U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

OMB No. 1894-0003
Exp. 02/28/2011

PR/Award # (11 characters): H323A050002

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Increase the number of Early Elementary students completing 1st and 2nd grades and making progress toward age-level literacy skills.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of teachers and school leadership staff participating in personnel development workshops to improve early elementary reading instruction provided by the NCSIP II project. Note: The Target has been set at 147 teachers and leadership staff plus 25 for a target of 172	**Project**	**172**	/		**299**	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of children with disabilities receiving NCSIP II early elementary literacy instruction and DIBELS assessments and demonstrating progress toward an age appropriate level of reading skills. Note: The Target for the fifth project year has been set at 77 students plus the annual increase of 25 students for a Target of 102 students making reading skills progress.	**Project**	**102**	/		**218**	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Introduction

This is the Fifth Annual Report describing the strategies, events and outcomes for the North Carolina State Improvement Project II (SPDG Grant Program). The report covers a period of time from April 3, 2009 through Apri1 1, 2010. The plan for the last year of the current NCSIP II project continues to address the four general goals as follows:

1. Improve basic skills performance of 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
4. Improve parent satisfaction with, and support of, school services for Students with Disabilities

The Fifth Annual Report is organized to sequentially address each of the sixteen project objectives associated with each of the four project goals. OSEP Program Performance Measures 1.1, 1.2, 2.1, 2.2, and 4.1 are all addressed in Objective 2. OSEP Performance Measure 3.1 is not addressed in the project's goals and objectives approved by OSEP.

As in the previous four project years the Explanation of Progress Section for each objective includes up to three evaluation categories for describing the extent to which each of the sixteen project objectives have been met. These are (a) INPUT - the extent to which the project activities are being implemented according to plan, (b) INTERMEDIATE GOALS - the extent to which intermediate or enabling-goals have been met, and (c) OUTCOMES - the extent to which the project objectives are being, or have been, achieved.

Performance Measures Charts and Targets. In the Performance Measure Charts the project's performance measures are presented along with the quantitative data used to indicate the extent to which the performance measure was met. In the Target column a raw number or a percentage ratio is used to establish the Target. Input, Intermediate Goal or Outcomes data are entered in the Actual Performance Data columns to indicate the extent to which the target was met.

Objective and the two Performance Measures have previously been modified to address personnel development and reading progress of early elementary students receiving research-based instruction. Kindergarten, First Grade, and Second Grade students were provided Early Elementary instruction and DIBELS assessments during the year.

OBJECTIVE 1

Increase the number of Early Elementary students completing Kindergarten, First Grade, and Second Grade making progress toward age-level literacy skills.

INPUT: The Extent To Which The Project Activities Have Been Implemented?

Early elementary students in Kindergarten, First Grade and Second Grade were provided age appropriate research-based instruction and DIBELS assessments in twenty-three (23) of the NCSIP II reading projects.

Additional NCSIP II demonstration projects were established in LEAs across the state and additional evaluation efforts included larger groups of students participating in the assessment component measuring progress of Early Elementary students. These strategies included the use of research-based instruction to improve the effectiveness of instruction for students in Kindergarten, First Grade, and Second Grade.

Objective 1. Increase the number of Early Elementary students completing Kindergarten, First Grade, and Second Grade and making progress toward age-level literacy skills.

Performance Measure 1.a. The number of teachers and school leadership staff participating in personnel development workshops to improve early elementary reading instruction provided by the NCSIP II project.

Performance Measure 1.b. The number of children with disabilities receiving NCSIP II early elementary literacy instruction and demonstrating progress toward an age appropriate level of literacy skills.

INPUT: In the fifth year of the NCSIP II project 299 additional teachers received DIBELS assessment training in two of the project's research-based reading instruction sites.

INTERMEDIATE GOAL: To What Extent Have Early Elementary Teachers Received Staff Development To Improve The Quality Of Early Literacy Instruction?

Performance Measure 1.a. was modified in the Fourth Annual Report to address the implementation of early elementary literacy assessment using the DIBELS assessment indicators and the NCSIP II Reading Foundation instruction in Kindergarten, First Grade, and Second Grade. Due to the modifications in this performance measure the project established a new target for Performance Measure 1.a. For the fifth year of the project the target for Performance Measure 1.a. has been set at the previous year's number of teachers **(**147**)** that received DIBELS assessment training plus an increase of twenty-five (25) additional early elementary teachers that received the DIBELS assessment training, for a target of 172 teachers. As can be seen in the Performance Measure 1.a. quantitative data chart the modified Performance Measure 1.a. has been met.

OUTCOMES: To What Extent Have Early Elementary Students Receiving Instruction in the NCSIP Sites Improved Their Basic Literacy Skills?

Performance Measure 1.b. The number of children with disabilities receiving NCSIP II early elementary literacy instruction and demonstrating progress toward an age appropriate level of literacy skills.

The target for Performance Measure 1.b. has been set at seventy-seven (77) early elementary students demonstrating progress toward an age appropriate level of literacy skills plus an increase of twenty-five (25) students for a target of one hundred and two (102) students demonstrating reading skills progress. The NCSIP II reading instruction program and DIBELS assessment were used to provide instruction and to measure the students' progress. Data collected for the 2008-2009 school year to measure progress toward age appropriate level of literacy skills can be found in Table 1.b. in SECTION C of this report. The DIBELS reading skills assessment system was used to measure the reading progress of Kindergarten, First Grade and Second Grade students receiving NCSIP II instruction and demonstrating progress in reading as measured by the DIBELS assessments.

Eighty out of 258 Kindergarten students demonstrated reading progress. One-hundred-two (102) first grade students out of 329, and thirty-six (36) out of 319 second grade students demonstrated reading progress. The DIBELS Oral Reading Fluency assessment was used to measure progress

because it represents a comprehensive evidence-based measure of reading ability for early elementary students. A total of 218 students were assessed and demonstrated reading progress.

As reported in the Performance Measure 1.b. chart, the target was set at seventy-seven (77) students plus an annual increase of 25 students for a target of 102 students. Performance measure 1.b. has been met in the fifth year of the NCSIP II project.

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2. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Improve in-service teachers' instructional skills in reading, writing and mathematics through the use of intensive and explicit multi-sensory teaching strategies as measured by increased rates of progress of students with disabilities statewide.

Note for Reader: As in the Fourth Year Annual Report the Fifth Year Annual Report sequentially addresses each of the sixteen project objectives associated with the four project goals. OSEP Program Performance Measures 1.1, 1.2, 2.1, 2.2, and 4.1 are all addressed in Objective 2. OSEP Performance Measure 3.1 is not addressed in the project's goals and objectives approved by OSEP.

2.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percent of personnel receiving professional development through the SPDG (NCSIP II) based on scientific-or evidence-based instructional practices. Note: The target has been set at last year's performance of 94%. **This Performance Measure addresses OSEP Program Performance Measure 1.1**	**Program**		**94 /100**			**4455 /4803**	**93**

2.b. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of the types of personnel development/ training activities or strategies implemented by the NCSIP II project that are	**Program**						

aligned with the improvement strategies identified in their State Performance Plan. Note: The Target for P.M. 2.b. has been established at 90% or higher. **This Performance Measure addresses OSEP Program Performance Measure 1.2**			**90 /100**			**12 /13**	**92**

2.c. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of types of professional development/training activities (events) provided through NCSIP II that are based on scientific or evidence-based instructional/behavioral practices. Note: The Target is set at a 2 percentage point increase from last year (81%) to 83%. **This Performance Measure addresses OSEP Program Performance Measure 2.1**	**Program**		**83 /100**			**363 /437**	**83**

2.d. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of professional development/training activities based on scientific-or evidence-based instructional /behavioral practices, provided through NCSIP II, that are sustained through ongoing and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.) **This Performance Measure addresses OSEP Program Performance Measure 2.2**	**Program**		**95 /100**	**95**		**282/287**	**98**

2.e. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percent of NCSIP II Reading/Writing project teachers demonstrating mastery of effective reading instruction skills as measured	**Program**						

by a series of formal classroom fidelity observations **This Performance Measure addresses OSEP Program Performance Measure 4.1** Note: The Target calculation is 67% plus an increase of 2 percentage points, or 69%			**69/100**	**69**		**220/253**	**87**

2.f. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of students with disabilities performing at or above grade level in reading as measured by the NC End-of-Grade Reading Assessment. Note: The Target is calculated at a 2.5 percentage points increase from the previous year's percentage of students with disabilities at or above grade level (**27**) at approximately 30%	**Project**		**30/100**	**30**		**32702/86059**	**38**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 2

Improve in-service teacher's instructional skills in reading, writing and mathematics through the use of intensive and explicit multi-sensory teaching strategies as measured by increased rates of progress of students with disabilities statewide.

INPUT: The Extent to Which the Project Activities Have Been Implemented As Planned

Maintaining and Sustaining a Network of Research-Based Instruction Centers and Sites. During the fifth year of the project, four additional Best Practices Reading/Writing Sites and eight additional Best Practices Mathematics Sites were established. In total, the NCSIP II project funded six Regional Reading/Writing Best Practices Centers, 71 Reading/Writing Best Practice Sites, four Mathematics Regional Centers and 37 Mathematics Best Practices Sites. Project strategies and activities continued to include (a) conducting foundation training workshops in reading (125 events), writing (3 events) mathematics (38 events); (b) training in the use of research-based reading model instruction programs (107 training events), (c) conducting developmental reviews (71 events); and (d) conducting fidelity observation trainings (71 events). For a comprehensive review of the training, maintaining and sustaining activities during the fifth year of the project see Table 2.a. in SECTION C of this report.

Development Of Research-Based Foundation Training Materials. Most of the project's work on developing research-based foundation training materials and procedures was conducted during the first three years of the project. NCSIP II continues to revise and update foundation training materials and procedures. Please review Table 2.a. in SECTION C of this report for a comprehensive look at the types of training events, number of training events, and number of participants in each type of personnel development events.

Personnel Development Training Events. NCSIP II provided 442 professional development events with 4,803 participants during the fifth year of operation. Each of these events is described below.

Reading/Writing Foundation Training. In the fifth year of the project training was provided for 1580 teachers and leadership staff in 125 training events across North Carolina. Training materials consist of a comprehensive Power Point presentation and internet-based training content with video examples of research-based instructional skills and methods**.** The program includes nine (9) training units beginning with a review of the research literature that justifies the content of the program. A more detailed description of the Reading Foundation program can be found on the NCSIP II website www.ncsip.org including documentation of the research-base for the personnel development program. NCSIP II has classified the Reading Foundation Training as research-based.

Reading Model Training. During the fifth year of the NCSIP II project 1395 teachers and leadership personnel received training in the use of research-based model reading instruction in 107 different venues in all regions of the state. This is an increase of 164 participants from last year. As mentioned in the previous year's reports, reading instruction models selected must reflect the instructional principles derived from the review of instruction research addressing effective reading instruction for students with serious reading difficulties and disabilities. These principles include explicit, systematic, and multi-sensory instruction and progress assessment. The reading content is derived from the National Reading Panel's recommendations and includes phonemic awareness, phonics, fluency, vocabulary and comprehension. NCSIP II does not have a list of approved model programs. However, the model programs selected must reflect the instructional principles derived from the research on reading instruction. The Reading Foundation Training reviews examples of model programs that meet the research criteria. These include Language!, Corrective Reading, Wilson Reading System, and the Hill Center programs. Most of the LEA based sites have selected one of these model programs. As in the past, the model training is provided directly to the NCSIP II reading sites by trainers approved by the developers of the model. Additional documentation of the research base for the reading model training strategies can be found on the NCSIP II website. NCSIP II classifies the Reading Model Training as research-based.

Writing Instruction Training. In the fifth year of the project, writing instruction was provided for 15 teachers and leadership personnel to bring their knowledge and skills up to date in writing instruction.

Mathematics Instruction Training. Thirty-eight (38) mathematics instruction training events were provided during the fifth year of the project for 653 participants. This is an increase of twenty-nine (29) mathematics training events and 417 participants from the previous year. In addition to the Mathematics Foundations Trainings, three model instruction standard protocols were featured: Number World, published by Science Research Associates, Transitional Math published by Sopris West, and a third model standard protocol was developed and used by mathematics instructional staff in the Wake County Schools. These three instructional programs are considered to be effective research-based mathematics instruction models for struggling students, particularly high-incidence students with disabilities. It should be noted that the NCSIP II project does not require the use of specific model instruction programs. However the project recommends that the selection of a model instruction program should reflect the instructional features supported by scientifically-based research.

Reading/Writing Network Meetings. In March 2010, a NCSIP II Reading/Writing Network Meeting was held in Durham, North Carolina. There were 146 participants representing 59 of the Reading/Writing Centers and Sites. One highlight of the meeting was a key-note address by Dr. Dean Fixsen, Co-Director, National Implementation Research Network, University of North Carolina at Chapel Hill. In addition, there were several

break-out sessions including “Parent Participation Ideas”, “Conducting Fidelity Checks” and “Building Long Range Plans for Cross Collaboration”, as well as a report on the NCSIP II evaluation activities and findings. In addition to this network-wide meeting, one additional network meeting was held as an orientation meeting in November 2009 for the reading/writing sites new to NCSIP II this year.

Mathematics Instruction Network Meetings. In the spring of 2010 a NCSIP II Mathematics Network Meeting was held with eighty-four (84) participants from seventeen (17) of the mathematics centers and sites. The meeting was held concurrently with the Reading/Writing Network meeting and included the key-note address by Dr. Dean Fixsen as well as a presentation entitled “What Makes Us So Successful: The SIP Process.” The orientation meeting in November 2009 was a second network meeting that included all new NCSIP math sites.

Coaching Training. Three (3) coaching training events were conducted with a total of sixteen (16) participants. Of these three events, two were held in Catawba County Schools, entitled “Instructional Coaching: School-Based Staff Development for Improved Teacher and Student Learning” and “Coaching for Fidelity=Student Success.” The Coaching Training uses the same research-base as the NCSIP II Reading Model Training described above. Accordingly, the project has identified the Coaching Training program as research-based.

Fidelity Observation Training. The purpose of the fidelity observation strategy is to follow-up on the personnel development training to assure effective implementation of instruction in schools and classrooms. Early on in NCSIP, structured classroom observation rating scales were developed for each of the reading instruction models selected by school-based centers and sites. Each scale uses a three-point rating with explicit criteria. Personnel in each NCSIP II center and/or sites were selected and trained to conduct the fidelity observations. Almost exclusively, personnel selected to conduct the fidelity observation are trained teachers that have experience in implementing the specific reading model used at the site. Project teachers received at least three fidelity observations during the school year. Coaching and feedback is also included in the fidelity observation process.

During the fifth year of the project, seventy-one (71) fidelity observations training events were conducted on-site at NCSIP II projects located across the state. The fidelity observation procedures employ the use of classroom observation rating scales that are derived from the fidelity observations forms and procedures used by the model developers (e.g., Corrective Reading). These forms can be found on the NCSIP II website (www.ncip.org). To determine the extent that NCSIP II teachers are providing instruction with fidelity, a study was conducted during the fifth year of the project. Of a total number of 253 teachers observed conducting reading instruction, 220 or 87%, demonstrated high fidelity. The high fidelity rating is defined at a rating of 2.5 or higher out of a possible rating of 3. The NCSIP II project classifies the fidelity observation process used by the project as research-based.

Technical Assistance Resource System for Teacher Education Programs. Due to the reduction in the funding of the NCSIP II project in the previous year, the components providing technical assistance to IHE special education teacher education programs were reduced significantly. These activities have been modified with a focus on the Cooperative Planning Consortium (CPC).

During the fifth year of the project the Cooperative Planning Consortium has continued to provide a vehicle for joint planning activities. In North Carolina all approved teacher education licensure programs must develop a “revisioning” plan. These planning activities are in response to the North Carolina State Board of Education’s recent charge to revise the North Carolina Professional Teaching Standards to align with the Core Standards for the Teaching Profession. Two CPC planning meetings were held during the fifth year of the project. Topics included Revisioning

Updates, Teacher Licensure Requirements, the use of forms and procedures for meeting reporting requirements to the NC Department of Public Instruction and planning for future needs and reporting activities.

Training of Trainers (TOT). The Training of Trainers component sustains quality of both reading/writing and mathematics instruction and at the same time meets the need for providing Foundation Training for all teachers of students with disabilities. NCSIP II has continued to provide Training of Trainers professional development events. During the fifth year of the project, three Training of Trainers events were conducted with a total of eighty-eight (88) participants. As reported last year, the TOT training includes several sequential steps or phases that each trainee is required to complete. These steps include (1) satisfactorily completes Level 2 Reading or Mathematics Foundation Training, (2) submission of a letter of intent to become a NCSIP II Foundation Trainer, (3) participation in a day and a half long training of trainers workshop, (4) complete an apprenticeship under the supervision of a NCSIP II Foundation Trainer, (5) submit a plan for Reading or Mathematics Foundations training within the trainee's school system for which the trainee conducts the training, (6) receive structured observation and feedback by experienced trainers, and (7) quality of TOT trainee's task feedback is reviewed by an experienced trainer. The Training of Trainers component is classified as research based in that the content of the training is the same as the content for the Reading and Mathematics Foundation Training.

Developmental Reviews. The Developmental Review is an onsite review and planning process that has been developed to support the sustainability of research-based instruction. The purpose of the developmental review event is to review the planning, organization, and management of the reading/writing and mathematics sites located in Local Education Agencies across the state. The review process addresses five dimensions of the sites that include; (a) Clarity and Integrity of Model, (b) Clarity and Appropriateness of the Model's Service Delivery Procedures, (c) Administration and Management, and (d) Staff Readiness to Teach and Train. During the project's fifth year seventy-one (71) developmental reviews were conducted for 286 leadership and teaching staff.

DIBELS Training. DIBELS training was again provided during the fifth year of the project. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The results of the DIBELS assessment can be used to measure the development of pre-reading and early reading skills. The DIBELS assessment program was developed and distributed by the University of Oregon's Center on Teaching and Learning. The NCSIP II project recommends the use of the DIBELS assessment program to assist schools in the measuring the progress in the development of early reading skills of young children in kindergarten through 2nd grade. In the fifth year of the NC SIP II project, the DIBELS training has consisted of two-day workshops that included DIBELS administration and scoring across five sub-test areas, data collection and management, and instruction. The training includes a time for hands-on activities after each of the workshops main topics. The DIBELS assessment has a growing research-base and the workshop is considered to be an evidence-based personnel development event. Nine DIBELS training events were conducted involving 299 participants.

INTERMEDIATE GOAL: To What Extent Have Teacher Skills in Teaching Reading Improved?

Performance Measure 2.a. The percent of personnel receiving professional development through SPDG (NCSIP II) based on scientific or evidence-based instructional practices. This performance measure also addresses OSEP Program Performance Measure 1.1.

In the fifth year of the project 4,230 out of the 4,578 teachers and leadership personnel that received NCSIP II personnel development, or 92%, received research-based staff development. The ambitious target set for Performance Measure 2.a. in the fourth year of 94% was not met.

Performance Measure 2.b. The percentage of the types of personnel development/training activities or strategies implemented by the NCSIP II project that are aligned with the improvement strategies identified in their State Performance Plan. This performance measure addresses OSEP Program Performance Measure 1.2.

The target for Performance Measure 2.b. was established at 90% or higher during the first year of the project. As can be seen in the performance measure chart 2.b. above, twelve (12) of the thirteen (13) NCSIP II personnel development events (See list of events in Table 2.a. in SECTION C) are aligned with the North Carolina State Performance Plan Indicators. The *Improving Teacher Training* event is the only NCSIP II personnel development event that is not aligned with one or more of the North Carolina Performance Plan indicators. With an alignment of 92% during the fourth year of the project, the alignment during the fifth year of the project remained at 92%. The project continues to meet the target for the Performance Measure 2.b.

Performance Measure 2.c. The percentage of (types of) professional development/training activities (events) provided through NCSIP II that are based on scientific-or evidence-based instructional /behavioral practices. This Performance Measure addresses OSEP Program Performance Measure 2.1.

The baseline for Performance Measure 2.c. was established in the first year of the project with 80% of personnel development training events reflecting a research-based foundation for the content of the events. In the fourth year of the project, 81% of the professional development events reflected research-based contents. An annual target of two percentage points growth was established, resulting in a target of 83% this year. During the fifth year of the project 359 out of 433, or 83%, of the project's professional development events were built on a research-based foundation. This represents a two point increase from the previous year. Performance Measure 2.c. has been met in the fifth year of the project.

Performance Measure 2.d. The percentage of professional development/training activities based on scientific-or evidence-based instructional /behavioral practices, provided through the SPDG, that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.) This Performance Measure addresses OSEP Program Performance Measure 2.2. In the previous year of the project 178 of the 187 (95%) professional development events that were research-based were followed up with sustainability activities (Fidelity Observations and/or Developmental Reviews).

For the fifth year of the project the target was set at 95%, the performance in the previous year. As can be seen in Table 2.d. in SECTION C, of the 283 research-based training events, 278 of these events included sustainability strategies and activities (Developmental Reviews and/or Fidelity Observations) for a performance of 98%. Even though last year's performance was very high at 95% , Performance Measure 2.d was met this year exceeding the previous year's results.

OUTCOMES: To What Extent Has The Basic Skills Performance Of Students With Disabilities Improved?

Performance Measure 2.e. The percent of NCSIP II Reading/Writing Project teachers demonstrating effective instructional skills as measured by a series of formal classroom fidelity observations.

Data on the percentage of NCSIP II teachers demonstrating effective instructional skills as measured by fidelity observations ratings are collected each year by the NCSIP II reading/writing centers and sites. The fidelity observation ratings range from 0 to 3. Each teacher is observed at least three times during the year and the ratings are averaged. A rating total score of 2.5 and above has been designated as the criteria for demonstrating effective reading instruction skills. An evaluation coordinator designated by each center and site collects the data. As can be seen in the Performance Measure chart above, in the previous year of the project 129 out of 192, or 67%, of the teachers included demonstrated a high fidelity of instruction as defined above. In the fifth year of the project, 253 teachers were included in the data-base. Of the 253 teachers included in the study, 220 or 87%, demonstrated a high level of effective instruction. The target for Performance Measure 2.e. was met in the fifth year of the project.

Performance Measure 2.f. The percentage of students with disabilities in North Carolina performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. In the fifth year of the project the target was set at approximately 30 percent (30%) of students with disabilities based on the previous year's performance.

In this fifth and last annual project report a brief review of student progress across the five years of the project is presented. (See Table 2.g. in SECTION C for this Table). Eight years of reading progress is presented in Table 2.g. In addition to the reading progress of NCSIP students in grades three through eight progress data for all non-disabled students in North Carolina and all Students With Disabilities statewide is also reported. These data are used to compare the reading progress of these groups of students with the reading progress of the NCSIP II students. It should be noted that NCSIP II data represents the gains from one school year to the next school year with virtually the same group of students.

As can be seen in Table 2.g. there were steady but small gains in reading from 2001-2002 through 2008-2009. In the spring of 2008 a new North Carolina Reading End-of-Grade Assessment system was used to measure the percentage of students performing at or above grade level. This change was made to increase the difficulty level of the reading assessment and to "raise the bar." With the use of a new and more difficult reading assessment student progress dropped for the statewide groups of North Carolina students as well as the NCSIP II students participating in the 2007-2008 school year. In the fifth year of the project (representing 2008-2009 school year data), 38% of students with disabilities performed at or above grade level in reading. Performance Measure 2.f. was met.

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3. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Increase the percentage of students with disabilities enrolled in the standard curriculum that are performing at or above grade level in the basic skills areas of reading, writing and mathematics on the statewide end-of-grade ABC testing to a level of at least 80% by the end of the NCSIP II (SPDG) project.

3.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of students with disabilities performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. Note: The Target is calculated using a 2.5 percentage point increase from the previous year's percentage (27%) of students with disabilities at or above grade level, to approximately 30%.	**Project**		**30/100**	**30**		**32650/86059**	**38**

3.b. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The percentage of all students with disabilities in North Carolina that are performing at or above grade level in mathematics as meas-	**Project**						

ured by the NC End-Of-Grade Mathematics Assessment. Note: The target of 49% is calculated by using a six-percentage point increase from last year's performance of 43% of all Students With Disabilities at or above grade level in mathematics.			**49/100**	**49**		**47429 /86039**	**55**

3.c. Performance Measure	**Measure Type**	**Quantitative Data**					
Note: The North Carolina General Writing Assessment for 4th grade students was available earlier in the project and has been dis-continued.	**Project**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 3

Increase the percentage of students with disabilities enrolled in the standard curriculum that are performing at or above grade level in the basic skills areas of reading, writing and mathematics on the statewide end-of-grade ABC testing to a level of at least 70% by the end of the NCSIP II (SPDG) project.

INPUT: The Extent to Which the Project Strategies and Activities for Improving the Basic Skill Areas of Reading, Writing and Mathematics Have been Implemented as Planned.

The Input strategies and activities conducted to meet Objective 3 have been described in Objective 2 and will not be repeated here. Please see the following strategies and activities under the Input section of Objective 2; Expansion of the Network of Research-Based Instruction Centers and Sites, Development of Research-Based Foundation Training Materials, Reading Foundation Training, Reading Models Instruction Training, Mathematics Instruction Training, Reading/Writing Network Meetings, Mathematics Network Meetings, Writing Instruction Training, Coaching Training, Fidelity Observation Training, and Training of Trainers.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: To What Extent Has The Basic Skills Performance Improved?

Performance Measure 3.a. The percentage of all students with disabilities in North Carolina that are performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment.

As can be seen in the Quantitative Data for Performance Measure 3.a. there was a gain of eleven (11) percentage points for Students With Disabilities statewide performing at or above grade level in reading at the end of the 2008- 2009 school year. When calculating the gain of students receiving reading instruction in the NCSIP II project the increase in the percentage of students at or above grade level is fifteen (15) percentage points. See Table 2.g. In SECTION C of this report. Performance Measure 3.a. has been met.

Performance Measure 3.b. The percentage of all students with disabilities in North Carolina that are performing at or above grade level in mathematics.

As can be seen in the Quantitative Data for Performance Measure 3.b. there was a gain of twelve (12) percentage points in the percentage of students at or above grade level in mathematics. In the 2008 end of year mathematics assessment 43 percent (43%) of students with disabilities in North Carolina performed at or above grade level. In 2009 55percent (55%) of students with disabilities statewide performed at or above grade level for a gain of twelve (12) percentage points. Performance Measure 3.b. has been met.

Performance Measure 3.c. Gains In The Percentage Of All Students With Disabilities In North Carolina That Are Performing At Or Above Grade Level In Writing.

The North Carolina General Writing Assessment for 4th grade students was discontinued after the 2007-2008 school year and student progress in writing was not available for this report. To accommodate the need for research-based writing instruction, writing will be added to the NCSIP II staff development program for reading skills. Writing skills content has been developed to integrate with the reading staff development content. Teachers participating in the NCSIP II project improvement strategies will become proficient in the use of research-based writing instruction protocols as they are in reading instruction.

Performance Measure 3.c. was not met. As indicated above, end-of-year results in writing skills of students with disabilities were not available for inclusion in this report.

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4. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Increase the knowledge of school leaders in the use of effective, research-proven instructional programs and practices as measured by increased leadership training and a 10% yearly increase in the percentage of students with disabilities statewide performing at or above grade level.

4.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of leadership personnel receiving professional development through NCSIP II based on research-based instructional practices. Note: The Target is calculated at a yearly increase of 20 leadership personnel receiving professional development.	**Project**	**249**	**/**		**687**	**/**	

4.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of students with disabilities performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. Note: The Target is calculated at a 2.5 percentage point increase from the previous year's percentage (27) of students with disabilities at or above grade level in reading for a target of approximately 30%. (Same as Performance Measure 3.a.)	**Project**		**30/100**	**30**		**32650/86059**	**38**

4.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of all students with disabilities in North Carolina that are performing at or above grade level in Mathematics as measured by the NC End-Of-Grade Mathematics Assessment. Note: The target of 49% is calculated by using a six-percentage point increase from last year's performance of 43% of all SWD at or above grade level in mathematics.	**Project**		**49/100**	**49**		**47429/86039**	**55**

4.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Note: The North Carolina General Writing Assessment for 4th grade students was available earlier in the project and has been discontinued.	**Project**		/			/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 4

Increase the knowledge of school leaders in the use of effective, research-proven instructional programs and practices as measured by increased leadership training and a 10% yearly increase in the percentage of students with disabilities statewide performing at or above grade level.

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned.

Training Events Attended by Leadership Personnel. During the fifth year of the project, four of the NCSIP II research-based professional development events were attended by 687 leadership personnel. These events included Reading Foundation Training with 295 leadership personnel participating, Reading Model Training with 10 leadership personnel participating, Reading/Writing and Mathematics Network Meetings with 96 leadership personnel participating, and Developmental Reviews with 286 leadership personnel participating. Across these four types of events, 687 leadership personnel participated in personnel development during the fifth year of the project.

INTERMEDIATE GOAL: Improved Leadership Personnel Knowledge of Effective Instruction For Students With Disabilities

Performance Measure 4.a. The number of leadership personnel receiving professional development through NCSIP II based on research-based instructional practices.

These workshops focused on improving the quality of instruction for students with disabilities by using research –based instructional procedures designed to remediate the basic skills deficits of students with disabilities.

An annual target for increasing the number of leadership personnel that have received training in research-based instruction was established at twenty additional leadership personnel per year for a target of 249 for the fifth year of the project. As can be seen in the Performance Measure 4.a. chart above, approximately 687 leadership personnel received research-based training in the fifth year of the project. One reason for the dramatic increase in the number of leadership personnel trained this year is due in part to the fact that the NCSIP II Reading/Writing project in Charlotte-Mecklenburg trained 260 of the leadership personnel in their school district in Reading Foundations. Performance Measure 4.a. has been met.

OUTCOMES: To What Extent Has The Basic Skills Performance Of Students With Disabilities Statewide Improved?

Performance Measure 4.b. The percentage of students with disabilities in North Carolina who are performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. In the fifth year of the project the target was set at approximately 30 percent (30%) of students with disabilities based on the previous year's performance.

In this fifth and last annual project report a brief review of student progress across the five years of the project is presented. (See Table 2.g. in SECTION C). Eight years of reading progress is presented in Table 2.g. In addition to the reading progress of NCSIP II students in grades three through eight, progress data for all non-disabled students in North Carolina and all Students With Disabilities statewide is also reported. These data are used to compare the reading progress of these groups of students with the reading progress of the NCSIP II students. It should be noted that NCSIP II data represents the gains from one school year to the next school year with virtually the same group of students.

As can be seen in Table 2.g. there were steady but small gains in reading from 2001-2002 through 2008-2009. In the spring of 2008 a new North Carolina Reading End-of-Grade Assessment system was used to measure the percentage of students performing at or above grade level. This change was made to increase the difficulty level of the reading assessment and to "raise the bar." With the use of a new and more difficult reading assessment student progress dropped for the statewide groups of North Carolina students as well as the NCSIP students participating in the 2007-2008 school year. In the fifth year of the project, 38% of students with disabilities performed at or above grade level in reading. Performance Measure 4.b. was met.

Performance Measure 4.c. The Percentage Of All Students With Disabilities In North Carolina Who Are Performing At Or Above Grade Level In Mathematics.

The Performance Measure Target was established at a 6 percentage point increase from the previous year's Actual Performance of 43% resulting with a Target of 49% the fifth year of the project. As can be seen, the Target for the percentage of students with disabilities performing at or above grade level has been met at 55%.

Performance Measure 4.d. Gains In The Percentage Of All Students With Disabilities In North Carolina That Are Performing At Or Above Grade Level In Writing.

The North Carolina General Writing Assessment for 4th grade students was available earlier in the project but it has been discontinued by the NC Department of Public Instruction. There is a possibility that the writing assessment program will be re-established in the future. The NCSIP II project will add research-based writing instruction training to the Reading Foundations training program. This component of the NCSIP II project will be referred to as the Reading/Writing Foundations component. The staff development content and procedures will assure that teachers participating in the NCSIP II project have skills to provide research-based writing instruction and are proficient in the use of research-based writing instruction procedures and protocols. The writing instruction content will be developed using Steven Graham and Karen Harris' "Writing Better", with a focus on Self Regulated Strategy Development. Performance Measure 4.d has not been met.

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5. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Provide a comprehensive system of student progress evaluation reports to assist the State Education Agency, the Local Education Agencies, and the Institutes of Higher Education in assessing the impact of improvement of instruction on the progress of students with disabilities statewide.

5.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The development and dissemination of two comprehensive evaluation reports during the 2007- 2008 school year and the 2009-2010 school year. Note. The first report was developed and disseminated during 2006 and 2007 and for the purposes of tracking the progress of the two evaluation reports, the first Performance Measure 5.a. was given a rating of 1. The second comprehensive evaluation report will be completed and a rating of 2 is used to designate that target as being met.	**Project**	**2**	/		**2**	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 5

Provide a comprehensive system of student progress evaluation reports to assist SEAs, LEAs, and IHEs in assessing the impact of instruction improvement on the progress of students with disabilities statewide.

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned.

During 2006-2007, a comprehensive report entitled, "*Five Years of Progress: Improving The Quality of Instruction for Students with Disabilities in North Carolina*" was developed and disseminated. The twenty-five page document provides a comprehensive evaluation report for the first North Carolina State Improvement Project. Two thousand copies of the report were printed and disseminated to state, local and national educators and parent organizations.

A second comprehensive evaluation report will is under development. The second report is focusing on the evaluation of student progress in reading and math.

INTERMEDIATE GOAL: Not Applicable For Objective 5

OUTCOMES: To What Extent Have The Comprehensive Evaluation Reports Been Developed And Disseminated?

Performance Measure 5.a. The development and dissemination of the first comprehensive evaluation reports took place during the 2007- 2008 school year. The second and final evaluation report is being developed and will be disseminated. Performance Measure 5.a. is on schedule for being met.

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6. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Revise IHE teacher preparation programs to align with new special education teaching standards, the North Carolina ABC Accountability System for student progress, and the NCLB Act, as measured by increased percentage of students with disabilities performing at or above grade level.

6.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of Special Education: General Curriculum licensure programs that have been fully approved by the NCDPI and aligned with the revised teaching competency standards including competencies in instructional procedures and methods that are research-based and reflect explicit, systematic and multi-sensory instruction. Note: The Target is calculated using last years number of programs (15) approved to offer the SE General Curriculum License programs in North Carolina.	**Project**	**15**	/		**17**	/	

6.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percentage of Students With Disabilities statewide performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. Note: The Target is calculated at a 2.5 percentage point increase from the previous year's percentage of students at or above grade level (27%) to approximately 30%	**Project**		**30 /100**			**32650 /86059**	**38**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 6

Revise IHE teacher preparation programs to align with new special education teaching standards, the North Carolina ABC Accountability System for student progress, and the NCLB Act, as measured by increased percentage of students with disabilities performing at or above grade level.

INPUT: The Extent To Which The Project Activities Aligned With This Objective Have Been Implemented As Planned.

During the fifth year of the NCSIP II project there was a continued emphasis on providing research-based reading foundations training for staff in the new LEA based projects. As can be seen in Table 2.a. (SECTION C) there was a continuation of personnel training that focused on improving the quality of reading instruction, mathematics instruction, and fidelity of instruction. As presented in Objective 2 earlier in this report 4,803 teachers and leadership staff participated in the staff development efforts with 4,455 of these staff members having received research-based instruction training.

During the fourth and fifth years of the NCSIP II project the Cooperative Planning Consortium, and the NCSIP II project have developed an initiative to promote the use the NCSIP II instructional procedures by teacher education programs. The NCSIP II instructional procedures to be shared include (1) research-based instruction training, (2) adoption of proven instruction systems (3) on-site program reviews, (4) on-site fidelity observations, and (5) student progress evaluation.

During the fifth year of the project the Cooperative Planning Consortium meetings were attended by representatives of at least fifteen (15) of the special education teacher education programs in North Carolina. The meetings included discussions on how NCSIP II and the Cooperative Planning Consortium can work together with the goal of facilitating communication between North Carolina's teacher preparation programs and the NCSIP II project.

INTERMEDIATE GOAL: To What Extent Are The Special Education Teacher Education Programs Aligned With The New Research-Based Instruction Standards?

Performance Measure 6.a. The number of Special Education: General Curriculum licensure programs that have been fully approved by the NCDPI and aligned with the revised teaching competency standards including instructional procedures and methods that are research-based and reflect explicit, systematic and multi-sensory instruction.

During the first three years of the project nine special education teacher preparation programs were fully approved to offer the new Special Education: General Curriculum license. The target for Performance Measure 6.a. has been set at a yearly average of three new approved programs across the five years of the project for at total of 17 approved programs across the five years of the project. In the fifth year of the project there were a total of 17 teacher education programs statewide that received authorization to provide Special Education: General Curriculum Education license programs. Performance Measure 6.a. has been met.

OUTCOMES: To What Extent Has The Basic Skills Performance Of Students With Disabilities Improved Statewide?

Performance Measure 6.b. The percentage of all Students With Disabilities in North Carolina that are performing at or above grade level in reading.

For Performance Measure 6.b. the Target for this year was set at an increase of 2.5 percentage points from the previous year to a target of 27% percentage points. The Actual Performance Data indicates a percent point increase to 38 percent (38%) of the Students with Disabilities statewide performing At or Above Grade Level. Performance Measure 6.b. has been met.

Because the end of the fifth year (2009-1010) test results will not be available until the summer of 2010, the 2008-2009 year test results have been used to report the statewide end-of-year reading/writing test scores across three groups of students - NCSIP II students, All Students With Disabilities, and all Non-Disabled Students. As can be seen in Table 2.f. in SECTION C of this report the 15 percentage points gained by NCSIP II students is a larger gain than the gain made by the other two groups of students. Performance Measure 6.b. has been met.

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7. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Decrease to 5% the percentage of special education teachers teaching without appropriate certification.

7.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Percent of special education teachers teaching without an appropriate certification. Note: The target is established at 5% or less as indicated in Objective 7 above).	**Project**		**5/100**			**342 /11441**	**3**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 7

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

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned

In the fourth and fifth years of the NCSIP II project the UNC Technical Assistance and Resources System (UNC TARS) was discontinued with the exception of the Cooperative Planning Consortium component. The purpose of this reorganization is to establish a partnership between the NCSIP II project and the CPC to work together and improve the quality and the quantity of new special education teachers teaching in North Carolina. The CPC was established approximately 25 years ago to facilitate joint planning across the UNC system of constituent special education teacher education programs.

The purpose of this partnership is to work together to implement personnel development strategies that have been proven to impact positively on the quality of new teachers as well as existing teachers. These strategies include (1) training in the use of research-based foundations instruction in teaching reading, writing and mathematics, (2) fidelity observations and feedback, (3) teacher coaching and feedback, (4) student teacher internships in NCSIP projects across the State.

INTERMEDIATE GOAL: Not Applicable for Objective 7.

OUTCOMES: To What Extent Has The Number of Highly Qualified Teachers In Special Education in North Carolina Increased?

Performance Measure 7.a. Percent of special education teachers teaching without an appropriate certification.

The annual target for this performance measure was established using the North Carolina Department of Public Instruction's Division for Exceptional Children report to Westat's IDEA data reporting system. As reported in the 7.a. Performance Measure chart above, in the fifth year of the project 342 out of 11,441, or three percent, of special education teachers are reported as not highly qualified and are teaching without an appropriate certification. This percentage remains low and is unchanged from three percent (3%) as reported in our Fourth Annual Report.

The project the objective was to decrease the percentage to 5%, or less, of the special education teachers teaching in North Carolina without the appropriate certification or license. The Performance Measure 7.a. has been met.

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8. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Increase the number of new teachers entering the field of Special Education in North Carolina through initial entry and/or lateral entry.

8.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
Performance Measure 8.a. Increase the number of new teachers entering the field of special education in North Carolina through initial entry and/or lateral entry. Note: This year's target was calculated using last year's total number of new special education teachers (868) plus a growth of 10% for a target of 955 new licensed special education teachers. (See Table 8.a. in SECTION C)	**Project**	**955**	/		**564**	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 8

Increase the number of new teachers entering the field of Special Education in North Carolina through initial entry and/or lateral entry.

INPUT: The Extent To Which The Project Activities Have Been Implemented

In the fifth year the NCSIP II project a new partnership was established between the project and the Cooperative Planning Consortium (CPC). The new partnership with the CPC has been established to work closer with the special education teacher education programs in North Carolina. The partnership will focus on developing and improving the quality and quantity of new teachers produced through lateral entry programs and traditional teacher education programs in North Carolina. The preliminary planning by the NCSIP II project and the Cooperative Planning Consortium has included the following topics; (1) The inclusion of the NCSIP II research-based reading and math foundation instruction protocols into the campus-based and lateral entry teacher training programs, (2) Provide internships for newly trained teachers in NCSIP II classrooms in North Carolina, (3)

Establish fidelity observations and coaching and (4) The development of a basic skills progress evaluation system that will be used to provide feed-back to teaching and leadership personnel.

Please see the Input strategies for Objective 7 that are the same as the Input strategies for Objective 8 and will not be repeated here.

INTERMEDIATE GOAL: Not Applicable for Objective 8.

OUTCOMES: To What Extent Has The Number of Newly Qualified Teachers In Special Education in North Carolina Increased?

Performance Measure 8.a. Increase the number of new teachers entering the field of special education in North Carolina through initial entry and/or lateral entry.

As indicated above this year's target was calculated using last year's total number of new special education teachers (868) plus a growth of 10% for a target of 955 newly licensed special education teachers. However, with an Actual Performance Data of 564 new teachers the Performance Measure 8.a.was not met.

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9. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Increase school leadership staff and teacher skills in the use of positive behavioral supports, as measured by decreases in school suspensions, expulsions and office discipline referrals.

9.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of schools state-wide with teachers and leadership personnel that have received professional development in the implementation of school wide positive behavior supports. Note: The Target was set at a five percentage point increase from last year's performance data of 35% for a target of 40%.	**Project**		**40 /100**	**40**		**790/2452**	**32**

9.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The decrease in the percentage of short-term suspensions of students with disabilities statewide. Note: The Target is calculated at last year's performance of 28 percent with a decrease of 10 percentage points for a target of 18%. Note: This performance measure is the same as Performance Measure 12.a.)	**Project**		**18 /100**	**18**		**65089/ 189266**	**34**

9.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Num-ber	Ratio	%
The decrease in the percentage of school long-term suspensions of students with disabilities statewide. Note: The Target for long-term suspension is set at 1% in the fifth year of the project. (This performance measure is the same as Performance Measure 12.b.)	**Project**		**1/100**	**1%**		**615 /189266**	**.3%**

9.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Num-ber	Ratio	%
The decrease in the percentage of school expulsions of students with disabilities statewide. Note: The expulsion data available for the Target for this Perfor-mance Measure indicated an expulsion percentage rate of 1% or lower. (Same as Performance Measure 12.c. for Objective 12)	Project		**1/100**	**1%**		**24/189266**	**.01**

9.e. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Num-ber	Ratio	%
The percentage of crimes and/or violence committed by Students with disabilities. Note: The Target for this performance measure has been modified to address student crime and violence The Target for P.M. 9.e. is set at last year's percentage of 1%.	**Project**		**1/100**	**1%**		**3002/189266**	**1.6**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 9

Increase school leadership staff and teacher skills in the use of positive behavioral supports, as measured by decreases in school suspensions, expulsions and office discipline referrals.

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned.

The North Carolina Positive Behavior Support Initiative (NCPBS) has continued expanding each year. In the 2008-2009 school year, ninety-nine (99) new schools joined the NCPBS network for a total of 790 PBS schools statewide. During the fifth year of the NCSIP II project, the Positive Behavior Support Regional Consultants continued to provide PBS team training for new schools joining the network of PBS schools. School system staff were identified as coach/trainers and participated in the PBS module training with school teams. After these individuals complete the three additional PBS training modules they are considered PBS trainers for school teams in their own and other local education agencies.

INTERMEDIATE GOAL: To What Extent Have Teachers and Leadership Personnel Received Professional Development?

Performance Measure 9.a. The percent of schools statewide with teachers and leadership personnel that have received professional development in the implementation of school wide Positive Behavior Supports.

In the 2008-2009 school year 32%, 790 out of 2452 schools, were active in the PBS network. The target was set at 40%, a five percentage point increase from last year's 35%. Thus, Performance Measure 9.a. was not met.

OUTCOMES: The Extent to Which School Personnel Developed Skills in the Implementation of Positive Behavioral Supports.

Performance Measure 9.b. The decrease in the percentage of short-term suspensions of students with disabilities statewide.

The Target for the fifth year of the project was calculated using the previous year's performance of 28% percent plus an additional decrease of 10 percentage points for a target of 18 %. The Actual Performance Data indicates a fifth year performance of 34% which surpasses the target for Performance Measure 9.b. The target for the short-term suspensions target has not been met. (Performance Measure 12.a is the same as Performance 9.b.)

Performance Measure 9.c. The decrease in the percentage of school long-term suspensions of students with disabilities statewide.

The long-term suspension data available for the fifth year of the project indicated a rate and baseline under 1%. Because of this low long-term suspension rate the target has been set at maintaining a 1% or under rate of long-term suspensions for students with disabilities. The annual target has been met.

Performance Measure 9.d. (Same as Performance Measure 12.c). The decrease in the percentage of school expulsions of students with disabilities.

The school expulsion data for students with disabilities in the fifth year of the project indicate an expulsion rate of less than 1%. The target for Performance Measure 9.d. was met.

Performance Measure 9.e. The percentage of SWD that were involved in school crime and/or violence.

This performance measure was added in the second year of the project to address student crime and violence. This change was made to align Performance Measure 9.e. with a new state law enacted by the North Carolina General Assembly designed to track student acts of violence, school crime and disruptive behavior. The latest data available on school crime and/or violence in the fifth year of the project is presented in the Performance Measure 9.e. chart above. In the 2008-2009 school year 3002 acts of crime and/or violence were committed by students with disabilities.

Given the total number of Students with Disabilities in 2008-2009 was 189,266, the percent of Students with Disabilities committing these acts was 1.6%. As reported in our Fourth Annual Report, this percentage was 1% during the previous school year. Though the increase of .6 percentage points is minimal, Performance Measure 9.e. has not been met.

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10. Project Objective **[ ]** Check if this is a status update for the previous budget period.

Decrease the dropout rate of students with disabilities from approximately 40% at the beginning of the NCSIP II of students with disabilities exiting schools to a rate no greater than 25%.

10.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of students with disabilities exiting school that dropped out of school statewide. Note: The target is calculated using last year's dropout of rate of 37% minus three percentage points for a target dropout rate of 34%.	**Project**		**34 /100**	**34**		**3571 /11394**	**31**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 10

Decrease the dropout rate of students with disabilities from approximately 40% at the beginning of the NCSIP II project for students with disabilities exiting schools at a rate no greater than 25%.

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned.

As can be seen in Table 10.a., in the first year of the NCSIP II project thirty-one percent (31%) of students with disabilities dropped out of school. From the first year (04-05) through the fourth year (07-08) of the project the drop-out rate gradually increased. However, in 08-09 the North Carolina drop-out rate of students with disabilities decreased to 31 percent. It is the project's staff belief that the comprehensive array of improvement strategies employed by NCSIP II contributed to a reduction in the percentage of students that drop out of school. Each year these strategies have included; (a) the expansion of the network of schools implementing positive behavior support systems; (b) scaling up, or expanding, the number and percentage of in-service teachers using research-based instruction to improve basic skills of students with disabilities; (c) improving the quality of the instruction provided by new teachers, and (d) expanding the knowledge and skills of leadership personnel in supporting quality instruction for Students with Disabilities. The project staff believes that with improvement in basic skills (reading/writing and mathematics) as well as an im-

provement in positive behaviors of students, these strategies will lead to successful school experiences and will reduce the drop out rate of students with disabilities. Most of these strategies are discussed in more detail in Objective 2 of this report.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: To What Extent Has The Drop Out Rate For Students With Disabilities Decreased.

Performance Measures 10.a. The percent of students with disabilities exiting school that dropped out of school statewide.

School exiting data is presented in Table 10a in SECTION C of this report. These data are collected yearly by the staff of the Exceptional Children Division in the Department of Public Instruction and reported to OSEP.

Out of the total of 11,919 students with disabilities that exited school during the 2007-2008 school year 4,381, or 37%, dropped out of school. The dropout rate for students with disabilities in 2008-2009 decreased from the previous year from 37% to 31%.

In the Quantitative Data table above the target for Performance Measure 10a. was calculated using last year's dropout of rate of 37% minus three percentage points for a target dropout rate of 34%. As can be seen in the Quantitative Data chart the actual percentage of students that dropped-out was 31%. Accordingly, Performance Measure 10.a. was met.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

11. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Increase the graduation rate of students with disabilities from the current rate of approximately 48% of students with disabilities exiting schools to a graduation rate of at least 75% of students exiting schools.

11.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of students with disabilities exiting school that graduated with a diploma. Note. The Target is calculated using last year's graduation rate of 52% plus an increase of five percentage points for a Target of 57%.	**Project**		**57 /100**	**57**		**6498 /11394**	**57**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 11

Increase the graduation rate of students with disabilities from the current rate of approximately 48% of students with disabilities exiting schools to a graduation rate of at least 75% of students exiting schools.

INPUT: The Extent To Which The Project Activities Have Been Implemented As Planned.

In the fifth year of the project, NCSIP II continued to apply the same strategies and activities used in the first four years of the project to increase the percentage of students with disabilities exiting school with a diploma. As in the first four years of the project the strategies employed to impact on this performance measure included (a) the expansion of the network of schools implementing positive behavior support systems, (b) expansion of the number of the NCSIP II research-based instruction sites to scale up, or expand, the number and percentage teachers using research-based instruction to improve basic skills, and (c) expanding the knowledge and skills of leadership personnel to effectively support quality instruction for students with disabilities. Additional descriptions of these strategies and activities can be found in several of the other sections of this re-

port (specifically Objective 2) and will not be repeated here. The project staff believes that improvement in basic skills and positive behaviors will lead to successful school experiences and will increase the graduation rate of students with disabilities.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: To What Extent Has The Graduation Rate For Students With Disabilities Increased?

Performance Measures 11.a. The percent of students with disabilities exiting school that graduated with a diploma.

School exiting data are presented in Table 10.a. in SECTION C of this report. These data are collected yearly by the staff of the Exceptional Children Division in the Department of Public Instruction and reported to OSEP. As can be seen in Table 10.a. 6498, or 57%, of students with disabilities graduated with a diploma in the 2008-2009 school year. This is a gain of five percent from 2007-2008 to 2008-2009. The Target for Performance Measure 11.a. was established at 52% plus an increase of 5% for a target of 57% of students with disabilities statewide exiting school with a diploma. The Annual Target for PM 11.a. was met.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

12. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Decrease the yearly rates of suspension, expulsion, and increase the student attendance.

12.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The decrease in the percentage of short-term suspensions of students with disabilities statewide. Note: The Target is calculated at last year's performance of 28 percent with a decrease of 10 percentage points for a target of 18%. (Same as Performance Measure 9.b.)	**Project**		**18 /100**	**18**		**65089/189266**	**34**

12.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The decrease in the percentage of school long-term suspensions of students with disabilities statewide. Note: The Target for long-term suspension is set at 1% in the fifth year of the project. (This performance measure is the same as Performance Measure 9.c.	**Project**		**1/100**	**1**		**615/189266**	**.3**

12.c. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The decrease in the percentage of school expulsions of students with disabilities statewide. Note: The expulsion data available for the Target for this Performance Measure indicated an expulsion percentage rate of 1% or lower. (Same as Performance Measure 9.d.for Objective 9)	**Project**		**1 /100**	**1**		**24 /189266**	**.01**

12.d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The percent of school attendance for students with disabilities state wide. Note: The Target is set at a .2 percentage point increase from last year (94%) to 94.2% The objective for this performance measure has been modified to measure an increase in attendance rather than a decrease in absences to align with the type of data collected by the State.	**Project**		**94.2/100**	**94**		**94.7/100**	**95**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 12

Decrease the yearly rates of suspension, expulsion, and increase the student attendance.

INPUT: To What Extent Has the Project Implemented Activities Designed To Decrease the Yearly Rates of Suspension, Expulsions And School Absences?

Objective 12 is aligned with the strategies and activities reported earlier in this report 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. (See Input, Objective 2.) These strategies and activities will not be repeated here. The staff of the project believes that all of these strategies and activities together will have a positive impact on reducing suspensions and expulsions as well as improving school attendance of students with disabilities.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: To What Extent Have Suspension And Expulsion Rates Decreased And The Attendance Rate Increased?

Performance Measure 12.a. (Same as Performance Measure 9.b.). The decrease in the percentage of short-term suspensions of students with disabilities statewide.

The Safe Schools section of the Department of Public Instruction collects disaggregated short-term suspensions, long-term suspensions and expulsions data each year. The data can be found in the Annual Study of Suspensions and Expulsions Annual Report on School Crime and Violence in the Consolidated Data Reports. The target for the fifth year of the project was calculated using the previous year's performance of 28% percent plus an additional decrease of 10 percentage points for a target of 18 %. The Actual Performance Data indicates a fifth year performance of 34% which surpasses the target for Performance Measure 12.a. The target for the short-term suspensions target has not been met. (Performance Measure 12.a is the same as Performance 9.b.)

Performance Measure 12.b. The decrease in the percentage of school long-term suspensions of students with disabilities statewide (Same as Performance Measure 9.c.).

The long-term suspension data available for the fifth year of the project indicated a rate and baseline under 1%. Because of this low long-term suspension rate the target has been set at maintaining a 1% or under rate of long-term suspensions for students with disabilities. The Annual Target has been met.

Performance Measure 12.c. (Same as Performance Measure 9.d.) The decrease in the percentage of school expulsions of students with disabilities.

The school expulsion data for students with disabilities in the fifth year of the project indicate an expulsion rate of less than 1%. The target for Performance Measure 12.c. was met.

Performance Measure 12.d. The percent of school attendance for students with disabilities statewide.

As can be seen in the 12.d Performance Measure, student attendance increased by one percentage point from 94% to 95%. Performance Measure 12.d. was met.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

13. Project Objective **[ ]** Check if this is a status update for the previous budget period.
Develop a reliable, valid, system to collect data on school office discipline referrals, and to track post secondary school outcomes, as measured by documentation of the development and use of the data collection procedures.

13.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The development of a data collection system to collect data on school office discipline referrals. A rating scale has been established as follows: 1 = a system for collection of data on school office discipline referrals has been developed; 2 = the data collection system has been implemented and; 3 = a system for collecting, storing, analyzing and reporting data on school office discipline referrals. The Target for 13.a. Performance Measure has been set at a rating of 3.	**Project**	**3**			**3**		

13.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
A rating scale has been established to collect data for Post Secondary Outcomes as follows: 1 = a system for collection of data on post secondary referrals has been developed; 2 = the data collection system has been developed and implemented and; 3 = a system for collecting, storing, analyzing and reporting data on school office discipline referrals on post-secondary outcomes. Note: The Target has been set at 3 (a system for storing, analyzing and reporting the status of post secondary school outcomes has been established and is in use.)	**Project**	**3**			**3**		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE 13

Develop a reliable, valid, system to collect data on school office discipline referrals, and to track post secondary school outcomes, as measured by documentation of the development and use of the data collection procedures.

INPUT: To What Extent Has a System For Collecting and Reporting Office Discipline Referrals (ODR) and a System For Collecting and Reporting Post Secondary School Outcomes Data?

School Office Discipline Referrals. During the fourth year of the project the Positive Behavioral Support Services Section (PBS) in the Exceptional Children in the North Carolina Department of Public Instruction implemented a data collection system. As a component of the data collection system a Office Discipline Referral (ODR) data collection system has been identified to collect office discipline referral data. To facilitate data collection the North Carolina Positive Behavior Support System has used the School-Wide Information System (SWIS). SWIS is a web-based program (www.swis.org) developed to facilitate the implementation of positive behavior support systems across the country. In 2008-2009 2452 public schools participated in the North Carolina Positive Behavior Support System.

Post Secondary School Outcomes. The Department of Public Instruction has contracted with the University of North Carolina at Charlotte (UNC-Charlotte) to assist with the collection and reporting of post-school outcome data from students with disabilities in North Carolina. The data collection process includes collecting and reporting of data on students with disabilities who leave high school each year. These data include information on post-school employment and/or post-secondary education activities and the manner in which students exit school. These data are gathered through an exit survey completed by personnel in each Local Education Agency (LEA) and sent directly to UNC-Charlotte. The information from the survey is entered into a database to be used to gather follow-up data including the percentage of students with disabilities participation in to employment, postsecondary education, or both. Students that have exited are contacted between April and September of the year following their grad-

uation from high school, dropping out, or aging out of the program. Using data collected UNC-Charlotte staff analyzes and prepares a transition data report yearly. See Table 13.b. in SECTION C of this report.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: The Extent To Which The Objective Has Been Met.

Performance Measure 13.a. The Development Of A Data Collection System To Collect Data On School Office Discipline Referrals.

To determine the extent that this performance measure has been attained the project has developed and used a developmental rating scale to determine the extent that the performance measure has been met by the project. In years four and five of the project the target has been set at a rating of 3, (a system for storing, analyzing and reporting the status of school office referrals has been established and is in use.). As can be seen in the Performance Measure Chart 13.a., the project rated the data collection procedures for this performance measure at a 3 level indicating that the project has established a comprehensive system of data collection that is now in use. Performance Measure 13.a. has been met.

Performance Measure 13.b. The development of a data collection system to collect data on post-secondary outcomes.

To respond to this performance measure the School of Education at UNC Charlotte has been funded by the North Carolina Department of Public Instruction to report on post-secondary outcomes for students with disabilities exiting school programs. To determine the extent to which Performance Measure 13.b. has been met a developmental scale has been developed by the NCSIP II project to measure the progress of the development of a data collection system. (See rating scale above in the 13.b. Quantitative Data chart.

In the fourth and fifth years of the project the Target for Performance Measure 13.b. was set at a rating of 3. The post-secondary school outcomes system is now fully functioning and is collecting, analyzing, storing and reporting the post-secondary status of students with disabilities. Performance Measure 13.b. has been rated at level 3 and has been met.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

14. Project Objective **[ ]** Check if this is a status update for the previous budget period.

14. Objective 14. Increase parent involvement in, and support of, research-based instructional programs for their children as measured by documentation data and statewide parent satisfaction surveys.

15. Objective 15. Increase parent inclusion in NCSIP II program implementation, and evaluation as measured by an increase in the number of parents participating in the evaluation and parent satisfaction.

16. Objective 16. Collect reliable and valid parent participation and satisfaction data to evaluate effectiveness of NC SIP II parent program, as measured by review of measurement instruments.

Note: Objectives 14, 15, and 16 are grouped together to facilitate the presentation of quantitative and qualitative evaluation data and information on the extent the four project objectives focusing on parent involvement, participation, and satisfaction have been met

14.a., 15.a., 16.a. Performance Measure	**Measure Type**	**Quantitative Data**					
		Target			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
The increase in the number of parents participating in the NCSIP II Parent Satisfaction Survey. The target was set at 1216, the number of parent(s) participating in the NCSIP II parent satisfaction survey and feedback last year.	**Project**	**1216**	/		**1247**	/	

14.b. , 16.b. Performance Measure	Measure Type	Quantitative Data					
The total average rating of parent satisfaction with the NCSIP II project. Note: The target has been calculated using last year's average parent survey rating of 2.47 plus .04 for a target of an average rating of 2.51. See Table 14.a. in SECTION C of this report.	**Project**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		2.51	/		**2.45**	/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

OBJECTIVE(S) 14 - 16

Increase parent involvement in, and support of, research-based instructional programs for their children as measured by documentation data and statewide parent satisfaction surveys.

INPUT: To What Extent Has The Project Implemented Activities To Increase Parent Involvement In The Project?

In the fifth year of the project the Reading/Writing Centers and Sites continued to hold teacher-parent conferences that include the parent(s) of the students to complete the NCSIP II Parent Satisfaction Survey. The project's structured Parent Satisfaction Survey has been used to provide parent feedback to the project. In the second year of NCSIP II 210 surveys were completed by parents. In the fourth year of the project 1216 parents provided feedback. In the fifth and current year of the project 1247 parent satisfaction surveys were completed.

INTERMEDIATE GOAL: To What Extent Is Parent Participation In The Project Evaluation Increasing?

Performance Measures 14.a. 15.a. and 16.a. The Increase In The Number Of Parents Participating In The NCSIP II Parent Satisfaction Survey.

In the second year of the project 210 parents participated in the end of year parent satisfaction survey. In the fourth year of the project a total of 1216 parent(s) participated in the parent satisfaction survey and in the fifth year 1247parent(s) participated. The target was set at last year's total number of parents participating (1216), thus with 1247 parents participating in the current year of the project, the target for Performance Measures 14.a., 15.a and 16.a. has been met.

OUTCOMES: To What Extent Are Parents Satisfied With The NCSIP II Services, Instruction And Parent Involvement?

Performance Measures 14.b. and 16.b. The Total Average Rating Of Parent Satisfaction With The NCSIP II Project.

The key to the NCSIP II Parent Survey Rating is as follows. 0 = Not Helpful, 1= Somewhat Helpful, 2 = Helpful, 3 = Very Helpful. In the second year of the project 210 parents participated in the end of year parent satisfaction survey with an average survey rating of 2.68. In the third year of the project a total of 1281 parent(s) participated in the parent satisfaction survey with an average rating of 2.40. In the fourth year of the project

1216 parent(s) participated in the parent satisfaction survey with an average rating of 2.47. In the fifth year of the project 1247 parent(s) participated in the survey with an average rating of 2.45. It should be noted that the average rating in each year of the project have been consistently high.

In the fourth year of the project the target for the level of parent satisfaction was established at 2.47 plus a gain of .04 percentage points, or 2.51. The target for Performance Measures 14.b. and 16.b.was not met. It should be noted that the average rating of 2.45 across 1247 parents indicates that this large group of parents expressed a level of satisfaction with the NCSIP II project that is between helpful and very helpful in improving their child's education program.

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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

As of April 5, 2010, for fiscal year 2009-10, $274,139.18 has been spent on State Personnel Development Grant (SPDG) administration obligations. An additional $1,270,000.00 of 2009-10 SPDG funds has been allocated to Local Education Agencies (LEAs) for SPDG activities. As of April 5, 2010, $146,150.72 (administration) was available to carryover. This amount includes $145,750.72 of 2008-2009 funds.

Carryover funds will be used for training, technical assistance and materials which will build capacity and scale up the activities of the SPDG.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Current NCSIP II Partners

The Cooperative Planning Consortium for Special Education (CPC) will continue it's partnership with NCSIP II. During the fifth year of the NCSIP II project, the CPC program moved from UNC General Administration to the Exceptional Children Division, NC Department of Public Instruction. The role of the CPC is to work with the NCSIP II project to facilitate (1) the improvement of the quality of special education teachers exiting from North Carolina's teacher education programs, (2) the improvement in the quality of Special Education administrative personnel, and (3) to improve the quality of currently employed special education teachers. CPC will work closely with the proposed continuation of the NCSIP project and UNC-Charlotte to develop a state-wide collaborative personnel development system using the resources of the new NCSIP project and the teacher education network of programs across North Carolina. As indicated above, CPC plays a major role in the production of new teachers, upgrading the professional skills of existing teachers, and providing training for lateral entry teachers.

The NCSIP II project and the **North Carolina Exceptional Children Assistance Center (ECAC)** have continued to work together with the NC SIP II project. In the fifth year of the project the Reading/Writing Centers and Sites continued to hold teacher-parent conferences. The projects' Parent Satisfaction Survey has been used in the fifth year of the project to provide parent feedback. Additionally, the ECAC has provided training to parents and LEA staff on literacy instruction for students with significant disabilities and is preparing to provide training to parents in order to help them become familiar with the concepts presented in the NCSIP Math Foundations training. Finally, ECAC is beginning work on development of parent resources for the math NCSIP. An annual meeting is held for the purpose of briefing parent organizations on activities of the NCSIP II project and to facilitate input from the parent organizations and improve communications between the NCSIP II project and parents of students with disabilities across the state.

The Technical Assistance and Resources System (TARS) at UNC has been merged with the current CPC component of the project to facilitate the improvement of the special education teacher education partnership with NCSIP II. This partnership will continue to plan and implement an annual meeting of university program representatives with the goal of improving the quality of teacher education programs in the state.

The North Carolina Positive Behavior Supports Initiative (NCPBS) partnership has continued to expand during the five years of NCSIP II. The NCPBS initiative is aligned with the NCSIP II goals, objectives and evaluation system and is a program designed to ultimately be active in all schools in North Carolina. The NCPBS project is located in the Exceptional Children Division of the North Carolina Department of Public Instruction and has been a primary partner in NCSIP I and II. This partnership has led to establishment of sites in school districts that have implemented PBS systems and research-based reading instruction in the same schools.

SECTION C
SUPPLEMENTAL MATERIALS

Table 1.b.
Total Number of Students and the Number of
Students That Made Reading Skills Progress
K-2
2008-2009

Grade Level	Total Number Of Students*	Number and % of Students Making Reading Progress*
Kindergarten	258	80(31%)
1st Grade	329	102(31%)
2nd Grade	319	36(11%)
Total	906	218(24%)

* Includes the total number of “Some Risk” students but does not include the number of “Some Risk” students making reading progress in the DIBELS assessment system

Table 2a[1]
Personnel Development Training Events:
Number of Personnel Receiving Research-Based Professional Development
2009-2010

Type of Personnel Development Event	Total # of Events	Total # of Participants	# of participants in research-based events	# of participants in non research-based events
Reading Foundation Training	125	1580	1580	
Reading Model Training	107	1395	1395	
Writing Instruction Training	3	15	15	
Mathematics Instruction Training	38	653	653	
Reading/Writing Network Meetings	2	171	171	
Mathematics Network Meetings	2	96	96	
Coaching Training	3	16	16	
Fidelity Observation Training	71	142	142	
Improving Teacher Training	3	62		62
TOT Training	3	88	88	
Developmental Reviews	71	286		286
DIBELS Training	14	299	299	
Total	**442**	**4803**	**4455**	**348**

[1] Table 2a illustrates data reported in Performance Measure 2a, 2b and 2c of the NCSIP II Fifth Annual Report

Table 2c[2]
Personnel Development Training Events Implemented by
NCSIP II
2009-2010

Type of Personnel Development Event	Number of Events	Research Based	Not Research Based
Reading Foundation Training	125	Yes	
Reading Model Training	107	Yes	
Writing Instruction Training	3	Yes	
Mathematics Instruction Training	38	Yes	
Reading/Writing Network Meetings	2	Yes	
Mathematics Network Meetings	2	Yes	
Coaching Training	3	Yes	
Fidelity Observation Training	71	Yes	
Improving Teacher Training	3		No
TOT Training	3	Yes	
Developmental Reviews	71		No
DIBELS Training	9	Yes	
Total	**437**	**363**	**74**

[2] Table 2c illustrates data reported in Performance Measure 2c in the NCSIP II Fifth Annual Report

Table 2d[3]
Personnel Development Training Events
Followed Up With Sustainability Strategies
2009-2010

Research-Based Personnel Development Events	Number of Events	Sustainability Strategies	No Sustainability Strategy
Reading Foundation Training	125	125 DR/FO	
Reading Model Training	107	107 DR/FO	
Writing Instruction Training	3		3
Mathematics Instruction Training	38	38 DR/FO	
Reading/Writing Network Meetings	2		2
Mathematics Network Meetings	2		2
TOT Training	3	3 DR/FO	
DIBELS Training	9	9 C	
Total	**289**	**282**	**7**

DR = Developmental Review
FO = Fidelity Observation
C = Coaching Training

[3] Table 2d illustrates data reported in Performance Measure 2d of the NCSIP II Fifth Annual Report

Table 2f

Comparison of Grade Level Reading Ability of Students Receiving Reading Instruction Across NC SIP projects, All Students with Disabilities in North Carolina, and All NC Non-Disabled Students In North Carolina

2008 – 2009

Group	N	% AAGL* 2008	% AAGL* 2009	Reading Gains
NCSIP	2263 ***	14	29	15
All SWD	86059**	27	38	11
All Non-Disabled Students	586495**	60	72	12

*Percent At or Above Grade Level

** Number of students for 2009

*** Virtually the same students from 2008 through 2009

Table 2.g.
Review of AYP Reading Progress for All NC Non-Disabled, All NC Students with Disabilities, and NCSIP II Students
2001 - 2009

Student Group	**N**	**% AAGL 01-02**	**% AAGL 02-03**	**% AAGL 03-04**	**% AAGL 04-05**	**% AAGL 05-06**	**% AAGL 06-07**	**% AAGL 07-08** NC Raised The Bar in 07-08	**% AAGL 08-09**	**Gain/ Loss**
All Non-Disabled NC Students*	**586495**	**80**	**85**	**85**	**86**	**87**	**90**	**60**	**72**	**-8**
All NC SWD*	**86059**	**50**	**55**	**55**	**57**	**63**	**58**	**27**	**38**	**-12**
NCSIP 02-03	**162**	**43**	**61**	--	--	--	--	--	--	**18**
NCSIP 03-04	**486**	--	**32**	**49**	--	--	--	--	--	**17**
NCSIP 04-05	**473**	--	--	**40**	**52**	--				**12**
NCSIP 05-06	**769**	--	--	--	**47**	**56**				**9**
NCSIP 06-07	**1080**	--				**38**	**49**			**11**
NCSIP 07-08	**1116**	--	--	--	--	--	**37**	**22**		**-15**
NCSIP 08-09	**2263**	--	--	--	--	--	--	**14**	**29**	**15**

Table 3.b
Comparison of Performance in Mathematics Of NCSIP Students
Receiving Research-Based Mathematics Instruction,
All Students with Disabilities in North Carolina, and
All Non-Disabled Students In North Carolina
2008 – 2009

Students Assessed	N	%AAGL 2008*	%AAGL 2009*	% Points Gained
NCSIP Students	277**	23	41	18
All NC Students With Disabilities	08-85838 09-86039	43	55	12
All NC Non-Disabled Students	08-579221 09-586689	74	84	10

* Percent of Students Performing At or Above Grade Level
** Number of Matched NCSIP Students for 2008 and 2009

Table 7.a.
Number And Percentage of Special Education Teachers
Providing Services In North Carolina That Are Not Qualified
2007-2008

Age Group	N Highly Qualified	N Not Highly Qualified	Percent Not High-ly Qualified
3 through 5	966	38	.33
6 through 21	10,475	303	2.6
Total	11,441	342	3

Table 8.a.
The Number of New Special Education Teachers
Produced and Number Hired in North Carolina
2004 - 2009

Year	New Undergra-duate SE Teachers in NC		New Graduate SE Teachers in NC		New Lateral En-try SE Teachers in NC		Total New SE Teachers in NC	
	Produced	Hired	Produced	Hired	Produced	Hired	Produced	Hired
04-05	196	137	171	114	410	410	777	661
05-06	146	100	154	113	493	440	793	653
06-07	201	148	160	121	336	294	697	563
07-08	264	202	267	162	387	336	868	700
08-09	243	150	54	5	267	177	564	332

Table 9a[4]
Number of School Wide PBS Programs and Number
Of Personnel Trained in The Implementation of PBS Programs

Year	Number of North Carolina Public Schools	Number of School-Wide PBS Programs added	Total Number Of Schools	% of Schools W/ PBS Programs	# Of Teachers Trained in School-Wide PBS Programs per year*
00-01	2202	1	1	.05	61
01-02	2230	4	5	.22	168
02-03	2251	8	13	.58	336
03-04	2264	23	36	1.6	966
04-05	2286	77	113	4.9	3234
05-06	2338	186	299	12.8	7812
06-07	2397	233	532	22.2	9786
07-08	2452	159	691	28.83	6678
08-09	2452**	173	864***	35.24	7266
Total	--	--	--	--	36307

* Estimate based on average number of 42 teachers in one school.
The number of teachers trained in 00-01 (61) is an actual number.
** Estimated number of public schools in North Carolina
***Projection based on funding requested to support training.

[4] Table 9a illustrates data presented in Performance Measure 9a of the NCSIP II Fifth Annual Report

Table 9b[5]
The Number and Percentage of Short Term Suspensions,
Long Term Suspensions and Expulsions of Students with Disabilities
in North Carolina
2008-2009

Type of Discipline	2007-2008 # / %	2008-2009 # / %	Increase/ Decrease % Points
Short Term Suspensions	52,706/28*	65089/34**	+6%
Long Term Suspensions	649/.3	615/.3	0%
Expulsions	13/.01	24/.01	0%

* Total number of SWD 3 through 21 for 2007-2008 is 187,728
** Total number of SWD 3 through 21 for 2007-2008 is 189,266

Total # of Acts of Violence of EC Students:
07-08: 2487
08-09: 3002

[5] Table 9b illustrates data reported in Performance Measure 9b, 9c and 9d, and 12a, 12b and 12c of the NCSIP II Fifth Annual Report

Table 10a[6]
Number of Students with Disabilities
Exiting School Each Year
2005-2009

Year	# Exiting School*	#/% Graduated w/ Di-	#/% Graduated w/ Certifi-	#/% Reached Max. Age	#/% Died	#/% Dropped Out
04-05	9375	5345/57	950/10	119/1	71/.8	2890/31
05-06	11052	5498/50	1152/10	121/1	44/.4	4237/38
06-07	10395	5179/50	1011/10	49/.5	106/1	4050/39
07-08	11,919	6249/52	1124/9	59/.5	106/.89	4381/37
08-09	11,394	6498/57	1096/10	134/1	95/.83	3571/31

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

[6] Table 10a illustrates data reported in Performance Measure 10a and 11a of the NC SIPII Fifth Annual Report

Table 13.b
Disaggregated Results by Disability Type, Gender, Race, ELL Status, and Type of Exit (2007-2008 leavers)

	Employed Anytime After Leaving				Currently Employed			
	Competitively Employed (%)	Post-secondary Education (%)	Both (%)	Total Engage-ment (%)	Competitively Employed (%)	Post-secondary Education (%)	Both (%)	Total Engage-ment (%)
Statewide Results (*N*=928)	16	36	14	66	12	39	11	62
Learning Disabilities (n=441)	18	40	18	76	13	43	15	71
Intellectual Disabilities (n=212)	13	26	9	48	7	28	7	42
Emotional Disabilities (n=65)	11	37	13	55	11	37	8	55
Others (n=210)	15	39	13	67	13	40	11	65
Females (n=311)	11	37	15	63	8	40	13	60
Males (n=617)	18	36	13	67	14	38	11	63
White (*n*=533)	16	36	16	68	12	38	14	65
Hispanic (n=28)	32	32	4	68	25	32	4	61
Black (n=346)	14	36	11	61	11	38	8	43
Asian or Pacific (n=8)	0	63	38	100	0	75	25	100
American Indian or Alaska Native (n=7)	14	43	14	71	14	57	0	71
Other (n=6)	17	33	17	67	0	33	17	50
English Language Learner (n=918)	16	36	14	66	12	39	11	62
Non-ELL (n=10)	30	30	10	70	20	30	10	70
High School Diploma (n=610)	16	44	18	78	12	47	15	74
Course of Study Type								
Career	21	23	17	61	17	26	14	57
College Tech Prep	17	43	17	77	14	45	14	73
College Prep	10	60	23	93	7	64	19	90
Occupational	17	34	9	60	9	36	6	51
Certificate or modified (n=113)	5	26	6	37	4	26	6	35
Maximum Age (n=11)	0	36	0	36	0	36	0	36
Dropout (n=106)	21	18	6	45	17	20	5	41

Table 14.a.
Level of Parent Satisfaction with NC SIP Center Reading Programs
2004-2010*

School Year	Number of Responses	Average Survey Rating
2004-2005	95	2.70
2006-2007	210	2.68
2007-2008	1281	2.40
2008-2009	1216	2.47
2009-2010	1247	2.45

*Parent Surveys were not collected during the 2005-2006 school year.
** Rating Scale: 0=Not Helpful, 1=Somewhat Helpful, 2=Helpful, 3=Very Helpful