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**ACCELERATED LEARNING PROGRAM (ALP)
GRADES 3-8: EVALUATION 2002-03**

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Abstract

The Accelerated Learning Program (ALP) began in the Wake County Public School System (WCPSS) in 1999-2000 as an out-of-school time intervention to support students scoring below grade level. Since then, flexibility in use of these funds has increased, along with the percentage of schools using the funds to support low achievers during the school day. In 2002-03, over 70% of traditional calendar schools reported providing at least a portion of their ALP services during the school day, followed by after-school sessions (about 40%), and Saturday sessions (20%). At year-round schools, intersession continues to be the most common time for ALP at the elementary (82%). However, year-round middle schools provided ALP most commonly during the school day (83%), with only 34% using intersessions. Changes in use of ALP funds have made it increasingly difficult to clearly identify which students these funds supported. Although all schools reported that students who scored below grade level were supported through ALP, data on individual students suggests that the percentage of these students in ALP declined from 59% in 2001-02 to 35% in 2002-03. The lower participation rates are partially due to under-reporting, but clearer accountability for serving students is needed.

ALP HISTORY

In 1998-99, WCPSS provided additional support funds to schools with a concentration of low-income students and/or low-achieving students. Fund use was flexible, with schools submitting plans for their programs to Instructional Services Division. In spring 1999, a system-wide committee met to discuss what it would realistically take to accomplish Wake County Public School System's Achievement Goal 2003 (to have 95% of students scoring at or above grade level by 2003, as measured by North Carolina End of Grade (EOG) tests at grades 3 and 8). National research, curriculum theory, and personal experiences were all considered in developing a new program, the Accelerated Learning Program. Funds were allocated on a per-student basis, so that schools with the most students in need received the most funds. For 1999-2000, schools developed implementation plans for ALP within the following parameters:

Key Topics

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- ALP students were to be provided up to 22 extra days of instruction, based on individual needs. All instruction was to take place **outside** the regular school day, such as Saturdays, teacher workdays, holidays, student vacations (during intersessions of year-round schools), before school, and/or after school. No more than one third of the ALP “days” were to be before or after school.
- A Personal Education Plan (PEP) was to be developed and monitored for each student, including objectives and strategies for meeting each student’s needs.
- Teachers and volunteers who provided services to the ALP students were to be “highly trained.”
- Parent involvement was to be encouraged in terms of student participation, supporting the learning process at home, communicating with teachers, supporting school staff, and attending parent/teacher conferences.

Community ALP was also initiated, which encouraged individuals and groups (e.g., churches and other organizations) to volunteer in schools to support students. Volunteers were trained in literacy and/or math before working as tutors.

In 2000-01, ALP was expanded from grades 3-8 to K-12, and a summer academy was added for grades 3-8. Expansion was possible due to a one-time transfer of \$7 million from capital improvement to operating expenses by the Wake County Commissioners in November 2000. Most original guidelines remained, with the following changes:

- The timing parameters were relaxed somewhat to permit ALP services to be offered during the school day.
- The Challenged Schools and School Improvement Program Grant programs were added. Challenged Schools were those with at least 30% of their students receiving free or reduced-price lunch (FRL), and the additional funds could be used to extend existing services or serve groups typically not served (e.g., those who had test scores just above the grade-level-cut scores). Schools that did not qualify for the Challenged Schools program could apply for a School Improvement Program Grant based on special needs at their campus. These schools had lower levels of need schoolwide but had special circumstances or needs. School Improvement Program grants were only provided in 2000-01.

In 2002-03, significant changes were made in the way ALP resources were allotted to schools. ALP funds were allotted to schools in teacher months of employment. This benefited schools in a number of ways:

- Months were allotted in May, giving principals lead-time to plan programs and hire qualified staff for their positions.
- Finance procedures related to staffing and payroll were simplified.
- Funds converted to non-salary categories became school-based. This gave principals direct control over those budgets.

The timing of ALP was no longer restricted, although out-of-school times were still encouraged. Extra documentation of the supplemental nature of service was required for services during the day.

EVALUATION PLAN

The evaluation of ALP for 2002-03 was scaled back compared to previous years. This report provides information on ALP eligibility, participation rates and program implementation primarily. Achievement results for students served in ALP were not analyzed separately for several reasons:

- Reports in 1999-2000, 2000-01, and 2001-02 found evidence that ALP, along with other district efforts, had led to increased percentages of students scoring on grade level and high growth for students scoring below grade level. (Baenen et al, 200, 2001, 2003.)
- Disaggregated achievement results for 2002-03 continued to show high growth for Level I and II students and an increase in the percentage of students scoring on grade level. (Dulaney and Regan, 2003).
- The way in which ALP allocations were distributed and the increased flexibility in schools' use of the funds made ALP less of a separate program in some schools and more of a funding source for extra staff or other school initiatives to support student achievement.

Other WCPSS initiatives were given higher priority for more extensive evaluation in light of these facts.

DATA SOURCES

The primary sources of data used in this evaluation are shown in the table below.

Question	Source	Date Collected
How many students were eligible for ALP based on test performance?	-EOG -Student Locator files	-Spring 2003 -Spring and fall 2003
How many students participated in ALP? What were their characteristics?	-Data Capture forms -Student Locator files -Masterbuild file	-May 2003 -Spring 2003
How was ALP implemented in schools? How was ALP provided in schools with the best gains for Level I and II students?	-Program plan from central program coordinator -Web-based principal survey from Evaluation & Research Department (E&R)	-Fall 2002 -Spring 2003
Was ALP viewed as effective by school staff?	-Web-based principal survey from E&R	-Spring 2003

The fall program plan requested by the program coordinator asked some standard questions about the structure of the program at each campus. Forms with check boxes were provided to schools through an e-mail and compiled in an Excel data sheet. After a number of reminders, the program coordinator received all forms back from the schools.

The ALP 3-8 Principal Survey was collected via a web-based survey with principals in the spring of 2003. This was E&R's first use of this method with principals. We e-mailed principals the request to complete the survey at the Zoomerang web site. Two reminders were sent electronically as well. Some principals needed "technical support" on the telephone to access the survey, but almost all seemed comfortable completing the survey once they got to the site. A couple of changes in principal assignments also resulted in a delay in getting some school results (with one principal asking us to survey the old principal for example, and another wanting to consult with the prior principal before responding). Some principals also asked other staff at their campuses for help in addressing some of the items. Overall, 80 of 117 surveys were returned (68.4%). Questions and overall responses are shown in Attachment 1.

ELIGIBILITY AND PARTICIPATION

Allotments and Eligibility

The ALP budget allocation for 2002-03 was \$6.4 million, with an additional \$1.2 million for Challenged Schools (schools with more than 30% of their students receiving FRL). Allotments for ALP are based on counts of students scoring below grade level (or special education students with no scores) as of May. Counts were checked in the fall, with upwards adjustments made if needed, but no school received a decrease from their May allotment. Beginning in 2002-03, schools with a small number of students below grade level and year-round schools received a minimum allotment considered necessary to make the program viable (five months of one

teacher). The number of Challenged Schools also increased for 2002-03. Since the overall budget for ALP and Challenged Schools did not increase to reflect growth in 2003-04, in some cases, school allotments decreased due to revised budget formulas.

For purposes of this study, students eligible for ALP reflect those used in allotments to schools. In grades 3-8, students were counted as eligible if they scored in Level I or II on the EOG reading and/or math tests in spring 2003 (fall for grade 3) or were special education students unable to take a grade-level multiple-choice test. Preliminary counts for ALP allocations at grade 3 are actually based on grade 2 spring results on local literacy assessments, but schools can serve students low on either the spring measure or the fall EOG. (Using the fall EOG counts is a change in E&R's procedure.) While schools are allowed to serve other students (usually students scoring low in Level III) as space and funds allow, it is expected that all students scoring below grade level will be invited to participate. Changes in the percentage of eligible students who actually participated are discussed in the next section.

Participation

Our ability to determine the exact count of students served through ALP in 2002-03 was hampered by several factors.

- **Change in data collection methods:** As ALP guidelines loosened and budget management was simplified, efforts became institutionalized, and less coordination was needed. The number of schools appointing specific ALP contacts also declined, which made it necessary to use classroom teachers rather than ALP contacts as our source of students served. This change was made at the elementary level in 2001-02 and at the middle school level at 2002-03.
- **Change in schools' use of funds:** The increasing use of ALP funds to support efforts during the day made it less likely that classroom teachers necessarily knew all the students served by the "ALP program." Some schools used ALP funds to support programs with other names or for extra instructional support services that did not have a formal program designation. For example, two schools reported using the funds to hire an additional teacher to reduce class sizes; classroom teachers did not report any students as served in ALP (although they could have counted students in the grade level impacted). At the middle school level, an extra teacher was often hired for remedial electives which may not have been known by classroom teachers of reading and math.
- **Incomplete reporting:** While all elementary schools returned the data capture forms, some middle schools did not return their forms even after reminder calls (9 schools for reading and 4 for math). Two middle schools did not return responses for either subject.

Reported participation rates suggest that the number of students participating in ALP 3-8 in 2002-03 was down considerably compared to 2001-02 (see Figure 1). Even at the elementary level where all schools returned forms, participation counts were down 25%, from 4,826 to 3,604 students. Middle school participation reportedly declined more than 50%, from 2,459 to 1,198

students between 2001-02 and 2002-03. Underreporting and other factors mentioned above contributed to these declines in participation rates.

Figure 1
ALP Participation Counts, 1999-2000 to 2002-03

	1999-2000	2000-01	2001-02	2002-03
Grades 3-5	4,309	4,342	4,826	3,604
Grades 6-8	2,302	2,983	2,459	1,198
TOTAL	6,611	7,325	7,285	4,802

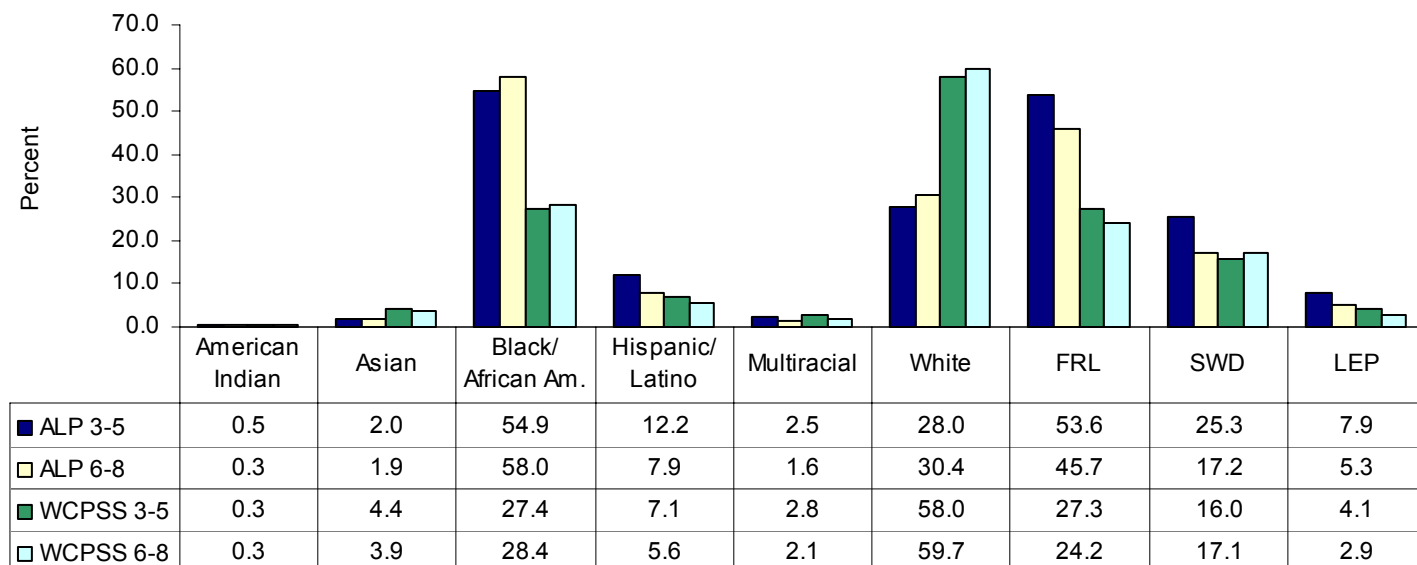
Source: Data Capture Sheets, May 2000, 2001, 2002, and 2003.

Note: 8 middle schools did not return the ALP information for reading and 3 for math. This led to an underestimate of the actual ALP participants for the 2002-03 school year.

Demographic Characteristics

Compared to the WCPSS population overall, Black/African American and FRL students were over-represented in those eligible for and participating in ALP (see Figure 2). This trend has been found over time, and EOG achievement results show minority, FRL, and limited English proficient (LEP) students scoring at Level I or II more than other students (Dulaney and Regan, 2003). Students with Disabilities (SWD), another group which tends to have more Level I and II students, was not over-represented among the participants.

Figure 2
Characteristics of ALP Participants Compared to WCPSS Overall 2002-03



Eligible Students Participating in ALP

Figure 3 shows that the total number of students who met eligibility guidelines increased in 2002-03, compared to 2001-02. All of the increase was at the elementary level. (Computing eligibility on fall EOG scores for the first time this year and special education students taking alternate assessments may have contributed to this increase.)

Figure 3
Number of Students Eligible for ALP

Year	Grades 3-5	Grades 6-8	Total Grades 3-8
2001-02	5,137	4,408	9,545
2002-03	6,353	4,286	10,639
Adjusted 2002-03*	6,353	2,431	8,784

*Only schools that provided data capture forms for both reading and math are included in these figures.

Source: Masterbuild was used for pretest counts, May 2003. Students who had left the system in 2002-03 are therefore not counted.

Eligible Students Participating in ALP

Data capture sheets returned by schools suggest that the percentage of students eligible for the program who actually participated in 2002-03 declined considerably compared to 2001-02. (See Figure 4.)

- In 2001-02, 58.9% of eligible students in grades 3-8 were reported to be participating in ALP (5,631 of 9,545).
- In 2002-03, 34.7% of eligible students were reported to be participating. For accuracy purposes, only schools that provided data capture sheets for both reading and math were included in this calculation (3,050 of 8,784).

Figure 4
Number and Percent of Eligible Students Participating in ALP

Year	Grades 3-5	Grades 6-8	Total Grades 3-8	Percent of Eligible Students Grades 3-8 Served in ALP
2001-02	3,172	2,459	5,631	58.9
2002-03	2,556	696	3,252	30.6
Adjusted 2002-03*	2,556	494	3,050	34.7

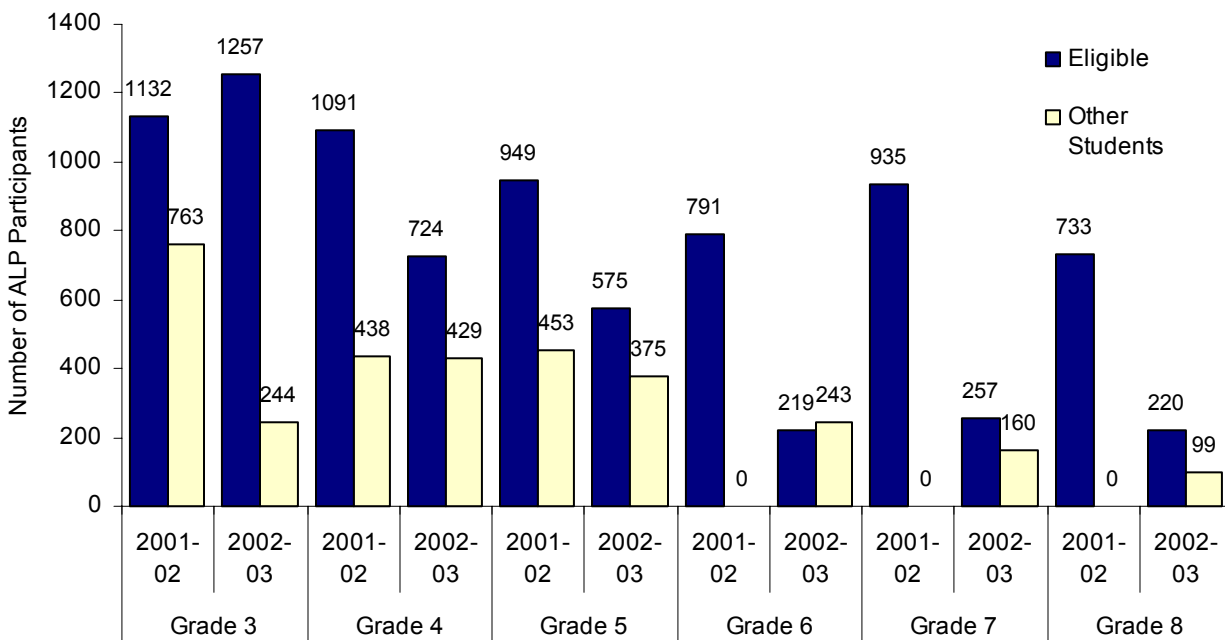
*Only schools that provided data capture forms for both reading and math are included in these figures.

Source: Data Capture Sheets, May 2003 and Student Locator, June 2003

Figure 5 shows the count of students by grade served in ALP based on whether they were considered eligible for the program as of spring 2003 or not. Students not officially eligible were those who scored at or above grade level (Level III or IV) in both reading and math. Some students were marked by schools as supported through ALP who scored a Level IV in both math and reading. However, follow-up calls to schools indicated that nearly all of these students had received enrichment, not remedial services as part of other programs and were mistakenly marked as being in ALP. While a small percentage of the students probably were served in ALP, we decided to exclude all students who scored Level IV in both subjects from the counts (since we had no way to find the legitimate students served).

- Only grade 3 showed an increase in the number of eligible students served in 2002-03 compared to 2001-02.
- For 2002-03, the number of student participants dropped considerably from grade 3 to 8.
- Large drops in the number of participants reported are evident at all middle school grades.

Figure 5
Student Participation in ALP 3-8 2001-02 to 2002-03



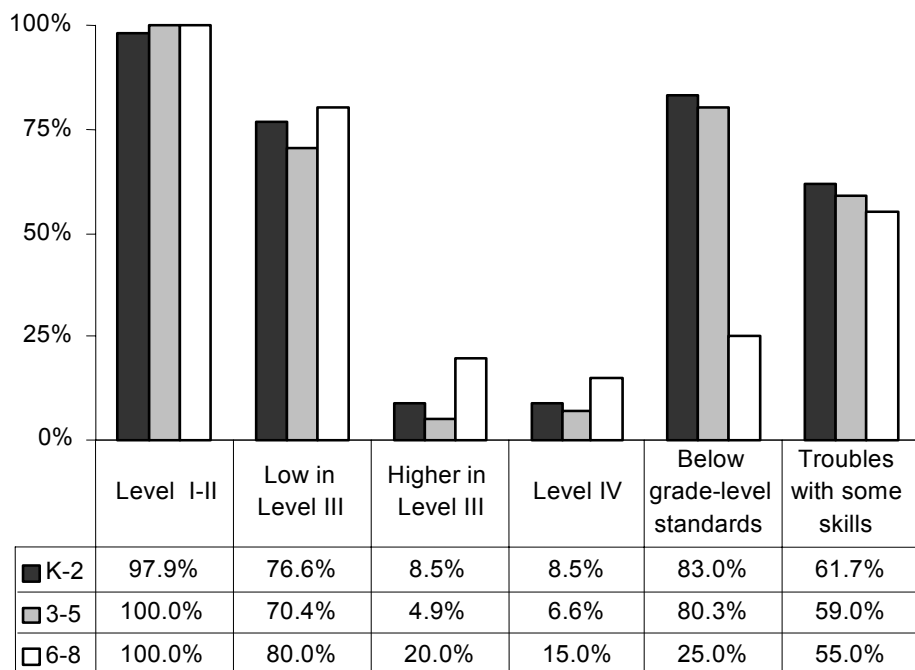
Source: Data Capture Sheets, May 2003. **Notes:** Incomplete data was provided by middle schools in 2002-03. “0’s” for at or above grade level in 2001-02 are likely due to a difference in data collection.

Participation rates for eligible students varied considerably by school (see Attachments 2 and 3). Some low counts were due to schools not turning in forms; some to teachers not marking students because they did not understand what services ALP funded at their school; some because students simply were not served.

Declines in overall participation rates and participation rates among low achieving students raise concerns. Beyond concerns about inaccurate reporting, the possibility that school practices and student/parent attitudes may have changed is troubling. Some of the survey results are relevant to this question.

As shown in Figure 6, ALP-funded services were provided to Level I and II students in all schools at grades 3-5 and 6-8. The number of schools offering K-2 service is not 100% because one elementary school did not participate in 2002-03. Results for other types of students served were similar across all grades. Most schools offered support to students scoring low in Level III, and over half supported students having trouble with some skills. The lower percentage of middle schools reporting service to students “below grade-level standards” is understandable because only sixth grade teachers have WCPSS assessment results available on incoming students.

Figure 6
“Which Students Did Your ALP-Funded Services Support?”



Source: ALP 3-8 Principals Survey, spring 2003 Note: One school did not participate in ALP K-2.

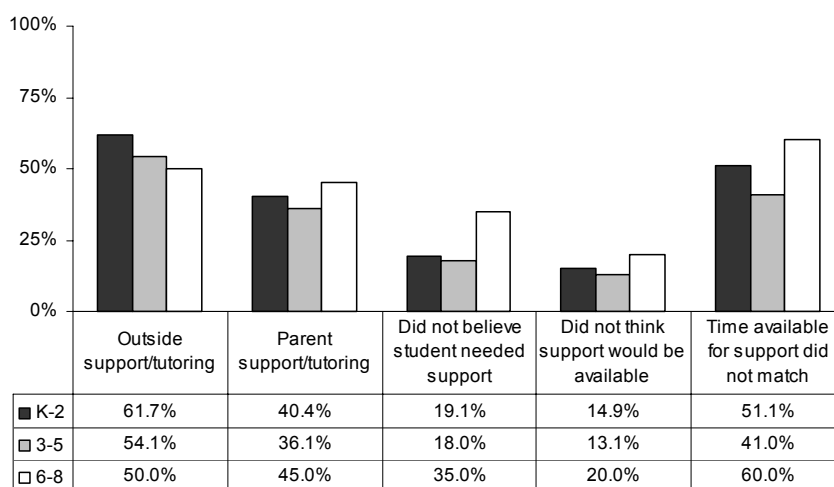
The percentage of students served who were only having trouble with some skills was quite high, and the percentage served who had EOG scores higher in Level III or in Level IV was also higher than expected. This suggests some schools are considering ALP a more general source of support for struggling students than originally intended.

On the other hand, while all schools involved Level I and II students, it appears at least some students who scored below grade level were not invited to participate. Overall, 87.5% of reporting principals indicated all eligible students were invited to participate in ALP. Instructions to schools were that all eligible students were to be offered ALP or some other alternate *additional* service. Survey respondents who did not invite all eligible students to participate cited the provision of other or alternate support services, full ALP groups (which were sometimes held to teacher:pupil ratios of 1:7), and students with significant behavior problems who were considered inappropriate for ALP. Some of these reasons are more acceptable than others. One school commented that:

“We invited all but Special Education (self-contained [students]). I thought in their lower class sizes they would get more benefit by not being pulled out for ALP. It was a mistake. They did not learn the skills and strategies needed to achieve higher on EOGs. Next year we plan to include them.”

It also appears some low-achieving students and their parents may be opting out of participation. Schools reported that when eligible students declined invitations to participate in ALP-funded services, the most frequent reasons were that the time available for support did not match the student’s extracurricular schedule or that the student was already receiving outside support/tutoring (see Figure 7). Responses were fairly comparable across all grade levels. The one exception is that almost twice the percentage of middle school students than elementary school students declined participation because their families did not believe they needed support.

Figure 7
“If Eligible Students Declined Participation, What Reasons Were Given?”



Source: ALP 3-8 Principals Survey, spring 2003

Note: The ALP K-2 program operates during the day, so scheduling conflicts may relate to students served in other programs or parents’ preference that students not miss other instruction.

IMPLEMENTATION

During the 2002-03 school year, ALP funds paid for 920.5 months of employment for teachers in elementary and middle schools. Schools used ALP months of employment for ALP teachers, as well as for supplies, stipends, and clerical help. Transportation for ALP was paid for through state and local funds. Schools used a wide range of remediation strategies and program structures to help students achieve and maintain grade-level status. Challenged Schools funds paid for 271.5 Months of Employment, allotted to elementary and middle schools with 30% FRL students enrolled. Months were allotted based on the number of students qualifying for free or reduced-price meals, counted in April of 2003. School allotments also changed in relation to the number of Level I and II students they needed to serve.

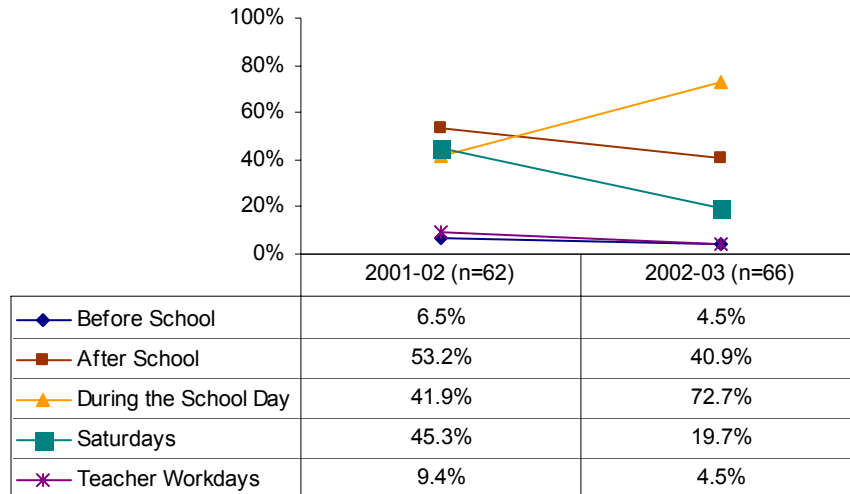
ALP Session Times

Figures 8 and 9 illustrate the trend toward offering more ALP remediation during the school day. Based on fall reports, both elementary and middle schools had large increases in ALP-funded services during the day, with the exception of elementary year-round and alternative-calendar schools. Conversely, the frequency of Saturday remediation sessions, as well as before and after school sessions, continued to decrease in both elementary and middle schools. The percentage of year-round and alternative-calendar schools implementing ALP during intersession increased in elementary schools, but decreased in middle schools. In terms of combinations of service times offered with ALP funds:

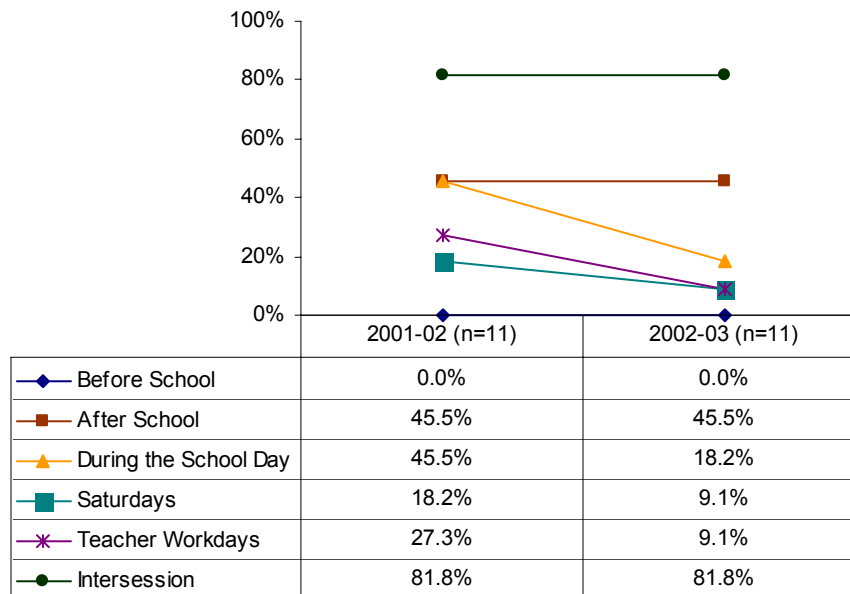
- Of the 66 elementary schools reporting, about one third of the elementary schools used ALP funds only outside of the school day (23); one third used ALP funds only during the school day (24), and the rest of the schools reporting (19) offered a combination of services during and outside the school day.
- Of the 26 middle schools reporting, only 19% used the funds only for services outside of the school day (5), with 54% offering ALP-funded services only during the day (14), and 27% offering services both during and outside of the school day (7).

These figures do not reflect use of Challenged Schools funds.

Figure 8
Time of ALP Implementation
2001-02 and 2002-03
Grades 3-5 Traditional-Calendar Schools



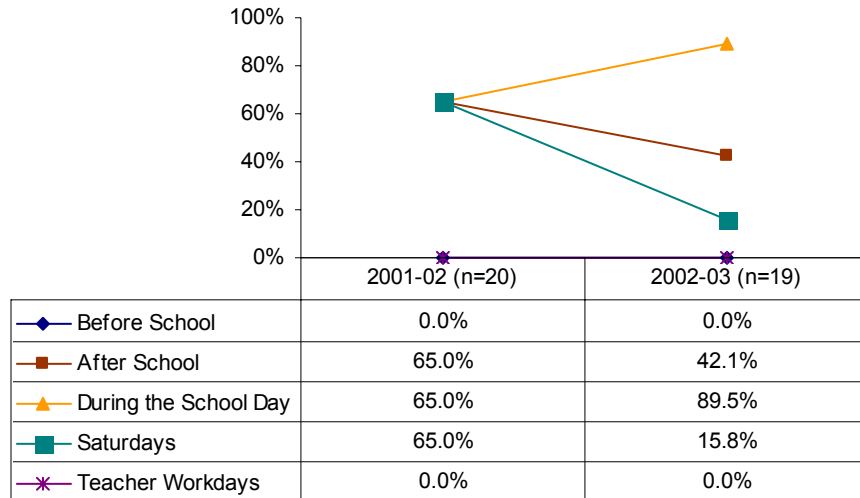
Grades 3-5 Year-Round and Alternative-Calendar Schools



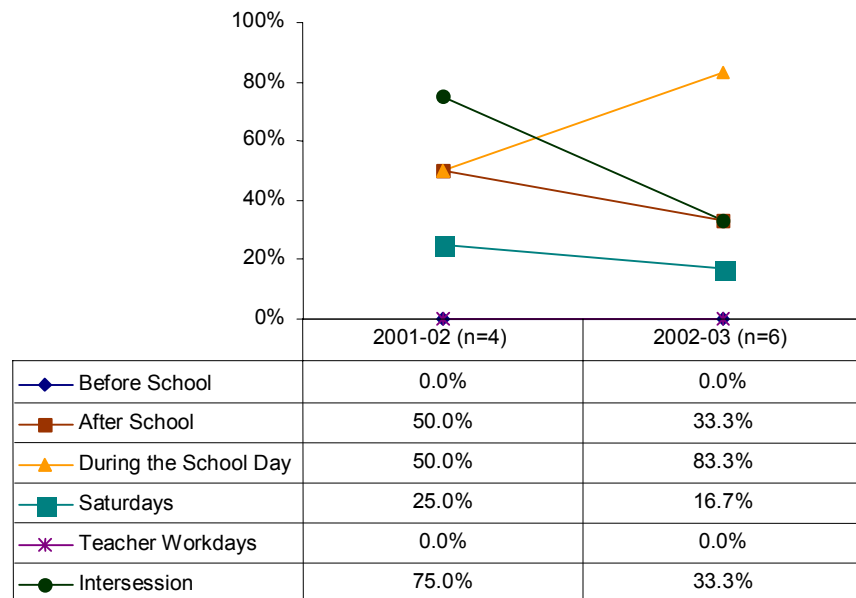
Source: Fall program plan

Note: Of the schools included in this figure for 2001-02, nine were year-round schools and two ran on an alternate-calendar. Jones Dairy Elementary did not use intersession during 2001-02.

Figure 9
Time of ALP Implementation
2001-02 through 2002-03
Grades 6-8 Traditional-Calendar Schools



Grades 6-8 Year-Round and Alternative-Calendar Schools



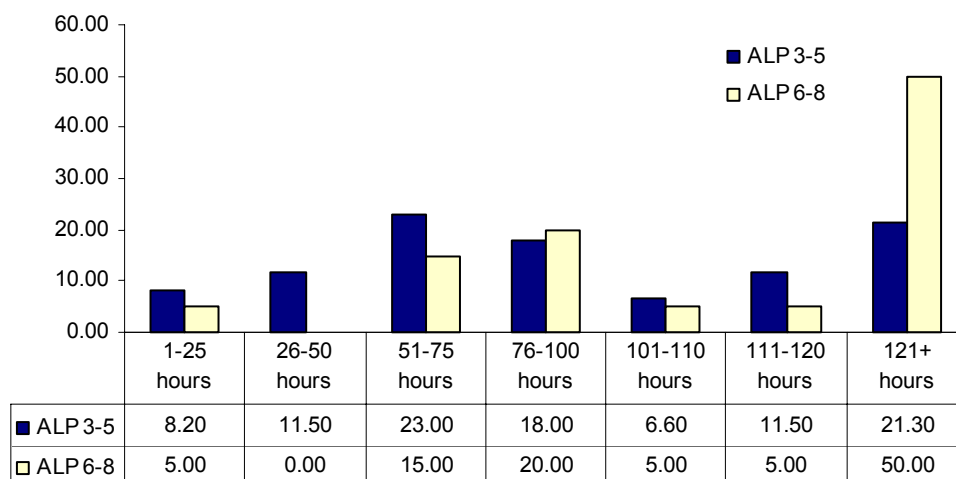
Source: Fall program plan

Note: Of the schools included in this figure for 2001-02, three were year-round schools and one ran on an alternate calendar. All of the year-round schools reported using intersession while the alternate-calendar school did not.

Hours of Service

Each school was asked to report the average number of service hours available to an individual student during the year. Figure 10 shows that the range of hours available for ALP instruction started at 1-25 hours and went up to 121 or more hours of instruction. Responses suggest that approximately 57% of the elementary and 80% of the middle schools met the original expectation that about 22 extra days of instruction would be available to students who needed it (counting the 76-100 hour category and above since Saturdays and intersession days could be shorter than regular school days). Of course, since many of these hours were provided during the regular school day, the number of hours that were truly “extra” is not clear.

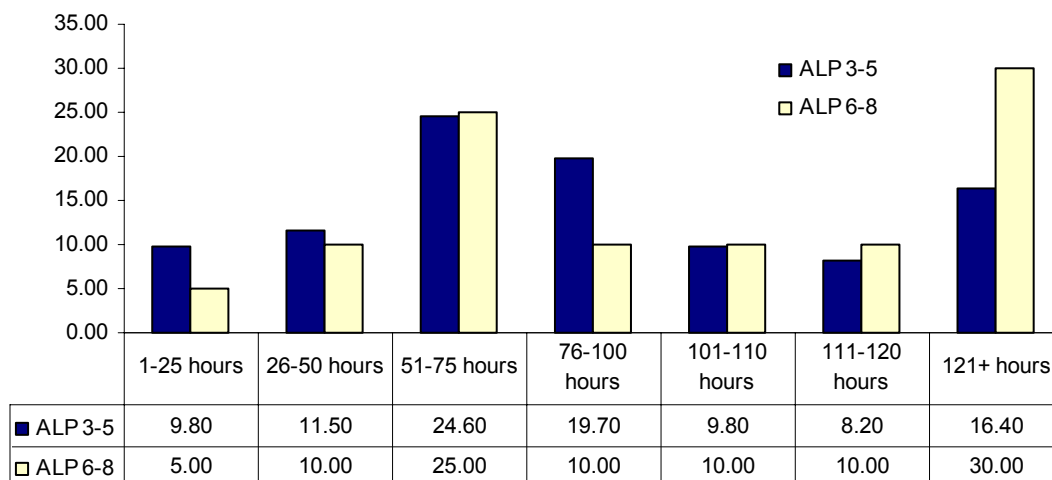
Figure 10
Reported Number of Hours Available
to 3-8 Students through ALP or Challenged Funds



Source: ALP 3-8 Principals Survey, spring 2003

The estimated average number of hours of assistance each student actually received during the school year was more similar at the elementary and middle school levels than the hours available; 54% of elementary schools and 60% of middle schools reported that students received 76 hours or more assistance. Figure 11 shows that the most frequent ranges of hours actually received by students in grades 3-5 were 51-75 hours (24.6%) and 76-100 hours (19.7%). Responses were different at grades 6-8, with a higher percentage (30%) of schools reporting that they offered these students 121 or more hours, followed by 51-75 hours of instruction (25.0%). As might be expected, the percentage of students who actually received 121 or more hours of extra assistance was slightly lower than the percentage of schools offering this level of service (especially at the middle school level).

Figure 11
Reported Number of Hours
Received by 3-8 Students through ALP or Challenged Funds
2002-03

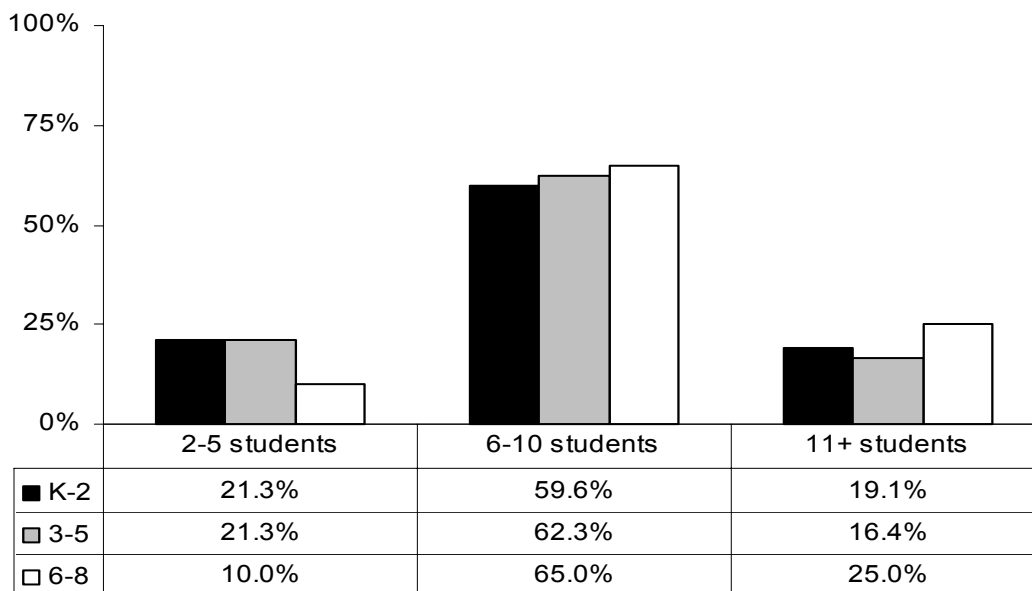


Source: ALP 3-8 Principals Survey, spring 2003

Group Size

Nearly two thirds of all responding schools serving grades 3-5 and 6-8 reported that their general student group size for ALP-funded services was 6-10 students (Figure 12). The percentages of students being instructed in larger groups (11 or more students) were slightly higher for grades 6-8 than for students in the lower grades. ALP allotments were based on a staff to student ratio of 1:10.

Figure 12
General Student Group Size for ALP-Funded Services 2002-03

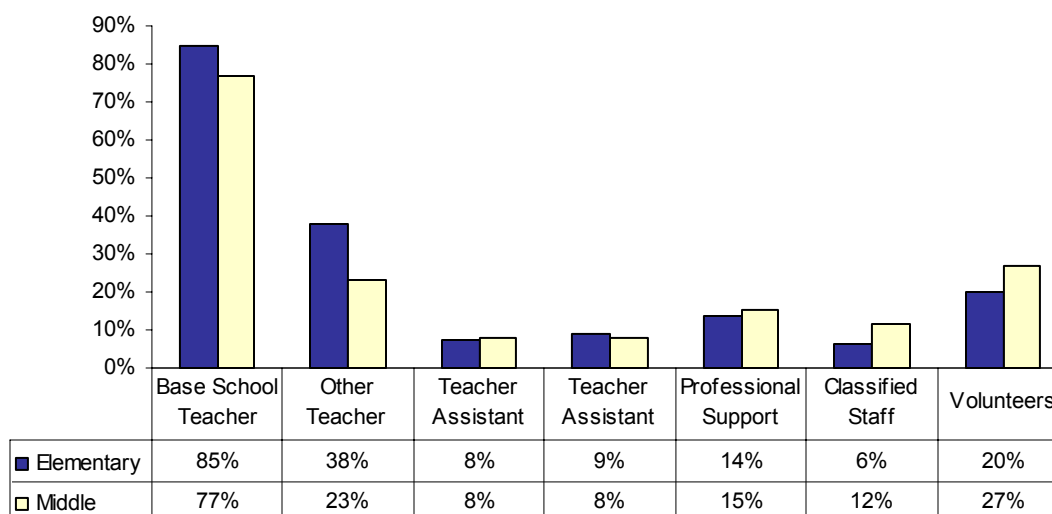


Source: ALP 3-8 Principals Survey, spring 2003

Staffing

Figure 13 shows that schools staffed their ALP-funded services in a variety of ways. At all grade levels, staff members were most often base-school teachers. Elementary schools reported a slightly higher percentage of base-school teachers than middle schools. Elementary schools relied on other teachers at a higher rate than middle schools, 38% and 23% respectively. Middle schools used classified staff and volunteers slightly more than elementary schools. Both school levels used the remaining staffing options at a similar rate.

Figure 13
ALP Staffing, 2002-03



Source: ALP 3-8 Principals Survey, spring 2003

Other Resources for Support

As mentioned above, schools utilized resources other than ALP to support Level I-II students. Of the 80 schools surveyed, 75 provided information about the additional sources of support they provided for low-achieving and at-risk students. The four most commonly reported sources of additional assistance (in order of the frequency of response) were:

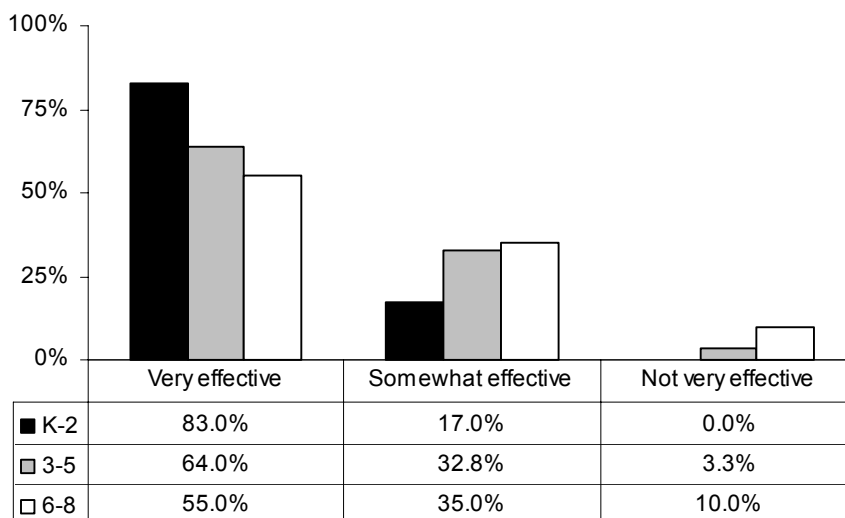
- tutors, mentors and volunteers;
- other resources and materials such as software programs, small group instruction, leveled materials, and differentiation within classrooms;
- other programs such as Project Achieve, Fast ForWord, and Destination Math; and
- additional teachers, teacher assistants and other personnel.

EFFECTIVENESS

Staff Opinions

Figure 14 illustrates how effective principals believed ALP to be. The majority of principals reported that ALP was very effective in supporting their students at all grade levels. However, the percentage of teachers who believed ALP was *very* effective (compared to *somewhat* effective) declined at the higher grade spans.

Figure 14
“To What Extent Do You Believe Your School’s ALP-Funded Efforts Were Effective in Improving Student Learning?”



Source: ALP 3-8 Principals Survey, spring 2003

Achievement Test Results

Systemwide results were not analyzed specifically for ALP students in grades 3-8. However, ALP programming is targeted to students who scored Level I or II on previous EOGs. As a result, the performance of these students as a group may give a picture of how well ALP is succeeding at bringing students up to grade level. Students scoring in Levels I or II have shown improved growth and performance since ALP began (Baenen et al., 2003; Dulaney and Regan, 2003):

- The percentage of Level I and II students reaching grade-level achievement in one year has increased steadily.
- Students scoring in Level I or II have shown high growth based on state ABC standards for the last three years.

- Level I and II students showed higher growth based on ABC formulas than students scoring in Levels III or IV at both the elementary and middle school levels in 2002-03.
- High growth for Level I and II students was much more consistent than in past years across schools. All but two elementary schools showed high growth for Level I and II students (up from 85% in 2001-02) and all middle schools showed high growth for this group (up from 56% in 2001-02).

Schools with Highest Growth

In past years, we found differences in schools with the highest and lowest growth composites based on state ABCs formulas in terms of the ways in which they supported Level I and II students (Baenen, Yaman, and Lindblad, 2003). For example, elementary schools with the best gains tended to offer at least some ALP sessions outside of the school day, and middle schools with the best gains were more likely to offer special electives and extra times for remediation before testing.

For 2002-03, the schools with the highest ABCs growth composites in spring 2002-03 were:

- At the elementary level, Davis Drive, Combs, Northwoods, Brassfield, Carver, Baucom, Lead Mine, Lynn Road, Lockhart, and Knightdale.
- At the middle school level, Apex, West Cary, and Davis Drive.

Fall and spring survey responses from schools with the best gains were compared to those of all schools at that level. This more general analysis revealed only a few differences in multiple-choice survey results between the schools with the best gains and other schools. As shown in Figure 15, the biggest difference was in the number of hours available to students for assistance, with both elementary and middle schools with the best gains more likely to offer 121 hours or more of assistance and less likely to offer less than 76 hours.

Figure 15
Comparison of Multiple Choice Principal Survey Results For All Schools and Highest Growth Schools Based on EOGs Spring 2003

	All Elementary Schools (80)	Highest Growth Elementary Schools (10)
Calendar		
<i>Traditional</i>	86%	90%
<i>Year round</i>	11%	0%
<i>Modified</i>	3%	10%
Time of day for ALP		
<i>During the day</i>	66%	67%
<i>After school</i>	43%	56%
<i>Before school, intersession, work day</i>	28%	0%
Group size (# of students)		
<i>2-5</i>	21%	33%
<i>6-10</i>	62%	33%
<i>11+</i>	16%	33%
Hours offered		
<i>121+</i>	16%	67%
<i>111-120</i>	8%	11%
<i>101-110</i>	10%	0%
<i>76-100</i>	20%	22%
<i><76</i>	46%	0%
	All Middle Schools (26)	Highest Growth Middle Schools (3)
Calendar		
<i>Traditional</i>	81%	100%
<i>Year round</i>	12%	0%
<i>Modified</i>	8%	0%
Time of day for ALP		
<i>During the day</i>	73%	100%
<i>Outside of the day</i>	38%	33.3%
<i>Before school, intersession, work day</i>	27%	0%
Group size (# of students)		N=2
<i>2-5</i>	10%	0%
<i>6-10</i>	65%	50%
<i>11+</i>	25%	50%
Hours offered		N=2
<i>121+</i>	30%	100%
<i>111-120</i>	10%	0%
<i>101-110</i>	10%	0%
<i>76-100</i>	10%	0%
<i><76</i>	40%	0%

Note: Schools in about the top 12% were identified.

Open-ended survey responses for the elementary schools with the best gains for Level I and II students suggest that ALP and Challenged Schools funds provided tutoring during the school day, outside of the school day, or at both times. Finding out more about how these schools used ALP during the day is warranted. We do know that two of the schools were in Project Achieve, which restructures schools' daily schedules to provide a regular time during the school day for remediation for those who did not master a particular skill and enrichment for those who did. ALP-funded teachers were likely a part of these efforts.

These schools used several approaches to support these students. Many of them mentioned additional tutors and programs (such as volunteer university and parent tutors and Project Achieve). At least half of the schools had ways to monitor student progress on an ongoing basis. Two of the top schools were in Project Achieve, which assesses students every 10 days or so. Combs and Lockhart also have ways to monitor student success frequently, with Combs students monitoring their own success.

Survey results for two middle schools with the best gains for these students indicated they offered electives for low achieving students with ALP funds.

FUTURE DIRECTIONS

ALP is at a crossroads. Schools' use of the funds no longer closely matches original guidelines or intent. Decisions must be made about the future of the program. Changes in the use of ALP funds and the reduced participation rates raise important issues. We must ensure that our agreement with DPI to offer support to all Level I and II students through ALP or another effort in lieu of summer school is honored. At the same time we want to provide schools with the flexibility they need to continue to show improved achievement results. The following questions should be considered, bearing in mind that ALP has contributed to increased performance and growth for WCPSS students who score below grade level:

- Should the guidelines for ALP be defined more clearly to ensure efforts are supplemental to regular classroom instruction?
- Should models for implementation for elementary and middle schools be recommended to promote optimal effectiveness?
- What does national research suggest is most effective to help low achievers reach high standards?
- Can we systematically or experimentally study the effects of different models of intervention in selected schools in WCPSS?
- Has the nature of the population still scoring in Level I and II changed enough to warrant a change in instructional strategies?
- How can we ensure that all Level I and II students are provided support through ALP or another source of help?
- Should the allocation decision rules for ALP and Challenged Schools be modified in future years?
- How can we more accurately collect information on assistance provided to low achievers?

In terms of data collection, we plan to simply ask teachers if students are receiving remedial support rather than specifically ALP in spring 2004. This should help more accurately reflect whether students are being assisted appropriately, whether the effort is funded through ALP or in another way. Electronic means of data collection will also be used which can save teachers' time and potentially provide more complete responses. New ways to monitor response rates will also be used.

Principals were asked for input on ways to improve the use of ALP and Challenged Schools funds on the spring survey and again in a smaller meeting in the fall.

- Both groups raised issues related to funding. Principals requested more funds, disbursing all funds as early as possible, and reviewing funding formulas for ways to optimize use of funds. Balancing the needs of schools with a large number of students to serve and those who need some minimum allotment to provide any meaningful support to students in need was raised as an equity issue. A related theme spoke to the importance of not reducing the funds of schools that showed improvements. Several principals lauded the flexibility in the use of funds, a few others suggested further flexibility is desirable, and a few suggested schools need more guidance on how to match student needs with resources and strategies.
- Some advocated for the use of the funds during the day due to low attendance rates and students and teachers being tired at the end of the day; a few others advocated for more use outside of the school day. Service during the day, however, would likely require more funding than is currently allotted.
- A few principals suggested providing more training, reducing class sizes, finding ways to improve communication among teachers and parents about student needs, making ALP participation mandatory, or developing a standardized curriculum for ALP. One suggested that Project Achieve principles be instituted at all schools.

Both groups emphasized that flexibility in use of funds should be preserved since different schools had different needs.

In terms of models and strategies to recommend to schools, our own experience can be supplemented by national research. McREL recently completed two analyses of strategies to support at-risk and low achieving students—one focused on support outside of the school day and the other on classroom strategies for use during the school day. Based on an extensive review and synthesis of the available high-quality research, they found that:

- Out-of-school time (OST) interventions had positive effects on reading and math achievement—whether provided after school or during the summer. The greatest impact in reading was on students in grades K-2; the greatest impact in math was at the high school level. One-on-one tutoring in reading had the strongest overall impact across grades (Lauer, 2003). For both reading and math, programs over 45 hours but less than 210 hours for reading or 100 hours for math had the largest effect sizes. Math programs

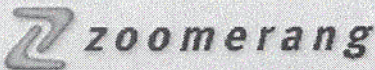
that combined social and academic skill building actually had a larger positive effect than those focusing only on academics.

- For support during the day, the classroom practices with the strongest support were computer-assisted instruction (in several subjects, but especially in math) and one-on-one tutoring. Tutors could have varying levels of education as long as they were trained. McREL found an absence of sufficient research to support or condemn the use of small homogeneous ability grouping. Cooperative learning groups when rigorously implemented and peer tutoring for elementary students hold promise but need further high quality research to confirm their value. (Barley et.al., 2002; Snow, 2003)

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ATTACHMENT 1
ALP 3-8 Principals Survey 2002-03



[support](#) [logout](#)

[home](#) [new survey](#) [my surveys](#) [email list](#) [account info](#)

Survey Results (Included Responses)

ALP 3-8 Principals Survey 2002-03

The results of your survey are displayed below. If your survey includes text responses, click the "View" button to read individual results.

To exclude a particular response, click the Included Responses button. You can then view the set of individual responses that are currently included and select those you wish to exclude. Results below contain only Included responses.

[EXCLUDE BLANK RESPONSES](#)

Go to Individual Responses:

Show respondent's emails.

[INCLUDED RESPONSES](#)

[EXCLUDED RESPONSES](#)

Launch Date: 5/7/2003

Close Date:

Total Invitations: 110

Total Respondents: 78

Included Respondents: 78

Excluded Respondents: 0

- Cross Tabulate
Cross-reference two different questions
- Results via Email
Receive results in spreadsheet format
- See Who's Responded
See who has and hasn't responded to your survey

1. School code

[VIEW](#) 78 Responses

As principal, you have the best overview of your school. Please complete the questions below related to efforts at your school through ALP or Challenged Schools funds.

2. Briefly describe your school's ALP-funded services overall (including Challenged Schools funds).

[VIEW](#) 78 Responses

3. Generally, what was the student group size for your school's ALP-funded services?

	Number of Responses	Response Ratio
1 student	0	0%
2-5 students	15	19%
6-10 students	48	62%
11+ students	15	19%
Total	78	100%

4. What other resources, supports, or initiatives did your school use to provide support for Level I-II students?

5. Which students did your ALP-funded services support? (Mark all that apply.)

	Number of Responses	Response Ratio
Level I-II (Spring 2002 EOG)	78	100%
Low in Level III (Spring 2002 EOG)	57	73%
Higher in Level III (Spring 2002 EOG)	6	8%
Level IV (Spring 2002 EOG)	6	8%
Below grade level standards on WCPSS Assessments (Literacy and Math Profiles)	52	67%
Trouble with some skills in class	45	58%

6. Did you invite all eligible students to participate in ALP? ("Eligible" includes Levels I and II on Spring 2002 EOG, Special Education Levels I and II on Spring 2002 EOG or with no scores, and 3rd graders below grade level on Spring 2002 WCPSS Profile Assessments.)

	Number of Responses	Response Ratio
Yes	69	88%
No	9	12%

7. If eligible students declined participation, what reasons were given? (Mark all that apply.)

	Number of Responses	Response Ratio
Outside support/tutoring would be provided.	42	59%
Parent support/tutoring would be provided.	30	42%
Did not believe student needed support.	17	24%
Did not think the support would be valuable.	12	17%
Time available for support did not match student schedule.	35	49%
Other, Please Specify	26	37%

8. To what extent do you believe that your school's ALP-funded efforts were effective in improving student learning? (Mark the levels that apply to your school.)

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	1 Very Effective	2 Somewhat Effective	3 Not Very Effective	4 Ineffective
1. Grades K-2	83% 38	17% 8	0% 0	0% 0
2. Grades 3-5	63% 38	33% 20	3% 2	0% 0
3. Grades 6-8	53% 10	37% 7	11% 2	0% 0

9. In your opinion, what percentage of the students who received support through ALP at your school benefited? (Mark the levels that apply to your school.)

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	1 0%	2 1-25%	3 26-50%	4 51-75%	5 75-100%
1. Grades K-2	0% 0	7% 3	11% 5	9% 4	73% 33
2. Grades 3-5	0% 0	10% 6	7% 4	20% 12	63% 38
3. Grades 6-8	0% 0	6% 1	33% 6	17% 3	44% 8

10. How many of your ALP staff attended training this year that focused on working with below-grade-level students (e.g., diversity, culture of poverty, differentiation, instructional strategies for low achievers)?

[VIEW](#) 78 Responses

11. Please give your best estimate of ALP service.

The top percentage indicates total respondent ratio; the bottom number represents actual number of respondents selecting the option

	1 1-25 hours	2 26-50 hours	3 51-75 hours	4 76-100 hours	5 101-110 hours	6 111-120 hours	7 121+ hours
1. Average number of service hours AVAILABLE per individual student during the year.	8% 6	9% 7	21% 16	19% 15	6% 5	10% 8	27% 21
2. Average number of service hours RECEIVED per individual student during the year.	9% 7	12% 9	24% 19	18% 14	10% 8	9% 7	18% 14

12. What suggestions do you have for improvement of the use of ALP or Challenged Schools funds?

[VIEW](#) 66 Responses

Attachment 2
ALP 3-5 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
All Schools Combined	6353	2556	1048	3604	40.23%
Adams E	63	22	11	33	34.92%
Apex E	59	20	5	25	33.90%
Aversboro E	90	39	3	42	43.33%
Baileywick E	50	25	8	33	50.00%
Ballentine E	48	24	12	36	50.00%
Baucom E	56	24	10	34	42.86%
Brassfield E	66	22	4	26	33.33%
Brentwood E	126	39	12	51	30.95%
Briarcliff E	59	38	14	52	64.41%
Brooks E	75	36	13	49	48.00%
Bugg E	64	9	4	13	14.06%
Carver E	133	68	18	86	51.13%
Cary E	95	19	14	33	20.00%
Combs E	50	16	17	33	32.00%
Conn E	94	41	16	57	43.62%
Creech Rd E	131	46	18	64	35.11%
Davis Dr E	55	15	4	19	27.27%

Note: While spot-checking the results, we discovered some schools reported more students participating in ALP on their data capture sheets than were counted in our data. For example, Mt. Vernon reported 13 students participating in ALP; however, they were not counted during the scanning process. Similarly, Kingswood reported 35 ALP participants while the data showed only 27. We attribute this under counting to file matching issues. Discrepancies for other schools were much smaller.

Attachment 2
ALP 3-5 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
Dillard E	70	38	13	51	54.29%
Douglas E	65	22	11	33	33.85%
Durant Rd E	105	40	32	72	38.10%
Farmington Wds	65	31	21	52	47.69%
Fox Rd E	190	90	25	115	47.37%
Fuller E	75	13	2	15	17.33%
Fuq-Var E	87	38	9	47	43.68%
Green Hope E	34	14	11	25	41.18%
Green E	71	21	10	31	29.58%
Hilburn Dr E	65	28	22	50	43.08%
Hodge Rd E	105	51	25	76	48.57%
Holly Springs E	111	45	15	60	40.54%
Hunter E	88	33	12	45	37.50%
Jeffreys Grove E	74	39	18	57	52.70%
Heritage E (Jones Dairy)	84	31	8	39	36.90%
Joyner E	90	45	9	54	50.00%
Kingswood E	28	14	13	27	50.00%
Knightdale E	135	58	23	81	42.96%

Note: Jones Dairy Elementary did not use intersession during 2001-02.

Attachment 2
ALP 3-5 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
Lacy E	40	0	0	0	0.00%
Leesvl. Rd. E	59	19	12	31	32.20%
Lead Mine E	69	21	12	33	30.43%
Linc. Hts. E	98	31	4	35	31.63%
Lockhart E	85	48	50	98	56.47%
Lynn Rd E	89	40	2	42	44.94%
Middle Crk E	62	26	13	39	41.94%
Millbrook E	120	44	10	54	36.67%
Morrisville E	51	31	24	55	60.78%
Mt. Vernon E	22	0	0	0	0.00%
N Ridge E	80	30	11	41	37.50%
Northwoods E	76	34	19	53	44.74%
Oak Grove E	68	33	33	66	48.53%
Olive Chapel E	67	21	7	28	31.34%
Olds E	46	23	5	28	50.00%
Partnership E	45	18	2	20	40.00%
Penny Rd E	68	20	14	34	29.41%
Pleasant Union E	47	21	16	37	44.68%
Poe E	42	26	12	38	61.90%

Attachment 2
ALP 3-5 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
Powell E	99	65	18	83	65.66%
Rand Rd E	75	45	25	70	60.00%
Reedy Creek E	105	52	17	69	49.52%
Rolesville E	100	33	7	40	33.00%
Root E	47	16	5	21	34.04%
Salem E	52	26	11	37	50.00%
Smith E	114	40	7	47	35.09%
Stough E	56	15	7	22	26.79%
Swift Creek E	63	23	8	31	36.51%
Timber Drive E	96	35	6	41	36.46%
Underwood E	52	35	6	41	67.31%
Vance E	70	25	18	43	35.71%
Vandora Spr. E	85	44	20	64	51.76%
Wake Forest E	139	24	5	29	17.27%
Wakefield E	79	47	31	78	59.49%
Washington E	60	30	15	45	50.00%
Weatherstone E	85	6	3	9	7.06%
Wendell E	108	49	30	79	45.37%
W Lake E	116	62	13	75	53.45%
Wilburn E	143	56	16	72	39.16%

Attachment 2

ALP 3-5 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
Wildwood For. E	112	64	19	83	57.14%
Wiley E	49	20	4	24	40.82%
Willow Spr. E	90	36	21	57	40.00%
Yates Mill E	62	18	10	28	29.03%
York E	75	1	0	1	1.33%
Zebulon E	131	49	18	67	37.40%

Attachment 3a
ALP 6-8 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
All Schools Combined	4286	696	502	1198	16.24%
Apex M	127	20	3	23	15.75%
* Carnage M	254	5	2	7	1.97%
Carroll M	183	6	3	9	3.28%
** Centennial M	119	5	0	5	4.20%
** Daniels M	149	21	16	37	14.09%
Davis Dr M	93	28	10	38	30.11%
Dillard M	142	39	6	45	27.46%
Durant Rd M	168	72	276	348	42.86%
E Cary M	195	31	5	36	15.90%
E Garner M	236	0	0	0	0.00%
E Millbrook M	236	59	13	72	25.00%
** E Wake M	252	54	12	66	21.43%
** Fuq-Var M	323	6	5	11	1.86%
** Leesvl. Rd. M	109	15	3	18	13.76%
Ligon M	103	4	4	8	3.88%
*** Longview School	32	***	***	***	***
Lufkin Rd M	53	7	14	21	13.21%

Note: Schools not marked by an asterisk provided data for both reading and mathematics.
* Returned data for Reading only
** Returned data for Mathematics only
*** No data returned

Attachment 3a
ALP 6-8 2002-03 Eligibility and Participation by School

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
Martin M	160	45	18	63	28.13%
Moore Square M	76	37	24	61	48.68%
*** Mount Vernon M	26	***	***	***	***
** N Garner M	234	0	0	0	0.00%
Wake F-R. M	248	59	39	98	23.79%
Wakefield M	122	32	13	45	26.23%
W Cary M	105	8	1	9	7.62%
** W Lake M	116	36	6	42	31.03%
W Millbrook M	184	47	17	64	25.54%
* Zebulon M	241	60	12	72	24.90%

Note: Schools not marked by and asterisk provided data for both reading and mathematics.
* Returned data for Reading only
** Returned data for Mathematics only
*** No data returned

Totals for Schools Providing Data in Both Reading & Mathematics

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
All Schools Combined	2431	494	446	940	20.32%

Attachment 3b
ALP 6-8 2002-03 Eligibility and Participation by Schools
Providing Information for Both Reading and Mathematics*

School	Number of Students Eligible for ALP	Number of Eligible Students Participating in ALP	Number of Other Students Participating in ALP	Total Number of ALP Participants	Rate of Eligible Students' Participation in ALP
All Schools Combined	2431	494	446	940	20.32%
Apex M	127	20	3	23	15.75%
Carroll M	183	6	3	9	3.28%
Davis Dr M	93	28	10	38	30.11%
Dillard M	142	39	6	45	27.46%
Durant Rd M	168	72	276	348	42.86%
E Cary M	195	31	5	36	15.90%
E Garner M	236	0	0	0	0.00%
E Millbrook M	236	59	13	72	25.00%
Ligon M	103	4	4	8	3.88%
Lufkin Rd M	53	7	14	21	13.21%
Martin M	160	45	18	63	28.13%
Moore Square M	76	37	24	61	48.68%
W.F./R. M	248	59	39	98	23.79%
Wakefield M	122	32	13	45	26.23%
W Cary M	105	8	1	9	7.62%
W Millbrook M	184	47	17	64	25.54%

*Only schools for which reading and mathematics data were received are included in this table. The numbers for the "All Schools Combined" category were adjusted to reflect the omitted schools. All other numbers and rates of participation remain the same for the individual schools in this table as compared to Attachment 3a.

**Accelerated Learning Program (ALP)
Grades 3-8: Evaluation 2002-03**

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