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

Report to the Joint Legislative Education Oversight Committee

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

SL 2003-419, (HB 797)

NC DEPARTMENT OF PUBLIC INSTRUCTION
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Introduction

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

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

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

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

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

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

For the selected subgroup,

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

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

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

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

Acknowledgements

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

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

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

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

North Carolina Department of Public Instruction

We acknowledge the contributions of those listed below.

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Contents

Implementation of Section I, the Subgroup Models

The twenty-five (25) schools visited by teams of DPI staff were identified though a study of our data over the life of the ABCs of Public Education (1996-97 – 2003-04). These schools demonstrated the strongest improvement for one or more of the subgroups delineated in No Child Left Behind and sustained the improvement over a period of several years. A significant discovery regarding the practices and strategies found in these schools was that commercially developed programs or models were not prevalently used. Instead, these schools focused on a variety of best practices and strategies that were found to work for their student populations over the long term.

The schools had principals who were effective instructional leaders and had strong, caring classroom teachers. The entire staff held high expectations for the students' academic performance and for their own performance as well. The entire staff embraced the students and did all they could to ensure the success of their students. The students expressed their love for their schools, their teachers and wanted to do their best. They engaged in the learning process with enthusiasm and felt supported and respected by their teachers.

(1) The number and locations of schools meeting adequate yearly progress with the subgroups specified in the No Child Left Behind Act of 2001

	LEA	# of Schools	Number of Schools that Made AYP
1.	Alamance-Burlington Schools	33	15
2.	Alexander County Schools	10	8
3.	Alleghany County Schools	4	3
4.	Anson County Schools	9	2
5.	Ashe County Schools	5	4
6.	Avery County Schools	9	8
7.	Beaufort County Schools	14	5
8.	Bertie County Schools	10	6
9.	Bladen County Schools	14	5
10.	Brunswick County Schools	16	10
11.	Buncombe County Schools	41	28
12.	Asheville City Schools	8	5
13.	Burke County Schools	26	18
14.	Cabarrus County Schools	28	12
15.	Kannapolis City Schools	7	5
16.	Caldwell County Schools	25	22
17.	Camden County Schools	3	3
18.	Carteret County Schools	16	12
19.	Caswell County Schools	6	4
20.	Catawba County Schools	25	17
21.	Hickory City Schools	10	6
22.	Newton Conover City Schools	6	4
23.	Chatham County Schools	15	11
24.	Cherokee County Schools	13	12
25.	Edenton/Chowan Schools	4	3
26.	Clay County Schools	3	2
27.	Cleveland County Schools	28	21
28.	Columbus County Schools	19	4
29.	Whiteville City Schools	5	0

30.	Craven County Schools	22	16
31.	Cumberland County Schools	86	50
32.	Currituck County Schools	8	7
33.	Dare County Schools	10	8
34.	Davidson County Schools	29	23
35.	Lexington City Schools	7	5
36.	Thomasville City Schools	4	0
37.	Davie County Schools	9	4
38.	Duplin County Schools	15	7
39.	Durham Public Schools	46	11
40.	Edgecombe County Schools	15	3
41.	Forsyth County Schools	71	31
42.	Franklin County Schools	14	10
43.	Gaston County Schools	53	33
44.	Gates County Schools	5	2
45.	Graham County Schools	3	3
46.	Granville County Schools	14	7
47.	Greene County Schools	4	0
48.	Guilford County Schools	106	55
49.	Halifax County Schools	15	8
50.	Roanoke Rapids City Schools	4	0
51.	Weldon City Schools	3	1
52.	Harnett County Schools	26	10
53.	Haywood County Schools	15	12
54.	Henderson County Schools	21	16
55.	Hertford County Schools	5	0
56.	Hoke County Schools	11	5
57.	Hyde County Schools	4	3
58.	Iredell-Statesville Schools	32	24
59.	Mooresville City Schools	6	4
60.	Jackson County Schools	7	4
61.	Johnston County Schools	35	22
62.	Jones County Schools	6	6
63.	Lee County Schools	12	9
64.	Lenoir County Public Schools	19	11
65.	Lincoln County Schools	21	15
66.	Macon County Schools	10	10
67.	Madison County Schools	6	4
68.	Martin County Schools	12	8
69.	McDowell County Schools	11	9
70.	Charlotte-Mecklenburg Schools	138	58
71.	Mitchell County Schools	8	7
72.	Montgomery County Schools	10	3
73.	Moore County Schools	22	14

74.	Nash-Rocky Mount Schools	29	17
75.	New Hanover County Schools	34	22
76.	Northampton County Schools	10	5
77.	Onslow County Schools	33	24
78.	Orange County Schools	11	6
79.	Chapel Hill-Carrboro Schools	16	11
80.	Pamlico County Schools	4	2
81.	Pasquotank County Schools	12	4
82.	Pender County Schools	15	10
83.	Perquimans County Schools	4	1
84.	Person County Schools	10	5
85.	Pitt County Schools	33	14
86.	Polk County Schools	6	6
87.	Randolph County Schools	28	17
88.	Asheboro City Schools	8	4
89.	Richmond County Schools	18	7
90.	Robeson County Schools	41	15
91.	Rockingham County Schools	25	12
92.	Rowan-Salisbury Schools	30	13
93.	Rutherford County Schools	18	10
94.	Sampson County Schools	16	9
95.	Clinton City Schools	4	0
96.	Scotland County Schools	15	8
97.	Stanly County Schools	22	15
98.	Stokes County Schools	18	13
99.	Surry County Schools	16	14
100.	Elkin City Schools	2	2
101.	Mount Airy City Schools	4	0
102.	Swain County Schools	4	3
103.	Transylvania County Schools	9	9
104.	Tyrrell County Schools	3	2
105.	Union County Public Schools	36	17
106.	Vance Charter School	16	10
107.	Wake County Schools	132	83
108.	Warren County Schools	6	2
109.	Washington County Schools	5	1
110.	Watauga County Schools	9	8
111.	Wayne County Public Schools	31	12
112.	Wilkes County Schools	22	9
113.	Wilson County Schools	23	17
114.	Yadkin County Schools	11	7
115.	Yancey County Schools	9	7
116.	Health and Human Services	3	0
117.	Department of Juvenile Justice	4	0

(2) The Assistance models developed for each subgroup

Since the practices and strategies found in the schools were so varied, a specific model could not be developed. However a compilation of the findings based on action research (actual onsite visits by DPI teams) and a review of educational literature provided a wealth of strategies from which LEAs and schools throughout the state can select. To have strategies and practices not linked to specific commercial models allows others to pick and choose those that would be a match for their needs for implementation at little or no cost. Locations and contact numbers were also provided so schools throughout the state could schedule visits to see the school strategies and practices being implemented and hear about the successes the schools were experiencing. In the last section of this report, the strategies identified for each of the subgroups are outlined.

(3) Technical assistance provided to a local school administrative unit or a school

Several approaches were used to disseminate the information through out the State for use by any school or LEA interested in doing so. These approaches included:

➢ **Video-conference** - the Subgroups Models document was presented along with an overview of the strategies presented for each subgroup. School and central office personnel from across the state participated.. Seven regional site were involved in the video-conference.

➢ **DPI Web Site** – Document placed on the site so it could be downloaded for use at the convenience of the LEA personnel.

➢ **Communication to LEA** - Central Office and School Level personnel notified of the availability of the document on the web.

➢ **Instructional Services Conference** – A session was conducted to share with the conference participants the contents of the documents and to share ideas about how these strategies and practices could be used to improve student achievement.

➢ **Assistance Team Training** – The Subgroup Models document was used as the centerpiece for a professional development session conducted for the state assistance team members. The team members used selected strategies as they worked with their schools.

➢ **DPI Staff** – Staff members who provide technical assistance and professional development for school personnel continue to share the strategies given in the document as appropriate.

➢ **LEA Assistance Program (LEAAP)** – Strategies were shared with the LEAAP team members for their use as they work with districts and schools.

(4) The Need for additional resources to implement this act on a statewide basis

The need for assistance to support schools and districts is expanding on an annual basis due to the requirements of No Child Left Behind (NCLB). This expansion is in addition to the schools identified in the ABCs of Pubic Education, the state's accountability system. Additional resources are needed to serve the number (189) of Title I schools and the number (43) districts identified for improvement status in the accountability system for NCLB. There is also a large number of Title I and non-Title I schools that failed to make Adequate Yearly Progress and would benefit from some limited support. The current funding level is not sufficient to support the identified needs for assistance. As time and resources permit, a Subgroup Models document will be produced for the high school level.

Best Practices and Strategies for Addressing Subgroups of No Child Left Behind

African-American Students

I. **Schools visited because of their progress with African-American students:**

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

II. **Administrative Practices**

Findings from Action Research

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

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

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

III. Fiscal Practices

Findings from Action Research	• Funding is determined by the local system based on school membership. • The principal, with input from school leadership team, develops the budget for the school. • The budget is driven by the needs of the students.
Findings from a Review of the Literature and/or Other Considerations	• Use Title I and/or II funds to support teachers' development and other facets/needs of the school based on the school improvement plan. • Base budget expenditures on accommodating the needs of the population of students.

IV. Instructional Practices

Findings from Action Research	• Textbooks are supplemented with a variety of instructional materials. • Instruction is aligned to the *North Carolina Standard Course of Study*. • Assessments reflect a system-wide pacing guide and are administered quarterly. Data are used to inform instruction. • Tutoring occurs during the school day and after school. • Whole-group and small-group instruction is utilized. • Unit plans and student comments indicate elements of rigor in the curriculum. • Incentive programs are used to encourage academic achievement.
Findings from a Review of Literature and/or Other Considerations	• Conduct diagnostic assessments of students. • Reteach/support/monitor areas not mastered by students. • Use data to drive instruction. • Employ curriculum coordinators who are knowledgeable of "good" instruction and best teaching practices. • Differentiate instruction. • Conduct professional development based on the needs of the teachers. • Develop teaching labs to address the needs of staff. • Become advocates for all children.

V. Policies and Procedures

Findings from Action Research	• Class rosters are adjusted to ensure that there is more than one African-American student in a class in order to prevent feelings of isolation. • Students failing to meet State and local standards are required to have a written PEP.
Findings from a Review of Literature and/or Other Considerations	• Establish hiring practices and a funding structure to accommodate teaching vacancies. • Match the strongest teachers with the most needy students. • Assign middle and secondary teachers to teach their area(s) of expertise. • Provide professional development based on teacher/student needs. • Provide equal access to all curriculum. • Distribute resources equitably.

VI. Parental Involvement

Findings from Action Research	• A variety of strategies are used to involve parents. • Schools conduct parent-training sessions. • The schools maintain frequent, positive communication with parents. • Parent contacts are made before problems arise. • Parents are serving on committees at the school. • Home visits are used as means to include parents who are unable or unwilling to come to the school. • Transportation is provided for parents, when needed. • Community and faith-based groups provide some support to the schools. • Parental involvement for this subgroup has improved but is not yet at the level desired by the schools.
Findings from a Review of Literature and/or Other Considerations	• Provide ongoing, informative communication. • Teachers/administrators should visit and take part in community activities that involve parents. • Encourage open, welcoming environments for interaction. • Provide adult mentors/liaisons. • Provide parent workshops. • Have some knowledge of the families of students.

VII. School Climate

Findings from Action Research

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

Findings from a Review of Literature and/or Other Considerations

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

American Indian Students

I. Two schools demonstrated consistently high progress with American Indian students:

Mac Williams Middle School   Cumberland County

Hollister Elementary School   Halifax County

II. Administrative Practices

Findings from Active Research

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

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

Findings from a Review of Literature and/or Other Considerations

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

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

- Restructured high schools focus their efforts and produce programs that provide flexibility and are holistic and culturally responsive in meeting the needs of American Indian students.
- The school encourages active collaboration among American Indian parents and the school.
- Create an environment that celebrates and affirms ethnic identity.
- Implement shared decision making.

III. Fiscal Practices

Findings from Action Research

"Mr. Freeman spoils us."
Teacher at Mac Williams Middle School

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

Findings from a Review of Literature and/or Other Considerations

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

IV. Instructional Practices

Findings from Action Research	• All students are held to high expectations. • All students performing at Levels I and II receive remediation. • Teachers maintain high time on task. • Students are provided multiple opportunities for remediation. • The school uses a team approach to teaching and learning. • The school has diverse resources. • Students are engaged in a rigorous curriculum with the *North Carolina Standard Course of Study* as the blueprint. • The school has implemented various reward systems.
Findings from a Review of Literature and/or Other Considerations *"[This is a] good place to learn and have fun."* *Student at Mac Williams Middle School*	• Faculty and staff have an awareness of knowledge, background and experiences of students. • Use non-biased curriculum materials. • Faculty and staff build a one-on-one trusting relationship with students. • Instruction includes examples relevant to the students' lifestyles and/or communities. • All modalities of learning are addressed. • Students begin working in small groups then move to larger groups. • Reteach as necessary. • Check for understanding by questioning and other techniques. • Use paraphrasing to reinforce student answers. • Use numerous examples and pictures. • Allow wait time for student responses. • Use praise and incentives with individuals and groups (preferably groups). • Be aware of cultural differences in body language. • Present the whole picture of a concept before isolating skills. • Allow brainstorming to get input from everyone. • A circular classroom arrangement with groups of 2 or 4 preferred. • Honor the important contributions of families and elders. • Establish a cooperative rather than competitive learning environment. • Allow students to develop a sense of competence in any given activity. • Begin with concrete strategies then move to abstract strategies. • Integrate culture into the curriculum. • Provide numerous and varied opportunities for students to succeed. • Establish a structured learning environment with a clearly defined purpose and vision.

V. Policies and Procedures

Findings from Action Research	• Use county-wide benchmark tests. • Implement Indian Education Programs.
Findings from a Review of Literature and/or Other Considerations	• Continue efforts that require all public school administrators and local boards of education to review their policies and procedures toward the use of American Indian sports mascots, logos and all demeaning imagery. • Educate public school personnel of the educational, curricular and psychological effects of using American Indian sport mascots and logos. • Involve State-level boards, committees or commissions and divisions within the Department of Public Instruction in reviewing and/or developing education policy, standards, curriculum or textbooks and including representation that will provide the perspective of American Indians.

VI. Parent Involvement

Findings from Action Research	• Establish an active PTA. • Recruit parent volunteers. • Promote parental involvement in homework.
Findings from a Review of Literature and/or Other Considerations	• Work with extended families to enlist their support for literacy and academic achievement. • Reinforce parental efforts to pass on their culture.

VII. School Climate

Findings from Action Research	• Faculty and staff build strong, caring relationships with students. • The faculty, staff and administration believe that all students can learn. • Schools develop a feeling of community and family atmosphere. • Students are provided a clean, safe, warm and inviting environment. • Faculty, staff, administration demonstrate mutual respect. • Students are held to high expectations.
Findings from a Review of Literature and/or Other Considerations	• American Indian students are respected as individuals. • The school creates an atmosphere of trust. • Students are held to high expectations.

Asian Students

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

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

II. **Administrative Practices**

Findings from Action Research

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

III. **Fiscal Practices**

No information available.

IV. **Instructional Practices**

Findings from Action Research

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

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

V. **Policies and Procedures**

No information available.

VI. **Parental Involvement**

Findings from Action Research

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

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

VII. **School Climate**

Findings from Action Research

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

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

Caucasian Students

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

Long Hill Elementary School	Cumberland County
North David Middle School	Davie County
Shadybrook Elementary School	Guilford County
Frances Bradley Middle School	Charlotte-Mecklenburg Schools

II. Administrative Practices

Findings from Action Research

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

III. Fiscal Practices
No information available.

IV. Instructional Practices

Findings from Action Research

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

V.   Policies and Procedures

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

VI.   Parental Involvement

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

VII.   School Climate

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

Free/Reduced Lunch Students

I. Four schools were included in this study:

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

II.   Administrative Practices

Findings from Action Research

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

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

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

III. Fiscal Practices

Findings from Action Research	• The school practices building-level decision making. • The school improvement team helps to establish the school's budget. • Student progress is closely monitored.
Findings from a Review of the Literature and/or Other Considerations	• The LEA permits building-level decision making.

IV. Instructional Practices

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

V. Policies and Procedures

Finding from a Review of Literature and/or Other Considerations

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

Findings from a Review of Literature and/or Other Considerations

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

VI. Parent Involvement

Findings from Action Research

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

Findings from a Review of Literature and/or Other Considerations

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

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

VII. School Climate

Findings from Action Research

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

Findings from a Review of Literature and/or Other Considerations

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

Hispanic/Latino Students
Limited English Proficient Students

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

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

II. **Administrative Practices**

Findings from
Active Research

- Hire a quality teacher/the right teacher.
- Plan a newcomer program to help acclimation.
- Establish high expectations for all children.
- Monitor teacher performance regularly.
- Develop a yearly plan for site-based monitoring.
- Build expertise on programs for this population at the administrative level.

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

- Principals participate in staff development.
- Base staff development on school improvement needs.
- Maintain visibility in the classroom.
- Focus instruction on The *North Carolina Standard Course of Study.*
- Demonstrate care for teachers and staff.
- Model professionalism throughout the school.
- Assess the school constantly and change strategies to meet identified needs.

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

- Place children with the appropriate teachers.
- Use special scheduling strategies to help the students.
- Establish a key person who can "make it happen."
- Establish the principal as the core of success.
- Establish intake centers to facilitate appropriate placement of students.

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

III. Fiscal Practices

Findings from Active Research	▪ The principal never missed an opportunity to ask for money to support the school and students. ▪ The school sought grant monies. ▪ Title I funds were used to provide creative and more one-on-one instruction. ▪ Establish business partnerships. ▪ Seek additional funding to allow all students to participate in field trips.
Findings from a Review of Literature and/or Other Considerations *"I never miss an opportunity to ask for money. I want to spend all the money helping teachers and don't want to give a dime back."* *School Principal*	▪ Establish community and business partnerships. ▪ Reallocate resources to fund creative ways to meet the needs of students.

IV. Instructional Practices

Findings from Action Research *"The expectation level given to these students is the key."* *School Principal* *"If we make a mistake, we know we can correct it."* *Classroom Teacher*	▪ Group limited English proficient students in classes and rotate through core classes together as a transition from the ESL classroom to the mainstream classroom. ▪ Allow student discussion in Spanish to complete work, but report to the whole class in English. ▪ Pair LEP students with AIG children. ▪ Clustering of LEP students into mainstream classrooms was observed in two schools with integrated support of strong staff. Students assisted each other. ▪ Use disaggregated data for planning instruction. ▪ Focus on technology to enhance instruction. ▪ Provide professional development in brain-based learning and learning styles to improve instruction. ▪ Provide tutoring before and after school by trained tutors. ▪ Include resource teachers in planning. ▪ Provide training for working with LEP students for all teachers.

Findings from a Review of Literature and/or Other Considerations	▪ Attend seminars at NCCAT. ▪ Maintain reading as the cornerstone of learning and instruction. ▪ Provide opportunities for structured English construction. ▪ BECL – Bring Every Child to Literacy

V.   Policies and Procedures

Findings from Action Research	▪ Use appropriate testing accommodations during end-of-grade testing.

II.Parental Involvement

Findings from Action Research *"Call home and the parents take care of it if there is a problem.* *Those children will tell you they want an education."* *Classroom Teacher*	▪ Conduct home visits with parents who are unable to come to school. ▪ Constantly seek strategies to increase involvement. ▪ Inform parents of the school's expectations. ▪ Involve parents in their child's education and teach them how to help in the education process of their child. ▪ Embrace parents. ▪ Provide translation resources so parents don't have to wait to communicate with the school. ▪ Accurately translate documents. ▪ Inform parents of the school's vision and mission.
Findings from a Review of Literature and/or Other Considerations *"A lot of our Hispanics are very motivated to do well."* *Classroom Teacher*	▪ Conduct conversational Spanish/English classes for the faculty and the parents.

III.School Climate

Findings from
Active Research

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

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

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

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

Multiracial Students

I.   **Jacksonsville Commons Middle School in Onslow County was visited because of the progress of multiracial students.**

II.   **Administrative Practices**

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

III. **Fiscal Practices**

No information reported.

IV.   **Instructional Practices**

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

V.   **Policies and Procedures**

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

VI.   **Parental Involvement**

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

VII. **School Climate**

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

Students with Disabilities

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

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

II. Administrative Practices

Findings from Action Research

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

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

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

III   Fiscal Practices

Findings From Action Research	- The school budget was established by leadership in the school. - The principal and bookkeepers monitored budgetary expenditures. - Student achievement determined budget priorities. - The PTA was very supportive. - Money was allocated from the central office to the schools, and the schools decide how the money is used. - The school improvement team was not involved in setting up the school budget. Instead, a committee composed of one teacher from each grade level, exceptional children, etc. was used. - Budgetary priorities were determined by looking at the school improvement plan. - The committee determined how much would be used for various items and then established priorities for the budget.
Findings from a Review of Literature and/or Other Considerations	- Exceptional children funds should be used for excess cost of special education. - Align staff development with effective practices. - Use grants to pay for tuition costs for special education degrees.

IV.   Instructional Practices

- No information available.

V.   Policies and Procedures

Findings From Action Research

- Conduct data analysis.
- Provide equal access to computers.
- Provide extra books and school supplies
- Adhere to "reading first!"
- The school set a target of 95% of students reading at grade level, so most policies are already established.
- Be flexible with teacher staffing. Trade in positions to get remedial teachers.
- Adhere to the LEA's grading system.
- Adhere to the LEA's homework policy: 45 minutes for third, fourth and fifth grade each night.
- Post curriculum maps in the hallways and on the school websites.
- Provide enough remedial teachers to meet students/ needs.

Findings from a Review of Literature and/or Other Considerations

- Distinguish between IEPs and PEPs.
- Provide training on special education for regular education teachers.
- Provide all students with access to the general curriculum.

VI.   Parental Involvement

Findings From Action Research

- Students sign daily planners.
- Teachers make phone calls to homes for good and bad news.
- Progress reports are mailed to homes.
- The school maintains a library of information about special needs children. Topics include ADHD, homework, etc. The library began as a result of teachers approaching the principal about getting these types of materials. Parents may check out these books.

Findings from a Review of Literature and/or Other Considerations

- The school shares a video with parents entitled I Studies and I Still Made a "D."

- Involve parents in non-traditional ways.

VII.   School Climate

- No information available.

School As A Whole

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

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

II. **Administrative Practices**

Findings from Action Research

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

III. **Fiscal Practices**

No information provided.

IV. **Instructional Practices**

Findings from Action Research

"It's not about me, it's about we."
   Classroom Teacher

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

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

V. Policies and Procedures

Findings from
Action Research

"We are treated as professionals."
    Classroom Teacher

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

VI. Parent Involvement

Findings from
Action Research

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

VII. School Climate

Findings from
Action Research

"We are like a big family."
    Classroom Teacher

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

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

SESSION LAW 2003-419
HOUSE BILL 797

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

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12 is amended by adding a new subdivision to read:
"**§ 115C-12. Powers and duties of the Board generally.**
The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

...

(30a) Duty to Assist Schools in Meeting Adequate Yearly Progress. – The State Board of Education shall:

a. Identify which schools are meeting adequate yearly progress with subgroups as specified in the No Child Left Behind Act of 2001;

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

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

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

...."

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

(1) The number and locations of schools meeting adequate yearly progress with the subgroups specified in the No Child Left Behind Act of 2001;

(2) The assistance models developed for each subgroup;

(3) Technical assistance provided to a local school administrative unit or a school; and

(4) The need for additional resources to implement this act on a statewide basis.

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

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

s/ Beverly E. Perdue
   President of the Senate

s/ Richard T. Morgan
   Speaker of the House of Representatives

s/ Michael F. Easley
   Governor

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