# GUILFORD COUNTY SCHOOLS
# MISSION POSSIBLE PROGRAM

## Washington Elementary School
## Treatment Year 2 (2007-08) Progress Report

SERVE Center
at the University of North Carolina
at Greensboro

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# GUILFORD COUNTY SCHOOLS
# MISSION POSSIBLE PROGRAM
# WASHINGTON ELEMENTARY TREATMENT YEAR 2 (2007-08)
# 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 Washington 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 Washington 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:**

- There was principal turnover at Washington but not at any of the Comparison Schools.
- Improved teacher turnover at Washington and all Comparison Schools.
- Voluntary[3] incentive-paid personnel turnover from Washington was 20 %, and involuntary turnover within the program was 0% (See Table 4).

**Recruitment from 2006-07 to 2007-08:**

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

**Student Achievement from 2006-07 to 2007-08:**

- The percentage of AYP goals achieved decreased by 23.1 percentage points at Washington and Comparison School A, and remained the same at Comparison Schools B and C.

[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.

- The percentage of students who passed the ABC Math increased at Washington and at two other comparison schools.
- The percentage of students who passed the ABC Reading decreased at Washington and all comparison schools.
- Washington, along with two comparison schools achieved ABC Growth in 2007-08.
- The performance composite decreased by 8.4 percentage points at Washington and also decreased in all three comparison schools.
- Thirty-three percent of incentive-eligible teachers earned a performance incentive at Washington (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 Washington Elementary and Comparison Schools-Percentage Point Changes from 2006-07 to 2007-08**

| Category | Washington Status | Comparison A Status | Comparison B Status | Comparison C Status | State Overall | GCS Overall |
|---|---|---|---|---|---|---|
| **Retention Indicators** | | | | | | |
| Principal Turnover | Yes | No | No | No | N/A | N/A |
| Teacher Turnover | -12 | -37 | -14 | -11 | -9 | -12 |
| Incentive-paid turnover | 2008= 20% | N/A | N/A | N/A | N/A | N/A |
| **Recruitment of Quality Teacher Indicators** | | | | | | |
| Teachers with Initial or Continuing License | -5 | -2 | -4 | 0 | 0 | 0 |
| Classes Taught by Highly Qualified Teachers | 0 | 0 | 0 | 7 | 1 | 0 |
| Teachers 0-3 experience | 0 | -6 | 12 | -4 | 0 | 0 |
| Teachers 4-10 experience | 1 | 2 | -12 | -2 | 0 | 1 |
| Teachers 10+ | 0 | 5 | 0 | 6 | -1 | -1 |

| Category | Washington Status | Comparison A Status | Comparison B Status | Comparison C Status | State Overall | GCS Overall |
|---|---|---|---|---|---|---|
| experience | | | | | | |
| **Student Achievement Indicators** | | | | | | |
| Percentage of AYP Goals | -23.1 | -23.1 | 0 | 0 | N/A | -7.9 |
| ABC Math | 17.3 | 14.6 | 0.5 | -6.4 | 3.5 | 4 |
| ABC Reading | -34.5 | -55.2 | -42.3 | -31.4 | -29.9 | -29.7 |
| ABC Growth | Yes | Yes | Yes | No | N/A | N/A |
| Performance Composite | -8.4 | -16.9 | -16.4 | -13.8 | 7.6 | -7.7 |
| Incentives Earned | 2008=33% | 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 Washington Elementary School and the three comparison schools suggests that the Mission Possible program is not showing a treatment effect specific to Washington Elementary School. However, in comparison to Guilford County schools on a whole, Washington appears to be narrowing the gap in various areas since 2006-07; teacher turnover, percentage of teachers who are highly qualified, percentage of AYP goals obtained, percent passing ABC Math, and the performance composite. 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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**WASHINGTON ELEMENTARY TREATMENT YEAR 2 (2007-08)**
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## Introduction

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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 that occurred during the 2007-08

[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

academic year of the MP Program, specific to Washington Elementary and its three comparison schools.

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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 |
|---|---|---|---|
| Washington Elementary | No | No | Yes |
| Comparison School A | No | Yes | No |
| 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*

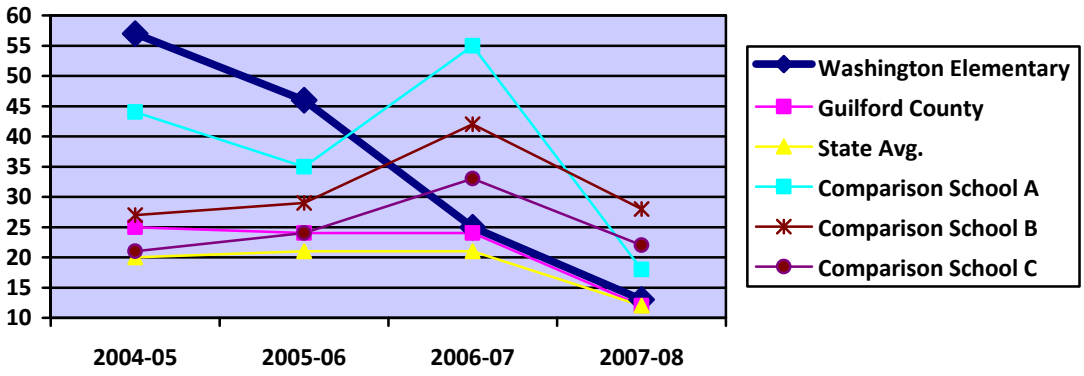
Teacher turnover is a measure of the number of teachers who did not return to the school in the following year. One of the main outcomes sought by providing teachers with MP incentives is the reduction of teacher turnover. Table 3 and Figure 1 reflect each individual schools' percentage of teacher turnover. 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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 57 | 46 | 25 | 13 | -11 | -21 | -12 |
| Guilford County | 25 | 24 | 24 | 12 | -1 | 0 | -12 |
| State Avg. | 20 | 21 | 21 | 12 | 1 | 0 | -9 |
| Comparison School A | 44 | 35 | 55 | 18 | -9 | 20 | -37 |
| Comparison School B | 27 | 29 | 42 | 28 | 2 | 13 | -14 |
| Comparison School C | 21 | 24 | 33 | 22 | 3 | 9 | -11 |

*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 Washington 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 1 incentive-paid personnel resigned from Washington.

**Table 4. Incentive-Paid Turnover**

| School | Documented Reason for Leaving School in 2007-08 School Year | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Voluntary Reasons | | | Involuntary Reasons | | | | | |
| | Transfer to other MP school | Resigned[a] | Transfer to non-MP School | VIF[b] | Retired | Higher Level Placement /Promotion | Interim Contract -not Rehired | Total Turnover Rate by School | Total MP Personnel by School |
| Washington Elementary | | 1 | 2 | | | | | 3 (20%) | 15 |
| 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 Washington 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 |
| Washington Elementary | | | | | | | 1 | | | | 1 of 3 (33%) |
| 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*

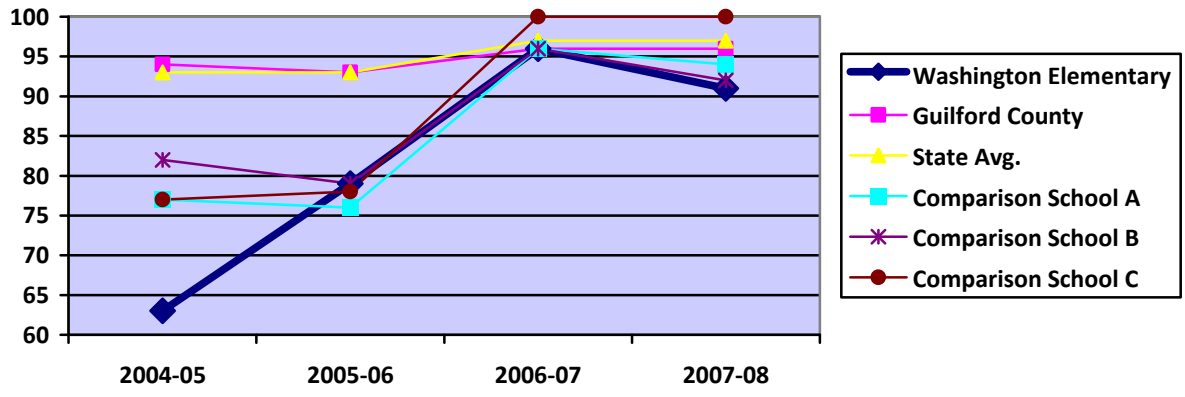
Table 6 and Figure 2 show the percentage of classroom teachers with a clear initial or clear continuing license in the school. This includes all license areas in the school.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 63 | 79 | 96 | 91 | 16 | 17 | -5 |
| Guilford County | 94 | 93 | 96 | 96 | -1 | 3 | 0 |
| State Avg. | 93 | 93 | 97 | 97 | 0 | 4 | 0 |
| Comparison School A | 77 | 76 | 96 | 94 | -1 | 20 | -2 |
| Comparison School B | 82 | 79 | 96 | 92 | -3 | 17 | -4 |
| Comparison School C | 77 | 78 | 100 | 100 | 1 | 22 | 0 |

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

**Figure 2. Teachers With Initial or Continuing Licenses**



### *Percentage of Classes Taught by Highly Qualified Teachers*

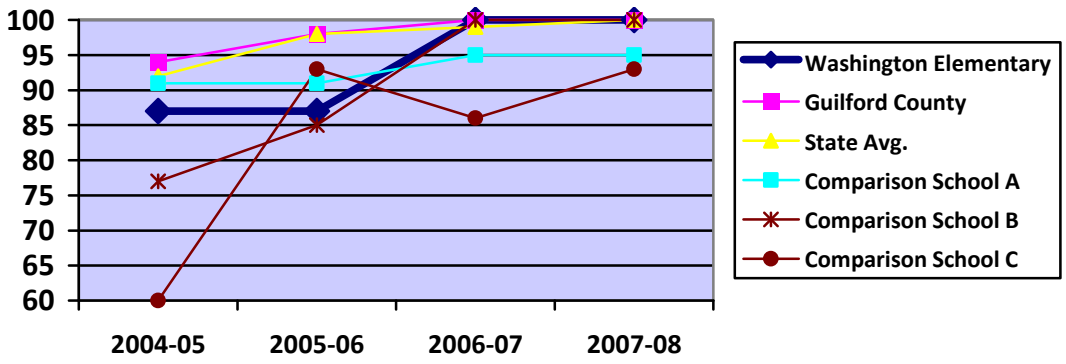
Table 7 and Figure 3 show the percentage of classes that are taught by Highly Qualified teachers as defined by federal law. The definition of Highly Qualified is in Appendix A.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 87 | 87 | 100 | 100 | 0 | 13 | 0 |
| Guilford County | 94 | 98 | 100 | 100 | 4 | 2 | 0 |
| State Avg. | 92 | 98 | 99 | 100 | 6 | 1 | 1 |
| Comparison School A | 91 | 91 | 95 | 95 | 0 | 4 | 0 |
| Comparison School B | 77 | 85 | 100 | 100 | 8 | 15 | 0 |
| Comparison School C | 60 | 93 | 86 | 93 | 33 | -7 | 7 |

*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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 46 | 42 | 44 | 44 | -4 | 2 | 0 |
| Guilford County | 24 | 26 | 26 | 26 | 2 | 0 | 0 |
| State Avg. | 23 | 24 | 24 | 24 | 1 | 0 | 0 |
| Comparison School A | 19 | 29 | 29 | 23 | 10 | 0 | -6 |
| Comparison School B | 32 | 27 | 13 | 25 | -5 | -14 | 12 |
| Comparison School C | 24 | 33 | 39 | 35 | 9 | 6 | -4 |

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

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

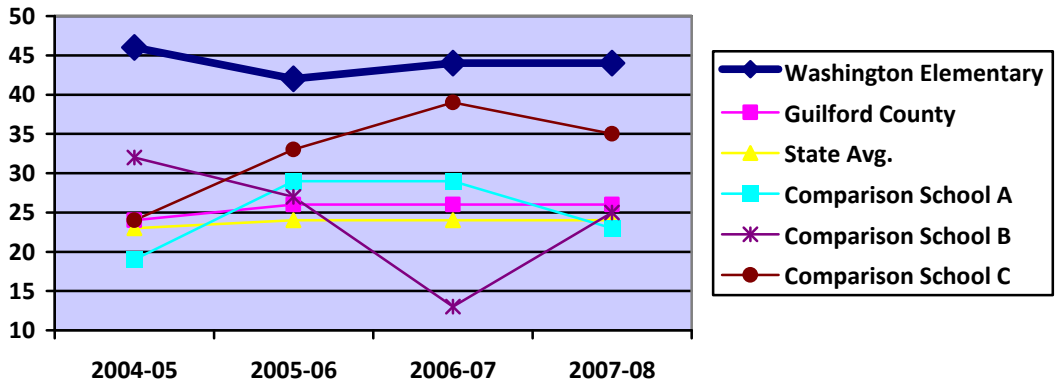



**Table 9. Percentage of Teachers With 4-10 Years Experience**

| 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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 29 | 29 | 30 | 30 | 0 | 1 | 0 |
| Guilford County | 26 | 26 | 27 | 28 | 0 | 1 | 1 |
| State Avg. | 28 | 28 | 29 | 29 | 0 | 1 | 0 |
| Comparison School A | 31 | 26 | 21 | 23 | -5 | -5 | 2 |
| Comparison School B | 18 | 24 | 33 | 21 | 6 | 9 | -12 |
| Comparison School C | 41 | 28 | 17 | 15 | -13 | -11 | -2 |

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

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

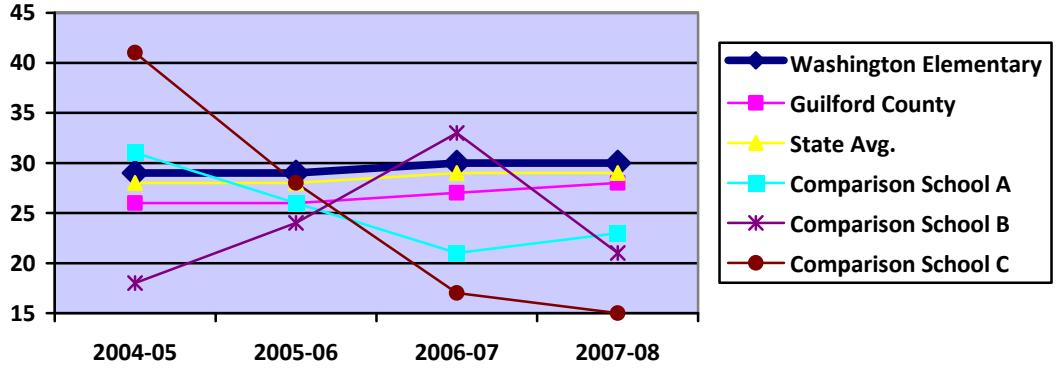
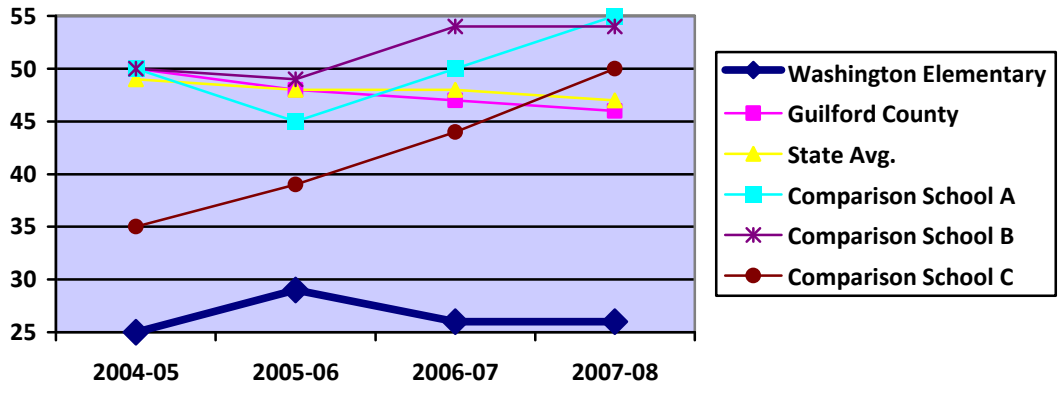



**Table 10. Percentage of Teachers With 10+ Years Experience**

| 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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 25 | 29 | 26 | 26 | 4 | -3 | 0 |
| Guilford County | 50 | 48 | 47 | 46 | -2 | -1 | -1 |
| State Avg. | 49 | 48 | 48 | 47 | -1 | 0 | -1 |
| Comparison School A | 50 | 45 | 50 | 55 | -5 | 5 | 5 |
| Comparison School B | 50 | 49 | 54 | 54 | -1 | 5 | 0 |
| Comparison School C | 35 | 39 | 44 | 50 | 4 | 5 | 6 |

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

**Figure 6. Percentage of Teachers With 10+ Years Experience**




### *Annual Yearly Progress (AYP) Goals Obtained*

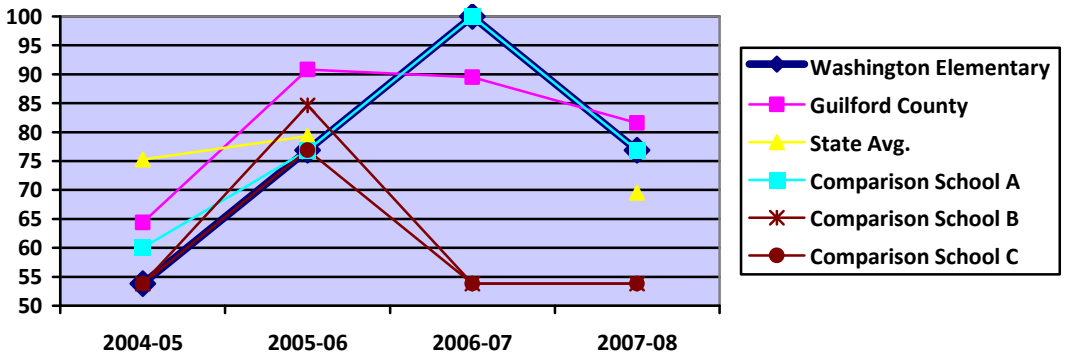
Table 11 and Figure 7 show the percentage of AYP goals obtained. This percentage is obtained by dividing the number of targets obtained by the number of total targets.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 53.8 | 76.9 | 100 | 76.9 | 23.1 | 23.1 | -23.1 |
| 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 | 60 | 76.9 | 100 | 76.9 | 16.9 | 23.1 | -23.1 |
| Comparison School B | 53.8 | 84.6 | 53.8 | 53.8 | 30.8 | -30.8 | 0 |
| Comparison School C | 53.8 | 76.9 | 53.8 | 53.8 | 23.1 | -23.1 | 0 |

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

**Figure 7. Percentage of AYP Goals Obtained**



### *Percentage of Students who Passed the ABC Math*

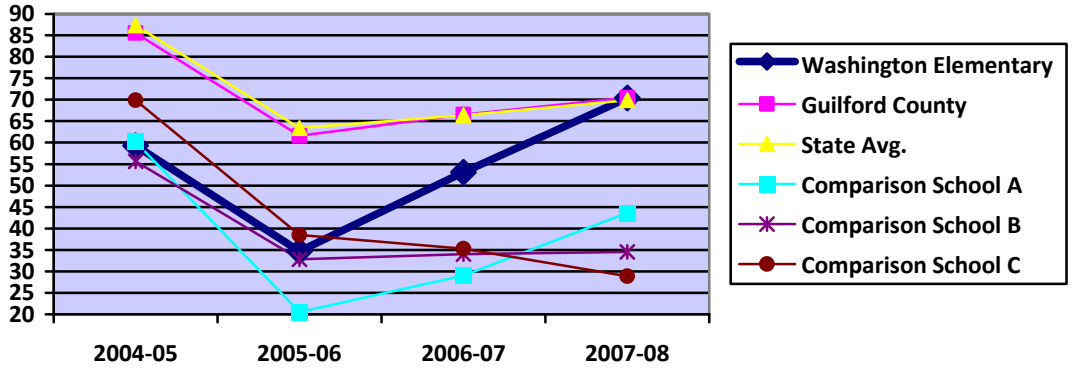
Table 12 and Figure 8 show the percentage of all students in each school that passed the End of Course tests for Math.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 59.3 | 34.7 | 53.1 | 70.4 | -24.6 | 18.4 | 17.3 |
| 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 | 60.2 | 20.5 | 29 | 43.6 | -39.7 | 8.5 | 14.6 |
| Comparison School B | 55.6 | 32.8 | 34 | 34.5 | -22.8 | 1.2 | 0.5 |
| Comparison School C | 69.9 | 38.5 | 35.3 | 28.9 | -31.4 | -3.2 | -6.4 |

*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*

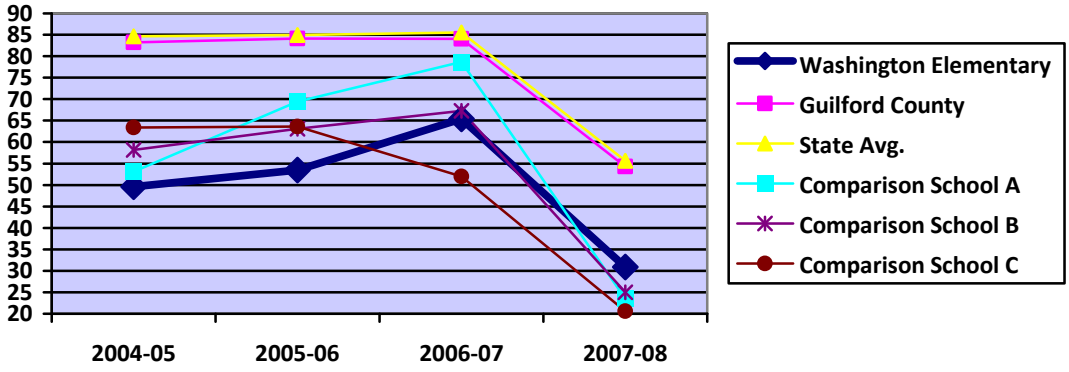
Table 13 and Figure 9 show the percentage of all students in each school that passed the End of Course tests for Reading.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 49.6 | 53.5 | 65.4 | 30.9 | 3.9 | 11.9 | -34.5 |
| 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 | 53.1 | 69.4 | 78.7 | 23.5 | 16.3 | 9.3 | -55.2 |
| Comparison School B | 58.2 | 63.1 | 67.3 | 25 | 4.9 | 4.2 | -42.3 |
| Comparison School C | 63.4 | 63.6 | 52 | 20.6 | 0.2 | -11.6 | -31.4 |

*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 |
|---|---|---|---|---|
| Washington Elementary | No | No | Yes | Yes |
| Comparison School A | No | No | Yes | Yes |
| Comparison School B | No | Yes | Yes | Yes |
| Comparison School C | No | Yes | No | No |

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

### *Performance Composite*

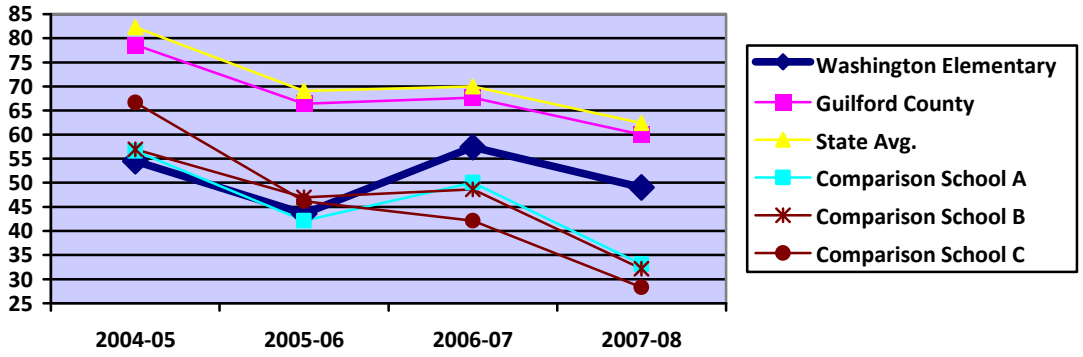
The Performance Composite is defined by NCDPI (2008) as "the percentage of the test scores in the school at or above Achievement Level III (also referred to as at "grade level" or "proficient")." Table 15 and Figure 10 show the performance composite for each school.

**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 |
|---|---|---|---|---|---|---|---|
| Washington Elementary | 54.5 | 43.6 | 57.4 | 49 | -10.9 | 13.8 | -8.4 |
| 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 | 56.6 | 42.1 | 50 | 33.1 | -14.5 | 7.9 | -16.9 |
| Comparison School B | 56.9 | 47 | 48.6 | 32.2 | -9.9 | 1.6 | -16.4 |
| Comparison School C | 66.7 | 46.2 | 42.1 | 28.3 | -20.5 | -4.1 | -13.8 |

*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 Washington was 33% (Table 16).

**Table 16. Performance Incentives by Year**

| | 2007 | | 2008 | |
|---|---|---|---|---|
| School | Total $ | Total Faculty | Total $ | Total Faculty |
| Washington Elementary | $17,500 | 6 of 6 (100%) | $6,500 | 2 of 6 (33%) |

### *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. 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 Washington Elementary, 28 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 Washington Elementary, three staff members said that they will not return in 2009-2010 and five 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 Washington respondents, four participants were unsure if they received an incentive; 11 indicated that they were incentive-paid and 13 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. 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 Washington. Four parents and 2 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:**

- There was principal turnover at Washington but not at any of the Comparison Schools.
- Improved teacher turnover at Washington and all Comparison Schools.
- Voluntary[7] incentive-paid personnel turnover from Washington was 20 %, and involuntary turnover within the program was 0% (See Table 4).

**Recruitment from 2006-07 to 2007-08:**

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

**Student Achievement from 2006-07 to 2007-08:**

- The percentage of AYP goals achieved decreased by 23.1 percentage points at Washington and Comparison School A, and remained the same at Comparison Schools B and C.
- The percentage of students who passed the ABC Math increased at Washington and at two other comparison schools.
- The percentage of students who passed the ABC Reading decreased at Washington and all comparison schools.
- Washington, along with two comparison schools achieved ABC Growth in 2007-08.
- The performance composite decreased by 8.4 percentage points at Washington and also decreased in all three comparison schools.
- Thirty-three percent of incentive-eligible teachers earned a performance incentive at Washington (based on SAS® value-added calculations of student achievement growth).

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 | |

[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. Summary of Results for Washington Elementary and Comparison Schools-Percentage Point Changes from 2006-07 to 2007-08**

| Category | Washington Status | Comparison A Status | Comparison B Status | Comparison C Status | State Overall | GCS Overall |
|---|---|---|---|---|---|---|
| **Retention Indicators** | | | | | | |
| Principal Turnover | Yes | No | No | No | N/A | N/A |
| Teacher Turnover | -12 | -37 | -14 | -11 | -9 | -12 |
| Incentive-paid turnover | 2008= 20% | N/A | N/A | N/A | N/A | N/A |
| **Recruitment of Quality Teacher Indicators** | | | | | | |
| Teachers with Initial or Continuing License | -5 | -2 | -4 | 0 | 0 | 0 |
| Classes Taught by Highly Qualified Teachers | 0 | 0 | 0 | 7 | 1 | 0 |
| Teachers 0-3 experience | 0 | -6 | 12 | -4 | 0 | 0 |
| Teachers 4-10 experience | 1 | 2 | -12 | -2 | 0 | 1 |
| Teachers 10+ experience | 0 | 5 | 0 | 6 | -1 | -1 |
| **Student Achievement Indicators** | | | | | | |
| Percentage of AYP Goals | -23.1 | -23.1 | 0 | 0 | N/A | -7.9 |
| ABC Math | 17.3 | 14.6 | 0.5 | -6.4 | 3.5 | 4 |
| ABC Reading | -34.5 | -55.2 | -42.3 | -31.4 | -29.9 | -29.7 |
| ABC Growth | Yes | Yes | Yes | No | N/A | N/A |
| Performance Composite | -8.4 | -16.9 | -16.4 | -13.8 | 7.6 | -7.7 |
| Incentives Earned | 2008=33% | 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 Washington Elementary School and the three comparison schools suggests that the Mission Possible program is not showing a treatment effect specific to Washington Elementary School. However, in comparison to Guilford County schools on a whole, Washington appears to be narrowing the gap in various areas since 2006-07; teacher turnover, percentage of teachers who are highly qualified, percentage of AYP goals obtained, percent passing ABC Math, and the performance composite. 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

# Washington Elementary (N=28)

### 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 | 17 (60.7%) | 0 | 0 | 0 | 8 (28.6%) | 0 |

| Question | | Female | Male |
|---|---|---|---|
| C | Gender | 26 (92.9%) | 2 (7.1%) |

| Question | | Administrator or Curriculum Facilitator | Teacher/Teaching Assistant | Other | No Response |
|---|---|---|---|---|---|
| D | Primary Position Type | 1 (3.6%) | 22 (78.6%) | 5 (17.9%) | 0 |

| 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** | 8 (28.6%) | 5 (17.9%) | 8 (28.6%) | 1 (3.6%) | 4 (14.3%) |
| F | Number of Years working in Guilford County Schools | 3 (10.7%) | 9 (32.1%) | 5 (17.9%) | 5 (17.9%) | 5 (17.9%) |
| G | Number of Years working in **current school** | 10 (35.7%) | 8 (28.6%) | 8 (28.6%) | 2 (7.1%) | 0% |

| Question | | Yes | No | Unsure |
|---|---|---|---|---|
| H | Is it your intent to return to this school next year? | 20 (71.4%) | 3 (10.7%) | 5 (17.9%) |
| | Why not?<br>• I am considering retirement<br>• I have recently obtained my Master's Degree and I am looking for a promotion in the next school year.<br>• Need more money to travel from Forsyth county to Guilford,<br>• Would like to transfer to middle school | | | |
| I | Are you in a position that will enable you to receive a performance incentive? | 11 (39.3%) | 13 (46.4%) | 4 (14.3%) |

| 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. | 4.46 | .51 | 4.32 | 0.55 | 35.7% | 60.7% | 3.6% | 0.0% | 0.0% | 0.0% |
| 2 | The school building is kept clean. | 4.50 | .51 | 3.54 | 1.14 | 14.3% | 57.1% | 0.0% | 25.0% | 3.6% | 0.0% |
| 3 | The school personnel work together as a team. | 4.77 | .43 | 3.89 | 0.92 | 25.0% | 50.0% | 14.3% | 10.7% | 0.0% | 0.0% |
| 4 | Administrators solve problems effectively. | 4.77 | .43 | 3.18 | 1.42 | 17.9% | 35.7% | 10.7% | 17.9% | 17.9% | 0.0% |
| 5 | My students performed at grade level or above last year. | 3.54 | .88 | 3.36 | 0.83 | 7.1% | 35.7% | 42.9% | 14.3% | 0.0% | 0.0% |
| 6 | Adequate disciplinary measures are used to deal with disruptive behavior. | 4.54 | .51 | 3.46 | 1.11 | 21.4% | 28.6% | 25.0% | 25.0% | 0.0% | 0.0% |
| 8 | My principal represents the school in a positive manner. | 4.88 | .33 | 4.07 | 0.94 | 39.3% | 35.7% | 17.9% | 7.1% | 0.0% | 0.0% |
| 9 | I devote time to remediation. | 4.23 | .65 | 3.79 | 1.03 | 21.4% | 53.6% | 10.7% | 10.7% | 3.6% | 0.0% |
| 10 | My grade levels/content areas plan together. | 4.40 | .91 | 3.89 | 0.88 | 17.9% | 64.3% | 10.7% | 3.6% | 3.6% | 0.0% |
| 11 | My principal responds to my concerns. | 4.73 | .45 | 3.48 | 1.48 | 32.1% | 25.0% | 10.7% | 14.3% | 14.3% | 3.6% |
| 12 | My principal treats me with respect. | 4.77 | .43 | 4.07 | 1.12 | 50.0% | 21.4% | 14.3% | 14.3% | 0.0% | 0.0% |
| 13 | My colleagues and I share resources. | 4.65 | .49 | 4.32 | 0.61 | 39.3% | 53.6% | 7.1% | 0.0% | 0.0% | 0.0% |
| 24 | Students generally come to my class at the beginning of the term prepared for the grade level or courses I teach. | 2.68 | 1.14 | 2.68 | 0.95 | 0.0% | 25.0% | 25.0% | 42.9% | 7.1% | 0.0% |
| 25 | I feel satisfied concerning how my career is progressing at this school. | 4.19 | .85 | 3.46 | 0.88 | 7.1% | 46.4% | 35.7% | 7.1% | 3.6% | 0.0% |
| 26 | I have a feeling of job security in my present position. | 4.12 | .82 | 3.93 | 0.86 | 21.4% | 57.1% | 17.9% | 0.0% | 3.6% | 0.0% |
| 27 | I like working at my school. | 4.58 | .58 | 3.82 | 1.22 | 39.3% | 25.0% | 17.9% | 14.3% | 3.6% | 0.0% |
| 28 | Staff morale is high at my school. | 4.58 | .64 | 2.81 | 1.44 | 10.7% | 32.1% | 7.1% | 21.4% | 25.0% | 3.6% |
| 30 | Teacher evaluations are fair and reasonable. | 4.32 | .69 | 3.54 | 0.64 | 7.1% | 39.3% | 53.6% | 0.0% | 0.0% | 0.0% |
| 31 | Teacher evaluations are used to improve teacher performance. | 4.32 | .63 | 3.71 | 0.66 | 10.7% | 50.0% | 39.3% | 0.0% | 0.0% | 0.0% |
| 32 | In-service programs keep me informed of the latest educational strategies. | 4.15 | .73 | 3.48 | 0.85 | 3.6% | 57.1% | 17.9% | 17.9% | 0.0% | 3.6% |
| 34 | This school is free of racism. | 3.73 | 1.22 | 3.64 | 0.87 | 14.3% | 46.4% | 28.6% | 10.7% | 0.0% | 0.0% |
| 35 | I am adequately trained to differentiate instruction. | 4.04 | .73 | 3.93 | 0.98 | 32.1% | 39.3% | 17.9% | 10.7% | 0.0% | 0.0% |
| 36 | I am prepared to have students with different learning levels in my classroom. | 4.28 | .74 | 4.04 | 0.92 | 35.7% | 39.3% | 17.9% | 7.1% | 0.0% | 0.0% |
| 37 | The overall climate or atmosphere at my school is positive for learning. | 4.73 | .45 | 3.93 | 0.72 | 14.3% | 71.4% | 7.1% | 7.1% | 0.0% | 0.0% |
| 38 | We are all actively trying to make this a better school. | 4.81 | .40 | 4.39 | 0.63 | 46.4% | 46.4% | 7.1% | 0.0% | 0.0% | 0.0% |
| 39 | I am adequately prepared to use cooperative learning in the classroom. | 4.20 | .58 | 4.07 | 0.72 | 28.6% | 50.0% | 21.4% | 0.0% | 0.0% | 0.0% |
| 40 | Parental participation is high. | 2.30 | 1.01 | 2.71 | 0.98 | 0.0% | 28.6% | 21.4% | 42.9% | 7.1% | 0.0% |
| 43 | Students in my school complete homework assignments. | 3.35 | .85 | 3.39 | 0.92 | 7.1% | 46.4% | 25.0% | 21.4% | 0.0% | 0.0% |
| 44 | My students come to class prepared. | 3.44 | .87 | 3.29 | 1.01 | 7.1% | 46.4% | 14.3% | 32.1% | 0.0% | 0.0% |
| 45 | Parents respond to material sent home to them. | 3.08 | .95 | 2.96 | 1.00 | 3.6% | 35.7% | 14.3% | 46.4% | 0.0% | 0.0% |

*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. | 1.19 | .80 | 2.57 | 1.50 | 14.3% | 17.9% | 14.3% | 17.9% | 35.7% | 0.0% |
| 14 | My principal is not supportive of teachers. | 1.04 | .20 | 2.19 | 1.18 | 3.6% | 10.7% | 21.4% | 25.0% | 35.7% | 3.6% |
| 15 | I am limited by too many students in each class. | 2.27 | .87 | 2.44 | 1.05 | 3.6% | 17.9% | 7.1% | 57.1% | 10.7% | 3.6% |
| 16 | I am limited by student deficiencies in basic academic skills. | 3.16 | 1.05 | 2.89 | 0.96 | 0.0% | 35.7% | 21.4% | 39.3% | 3.6% | 0.0% |
| 17 | I am limited by lack of concern/support from parents. | 3.35 | 1.02 | 3.00 | 1.02 | 3.6% | 35.7% | 21.4% | 35.7% | 3.6% | 0.0% |
| 18 | I am limited by lack of concern/support from the principal. | 1.29 | .46 | 2.50 | 1.23 | 7.1% | 17.9% | 14.3% | 39.3% | 21.4% | 0.0% |
| 19 | I am limited by school violence. | 1.56 | .65 | 1.64 | 0.68 | 0.0% | 0.0% | 10.7% | 42.9% | 46.4% | 0.0% |
| 20 | I am limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.). | 2.46 | 1.17 | 2.39 | 1.07 | 3.6% | 14.3% | 17.9% | 46.4% | 17.9% | 0.0% |
| 21 | I am limited by lack of concern/support from the district administration. | 3.04 | 1.04 | 2.61 | 0.99 | 7.1% | 3.6% | 42.9% | 35.7% | 10.7% | 0.0% |
| 22 | Student gang activity is a problem at my school. | 1.85 | .83 | 1.71 | 0.66 | 0.0% | 0.0% | 10.7% | 50.0% | 39.3% | 0.0% |
| 23 | Drugs are a problem at my school. | 1.58 | .64 | 1.61 | 0.69 | 0.0% | 0.0% | 10.7% | 39.3% | 50.0% | 0.0% |
| 29 | I frequently feel overloaded or overwhelmed while working at my school. | 2.88 | 1.18 | 3.36 | 1.28 | 21.4% | 32.1% | 14.3% | 25.0% | 7.1% | 0.0% |
| 33 | Children are not receiving a good education here. | 1.23 | .43 | 1.78 | 0.85 | 3.6% | 0.0% | 3.6% | 53.6% | 35.7% | 3.6% |
| 41 | I hear racist comments from staff. | 1.38 | .50 | 1.41 | 0.57 | 0.0% | 0.0% | 3.6% | 32.1% | 60.7% | 3.6% |
| 42 | I hear racist comments from students. | 1.96 | .82 | 1.96 | 0.79 | 0.0% | 7.1% | 7.1% | 60.7% | 25.0% | 0.0% |

*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? | 7.1% | 17.9% | 28.6% | 21.4% | 21.4% | 3.6% | 0% | 0% | 0% |

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?

- All adults work together to meet the need of the children not just the teachers. The lunch to learn is working well.
- Last year, the 3rd-5th team worked tirelessly under the leadership of Dr. Grenita Lathan to effect positive outcomes for our students. We constantly and consistently reviewed data and made necessary changes to our instructional methods, student groupings, and schedules.
- Less staff turn over
- Not sure what was done last year, however I can say that I enjoy the principal interacting with the students as well as the staff. The Principal knows each parent by name. Also the school offer after school activities to help each child to learn as well as having activities for them to do during the school hours. (Direct Instructions) Washington do all they can to get the parents involve. Washington makes sure the KIDS needs are first in our lives.
- Our SRA reading program. The Montessori Magnet that we have in place.
- team planning with teachers
- The Montessori Philosophy has made a difference in the way instruction is being presented to students. This philosophy addresses a number of learning styles and will benefit students.
- The principal was the leading factor that kept the school together and working as a family, however due the recent change morale has hit an all time low. I hope that this does not affect the positive changes that our previous principal set in place.

- The school has been able to retain highly effective teachers.
- The teachers are working closely together to make sure students get a proper education and to control discipline problems.
- The teachers in 3-5 are working together to prepare the students for higher learning.
- This is my first year here and I do not have anything to compare the differences.
- We are always striving to meet the needs of the children's education. I have seen positives changes in the reading efforts in the students due to having educators who care.

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.

- All teachers are overwhelmed by all of the mandates from the county to get students prepared without help from the home. This is very discouraging knowing that the school cannot do it alone, but it feels that way.
- Communication problems between administrator and staff, lack of team planning with specialists.
- I am not aware of any situations.
- It takes every person (certified and non-certified) to help our students achieve success. All staff should receive compensation and recognition
- Moral has went down a little since Dr. Lathan left. Things are not running as smoothly.
- Not all staff that work with the students receive a performance incentive, yet they have been required to attend mandatory workshops. Either compensate them or do not require attendance.
- Some seem to do certain things for the incentive pay. This is of major concern for some.

49. What professional development is needed in your school?

- Continued data analysis, using data to drive instruction. How to teach in a multi-age classroom
- Courses or workshops in classroom management/dealing with non-compliant students
- How to mesh the North Carolina Standard Course of Study with the Montessori curriculum. We are in the process of matching up which materials and lessons are "taking care of" our responsibility to the NCSCOS.
- None, most of the teacher's are already under going Montessori training.
- Please allow those inservices and professional development progams that appear to be working remain in place. Quite often GCS has a tendency to switch things around before any specific philosophy or plan of instruction is given enough time to work. The Montessori Philosophy has only been implemented since March, 2008. Our school needs to be given the time. We certainly can already see the progress and the benefits that our children have received from of this particular plan of instruction. Please remember these are children. Our philosophy for the district used to be "Children, First." I hope that it reigns true for the present.
- Staff members need to learn to keep it professional at all times while on the school grounds.
- Teacher assistants need to be better trained to handle lessons in case the teacher is not at school.
- Time management and priority setting

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

- I feel the Mission Possible Program, should include the Co-Teachers. We work just as hard as the lead teachers to help the kids learn, we interact with the parents as well. If it was not for Co-Teachers the lead teachers would not be able to do their job. We are their back bones
- I have nothing to comment on.
- Mission Possible Schools need the best and the brightest administrators who have previous experience as a Mission Possible principal, or at the very least, a principal of a school with similar demographics as would a Mission Possible school. It is a disservice to the school and to the new principal to place them in a situation in which they are not ready. I believe that Dr. Lathan was a rare exception to this wish - her prior experience in Chicago, combined with her tireless push for excellence, outstanding rapport with the school community and her efforts to assist all faculty and staff members to shine - led Washington Elementary to new heights. Those of us she left behind are committed to continuing her

dream for Washington Montessori as a Mission Possible School and an accredited Montessori site, however; our resolve and patience with the quality, qualifications and actions of the new current Mission Possible principal are leading faculty and staff to question whether or not the rewards of working for this particular Mission Possible school are worth it.

- The program is working. The new principal needs to stop changing effective strategies that were in place before her arrival.
- There are lot of extra activities in place for students who are in need of prior knowledge experience.

# Appendix C-Parent Climate Results-Spring 2008

Washington Elementary School
Total Number of Surveys Received = 4 Total Number of Surveys Sent = 100 Survey response rate = 4%

| | 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

Washington Elementary School
Total Number of Surveys Received = 2 Total Number of Surveys Sent = 100 Survey response rate = 2%

| | 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