Five Years *of* PROGRESS

THE NORTH CAROLINA STATE IMPROVEMENT PROJECT

Exceptional Children Division
North Carolina Department of Public Instruction

Introduction

The North Carolina State Improvement Project (NCSIP) was initiated in the fall of 2000 to improve the quality of public school instruction for students with disabilities. The project was supported for a period of five years by funds from the Office of Special Education Programs in the U.S. Department of Education. The project's primary focus was to improve the quality and effectiveness of reading instruction for students with disabilities. In addition, the project initiated school improvement efforts that include remedial mathematics and writing instruction for students with disabilities. NCSIP has also worked closely with the Schoolwide Positive Behavior Supports Initiative in the Exceptional Children Division. These activities include NCSIP's involvement in evaluation and sustainability efforts. A secondary focus of the project was to improve the quality and quantity of new teachers for students with disabilities.

In 2005 the Division for Exceptional Children of the North Carolina Department of Public Instruction (DPI) successfully applied for an additional five years of funding (NCSIP II) to build on the foundation of improvement strategies developed by NCSIP. This report summarizes the progress made during the life of NCSIP (five years plus a nine-month extension period).

The goals of NCSIP were (and the goals for the continuing improvement activities of NCSIP II are) to

1. improve basic skills performance for students with disabilities,
2. increase the percentage of qualified teachers of students with disabilities,
3. increase graduation rates and decrease dropout rates of students with disabilities, and
4. improve parent satisfaction with, and support of, school services.

NCSIP Objectives, Performance Measures, Activities and Results

Project Objective 1.1

Improve teachers' instructional skills in reading, writing, and mathematics through the use of intensive and explicit multisensory teaching strategies.

1.1.a. Performance Measure: The percent of personnel completing a training event supported by NCSIP who are knowledgeable and skilled in the use of scientific- or evidence-based practices for students with disabilities. (See attached Tables 1A through 1F and Table 2A.)

Baseline established in 2000-01: 96/168 = 57.1%

Performance across all project years: 18,757/19,320 = 97%

Summary: *Over the life of the project, of 19,320 educators who received training, 18,757 received training that was research-based.*

1.1.b. Performance Measure: The percent of NCSIP trained teachers receiving fidelity observations who implemented evidence-based reading instruction with high fidelity. (See Table 4.)

Baseline established in 2000-01: 0

Performance across the last four project years: 234/299 = 78.3%

Summary: *In the first two years of the project, fidelity observation procedures were under development and evidence of successful replication of reading instruction was not available. Over the last three years and the extension period approximately 78% of the teachers participating in the fidelity observations demonstrated high fidelity.*

1.1.c. Performance Measure: Percentage of NCSIP goals, objectives, and associated improvement strategies that were aligned with improvement strategies identified in the North Carolina State Performance Plan. (See Chart 1.)

Baseline established in 2000-01: 14/14 = 100%

Performance across the remaining four years and extension period: 14/14 = 100%

Summary: *All fourteen of the NCSIP objectives were aligned with one or more of the strategies identified in the North Carolina State Performance Plan.*

1.1.d. Performance Measure: The percent of professional development/training activities/events provided through NCSIP that were based on scientific- or evidence-based instructional/behavioral practices. (See Table 2B.)

Baseline established in 2000-01: 2/5 = 20%

Performance across all project years: 521/542 = 96.1%

Summary: *The percentage of NCSIP personnel development activities based on scientific- or evidence-based instructional/behavioral practices increased from 20% in the project's first year to 96% across all project years.*

1.1.e. Performance Measure: The number of sustainability events (developmental reviews and/or fidelity observations procedures) conducted by the NCSIP LEA research to practice centers and sites. (See Table 3.)

Baseline established in 2000-01: 0

Performance across all project years: 122

Summary: *During the first year of the project developmental review procedures were developed and implementation began in the second year of the project. During the second year of the project fidelity observation procedures were developed and implementation began in the third year of the project. In each of the subsequent years the number of sustainability events implemented increased for a total of 122.*

Project Activities Conducted To Address Objective 1.1

Establishing a Network of Research-Based Instruction Centers and Sites

By the end of NCSIP, four "best practices" regional reading/writing centers and fifty-six reading/writing research-based instruction sites were established and are currently operational in local education agencies (LEAs). During the NCSIP extension period and the first year of NCSIP II, two more regional reading/writing centers were established. Also, four mathematics "best practices" demonstration centers and sixteen mathematics research-based instruction sites were established.

The six regional reading/writing centers are strategically located across the state. Services provided within each of the regions include (a) research-based instruction for students with disabilities; (b) foundation training workshops for teachers and administrators in reading, writing, and/or mathematics; (c) research-based model instruction programs; (d) developmental reviews; and (e) fidelity observation training.

Personnel Development Training Events

NCSIP developed and provided eleven types of personnel development events during the operation of the project. Each of these is described briefly below.

Reading Foundation Training. The reading foundation training program was developed early in the implementation of NCSIP. Training materials include a comprehensive PowerPoint presentation and a CD-ROM that contains training content and video examples of instructional methods, including assessment procedures. The program includes twelve training units beginning with a review of the research literature that justifies the content of the program. Ninety-one reading foundation training events served 1,942 participants. A detailed description of the reading training can be found on the NCSIP website (www.ncsip.org). NCSIP classified the reading foundation training as research-based.

Reading Model Training. Following up on the reading foundation training, the staff at each project site selected a reading model instruction program to implement in their schools and school systems. Although the reading foundation training included reviews of exemplary model instruction programs (including Language!, Corrective Reading, the Wilson Reading System, and the Hill Center programs), NCSIP did not develop a list of approved programs. School staff, however, were required to select a model that reflected instructional principles derived from research addressing effective reading instruction for students with serious reading difficulties and disabilities. The model training was delivered directly by trainers that were selected and trained by the model developers. Additional documentation of the research base for the reading model training strategies can be found on the NCSIP website. NCSIP classified the reading model training as research-based.

Mathematics Instruction Training. During the first year of the project, a team of math instructors identified a model training program that reflected many of the principles of instruction gleaned from a review of the mathematics instruction research. Over the life of the project, 391 teachers and administrators attended sixteen mathematics instruction personnel development workshops. NCSIP did not classify the mathematics instruction training as research-based. Additional information on the mathematics instruction training can be found on the NCSIP website.

Writing Instruction Training. Most of NCSIP's efforts focused on reading instruction. During the last year of the project, however, a writing development workshop titled "Turning Research into Practice: Where Are We?" was developed by a writing instruction specialist and presented to 125 teachers and administrators. The two-hour presentation drew from the principles of writing instruction for students with disabilities identified by the NCSIP II writing team of experts and summarized the research on improving writing skills of students with learning disabilities.

Schoolwide Positive Behavior Supports. The North Carolina Positive Behavior Supports Initiative (PBS) has been a primary partner of NCSIP since the first year of the project. The initiative focuses on preventing discipline problems and incorporating empirically

validated practices. It emphasizes (a) using assessment information to guide intervention and management decisions, (b) employing continuums of behavioral supports, (c) developing school environments that support long term success, (d) setting high expectations for student behavior, (e) monitoring student behavior, and (f) acknowledging positive and appropriate student behavior.

The staff development process included two days of training for teams from each participating school. The teams in turn provided training for staff at their schools. Provided in the first module of the training was an introduction to Positive Behavior Supports and ways and means to apply the PBS strategies to the school environment. Provided in the second module was information about classroom implementation, social skills instruction, and interventions for groups of students who may be at risk for behavioral difficulties. The third module focused on interventions for individual students. Over the life of the project, 299 training events (each comprising the initial team training and the subsequent schoolwide training) were conducted. A total of 11,013 school staff members were trained in PBS procedures.

Coaching Training. Coaching personnel development workshops were developed and conducted by the developers of the reading instruction models (e.g., Language!, Wilson Reading System, and Corrective Reading). Each model reflects the instruction principles derived from research reviews including the principles identified by the National Reading Panel. The effectiveness of each model is supported by an extensive research database. The coaching training employs the same research base as the NCSIP reading model training described above. Accordingly, NCSIP classified the coaching training program as research-based.

Fidelity Observation Training. The purpose of this strategy is to follow-up personnel development training to assure effective implementation of instruction in schools and classrooms. Early in the NCSIP, structured classroom observation rating scales were developed for the each of the four reading instruction models selected by administrators at project centers and sites. Personnel at each NCSIP site (almost exclusively teachers with experience in implementing the specific reading model used at the site) were selected and trained to conduct the observations. Project teachers received at least three observations during the school year, as well as subsequent coaching and feedback. The fidelity observation procedures were derived from procedures used by the model developers (e.g., Corrective Reading). These can be found on the NCSIP II website (www.ncip.org). The NCSIP classified the fidelity observation process as evidence-based.

Institute of Higher Education Faculty Training: Reading Foundations. The reading foundation training described earlier was conducted for faculty members of special education teacher training programs at institutes of higher education (IHE). Two IHE reading foundation training events were conducted for 32 faculty representatives. Training materials developed by NCSIP were provided to all participants.

IHE Faculty Training: Aligning License Standards with Research-Based Instruction. The NCSIP involved teacher education faculty members and public school teachers in workshops designed to align special education licensing standards with effective instruction as defined by scientific-based research studies. A series of four workshops were conducted to review instructional research results and align effective instructional strategies (i.e., learning strategies) with specific license standards and license indicators. The results of these efforts were approved by the North Carolina State Board of Education and are now used to guide the content in required courses for specific licenses for teaching in special education. In addition, NCSIP provided a two-hour workshop for faculty representatives of IHE special education personnel preparation programs that focused on the teacher quality research conducted by the Center on Personnel studies in Special Education of the University of Florida. Dr. Mary Brownell, a co-principal investigator of the University of Florida project, conducted the workshop. Topics included the strengths and weaknesses of special education teachers; the importance of school context; portraits of highly effective teachers; the role of personnel preparation; and conclusions and implications for future research.

Training of Trainers (TOT). To sustain quality reading instruction and provide reading foundation training for all teachers of students with disabilities, NCSIP developed a TOT process, which required each trainer to (1) complete the Level 2 reading foundation training, (2) submit a letter of intent to become a NCSIP foundation trainer, (3) participate in a day-long TOT workshop, (4) complete an apprenticeship under the supervision of a NCSIP foundation trainer, (5) submit a plan to conduct reading foundation training within the trainee's school system, (6) submit to structured observations by and receive feedback from experienced trainers, and (7) demonstrate ability to provide appropriate task feedback for trainees. NCSIP classified TOT training as research-based. For supporting documentation of the research base for the NCSIP training events, see the NCSIP II website at www.ncsip.org.

Developmental Reviews. The purpose of the developmental review is to help plan, organize, manage, evaluate, and measure the progress of NCSIP centers and sites. The process addresses five dimensions of the site: (a) the clarity and integrity of the model; (b) the clarity and appropriateness of the model's service delivery procedures; (c) administration and management, including evaluation; and (d) staff readiness to provide instruction. The process is conducted during the first year of a site's operation following the reading foundation training. The site visit review team usually comprises a NCSIP leadership staff member and a reading instruction specialist. The team reviews and evaluates materials prepared by the center, including a revised and updated project plan.

DIBELS Training. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are individually administered measures of early literacy development. The results of a DIBELS assessment can be used to measure the development of pre-reading and early reading skills. The NCSIP recommended but did not require sites to employ the DIBELS assessment program, which helps schools measure the progress of early reading skills of children in kindergarten through 2nd grade. The sites were free to select other literacy assessment instruments other than DIBELS as long as the instruments were supported by substantial bodies of evidence-based research.

Leadership Training. Leadership personnel were involved in all of the training events described above. In addition, during the first four years of the project, four special training events were planned, developed, and conducted for a total of 40 special education administrators who lacked appropriate leadership licenses. Topics included recruiting and retaining of qualified teaching personnel, using learning strategies, expanding or scaling up research-based instruction, identifying students with disabilities, and understanding public law regulating special education services. During the 2003-04 school year, 45 special education program administrators attended a 135-hour Exceptional Children Program Directors Leadership Institute.

Each year the Exceptional Children Division of the Department of Public Instruction plans and conducts an Exceptional Children Program Directors' two-day conference. This conference is attended by 90- to 95 percent of the special education administrators in the state. In each of the last four years, the conference has included presentations by staff of NCSIP sites on topics related to reading instruction, mathematics instruction, and schoolwide positive behavior supports.

Project Objective 1.2

Improve the knowledge of leadership personnel of needed service delivery strategies to support the use of research-proven best practices.

1.2.a. Performance Measure: Number of leadership personnel who received professional development based on research-based instructional practices. (See Table 2A.)

Baseline established in 2000-01: 5

Performance across all project years: 938

Summary: *The number of leadership personnel who received staff development designed to improve their knowledge about research-based instructional practices for students with disabilities increased more than 99% over the life of the project.*

Project Activities Conducted To Address Objective 1.2

Leadership personnel were involved in all of the training events aligned with Objective 1.1. and reported in Table 2A. The training events included reading foundation training, reading model training, mathematics model training, writing instruction training, training to implement schoolwide positive behavioral supports, coaching training, IHE faculty training in reading foundations, IHE faculty training in alignment of license standards with curriculum, training of reading trainers (TOT), DIBELS training, and leadership training. An average of five percent of the personnel receiving training in these eleven types of events were in school leadership positions: principals, assistant principals, special education administrators, and curriculum coordinators, as well as department chairs of special education teacher education programs.

In addition to the training described above during the first four years of the project, NCSIP also coordinated the training of special education administrators who needed additional training to meet license requirements. These events – one, multiple-day training event in each of four years focusing on recruiting and retaining qualified teachers, employing learning strategies, expanding or scaling-up research-based instruction, identifying students with disabilities, and understanding public law regulating special education services – were not considered research-based and are not included in the performance measure chart above. The workshops featured case studies and training in the use of new tools and products to facilitate special education program management and administration.

Project Objective 1.3

Increase the percentage of students with disabilities enrolled in the standard curriculum performing at or above grade level on the statewide end-of-grade ABC testing from the current levels of 30–40% to a level of at least 80% of non-identified students in basic skill areas of reading, writing, and mathematics.

1.3.a. Performance Measure: The percent of all students with disabilities in North Carolina performing at or above grade level in reading as measured by the NC end-of-grade composite 3 through 8 grades reading assessment. (See Table 5.)

Baseline established in 2000-01: 30,018/67,804 = 44.3%

Performance at the end of the project: 43730/69161 = 63.2%

Summary: *From the beginning of the project in 2000-2001 students with disabilities statewide made reading performance gains at twice the rate than the rate of improvement of all students statewide.*

1.3.b. Performance Measure: The percent of all students with disabilities in North Carolina performing at or above grade level in mathematics as measured by the NC end-of-grade 3 through 8 composite mathematics assessment.

Baseline established in 2000-01: 39,158/70,144 = 55.8%

Performance at the end of the 2004-2005 school year: 51,013/77,593 = 65.7%

Summary: *In 2000-01, 56% of students with disabilities who participated in the North Carolina accountability testing in grades three through eight performed at or above grade level in mathematics achievement. By the end of 2004-05, 66% of students with disabilities performed at or above grade level in mathematics in grades three through eight. It should be noted that the mathematics EOG proficiency standards were revised and comparisons across the last two years should not be made. The 2006 results set a new baseline.*

Project Activities Conducted To Address Objective 1.3

The strategies used to improve reading and mathematics performance of students with disabilities in North Carolina are described above, under Objective 1.1. Mathematics instruction improvement activities were limited to a pilot project in one LEA in the state. The development of an evidence-based mathematics instruction improvement system of training

and sustainability procedures was initiated during the last year of the project.

Improving Writing Instruction

Although aspects of writing instruction were included in the reading foundation training and in the model instruction training (e.g., Language!), NCSIP did not develop and implement a comprehensive system for improving writing instruction for students with disabilities until 2005-06. One reason for this delay was that North Carolina did not officially measure student writing progress until the 2005-06 school year.

A writing instruction training materials development team of five individuals with demonstrated skills and knowledge in the areas of (a) writing instruction for students with writing difficulties and disabilities, (b) instructional research, (c) instruction materials development, and (d) classroom delivery of remedial instruction reviewed the writing instruction literature and issued a report that addressed training procedures and the content of training materials. Their recommendations included (a) linking instruction to assessment; (b) emphasizing a process approach to writing that includes teacher and peer feedback; (c) employing collaborative learning; (d) allotting sufficient time for writing; (e) practicing and reviewing, so writing skills and strategies become automatic; (f) employing direct, explicit, systematic, sequential, and cumulative instruction, multisensory strategies, and integrated writing, reading, speaking, and listening practices, and (g) integrating technology.

In addition to the strategies discussed above, NCSIP developed three evaluation reports on the project's impact on the reading performance of students with disabilities. Approximately 1,000 copies of each of the reports were distributed to school superintendents, the North Carolina State Board of Education, and other state and local organizations. These reports summarized the reading progress demonstrated by students with disabilities served by NCSIP, the instructional programs and procedures that produced the results, the statewide status of the reading progress of students with disabilities, and the work that still needs to be done. The evaluation reports are available at www.ncsip.org

Project Objective 2.1

Decrease to 5% the percentage of special education teachers teaching without appropriate certification.

2.1.a. Performance Measure: Percent of special education teachers teaching who lack an appropriate certification. (See Table 6.)

Baseline established in 2000-01:
1644/9522 = 17.3%

Performance in the last year of the project:
1404/10590 = 13.3%

Summary: *The percent of special education teachers teaching who lack appropriate certification decreased from 17% at the beginning of the project to 13% by the end of the project.*

Project Activities Conducted To Address Objective 2.1

The UNC Cooperative Planning Consortium

The planning consortium, which comprises representatives of special education personnel preparation programs across the state, was established approximately 25 years ago to facilitate joint planning of constituent teacher education programs across the UNC system and develop planning recommendations for submission to the president of the University of North Carolina. NCSIP established a partnership with the consortium to improve the quality of special education personnel preparation programs and increase enrollments to meet the need for qualified special education teachers. The partnership activities sponsored by NCSIP included six events attended by a total of 133 IHE faculty members. Event topics included alignment of license standards with licensing provisions of the NCLB Act and Office of Special Education Programs in the U.S. Department of Education initiatives, alignment of research-based instruction and behavior improvement strategies with the license standards, research on improving special

education teacher education, alignment of course requirements across teacher preparation programs, preparation for NCATE and state licensing review visits, and recruitment of students into special education teacher education programs.

Project Objective 2.2

Decrease to 10% the percentage of special education administrators working without appropriate certification.

2.2.a. Performance Measure: The percent of special education administrators who lack appropriate certification. (See Table 6.)

Baseline established in 2000-01: 4/224 = 1.8%

Performance in the last year of the project: 11/355 = 3%

Summary: *The percent of special education administrators who lack appropriate certification is very low. During the project the number of special education administrators increased by 131 with a slight increase to 3% without appropriate certification.*

Project Activities Conducted To Address Objective 2.2

Leadership personnel were involved in all of the training/activity events described in Objective 1.1. Approximately 40 special education administrators who lacked appropriate leadership licenses participated in four NCSIP training events during the first four years of the project. During the 2003-04 school year, 45 special education program administrators completed a 135-hour Exceptional Children Program Directors' Leadership Institute. The special education administrators training topics included (a) recruiting and retaining qualified teaching personnel, (b) employing learning strategies, (c) expanding or scaling-up research-based instruction, (d) identifying students with disabilities and (e) understanding public law regulating special education services. The Institute featured case studies and training in the use of new tools and products to facilitate special education program management and administration.

Project Objective 2.3

Increase the number of new teachers entering the field of special education in North Carolina through initial entry and/or lateral entry and traditional teacher education programs.

2.3.a. Performance Measure: Increase the number of new, licensed special education teachers in North Carolina via lateral entry and traditional teacher education programs. (See Table 7.)

Baseline established in 2000-01: 578

Performance in the last year of the project: 661

Summary: *The number of new teachers produced and hired in North Carolina increased during all but one year of the project. The number of new licensed special education teachers in North Carolina produced via lateral entry and traditional teacher education programs increased by approximately 13%, from 578 in 2001-02 to 661 in 2004-05.*

Project Activities Conducted To Address Objective 2.3

The project activities conducted to address Objective 2.3 are the same activities conducted to meet Objective 2.1.and are described on page 7.

Project Objective 3.1

Increase teacher competencies in the use of positive behavioral supports.

3.1.a. Performance Measure: Number of teachers and leadership personnel statewide receiving research-based professional development in the implementation of schoolwide positive behavior support programs. (See Table 8.)

Baseline established in 2000-01: 61

Performance across all project years: 10,952

Summary: *By the end of the project the number of personnel trained increased to 10,952.*

Project Activities Conducted To Address Objective 3.1

The North Carolina Positive Behavior Supports (PBS) initiative in the Exceptional Children Division of the

North Carolina Department of Public Instruction has been the leading partner with NCSIP in developing and implementing positive behavior supports programs in North Carolina schools. The Initiative focuses on preventing discipline problems and incorporating empirically validated practices. It emphasizes (a) using assessment information to guide intervention and management decisions, (b) employing continuums of behavioral supports, (c) developing school environments that support long term success, (d) setting high expectations for student behavior, (e) monitoring student behavior, and (f) acknowledging positive and appropriate student behavior.

The staff development process included two days of training for teams from each participating school. The teams in turn provided training for staff at their schools. Provided in the first module of the training was an introduction to Positive Behavior Supports, and ways and means to apply the PBS strategies to the school environment. Provided in the second module was information about classroom implementation, social skills instruction, and interventions for groups of students who may be at risk for behavioral difficulties. The third module focused on interventions for individual students. Over the life of the project, 299 training events (each comprising the initial team training and the subsequent school-wide training) were conducted. A total of 11,013 school staff members were trained in PBS procedures. The North Carolina Positive Behavior Supports Initiative expanded significantly during the 2005-06 school year.

Project Objective 3.2

Decrease the dropout rate of students with disabilities to a rate no larger than 25%.

3.2.a. Performance Measure: Percent of students with disabilities dropping out of school statewide. (See Table 9.)

Baseline established in 2000-01:
4924/8548 = 58%

Performance in the last project year:
4237/11052 = 38%

Summary: *The percent of students with disabilities dropping out of school decreased from 58% during the first year of the project to 38% in the last year of the project.*

Project Activities Conducted To Address Objective 3.2

The NCSIP strategies and activities intended to decrease the percent of students with disabilities who drop out of school includes most of the project's efforts. A comprehensive array of improvement strategies and training activities contributed to a significant reduction in the number and percent of students with disabilities who dropped out of school. These strategies included (a) expanding the network of schools implementing research-based basic skills instruction and positive behavior supports systems, (b) providing research-based training events across the eleven types of training reported in Objective 1.1, (c) helping schools establish sustainability strategies, (d) improving the quality of instruction in IHEs, and (e) expanding knowledge and skills of leadership personnel with regard to quality instruction of students with disabilities. The details of these various strategies and activities have been presented earlier in this report.

Project Objective 3.3

Increase the graduation rate of students with disabilities exiting special education.

3.3.a. Performance Measure: The percent of students with disabilities exiting school graduating with a diploma. (See Table 9.)

Baseline established in 2001:
2896/8548 = 34%

Performance in the last project year:
5498/11052 = 50%

Summary: *The percent of students with disabilities graduating with a diploma increased from 34% in the first year of the project to 50% in the last year of the project.*

Project Activities Conducted To Address Objective 3.3

The NCSIP strategies and activities intended to increase the percentage of students with disabilities who graduated with a diploma included most of the project's efforts. A comprehensive array of improvement strategies and training activities contributed to an increase in the number and percentage of students who graduated. These strategies included (a) expanding the network of schools implementing research-based basic skills instruction and positive behavior supports systems, (b) providing research-based training events across the eleven types of training reported in Objective 1.1, (c) helping schools establish sustainability strategies, (d) improving the quality of instruction in IHEs, and (e) expanding knowledge and skills of leadership personnel with regard to quality instruction of students with disabilities. The details of these various strategies and activities have been presented earlier in this report.

Project Objective 3.4

Decrease the yearly rate of suspension, expulsion, and absence of children with disabilities by 5% per year in years two through five of the project.

3.4.a. Performance Measure: Short-term suspensions of students with disabilities statewide. (See Table 10.)

Baseline established in 2000-01:
59,096/174,452 = 34%

Performance in the last project year:
55,811/175,523 = 32%

Summary: *Short-term suspensions of students with disabilities statewide increased slightly in each project year, except the last project year, resulting in a small decrease from the first year of the project to the final year of the project (2004-05).*

3.4.b. Performance Measure: Long-term suspensions of students with disabilities statewide. (See Table 10.)

Baseline established in 2000-01:
449/174,452 = .26%

Performance in the last year of the project:
498/175,523 = .28%

Summary: *The percentage of long-term suspensions for students with disabilities was less than one percent during each year of the project and there was practically no difference in long-term suspensions across the five years of the project.*

3.4.c. Performance Measure: School expulsions of students with disabilities statewide. (See Table 10.)

Baseline established in 2000-01:
28/174,452 = .02%

Performance across project years:
8/175,523 = > .01%

Summary: *The number of students with disabilities expelled was extremely low at less than one percent per year. There was practically no difference in the expulsion rate across the five years for which data were available.*

3.4.d. Performance Measure: Percent of school absences for students with disabilities statewide. (See Table 10.)

Baseline established in 2003-04: 6%

Performance in 2004-2005: 5.9%

Summary: *Data on school absences for students with disabilities statewide were available only in 2003-04 and 2004-05, the last two years of the project. The rate of absences for students with disabilities remained practically the same.*

Project Activities Conducted To Address Objective 3.4

Objective 3.4 is aligned with the strategies and activities reported above, including (a) expanding the network of schools implementing positive behavior support systems, (b) expanding the use of

research-based instruction to improve basic skills, (c) improving the quality and number of in-service and pre-service teachers, and (d), expanding training for leadership personnel.

Project Objective 3.5

Establish a uniform method across school districts to develop a reliable, valid, and timely system of collection of suspension, expulsion, and absence data.

3.5.a. Performance Measure: Establishment of a data collection system to collect valid and reliable data on student suspensions, expulsions, and absences.

Baseline established in 2000-01: No data collection systems were available to collect absence data.

Performance during remainder of project: Appropriate data sources were found and used.

Summary: *See Project Activities Conducted To Address Objective 3.5, below.*

Project Activities Conducted To Address Objective 3.5

To meet this objective, NCSIP relied upon suspension and expulsion data collected annually, since 2000, by the Agency Operations and Management section of the Accountability Services Division of the North Carolina Department of Public Instruction, with assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University.

For the purposes of the annual study, students are considered to be suspended or expelled if their LEAs report them to be suspended or expelled. However, because no statewide standards for suspensions or expulsions exist and each LEA employs its own criteria, comparisons across LEAs may not be statistically reliable. Comparisons of statewide suspensions and expulsions from year to year may be appropriate if the expulsion/suspension criteria of each LEA remains consistent.

For reporting attendance rates for students with disabilities, NCSIP relied on student attendance data reported in the statewide NCLB Report Card. Attendance data has been disaggregated and reported since the 2003-04 school year.

Project Objective 4.1

Increase parent involvement with their own children/students' teachers and school systems.

4.1.a. Performance Measure: Number of parents completing the NCSIP Parent Satisfaction Questionnaire. (See Table 11.)

Baseline established in 2002-03: 41

Performance in the last year of the project (2004-05): 95

Summary: *The number of parents completing the NCSIP Parent Satisfaction Survey increased from 41 in 2002-03 to 95 in 2004-05. Across the last three years of the project, 221 parents, or sets of parents, completed the survey.*

4.1.b. Performance Measure: Average total rating of parent satisfaction with the NCSIP project. (See Table 11)

Baseline established in 2002-03: 1.99

Performance in the last year of the project: 2.55

Summary: *The average total rating of parent satisfaction as measured by the NCSIP Parent Satisfaction Questionnaire increased from 1.99 (out of a possible 3) to 2.55, indicating an improvement in the level of parent satisfaction with the project.*

Performance Measure 4.2.a. also measures the extent to which Objective 4.1 was met.

Project Activities Conducted To Address Objective 4.1

NCSIP/ECAC Parent and Family Support, Involvement, and Services Events

During the first year of the project, NCSIP partnered with the Exceptional Children Assistance Center (ECAC) of North Carolina to establish a parent col-

laboration, training, and support center aligned with the goals of NCSIP. The ECAC participated in the project's reading and writing workshops and helped plan the mathematics and positive behavioral supports "best practices" centers.

In the second year of the project, six parent involvement activities were conducted, including (a) a workshop for parents in the Onslow County NCSIP reading project, (b) visitations by Center staff to all but one of the NCSIP reading sites, (c) distribution to parents of the ECAC Newsline, (d) provision of technical assistance to the positive behavior supports centers, (e) development, with the NCSIP Mathematics Center, of a video on algebraic thinking to be used to promote parent understanding of instruction activities, and (f) development of plans to work with the Positive Behavior Supports Initiative to create and provide parent-friendly materials to assist with understanding and support of school-wide positive behavior supports systems.

In the third year of the project (2002-03), the parent center (a) continued distributing information to parents including a document about literacy and the IEP, (b) distributed an article by Dr. Karen Erickson of the Center for Literacy and Disability Studies at UNC-CH on reading strategies that parents used with their children, (c) developed and distributed a "how to" document for educators that delineates methods of engaging parents, (d) delivered a presentation at the North Carolina Department of Public Instruction's Comprehensive School Reform Conference on parent-school partnerships, and (e) conducted a literacy workshop for parents in Cleveland County.

During the fourth year of the project the parent center (a) developed and implemented procedures to document parent involvement activities and collect data to measure parent satisfaction, (b) provided literacy workshops for developing parent understanding of the instructional approaches used for developing reading, writing and communication skills of students, (c) developed and conducted several parent workshops on Positive Behavior Supports, (d) provided technical assistance for public school staff on working with parents, and (e) developed and distributed more than 5,000 brochures profiling school-wide positive behavior supports programs.

In the final year of the NCSIP/ECAC partnership (in 2005-06 a new partnership was developed through the new State Personnel Development Grant) the ECAC (a) developed and distributed a brochure on Statewide Positive Behavior Supports, (b) distributed 480 Positive Behavior Supports information packets to families throughout North Carolina, (c) provided PBS training and information for families, educators, and youth at a February 2005 statewide conference, (d) produced and distributed 1,000 copies of a DVD video on Schoolwide PBS in North Carolina, (e) distributed 5,000 brochures on Schoolwide Positive Behavior Supports in North Carolina, (f) distributed 480 PBS information packets to families throughout North Carolina, (g) provided PBS training and information for families, educators, and youth at a February 2005 statewide conference, and (h) produced and distributed 1,000 copies of a DVD video, in English and Spanish, on schoolwide PBS in North Carolina.

Project Objective 4.2

Increase parent inclusion in program planning, implementation, and evaluation to 100% in all partnership decision-making events.

4.2.a. Performance Measure: Number of NCSIP events in which parents and parent organizations participated. (See Table 11.)

Baseline established in 2000-01: 5

Performance during the last year of the project: 8

Summary: *The number of NCSIP events in which parents and parent organizations participated increased from five in the first year to eight in the last year of the project. Twenty-nine parent participation events were conducted during the life of the project.*

Project Activities Conducted To Address Objective 4.2

The project strategies and activities conducted to meet Objective 4.1 also apply to Objective 4.2.

Project Objective 4.3

Establish reliable and valid procedures for the collection of parent satisfaction data, and use this data to establish a baseline of benchmarks by the end of the first year of the project.

4.3.a. Performance Measure: Development of a valid and reliable parent satisfaction questionnaire with which to determine parent satisfaction. (See Table 11.)

Baseline established in 2000-2001: 0

Performance Summary: *The NCSIP Parent Satisfaction Questionnaire was developed during the first two years of the project and was used to collect parent satisfaction data in each of the last three years of the project.*

Project Activities Conducted To Address Objective 4.3

Procedures Used for Parent Satisfaction Evaluation

The NCSIP evaluation plan included specific evaluation procedures to be undertaken at the end of each project year to evaluate the effectiveness of the project's parent involvement component. Two strategies were employed to conduct the evaluation of the project's parent component: (1) measuring parent satisfaction with the project's efforts and (2) documenting parent activities conducted by the project's centers, sites, and parent partner center.

Parent Satisfaction

A seven-question *Parent Satisfaction Questionnaire*, which parents of all students who received reading instruction through the NCSIP were asked to complete, was used to assess parental satisfaction with the NCSIP project in their school districts. ■

Summary of Accomplishments and Progress

The NCSIP addressed four primary goals, fourteen objectives, and twenty-three performance measures. Sixty-four percent, or nine out of the fourteen of the project objectives, were met. Below, the progress made and the results accomplished are summarized across each of the project goals.

Goal 1:
Improve Basic Skills Performance for Students with Disabilities

- Ninety-seven percent of the 19,320 educators (duplications in the count) trained by the project received professional development supported by science- or evidence-based practices.
- All fourteen of the NCSIP objectives were aligned with one or more of the North Carolina State Performance Plan strategies.
- Seventy-eight percent of trained reading teachers demonstrated high-fidelity instruction.
- Seventy percent of the project's professional development events were sustained through on-going follow-up activities.
- 938 leadership personnel received professional development based on research-based evidence.
- Students with disabilities in grades 3 through 8 performing at or above grade level on the AYP reading tests increased by 18.9 percentage points statewide which is twice the rate of gains made for all students statewide.
- Two out of three of the NCSIP Goal 1 objectives were met.

Goal 2:
Increase the Percent of Qualified Teachers of Students with Disabilities

- The percent of special education teachers with appropriate certification improved from 82.7 at the beginning of the project to 86 at the end of the project.
- The number of special education administrators with appropriate certification increased from 220 at the beginning of the project to 344 at the end of the project.
- The number of new special education teachers produced by North Carolina teacher education programs increased from 670 at the beginning of the project to 777 at the end of the project.
- Two out of three of the Goal 2 objectives were met.

Goal 3:
Increase Graduation Rates and Decrease Dropout Rates of Students with Disabilities

- The number of schools with schoolwide PBS programs increased from 1 at the beginning of the project to 299 at the end of the project.
- Graduation with diploma rate for SWD exiting school increased from 34 percent at the beginning of the project (00-01) to 50 percent by the end of the project.
- Dropout rate for SWD decreased from 58 percent at the beginning of the project to 38 percent by the end of the project.
- Three out of the five Goal 3 objectives were met.

Goal 4:
Improve Parent Satisfaction with, and Support of, School Services

- A partnership was established with the North Carolina Exceptional Children Assistance Center.
- Parent participation in satisfaction ratings increased from 95 to 123 by the end of the project.
- Parent satisfaction with the NCSIP increased from an initial rating of 1.99 to a rating of 2.55 on a three-point satisfaction scale during the project.
- All three of the Goal 4 objectives were met.

Supporting Data Tables: Appendix A

Table 1A

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2000-2001

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	1	35	35/35
Reading Model Training	0	0	—
Mathematics Model Training	2	37	0/37
Writing Instruction Training	0	0	—
School-wide PBS Training	1	61	61/61
Coaching Training	0	—	—
IHE Faculty Training: Reading Foundations	0	—	—
IHE Faculty Training: Aligning License Standards	0	0	—
Training of Trainers (TOT)	0	0	—
DIBELS Training	0	0	—
Leadership Licensing Training	1	35	0/35
Total	**5**	**168**	**96/168 = 57.1%**

Table 1B

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2001-2002

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	5	94	94/94
Reading Model Training	11	774	774/774
Mathematics Model Training	4	42	0/42
Writing Instruction Training	0	—	—
School-wide PBS Training	4	136	136/136
Coaching Training	0	—	—
IHE Faculty Training: Reading Foundations	0	—	—
IHE Faculty Training: Aligning License Standards	0	—	—
Training of Trainers (TOT)	1	18	18/18
DIBELS Training	0	—	—
Leadership Licensing Training	1	44	0/44
Total	**26**	**1108**	**1022/1108 = 92.2%**

Source: NCSIP Event Management Files

Table 1C

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2002-2003

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	6	168	168/168
Reading Model Training	11	775	775/775
Mathematics Model Training	5	93	0/93
Writing Instruction Training	—	—	—
School-wide PBS Training	8	280	280/280
Coaching Training	—	—	—
IHE Faculty Training: Reading Foundations	1	14	14/14
IHE Faculty Training: Aligning License Standards	1	15	15/15
Training of Trainers (TOT)	—	—	—
DIBELS Training	—	—	—
Leadership Licensing Training	1	35	0/35
Total	**33**	**1380**	**1252/1380 = 90.7%**

Table 1D

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2003-2004

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	23	484	484/484
Reading Model Training	37	1113	1113/1113
Mathematics Model Training	3	69	0/69
Writing Instruction Training	0	0	
School-wide PBS Training	23	805	805/805
Coaching Training	0	0	0
IHE Faculty Training: Reading Foundations	1	18	18/18
IHE Faculty Training: Aligning License Standards	3	68	68/68
Training of Trainers (TOT)	0	0	0
DIBELS Training	3	220	220/220
Leadership Licensing Training	1	40	0/40
Total	**94**	**2817**	**2708/2817 = 99.3%**

Source: NCSIP Event Management Files

Table 1E

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2004-2005

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	23	583	583/583
Reading Model Training	20	1362	1362/1362
Mathematics Model Training	1	25	0/0
Writing Instruction Training	0	0	0
School-wide PBS Training	77	2849	2849/2849
Coaching Training	2	120	120/120
IHE Faculty Training: Reading Foundations	0	0	0
IHE Faculty Training: Aligning License Standards	0	0	0
Training of Trainers (TOT)	1	72	72/72
DIBELS Training	3	180	180/180
Leadership Licensing Training	NA	NA	NA
Total	**127**	**5191**	**5166/5191 = 99.5%**

Table 1F

PERSONNEL RECEIVING EVIDENCE-BASED NCSIP TRAINING BY STAFF DEVELOPMENT EVENTS
2005-2006

Training Events	# of Training Events	# of Personnel Trained	% of Personnel Receiving Evidence - Based Training
Reading Foundation Training	29	578	578/578
Reading Model Training	25	502	502/502
Mathematics Model Training	1	125	0/125
Writing Instruction Training	1	150	150/150
School-wide PBS Training	186	6882	6882/6882
Coaching Training	3	149	149/149
IHE Faculty Training: Reading Foundations	—	—	—
IHE Faculty Training: Aligning License Standards	—	—	—
IHE Faculty: Improving Teacher Education	1	18	0/18
Training of Trainers (TOT)	9	92	92/92
DIBELS Training	2	160	160/160
Leadership Licensing Training	—	—	—
Total	**257**	**8656**	**8513/8656 = 98.3%**

Source: NCSIP Event Management Files

Table 2A

SUMMARY OF THE PERCENTAGE OF PERSONNEL THAT COMPLETED EVIDENCE-BASED NCSIP TRAINING EVENTS

Year	# of Personnel Receiving NCSIP Training	# of Personnel Receiving Evidence-Based Training	% of Personnel Receiving Evidence-Based Training
00-01	168	96	57.1
01-02	1108	1022	92.2
02-03	1380	1252	90.7
03-04	2817	2708	99.3
04-05	5191	5166	99.5
05-06*	8656	8513	98.3
Total	**19320**	**18757**	**97.1**

* Activities jointly funded by 1st year of SPDG grant.

Table 2B

NUMBER AND PERCENTAGE OF NCSIP EVIDENCE-BASED TRAINING ACTIVITIES/EVENTS BY YEAR

Year	# of Training Events	# of Evidence-Based Training Events	% of Evidence-Based Training Events
00-01	5	2	20%
01-02	26	21	80.8%
02-03	33	27	81.8%
03-04	94	90	95.7%
04-05	127	126	99.2%
05-06	257	255	99.2%
Total	**542**	**521**	**96.1%**

Source: NCSIP Event Management Files

Table 3

PERCENTAGE OF NCSIP READING PROJECTS DEMONSTRATING SUCCESSFUL REPLICATIONS AND SUSTAINABILITY STRATEGIES

Year	LEA Res. to Practice Demo Sites	# of Demo Sites Reporting Data	# of Demo Sites Demonstrating Student Progress	% of Demo Sites Demonstrating Student Progress	# of LEA Projects Completing Developmental Reviews	% of LEA Projects Completing Developmental Reviews	# of LEA Projects Conducting Instruction Fidelity Observations	% of LEA Demo. Projects Conducting Fidelity Observations
00-01	8	0	0	0	0	0	0	0
01-02	8	8	7	87.5%	8	100%	0	0
02-03	26	6	6	100%	6	23%	4	66%
03-04	35	22	17	77.3%	20	57%	17	77.3%
04-05	33	25	19	76%	4	12%	22	88%
05-06*	50	22	14	63.7	21	42%	20	83%
Total	—	—	—	**39.4%**	**59**	**41.9%**	**63**	**39.4**

*Activities jointly funded with 1st year of SPDG grant.

Source: NCSIP Event Management Files

Table 4

PERCENTAGE OF NCSIP TEACHERS THAT DEMONSTRATE MASTERY OF EFFECTIVE READING INSTRUCTION SKILLS AS MEASURED BY A SERIES OF FORMAL CLASSROOM FIDELITY OBSERVATIONS

Year	# LEA Research to Practice Demonstration Sites	# of Teachers Trained in Evidence-Based Reading Instruction	# of Trained Teachers Receiving Fidelity Observations	#/% of Trained Teachers Demonstrating Effective Reading Instruction *
00-01	8	35	0	0
01-02	8	94	0	0
02-03	26	168	21	21/100%
03-04	35	484	74	57/77%
04-05	33	583	84	60/71%
05-06**	50	578	120	96/80%
Total		**1942**	**299**	**234**

*Effective reading instruction defined as receiving an average Fidelity Rating at or above 2.5 on a rating scale of 1) Not Appropriate, 2) Appropriate, and 3) Very Appropriate.

**Activities jointly funded with 1st year of SPDG grant.

Source: NCSIP Event Management Files

Table 5

SUMMARY OF PERCENTAGE OF STUDENTS WITH DISABILITIES AT OR ABOVE GRADE LEVEL IN READING AND MATHEMATICS*

Student Group	00-01	01-02	02-03	03-04	04-05	05-06	Gain
Reading: All NC Students	77.1	79.5	84.9	85.3	85.7	86.7	9.6
Reading: All NC SWD	44.3	49.9	54.8	55.0	57.4	63.2	18.9
Math: All NC Students	81.8	84.4	89.0	89.4	88.3	64.2	-17.6
Math: All NC SWD	55.8	61.2	65.9	66.6	65.7	36.4	-19.4

*As measured by the Reading and Mathematics composite 3-8 multiple-choice student performance data.

NA = Not Available

Source: North Carolina Accountability Services AYP Results by Subgroups

Table 6

SUMMARY OF PERCENTAGE OF SPECIAL EDUCATION (SPED) TEACHERS AND ADMINISTRATORS WITH APPROPRIATE CERTIFICATION

Year	# of Special Education (SpEd) Teachers	# of SpEd Teachers with Appropriate Certification	% of SpEd Teachers with Appropriate Certification	# of SpEd Education (SpEd) Administrators	# of SpEd Administrators with Appropriate Certification	% of SpEd Administrators with Appropriate Certification
00-01	9522	7878	82.7%	224	220	98.2%
01-02	10204	8340	81.7%	226	220	97.3%
02-03	10849	8752	80.7%	255	249	97.6%
03-04	11580	9206	79.5%	285	278	97.5%
04-05	10590	9186	86.7%	355	344	96.9%
05-06	NA	NA	NA	NA	NA	NA

NA = Not Available

Table 7

THE NUMBER OF NEW SPECIAL EDUCATION TEACHERS PRODUCED AND NUMBER HIRED IN NORTH CAROLINA

Year	# of New Undergraduate SpEd Teachers in NC		# of New Graduate SpEd Teachers in NC		# of New Lateral Entry SpEd Teachers in NC		Total # of New SpEd Teachers in NC	
	Produced	Hired	Produced	Hired	Produced	Hired	Produced	Hired
00-01	155	111	107	59	408	408	670	578
01-02	162	102	92	46	447	447	701	595
02-03	153	104	87	55	430	430	670	589
03-04	160	112	112	84	460	460	732	656
04-05	196	137	171	114	410	410	777	661
05-06**	NA	NA	NA	NA	NA	NA	NA	NA

**Activities jointly funded with 1st year of SPDG grant

NA = Not Available

Source: Human Resource Management / Quality Professionals Division, North Carolina Department of Public Instruction

Table 8

NUMBER OF SCHOOLWIDE PBS PROGRAMS AND NUMBER OF PERSONNEL TRAINED IN THE IMPLEMENTATION OF PBS PROGRAMS

Year	# of North Carolina Public Schools	# of Schoolwide PBS Programs	% of Schools with PBS Programs	# of Teachers Trained in Schoolwide PBS Programs*
00-01	2105	1	.05	61
01-02	2140	4	.19	136
02-03	2161	8	.37	280
03-04	2171	23	1.06	805
04-05	2189	77	3.52	2849
05-06**	2242	186	8.3	6882
Total	**—**	**299**	**—**	**10952**

*Estimate based on average number of teachers in one school

**Activities jointly funded with 1st year of SPDG grant.

Table 9

NUMBER AND PERCENTAGE OF STUDENTS WITH DISABILITIES EXITING SCHOOL BY YEAR*

2001-2006

Year	# of SWD Exiting School*	#/% SWD Graduated with Diploma	#/% SWD Graduated with Certificate	#/% SWD Dropped Out
00-01	8548	2896/34	1459/17	4924/58
01-02	9826	3891/40	1555/16	5215/53
02-03	9773	4137/42	1589/16	4635/47
03-04	11190	5222/47	1249/11	4569/41
04-05	9375	5345/57	950/10	2890/31
05-06	11052	5498/50	1152/10	4237/38

*Total number of SWD exiting school includes students that, (a) graduated with a diploma, (b) received a certificate, (c) reached maximum age, (d) died, and (g) dropped out.

Source: North Carolina Department of Public Instruction

Table 10

RATES OF SUSPENSIONS, EXPULSIONS, AND ABSENCES FOR STUDENTS WITH DISABILITIES BY PROJECT YEAR

Year	# of Students with Disabilities*	# of Short Term Suspensions of SWD	% of Short Term Suspensions of SWD	# of Long Term Suspensions of SWD	% of Long Term Suspensions of SWD	# of Expulsions of SWD	% of Expulsions of SWD	Rate of Absences of SWD
00-01	174452	59,096	34	449	.26	28	.016	NA
01-02	176761	62,209	35	471	.27	11	.006	NA
02-03	181589	67,188	37	561	.30	28	.015	NA
03-04	180842	74,424	41	553	.31	25	.014	6%
04-05	175523	55,811	32	498	.28	8	.005	5.9%
05-06**	NA	NA	NA	NA	NA	NA	NA	NA

*K – 12 students

**Activities jointly funded with 1st year of SPDG grant

NA = Data not available until early 2007

Source: Annual Study of Suspensions and Expulsions, North Carolina Department of Public Instruction

Table 11

PARENT PARTICIPATION AND SATISFACTION RATINGS BY YEAR

Year	# of NCSIP Parent Partnership Events	# of Parents Participating In Satisfaction Survey	Average Parent Satisfaction Rating
00-01	5	0	0
01-02	6	0	0
02-03	5	41	1.99
03-04	5	85	2.42
04-05	8	95	2.55
Total	**29**	**221**	

Note: Parent involvement data were not collected for the SIG project for 2005-2006 school year

Source: NCSIP Event Management Files

Chart 1

ALIGNMENT OF NCSIP PERSONNEL DEVELOPMENT GOALS, OBJECTIVES, AND IMPLEMENTATION STRATEGIES WITH THE IMPROVEMENT STRATEGIES IN THE NORTH CAROLINA STATE PERFORMANCE PLAN

NCSP Project Goals	North Carolina State Performance Plan
Goal 1: ***Improve Basic Skills Performance of Students with Disabilities*** • Staff training in evidence-based reading instruction, • Implementation of school wide Positive Behavior Supports • Developmental Reviews of LEA projects • Fidelity Observations in LEAs	**SPP Indicator 1**: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma **SPP Indicator 3**: Participation and performance of children with disabilities on statewide assessments
Goal 2: ***Increase Percentage of Qualified Special Teachers, Regular Class Teachers and School Leadership Personnel Providing Instructional Programs*** • Staff training in evidence-based reading instruction, • Implementation of school wide Positive Behavior Supports • Developmental Reviews of LEA projects • Fidelity Observations in LEAs	**SPP Indicator 1**: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma **SPP Indicator 3**: Participation and performance of children with disabilities on statewide assessments
Goal 3: ***Increase Graduation Rates and Decrease Dropout Rates*** • Staff training in evidence-based reading and math instruction, • Implementation of school wide Positive Behavior Supports • Developmental Reviews of LEA projects • Fidelity Observations in LEAs	**SPP Indicator 1**: Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma. **SPP Indicator 2**: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school. **SPP Indicator 4**: Rates of suspension and expulsion
Goal 4: ***Improve Parent Satisfaction with, and Support of, School Services*** • Collection of Parent Satisfaction Data • Collaborated with parents and parent organizations in improving reading, writing, and mathematics abilities of students • Collected parent satisfaction data • Developed partnership with ECAC parent organization, • Conducted statewide parent conference	**SPP Indicator 8**: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

All NCSIP Goals, Objectives and Strategies are related to one or more SPP Indicators and Strategies