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**Washington, D.C. 20202-5335**



## **OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2008 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING**

**CFDA # 84.323A**

**PR/Award # H323A050002**

**Budget Period # 4**

**Report Type: Annual Performance**

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

PR/Award #: **H323A050002**

**SECTION A - Project 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					
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 240 teachers and leadership staff plus 25 for a target of 265	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		265	/		147	/	

1.b. Performance Measure	Measure Type	Quantitative Data					
The number of children with disabilities receiving NCSIP II early elementary literacy instruction and demonstrating progress toward an age appropriate level of literacy skills.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		46	/		77	/	

Note: The Target has been established at 21 students (previous year) plus an increase of 25 students for a Target of 46 students for year four.		

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

Introduction

This is the Fourth 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 May 2, 2008 through April 2, 2009. The approved plan for the project addresses 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 Fourth Annual Report is organized to sequentially address each of the fourteen 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 under Objective 2. OSEP Performance Measure 3.1 is not addressed in the project's goals and objectives approved by OSEP.

The Explanation of Progress Section for each objective includes up to three evaluation categories for describing the extent to which each of the fourteen 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.

To accommodate the budget reduction in the fourth year of the project and at the same time continue to address the improvement of instruction for young children with disabilities, Objective 1 and the two Performance Measures have been

modified to address personnel development and reading progress of early elementary students receiving research-based instruction. Early elementary students in Kindergarten, 1st grade and 2nd grade were provided DIBELS-assessed based instruction during the year.

### Objective 1

Increase the number of Early Elementary students completing 1st and 2nd grades and making progress toward age-level literacy skills.

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

To accommodate the budget reduction in the fourth year of the project and at the same time continue to address the improvement of instruction for young children with disabilities, Objective 1 and the two Performance Measures have been modified. The modifications continue to address personnel development and reading progress of young elementary students receiving research-based instruction. Early elementary students in Kindergarten, 1st grade and 2nd grade were provided DIBELS-ASSESSED based instruction in year four in nineteen of the NCSIP II reading projects.

If full funding of the NCSIP II project is restored for the fifth and last year of the project additional funds will be used to support (a) personnel development activities for teachers and leadership staff, (b) additional NCSIP II demonstration projects located in LEAs across the state and (c) additional evaluation efforts to include larger groups of students participating in the evaluation component measuring progress of early elementary students. These strategies will include the use of research-based instruction to improve the effectiveness of instruction for students in Kindergarten, 1st grade, and 2nd grade.

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.

INPUT: During the third year of NCSIP II project approximately 240 teachers were provided personnel development in the implementation of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment program. In the fourth year of the NCSIP II project, 147 teachers received DIBELS assessment training and 19 of the project's research-based reading instruction sites conducted DIBELS Assessments as part of the 2007-2008 reading data collection process.

INTERMEDIATE GOAL: To What Extent Have Early Elementary Teachers Received Staff Development to Improve the Quality of Early Literacy Instruction?

Performance Measure 1.a. has been modified to address the implementation of early elementary literacy assessment using

the DIBELS assessment indicators and the NCSIP II Reading Foundation instruction in Kindergarten, 1st grade, and 2nd grade. Due to the modifications in this performance measure, the project established a new target for Performance Measure 1.a. For the remainder of the project the target for Performance Measure 1.a. has been set at the previous year's number of teachers (240) that received DIBELS assessment training plus an increase of twenty-five additional early elementary teachers that received the DIBELS assessment training in year four for a target of 265 teachers. As can be seen in the Performance Measure 1.a. quantitative data chart the modified Performance Measure 1.a. was not 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 21 early elementary students demonstrating progress toward an age appropriate level of literacy skills plus an increase of 25 students for a total target of 46 students demonstrating progress. The DIBELS assessment and NCSIP II reading instruction program were used to provide instruction and to measure the students' progress. Data collected for the 2007-2008 school year to measure progress toward age appropriate level of literacy skills can be found in Table 1.a. in SECTION C of this report. The DIBELS Oral Reading Fluency assessment was used to measure the number of 1st and 2nd grade students receiving NCSIP II instruction demonstrating progress in reading.

Kindergarten student progress data is not shown in Table 1.a. due to the low number of Kindergarten students (2) participating in the DIBELS instruction. Twenty-four out of 33 1st grade students demonstrated reading progress and 53 out of 88 2nd grade students demonstrated reading progress for a total of 77 early elementary students demonstrating 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.

As reported in the Performance Measure 1.b. chart last years target was set at 46 students. The actual performance data number of 77 students exceeds the target. Performance measure 1.b. has been met.



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

**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 Third Year Annual Report, the Fourth Year Annual Report sequentially addresses each of the fourteen project objectives associated with the four project goals. OSEP Performance Measures 1.1, 1.2, 2.1, 2.2, and 4.1 are addressed in the report. 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					
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 years performance of 92%  This Performance Measure addresses OSEP Program Performance Measures 1.1 and 4.1	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			92 / 100	92		4023 / 4280	94

2.b. Performance Measure	Measure Type	Quantitative Data					
<p>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.</p> <p>Note: The Target for Performance Measure 2.b. has been established at 90% or higher.</p> <p>This Performance Measure addresses OSEP Program Performance Measure 1.2</p>	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 100	90		12 / 13	92

2.c. Performance Measure	Measure Type	Quantitative Data					
<p>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.</p> <p>Note: The Target is set at a 2 percentage point increase from last year (75) to 77%.</p> <p>This Performance Measure</p>	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			77 / 100	77		248 / 308	81

addresses OSEP Program Performance Measure 2.1							
2.d. Performance Measure		<b>Quantitative Data</b>					
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.)  Note: The Target is set at last year's 97%.  This Performance Measure addresses OSEP Program Performance Measure 2.2	PRGM	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			97 / 100	97		178 / 187	95
2.e. Performance Measure		<b>Quantitative Data</b>					
The percent of NCSIP II Reading/Writing project teachers demonstrating mastery of effective reading instruction skills as measured by a series of formal classroom fidelity observations  Note: The Target is set at last	PRGM	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			91 / 100	91		129 / 192	67

year's 89% plus two percentage points to 91%.							
This Performance Measure addresses OSEP Performance Measure 2.2							
2.f. Performance Measure		<b>Measure Type</b>	<b>Quantitative Data</b>				
The percentage of students with disabilities performing at or above grade in reading as measured by the NC End-of-Grade Reading Test.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			61 / 100	61		22826 / 85848	27
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 (58)							

Explanation of Progress (Include Qualitative Data and Data Collection Information)  
Objective 2

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.

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. Due to a reduction in the NCSIP II budget additional Best Practices Sites were not established during the fourth year. However, using a combination of State and OSEP funds the NCSIP II project continued to fund six Regional Reading/Writing Best Practices Centers, 66 Reading/Writing Best Practice Sites, four Mathematics Regional Centers and 29 Mathematics Best Practices Sites. Project strategies and activities continued to include (a) conducting foundation training workshops in reading (88 events), writing (4

events) mathematics (17 events); (b) training in the use of research-based reading model instruction programs (65 training events), (c) conducting developmental reviews (58 events); and (d) conducting fidelity observation trainings (58 events). For a comprehensive review of the training, maintaining and sustaining activities during the fourth 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. However, NC SIP II continues to revise and update foundation training materials and procedures. In the fourth year of the project, the development of a writing instruction foundation training program was completed. Again, 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.** NC SIP II provided 308 professional development events with 4,280 participants during the fourth year of operation. Each of these events is described below.

**Reading/Writing Foundation Training.** In the fourth year of the project writing instruction training development was completed and it was piloted with teachers who had previously participated in reading instruction foundations training. Training was provided for 1,867 teachers and leadership staff in 88 training events across North Carolina, an increase of 568 participants from the previous reporting period. 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 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](http://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 fourth year of the NC SIP II project 1231 teachers and leadership personnel received training in the use of research-based model reading instruction in 65 different venues in all regions of the state. This is a decrease of 898 participants from last year. This decrease is related to the reduction in funding because new sites were not established.

As mentioned in the previous years 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 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 fourth year of the project writing instruction was provided for NCSIP II teachers that had received reading instruction training but did not receive the writing instruction. To provide these teachers with writing instruction training, four training events were provided for 49 teachers and leadership personnel to bring their knowledge and skills up to date in writing instruction.

**Mathematics Instruction Training.** Seventeen mathematics instruction training events were provided during the fourth year of the project for 236 participants. This is an increase of ten mathematics training events and 158 participants from the previous year. Three model instruction standard protocols were featured; Numbers World published by Science Research Associates and Transitional Math published by Sopris West. In addition the mathematics instructional staff in the Wake County Schools developed a third model standard protocol used by their site. 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 2009, a Reading/Writing Network Technical Assistance Meeting was held in Asheville, North Carolina. There were 150 participants representing 53 of the reading/writing centers and sites. The theme of the meeting was "Ain't No Mountain High Enough." One highlight of the meeting was a presentation by Dr. Lois Huffman on visual kinesthetic reading activities. In addition, there was an update on the NCSIP II project, a report made on the Response to Intervention approach to making a difference, as well as a report on the NCSIP II evaluation activities and findings. In addition to this network-wide meeting, three regional network meetings were held, one in the western region of the state, and two in the central region of the state.

**Mathematics Instruction Network Meetings.** In the spring of 2009 a Mathematics Network Meeting was held with 50 participants from 17 of the mathematics centers and sites. The meeting featured keynote speaker Dr. Scott Methe on the topic of Early Mathematics Assessment. In addition, there were discussions on fidelity data collected, developmental reviews and annual planning

**Coaching Training.** Three coaching training events were conducted with a total of seventy-five participants. The coaching personnel development workshops were developed and conducted by the reading instruction model developers (i.e., Language!, Wilson Reading System, and Corrective Reading). Each of these models reflects the instruction principles derived from multiple research reviews and specifically the principles identified by the National Reading Panel. Each of

these models has a fairly extensive database supporting their effectiveness. 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 personnel development training to assure effective implementation of instruction in schools and classrooms. Early in the NCSIP II project, 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 fourth year of the project, 58 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](http://www.ncip.org)). To determine the extent that NCSIP II teachers are providing instruction with fidelity, a study was conducted during the fourth year of the project. Of a total number of 192 teachers observed, 129 or 67%, 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 evidence-based.

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

During the fourth 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 "reversioning" 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 fourth year of the project. Planning topics included 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 reading/writing instruction and at the same time meets the need for providing Reading/Writing Foundation Training for all teachers of students with disabilities. NCSIP II has continued to provide Training of Trainers professional development events. During the fourth year of the project three Training of Trainers events were conducted resulting with a total of 65 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 Foundation Training, (2) submission of a letter of intent to become a NCSIP II Foundation Trainer, (3) participation in a daylong training of trainers workshop, (4) complete an apprenticeship under the supervision of a NCSIP II Foundation Trainer, (5) submit a plan for Reading Foundations training within the trainee's school system and 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 Foundation Training.

Developmental Reviews. The Developmental Review is an on-site 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 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 fourth year 58 developmental reviews were conducted for 232 leadership and teaching staff.

DIBELS Training. DIBELS training was again provided during the fourth 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 fourth year of the NC SIP II project, the DIBELS training has consisted of a 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. Five DIBELS training events were conducted involving 147 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 Performance Measures 1.1 and 4.1.

In the fourth year of the project 4,023 out of the 4,280 teachers and leadership personnel that received NCSIP II personnel development, or 94%, received research-based staff development. The ambitious target set for Performance Measure 2.a. in the fourth year of 92% was met. The number of participants receiving research-based professional development has

increased from 2,532 in the second year of the project to 4,023 in the fourth year of the project.

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., 12 of the 13 types of the 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 third year of the project, the alignment during the fourth 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 third year of the project, 75% of the professional development events reflected research-based contents. An annual target of two percentage points growth was established for each of the next three years. During the fourth year of the project 248 out of 308, or 80.5% (note that this appears as 81% in the chart), of the project's professional development events were built on a research-based foundation. This represents a five and half point increase from the previous year. Performance Measure 2.c. has been met in the fourth 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 214 professional development events were conducted that were research-based with 208 or 97%, followed up with sustainability activities (Fidelity Observation and/or Developmental Reviews).

For the fourth year of the project the target was set at 97%, the performance in the previous year. As can be seen in Table 2.d. in SECTION C, there were 187 research-based training events and 178 of these events included sustainability strategies and activities (Developmental Reviews and/or Fidelity Observations) for a performance of 95%. Unfortunately last year's performance was very high at 97% indicating that Performance Measure 2.d was not met this year even though the

performance was very high at 95%.

#### 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. In the third year of the project 131 out of 147, or 89%, of the teachers included demonstrated a high fidelity of instruction as defined above. In the fourth year of the project 192 teachers were included in the study and 129, or 67%, demonstrated a high level of effective instruction. While the percentage of teachers performing at a level of high fidelity has decreased, it should be noted that in a year when no new best practices sites were added, almost 50 additional teachers were observed. The target for Performance Measure 2.e. was not met.

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 spring of 2008 a new North Carolina Reading End-of-Grade Test 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 the reading progress dropped for all three groups of North Carolina students (NCSIP II students, all North Carolina Students with Disabilities, and all North Carolina Non-Disabled Students) included in the data analysis from the spring of 2007 to the spring of 2008. However, as can be seen in Table 2.f. the percentage point loss was much smaller for the students receiving research-based instruction in the NCSIP II project than the losses by the other two groups. These results support the conclusion that, in spite of raising the assessment bar to a more difficult level, the instruction provided by NCSIP II had a positive impact on limiting the percentage point loss compared to the performance of all North Carolina students with disabilities and all non-disabled students in North Carolina. However, the target for the fourth project year reading progress was not met.

It should be noted that across the last five years of the NCSIP and NCSIP II project (from 2001 through 2007) the average yearly reading gains of all students with disabilities in North Carolina have increased at a rate of three percentage points a year. All non-disabled students gained at an average rate of two percentage points a year and NCSIP students have gained at a rate of 14 percentage points a year. See Table 2.g. in SECTION C of this report.



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Project Status Chart**

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

**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					
The percentage of students with disabilities performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Test.  Note: The Target is calculated using a 2.5 percentage point increase from the previous year's percentage (58) of students with disabilities at or above grade level.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			61 / 100	61		22826 / 85848	27

3.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of all students with disabilities in North Carolina who are performing at or above grade level in Mathematics as measured by	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

the NC End-Of-Grade Mathematics Assessment.		47 / 100	47		36858 / 85838	43
Note: The Target is calculated using a six percentage point increase from last year's performance of 41 % of all SWD at or above grade level in mathematics.						

3.c. Performance Measure	Measure Type	Quantitative Data					
The percentage of all SWD in North Carolina who participate in the 4th grade writing test that are performing at or above grade level in writing as measured by the NC End-Of-Grade Assessment.  Note: The Target is calculated using a 12 percentage point increase from last year's performance of 24 % of all SWD at or above grade level in writing skills.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			36 / 100	36		4340 / 14229	31

Explanation of Progress (Include Qualitative Data and Data Collection Information)  
Objective 3

Increase the percentage of students with disabilities enrolled in the standard curriculum who 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.

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 this Objective 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 Model 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 who are performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment.

In the fourth year of the project a revised North Carolina Reading End-of-Grade Assessment 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 more difficult reading assessment in the fourth year of the project, reading progress declined for all three groups of North Carolina students. However, as can be seen in Table 3.a., the percentage point loss was much smaller for the students receiving research-based instruction in the NCSIP II project than the losses by the other two groups. These results support the conclusion that in spite of raising the assessment bar to a more difficult level the quality of instruction provided by NCSIP II had a positive impact on limiting the percentage point loss when compared to the performance of all North Carolina students with disabilities and all non-disabled students in North Carolina. Although Performance Measure 3.a. was not met, these data support the project's conclusion that the NCSIP II research-based instruction is having a positive impact on the reading abilities of students with disabilities who have been having difficulties in reading.

Again it should be noted that across the last five years of the NCSIP and NCSIP II projects (from 2001 through 2007) the average yearly reading gain for all students with disabilities in North Carolina has increased at a rate of three percentage points a year. All non-disabled students gained at an average rate of two percentage points a year and NCSIP II students have gained at a rate of 14 percentage points a year in the percentage of students performing at or above grade level. See Table 2.g. in SECTION C of this report.

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

The target for Performance Measure 3.b. was established using the data provided at the end of the third project year. The fourth year target has been set at 41 percent of all students with disabilities in North Carolina performing at above grade level in mathematics plus an increase of six percentage points. Accordingly, the target for the fourth year of the project was established at 47 % of students with disabilities statewide performing at or above grade level in mathematics. In the fourth year of the project 43% of students with disabilities statewide performed at or above grade level. Although the percentage of all students with disabilities at or above grade level in mathematics in North Carolina increased from 41% to 43% during the fourth year of the project the target of 47 % was not met. However, as can be seen in Table 3.b., which can be found in SECTION C, students with disabilities receiving NCSIP II research-based mathematics instruction gained 28 percentage points compared to a gain of only two percentage points for all students with disabilities in North Carolina.

Performance Measure 3.c. Gains in the percentage of all students with disabilities in North Carolina who are performing at or above grade level in writing.

During the third year of NCSIP II, the project staff and writing instruction consultants reviewed and developed training materials to be used in personnel development training. In the fourth year of the project the writing instruction training was piloted with teachers who previously received reading training. Use of the new writing instruction staff development materials began in the summer of 2008 to improve the writing instruction for students with disabilities in North Carolina.

The target for Performance Measure 3.c. was established using the third year writing performance data of 24 % of all students with disabilities in North Carolina performing at or above grade level. The fourth year target was calculated using a 12 percentage points increase from the previous year's performance of 24 % at or above grade level in writing. As can be seen in Table 3.c. in SECTION C of this report, in the fourth year of the project 31 % of students with disabilities statewide performed at or above grade level. Although the percentage of all students with disabilities at or above grade level in writing increased from 24% to 31% during the fourth year of the project the target, set by the project, was not met. If the project used the 24% of students performing at or above grade level in the third year of the project as the target without adding 12 percentage points there would be a gain of seven percentage points.



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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					
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.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		225	/		229	/	

4.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with disabilities performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Test.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			61 / 100	61		22826 / 85848	27

Note: The Target is calculated at a 2.5 percentage point increase from the previous year's percentage of students with disabilities at or above grade level in reading (58%), resulting in a new target of 60.5% .  
(Same as Performance Measure 3.a.)

4.c. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of all students with disabilities in North Carolina who are performing at or above grade level in Mathematics as measured by the NC End-Of-Grade Mathematics Assessment.</p> <p>Note: The Target is calculated using a six percentage points increase from last year's performance of 41 % for a target of all students with disabilities at or above grade level in mathematics. (Same as Performance Measure 3.b.)</p>	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			47 / 100	47		36858 / 85838	43

4.d. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of all SWD in North Carolina who participate in the 4th grade</p>	PROJ	Target			Actual Performance Data		
		Raw			Raw		

writing test that are performing at or above grade level in writing as measured by the NC End-Of-Grade Assessment.

Note: The Target of 29% is calculated using a 12 percentage point increase from last year's performance of 24% of all SWD at or above grade level in writing skills. (Same as Performance Measure 3.c.)

Number	Ratio	%	Number	Ratio	%
	36 / 100	36		4340 / 14229	31

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 fourth year of the project, five of the NCSIP II research-based professional development events were attended by leadership personnel. These events included Reading Foundation Training with 41 leadership personnel participating, Reading Model Training with 24 leadership personnel participating, Reading/Writing Network Meetings with 89 leadership personnel participating, Mathematics Network Meetings with 17 leadership personnel participating, and Developmental Reviews with 58 leadership personnel participating. Across these five types of events, 229 personnel participated in personnel development during the fourth year of the project.

NCSIP II tracks the attendance of leadership personnel at training events by using a form the project developed entitled "Professional Development Event Summary." NCSIP II sites sponsoring events are asked to complete these forms both at the beginning as well as at the completion of the training. The information collected in these forms includes a participants' list, which categorizes attendees as either general education teachers, special education teachers or administrators. The information in these forms is then input into a database, which tracks totals in each category.

Annual Exceptional Children Administrators' Conference/Directors' Institute. In the fourth year of the project the Exceptional Children Division of the Department of Public Instruction held a conference for all special education program administrators in the state. Approximately 450 special education program administrators and other leadership personnel attended the spring session. The first day of the meeting focused on Training in the use of data collection forms. Day two continued forms training, focusing on CECAS forms, as well as a Q & A session and an information update on the NCSIP II grant. The objectives and content of the Exceptional Children Administrators Annual Conference overlapped extensively with the NCSIP II content and objectives.

**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 validated 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 225 for the fourth year of the project and 245 by the end of the project. As can be seen in the Performance Measure 4.a. Chart, approximately 229 leadership personnel received research-based training in the fourth year of the project. 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.

This performance measure links the increase in effective instruction provided by NCSIP II trained teachers and leadership personnel with gains in the number of students with disabilities performing at or above grade level. Although the NCSIP II professional development is only one variable among a number of variables, linking gains in the students with disabilities performance with the increase of effective teachers and informed leadership personnel involved in professional development events contributes support to the conclusion that the project has contributed to increases in performance.

In the fourth year of the project the target for Performance Measure 4.b was set at 60.5 percent of students with disabilities based on the previous year's performance plus an increase of 2.5 percentage points for a target of 60.5 percent. However, in the spring of 2008 a new North Carolina Reading End-of-Grade Test 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 all groups of North Carolina students. However, it should be noted (see Table 2.f. in SECTION C of this report) that the percentage point loss was much smaller for the students receiving research-based instruction in the NCSIP II project than the losses by the other two groups. These results support the conclusion that, in spite of raising the assessment bar to a more difficult level, the instruction provided by NCSIP II had a positive impact on limiting the percentage point loss compared to the performance of all North Carolina students with disabilities and all non-disabled students in North Carolina. With the increase in the difficulty level of the new reading assessment test, the percentage of students with disabilities performing at or above grade level decreased by 31 percentage points. The percentage of students receiving instruction in the NCSIP II projects decreased by only 15 percentage points. However, Performance Measure 4.b. was not 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 target for year three was established based on the second year performance plus an increase of six percentage points. Accordingly, the target for the third year of the project for this performance measure was established at 42% of students with disabilities statewide performing at or above grade level in the mathematics assessments. In the third year of the project 41% of students with disabilities statewide performed at or above grade level. As can be seen, the target for the percentage of students with disabilities performing at or above grade level in mathematics was missed by one percentage point.

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.

As can be seen in the data chart for Performance Measure 3.c., in the third year of the project the data for the 2006-2007 school year indicates 13251 students with disabilities participated in the statewide writing assessment and 3180, or 24%, demonstrated proficiency at or above grade level. Based on the goal of a 12% yearly increase, the project missed the target of 29% by five percentage points. As indicated in last year's report it has been difficult for the project to meet the annual target set for writing progress because the yearly target established by the project was set unrealistically high. During the third year of the project a comprehensive foundations training staff development program was developed. In the summer of 2008 the project piloted the writing training. In the final year of the project additional writing training will be provided in order to increase the number of teachers receiving the training and improve writing skills of students with disabilities to a satisfactory level.



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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					
The development and dissemination of two comprehensive evaluation reports during the 2007- 2008 school year and the 2009-2010 school year.  Note: The Target for the fourth year for this performance measure is one. The second comprehensive evaluation report will be completed during the final year of the NCSIP II project and a two will be used for the fifth year target. This performance measure is on schedule for being met.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		1	/	
<div style="border: 1px solid black; height: 200px; width: 100%;"></div>							

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

Objective 5

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 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 be developed and disseminated during the last year of the NCSIP II project (2009-2010). The second report will focus on the development and dissemination of an evaluation report presenting the accomplishments and progress during the NCSIP II project (2005-2010 years.)

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 two comprehensive evaluation reports during the 2007-2008 school year and the 2009-2010 school year.

As indicated above the target for Performance Measure 5.a. involves the development of two comprehensive evaluation reports describing the progress made in attaining the project's 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

A comprehensive evaluation report on the five years of progress was completed and disseminated during the second and third year of the NCSIP II project. Work on this Performance Measure is ahead of schedule in that the first report was disseminated in January 2007. The second comprehensive evaluation report will be completed and disseminated during the final year of the NCSIP II project. 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					
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 at a yearly average of three new approved programs for a total of 15.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		12	/		9	/	
6.b. Performance Measure	Measure	Quantitative Data					

	Type	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 Test.	PROJ		61 / 100	61		22826 / 85848	27
		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 (58).					
Same as Performance Measure 3.a.							

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 fourth year of NCSIP II the project activities related to Objective 6 were reduced to accommodate the reduction of project technical assistance activities for IHE faculty. In the previous years of the project, strategies and activities included technical assistance to Fayetteville State University and Elizabeth City State University. The technical assistance focused on developing regional partnerships with community colleges to increase the number of college students receiving training to become special education teachers. Since full funding is reinstated for the project for the fifth, and last, year of the project, technical assistance will be provided to assist Institutions of Higher Education with increasing enrollment and improvement in the quality of graduating special education teachers.

During the fourth year of the project two Cooperative Planning Consortium meetings were attended by representatives of fourteen of the special education teacher education programs in North Carolina. Topics covered in the consortium meeting included DPI Forms/Procedures Training, Licensure Standards Revisions, and "revisioning" of the state's teacher education

preparation programs.

**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 competencies in instructional procedures and methods that are research-based and reflect explicit, systematic and multi-sensory instruction.

During the first four 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 a total of fifteen approved programs across the five years of the project.

In the fourth year of the project there are 17 Bachelor's and Master's Level teacher education programs in North Carolina that have received temporary authorization to provide a Special Education: General Curriculum license program. However, only fully authorized programs are counted toward meeting Performance Measure 6.a. Until at least six more IHEs have been fully approved to offer the Special Education: General Curriculum license program Performance Measure 6.a. will not be 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 who are performing at or above grade level in reading.

As discussed earlier in this report, in the spring of 2008 a new North Carolina Reading End-of-Grade Test was used to measure the percentage of students performing at or above grade level in reading statewide. 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 the reading progress dropped for all three groups of North Carolina students from the spring of 2007 to the spring of 2008. However, as can be seen in Table 2.f. in SECTION C of this report the percentage point loss was much smaller for the students receiving research-based instruction in the NCSIP II projects than the percentage point loss by the other two groups. These results support the conclusion that, in spite of raising the assessment bar to a more difficult level, the instruction provided by NCSIP II had a positive impact on limiting the loss to 15 percentage points compared to the performance of all North Carolina students with disabilities with a loss of 31 percentage points and all non-disabled students in North Carolina with a loss of 30 percentage points. Additional information on reading progress can be found in Objective 2 of this report.

Although the target for Performance Measure 6.b. was not met, a strong case can be made to support the effectiveness of the NCSIP II research-based instruction when comparing the lack of progress of all students with disabilities in North Carolina and the lack of progress of all non-disabled students in North Carolina.



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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					
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.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			5 / 100	5		378 / 11118	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 year of the NCSIP II project, strategies to improve the number and the quality of teachers providing instruction for students with disabilities have been reduced due to budget reductions. The UNC TARS (University of North Carolina Technical Assistance and Resource System) component of the NCSIP II has been discontinued with the exception of the Cooperative Planning Consortium. Since full funding is reinstated for the fifth year of the project the UNC TARS will resume providing technical assistance to the special education teacher education programs to improve recruitment systems

as well as improving the quality of the research-based instruction skills of the new teachers produced.

The Cooperative Planning Consortium (CPC) was established approximately 25 years ago to facilitate joint planning across the UNC system of constituent's special education teacher education programs. The CPC consists of representatives of the special education personnel preparation programs across the state. The purpose of the consortium is to develop planning recommendations that are submitted to the President of the University of North Carolina. NCSIP II has established a partnership with the CPC to work together to improve the quality of the special education personnel preparation programs and to increase enrollments to meet the critical need for highly qualified special education teachers. During the fourth year of the NCSIP II project the Cooperative Planning Consortium (CPC) met two times. Topics covered in the consortium meeting included DPI Forms/Procedures Training, Licensure Standards revisions, and "revisioning" of the state's teacher education preparation programs.

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 Performance Measure 7.a. chart, in the third year of the project 403 out of 10264, or four percent, of special education teachers were not highly qualified. In the fourth year of the project 378 out of 11,118, or three percent of special education teachers are reported as not highly qualified and are teaching without an appropriate certification. The project's objective to decrease to 5% the percentage of special education teachers teaching without certification, or not highly qualified has been met in the third and fourth years of the project. Objective 7 and Performance Measure 7.a. have 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 licensed Special Education teachers produced each year through lateral entry and/or traditional teacher education programs.

8.a. Performance Measure	Measure Type	Quantitative Data					
Performance Measure 8.a. Increase the number of new licensed Special Education teachers produced each year through lateral entry and/or traditional teacher education programs  Note: This year's Target was calculated using last year's total number of new special education teachers (697) plus a growth of 10% for a target of 767 new licensed special education teachers. (See Table 8.a. in SECTION C.)	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		767	/		868	/	

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 As Planned.

As with Objective 7, activities addressing Objective 8 have been significantly reduced in the fourth year of the NCSIP II project. As a result, the UNC Technical Assistance and Resources System (UNC TARS) has been discontinued with the exception of the Cooperative Planning Consortium. Since full funding is reinstated for the fifth year of the project the UNC TARS will resume providing technical assistance to the special education teacher education programs across the state to improve recruitment systems as well as to improve the quality of the research-based instruction skills of the new teachers produced. Please see the Input strategies for Objective 8 that are the same as the Input strategies for Objective 7 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 in the Performance Measure 8.a. chart above, 868 newly licensed teachers were produced in North Carolina during 2007-2008. This is an increased production from the previous school year of 101 additional new special education teachers. Performance Measure 8.a. has been 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					
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 29% for a target of 34%.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			34 / 100	34		864 / 2452	35
9.b. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of short-term suspensions of students with disabilities statewide.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

Note: The Target is calculated at last year's performance of 39 percent with a decrease of 10 percentage points for a target of 29%.

Note: This performance measure is the same as Performance Measure 12.a.)

29 / 100

29

52706 / 187728

28

9.c. Performance Measure

Measure Type

Quantitative Data

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

PROJ

Target

Actual Performance Data

Raw Number

Ratio

%

Raw Number

Ratio

%

1 / 100

1

649 / 187728

0

Note: The long-term suspension data available in the third year of the project indicated a suspension rate under 1%. Because of this low long-term suspension rate the target for the remaining years of the project will be set at maintaining a 1% or under rate of long-term suspensions for students with disabilities.

(This performance measure is the same as Performance Measure 12.b.)

9.d. Performance Measure

Measure Type

Quantitative Data

The decrease in the percentage

PROJ

of school expulsions of students with disabilities statewide.

Note: The latest expulsion data available in the fourth year of the project indicate an expulsion percentage rate under 1%. Because of this low expulsion rate the target for the remaining years of the project has been set at maintaining a 1% or under rate of expulsion for students with disabilities.  
(Same as Performance Measure 12.c. for Objective 12)

Target			Actual Performance Data		
Raw Number	Ratio	%	Raw Number	Ratio	%
	1 / 100	1		13 / 187728	0

9.e. Performance Measure

Measure Type

Quantitative Data

The percentage of students with disabilities that were involved in school crime and/or violence.

Note 1: This Performance Measure has been modified to address student crime and violence

Note 2: The Target for Performance Measure 9.e. is set at last year's percentage of 2%.

PROJ

Target			Actual Performance Data		
Raw Number	Ratio	%	Raw Number	Ratio	%
	2 / 100	2		2487 / 187728	1

## 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 to "Scale Up" each year. In the 2008-09 school year 173 new schools joined the NCPBS network for a total of 864 PBS schools statewide. During the fourth 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 state wide with teachers and leadership personnel who have received professional development in the implementation of school wide Positive Behavior Supports.

The latest data available are from the North Carolina Positive Behavior Support Initiative evaluation report. At the end of the 2007-2008 school year, 29% of public schools in North Carolina were participating in the North Carolina Positive Behavior Support Initiative. The annual target for demonstrating a robust growth in the percentage of PBS schools statewide was set at last year's 29% plus an increase of five additional percentage points for a target of 34%. In the 2008-2009 school year 864 new PBS schools, or 35%, are implementing school-wide PBS programs. The NCSIP II set the target at 34% and Performance Measure 9.a. was 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 Safe Schools section of the Department of Public Instruction collects disaggregated short-term suspensions, long-term suspensions and expulsions data each school year. In the third year of the project, 39% of students with disabilities statewide received short-term suspensions, including multiple referrals of the same student. Accordingly, the target for the fourth year of the project was calculated using the previous year's performance of 39% percent plus an additional decrease of 10

percentage points for a target of 29%. The fourth year performance of 28% percent achieves the target for Performance Measure 9.b. by one percentage point. The target for the short-term suspensions target has 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 third year of the project indicated a rate and baseline under 1%. Because of this low long-term suspension rate, the target for the remaining years of the project has been set at maintaining a 1% or under rate of long-term suspensions for students with disabilities. In the fourth year of the project, the long-term suspension rate is again under 1%. Therefore, 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 fourth 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 students with disabilities 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 this fourth year of the project is presented in the Performance Measure 9.e. chart above. In the 2006-2007 school year 2,653 acts of crime and/or violence were committed by students with disabilities for a rate of two percent. In the 2007-2008 school year 2,487 school crime and/or violence events were committed by students with disabilities statewide for a rate of 1%. The target for the next and last year of the project has been set at maintaining a rate of school crime and/or violence at 1% or lower. Performance Measure 9.e. has been met.



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**SECTION A - Project 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 absence by 5% per year in years two through five of the project.

12.a. Performance Measure	Measure Type	Quantitative Data					
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 39 percent with a decrease of 10 percentage points for a target of 29. (Same as Performance Measure 9.b.)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			29 / 100	29		52706 / 187728	28

12.b. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of school long-term suspensions of students with disabilities statewide.  Note: The long-term suspension data available in	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1 / 100	1		649 / 187728	0

the third year of the project indicated a suspension rate under 1%. Because of this low long-term suspension rate the target for the remaining years of the project be set at maintaining a 1% or under rate of long-term suspensions for students with disabilities.

(This performance measure is same as Performance Measure 9.c.)

12.c. Performance Measure

**Measure Type**

**Quantitative Data**

The decrease in the percentage of school expulsions of students with disabilities statewide.

PROJ

**Target**

**Actual Performance Data**

**Raw Number**

**Ratio**

**%**

**Raw Number**

**Ratio**

**%**

1 / 100

1

13 / 187728

0

Note: The expulsion data available in the previous years of the project indicate an expulsion percentage rate under 1%. Because of this low expulsion rate the target for the remaining years of the project is set at maintaining a 1% or under rate of expulsion for students with disabilities. (Same as Performance Measure 9.d.for )

12.d. Performance Measure

**Measure Type**

**Quantitative Data**

<p>The percent of school attendance for students with disabilities state wide.</p> <p>Note: The Target is set at a 0.2 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)</p>	PROJ	<b>Target</b>		<b>Actual Performance Data</b>			
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			94 / 100	94		94 / 100	94

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

Objective 12

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

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 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 Decrease 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 North Carolina Department of Public Instruction

collects disaggregated short-term suspensions, long-term suspensions and expulsions data each year. The target in the fourth year of the project for Performance Measure 12.a. was calculated using the previous year's performance of 39%, with a decrease of 10 percentage points for a target of 29%. The short-term suspension data available at the end of the fourth year of the project indicate that the project's target for Performance Measure 12.a. was met (at 28%). Additional data to determine the extent to which Performance Measure 12.a. has been met can be found in Table 9.b. in SECTION C of this report.

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 in the fourth year of the project indicates a long-term suspension percentage rate under 1%. Because of the low long-term suspension rate the target for this fourth year and the remaining fifth year of the project the target has been set at maintaining a 1% or under rate of long-term suspensions for students with disabilities. The annual target was met.

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

The latest expulsion data available can be found in Table 9.b. in SECTION C of this report and indicates an expulsion rate under 1% in 2006-2007 as well as in 2007-2008. Because of this low expulsion rate the target for the remaining years of the project has been set at maintaining an under 1% rate of expulsion for students with disabilities. The target for Performance Measure 12.c. was met.

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

Statewide disaggregated attendance data is collected annually by the North Carolina Department of Public Instruction's Accountability Division. The data available at the end of the third year of the project indicate an attendance rate for students with disabilities at 94%. An annual target for this Performance Measure was set by the project at a gain of 0.2 percentage points per year. In the fourth year of the project the attendance rate for students with disabilities did not change. The attendance rate for students with disabilities is high and is consistent with attendance rates of other student groups. However, as indicated above there was no gain, or loss, in the attendance rate for students with disabilities and therefore this Performance Measure was not met.



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

**10 . Project Objective**  Check if this is a status update for the previous budget period.  
Decrease the dropout rate of students with disabilities from the current rate of approximately 40% of students with disabilities exiting schools to a rate no greater than 25%.

10.a. Performance Measure	Measure Type	Quantitative Data					
The percent of students with disabilities exiting school that dropped out of school statewide.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
			36 / 100	36		4381 / 11919	37
Note: The Target is calculated using last year's dropout of rate of 39% minus three percentage points for a target dropout rate of 36%.							

Explanation of Progress (Include Qualitative Data and Data Collection Information)  
Objective 10

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

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

The NCSIP II strategies and activities during the fourth year of the project that contributed to decreasing the percentage of

students with disabilities that drop out of school are the same strategies used during the first three years of the project. It is the project's staff belief that the comprehensive array of improvement strategies employed by NCSIP II will contribute to a reduction in the number and 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 adequate improvement in basic skills (reading, writing, and mathematics) and improvement in positive behaviors of many 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 10.a. in SECTION C of this report. These data are collected yearly by the staff of the Exceptional Children Division in the North Carolina Department of Public Instruction and reported to OSEP. Out of the total of 10395 students with disabilities who exited school during the 2006-2007 school year 4,050, or 39%, dropped out of school. The dropout rate for students with disabilities in 2007-2008 decreased to 37%. The NCSIP II project came close to meeting the target of 36% for Performance Measure 10.a. but missed the target by one percentage point.



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**SECTION A - Project 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					
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 50% plus an increase of five percentage points.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			55 / 100	55		6249 / 11919	52

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 fourth year of the project, NCSIP II continued to apply the same strategies and activities used in the first three years of the project to increase the percentage of students with disabilities exiting school with a diploma. As in the first three years of the project the strategies employed to impact on this Performance Measure during the fourth year included (a) the expansion

of the network of schools implementing positive behavior support systems, (b) expansion of the number of the research-based instruction sites to scale up, or expand, the number and percentage of 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. A more in-depth description of these strategies and activities can be found in several of the other sections of this report (specifically Objective 2) and will not be repeated here. The project 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 North Carolina Department of Public Instruction and reported to OSEP. Out of a total of 11,919 students with disabilities exiting school during the 2007-2008 school year 6,249, or 52 %, graduated with a diploma. This is an increase of 2% of students with disabilities graduating with a diploma using the latest available data. However, the target for Performance Measure 11.a. was set by the project at 55% of students with disabilities statewide exiting school with a diploma. It is clear that the NCSIP II scaling up efforts must be intensified if the graduation rate gap between students with disabilities and non-disabled students is substantially reduced. The annual target for Performance Measure 11.a. was not met.



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**SECTION A - Project 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	<b>Measure Type</b>	<b>Quantitative Data</b>					
The development of a data collection system to collect data on school office discipline referrals.  Note: The Target has been re-set for year four of the project to 3 (a system for collection of data has been implemented.)	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		3	/		3	/	
13.b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The development of a data collection system to collect data on post-secondary outcomes.  Note: The Target has been set at 3 (a system for storing, analyzing and reporting the status of post secondary	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		3	/		3	/	

school outcomes has been established and is in use.)		

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 has implemented a data collection system. As part of this effort, an Office Discipline Referral (ODR) data collection system has been developed to collect office discipline referral data. To facilitate data collection the North Carolina Positive Behavior Support System has taken advantage of the School-Wide Information System (SWIS). SWIS is a web-based program ([www.swis.org](http://www.swis.org)) developed to improve behavior support systems across the country. During the 2006-2007 school year approximately 2420 elementary, middle, and high schools participated in the North Carolina PBS program. Approximately 1,244,000 Office Discipline Referrals were made using the ODR data collection system.

Post Secondary School Outcomes. The North Carolina State Performance Plan addresses the post secondary outcomes data collection in Performance Indicator 14 as follows: "The percent of youth who had individualized education programs (IEPs) who are no longer in secondary school and who have been competitively employed, enrolled in some type of post secondary school, or both, within one year of leaving high school."

The North Carolina Department of Public Instruction has contracted with the University of North Carolina at Charlotte (UNC-Charlotte) to assist with data collection and reporting post-school outcome data from students with disabilities in North Carolina. The data collection process includes collecting and reporting exit data on students with disabilities who leave high school (graduate, age out or drop out) each year. These data include information on the manner in which students exit school, specific course of study, and contact information for use in gathering follow-up data. 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. Exit data is collected annually in April/May. Students that have exited are contacted between April and September of the year following their graduation from high school, dropping out, or aging out of the program. Using data collected UNC-Charlotte analyzes and prepares a transition data report yearly. The report is shared with the public through the Department of Public Instruction's

web site, conference presentations, and written reports that will be mailed to stakeholders. Each LEA is also provided the report to facilitate the development of the Continuous Improvement Performance Plan (CIPP).

Post-Secondary data is collected annually and the latest data available and reported indicate that approximately seventy-three percent of youth who had IEPs, and are no longer in secondary school have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school. To illustrate the type of data to be collected and reported Table 13.b. (Disaggregated Results by Disability Type, Gender, Race, ELL Status, and Type of Exit) can be found 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.

This Performance Measure presents the extent to which a data collection system has been identified, developed and implemented. To determine the extent that this performance report 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. The rating scale is 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 (ODR) has been established and is in use. In the third year of the project the target for Performance Measure 13.a. was set at a rating of 2 (a system for collection of data on school office discipline referrals has been develop).

In year four of the project the target has been set at a rating of three, (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 13.a. chart above, the project rated the data collection procedures for this Performance Measure at a level 3 indicating that the project has established a comprehensive system of data collection that is now in use. During the 2007-2008 school year approximately 2420 elementary, middle, and high schools participated in the North Carolina PBS program. Approximately 1,244,000 Office Discipline Referrals were reported using the ODR data collection system. 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. The rating scale is as follows: 1 = A rating system for collection of data on post secondary school outcomes has been created or identified by

NCSIP II; 2 = The data collection system has been implemented and; 3 = A system for collecting, storing, analyzing and reporting the status of post secondary school outcomes has been developed and implemented.

In the fourth year 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. Table 13.b. in SECTION C of this report presents an example of data reporting on the percentage of students with disabilities that have been employed and/or have participated in post-secondary education. Performance Measure 13.b. has been met.



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**SECTION A - Project 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.

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

Project 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.

Project 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. Performance Measure	Measure Type	Quantitative Data					
The increase in the number of parents participating in the NCSIP II Parent Satisfaction Survey.  (Also Performance Measures 15.a and 16.a)  Note: The Target was set at 1281, the number of parent(s)	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		1281	/		1216	/	

participating in the NCSIP II Parent Satisfaction Survey and feedback last year.							
14.b. Performance Measure	<b>Measure Type</b>	<b>Quantitative Data</b>					
The total average rating of parent satisfaction with the NCSIP II project,  (Also Performance Measure 16.b)  Note: The Target has been calculated using last years average parent survey rating of 2.40 plus .04 for a target of an average rating of 2.44. See Table 14.a. in SECTION C of this report.	PROJ	<b>Target</b>			<b>Actual Performance Data</b>		
		<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>	<b>Raw Number</b>	<b>Ratio</b>	<b>%</b>
		2	/		2	/	

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

Project 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.

Project Objective 16: Collect reliable and valid parent participation and satisfaction data to evaluate effectiveness of NCSIP 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.

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

In the third year of the project the Reading/Writing Centers and Sites continued to hold teacher-parent conferences that includes 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 third year of the project 1281 parents provided feedback. In the fourth and current year of the project 1216 parent satisfaction surveys were completed. It is the project's belief that the drop in the number of parent surveys from the third year to the fourth year is related to the reduction in funding and is also related to the project not adding additional centers and sites

**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 third year of the project a total of 1281 parent(s) participated in the parent satisfaction survey and in the fourth year 1216 parent(s) participated. It should be noted that at least a part of the decline in the number of parents participating in the parent satisfaction survey could be due to the lack of expansion in the number of local research-based instruction centers and sites due to budget reductions. The target for Performance Measures 14.a., 15.a and 16.a. was not 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 fourth year of the project the target for the level of parent satisfaction was established at 2.40 plus a gain of .04 percentage points, or 2.44. The target for Performance Measures 14.b. and 16.b. was met.

It should be noted that the average rating of 2.47 across 1216 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.)

Title : NCSIP II Fourth Annual Report-Section B  
File : 09 SIP Performance Report Section B.doc

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

Title : NCSIP II Section C  
File : Other524BSectionC\_NCSIPII\_final.doc



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Expiration: 10-31-2007

PR/Award #:

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

For fiscal year 2008-2009, as of April 8, 2009, \$735,812.72 has been spent on State Personnel Development Grant (SPDG) obligations. An additional \$395,250.00 has been allocated to Local Education Agencies (LEAs) for SPDG activities. As of April 8, 2009, the allocated \$395,250.00 has not been spent by the LEAs. Staff in LEAs who are responsible for the budget within the project created spending plans that provided for use of these funds over the remaining grant period (through June 30, 2010) due to the uncertainty of the grant funding amount for this upcoming year.

As of April 2, 2009, \$805,247.24 was available to carryover to 2009-2010. This amount includes \$192,553.24 of carryover money from previous budget periods.

Carryover funds will be used in 2009-2010 to build capacity and scale up the activities of the SPDG.



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Expiration: 10-31-2007

PR/Award #:

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

Current NCSIP II Partners

**The Cooperative Planning Consortium for Special Education (CPC)** continues as a partner in NCSIP II. This organization develops recommendations for improvements in teacher education programs and reports these recommendations to the President of the University of North Carolina. The CPC consists of representatives from 29 special education university programs, community colleges, state agencies and parent associations. The CPC plays a major role in the production new teachers, upgrading the professional skills of existing teachers, and providing training for lateral entry teachers. The NCSIP II project and the Special Education Consortium partnership will continue to plan and implement an annual meeting of university program representatives to facilitate the improvement of the quality of teacher education programs in the state.

**The NCTEACH (North Carolina Teachers of Excellence for all Children)** is a rigorous alternative teacher preparation program designed to recruit, train, support and retain mid-career professionals, as they become licensed teachers in North Carolina. This partnership provides opportunities for NCSIP II to provide recommendations on the knowledge and skills needed by new special education teachers

**The NCSIP II - Parent Partnership** will be continued but will be reduced to a one-member partnership to include NCSIP II and the Exceptional Children Assistance Center. The purpose of the annual parent organization meeting is to brief the 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 will be merged with the current CPC component of the project to facilitate the improvement of the special education teacher education partnership with NCSIP II. 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 Special Education Consortium partnership will continue to plan and implement an annual meeting of university program representatives to facilitate the improvement of the quality of teacher education programs in the state.

**The Early Literacy Network** and NCSIP II Partnership will be reconfigured to include the NCSIP II Reading and Writing sites and centers that have developed an early childhood component that includes approximately twenty existing centers and sites.

**The North Carolina Positive Behavior Supports Initiative (NCPBS)** partnership has continued to expand during the first four years of NCSIP II. The NCPBS initiative is aligned with the NCSIP II goals, objectives and evaluation system and is a program in the Exceptional Children Division of the North Carolina Department of Public Instruction that 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.

## Supplemental Materials NC SIP II Fourth Annual Report

Table 1.b.  
Number of First and Second Grade Students Receiving NCSIP II  
Instruction Demonstrating Progress in Reading in Oral Reading Fluency  
2007-2008

Grade Level	Total Number	Number Gained	% Points Gained
1 <sup>st</sup> Grade	33	24	73
2 <sup>nd</sup> Grade	88	53	62
Total	121	77	64

Table 2.a.  
 Personnel Development Training Events:  
 Number of Personnel Receiving Research-Based Professional Development  
 2008-2009

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	88	1867	1867	
Reading Model Training	65	1231	1231	
Writing Instruction Training	4	49	49	
Mathematics Instruction Training	17	236	236	
Reading/Writing Network Meetings	4	187	187	
Mathematics Network Meetings	1	50	50	
Coaching Training	3	75	75	
Fidelity Observation Training	58	116	116	
Improving Teacher Training	2	25		25
TOT Training	3	65	65	
Developmental Reviews	58	232		232
DIBELS Training	5	147	147	
<b>Total</b>	<b>308</b>	<b>4280</b>	<b>4023</b>	<b>257</b>

Table 2.c.  
 Personnel Development Training Events Implemented by  
 NCSIP II  
 2008-2009

Type of Personnel Development Event	Number of Events	Research Based	Not Research Based
Reading Foundation Training	88	Yes	
Reading Model Training	65	Yes	
Writing Instruction Training	4	Yes	
Mathematics Instruction Training	17	Yes	
Reading/Writing Network Meetings	4	Yes	
Mathematics Network Meetings	1	Yes	
Coaching Training	3	Yes	
Fidelity Observation Training	58	Yes	
Improving Teacher Training	2		No
TOT Training	3	Yes	
Developmental Reviews	58		No
DIBELS Training	5	Yes	
<b>Total</b>	<b>308</b>	<b>248</b>	<b>60</b>

Table 2.d.  
 Personnel Development Training Events  
 Followed Up With Sustainability Strategies  
 2008-2009

Research-Based Personnel Development Events	Number of Events	Sustainability Strategies	No Sustainability Strategy
Reading Foundation Training	88	88 DR/FO	
Reading Model Training	65	65 DR/FO	
Writing Instruction Training	4		4
Mathematics Instruction Training	17	17 DR/FO	
Reading/Writing Network Meetings	4		4
Mathematics Network Meetings	1		1
TOT Training	3	3 DR/FO	
DIBELS Training	5	5 C	
<b>Total</b>	<b>187</b>	<b>178</b>	<b>9</b>

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

Table 2.f.  
 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  
 2007 – 2008

Student Group	Number of Students*** 07	%AAGL* 07	Number of Students*** 08	%AAGL* 08	% Points Gain or Loss**
NCSIP II	418/ 1116	37	251/ 1116	22	-15
All NC SWD	48609/ 84452	58	22826/ 85848	27	-31
All NC Non-Disabled Students	511744/ 570959	90	347183/ 579061	60	-30

\* Percent of NCSIP students performing At or Above Grade Level in Reading.  
 \*\* The 2008 End of Grade Reading Level Test was revised with a higher level of difficulty.  
 \*\*\* Number of students AAGL and number of students tested.

Table 2.g.  
 Review of AYP Reading Progress for All NC Non- Disabled NC  
 Students, All NC Students With Disabilities and NC SIP Student  
 2002-2007

Student Group	N* (07-08)	% AAGL 01-02	% AAGL 02-03	% AAGL 03-04	% AAGL 04-05	% AAGL 05-06	% AAGL 06-07	% Points Gained 2002-2007
All Non-Disabled Students	579061	79.5	84.9	85.3	85.7	86.7	89.6	10.1
All NC SWD	85848	49.9	54.8	55.0	57.4	63.2	64.7	14.8 2002-2007
NCSIP Centers 02-03	162	42.6	61.1	--	--	--		18.5 2001-2002
NCSIP Centers/Sites 03-04	486	--	31.7	48.6	--	--		16.9 2003-2004
NCSIP Centers/Sites 04-05	473	--	--	39.5	52.0	--		12.5 2004-2005
NCSIP Centers/Sites 05-06	769	--	--	--	47.3	56.3		9.0 2005-2006
NCSIP Centers/Sites 06-07	1080					38	49	11 2006-2007

\* Number of students in group.

% AAGL = At or Above Grade Level

Table 3.b.  
 Comparison Of The Performance in Mathematics of Students Receiving  
 Mathematics Instruction Across NC SIP projects, All Students with  
 Disabilities in North Carolina, and All Students In North Carolina  
 2007 – 2008

Assessment Category	Number* 06-07**	%AAG* 06-07	Number* 07-08	%AAGL 07-08	% Point Gain
NCSIP Multiple Choice	15/ 112	13	39/ 112	35	21
NCSIP NCExtend2	16/ 108	15	53/ 108	49	34
NCSIP All	31/ 220	14	92/ 220	42	28
All SWD	34389/ 84394	41	36858/ 85838	43	2
All Non- Disabled NC Students	400981/ 571035	70	428291/ 579221	74	4

\* Percentage of Students Performing At or Above Grade Level

\*\* Number At or Above Grade Level divided by Number of Valid Scores

Table 3.c.  
 North Carolina Testing Program  
 North Carolina General Writing Assessment, 2007-08  
 Performance of Students With Disabilities  
 Grade 4

Category	Number Tested	Percent	# At or Above Grade Level III	Percent At or Grade Level III
Students with IEPs Students without IEPs	11,942 (95,656)	11.1 (88.9)	3,363 (61,000)	28.2 (63.8)
Students with Disabilities Students without Disabilities	14,229 (93,369)	13.2 (86.8)	4,340 (60,023)	30.5 64.3

\* From the North Carolina Testing Program: Report of Student Performance In Writing, 2007-08

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 Highly Qualified
3 through 5	787	58	7
6 through 21	10,331	320	3
Total	11,118	378	3

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

Year	# Of New Under-graduate SpEd Teachers in NC		# Of New Graduate SpEd Teachers in NC		# Of New Lateral Entry SpEd Teachers in NC		Total # Of New SpEd Teachers in NC	
	Produced	Hired	Produced	Hired	Produced	Hired	Produced	Hired
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	<b>697</b>	563
07-08	264	202	217	162	387	336	868	700

Table 9.a.  
Number and Percent of North Carolina Schools  
That Have Implemented of PBS Programs\*

Year	Number of North Carolina Public Schools	Number of PBS Schools	% Schools W/ PBS Programs
00-01	2202	1	.05
01-02	2230	5	.2
02-03	2251	9	.6
03-04	2264	27	2
04-05	2286	147	5
05-06	2338	296	13
06-07	2397	548	23
07-08	2424	691	29
08-09	2452	864	35

\*Data from North Carolina Positive Behavior Support Initiative  
Evaluation Report 2007-2008 North Carolina Department of Public

Table 9.b.  
The Number and Percentage of Short Term Suspensions,  
Long Term Suspensions and Expulsions of Students with Disabilities  
in North Carolina, 2006-2007 and 2007-2008

Type of Discipline	2006-2007 # / %	2007-2008 # / %	Increase/ Decrease % Points
Short Term Suspensions	67,054/39*	52,706/28**	-1%
Long Term Suspensions	644/.4	649/.3	-.1%
Expulsions	11/13.5	13/11.2	+2/-2.3%

\* Total number of SWD 3 through 21 for 2006-2007 is 171692

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

Table 10.a.  
 Number of Students with Disabilities  
 Exiting School Each Year  
 2005-2008

Year	# Exiting School*	#/% Graduated w/ Diploma	#/% Graduated w/ Certificate	#/% 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

\* 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.

Table 13b  
Disaggregated Results by Disability Type, Gender, Race, ELL Status, and Type of Exit  
2006-2007

	Employed Any Time After Leaving				Currently Employed			
	Competitively Employed (%)	Postsecondary Education (%)	Both (%)	Total Engage ment (%)	Competitively Employed (%)	Postsecondary Education (%)	Both (%)	Total Engage ment (%)
Statewide Results	26	29	18	73	23	31	17	70
Learning Disabilities (n=499)	28	29	27	81	26	31	22	79
Emotional Disabilities (n=45)	31	18	16	64	27	18	16	60
Intellectual Disabilities (n=238)	28	21	7	53	24	22	6	51
Others (n=210)	17	39	19	75	16	41	17	74
Females (n=349)	18	32	18	67	14	34	16	64
Males (n=653)	30	27	19	75	28	29	17	74
White (n=615)	25	30	22	79	23	32	21	75
Hispanic (n=31)	36	26	10	74	36	26	10	71
Black (n=329)	27	26	11	64	24	28	9	61
Asian or Pacific (n=7)	14	43	0	57	0	43	0	57
American Indian or Alaska Native (n=3)*								
Unknown (n=13)	15	39	23	77	15	39	23	77
English Language Learner (n=970)	25	30	18	73	23	31	17	70
Non-ELL (n=33)	33	18	18	69	30	18	18	67
High School Diploma (n=734)	25	33	23	80	23	35	21	78
Certificate or modified (n=124)	20	18	5	43	17	19	4	40
Maximum Age (n=9)	0	44	0	44	0	44	0	44
Dropout (n=130)	26	16	6	58	33	16	6	55

Note. \*sample size too small to report results.

1) Table 13b presents data reported for Performance Measure 13b of the NCSIP II Fourth Annual Report

2) Source for this Table can be found in the North Carolina Data Summary for Indicator 14 compiled by David W. Test, Claudia Flowers, and April Mustian, University of North Carolina at Charlotte, 12/17/08.

Table 14.a.  
 Level of Parent Satisfaction with NC SIP Center Reading Programs  
 2004-2009\*

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

\*Parent Surveys were not collected during the 2005-2006 school year.

\*\* Rating Scale: 0=Not Helpful, 1=Somewhat Helpful, 2=Helpful, 3=Very Helpful



- a. Are you claiming indirect costs under this grant?  Yes  
 No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  
 No
- c. If yes, provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (Please specify):  
 Type of Rate (For Final Performance Reports Only):  Provisional  Final  Other (Please specify):
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that :
- Is included in your approved Indirect Cost Rate Agreement?  
 Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  
 No  N/A

**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status
- a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No
- b. If no, when will the data be available and submitted to the Department? (mm/dd/yyyy)
12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: June Atkinson	Title: State Superintendent
Signature:	Date:

**Grant Performance Report (ED 524B) Executive Summary Attachment:**

Title : NCSIP II Executive Summary  
 File : ED524BExecSummary\_NCSIP\_final.doc



U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary

OMB No. 1890 - 0004  
Expiration: 10-31-2007

PR/Award #: (Please Enter)

*(See Instructions.)*

North Carolina State Improvement Project II  
Executive Summary for the Fourth Annual Report

The fourth year annual report on the status of the North Carolina State Improvement Project II (State Personnel Development Grant) covers a period of time from May 2, 2008 through April 2, 2009. The NCSIP II project's primary strategy focuses on providing professional development activities using research-based instruction. NCSIP II has built a network of best practice sites located in over seventy-two local education agencies. As a follow-up to the personnel development activities provided to the NCSIP II network of reading/writing and mathematics best practice sites, NCSIP II provides follow-up and sustaining activities. These activities include on-site coaching, on-site developmental reviews, on-site instruction fidelity checks, and additional on-site professional development.

This fourth annual report addresses each of the 14 NCSIP II project objectives associated with four project goals. OSEP Long-term Measures 1 and 2 and OSEP Program Performance Measures 1, 2 and 3 are all addressed under Objective 2 in the report. OSEP Performance Measure 4 is not addressed in project's goals and objectives approved by OSEP.

The Explanation of Progress section for each objective includes up to three categories of evaluation activities to measure the extent to which each of the 14 project objectives has been met. These are (a) INPUT – documentation of the extent to which the project activities are being implemented according to plan, (b) INTERMEDIATE GOALS - documentation of the extent to which intermediate or enabling goals are met, and (c) OUTCOMES - documentation of the extent to which the project objectives are being, or have been, achieved.

This report systematically addresses the four project goals, 14 project objectives and 38 performance measures aligned with the project objectives. A summary of the fourth year outcomes across the four project goals is provided below.

**Goal 1 - Improve Basic Skills Performance for Students with Disabilities**

- The project's network of best practices centers and sites across North Carolina have been expanded to include a total of 72 reading/writing instruction centers and sites and, 33 mathematics instruction centers and sites.
- Ninety-four percent of the educators participating in the NCSIP II professional development events (4280) received professional development based on scientific and/or evidence-based instructional practices.

- Twelve of the 13 types of professional development events are aligned with the North Carolina State Performance Plan.
- Eighty-three percent of the 308 professional development events provided during the fourth year of the project reflected scientific- or evidence-based practices.
- Ninety-five percent of the 187 research-based training events provided were followed up with on-site sustainability activities including comprehensive fidelity observations.
- The project's target for increasing the percentage of students with disabilities statewide performing at or above grade level in reading was not met. However, it should be noted that the vast majority of students statewide did not receive NCSIP II research-based reading. From the onset of the NCSIP project (2001) through year two of the NCSIP II project (2007) the average yearly reading gains of all students with disabilities in North Carolina have increased at a rate of three percentage points a year. All North Carolina non-disabled students gained at an average rate of two percentage points a year. During the same time period of time, students receiving NC SIP reading instruction have gained at a rate of 14 percentage points a year.

**Goal 2 - Increase the Percentage of Qualified Teachers of Students with Disabilities**

- Due to the reduction in funding in the fourth year of the project the NCSIP II technical assistance for the teacher education programs was reduced. The Cooperative Planning Consortium (in) Special Education consisting of twelve special education teacher education programs, the North Carolina Department of Public Instruction and the University of North Carolina System participated in meetings designed to assist with planning for teacher education program improvement.

**Goal 3 - Increase Graduation Rates and Decrease Drop-Out Rates of Students with Disabilities**

- Thirty-five percent of the 2,452 schools in North Carolina have established school wide PBS programs and are receiving training and support services.
- Using school exiting data, there was a decrease of two percentage points, 39% to 37%, in the percentage of students with disabilities who dropped out of school and an increase from 50% to 52% of students with disabilities graduating with a diploma.

**Goal 4 - Improve Parent Satisfaction With, And Support Of, School Services.**

- There was a decrease from 1281 to 1216 in the number of parent(s) participating in the evaluation of the effectiveness of the NCSIP II instruction; however it should be noted that due to reduced funding no additional sites were added to the network, and thus the number of surveys remained largely consistent.
- Parents continue to express a high level of satisfaction with an average rating of 2.47(satisfied) out of a total rating of 3 (very satisfied) as measured by NC SIP Parent Satisfaction Rating Scale, with the instruction and services their children have received through the NCSIP II project.