

U.S. Department of Education

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OFFICE OF SPECIAL EDUCATION PROGRAMS FY 2006 GRANT PERFORMANCE REPORT FOR CONTINUATION FUNDING

CFDA # 84.323A

PR/Award # H323A050002

Budget Period # 2

Report Type: Annual Performance

OMB No. 1890-0004, Expiration Date: 10/31/2007

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**U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)**

Check only one box per Program Office instructions.

Annual Performance Report **Final Performance Report**

General Information

1. PR/Award #: **H323A050002**
(Block 5 of the Grant Award Notification.)

2. NCES ID #: 37
(See Instructions.)

3. Project Title: North Carolina Personnel Development Grant
(Enter the same title as on the approved application.)

4. Grantee Name*(Block 1 of the Grant Award Notification.):* North Carolina Department of Public Instruction

5. Grantee Address *(See Instructions.):* 301 N. Wilmington Street

City: Raleigh State: NC Zip:27601 Zip+4:

6. Project Director: First Name	Last Name	Title
Mary	Watson	Exceptional Children Director
Phone #:	Fax #:	Email Address:
(919)807-3969	(919)807-3243	MWATSON@DPI.STATE.NC.US

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 5/8/2006 To: 4/30/2007 (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	659,863.00	0.00
b. Current Reporting Period	443,597.00	0.00
c. Entire Project Period <i>(For Final Performance Reports only)</i>	0.00	0.00

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

- 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: 7/1/2006 To: 6/30/2007 (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 (See instructions.)

10. Annual Certification of Institutional Review Board (IRB) Approval? 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 : H:\NCSIP II\2nd Annual Report\ED524BExecSummary_NCSIP II_5.30.07_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

The second 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 8, 2006 through April 30, 2007. The project continues to address the quality of instruction for students with disabilities through the use of research supported personnel development and on-site technical assistance for the public schools and university teacher education programs.

This second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. OSEP Performance Measure 4 is not addressed in project's goals and objectives approved by OSEP.

The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the 16 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 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.

The report addresses the four primary goals of NCSIP II, 16 project objectives and 38 performance measures aligned with the project objectives as summarized by the projects goals below.

1. Improve Basic Skills Performance For Students With Disabilities

In the second year the project continued to expand the network of centers and sites across North Carolina to continue to improve the instructional skills of teachers in reading, writing, and mathematics for Goal One, through the use of research supported methods and procedures. Second year outcomes include:

- Eighty-nine percent of the 2,836 educators trained received professional development based on scientific or evidence-based practices.
- Twelve of the thirteen types of professional development events were aligned with the North Carolina State Performance Plan.

- Approximately 70% of the training activities were based on evidence-based practices.
- Ninety-one percent of the training activities were followed up with on-site sustainability activities.
- Statewide, the number of students with disabilities performing at or above grade level in reading increased 5.8 percentage points, more than five times greater than all students.
- Three Regional Early Literacy Centers were established in the first year of the project, and in the second year the number of professional development events was expanded.
- One hundred percent of the 121 leadership personnel participating in professional development received research-based training.

2. Increase The Percentage Of Qualified Teachers Of Students With Disabilities

- Implementation plans were developed to provide technical assistance and resources to increase the number of approved teacher education programs.
- Recruitment planning and personnel development events were provided for faculty of IHE personnel preparation programs.
- Four IHE's received technical assistance to improve the quality of their program for the preparation of special education teachers.

3. Increase Graduation Rates And Decrease Drop-Out Rates Of Students With Disabilities

- Twenty-five percent of the 2,286 schools in North Carolina have established school wide PBS programs and are receiving training and support services.
- Using school exiting data, the results during the first two years of the project indicates an increase in the percentage of students with disabilities that dropped out of school, and a decrease in the percentage of students graduating with a diploma. It should be noted that this is the first year in the implementation of the NCSIP and NCSIP II projects that the graduation rate decreased and the drop out rate increased.

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

- Parent organizations involved in planning discussions have increased by 100%.
- Parents have expressed a high level of satisfaction, as measured by a parent satisfaction rating scale, with the instruction and services their children have received through the NCSIP II project.



**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.
 NCSIP II Objective 1.1.: Increase the percentage of students entering school age with age-level language skills, including age appropriate levels of phonological awareness skills.

1a. Performance Measure	Measure Type	Quantitative Data					
The number of outreach events including personnel development workshops classroom demonstrations, and technical assistance events provided by the regional Early Literacy/NCSIP II Centers.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		10	/		135	/	
1b. Performance Measure	Measure Type	Quantitative Data					
The percent of children with disabilities receiving services in the three Early Literacy/NCSIP II regional centers that are making progress toward an age appropriate level of language development including phonological awareness.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			36 / 36	100		19 / 20	95

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

Introduction

This is the Second Annual Report on the progress of the North Carolina State Improvement Project II (SPDG Grant Program). The report covers a period of time from May 8, 2006 through April 30, 2007. 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 second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) OUTCOMES - documentation of the extent to which the project objectives are being, or have been, achieved.

OBJECTIVE 1 (NCSIP II Objective 1.1)

Increase the percentage of students entering school age with age-level language skills, including age appropriate levels of phonological awareness skills.

INPUT: To what extent has the project established (a) an early language foundation training program for teachers in Early Literacy Centers and, (b) transition orientation training for staff of infant and toddler and early childhood program implementation in the partner centers?

In the second year of the project, NCSIP II developed a partnership with North Carolina's Office of School Readiness, a statewide early literacy program to provide training, demonstration and outreach to public schools in North Carolina interested in establishing early literacy programs for students with disabilities. During the second year of NCSIP II the three early literacy centers conducted 135 professional development events including 62 guided observations with feedback, 47 workshops, 13 technical assistance visits to other early literacy programs, and provided 14 "mini-grants" to help facilitate

the development of quality early literacy programs for identified children with IEPs. The training and technical assistance events included piloting the implementation of several research-based instructional programs.

INTERMEDIATE GOAL: To What Extent Have Early Literacy Teachers Improved Instructional Skills?

Performance Measure 1.a. The number of events including personnel development workshops, classroom demonstrations, and technical assistance events provided by the regional Early Literacy/NCSIP II Centers.

At the end of the first year of the project, 10 staff development and technical assistance events were established as the baseline for Performance Measure 1.a., with a target set for the remaining years of the project at an increase of at least five additional events each year. Accordingly the target for the second year was established at 15 staff development and technical assistance events. As indicated above, 135 professional development events were conducted by the staff of the three early literacy projects during the second year of the project. The annual target for the second year of the project was met.

OUTCOMES: To What Extent Have Children In The Early Literacy/NCSIP II Centers Improved Basic Language And Phonological Awareness Skills?

Performance Measure 1.b. The percent of children with disabilities receiving services in the three Early Literacy/NCSIP II regional centers that are making progress toward an age appropriate level of language development including phonological awareness.

At the end of the first year of the project a baseline and target was established at 100% of the children with disabilities receiving services and instruction will make progress toward age appropriate levels of language development and phonological awareness. The Early Literacy/NCSIP II Centers initiated the implementation of a child progress outcomes data collection, analysis and reporting system during the second year of the project. A total of 40 identified children with disabilities were provided instruction and development services during the year. Of these 40 children, 20 received developmental assessments that included language development and phonological awareness. Of these 20 children, 19, or 95%, clearly demonstrated progress toward age appropriateness. However, all children receiving services were not assessed and therefore the target as indicated for this performance measure was not met. In the third year of the project emphasis will be placed on continuing the development of an assessment process that will facilitate the use of several valid early literacy assessment instruments to be used together with the Early Child Outcomes (ECO) assessment system. This will allow the project to use data derived from specific assessment procedures in each center resulting in a common evaluation format to report early literacy progress for the students receiving instruction and development services. Although Performance Measure 1.b. was not met, the project made significant gains in establishing an early literacy progress assessment system that will be usable across all NCSIP II early literacy sites in the remaining three years of the project.



**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.)

2 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Objective 1.2.: 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.

Note for Reader: The OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

2a. 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. This Performance Measure addresses OSEP Long-term Measure 2.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1673 / 1760	95		2534 / 2836	89
2b. Performance Measure	Measure Type	Quantitative Data					
The percentage of SPDG project events that have implemented personnel	PRGM	Target			Actual Performance Data		
		Raw			Raw		

development/training activities or strategies that are aligned with improvement strategies identified in their State Performance Plan.	Number	Ratio	%	Number	Ratio	%
		9 / 10	90		12 / 13	92
This Performance Measure addresses OSEP Program Performance Measure # 1						

2c. Performance Measure	Measure Type	Quantitative Data					
The percentage of professional development/training activities provided through NCSIP II that are based on scientific-or evidence-based instructional/behavioral practices.	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			90 / 113	80		154 / 222	69
This Performance Measure addresses OSEP Program Performance Measure # 2							

2d. Performance Measure	Measure Type	Quantitative Data					
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,	PRGM	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			42 / 62	68		79 / 87	91

structured guidance, modeling, continuous inquiry, etc.)

This Performance Measure addresses OSEP Program Performance Measure # 3 and Long-term Measure 1.

2e. Performance Measure	Measure Type	Quantitative Data					
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.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			56 / 77	73		96 / 120	80

2f. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with disabilities performing at or above grade in reading as measured by the NC End-of-Grade Reading test.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			43720 / 76135	57		43730 / 69161	63

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

INTRODUCTION

The Second Annual Report is organized to sequentially address each of the sixteen project objectives associated with the four project goals. OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 2 (NCSIP II Objective 1.2)

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

Expanding the Network Of Research-Based Instruction Centers and Sites. During the second year of the NCSIP II project, 45 continuing regional reading/writing centers and sites were funded. In addition, 15 new reading/writing sites were established and funded. To improve the quality of mathematics instruction funding continued of the four mathematics regional centers and sixteen mathematics sites. Services provided for and/or by centers and sites included (a) conducting foundation training workshops in reading, writing and/or mathematics; (b) demonstration of research-based model instruction programs, (c) conducting developmental reviews of the various NCSIP II sites within the region; and (d) conducting fidelity observations implementation and training for NCSIP II research to practice sites in their region.

Development Of Research-Based Foundation Training Materials. During the second year of the project, NCSIP II worked on the development and implementation of research-based writing and mathematics foundation training programs. Also, a comprehensive review of the Reading Foundation Training was conducted and revisions made. Three teams (one each for reading, writing and mathematics) of professionals, including teachers and basic skills instruction specialists, were identified to work on the development of the training programs and materials.

Personnel Development Training Events. NCSIP II provided 13 professional development events with 2,836 participants during the second year of operation. Each of these is described briefly below.

Reading Foundation Training. During the second year of the project Reading Foundation training has been provided for 727 teachers in 32 different venues across North Carolina. The Reading Foundation Training program was developed early in the implementation of the North Carolina SIG (NCSIP) project and revisions have been made in the original training materials. Training materials consist of a comprehensive Power Point presentation, a CD with training content and video examples of instructional skills and methods including assessment procedures. The program includes nine training units beginning with a review of the research literature that justifies the content of the program. As part of the first year annual report, a sample unit was submitted for review. A more detailed description of the Reading Foundation Training can be found on the NCSIP II

website (www.ncsip.org) including documentation of the research-base for the personnel development program. NCSIP II has classified the Reading Foundation Training as research-based.

Reading Model Training. During the second year of NCSIP II, 781 teachers received training in the use of research-based model reading instruction in 42 different venues in all regions of the state. As mentioned above, at the end of the Reading Foundation Training each new project selects a reading model training program to implement in their school and school system. 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 and systematic 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 select one of these model programs. The model training is delivered 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.

Mathematics Instruction Training. During the first year of NCSIP II a team of mathematics instruction experts worked on the development of a Mathematics Foundation Training program and the identification of training materials with a strong research-base. In the second year of the project two Mathematics Foundation Training events were conducted with a total of 110 teachers participating. In addition, two Mathematics Network events were conducted to initiate start up activities for new mathematics sites and centers with an attendance of 72 staff members from the 20 sites and centers statewide. The mathematics training content included History of the NCSIP Project, Research-based Math Instruction, The Big Ideas in Quality Mathematics Instruction, Does One Equal Two?, Assignments, and Group Projects. Sharon Griffin's mathematics instructional model was also presented and reviewed.

Reading/Writing Network Meetings. Two Reading/Writing Network Technical Assistance meetings, one in the fall of 2006 and one in the spring of 2007, were conducted for both new and continuing NCSIP II reading/writing centers and sites. There were a total of 202 participants across both meetings. In the fall, the meeting was designed to address the needs and concerns of the center/site coordinators from each reading/writing project and the agenda included the following topics: 1) An update on project evaluation procedures, 2) Data collection procedures for 2006-2007, 3) Review of the revised reading foundation training, 4) An update on the NCSIP II website, 5) A review of the Writing Instruction Foundation Training, 6) A review and update of the Training of Trainers program, and 7) A discussion of the future of the NCSIP II project.

The spring 2007 meeting included both coordinators and key staff from all new and continuing reading/writing centers and sites. The agenda included the following topics: 1) NCSIP II program update, 2) The value of E.C. leadership, 3) Challenges for new sites, 4) NCSIP II website review, 5) Integration of new initiatives in special education, 6) Discussion of initiatives

within projects, 7) University connections, 8) Sustaining quality instruction, 9) The nuts and bolts of NCSIP II, 10) Developing a writing instruction plan, 11) Data collection procedures and, 12) The next steps for NCSIP II.

Mathematics Instruction Network Meetings. Two Mathematics Instruction Network Meetings, one in the fall of 2006 and one in the spring of 2007, were conducted for continuing NCSIP II mathematics centers and sites. There were a total of 72 participants across both meetings. The fall 2006 meeting was designed as an informational session for center/site coordinators only. The mathematics network meeting held in the spring of 2007 was for both center/site coordinators as well as key staff from each of the twenty mathematics centers/sites from across the state. The meeting/training included the following topics: 1) Nuts and bolts of the NCSIP II project, 2) Language and the components of The Number Sense model math instruction program, 3) Number Works implementation, 4) The Transitional math model, 5) NCSIP II website update and 6) Next steps for math centers and sites.

Writing Instruction Training Activities. During the second year of NCSIP II, the training development team for writing instruction continued to work on developing a Foundation Training program in writing using the Reading Foundation Training as a model. The writing team developed a set of Power Point slides with trainer notes and extensive resource lists. In addition, three writing model instruction trainings were conducted.

Writing Model Instruction Trainings were held in October 2006, February 2007 and March 2007, sponsored by the NCSIP II Reading/Writing center in Wake County, North Carolina. The first workshop was for the High Performance Writing model program, and included an overview of the program, scoring the beginning level placement test, proof reading lessons, analyzing a sample lesson, scoring the intermediate placement test and planning for a module. A Reasoning in Writing instructional model program was presented in February 2007 and information presented at the workshop included a program overview, a review of a placement test, planning for instruction, teaching effectively, lesson practice, assessments, and correcting writing. A Language for Writing model program training was held in March 2007 and topics included a program overview, planning for instruction, lesson practice, assessments and correcting writing.

The Writing Instruction Foundation Training is designed for three days of training with an initial day followed by a period of time during which participants complete assigned tasks. Days two and three are designed to be held consecutively but could be separated by a brief period if necessary. The content covers the following topics: State of Writing; Reading/Writing Connections; Cognitive Models; Writing Difficulties; Assessment; Principles of Instruction; Strategies for Teaching; Accommodations/Modifications; Writing Programs Review.

Potential trainers for the Writing Instruction Foundation Training professional development were invited to a two-day meeting in April to view the current training and provide feedback. During the summer of 2007 the Writing Instruction Foundation Training program will be fine tuned using the feedback from the trainers. The initial three day Writing Instruction Foundation Training will be held in the fall of 2007.

Coaching Training. In the second year of the project five reading coaching training events were conducted with a total of 272 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.

TARS Recruitment Planning. In collaboration with the Personnel Center at the National Association of State Directors of Special Education (NASDSE) the UNC TARS component of the project provided a staff development planning workshop designed to develop comprehensive plans for increasing the student enrollment in special education personnel preparation programs. The planning process employs a technical assistance approach to identifying the (a) characteristics of the students to be recruited, (b) a review of the characteristics of students currently enrolled, (c) the communities and region of the state to be targeted for recruitment strategies, and (d) identifying the strategies to be included in the recruitment plan. The TARS Recruitment Planning event is not based on scientifically-based research evidence.

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, structured classroom observation rating scales were developed for the each of the reading instruction models selected by school-based centers and sites. Each scale uses a three point rating with explicit criteria for a rating of 1, 2 or 3. 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 observations during the school year. Coaching and feedback is also included in the fidelity observation process. 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). The NCSIP II project classifies the fidelity observation process used by the project as evidence-based.

Improving Teacher Training. This event was close to a two-hour workshop discussing the teacher quality research conducted by the Center on Personnel Studies in Special Education located at the University of Florida. This was a one-time only personnel development event attended by 17 faculty representatives of IHE special education personnel preparation programs. The workshop was conducted by Dr. Mary Brownell, a co-principal investigator of the project. Topics included the strengths and weaknesses of beginning special education teachers as well as special education teachers in general; the importance of school context; portraits of highly effective teachers and the role of personnel preparation; and conclusions and implications for future research. Although the content of this event is based on research conducted by the Center on Personnel Studies in Special Education, the event is not considered as an evidence or research-based personnel development event.

Training of Trainers (TOT). To sustain quality of reading instruction and at the same time to meet the demands of providing Reading Foundation Training for all teachers of students with disabilities, NCSIP II continued to provide Training of Trainers professional development events. During the second year of the project two Training of Trainers events were provided. 97 participants were involved across the two events. 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) the quality of TOT trainee's task feedback is reviewed by an experienced trainer. This event 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 onsite review and planning procedure that has been developed to provide an effective sustainability strategy. The purpose of the Developmental Review event is to review the planning, organization, and management of the reading sites located in the LEAs. The review form 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. The developmental review process is conducted with all the first year projects as well as with projects that are identified as having a need in addressing sustainability of the use of research-based instruction. The developmental review process was presented in the first annual report last year and will not be described again here. The developmental review process was continued during the second year of NCSIP II with the reading/writing and mathematics projects with 62 Developmental Review events, or onsite visits and a total of 248 participants across the 62 reviews.

DIBELS Training. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of 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 kindergarten through 2nd grade. The DIBELS training consists of a two- day workshop that includes the administration and scoring across the five sub-test areas, data collection and management, and instruction. The training includes a time for hands-on activities after each of the workshop's main topics. The DIBELS assessment has a growing research-base and the workshop is considered to be an evidence-based personnel development event.

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

Performance Measure 2.a. The percent of personnel receiving professional development through the SPDG (NCSIP II)

based on scientific or evidence-based instructional practices. This performance measure also addresses OSEP Long-term Measure 2.

As can be seen in chart 2.a. and in Table 2a submitted as supplemental materials, the project provided structured personnel development for 2,836 participants during the second year of the project. Out of this total number of participants, 2,534 received personnel development classified as scientifically research-based or evidence-based. Approximately 90% of the participants receiving instruction through one or more of the 13 NCSIP II professional development events received research-based training. Table 2a, which can be found in the supplemental materials submitted to OSEP, reports the number of participants across the thirteen NCSIP II personnel development events described above. In the first project year a target of 95% of personnel receiving staff development that is research-based was established. In the second year of the project, that percentage slipped to approximately 90%. The number of personnel receiving research-based training and/or technical assistance actually increased by 861 participants in the second year.

Performance Measure 2.b. The percentage of SPDG project events that have implemented personnel development/training activities and strategies that are aligned with improvement strategies identified in the North Carolina State Performance Plan. This performance measure addresses OSEP Program Performance Measure # 1.

A baseline of 90% alignment between the project's strategies and the North Carolina State Performance Plan strategies was established the first year along with a target to maintain an alignment performance at 90% or higher. As can be seen in the performance measure chart 2.b. above, 12 of the 13 of NCSIP II personnel development events developed and implemented by NCSIP II during the second year, align with one or more of the 20 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% in the second year, the project has exceeded the 2.b Performance Measure target.

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

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. An annual target of two percentage point's growth was established for each of the next four years. During the second year of the project, 154 of 222 professional development events, or 69%, were research-based. Table 2c in the supplemental materials submitted to OSEP provides a more detailed look at the data used to respond to Performance Measure 2.c. The number of professional development events that are research-based has grown extensively, however, the target for Performance Measure 2.c. was not met because the percentage of growth targeted was not met.

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 # 3 and Long-term Measure 1.

The three personnel development events designed to provide sustainability and follow-through of training events are Fidelity Observation Training, Developmental Reviews and Coaching Training. In the first year of the project a baseline of 68% of research-based professional development events were followed up with onsite sustainability events. An annual target of a five percentage points increase for each of the remaining years of the project was projected for Performance Measure 2.d. In the second year of the project, of the 87 professional development events, 79 were followed up with at least one sustainability event (Fidelity Observation, Developmental Review and/or Coaching Training). Accordingly, 91% of research-based staff development events were followed up with sustainability events. The target for Performance Measure 2.d. was met for the second year of the project. The level of performance on Performance Measure 2.d. is extremely high and it may be difficult to sustain this level of sustainability.

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 number 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 possible fidelity observation ratings range from 0 to 3. Each teacher is observed at least three times during the year and the ratings are averaged. A rating total score of 2.5 and above has been designated as the criteria for demonstrating effective reading instruction skills. An evaluation coordinator designated by each center and site collects the data. As can be seen in chart above for Performance Measure 2.e., in the first year of the project data was reported for 77 teachers with 56 of the teachers delivering instruction with fidelity in the model instructional program being implemented. A baseline of 73% and an annual target of a two percentage points increase for each year was established for Performance Measure 2.e. In the second year of the project 80%, or ninety-six of the 120 teachers included in the data-base, demonstrated high fidelity of instruction as defined above. The target for Performance Measure 2.e. was met.

Performance Measure 2.f. The percentage of students with disabilities performing at or above grade in reading as measured by the NC End-of-Grade Reading test.

As indicated in the Performance Measure 2.f. data chart above, last year reading progress data indicated that 57% of students

with disabilities performed at or above grade level in grades three through eight. Using this baseline data an annual target of 2.5 percentage points increase was established for each of the remaining years of the project. This year the data reported indicates that the percentage of students with disabilities at or above grade level in grades three through eight gained 5.8 percentage points, to 63%. This progress indicates that the target for this performance measure has been met. The reading progress for students with disabilities compares favorably with the reading progress of all students in North Carolina, who gained only one percentage point. These data indicate a trend line that suggests that the state can significantly narrow the gap in the reading performance between students with disabilities and all students.



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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.

NCSIP II Objective 1.2: 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.

3a. 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 assessment.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			43720 / 76135	57		43730 / 69161	63
3b. Performance Measure	Measure Type	Quantitative Data					
The percentage of all students with disabilities in North Carolina that are performing at or above grade level in mathematics as measured by the NC End-Of-Grade mathematics assessment. Note: North Carolina raised the standards and cut scores for AYP at or above grade level performance and the	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			999 / 999	100		25895 / 71143	36

baseline and target were reset.							
3c. Performance Measure		Quantitative Data					
The percentage of all students with disabilities in North Carolina that 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.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2806 / 13943	20		1775 / 10166	17

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

INTRODUCTION

The second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) OUTCOMES - documentation of the extent to which the project objectives are being, or have been, achieved.

OBJECTIVE 3 (NCSIP II Objective 1.3)

Increase the percentage of students with disabilities enrolled in the standard curriculum that are performing at or above grade level in the basic skills areas of reading, writing and mathematics on the statewide end-of-grade ABC testing to a level of at least 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 Objective 3 have been reported under 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 that are performing at or above grade level in reading as measured by the NC End-Of-Grade reading assessment.

As reported in the Performance Measure 3.a. chart above, in the first year of NCSIP II 57.4 % of the students with disabilities participating in AYP progress assessment demonstrated at or above grade level reading skills and abilities. Accordingly, a baseline of 57.4% was established and an annual target of 4.7 percentage points increase in each year of the project was set. The following year's AYP assessment indicates that the percentage of students with disabilities at or above grade level increased to 63.2%, an increase of 5.8 percentage points. Performance Measure 3.a. was met by the project.

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

As a result of a raise in the grade level standards and cut scores for mathematics performance, the baseline and target for demonstrating grade level performance in mathematics was reset by the North Carolina State Board of Education. As a result, a new baseline of 36.4% of students with disabilities performing at or above grade level has been set for this performance measure. An annual target of a six percentage points gain for each of the remaining three years of the project is projected.

Performance Measure 3.c. The percentage of all students with disabilities in North Carolina that 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.

In the first annual report the writing performance data indicated that 13,943 students with disabilities participated in the statewide writing assessment and 2,806 (20.1%) students performed at or above grade level. Using these data a baseline of 20.1% was established. To meet the objective established in the NCSIP II application, an annual target of twelve percentage points increase for each year was established. As indicated in last year's report it will be difficult for the project to meet the

annual target due to extremely low performance as well as the project setting an unrealistic yearly gain target in the approved application. As can be seen in the data chart above the writing performance of students with disabilities actually dropped by approximately two to three percentage points. It is clear that over the next several years, North Carolina must improve the quality of the writing instruction for students with disabilities and the NCSIP II project must provide extensive statewide professional development if writing abilities of students with disabilities are to improve to satisfactory levels.



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

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

NCSIP II Objective 1.4: Increase the knowledge of school leaders in the use of effective, research-proven instructional programs and practices as measured by a 10% yearly increase in the percentage of students with disabilities meeting AYP and the percentage of schools meeting AYP for students with disabilities.

4a. Performance Measure	Measure Type	Quantitative Data					
The number of leadership personnel receiving professional development through NC SIP II based on research-based instructional practices.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		67	/		121	/	
4b. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with disabilities in North Carolina that are performing at or above grade level in reading as measured by the NC End-Of-Grade Reading Assessment. (Same as Performance Measure 3.a.)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			43720 / 76136	57		43730 / 69161	63

4c. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of students with disabilities in North Carolina that are performing at or above grade level in mathematics as measured by the NC End-Of-Grade Mathematics Assessment.</p> <p>Note: North Carolina raised the standards and cut scores for AYP at or above grade level performance and the baseline and target were reset. (Same as Performance Measure 3.b.)</p>	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			51013 / 77593	66		25895 / 71143	36

4d. Performance Measure	Measure Type	Quantitative Data					
<p>The percentage of all students with disabilities in North Carolina that 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. (Same as Performance Measure 3.c.)</p>	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2806 / 13943	20		1775 / 10166	17

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

INTRODUCTION

The second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) OUTCOMES - documentation of the extent to which the project objectives are being, or have been, achieved.

OBJECTIVE 4 (NCSIP II Objective 1.4)

Increase the knowledge of school leaders in the use of effective, research-proven instructional programs and practices as measured by a 10% yearly increase in the percentage of students with disabilities meeting AYP and the percentage of schools meeting AYP for students with disabilities.

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

Training Events Attended by Leadership Personnel. During the second year of the project research-based professional development events attended by leadership personnel included Reading Foundation Training (10), Reading Model Training (30), Mathematics Instruction Training (6), Reading/Writing Network Meetings (7), Mathematics Network Meetings (2), Fidelity Observation Training (62), Training of Trainers Meetings (3), and DIBELS Training (1). In addition to these NCSIP II research-based activities, there were eight Professional Development Events conducted by NCSIP II partner the Principal's Executive Program (PEP), with approximately 319 administrators and leadership personnel attending.

Annual Exceptional Children Administrators Conference. In the second year of the project the Exceptional Children Division of the North Carolina Department of Public Instruction held a conference for all special education program administrators in the state. The first day of the two day conference held in March 2007 consisted primarily of updates on the Exceptional Children Division of NC DPI, statewide testing and budget concerns. The second day of the conference was comprised primarily of breakout sessions, with topics including: 1) Initiative Integration and 2) Extended Content Standards. Approximately 451 special education program administrators and other leadership personnel attended the spring session. The objectives and content of the Annual Exceptional Children Administrators 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. Percent of NCSIP II project's leadership personnel receiving professional development through

NCSIP II, based on research-based instructional practices.

During the first year of the project a baseline of 67 leadership personnel received personnel development that was based on research. An annual target for improving leadership personnel knowledge of research-based instruction was established at a gain of twenty additional leadership personnel per year. As can be seen in the Performance Measure 4.a. chart above, 121 leadership personnel received research-based training for improving the quality of instruction for students with disabilities in the second year of the project. This is a gain of 54 leadership personnel. The target for the second year of the project for this performance measures 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 that 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 leadership personnel receiving research-based instruction training from NCSIP II with the improvement of reading performance of students with disabilities statewide. Although the NCSIP II professional development is only one independent variable among a number of independent variables, linking gains in students with disabilities performance with the increase of leadership personnel involved in professional development events contributes support to the conclusion that the project has contributed to increases in performance.

In the first year of the project a baseline of 57% of students with disabilities performing at or above grade level as measured by the NC End-Of-Grade Reading Assessment was established. Using these data a target was set at an increase of five percentage points in each of the four remaining years of the project. In the second year of the project 63% percent of students with disabilities were performing at or above grade level, an increase of six percentage points. The target for the second year of the project for this performance measures has been met.

Performance Measure 4.c. The percentage of students with disabilities in North Carolina that are performing at or above grade level in mathematics as measured by the NC End-Of-Grade mathematics assessment.

As a result of a raise in the grade level standards and cut scores for mathematics performance the baseline and target for demonstrating grade level performance in mathematics was reset by the North Carolina State Board of Education. As a result a new baseline of 36.4% of students with disabilities performing at grade level has been set for this performance measure. An annual target of a six percentage points gain for each of the remaining three years of the project is projected.

Performance Measure 4.d. The percentage of all students with disabilities in North Carolina that 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. (Same as Performance Measure 3.c.)

In the first annual report the writing performance data indicated that 13,943 students with disabilities participated in the statewide writing assessment and 2,806 (20.1%) students performed at or above grade level. Using these data a baseline of 20.1% was established. To meet the objective established in the NCSIP II application an annual target of twelve percentage points increase for each year was established. It will be difficult for the project to meet the annual target due to extremely low performance by students with disabilities, as well as the project setting an unrealistic yearly gain target in the approved application. As can be seen in the data chart above the writing performance of students with disabilities actually dropped by approximately two to three percentage points. It is clear that over the next several years North Carolina must improve the quality of the writing instruction for students with disabilities and the NCSIP II project must provide extensive statewide professional development if writing abilities of students with disabilities are to improve to satisfactory levels.



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

7. Project Objective Check if this is a status update for the previous budget period.

NC SIP II Project Objective 2.2: Decrease to 5% the percentage of special education teachers teaching without appropriate certification.

7a. Performance Measure	Measure Type	Quantitative Data					
Percent of special education teachers teaching without an appropriate certification.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			1404 / 10590	13		1402 / 11002	13

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

INTRODUCTION

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The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 7 (Project Objective 2.2)

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.

Documentation of Project Strategies and Activities To Increase the Number of Fully Certified Special Education Teachers.

UNC TARS (University of North Carolina Technical Assistance and Resource System). The UNC TARS component has been described under Objective 6 and the description will not be repeated here. Please see Objective 6 INPUT (documentation) section.

Two By Two Partnerships with Community Colleges. One component of the NCSIP II work scope is to assist the development of training partnerships between four-year universities and colleges and two-year community college programs. During 2005-2006, the project assisted the University of North Carolina General Administration in the development of an articulation agreement to be used by all the constituent campuses of the University of North Carolina in establishing the course offering sequences across the two teacher education programs. During the next four years, the project will provide support to the newly developed partnerships in the planning and implementation in the 2 X 2 cooperative special education teacher preparation programs.

The Cooperative Planning Consortium (CPC). The CPC planning consortium was established approximately 25 years ago to facilitate joint planning across the UNC system of constituents teacher education programs. The CPC consists of representatives of the special education personnel preparation programs across the state. The original purpose of the consortium was 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 qualified special education teachers. Activities during the first and second years of NCSIP II included developing a "catalog" of course projects that are aligned with the certification standards, especially those standards requiring training in the use of research-based instructional strategies and programs.

Partnership with the NC TEACH Program. NC TEACH is the state's largest alternative teacher preparation program designed to recruit, train, support, and retain mid-career professionals as they become licensed teachers in North Carolina. NCSIP II has formed a partnership with NC TEACH to increase the production of high quality lateral entry teachers in special education. In the second year of NCSIP II the two projects have collaborated in the review of the NC TEACH online course content and course projects to assure that the new state standards for the Special Education: General Curriculum are addressed appropriately. The state standards for the license are designed to feature the development of research-based

instructional skills in teaching of reading, writing, and mathematics for students with disabilities who are significantly below grade level in these basic tool skills. The standards also address skills in the implementation of school wide positive behavior supports and cognitive learning strategies.

INTERMEDIATE GOAL: Not Applicable for this Objective.

OUTCOMES: To What Extent Has the Percent of Special Education Teachers Teaching Without Appropriate Certification Decreased?

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

The baseline and annual target for this performance measure is established using the North Carolina Department of Public Instruction's Division of Human Resource Management/Quality Professional's 2004-2005 teacher certification data. These data indicate that there were 1,404 exceptional children teachers teaching in 2004-2005 that were not fully certified, out of a total of 10,590 exceptional children teachers employed in 2004-2005. Using these data the baseline for Performance Measure 7.a. was established at 13%. To meet Objective 7, an annual target of a two percentage points decrease in the percentage of EC teachers teaching without appropriate certification has been established. In 2005-2006, 12.7% of exceptional children teachers were not fully certified, indicating a decrease of .3% of a percentage point. Although some progress was made, a two percentage point decrease was not attained and Performance Measure 7.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.)

9. Project Objective Check if this is a status update for the previous budget period.
 NC SIP II Project Objective 3.1: 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.

9a. 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.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			292 / 2286	13		519 / 2338	22
9b. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of short-term suspension incidents of students with disabilities statewide. (Note: This is also a Performance Measure 12.a.)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			66225 / 173167	38		65307 / 172282	38
9c. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage	PROJ						

of school long-term suspension incidents of students with disabilities statewide. (This performance measure is the same as Performance Measure 12.b.)	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
		601 / 173167	0		475 / 172282	0

9d. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of school expulsion incidents of students with disabilities statewide. (Same as Performance Measure 12.d. for Objective 12)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 173167	0		21 / 172282	0

9e. Performance Measure	Measure Type	Quantitative Data					
The percentage of students with disabilities that were involved in school crime and/or violence. Note: This performance measure has been modified to address student crime and violence. Data collection for school office discipline referrals is addressed in Objective 13.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2341 / 173167	1		2750 / 172282	2

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

INTRODUCTION

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The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 9. (NCSIP II Objective 3.1)

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 Supports Initiative (NCPBS) was greatly expanded during the 2005-06 school year. The NCPBS Initiative is a collaborating partnership, including NCSIP II and is aligned with the project's goals, objectives and evaluation system. During the fall, six school systems were selected to host Positive Behavior Supports Regional Coordinators to work in a specific region of the state two thirds of the time and in the host school system one third of the time. The coordinators have helped organize and provide training throughout their regions as well as provide support and technical assistance to implementing schools and trainers/coaches in each school system.

Multiple training events in the Positive Behavior Supports Modules occurred throughout the state during the year. Each module includes two days of training of a team of staff members from a participating school. The team returns to the school and shares the information with the school staff to begin implementing school wide positive behavior support. Module one covers an introduction to Positive Behavior Supports and how to apply the PBS strategies to the entire school environment. Module two provides information about classroom implementation, social skills instruction and interventions for groups of students who may be at risk for behavioral difficulties. Module three focuses on interventions for individual students. Module one was provided 13 times during 2005-06 and 502 staff participated. Module two was provided 12 times with 642 participants (some staff received module one the previous spring.) Module three was provided 7 times with 335 participants. Additional sessions of module three are scheduled for later in May and into June, 2006.

As of May 2006, 54 Positive Behavior Supports trainers were identified. To become trainers they had to complete all three modules and train in all three modules. In 2007, 20 additional school system staff members were trained to become trainers. Eventually each LEA that is participating in PBS will have its own trainer/coach. During the year a specialist was brought in to provide additional training for the existing trainers and coaches and coordinators throughout the state.

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 that have received professional development in the implementation of school wide positive behavior supports.

During the first year of the NCSIP II project 292 schools, approximately 13% of all schools, were identified as PBS schools. The PBS school's teachers and leadership staff were trained to implement school wide behavioral supports systems using the Effective Behavioral Support model developed by Sugai. Accordingly, the baseline for Performance Measure 9.a. was set at 13%. Ambitiously, an annual target for demonstrating progress was established at a 10 percentage point increase for each of the remaining years of the project. In the second year of the project 519 schools out of 2338 schools statewide, or 22 percent, are implementing school-wide PBS programs. This represents an increase of approximately nine percentage points and the annual target for Performance Measure 9.a. has been 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 suspension incidents of students with disabilities statewide.

The Safe Schools section of the Department of Public Instruction collects disaggregated short-term suspension incidents, long-term suspension incidents and expulsion incidents data each year. Data available at the end of the first year of the project indicated a short-term suspension incidents rate for students with disabilities of 38% statewide. In the second year of the project the short-term suspension incidents rate stayed the same at 38%. The short-term suspension incidents rate for students with disabilities did not change from year one to year two. Therefore, the annual target of a 10% decrease was not met. (Same as Performance Measure 12.a.)

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

The long-term suspension incidents data available at the end of the first year of the project indicated a rate and baseline under 1%. Because of this low long-term suspension incidents rate the target for the remaining years of the project is set at maintaining a 1% or under rate of long-term suspension incidents for students with disabilities. In the second year of the

project the long-term suspension incidents remained under 1%. Therefore, the annual target has been met. (Same as Performance Measure 12.b.)

Performance Measure 9.d. The decrease in the percentage of school expulsion incidents of students with disabilities.

The school expulsion incidents data available at the end of the first year of the project indicated an expulsion rate of less than 1%. In the second year of the project the school expulsion incidents rate was again less than 1%. The school expulsion incidents rate for students with disabilities did not change from year one to year two. At the end of the first year of the project the annual target was set at maintaining a yearly low level (1% or less) of expulsion incidents with little or no decrease or increase. The target for Performance Measure 12.c. was met. (Same as Performance Measure 12.c)

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

This performance measure has been modified in the second year of project to address student crime and violence. This change has been 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. Accordingly, a new baseline and target have been developed along with data collection procedures designed to monitor the extent of school crime, violence and disruptive behavior. The latest data available on school crime and/or violence are presented in Performance Measure 9.e. In the 2004-2005 school year 2341 school crime and/or violence events were committed by students with disabilities, a rate of 1.4%. The target for the remaining three years of the project has been set at maintaining a rate of school crime and/or violence at 2% or lower for each year of the project. In the 2005-2006 school year 2750 school crime and/or violence events were committed by students with disabilities statewide, a rate of 1.6%. This is a marginal rate increase of .02 percentage points which meets the Performance Measure 9.e. yearly target.



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5 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Objective 1.5: Provide a comprehensive system of student progress evaluation reports to assist SEAs, LEAs, and IHEs in assessing the impact of instruction improvement on the progress of students with disabilities statewide.

5a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The development and dissemination of two comprehensive evaluation reports. One during the 2007-2008 school year and one during the 2009-2010 school year.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
		2	/		1	/	

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

The second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) **OUTCOMES** - documentation of the extent to which the project objectives are being, or have been, achieved.

OBJECTIVE 5 (NCSIP II Objective 1.5)

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

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

Procedures Used In The Development Of Two Student Progress Evaluation Reports. The purpose of this objective is to assure that SEAs, LEAs, IHEs, parents and the general public have an understanding of the school progress status of students with disabilities and the impact the systemic professional development has had on the improvement of instruction as reflected in the school progress of students with disabilities.

During the second year of NCSIP II 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 25 page document provides a comprehensive evaluation report of the impact of the first five years of the North Carolina State Improvement Project. The report first presents the project's goals followed by a detailed description of the extent to which each of the 23 project Performance Measures were met. Each performance measure is supported by data presented in 17 data tables. The last section of the report summarizes the accomplishments and progress of the NCSIP I project. The project is in the process of disseminating the report to state and local educators and parent organizations.

The tentative plan for the second comprehensive evaluation report is to focus specifically on the impact of research-based instruction across the basic skills areas of reading, writing and mathematics and the relationship of student progress to size of group, instructional setting, and age of students.

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. One during the 2007- 2008 school year and one the 2009-2010 school year. (This performance measure has been modified to clarify meaning.)

A baseline for Performance Measure 5.a. was established during the first year of NCSIP II and the target performance was set at two reports across the five years of the project. As indicated above a comprehensive evaluation report on the first five years of progress made during the NCSIP I project was completed and disseminated during second year of the project. Work on this performance measure is ahead of schedule in that the first report under this performance measure has been completed

during the first year of the project. The project has three more years to meet this performance measure. The project has made substantial progress toward meeting Performance Measure 5.a. At least one more comprehensive evaluation report will be completed by the project during the next three years. This performance measure 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.
 NCSIP II Objective 2.1: 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.

6a. 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 multisensory instruction.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		8	/	
6b. Performance Measure	Measure Type	Quantitative Data					
The percentage of all students with disabilities in North Carolina that are performing at or above grade level in reading	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%

as measured by the NC End-Of-Grade reading test. (Performance Measures 6.b. is the same as Performance Measure 3.a.)		43720 / 76135	57	43730 / 69161	63

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

INTRODUCTION

The Second Annual Report is organized to sequentially address each of the sixteen project objectives associated with the four project goals. OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 6 (NCSIP II Objective 2.1)

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.

UNC TARS (University of North Carolina Technical Assistance and Resource System). UNC TARS is a component of the NCSIP II project that is located in the Center For School Leadership Development at the University of North Carolina. The purpose of UNC TARS is to provide systematic assistance for strengthening teacher education programs preparing teachers of students with disabilities. The Technical Assistance (TA) process employed by the TARS component involves a systematic and sequential series of activities including (a) a needs assessment visit to review the current status of the teacher education program across the elements of the TA Content Framework, (b) development of a TA plan based on the results of the needs assessment that consists of the goals, objectives, activities and evaluation procedures for the TA efforts for

strengthening the teacher education program, (c) delivery of the TA and resources that may include assistance from selected teacher educators that have demonstrated expertise in the area of assistance, (d) visits to other teacher education programs and/or LEA instructional programs to review a strong program in the area of need, and the provision of resource materials, and (e) evaluation of the progress of the teacher education toward meeting the TA goals to determine the effectiveness of the technical assistance efforts.

The first year of the project was a pilot year for the implementation of the TARS program. Three teacher education programs in the state, Fayetteville State University, Mars Hill College and East Carolina University were approved to receive technical assistance. The technical assistance for two of the three programs was initiated in the spring of 2006. The technical assistance for the third program was initiated in the fall of 2006.

During the second year of the project the Mars Hill College recruitment plan was finalized and is now being implemented. The Mars Hill Recruitment Plan can be viewed on the NCSIP II website (<http://www.ncsip.org/tars/recruitment.html>). Three technical assistance visits have been made to East Carolina University during the year and the ECU Recruitment Plan should be finalized by the end of this semester with the goal of initiating the implementation of the plan during the summer of 2007. During the 2006-2007 school year, the project also developed an agreement with two additional teacher education programs to develop comprehensive recruitment plans; Winston-Salem State University and Greensboro College. Onsite technical assistance has been provided for each of these programs during the year. It is anticipated that comprehensive recruitment plans will be finalized for each IHE in the fall of 2007.

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 multisensory instruction.

In the first year of the project only three of the twenty-three higher education institutions in North Carolina with special education teacher preparation programs were fully approved to offer the Special Education: General Curriculum license . Accordingly, a baseline of three fully approved teacher education programs was established with a target of an increase of three fully approved programs for each of the remaining years of the project. During the second year of the project five additional programs were reviewed and were fully certified for a total of eight. Performance Measure 6.a. has been met by the project.

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

Performance Measure 6.b. The percentage of all students with disabilities in North Carolina that are performing at or above

grade level in reading as measured by the NC End-Of-Grade reading test. (Performance Measures 6.b. is the same as Performance Measure 3.a.)

As reported in the 6.b. Performance Measure chart above, in the first year of NCSIP II 57.4 % of the students with disabilities participating in the North Carolina AYP progress assessment demonstrated at or above grade level reading skills and abilities. Accordingly, a baseline of 57.4% was established and an annual target of 4.7 percentage points increase in each year of the project was set. The following year's AYP assessment indicates that the percentage of students with disabilities at or above grade level increased to 63.2%, an increase of 5.8 percentage points. Performance Measure 6.b. was met by the project.



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8 . Project Objective Check if this is a status update for the previous budget period.
 NC SIP II Project Objective 2.3: Increase the number of new teachers entering the field of Special Education in North Carolina through initial entry and/or lateral entry.

8a. Performance Measure	Measure Type	Quantitative Data					
Increase the number of new licensed Special Education teachers produced each year through lateral entry and/or traditional teacher education programs.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		745	/		657	/	

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

INTRODUCTION

The Second Annual Report is organized to sequentially address each of the sixteen project objectives associated with the four project goals. OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 8. (NCSIP II Objective 2.3)

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

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

(Note to Reviewers: The project activities that address Objective 7 also address Objective 8 and are repeated here.)

Documentation of Project Strategies and Activities To Increase the Number of Fully Certified Special Education Teachers.

The UNC TARS (University of North Carolina Technical Assistance and Resource System) component of the NCSIP II project is designed to impact on this objective. The UNC TARS component has been described under Objective's 6 and 7 and documentation of activities will not be repeated here. Please see the Objective's 6 and 7 INPUT (documentation) section.

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 licensed Special Education teachers produced each year through lateral entry and/or traditional teacher education programs.

Data collected by the Human Resource Management/Quality Professionals Division of the North Carolina Department of Public Instruction indicate that there were 301 new undergraduate and graduate special education teachers (licensed) produced by public and private institutions of higher education in North Carolina. In addition 444 new special education teachers were produced/employed through lateral entry programs during the same year. The baseline for this performance measure was set at 745 new special education teachers. The annual target was set at a 10% increase in the total number of new teachers each year. It should be noted that adjustments were made in these figures since last year's annual report resulting in a 4% increase in the number of teachers produced.

In the following year, 300 new undergraduate and graduate special education teachers were produced and licensed by the public and private teacher education programs in the state. In addition 357 new lateral entry special education teachers were produced for a total of 657 new licensed teacher produced in state. These data indicate that there were 88 fewer licensed special education teachers produced. The performance measure was not met. It should be noted that the NCSIP II project has

initiated a comprehensive system for improving the recruitment of more students into special education teacher preparation programs and the project expects to see an increase in the number of new teachers entering the field of special education in the last three years of the project.



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10 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 3.2: 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%.

10a. Performance Measure	Measure Type	Quantitative Data					
The percent of students with disabilities exiting school that dropped out of school statewide.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			2890 / 9375	31		4237 / 11052	38

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

INTRODUCTION

The second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) OUTCOMES - documentation of the extent to which the project objectives are being, or have been, achieved.

OBJECTIVE 10. (NCSIP II Objective 3.2)

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 that contribute to decreasing the percentage of students with disabilities that drop out of school include most of the project's efforts during the second year of the project. It is the project's belief that a comprehensive array of improvement strategies and activities will contribute to a significant reduction in the number and percentage of students that drop out of school. In general these strategies include; (a) the expansion of the network of schools implementing positive behavior supports systems; (b) scaling up, or expanding, the number and percentage of in-service teachers using research-based instruction to improve basic skills; (c) improving the quality of the instruction provided by new teachers being produced by the IHEs, and (d) expanding the knowledge and skills of leadership personnel in supporting quality instruction for students with disabilities. The details of these various strategies and activities can be found in several of the other sections of this report 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 reduce the drop out rate of students with disabilities.

INTERMEDIATE GOAL: Not Applicable

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

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

School exiting data is presented in Table 10a in the supplemental materials submitted to OSEP. 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. It should be noted that there was a data entry error in last year's Performance Measure 10.a. chart and the denominator has been changed. Out of a total of 9375 students with disabilities that exited school during the 2004-2005 school year 2,890, or 30.8%, dropped out of school. Using these data, the baseline for Performance Measure 10.a. was reset at 30.8% percent and the annual target set at a decrease of approximately three percentage points from the previous year. In the following year, out a total of 11,052 students with disabilities exiting school, 4237, or 38.3 % dropped out of school. Accordingly, Performance Measure 10.a. was not met.



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11 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 3.3: 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.

11a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
The percent of students with disabilities exiting school that graduated with a diploma.	PROJ	Raw Number	Ratio	%	Raw Number	Ratio	%
					5345 / 9375	57	

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

The second annual report is organized to sequentially address each of the sixteen project objectives associated with the 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. 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 evaluation categories for describing the extent to which each of the sixteen project objectives have 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 have been met, and (c) OUTCOMES - documentation of the extent to which the

project objectives are being, or have been, achieved.

OBJECTIVE 11. (NCSIP II Objective 3.3)

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.

The NCSIP II strategies and activities that contribute to increasing the percentage of students with disabilities exiting school that are graduating from school with a diploma, include most of the project's efforts during its second year. It is assumed that a comprehensive array of school and instruction improvement strategies and activities will contribute to an increase in the percentage of students exiting school that are graduating with a diploma. These strategies include (a) the expansion of the network of schools implementing positive behavior supports systems, (b) scaling up, or expanding, the number and percentage of in-service teachers using research-based instruction to improve basic skills, (c) improving the quality of the instruction provided by new teachers being produced by the IHEs, and (d) expanding the knowledge and skills of leadership personnel to effectively support quality instruction for students with disabilities. The details of these various strategies and activities can be found in several of the other sections of this report 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 is presented in Table 10.a. in the supplemental materials submitted to OSEP. 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. It should be noted that there was a data entry error in last year's Performance Measure 11.a. chart and the denominator has been changed. Out of a total of 9,375 students with disabilities that exited school during the 2004-2005 school year 5,345, or 57%, graduated with a diploma. Accordingly, the baseline for Performance Measure 11.a is established at 57% and an annual target of a five percentage point increase is established. In the second year of the project 49.7% of students with disabilities graduated with a diploma. This is a decrease of approximately seven percentage points. It is important to note that the actual number of students with disabilities graduating with a diploma increased. Using the school exiting data to track and compare year to year increases or declines is a useful evaluation strategy. It is assumed that aligning NCSIP II impact with the statewide graduation rates of students with disabilities is one important source of outcome data to

build a case for this alignment. The annual target for Performance Measure 11.a. was not met. As NCSIP II scales up to impact on all school systems across the state, the project anticipates a year to year increase in the percentage of students with disabilities graduating with a diploma in North Carolina.



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12 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 3.4: Decrease the yearly rates of suspension, expulsion, and absence by 5% per year in years two through five of the project.

12a. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of short-term suspension incidents of students with disabilities statewide. (Same as Performance Measure 9.b.)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			66225 / 173167	38		65307 / 172282	38
12b. Performance Measure	Measure Type	Quantitative Data					
The decrease in the percentage of school long-term suspension incidents of students with disabilities statewide. (Same as Performance Measure 9.c.)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			601 / 173167	0		475 / 172282	0
12c. Performance Measure	Measure	Quantitative Data					

	Type						
The decrease in the percentage of school expulsion incidents of students with disabilities statewide. (Same as Performance Measure 9.d.for Objective 9)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			8 / 173167	0		21 / 172282	0
12d. Performance Measure	Measure Type	Quantitative Data					
The percent of school attendance for students with disabilities state wide. (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)	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			162950 / 173167	94		162117 / 172282	94

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

INTRODUCTION

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The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 12. (NCSIP II Objective 3.4)

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 (NCSIP II Objective 3.4) is aligned with the strategies and activities reported earlier in this report including (a) expanding the network of schools implementing positive behavior supports 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. A description of the implementation of these strategies and activities will not be repeated here. The project believes that together these strategies and activities will have a positive impact on reducing suspension and expulsion incidents as well as improving school attendance of students with disabilities.

INTERMEDIATE GOAL: Not Applicable

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

Performance Measure 12.a. The decrease in the percentage of short-term suspension incidents of students with disabilities statewide.

The Safe Schools section of the North Carolina Department of Public Instruction collects disaggregated short-term suspension incidents, long-term suspension incidents and expulsion incidents data each year. The short-term suspension incidents data available at the end of the first year of the project indicated a rate of 38% of short-term suspension incidents for students with disabilities. In the second year of the project the short-term suspension incident rate stayed the same at 38%. The short-term suspension incidents rate for students with disabilities did not change from year one to year two. Therefore, the annual target of a 10% decrease was not met. (Same as Performance Measure 9.b.)

Performance Measure 12.b. The decrease in the percentage of school long-term suspension incidents of students with disabilities statewide.

The long-term suspension incidents data available at the end of the first year of the project indicated a rate and baseline under 1%. Because of this low long-term suspension incidents rate the target for the remaining years of the project is set at maintaining a 1% or under rate of long-term suspension incidents for students with disabilities. In the second year of the project the long-term suspension incidents remained under 1%. Therefore, the annual target has been met. (Same as

Performance Measure 9.c.)

Performance Measure 12.c. The decrease in the percentage of school expulsion incidents of students with disabilities.

The school expulsion incidents data available at the end of the first year of the project indicated an expulsion incident rate of less than 1%. In the second year of the project the expulsion incident rate was again less than 1%. The expulsion incident rate for students with disabilities did not change from year one to year two. At the end of the first year of the project the annual target was set at a maintaining a yearly low level of expulsion incidents. The target for Performance Measure 12.c. was met. (Same as Performance Measure 9.d.)

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 first year of the project indicate an attendance rate for students with disabilities at 94.1%. Using these data a baseline was set at an attendance rate of 94.1%. An annual target for this performance measure was set at a gain of 0.2 percentage points per year. In the second 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, there was no gain in attendance rate for students with disabilities and therefore this performance measure was not met.



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13 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 3.5: 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.

13a. Performance Measure	Measure Type	Quantitative Data					
The development of a data collection system to collect data on school office discipline referrals.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		2	/	
13b. Performance Measure	Measure Type	Quantitative Data					
The development of a data collection system to collect data on post secondary school outcomes.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		1	/		2	/	

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

The Second Annual Report is organized to sequentially address each of the sixteen project objectives associated with the four project goals. OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 13. (NCSIP II Objective 3.5)

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 the Project Worked on the Development Of A System For Collecting Office Referrals And Post Secondary School Outcomes Data?

The purpose of Objective 13 (NCSIP II Objective 3.5) is to address the project's needs to collect valid and reliable data to use to evaluate the effectiveness of the positive behavior supports component and data to address post-secondary outcomes for students with disabilities. A review of the progress toward meeting the two parts of this objective follows below.

School Office Discipline Referrals. A planning meeting with the Accountability Division staff of the Department of Public Instruction was held in March of 2006 to explore the possibility of including data collection on the number of office discipline referrals in each school in the state on a yearly basis. The project requested the assistance of the Accountability Division in adding the collection of office discipline referrals to the official statewide accountability data collection procedures. The addition of procedures for collecting these data is a policy decision process that will have to go to the State Board of Education for approval. The Exceptional Children Division will continue to explore the possibility of adding the school office disciplinary referrals to the state's accountability data collection procedures. In addition to the Accountability Division meeting, there have been three meetings of the PBS Leadership Team's Evaluation Sub-Group that included NCSIP II project staff. Current procedures for collecting school office discipline referrals were reviewed and will be continued to be used at this time. A data spread-sheet is used by each of the schools participating in the PBS program. Not all the PBS schools are returning these data in a timely manner and an effort is being made to assure compliance with the data collection process. In addition, a process for aggregating and analyzing these data as they are submitted still needs to be developed and implemented.

Post Secondary School Outcomes. The Exceptional Children Division of the Department of Public Instruction has developed a performance measure and a comprehensive plan to address the data collection to track post secondary outcomes. NCSIP II staff members have been included in the development process and the project will be working together with other staff in the EC Division in the use of these data to evaluate the project's effectiveness. Performance Indicator 14 of the North Carolina State Performance Plan addresses the post secondary outcomes data collection and it is stated as follows: "Percent of youth who had individualized education programs (IEPs), 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 formula for Indicator 14 is the number of youth who had IEPs and 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 divided by the number of youth assessed who had IEPs and are no longer in secondary school. An overview and description of the procedures being used to address this objective and indicator can be found in the North Carolina State Performance Plan, beginning on page 69. Each LEA will be provided the information to facilitate the development of the Continuous Improvement Performance Plan (CIPP).

INTERMEDIATE GOAL: Not Applicable.

OUTCOMES: The Extent To Which A Data Collection System For School Office Referrals And Post Secondary School Outcomes Has Been Implemented.

Performance Measure 13.a. The development of a data collection system to collect data on school office discipline referrals.

This performance measure to determine the extent to which a data collection system has been developed is unique and does not follow the pattern established for the evaluation of the other project objectives in this annual report. To determine the extent that this objective has been attained the project has developed a developmental scale to be used for this purpose. The scale will be used 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 storing, analyzing and reporting the status of school office referrals has been established and is in use. The baseline for Performance Measure 13.a. is set at a rating of 1 (a system for collection of data on school office discipline referrals has been developed,) and the target for year two has been established at a rating of 3, (a system for storing, analyzing and reporting the status of school office referrals has been established and is in use.) The North Carolina Department of Public Instruction has developed a data collection system and is in the process of implementing the system. At the end of the second year of the project, the data collection component of the evaluation system to measure Performance Measure 13.a. has been developed and implemented (level 2) and a process for storing, analyzing and reporting the status of school office referrals will be implemented during the 2007-2008 school year.

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

As in Performance Measure 13.a. above, a performance measure to determine the extent to which a data collection system

has been developed is unique and does not follow the pattern established for the evaluation of the other project objectives in this annual report. To determine the extent to which this objective has been attained the project is using a developmental scale. The scale is as follows: 1 = a system for collection of data on post secondary school outcomes has been developed; 2 = the data collection system has been implemented and; 3 = a system for storing, analyzing and reporting the status of post secondary school outcomes has been established and is in use. The baseline for Performance Measure 13.b. is set at a rating of 1 (a system for collection of data on post school outcomes has been developed,) and the target for year two was established at a rating of 2, (the data collection system has been implemented.) At the end of the second year of the project, the data collection component to measure Performance Measure 13.b. has been developed and implemented (level 2) and a process for storing, analyzing and reporting the status of the data collection and analysis for reporting post secondary school outcomes will be implemented during the 2007-2008 school year.



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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.)

14 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 4.1: Increase parent involvement in, and support of, research-based instructional programs for their children as measured by documentation data and statewide parent satisfaction surveys.

14a. Performance Measure	Measure Type	Quantitative Data					
The increase in the number of parents participating in the NCSIP II Parent Satisfaction Survey. Performance Measure 14.a. is the same as Performance Measure 16.a. for Objective 16.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		95	/		210	/	
14b. Performance Measure	Measure Type	Quantitative Data					
The total average rating of parent satisfaction with the NCCIP II project. Performance Measure 14.b. is the same as Performance Measure 16.b. for Objective 16.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		3	/	

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

INTRODUCTION

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The Explanation of Progress for each objective includes up to three categories of evaluation activities to measure the extent to which each of the sixteen 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.

OBJECTIVE 14 (NCSIP II Objective 4.1)

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

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

During the second year of the project the reading/writing centers and sites were asked to set up a teacher-parent conference to complete the NCSIP II Parent Satisfaction Survey (See Objective 16). During the next three years the reading/writing centers and sites, as well as the mathematics centers and sites, will be asked to expand the parent conference to include (a) discussion of the student's progress, (b) learning strengths and needs, (c) parent support in the home, and (d) parents' concerns and input.

NCSIP II also developed plans and sub-contracts with the Learning Disabilities Association of North Carolina and the ARC of North Carolina during the second year of the project, to facilitate communication and discussion meetings in the local chapters of these two parent organizations that are located across the state. ECAC, the primary parent partner in the project, coordinated planning input across the three parent organizations. For additional information on these efforts and activities, please see Objective 15 of this report.

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

Performance Measure 14.a. The increase in the number of parents participating in the NCSIP II Parent Satisfaction Survey.

Parent satisfaction data collected by NCSIP I at the end of the 2004-2005 school year were used to establish a baseline and target for Performance Measure 14.a. Ninety-five parents participated in the satisfaction survey (See Table 14a). Therefore, for Performance Measure 14.a., a baseline of 95 was established and an annual target raw number gain of 20 parents participating in the parent conference was set for each of the remaining years of the project. In the second year of NCSIP II, 210 parents participated in the satisfaction survey, an increase of 115 parents. The target for Performance Measure 14.a was met.

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

Performance Measure 14.b. The total average rating of parent satisfaction with the NCSIP II Project. (See Objective 16 for a description of the Parent Satisfaction Survey.)

The OSEP e-Reports online reporting system does not allow input of decimals in the "Raw Number" area of the Performance Measure chart, so the whole numeral three has been entered in both the Target and Actual Performance Data areas. Parent satisfaction data collected by NCSIP I at the end of the 2004-2005 school year were used to establish a baseline and target for Performance Measure 14.b. The project established a baseline of a total average rating of 2.56 (out of a possible 3.0) and an annual target increase of .04 for each of the next three years of the project. In the second year of NCSIP II, the total average satisfaction rating was 2.54 which represents a .02 decrease from the first year of the project. While the target for Performance Measure 14.b. has not been met, it should be noted that there was an increase in parent involvement with over 100 parent surveys collected.



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

16 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Project Objective 4.3: Collect reliable and valid parent participation and satisfaction data to evaluate effectiveness of NCSIP II parent program, as measured by review of measurement instruments.

16a. Performance Measure	Measure Type	Quantitative Data					
The increase in the number of parents participating in the NCSIP II Parent Satisfaction Survey. Performance Measure 16.a. is the same as Performance Measure 14.a. for Objective 14.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		95	/		210	/	
16b. Performance Measure	Measure Type	Quantitative Data					
The total average rating of parent satisfaction with the NCCIP II project. Performance Measure 16.b. is the same as Performance Measure 14.b. for Objective 14.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		3	/	

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

INTRODUCTION

The Second Annual Report is organized to sequentially address each of the sixteen project objectives associated with the four project goals. OSEP Long-term Measures 1 and 2, and OSEP Program Performance Measures 1, 2 and 3 are all addressed in Objective 2. OSEP Performance Measure # 4 is not addressed in the project's goals and objectives approved by OSEP.

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OBJECTIVE 16. (NCSIP II Objective 4.3)

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

INPUT: To What Extent Has The Parent Satisfaction Evaluation Been Implemented As Planned?

Documentation Of The Procedures Used In The NCSIP II Evaluation Plan. In the spring of each year of the project the NCSIP II reading/writing centers and sites are requested to use a structured Parent Satisfaction Survey to gather satisfaction data. The survey was developed for use in NCSIP I and with minor changes is being used in the NCSIP II reading/writing centers and sites. It is requested that the reading/writing centers and sites complete the survey as a part of an end-of-year parent conference with the parent(s) of each student receiving research-based instruction in the NCSIP II project. The survey has seven questions that assess parental satisfaction with the project's services, instruction and communications with parents. In addition a parent satisfaction survey was developed for use in the network of research-based mathematics instruction centers and sites and will be implemented in the 2007-2008 school year.

Using the Parent Satisfaction Survey. After a brief discussion of the purpose of the survey and how the information is to be used a copy of the survey is given to the parent(s). Each question is reviewed with the parent(s) and the parent(s) record their response. The survey has four possible responses as follows: Not Helpful = 0, Somewhat Helpful = 1, Helpful = 2, and Very Helpful = 3. The average of the seven items is calculated to be used in determining the parents' total rating.

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

Performance Measure 16.a. The increase in the number of parents participating in the NCSIP II parent satisfaction survey.

Parent satisfaction data collected at the end of the 2004-2005 school year were used to establish a baseline and target for Performance Measure 16.a. 95 parents participated in the satisfaction survey in 2004-2005. Using that number a baseline of 95 was established and a target of 20 additional parents participating in the parent satisfaction survey each year was established. In the 2006-2007 school year 210 parents participated in the satisfaction survey, an increase of 115 parents from the previous year. The target for Performance Measure 16.a was met.

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

Performance Measure 16.b. The total average rating of parent satisfaction with the NCCIP II Project.

The OSEP e-Reports online reporting system does not allow input of decimals in the "Raw Number" area of the Performance Measure chart, so the whole numeral three has been entered in both the Target and Actual Performance Data areas. Parent satisfaction data collected by NCSIP I at the end of the 2004-2005 school year were used to establish a baseline and target for Performance Measure 16.b. The project established a baseline of a total average rating of 2.56 (out of a possible 3) and an annual target increase of .04 in each of the next three years of the project. In the second year of NCSIP II, the total average satisfaction rating was 2.54, which represents a .02 decrease from the first year of the project. While the target for Performance Measure 16.b. has not been met, it should be noted that there was an increase of over 100 parents participating in the the survey.



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

15 . Project Objective Check if this is a status update for the previous budget period.
 NCSIP II Objective 4.2: Increase parent inclusion in NCSIP II program planning, implementation, and evaluation as measured by the increase in parent involvement in program events.

15a. Performance Measure	Measure Type	Quantitative Data					
The number of statewide, regional and local parent organizations participating in NCSIP II information, discussion and input planning sessions.	PROJ	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		3	/		6	/	

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

INTRODUCTION

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OBJECTIVE 15. (NCSIP II Objective 4.2)

Increase parent inclusion in NCSIP II program planning, implementation, and evaluation as measured by the increase in parent involvement in program events.

INPUT: How Have Statewide Parent Advocacy Organizations Been Included In Project Leadership Functions?

Joint Planning Efforts. During the second year of NCSIP II, three statewide parent organizations, the Exceptional Children's Assistance Center, the Learning Disabilities Association of North Carolina and the ARC of North Carolina participated in the NCSIP II project. ECAC, the primary parent partner in the project, coordinated planning input across the three parent organizations.

In the fall of 2006 the LDANC state conference incorporated presentations consistent with the NCSIP II objectives including research-based reading and writing instruction provided by NCSIP II staff and consultants.

In December the ARC of NC and ECAC presented an overview followed by a discussion of the NCSIP II project at the North Carolina Special Needs Federation Meeting. The Federation Meeting included representatives from the Autism Society of NC, National Alliance for the Mentally Ill (NAMI), LDANC and other North Carolina advocacy or parent organizations. The Learning Disabilities Association of NC and the ARC of NC were involved in joint planning for the content of an ECAC Literacy Workshop. Finally, ECAC is involved in planning a "Great Expectations" conference highlighting the work of NCSIP II and research based practices. The conference is scheduled for February, 2008.

Parent Organization Events. In September 2006, ECAC project staff participated in the Charlotte Mecklenburg School System "Literacy is for ALL" kickoff. 80 parents and professionals attended. On November 7, 2006, ECAC presented a shortened version of the "Literacy is for ALL" workshop at the North Carolina Department of Public Instruction's Conference on Exceptional Children. 26 people attended the session which received an evaluation rating of 4.6 out of a possible 5.0. The evaluation comments and suggestions from the participants were also helpful in defining some next steps for the project. In December, 2006, ECAC and the ARC of NC collaborated to conduct a "Literacy is for All" workshop at the annual ARC statewide conference. 20 parents and educators from across North Carolina attended the session. According to the conference evaluations, this session was rated as "excellent" and comments included "from a parent's perspective, I have learned an enormous amount of information from this session which will not only help me but allow me to help others."

ECAC has also been collaborating with NCDPI consultant John Thomas and the OSEP funded Access to General Curriculum Project at the University of North Carolina at Charlotte. The purpose of this work was to develop a parent training module on literacy specifically for families of students with significant intellectual disabilities. This workshop was

presented for the first time on April 21, 2007 in Greensboro and was co-sponsored by the Guilford County School System and the Exceptional Children's Parent Advisory Committee. The 26 participants rated the workshop a 4.6 out of a possible 5 points. Evaluation comments included: "this is very good for me and my child", "hands on was good" and "cutting edge". The only complaint voiced by the participants was that the workshop was too short.

Parent Information Communications. During 2006-2007 the ECAC NEWS Line newsletter was mailed to 26,000 parents and professionals in North Carolina. The Fall 2006 edition contained four pages related to NCSIP II including an article describing NCSIP II, a one page providing "Tips for Developing Positive Behavior Supports Plans," and articles on "Extended Standards for North Carolina Students with the Most Significant Cognitive Disabilities and Access to the General Curriculum is for Everyone." The ECAC Spring 2007 newsletter also focused on NCSIP II information, including two pages on research-based language development and resources. Another two pages of the ECAC newsletter contained information on the instruction improvement and professional development strategies provided for teachers and school leadership staff by the NCSIP II project with an emphasis on middle and high school literacy.

In 2006-2007, ECAC distributed (a) 235 Literacy For ALL information packets, and (b) 605 Positive Behavior Supports information packets to North Carolina families of students with disabilities.

Informational DVDs. As a compliment to the elementary school-wide PBS DVD created during the last NCSIP project, ECAC is working on developing a DVD featuring middle and high schools. The middle schools have been identified and the ECAC is in the final stages of identifying a new production company. They anticipate filming to begin after school starts in the fall of 2007.

In addition, to further broaden the knowledge of parents and educators about positive behavior supports, ECAC is in the process of mailing a DVD to all LEAs and local parent organizations on school wide positive behavior supports created for the Behavior and Reading Intervention Center at UNCC. This mailing will also include information on the NCSIP II PBS partnership network. We anticipate approximately 75 local parent/disability organizations will receive this information.

Parent Support Materials Development. As mentioned earlier in the report, both LDA and ARC have reviewed the Literacy for ALL workshop. ECAC is developing a "Workshop in a Box" including a Power Point presentation and handouts that will be available for use this summer. A trainer of trainers session will be offered to LDA and ARC state staff and chapters and other interested parent organizations.

INTERMEDIATE GOAL: Not Applicable

OUTCOMES: To What Extent Have Statewide Parent Advocacy Organizations Been Included In Project Leadership Functions?

Performance Measure 15.a. The number of statewide, regional and local parent organizations participating in NCSIP II information, discussion and input planning sessions.

During the first year the project focused on developing partnerships with three statewide parent organizations; the Exceptional Children's Assistance Center, the Learning Disabilities Association of North Carolina and the ARC of North Carolina. The baseline for Performance Measure 15.a. was set at three parent organizations and the target was set at an increase of three additional parent organizations involved in regional and/or local parent (involvement) sessions each year of the project. During the second year of NCSIP II, six statewide parent organizations (ECAC, LDANC, Arc of NC, Autism Society of NC, National Alliance of the Mentally Ill, and the NC Special Needs Federation), participated in NCSIP II planning and recommendations discussions. This is an increase of three regional and/or statewide parent organizations participating with NCSIP II in planning discussions. Performance Measure 15.a. has been met.



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

Title : NCSIP II Section B Budget Info

File : H:\NCSIP II\2nd Annual Report\budget524BSectionBC_final.doc

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

Title : NCSIP II Additional Information

File : H:\NCSIP II\2nd Annual Report\Other524BSectionBC_5.14.07.doc



U.S. Department of Education
Grant Performance Report (ED 524B)
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OMB No. 1890 - 0004
Expiration: 10-31-2007

PR/Award #:

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

For fiscal year 2006-2007, as of April 30, 2007, \$1,093,733.20 has been spent on State Personnel Development Grant (SPDG) obligations.

\$650,136.23 was carryover funds from the previous (2005-2006) State Personnel Development Grant.

As of April 30, 2007, \$443,597.01 of the 2006-2007 State Personnel Development Grant funds have been obligated.

Because of the availability of carryover funds, all 2006-2007 funds were not obligated.

The available carryover funds (approximately \$600,000.) will be used in 2007-2008 to fund: 1) expansion of Best Practice Reading/Writing sites,, 2) expansion of Best Practice Math sites, 3) strategic planning and implementation of a teacher recruitment strategy for Institutes of Higher Education teacher education programs, and 4) strategic planning and implementation of a teacher recruitment and retention strategy for local school systems across NC.



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

Current NCSIP II Partners

The Cooperative Planning Consortium for Special Education (CPC) 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 a majority of the 29 special education university programs, the community colleges, state agencies and parent associations. The CPC plays a major role in increasing the number of new graduates, upgrading the professional skills of existing teachers, and providing training for lateral entry teachers.

Principals' Executive Program (PEP): Since its creation in 1984 by the N.C. General Assembly, the Principals' Executive Program (PEP) has been North Carolina's primary provider of professional development for public school administrators. The mission of PEP is to strengthen and renew the knowledge, skills, and beliefs of public school leaders to improve the conditions for teaching and learning in schools and school districts.

NCTEACH (North Carolina Teachers of Excellence for all Children): NC TEACH 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. The program is administered by the University of North Carolina in collaboration with the North Carolina Department of Public Instruction. Established in 2000, more than 1,100 people have become licensed teachers through the NC TEACH program. NC TEACH teachers currently serve in more than 80 counties and school districts in all regions of the state. In the last two years the NCTEACH program has certified more special education teachers than have been certified by the IHE programs across the state. The purpose of the NCSIP II – NC TEACH partnership will be to increase the quantity and improve the quality of special education teachers in North Carolina. Specific partnership strategies include: (a) inclusion of NC TEACH in the technical assistance process of the State's teacher education programs, thus assuring alignment with the new state teacher standards in special education, NCLB and IDEA 2004; and (b) the development of a marketing system focused on recruitment in special education, patterned after the very successful marketing system developed by the NCTEACH program.

The Exceptional Children Assistance Center, the Learning Disabilities Association of North Carolina and the Arc of North Carolina contribute substantial resources to the project. Local parent association chapters also contribute parent time to assist with parent-to-parent training activities.

The UNC Technical Assistance and Resource System (TARS): The TARS component developed and maintains a system for delivering technical assistance and resources to the higher education teacher education programs that prepare teachers to work with students with disabilities.

The Early Literacy Network

NCSIP II has developed a partnership with North Carolina's "More at Four" statewide early literacy program to provide training, demonstration and outreach to public schools in North Carolina interested in establishing early literacy programs for students with disabilities. Three existing early literacy centers have been designated as Early Literacy/NCSIP II regional centers located in the western, central and eastern regions of the state. The Early Literacy Network has been added as an NCSIP II partner because of the scope of the relationship between the two programs.

The North Carolina Positive Behavior Supports Initiative (NCPBS) greatly expanded during the 2005-06 school year. The NCPBS initiative is included as a collaborating partner of NCSIP II and is aligned with the project's goals, objectives and evaluation system. The NCPBS is a program in the Exceptional Children Division of the North Carolina Department of Public Instruction and has been a prominent official partner in NCSIP I, and continues as a major partner in NCSIP II. The lack of identification of this program in the approved project was an oversight in the application and proposed plan.