



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

OMB No. 1894-0003  
 Exp 02/28/2011

*Check only one box per Program Office instructions.*

| | Annual Performance Report | | Final Performance Report

**General Information**

1. PR/Award #: H323A100004A 2. Grantee NCES ID#: 37  
*(Block 5 of the Grant Award Notification - 11 characters.) (See instructions. Up to 12 characters.)*

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

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

5. Grantee Address *(See instructions.)*

6. Project Director *(See instructions.)* Name: Mary Watson Title: NC Exceptional Children Director  
 Ph #: (919) 807-3969 Ext: ( ) Fax #: (919) 807-3243  
 Email Address: mwatson@dpi.state.nc.us

**Reporting Period Information (See instructions.)**

7. Reporting Period: From: 10/01/2010 To: 2/28/2011 (mm/dd/yyyy)

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

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds <i>(Match/Cost Share)</i>
a. Previous Budget Period	N/A	
b. Current Budget Period	\$0	
c. Entire Project Period <i>(For Final Performance Reports only)</i>	N/A	

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

9. Indirect Costs

- a. Are you claiming indirect costs under this grant?  Yes  No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government?  Yes  No
- c. If yes, provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2010 To: 6 / 30 / 2011 (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other *(Please specify):* \_\_\_\_\_  
 Type of Rate *(For Final Performance Reports Only):*  Provisional  Final  Other *(Please specify):* \_\_\_\_\_
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement?  
 Complies with 34 CFR 76.564(c)(2)?

**Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)**

10. Is the annual certification of Institutional Review Board (IRB) approval attached?  Yes  No  N/A

**Performance Measures Status and Certification (See instructions.)**

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart?  Yes  No
- b. If no, when will the data be available and submitted to the Department? 12 / 30 / 2015 (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: Mary Watson Title: NC Exceptional Children Director / Project Director

Signature: Mary Watson Date: 4/27/2011



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Executive Summary**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

This is the first annual report for the North Carolina State Improvement Project (NCSIP), a State Personnel Development Grant (SPDG) Program. The report is organized to sequentially address the performance measures for the fourteen project objectives that are associated with the following five project goals as approved in the NCSIP SPDG application:

1. Improve the basic skills performance of students with disabilities as compared to all non-disabled students in North Carolina.
2. Increase the number of qualified special education teachers in North Carolina.
3. Increase graduation rates and decrease dropout rates of students with disabilities.
4. Improve parent satisfaction and involvement with the NCSIP project.
5. Improve the quality of teachers' instructional competencies to impact students' basic skills performance.

The data presented in the GPRA tables throughout this report represent baseline data. Baseline data for performance measures related to project activities are for those project activities that occurred between October 1, 2010-February 28, 2011. Additionally, narrative descriptions in the Explanation of Progress for NCSIP activities implemented from October 1, 2010 through February 28, 2011 are provided for those performance measures to which the activities pertain. Baseline data for performance measures related to student and teacher outcomes (e.g., achievement data, dropout data, suspension data, attendance data, teacher fidelity ratings, etc.) represent data from the 2009-10 school year. For a few performance measures, baseline data were not available and will be collected during the 2011-12 project period. For the second APR, targets will be set and progress toward those targets will be reported on for each of the performance measures that had baseline data in the first APR. Please note that the five required OSEP Program Performance Measures are addressed in Objective 2.

**Goal 1. Improve the basic skills performance of students with disabilities as compared to all non-disabled students in North Carolina.**

NCSIP will continue to expand their network of reading and mathematics centers and sites across the state of North Carolina as part of the new grant. The ultimate goal is that all of the traditional LEAs (i.e., not including charter schools) in the state will have a reading or math center or site by the end of the grant period. Similar to previous grant cycles, NCSIP will continue to provide professional development to teachers such as the reading and mathematics foundation trainings and reading and mathematics model instruction trainings as well as the activities that help support and sustain these types of professional development. NCSIP will work to expand their trainings to focus on PK-2 teachers as well as on high school teachers. For example, one new professional development activity that will be implemented as part of the new grant are orientation sessions for PK teachers to help with the transition of students from Part C Infant and Toddler to Part B Early Childhood Services. Another focus of the new grant will be to streamline and improve data collection efforts by revamping current data collection forms and processes and putting many of the data collection forms online. Additionally, more emphases will be placed on collecting and reporting data at the NCSIP student, teacher, and/or school level as opposed to the state level, which is reflected throughout this report via the performance measures.

**Goal 2. Increase the number of qualified special education teachers in North Carolina.**

In addition to the professional development implemented to directly impact in-service teacher practice, the new grant will increase its efforts to form partnerships with institutes of higher education (IHEs) in order to help improve their recruitment efforts of special education teachers as well as to provide NCSIP training to pre-service teachers. NCSIP also has established a relationship with the Personnel Improvement Center (PIC) to help with recruitment strategies and to implement an e-mentoring program for new teachers.

**Goal 3. Increase graduation rates and decrease dropout rates of students with disabilities.**

As in previous grants, NCSIP will continue coordinating efforts with the ongoing work focused on Positive Behavior Intervention and Support (PBIS) in order to increase the number of NCSIP schools trained in and implementing PBIS. One major change reflected in the current APR is a new data collection system that will be implemented to more accurately determine the number of schools statewide and the number of NCSIP schools trained in and/or implementing PBIS. Additionally, suspension data will be reported not only at the statewide level but at the NCSIP school level.

**Goal 4. Improve parent satisfaction and involvement with the NCSIP project.**

As part of the new grant, NCSIP will work with their reading and mathematics sites and centers across the state to increase the opportunities available for parents to become involved in the program. In partnership with the Exceptional Children Assistance Center (ECAC), NCSIP will offer training to LEA staff to increase LEA knowledge about engaging parents. Other activities include parent webinars, production of parent materials that support the work of the project, assistance in identifying parents representatives for district Advisory Boards, and annual parent conferences. Additionally, NCSIP is in the process of launching a new website which will contain a section for parents that includes a video on the program. Efforts also will be made to improve the data collection related to these activities.

**Goal 5. Improve the quality of teachers' instructional competencies to impact students' basic skills performance.**

As described under Goal 2, NCSIP will continue to provide training that directly impacts in-service teacher practices as well as increase their efforts to provide training to faculty and students at IHEs in order to improve the skills of pre-service teachers. Evaluation of training activities will be increased and results will be utilized to inform changes and assess effectiveness of the training.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

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

Increase the percentage of students with disabilities entering third grade with age-level appropriate reading and mathematics skills. (NCSIP: Goal 1, Objective 1.1)

i.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of PK teachers working with students with disabilities that have participated in orientation sessions about facilitating effective transition of students from IDEA Part C Infant and Toddler to Part B Early childhood services.	Project		999/999		/

i.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of teachers and school leadership staff participating in personnel development workshops provided by the NCSIP project to improve early elementary reading and mathematics instruction.	Project	999	/	407	/

i.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The percentage of PK-2 teachers participating in NCSIP who demonstrate effective instructional skills.	Project		999/999		55/60    91.7%

I.d. Performance Measure	Measure Type	Quantitative Data					
		Project		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The percentage of PK-2 students with disabilities taught by NCSIP teachers who demonstrate progress toward an age appropriate level of reading or mathematics skills.				999/999		111/352	31.5%

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

**INTERMEDIATE OUTCOME: To what extent have the instructional skills of PK-2 teachers improved?**

**Performance Measure 1.a.** The number of PK teachers working with students with disabilities that have participated in orientation sessions about facilitating effective transition of students from IDEA Part C Infant and Toddler to Part B Early childhood services.

The orientation sessions are currently in the planning process and will be implemented during the 2011-12 project period. Therefore, baseline data on the number of PK teachers working with students with disabilities who have completed the orientation session will be reported in 2012 and results will be reported starting in 2013.

**Performance Measure 1.b.** The number of teachers and school leadership staff participating in personnel development workshops provided by the NCSIP project to improve early elementary reading and mathematics instruction.

All NCSIP sites and centers who use NCSIP monies to fund a professional development are to submit summary forms about the type of event and numbers of participants. This process will change for the 2011-12 project period as NCSIP sites and centers will be asked to use an electronic registration program (Eventbrite). This should improve the completeness and accuracy of the data received.

The baseline data reported in Table 1.b. for this measure are based on the submitted professional development summary forms for the professional development events held between 3/1/2010 and 2/28/2011 that included the number of participants. As shown, 407 teachers and/or leadership staff participated in professional development workshops focused on early elementary reading and mathematics instruction. Of these, 281 teachers and/or leadership staff participated in professional development workshops focused on early elementary reading and mathematics instruction, and 126 teachers and/or leadership staff participated in instruction trainings using the Number Worlds instructional program which includes a K-2 component. Teachers and leaders participated in 17 trainings related to literacy training, specifically reading model program training including 12 Letterland trainings, 2 Foundations Trainings, as well as Aimsweb, DIBELS and Reading Mastery K-1 trainings.

For the current project period (10/1/10 to 2/28/11), 167 teachers have been trained via 9 professional development workshops. These workshops included reading model program trainings in Letterland (4), DIBELS (1) and Foundations (1), as well as Number Worlds (3).

**Performance Measure 1.c.** The percentage of PK-2 teachers participating in NCSIP who demonstrate effective instructional skills.

A teacher is considered to have demonstrated effective instructional skills if they score an average of 2.5 or greater on the fidelity observation form for the reading and/or math instruction model they are implementing (e.g., Foundations, Letterland). The fidelity observation forms are structured classroom observation rating scales developed for each of the reading and math instruction models selected by NCSIP centers and sites by the vendor (please see the NCSIP website for copies of the observation forms). Teachers are rated on a scale from 0 (not observed) to 3 (appropriate) on their use of the instructional skills associated with high implementation fidelity of the instructional model. Trained personnel from the NCSIP centers and sites conduct at least three observations of each teacher who has completed foundations training and is implementing one of the reading and/or math instructional models. The observations scores are averaged to produce one

fidelity observation score in reading and/or math for each teacher. Fidelity observation data for this measure are reported by the teachers who submit the DIBELS reporting form for their students with disabilities. Currently, data are only collected on K-2 teachers implementing reading models. It is hoped this will be expanded to include math models as part of the new grant.

Overall, as the baseline data show in Table 1.c., of the 60 K-2 teachers who had valid reading fidelity observation scores in 2009-10, 55 or 91.7% received an average fidelity rating of 2.5 or greater. Targets for this measure will be set next year.

**LONG-TERM OUTCOME: To what extent have the reading and mathematics skills of PK-2 students with disabilities at NCSIP schools improved?**

**Performance Measure 1.d.** The percentage of PK-2 students with disabilities taught by NCSIP teachers who demonstrate progress toward an age appropriate level of reading or mathematics skills.

Data for this measure are to be submitted by teachers at NCSIP schools (i.e., schools located within NCSIP sites) who have completed a foundations training course. Overall, a total of 75 teachers (n=82 total) representing 18 LEAs (84 LEAs are NCSIP reading sites) submitted useable 2010 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data. On average, teachers submitted data for 5 students with disabilities (ranged from 1 to 24).

DIBELS contains five tests that assess different early literacy skills including Initial Sound Fluency (ISF), Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NSF), and Oral Reading Fluency (ORF). DIBELS identifies which tests and when the tests should be administered to students based on when students should start developing the early literacy skill assessed by a specific test. For example, at the beginning of Kindergarten students should be administered the ISF and LNF. Table A below shows which DIBELS tests were to be administered to students and when they were to be administered. The tests shown in parentheses are those that are recommended for administration by DIBELS but were not requested of NCSIP K-2 teachers.

**Table A. DIBELS Test Administration Schedule**

Grade	Fall 2009	Winter 2010	Spring 2010
K	ISF LNF	ISF LNF PSF NWF	LNF PSF NWF
1	(LNF) PSF NWF	PSF NWF (ORF)	PSF NWF (ORF)
2	ORF	(ORF)	ORF

The DIBELS Administration and Scoring Guide provides instructions on how teachers should administer and score each test. Based on these scores, the DIBELS Administration and Scoring Guide provides descriptive levels of performance that correspond to a range of scores for each test and administration period (i.e., fall, winter, spring). For example, for kindergarten students who completed the ISF in the fall, those who scored less than a 4 would be considered “at-risk=1” for not achieving subsequent early literacy outcomes, those who scored between 4 and 7 would be considered “some risk=2” for not achieving subsequent early literacy outcomes, and those who scored at or above 8 would be considered “low risk=3” for not achieving subsequent early literacy outcomes. These descriptive levels were the same for all tests except for PSF in which students were considered “deficit=1,” “emerging=2,” or “established=3.” All of the scores provided by NCSIP teachers were converted to the appropriate performance level following the instructions provided in the DIBELS Administration and Scoring Guide. Once all scores were converted to performance levels, the pattern of DIBELS performance across tests was examined for each student for the fall and spring. Based on the pattern of performance across tests, each student was assigned one score for the fall and one score for the spring based on the instructional recommendations

for individual patterns of performance provided in the DIBELS Administration and Scoring Guide. For example, students at the end of kindergarten who scored at risk on the LNF, deficit on the PSF, and at risk on the NWF were assigned a 1 which corresponds to the instructional support recommendation “Intensive - Needs Substantial Intervention.” Students were assigned a 2 if their pattern of performance indicated they needed “Strategic support - Additional Intervention” and a 3 if their pattern of performance indicated they needed no additional support or “Benchmark - At Grade Level.” Because not all of the DIBELS tests were administered in first grade, the DIBELS instructional recommendations based on performance patterns could not be utilized. Instead, the patterns of performance shown in Table B below were used to determine the appropriate instructional recommendation for the purposes of assessing the number of first-grade students who showed improvement from fall to spring. For the 2011-12 school year, teachers will be asked to administer the tests as recommended by DIBELS. This will allow for all performance patterns to be assigned an instructional support recommendation according to the DIBELS Administration and Scoring Guide.

**Table B. Performance Patterns Utilized to Determine Instructional Support Recommendation For First Grade**

<b>PSF Level</b>	<b>NWF Level</b>	<b>Instructional Support Recommendation</b>
Deficit (1)	At Risk (1)	Intensive - Needs Substantial Intervention (1)
Deficit (1)	Some Risk (2)	Intensive - Needs Substantial Intervention (1)
Emerging (2)	At Risk (1)	Intensive - Needs Substantial Intervention (1)
Emerging (2)	Some Risk (2)	Strategic - Additional Intervention (2)
Deficit (1)	Low Risk (3)	Strategic - Additional Intervention (2)
Established (3)	At Risk (1)	Strategic - Additional Intervention (2)
Emerging (2)	Low Risk (3)	Benchmark - At Grade Level (3)
Established (3)	Some Risk (2)	Benchmark - At Grade Level (3)
Established (3)	Low Risk (3)	Benchmark - At Grade Level (3)

Once an Instructional Support Recommendation was assigned to each student for the fall and spring based on DIBELS recommendations (used for kindergarten and second grade) or based on the performance patterns shown above (used for first grade), the fall score was subtracted from the spring score to determine if the student had shown progress from the fall to the spring. Of the 598 students on whom data were submitted, 461 had valid scores on all of the requested DIBELS tests for the fall and the spring (see Table A above). Students who showed a performance pattern that indicated they were at grade level in both the fall and the spring (n=109 students) were not included in the denominator for Table 1.d. as they could not show improvement and stayed at grade level.

As baseline data show in the Table 1.d, of the 352 students (i.e., 461-109) with disabilities for whom valid DIBELS data were reported for 2009-10 and who did not score at grade level in both the fall and spring, 111 or 31.5% showed progress from fall to spring (i.e., instructional support recommendation based on the performance pattern was better in the spring than in the fall), 171 or 48.6% showed no change from fall to spring, and 70 or 19.9% showed a negative change from fall to spring. Targets for this measure will be set next year. Table C below shows the results for each grade level.

**Table C. DIBELS Results by Grade Level**

<b>Grade Level</b>	<b># Students Showed Progress</b>	<b># Students Showed No Change</b>	<b># Students Showed Negative Change</b>
Kindergarten (n=69)	27	25	17
First Grade (n=90)*	55	21	14
Second Grade (n=193)	29	125	39
<b>TOTAL</b>	<b>111</b>	<b>171</b>	<b>70</b>

\*Caution should be used when interpreting first grade results as the recommended instructional recommendation scores were not determined using DIBELS because the entire test battery for first grade was not administered.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**2. Project Objective**     Check if this is a status update for the previous budget period.  
 Improve in-service teachers’ instructional skills in using intensive and explicit multi-sensory teaching strategies in reading, writing, and mathematics. (NCSIP: Goal 1, Objective 1.2 and Goal 5, Objective 5.2)

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
The percentage of personnel receiving professional development through the SPDG (NCSIP) based on scientific-or evidence-based instructional practices. (OSEP SPDG Measure 1.1)	Program		999/999		3802/3802	100.0%

2.b. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
The percentage of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan. (OSEP SPDG Measure 1.2)	Program		/			See Explanation of Progress

2.c. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
The percentage of professional development/training activities provided through the SPDG (NCSIP) based on scientific- or evidence-based instructional/behavioral practices. (OSEP SPDG Measure 2.1)	Program		999/999		5/5	100%

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of professional development/ training activities based on scientific- or evidence-based instructional/behavioral practices, provided through the SPDG (NCSIP), that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.). (OSEP SPDG Measure 2.2)	Program	Raw Number	Ratio	Raw Number	Ratio
					999/999

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools. (OSEP SPDG Measure 4.1)	Program	Raw Number	Ratio	Raw Number	Ratio
					/

2.f. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of LEAs in North Carolina that have a NCSIP reading or mathematics center or site.	Project	Raw Number	Ratio	Raw Number	Ratio
					999/999

2.g. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of grade 3-8 teachers participating in NCSIP who demonstrate effective instructional skills.	Project	Raw Number	Ratio	Raw Number	Ratio
					999/999

2.h. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of grade 9-12 teachers participating in NCSIP who demonstrate effective instructional skills.	Project	Raw Number	Ratio	Raw Number	Ratio
			999/999		/

2.i. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of grade 3-8 students with disabilities taught by NCSIP teachers performing at or above grade level in reading.	Project	Raw Number	Ratio	Raw Number	Ratio
			999/999		1332/4374

2.j. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of grade 3-8 students with disabilities taught by NCSIP teachers performing at or above grade level in mathematics.	Project	Raw Number	Ratio	Raw Number	Ratio
			999/999		369/907

2.k. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of grade 9-12 students with disabilities taught by NCSIP teachers performing at or above grade level in English I.	Project	Raw Number	Ratio	Raw Number	Ratio
			999/999		45/123

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

**INTERMEDIATE OUTCOME: To what extent have the instructional skills of teachers improved?**

**Performance Measure 2.a.** The percentage of personnel receiving professional development through the SPDG (NCSIP) based on scientific- or evidence-based instructional practices.

For this measure, only those professional development events that involved training that directly impacted teacher practice were considered. All NCSIP sites and centers who use NCSIP monies to fund these types of professional development events were to submit summary forms about the type of event and numbers of participants. This process will change for the 2011-12 project period as NCSIP sites and centers will be asked to use an electronic registration program (Eventbrite) which should improve the completeness and accuracy of the data received.

The baseline data reported in Table 2.a. for this measure are based on the submitted professional development summary forms for the professional development events held between 3/1/2010 and 2/28/2011 that included the number of participants. All of the professional development events conducted that directly impacted teacher instructional practices were scientific- or evidence-based and therefore 100% of the personnel (n=3,802) attending these events received professional development that was scientific- or evidence-based. Table D below provides an overview of the professional development events, the total number of times each event was held, and the total number who participated in each event.

For the current project period (10/1/10 to 2/28/11), there have been 32 Reading Foundations training (n=832), 21 Reading Model Instruction Trainings (n=376 trained), 14 Literacy Trainings (n=454), 5 Math Model Instruction Trainings (n=112), and 1 DIBELS training (n=22).

**Table D. Summary of Professional Development Events that Directly Impact Teacher Practice**

Professional Development Event	Total # Trainings	Total # of Participants
<b>Reading Foundations Training:</b> Provides teachers with a solid foundation of knowledge and skills needed to deliver effective instruction for students, who, after several years of instruction and learning experiences in reading, still have difficulties reading fluently and are significantly behind their age peers. The training consists of nine units and provides a solid foundation on which to build an effective reading instruction program. The content and teaching techniques presented in the program are derived directly from the extensive research-based literature available on teaching students with severe reading difficulties. The training has recently been overhauled and the new training will be taught to trainers in summer 2011.	82	2,143
<b>Reading Model Instruction Training:</b> As a result of the Reading Foundations Training, each new NCSIP reading site selects a reading model training program to implement in their school and school system. Models selected must reflect the instructional principles derived from the review of instruction research addressing effective reading instruction for students with serious reading difficulties and disabilities. These principles include explicit, systematic, and multi-sensory instruction and progress assessment. Training on the model is provided directly to the sites by trainers approved by the developers of the reading model.	46	768
<b>Literacy Training:</b> In addition to providing Reading Foundations Trainings and Reading Model Trainings, NCSIP provides workshops that focus on specific areas of reading instruction, presenting the most recent research-based and proven techniques in these areas. These workshops include "Investigating the Science of Reading," Reading Fundamentals," "Success with Direct Instructions," and "Production of Sounds for Reading and Spelling."	22	670
<b>Mathematics Model Instruction Training:</b> Each new NCSIP math site selects a reading model training program to implement in their school and school system. Models selected must reflect the instructional principles derived from the review of instruction research addressing effective math instruction for students struggling in math. Training on the model is provided directly to the sites by trainers approved by the developers of the math model.	11	199
<b>DIBELS Training:</b> The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The results of the DIBELS assessment can be used to measure the development of pre-reading and early reading skills. NCSIP recommends the use of DIBELS to assist school in measuring the progress of K-2 students reading skills. The DIBELS training involves training on administering, scoring, and managing data as well as on instruction. The DIBELS assessment and its use are based on research and the training helps ensure that K-2 teachers use the DIBELS as intended.	2	22
<b>TOTAL</b>	<b>163</b>	<b>3,802</b>

**Performance Measure 2.b.** The percentage of SPDG projects that implement personnel development/training activities that are aligned with improvement strategies identified in their State Performance Plan.

For this measure, all personnel development and training activities that directly impacted teacher instruction (see table above) were included. All five of these activities (100%) are aligned with one or more of the North Carolina Performance Plan indicators.

**Performance Measure 2.c.** The percentage of professional development/training activities provided through the SPDG (NCSIP) based on scientific- or evidence-based instructional/behavioral practices.

For this measure, all personnel development and training activities that directly impacted teacher instruction (see table above) were included. As indicated by the baseline data reported in Table 2.c. and in the table provided above, all five (100%) of the different types of professional development events conducted between 3/1/2010 and 2/28/2011 are based on scientific- or evidence-based instructional/behavioral practices. As some of these same events were implemented during the current project period (i.e., 10/1/2010 to 2/28/2011), 100% of these activities also would be based on scientific- or evidence-based instructional/behavioral practices. Targets for this measure will be set next year.

**Performance Measure 2.d.** The percentage of professional development/training activities based on scientific-or evidence-based instructional/behavioral practices, provided through the SPDG (NCSIP), that are sustained through on-going and comprehensive practices (e.g., mentoring, coaching, structured guidance, modeling, continuous inquiry, etc.).

For this measure, all personnel development and training activities that directly impacted teacher instruction (see Table D above) were considered. As the baseline data in Table 2.d. show, of the five types of professional development/training activities occurring between 3/1/2010 and 2/28/2010 that directly impact instruction, all five (100%) were associated with some type of on-going and comprehensive practice. Specifically, these trainings were supported and/or sustained by: network meetings to bring NCSIP sites together in order to support their work by both gathering and sharing information, improving teacher training meetings with CPC to strategize improvements to postsecondary teacher education, coaching training to ensure that coaches are of high-quality and can effectively assist NCSIP sites with implementing selected math and reading models, training of trainers training to ensure that high quality trainers are available to provide foundations training to NCSIP sites, fidelity observation training and fidelity observations to ensure that teachers are implementing selected reading or math models with fidelity, and developmental reviews to ensure that sites are functioning effectively. Table E below provides a more detailed description of these practices. The target for this measure will be set in 2012.

Table E. Summary of Ongoing and/or Comprehensive Practices Used to Support and/or Sustain Professional Development Events the Directly Impact Teacher Practice		
Comprehensive Practice Event	Total # Events	Total # of Participants
<b>Reading/Writing and Mathematics Network Meetings:</b> These meetings are conducted for coordinators and staff from NCSIP reading and math centers and/or sites. The purpose of these meetings is to: provide an opportunity for centers and sites to network with one another, give programmatic and evaluation updates about NCSIP (e.g., upcoming training dates, program modifications, evaluation results), provide information about scientific- or evidence-based instructional resources and model programs, provide or brainstorm strategies for more effectively implementing NCSIP components (e.g., parent participation ideas, conducting fidelity checks, plans for cross collaboration) and obtain feedback or input from the NCSIP community.	2	225
<b>Improving Teacher Training Meetings:</b> The Cooperative Planning Consortium for Special Education (CPC) consists of representatives from the 29 university special education teacher training programs, the community colleges, state agencies and parent associations. NCSIP hosts two (2) meetings annually with the CPC Board where recent topics discussed have included: <i>IHE/NCSIP Involvement/Collaboration Content Literacy Pilots</i> , and <i>PRAXIS Prep for EC Teachers – IHE Participation</i> . The CPC will play a major role in increasing the number of new graduates, upgrading the professional skills of existing teachers, and providing training for lateral entry teachers.	2	32
<b>Coaching Training:</b> Training of NCSIP site coaches on how to implement reading and/or math model programs. Trainings are conducted	1	11

by the developers of the model programs and help site coaches to better understand the models and how to coach teachers on implementing the models with fidelity.		
<b>Training of Trainers:</b> This process helps sustain the quality and quantity of the Reading and Mathematics Foundations Training by providing intensive training to the trainers in NCSIP sites. The training includes several sequential steps or phases that each trainee is required to complete. These steps include 1) satisfactorily completing Level 2 Reading and Mathematics Foundation Training, 2) submitting a letter of intent to become a NCSIP Foundation trainer, 3) participating in a day and a half long training of the trainers, 4) completing an apprenticeship under the supervision of an experienced NCSIP Foundation Trainer, 5) submitting of a plan for Reading or Mathematics Foundation Training within the trainee's school system for which the trainee will be conducting their training, 6) receiving structured observation and feedback by an experience trainer, and 7) review of the quality of the trainee's task feedback by an experienced trainer.	4	107
<b>Fidelity Observation Training:</b> Personnel in NCSIP centers or sites are selected and trained to conduct fidelity observations. Generally, the personnel selected to conduct fidelity observations are trained NCSIP teachers that have experience implementing the specific reading or math model used at the site. The training involves teaching observers how to use and score the fidelity observation forms, which were created by the model developers, as well as conducting an observation of a teacher with an experienced observer in order to help ensure inter-rater reliability.	23	46
<b>Developmental Reviews:</b> An onsite review and planning process to assess the quality of the planning, organization, implementation, and management of the NCSIP reading and math sites. This process is currently being revised such that there will be one review process for newer sites and another review process for experienced sites.	23	92
<b>TOTAL</b>	<b>55</b>	<b>513</b>

**Performance Measure 2.e.** The percentage of SPDG projects that successfully replicate the use of scientific- or evidence-based instructional/behavioral practice in schools.

There are two data sources that will be used to provide evidence that the use of scientific- or evidence-based instruction/behavioral practices are successfully being replicated in schools participating in NCSIP. The first are the fidelity observations conducted to ensure that teachers are implementing the selected model reading and mathematics programs effectively. Fidelity observations are conducted using structured classroom observation rating scales developed for each of the reading and math instruction models selected by NCSIP centers and sites by the vendor (please see the NCSIP website for copies of the observation forms). Teachers are rated on a scale from 0 (not observed) to 3 (appropriate) on their use of the instructional skills associated with high implementation fidelity of the instructional model. Trained personnel from the NCSIP centers and sites conduct at least three observations of each teacher who has completed foundations training and is implementing one of the reading (K-8) and/or math (3-8) instructional models. Overall, 474 K-8 teachers had valid fidelity observation scores (Note: because of the small sample size, fidelity ratings for high school teachers were not included). Of these teachers, 402 or 84.8% received average fidelity ratings of 2.5 or greater.

In addition to the fidelity observations, NCSIP conducts developmental reviews. The purpose of the developmental review is to assess the quality of the planning, organization, implementation, and management of the NCSIP reading and math sites. This process is currently being revised such that there will be one review process for newer sites and another review process for experienced sites. Additionally, for the new processes reviewers will be asked to enter summary scores for each site they review. Summary scores will then be reported as evidence that sites are implementing the scientific- or evidence-based instruction/behavioral practices as intended. It is hoped these data will be available starting in 2012.

**Performance Measure 2.f.** The percentage of LEAs in North Carolina that have a NCSIP reading or mathematics center or site.

Based on NCSIP project documents, 86 out of 115 traditional LEAs (74.8%) in North Carolina have a reading/or mathematics center or site. Specifically, 37 LEAs have a reading and math center or site, 8 LEAs have a mathematics center or site only, and 41 LEAs have a reading center or site only. The goal is for all 115 traditional LEAs in North Carolina (i.e., not including charter schools) to have a reading/or a mathematics center or site by the end of the grant period. In order to reach this goal, the target is for 7 to 8 new LEAs each year to have either a reading or mathematics center or site.

**Performance Measure 2.g.** The percentage of grade 3-8 teachers participating in NCSIP who demonstrate effective instructional skills.

A teacher is considered to have demonstrated effective instructional skills if they score an average of 2.5 or greater on the fidelity observation form for the reading and/or math instruction model they are implementing (e.g., Wilson Reading Program, The Hill Center, Number worlds). The fidelity observation forms are structured classroom observation rating scales developed for each of the reading and math instruction models selected by NCSIP centers and sites by the vendor (please see the NCSIP website for copies of the observation forms). Teachers are rated on a scale from 0 (not observed) to 3 (appropriate) on their use of the instructional skills associated with high implementation fidelity of the instructional model. Trained personnel from the NCSIP centers and sites conduct at least three observations of each teacher who has completed foundations training and is implementing one of the reading and/or math instructional models. The observations scores are averaged to produce one fidelity observation score in reading and/or math for each teacher. Fidelity observation data for this measure are reported by the teachers who submit the EOG reading or math reporting form for their students with disabilities.

Overall, as the baseline data show in Table 2.g., of the 414 teachers who had valid math or reading fidelity observation scores, 347 or 83.8%, received an average fidelity rating of 2.5 or greater in 2009-10. With regard to reading, of the 393 teachers who submitted data, 331 or 84.2% had valid fidelity observation scores. Of these teachers, 277 or 83.7% received an average fidelity observation score of 2.5 or greater. With regard to math, of the 115 teachers who submitted data, 83 or 72.2% had valid fidelity observation scores. Of these teachers, 70 or 84.3% received an average fidelity observation score of 2.5 or greater. Targets for this measure will be set next year.

**Performance Measure 2.h.** The percentage of grade 9-12 teachers participating in NCSIP who demonstrate effective instructional skills.

A teacher is considered to have demonstrated effective instructional skills if they score an average of 2.5 or greater on the fidelity observation form for the reading and/or math instruction model they are implementing. The fidelity observation forms are structured classroom observation rating scales developed for each of the reading and math instruction models selected by NCSIP centers and sites by the vendor (please see the NCSIP website for copies of the observation forms). Teachers are rated on a scale from 0 (not observed) to 3 (appropriate) on their use of the instructional skills associated with high implementation fidelity of the instructional model. Trained personnel from the NCSIP centers and sites conduct at least three observations of each teacher who has completed foundations training and is implementing one of the reading and/or math instructional models. The observations scores are averaged to produce one fidelity observation score in reading and/or math for each teacher. Fidelity observation data for this measure are reported by the teachers who submit the EOC English I reporting form for their students with disabilities. In 2009-10, only 10 high school teachers had fidelity observation scores. Because of the small sample size, it did not seem appropriate to use these data as baseline. The NCSIP program intends to expand its efforts to include high school teachers so it is expected that adequate baseline data will be obtained for 2012 and results reported in 2013.

**LONG-TERM OUTCOME: To what extent has the basic skills performance of students with disabilities in NCSIP schools improved?**

**Performance Measure 2.i.** The percentage of grade 3-8 students with disabilities taught by NCSIP teachers performing at or above grade level in reading.

Data for this measure are to be submitted by teachers at NCSIP schools (i.e., schools located within NCSIP sites) who have completed a foundations training course. Overall, a total of 393 teachers representing approximately 51 LEAs (84 LEAs are NCSIP reading sites) submitted useable 2010 EOG reading data (note: five of the LEA codes reported were not valid and therefore not included in the number of LEAs). On average, teachers submitted data for 11 students with disabilities (ranged from 1 to 110).

As baseline data show in the 2.i. chart above, of the 4,374 students with disabilities on whom valid data were reported for 2009-10, 1,332 or 30.5% performed at or above grade level in reading (i.e., at level III or IV). Targets for this measure will be set next year. For comparison, the percentage of all students with disabilities in NC who performed at or above grade level in reading in 2009-10 was 40.6% (n=86,850) and the percentage of all students in NC who performed at or above grade level in reading in 2009-10 was 70.1% (n=681,460).

Further analyses revealed that of the students with disabilities taught by NCSIP teachers in 2010 who had EOG reading level scores for both 2009 and 2010 (3,412 out of 4,374 students; note that 743 did not have 2009 EOG reading scores because they were in second grade in which there is no EOG testing), 19.2% (n=654) scored at or above grade level in 2009 and 31.8% (n=1,084) scored at or above grade level in 2010, a gain of 12.6%. Additionally, 34.9% (n=1,192) went up one or more levels, 52.5% (n=1,792) stayed at the same level, and 12.5% (n=428) went down one or more levels. Of the 1,792 that showed no change, 387 or 21.6% scored at level 3 or 4. In other words, 1,579 out of 3,412 (46.2%) showed improvement or remained at or above grade level in 2010.

**Performance Measure 2.j.** The percentage of grade 3-8 students with disabilities taught by NCSIP teachers performing at or above grade level in mathematics.

Data for this measure are to be submitted by teachers at NCSIP schools (i.e., schools located within NCSIP sites) who have completed a foundations training course. Overall, a total of 105 teachers representing 20 LEAs (48 LEAs are NCSIP math sites) submitted useable 2010 EOG mathematics data. On average, teachers submitted data for 8 students with disabilities (ranged from 1 to 42).

As baseline data show in the 2.j. chart above, of the 907 students with disabilities on whom valid data were reported for 2009-10, 369 or 40.7% performed at or above grade level in math (i.e., at level III or IV). Targets for this measure will be set next year. For comparison, the percentage of all students with disabilities in NC who performed at or above grade level in math in 2009-10 was 57.0% (n=86,830) and the percentage of all students in NC who performed at or above grade level in math in 2009-10 was 81.8% (n=681,509).

Further analyses revealed that of the students with disabilities taught by NCSIP teachers in 2010 who had EOG math level scores for both 2009 and 2010 (672 out of 907 students; note that 189 did not have 2009 EOG math scores because they were in second grade in which there is no EOG testing), 29.8% (n=200) scored at or above grade level in 2009 and 41.8% (n=281) scored at or above grade level in 2010, a gain of 12.0%. Additionally, 35.0% (n=235) went up one or more levels, 49.4% (n=332) stayed at the same level, and 15.6% (n=105) went down one or more levels. Of the 332 that showed no change, 130 or 39.2% scored at level 3 or 4. In other words, 365 out of 672 (54.3%) showed improvement or remained at or above grade level in 2010.

**Performance Measure 2.k.** The percentage of grade 9-12 students with disabilities taught by NCSIP teachers performing at or above grade level in English I.

Data for this measure are to be submitted by teachers at NCSIP schools (i.e., schools located within NCSIP sites) who have completed a foundations training course. Overall, a total of 10 teachers representing 6 LEAs (84 LEAs are NCSIP reading sites) submitted useable 2010 EOC English I data. On average, teachers submitted data for 12 students with disabilities (ranged from 1 to 39).

As baseline data show in the 2.k. chart above, of the 123 students with disabilities on whom valid data were reported for 2009-10, 45 or 36.6% performed at or above grade level in math (i.e., at level III or IV). Targets for this measure will be set next year. For comparison, the percentage of all students with disabilities in NC who performed at or above grade level in English I in 2009-10 was 49.6% (n=13,375) and the percentage of all students in NC who performed at or above grade level in English I in 2009-10 was 82.4% (n=114,168).



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**3. Project Objective**     Check if this is a status update for the previous budget period.  
 Increase the percentage of students with disabilities enrolled in the standard curriculum who are performing at or above grade level in the basic skills areas of reading and mathematics in North Carolina. (NCSJP: Goal 1, Objective 1.3)

3.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
The percentage of students with disabilities performing at or above grade level in reading in North Carolina.	Project		999/999		35,284/ 86,850	40.6%

3.b. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	Ratio	Raw Number	Ratio	
The percentage of students with disabilities performing at or above grade level in mathematics in North Carolina.	Project		999/999		49,511/ 86,830	57.0%

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

**INTERMEDIATE OUTCOME: See Intermediate Outcomes for Objective 2**

**LONG-TERM OUTCOME: To what extent has the basic skills performance of students with disabilities improved in North Carolina?**

**Performance Measure 3.a.** The percentage of students with disabilities performing at or above grade level in reading in North Carolina.

State testing results in reading for students with disabilities in grades 3-8 will be obtained from the following NCDPI website:  
<http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/> under Reports of Supplemental Disaggregated State, School System (LEA), and School Performance Data. North Carolina EOG testing is conducted in May each year with results typically not available until October.

As baseline data show in Table 3.a. above, 86,850 students with disabilities in grades 3-8 had valid test scores on the North Carolina End-Of-Grade reading test and 35,284 or 40.6% of those students performed at or above grade level. In comparison, the percentage of all students in North Carolina who performed at or above grade level in reading in 2010 was 70.1%

Using these data a baseline of 40.6% is established. The target for the NCSIP project will be set next year once testing data for 2010-11 become available.

**Performance Measure 3.b.** The percentage of students with disabilities performing at or above grade level in mathematics in North Carolina.

State testing results in mathematics for students with disabilities in grades 3-8 will be obtained from the following NCDPI website:

<http://www.ncpublicschools.org/accountability/reporting/leaperformancearchive/> under Reports of Supplemental Disaggregated State, School System (LEA), and School Performance Data. North Carolina EOG testing is conducted in May each year with results typically not available until October.

As baseline data show in Table 3.b. above, 86,830 students with disabilities in grades 3-8 had valid test scores on the North Carolina End-Of-Grade mathematics test and 49,511 or 57.0% of those students performed at or above grade level. In comparison, the percentage of all students in North Carolina who performed at or above grade level in math in 2010 was 81.8%

Using these data a baseline of 57.0% is established. The target for the NCSIP project will be set next year once testing data for 2010-11 become available.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**4. Project Objective** | | Check if this is a status update for the previous budget period.  
Increase the knowledge of school leaders in the use of effective, research-proven instructional programs and practices. (NCSIP: Goal 1, Objective 1.4)

4.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of leadership personnel receiving professional development based on research-based instructional practices through NCSIP.	Project	999	/	476	/

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The percentage of schools with leadership personnel who participated in NCSIP that met their AYP targets for students with disabilities.	Project		999/999		/

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

**INTERMEDIATE OUTCOME: To what extent has the knowledge of school leaders in the use of effective programs and practices improved?**

**Performance Measure 4.a.** The number of leadership personnel receiving professional development based on research-based instructional practices through NCSIP.

As indicated by the baseline data reported in Table 4.a, 476 administrators received training between 3/1/2010 and 2/28/2011. Administrators participated in 61 professional development events including Developmental Reviews for reading and math sites, Reading and Mathematics Foundations Trainings, Reading Model Instruction Trainings, Literacy Trainings, and Reading Training of Trainers (TOT).

For the current project period (10/1/2010-2/28/2011), 368 administrators have participated in 18 trainings including Reading Model Instruction Trainings, Reading and Mathematics Foundations Trainings, and Literacy Trainings. Targets for this measure will be set next year.

**LONG-TERM OUTCOME: To what extent has the basic skills performance of students at NCSIP schools improved?**

**Performance Measure 4.b.** The percentage of schools with leadership personnel who participated in NCSIP that met their AYP targets for students with disabilities.

Currently, there is no mechanism in place to identify the NCSIP schools whose leaders have received training. Therefore, baseline data for this measure will be collected during 2011-12 and results will be reported starting in 2013.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**5. Project Objective**     Check if this is a status update for the previous budget period.  
Provide student progress evaluation reports to assist SEAs, LEAs, and IHEs in assessing instructional improvements and the progress of students with disabilities in North Carolina. (NCSIP: Goal 1, Objective 1.5)

Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
In collaboration with the Accountability and Testing Division of the Department of Public Instruction a series of evaluation reports will be developed on the progress of students with disabilities in academic skills.	Project	4	/		/

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

**INTERMEDIATE OUTCOME: To what extent have evaluation reports been developed and disseminated?**

**Performance Measure 5.a.** In collaboration with the Accountability and Testing Division of the Department of Public Instruction a series of evaluation reports will be developed on the progress of students with disabilities in academic skills.

The target for this measure is that a total of four reports (one a year) discussing the academic progress of students with disabilities will be developed and disseminated annually starting in the fall of 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**6. Project Objective**     Check if this is a status update for the previous budget period.  
Increase the number of new teachers entering the field of education in North Carolina. (NCSIP: Goal 2, Objectives 2.1 and 2.3)

6.a. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The number of 2 x 2 community college training programs (two years at a four year college or university) for teacher education programs in special education in all regions of North Carolina.	Project	999	/				/

6.b. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The number of students enrolled in teacher education and lateral entry programs for special education in North Carolina.	Project	999	/	1177	/		

6.c. Performance Measure	Measure Type	Quantitative Data					
		Target		Actual Performance Data			
		Raw Number	Ratio	Raw Number	Ratio	Raw Number	%
The number of new special education teachers produced by lateral entry programs in North Carolina.	Project	999	/	124	/		

6.d. Performance Measure	Measure Type	Quantitative Data				
		Project	Target		Actual Performance Data	
			Raw Number	Ratio	Raw Number	Ratio
The number of new special education teachers produced by teacher education programs in North Carolina.		999	/	285	/	

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

**INTERMEDIATE OUTCOME: To what extent has the capacity of teacher education programs, including lateral entry programs, increased?**

**Performance Measure 6.a.** The number of 2 x 2 community college training programs (two years at a four year college or university) for teacher education programs in special education in all regions of North Carolina.  
 Baseline data for this measure will be reported in 2012 and results will be reported starting in 2013.

**Performance Measure 6.b.** The number of students enrolled in teacher education and lateral entry programs for special education in North Carolina.  
 The number of students enrolled in teacher education and lateral entry programs for special education was obtained from the Information Analysis section (i.e., Mike Cash) of the School Business Services Division of NCDPI. The data represent the total number of students enrolled in teacher education and lateral entry programs for special education including cross categorical, general curriculum, adapted curriculum, deaf/hard of hearing, learning disabled, mentally disabled, and severe/profoundly disabled programs. The number includes completers and pipeline students (student who did not complete the program in 2009-10 and continued in 2010-11). As the baseline data in table 6.b. show, a total of 1,177 students were enrolled in a teacher education or lateral entry programs for special education in 2009-10. Targets for this measure will be set in 2012.

**LONG-TERM OUTCOME: To what extent has the number of newly qualified special education teachers in North Carolina increased?**

**Performance Measure 6.c.** The number of new special education teachers produced by lateral entry programs in North Carolina.

The number of new special education teachers produced by lateral entry programs in NC was obtained from the Information Analysis section (i.e., Mike Cash) of the School Business Services Division of NCDPI. The data represent the number of students who completed lateral entry programs in special education including general curriculum, adapted curriculum, learning disabled, and mentally disabled programs. As shown in table 6.c., the total number of students who completed a lateral entry program in one of these special education areas was 124 for 2009-10. Targets for this measure will be set in 2012.

**Performance Measure 6.d.** The number of new special education teachers produced by teacher education programs in North Carolina.

The number of new special education teachers produced by teacher education programs in NC was obtained from the Information Analysis section (i.e., Mike Cash) of the School Business Services Division of NCDPI. The data represent the number of students who completed teacher education programs in special education including cross categorical, general curriculum, adapted curriculum, deaf/hard of hearing, learning disabled, mentally disabled, and severe/profoundly disabled programs. As shown in table 6.d., the total number of students who completed a teacher education program in one of these special education areas was 285 for 2009-10. Targets for this measure will be set for 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**7. Project Objective** | | Check if this is a status update for the previous budget period.  
Decrease the percentage of special education teachers teaching without appropriate certification in North Carolina. (NCSIP: Goal 2, Objective 2.2)

7.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of special education teachers teaching without an appropriate certification in North Carolina.	Project	Raw Number	%	Raw Number	%
					999/999

7.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The retention rate for special education teachers in North Carolina.	Project	Raw Number	%	Raw Number	%
					999/999

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

**INTERMEDIATE OUTCOME: See Intermediate Outcomes for Objective 2**

**LONG-TERM OUTCOME: To what extent are special educators highly qualified (i.e., certified) and retained?**

**Performance Measure 7.a.** The percentage of special education teachers teaching without an appropriate certification in North Carolina.

Baseline data on the percentage of special education teachers teaching without appropriate certification was obtained from the Academic Services unit of NCDPI (Lorie Crowder). The data represent the percentage of special education teachers for ages 3-21 who were not considered Highly Qualified in 2010. To be a Highly Qualified teacher at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills by passing the teacher licensing exams (Praxis II) required by the state. To be a Highly Qualified teacher at the middle and high school levels a teacher must have obtained a middle school or secondary license in a teaching area required for each teaching assignment and demonstrate a high level of competency by passing the required Praxis II test(s) in each academic subject in which the teacher teaches, or successfully completing **one** of the

following in each academic subject in which the teacher teaches an undergraduate major, coursework equivalent to an undergraduate major, a graduate degree in the core teaching subject area(s), master's level licensure or above in the appropriate subject area, or National Board Certification in the related subject area(s).

As shown in Table 7.a., in 2009-10 the percentage of special education teachers who were considered not Highly Qualified was 1.8%. For comparison, the percentage of classes not taught by Highly Qualified teachers in NC for 2009-10 was 2.5% (from NC State Report card). The target for this measure will be set in 2012.

**Performance Measure 7.b.** The retention rate for special education teachers in North Carolina.

Baseline retention rate data was obtained from the Information Analysis section (i.e., Mike Cash) of the School Business Services Division of NCDPI. As shown in table 7.b., in 2009-10 the retention rate for special education teachers in NC was 84.1%. For comparison, the retention rate for all teachers in NC was 89.5% (teacher turnover rate from NC State Report Card subtracted from 100). The target for this measure will be set in 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**8. Project Objective** | | Check if this is a status update for the previous budget period.  
Increase school leadership staff and teacher skills in the use of Positive Behavior Intervention and Support. (NCSIP: Goal 3, Objective 3.1 and Goal 5, Objective 5.1)

8.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The percentage of NCSIP schools with teachers and leadership personnel that have received professional development in the implementation of school wide Positive Behavior Intervention and Support.	Project		999/999		/

8.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of NCSIP schools implementing Positive Behavior Intervention and Support.	Project	999	/		/

8.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The average number of short-term suspensions for students with disabilities in NCSIP schools implementing Positive Behavior Intervention and Support.	Project	999	/		/

8.d. Performance Measure	Measure Type	Quantitative Data				
		Project	Target		Actual Performance Data	
			Raw Number	Ratio	Raw Number	Ratio
The average number of long-term suspensions for students with disabilities in NCSIP schools implementing Positive Behavior Intervention and Support.		999	/		/	

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

**INTERMEDIATE OUTCOME: To what extent are NCSIP schools trained in and implementing Positive Behavior Intervention and Support?**

**Performance Measure 8.a.** The percentage of NCSIP schools with teachers and leadership personnel that have received professional development in the implementation of school wide Positive Behavior Intervention and Support.

Currently these data are not available. The EC Division within the NCDPI is expected to implement a system that will track whether a school in NC has been trained and/or is implementing PBIS. Once this system is in place, NCSIP schools will be identified and their status as a trained and/or implementing school noted. Additionally, NCSIP will be asking NCSIP sites to report on whether teachers and leadership personnel at each school participating in NCSIP has been trained and whether the school is currently implementing PBIS. Therefore, it is expected that baseline data will be reported on in 2012 and results reported in 2013.

**Performance Measure 8.b.** The number of NCSIP schools implementing Positive Behavior Intervention and Support.

Currently these data are not available. The EC Division within the NCDPI is expected to implement a system that will track whether a school in NC has been trained and/or is implementing PBIS. Once this system is in place, NCSIP schools will be identified and their status as a trained and/or implementing school noted. Additionally, NCSIP will be asking NCSIP sites to report on whether teachers and leadership personnel at each school participating in NCSIP has been trained and whether the school is currently implementing PBIS. Therefore, it is expected that baseline data will be reported on in 2012 and results reported in 2013.

**LONG-TERM OUTCOME: To what extent have suspensions and expulsions at NCSIP schools implementing Positive Behavior Intervention and Support decreased?**

**Performance Measure 8.c.** The average number of short-term suspensions for students with disabilities in NCSIP schools implementing Positive Behavior Intervention and Support.

Currently these data are not available. Once the systems are in place to identify NCSIP schools that are implementing PBIS (see Measures 8.a. and 8.b. above) data on their short-term suspensions will be obtained and analyzed. Therefore, it is expected that baseline data will be reported in 2012 and results reported in 2013.

**Performance Measure 8.d.** The average number of long-term suspensions for students with disabilities in NCSIP schools implementing Positive Behavior Intervention and Support.

Currently these data are not available. Once the systems are in place to identify NCSIP schools that are implementing PBIS (see Measures 8.a. and 8.b. above) data on their long-term suspensions will be obtained and analyzed. Therefore, it is expected that baseline data will be reported in 2012 and results reported in 2013.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**9. Project Objective**     Check if this is a status update for the previous budget period.  
Decrease the dropout rate of students with disabilities in North Carolina. (NCSIP: Goal 3, Objective 3.2)

9.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The percentage of students with disabilities that dropped out of school in North Carolina.	Project	Raw Number	%	Raw Number	%
			/	999	/

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

**INTERMEDIATE OUTCOME: See Intermediate Outcomes for Objective 8**

**LONG-TERM OUTCOME: To what extent has the dropout rate of students with disabilities decreased?**

**Performance Measures 9.a.** The percentage of students with disabilities that dropped out of school in North Carolina.

The data reported in Table 9.a. represent the dropout rate for students in grades 9-12 with disabilities (i.e., who had an IEP) in NC for 2009-10 as reported by the NCDPI EC Division. As the baseline data show, the dropout rate for all students in grades 9-12 with disabilities in NC was 6.8% (n=3,064). For comparison, the dropout rate for all students in grades 9-12 in NC was 3.75% (n=16,804 dropouts). Targets for this measure will be set in 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**10. Project Objective**     Check if this is a status update for the previous budget period.  
Increase the graduation rate of students with disabilities in North Carolina. (NCSIP: Goal 3, Objective 3.3)

10.a. Performance Measure	Measure Type	Quantitative Data				
		Target		Actual Performance Data		
		Raw Number	%	Raw Number	%	
The percentage of students with disabilities that graduated with a diploma in North Carolina.	Project		999/999		6,542/ 10,441	63.6%

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

**INTERMEDIATE OUTCOME: See Intermediate Outcomes for Objectives 2 and 8**

**LONG-TERM OUTCOME: To what extent has the graduation rate of students with disabilities increased?**

**Performance Measures 10.a.** The percentage of students with disabilities that graduated with a diploma North Carolina.

The data reported in Table 10.a. represent the 5-year cohort graduation rate for students with disabilities in NC who graduated in 2010 as reported in the 2009-10 ABCs/AYP Report published by NCDPI located at <http://www.ncpublicschools.org/accountability/reporting/>. As the baseline data show, the 5-year cohort graduation rate for students with disabilities in NC was 63.6%. For comparison, the 5-year cohort graduation rate for all students in NC was 74.7%. Targets for this measure will be set in 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**11. Project Objective** | | Check if this is a status update for the previous budget period.  
Decrease the numbers of suspensions and expulsions and increase the attendance rate of students with disabilities in North Carolina. (NCSIP: Goal 3, Objective 3.4)

11.a. Performance Measure	Measure Type	Quantitative Data					
		Project		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio	Raw Number	Ratio
The percentage of schools with teachers and leadership personnel that have received professional development in the implementation of school wide Positive Behavior Intervention and Support in North Carolina.				999/999			/

11.b. Performance Measure	Measure Type	Quantitative Data					
		Project		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio	Raw Number	Ratio
The number of schools implementing Positive Behavior Intervention and Support in North Carolina.		999		/			/

11.c. Performance Measure	Measure Type	Quantitative Data					
		Project		Target		Actual Performance Data	
		Raw Number	%	Raw Number	Ratio	Raw Number	Ratio
The number of short-term suspensions for students with disabilities in North Carolina.		999		/		67,069	/

11.d. Performance Measure	Measure Type	Quantitative Data				
		Project	Target		Actual Performance Data	
			Raw Number	Ratio	Raw Number	Ratio
The number of long-term suspensions for students with disabilities in North Carolina.		999	/	615	/	

11.e. Performance Measure	Measure Type	Quantitative Data				
		Project	Target		Actual Performance Data	
			Raw Number	Ratio	Raw Number	Ratio
The number of school expulsions for students with disabilities in North Carolina.		999	/	17	/	

11.f. Performance Measure	Measure Type	Quantitative Data				
		Project	Target		Actual Performance Data	
			Raw Number	Ratio	Raw Number	Ratio
The attendance rate for students with disabilities in North Carolina.			/	999	94.5%	

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

**INTERMEDIATE OUTCOME: To what extent are schools statewide trained in and implementing Positive Behavior Intervention and Support?**

**Performance Measure 11.a.** The percentage of schools with teachers and leadership personnel that have received professional development in the implementation of school wide Positive Behavior Intervention and Support in North Carolina.

Currently these data are not available. The EC Division within the NCDPI is expected to implement a system that will track whether a school in NC has been trained and/or is implementing PBIS. Therefore, it is expected that baseline data will be reported on in 2012 and results reported in 2013.

**Performance Measure 11.b.** The number of schools implementing Positive Behavior Intervention and Support in North Carolina.

Currently these data are not available. The EC Division within the NCDPI is expected to implement a system that will track whether a school in NC has been trained and/or is implementing PBIS. Therefore, it is expected that baseline data will be reported on in 2012 and results reported in 2013.

**LONG-TERM OUTCOMES: To what extent have the average number of suspensions and expulsions decreased and the attendance rate increased for students with disabilities in North Carolina?**

**Performance Measure 11.c.** The number of short-term suspensions for students with disabilities in North Carolina.

The data reported in Table 11.a. represent the total number of short-term suspensions for students with disabilities in NC as reported in the 2009-10 Consolidated Data Report published by NCDPI located at <http://dpi.state.nc.us/research/dropout/reports/>. As shown, students with disabilities received 67,069 short-term suspensions in 2009-10. The total number of students with disabilities in NC in 2009-10 was 187,291 based on the April 1, 2010 child count for the Comprehensive Exceptional Children Accountability System (CECAS). Therefore, the short-term suspension rate for students with disabilities was about 3.58 meaning that there were 3.58 short-term suspensions per 10 students with disabilities. In comparison, overall in 2009-10, students in NC received 277,206 short-term suspensions. The total number of students in NC was 1,464,914 based on the average daily membership for 2009-10 reported in NCDPI Fact and Figures located at <http://www.ncpublicschools.org/fbs/resources/data/>. Therefore, the short-term suspension rate for all students in NC was about 1.89 per 10 students.

**Performance Measure 11.d.** The number of long-term suspensions for students with disabilities in North Carolina.

The data reported in Table 11.b. represent the total number of long-term suspensions for students with disabilities in NC as reported in the 2009-10 Consolidated Data Report published by NCDPI located at <http://dpi.state.nc.us/research/dropout/reports/>. As shown, students with disabilities received 615 long-term suspensions in 2009-10. The total number of students with disabilities in NC in 2009-10 was 187,291 based on the April 1, 2010 child count for the Comprehensive Exceptional Children Accountability System (CECAS). Therefore, the long-term suspension rate for students with disabilities was about 3.28 meaning that there were 3.28 long-term suspensions per 1000 students with disabilities. In comparison, overall in 2009-10, students in NC received 3,368 long-term suspensions. The total number of students in NC was 1,464,914 based on the average daily membership for 2009-10 reported in NCDPI Fact and Figures located at <http://www.ncpublicschools.org/fbs/resources/data/>. Therefore, the long-term suspension rate for all students in NC was about 2.29 per 1000 students.

**Performance Measure 11.e.** The number of school expulsions for students with disabilities in North Carolina.

The data reported in Table 11.c. represent the total number of school expulsions for students with disabilities in NC as reported in the 2009-10 Consolidated Data Report published by NCDPI located at <http://dpi.state.nc.us/research/dropout/reports/>. As shown, 17 students with disabilities were expelled in 2009-10. The total number of students with disabilities in NC in 2009-10 was 187,291 based on the April 1, 2010 child count for the Comprehensive Exceptional Children Accountability System (CECAS). Therefore, the expulsion rate for students with disabilities was about 9 meaning that 9 out of every 100,000 students with disabilities were expelled. In comparison, overall in 2009-10, students in NC received 88 school expulsions. The total number of students in NC was 1,464,914 based on the average daily membership for 2009-10 reported in NCDPI Fact and Figures located at <http://www.ncpublicschools.org/fbs/resources/data/>. Therefore, the long-term suspension rate for all students in NC was about 6 per 100,000 students.

**Performance Measure 11.f.** The attendance rate for students with disabilities in North Carolina.

The data reported in Table 11.d. average daily attendance rate for students with disabilities in NC as reported in the 2009-10 State Level NC School Report Card published by NCDPI located at <http://www.ncschoolreportcard.org/src/>. As shown, the average daily attendance for students with disabilities was 94.5%. In comparison, the attendance rate for all students in NC for 2009-10 was >95%.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

**12. Project Objective** | | Check if this is a status update for the previous budget period.  
Increase parent satisfaction with, and support of, research-based instructional programs for their children. (NCSIP: Goal 4, Objective 4.1)

12.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
The total average rating of parent satisfaction with the NCSIP project.	Project	Raw Number	%	Raw Number	%
				999	/

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

**INTERMEDIATE OUTCOME: To what extent is parent satisfaction with the NCSIP project increasing?**

**Performance Measure 12.a. The total average rating of parent satisfaction with the NCSIP project.**

As part of their parent-teacher conference, NCSIP reading and math centers and sites are asked to conduct the NCSIP Parent Satisfaction Questionnaire focused on reading or mathematics with parents. Sites and centers are to provide parents with a copy of the NCSIP questionnaire and discuss the purpose of the survey as well as how the information will be used. The questionnaire contains seven questions:

1. How helpful has the reading/mathematics instruction that your child has received been in improving his/her ability to read/in mathematics?
2. How helpful has the reading/mathematics teacher/staff been in explaining the reading/mathematics instruction procedures your child is receiving and how the instruction addresses your child's needs?
3. How helpful has the information provided by the reading/mathematics program been in understanding your child's reading difficulties/difficulties in math and the school's plans for improving your child's reading abilities/abilities in math?
4. How helpful has the information provided by the reading/mathematics teacher/staff been in providing you with activities to help your child's reading improvement/improvement in math at home and over the summer?
5. How helpful has the reading/mathematics teacher/staff been in improving your child's motivation and positive attitude toward school?
6. How helpful has the reading/mathematics teacher/staff been in improving communication between you and the school staff?
7. Has the reading/mathematics teacher/staff been helpful in improving your child's performance across other areas besides reading/math?

There are four possible response options to each question: Not Helpful (0), Somewhat Helpful (1), Helpful (2) and Very Helpful (3). Each question is reviewed with the parent(s) and parent(s) record their responses on the questionnaire. The average of the seven responses is calculated and used to determine the parents' total rating.

Parent satisfaction data collected by NCSIP at the end of the 2009-10 school year were used to establish a baseline for performance measure 12.a. As shown in Table 12.a., the total average rating by parents (n=1055) was 2.69 (out of a possible 3). Targets for this measure will be set in 2012.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

OMB No. 1894-0003  
Exp. 02/28/2011

PR/Award # (11 characters): \_\_\_\_\_

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

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

Increase parent involvement in NCSIP program planning, implementation, and evaluation. (NCSIP: Goal 4, Objective 4.2; NOTE: Objective 4.3 is addressed in the explanation of progress for Objective 12.)

13.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Project	Raw Number	Ratio	Raw Number	Ratio
The number of parent involvement opportunities provided by NCSIP.		999	/		/

13.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Project	Raw Number	Ratio	Raw Number	Ratio
The number of parents involved in and/or attending NCSIP program events.		999	/		/

13.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
	Project	Raw Number	Ratio	Raw Number	Ratio
The number of parents completing NCSIP satisfaction surveys.		999	/	1055	/

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

**INTERMEDIATE OUTCOME: To what extent is parent involvement in NCSIP program planning, implementation, and evaluation increasing?**

**Performance Measure 13.a.** The number of parent involvement opportunities provided by NCSIP.

These data are currently not being reported. Starting in 2011-12 sites will be asked to report on parent involvement opportunities and the number of parents participating. Therefore, baseline data will be reported in 2012 and results in 2013.

**Performance Measure 13.b.** The number of parents involved in and/or attending NCSIP program events.

These data are currently not being reported. Starting in 2011-12 sites will be asked to report on parent involvement opportunities and the number of parents participating. Therefore, baseline data will be reported in 2012 and results in 2013.

**Performance Measure 13.c.** The number of parents completing NCSIP satisfaction surveys.

As the baseline data show in Table 13.c., 1,055 parents completed the NCSIP Parent Satisfaction Questionnaire in 2009-10 (see performance measure 12.a. for a description of the questionnaire). Targets for this measure will be set in 2012.



**Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award # (11 characters): \_\_\_\_\_

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

**14. Project Objective** | | Check if this is a status update for the previous budget period.  
Provide research-based training, workshops, and resources to help pre-service teachers gain skills in direct instruction. (NCSIP: Goal 5, Objective 5.3; NOTE: Objective 5.1 is addressed in Objective 8 and Objective 5.2 is addressed in Objective 2)

14.a. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of research-based professional development events focusing on pre-service teachers gaining skills in direct instruction provided by NCSIP.	Project	999	/		/

14.b. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of pre-service teachers participating in NCSIP training and workshops.	Project	999	/		/

14.c. Performance Measure	Measure Type	Quantitative Data			
		Target		Actual Performance Data	
		Raw Number	Ratio	Raw Number	Ratio
The number of IHE faculty members participating in NCSIP training and workshops.	Project	999	/		/

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

**INTERMEDIATE OUTCOME: To what extent are the numbers of professional development activities and participation in those activities for pre-service teachers and IHE faculty increasing?**

**Performance Measure 14.a.** The number of research-based professional development events focusing on pre-service teachers gaining skills in direct instruction provided by NCSIP.

This is a new focus for the NCSIP program. Therefore, there will be no baseline data available until 2012. Results will be reported starting in 2013.

**Performance Measure 14.b.** The number of pre-service teachers participating in NCSIP training and workshops.

This is a new focus for the NCSIP program. Therefore, there will be no baseline data available until 2012. Results will be reported starting in 2013.

**Performance Measure 14.c.** The number of IHE faculty members participating in NCSIP training and workshops.

This is a new focus for the NCSIP program. Therefore, there will be no baseline data available until 2012. Results will be reported starting in 2013.



**U.S. Department of Education  
Grant Performance Report (ED 524B)  
Project Status Chart**

PR/Award # (11 characters): \_\_\_\_\_

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

Funding allocations were made to LEA partners from another funding source prior to the time the grant award notification was received in order to provide for continued implementation of work initiated during a previous award. Ninety percent of funds are allocated to LEA partners as a requirement of the grant. Allocations will be made to LEA partners in May 2011 to support the work in the upcoming school year. This allocation will total \$1,290,000. Additionally, planning is underway to establish a practice for leveraged funding that is based upon a formula using the percentage of total students with disabilities in the LEA for which project data is submitted. Funds (\$100,000) are also to be utilized to contract with our Exceptional Children Assistance Center for support in developing training, materials, and assistance with parental involvement and satisfaction with the work undertaken in the project. This contract has been established and the work has been initiated. It is expected that we will begin receiving invoices against this contract in May or June. Finally, funding will be used to secure project management support for the project website, networking meetings, training planning, communications, etc., for the subscription to Signetwork, and for travel to the annual Project Directors Conference and National SPDG Conference.

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

No changes in partnerships have been made from what was specified in the proposal. Local Education Agencies (LEAs) in our state are key partners in the project. We continue to add LEAs as a method of scaling up our work. This is a major focus of the 2010-2015 grant and will continue in order to develop capacity/sustain practices over time. The University of North Carolina at Charlotte continues to serve as a lead partner in our efforts to build an infrastructure of support for districts. Our Cooperative Planning Consortium is led by the department chair at UNC-Charlotte who is very involved in grant activities. We are in the development stage of a model of active engagement of IHEs to support the grant. Initial implementation of this model is expected to begin in August 2011. This model will provide for expansion of the project into unserved/underserved areas such as pre-service teacher candidates and will reach both high incidence and low incidence disabilities areas. The Center for Literacy and Disability Studies is partnering with us to develop professional development specifically for teachers working with students with low incidence disabilities. Another unserved/underserved area is students with disabilities at the PK level. Project training will be expanded to impact teachers working with students at this level. Planning for this work has begun and will be implemented in the upcoming school year. Our partnership with the Exceptional Children Assistance Center (ECAC) is in full swing and will increase LEA capacity to empower parents to be involved with the children's educational growth and increase their satisfaction with the ongoing work of the project. Webinars are being scheduled, materials are being developed for both teachers and parents, and stakeholder teams are being established with their assistance.