GUILFORD COUNTY SCHOOLS
MISSION POSSIBLE PROGRAM

Bessemer Elementary School
Treatment Year 1 (2007-08) Progress Report

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at the University of North Carolina
at Greensboro

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PERFORMANCE AGAINST COMPARISON SCHOOLS

Executive Summary

Introduction

In February 2007, Guilford County Schools (GCS) contracted with the SERVE Center at the University of North Carolina at Greensboro to conduct an external evaluation of the Mission Possible (MP) program. The program was in the first year of implementation when a Federal Teacher Incentive Fund (TIF) grant was awarded. The new monies from the TIF grant were allocated to pay for an additional eight schools to participate in Mission Possible and to pay for the external evaluation. The original cohort that began in 2006-07 consisted of 22 schools (20 Mission Possible schools and 2 Cumulative Effects High Schools[1]). The second cohort of eight schools began the program in the 2007-08 school year.

As part of the evaluation, propensity score matching was used to identify three comparison schools for each MP school. This report documents activities that occurred during the 2007-08 academic year of the MP Program, specific to Bessemer Elementary and its three comparison schools. In addition, the individual reports include results to the annual climate surveys administered within the school.

Background Information About the Mission Possible Program

Mission Possible is a comprehensive teacher incentive program. The program provides recruiting and performance incentives to help recruit and retain highly qualified teachers for schools with critical needs. Recruiting incentives range from $2,500 to $10,000 and performance incentives range from $2,500 to $5,000. Receiving the individual performance incentive hinges on the teacher completing 100% of the yearly prescribed professional development activities and earning value-added scores[2] that are at least one standard error above the mean for the district. Conversely, if MP teachers obtain value-added scores of at least two standard errors below the mean for two consecutive years, they are transferred out of the MP school. This system of accountability is just one tool that the MP program uses in order to try to ensure that MP schools are employing the most effective teachers for any given MP school. Teachers in their first year of participation complete workshops on *Cooperative Learning* and *Undoing Racism*. Teachers in their second year of participation complete workshops on *Differentiated Instruction* and *Teacher Expectations Student Achievement (TESA)*. The program theory is such that offering teachers recruitment and performance incentives will result in a larger applicant pool for any one open MP position, whereas before the MP program, there would be close to zero applicants for open positions. In addition, it is hoped that the performance incentive will encourage teachers to perform at their highest level in order to attain the highest possible academic growth within the classroom. Thus, the recruiting of highly qualified candidates who can show that they contribute to

[1] Cumulative Effects Program is a program to recruit and retain highly qualified math teachers in Guilford County Schools. The program is a collaborative project involving Action Greensboro, the University of North Carolina system, the University of North Carolina at Greensboro, and North Carolina A&T State University. See the following site for more information http://www.guilford.k12.nc.us/depts/mission_possible/cumulative.htm

[2] Value-added is a statistical method used to calculate academic growth among students by comparing test scores from a previous year to test scores of a current year. This is an alternative to traditional achievement testing in North Carolina where the percentage of students who pass the North Carolina End of Course or End of Grade tests is reported. GCS contracts with SAS® EVAAS® to provide the value-added scores.

growth within student achievement would naturally result in higher student achievement overall in the school. It is important to point out that while students may have grown in academic knowledge from one year to the next, this growth is not reflected by current North Carolina End of Course (EOC) and End of Grade (EOG) exams results. The EOC and EOG tests are not designed to measure academic growth, but rather they are criterion/standards-referenced tests and measure whether or not a student has met a certain cutoff or passing score. Failing to meet a cutoff does not mean that a student could not have made a grade level worth of growth in terms of knowledge, given the right learning environment, teacher, and motivation. Ideally, students make academic growth and within a few years time, they catch up with their peers in terms of grade level content and course content measured on the EOC and EOG exams.

Background Information About the SERVE Center

The SERVE Center at the University of North Carolina at Greensboro (UNCG) is a university-based research, development, dissemination, evaluation, and technical assistance center. Its mission is to support and promote teaching and learning excellence in the K-12 education community. The SERVE Center provides contracted evaluation services to state and local education agencies in and around the southeast region. *The Program Evaluation Standards, Second Edition* (The Joint Committee on Standards for Educational Evaluation, 1994) and the *Guiding Principles for Evaluators* (American Evaluation Association, 1995) guide the evaluation work performed at the SERVE Center.

Evaluation Plan

On November 27, 2007 Eric Becoats and Emily Scott from GCS met with Pamela Finney, Kathleen Mooney, and Melissa Williams from the SERVE Center to discuss the external evaluation of MP. Based on those discussions, the SERVE Center created an evaluation plan, timeline, and budget, which was sent to GCS on December 15, 2007. In April 2007, the technical service agreement for the evaluation was signed by GCS and the SERVE Center management. The evaluation agreement covers the length of the TIF grant (until September 30, 2011).

The evaluation of MP is guided by the main question stated in the original RFP: Are the goals and objectives of the project being met as outlined by the proposal? The goals as outlined in the RFP were:

Goal one: Attracting and retaining the most qualified teachers and administrators at the most highly impacted schools.
Goal two: Increasing student achievement on EOC and EOG tests.
Goal three: Rewarding teachers and administrators who work in participating schools that meet their value-added goals or adequate yearly progress and state ABC goals.

Given these goals, the SERVE Center developed an evaluation plan using the following evaluation questions as a guide:

- To what extent are the most highly qualified teachers and administrators being recruited and retained at MP Schools?
- To what extent were the MP teachers and administrators trained as proposed?
- To what extent did the MP training and incentives impact teacher and student outcomes?

Data used to answer these questions consist primarily of student discipline referrals, student promotion rates, comparison of teacher data between MP and non-MP schools, comparison of AYP and ABC data between MP and non-MP schools, documentation of teacher/administrator participation in professional development activities, surveys of teacher/administrator satisfaction with professional

development activities, compilation of Teacher Working Conditions (TWC) Surveys, interviews/focus groups with teachers and administrators regarding MP project activities, Parent/Student/Staff Climate Surveys, and documentation of incentives paid to teachers. The majority of data come from the North Carolina Department of Public Instruction (NCDPI) through the website www.ncreportcard.org. The complete evaluation plan is available in Appendix A of the district report. The evaluation methodology was approved by UNCG's Institutional Review Board (October 22, 2007, protocol #067328), which ensures the protection of human subjects in evaluation and research activities.

The evaluation plan includes an analysis of MP schools with matched comparison schools identified through propensity score matching. This current report is part of the individual progress reports that each MP school will receive. The reports include data from the three non-MP school matches identified in Year 1. Individual school progress reports should be examined for further detail about a particular school and how it has performed in relation to the comparison school. This will facilitate identifying potential treatment effects at individual schools. In addition, climate survey results for MP schools are included in the individual report. These can be used as a tool for identifying areas of the school that are excelling and areas in need of more attention.

The comparison schools were identified using the variables of enrollment size, 1-year teacher turnover rate, percent free lunch, percent reduced lunch, percent minority, percent of teachers with 0-3 years of experience, performance composite for 2004-05, and performance composite for 2005-06. The comparison schools are not identified by name, but these schools most closely match Bessemer on the propensity score that was generated using the aforementioned factors.

Points to Highlight

The outcomes for each school can be summarized in relation to the three outcome areas. In the following table, there are indicators of retention, recruitment of teachers, and student achievement. Note that all of GCS data are inclusive of MP schools.

Retention from 2006-07 to 2007-08:

- No principal turnover at Bessemer or two of the three comparison schools.
- Improved teacher turnover at Bessemer and all comparison schools.
- Voluntary[3] incentive-paid personnel turnover from Bessemer was 14.3%, and involuntary turnover was 4% (See Table 4).

Recruitment from 2006-07 to 2007-08:

- The number of teachers with an initial or continuing license increased by 3 percentage points from 2007 to 2008 at Bessemer, decreased by 3 percentage points at Comparison School A, increased by 2 percentage points at Comparison School B, and by 4 percentage points at Comparison School C.
- The percentage of classes taught by highly qualified teachers remained the same at Bessemer and Comparison Schools A and C in 2008 and increased at Comparison School B.
- The percentage of teachers with 4-10 years of experience decreased at Bessemer and at one of the comparison schools.
- The percentage of teachers with 10+ years of experience decreased at Bessemer and at two comparison schools in 2008.

[3] Voluntary turnover within a school includes those that resigned, transferred to a non-MP school, or transferred to a different MP school. Involuntary turnover includes those that retired, had a VIF contract expiring, or earned a promotion.

Student Achievement from 2006-07 to 2007-08:

- The percentage of AYP goals achieved increased by 7.1 percentage points at Bessemer, remained the same at Comparison School A, increased by 8 points at Comparison School B, and decreased by 27.4 percentage points at Comparison School C.
- The percentage of students who passed the ABC Math decreased at Bessemer and at one other comparison schools.
- The percentage of students who passed the ABC Reading decreased at Bessemer and all comparison schools.
- Bessemer, along with all three comparison schools achieved ABC Growth in 2007-08.
- The performance composite decreased by 16.2 percentage points at Bessemer and also decreased in all three comparison schools.
- No incentive-eligible teachers at Bessemer earned a performance incentive (based on SAS® value-added calculations of student achievement growth).

Table 1 below is a summary of results. The color coding indicates positive or negative change. The figure within the table is an indicator of amount of change from previous year, unless otherwise noted.

Legend	
Positive Change	
Negative Change	
No Change	
Change Unknown-First Year of data-Unable to Categorize	

Table 1. Summary of Results for Bessemer Elementary and Comparison Schools-Percentage Point Changes from 2006-07 to 2007-08

Category	Bessemer Status	Comparison A Status	Comparison B Status	Comparison C Status	State Overall	GCS Overall
Retention Indicators						
Principal Turnover	No	Yes	No	No	N/A	N/A
Teacher Turnover	-17	-5	-9	-15	-9	-12
Incentive-paid turnover	2008= 25%	N/A	N/A	N/A	N/A	N/A
Recruitment of Quality Teacher Indicators						
Teachers with Initial or Continuing License	3	-3	2	4	0	0
Classes Taught by Highly Qualified Teachers	0	0	2	0	1	0
Teachers 0-3 experience	9	3	-10	-1	0	0

Category	Bessemer Status	Comparison A Status	Comparison B Status	Comparison C Status	State Overall	GCS Overall
Teachers 4-10 experience	-4	7	16	-9	0	1
Teachers 10+ experience	-6	-10	-6	10	-1	-1
Student Achievement Indicators						
Percentage of AYP Goals	7.1	0	8	-27.4	N/A	-7.9
ABC Math	-0.5	4	14.3	-7.3	3.5	4
ABC Reading	-34.7	-29.1	-34.9	-36.4	-29.9	-29.7
ABC Growth	Yes	Yes	Yes	Yes	N/A	N/A
Performance Composite	-16.2	-11.6	-8.1	-19.7	7.6	-7.7
Incentives Earned	2008=0%	N/A	N/A	N/A	N/A	N/A

Note. The numbers in the table represent percentage point change from 2007 to 2008.

The data from Bessemer Elementary and the three comparison schools suggests that the Mission Possible program is not showing a treatment effect specific to Bessemer Elementary. However, in comparison to Guilford County schools on a whole, Bessemer appears to be narrowing the gap in two areas; teacher turnover, and percent of teachers with an initial or continuing license. The narrowing of the gap cannot solely be attributed to the Mission Possible program without a comparison group within Guilford County. Nonetheless, these positive improvements are notable.

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The cohorts include the following:

Cohort 1 (began 2006-07 with local funds)	**Cohort 2 (began in 2007-08 with federal funds)**
Andrews High	Academy at Central (Opened in January 2008)
Dudley High	Allen Middle
Eastern Guilford High	Aycock Middle
Fairview Elementary	Bessemer Elementary
Ferndale Middle	Cone Elementary
Foust Elementary	Falkener Elementary
Gillespie Elementary	Penn Griffin Middle
Hairston Middle	Union Hill Elementary
Hampton Elementary	
High Point Central High	
Jackson Middle	
Kirkman Park Elementary	
Middle College at Bennett	
Middle College at NC A&T	
Oak Hill Elementary	
Parkview Elementary	
Smith High	
Academy at Smith	
Southern Guilford High	
Washington Elementary	
Welborn Middle	
Wiley Elementary	

As part of the evaluation, propensity score matching was used to identify three comparison schools for each MP school. This report documents activities, specific to Bessemer Elementary and its three comparison schools, that occurred during the 2007-08 academic year of the MP Program.

[4] Cumulative Effects Program is a program to recruit and retain highly qualified math teachers in Guilford County Schools. The program is a collaborative project involving Action Greensboro, the University of North Carolina system, the University of North Carolina at Greensboro, and North Carolina A&T State University. See the following website for more information http://www.guilford.k12.nc.us/depts/mission_possible/cumulative.htm

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Not every teacher in a MP school is part of the program. In addition, not every teacher in the MP program who receives a recruitment incentive is eligible for a performance incentive. Each position has a corresponding contract which the employee signs, indicating their eligibility for a performance incentive. For example, though K-2 teachers receive a recruitment incentive, they are not eligible for a performance incentive because their students do not have test scores. Many math teachers in high school receive the $9,000 recruitment incentive, but if they are teaching a non-EOC-tested math course, they are not eligible for a performance incentive. Similar to K-2 teachers, these math teachers do not have students with state test data, which is how the achievement growth is calculated by SAS®. In addition, if a MP teacher is placed on an action plan for inappropriate conduct, the teacher does not earn a recruitment incentive during the time that they are on the action plan.

[5] Value-added is a statistical method used to calculate academic growth among students by comparing test scores from a previous year to test scores of a current year. This is an alternative to traditional achievement testing in North Carolina where the percentage of students who pass the North Carolina End of Course or End of Grade tests is reported. GCS contracts with SAS® EVAAS® to provide the value-added scores. For more information on EVAAS® see http://www.sas.com/govedu/edu/services/effectiveness.html

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Results

The following results are organized by outcome type and show the outcomes for the specific MP school as well as the three comparison schools. The results document progress of the goals as they pertain to the MP schools. Where results are reported for GCS overall, it is important to note that the GCS results are inclusive of MP schools.

Principal Turnover

The percentage of principal turnover is calculated by examining the principal on record for each MP school during each data year (taken from www.ncreportcard.org). If the principal on record changes from one year to the next, it is counted as turnover. Turnover for each school is shown in Table 2.

Table 2. Principal Turnover

School	2004-05 to 2005-06	2005-06 to 2006-07	2006-07 to 2007-08
Bessemer Elementary	Yes	No	No
Comparison School A	No	No	Yes
Comparison School B	No	No	No
Comparison School C	No	Yes	No

Note. Data taken from http://www.ncreportcard.org. Yes=New principal from previous year to current year. No=the principal stayed the same from one year to the next.

Teacher Turnover

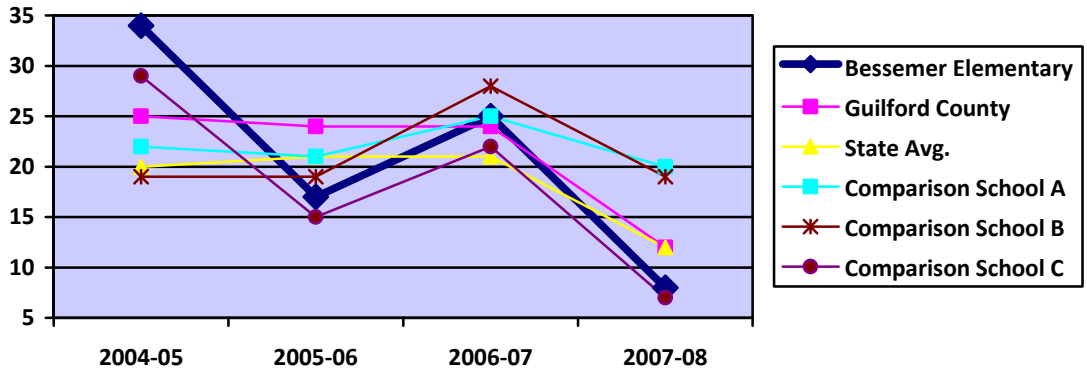
Teacher turnover is a measure of the number of teachers who did not return to the school in the following year. One of the main outcomes sought by providing teachers with MP incentives is the reduction of teacher turnover. Table 3 and Figure 1 reflect each individual school's percentage of teacher turnover. This includes all teachers in a school, not just incentive-paid teachers.

Table 3. Percentage of Teacher Turnover

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	34	17	25	8	-17	8	-17
Guilford County	25	24	24	12	-1	0	-12
State Avg.	20	21	21	12	1	0	-9
Comparison School A	22	21	25	20	-1	4	-5
Comparison School B	19	19	28	19	0	9	-9
Comparison School C	29	15	22	7	-14	7	-15

Note. Data taken from http://www.ncreportcard.org.

Figure 1. Teacher Turnover



Incentive-Paid Personnel Turnover

Records were kept by the GCS MP office that show turnover rates specific to each MP school and the MP incentive-paid personnel.[6] While turnover rates were reported in Year 1, they are not included in this report for comparison due to a change in the way turnover was counted. Table 4 shows the various reasons that were given for leaving Bessemer in 2007-08 and total turnover for all of MP schools and MP elementary schools. Table 5 gives specific reasons for resigning. In 2007-08, records indicate that no incentive-paid personnel resigned from Bessemer.

Table 4. Incentive-Paid Turnover

School	Documented Reason for Leaving School in 2007-08 School Year						Interim Contract-not Rehired	Total Turnover Rate by School	Total MP Personnel by School
	Voluntary Reasons			Involuntary Reasons					
	Transfer to other MP school	Resigned[a]	Transfer to non-MP School	VIF[b]	Retired	Higher Level Placement /Promotion			
Bessemer Elementary	1		3			1		7 (25%)	28
Elementary School Totals	2	30	26	3	7	1	7	76 (24%)	315
Overall Turnover Within MP Schools[c]	12 of 608 (2.0%)	81 of 608 (13.3%)	42 of 608 (6.9%)	5 of 608 (0.8%)	12 of 608 (2.0%)	8 of 608 (1.3%)	19 of 608 (3.1%)	179 of 608 (29.4%)	608

Note. [a]Reasons for resignation are broken down in the subsequent table. Data were provided by the MP office. [b]VIF is an acronym for Visiting International Faculty. The VIF faculty have a 3-year limit for teaching in the United States. [c]Reflects overall turnover for the incentive-paid personnel.

[6] Within a MP school, there are personnel that are not considered to be MP personnel and thus do not receive any form of incentive.

Table 5. Reasons for MP Personnel Resigning from Bessemer in 2007-08

School	Documented Reason for Resigning in 2007-08 School Year										
	Accept non teaching position in Ed.	Go back to School	Other	Re-location	Career Change	Teach in Other NC District	Teach in Other State	Health, person or family related	Job Dis-satisfaction	Teach in Non public school	Total % of Turnover
Bessemer Elementary					1			1			2 of 7 (29%)
Elementary School Totals	1	1	2	3	2	7	4	5	4	1	30 of 76 (39%)
Overall Totals	3 of 608 (0.5%)	3 of 608 (0.5%)	9 of 608 (1.5%)	9 of 608 (1.5%)	9 of 608 (1.5%)	17 of 608 (2.8%)	6 of 608 (1.0%)	13 of 608 (2.1%)	7 of 608 (1.2%)	5 of 608 (0.8%)	81 Of 608 (13.3%)

Note. Data provided by GCS.

Percentage of Teachers With Initial or Continuing Licenses

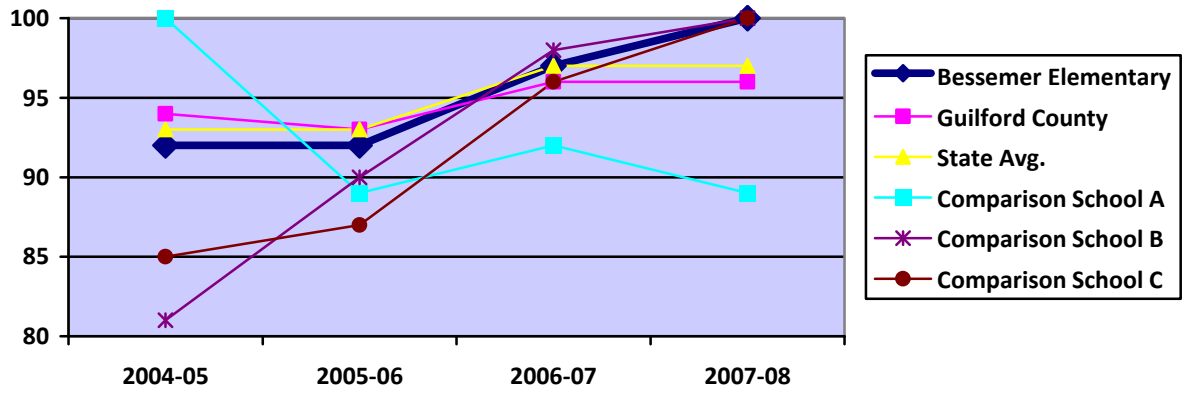
Table 6 and Figure 2 show the percentage of classroom teachers with a clear initial or clear continuing license in the school. This includes all license areas in the school.

Table 6. Percentage of Teachers With Initial or Continuing Licenses

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	92	92	97	100	0	5	3
Guilford County	94	93	96	96	-1	3	0
State Avg.	93	93	97	97	0	4	0
Comparison School A	100	89	92	89	-11	3	-3
Comparison School B	81	90	98	100	9	8	2
Comparison School C	85	87	96	100	2	9	4

Note. Data taken from www.ncreportcard.org.

Figure 2. Teachers With Initial or Continuing Licenses



Percentage of Classes Taught by Highly Qualified Teachers

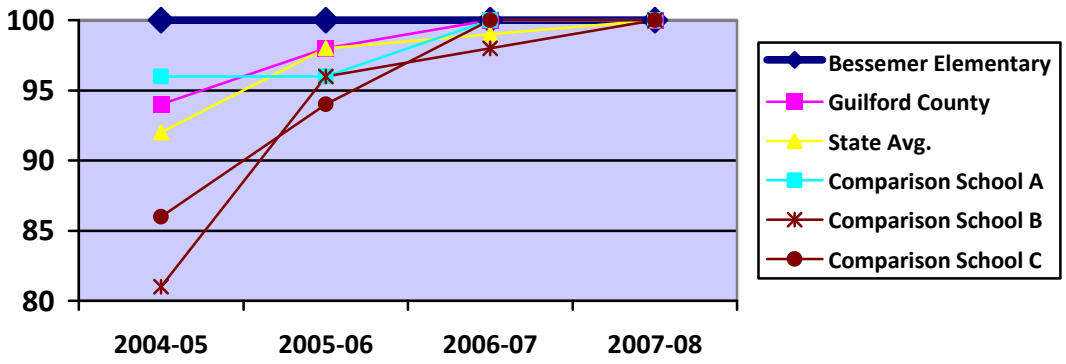
Table 7 and Figure 3 show the percentage of classes that are taught by Highly Qualified teachers as defined by federal law. The definition of Highly Qualified is in Appendix A.

Table 7. Percentage of Classes Taught by Highly Qualified Teachers

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	100	100	100	100	0	0	0
Guilford County	94	98	100	100	4	2	0
State Avg.	92	98	99	100	6	1	1
Comparison School A	96	96	100	100	0	4	0
Comparison School B	81	96	98	100	15	2	2
Comparison School C	86	94	100	100	8	6	0

Note. Data taken from http://www.ncreportcard.org.

Figure 3. Change in Highly Qualified Teachers



Years of Teaching Experience

Tables 8-10 and Figures 4-6 show the percentage of teachers in the school that have 0-3 years of experience, 4-10 years of experience, and 10 plus years of experience, along with the percentages in all schools in the state and in Guilford County.

Table 8. Percentage of Teachers with 0-3 Years Experience

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	33	22	24	33	-11	2	9
Guilford County	24	26	26	26	2	0	0
State Avg.	23	24	24	24	1	0	0
Comparison School A	18	29	20	23	11	-9	3
Comparison School B	34	30	25	15	-4	-5	-10
Comparison School C	17	22	21	20	5	-1	-1

Note. Data taken from http://www.ncreportcard.org

Figure 4. Percentage of Teachers With 0-3 Years Experience

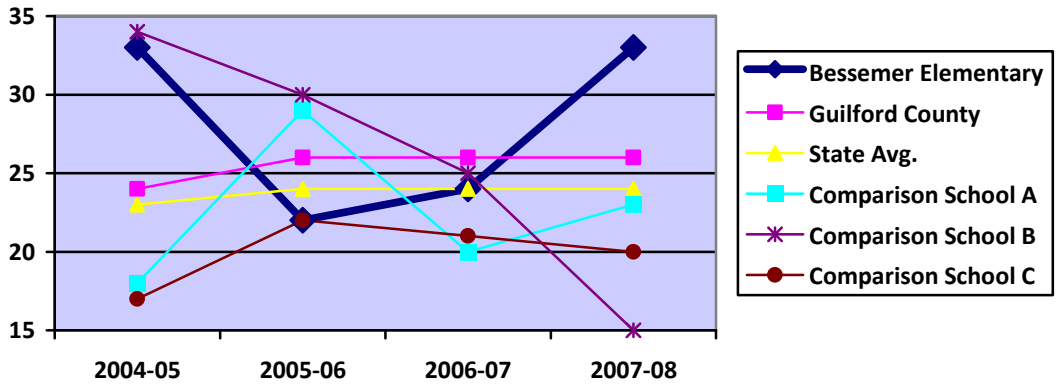


Table 9. Percentage of Teachers With 4-10 Years Experience

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	25	42	40	36	17	-2	-4
Guilford County	26	26	27	28	0	1	1
State Avg.	28	28	29	29	0	1	0
Comparison School A	14	11	8	15	-3	-3	7
Comparison School B	23	25	28	44	2	3	16
Comparison School C	35	37	36	27	2	-1	-9

Note. Data taken from http://www.ncreportcard.org

Figure 5. Percentage of Teachers With 4-10 Years Experience

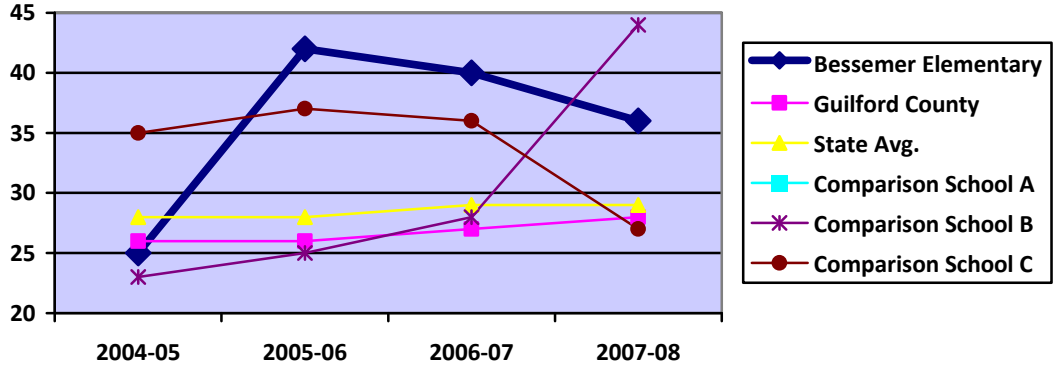
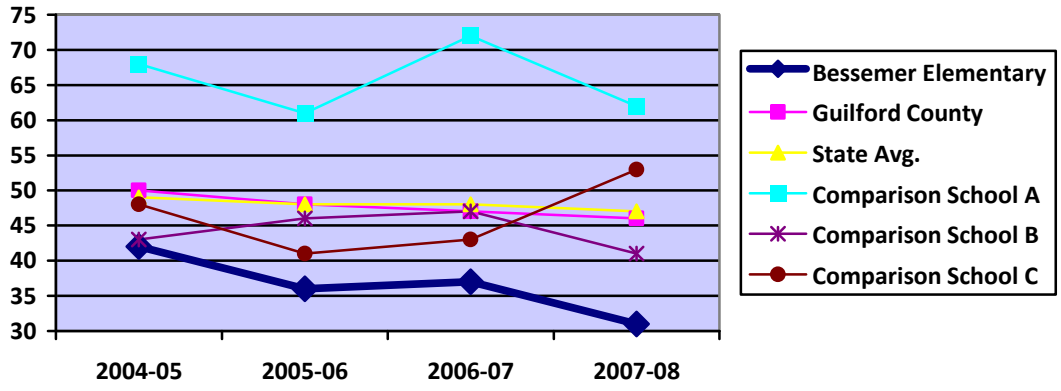


Table 10. Percentage of Teachers With 10+ Years Experience

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	42	36	37	31	-6	1	-6
Guilford County	50	48	47	46	-2	-1	-1
State Avg.	49	48	48	47	-1	0	-1
Comparison School A	68	61	72	62	-7	11	-10
Comparison School B	43	46	47	41	3	1	-6
Comparison School C	48	41	43	53	-7	2	10

Note. Data taken from http://www.ncreportcard.org

Figure 6. Percentage of Teachers With 10+ Years Experience



Annual Yearly Progress (AYP) Goals Obtained

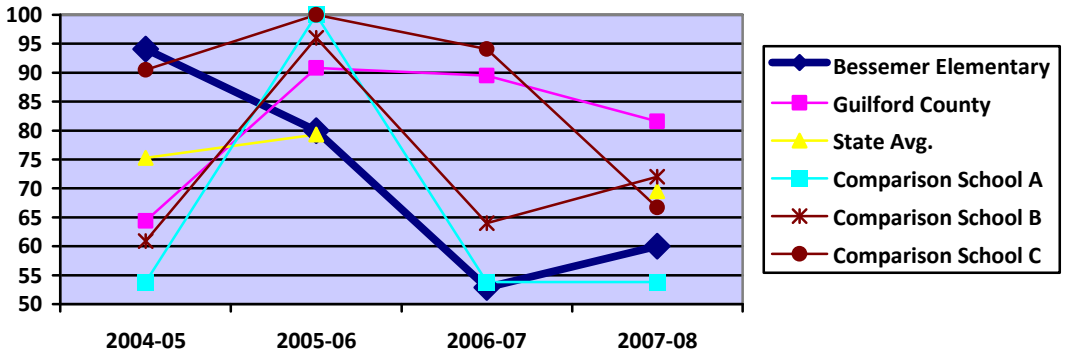
Table 11 and Figure 7 show the percentage of AYP goals obtained. This percentage is obtained by dividing the number of targets obtained by the number of total targets.

Table 11. Percentage of AYP Goals Obtained

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	94.1	80	52.9	60	-14.1	-27.1	7.1
Guilford County	64.4	90.8	89.5	81.6	26.4	-1.3	-7.9
State Avg.	75.3	79.3	N/A	69.5	4	N/A	N/A
Comparison School A	53.8	100	53.8	53.8	46.2	-46.2	0
Comparison School B	60.9	96	64	72	35.1	-32	8
Comparison School C	90.5	100	94.1	66.7	9.5	-5.9	-27.4

Note. Data taken from http://www.ncreportcard.org

Figure 7. Percentage of AYP Goals Obtained



Percentage of Students who Passed the ABC Math

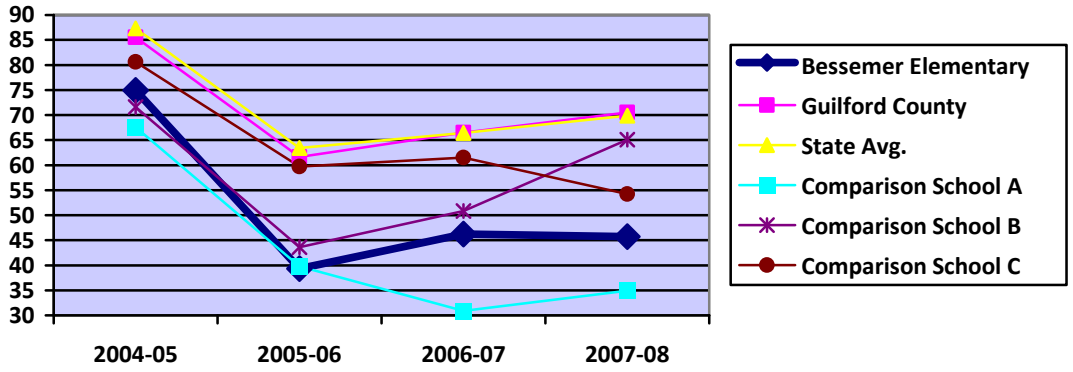
Table 12 and Figure 8 show the percentage of all students in each school that passed the End of Course tests for Math.

Table 12. Percentage of Students Passing ABC Math

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	74.9	39.3	46.2	45.7	-35.6	6.9	-0.5
Guilford County	85.5	61.6	66.5	70.5	-23.9	4.9	4
State Avg.	87.3	63.4	66.4	69.9	-23.9	3	3.5
Comparison School A	67.6	39.8	30.9	34.9	-27.8	-8.9	4
Comparison School B	71.6	43.6	50.8	65.1	-28	7.2	14.3
Comparison School C	80.6	59.7	61.5	54.2	-20.9	1.8	-7.3

Note. Data taken from http://www.ncreportcard.org.

Figure 8. Percentage of Students Passing the ABC Math



Percentage of Students who Passed the ABC Reading

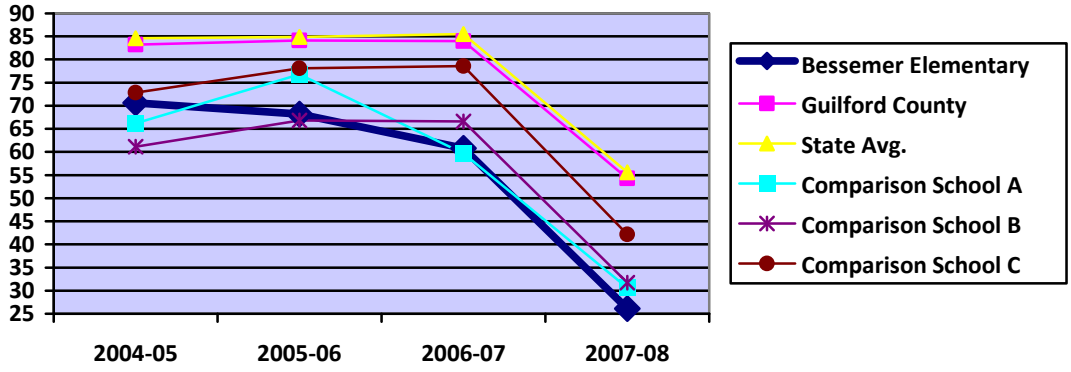
Table 13 and Figure 9 show the percentage of all students in each school that passed the End of Course tests for Reading.

Table 13. Percentage of Students Passing ABC Reading

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	70.6	68.2	60.8	26.1	-2.4	-7.4	-34.7
Guilford County	83.2	84.1	84	54.3	0.9	-0.1	-29.7
State Avg.	84.6	84.9	85.5	55.6	0.3	0.6	-29.9
Comparison School A	66.2	76.8	59.7	30.6	10.6	-17.1	-29.1
Comparison School B	61.1	66.8	66.6	31.7	5.7	-0.2	-34.9
Comparison School C	72.8	78.1	78.6	42.2	5.3	0.5	-36.4

Note. Data taken from http://www.ncreportcard.org.

Figure 9. Percentage of Students Passing the ABC Reading



ABC Growth Met

Growth within the North Carolina ABC Accountability Model is determined by predicting EOG and EOC test scores for a particular school year based on test scores of the same students from the previous year, and comparing the actual scores to the predicted scores. Students meet growth when their actual score is at or above their predicted score. It is possible for students to pass the EOG or EOC yet not have growth. School growth is determined by averaging student scores together. Table 14 shows whether individual schools met the ABC Growth.

Table 14. ABC Growth Met at Each School

School	2004-05	2005-06	2006-07	2007-08
Bessemer Elementary	Yes	No	No	Yes
Comparison School A	No	Yes	No	Yes
Comparison School B	No	Yes	Yes	Yes
Comparison School C	Yes	Yes	Yes	Yes

Note. Data taken from http://abcs.ncpublicschools.org/abcs/

Performance Composite

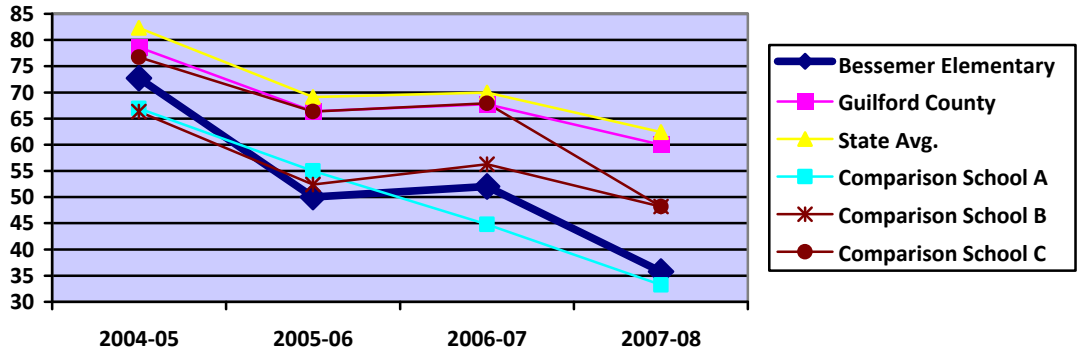
The Performance Composite is defined by NCDPI (2008) as "the percentage of the test scores in the school at or above Achievement Level III (also referred to as at "grade level" or "proficient")." Table 15 and Figure 10 show the performance composite for each school.

Table 15. Performance Composites for Mission Possible Schools

School	2004-05	2005-06	2006-07	2007-08	Change 04-05 to 05-06	Change 05-06 to 06-07	Change 06-07 to 07-08
Bessemer Elementary	72.7	50	52	35.8	-22.7	2	-16.2
Guilford County	78.6	66.4	67.7	60	-12.2	1.3	-7.7
State Avg.	82.3	69.1	70	62.4	-13.2	1.1	7.6
Comparison School A	66.9	55	44.8	33.2	-11.9	-10.2	-11.6
Comparison School B	66.3	52.4	56.3	48.2	-13.9	3.9	-8.1
Comparison School C	76.7	66.3	67.9	48.2	-10.4	1.6	-19.7

Note. Data taken from http://abcs.ncpublicschools.org/abcs/

Figure 10. Performance Composite



Performance Incentives

The total amount of money paid for performance incentives is an indicator of teacher performance and growth in student achievement. When teacher value-added scores increase, the amount of performance incentives paid to teachers will also increase. The percentage of eligible faculty who earned an incentive at Bessemer was 0% (Table 16).

Table 16. Performance Incentives by Year

	2007		2008	
School	Total $	Total Faculty	Total $	Total Faculty
Bessemer Elementary	N/A	N/A	0	0 of 13 (0%)

School Climate

The SERVE Center staff developed a Climate Survey for staff, parents, and students at MP schools. Climate Surveys are intended to provide a snapshot of the school climate at one point in time, and are generally used as a catalyst for change within a school. The surveys consisted of demographic questions and 5-point Likert scale items. In addition, the staff survey contained four open-ended questions about positive and negative aspects of the MP program, professional development, and other comments. The internal consistency of the items was measured using Cronbach's alpha. This value is dependent upon how much the items intercorrelate. The alpha of the parent survey when first administered in Fall 2007 was .96; student was .91, and staff was .93. Instruments with alphas above .80 are considered to have good reliability.

Staff Climate Surveys. Staff at the 30 MP schools were sent a web-based Climate Survey. An email invitation with a link to the web-based survey was sent to teachers through various school email lists and school principals via the MP director. A total of 824 staff surveys were submitted electronically by respondents.. Calculating a response rate was not possible because it is not known how many staff and teachers the survey ultimately reached. Human Resources at GCS was not able to provide this data before the report was complete. However, it is known that the number of surveys submitted decreased from 1,086 received the previous year. At Bessemer Elementary, 26 staff members responded in Fall 2008.

The results from Fall 2007 Staff Climate Survey serve as the baseline for the program period and thus the mean item scores for Fall 2007 are included on the Fall 2008 results for comparison purposes.

Question H on the survey was included as an indication of potential turnover for the 2009-2010 school year. In Bessemer Elementary, three staff members said that they will not return in 2009-2010 and three are unsure if they will return.

Question I asked participants if they received an incentive. The results were used to ensure that there was representation from both incentive and non-incentive-paid teachers. Participants could also indicate if they were unsure that they received an incentive. Of the Bessemer respondents, two participants were unsure if they received an incentive; six indicated that they were incentive-paid and 18 were non-incentive-paid.

In reviewing the results, principals may find it useful to compare the Fall 2007 staff results to the Fall 2008 staff results, or look for themes in results. The results can also be used to help you confirm of disconfirm areas of concern you have already identified.

Within the staff summary in Appendix B, there are items that are highlighted based on a mean score from the 2008 results. These items stand out as potential areas for improvement. However, one should keep in mind that all survey results contain a margin of error. As the number of staff who have completed the survey increases, the precision of the results increase. Likewise, the lower the number of staff who completed the survey, the greater the margin of error in the results. If for example, it is known that there are 40 teachers yet only 20 have completed the survey, then there will be more error when interpreting the results than if 30 teachers completed the survey. When examining the results, one will see that the problem with low response rates is especially prevalent among the student and parent results.

In order to control for response acquiesce in the staff survey, some items were worded negatively. Additional instructions within the staff summary results are included that relate to this.

Parent and Student Climate Surveys. Survey packets containing an introductory letter, IRB consent forms, parent survey (both English and Spanish versions of all documents), a student survey, and a preaddressed postage-paid envelope were sent out to parents via students at each school on March 31, 2008. Coordinators at each school were given a letter instructing them how to hand out the survey packets. Students in grades 4 through 12 were given survey packets. Schools that had less than 450 students were given 100 survey packets to distribute and schools that had more than 450 students were given 200 packets to distribute. After reviewing response rates, the coordinators at schools where there was no or little response were asked to either request more surveys or remind students to have their parents complete the survey. All coordinators who were contacted indicated that they would work to get students to return the surveys. A total of 100 surveys were sent out to parents at Bessemer. Zero parents and students completed a survey.

Parent Climate Results. Results not included because number of respondents was less than eight.

Student Climate Results. Results not included because number of respondents was less than eight.

Points to Highlight

The outcomes for each school can be summarized in relation to the three outcome areas. In the following table, there are indicators of retention, recruitment of teachers, and student achievement. Note that all of GCS data are inclusive of MP schools.

Retention from 2006-07 to 2007-08:

- No principal turnover at Bessemer or two of the three comparison schools.
- Improved teacher turnover at Bessemer and all comparison schools.
- Voluntary[7] incentive-paid personnel turnover from Bessemer was 14.3%, and in-voluntary turnover was 4% (See Table 4).

Recruitment from 2006-07 to 2007-08:

- The number of teachers with an initial or continuing license increased by 3 percentage points from 2007 to 2008 at Bessemer, decreased by 3 percentage points at Comparison School A, increased by 2 percentage points at Comparison School B, and by 4 percentage points at Comparison School C.
- The percentage of classes taught by highly qualified teachers remained the same at Bessemer and Comparison Schools A and C in 2008 and increased at Comparison School B.
- The percentage of teachers with 4-10 years of experience decreased at Bessemer and at one of the comparison schools.
- The percentage of teachers with 10+ years of experience decreased at Bessemer and at two comparison schools in 2008.

Student Achievement from 2006-07 to 2007-08:

- The percentage of AYP goals achieved increased by 7.1 percentage points at Bessemer, remained the same at Comparison School A, increased by 8 points at Comparison School B, and decreased by 27.4 percentage points at Comparison School C.
- The percentage of students who passed the ABC Math decreased at Bessemer and at one other comparison schools.
- The percentage of students who passed the ABC Reading decreased at Bessemer and all comparison schools.
- Bessemer, along with all three comparison schools achieved ABC Growth in 2007-08.
- The performance composite decreased by 16.2 percentage points at Bessemer and also decreased in all three comparison schools.
- No incentive-eligible teachers at Bessemer earned a performance incentive (based on SAS® value-added calculations of student achievement growth).

[7] Voluntary turnover within a school includes those that resigned, transferred to a non-MP school, or transferred to a different MP school. Involuntary turnover includes those that retired, had a VIF contract expiring, or earned a promotion.

Table 17 below is a summary of results. The color coding indicates positive or negative change. The figure within the table is an indicator of amount of change from previous year, unless otherwise noted.

Legend	
Positive Change	
Negative Change	
No Change	
Change Unknown-First Year of data-Unable to Categorize	

Table 17. Summary of Results for Bessemer Elementary and Comparison Schools-Percentage Point Changes from 2006-07 to 2007-08

Category	Bessemer Status	Comparison A Status	Comparison B Status	Comparison C Status	State Overall	GCS Overall
Retention Indicators						
Principal Turnover	No	Yes	No	No	N/A	N/A
Teacher Turnover	-17	-5	-9	-15	-9	-12
Incentive-paid turnover	2008= 25%	N/A	N/A	N/A	N/A	N/A
Recruitment of Quality Teacher Indicators						
Teachers with Initial or Continuing License	3	-3	2	4	0	0
Classes Taught by Highly Qualified Teachers	0	0	2	0	1	0
Teachers 0-3 experience	9	3	-10	-1	0	0
Teachers 4-10 experience	-4	7	16	-9	0	1
Teachers 10+ experience	-6	-10	-6	10	-1	-1
Student Achievement Indicators						
Percentage of AYP Goals	7.1	0	8	-27.4	N/A	-7.9
ABC Math	-0.5	4	14.3	-7.3	3.5	4
ABC Reading	-34.7	-29.1	-34.9	-36.4	-29.9	-29.7
ABC	Yes	Yes	Yes	Yes	N/A	N/A

Category	Bessemer Status	Comparison A Status	Comparison B Status	Comparison C Status	State Overall	GCS Overall
Growth						
Performance Composite	-16.2	-11.6	-8.1	-19.7	7.6	-7.7
Incentives Earned	2008=0%	N/A	N/A	N/A	N/A	N/A

Note. The numbers in the table represent percentage point change from 2007 to 2008.

The data from Bessemer Elementary and the three comparison schools suggests that the Mission Possible program is not showing a treatment effect specific to Bessemer Elementary. However, in comparison to Guilford County schools on a whole, Bessemer appears to be narrowing the gap in two areas; teacher turnover, and percent of teachers with an initial or continuing license. The narrowing of the gap cannot solely be attributed to the Mission Possible program without a comparison group within Guilford County. Nonetheless, these positive improvements are notable.

References

Joint Committee on Standards for Educational Evaluation. (1994). *The program evaluation standards* (2nd ed.). Thousand Oaks, CA: Sage.

North Carolina Department of Public Instruction. (2008, August 3). *2007-08 ABCs of public education technical notes*. Retrieved August 6, 2009, from http://www.ncpublicschools.org/docs/accountability/reporting/abc/2007-08/technicalnotes.pdf

Appendix A-Federal Definition of Highly Qualified Teacher

From http://www.ed.gov/policy/elsec/leg/esea02/pg107.html

ELEMENTARY & SECONDARY EDUCATION
Title IX — General Provisions

SEC. 901. GENERAL PROVISIONS.
PART A — DEFINITIONS
SEC. 9101. DEFINITIONS.

(23) HIGHLY QUALIFIED- The term highly qualified' —
(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.

Appendix B-Staff Climate Results-Fall 2008

Bessemer Elementary (N=26)

Introduction

Below are the results of the climate survey administered to staff in the above named Mission Possible school in Fall 2008. In addition, the mean scores from Fall 2007 are included when available so that the viewer can compare the 2008 results with the 2007 results. The open-ended comments are written as recorded from the survey. To control for response agreement, negatively worded items were included in the survey. These items are listed below the positively worded items.

Viewing Notes

Means are calculated based on a 5-point Likert scale. The scale goes from 5=Strongly Agree to 1=Strongly Disagree. When interpreting the results for positively worded questions, a mean score of less than 3.0 (midpoint of scale) indicates that this item may be notable. When interpreting the results for negatively worded questions, a mean score greater than 3.0 may be notable. These notable items from the 2008 results have been highlighted for your convenience. Please review all items, not just those that are highlighted.

Results for a particular question will not always sum to 100% due to nonrespondents.

Question		African American/Black	American Indian/Native Alaskan	Asian/Pacific Islander	Hispanic	White	Other
B	Race/Ethnicity	14 (53.8%)	0%	0%	0%	12 (46.2%)	0%

Question		Female	Male
C	Gender	23 (88.50%)	2 (7.7%)

Question		Administrator or Curriculum Facilitator	Teacher/Teaching Assistant	Other	No Response
D	Primary Position Type	2 (7.7%)	20 (76.9%)	3 (11.5%)	1 (3.8%)

Question		Less than 1 year	1-3 years	4-6 years	7-10 years	11 or more years
E	Number of Years in **current position**	5 (19.2%)	8 (30.8%)	4 (15.4%)	1 (3.8%)	5 (19.2%)
F	Number of Years working in Guilford County Schools	2 (7.7%)	8 (30.8%)	5 (19.2%)	1 (3.8%)	8 (30.8%)
G	Number of Years working in **current school**	4 (15.4%)	12 (46.2%)	6 (23.1%)	2 (7.7%)	1 (3.8%)

Question		Yes	No	Unsure
H	Is it your intent to return to this school next year?	20 (76.9%)	3 (11.5%)	3 (11.5%)
	Why not? • I will be on maternity leave. • I would like to work with a different age group. • Ready to move on • verbal abuse from parents and students,this is an unsafe work environment • workload; lack of parent support; move closer to home;			
I	Are you in a position that will enable you to receive a performance incentive?	6 (23.1%)	18 (69.2%)	2 (7.7%)

Questions with Mean Scores Lower than 3.0 are highlighted		2007		2008 SA=5, A=4, U=3, D=2, SD=1							
	Positively Worded Questions	Mean	St.Dev.	Mean	St.Dev.	SA	A	U	D	SD	NR
1	I feel safe at my school.	4.10	.72	4.19	.90	38.5%	50.0%	0%	7.7%	3.8%	0%
2	The school building is kept clean.	3.79	1.17	3.23	1.18	7.7%	50.0%	7.7%	26.9%	7.7%	0%
3	The school personnel work together as a team.	3.62	.98	3.96	.84	19.2%	61.5%	11.5%	0%	3.8%	3.8%
4	Administrators solve problems effectively.	4.10	.67	3.96	1.12	30.8%	46.2%	0%	11.5%	3.8%	7.7%
5	My students performed at grade level or above last year.	2.71	.85	2.64	1.08	3.8%	19.2%	23.1%	38.5%	11.5%	3.8%
6	Adequate disciplinary measures are used to deal with disruptive behavior.	3.76	1.15	3.88	1.13	30.8%	42.3%	7.7%	11.5%	3.8%	3.8%
8	My principal represents the school in a positive manner.	4.38	.62	4.23	.91	46.2%	38.5%	7.7%	7.7%	0%	0%
9	I devote time to remediation.	4.45	.57	4.28	.84	46.2%	34.6%	11.5%	3.8%	0%	3.8%
10	My grade levels/content areas plan together.	4.25	.84	3.88	1.09	30.8%	38.5%	15.4%	7.7%	3.8%	3.8%
11	My principal responds to my concerns.	4.03	.82	4.00	.94	30.8%	50.0%	7.7%	11.5%	0%	0%
12	My principal treats me with respect.	4.34	.61	4.27	.92	46.2%	42.3%	7.7%	3.8%	0%	0%
13	My colleagues and I share resources.	4.24	.69	4.27	.72	38.5%	53.8%	3.8%	3.8%	0%	0%
24	Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach.	2.37	.97	2.46	1.10	3.8%	15.4%	15.4%	42.3%	15.4%	7.7%
25	I feel satisfied concerning how my career is progressing at this school.	3.63	1.01	3.60	1.16	19.2%	42.3%	19.2%	7.7%	7.7%	3.8%
26	I have a feeling of job security in my present position.	3.48	.95	3.38	1.02	11.5%	38.5%	30.8%	15.4%	3.8%	0%
27	I like working at my school.	4.14	.88	4.16	.94	42.3%	34.6%	11.5%	7.7%	0%	3.8%
28	Staff morale is high at my school.	2.59	.87	3.12	1.09	11.5%	23.1%	30.8%	26.9%	3.8%	3.8%
30	Teacher evaluations are fair and reasonable.	3.79	.57	3.92	1.02	26.9%	42.3%	15.4%	3.8%	3.8%	7.7%
31	Teacher evaluations are used to improve teacher performance.	3.79	.62	4.04	.79	26.9%	50.0%	15.4%	3.8%	0%	3.8%
32	In-service programs keep me informed of the latest educational strategies.	3.76	.64	3.92	.89	19.2%	65.4%	7.7%	3.8%	3.8%	0%
34	This school is free of racism.	2.89	.88	3.20	1.00	11.5%	23.1%	34.6%	26.9%	0%	3.8%
35	I am adequately trained to differentiate instruction.	3.55	1.02	3.83	.96	19.2%	50.0%	15.4%	3.8%	3.8%	7.7%
36	I am prepared to have students with different learning levels in my classroom.	3.93	.72	3.79	1.02	19.2%	50.0%	11.5%	7.7%	3.8%	7.7%
37	The overall climate or atmosphere at my school is positive for learning.	3.90	.77	3.96	.94	23.1%	57.7%	7.7%	3.8%	3.8%	3.8%
38	We are all actively trying to make this a better school.	4.17	.97	4.62	.70	69.2%	26.9%	0%	3.8%	0%	0%
39	I am adequately prepared to use cooperative learning in the classroom.	4.11	.89	4.16	.69	30.8%	50.0%	15.4%	0%	0%	3.8%
40	Parental participation is high.	1.69	.71	1.92	.98	3.8%	3.8%	7.7%	50.0%	34.6%	0%
43	Students in my school complete homework assignments.	3.22	.85	2.73	.78	0%	15.4%	46.2%	34.6%	3.8%	0%
44	My students come to class prepared.	3.21	.99	2.92	1.12	3.8%	34.6%	15.4%	34.6%	7.7%	3.8%
45	Parents respond to material sent home to them.	2.62	1.08	2.46	.98	3.8%	7.7%	34.6%	38.5%	15.4%	0%

Questions with Mean Scores Lower than 3.0 are highlighted	2007		2008 SA=5, A=4, U=3, D=2, SD=1							
Positively Worded Questions	Mean	St.Dev.	Mean	St.Dev.	SA	A	U	D	SD	NR
*SA=Strongly Agree, A=Agree, U=Unsure, D=Disagree, SD=Strongly Disagree, NR=No Response										

Questions with Mean Scores Greater than 3.0 are highlighted		2007		2008 SA=5, A=4, U=3, D=2, SD=1							
	Negatively Worded Questions	Mean	St.Dev.	Mean	St.Dev.	SA	A	U	D	SD	NR
7	My principal is not an effective administrator.	1.69	.81	1.76	1.20	3.8%	11.5%	0%	23.1%	57.7%	0%
14	My principal is not supportive of teachers.	1.93	1.00	2.04	1.16	3.8%	11.5%	3.8%	38.5%	34.6%	7.7%
15	I am limited by too many students in each class.	2.43	1.00	2.96	1.25	11.5%	26.9%	19.2%	30.8%	11.5%	0%
16	I am limited by student deficiencies in basic academic skills.	3.50	1.07	3.64	1.35	34.6%	23.1%	15.4%	15.4%	7.7%	3.8%
17	I am limited by lack of concern/support from parents.	3.69	1.00	3.77	.99	19.2%	53.8%	15.4%	7.7%	3.80%	0%
18	I am limited by lack of concern/support from the principal.	1.72	.65	1.77	1.07	3.8%	7.7%	0%	38.5%	50.0%	0%
19	I am limited by school violence.	2.03	.68	1.77	.71	0%	3.8%	3.8%	57.7%	34.6%	0%
20	I am limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	3.59	1.18	3.04	1.37	11.5%	34.6%	7.7%	23.1%	15.4%	7.7%
21	I am limited by lack of concern/support from the district administration.	3.03	.82	3.04	.89	3.8%	26.9%	34.6%	30.8%	0%	3.8%
22	Student gang activity is a problem at my school.	2.21	.90	1.92	.81	0%	0%	26.9%	34.6%	34.6%	3.8%
23	Drugs are a problem at my school.	2.00	.80	1.88	.86	0%	3.8%	19.2%	38.5%	38.5%	0%
29	I frequently feel overloaded or overwhelmed while working at my school.	3.79	1.11	3.69	1.29	30.8%	38.5%	7.7%	15.4%	7.7%	0%
33	Children are not receiving a good education here.	1.93	.83	1.80	.76	0%	3.8%	7.7%	50.0%	34.6%	3.8%
41	I hear racist comments from staff.	1.93	.75	1.88	.91	0%	7.7%	11.5%	42.3%	38.5%	0%
42	I hear racist comments from students.	2.61	.96	2.65	1.33	7.7%	26.9%	11.5%	30.8%	23.1%	0%
*SA=Strongly Agree, A=Agree, U=Unsure, D=Disagree, SD=Strongly Disagree, NR=No Response											

	Question	A	A-	B	B-	C	C-	D	D-	F
46	What overall grade would you give to this school?	3.8%	15.4%	38.5%	7.7%	11.5%	11.5%	3.8%	0%	3.8%

47. What positive changes, if any, have you noticed in your school that you think can be attributed to the implementation of the Mission Possible program?

- To keep the principal we have at Bessemer. She is very interested in the staff and students. To change the principal would make Bessemer start all over again, which is not good. We need to have consistency.
- A strong and caring Principal and staff that are willing to put forth their best efforts to reach goals as established by the mission possible program.
- adequate supplies
- Cooperative learning,differentiate instructions
- From my perspective it does not seem to have made a difference. I think we have always been motivated as a staff to work together to help our students be successful. A lot of the positive changes I have seen have really come from our principal. She has worked hard to implement changes to make our

school better and to improve student performance. That was her commitment to us as a staff when she came.

- In-service programs are adequate and often, information is explained thoroughly, ideas are consistently being implemented
- Lower class size has helped for guided reading groups and math stations.
- more data driven interventions and instruction
- Teachers in different grade levels are coming together to collaborate solutions and strategies for students needs.
- The administrative team appears to all on the same page. Having an Asst Principal and the Curr. Fac. working together with the Principal has given me a lot of support and a lot of guidance when needed.
- The performance incentive and allowing teachers to do this survey! I hope some changes can be made at this school for the children's sake!
- The principals determination to see the success of the students.
- the school as a whole made some growth this year.
- We have a wonderful principal and she works with us to make this a better school. We have an AP this year and that has really helped with communication between staff and administration. We use data to group and differentiate students using teachers and paid tutors.

48. What negative situations, if any, have you seen in your school that you think can be attributed to the implementation of the Mission Possible program? Please also offer suggestions for improving the situation.

- I am not sure if this has to do with mission possible or not. We have quite a few students who know no English. Some of these students are Vietnamese, and it is very difficult to have effective parental contact if the parent doesn't know English. Our ESOL teacher works hard, but it is difficult to teach someone who has no earthly idea, what you are talking about.
- na
- none
- One or two teachers not wanting to work with their team members.
- pressures of all of the paperwork that needs to constantly be done
- sometimes I think student expectations are low from teachers
- Teachers spend more time doing data than teaching! I believe that the data is a great tool but not the only one. Give us more time to just teach! Also, administrative staff should spend less time talking "junk" about the teachers and more time figuring out ways to help them. We should all work together on this. By the way, team planning around here is a joke. No one wants to sit down as a team and PLAN! I am not use to this.
- That only certain teachers/administrators receive the incentive bonus during the school year while others do not. That can lead to a divide within the staff.
- The enormous pressure teachers feel
- The Kindergarten is very overloaded because of the 10 day count...there are 19 children in each class and this is stretching the teachers' ability to teach effectively. Something really should be done whenever an MP school has classes that go over the limit.
- The school should be cleaner.
- There is too much paperwork. It somewhat hinders us from teaching.
- There is too much testing going on. Allow teachers continue to teach their children on their grade levels rather than on tests. Also, have special classes set up for mishaved children that are disruptive to the classroom setting. Have specialized teachers that are trained in that particular field to work with those children. Have more parent involvement of children that mishave a lot so they can see first hand what teachers are faced with on a daily basis.
- workload, paperload, and too many meetings are keeping us from fully preparing for our day to day classes. We're so busy finding out what we need to do that we never have time to do it. We're juggling too much.

49. What professional development is needed in your school?

- Centers instruction Differentiation instruction Data instruction
- Continue staff workshops
- Everything!

- how to teach students that are 2-3 grade levels below average. (how to increase it)
- I think our CF, principal and asst principal provide adequate prof development
- I think we are offered every development and chance to receive information to help our students achieve.
- identification/use of research based interventions and instruction
- It is always helpful to receive and share new ideas from workshops on literacy and math.
- na

50. What other comments or suggestions do you have that are related to the Mission Possible Program at your school?

- ALL the staff (educators) have a large part to play in the success of a child. It is not fair that all (TA, specialist, Resource) do not get the incentive pay.
- For my overall grade, I gave the school a C- only because of the situation where many of our children do not come to school prepared or have the support at home to learn and do well in school and consequently our school continues to fail to make AYP. However, I think we have some of the best, most dedicated and caring teachers at this school that we could have. I would give our staff and our efforts to do everything that is asked of us in order to help our students an A+.
- I am an EC Pre-K teacher so, many of the questions I answered unsure to have no pertinence to my students. I will tell you that this is my 20th year teaching and I have never seen a more dedicated, professional hard working staff in all my 20 years. I have been very impressed with the diligence that the teachers, principal, assistant principal, and curriculum facilitator demonstrate in doing all that is possible to make the students at Bessemer successful in their efforts to progress both academically and socially.
- I am not incentive-paid staff so my perspective will probably be different, but I think a teacher's effectiveness should be determined in other ways--not just by test scores.
- I think we can't stress enough how important it is for our parents to do their part at home and be a part of the solution.
- Mission Possible incentives should be given to all employees of the school.
- na
- none
- None
- Reward teachers that are making great efforts in stride in their grade levels from PreK to 5th grade.

Appendix C-Parent Climate Results-Spring 2008

Bessemer Elementary School
Total Number of Surveys Received = 0 Total Number of Surveys Sent = 100 Survey response rate = 0%

	Question	SA	A	U	D	SD	Blank
1	The school is safe.						
2	The school is kept clean.						
3	The school is overcrowded to the degree that it affects learning.	Results not included because number of respondents was less than eight.					
4	The school maintains high academic standards.						
5	The school uses adequate disciplinary measures dealing with disruptive students.						
6	The school serves lunches that are nutritious.						
7	The school serves lunches that taste good.						
8	Teachers are friendly and easy to talk to.						
9	Teachers make learning interesting.						
10	Teachers make learning relevant.						
11	Teachers motivate students to learn.						
12	Teachers take an interest in students' educational future.						
13	Teachers are knowledgeable and understand their subject matter.						
14	Teachers assign meaningful homework that helps students learn.						
15	Teachers do their best to include me in matters directly affecting my child's progress in school.						
16	The school teaches students the basic academic skills in reading.						
17	The school teaches students the basic academic skills in math.						
18	The school teaches students how to speak correctly in English.						
19	The school teaches students how to write correctly in English.						
20	The school teaches how to solve problems in science.						
21	The school teaches students to think critically.						
22	The school teaches students to develop good study and work habits.						
23	The school teaches students to get along with different kinds of people.						
24	The school is free of violence.						
25	The school is free of gang activity.						
26	The school is free of substance abuse and drugs.						
27	The principal does an effective job running my child's school.						
28	The principal is available.						
29	The principal is easy to talk to.						
30	The assistant principals are effective administrators.						
31	School staff try to help students with personal problems.						
32	School staff try to help students with academic problems.						
33	School staff respond to my concerns.						
34	My child is getting a good education at this school.						
35	The overall climate or atmosphere at my child's school is positive and helps my child learn.						
36	What overall grade would you give to your child's school?						

*SA=Strongly Agree, A= Agree, U=Unsure, D=Disagree, SD=Strongly Disagree	

Appendix D-Student Climate Results-Spring 2008

Bessemer Elementary School
Total Number of Surveys Received = 0 Total Number of Surveys Sent = 100 Survey response rate = 0%

	Question	SA	A	U	D	SD	Blank
1	I feel safe at my school.						
2	The school building is kept clean.						
3	The students in my school usually follow school rules.	Results not included because number of respondents was less than eight.					
4	My teachers require that I work very hard for the grades I get.						
5	My school has enough books and equipment to help me learn.						
6	The school serves lunches that are nutritious.						
7	The school serves lunches that taste good.						
8	Most of my teachers are friendly and easy to talk to.						
9	Most of my teachers make learning interesting.						
10	Most of my teachers make learning relevant.						
11	Most of my teachers make me to want to learn.						
12	My teachers know a lot about the subjects they teach.						
13	My teachers assign meaningful homework that helps me learn.						
14	My teachers are interested in how I do in the future.						
15	My teachers let me know how I am doing on my school work.						
16	Violence is a problem at my school.						
17	Gangs are a problem at my school.						
18	Many students are being distracted by alcohol.						
19	Many students are being distracted by drugs.						
20	The assistant principal is easy to talk to.						
21	The principal is easy to talk to.						
22	People at my school help me with personal problems.						
23	People at my school help me with learning problems.						
24	The adults at my school care about me.						
25	My teachers teach me how to get along with different kinds of people.						
26	I like coming to school.						
27	I am learning a lot at my school.						
	What overall grade would you give to your school?						

*SA=Strongly Agree, A= Agree, U=Unsure, D=Disagree, SD=Strongly Disagree