

ANNUAL PERFORMANCE REPORT
2003-2004
MAGNET SCHOOLS ASSISTANCE PROGRAM GRANT



Wake County Public School System
Raleigh, North Carolina
October 2004

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U.S. Department of Education GRANT PERFORMANCE REPORT

I. COVER SHEET

1.a Performance Reporting Period
9/01/03 to 8/31/04
1.b Current Budget Period
9/01/03 to 8/31/04

2. PR/Award No. (Block 5 on
Grant Award Notification)

S165A010034

3. Project Title

Magnet Schools Assistance Program

4. Recipient Information

Name: Wake County Public School
System

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6. Cumulative Expenditures

Federal: \$2,476,465.

Non Federal: \$

7. Annual Certification(s) of IRB
approval

Yes No X

8. Authorized Representative Information

To the best of my knowledge and belief, all data in this performance report are true and correct.

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II. EXECUTIVE SUMMARY

Magnet Schools Assistance Program Annual Performance Report Year 3 (2003-2004)

From September 1, 2003, through August 31, 2004, Wake County Public School System (WCPSS) staff members implemented activities for Year 3 of their 2001-04 U.S. Department of Education Magnet Schools Assistance Program (MSAP) grant project. They built upon the foundation established in Years 1 and 2 and endeavored to fully accomplish the scope and objectives of the project by the end of Year 3. They sought to reach all performance benchmarks established for Year 3 as well as to make up for any benchmarks not fully achieved in Years 1 and 2. When senior members of the project staff realized that not every objective would be fully completed by the end of Year 3, they requested and received a no-cost extension from the MSAP office for an additional project year (September 1, 2004-August 31, 2005).

Schools participating in the project and their magnet themes are:

- Brooks Elementary School — Museums,
- Joyner Elementary School — Language Explorations,
- Millbrook Elementary School — International Baccalaureate,
- Powell Elementary School — Visual and Performing Arts, and
- Moore Square Middle School — Museums.

The project focuses on four major purposes and has objectives related to each. Annual benchmarks have been established to measure success in achieving the objectives. The four MSAP purposes are listed below, followed by a summary of accomplishments or deficits in meeting the Year 3 benchmarks for each purpose.

MSAP PURPOSE 1:

The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students.

Official fall 2003 membership figures indicate that Year 3 enrollment percentages of minority students at project schools were not low enough to meet benchmarks for eliminating, preventing, or reducing minority group isolation. As was the case in Years 1 and 2, benchmarks for the third year of the project required specific reductions in minority enrollment percentages at the five participating schools. However, rather than declining in Year 3, the percent of minority students increased at every school. In fact, Year 3 minority enrollment percentages exceeded 50% at all five project schools. This meets the MSAP definition of minority group isolation; i.e., minority students constitute over 50% of the school's enrollment.

To maintain diversity in its schools, the WCPSS Growth Management Department takes into account each school's percentage of students on free/reduced-price lunch and percentage of students below grade level. The fact that race is not considered in this process undoubtedly affects the project's ability to meet its minority enrollment benchmarks. The continued high growth in the number of students attending WCPSS as well as overall increases in the percentage of minority students also affect minority enrollment percentages of schools throughout the system. Because minority enrollment benchmarks are always a challenge for them, administrators and coordinating teachers who work on MSAP projects carefully scrutinize their recruitment activities and revise, expand, and improve them frequently.

MSAP PURPOSE 2:

The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and challenging State performance standards.

The total of 2,600 hours of professional development completed by staff members in Years 1 and 2 enabled them to put the reform-based magnet themes of this project into action. Every staff development offering was explicitly linked to the North Carolina Standard Course of Study (NCSCS). In Year 3, coordinating teachers made a concerted effort to ensure that all new staff attended appropriate professional development sessions to bring them up to the mark on their school's theme. Year 3 staff survey results indicated that over 80% of staff members at Brooks, Powell, and Moore Square felt that professional development offered through the project had increased their level of familiarity with new instructional methods. Joyner and Millbrook's percentages, 60% and 77%, respectively, were not as high. At Brooks, Powell, and Moore Square, 80% or more of staff members responding to the survey said that they were *familiar* or *very familiar* with the project's reform-based instructional methods used at their school. From 80 to 87% of teachers at Brooks, Joyner, and Powell felt that the new instructional methods used in the project were *effective* or *very effective* in helping their school meet standards of the state ABCs accountability system. This opinion was expressed by 71% of responding teachers at both Millbrook and Moore Square.

MSAP PURPOSE 3:

The development and design of innovative educational methods and practices.

Across Years 1 through 3, faculty authors completed a total of 89 curriculum units through which to implement innovative themes and elements of the project. Every completed unit has undergone a review and revision process to ensure its alignment with content and assessment standards of the state curriculum. The 89-unit total fell 11 units short of the 100 units that should have been finalized by the end of the project. Completion of these units will be a priority during the 2004-05 extension year. Performance reports in Years 1 and 2 documented and updated the research base about innovative methods and practices used to implement this project.

Coordinating teachers have kept abreast of research relevant to their theme. Several references that were particularly useful in Year 3 are cited in this report. Observations of a representative sample of teachers at each school indicated that they are implementing project themes and elements appropriately in their classrooms. High percentages of Brooks, Joyner, and Powell parents responding to the 2004 WCPSS parent survey felt that these schools were offering a high-quality educational program with challenging work in all classes. Parents also *agreed* or *strongly agreed* that these three schools were helping their children learn academic subjects, computer skills, and visual and performing arts. Percentages of agreement for parents of Millbrook and Moore Square students were not quite as high.

MSAP PURPOSE 4:

Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

Benchmarks to evaluate Purpose 4 are based on North Carolina's state accountability system, the ABCs of Public Education. The evaluation plan also includes local indicators of performance—the WCPSS Board of Education Goal 2003 and the district literacy and mathematics assessments. In anticipation of improved student achievement, benchmarks required that all schools in the project attain the ABCs Expected Growth Composite set for them by the state and that their ABCs Performance Composites increase in comparison to the previous year. These high standards are augmented by the MSAP performance indicator system, which requires that achievement gains at project schools meet or exceed gains for students in the district as a whole. In a district such as Wake County, where 91% of students scored at or above grade level and 84% of schools achieved or exceeded *expected growth* in 2003-04, this requirement raises the student achievement bar even higher. Each measure of student achievement used to evaluate this project is listed below together with a summary of Year 3 results.

- **ABCs Expected Growth Composite:** Brooks, Joyner, and Powell elementary schools all attained their ABCs *expected growth* levels. Growth was strong enough at Powell for the school to meet the state's *high growth* standard as well. Millbrook did not attain expected growth in Year 3. The current controversy over state formulas used to calculate middle school growth composites is fully explained later in this report. Moore Square Middle School's Year 3 growth composite is not included here, but will be reported as soon as the state Board of Education decides whether or not to recalculate growth for middle schools.
- **ABCs Performance Composite:** Brooks, Joyner, Millbrook, and Powell's ABCs Performance Composites ranged from 83% (Millbrook) to 89.6% (Powell) of students proficient, but were not as high as the systems 91% composite for elementary schools. Moore Square's 85.3% performance composite did not reach the district middle school level of 88.9%.
- **WCPSS Goal 2003:** The WCPSS Board of Education Goal 2003, which was continued into 2003-04 for schools in the project, required that 95% of 3rd and 8th graders score at or above grade level on End-of-Grade reading and mathematics tests. Although from 78.5 to 86.2 % of students at participating schools did score at or above grade level, these percentages fell below 95%. Thus, no school in the project met this benchmark in Year 3. It should also be noted that there are still numerous schools in WCPSS that have not reached the 95% level.

Disaggregated Results: Results from all of the state and system performance indicators used as project benchmarks were also disaggregated. Scores were reported for *minority* students (WCPSS *Asian/Pacific Islander, Alaskan/American Indian, Black, Hispanic/Latino, and Multiracial* ethnicity codes) and *nonminority* students (WCPSS *White* ethnicity code) and compared to district-wide scores for these same groups. The project is designed to improve performance for both *minority* and *nonminority* students and also to reduce the gap in *minority/nonminority* achievement. Regarding this, there is good news for three schools in the project. However, two others still have work to do.

- Achievement of both *minority* and *nonminority* students at Brooks, Joyner, and Powell rose in 2003-04 in comparison to 2002-03. The achievement gap between *minority* and *nonminority* students also decreased at these three schools.
- Millbrook had gains for *minority* students as well as a smaller achievement gap in 2003-04 than in 2002-03; however, the gap narrowed because performance of *nonminority* students decreased. Performance composites of both *minority* and *nonminority* students at Moore Square decreased, and the achievement gap in 2003-04 was slightly higher than in 2002-03.

WCPSS Literacy and Mathematics Assessments: The district's literacy and mathematics assessment profiles were used to evaluate students in grades K through 2, where standardized testing is not used. Of the four elementary schools in the project, only Brooks attained the overall benchmark of having *all* students score as well as or better than the district in both literacy and mathematics. K-2 literacy and mathematics results of *minority* students at Brooks also tended to be higher than district scores for this same group, as were Millbrook's. For *nonminority* students, only Joyner and Powell's scores were higher than the district.

Longitudinal Outcomes for Project Gateways: In Year 3, schools in the project attained ABCs Performance Composites showing from 83.0 to 89.6% of students proficient on state tests. Three schools had ABCs Growth Composites that met the state *expected* growth level. However, only 7 of 38 total Year 3 student achievement benchmarks were met. To a certain extent this is an artifact of the high performance of the district as a whole. In 2003-04, WCPSS was once again among the highest performing districts in the state. Benchmarks for project Gateways are calibrated to this high standard in that they require participating schools to reach or exceed district achievement levels.

As an alternate method of looking at student performance, ABCs growth and performance outcomes over time are charted longitudinally, and are discussed at the end of this report. In comparing Joyner and Millbrook's success meeting ABCs *expected* growth for *all, minority, and nonminority* students in Year 1 versus 3, this standard was reached more frequently in Year 3 than in Year 1. Brooks and Powell have made *expected* growth for all three student groups during each year of the project. Moore Square's pattern cannot be assessed until recalculated growth composites are available for middle schools. In looking at ABCs Performance Composites, there is a very positive pattern. Although there were some mid-project dips for particular groups, Year 3 performance composites for *all, minority, and nonminority* students at every project school exceeded the Year 1 composites for these same groups.

III. PROJECT STATUS

PROJECT PURPOSES AND OBJECTIVES

The purposes of the 2001-04 Wake County Public School System (WCPSS) Magnet Schools Assistance Program (MSAP) project are stated below.

MSAP PURPOSE 1:

The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students.

MSAP PURPOSE 2:

The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and challenging State performance standards.

MSAP PURPOSE 3:

The development and design of innovative educational methods and practices.

MSAP PURPOSE 4:

Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

WCPSS staff members who implemented project Gateways directed their efforts toward specific objectives for each purpose. Substantial progress in meeting objectives was expected during each year of the project, with full attainment by the end of the third year (June 30, 2004). This Annual Performance Report specifically addresses activities undertaken during Year 3, which encompassed the 2003-04 school year. Objectives related to each project purpose are listed below and then restated in the sections of the report dealing with that purpose.

In June 2004, WCPSS requested and received a no-cost extension of project Gateways for a fourth year (September 1, 2004-August 31, 2005). A report on the extension year will be submitted in fall 2005 along with a cumulative report summarizing minority/nonminority percentages, student achievement results, and other outcomes across all four years of the project.

MSAP PURPOSE 1: Objectives	
WCPSS Project Objectives 1-1 a-e:	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs, WCPSS will eliminate, reduce, or prevent minority group isolation at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School by achieving the minority enrollment percentages listed below, as evidenced by:</p> <ul style="list-style-type: none"> the district's annual <i>Historical Membership and Capacity Chart</i> of official 20th day enrollment data.

<i>MSAP PURPOSE 1: Objectives, continued</i>	
WCPSS Project Objectives 1-2 a-e:	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs, WCPSS will eliminate, reduce, or prevent minority group isolation at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School without their feeder schools becoming racially isolated as evidenced by:</p> <ul style="list-style-type: none"> • the district's annual <i>Historical Membership and Capacity Chart</i> of official 20th day enrollment data.
WCPSS Project Objectives 1-3 a-e:	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School, activities will be in place that promote broad participation and interaction among diverse groups of students in magnet curricular activities reflecting the same minority/nonminority distribution as the magnet school as evidenced by:</p> <ul style="list-style-type: none"> • the school's documentation of minority/nonminority student distribution in required and elective curricular activities representative of the entire curriculum and • the district's annual <i>Historical Membership and Capacity Chart</i> of official 20th day enrollment data.

<i>MSAP PURPOSE 2: Objectives</i>	
WCPSS Project Objectives 2-1 a-e:	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will implement new and significantly revised magnet themes to assist the district in achieving national, state, and local reforms, as evidenced by:</p> <ul style="list-style-type: none"> • sections of the annual project report describing reforms and how they are implemented at the school; • professional development documents for the magnet theme showing a 100% correlation with state standards; • staff participation rate of 95% in professional development related to the theme; • surveys of staff members' agreement that they have learned to use new instructional methods; and • surveys of staff members' familiarity with specific reform-based instructional approaches being used to implement the theme.

MSAP PURPOSE 2: Objectives, continued	
WCPSS Project Objectives 2-2.1 a-e:	<p>By June 30, 2004, program curricula for the new and significantly revised magnet themes at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will be 100% aligned with the state’s challenging content (<i>N.C. Standard Course of Study—NCSCS</i>) and performance standards (<i>N.C. State Accountability System—ABCs</i>) as evidenced by:</p> <ul style="list-style-type: none"> • reviews of all new curriculum documents by Curriculum Specialists verifying the correlation of curricular materials with the state curriculum (NCSCS) and • reviews by Evaluation Specialists of official <i>Public Schools of North Carolina End-of-Grade Tests Grade-Level Reading and Mathematics Summary Goal Reports</i> to assess the percent of items correct for each NCSCS reading and math goal measured in the state accountability system.
WCPSS Project Objectives 2-2.2 a-e:	<p>By June 30, 2004, the new and significantly revised magnet themes at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Primary Years An International Baccalaureate Magnet Elementary School, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will assist the schools to meet or exceed both the growth and performance standards of North Carolina’s state accountability system and to reach the WCPSS Board of Education Goal of having 95% of 3rd and 8th graders at or above grade level by 2003, as evidenced by:</p> <ul style="list-style-type: none"> • official results from the annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report of the state Board of Education; • official results from the WCPSS Evaluation and Research Department annual publication, <i>Measuring Up : Progress Towards the 95% Goal</i>; and • surveys of staff members' perceptions of the effectiveness of the schools’ magnet programs in helping meet standards of the state ABCs accountability system and expectations of the WCPSS Board Goal.

MSAP PURPOSE 3: Objectives	
WCPSS Project Objectives 3-1 a-e:	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will have implemented new and significantly revised magnet themes that meet identified student needs and interests as evidenced by:</p> <ul style="list-style-type: none"> • successful completion of at least 100 new curriculum documents; • sections of the annual project report outlining the research base of innovative educational methods and practices; • sections of the annual project report describing how innovative themes and elements are incorporated; • sections of the annual project report explaining how the themes and elements meet identified student needs and interests; • onsite observations showing 90% of staff implementing the theme appropriately; and • surveys of staff members’ perceptions of the effectiveness of the program in meeting student needs and interests.

<i>MSAP PURPOSE 3: Objectives, continued</i>	
WCPSS Project Objectives 3-2 a-e:	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will have implemented innovative classroom methods and practices which promote student achievement as evidenced by:</p> <ul style="list-style-type: none"> • annual project report describing the degree to which new classroom methods and practices are research-based, innovative, and promote student achievement; • classroom observations showing that 90% of staff are effectively incorporating innovative educational methods and practices; • surveys of staff members' perceptions of the effectiveness of innovative methods in promoting student achievement; and • surveys of parents' perceptions of the effectiveness of innovative methods in promoting student achievement.

<i>MSAP PURPOSE 4: Objectives</i>	
WCPSS Project Objectives 4-1.1 a-e:	<p>By June 30, 2004, as a result of the implementation of new and significantly revised magnet themes, the state ABCs accountability system Growth Composite for Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will exceed the Growth Composite for elementary and middle schools in the district as a whole; the schools' ABCs Performance Composites will be equal to or greater than district elementary and middle schools; and the schools will meet or exceed the WCPSS Board of Education Goal 2003 of having 95% of 3rd and 8th graders performing at or above grade level by 2003, as measured by:</p> <ul style="list-style-type: none"> • scale scores and performance levels on the state accountability system End-of-Grade Reading and Mathematics tests (grades 3-8); • focused holistic scores on the state accountability system writing assessment (grades 4 and 7); and • official results from the WCPSS Evaluation and Research Department annual publication, <i>Measuring Up : Progress Towards the 95% Goal</i>.
WCPSS Project Objectives 4-1.2 b-e:	<p>By June 30, 2004, as a result of the implementation of their new or significantly revised magnet themes, achievement of kindergarten through second-grade students at Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School on the district's Literacy, Writing, and Math Assessment Profiles will exceed that of students in the district as a whole as measured by:</p> <ul style="list-style-type: none"> • official results from the Evaluation and Research Department's annual <i>Grade K-5 Assessment Data Capture Form</i>.

MSAP PURPOSE 4: Objectives, continued	
WCPSS Project Objectives 4-1.3 a-e:	<p>By June 30, 2004, as a result their new and revised magnet themes, proficiency of 4th or 7th grade students at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School on the North Carolina Writing Assessment will exceed that of 4th or 7th graders in the district as a whole and proficiency of 8th grade students on the NC Tests of Computer Skills and Proficiency will be higher than district 8th graders as evidenced by:</p> <ul style="list-style-type: none"> • the state <i>Writing Assessment Local Education Agency Summary Report</i> published by the North Carolina Department of Public Instruction and • WCPSS mainframe files of Computer Skills scores and the state's <i>Summary Statistics on Computer Performance Scores</i>.

In addition to overall objectives for each MSAP purpose, the project also includes specific objectives linked to each individual school. Across all five schools, a total of 54 specific objectives were implemented through project Gateways. Using objective numbers, the chart below shows the alignment of MSAP purposes, overall objectives, and specific objectives for individual schools.

Alignment of MSAP Purposes with Objectives for Each School

MSAP Purpose 1: Overall Objectives 1-1, 1-2, 1-3	MSAP Purpose 2: Overall Objectives 2-1, 2-2.1, 2-2.2	MSAP Purpose 3: Overall Objectives 3-1, 3-2	MSAP Purpose 4: Overall Objectives 4-1.1, 4-1.2, 4-1.3
Moore Square Middle Specific Objectives			
1-1 a; 1-2 a; 1-3 a	2-1 a; 2-2.1 a; 2-2.2 a	3-1 a; 3-2 a	4-1.1 a; 4-1.3 a
Brooks Elementary Specific Objectives			
1-1 b; 1-2 b; 1-3 b	2-1 b; 2-2.1 b; 2-2.2 b	3-1 b; 3-2 b	4-1.1 b; 4-1.2 b; 4-1.3 b
Millbrook Elementary Specific Objectives			
1-1 c; 1-2 c; 1-3 c	2-1 c; 2-2.1 c; 2-2.2 c	3-1 c; 3-2 c	4-1.1 c; 4-1.2 c; 4-1.3 c
Joyner Elementary Specific Objectives			
1-1 d; 1-2 d; 1-3 d	2-1 d; 2-2.1 d; 2-2.2 d	3-1d; 3-2 d	4-1.1 d; 4-1.2 d; 4-1.3 d
Powell Elementary Specific Objectives			
1-1 e; 1-2 e; 1-3 e	2-1 e; 2-2.1 e; 2-2.2 e	3-1 e; 3-2 e	4-1.1 e; 4-1.2 e; 4-1.3 e

Although this report verifies that numerous project Gateways objectives were met by June 30, 2004, WCPSS magnet staff identified areas where more time would be beneficial. Their intention was to ensure that the scope and objectives of the project were fully accomplished. Major construction/renovation projects at three of the four elementary schools in the project (Joyner, Millbrook, and Powell) affected the scheduling of activities and use of space at various times during the project. The effects of construction and renovation on project are discussed more fully in Parts IV and V at the end of this report.

The planning year allocated to Brooks Elementary and Moore Square Middle School during Year 1, although very beneficial for curriculum planning and staff development, left only two years for full implementation of the new museums themes at these schools. A fourth project year will allow a third year of implementation for these schools. The additional time will enable staff members to establish a firmer foundation than was possible in just two years and will aid their ability to sustain their themes when federal funding ends.

To assess the potential need for extended time, the grant director met at the end of the 2003-04 school year with the principal and coordinating teachers at all five participating schools. Participants reviewed and analyzed major activities described in the approved project proposal to determine whether or not they were satisfactorily completed. These discussions resulted in a list of 23 items (see below) where progress had lagged. Leaders at each school felt that additional time would allow solid implementation in these areas and strengthen their ability to fully achieve project objectives related to them. Based on this, the Senior Director of Magnet Programs and the MSAP Project Director requested a one-year extension of project Gateways, from September 1, 2004 to August 31, 2005. Approval of the extension was received on June 14, 2004.

Moore Square

- Student internships and Junior Curators need to be started
- Dance—connections with other disciplines
- Theatre arts—compare and integrate art forms
- Staff development related to the objectives of Purpose 1 and 3 to make the school more attractive—safe, well-disciplined, helping students from varying backgrounds succeed
- Need .5 Museums Coordinator

Brooks

- Expand community partnerships
- Staff development related to museums approach to teaching and learning needs to be continued
- Addition of resources in media center to support integration of museums theme with NC Standard Course of Study
- Need .5 Museums Coordinating Teacher

Millbrook

- Need more training in Inquiry and 3-day IB training for new staff
- Promotional video not done due to construction not being finished
- Needs .5 IB Coordinator and .5 science teacher

Joyner

- Language and culture center was not completed because of the need for swing space due to construction
- Need more literacy resources for dual language project
- Video production studio was started late due to construction
- Need .5 coordinator

Powell

- Curbside entryway project needs to be completed
- Fileserver crashed and was down over half the year—due to massive renovations
 - Teachers couldn't get to the computer lab
 - Moving in and out of trailers (rotating)
 - After-school programs were dependent on computers that were no longer on the network
 - Curriculum mapping process was not completed because of the lack of technology
- Need .5 Arts Coordinator

PROJECT EVALUATION

As in Years 1 and 2, a full-time evaluator monitored implementation and effectiveness of project schools' new and significantly revised magnet themes throughout Year 3. Working from the detailed evaluation plan in the project proposal, she provided both formative and summative evaluation information to schools, central administration, and, in the Annual Performance Report, to the U.S. Department of Education. The evaluation plan follows The Program Evaluation Standards (1994, 2nd Ed., Joint Committee on Standards for Educational Evaluation) and incorporates the MSAP Performance Indicators (1997, American Institutes for Research). MSAP indicators were used to establish annual performance benchmarks for every objective of the project. Success in attaining each benchmark during Year 3 has been measured, and results are reported in Benchmark Charts keyed to the objectives. Year 2 evaluation results were used formatively so that staff members planning for Year 3 could recognize and replicate program successes, identify areas requiring improvement, and develop plans to ensure that needed improvements occurred in Year 3.

This Annual Performance Report provides the Year 3 summative evaluation results required by the U.S. Department of Education. Year 3 results are also made available locally to appropriate WCPSS central and school administrators and to coordinating teachers at each project school. In leadership team and school-level meetings, the evaluator will consult with project staff to ensure that Year 3 results are used formatively to plan any needed adjustments in the extension year.

For every project objective, tables in the evaluation plan list MSAP indicators, give baseline data, identify annual (Year 1 and Year 2) and final (Year 3) benchmarks, and describe evaluation methods used to track yearly progress toward each benchmark. The evaluation plan is designed to:

- gather meaningful data about project implementation and outcomes and report this information in a timely manner;
- incorporate overall and disaggregated state and local accountability system results to evaluate student achievement and school effectiveness, including
 - ♦ the Growth Composite and the Performance Composite from North Carolina's ABCs accountability system,
 - ♦ state End-of-Grade Reading and Math Test scale scores and performance levels,
 - ♦ state Writing Assessment and Computer Assessment results, and
 - ♦ district Literacy, Writing, and Mathematics Assessment profiles;
- employ appropriate evaluation methods and data analysis techniques to determine project success in meeting interim and final benchmarks;
- apply formative and summative evaluation methods for continuous improvement of the project; and
- communicate evaluation findings efficiently and effectively to appropriate audiences.

In this 2003-04 Annual Performance Report, portions of the evaluation plan detailing Year 3 indicators, objectives, and benchmarks are duplicated so that readers will know the attainment levels expected in Year 3. They can review the related data tables and figures provided to identify specific instances where benchmarks were and were not met.

Evaluation Data Sources: The following table lists all evaluation data sources used in Year 3 to compile this report. Brooks and Powell had not completed the total number of curriculum units they were expected to develop by the end of Year 3. They will do so during the extension year, and these units will be reviewed by August 31, 2005. That date is reflected in the data source table.

Data Source	Brooks Elem.	Joyner Elem.	Millbrook Elem.	Powell Elem.	Moore Sq. Middle
Magnet Applications	√	√	√	√	√
Actual Magnet Enrollments	√	√	√	√	√
ABCs Accountability System/Growth Composite	√	√	√	√	*see below
ABCs Accountability System/Performance Composite	√	√	√	√	√
State EOG Reading Test	√	√	√	√	*see below
State EOG Math Test	√	√	√	√	√
State Writing Assessment	√	√	√	√	√
State Computer Assessment	NA	NA	NA	NA	√
District Literacy Assessment	√	√	√	√	NA
District Writing Assessment	√	√	√	√	NA
District Math Assessment	√	√	√	√	NA
Enrollment Levels in Required and Elective Courses	√	√	√	√	√
Parent and Staff Surveys	√	√	√	√	√
Classroom Observations	√	√	√	√	√
Staff Development Curriculum Alignment Tables	√	√	√	√	√
Core-Subject and Elective Curriculum Unit Alignment Review	Aug. 31, 2005	√	√	Aug. 31, 2005	√
Discussions, Decisions, Activities of Schools' Project Core Teams	√	√	√	√	√
Discussions, Decisions, Activities of Central Project Leadership Team	√	√	√	√	√
Reporting Templates and Data Tables Provided by Coordinating Teachers	√	√	√	√	√

*Please Note: At the time this report is being submitted, an appeal process is underway requesting that the North Carolina State Board of Education recalculate middle schools' 2003-04 ABCs growth composites. It appears that the current ABCs growth formulas have had an undue negative impact for 6th grade reading. Throughout the state, less than 1% of schools had 6th grade reading results that indicated expected growth. The state board is expected to consider this matter at its November 2004 meeting. A recommendation has been made that growth composites for middle schools be calculated with 6th grade reading excluded. If this occurs, both the WCPSS and Moore Square expected growth composites for Purposes 2 and 4 will change. Therefore, no judgment will be made at this time about Moore Square's ability to meet its benchmarks for expected growth. Once a final decision is made, that information will be reported to the U.S. Department of Education as an addendum to this report.

State Accountability System: In WCPSS and North Carolina, the primary measures of achievement in grades 3 through 8 are the North Carolina End-of-Grade (EOG) reading and mathematics tests. Since 1993, these tests have been administered statewide in May of each year. In the 1996-97 school year, the state incorporated EOG scores into its ABCs accountability system. EOG scores are part of a Growth Composite and a Performance Composite calculated for every school in the state. These scores can also be used to assess academic achievement for individual students and student groups. The tests were designed to be more challenging and appropriate than a nationally normed achievement test because they (1) are in alignment with reading and mathematics goals and objectives of the North Carolina Standard Course of Study, (2) include interdisciplinary items, with science and social studies content incorporated into particular reading and mathematics items, and (3) measure higher-order thinking skills more extensively. The table below provides an overview of the ABCs.

The ABCs of Public Education

<p>The North Carolina State Board of Education implemented the statewide ABCs of Public Education accountability system during the 1996-97 school year, and it has been in use throughout the state since then.</p> <ul style="list-style-type: none"> • A represents <u>accountability</u>, holding schools accountable for meeting high standards; • B represents emphasis on the <u>basics</u>, with testing focused on reading, writing, and mathematics; and • C represents <u>control</u>, with more site-based control over budget, staff development, purchasing, and staff organization resting with schools. 	
<p>The ABCs accountability system uses results from state EOG reading and mathematics tests for grades 3-8 in conjunction with grades 4 and 7 writing assessment results to calculate an annual Growth Composite and Performance Composite for every elementary and middle school in the state. Schools that meet or exceed standards that are set by the state receive awards, and schools that fall below standards are sanctioned. The accountability system is based on student test scores, but statistical models are used to aggregate individual scores and report them for the school as a whole.</p>	
<p><u>Growth Composite:</u> The state calculates a composite for each school from two years of EOG reading and mathematics test scale scores and three years of writing test data. Schools achieve <i>expected</i> Growth if the composite indicates, on average, one year's growth for one year of instruction. To meet <i>exemplary</i> Growth, a school must attain 110% of its expected growth.</p>	<p><u>Performance Composite:</u> The state applies pre-established cut points to convert EOG scale scores to level scores which indicate whether a student performs below (Level I or II), on (Level III), or above (Level IV) grade level. A Performance Composite, the percent of students on or above grade level in reading, math, and writing, is then reported for each school.</p>

The evaluation plan draws upon the ABCs Growth Composite and the Performance Composite to assess project schools' Year 3 attainment of the content standards represented by the state curriculum, the North Carolina Standard Course of Study (NCSCS). Year 3 benchmarks set the expectation that achievement of project schools on both the Growth and Performance composites will equal or exceed district achievement levels. Both composites will also be disaggregated by minority status, with minority and nonminority students expected to gain as much as or more than the district. EOG test scores will also be used to evaluate project schools' Year 3 attainment of the WCPSS Board Goal 2003. This goal, established by the Board of Education in 1998,

stipulates that 95% of 3rd and 8th graders in the district will be performing at or above grade level, as measured by EOG reading and math level scores, by the end of the 2002-03 school year. Although the board goal ended in 2003, its high performance standard was retained for project schools during Year 3 (the 2003-04 school year).

State Writing Assessment: In addition to EOG tests, all students at grades 4 and 7 take the state writing assessment each spring. A common prompt is administered to each grade level and scored using focused holistic scoring as well as a conventions score. Year 3 benchmarks specify that proficiency of project schools' 4th and 7th graders on the state writing assessment will equal or exceed district proficiency. The same pattern of achievement is expected when writing proficiency scores are disaggregated by minority status.

State Computer Assessments: Eighth-grade students take both a multiple-choice and a performance-based computer competency test. By the time of graduation, all students must pass both portions of the test in order to receive a diploma. For this project, the percentage of 8th-graders showing proficiency on the computer assessments is expected to equal or exceed the overall percentage for 8th grade students in the district as a whole.

District Performance Assessments: North Carolina has discouraged norm-referenced testing for students in grades K-2; instead, the state recommends using performance-based assessments to monitor student progress in these grades. Therefore, performance assessment results will be used to assess the project's success with students in the primary grades. The Mathematics Assessment profile lists major curriculum strands and allows teachers to chart progress on each strand. The Literacy and Writing Assessment profiles are used to track progress across a variety of communication skills. All of these performance-based assessments are aligned to the state curriculum and include features such as observations, performance tasks, running reading records, and writing samples. As with test results for higher grade levels, grade K-2 students in project schools are expected to have literacy, writing, and math results that equal or exceed the district's results, both overall and when results are disaggregated by minority status.

The table below lists all of the state and district tests and assessments included in this evaluation

Type of Test	K	1	2	3	4	5	6	7	8
ABCs Accountability System									
Growth Composite				√	√	√	√	√	√
Performance Composite				√	√	√	√	√	√
EOG Reading Test				√	√	√	√	√	√
EOG Mathematics Test				√	√	√	√	√	√
State Writing Assessment					√			√	
State Computer Assessments									√
WCPSS Literacy Assessment Profile	√	√	√						
WCPSS Mathematics Assessment Profile	√	√	√						

Other Data Sources: In addition to the state and district accountability measures described above, information to evaluate the success of this project is gathered from a variety of other sources. Both the magnet grant director and project evaluator attended quarterly meetings with a core team of key grant staff members at each school. At the central level, they met regularly for day-long meetings with a leadership team comprised of coordinating teachers from all of the project schools. Through discussions of project-related issues and activities in these meetings, the evaluator and director were able to “keep a finger on the pulse” of events. These meetings were an important source of qualitative information about project implementation. Additionally, the director asked grant coordinating teachers at each school to prepare Action Plans detailing their Year 3 activities and setting timelines for their completion. The evaluator conducted observations in K-8 classrooms of selected, representative teachers. The district wide staff survey addendum, used in Years 1 and 2, was again attached to project schools’ Year 3 survey forms. As in Years 1 and 2, project-related items also appeared on the parent survey in Year 3.

Toward the end of Year 3, the evaluator met with staff members to review the data collection template that was used so successfully in Year 2. It is designed to gather and update narrative information about project-related activities to be included in the Purposes 2 and 3 sections of this report. During extended interviews with coordinating teachers at each school, the evaluator used the template as a guide to elicit and record the information needed for Year 3. Additional school-level documentation included items such as workshop agendas and attendance rosters, planning and curriculum documents, school logos and signage, program guides, training materials, contracts and partnership agreements, staff and student schedules, professional growth plans, memoranda, lesson plans, student portfolios, and work samples.

The Project Evaluator: The evaluator is based in the Evaluation and Research (E&R) department and reports to that department’s senior director of program accountability. E&R is a separate department from the Magnet Program, which is where the MSAP project is based. This separation helps the evaluator maintain objectivity and also provides access to the E&R department’s districtwide assessment and survey data as well as supplemental technical and computing support. Participation in E&R staff meetings keeps the evaluator informed about other evaluation projects that might enhance MSAP evaluation. Other E&R staff members are available to review documents, comment on evaluation plans, and discuss evaluation methods. They can also benefit from information about the methods utilized by the MSAP evaluator.

The evaluator is responsible for conducting all activities identified in the evaluation plan; this includes collecting and analyzing data, writing reports, and disseminating results on an ongoing basis. This year she executed the Year 2 evaluation activities calendar (see following page) which included tasks such as collaborating with other E&R staff on the district parent and staff surveys, drafting observational checklists for each project school, and developing templates to gather performance report data from each school. She coordinated evaluation activities with school-based and central-office personnel and created a database structure to track all evaluation activities and results. Both quantitative and qualitative data analysis techniques were used to analyze Year 3 data, yielding useful statistical and descriptive information on project outcomes.

Year 3 Calendar of Major Evaluation Activities

Evaluation Task/Activity	Date
Review Year 2 evaluation results with staff and finalize plans for Year 3 adjustments	Sept. 2003
Review with project staff the Year 3 evaluation expectations for all purposes and objectives	Sept.-Oct. 2003
Obtain 2002-03 20 th day enrollment data from Growth Management	Sept. 2003
Analyze 2003-03 20 th day enrollment data from Growth Management	Oct.-Nov. 2003
Review Parent and Staff Survey items	Oct. 2003
Provide Parent and Staff Survey items to School Accountability staff	Nov. 2003
Plan for and Attend Quarterly School Core Team Meetings	Aug. 2003-June 2004
Plan for and Attend Monthly Central Leadership Team Meetings	Aug.2003-May 2004
Develop and Distribute Timeline for Producing Performance Report	Jan. 2004
Develop School and Classroom Observation Plan	Mar. 2004
Monitor Magnet Fair	Nov. 2003
Collect 2003-04 recruitment activities data from schools	Jan. 2004
Distribute and collect recruitment activities table shells	Jan.-Mar. 2004
Administer Parent and Staff Surveys	March 2004
Conduct Classroom Observations	May 2004
Analyze Parent and Staff Surveys	May 2004
Review template for information on Purpose 2 & 3 research, innovations, implementation	April 2004
Use Purpose 2 & 3 template to guide extended interview sessions with coordinators	May-June 2004
Obtain 03-04 magnet application numbers from Growth Management	May 2004
Obtain 03-04 magnet acceptances from Growth Management	May 2004
Write narrative and compile data for Annual Performance Report	May-Sept. 2004
Obtain official state Writing Assessment report files (Grades 4 & 7)	Sept. 2004
Obtain official state Computer Assessment report files (Grade 8)	Sept. 2004
Obtain WCPSS K-2 Literacy, Writing, and Math Performance Assessment data files	Aug.-Sept. 2004
Analyze WCPSS Literacy, Writing, and Math Performance Assessment Data files	Aug.-Sept. 2004
Obtain official Masterbuild file of state ABCs Accountability System Results (Grades 3-5)	Aug.-Sept. 2004
Analyze and disaggregate official Masterbuild file of state ABCs Accountability System: Growth Composite and Performance Composite	Aug.-Sept. 2004
Obtain version of Masterbuild with 3 rd grade EOG Reading and Math scores for Goal 2003	Aug.-Sept. 2004
Analyze and disaggregate version of Masterbuild with 3 rd grade EOG Reading and Math scores for Goal 2003	Aug.-Sept. 2004

Year 3 evaluation activities made use of district enrollment levels and state testing results. Both standardized multiple-choice tests and performance assessments were included. Other data were drawn from surveys, documents, written reports, and classroom observations. Both formative and summative approaches were employed. The data produced are organized and reported according to the evaluation plan structure for Year 3; that is, they are aligned to the MSAP Performance Indicators and to the project objectives. Appropriate quantitative and qualitative analyses were carried out to determine whether the annual benchmarks for each objective were met. This Annual Performance Report contains a section for each of the MSAP Purposes — Purpose 1, Purpose 2, Purpose 3, and Purpose 4. Benchmark Charts in these sections display a “Yes” for each objective where a benchmark has been attained (e.g., achievement of project schools is above the district) and a “No” where it has not. Charts are then followed by data tables and narrative paragraphs that document and support determinations about whether or not benchmarks were met. When a school’s performance is not at the benchmarked level, this information is conveyed to teachers and administrators so that plans for improvement can be made and implemented. This type of approach strengthens the project and ensures that staff members always strive to meet the high performance levels embodied in the project benchmarks.

PROGRESS IN ACHIEVING PURPOSE 1 OBJECTIVES

MSAP PURPOSE 1:

The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority students.

MSAP OBJECTIVE 1:

Federally funded magnet programs eliminate, reduce, or prevent the incidence and/or the degree of minority student isolation in targeted schools.

As required by the MSAP Performance Indicators, Tables 1 and 2 provide official fall 2003 student membership information for Year 3 of project Gateways. Table 1 lists overall district membership by minority status for grades K through 8. Table 2 gives the official WCPSS Growth Management Department fall 2003 20th day enrollment figures, by grade, for each of the five schools in the project. (The Growth Management Department's summary of magnet applications and acceptances for project schools, overall and by race, is provided at the end of this section.)

**Table 1. WCPSS Overall District Enrollment by Minority Status, Grades K-8
October 1, 2003**

Grade	Minority Students		Nonminority Students		Total
	Number	Percent	Number	Percent	
K	4127	45.1	5015	54.9	9142
1	4098	45.2	4973	54.8	9071
2	3825	45.0	4678	55.0	8503
3	3645	42.9	4843	57.1	8488
4	3683	43.3	4830	56.7	8513
5	3555	41.7	4969	58.3	8524
6	3612	42.3	4928	57.7	8540
7	3690	42.1	5083	57.9	8773
8	3531	40.6	5175	59.4	8706

Table 2. Total and Grade-Level Enrollment by Minority Status, October 1, 2003

School	Grade	Minority Students		Nonminority Students		Total
		Number	Percent	Number	Percent	
Brooks Elementary	K	43	50%	43	50%	86
	1	50	54%	43	46%	93
	2	37	58%	27	42%	64
	3	43	60%	29	40%	72
	4	40	51%	38	49%	78
	5	40	58%	29	42%	69
Total Enrollment		253	55%	209	45%	462
Joyner Elementary	K	47	64%	27	36%	74
	1	36	53%	32	47%	68
	2	23	66%	12	34%	35
	3	45	60%	30	40%	75
	4	38	60%	25	40%	63
	5	48	59%	34	41%	82
Total Enrollment		237	60%	160	40%	397
Millbrook Elementary	K	92	74%	32	26%	124
	1	76	66%	40	34%	116
	2	73	71%	30	29%	103
	3	89	78%	25	22%	114
	4	84	81%	20	19%	104
	5	60	76%	19	24%	79
Total Enrollment		474	74%	166	26%	640
Powell Elementary	K	48	75%	16	25%	64
	1	56	78%	16	22%	72
	2	53	82%	12	18%	65
	3	42	62%	26	38%	68
	4	60	61%	38	39%	98
	5	57	71%	23	29%	80
Total Enrollment		316	71%	131	29%	447
Moore Square Middle	6	98	54%	82	46%	180
	7	99	49%	104	51%	203
	8	77	71%	32	29%	109
Total Enrollment		274	56%	218	44%	492

BENCHMARK CHARTS FOR PURPOSE 1 OBJECTIVES

The three project objectives developed for Purpose 1, along with their associated MSAP performance indicators, are incorporated into the Benchmark Charts that follow. These objectives specify the commitment of schools in the project to eliminate, reduce, or prevent minority group isolation (i.e., minority enrollment >50%). For **Objectives 1-1 a-e*** and **Objectives 1-3 a-e**, the Benchmark Charts report Year 3 minority enrollment percentages and compare the attained percentages to the benchmarked levels. Benchmark charts list a “Yes” or

*Letters a-e after the objectives indicate the project school to which each objective applies. Moore Square Middle is designated *a*, Brooks Elementary *b*, Millbrook Elementary *c*, Joyner Elementary *d*, and Powell Elementary *e*. Schools with new themes are listed first (Moore Square, Brooks, and Millbrook) followed by significantly revised themes (Joyner and Powell). Schools are listed in the order of these designations in the objectives and all narrative sections of this report. However, in the benchmark charts and data reporting tables, they are arranged in alphabetical order, with the elementary schools first followed by the middle school. This order, which conforms to state and district data reporting practices, expedites data entry and prevents errors.

“No” for each school, depending on whether or not its benchmark for elimination, reduction, or prevention of minority group isolation has been met. For **Objectives 1-2 a-e**, baseline and Year 3 student enrollment numbers and percentages are listed for project schools’ feeder schools. The expectation is that feeder schools will not become racially isolated because of efforts to eliminate, reduce, or prevent minority group isolation at project schools.

BENCHMARK CHART 1-1 a-e

Minority enrollment percentages attained in Year 3 for Objective 1-1 a-e are reported below and compared to Year 3 benchmarks.

<p>WCPSS Project Objectives 1-1 a-e:</p>	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs, WCPSS will eliminate, reduce, or prevent minority group isolation at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School by achieving the minority enrollment percentages listed below, as evidenced by:</p> <ul style="list-style-type: none"> • WCPSS Growth Management Department official 20th day enrollment data for fall 2003. 					
<p>Indicator 1.1</p>	<p>Objective and Baseline Minority Enrollment Percentage</p>			<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>
<p>Minority enrollment in targeted schools.</p> <ul style="list-style-type: none"> • Targeted schools with objectives of <i>eliminating</i> or <i>preventing</i> minority group isolation keep minority enrollments below 50 percent. • Targeted schools with the objective of <i>reducing</i> minority group isolation reduce their minority enrollment percentages. 	<p><u>School</u></p> <p>Brooks Joyner Millbrook Powell Moore Sq.</p>	<p><u>Objective</u></p> <p>Eliminate Eliminate Reduce Eliminate Prevent</p>	<p><u>Baseline Pct.</u></p> <p>54% 56% 71% 62% NA</p>	<p>49% 49% 59% 49% 49%</p>	<p>55% 60% 74% 71% 56%</p>	<p>No No No No No</p>

DISCUSSION OF RESULTS FOR OBJECTIVES 1-1 a-e

As was the case in Years 1 and 2, benchmarks for the third year of the project required specific reductions in minority enrollment percentages at the five participating schools. Reductions were calibrated across three years in order to eliminate, reduce, or prevent minority group isolation by Year 3. However, rather than declining, the percent of minority students increased at all five schools, and the benchmarks for elimination, reduction, or prevention of minority group isolation were not met. In fact, Year 3 minority enrollment percentages at each of the five schools

exceeded 50%—minority group isolation (MGI—minority students constitute over 50% of the school’s enrollment) as defined by MSAP.

Escalating increases in student enrollment numbers and the percentage of minority students in WCPSS undoubtedly influence the ability of project schools to lower their minority enrollment percentages. Enrollment in grades K-8, the grade levels served by project Gateways, grew from 7,821 students in Year 1 to 8,706 in Year 3, with a rise in minority enrollments from 37% to 41%. In the face of these demographic trends as well as events particular to the 2003-04 school year (see below), it is very difficult for project schools to change their minority enrollment percentages through magnet recruitment alone.

- Opening new schools: This school year, WCPSS opened seven new schools — four elementary, two middle, and one high school. When new schools open in the district, attracting students to magnet schools becomes more challenging. New schools bring the latest technology, up-to-date equipment, and newly chosen staff members located in brand new facilities. Families assigned to these schools must weigh these opportunities against a long bus ride to take advantage of opportunities available at a magnet school. Most new schools are built in high-growth areas that are occupied with families new to the district. Many of these families are not familiar with magnet schools, and they tend to want to stay in their neighborhoods. Extensive and creative marketing techniques are used to get information out to these families, but new schools still have a negative impact on magnet applications.
- Growth Management Department reassignments: When new schools open, students must be reassigned to fill them. Parents deal with reassignment in various ways. If their base school is subject to reassignment, they may see magnet schools as a way to avoid moving. However, the WCPSS Board of Education allows many students to be *grandfathered* back to their base school after reassignment. Thus, rather than applying to a magnet school, many families stay at their base school and risk reassignment, in hopes of being *grandfathered* back to the base school.
- Other: Recently, two groups have studied student reassignment issues and their effect on students and families in WCPSS. One group, the Healthy Schools Task Force, was established by the Board of Education. A community-based group that met for several months, the task force examined all schools in the district to determine whether or not they were receiving the support necessary to be successful. Issues about reassignment and magnet schools were a major part of their discussions and recommendations. The second group, the Mayors’ Task Force, included mayors and community leaders from high-growth areas of the county. District growth and addition of new schools increased attention from parent groups, some of whom felt that inequitable numbers of students from the high-growth areas were being reassigned. After several months of study, a national firm hired by the Mayors’ Task Force found no significant problems with the district’s reassignment practices.

WCPSS has acted on the recommendation of both task forces by increasing community input and participation in the reassignment process. The district’s high rate of growth continually challenges WCPSS to find seats for students while ensuring fairness in the reassignment process. Although growth may put the focus on stability rather than programmatic issues, the district still views instructional innovations at magnet schools as a positive method to ease crowding by attracting students and families to potentially under-enrolled schools.

As explained in past performance reports, WCPSS policies may counteract efforts to prevent minority group isolation at project schools. In effect since January 2000, the race-neutral student assignment process uses a school's percentage of students receiving free/reduced-price lunch and percentage of students below grade level to maintain diversity. Although effective for economic and academic diversity within and among schools, the policy tends to have a negative effect on the ability of project schools to enroll nonminority students. Even though a student is successfully recruited to a project school, they may not actually be assigned to that school. If movement of students from a base school would adversely affect that school's free/reduced-price lunch percentage or student performance statistics, students recruited from that school may not be able to attend a magnet school.

Although they are aware of the factors that mitigate against meeting MGI benchmarks, staff members were extremely disappointed with the minority enrollment percentages for Year 3. They could take some comfort in the strong program, documented in the Year 2 Performance Report, to recruit students for Year 3. Although Year 3 is the last MSAP-funded year of the project, staff members maintained the high level and quality of recruitment activities to attract students for 2004-05. They also tracked these activities, which ran from November 2003 through April 2004 (Tables 3 and 4). They advertised widely and tailored events to attract as many families as possible. Recruitment-related communications and publicity procedures were also improved and expanded.

Table 3. Year 3 Events to Recruit Students for 2004-05

School	Brooks	Jovner	Millbrook	Powell	Moore Sq.
EVENT					
Open Houses					
# Scheduled	4	5	2	3	3
# Attending	73	114	45	393	220
# Staff Involved	60	11	85	65	45
# Parent Volunteers	12	10	0	16	0
Evening Info. Sessions		8			
# Scheduled	2	2	2	2	3
# Attending	37	65	45	55	140
# Staff Involved	6	6	6	6	6
# Parent Volunteers	3	4	0	0	0
*Other Events					
# Scheduled	1	5	2	8	8
# Attending	87	505	106	**1,250	151
# Staff Involved	60	22	85	14	23
# Parent Volunteers	0	100	0	11	9
Magnet Fair					
# Staff Involved	15	34	8	22	15
# Parent Volunteers	2	12	1	9	3
# Students Involved	2	25	6	56	4

**(Examples of other events include school activities with the public invited as a recruitment strategy; tours for child-care centers or similar programs to acquaint parents and students with magnet schools; events, e.g., teas or neighborhood open houses, where magnet parents invite prospective parents to discuss magnet programs; and events with business partners; etc.)*

*** (As a Visual and Performing Arts magnet, Powell holds numerous performances, exhibits, and other special events throughout the year. Parents of students and potential students, as well as community members from the surrounding neighborhoods, are invited and frequently attend (Table 3). Such events help increase Powell's prestige and appeal for current and potential students and their families.)*

Table 4. Year 3 Publicity to Recruit Students for 2004-05

<u>School</u>	<u>Brooks</u>	<u>Jovner</u>	<u>Millbrook</u>	<u>Powell</u>	<u>Moore Sq.</u>
EVENT/ITEM					
District Magnet Brochure					
# Distributed	480	50	**NA	35	160
Staff Hours to Develop	1	0	**NA	0	0
School Magnet Brochure					
# Distributed	500	250	700	215	1,200
Staff Hours to Develop	8	15	10	16	15
Magnet Videos					
Est. # Times Used	*NA	35	**NA	49	30
Staff Hours to Develop	*NA	0	**NA	36	18
PowerPoint Presentation					
Est. # Times Used	15	Used video instead	7	5	25
Staff Hours to Develop	6	Used video instead	1	8	8
School Web Page					
Recruitment Season Page Views (Aug. 03-Feb. 04)	6,938 Visits	6,046 Visits	13,489 Visits	22,012 Visits	*96,177 Visits
Staff Hours/month to Develop and Maintain	8	15	10	24	10
District/School Newsletters					
# Magnet Articles	6	8	12	15	10
Staff Hours to Develop	10	10	6	22	20
Newspaper, TV, Radio Coverage					
# Ads, Articles	3	4	9	2	8
Staff Hours to Develop	6	6	1	9	3
Direct Mail Contacts					
# Mailed	2,690	5,930	4,385	5,910	6,265
School Tours (Aug. 02-Feb. 03)					
# Occurring	27	35	12	9	28
Est. # Visitors	56	145	60	27	288
Est. # Staff Involved	8	4	3	8	5
Phone Inquiries (Aug. 02-Feb. 03)					
Est. # Per Month	10	15	22	10	35

*(Brooks used Powerpoint instead.)

** (Millbrook waited to up date its brochure and video until after completion of major construction on campus.)

*** (Visit http://www.wcpss.net/server_stats/magnet-schools/index.html for a complete report on project school websites.)

**** (Page view number is higher because Moore Square's website serves as the internet portal for faculty and students.)

The WCPSS magnet recruiting program involves planning annual activities for all magnet schools and advertising these events in the most effective way possible. The Magnet Grant Recruiter spearheads this effort and provides extra assistance for schools in the project as well. Given the disappointing Year 3 minority enrollment percentage results, the recruiter's assistance

and encouragement were more important than ever. It meant that, in addition to their individual efforts, project schools had support at the central-office level. The recruiter helped them to sustain marketing strategies that had been successful in the past and to plan and implement new activities. The following list highlights annual district-wide activities supported by the recruiter in Year 3.

- Post recruiting events on district magnet web page (a central resource in addition to school web pages)
- Update district magnet brochure to reflect/complement school brochures
- Create/circulate magnet school flyers to
 - local businesses
 - child care centers
 - libraries
 - schools
- Advertise recruitment events
 - local newspapers
 - television
- Organize and oversee district Magnet Fair (Year 3 attendance ~ 5,000)
- Schedule open house sessions and evening information sessions for all schools
- Conduct workshop for principals new to magnet schools (major focus on recruitment)
- Give information sessions at local child care centers and mothers' groups

In working specifically during Year 3 with schools in the project, the recruiter was involved in the following activities.

- Develop, distribute, discuss recruitment notebooks for all coordinating teachers
- Communicate via email with prospective magnet families
- Target mailings to child care centers in elementary schools' transportation areas
- Send direct-mail postcards to prospective families in high-growth areas
 - Invite families to open house sessions
 - Give dates/location of other information sessions
 - Describe other school events of interest

In Year 3, the recruiter used experience and feedback from previous years to add new events to the recruitment process.

- In addition to school displays open to the public on a daily basis through the district's Magnet Resource Center, the recruiter provided monthly parent information sessions at the center. Sessions were well-attended. Parents received detailed information about magnet programs available to them.
- An electronic calendar-of-events was added to the magnet web page and the WCPSS home page. Calendar items helped promote upcoming events and activities to the local community as well as to families moving into the area.
- Magnet recruiting events were publicized on posters circulated throughout the county.
- The recruiter scheduled and participated in an increased number of television interviews to publicize and promote magnet events.
- The recruiter helped put together a marketing team at Powell that included administrators, teachers, and parents. The team's work improved Powell's recruiting techniques. She also recommended that the four other project schools adopt a similar approach and hopes, in subsequent years, to expand marketing teams to other magnet schools.

BENCHMARK CHART 1-2 a-e

The expectation for Objectives 1-2 a-e is that feeder schools will not become racially isolated as a result of project schools' efforts to eliminate, reduce, or prevent minority. Baseline and Year 3 student enrollment numbers and percentages, rather than specific benchmarks, are used to evaluate this objective.

<p>WCPSS Project Objectives 1-2 a-e:</p>	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs, WCPSS will eliminate, reduce, or prevent minority group isolation at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School without their feeder schools becoming racially isolated as evidenced by:</p> <ul style="list-style-type: none"> the district's annual <i>Historical Membership and Capacity Chart</i> of official 20th day enrollment data. 				
<p>Indicator 1-2</p>	<p>Baseline September 2000 Minority Enrollment</p>	<p>Minority Students October 2003</p>		<p>Nonminority Students October 2003</p>	
<p>Brooks Elementary feeder schools. Feeder schools do not become racially isolated, or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.</p>		<p>Number</p>	<p>Percentage</p>	<p>Number</p>	<p>Percentage</p>
<p>Baileywick</p>	<p>30%</p>	<p>171</p>	<p>31</p>	<p>379</p>	<p>69</p>
<p>Brassfield</p>	<p>14%</p>	<p>120</p>	<p>18</p>	<p>540</p>	<p>82</p>
<p>Hilburn</p>	<p>32%</p>	<p>259</p>	<p>37</p>	<p>434</p>	<p>63</p>
<p>Jeffreys Gr.</p>	<p>43%</p>	<p>258</p>	<p>47</p>	<p>288</p>	<p>53</p>
<p>Leesville Rd.</p>	<p>21%</p>	<p>238</p>	<p>31</p>	<p>532</p>	<p>69</p>
<p>Lead Mine</p>	<p>47%</p>	<p>303</p>	<p>55</p>	<p>249</p>	<p>45</p>
<p>Lynn Rd.</p>	<p>50%</p>	<p>276</p>	<p>52</p>	<p>252</p>	<p>48</p>
<p>North Ridge</p>	<p>41%</p>	<p>313</p>	<p>45</p>	<p>388</p>	<p>55</p>
<p>Pleasant Un.</p>	<p>15%</p>	<p>108</p>	<p>19</p>	<p>469</p>	<p>81</p>
<p>Stough</p>	<p>47%</p>	<p>352</p>	<p>52</p>	<p>323</p>	<p>48</p>
<p>Wake Frst.</p>	<p>32%</p>	<p>343</p>	<p>35</p>	<p>629</p>	<p>65</p>
<p>Wakefield</p>	<p>31%</p>	<p>265</p>	<p>29</p>	<p>643</p>	<p>71</p>
<p>Wildwood</p>	<p>44%</p>	<p>434</p>	<p>51</p>	<p>415</p>	<p>49</p>
<p>York</p>	<p>42%</p>	<p>295</p>	<p>48</p>	<p>323</p>	<p>52</p>

<p>Indicator 1-2</p>	<p>Baseline September 2000 Minority Enrollment</p>	<p>Minority Students October 2003</p>		<p>Nonminority Students October 2003</p>	
<p>Joyner Elementary feeder schools. Feeder schools do not become racially isolated, or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.</p>		<p>Number</p>	<p>Percentage</p>	<p>Number</p>	<p>Percentage</p>
<p>Apex</p>	<p>19%</p>	<p>188</p>	<p>29</p>	<p>467</p>	<p>71</p>
<p>Aversboro</p>	<p>55%</p>	<p>276</p>	<p>61</p>	<p>175</p>	<p>39</p>
<p>Baileywick</p>	<p>30%</p>	<p>171</p>	<p>31</p>	<p>379</p>	<p>69</p>
<p>Baucom</p>	<p>21%</p>	<p>246</p>	<p>29</p>	<p>592</p>	<p>71</p>
<p>Brassfield</p>	<p>14%</p>	<p>120</p>	<p>18</p>	<p>540</p>	<p>82</p>
<p>Brentwood</p>	<p>71%</p>	<p>405</p>	<p>84</p>	<p>79</p>	<p>16</p>
<p>Briarcliff</p>	<p>38%</p>	<p>262</p>	<p>50</p>	<p>260</p>	<p>50</p>
<p>Brooks</p>	<p>54%</p>	<p>253</p>	<p>55</p>	<p>209</p>	<p>45</p>
<p>Bugg</p>	<p>55%</p>	<p>279</p>	<p>65</p>	<p>147</p>	<p>35</p>
<p>Carver</p>	<p>46%</p>	<p>390</p>	<p>60</p>	<p>264</p>	<p>40</p>
<p>Cary</p>	<p>42%</p>	<p>307</p>	<p>44</p>	<p>397</p>	<p>56</p>
<p>Combs</p>	<p>44%</p>	<p>319</p>	<p>49</p>	<p>329</p>	<p>51</p>
<p>Conn</p>	<p>56%</p>	<p>295</p>	<p>63</p>	<p>173</p>	<p>37</p>
<p>Creech Rd.</p>	<p>56%</p>	<p>470</p>	<p>72</p>	<p>180</p>	<p>28</p>

Indicator 1-2, continued	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Joyner Elementary feeder schools	Davis Dr. 22%	280	30	665	70
	Dillard Dr. 50%	268	48	296	52
	Douglas 50%	233	47	258	53
	Farmington Wd 43%	221	32	475	68
	Fox Rd. 60%	762	72	293	28
	Fuller 57%	322	74	116	26
	Fuquay-Varina 34%	287	43	381	57
	Green Hope 12%	162	18	731	82
	Hilburn Dr. 32%	259	37	434	63
	Hodge Rd. 60%	492	69	216	31
	Holly Sprgs. 34%	192	33	391	67
	Hunter 48%	309	51	299	49
	Jeffreys Gr. 43%	258	47	288	53
	Kingswood 47%	152	47	174	53
	Knightdale 55%	477	66	247	34
	Lacy 40%	147	29	368	71
	Leesville Rd. 21%	238	31	532	69
	Lead Mine 47%	303	55	249	45
	Lincoln Hghts. 34%	222	37	374	63
	Lockhart 52%	478	62	297	38
	Lynn Rd. 50%	276	52	252	48
	Middle Crk. 44%	274	38	453	62
	Millbrook 70%	474	74	166	26
	North Rdg. 41%	313	45	388	55
	Northwoods 36%	370	48	401	52
	Olive Chpl. 17%	154	16	805	84
	Olds 47%	138	43	181	57
	Penny Rd. 37%	253	39	401	61
	Pleasant Un. 15%	108	19	469	81
	Poe 46%	246	56	195	44
	Powell 62%	316	71	131	29
	Rand Rd. 40%	207	38	335	62
	Reedy Crk. 54%	425	58	303	42
	Rolesville 42%	375	50	380	50
	Root 33%	159	34	306	66
	Salem 26%	220	29	536	71
	Smith 69%	403	80	103	20
	Stough 47%	352	52	323	48
	Swift Crk. 50%	242	60	164	40
	Underwood 48%	159	50	156	50
Vance 47%	168	39	267	61	
Vandora Spgs 57%	300	64	167	36	
Wake Frst. 32%	343	35	629	65	
Wakefield 31%	265	29	643	71	
Washington 38%	268	45	325	55	
Weatherstone 37%	328	39	509	61	

Indicator 1-2, continued	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Joyner Elementary feeder schools	Wendell 49%	299	49	314	51
	Wilburn 60%	743	73	280	27
	Wildwood 44%	434	51	415	49
	Wiley 50%	187	49	198	51
	Willow Sprgs. 29%	209	29	509	71
	Yates Mill Pond. 35%	193	41	277	59
	York 42%	295	48	323	52
	Zebulon 53%	405	57	308	43

Indicator 1-2	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Millbrook Elementary feeder schools. Feeder schools do not become racially isolated, or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.	Aversboro 55%	276	61	175	39
	Baileywick 30%	171	31	379	69
	Brassfield 14%	120	18	540	82
	Brentwood 71%	405	84	79	16
	Brooks 54%	253	55	209	45
	Bugg 55%	279	65	147	35
	Carver 46%	390	60	264	40
	Combs 44%	319	49	329	51
	Conn 56%	295	63	173	37
	Creech Rd. 56%	470	72	180	28
	Douglas 50%	233	47	258	53
	Fox Rd. 60%	762	72	293	28
	Fuller 57%	322	74	116	26
	Hilburn Dr. 32%	259	37	434	63
	Hodge Rd. 60%	492	69	216	31
	Hunter 48%	309	51	299	49
	Jeffreys Gr. 43%	258	47	288	53
	Joyner 56%	237	60	160	40
	Knightdale 55%	477	66	247	34
	Lacy 40%	147	29	368	71
	Leesville Rd. 21%	238	31	532	69
	Lead Mine 47%	303	55	249	45
	Lockhart 52%	478	62	297	38
	Lynn Rd. 50%	276	52	252	48
	Middle Crk. 44%	274	38	453	62
	North Rdg. 41%	313	45	388	55
	Olive Chpl. 17%	154	16	805	84
	Olds 47%	138	43	181	57
	Pleasant Un. 15%	108	19	469	81
	Poe 46%	246	56	195	44
	Powell 62%	316	71	131	29
	Rand Rd. 40%	207	38	335	62
Rolesville 42%	375	50	380	50	
Root 33%	159	34	306	66	
Smith 69%	403	80	103	20	
Stough 47%	352	52	323	48	
Vance 47%	168	39	267	61	

Indicator 1-2 continued	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Millbrook Elementary feeder schools	Vandora Sprgs. 57%	300	64	167	36
	Wake Frst. 32%	343	35	629	65
	Wakefield 31%	265	29	643	71
	Washington 38%	268	45	325	55
	Wendell 49%	299	49	314	51
	Wilburn 60%	743	73	280	27
	Wildwood 44%	434	51	415	49
	Wiley 50%	187	49	198	51
	Yates Mill Pond 35%	193	41	277	59
	York 42%	295	48	323	52
Zebulon 53%	405	57	308	43	

Indicator 1-2	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Powell Elementary feeder schools. Feeder schools do not become racially isolated, or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.	Brentwood 71%	405	84	79	16
	Fox Rd. 60%	762	72	293	28
	Hodge Rd. 60%	492	69	216	31
	Knightdale 55%	477	66	247	34
	Lead Mine 47%	303	55	249	45
	Lockhart 52%	478	62	297	38
	Millbrook 70%	474	74	166	26
	North Rdg. 41%	313	45	388	55
	Pleasant Un. 15%	108	19	469	81
	Rolesville 42%	375	50	380	50
	Wake Frst. 32%	343	35	629	65
	Wakefield 31%	265	29	643	71
	Wilburn 60%	743	73	280	27
	Wildwood 44%	434	51	415	49

Indicator 1-2	Baseline September 2000 Minority Enrollment	Minority Students October 2003		Nonminority Students October 2003	
		Number	Percentage	Number	Percentage
Moore Square Middle feeder schools. Feeder schools do not become racially isolated, or in districts where the minority enrollment is greater than 50%, minority enrollments in feeder schools do not increase above the district average for the grade levels served by the magnets.	Apex 24%	250	24	788	76
	Carnage 60%	687	67	344	33
	Carroll 48%	440	56	341	44
	Centennial 49%	218	41	314	59
	Daniels 40%	406	43	541	57
	Davis Dr. 24%	314	25	934	75
	Dillard 35%	392	36	686	64
	Reedy Creek (formerly East Cary) 33%	456	50	465	50
	East Garner 45%	513	62	312	38
	East Millbrook 58%	679	66	343	34
	East Wake 50%	535	61	341	39
	Fuquay-Varina 31%	261	32	561	68
	Leesville Rd. 31%	396	37	690	64
Ligon 44%	421	42	594	59	

Indicator 1-2 continued	Baseline September 2000 Minority Enrollment		Minority Students October 2003		Nonminority Students October 2003	
			Number	Percentage	Number	Percentage
Moore Square Middle feeder schools	Martin	37%	368	37	638	63
	North Garner	61%	550	63	327	37
	Wake For-Rol.	34%	523	45	645	55
	Wakefield	21%	287	27	774	73
	West Cary	31%	320	31	723	69
	West Millbrook	37%	468	45	571	55
	Zebulon	44%	502	50	501	50

DISCUSSION OF RESULTS FOR OBJECTIVES 1-2 a-e

There was a total of 11 schools whose baseline minority enrollments of 50% or less (not minority group isolated) increased to above 50% (minority group isolated) in Year 3 (Table 5). Because some of these schools were feeders to more than one school in the project, there were 24 instances where a feeder school that was not minority group isolated in the baseline year became isolated in Year 3 (designated by a “√” in Table 5).

Table 5. Year 3 Minority Group Isolated Schools

Eleven Feeder Schools	Project School				
	Brooks	Joyner	Millbrook	Powell	Moore Sq.
Carver		√	√		
Hunter		√	√		
Lead Mine	√	√	√	√	
Lynn Rd	√	√	√		
Poe		√	√		
Stough	√	√			
Swift Creek	√	√			
Wildwood	√	√	√	√	
Carroll					√
E. Garner					√
E. Wake					√

Note: A √ indicates feeder baseline minority enrollment percent does not show MGI, but Year 3 percentage does.

The 11 schools from Table 5 are rearranged in the Table 6, which lists project schools first, with their feeder schools grouped under them. The table includes feeder schools’ baseline and Year 3 minority enrollment percentages. The numerous factors that influence student enrollment patterns in WCPSS, described in relation to Objective 1-1, also apply to this objective. Any increase in minority enrollment to over 50% at a feeder school—in comparison to its baseline year—is unlikely to result solely from recruitment of students to project schools.

Table 6. Project Schools and Minority Group Isolated Feeder Schools

Project School	Feeder School	Baseline	Year 3
Brooks	Lead Mine	47	55
	Lynn Rd	50	52
	Stough	47	52
	Wildwood	44	51
Joyner	Carver	46	60
	Hunter	48	51
	Lead Mine	47	55
	Lynn Rd	50	52
	Poe	46	56
	Stough	47	52
	Swift Creek	50	60
	Wildwood	44	51
Millbrook	Carver	46	60
	Hunter	48	51
	Lead Mine	47	55
	Lynn Rd	50	52
	Poe	46	56
	Wildwood	44	51
Powell	Lead Mine	47	55
	Wildwood	44	51
Moore Sq.	Carroll	48	56
	East Garner	45	62
	East Wake	50	61

The table on the following page (Table 7) provides yet another way to organize and interpret feeder school information. When minority enrollment percentages for Year 2 are considered, it is clear that only 3 of the 11 feeder schools, Hunter, Poe, and Stough, had increases, vis-à-vis the baseline, that were unique to Year 3. The other nine feeders had percentages over 50% in Year 2 as well as Year 3. The Year 2 performance report discussed these cases; thus, the information below will focus on specific factors, other than routine WCPSS policies and procedures, that affected enrollment percentages at Hunter, Poe, and Stough.

Table 7. Baseline, Year 2, and Year 3 Minority Enrollment Percentages

Feeder School	Baseline	Year 2	Year 3
Carver	46	57	60
Hunter	48	49	51
Lead Mine	47	53	55
Lynn Rd	50	55	52
Poe	46	47	56
Stough	47	49	52
Swift Creek	50	58	60
Wildwood	44	51	51
Carroll	48	55	56
East Garner	45	58	62
East Wake	50	56	61

- Hunter, feeder to Joyner and Millbrook

Hunter is an outstanding Gifted and Talented magnet elementary school in downtown Raleigh. It has been a strong magnet program since 1982 and continues to draw students to the area. The magnet programs at Joyner and Millbrook did not create the enrollment changes at Hunter. These changes can be attributed to: increases, primarily minority students, in the base enrollment; more magnet applications to Hunter from parents, mostly minorities, in close proximity to the school; and new housing in the downtown area causing an overall increase in Hunter's base population.

- Poe, feeder to Joyner and Millbrook

Poe Montessori Magnet Elementary School is located in a poor, transient area of the city. This past year, ESL students who live in close proximity to Poe were reassigned there rather than to a traditional school in the area. This ESL increase in Poe's base meant a decrease in magnet slots and, thus, a change in the minority enrollment percentage. The minority enrollment increase was not a result of the magnet programs at Joyner and Millbrook.

- Stough, feeder to Brooks and Joyner

For several years the district has been aware of changes in the base area for Stough and has known that the school's population was changing. As the base area has grown, the minority population has grown as well. Two years ago, the district recommended that Stough become a year-round magnet school. The proposal was rescinded in the face of strong opposition from the parent community, and no other proposal has been forthcoming. Brooks and Joyner's magnet programs did impact the already increasing minority enrollments at Stough.

BENCHMARK CHART 1-3 a-e

With Objectives 1-3 a-e, schools seek to promote broad participation and interaction among diverse groups of students across all phases of the curriculum. Enrollments in required and elective courses should reflect grade-level demographics at each school.

<p>WCPSS Project Objectives 1-3 a-e:</p>	<p>By June 30, 2004, as a result of the successful implementation of new and significantly revised magnet programs at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School, activities will be in place that promote broad participation and interaction among diverse groups of students in magnet curricular activities reflecting the same minority/nonminority distribution as the magnet school as evidenced by:</p> <ul style="list-style-type: none"> the school's documentation of minority/nonminority student distribution in required and elective curricular activities representative of the entire curriculum and *WCPSS Information Systems June 2004 student locator file. 		
<p>Indicator 1-3</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>
<p>Minority/nonminority distribution. Magnet curricular activities generally reflect the same minority/nonminority distribution as the magnet school.</p>	<p><u>Minority Enrollment Brooks</u> Required courses ± 5% of their respective grade levels</p> <p><u>Joyner</u> Required courses ± 2% of their respective grade levels</p> <p><u>Millbrook</u> Required courses ± 2% of their respective grade levels</p> <p><u>Powell</u> Required courses ± 2% of their respective grade levels</p> <p>Elective courses ± 2% of their respective grade spans</p> <p><u>Moore Sq.</u> Required courses ± 5% their respective grade levels</p>	<p><u>Minority Enrollment Brooks</u> Required courses in 2 out of 6 grades have minority enrollment percentages ± 5% of that grade level</p> <p><u>Joyner</u> Required courses in 1 out of 6 grades have minority enrollment percentages ± 2% of that grade level</p> <p><u>Millbrook</u> Required courses in 1 out of 6 grades have minority enrollment percentages ± 2% of that grade level</p> <p><u>Powell</u> Required courses in 2 out of 6 grades have minority enrollment percentages ± 2% of that grade level</p> <p>Eight % of K-2 and 4% of 3-5 **electives have minority enrollment percentages ± 2% of the K-2 or 3-5 grade span</p> <p><u>Moore Sq.</u> Required courses in 1 out of 3 grade levels have minority enrollment percentages ± 5% of grade level</p>	<p><u>Minority Enrollment Brooks</u> Required courses No</p> <p><u>Joyner</u> Required courses No</p> <p><u>Millbrook</u> Required courses No</p> <p><u>Powell</u> Required courses No</p> <p>**Elective courses No</p> <p><u>Moore Sq.</u> Required courses No</p> <p>**NOTE: Benchmarks for electives apply to only Powell Elementary, which has a Gifted and Talented electives program.</p>

**(Fall 2003 data from the Growth Management Department were used to calculate minority/nonminority enrollment percentages for all preceding Purpose 1 benchmarks. However, Information Systems' June 2004 student locator file was used to assess benchmarks for broad participation and interaction of students in required and elective courses. The locator file includes homeroom designations, allowing grade levels to be sorted by homeroom. Differences in the overall grade- and school-level student numbers in the two data sets are negligible; thus, Table 2 is still applicable with regard to overall and grade-level numbers of students in each grade.)*

Tables 8-12 list grade-level and homeroom minority enrollment percentages for each school in the project. Homeroom designations represent “required” courses. To assess the benchmarks for Objective 1-3, minority enrollment percentages for each required courses are compared to the percentage for their respective grade level according to the decision rules below.

Decision Rules Used to Assess Objective 1-3 Benchmarks for Required Courses	
<u>Grade-Level Analysis</u>	<u>School Analysis</u>
If half or more of the courses in a grade level are within $\pm 2\%$ of that grade level’s overall minority enrollment percentage, the grade is designated as showing broad participation ($\pm 5\%$ for Brooks and Moore Square).	If three or more grade levels in an elementary school or two or more grade levels in a middle school show broad participation, the school is deemed to show broad participation.

Table 8. Year 3 Course and Grade-Level Minority Enrollment Percentages for Brooks

Brooks Grade	Course (designated by Homeroom #)	Percentage of Minority Students	Percentage $\pm 5\%$ of Grade?
K	306	43	N
	308	43	N
	316	53	Y
	318	53	Y
	320	89	N
	Entire Grade	52	
1	210	45	N
	211	50	N
	307	61	N
	315	65	N
	Entire Grade	58	
2	201	71	N
	207	60	Y
	208	65	Y
	209	73	N
	Entire Grade	63	
3	219	55	N
	220	58	Y
	221	61	N
	Entire Grade	58	
4	232	54	N
	236	59	Y
	237	57	Y
	Entire Grade	57	
5	229	57	N
	230	65	N
	231	61	Y
	Entire Grade	61	

Table 9. Year 3 Course and Grade-Level Minority Enrollment Percentages for Joyner

Joyner Grade	Course (designated by Homeroom #)	Percentage of Minority Students	Percentage \pm 2% of Grade?
K	2101	61	N
	2103	62	N
	2105	50	N
	Entire Grade	57	
1	2216	48	N
	2217	65	N
	2219	58	Y
	Entire Grade	57	
2	2107	67	Y
	2109	65	Y
	Entire Grade	66	
3	2111	47	N
	2112	65	Y
	2113	56	N
	2114	67	N
	Entire Grade	64	
4	2110	73	N
	2206	52	N
	2210	50	N
	Entire Grade	62	
5	TRL4	55	N
	TRL5	53	N
	TRL7	65	N
	TRL8	61	Y
	Entire Grade	60	

Table 10. Year 3 Course and Grade-Level Minority Enrollment Percentages for Millbrook

Millbr. Grade	Course (designated by Homeroom #)	Percentage of Minority Students	Percentage \pm 2% of Grade?
K	DS	75	Y
	ER	81	N
	KG	65	N
	LK	75	Y
	LM	83	N
	MY	80	N
	RV	67	N
	Entire Grade	76	
1	AT	70	Y
	LH	78	N
	MH	60	N
	NB	60	N
	ST	78	N
	Entire Grade	70	
2	BA	86	N
	JR	75	Y
	KS	59	N
	MT	71	N
	SV	84	N
	Entire Grade	76	
3	AC	86	N
	AD	73	N
	EH	71	N
	KA	87	N
	LW	75	N
	SM	82	N
	Entire Grade	77	
4	CR	81	Y
	EV	81	Y
	KC	85	N
	MG	93	N
	TB	81	Y
	Entire Grade	82	
5	JB	81	N
	LS	74	N
	MC	77	N
	MG	93	N
	Entire Grade	79	

Table 11. Year 3 Course and Grade-Level Minority Enrollment Percentages for Powell

Powell Grade	Course (designated by Homeroom #)	Percentage of Minority Students	Percentage \pm 2% of Grade?
K	207	75	N
	209	76	Y
	211	77	Y
	Entire Grade	77	
1	206	74	N
	208	82	N
	210	78	Y
	Entire Grade	79	
2	303	79	N
	308	84	Y
	309	79	N
	Entire Grade	83	
3	401	53	N
	403	59	N
	405	63	Y
	Entire Grade	62	
4	402	59	N
	407	52	N
	408	61	Y
	409	55	N
	Entire Grade	62	
5	410	73	Y
	411	65	N
	413	72	Y
	507	93	N
	Entire Grade	72	

Table 12. Year 3 Course and Grade-Level Minority Enrollment Percentages for Moore Square

Mor. Sq Grade	Course (designated by Homeroom #)	Percentage of Minority Students	Minority Percentage \pm 5% of Grade?
6	AUST	48	N
	DAY	59	N
	EDMO	73	N
	HODG	67	N
	MART	27	N
	NEWT	53	N
	Entire Grade	56	
7	DAVIS	61	N
	EPPS	50	Y
	HOB A	50	Y
	JAIM	73	N
	KNIG	15	N
	MCD OUG	70	N
	MOND	70	N
	ROBE	44	N
	RODRIQ	7	N
	SIMM	50	Y
	TODO	42	N
	ZHOU	50	Y
Entire Grade	48		
8	GLENN	82	N
	MOJICA	54	N
	TEMPLE	74	Y
	WILLIA	73	Y
	Entire Grade	72	

Information in the preceding tables is for required courses. The following tables, for electives, apply only to Powell Elementary, which is a Gifted and Talented (GT) school offering a GT electives program to all of its students. Tables 13 and 14 list minority enrollment percentages for 3rd and 4th quarter electives open to grade K-2 students and grade 3-5 students. The decision rules stated below were used to evaluate the benchmark for this part of Objective 1-3.

Decision Rules Used to Assess Objective 1-3 Benchmarks for Electives	
<u>Grade-Level Analysis</u>	<u>School Analysis</u>
If half or more of the electives across grade ranges (i.e., K-2 or 3-5) are within \pm 2% of that grade range's minority enrollment percentage, that grade range is designated as showing broad participation.	If one or more grade range (i.e., K-2 or 3-5) shows broad participation, school is deemed to show broad participation.

Table 13. Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell

3rd Quarter	Period	K-2 Elective Courses	% Minority Students	Minority Percentage ± 2% of K-2 Grade Range
	1	Animal Studies – AG Elective	73	N
	1	Archimedes Activities-Kindergarten	79	Y
	1	Building Readers - Kindergarten	89	N
	1	Colors In Art	77	N
	1	Continuing Spanish	89	N
	1	Exploring Ballet	67	N
	1	Fairy Tales & Fables	81	N
	1	Fine For Me	64	N
	1	K-2 Chorus	94	N
	1	Lifetime Sports	68	N
	1	Math Masters, John	82	N
	1	Meet And Make Musical Instruments	100	N
	1	Pantomime	83	N
	1	Title I	100	N
	6	Come Fly With Me	57	N
	6	Exploring Jazz	89	N
	6	Gymnastics II	80	Y
	6	Intro To Spanish	68	N
	6	K-2 Intro to the Stage	63	N
	6	Maps	95	N
	6	Reptile & Amphibians	75	N
	6	Rooftop Readers	100	N
	6	Storybook Friends	82	N
	6	The Feel Of Things	86	N
	6	Theater Games	86	N

Table 13 (continued). Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell

4 th Quarter	Period	K-2 Elective Courses	% Minority Students	Minority Percentage ± 2% of Grade K-2 Range
	1	1 2 3 4 Tap Tap Tap	91	N
	1	Building Readers – Kindergarten Elective	100	N
	1	Clay Sculpture	80	Y
	1	Continuing Spanish	64	N
	1	Digging Dinosaurs	62	N
	1	Folk Tales Around The World	88	N
	1	Geographic Exploration - AG	71	N
	1	Magic in Music Edwards	80	Y
	1	Oh The Stories I Can Tell-1st & 2nd Grade	90	N
	1	Rhythm Band	100	N
	1	Sports Arena	86	N
	1	Strings – K-2	71	N
	1	The Green Thumb	61	N
	1	Title I	100	N
	6	Archimedes	67	N
	6	Astounding Artists	100	N
	6	Creative Movement	86	N
	6	Dimensions – AG	63	N
	6	Intro To Spanish	76	N
	6	K-2 Intro to the Stage	60	N
	6	Listen & Read Along	90	N
	6	Nature And Ecology	100	N
	6	Puppetry	69	N
	6	Rooftop Readers	100	N
	6	Sports Arena	81	N
	6	Title I	67	N
	1 and 6	Grades K-2, Total of 211 Students	79	79 ± 2% = 77.42—80.58

Table 14. Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell

3 rd Quarter	Period	3-5 Elective Courses	% Minority Students	Minority Percentage ± 2% of 3-5 Grade Range
	4	ALP	92	N
	4	Advanced Clogging,	56	N
	4	Advanced Orchestra	67	Y
	4	Dance Ensemble – Continued	53	N
	4	Logo Robotics III	50	N
	4	Math Magic – 4 th Grade	79	N
	4	Math Magic – 5 th Grade	90	N
	4	Odyssey of the Mind – AG	29	N
	4	Photography: Take A Look	53	N
	4	Printmaking,	86	N
	4	Readers of the Round Table – 4 th Grade	100	N
	4	Sensational Sagas	87	N
	4	Show Choir, Continued	75	N
	4	Spanish 3-5 Beginning,	93	N
	4	Video Production	27	N
	4	Wrestling II	50	N
	4	Writing Rev Up	60	N
	7	ALP	62	N
	7	Beginning Band – Yearlong Elective	64	N
	7	Beginning Orchestra – Yearlong Elective,	86	N
	7	Creative Journalism	64	N
	7	Environment Studies	57	N
	7	Further w/ Numbers, 5 th Gd recommended students	64	N
	7	Gymnastics II	81	N
	7	Mind Benders	67	Y
	7	Modern Dance	75	N
	7	Play Production, Audition Required	59	N
	7	Poetry II – Poetry I required or permission	71	N
	7	Project Wild	68	Y
	7	Readers of the Round Table	50	N

Table 14 (continued). Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell

3rd Quarter	Period	3-5 Elective Courses	% Minority Students	Minority Percentage ± 2% of 3-5 Grade Range
	7	Soar to Success,5th Gd, recommended students	100	N
	7	Spanish 3-5 Intermediate	50	N
	7	Web Design	31	N
	8	Acting & Directing	100	N
	8	Advanced Band – Yearlong Elective	30	N
	8	Bookmakers Workshop	75	N
	8	Can You Believe Your Eyes? Optical Illusions	36	N
	8	Graphic Advertising	60	N
	8	Keyboard II	0	N
	8	Lifetime Sports	83	N
	8	Math Magic, 3rd Gd Recommended	87	N
	8	Math Magic	88	N
	8	Public Art	65	N
	8	Soar to Success, 3rd Grade Recommended	88	N
	8	Study Skills	91	N
	8	Supreme Strategies, 3rd Grade Advanced	33	N
	8	Tap	55	N
8	The Spanish Speaking World	86	N	
4th Quarter	Period	3-5 Elective Courses	% Minority Students	Minority Percentage ± 2% of 3-5 Grade Range
	8	WRTZ -School News Today	52	N
	4	ALP	87	N
	4	Advanced Clogging n	55	N
	4	Advanced Orchestra – Yearlong Elective	63	N
	4	Advertising in Art	47	N
	4	Architecture – AG Elective	23	N
	4	Ballet	50	N
	4	Basketball/Fitness Basics for Girls	65	N
	4	Ecology	71	N
	4	Grow It/Garden Design	80	N
	4	Keyboard III	33	N

Table 14 (continued). Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell

4th Quarter	Period	3-5 Elective Courses	% Minority Students	Minority Percentage \pm 2% of 3-5 Grade Range
	4	Math Magic 4th Grade Recommended	86	N
	4	Photography: Take A Look	67	Y
	4	Scholastic Pursuit	77	N
	4	Spanish 3-5 Beginning	76	N
	4	Super Sleuth	88	N
	4	Team Sports	58	N
	4	Video Production	50	N
	7	ALP	62	N
	7	Adventures in Geometry	74	N
	7	Beginning Band – Yearlong Elective	56	N
	7	Beginning Orchestra – Yearlong Elective	80	N
	7	Cheerleading	76	N
	7	Drawing&Painting II, prerequisite/permission	70	N
	7	Environment Studies – 2 Quarter Elective	56	N
	7	Further w/Numbers, 5 th Gd recommended students	64	N
	7	Geometric Genius	57	N
	7	Jazz	75	N
	7	Play Production - Audition Required	63	N
	7	Soar to Success, 5th Gd recommended students	88	N
	7	Spanish 3-5 Intermediate	73	N
	7	Teacher	100	N
	7	Team Sports	76	N
	7	Web Design – 2 quarter elective	28	N
	8	Advanced Band – Yearlong elective	35	N
	8	Around the World in 30 Days	62	N
	8	Behind the Scenes	85	N
	8	Birds	46	N
	8	Dance Ensemble	71	N

Table 14 (continued). Year 3 Elective and Grade-Range Minority Enrollment Percentages for Powell s

4th Quarter	Period	3-5 Elective Courses	% Minority Students	Minority Percentage \pm 2% of 3-5 Grade Range
	8	Graphic Advertising	64	N
	8	Inventions – Design Engineering – AG	43	N
	8	Math Magic – 3rd Grade n	87	N
	8	Paper Scissors Glue	61	N
	8	Pen Pals	57	N
	8	Recorder I	88	N
	8	Study Skills	93	N
	8	The Spanish Speaking World	80	N
	8	Track – Tryout required	76	N
	8	WRTZ - School News Today	57	N
	4, 7, and 8	Grades 3-5, Total of 274 Students	67	67 \pm 2% = 65.66—68.34

Discussion of Objective 1-3 a-e Results:

Required Courses. Based on the decision rules used to determine whether or not a school met its benchmark for this objective (course minority enrollments \pm 2% of grade level, or \pm 5% for Brooks and Moore Square), project schools did not have appropriate distributions of minority/nonminority students to indicate broad participation in required courses. In Year 2, when all five schools met this benchmark, the stipulation was that minority enrollments be \pm 5% for Joyner, Millbrook, and Powell and \pm 10% for Brooks and Moore Square. It may be that the range of \pm 2% is unrealistic for judging this benchmark and that \pm 5% is a more reasonable range. However, in Year 3, Brooks and Moore Square were not able to come within the 5% range consistently enough to meet this benchmark. The magnet programs at all schools in the project are schoolwide themes that encompass every student in the school. Diverse groups of students should have ready access to all aspects of the magnet theme at their school. Thus, as they continue their magnet themes beyond the federal funding cycle, staff members can take a lesson from the lack of success with this benchmark in Year 3. Administrators and teachers cannot take for granted that they are providing ample opportunities for broad participation and interaction among their students. They must make and carry out specific plans to ensure that percentages of minority and nonminority students in classes at their schools reflect the minority/nonminority makeup of the grade level at which those classes are taught.

Electives. Virtually none of Powell’s 3rd and 4th quarter GT electives had enrollments of minority students that were within \pm 2% of the overall grade K-2 or 3-5 minority enrollment percentages. Thus, based on this criterion, opportunities for broad participation and interaction among diverse groups of students in Powell’s electives program were very limited. In Year 2, when minority percentages needed to be within \pm 5 %, elective enrollments also did not reflect broad

participation and interaction. Powell staff members used the Year 2 results to make plans to broaden opportunities for participation. The school remains committed to providing a meaningful selection of electives to all of its students. In light of this commitment, even more planning is needed to ensure appropriate access to electives for all students.

There are legitimate factors that limit the number of students who are eligible for particular electives. Classes such as Soar to Success, ALP (Accelerated Learning Program), and certain reading and math electives are designed to provide assistance for students who are falling behind academically. It is appropriate that students whose performance is lagging are given precedence for these electives. As in other school districts, there is an achievement gap between WCPSS minority and nonminority students. On average, state test scores for nonminority students are higher than for minority students. Therefore, it is appropriate that many of those who enroll in Soar to Success, ALP, and similar electives are more likely to be minority students. Like these courses, Title I is designed for a specific academic purpose; it serves students who are falling behind in reading. Because many minority students in grades K-2 are in this situation, it is to be expected that minority enrollment percentages in Title I classes are higher than for grades K-2 as a whole.

Certain of Powell's visual and performing arts electives are sequenced so that students develop their skill levels over time. Exploratory classes are best suited to students new to a particular area of the visual or performing arts. As students' skills and interests grow, they will benefit from the more advanced sections in their area of interest. The need for or interest in a specific arts elective is based on students' previous experience in related courses, not on any minority status designation. However, high minority enrollment percentages in certain electives may actually be advantageous. Minority students are often underrepresented in arts courses such as orchestra, strings, or ballet. At Powell they make up a large percentage of enrollees in courses such as these. Specific performing arts electives at Powell are providing unique opportunities for its minority students. With the chance to gain skills and increase their interest, they may be more likely to participate in similar activities as they move on to higher grade levels.

Staff in the Magnet Programs office requested the WCPSS Growth Management Department to prepare the following table for inclusion in this report. It details recruitment statistics, overall and by race, for Year 3 of the project (i.e., the 2003-04 school year). Recruitment activities and application procedures for Year 3 occurred during the 2002-03 school year. Information is provided for each school in the project on the number of seats available outside that school's base attendance area (base nodes), the number of applicants for those seats, and the actual number of applicants accepted for those seats. This same information is presented for the seven ethnicity groups tracked in the WCPSS student data base. Counts from outside the schools' base nodes closely reflect the areas from which most magnet applications and eventual acceptances would be expected to come. Although magnet acceptances are determined through a randomized lottery system, a number of other factors can affect the actual number of applicants accepted for any given school. These include issues such as school capacity, classroom capacity, siblings already in the magnet program to which the student is applying, and the present magnet status of the applicant.

Table 15. Project Schools' Year 3 Magnet Recruitment and Acceptance Outcomes

BROOKS ELEMENTARY SCHOOL															
Grade	Overall			By Race											
	Number of available seats outside base nodes	Number of applicants from outside base nodes	Number of applicants from outside base nodes accepted	Asian applicants from outside base nodes		Black applicants from outside base nodes		White applicants from outside base nodes		Hispanic/Latino applicants from outside base nodes		Multi-racial applicants from outside base nodes		American Indian applicants from outside base nodes	
				#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted
K	8	22	10	*-	-	4	3	17	7	-	-	1	0	-	-
1	0	11	0	1	0	2	0	6	0	-	-	2	0	-	-
2	10	13	5	-	-	2	1	10	3	-	-	1	1	-	-
3	2	10	2	-	-	3	0	5	2	-	-	2	0	-	-
4	2	7	2	-	-	-	-	7	2	-	-	-	-	-	-
5	6	4	1	-	-	1	0	2	1	-	-	1	0	-	-
Total	28	67	20	1	-	12	4	47	15	-	-	7	1	-	-

*(The symbol “-” is used to indicate that there were no applications from outside the base nodes in that particular race category.)

Table 15 (continued). Project Schools' Year 3 Magnet Recruitment and Acceptance Outcomes

JOYNER ELEMENTARY SCHOOL															
Grade	Overall			By Race											
	Number of available seats outside 85 base nodes	Number of applicants from outside base nodes	Number of applicants from outside base nodes accepted	Asian applicants from outside base nodes		Black applicants from outside base nodes		White applicants from outside base nodes		Hispanic/Latino applicants from outside base nodes		Multi-racial applicants from outside base nodes		American Indian applicants from outside base nodes	
				#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted
K	40	26	16	1	1	7	5	13	6	3	3	2	1	-	-
1	10	4	1	*-	-	1	1	3	0	-	-	-	-	-	-
2	6	4	1	-	-	-	-	3	1	-	-	1	0	-	-
3	6	6	3	-	-	1	1	3	1	1	0	1	1	-	-
4	8	1	0	-	-	1	0	-	-	-	-	-	-	-	-
5	6	2	1	-	-	-	-	1	1	-	-	1	-	-	-
Total	76	43	22	1	1	10	7	23	9	4	3	5	2	-	-
MILLBROOK ELEMENTARY SCHOOL															
Grade	Overall			By Race											
	Number of available seats outside base nodes	Number of applicants from outside base nodes	Number of applicants from outside base nodes accepted	Asian applicants from outside base nodes		Black applicants from outside base nodes		White applicants from outside base nodes		Hispanic/Latino applicants from outside base nodes		Multi-racial applicants from outside base nodes		American Indian applicants from outside base nodes	
				#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted
K	20	44	29	1	1	22	15	15	11	1	1	5	1	-	-
1	10	12	7	1	1	9	4	2	2	-	-	-	-	-	-
2	10	9	5	1	1	1	1	3	2	1	1	3	0	-	-
3	0	7	0	*-	-	4	0	2	0	-	-	1	0	-	-
4	5	8	5	-	-	4	2	4	3	-	-	-	-	-	-
5	5	6	4	-	-	3	2	3	2	-	-	-	-	-	-
Total	50	86	50	3	3	43	24	29	20	2	2	9	1	-	-

*(The symbol “-” is used to indicate that there were no applications from outside the base nodes in that particular race category.)

Table 15 (continued). Project Schools' Year 3 Magnet Recruitment and Acceptance Outcomes

POWELL ELEMENTARY SCHOOL															
Grade	Overall			By Race											
	Number of available seats outside base nodes	Number of applicants from outside base nodes	Number of applicants from outside base nodes accepted	Asian applicants from outside base nodes		Black applicants from outside base nodes		White applicants from outside base nodes		Hispanic/Latino applicants from outside base nodes		Multi-racial applicants from outside base nodes		American Indian applicants from outside base nodes	
				#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted
K	20	34	24	2	2	10	6	20	15	-	-	2	1	-	-
1	13	16	6	1	1	8	2	6	2	-	-	1	1	-	-
2	9	14	8	1	0	10	6	3	2	-	-	-	-	-	-
3	4	7	3	*-	-	3	1	4	2	-	-	-	-	-	-
4	12	11	7	1	1	5	2	4	3	1	1	-	-	-	-
5	11	10	4	3	1	3	1	4	2	-	-	-	-	-	-
Total	69	92	52	8	5	39	18	41	26	1	1	3	2	-	-
MOORE SQUARE MIDDLE SCHOOL															
Grade	Overall			By Race											
	Number of available seats outside base nodes	Number of applicants from outside base nodes	Number of applicants from outside base nodes accepted	Asian applicants from outside base nodes		Black applicants from outside base nodes		White applicants from outside base nodes		Hispanic/Latino applicants from outside base nodes		Multi-racial applicants from outside base nodes		American Indian applicants from outside base nodes	
				#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted	#	# Accepted
6	116	177	90	4	3	57	18	112	66	-	-	4	3	-	-
7	0	34	2	1	0	6	0	25	2	1	0	1	0	-	-
8	0	20	0	*-	-	12	0	7	0	-	-	1	0	-	-
Total	116	231	92	5	3	75	18	144	68	1	0	6	3	-	-

*(The symbol “-” is used to indicate that there were no applications from outside the base nodes in that particular race category.)

Office of Growth Management Data Sources for Table 15: Include/Exclude reports 30720 dated 3/31/03 and 30724 dated 4/1/03; SIAP 250 dated 2/21/03, and Magnet vacancies report.

PROGRESS IN ACHIEVING PURPOSE 2 OBJECTIVES

MSAP PURPOSE 2:

The development and implementation of magnet school projects that will assist local educational agencies in achieving systemic reforms and providing all students the opportunity to meet challenging State content standards and challenging State performance standards.

MSAP OBJECTIVE 2:

Federally funded magnet programs promote national, state, and local systemic reforms and are aligned with challenging State content standards and student performance standards.

Project Gateways Year 3 achievements in reaching the MSAP objectives for Purpose 2 are reported in this section. Specific project objectives through which participating schools implemented Purpose 2 include Project Objectives 2-1 a-e, 2-2.1 a-e, and 2-2.2 a-e.

The North Carolina state curriculum, the North Carolina Standard Course of Study (NCSCS), embodies national and state standards and is revised regularly to reflect reform-based approaches for each content area and grade level. The Wake County Public School System (WCPSS) Curriculum and Instruction department expands upon this document to provide more specific instructional guidelines that reflect the district's local standards. Reforms instituted in every project school are closely aligned with the NCSCS and the district's additions to it.

Staff development, vital for Purpose 2, occurred not only at the schools, but also centrally. As they had done in Years 1 and 2, coordinating teachers from project schools—the project Gateways Leadership Team—met regularly in Year 3 to share common problems and accomplishments and to participate in professional development seminars. Their continued training in key project areas, e.g., leadership skills, best practices, equity issues, and arts integration, equipped them to more effectively support the reforms underway at their respective schools.

In addition to Gateways Leadership Team meetings, project staff also maintained the practice of quarterly core team meetings at each school. Core team members included the school's grant coordinating teachers, principal and assistant principal, and the instructional resource teacher. The project director, recruiter, budget analyst, and evaluator also participated in core team meetings. During Year 3, these meetings remained an effective means to share information, develop consensus around critical issues, and work out specific details and/or problems related to project implementation.

The three project objectives related to Purpose 2, along with their associated MSAP performance indicators, are stated in the Benchmark Charts that follow. Descriptions of and tabulated data about Year 3 accomplishments related to each objective are then provided. The Benchmark Charts juxtapose actual achievements for each objective with the levels expected and compare this information to determine whether or not benchmarks have been attained.

BENCHMARK CHART 2-1 a-e

<p>WCPSS Project Objectives 2-1 a-e:</p>	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will implement new and significantly revised magnet themes to assist the district in achieving national, state, and local reforms, as evidenced by:</p> <ul style="list-style-type: none"> • sections of the annual project report describing reforms and how they are implemented at the school; • professional development documents for the magnet theme showing a 100% correlation with state standards; • staff participation rate of 95% in professional development related to the theme; • surveys of staff members' agreement that they have learned to use new instructional methods; and • surveys of staff members' familiarity with specific reform-based instructional approaches being used to implement the theme. 																																
<p>Indicator 2-1</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>																														
<p>National, state, and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.</p>	<ul style="list-style-type: none"> • Annual project report will describe how reforms have been successfully implemented across all project years • Any new professional development documents are 100% correlated with state standards (which reflect local and national reforms) • 95% of new staff will participate in professional development related to the theme, with sessions used as make-ups for any training missed by teachers in Year 2, (90% for Brooks and Moore Sq.) 	<ul style="list-style-type: none"> • Narrative paragraphs in this report describe implementation of national, state, and local reforms at each school in Year 3 • Tables in Year 1 and Year 2 performance reports document correlation of professional development offerings with state standards (which reflect local and national reforms); Year 3 staff development repeated appropriate Year 1 and 2 offerings to familiarize new staff members with schools' magnet themes and equip them to implement themes effectively • Tables in Purpose 2 show high participation levels of new staff members in professional development related to the theme 	<table border="0"> <tr> <td>Brooks</td> <td>Yes</td> </tr> <tr> <td>Joyner</td> <td>Yes</td> </tr> <tr> <td>Millbr.</td> <td>Yes</td> </tr> <tr> <td>Powell</td> <td>Yes</td> </tr> <tr> <td>Moore Sq.</td> <td>Yes</td> </tr> <tr> <td>Brooks</td> <td>†</td> </tr> <tr> <td>Joyner</td> <td>†</td> </tr> <tr> <td>Millbr.</td> <td>†</td> </tr> <tr> <td>Powell</td> <td>†</td> </tr> <tr> <td>Moore Sq.</td> <td>†</td> </tr> <tr> <td>Brooks</td> <td>Yes</td> </tr> <tr> <td>Joyner</td> <td>Yes</td> </tr> <tr> <td>Millbr.</td> <td>Yes</td> </tr> <tr> <td>Powell</td> <td>Yes</td> </tr> <tr> <td>Moore Sq.</td> <td>Yes</td> </tr> </table>	Brooks	Yes	Joyner	Yes	Millbr.	Yes	Powell	Yes	Moore Sq.	Yes	Brooks	†	Joyner	†	Millbr.	†	Powell	†	Moore Sq.	†	Brooks	Yes	Joyner	Yes	Millbr.	Yes	Powell	Yes	Moore Sq.	Yes
Brooks	Yes																																
Joyner	Yes																																
Millbr.	Yes																																
Powell	Yes																																
Moore Sq.	Yes																																
Brooks	†																																
Joyner	†																																
Millbr.	†																																
Powell	†																																
Moore Sq.	†																																
Brooks	Yes																																
Joyner	Yes																																
Millbr.	Yes																																
Powell	Yes																																
Moore Sq.	Yes																																

†(Benchmark not formally evaluated in Year 3 because correlation of professional development with state standards was established in Years 1 and 2 and documented in the performance reports for those years.)

BENCHMARK CHART 2-1 a-e continued

Indicator 2-1	Year 3 Benchmark	Year 3 Actual	Benchmark Met? Yes/No																																			
<p>National, state, and local reforms. Magnet programs play an active role in implementing national, state, and local reforms.</p>	<ul style="list-style-type: none"> 90% of staff agree that they have learned to use new instructional methods, (80% for Brooks and Moore Sq.) 90% of staff are familiar with reform-based instructional methods used to implement the theme, (80% for Brooks and Moore Sq.) 	<ul style="list-style-type: none"> Spring 2004 staff survey shows 90% (80% for Brooks and Moore Square) of staff <i>agree/strongly agree</i> they have learned to use new methods <table border="0" style="margin-left: 20px;"> <tr><td>Brooks</td><td>89%</td></tr> <tr><td>Joyner</td><td>60%</td></tr> <tr><td>Millbr.</td><td>77%</td></tr> <tr><td>Powell</td><td>85%</td></tr> <tr><td>Moore</td><td>87%</td></tr> </table> Spring 2004 staff survey shows 90% (80% for Brooks and Moore Square) or more of staff <i>familiar/very familiar</i> with the majority of reform-based instructional methods at 3 of 5 project schools 	Brooks	89%	Joyner	60%	Millbr.	77%	Powell	85%	Moore	87%	<table border="0"> <tr><td>Brooks</td><td>Yes</td></tr> <tr><td>Joyner</td><td>No</td></tr> <tr><td>Millbr.</td><td>No</td></tr> <tr><td>Powell</td><td>No</td></tr> <tr><td>Moore</td><td>Yes</td></tr> <tr><td>Sq.</td><td></td></tr> <tr><td>Brooks</td><td>Yes</td></tr> <tr><td>Joyner</td><td>No</td></tr> <tr><td>Millbr.</td><td>No</td></tr> <tr><td>Powell</td><td>Yes</td></tr> <tr><td>Moore</td><td>Yes</td></tr> <tr><td>Sq.</td><td></td></tr> </table>	Brooks	Yes	Joyner	No	Millbr.	No	Powell	No	Moore	Yes	Sq.		Brooks	Yes	Joyner	No	Millbr.	No	Powell	Yes	Moore	Yes	Sq.		
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Moore Square Middle School, Project Objective 2-1a

Implementing National, State, and Local Reforms: In July 2003, Moore Square Museums Magnet Middle School began its second year of operation. In the first year, the school enrolled only 6th and 7th graders. With 7th graders moving up to 8th grade in 2003-04, the school included the traditional grade 6-8 middle school grade span. Moore Square faculty built on an effective start in 2002-03 to strengthen the museums theme in 2003-04. There was a high level of faculty buy-in to the theme, and Paideia methods remained useful in its implementation. The number of new curriculum units developed and offered by the faculty last year was increased to accommodate expansion of the program to 8th grade this year. As they did in Year 2, the new interdisciplinary curriculum units developed in Year 3 aligned with the NCSCS and encompassed core subjects, as well as technology and the arts. The units included project-based learning and featured activities that could be enhanced through museum connections. Paideia seminars were planned for and incorporated into the units.

To further support effective linkages with area museums in Year 3, Moore Square’s museums coordinator developed a procedure for faculty members to take advantage of strengths and resources at the various institutions. Prior to the beginning of the school year, the coordinator met with staff members at each of Moore Square’s partner museums to generate ideas about projects that would best fit each institution. The coordinator discussed potential projects with teachers at their initial grade-level team meetings at the beginning of Year 3. Teams reviewed the NCSCS to check curriculum alignment for their grade against the subject matter and scope of each project. Student needs and interests were also considered when choosing projects. Using

this process, teams selected projects that their students would be involved in during the year. By setting project plans in motion early on, teachers could assure alignment with appropriate grade-level goals and objectives of the NCSCS. They were also able to schedule project activities in conjunction with the museum whose resources were most appropriate for their curricular goals and objectives. Project-related classroom activities could be pre-planned and implemented on a realistic timeline. Events and personnel could be scheduled at the museums, or arrangements could be made for museum staff to come to Moore Square. Typical projects planned and conducted at various museums in Year 3 are listed below.

- NC Museum of Art
 - Pond Design—A landscape architect and a naturalist coached students at the school and in the museum’s outdoor art park. Working individually and in teams, students designed a pond for aesthetic and environmental improvement at the park. Student designs were exhibited in kiosks at the art park.
 - Junior Curatorships—Student curators learned to install exhibitions of student artwork in display cases throughout the school. To prepare for this, museum professionals described for students their roles at the art museum. They also explained and illustrated their responsibilities in exhibition planning.. Students used this information to create themes for exhibitions at the school. Their selection and installation of objects, as well as written materials like labels and text panels to complement objects on exhibit, were then developed around the themes which they had selected.
- Museum of Contemporary Art
 - Storefront Windows Project—This successful Year 2 project was repeated again in Year 3. Students studied the city’s historic Moore Square Park, which is adjacent to the school. They photographed historic or aesthetic aspects of the park and incorporated these into class projects.
 - Weaving Public Art—A fiber artist worked with student participants to create weavings from natural materials which they gathered. The artist first introduced students to the concept of artist as urban hunter/gatherer. Then they gathered items such as string, ribbon, yarn, wire, and other materials which could be cut into strips. Working in teams, students used these materials to design and weave colorful abstract shapes which they mounted on screens. Once completed, students’ weavings were installed on the front facade of the museum building.
- North Carolina Museum of History
 - Museum Magnet Partnership Project—This project consisted of three components.
 - teacher professional development focusing on object-based learning, teaching with primary documents, and developing classroom exhibits
 - student field trips to the museum to
 - experience hands-on learning with selected items from the museum’s collection
 - hear presenters from various cultural groups that have influenced and continue to influence the state’s history
 - student-developed projects reflecting the concepts being studied
 - project presentations co-evaluated by classroom teachers and museum staff

- North Carolina Museum of Natural Sciences
 - Girls in Science Club—This activity provided opportunities for girls to have hands-on experiences with the natural world and to participate in an on-going research project. As participants in Cornell Ornithology Laboratory’s Project Pigeon Watch, the girls joined other researchers from around the world in making observations and recording data. Moore Square’s urban location provided ample opportunities to observe pigeon behavior. Information collected by club members has become part of the Project Pigeon Watch international database.

Projects were not Moore Square’s sole method of contact with museums. Because the Year 2 contract with Burning Coal Theater was successful, Moore Square worked with them again in Year 3. The theatre company provided an instructor to work with classes in the arts department. Rotating between the art, music, dance, and theater classes, this guest instructor collaborated with teachers and students to create a performing-arts oriented event, the International Culture Festival.

In preparation for the 2002-03 school year, professional development was conducted by staff from the National Paideia Center. This year, Moore Square faculty, previously trained by the center, were able to share their expertise with other faculty members. In this way, training could be tailored to meet specific faculty needs. Teachers at the school had resources, reinforcement, and feedback readily available, rather than having to wait for visits from the Paideia center staff. In using Paideia to implement museums-based learning, teachers actively engage students in the learning process. They ensure that projects in which students participate focus on meaningful, real-world experiences and products. Moore Square’s proximity to Raleigh museums, coupled with relationships that the museums coordinator has built with museum staff, continued to provide numerous opportunities for real-world connections.

The Museums Board, which helped promote Moore Square’s museums theme in Years 1 and 2, continued its work in Year 3. As in the past, membership included representatives of area museums as well as Moore Square’s principal, museums coordinator, and curriculum planner. In addition to planning to strengthen the museums theme, board meetings provide a useful venue for staff members from the various museums to meet as a group. It is a unique opportunity for them to share information about plans and events underway at each museum. This connection establishes a base for further collaboration. It is beneficial for Moore Square when the museums work together as a team. These collaborative efforts help provide a foundation for future years.

A faculty that plans and works well together can strengthen a program such as the museums theme. To organize Moore Square faculty meetings more efficiently this year, teachers received and read the book Tool Time for Education by David Langford. They applied procedures from the book for setting schedules, voting, and other procedural matters. The book also presents methods for allowing staff to have input into the way the school is run and for consensus building. These “quality tools” types of approaches were positive and productive for Moore Square and also represent site based management methods that the district recommends.

In Year 3, just as they had done in Year 2, the project director, recruiter, budget analyst, and evaluator met once every quarter with Moore Square’s museums coordinator, curriculum

coordinator, technology specialist, and principal. These core team meetings once again provided an effective venue for talking about accomplishments and sharing concerns. Discussions occurred in a timely fashion so that problems could be forestalled or worked out.

Professional Development to Support the Theme: To continue developing their skills for planning and implementing museums based learning, each faculty member received a copy of the book Minds in Motion: Using Museums to Expand Creative Thinking, 3rd Ed. (A. Gartenhaus, 1997) at the beginning of Year 3. To reinforce and expand the extensive Paideia professional development they completed in Year 2, returning Moore Square teachers could take advantage of numerous activities scheduled throughout Year 3. They were able to select from the following topics to put together a set of sessions tailored to their needs and interests.

- Continued time for and experience with curriculum mapping
- Structured opportunities for direct involvement in museums-based learning
- Paideia seminars modeled by more experienced colleagues
- Expansion of skills for and use of project-based learning
- Reinforcement of skills for classroom use of
 - critical thinking
 - essential questions
- Training in classroom methods for
 - differentiating instruction to meet varying learning needs
 - discovery learning
 - inquiry learning and problem solving.

Moore Square's museums magnet theme is not an ordinary one, and it is essential that new faculty members develop the skills needed to implement it effectively. There were eight new teachers at the school in 2003-04. Because only 6th and 7th graders were enrolled in Year 2, a new four-person team was added for 8th grade in Year 3. A second four-person team was needed to staff a larger than expected 7th grade class.

The Year 3 staff development attendance benchmark for Moore Square and Brooks, schools in their second year of implementation, required that 90% or more of all staff complete appropriate training. Year 2 staff development programs at these two schools were thorough and well-attended. Thus, the evaluator asked the museums coordinators at Moore Square and Brooks to formally track training for new staff members, rather than for all staff members. This approach, which is congruent with the Year 3 benchmarks for Joyner, Millbrook, and Powell, seemed appropriate given the critical need for new faculty members to understand the museums theme.

All staff members new to WCPSS attend orientation and training sessions required by the district. Moore Square built on this by scheduling extended time for new teachers to meet with the instructional resource teacher before returning teachers arrived. New teachers were also expected to attend selected staff development sessions once the school year began. The museums coordinator was able to obtain transcripts of these sessions from the WCPSS centralized staff development data base. She reviewed these with the evaluator to verify that new staff members had completed appropriate training during Year 3 (Table 16).

Table 16. Year 3 Professional Development for New Teachers at Moore Square

New Staff Member	Grade	Transcript Reviewed
Language Arts	8th	Yes
Mathematics	8th	Yes
Science	8th	Yes
Social Studies	8th	Yes
Language Arts	7th	Yes
Mathematics	7th	Yes
Science	7th	Yes
Social Studies	7th	Yes

Two of the benchmarks for Objective 2-1 are based on staff-development-related items from the WCPSS evaluation and research department 2004 staff survey. The first benchmark is related to the survey item on learning to use new instructional methods. It requires that 90% (80% for Brooks and Moore Square, in their second year of implementation) or more of those responding give positive answers to this item. The second benchmark, also set at the 90% or above level (80% for Brooks and Moore Square), is based on a series of items encompassing the eleven new instructional approaches used across all project schools. From these eleven items, respondents rated only the 4 to 8 approaches specific to their school. The decision rules below were used to determine, across each school’s individual set of items, whether this benchmark was met.

Decision Rules Used to Assess Objective 2-1 Benchmarks (Staff Survey, New Instructional Approaches)	
<u>Item-Level Analysis</u>	<u>School Analysis</u>
If 90% (80% for Brooks and Moore Square) or more of respondents are <i>familiar or very familiar</i> with an item on new instructional approaches, that item meets the benchmark.	If half or more of the items across all new instructional approaches listed as being used at that school meet the benchmark, the school meets the benchmark.

Eighty-seven percent of Moore Square teachers who responded to the 2004 staff survey agreed or strongly agreed that they had learned to use new instructional methods. From 87 to 100 percent of teachers reported that they were familiar or very familiar with 4 of the 6 new instructional approaches that were emphasized at Moore Square. On the other two, 71% were familiar or very familiar with inquiry learning, but only 55% were this well acquainted with constructivist approaches (Table 17). The lack of familiarity with the term *constructivist approaches* may have contributed to the low percentage on that item. Such approaches are generally part and parcel of Paideia and project-based learning for the museums theme. Teachers more likely used constructivist methods without referring to them by that specific name.

Table 17. Year 3 Professional Development Survey Results for Moore Square

Survey Item	*Percent Agree/Strongly Agree
Through the magnet grant, I have learned to use new instructional methods.	87
New Instructional Approaches	Percent Familiar/Very Familiar
Museums-Based Learning	94
Paideia	100
Integration of Technology into Instruction	94
Project-Based Learning	87
Inquiry Learning	71
Constructivist Approaches	55

*Survey response rate = 49%

Brooks Elementary School, Project Objective 2-1b

Implementing National, State, and Local Reforms: Year 1 of project Gateways was designated as a planning year for the new museums theme at Brooks, which was first implemented in Year 2. In Year 3, coordinating teachers more clearly defined and strengthened the museums theme and adapted the Paideia program, an instructional modality for the theme, to better fit their needs. Brooks' relationship with the North Carolina Museum of Art was formalized and expanded. Professional development offerings in Years 1 and 2 established a baseline of faculty knowledge of and experience with the theme, and Year 3 was used to further develop their capabilities as well as to educate new teachers about the theme.

In Year 3, teachers focused more specifically on planning and providing authentic, study-guided museum trips for their students. They designed the study trips to guide student interactions with primary sources at the museums. Brooks' museums coordinating teacher worked with faculty to choose an appropriate museum for the subject-area and curriculum goals being studied.

Teachers pre-visited the chosen museum and selected pieces for students to see that were related to the lesson. To further support study trips, the North Carolina Museum of Art arranged for Brooks' museums coordinator to use their education room to prepare students for visits and/or carry out follow-up activities afterwards. The coordinator acted as liaison with museum docents. She explained the need for students to see works of art related to their lessons, rather than only works that are part of the standard museum tour. She also acquainted docents with effective questioning techniques for elementary school students. This allowed them to interact with student groups rather than merely to provide a formal presentation.

Other involvement with the North Carolina Museum of Art during Year 3 included activities and events such as those below.

- The museum adopted Brooks as its laboratory school
- Brooks students' photos (with parental permission) appear in the museum's promotional materials
- The museum's associate director for education introduced parents to the object-based learning methods used with their children

- Selected 5th grade students composed and performed original music at the museum’s public Art Park celebration
- Students in grades 1, 2, 4, and 5 presented Paideia coached projects on habitats at the museum’s public “Birds in the Park” event

Ties with other area museums were also strengthened in Year 3. Table 18 identifies the museums with which students and teachers from each grade level were involved.

Table 18: Year 3 Museums Activities for Grades K-5 at Brooks

Grade	# Activities	Museum
K	1	North Carolina Museum of Natural Sciences
1	8	North Carolina Museum of Art, North Carolina Museum of Natural Sciences, North Carolina Museum of Life and Science
2	3	North Carolina Museum of Art, North Carolina Museum of Natural Sciences, North Carolina Museum of Life and Science
3	2	North Carolina Museum of Art, University of North Carolina at Chapel Hill Morehead Planetarium and Science Center
4	2	The North Carolina Museum of History, Raleigh City Museum, Raleigh Pope House Museum
5	2	Museum of Life and Science*, Moore Square Museums Magnet Middle School *(view and learn from exhibits developed by middle-school students)

Connections with the museums were not simply field trips, but substantive activities reflecting NCSCS goals and objectives for participating grade levels. For example, the museums coordinator and 4th grade students and teachers worked with the Raleigh City Museum on the “Whose Story Is This” project. Integrating language arts, social studies, and visual arts, the project was based on North Carolina geography and history goals and objectives from the 4th-grade social studies curriculum. Students chose a significant figure from North Carolina history to research and then applied their findings to develop a poster portraying that individual and important events in their life. Before students selected their subjects, the executive director of Raleigh’s Pope House Museum visited Brooks. This museum is the historic home of Manassa Thomas Pope, an African-American physician who built the house in 1901. Students were able to look at and learn about artifacts from the house and consider Dr. Pope or members of his family as possible research subjects. Fourth graders exhibited their finished projects at The Raleigh City Museum. The museum has a large timeline of North Carolina history along one wall, and students lined up by “inserting” their figure at the proper place in the timeline. Their projects actually became part of the exhibit.

It is important to note that the museums theme at Brooks encompasses not only outreach to area museums but also activities and adaptations to create a museums environment at the school. The school itself has evolved as a museum of children’s work.

- Student artwork is framed and displayed, rather than being informally tacked to the wall. Because of its success last year, the practice of purchasing and hanging attractive frames to exhibit student artwork was continued in Year 3.
- Repainting of hallways to complement the display of students' artwork, begun in Year 2, continued in Year 3. Restrooms, stairwells, etc., were included. The soft white paint increases light in the public areas and provides an effective background for displays.
- Expanded from last year, strategically placed signage and banners further enhance the display environment.
- To add to those created by faculty last year, new teachers wrote a professional belief statement to be framed and posted outside of their classroom.
- Plans for additional museum features include upgrades such as silk cords to border the various exhibition areas and a museum directory of current and permanent works on display.

In addition to continued changes to the physical environment, student activities in Year 3 added to the museums atmosphere at Brooks.

- In a practice continued from last year, every class designated two of its students to serve as docents for a week. When visitors come to the class during that week, the docents introduce themselves, welcome the visitors, and familiarize them with class activities. Student docents take their responsibility very seriously. It has given students at all grade levels the opportunity to develop poise and enhance their communication skills.
- In Year 2, the 5th grade class created a mosaic mural reflecting specific strands of the 5th grade art and social studies curriculum. This mural has been permanently installed in entrance lobby. Each succeeding 5th grade will work together to create its own work of art for permanent installation at Brooks.
- In Year 3, 4th grade students selected pieces of their work to be formally exhibited at the school. They planned and conducted an opening reception for the exhibition and were available to discuss their pieces with those who attended.
- An official "Museum Partner's Tea" was held to further the museum connections begun in Year 2. Museum officials, WCPSS School Board members, and the assistant superintendent for Brooks' area of the district were also invited. In addition to hearing introductions and enjoying refreshments, guests could view units of study thus far completed for the museums theme, discuss them with faculty members, and suggest future units.
- The large classroom space designated last year as the Museum Gallery/Paideia Seminar Room was well used in Year 3. Teachers scheduled the room at least 15 times as a formal space in which to conduct Paideia seminars. It became the venue for exhibitions by 1st, 4th, and 5th grade students. Included were exhibits on dream homes, habitats (caves, ponds, etc), and American states. Faculty members also had an exhibit of posters they created to reflect their relationship with the school.

In Year 2, Brooks was not able to implement all of the improvements planned for its science program. The activities listed below made Year 3 a much more successful year.

- Hiring a science teacher and establishing a science laboratory—Hands-on, inquiry based laboratory experiences for students reflect Paideia methods and utilize museums approaches to learning.

- Year 3 was the second year that a team of teachers from Brooks were part of the North Carolina Museum of Science UTOTES (Using the Outdoors to Teach Environmental Science) program. In science-related projects developed through UTOTES, the team established gardens, built a bird sanctuary, and created a small pond on the school grounds. Student activities in these areas support the hands-on science curriculum at Brooks.
- Teachers and teacher assistants on the school science committee recommended specific strategies to the faculty that they could effectively integrate into their students' experiences in the science laboratory. Teachers also shared with the committee appropriate classroom activities to prepare for and follow up on sessions in the science laboratory.
- Brooks purchased science kits for every grade level. The kits are aligned with grade-appropriate goals and objectives of the state science curriculum. Science committee members help teachers to use the kits effectively in their classrooms and to integrate them with activities in the science laboratory.

There was continuity from Year 1 through Year 3 in the project-funded museums program coordinating teacher position. However, the instructional technology/multimedia coordinating teacher, who had been with the project since Year 1, took a classroom teaching position in December 2003. The new technology/multimedia coordinating teacher accepted the role in January 2004. She was new to WCPSS and Brooks but brought extensive educational experience and technology expertise to the position. The previous technology coordinator's focus on a single upper grade level at the beginning of Year 3, created some technology deficits for other grade levels, particularly in terms of assistance in the computer laboratory. Primary teachers especially were feeling a lack of support. This situation, along with time needed for the new coordinator to get oriented to the school and the system, affected the overall level of technology success in Year 3.

The new coordinator took a more hands-on approach in the computer lab. She was available when classes from any grade level were scheduled to provide support when students and teachers asked for assistance. The coordinator possessed extensive knowledge of and experience with instructional software. She used an electronic survey to collect information about technology professional development and software/hardware needs of staff members. This information was used to plan technology staff development and select software to review and purchase. Review of potential software selections ensured that they were appropriate, matched the program goals, and were on the system's list of approved software. New software additions included programs such as:

- critical thinking software applications,
- reading programs for K-3 literacy, and
- a math problem-solving program using group and interactive learning.

The coordinator worked with faculty to integrate technology more effectively in the classroom. She stressed and demonstrated its use for museums learning and Paideia, modeling possibilities for students and teachers. Rather than using the school's 17 LCD projectors as traditional overhead projectors, she encouraged staff to use them for instruction with the new software programs. Her efforts to improve staff knowledge and expertise in the use of instructional technology moved the school ahead in this critical area.

Professional Development to Support the Theme: In summer 2003, the museums coordinator attended a one-week *Views on Understanding* institute conducted by the Project Zero research group at the Harvard Graduate School of Education. Research at Project Zero, which reflects psychologist Howard Gardner’s theory of multiple intelligences, focuses on thinking, learning, and creativity in the arts. The annual summer institute, designed for experienced K-12 educators, provides time for individual learning and reflection to improve classroom practice. Based on her training at the institute, Brooks’ museums coordinator designed an integrated multiple intelligences classroom activity and scheduled classroom rotations to implement the activity with students and model it for teachers.

The excellent quality of the Project Zero institute and its applicability to the museums theme prompted the decision to send a team of teachers to 2004 institute. These teachers will become leaders in modeling multiple intelligences approaches and providing related staff development. Another leadership group was trained when eight staff members were selected to attend the National Paideia Conference. These faculty members are committed to using Paideia as an instructional strategy themselves and to training others in its use.

Due to growth or normal staff turnover (e.g., family leave, retirement, etc.), Brooks had eight new teachers in Year 3. At the beginning of the school year, the principal and museums coordinator conducted a full day of staff development for this group. The training—which consisted of information, discussion, and practice—focused on the key components of the museums program. Later in the year, the museums coordinator modeled Paideia seminars for new teachers so that they could begin using this method with their classes. New staff members also participated in appropriate follow-up sessions as needed (Table 19).

Table 19. Year 3 Professional Development for New Staff Members at Brooks

Number of New Staff Members	Grade and Position	Completed Appropriate Staff Development		
		Museums Key Components	Modeling Paideia Seminars	Other follow-up Sessions
1	Pre-K Autistic	Yes	Yes	Yes
1	1 st Grade, Classroom Teacher	Yes	Yes	Yes
1	2 nd Grade, Classroom Teacher	Yes	Yes	Yes
0	3 rd Grade, Classroom Teacher	NA	NA	NA
3	4 th Grade, Classroom Teacher	Yes	Yes	Yes
2	5 th Grade, Classroom Teacher	Yes	Yes	Yes

In January 2004, every grade level participated in two intensive days of professional development. The first day provided team planning time for each grade level with the instructional resource teacher on hand to provide assistance. On the second day, the museums coordinator conducted a hands-on session on using entry points and object based learning. The activity was set up so that staff members could experience the use of a piece of art as an entry point into a lesson. The coordinator also modeled and provided practice in questioning techniques from Project Zero.

Professional development also took place at museums or was conducted at Brooks by museum personnel. During staff development days at the beginning of the school year, the NC Museum of Art associate director of education facilitated a session on museums approaches to learning. Staff members also attend a 1½ day “behind the scenes” workshop at the art museum.

Rather than formally tracing attendance of teachers at staff development sessions in Year 3, the evaluator and museums coordinator relied on the descriptions above to assess the effectiveness of Brooks Year 3 staff development. The benchmarked requirement for Year 3 was that 90% of all staff members would attend sessions appropriate for them. This benchmark has been starred as not being formally evaluated for Year 3. However, as the descriptions above and the survey results below indicate, faculty members at Brooks had access to appropriate professional development opportunities.

Planning efforts in Year 1 and staff development offerings in Years 2 and 3, helped produce positive results for Brooks on the WCPSS spring 2004 staff survey. Eighty-nine percent of staff members responding, agreed or strongly agreed that they had learned to use new instructional methods. They also reported high (>80%) levels of familiarity with six of the eight new instructional approaches in use at Brooks (Table 20). Thus, Brooks met two of its staff survey benchmarks.

Table 20. Year 3 Staff Survey Results for Brooks

Survey Item	*Percent Agree/Strongly Agree
Through the magnet grant, I have learned to use new instructional methods.	89
New Instructional Approaches	Percent Familiar/Very Familiar
Museums-Based Learning	96
Paideia	94
Integration of Technology into Instruction	89
Curriculum Mapping	83
Multiple Intelligences	77
Project-Based Learning	91
Inquiry Learning	83
Constructivist Approaches	72

*Survey response rate = 74%

Millbrook Elementary School, Project Objective 2-1c

Implementing National, State, and Local Reforms: During Year 3, faculty at Millbrook continued to implement their new International Baccalaureate (IB) Primary Years Programme (PYP) theme effectively. As in past years, the positions funded for this project were the IB PYP coordinator, the instructional technology specialist, the science resource teacher, and a half-time instructional technology support technician. In Year 3, the same individuals filled these positions as in Years 2 and 3. Continuity in these positions contributed to effective working relationships and increased productivity. Coordinators and teachers at Millbrook collaborated to support and improve their project-based inquiry approach to learning, which reflects national, state, and local reforms.

Integration of technology into Millbrook's IB curriculum improved in Year 3. Media and technology specialists, along with classroom teachers, formed a committee to correlate IB curriculum units with the state curriculum. They created technology integration projects for curriculum units at various grade levels. Each project was closely aligned with standards and objectives of the state media/technology curriculum. In these units students can effectively use computers in the research process to gather data, record findings, and make judgments based on the information obtained. They can also add these projects to their electronic portfolios.

The core team formed in Year 2 also met regularly in Year 3. This group consisted of the three full-time positions funded by the project, the principal, the assistant principal, the central office IB director, and the instructional resource teacher. The project director, evaluator, recruiter, and budget coordinator also participated in the meetings. The group was able to discuss strengths and weaknesses of the program and to make necessary accommodations when needed.

In Year 3, Millbrook's strong progress in Years 1 and 2 allowed the school to earn formal authorization of its IB PYP from the International Baccalaureate Organization (IBO). As part of that process, the IBO conducted intensive site visits during Years 2 and 3. The visitors conducted numerous classroom observations. They also interviewed the PYP coordinator, school administrators, grade level teams, and students. Additional interviews were conducted with parents and school board members. The site visit report included a list of commendations on positive practices and recommendations for improvements. Year three commendations included:

- Evidence and effective use of the student *profile, attributes, and attitudes* recommended of the PYP program by the:
 - school counselor (especially in Character Education)
 - students (in their electronic portfolios and through profiles on display throughout the school)
 - specialists (reinforcing IB classroom work during instructional time for their specialty)
- quality of the overall PYP curriculum (Programme of Inquiry) developed by the school
- readily available teacher resources to support the curriculum units
- amount of instructional planning time provided for grade level teams and single-subject teachers to work together,
- staff descriptions of classroom instruction moving away from teacher-directed activities towards student-directed activities
- effective use technology demonstrated by
 - multi-media center
 - electronic portfolios used for student-led conferences.
 - curriculum units available on school server to allow access for all staff,
- excellent funding for the program,
- strong support by the School District, Superintendent, Board of Education
- strong support by the principal, assistant principal, and PYP coordinator, and
- long-term plan for continuing PYP development and implementation,

Recommendations of the site visit team included:

- Methods of teaching and learning
 - provide more evidence of inquiry through student questions and a continued decrease in teacher-directed activity
 - continue to develop students' cooperative learning skills
- Curriculum articulation
 - develop vertical articulation of the Programme of Inquiry across grade levels
 - review central ideas developed for curriculum units to ensure that they appropriate for the grade level at which the unit is taught
- Improvements in curriculum units
 - add more international connections to units where appropriate
 - plan more ways to include specialists' areas in some units
 - the teacher reflection piece provided for each unit more specific make

Professional Development to Support the Theme: Professional development in Years 1 and 2 established a solid foundation for Millbrook's IB theme; however, on-going training is part of a successful IB-PYP program. Activities in Year 3 were designed to deepen faculty understanding of inquiry learning, broaden their focus on internationalism, and expand their use of assessment methods. A full-day session early in the year dealt with student-led conferences, which would replace the teacher-led conferences typically used to communicate student progress to parents. In weekly follow-up sessions, teachers learned methods to help their students create electronic portfolios in which they evaluate, select, and store their work. In leading subsequent conferences with their parents, students used the portfolios to access and highlight their achievements in relation to the IB curriculum.

Millbrook's IB-PYP curriculum, the Program of Inquiry, was completed in Year 1 and revised in Year 2. Consisting of 36 units, the program features six theme-based transdisciplinary courses for each grade level, K-5. Teachers use the IB *planner* format as a template to structure their units. The Program of Inquiry is not static but is continuously refined and deepened, based on teachers' understanding and classroom use of inquiry methods, extension of their assessment abilities, and changes in the state curriculum. Professional development time was allocated at regular intervals during Year 3 so that grade level teams could review their IB curriculum units. Teachers used this joint planning time to apply their growing knowledge and experience to further improve the curriculum.

Curriculum revision in staff development sessions at the beginning of the year focused on reviewing and selecting resource materials for each unit that would correspond closely with the NCSCS. For example, specific novels were identified and included in each grade 3-5 unit to reflect specific goals and objectives of the language arts curriculum for each of those grade levels. In planning sessions toward the end of the year, grade-level teams reviewed the assessment materials and methods in each of their units. The goal was to better align assessments with the central idea of each unit. Teachers discussed appropriate uses of formative and summative assessment methods. They included formative assessments to provide feedback about student progress throughout each unit. Summative assessments were also expanded to more accurately reflect students' attainment of knowledge and skills related to the central idea of each unit.

During the first half of the school year, the technology specialist continued the *Wired Wednesday* technology staff development series, which had been so successful in Year 2. The primary focus in Year 3 was on technology skills needed to develop electronic portfolios. This included expertise in use of digital cameras, scanners and scanning software, and audio/video linking. Teachers learned to access and revise portfolio templates and to align them with appropriate subject-area curriculum for their grade-level.

With the opening of the new science lab in January of Year 3, the science specialist was able to incorporate inquiry-based science activities into all classroom lessons. Every class rotates through the lab once in two weeks for a 40-minute session. By reviewing concepts and skills to be taught, the science specialist assists classroom teachers to prepare for and follow-up on these lessons during regular instructional time. Through her position at Millbrook and experience with science curriculum integration, the science specialist has become qualified as a science kit trainer and serves as a member of both the Wake County science kit adoption committee and the North Carolina Infrastructure for Science Education committee.

To successfully implement the PYP, staff members must stay current in the training offered by the International Baccalaureate Organization. During Year 3, teachers expanded their skills at IBO professional development in out-of-state locations. Twenty-one teachers and specialists attended 3- and 5-day intermediate and advanced PYP teacher training workshops. The PYP coordinator, invited in Year 2 to become an IBO national trainer, led both a 3- and 5-day workshop in Year 3. A special focus in Year 3 was to ensure that faculty new to the school became trained in the PYP philosophy and methods. For Millbrook's eight new teachers, the IB coordinator provided a PYP orientation and then further training was provided out of state. Each new teacher completed almost 33 hours of PYP training.

The benchmark expectation for professional development in Year 3 was 95% attendance of all new staff members. In fact, one-hundred percent of new staff members at Millbrook who were "eligible" for particular staff development workshops did attend those sessions (Table 21).

Table 21. Year 3 Professional Development for New Staff Members at Millbrook

Professional Development Title	# New Staff at School	# New Staff *Eligible for Training	% Eligible Staff Attending
PYP Orientation	16	10	100
PYP Training: Houston, TX	16	9	100
PYP Training: Myrtle Beach, SC	16	2	100
PYP Training: Philadelphia, PA	16	5	100
Millbrook Elem. Magnet School Specialist Training	2	2	100
MSAP Trainings	1	1	100
Grade Level Professional Development Meetings	16	16	100
Wired Wednesdays @ Millbrook Elementary	16	16	100
Science Kit Training: Sessions on Energy	16	1	100
Science Kit Training: Sessions on Magnetism and Electricity	16	1	100
North Carolina Infrastructure for Science Education: Science Notebook Writing	16	1	100
Assessment Workshop (1.5 days)	16	10	100

*(New staff member has not previously completed similar training, and the training includes skills essential for their role in the project.)

Although 96% of Millbrook teachers responding to the 2004 staff survey were *familiar* or *very familiar* with the International Baccalaureate Programme, the school did not succeed in meeting its overall Year 3 staff development benchmarks for this objective (Table 22).

Table 22. Year 3 Staff Survey Results for Millbrook Elementary

Survey Item	*Percent Agree/Strongly Agree
Through the magnet grant, I have learned to use new instructional methods.	77
New Instructional Approaches	Percent Familiar/Very Familiar
International Baccalaureate Programme	96
Integration of Technology into Instruction	77
Curriculum Mapping	60
Project-Based Learning	43
Inquiry Learning	86
Constructivist Approaches	36

*Survey response rate = 78%

Joyner Elementary School, Project Objective 2-1d

Implementing National, State, and Local Reforms: In Year 3 of its significantly revised Language Explorations theme, all Kindergarten and 1st grade classes at Joyner were dual-language Spanish and English. For grades 2 through 5, there is one dual-language section per grade level, and student enrollment in these sections is voluntary. Designed to address the learning needs of both language-minority students and native English speakers, dual-language classes feature literacy skills taught in English with mathematics, science, and social studies instruction in Spanish. Students are expected to develop high proficiency levels in both their first and second languages.

Joyner students who are not in a dual-language section still have numerous opportunities to learn and use Spanish. Their weekly Spanish classes are reinforced by interactions throughout the school day with students and teachers whose native language is Spanish. Projects and special events provide more exposure to Spanish along with opportunities to experience Hispanic/Latino culture.

Instruction, in Spanish or English, follows appropriate grade-level and content-area NCSCS goals and objectives. The learning environment features frequent opportunities for student inquiry and project-based learning. Availability of hardware, software, and staff support allows students and teachers to use multimedia technology effectively for curriculum-related projects. No matter what achievement level a student has previously attained (or not attained), teachers strive for substantial academic growth for every student. In addition to a strong showing on state tests at the end of Year 2, Joyner staff also felt that the theme promoted other positive student outcomes including higher levels of self-esteem, positive cross-cultural attitudes, and peer leadership skills.

The “Many Threads, One Fabric” schoolwide theme used in Years 1 and 2 was continued in Year 3. Previously scheduled at the end of the school year, this year the event was held on the last Friday before winter holidays. Many faculty members felt that this would be more effective than crowding the event in at the end of the school year. “Many Threads, One Fabric” also became a full-day event, rather than sharing time with field day as it had in the past. This allowed ample time for students to showcase projects which demonstrated their interest in and grasp of technology, Spanish, and writing. Student groups presented their own projects and also observed other students’ presentations. Grade levels and themes of their projects were as follows:

- Kindergarten, a mock trip to Mexico;
- 1st grade, animals;
- 2nd stories about sounds in Spanish illustrated with actual sounds;
- 2nd grade, arts from Hispanic countries;
- 4th grade, North Carolina projects presented in Spanish; and
- 5th grade, history museum of the U.S. colonial period.

Scheduling this year caused some demonstrators to miss presentations by other groups that they wanted to observe. The scheduling process should be reviewed to prevent such conflicts next year.

As they had in Year 2, Joyner students and teachers were again able to work with the two *writers-in-residence*. The first resident writer worked with 2nd and 5th grades and with the learning disabilities class. At the school for one week, she spent a total of 15 hours (3 hours a day) interacting with students and modeling strategies for teachers. Also spending five days at the school, the second writer-in-residence worked with 3rd and 4th grades and presented an innovative strategy for teaching writing. She split her time at Joyner into two segments separated by two weeks. This provided time for students to practice new methods and produce pieces that she could react to on her return visit.

The *literacy specialist-in-residence* who coached teachers in Year 2 worked in Joyner classrooms twice a month during the first semester of Year 3. She was able to review and reinforce the “Balanced Literacy” method of teaching reading and writing. She also provided special assistance to teachers who were teaching different grade levels this year than they taught last year. When the school year ended, teachers from Joyner were able to attend a three-day literacy workshop conducted by the visiting specialist.

The same person staffed Joyner’s coordinating teacher for Spanish and English position in Years 1 through 3. Such continuity has been beneficial for the project, especially because the coordinator is bilingual in Spanish and English. She was on the team that wrote Joyner’s project design in 2000-01 and has worked toward these objectives since that time. There was continuity in the instructional technology/multimedia coordinating teacher position from Year 1 through December 2003, Year 2, when that teacher retired. Within a month, another technology specialist was hired who continued the previous coordinator’s work with small student groups and individual grade levels. Most helpful was the computer/technology skills notebook that he produced and distributed to each teacher at Joyner. It contained a complete set of state curriculum goals and objectives matched to the particular grade level taught by each recipient.

Because they had been beneficial in the first two years of the project, Joyner’s core team continued its quarterly meetings in Year 3. Joyner team members were the principal, the coordinating teacher for Spanish and English, and the instructional technology/multimedia coordinating teacher (through December 2003.) The project director, recruiter, budget analyst, and evaluator also attended the meetings, which were a very effective forum for discussing plans and sharing relevant information. Meeting dates were blocked in at the beginning of the school year to ensure availability of team members. This meant that face-to-face communication occurred at regular intervals, and problems could often be solved or forestalled before they expanded.

Professional Development to Support the Theme: The coordinating teacher for Spanish and English continued to offer “Survival Spanish” training for English-speaking staff and Spanish-speaking parents. The course was also required for English-speaking staff who were new to Joyner in Year 3. Class attendance was good and students remained enthusiastic about the course. If interested, students could also select events to attend from the instructor’s list of activities in Raleigh’s Spanish-speaking community.

Literacy was a main focus for professional development during Year 3. Prior to the beginning of the school year, Joyner’s principal worked with a team of teachers including the instructional resource teacher, the cross categorical resource teacher, the technology specialist, and the reading specialists to carefully diagnose student learning needs. Once needs were identified, faculty used targeted literacy strategies to work with individual students and groups.

Training for new staff members was also a priority in Year 3. The eight new staff members had to be brought up to date on Joyner’s theme. Those who lacked basic Spanish skills needed to acquire them; thus, it was required that new staff enroll in “Survival Spanish.” Based on the staff development benchmark for Year 3, 95% of new staff at Joyner were expected to attend professional development offerings directly related to their role in the project (Table 23). The project evaluator’s review of WCPSS staff development transcripts determined that new staff members did attend appropriate training. The kindergarten teacher who came at the very end of the year did not have a transcript, but will sign up for appropriate staff development sessions during the summer.

Table 23. Year 3 Professional Staff Development for New Staff Members at Joyner

Number of New Staff Members	Grade or Position	Transcript Reviewed
1	Kindergarten	Yes
1	Kindergarten	(new at end of the year)
1	Psychologist	Yes
1	Learning Disabilities Specialist	Yes
1	Media Specialist	Yes
1	Reading Specialist	Yes
1	Art Teacher	Yes
1	IRT (Instructional Resource Teacher)	Yes

The no-cost extension of the project into a 4th year will make further staff development opportunities available to new and returning staff members at Joyner. Some of this staff development will include:

- continuation of Spanish language classes;
- establishment of opportunities (events, places) for extension of language, cultural, and community service involvement;
- continuation of the key-pals program started with Joyner students and students in Colombia, plus the development of links with other Spanish-speaking countries;
- staff leadership in training for Thinking Maps, SuccessMaker, and curriculum mapping; and
- technology training in the development of electronic portfolios.

Although the Year 3 benchmark tracked staff development for new teachers, Joyner’s returning staff members also had numerous opportunities to improve their skills. Therefore, benchmarks for staff survey items about new instructional methods applied to the school as a whole. Year 3 benchmarks required that 90% or more of Joyner’s staff give positive responses on the spring 2004 survey. With only 60% of respondents agreeing or strongly agreeing that they had learned to use new instructional approaches, this benchmark was not met. When queried about particular approaches, 88% of respondents were *familiar* or *very familiar* with foreign or second-language learning, the main focus of Joyner’s theme. This was just short of the 90% benchmark. Much

lower percentages of faculty expressed familiarity with the five other instructional approaches important for the theme: technology integration, curriculum mapping, multiple intelligences, project-based learning, and inquiry learning. Therefore, Joyner did not meet this part of the benchmark for staff familiarity with new instructional approaches (Table 24).

Table 24. Year 3 Staff Survey Results for Joyner

Survey Item	*Percent Agree/ Strongly Agree
Through the magnet grant, I have learned to use new instructional methods.	60
New Instructional Approaches	Percent Familiar/ Very Familiar
Foreign- or Second-Language Learning	88
Integration of Technology into Instruction	75
Curriculum Mapping	69
Multiple Intelligences	52
Project-Based Learning	60
Inquiry Learning	52

*Survey response rate = 80%

Powell Elementary School, Project Objective 2-1e

Implementing National, State, and Local Reforms: As described in previous reports, Powell's significantly revised magnet theme encompasses numerous research-based national, state, and local reforms. Administrators, faculty, and staff are committed to offer each student the experiences and opportunities necessary to perform at the highest level possible, both artistically and academically. Students participate in rich and authentic experiences in the visual and performing arts and have ample opportunities to showcase their work. Teachers and specialists focus on the total child, with an emphasis on multiple intelligences, project-based learning, inquiry, and other brain-based instructional methods.

By the end of Year 3, Powell's visual and performing arts theme has been successfully established at the school. Staff members have become increasingly comfortable incorporating visual and performing arts; both teachers and administrators are finding additional opportunities to support and integrate arts, technology, and the academic curriculum. Classroom teachers across all subject areas and grade levels have learned to teach and integrate the arts into their lessons and have become committed to making strong connections to the arts curriculum. By the same token, arts teachers plan so that core-subject curriculum goals and objectives are reflected in their classes. Powell's gifted and talented (GT) electives program, open to every student in the school, has been significantly revised and expanded over the course of the project. It offers choices that are rich in the visual, digital, and performing arts, and strong in academics as well.

In Year 3, Powell's community arts liaison coordinator and its instructional technology/multimedia coordinating teacher continued to provide leadership and assistance for the Visual and Performing Arts theme. They worked closely throughout Years 1 and 2 with Powell's team of teachers, specialists, and administrators formed to support the visual and performing arts theme. They joined this group when it became Powell's official School Improvement Team in Year 3. The team included the two coordinating teachers as well as the principal, assistant principal, the media specialist, a visual arts teacher, a dance teacher, the instructional support technician, and one classroom teacher from each grade level. This committee helped broaden and strengthen Joyner's visual and performing arts theme. The group made decisions, maintained communication at each grade level, and supported staff members in achieving goals set out in the school improvement plan. In fact, the School Improvement Plan they developed for 2003-2005 is closely aligned with the goals of project Gateways.

Powell's principal and assistant principal have been particularly supportive of the visual and performing arts theme. The principal provided resources and direction in the area of staff development. He worked very closely with the School Improvement Team to set up schedules that provide for class time, arts time, and performance time appropriate for the needs of a visual and performing arts school. The assistant principal created activities to encourage greater student awareness of and involvement in the daily operation of the school. One such program, the Welcome Team, consists of students from all grade levels who are responsible for taking visitors on school tours and answering their questions about the school. The team was formed early in Year 3 so members were able to receive training and practice for their role. Due to Powell's Year 3 recruitment efforts to attract families for Year 4, the school had more visitors

than in the past. Welcome team members became very effective, and busy, ambassadors for the school and its theme.

The support of the School Improvement Team coupled with the work of numerous teachers and specialists enabled Powell to carry out several successful schoolwide arts events in Year 3. The week-long *Winter Solstice Festival* and *Spring Arts Festival* took place again this year, affording opportunities for students to showcase their visual and performing arts products and performances for parents and community members. There were four additional school-wide events during Year 3 in which some or all of the grade levels participated in arts and technology integrated programs.

- The *Welcome Back Celebration*:
 - included all teachers and students
 - a new school motto, developed by the teachers, and a school song, written by a 2nd grade class, were unveiled
 - event coordinated with first quarter-theme, *Getting to Know You, Each Other, and the School*
 - through language arts, information skills, visual and performing arts, and technology classes along with counseling experiences, students and teachers participated in the integrated follow-up unit
 - through the unit, each Powell student created a work art for display in the cafeteria during the school year
 - there was a final reflective activity at the end of the year

- The *Centennial of Flight* celebration:
 - incorporated the one-hundredth anniversary of the Wright Brother's first flight
 - each grade level learned about the historical flight through a variety of academic and performing arts experiences
 - coordinated with the 2nd quarter theme, *Tell a Story*
 - guest reader read myths about flight to students in grades K-2
 - many upper grades tuned in to a daily online video story about the Wright Brothers and the invention process
 - Teaching fellows from the Moorehead Planetarium at the University of North Carolina (UNC), Chapel Hill, taught special lessons about flight, physics, and inventions for grade 3-5 students
 - Students from all grade levels constructed various hand-made flying machines
 - celebration concluded with a whole-school simultaneous launch of students' flying machines on the actually first flight anniversary (the *Raleigh News and Observer* covered this event)

- *One Book-One School*:
 - brought together the entire school in a moving celebration of equal rights through music, language arts, drama, and visual arts.
 - Initiated by the Media Specialist

- every family at Powell received a copy of, Martin's Big Words: The Life of Dr. Martin Luther King, Jr. by Doreen Rappaport,
- distribution was during January in recognition of the Martin Luther King holiday
- event coordinated with 3rd quarter-theme, *Change Makes us Grow*
- integrated into Language Arts and Social Studies curriculum grades K-5 with reading and discussion of the book
- instrumental and vocal music teachers, the drama teacher and the visual arts teacher coordinated with the classroom teachers and created an assembly in which all students performed.
- based on the media specialist's description of this event to her, the author decided to visit Powell and spent an entire day with students at each grade level answering questions about her book, becoming a writer, and equal rights
- Morehead Planetarium movie preview:
 - invitation to attend a premier showing of *"Magic Tree House™ Space Mission"* at UNC Morehead Planetarium
 - all grades except kindergarten made a school trip to UNC to view the movie
 - authors Mary Pope Osborne and Will Osborne visited Powell before the trip and talked about the
 - fiction aspects of the *"Magic Tree House™"* series
 - research aspects of the *"Magic Tree House™"*
 - using drama, music, art, and technology, Powell students prepared a special presentation for the Osborns on the day of their visit
 - follow-up activities after the school trip included
 - classes made presentations of a Powell version of the research process told through a live rendition of a "Treehouse "type story.
 - students also provided information about appropriate resources to continue the research process

Professional Development to Support the Theme: In addition to individual professional development activities and conferences related to Powell's magnet theme, several extended, school-wide professional development workshops were offered during Year 3. The first was the Powell retreat, "Teaching the Arts with the Brain in Mind" (Part 3). This workshop, for the entire teaching and support staff, was a continuation of the curriculum mapping workshops offered in Year 2. It provided joint planning for teachers and arts specialists to build on their work together last year. They continued to review grade level curriculum and strengthen curricular connections. This type of planning is invaluable in a program like Powell's, where visual and performing arts should be reflected in the work of classroom teachers, and the specialists' use of visual and performing arts techniques should reinforce and extend classroom learning.

The "Digital Technologies in the Curriculum" course was developed to instruct the staff in new technologies that have become available through the project. Open to the entire staff, 15 separate after-school classes were scheduled between August 2003 and January 2004.

Participants could earn over 15 technology contact hours for the course. It was particularly important that new staff members had the chance to get “up to speed” on the range of new hardware and software available at Powell. In addition to other appropriate courses, all four new staff members participated in one or more of the classes related to their particular technology training needs (Table 25).

Table 25. Year 3 Professional Development for New Staff Members at Powell

Number of New Staff Members	Grade and Position	Completed Appropriate Staff Development		
		Digital Technologies to meet individual needs	Extended school-wide workshops	Other appropriate training
1	Kindergarten	Yes	Yes	Yes
1	4 th Grade	Yes	Yes	Yes
1	Dance	NA	Yes	Yes
1	Title I/Media	Yes	Yes	Yes

Digital technologies sessions, located at the school so staff members could learn on the equipment they use each day, focused on the school’s new portable and desktop computers. Topics included an overview of computer management operations, network connections, use of e-mail for staff communications, and the use of remote access from home to arts internet sites. Instruction for the district’s new computerized report cards was an essential component. Other sessions focused on new arts-related technologies—the use of scanners, digital cameras, and photo printing—as they related to the school-wide projects that were scheduled over the coming year.

“K-2 Literacy” was an ongoing workshop conducted by the school’s instructional resource teacher and the Title I literacy teacher. The workshop included training for grade K-2 teachers, but was open to any staff members interested in instructional strategies for teaching reading. To assist with district’s new requirement that teachers must earn three credits in reading to renew their licenses, Powell also scheduled a series of Paideia workshops. Although Paideia has not been a formal part of Powell’s theme, staff members were acquainted with the Paideia program. They decided that that Paideia approaches were appropriate to help staff members develop and improve skills their for teaching literacy.. The museums coordinator from Brooks, where Paideia in integrated into the magnet theme, offered a series of workshops in which Paideia methods were applied to the teaching of reading.

New in Year 3 was the “Learning Through Their Eyes” seminar series, which featured a combined approach to staff development. It included full staff meetings, modeling of classroom activities, administration of grade level surveys, assigned journal articles and books to read, and three one-hour seminars on the readings. Participating teachers and administrators were able to obtain a more in-depth perspective on differences in the learning process and the need for differentiated instructional strategies. The course will help teachers with instructional planning

related to state curriculum goals and objectives in visual arts, theatre arts, information skills, and English/language arts (Table 26).

Table 26. Learning Through Their Eyes Alignment with State Curriculum (NCSCS)

Title	Dates	Total Hours
Learning Through Their Eyes	August 2003-May 2004	Varied by session
Aligned with the following NCSCS Goals and Objectives:		
<p><u>Visual Arts Competency Goal 1:</u> The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.</p> <p><u>Visual Arts Competency Goal 3:</u> The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. (National Standard 2)</p> <p><u>Visual Arts Competency Goal 5:</u> The learner will understand the visual arts in relation to history and cultures. (National Standard 4)</p> <p><u>Visual Arts Competency Goal 7:</u> The learner will perceive connections between visual arts and other disciplines. (National Standard 6)</p> <p><u>Theatre Arts Competency Goal 2:</u> The learner will act by interacting in improvisations and assuming roles. (National Standard 2)</p>		<p><u>Information Skills Competency Goal 3:</u> The learner will relate ideas and information to life experiences.</p> <p><u>Information Skills Competency Goal 4:</u> The learner will communicate reading, listening and viewing experiences.</p> <p><u>English/Language Arts Competency Goal 1:</u> The learner will develop and apply enabling strategies and skills to read and write.</p> <p><u>English/Language Arts Competency Goal 2:</u> The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p> <p><u>English/Language Arts Competency Goal 3:</u> The learner will make connections through the use of oral language, written language, and media and technology.</p> <p><u>English/Language Arts Competency Goal 4:</u> The learner will apply strategies and skills to create oral, written, and visual texts.</p> <p><u>English/Language Arts Competency Goal 5:</u> The learner will apply grammar and language conventions to communicate effectively.</p>

Powell’s community arts liaison coordinator and the instructional technology/multimedia coordinating teacher were at the same summer 2003 *Views on Understanding* institute that Brooks’ museums coordinator attended. The institute, given by the Harvard Graduate School of Education, was described earlier in the Brooks section of Purpose 2. The Project Zero research group, which specializes in effective teaching and learning in the arts, is another sponsor of the institute. Project Gateways three coordinating teachers attended presentations on educational pedagogy for the multiple intelligences by Harvard professors, senior faculty, and researchers. Theory sessions were balanced by a selection of 25 hands-on sessions that allowed participants to concentrate on their individual interests. The Powell staff members who attended found their week at the institute to be directly applicable to many aspects of the visual and performing arts theme. They worked with Brooks museums coordinator to develop a presentation based on the institute presented this to the Gateways leadership team, at the Magnet Schools of America Conference, and for several other audiences.

Powell staff members had opportunities throughout the project to learn about instructional methods for implementing the Visual and Performing Arts theme. Results of the WCPSS spring 2004 staff survey indicate that 88% of Powell staff members responding to the survey *agreed or strongly agreed* that they had learned to use new instructional methods (Table 27). This is a relatively high percentage, but not high enough to meet the 90% benchmark for Year 3. The

survey listed four new instructional approaches used for Powell’s theme. Over 90% of responding staff members were *familiar or very familiar* with two of these — integration of visual and performing arts and multiple intelligences. Because staff familiarity with half of the listed approaches (2 out of 4) was above 90%, this benchmark was attained. At 81%, staff familiarity with technology integration was acceptable, but the 35% for curriculum mapping is not encouraging. Curriculum mapping was an important part of the “Teaching the Arts with the Brain in Mind” series offered at the beginning of Years 1 through 3. The project’s extension year will provide time for administrators and coordinators at Powell, who need to take a serious look at this result and develop plans to change it.

Table 27. Year 3 Staff Survey Results for Powell

Survey Item	*Percent Agree/ Strongly Agree
Through the magnet grant, I have learned to use new instructional methods.	88
New Instructional Approaches	Percent Familiar/ Very Familiar
Integration of Technology into Instruction	81
Integration of the Visual and Performing Arts	92
Curriculum Mapping	35
Multiple Intelligences	92

*Survey response rate= 38%

BENCHMARK CHART 2-2.1 a-e

<p>WCPSS Project Objectives 2-2.1 a-e:</p>	<p>By June 30, 2004, program curricula for the new and significantly revised magnet themes at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will be 100% aligned with the state’s challenging content (<i>N.C. Standard Course of Study—NCSCS</i>) and performance standards (<i>N.C. State Accountability System—ABCs</i>) as evidenced by:</p> <ul style="list-style-type: none"> • reviews of all new curriculum documents by Curriculum Specialists verifying the correlation of curricular materials with the state curriculum (NCSCS) and • reviews by Evaluation Specialists of official <i>Public Schools of North Carolina End-of-Grade Tests Grade-Level Reading and Mathematics Summary Goal Reports</i> to assess the percent of items correct for each NCSCS reading and math goal measured in the state accountability system. 			
<p>Indicator 2-2</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>	
<p>State content and performance standards. Project designs explicitly provide evidence of the use of challenging State content standards and student performance standards. These are reflected in the program curriculum and in planned student assessments aligned to the curriculum.</p>	<ul style="list-style-type: none"> • Curriculum Specialists verify that <u>all</u> completed curriculum documents align with challenging state content standards (NCSCS) • Evaluation Specialists verify that <u>all</u> completed curriculum documents align with state performance standards (ABCs) by reviewing the percent of End-of-Grade Reading and Math test items correct for each NCSCS goal and objective 	<ul style="list-style-type: none"> • In fall 2004, Curriculum Specialists verify that <u>all</u> new curriculum documents align with challenging state content standards (NCSCS) • In fall 2004, Evaluation Specialists verify that <u>all</u> new curriculum documents align with state performance standards (ABCs) by reviewing the percent of End-of-Grade Reading and Math test items correct for each NCSCS goal and objective 	<p>Brooks Joyner Millbr. Powell Moore Sq.</p>	<p>Yes Yes Yes Yes Yes</p>
			<p>Brooks Joyner Millbr. Powell Moore Sq.</p>	<p>Yes Yes Yes Yes Yes</p>

In addition to completing professional development training related to their schools’ new and significantly revised magnet themes, staff members also developed new curriculum documents to support these themes. Project benchmarks for Purpose 3 spell out the specific number of curriculum units that schools were expected to complete in Years 1, 2, and 3. This section, for Objective 2-2.1, lists the titles of all curriculum documents completed by August 31, 2004. In fall 2004, the project director and evaluator reviewed every completed unit to ensure its alignment with state content and performance standards. They used their respective backgrounds in curriculum and evaluation to verify that state content standards were appropriately included and that planned assessments reflected performance standards of the state testing program. Every unit completed by the end of August 2004 has been reviewed (Tables 28-35). Extension of the project for a fourth year will allow the small number of incomplete units to be finished. These will be reviewed on or before August 31, 2005, with review results included in the final report.

Moore Square Middle School, Project Objective 2-2.1a

The design format developed last year for Moore Square’s curriculum units was used again in Year 3. It provided an effective guide for interdisciplinary planning by grade-level teams and departments. Units, which encompass at least two full weeks of instruction in one or more subject areas, include a variety of Paideia teaching methods (didactic presentations, coached project, and seminars). There is also an innovative instructional component related to the museums theme. Supplemental teaching materials and evaluation rubrics are provided. Once implemented, units are reviewed, revised, and improved.

Benchmarks required that faculty at Moore Square complete a total of 20 curriculum units by the end of the project. Five units were completed in Year 1. Completion of 15 more units across Year 2 (Table 28) and Year 3 (Table 29) brought the project total to the benchmarked level of 20 units.

Table 28. Year 2 Curriculum Development for Moore Square

Moore Square Year 2 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Apples, Herbs, and I Spy (Colonial North Carolina)	Yes	Yes	<u>Gd 8 Social Studies</u> : 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 3.08, 5.02
Human Body Museum	Yes	Yes	<u>Gd 8 Science</u> : 2.01, 2.02, 2.03, 2.04, 3.01, 3.02, 3.03 <u>Guidance</u> : 001.00, 001.05
Space: the Final Frontier	Yes	Yes	<u>Gd 6 Science</u> : 3.03, 3.04, 3.05, 3.06, 4.03, 4.05
Media and Culture/Global Studies	Yes	Yes	<u>Gd 8 Social Studies</u> : 1.01, 1.02, 1.03, 2.01, 2.02, 2.03, 3.01, 3.02, 3.03, 3.04, 6.01, 6.02, 6.03, 7.01, 7.02, 8.01, 8.02, 8.03, 13.01, 13.02, 13.03,
Organization and Study Skills	Yes	Yes	<u>Gds 6-8 Guidance</u> : 001.00; 001.02; 001.04; 001.05; 001.06; 001.07; 001.11; 001.12; 002.01; 002.11; 002.02; 002.03; 003.04; 003.05; 008.08; 008.11; 009.11 <u>Gd 6 Computer/Technology Skills</u> : 03.1, 03.3, 03.8, 3.1, 3.3, 3.8
The Afterlife: Language Arts	Yes	Yes	<u>Gd 7 Language Arts</u> : 1.03, 2.01, 5.02, 6.01, 6.02
The Will to Win	Yes	Yes	<u>Gd 8 Social Studies</u> : 1.02, 1.03, 1.04, 1.05, 1.06, 2.01, 2.02, 2.03, 2.04, 2.05, 9.03
Tools and Technology, I	Yes	Yes	<u>Gd 6 Social Studies</u> : 1.0, 2.1, 02.03, 03.00, 03.01, 03.02, 05.00, 11.02, 11.03 <u>Gds 6-8 Guidance</u> : 1.0; 4.0; 001.00; 001.05; 011.11, 001.12

Table 29. Year 3 Curriculum Development for Moore Square

Moore Square Year 3 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Tools and Technology, II	Yes	Yes	<u>Gd 6 Science</u> : 1.1, 3.1, 4.3
The Power of Data	Yes	Yes	<u>Gd 7 Science</u> : A.1, A.2, A.4, 3.1, 4.3
The Blue and the Gray	Yes	Yes	<u>Gd 8 Social Studies</u> : 3.04, 4.01, 4.02, 4.03, 4.04, 4.05
Media and Culture/ Language Arts	Yes	Yes	<u>Gd 7 Language Arts</u> : 1.01, 1.03, 1.04, 2.02, 4.01, 4.03, 5.01, 5.02, 6.01, 6.02,
Core Subjects and Electives for In-School Suspension, I	Yes	Yes	<u>Gds 6-8</u> : Reinforces specific subject-area and elective competency goals and objectives correlated with curriculum pacing guide for specific quarter that suspensions occur
Core Subjects and Electives for In-School Suspension, II	Yes	Yes	<u>Gds 6-8</u> : Reinforces specific subject-area and elective competency goals and objectives correlated with curriculum pacing guide for specific quarter that suspensions occur
Eye on the Sky: The Weather	Yes	Yes	<u>Gd 7 Science</u> : 1.04, 1.05, 3.01, 3.02, 3.03, 3.04, 3.05, 3.06

Brooks Elementary School, Project Objective 2-2.1b

Brooks finalized 9 curriculum units in Year 2; these units were reviewed in fall 2003 (Table 30). In Year 3 Brooks completed only 2 units, which were reviewed in August 2004 (Table 31). Adding the 3 units that Brooks completed in Year 1 to the number of units from Years 2 and 3, Brooks' overall total is 14 finalized units. That total is 7 units short of the 21 that should have been completed by the end of the project. Approved proposals are already on file for several of the units still needed. The project director will track progress on all outstanding units to ensure that they are completed and reviewed by the end of the extension year.

Table 30. Year 2 Curriculum Development for Brooks

Brooks Year 2 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
A Sense of Systems	Yes	Yes	<u>Gd 5 Social Studies</u> : 1.01, 1.02, 1.03, 1.06, 3.01, 4.01, 4.02, 4.03 <u>Gd 5 Science</u> : 1.01, 1.02, 1.03, 1.04, 1.05, 1.06 <u>Gd 5 Mathematics</u> : 1.01, 1.10, 1.15, 1.17, 1.18, 2.04, 2.07, 2.10, 3.03, 3.04, 3.05, 4.01, 4.02, 4.03, 4.04, 4.08
Culture Curiosity	Yes	Yes	<u>Gd 3 Social Studies</u> : 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 7.1, 7.3, 11.2, 11.3 <u>Gd 3 Language Arts</u> : 2.3, 2.8, 3.2, 3.6, 4.4, 4.6 <u>Gd 3 Mathematics</u> : 4.1, 4.1, 4.3, 4.4 <u>Gd 3 Computer/Technology Skills</u> : 1.1, 1.2, 2.1, 2.4, 2.11, 3.1, 3.2
Kinders Care	Yes	Yes	<u>Gds K/K-1 Social Studies</u> : Goal 2, Goal2, Goal 4, Goal 6 <u>Gds K/K-1 Science</u> : 4.01, 4.02, 4.03, 4.04 <u>Gds K/K-1 Healthful Living</u> : 3.03, 3.04, 3.05, 3.06, 3.07, 4.04, 9.02, 11.01, 11.02, 11.03, 11.04, 11.05 <u>Gds K/K-1 Mathematics</u> : 1.01, 1.02, 1.03, 2.04, 2.05, 3.01, 3.02, 4.01 <u>Gds K/K-1 Language Arts</u> : 1.01, 1.02, 1.05, 2.03, 2.04, 2.05, 2.06, 3.01, 3.02, 3.03, 3.04, 4.01, 4.03, 4.04 <u>Gds K/K-1 Computer/Technology Skills</u> : 2.1, 2.2, 3.1 <u>Gds K/K-1 Music</u> : 1.01, 1.02, 1.05, 6.01 <u>Gds K/K-1 Visual Art</u> : 1.01, 1.03, 1.08, 1.10, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 3.07, 3.10, 3.11, 4.01 <u>Gds K-5 Guidance</u> : 1.01, 1.07, 1.08, 2.01, 2.03, 4.01, 4.02, 4.03, 4.08, 9.01, 9.02
Adventures in Early North Carolina	Yes	Yes	<u>Gd 4 Social Studies</u> : Goal 3.3, Goal 5, Goal 6, Goal 11, Goal 12 <u>Gd 4 Language Arts</u> : Goal 1, Goal 2, Goal 3, Goal 4, Goal 5 <u>Gd 4 Mathematics</u> : Goal 3.02, Goal 4.02 <u>Gd 4 Science</u> : Goal 4 <u>Gd 4 Computer/Technology Skills</u> : Goal 1, Goal 2, Goal 3
Making Change	Yes	Yes	<u>Gd 3 Computer/Technology Skills</u> : 1.3, 1.5, 2.1, 2.2, 2.4, 2.6, 2.7, 2.10, 2.11, 3.1, 3.4 <u>Gd 3 Social Studies</u> : SS2 <u>Gd 3 Language Arts</u> : Goal 2, Goal 3 <u>Gd 3 Mathematics</u> : 1.04, 1.15, 2.12, 4.02, 4.06
Our World Rocks	Yes	Yes	<u>Gd 1Science</u> : 2.01, 2.02, 2.03 <u>Gd 1 Computer/Technology Skills</u> : 2.08, 2.09
Staying Alive	Yes	Yes	<u>Gd 1 Science</u> : 1.01, 1.02, 1.03, 5.01, 5.02, 5.04, 5.06, 5.06 <u>Gd 1 Social Studies</u> : 1.1, 1.2, 1.3 <u>Gd 1 Computer/Technology Skills</u> : 2.5, 3.1, 3.2, <u>Gd 1 Information Skills</u> : 1.01, 1.03, 1.04, 1.05, 1.06, 1.07 <u>Gd 1 Mathematics</u> : 2.09, 2.12, 3.01, 3.02, 3.06, 4.01, 4.02, 4.03, 4.04 <u>Gd 1 Language Arts</u> : 2.03, 4.01, 4.02, 4.06

Table 30 (continued). Year 2 Curriculum Development for Brooks

Brooks Year 2 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Animal Survival	Yes	Yes	<u>Gds K/K-1 Social Studies: Goals: 1, 2, 4, 6</u> <u>Gds K/K-1 Science: 4.01, 4.02, 4.03, 4.04</u> <u>Gds K/K-1 Healthful Living/Physical Education: 3.03, 3.04, 3.05, 3.06, 3.07, 4.04, 9.02, 11.01, 11.02, 11.03, 11.04, 11.05</u> <u>Gds K/K-1 Mathematics: 1.01, 1.02, 1.03, 2.04, 2.05, 3.01, 3.02, 4.01</u> <u>Gds K/K-1 Language Arts: 1.01, 1.02, 1.05, 2.03, 2.04, 2.05, 2.06, 3.01, 3.02, 3.03, 3.04, 4.01, 4.02, 4.03</u> <u>Gds K/K-1 Computer/Technology Skills: 2.1, 2.2, 3.1</u> <u>Gds K/K-1 Music: 1.01, 1.02, 1.05, 6.01</u> <u>Gds K/K-1 Visual Arts: 1.01, 1.03, 1.08, 1.10, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 3.07, 3.10, 3.11, 4.01</u> <u>Gds K-5 Guidance: 1.01, 1.07, 1.08, 2.01, 2.03, 4.01, 4.02, 4.03, 4.08, 9.01, 9.02</u>
We Are Investigators	Yes	Yes	<u>Gd 1 Mathematics: 1.01, 2.01, 2.02, 3.01, 3.02, 4.01, 4.02, 4.04</u> <u>Gd 1 Language Arts: 3.01, 3.02, 3.03, 3.04, 4.04, 4.06, 5.02</u> <u>Gd 1 Science: 2.02, 3.01, 3.02, 3.03</u> <u>Gd 1 Social Studies: 1.01, 1.02, 1.03, 7.03</u>

Table 31. Year 3 Curriculum Development for Brooks

Brooks Year 3 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Can You Hear Me Now?	Yes	Yes	<u>Gd 2 Science: 4.01, 4.02, 4.03, 4.04</u> <u>Gd 2 Language Arts: 4.06, 4.07, 4.08, 4.09</u> <u>Gd 2 Computer/Technology Skills: 2.4, 2.5, 2.7</u> <u>Gd 2 Dance: 8.01, 8.02, 8.03</u> <u>Gd 2 Music: 2.01, 2.02, 2.07, 2.08, 4.01, 6.02, 6.03, 6.06, 6.07</u> <u>Gd 2 Visual Arts: 1.02, 1.03, 1.05, 1.06</u>
Understanding Community	Yes	Yes	<u>Gd 2 Language Arts: 3.01, 3.02, 3.03, 3.04, 3.06</u> <u>Gd 2 Social Studies: 1-1, 1-2, 1-3, 1-4, 3-1, 3-2, 3-3, 3-4, 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 6-1, 6-2, 6-3</u> <u>Gd 2 Mathematics: 2.01, 2.02, 2.05, 3.01, 3.02, 3.03, 4.01, 4.02</u> <u>Gd 3 Healthful Living: 4.01, 4.02, 4.03, 4.04, 9.01, 9.02, 9.03, 10.01, 10.02, 10.03</u> <u>Gd 2 Computer/Technology Skills: 1.1, 1.2, 1.3, 1.4, 1.5</u>

Millbrook Elementary School, Project Objective 2-2.1c

The IB Primary Years Programme curriculum that Millbrook Elementary faculty members completed in Year 1 and revised in Year 2 reflects IB’s inquiry approach. The 36-unit Program of Inquiry includes six transdisciplinary courses for each grade level. Grade-level units reflect the following themes: *Who We Are*, *Where We Are in Place and Time*, *How We Express Ourselves*, *How We Organize Ourselves*, *How the World Works*, and *Sharing the Planet*. A complete listing of themes, grade levels, and course titles was included in the July 2003 Performance Report for Year 2 (Table 36, pp. 84-85). During Year 2, each unit was reviewed by the project evaluator and project director to confirm that it incorporates suitable assessment practices and is aligned with appropriate subject-area competency goals of the NCSCS. This was the case for all 36 units, and that information also appears in Table 36 of the Year 2 Performance Report.

Joyner Elementary School, Project Objective 2-2.1d

Curriculum being developed at Joyner is designed to provide opportunities for students to create, plan, design, and produce meaningful projects linked to the NCSCS. Students also incorporate multimedia technology appropriately into their projects. Joyner staff developed the 9 units needed for Year 2, and alignment review information for these is given in Table 32. The four units required for Year 3 have also been completed and reviewed (Table 33).

Table 32. Year 2 Curriculum Development for Joyner

Joyner Year 2 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Caribbean Cruise: An Integrated Social Studies Unit	Yes	Yes	<u>Gds 1-2 Language Arts</u> : Goal 3, Goal 4 <u>Gds 1-2 Computer/Technology Skills</u> : Goal 2 <u>Gds 1-2 Science</u> : Goal 2 <u>Gds 1-2 Social Studies</u> : Goal 2, Goal 6, Goal 7, Goal 8
A Circle of Life, I	Yes	Yes	<u>Gd 2 Science</u> : Goal 1 <u>Gd 2 Mathematics</u> : Goal 2 <u>Gd 2 Computer/Technology Skills</u> : Goal 2 <u>Gd 2 Language Arts</u> : 1.04, 2.01, 2.02, 2.03
Creating Our Own Worlds: A Fiction Workshop	Yes	Yes	<u>Gd 5 English/Language Arts</u> : 1.03, 3.01, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 4.10, 5.01, 5.05, 5.06, 5.07, 5.08 <u>Gd 5 Computer/Technology Skills</u> : 2.4 <u>Gd 5 Visual Arts</u> : Goal 2, Goal 6, Goal 7
Let’s Be Healthy: Wise Food Choices	Yes	Yes	<u>Gd 2 English/Language Arts</u> : 3.03, 4.04, 4.08, 4.09 <u>Gd 2 Healthful Living</u> : 5.01, 5.02 <u>Gd 2 Second Language Study</u> : 2.01 <u>Gd 2 Computer/ Technology Skills</u> : 2.4, 2.6, 2.8, 3.1, 3.2 <u>Gd 2 Mathematics</u> : 4.01, 4.02

Table 32 (continued). Year 2 Curriculum Development for Joyner

Joyner Year 2 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Native Americans: Past and Present	Yes	Yes	<u>Gd 4 Social Studies</u> : 1.1, 1.2, 1.3, 2.2, 5.1, 5.2 <u>Gd 4 Language Arts</u> : 1.01, 1.02, 1.03, 1.04, 1.05, 1.06, 2.01, 2.02, 2.04, 2.053, 2.08, 2.09, 2.122, 4.01, 4.021, 4.026, 4.07, 5.03, 5.04, 5.052, 5.08, 5.09
Out of this World/ <i>Fuera del Mundo</i>	Yes	Yes	<u>Gd 3 Language Arts</u> : 4.03, 4.04, 4.09, 4.10 <u>Gd 3 Mathematics</u> : 4.06 <u>Gd 3 Computer/Technology Skills</u> : 2.8, 2.11, 3.1
Survival Spanish for Students: A Conversational Approach	Yes	Yes	<u>Gd 5 Second Language</u> : Goal 1, Goal 2, Goal 3, Goal 4, Goal 5, Goal 6, Goal 7
The Form of the Land	Yes	Yes	<u>Gd 5 Science</u> : 3.01, 3.02, 3.03 <u>Gd 5 Social Studies</u> : 4.2, 4.3 <u>Gd 5 Music</u> : National Standards 1, 2, 8
Animals Abound	Yes	Yes	<u>Gd 2 Science</u> : 1.03, 1.04 <u>Gd 2 Language Arts</u> : 2.03, 2.06, 4.14 <u>Gd 2 Mathematics</u> : 3.1, 3.2, 4.02 <u>Gd 2 Computer/Technology Skills</u> : 2.05, 2.08

Table 33. Year 3 Curriculum Development for Joyner

Joyner Year 3 Curriculum Documents	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
I Want to Publish and Be on TV	Yes	Yes	<u>Gd 5 English/Language Arts</u> : 1.02, 1.03, 1.04, 2.03, 2.07, 2.10, 3.04, 3.06, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 4.10, 5.01, 5.03, 5.05, 5.06, 5.07, 5.08 <u>Gd 5 Computer/Technology Skills</u> : 2.4, 3.6 <u>Gd 5 Information Skills</u> : 5.02, 5.03
Animal Adventures: A Study of Animal Adaptations	Yes	Yes	<u>Gd 1 Science</u> : Goal 1, Goal 3 <u>Gd 2 Science</u> : Goal 1 <u>Gds 1-2 Computer/Technology Skills</u> : Goal 2 <u>Gds 1-2 Language Arts</u> : Goal 3
A Circle of Life, II	Yes	Yes	<u>Gd 2 Science</u> : 1.01, 1.02, <u>Gd 2 Mathematics</u> : 1.01-1.12, 3.01, 4.01 <u>Gd 2 Language Arts</u> : 2.1, 2.09, 3.03, 4.04, 4.14 <u>Gd 2 Computer/Technology Skills</u> : <u>Standards for Foreign Language Teaching</u> (1999, American Council on Teaching Foreign Languages): 3.1, 3.2, 3.3, 3.4
Weather Watchers	Yes	Yes	<u>Gd 2 Science</u> : 2.1, 2.2 <u>Gd 2 Mathematics</u> : 3.1, 3.2, 4.02 <u>Gd 2 Language Arts</u> : 2.03, 2.06, 4.02 <u>Gd 2 Computer/Technology Skills</u> : 2.05, 2.08

Powell Elementary School, Project Objective 2-2.1e

Every student at Powell school participates in GT courses, choosing two electives each nine weeks of the school year. Electives emphasize the visual and performing arts, but also reflect the academic content of the NCSCS, as well as integrated technology studies. In Year 2, faculty at Powell completed four of the five new courses they were expected to produce for the electives program. The completed electives, which emphasize the visual and performing arts, are aligned with arts and core-area objectives or with technology objectives of the NCSCS (Table 34). Only one of the five units expected for Year 3 has been finished, and its alignment with the NCSCS has been checked (Table 35). By the end of Year 3, Powell’s gifted and talented electives program should have included a total of 15 new courses. However, the school is four units short of that total. An advantage of the extension of the project for a fourth year is that the project director can closely track progress on these units and encourage curriculum developers to complete them as soon as possible.

Table 34. Year 2 Curriculum Development for Powell

Powell Year 2 Curriculum Document	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Archimedes Activities	Yes	Yes	<u>Gd K Computer/Technology Skills:</u> Goal 1, Goal 2, Goal 3 <u>Gd K Mathematics:</u> 1.01, 3.01, 3.02, 3.04, 4.02, 5.01, 5.02
Webmasters II	Yes	Yes	<u>Gd 3 Language Arts:</u> 1.1, 1.5, 2.1, 2.6, 2.8, 3.6, 4.4, 4.5, 4.6, 4.8, 4.10, 5.1, 5.3, 5.4, 5.6, 5.7 <u>Gd 4 Language Arts:</u> 1.1, 1.5, 2.1, 2.6, 2.7, 2.8, 2.9, 3.5, 3.6, 4.5, 4.6, 4.8, 4.10, 5.1, 5.3, 5.4, 5.5, 5.6 <u>Gd 5 Language Arts:</u> 1.4, 2.1, 2.6, 2.2, 2.9, 2.10, 3.4, 3.4, 3.6, 4.6, 4.8, 4.10, 5.1, 5.3, 5.5, 5.6, 5.7 <u>Gd 3 Information Skills:</u> 1.9, 1.10, 1.11, 5.3, 5.4, 5.5 <u>Gd 4 Information Skills:</u> 1.7, 1.9, 1.10, 1.11, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5 <u>Gd 5 Information Skills:</u> 1.7, 1.9, 1.10, 1.11, , 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.3, 5.4, 5.5 <u>Gd 3 Computer/Technology Skills:</u> 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2 <u>Gd 4 Computer/Technology Skills:</u> Goal 1, 2.1, 2.3, 2.4, 2.10, 3.1, 3.1, 3.4 <u>Gd 5 Computer/Technology Skills:</u> Goal 1, 2.1, 2.3, 2.4, 3.1, 3.3, 3.5

Table 34 (continued). Year 2 Curriculum Development for Powell

Powell Year 2 Curriculum Document	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Story Telling with Video	Yes	Yes	<u>Gd 3 Language Arts</u> : 2.01, 4.8, 4.02, 4.03, 4.04 <u>Gd 4 Language Arts</u> : 2.01, 2.04, 4.02, 4.03, 4.05, 4.06, 4.07, 4.08, 4.09, 4.10 <u>Gd 5 Language Arts</u> : 2.10, 2.02, 4.03, 4.05, 4.10 <u>Gd 3 Computer/Technology</u> : 2.4, 2.9, 2.10, 3.1 <u>Gd 4 Computer/Technology</u> : 2.3, 2.4, 2.11, 3.1, 3.4 <u>Gd 5 Computer/Technology</u> : 2.2, 2.3, 2.4, 3.5 <u>Gd 3 Theatre Arts</u> : 1.01, 1.02, 1.05, 1.06, 1.07 <u>Gd 4 Theatre Arts</u> : 1.01, 1.02, 1.05, 1.06, 1.07 <u>Gd 5 Theatre Arts</u> : 1.01, 1.02, 1.05, 1.06, 1.07
Time, Temperature, and Money	Yes	Yes	<u>Gd 1 Mathematics</u> : 2.10, 2.11 <u>Gd 2 Mathematics</u> : 2.09, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15

Table 35. Year 3 Curriculum Development for Powell

Powell Year 3 Curriculum Document	Aligned with		NCSCS Goals and Objectives See full text of goals and objectives at http://www.ncpublicschools.org/curriculum/
	NCSCS	Asst. Stand.	
Public Art in the Community	Yes	Yes	<u>Gd 3-5 National Visual Arts Standards</u> : 1, 2, 3, 4, 5 <u>Gd 3 Visual Arts</u> : 1-7, 1-8, 2-1, 2-7, 3-10, 3-11, 4-2, 4-4, 4-6, 5-1, 5-5, 5-6, 5-7, 6-1, 6-2 <u>Gd 3 Social Studies</u> : 2-3, 7-3, 9-3 <u>Gd 4 Visual Arts</u> : 1-1, 2-2, 3-4, 4-3, 5-1, 5-4, 6-1, 8-2 <u>Gd 5 Visual Arts</u> : 1-3, 4-1, 5-1, 5-5, 6-1 <u>Gd 5 Social Studies</u> : 2-1, 2-3, 12-1

BENCHMARK CHART 2-2.2 a-e

<p>WCPSS Project Objectives 2-2.2 a-e:</p>	<p>By June 30, 2004, the new and significantly revised magnet themes at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Primary Years An International Baccalaureate Magnet Elementary School, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will assist the schools to meet or exceed both the growth and performance standards of North Carolina's state accountability system and to reach the WCPSS Board of Education Goal of having 95% of 3rd and 8th graders at or above grade level by 2003, as evidenced by:</p> <ul style="list-style-type: none"> • official results from the annual <i>ABCs of Public Education: Growth and Performance of NC Schools</i> report of the state Board of Education; • official results from the WCPSS Evaluation and Research Department annual publication, <i>Measuring Up : Progress Towards the 95% Goal</i>; and • surveys of staff members' perceptions of the effectiveness of the schools' magnet programs in helping meet standards of the state ABCs accountability system and expectations of the WCPSS Board Goal. 			
<p>Indicator 2-2</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>	
<p>State content and performance standards. Project designs explicitly provide evidence of the use of challenging State content standards and student performance standards. These are reflected in the program curriculum and in planned student assessment aligned to the curriculum.</p>	<ul style="list-style-type: none"> • Schools' ABCs Performance Composites will <u>exceed</u> the previous year's composite • Schools' ABCs Growth Composites will <u>meet high</u> growth, (Brooks and Moore Sq. will <u>meet expected</u> growth and <u>approach high</u> growth) • Schools' percent of 3rd and 8th graders at or above grade level in reading and math will <u>exceed</u> the district, indicating progress toward WCPSS Goal 2003, (Brooks and Moore Sq. will <u>equal or exceed</u> the district) • 90% of staff perceive that their school's magnet theme is effective in helping meet standards of the state ABCs accountability system and (80% of Brooks and Moore Sq. staff) 	<ul style="list-style-type: none"> • By the end of August 2004, the project evaluator will determine if schools' ABCs Performance Composites <u>exceed</u> the previous year's composites • By the end of August 2004, the project evaluator will determine if schools' ABCs Growth Composites <u>meet high</u> growth, (Brooks and Moore Sq. <u>meet expected</u> growth and <u>approach high</u> growth) • By the end of August 2004, project evaluator will determine if schools' percent of 3rd and 8th graders at or above grade level in reading <u>and</u> math <u>equals or exceeds</u> the district • Spring 2004 staff survey percent <i>agree/strongly agree</i> Brooks 85% Joyner 87% Millbr. 71% Powell 80% Moore 71% Sq. 	<p>Brooks Joyner Millbr. Powell Moore Sq.</p> <p>Brooks Joyner Millbr. Powell Moore Sq.</p> <p>Brooks Joyner Millbr. Powell Moore Sq.</p> <p>Brooks Joyner Millbr. Powell Moore Sq.</p>	<p>Yes Yes No Yes No</p> <p>Yes No No Yes No No No</p> <p>No No No No No</p> <p>Yes No No No No</p>

Brooks, Joyner, Millbrook, Powell, and Moore Square, Objective 2-2.2 a-e

Schools in this project selected instructionally innovative magnet themes not simply for the sake of innovation, but because of the potential of those themes to help students meet national, state, and local standards. Each year, North Carolina’s state accountability system, the ABCs of Public Education, provides valuable information on student achievement. The benchmarks of this project that deal with student achievement are closely linked to the ABCs standards. In Year 3, each school’s ABCs Performance Composite was expected to exceed that of the previous year. Joyner, Millbrook, and Powell’s ABCs Growth Composites were expected to meet the state’s standard for “high growth.” Brooks and Moore Square were expected to meet “expected growth” and show progress toward meeting “high growth.”

Brooks, Joyner, and Powell all met their Year 3 Performance Composite benchmarks because their 03-04 composites were higher than in 02-03 (Table 36). Neither Millbrook nor Moore Square met their Year 3 Performance Composite benchmarks, although Moore Square’s 85.3 composite was relatively close to the 86.1 composite for all middle schools in the system.

As required by the Year 3 benchmark for schools in their second year of implementation, Brooks met “expected growth.” Moore Square’s growth composite results will be reported at a later date (*see below). The other three schools were all expected to meet the state’s “high growth” standard. Powell is the only project school that succeeded in doing so.

The state End-of-Grade (EOG) test scores that are part of the ABCs accountability system were also used to set Wake County’s Goal 2003 for student achievement. The goal specified that 95% of 3rd and 8th graders in the system would score at or above grade level on North Carolina’s EOG tests in reading and mathematics. Although the goal officially concluded at the end of the 2002-03 school year, benchmarks in Purpose 4 of this report required that project schools meet this standard for the 2003-04. Year 3 benchmarks for Purpose 2 are also tied to Goal 2003. Rather than 95% competency, the Goal 2003 benchmarks for Purpose 2 required that project schools’ percent of 3rd and 8th graders scoring at or above grade level equal or exceed the system percentages. However, this was not the case for any of the five participating schools (Table 37).

Table 36. Year 3 ABCs Accountability System Growth and Performance Composites

School	ABCs Performance		ABCs Growth	
	2003-04 Performance Composite (compared to 02-03)	2002-03 Performance Composite	2003-04 Growth Composites (Composites ≥ 0.0 meet state standards)	
			Expected	High
Brooks Elementary	89.6 ↑	88.2	0.383	-0.092
Joyner Elementary	87.3 ↑	86.1	0.329	-0.147
Millbrook Elementary	83.0 ↓	85.0	-0.109	-0.608
Powell Elementary	87.5 ↑	85.0	0.481	0.025
Moore Square Middle	85.3 ↓	86.1	*see below	*see below

Please Note: At the time this report is being submitted, an appeal process is underway requesting that the North Carolina State Board of Education recalculate middle schools’ 2003-04 ABCs growth composites. It appears that the current ABCs growth formulas have had an undue negative impact for 6th grade reading. Throughout the state, less than 1% of schools had 6th grade reading results that indicated expected growth. The state board is expected to consider this matter at its November 2004 meeting. A recommendation has been made that growth composites for middle schools be calculated with 6th grade reading excluded. If this occurs, both the WCPSS and Moore Square expected growth composites will change.

Table 37. Year 3 Success in Meeting WCPSS Goal 2003

School	Percent of 3 rd (or 8 th) Graders Scoring At or Above Grade Level					
	Reading			Mathematics		
	School	District	School ≥ District	School	District	School ≥ District
Brooks Elementary	85.9	88.1	No	87.3	92.1	No
Joyner Elementary	78.5	88.1	No	86.1	92.1	No
Millbrook Elementary	73.0	88.1	No	82.8	92.1	No
Powell Elementary	82.1	88.1	No	88.1	92.1	No
Moore Square Middle	86.2	91.6	No	73.4	88.0	No

Just as staff members at project schools were expected to show positive opinions about their staff development opportunities in Year 3, they were also expected to display positive attitudes about the project’s effectiveness in helping students meet state standards. Objective 2-2.2 required that 90% or more of staff members surveyed would perceive their school’s magnet theme as being effective in helping attain state standards. (The requirement is 80% positive responses for Brooks and Moore Square, which are in their second year of implementation.) Results of the system’s spring 2004 staff survey show that Brooks is the only project school that met the Year 3 benchmark for positive staff attitudes about the project helping them meet state ABCs expectations (Table 38).

Table 38. Project Schools’ Year 3 Staff Survey Results Related to ABCs Expectations

Survey Item	School	Percent Agree/ Strongly Agree
The magnet grant helps our school meet expectations of the state ABCs.	Brooks	85
	Joyner	87
	Millbrook	71
	Powell	80
	Moore Square	71

PROGRESS IN ACHIEVING PURPOSE 3 OBJECTIVES

MSAP PURPOSE 3:

The development and design of innovative educational methods and practices.

MSAP OBJECTIVE 3:

Federally funded magnet programs feature innovative educational methods and practices that meet identified student needs and interests.

BENCHMARK CHART 3-1 a-e

<p>WCPSS Project Objectives 3-1 a-e:</p>	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will have implemented new and significantly revised magnet themes that meet identified student needs and interests as evidenced by:</p> <ul style="list-style-type: none"> • successful completion of at least 100 new curriculum documents; • sections of the annual project report outlining the research base of innovative educational methods and practices; • sections of the annual project report describing how innovative themes and elements are incorporated; • sections of the annual project report explaining how the themes and elements meet identified student needs and interests; • onsite observations showing 90% of staff implementing the theme appropriately; and • surveys of staff members' perceptions of the effectiveness of the program in meeting student needs and interests. 																																															
Indicator 3-1	Year 3 Benchmark	Year 3 Actual				Benchmark Met? Yes/No																																										
<p>Innovative themes. Magnet programs incorporate innovative themes and elements that meet identified student needs and interests.</p>	<ul style="list-style-type: none"> • 100% (100 out of 100) of curriculum documents completed for innovative themes and elements • Annual project report : <ol style="list-style-type: none"> 1. Substantiates continued tracking of research related to themes and elements and uses schools' experiences to describe the applicability of the research 2. Describes comprehensive incorporation of all themes and elements 3. Documents effectiveness of the themes and elements in meeting identified student needs and interests 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: center;">Number</th> <th style="text-align: center;">Yrs 1-3</th> <th style="text-align: center;">Percent</th> </tr> </thead> <tbody> <tr> <td>Brooks</td> <td style="text-align: center;">14</td> <td></td> <td style="text-align: center;">67</td> </tr> <tr> <td>Joyner</td> <td style="text-align: center;">16</td> <td></td> <td style="text-align: center;">100</td> </tr> <tr> <td>Millbr.</td> <td style="text-align: center;">28</td> <td></td> <td style="text-align: center;">100</td> </tr> <tr> <td>Powell</td> <td style="text-align: center;">11</td> <td></td> <td style="text-align: center;">73</td> </tr> <tr> <td>Moore Sq.</td> <td style="text-align: center;">20</td> <td></td> <td style="text-align: center;">100</td> </tr> </tbody> </table>	School	Number	Yrs 1-3	Percent	Brooks	14		67	Joyner	16		100	Millbr.	28		100	Powell	11		73	Moore Sq.	20		100	<ul style="list-style-type: none"> • Performance Report narrative sections for each school include: <ol style="list-style-type: none"> 1. New research sources related to themes and elements and explanation of their application 2. Description of ways in which themes and elements continue to be incorporated and expanded 3. Explanation of methods to identify new and continuing student needs and interests and of use of themes and elements to help address student needs 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>Brooks</td> <td style="text-align: center;">No</td> </tr> <tr> <td>Joyner</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Millbr.</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Powell</td> <td style="text-align: center;">No</td> </tr> <tr> <td>Moore Sq.</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Brooks</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Joyner</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Millbr.</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Powell</td> <td style="text-align: center;">Yes</td> </tr> <tr> <td>Moore Sq.</td> <td style="text-align: center;">Yes</td> </tr> </tbody> </table>	Brooks	No	Joyner	Yes	Millbr.	Yes	Powell	No	Moore Sq.	Yes	Brooks	Yes	Joyner	Yes	Millbr.	Yes	Powell	Yes	Moore Sq.	Yes
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Indicator 3-1, continued	Year 3 Benchmark	Year 3 Actual	Benchmark Met? Yes/No	
	<ul style="list-style-type: none"> Onsite observations showing 90% of selected staff appropriately implementing the theme throughout the school, (85% for Brooks and Moore Sq.) 90% of staff believe the themes and elements help them meet student needs and interests, (80% for Brooks and Moore Sq.) 	<ul style="list-style-type: none"> Observations in representative classrooms of teachers indicate themes and elements are being piloted appropriately. (See Objective 3-2 a-e) Spring 2004 staff survey results indicate 90% or more of respondents <i>agree/strongly agree</i> that the grant helps meet student needs and interests (80% for Brooks and Moore Square). 	See Objective 3-2 a-e	
			Brooks Joyner Millbr. Powell Moore Sq.	Yes Yes No Yes Yes

Project Objectives 3-1a-e, Brooks Elementary, Joyner Elementary, Millbrook Elementary, Powell Elementary, Moore Square Middle

Table 39 summarizes the total number and overall percent of curriculum units that each school completed by the end of Year 3. Titles and NCSCS goals and objectives for units finished in Years 2 and 3 are listed earlier in this report (see Purpose 2). Joyner, Millbrook, and Moore Square had completed 100% of their required units by the end of Year 3. Brooks fell seven units short of its required total, and Powell lacked four units. Both Brooks and Powell will make use of time during Project Gateways’ extension year to complete all the necessary units. The project director will track their progress, conduct curriculum writing workshops when necessary, and establish a timeline to ensure completion and review of all outstanding units by August 31, 2005.

Table 39. Curriculum Developed in Years 1-3 to Support Innovative Themes and Elements

School	Year 1 Number of Units Completed	Year 2 Number of Units Completed	Year 3 Number of Units Completed	Cumulative, Years 1-3			
				Number		Percentage	
				Bench- mark	Actual	Bench- mark	Actual
Brooks Elementary	3	9	2	21	14	100	67
Joyner Elementary	3	9	4	16	16	100	100
Millbrook Elementary	28	0	0	28	28	100	100
Powell Elementary	6	4	1	15	11	100	73
Moore Square Middle	5	8	7	20	20	100	100

Moore Square Middle School, Project Objective 3-1 a

Research Base of Innovative Methods and Practices at Moore Square Middle School: In the performance report for Year 1, Moore Square provided an in-depth review of references on middle school reform that informed the planning process for their museums theme. The Year 2 report provided literature citations and synopses of current research on museums learning, Paideia methods, and constructivist approaches related to the theme. The educational methods elucidated in these resources have continued to provide a valid framework for the museums theme at Moore Square.

The book Minds in Motion: Using Museums to Expand Creative Thinking, 3rd Ed. (Gartenhaus, 1997) was particularly relevant in Year 3. Every teacher received a copy at the beginning of the year and could refer to it at any time. They were able to use it to

- understand ways in which museums can trigger students' imaginations,
- appreciate the diverse experiences and varieties of information that can be conveyed through museums experiences, and
- envision how objects in museums can be used to enhance creative thinking.

Teachers' opportunities to see experienced colleagues model Paideia seminar techniques were expanded in Year 3. They could attend actual seminars during the school day and then discuss and critique them during staff meetings after school. Teachers were able to use reference materials from the National Paideia Center to further strengthen their ability to plan and use seminars. Every faculty member received copies of the following workbooks:

- The Seminar Sampler,
- Intellectual Coaching and the Coached Project, and
- Assessment for Teaching and Learning.

Innovative Educational Methods and Practices: Through its museums based learning curriculum, Moore Square has continued to employ innovative educational methods and practices. In their second year at the school, teachers were more willing and prepared to take their classes off campus. Thus, there were more offsite visits to museums in Year 3 than there had been in Year 2. In the school's second year of operation, museums staff members felt more comfortable at Moore Square and came to the school much more frequently. A new Year 3 project at the North Carolina Museum of History typifies these changes. To prepare for the project, museum staff offered professional development focused on object-based learning, teaching with primary documents, and developing classroom exhibits. This prepared teachers to plan and participate in student field trips to the museum. Students had hands-on learning experiences with relevant objects from the museum's collection. They interacted with representatives of cultural groups that had and continue to have an impact on the state's history. Teachers planned specific, curriculum related classroom activities to prepare students for work at the museum and to follow up on their experiences there.

Staff from area museums conducted professional development sessions for Moore Square faculty that emphasized innovative educational methods and practices. The following sessions were typical.

- Personnel from the Contemporary Art Museum and the NC Museum of Art presented workshops about their professional roles at each museum. This allowed teachers to collaborate most effectively with museum staff and to plan appropriate, curriculum-related experiences for their students.
- In preparation for student visits to the nationally-noted exhibit on the sinking of the Titanic, NC Museum of Natural Sciences staff members provided a "behind the scenes" tour for Moore Square faculty. This gave them a framework to link subsequent student visits to the relevant areas of the state curriculum, to emphasize the most salient aspects of the exhibit, and to effectively prepare for and follow up on student experiences at the museum.

- As they had done in Year 2, when their projects won awards at the district and state level, Moore Square students participated in the National History Day program in Year 3. This program is particularly relevant for Moore Square because students use skills similar to those for Paideia coached projects. National History Day is sponsored in North Carolina by the Archives and History Museum. As she had done in Year 2, the museums education director briefed teachers on the program and assisted with project-related research during the year.

The more fully developed curriculum units available in Year 3 incorporated numerous innovative teaching techniques and learning experiences. Arts specialists and grade-level teachers collaborated to develop unique learning experiences including opportunities such as the following.

- The Roots and Wings Festival
 - Encompassed the 6th and 8th grade Global Studies curriculum
 - Focused on North Carolina's Appalachian region
 - Used experiential teaching techniques through student performances of Appalachian ballads and tunes
- African Arts Alive
 - Designed to foster communication and respect for diversity
 - Provided workshops by an artist-in-residence
 - Afforded collaborative planning for teachers with the artist
 - Used music, dance, and rhythm from around the globe
 - Offered master classes and performance opportunities for students and teachers

Using Innovative Educational Methods to Meet Student Needs and Interests: Moore Square has a diverse student population, and staff members continue to focus on meeting the needs and interests of their students. A key goal at Moore Square is to increase the academic achievement of all students. Every student receives technology training so they can effectively use the school's state-of-the-art technology equipment. Area museums serve as laboratories of learning when students visit them, when museum staff come to Moore Square, and when teachers and museum staff members plan collaboratively. Students benefit from the object-based teaching and learning methods teachers have learned to use as part of the museums approach.

The Paideia method of teaching and learning is an important feature of the school's museums theme. Teachers use it to deliver a clearly defined, rigorous curriculum that engages students with original textual and source materials and enables them to produce meaningful projects. Seminars and coached projects featured in the Paideia method can greatly assist in meeting students' needs and kindling their interests. Seminars help students develop an understanding of and appreciation for their world and their relationship to it. By working on coached projects they produce meaningful products for authentic audiences (i.e., a real-world audience interested in or affected by the subject matter of the project). In Year 3, grade level teams at Moore Square sought to provide more of these types of audiences for their students' projects. In two instances they collaborated with Brooks Elementary.

Students from Brooks came to Moore Square as an authentic audience for the 7th grade Body Systems Museums Project. Seventh graders developed and exhibited projects featuring the various body systems. When Brooks students visited, middle school students who worked each project acted as tour guides, ensuring that the elementary students were able to view, ask questions about, and learn from the exhibits. Moore Square students, in turn, provided an authentic audience for the “Whose Story Is This” projects completed by 4th graders at Brooks (described in Purpose 2). A culminating event for the project took place at the Raleigh City Museum, within walking distance of Moore Square. At the museum, each Brooks 4th grader presented information about a famous North Carolinian they had researched and then inserted that figure into the proper place in the museum’s North Carolina history timeline. Due to their own studies in North Carolina history, the Moore Square students had a genuine interest in learning from presentations by the Brooks students.

For effective discussions in a Paideia seminar, students must study the text carefully, listen closely to the comments of others, think critically for themselves, and articulate both their own thoughts and their responses to the thoughts of others. This means that Paideia seminars are effective tools for meeting a variety of student learning needs. From the students’ point of view, the seminar differs from most other formal classroom experiences in that it asks them to voice and examine their own thinking at a sophisticated level, not just to replay the thoughts of the teacher or the textbook.

Brooks Elementary School, Project Objective 3-1b

Research Base of Innovative Methods and Practices: Resources cited in the Year 2 Performance Report have continued to provide a foundation for the museums theme at Brooks. Trained in the morning meeting process (2002, Kriete & Bechtel) last year, classroom teachers have retained and refined the practice this year. Because Paideia is significant instructional strategy at Brooks, National Paideia Center publications in last year’s report have also remained relevant. Added this year was the Vitalsoft Key™ software package (*Paideia: Key Seminar Library*), which was installed on teachers’ laptop computers. Created in conjunction with Paideia center staff, the program, is designed to organize, warehouse, and retrieve learning resource materials. It has been quite helpful to teachers in planning for Paideia seminars during Year 3.

In Year 3, Brooks’ teachers continued to develop their understanding of multiple intelligences as well as instructional approaches appropriate for Brooks’ museums theme. Resources from the 2004 Project Zero summer institute attended by the museums coordinator were particularly helpful. Among these were The Project Zero Classroom: Views on Understanding, (Hetland & Veenema).

Innovative Educational Methods and Practices: In Year 3, the museums coordinator reinforced last year’s staff development on Paideia instructional methods by modeling classroom seminar techniques. This enabled teachers to plan and conduct seminars more effectively. By using the seminar room, booked at least 15 times during Year 3, teachers could bring a level of formality to the seminar process. Students were able to understand that they were participating in a serious learning experience and to see seminars as an important aspect of the learning process.

The museums theme was supported through stronger relationships with local museums, particularly the NC Museum of Art, which hosted several special events for Brooks students and their families. Museum personnel provided professional development for Brooks teachers both at the museums and at the school. Students from all grade levels took part in carefully planned, curriculum-linked museum study trips. In preparation for each trip, the museums coordinator met with the classroom teacher to check curriculum alignment and establish goals for the study trip. They visited the museum to survey exhibits and identify those with a direct connection to the unit. They communicated with museum personnel and docents who would be interacting with students during the trip. In conjunction with study trips to the NC Museum of Art, Brooks' museums coordinator had access to the museum education room. She designed centers in the education room so that students could have multiple-intelligences-related experiences in preparation for their work in the museum *per se*.

Professional development also took place at museums and/or was conducted by museum personnel. The NC Museum of Art associate director of education's workshop on museums approaches to learning was a unique opportunity for Brooks faculty. They were also able to spend time "behind the scenes" at the art museum. Experiences like these equipped teachers at Brooks to bring a museums focus to their classrooms and to enhance the quality of their students' experiences at the museums.

A concerted effort was made again in Year 3 to provide time for regular planning meetings. Meetings were a forum for grade-level teams to plan together and to review and refine curriculum maps. Teams were also able to interact with Brooks' visual and performing arts, technology, and physical education specialists. Regular communication kept core teams and specialists in touch and facilitated their awareness of each other's curriculum. In this way, specialists and teachers were able to use innovations of the museums theme to reinforce the curriculum rather than detracting from it.

As it was in Year 2, parent involvement remained an important part of the museums theme at Brooks throughout Year 3. Parent volunteers were active in the recruitment process. They assisted at open houses, evening information sessions, and the district magnet fair. During one study trip to the art museum, parents helped the museums coordinator with activities in the education room so that docents and teachers could work with other student groups in the museum galleries. The "Brooks Family Experience," which was part of a museum special event on art and flight, drew many parents and other family members. Families also toured the Raleigh City Museum when students presented their "Whose Story Is This" projects as part of the North Carolina history timeline at the museum.

Using Innovative Educational Methods to Meet Student Needs and Interests: The morning meeting format, which faculty learned to use last year, was continued in Year 3. It is a short, introductory part of each classroom day. Coming together in a circle and communicating in a respectful tone, teacher and students briefly take turns sharing interests and events. The focus is on participants' affirmation and acceptance for themselves and others. Once morning meeting procedures are established, students feel a sense of ownership and look forward to this time. It can set a positive, personal tone for the rest of the day.

With Paideia methods, the role of the teacher shifts from imparting knowledge to facilitating and guiding students' acquisition of knowledge. This, in turn, can spur student interest and increase their involvement in the learning process. Use of coached projects in Paideia provides a chance for further student involvement in learning, and seminars give them the opportunity to organize and express their knowledge.

Brooks chose the museums theme because of its applicability for many different types of learners. The variety of museums experiences that occurred in Year 3 tapped into many facets of student learning. Museums activities were closely aligned with grade-level and content-area goals of the state curriculum. However, they offered a variety of non-traditional instructional modalities to achieve these goals, for example: museum study tours, performance arts opportunities at museum events, participatory experiences such as that with the Raleigh City Museum timeline, and special museum events for Brooks students and families.

Millbrook Elementary School, Project Objective 3-1c

Research Base of Innovative Methods and Practices at Millbrook Elementary School: The extensive research base of Millbrook's IB-PYP was documented in the Year 1 Performance Report and updated in Year 2. Resources cited in those two reports have continued to be effective and form the basis of many of Millbrook's approaches. Staff at Millbrook also keep abreast of new publications in the field. Two resources they have found useful this year for extending inquiry learning strategies throughout the PYP curriculum are: Does Inquiry Make a Difference? Examining our Beliefs about Curriculum (1996, Short, et al.) and Setting the Stage for Inquiry (2000, Ash).

In Year 3, Millbrook also initiated its own research project. Twenty-four staff members began action research to assess the effectiveness of Millbrook's electronic portfolios and their use for student-led conferences. Staff training topics for planning and creating the portfolios included the structure, function, and contents of an electronic portfolio. Teachers also developed technology skills needed for electronic portfolios and learned to access and revise portfolio templates. They studied and made plans to incorporate electronic portfolios into student-led conferences. A WCPSS Continuous Improvement and Professional Development Department staff member who has experience in action research also provided training. She led sessions on the action research process and served as a consultant to Millbrook's action research group.

Teachers identified their action research questions and gathered baseline data. In the coming year, they will broaden their understanding of action research, refine their research questions, complete data gathering and analysis, and report their results. Millbrook's technology specialist and IB coordinator have also been involved with the research group. These two staff members presented a session entitled *Electrified Student-Led Conferences* at the Magnet Schools of America Conference in April 2004. They provided an overview of Millbrook's action research and demonstrated use of their electronic portfolio template for student-led conferences. Attendees, who seemed enthusiastic about the action research project, requested more information and training for their schools.

Innovative Educational Methods and Practices: The Program of Inquiry curriculum, created for the PYP in Year 1 and improved in Years 2 and 3, continued to provide an effective vehicle for

innovative methods and practices at Millbrook. The program's transdisciplinary units encompass mathematics, literacy, and language arts goals as well as science, social studies, and the arts. Teachers outline key questions at the beginning of each unit and discuss them with students. This helps focus and guide students' learning and strengthens their engagement in the learning process. Structured activities and projects within each unit promote active participation by all students.

Typical of the new or expanded inquiry activities included in some units were two activities designed to increase international awareness. A second-grade unit on world communities emphasized similarities rather than differences across the globe. A year-long fifth-grade unit on the topic of *war* raised awareness of global conflict and culminated with student exhibitions. Other innovations that have continued or been expanded in Year 3 included the following.

- Leveled Book Room – the collection was expanded and a new room for grades 4 and 5 was developed
- The Science Laboratory – improved facilities and stronger emphasis on learning science by doing science
- 14 additional Science Kits – improved classroom integration of science
- Additional Second Language Materials – strengthened second language (Spanish) component
- Bilingual Media Center Additions – books and magazines, DVD's and CD's improved access to second language

Community service projects continued to be a popular choice to meet the action component requirement for PYP units. The action component is designed to broaden real-world community experience for students. Service projects added in Year 3 including planting trees in the school yard and conducting a clothing drive. Groups of students also collected school supplies and/or tennis shoes, which were sent to a country in need. Proceeds of Student Council fundraisers in Years 1 and 2 were used to purchase international flags for display on the school grounds. Profits of the fundraiser in Year 3 will be used to add to the school's collection of flags on display.

Additional technology equipment purchased in Year 3 included 68 new desktop computers, 39 wireless laptop computers, 3 LCD projectors, 21 printers, 9 scanners, and 6 digital cameras. One result of this was a slight reduction in Millbrook's ratio of students to computers – from 2.5:1 in Year 2 to 2.2:1 in Year 3. The technology specialist worked closely with the media specialist to assure appropriate deployment and utilization of all technology purchases. They assisted both teachers and students at all grade levels in using a PowerPoint template to create electronic student portfolios. This was challenging and time-consuming because students needed to create word processing documents, digital photographs, digital video clips, and digital sound recordings and to input them into portfolios. In addition to their involvement with electronic portfolios, the technology and media specialists developed and supported technology-rich projects for all grade levels. Listed below are examples of the successful technology integration projects in Year 3.

- Kindergarten: Retelling, story-sequencing project using PowerPoint software
- 1st grade: First, middle, last retelling of a book series using Kidspiration software
- 2nd grade: Research on money using the Internet

- 3rd grade: Story mapping of different versions of a story using word processing skills
- 4th grade: Research projects on animals and inventors using Internet and print media, word processing and PowerPoint software also included
- 5th grade: Research project on American Wars, using Internet and print media; classroom newspaper using word processing and desktop publishing, software

Using Innovative Educational Methods to Meet Student Needs and Interests: With inquiry learning, the educational mainstay of the PYP, teachers frame content topics in the form of key questions. Teachers and students use these questions to shape each curriculum unit, giving it direction and purpose. Although questions are a carefully pre-planned part of the unit, students are invited to add questions, or to expand or revise existing ones, when the unit is introduced to the class. The questions, which reflect curricular content as well as student needs and interests, serve as a balanced, manageable tool to guide student research and learning. In Year 3, grade-level teams reviewed and revised key questions for their units so they posed higher-order problems for students to consider.

Use of electronic portfolios to track and assess student progress, begun in Year 2, was improved and expanded in Year 3. In addition to grade-level assessments, teachers planned for progression and consistency across the grade levels. Students had opportunities to add digital work samples to their electronic portfolios. They could include items such as word-processed reports, audio and video clips, or scanned files of artwork and illustrations. This enabled students to document and reflect on their progress. It gave teachers opportunities to see students' accomplishments, identify areas of need, and select methods to meet those needs. In student-led conferences during regularly scheduled parent conference times, students used electronic portfolios to share and comment on class work with their parents. Portfolios will move up with students as they progress through the elementary grades. This will provide information about student strengths and needs so that future teachers can meet needs and foster strengths.

Professional development available to Millbrook faculty also equipped them to better meet student needs and interests. Although student testing results for Year 2 showed improvement in reading scores, the Millbrook staff once again chose reading comprehension as a school-wide focus in Year 3. As part of this focus, the assistant principal and PYP coordinator developed two on-campus reading courses, one each for K-2 and 3-5 teachers. The courses ran from January through May of 2004.

In the summer of Year 2, Millbrook's upper-grade-level Spanish teacher completed training in the Total Physical Response (TPR) method of language acquisition. She added TPR to her program during Year 3 as an effective method to improve students' long-term retention of vocabulary. This teacher also developed a Spanish section for the electronic portfolios so that students in grades 3-5 could include work from their Spanish classes. Parents of these students gave very positive feedback about the inclusion of Spanish in their portfolios.

For continued support of inquiry-based teaching and learning in science, three classroom teachers completed Science Kit training in Year 3. The addition of three more trained teachers to the science resource teacher and classroom teachers trained in previous years, expanded Millbrook's capacity to use science inquiry methods with their students. In Year 3, two other

classroom teachers were trained in the use of science notebooks to help students apply the scientific method, record their research, and reflect on their learning.

Joyner Elementary School, Project Objective 3-1d

Research Base of Innovative Methods and Practices at Joyner Elementary School: The research on inquiry- and project-based learning cited in the Year 1 and 2 performance reports remained relevant for Joyner in Year 3. Project staff also keep abreast of new resources, especially those related to the school's focus on "Balanced Literacy." This method of teaching reading and writing was the focus of professional development provided by the *literacy specialist-in-residence* in both Years 2 and 3. Two references were particularly helpful in Year 3: The Teacher's Guide to the Four-Blocks® (P. Cunningham, D. Hall, and C. Sigmon) and Guided Reading the Four-Blocks® Way (P. Cunningham, D. Hall, and J. W. Cunningham, 2000). Staff members were also trained in SuccessMaker, a program to improve student outcomes in reading and math (SuccessMaker Motion - A Research Summary).

Joyner's dual-language theme addresses language learning needs of language-minority students as well as native English-speakers. Spanish-speaking students are expected to acquire proficiency in English while maintaining and increasing proficiency in their primary language. English-speaking students should gain proficiency in Spanish while maintaining high levels of academic achievement in English. Research discussing the effectiveness of developmental two-way (dual language) immersion programs in comparison to traditional bilingual and English as a second language programs was cited in previous performance reports. An article reviewed in Year 3, "Impact of Two-Way Bilingual Elementary Programs on Students' Attitudes toward School and College" (K. J. Lindholm-Leary and G. Borsato, 2001), focuses on dual language programs. Findings suggest that these programs provide high-quality educational experiences for all students and promote higher levels of academic achievement.

Innovative Educational Methods and Practices: Joyner's dual language classrooms are comprised of both native English speakers and native Spanish speakers. As in past years, the program again provided NCSCS-based content instruction in English and Spanish. Math, social studies, and science were offered in Spanish, and literacy skills (language arts and communication) were taught in English. With instruction in both languages, students can develop proficiency in both Spanish and English. A good example of student success in Year 3 was demonstrated by the fourth grade dual language class. Students used their second language skills to complete required science projects and develop North Carolina studies brochures. These skills were further reinforced at the Science Fair and during the schoolwide "Many Threads, One Fabric" event, when dual-language students presented their projects to others not in the dual language program.

Faculty continue to see students' ability to interact appropriately with peers as essential to their academic growth and personal development. Project-based learning provides structured opportunities for students to work with their peers individually and in groups. Such opportunities can enrich learning and enhance their ability to cooperate and communicate. Whenever possible, technology specialists and Spanish teachers are involved in planning and implementing class and group projects. This provides guided access to appropriate technologies and allows broad participation and optimum performance for all students, regardless of language.

Across all three years of the project, teachers were encouraged to incorporate inquiry- and project-based learning into classroom instruction for the Language Explorations theme. With this type of instruction, teachers should serve as mentors rather than experts as students frame problems, search for solutions, and formulate answers. Individual students and student groups use projects to formally structure, pursue, and present inquiry results. Multimedia tools are integrated into the inquiry process to complement students' learning styles, tap into the multiple intelligences, and provide appropriate project-presentation formats. For example, following their study of U.S. history in Year 3, 5th graders created a newsletter on the Revolutionary War. Each student used Microsoft Word, Microsoft Publisher, and research on the Internet to develop a newspaper article with narrative and images about a key event in the Revolutionary War.

As in previous years, student clubs and activities were effective in Year 3 to extend Joyner's writing focus beyond the subject-area core curriculum. Representative activities are described below.

- Joyner celebrated its fiftieth anniversary in Year 3. Several groups of students reviewed school files and archives to identify people and events which had shaped the school during its fifty years. They compiled their findings and shared them at Joyner's golden anniversary celebration in May 2004.
- Over and above those produced in Years 1 and 2, students wrote additional bilingual books in Year 3. This further expanded the number of such resources published by Joyner's JAG Publishing Center. Costa Rican travel brochures and North Carolina regional brochures were two of the new writing projects. Kindergarten students, paying homage to Dr. Seuss, also wrote Spanish versions of Green Eggs and Ham.
- Again this year, Technology, Spanish, and writing were integrated when students of one Spanish teacher communicated electronically with students in the teacher's home country — Colombia. Both in class and through clubs, they emailed regularly and sent photographs and personal messages back and forth. These keypals (or "teclamigos") continued to grow in their ability to communicate effectively in their second language.
- After a revision of the morning bilingual news show, students developed journalistic writing skills as they wrote top news stories, special reports, weather broadcast information and interview questions.
- Continuing a tradition from last year, three teams from Joyner competed in the district Odyssey of the Mind competition in Year 3. In preparation for the competition, team members trained for the thinking tasks segment. They also worked together, thinking through a problem and solving it in a given period of time. Students at all grade levels became more familiar with the competition when teams practiced before the entire student body.

The JAG (Joyner's Authors' Guild) Publishing Center remained an invaluable resource to the school in Year 3. Student work is published in books that circulate during the year through the media center check-out process. Students take their published books home at the end of the school year. JAG had its own office in Year 3, which was an improvement over Years 1 and 2, when the center occupied a corner of the media center. With computers housed and available in a secure, dedicated space, the publication process went much more smoothly. Faculty took the publication process more seriously and students considered publication of their works to be even

more of an honor than in previous years. Staffing by parent volunteers was a mainstay this year as it had been in the past. During Year 3, 51 parents donated a total of 1,158 hours to JAG. They assisted in publishing 390 individual works and 77 anthologies. With 401 of Joyner's 408 students published in Year 3, either as individual authors or within anthologies, the center almost attained its goal of having every Joyner student become a published writer in the course of the year.

The "Writer's Wall of Fame" bulletin board, which reinforces Joyner's focus on writing and literacy skills, was continued in Year 3. The wall is a prominent feature of the school's main foyer, and exhibits can be seen by students, staff, parents, and visitors. Students are inspired by the opportunity to have their work exhibited and have a strong sense of pride when they and others see their work. Fiction, nonfiction, and poetry of 210 students were displayed in Year 3.

The video production studio for Joyner's bilingual television news show was dismantled in August 2003 and put in storage because of remodeling in that section of the building (see Section V of this report for more detail). It was April 2004 before the studio was operational once again, curtailing production of the daily news show until the next-to-last month of school. In Years 1 and 2 the show was titled *Buenos Días, Joyner*. Once it was finally in production for Year 3, the show was renamed *El Noticiero Jaguar*. Daily broadcasts featured segments in both Spanish and English which included top news stories, daily lunch menus, weather, special reports/interviews, student and staff birthdays, the Pledge of Allegiance (English and Spanish), and guest presenters. To gain a variety of experiences, students rotated through various production tasks and broadcast positions. Because the studio was not operable until late spring, fewer students were able to participate. The expectation for next year is a return to the goal of having every Joyner student participate in the news show at least once during the school year.

Innovative activities from year 2003-2004 included activities and opportunities such as the following.

- again this year, students were challenged to envision possibilities for the future during Joyner's annual Career Day, more than 30 professionals visited Joyner and shared the "ins and outs" of their jobs
- 3rd-5th grade students paired with their counterparts in grades K-2 to learn and practice effective student-to-student interaction skills; during the school year, upper grade students read with their K-2 partners; as K-2 students gained reading proficiency, the roles sometimes reversed, with K-2 students reading to their 3-5 partners
- 2nd grade students developed electronic portfolios to share what they had learned throughout the year with their parents and other students
- 3rd graders developed spreadsheet skills as they produced their own multiplication fact sheets; this reinforced their knowledge of multiplication and provided opportunities to learn about spreadsheets
- 4th graders practiced activities that reflected real-world skills
 - "Free Enterprise Day" focused on marketing, business relationships, supply and demand, and ethical behavior
 - dual language students interviewed for *facilitator* positions in one of the dual language kindergarten classes; as part of the process they

- completed a job application in Spanish giving their qualifications and explaining why they wanted the position
- had interviews with a Spanish-speaking teacher assistant to determine their levels of proficiency in Spanish
- those who were “hired” enjoyed their teaching role and other interactions with kindergartners; they were able to develop peer leadership skills in the process
- 5th graders studied ecosystems and created PowerPoint presentations to share information in both English and Spanish

Using Innovative Educational Methods to Meet Student Needs and Interests: Joyner’s formal statement of values contains three points that illustrate the school’s commitment to meet student needs and interests.

- Providing a clean, safe, caring, nurturing and enriching environment that allows children to follow their dreams and grow to their maximum potential.
- Utilizing research-based best practices and technology to support quality instruction and meet individual student learning needs so that each child will achieve academically.
- Welcoming the contributions of students, staff, families and the community to foster the educational, social, and emotional development of our students.

Communicating effectively in both English and Spanish is critical to Joyner’s ability to meet student needs and interests. And, it is difficult to identify student needs and spark their interests if their parents do not understand information from and about the school. Because English is the majority language in the district, it is important to make accommodations that allow effective communication with parents and students whose first language is Spanish. To do so, Joyner undertook activities such as the following in Year 3.

- Open house for Spanish-speaking families—due to low attendance in Years 1 and 2, Joyner produced a Spanish video to send home with Spanish-speaking families; the video explained the purpose of the Open House and invited families to attend; more than 85 students and families did attend
- English classes for Spanish-speaking families
- Spanish classes for English-speaking staff and parents

Joyner staff have striven throughout the project to provide cross-cultural experiences for students and their families. They sought to build a comfort level to enhance communication, regardless of language. In Year 1, the combination of English and Spanish language and culture seemed a surprise to many of Joyner’s clientele. In Year 2, they became excited about the opportunities afforded them and their children. Excitement continued into Year 3, and changing attitudes have led to friendships, with parents of English and Spanish speaking students embracing the program.

Powell Elementary School, Project Objective 3-1e

Research Base of Innovative Methods and Practices: The research sources cited in the Year 1 performance reported and updated in the Year 2 report continued to be relevant in Year 3. During the “Learning Through Their Eyes” professional development sessions (see Purpose 2), staff members also had the opportunity to read and discuss several new articles read. These

articles covered topics such as curriculum mapping, differentiation of instruction, Multiple Intelligences, and effective discipline practices.

The district now requires that teachers earn three credits in reading to renew their licenses. Quite a few teachers at Powell were due for renewal during or following Year 3. To assist teachers with this process, Powell offered Paideia professional development focused on reading. Thus, appropriate reference materials about this methodology were added to Powell's research materials. Several books and articles cited in previous reports helped kindle the project coordinators' interest in attending Harvard's Project Zero institute. One reference from the institute that they found particularly helpful was From Idea to Action: The Project Zero Classroom (D. Perkins, 1999).

Innovative Educational Methods and Practices: Across Years 1 through 3, Powell has continued to offer an integrated instructional program that includes varied modes of intelligences and learning styles. Staff members have learned to apply the theory of multiple intelligences through project-based learning. They incorporate technology into both the core content areas and elective courses. The interaction of the three strands of Powell's Visual and Performing Arts theme—arts in the academic classroom, the arts elective program, and the infusion of community arts participation—has helped staff members to create new ways of teaching and learning through the arts.

Studying innovative instructional methods and applying them over time has created numerous positive changes for Powell staff members since the inception of the project. There is evidence of:

- an increased awareness of student needs and respect for student differences
- more dialogue among teachers about how to help individual students
- ability to deal more effectively with student differences
- realizing the need for differentiated instruction to address needs of all types of students
- recognition that understanding of multiple intelligences assists in differentiating lesson plans
- constructive response to arts-focused special events through classroom activities to prepare for, follow up on, and/or extend students' learning opportunities related to the event
- professional respect amongst the staff, realizing that every staff member is a teacher, regardless of their specific title
- less of a "close my door, let me do my own thing" attitude and more openness and collaboration
- an increase in team planning and team teaching

The relationships between performing arts opportunities and student academic success has become clearer. Teachers see that

- students can "have fun" and yet excel in the arts and in academics,
- the performing arts—band, orchestra, choir---contributed to students' growth and confidence in other areas,
- students' success in the performing arts can have a positive impact on their ability to succeed academically, and

- students producing and/or appearing on Powell's televised morning news show recognize that they don't have to be perfect to try; they gain confidence that increases their desire to excel.

The interaction between core classroom experiences and visual and performing arts classes went much more smoothly in Year 3. Classroom teachers worked hard to see that the visual and performing arts were integrated into their core subject areas. They specifically asked to collaborate with Powell's visual and performing arts specialists, and they made a concerted effort to ensure that all students have opportunities to perform. The "us versus them" mentality is easing, and classroom teachers respect the arts specialists' desire and ability to reflect the core curriculum in their classes.

The schoolwide curriculum mapping process has greatly increased arts specialists' knowledge of the core curriculum. This, along with the weekly meetings of the project's arts coordinator with the arts specialists, helped foster connections between the arts and core curriculum. In response to encouragement to reach out to the whole school, the arts specialists visited core classrooms classes to explain their arts courses and encourage students to enroll. Classroom teachers have seen evidence of the core curriculum in electives taught by arts specialists. The visual arts teacher's writing elective provides a model of how to introduce art when teaching writing. Specialists were also instrumental in planning numerous schoolwide arts activities that reflected the core curriculum.

Community arts participation in Year 3 included two grade-level workshops by a community artist to help teachers integrate play writing into the writing curriculum. Fifth-grade students worked on improvisations with an *artist in residence*. A group of weavers taught about the history and art of weaving and worked with the entire school to create a tapestry.

Year 3 was a negative one for Powell's Arts Shops innovation. Over 90 students attended these six-week after-school performing arts sessions in Year 2. Sessions could not be scheduled in Year 3 due to lack of professional artists to teach them. The arts coordinator could not find professionals from outside of the school who would teach the sessions for the amount of money budgeted to pay them. Because of construction during the summer, Powell's server was not back online until almost the end of the second quarter of Year 3. Students and teachers could not access instructional programs, email, or the internet. It was also not possible for students to save and share their class work.

Using Innovative Educational Methods to Meet Student Needs and Interests: Staff training and experience over the course of the project have increased the ability of Powell's Visual and Performing Arts program to provide an optimal learning experience for all students. As noted above, teachers have developed an increased awareness of student needs and respect for student differences. They are better able to identify the needs of all types of students and plan differentiated instruction to meet them. Familiarity with multiple intelligences assists teachers in differentiating lesson plans. MI offers a variety of modalities which recognize differences in learning styles and suggest appropriate methods to address them.

Powell's electives program is also targeted to meet student needs and interests. Students select electives at the beginning of the first and third quarters. K-2 students choose two electives each

quarter, and students in grades 3-5 choose three. Electives provide in-depth experiences in the visual and performing arts. Appropriate aspects of the core academic curriculum are also reflected in the arts electives. Academic acceleration and study skills electives are also available for students needing or wanting this focus. Students, parents, and teachers, attend an elective “fair” in which they are acquainted with the content, approach, and organization of each elective to be offered during the upcoming quarters. The teacher and parents determine which elective offerings would best fit the each student’s talents and needs. The student can then choose among these options.

The Year 3 schoolwide *Getting to Know You, Each Other, and the School* theme, implemented in the first quarter, incorporated and reflected student needs and interests. *Getting to Know You* was designed to integrate language arts, visual arts, technology, and counseling. Every student created an artwork—a self portrait portraying their goals. A special schedule allowed counselors to visit each class and classes to visit the technology and visual arts specialists. That way the counselor and specialists could spend time helping each student develop goals for the school year. A career survey that students took on the internet also provided information to help set goals. In addition to their goals self portrait, students also wrote papers related to the theme.

Project Objectives 3-1a-e, Brooks Elementary, Joyner Elementary, Millbrook Elementary, Powell Elementary, Moore Square Middle

The preceding paragraphs describe various strategies that project schools used to identify student needs and interests. School staff members’ opinions about the project’s ability to help meet these needs and interests were assessed in the WCPSS Evaluation and Research department spring 2004 staff survey. As reported in Table 40, 90% or more of staff members responding at Brooks, Joyner, Powell, and Moore Square *agreed* or *strongly agreed* that the grant was of assistance in this area. The Year 3 benchmark was 90% staff agreement at Joyner, Millbrook, and Powell and 80% at Brooks and Moore Square. These respective levels were met or exceeded by four of the five schools in the project. The 79% agreement at Millbrook was well below the percentage benchmarked for Year 3.

Table 40. Year 3 Staff Survey Results on Student Needs and Interests

Survey Item	School	Percent Agree/ Strongly Agree
The magnet grant assists us in meeting the needs and interests of our students.	Brooks	94
	Joyner	90
	Millbrook	79
	Powell	95
	Moore Square	94

BENCHMARK CHART 3-2 a-e

<p>WCPSS Project Objectives 3-2 a-e:</p>	<p>By June 30, 2004, Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will have implemented innovative classroom methods and practices which promote student achievement as evidenced by:</p> <ul style="list-style-type: none"> • annual project report describing the degree to which new classroom methods and practices are research-based, innovative, and promote student achievement; • classroom observations showing that 90% of staff are effectively incorporating innovative educational methods and practices; • surveys of staff members' perceptions of the effectiveness of innovative methods in promoting student achievement; and • surveys of parents' perceptions of the effectiveness of innovative methods in promoting student achievement. 																																																		
<p>Indicator 3-2</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>																																																
<p>Innovative educational methods and practices. Magnet programs incorporate innovative educational methods and practices that promote student achievement.</p>	<ul style="list-style-type: none"> • Annual project report substantiates continued tracking of research related to innovative educational methods and practices and describes selected instances of applicability of research in the classroom • 90% of selected, representative staff members will be observed incorporating innovative educational methods and practices effectively in classrooms at each school • 90% of school staff believe that the program's innovative educational methods and practices promote student achievement (80% for Brooks and Moore Sq.) • 90% of parents believe that each school's innovative educational methods and practices promote student achievement, (80% at Brooks and Moore Sq.) 	<ul style="list-style-type: none"> • The previous section of this report (Objective 3-1 a-e) contains narrative sections for each school that update the research base, give current information about themes and elements, and explain how student needs and interests continue to be identified and met. <table border="1" data-bbox="854 1024 1211 1245"> <thead> <tr> <th><u>SCHOOL</u></th> <th><u>Number Assessed</u></th> <th><u>Percent Implementing</u></th> </tr> </thead> <tbody> <tr> <td>Brooks</td> <td>4</td> <td>100</td> </tr> <tr> <td>Joyner</td> <td>5</td> <td>100</td> </tr> <tr> <td>Millbr.</td> <td>23</td> <td>100</td> </tr> <tr> <td>Powell</td> <td>12</td> <td>100</td> </tr> <tr> <td>Moore Sq.</td> <td>3</td> <td>100</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Spring 2004 staff survey results indicate 90% or more of respondents <i>agree/strongly agree</i> that grant innovations promote student achievement. (80% for Brooks and Moore Sq.4) • Spring 2004 parent survey results indicate 90% or more of respondents <i>agree/strongly agree</i> education program is high quality and schools are <i>excellent/good</i> at helping their children learn (80% for Brooks and Moore Sq. staff) 	<u>SCHOOL</u>	<u>Number Assessed</u>	<u>Percent Implementing</u>	Brooks	4	100	Joyner	5	100	Millbr.	23	100	Powell	12	100	Moore Sq.	3	100	<p>See Objective 3-1 a-e</p> <table border="1" data-bbox="1227 856 1412 1728"> <tbody> <tr> <td>Brooks</td> <td>Yes</td> </tr> <tr> <td>Joyner</td> <td>Yes</td> </tr> <tr> <td>Millbr.</td> <td>Yes</td> </tr> <tr> <td>Powell</td> <td>Yes</td> </tr> <tr> <td>Moore Sq.</td> <td>Yes</td> </tr> <tr> <td>Brooks</td> <td>Yes</td> </tr> <tr> <td>Joyner</td> <td>No</td> </tr> <tr> <td>Millbr.</td> <td>Yes</td> </tr> <tr> <td>Powell</td> <td>Yes</td> </tr> <tr> <td>Moore Sq.</td> <td>Yes</td> </tr> <tr> <td>Brooks</td> <td>Yes</td> </tr> <tr> <td>Joyner</td> <td>Yes</td> </tr> <tr> <td>Millbr.</td> <td>No</td> </tr> <tr> <td>Powell</td> <td>Yes</td> </tr> <tr> <td>Moore Sq.</td> <td>No</td> </tr> </tbody> </table>	Brooks	Yes	Joyner	Yes	Millbr.	Yes	Powell	Yes	Moore Sq.	Yes	Brooks	Yes	Joyner	No	Millbr.	Yes	Powell	Yes	Moore Sq.	Yes	Brooks	Yes	Joyner	Yes	Millbr.	No	Powell	Yes	Moore Sq.	No
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Joyner	Yes																																																		
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Powell	Yes																																																		
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Project Objectives 3-2 a-e, Brooks Elementary, Joyner Elementary, Millbrook Elementary, Powell Elementary, Moore Square Middle

Year 3 benchmarks for this objective required that teachers effectively implement innovative educational methods and practices in their classrooms. The evaluator used a variety of methods to verify appropriate utilization of educational innovations at each school (Table 41). Regardless of the method, the evaluator reviewed the project proposal to identify elements that each school had listed as essential for its theme. A school’s identified elements were the basis for assessing the effectiveness in using educational innovations related to its theme. Factors such as classroom management, classroom arrangement, and teacher/student interactions were also considered.

Tables 42 through 46 report overall results of evaluations at each school. A total of 47 classrooms were included. The evaluator concluded that theme-related elements and classroom practices were being implemented appropriately (Table 41).

Table 41. Year 3 Use of Innovative Educational Methods and Practices

School	Method	Number of Classrooms	Theme Implemented Appropriately
Brooks Elementary	Classroom Observations by Evaluator	4	Yes
Joyner Elementary	Classroom Observations by Evaluator	5	Yes
Millbrook Elementary	Observations of Classroom Video Clips by Evaluator	23	Yes
Powell Elementary	Summary of IB site visit team’s classroom observations	12	Yes
Moore Square Middle	Classroom Observations by Evaluator	3	Yes

Table 42. Year 3 Use of Innovative Educational Methods and Practices at Brooks

Selection Process	Method	Date	Grade Level and/or Subject Area	Observer and Outcome
Museums coordinator/planner identified four experienced staff members representing a variety of subject areas and grade levels. Evaluator requested to observe “typical” classrooms; she recorded and reviewed field notes to assess implementation of essential elements for the magnet theme	Classroom Observation	5/17/05	Kindergarten Literacy	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Classroom Observation	5/17/05	1st Mathematics	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Classroom Observation	5/17/05	2nd Science	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Classroom Observation	5/17/05	4th Math/Technology	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices

Table 43. Year 3 Use of Innovative Educational Methods and Practices at Joyner

Selection Process	Method	Date	Grade Level and/or Subject Area	Observer and Outcome
Dual language teacher identified three experienced staff members in literacy, writing, and dual language grade levels. Also represented were the morning television production and the publishing center. Evaluator requested to observe “typical” activities and classes; she recorded and reviewed field notes to assess implementation of essential elements for the magnet theme.	Classroom Observation	5/19/04	3 rd Literacy	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Classroom Observation	5/19/04	4 th Dual Language	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Classroom Observation	5/19/04	5 th Writing	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements and classroom practices
	Observation	5/19/04	4 th and 5 th Television Production	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements
	Meeting with Parent Volunteer	5/19/04	All Grades JAG Publishing Center	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good evidence of essential elements

Table 44. Year 3 Use of Innovative Educational Methods and Practices at Millbrook

Selection Process	Method	Date	Grade Level and Number of Surveys Received	Observer and Outcome
<p>IB Primary Years Program (PYP) reflects essential elements and classroom factors for this project. Members of the IB authorization site visit team observed in all classrooms. A total of 23 teachers completed a survey to summarize results of their observation for the evaluator. The assessed implementation of essential elements and classroom factors based on: results of the survey validation of effective program implementation represented by the site visit team's recommendation to officially authorize the PYP program.</p>	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	K 5 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation
	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	1 st 5 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation
	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	2 nd 4 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation
	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	3 rd 4 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation
	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	4 th 3 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation
	Classroom Observations by IB Site Visitors	Nov. 17-18, 2003	4 th 2 Surveys	<u>Observer:</u> IB site visitors <u>Outcome:</u> Effective implementation of essential elements and classroom factors to support innovation

Table 45. Year 3 Use of Innovative Educational Methods and Practices at Powell

Essential element(s) represented	Classroom factor(s) represented	Date Shot Evaluation Date	Gd Level	Subject Area	Observer and Outcome
<ul style="list-style-type: none"> • Incorporate arts education opportunities within instruction • Instruction based on theory of inquiry and brain research 	<ul style="list-style-type: none"> • Classroom management • Organization • Respect 	<p>3/2/04</p> <p>6/10/04</p>	K	Lang Arts\ Visual Arts	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> • Incorporate arts education opportunities within instruction • Instruction based on theory of inquiry and brain research • Integrates Academic curriculum to authentic arts experiences • Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> • Students respectful teacher • Classroom management 	<p>11/03</p> <p>6/10/04</p>	1 st	Math/ Music Arts Visual Arts	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> • Incorporate arts education opportunities within instruction • Instruction based on theory of inquiry and brain research • Integrates Academic curriculum to authentic arts experiences 	<ul style="list-style-type: none"> • Students respectful teacher • Classroom management 	<p>1/04</p> <p>6/10/04</p>	2 nd	Lang Arts\ Dramatic Arts	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> • Technology as tools for creating and composing • Incorporate arts education opportunities within instruction 	<ul style="list-style-type: none"> • Students respectful teacher • Classroom management 	<p>1/04</p> <p>6/10/04</p>	3 rd	Lang Arts\ Dramatic Arts Visual Arts	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> • Integrates Academic curriculum to authentic arts experiences • Instruction based on theory of inquiry and brain research • Project-based learning 	<ul style="list-style-type: none"> • Students respectful teacher • Classroom management 	<p>2/04</p> <p>6/10/04</p>	3 rd	Social Studies	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> • Technology as tools for creating and composing • Project-based learning • Instruction based on theory of inquiry and brain research • Extends or prepares students for Exploratory arts and Preconservatory arts elective program • Technology as tools for acquisition and presentation of knowledge 	<ul style="list-style-type: none"> • Students respectful teacher • Classroom management • Availability of Technology 	<p>4/04</p> <p>6/10/04</p>	4 th	Science Lang. Arts Computer Tech Skills Info Skills	<p><u>Observer:</u> Evaluator</p> <p><u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>

Table 45 (continued). Year 3 Use of Innovative Educational Methods and Practices at Powell

Essential element(s) represented	Classroom factor(s) represented	Date Shot Evaluation Date	Gd Level	Subject Area	Observer and Outcome
<ul style="list-style-type: none"> Technology as tools for creating and composing Project-based learning Instruction based on theory of inquiry and brain research Extends or prepares students for Exploratory arts and Preconservatory arts elective program Technology as tools for acquisition and presentation of knowledge 	<ul style="list-style-type: none"> Students respectful teacher Classroom management Availability of Technology 	<p>12/03</p> <p>6/10/04</p>	4 th	<p>Social Studies</p> <p>Language Arts</p> <p>Computer/Tech Skills</p> <p>Information Skills</p> <p>Dramatic Arts</p> <p>Musical Arts</p>	<p><u>Observer:</u></p> <p><u>Evaluator</u></p> <p><u>Outcome:</u></p> <p>Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> Project-based learning Instruction based on theory of inquiry and brain research Extends or prepares students for Exploratory arts and Preconservatory arts elective program Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> Students respectful teacher Classroom management 	<p>10/03</p> <p>6/10/04</p>	5th	<p>Science</p> <p>Language Arts</p>	<p><u>Observer:</u></p> <p><u>Evaluator</u></p> <p><u>Outcome:</u></p> <p>Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> Project-based learning Instruction based on theory of inquiry and brain research Extends or prepares students for Exploratory arts and Preconservatory arts elective program Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> Students respectful teacher Classroom management Availability of Technology 	<p>3/04</p> <p>6/10/04</p>	K-2	<p>Social Studies</p> <p>Language Arts</p> <p>Computer/Tech Skills</p> <p>Information Skills</p> <p>Dramatic Arts</p>	<p><u>Observer:</u></p> <p><u>Evaluator</u></p> <p><u>Outcome:</u></p> <p>Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>
<ul style="list-style-type: none"> Project-based learning Instruction based on theory of inquiry and brain research Extends or prepares students for Exploratory arts and Preconservatory arts elective program Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> Students respectful teacher Classroom management Availability of Technology Availability of Other Resources 	<p>3/04</p> <p>6/10/04</p>	K-2	<p>Social Studies</p> <p>Language Arts</p> <p>Computer/Tech Skills</p> <p>Information Skills</p> <p>Dramatic Arts</p>	<p><u>Observer:</u></p> <p><u>Evaluator</u></p> <p><u>Outcome:</u></p> <p>Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation</p>

Table 45 (continued). Year 3 Use of Innovative Educational Methods and Practices at Powell

Essential element(s) represented	Classroom factor(s) represented	Date Shot Evaluation Date	Gd Level	Subject Area	Observer and Outcome
<ul style="list-style-type: none"> • Incorporate arts education opportunities within instruction • Instruction based on theory of inquiry and brain research • Integrates Academic curriculum to authentic arts experiences • Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> • Students respectful of teacher • Classroom management 	8/03 6/10/04	K-5	Language Arts Music Arts Visual Arts	<u>Observer:</u> Evaluator <u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation
<ul style="list-style-type: none"> • Incorporate arts education opportunities within instruction • Instruction based on theory of inquiry and brain research • Integrates Academic curriculum to authentic arts experiences • Project-based learning (students actively engaged, creating and applying concepts) 	<ul style="list-style-type: none"> • Students respectful of teacher • Classroom management 	1/04 6/10/04	K-5	Language Arts Social Studies Music Arts Visual Arts	<u>Observer:</u> Evaluator <u>Outcome:</u> Classroom video shows effective implementation of representative essential elements and classroom factors to support innovation

Table 46. Year 3 Use of Innovative Educational Methods and Practices Moore Square

Selection Process	Method	Date	Grade Level and/or Subject Area	Observer and Outcome
Museums coordinator identified three classes, one at each grade level, to showcase museums/Paideia approaches used in the school. Evaluator's field notes were used to determine level of effectiveness in implementing the theme.	Classroom Observation	5/6/04	8 th Grade Language Arts	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good representation of essential elements and classroom practices.
	Classroom Observation	5/20/04	6 th Grade Science	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good representation of essential elements and classroom practices.
	Classroom Observation	5/20/04	7 th Grade Drama	<u>Observer:</u> Project Evaluator <u>Outcome:</u> Good representation of essential elements and classroom practices.

In addition to using innovations in their classrooms, staff members at project schools were also expected to believe that these new methods would help promote student achievement. The benchmarked staff survey expectation for Year 3 was that 90% or more of staff members responding at Joyner, Millbrook, and Powell would *agree* or *strongly agree* that this was the case. At Brooks and Moore Square the benchmark was 80%. Positive opinions among staff members at all five schools ranged from 81 to 91% (Table 47). Brooks and Moore Square, schools that had the lower (80%) benchmark, met their Year 3 benchmarks. So did Millbrook and Powell, which had the higher (90%) benchmark. The 87% of Millbrook respondents agreeing or strongly agreeing that new instructional methods promote student achievement was not high enough to meet the Year 3 benchmark.

Table 47. Year 3 Staff Survey Results Related to Student Achievement

Survey Item	School	Percent Agree/ Strongly Agree
The magnet grant helps promote student achievement.	Brooks	91
	Joyner	87
	Millbrook	91
	Powell	90
	Moore Square	81

The WCPSS Evaluation and Research department also conducts parent surveys. Project benchmarks for the spring 2004 parent survey stipulated that at least 90% of Joyner, Millbrook, and Powell parents would feel that innovations underway at these schools help their children learn in the academic subject areas, the arts, and technology. The required percentage for Brooks and Moore square was 80%. Opinions expressed by parents were generally favorable for the elementary schools. In most cases, 80% or more of parents responding expressed positive opinions, with numerous instances of more than 90% agreement about the high quality of the educational programs at project schools (Table 48). Percentages of positive opinions of Moore Square parents responding to the survey ran from 65 to 88%. This follows the general pattern in WCPSS for middle and high school parents to respond less positively to the survey than parents of elementary students. The decision rules below were applied to create a single data point for each school to determine whether or not its Year 3 parent survey benchmark was met.

Decision Rules Used to Assess Objective 3-2 Parent Survey Benchmarks	
<u>Item-Level Analysis</u>	<u>School Analysis</u>
If 90% (80% for Brooks and Moore Square) or more of respondents choose <i>agree/strongly agree</i> or <i>excellent/good</i> for an item, that item meets the benchmark.	If four or more of the nine survey items for a school meet the item bench-mark, the school meets the benchmark.

Brooks, Joyner, and Powell met their overall Year 3 parent survey benchmarks; however Millbrook did not. Staff members at Brooks would do well to note the three lowest ratings given by their parents—*providing challenging work in all classes*, 78%; *helping child learn mathematics* (83%); and *helping child learn visual and performing arts* (81%)—and use this information to plan improvements. Amongst Joyner’s generally high percentages, teachers and administrators should be aware that the lowest percentage, 84%, was in the area of visual and performing arts. This was also the lowest area for Millbrook, with only 67% of parents giving the school a positive rating on helping their child learn visual and performing arts. For Powell, positive responses were all over 90% except for the item on helping children learn science (87%). With its generally lower percentages on all items, Moore Square did not make the Year 3 benchmark. It is probably particularly important to note the three items with positive responses below 70%: *challenging work in all classes* (65%), *helping child learn mathematics* (69%), and *helping child learn visual and performing arts*. This information should be used to plan improvements.

Table 48. Year 3 Parent Survey Results

Brooks Overall Survey Items	Brooks % Agree/Strongly Agree
My child's school provides a high quality educational program.	94
My child is given challenging work in all classes.	78
Brooks Content-Specific Survey Items	Brooks %Excellent/Good
Rate this school in helping your child learn:	
Reading	92
Writing	92
Mathematics	83
Social studies	86
Science	94
Visual and/or performing arts	81
Computers and technology	86
Joyner Overall Survey Items	Joyner % Agree/Strongly Agree
My child's school provides a high quality educational program.	98
My child is given challenging work in all classes.	89
Joyner Content-Specific Survey Items	Joyner %Excellent/Good
Rate this school in helping your child learn:	
Reading	98
Writing	94
Mathematics	98
Social studies	90
Science	89
Visual and/or performing arts	84
Computers and technology	85
Millbrook Overall Survey Items	Millbrook % Agree/Strongly Agree
My child's school provides a high quality educational program.	88
My child is given challenging work in all classes.	88
Millbrook Content-Specific Survey Items	Millbrook %Excellent/Good
Rate this school in helping your child learn:	
Reading	90
Writing	84
Mathematics	90
Social studies	81
Science	88
Visual and/or performing arts	67
Computers and technology	83

Table 48 (continued). Year 3 Parent Survey Results

Powell Overall Survey Items	Powell % Agree/Strongly Agree
My child's school provides a high quality educational program.	95
My child is given challenging work in all classes.	91
Powell Content-Specific Survey Items	Powell %Excellent/Good
Rate this school in helping your child learn:	
Reading	92
Writing	91
Mathematics	91
Social studies	91
Science	87
Visual and/or performing arts	96
Computers and technology	92
Moore Square Overall Survey Items	Moore Square % Agree/Strongly Agree
My child's school provides a high quality educational program.	81
My child is given challenging work in all classes.	65
Moore Square Content-Specific Survey Items	Moore Square %Excellent/Good
Rate this school in helping your child learn:	
Reading	82
Writing	76
Mathematics	69
Social studies	76
Science	76
Visual and/or performing arts	69
Computers and technology	88

PROGRESS IN ACHIEVING PURPOSE 4 OBJECTIVES

MSAP PURPOSE 4:

Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the grasp of tangible and marketable vocational skills of students attending such schools.

MSAP OBJECTIVE 4:

Federally funded magnet programs strengthen students' knowledge of academic subjects and skills needed for successful careers in the future.

The preceding two sections describe programmatic activities undertaken by project schools during Year 3 in their continued effort to strengthen students' academic knowledge and skills for future careers. In this section, results from North Carolina's ABCs accountability system are used to determine if Year 3 student achievement benchmarks for grades 3-8 were met. For students in grades K-2, results of the WCPSS literacy and mathematics assessment profiles are used. Benchmark Charts related to each Purpose 4 objective summarize successes and shortfalls in meeting expectations for Year 3. In the far right-hand column of the Benchmark Charts, a "Yes" or "No" denotes whether or not each benchmark in that chart was met. Figures following each chart depict the actual data points used to evaluate individual benchmarks.

For the 2003-04 school year, Brooks, Joyner, and Powell elementary schools met both the state ABCs expected and high growth standards; and they had ABCs performance composites of 89.6, 87.3, and 87.5, respectively. Performance composites show the overall percentage of students at these schools who scored at or above grade level on state tests. Millbrook Elementary did not meet the state's expected or high growth standards, and the school's 83.0 Performance Composite was down from 85.0 last year. As noted on the following page, the state will probably recalculate middle schools' growth composites, which is likely to raise Moore Square's expected and high growth composite. Under the current, contested calculations, Moore Square did not reach either the expected or high growth standard. When they become available, the school's recalculated growth composites will be reported as an addendum to this report. There were no problems with middle school performance composites; Moore Square's performance composite indicated that 85.3 percent of its students scored at or above grade level on state tests. This percentage was only slightly lower than the school's 2002-03 performance composite of 86.1 (see Purpose 2).

In spite of performance composites ranging from 83.0 to 89.6 and three schools attaining expected growth, only 7 of the 38 total student achievement benchmarks for Year 3 were met. To a certain extent, this lack of success with over 80% of the achievement benchmarks is an artifact of the high performance level of the district as a whole. Based on 2003-04 ABCs results, Wake County is once again among the highest performing districts in the state. In WCPSS, 84% of schools reached expected or high growth, compared to 75% statewide. The WCPSS performance composite showed 91% of students scoring at or above grade level, versus 81% for the state. Benchmarks for project Gateways, calibrated to this high standard, require that participating schools reach or exceed the district levels. The high expectation level was compounded in Year 3 because the majority of benchmarks stipulated that schools' student achievement results must exceed, not just equal or exceed, results for the district.

An alternate and perhaps more appropriate method of evaluating academic achievement for project schools is to chart their ABCs outcomes longitudinally. Figures tracking participating schools' ABCs growth and performance across Years 1-3 are provided at the end of Purpose 4. Although it has not happened for every group (*all*, *minority*, and *nonminority* students), schools' performance composites have risen across the course of the project, and minority students have progressed particularly well at four of the five schools in the project. The gap between achievement of minority and nonminority students also decreased at three schools. The extension of project Gateways for a fourth year will allow these trends to be further examined with the addition of ABCs results for the 2004-05 school year. In terms of the ABCs expected growth composite, 3 of the 4 elementary schools in the project have been consistent from year to year in meeting the state standard. The other elementary school has had more mixed results. Moore Square's pattern cannot be evaluated until the state completes the anticipated recalculation of 2003-04 middle school growth composites. Data from 2004-05 will be most useful in drawing conclusions about schools' ability to consistently meet the ABCs expected growth standard, or to exceed it by reaching high growth.

BENCHMARK CHART 4-1.1 a-e

<p>WCPSS Project Objectives 4-1.1 a-e:</p>	<p>By June 30, 2004, as a result of the implementation of new and significantly revised magnet themes, the state ABCs accountability district Growth Composite for Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School will exceed the Growth Composite for elementary and middle schools in the district as a whole; the schools' ABCs Performance Composites will be equal to or greater than district elementary and middle schools; and the schools will meet or exceed the WCPSS Board of Education Goal 2003 of having 95% of 3rd and 8th graders performing at or above grade level by 2003, as measured by:</p> <ul style="list-style-type: none"> • scale scores and performance levels on the state accountability district End-of-Grade Reading and Mathematics tests (grades 3-8); • focused holistic scores on the state accountability district writing assessment (grades 4 and 7); and • official results from the WCPSS Evaluation and Research Department annual publication, <i>Measuring Up : Progress Towards the 95% Goal</i>. 		
<p>Indicator 4-1</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>
<p>Improved student achievement. Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. (Applied learning skills include: higher order thinking skills, individual problem-solving ability, communication skills, computer skills, and ability to contribute to group projects.)</p>	<p><u>ABCs Growth Composite</u></p> <ul style="list-style-type: none"> • Schools' ABCs Expected Growth Composite will <u>exceed</u> the Expected Growth Composite for the district as a whole, (Brooks and Moore Sq. will <u>equal or exceed</u>) • When results are disaggregated by minority status: Schools' Expected Growth Composite will <u>exceed</u> that of the district for <u>both</u> minority and nonminority students, (Brooks and Moore Square will <u>equal or exceed</u>) 	<p><u>All Students</u> (Figure 1) Brooks Expected Growth < District Joyner Expected Growth < District Millbr. Expected Growth < District Powell Expected Growth > District Δ Moore Sq. Expected Growth ? District</p> <p><u>Minority Students</u> (Figure 1) Brooks Expected Growth < District Joyner Expected Growth < District Millbr. Expected Growth < District Powell Expected Growth < District Δ Moore Sq. Expected Growth ? District</p> <p><u>Nonminority Students</u> (Figure 1) Brooks Expected Growth > District Joyner Expected Growth < District Millbr. Expected Growth < District Powell Expected Growth > District Δ Moore Sq. Expected Growth ? District</p>	<p><u>All Students</u> Brooks No Joyner No Millbrook No Powell Yes Δ Moore Sq. NA</p> <p><u>BOTH Minority and Nonminority</u> Brooks No Joyner No Millbrook No Powell No Δ Moore Sq. NA</p>

Δ (Please Note: At the time this report is being submitted, an appeal process is underway requesting that the North Carolina State Board of Education recalculate middle schools' 2003-04 ABCs growth composites. It appears that the current ABCs growth formulas have had an undue negative impact for 6th grade reading. Throughout the state, less than 1% of schools had 6th grade reading results that indicated expected growth. The state board is expected to consider this matter at its November 2004 meeting. A recommendation has been made that growth composites for middle schools be calculated with 6th grade reading excluded. If this occurs, both the WCPSS and Moore Square expected growth composites will change. Therefore, no judgment will be made at this time about Moore Square's ability to meet its benchmarks for expected growth. Once a final decision is made, that information will be reported to the U.S. Department of Education as an addendum to this report.)

Indicator 4-1, continued	Year 3 Benchmark	Year 3 Actual	Benchmark Met? Yes/No																								
<p>ABCs Performance Composite</p> <ul style="list-style-type: none"> Schools' ABCs Performance Composite will <u>exceed</u> that of the district as a whole, (Brooks and Moore Sq. will <u>equal or exceed</u>) <p>When Performance Composite results are disaggregated by minority status:</p> <ol style="list-style-type: none"> Schools' Performance Composites will <u>exceed</u> that the previous year's composites for <u>both</u> minority and nonminority students; i.e., both groups will be expected to gain from one year to the next Gains will be reviewed to determine if differences in proficiency between minority and nonminority students at the schools are <u>less than</u> the previous year; i.e., the achievement gap has narrowed 	<p>ABCs Performance Composite</p>	<p><u>All Students</u> (Figure 2)</p> <p>Brooks Performance Composite < District</p> <p>Joyner Performance Composite < District</p> <p>Millbr. Performance Composite < District</p> <p>Powell Performance Composite < District</p> <p>Moore Sq. Performance Composite < District</p> <p><u>Minority Students</u> (Figure 2)</p> <p>Brooks Performance Composite < District</p> <p>Joyner Performance Composite < District</p> <p>Millbr. Performance Composite < District</p> <p>Powell Performance Composite < District</p> <p>Moore Sq. Performance Composite < District</p> <p><u>Nonminority Students</u> (Figure 2)</p> <p>Brooks Performance Composite > District</p> <p>Joyner Performance Composite > District</p> <p>Millbr. Performance Composite < District</p> <p>Powell Performance Composite > District</p> <p>Moore Sq. Performance Composite > District</p> <p><u>Minority and Nonminority Gains</u> (Figure 3)</p> <table border="1" data-bbox="797 1283 1240 1528"> <thead> <tr> <th></th> <th><u>Min.</u></th> <th><u>Nmin.</u></th> <th><u>Gap</u></th> </tr> </thead> <tbody> <tr> <td>Brooks</td> <td>Y</td> <td>~</td> <td>Y</td> </tr> <tr> <td>Joyner</td> <td>Y</td> <td>Y</td> <td>~</td> </tr> <tr> <td>Millbr.</td> <td>Y</td> <td>N</td> <td>Y</td> </tr> <tr> <td>Powell</td> <td>Y</td> <td>Y</td> <td>Y</td> </tr> <tr> <td>Moore Sq.</td> <td>N</td> <td>N</td> <td>~</td> </tr> </tbody> </table>		<u>Min.</u>	<u>Nmin.</u>	<u>Gap</u>	Brooks	Y	~	Y	Joyner	Y	Y	~	Millbr.	Y	N	Y	Powell	Y	Y	Y	Moore Sq.	N	N	~	<p><u>All Students</u></p> <p>Brooks No</p> <p>Joyner No</p> <p>Millbrook No</p> <p>Powell No</p> <p>Moore Sq. No</p> <p><u>BOTH Minority and Nonminority</u></p> <p>Brooks No</p> <p>Joyner No</p> <p>Millbrook No</p> <p>Powell No</p> <p>Moore Sq. No</p> <p><u>Minority/Non-minority</u></p> <p>Brooks Yes</p> <p>Joyner Yes</p> <p>Millbrook No</p> <p>Powell Yes</p> <p>Moore Sq. No</p>
			<u>Min.</u>	<u>Nmin.</u>	<u>Gap</u>																						
		Brooks	Y	~	Y																						
		Joyner	Y	Y	~																						
		Millbr.	Y	N	Y																						
		Powell	Y	Y	Y																						
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Indicator 4-1, continued	Year 3 Benchmark	Year 3 Actual	Benchmark Met? Yes/No																																																																																																						
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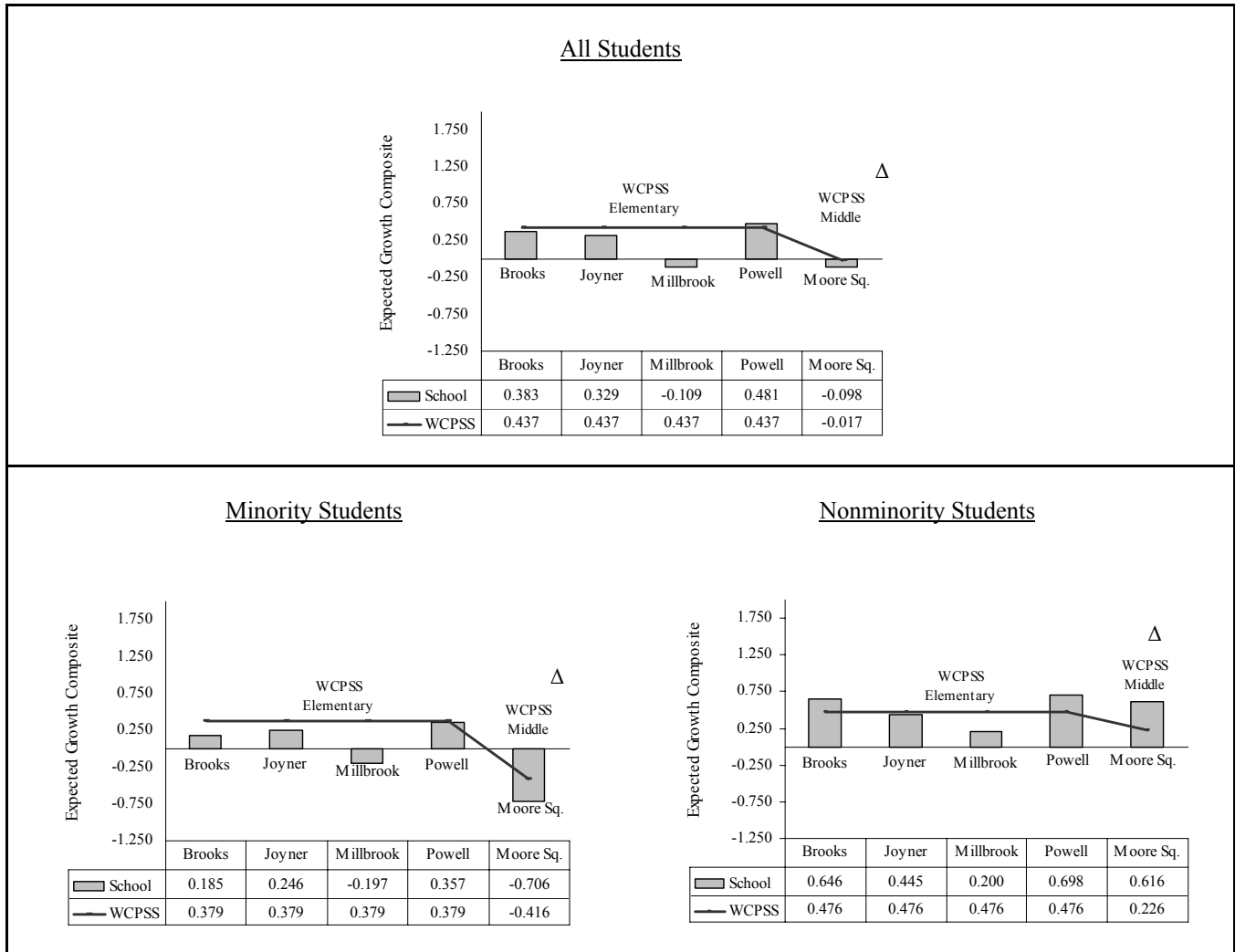
ABCs Expected Growth Composite

The majority of student achievement benchmarks for Purpose 4 are based on results from North Carolina's ABCs accountability system. The End-of-Grade (EOG) Reading and Mathematics tests that are part of the system measure attainment of goals and objectives of the state curriculum. Both the ABCs Growth and Performance Composites are being used to evaluate student achievement at project schools. The first benchmark for Purpose 4, Objective 4-1.1, is based on the ABCs Expected Growth Composite. For each project school, the benchmark anticipates that the expected growth composite for students overall, as well as minority and nonminority students, will equal (Brooks and Moore Square) or surpass (Joyner, Millbrook, Powell) district composites for these same groups.

As explained in the Project Status section of this report, the state accountability system employs EOG test results to calculate a growth composite for each school in the state. This pre/post-test model gauges student performance against the previous year. Schools achieve expected growth if the composite indicates, on average, one year's growth for one year of instruction. Because the model looks at differences between pre- and post-test scores, a growth composite of 0.0 or greater indicates that expected growth has been met.

Expected growth composites for WCPSS and project schools are reported in Figure 1. With data aggregated for all students, only Powell attained an expected growth composite that exceeded the district wide composite, thereby meeting this Year 3 benchmark. With data disaggregated by minority status, none of the elementary schools met the Year 3 benchmark, which required that expected growth composites for both minority and nonminority students exceed WCPSS (equal or exceed for Brooks). However, expected growth did outpace the district for nonminority students at Brooks and Powell (Figure 1). Judgments about whether or not Moore Square met its benchmarks for expected growth will be made and reported once the state completes the recommended recalculations explained previously.

**Figure 1. School and District Year 3 ABCs Expected Growth Composites
All Students and Disaggregated by Minority Status**



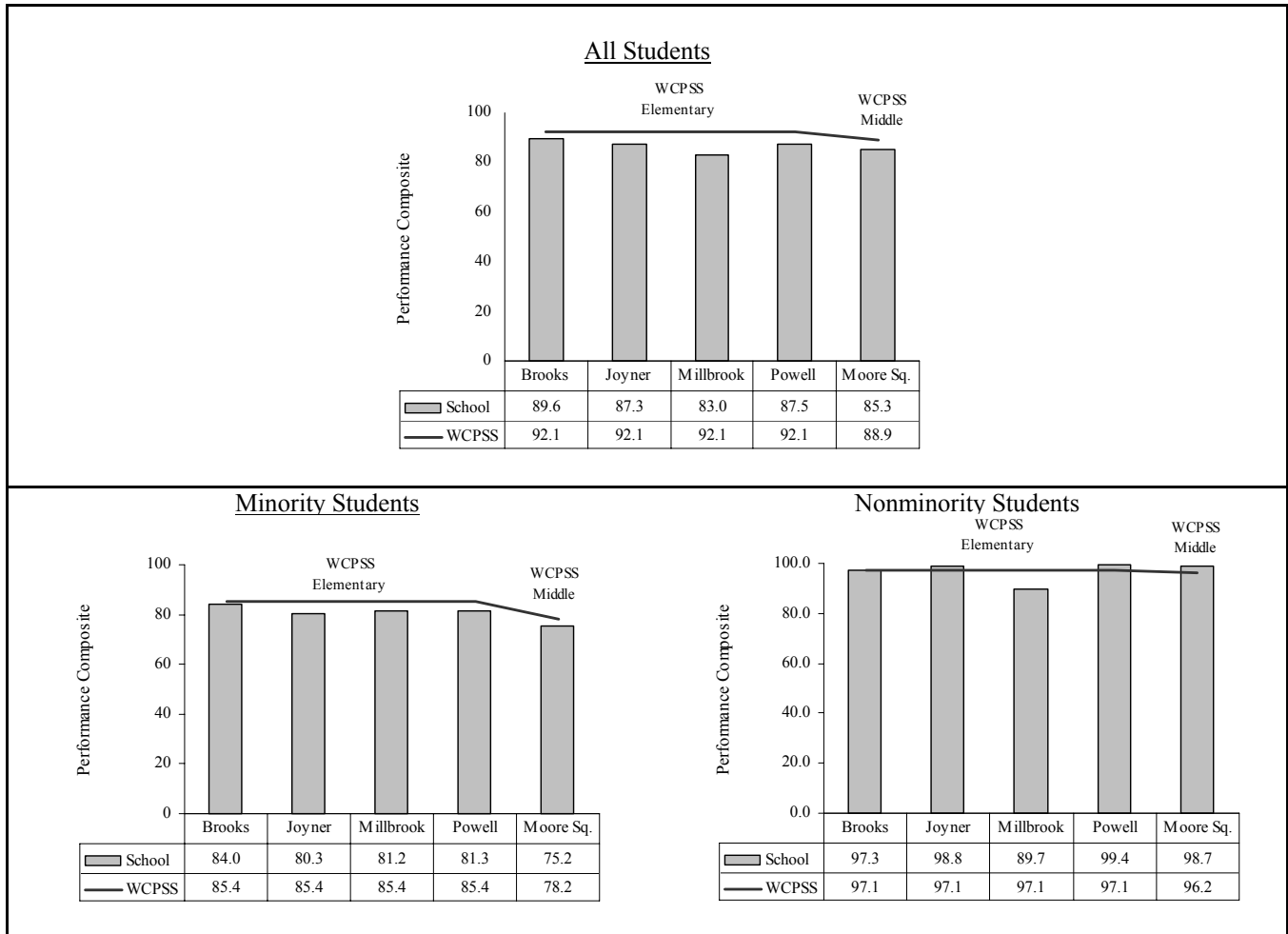
^Δ (See note on page 110 about possible recalculation of the 2003-04 middle school ABCs growth composites.)

ABCs Performance Composite

Objective 4-1.1 benchmarks employ the ABCs Performance Composite. This composite does not use a pre/post model, but looks instead at performance within the current school year. The state applies pre-established cut points to convert scale scores from its End-of-Grade tests to level scores. The level scores are used to group student performance into four categories: *well below grade level, below grade level, on grade level, or above grade level*. Each school then receives a Performance Composite representing its percent of students on or above grade level in reading and mathematics for the current school year. Year 3 performance composite benchmarks required that participating schools' composites equal (Brooks and Moore Square) or exceed (Joyner, Millbrook, Powell) those of the district. This was not the case for any of the five schools in the project (Figure 2).

Schools' performance composites were also expected to be on a par with or above the district for both minority and nonminority students. Performance composites of nonminority students at every school except Millbrook exceeded state performance, but no school equaled or outscored the district for minority students. Hence, no project school met the Year 3 performance composite benchmark for minority as well as nonminority students (Figure 2). At the beginning of Year 3, schools reviewed all Year 2 performance composite benchmarks that had not been met and targeted these areas for improvement. In spite of the lackluster results for Year 3 benchmarks, this review may have been helpful. The 2003-04 performance composites at Brooks, Joyner, and Powell were higher than the 2002-03 composites for all, minority, and nonminority students, although the improvement was not sufficient to exceed the district wide composites for these three groups. At Millbrook, the performance of minority students improved from 2002-03 to 2003-04. Only nonminority students showed improvement at Moore Square (Figure 2).

**Figure 2. School and District Year 3 ABCs Performance Composites
All Students and Disaggregated by Minority Status**



Decision Rules to Compare WCPSS and Schools' Performance Composites

(Figure 2)

- In its reports on the state ABCs, the WCPSS Evaluation and Research Department customarily rounds Performance Composite percentages to the nearest tenth. Because of this precedent, one decimal place is retained in this report, and is considered the *full Performance Composite*.
- In the majority of judgments about whether or not a school's Performance Composite is equal to or greater than the WCPSS Performance Composite, the school and district *full Performance Composites* are compared.
- In the few instances where a school's *full Performance Composite* is within five tenths of a percent of the district *full Performance Composite*, the school and district composites are judged to be equivalent.

In addition to setting student achievement targets for Year 3, the ABCs Performance Composite benchmarks for the project also specify standards for minority and nonminority student performance for the current year in comparison to the previous year. The expectation is not only that both groups will gain from one year to the next but also that the differences between minority and nonminority students' 2003-04 performance composites will be less than 2002-03, i.e., a decrease in the minority/nonminority performance gap. Thus, three criteria had to be satisfied for a school to meet this benchmark: an increase in the performance composite of minority students from 2002-03 to 2003-04, an increase in the performance composite of nonminority students from 2002-03 to 2003-04, and a decrease in the 2003-04 gap between performance of minority and nonminority students as compared to 2002-03.

Brooks, Joyner, and Powell did meet this benchmark in Year 3. Performance composites for minority and nonminority students at Brooks increased; however, the increase for nonminority students was very slight (marked with ~ in the benchmark table). At Joyner and Powell, there were clear performance composite increases for minority and nonminority students. The performance gap narrowed at Brooks and Powell, with Joyner's gap approximately equal (~) to the previous year. With gains for minority students and a smaller achievement gap in 2003-04 than in 2002-03, Millbrook attained two of the three criteria needed for this benchmark. However, the performance composite for nonminority students decreased. Performance composites of both minority and nonminority students at Moore Square decreased, and the achievement gap in 2003-04 was just slightly higher than in 2002-03 (marked with ~ in the benchmark table).

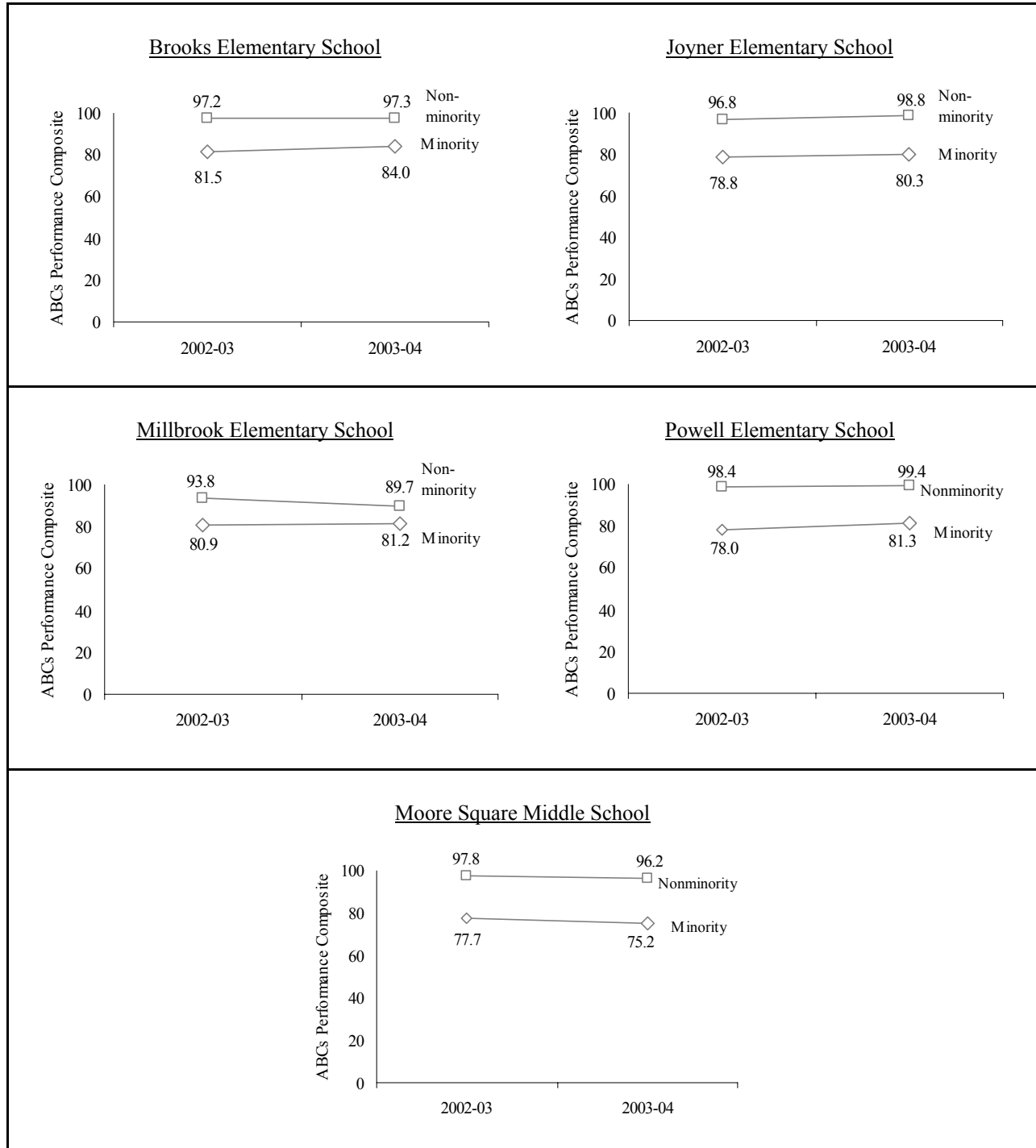
When considering all 38 of the student achievement benchmarks for Year 3, the only clear area of relative success is with these five performance gap benchmarks. Three schools out of five met all three criteria needed for success with this benchmark. It should also be noted that these benchmarks are the only ones that do not require project schools to perform at or above the district level. Instead, they are based on current performance of each school in comparison to the previous year.

Table 49 provides performance composite statistics for 2002-03 and 2003-04 and calculations of the differences between minority and nonminority students. This information is more effectively depicted in Figure 3, which charts minority and nonminority gains or losses from 2002-03 to 2003-04 and depicts increases or decreases in the gap between the two groups.

Table 49. Year 3 and Year 2 Performance Composites and Minority and Nonminority Differences

Performance Composite Differences				
School	Group	Year 3 (03-04) Performance Composite	Year 2 (02-03) Performance Composite	Comparison of 03-04 and 02-03 Performance Composites
Brooks	Minority	84.0	81.5	03-04 > 02-03
	Nonminority	97.3	97.2	03-04 ~ 02-03
Joyner	Minority	80.3	78.8	03-04 > 02-03
	Nonminority	98.8	96.8	03-04 > 02-03
Millbrook	Minority	81.2	80.9	03-04 > 02-03
	Nonminority	89.7	93.8	03-04 < 02-03
Powell	Minority	81.3	78.0	03-04 > 02-03
	Nonminority	99.4	98.4	03-04 > 02-03
Moore Sq.	Minority	75.2	77.7	03-04 < 02-03
	Nonminority	96.2	97.8	03-04 < 02-03
Comparison of Performance Composite Differences				
School	Group	03-04 Minority/Nonminority Difference	02-03 Minority/Nonminority Difference	Comparison of 03-04 and 02-03 Minority/Nonminority Differences
Brooks	Minority vs. Nonminority	-13.4	-15.7	03-04 > 02-03
Joyner	Minority vs. Nonminority	-18.5	-18.0	03-04 ~ 02-03
Millbrook	Minority vs. Nonminority	-8.5	-12.9	03-04 > 02-03
Powell	Minority vs. Nonminority	-18.2	-20.4	03-04 > 02-03
Moore Sq.	Minority vs. Nonminority	-21.0	-20.1	03-04 ~ 02-03

Figure 3. Changes In and Gap Between Year 2 (02-03) and Year 3 (03-04) Performance Composites for Minority and Nonminority Students



WCPSS Board of Education Goal 2003

Goal 2003, established by the Wake County Board of Education in 1998, stipulated that 95% of 3rd and 8th graders in the district would be performing at or above grade level by the end of the 2002-03 school year. The project evaluation plan applied this goal for the 2003-04 school year also. Benchmarks related to Goal 2003 use results of the state's 3rd (or 8th) grade EOG reading and mathematics tests. Targets for Year 3 require that 95% of grade 3 or 8 students at the five project schools must score at or above grade level in both reading and mathematics. The 95% requirement also applies when scores are disaggregated by minority/nonminority students.

With the exception of nonminority students at Joyner, Powell, and Moore Square, no other Year 3 Goal 2003 benchmarks were met (Figures 4 and 5). Project schools are not alone in falling short of Goal 2003. Although the 2003 school year has come and gone, there are still elementary and middle schools in WCPSS struggling to meet this ambitious standard. As a result, the WCPSS Board of Education has reaffirmed its commitment to high standards by setting Goal 2008. This new board goal requires that 95% of students in grades 3-12 score at or above grade level on state tests by the end of the 2007-08 school year.

Figure 4. Year 3 Percent of 3rd and 8th Graders Scoring At or Above Grade Level on the End-of-Grade Reading Test

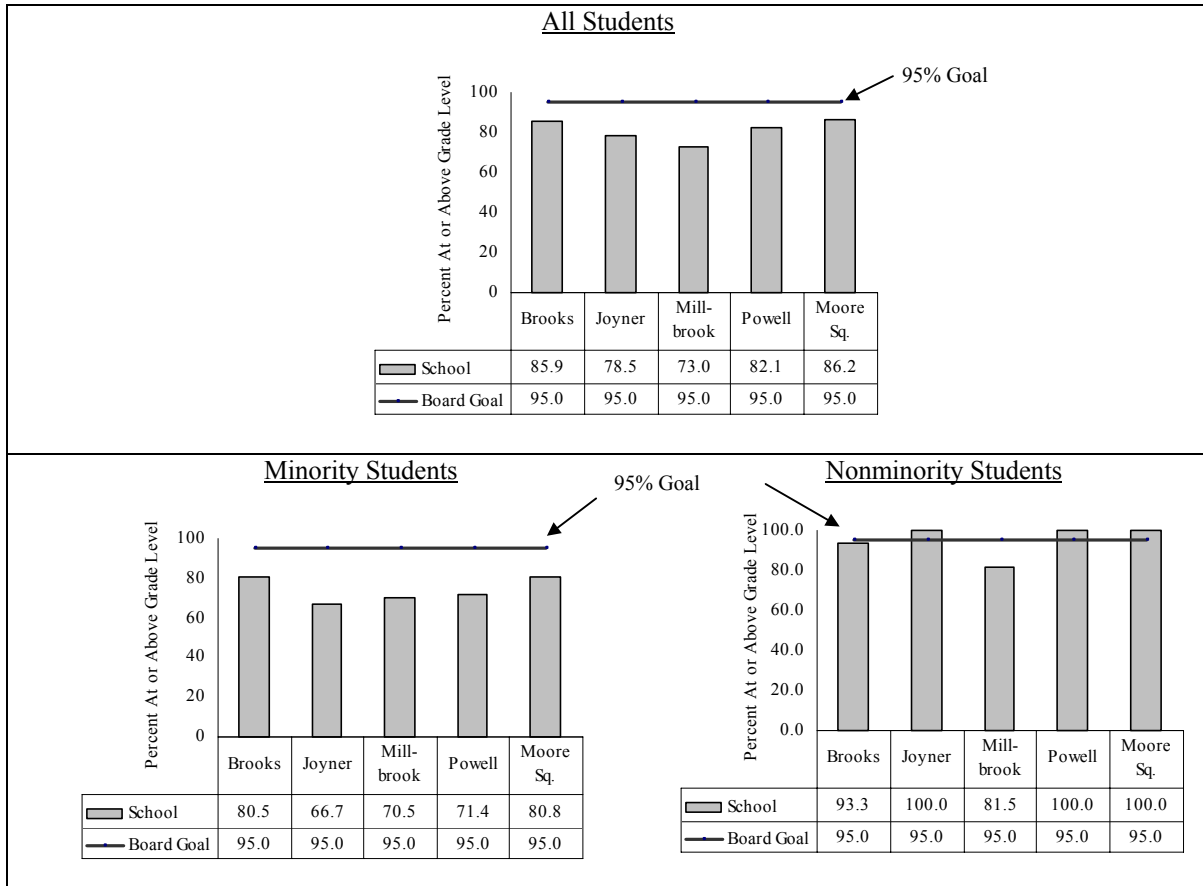
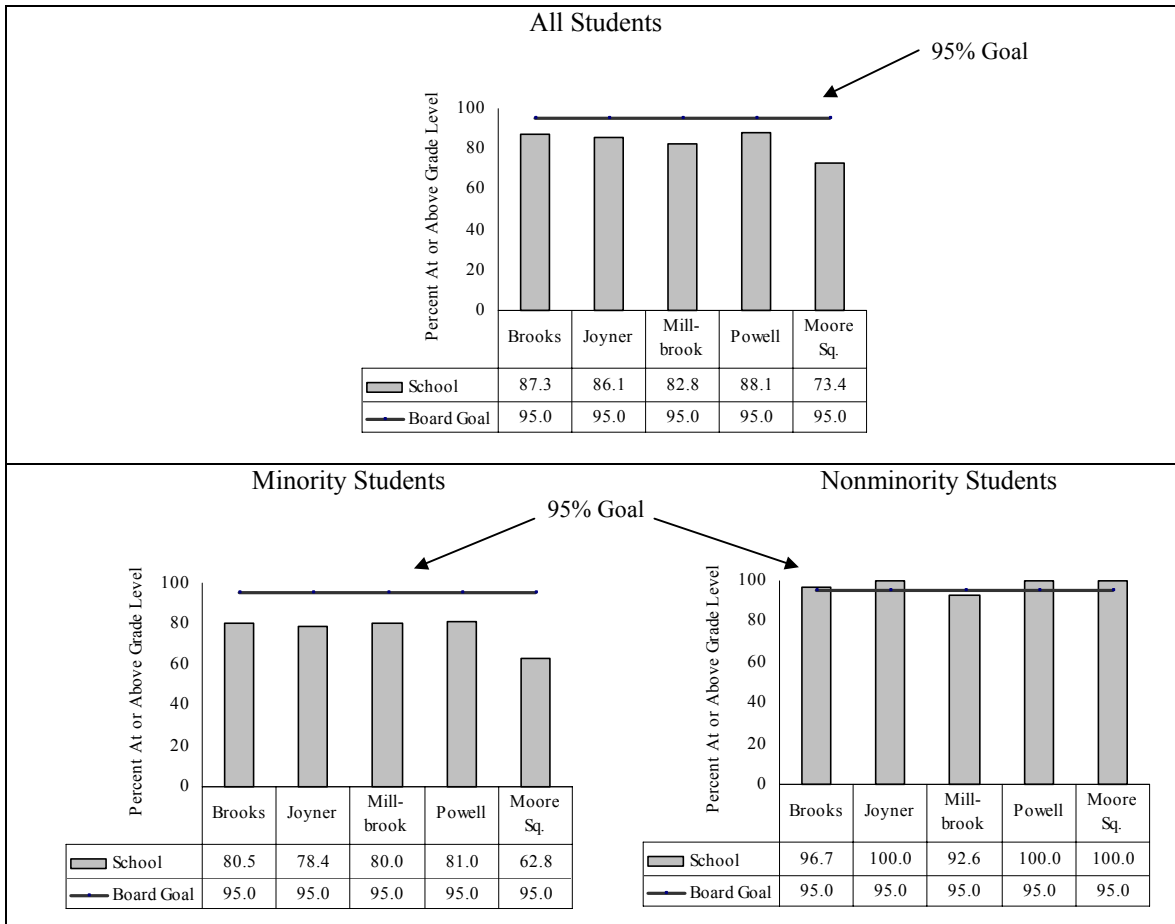


Figure 5. Year 3 Percent of 3rd and 8th Graders Scoring At or Above Grade Level on the End-of-Grade Mathematics Test



Decision Rules to Assess Board Goal 2003 Benchmarks (Figures 4 and 5)	
<p>3rd Grade EOG Reading Test (Figures 4 and 5)</p> <ul style="list-style-type: none"> If the school's percent at or above grade level for 3rd grade Reading equals or exceeds 95%, then the school receives a Y (yes) for Reading, otherwise the school receives an N (no). 	<p>3rd Grade EOG Mathematics Test (Figures 4 and 5)</p> <ul style="list-style-type: none"> If the school's percent at or above grade level for 3rd grade Mathematics equals or exceeds 95%, then the school receives a Y (yes) for Mathematics, otherwise the school receives an N (no).
<p>EOG Reading and Mathematics Tests</p> <ul style="list-style-type: none"> School: If the school receives a Y for both 3rd grade Reading and 3rd Grade Mathematics, then the school receives a Yes for meeting the benchmark, otherwise the school is marked No for not meeting the benchmark. 	

BENCHMARK CHART 4-1.2 b-e (Grades K-2 Literacy and Math Assessments)

<p>WCPSS Project Objectives 4-1.2 b-e:</p>	<p>By June 30, 2004, as a result of the implementation of their new or significantly revised magnet themes, achievement of kindergarten through second-grade students at Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School on the district's Literacy, Writing, and Math Assessment Profiles will exceed that of students in the district as a whole as measured by:</p> <ul style="list-style-type: none"> official results from the Evaluation and Research Department's annual <i>Grade K-5 Assessment Data Capture Form</i>. 																																																																																																																																																																																																																													
<p>Indicator 4-1</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>																																																																																																																																																																																																																											
<p>Improved student achievement. Magnet students show achievement gains in core subjects, as well as in applied learning skills, which meet or exceed the gains for students in the district as a whole. (Applied learning skills include: higher order thinking skills, individual problem-solving ability, communication skills, computer skills, and ability to contribute to group projects.)</p>	<ul style="list-style-type: none"> Elementary schools' results for grade K-2 students on the district Literacy, Writing, and Math assessment profiles will <u>exceed</u> those of the district as a whole, (Brooks will <u>equal or exceed</u>) When Literacy, Writing, and Math assessment results are disaggregated by minority/nonminority status, project schools' results will <u>exceed</u> those of the district for both minority and nonminority students, (Brooks will <u>equal or exceed</u>) 	<p>All Students, School ≥ District</p> <table border="1"> <thead> <tr> <th></th> <th>Gr</th> <th>Liter.</th> <th>Math</th> <th>Both</th> </tr> </thead> <tbody> <tr> <td>Brooks (Fig. 6)</td> <td>K</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td></td> <td>1</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td></td> <td>2</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>Joyner (Fig. 7)</td> <td>K</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td></td> <td>1</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td></td> <td>2</td> <td>No</td> <td>No</td> <td>No</td> </tr> <tr> <td>Millbr. 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WCPSS K-2 Literacy and Mathematics Assessment Profiles

Objective 4-1.2 benchmarks for Kindergarten through 2nd Grade are based on the district Literacy and Mathematics Assessment Profiles. Developed by the WCPSS Curriculum and Instruction Department (C&I), the assessments are used to monitor student progress in grades K-2, where norm-referenced testing is not used. C&I has established standards for these performance-based assessments which include cut points for on-grade performance at each grade level. The profiles contain behaviors that are representative of all major strands of the state reading or mathematics curriculum and allow teachers to rate student progress on each strand.

With results for four elementary schools disaggregated for three student groups (all, minority, nonminority) there are twelve separate benchmarks for this objective (see last column of Benchmark Chart 4-1.2). To meet the overall benchmarks for all, minority, or nonminority students, a school's performance had to exceed the district of both literacy and mathematics for two out of the three grade levels assessed.

Only Brooks met its overall Year 3 benchmark for all students. At Joyner and Millbrook, students at various grade levels did meet individual benchmarks for reading or mathematics, but the pattern was not consistent enough for these two schools to meet their overall benchmarks for all students. Powell did not have a single grade level that meet either a reading or a math benchmark for all students. With K-2 assessment results disaggregated by minority status, Brooks and Millbrook met their overall benchmarks for minority students. Joyner and Powell met the K-2 benchmarks for nonminority students.

Powell's K-2 assessment results for Year 3 indicate that many students who are 1st, 2nd, and 3rd graders in 2004-05 probably need extra assistance to strengthen their performance. Early in the school year, the WCPSS Evaluation and Research department provides printouts of the previous year's K-2 assessment results to every school in the district. Powell's 1st, 2nd, and 3rd grade teachers need to pay particular attention to this information and use it to identify students who should be targeted for assistance. Kindergarten, 1st, and 2nd grade teachers should also be aware of Powell's lack of success with its K-2 assessment benchmarks in Year 3 in order to implement needed instructional improvements at these grade levels during the extension year. Given the fact that assessment data were reported for fewer than five nonminority second graders (Figure 9), underreporting may also have affected Powell's K-2 assessment outcomes.

Decision Rules to Assess K-2 Literacy and Mathematics Benchmarks (Figures 6-9)	
<u>Literacy Profile</u> (Figures 6-9)	<u>Mathematics Profile</u> (Figures 6-9)
<ul style="list-style-type: none"> If the grade-level percent achieving the literacy standard equals or exceeds the district percent for that grade level, then the grade receives a Y (yes) for literacy, otherwise the grade receives an N (no). 	<ul style="list-style-type: none"> If the grade-level percent achieving the mathematics standard equals or exceeds the district percent for that grade level, then the grade receives a Y (yes) for mathematics, otherwise the grade receives an N (no).
<u>Literacy and Mathematics Profiles</u>	
<ul style="list-style-type: none"> Grade Level: If a grade level receives a Y in Literacy <u>and</u> Mathematics, that grade level receives a Y (yes) for "Both," otherwise the grade level receives an N (no). School: If 2 out of 3 grade levels in a school receive Y for "Both," then the school receives a Yes for meeting the benchmark, otherwise the school is marked No for not meeting the benchmark. 	

Figure 6. Brooks Elementary Year 3 Literacy and Mathematics Assessment Profile Results Compared to WCPSS Outcomes

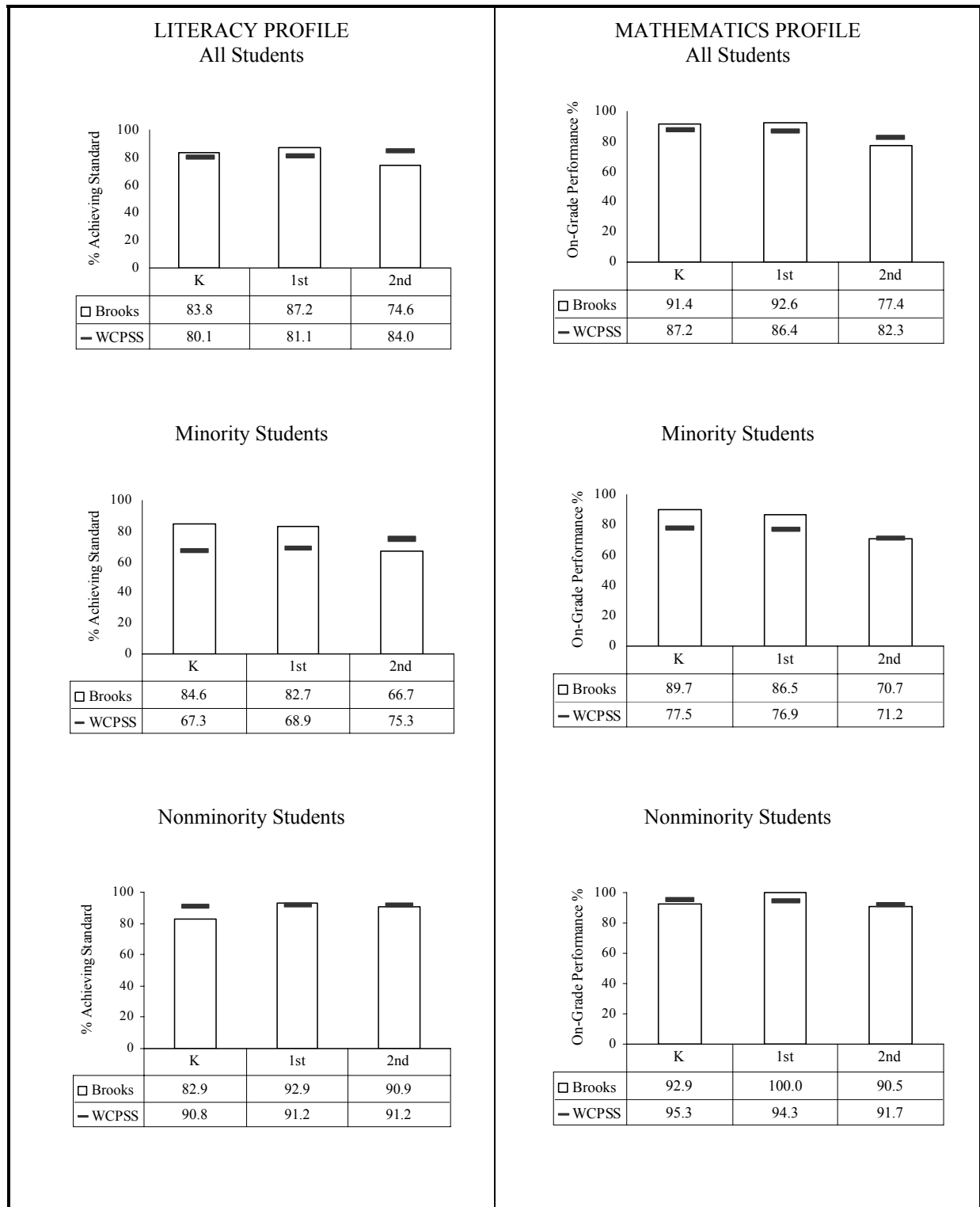


Figure 7. Joyner Elementary Year 3 Literacy and Mathematics Assessment Profile Results Compared to WCPSS Outcomes

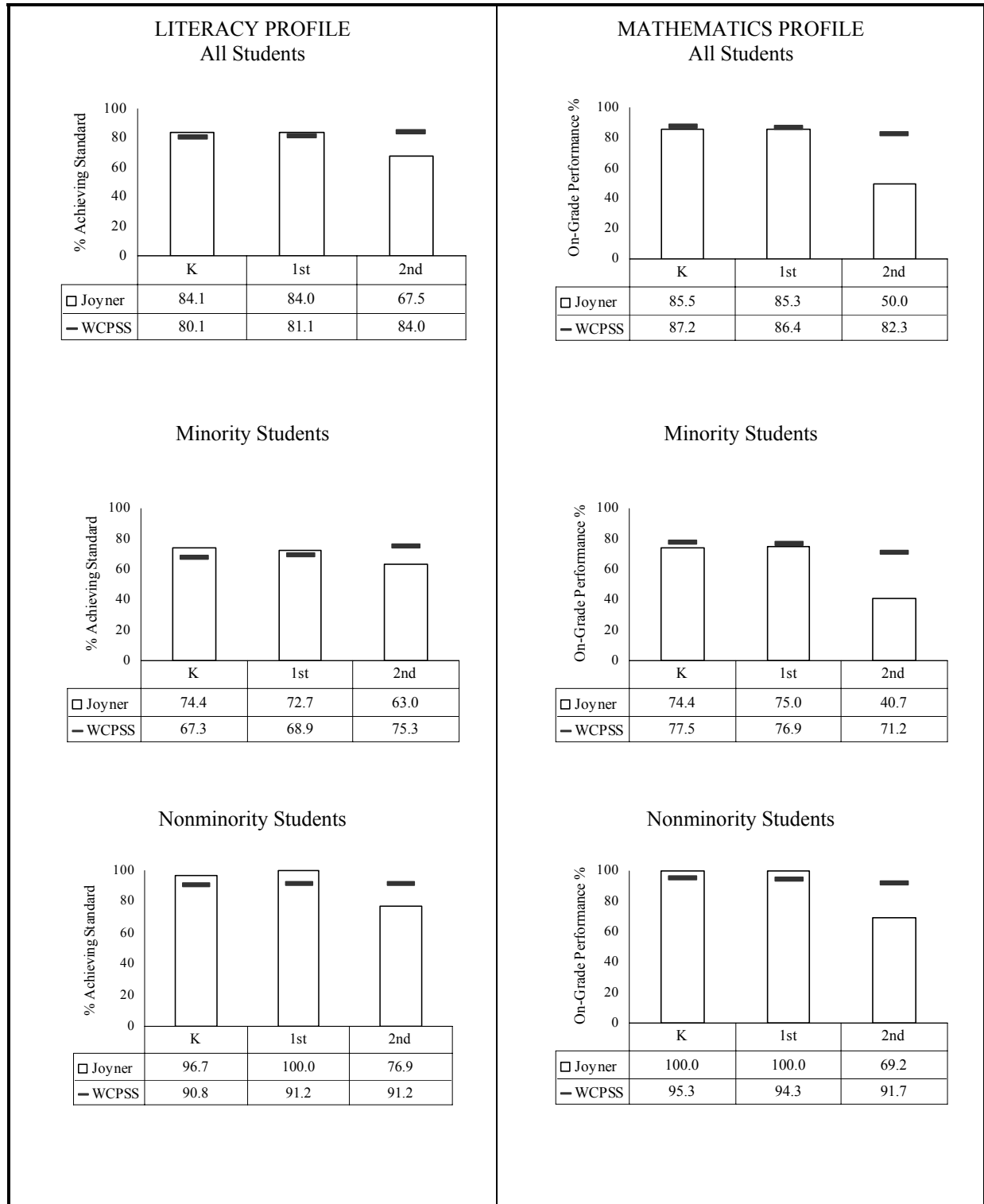


Figure 8. Millbrook Elementary Year 3 Literacy and Mathematics Assessment Profile Results Compared to WCPSS Outcomes

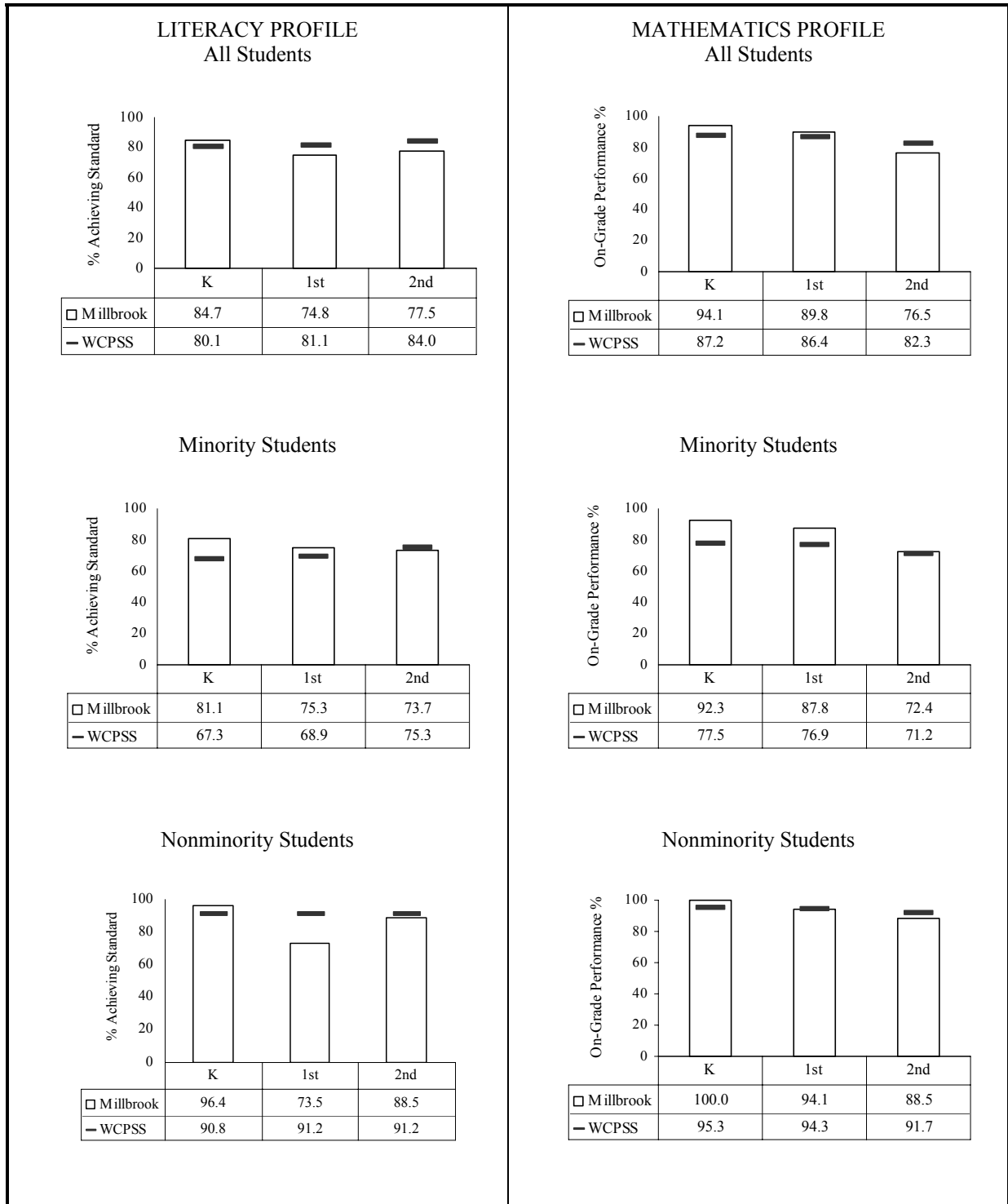
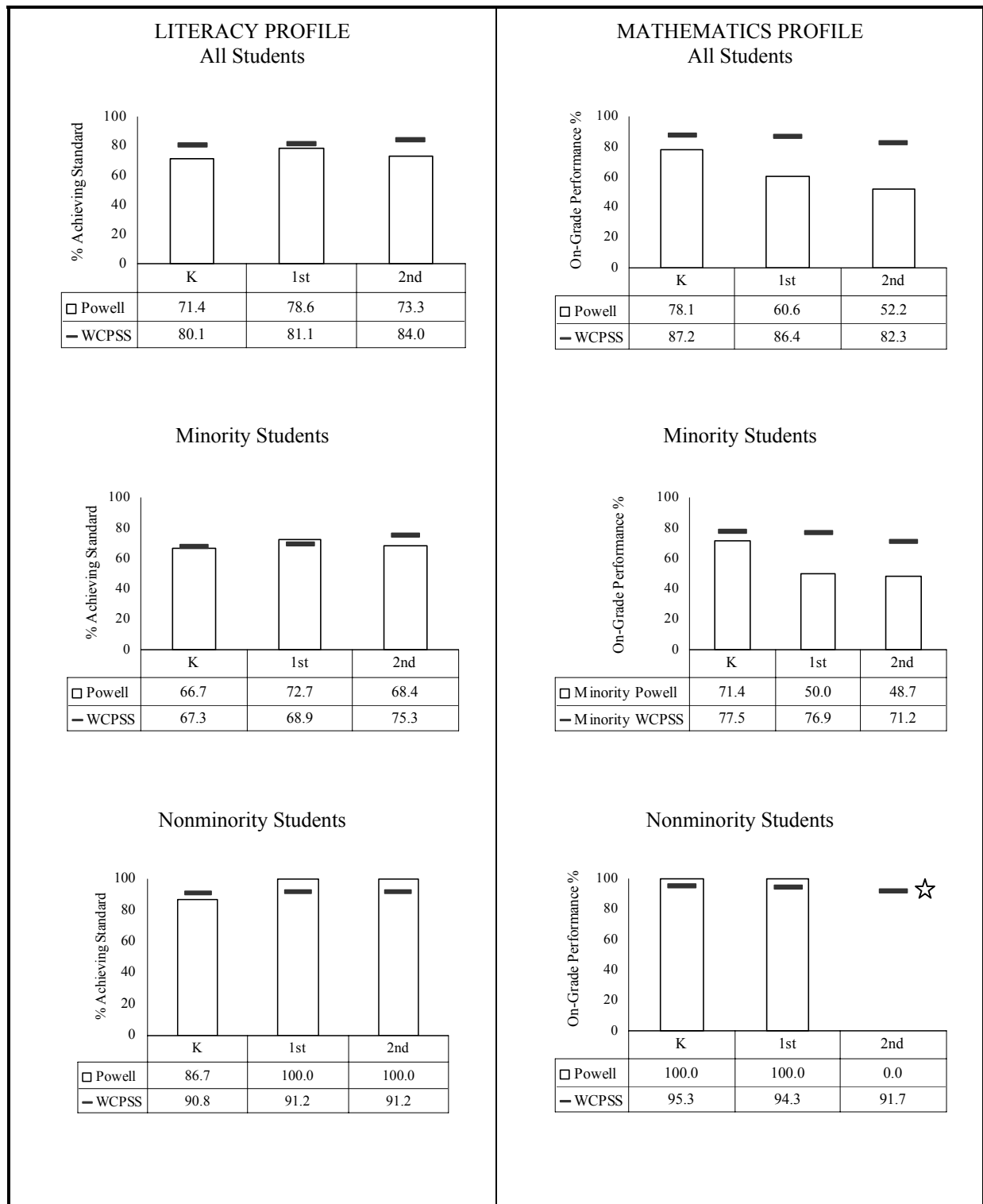


Figure 9. Powell Elementary Year 3 Literacy and Mathematics Assessment Profile Results Compared to WCPSS Outcomes



☆ Please note: The number of Powell nonminority 2nd graders for whom assessment data were reported was less than five. To protect student confidentiality, WCPSS does not report scores when disaggregations result in a group size of five or less.

BENCHMARK CHART 4-1.3 a-e

<p>WCPSS Project Objectives 4-1.3 a-e:</p>	<p>By June 30, 2004, as a result their new and revised magnet themes, proficiency of 4th or 7th grade students at Moore Square Museums Magnet Middle School, Brooks Museums Magnet Elementary School, Millbrook Magnet Elementary School: An International Baccalaureate Primary Years Programme, Joyner Language Explorations Magnet Elementary School, and Powell Visual and Performing Arts Magnet Elementary School on the North Carolina Writing Assessment will exceed that of 4th or 7th graders in the district as a whole and proficiency of 8th grade students on the NC Tests of Computer Skills and Proficiency will be higher than district 8th graders as evidenced by:</p> <ul style="list-style-type: none"> the state <i>Writing Assessment Local Education Agency Summary Report</i> published by the North Carolina Department of Public Instruction and WCPSS mainframe files of Computer Skills scores and the state's <i>Summary Statistics on Computer Performance Scores</i>. 		
<p>Indicator 4-1</p>	<p>Year 3 Benchmark</p>	<p>Year 3 Actual</p>	<p>Benchmark Met? Yes/No</p>
<p>Improved student achievement.</p>	<ul style="list-style-type: none"> Proficiency of 4th/7th grade students at each school on the North Carolina Writing Assessment will <u>equal or exceed</u> that of 4th/7th graders in the district as a whole When Writing assessment results are disaggregated by minority status proficiency of 4th/7th graders at each school will <u>equal or exceed</u> that of the district for minority and nonminority students Proficiency of 8th grade students at the middle school on the North Carolina Computer test will <u>equal or exceed</u> that of 8th graders in the district as a whole When 8th grade computer assessment results are disaggregated by minority status: proficiency 8th graders will <u>equal or exceed</u> that of the district for minority and nonminority students 	<p><u>All Students</u></p> <p>Brooks Writing Asst. Score < District Joyner Writing Asst. Score < District Millbr. Writing Asst. Score < District Powell Writing Asst. Score > District Moore Sq. Writing Asst. Score > District</p> <p><u>Minority Students</u></p> <p>Brooks Writing Asst. Score < District Joyner Writing Asst. Score < District Millbr. Writing Asst. Score < District Powell Writing Asst. Score > District Moore Sq. Writing Asst. Score > District</p> <p><u>Nonminority Students</u></p> <p>Brooks Writing Asst. Score < District Joyner Writing Asst. Score < District Millbr. Writing Asst. Score < District Powell Writing Asst. Score > District Moore Sq. Writing Asst. Score > District</p> <p>PERFORMANCE COMPONENT</p> <p><u>All Students</u></p> <p>Moore Sq. Computer Score < District</p> <p><u>Minority Students</u></p> <p>Moore Sq. Computer Score < District</p> <p><u>Nonminority Students</u></p> <p>Moore Sq. Computer Score < District</p> <p>MULTIPLE CHOICE COMPONENT</p> <p><u>All Students</u></p> <p>Moore Sq. Computer Score < District</p> <p><u>Minority Students</u></p> <p>Moore Sq. Computer Score ~ District</p> <p><u>Nonminority Students</u></p> <p>Moore Sq. Computer Score < District</p>	<p><u>All Students</u></p> <p>Brooks No Joyner No Millbrook No Powell Yes Moore Sq. Yes</p> <p><u>Minority Students</u></p> <p>Brooks No Joyner No Millbrook No Powell Yes Moore Sq. Yes</p> <p><u>Nonminority Students</u></p> <p>Brooks No Joyner No Millbrook No Powell Yes Moore Sq. Yes</p> <p><u>All Students</u></p> <p>Moore Sq. No</p> <p><u>Minority Students</u></p> <p>Moore Sq. No</p> <p><u>Nonminority Students</u></p> <p>Moore Sq. No</p> <p><u>All Students</u></p> <p>Moore Sq. No</p> <p><u>Minority Students</u></p> <p>Moore Sq. Yes</p> <p><u>Nonminority Students</u></p> <p>Moore Sq. No</p>

State 4th and 7th Grade Writing Assessments

After several years without a state writing test due to revision and pilot testing of a new assessment, North Carolina is once again administering an official writing assessment to students in 4th and 7th grades. Year 3 benchmarks for the writing assessment required that proficiency of 4th and 7th graders at project schools exceed that of 4th and 7th graders in the district as a whole. This requirement applied to all students, minority students, and nonminority students. The state 4th and 7th grade results, reported in Table 50, are compared to results for each school in the project. Neither Brooks, Joyner, nor Millbrook met the benchmark for any of the three student groups. However, Powell Elementary and Moore Square Middle School did attain writing scores for their respective 4th and 7th graders that were higher than district students at these grade levels.

**Table 50. North Carolina 2003-04 State Writing Assessment
Percentage of 4th/7th Graders Proficient (Scoring at or above Level III)**

Group	All 4 th /7 th Graders	Minority 4 th /7 th Graders s	Nonminority 4 th /7 th Graders	School ≥ District?		
				All	Min.	Nonmin
WCPSS 4 th Grade	47.7	33.9	58.6	All	Min.	Nonmin
Brooks Elementary	31.7	22.2	43.2	No	No	No
Joyner Elementary	34.9	21.0	56.0	No	No	No
Millbrook Elementary	26.3	22.6	45.0	No	No	No
Powell Elementary	51.0	34.9	78.4	Yes	Yes	Yes
WCPSS 7 th Grade	62.3	45.1	74.5	All	Min.	Nonmin
Moore Square Middle	66.5	55.0	77.7	Yes	Yes	Yes

State 8th-Grade Computer Test—Performance and Multiple-Choice Components

The North Caroline Computer Skills Assessment, required for a high-school diploma, is administered annually to all 8th graders. Students in higher grades who have not yet passed the test also have opportunities in spring and fall to re-take it. Because Moore Square did not have an 8th grade in 2001-02 or 2002-03, Year 3 the first year to assess computer test results for the school. Computer skills benchmarks required that proficiency of 8th-grade students at Moore Square equal or exceed that of 8th graders in the district as a whole. This same requirement applied when scores are disaggregated by minority status. The test consists of two components—performance and multiple-choice. Table 51 gives Year 3 school and system results for both components. Based on these results, only one benchmark was met. Moore Square minority 8th graders slightly outperformed the district on the multiple-choice component.

Table 51. Percentage of 8th Graders Passing the 2003-04 State Computer Assessment

Group	All 8 th Graders	Minority 8 th Graders	Nonminority 8 th Graders	School ≥ District?		
				All	Min.	Nonmin
Performance Component						
WCPSS 8 th Grade	85.4	73.5	94.2	All	Min.	Nonmin
Moore Square	71.3	58.3	84.8	No	No	No
Multiple Choice Component						
WCPSS 8 th Grade	85.9	73.6	95.1	All	Min.	Nonmin
Moore Square	78.6	73.9	86.7	No	Yes	No

Instructional Planning Based on Evaluation Outcomes

WCPSS planners set high expectations for the district's MSAP projects. Benchmarks require that participating schools score as well as or better than the district on all components of the state ABCs accountability system — for students overall and disaggregated by minority status. The fact that WCPSS is one of the highest-performing school districts in the state amplifies these expectations. Decision rules used to evaluate student performance benchmarks are also very strict. To be deemed successful, a school must not only attain or surpass benchmarks for all students, but it must also reach or exceed the benchmarked level for both minority and nonminority students. For benchmarks across grade levels, the target must be met by more than half of the grades for the school to succeed. For example, to meet the overall benchmark for the K-2 Literacy and Mathematics profiles (Figures 8 and 9), a school's percentage of students proficient must equal or exceed the district in *both* literacy and mathematics for *at least two out of the three* grade levels.

With high standards stringently assessed, the project is unlikely to meet all of its benchmarks. Because implementation went well in Year 3, staff members anticipated a much higher level of success in meeting 2003-04 benchmarks than actually occurred. The extension of Project Gateways for an additional year will enable staff members to use Year 3 data to make plans for specific improvements in Year 4. As in past years, the E&R department and the project evaluator ensure that overall and disaggregated test results reach the schools in a timely, accurate, and accessible manner. School administrators, grant coordinating teachers, and instructional resource teachers then work at the school level to review results with staff members and use them to make meaningful changes in instruction. Schools examine all areas in which federal (e.g., benchmarks for this project), state, and local standards are not met. They then plan and implement targeted adjustments. Activities aimed at improving results are monitored and adjusted as needed throughout the year.

Longitudinal Outcomes for Project Gateways

As mentioned earlier, only 7 of the 38 student achievement benchmarks for Year 3 were met. These benchmarks are based on test results from the state's ABCs accountability system. WCPSS' ABCs results make it one of the highest performing districts in the state, and it is against this high standard that project success is measured. Project Gateways' student achievement benchmarks require that participating schools reach or exceed the district's growth and performance levels. To provide another perspective on accomplishments of participating schools, information about schools' ABCs growth and performance composites across Years 1-3 of the project are provided (Table 52 and Figure 10) and discussed below.

ABCs Expected Growth Composite: Table 52 tracks ABCs Expected Growth Composites from 2001-02 through 2003-03. More important than the specific value of a school's composite is the "Yes" or "No" designation as to whether or not the school met the growth standard set for it by the state.

- In both project years following its 2001-02 planning year, Brooks made expected growth for all students as well as for minority and nonminority students.
- In the project’s initial year, neither all students nor minority students made expected growth at Joyner. In the two subsequent years, all student groups met the state’s expected growth level.
- In Year 1, no student group at Millbrook attained expected growth; whereas, all groups did so in Year 2. This positive pattern of growth did not continue into Year 3, when all students and minority students did not meet expected growth.
- With all three student groups meeting expected growth for all three years of the project, Powell has demonstrated the most consistent pattern of sustained growth among project schools.
- Like Brooks, Year 1 of the project was a planning year for Moore Square. In Year 2, the school’s first year of operation, no student group attained expected growth. Due to possible problems with the state’s middle school growth formulas, composites for 2003-04 will probably be recalculated. Moore Square’s expected growth results will be reported once the new composites are available. At present, it is not feasible to make comparisons between Moore Square’s Year 2 and Year 3 growth composites.

Table 52. ABCs Expected Growth Composites for Project Schools, 2001-02 to 2003-04

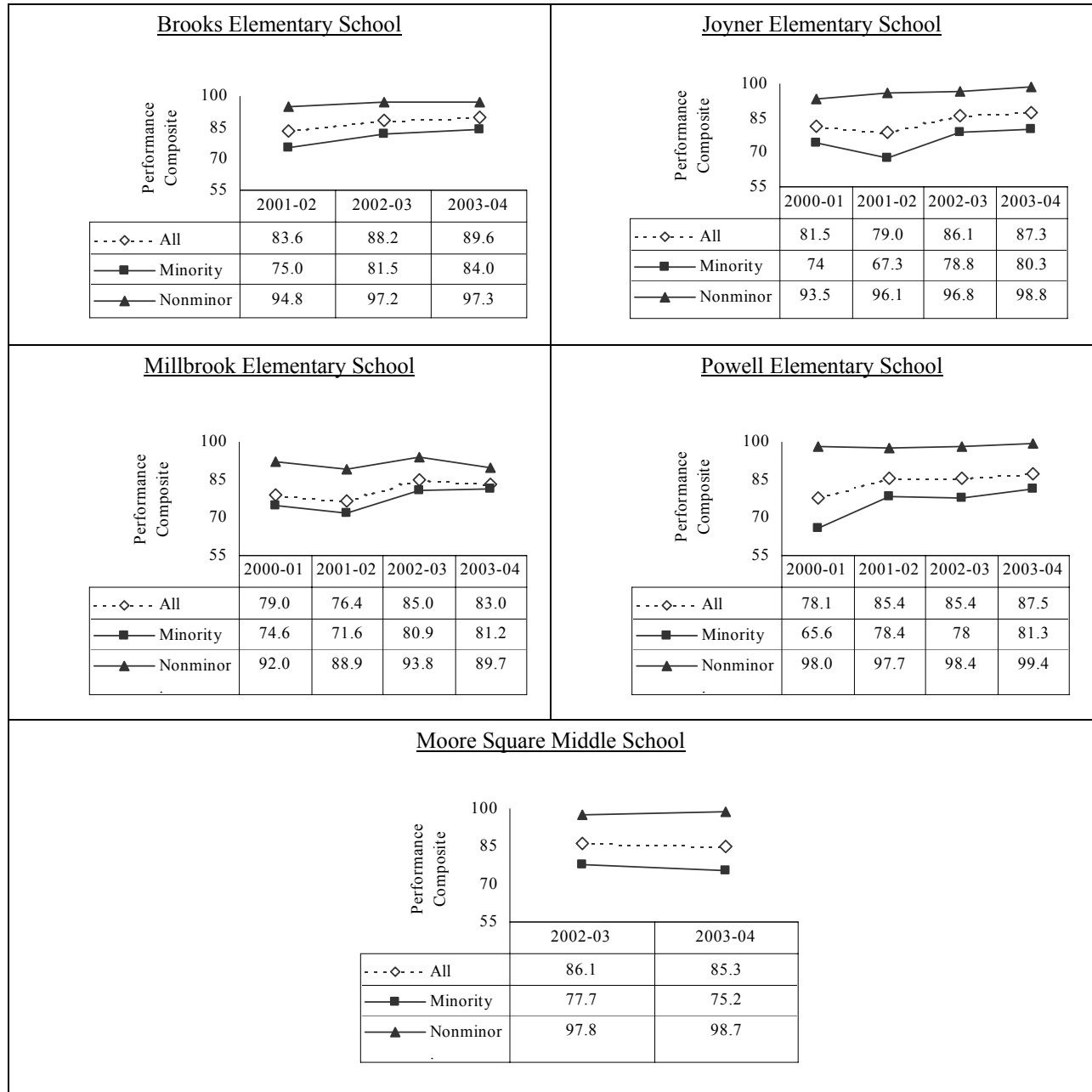
School	Group	Met ABCs Expected Growth?		
		2001-02	2002-03	2003-04
Brooks	All	NA	Yes	Yes
	Minority	NA	Yes	Yes
	Nonminority	NA	Yes	Yes
Joyner	All	No	Yes	Yes
	Minority	No	Yes	Yes
	Nonminority	Yes	Yes	Yes
Millbrook	All	No	Yes	No
	Minority	No	Yes	No
	Nonminority	No	Yes	Yes
Powell	All	Yes	Yes	Yes
	Minority	Yes	Yes	Yes
	Nonminority	Yes	Yes	Yes
Moore Sq.	All	NA	No	*
	Minority	NA	No	*
	Nonminority	NA	No	*

**(Correct growth composites will be reported when North Carolina recalculates this ABCs statistic, which is currently under review.)*

ABCs Performance Composite: The ABCs Performance Composite reports the percentage of students scoring at or above grade level on state tests. Figure 10 lists schools' 2000-2001 pre-project baseline composites and tracks performance across Years 1 through 3 of the project. Although not for every student group at every school, there are positive and consistent patterns of improvement over time. Minority students have progressed particularly well at four of the five schools.

- Data from its 2001-02 planning year are used as the baseline for Brooks. In both of the two subsequent years, performance composites have risen for all three student groups, with the largest overall improvement for minority students. Additionally, the achievement gap between minority and nonminority students has decreased.
- With the exception of decreases in 2001-02 for all students and minority students, Joyner's performance composites have improved for all groups in comparison to the 2000-01 baseline year. The baseline minority/nonminority achievement gap decreased slightly in 2002-03 and 2003-04.
- Like Joyner's, Millbrook's 2001-02 performance composites fell in comparison to the 2001-01 baseline. This was followed by an increase for all groups in 2002-03. In 2003-04, performance composites of all and nonminority students decreased, but minority students rose slightly. This resulted in a smaller achievement gap between minority and nonminority students. However, it should be noted that the decrease is due more to the drop in nonminority students' composites than to improvement for minority students.
- When compared to the baseline year, minority composites at Powell rose in 2001-02 and nonminority scores fell slightly. The reverse occurred in 2002-03, when minority performance composites declined very slightly and there was a small rise in nonminority scores. By 2003-04, there were clear increases for all three student groups. Both minority and nonminority composites rose, and the larger increase for minority students contributed to a narrowing of the achievement gap.
- Due to a Year 1 planning year, Year 2 was Moore Square's first year of project implementation. As a new school opening that year, there were no baseline data from previous years. The 2002-03 performance composites for all, minority, and nonminority students were in line with composites that the other project schools earned that year. In 2003-04, composites for all students and minority students decreased somewhat in comparison to the previous year, whereas nonminority students' composites rose. Decreases for minority students along with nonminority increases also widened the achievement gap between these two groups.

**Figure 10. ABCs Performance Composites for Project Schools
Baseline (2000-01 or 2001-02) through 2003-04**



*(Please note: To better differentiate student groups and more effectively depict patterns of change over time, the vertical axis on all five charts in Figure 10 intersects the horizontal axis at 55 rather than at zero.)

IV. BUDGET INFORMATION

In Year 3 of Wake County’s MSAP project, funds were used for the most part as they were intended, with several exceptions noted here. Any changes in expenditures that varied from the original budget were made only after careful analysis and discussion of needs, with school leaders weighing the question as to whether the change would more effectively support the objectives of the project. The project director met with every principal and with core teams from every school to determine necessary changes and to document significant circumstances that warranted reporting here. This section describes these unusual or unforeseen circumstances as they may have affected budgetary decisions.

	Budget Categories	Obligations
A	Personnel	872,449
B	Fringe Benefits	326,223
C	Travel	1,965
D	Equipment	
E	Supplies	857,925
F	Contractual	301,723
G	Construction	
H	Other	
I	Total Direct Costs (Line A-H)	2,360,285
J	Indirect Costs	116,180
K	Training Stipends	(Included in Other)
L	Total Expenditures (Line I-K)	2,476,465

The table above reflects expenditures for the months of September 1, 2003 through August 31, 2004. It should be noted that “equipment” is currently defined by the State as items costing more than \$5000. Therefore, the space in the table indicating equipment expenditures remains blank, and all “equipment” related purchases are included on the supplies line.

A one-year no-cost extension of the project period—September 1, 2004 –August 31, 2005—was approved and has allowed flexibility and additional time to accomplish more fully the scope and objectives of Wake County’s project. Therefore, by the end of the fourth budget year, WCPSS intends to use all remaining funds provided (leaving no funds unobligated) for the purposes and objectives stated in its approved project proposal. Audited financial data for Year 3 will be based on the fiscal year ending on June 30, 2004.

After carefully reviewing activities proposed in the original project that have not yet been brought to completion, magnet department administrators requested a 12-month, no-cost extension. This request was based on the legitimate need for more time to carry out strategies that would ensure attaining goals set for the five project schools. Lack of satisfactory progress in several key areas was due primarily to delays caused by major construction and renovation that affected three of the five schools.

Construction began at Joyner Elementary in the middle of the 2001-2002 school year. This major building project is now considered complete, with only minor tasks remaining. After two years of “swing-shifting” groups of students, Joyner now has one additional wing and two renovated halls. After several moves to temporary spaces, teachers have settled into their permanently assigned classrooms. Nine classrooms have been added, and all mobile classrooms have been removed from campus. The new and improved look of the school has contributed to a higher interest in the magnet program at Joyner. At Powell Elementary, construction that began in June of last year was completed during the summer. Millbrook Elementary is enjoying its newly constructed facility with all classrooms, media center, cafeteria, and special areas completed. Landscaping and “final touches” continue to be a challenge for contractors. However, this work will no longer inhibit the implementation of the MSAP project at Millbrook as it enters a fourth and final year.

WCPSS personnel were very pleased to receive approval for the extension and are confident that with added time, schools will be able to accomplish their goals more fully. In each school appropriate funds from their project budget have been reallocated to cover the cost of strategies to be addressed in the fourth year. (Spending plan submitted with request for 4th-year extension.)

V. SUPPLEMENTAL INFORMATION/CHANGES

There are few changes to report in the planned activities that are now in progress at the five currently funded MSAP schools. The narrative below explains modifications to the original Wake County proposal.

Powell Elementary

- During the past two years—Years 2 and 3 of the MSAP project—Powell has experienced some unusual circumstances. The school was being renovated during Year 2 as the entire HVAC system was replaced and all the ductwork above and below the occupied space was replaced. Half the campus was moved into mobile classrooms for the first five months, and the second half was moved during the remaining five months. This necessary but inconvenient reality of the renovation of Powell limited the use of all the new technology bought with project funds.
- During Year 3, the continued construction caused the schools network file server to be down for the first four months of the school year. As a result, continuation of after-school *Artshop* programs, begun in Year 2 and heavily dependent on technology, had to be postponed. The lack of network capability also caused an interruption in service to the staff, making curriculum mapping (put online during the summer of Year 2) inaccessible, delaying that portion of the program. The school's program coordinator explained that it took the entire second part of the year to reach the point where they should have been in August.
- Courtyard renovation—planned originally to be a multipurpose outdoor stage, picnic, and exercise area—was delayed due to safety restrictions and cost factors accompanying the necessary changes in design. Fire safety regulations and other issues were carefully considered, and the decision was made to put courtyard plans on hold indefinitely. The Facilities Planning Department indicated that the system might resume these plans at some later date to enhance the performance areas of this Performing and Visual Arts Gifted and Talented magnet school.
- Powell's core team subsequently made the decision to study plans to beautify the front curb and entrance to the school. After several meetings with architects and facilities planners, the group decided not to use remaining project funds for this purpose but instead to make the lobby of the school more inviting with a large screen and projection system. The team unanimously agreed that this redirection of funds would be a more effective way of making the theme inviting to parents and that continuous displays of video and PowerPoint presentations would give visitors a more in-depth understanding of the program at Powell. They reasoned further that with landscaping and outdoor improvements having been accomplished by the system's construction project, the school now delivers a more welcoming, exciting message to parents and visitors. The team concluded that the purpose of the original strategy, i.e., the enhancement of curb appeal through construction of an attractive entrance, had been accomplished without the expenditure of project funds.

- Funds that remain in Powell’s MSAP budget will be used to produce elective courses and to provide further staff development in key areas. The core team has identified the following needs for teacher training: *Understanding by Design*, what research tells us works in schools, inquiry methods, understanding the needs of diverse cultures, Paideia for beginning teachers, curriculum mapping, and differentiation of instruction in reading.

Joyner Elementary

- At Joyner several adjustments have been made due to extensive construction. As of this writing, the school has been unable to set up the planned promotional and informative computer operated system in the new atrium. With the completion of Joyner’s construction, these plans may now move forward, using one corner of the atrium as an inviting place to share aspects of the magnet theme on a large screen and to provide daily information for parents and visitors.
- Due to construction and the necessity of shifting students from one building to another and back again over the past three years the media center and video production studio were off-limits for months at a time. Every available space in the school had to be used for classrooms due to renovation of entire classroom wings that had to be cleared. In fact, teachers and students were unable to use the video production studio until April 2004. Only in the final weeks of school did they begin to implement the new program and train the students. The continuation of MSAP for an additional year will allow the staff to implement fully the bilingual morning news program integrating technology and writing components of the project. By beginning the program, they will have the entire year to involve more students and achieve project objectives.
- One positive outcome of the delay in using the video production studio is that the space has been redesigned and new wiring has allowed a more flexible situation for students. They are now being trained to work behind the cameras as well as to deliver live broadcasts for the school. Many more students are involved in this endeavor than were previously possible.

Moore Square Middle School

- At Moore Square the enrollment shows a higher than expected percentage of students with special needs. At core team meetings with key personnel and MSAP coordinators, staff expressed the need for more emphasis on meeting the needs of these students—addressing areas of focus, including classroom management, dealing with diverse learners, positive discipline techniques, and understanding poverty.
- Teachers and administrators at the school believe that remaining project funds will be best used in offering training for staff and providing captivating and exciting museum study tours for students. State and local museums in the Raleigh area are facing budget cuts and may not be able to provide the educational offerings at the level children have enjoyed in the past. Extra money for Moore Square students will be needed to continue the museums study programs. In addition, staff development dollars will be used for Paideia training for new teachers.

- Funds will also be used to provide several unmet technology needs, such as wiring for the drama department, as well as adding essential equipment to boost the capabilities of the tower of learning.

The projects at all five schools continue to progress well overall. School-level coordinators report positive attitudes, high interest on the part of students, and an atmosphere of hope and expectation for the coming year. Now that construction projects are drawing to a close, schools will begin to enjoy the benefits of new classroom wings, brighter and better media centers, beautiful learning spaces and inviting entryways. High achievement on the part of all students continues to be the overarching goal. Teachers, principals, and the school communities continue to work diligently to make that goal a reality.