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

Report to the Joint Legislative Education Oversight Committee

Third Annual Evaluation of the High Priority Schools Initiative: 2004-2005

State Law 2003-284, Sec. 7.10(c)
(House Bill 397, the 2003 Budget Bill)

Date Due: December 1, 2005
Report #12
DPI Chronological Schedule, 2005-2006

HIGH PRIORITY SCHOOLS INITIATIVE
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
FINAL EVALUATION REPORT

EXECUTIVE SUMMARY

INTRODUCTION

With the passage of special legislation in 2001, the North Carolina General Assembly appropriated supplementary funds for the state's lowest performing elementary schools. Based on criteria that took into account the percent of students who qualified for free or reduced-price lunches and who performed at or above grade level during the 1999-2000 year, 36 elementary schools across the state were identified as high priority (HP) schools.

The legislation specified that HP school funds be used to:

- Reduce class size in kindergarten to grade 3 so that there is a 15:1 student-teacher ratio (component 1) by reallocating teaching assistant allotments to additional teaching positions;
- Pay teachers to extend all teacher contracts at these schools by 10 days, including five days for professional development (component 2) and five additional days of instruction (component 3); and
- Provide one additional instructional support position at each HP school (component 4).

This legislation authorized the North Carolina Department of Public Instruction (DPI) to secure an outside organization to evaluate the effectiveness of the High Priority Schools Initiative. After responding to a Request for Proposals issued by DPI, Metis Associates, a New York City-headquartered research and evaluation organization was selected in 2002 to conduct a multiyear evaluation study.

This paper summarizes the results of the third and final year of that study.

SUMMARY OF KEY FINDINGS

Question 1 – Changes in Implementation of the HP Initiative

- **Reduced Class Size**

The HP Schools Initiative has been successful in reducing class size in grades K-3 at the 36 target elementary schools. Average class size remained below the state prescribed policy that called for a ratio of 15 students for each teacher at the HP schools for each year of the initiative. Moreover, the HP schools established average class sizes in grades K-3 that were significantly lower than those at the set of nine

this component has been ineffective because of poor student attendance on the extra days. It should be noted, however, that principals and district-level stakeholders generally had mixed opinions on the effectiveness of the extended school year component, with some noting "a favorable impact."

Question 2 --- Retention of Teaching Assistant Positions

There seems to be a steady decrease in the number of HP schools that are able to retain all of the teaching assistant positions in K-3 during each year of implementation, with most schools retaining only some of the assistants in each grade by the end of Year 4. Federal funds were most often used to support the teaching assistant positions, followed by local funding sources. In general, teachers, principals, and district-level administrators remain dissatisfied with the reallocation of the teaching assistant positions.

Teaching assistants appear to be playing a shifting role in K-3 classrooms (as reported by school staff from both the HP and comparison schools), assisting in providing individualized instruction, small group instruction, and other one-on-one instructional opportunities to students, as well as supporting easier classroom management.

Question 3 --- Teacher Turnover Rates

Overall, the evaluation revealed that staff turnover was not related to the HP Schools Initiative. However, across stakeholder groups there were continued reports that the initiative's requirement for teachers to extend their contracts for 10 additional days each school year resulted in teacher dissatisfaction. Respondents most often indicated that the resentment of the extra 10 days was related to the schedule to fit these days into the school calendar, as well as to the negative stigma associated with the HP designation.

Question 4 --- Student Achievement Outcomes

Below is a summary of the achievement outcomes that have occurred in the HP schools.

Slight improvements in reading are evident over time

> At the end of Year 1, the percent of HP students scoring at or above Level III in reading was approximately 1 percentage point *lower* than the percent of comparison school students scoring at these levels. By the end of Year 4, however, the percent of HP students at or above Level III in reading was 2.8 percentage points *greater* than for the comparison school students.
>
> When looking at improvements over four years in reading, the data showed that the four-year gain for the HP schools was substantially higher than the four-year gain for the comparison schools. By spring 2005 the average reading score for

literature, some of which are already being implemented in some of the HP schools (e.g., school-based committees, year-round schedules, team teaching strategies).

- Intensify state- and/or district-level programs for recruiting, hiring, and providing training for teachers assigned to small classes. It is recommended that North Carolina make specific provisions for ensuring that teachers be fully trained in the latest research on classroom management and other skills and strategies designed to improve the effectiveness of teaching and learning in small class settings.

- Develop a system for disseminating best practices on small classroom instruction, parental engagement in education, and extended learning time strategies (should this component continue to be a part of future class size reduction initiatives). This might include, for example, successful practices that have been or continue to be implemented in HP schools, which would also serve to increase collaboration among participating schools.

- Examine the viability of implementing future class size reduction initiatives along with the retention of teaching assistants, particularly in schools where class sizes are already reduced below the state-prescribed ratio of 15:1. For example, several district-level informants mentioned the Governor's initiative, which has reduced class size in other county schools and retained teaching assistant positions.

- Consider offering flexibility to schools to implement the extended school year component for students based on local needs and interests (providing an opportunity, perhaps, for schools to opt out of this component).

- Consider integrating and aligning future class size reduction initiatives with other statewide education reform initiatives, such as Reading First.

ADDITIONAL BACKGROUND INFORMATION

Evaluation Approach

At the start of each year of the evaluation, the Metis team worked with members of a DPI evaluation committee to establish a set of guiding evaluation questions. In the third year of the evaluation, these questions focused on the following major areas: changes in the implementation of the four prescribed components, retention of teaching assistant positions at the HP schools, turnover rates for HP teachers, and student achievement outcomes.

During the first year of the evaluation, Metis worked with DPI to select a set of nine similarly situated comparison schools. Beginning in the second year of the evaluation, Metis expanded the initial comparison school design (which was used solely in the

EVALUATION OF INITIATIVES TO ASSIST HIGH-PRIORITY SCHOOLS

SECTION 7.10.(a) In order for the high-priority schools identified in Section 7.9 of this act to remain eligible for the additional resources provided in this section, the schools must meet the expected growth for each year and must achieve high growth for at least two out of three years based on the State Board of Education's annual performance standards set for each school. No adjustment in the allotment of resources based on performance shall be made until the 2004-2005 school year.

SECTION 7.10.(b) All teaching positions allotted for students in high-priority schools and continually low-performing schools in those grades targeted for smaller class sizes shall be assigned to and teach in those grades and in those schools. The maximum class size in grades K-3 in high-priority schools and in grades K-5 in continually low-performing schools shall be no more than one student above the allotment ratio in that grade. The Department of Public Instruction shall monitor class sizes at these schools at the end of the first month of school and report to the State Board of Education on the actual class sizes at these schools. If the local school administrative unit notifies the State Board of Education that they do not have sufficient resources to adhere to the class size maximum requirements and requests additional teaching positions, the State Board shall verify the need for additional positions. If the additional resources are determined necessary, the State Board of Education may allocate additional teaching positions to the unit from the Reserve for Average Daily Membership adjustments.

SECTION 7.10.(c) Of funds appropriated from the General Fund to State Aid to Local School Administrative Units, the sum of five hundred thousand dollars ($500,000) for fiscal year 2003-2004 and the sum of five hundred thousand dollars ($500,000) for fiscal year 2004-2005 shall be used by the State Board of Education to contract with an outside organization to evaluate the initiatives set forth in this section. The evaluation shall include:

(1) An assessment of the overall impact these initiatives have had on student achievement;

(2) An assessment of the effectiveness of each individual initiative set for this section in improving student achievement;

(3) An identification of changes in staffing patterns, instructional methods, staff development, and parental involvement as a result of these initiatives;

(4) An accounting of how funds and personnel resources made available for these schools were utilized and the impact of varying patterns of utilization on changes in student achievement;

(5) An assessment of the impact of bonuses for mathematics, science, and special education teachers on (i) the retention of these teachers in the targeted schools, (ii) the recruitment of teachers in these specialties into targeted schools, (iii) the recruitment of teachers certified in these disciplines, and (iv) student achievement in schools at which these teachers receive these bonuses; and

(6) Recommendations for the continuance and improvement of these initiatives.

The State Board of Education shall make a report to the Joint Legislative Education Oversight Committee regarding the results of this evaluation by December 1 of each year. The State Board of Education shall submit its recommendations for changes to these initiatives to the Committee at anytime.

North Carolina
Department of Public Instruction

Third Annual Evaluation of the High Priority Schools Initiative: 2004-2005

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High Priority Schools Initiative, North Carolina Department of Public Instruction

METIS ASSOCIATES' FINAL EVALUATION REPORT

The third in a series of evaluation studies on North Carolina's High Priority Schools Initiative

1. INTRODUCTION

History of the High Priority (HP) Schools Initiative

Aiming to provide the state's highest priority elementary schools with immediate assistance, in 2001 the North Carolina General Assembly passed legislation that appropriated supplementary funds for the state's lowest performing elementary schools. Approximately $10.8 million for the 2001-2002 fiscal year and $12.2 million for the 2002-2003 fiscal year were to be used to provide these schools with tools needed to substantially improve student achievement, creating the High Priority Schools Initiative. The set of high priority schools targeted for this assistance was defined as those in which over 80% of students qualified for free or reduced-price lunches and no more than 55% of the students performed at or above grade level during the 1999-2000 school year. Across the state, 36 elementary schools were identified as high priority (HP) schools.

The HP schools legislation specified that funds be used to:

- Reduce class size in kindergarten to grade 3 so that there is a 15:1 student-teacher ratio (component 1);
- Pay teachers to extend all teacher contracts at these schools by 10 days, including five days for professional development (component 2) and five additional days of instruction (component 3); and
- Provide one additional instructional support position at each HP school (component 4).

Importantly, the legislation did not allow funds for teaching assistants to be allotted to these schools. Rather, the school districts' teaching assistant allotments were to be reduced based on average daily membership (ADM) for each of the HP schools. In place of the teaching assistant allotments, additional teaching positions were to be allocated to each HP school so that all classrooms at the targeted grade levels reached an allotment ratio of 15:1.

Given the late approval of the legislation in 2001-2002, a waiver clause was included that allowed districts to "opt out" of implementing the class size reduction component for Year 1. Among the 36 HP schools, 17 applied to the North Carolina Department of Public Instruction (NCDPI) for a waiver. With all waivers being approved by NCDPI, those schools' allotments were reversed, withdrawing the additional teaching position allotments and reinstating the teaching assistant position allotments. In Year 2, despite not being afforded waiver status again, one elementary school (Wadesboro Primary, Anson County) opted not to accept the HP resources and did not implement any of the HP components. Thus, in Years 1 and 2, the total

pool of HP schools was reduced to 35 elementary schools, representing 15 school districts across the state. In Years 3 and 4, no waivers were granted, and all 36 schools were to be fully implementing all four of the components that comprise the HP Schools Initiative.

Evaluation Background

This same legislation authorized the North Carolina Department of Public Instruction (NCDPI) to contract with an outside organization to evaluate the High Priority Schools Initiative. In December 2002, Metis Associates, Inc., an independent research organization headquartered in New York City, was contracted by NCDPI to conduct an evaluation of the impact of the HP components on improving student achievement. The experiences of the HP schools during the first two years of implementation are detailed in the September 2003 "*First Annual Evaluation Report: 2001-2002 and 2002-2003.*" For Years 1 and 2 of the initiative, this report provides information on challenges of implementation of reduced class size, various stakeholders' perceptions of the HP Schools Initiative, uses of allocated funds and personnel resources by the HP schools, preliminary findings regarding impact on student achievement, and recommendations for improving implementation.

During the second year of the evaluation, the 2003-2004 school year (Year 3 of implementation), Metis continued to examine issues related to the implementation of the four legislatively prescribed components at the HP schools. In the *"Second Annual Evaluation Report: 2003-2004,"* Metis also aimed to document the impact of the HP components and resource utilization on student achievement and other outcomes.

Despite the fact that the third year of the evaluation began late in the 2004-2005 year because of a staff change at DPI, Metis continued to focus the evaluation on documenting implementation of the four HP components (including challenges) at the school level, obtaining the opinions of key district-level stakeholders, and conducting comprehensive analyses of student achievement outcomes.

2. Report Structure

The remainder of this report is organized into five sections. Section III presents a discussion of the evaluation approach and methodology that were used. Section IV describes what was learned about the comparison schools, including the different initiatives these schools have been implementing over the past three years to improve student achievement. Section V presents findings organized by the four main evaluation areas, including the changes in the implementation of the four HP components, issues related to the retention of teaching assistant positions, the extent of teacher turnover at the HP schools, plans for sustainability of the initiative, and the impact of the HP Initiative on student achievement outcomes for students. Finally, Sections VI and VII offer conclusions of the various evaluation results and recommendations, respectively.

3. Evaluation Design

The overall approach to the evaluation continued to be participatory in nature. The Metis evaluation team worked closely with the DPI Evaluation Committee over the course of the past year, facilitating regularly scheduled progress meetings. The DPI Committee was comprised of a core group of members that included Dr. Kenneth Gattis, Senior Research and Evaluation Coordinator, Agency Operations and Management; Dr. Elsie Leak, Associate Superintendent for Curriculum and School Reform Services; Marvin Pittman, Director of School Improvement; Jackie Colbert, Assistant Director of School Improvement; and Charlotte Hughes, Section Chief for Effective Practices.

Through the progress meetings, the Metis team engaged members of the DPI Evaluation Committee in discussions about refining previously developed survey instruments and interview protocols. The meetings also served as a means for sharing formative evaluation information with DPI, such as preliminary findings, challenges encountered in data collection, and impressions from the field. In addition, the evaluation team submitted periodic status reports to DPI, describing challenges and successes with data collection activities underway and providing written summaries of preliminary findings.

Comparison Group Design

When it is not possible to assign schools randomly to control and treatment conditions, similarly situated comparison groups are often used to approximate the impacts that are attributable to the intervention (i.e., treatment). For example, a comparison group might be constituted of like schools from the same or comparable districts. The schools in the comparison group are then measured with the same instruments that are used for the treatment group.

During the first year of the evaluation, Metis worked with DPI to develop a process for selecting a comparison group of schools. Since the HP schools were initially identified using 1999-2000 data, Metis applied the HP selection criteria to 2000-2001 data and generated a list of elementary schools that had over 80% of their students eligible for free or reduced- price lunch and ABCs performance composites at or below 55%. In other words, this list represents schools that would have been identified as HP had the 2000-2001 data been available when DPI originally determined the list of HP schools. Of the 34 schools on the list, 17 were HP schools that were already involved in the evaluation. Of the remaining 17 schools, nine were selected as the set of comparison schools for the study; eight could not be used because they were alternative schools. The selected set of comparison of schools and their districts are listed in Table 3.1. (Note that a list of the 36 HP schools can be found in the appendix to this report.)

Table 3.1 – Selected Comparison Schools

District	School
Durham Public Schools	C.C. Spaulding Elementary (PK-5) Y. E. Smith Elementary (PK-5)
Guilford County Schools	Foust Elementary (PK-5) Oak Hill Elementary (PK-5)
Hoke County Schools	West Hoke Elementary (K-5)
Nash-Rocky Mount Schools	Swift Creek Elementary (PK-5)
Pitt County Schools	Belvoir Elementary (PK-5)
Washington County Schools	Pines Elementary (PK-5)
Weldon City Schools	Weldon Elementary (PK-5)

Since comparison schools were similar at baseline to the treatment schools on a number of key variables, all things being equal, any subsequent detected differences would likely be attributable to the intervention (i.e., the HP Schools Initiative). In the following table we present key student-level characteristics of the comparison schools and the HP schools for four years: 2000-2001 (baseline), 2001-2002 (Year 1), 2002-2003 (Year 2), 2003-2004 (Year 3), and 2004-2005 (Year 4).

Table 3.2 – Key Characteristics of HP and Comparison Schools (CS)
Grades 3-5 Combined

Demographics	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	HP	CS	HP	CS	HP	CS	HP	CS	HP	CS
Number of Students	6,647	2,012	6,566	1,796	6,193	1,746	5,855	1,587	5,556	1,475
% African-American	83.9	78.6	82.1	80.3	80.9	75.5	76.5	73.9	75.0	72.9
% Hispanic	6.7	4.8	8.8	4.5	10.1	6.5	12.8	6.8	14.7	8.1
% White, Asian & American Indian	9.3	16.6	9.1	15.2	9.0	18.0	10.7	19.3	10.3	19.1
% Limited English Proficient	3.7	2.4	4.1	2.2	5.1	4.1	6.9	4.7	8.8	5.8
% Eligible for Free Lunch	86.2	79.9	87.0	81.1	83.2	73.8	82.9	75.5	85.5	71.5
% Eligible for Title I	95.4	79.8	97.5	100.0	99.8	85.9	99.9	89.8	99.9	90.3
% Special Education	16.1	16.3	15.8	18.4	16.7	17.8	16.1	17.8	16.7	18.8
% Gifted	4.1	4.1	4.6	4.8	4.8	4.5	4.3	5.2	4.3	5.5

The data in Table 3.2 show that:

- The total enrollment at both the HP and the comparison schools has declined steadily from 2000-2001 to 2004-2005.

- The percentage of African-American students in both sets of schools has also declined each year since 2000-2001. For HP schools, there were 83.9% African-American students in 2000-2001, compared to 75.0% in 2004-2005---an 8.9 percentage point decline. Similarly, for the comparison schools, there were 78.6% African-American students in 2000-2001, which decreased to 72.9% in 2004-2005, representing a 5.7 percentage point difference.

- This shift in student demographics is also evident when looking at the Hispanic population. For example, increasing steadily over time, there were 6.7% Hispanic students in the HP schools in 2000-2001 and almost 15% in 2004-2005, a proportion which is more than twice the baseline year. A similar trend, though not as dramatic, can also be seen in the comparison schools, where the percent of Hispanic students increased from 4.8% in 2000-2001 to 8.1% in 2004-2005.

- Similarly, the proportion of limited English proficient students at the HP and comparison schools has also increased over time----from 3.7% in 2000-2001 to 8.8% in 2004-2005 for the HP schools (a 5.1 percentage point gain) and from 2.4% in 2000-2001 to 5.8% in 2004-2005 for the comparison schools (a 3.4 percentage point gain).

- In general, the comparison schools continue to most closely reflect the HP schools in the proportion of special education and gifted students.

- At baseline and during each subsequent year, the HP schools enrolled a slightly larger percentage of low-income students than did the comparison schools. In fact, the comparison schools show a steady decline in the number of students eligible for free lunch over time, from 79.9% in 2000-2001 to 71.5% in 2004-2005.

Beginning in the second year of the evaluation, Metis expanded the initial comparison school design (which was used solely in the quantitative component of the evaluation) to include all of the qualitative data collection that was school-based, using an overall approach of collecting parallel sets of data from both the HP and comparison schools. These activities continued in the third annual evaluation and are described more fully in the section below.

Research Questions and Methods

As mentioned earlier, the start of the third year of the evaluation experienced a several month hiatus at the beginning of the 2004-2005 year because of a staff change at DPI that involved the individual who directed the HP Schools Evaluation at DPI. When the evaluation got underway in earnest in January 2005, Metis convened a planning meeting with members of the DPI Team to review the first and second year findings; to identify the set of research questions for the coming year's study, which emanated largely from the evaluation interests of the collective members of the North Carolina State Board of Education; and to decide on the appropriate set of data collection methods given the condensed timeline for data collection.
The final set of evaluation questions that were generated for the third year evaluation study is as follows:

Question 1 – What changes, if any, have occurred in the implementation of the four legislatively prescribed initiatives (reduced class size, contract extension for professional development, extended school year for students, additional instructional support position) at the HP schools?

- Constraints to implementing reduced class size
- Use of the additional instructional support position
- Level of parent involvement at the HP schools
- Support provided by both state- and district-level staff to the HP schools
- Models of professional development being used at the HP schools
- Nature and level of follow-up that is provided to participating teachers
- Use of additional funds to support implementation of the HP Initiative

Question 2 – To what extent did the HP schools retain any of the teaching assistant positions in Year 4 of the HP initiative?

- Types of funding sources used
- Programs or resources that were deprived or lost
- Stakeholders' perceptions of the added value of the teaching assistants

Question 3 – What differences exist in turnover rates for teachers and school principals in the HP schools as compared to comparison schools?

- Stakeholder perceptions of teacher turnover
- Extent of teacher resistance to the 10 additional days of service

Question 4 – What student achievement outcomes occurred in the HP schools?

- Achievement of ABC growth targets and adequate yearly progress
- Extent of progress on state assessments in reading and math
- Changes in average class size at the HP schools over time
- Differences in outcomes for HP schools with teaching assistants vs. those without
- No Child Left Behind (NCLB) subgroups progress
- Extent of gains in academic achievement over the time
- Stakeholders' perceptions/observations of achievement gains

Question 5 – How will the initiative be sustained once funding is removed? What plans for sustainability (if any) have been made thus far?

- Plans for other use of funding sources
- Stakeholders' perceptions of which HP components will/should remain or end

The evaluation team used the following methods to collect data relevant to the research questions during Year 3 of the study:

Review of Extant Data ---- Each HP school was asked to maintain a file for Metis that would contain information about the content and delivery of the professional development that was offered to teachers during the five contract extension days required by the HP Schools Initiative. Examples of the types of documentation that Metis received across the schools included training content descriptions, professional development agendas, planning meeting agendas and minutes,

and sign-in-sheets. In total, documentation related to the five-day contract extension professional development was received from 31 of the 36 HP schools, representing 86.1%.

In addition to the professional development documents, Metis collected various testing and student information files and financial spreadsheets from DPI. Electronic database files that were constructed during the first two years of the evaluation were updated to contain test results and other student outcome data for all 36 HP schools as well as for the comparison schools for five academic years: 2000-2001 (baseline), 2001-2002 (Year 1), 2002-2003 (Year 2), 2003-2004 (Year 3), and 2004-2005 (Year 4).

Interviews with District-Level Stakeholders ---- The evaluation team conducted interviews with Superintendents and District Finance Officers (DFOs) in school districts with HP schools. These interviews, which began in spring 2005, continued through the end of June until the Superintendents and DFOs at all 16 participating school districts had been interviewed. The evaluation team used a semi-structured set of questions, and the interviews averaged one hour in length. The interviews focused on the following issues:

- State-level supports provided for implementation of the HP schools initiative;
- State-level supports needed;
- Sources of supplemental funding to support the initiative;
- Use of teaching assistants to implement reduced class size;
- Barriers to implementing reduced class size;
- Impact of the initiative with regard to academic achievement, teacher capacity building, teacher turnover, and other areas;
- Efforts to sustain the initiative; and
- Recommendations for improving the initiative.

During the same time period, telephone interviews were also conducted with District Personnel Directors or other district-level administrators who had oversight for personnel-related issues in the school districts with HP schools. All of the interviews were conducted using a structured protocol to guide the discussion and were about 45 minutes in length. The purpose of the Director of Personnel interviews was to explore the viability of obtaining teacher retention data that would augment the perceptual information being collected from teachers, principals, and DFOs within the HP districts. Of the 16 HP Districts, Personnel Directors from 12 counties were willing to schedule and be interviewed by Metis.

Surveys of HP School Principals and Teachers ---- As in past years, Metis asked the principals at the HP schools to complete an Administrator Survey and to assist in disseminating an HP Teacher Survey to all instructional staff at their schools. Both surveys were designed to obtain detailed information about the implementation of the four HP schools components, as well as principals' and teachers' perceptions of the impacts the initiative is having on students, teachers, and the school as a whole. Administrator Surveys were returned from 33 of the 36 participating school principals. Approximately 937 teachers, representing all of the 36 HP schools, returned completed surveys to Metis. The number of Teacher Surveys returned from each school ranged from 11 to 68, with an average of 26 per school.

Comparison School Principal Interviews ---- Principals from eight of the nine comparison schools were interviewed by Metis staff, using a structured interview protocol. The purpose of these interviews was to obtain descriptive information about what programs and initiatives were being implemented at the comparison schools that might explain outcomes or findings from the quantitative analyses of student achievement data. The interviews were approximately 20 to 30 minutes in length.

Surveys of Comparison School Teachers ---- Teachers at the comparison schools were asked to complete a Staff Survey that followed a set of questions similar to those included in the HP Teacher Survey. The questionnaire asked about classroom climate and instruction, roles of the teaching assistants, and teachers' experiences with professional development and reduced class size at their current school. In total, 248 Comparison School Teacher Surveys were returned to Metis, representing eight of the nine comparison schools.

Teaching Assistant Survey ---- Finally, a Teaching Assistant (TA) Survey was administered to all teaching assistants on staff at both the HP and the comparison schools during the 2004-2005 year. The TA Survey was designed to capture detailed information about the various types of assistance these staff are providing in the classroom with respect to academic support, administration, and classroom management. The survey also asked the teaching assistants to rate their skill level in using a variety of teaching strategies. A total of 291 TA Surveys were received from 35 of the 36 HP schools, while another 112 TA Surveys were obtained from eight of the nine comparison schools.

Table 3.3 – Sample Size and Response Rates for School-Based Data Collection

Respondent Group	Expected Population	Achieved Sample	Response Rate
HP Principals	36	33	91.7%
HP Teachers	1,074	937	87.2%
HP Teaching Assistants	344	291	84.6%
CS Principals	9	8	88.9%
CS Teachers	308	248	80.5%
CS Teaching Assistants	132	112	84.8%

4. Implementation of the High Priority Reform Components

In this section, we present information on how the implementation of the four components of the HP Initiative has evolved across the 36 schools for all four program years. While waivers for the reduced class size component were available to schools during Years 1 and 2 of the initiative, by Year 3 all 36 schools were required to implement all four of the HP components. Where interesting, differences between implementation of the HP components at the HP schools and the comparison schools are highlighted in boxed text.

a. Reduced Class Size

- In Year 1,[1] 18 of the 35 HP schools implemented the class size reduction component; as noted earlier, the remaining 17 schools requested and were granted waivers for this component of the initiative in Year 1.

- During Year 2, 35 of the HP schools had begun to reduce class size in grades K-3.

- In Year 3, all 36 HP schools were implementing the reduced class size component in grades K-3.

- During Year 4, 34 of the 36 HP schools reduced class size in grades K-3.

The data in the following table show how the average class size for the target grades within the 36 HP schools decreased steadily from the baseline year (2000-2001) through Year 3 (2003-2004), but increased slightly in 2004-2005, the most recent year of implementation.

Table 4.1 – Average Class Size for Grades K-3 at the HP Schools, by School Year

School Year	Average Class Size
2000-2001 – Baseline	19.59
2001-2002 – Year 1	17.48
2002-2003 – Year 2	14.56
2003-2004 – Year 3	13.72
2004-2005 – Year 4	14.40

Among the HP teachers who were surveyed, approximately 19.4% of the K-3 teachers indicated that they had changes in their classroom space to allow for the class size reduction to take place. The types of scheduling or other changes implemented at the schools to help implement smaller class sizes were similar to what was learned in past years---grade level planning was the strategy mentioned most often (76.4%), followed by different types of small group instruction (70.4%) and tutoring or remediation (65.0%). Importantly, the majority of these teachers (almost 72%) viewed these changes as positive.

During the second annual evaluation, it was learned that all but two of the comparison schools had implemented smaller class sizes in grades K to 3. This year showed that these efforts continued and were even expanded in some cases, with seven of the eight CS principals describing different reduced class initiatives being implemented in their schools. Notably, the remaining CS principal reported that because they are a rural school, their "*numbers are so small [that they] really have had no need to [reduce class size.]*" This CS principal also commented that the fact that they are a year-round school also impacts their relatively small enrollment numbers.

[1] In Year 1, the HP schools did not receive notifications or allocations of funding until after the school year had started, which means that implementation for that year does not represent a full year of intervention for many of the HP schools.

When asked about the strategies used to accommodate the additional classrooms to implement reduced class size, the CS principals reported more examples of innovative approaches than in past years. For example, in 2004-2005 they mentioned:

- Implementing team teaching during reading instruction (e.g., using specialty/enhancement or resource teachers in reading classes to reduce the student-teacher ratio) (3 comparison schools)
- Using college students or tutors to provide small group reading instruction (2 comparison schools)
- Increasing the numbers of teaching assistants to provide small group instruction in regular classrooms (2 comparison schools)
- Splitting up classes, so that half of the students receive reading instruction while the others attend a special (e.g., art, music, physical education) class (1 comparison school)

b. Extended Teacher Contracts for Professional Development

- In Year 1 (2001-2002), 19 (52.7%) of the 36 HP schools implemented the voluntary teacher contract extension for professional development. Of the 19, four were waiver schools and 15 were non-waiver.

- In Year 2 (2002-2003), this number increased to 30 (83.3%), with all but six of the 36 HP schools extending teacher contracts for the mandatory five days of professional development. Among these six schools, there were five that did not implement the professional development component in Year 1 and Year 2.

- In Year 3, 34 of the 36 HP schools (94.4%) had planned and carried out the five days of contract extension teacher professional development. Note that one HP school did not implement this component in any of the three years of the initiative.

- By Year 4, 35 of the 36 HP schools (97.2%) had implemented the extended teacher contracts for professional development. It should be noted, however, that the only school that did not extend teacher contracts for professional development had implemented this initiative in past years, including Years 1 through 3.

As shown in the table below, the topic area most often covered during the five-day PD days is literacy instruction, followed by math and small group instruction. In fact, in Year 4 a slightly greater percentage of HP teachers indicated that literacy was the focus of the five-day PD days than did HP teachers in Year 3–an increase from 51.9% in Year 3 to nearly 58% in Year 4. This might be attributable to the implementation of the state's Reading First initiative in many of the HP schools. While literacy increased, as did mathematics instruction (from 37.9% in Year 3 to 42.9% in Year 4), several PD areas of focus declined slightly from Year 3 to Year 4, including:

- Project-based instruction
- Inquiry-based instruction
- Lessons based on the NC standards
- Specific school-reform models

Table 4.2 – HP/CS Teacher Survey
Content of Contract Extension Professional Development, by School Year

Content Area	HP Teachers			CS Teachers		
	2003-2004 (N=736)	2004-2005 (N=751)	Percentage Point Difference	2003-2004 (N=168)	2004-2005 (N=239)	Percentage Point Difference
Literacy instruction	51.9%	57.7%	+5.8%	78.6%	77.8%	-0.8%
Small group instruction	42.0%	43.0%	+1.0%	44.0%	52.7%	+8.7%
Math instruction	37.9%	42.9%	+5.0%	47.6%	43.5%	-4.1%
Lessons that incorporate the NC Standard Course of Study	44.0%	38.5%	-5.5%	53.0%	48.1%	-4.9%
Cooperative learning	38.0%	36.2%	-1.8%	43.5%	48.1%	+4.6%
Classroom management strategies	32.6%	36.8%	+4.2%	31.5%	42.3%	+10.8%
Technology as a learning tool	35.6%	33.2%	-2.4%	45.8%	44.8%	-1.0%
Individualized instruction	31.7%	32.6%	+0.9%	33.9%	45.6%	+11.7%
Learning centers	29.5%	30.1%	+0.6%	45.8%	38.5%	-7.3%
Language learning approaches	22.6%	21.8%	-0.8%	31.5%	32.6%	+1.1%
Theme-based instruction	21.1%	20.5%	-0.6%	14.9%	19.7%	+4.8%
Science instruction	19.8%	20.4%	+0.6%	7.7%	30.5%	+22.8%
Increasing parental involvement	17.3%	19.7%	+2.4%	20.2%	30.1%	+9.9%
Specific strategies for teaching English language learners	15.1%	15.4%	+0.3%	13.7%	15.1%	+1.4%
Inquiry-based instruction	19.4%	15.2%	-4.2%	12.5%	26.8%	+14.3%
Specific strategies for teaching students with disabilities	11.8%	12.6%	+0.8%	15.5%	15.1%	-0.4%
Project-based instruction	14.1%	10.7%	-3.4%	11.3%	15.9%	+4.6%
Specific school reform models (e.g., Comer)	14.4%	10.3%	-4.1%	9.5%	7.9%	-1.6%

Despite the increased focus on literacy within the HP schools in Year 3, the CS schools still appeared to place an even greater emphasis on literacy instruction with their school-based PD programs, as reported by almost 77% of the CS teachers.

CS teachers were also much more likely to report that their school's PD covers areas relevant to supporting reduced class size than were the HP teachers, including:

- Individualized instruction – 45.6% vs. 32.6%, respectively;
- Small group instruction – 52.7% vs. 43.0%, respectively; and
- Cooperative learning – 48.1% vs. 36.2%, respectively.

Additional data on professional development at the HP schools in 2004-2005 were derived from a review of program documentation of school-based professional development, as provided by

31 of the 36 HP schools. These data indicate that professional development took place throughout the year, with 20 schools (64.5%) reporting summer professional development (July and August), 13 schools (41.9%) reporting end-of-year training (June), and nine schools (29.0%) reporting that the five days of professional development occurred during the regular school year. The contract extension professional development was provided to teachers of grades K-5 in 27 of the 31 reporting schools (87.1%), while training was targeted to teachers of grades K-3 in four schools (12.9%).

Consistent with findings from the teacher and principal surveys, evidence of training that focused on literacy and mathematics was frequently found in the program documentation materials. The results of the content analysis of the PD documentation are presented below.

Table 4.3 – School-Based Professional Development, 2004-2005

Five-Day Teacher Contract Extension PD — Topic Areas Covered
LITERACY INSTRUCTION (25 SCHOOLS, 81%)
• Reading Workshops (9 schools)
• Literacy activities/centers/circles (7 schools)
• General instructional strategies (7 schools)
• Reading First training (e.g., NCREADS) (6 schools)
• Balanced Literacy Collaborative (4 schools)
• Guided Reading (4 schools)
• Research-based Strategies/Best Practices (3 schools)
• Accelerated Reader (2 schools)
• Open Court Literacy Program (2 schools)
• SFA Reading Instruction (2 schools)
• Writing Portfolios (2 schools)
• Classroom Reading Libraries (1 school)
• Fast for Word (1 school)
• Literature Connection (1 school)
• Multiple intelligences related to literacy (1 school)
• Poetry Alive Workshop (1 school)
• Principal's Book Club (1 school)
• Reading Recovery (1 school)
• Study Island Reading Training (1 school)
• Write from the Beginning (1 school)
• Writing Skills Phonics Kits (1 school)
• Writing Right (1 school)
MATH INSTRUCTION (17 SCHOOLS, 55%)
• General instructional strategies (4 schools)
• Getting to know the Math 2003 Curriculum (3 schools)
• Integrating Math Strategies (3 schools)
• Math Matters (2 schools)
• General training/workshops (2 schools)
• Accelerated Math (1 school)
• Calculators/Manipulatives (1 school)
• Math Counts (1 school)
• Saxon Math (1 school)
• Study Island Math Training (1 school)

Five-Day Teacher Contract Extension PD --- Topic Areas Covered
SCIENCE INSTRUCTION (10 SCHOOLS, 32%) • Foss Module Plan: Human Body (3 schools) • Notebooks 101 (2 schools) • General instructional strategies (2 schools) • Integrated curriculum (1 school) • ScanTEK: Living With Science (1 school) • Science Studies (1 school) • Using the Outdoors to Teach Experiential Science (1 school)
SOCIAL STUDIES INSTRUCTION (4 SCHOOLS, 13%) • General social studies workshops (2 schools) • Integrated curriculum (2 schools)
SCHOOL REFORM MODELS (4 SCHOOLS, 13%) • Comer (2 schools) • Success for All (1 school1) • Effective Schools (1 school)
SPECIFIC TEACHING STRATEGIES • Best practices (10 schools, 32%) • Curriculum training (8 schools, 26%) • Grade-level planning meetings (8 schools, 26%) • Technology as a learning tool (7 schools, 23%) • Individualized instruction (5 schools, 16%) • Differentiated instruction (4 schools, 13%) • Small group instruction (2 schools, 6%)
OTHER AREAS • Classroom management techniques (13 schools, 42%) • School Improvement Activities (12 schools, 39%) • Disaggregating and using data (10 schools, 32%) • Team Building (6 schools, 19%) • Diversity awareness (3 schools, 10%) • Parent involvement (1 school, 3%)

c. Extended School Year (ESY) for Students

- In Year 1, only seven (one waiver and six non-waiver) of the 36 HP schools (19.4%) implemented an extended school year program for students.

- In Year 2, this number increased to 26 of the HP schools (72.2%) having extended the school year. Among the 10 schools that did not extend the school year for students in Year 2, six of these same schools also did not implement this component in Year 1.

- In Year 3, 32 of the 36 HP schools (88.9%) had planned and implemented the extended school year component. It should be noted that all four of the remaining schools did not extend the school year for students in all three years of the initiative.

- By Year 4, 34 of the 36 HP schools (94.4%) had implemented the extended school year component for students. Note that of the two remaining schools that did not extend the school year for students, one did not implement this component for the first time in all

four years of the initiative. The other school did not implement the extended school year component in all four years of HP implementation.

According to data from the Administrator Survey, 20 of the HP schools (66.7%) extended the school year by five consecutive extra days. Other combinations of strategies used by the HP schools to accomplish this requirement included:

- Starting school five days earlier (5 schools or 16.7%)
- Offering a five-day summer program (4 schools or 13.3%)
- Offering after school programs (4 schools or 13.3%)
- Holding school during teacher workdays (3 schools or 10.0%)
- Holding school for students during school holidays, breaks, or intersession (3 schools or 10.0%);
- Holding school on Saturdays (2 schools or 6.7%).

Most respondents (both teachers and principals), regardless of how they were implementing the extended school year component, described the content as an extension of the regular school year instruction (66.7% of principals; 50.0% of HP teachers) or as remediation (48.1% of principals; 39.7% of HP teachers). There was a notable difference, however, in the percentage of principals and HP teachers who viewed the ESY component as primarily enrichment activities that are not part of the regular school day curriculum (59.3% of principals, compared to 38.0% of HP teachers). As shown below, principals and teachers offered a number of specific examples of activities implemented as part of the extended school year program at their school.

- Enrichment activities (e.g., career days, multicultural fairs, field trips, hands-on outdoor projects, cooking activities, visiting authors) (N=95 or 24.7% of HP teachers; 18.2% of principals)
- Core subject area activities and programs (e.g., math, literacy, science) (N=91 or 23.7% HP teachers; 45.5% of principals);
- Individualized remediation or tutoring activities (N=83 or 21.6% of HP teachers; 18.2% of principals);
- Regular school day instructional activities (N=38 or 9.9% of HP teachers; 18.2% of principals);
- Specialty subject activities (e.g., technology, thematic units) (N=41 or 10.7% of HP teachers; 13.6% of principals);

Additional examples cited by the HP teachers included reviewing and assessing students' skills (N=19 or 4.9%), preparing and introducing students to the next grade level (N=15 or 3.9%), and preparing students for EOG testing (N=13 or 3.4%).

Among the comparison schools, three offered extended school year initiatives for students beyond before/after-school programming during the 2003-2004 year. This included two year-round program schools, and one school that offered four academic enhancement days over and above the state-required 180 days.

In 2004-2005, this number increased to seven of the eight comparison schools. Of these seven, three are year-round schools offering intersession programming; three provide summer instructional programs; two schools hold a Saturday and/or holiday program; and one has instituted a longer instructional day for all students from February through May. Notably, several principals at these schools reported that these extended learning time initiatives have had a positive effect on student learning – rising test scores, meeting state standards, etc.

d. Added Instructional Support Position

- In Year 1, eight (or 22.2%) of the 36 HP schools reported receiving an additional instructional support position through HP funds.

- By Year 2, this number had increased dramatically to 29 (or 80.6%) of the 36 HP schools.

- Increasing once again, by Year 3, a total of 32 (or 88.9%) of the 36 HP schools reported they had received the added instructional support position as part of the HP Schools Initiative. Of the two that did not, one HP school reported that they did not receive the allocation in any of the three years of implementation.

- In Year 4, 27 of the 36 HP schools reported they had received the added instructional support position. Of the nine schools that did not receive the additional position, four schools reported that they had not received the allotment in Years 1 and 4 and two schools reported that they had not received the added position in Years 1, 3, and 4. Another two schools reported that Year 4 was the only year they had not received the added position, and one HP school reported that they did not receive the allocation in any of the four years of implementation.

Similar to what was learned about previous years, six of the eight comparison school principals reported that their school had at least one designated staff person with specific responsibilities of planning and conducting school-wide parent involvement. These were the Title I supported positions (3 schools), volunteer coordinator (2 schools), and a Community and Schools Director (1 school). The main responsibilities of these individuals were described as follows: conducting parent/family workshops and meetings (5 schools), promoting integrating curriculum with parent involvement activities (3 schools), volunteerism in the school (2 schools), and planning special events or programs (2 schools).

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As shown in the following summary table, as of the 2004-2005 year, the majority of the HP schools are systematically implementing each of the four components of the initiative.

Table 4.4 – Summary of HP Initiative Implementation, 2001 – 2005

	2001-2002 (Year 1)		2002-2003 (Year 2)		2003-2004 (Year 3)		2004-2005 (Year 4)	
	Yes	No	Yes	No	Yes	No	Yes	No
Reduced class size in grades K-3	50.0%	50.0%	97.2%	2.8%	100.0%		94.4%	5.6%
Extended contracts for PD	52.8%	47.2%	80.6%	19.4%	94.4%	5.6%	97.2%	2.8%
Extended school year for students	19.4%	80.6%	72.2%	27.8%	88.9%	11.1%	94.4%	5.6%
Added instructional support position	22.2%	77.8%	80.6%	19.4%	88.9%	11.1%	75.0%	25.0%

5. FINDINGS

This section presents findings for each of the specified four major evaluation questions, including the corresponding sub-questions. Where noteworthy, differences are drawn between outcomes or findings for the HP and comparison schools.

Question 1 – What changes, if any, have occurred in the implementation of the four legislatively prescribed initiatives at the HP schools?

- **How does average class size at the HP schools compare to that of the comparison schools? What changes in class size (if any) have occurred in the HP and comparison schools over time?**

The following set of line graphs (Figures 5.1 through 5.5) show the average class size of the HP and comparison schools by grade level and how these have changed over time (from baseline to the end of Year 4 of implementation).

These series of figures show a number of interesting findings regarding average class size, including:

- At baseline (2000-2001), the average class size for the HP schools was already somewhat lower than for the comparison schools at each grade level (with differences ranging from .53 for grade K to 2.67 for grade 2). With the implementation of the initiative, however, the HP schools were able to reduce class size at a greater rate than the comparison schools, so that by the end of Year 4 these differences ranged from 2.58 fewer students in grade K to 3.71 fewer students in grade 3.

- In addition, when looking at grades K through 3 at the HP schools, average class size declined steadily each year from baseline to 2003-2004. This trend was stemmed from 2003-2004 to 2004-2005, where there was a small gain in average class size for the first time since the initiative began in 2001-2002. This increase ranged from .08 in grade K to nearly one student (0.99) in grade 3.

Figure 5.1
Average Class Size for Baseline and Each Year of HP Implementation
Grade K

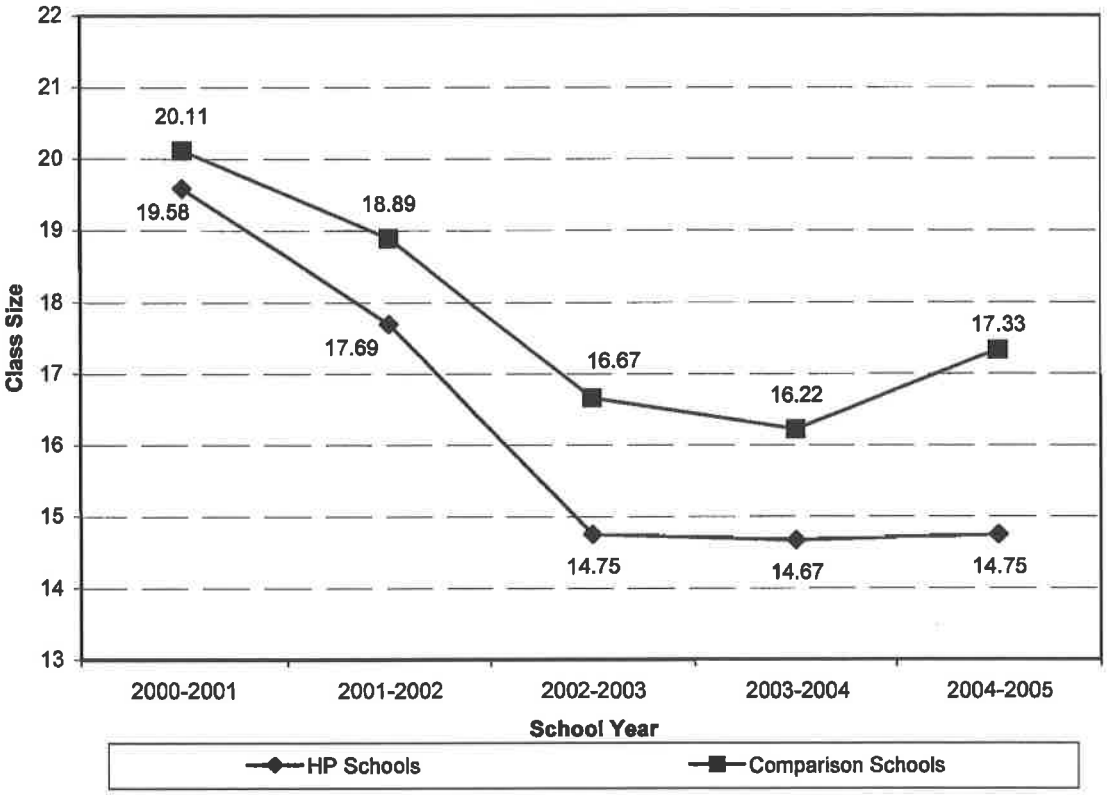


Figure 5.2
Average Class Size for Baseline and Each Year of HP Implementation
Grade 1

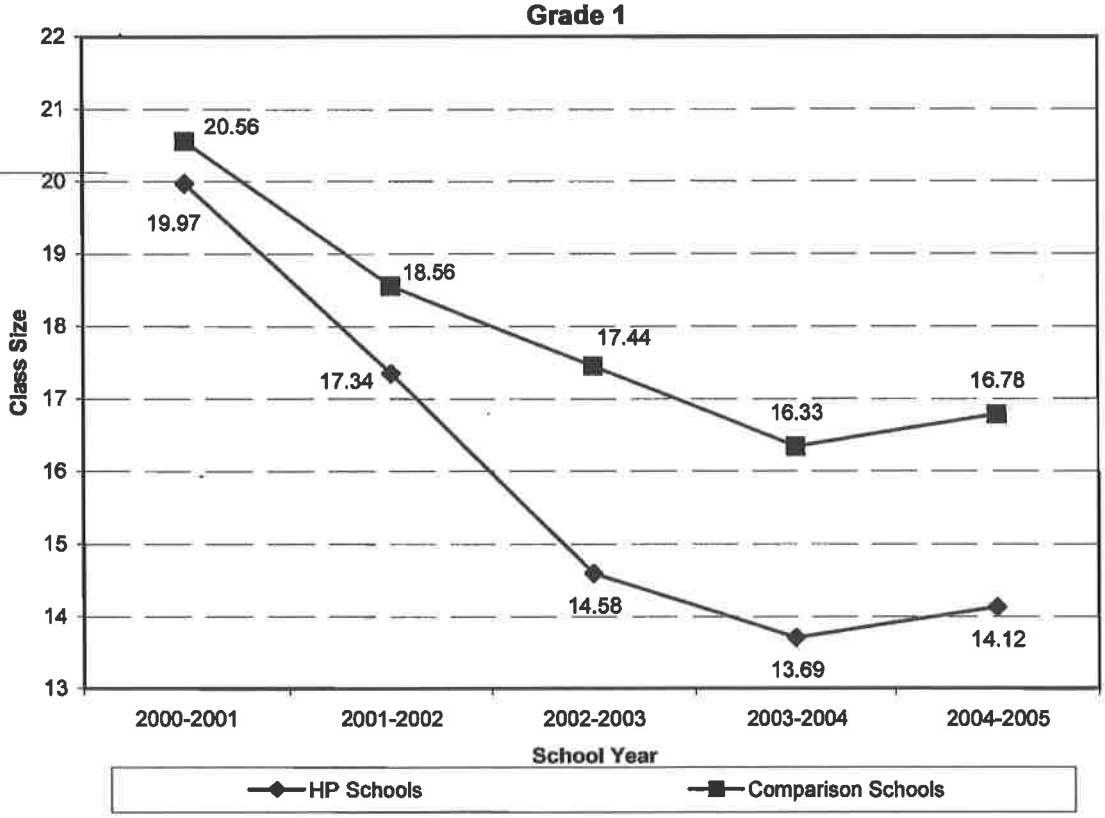


Figure 5.3
Average Class Size for Baseline and Each Year of HP Implementation
Grade 2

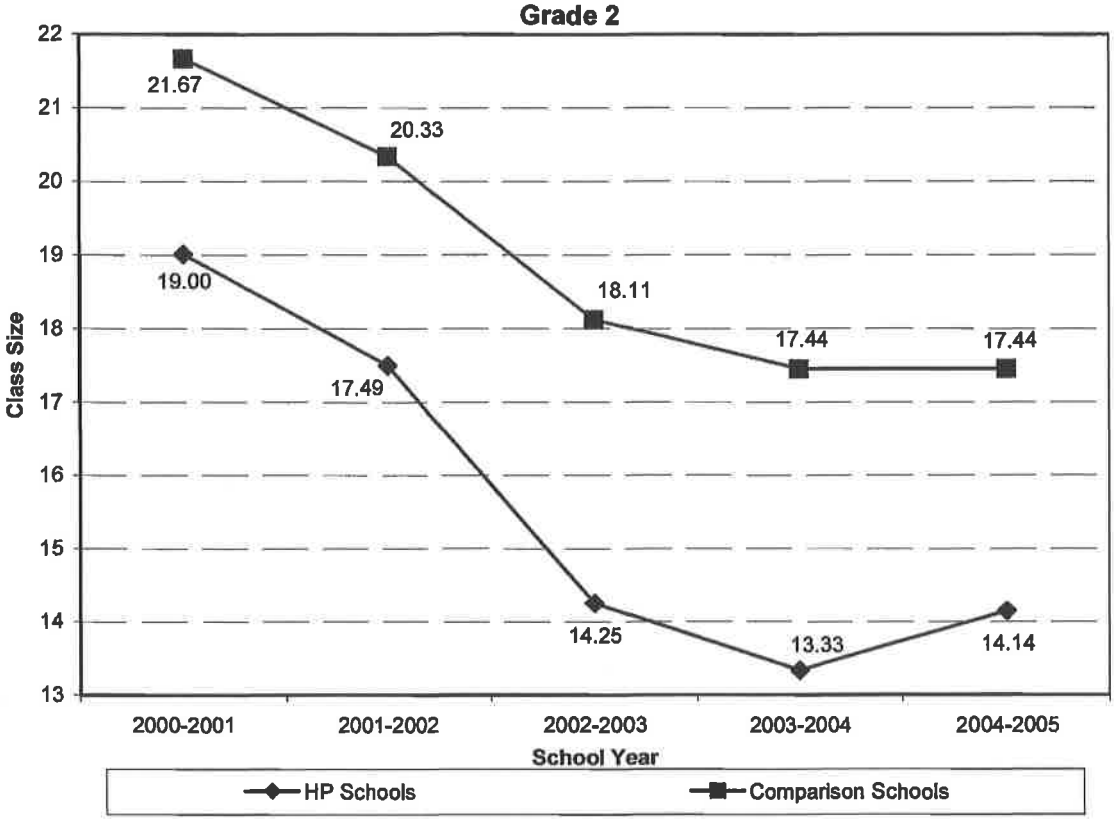


Figure 5.4
Average Class Size for Baseline and Each Year of HP Implementation
Grade 3

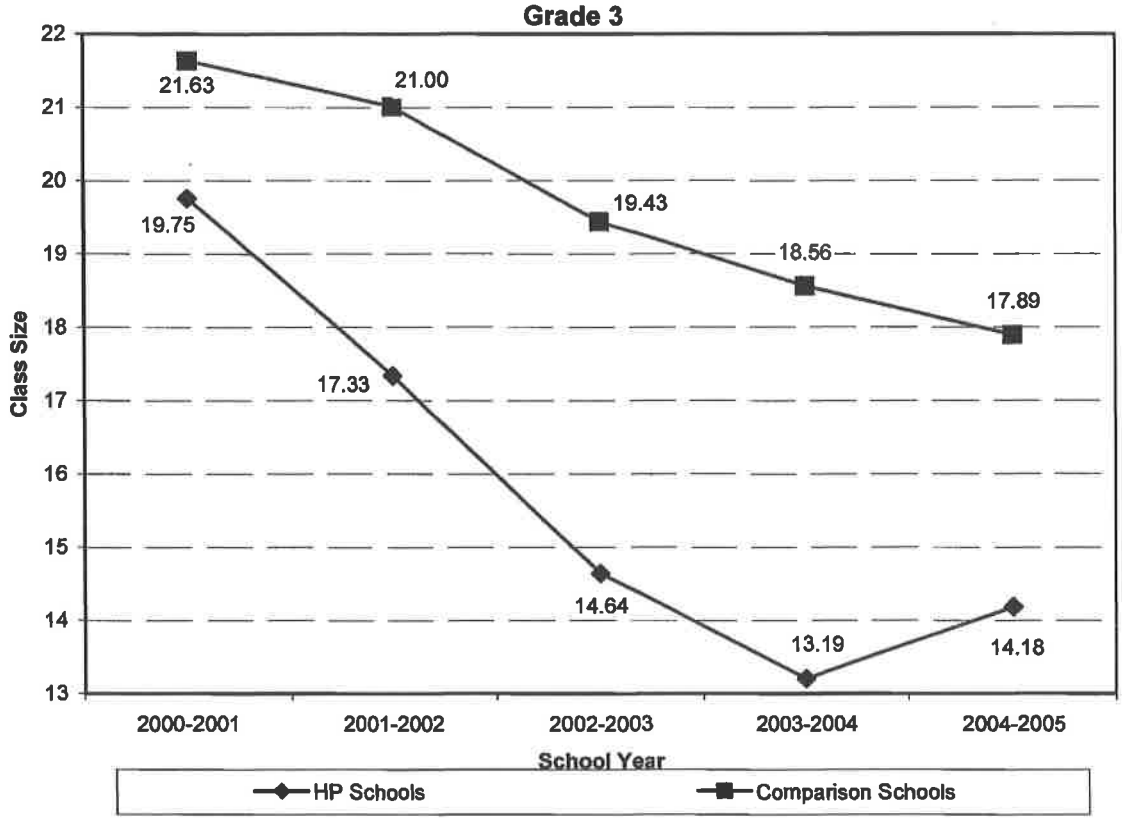
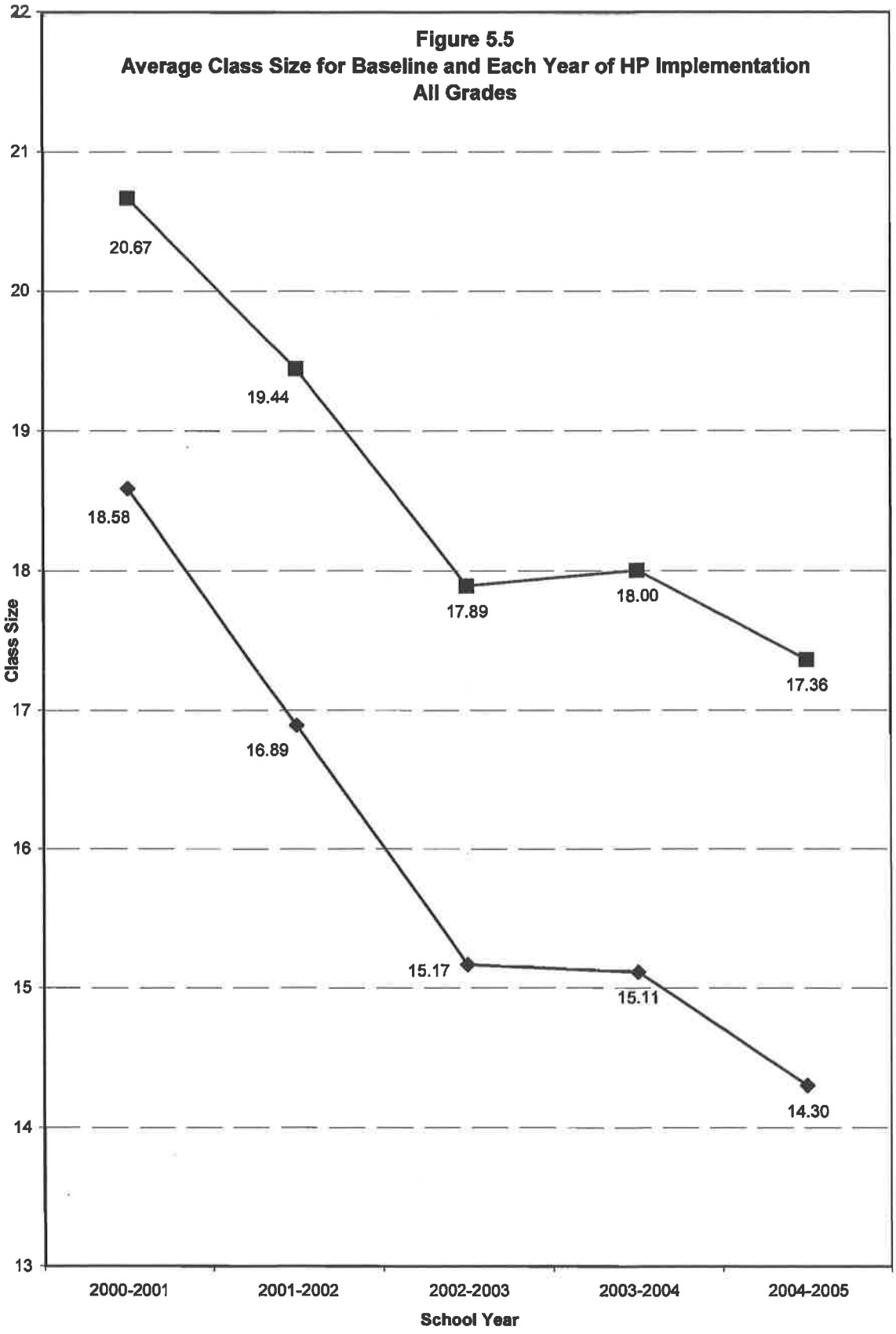


Figure 5.5
Average Class Size for Baseline and Each Year of HP Implementation
All Grades



In order to determine what significant differences in class size (if any) exist between the HP schools and the comparison schools, comparative analyses of each group's average class size were conducted for grades K-3 for each year of the HP Schools Initiative. Independent t-test analyses presented in Table 5.1 show the total number of schools for which there were average class size data for each school year, the means, the significance level and associated t-value. The table also shows an asterisk (*) if the difference between means resulted in a significant t-value at or below the .05 level of probability.

Table 5.1 – Independent T-Test Analysis
Average Class Size for Grades K-3 Combined, by Year of Implementation

School Year	Number of Schools	Average Class Size	T-Value	Significance
2000-2001 (Baseline)				
HP Schools	36	19.59		
Comparison Schools	9	20.98	-1.44	0.16
2001-2002 (Year 1)				
HP Schools	36	17.48		
Comparison Schools	9	19.66	-2.58*	0.01
2002-2003 (Year 2)				
HP Schools	36	14.56		
Comparison Schools	9	17.91	-4.29*	0.00
2003-2004 (Year 3)				
HP Schools	36	13.72		
Comparison Schools	9	17.14	-5.66*	0.00
2004-2005 (Year 4)				
HP Schools	36	14.40	-6.17*	0.00
Comparison Schools	9	17.36		

The data in Table 5.1 show that:

- At baseline (the year prior to the start of the HP Initiative), there was no statistical difference in the average class size for grades K-3 for the HP and comparison schools.

- For each subsequent year, however, the HP schools, on average, had significantly fewer students per class than did the comparison schools. For example, in Year 3, the average class size in grades K-3 for the HP schools was 13.72, compared to 17.14 for the comparison schools, a difference that proved to be statistically significant at the .05 level of probability.

- **To what extent are districts and the HP schools still encountering resource, facility, and other constraints to implementing reduced class size?**

Among the Superintendents and District Finance Officers who were interviewed, cited barriers to implementing class-size reduction were limited space (n=7), finding enough qualified teachers (n=6), and having enough classroom materials (n=3). Space limitations led a few counties (n=2) to create combination classes such as a K/1 class or a 3/4 class to accommodate the class size reduction component. To secure additional teachers, a few counties (n=3) had to forego hiring

teaching assistants in order to hire more classroom teachers. It should be noted that district officials in nearly half of the counties (n=6) indicated that they did not encounter any barriers in implementing this component.

Principals reported using different strategies to accommodate the increased need for classroom space at the HP schools. These included:

- Implementing a team teaching approach (10 schools or 38.5%);
- Using/purchasing mobile units/portable classrooms (8 schools or 30.8%);
- Converting non-traditional teaching space such as music rooms, art rooms, and media center rooms, with specialty teachers using rolling carts to deliver in-class instruction (8 schools or 30.8%); and
- Using space not traditionally associated with classroom teaching (e.g., music room, gymnasiums, storage areas, hallways, large group instruction rooms) (6 schools or 23.1%).

Reflecting on the past school year of HP implementation, principals mentioned a number of different challenges that remained a problem (small and significant combined) as they implement reduced class size in their schools. These were:

- Lack of teaching assistant positions in the K-3 classrooms (23 or 71.9%);
- Not enough support from parents (22 or 68.8%);
- Lack of available state-certified teachers in grades K-3 (18 or 58.1%);
- Insufficient space in the school to reduce class size (17 or 53.1%);
- Insufficient money to set up additional classrooms, purchase portable units, or remodel existing space (16 or 51.6%);
- Difficulty retaining experienced teachers in the HP schools because of the 10 additional required workdays (12 or 37.5%);
- Insufficient district funding to supplement the HP allocations (11 or 35.5%); and
- Insufficient HP funding from the state (8 or 28.6%).

- **How did the HP schools use the one additional instructional support position provided by the legislation?**

Twenty-four of the 33 principals at the HP schools reported that initiative funds were used to hire an added instructional support staff person at their school during the 2004-2005 year. While the initial intent of the HP legislation was to focus on increasing parental involvement through the added instructional support position, this aspect of the initiative continued not to be fully realized at the school level. According to the principals, the various types of positions that were allotted to the HP schools included:

- Curriculum specialist (6 schools or 25.0%)
- Additional K-3 classroom teacher (5 schools or 20.8%)
- Literacy specialist (4 schools or 16.7%)
- Guidance counselor (3 schools or 12.5%)
- General instructional support position (3 schools or 12.5%)
- Parent liaison or parent coordinator (2 schools or 8.3%)
- Staff developer (1 school or 4.2%)

When asked to describe the main responsibilities of this staff member, the HP principals most often noted it was to provide instructional planning and curriculum support (18 or 75.0%), followed by initiating parent contact and family support (N=8; 44.4%). Other responsibilities of the added instructional support staff person, as described by the HP school principals, included conducting professional development (N=5; 27.8%), overseeing or assisting with testing (N=2; 11.1%), conducting school activities (N=1; 5.6%), and providing administrative support (N=1; 5.6%).

More than two thirds of the principals noted that they did not receive any guidance or assistance in selecting what type of staff position they hired with the HP allotment. Another seven principals or 35.0% said the district offered them such suggestions, and five principals or 25.0% indicated they received guidance from both the district and DPI.

- **To what extent has parent involvement increased at the HP schools? What types of strategies are being used to engage and involve parents at the HP schools?**

While only two of the 36 HP schools used the HP allotment to hire a parent coordinator, 70% or 14 principals indicated that the hiring of the added instructional support person had indeed improved parent involvement in their school. Importantly, a number of principals noted that the added instructional support person, while not a parent coordinator, had responsibilities for engaging parents in the school activities. For example, one principal commented, *"[The instructional support person] provides opportunities for parents to participate in school programs through Grandparents' Day, Moms' Breakfast, Dads' Lunch, Red-Ribbon Day, awards ceremonies, parenting classes, and home visits."* As described by another principal, *"[This] staff member has taken a two-pronged approach. She has offered educational workshops on specific topics, along with activities that are fun."*

When asked to indicate if parental involvement had increased at their school as a result of the HP Schools Initiative, more than half of the 33 responding HP principals (17 or 53.1%) believed this to be true. Of these 17 principals, most noted that the additional instructional support position led to increased parental involvement (7 principals or 43.8%) at their school as well as parent involvement workshops and events (7 principals or 43.8%). The HP principals also reported that the additional funds (4 principals or 25%), improved communication (3 principals or 18.8%), and reduced class sizes (2 principals or 12.5%) from the HP School Initiative caused an increase in parent involvement at their schools.

In contrast, less than one third of the HP teachers in grades K-3 (29.8%) believed that the HP initiative had increased parent involvement during the 2004-2005 year. Among those teachers that reported that the HP initiative had helped to involve parents at their schools (N=232), they most frequently attribute this to increased numbers of programs, activities, and workshops being offered for parents at their school (85 teachers or 36.6%); implementation of improved strategies for contacting parents (including translated materials) (49 teachers or 21.1%); and the added instructional support position allocated through the HP Initiative (41 teachers or 17.7%).

The strategies that HP teachers believe have been the most effective in terms of increasing parental involvement at their school since the start of the HP Initiative all involved parents and students, such as performances, award nights, in-class activities, and report card pickup events (71.4%). Other effective ways to involve parents according to the responding teachers were providing food or other incentives such as door prizes (25.0%) and using a variety of parent-home communication strategies (21.4%).

- **Which models of professional development are being used at the HP schools? How is the content of the professional development being determined? What role do districts play in determining professional development?**

When asked to indicate the model used to deliver the five-day contract extension professional development (PD) at the HP school, more than two thirds of responding administrators (20 principals) reported that the PD model included involvement in a development/improvement process, such as developing/adapting curriculum, designing programs, or engaging in systematic school improvement processes. More than half of the responding administrators (16 principals) indicated that the PD model for the contract extension included a training component such as serving on PD planning teams that assess needs, exploring research based approaches, selecting content, determining goals and objectives, scheduling training sessions, and monitoring PD program implementation.

Administrators reported that the general arrangements for providing the five-day contract extension PD model at the HP school most often consisted of full-day PD held during summer vacation days (20 principals), in-service PD held during designated school days (19 principals), and in-service PD held during school workshops (14 principals). More than 71% of responding administrators indicated that the follow-up training that was included in the PD model at their school was sufficient. Additionally, more than three quarters of responding principals indicated that the model used to deliver the five-day contract extension PD was effective and 25 principals attributed the following factors to the effectiveness of the model:

- Collaborative training that led to shared strategies (7 schools);
- Professional development based on school's needs (6 schools);
- Increased teacher understanding/productivity (5 schools);
- Rallying of school spirit (4 schools); and
- Diversity and learning style awareness (3 schools).

When the principals were asked who was involved in planning the topics for the five-day contract extension professional development sessions, they most often cited:

- The School Leadership/Improvement Team (24 schools);
- HP school principals (20 schools);
- All classroom teachers (19 schools); and
- Staff from the district (17 schools).

Almost 45% or 13 HP principals reported that the process used to determine the content of the five-day contract extension professional development included the use of staff surveys and

requests, student test data, and needs assessments or improvement plans. Another 24.1% or seven HP principals reported that the process to determine the content for the five extra days involved recommendations from the district; six HP principals (20.7%) indicated that the process includes requirements of local, state, or federal initiatives; and five HP principals (17.2%) reported that the leadership team is involved in the process to determine the content for the five extra days of professional development.

As shown in the following table, according to teachers, the PD model which appears to have been used most often in the HP schools during the 2004-2005 year was the training model, followed by the involvement in a development or improvement process. Further, HP teachers reported that these models were generally provided during in-service PD held during specially designated school days or during full-day PD held during the summer.

Interestingly, the data in Table 5.2 also shows that the comparison schools were using the observation/assessment model much more than the HP schools---63.2% vs. 34.7%, respectively. In fact, observation/assessment was the PD model used most often at the CS schools.

Table 5.2 – HP/CS Teacher Survey Results
School-Based PD Delivery Model

	HP Schools (N=642)	Comparison Schools (N=234)	Percentage Point Difference
Individual guided staff development	42.7%	46.2%	-3.5
Observation/assessment	34.7%	63.2%	-28.5
Involvement in a development/improvement process	50.5%	48.3%	+2.2
Training	62.8%	62.0%	+0.8
Inquiry	39.1%	41.0%	-1.9
Other	6.9%	4.3%	+2.6

Approximately half of the responding HP teachers believed that the model used by their school to deliver the five-day PD was effective (53.3%), while another one third were not sure or didn't know. This was somewhat higher for the comparison schools, with nearly 65% of teachers reporting that the PD delivery model was effective.

- **What is the nature and level of follow-up that is provided to participating teachers?**

Similar to what was found in past years, approximately two thirds of the HP teachers (67.4%) reported being offered follow-up to the contract extension PD. Again, at the comparison schools, the percentage was higher, with over 81% of the teachers reporting they had follow-up training.

Regarding the different types of follow-up that are being provided, most teachers — both HP and CS --- described it as workshops that built on what was learned during the initial PD or as discussions held during teacher meetings. These data are shown in the following table.

Table 5.3 – HP/CS Teacher Survey Results
Follow-up Opportunities to School-Based PD

	HP Schools (N=483)	CS Schools (N=234)	Percentage Point Difference
A workshop to teacher seminar that built on what was learned in the PD activity	72.7%	70.8%	+1.9
Discussions held during regular teacher meetings of the entire staff or certain grade level teachers	68.5%	69.8%	-1.3
Meetings with other teachers to reflect on the PD experience and how to implement what was learned	59.4%	58.9%	+0.5
Dissemination of test scores to shape instruction	45.1%	41.7%	+3.4
Visits to classrooms of other teachers to better understand how to implement what was learned in the initial PD activity	42.0%	44.3%	-2.3
An experienced teacher working with other teachers over a period of time as a mentor to assist with implementation of what was learned at the initial PD activity	40.4%	40.1%	+0.3
Someone coming into classrooms to provide demonstration lessons or model what was learned at the initial PD activity	35.6%	34.9%	+0.7
Coursework at a postsecondary institution that was related to the initial PD activity	12.4%	16.7%	-4.3
No opportunities for follow-up were offered	3.9%	0.5%	+3.4
Other	1.7%	2.6%	-0.9

Finally, it should also be noted that while the various opportunities being provided for follow-up were similar for both sets of schools, proportionately fewer HP teachers described the follow-up within their school's PD model as sufficient when compared to their peers at the comparison schools (51.5% vs. 60.5%, respectively; a 9.0 percentage point difference).

- **To what extent do key stakeholders believe the state should provide assistance to the HP districts and schools for planning professional development that incorporates proven teaching strategies for reduced class size settings?**

District officials from most of the counties (n=8) reported that it would be beneficial if the state provided guidance on PD planning, but nearly as many (n=6) indicated that this assistance was not needed. Respondents from two counties did not voice a preference in this regard. Among interviewees who wanted state assistance in PD planning, types of support requested included opportunities for sharing across HP schools' staff (n=3), supplementing local PD efforts (n=3), and receiving guidance on strategies to make PD more effective (n=2). Interviewees who did not desire state assistance in PD planning indicated that local resources and expertise were sufficient to address PD needs.

Two thirds of responding principals (20 or 66.7%) noted that their HP school would benefit from increased assistance from DPI in planning professional development that focuses on proven or research-based strategies for teaching in smaller classes. HP principals reported mixed feelings on the extent to which the assistance from DPI they had received thus far had helped meet their schools' needs for planning or implementing professional development that was effective for the

initiative. More than one third reported the assistance from DPI "partially" helped schools provide professional development that incorporated proven teaching strategies on reduced class size settings, while 11 principals (36.7%) described this assistance as "adequate."

- **To what extent have the HP schools or districts used additional funds to support implementation of the HP initiative during the 2004-2005 year? Which of the HP components were these funds used to support (professional development, parent involvement, extended instructional time, etc.)?**

According to the Superintendents and District Finance Officers from almost all of the counties (n=14), funds other than those provided through HP legislation were being used to implement the HP schools initiative. Of the 12 counties that identified sources of additional funding, the most commonly mentioned source was local funds (n=8), followed by Title I funds (n=5), state-funded Reading First funds (n=3), other state grants (n=2), federal Comprehensive School Reform Demonstration (CSRD) grant funds (n=1), and private funds (n=1).

HP components supported through these supplemental funds included adding teacher and teacher assistant positions and more classrooms to implement class size reduction (n=8); materials and tools to support professional development and instructional activities (n=7); allocations of staff time for professional development (n=6); staff positions and activities to support parental involvement (n=3); and after-school and tutoring programs to provide extended instructional time (n=1).

As shown in Table 5.4, HP school principals were also asked to report on the extent to which their school had combined monies from other funding sources to support or defray the costs associated with implementing the different components of the HP Initiative.

Table 5.4 – Funding Sources Used to Support the Implementation of the HP Schools Initiative, 2004-2005

	Not applicable	Federal (Title I)	Other State funds	Local funds
Reducing class size in grades K-3 (29 schools)	6	15	7	6
Extending the school year for students (29 schools)	13	4	9	6
Extending teacher contracts for professional development (28 schools)	10	9	7	5
Paying for the added instructional support position (29 schools)	8	12	5	7
Providing parent involvement programs (30 schools)	1	25	5	4

The data in Table 5.4 show that the majority of schools are using a combination of funding sources to support the implementation of the HP Schools Initiative. Most principals used federal funding sources to provide parent involvement programs, implement reduced class sizes in grades K-3, extend teacher contracts for professional development, and pay for the added instructional support positions. A greater number of schools used state funds than federal funds to extend the school year for students (9 schools vs. 4 schools, respectively).

- **What is the nature of the support being provided by both state- and district-level staff to the HP schools to help support the implementation of the initiatives?**

DPI Support/Communication

District stakeholders (Superintendents and District Finance Officers) from most of the counties (n=9) reported that they received state-level support for HP implementation in the way of funding (n=5), technical assistance (n=4), staffing (n=1), and/or professional development (n=1). Nearly half of the counties (n=7) reported they had either received little or no support or were not aware of any state-level supports provided for local implementation of the HP schools initiative during the 2004-2005 school year. Five of the counties indicated that supports provided by the state had decreased since the start of the initiative, but only one county in this group reported that the current level of state support was insufficient and had negatively impacted on HP implementation.

Importantly, district-level stakeholders from most of the counties (n=9) wanted more support from the state for implementing the HP schools initiative. Supports requested included more funding (n=4), particularly to pay for PD time and materials, and staff as needed to reduce class size; more PD opportunities such as cross-site meetings among HP schools, follow-up meetings with the state service team, and training on class-size reduction techniques (n=4); and more data-driven technical assistance as derived using needs assessments (n=1). It should be noted that interviewees from nearly half the counties (n=7) reported they either did not need or could not identify any areas for additional state support.

District officials from four counties recommended that more leadership and guidance from the state was needed to help districts and schools understand performance expectations associated with the initiative:

> *"Clarify the vagueness around what HP means. We need a definitive definition of what HP is and a timeline, exit standards, those kinds of things."*

> *"Very clearly the critical flaw in it was nobody ever thought about how you get out of it. It's just this year that legislators finally sat down and came up with, 'Oh by the way, when this happens, you're no longer an HP school.' And that was actually very frustrating..."*

> *"[We need] more assistance with accountability in the schools."*

> *"It probably or could be beneficial if DPI—as an outside observer—were to come in and observe the overall school and what is taking place at the school as far as...the HP strategies...and make recommendations from the outside and kind of assess what we're doing."*

Three counties recommended improving the communications structure around the HP schools initiative:

"..I would say that information on what has been successful for other schools in this situation would help with planning..."

"[Provide] more opportunity for the decision makers and the school administrators, central office and principals, to know what is working in other places..."

"The other peculiar thing was the state communicated directly with principals and our principals would then alert [us], but it was very odd the way it was structured because it required district resources to support the reduced class sizes with facility and instructional material implications...All across the board there was lack of communication or organization from a state level."

The Administrator Survey asked principals to indicate the various types of assistance (if any) the state has provided to help plan or implement the teacher contract extension professional development. While almost one third of responding principals reported that no state assistance was offered (10 principals or 32.3%), the most frequently mentioned type of assistance received was additional funding to help carry out the training. This was reported by 14 or 45.2% of the HP principals, followed by providing state-level staff developers (25.8%), offering assistance to finding outside experts to deliver the training (19.4%), and providing contracts with outside experts to deliver the training (19.4%).

When asked about the types of support or technical assistance they had received from DPI to implement the HP Schools Initiative, principals from 20 HP schools offered the following examples:

- Information meetings at DPI (N=11; 55.0%)
- Funding (N=6; 30%)
- Support on scheduling (N=3; 15.0%)
- Additional support position (N=3; 15.0%)
- School improvement efforts (N=2; 10.0%)
- Support with class size reduction (N=2; 10.0%)
- Training (N=2; 10.0%)

In response to these efforts, more than half of the responding principals described the overall support provided by the state as good (37.0%) or excellent (14.8%).

District Support/Technical Assistance

The Administrator Survey also asked principals to describe the support or technical assistance, if any, that was provided by the district to the HP schools to support the implementation of the initiative. While two of the responding 28 HP principals reported that no assistance was received from their district, most principals noted that the district offered the following types of technical assistance to the HP schools:

- Professional development/information for staff (N=12; 42.9%)
- Progress monitoring/accountability (N=9; 32.1%)

- Curriculum Specialist (N=4; 14.3%)
- Flexibility with calendar changes (N=4; 14.3%)
- Funding/planning the extended school year (N=4; 14.3%)
- Additional support position funding (N=3; 14.3)
- School Improvement Coordinator (N=2; 7.1%)
- Hiring certified staff (N=1; 3.6%)
- Parent Coordinator (N=1; 3.6%)

Overall, HP principals rated the support from the district in implementing the HP Schools Initiative as good (14 principals or 43.8%) or excellent (11 principals or 34.4%).

Reflecting on the 2004-2005 school year, the HP principals were asked to identify what challenges remained as problems for their schools, in relation to district and state-level support in implementing the HP Schools Initiative. The table below presents the challenges most noted by principals in implementing the fourth year of the HP Schools Initiative.

Table 5.5 – Administrator Survey
Ongoing Challenges/Problems at the HP Schools

Ongoing Challenges/Problems	No, not a problem	Yes, a small problem	Yes, a significant problem
Poor communication between DPI and the schools on the requirements and expectations of the HP components (N=31)	64.5%	32.3%	3.2%
Inadequate information regarding funding available to HP schools (N=33)	69.7%	24.2%	6.1%
Late notification of HP funding (N=31)	71.0%	22.6%	6.5%
Lack of technical assistance/support from DPI regarding implementation of the HP components (N=31)	74.2%	22.6%	3.2%
Lack of commitment from district-level administrators (N=32)	75.0%	18.8%	6.3%

The data in Table 5.5 show that small problems most noted by HP schools in implementing the HP Schools Initiative was poor communication between DPI and the schools on the requirements and expectations of the HP components (10 schools or 32.3%) and inadequate information regarding funding available to HP schools (8 schools or 24.2%).

Question 2 – To what extent did the HP schools retain any of the teaching assistant positions in Year 4 of the HP initiative?

With regard to the use of teaching assistants in HP schools, nearly all of the counties (n=13) indicated that they had these positions during the 2004-2005 school year. In most of these counties (n=10), the number of teaching assistant positions was reported to be the same as in the previous year; in two counties, the number of positions was reduced; in one county, the number of positions was increased.

The Administrator Survey asked principals to indicate if their school was able to retain its teaching assistant positions in grades kindergarten through 3 during the 2004-2005 year, despite the state's re-allocation of those positions to teacher positions. The following table presents this

data from all four years of implementation from 26 HP schools in Years 1 through 3 and from 33 HP schools in Year 4, as well as the combinations of funding sources used to pay the salaries of these retained teaching assistants.

Table 5.6 – HP Administrator Survey
Status of the Teaching Assistant (TA) Positions within the HP Schools

	Presence of TAs, by Number of HP Schools			Funding Sources, by Number of HP Schools			
	Retained *All* TAs	Retained *Some* TAs	Retained *No* TAs	Federal	State	Local	Other
Year 1 (N=26)	12	12	2	13	2	13	3
Year 2 (N=26)	11	14	1	16	2	9	4
Year 3 (N=26)	11	13	2	18	2	8	3
Year 4 (N=33)	3	30	3	8	1	1	1

Despite what was reported by district-level stakeholders, the data in Table 5.6 show that, according to HP principals, many fewer HP schools retained all of their teaching assistant positions during the 2004-2005 year than in past years. For example, in Years 2 and 3, 11 HP schools reported having TAs in all K-3 classes, compared to just 3 HP schools in Year 4. Similarly, in Year 4, greater numbers of HP schools cited having retained just some of their assistant positions compared to HP schools in Years 2 and 3 (30 schools vs. 14 and 13, schools, respectively).

- **What different types of funding sources were used to pay for the teaching assistants?**

According to the Superintendents and DFOs who were interviewed, sources of funding for teaching assistant positions in the HP schools were most commonly cited to be local funds (n=6), Title I funds (n=5), and other state funds (n=4). The data in Table 5.5, however, also show that principals reported less local funding being used in 2004-2005 to support teaching assistant positions than in past years, with the greatest reliance on the use of Federal (e.g., Title I) funds.

- **What programs or resources were deprived or lost in order to retain these teaching assistant positions?**

Most counties (n=10) did not report sacrificing other programs or resources to pay for teaching assistants in the HP schools. Of those that did (n=3), cuts were cited with regard to the amount of monies provided to non-HP schools, the range of professional development programming, and the number of reading teachers.

The principals were also asked to report what resources were no longer being paid for or were reduced because the funds were used to pay for the teaching assistants. While the information was obtained from only 21 principals, it was learned that what was most often lost in this shifting of resources was funding for other staff positions (e.g., curriculum specialist, literacy coach, math facilitator, teacher positions, teaching assistants, tutors). This was mentioned by seven principals (33.3%). An additional six principals noted that new funding was used to pay for supplies and four principals indicated the funding was used to pay for equipment. Interestingly,

more than one third of HP principals reported that no resources were lost to pay for teaching assistant positions.

- **Where appropriate, what do key stakeholders believe is the added value of the presence of teaching assistants in reduced class size settings?**

District Level

District officials in nearly all of the counties (n=13) were able to identify specific benefits that they associated with the presence of teaching assistants. The most often cited benefit was increased opportunities for one-on-one instruction (n=9), followed by assistance with classroom management (n=4), assistance to young students in making the adjustment to school (n=2), and improving teacher morale (n=1).

When asked about recommendations for improvement, Superintendents and District Finance Officers from six counties identified the need for the initiative to place a higher priority on retaining teaching assistants:

> *"..We feel that the loss of teaching assistant positions should be revisited by the state. It's important that the teaching assistants remain in those early grades, even with smaller class sizes."*

> *"Get funding for the additional teaching positions rather than redirecting money from the TA funds, which causes us to have to reallocate local money."*

> *"The Governor's Initiative has now reduced class size in other schools in our county to 18 and they have retained TAs. The HP school has a class size of 15 with no TA. Frankly, a teacher at that school might rather be at a Governor's school because the class size is similar, but they would have a TA."*

> *"I think we would have had a rebellion if we had not figured out a way to keep those TAs at the kindergarten level and also to keep those additional primary reading teachers at the other levels. When you throw away all TA support and lower class size by three or four, that's not necessarily perceived as being a huge incentive for teachers in terms of help."*

Principals

The Administrator Survey asked principals to describe how the role of teaching assistants had changed, if at all, in classrooms where the class size was reduced. While five principals noted that there was no change in the role of teaching assistants, almost half of 26 responding principals reported that teaching assistants are shared among classes and grades (12 principals or 48.0%). HP principals also reported that teaching assistants played a role in the following areas:

- Small group instruction (9 principals or 36.0%)
- Instructional staff (5 principals or 20.0%)

- Individualized tutoring (4 principals or 16.0%)
- Remediation (3 principals or 12.0%)
- Reading groups (2 principals or 8.0%)
- Classroom management (2 principals or 8.0%)
- Computer lab maintenance (1 principal or 4.0%)

The principal surveys also included some information regarding the added value of the teaching assistants. From the perspective of most HP school principals, the added value from having teaching assistants in a reduced class size setting is the provision of individualized instruction (67.9%) and small group instruction (42.9%). Interestingly, proportionately fewer principals mentioned that the added value of the assistants was to help with classroom management (17.9%) and provide administrative assistance (7.1%).

In general, the CS principals described the role of the teaching assistants as shifting, noting that they now have a "more active role in instruction." Specifically, the CS principals have observed the teaching assistants in their schools serving in an instructional support capacity (7 schools), particularly with respect to reading (4 schools) and small group or cooperative work (4 schools). They also noted that the presence of the teaching assistants has helped to free up the classroom teachers so that they can work more intensely with the lower performing students (3 schools). Other added value of the teaching assistants mentioned was greater individualized instruction for students (4 schools), better diagnosis of and focus on students' instructional needs (3 schools), and increased use of small group instruction (3 schools). Importantly, many of the CS principals reported that the teaching assistants participate in all of the PD offered to teachers, noting the importance that the assistants become well qualified to serve in this new capacity.

Classroom Teachers

Regarding the use of teaching assistants, the survey data revealed that only 13.4% of the K-3 teachers at the HP schools have a full-time teaching assistant in their classroom, though 42.3% reported having a part-time teaching assistant. (In contrast, teachers at the CS schools were twice as likely to report having a full time teaching assistant in their classroom --33.2%). Moreover, HP teachers were asked to describe how the role of the teaching assistant had changed (if at all) in K-3 classrooms where class size had been reduced. They most frequently mentioned the teaching assistants playing a greater role in instructional planning and delivery, including greater individualized or one-on-one instruction for students (42.2%), increased use of small group instruction (29.9%), shared teaching assistants among classes and grades (27.3%), and assisting with literacy instruction (6.3%).

Similar to what was found last year, just less than one quarter of the HP teachers in grades K-3 believe that the loss of the TA positions was offset by the benefits of having a small class size (22.5%). Teachers at the HP schools clearly believe that the added value of the teaching assistants in a reduced class size setting is the general assistance they provide with instruction, planning, and attending to students' needs. Specifically, more than half of the responding teachers (N=642) cited the provision of individualized instruction as a direct benefit, as well as almost 31% who noted small group instruction. Another 17.8% of the HP teachers described the

value added of the teaching assistant as easier classroom management. In fact, nearly 18% of the responding teachers described the loss of the teaching assistants as a negative change associated with the implementation of the HP Initiative, noting that it has caused an increase in teacher stress and workload.

- **What differences in teaching and learning practices are related to the presence of a teaching assistant?**

In terms of classroom management issues, the data in the following two tables show the extent of differences among K-3 teachers who had full-time teaching assistants, part-time teaching assistants, and none.

Table 5.7 – HP Teacher Survey
Indicators of Classroom Management, by Presence of Teaching Assistant (TA)
Percent of Grade K-3 Teachers Who Checked "Frequently"

	Full-time TA	Part-time TA	No TA
Timely completion of daily lessons or assignments (N=351)	83.6%	84.2%	82.5%
Competition among students for teacher's attention (N=128)	25.5%	26.7%	35.1%
Behavioral or discipline problems (N=104)	**10.9%**	**21.7%**	**31.1%**
Students disrupting the work of other students (N=78)	**9.1%**	**17.2%**	**22.0%**
Students being "off-task" for more than five minutes (N=47)	7.3%	7.7%	15.3%

Table 5.8 – HP Teacher Survey
Indicators of Time Management, by Presence of Teaching Assistant (TA)
Percent of Grade K-3 Teachers Who Checked "To a Great Extent"

	Full-time TA	Part-time TA	No TA
Awareness of what each student knows and can do (N=403)	92.9%	95.1%	94.2%
Ability to respond to parent requests/questions within 1 day (N=310)	78.2%	74.6%	71.0%
Provision of feedback on students' writing within 1 day (N=257)	**75.0%**	**63.3%**	**54.3%**
Ability to plan small group instructional activities (N=263)	**67.3%**	**65.7%**	**56.9%**
Ability to meet the instructional needs of all students (N=216)	**57.1%**	**53.0%**	**47.6%**
Sufficient time to fully explore curriculum topics (N=106)	**32.7%**	**26.9%**	**20.9%**
Sufficient time to initiate the right amount of parent contact/communication (N=144)	32.1%	37.6%	31.2%
Sufficient time to provide individualized instruction (N=111)	30.9%	24.7%	26.2%

The data in Tables 5.7 and 5.8 show that:

- HP teachers without a teaching assistant were almost three times as likely to report that behavior or discipline issues frequently occur in their classroom than were their peers who had full-time assistants (31.1% vs. 10.9%, respectively).

- Similarly, K-3 teachers without assistants or with just part-time assistants were much more likely to cite that students are frequently disrupting the work of others than were

teachers with will full-time teaching assistants in their classrooms (22.0% and 17.2% vs. 9.1%, respectively).

- K-3 teachers with full-time teaching assistants in their classes were more likely to have time to provide timely feedback on students' writing assignments, plan small group activities for their students, fully explore curriculum topics, and generally meet the instructional needs of their students. For example, approximately 75% of the teachers with full-time teaching assistants reported that they are able to provide feedback on students' writing within one day "to a great extent," compared to 54.3% of the those teachers without a teaching assistant in their classroom, which represents a 20.7 percentage point difference.

The following table presents the percent of HP teachers who believe there have been substantial changes with respect to teaching and learning because of the implementation of the HP Initiative at their school over the past four years. The data presented are partitioned by teachers with full-time, part-time and no teaching assistants.

Table 5.9 – HP Teacher Survey
Teachers' Observed Changes with Teaching and Learning
Percent of Grade K-3 Teachers Who Checked "Substantial Change"

	Full-time TA	Part-time TA	No TA
Increased use of small group instruction (N=248)	**78.7%**	**77.6%**	**62.1%**
Increased time spent on instruction (N=213)	**68.9%**	**68.8%**	**54.8%**
Greater incidence of individualized instruction (N=191)	**67.4%**	**63.3%**	**49.0%**
Increased use of testing results to inform instruction (N=190)	**65.0%**	**65.6%**	**55.3%**
Positive changes in level of student effort and initiative (N=166)	**53.5%**	**59.4%**	**38.9%**
Increased standardized test scores (N=157)	51.2%	65.0%	48.9%
Increased use of project-based instruction (N=118)	36.7%	46.5%	43.2%
Reduced time spent on classroom management (N=131)	35.6%	42.3%	38.3%
Fewer discipline-related problems (N=124)	34.8%	41.8%	29.8%
Increased use of alternative assessment methods (N=121)	31.6%	45.0%	35.2%
Increased parental involvement in the classroom (N=46)	12.5%	17.2%	12.2%

The data in Table 5.9 show that a number of observed changes that appear to be more substantial from the perspective of the K-3 teachers who have full-time or part-time teaching assistants than from those who do not. For example, over 67% of the HP teachers with full-time teaching assistants believed the initiative has caused a substantial change in the amount of individualized instruction being provided to students, compared to less than half of the teachers without any teaching assistant help (49.0%). This represents an 18.4 percentage point difference. In another example, nearly 79% of the K-3 teachers with full-time teaching assistants reported that the HP Initiative had substantially increased the use of small group instruction, compared to 62.1% of those without teaching assistants, representing a 16.6 percentage point difference.

Moreover, the teaching assistants at the HP schools also supported these findings. When asked to describe the positive changes that have taken place in their school because of the HP Schools Initiative, they most frequently mentioned the reduced class sizes (N=44; 26.7%) and the

additional time and attention that has been devoted to students (individualized and small group instruction) (N=80; 44.4%).

Question 3 – What differences exist in turnover rates for teachers and school principals in the HP schools as compared to comparison schools?

The table below presents teacher turnover rate information (i.e., the percentage of teachers employed in a school the prior year who are no longer employed in the same school in the current year) for the HP schools, all other elementary schools within the HP districts, and the comparison schools. Teacher turnover rates are provided for four years of HP implementation---2001-2002, 2002-2003, 2003-2004, and 2004-2005. This analysis was conducted to learn if teacher turnover was high at the HP schools because of the implementation of the initiative.

Table 5.10 – North Carolina School Report Cards, Department of Public Instruction Teacher Turnover Rates, by School Year

	2001-2002 (Year 1)	2002-2003 (Year 2)	2003-2004 (Year 3)	2004-2005 (Year 4)	Percentage Point Change (Yr4-Yr2)	Percentage Point Change (Yr4-Yr3)
HP Schools	29%	26%	29%	29%	+3.0	0.0
Other Elementary Schools in HP Districts	23%	20%	21%	22%	+2.0	1.0
Comparison Schools	37%	27%	28%	30%	+3.0	2.0

Because of teacher dissatisfaction with the extra 10 days required at the HP schools (as reported by school-level stakeholders in past years evaluations), it was anticipated that the percentage of teachers who left an HP school during these fours years would be greater than for other elementary schools in the HP districts and for the comparison schools. The data in Table 5.10 show that there is little evidence that this is true. For example, from Year 2 (the first full year of HP implementation) to Year 3, the teacher turnover rate at the HP schools increased by 3 percentage points---a rate which slightly exceeded other elementary schools within the HP districts as well as that of the comparison schools. By Year 4, however, the teacher turnover rates at other elementary schools within the HP districts and at the comparison schools increased, while the HP schools remained the same from Year 3 to Year 4.

- **To which circumstances do principals, teachers, and teaching assistants at HP schools and comparison schools attribute turnover at their school over the past four school years? To what extent are the legislative requirements of the HP initiative and the stigma that may be associated with an HP school related to staff turnover at the HP schools?**

District officials from the majority of the counties (n=11) did not believe that the HP schools initiative impacted teacher turnover. Two counties indicated that turnover did increase slightly and was due primarily to the extended calendar year required by the initiative. One county reported that the initiative had a positive impact in reducing teacher turnover due to enhanced training that, in turn, increased staff morale. District officials from some counties (n=3), however, reported that being labeled an HP school served to negatively affect staff morale:

"..Some of the teachers that worked [in HP schools] took it as a personal shot. It may have encouraged some who were already eligible for retirement to say, 'I've had enough'."

"Teachers saw it as a punishment–they saw it as them being singled out, isolated, and punished for inadequacy, rather than [seeing the HP initiative] as an opportunity."

"...we do know that it impacted the morale....[teachers] felt like they were being punished."

Reflecting on the past four school years, principals were asked to indicate if they believed the HP Schools Initiative resulted in staff turnover at their school. Of the 33 respondents, 20 or 60.1% of HP principals reported the HP Schools Initiative did not result in an increase in staff turnover at their school, while 6 principals or 18.2% reported that the HP Schools Initiative did result in an increase in staff turnover. When asked to indicate why the HP Schools Initiative resulted in an increase in staff turnover at the school, principals reported staff did not appreciate the 10 extra days required by the HP Initiative (4 principals), the negative stigma associated with the HP label (2 schools), and no teacher assistants (1 principal).

Approximately half of the HP teachers surveyed provided an opinion on the impact of the HP Initiative on teacher turnover. Among these (N=433), approximately 47.1% indicated the initiative did indeed cause an increase in this regard. Moreover, a total of 161 teachers from the HP schools provided information as to why they believe the HP Initiative may have resulted in an increase in staff turnover at their school. The reasons most frequently mentioned were the extended school year component and the added professional development days (54.0%) and the intensity and stress associated with working at an HP school (44.1%), followed by the loss of the teaching assistant positions (9.9%).

Finally, when asked about constraints or challenges to implementation, only 6.9% of the teaching assistants mentioned an increase in teacher turnover, while another 8.6% cited the additional stress and pressure associated with working in a school with HP status. Importantly, however, 20.0% of the responding teaching assistants viewed the loss of the TA positions at the HP schools as having a negative impact, noting there are too few teaching assistants being shared across classes and grade levels with much less time being devoted to each class.

- **Do teachers continue to be resistant to the 10 additional days of service, despite being paid for their time? If so, why?**

During the 2004-2005 year, the HP schools continued to be required to extend their calendar year by 10 days: five instructional days and five professional development days. District officials in most counties (n=11) viewed this aspect of the initiative as somewhat problematic, resulting in staff resentment or low morale (n=3), difficulties in getting students to attend extra days of school (n=3), and challenges with scheduling (n=1).

HP principals were also asked to indicate if teachers in the HP schools were resistant to the 10 additional days required by the HP Schools Initiative despite being compensated for this time. Of

32 responding principals, 24 indicated that teachers were not resistant to the extra 10 days, while eight reported that teachers were opposed to the extra time. When asked to specify the reasons why teachers were resistant to the 10 days, principals noted the following:

- The extra 10 days present conflicts for teachers with their summer plans (e.g., vacation, college, child care, part-time summer jobs) (4 schools);
- Additional instructional time is not effective for the students (e.g., poor student attendance) (4 schools);
- Additional HP days draw negative "low performing" status to the staff and school (2 schools);
- Teachers do not like being on a different calendar from the rest of the schools in the county (2 schools); and
- Teachers prefer to work only the five extra days of PD (1 school).

This was echoed by approximately one third of the HP teachers (32.2%) who were surveyed. In fact, teachers at the HP schools reported a number of factors that continue to cause teachers to be dissatisfied with the 10 additional work days required at the HP schools, even though they are paid for their time. These included:

- Conflicts with family obligations and summer plans/decreases number or length of school breaks (N=117; 50.6%)
- Beliefs that the additional school days are ineffective, inefficient, and poorly attended (N=95; 41.1%)
- Leads to and intensifies teachers feeling "burnt out" (N=55; 23.8%)
- Teachers and students feel they are being "punished" (N=31; 13.4%)
- Professional development programs are ineffective (N=25; 10.8%)
- Teachers attend because they are complying with the contract (N=8; 3.5%)
- Inadequate compensation (N=4; 1.7%)

Question 4 – What student achievement outcomes occurred in the HP schools?

To investigate the degree to which academic gains were achieved by students at the HP schools a series of analyses were conducted using the results from the annual End-of-Grade (EOG) tests. The EOGs are North Carolina-developed tests that measure student achievement of curricula objectives in reading comprehension and mathematics in grades 3 through 8. EOG test scores are used to measure gains (or losses) in student performance over time to determine the extent to which educational programs, such as the HP Schools initiative, are working.

Two types of EOG scores were used in the analyses presented in this section of the report, including Achievement Levels and standardized z-scores. Achievement Levels are pre-determined performance standards that allow comparisons of student and group performance to standards based on what is expected in each subject at each grade level. Determined by relating the judgments of thousands of North Carolina teachers, four achievement levels are reported for each subject area. The four levels are as follows:

- **Level I** – Students performing at this level do not have sufficient mastery of knowledge and skills in this subject area to be successful at the next grade level.
- **Level II** – Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject area and are minimally prepared to be successful at the next grade level.
- **Level III** – Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.
- **Level IV** – Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

The achievement levels are created using scale scores, with each grade having its own set of cut-off scores and a corresponding range.

Z-scores are standardized measures that explain how many standard deviations away from the mean a given score resides. In order to standardize the scale scores that are routinely reported by the state from the EOG, the scale scores were converted to Z-scores using statewide parameters (mean and standard deviation) for each tested grade. Z-scores can be positive or negative, with a positive Z-score indicating that the value is above the mean and a negative Z-score indicating that the value is below the mean.

- **To what extent do HP schools achieve their stated growth targets in ABC performance levels and/or make adequate yearly progress in spring 2005? What differences (if any) exist between HP schools and the comparison schools on these indicators?**

The tables that follow present the number of HP and comparison schools that achieved expected growth targets in spring 2001 (baseline), spring 2002 (Year 1), spring 2003 (Year 2), spring 2004 (Year 3), and spring 2005 (Year 4) (Table 5.11) and that were determined to have made adequately yearly progress (AYP) in spring 2005 (Year 4) (Table 5.12).

Table 5.11 – ABCs Growth Targets
Number and Percent of HP and Comparison Schools Achieving Expected Growth Targets, By Year

	Spring 2001 (Baseline)	Spring 2002 (Year 1)	Spring 2003 (Year 2)	Spring 2004 (Year 3)	Spring 2005 (Year 4)
HP Schools (N=35, baseline, Years 1 & 2) (N=36, Years 3 & 4)	14 40.0%	22 62.9%	35 100.0%	25 69.4%	20 55.6%
Comparison Schools (N=9, All Years)	0 0.0%	2 22.2%	8 88.9%	9 100.0%	6 66.7%

The results shown in Table 5.11 are as follows:

- In the baseline year (spring 2001), proportionately greater numbers of HP schools achieved the expected growth target than the comparison schools: 14 or 40.0% of HP schools and none or 0% of the comparison schools.

- From baseline (spring 2001) to Year 1 (spring 2002), the number of HP and comparison schools achieving the expected growth target increased by approximately 22 percentage points for both groups. For example, 14 or 40.0% of the HP schools met the growth target in the baseline year, compared to 22 HP schools or 62.9% in Year 1.

- In Year 2 (spring 2003), all 35 (or 100%) of the HP schools achieved their expected growth targets. This represents a 37.1 percentage point increase from Year 1. The comparison schools also fared well in Year 2, with all but one or 88.9% achieving the growth target, a 66.7 percentage point increase.

- However, from the end of Year 2 to the end of Year 3 (spring 2004), the number of HP schools that achieved expected growth had decreased by 10 or approximately 30 percentage points, while all nine comparison schools achieved their expected growth targets.

- Finally, at the end of Year 4 of the initiative, both groups showed a decline in achieving their expected growth targets, from 69.4% to 55.6% for the HP schools, representing a 13.8 percentage point decline and from 100% to 66.7% for the comparison schools, representing a 33.3 percentage point decline.

Table 5.12 – Adequate Yearly Progress (AYP)
Number and Percent of HP and Comparison Schools Meeting AYP, 2002-2003, 2003-2004, and 2004-2005

	Spring 2003 (Year 2)	Spring 2004 (Year 3)	Spring 2005 (Year 4)
HP Schools (N=35, Year 2) (N=36, Years 3 & 4)	21 60.0%	29 80.6%	13 36.1%
Comparison Schools (N=9, All Years)	3 33.3%	7 77.8%	4 44.4%

In Table 5.12 it can be seen that the number of HP schools meeting AYP increased dramatically from Year 2 to Year 3, from 60.0% to 80.6%, respectively. While this trend continued in spring 2004, with a slightly greater percentage of HP schools meeting AYP targets than comparison schools (approximately 81% vs. 78%, respectively), by spring 2005, both groups showed a decline in the number and percent of schools meeting AYP--from 80.6% to 36.1% for the HP schools and from 77.8% to 44.4% for the comparison schools.

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In summary, findings from these cross-sectional analyses show that, by the end of Year 4, the number of HP schools that were successful in realizing growth expectations (despite declines in

spring 2004 and spring 2005), as derived from North Carolina's ABCs of Public Education school-based accountability program, increased by almost 16 percentage points from the baseline year. However, when compared to the comparison schools, proportionately fewer numbers of HP schools attained AYP at the end of Year 4.

- **Do key stakeholders (e.g., school principals, teachers, teaching assistants and other school staff) in the HP schools attribute any observed achievement gains to any of the specific initiatives?**

At the district level, officials from the majority of counties (n=14) indicated that academic achievement had increased in the HP schools. Nearly all in this group (n=11) attributed increases in academic achievement directly to the initiatives' components such as reduced class size and professional development. Below is a sample of comments in this regard.

> *"As a result of reduced class size, teachers work closer together with students and use small group instruction, which has increased academic achievement."*

> *"We've noticed a 40% increase in scores and everyone we ask to explain such an increase reports that it is the result of smaller class sizes."*

> *"..I think the strategy of reducing class size and [providing] more support for teachers in HP schools makes a big difference."*

> *"Two of the three HP schools have made [adequate yearly progress] for the last two years...that's pretty good!"*

> *"With the reduction in class size [and] with additional personnel, we saw growth."*

Feedback from some counties (n=3) indicate that the HP Schools Initiative, along with other reform efforts in the district, contributed to improvement in academic achievement.

> *"I think that extra days for [professional development] has been most beneficial, and the smaller class sizes has allowed our schools to do a little more with individualized instruction...Its just that we're already doing it and so we can't really attribute it to HP."*

> *"We've seen steady growth at [our HP school], however, we're looking at a variety of initiatives that were measured with high standards and I can't contribute any of that specifically to HP."*

> *"With the success we have seen with the increase in test scores...I'm not saying that HP did all of that, but I certainly think it contributed..."*

There were a few counties (n=2), however, that reported academic achievement had not increased in their HP schools:

"..I can assure you, achievement did not improve....We did not meet ABC growth in any of the years of the HP initiative, and we have not met [adequate yearly progress] for the last two years."

"We think it was successful for the first two years, but for the last two years it appears as though scores are going down. So we're missing something and some of that may be the technical assistance from the state."

Both administrators and teachers at the HP schools were asked what changes they have observed with respect to teaching and learning because of the reduced class size component. As shown in the following table, the changes cited most often in both groups were:

- Increased use of small group instruction (78.0%-teachers; 88.9%-principals);
- Increased time spent on instruction (73.9%-teachers; 81.5%-principals);
- Greater incidence of individualized student instruction (72.2%-teachers; 70.4%-principals);
- Positive changes in level of student effort and initiative (70.5%-teachers; 70.4%-principals); and
- Increased use of test results to inform instruction (70.3%-teachers; 74.1% principals).

Table 5.13 – HP Teacher and Administrator Surveys
Changes Attributed to the HP Initiative, 2004-2005

Practice	Teachers		Principals	
	N	Percent	N	Percent
Increased use of small group instruction	804	78.0%	27	88.9%
Increased time spent on instruction	801	73.9%	27	81.5%
Greater incidence of individualized student instruction	788	72.2%	27	70.4%
Positive changes in level of student effort and initiative	798	70.5%	27	70.4%
Increased use of test results to inform instruction	778	70.3%	27	74.1%
Increased standardized test scores	788	66.2%	27	66.7%
Reduced time spent on classroom management	780	63.1%	27	59.3%
Fewer discipline-related problems	803	62.5%	27	66.7%
Increased use of alternative assessment methods	784	59.0%	27	22.2%
Increased use of project-based instruction	775	55.1%	27	18.5%
Increased parental involvement in the classroom	790	45.5%	27	40.7%

- **To what extent have the HP schools made progress on state assessments in reading and math in comparison to gains for the set of comparison schools, since the implementation of the initiatives?**

An analysis of variance (ANOVA) was conducted on reading and math gains from fall/spring 2004 to spring 2005 for grade 3. The purpose of these analyses was to determine what interaction (if any) exists between HP implementation and retention of teaching assistants and outcomes for HP and comparison school students in reading and math. While tables that present the complete statistical results of the ANOVA analyses can be found in the Appendix to this report, the following tables present a summary of the mean differences by implementation level and presence of teaching assistants for reading and math for grades 3 through 5. Note that an

asterisk next to a mean difference denotes statistical significance at or below the .05 level of probability.

In order to create three levels of HP implementation (high, medium, and low), composite scores were created for HP school as follows:

- Presence of Instructional Support Position, 2002-2005 (defined as 0=no added instructional support position, 0.25=added instructional support position was not directly related to improving parent involvement, 0.75=added instructional support position was another staff position with direct parental involvement responsibilities, and 1=added instructional support position was a parent coordinator)

- Successful Implementation of Reduced Class Size, 2002-2005 (defined as no=0 and yes=1)

- Teacher Contract Extension Professional Development Implementation, 2002-2005 (defined as no=0 and yes=1)

- Extended School Year Implementation, 2002-2005 (defined as 0=no, 0.25=after school program model, 0.50=five extra days implemented during teacher workdays, holidays, Saturdays or other school breaks, and 1=five consecutive days held at the beginning or end of the school year)

The composite scores were then divided into three categories, which yielded high, medium, and low levels of implementation.

Table 5.14a – HP Implementation by Teaching Assistant Retention
Cross-sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Reading Gains, Grades 3-5

Four Year Implementation Level (2002 – 2005)
8.035* ($p < 0.001$)

	Mean Differences		
	Low	Medium	High
Low (N=153)	--	0.0121	0.1271
Medium (N=2320)	--	--	**0.1150***
High (N=526)	--	--	--

Table 5.14b – HP Implementation by Teaching Assistant Retention
Cross-sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Mathematics Gains, Grades 3-5

Four Year Implementation Level (2002 – 2005)
4.274*(p=0.014)

	Mean Differences		
	Low	Medium	High
Low (N=153)	--	-0.0123	0.0961
Medium (N=2320)	--	--	**0.1084***
High (N=526)	--	--	--

Teaching Assistant Retention
24.485* (p < 0.001)

	None	Some	All
None (N=391)	--	0.0930	0.0193
Some (N=1513)	--	--	-0.0736
All (N=1095)	--	--	--

Implementation Level * Teaching Assistant Retention
14.886* (p < 0.001)

	Mean Differences								
	Low None	Low Some	Low All	Medium None	Medium Some	Medium All	High None	High Some	High All
Low None (N=0)	--	--	--	--	--	--	--	--	--
Low Some (N=50)	--	--	-0.9253	-0.6821	-0.6245	-0.6328	-0.6128	-0.4440	-0.5835
Low All (N=103)	--	--	--	0.2432	0.3008	0.2925	0.1671	0.4813	0.3418
Medium None (N=320)	--	--	--	--	0.0576	0.0493	0.0693	0.2381	0.0986
Medium Some (N=1234)	--	--	--	--	--	-0.0083	0.0117	0.1805	0.0410
Medium All (N=766)	--	--	--	--	--	--	0.0200	0.1888	0.0493
High None (N=71)	--	--	--	--	--	--	--	0.1688	0.0293
High Some (N=229)	--	--	--	--	--	--	--	--	-0.1395
High All (N=226)	--	--	--	--	--	--	--	--	--

Notable findings from the preceding tables include:

- The small mean difference in reading gains from 2004 to 2005 between implementation intensity was significant, with schools that implemented on a medium level over the four year period showing significantly greater gains than those who implemented on a high level. Among other possible explanations, this *may* suggest that not all four of the HP initiatives are necessarily helpful to student achievement in reading.

- The mean difference in reading gains from 2004 to 2005 was not significant for teaching assistant retention.

- In reading, the interaction between HP implementation and teaching assistant retention also did not yield a statistically significant result.

- Like the reading results, the small mean difference in mathematics gains from 2004 to 2005 between implementation intensity was significant, with schools who implemented on a medium level over the four year period showing significantly greater gains than those who implemented on a high level. Once again, this *may* suggest that not all four of the HP initiatives are necessarily helpful to improving student outcomes in mathematics.

- The mean difference in mathematics gains from 2004 to 2005 was also significant for teaching assistant retention, with those schools that retained either none or all of their TAs faring better than those that retained some. Although none of the pairwise comparisons were statistically significant, this may indicate that the effect of teaching assistants on achievement may be of the "all or nothing" variety.

- The interaction of HP implementation and TA retention produced a statistically significant result, suggesting that TA retention and HP implementation influence achievement together.

    - The low implementation/all TA retention group noticeably outperformed all other implementation/TA retention combinations.
    - TA retention has the greatest effect on the low implementation group.
    - TA retention seems to have the least effect on the medium implementation group, with those schools retaining none of their TAs outperforming those who retained some or all. Furthermore, those who retained some or all of their TAs performed approximately equally.
    - In the high implementation group, TA retention is an "all or nothing" affair, with none and all showing greater difference in gains from medium than from each other.

In order to further examine progress of the HP schools on state assessments in reading and math since the start of the initiative, mean z-scores in reading and math at baseline (spring 2001) and for each year of HP implementation (spring 2002, spring 2003, spring 2004 and spring 2005) are illustrated graphically in Figures 5.6 and 5.7. These graphs show mean performance for all grades combined (3-5) at the HP and comparison schools over time for reading (Figure 5.6) and math (Figure 5.7).

Figure 5.6
Mean EOG Reading z Scores for Baseline and Each Year of HP Implementation
All Grades

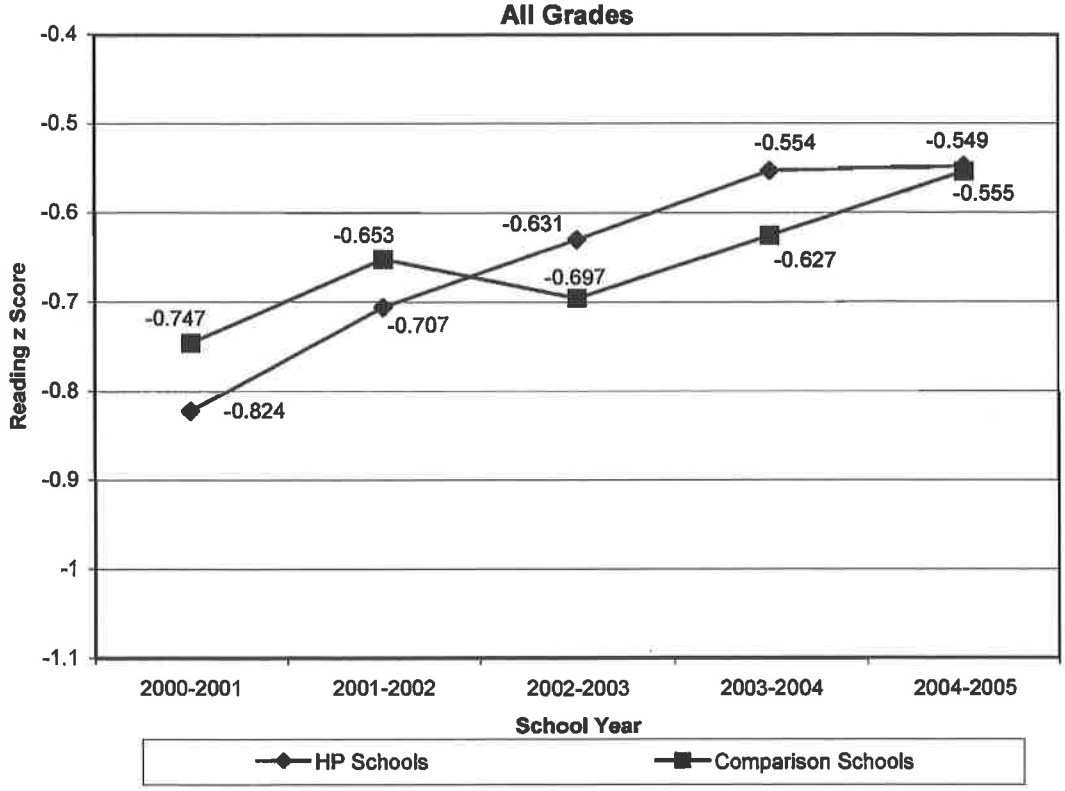
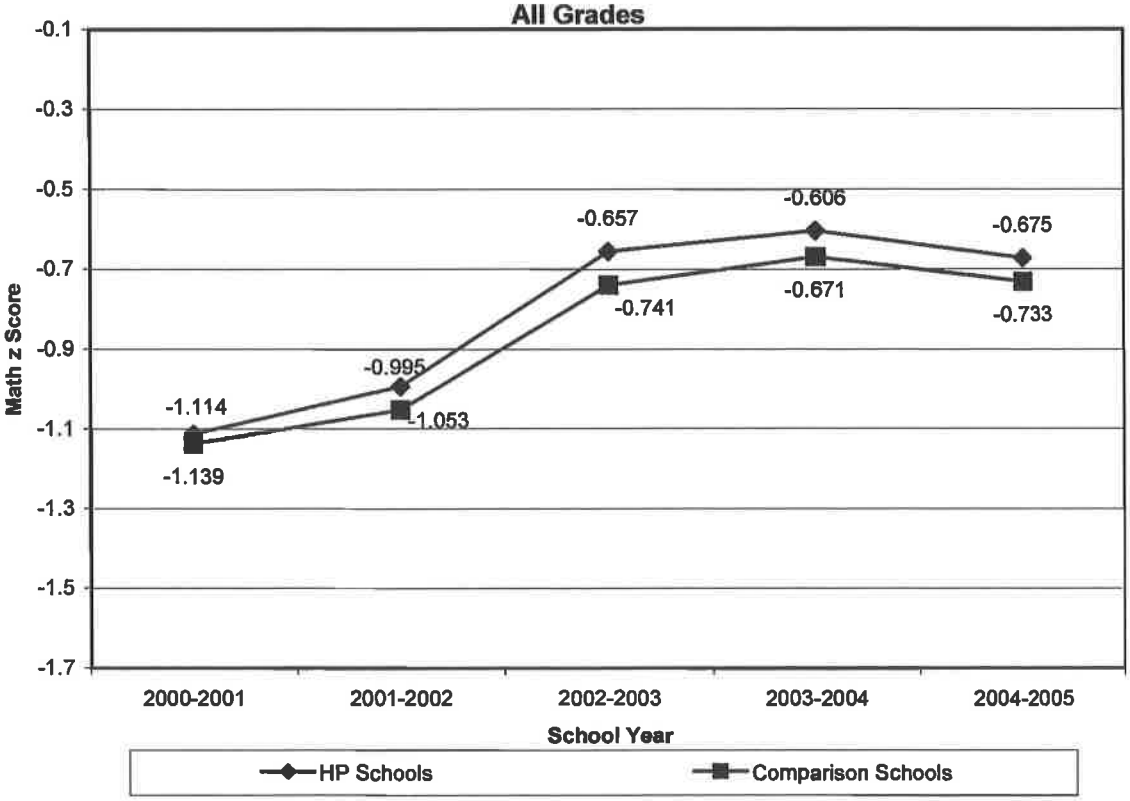


Figure 5.7
Mean EOG Mathematics z Scores for Baseline and Each Year of HP Implementation
All Grades



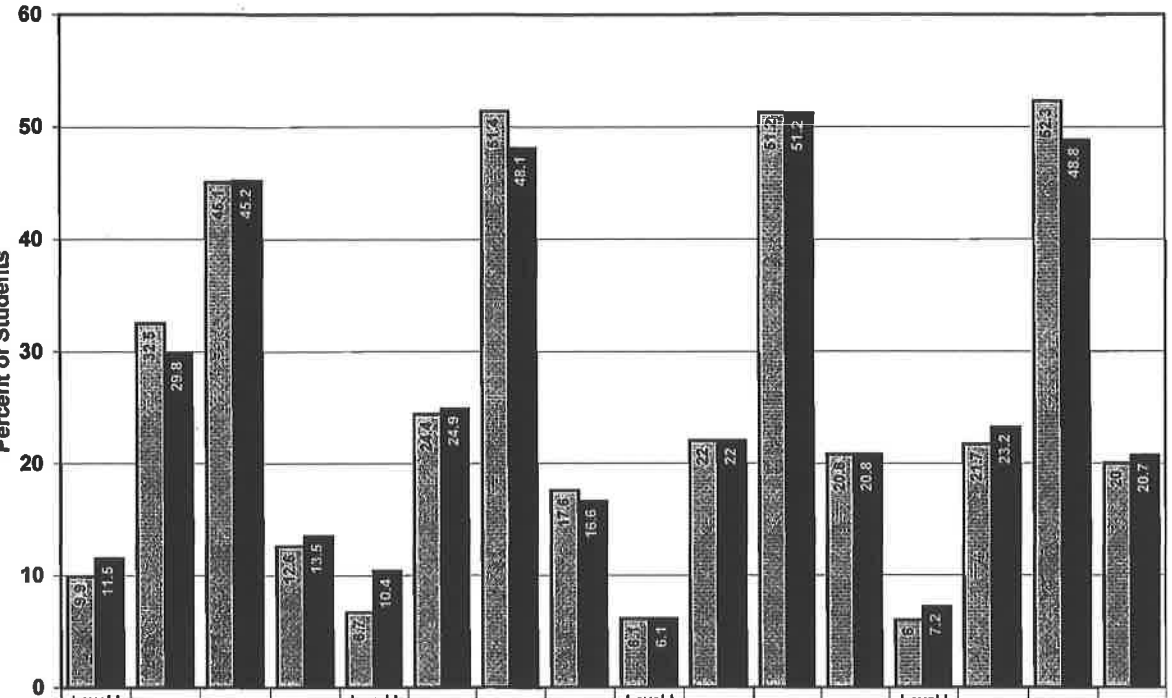
The data in Figure 5.7 show that average reading performance of students at the HP schools has improved steadily each year from baseline (2000-2001) to the end of Year 4 (2004-2005), beginning to outperform their peers at the comparison schools by the end of Year 2 (2002-2003).

As can be seen in Figure 5.8, students' mean performance in math at the HP schools progressed from the baseline year (2000-2001) through the end of Year 3 (2003-2004) but declined by the end of Year 4 (2004-2005). At each year, however, the HP students outperformed their peers at the comparison schools in average math performance. Also notable is the fact that the pattern of the comparison schools' average math performance over time mirrored that of the HP schools, though with consistently lower mean z-scores.

- **To what extent do students at the HP schools show greater positive movement in performance levels in reading and math when compared to their peers at the comparison schools?**

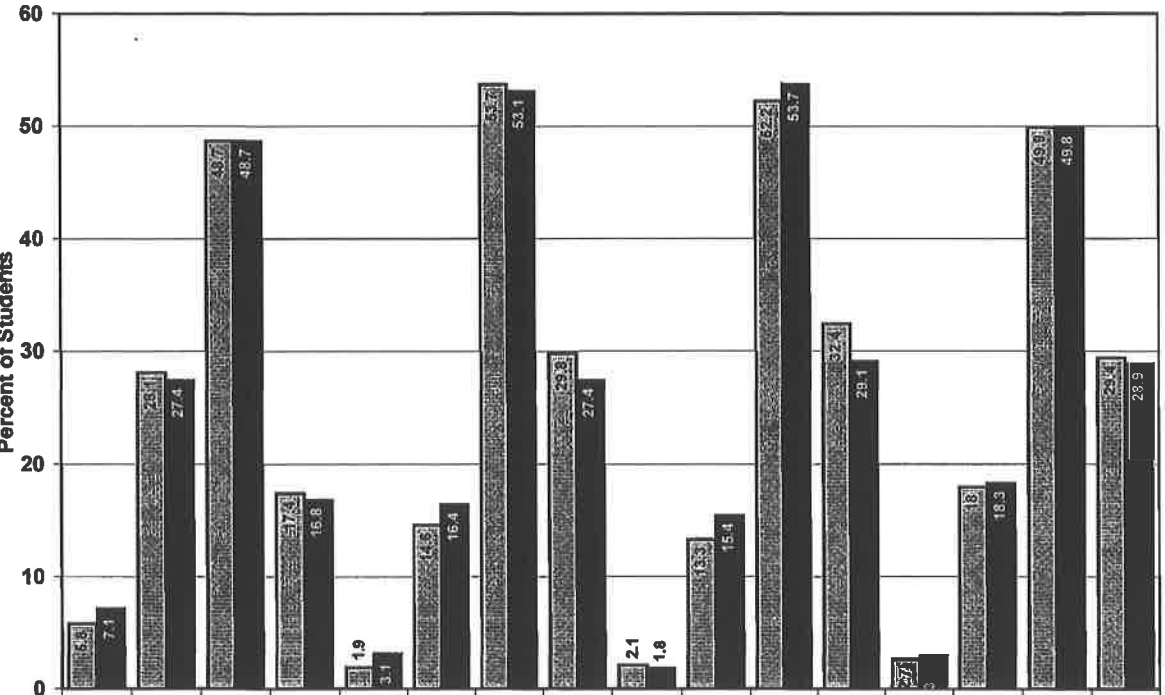
The figures that follow depict the percent of HP and comparison school students scoring within each achievement level on the EOG reading and mathematics tests. Within each figure, the data are presented for the following school years: spring 2002 (Year 1), spring 2003 (Year 2), spring 2004 (Year 3), and spring 2005 (Year 4).

Figure 5.8 – EOG ~~Reading~~ – ~~Grades~~ 3-5 ~~Combined~~
Percent of Students Scoring at Each Performance Level, Over Years



	Level I 2002	Level II	Level III	Level IV	Level I 2003	Level II	Level III	Level IV	Level I 2004	Level II	Level III	Level IV	Level I 2005	Level II	Level III	Level IV
HP	9.9	32.5	45.1	12.6	6.7	24.4	51.4	17.6	6.1	22	51.2	20.8	6	21.7	52.3	20
CS	11.5	29.8	45.2	13.5	10.4	24.9	48.1	16.6	6.1	22	51.2	20.8	7.2	23.2	48.8	20.7

Figure 5.9 – EOG Mathematics – Grades 3-5 Combined
Percent of Students Scoring at Each Performance Level, Over Years



	Level I 2002	Level II	Level III	Level IV	Level I 2003	Level II	Level III	Level IV	Level I 2004	Level II	Level III	Level IV	Level I 2005	Level II	Level III	Level IV
HP	5.8	28.1	48.7	17.4	1.9	14.6	53.7	29.8	2.1	13.3	52.2	32.4	2.7	18	49.9	29.4
CS	7.1	27.4	48.7	16.8	3.1	16.4	53.1	27.4	1.8	15.4	53.7	29.1	3	18.3	49.8	28.9

The data in Figures 5.8 and 5.9 show that:

- At the end of Year 1 (spring 2002), the reading performance for students attending the HP schools was approximately 1 percentage point lower than the performance of students at the comparison schools; 57.7% of HP students and 58.7% of comparison school students scored at or above Level III. By the end of Year 4 (spring 2005), a greater percentage of HP students scored in Levels III and IV in reading than did comparison school students (72.3% vs. 69.5%, respectively).

- In mathematics, at the end of Year 1 (spring 2002), approximately two thirds of both the HP and comparison schools students scored at or above Level III on the EOG. From Year 1 (spring 2002) to Year 4 (spring 2005), there was a 13.2 percentage point increase in the number and percent of students scoring at or above Level III in mathematics for both groups of schools.

The longitudinal analyses presented in the following tables show, for all grades combined, the number of students with matched pre- and posttest scores (N) and the percent of these students that moved down or up in performance levels from fall or spring 2004 to spring 2005 on the EOG Reading.

Table 5.15 – Fall/Spring 2004 – Spring 2005 Longitudinal Performance Level Analyses EOG Reading, Grades 3-5 Combined

School Type, by Level	Matched N	Down 3 Levels	Down 2 Levels	Down 1 Level	At Same Level	Up 1 Level	Up 2 Levels	Up 3 Levels
HP Schools								
Level I	223	--	--	--	26%	43%	29%	1%
Level II	774	--	--	10%	40%	46%	4%	--
Level III	1,488	--	2%	14%	66%	18%	--	--
Level IV	577	--	2%	34%	64%	--	--	--
Across Levels	*3,022*	--	*1%*	*16%*	*56%*	*24%*	*3%*	--
Comparison								
Level I	76	--	--	--	28%	46%	25%	1%
Level II	246	--	--	13%	47%	39%	1%	--
Level III	419	--	1%	13%	68%	18%	--	--
Level IV	148	--	--	24%	76%	--	--	--
Across Levels	*889*	--	--	*14%*	*60%*	*23%*	*2%*	--

Table 5.16 – Fall/Spring 2004 – Spring 2005 Longitudinal Performance Level Analyses EOG Mathematics, Grades 3-5 Combined

School Type, by Level	Matched N	Down 3 Levels	Down 2 Levels	Down 1 Level	At Same Level	Up 1 Level	Up 2 Levels	Up 3 Levels
HP Schools								
Level I	47	--	--	--	21%	60%	17%	2%
Level II	522	--	--	9%	46%	43%	2%	--
Level III	1,683	--	1%	14%	64%	21%	--	--
Level IV	811	--	--	25%	75%	--	--	--
Across Levels	*3,063*	--	*1%*	*16%*	*63%*	*20%*	*1%*	--

School Type, by Level	Matched N	Down 3 Levels	Down 2 Levels	Down 1 Level	At Same Level	Up 1 Level	Up 2 Levels	Up 3 Levels
Comparison								
Level I	11	--	--	--	27%	73%	0%	0%
Level II	163	--	--	10%	52%	37%	1%	--
Level III	495	--	1%	14%	65%	20%	--	--
Level IV	219	--	1%	26%	73%	--	--	--
Across Levels	*888*	*0%*	*1%*	*16%*	*64%*	*19%*	*0%*	*0%*

For reading, the data in Table 5.15 show that across all HP schools and target grades, 27.0% of the students moved up at least one performance level from fall or spring 2004 to spring 2005. This proportion is slightly higher than for the comparison schools, where the percent of students who moved forward at least one performance level in reading from 2004 to 2005 was 25.0%.

Table 5.16 shows a similar pattern for math. The percent of students at the HP schools who moved up at least one performance level on the EOG Math from fall/spring 2004 to spring 2005 was 21.0%, compared to 19.0% for the comparison schools.

- **What differences (if any) exist in achievement outcomes for HP schools that retained teaching assistant positions vs. those that could/did not?**

The HP Teacher Survey included a series of items designed to collect information on the different teacher strategies and activities being used by teachers in their smaller classes within reading and mathematics. These data are presented in Table 5.17 below, partitioned by the presence of a teaching assistant in their classroom, so that there is some context for the achievement outcomes presented following Table 5.17.

Table 5.17 – HP Teacher Survey
Teaching Strategies and Activities Used "Frequently" by Grade K-3 Teachers, Presence of TA

	Full-time TA	Part-time TA	No TA
Reading			
Listening to the teacher read stories (N=377)	**96.4%**	**90.5%**	**86.1%**
Working on phonics (N=328)	**91.1%**	**82.9%**	**67.6%**
Having guided reading discussions about reading (N=397)	90.7%	96.7%	91.1%
Discussing new or difficult vocabulary (N=361)	82.1%	87.8%	83.0%
Writing narratives or descriptive materials (N=292)	**74.5%**	**75.7%**	**60.6%**
Having students read aloud to a partner (N=303)	67.9%	69.3%	75.4%
Working in a reading book (N=274)	**52.7%**	**64.4%**	**71.1%**
Mathematics			
Working with manipulative aids (N=360)	**90.9%**	**90.0%**	**79.6%**
Playing with math-related games (N=259)	**71.4%**	**66.3%**	**52.7%**
Practicing computational skills (N=291)	**55.4%**	**70.9%**	**71.9%**
Using patterns to discover math relationships (N=266)	53.6%	69.4%	59.4%
Using math in the context of other subjects (N=216)	**53.6%**	**58.0%**	**45.0%**
Doing math worksheets (N=161)	35.7%	41.1%	35.4%
Using measuring instruments (N=132)	**23.2%**	**26.0%**	**38.3%**
Using a calculator (N=64)	**7.1%**	**12.9%**	**19.5%**

The data in Table 5.14 show that there are a number of notable differences in the teaching practices of teachers with and without teaching assistants in both reading and math. For example, in reading, it can be seen that:

- Teachers with full-time assistants were more likely to frequently have students listen to teachers read stories, work on phonics, and engage students in writing narratives, than were their peers without teaching assistants. For example, 91.1% of the teachers with full-time assistants reported they frequently work on phonics, compared to 67.6% of those without--a 23.5 percentage point difference.

- In contrast, a much greater percentage of teachers without any teaching assistants reported frequently having students work in a reading book when compared to teachers with full-time assistants (71.1% vs. 52.7%, respectively).

Similarly, in mathematics, the following can be seen:

- Teachers who have full-time teaching assistants were more likely to frequently have students work with manipulatives, play math-related games, and use math in the context of other subjects, than were teachers without assistants in their classrooms. For example, 71.4% of the teachers with full-time assistants reported they frequently play games to support math instruction, compared to just more than half of those without assistants (52.7%), an 18.7 percentage point difference.

- On the other hand, greater numbers of teachers without assistants in their classrooms reported that they frequently practice computational skills, use measuring instruments, and use calculators, than did their peers with full-time teaching assistants.

In order to examine what achievement outcomes are evident for students in HP and comparison schools where the teaching assistants were retained in grades 3 vs. those schools where they were not kept, a series of analysis of variance (ANOVA) analyses were conducted using gains on EOG reading and math tests from fall 2004 for grade 3 pretests to spring 2005 for grade 3 posttests. (Note: This analysis was conducted for grade 3, since this is the only grade that was affected by the reallocation of the teaching assistant positions at the HP schools *and* included in the state assessment program for reading and math.) These data are presented in Table 5.18.

Table 5.18 ---- Teaching Assistant Status — Cross Sectional ANOVA Analysis
Spring 2005 EOG Reading and Math Gains, Grade 3
High Priority Schools Only

Group (I)	Group Mean Z-Score	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
Reading					
Retained All (N=427)	-0.061	5.674*	Retained Some	0.139*	0.030
		(p=0.004)	Retained None	0.185*	0.009
Retained Some (N=543)	-0.078		Retained None	0.046	1.000
Retained None (N=134)	-0.124				
Math					
Retained All (N=436)	-0.753	8.683*	Retained Some	0.146*	0.000
		(p < 0.001)	Retained None	0.012	1.000
Retained Some (N=547)	-0.899		Retained None	-0.134*	0.047
Retained None (N=134)	-0.765				

The data in Table 5.18 show that:

- For both reading and math, students in HP schools that retained all of their TAs significantly outperformed their peers at HP schools in which only some of the TAs were retained.
- Similarly, for reading, students in HP schools that retained all of their TAs also significantly outperformed their peers who were in HP schools that retained none of their teaching assistants.
- In math, however, students at HP schools where all of the TAs were retained performed equally as well as their peers in HP schools that did not retain any of their teaching assistants.
- HP schools that retained some of their TAs showed no difference in average reading performance compared to those schools retaining none of their TAs, suggesting that the influence of teaching assistants may be an "all or nothing" type of effect, at least with reading.
- The opposite was true for math, where students in HP schools that retained only some of the teaching assistants also significantly outperformed their HP peers in schools that were not able to retain any teaching assistant positions.

- **Are there significant differences in subgroup performance between HP and comparison schools in terms of mean scale scores?**

In order to examine the extent to which different subgroups of students at the HP schools made progress on state assessments in reading and math and how well these gains compared to those of the comparison schools, Metis conducted a series of cross-sectional independent sample t-tests. These results are presented in the following tables, as listed below:

- Low-Income Status (Table 5.19)
- Language Proficiency (Table 5.20)
- Special Education Status (Table 5.21)

- Migrant Education Status (Note: There were too few students enrolled in migrant education across the HP and comparison schools to conduct an analysis of their student achievement outcomes.)

The cross-section analyses presented in the following tables show by group, the number of students in the HP and comparison groups included in the analysis (N), mean scale score gains for each group, and the significance level and associated t-value. The tables will also show an asterisk (*) if the difference between the mean gains resulted in a significant t-value at or below the .05 level of probability.

Table 5.19 --- NCLB Group 1 --- Free/Reduced Lunch Eligible Students
Independent Sample T-Test
Fall/Spring 2004 to Spring 2005 EOG Reading and Math Scale Score Gains, All Grades

Group	N	Mean Scale Score Gain	t-Value	Significance
Reading				
High Priority	2513	6.238		
Comparison	616	6.242	-0.013	0.989
Mathematics				
High Priority	2553	7.895		
Comparison	614	8.349	-1.258	0.209

Table 5.20 --- NCLB Group 2 ---- Limited English Proficient Students
Independent Sample T-Test
Fall/Spring 2004 to Spring 2005 EOG Reading and Math Scale Score Gains, All Grades

Group	N	Mean Scale Score Gain	t-Value	Significance
Reading				
High Priority	143	8.049		
Comparison	47	6.128	1.644	0.102
Mathematics				
High Priority	154	9.922		
Comparison	47	8.277	1.297	0.196

Table 5.21 --- NCLB Group 3 ---- Special Education Students
Independent Sample T-Test
Fall/Spring 2004 to Spring 2005 EOG Reading and Math Scale Score Gains, All Grades

Group	N	Mean Scale Score Gain	t-Value	Significance
Reading				
High Priority	385	6.774		
Comparison	153	6.052	1.269	0.205
Mathematics				
High Priority	425	7.464		
Comparison	153	8.216	-0.930	0.353

The data in preceding three tables reveal that:

- The difference between gains in math and reading achieved by FRL students enrolled at the HP and comparison schools were not statistically significant.

- Similarly, the differences between gains in math and reading achieved by HP and comparison school special education students were not significantly different.

- There was no significant difference found between math and reading gains achieved by LEP students at the HP and comparison schools.

Tables 5.22 and 5.23 present the results of the ANOVA analyses of mean EOG Reading and Math mean scale score gains that were conducted for students of different racial/ethnic groups, by HP status. The following tables show for grade 3 the number of students included in the analysis, group mean scale score gains, mean differences, and the significance level and associated F-value. The tables also show an asterisk (*) if the difference between the groups' mean gains resulted in a significant F-value at or below the .05 level of probability.

Table 5.22 --- NCLB Group 4 ---- Ethnicity, by HP Status
Cross-sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Reading Scale Score Gains, All Grades

Group (I)	Mean Scale Score Gain	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
High Priority Status		3.313 (p=0.069)			
HP (N=2999)	6.170				
CS (N=887)	6.386				
Ethnicity		1.178 (p=0.308)			
African American (N=2969)	6.001				
Hispanic (N=392)	7.449				
White and Others (N=525)	6.539				
High Priority Status * Ethnicity		6.235* (p=0.002)			
HP African American (N=2326)	5.843		HP Hispanic	-1.879	[a]
			HP White	-1.062	
			CS African Am.	-0.728	
			CS Hispanic	-0.234	
			CS White	0.011	
HP Hispanic (N=327)	7.722		HP White	0.817	
			CS African Am.	1.151	
			CS Hispanic	1.645	
			CS White	1.890	
HP White and Others (N=346)	6.905		CS African Am.	0.334	
			CS Hispanic	0.828	
			CS White	1.073	
CS African American (N=643)	6.571		CS Hispanic	0.494	
			CS White	0.739	
CS Hispanic (N=65)	6.077		CS White	0.245	
CS White and Others (N=179)	5.832				

[a] Post hoc tests are not traditionally performed for interactions in n-way ANOVAs.

The data in Table 5.22 show that:

- The mean difference in reading gains for all students at the HP and comparison schools was not statistically significant.

- Similarly, the mean differences in reading gains were not statistically significant for the different ethnic subgroups (white and others combined, African American, and Hispanic).

- The interaction of HP status and ethnicity, however, produced a statistically significant result, suggesting differences in reading gains between ethnicities may be mediated by school status. For example, it can be seen that:

  - HP Hispanic students showed an average gain in reading that was greater than all other subgroups, including HP white/other ethnicities.
  - African American students improved the least of all of the subgroups at the HP schools. However, their average gain was approximately equal to CS white/other ethnicities.
  - The difference in the mean reading gain between HP Hispanic and HP white students is much greater than the difference in the reading gain between white and Hispanic students at the comparison schools.
  - Similarly, the difference in the average reading gain for HP Hispanic and African American students is noticeably higher than the difference in reading improvement between the CS Hispanic and African American students.

Table 5.23 – NCLB Grouping 2 (Ethnicity) by HP Status
Cross-sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Math Scale Score Gains, All Grades

Group (I)	Mean Scale Score Gain	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
High Priority Status		1.472 (p=0.225)			
HP (N=2999)	7.923				
CS (N=887)	8.481				
Ethnicity		10.215* (p < 0.001)			
African American (N=2969)	7.606		Hispanic	-1.670*	< 0.001
			White	-2.044*	< 0.001
Hispanic (N=392)	9.276		White	-0.374	1.000
White and Others (N=525)	9.650				
High Priority Status * Ethnicity		4.756* (p=0.009)			
HP African American (N=2326)	7.407		HP Hispanic	-2.211	[a]
			HP White	-2.382	
			CS African Am.	-0.918	
			CS Hispanic	-0.147	
			CS White	-1.973	
HP Hispanic (N=327)	9.618		HP White	-0.181	
			CS African Am.	1.293	
			CS Hispanic	2.064	
			CS White	0.238	
HP White and Others (N=346)	9.789		CS African Am.	1.464	
			CS Hispanic	2.235	
			CS White	0.409	
CS African American (N=1022)	8.325		CS Hispanic	0.771	
			CS White	-1.055	
CS Hispanic (N=102)	7.554		CS White	-1.826	
CS White and Others (N=263)	9.380				

[a] Post hoc tests are not traditionally performed for interactions in n-way ANOVAs.

The data in Table 5.23 show that:

- The mean difference in math gains between HP and comparison schools was not statistically significant.

- The mean difference in math gains was statistically significant for the ethnic subgroups, with both white/other ethnicities and Hispanic students outperforming their African American peers. However, notably, white/other ethnic background students did not significantly outperform Hispanics.

- Similar to what was found for reading, the interaction of HP status and ethnicity produced a statistically significant result, suggesting that differences in math gains among students of different ethnic/racial backgrounds are mediated by school status. Some examples include:

    - HP white/other ethnic students showed a mean gain in math that was greater than all other subgroups, including their CS counterparts.
    - Hispanic students at the HP schools demonstrated the next highest mean gain in math.
    - The difference in the average gain in math between CS white/other ethnicities and CS Hispanic is noticeably greater than the difference between HP white and HP Hispanic.
    - Whereas CS African American students exhibited a greater improvement in math than CS Hispanic students, Hispanic students at the HP schools showed a larger gain than African American students at that HP schools.

- **Did the improvement increase annually over the time the funds were provided (i.e., second year improvement greater than the first year or the third year improvement greater than the second)?**

Finally, in order to examine improvements made at the HP and comparison schools over time a mean gain analysis was conducted. The following two tables show the changes in average z-scores on the EOG in reading (Table 5.24) and math (Table 5.25).

Table 5.24 – Gain Analysis
Average Reading Performance from Baseline through Year 4

		HP Schools	Comparison	Mean Gain Difference (HP-CS)
Mean EOG z-score	Spring 2001	-0.8245	-0.7468	NA
	Spring 2002	-0.7072	-0.6527	NA
	Spring 2003	-0.6307	-0.6971	NA
	Spring 2004	-0.5867	-0.6108	NA
	Spring 2005	-0.5493	-0.5551	NA
1 Year Gain	**2002 – 2001**	**0.1173**	**0.0941**	**+0.0232**
	2003 – 2002	0.0765	-0.0445	+0.1210
	2004 – 2003	0.0439	0.0863	-0.0424

		HP Schools	Comparison	Mean Gain Difference (HP-CS)
	2005 – 2004	0.0374	0.0557	-0.0183
2 Year Gain	**2003 – 2001**	**0.1938**	**0.0496**	**+0.1442**
	2004 – 2002	0.1204	0.0418	+0.0786
	2005 – 2003	0.0814	0.1420	-0.0606
3 Year Gain	**2004 – 2001**	**0.2377**	**0.1359**	**+0.1018**
	2005 – 2002	0.1579	0.0976	+0.0603
4 Year Gain	**2005 – 2001**	**0.2752**	**0.1917**	**+0.0835**

Table 5.25 – Gain Analysis
Average Mathematics Performance from Baseline through Year 4

		HP Schools	Comparison	Mean Gain Difference (HP-CS)
Mean EOG z-score	Spring 2001	-1.1138	-1.1387	NA
	Spring 2002	-0.9951	-1.0531	NA
	Spring 2003	-0.6578	-0.7414	NA
	Spring 2004	-0.3950	-0.4489	NA
	Spring 2005	-0.6753	-0.7330	NA
1 Year Gain	2002 – 2001	**0.1186**	**0.0856**	**+0.0330**
	2003 – 2002	0.3373	0.3116	+0.0257
	2004 – 2003	0.2628	0.2925	-0.0297
	2005 – 2004	-0.2803	-0.2841	+0.0038
2 Year Gain	2003 – 2001	**0.4560**	**0.3972**	**+0.0588**
	2004 – 2002	0.6001	0.6042	-0.0041
	2005 – 2003	-0.0175	0.0084	-0.0259
3 Year Gain	2004 – 2001	**0.7187**	**0.6898**	**+0.0289**
	2005 – 2002	0.3198	0.3201	-0.0003
4 Year Gain	2005 – 2001	**0.4385**	**0.4056**	**+0.0329**

The data in the tables above show that:

- The greatest one-year gains in reading and math for both the HP and comparison schools was made from the baseline (2000-2001) to the first year of implementation (2001-2002).
- The two-year reading and math gains from baseline to 2002-2003 were greater for the HP schools than the comparison schools.
- The three-year reading gains were greater for the HP schools than the comparison schools for both time intervals. The same was true for the three-year gain in math from baseline through 2003-2004.
- The four-year reading gain was substantially greater for the HP schools than the comparison schools. A similar trend was true for the math gain, though it was not as large as it was reading.

Question 5 – How will the initiative be sustained once funding is removed? What plans for sustainability (if any) have been made thus far?

- **Will other funding sources be reallocated to support HP initiatives? If so, what sources will be used?**

District officials from the majority of the counties (n=11) indicated that they planned to sustain the HP school reforms, especially class size reduction, in their current locations. Strategies mentioned for sustaining HP school activities included using other funding sources such as Equity Plus and Title I (n=5), keeping class-size reduction by reallocating money for teaching assistants to pay for classroom teachers (n=4), continuing to fund activities that were in place prior to the HP schools initiative that were very similar in structure and purpose to the HP school reform effort (n=2), and obtaining more HP funding from the state. Three counties had not yet defined a plan for sustaining any of the HP initiative components and two counties indicated they have decided not to continue implementing HP components after state funding has expired because they did not believe the initiative was effective.

- **Which of the four specific initiatives will remain, and which will end in the absence of HP funds?**

Nearly all of the counties indicated that class-size reduction would be continued (n=13), primarily using Title I funds and state allocations as provided to schools eligible for Equity Plus, and the Disadvantaged Student Support Funding (DSSF) from the Leandro Case. Several counties considered components related to teacher professional development (n=6) and parent involvement (n=5) sustainable as well. Funding sources cited to help sustain professional development included Teacher Quality funding, Leandro Case DSSF funds, and local funds. Title I funding was mentioned as the source for continuing parental involvement activities. Only two counties reported the possibility of continuing the extended school year, with funding in one county being derived from "69 and 72 monies for student who qualify" and funding in the other county representing "a combination of all our funding sources that are not categorical."

The Administrator Survey asked principals to describe what school-based plans (if any) were made to sustain one or more of the components of the HP Schools Initiative once state funding was no longer available. Twenty-one of the 33 principals responding to the question specified that one or more of the following components would continue in the HP schools:

- Smaller class size (9 schools; 42.9%)
- Professional development (6 schools; 28.6%)
- Maintaining improved instruction/curriculum (4 schools; 19.0%)
- Continuing school improvement plans (3 schools; 14.3%)
- Increasing parental involvement (3 schools; 14.3%)
- Extended student school year (2 schools; 9.5%)
- Added support position (2 schools; 9.5%)
- Maintaining highly qualified staff (1 school; 4.8%)

Recommendations for improving the HP Initiative were provided by district and school-level stakeholders (principals, teachers, and teaching assistants). Across respondent groups, these

centered on three areas: 1) keeping teaching assistants in addition to adding more teachers as needed for class-size reduction; 2) providing more accountability and guidelines in terms of HP eligibility thresholds, implementation benchmarks, and exit standards; and 3) providing more opportunities for participating districts and schools across the state to learn from each other about what is working with the initiative.

Other areas mentioned for improvement included increasing the level of funding (to hire teachers, provide professional development, or acquire classroom resources), providing more resources to address students' needs in non-instructional areas, and dropping the component of extending the instructional year or providing more flexibility to schools in strategies for addressing this component.

6. Concluding Remarks

Reduced Class Size

The HP Schools Initiative has been successful in reducing class size in grades K-3 at the 36 target elementary schools. Average class size remained below the state prescribed policy that called for a ratio of 15 students for each teacher at the HP schools for each year of the initiative. Moreover, the HP schools established average class sizes in grades K-3 that were significantly lower than those at the set of nine comparison schools at the same grade levels. This was true for each of year of HP implementation.

Despite being in its fourth year of implementation, the most prominent challenges to creating smaller classes (according to both district- and school-level stakeholders) remain recruiting, hiring, and retaining fully certified and experienced teachers and finding adequate facilities (e.g., not enough additional rooms and insufficient funds to modify existing facilities or purchase portable classrooms).

Added Instructional Support

Some confusion still remained among district level staff and HP principals regarding the additional instructional support position. Schools and districts seem to have needed more guidance from the state on the purpose and role of the position in the HP school, as most did not hire a parent coordinator/liaison but added parental involvement to this person's responsibilities.

Across schools, while school staff indicated an increase in parent involvement at their schools with more student performances and family events, HP teachers and principals both voiced the continued need for improved parental involvement and support in the education of their students.

Extended Teacher Contracts for PD

Regarding the content of the extended teacher contract PD, the HP schools appear to have increased their focus on literacy instruction from Year 3 to Year 4, but still not to the same extent as in the comparison schools where the focus on literacy instruction remained much greater.

Another key finding related to the content of the five-day PD is that the comparison schools appeared to place a much greater emphasis on covering particular classroom strategies that are especially useful/relevant to supporting instruction in smaller classes in their school-based PD program during Year 4 than did the HP schools. These included such strategies as individualized instruction, small group instruction, cooperative learning, and learning centers. Moreover, the HP schools most often used training as the school-based PD delivery model, a more traditional approach than the one most frequently reported by the comparison schools, the observation/assessment model of PD. In addition, the comparison school teachers also reported follow-up PD at a greater frequency than did HP teachers.

Taken together, these findings suggest that the HP schools may not be receiving all of the appropriate professional support and development to make the most of the smaller class size settings in which they currently teach.

Reallocated Teaching Assistants

In general, teachers, principals, and district-level administrators remain dissatisfied with the reallocation of the teaching assistant positions. There seems to be a steady decrease in the number of HP schools that are able to retain all of the teaching assistant positions in K-3 during each year of implementation, with most schools retaining at least some of the assistants in each grade by the end of Year 4.

Teacher assistants appear to be playing a shifting role in K-3 classrooms (as reported by school staff from both the HP and comparison schools), assisting in providing individualized instruction, small group instruction, and other one-on-one instructional opportunities to students, as well as supporting easier classroom management. This was supported by the evaluation data, which showed, for example, that HP teachers with full-time teaching assistants were much less likely to report discipline problems and student disruptions in their classrooms than their peers with no assistants or part-time assistants. In another example, HP teachers with full-time or part-time assistants in their classes were much more likely to have observed *substantial* changes attributable to the HP initiative that included greater use of individual and small group instruction, increased time spent on instruction, greater use of testing results to inform instruction, and positive changes in student effort and initiative.

Increased Teacher Turnover/Extended School Year for Students

Overall, the evaluation data revealed that staff turnover was not related to the HP Schools Initiative. However, across stakeholder groups there were continued reports that the initiative's requirement for teachers to extend their contracts for 10 additional days each school year resulted in teacher dissatisfaction. Respondents most often indicated that the resentment of the extra 10

days was related to the schedule to fit these extra ten days into the school calendar, as well as to the negative stigma associated with the HP designation.

This was also particularly true for the extended school year component, which many teachers believed was ineffective because of poor student attendance on the extra days. It should be noted, however, that principals and district-level stakeholders generally had mixed opinions on the effectiveness of the extended school year component, with some noting "a favorable impact."

General Implementation

Consistent with findings from the last three years, additional funds were needed to support the implementation of the HP components in the HP schools. Many schools continued to support the ancillary effects of reducing class size and providing PD with a combination of federal, state, and local funding.

There were also continued reports of poor communication from the state to the participating districts and schools, though clearly not as pervasive as in past years of implementation. The two issues noted most often related to the delayed development of exit criteria (which were only recently established) for HP schools and poor communication of initiative expectations and requirements, particularly for new principals.

Finally, the majority of district stakeholders who were interviewed indicated that one or more of the HP components would continue during the 2005-2006 year when state support for the initiative had ended. Importantly, there was concern that without the resources provided through the HP initiative, schools that have demonstrated marked improvements over the past several years might not continue "on a path of success."

Student Achievement Outcomes

Presented below is the evidence of student achievement outcomes that have occurred in the HP schools in Year 4 and over the four years of implementation.

Slight improvements in reading are evident over time

- At the end of Year 1, the percent of HP students scoring at or above Level III in reading was approximately 1 percentage point *lower* than the percent of comparison school students scoring at these levels. By the end of Year 4, however, the percent of HP students at or above Level III in reading was 2.8 percentage points *greater* than for the comparison school students.

- When looking at improvements over the four years of implementation, in reading, the data showed that the four-year gain for the HP schools was substantially higher than the four-year gain for the comparison schools. In other words, by spring 2005 the average reading score for the HP and comparison schools was approximately equal despite the fact that the HP schools' average reading score at baseline was substantially lower than that of the comparison schools. In math, the four-year gain for the HP schools was also

somewhat higher than the four-year gain for the comparison schools–though not as dramatic a difference as in reading.

Benefits of class size reduction are not increased by loss of teaching assistants

- When looking at mean gains from spring 2004 (Year 3) to spring 2005 (Year 4), no significant differences were evident for HP and comparison school students in grades 3-5 combined. This was true for both reading and math performance.

- Grade 3 students at the HP schools that retained *all* of the TAs significantly outperformed their peers at the HP schools that retained only *some* of the TAs in both reading and mathematics. The same was true in reading for grade 3 students at the HP schools that retained *all* of the TAs, when compared to grade 3 students at the HP schools that retained *none* of their TAs.

HP initiative may have particular advantages for Hispanic students

- When comparing spring 2004 to spring 2005 gains of the NCLB subgroups at the HP and comparison schools, the most interesting results were found with respect to racial/ethnic background. For example, statistically significant interactions between school status (i.e., HP and comparison) and ethnicity were found, suggesting that differences in both reading and math gains between students of different ethnic/racial backgrounds may be mediated by school status. Most notably, on average, HP Hispanic students showed the greatest reading improvement among all other subgroups, including white/other HP students and Hispanic comparison school students.

Taken together, these findings suggest that there may have been some reading improvement at the HP schools attributable to smaller class size. At the end of Year 4, many of the district- and school-level stakeholders believed this to be true, continuing to provide anecdotal evidence that increases in students' academic achievement can be ascribed to the initiatives' components, particularly reduced class size. Several important changes in classroom practice were also noted by evaluation informants, which included greater use of small group and individualized instruction and increased instructional time, as well as improved student effort and initiative.

7. RECOMMENDATIONS

To assist with future implementation of the HP initiative, should it be continued, or other reduced class size initiatives that North Carolina may consider, we offer the following suggestions:

- Establish a phase-in period to plan for facilities, personnel, and program adjustments. Some successful strategies cited in the research literature (some of which are already being implemented in some of the HP and comparison schools) about how necessary classroom space can be created include establishing school-based committees that include teachers to determine the most effective use of existing building space, using two certified teachers to team teach in a single classroom for either part of or the entire school

day, converting to year-round schedules, renting space in nearby community buildings, and creating a long-range building plan.

- Intensify state- and/or district-level programs for recruiting, hiring, and providing training for teachers assigned to small classes. The literature supports the notion that the overall effectiveness of a reduced class size initiative will rely considerably on the quality of teachers selected and assigned to the smaller classes and the preparation those teachers receive. It is recommended that North Carolina make specific provisions for ensuring that teachers be fully trained in the latest research on classroom management and other skills and strategies designed to improve the effectiveness of teaching and learning in small class settings. This training should be of sufficient scope and intensity.

- Develop a system for disseminating best practices on small classroom instruction, parental engagement in education, and extended learning time strategies (should this component continue to be a part of future class size reduction initiatives). This might include, for example, successful practices that have been or continue to be implemented in HP schools, which would also serve to increase collaboration among participating schools.

- Examine the viability of implementing future class size reduction initiatives along with the retention of teaching assistants, particularly in schools where class sizes are already reduced below the state-prescribed ratio of 15:1. For example, several district-level informants mentioned the Governor's initiative, which has reduced class size in other county schools and retained teaching assistant positions.

- Consider offering flexibility to schools to implement the extended school year component for students based on local needs and interests (providing an opportunity, perhaps, for schools to opt out of this component).

- Continue to examine the effects of the HP Schools Initiative, focusing on what long-term results from the class size reduction component might be evident.

- Consider integrating and aligning future class size reduction initiatives with other statewide education reform initiatives, such as Reading First.

In addition to continuing to closely monitoring academic achievement for students enrolled in North Carolina's smaller classes, suggested areas of future research and evaluation include the following:

- Investigate the professional development programs used to train and support teachers more closely, examining whether the support being provided is adequate to ensure that effective teaching is occurring in small classes.

- Examine measures associated with student engagement with schooling (e.g., increased attendance, reduced detention/suspension rates or other discipline referrals).

- Assess the extent to which teacher morale (e.g., increased attendance, reduced substitute costs), attitudes toward/engagement with their job, and/or perspective has changed, particularly if additional days of teaching will continue to be required.

- Examine parents' satisfaction with the teacher, school, and district, and whether their attitudes about the quality of their children's education (e.g., more individualized attention) changed as a result of the reduced class size implementation.

Appendix 1

Copies of Data Collection Instruments

Third Annual Evaluation of the High Priority (HP) Schools Initiative
Superintendent and District Finance Officer (DFO) Interview Protocol

Introduction/Background Information

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

As part of this year's evaluation, DPI has asked Metis to conduct interviews with Superintendents and District Finance Officers in each of the Districts with HP schools. The questions I have for you should take about 30 minutes or less 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. Thinking about the 2004-2005 school year, to what extent are the HP schools in your District encountering barriers or other constraints to implementing reduced class size in grades K-3? (Probe: issues related to space, facility, funding, etc.)

2. What support or technical assistance (if any) was provided by the State to help support the implementation of the four components of the HP Schools Initiative in the HP schools? Do you believe this was sufficient? What additional support or assistance would have been helpful to the District or the HP schools?

3. Thinking about the HP component that calls for five extra days of professional development for teachers, do you believe it would be helpful for the State to provide assistance to the HP districts and schools for planning professional development that incorporates proven teaching strategies for reduced class size settings? Why or why not?

4. Aside from the HP legislative funding, to what extent has your District or the HP schools used additional funds to support implementation of the HP Initiative during the 2004-2005 school year?

    a. Which of the four HP components (professional development, parent involvement, extended instructional time, additional teaching positions for smaller classes) were these funds used to support? (Probe for details about exactly what was paid for through these additional funds)

5. Did the HP schools in your District retain any or add additional teaching assistant positions during the 2004-2005 school year? ***[If respondent answers NO, skip to Question 5c.]***

    a. What different types of funding sources were used to pay for the teaching assistants?

    b. What programs or resources (if any) were deprived or lost in order to retain these teaching assistant positions?

c. What do you believe is the added value of the presence of teaching assistants in reduced class size settings?

6. In past evaluations, we learned that some teachers at the HP schools were unhappy with having to work the extra 10 days required by the Initiative, despite being compensated for that time. From what you know, to what extent has this been an issue in your District?

   a. Do you believe that the implementation of the HP Initiative resulted in an increase in staff turnover at the HP schools in your District? If yes, please explain.

7. 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?

8. From your perspective, what could be done to improve the overall design/implementation of the HP Schools Initiative?

9. What plans (if any) have been made by your District to sustain the HP Schools Initiative once state funding is no longer available?

   a. Which of the four specific components will remain, and which will end in the absence of HP funds?

   b. Will other funding sources be reallocated to support HP components? If so, what sources will be used?

10. 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 for your time.

Third Annual Evaluation of the High Priority (HP) Schools Initiative
Director of Personnel – Interview Protocol

Introduction/Background Information

Good morning/afternoon. My name is _____and I am calling from Metis Associates. DPI has asked Metis Associates to conduct the third annual evaluation of the HP Schools Initiative being implemented by 36 high priority schools across the State. In 2001, the HP Schools legislation specified that funds be used to reduce class size in kindergarten to grade three so that there is a 15:1 student-teacher ratio, extend all teacher contracts at these schools by 10 days including five additional days of instruction for students and five days of professional development, and provide one additional instructional support position at each priority school to help increase parental involvement. In your district, there are **(number of)** HP schools: **(list school names).**

The evaluation will continue to look at both the implementation of the HP components designed to support these schools and at the effects these initiatives are having on student performance.

In past years' evaluations, we learned that some teachers at the HP schools were unhappy with having to work the extra 10 days required by the Initiative, despite being compensated for that time, and were concerned about the negative stigma associated with teaching in an HP school. Because of these findings, DPI has asked Metis to add a component to this year's evaluation that would study the extent to which the implementation of the HP Initiative resulted in an increase in staff turnover at the HP schools.

As such, Metis is conducting interviews with Directors of Personnel in each of the 16 Districts with HP schools. The questions I have for you should take about 15 minutes or less 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. Please describe the process used by your District to approve transfer requests from teachers within the District. Is the process different if teachers request to transfer out of the district?

2. Does your District maintain data on the number and percent of teachers who request transfers to other schools within the District and/or who leave employment with the District all together? Is this available by individual school?

    a. If data on *transfer requests* are not available, are data on *actual transfers* available? If so, to what extent does the number of actual transfers reflect the number of transfers requested? *[For example, does each school have an annual quota of within-District transfers, or is the number of within-District transfers granted at a school determined by numbers of transfers that were requested?]*

    b. Is this data available for past school years? For how far back? Is any of this data maintained at the school level?

[Note: Best case scenario would be for Metis to be able to collect all data from the baseline year (2000-2001) to Year 4 of the Initiative (2004-2005), though we will take the data for the years they have available].

c. Would you be willing to share this information with Metis, so that we could draw comparisons between the turnover rates for teachers at the HP schools and non-HP schools? [Probe: When and how the files should be sent?]

[Note: We are asking for this data for all schools in the District – HP and non-HP]

3. We are interested in learning if there are any mechanisms in place within your District that documents the reasons why teachers choose to leave employment at their school (e.g., exit interviews, required exit forms)? Is this process different for teachers who are leaving the District vs. those that are transferring to another school within the District?

   a. If reasons for *transfer requests* are not available, are reasons for *actual transfers* documented in any way?

   b. How are records of these exit interviews or forms kept (e.g., paper copies, electronic files, etc.)? Is any of this data maintained at the school level?

   c. Are these maintained by the District from one year to the next? How far back are these data available?

   d. Would your District be willing to provide Metis with copies of these exit interviews or forms? **[Probe: When and how the files should be sent? Note: We are asking for completed exit interviews/forms, which will never be attributed to any one individual and reported only in an aggregate manner.]**

4. Another data collection activity for this year's evaluation is to conduct telephone interviews with a sample of teachers who left HP schools during the course of the HP Initiative. If possible, DPI has asked that we collect contact information for teachers who transferred out of or who terminated their jobs at the HP schools during the course of the Initiative. This would include the 2001-2002 through the 2004-2005 school years. Is this information that is maintained by your department?

   [Probe: When and how the files should be sent? Note: This information will never be attributed to any one individual and reported only in an aggregate manner.]

5. Are you aware of any other data related to teacher mobility that is kept by your department that might inform the evaluation of the HP Schools Initiative that I didn't already ask about?

Thank you for your time.

Third Annual Evaluation of the High-Priority Schools Initiative

Annotated School Administrator Survey
Total Surveys Received (N=33)

SECTION I - BACKGROUND

1. Your position: **N=33**
   - ☐ Principal **87.9%**
   - ☐ Assistant Principal **12.1%**
   - ☐ Other, specify:_____

2. Please indicate the number of years you have held the position you indicated in Q1 (include the current year as one year): **N=32**

   Mean=3.8 years [Range=1 year to 13 years]

3. Your highest education achievement: **N=33**
   - ☐ **33.3%** Doctoral or advanced degree
   - ☐ **63.6%** Master's degree
   - ☐ Bachelor's (4-year) degree
   - ☐ **3.0%** Other, specify: _____
     - **Sixth-year advance study**

4. What additional school-wide initiatives are being implemented along with the HP Schools Initiative (e.g., reduced class size in grades K-3) to improve academic achievement at your school during the 2004-2005 school year? (Check ***all*** that apply) **N=33**

   - ☐ **87.9%** Specific instructional approaches
   - ☐ **39.4%** Other teacher development programs
   - ☐ **24.2%** Comprehensive school reform initiatives (e.g., Comer School Development)
   - ☐ **12.1%** 21st Century Community Learning Center grant
   - ☐ **33.3%** Scheduling changes
   - ☐ **36.4%** Reading First/Reading Excellence Act grant
   - ☐ **36.4%** New curricula for particular subject areas
   - ☐ **63.6%** Specific strategies for increasing parent involvement
   - ☐ **24.2%** School-based health/mental health services
   - ☐ **3.0%** Nothing except the HP Schools Initiative
   - ☐ **18.2%** Other, specify: _____
     - **After school tutoring (3)**
     - **Direct Instruction as a supplemental reading program**
     - **Implementation of technology programs (e.g., ScanTek Science, Pass Key, Accelerated Math/Reading)**
     - **Literacy First**
     - **Problem Solving Model (RTI)**
     - **Project Success**
     - **Reading Mastery 3 and 4**
     - **Reduced class sizes in grades 4 and 5**

ECTION II – CLASS SIZE REDUCTION

. Did your school receive additional K-3 classroom teacher positions to reduce class size under the HP Schools Initiative in those grades for the 2004-2005 school year? **N=33**

- ☐ **93.9%** Yes
- ☐ **6.1%** No ≡ ***SKIP TO SECTION III, Page 4***
- ☐ Don't know/Not sure≡ ***SKIP TO SECTION III, Page 4***

. What strategies has your school used to physically accommodate the increased need for classroom space? (Check ***all*** that apply) **N=26**

- ☐ **7.7%** We divided classroom space by using dividers.
- ☐ **7.7%** We divided classroom space without dividers.
- ☐ **30.8%** We used portable classrooms.
- ☐ **23.1%** We used space not traditionally associated with classroom teaching (e.g., music room, gymnasium, storage areas, hallways, large group instruction rooms).
- ☐ We leased/rented space outside of the school building.
- ☐ **11.5%** We moved grade(s) into another school building.
- ☐ **30.8%** Teachers used rolling carts for instruction in specialty subjects (e.g., art, music).
- ☐ **38.5%** We used team teaching strategies.
- ☐ **34.6%** None – We had enough classroom space to accommodate additional classes.
- ☐ Other, specify: _____

. 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) **N=28**

- ☐ **21.4%** Parallel or block scheduling
- ☐ **67.9%** Hired additional teachers/teaching assistants
- ☐ **53.6%** Small group intervention (pull-outs)
- ☐ **82.1%** Grade level planning
- ☐ **35.7%** Used school-wide curriculum plan (e.g., SFA)
- ☐ **10.7%** Other, specify: _____
  - **Looping**
  - **Hired Literacy Coach**
  - **Reduction of teacher assistants**
- ☐ **17.9%** Multi-age grouping of students
- ☐ **46.4%** Team teaching
- ☐ **71.4%** Small group instruction
- ☐ **75.0%** Tutoring or remediation
- ☐ None

. From what you've observed as a result of the reduced class size HP Schools Initiative, what changes have occurred in the K-3 classrooms with respect to teaching and learning? (Check ***all*** that apply) **N=27**

- ☐ None
- ☐ **66.7%** Increased standardized test scores
- ☐ **18.5%** Increased use of project-based instruction
- ☐ **81.5%** Increased time spent on instruction
- ☐ **59.3%** Reduced time spent on classroom management
- ☐ **66.7%** Fewer discipline-related problems
- ☐ **88.9%** Increased use of small group instruction
- ☐ **70.4%** Greater incidence of individualized student instruction
- ☐ **40.7%** Increased parental involvement in the classroom
- ☐ **22.2%** Increased use of alternative student assessment methods
- ☐ **70.4%** Positive changes in level of student effort and initiative (e.g., completing assignments, asking more questions, working well with other children)
- ☐ **74.1%** Increased use of testing results to inform instruction
- ☐ **3.7%** Other, specify: _____
  - **Teachers completing renewal credits through college courses and state conferences**

With the provision of additional teaching positions under the HP Schools Initiative, teaching assistant positions were eliminated. Did your school retain its teaching assistant positions in grades K-3 during the 2004-2005 school year?

	Yes, all		Yes, some		None	Not applicable
• Kindergarten N=26	☐ Full time 30.8%	☐ Part time 7.7%	☐ Full time 30.8%	☐ Part time 15.4%	☐ 15.4%	☐
• 1st grade N=26	☐ Full time 7.7%	☐ Part time 7.7%	☐ Full time 26.9%	☐ Part time 19.2%	☐ 38.5%	☐
• 2nd grade N=25	☐ Full time 8.0%	☐ Part time 4.0%	☐ Full time 32.0%	☐ Part time 20.0%	☐ 36.0%	☐
• 3rd grade N=24	☐ Full time 4.2%	☐ Part time 4.2%	☐ Full time 16.7%	☐ Part time 16.7%	☐ 58.3%	☐

If you checked ***yes*** above, for each grade, please specify the different types of funding that were used to pay for the teaching assistant positions in your school. (Fill in ***all*** that apply)

	Kindergarten	1st grade	2nd grade	3rd grade
• Federal funds (specify):	• **Title I (n=7)** • **Exceptional Children (n=1)**	• **Title I (n=6)**	• **Title I (n=6)**	• **Title I (n=5)**
• State funds (specify):	• **Not specified (n=1)**	• **Not specified (n=1)**	• **Not specified (n=1)**	• **Not specified (n=1)**
• Local funds (specify):	• **Not specified (n=1)**	• **Not specified (n=1)**	• **Not specified (n=1)**	• **Not specified (n=1)**
• Other (specify):	_____	• **Community College (n=1)**	_____	_____
• Not applicable – we did not retain teaching assistant positions in this grade	☐ **N=4**	☐ **N=9**	☐ **N=9**	☐ **N=14**

b. For each of the funding sources specified above in Q5a, please indicate what resources are no longer available, or were reduced, because the funds are being used to pay for teaching assistants. (Check ***all*** that apply) **N=21**

☐ **33.3%** Other staff positions, specify: _____
- **Curriculum specialist (e.g., Reading Recovery) (2)**
- **Literacy coach**
- **Math facilitator**
- **Teacher positions**
- **Technology assistant**
- **Tutors**

☐ **4.8%** Special programs, specify: _____
- **Not specified**

☐ **28.6%** Supplies

☐ **19.0%** Equipment

☐ **14.3%** Professional development

☐ **38.1%** Nothing – these were new funds

☐ Other, specify: _____

5. If your school has retained some or all of its teaching assistant positions, how has their role changed (if at all) in classrooms where the class size was also reduced? In other words, are teachers who have teaching assistants using them any differently given the smaller number of students in their classes? **[N=25 – multiple responses provided by respondents]**
   - **Shared among classes and grades (N=12; 48%)**
   - **Small group instruction (N=9; 36%)**
   - **Instructional staff (N=5; 20%)**
   - **No change (N=5; 20%)**
   - **Individualized tutoring (N=4; 16%)**
   - **Remediation (N=3; 12%)**
   - **Reading groups (N=2; 8%)**
   - **Clerical tasks (N=2; 8%)**
   - **Classroom management/in-school suspension (N=2; 8%)**
   - **Maintain computer lab (N=1; 4%)**

6. If your school lost teaching assistant positions, in your opinion, have the benefits associated with reduced class size outweighed the loss of the teaching assistants in grades K-3? **N=25**

☐ **44.0%** Yes ☐ **36.0%** No ☐ **20.0%** Don't know

7. What do you believe is the added value (if any) of the presence of the teaching assistants in a reduced class size setting?
[N=28 – multiple responses provided by respondents]
   - **Individual instruction (N=19; 67.9%)**
   - **Small group instruction (N=12; 42.9%)**
   - **Instructional assistance (N=5; 17.9%)**
   - **Classroom management/behavior (N=5; 17.9%)**
   - **Smaller teacher to student ratio (N=4; 14.3%)**
   - **Administrative assistance (N=2; 7.1%)**

SECTION III – ADDITIONAL INSTRUCTIONAL SUPPORT POSITION

8. Were HP funds used to hire one additional instructional support staff person at your school for the 2004-2005 school year? **N=33**

☐ **72.7%** Yes ☐ **27.3%** No ≡ ***SKIP TO QUESTION 7*** ☐ Don't know ≡ ***SKIP TO QUESTION 7***

9. What type of instructional support position was allotted to your school? (Check ***only one***) **N=24**

☐ **20.8%** K-3 Classroom Teacher ☐ **8.3%** Parent Liaison or Parent Coordinator
☐ **25.0%** Curriculum Specialist (Math, Science) ☐ **16.7%** Literacy Specialist
☐ Specialty Teacher (Art, Phys Ed, Music ☐ **12.5%** Guidance Counselor
☐ **4.2%** Staff Developer ☐ Social Worker
☐ **12.5%** Other, specify: _____
   - **Instructional support person (3)**

What are the main responsibilities of the additional instructional support person (checked above)?
[N=18 – multiple responses provided by respondents]

- **Instructional planning/support (N=11; 61.1%)**
- **Parent liaison/Family support/Guidance counselor (N=8; 44.4%)**
- **Curriculum support (N=8; 44.4%)**
- **Professional Development (N=5; 27.8%)**
- **Testing/Data analysis (N= 2; 11.1%)**
- **School activites (N=1; 5.6%)**
- **Administrative support (N=1; 5.6%)**

Does the added instructional support staff person have any ancillary responsibilities related to improving parent involvement in the school? **N=18**

☐ **72.2%** Yes ☐ **27.8%** No

If ***yes***, please describe:
[N=13 – multiple responses provided by respondents]

- **Parent workshops and seminars (N=8; 61.5%)**
- **Parent/teacher Liaison (N=7; 53.8%)**
- **Activities/opportunities for parent involvement (N=5; 38.5%)**
- **Testing/Data Analysis (N=3; 23.1%)**
- **Newsletter (N=1; 7.7%)**

Did you receive any guidance or assistance in selecting the type of additional instructional support person? (Check ***only one*** response) **N=20**

☐ **35.0%** Yes, from the District only
☐ **25.0%** Yes, from both the District and DPI
☐ **5.0%** Yes, from DPI only
☐ **35.0%** No

In your opinion, what effect (if any) has the hiring of the additional instructional support person had on parental involvement in your school? **N=20**

☐ **30.0%** Neutral – The hiring of the additional instructional support person **has not had any effect** on parent involvement in the school.
☐ **70.0%** Positive – The hiring of the additional instructional support person **has improved** parent involvement in the school.
☐ Negative – The hiring of the additional instructional support person **has decreased** parent involvement in the school.

In your opinion, has parent involvement increased at your school during the 2004-2005 school year ***because*** of the HP Schools Initiative? **N=32**

☐ **53.1%** Yes ☐ **43.8%** No ☐ **3.1%** Don't know

a. If **yes**, what aspect(s) of the HP Initiative (if any) has caused an increase in parent involvement at your school?

[N=16 – multiple responses provided by respondents]

- **Parent involvement workshops/activities/events (N=7; 43.8%)**
- **Additional support position (N=7; 43.8%)**
- **Additional funds/School support and cooperation (N=4; 25%)**
- **Improved communication (N=3; 18.8%)**
- **Reduced class sizes (N=2; 12.5%)**

. In your opinion, what have been the ***most effective*** types of strategies used to increase parent involvement at your school since the start of the HP Schools Initiative?
[N=27 – multiple responses provided by respondents]

- **Positive communication via newletters/flyers/messaging systems (N=10; 37.1%)**
- **In-class activities/Events/Student performances (N=9; 33.3%)**
- **Parent and family workshops (N=8; 29.6%)**
- **Provide meals (N=7; 25.9%)**
- **Parent/teacher conferences (N=7; 25.9%)**
- **Additional support position (N=3; 11.1%)**
- **Increased number of parent volunteers (N=3; 11.1%)**
- **After school programs/child care (N=3; 11.1%)**
- **Free books (N=2; 7.4%)**

. How satisfied are you with the level of parent involvement in your school? **N=32**

1	2	3	4	5
Not at all satisfied		Somewhat satisfied		Very satisfied
6.3%	**9.4%**	**78.1%**	**6.3%**	

ECTION IV – EXTENSION OF TEACHER CONTRACTS FOR PROFESSIONAL DEVELOPMENT

. Have you planned or do you plan to implement the 5-day extension of teacher contracts for professional development during the 2004-2005 school year? **N=33**

☐ **97.0%** Yes ☐ **3.0%** No ≡ ***SKIP TO SECTION V, Page 7***
☐ Don't know/Not sure ≡ ***SKIP TO SECTION V, Page 7***

. Who was (or is) involved in determining the topics for the 5-day contract extension teacher professional development sessions? (Check ***all*** that apply for the 2004-2005 school year) **N=31**

☐ **54.8%** Staff from the District
☐ **9.7%** Target K-3 Classroom Teachers
☐ **61.3%** All Classroom Teachers
☐ **16.1%** Outside Experts or Consultants
☐ **77.4%** School Leadership/Improvement Team
☐ **64.5%** HP School Principal
☐ **3.2%** Staff from DPI
☐ **3.2%** Members of the State Assistance Team
☐ **16.1%** Other School Staff (Literacy Specialists)
☐ Other, specify:_____

. What process is used to determine the content of the 5-day contract extension professional development that has been (or will be) offered at your school?
[N=29 – multiple responses provided by respondents]

- **Staff surveys/requests/planning (N=13; 44.8%)**
- **Student/test data analysis (N=13; 44.8%)**
- **Needs assessment/Improvement plans (N=13; 44.8%)**
- **District recommendation (N=7; 24.1%)**
- **Local/state/federal initiatives (N=6; 20.7%)**
- **Leadership team (N=5; 17.2%)**

. Which of the following describe(s) the major content areas or topics covered during the 5-day contract extension professional development that has been (or will be) offered at your school? (Check ***all*** that apply to the 2004-2005 school year) **N=31**

☐ **38.7%** Individualized instruction
☐ **45.2%** Small group instruction
☐ **32.3%** Cooperative learning
☐ **19.4%** Language learning approaches
☐ **16.1%** Theme-based instruction
☐ **35.5%** Learning centers
☐ **41.9%** Manipulatives
☐ **16.1%** Inquiry-based instruction

- ☐ **9.7%** Project-based instruction
- ☐ **74.2%** Literacy instruction
- ☐ **51.6%** Mathematics instruction
- ☐ **58.1%** Lessons that incorporate the North Carolina Standard Course of Study
- ☐ **9.7%** Specific strategies for teaching English language learners
- ☐ **38.7%** Specific school-reform models (e.g. Comer School Development Program)
- ☐ **45.2%** Technology as a learning tool
- ☐ **32.3%** Science instruction
- ☐ **19.4%** Increasing parental involvement
- ☐ **16.1%** Specific strategies for teaching students with disabilities
- ☐ **54.8%** Classroom management strategies (e.g., discipline, diversity)
- ☐ **3.2%** Don't know/Not sure
- ☐ **29.0%** Other, specify:_____
  - **Reading First (e.g., NC Reads, Open Court) (4)**
  - **Guided Reading (2)**
  - **Differentiated instruction**
  - **Framework of Poverty**
  - **Montessori Philosophy**
  - **Professional Learning Teams**

5. To date, to what extent have the following topics been covered during the 5-day contract extension professional development?

	Not at all	Partially Covered	Adequately Covered	Fully Covered	Not applicable
a. North Carolina's Standard Course of Study, including strategies for classroom practice **N=31**	☐ **3.2%**	☐ **9.7%**	☐ **41.9%**	☐ **45.2%**	☐
b. Strategies for working with students with disabilities and limited English proficiency **N=26**	☐ **15.4%**	☐ **34.6%**	☐**42.3%**	☐ **3.8%**	☐ **3.8%**
c. Strategies for promoting active learning **N=30**	☐ **3.3%**	☐ **3.3%**	☐ **50.0%**	☐ **43.3%**	☐
d. Specific needs of the participating teachers **N=27**	☐ **3.7%**	☐ **18.5%**	☐ **48.1%**	☐ **25.9%**	☐ **3.7%**
e. Specific needs of the students in your school **N=31**	☐ **3.2%**	☐ **16.1%**	☐ **45.2%**	☐ **32.3%**	☐ **3.2%**
f. Strategies for implementing research-based or "best practice" instructional methods **N=31**	☐	☐ **3.2%**	☐ **45.2%**	☐ **51.6%**	☐
g. The school's school improvement plan **N=30**	☐ **10.0%**	☐ **13.3%**	☐ **20.0%**	☐ **56.7%**	☐

6. In your opinion, to what extent has (or will) the content of the 5-day contract extension professional development prepared teachers to work more effectively with smaller classes? **N=31**

☐ **3.2%** Not at all ☐ **19.4%** Partially ☐ **58.1%** Adequately ☐ **19.4%** Fully

7. What assistance has (or will) DPI offered to the HP school(s) and your district to plan or carry out professional development that incorporates proven teaching strategies for reduced class size settings? (Check ***all*** that apply) **N=31**

- ☐ **45.2%** Additional funding
- ☐ **19.4%** Contracts with outside experts
- ☐ **3.2%** Physical space
- ☐ **32.3%** No State assistance has been offered
- ☐ **25.8%** State-level staff developers
- ☐ **19.4%** Assistance with finding outside experts
- ☐ **16.1%** Supplies and materials
- ☐ **6.5%** Other, specify: _____
  - **List of strategies**
  - **Literacy coaches**

8. In your opinion, to what extent has (or will) the assistance from DPI helped your school and the district plan or carry out professional development that incorporates proven teaching strategies for reduced class size settings? **N=30**

☐ **16.7%** Not at all ☐ **33.3%** Partially ☐ **36.7%** Adequately ☐ **13.3%** Fully

Do you think that your school would benefit from increased assistance from DPI in planning professional development that focuses on proven or research-based strategies for teaching in smaller classes? **N=30**

☐ **66.7%** Yes ☐ **33.3%** No

Which of the following were incorporated into the model used to deliver the 5-day contract extension professional development (PD) at your school? (Check ***all*** that apply) **N=30**

☐ **36.7%** Individually guided staff development (e.g., learning plan designed by the teacher)
☐ **43.3%** Observation/assessment (e.g., evaluation, clinical supervision, or peer coaching)
☐ **66.7%** Involvement in a development/improvement process (e.g., develop/adapt curriculum, design programs, or engage in systematic school improvement processes)
☐ **53.3%** Training (e.g. serve on PD planning teams which assess needs, explore research-based approaches, select content, determine goals/objectives, schedule training sessions, and monitor PD program implementation) and
☐ **43.3%** Inquiry (e.g., research classroom techniques, formulate research questions, gather and analyze data, and use findings to improve instruction)
☐ **6.7%** Other (specify): _____

- **Literacy coach demonstration lessons**
- **Guided Reading Instruction**

a. When thinking about the above models, what were the general arrangements for providing the PD? (Check ***all*** that apply) **N=31**

☐ **61.3%** In-service PD held during designated school days
☐ **45.2%** In-service PD held during after school workshops
☐ **64.5%** Full-day PD held during summer vacation days
☐ **12.9%** In-service PD held on the weekends
☐ **41.9%** In-classroom coaching or modeling of a particular teaching skill or method
☐ **41.9%** Job-embedded follow-up opportunities to the PD (e.g., joint lesson planning, collaborative assessments of student work, peer coaching)
☐ **6.5%** Other (specify): _____

- **Monthly professional development**
- **Staff retreat (off campus) on HP days**

Do you think the model(s) used by your school to deliver the 5-day contract extension PD was effective? **N=32**

☐ **78.1%** Yes ☐ No ☐ **21.9%** Don't know/Not sure

If **yes**, why was (were) the model(s) effective?
[N=25 – multiple responses provided by respondents]

- **Collaborative training led to shared strategies (N=7; 28%)**
- **PD based on school's needs (N=6; 24%)**
- **Increased teacher understanding/productivity (N=5; 20%)**
- **Rallied school spirit (N=4; 16%)**
- **Diversity and learning style awareness (N=3; 12%)**
- **Allowed time for in-depth follow-up and planning (N=2; 8%)**
- **After-school PD convenient for teachers (N=1; 4%)**
- **During summer training prior to school year (N=1; 4%)**
- **Ongoing training led to learning throughout year (N=1; 4%)**
- **Improved strategies for classroom use (N=1; 4%)**
- **Reading First provided in-depth literacy strategies (N=1; 4%)**

2. If the professional development model at your school included regular follow-up, in your opinion, is the follow-up professional development that was provided to teachers after the 5-day contract extension PD sufficient? **N=28**

☐ **71.4%** Yes ☐ **14.3%** No ☐ **14.3%** Don't know/Not sure

ECTION V --- EXTENDED SCHOOL YEAR INITIATIVE FOR STUDENTS

. Has (or will) your school implemented the extended school year component for students in the 2004-2005 school year? **N=33**

☐ **93.9%** Yes
☐ **6.1%** No ≡ ***SKIP TO SECTION VI, Page 8***
☐ Don't know/Not sure ≡ ***SKIP TO SECTION VI, Page 8***

. How has (or will) the school year been extended by five additional days? (Check ***all*** that apply) **N=30**

☐ **6.7%** Holding school on Saturdays
☐ **10.0%** Holding school during teacher workdays
☐ **13.3%** Offering a 5-day summer program
☐ **16.7%** Starting school 5 days earlier
☐ **66.7%** Extending the school year by 5 extra days
☐ **10.0%** Holding school for students during school holidays or breaks
☐ **13.3%** Providing an after school program
☐ Other, specify: _____

. What instructional activities have been (or are being) planned for the extended school year initiative for students at this school? (Check ***all*** that apply) **N=27**

☐ **66.7%** An extension of what is being taught during the regular school day
☐ **59.3%** Enrichment activities that are not part of the regular school day curriculum
☐ **48.1%** Remediation
☐ **3.7%** 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.

[N=22 – multiple responses provided by respondents]

- **Core subject area activities (N=10; 45.5%)**
- **Diversity awareness fairs/academic games (N=5; 22.7%)**
- **Regular school day activities (N=4; 18.2%)**
- **Tutoring/remediation (N=4; 18.2%)**
- **Technology/manipulative instruction (N=3; 13.6%)**
- **Program-based enrichment (SFA; Reading First; etc) (N=2; 9.1%)**
- **Field trip (N=2; 9.1%)**
- **Parent involvement activities (N=2; 9.1%)**

. In your opinion, to what extent is (or will) the implementation of the extended school year initiative contributing to growth in student achievement? **N=28**

1	2	3	4	5
Not at all		Somewhat		To a great extent
7.1%	**10.7%**	**46.4%**	**21.4%**	**14.3%**

SECTION VI - EFFECTIVENESS OF IMPLEMENTATION

Thinking about all four of the legislatively prescribed components that make up the HP Schools Initiative, what combination of these, if any, do you believe contributed to improved student achievement at your school? (Check ***all*** that apply) **N=33**

- ☐ **93.9%** Reduced class sizes in grades K-3
- ☐ **48.5%** Extended teacher contracts for professional development
- ☐ **36.4%** Extended school year for students
- ☐ **51.5%** Added instructional support position
- ☐ None of the above

How effective has the implementation of the HP Initiative been in your school in terms of:

	Not at all effective	Somewhat effective	Very effective	Not applicable
a. Reconfiguring/expanding existing physical space **N=31**	☐ **19.4%**	☐ **25.8%**	☐ **16.1%**	☐ **38.7%**
b. Reducing class size for particular groups of children **N=33**	☐ **3.0%**	☐ **21.2%**	☐ **75.8%**	☐
c. Obtaining qualified teachers for newly created classes **N=32**	☐ **18.8%**	☐ **25.0%**	☐ **56.3%**	☐
d. Improving teacher knowledge and skills in teaching methods appropriate for use with lower class size **N=33**	☐ **6.1%**	☐ **33.3%**	☐ **60.6%**	☐
e. Improving teacher knowledge and skills in using appropriate assessment methods **N=32**	☐	☐ **28.1%**	☐ **71.9%**	☐
f. Improving teacher knowledge and skills in using classroom management methods **N=33**	☐	☐ **45.5%**	☐ **54.5%**	☐
g. Improving student achievement (grades K-3) **N=32**	☐	☐ **25.0%**	☐ **75.0%**	☐
h. Improving student achievement (all other grade levels) **N=32**	☐	☐ **34.4%**	☐ **62.5%**	☐ **3.1%**
i. Improving student attendance **N=32**	☐ **6.3%**	☐ **53.1%**	☐ **31.3%**	☐ **9.4%**
j. Increasing parental involvement in the classroom **N=32**	☐ **12.5%**	☐ **59.4%**	☐ **21.9%**	☐ **6.3%**

Has your school combined funds from other funding sources to support or defray the costs associated with implementing the different components of the HP Initiative? (Check ***all*** that apply)

	Not applicable	Federal (e.g., Title 1)	State (Other than HP funds)	Other local funds
a. Reducing class size in grades K-3 **N=29**	☐ **20.7%**	☐ **51.7%**	☐ **24.1%**	☐ **20.7%**
b. Extending the school year for students **N=29**	☐ **44.8%**	☐ **13.8%**	☐ **31.0%**	☐ **20.7%**
c. Extending teacher contracts for professional development **N=28**	☐ **35.7%**	☐ **32.1%**	☐ **25.0%**	☐ **17.9%**
d. Paying for the added instructional support position **N=29**	☐ **27.6%**	☐ **41.4%**	☐ **17.2%**	☐ **24.1%**
e. Providing parent involvement programs **N=30**	☐ **3.3%**	☐ **83.3%**	☐ **16.7%**	☐ **13.3%**

Reflecting on the 2004-2005 school year of HP implementation, for ***each*** of the following potential challenges, check ***yes*** if it has been problem for your school, or ***no*** if it has not been a problem for your school.

	No, not a problem	Yes, a small problem	Yes, a significant problem
a. Inadequate information regarding funding available to HP Schools **N=33**	☐ **69.7%**	☐ **24.2%**	☐ **6.1%**
b. Late notification of HP funding **N=31**	☐ **71.0%**	☐ **22.6%**	☐ **6.5%**
c. Insufficient HP funding from the State **N=28**	☐ **71.4%**	☐ **7.1%**	☐ **21.4%**
d. Lack of commitment from District-level administrators **N=32**	☐ **75.0%**	☐ **18.8%**	☐ **6.3%**
e. Insufficient District funding to supplement State HP monies **N=31**	☐ **64.5%**	☐ **25.8%**	☐ **9.7%**

		No, not a problem	Yes, a small problem	Yes, a significant problem
f.	Lack of available State certified teachers in grades K-3 **N=31**	☐ **41.9%**	☐ **38.7%**	☐ **19.4%**
g.	Lack of teacher assistant positions in the K-3 classrooms **N=32**	☐ **28.1%**	☐ **37.5%**	☐ **34.4%**
h.	Insufficient space in the school to reduce class sizes **N=32**	☐ **46.9%**	☐ **37.5%**	☐ **15.6%**
i.	Insufficient money to set up additional classrooms (purchase portable units, remodel existing space) **N=31**	☐ **48.4%**	☐ **29.0%**	☐ **22.6%**
j.	Retaining experienced teachers because of the 10 additional workdays required at the HP schools **N=32**	☐ **62.5%**	☐ **28.1%**	☐ **9.4%**
k.	Poor working relationship between the school and outside agency that provided the contract extension PD **N=32**	☐ **96.9%**	☐ **3.1%**	☐
l.	Insufficient instructional materials and resources for teachers **N=32**	☐ **81.3%**	☐ **18.8%**	☐
m.	Lack of technical assistance/support from DPI regarding implementation of the HP Initiatives **N=31**	☐ **74.2%**	☐ **22.6%**	☐ **3.2%**
n.	Poor communication between DPI and the schools on the requirements and expectations of the HP Initiatives **N=31**	☐ **64.5%**	☐ **32.3%**	☐ **3.2%**
o.	Not enough support from parents **N=32**	☐ **31.3%**	☐ **62.5%**	☐ **6.3%**
p.	Other:_____	☐	☐	☐

Thinking about the past **four school** years, do you believe that the HP Schools Initiative resulted in an increase in staff turnover at your school? **N=33**

☐ **18.2%** Yes ☐ **60.6%** No ☐ **21.2%** Don't Know

a. If you checked ***yes*** above, please indicate why the HP Schools Initiative resulted in an increase in staff turnover at your school. **N=7**
   - **Staff did not like the 10 extra days required by the HP Initiative (4)**
   - **High rate of stress/negative view associated with HP schools (2)**
   - **No teacher assistants**

From what you know, are teachers in your school resistant to working the 10 additional days required by the HP Schools Initiative (5-day contract extension professional development and the 5 days for the extended school year), despite being compensated for this time? **N=32**

☐ **75.0%** No

☐ **25.0%** Yes ≡If *yes*, please explain why: **N=11**
   - **Extra 10 days present conflicts for teachers with their summer plans (e.g., vacation, college, child care, part-time summer jobs) (4)**
   - **Additional instructional time is not effective for the students (e.g., poor student attendance) (4)**
   - **Additional HP days draw negative "low performing" status to the staff and school (2)**
   - **Teachers do not like being on a different calendar from the rest of the schools in the county (2)**
   - **Teachers prefer to work only the 5 extra days of PD**

What additional types of constraints (if any) has your school encountered in implementing any of the four components of the HP Schools Initiative?
[N=16 – multiple responses provided by respondents]
- **Problems with extended school year (N=3; 18.8%)**
- **Loss of teaching assistants (N=3; 18.8%)**
- **Space issues (N=3; 18.8%)**
- **Conflicts with other initiatives (N=2; 12.5%)**
- **Staff unpaid/Teaching assistants unemployed (N=2; 12.5%)**

- **Funding for materials for PD/extended year/additional teachers (N=2; 12.5%)**
- **Negative HP status (N=1; 6.3%)**
- **Finding qualified teachers (N=1; 6.3%)**
- **Lack of information (N=1; 6.3%)**
- **Less time for specials (N=1; 6.3%)**

. What support or technical assistance (if any) was provided **by the District** to your school to support the implementation of the HP Schools Initiative?
[N=28 – multiple responses provided by respondents]

- **Informational meetings for staff/PD opportunities (N=12; 42.9%)**
- **Initiatives followed-through/Progress monitored (N=9; 32.1%)**
- **School Improvement Coordinator (N=4; 14.3%)**
- **Flexibility with calendar changes (N=4; 14.3%)**
- **Funding/planning extended school year (N=4; 14.3%)**
- **Additional support position funding (N=3; 10.7%)**
- **Curriculum Specialist (N=2; 7.1%)**
- **No assistance/lack of funding for additional support position (N=2; 7.1%)**
- **Assistance hiring certified staff (N=1; 3.6%)**
- **Parent Coordinator (N=1; 3.6%)**

. What is your opinion of the support provided by the District to your school in implementing the HP Schools Initiative? **N=32**

☐ **6.3%** Poor ☐ **15.6%** Fair ☐ **43.8%** Good ☐ **34.4%** Excellent

0. What support or technical assistance (if any) was provided **by DPI** to your school to support the implementation of the HP Schools Initiative?
[N=20 – multiple responses provided by respondents]

- **Information/meetings (N=11; 55.0%)**
- **Funding (N=6; 30.0%)**
- **Scheduling support (N=3; 15.0%)**
- **Additional support position (N=3; 15.0%)**
- **School improvement efforts (N=2; 10.0%)**
- **Class size reduction (N=2; 10.0%)**
- **Training (N=2; 10.0%)**

1. What is your opinion of the current level of support provided by DPI to your school in implementing the HP Schools Initiative? **N=27**

☐ **14.8%** Poor ☐ **33.3%** Fair ☐ **37.0%** Good ☐ **14.8%** Excellent

2. What changes (positive or negative) have taken place at your school because of the implementation of the HP Schools Initiative?
[N=29 – multiple responses provided by respondents]
POSITIVE (N=29; 100%)

- **Improved student achievement/behavior (N=13; 44.8%)**
- **Smaller class size (N=11; 37.9%)**
- **Improved/increased professional development (N=10; 34.5%)**
- **Improved instructional practices (N=10; 34.5%)**
- **Increased use of data/resources (N=5; 17.2%)**
- **Increased staff collaboration/morale (N=4; 13.8%)**
- **Increased parental involvement (N=4; 13.8%)**
- **Improved staff hiring (N=4; 13.8%)**

NEGATIVE (N=6; 20.7%)

- **Loss of teaching assistants (N=5; 17.2%)**
- **Space issues (N=1; 3.5%)**
- **Negative HP stigma (N=1; 3.5%)**
- **Increased paperwork (N=1; 3.5%)**

What school-based plans (if any) have been made to sustain one or more of the components of the HP Schools Initiative once state funding is no longer available? Please describe.

[N=21 – multiple responses provided by respondents]

- **Smaller class size (N=9; 42.9%)**
- **Professional development (N=6; 28.6%)**
- **Maintain improved instruction/curriculum (N=4; 19.0%)**
- **Continue school improvement plans (N=3; 14.3%)**
- **Parental involvement (N=3; 14.3%)**
- **Extended student school year (N=2; 9.5%)**
- **Additional support position (N=2; 9.5%)**
- **Maintain highly qualified staff (N=1; 4.8%)**

Finally, what changes can you suggest to improve the overall design or implementation of the different components to the HP Initiative?

[N=24 – multiple responses provided by respondents]

- **Provide adequate resources (e.g. money, extended school year framework, HP school support Groups/collaboration) (N=10; 41.7%)**
- **Improve communication with DPI (N=8; 33.3%)**
- **Expand initiatives (e.g. reduce class size in grades 4-5, lengthen school day, continue funding) (N=5; 20.8%)**
- **Reinstate teaching assistants (N=4; 16.6%)**
- **Update/change list of HP schools (N=3; 12.5%)**
- **Stop extended student school year (N=3; 12.5%)**
- **Professional development funds/accountability (N=3; 12.5%)**

Thank you for completing this survey.

Third Annual Evaluation of the High-Priority Schools Initiative

Annotated HP School Teacher Survey
Total Surveys Received (N=937)

ECTION I - BACKGROUND

. What is your position at the school? **N=913**

- ☐ **48.5%** Classroom Teacher - Grades K-3
- ☐ **17.1%** Classroom Teacher - Grades 4-6
- ☐ **8.0%** Specialty Teacher (Art, Phys Ed, Music)
- ☐ **3.3%** Pre-kindergarten Teacher
- ☐ **12.0%** Resource Teacher (ESL, Special Ed)
- ☐ **11.1%** Other, specify: _____
  - **Literacy coach, tutor, or facilitator (28)**
  - **School counselor, psychologist, or social worker (22)**
  - **Media coordinator (e.g, technology, library) (16)**
  - **Curriculum coordinator, facilitator, or specialist (14)**
  - **Speech pathologist (4)**
  - **Support staff (3**
  - **Extension teacher (3)**
  - **Teacher leader (3)**
  - **AIG (2)**
  - **Spanish teacher (2)**
  - **Home school coordinator (1)**
  - **Self-contained DD (1)**
  - **Grant coordinator (1)**
  - **Transitional teacher (1)**

. Please indicate the number of years of experience you've had teaching (including the current year as one year): **N=905**

Mean: 13 years [Range=1 year – 42 years]

. What is your highest education achievement? **N=930**

- ☐ **1.9%** Doctoral or advanced degree
- ☐ **30.3%** Master's degree
- ☐ **66.6%** Bachelor's (4-year) degree
- ☐ **0.1%** Associate's (2-year) degree
- ☐ **1.1%** Other, specify: _____
  - **Advanced Certification above Master's degree (9)**
  - **National Board Certification (1)**

. Are you State licensed and/or certified for your current position? **N=933**

- ☐ **91.5%** Yes
- ☐ **8.5%** No

CTION II – CLASS SIZE REDUCTION

Over the past **four** school years, your school received HP funding to reduce class size in grades K-3. Has the number of students in ***your class*** decreased as a result of this Initiative for the 2004-2005 school year? **N=905**

☐ **22.5%** No ☐ **52.3%** Yes ☐ **25.2%** Not applicable – this is my first year teaching in this school

Have any changes been made to your physical classroom space to allow for class size reduction? **N=844**

☐ **79.7%** No ☐ **20.3%** Yes

a. If ***yes***, what effect (if any) has the change in physical classroom space had on instruction? (Check ***only one*** response) **N=242**

- ☐ **27.7%** Neutral - The change in classroom space has **not had any effect** on instruction.
- ☐ **64.5%** Positive - The change in classroom space has **facilitated** effective instruction.
- ☐ **7.9%** Negative – The change in classroom space has made instruction **more difficult**.

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) **N=867**

☐ **18.3%**	Parallel or block scheduling	☐ **11.8%**	Multi-age grouping of students
☐ **43.8%**	Hired additional teachers/teaching assistants	☐ **28.1%**	Team teaching
☐ **58.0%**	Small group intervention (pull-outs)	☐ **65.7%**	Small group instruction
☐ **72.7%**	Grade level planning	☐ **68.2%**	Tutoring or remediation
☐ **29.8%**	Used school-wide curriculum plan (e.g., SFA)	☐ **5.4%**	None

☐ **3.7%** Other, specify: _____

- **Literacy programs (Waterford Reading, Reading First, Literacy Collaborative) (7)**
- **Loss of TA's (6)**
- **Special classes taught in combination (6)**
- **Increased length of schooling (6 day rotation, after school programs) (3)**
- **School-wide behavior plans (3)**
- **Wings program (2)**
- **Inclusion (2)**
- **Improved student-family communication (1)**
- **Professional development (1)**
- **Montessori Philosophy (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 **N=864**	☐ **1.0%**	☐ **1.7%**	☐ **16.2%**	☐ **81.0%**
• Competition among students for teacher's attention **N=874**	☐ **2.6%**	☐ **21.2%**	☐ **46.7%**	☐ **29.5%**
• Behavioral or discipline problems **N=881**	☐ **2.0%**	☐ **27.7%**	☐ **46.1%**	☐ **24.2%**
• Students disrupting the work of other students **N=884**	☐ **2.9%**	☐ **33.0%**	☐ **45.0%**	☐ **19.0%**
• Students being "off-task" for more than 5 minutes **N=879**	☐ **7.8%**	☐ **43.1%**	☐ **36.5%**	☐ **12.5%**

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. **N=878**	☐ **0.7%**	☐ **11.8%**	☐ **87.5%**
• I provide feedback on students' writing assignments within 1 day. **N=815**	☐ **6.3%**	☐ **34.5%**	☐ **59.3%**
• I have enough time to provide individualized attention to students. **N=873**	☐ **22.3%**	☐ **46.5%**	☐ **31.2%**
• I am able to plan instructional activities where students are placed in small groups. **N=877**	☐ **5.8%**	☐ **32.7%**	☐ **61.5%**

	Not Really	Somewhat	To a Great Extent
• I am able to meet the instructional needs of all students. **N=878**	☐ 4.8%	☐ 44.0%	☐ 51.3%
• I have enough time to initiate the right amount of parent contact/communication. **N=874**	☐ 18.3%	☐ 49.5%	☐ 32.2%
• I am able to respond to parent requests/questions within 1 day. **N=872**	☐ 4.6%	☐ 28.0%	☐ 67.4%
• There is sufficient time for me to explore curriculum topics fully. **N=878**	☐ 27.1%	☐ 47.9%	☐ 24.9%

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
Math:				
• Using a calculator **N=781**	☐ 22.3%	☐ 18.1%	☐ 33.4%	☐ 26.2%
• Using measuring instruments **N=785**	☐ 6.5%	☐ 11.7%	☐ 50.6%	☐ 31.2%
• Playing with math-related games **N=792**	☐ 4.0%	☐ 6.9%	☐ 36.9%	☐ 52.1%
• Using math in the context of other subjects **N=781**	☐ 2.7%	☐ 8.3%	☐ 41.7%	☐ 47.2%
• Doing math worksheets **N=780**	☐ 7.6%	☐ 19.0%	☐ 41.2%	☐ 32.3%
• Using patterns to discover math relationships **N=787**	☐ 3.8%	☐ 3.4%	☐ 39.0%	☐ 53.7%
• Practicing computational skills **N=778**	☐ 5.8%	☐ 5.7%	☐ 25.1%	☐ 63.5%
• Working with manipulative aids **N=787**	☐ 3.4%	☐ 3.2%	☐ 18.7%	☐ 74.7%
• Other (specify): _____ **N=78**	☐ 15.4%	☐ 3.8%	☐ 15.4%	☐ 65.4%

- **General strategies (not specified) (29)**
- **Attending computer lab, and using technology (20)**
- **Practicing general math skills (mental math, math facts, number skills) (7)**
- **Math project, centers, and kits (6)**
- **Cooperative learning; working with peers (5)**
- **Problem solving skills (4)**
- **Math programs (RAMP, Scott Foresman, Study Island, Saxon Math) (4)**
- **Using overhead projector (1)**
- **Review (1)**
- **Having a math contest (1)**

Reading:				
• Having guided discussions about reading **N=842**	☐ 2.4%	☐ 2.5%	☐ 10.9%	☐ 84.2%
• Having students read aloud to a partner **N=830**	☐ 3.7%	☐ 6.7%	☐ 29.2%	☐ 60.4%
• Working on phonics **N=839**	☐ 2.9%	☐ 10.1%	☐ 25.4%	☐ 61.6%
• Writing narratives or descriptive material using invented spelling **N=826**	☐ 6.9%	☐ 9.2%	☐ 29.5%	☐ 54.4%
• Discussing new or difficult vocabulary **N=845**	☐ 1.3%	☐ 2.4%	☐ 15.3%	☐ 81.1%
• Working in a reading book **N=820**	☐ 12.2%	☐ 13.0%	☐ 19.5%	☐ 55.2%
• Listening to the teacher read stories **N=835**	☐ 1.8%	☐ 2.3%	☐ 18.9%	☐ 77.0%
• Other (specify): _____ **N=88**	☐ 8.0%	☐ 1.1%	☐ 13.6%	☐ 77.3%

- **General strategies (not specified) (33)**
- **Literacy programs (Accelerated Reader, Reading First, Guided Reading, Breakthrough to Literacy, Open Court, Literacy Collaborative) (17)**
- **Computer lab; using technology; books on tape (13)**
- **Projects, games, literacy centers (9)**
- **Literacy skills/activities (6)**
- **Integrating music (4)**
- **Silent reading (3)**
- **Working with manipulatives (2)**
- **RC testing (1)**

. During this school year, in what ways or how often 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	**N=898**	☐ **2.2%**	☐ **4.2%**	☐ **32.6%**	☐ **60.9%**
• Sent home or mailed classroom newsletters	**N=867**	☐ **14.5%**	☐ **12.2%**	☐ **31.0%**	☐ **42.2%**
• Made home visits	**N=871**	☐ **50.2%**	☐ **23.2%**	☐ **19.4%**	☐ **7.2%**
• Made phone calls	**N=903**	☐ **2.1%**	☐ **6.6%**	☐ **39.8%**	☐ **51.5%**
• Completed weekly behavior reports	**N=859**	☐ **15.9%**	☐ **14.2%**	☐ **22.5%**	☐ **47.4%**
• Sent e-mail messages	**N=855**	☐ **75.0%**	☐ **14.2%**	☐ **8.5%**	☐ **2.3%**
• Other (specify): _____	**N=77**	☐ **18.2%**	☐ **2.6%**	☐ **28.6%**	☐ **50.6%**

- **Parent/teacher conferences (26)**
- **Other methods of contact/communication (not specified) (18)**
- **Daily or bi-weekly progress and behavior reports (15)**
- **Wrote in student agendas which were sent home to parents (7)**
- **Hosted events/activities (4)**
- **Maintained webpage (2)**
- **Others made visits (2)**
- **See parents in public (1)**
- **Testing meetings (1)**
- **Acted as translator (1)**

. Why have you contacted parents thus far this year? (Check ***all*** that apply) **N=907**

☐ **75.4%** A child has been attentive and well behaved during class time
☐ **76.0%** To invite/notify parents about classroom activities
☐ **85.3%** A child has been especially disruptive during class time
☐ **43.1%** To ask parents for classroom supplies (donations)
☐ **46.3%** To invite parents to attend class trips
☐ **72.2%** A child has shown improvement in their academic skills
☐ **44.4%** A child has submitted exemplary work
☐ **46.1%** A child has difficulty working with students in small groups
☐ **73.5%** A child has been inattentive and missing class work or homework assignments
☐ **32.1%** A child has a serious problem at home that is affecting their schoolwork and/or social skills
☐ **40.6%** A child in my class has a learning disability
☐ **2.4%** Not applicable – I have not contacted parents for any reason during this school year
☐ **6.4%** Other (specify): _____

- **To schedule conferences or discuss child over the phone (25)**
- **IEP meetings and progress reports (11)**
- **Illness or health concerns (7)**
- **Excessive absences/tardiness; poor attendance (5)**
- **To translate information for non-English speaking parents (3)**
- **Overdue library book (3)**
- **To express pleasure at teaching their child (2)**
- **Volunteering (2)**

. In your opinion, has parent involvement increased in your school during the 2004-2005 school year ***because*** of the HP Schools Initiative? **N=926**

☐ **29.4%** Yes ☐ **35.3%** No ☐ **35.3%** Don't know

a. If **yes**, what aspect(s) of the HP Initiative (if any) do you think contributed to an increase in parent involvement at your school?

[N=232 – multiple responses provided by respondents]

- **Increased number of programs/activities/workshops offered (N=85; 36.6%)**
- **Improved and increased contact (including contact translated into Spanish) (N=49; 21.1%)**
- **Additional support position (N=41; 17.7%)**
- **Smaller class size (N=33; 14.2%)**
- **School improvement plan (N=20; 8.6%)**
- **Increase in parental interest (N=13; 5.6%)**
- **HP initiatives have had no effect (N=5; 2.2%)**
- **Free food (N=5; 2.2%)**
- **Lower teacher turnover (N=1; 0.4%)**
- **New administration (N=1; 0.4%)**

b. In your opinion, what have been the ***most effective*** types of strategies used to increase parent involvement at your school since the start of the HP Schools Initiative?

[N=468 – multiple responses provided by respondents]

- **Programs/activities/events involving students and parents (performances, award nights, in-class activities, report card pick-up, PTO meetings) (N=334; 71.4%)**
- **Free food, or other incentives such as door prizes (N=117; 25.0%)**
- **Improved contact (translated into Spanish, newsletters, emails, websites, home visits/calls) (N=100; 21.4%)**
- **Additional support position, parent coordinator; increased volunteers (N=22; 4.7%)**
- **Take-home activities (N=13; 2.8%)**
- **Fundraisers (N=8; 1.7%)**
- **Test information/results (N=7; 1.5%)**
- **Transportation provided (e.g. using school buses) (N=6; 1.3%)**

0. How satisfied are you with the level of parent involvement in your school? **N=903**

1	2	3	4	5
Not at all satisfied		Somewhat satisfied		Very satisfied
22.7%	**26.5%**	**40.0%**	**9.0%**	**1.9%**

1. From what you have observed as a result of the reduced class size HP Schools Initiative, what changes have 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 **N=788**	☐ **3.6%**	☐ **25.0%**	☐ **41.2%**	☐ **30.2%**
• Increased use of project-based instruction **N=775**	☐ **7.9%**	☐ **28.0%**	☐ **27.1%**	☐ **37.0%**
• Increased time spent on instruction **N=801**	☐ **4.2%**	☐ **23.5%**	☐ **50.4%**	☐ **21.8%**
• Reduced time spent on classroom management **N=780**	☐ **13.7%**	☐ **32.3%**	☐ **30.8%**	☐ **23.2%**
• Fewer discipline-related problems **N=803**	☐ **16.9%**	☐ **31.5%**	☐ **31.0%**	☐ **20.5%**
• Increased use of small group instruction **N=804**	☐ **3.6%**	☐ **18.7%**	☐ **59.3%**	☐ **18.4%**
• Greater incidence of individualized student instruction **N=788**	☐ **6.3%**	☐ **25.9%**	☐ **46.3%**	☐ **21.4%**
• Increased parental involvement in the classroom **N=790**	☐ **27.3%**	☐ **33.2%**	☐ **12.3%**	☐ **27.2%**
• Increased use of alternative student assessment methods **N=784**	☐ **11.2%**	☐ **29.2%**	☐ **29.8%**	☐ **29.7%**
• Positive changes in level of student effort and initiative (e.g., completing assignments, asking more questions, working well with other children) **N=798**	☐ **7.3%**	☐ **32.0%**	☐ **38.5%**	☐ **22.3%**

	No change	Modest change	Substantial change	Don't know
• Increased use of testing results to inform instruction **N=778**	☐ **4.8%**	☐ **22.5%**	☐ **47.8%**	☐ **24.9%**
• Other:_____ **N=107**	☐ **3.7%**	☐ **11.2%**	☐ **25.2%**	☐ **59.8%**

- **Other changes (not specified) (101)**
- **Improved student-peer-teacher relationships (2)**
- **Constant student monitoring (1)**
- **Use of literacy centers (1)**
- **Improved student confidence (1)**
- **Less stress on teachers (1)**

2. Do you have a teaching assistant in your classroom? **N=868**
   - ☐ **15.2%** Yes, full-time
   - ☐ **26.3%** Yes, part-time
   - ☐ **58.5%** No

3. If your school **kept** teaching assistant positions, how has the role of the teaching assistant changed in K-3 classrooms where there are fewer students?
[N=384 – multiple responses provided by respondents]
   - **Individualized, one-on-one instruction (N=162; 42.2%)**
   - **Small group instruction (N=115; 29.9%)**
   - **TA's are shared among classes and grades; team teaching (N=105; 27.3%)**
   - **Involved in instructional planning (N=68; 17.7%)**
   - **Assist with literacy instruction (N=24; 6.3%)**
   - **No change in roles (N=24; 6.3%)**
   - **Class management (N=23; 6.0%)**
   - **Administrative/clerical work (N=19; 4.9%)**

4. If your school **lost** teaching assistant positions, in your opinion, have the benefits associated with reduced class size outweighed the loss of the teaching assistants in grades K-3? **N=739**
   - ☐ **20.2%** Yes ☐ **36.0%** No ☐ **43.8%** Don't know

5. What do you believe is the added value (if any) of the presence of the teaching assistants in a reduced class size setting?
[N=642 – multiple responses provided by respondents]
   - **Individualized, one-on-one instruction (N=361; 56.2%)**
   - **Small group instruction (N=197; 30.7%)**
   - **General help with instruction, planning, and attending to students' needs (N=179; 27.9%)**
   - **Easier classroom management (N=114; 17.8%)**
   - **Clerical assistance (N=14; 2.2%)**
   - **No need for teaching assistant in reduced class size setting (N=10; 1.6%)**
   - **No change (N=5; 0.8%)**
   - **Reduced teacher turnover (N=2; 0.3%)**

SECTION III – EXTENSION OF TEACHER CONTRACTS FOR PROFESSIONAL DEVELOPMENT

. The HP Schools Initiative calls for schools to extend teachers' contracts to provide five additional days of professional development. Did (or will) your school implement the 5-day contract extension professional development during the 2004-2005 school year? **N=889**
   - ☐ **87.7%** Yes ☐ **3.1%** No ≡ ***SKIP TO SECTION IV, Page 7***
   - ☐ **9.1%** Do not know of any contract extension professional development being offered at this school ≡ ***SKIP TO SECTION IV, Page 7***

Did (or will) you participate in the 5-day contract extension professional development offered during the 2004-2005 school year (including the summer months)? **N=809**

☐ **88.1%** Yes ☐ **8.2%** No≡ If "No," why not? _____

SKIP TO SECTION IV, Page 7

- **Other reason not specified (30)**
- **Previous obligations (e.g. summer school, other job) (9)**
- **Not a regular classroom teacher (8)**
- **Not employed at that time (8)**
- **Transferring, leaving, retiring, or resigning from school (7)**
- **Unaware of professional development (3)**
- **On medical leave (1)**

☐ **3.7%** Do not know of any contract extension professional development being offered at this school ≡ ***SKIP TO SECTION IV, Page 7***

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) **N=751**

☐ **32.6%** Individualized instruction
☐ **43.0%** Small group instruction
☐ **36.2%** Cooperative learning
☐ **21.8%** Language learning approaches
☐ **10.7%** Project-based instruction
☐ **57.7%** Literacy instruction
☐ **42.9%** Mathematics instruction
☐ **38.5%** Lessons that incorporate the North Carolina Standard Course of Study
☐ **15.4%** Specific strategies for teaching English language learners
☐ **10.3%** Specific school-reform models (e.g., Comer School Development Program)
☐ **20.5%** Theme-based instruction
☐ **30.1%** Learning centers
☐ **30.9%** Manipulatives
☐ **15.2%** Inquiry-based instruction
☐ **33.2%** Technology as a learning tool
☐ **20.4%** Science instruction
☐ **19.7%** Increasing parental involvement
☐ **12.6%** Specific strategies for teaching students with disabilities
☐ **36.8%** Classroom management strategies (e.g., discipline, diversity)
☐ **19.7%** Don't know/not sure
☐ **7.5%** Other, specify:_____

- **Other training, not specified (36)**
- **Learning styles, questioning strategies, and differentiation (4)**
- **Professional development (4)**
- **Research-based training, using assessment, test, and best practices data (4)**
- **Core subject instruction (3)**
- **International Baccalaureate program (3)**
- **Spanish activities (1)**
- **TPRI training (1)**

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? **N=740**

☐ **39.1%** Yes ☐ **56.5%** No

☐ **4.5%** Not applicable – This school has not offered any contract extension PD ≡ ***SKIP TO SECTION IV, Page 7***

How well has the 5-day contract extension professional development prepared you to work more effectively with smaller classes? (Check ***only one*** response) **N=707**

☐ **16.3%** Not at all ☐ **24.3%** Partially ☐ **36.5%** Adequately ☐ **8.2%** Fully

☐ **13.3%** Not applicable – My class size has not been reduced

☐ **1.4%** Not applicable – This school has not offered any contract extension PD ≡ ***SKIP TO SECTION IV, Page 7***

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 **N=676**	☐ **12.6%**	☐ **21.2%**	☐ **47.6%**	☐ **18.6%**
• Strategies for working with diverse student populations (e.g., students with disabilities, English language learners) **N=676**	☐ **17.9%**	☐ **28.8%**	☐ **42.6%**	☐ **10.7%**
• Strategies for promoting active learning **N=681**	☐ **7.9%**	☐ **21.9%**	☐ **53.5%**	☐ **16.7%**
• Strategies for implementing small group instruction **N=671**	☐ **11.2%**	☐ **21.5%**	☐ **51.0%**	☐ **16.4%**
• The specific needs of the participating teachers **N=651**	☐ **15.8%**	☐ **28.9%**	☐ **44.2%**	☐ **11.1%**
• The specific needs of the students in your school **N=669**	☐ **10.2%**	☐ **26.9%**	☐ **49.0%**	☐ **13.9%**
• Strategies for implementing research-based or "best practice" instructional methods **N=670**	☐ **10.7%**	☐ **22.4%**	☐ **50.4%**	☐ **16.4%**
• The school's school improvement plan **N=668**	☐ **12.0%**	☐ **23.4%**	☐ **47.9%**	☐ **16.8%**

Which of the following were incorporated into the model used to deliver the 5-day contract extension professional development (PD) at your school? (Check all that apply) **N=643**

- ☐ **42.8%** Individually guided staff development (e.g., learning plan designed by the teacher)
- ☐ **34.7%** Observation/assessment (e.g., evaluation, clinical supervision, or peer coaching)
- ☐ **50.7%** Involvement in a development/improvement process (e.g., develop/adapt curriculum, design programs, or engage in systematic school improvement processes)
- ☐ **63.0%** Training (e.g. serve on PD planning teams which assess needs, explore research-based approaches, select content, determine goals/objectives, schedule training sessions, and monitor PD program implementation) and
- ☐ **39.1%** Inquiry (e.g., research classroom techniques, formulate research questions, gather and analyze data, and use findings to improve instruction)
- ☐ **6.4%** Other (specify): _____
  - **Other models (not specified) (21)**
  - **Workshops (10)**
  - **Subject-specific programs (3)**
  - **Diversity awareness/enrichment (2)**
  - **Using data/technology training (2)**
  - **Attending conferences/speakers (2)**
  - **Teacher workdays (1)**

a. When thinking about the above models, what were the general arrangements for providing the PD? (Check ***all*** that apply) **N=646**

- ☐ **67.0%** In-service PD held during designated school days
- ☐ **46.1%** In-service PD held during after school workshops
- ☐ **50.0%** Full-day PD held during summer vacation days
- ☐ **9.4%** In-service PD held on the weekends
- ☐ **21.5%** In-classroom coaching or modeling of a particular teaching skill or method
- ☐ **17.2%** Job-embedded follow-up opportunities to the PD (e.g., joint lesson planning, collaborative assessments of student work, peer coaching)
- ☐ **3.4%** Other (specify): _____
  - **Other arrangements (not specified) (18)**
  - **During teacher workdays (3)**
  - **Observation by company (1)**

Do you think the model(s) used by your school to deliver the 5-day contract extension PD was effective? **N=738**

☐ **53.3%** Yes ☐ **13.6%** No ☐ **33.2%** Don't know/Not sure

a. If **yes**, why was (were) the model(s) effective?
[N=268 – multiple responses provided by respondents]

- **Good content led to measurable effects; improved teaching strategies (N=147; 54.9%)**
- **Hands-on, collaborative sharing of teaching techniques (N=44; 16.4%)**
- **Effective timing and efficient use of resources (N=40; 14.9%)**
- **Content covered areas identified by school as needing improvement (N=28; 10.4%)**
- **Improved student achievement (N=21; 7.8%)**
- **Training in diverse learning styles (N=8; 3.0%)**
- **Training from nationally recognized experts (N=6; 2.2%)**
- **Positive impact on teachers (N=3; 1.1%)**

If the professional development model at your school included regular follow-up, in your opinion, is the follow-up professional development that was provided to teachers after the 5-day contract extension PD sufficient? **N=732**

☐ **47.1%** Yes ☐ **10.5%** No ☐ **42.3%** Don't know/Not sure

0. 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? **N=702**

☐ **67.4%** Yes ☐ **32.6%** No

a. If ***yes***, the opportunities that followed (or will follow) the initial 5-day contract extension professional development activity took (or will take) the form of: (Check ***all*** that have (or will) occurred) **N=483**

☐ **73.1%** A workshop or teacher seminar that built on what was learned in the PD activity
☐ **59.4%** Meetings with other teachers to reflect on the PD experience and how to implement what was learned
☐ **42.0%** 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
☐ **12.4%** Coursework at a postsecondary institution that was related to the initial PD activity
☐ **35.6%** Someone coming into classrooms to provide demonstration lessons or model what was learned at the initial PD activity
☐ **40.4%** An experienced teacher working with other teachers over a period of time as a mentor to assist with implementation of what was learned at the initial PD activity
☐ **68.5%** Discussions held during regular teacher meetings of the entire staff or certain grade level teachers
☐ **45.1%** Dissemination of test scores to shape instruction
☐ **3.9%** No opportunities for follow-up were offered
☐ **1.4%** Other (specify): _____

- **Don't know/Not specified (7)**

1. In your opinion, is the follow-up professional development that was (or will be) provided to teachers after the 5-day contract extension PD sufficient? **N=717**

☐ **51.5%** Yes ☐ **10.5%** No ☐ **38.1%** Don't know/Not sure

ECTION IV - EXTENDED SCHOOL YEAR INITIATIVE FOR STUDENTS

. How is this school extending the school year by five additional days for students during the 2004-2005 school year? (Check ***all*** that apply) **N=898**

☐ **6.0%** Holding school on Saturdays

- ☐ **9.6%** Holding school during teacher workdays
- ☐ **12.7%** Offering a 5-day summer program
- ☐ **22.2%** Starting school 5 days earlier
- ☐ **57.9%** Extending the school year by 5 extra days
- ☐ **12.6%** Holding school for students during school holidays or breaks
- ☐ **11.0%** Providing an after-school program
- ☐ **10.1%** Don't know/not sure
- ☐ **1.6%** Other (specify): _____
  - **Tutoring (8)**
  - **Extending the school day during regular school week (3)**
  - **Year-round school intercession days (3)**
- ☐ **2.8%** This school is not implementing an extended school year ≡ ***SKIP TO SECTION V, Page 8***

. What instructional activities have been (or are being) planned for the extended school year initiative for students at this school? (Check ***all*** that apply) **N=866**

- ☐ **50.6%** An extension of what is being taught during the regular school day
- ☐ **37.9%** Enrichment activities that are not part of the regular school day curriculum
- ☐ **39.6%** Remediation
- ☐ **26.3%** Don't know/not sure
- ☐ **2.0%** Other (specify):_____
  - **Literacy or math instruction (4)**
  - **Other activity (not specified) (3)**
  - **Initial assessments and activities before the start of the school year (2)**
  - **Multicultural enrichment programs (2)**
  - **End of the year activities (games, classroom clean-up) (2)**
  - **Planning for the next school year (2)**
  - **EOGs (1)**
  - **Child care/babysitting (1)**

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.

[N=384 – multiple responses provided by respondents]

- **Enrichment activities (e.g. career day, multicultural fair, field trip, hands-on outdoors experiments, cooking, health, gardening, visiting author) (N=95; 24.7%)**
- **Subject-specific programs and games (e.g. Sylvan Learning Center, Reading First, Study Island, Scott Foresman, Open Court, Saxon math, etc.) (N=91; 23.7%)**
- **Individualized tutoring and remediation (N=83; 21.6%)**
- **Continued regular curriculum (N=38; 9.9%)**
- **Thematic units (N=31; 8.1%)**
- **Review and assessment of skills (N=19; 4.9%)**
- **Preparation for and introduction to next classroom/grade level (N=15; 3.9%)**
- **Preparing for EOGs (N=13; 3.4%)**
- **Technology training (N=10; 2.6%)**
- **Home-school communication (N=2; 0.5%)**
- **Using test data (N=2; 0.5%)**
- **Professional development (N=2; 0.5%)**

. Was there (or will there be) *specially planned* professional development offered to the teachers who have been (or will be) implementing the extended school year program? **N=624**

☐ **51.0%** Yes ☐ **49.0%** No

a. If ***yes***, please describe the content of the professional development provided to these teachers. **[N=177– multiple responses provided by respondents]**

- **Literacy training (N=88; 49.7%)**
- **Instructional strategies (small group, differentiation, individualized, etc.) (N=62; 35.0)**
- **Workshops; meetings (N=21; 11.9%)**
- **Grade level planning (N=20; 11.3%)**
- **Diversity workshops/enrichment (N=20; 11.3%)**
- **Math training (N=16; 9.0%%)**
- **Needs-based school improvement; team building (N=11; 6.2%)**
- **Class management (N=8; 4.5%)**
- **Using test data/assessment tools (N=7; 4.0%)**
- **Technology training (N=7; 4.0%)**
- **Spanish training (N=4; 2.3%)**
- **Parental involvement (N=1; 0.6%)**
- **After school activities (N=1; 0.6%)**

In your opinion, to what extent is (or will) the implementation of the extended school year initiative contributing to growth in student achievement? **N=800**

1	2	3	4	5
Not at all		Somewhat		To a great extent
18.9%	**13.8%**	**37.6%**	**17.1%**	**12.6%**

ECTION V - EFFECTIVENESS OF IMPLEMENTATION

Thinking about all four of the legislatively prescribed components of the HP Schools Initiative, what combination of these components do you think contributed to improved student achievement at your school? (Check ***all*** that apply) **N=897**

- ☐ **77.9%** Reduced class sizes in grades K-3
- ☐ **31.8%** Extended teacher contracts for professional development
- ☐ **26.5%** Extended school year for students
- ☐ **53.1%** Added instructional support position
- ☐ **12.5%** Don't know/not sure
- ☐ **4.0%** None of the above

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 **N=785**	☐ **16.9%**	☐ **22.9%**	☐ **15.7%**	☐ **26.4%**	☐ **18.1%**
Reducing class size for particular groups of children **N=844**	☐ **4.0%**	☐ **23.0%**	☐ **58.3 %**	☐ **12.1%**	☐ **2.6%**
Obtaining qualified teachers for each newly created class **N=827**	☐ **8.0%**	☐ **23.8%**	☐ **45.7%**	☐ **19.5%**	☐ **3.0%**
Improving student achievement (grades K-3) **N=849**	☐ **2.8%**	☐ **29.6%**	☐ **49.7%**	☐ **15.5%**	☐ **2.4%**
Improving student achievement (all grade levels) **N=835**	☐ **3.4%**	☐ **31.9%**	☐ **46.8%**	☐ **16.3%**	☐ **1.7%**
Improving student attendance **N=832**	☐ **12.4%**	☐ **32.7%**	☐ **29.4%**	☐ **23.4%**	☐ **2.0%**
Increasing parental involvement in the classroom **N=828**	☐ **23.9%**	☐ **38.9%**	☐ **16.5%**	☐ **18.2%**	☐ **2.4%**

Thinking about the past **four school** years, in your opinion has the HP Schools Initiative resulted in an increase in staff turnover at your school? **N=893**

☐ **22.8%** Yes ☐ **25.6%** No ☐ **51.5%** Don't Know

a. If you checked ***yes*** above, please indicate why the HP Initiative has resulted in an increase in staff turnover at your school.

[N=161 – multiple responses provided by respondents]

- **Extended school year and additional professional development days (N=87; 54.0%)**
- **Intensity of workload, and stress; working overtime; difficulties with student behavior (N=71; 44.1%)**
- **Loss of TA's (N=16; 9.9%)**
- **Turnover unrelated to HP initiatives (N=12; 7.5%)**
- **Negative stigma; low school morale (N=10; 6.2%)**
- **Administrative changes; frequency of other teachers transferring (N=7; 4.3%)**
- **Lack of funding or administrative support (N=3; 1.9%)**

From what you know, are teachers in your school resistant to working the 10 additional days required by the HP Schools Initiative (5-day contract extension professional development and the 5 days for the extended school year), despite being compensated for this time? **N=818**

- ☐ **67.8%** No
- ☐ **32.2%** Yes ⇒If *yes*, please explain why:

[N=231 – multiple responses provided by respondents]

- **Conflicts with family obligations/summer plans; decreases number or length of breaks (N=117; 50.6%)**
- **Additional school days are ineffective, inefficient, and unattended (N=95; 41.1%)**
- **Leads to and intensifies teachers feeling "burnt out" (N=55; 23.8%)**
- **Teachers and students feel as though they are being "punished" (N=31; 13.4%)**
- **Professional development programs are ineffective (N=25; 10.8%)**
- **Teachers only attend because they are complying with the contract (N=8; 3.5%)**
- **Inadequate compensation (N=4; 1.7%)**

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

[N=494 – multiple responses provided by respondents]

POSITIVE

- **Reduced class sizes (N=191; 38.7%)**
- **Improved student achievement, motivation, attendance, or performance (N=163; 0.2%)**
- **Increase in individual attention; improved instruction (N=87; 17.6%)**
- **Additional professional development or planning days (N=80; 16.2%)**
- **Increase in highly qualified staff and support staff (N=64; 13.0%)**
- **Increase in staff collaboration/cohesion; improved school spirit (N=53; 10.7%)**
- **Increase in available resources (money, test data, technology, teaching techniques, programs, etc.) (N=39; 7.9%)**
- **Improved parental involvement (N=27; 5.5%)**
- **Improved student behavior (N=22; 4.5%)**

NEGATIVE

- **Loss of TA's leading to increase in stress and workload (N=87; 17.6%)**
- **Ineffective and inefficient extended school year and professional development days (N=45; 9.1%)**
- **Increase in teacher turnover (N=37; 7.5%)**
- **No improvement in students (discipline problems, poor morale, etc.) (N=21; 4.3%)**
- **Initiatives not implemented in all grades, especially in higher grades (N=8; 1.6%)**
- **Lack of adequate space (N=8; 1.6%)**
- **Increased infrastructure with a decrease in administrative support (N=5; 1.0%)**
- **Poor coverage of subjects in curriculum (N=1; 0.2%)**

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

[N=259 – multiple responses provided by respondents]

- **Scheduling/maintaining attendance for extended school year (N=82; 31.7%)**
- **Lack of space (N=53; 20.5%)**
- **Loss/shortage of TA's (N=50; 19.3%)**
- **Difficulties recruiting qualified teachers (N=32; 12.4%)**
- **Lack of time throughout the year (N=30; 11.9%)**
- **Challenges improving student achievement, behavior, and attendance (N=25; 9.7%)**
- **Failure to reduce class sizes (N=25; 9.7%)**
- **Negative stigma; stress; sense of being "punished;" lack of support; low morale (N=24; 9.3%)**
- **Lack of/difficulty with parental involvement (N=22; 8.5%)**
- **Increased teacher turnover (N=10; 3.9%)**
- **Ineffective PD (N=6; 2.3%)**
- **Conflicts with other initiatives (N=4; 1.5%)**

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

[N=326 – multiple responses provided by respondents]

- **Maintain/ensure reduced class size for all grades (N=76; 23.3%)**
- **Increase # of TA's and tutors (N=75; 23.0%)**
- **Reinstate full-time TA's (N=58; 17.8%)**
- **Improve implementation of extended student school year (i.e. extend hours of regular school days, half-days on Saturdays during regular year) (N=43; 13.2%)**
- **Provide more time for planning; improve content of PD (N=42; 12.9%)**
- **Improve available resources (space, materials, time, equipment, technology, etc.) (N=37; 11.3%)**
- **Eliminate 10 added student and PD days (N=32; 9.8%)**
- **Improve communication at all levels; coordinate schedules with other programs and schools (N=29; 8.9%)**
- **Improve teacher recruitment (N=19; 5.8%)**
- **Improve methods of increasing parent involvement (i.e. family activities, workshops) (N=18; 5.5%)**
- **Allow for more teacher input into development of initiative; give teachers access to this survey's results (N=18; 5.5%)**
- **Provide bonus for working in an HP school (N=17; 5.2%)**
- **Increase positive reinforcement for successful schools; update HP list; drop HP label (N=15; 4.6%)**
- **Develop school and student-body specific plans (N=12; 3.7%)**
- **Establish better discipline plans (N=8; 2.5%)**
- **End the HP initiative (N=2; 0.6%)**

Thank you for completing this survey.

Third Annual Evaluation of the High-Priority Schools Initiative

Teaching Assistant Survey
--- HP SCHOOLS ---
TOTAL RECEIVED (N=291)

you may know, the State Legislature prescribed four initiatives for the High-Priority (HP) schools: reduced ss size (K-3), extended teacher contracts for professional development, extended school year for students, d an added instructional support position. The Department of Public Instruction (DPI) has asked Metis sociates, a private research firm, to conduct a third annual evaluation of the HP Schools Initiative. aching assistants in each of the HP schools are being asked to complete this survey.

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

CTION I - BACKGROUND

What is your position at the school?

	Full-time	Part-time
• Teaching Assistant in Grades K-3 **N=178**	☐ **95.5%**	☐ **4.5%**
• Teaching Assistant in Grades 4-5 **N=20**	☐ **80.0%**	☐ **20.0%**
• Resource Teaching Assistant (ESL, special education) **N=41**	☐ **100.0%**	☐
• Specialty Subjects Teaching Assistant (music, art, physical education, media) **N=25**	☐ **96.0%**	☐ **4.0%**
• Other (specify): _____ **N=46**	☐ **91.3%**	☐ **8.7%**

- **Pre-K Teaching assistant in (19)**
- **Exceptional Children Teaching Assistant (8)**
- **General teaching and administrative assistant (5)**
- **Other position (not specified) (5)**
- **Behavior specialist (4)**
- **Parent/family facilitator (2)**
- **Reading tutor (1)**
- **ALC coordinator (1)**
- **Aces Groupleader (1)**

Please indicate the number of years of teaching assistant experience you have (include the current year as one year): **N=285**

Mean: 10.6 Years [Range: 1-35 years]

What is your highest education achievement? **N=279**

☐ **29.4 %** High School Diploma
☐ **2.5%** GED or High School Equivalency Diploma
☐ **33.7%** Associate's (2-year) degree
☐ **19.7%** Bachelor's (4-year) degree
☐ **14.7%** Other (specify): _____

- **Some college completed (33)**
- **Masters degree (2)**
- **Technical training (2)**
- **1.5 years of Business school (1)**
- **Teaching assistant apprenticeship (1)**

Did (or will) you receive certification as a teaching assistant? **N=276**

☐ **56.9%** Yes ☐ **43.1%** No

a. If ***yes***, which of the following certifications have you received? (Check ***all*** that apply) **N=121**

☐ **36.4%** North Carolina Association of Teacher Assistants' (NCATA) Professional Development Plan

- ☐ **35.5%** North Carolina Department of Labor Teacher Assistant Apprenticeship Certification Program
- ☐ **33.9%** Other (specify): _____
  - **Associate's Degree (21)**
  - **Work Keys test and professional development (15)**
  - **Other Teaching Certificate Program or Childcare Credentials (9)**
  - **Bachelor's Degree (8)**
  - **Met No Child Left Behind qualifications (5)**
  - **Working towards NCDOL (3)**
  - **Effective Teacher Training (2)**
  - **Working towards Masters (1)**

Because your school is a High Priority school, special funding has been provided to reduce class size in grades K-3. Thinking about ***the classroom in which you work for most of the day***, has the number of students in the class decreased as a result of this Initiative during the 2004-2005 school year? **N=259**

☐ **39.0%** No
If *NO* – SKIP TO SECTION II, Page 2

☐ **44.4%** Yes

☐ **16.6%** Not applicable – this is my first year as a teaching assistant in this school

Have your roles and responsibilities as a teaching assistant changed at all since you have been working in a reduced class setting? **N=206**

☐ **38.3%** Yes ☐ **61.7%** No

a. If yes, please describe how they have changed. What do you do more or less of now that the class is smaller?
[N=75 – multiple responses provided by respondents]
   - **More time with students, especially for individualized and small group instruction (N=44; 58.7%)**
   - **Assisting more classes and grade levels, therefore less time in one class (N=36; 48.0%)**
   - **Performing general instructional activities (N=12; 16.0%)**
   - **Involved in literacy program with more guided reading (N=10; 13.3%)**
   - **More class management responsibilities, with improvements in behavior (N=9; 12.0%)**
   - **More school planning responsibilities (N=4; 5.3%)**
   - **More clerical work (N=4; 5.3%)**
   - **Less clerical work (N=4; 5.3%)**
   - **Responsibilities have decreased (N=1; 1.3%)**

CTION II – TEACHING ASSISTANT ROLE AND RESPONSIBILITIES

How often do you provide the following types of assistance to the classroom teacher(s)? (Please provide your answer **for each** type of assistance by circling the appropriate response)

	Never	Rarely (1-2 times a week)	Occasionally (3-4 times a week)	Frequently (5 or more times a week)
Academic:				
• Tutor/assist children in learning class material using the teacher's lesson plans **N=273**	☐ **4.0%**	☐ **7.7%**	☐ **22.0%**	☐ **66.3%**
• Serve as a substitute teacher **N=276**	☐ **25.0%**	☐ **46.0%**	☐ **18.1%**	☐ **10.9%**
• Grade tests and assignments as instructed by the teacher **N=280**	☐ **31.1%**	☐ **20.4%**	☐ **17.5%**	☐ **31.1%**
• Observe and record student performance **N=280**	☐ **18.2%**	☐ **21.4%**	☐ **26.1%**	☐ **34.3%**
• Demonstrate various instructional activities **N=279**	☐ **5.7%**	☐ **15.8%**	☐ **26.5%**	☐ **52.0%**
• Listen to students reading in small groups **N=278**	☐ **17.3%**	☐ **9.4%**	☐ **17.6%**	☐ **55.8%**
• Help students find information for reports **N=274**	☐ **36.1%**	☐ **16.1%**	☐ **23.0%**	☐ **24.8%**
• Check and correct students' work while in progress **N=281**	☐ **14.6%**	☐ **11.7%**	☐ **24.2%**	☐ **49.5%**
• Check homework assignments **N=279**	☐ **29.7%**	☐ **14.0%**	☐ **18.6%**	☐ **37.6%**
• Assist students with disabilities with their class work	☐ **20.0%**	☐ **10.5%**	☐ **19.6%**	☐ **49.8%**

	Never	Rarely (1-2 times a week)	Occasionally (3-4 times a week)	Frequently (5 or more times a week)
N=275				
• Assist English language learners with their class work **N=269**	☐ **27.1%**	☐ **15.2%**	☐ **18.6%**	☐ **39.0%**
• Help prepare materials for instruction **N=278**	☐ **7.6%**	☐ **9.7%**	☐ **24.1%%**	☐ **58.6%**
• Other (specify): _____ **N=18**	☐ **11.4%**	☐ **13.6%**	☐ **27.3%**	☐ **47.7%**

- **Assist with computer-based activities (5)**
- **Work individually or in small groups on specific subjects (5)**
- **Teach the class for the teacher (4)**
- **Perform media-related duties (book check-out, technology needs) (2)**
- **Assist the teacher in lesson planning (1)**
- **Perform assessments and run progress reports (1)**

Administrative:

• Supervise students outside of the classroom (e.g., cafeteria, schoolyard, school discipline center, field trips) **N=285**	☐ **2.5%**	☐ **5.6%**	☐ **12.6%**	☐ **79.3%**
• Attend professional development workshops **N=272**	☐ **14.3%**	☐ **37.5%**	☐ **20.6%**	☐ **27.6%**
• Hand out materials for lessons **N=276**	☐ **10.5%**	☐ **11.2%**	☐ **22.8%**	☐ **55.4%**
• Maintain student health records **N=276**	☐ **47.8%**	☐ **21.7%**	☐ **13.0%**	☐ **17.4%**
• Maintain student attendance records **N=268**	☐ **37.7%**	☐ **17.9%**	☐ **19.0%**	☐ **25.4%**
• Arrange classroom furnishings and equipment **N=282**	☐ **22.7%**	☐ **26.2%**	☐ **19.5%**	☐ **31.6%**
• Prepare visual aids **N=270**	☐ **18.9%**	☐ **20.7%**	☐ **28.1%**	☐ **32.2%**
• Other (specify): _____ **N=8**	☐ **27.3%**	☐ **4.5%**	☐ **4.5%**	☐ **63.6%**

- **Assist with needs of Exceptional Children (change diapers, manage classroom) (3)**
- **Perform clerical duties (install software, prepare materials, record-keeping) (3)**
- **Responsible for special arts projects (1)**
- **Responsible for after-school and Saturday-school program (1)**

Classroom Management:

• Praise/support achievement of students **N=288**	☐ **1.0%**	☐ **1.7%**	☐ **6.9%**	☐ **90.3%**
• Keep students on task **N=289**	☐ **0.7%**	☐ **2.8%**	☐ **6.9%**	☐ **89.6%**
• Create rewards for positive behavior **N=288**	☐ **3.1%**	☐ **9.0%**	☐ **20.5%**	☐ **67.4%**
• Encourage students' self esteem **N=286**	☐ **0.3%**	☐ **1.7%**	☐ **8.4%**	☐ **89.5%**
• Teach citizenship, social skills, and respect for others **N=288**	☐ **1.0%**	☐ **2.1%**	☐ **11.1%**	☐ **85.8%**
• Settle minor student conflicts **N=288**	☐ **1.7%**	☐ **8.0%**	☐ **16.3%**	☐ **74.0%**
• Participate in the development of discipline policy **N=284**	☐ **11.3%**	☐ **12.7%**	☐ **17.3%**	☐ **58.8%**
• Discipline misbehavior through approved methods **N=281**	☐ **4.6%**	☐ **16.4%**	☐ **25.6%**	☐ **53.4%**
• Monitor and record student behavior **N=279**	☐ **12.5%**	☐ **17.2%**	☐ **22.9%**	☐ **47.3%**
• Report discipline problems to the teacher or principal **N=280**	☐ **4.3%**	☐ **18.9%**	☐ **24.3%**	☐ **52.5%**
• Other (specify): _____ **N=2**	☐ **9.1%**	☐ **18.2%**	☐ **27.3%**	☐ **45.5%**

- **Write progress and behavior reports for parents (2)**

Please rate yourself on the following:

	Not Applicable	Slightly Skilled	Moderately Skilled	Highly Skilled
• I have successful methods of dealing with children. **N=286**	□ 0.3%	□ 1.4%	□ 28.7%	□ 69.6%
• I have a working knowledge of the core subjects at the grade level with which I work. **N=283**	□ 3.9%	□ 2.8%	□ 20.5%	□ 72.8%
• I am familiar with the school organization and its community. **N=287**	□ 0.7%	□ 5.9%	□ 26.1%	□ 67.2%
• I have a good understanding of what is expected behavior for children (e.g., basic characteristics of ages and stages). **N=288**	□ 0.3%	□ 1.0%	□ 16.3%	□ 82.3%
• I can create learning aids that strengthen lesson plans. **N=286**	□ 4.9%	□ 6.3%	□ 31.5%	□ 57.3%
• I can teach to the children's different levels of knowledge or abilities. **N=284**	□ 2.1%	□ 3.2%	□ 26.4%	□ 68.3%
• I know how to use good methods of recognition, reward, and punishment. **N=287**	□ 1.7%	□ 1.0%	□ 25.1%	□ 72.1%
• I can solve most minor problems independently. **N=288**	□ 0.7%	□ 1.4%	□ 19.4%	□ 78.5%
• I keep student information confidential. **N=285**	□ 1.4%	□ 0.4%	□ 6.7%	□ 91.6%

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

[N=180 – multiple responses provided by respondents]

OSITIVE

- **More time and attention to devote to students (individualized/small group instruction) (N=80; 44.4%)**
- **Reduced class sizes (N=48; 26.7%)**
- **Increase in resources (tutors, after-school programs, materials, dual language program) (N=30; 15.9%)**
- **Improved behavior and increased class management (N=23; 16.7%)**
- **Increase in student achievement (N=22; 12.2%)**
- **Improved student and teacher morale, motivation, and collaboration (N=21; 11.7%)**
- **Increased PD offering improved teaching strategies (N=11; 6.1%)**
- **Hiring more qualified teachers or additional staff position (N=9; 5.0%)**
- **Increase in parental involvement (N=2; 1.1%)**
- **Decrease in paperwork (N=1; 0.6%)**

EGATIVE

- **Fewer Teaching Assistants (N=27; 15.0%)**
- **Additional days in extended year (N=17; 9.4%)**
- **Serving more classes and teachers, therefore less time to devote to each class (N=9; 5.0%)**
- **Inadequate resources (e.g. space, compensation for working overtime/training) (N=7; 3.9%)**
- **Negative stigma: drives students away, decreases morale, and increase teachers' stress (N=7; 3.9%)**
- **Poor communication or funding, resulting in unrealized initiatives (N=6; 3.3%)**
- **Continuing discipline issues (N=4; 2.2%)**
- **Increase in teacher turnover, leading to decrease in teamwork (N=2; 1.1%)**
- **Bus driver hours cut (N=1; 0.6%)**

What constraints, challenges, or obstacles (if any) did you or your school encounter in implementing any of the four components of the HP Initiative (reduced class sizes in grades K-3, extended teacher contracts for professional development, extended school year for students, and the additional instructional support position)?

[N=116 – multiple responses provided by respondents]

- **Difficulties with extended school year (lack of compensation, scheduling, attendance) (N=44; 37.9%)**
- **Few Teaching Assistants shared across classes and grades (N=29; 25.0%)**
- **Inadequate resources (e.g., space, compensation for extended year) (N=15; 12.9%)**
- **No constraints, challenges, or obstacles (N=14; 12.1%)**

- **Difficulties maintaining class size reductions (N=10; 8.6%)**
- **Lack of student motivation, and discipline issues (N=8; 6.9%)**
- **Additional stress and pressure due to HP status (N=7; 6.0%)**
- **Lack of PD for Teaching assistants (N=6; 5.2%)**
- **Scheduling difficulties (e.g., additional teacher workdays, year-round schooling) (N=6; 5.2%)**
- **Increase in teacher turnover (N=4; 3.4%)**
- **Hiring new staff (N=4; 3.4%)**
- **Negative stigma (N=3; 2.6%)**
- **Poor parental involvement and communication (N=1; 0.9%)**

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

[N=128 – multiple responses provided by respondents]

- **Provide one TA per class, and hire additional support staff (N=45; 35.2%)**
- **Increase available resources (space, funding, year-round remediation, new strategies) (N=23; 18.0%)**
- **Eliminate extended school year initiative (N=15; 11.7%)**
- **Implement PD for Teaching assistants (N=14; 10.9%)**
- **No changes necessary (N=12; 9.4%)**
- **Maintain and expand class size reductions for all K-5 classes (N=11; 8.6%)**
- **Implement programs/policies to improve student behavior, attitude, and discipline (N=9; 7.0%)**
- **Encourage collaboration/communication among teachers, administrators, central offices (N=7; 5.5%)**
- **Increase pay for staff of HP schools; provide pay for time spent in training (N=5; 3.9%)**
- **Increase students' enrichment instruction and opportunities (N=4; 3.1%)**
- **Change HP label (N=3; 2.3%)**
- **Implement well-defined HP exit strategy (N=3; 2.3%)**
- **Improve family contact and involvement (N=2; 1.6%)**
- **Implement longer school day throughout the year (N=1; 0.8%)**
- **Initiate efforts to decrease student and teacher turnover (N=1; 0.8%)**

Thank you for completing this survey.

Third Annual Evaluation of the High-Priority Schools Initiative

Comparison School Principal Interview

As you know, the Department of Public Instruction (DPI) has asked Metis Associates to conduct a third annual evaluation of the High-Priority (HP) Schools Initiative in North Carolina, and that your school was selected as one of nine comparison schools.

We appreciate your cooperation, and encourage you to answer the questions honestly and as completely as possible. Please know that your responses will be reported only in the aggregate and never attributed to any one individual or school. Do you have any questions before we begin?

SECTION I - BACKGROUND

1. Confirm title of respondent: _____

2. For how many years have you been principal [OR OTHER POSITION SPECIFIED] at this school, including the current year as one year?

_____ Years

SECTION II – REDUCED CLASS SIZE

1. What initiatives (if any) has this school implemented during the 2004-2005 school year that led to reduced class sizes in grades K-3? [Probe for the different funding sources used to support reduced class size, average class sizes.]

Note – if respondent says none, skip to Q.3

   a. What strategies (if any) has your school used to physically accommodate the increased need for classroom space? [Probes – used classroom dividers, purchased portables, converted music or art rooms, moved grades to other school buildings, used team teaching strategies]

   b. What types of scheduling or other programmatic changes (if any) are being made to support the implementation of reduced class sizes? [Probes – implemented parallel or block scheduling, hired additional teachers, used multiage groups of students, used more small group intervention]

   c. Has any special staff development been provided for those teachers whose class sizes have been reduced? By this we mean training that was specially offered to help them be more effective in a smaller class setting. If ***yes***, please describe.

   d. From what you've observed as a result of the reduced class size, what changes have occurred in classrooms with respect to teaching and learning? [Probes – increased test scores, more time spent on instruction, less time spent on classroom management/student discipline, greater individualized instruction, increased use of small group or project-based work, greater parent involvement, greater use of alternative assessment]

   e. What types of challenges or constraints (if any) has your school encountered in trying to implement the reduced class size initiative?

2. Are your smaller K-3 classrooms staffed with teaching assistants? If so, at which grades?

   a. From what you've observed, do teachers use their teaching assistants differently now that they have smaller classes? In other words, how has the role of the teaching assistant changed (if at all) in classrooms where the class size was reduced?

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

3. What different types of school-wide initiatives have been implemented to improve academic achievement at your school during the 2004-2005 school year? [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, 21st 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]

4. 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?

5. Thinking about the past four school years, has your school experienced an increase in staff turnover?

   a. If yes, what circumstances led to the increase in staff turnover at your school?

SECTION III – PARENT INVOLVEMENT

1. Does your school have a parent coordinator, parent liaison, or some other staff member who has the 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? [Probe: What kinds of activities does the parent coordinator organize or facilitate for parents in your school?]

   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. What have been the ***most effective*** types of strategies used to increase parent involvement at your school during the 2004-2005 school year?

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 (PD) 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 PD that have been (or will be) offered at your school?

2. What process is used to decide what PD topics will be covered?

3. What types of models is your school currently using to deliver professional development (PD) at your school? [Probe – for examples in the following categories:
   - Individually guided staff development (e.g., learning plan designed by the teacher)
   - Observation/assessment (e.g., evaluation, clinical supervision, or peer coaching)
   - Involvement in a development/improvement process (e.g., develop/adapt curriculum, design programs, or engage in systematic school improvement processes)
   - Training (e.g., serve on PD planning teams that assess needs, explore research-based approaches, select content, determine goals/objectives, schedule training sessions, and monitor PD program implementation)
   - Inquiry (e.g., research classroom techniques, formulate research questions, gather and analyze data, and use findings to improve instruction)]

   a. When thinking about the above models, what were the general arrangements for providing the PD? [Probes: In-service PD held during designated school days, after school workshops, or on weekends; Full-day PD held during summer vacation days; In-classroom coaching or modeling of a particular teaching skill or method; Job-embedded follow-up opportunities to the PD (e.g., joint lesson planning, collaborative assessments of student work, peer coaching)]

   b. 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. Do you think the model(s) used by your school to deliver the PD was (were) effective?

   a. If **yes**, why was (were) the model(s) effective?

5. 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.

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

Annotated Comparison School Teacher Survey
Total Surveys Received (N=248)

CTION I - BACKGROUND

What is your position at the school? **N=245**

- ☐ **43.7%** Classroom Teacher - Grades K-3
- ☐ **13.9%** Classroom Teacher - Grades 4-5
- ☐ **6.9%** Specialty Teacher (Art, Phys Ed, Music)
- ☐ **6.9%** Pre-kindergarten Teacher
- ☐ **16.3%** Resource Teacher (ESL, Special Ed)
- ☐ **12.2%** Other, specify: _____
  - **Literacy coach/coordinator (7)**
  - **Counselor (5)**
  - **Media coordinator (2)**
  - **Title 1 teacher (2)**
  - **Speech pathologist (1)**
  - **Curriculum facilitator (1)**
  - **Teaching Assistant (1)**
  - **Non-classroom (1)**
  - **ISS Teacher (1)**

Please indicate the number of years of experience you've had teaching (including the current year as one year): **N=241**

Mean: 12.4 years [Range=1 year to 40 years]

What is your highest education achievement? **N=247**

- ☐ **1.6%** Doctoral or advanced degree
- ☐ **27.9%** Master's degree
- ☐ **68.8%** Bachelor's (4-year) degree
- ☐ Associate's (2-year) degree
- ☐ **1.6%** Other, specify: _____
  - **Working towards Master's degree (2)**
  - **National Board Certification (1)**
  - **High school diploma and additional credits (1)**

Are you State licensed and/or certified for your current position? **N=244**

- ☐ **91.8%** Yes
- ☐ **8.2%** No

CTION II – CLASSROOM CLIMATE AND INSTRUCTION

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 **N=236**	☐ **0.4%**	☐ **0.8%**	☐ **8.1%**	☐ **90.7%**
• Competition among students for teacher's attention **N=237**	☐ **3.0%**	☐ **21.1%**	☐ **43.0%**	☐ **32.9%**
• Behavioral or discipline problems **N=239**	☐ **0.8%**	☐ **36.8%**	☐ **44.4%**	☐ **18.0%**
• Students disrupting the work of other students **N=240**	☐	☐ **42.1%**	☐ **42.9%**	☐ **15.0%**
• Students being "off-task" for more than 5 minutes **N=239**	☐ **10.0%**	☐ **51.0%**	☐ **29.7%**	☐ **9.2%**

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. **N=238**	☐	☐ 9.7%	☐ 90.3%
• I provide feedback on students' writing assignments within 1 day. **N=225**	☐ 5.8%	☐ 33.8%	☐ 60.4%
• I have enough time to provide individualized attention to students. **N=238**	☐ 16.8%	☐ 50.0%	☐ 33.2%
• I am able to plan instructional activities when students are placed in small groups. **N=235**	☐ 17.4%	☐ 22.1%	☐ 60.4%
• I am able to meet the instructional needs of all students. **N=237**	☐ 3.8%	☐ 39.2%	☐ 57.0%
• I have enough time to initiate the right amount of parent contact/communication. **N=235**	☐ 16.2%	☐ 48.9%	☐ 34.9%
• I am able to respond to parent requests/questions within 1 day. **N=237**	☐ 1.3%	☐ 24.9%	☐ 73.8%
• There is sufficient time for me to explore curriculum topics fully. **N=237**	☐ 25.7%	☐ 51.9%	☐ 22.4%

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
Math:				
• Using a calculator **N=207**	☐ 28.0%	☐ 19.3%	☐ 25.1%	☐ 27.5%
• Using measuring instruments **N=211**	☐ 3.8%	☐ 13.7%	☐ 58.3%	☐ 24.2%
• Playing with math-related games **N=206**	☐ 2.9%	☐ 6.3%	☐ 41.3%	☐ 49.5%
• Using math in the context of other subjects **N=211**	☐ 2.4%	☐ 6.6%	☐ 39.8%	☐ 51.2%
• Doing math worksheets **N=206**	☐ 11.2%	☐ 19.9%	☐ 40.3%	☐ 28.6%
• Using patterns to discover math relationships **N=209**	☐ 2.4%	☐ 4.8%	☐ 41.1%	☐ 51.7%
• Practicing computational skills **N=207**	☐ 8.2%	☐ 5.8%	☐ 27.1%	☐ 58.9%
• Working with manipulative aids **N=211**	☐ 3.3%	☐ 2.4%	☐ 24.2%	☐ 70.1%
• Other (specify): _____ **N=29**	☐ 10.0%	☐	☐ 13.8%	☐ 75.9%

- **Using computer programs, software, or the internet (11)**
- **Other math strategies (not specified) (7)**
- **Working in cooperative groups, or with partners (4)**
- **Practicing general math skills (word problems, mental math) (3)**
- **Edutest (1)**
- **Multi-sensory (1)**
- **Using an overhead projector (1)**
- **Children demonstrations on the board (1)**

Reading:				
• Having guided discussions about reading **N=227**	☐ 2.2%	☐ 2.6%	☐ 10.1%	☐ 85.0%
• Having students read aloud to a partner **N=222**	☐ 7.2%	☐ 4.5%	☐ 20.3%	☐ 68.0%
• Working on phonics **N=226**	☐ 3.5%	☐ 6.6%	☐ 23.0%	☐ 66.8%
• Writing narratives or descriptive material using invented spelling **N=220**	☐ 12.3%	☐ 9.5%	☐ 30.0%	☐ 48.2%
• Discussing new or difficult vocabulary **N=227**	☐ 1.3%	☐ 1.8%	☐ 20.3%	☐ 76.7%
• Working in a reading book **N=219**	☐ 12.8%	☐ 12.8%	☐ 22.8%	☐ 51.6%
• Listening to the teacher read stories **N=227**	☐ 1.3%	☐ 3.1%	☐ 17.6%	☐ 78.0%
• Other (specify):_____ **N=31**	☐ 6.5%	☐ 3.2%	☐ 9.7%	☐ 80.6%

- **Using computers or technology (9)**
- **Reading centers or games (9)**
- **Reading Programs (Accelerated Reader, Guided Reading (3)**
- **Working in literature circles or small groups (2)**
- **Review or remediation (2)**
- **Other reading strategies (not specified) (2)**
- **Reading music (1)**
- **Daily independent reading (1)**
- **Interactive writing (1)**
- **Pre-reading skills (1)**

Do you have a teaching assistant in your classroom? **N=238**

☐ **33.2%** Yes, full-time ☐ **21.8%** Yes, part-time ☐ **45.0%** No

If ***yes***, what responsibilities does the teaching assistant have in your **classroom**?
[N=131 – multiple responses provided by respondents]

- **Clerical duties; setting up classroom; preparing materials (N=84; 64.1%)**
- **Small group instruction (N=70; 53.4%)**
- **Individual instruction (N=64; 48.9%)**
- **Classroom management; monitoring students (N=53; 40.5%)**
- **Assisting with general instruction (N=34; 26.0%)**
- **Assisting with lesson planning and teaching strategies (N=4; 3.1%)**
- **Contact parents (N=3; 2.3%)**

What are the main responsibilities of the teaching assistants in grades K-3 in your **school**?
[N=170 – multiple responses provided by respondents]

- **Clerical duties; setting up classroom; preparing materials (N=103; 60.6%)**
- **Small group instruction (N=81; 47.6%)**
- **Assisting with general instruction (N=71; 41.8%)**
- **Classroom management; monitoring students (N=68; 40.0%)**
- **Individual instruction (N=52; 30.6%)**
- **Provide teacher with time/breaks (N=12; 7.1%)**
- **Assisting with lesson planning and teaching strategies (N=4; 2.4%)**
- **Contact parents (N=1; 0.6%)**

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 **N=243**	☐ **2.1%**	☐ **3.7%**	☐ **30.0%**	☐ **64.2%**
• Sent home or mailed classroom newsletters **N=232**	☐ **23.7%**	☐ **10.8%**	☐ **29.3%**	☐ **36.2%**
• Made home visits **N=238**	☐ **60.5%**	☐ **17.6%**	☐ **17.2%**	☐ **4.6%**
• Made phone calls **N=241**	☐ **1.7%**	☐ **6.2%**	☐ **27.8%**	☐ **64.3%**
• Completed weekly behavior reports **N=232**	☐ **19.8%**	☐ **10.3%**	☐ **23.7%**	☐ **46.1%**
• Sent e-mail messages **N=227**	☐ **76.2%**	☐ **11.5%**	☐ **9.3%**	☐ **3.1%**
• Other (specify):_____ **N=46**	☐ **8.7%**	☐ **2.2%**	☐ **32.6%**	☐ **56.5%**

- **Parent-teacher Conferences (31)**
- **Spoke to parents in person (6)**
- **Sent home daily reports or notes (5)**
- **Held parent involvement activities in classroom (3)**
- **Maintained website (1)**

Why have you contacted parents thus far this year? (Check ***all*** that apply) **N=241**

☐ **80.1%** A child has been attentive and well behaved during class time
☐ **79.7%** To invite/notify parents about classroom activities
☐ **88.4%** A child has been disruptive during class time
☐ **53.1%** To ask parents for classroom supplies (donations)
☐ **51.9%** To invite parents to attend class trips
☐ **75.5%** A child has shown improvement in their academic skills
☐ **49.8%** A child has submitted exemplary work
☐ **49.4%** A child has difficulty working with students in small groups
☐ **73.4%** A child has been inattentive and missing class work or homework assignments
☐ **39.4%** A child has a serious problem at home that is affecting their schoolwork and/or social skills
☐ **45.2%** A child in my class has a learning disability

☐ **1.7%** Not applicable – I have not contacted parents for any reason during this school year
☐ **9.5%** Other (specify): _____

- **To schedule conferences (12)**
- **To explain/encourage homework and classroom expectations (3)**
- **To discuss student progress (3)**
- **Overdue library book (2)**
- **Medical concerns (2)**
- **In response to parents' notes (1)**

How satisfied are you with the level of parent involvement in your school? **N=246**

1	2	3	4	5
Not at all satisfied		Somewhat satisfied		Very satisfied
21.1%	**29.3%**	**33.3%**	**10.6%**	**5.7%**

In your opinion, what have been the ***most effective*** types of strategies used to increase parent involvement at your school?
[N=180 – multiple responses provided by respondents]

- **Programs, events, and activities involving students (performances, Family Fun nights, etc.) (N=68; 37.8%)**
- **Programs, events, and meetings for parents (N=61; 33.9%)**
- **Offering food, or other free incentives (N=58; 32.2%)**
- **Improved and frequent communication (often offered in translation) (N=39; 21.7%)**
- **Weekly progress reports; report card pick-up (N=16; 8.9%)**
- **Inviting parents to participate in classroom activities (N=11; 6.1%)**
- **No successful strategies found (N=5; 2.8%)**
- **Parent resource center (N=1; 0.6%)**

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: **N=233**	☐ **37.3%** No	☐ **27.5%** Yes	☐ **35.2%** Not applicable – I was not teaching in this school
2002-2003: **N=232**	☐ **40.5%** No	☐ **32.3%** Yes	☐ **27.2%** Not applicable – I was not teaching in this school
2003-2004: **N=235**	☐ **43.4%** No	☐ **35.7%** Yes	☐ **20.9%** Not sure – this is my first year teaching in this school

(If you answered ***no*** to all three school years, ***SKIP TO SECTION III, page 4***)

For this school year, in what ways is this school extending the school year for students? (Check ***all*** that apply) **N=161**

☐ **29.8%** Holding school on Saturdays
☐ **63.4%** Offering a summer program
☐ **6.8%** Starting school earlier
☐ **19.9%** Extending the school year by extra days
☐ **23.6%** Holding school for students during school holidays or breaks
☐ **22.4%** Implementing a year-round school calendar
☐ **6.2%** Don't know/not sure
☐ **20.5%** Other (specify): _____

- **After-school programs for tutoring, or remediation (20)**
- **Extended regular school day (9)**
- **Academic Enhancement days (4)**

☐ **5.6%** This school is not implementing any extended school year initiative this year.

ION III – PROFESSIONAL DEVELOPMENT

rom what you know, what are (or will be) the major content areas or topics covered during professional evelopment that will be offered at your school this year? (Check ***all*** that have (or will) occurred) =239

- ☐ **45.6%** Individualized instruction
- ☐ **52.7%** Small group instruction
- ☐ **48.1%** Cooperative learning
- ☐ **32.6%** Language learning approaches
- ☐ **15.9%** Project-based instruction
- ☐ **77.8%** Literacy instruction
- ☐ **43.5%** Mathematics instruction
- ☐ **48.1%** Lessons that incorporate the North Carolina Standard Course of Study
- ☐ **15.1%** Specific strategies for teaching English language learners
- ☐ **7.9%** Specific school-reform models (e.g., Comer School Development Program)
- ☐ **19.7%** Theme-based instruction
- ☐ **38.5%** Learning centers
- ☐ **25.9%** Manipulatives
- ☐ **26.8%** Inquiry-based instruction
- ☐ **44.8%** Technology as a learning tool
- ☐ **30.5%** Science instruction
- ☐ **30.1%** Increasing parental involvement
- ☐ **15.1%** Specific strategies for teaching students with disabilities
- ☐ **42.3%** Classroom management strategies (e.g., discipline, diversity)
- ☐ **7.9%** Don't know/not sure
- ☐ **8.8%** Other (specify):_____

  - **Understanding poverty (12)**
  - **Student achievement analysis (2)**
  - **Integrated curriculum (2)**
  - **Thinking maps (2)**
  - **Fullan training (1)**
  - **Character development (1)**
  - **Voyager U grant (1)**

Vere you given or do you anticipate being given an opportunity to plan the content or scope of the rofessional development (PD) that has been (or will be) offered at your school? **N=240**

☐ **57.1%** Yes ☐ **42.9%** No

n your opinion, how well have the professional development sessions addressed the following? (Check ***nly one*** response for each)

	Not at all	Partially	Adequately	Fully
North Carolina's Standard Course of Study, including strategies for classroom practice **N=239**	☐ **7.1%**	☐ **17.2%**	☐ **50.2%**	☐ **25.5%**
Special strategies for working with diverse student populations (e.g., students with disabilities, English language learner students) **N=230**	☐ **7.4%**	☐ **34.8%**	☐ **43.0%**	☐ **14.8%**
Strategies for promoting active learning **N=233**	☐ **3.4%**	☐ **14.2%**	☐ **54.9%**	☐ **27.5%**
Strategies for implementing small group instruction **N=233**	☐ **3.4%**	☐ **19.3%**	☐ **48.5%**	☐ **28.8%**
The specific needs of the participating teachers **N=226**	☐ **9.7%**	☐ **27.4%**	☐ **48.2%**	☐ **14.6%**
The specific needs of the students in your school **N=232**	☐ **4.7%**	☐ **24.1%**	☐ **49.6%**	☐ **21.6%**
Strategies for implementing research-based or "best practice" instructional methods **N=231**	☐ **2.6%**	☐ **15.6%**	☐ **48.9%**	☐ **32.9%**
The school's school improvement plan **N=234**	☐ **3.4%**	☐ **21.4%**	☐ **44.9%**	☐ **30.3%**

Which of the following were incorporated into the model used to deliver professional development (PD) at our school? (Check all that apply) **N=234**

- ☐ **46.2%** Individually guided staff development (e.g., learning plan designed by the teacher)
- ☐ **64.1%** Observation/assessment (e.g., evaluation, clinical supervision, or peer coaching)
- ☐ **49.1%** Involvement in a development/improvement process (e.g., develop/adapt curriculum, design

programs, or engage in systematic school improvement processes)

- ☐ **62.8%** Training (e.g., serve on PD planning teams that assess needs, explore research-based approaches, select content, determine goals/objectives, schedule training sessions, and monitor PD program implementation)
- ☐ **41.0%** Inquiry (e.g., research classroom techniques, formulate research questions, gather and analyze data, and use findings to improve instruction)
- ☐ **2.6%** Other (specify): _____
  - **Other topics not specified (3)**
  - **Lecture on understanding poverty (2)**
  - **PD dictated by principal (1)**

a. When thinking about the above models, what were the general arrangements for providing the PD? (Check ***all*** that apply) **N=230**

- ☐ **83.5%** In-service PD held during designated school days
- ☐ **65.2%** In-service PD held during after school workshops
- ☐ **44.3%** Full-day PD held during summer vacation days
- ☐ **8.3%** In-service PD held on the weekends
- ☐ **33.9%** In-classroom coaching or modeling of a particular teaching skill or method
- ☐ **21.7%** Job-embedded follow-up opportunities to the PD (e.g., joint lesson planning, collaborative assessments of student work, peer coaching)
- ☐ **2.2%** Other (specify): _____
  - **PD held during teacher workdays (4)**
  - **Online instruction (1)**

Do you think the model(s) used by your school to deliver the PD was effective? **N=236**

☐ **64.8%** Yes ☐ **6.8%** No ☐ **28.4%** Don't know/Not sure

a. If **yes**, why was (were) the model(s) effective?

[N=120 – multiple responses provided by respondents]

- **Excellent and innovative content effectively implemented in the classroom (N=74; 61.7%)**
- **Effective timing and efficient use of resources (e.g. in-service, multiple opportunities) (N=19; 15.8%)**
- **Teacher collaboration (N=18; 15%)**
- **Content based on teacher input, and identified needs/concerns (N=16; 13.3%)**
- **Hands-on activities (N=12; 10.0%)**
- **Improved student achievement (N=12; 10.0%)**
- **Effective follow-up to aid implementation (N=6; 5.0%)**

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? **N=229**

☐ **81.2%** Yes ☐ **18.8%** No

a. 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) **N=192**

- ☐ **71.9%** A workshop or teacher seminar that built on what was learned in the PD activity
- ☐ **59.4%** Meetings with other teachers to reflect on the PD experience and how to implement what was learned
- ☐ **44.3%** 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
- ☐ **16.7%** Coursework at a postsecondary institution that was related to the initial PD activity
- ☐ **35.4%** Someone coming into classrooms to provide demonstration lessons or model what was learned at the initial PD activity
- ☐ **40.1%** 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
- ☐ **69.8%** Discussions held during regular teacher meetings of the entire staff or certain grade level teachers