Fourth Annual Performance Report
for
The North Carolina State Improvement Grant:
Improving North Carolina's System of Education for Exceptional Children
Grant Award # H323A000012
May 31, 2004

I. SEE COVER SHEET

II. EXECUTIVE SUMMARY

The fourth year annual report on the status of the North Carolina State Improvement Project (SIG Grant) covers a period of time from April 30, 2003 through April 30, 2004. The purpose of the project is to establish and implement a comprehensive system of personnel development to improve the school performance and success of students with disabilities in North Carolina. The system includes both pre-service teacher education and in-service staff development including support systems for school services. Below is a summary of the fourth year project activities and the extent to which the four major goals of the project have been attained at this stage in the project.

A. Goal 1: Improve Basic Skills Performance for Students with Disabilities

Significant progress has been made in improving basic skills performance of students with disabilities in the public schools of North Carolina. A comprehensive network of school improvement programs and activities has been established to facilitate the attainment of all four project goals. The network includes five regional reading improvement demonstration and training centers, thirty school system-based research to practice reading programs, a positive behavior supports demonstration and training center, thirteen school system-based PBS programs, a mathematics instruction demonstration and training center, a learning strategies demonstration and training center, eight school system-based early childhood literacy programs, and one Literacy and Communications Best Practice Center for Students with Severe Disabilities. The learning strategies demonstration and training center and eleven new reading programs were established during the year and over six thousand students with disabilities received research to practice instruction across the network.

In addition to the network instructional services, NC SIP has continued to develop a new and restructured system of licensure for teachers of students with disabilities. Several workshops for teacher education faculty were conducted to continue to provide assistance in the alignment of content of courses, learning objectives and competency evaluation with the new research to practice license standards and standards indicators.

In the area of reading performance, Goal 1 has already been met. Students with disabilities receiving instruction from NC SIP trained teachers in the five reading centers have demonstrated remarkable improvement in reading performance. From the 2000-2001 to 2002-2003 school year students with disabilities at or above grade level have increased in reading by 2.7 percentage points more than all students statewide.

B. Goal 2: Increase The Percentage of Qualified Teachers of Students with Disabilities

During the fourth year of the project the strategies to increase the percentage of qualified teachers of students with disabilities have included;(a) an expansion of the recruitment plan to include a partnership with the new NASDSE Special Education Personnel Center, (b) training stipends to support new or provisionally licensed teachers to become fully certified, (c) providing training stipends enrollment in teacher preparation courses and programs, (c) developing online courses and providing enrollment management for the courses, and (d) aligning teacher training and licensing systems with the goals and standards established by the NC SIP project.

Over a thousand students have received training stipends to support enrollment in teacher education coursework during the fourth year of the project. In addition, there have been approximately twelve hundred enrollments, across five campuses, in the online courses developed by NC SIP. The courses are made available for use by all teacher education programs in the state.

The percentage of special education teachers teaching without an appropriate license has decreased from 19.5% in 2001-2002 to 13.5% in 2002-2003. It is assumed that the NC SIP project has contributed to this decrease.

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

The strategies implemented for Goals 1 and 2 are also the strategies that are being used to attain Goal 3. Improvement of student achievement leads to higher student performance and motivation to stay in school. There has been a substantial reduction in the number of students with disabilities who are dropping out of school in North Carolina. Compared to the dropout rate for students with disabilities when the project was initiated (approximately 50%) the dropout rate of 32% for the 2002-2003 school year demonstrates a decrease in the drop out rate of 18%. Again, the percentage of special education teachers teaching without an appropriate license has decreased from 19.5% in 2001-2002 to 13.5% in 2002-2003. It is assumed that the NC SIP project has contributed to this decrease.

D. Goal 4: Improve Parent Satisfaction and Support School Services.

As in previous years of the project, two major strategies have been employed to address Goal 4; (a) a comprehensive program of activities implemented by the North Carolina Exceptional Children's Assistance Center, and (b) measurement of parent satisfaction across the NC SIP network of school programs to provide feedback for continuing improvement of parent involvement programs.

The NC SIP project continues to provide project and statewide assistance for parents through the services of the Exceptional Children's Assistance Center reaching thousands of parents and teachers each year.

A parent satisfaction survey has been developed and has been used in the NC SIP LEA level programs. The results of 2002-2003 parent survey are quite positive, indicating that parents are satisfied with the NC SIP reading programs. The project plans to expand the use of the parent satisfaction survey in the coming year.

III. PROJECT STATUS

This report assumes that the readers are familiar with the project activities and accomplishments during the first three years of the project. The report is organized to report the progress toward the goals and objectives of the approved project plan during the 2003 – 2004 project year. Each of the project's goals and the objectives associated with each goal are presented followed by a description of the (a) project activities; (b) accomplishments and (c) a statement indicating the extent to which each objective has been attained.

Goal 1: Improve Basic Skills Performance of Students with Disabilities

Objective 1.1: Improve teacher's instructional skills in reading, writing, and mathematics through the use of intensive and explicit multi-sensory teaching strategies.

Objective 1.2: Improve the knowledge of leadership personnel of the needed service delivery strategies to support the use of research-proven best practices

Objective 1.3: Increase the percentage of students with disabilities enrolled in the standard curriculum who are performing at or above grade level on the statewide end-of-grade ABC testing from the current levels of 30-40% to a level of at least 80% of the performance level of non-identified students in basic skill areas of reading, writing, and mathematics

The section is organized in three parts: (A) Activities, (B) List of accomplishments, and (C) Extent to which each of the objectives associated with Goal 1 have been attained.

FOURTH YEAR ACTIVITIES TO ATTAIN GOAL 1

The NC SIP project has continued to make progress toward the goal of improving basic skills performance of students with disabilities. The NC SIP network of LEA based centers and programs was increased significantly during the fourth year of the project. As can be seen in Figure 1, the Research to Practice Reading programs, including the Centers, have increased from 24 to 35. The Best Practice Positive Behavior Support (PBS) school systems increased from four to thirteen; and a new center was established for the improvement of the use of Learning Strategy Instruction.

Figure 1
The NC SIP Best Practices Network

Project components that have contributed to the attainment of the objectives associated with Goal 1 include (a) Improvement of Teacher Education Programs' Abilities to Produce Quality Teachers, (b) Improving Reading Instruction, (c) Improving Positive Behavior Support Systems, (d) Improving Mathematics Instruction and the Use of Learning Strategies, (e) Leadership Training and (e) Promotional Activities for Goal 1. In the discussion, activities undertaken during the fourth year of the project are presented followed by a list of the accomplishments and outcomes and a statement as to the extent each objective has been met.

A. Activities For The Improvement of the Production of Quality Teachers

In years two and three, the NC SIP project assisted the North Carolina Department of Public Instruction in the restructuring of the teacher certification programs in Special Education. The restructuring resulted in a clear alignment of the new licensure standards with the state and federal school accountability systems including No Child Left Behind. As a result, the license standards include competencies addressing research to practice teaching of basic skills (reading, writing, mathematics) and improving positive behavior for students with disabilities.

To assist teacher education programs in restructuring their programs to meet the new standards, NC SIP has conducted a series of technical assistance and training activities for teacher education programs in North Carolina. The activities focused on developing the capacity of the teacher education programs to reorganize their course offerings to focus on the new explicit standards for special education teachers. The licensing system reflects the NC SIP research supported standards and has been approved by the North Carolina State Board of Education.

Assistance provided teacher education programs during the fourth year of the project included invitational faculty workshops that featured (a) understanding of the new standards and the role they play in improving instruction for students with disabilities, (b) development of new course syllabi to align with the new standards, (c) development of evaluation procedures to assure that new teachers can demonstrate the competencies established with the new standards, and (d) development of criteria and rubrics to measure the extent to which new teachers quality for a recommendation for certification.

The formal activities undertaken during the fourth year of the project that are related to improvement of teacher education programs and have contributed to the Goal 1 objectives are presented below.

1. In collaboration with the Cooperative Planning Consortium (CPC) of the University of North Carolina, three workshops for faculty were held during year (June, October, and April). At these meeting the new license standards were reviewed along with the rationale for the changes in standards. The workshops also addressed the development of an “Evaluation Items Bank” that contains course projects and other participant evaluation procedures to measure the extent that pre-service teachers have met the competencies imbedded in the new standards.

2. Two one day workshops were held for faculty members who will have the responsibility of developing and teaching courses in reading instruction for students with disabilities. New reading instruction standards were reviewed along with reading structure and content of the courses, and student evaluation procedures. As a result of these workshops approximately eight teacher education programs in the state will be using the research to practice reading instruction course developed by NC SIP.

3. Four course revision/development teams of university faculty were organized during the year to develop or revise current online courses to meet the new licensure standards. These courses include Developing Positive Behavior Supports, Teaching Students with

Disabilities in Inclusive Settings, Teaching Mathematics and Writing for Students with Disabilities, and Introduction to Teaching Students with Disabilities. The work on the Positive Behavior Supports is almost completed. The inclusion course should be completed by the end of the fourth year of the project, and the other courses will be completed in the fall of 2004.

4. NC SIP project staff provided a training program for faculty and students at Elizabeth City State University on the topics of the new licensure standards and competencies to meet the standards.

5. NC SIP staff members participated in the Center for Improving Teacher Quality (CTQ) National Invitational Forum in Alexandria, Virginia.

B. Activities For Improving Reading Instruction

During the fourth year the following activities were undertaken to improve reading instruction for students with disabilities:

1. The project provided continuing technical assistance for the five Reading Best Practice Centers. This effort included site visits responding to identified needs, involvement of centers staff in the development of new and revised research to practice reading foundation training, and assistance with the implementation of data collection for project evaluation purposes.

2. The project increased the number of teachers trained and number of students receiving research-based reading instruction through the NC SIP project. Table 1 presents the number of teachers trained in the research to practice Reading Foundation Training, or RFT (484); the number of students receiving model instruction in the NC SIP centers and programs (5917), and the number of teachers receiving training in the use of a reading instructional model (1113). The number of teachers trained by each of the instructional models is as follows: Language! (173), Wilson Reading System (188), Corrective Reading (445) Reading Mastery (225), Wilson Fundations (40), Letterland (41), and Sonday (1).

Table 1
Number of Teachers Trained and Students Served
by the NC SIP Best Practice Centers and NC SIP Programs
2003-2004

Centers/ Programs	Teachers Trained In RFT	Students Receiving RTP Instruction	Teachers Trained in a Research-Based Reading Instruction Model Program
NC SIP Centers			
Cumberland	104	661	79
Haywood	16	102	94
Montgomery *	N/R	59	N/R
Onslow	106	363	104
Wake	42	3248	287
Watauga	82	40	21
NC SIP Programs			
Cabarrus County	14	838	193
Caswell County	3	2	41
Duplin County	4	41	5
Gaston County	1	58	104
Edenton-Chowan	7	43	12
Edgecombe	6	**	**
Guilford County	8	25	27
Charlotte-Meck.	7	39	7
Macon County	17	69	N/R
Madison	2	27	44
Martin County	7	36	30
Mitchell County	4	25	10
Rockingham County	3	N/R	7
Scotland County	15	84	5
Swain County	6	50	N/R
Transylvania	6	47	13
Wilson County	15	36	30
W-Salem-Forsyth	9	24	N/R
Totals	**484**	**5917**	**1113**

RFT = Reading Foundation Training; Est. = Estimate; * = No longer NCSIP Center
** =Data not available, N/R=Data Not Reported

3. Eleven new NC SIP reading programs were established during the fourth year of the project. Table 2 presents the number of teachers trained in the new NC SIP projects.

Table 2
New NC SIP Reading Programs Initiated During 2003-2004 Project Year

Reading Program	Teachers Trained In RFT 2003-04
Iredell-Statesville	10
Lincoln	7
Moore County	15
Cleveland County	NA
Carteret County	6
Washington County	5
Caldwell County	1
Yancey County	7
Orange County	2
Henderson County	6
McDowell County	9
Totals	**68**

NA = Data not available

The *SIP Staff Development Evaluation* rating scale used during the second and third years of the project was used again in the fourth year to collect evaluation data on the participant's perceptions of the quality of the training. As can be seen in Table 3, the participants' ratings indicate that they were highly satisfied with the quality of the training. As in previous Research to Practice Foundation Training programs, follow-through application tasks were completed by the participants. The training tasks are designed to provide follow through practice of the desired skills imbedded in the program competencies. The tasks included interactions with identified students with severe reading problems. The series of required tasks can be found in earlier annual reports by the project.

Table 3
NC SIP Research to Practice Foundation Training
Participant Evaluation, Cohort C, Fall, 2003

Statements	Strongly Agree (4)*	Agree (3)	Disagree (2)	Strongly Disagree (1)	Avg. Score
1. The principles of instruction for students with disabilities derived from the research on reading.	30	14	0	0	3.7
2. How to use research-based principles of reading instruction in planning reading programs for students.	31	13	0	0	3.7
3. The structure of the English language.	29	15	0	0	3.65
4. A higher level of ability to effectively teach English language structure to students with disabilities.	31	12	1	0	3.7
5. The necessary components to assess individual students' reading abilities.	29	15	0	0	3.65
6. A higher level of ability to use this information in developing and conducting individual assessments.	29	15	0	0	3.65
7. Strategies for teaching phonemic awareness.	34	9	0	0	3.7
8. A higher level of ability effectively to teach students who need phonemic awareness.	33	11	0	0	3.75

* Code: (4 = Strongly agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree)

4. Developmental Review site visits were conducted for twenty of the established NC SIP reading programs. These visits followed a structured review of the extent to which each program demonstrated appropriate development across expected milestones.

5. NC SIP continued to provide a communication system across the NC SIP network of projects. These efforts included two network meetings that focused on improving the quality of reading instruction for students with disabilities in North Carolina and the continuous updating of the NC SIP website <http//www.ncsip.org>

6. An evaluation study was conducted during the fourth year to study the impact of the NC SIP reading instruction on students enrolled in the five NC SIP Best Practice Centers. The results of this study can be seen in Table 4, entitled Comparison of Percentages of Students With Disabilities At Or Above Grade Level in Reading, NC SIP Reading Centers and Statewide. As can be seen, the percentage of students in the total population at or above grade level improved by 5.4 percentage points, from 2002 to 2003. Students with disabilities (SWD) statewide gained 4.9 percentage points, and students with disabilities receiving instruction in the NC SIP reading centers gained 18.5 percentage points. These

data indicate that the gains in improvement in the percentage of students at or above grade level for students receiving reading instruction in the five North Carolina State Improvement Project Centers was 3 1/2 times greater than all students, and approaching four times greater (3.76) than students with disabilities statewide. The study, entitled *Evaluation Report II: Closing the Gap in Reading Performance of Students with Disabilities* has been distributed statewide and nationally at the OSEP Annual Conference in March 2004.

Table 4
Comparison of Percentages of Students With Disabilities At Or Above Grade Level in Reading, NC SIP Reading Centers and Statewide

	2002		2003		
Population	N	% A/A* Grade Level	N	% A/A* Grade Level	Gain
All NC Students	599057	79.5	617649	84.9	5.4
NC SWD**	66470	49.9	77541	54.8	4.9
NC SIP	162	42.6	162	61.1	18.5
Center A	33	51.5	33	78.8	27.3
Center B	18	61.1	18	83.3	22.2
Center C	47	44.7	47	63.8	19.1
Center D	24	20.8	24	37.5	16.7
Center E	14	50.0	14	63.8	13.8
Center F	26	30.7	26	38.5	7.8

* At or Above Grade Level as measured by the North Carolina Multiple Choice EOG Assessment
** SWD = Students with Disabilities
Note 1: Statewide data represent student populations that changed from 2001-02 to 2002-03. The NC SIP data represent the same students from 2001-02 to 2002-03.
Note 2: One of the six centers involved in the data collection was not continued as an NC SIP center after the 2002-2003 academic year.

7. During the fourth year of the project, data have been collected to expand the "Closing the Gap" study to include students receiving NC SIP research to practice reading instruction from the NC SIP reading programs as well as in the NC SIP Best Practice Centers.

C. Activities For Improving Positive Behavioral Support Systems

During 2003-04 fiscal year, the North Carolina SIP Positive Behavioral Support (PBS) Initiative expanded its emphasis from funding and supporting demonstration sites to training school system-based PBS trainers throughout the state. Below is a summary of the fourth year activities.

1. A training planning committee reviewed training programs during the spring of 2003 and selected a set of modules developed by Dr. Tim Lewis and others from the University of Missouri. Dr. Lewis provided training to 11 new school teams and 40 trainers in three

sessions during 2003-04. The school teams participated in six days of training and the trainers in nine days. There will be an additional follow-up session with the trainers in June for practice and discussion of how to present the material. The trainers are from the existing demonstration sites as well as new school sites. Personnel from the Department of Public Instruction were also trained. Six of the participants were from the Exceptional Children Division and four of the participants were from the School Improvement Division. All new PBS schools' staff will go through the training program and each school will be required to identify a coach/trainer to support their school system.

2. Six new schools were funded as PBS demonstration programs in 2003-04. Training was provided in June 2003, and the programs were implemented at the beginning of the school year. The Behavioral Support Services Section staff evaluated all of the nine funded schools that had completed at least one year. A standardized evaluation form was used to conduct site visits. In addition the PBS section chief in the Division for Exceptional Children visited all of the new programs.

3. Two meetings of all the schools implementing PBS were held during the year. These meetings provided opportunities for school staff to share information to improve their PBS implementation efforts.

4. During the year the planning committee continued to meet to develop a plan for "scaling up" the PBS efforts across the state. In addition, presentations were made at the Exceptional Children Conference, Safe Schools Conference, Raising Achievement and Closing Gap Conference, and the IDEA Symposium sponsored by the Special Needs Federation. Two presentations on PBS were made to the N.C. Assistance Teams that are organized to work with schools throughout the state to improve their academic performance.

5. Three school systems have formally decided to implement PBS in the entire school system. Several other LEAs are exploring this possibility.

6. Collection of data to determine the effectiveness of the PBS component of the NC SIP project continued during the fourth year of the project. Many of the schools are struggling with how to obtain and use their data to determine if the school is making progress. Examples of school data from two schools collected from 2001 through 2003 are presented below in Tables 5 and 6 below.

Table 5
Discipline Actions at Supply Elementary School
2001-2003

Discipline Action	2000-2001	2002-2003	2002-2003	Decrease
Infraction Report	741	454	391	-350
Suspensions	203	82	63	-140
Total	944	536	454	-490

Table 6
Discipline Actions at Burgaw Elementary School
2001-2003

Discipline Action	2001-2002	2002-2003	Decrease Increase
Office Referrals	401	283	-118
In-School Suspensions	200	130	-70
Out-of-School Suspensions	71	93	-22
Total	672	506	-166

As can be seen there have been reductions in the number of discipline actions across all discipline actions from 2001 to 2003. In addition to these indicators of successful reduction of behavior problems, there has been a reduction in the numbers of students identified for special education services in some of the PBS schools. However, these data has not been consistently gathered across all schools where PBS programs have been implemented.

The North Carolina Positive Behavioral Support Program continues to grow and evolve. A more comprehensive system of data collection is in the planning stages and will, hopefully, be implemented during the fifth year of project across all of the PBS sites.

D. Improving Mathematics Instruction and the Use of Learning Strategies

D. 1. Activities For Improving Math Instruction

During the fourth year of the project, the Mathematics Best Practices Center focused on middle school math instruction. The newest center, at Reidsville Middle School, used the Algebraic Thinking program and other research based best practices to improve student performance for students who scored at Level l or 2 on the EOG (below grade level). Activities involved staff training, data collection, observations, evaluation and training, and supervision of student teachers from partnership IHE's and training in other LEAs.

Table 7
Staff Development in Algebraic Thinking Instructional Model
2002-2003

Training Dates	Training Content	Number
June 9-12 Level l Training	Algebraic Thinking – Level I	27 participants from 10 school districts
July	Algebraic Thinking Level 1	15 participants in Gaston Co.
August – December	Algebraic Thinking Level 1	27 participants form Rockingham Co. and 13 from other school districts
Spring, 2003	Teaching Basic Math-Fact Master	All teachers in 4 Elementary and 2 Middle Schools

1. Training to improve math instruction and implementation of the Algebraic Thinking instructional model in a middle school has been the primary focus of the project during the year. As can be seen in the Table 7 above, a total of 69 general and special education teachers have been trained in best practices for teaching math to middle and high school students.

2. Implementation of the demonstration site for the Algebraic Thinking (AT) Model has continued during the fourth year. The Model is used in three of the four high schools in the Rockingham County School System. These schools include Rockingham County High School (Algebra IA and IB), Reidsville High School (PreAlgebra Class), and McMichael High School (EC Resource Class for PreAlgebra). A primary focus this year has been at the middle school level. Two middle schools in Rockingham County are using the model instruction developed by the Center. They are Reidsville Middle School and Western Rockingham Middle School. Limited use has been observed at Western Rockingham Middle School. Reidsville Middle School has implemented the program for all students, with and without disabilities, who scored a Level 1 or Level 2 (below grade level) in math on the state End-of-Grade test. This school is used as a program implementation/demonstration site with visitors from within and outside the school district observing the instructional program.

3. As can be seen in Table 8 below there is some evidence that students receiving the Algebraic Thinking Model instruction make greater gains, on the average, than similar students who were not receiving the model instruction. At this time the data is limited and a plan for collecting additional data has been developed. However, the limited data is impressive, showing that the students receiving the model algebra instruction gained more than 2 1/2 times more than students receiving traditional instruction. Upon completion of 2004 End-of-Grade Testing, additional data will be available to provide a more comprehensive analysis of the impact of the project on students.

Table 8
Comparison of Mathematics EOG Scores from 7th to 8th Grade
Across Model Algebra Instruction and Traditional Algebra Instruction
Rockingham Middle School
2002-2003

Type of Instruction Of Students	7th Grade Mean Scale Score	8th Grade Mean Scale Score	Scale Score Mean Gains
Algebraic Thinking Instructional Model	258.13	265.25	7.12
Traditional Algebra Instruction	255.82	258.54	2.72

D.2. Activities For Improving the Use of Learning Strategies Activities

1. A new Best Practices Center in the Use of Learning Strategies Instruction was establish in a centrally located LEA (Orange County Schools) during the fourth year of the project. Under the direction of Dr. Daniel Boudah, a professor of special education at the University of North Carolina at Chapel Hill, the center has developed a Research to Practice Learning Strategies staff development program and has initially trained six teachers and set up demonstration classrooms in the use of learning strategies. Dr. Boudah, a graduate of the University Kansas is also setting up a learning strategies research program in conjunction with the center. This year has been a start up year. In addition to the staffing of the center and the learning strategies training, the center has been involved in developing plans to assist the NC DPI in establishing a statewide system for continuing staff development in learning strategies as well as a component for training teacher education faculty across the state in the use of learning strategies. The statewide training activities are scheduled to begin next year.

E. Activities For Improving Leadership Knowledge of Best Instructional Practices

As in the third year of the project, the NC SIP leadership training activities during the fourth project year included (a) training of new Exceptional Children Program Administrators, (b) Research to Practice Curriculum Training, (c) Orientation and Awareness training for state leadership personnel, and (d) orientation and training for IHE teacher education leadership.

1. Training of new Exceptional Children Program Administrators continued during the fourth year of the project. During the 2003-04 school year 45 new special education program administrators completed a 135 hour Exceptional Children Program Directors Leadership Institute. The Institute instructional procedures include the use of real world case studies and training in the use of new tools and products to facilitate special education program management and administration.

2. Continuing with the use of the strategies used in year three for leadership training, the Exceptional Children Program Directors 2003 Fall Institute was used by the NC SIP

project to promote the "scaling up" of the use of research to practice reading programs, math programs and positive behavior support programs. NC SIP reading projects again made comprehensive presentations for leadership personnel that included reviewing the principles of reading instruction supported by research, example lessons, skills needed by teachers, student instructional grouping, costs and time commitments required and the results expected from students. Invitations to the various demonstration sites and follow-up training were offered to the systems that are interested in restructuring their reading programs. Each year more systems have joined the NC SIP network of research to practice programs. The NC SIP program believes that the school system (administrator and teachers) must voluntarily ask for assistance if an effective program to be put into place and maintained.

3. An Advanced Leadership Training Institute was also conducted by the North Carolina Department of Public Instruction in coordination with the NC SIP project. During the 2003-04 project year a series of three, three-day institute workshops were focused on leadership methods for stimulating personal growth through self-awareness, dialogue with others, and discussion of systems change. Resources included the following books and/or programs: "Good to Great", "Gung Ho!", "The Servant Leader", "A Simpler Way", and "Love and Profit, The Art of Caring Leadership". These sessions were designed to create trust, knowledge sharing and the ability to take risks. The evaluations indicate that many of the administrators intend to use these strategies with their staff to promote improvements in instruction.

4. The Exceptional Children Program Directors 2003 Fall Institute was used by the NC SIP to promote the "scaling up" statewide implementation of research to practice reading programs, math programs and positive behavior support programs. Approximately 300 administrators and staff attended the institute. NC SIP reading projects provided comprehensive presentations including reviewing the principles of reading instruction supported by research, example lessons, skills needed by teachers, student instructional grouping, costs and time commitments required and the results expected from students. Invitations to the demonstration sites and follow-up training were offered to the systems that were interested in restructuring their reading programs. Each year more systems have become involved in the NC SIP. The DIBELS continuing progress reading evaluation instrument was introduced to the administrators in the spring 2004 and is now the number one request for training by Exceptional Children Program Administrators. Major statewide training will begin in August.

5. The project has continued to be active in developing leadership awareness and interest in restructuring special education programs as well as instructional programs for students who are at risk of becoming identified as needing special education services. During the year the project made presentations to the Title 1 leadership staff and the reading curriculum staff in the Department of Public Instruction.

E. Activities For Goal Promotion Across All Components

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To promote the goals of the NC SIP project and to disseminate the successful features of the project, several presentations were made during the year. In the fall of 2003 a presentation on the training procedures and the impact of the reading component of the project was made at the International Dyslexia Association Conference in San Diego. In March and April of 2004, presentations made on the research to practice reading component of NC SIP to the combined OSEP State Improvement Grant and Personnel Preparation Conference and the North Carolina Department of Public Instruction Closing the Gap (Title 1).

ACCOMPLISHMENTS AND OUTCOMES ASSOCIATED WITH GOAL 1.

1. Improving Teacher Education

- A restructured special education teacher certification system has been developed to align with IDEA and NCLB
- New explicit licensure standard indicators have been developed with a focus on improving basic skills performance and increasing positive behaviors for students with disabilities
- An evaluation " items bank" has been developed and is being used by teacher education programs in their revised licensure programs
- Teacher education programs are in the process of redesigning their licensure programs and courses

2. Improving Reading

- Eleven new NC SIP reading programs were established and are operational
- Four Hundred and eighty-four teachers completed Research to Practice Foundation Training
- Five thousand, nine hundred and seventeen students received Research to Practice Reading Instruction
- One Thousand, one hundred and thirteen teachers received instruction in one of the research to practice reading instruction models
- Developmental Review Site Visits were conducted for twenty of the reading programs
- An evaluation study of the progress of students in reading performance was conducted with results indicating that the gains in improvement in the percentage of students at or above grade level for students receiving reading instruction in the six North Carolina State Improvement Project Centers was 3 1/2 times greater than all students, and approaching four times greater than students with disabilities statewide

3. Improving PBS Systems

- Six additional schools joined the PBS demonstration network and initiated school-wide Positive Behavior Support systems
- Faculty and staff of six new PBS schools were provided training for the implementation of a school-wide PBS system
- PBS training was provided for eleven new school teams and forty trainers
- A long-range plan was developed for continuing implementation of PBS systems in school buildings across North Carolina

- A set of data collection procedures were field tested with a subset of the PBS schools statewide

4. Improving Math and Learning Strategies
- Sixty-nine additional teachers were trained in the Algebraic Thinking instructional model.
- Outreach training was provided to additional school systems
- A Learning Strategies demonstration and training center was established and staffed in a centrally located LEA
- A comprehensive plan for statewide LEA staff development training has been developed and will be initiated in the fall, 2004
- A comprehensive plan for training faculty who are teaching learning strategies in the state's teacher education programs has been developed and will be initiated next year

5. Improving Leadership Knowledge of Best Practice Instructional Practices
- As part of the projects "Scaling Up" strategy, new Special Education Administrators were provided Best Practices training and presentations from the NC SIP Reading Best Practices Centers, the Positive Behavioral Support Best Practices Center, and the Mathematics Best Practices Center
- Presentations on NC SIP instruction improvement efforts were made to key DPI leadership staff and IHE Teacher Education leadership staff
- Forty special education administrators completed an administrators' institute that included training in best practices for instruction of students with disabilities

THE EXTENT TO WHICH THE GOAL 1 OBJECTIVES HAVE BEEN ATTAINED.

Objective 1.1: Improve teacher's instructional skills in reading, writing, and mathematics through the use of intensive and explicit multi-sensory teaching strategies.

Extent Attained: Assuming that improved rate of progress of students also demonstrates improved instructional skills of teachers, this objective has been met in the five NC SIP Reading Best Practice Centers as demonstrated in Table 4. At the statewide level the rate of reading progress of students with disabilities has also improved at a faster rate than all students statewide. From the 2000-2001 to 2002-2003 school year students with disabilities at or above grade level have increased in reading by 2.7 percentage points more than all students statewide. Although this objective has been met in reading there is still a lot of progress to make in reading as well as in writing and mathematics.

Objective 1.2: Improve the knowledge of leadership personnel of the needed service delivery strategies to support the use of research-proven best practices

Extent Attained: This objective is continuing to be met and represents a yearly effort in training new special education administrators. The effectiveness of this strategy is reflected in the interest that LEA special education programs have demonstrated in requesting to become a part of the NC SIP network.

Objective 1.3: Increase the percentage of students with disabilities enrolled in the standard curriculum who are performing at or above grade level on the statewide end-of-grade ABC

testing from the current levels of 30-40% to a level of at least 80% of the performance level of non-identified students in basic skill areas of reading, writing, and mathematics.

Extent Attained: Students with disabilities enrolled and evaluated in the five NC SIP Best Practice Centers have increased from 42.6 % of students performing on grade level in 2002 to 61.1 % of students performing at grade level in 2003. This compares to 49.9 % of students with disabilities statewide reading at grade level in 01-02 to 54.8 % reading at grade level in 02-03. This comparison indicates that the percentage of students with disabilities in the NC SIP reading centers has increased almost four times faster the student with disabilities across the state that are continuing to receive traditional reading instruction.

Goal 2: Increase Percentage of Qualified Special Teachers, Regular Class Teachers and School Leadership Personnel Providing Instructional Programs

Objective 2.1: Decrease to 5% the percentage of special education teachers teaching without appropriate certification.

Objective 2.2: Decrease to 10% the percentage of special education administrators working without appropriate certification.

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.

FOURTH YEAR ACTIVITIES TO ATTAIN GOAL 2

The activities reported earlier to attain Goal 1 also substantially contribute to the attainment of objectives for Goal 2. These activities will not be reported on again here. The reader is referred to pages 5 through 16 for a report on these activities. Below, additional project activities during year four related to Goal 2 are presented across the topic areas of (a) Recruitment and Retention, (b) Training Stipends for New Teacher Preparation, and (c) Improving Access to Course Work for Special Education Teacher Training and Licensing Systems

A. Recruitment

During the first year of the project a partnership of stakeholders and experts in recruitment of teachers developed a teacher recruitment plan. The recruitment plan has been implemented across the subsequent three years of the project including year four. The partnership includes teachers, local school systems, North Carolina Association of Educators, parents, university staff, State Education Agency Staff in Licensure and Exceptional Children Education, the National Clearing House for Professions in Special Education and Mid-South Regional Resource Center. Subsequently, two recruitment websites were developed, Teach 4 North Carolina <http://www.teach4NC.org> and the Center for Recruitment and Retention at http://www.ncpublicschools.org/recruit/.

During the fourth year, the NC SIP staff has been involved in planning for expanding the recruitment and retention efforts in the state. As a result of these planning efforts North Carolina has been selected to receive targeted services from the National Center for Special

Education Personnel and Related Service Providers (Personnel Center), a new federally funded center established at the National Association of State Directors of Special Education (NASDSE). This partnership project will direct, on-site, technical assistance to be provided through the NC SIP project to LEAs in North Carolina to assist with the development of personnel recruitment and retention projects. These services include:

- internet recruiting services for up to 20 local districts and personnel preparation programs;
- media products with public relations support statewide; and
- diversity recruitment training for 5-10 local schools districts.

The enhanced recruitment and retention program will include comprehensive personnel needs assessment, identification of barriers to personnel development in North Carolina; development of strategies for overcoming those barriers and strategic planning to garner resources; propel litigation; and carefully assess the state and local programs' resources to support those strategies. Teachers-Teachers.com <teachers-teachers.com>, a web-based recruitment service, will provide additional internet recruiting services, free of charge, to twenty local school agencies for one calendar year.

B. Teacher Stipends/Quality Teachers

During the fourth year, the NC SIP provided $123,263 to support 238 new or provisionally licensed teachers with reimbursement for all or part of their tuition. These funds were matched with IDEA Part B funds to permit the Exceptional Children Division to award 1363 semester hours to teachers and speech language pathologists who were on provisional licensure. The tuition reimbursement program has helped retain teachers and has reduced the percentage of teachers on a provisional license. As can be seen in Table 9 below, the percent of teachers on a provisional or other temporary license has been reduced from 14.58 last year to 13.48 this year.

In addition to the stipends to assist teachers in taking required courses to complete their licensure requirements, in the summer of 2003, seventeen staff development institutes were provided for teachers working on full licenses. Approximately 750 teachers participated in the institutes. These institutes focused on training in a variety of research support instructional approaches including reading instruction, learning strategies, positive behavioral supports, writing instruction and assisted technology.

Table 9
Number of Teachers Holding Full, Provisional and Other Licensures Across Traditional Disability Categories in 2003-2004

Area Description	Full License	Other License	Provisional License	Total	% Provisional License	% Provisonal + Other
Birth Through K	1768	144	238	2150	11.07	17.77
Pre-K/K Add On	998	0	147	1145	12.84	12.84
Cross Categorical (K-12)	2058	102	410	2570	15.95	19.92
Severely/Profoundly Handicapped. (K-12)	424	7	41	472	8.69	10.17
Audiologist	36	0	3	39	7.69	7.7
Preschool Handi. (K-12)	195	0	7	202	3.47	3.47
Mentally Handi (K-12	5774	86	396	6256	6.33	7.71
Speech-Language Pathol.	1585	0	90	1675	5.37	5.37
Visually Imp. (K-12)	123	2	4	129	3.10	4.65
Beh./Emot. Handicapped. (K-12)	2707	81	280	3068	9.13	11.77
Learning Disabled (K-12)	6456	222	520	7198	7.22	10.31
Hearing Imp. (Grades K-12)	631	6	25	662	3.78	4.69
Spec Educ: Gen. Curric.	16	7	745	768	97.01	97.92
Spec Educ : Adapted Curric.	0	0	25	25	100.00	100
EC Program Adm. (K-12)	331	0	11	342	3.22	3.22
Totals	**23102**	**657**	**2942**	**26701**	**11.02**	**13.48**

C. Online Coursework

The online coursework component of the NC SIP has continued to be active during the fourth year of the project. Table 10 reports on the online courses offered across the participating higher education teacher education programs and the number of enrollments during the 2002-2003 school year. Descriptions of the courses can be found on the NC SIP website at <http://www.ncsip/org>

Table 10
Online Courses and Enrollments By University
2002-2003

Course	Date	NC SIP	UNCW	FSU	UNCG	NCCU	WCU	Total
Behavior Management	F02		11	22				33
	Sp03		13	27			7	47
	S03		13	25				38
	F03		7					7
	Sp04			39				39
Seminar in LD	F02		19	18	16	3		56
	S03		7	43	27			77
	F03		7		19			26
Intro to BED	F02		13	13		4		30
	S03		7	34				41
	F03		4					4
	Sp04		4	36				40
Methods in LD	F02				15			15
	Sp03		15			7		22
	S03				19			19
	Spo4		10		27			37
Methods in BED	F02						5	5
	Sp03		6	27			2	35
	S03			27			5	32
	SP04		15					15
Teaching the Handicapped Adolescent								
	Sp03			17				17
	F03			29				29
Working w/ Parents	F02							
	Sp03							
	S03				20			20
Teaching of Reading	F02	102						102
	Sp03	87						87
	F03	131		8				139
	Sp04	138		20				158
Totals		458	151	385	143	14	19	**1170**

As can be seen, eight online courses were provided for the UNC campuses during the 2002-2003 academic year. The reading course, *Multisensory Teaching of Reading* was also provided as a staff development course offered by NC SIP. The reading course was also available for use by teacher education programs. All of the eight courses were offered at least twice during the year. The online courses enrolled 1170 students/participants across five universities during the year. It is important to note that almost all of the participants enrolled in the NC SIP online courses are practicing teachers working toward full

certification. As the project moves into the fourth year, the online courses will continue to be revised to reflect the restructured license standards, with an emphasis on increasing enrollment in special education teacher education programs and improving the quality of special education teachers.

ACCOMPLISHMENTS AND OUTCOMES ASSOCIATED WITH GOAL 2

The following Goal 2 accomplishments and outcomes have occurred during the fourth year of the project.

Recruitment
- The online recruitment system is being used by individuals interested in careers in Special Education
- Recruitment plan has been expanded in partnership with the new Personnel Center at NASDSE

Teacher Stipends/Quality Teachers
- Teacher training stipends have been provided for 238 new or provisionally licensed teachers
- Approximately 750 teachers working on full licensure participated in seventeen staff development institutes
- The percentage of teachers teaching on a provisional or temporary license has been reduced from 14.6 in 2002-2003 to 13.5 in 2003-2004

Online Course work
- Online course work has provided improved access to certification, providing 1170 student/ participant enrollments across five university training programs and NC SIP staff development courses

EXTENT TO WHICH GOAL 2 OBJECTIVES HAVE BEEN ATTAINED

Objective 2.1: Decrease to 5% the percentage of special education teachers teaching without appropriate certification.

Extent Attained:
The percentage of special education teacher teaching without an appropriate license has been decreased from 19.5% in 2001-2002 to 13.5%. Although the drop in the percentage of teachers teaching without an appropriate license demonstrates progress toward the goal of 5%, the goal has not been met at this time. It is quite possible that the original goal of 5% of special education teachers without appropriate certification is an unrealistic goal. However, the NC SIP project will continue to work on decreasing the number of special education teachers who are teaching without an appropriate license.

Objective 2.2: Decrease to 10% the percentage of special education administrators working without appropriate certification.

Extent Attained:
This objective has been met each year since 2001-2002. As indicated above, in 2003-2004 only 3.2% of special education administrators did not have the appropriate certification.

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.

Extent Attained:
The extent to which this objective has been met is not clear at this time. Additional existing data need to be retrieved to determine the extent to which the number of new teachers produced in special education in North Carolina has increased. These data will be included in next year's report.

Goal 3: Increase Graduation Rates and Decrease Drop Out Rates

Objective 3.1: Increase teacher competencies in the use of positive behavioral supports.

Objective 3.2: Decrease the dropout rate of students with disabilities from the current rate of approximately 50% of students with disabilities exiting schools to a rate no larger than 25% of students with disabilities exiting schools.

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 rate at least 75% of students exiting schools across the five years of the 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.

Objective 3.5: Establish a uniform method across school districts to develop a reliable, valid, and timely system of collection of suspension, expulsion, and absence data.

FOURTH YEAR ACTIVITIES TO ATTAIN GOAL 3

Activities For Increasing Graduation Rates and Decreasing Drop Out Rates

The project activities devoted to attainment of Goal 3 are the same as described in the section of this report addressing Goal 1 and will not be describe again here. Please refer to pages 5 through 16 for a description of these fourth year activities. The rationale the project is using to address this objective assumes that poor basic skills performance, addressed in Goal 1, contributes significantly to low graduation rates and high dropout rates. Also, development of effective positive behavior support systems in schools will significantly contribute to reducing suspensions, expulsions, and absences.

ACCOMPLISHMENTS AND OUTCOMES ASSOCIATED WITH GOAL 3

The accomplishments and outcomes addressing Goal 3 are the same as the accomplishments and outcomes listed for Goal 1. Please refer to pages 16 and 17.

THE EXTENT TO WHICH THE GOAL 3 OBJECTIVES HAVE BEEN ATTAINED

Objective 3.1: Increase teacher competencies in the use of positive behavioral supports.

Extent to Which Objective 3.1 Was Attained
Evidence that the NC SIP project is continuing to meet Objective 3.1 can be seen in the outcomes presented under Objective 1.1. In the targeted PBS schools suspensions and discipline referrals are decreasing, the number of students identified as BED is decreasing, school attendance is increasing, and school climate has improved.

Objective 3.2: Decrease the dropout rate of students with disabilities from the current rate of approximately 50% of students with disabilities exiting schools to a rate no larger than 25% of students with disabilities exiting schools.

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 rate at least 75% of students exiting schools across the five years of the project.

Extent Objectives 3.2 and 3.3 Have Been Attained: As can be seen in Table 11 below, the dropout rate for students with disabilities in North Carolina is decreasing which also suggests the graduation rate in increasing. Compared to the dropout rate for students with disabilities when the project was initiated (approximately 50%) the dropout rate of 32% for the 2003-2003 school year is an improvement of 18%. Although the target for decreasing the dropout rate to 25% has not been met, it does appear to be attainable if dropout reduction continues at the same or a similar rate.

Table 11
Number of Dropouts and Dropout Rates
For Exceptional Children in North Carolina
2001-2002—2002-2003

Disability	Number of Dropouts* 2001-2002	Dropout Rate 2001-2002	Number Of Dropouts 2002-2003	Dropout Rate	Decrease In Dropout % Rate
LD	1,985	40%	1776	34%	6%
OHI	378	41%	404	37%	4%
ED	831	79%	762	59%	20%
MR	882	38%	842	38%	0%
All **	4,204	43%	3,893	32%	11%

* includes number of dropouts and number moved not known to continue
** Includes students in all twelve categories of students with disabilities
Note: Data from EEOP End of Year Report, 2002-03 School Year, All Disabilities

Objective 3.4: Decrease the yearly rates of suspension, expulsion, and absence by 5% per year in years two through five of the project.

Objective 3.5: Establish a uniform method across school districts to develop a reliable, valid, and timely system of collection of suspension, expulsion, and absence data.

Extent to Which Objectives 3.4 and 3.5 Were Attained
Definite progress has been made in decreasing the yearly rates of suspensions in specific schools where the positive behavior support systems have been established. However, a process for accessing disaggregated statewide data on suspensions, expulsions, and other discipline actions for students with disabilities has not yet been developed. It is anticipated that statewide data will be available to analyze and include in next year's performance report.

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

Objective 4.1: Increase parent involvement with their own children/students, teachers, and school system.

Objective 4.2: Increase parent inclusion in program planning, implementation, and evaluation to 100% inclusion in all partnership decision-making events.

Objective 4.3: Establish reliable and valid procedures for the collection of parent satisfaction data, and use this data to establish a baseline of benchmarks by the end of the first year of the project.

FOURTH YEAR ACTIVITIES TO ATTAIN GOAL 4

As in the previous years, the fourth project year activities associated with Goal 4 are divided into two major activity areas (a) a program of activities implemented by the North Carolina Exceptional Children's Assistance Center, and (b) the development and implementation of procedures to document parent involvement activities and to collect data to measure parent satisfaction across the NC SIP network of school programs.

A. Program of Activities Implemented by the NC Exceptional Children's Assistance Center

The North Carolina Exceptional Children's Assistance Center (ECAC) is an NC SIP partner that receives a sub-contract to provide workshops, resources, and consultation on parent involvement. Below, is a list of the types of activities that ECAC has been involved in during the fourth year of the NC SIP project.

- Literacy Workshops- for developing parent understanding of instructional approaches to developing reading, writing and communication skills of students with learning difficulties in the public schools
- Parent Workshops on Positive Behavior Supports- for developing an understanding of the PBS process, procedures and resources and expanding PBS into the home
- Technical Assistance- for public school staff on working with parents

- Technical Assistance- for NC SIP LEA program staff on Positive Behavior Supports
- Newsletters for Parents - featuring articles on the improvement of basic skills for students with disabilities have been distributed to parents and other advocates
- Presentations and conferences- for parents as well as professionals on a variety of topics designed to improve instruction, services, and resources for parents of children with disabilities

B. Evaluation of Parent Satisfaction with NC SIP Reading Improvement Programs

A parent satisfaction evaluation survey was developed and implemented toward the end of year three of the project and analyzed in the fall of 2003. Therefore, the results were not included in last year's annual report and will be reported here. As can be seen in Table 12 below, Levels of parent satisfaction with the NC SIP reading programs located in public schools ranged in average responses from "Helpful" in *Providing activities to help your child with reading at home and over the summer*, to approaching "Very Helpful" *…in improving you child's ability to read.*

ACCOMPLISHMENTS AND OUTCOMES ASSOCIATED WITH GOAL 4

The following Goal 2 accomplishments and outcomes have occurred during the fourth year of the project.

1. The NC SIP project through a partnership and sub-contract with ECAC continued to provide training, resources and assistance to parents of children with disabilities in North Carolina. The project continues to provide assistance to NC SIP programs and statewide assistance to parents through the services of the Exceptional Children's Assistance Center. Each year thousands of parents and teachers are provided information.
2. Second, a parent satisfaction survey was developed and used to collect data on parent satisfaction with the NC SIP Reading Centers and programs.

Table 12
Level of Parent Satisfaction with NC SIP Center Reading Programs

Parent Questionnaire Questions	Number	Average Rating
1. How helpful has your child's reading instruction in the reading center been in improving his/her ability to read?	85	2.54
2. How helpful has the reading center staff been in explaining the reading instruction procedures your child is receiving and how the instruction addresses your child's needs?	85	2.55
3. How helpful has the information provided by the reading center been in understanding your child's reading difficulties and the school's plans for improving your child's reading abilities?	85	2.49
4. How helpful has the information provided by the reading center been in providing you with activities to help your child's reading improvement at home and over the summer?	85	2.16
5. How helpful has the reading center program been in improving your child's motivation and positive attitude toward school?	85	2.33
6. How helpful has the reading program been in improving communications between you and the regular school staff?	85	2.36
7. How helpful has the reading program been in providing you with a way to make recommendations to the school staff about your child's schooling?	85	2.53
TOTAL	85	2.42

Key: 0=Not Helpful, 1=Somewhat Helpful, 2=Helpful, 3=Very helpful

THE EXTENT TO WHICH THE GOAL 4 OBJECTIVES HAVE BEEN ATTAINED

Objective 4.1: Increase parent involvement with their own children/students, teachers, and school system.

Extent Attained: Although parents are satisfied with the improvement in reading that their child is making, it is unclear that parent satisfaction represents an increased level of involvement of parents. The project will investigate additional methods of measuring the extent of parent involvement with their child's school. However, the level of satisfaction that parents reported does demonstrate support and approval for the project's instructional procedures.

Objective 4.2: Increase parent inclusion in program planning, implementation, and evaluation to 100% inclusion in all partnership decision-making events.

Extent Attained: This objective has been partially met. To the extent that the high level of satisfaction that parents have reported also reflects their involvement in planning, implementation of the reading programs is not clear. However, parent satisfaction is high

across all areas, which suggests that parents are satisfied with the extent of their inclusion in the program's efforts.

Objective 4.3: Establish reliable and valid procedures for the collection of parent satisfaction data, and use this data to establish a baseline of benchmarks by the end of the first year of the project.

Extent Attained: This objective has been partially met. A parent satisfaction survey has been developed and is used across many of the NC SIP programs established in LEAs. However the reliability and validity of the instrument is not known. The survey will be used again at the end of the fifth year of the project to assess changes in levels of satisfaction of parents.

IV. BUDGET INFORMATION

North Carolina Department of Public Instruction
Exceptional Children
May 31, 2004
NC SIP Project Budget

	BUDGET CATEGORIES	ANNUAL APPROVED	YTD EXPENDED	YTD BALANCE
A.	Personnel	0	0	0
B.	Fringe	0	0	0
C.	Travel	51,000	11,192	39,808
D.	Equipment	0	0	0
E.	Supplies	15,653	192	15,461
F.	Contractual	3,263,415	1,301,952	1,961,463
G.	Construction	0	0	0
H.	Other	337,246	124,344	212,902
I.	Total Direct Costs (Line A-H)	3,667,314	1,437,680	2,229,634
J.	Indirect Costs	54,682	17,190	37,492
K.	Training Stipends	0	0	0
L.	Total Expenditures (Lines A-K)	3,721,996	1,454,870	2,267,126*

*$1,210,000 04-05 funds; $1,057,126 03-04 funds

Balance of '03-'04 funds committed to tuition for teachers taking courses to meet license requirements in Special Education, Summer Institutes and Leadership Training. All funds are accounted for and the rate of expenditures is in alignment with the projected project activities.

V. SUPPLEMENTAL INFORMATION

Part V of the annual report includes three sections as follows (a) NC SIP Qualitative Testimonials Supporting the Effectiveness of the NC SIP Improvement of Reading Instruction Component, (b) A list of project implementation documents that are available in the NC SIP files, and (c) A list of the reports, power point presentations, and program implementation papers developed to facilitate implementation of the project

A. Testimonials Supporting the Effectiveness of the NC SIP Reading Component

Wilson County NC SIP Reading Program

From: Doris Privette, Wilson Reading teacher, Cape Fear High School

The following is a remarkable success story about a former student of mine who graduated from high school in 2003. In order to become a Level I certified Wilson Reading teacher, I chose a sophomore, JP, as my student to work one-on-one with to improve her reading skills. I taught Joey for three years, and she successfully completed the Wilson program.

JP's mother told me that before she was in the Wilson program, she could not read the newspaper. After JP was in Wilson for a year and a half, she could pick up the newspaper and read it independently. JP gained a lot of self-confidence as her reading skills improved. A former teacher said that the Wilson Reading has done more to help JP to read than any other program.

JP graduated from high school with a diploma, and she is successful in the career she has chosen.

Onslow County Schools NC SIP Reading Center

From: Richard Yurick, New Bridge Middle School

Success stories in the line of education, particularly special education, occur often, but in small steps (as my mother would say, Baby Steps). During the past two years of providing Language! Instruction to a fine, but diverse group of middle school students, I have found that student success does not have to always be visible to be seen. On a daily basis I personally strive for my students to meet mastery on all activities and assessments. I also strongly feel mastery is achieved when a student is able to smile when entering the classroom and wear the same smile when leaving. I have found just as much satisfaction from speaking to the parents, who are as diverse as the students, about their feelings toward the Language! Curriculum. I have heard many wonderful comments, but there is a comment that has provided me the charge to continue driving my students to be comfortable readers.

The comment told to me was simple but extremely important. The parent said, "I have had a change of heart. My idea of success for my daughter was to be able to make it to age 16, in high school, and then allow her to drop out. School has always been a painful experience. Since she has been involved with the Language class, reading has become

enjoyable. She is reading books because of desire not because of requirements, and she is much happier with school. I can't wait for to get to high school and now finish with a diploma." This parent felt comfortable to share her new expected outcome for her daughter with other parents, teachers and administrators.

This, my second year of teaching the Language! Class I have had many highs and a few lows. It seems that my sophomore year has proved to be a real challenge. I have had to do a lot of learning myself before I could effectively teach the material for Level 2. All the long hours of preparation outside of the classroom is made gratifying when you hear such nice feedback, and continue to see the students smile.

Bring on my junior year!

Edgecombe County Schools NC SIP Reading Program

From: Michael Sano
Exceptional Children's Teacher
Phillips Middle School

I can think of one success story that I have witnessed with my own eyes. At Phillips School, in Edgecombe County, we chose to use the Hill Center methodology. I have a student in the fourth grade, WP, who is exceptional (EMD classification). When he came to us this year, he had absolutely no decoding skills. He had a very, very small sight word vocabulary. He could not spell at all. Comprehension was okay only if the stories were read to him.

Through the training provided by NC SIP and the Hill Center, working only since February, JP has made great strides. He now knows almost all of his letter sounds and is applying these phonics skills to decode what he reads. Also, he is beginning to spell using word families (i.e., -at, -an, -am, etc.). His sight word vocabulary is growing. He has mastered between 50 and 75 sight words. Additionally, he is putting it all together using the Language! Decodable texts. I remember that when we started Book A, he said that the book was hard. Now, he reads it with confidence, knowing he can do it. He wants to read and read well. Additionally, he is answering the accompanying comprehension questions that go with each story very well. This is important because the questions cover the full range of Bloom's Taxonomy.

When we began he was on about a k.5 level. I feel he is progressing into the first grade level rapidly. His latest STAR test put him on a 1.4 grade level.

Orange County Schools NC SIP Reading Program

From: Patricia M. Randall
Director of Exceptional Education

There is an 8th grader who began Corrective Reading, level B this school year. His composite reading score on the WJ-III (May 03) was at the low 4th grade level. At this point in the school year (late spring), he is meeting all fluency and decoding criteria for his daily lessons in SRA Corrective Reading at Level C. He now reads grade level materials and for the first time in his life he has made the A/B Honor Roll!!!

Iredell-Statesville Schools NC SIP Reading Program

From: Anonymous

Iredell-Statesville Schools became part of the NCSIP program in Fall 2003. The SIP program appealed to us because we knew we needed to make a change to get our exceptional children reading. We implemented Reading Mastery/Corrective Reading into our self-contained classes in January. One high school student is not dropping out this year because he wants to come back and learn how to read. Our trainable mentally handicapped students are reading stories at home. Our elementary students are able to go to the library and choose books that they are able to read. A middle school student is excited because he can read his text messages. A parent stated that she had tried every tutor and every imaginable program to get her son to read. He is now reading stories since our program started. Ten of our teachers are trained in teaching reading with research-based methods and we are seeing amazing results.

Cabarrus County Schools NC SIP Reading Program

From: Mary Bernice Winkler
NCSIP Program Coordinator, Cabarrus County

After seeing the data about reading results of students with persistent reading problems in EC Resource programs of all 15 elementary schools in Cabarrus County Schools, the elementary principals ASKED for the opportunity to train K and 1st grade regular education teachers in the same Direct Instruction program, Reading Mastery. Next year in 2004-2005, we will have small groups of Reading Mastery reaching our at-risk students in K-1 grades before they ever get referred to EC.

One of the three high schools using the Direct Instruction program called Corrective Reading reported that two students placed in the lowest level (A) of that program last fall. Those students were motivated to move so quickly through level A and B, that they were able to pass the high school competency test in March!

B. A LIST OF PROJECT IMPLEMENTATION DOCUMENTS AVAILABLE AT NC SIP

Meeting Agendas

CPC/Licensure Meeting, Raleigh
06/05/03
IHE Reading Course Orientation and Training #1, Chapel Hill
07/29-07/30/03
Fall 2003 CPC Meeting, Chapel Hill
10/23/03
Exceptional Children's Conference/
NC SIP Fall Network Meeting, Greensboro
10/27-10/29/03
Foundation Training Cohort C Session #1, Chapel Hill
11/20-11/21/03
Foundation Training Cohort C Session #2, Chapel Hill
01/22-01/23/04
IHE Reading Course Orientation and Training #2, Chapel Hill
01/29/-01/30/04
Foundation Training Cohort C Session #3, Chapel Hill
02/19-02/20/04
Positive Behavioral Supports Workshop, Raleigh
03/04/04
SIG Conference, Washington, D.C.
03/15-03/16/04
NC SIP Spring Network Meeting, Carolina Beach
03/24-03/26/04
Closing the Gap Conference, Greensboro
03/30/04
Spring CPC/NCSIP Meeting, Raleigh
04/01-04/02/04

Data Collection Documents

Developmental Review Form 2004
NC SIP Data Reporting Procedures and Forms
NC SIP Reading Program Implementation Plans
NC SIP Reading Center and Program Foundation Training Plans
Data Review/Fidelity Check Forms for all Reading Systems
NCSIP Best Practice Centers and Programs Descriptions
Parent Satisfaction Questionnaire
NC SIP Staff Development Evaluation

C. A LIST OF THE REPORTS, POWER POINT PRESENTATIONS, AND PROGRAM IMPLEMENTATION PAPERS

Evaluation Report II: Closing the Gap in Reading Performance of Students with Disabilities, January 2004

Evaluation of the Effectiveness of the NC SIP Centers (PowerPoint Presentation)
November 2003

NC SIP Overview (PowerPoint Presentation)
November 2003

NCSIP Spring Meeting Presentation (PowerPoint Presentation)
March 2004

Reading First and Special Education (PowerPoint Presentation)
March 2004

Significantly Improving Reading Performance for Students With Disabilities (PowerPoint Presentation)
Washington D.C., March, 2004

Closing the Gap, Haywood County (PowerPoint Presentation)
March 2004

Teaching Reading to Students with Disabilities-Accompanying PowerPoint Presentation for Online Course

NCSIP Western Counties Update (PowerPoint Presentation)
March 2004

Scaling New Heights: Haywood County (PowerPoint Presentation)
March 2004

Teacher Education Student Evaluation Item's Bank (Report)

Teacher Education Restructured Licensure Standards and Standard Indicators (Report)