

- ☐ **41.7%** Dissemination of test scores to shape instruction
- ☐ **0.5%** No opportunities for follow-up were offered
- ☐ **1.6%** Other (specify): _____

- **Online PD courses (1)**
- **New teacher conference (1)**
- **Observations and feedback from Reading Coaches (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 PD sufficient? **N=220**

- ☐ **60.5%** Yes ☐ **5.9%** No ☐ **33.6%** Don't know/Not sure

SECTION IV – REDUCED CLASS SIZE

How many students do you currently have in your class? **N=208**

Mean: 18 students [Range: 3 students – 57 students]

- **Classroom Teachers, Pre-K:** Mean=17 students [Range: 11-19 students]
- **Classroom Teachers, K-3rd grade:** Mean=18 students [Range: 12-26 students]
- **Classroom Teachers, 4th-5th grade:** Mean=20 students [Range: 12-26 students]
- **Specialty Teachers (Art, Music, PE):** Mean=21 students [Range: 16-25 students]
- **Resource Teachers (ESL, Special Ed):** Mean=18 students [Range: 3-45 students]
- **Other Teachers:** Mean=20 students [Range: 4-57 students]

Has the number of students in **your class** decreased during the 2004-2005 school year? **N=210**

- ☐ **61.4%** No ☐ **38.6%** Yes

a. What led to the reduction of class sizes in your school? **N=109**

- ☐ **40.4%** State initiative (please explain): _____
- **DSSF (16)**
 - **Students transferred (12)**
 - **Mandates of legislature (5)**
 - **Reduced class size with additional positions (4)**
 - **More at Four initiative (2)**
 - **NCLB (2)**
 - **Title 1 funding (1)**
 - **Leandro monies (1)**
 - **Other State initiative (not specified) (1)**
- ☐ **35.8%** District initiative (please explain): _____
- **DSSF monies from the District (17)**
 - **Other District initiative (not specified) (15)**
 - **Reduced class size with additional positions (3)**
 - **Research-based decision (2)**
 - **Students transferred (2)**
- ☐ **0.9%** Curriculum plan (please explain): _____
- **Small group reading instruction (1)**
- ☐ **7.3%** School Improvement Plan (please explain): _____
- **Other School Improvement Plan activity (not specified) (7)**
 - **School chose to reduce class sizes (1)**
- ☐ **45.0%** Other (please explain): _____
- **Student transferred or moved out of area (31)**
 - **Other reason (not specified) (6)**
 - **School or principal preference (3)**
 - **Low school enrollment (3)**
 - **Extra money available (2)**

- More at Four program (1)
- Tutorials in third and fourth grades (1)
- Additional EC staff hired (1)
- DPI suggestion (1)

Have any changes been made to your physical classroom space to allow for class size reduction? **N=204**

☐ 89.2% No ☐ 10.8% Yes

a. If **yes**, what effect (if any) has the change in physical classroom space had on instruction? (Check **only one** response) **N=37**

- ☐ 32.4% Neutral – The change in classroom space has **not had any effect** on instruction.
- ☐ 64.9% Positive – The change in classroom space has **facilitated** effective instruction.
- ☐ 2.7% Negative – The change in classroom space has made effective 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=190**

- | | |
|---|---|
| <input type="checkbox"/> 14.2% Parallel or block scheduling | <input type="checkbox"/> 7.4% Multiage grouping of students |
| <input type="checkbox"/> 28.4% Hired additional teachers/teaching assistants | <input type="checkbox"/> 13.2% Team teaching |
| <input type="checkbox"/> 45.3% Small group intervention (pull-outs) | <input type="checkbox"/> 54.2% Small group instruction |
| <input type="checkbox"/> 51.6% Grade level planning | <input type="checkbox"/> 55.8% Tutoring or remediation |
| <input type="checkbox"/> 22.6% Used school-wide curriculum plan (e.g., SFA) | <input type="checkbox"/> 18.9% None |
| <input type="checkbox"/> 3.2% Other, specify: _____ | |
| <ul style="list-style-type: none"> • Student interns/teachers tutoring students individually (2) • Computer programs used as tutorials (1) • More at Four program requirements (1) • Hired Pre-K Coordinator (1) • Other changes not specified (1) | |

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

	No change	Modest change	Substantial change	Don't know
• Increased standardized test scores N=172	<input type="checkbox"/> 4.1%	<input type="checkbox"/> 25.0%	<input type="checkbox"/> 26.7%	<input type="checkbox"/> 44.2%
• Increased use of project-based instruction N=160	<input type="checkbox"/> 13.1%	<input type="checkbox"/> 18.1%	<input type="checkbox"/> 25.6%	<input type="checkbox"/> 43.1%
• Increased time spent on instruction N=168	<input type="checkbox"/> 4.8%	<input type="checkbox"/> 23.2%	<input type="checkbox"/> 44.0%	<input type="checkbox"/> 28.0%
• Reduced time spent on classroom management N=169	<input type="checkbox"/> 13.0%	<input type="checkbox"/> 22.5%	<input type="checkbox"/> 36.7%	<input type="checkbox"/> 27.8%
• Fewer discipline-related problems N=168	<input type="checkbox"/> 11.3%	<input type="checkbox"/> 27.4%	<input type="checkbox"/> 33.3%	<input type="checkbox"/> 28.0%
• Increased use of small group instruction N=172	<input type="checkbox"/> 5.8%	<input type="checkbox"/> 14.0%	<input type="checkbox"/> 54.1%	<input type="checkbox"/> 26.2%
• Greater incidence of individualized student instruction N=171	<input type="checkbox"/> 5.8%	<input type="checkbox"/> 22.2%	<input type="checkbox"/> 44.4%	<input type="checkbox"/> 27.5%
• Increased parental involvement in the classroom N=165	<input type="checkbox"/> 28.5%	<input type="checkbox"/> 23.6%	<input type="checkbox"/> 13.9%	<input type="checkbox"/> 33.9%
• Increased use of alternative student assessment methods N=161	<input type="checkbox"/> 11.8%	<input type="checkbox"/> 22.4%	<input type="checkbox"/> 32.3%	<input type="checkbox"/> 33.5%
• Positive changes in level of student effort and initiative N=168	<input type="checkbox"/> 6.5%	<input type="checkbox"/> 27.4%	<input type="checkbox"/> 36.3%	<input type="checkbox"/> 29.8%
• Increased use of testing results to inform instruction N=166	<input type="checkbox"/> 6.0%	<input type="checkbox"/> 16.3%	<input type="checkbox"/> 44.6%	<input type="checkbox"/> 33.1%
• Other: _____ N=44	<input type="checkbox"/> 2.3%	<input type="checkbox"/> 9.1%	<input type="checkbox"/> 15.9%	<input type="checkbox"/> 72.7%
<ul style="list-style-type: none"> • Other changes not specified (41) • No changes in class size (2) • No teaching assistant (1) 				

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

[**N=180 – multiple responses provided by respondents**]

- Individualized instruction (N=123; 68.3%)

- Small group instruction (N=59; 32.8%)
- General help with instruction, preparation, and attending to students' needs (N=46; 25.6%)
- Improved classroom management (N=40; 22.2%)
- Clerical assistance (N=12; 6.7%)
- Allows teachers more time for planning, PD, or breaks (N=11; 6.1%)
- Increased student achievement (N=4; 2.2%)
- Improved parent contact (N=2; 1.1%)
- No need for teaching assistant in reduced class size setting (N=2; 1.1%)

Did you receive professional development that was *specifically geared* towards helping you work more effectively in a reduced class size setting? **N=208**

☐ 12.0% Yes ☐ 88.0% No

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

[N=22 – multiple responses provided by respondents]

- Literacy instruction (N=12; 54.5%)
- Cooperative learning; strategies for partner and small group instruction (N=12; 54.5%)
- Math and science instruction (N=4; 18.2%)
- Program-based training (e.g. SFA, CSR, Smart Discipline) (N=4; 18.2%)
- Thinking Maps, Thinking skills, and Inquiry-based instruction (N=3; 13.6%)
- Technology instruction (N=1; 4.5%)
- Special needs instruction (N=1; 4.5%)
- Bullying workshop (N=1; 4.5%)
- Data analysis (N=1; 4.5%)

Thinking about the past four school years, has there been an increase in staff turnover at your school?
N=231

☐ 36.4% Yes ☐ 24.7% No ☐ 39.0% Don't Know

a. If you checked **yes** above, please indicate the circumstances that led to the increase in staff turnover at your school.

[N=61 – multiple responses provided by respondents]

- Difficulties with school (due to location, low morale, poor funding, or unsupportive staff) (N=27; 44.3%)
- Difficulties with administration (lack of support or assistance, changes in leadership, etc.) (N=21; 34.4%)
- Difficulties with student body (discipline, poor achievement, etc.) (N=13; 21.3%)
- Teachers move from area, or retire (N=13; 21.3%)
- Lack of parent involvement or support (N=6; 9.8%)
- Qualification or legislative restrictions (N=6; 9.8%)
- Large student body (N=4; 6.6%)
- Lack of individual time for or control over planning (N=3; 4.9%)

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

[N=127 – multiple responses provided by respondents]

POSITIVE

- Increase in individualized and small group instruction (N=58; 45.7%)
- Improved student success and achievement (N=26; 20.5%)
- Improved class management (N=21; 16.5%)
- Better student-teacher relationships (N=17; 13.4%)
- More time, resources, and flexibility (N=13; 10.2%)
- Improved student and teacher morale and motivation (N=6; 4.7%)
- Lower teacher turnover (N=1; 0.8%)

NEGATIVE

- **No reduction in class size (N=23; 18.1%)**
- **Loss of TA's or teachers (N=9; 7.1%)**
- **Increased demands on teachers (N=5; 3.9%)**
- **Space and scheduling difficulties (N=4; 3.1%)**
- **Difficult transition to higher grades with larger class sizes (N=3; 2.4%)**
- **Little flexibility for individual teachers due to fixed curriculum, less time, and more work (N=2; 1.6%)**

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

[N=79 – multiple responses provided by respondents]

- **Inadequate availability of resources (e.g. space, money, materials) (N=25; 31.6%)**
- **Shifting old teachers, and recruiting and training new teachers (N=17; 21.5%)**
- **Loss of TA's; increase teacher turnover (N=17; 21.5%)**
- **No reduction in class sizes (N=11; 13.9%)**
- **No challenges or constraints (N=6; 7.6%)**
- **Higher grade levels not reduced (N=3; 3.8%)**
- **Changing teaching strategies to accommodate assessments (N=2; 2.5%)**
- **Scheduling difficulties (N=2; 2.5%)**
- **Growing enrollment (N=1; 1.3%)**
- **Conflicts with other programs and initiatives (N=1; 1.3%)**

Thank you for completing this survey.

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

Teaching Assistant Survey

--- Comparison Schools ---

Total Received (N=112)

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

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

SECTION I – BACKGROUND

What is your position at the school?

	Full-time	Part-time
• Teaching Assistant in Grades K-3 N=72	<input type="checkbox"/> 98.6%	<input type="checkbox"/> 1.4%
• Teaching Assistant in Grades 4-5 N=8	<input type="checkbox"/> 50.0%	<input type="checkbox"/> 50.0%
• Resource Teaching Assistant (ESL, special education) N=15	<input type="checkbox"/> 100.0%	<input type="checkbox"/>
• Specialty Subjects Teaching Assistant (music, art, physical education, media) N=4	<input type="checkbox"/> 100.0%	<input type="checkbox"/>
• Other (specify): _____ N=21	<input type="checkbox"/> 100.0%	<input type="checkbox"/>
• Pre-K Teaching Assistant (12)		
• Computer lab TA (4)		
• Literacy tutor (3)		
• Title 1 TA (1)		
• ISS TA (1)		

Please indicate the number of years of teaching assistant experience you have (include the current year as one year: N=110

_____ 12.33 _____ Years

What is your highest education achievement? N=106

<input type="checkbox"/> 31.1 % High School Diploma	<input type="checkbox"/> 12.3% Other (specify): _____
<input type="checkbox"/> 1.9% GED or High School Equivalency Diploma	• Some college completed (14)
<input type="checkbox"/> 38.7% Associate's (2-year) degree	• Working towards Associate's Degree (7)
<input type="checkbox"/> 16.0% Bachelor's (4-year) degree	• Teaching certification (Early Childhood Teaching, Elementary Education, Library Tech) (7)
	• Early Childhood classes completed (3)
	• Work Keys test and PD (2)
	• Journeyman's certification (2)
	• Masters in Education (1)
	• No Child Left Behind certification (1)

Did (or will) you receive certification as a teaching assistant? N=103

☐ 58.3% Yes ☐ 41.7% No

a. If **yes**, which of the following certifications have you received? (Check **all** that apply) **N=52**

- ☐ **25.0%** North Carolina Association of Teacher Assistants' (NCATA) Professional Development Plan
- ☐ **46.2%** North Carolina Department of Labor Teacher Assistant Apprenticeship Certification Program
- ☐ **38.5%** Other (specify): _____
- **Associate's Degree (6)**
 - **No Child Left Behind certification (5)**
 - **Work Keys assessment requirements (3)**
 - **Teaching Assistant certification/diploma (3)**
 - **Early Childhood certification (2)**
 - **Library Technology (1)**
 - **Paraprofessional (1)**
 - **NC Teaching certificate "A" (1)**

Thinking about **the classroom in which you work for most of the day**, has the number of students in the class decreased during the 2004-2005 school year? **N=109**

- ☐ **69.7%** No ☐ **23.9%** Yes ☐ **6.4%** Not sure – this is my first year as a teaching assistant in this school
- If **NO** – SKIP TO SECTION II, Page 2

Have your roles and responsibilities as a teaching assistant changed at all since you have been working in a reduced class setting? **N=53**

- ☐ **34.0%** Yes ☐ **66.0%** 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=21 – multiple responses provided by respondents]

- **More time with students, especially for individualized and small group instruction (N=12; 57.1%)**
- **Assisting more classes and grade levels, therefore less time in one class (N=5; 23.8%)**
- **More substituting for teachers; increased instructional responsibility (N=3; 14.3%)**
- **More behavior and class management supervision (N=2; 9.5%)**
- **Less contact with students and parents (N=2; 9.5%)**
- **Increased responsibilities in the classroom (N=1; 4.8%)**
- **More paperwork (N=1; 4.8%)**
- **Less paperwork (N=1; 4.8%)**
- **Now work in Special Education class (N=1; 4.8%)**

SECTION II – TEACHING ASSISTANT ROLE AND RESPONSIBILITIES

1. 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)
cademic:				
Tutor/assist children in learning class material using the teacher's lesson plans N=110	<input type="checkbox"/> 3.6%	<input type="checkbox"/> 7.3%	<input type="checkbox"/> 27.3%	<input type="checkbox"/> 61.8%
Serve as a substitute teacher N=105	<input type="checkbox"/> 35.2%	<input type="checkbox"/> 37.1%	<input type="checkbox"/> 15.2%	<input type="checkbox"/> 12.4%
Grade tests and assignments as instructed by the teacher N=108	<input type="checkbox"/> 25.9%	<input type="checkbox"/> 8.3%	<input type="checkbox"/> 24.1%	<input type="checkbox"/> 41.7%
Observe and record student performance N=110	<input type="checkbox"/> 9.1%	<input type="checkbox"/> 11.8%	<input type="checkbox"/> 39.1%	<input type="checkbox"/> 40.0%
Demonstrate various instructional activities N=109	<input type="checkbox"/> 2.8%	<input type="checkbox"/> 8.3%	<input type="checkbox"/> 42.2%	<input type="checkbox"/> 46.8%
Listen to students reading in small groups N=107	<input type="checkbox"/> 4.7%	<input type="checkbox"/> 10.3%	<input type="checkbox"/> 23.4%	<input type="checkbox"/> 61.7%
Help students find information for reports N=105	<input type="checkbox"/> 41.0%	<input type="checkbox"/> 21.0%	<input type="checkbox"/> 21.0%	<input type="checkbox"/> 17.1%

	Never	Rarely (1-2 times a week)	Occasionally (3-4 times a week)	Frequently (5 or more times a week)
Check and correct students' work while in progress N=109	<input type="checkbox"/> 9.2%	<input type="checkbox"/> 8.3%	<input type="checkbox"/> 24.8%	<input type="checkbox"/> 57.8%
Check homework assignments N=106	<input type="checkbox"/> 17.9%	<input type="checkbox"/> 8.5%	<input type="checkbox"/> 19.8%	<input type="checkbox"/> 53.8%
Assist students with disabilities with their class work N=108	<input type="checkbox"/> 13.9%	<input type="checkbox"/> 12.0%	<input type="checkbox"/> 19.4%	<input type="checkbox"/> 54.6%
Assist English language learners with their class work N=107	<input type="checkbox"/> 33.6%	<input type="checkbox"/> 13.1%	<input type="checkbox"/> 26.2%	<input type="checkbox"/> 27.1%
Help prepare materials for instruction N=109	<input type="checkbox"/> 6.4%	<input type="checkbox"/> 8.3%	<input type="checkbox"/> 22.9%	<input type="checkbox"/> 62.4%
Other (specify): _____ N=6	<input type="checkbox"/>	<input type="checkbox"/> 12.5%	<input type="checkbox"/>	<input type="checkbox"/> 87.5%
<ul style="list-style-type: none"> • Guide center playtime (2) • Assist students in any of their needs (2) • Teach a reading class (1) • Teach students to use computer software (1) 				

Administrative:

Supervise students outside of the classroom (e.g., cafeteria, schoolyard, school discipline center, field trips) N=111	<input type="checkbox"/> 2.7%	<input type="checkbox"/> 3.6%	<input type="checkbox"/> 10.8%	<input type="checkbox"/> 82.9%
Attend professional development workshops N=105	<input type="checkbox"/> 13.3%	<input type="checkbox"/> 44.8%	<input type="checkbox"/> 22.9%	<input type="checkbox"/> 19.0%
Hand out materials for lessons N=109	<input type="checkbox"/> 3.7%	<input type="checkbox"/> 11.9%	<input type="checkbox"/> 20.2%	<input type="checkbox"/> 64.2%
Maintain student health records N=106	<input type="checkbox"/> 32.1%	<input type="checkbox"/> 29.2%	<input type="checkbox"/> 13.2%	<input type="checkbox"/> 25.5%
Maintain student attendance records N=108	<input type="checkbox"/> 18.5%	<input type="checkbox"/> 21.3%	<input type="checkbox"/> 10.2%	<input type="checkbox"/> 50.0%
Arrange classroom furnishings and equipment N=106	<input type="checkbox"/> 17.0%	<input type="checkbox"/> 29.2%	<input type="checkbox"/> 22.6%	<input type="checkbox"/> 31.1%
Prepare visual aids N=107	<input type="checkbox"/> 22.4%	<input type="checkbox"/> 16.8%	<input type="checkbox"/> 31.8%	<input type="checkbox"/> 29.0%
Other (specify): _____ N=4	<input type="checkbox"/>	<input type="checkbox"/> 22.2%	<input type="checkbox"/> 11.1%	<input type="checkbox"/> 66.7%
<ul style="list-style-type: none"> • Maintain classroom sanitation (1) • Manage classroom art (1) • Assist with money collection (1) • Assist with any administrative needs (1) 				

Classroom Management:

Praise/support achievement of students N=104	<input type="checkbox"/>	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 6.3%	<input type="checkbox"/> 92.9%
Keep students on task N=110	<input type="checkbox"/>	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 4.5%	<input type="checkbox"/> 94.5%
Create awards for positive behavior N=110	<input type="checkbox"/> 2.7%	<input type="checkbox"/> 7.3%	<input type="checkbox"/> 19.1%	<input type="checkbox"/> 70.9%
Encourage student self esteem N=104	<input type="checkbox"/>	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 5.4%	<input type="checkbox"/> 92.9%
Teach citizenship, social skills, and respect for others N=93	<input type="checkbox"/> 2.7%	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 12.5%	<input type="checkbox"/> 83.0%
Settle minor student conflicts N=111	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 9.9%	<input type="checkbox"/> 17.1%	<input type="checkbox"/> 71.2%
Participate in the development of discipline policy N=109	<input type="checkbox"/> 9.2%	<input type="checkbox"/> 16.5%	<input type="checkbox"/> 16.5%	<input type="checkbox"/> 57.8%
Discipline misbehavior through approved methods N=109	<input type="checkbox"/> 2.8%	<input type="checkbox"/> 11.0%	<input type="checkbox"/> 18.3%	<input type="checkbox"/> 67.9%
Monitor and record student behavior N=108	<input type="checkbox"/> 9.3%	<input type="checkbox"/> 9.3%	<input type="checkbox"/> 13.0%	<input type="checkbox"/> 68.5%
Report discipline problems to teacher or principal N=107	<input type="checkbox"/> 2.8%	<input type="checkbox"/> 12.1%	<input type="checkbox"/> 24.3%	<input type="checkbox"/> 60.7%
Other (specify): _____ N=2	<input type="checkbox"/>	<input type="checkbox"/> 16.7%	<input type="checkbox"/> 16.7%	<input type="checkbox"/> 66.7%
<ul style="list-style-type: none"> • Ensure student hygiene (2) 				

Please rate yourself on the following:

	Not Applicable	Slightly Skilled	Moderately Skilled	Highly Skilled
I have successful methods of dealing with children. N=85	<input type="checkbox"/> 0.9%	<input type="checkbox"/>	<input type="checkbox"/> 23.2%	<input type="checkbox"/> 75.9%
I have working knowledge of the core subjects at the grade level with which I work. N=87	<input type="checkbox"/> 1.8%	<input type="checkbox"/>	<input type="checkbox"/> 20.5%	<input type="checkbox"/> 77.7%
I am familiar with the school organization and its community. N=111	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 21.6%	<input type="checkbox"/> 78.4%
I have a good understanding of what is expected behavior for children (e.g., basic characteristics of ages and stages). N=94	<input type="checkbox"/>	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 15.2%	<input type="checkbox"/> 83.9%
I can create learning aids that strengthen lesson plans. N=111	<input type="checkbox"/> 5.4%	<input type="checkbox"/> 2.7%	<input type="checkbox"/> 28.8%	<input type="checkbox"/> 63.1%
I can teach to the children's different levels of knowledge or abilities. N=111	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 26.1%	<input type="checkbox"/> 71.2%
I know how to use good methods of recognition, reward, and punishment. N=95	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 1.8%	<input type="checkbox"/> 11.6%	<input type="checkbox"/> 84.8%
I can solve most minor problems independently. N=99	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 0.9%	<input type="checkbox"/> 9.8%	<input type="checkbox"/> 88.4%
I keep student information confidential. N=111	<input type="checkbox"/> 1.8%	<input type="checkbox"/>	<input type="checkbox"/> 4.5%	<input type="checkbox"/> 93.7%

Thank you for completing this survey.

Appendix 2

Results of Teacher Assistant ANOVA Analyses

Appendix 2

**Table A-1 – HP Implementation by Teaching Assistant Retention
Cross Sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Reading Gains, Grade 3**

Group (I)	Group Mean Z-Score	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
Four Year Implementation Level (2002 – 2005)		8.035* (p < 0.001)			
Low (N=153)	-0.0086		Medium	0.0121	1.000
			High	0.1271	0.118
Medium (N=2320)	-0.0207		High	0.1150*	0.001
High (N=526)	-0.1357				
Teaching Assistant Retention		0.317 (p=0.728)			
None (N=391)	0.0001				
Some (N=1513)	-0.0798				
Most (N=1095)	0.0000				
Implementation Level * Teaching Assistant Retention		1.980 (p=0.115)			
Low None (N=0)	--				
Low Some (N=50)	-0.0180				
Low Most (N=103)	-0.0041				
Medium None (N=320)	-0.0755				
Medium Some (N=1234)	0.0420				
Medium Most (N=766)	-0.0207				
High None (N=71)	-0.1824				
High Some (N=229)	-0.1167				
High Most (N=226)	-0.1404				

**Table A-2 – HP Implementation by Teaching Assistant Retention
Cross Sectional ANOVA Analysis
Fall/Spring 2004 to Spring 2005 EOG Mathematics Gains, Grade 3**

Group (I)	Group Mean Scale Score	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
Four Year Implementation Level (02 – 05)		4.274* (p=0.014)			
Low (N=153)	-0.0626		Medium	-0.0123	1.000
			High	0.0961	0.536
Medium (N=2320)	-0.0503		High	0.1084*	0.012
High (N=526)	-0.1587				
Teaching Assistant Retention		24.485* (p < 0.001)			
None (N=391)	-0.0160		Some	0.0930	0.106
			Most	0.0193	1.000
Some (N=1513)	-0.1090		Most	-0.0736	0.051
Most (N=1095)	-0.0353				

Group (I)	Group Mean Scale Score	Omnibus F-Value	Group (J)	Mean Difference (I-J)	Post Hoc Significance
Implementation Level * Teaching Assistant Retention		14.886* (p < 0.001)			
Low None (N=0)	--				
Low Some (N=50)	-0.6855		Low Most	-0.9253	a
			Medium None	-0.6821	
			Medium Some	-0.6245	
			Medium Most	-0.6328	
			High None	-0.6128	
			High Some	-0.4440	
			High Most	-0.5835	
Low Most (N=103)	0.2398		Medium None	0.2432	
			Medium Some	0.3008	
			Medium Most	0.2925	
			High None	0.1671	
			High Some	0.4813	
			High Most	0.3418	
Medium None (N=320)	-0.0034		Medium Some	0.0576	
			Medium Most	0.0493	
			High None	0.0693	
			High Some	0.2381	
			High Most	0.0986	
Medium Some (N=1234)	-0.0610		Medium Most	-0.0083	
			High None	0.0117	
			High Some	0.1805	
			High Most	0.0410	
Medium Most (N=766)	-0.0527		High None	0.0200	
			High Some	0.1888	
			High Most	0.0493	
High None (N=71)	-0.0727		High Some	0.1688	
			High Most	0.0293	
High Some (N=229)	-0.2415		High Most	-0.1395	
High Most (N=226)	-0.1020				

^a post hoc test are not traditionally performed for interactions in n-way ANOVAs.

Appendix 3

List of High Priority (HP) Schools

2003-2004 High Priority Schools, Organized by District

Anson County Schools

Wadesboro Primary

Bertie County Schools

Aulander Elementary

Windsor Elementary

Charlotte-Mecklenburg Schools

Shamrock Gardens Elementary

Thomasboro Elementary

Westerly Hills Elementary

Cumberland County Schools

Lillian Black Elementary

Pauline Jones Elementary

Teresa C. Berrien Elementary

Durham Public Schools

George Watts Elementary

Lakewood Elementary

W.G. Pearson Elementary

Eastway Elementary

Edgecombe County Schools

Roberson Elementary

Forsyth County Schools

Ashley Elementary

Cook Elementary

Forest Park Elementary

Kimberley Park Elementary

North Hills Elementary

Petree Elementary

Gaston County Schools

Rhyne Elementary

Woodhill Elementary

Guilford County Schools

W.M. Hampton Elementary

Fairview Elementary

Clara J. Peck Elementary

Hertford County Schools

Riverview Elementary

Nash-Rocky Mount Schools

James C. Braswell Elementary

O.R. Pope Elementary

Northampton County Schools

Rich Square Creecy Elementary

Robeson County Public Schools

West Lumberton Elementary

Union County Public Schools

East Elementary

Walter Bickett Elementary

Vance County Schools

Clark Street Elementary

New Hope Elementary

Pinkston Street Elementary

Wayne County Public Schools

Carver Heights Elementary