. What assistance, if any, did the District provide to the HP schools to support the implementation of the five professional development days (e.g., additional money, staff developers, supplies)?
16. We understand that one additional instructional staff person was to be hired and placed at the HP schools. Was that person hired? If so, what is the job title of the person who was hired to fill this position this year? What are the main responsibilities of the staff person you just mentioned?
  - a. What process was used to determine what type of additional staff position was allocated to each HP school? Was this position the same or different for each HP school in your District?
17. Since the start of the HP initiative, do you believe that parental involvement increased in the HP schools in your district?
  - a. Thinking about each HP school, has the additional instructional support position impacted parent involvement? Would you say it has been neutral, positive, or negative? Why do you think that?
18. In your opinion, to what extent has the HP Initiative contributed to improved academic achievement or greater classroom learning at the HP schools?
  - a. How has the HP Initiative helped to improve skills of classroom teachers in grades K-3 at the target schools?
  - b. What other changes have you observed either at the HP schools or at the District level that you attribute to the HP Initiative?
19. What recommendations do you have for changes or improvements in the HP Initiative? Would you recommend that some or all aspects be continued? If so, in what form? If not, why not?
20. Are there any additional topics or issues pertaining to the HP Schools Initiative that you feel might inform the evaluation about which I did not already ask?

Thank you very much for your time!

**North Carolina Department of Public Instruction  
Second Annual Evaluation of High-Priority (HP) Schools Initiative**

**District Finance Officer (DFO) Interview Protocol**

**Introduction/Background Information**

As you may know, DPI has asked Metis Associates to conduct a second annual evaluation of the initiatives being implemented by the State's HP Schools. The second year of this evaluation will continue to look at both the implementation of the initiatives designed to support these schools (e.g., reduced class size, extended teacher contracts, extended school year, added instructional support) and at the effects these initiatives are having on student performance.

In particular, one component of the evaluation is focused on how the HP schools make use of the funding provided by the HP legislation, how the allocation of these resources is related to student achievement, and how the HP schools are coordinating resources from different sources to support the HP initiatives. As such, Metis is conducting interviews with Finance Officers of all 16 school districts that have HP designated schools. The questions I have for you should take about an hour to complete. If you don't mind, I would like to tape record our conversation so that I don't miss anything that you have to say. Please be assured that all of the information you provide will be strictly confidential, never attributed to any one individual, and only reported in the aggregate. Do you have any questions before I begin?

1. Last year, we asked you [OR IF THEY ARE NEW – the District Finance Officers] to describe your [their] role as the District Finance Officer. Have any significant changes occurred in your responsibilities or functions as a DFO? How about with respect to administering the HP Schools Initiative?
2. Has the general process used to allocate State funds to the schools changed in your District from last year?
3. In general, since last year, has there been an increase, decrease, or no change in State funding apart from the HP legislative funding to individual schools districts above and beyond what would be normally allocated when there is an increase in student enrollment?
  - a. How about for Federal or local funding to individual districts? Has there been an increase, decrease, or no change above and beyond what would be normally allocated when there is an increase in student enrollment?
4. Again, since last year, regardless of the source of the funding, has there been an increase in State funding apart from the HP legislative funding earmarked for professional development?
5. Are the HP schools in your district receiving special HP funding allocations from the State for teacher positions, added instructional support, and extended teacher contract days for both professional development and the extended school year days?
6. Can you describe the process that was used this year to allocate these positions and resources to the HP school(s) to support —
  - (1) reduced class size;
  - (2) extension of teacher contracts for professional development;
  - (3) the extended school year initiative; and
  - (4) the hiring of one additional instructional staff position?

- a. Is this different from the process used last year (if at all) to allocate the HP resources to the schools?
  - b. Were the HP schools in your District able to make decisions regarding the use of the legislative resources in terms of planning the content/scope of PD offered, programming of the extended school year, and hiring the additional instructional staff member? If not, how was it determined how these funds were utilized?
7. **(SEE FUNDING SOURCES CHART)** We understand that **[INSERT NAME OF HP SCHOOL]** currently receives Federal **[insert names of funding sources and/or programs]**, and State **[insert names of funding sources and/or programs]** funding. To the best of your knowledge, how are the HP schools using these other funds to enhance or support the reduced class size, professional development, or the extended school year initiatives?
- a. Are you aware of any other funding or resources that the HP schools receive that I didn't already mention? If so, how are the schools using these funds? Are there any additional examples that show how the HP schools are using other funding sources to support the cost of reduced class size, related PD, or the extended school year program?
  - b. Has your District or any of the HP schools used Title I funds to support reduced class size? If so, how have they been used?
8. In your opinion, were the HP schools in your District provided with sufficient resources by the State to implement the four initiatives? If not, what is lacking? (Probe: How much money is lacking?)
9. Aside from the HP legislative initiative, has your District implemented reduced class size in other schools during the 2003-2004 school year?
- a. If so, how did the district pay for reduced class size? Please name the particular funding sources used by the District.
  - b. In how many schools was this implemented? [Probe for school names]
  - c. On average, by approximately how many students were the class sizes reduced?
10. Last year we learned that some HP schools were not allotted additional teaching positions because the school had an overall decline in student enrollment. Thinking about the current school year, was there declining enrollment in the HP schools in your district?
- a. If so, to what extent did overall declining student enrollment affect the number of teaching positions allocated to the HP schools?
11. Does your District have a budget or set of funds specifically earmarked for professional development?
- a. If so, to what extent is the District using its PD funds this year to support or enhance the legislatively prescribed PD that was required of the HP schools?
  - b. If not, what types of district-wide PD initiatives did the District offer during this school year that would support the HP schools' efforts to implement reduced class size (e.g., individualized instruction, cooperative learning strategies, alternative assessment)?

13. Did the District provide the HP schools with any extra funding for PD to help support their efforts to implement reduced class size or extended school year programming for this school year? If so, how much?
14. In your opinion, has the level and/or quality of communication between DPI and the District improved regarding the financial aspects of the HP Schools Initiative?
  - a. Do you believe that schools are more aware of the requirements of the HP Initiative this year, compared to last year? Why do you think that?
15. Have the HP schools in your district been able to retain their teaching assistant positions?
  - a. If so, what funding are they using to make that happen?
  - b. What resources were no longer available because those monies are being used to pay for the teaching assistant positions?
16. Finally, are there any other issues related to the HP Initiative (from a funding perspective) that you believe are important or could inform the evaluation?

**Thank you very much for your time!**



2. Thinking about the past **three** school years, what different types of school-wide initiatives have been implemented to improve academic achievement at your school? [Probes – be sure to ask what grades were impacted by each initiative, how long it's been implemented at the school, and any other relevant details for each of the following:
  - Implementation of Federal grants (such as Reading First/REA, 21<sup>st</sup> Century Community Learning Center, Comprehensive School Reform Demonstration);
  - Changes in specific instructional approaches (such as cooperative learning, balanced literacy);
  - Changes in curriculum for particular subject areas (such as a new literacy curriculum);
  - Implementation of school-wide professional development programs
  - Implementation of school-based health clinic and/or mental health services]
3. Is your school currently implementing any type of extended school year program for students? [Probe – summer programming, after/before school programs, year-round schooling, Saturday and/or school break/holiday weekend programming, extended school year calendar]
  - a. If **yes**, please describe – who participates, how are students selected, what types of instructional activities are offered.
  - b. In your opinion, to what extent have these extended school year programs led to improved academic achievement for participating students? Why do you think that?

### SECTION III – PARENT INVOLVEMENT

1. Does your school have a parent coordinator, parent liaison, or some other staff member who has specific responsibilities of planning and conducting school-wide parent involvement? [If **yes**, ask for the name of the position (and the two follow-up questions below).]
  - a. What are the main responsibilities of the staff person you just mentioned?
  - b. In your opinion, what effect (if any) has this staff person had on parental involvement in your school? Would you say it has been neutral, positive, or negative? Why do you think that?
2. Thinking about the last three years, what have been the **most effective** types of strategies used to increase parent involvement at your school?
3. In general, how satisfied are you with the level of parent involvement in your school?

### SECTION IV – PROFESSIONAL DEVELOPMENT

1. We are interested in learning about the professional development that is offered to teachers at your school. Thinking about the current school year, what are the major content areas or topics that will be covered during professional development that has been (or will be) offered at your school?
2. How is it decided what topics will be covered?



3. To what extent are teachers offered follow-up training to the different professional development initiatives you just mentioned? How is that follow-up provided? [Probe for follow-up training workshop, in-class support/modeling, discussions at grade-level or other meetings]
4. Finally, from what you know about the HP Schools Initiative, what changes can you suggest to improve the overall design or implementation of the different HP Initiatives – reduced class size, added instructional support position, extended teacher contracts for PD, and extended school year for students?

**Thank you for your time.**

## **Appendix 2**



**North Carolina Department of Public Instruction  
Second Annual Evaluation of the High Priority Schools Initiative, 2003-2004  
Technical Work Group (TWG)**

**BIOGRAPHICAL SUMMARIES**

**DR. CAROLYN T. COBB, RALEIGH, NC**

Carolyn was hired as the Director of the Governor's *More at Four* Pre-K Program in November 2001 to initiate the pilot program and has shaped the Pre-K program from a pilot to a statewide program in less than three years. Carolyn has over 30 years experience in education and psychology with increasing leadership and management responsibilities in educational reform, school improvement, and best practices research and evaluation. Prior positions in the Department of Public Instruction include Chief of School Psychology and Pupil Personnel Services, Chief of Evaluation and Research, and Director of the Division of Innovation and Development. For several years in DPI she supervised the evaluation and research activities of selected statewide evaluations, research briefs, and special projects.

Carolyn has served as President of the state and national School Psychology Associations. She also has been active in state-level advocacy, serving on the Board and as Chair of the N.C. Child Advocacy Institute and on the Board of Trustees for the Methodist Home for Children in North Carolina. Her publications include a co-edited book for the American Psychological Association entitled Comprehensive Services to Children and Families: Opportunities for Psychological Practice. She received her B.A. and M.A. from University of NC at Chapel Hill and her Ph.D. in Psychology from NC State University.

**DR. JAMES G. EMSHOFF, ATLANTA, GA**

Dr. Emshoff is currently an Associate Professor of Psychology and Director of the Community Psychology Program at Georgia State University. He also founded and serves as Director of Research at EMSTAR Research, Inc., an evaluation and organizational services firm. He has directed research projects funded by a variety of federal agencies focused on health and well-being. He has received many honors, including the American Medical Association Substance Abuse Prevention Award.

During a leave from his academic position, Dr. Emshoff worked at the Center for Substance Abuse Prevention (CSAP) where he concentrated on evaluation issues and the creation of CSAP's grant program for substance abusing pregnant and post partum women and their infants. Dr. Emshoff has conducted evaluation research focused on substance abuse, violence, HIV/AIDS, child abuse, community collaboratives, mentoring, delinquency, and health promotion programs at the local, state, and national levels and provides technical assistance in prevention and evaluation to many organizations. He serves on the Board of Directors or Executive Committee of several national organizations. Approximately 200 of his publications and professional presentations focus on a variety of prevention and evaluation issues. Dr. Emshoff received his M.S. and Ph.D. in Community Psychology from Michigan State University.

**MR. ROBERT J. TOBIAS, NEW YORK, NY**

Mr. Robert J. Tobias is currently a clinical professor and the director of the Center for Research on Teaching and Learning in the Department of Teaching and Learning at NYU's Steinhardt School of Education. For over fourteen years, Mr. Tobias held the position of Executive Director of the Division of Assessment and Accountability for the New York City Public Schools. In this position, he was responsible for supervising and coordinating all testing, research, and evaluation activities conducted in the New York City public schools, including designing and implementing the system's large-scale evaluation activities and research studies, as well as reviewing and approving all external research conducted in the system. Prior to assuming that position, Mr. Tobias served as the Administrator of the Office of Educational Evaluation, and as Manager of the Special Education Evaluation Unit, both at the New York City Board of Education.

Mr. Tobias has presented several papers at the American Educational Research Association and the Council of Chief State School Officers' Conference on Large Scale Assessment, and is a Fellow of the National Center for Educational Statistics. Mr. Tobias is particularly proficient in the area of statistical data analysis, including descriptive and inferential multi-variate analyses and in psychometrics, including classical techniques and item response theory. He received a B.A. in Psychology from Queens College, an M.A. in Psychological Research from Temple University, and has completed coursework for a doctorate in personality and social research at the New School for Social Research.

**DR. PAULETTE PONCELET, CLEVELAND, OH**

Dr. Poncelet is currently the Director of Program Research and Evaluation of the Cleveland Municipal School District. Dr. Poncelet joined the District in 1999, at a time when the District was transitioning to a mayoral governance structure that included an appointed school board and the appointment of Barbara Byrd-Bennett as CEO. Dr. Poncelet's team serves the Academic Office. She is responsible for all research and evaluation in the District, i.e. research and evaluation conducted in-house, contracted to independent evaluators, and projects that are the result of collaboration with external partners such as university researchers and federal, state, and local research organizations and agencies. She has directed the evaluation of important large-scale initiatives in Cleveland such as K-8 restructuring, Extended Day, English Language Arts standards implementation and impact, and the National Science Foundation Math Science Partnership grant, as well collaborated with numerous researchers on evaluations of programs such as Lightspan, Voyager, Cornerstone, and the AFT Reading Project. In addition, Dr. Poncelet is responsible for Cleveland's cooperative research proposal review process wherein researchers apply to conduct research in collaboration with the District.

Dr. Poncelet has presented several papers at American Educational Research Association (AERA) and Council of the Great City Schools (CGCS) conferences. She serves on the CGCS Technical Assistance Team and has been a conference proposal reviewer for AERA for the past three years. Her research interests include education policy, school and program evaluation, and research design and methodology. Dr. Poncelet received a B.A. in Sociology and an M.A. in Education from the University of Akron and a Ph.D. in Education from Cleveland State University.

## **Appendix 3**



2003-2004 High Priority Schools, Organized by District

**Anson County Schools**

Wadesboro Primary

**Bertie County Schools**

Aulander Elementary

Windsor Elementary

**Charlotte-Mecklenburg Schools**

Shamrock Gardens Elementary

Thomasboro Elementary

Westerly Hills Elementary

**Cumberland County Schools**

Lillian Black Elementary

Pauline Jones Elementary

Teresa C. Berrien Elementary

**Durham Public Schools**

George Watts Elementary

Lakewood Elementary

W.G. Pearson Elementary

Eastway Elementary

**Edgecombe County Schools**

Roberson Elementary

**Forsyth County Schools**

Ashley Elementary

Cook Elementary

Forest Park Elementary

Kimberley Park Elementary

North Hills Elementary

Petree Elementary

**Gaston County Schools**

Rhyne Elementary

Woodhill Elementary

**Guildford County Schools**

W.M. Hampton Elementary

Fairview Elementary

Clara J. Peck Elementary

**Hertford County Schools**

Riverview Elementary

**Nash-Rocky Mount Schools**

James C. Braswell Elementary

O.R. Pope Elementary



**Northampton County Schools**  
Rich Square Creecy Elementary

**Robeson County Public Schools**  
West Lumberton Elementary

**Union County Public Schools**  
East Elementary  
Walter Bickett Elementary

**Vance County Schools**  
Clark Street Elementary  
New Hope Elementary  
Pinkston Street Elementary

**Wayne County Public Schools**  
Carver Heights Elementary

## **Appendix 4**





Appendix 4									
2		RDGZ03	67	100	11	33	24	16	-7
3		6 HP04			100	4			
-41	35	-18 -20		-13					
4		ELL04	7	11	4	100	5		
	-7	7	11						
5		SPECED04	34	33		100	8	14	6
	-4								
6		AIG04	23	24	5	8	100		7
7		SEX04	12	16		14		100	
8		ISP04		-7		6	7		100
	13	-13	14						5
9		RCSSCL04							100
8	-34	-18	28						
10		ESY04							15
22	10	19 -34	12	21					100
11		PRCPS00103			-41				8
100			20	13					22
12		PRCPS02703			35	-7	-4		13
	100	-27 -4		-27					-34
13		PRCPS02803	5	6	-18				19
	-27	100	-27	65					
14		PRCPS06103			-20	7			-13
	-4	100	-7						-18
15		PRCPS09303			11				14
20		-27 -7	100	-9					28
16		FEDEXPPS03			-13				12
13	-27	65	-9	100					21

Final summary of Regression on dependent variable RDGZ04:

Multiple R .726592  
Multiple R squared .527935  
Adjusted R squared .516957  
Std. Error of Est. .6337455  
Constant -.09753581

Analysis of Variance	DF	Sum of Squares	Mean Square	F Ratio	Prob. Level
Regression	11	212.456662	19.314242	48.0892	.0000
Residual	473	189.972596	.4016334		
Adj. Total	484	402.429258			

S BETA,	Num T vars	Mult Final R	Mult F when R entered	Change in Rsq or deleted	Simple cor. with dep.	Variable Partial entered cor. in (* shows final deleted) step	B, raw coef-ficient	Stand error of B
1	1	.6760	.4570	.4570		RDGZ03	.5398290	.03569709
.5545327	2	.6999	.4899	.0329	.6760	SPECED04	.5319339	.09233347
.2002263	3	.7083	.5017	.0118	.4265	ISP04	.6342467	.2084789
.1651661	4	.7123	.5074	.0057	.1259	PRCPS09303	-.0009406867	.0005485321

# Appendix 4

-.06173587	2.941	5.559	-.0489	-.0786		
5 5	.7142	.5101		RCSSCL04	-.8566281	.3033273
-.1406771	7.976	2.669	-.0049	-.1288		
6 6	.7168	.5138		PRCPS02703	-.0002836782	.0001891680
-.06340381	2.249	3.632	-.0386	-.0688		
7 7	.7207	.5194		PRCPS06103	-.01041012	.003368582
-.1420316	9.550	5.559	-.1237	-.1407		
8 8	.7231	.5228		AIG04	.3063690	.1741831
.06007249	3.094	3.427	.2265	.0806		
9 9	.7243	.5246		ELL04	.2587986	.1637146
.05225088	2.499	1.714	.1186	.0725		
10 10	.7255	.5263		PRCPS00103	-.0001642003	.0001254638
-.07065188	1.713	1.733	.0771	-.0601		
11 11	.7266	.5279		SEX04	.07694158	.05990675
.04222624	1.650	1.650	.2078	.0590		

## Regression Equation for Grade 3:

$$\begin{aligned}
 \text{RDGZ04 (pred)} = & .539829 \text{ RDGZ03} + .531934 \text{ SPECED04} + .634247 \text{ ISP04} + \\
 & -.000940687 \text{ PRCPS09303} + -.856628 \text{ RCSSCL04} \\
 & + -.000283678 \text{ PRCPS02703} + -.0104101 \text{ PRCPS06103} + .306369 \text{ AIG04} \\
 & + .258799 \text{ ELL04} \\
 & + -.0001642 \text{ PRCPS00103} + .0769416 \text{ SEX04} + -.0975358
 \end{aligned}$$

PUBLIC INSTRUCTION

NORTH CAROLINA DEPARTMENT OF

4TH GRADE

CORRELATION MATRIX BY GRADE:

SCORES

2004 EOG READING Z

PRCPS RDGZ04 00103	PRCPS RDGZ03 02703	PRCPS HP04 02803	PRCPS ELL04 02803	PRCPS SPECED04 06103	PRCPS AIG04 09303	PRCPS SEX04 09303	FEDEX ISP04 PPS03	RCSSCL04	ESY04
1.00	0.74	-0.00	0.03	0.34	0.34	0.09	0.01	-0.08	0.01
-0.00		0.05	0.02	-0.01		-0.05	-0.01		
0.74	1.00	-0.05	0.05	0.35	0.35	0.14	0.01	-0.05	-0.01
0.03		-0.01	0.01	0.02		-0.00	-0.00		
-0.00	-0.05	1.00	0.05	-0.02	0.07	0.01	0.	0.	0.
-0.42		0.40	-0.19	-0.20		0.	-0.14		
0.03	0.05	0.05	1.00	-0.05	0.04	0.01	-0.03	0.09	-0.03
-0.05		-0.12	0.02	0.06		0.16	0.04		
0.34	0.35	-0.02	-0.05	1.00	0.10	0.12	0.02	0.01	-0.04
-0.03		-0.00	-0.05	0.00		0.04	-0.07		
0.34	0.35	0.07	0.04	0.10	1.00	0.01	0.02	-0.06	-0.02
-0.01		0.10	-0.01	-0.02		-0.08	-0.01		
0.09	0.14	0.01	0.01	0.12	0.01	1.00	-0.02	0.02	-0.01
0.02		0.01	0.02	0.03		-0.03	-0.03		
0.01	0.01	0.	-0.03	0.02	0.02	-0.02	1.00	0.02	0.19
-0.01		0.14	-0.04	-0.19		0.18	-0.01		
-0.08	-0.05	0.	0.09	0.01	-0.06	0.02	0.02	1.00	-0.10
0.03		-0.34	-0.05	0.04		0.34	-0.06		
0.01	-0.01	0.	-0.03	-0.04	-0.02	-0.01	0.19	-0.10	1.00
0.25		0.15	0.21	-0.19		0.10	0.22		
-0.00	0.03	-0.42	-0.05	-0.03	-0.01	0.02	-0.01	0.03	0.25
1.00		-0.04	-0.00	0.04		0.19	0.12		
0.05	-0.01	0.40	-0.12	-0.00	0.10	0.01	0.14	-0.34	0.15
-0.04		1.00	-0.29	-0.26		-0.12	-0.30		
0.02	0.01	-0.19	0.02	-0.05	-0.01	0.02	-0.04	-0.05	0.21

Appendix 4									
-0.00	-0.29	1.00	0.03	-0.30	0.65				
-0.01	0.02	-0.20	0.06	-0.02	0.03	-0.19	0.04	-0.19	
0.04	-0.26	0.03	1.00	-0.02	0.02	0.02			
-0.05	-0.00	0.	0.16	-0.08	-0.03	0.18	0.34	0.10	
0.19	-0.12	-0.30	-0.02	1.00	-0.13	-0.13			
-0.01	-0.00	-0.14	0.04	-0.07	-0.01	-0.03	-0.01	-0.06	0.22
0.12	-0.30	0.65	0.02	-0.13	1.00				

PAGE= 1, THRESHOLD= 0.00  
 significant correlations from file CORR.1  
 FILE=C

POSITION	1	2	3	4	5	6	7	8	9	10
11 12 13 14 15 16	RDG	RDG			SPEC				RCSS	
PRCPS PRCPS PRCPS PRCPS PRCPS FEDEX	Z04	Z03	HP04	ELL04	ED04	AIG04	SEX04	ISP04	CL04	ESY04
00103 02703 02803 06103 09303 PPS03										
1	RDGZ04	100	74		34	34	9		-8	
5										
2	RDGZ03	74	100	-5	5	35	35	14		
3	HP04		-5	100	5		7			
-42 40	-19 -20	-14								
4	ELL04	5	5	100	-5	4			9	
-5 -12	6	16	4							
5	SPECED04	34	35		-5	100	10	12		
	-5	-7								
6	AIG04	34	35	7	4	10	100		-6	
10		-8								
7	SEX04	9	14			12		100		
8	ISP04									19
14	-19	18								
9	RCSSCL04	-8		9		-6			100	-10
-34	-5	34	-6							
10	ESY04							19	-10	100
25 15	21 -19	10	22							
11	PRCPS00103			-42	-5					25
100 -4	4	19	12							
12	PRCPS02703	5		40	-12		10	14	-34	15
-4 100	-29 -26	-12	-30							
13	PRCPS02803			-19		-5			-5	21
	100	-30	65							
14	PRCPS06103			-20	6			-19		-19
4 -26	100									
15	PRCPS09303				16		-8	18	34	10
19 -12	-30	100	-13							
16	FEDEXPPS03			-14	4	-7			-6	22
12 -30	65	-13	100							

PUBLIC INSTRUCTION

MATRIX BY GRADE: 4TH GRADE

EOG READING Z SCORES

NORTH CAROLINA DEPARTMENT OF  
 NS ENTERED INTO CORRELATION  
 HIGH PRIORITY SCHOOLS - 2004

PRCPS	PRCPS	PRCPS	SPEC							
RDGZ04	RDGZ03	HP04	ELL04	ED04	AIG04	SEX04	ISP04	RCSSCL04	ESY04	
00103	02703	02803	PRCPS06103	PRCPS09303	FEDEXPPS03	row label				

Appendix 4										
1	2457	1766	2457	2457	2457	2457	2457	1852	1852	1756
2457		2457	2062		2457	923	2457	RDGZ04		
2	1766	1774	1774	1774	1774	1774	1774	1264	1264	1192
1774		1774	1489		1774	631	1774	RDGZ03		
3	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	HP04		
4	2457	1774	2619	2619	2619	2619	2619	1995	1995	1892
2619		2619	2199		2619	973	2619	ELL04		
5	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	SPECED04		
6	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	AIG04		
7	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	SEX04		
8	1852	1264	1995	1995	1995	1995	1995	1995	1995	1892
1995		1995	1575		1995	973	1995	ISP04		
9	1852	1264	1995	1995	1995	1995	1995	1995	1995	1892
1995		1995	1575		1995	973	1995	RCSSCL04		
10	1756	1192	1892	1892	1892	1892	1892	1892	1892	1892
1892		1892	1513		1892	932	1892	ESY04		
11	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	PRCPS00103		
12	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	PRCPS02703		
13	2062	1489	2200	2199	2200	2200	2200	1575	1575	1513
2200		2200	2200		2200	622	2200	PRCPS02803		
14	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	PRCPS06103		
15	923	631	973	973	973	973	973	973	973	932
973		973	622		973	973	973	PRCPS09303		
16	2457	1774	2620	2619	2620	2620	2620	1995	1995	1892
2620		2620	2200		2620	973	2620	FEDEXPPS03		
2239	cases were dropped because of missing data.									

Final summary of Regression on dependent variable RDGZ04:

Multiple R .764938  
Multiple R squared .585131  
Adjusted R squared .578475  
Std. Error of Est. .5955860  
Constant -.7579506

Analysis of Variance	DF	Sum of Squares	Mean Square	F Ratio	Prob. Level
Regression	6	187.112253	31.185375	87.9148	.0000
Residual	374	132.666275	.3547227		
Adj. Total	380	319.778527			

S BETA,	Num T vars	Mult Final R	Mult F when entered	Change in Rsq	Simple cor.	Variable Partial cor. in (* shows final deleted) step	B, raw coef-ficient	Stand error of B
1	1	.7429	.5518	.5518	.7429	RDGZ03	.6876460	.03907920
.6809416		309.627	466.683			.6730		



Appendix 4									
		PRCPS09303							
2	2	.7503	.5630	.0111				-.002195867	.0006073006
-.1340229		13.074	9.617	-.1064	-.1838				
3	3	.7553	.5705	.0075		AIG04		.3514046	.1385721
.09135360		6.431	6.609	.3427	.1300				
4	4	.7586	.5755	.0051		ISP04		.3988625	.1455431
.1026652		7.510	4.481	.0343	.1403				
5	5	.7617	.5803	.0047		ESY04		.1988077	.09070229
.07592479		4.804	4.210	.0368	.1126				
6	6	.7649	.5851	.0049		SPECED04		.2326445	.1110261
.07697523		4.391	4.391	.3560	.1077				

Regression Equation for Grade 4:

$$\begin{aligned} \text{RDGZ04 (pred)} = & .687646 \text{ RDGZ03} + -.00219587 \text{ PRCPS09303} + .351405 \text{ AIG04} + \\ & .398862 \text{ ISP04} + .198808 \text{ ESY04} \\ & + .232644 \text{ SPECED04} + -.757951 \end{aligned}$$

PUBLIC INSTRUCTION

NORTH CAROLINA DEPARTMENT OF

5TH GRADE

CORRELATION MATRIX BY GRADE:

2004 EOG READING Z

SCORES

PRCPS RDGZ04 00103	PRCPS RDGZ03 02703	PRCPS HP04 02803	PRCPS ELL04 02803	PRCPS SPECED04 06103	PRCPS AIG04 09303	PRCPS SEX04	FEDEX ISP04 PPS03	RCSSCL04	ESY04
1.00	0.75	-0.02	0.12	0.35	0.35	0.15	-0.05	-0.02	-0.03
0.00		0.02	0.07	-0.01	-0.04		0.07		
0.75	1.00	-0.04	0.10	0.31	0.38	0.13	-0.05	-0.09	-0.05
0.03		0.06	0.05	-0.03	-0.17		0.04		
-0.02	-0.04	1.00	0.01	-0.01	-0.01	0.00	0.	0.	0.
-0.51		0.26	-0.17	-0.22	0.		-0.16		
0.12	0.10	0.01	1.00	-0.06	0.06	-0.02	-0.01	0.07	-0.05
-0.05		-0.15	-0.00	0.05	0.13		0.02		
0.35	0.31	-0.01	-0.06	1.00	0.11	0.15	-0.01	-0.01	-0.05
-0.03		0.01	-0.04	0.00	-0.01		-0.02		
0.35	0.38	-0.01	0.06	0.11	1.00	0.02	-0.04	-0.04	0.04
-0.00		0.06	-0.02	0.02	-0.09		-0.02		
0.15	0.13	0.00	-0.02	0.15	0.02	1.00	0.00	0.04	-0.01
-0.00		-0.02	0.00	-0.02	0.05		-0.01		
-0.05	-0.05	0.	-0.01	-0.01	-0.04	0.00	1.00	0.06	0.17
0.00		0.13	-0.04	-0.21	0.15		-0.00		
-0.02	-0.09	0.	0.07	-0.01	-0.04	0.04	0.06	1.00	-0.09
0.04		-0.33	-0.04	0.07	0.32		-0.04		
-0.03	-0.05	0.	-0.05	-0.05	0.04	-0.01	0.17	-0.09	1.00
0.20		0.17	0.22	-0.19	0.08		0.23		
0.00	0.03	-0.51	-0.05	-0.03	-0.00	-0.00	0.00	0.04	0.20
1.00		-0.02	-0.00	0.02	0.17		0.10		
0.02	0.06	0.26	-0.15	0.01	0.06	-0.02	0.13	-0.33	0.17
-0.02		1.00	-0.33	-0.29	-0.03		-0.32		
0.07	0.05	-0.17	-0.00	-0.04	-0.02	0.00	-0.04	-0.04	0.22
-0.00		-0.33	1.00	0.04	-0.30		0.71		
-0.01	-0.03	-0.22	0.05	0.00	0.02	-0.02	-0.21	0.07	-0.19
0.02		-0.29	0.04	1.00	-0.03		0.04		

-0.04	-0.17	0.	0.13	-0.01	-0.09	0.05	0.15	0.32	0.08
0.17	-0.03	-0.30	-0.03	1.00	-0.14				
0.07	0.04	-0.16	0.02	-0.02	-0.01	-0.00	-0.04	0.23	
0.10	-0.32	0.71	0.04	-0.14	1.00				

PAGE= 1, THRESHOLD= 0.00  
 Significant correlations from file CORR.1  
 FILE=C

POSITION	11	12	13	14	15	16	3	4	5	6	7	8	9	10
	PRCPS	PRCPS	PRCPS	PRCPS	PRCPS	FEDEX								
			LABEL		RDG	RDG			SPEC				RCSS	
					Z04	Z03	HP04	ELL04	ED04	AIG04	SEX04	ISP04	CL04	ESY04
	00103	02703	02803	06103	09303	PPS03								
1			RDGZ04		100	75		12	35	35	15	-5		
2			RDGZ03		75	100		10	31	38	13		-9	
3		6			-17		100							
4	-51	26	-17	-22		-16		100	-6	6			7	-5
5	-5	-15		5	13				100	11	15			-5
6			SPECED04		35	31		-6	100	11	100			
7		6	AIG04		35	38		6						
8			SEX04		15	13			15		100			
9		13	ISP04		-5							100	6	17
10		-33	RCSSCL04		15	-9		7				6	100	-9
11	100		ESY04		32			-5	-5			17	-9	100
12		17	PRCPS00103		8	23	-51	-5						20
13		100	PRCPS02703		17	10	26	-15		6		13	-33	17
14		-33	PRCPS02803		7	-32	-17							22
15		-29	PRCPS06103		-30	71	-22	5				-21	7	-19
16			PRCPS09303			-17		13		-9		15	32	8
17			FEDEXPPS03		100	-14	-16							23
18	10	-32	71		-14	100								

PUBLIC INSTRUCTION

MATRIX BY GRADE: 5TH GRADE

EOG READING Z SCORES

NORTH CAROLINA DEPARTMENT OF

NS ENTERED INTO CORRELATION

HIGH PRIORITY SCHOOLS - 2004

PRCPS	PRCPS	PRCPS	SPEC								
RDGZ04	RDGZ03	HP04	ELL04	ED04	AIG04	SEX04	ISP04	RCSSCL04	ESY04		
00103	02703	02803	PRCPS06103	PRCPS09303	FEDEXPPS03	row label					
1	2145	1502	2145	2145	2145	2145	1767	1767	1704		
2145		2145	1741	2145	912	2145	RDGZ04				
2	1502	1505	1505	1505	1505	1505	1210	1210	1169		
1505		1505	1213	1505	615	1505	RDGZ03				

Appendix 4

3	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	HP04	
4	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	ELL04	
5	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	SPECED04	
6	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	AIG04	
7	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	SEX04	
8	1767	1210	1859	1859	1859	1859	1859	1859	1859	1794
1859		1859	1447		1859	947		1859	ISP04	
9	1767	1210	1859	1859	1859	1859	1859	1859	1859	1794
1859		1859	1447		1859	947		1859	RCSSCL04	
10	1704	1169	1794	1794	1794	1794	1794	1794	1794	1794
1794		1794	1426		1794	903		1794	ESY04	
11	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	PRCPS00103	
12	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	PRCPS02703	
13	1741	1213	1848	1848	1848	1848	1848	1447	1447	1426
1848		1848	1848		1848	612		1848	PRCPS02803	
14	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	PRCPS06103	
15	912	615	947	947	947	947	947	947	947	903
947		947	612		947	947		947	PRCPS09303	
16	2145	1505	2260	2260	2260	2260	2260	1859	1859	1794
2260		2260	1848		2260	947		2260	FEDEXPPS03	

1887 cases were dropped because of missing data.

Final summary of Regression on dependent variable RDGZ04:

Multiple R	.789609
Multiple R squared	.623483
Adjusted R squared	.615208
Std. Error of Est.	.5584864
Constant	-1.679809

Analysis of Variance	DF	Sum of Squares	Mean Square	F Ratio	Prob. Level
Regression	8	188.003607	23.500451	75.3444	.0000
Residual	364	113.534167	.3119071		
Adj. Total	372	301.537774			

S BETA, T vars Stand. E now coef- P in ficient	Num Final R F	Mult R entered Sq. or deleted	Mult F when R in entered Sq. deleted	Change Simple Rsq cor. with dep.	Variable Partial entered cor. in (* shows final deleted) step	B, raw coef- ficient	Stand error of B
1 .6633894	1	.7546	.5694	.5694	RDGZ03	.6955797	.04034200
2 .1507388	2	.7616	.5800	.0107	AIG04	.4708810	.1127378
3 .2188106	3	.7677	.5893	.0093	PRCPS09303	.003510771	.0007128090
4	4	.7740	.5990	.0097	PRCPS02803	.06461725	.01871910

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1.681828	11.916	8.896	.1318	.1780			
5	.7806	.6094	.0104	SPECED04	.2945100	.09225984	
.1115992	10.190	9.745	.3614	.1650			
6	.7862	.6181	.0087	FEDEXPPS03	-.0009304035	.0002877636	
-1.534798	10.454	8.337	.1161	-.1671			
7	.7876	.6203	.0022	PRCPS06103	.01706552	.007574015	
.2410120	5.077	2.117	-.0353	.1173			
8	.7896	.6235	.0032	ISP04	.4567958	.2604926	
.1206694	3.075	3.075	.0180	.0915			

Regression Equation for Grade 5:

$$\begin{aligned}
 \text{RDGZ04 (pred)} = & .69558 \text{ RDGZ03} + .470881 \text{ AIG04} + .00351077 \text{ PRCPS09303} + \\
 & .0646172 \text{ PRCPS02803} + .29451 \text{ SPECED04} \\
 & + -.000930404 \text{ FEDEXPPS03} + .0170655 \text{ PRCPS06103} + .456796 \text{ ISP04} \\
 & + -1.67981
 \end{aligned}$$

PUBLIC INSTRUCTION

NORTH CAROLINA DEPARTMENT OF

ALL GRADES

CORRELATION MATRIX BY GRADE:

2004 EOG READING Z

SCORES

PRCPS RDGZ04 00103	PRCPS RDGZ03 02703	PRCPS HP04 02703	PRCPS ELL04 02803	PRCPS SPECED04 06103	PRCPS AIG04 09303	FEDEX SEX04 PPS03	ISP04	RCSSCL04	ESY04
1.00	0.71	-0.02	0.07	0.34	0.30	0.12	-0.01	-0.03	-0.02
0.01		0.04	0.04	-0.00		-0.04	0.02		
0.71	1.00	-0.02	0.09	0.33	0.32	0.14	-0.04	-0.04	-0.02
0.02		0.00	0.04	-0.02		-0.06	0.02		
-0.02	-0.02	1.00	0.04	-0.02	0.02	0.00	0.	0.	0.
-0.44		0.35	-0.18	-0.20		0.	-0.14		
0.07	0.09	0.04	1.00	-0.05	0.05	0.00	-0.02	0.07	-0.02
-0.05		-0.11	0.01	0.06		0.13	0.03		
0.34	0.33	-0.02	-0.05	1.00	0.10	0.14	0.02	0.01	-0.04
-0.03		-0.01	-0.03	0.00		0.03	-0.03		
0.30	0.32	0.02	0.05	0.10	1.00	0.02	0.01	-0.03	0.01
0.00		0.06	-0.01	-0.01		-0.07	-0.01		
0.12	0.14	0.00	0.00	0.14	0.02	1.00	-0.00	0.01	-0.00
0.00		-0.01	0.02	-0.01		0.00	-0.01		
-0.01	-0.04	0.	-0.02	0.02	0.01	-0.00	1.00	0.05	0.17
0.01		0.13	-0.04	-0.16		0.16	-0.00		
-0.03	-0.04	0.	0.07	0.01	-0.03	0.01	0.05	1.00	-0.06
0.05		-0.34	-0.04	-0.05		0.31	-0.04		
-0.02	-0.02	0.	-0.02	-0.04	0.01	-0.00	0.17	-0.06	1.00
0.22		0.13	0.21	-0.26		0.10	0.22		
0.01	0.02	-0.44	-0.05	-0.03	0.00	0.00	0.01	0.05	0.22
1.00		-0.03	-0.00	0.03		0.19	0.12		
0.04	0.00	0.35	-0.11	-0.01	0.06	-0.01	0.13	-0.34	0.13
-0.03		1.00	-0.30	-0.16		-0.07	-0.29		
0.04	0.04	-0.18	0.01	-0.03	-0.01	0.02	-0.04	-0.04	0.21
-0.00		-0.30	1.00	0.03		-0.29	0.67		
-0.00	-0.02	-0.20	0.06	0.00	-0.01	-0.01	-0.16	-0.05	-0.26
0.03		-0.16	0.03	1.00		-0.04	0.01		

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-0.04	-0.06	0.	0.13	0.03	-0.07	0.00	0.16	0.31	0.10
0.19	-0.07	-0.29	-0.04	1.00	-0.12	-0.04	0.22		
0.02	0.02	-0.14	0.03	-0.03	-0.01	-0.01	-0.00	-0.04	0.22
0.12	-0.29	0.67	0.01	-0.12	1.00				

PAGE= 1, THRESHOLD= 0.00  
 Significant correlations from file CORR.1  
 FILE=C

POSITION	1	2	3	4	5	6	7	8	9	10
11 12 13 14 15 16										
PRCPS PRCPS PRCPS PRCPS PRCPS FEDEX										
00103 02703 02803 06103 09303 PPS03										
1	RDGZ04	100	71		7	34	30	12		-3
4	RDGZ03	71	100		9	33	32	14	-4	-4
3	HP04			100	4					
-44 35 -18 -20	ELL04	7	9	4	100	-5	5		7	
-5 -11	SPECED04	34	33		-5	100	10	14		-4
-3	AIG04	30	32		5	10	100		-3	
6	SEX04	12	14			14		100		
7	ISP04		-4						100	5
8	RCSSCL04	-3	-4		7		-3	5	100	-6
9	ESY04	10	22			-4		17	-6	100
5 -34	PRCPS00103	19	12	-44	-5	-3			5	22
10	PRCPS02703	4		35	-11		6	13	-34	13
11	PRCPS02803	4	4	-18		-3		-4	-4	21
12	PRCPS06103	-4		-20	6			-16	-5	-26
13	PRCPS09303		-6		13		-7	16	31	10
14	FEDEXPPS03			-14	3	-3			-4	22
15		-12	100							
16										
12 -29										

PUBLIC INSTRUCTION  
 MATRIX BY GRADE: ALL GRADES  
 EOG READING Z SCORES

NORTH CAROLINA DEPARTMENT OF  
 NS ENTERED INTO CORRELATION  
 HIGH PRIORITY SCHOOLS - 2004

PRCPS	PRCPS	PRCPS	SPEC							
RDGZ04	RDGZ03	HP04	ELL04	ED04	AIG04	SEX04	ISP04	RCSSCL04	ESY04	
00103	02703	02803	PRCPS06103	PRCPS09303	FEDEXPPS03	row	label			
1	7054	5425	7054	7054	7054	7054	5526	5526	5290	
7054	7054	5903	7054	2719	7054	RDGZ04				
2	5425	5461	5461	5461	5461	4144	4144	3961		

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## Appendix 4

5461	5461	4549	5461	2007	5461	RDGZ03	
3	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	HP04	
4	7054	5461	7449	7449	5861	5861	5611
7449	7449	6255	7449	2826	7449	ELL04	
5	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	SPECED04	
6	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	AIG04	
7	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	SEX04	
8	5526	4144	5862	5861	5862	5862	5612
5862	5862	4668	5862	2826	5862	ISP04	
9	5526	4144	5862	5861	5862	5862	5612
5862	5862	4668	5862	2826	5862	RCSSCL04	
10	5290	3961	5612	5611	5612	5612	5612
5612	5612	4527	5612	2717	5612	ESY04	
11	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	PRCPS00103	
12	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	PRCPS02703	
13	5903	4549	6257	6255	4668	4668	4527
6257	6257	6257	6257	1846	6257	PRCPS02803	
14	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	PRCPS06103	
15	2719	2007	2826	2826	2826	2826	2717
2826	2826	1846	2826	2826	2826	PRCPS09303	
16	7054	5461	7451	7449	5862	5862	5612
7451	7451	6257	7451	2826	7451	FEDEXPPS03	

6212 cases were dropped because of missing data.

Final summary of Regression on dependent variable RDGZ04:

Multiple R	.745190
Multiple R squared	.555308
Adjusted R squared	.552051
Std. Error of Est.	.6086389
Constant	.2450773

Analysis of Variance	DF	Sum of Squares	Mean Square	F Ratio	Prob. Level
Regression	9	568.519367	63.168819	170.5231	.0000
Residual	1229	455.272402	.3704413		
Adj. Total	1238	1023.791770			

S BETA, T vars Stand. E now coef- P in ficient	Num	Mult Final R F	Mult F when R entered Sq. or deleted	Change Simple in Rsq cor. with dep.	Variable Partial entered cor. in (* shows final deleted) step	B, raw coef- ficient	Stand error of B
1	1	.7185	.5163	.5163	RDGZ03	.6214925	.02210852
.6181917		790.228	1320.147	.7185	.6256		
2	2	.7282	.5303	.0140	SPECED04	.3930787	.05708041
.1430601		47.423	36.839	.3856	.1928		
3	3	.7349	.5401	.0098	AIG04	.4242772	.07837617
.1099054		29.304	26.333	.3156	.1526		

			Appendix 4					
4	4	.7388	.5458	.0058	PRCPS06103	-.008733935	.002180006	
-.1208134		16.051	15.687		-.0514	-.1135		
5	5	.7415	.5499	.0040	FEDEXPPS03	.00003183917	.00001290494	
.04875191		6.087	11.049		.1006	.0702		
6	6	.7420	.5506	.0007	ISP04	.4667205	.1370616	
.1216380		11.595	1.905		.0655	.0967		
7	7	.7426	.5515	.0009	RCSSCL04	-.6484304	.2017492	
-.1086230		10.330	2.463		-.0193	-.0913		
8	8	.7445	.5543	.0028	PRCPS00103	-.0002406742	.00008145623	
-.09567647		8.730	7.841		.0254	-.0840		
9	9	.7452	.5553	.0010	ELL04	.1674939	.1006558	
.03295929		2.769	2.769		.0769	.0474		

Regression Equation for All Grades Combined:

$$\begin{aligned}
 \text{RDGZ04 (pred)} = & .621492 \text{ RDGZ03} + .393079 \text{ SPECED04} + .424277 \text{ AIG04} + \\
 & -.00873393 \text{ PRCPS06103} \\
 & + .000031839 \text{ FEDEXPPS03} + .46672 \text{ ISP04} + -.64843 \text{ RCSSCL04} + \\
 & -.000240674 \text{ PRCPS00103} + .167494 \\
 & \text{ELL04} + .245077
 \end{aligned}$$

## Appendix 5





# **Appendix 5 - Second Annual Evaluation of the High Priority (HP) Schools** **List of Schools Eligible for HP Funding in 2005-06**

LEA Name	School Name	High Priority Sch. No.	ABC Results				Qualified for FY 2005-06?
			FY 2000-01	FY 2001-02	FY 2002-03	FY 2003-04	
Anson County	Wadesboro Primary	040311	NR	NR	Expected	High Growth	NO
Bertie County	Aulander Elementary	080348	High Growth	Expected	High Growth	High Growth	Yes
Bertie County	Windsor Elementary	080362	High Growth	NR	High Growth	NR	NO
Cumberland County	Lillian Black Elem	260316	High Growth	Expected	High Growth	NR	NO
Cumberland County	Pauline Jones Elem	260405	NR	NR	High Growth	NR	NO
Cumberland County	Teresa Berrien Elem	260444	High Growth	NR	High Growth	Expected	NO
Durham County	Eastway Elem	320310	Expected	NR	High Growth	High Growth	NO
Durham County	Lakewood Elementary	320339	High Growth	Expected	High Growth	Expected	NO
Durham County	George Watts Elem	320347	NR	Expected	High Growth	Expected	NO
Durham County	W G Pearson Elem	320388	Expected	Expected	High Growth	High Growth	Yes
Edgecombe County	Roberson Elementary	330336	NR	High Growth	High Growth	NR	NO
Forsyth County	Ashley Elementary	340308	NR	Expected	High Growth	Expected	NO
Forsyth County	Cook Elementary	340351	NR	NR	High Growth	NR	NO
Forsyth County	Forest Park Elem	340376	Expected	NR	High Growth	NR	NO
Forsyth County	Kimberley Park Elem	340424	Expected	Expected	High Growth	NR	NO
Forsyth County	North Hills Elem	340462	NR	Expected	High Growth	Expected	NO
Forsyth County	Petree Elementary	340490	High Growth	High Growth	High Growth	Expected	YES
Gaston County	Rhyme Elementary	360484	NR	NR	High Growth	High Growth	NO
Gaston County	Woodhill Elementary	360520	Expected	NR	High Growth	NR	NO
Guilford County	Fairview Elementary	410364	NR	NR	High Growth	Expected	NO
Guilford County	W M Hampton Elem	410403	NR	Expected	High Growth	Expected	NO
Guilford County	Clara J Peck Elem	410514	NR	High Growth	High Growth	High Growth	YES
Hertford County	Riverview Elementary	460332	NR	NR	High Growth	NR	NO
Mecklenburg County	Shamrock Gardens El	600527	NR	High Growth	High Growth	High Growth	YES
Mecklenburg County	Thomasboro Elem	600553	High Growth	Expected	High Growth	High Growth	YES
Mecklenburg County	Westerly Hills Elem	600577	NR	NR	High Growth	High Growth	NO
Nash-Rocky Mount	James C Braswell El	640331	NR	High Growth	High Growth	Expected	YES
Nash-Rocky Mount	O R Pope Elementary	640354	NR	Expected	High Growth	High Growth	YES
Northampton County	Rich Square-Creedy	660364	NR	NR	High Growth	NR	NO
Robeson County	West Lumberton Elem	780418	High Growth	NR	High Growth	Expected	NO
Union County	East Elementary	900306	NR	Expected	High Growth	High Growth	YES
Union County	Walter Bickett Elem	900370	NR	High Growth	High Growth	High Growth	YES
Vance County	Clark Street Elem	910312	NR	Expected	High Growth	NR	NO
Vance County	New Hope Elementary	910340	NR	High Growth	High Growth	High Growth	YES
Vance County	Pinkston Street Elem	910356	NR	High Growth	High Growth	High Growth	YES
Wayne County	Carver Heights	960318	High Growth	Expected	High Growth	Expected	NO

