DOCUMENT RESUME

ED 477 125 TM 034 961

AUTHOR	Baenen, Nancy; Yaman, Kimberly; Lindblad, Mark
TITLE	Accelerated Learning Program (ALP): Grade 3-8 Evaluation, 2001-02.
INSTITUTION	Wake County Public School System, Raleigh, NC. Dept. of Evaluation and Research.
REPORT NO	WCPSS-E&R-02.34
PUB DATE	2003-03-00
NOTE	108p.; For the 2000-2001 report, see TM 034 229.
AVAILABLE FROM	For full text: http://www.wcpss.net.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Gains; *Elementary School Students; Elementary Secondary Education; Supplementary Education
IDENTIFIERS	Accelerated Schools; *Wake County Public School System NC

ABSTRACT

The Wake County Public Schools, North Carolina (WCPSS), initiated the Accelerated Learning Program (ALP) in 1999-2000 as the major new intervention to help all students reach grade-level performance in reading and mathematics. The ALP program was funded through local and state funds, and in 2001-220, 7,285 students received services through ALP. The most common instructional approaches in ALP were targeted instruction (small groups focusing on specific skills) and team teaching at the elementary level, with electives more common at the middle school level. Most ALP schools (53.3%) offered assistance in a combination of session times on school days and nonschool days, with after-school, Saturday, and during-the-day sessions the most popular options at traditional calendar schools. Analyses of the program's third-year results show that, overall, changes in both achievement growth and performance support the effectiveness of ALP and other assistance at grades 3 through 8. Five attachments contain descriptions of programs and results for high level growth schools. (Contains 36 figures and 3 references.) (Author/SLD)

2001-02

ACCELERATED LEARNING PROGRAM (ALP): GRADE 3-8 EVALUATION 2001-02

Report No. 02.34
Department of Evaluation & Research
http://www.wcpss.net/evaluation-research

March 2003

ACCELERATED LEARNING PROGRAM (ALP): GRADE 3-8 EVALUATION 2001-02

TABLE OF CONTENTS

ATTACHMENTS

1. Instructional Assistance Programs Available to Students by School 2001-02
2. ALP Program Participation and ABC Results for Level I and II Students
   - A. Elementary Schools 2001-02
   - B. Middle Schools 2001-02
3. Eligible and Participating 3-8 2001-02
   - A. Subgroup Information
   - B. Flowchart
   - C. Summary by Level
4. Actual Values for Chart of ABC Results for ALP 3-5 and 6-8
5. High Growth for Level I and II Students: School Plans 2001-02
   - A. Elementary Schools
   - B. Middle Schools

ACCELERATED LEARNING PROGRAM (ALP): GRADE 3-8 EVALUATION 2001-02

Abstract

WCPSS initiated the Accelerated Learning Program (ALP) in 1999-2000 as the major new intervention to help all students reach grade-level performance in reading and math. Analyses of the program's third year results show that overall, changes in both achievement growth and performance support the effectiveness of ALP and other assistance at grades 3-8.

Report Summary

BACKGROUND

For many years, the Wake County Public School System (WCPSS) has provided instructional support to students with special needs through a variety of grant-funded programs. However, student needs could not be fully met through these resources. To help accomplish Goal 2003, local dollars were allocated for supplemental instructional support through the Accelerated Learning Program (ALP).

ALP began in 1999-2000; 2001-02 was the third year of the ALP program at grades 3-8. Initially, students received ALP instruction only outside of the school day to *extend* their instructional time. Over time, however, schools have been allowed to provide ALP during the day, if desired. Students who scored below grade level were to be offered up to 22 days of additional instruction through trained instructors (preferably teachers) in small groups (of 15 or fewer students) during the school year. Grades K-2 and 9-12 were added to ALP in 2000-01, as well as a Summer Academy. These components are addressed in other Evaluation & Research Department (E&R) reports.

ALP 2001-02

The ALP program at grades 3-8 was funded through local and state funds. Funding formulas provided funding per child scoring below grade level (generally Level I or II on state End of Grade [EOG] tests) at all schools *plus* an allotment for schools with higher concentrations (over 30%) of low-income students (called challenged schools). Schools were allowed to assist students who scored on grade level (Level III) through ALP, as space allowed, based on classroom performance.

The number of students in ALP in 2001-02 was 7,285, very similar to the 7,325 students served in 2000-01. However, the number of Level III and IV students (students scoring at grade level) participating increased from 502 to 1,654, meaning that the number of students served who scored below grade level actually decreased. The increase in Level III and IV students served could be exaggerated because of a change in data collection methods. Most of the Level III and IV students served in ALP were elementary students. Participation by school varied considerably for students scoring below grade level, from 22.2% to 99.5%.

At both the elementary and middle school levels, ALP provided support in reading, mathematics, and writing.

- The most common instructional approaches used were targeted instruction (small groups focusing on specific skills) and team teaching at the elementary level, with electives more common at the middle school level.

- Most schools (53.3%) offered assistance in a combination of session times on school days and non-school days, with after-school, Saturday, and during-the-day sessions the most popular options at traditional-calendar schools (plus intersession at year-round schools).

- Using ALP funds to provide students with additional support during the day has become more common over time, especially in traditional-calendar schools, increasing from 0% in 1999-2000 to 34% of the elementary and 29% of the middle schools in 2000-01, and 42.5% of the elementary and 60% of the middle schools in 2001-02.

PROGRAM IMPACT

Level I and II Trends

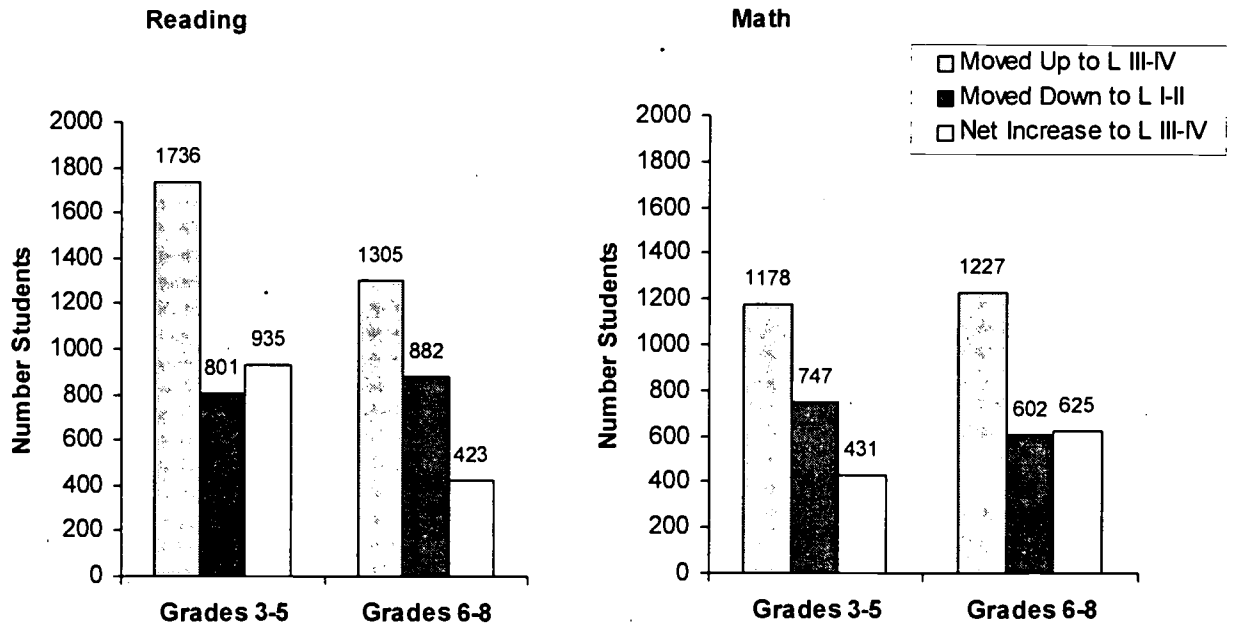
ALP was the largest intervention effort in place at grades 3-8 designed to improve the performance of Level I and II students, and most students participated. Therefore, examining student growth for all students who scored in Levels I or II in spring 2001 provides useful information on overall program impact. *Changes in both achievement growth and performance support the effectiveness of ALP and other assistance at grades 3-8.*

- *Students in grades 3-8 scoring in Level I or II have shown improved growth since ALP began.* Level I or II students showed high growth on the ABCs at both the elementary and middle school levels in both spring 2002 and 2001. Elementary students initially scoring at Level I or II also showed exemplary (high) growth in 2000. High growth is necessary for these students to reach grade level.

- *The percentage of Level I and II students able to reach grade-level achievement in one year has increased steadily since ALP began.* Only 36% of students who scored below grade level in spring 1997 were able to score at grade level by spring 1998 (before ALP began). In contrast, of those scoring below grade level in spring 2001, 51% in reading and 53% in math reached grade-level scores in spring 2002.

- The overall percentage of students at grade level is influenced both by students who move up from Level I or II to Level III or IV scores and those who drop from Level III or IV to Level I or II scores. The percentage of students tested in spring 2001 and 2002 who showed a decline to Level I or II was 3.9% in reading (about the same as spring, 2001) and 3.1% in math (an improvement over 2001). The net increase in students in Level III or IV was higher in reading (1,358) than in math (1,056). Net increases were higher in reading at elementary and math at middle school (see next figure).

Net Increase in Students in Level III or IV by Grade Span, Spring 2001 to 2002



ALP Effectiveness

ALP participants at both the elementary and middle school levels showed high growth in both reading and math based on the North Carolina ABC Accountability (ABCs) Program regression model. Subgroup growth was also strong. (One part of the ABCs utilizes regression analyses to examine student growth from one year to the next compared to the state.)

- Nearly all subgroups met the ABC high growth standard in reading and math. However, ABC growth composites were higher for students not on free or reduced-price lunch (FRL) than for those on FRL (low income), for non-Special Education students compared to Special Education students, and for minority students compared to White students (except for Asian students in elementary reading).

- Almost all ALP subgroups had stronger high growth composites than WCPSS overall.

- Compared to WCPSS Level I and II students overall, ALP elementary students showed more positive high growth composites in reading at grades 4, 7, and 8, and math at grades 4, 5, and 7. However, 6th graders in ALP, similar to all WCPSS Level I and II students, did not show high growth in either reading or math.

ALP Timing

A regression analysis revealed that the timing of ALP sessions (during the day versus outside of the day or at both times) did not make a great deal of difference to individual students' learning. However, comparisons of schools with the highest and lowest growth for Level I and II students revealed that schools with the highest growth for Level I and II students were more likely to offer assistance outside of the regular school day than the schools with the lowest growth.

Improvements over Two Years

Cohorts of 1998-99 3rd and 6th graders, followed over two years, revealed increasing percentages of students able to reach grade-level performance.

- In reading, the percentage of 3rd graders in ALP who reached grade level rose steadily by grade 4 (32%) and grade 5 (59%). This increase was similar to middle school, where 40% of ALP students reached grade level in grade 7 and 57% by grade 8.

- In math, the percentage of students in ALP who reached grade level also increased, but the degree of improvement was greater in the first year than in the second. The percentage of 3rd graders in ALP who reached grade level rose to 59% at grade 4 and 69% at grade 5. The percentage of 6th graders in ALP who reached grade level rose to 40% in grade 7 and remained at 40% in grade 8.

Highest Growth Schools

At both the elementary and middle school levels, schools with the highest growth for Level I and II students, compared to those with the lowest growth, were more likely to:

- offer ALP sessions outside of the school day,
- assist some low Level III students, and
- have more teaching staff involved.

Other successful strategies varied by level. At elementary, the most successful schools were more likely to:

- vary strategies for ALP and the regular instructional day,
- have strong parent communications, with specific ways for parents to help,
- use fewer volunteers,
- start ALP by October.

At the middle school level, successful schools were more likely to:

- have higher ALP participation rates,
- use fewer instructional strategies during ALP,
- have a special period during the day for remediation/enrichment at least part of the year (special electives, extended advisory or team times),
- have slightly fewer FRL students (15% vs. 21%), and Level I and II students (avg. 138 vs. 164), but more English as a Second Language (ESL) students (4% vs. 1%),
- have a year-round calendar.

Based on telephone interviews, the elementary and middle schools with the best gains for Level I and II students also exhibited evidence of effective school characteristics, such as strong program staff, supportive principals, a focus on instruction, high expectations for students, and parent involvement.

RECOMMENDATION

Overall, evidence suggests ALP has had a positive impact on the ability of students who score below grade level to reach grade-level achievement. However, some schools were clearly more successful than others. Changes in participation rates and use of the allocations at schools also suggest ALP is continuing to evolve. For schools that are successful based on EOG and ABC results, this increased flexibility seems appropriate. However, for those schools who did not achieve high growth on ABCs for their Level I and II students, relevant central staff are encouraged to review use of ALP with school staff to see if improvements in recruitment or use of ALP dollars could make a positive difference in results. In addition, it may be appropriate to review ALP guidelines more formally in light of evaluation and achievement results to see if modifications are appropriate (with input from elementary and middle school staff).

Evaluation Plan

E&R's evaluation addresses the basic question of whether low-performing WCPSS students are progressing at a faster rate towards grade-level performance since the addition of ALP. This report summarizes results on:

- The types of assistance available to students who show low achievement
- Student eligibility and participation in ALP
- The structure and implementation of ALP programs
- Staff perceptions of the effectiveness of ALP at each level
- The impact of ALP and other assistance on student achievement test results
- The impact of timing of ALP services on the achievement gains of students
- Schools that were most and least successful in promoting strong growth for Level I and II students and possible beneficial practices

The full evaluation plan is available from the WCPSS Evaluation and Research Department.

DATA SOURCES AND METHODS

Data sources used are summarized in the next table. To the extent possible, information was obtained from central office data files and contacts (e.g., student demographics, service by various programs, and test performance). Schools were asked only about the site-specific ways in which they implemented their ALP program.

Both qualitative and quantitative analyses were utilized. Many analyses were descriptive in nature. We used regression analyses to assess various aspects of the effectiveness of the ALP programs on student progress. More specific information on methods is provided in the relevant sections of the report.

Figure 1
Data Sources for ALP Evaluation 3-8, 2001-02

Data Source	Description
ALP Program Plan	Fall descriptions of school programs provided to program director
ALP Feedback Form	Spring updates on school programs and feedback on effectiveness provided to E&R
Middle School Comprehensive Student Roster	Subject areas of service provided to all eligible students
Data Capture Sheets	K-5 literacy and math assessment profile status for students as well as ALP service information.
Locators	Demographic information on WCPSS students at specific points in time
Masterbuild for End-of-Grade (EOG)	EOG test scores matched with demographic information
Program Records	Documents and information from central program staff about program budgets, training, and implementation
Interviews	Interviews with key staff about program implementation and success (staff at schools and central office)
ABCs Analyses	Information on growth of students by school and level based on state ABCs regression analyses

Instructional Assistance Available to Low-Performing Students

The 2001-02 school year was the third for the ALP 3-8 program. However, it is important to realize that other efforts were also in place to support students in K-8. A description of ALP and some other major efforts follow. Attachment 1 provides information on programs available by school.

ALP PROGRAM OVERVIEW

ALP History

In 1998-99, WCPSS provided additional support funds to schools with a concentration of low income students and/or low achievement. Fund use was very flexible, with schools submitting plans for their programs to Instructional Services. In spring 1999, a system wide committee met to discuss what it would realistically take to accomplish Wake County Public School System's Achievement Goal 2003, which is to have 95% of our students testing at or above grade level by 2003, as measured by NC EOG testing at grades 3 and 8. National research, curriculum theory, and personal experiences were all considered in recommending that a new program, the Accelerated Learning Program (ALP), be instituted in 1999-2000. Funds were allocated on a per-student basis, so that schools with the most students in need received the most funds. For 1999-2000, schools were asked to develop implementation plans for ALP within the following more specific parameters:

- ALP students were to be provided up to 22 extra days of instruction, based on individual needs. One initial parameter of ALP was that all instruction take place **outside** the regular school day, such as Saturdays, teacher workdays, holidays, student vacation time (during intersessions of year-round schools), before school and/or after school. Another parameter was that a variety of times be included in the school's ALP plan, with no more than one third of the ALP "days" to be before or after school instruction.

- A Personal Education Plan (PEP) was to be developed and monitored for each student, including objectives and strategies for meeting each student's needs.

- Teachers and volunteers who provided services to the ALP students were to be "highly trained."

- Parent involvement was to be encouraged in terms of student participation, supporting the learning process at home, communicating with teachers, supporting school staff, and attending parent/teacher conferences.

- The community ALP was initiated, which encouraged individuals and groups (churches and other organizations) to volunteer in schools to support students. Volunteers were trained in literacy and/or math before working as tutors.

In 2000-01, ALP was expanded from grades 3-8 to K-12, and a summer academy was added for grades 3-8. Expansion was possible due to a one-time transfer of $7 million from capital improvement to operating expenses by the Wake County Commissioners in November 2000. Original guidelines were in place, except that:

- The timing parameters were relaxed somewhat to permit ALP services to be offered during the school day.

- The Challenged Schools and School Improvement Program Grant programs were added. Challenged Schools were those with the highest concentrations of low income students, and the additional funds could be used to extend existing services or serve groups typically not served (e.g., those who showed test scores just above the grade-level-cut scores). Schools that did not qualify for the Challenged Schools program could apply for a School Improvement Program Grant based on special needs at their campus. These schools had lower levels of need schoolwide but had special circumstances or needs.

ALP 2001-02

No major changes were made in the ALP 3-8 program for the 2001-02 school year. Schools were given even more flexibility, however, in terms of the time of day they used ALP funds. Allocations for 2001-02 were similar to 2000-01, except that allotments per student were based on a 12:1 pupil:teacher ratio rather than 10:1 due to an increase in the number of challenged schools. ALP 3-8 served 7,285 students in 2001-02 at a cost of about $876 per student. The next table summarizes allocations for each component of the ALP 3-8 program.

Figure 2
ALP Program 3-8 Allocation Overview for 2001-02

PROGRAM	Budget	Funding Basis	Purpose
ALP 3-5	$2,725,326	$ per student plus administrative costs	Improve individual students' reading and math skills
ALP 6-8	$2,429,016	$ per student plus administrative costs	Improve individual students' reading and math skills
ALP Challenged (K-8) TOTAL *Elementary* *Middle*	$1,230,174 ($1,028,549) ($201,625)	Schools with 30% or more low-income students (eligible for FRL)	Extra support to improve reading and math in schools with greater needs
TOTAL ALP 3-8	**$6,384,516**		

OTHER ASSISTANCE AVAILABLE

Title I

Title I, a federal funding source, provides funds for school systems to assist schools that have high poverty concentrations. Within these schools, students with the lowest achievement and greatest needs, identified on multiple criteria, are identified for service. In 2001-02, most Title I schools opted to serve students in grades K-2 with the ALP K-2 literacy program (also known as ALP II). Local funds were also used for this program. A few schools continued to provide literacy assistance at grades 3-5, usually in addition to K-2. Title I students in grades 3-5 received about 40 minutes per day four to five days per week. Service was provided during the regular school day. Most students were served across the full year, which results in about 100 hours of service per child. Students with the greatest needs were served first, and teacher capacity did not always allow all students to be served even in the designated schools.

Class Size Reduction (CSR)

CSR provides federal funds to reduce class size in grade K-3 classrooms. Small classes have been found to impact student achievement, especially in the early grades. In 2001-02, WCPSS had 40 teachers assigned to 23 schools for this purpose. Most schools used the extra teachers to create a new class at a grade level (preferred); a few reduced class sizes for part of the day through a teaming approach. Thus, students benefited all day or part of the day based on the model chosen by their school.

Project SOAR

Project SOAR is an after-school enrichment program operating at seven WCPSS schools (Lead Mine Elementary, Leesville Middle, Athens High, Fuquay-Varina High, Sanderson High, Southeast Raleigh High, and Wake Forest-Rolesville High), and is made possible by a federal grant from the 21st Century Community Learning Center. Each individual WCPSS program is unique but has been designed to increase students' resiliency utilizing four common factors: academic competence, a sense of belonging, a sense of usefulness, and personal potency. In 2001-02 Project SOAR sites offered 8-15 hours of after-school programming per week, including homework assistance, computer use, recreation, and enrichment activities such as photography, Web design, art, etc. SOAR also offered parent education workshops, discussion, groups, and student-parent learning activities.

Support Our Students (SOS)

SOS is a statewide effort to establish high-quality after-school programs to promote academic, social, and character-building experiences for students. In Wake County, 4-H Youth Development has coordinated the program for ten years at two community-based sites and six middle schools. Students are scheduled to attend two to five times per week. SOS staff has had some training in the NC Standard Course of Study.

English as a Second Language (ESL)

Students with limited ability in English are provided additional support through ESL services at many WCPSS campuses. This program helps students make the transition to English while supporting them in their academic work. In 2001-02, ESL was available on 63 campuses (42 elementary, 12 middle, and 9 high schools).

Helping Hands

The goal of the School/Community Helping Hands Project is to promote African-American males' success in school and in their community. The focus is on improving students' metacognitive skills, interpersonal skills, self-esteem, and leadership skills. To accomplish this, African-American male educators and community volunteers work with small groups and individual students. During the 2001-02 school year, Helping Hands served more than 350 students.

Communities in Schools (CIS)

CIS connects community resources with students and families through the school site. CIS tries to prevent school failure through activities such as mentoring and tutoring. Some efforts are in schools while others are at community sites. They have also assisted with training for ALP volunteers for schools.

Other

In addition, some schools have additional tutoring or support services funded through small grants, Parent Teacher Associations, or in other ways. Some churches, community groups and private firms also offer tutoring and/or mentoring services.

Level I and II Achievement Trends Grades 3-8

MOVEMENT UP AND DOWN ACROSS ACHIEVEMENT LEVELS

Achievement of Goal 2003 requires nearly all students currently scoring in Levels I and II to reach grade level based on EOG scores. For students scoring close to the cutoff scores between the two levels, some movement is to be expected based on measurement error alone. However, our effectiveness in reaching Goal 2003 is diminished to the extent that students drop back from Level III or IV achievement to Level I or II. With successful support, the number of students moving up to grade level should exceed those going down.

Level Scores

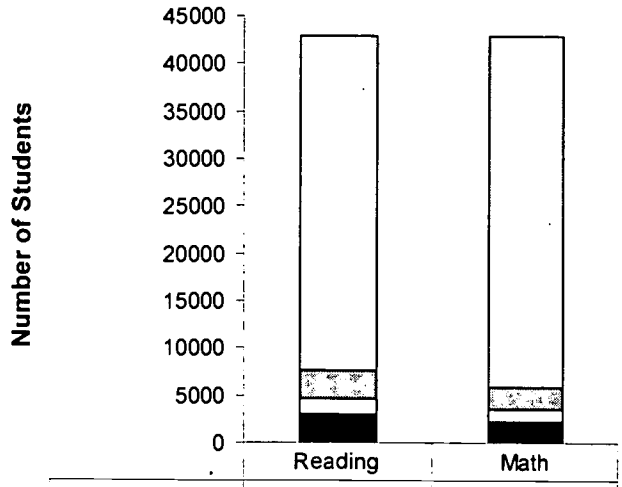
Most WCPSS students (about 89%) scored at Level III or IV both in spring 2001 and 2002. However, some students moved up from Level I or II to III or IV each year, while others moved down from Level III or IV to Level I or II. Our overall success in reaching Goal 2003 is influenced not only by the percentage of Level I or II students able to increase their scores to Levels III or IV, but they those who drop from Level III or IV to Level I or II. For students scoring close to the cut scores between the two levels, some movement is to be expected based on measurement error alone. (However, with successful support, we hope the number of students moving up to grade level exceeds those going down). As the next graph illustrates, *more students moved up to Level III or IV than down to Level I or II, the desired pattern.* By subject:

- In reading, 7.1% of the students moved up to Level III or IV, while 3.9% moved down to Level I or II (similar to 2001 and an improvement over 2000).

- In math, 5.6% of the students moved up to Level III or IV, while 3.1% moved down to Level I or II (an improvement over last year resulting from fewer students moving down a level).

- The net increase in students in Level III or IV was 1,358 students in reading and 1,056 in math.

Figure 3
Patterns of Achievement Level Performance Between Spring 2001 and 2002

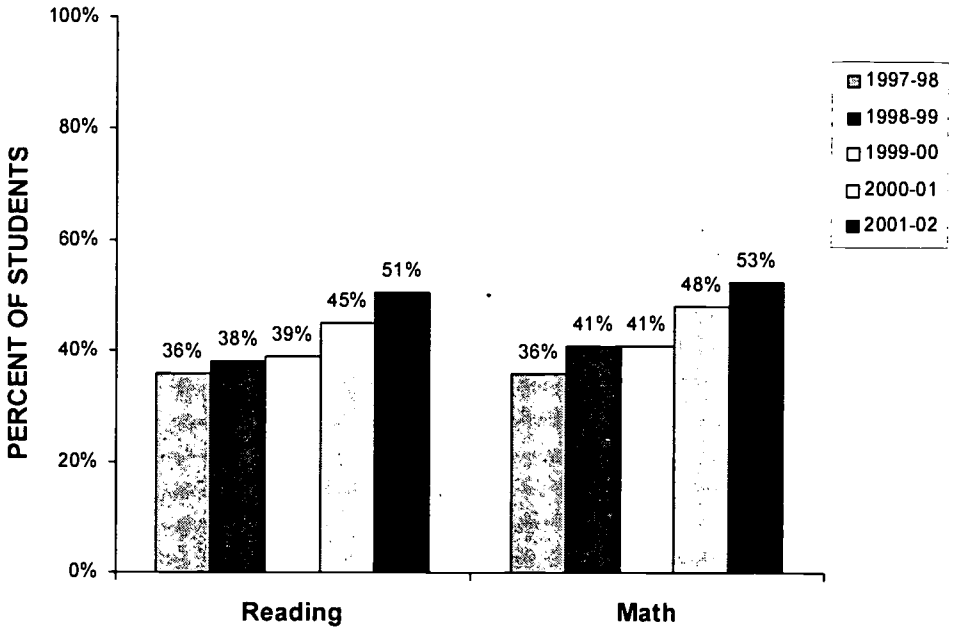


	Reading	Math
Stayed in Level III-IV	35230	37054
Moved Up to Level III-IV	3041	2405
Moved Down to Level I-II	1683	1349
Stayed in Level I-II	2969	2173

Movement Up to Grade Level

If we focus just on those students who scored in Level I or II each spring, the percentage of Level I or II students able to reach grade level within one year has been steadily increasing each year since support such as ALP was added. As illustrated in the next graph, only 36% of students were able to reach grade level between spring 1997 and 1998 (before support for ALP Regular or Challenged Schools began), while more than 50% were able to reach grade level between spring 2001 and 2002 (with new ALP supports in place). ALP expanded the system's capacity for service so that all students at grade, 3-8 scoring below grade level could be offered assistance. (In 1998-99, grants and locally funded programs were able to serve only 54% of the low achieving students.)

Figure 4
Percentage of Students Who Scored in Level I or II the Prior Year and Moved Up to Grade Level the Next Year: Grades 3-8



Between spring 2001 and 2002, by grade:

- In reading, the highest percentage of students reached grade level in grades 3 and 8 (over 50%). Grade 6 stands out as having the least success (22%).

- In math, the highest percentage of students reached grade level in grade 4 (68%). Grade 3 stands out as having the least success (28%).

Net Increases

The following charts illustrate positive trends in students' score movement *up and down* across grade levels over time:

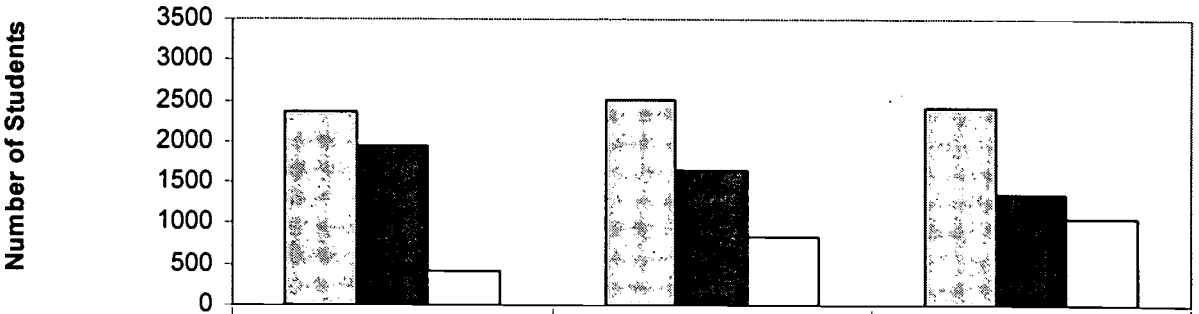
- In reading, the patterns improved considerably between spring 1999 and 2000 and spring 2000 and 2001 and stayed about the same from spring 2001 to 2002.
- In math, there was a steady improvement in patterns across the three years.
- Overall, net increases were still greater in reading than math.

Figure 5
Net Increase in Students at Levels III and IV on EOG Grades 3-8

Reading

	Spring 99 to 00	Spring 00 to 01	Spring 01 to 02
# Moved Up to Level III-IV	2646	3043	3041
# Moved Down to Level I-II	1972	1578	1683
Net Increase	674	1465	1358

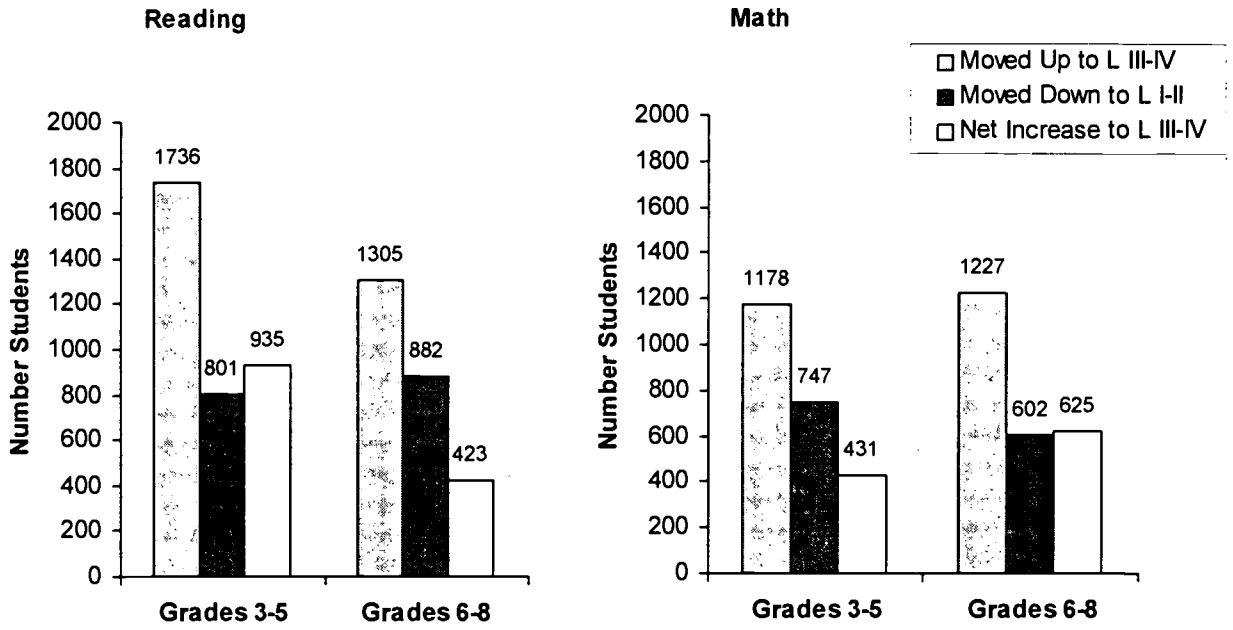
Math



	Spring 99 to 00	Spring 00 to 01	Spring 01 to 02
# Moved Up to Level III-IV	2363	2503	2405
# Moved Down to Level I-II	1940	1653	1349
Net Increase	423	850	1056

As shown below, in reading, the net increase was more positive at grades 3-5 than at grades 6-8. In math, the opposite was true, with a more positive net increase at grades 6-8 than at grades 3-5.

Figure 6
Net Increase in Students in Level III or IV by Grade Span Spring 2001 to 2002



Level Declines for Level III Students

Students who score just above the scale score cut points on EOG are of special interest in terms of meeting Goal 2003. A closer look at level declines among Level III students reveals that, as expected, *the percentage of students dropping from Level III or IV to Level I or II was higher for those who scored close to the scale score cut point (within two points) than for those who scored further above the cut point.* This was true in both reading and math. (See Figure 7.)

A second question of interest is whether students who scored low in Level III (within two and four scale score points) were supported through ALP. That question is addressed in the ALP 3-5 and 6-8 sections of this report.

Figure 7
Students Dropping from Level III in Spring 2001 to Level I or II in Spring 2002 by Their Proximity to the Level II-III Scale Score Cut Point in Spring 2001

Number Scale Score Points Above Cut in Spring 2001	Grades 3-5			
	Reading		Math	
	#	%	#	%
1-2 points	187 of 792	23.6	254 of 1,170	21.7
3-4 points	242 of 1,358	17.8	192 of 1,451	13.2
5 or more points	318 of 5,625	5.6	211 of 4,952	4.2
Total	**747 of 7,775**	9.6	**657 of 7,573**	8.6
	Grades 6-8			
1-2 points	280 of 874	32.0	287 of 862	33.2
3-4 points	217 of 1,135	19.1	171 of 947	18.0
5 or more points	335 of 4,973	6.7	223 of 3,981	5.6
Grand Total	**832 of 6,982**	11.9	**681 of 5,790**	11.7

Note: To be included in the analysis, students had to have scores from 2001 and 2002. Only non-retained students are included.

High growth based on the state's ABC regression formulas will help us reach grade level with students who score below grade level.

ABC Scale Score Growth

State ABC regression analyses reveal that:

- *At both the elementary and middle school levels, WCPSS showed high growth for students who initially scored in Levels I or II the last two years.* This is a positive pattern for Level I or II students, which should allow most to reach grade-level performance over time.

- *Growth was stronger for Level I or II students than for III or IV students at both the elementary and middle school levels.* This is desirable for accomplishing Goal 2003. However, high growth for all groups is desirable; therefore, instruction for Level IV students at the elementary level and Level III and IV students at the middle school level may need some adjustments.

- *At both the elementary and middle school grades, growth was stronger for students in Levels I or II than for low income (FRL), Black, and Special Education students.* Our students in Level I or II who fit in more than one of these categories represent the greatest challenge for WCPSS educators in reaching the WCPSS Goal 2003 as well as the No Child Left Behind (NCLB) federal requirements.

Figure 8
ABC High (Exemplary) Growth for Key Subgroups in Spring 2001 and 2002

	2001		2002	
Group	**Grades 3-5**	**Grades 6-8**	**Grades 3-5**	**Grades 6-8**
Systemwide (All)	**.10**	-.04	**.02**	**.04**
Levels I and II	**.77**	**.24**	**.80**	**.16**
Level III	**.10**	-.19	**.04**	-.25
Level IV	-.22	-.03	-.30	**.22**
Low Income	-.20	-.66	-.28	-.52
Not Low Income	**.19**	**.08**	**.10**	**.17**
Special Education			-.07	-.59
LEP			-.07	**.46**
Asian			**.29**	**.64**
Black			-.24	-.43
Black Males	-.26	-.57	-.21	-.54
Black Females	-.16	-.48	-.26	-.34
Hispanic/Latino			**.13**	**-.18**
Native American			**.03**	**.71**
White			**.10**	**.19**
White Males	**.20**	**.05**	**.05**	**.10**
White Females	**.21**	**.16**	**.16**	**.29**
Multiracial			-.15	**.11**

Notes: **Bold**=ABC High Growth Standard was met.
Shading means data was not available for 2000-01; breakdowns were new in 2001-02.
LEP = Limited English Proficiency
Source: Disaggregated ABC Composites as of Oct. 2002.

By grade, among students who initially scored at Levels I or II:

- The strongest growth in reading was evident at grades 5, 7, and 8. Grades 3 and 6 showed the greatest need for improvement relative to ABC high growth standards.

- The strongest growth in math was evident at grades 4, 5, and 7, with grades 3, 6, and 8 showing need for improvement to reach exemplary growth standards.

Thus, grades 3 and 6 showed the most need for improvement. A task force has explored possible reasons and solutions for grade 6 performance and attempts are being made to improve the middle school transition. At grade 3, possible reasons could relate to instruction or assessment issues. The fall pretest at 3rd grade is much shorter and less reliable than the EOG test given at the other grades. Nevertheless, grade 3 is critical given that Goal 2003 targets this grade, so instructional adjustments should also be considered.

Growth by School

The majority of WCPSS schools showed high growth for Level I or II students, with more consistent results at the elementary than middle school level.

- 84% of our elementary (63 of 75) schools showed *high growth* for Level I or II students. Nine showed expected growth, and three did not show *expected* growth for their students scoring in Level I or II.

- 56% of our middle schools (14 of 25) showed *high growth* for Level I or II students. Four showed expected growth, and five did not show expected growth for Level I or II students.

The achievement trends part of the ALP 3-5 and ALP 6-8 sections of this report include descriptions of practices common to the schools achieving the highest growth for Level I or II students.

ALP 3-5 Programs

PARTICIPATION

Eligibility Criteria

Allocations for ALP were based on counts of students with test scores (below grade level) the previous spring. However, other struggling students could be served as space allowed (e.g., students who had scored just above the cut score for Level III).

- At grade 3, allocations were based on students who showed WCPSS literacy profile scores below a book level of 23-24 or math profile scores below grade level in two or more of the four math strands.
- At grades 4-8, allocations were based on students scoring below grade level in reading and math on EOG in spring 2001, plus Special Education students not tested on the standard form of EOG (computer adaptive, checklist, or portfolio).

Participation

Data on ALP participation was collected in a different way in 2001-02 at grades 3-5. This change in data collection method appears to have impacted reporting somewhat, and comparisons across years must be made cautiously. Previously, the ALP coordinator was in charge of the data collection, and classroom teachers were less involved in many schools. To reduce paperwork, the Data Capture form was revised to include student participation in ALP as well as K-5 assessment data. Classroom teachers completed the form. We suspect some over- and under-reporting resulted.

- **Over-reporting:** We suspect some students marked as served in ALP were actually receiving service through other efforts (which may not have been dependent on low achievement). One reason was that the number of students scoring Level III or IV in both reading and math who were reported as being in ALP rose considerably, from 502 in 2000-01 to 1,390 for 2001-02. Schools with the highest number of Level III or IV students reported as participating in ALP were called to verify their participation. In nearly all cases, the students were not in ALP, but rather were in an enrichment or other support effort at the school. To address this issue, we re-coded all students who scored in Level IV in both reading and math from ALP to "not ALP". These students have been excluded from further counts. (We were less sure about Level IIIs and therefore made no changes to students' status.)

- **Under-reporting:** Sometimes schools used ALP funds to support a school initiative, but the program was not called ALP. In this case, teachers may not have reported a student as being in ALP who actually was in a program funded at least partly through ALP. In addition, if schools used ALP funds for an ALP teacher, or part of an ALP teacher, to help students during the day, the classroom teachers who completed the Data Capture form may not have

realized that these students should be marked as being in ALP. We had no way to catch such reporting errors.

Thus, the basic issue is that classroom teachers were not always aware of the source of funding of certain efforts. One idea for 2002-03 is to ask principals or ALP contacts to communicate how ALP funds were used to their faculty at the time of the data collection.

Because of the differences in data collection and reporting, we will compare participation rates only generally between 2000-01 and 2001-02. If we count as eligible those in initial allocations plus those with higher test scores served based on teacher recommendations both years, the participation rate for 2000-01 was 77%, compared to 71% for 2001-02. Thus, participation appeared to be down slightly. However, the decline is actually slightly greater for those initially considered eligible (primarily students with low test scores), because of the rise in Level III students served. Overall, 1,654 students with no Level I or II scores (including some newly enrolled students who had no EOG scores) were served in ALP in 2001-02 compared to 502 in 2000-01. Overall, 62% of Level I or II students who were eligible participated in ALP. (See Attachment 3C.)

The number of students at or above grade level served in ALP was higher at grade 3 than at grades 4 and 5. This is likely because the grade 3 EOG pretest identified additional students as scoring below grade level.

Participation by school varied from 28.6% to 90.3% of those eligible. (See Attachment 2A.)

Figure 9
Student Participation in ALP 3-5 2001-02

Grade	Below Grade Level*	At or Above Grade Level	Total Participants
3	1,132	763	1,895
4	1,091	438	1,529
5	949	453	1,402
Total	**3,172**	**1,654**	**4,826**

Source: Data Capture Sheets May 2002

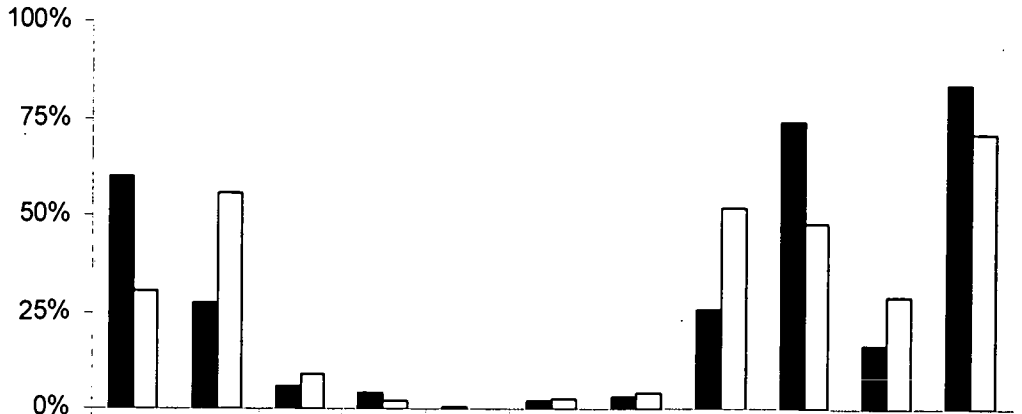
Note: "Below Grade Level" for grade 3 was determined by grade 2 assessment, with grades 4-5 determined by EOG reading and math levels from spring 2001. Special education students without regular EOG scores were also considered to have needs for allocation purposes. These represent students counted in allocations. Any student who had a Level I or II score in either reading or math (or both) is included in "below grade level". Students in "At or Above" had no Level I or II scores.

The following figure provides information on the characteristics of ALP students. Compared to WCPSS populations overall, Black and low-income students were significantly overrepresented in those eligible for and participating in the program, a trend that has been found over time. Achievement results on EOG tests show more minorities than non-minorities scoring in Level I or II (see Attachment 3A).

Of ALP students in grades 3-5:

- 55.9% were Black, with 44.1% comprising all other ethnic backgrounds,
- 4.3% were receiving assistance through ESL programs,
- 51.6% were male and 48.4% were female,
- 28.9% received Special Education services, and
- 52.2% were low income (based on FRL eligibility).

Figure 10
Comparative Characteristics of Students in Overall WCPSS 3-5 Population and in ALP 3-5 Population, 2001-02



	White	Black	Hisp./ Latino	Asian	Nat. Amer.	Multi/ Other	ESL	FRL	Non-FRL	Spec. Ed.	Not Spec. Edu.
■ This Group's % of Total 3-5 WCPSS Population	60.1%	27.3%	5.9%	4.2%	0.3%	2.3%	3.0%	25.7%	74.3%	16.3%	83.7%
□ This Group's % of ALP 3-5 Participants	30.4%	55.9%	9.1%	1.9%	0.2%	2.4%	4.3%	52.2%	47.8%	28.9%	71.1%

Participation as of May 2002. Percentage of population is from 20th-day counts, fall 2001.

Other services available to students in grades 3-5 included:

- Title I (limited service at grades 3-5)
- Special Education
- ESL
- Communities in Schools (CIS)/Community Learning Partners (CLP)
- Project SOAR
- Helping Hands
- Partnership for Educational Success
- Parent and other volunteer tutors

- Small-group and individual instruction provided by special area teachers, the Instructional Resource Teachers (IRTs), the literacy teachers, and/or teacher assistants
- School-based assistance efforts

Specific programs available at each school are included in Attachment 1 of this report.

ALP Support for Level III Students

Examining EOG scores by subject, we checked to see whether students scoring low in Level III were receiving ALP support. Many school administrators have argued this support could prevent students from falling back to Level I or II. Because this analysis is by subject, counts of Level III or IV students served will not match those under participation. Some students included here scored a Level I or II in one subject and a Level III in the other subject. In the participation section, the Level III or IV students served had no Level I or II scores. Some school ALP programs serve students in *both* subjects regardless of test scores.

Elementary Reading

- At the elementary level, 2,150 students scored within four points of the lowest scale score cut point for Level II/III. About 33% of these students (706) received ALP support based on teacher reports.

- Support was *much* more common for those who scored within two points of the cut (39.5%) than for those scoring three or four points above the cut (28.9%) or five or more points above the cut score (12.8%).

- The percentage of elementary Level III students supported through ALP was much higher than at the middle school level. (This difference may have been exaggerated because of differences in data collection methods.)

Elementary Math

- Overall, 2,621 students scored within four points of the lowest scale score cut point for Level III. About 36% of these students (939) received ALP support based on teacher reports.

- As with reading, support was more common for those who scored within two points of the cut (40%) than for those scoring three or four points above the cut (32%) or higher (16%).

- Support was *much* more likely to occur at the elementary than at the middle school level for these students (although the difference is not quite as great as for reading). (This difference may have been exaggerated because of differences in data collection methods.)

Figure 11
2001-02 ALP Service for Grade 3-5 Level III Students
Based on Spring 2001 EOG Test Scores

READING		# Points Above Level II-III Cut Point			
		1-2 pts	3-4 pts	5+ pts	Total
NO ALP	#	479	965	4,905	6,349
	%	60.48	71.06	87.20	100
IN ALP	#	313	393	720	1,426
	%	39.52	28.94	12.80	100
Total		792	1,358	5,625	7,775

MATH		# Points Above Level II-III Cut Point			
		1-2 pts	3-4 pts	5+ pts	Total
NO ALP	#	698	984	4,139	5,821
	%	59.66	67.82	83.58	100
IN ALP	#	472	467	813	1,752
	%	40.34	32.18	16.42	100
Total		1,170	1,451	4,952	7,573

IMPLEMENTATION

Each school's ALP services varied within the guidelines for the program in terms of their ALP calendars (Saturdays, full days, half days, intersession days, before/after-school hours, etc.), approaches used, subjects emphasized, and staffing provided for the ALP sessions. The majority of elementary schools offered assistance in a combination of session times on school days and non-school days. Overall, 46.6% (34 out of 73) of responding elementary schools offered ALP for only one session time.

Session Times Offered

As shown in the following figure, after-school, Saturday, and during-the-day sessions were the most popular options used in elementary schools.

Using ALP funds to provide students with additional support during the day has become more common over time in traditional-calendar schools.

- In 1999-2000, ALP's initial year, sessions were offered exclusively at various times outside of the regular school day.

- In 2000-01, these restrictions were relaxed, and after-school remediation and remediation during the school day became more common. One third of the schools offered some assistance during the day; most combined this with assistance at other times outside of the school day.

- In 2001-02, 42.5% of the schools that reported hours offered some assistance through ALP during the school day, with 21.9% offering ALP exclusively during the day.

Figure 12
Session Times Offered for ALP 3-5 Programs Overall, 2000-01 and 2001-02

All Schools	2000-01		2001-02	
Schools	# Schools	% Schools	# Schools	% Schools
School Days				
Before School	9	12%	4	6%
After School	53	70%	38	52%
During the School Day	23	30%	31	43%
Non-School Days				
Saturday	46	61%	31	43%
Teacher Workday	17	22%	9	12%
Intersession Days	11	14%	9	12%

Source: Fall Program Descriptions and Spring ALP Feedback Form
Return Rates: 73 of 78 (93.6%) schools reporting.

Number of Hours Offered

The number of ALP instructional hours each school provided varied considerably.

- Based on 73 of 78 elementary schools reporting, a total of 11,771 hours were earmarked for ALP sessions, with an average of 161 hours per school (equivalent to 27 six-hour instructional days). However, because of inconsistencies in the interpretation of a question about the number of during-the-school-day hours offered by each school versus the number of during-the-school-day hours any individual student could have accessed, this is probably more hours than were actually available to individual students. In addition, during-the-day hours do not actually extend students' learning time but modify a portion of it. Without taking during-the-day hours into account, schools offered 5,762 hours of ALP – an average of 79 hours per school, or 13 six-hour instructional days. Saturdays and intersession days needed to last three hours to count as a full day for ALP. Reported hours ranged from 31 to 656. The median number of hours was 90.

- The average number of ALP hours (341) offered at year-round elementary schools for each track was substantially higher than at traditional-calendar elementary schools (136). However, it should be noted that summer-school sessions for traditional-calendar schools were not figured into the reporting because they had not yet taken place.

Figure 13
Number of ALP 3-5 Additional Hours Offered Overall and by Calendar Type

	# Schools Reporting	Average Hours per School	# Hours Reported
All Elementary	73 of 78	161	11,771
Traditional-Calendar	64 of 68	136	8,699
Year-Round	9 of 9	341	3,072

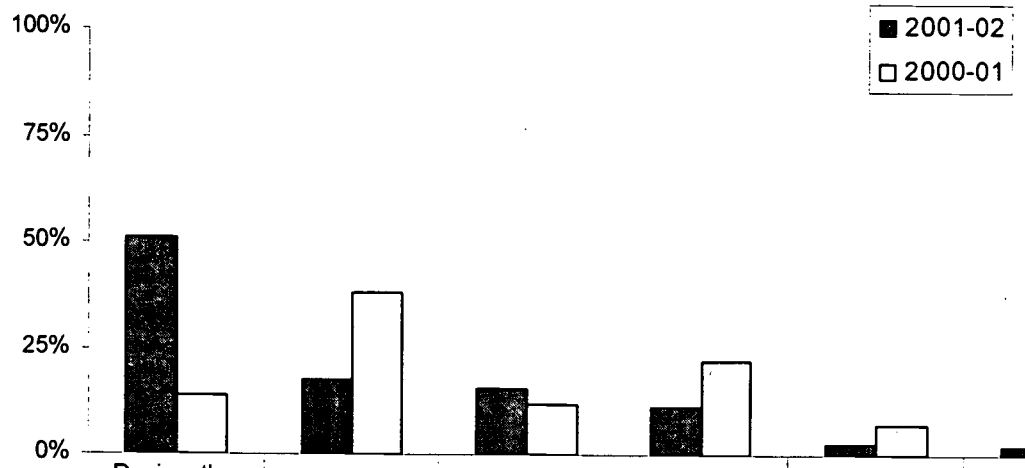
Source: Program Descriptions

Number of Hours Offered by Time Slot
In terms of actual hours of assistance by time of the offering:

- During-the-day sessions (6,009 hours) represented the highest proportion (51.1%) of the total number of hours offered.
- After-school sessions (2,046 hours, or 17.4% of the total hours) were the next most popular.
- Intersession (1,847, or 13.2%) and Saturday (1,340, or 11.4% of total hours) times also were fairly common.
- Before-school sessions accounted for only 2.1% of the total number of hours.
- Teacher workdays, early release days, holidays, and all other hours combined accounting for 2.4% of the total hours.

In 1999-2000, year-round schools offered ALP services almost exclusively during the intersessions. Because each year-round school offered sessions for four tracks during the school year, total number of hours was greater than for traditional-calendar schools, but the hours available to each student actually were fairly comparable to those offered by traditional-calendar schools. In 2000-01, 67% of year-round schools supplemented their ALP intersession services with sessions at other times. In 2001-02, 77.8% of schools offered ALP during other times as well as during the intersessions. Year-round calendar schools offered a lot fewer ALP hours during the day than traditional-calendar schools.

Figure 14
ALP 3-5 Percent of Hours Offered at Each Time Slot

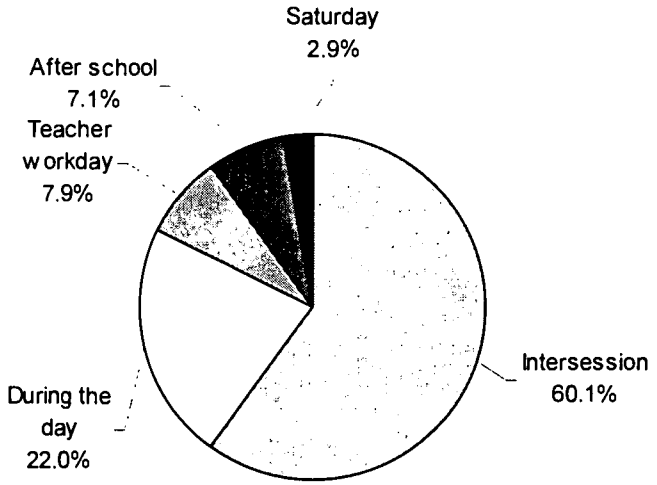


	During the day	After school	Intersession	Sat.	Teacher workday	Before school
■ 2001-02	51.1%	17.4%	15.7%	11.4%	2.4%	2.1%
□ 2000-01	14.0%	38.0%	12.0%	22.0%	7.0%	7.0%

Note: 73 schools reported hours. Based on 11,771 hours.

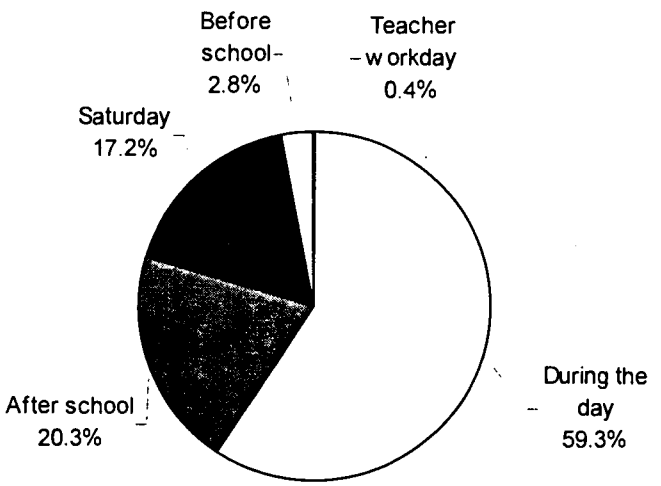
Figure 15
Comparison of Year-Round and Traditional-Calendar Elementary Schools by Percentage of ALP 3-5 Total Hours per Session Time

Year-Round Elementary Schools



n = 9

Traditional-Calendar Elementary Schools



n = 63

Note: 9 year-round and 64 traditional-calendar schools reported hours.

ALP Provided During the School Day

The 16 elementary schools offering ALP services only during the school day reported providing a total of 3,993 ALP hours over the 2001-02 school year, with an average of 250 hours per school, or 41.6 six-hour instructional days. The schools provided ALP for an average of 29 weeks of the school year.

What students missed varied, though the most frequently reported activities missed were social studies (from which 50% of schools reported pulling students at least part of the time) and science (37.5%). Other missed subjects that two or more of the 16 schools reported were computer lab, Drop Everything and Read (DEAR), language arts, reading, recess, and/or specials. The subjects students missed varied in nine schools and remained the same in eight.

Fourteen of the schools reported using their ALP programs to give students extra time in the subject needed, and one school offered small-group instruction in the same amount of time in the subject as other students; one school combined approaches. All schools pulled students from the classroom to provide ALP, and three schools also offered team-teaching as well. One school utilized both pullout and advisory methods.

Instructional Approaches

Elementary schools used several basic instructional approaches in ALP: targeted instruction, team teaching, smaller classes throughout the day, electives, advisory sessions, and independent small-group instruction in the classroom. Subject areas addressed were reading, mathematics, and writing. Tutoring focused specifically on individual student needs. Targeted instruction featured small-group tutoring on specific skills within a subject area. Electives provided general help in a subject area, either individually or in small groups. The approach used for each student was based originally upon the student's assessment data and subsequent Personal Education Plan (PEP).

More than one third of the elementary schools (36%) provided some combination of these approaches for all three subjects. Targeted instruction (tutoring) was used most often (by 85% of schools reporting), followed by team teaching (24%) and independent small-group instruction (18%). Electives, advisory sessions, and/or smaller classes throughout the day were used by a total of 21% of schools.

Schools were also asked to identify whether their version of ALP offered students *extra* time in the subject(s) in which they needed additional help, or small-group instruction for the *same* amount of time as other students. Two thirds of schools (64%) reported offering extra time in the subject, 15% of schools offered the same amount of time in smaller groups, and 21% of schools provided both extra time and small-group instruction.

Staffing

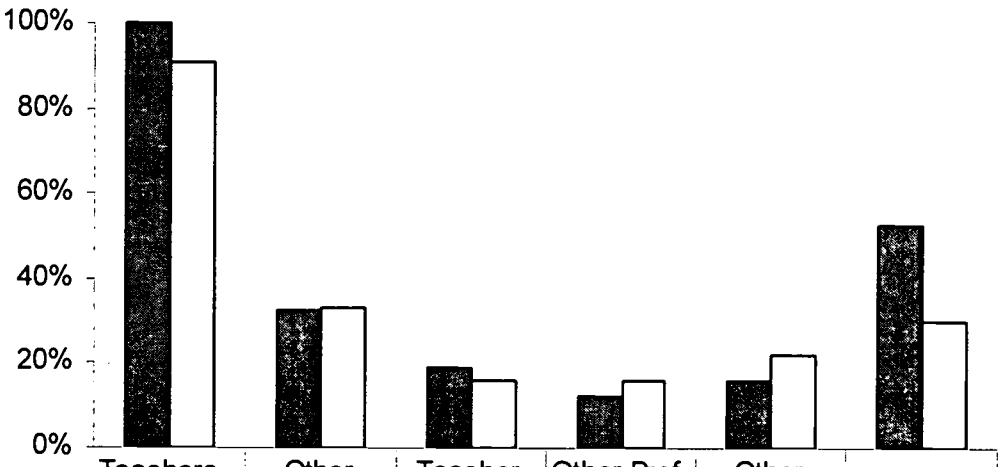
ALP guidelines recommended using highly trained certified teachers from the home school to conduct the ALP sessions. Schools staffed their version of ALP with 1 to 17 staff members (excluding volunteers). Schools reported fewer difficulties in recruiting staff in 2001-02 than in 2000-01. As shown in the next figure:

- Most schools (91%) reported using some of their own teachers for ALP. Overall, schools' own teachers represented about 78% of all staff who were teachers for ALP.

- More than half (58%) of elementary schools reported using other staffing assistance as well as their own teachers.

- About 30% of the reporting schools used volunteers as part of ALP. This ranged from 0-18 volunteers per school. Schools that utilized them had an average school use, therefore, of 5.3 volunteers; five schools reported 10 or more volunteers.

Figure 16
ALP 3-5 Staffing by Type: 2000-01 and 2001-02
Percent of School Using Various Types of Staff



	Teachers - Own	Other Teachers	Teacher Assistants	Other Prof. Staff	Other Staff	Volunteers
■ 2000-01	100.0%	32.4%	18.9%	12.2%	16.2%	52.7%
□ 2001-02	90.8%	32.9%	15.8%	15.8%	22.4%	30.3%

Note: 74 schools reported in 2000-01, 76 schools reported in 2001-02
Source: Spring ALP Feedback Form

Parent Cooperation

Most schools (61.8%) reported that parent cooperation with their version of ALP was very high; 28.9% reported that parents were somewhat cooperative. Only a handful of schools said that parents were minimally supportive (9.2%) or not supportive at all (1.3%).

Successes and Challenges

Based on the ALP Feedback Forms, elementary schools considered the greatest success of ALP to be children's learning (76.6%) followed by staff commitment (72.7%) and children's enthusiasm (48.1%). Schools found that student motivation (36.4%) and individualizing instruction (29.9%) were the most challenging aspects of their ALP programs. Compared to 2000-01, student learning was seen as the biggest success more often. Recruiting staff and staff burnout were seen as challenges less often, but in 2000-01 and 2001-02 student motivation was more often seen as a big challenge.

Figure 17
Successes and Challenges in ALP 3-5

"What Was the Biggest Success with ALP?"		
Success Described	**% Schools 2000-01**	**% Schools 2001-02**
Students' learning	56.4%	76.6%
Staff commitment	65.4%	72.7%
Student enthusiasm	56.4%	48.1%
Attendance	43.6%	44.2%
Parent cooperation	25.6%	24.7%
Transportation	20.5%	18.2%
Other	5.1%	6.5%
Parent involvement	7.7%	2.6%
Challenge Described		
Student motivation	20.5%	36.4%
Individualizing instruction	20.5%	29.9%
Recruiting staff	41.0%	27.3%
Student attendance	23.1%	26.0%
Student behavior	20.5%	26.0%
Other	11.5%	14.3%
Staff burnout	34.6%	13.0%
Transportation	29.5%	10.4%
Student learning	5.1%	6.5%

Source: ALP Feedback Forms

ALP 3-5 STUDENT ACHIEVEMENT TRENDS

Basic trends for the achievement of Level I or II students are described in the section entitled, *Level I and II Achievement Trends Grades 3-8.* This section will focus on analyses specific to ALP participants.

ALP Effectiveness Based on ABC Models

One analysis we conducted on ALP effectiveness utilized the state ABC expectations for high growth for Level I or II students as an external standard. High growth on the state ABC regression model brings students to grade level or closer to it. Using the regression programs used by the state in ABC Tools, we treated all students in ALP for reading as if they were one school. We then ran the same type of analysis for all those served in math through ALP.

As shown in the following graphs, *ALP students in grades 3-5 overall showed high growth in both reading and math. Performance by subgroup was also strong.*

- All subgroups met the high growth standard in reading and all groups except LEP students met the high growth standard in math (LEP students met expected growth standards).

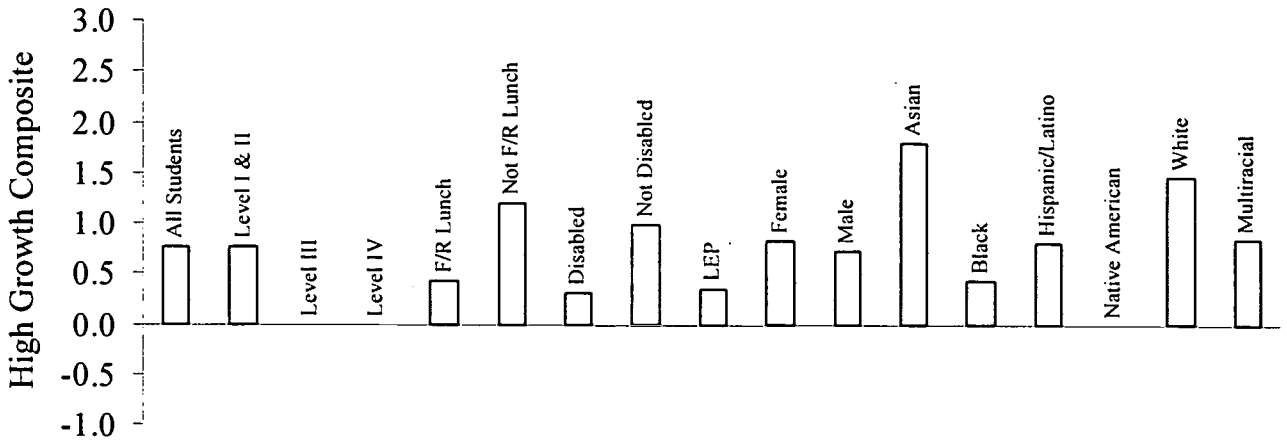
- Growth was relatively stronger for students not on FRL than for those on FRL (our indicator of low income) and for non-Special Education students compared to Special Education students.

- Black students showed relatively lower growth than students of other racial groups.

Specific values and group sizes are shown in Attachment 4.

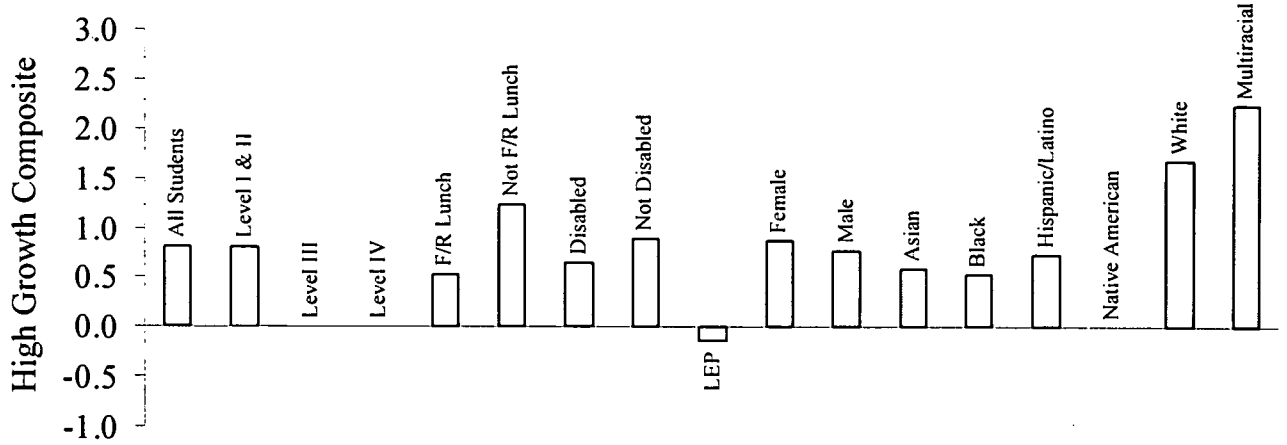
Figure 18
ALP Grades 3-5 High Growth Composite by Group 2001-02

READING



Note 1: Bars are not shown for groups of less than 10. For groups of 10 or more, group size ranged from 39 for Asian to 1,355 for Black. LEP students=78. All students =2,226.
Note 2: LEP= Limited English Proficiency F/R= Free or Reduced-Price Lunch

MATH



Note 1: Bars are not shown for groups of less than 10. The smallest groups shown are Asian (18) and LEP (40). All students = 1,308.
Note 2: LEP= Limited English Proficiency F/R= Free or Reduced-Price Lunch

By grade, elementary students in ALP met ABC high growth standards in all grades in reading and math. Compared to all Level I or II students in WCPSS, high growth composites were similar in reading and higher in math (remember these groups overlap). Compared to WCPSS

overall, results were more positive for ALP students by subgroup. In general, results are positive and point out the benefit of making assistance available to all those in need (which was not possible before ALP).

Figure 19
ABC High Growth Composites (High GC) by Grade 2001-02 Grades 3-5: ALP, All Level I or II, and All WCPSS Students

Group	Grade 3		Grade 4		Grade 5		All	
	High GC	# *Students*	High GC	# *Students*	High GC	# *Students*	High GC	# *Students*
Reading								
ALP	**.14**	*983*	**.28**	*610*	**1.95**	*633*	**.77**	*2,226*
All Level I-II	**.39**	*1,404*	-.02	*1,225*	**1.95**	*940*	NA	*3,569*
All WCPSS	-.4	*7,365*	-.51	*6,936*	**.55**	*7,027*	NA	*21,328*
Math								
ALP	**.04**	*454*	**2.28**	*584*	**.99**	*270*	**.81**	*1,308*
All Level I-II	-.04	*1,404*	**2.16**	*1,225*	**.84**	*940*	NA	*3,569*
All WCPSS	-.44	*7,365*	**.81**	*6,936*	**.15**	*7,027*	NA	*21,328*

Note 1: BOLD means group met ABC exemplary growth standard
Note 2: At district level, high growth composite is calculated across subjects.
Note 3: NA= Not Applicable.

Highest Growth Schools

Overall, 84% of WCPSS elementary schools showed exemplary growth for Level I or II students in 2001-02. This shows that strong growth was widespread for our lowest students. We contrasted the characteristics of the 10 schools with the highest growth for Level I or II students (see the figure below) with those of the schools with the lowest growth. It is important to recognize that this is primarily a comparison between excellent schools and good ones (not poor ones). We compared both characteristics of the student bodies as well as the ALP programs based on school profiles, ABC results, and ALP Feedback Forms. We also conducted telephone interviews with the schools that achieved the highest growth with Level I or II students. Program descriptions for the highest growth schools are included in Attachment 5A.

Figure 20
Ten Highest Growth WCPSS Elementary Schools for Level I or II Students: ABC Performance and Exemplary Growth Composites

Elementary School	Level I/II		% Eligible Students Participating	% Free/Reduced-Price Lunch	% ESL
	Performance Composite	High Growth Composite			
Baucom	83.6	2.9	61.0%	10%	0%
Apex	84.7	2.4	40.0%	14%	0%
Lockhart	83.7	2.2	76.8%	46%	18.1%
North Ridge	80.8	2.1	77.5%	31%	8.2%
Wiley	73.3	2.1	60.0%	32%	19.2%
Weatherstone	79.5	2.1	43.0%	20%	8.8%
Vance	69.3	2.0	65.0%	44%	8.4%
Wendell	74.0	1.8	72.0%	46%	0%
Cary	71.9	1.8	47.0%*	34%	9.5%
Middle Creek	67.7	1.7	69.0%	33%	0%
Range/Avg. Top Schools	**68.5**	**1.7 to 2.9**	**55%**	**30%**	**6.4%**
Range/Avg. Lowest Schools	**52.2**	**-.10 to .98**	**64%**	**30%**	**4.0%**

* Under-reporting suspected

In comparing the elementary schools with the highest and lowest growth, we found both sets of schools had similar percentages of low income students (FRL average about 30%), and numbers of LI-II students (125 vs. 122). The top schools actually had a slightly lower percentage of students participating in ALP of those eligible (55% vs. 64%) and slightly more ESL students (6% vs. 4%) than the lowest schools.

Successes and challenges in ALP were fairly similar for schools with the highest and lowest growth composites for Level I or II students. Most strategies named by the schools with the highest and lowest growth were the same, with at least 70% of both groups of elementary schools reporting use of:

- Math manipulatives
- Frequent feedback to students
- Leveled books
- Smaller groups at key times
- Individualized instruction
- Supplemental materials
- Curriculum mapping
- High-interest reading materials

The schools with the top gains were more likely to:

- Vary strategies used in ALP and regular classes to support Level I or II students
- Use learning games as part of ALP
- Provide ALP outside of the regular school day (only one offered ALP exclusively during the day compared to four of the low schools)
- Have strong parent communication, including ***specific*** ways to support their child's success
- Have more teaching staff involved in ALP (8 vs. 4)
- Have smaller numbers of volunteers for ALP
- Assist some low Level III students
- Start ALP early (by October)

Phone interviews with administrators of the elementary schools with the highest gains for Level I or II students provided additional insights about the nature of their schools. Strong evidence of many characteristics of effective schools existed, with some additional themes.

- Instructional leadership: Many principals of these schools indicated that they chose strong staff and worked collaboratively with them, facilitating the ALP program but trusting staff judgment on best practices. Administrators set the tone for high expectations for student success and had a strong focus on instruction.

- Student focus: School staff were aware of all students' needs, had high expectations for all students, and offered frequent assessment and monitoring of student success. Most involved low Level IIIs in ALP.

- Instruction: Strong schools tended to offer support during regular instruction hours as well as in ALP programs outside of the school day. Other tutoring programs also were available. All chose some materials they found particularly helpful and used them consistently. Some ALP programs were more structured than others. Many served students in both reading and math.

- Staff: Principals noted that staff were highly committed to student success and had high expectations. They reported no problems recruiting staff for ALP and often had more staff volunteers than were needed. Staff were characterized as being committed and experienced. Many administrators said that their ALP staff requested returning to the program from year to year.

- Parent involvement: ALP programs offered parents specific instructions on how to help their students. Communication with parents was characterized as strong, with joint responsibility for student success. Some schools sent materials home with students for extra practice.

- School climate: The climate at these schools was definitely not stress free, but appeared to be highly focused on meeting Goal 2003. Staff relations with one another seemed positive, and reflecting of mutual trust and collaboration.

Timing of ALP Help: 3 –5

The analysis of ALP timing examined whether or not the time of ALP service affected growth across grades 3-5. Only students who were eligible for ALP *and* participated in ALP were examined. In the analysis, students attended 90 or more days of school and scored in Level I or II on the 2000-01 pretest.

Attrition reflects the number of students who participated in ALP but were removed from the analysis due to missing data on their posttest score. Attrition by grade is shown in Figure 21. Attrition was low (less than 5% in reading and less than 8% in math) across all grades. Students in 5th grade had the highest attrition rates.

Students served by ALP were grouped into one of three categories of ALP timing: ALP service during the day only, outside the day only, or both during-and-outside the school day. Regression analysis was used to examine the impact of ALP-timing on posttest scores, controlling for pretest, Special Education, and FRL status. Separate regression analyses were run by grade and by subject (reading and math tests and ALP help). Directional findings are shown in Figure 21. More detailed results (e.g., beta weights) are available from E&R.

Reading results indicated that the timing of reading help affected growth in 4th grade, but not in grades 3 and 5. For fourth graders, students served in reading *both* during-and-outside the day scored lower than students served during the day only, controlling for pretest scores. Fourth graders served *both* during-and-outside the day scored 1.8 scale score points lower on the reading posttest.

Negative effects were also found for Special Education and FRL students in all 3-5 grades. In other words, regardless of when ALP assistance was provided, in grades 3-5 Special Education and FRL students scored lower than non-Special Education or non-FRL students or students with relatively higher incomes, even when controlling for pretest scores.

Results for math showed that the timing of math help did not affect growth in grades 3-5. In addition, FRL students scored lower on the posttest in 3rd and 4th grades.

Overall, this analysis suggests that the timing of ALP service did not have a major impact on reading or math growth. However, when only the elementary schools with the highest and lowest growth were examined, timing did seem to make a difference, favoring schools that provided most ALP service outside of the school day (see next section).

Figure 21
Posttest Regressed on Timing of ALP Help,
Controlling for Pretest, Special Education, and FRL

Explanatory Variables	READING			MATH		
	Grade 3	Grade 4	Grade 5	Grade 3	Grade 4	Grade 5
Pretest	+	+	+	+	+	+
Special Education	-	-	-	ns	ns	-
FRL	-	-	-	-	-	ns
ALP Timing, During Only Vs:						
During and Outside	ns	-	ns	ns	ns	ns
Outside Only	ns	ns	ns	ns	ns	ns
ALP Reading Participants:	1,014	638	668	469	612	298
Attrition^:	16 (1.6%)	25 (3.9%)	30 (4.5%)	11 (2.3%)	22 (3.6%)	23 (7.7%)
Final Regression Sample:	**988**	**613**	**638**	**458**	**590**	**275**

Note 1: $p \leq .05$, ns=not significant. Significance $p \leq .05$
+=positive significant impact
- =negative significant impact

Note 2: All students were eligible for and participated in ALP subject specified. Eligible students attended 90 or more days of school and scored in Level 1-2 on the 2001 Pretest.
^Attrition reflects the ALP eligible students who were removed from the regression analysis due to missing data posttest scores.

Two-Year Followup

All students who initially score below grade level do not make the kind of achievement improvements necessary to reach grade-level performance (Level III or IV) in one year. However, strong growth over more than one year can lead students to reach grade-level performance in two or more years. We therefore looked at the percentage of students reaching grade level over time for a cohort of students in grade 3 (in 1998-99) through 2000-02 (when they should have been in grade 5 if promoted both years).

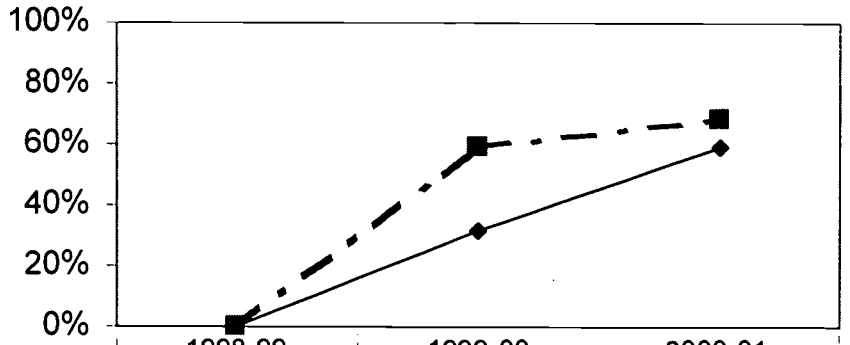
Progress was analyzed separately by subject (reading and math). Progress based on both level scores and scale scores was examined. We separated retainees from those not retained during this period. While we can report retention rates for both groups, sample sizes were too small to warrant further achievement analyses for retainees.

Of the third graders who scored in Level I or II in the spring 1999, 13.6% of those who scored low in reading and 11.9% of those who scored low in math were retained in grade 3 or 4. Patterns of performance for non-retainees are shown in the next figure.

- In reading, the percentage of students in ALP who reached grade level rose steadily by grade 4 (32%) and grade 5 (59%). (This increase was similar to middle school, which increased by 57%.)

- In math, the percentage of students in ALP who reached grade level also increased, with the improvement shown by spring of fourth grade stronger than that shown in fifth grade. By 5th grade, nearly 69% of the students were able to reach grade-level performance (higher than in reading). (This increase was greater for elementary than middle school, which increased by 40%.)

Figure 22
ALP Grade 3 Cohort: Percent Reaching Grade Level Over Time



	1998-99	1999-00	2000-01
Reading	0.0%	31.7%	59.1%
Math	0.0%	59.0%	68.7%

Reading=807 Students
Math=934 Students

A second cohort study monitored the progress of students who scored in Level I or II in reading or math in the spring of 2000 at grades 3-8 (Baenen, 2003). Trends between spring 2001 and spring 2002 were examined by race. Reading results varied somewhat by race, with 37% of Black students and 48% of White students able to reach grade level scores by spring 2002. Math results did not vary as much by race, with 37% of Black and 42% of White students reaching grade level scores in spring 2002.

ALP 6-8 Programs

PARTICIPATION

Students scoring in Level I or II on the EOG in spring 2001, plus some Special Education students, were officially counted as eligible for the purpose of allocations. However, schools were free to invite low Level III students to participate as space allowed. The data collection method for middle schools did not change in 2001-02 (as the elementary level did). Scan forms listing all officially eligible students were sent to ALP coordinators, who were in charge of marking those served. Some involved classroom teachers; others did not. Over-reporting of students served was not as likely given this method. However, while the memo directions indicated that students served who were not on the list should be added, directions on the form itself did not specify this. Relatively few students were added; some under-reporting of Level III students served may have occurred. Data sheets returned for individual students indicated that 56% of the 4,408 students eligible actually participated in the program. Most of those who did not participate received other WCPSS services. Participation by school varied from 27.6% to 99.5% (see Attachment 2B). The following figure shows ALP participation in 2001-02. Additional detail by subgroup and overall is provided in Attachments 3A, 3B and 3C.

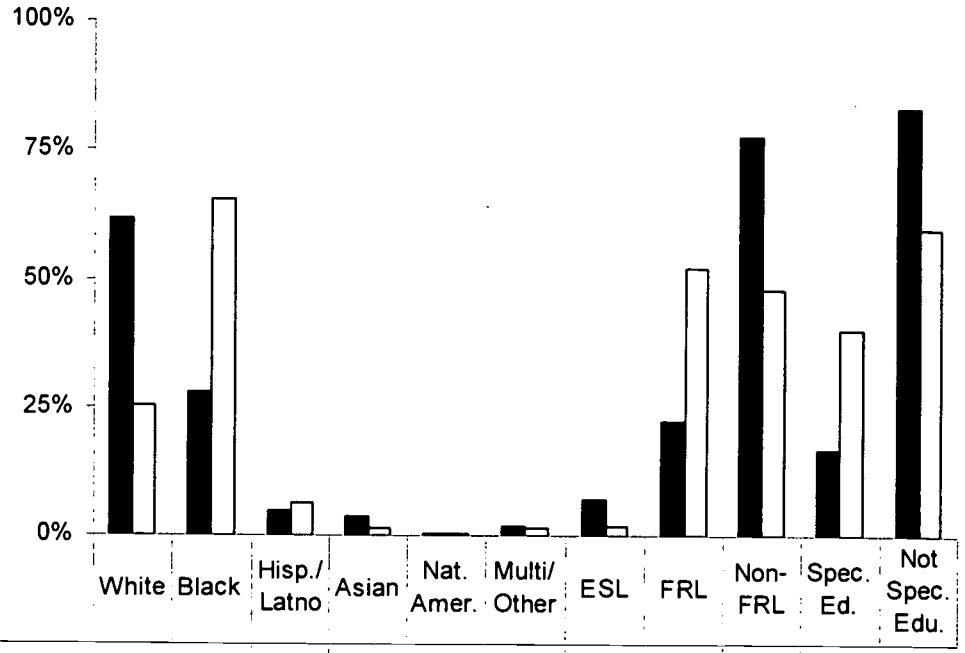
Figure 23
Student Participation in ALP 6-8 2001-02

Grade	Below Grade Level	At or Above Grade Level	Total Participants
2001-02			
6	791	0	791
7	935	0	935
8	733	0	733
Total	**2,459**	**0**	**2,459**

Source: Data Capture Sheets May 2002;

Note: Eligibility for Grades 6-8 was determined by reading and math pretests on EOG in spring 2001. "Below Grade Level" for Grade 6 was determined by EOG reading and math pretests from spring 2001. Special education students without regular EOG scores were also considered to have needs for allocation purposes. These represent students counted in allocations. Any student who had a Level I or II score in either reading or math (or both) is included in "below grade level". Students in "At or Above" had no Level I or II scores.

Figure 24
Comparative Characteristics of Students in Overall WCPSS 6-8 Population and in ALP 6-8 Population, 2001-02



	White	Black	Hisp./ Latno	Asian	Nat. Amer.	Multi/ Other	ESL	FRL	Non-FRL	Spec. Ed.	Not Spec. Edu.
■ This Group's % of 6-8 WCPSS Population	61.6%	27.7%	5.0%	3.7%	0.3%	1.7%	7.2%	22.5%	77.5%	16.9%	83.1%
□ This Group's % of 6-8 ALP Participants	25.2%	65.5%	6.2%	1.4%	0.2%	1.5%	1.7%	51.9%	48.1%	40.1%	59.9%

Participation as of May 2002. Percentage of population is from 20th-day counts, fall 2001.

ALP Support to Level III Students

Relatively few middle school students who scored in Level III received support through ALP. Similar elementary students were much more likely to be served (see ALP 3-5 section). Differences between levels may be somewhat exaggerated because data collection methods varied; more under-reporting was likely with the data collection used at the middle school level than that used at the elementary level.

- In reading, only 6% (113) of the 2,009 middle school students scoring within 4 points of the Level II/III cut score in reading received assistance, compared to 33% of similar students in grades 3-5.

- In math, about 13% (233) of the 1,809 middle school students scoring within 4 points of the Level II/III cut score in math received assistance, compared to 36% of similar students in grades 3-5.

- Middle school students scoring within two points of the cut scores were more likely to receive ALP assistance in both reading and math than those scoring 3 or more points above the cut, with less difference in reading than in math. (This was also true at the elementary level.)

Figure 25
2001-02 ALP Service for Grade 6-8 Level III Students
Based on Spring 2001 EOG Test Scores

Grades 6-8		# Points Above Level II/III Cut Point			
READING		1-2 pts above	3-4 pts above	5+ pts above	Total
NO ALP	#	813	1,083	4,895	6,791
	%	93.02	95.42	98.43	100
IN ALP	#	61	52	78	191
	%	6.98	4.58	1.57	100
Total		874	1,135	4,973	6,982

Grades 6-8		# Points Above Level II/III Cut Point			
MATH		1-2 pts above	3-4 pts above	5+ pts above	Total
NO ALP	#	715	861	3,797	5,373
	%	82.95	90.92	95.38	100
IN ALP	#	147	86	184	417
	%	17.05	9.08	4.62	100
Total		862	947	3,981	5,790

IMPLEMENTATION

Session Times Offered

The structure of each middle school's ALP services varied within the guidelines of the program in terms of their ALP calendars (Saturdays, full days, half days, intersession days, before/after-school hours, etc.), approaches used, subjects emphasized, and staffing provided for the ALP sessions. Overall, 35% (9 out of 26) of responding middle schools offered ALP for only one session time.

In ALP's initial year, sessions were offered exclusively at various times outside of the regular school day. During-the-day service has increased since that time. In 2000-01, 28% of schools offered assistance during the school day in combination with times outside of the day. In 2001-

02, as shown in the following figure, during-the-day and after-school sessions were the most popular options in middle schools (60% of schools offered each), followed closely by Saturday sessions (56%).

Figure 26
Session Times for ALP 6-8 Programs, 2000-01 and 2001-02

	2000-01		2001-02	
Schools	**# Schools**	**% Schools**	**# Schools**	**% Schools**
School Days				
Before School	0	0%	0	0%
After School	10	42%	15	60%
During the School Day	7	29%	15	60%
Non-School Days				
Saturday	18	75%	14	56%
Teacher Workday	6	25%	2	8%
Intersession Days	4	8%	3	12%

Source: Fall Program Descriptions and Spring ALP Feedback Form
Return Rates: 2000-01 = 24 of 26 schools (92%); 2001-02 = 25 of 26 (96.2%) reporting.

The main differences in ALP programs between traditional and year-round calendar schools were in terms of session times and number of ALP hours. A comparison of year-round middle schools with traditional-calendar middle schools in 2000-01 shows that year-round schools relied heavily on intersession sessions for provision of ALP services. Traditional-calendar schools used multiple session times to deliver ALP. Both types of schools used during-the-day session times at similar rates.

In 1999-2000, year-round middle schools offered ALP services almost exclusively during the intersessions. Although year-round schools were encouraged to offer other session times this year, only one of the three year-round schools supplemented its ALP intersession services with sessions at other times (Saturdays). Unlike traditional-calendar schools, year-round middle schools did not use ALP funds to provide assistance during the day. However, at least one had an extended advisory period for remediation and enrichment during the regular day (without ALP funds).

Figure 27
Session Times for ALP 6-8 Programs,
Year-Round vs. Traditional-Calendar Schools, 2001-02

	Year-Round		Traditional Calendar	
Schools	**# Schools**	**% Schools**	**# Schools**	**% Schools**
School Days				
Before School	0	0%	0	0%
After School	0	0%	15	68%
During the School Day	1	33%	14	37%
Non-School Days				
Saturday	1	33%	13	60%
Teacher Workday	0	0%	2	9%
Intersession Days	3	100%	0	0%

Number of Hours Offered

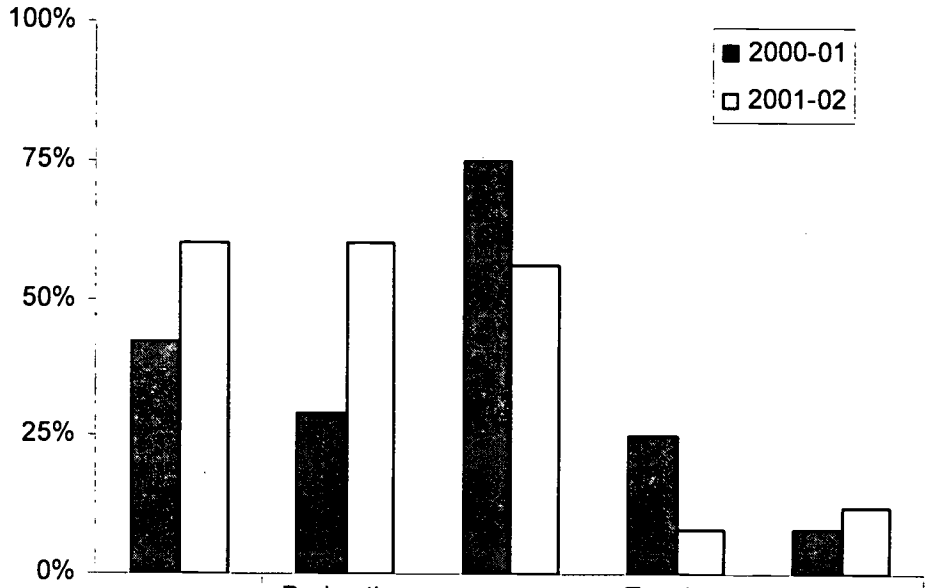
The number of ALP instructional hours each school provided to students varied considerably. Several trends were noted:

- Based on the 25 middle schools reporting, a total of 5,539 hours were earmarked for ALP sessions, with an average of approximately 213 hours per school (equivalent to 36 six-hour instructional days). Saturdays and intersession days needed to last only three hours to count as a full day for ALP. Reported hours ranged from 40 hours to 651 hours.

- The most hours of assistance (2,050, or 37% of total hours offered) at middle schools were provided during the school day. Although only three schools used intersession hours, that time slot accounts for 27% of total ALP hours for 2001-02, followed closely by after-school hours (1,225, or 22% of total hours). Saturday hours composed 12% of total ALP hours, and teacher workdays provided only .2% of total hours.

- Middle schools offered an average of 1.9 session times for providing ALP services to students. (Some students participated at one time slot, others at two time slots.)

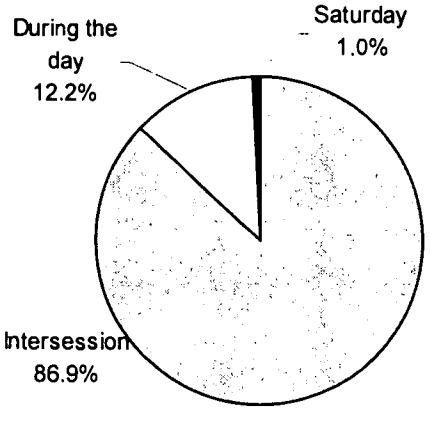
Figure 28
ALP 6-8 Timing of Hours Offered, 2000-01 and 2001-02
Percent of Hours Offered at Each Time Slot



	After school	During the day	Saturday	Teacher workday	Intersession
2000-01	42%	29%	75%	25%	8%
2001-02	60%	60%	56%	8%	12%

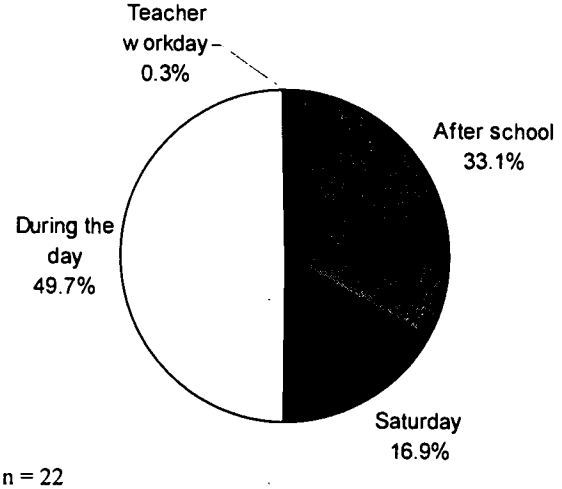
Figure 29
Comparison of Year-Round and Traditional-Calendar Middle Schools
by Percentage of ALP 6-8 Total Hours per Session Time

Year-Round Middle Schools



n = 3

Traditional-Calendar Middle Schools



n = 22

Instructional Approaches

Electives were used most often (40%) as a way to deliver remediation. Smaller classes all day and independent small-group instruction in the classroom were each used 12% of the time. Targeted instruction through pullouts (8%) and team teaching (4%) were also used.

Middle schools used fewer combinations of strategies than elementary schools for ALP delivery. The 15 middle schools that reported their strategies used an average of 1.2 types of ALP instruction.

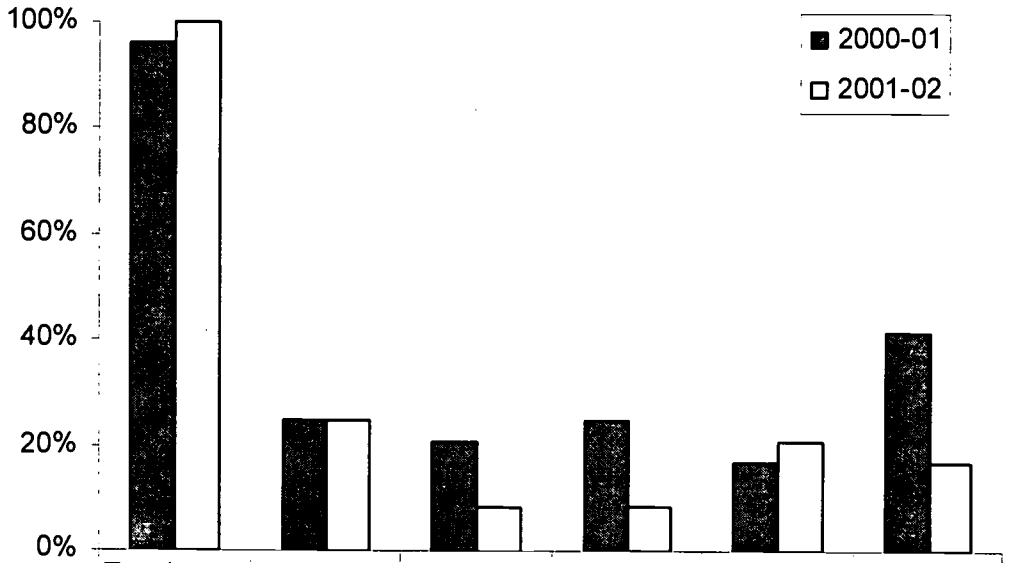
Most middle schools (66.7%) reported that they offered students extra time in the subject needing remediation, and 33.3% offered small-group instruction in the same amount of time as regular class time; 22.2% of those schools reporting offered both extra time and small-group instruction.

Staffing

ALP guidelines recommended using highly trained certified teachers from the home school to conduct the ALP sessions. Middle schools staffed ALP with anywhere from 2 to 28 staff members (excluding volunteers), with an average of 12 teachers per school. Nearly all middle schools (96%) used their own teachers to staff ALP, and a few supplemented with other staff. As shown in the following figure:

- Overall, middle schools' own teachers represented 91.8% of the ALP staff instructors.
- 16% of the reporting schools used volunteers as part of ALP, from 1 to as many as 10 volunteers at each school, with an average of 5.75 per school.

Figure 30
Staffing for ALP 6-8 Programs: Percentage of Schools Using Each Type



	Teachers - Own School	Other Teachers	Teacher Assistants	Other Prof. Staff	Other Staff	Volunteers
■ 2000-01	95.8%	25.0%	20.8%	25.0%	16.7%	41.7%
□ 2001-02	100.0%	25.0%	8.3%	8.3%	20.8%	16.7%

Source: ALP Strategies Forms
Response rates: 25 of 26, or 96.2%, of middle schools reporting

Successes and Challenges

Based on input from the ALP Feedback Form, middle schools considered the greatest successes of ALP to be student learning (72%) and staff commitment (68%). These two factors were also considered the greatest successes in 2000-01, though their rankings were transposed. Student enthusiasm was also considered a big success by a significant number of respondents in both years (48% in 2001-02, compared to 42% for 2000-01).

Schools found the most challenging aspects of the ALP program to be student attendance and student motivation (both named by 52% of schools responding). Student attendance was mentioned as a big challenge at middle school *much* more than at elementary school (53.8% vs. 23%). In 2000-01, staff recruitment was also considered a challenge by a significant number of schools, but in 2001-02, only 8% of schools identified staff recruitment as a challenge. Although the item "parent cooperation" was not listed as a choice in this question to schools, 16% of schools wrote that this specific factor was a challenge in their ALP programs.

Figure 31
Successes and Challenges for ALP 6-8

Success Described	% Schools 2000-01	% Schools 2001-02
Staff commitment	80.8%	68.0%
Students' learning	53.8%	72.0%
Student enthusiasm	42.3%	48.0%
Attendance	38.5%	32.0%
Transportation	26.9%	20.0%
Parent cooperation	15.4%	4.0%
Other	0%	12.0%
Parent involvement	0%	0%
Challenge Described		
Student attendance	53.8%	52.0%
Recruiting staff	34.6%	8.0%
Student motivation	34.6%	52.0%
Transportation	34.6%	24.0%
Individualizing instruction	23.1%	16.0%
Other	19.2%	28.0%
Student behavior	19.2%	28.0%
Staff burnout	11.5%	8.0%
Student learning	3.8%	4.0%

Source: ALP Feedback Forms

ALP 6-8 STUDENT ACHIEVEMENT TRENDS

Overall trends for the achievement of Level I or II students are presented in the section entitled *Level I and II Achievement Trends Grades 3-8*, and are quite positive. In this section, we focus on outcomes specific to students served in ALP in grades 6-8.

ALP Effectiveness Based on ABC Models

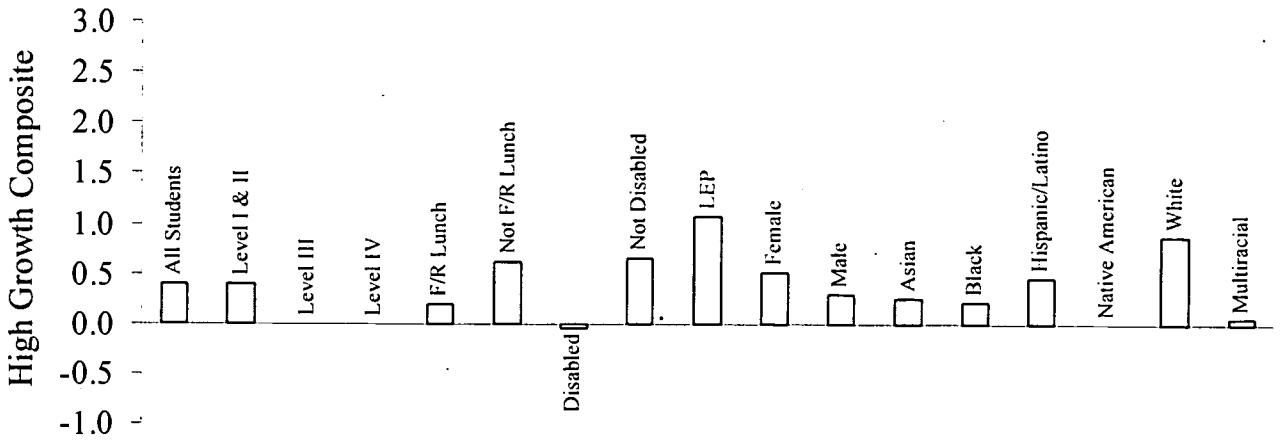
We utilized the state ABC expectations for high growth for Level I or II students as an external standard for the effectiveness of ALP. High growth on the state ABC regression model brings students to grade level or closer to it. Using the regression programs used by the state in ABC Tools, we treated all students in ALP for reading who started in Level I or II as if they were one school. We then ran the same type analysis for all those served in math through ALP. These subject specific analyses were somewhat different than the way ABCs is run for schools, which includes all students. However, it is more appropriate for ALP, since some students are not served in both subjects nor do they need to be. As shown in the next figures, *ALP students in grades 6-8 overall and for nearly all subgroups showed high growth in both reading and math.*

- All subgroups met the high growth standard in reading and math with the exception of Special Education students, who were slightly short of the high growth standard (but met expected growth).
- As with grades 3-5, growth was relatively stronger for students not on FRL than for those on FRL (low income) and for non-Special Education students compared to Special Education students.
- White students showed relatively higher growth than students of other racial groups.
- Almost all ALP subgroups had stronger high growth composites than WCPSS overall.

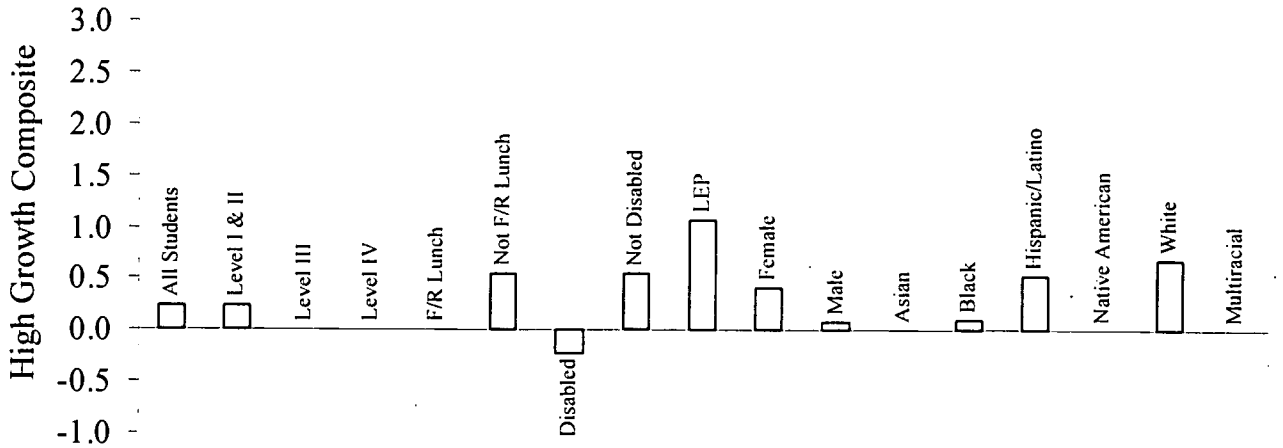
Specific values and group sizes are shown in Attachment 4.

Figure 32
ALP Grades 6-8 High Growth Composite by Group 2001-02

READING



MATH



Note 1: Bars are not shown for groups of less than 10. READING: Smallest groups shown are Multiracial (23), Asian (30), and LEP (41). All students = 848. MATH: Smallest group size shown is 26 for LEP. All students=1,041.

Note 2:.LEP= Limited English Proficiency. F/R= Free or Reduced-Price Lunch

By grade patterns are shown below based on ABC expectations for high growth.

- Growth patterns were similar in pattern but more positive than those of all Level I or II students.

- Compared to WCPSS overall, patterns were not as consistently positive as at the elementary level.
  - *At grade 6,* where the district overall did not reach high growth in reading, ALP (and Level I or II students overall) also failed to meet high growth in either reading or math and had lower high growth composites than the district. *Thus, our most challenged students coming into middle school are faring the worst.*
  - At grade 7, high growth composites were very strong for ALP and Level I or II students overall in both reading and math (stronger than for WCPSS).
  - At grade 8, high growth composites were considerably stronger for ALP and Level I or II students in reading than WCPSS overall, but less strong in math (all three groups failed to reach high growth).

Figure 33
ABC High Growth Composites by Grade 2001-02 Grades 6-8:
ALP, All Level I or II, and All WCPSS Students

Group	Grade 6		Grade 7		Grade 8		All	
	High GC	# *Students*	High GC	# *Students*	High GC	# *Students*	High GC	# *Students*
Reading								
ALP	-1.33	*497*	**1.44**	*704*	**1.13**	*490*	**.40**	*1,691*
All Level I-II	-1.56	*928*	**1.10**	*1,292*	**.91**	*1,069*	NA	*3,289*
All WCPSS	-.55	*7,079*	-.58	*6,989*	-.17	*6,728*	NA	*20,796*
Math								
ALP	-.33	*323*	**1.55**	*366*	-.34	*352*	**.24**	*1,041*
All Level I-II	-.51	*928*	**1.18**	*1,292*	-.91	*1,069*	NA	*3,289*
All WCPSS	**.65**	*7,049*	**.62**	*6,989*	-.17	*6,728*	NA	*20,796*

Note: Bold means group met ABC high growth standard
GC means growth composite

Highest Growth Schools

We compared characteristics of the five middle schools with the highest growth for Level I or II students to those with the lowest. Data was taken from school profiles, achievement test results, ALP Feedback Forms, and telephone interviews. Attachment 5B provides descriptions of efforts at schools with the highest growth.

Figure 34
Five Highest Growth WCPSS Middle Schools for Level I or II Students: ABC Performance and Exemplary Growth Composites

Middle School	Level I/II				
	Performance Composite	High Growth Composite	% Eligible Students Participating	% Free/Reduced-Price Lunch	% ESL
Lufkin Road YR	70.4	1.3	66.0%	7.0%	4.7%
Davis Drive	63.6	1.0	67.0%	10.0%	3.5%
West Lake YR	58.5	0.7	98.0%	9.0%	1.6%
Durant Road YR	71.9	0.6	100.0%	13.0%	3.0%
Carroll	55.6	0.6	34.0%	35.0%	6.5%
Range/Avg. Top Schools	64.0	.6 to 1.3	73.0%	14.8%	3.9%
Range/Avg. Lowest Schools	47.3	-.6 to -.4	53.0%	21.4%	1.1%

Note: YR = Year-round schools

The schools with the top gains were more likely to:

- Have more teaching staff involved
- Provide ALP less often during school day
- Assist some low Level III students
- Have higher ALP participation (73% vs. 53%)
- Use fewer strategies
- Have special period for remediation/enrichment daily at least part of the year (3-4 schools)
- Have slightly fewer FRL students (15% vs. 21%), and LI-II students (avg. 138 vs. 164), but more ESL (4% vs. 1%)
- Have year-round schools

Some strategies used by the schools with the highest and lowest growth were the same, while others were different. Of course, use of a strategy may hide difference in quality. At least 80% of the top middle schools used:

- Math manipulatives*
- Frequent assessment*
- Frequent feedback to students*
- Supplemental materials*
- Special electives
- Extended advisories or team time

Items that are starred were mentioned by at least 80% of schools with lowest growth as well. Thus, special electives and extended advisories or team time were the most unique to schools with high growth for Level I or II students.

Interviews suggest other characteristics of the schools with the highest growth for low achievers, most of which are consistent with effective schools research.

- Collaborative leadership
- Positive climate
- Focus on instruction and learning
- High expectations for all students
- Frequent assessment
- Parent/community support
- Shared ownership of student success
- Quality staff and commitment
- Focus on student needs over time (e.g. served low Level IIIs).
- Supplemental programs which support regular instruction.

Telephone interviews with administrators of the five middle schools with highest gains for Level I or II students suggested the following factors, related to effective schools, were also key:

Instructional leadership: Principals of these schools said that they chose strong staff and worked collaboratively with them, facilitating the ALP program but trusting staff judgment on best practices. Administrators set the tone for high expectations for student success and had a focus on instruction.

Student focus: Schools offered frequent assessment and monitoring of success, were aware of student needs, and had high expectations for all students. Most involved low Level IIIs in ALP.

Instruction: Strong schools tended to offer support during regular instruction hours as well as in ALP programs outside of the school day. Other tutoring programs also were often available. Most worked with parents, to secure students' participation in ALP. They provided help in small groups and individualized instruction to some extent.

Staff: The schools with the highest gains involved more staff in ALP. Principals noted that staff were highly committed to student success, experienced, and had high expectations of students. They reported no problems recruiting staff for ALP.

Timing of ALP Help: 6 – 8

The analysis of ALP timing examined whether or not the time of ALP service affected growth across grades 6-8. Only students who were eligible for ALP *and* participated in ALP were examined. Students in the analysis attended 90 or more days of school and scored in Level I or II on the 2000-01 pretest.

Attrition reflects the number of students participating in ALP who were removed from the analysis due to missing data on their posttest score. Attrition by grade is shown in Figure 35. Attrition was low (less than 4%) across the middle school grades.

Students served by ALP were grouped into one of three categories of ALP timing: ALP service during the day only, outside the day only, or both during-and-outside the school day. The analysis regressed posttest scores on ALP-timing while controlling for pretest, Special Education, and FRL status. Separate regression analyses were run by grade and by subject (reading and math tests and ALP help). Directional findings are shown in Figure 35. More detailed results (e.g., beta weights) are available from E&R.

Reading results indicated that the timing of reading help affected growth in 8th grade (but not in grades 6 or 7). For 8th graders, students served in reading *both* during-and-outside the day scored lower than students served during the day only, controlling for pretest scores. Eighth graders served *both* during-and-outside the day scored 1.1 scale score points lower on the reading posttest. Negative effects were also found for Special Education students in all grades except 6th, and FRL students in all grades except 8th. In other words, regardless of when ALP assistance was provided, in most grades Special Education and FRL students scored lower than non-Special Education or students with relatively higher incomes, even when controlling for pretests scores.

Results for math showed that the timing of math help affected growth only in 8th grade. For eighth graders, students served outside the day scored 1.9 lower on the math posttest than students served during the day. In addition, Special Education and FRL students scored lower in 7th and 8th grades.

Across subjects, the findings indicate that 8th graders scored higher when they were served during rather than outside the school day. Overall, though, this analysis suggests that the timing of ALP service did not have a major impact on reading or math growth.

Figure 35
Posttest Regressed on Timing of ALP Help,
Controlling for Pretest, Special Education and FRL

Explanatory Variables	READING			MATH		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
Pretest	+	+	+	+	+	+
Special Education	ns	-	-	ns	-	-
FRL	-	-	ns	ns	-	-
ALP Timing, During Only Vs:						
During and Outside	ns	ns	-	ns	ns	ns
Outside Only	ns	ns	ns	ns	ns	-
ALP Reading Participants:	511	721	506	338	383	367
Attrition^:	9 (1.8%)	14 (1.9%)	12 (2.4%)	12 (3.6%)	11 (2.9%)	12 (3.3%)
Final Regression Sample:	**502**	**707**	**494**	**326**	**372**	**355**

Note 1: $p \leq .05$, ns=not significant. Significance $p \leq .05$
+=positive significant impact
- =negative significant impact

Note 2: All students were eligible for and participated in ALP subject specified. Eligible students attended 90 or more da of school and scored in Level I or II on the 2001 Pretest.
^Attrition reflects the ALP eligible students who were removed from the regression analysis due to missing data posttest scores.

Two-Year Followup

All students who initially score below grade level do not make the kind of achievement improvements necessary to reach grade-level performance (Level III or IV) in one year. However, strong growth over more than one year can lead students to reach grade-level performance in two or more years. We therefore looked at the percentage of students reaching grade level over time for a cohort of students in grade 6 in 1998-99 through grade 8 (if not retained) in 2000-01. This cohort could not be followed through 2001-02 since they would have been in grade 9 (for the most part) and tests used change at that point.

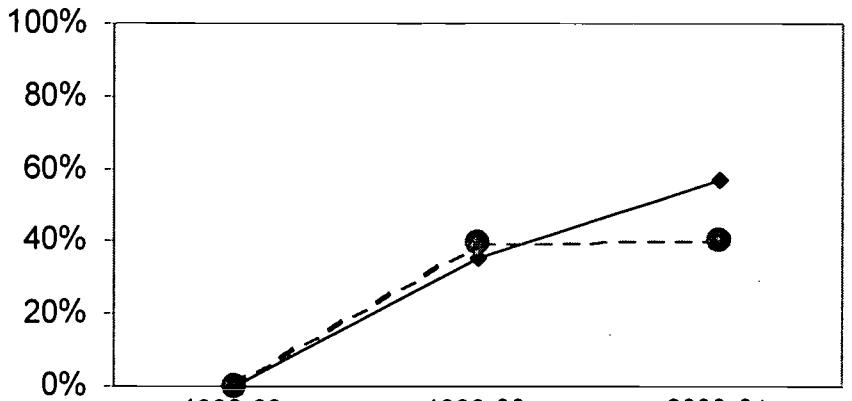
Progress was analyzed separately by subject (reading and math). We separated retainees from those not retained during this period. While we can report retention rates for both groups, sample sizes were too small for retainees to warrant further achievement analyses.

Of the 6th graders who scored in Level I or II in the spring 1999, 19.7% of those who scored low in reading and 25.4% of those who scored low in math were retained in grade 7 or 8. For those not retained, the next figure illustrates that:

- In reading, the percentage of ALP students reaching grade level steadily improved, with 57% reaching grade level over two years. (At elementary, 59% reached grade level.)

- In math, progress was slower, with 40% of ALP students reaching grade level in two years. The percentage reaching grade level showed most improvement the first year and very little the second. (Elementary math progress was much greater, at 69%.)

Figure 36
ALP Grade 6 Cohort: Percent Reaching Grade Level on EOG Over Time



	1998-99	1999-00	2000-01
Reading	0.0%	35.3%	57.0%
Math	0.0%	39.8%	40.3%

References

Baenen, N. (Ed.) (2003). *Voluntary Commitment to Resolve OCR Complaint No. 11-98-1079.* Raleigh, NC: Wake County Public School System, Department of Evaluation and Research, Report No. 03.06

Baenen, N., Lindblad, M., & Yaman, K. (2002). *The Accelerated Learning Program (ALP) 2000-01: Student Participation and Effectiveness.* Raleigh, NC: Wake County Public School System, Department of Evaluation and Research, Report No. 02.09

Baenen, N., & Yaman, K. (2001). *Structure of Accelerated Learning Program (ALP) Efforts 2000-01.* Raleigh, NC: Wake County Public School System, Department of Evaluation and Research, Report No. 01.36

Attachment 1: Instructional Assistance Programs Available to Students by School
Elementary

Instructional Assistance 2001-02							
Elementary	Accelerated Learning Program	Challenged Schools	Class Size Reduction (Number of FTE Positions)	Title I K-2 FTEs	Local ALP K-2 Literacy	ESL (Students Served)	Other Programs
Adams	$26,370.00			0.0	1	68	
Apex	$26,170.00			0.0	1		
Aversboro	$35,498.00	19,250.00	1	1.5	1		
Baileywick	$26,090.00			0.0	0.5	41	
Baucom	$21,546.00			0.0	1		
Brassfield	$12,078.00			0.0	0.5		
Brentwood	$45,026.00	32,250.00	1	2.0	0.5	58	Helping Hands
Briarcliff	$16,942.00	20,375.00		2.0	0	87	
Bridges	$12,158.00			0.0			
Brooks	$35,458.00	17,625.00		1.5	0.5		Title I 3-5
Bugg	$21,626.00			0.0	0.5		
Carver	$40,462.00	42,875.00	2	3.5	0.5	85	Title I 3-5
Cary	$49,770	32,000.00	3	3.0	0.5	64	
Combs	$16,942.00			0.0	0.5	69	
Conn	$35,698.00	23,500.00	1	2.0	0.5		
Creech Road	$49,350.00	29,750.00	2	2.0	0.5		
Davis Drive	$16,702.00			0.0	0	77	
Dillard Drive	$26,310.00	26,875.00	2	2.0	0.5		Title I 3-5
Douglas	$30,874.00	22,125.00		1.5	0	60	Title I 3-5
Durant Road	$54,114.00			0.0	1	60	
Farmington Woods	$40,382.00		1	2.0	0.5	60	
Fox Road	$53,954.00	35,250.00	1	2.5	0.5		

Attachment 1: Instructional Assistance Programs Available to Students by School Elementary

Elementary	Accelerated Learning Program	Challenged Schools	Class Size Reduction (Number of FTE Positions)	Title I K-2 FTEs	Local ALP K-2 Literacy	ESL (Students Served)	Other Programs
Fuller	$26,290.00	11,799.00		0.0	1		Helping Hands
Fuquay-Varina	$40,422.00	29,250.00		2.8	0.5	41	
Green	$44,946.00			0.0	1	50	
Green Hope	$7,414.00			0.0	0		
Hilburn Drive	$30,534.00			0.0	0.5		
Hodge Road	$59,698.00	46,000.00	2	3.5	0.5	110	Helping Hands
Holly Springs	$40,462.00			0.0	1		
Hunter	$40,302.00			0.0	1		Helping Hands
Jeffreys Grove	$30,934.00	20,500.00	2	2.0	0.5	46	
Jones Dairy	$59,578.00			0.0	1	46	
Joyner	$35,638.00	25,000.00		2.0	0.5	54	Title I 3-5
Kingswood	$7,454.00			0.0	0	36	
Knightdale	$59,478.00	36,375.00	2	3.5	0.5	37	
Lacy	$26,210.00	20,000.00		2.0	0.5		
Lead Mine	$35,578.00	27,000.00		2.0	0.5	63	SOAR, Title I 3-5
Leesville Road	$21,586.00			0.0	0.5		Helping Hands
Lincoln Heights	$26,350.00			0.0	1		
Lockhart	$49,130.00	40,125.00	2	3.0	0	112	
Lynn Road	$35,678.00	22,625.00		2.0	0.5		
Middle Creek	$35,738.00	18,250.00		2.0	0.5		
Millbrook	$49,430.00	27,625.00	2	2.0	0.5		
Morrisville	$21,586.00			0.0	0	61	
North Ridge	$25,930.00			0.0	0	53	

Attachment 1: Instructional Assistance Programs Available to Students by School
Elementary

Elementary	Accelerated Learning Program	Challenged Schools	Class Size Reduction (Number of FTE Positions)	Title I K-2 FTEs	Local ALP K-2 Literacy	ESL (Students Served)	Other Programs
Northwoods	$26,250.00			2.0	0.5	75	
Oak Grove	$26,350.00			0.0	0	21	
Olds	$21,226.00			0.0	0.5		
Olive Chapel	$30,554.00			0.0	1	78	
Partnership	$21,146.00			0.0	0		Helping Hands
Penny Road	$30,994.00			0.0	1	55	
Pleasant Union	$25,910.00			0.0	0.5		
Poe	$21,386.00			0.0	0.5		
Powell	$54,894.00	23,875.00	1	1.5	0.5		
Rand Road	$40,322.00	20,875.00	2	2.0	1		
Reedy Creek	$26,250.00			0.0	0.5	73	
Rolesville	$35,678.00	21,000.00	1	2.0	0.5	66	
Root	$26,350.00			0.0	1		
Salem	$16,802.00			0.0	0.5	49	
Smith	$45,146.00	33,500.00	3	3.0	0.5	58	Helping Hands
Stough	$16,882.00			1.5	0	90	Title I 3-5
Swift Creek	$49,730.00	20,500.00		2.0	0.5		Title I 3-5
Timber Drive	$54,074.00			0.0	0.5	62	
Underwood	$26,270.00	11,875.00		1.0	1		Helping Hands
Vance	$53,774.00	26,125.00	2	2.0	0.5	45	Helping Hands
Vandora Springs	$21,506.00	29,125.00	2	2.0	0	67	Title I 3-5
Wake Forest Elem	$35,718.00	34,625.00	1.5	3.0	0.5		
Wakefield Elem	$31,014.00			0.0	1	71	Helping Hands

Attachment 1: Instructional Assistance Programs Available to Students by School
Elementary

Elementary	Accelerated Learning Program	Challenged Schools	Class Size Reduction (Number of FTE Positions)	Title I K-2 FTEs	Local ALP K-2 Literacy	ESL (Students Served)	Other Programs
Washington	$30,754.00	21,750.00		2.0	0.5		Title I 3-5
Weatherstone	$35,598.00			0.0	1	67	
Wendell	$50,350.00	30,750.00		2.0	0.5		
West Lake	$50,330.00			0.0	1	55	
Wilburn	$87,862.00	52,000.00	2	3.9	0	81	Helping Hands
Wildwood Forest	$49,670.00			0.0	1		
Wiley	$21,546.00	14,250.00		1.0	0.5	78	Helping Hands
Willow Springs	$40,362.00			2.0	0.5	50	
Yates Mill	$21,446.00	15,250.00		1.0	0.5		Title I 3-5
York	$35,678.00			2.0	0.5	64	
Zebulon	$59,618.00	46,625.00	2	3.5	0.5		
TOTALS	**$2,725,326.00**	**1,028,549.00**	**40.5**	**91.7**	**42.5**	**2643**	

Attachment 2A
ALP Program Participation and
ABC Results for Level I and II Students
Elementary Schools 2001-02

Elementary School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
Adams	43	26	60.5%	16	42	A I	0.65
Apex	35	14	40.0%	8	22	A S	2.43
Aversboro	68	51	75.0%	13	64	A	1.61
Baileywick	51	34	66.7%	8	42	D	0.28
Baucom	41	25	61.0%	11	36	D	2.94
Brassfied	22	11	50.0%	2	13	A T	^
Brentwood	99	66	66.7%	20	86	A D	0.59
Briarcliff	42	24	57.1%	18	42	A D	0.96
Brooks	50	37	74.0%	16	53	A S	0.59
Bugg	48	20	41.7%	6	26	D	-0.52
Carver	98	57	58.2%	42	99	A D	-0.98
Cary	97	46	47.4%	27	73	D S	1.76
Combs	33	24	72.7%	52	76	D	1.17
Conn	60	51	85.0%	20	71	A B S	-0.19
Creech Rd	98	36	36.7%	33	69	B S	0.98
Davis Dr	31	12	38.7%	14	26	S	1.54
Dillard	54	37	68.5%	27	64	A	0.53
Douglas	55	43	78.2%	20	63	D	0.86
Durant Rd	82	47	57.3%	45	92	I	1.02
Farmington Woods	93	49	52.7%	33	82	D	1.40
Fox Rd	124	78	62.9%	46	124	A S	0.98
Fuller	52	27	51.9%	18	45	A	0.24
Fuquay-Varina	83	44	53.0%	33	77	No response	0.16
Green	63	18	28.6%	12	30	I D	0.32

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day
^ Not calculated due to small group size
** Mt. Vernon Redirection School also appears in the Middle School File

Elementary School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
Green Hope	12	8	66.7%	22	30	D	^
Hilburn Dr	41	31	75.6%	22	53	A T	1.08
Hodge Rd	125	65	52.0%	9	74	A	1.51
Holly Springs	92	59	64.1%	24	83	S	0.32
Hunter	85	43	50.6%	9	52	D S	0.08
Jeffreys Grove	50	38	76.0%	17	55	S	0.86
Jones Dairy	71	42	59.2%	11	53	A	0.97
Joyner	72	65	90.3%	35	100	A D	-0.34
Kingswood	14	6	42.9%	10	16	A	^
Knightdale	108	72	66.7%	33	105	S	-0.06
Lacy	52	28	53.8%	11	39	D	1.40
Lead Mine	64	36	56.3%	13	49	D	0.65
Leesville Rd.	55	23	41.8%	7	30	S	1.49
Lincoln Heights	58	19	32.8%	17	36	D	-0.48
Lockhart	95	73	76.8%	31	104	A	2.15
Lynn Rd	78	50	64.1%	21	71	No response	1.12
Middle Creek	67	46	68.7%	16	62	A	1.73
Millbrook	98	67	68.4%	21	88	A T	0.27
Morrisville	39	33	84.6%	61	94	I S T	0.73
Mt. Vernon Redirection**	19	11	57.9%	1	12	See middle schools	NA
N Ridge	40	31	77.5%	16	47	A	2.11
Northwoods	70	54	77.1%	22	76	D	0.04
Oak Grove	34	14	41.2%	38	52	D I	1.09
Olds	25	15	60.0%	19	34	A S	1.09
Olive Chapel	46	27	58.7%	23	50	S	1.16
Partnership	27	22	81.5%	3	25	A I S	0.38
Penny Rd.	77	45	58.4%	14	59	A S	0.32

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day

^ Not calculated due to small group size

** Mt. Vernon Redirection School also appears in the Middle School File

Elementary School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
Pleasant Union	39	35	89.7%	25	60	B D	-0.19
Poe	22	17	77.3%	5	22	S	0.14
Powell	87	68	78.2%	19	87	A D	1.41
Rand Rd.	82	60	73.2%	13	73	A S	1.48
Reedy Creek	65	28	43.1%	11	39	D	-0.12
Rolesville	66	36	54.5%	13	49	A S	1.06
Root	31	17	54.8%	7	24	A S T	0.19
Salem	31	23	74.2%	5	28	D	-0.10
Smith	125	74	59.2%	52	126	A S	0.83
Stough	48	34	70.8%	16	50	A S	-0.03
Swift Creek	73	63	86.3%	23	86	A D S	1.30
Timber Drive	73	46	63.0%	32	78	I	1.64
Underwood	41	34	82.9%	7	41	A S	-0.72
Vance	80	52	65.0%	49	101	D S	1.96
Vandora Springs	69	41	59.4%	28	69	D	1.20
Wake Forest	95	42	44.2%	28	70	A D S T	-0.39
Wakefield	54	31	57.4%	11	42	B S	1.18
Washington	58	40	69.0%	21	61	A S	0.47
Weatherstone	65	28	43.1%	20	48	S	2.06
Wendell	105	76	72.4%	38	114	A S T	1.79
West Lake	88	71	80.7%	49	120	D I T	0.80
Wilburn	133	81	60.9%	18	99	A D I T	0.97
Wildwood Forest	111	80	72.1%	14	94	S	0.61
Wiley	47	28	59.6%	12	40	A S	2.10
Willow Springs	56	33	58.9%	17	50	A D	0.56
Yates Mill	51	25	49.0%	8	33	A S	0.72

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day
^ Not calculated due to small group size
** Mt. Vernon Redirection School also appears in the Middle School File

Elementary School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
York	72	38	52.8%	15	53	D	0.78
Zebulon	113	60	53.1%	30	90	A D	0.57

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day
^ Not calculated due to small group size
** Mt. Vernon Redirection School also appears in the Middle School File

Attachment 2B

ALP Program Participation and ABC Results for Level I and II Students

Middle Schools 2001-02

Middle School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
Apex	119	40	33.6%	0	40	D S	-0.38
Carnage	272	257	94.5%	0	257	A D S	0.00
Carroll	224	77	34.4%	0	77	S	0.59
Centennial	126	83	65.9%	0	83	A D	-0.43
Daniels	152	42	27.6%	0	42	A D S	-0.26
Davis Dr	94	63	67.0%	0	63	A	0.97
Dillard	144	102	70.8%	0	102	A	0.56
Durant Rd	185	184	99.5%	0	184	I D	0.63
E Cary	162	72	44.4%	0	72	D	0.23
E Garner	242	89	36.8%	0	89	A D	0.59
E Millbrook	220	97	44.1%	0	97	A D S	0.13
E Wake	303	181	59.7%	0	181	A D S	0.49
Fuquay-Varina	275	61	22.2%	0	61	A D S	-0.60
Leesville Rd.	120	89	74.2%	0	89	S T	-0.32
Ligon	125	98	78.4%	0	98	A D S	-0.20
Longview	28	23	82.1%	0	23	A	*NA*
Lufkin Rd	64	42	65.6%	0	42	I	1.30
Martin	181	126	69.6%	0	126	A D S	-0.47
Mt. Vernon Redirection**	47	25	53.2%	0	25	A	0.33
N Garner	254	144	56.7%	0	144	A D	0.37
W Cary	120	36	30.0%	0	36	S	-0.01
W Lake	122	119	97.5%	0	119	A I	0.71

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day
**Mt. Vernon Redirection School also appears in the Elementary School File

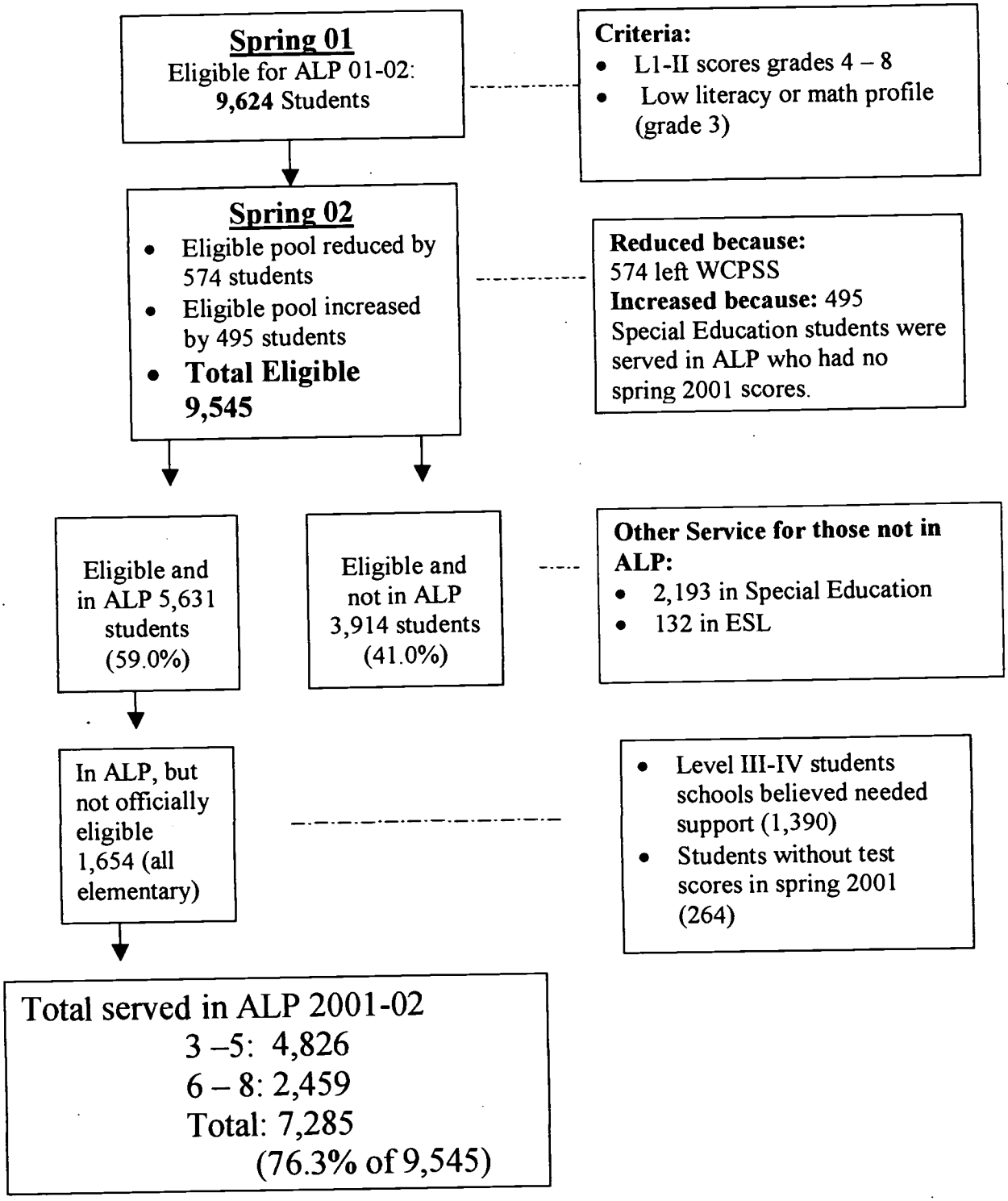
Middle School	Initial Allocation			# Level III-IV /Others Served	Total in ALP	Time of Day*	ABC High Growth LI-II
	# In Initial Allocation	# Served	% Served				
W Millbrook	145	0	0.0%	0	0	No response	0.52
Wake Forest-Rolesville	239	157	65.7%	0	157	D S	-0.29
Wakefield	94	38	40.4%	0	38	A S T	-0.05
Zebulon	279	194	69.5%	0	194	D	0.38

* Time of Day key: A=After school B=Before school D=During day I=Intersession S=Saturday T=Teachers' work day
**Mt. Vernon Redirection School also appears in the Elementary School File

Attachment 3A Eligible and Participating 3-8 2001-02
Subgroup Information

	ALP 3-5					ALP 6-8					ALP3-8				
	Total # of This Group in WCPSS Population	% of 3-5 WCPSS Population	# Students Eligible for ALP	# Students in ALP	% of 3-5 ALP Population	Total # of This Group in WCPSS Population	% of 6-8 WCPSS Population	# Students Eligible for ALP	# Students in ALP	% of 6-8 ALP Population	Total # of This Group in WCPSS Population	% of 3-8 WCPSS Population	# Students Eligible for ALP	# Students in ALP	% of 3-8 ALP Population
White	14902	60.1%	1473	1469	30.4%	15043	4.1%	1217	620	25.2%	29945	7.0%	2690	2089	28.7%
Black	6772	27.3%	2972	2697	55.9%	6778	23.8%	2760	1611	65.5%	13550	31.8%	5732	4308	59.1%
Hispanic	1469	5.9%	458	440	9.1%	1215	12.6%	298	153	6.2%	2684	22.1%	756	593	8.1%
Asian	1035	4.2%	107	93	1.9%	912	3.7%	62	34	1.4%	1947	6.5%	169	127	1.7%
Native American	66	0.3%	14	12	0.2%	65	7.7%	10	5	0.2%	131	13.0%	24	17	0.2%
Multi/Other	560	2.3%	113	115	2.4%	417	8.6%	61	36	1.5%	977	15.5%	174	151	2.1%
	24,804		**5,137**	**4,826**	100.0%	**24,430**		**4,408**	**2,459**	100.0%	**49234**		**9545**	**7285**	100.0%
Receiving ESL	747	3.0%	223	207	4.3%	601	7.2%	80	43	1.7%	1348	18.5%	303	250	3.4%
Not Receiving	24057	97.0%	4914	4619	95.7%	23829	10.1%	4328	2416	98.3%	47886	14.7%	9242	7035	96.6%
	24,804		**5,137**	**4,826**		**24,430**		**4,408**	**2,459**		**49234**			**7285**	
Male	12488	50.3%	2782	2490	51.6%	12,465	10.6%	2468	1327	54.0%	24953	15.3%	5250	3817	52.4%
Female	12316	49.7%	2355	2336	48.4%	11965	9.5%	1940	1132	46.0%	24281	14.3%	4295	3468	47.6%
	24,804		**5,137**	**4,826**		**24,430**		**4,408**	**2,459**		**49234**		**9545**	**7285**	
FRL	6368	25.7%	2862	2521	52.2%	5488	23.3%	2323	1276	51.9%	11856	32.0%	5185	3797	52.1%
Non-FRL	18436	74.3%	2275	2305	47.8%	18942	6.2%	2085	1183	48.1%	37378	9.3%	4360	3488	47.9%
	24,804		**5,137**	**4,826**		**24,430**		**4,408**	**2,459**		**49234**		**9545**	**7285**	
Special Education	4045	16.3%	2129	1394	28.9%	4123	23.9%	2121	986	40.1%	8168	29.1%	4250	2380	32.7%
Not Special Education	20759	83.7%	3008	3432	71.1%	20307	7.3%	2287	1473	59.9%	41066	11.9%	5295	4905	67.3%
	24,804		**5,137**	**4,826**		**24,430**		**4,408**	**2,459**		**49234**		**9545**	**7285**	

Attachment 3B
ALP 3-8 Eligibility and Participation 2001-02



Attachment 3C Eligible and Participating 3-8 2001-02
Summary by Level

Eligible and Participating	Elementary—Grades 3-5	Middle—Grades 6-8	Total
Initially Eligible—Low test scores or special ed without standard test scores	5,137	4,408	**9,545**
Level III-IV students or students without scores considered to have needs by teacher	1,654	0	**1,654**
Final Eligible	6,791	4,408	**11,199**
Total Participants	4,826	2,459	**7,285**
#/% Served of Those Initially Eligible	3,172/ 5,137= 61.7%	55.8%	**58.9%**
#/% Final Eligible Served	71.1%	55.8%	**65%**

Attachment 4
Actual values for chart of ABC results for ALP 3-5 and 6-8

Attachment 4

ALP ABC Results by Subgroup

ALP Grades 3-5

	All Students	Level I & II	Level III	Level IV	F/R Lunch	Not F/R Lunch	Disabled	Not Disabled	LEP	Female	Male	Asian	Black	Hispanic / Latino	Native American	White	Multi-racial
Math	0.81	0.81	0	0	0.53	1.24	0.64	0.88	-0.13	0.86	0.76	0.59	0.53	0.73	0	1.67	2.23
Reading	0.77	0.77	0	0	0.43	1.2	0.3	0.98	0.35	0.82	0.72	1.79	0.42	0.8	0	1.46	0.85

ALP Grades 6-8

	All Students	Level I & II	Level III	Level IV	F/R Lunch	Not F/R Lunch	Disabled	Not Disabled	LEP	Female	Male	Asian	Black	Hispanic / Latino	Native American	White	Multi-racial
Math	0.24	0.24	0	0	0	0.54	-0.23	0.54	1.06	0.41	0.08	0	0.1	0.52	0	0.69	0
Reading	0.4	0.4	0	0	0.19	0.61	-0.05	0.65	1.06	0.52	0.3	0.25	0.21	0.46	0	0.88	0.05

Attachment 5A

High Growth for Level I and II Students: School Plans 2001-02
Elementary Schools

School	Apex Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	.06
Level I-IIs	2.43
FRL	-.74
Black	-.2

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	97.8%	LI-IIs	83.6%

Student Characteristics	
Percent FRL Participants	14%
Percent ESL	0%

Gen'l Keys to Success

Heterogeneous classes. Individual conference with kids weekly. Used small groups. Positive feel and attitude. High expectations and confidence. Teachers do what it takes: follow through even when it does not make them popular. Grade-level planning (common time). Lots of prayer!

Mentor tutor program through PTA was key--used mostly parent volunteers but not all. Tutored once or twice a week throughout the year. Teacher directed. Students pulled from regular class. A new initiative with PTA is pairing advanced students with parent volunteer (e.g., math group with physics volunteer) to free up teacher to work with struggling students.

School Assistance Available

ALP 3-5, ALP K-2

Overall Approach to Supporting Low-Performers

Efforts are average. Need greater consistency to be in place.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	ALP	Curriculum compacting	
Frequent feedback to students	ALP	Special electives	
Students monitoring their progress	ALP	Special remediation/enrichment daily	
Leveled book rooms	ALP	Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	ALP
Smaller groups at key times	ALP	Learning games	ALP
Smaller class sizes all day		Used high-interest reading materials	ALP
Individualized instruction	ALP	Supplemental materials	ALP
Technology		Curriculum maps/ pacing guides	ALP

ALP PROGRAM

ALP Staffing

#Your teachers	6
#Other teachers	4
#Teacher Assistants	0
#Professional Staff	1
#Other Staff	0
#Volunteers	1

Timing of ALP

Date of first ALP session	9/25/01
Before-school hours/wk	
After-school hours/wk	2
Intersession hours/wk	
Saturday hours/session	3
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	95

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

Tutoring in small groups for common areas of need. Provided 95 hours overall, but each child participated in 36-45 hours each. Worked with bus driver to group by transportation—car pool group and certain bus groups. Got in 2 hrs and kids were still able to leave at 4. Made nice small groups--1:1 to 4:1 pupil:teacher ratio. Flexible groups. Bonding very important. Kids became comfortable and really opened up; they would not ask questions in larger class. Low income kids—often the experience base was just not there or the vocabulary. Ex: Unit on peacocks—got feathers; also used for measurement. Teachers had experience of at least two years. One 2nd grade, one fifth, one CCR. 2nd grade teacher was very helpful for running records.

Helpful materials: Time Life materials, leveled books, manipulatives. Sat—Larson's Math—technology.

Writing: Sat. pm of ALP day (ALP plus other kids)

Parents: Had volunteer liaison from PTA; other volunteers made copies and did other office work but did not instruct. Parents received very specific instructions about things to work on at home. This year we've moved; help is provided during the day. Since teacher is new, prior teacher is helping her get started since she does not know the students and what worked well before.

ALP Students

14 of 35 students eligible for ALP participated (40%). If they came once, attendance was good after that. The few that did not come were contacted, and we even went to homes. Those that did not come did less well. Attitudes were quite positive. Some parents were surprised students had to be there.

School	Baucom Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.05
Level I-IIs	2.94
FRL	0.14
Black	-0.17

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	97.8%	LI-IIs	83.6%

Student Characteristics	
Percent FRL Participants	10%
Percent ESL	0%

Gen'l Keys to Success

ALP, Pals (school program pairing teachers with at-risk students), self-contained classrooms at grade 3 (rather than teaming), support mechanisms (at grade level and SST). Constant monitoring of performance and suggestions to students. Principal updates. Teachers feel accountable for their students.

School Assistance Available

ALP 3-5, ALP K-2
Pals (Mentors)

Overall Approach to Supporting Low-Performers

Teachers are vested in helping everyone succeed--especially low-performing students. However, it's more difficult in the regular classroom. Volunteers and peers are two resources used to help these students.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	ALP	Curriculum compacting	
Frequent feedback to students		Special electives	
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms	ALP	Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times		Learning games	ALP
Smaller class sizes all day		Used high-interest reading materials	ALP
Individualized instruction		Supplemental materials	
Technology		Curriculum maps/ pacing guides	

ALP PROGRAM

ALP Staffing

#Your teachers	1
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	9/5/01
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	9
Total Hours	70

Across the school year did attendance rates: Increase

How cooperative are parents with ALP Somewhat

ALP Implementation

Used a combination of tutoring and more general enrichment. Used PEPs consistently. Developed quarterly assessments with open-ended questions and updated PEPs and lessons based on performance. Used manipulatives in math and some learning games. Had some group actitivities; some cooperative learning. Group Size: 1:10 Teacher:Student ratio. Helpful materials: After School Math Club (from Great Source); Soar to Success in Reading. Staff: experienced teachers from the school plus one retiree. We were not able to match students with their own teacher usually. Parents: We added parent conferences for Level I-II students. Provided general strategies to parents to help students; had one training. Used PTA volunteers during the day. PTA also provided snacks.

ALP Students

25 of 41 students eligible for ALP participated (61%). All but one student received both reading and math. Served some students who scored low in Level III. Attendance was higher after school (85%) than on Saturdays (60-70%). However, students who came on Saturday were fresher, and there were fewer behavior problems. Most students had positive attitude towards coming; did not see as punishment.

School	Cary Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.92
Level I-IIs	1.76
FRL	0.83
Black	0.74

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	86.1%	LI-IIs	71.9%

Student Characteristics	
Percent FRL Participants	34%
Percent ESL	9.5%

Gen'l Keys to Success

Teachers were working hard, but we saw a need for reform and improved alignment. Keys were Project Achieve combined with school efforts. Academic calendar (Achieve) combined with curriculum mapping. Teachers turned in lesson plans weekly with instructional objective noted. Clear, consistent, strict focus on grade level curriculum and instruction. Common planning time weekly by grade level (Achieve). Guided reading at grades 3-4-5 (extensive training). C&I outside observations—coaching. Centers with science/social studies. Communications: Grade level teams weekly, plus whole group once a month. Math curriculum put in place a few years ago has resulted in steady growth in that area. Changed start time from 9:15. Attiudes improved across the year. Stressed at first but improved with experience. Excited with success.

School Assistance Available

Project Achieve, ALP K-2, ALP 3-5, Challenged Schools, Class Size Reduction, ESL

Overall Approach to Supporting Low-Performers

-Early intervention and identification
-Following students K-5
-Use of available resources such as grade-level teams, SST, counselor, nurse, CCR, OCT, psychologist, etc.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day	Curriculum compacting	Reg. Day
Frequent feedback to students	Reg. Day & ALP	Special electives	
Students monitoring their progress	Reg. Day & ALP	Special remediation/enrichment daily	Reg. Day
Leveled book rooms	Reg. Day & ALP	Extended advisory/ team time	Reg. Day
Teaming across grades for instruction	Reg. Day	Mentors assigned to students	Reg. Day
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day		Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day	Curriculum maps/ pacing guides	Reg. Day

ALP PROGRAM

ALP Staffing

#Your teachers	0
#Other teachers	3
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	8/27/01
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	
Saturday hours/session	3
Teacher workday hours per day	
During- the-day hours/wk	30
Total Hours	750

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

□Small-group needs-based, but individualized quite a bit. Mini-assessments (Achieve) helped individualize, and teachers conferenced with kids.·

Kids tracked their own progress with bar charts, but could be better.

Teachers were creative. Learning games, drill, manipulatives, technology integrated.·

Most ALP was during the day for literacy, but we had one Sat. for writing and two Sats. before EOG. Students confident and thought EOG was just like a long mini-assessment. ·

Subject-specific service in literacy mostly. Regular math used pre-assessment followed by flex groups across grade level team so not much ALP was needed. ·

Group size: Maximum 10. Borderline Level IIIs were served. ·

Strategies: Providing help during the day worked for us—transportation, parent issues. (An option is to go to community—did two years ago and that worked too)·

Schedule: 30 hours a week plus 16 hours for three Sats.

ALP Students

46 of 97 students eligible for ALP participated (47.4%). Student attendance was great, because it was during the school day.

School	Lockhart Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.54
Level I-IIs	2.15
FRL	0.47
Black	0.65

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	94.9%	LI-IIs	83.7%

Student Characteristics	
Percent FRL Participants	46%
Percent ESL	18%

Gen'l Keys to Success

Very focused. Cut out everything but instruction. Staff meetings weekly focused on instruction (all staff). Communication. Across grade meetings are in addition. Really believes in goal. All can be at least at grade level. Strong teachers. Have to say no sometimes to extras. Used assessments to inform instruction and support efforts. Choosing strong staff also makes a difference.

School Assistance Available

ALP K-2, ALP 3-5, Challenged Schools, ESL, Class Size Reduction

Overall Approach to Supporting Low-Performers

See other sections.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day
Frequent feedback to students	Reg. Day & ALP	Special electives	Reg. Day
Students monitoring their progress	Reg. Day	Special remediation/enrichment daily	Reg. Day & ALP
Leveled book rooms	Reg. Day	Extended advisory/ team time	Reg. Day
Teaming across grades for instruction	Reg. Day & ALP	Mentors assigned to students	
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day	Reg. Day	Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day & ALP

ALP PROGRAM

ALP Staffing

#Your teachers	12
#Other teachers	1
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	2
#Volunteers	6

Timing of ALP

Date of first ALP session	10/1/01
Before-school hours/wk	
After-school hours/wk	4.7
Intersession hours/wk	
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	80

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

Targeted individual student needs. Mostly tutoring; occasional enrichment to motivate kids and show them why skills were important. Usually had two days a week; added an occasional 3rd day for enrichment: EOG games, cooking, story teller, PE, arts integration. Groups < 10. Used flexible groupings based on PEPs. Sometimes teachers would switch students because of skills they needed. Manipulatives were used. Served low 3s-- converted two months of instruction to do it. Growth was lower for our Level III students, but at least we managed to keep them at a LIII. Many of our 3s used to be 2s. This year we only have seven IIs who were at our school last year—the rest just came in (mobility). ALP was not during the day.

21st Century grant funded 2 dinners; lots of parent involvement all year. We sent home newsletters frequently. We were very direct in saying what parents need to do to help kids succeed-- very specific ideas on keys to success and practice activities.

ALP Students

73 of 95 students eligible for ALP participated (76.8%).

School: Middle Creek Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.79
Level I-IIs	1.73
FRL	0.38
Black	0.23

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	90%	LI-IIs	67.7%

Student Characteristics	
Percent FRL Participants	33%
Percent ESL	0%

Gen'l Keys to Success

Several things were key. First, we made sure that our curriculum was aligned with the state to ensure we were teaching the curriculum and what was measured. Teachers in each grade level did curriculum mapping and alignment month by month, so everyone knew what was to be covered. All did not cover in the same way.
Second, everybody just did good teaching. As a principal, the key is making sure you have good strong teachers who know how to differentiate instruction with the students; there's no program that we implemented that we hung everything on. We just did some good, old-fashioned teaching. Students need word-attack skills, basic skills that they can build on.
Third,, there was a parent tutorial program during the day, Title I literacy programs, our resource programs, learning disabilities teachers.
Fourth, Athens Drive High School students who were near us last year (they've now moved back to their original campus), partnerships with YMCA, middle school students at YMCA during their track-out time who came to tutor. Lots of assessment, especially at midyear. To determine whether classroom teachers were seeing improvement.

School Assistance Available

ALP 3-5, Challenged School, ALP K-2, school tutors (see above).

Overall Approach to Supporting Low-Performers

See other sections. Parents: We had a strong parent tutorial program that works during the school day, not ALP.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day & ALP
Frequent feedback to students	Reg. Day	Special electives	
Students monitoring their progress		Special remediation/enrichment daily	Reg. Day & ALP
Leveled book rooms	Reg. Day & ALP	Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times	Reg. Day & ALP	Learning games	
Smaller class sizes all day		Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day & ALP

ALP PROGRAM

ALP Staffing

#Your teachers	7
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	10/2/01
Before-school hours/wk	
After-school hours/wk	2
Intersession hours/wk	
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	60

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Somewhat

ALP Implementation

It was a tutoring program, very structured. Everything in this school has to have some structure to it. In order to be beneficial, program must be defined so that all of us know. I developed a list of 3rd, 4th, and 5th grade students who didn't pass the test. Grade-level chairs added students who just squeaked through to Level III. We reached those students. Staff: I always have to turn down teachers. I had a list of 10 teachers and could accommodate only 7 this year. I've never had a problem getting teachers to work in the ALP program, even when we had Saturday sessions. Veterans; one about 27-28 years of experience. All teachers had previous ALP experience; all had over 3 years of teaching experience. Teachers decided on the curriculum and met frequently to map it out. Specific program in reading and math. ALP teachers all get training so they knew expectations. We developed a PEP together with the classroom and ALP teachers to help guide the instruction. Tailored to individual needs but basically a group-needs-based program. Everybody was served in both reading and math--students can always use help in both subjects. Group size: 10-11 students per teacher.

Helpful materials: Soar to Success for reading, Comprehensive Math Assessment. North Carolina Math Manipulatives Kit; McMillan McGraw Hill Reading Series. A leveled book room supports our basic reading program. Materials give students lots of practice, the opportunity to model, and the chance to think aloud so teachers can determine methods of processing. Teachers were in groups of two at each grade level -- one for math, one for reading. More teachers and students at grade 3. Fixed groups.

Strategies: Some pairing, lots of hands-on activities, math manipulatives. No technology. Purely skills, manipulatives, improving basic skills in math and reading. Volunteers: some from Athens Drive High worked with ALP teachers and students. Parents: We sent practice materials home with the students.

ALP Students

46 of 67 students eligible for ALP participated (68.7%). We let parents in each classroom know at open house that ALP was available. We told them students who didn't meet criteria set by the state were expected to attend. I reinforced that during the year by communicating with parents that we would provide intervention for their students if retention was possible. We made sure every student attended. We literally stood at the door on ALP days and made sure no ALP student was dismissed. Attendance rate was 85%, very good for these students. (Most were low income.) Student attitudes were generally positive. No behavior problems. The assistant principal and I were here, and only one was ever sent to the office. Students were very attentive and enjoyed it a great deal; this program mattered to them.

School: North Ridge Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.12
Level I-IIs	2.11
FRL	0.06
Black	-0.02

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	95.2%	LI-IIs	80.8%

Student Characteristics	
Percent FRL Participants	31%
Percent ESL	8.2%

Gen'l Keys to Success

Our quarterly benchmarks let parents know regularly where students should be in writing, math, reading. It lets them know where they are in NCS Learn, a special individualized computer lab that we have. We think that putting in Saxon Phonics in K and grade 1 has started to pay off on our reading scores. We want to FIND the reason a student isn't doing well, diagnose the key to the problem, and work on it. The climate here doesn't allow for failure, and everybody works hard to that end. And even those who don't make Level III, we still see progress with those students. We believe in them and let them believe in themselves. The lab gives so many reports to teachers who can follow up on those issues. A core group of 15-20 volunteer tutors, (a PTA program) helps. We also have many community volunteers, parents, and grandparents.

Assistant principal targets 4th and 5th grade boys who may not have a male role model in their home. These would be the kids who normally would be disenfranchised. They are ready to show out about this age, thinking nobody's on their side. He meets with those kids once a week for lunch and they set goals. If they reach their goals, there's a reward for that. There's a linkup with a gymnastics school nearby and a young man who really likes working with these kids. The Kiwanis or the Rotary has been helpful in finding money for these students for these rewards – State basketball games or whatever.

You'd be surprised if you take 6-8 of your most disenfranchised youths and give them some reason for performance and get to know them, talk with them regularly. It takes time, it takes individual energies and dedication.

The six teachers we were able to send them to Quality Tools Training through the Baldrige program was incredibly helpful. They've brought back some really good ideas. ·□Other supplemental programs? Our SST team has been very effective, ESL services have been great. We've started a whole resource library of materials that we can give to parents that they might help their child with reading. It's helped our professional image and helped us find and seek those kinds of materials. We stayed very very focused on that 2003 goal, everyone was extremely aware of that goal and what we wanted to do. I'm a very results-oriented person, and I want to see that we achieve what we set out to do.

School Assistance Available

ALP 3-5, ESL, ALP K-2

Overall Approach to Supporting Low-Performers

We do as much as posible to reduce class size, particularly in grade 3. Technology plays a big role. Adult tutors (volunteer and on staff) work one-on-one with students. Teachers integrate and differentiate instruction in the classroom.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	ALP	Curriculum compacting	
Frequent feedback to students	ALP	Special electives	
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms	ALP	Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times	ALP	Learning games	
Smaller class sizes all day		Used high-interest reading materials	ALP
Individualized instruction		Supplemental materials	ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	

ALP PROGRAM

ALP Staffing

#Your teachers	5
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	1
#Volunteers	1

Timing of ALP

Date of first ALP session	9/18/01
Before-school hours/wk	
After-school hours/wk	4
Intersession hours/wk	
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	80

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

Primarily tutoring but also a good deal of enrichment. Not many games; more drill and manipulatives. Some students just didn't know the facts, and they needed drill and practice. All were served in both reading and math, because it worked better with the way our lab was set up, and for transportation. We did some pairing, especially with the ESL students, working with math manipulatives and sharing stories. Groups: Flexible and small. They liked hands-on time. Staff: The person in charge made it work so well. She was the best:: a minority teacher who had some struggles in school herself and overcame them. Parents know her in the community and they trust her: she's built so much goodwill. She helps people understand what the school needs to help their children. Parent contact was so critical. We had six teachers, all from North Ridge. All had at least five years' experience. We didn't have to coerce anybody – they were a cohesive group that worked well together. The regular staff was delighted for the help. Materials: -Math manipulatives, which we now have in all of our classrooms. -Success Maker Lab, which is totally individualized, and gave them 30 minutes of the 2-hour session in the lab. The lab program produced individualized reports which teachers used for tutoring. Sometimes parents asked for them, because it gave them an idea of the type of math problem their children were struggling with. -Some Blast Off for test-taking skills, but mostly we depended on the testlets. Staff: Teachers cooperated in helping solve issues that came up and had excellent ideas to share. Volunteers: Maybe one or two helped with ALP program; many work in the school every day. Parents: Parents were very cooperative, though not always through the face-to-face contact we like to get. We contacted parents immediately about any problem or concern or question. We sent things home, and we had one meeting with a group of parents. A newsletter was sent home weekly, and progress reports went out regularly (quarterly, I think.) Role of your school administration : The first year, I just tried to make sure we had it organized right, that we had identified the right children, and that children were assessed correctly.

ALP Students

31 of 40 students eligible for ALP participated (77.5%). Encouraging participation: It's just part of what's expected here. If students aren't doing well, they're expected to go to ALP. We did try to make ALP special and not just more of the same. We pulled in some low Level III students as needed. Student attitudes and behavior: We didn't have anything but positive outlooks toward ALP. There's nothing like success to encourage children. We didn't have a lot of behavior problems, we contacted parents with the few we had.

School	Vance Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.79
Level I-IIs	1.96
FRL	0.57
Black	0.67

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	90.5%	LI-IIs	69.3%

Student Characteristics	
Percent FRL Participants	44%
Percent ESL	8.4%

Gen'l Keys to Success

Project Achieve (focus lessons and extensions by teachers). Second year of this type of Baldrige approach. Specialists tutored in their free time. Homework tutoring two mornings a week. Several teachers tutored one day a week for their own students (free). Team time. Writing day before the test—extra teachers came. Two Sats. before EOG (included low III students). Staff had positive attitude about Achieve once they got going—teaming, common planning. Blocked the whole morning once a week. School climate was very focused, especially at grades 3-4-5.

School Assistance Available

ALP K-2, ALP 3-5, Challenged Schools, Project Achieve, Class Size Reduction, ESL

Overall Approach to Supporting Low-Performers

Overall, our school used focus interventions targeting objectives that students did not master in areas of low performance. Team work, also.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives		Curriculum compacting	
Frequent feedback to students	ALP	Special electives	
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms		Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times	ALP	Learning games	ALP
Smaller class sizes all day		Used high-interest reading materials	ALP
Individualized instruction		Supplemental materials	ALP
Technology	ALP	Curriculum maps/ pacing guides	

ALP PROGRAM

ALP Staffing

#Your teachers	11
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	1
#Volunteers	1

Timing of ALP

Date of first ALP session	10/6/01
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	
Saturday hours/session	2 Sats.
Teacher workday hours per day	
During- the-day hours/wk	remediation time
Total Hours	

Across the school year did attendance rates: Increase

How cooperative are parents with ALP Very

ALP Implementation

Principal plus one teacher worked with the lowest students in math in the computer lab. Teacher worked with lowest in reading. Used objective-driven approach for small groups. Based on patterns from Achieve tests, with some individualization. Some tutoring, some more general instruction. Saturdays—kids liked it. Liked snack and socializing with friends besides learning. Helpful materials: Liked "frog games", some Soar to Success, math manipulatives, leveled books (but 3-4-5 weaker). Spanish teacher took all ESL kids in one group (across grades). Volunteer involvement: One faithful volunteer to support instructors. Sent home strategies for parents to use. Mentioned in conferences. Recruitment of teachers was easy. Two administrators taught.

ALP Students

52 of 80 students eligible for ALP participated (65%). Participation—some didn't want Saturdays. Those that enrolled were pretty faithful.

School: Weatherstone Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.28
Level I-IIs	2.06
FRL	0.34
Black	0.36

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	95.1%	LI-IIs	79.5%

Student Characteristics	
Percent FRL Participants	20%
Percent ESL	8.8%

Gen'l Keys to Success

The quality of the staff and their dedication, they're always willing to go the extra mile. The ALP teachers had on average 15 years of experience. There has been no turnover in staff even since ALP's inception! In providing leadership, I try to empower staff and let them do what they do best. I interview staff as a team, and I tell them I'm the in-law, you're the marriage. You're the ones who have to work with them in close contact." I used to teach self-contained special ed, and you have to be open with all different strategies and all different possibilities and individualizing for students. We use Reading Mastery materials. We have community outreach nights at churches with parents and other community members; provide them strategies to help them. The YMCA and Raleigh Housing Program have tutoring programs. Thirty of our ESL children have a Kids Café in Raleigh, sponsored by a community organization. We collect the report cards of all the students before they go out, and we keep in touch that way. I also collect and read student portfolios in January, make notes on students, and touch base with teachers. Student Support Team has been incredible! They do a lot of strategizing, and we've significantly cut down on the number of students who've been tested with that. Climate: You walk in, it's warm and inviting. The teachers are there because they love it. I can't tell you the number of staff members I have who don't HAVE to work. They do it because it's what they want to do.

Assessment data:
We read all the E&R reports on what works for kids. We used those to see where we need to improve, and we look for what's working for other schools that are doing well. Best practices. Common planning time built into the schedule so that all third-grade teachers, fourth-grade teachers, etc., have time to meet and plan and discuss. We do cross-curricular staff meetings once a month to work with teachers from other grade levels. Test scores go to previous year's teachers. And the cards we get that have whether the student in ESL or special ed or whatever, we have teachers write very descriptive information on there so that next year's teacher can read all they need from that.

School Assistance Available

ALP3-5, ESL, ALP K-2, ALP 3-5

Overall Approach to Supporting Low-Performers

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day
Frequent feedback to students	Reg. Day & ALP	Special electives	
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms	Reg. Day	Extended advisory/ team time	
Teaming across grades for instruction	Reg. Day	Mentors assigned to students	
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day		Used high-interest reading materials	Reg. Day
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day & ALP

ALP PROGRAM

ALP Staffing

#Your teachers	7
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	
Saturday hours/session	6
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	60

Across the school year did attendance rates: Increase

How cooperative are parents with ALP Somewhat

ALP Implementation

ALP program set up: Remedial covered the basics and a lot of test-taking strategies. Group-needs based, but all students were evaluated initially and grouped by their individual needs, where they needs). We used a lot of drills, using things like Leapfrog and Tomorrow's Promise. School-based, we had Counting on Frank software, Blast-Off. With third graders we used more manipulatives if needed. A lot of it was reading the questions and learning how to answer them. Making sure you read the question first. They had their own workbooks, a lot of problem solving, how did they solve that problem. Basically good teaching methods. Both subjects, plus a computer component for each subject. We never had more than 10 students in a group to find out the skill levels. Strategies: Test-taking was the most effective, teaching them how to read questions and knowing what you're being asking. There was some cooperative learning, but most of it was drill. It probably wasn't the most exciting time they had, but it worked. We use Reading Mastery, so regardless of whether you were in ALP, if you needed the extra help in grades 1-5, it didn't matter what grade you were at, you got the help. We started that a year and a half ago. We were lucky to be able to buy it – initial cost was $40,000 – and we were lucky to get money from the Town of Cary. We were struggling with what to do with our lower-income students, and they were lacking in phonetic awareness. It's a very scripted, very structured program.

No volunteers were used in ALP. The coordinator sent parents updates on how the students were doing. Some transported their students, some students relied on our buses. ALP is staffed by our test scores, but we also opened it up to struggling students or low Level IIIs. We did have a low attendance on Saturday sessions. Students had worksheets that were done at home, and parents were ensuring that those were done.

Staff: They're excited about it – they've seen the difference in the students and the progress they've made. We didn't have to spend much time with planning, because everyone had done it before and were anxious to get started. We had both special ed and regular ed teachers involved. I am blessed, I have the best staff in all of Wake County. Teachers were experienced, with an average of 15 years. Some have master's, some bachelor's. They knew from year one what they were going to do, so not much time had to be done on planning at the beginning of the year, they knew the materials. Little tweaks from last year: I hired a teacher in-house to work with the children. But basically, I've used my ALP position and had extra months from C&I and hired a person from that, and at third grade, we qualified for an extra teacher. This year, third grade will have full-time resource teacher, fourth grade has three days a week, and fifth grade has two days a week. We also have a teacher assistant who works with fifth grade and another works with fourth grade to provide extensions for the Level IV kids and remediation for the lower-level kids. Role of your school administration Basically, I just showed up on Saturdays. The staff says I'm very supportive and knew, but I just listened to them and said, "It sounds good. If it doesn't work, we'll revamp it." I didn't necessarily stay the whole time but I showed up. The staff knew I'd support them to try something.

ALP Students

28 of 65 students eligible for ALP participated (43.1%). About 50% participated, and we had about 70% attendance. Student Attitudes: The teachers talked to them, and the students knew they were struggling and were glad to get the extra help. I am blessed, I have the best staff in all of Wake County. Student behavior was good. There were breaks for lunchtime and other activity breaks to keep attentions from flagging. Information was sent to parents of low Level III, they got whatever qualified ALP students got.

School	Wendell Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.84
Level I-IIs	1.79
FRL	0.48
Black	0.65

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	90.5%	LI-IIs	74%

Student Characteristics	
Percent FRL Participants	46%
Percent ESL	0%

Gen'l Keys to Success

ALP contributed to the success of our students. Everyone at our school knows where we're going, we've assessed our students and know how to read them, and our teachers are on track in knowing what their needs are. ALP was related to our success certainly, but another key factor was our magnet program and its electives in reading, writing ,and math. We have a tremendous PTA that understands our needs and raised money for our students' technology needs and books for our media center. Two programs that were outstanding were the Accelerated Reading and Accelerated Math programs. The students loved those programs and the teachers used them as a supplement. Our children are on fire to read! Utilizing the Baldrige approach of everyone pulling together in the same direction is important ... first-grade teachers working with kindergarten teachers, working with second-grade teachers, etc.

At the beginning of the school year, we met with teachers on how to use ABCs data to determine growth for various groups of students and to use the disaggregated data to identify strengths and weaknesses. To identify subgroups that weren't achieving, using different assessments such as quarterly math, reading, and writing assessment cards, etc. We take each child who comes to us, no matter what skill level they're on. They're kids, they can be taught, and I believe in them.

There's always some competitiveness in terms of specialists – drama, dance, media, etc. – and teachers. Our specialists have been trained to teach writing and reading, and if they have downtime, they're in the classrooms working with the kids and with the teachers. There's no division between teaching staff and specialists.

School Assistance Available

ALP K-2, ALP 3-5, Challenged Schools

Overall Approach to Supporting Low-Performers

We incorporated the Challenge School program in the a.m. and p.m., as well as offering remediation classes through the magnet program Monday-Thursday of each week.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day
Frequent feedback to students	Reg. Day & ALP	Special electives	Reg. Day
Students monitoring their progress	Reg. Day	Special remediation/enrichment daily	Reg. Day
Leveled book rooms	Reg. Day	Extended advisory/ team time	
Teaming across grades for instruction	Reg. Day	Mentors assigned to students	Reg. Day
Smaller groups at key times	Reg. Day	Learning games	Reg. Day & ALP
Smaller class sizes all day		Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day

ALP PROGRAM

ALP Staffing

#Your teachers	9
#Other teachers	1
#Teacher Assistants	1
#Professional Staff	0
#Other Staff	1
#Volunteers	0

Timing of ALP

Date of first ALP session	10/16/01
Before-school hours/wk	
After-school hours/wk	3.2
Intersession hours/wk	
Saturday hours/session	3
Teacher workday hours per day	9
During- the-day hours/wk	
Total Hours	72

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

Individualized for math and group for reading.
We used learning games, drills, and manipulatives. Everyone was served in both reading and math.
Group sizes were 9 to 10 students but flexible to include individualized work as well.
Strategies: Cooperative learning, guided reading, small-group work.
Schedule: 72 hours (after school Tuesdays and Thursdays were best).
Materials: We stuck to things that worked: Competitive Edge software, Accelerated Math, Accelerated Reading. We used lots of technology, and we've been able to do this thanks to the PTA, which has been incredibly supportive. The PTA looks to us to identify needs, and they'll buy whatever else we need. We couldn't buy enough books to keep students moving up in reading – students were CRAZY about reading.

Parent and community involvement: Parents and grandparents came to volunteer. Very good parent turnout at meetings and training sessions, and, of course, the conferences. Parents took it seriously and did very well. Materials were sent home, often at parents' request. A training session was held to help with work at home. We also had E Wake HS National Honor Society students who came and helped the teachers, listened to children read or help with math.

Staff: My staff has a positive attitude across the board. As part of school improvement, we worked on school climate, and that's made all the difference in the world. We had more interest in participating in ALP than we had need! We had many substitutes because of the high interest in being part of the ALP program. I just have a tremendous staff, with a very low turnover, and they know how important it is and they're ready to give.

Staff characteristics: Our more experienced teachers were the first to volunteer. They plan and implement the program.

Volunteers: We did some workshops to train tutors. My role is to be a part of everything that flies. I support my staff to the hilt, and I give them flexibility, I trust them as professionals that I hired. They know I have high expectations for myself and for my school. And they know I'll stand behind them. They also know from Day One that this is a child-centered school and the child comes first, no matter what. The parents know this is a safe place and that we're here to take care of their child physically, mentally, and intellectually. If you're a good leader, you get all that.

ALP Students

76 of 105 students eligible for ALP participated (72.4%). Students and parents were eager to participate. We talked with parents on the phone individually, and that made a lot of difference. Parents need to be told that their child is at risk, and to be told that this program might be able to help them. We had very few who did not participate. No bad behavior.

School	Wiley Elementary

ABCs High Growth Composites (Above 0 is +)	
All Students	0.9
Level I-IIs	2.1
FRL	0.63
Black	-0.45

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	90.8%	LI-IIs	73.3%

Student Characteristics	
Percent FRL Participants	32%
Percent ESL	19.2%

Gen'l Keys to Success

We're a small school, and that's very important to our success. We have little attrition, and though our ESL population is somewhat transient, we're basically a stable school, with little impact from student reassignments. We get to know our students and they get to know the teachers, who work with them from one year to the next through our electives programs. We offer a number of remediation electives, reinforcing the basics in a small setting – fewer than 10 students. Our ALP program on Saturdays from 9 to 4 has been very successful. We also offered an after-school program.

Our students have electives, remediation electives, and constant communication among the teachers.

Incorporating literacy in all our electives, offering literacy instruction throughout the day. We have a well-functioning Student Support Team, and parents attend all the SST meetings. We touch base with all students from the previous year who were having troubles. It's not just a vehicle for testing but it's an overall backbone for how our schools works. Small school, very much a community school. We have students who are legacy students – their parents, even some of their grandparents attended Wiley. And I am present, I can speak to any child and know them by name. I've lived in the neighborhood that's a base population for Wiley, lived right here with my kids.We do look back at portfolios to look at where students started and where they're going, use them as benchmarks. It's something we always feel we can do better at.

School Assistance Available

ALP K-2, ALP 3-5, ESL.

Overall Approach to Supporting Low-Performers

We offer a remedial elective at each grade level. Students are assigned mentors that work with each student at least weekly. There is also a one-day-per-week church (Pullen) tutorial.

We contracted with one of our retired teachers at Wiley to work with 3rd and 4th graders before the ALP program started and before EOG. She did demonstration lessons, she conferenced with every student, she pulled them up to where they needed to be. So the students got expert attention in small groups.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	
Frequent feedback to students	ALP	Special electives	Reg. Day
Students monitoring their progress	ALP	Special remediation/enrichment daily	
Leveled book rooms	Reg. Day & ALP	Extended advisory/ team time	Reg. Day
Teaming across grades for instruction	ALP	Mentors assigned to students	Reg. Day
Smaller groups at key times	ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day		Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day	Curriculum maps/ pacing guides	Reg. Day

ALP PROGRAM

ALP Staffing

#Your teachers	5
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	1

Timing of ALP

Date of first ALP session	
Before-school hours/wk	
After-school hours/wk	4
Intersession hours/wk	
Saturday hours/session	7
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	64

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Somewhat

ALP Implementation

We used small-groups, half the time with language arts, half with math. Individual needs based.

We used learning games, drills, manipulatives

ALP ratio is 10:1, and we had a couple students who were low Level III, and they also came.

Volunteers:We have about 70 volunteer tutors who come during the week, parents, college students, high school students, middle school students, community members ... 40-45 minutes once a week tutoring. Teachers leave a folder for the tutors. We had a day-long training session for each volunteer, working with Montessori training and ... We work with Pullen Memorial Baptist Church is a partner of ours and they work very closely with us, coming here and some students go over there twice a week. We had ESL training for our parents, and we saw huge increase in performance in our ESL students because parents were aware and involved. We have a volunteer who can simultaneously translate and interpret for the parents and the students.

Parent involvement: Parents had a stronger understanding of the significance of ALP and our resource program, which is an elective. No children are stigmatized by getting additional service. We didn't send much home through ALP but through regular classes. Parents did get lots of feedback.

Staff characteristics: The teachers in ALP are VERY committed. We have some K-2 teachers who taught 3-5 in ALP and learned a lot. And some teach there because they need the extra money. So they're appreciative and committed, because you're never really compensated for all you do. Teachers plan our whole ALP program.

Role of your school administration in ALP: At the very beginning, I met with teachers and leading discussions on how to administer it. The ALP teachers and the coordinators worked it all out together. I believe very strongly in collaborate leadership. I am not The Expert. The key is to surround yourself with people who are good at their jobs. We trust their judgment. They're just very very good at what they do.

ALP Students

28 of 47 students eligible for ALP participated (59.6%). For the most part, students came regularly. For the students who go to Pullen on Wednesdays, they went every single week. They were hesitant at first if they hadn't been in it before, though those who had been in ALP before were excited to be in it again. Some of the parents who were surprised their students were eligible for ALP had some hesitation about transportation and "what does this say about my child?" We had a few behavior problems. We did have one child with significant behavior problems, he's in a BED program. We did offer snacks for after-school program, and that helped a lot. For the most part, yes, they were very attentive. They worked very hard.

Attachment 5B

High Growth for Level I and II Students: School Plans 2001-02
Middle Schools

School	Carroll Middle

ABCs High Growth Composites (Above 0 is +)	
All Students	0.19
Level I-IIs	0.59
FRL	-0.24
Black	-0.27

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	85.3%	LI-IIs	55.6%

Student Characteristics	
Percent FRL Participants	35%
Percent ESL	7%

Gen'l Keys to Success

A change in school climate, the use of assessment data, the Challenge after-school program, and collaboration. The Challenge program allows students to interact with teachers in a more relaxed, unstructured atmosphere and improved student-teacher relations. Discipline improved as students were motiviated to behave so they could participate in the Challenge program.

The school used assessment data provided by Evaluation & Research to help target and remediate students. Teachers talked with students about their test scores/scale scores, where they fit in, and how close they were to moving up a level. Trial test scores in January determined the extent to which students were mastering goals. If fewer than 80% of students passed a goal, teachers reviewed the goal (called "maintenance"). Every three weeks, teachers quizzed students on current goal and previously tested goals to keep things fresh. Goals were tracked by student.

School Assistance Available

ALP, Challenged School funds

Overall Approach to Supporting Low-Performers

We tried to look at the whole child in all curriculum areas. Multiple strategies were implemented. Each child looked at individually. Lots of parent/student/teacher cooperation.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day & ALP
Frequent feedback to students	Reg. Day & ALP	Special electives	Reg. Day
Students monitoring their progress	Reg. Day	Special remediation/enrichment daily	Reg. Day
Leveled book rooms		Extended advisory/ team time	Reg. Day
Teaming across grades for instruction		Mentors assigned to students	Reg. Day
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day	ALP	Used high-interest reading materials	Reg. Day & ALP
Individualized instruction	Reg. Day & ALP	Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day & ALP

ALP PROGRAM

ALP Staffing

#Your teachers	11
#Other teachers	1
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	1
#Volunteers	0

Timing of ALP

Date of first ALP session	10/13/01
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	
Saturday hours/session	3
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	60

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Somewhat

ALP Implementation

The regular ALP program was not as popular as the Challenge after-school program. This may have been due to the ALP's Saturday timeslot. Only about 40 students participated in ALP, and attendance was a problem.

The Challenge After-School program was funded through more than one source, including ALP Challenged School funds. It consisted of one-hour academic component as well as a one-hour recreation component. The academic component provided students help with math and reading, tutoring, and/or help with homework. The recreation component provided students the opportunity to learn to cook, play golf, play basketball, model, etc. The program also contained an enhancement component, which involved computer time, homework help, Math Counts, and Battle of the Books. About 100-120 students participated. Volunteers and parents were involved in the program.

ALP Students

77 of 224 students eligible for ALP participated (34.4%) based on spring ALP feedback forms. This likely reflects the Saturday program plus some students in the Challenge program after school.

School	Davis Drive Middle

ABCs High Growth Composites (Above 0 is +)	
All Students	0.3
Level I-IIs	0.97
FRL	-0.26
Black	0.05

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	95.1%	LI-IIs	63.6%

Student Characteristics	
Percent FRL Participants	10%
Percent ESL	4%

Gen'l Keys to Success

One key to success was the communication among staff in and between grade levels about Level I and Level II students. ALP was the only supplemental program at Davis Drive, though some students had mentors that were assigned through the Guidance Office.

School Assistance Available

ALP

Overall Approach to Supporting Low-Performers

Our school does a great job of supporting low-performing students.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	ALP	Curriculum compacting	
Frequent feedback to students	ALP	Special electives	
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms		Extended advisory/ team time	
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times		Learning games	ALP
Smaller class sizes all day		Used high-interest reading materials	ALP
Individualized instruction		Supplemental materials	ALP
Technology	ALP	Curriculum maps/ pacing guides	

ALP PROGRAM

ALP Staffing

#Your teachers	8
#Other teachers	0
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	10/2/01
Before-school hours/wk	
After-school hours/wk	2
Intersession hours/wk	
Saturday hours/session	
Teacher workday hours per day	
During-the-day hours/wk	
Total Hours	60

Across the school year did attendance rates: Decline

How cooperative are parents with ALP Somewhat

ALP Implementation

ALP was set up as an after-school general enrichment program with students grouped by grade level. Students received 1.5 hours of reading, math, or reading and math instruction every Tuesday and every other Thursday, depending on their needs. Because student needs within subjects were similar, instruction was provided in groups of 12-15 students.

A wide range of teaching techniques were used to instruct students, incluidng learning games, drill and practice, and manipulatives. One-on-one instruction was most effective but was not always feasible due to the class size. Specific materials reported as most effective included math and reading books that were geared for the NC EOG. Technology was reported effective as well, although students used computers for only about 1.5 hours a month because there was only one lab available. Snacks and rewards (e.g., candy, stickers) also were effective strategies to positively reinforce performance.

Students progress was evaluated through assessments provided in the books used for ALP. Assessments were conducted at the beginning, middle, and end of the program. Students were provided copies of the assessments so they could see their progress.

Parent involvement: Parents and volunteers were not involved directly, though parents were contacted by phone if their student did not show up for ALP. Materials were not sent home with students unless requested or if parents pulled their student from ALP classes for out-of-school athletic activities. Students missing ALP to attend games or practice was a barrier to the ALP program, though participation rate was fairly high (about 70%).

ALP Students

64 of 94 students eligible for ALP participated (67%).

School	Durant Road Middle

ABCs High Growth Composites (Above 0 is +)	
All Students	0.36
Level I-IIs	0.63
FRL	0.02
Black	0.14

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	95.2%	LI-IIs	71.9%

Student Characteristics	
Percent FRL Participants	13%
Percent ESL	3%

Gen'l Keys to Success

Networking between programs and colloboration to provide students with the best combination of programs have been primary reasons for our success. We had multiple efforts available (see School Assistance Available section).

Durant was one of ten schools that piloted Fast Forward. Durant started in 2000-01. This internet and CD based program is for students who process the sounds of language very slowly. We had 86 students involved who incorporated the program into their schedule--it required 2 periods a day for 6 weeks. The program "re-wires" the brain to develop/enhance phonological awareness. Of the students who took the EOG in 2001 and 2002, approximately 70% passed reading. Most had never passed reading on the EOG before.

Core team teachers were required to provide students who were low achieving extra instruction through an extended team class each day focusing on SCOS (called ENCORE). This was during our 8th period. Other students received enrichment at this time.

School Assistance Available

ALP, ESL, SRA Corrective Reading, Fast ForWord, and extended time on math and reading during the school day.

Overall Approach to Supporting Low-Performers

We see the support of low-performing students as a schoolwide initiative. Our teachers team and collaborate to help students achieve growth.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	
Frequent feedback to students	Reg. Day & ALP	Special electives	Reg. Day
Students monitoring their progress	Reg. Day	Special remediation/enrichment daily	Reg. Day
Leveled book rooms		Extended advisory/ team time	Reg. Day
Teaming across grades for instruction		Mentors assigned to students	Reg. Day
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day		Used high-interest reading materials	Reg. Day & ALP
Individualized instruction		Supplemental materials	Reg. Day & ALP
Technology	Reg. Day	Curriculum maps/ pacing guides	Reg. Day & ALP

ALP PROGRAM

ALP Staffing

#Your teachers	35
#Other teachers	4
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	07/2001
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	21/wk for 20 wks.
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	6
Total Hours	630

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Very

ALP Implementation

The ALP track-out program was an all-day program. Each student attended 7 or 8 days the last two track-out periods. Parents were sent a letter and form to enroll their students, with a follow-up call if there was no response. Overall, individual students could receive up to 6 full days of instruction per year--3 days during each of the last two trackout periods.

Students were taught in small groups (8-10 students) by grade level. Instruction related to test-taking skills, reading and math with heavy focus on concepts covered in the EOG as related to the SCOS. The program used a variety of teaching strategies including EOG testlets and learning games. All ALP students received reading instruction half a day and math half a day. Students had time for lunch and 30 minutes for recreation. Materials: Buckle Up-Buckle Down was quite helpful.

Primarily those directly involved in ALP planned it. However, other teachers were invited to give input on students' greatest needs. ALP staff were all Durant teachers with the exception of one reading teacher who was a volunteer at Durant the last two years. Teachers were generally special education or teachers very empathetic toward students experiencing learning difficulties. All teachers valued the program; some took the extra step of staying informed of student progress. The ALP coordinator provided written feedback to regular teachers about attendance, lesson plans covered, and difficulties students were having. The administrators' role was to support the coordinator.

Tutors and parents were not directly involved in ALP. Parents were provided materials to use to assist their students with their learning.

The ENCORE period was partially supported by ALP. At least one teacher per team provided daily support to students with needs while other students had enrichment during our eighth period.

Thus, an individual student received about 210 hours if involved only in ENCORE and 258 if involved in ENCORE and intersession efforts.

ALP Students

185 of 185 students eligible for ALP participated (100%). ALP was for Level I and II and low III students as well as ESL students bound for taking the EOG. Students were very appreciative of the extra help and empowered to take risks in ALP classes. Since all students were in the same boat, humiliation was not a concern. Behavior was not an issue. Those that did have behavior problems in ALP also had problems in school and/or were BED.

School	Lufkin Middle

ABCs High Growth Composites (Above 0 is +)	
All Students	0.51
Level I-IIs	1.3
FRL	1.04
Black	0.59

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	96.9%	LI-IIs	70.4%

Student Characteristics	
Percent FRL Participants	7%
Percent ESL	5%

Gen'l Keys to Success

The biggest reason for Lufkin's success was matching Level I and II students with teachers who then "adopted" them for extra attention and help throughout the school year. This was fairly informal within teams. This was possible in part because the school had a relatively small number of students scoring at Level I and II. Lufkin also provided writing workshops, tutorials, and a transition to middle school course for 6th-grade students. For nine weeks during the year, we had an extra period of enrichment or remediation for students (sort of an extended advisory).

School Assistance Available

ALP during track-out times

Overall Approach to Supporting Low-Performers

Knowing who students were and giving them extra support.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	
Frequent feedback to students	ALP	Special electives	Reg. Day
Students monitoring their progress		Special remediation/enrichment daily	
Leveled book rooms	Reg. Day	Extended advisory/ team time	Reg. Day
Teaming across grades for instruction		Mentors assigned to students	
Smaller groups at key times		Learning games	ALP
Smaller class sizes all day		Used high-interest reading materials	
Individualized instruction	ALP	Supplemental materials	ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	

ALP PROGRAM

ALP Staffing

#Your teachers	0
#Other teachers	2
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	30 hrs./wk for 20 wks.
Saturday hours/session	
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	600

Across the school year did attendance rates:

Stay the same

How cooperative are parents with ALP

Somewhat

ALP Implementation

The ALP program provided both general enrichment and tutoring. Two teachers who were not Lufkin staff and had approximatley 10 years' experience between them ran the program. These teachers, while not the most seasoned, were motivated and enjoyed working with the students. Staff attitudes toward ALP were positive.

Students attended during track-out times and received a total of 10 days of extra instruction (60 hours). Students were provided mostly reading assistance as well as some math. Many strategies were used, including whole group and small group instruction, one-on-one assistance, drill and practive, and cooperative learning. Generally, the teachers used off-the-shelf materials, cathc-up workbooks, games (adaptation of the game Risk using EOG questions), EOG pre-and post-testlets, and computers. Computers were used about 25% of the time.

Student attendance was about 85%. Outreach to get students involved was a parent meeting in which program was introduced and highly recommended. Students were required to complete a contract. If students missed a day, home phone calls were made.

No volunteers or parents participated in ALP. There was no interaction between ALP teachers and the students' refular day teachers. Administrators' role was to help set it up (hiring teachers and recruiting students) and to stop by.

ALP Students

42 of 64 students eligible for ALP participated (65.6%). Student attendance was about 85%. Student attitudes were OK. Behavior was not a major issue as only 1 or 2 students were sent home and asked not to return.

School	West Lake Middle

ABCs High Growth Composites (Above 0 is +)	
All Students	0.2
Level I-IIs	0.71
FRL	-0.54
Black	-0.32

ABCs Performance Composites (% at Level III-IV in Spring 200			
All Students	95.0%	LI-IIs	58.5%

Student Characteristics	
Percent FRL Participants	9%
Percent ESL	2%

Gen'l Keys to Success

West Lake's success with Level I and II students was due to the high rate of student participation (98%) and attendance (87%) in both the ALP intersession and Saturday Academy programs as well as to teachers' ability to effectively focus interventions to each student's level. In addition to the ALP track-out and Saturday programs, each team of teachers devoted 20-30 minutes a day two to three times a week to EOG preparation.

School Assistance Available

ALP, ESL

Overall Approach to Supporting Low-Performers

We try to plan our lessons so that students will be highly motivated and experience success. Students identified as low-performing are scheduled into appropriate remediation electives during the school day. Core team teachers also plan small-group tutorin sessions and EOG reviews during team times.

What Strategies Were Used with Level I-II Students and When?

Math manipulatives	Reg. Day & ALP	Curriculum compacting	Reg. Day
Frequent feedback to students	Reg. Day & ALP	Special electives	Reg. Day
Students monitoring their progress		Special remediation/enrichment daily	Reg. Day
Leveled book rooms		Extended advisory/ team time	Reg. Day
Teaming across grades for instruction		Mentors assigned to students	Reg. Day
Smaller groups at key times	Reg. Day & ALP	Learning games	Reg. Day & ALP
Smaller class sizes all day	ALP	Used high-interest reading materials	Reg. Day & ALP
Individualized instruction		Supplemental materials	Reg. Day & ALP
Technology	Reg. Day & ALP	Curriculum maps/ pacing guides	Reg. Day

ALP PROGRAM

ALP Staffing

#Your teachers	21
#Other teachers	2
#Teacher Assistants	0
#Professional Staff	0
#Other Staff	0
#Volunteers	0

Timing of ALP

Date of first ALP session	09/10/01
Before-school hours/wk	
After-school hours/wk	
Intersession hours/wk	18 for 27 weeks
Saturday hours/session	4
Teacher workday hours per day	
During- the-day hours/wk	
Total Hours	502

Across the school year did attendance rates: Stay the same

How cooperative are parents with ALP Very

ALP Implementation

Through the West Lake ALP program, students could receive a total of nine days (54 hours) of intersession instruction (three days during each of three trackout sessions) plus up to 16 hours (potentially) on Saturdays. During intersessions, sixth-grade students were served three days during the first week, followed by seventh-grade students during the second week and eighth-grade students during the third week (sometimes grades 7 and 8 were combined). Overall, 81 intersession days and 4 Saturdays were offered. Thus, the program totaled 486 hours for the intersession plus 16 for Saturdays.

Students were recruited via a letter of recommendation sent to parents at the end of the school year. The letter explained that the student was promoted to the next grade level with required interventions because he/she did not pass the reading and/or math EOG test. At the beginning of the next school year, parents received an enrollment form and a contract. Parents who did not return the forms were contacted immediately.

Students received a full day of reading and math instruction in small groups (no more than 10 students). The program utilized a lot of hands-on activities and manipulatives many of which were provided via the computer (two hours minimum were spent on computers). Specifically, Curriculum Association Test Ready Plus, Diversatile Labs, and Jerome Kaplan Education materials were utilized. Some of the software programs used and recommended included Knowledge Advanced; Prentice Hall Tutorial; Scholastic's Go Courtside; Gamco's Undersea Reading for Meaning, Captain Zog's Main Idea, and Reading for Critical Thinking; and Skills Bank Corp's No. 4 Reading and Math Set-Up Tutorial Program.

In addition to the intersession program, selected students were invited to attend one of the four Saturday academies (teachers recommended). One academy focused on reading, two focused on math, and one focus on writing. The attendance for the academies was much lower than that for the intersession as transportation and lunch were not provided.

No volunteers were involved in the program, as previous years had proven unsuccessful in their recruitment and training. Parents were involved via phone interactions as well as through a summary sheet and materials that were sent home at the end of the session. Parents received both materials and answer keys to encourage them to work with their students.

Staff also was very supportive of the program and was provided verbal feedback by the ALP coordinator about what was covered and how their students progressed. The ALP coordinator also was the sole planner of the program. Administration provided funding as well as ongoing support. Three teachers staffed the intersession program.

ALP Students

117 of 122 students eligible for ALP participated (98%). Students' attitudes toward the program was excellent and attendance was high. One eighth-grade student actually wanted to repeat the program. Out of the 130 students who attended ALP only about 4 had an attitude problem. Part of the reason for students' positive attitude toward the program was how different it was from their regular schooling. The program actively engaged students and they received incentives. Only one student was sent home from the program for behavioral reasons and this student had been identified BED and was accustomed to a self-contained classroom.

ACCELERATED LEARNING PROGRAM (ALP): GRADE 3-8 EVALUATION 2001-02

Authors

Nancy Baenen
Senior Director of Program Accountability

Kimberly Yaman
Evaluation Assistant

Mark Lindblad
Data Analyst

Contributing Staff

Lisa J. Gosselin
Secretary

Acknowledgement

We appreciate the program implementation information provided by ALP Lead Teachers and the Extended Learning Director.

Evaluation and Research Department
Wake County Public School System
Raleigh, North Carolina
(919) 850-1840
www.wcpss.net

To view this and other Evaluation and Research reports online, visit http://www.wcpss.net/evaluation-research

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").