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ABSTRACT
        In North Carolina, the Task Force on the Achievement
of Culturally Diverse Students was established to respond to specific
goals and objectives that speak to the achievement of African
American, Native American, and Hispanic American students. Issues on
homeless children and youths were addressed to a lesser extent since
this group represents a unique culture in many urban schools. The
Task Force examined annual dropout studies and other state and
national studies. A cohort of nine low-performing school districts
with high minority enrollment and federal Indian Education Act or
Migrant Education funds was selected. All were located in rural
counties identified as low wealth. Findings supported, as have most
studies, the relationship between race, poverty, and school success,
and they indicated that these adverse effects often last throughout a
student's entire educational career. Recommendations are made in the
areas of multicultural education, school restructuring, educational
finance, educational technology, special education, and education for
the homeless. Part II contains specific committee reports in four
areas: (1) professional education; (2) school restructuring; (3)
comprehensive services; and (4) educational technology. An appendix
contains nine illustrative figures and a model description. (Contains
18 references.) (SLD)

A CLOSER LOOK

REPORT OF THE TASK FORCE ON THE ACHIEVEMENT OF CULTURALLY DIVERSE STUDENTS

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Bob Etheridge, Superintendent
North Carolina Department of Public Instruction

PURPOSE AND PROCEDURES

Purpose

The Task Force on the Achievement of Culturally Diverse Students was established to respond to specific DPI goals and objectives that speak to the achievement of African American, Native American, and Hispanic students. Issues on homeless children and youth were addressed to a lesser extent since this group represents a unique culture in many urban schools.

DPI Goal One: To increase the effectiveness of LEAs in improving outcomes for all students.

Objective E: By 1992, issues will be examined and studied related to low achievement and post secondary attendance rates of specific groups: African Americans (particularly black males); Native American students; and migrant students. Findings will be utilized in future policy decisions and program planning efforts.

Study Procedures

The responsibility of each committee was to examine issues and implications related to the low performance of culturally diverse students. However, a fundamental step in the beginning was establishing specific patterns of performance that constituted a group being categorized as academically at-risk.

In determining the presence of patterns, the Task Force examined annual dropout studies, post secondary attrition reports, and other state and national studies   In an effort to establish a geographic parameter for study, the Task Force selected a cohort of nine school systems on the basis of: 1) being designated as a low performing LEA according to state accreditation standards; 2) receiving federal funds through the Indian Education Act-Title V; 3) having at least 50% minority student enrollment; and 4) receiving funds through the Migrant Education program. Using this criteria, the following LEAs were selected: 1) Bertie, 2) Halifax, 3) Hertford, 4) Hoke, 5) Northampton, 6) Robeson, 7) Scotland, 8) Washington County, and 9) Weldon City. The research focused on Jackson and Swain counties only to the extent of incorporating dropout data on Cherokee Indian students attending public schools in either of these jurisdictions.

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POPULATION INFORMATION

Demographic Findings

The 1991 pupil membership in North Carolina was 1,082,572 of which 1.6% of the students were American Indian; 30.3% African American; 0.9% Asian/Pacific Islander; 0.8% Hispanic; and 66.4% white. Figure 1 shows the pupil membership by race for each school system in the study. School system membership ranges from 1,204 to 23,063. The membership for Swain County is 1,563 and 3,519 for Jackson County (Statistical Profile 1991-NC-SDPI).

Each school system is located in a rural county and by most economic standards, each is defined as low wealth. (see Appendix 1- Figure 2). The median family income for each county is below that of the state (see Appendix 1- Figure 3). The child poverty rate (children 18 and under) far exceeds the state average of 16.9% (see Appendix 1- Figure 4). The participation rate in the free/reduced lunch program ranges from 46-83% (see Appendix 1- Figure 5-US Dept. of Education, 1989).

To enhance the quality of education in areas of low wealth, DPI awarded substantial dollars through competitive grants during fiscal year 91-92. Records from the Office of Program Services (OPS) show that nearly 2 million dollars in grant awards impacted most of the cohort. The number of grants awarded by several Divisions in OPS included: Student Services (29), Vocational Education (14), and Curriculum and Instruction (10). Five Chapter I grants were awarded to provide additional dollars for upgrading schoolwide programs and services for Chapter I students and parents.

Smaller Populations

The data gathered on two smaller populations - the homeless and migrant students, raise the need for developing proactive measures by educators. Since 1988, the number of homeless children in North Carolina has increased to 5,400. Of this population, 52% of the students are at the elementary level, 25% middle grades, and 23% are high school age. More alarming data estimates that about 17% of homeless children never enroll in school. Two school systems in this cohort, Hertford and Robeson, report the greatest number of rural homeless students; however, the major population centers for the homeless are urban and include Charlotte, Raleigh, Greensboro, and Winston-Salem. Sixty eight percent of homeless children live in a one-parent family while 26% live with both parents. Six percent of homeless children live in other family arrangements (National Association of State Coordinators for the Education of Homeless Children and Youth, 1992).

In 1991, 6,500 migrant students were enrolled in public schools. The typical migrant family in North Carolina works in the area of agriculture (97.8%) while a much smaller percentage of families work in the fishing industry (2.2%). The moving pattern is interstate for nearly 50% of the families; however, many families are choosing to seek immigrant status in the state. Inadequate health care and housing are major problems of migrant children. The Migrant Clinicians' Network reported that in 1991 demographic patterns, life-style characteristics, and disease categories of migrant children compared to those in many third world countries (Anderson, Pellicer, 1990).

Educational Findings

Each year, thousands of students in North Carolina participate in one or more instructional remedial programs. For students in this study, the major programs are Chapter 1, Exceptional Children, Migrant Education, and Indian Education-Title V. Historically, Chapter I has played a major compensatory role in the education of low achieving students. Statewide, Chapter I reading instruction is the primary program focus, and the "pull-out" setting (different classroom-different teacher) remains the model of choice. In North Carolina, 51% of all Chapter 1 students are African American; 45% are white; and about 3% are American Indian. Asians and Hispanics make up 1% of the participation rate (Chapter 1 and Migrant Education Annual Report 1991-NC-SDPI).

Data on participation by students in the cohort show that 12,995 students participated in Chapter 1 during 1991. Of this number, 67% were African American; 18% American Indian; 0.06% Hispanic; and 14% white. Similar comparisons for Migrant Education reveal that of the 934 participants, 74% were African American; 16% American Indian; 5% Hispanic; and 5% white. Figure 6 shows aggregate cohort data on pupil membership by race in comparison to participation in Chapter 1. A similar comparison is also included using statewide figures. When comparing total battery achievement patterns on the 1991 California Achievement Test (CAT), American Indian, African American, and migrant education students consistently lagged behind white students in grades 3, 6, and 8 (see Appendix 1- Figure 7- Report of Student Performance 1991-NC-SDPI).

While 67% of pupil membership in North Carolina is white, this group makes up 90% of participants in programs for the academically gifted. Other racial distributions in programs for the gifted are: 1) American Indian 2% membership: 1% participation; African American 30% membership: 8% participation; and Hispanic .8%: membership .2%. In other areas of learning exceptionalities, 2,170 students in cohort were identified with a specific learning disability and of this number, 32% were American Indian; 40% African American; .14% Hispanic; and 24% white (Division of Exceptional Children Headcount Report, NC-SDPI, 1991). National studies on special education services for migrant students estimate that about 12% of students in all racial groups will be identified for services; however, the identification rate among migrant students regardless of race is less than 3%.

While the 1991 dropout rate in North Carolina reached a record low of 3.9% in grades 7-12 and 5.6% for grades 7-12, rate increases were reported for American Indian males (1.4% to 1.7%); African American males (20% to 21%) and females (14% to 16%); Hispanic males (.21% to .43%) and females (.19% to .43%). Nationally, American Indian students have sustained the highest dropout rate (12%) when compared to other minority groups. However, when comparing data between Indian and white students in selected systems in the cohort, the rate differential is insignificant with the exception of two counties (see Appendix- Figure 8). One theory that seems to be a variable in the dropout rate is school enrollment size. Other significant variables associated with dropping out are school attendance and employment (Annual Dropout Prevention Report 1991-NC-SDPI).

Post Secondary Findings

In a follow-up study on 1990 freshmen in the UNC System of Colleges and Universities, the average SAT score for freshmen from the cohort was 805 compared to the state average of 933. The number entering a public four year school ranged from 14 to 324 freshmen. In one LEA, the school reporting the highest average SAT score (974) is an alternative school for potential or returning dropouts. Five students from this school entered the UNC system in the fall of 1990.

Using math as an indicator of post secondary achievement, data on the percentage of freshmen students recommended for advanced math courses was below the state average, but above average for remedial math recommendations. There was, however, one exception in this finding (see Appendix 1-Figure 9). At the end of the first semester, 69% of the cohort earned greater than a 2.0 grade point average compared to 71% for the total UNC system. The percentage of students in the cohort earning greater than a 3.0 GPA was 17% compared to the UNC system average of 22%. These findings suggest that students in the cohort are competitive up to a certain GPA level, but the margin of competiveness increases at the upper end of the grade point range.

Summary

The relationship between wealth, race, and achievement has been documented in many studies. The findings in this report also support a link between race, poverty, and school success and points out that while disadvantagement has immediate consequences, students of race and poverty often experience adverse effects throughout their educational careers.

While the cohort of systems has been impacted with much needed federal and state aide, additional requests for fiscal support continue to be proposed on the assumption that more money is the answer. Perhaps the time has come for educators and policy makers at all levels to critically examine the exact nature of problems that undermine educational excellence and deliberate on ways to reposition all available resources in areas of greatest need. Additionally, it is imperative for DPI and local educators to use systems and procedures will that help ensure quality from beginning to end. As the agency charged to lead the way in education, DPI must insist that quality measures be part of all initiatives that focus on the achievement of culturally diverse students or school improvement will be shallow at best.

A closer look at the issues and realities of low performance among culturally diverse students is needed by all who care about the future of our children. With this in mind, the Task Force urges DPI to act on the recommendations that follow.

SUMMARY OF RECOMMENDATIONS

Recommendation 1

The Agency should establish a cross-departmental committee on multicultural education in order to provide a comprehensive focus on curricula concepts, staff development needs, and instructional resources in the area of teaching culturally diverse students.

ANTICIPATED OUTCOMES: Common understanding of concepts, models, and terminology will be achieved, DPI efforts will be coordinated, staff development services to LEAs will be improved.

ACTION: Operational by 1993

Recommendation 2

• The Agency should establish a cross-departmental committee on school restructuring for the purpose of comparing statewide models, sharing outcomes, and recommending future initiatives particularly for schools with large percentages of low achieving students.

ANTICIPATED OUTCOMES: Holistic models will emerge, research initiatives will increase, a methodology for long-term change will be achieved.
ACTION: Operational by 1993

Recommendation 3

• The Agency should invest more funds in research and development projects that focus more on accelerated teaching models and less on conventional remedial approaches. The Agency and LEAs should collaborate extensively on models and resources needed to conduct such projects.

ANTICIPATED OUTCOMES: Teacher-as-researcher concept will be encouraged, schools and classrooms will become research centers for change, knowledge base on effective models and practices will increase at the school level.

ACTION: Further study should continue

Recommendation 4

• The Agency should consider a single-stream budget mechanism for low performing school systems. Under this plan, a LEA consortium (or its equivalent) would create and administer a budget pool to support a continuum of programs and services for at-risk students.

ANTICIPATED OUTCOMES: Program goals will be focused, services will be comprehensive, accountability for outcomes will uniformly apply to one administrative body .

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ACTION: Feasibility study recommended

Recommendation 5

• The Agency should embrace the use of technology as a means of providing an equitable, advanced agenda for all children. This agenda should include every possible opportunity for increased achievement by low performing students. Further, the Agency should commit itself to offer all necessary assistance to school systems in developing long-range technology plans.

ANTICIPATED OUTCOMES: All technology resources will be maximized, school systems will keep pace with technology, learning opportunities for students will be enriched.

ACTION: Refer to appropriate Division/Section for action

Recommendation 6

• The Agency should examine the present definition of "gifted" and refine all procedures that determine eligibility to ensure that culturally diverse populations have fair access to services for the gifted.

ANTICIPATED OUTCOMES: The definition will reflect current research, representation in programs will more equally reflect LEA student population, overall procedures will be improved

ACTION: Presently under study

Recommendation 7

• The Agency should review participation data and referral procedures to ensure that migrant education students receive appropriate special education services.

ANTICIPATED OUTCOMES: All procedures will be improved, needs will be identified, prevention measures will be implemented

ACTION: Refer to appropriate Division/Section

Recommendation 8

• The Agency should ensure that whenever eligible, homeless children and youth have access to all services and opportunities provided to other students .

ANTICIPATED OUTCOMES: Fair access will be achieved, school success will increase, a caring school climate will prevail.

ACTION: Resource support and commitment

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PART II • COMMITTEE REPORTS

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OVERVIEW OF REPORTS

The goals for educating low performing students, many of whom are culturally different, should seek to do the following: 1) reconnect them to the opportunities and responsibilities in America from which they have become isolated; 2) provide them with skills and knowledge they need to acquire, use, and produce information meaningfully and critically; and 3) teach them to become independent learners as well as learners in collaborative contexts.

While the issues associated with low school performance are too numerous to cover in a short study, those most pertinent to students in this study are presented in Part II. The topics directly address long-term solutions for ensuring school success by building on the capacity of educational partnerships and unified purpose among critical players in the lives of children. Additionally, Part II is the basis on which most of the recommendations were developed and include the following: 1) Professional Development, 2) School Restructuring, 3) Comprehensive Services, and 4) Educational Technology.

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COMMITTEE ON PROFESSIONAL DEVELOPMENT

The low performance of culturally diverse students is documented by standardized test scores, high suspension rates, and high dropout rates nationally and statewide. In light of this evidence, three trends are worth noting: 1) data show that the dropout rate is highest for males regardless of race; 2) within ethnic groups, the rate is highest for American Indian and Hispanic students; and 3) since the early seventies, there has been an increase in the number of white females entering the teaching profession and a decrease among all minorities and males. In light of the powerful effect adults have on students, especially those at-risk, these trends should trigger a critical examination of teacher education programs at four year institutions as well as staff development opportunities for career teachers and administrators. If the trend in white female teachers(or any other single group) increases, then it behooves higher education and local school systems to ensure that teachers have the kind of learning experiences that will enable them to become culturally literate and optimistic about their roles in the lives of children.

While the recruitment of minority and male teachers is important, other strategies should be pursued by school systems and higher education that will prepare all educators to work with students from culturally diverse backgrounds. The National Council for Accreditation of Teacher Education (NCATE) has defined personnel and curricula recom-mendations for teacher education programs in the area cultural diversity; however, colleges and universities may have much flexibility in meeting NCATE compliance requirements. With this being the reality, comparability in course content and field-study opportunities for pre-service students cannot be assumed by recruiters and employers of prospective teachers and school administrators.

A study conducted by Grant and Sleeter (1990) revealed that within teacher education programs, pre-service students completed courses in cultural diversity that lasted one semester or less. Furthermore, most course options were in the area of international studies. In related studies, the same researchers found that many courses had no specific goals or competencies that required mastery or application by students. Jim Banks (1991) describes this pedagogy as the "hero and holiday" approach in multicultural education.

Cultural diversity in this study is reflected in poverty and race, and educators should understand the implications of both. With this in mind, staff development provided by the DPI should be based on a common understanding of staff development models, research perspectives, and the role of families and communities in shaping multicultural education. Ultimately, the goal of DPI should be to help local educators learn to be diverse enough in their perspectives, skills, and knowledge to participate fully in the lives of all students.

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COMMITTEE ON SCHOOL RESTRUCTURING

The National Association of Boards of Education has taken the position that schools have not provided the kind of leadership and environments needed to ensure the academic success of low achievers. The Association further states that, "Schools cannot change unless those who govern schools also change." The Council of Chief State School Officers has issued an extensive policy statement which offers concrete principles to guide the restructuring process. In this report, the Council advocates a non-differentiated curriculum and higher order thinking tasks for all students. Theorists also lend practical strategies and recommended approaches to the body of research on school restructuring.

Garcia (1987) urges educators to look beyond demographics and labels and analyze low achievement in light of psychological, behavioral, and school climate factors. He further believes that curricula restructuring should incorporate instructional practices that formally teach socialization skills and bond learners to the school family. Other research on school climate and achievement concludes that school size and the quality of the school experience are two of the most powerful variables in determining student outcomes (Diaz, 1989). Levin (1992), in his advocacy for the Accelerated Schools Model, believes that school restructuring should be based on three principles; 1) unity of purpose among all adults, 2) building on the strengths of adults and students, and 3) empowerment with responsibility. The Comer School Development Program, developed by Dr. James P. Comer, is based on similar principles along with an emphasis on well-defined parent involvement and collaboration with higher education.

Prompted by Senate Bill 2, and the Effective Schools (ES) movement, school restructuring is evident in North Carolina in a variety of ways. Complementing these initiatives are other models that focus on student outcomes, curricula alignment, school climate issues, and management designs and principles. In the area of curricula reform, North Carolina recently completed revising its *Standard Course of Study* which reflects the latest research on cognition processes, alternative assessment methods, emerging trends in gifted education, and multicultural education.

In light of the singular efforts coming out of DPI in the name of school restructuring, the Agency should establish a mechanism for facilitating a common awareness about the direction of DPI in school reform over the next decade. This kind of dialog will give clarity to long-term planning efforts; it will provide a common framework for conceiving school reform; and more importantly, it will enable Divisions and Sections to identify appropriate ways to respond through policies, programs, and other initiatives.

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A CLOSER LOOK

REPORT OF THE TASK FORCE ON THE ACHIEVEMENT OF CULTURALLY DIVERSE STUDENTS

A COUNSELOR ASKED HER STUDENTS THE FOLLOWING QUESTION ...

"How does it feel when you fail?"

THEY RESPONDED BY SAYING ...

"Sad, bad, you lost...mad at times."

"Sometimes I just want to give up."

"Not very good. I have to do it over and erase alot. I don't like to do things over. By the time I'm through erasing, I have forgotten the right answer."

"Mad, angry...people pick on me. They laugh too, you know."

"Sad, scared. I really disappoint my mother."

THEN THE COUNSELOR ASKED ...

"How does it feel when you succeed?"

"Happy. I smile a lot."

"Great. I don't have to do my work over."

"It makes me want to do it again."

"I feel like trying again. I feel fine. It feels better than failing."

"My dad is real proud of me."

"I can't wait to tell my grandmother."

Scotland County Students

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TASK FORCE MEMBERS

Auxiliary Services

Tim Brayboy, Desegregation Services Consultant

Division of Curriculum and Instruction

Mary Vann Eslinger, Social Studies Consultant
Dr. Robert Jones, Mathematics, Chief Consultant
Betty Mangum, Indian Education Consultant
Daniel Pratt, Compensatory Education, Program Administrator

Division of Exceptional Children

Sylvia Lewis, Gifted Education Consultant

Division of Media and Technology

Belinda Brodie, School Television Consultant

Division of Student Services

David Bryant, School Counseling Consultant
Jeanne Haney, Alcohol and Drug Defense Consultant
Olivia Holmes Oxendine, Dropout Prevention/Students at Risk Consultant
Patricia Wilkins, Homeless Children and Youth Consultant

Division of Vocational Eduation

Dr. Don Brannon, Special Programs and Services, Chief Consultant

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TASK FORCE RESEARCH GROUPS

Olivia Holmes Oxendine, Chair

Data Collection

Belinda Brodie
Mary Vann Eslinger
Dr. Robert Jones
Jeanne Haney
Betty Mangum
Dan Pratt

Research on Restructuring Models, Programs, and Strategies

Sylvia Lewis
Patricia Wilkins

Research on Professional Development

Tim Brayboy
David Bryant

Research on Comprehensive Services

Jeanne Haney
Olivia Holmes Oxendine

Research on Educational Technology

Belinda Brodie

The Vision Statement

Dr. Don Brannon

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PART I • EXECUTIVE SUMMARY

INTRODUCTION

More than ever before, North Carolinians are demanding proof of school success and student achievement. The demand is made by a majority of citizens who realize how long-term illiteracy paralyzes the hope of prosperity for their communities and the state. In answering the call for better results, no special population can be overlooked. If all students can learn, then educators have a mandate to ensure that all students do learn.

After several months of meetings to discuss critical issues and review various data sources, the Task Force agrees that improvement is possible, long overdue, and above all else, morally imperative. It is clear, however, that sustained improvement will demand zealous effort and deliberate leadership at all levels of authority. Moreover, sustained improvement will require educators to believe in the capacity of the entire profession to make a difference in the lives of culturally diverse students. Without the full inclusion of higher education, professional organizations, and other educators from the classroom to DPI, the exercise of school reform will be exhaustive and incomplete.

While some of the recommendations in the report have budget implications, present programs and policies in DPI that seek to remedy low performance could expedite the implementation of several. The single most important recommendation, however, is that DPI continue to focus on the full range of issues that impact culturally different students. With this in mind, the report has been entitled, *A Closer Look* since this is what must be done in the pursuit of excellence .

> The Task Force on the Achievement
> of Culturally Diverse Students
> August, 1992

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COMMITTEE ON COMPREHENSIVE SERVICES

For many students in this study, poverty is a fact of life that has far-reaching consequences; therefore, improving the quality of life among poor children and families will require a vision of opportunity shaped by compassionate leaders in business, government, and education.

The first step in overcoming human poverty is correcting the bureaucratic machines that have been legislated to serve the poor. In fact, the principle of "If it works don't fix it" should be applied to agencies that have gotten too cumbersome for dealing with the real problems of people. In a study done by the Education and Human Services Consortium (1991), five reasons were cited as to why current human service systems continue to fail children and families. First, most services are crisis-oriented and designed to address problems that have already occurred. Second, the current system divides the problems of children and families into rigid categories that fail to reflect their interrelated causes and solutions. A third reason for bureaucratic ineffectiveness is a lack of functional communication among the myriad of public and private sector agencies that comprise it. Fourth, the present system falls short because of the inability of specialized agencies to develop comprehensive solutions to complex problems. Finally, existing services are insufficiently funded. For example, after more than a quarter century of proven success, Head Start funding is available to serve only 25 percent of all eligible three-to-five old children.

Investing in high quality comprehensive services for poor children will depend on the environment for change, the process of change, the resources available, and the people involved. The essential elements of a comprehensive delivery plan include: 1) easy access to services; 2) delivery options; 3) whole-family focus; 4) family empowerment; and 5) an emphasis on improved family outcomes. Educators have an integral role to play in a delivery system model since no one knows better than they how hunger, sickness, and other unmet needs affect learning, self-esteem, and the total development of the child. A demographic study by Harold Hodgkinson entitled The Same Client (1991) provides statistical evidence that suggests an integrated systems approach for maximizing resources for the poor through broad collaboration. Hodgkinson further states in the study: "It is painfully clear that a hungry, sick, or homeless child is by definition a poor learner, yet schools usually have no linkage to health or housing organizations in order to intervene on behalf of the children."

As we search for better models to help students achieve, comprehensive service approaches must not be overlooked by DPI. This concept should be targeted for expanded research and development, and modeled by the Department of Public Instruction in linking with other state agencies that serve children and families.

COMMITTEE ON EDUCATIONAL TECHNOLOGY

In today's rapidly changing and highly electronic world, technology has been used to address many needs. Research and field experiences indicate that the use of technology in the classroom can enhance student achievement. Similar studies have shown that the use of instructional television can increase achievement. Additionally, computer assisted instruction can improve basic skills acquisition and higher order thinking skills of students at risk. In other studies, children were able to convey ideas more rapidly to their teachers when they received information in a visual (videodisc) format. This was particularly true for low achieving students with little knowledge or interest in the subject domain. In sum, the effective use of instructional technology can address different learning styles, different ability levels, and increase motivation and interest.

Some technology is available in each of the school systems included in this study. Instructional television is accessible through a statewide educational network, but the necessary hardware (TVs and VCRs) varies in availability from school to school. Each of the systems has computer hardware in the schools, but the number of computers are unequal and the models are disparate. Some computers available to staff and students in the schools are obsolete and cannot accommodate recent developments in software design. Staff development in computer assisted instruction, particularly in integrating computer skills into other curricula areas, is needed.

A statewide distance learning by satellite network is accessible to some degree by each of the systems in this study. At least one satellite receiving site for staff development is located in each system. Two systems have separate receiving sites for high school instruction and staff development. At the majority of sites, the distance learning service has been substantially used. In two cases, it has not. One system relinquished a site due to local budget constraints. Another site has a high school distance learning site, but had no students registered for courses during the 1991-92 school year.

Clearly, some instructional technology exists in the cohort of school systems, but access is not equitable. Quite often, the classroom teacher with the support and encouragement of the principal is the key to effective utilization of these technological resources. The classroom teachers and students in these systems must have access to the most modern hardware, software, and training in the use of school television, computers, and multimedia. Furthermore, educators must be convinced that technology is an effective way to improve basic and advanced skills while increasing motivation, particularly of low achieving students.

"A LIVING VISION FOR ALL CHILDREN"

A vision of and practical means leading to the achievement of all youth is necessary for the long term well-being of North Carolina and the nation. This has been born out of late by occurrences in which those believing themselves displaced have rebelled here and abroad. The wisdom of the statement that a chain is only as strong as its weakest link is being proven time and time again, both in theory and practice.

This wisdom applies equally to any system. Any system whose most visible focus is on strengthening the strong is doomed to failure. Any education system characterized as driven by trickle-down educational theory sews its own self-fulfilling seeds of stagnation and eventual decline. Fortunately, a high performance system has begun to evolve in North Carolina, but it needs to focus more on two primary parts of the whole. These are (1) achievement indicators which drive (2) improved performance resources proportionate to all categories of our students.

Indicators help identify the degree to which all lengths of the chain are within the focus of education's vision. The primary set of outcome indicators obviously is achievement indicators. The degree to which a system can tell how well each of its links is achieving is the degree to which the system has gone beyond practicing trickle-down education theory.

The second component shows how well the system targets resources to track and induce improvements in each link. The degree to which its individual student record keeping is attuned to tracks differing achievement needs along with concomitant resources shows the degree to which equity in education performance is in focus.

Just as budgets are operationalized policy statements, so student assessment and tracking systems are operationalized visionary statements showing how well we serve students who are links to the future. For a vision to be finally realized for all, its means must first be in focus in order to be seen. In our vision, we must make visible to all how we focus on, and know about, and provide resources and processes to make all links in the chain more able to support the others. If we do not readily know about these links, then it is visible to all that neither wisdom, vision, nor policy is serving them. As we envision, so shall we reap.

PART III • APPENDIX

- Tables and Charts
- Models, Concepts
  and Strategies

Public School Membership by Race
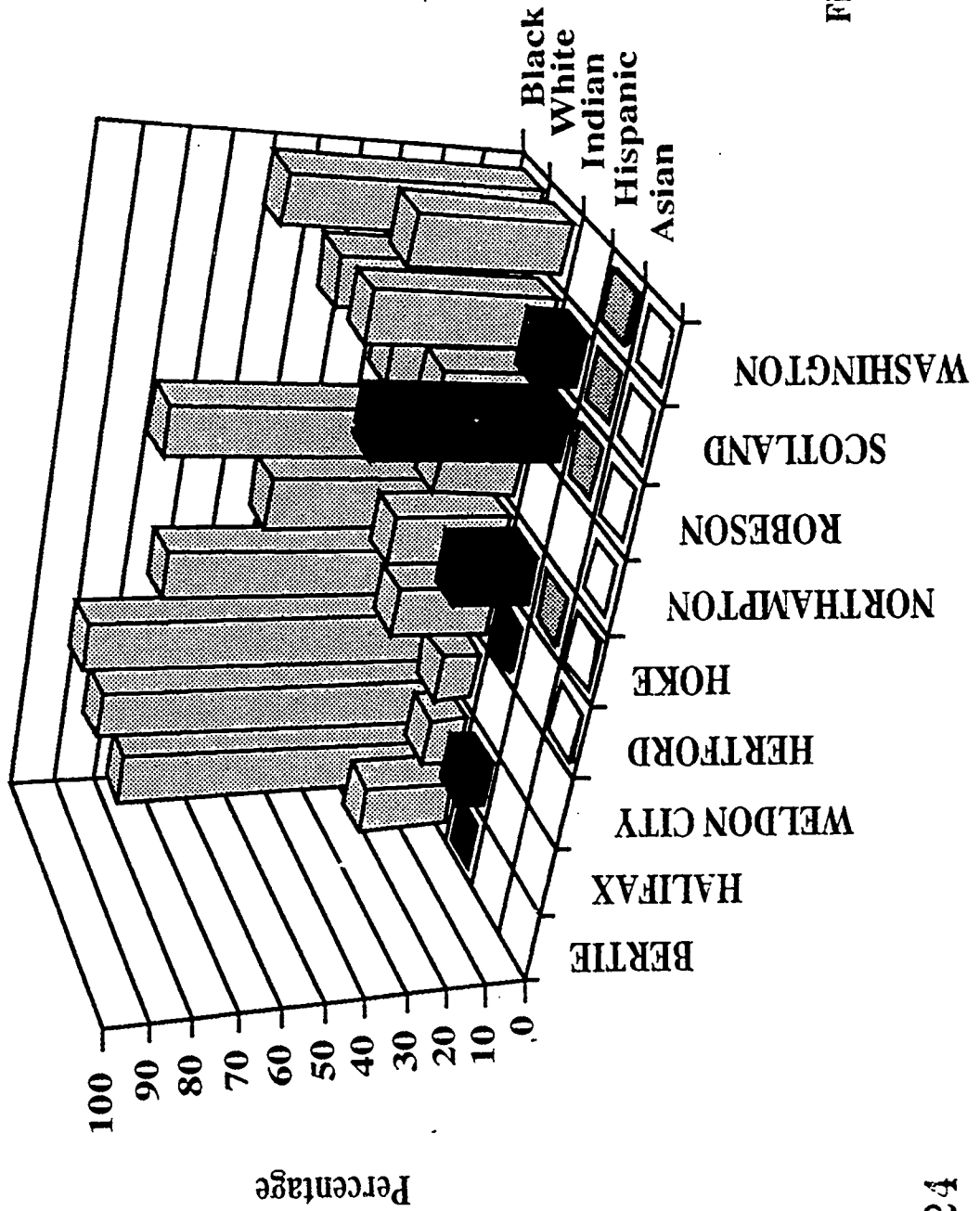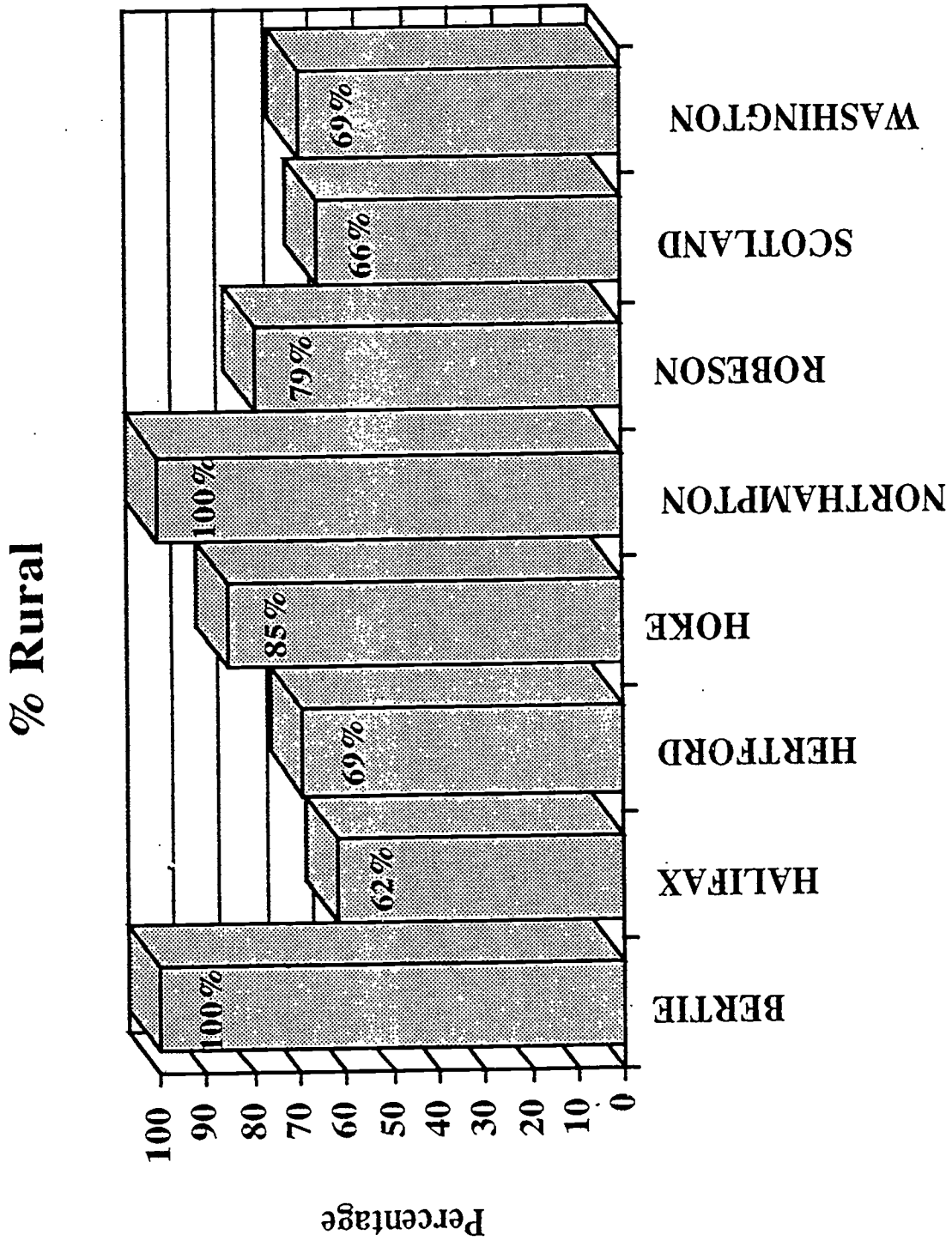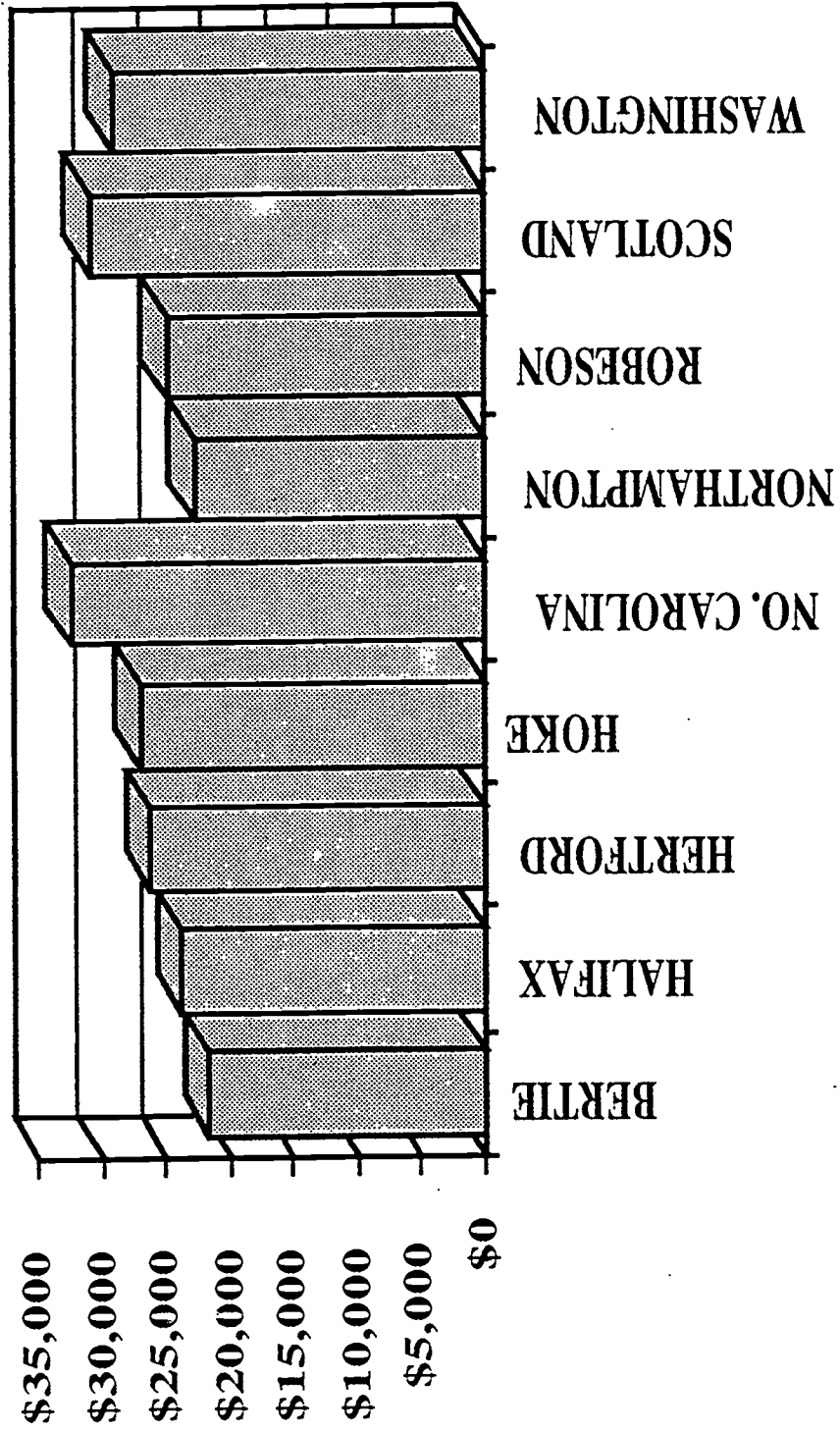

Figure 1

% Rural

County	Percentage
BERTIE	100%
HALIFAX	62%
HERTFORD	69%
HOKE	85%
NORTHAMPTON	100%
ROBESON	79%
SCOTLAND	66%
WASHINGTON	69%

Figure 2

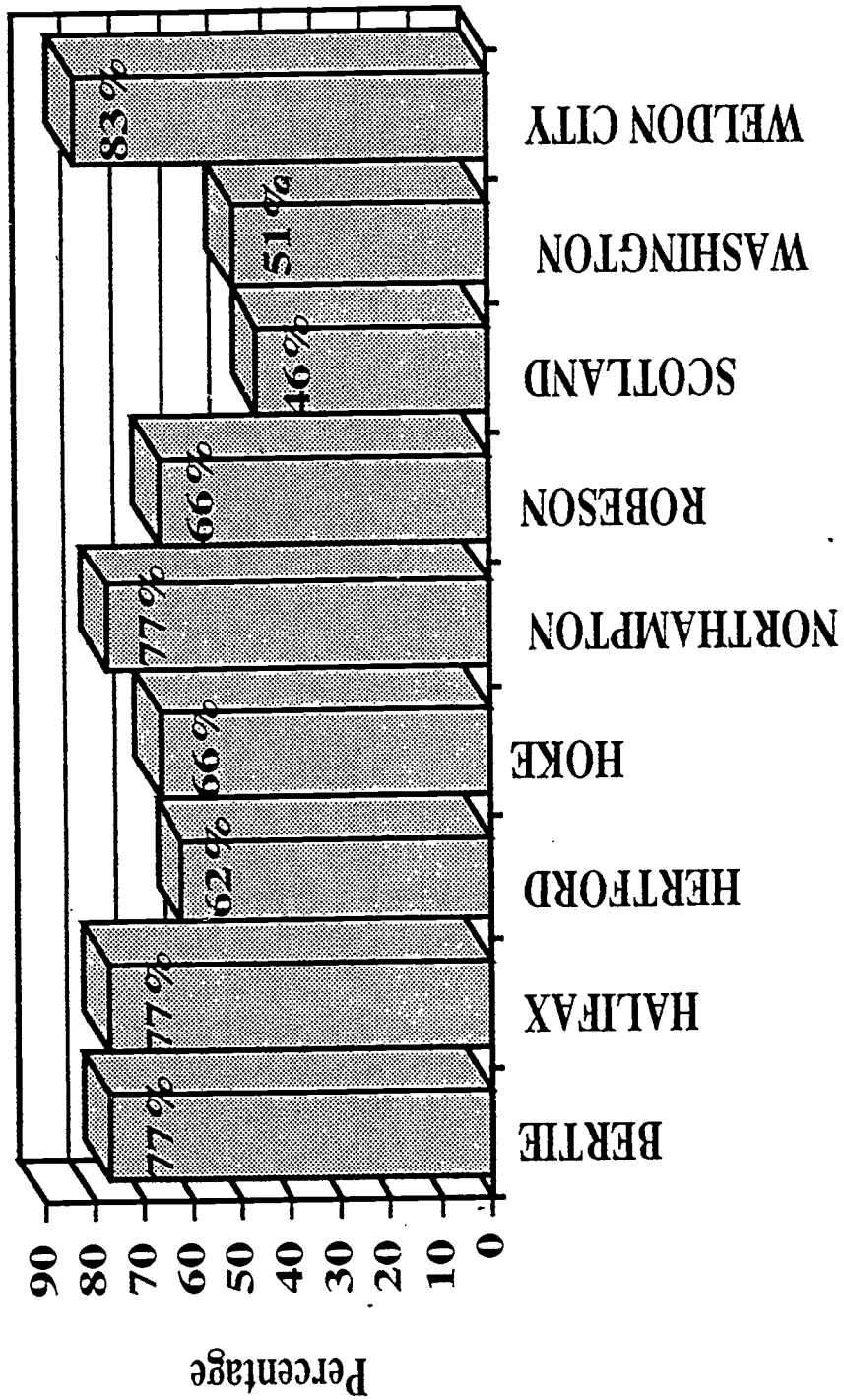# Median Family Income

Figure 3

% Children in Poverty by County
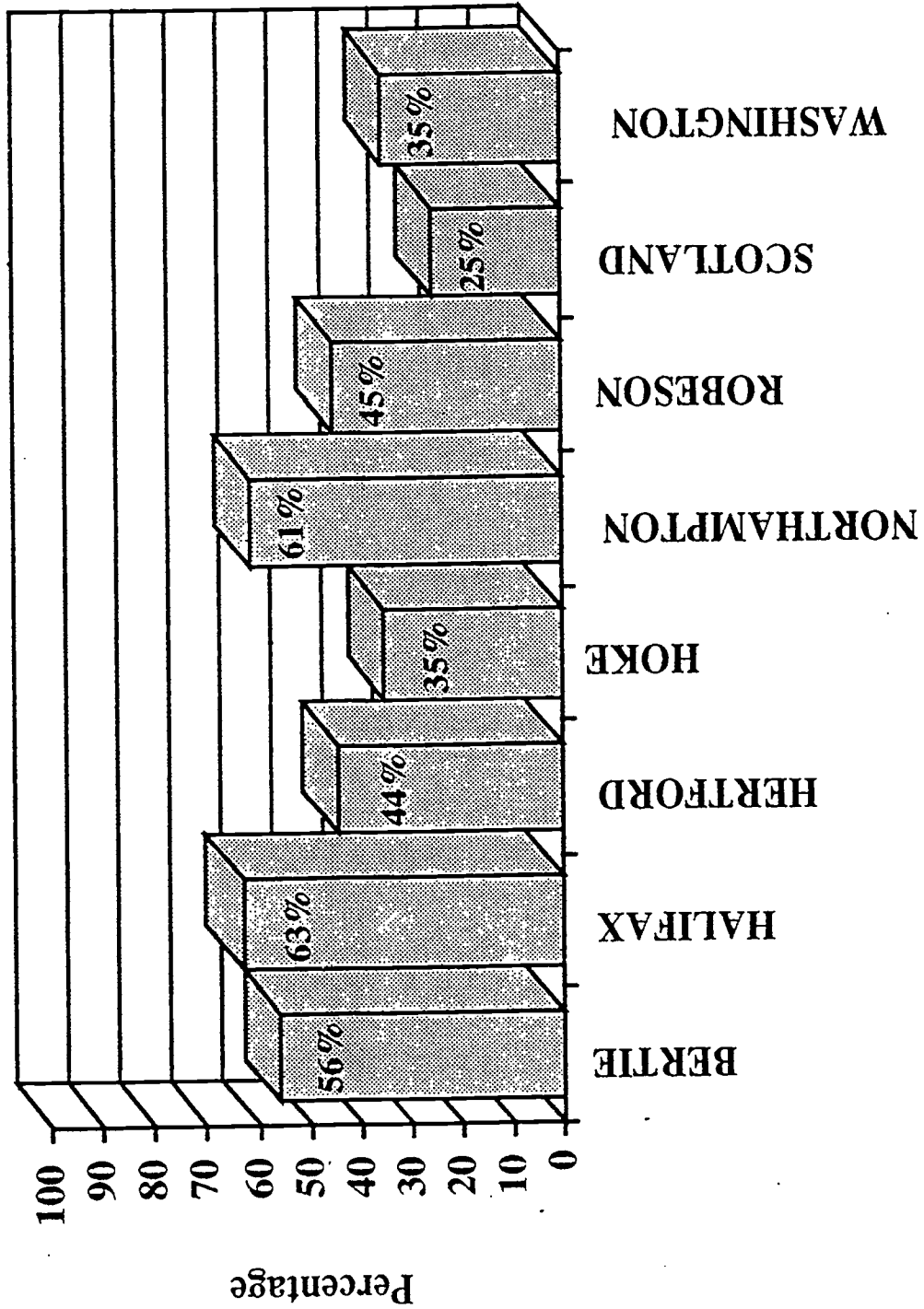
Figure 4

% Free/Reduced Lunch

Figure 5

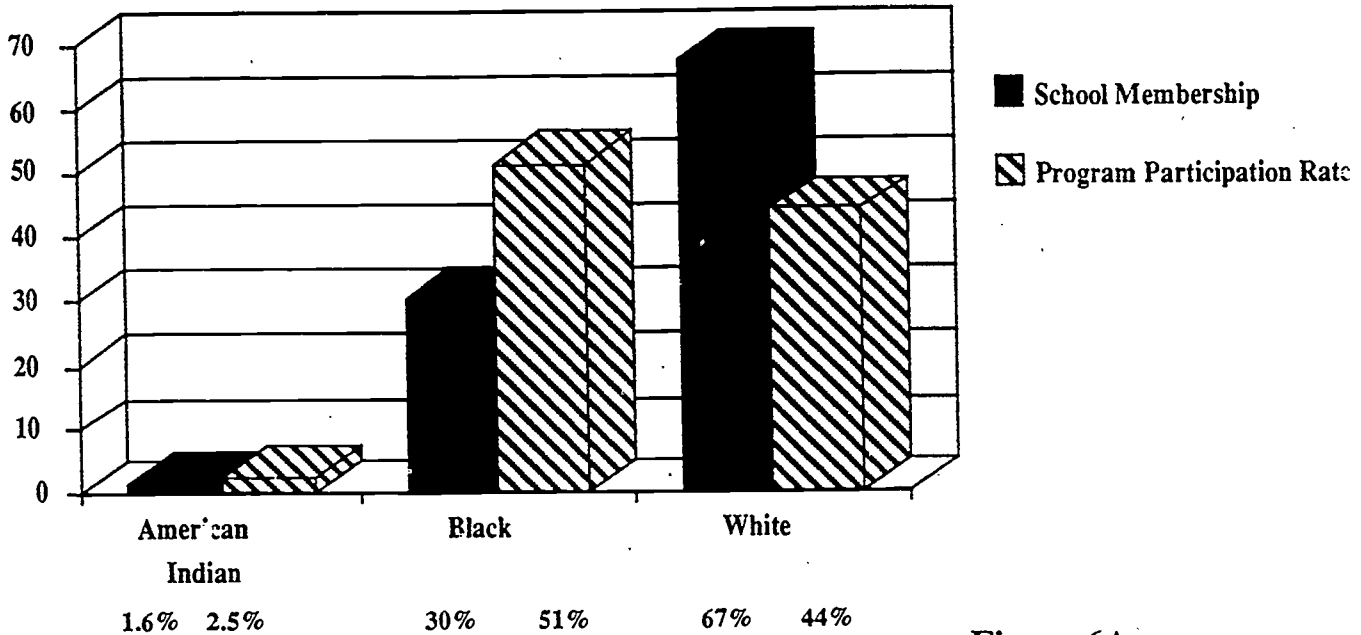## Chapter I Participation by Race
Compared to Membership

Legend:
- ■ School Membership
- ▨ Program Participation Rate

	American Indian	Black	White
	1.6% 2.5%	30% 51%	67% 44%

Figure 6A

Chapter I Participation by Race
Compared to Membership for Core
(1991)

Total Population = 55,147

Legend:
- ■ Core Membership Rate
- ▨ Participation Rate

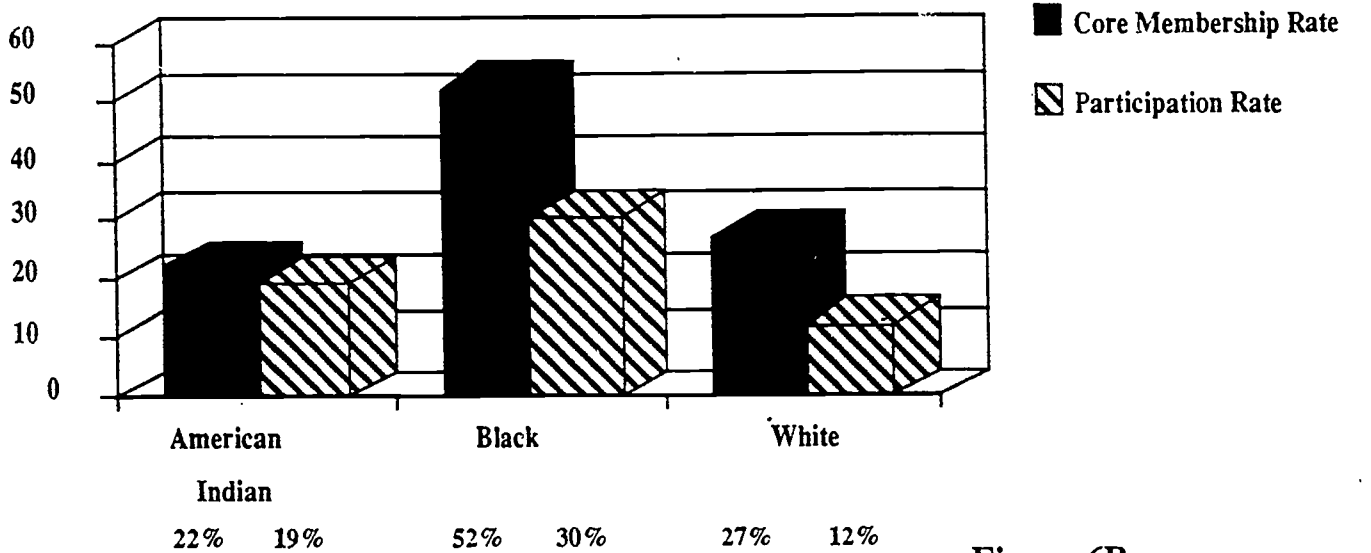|	American Indian	Black	White
	22% 19%	52% 30%	27% 12%

Figure 6B

Comparison of Performance on 1991 CAT Total Battery by Grade, Program Type, and Race
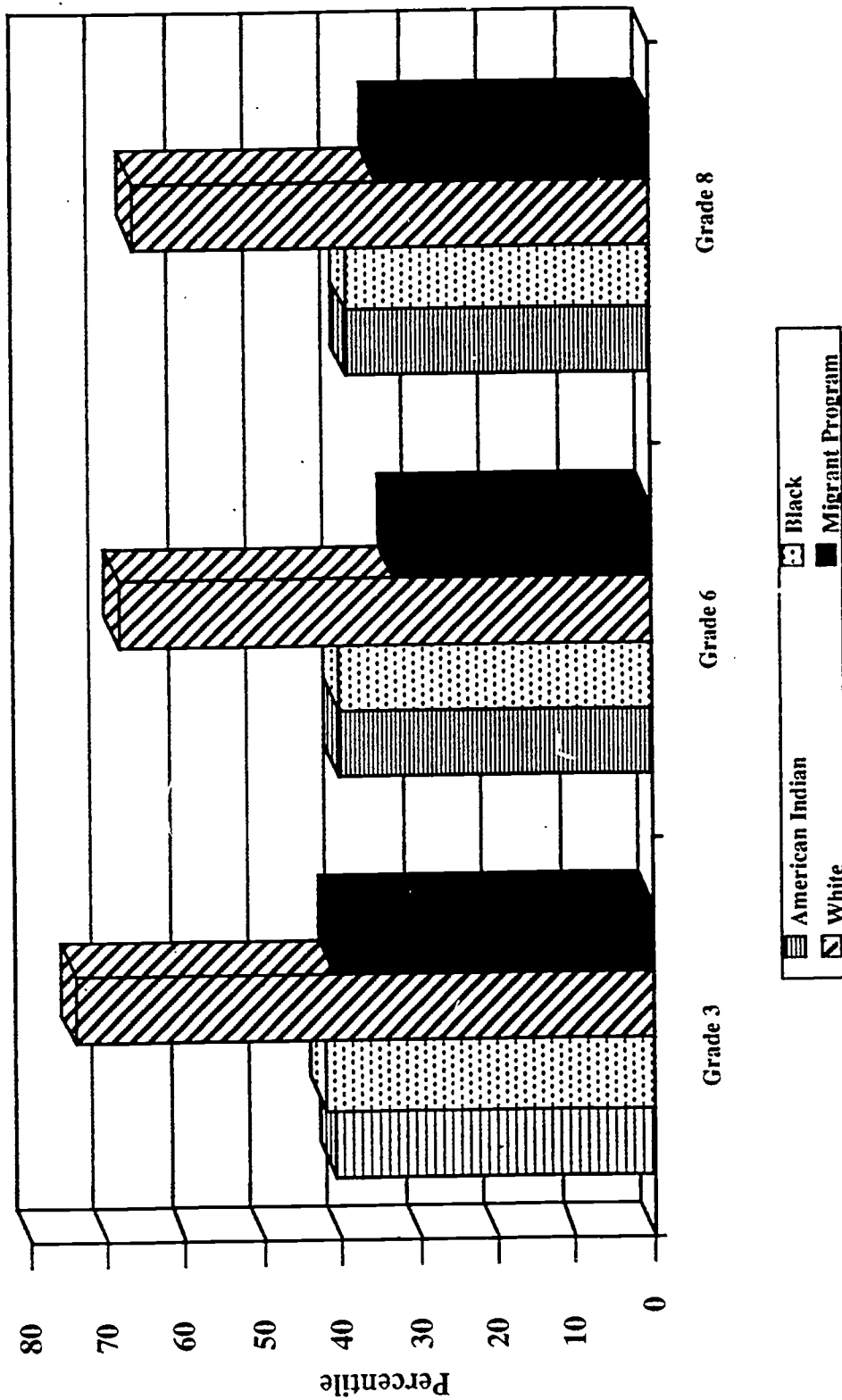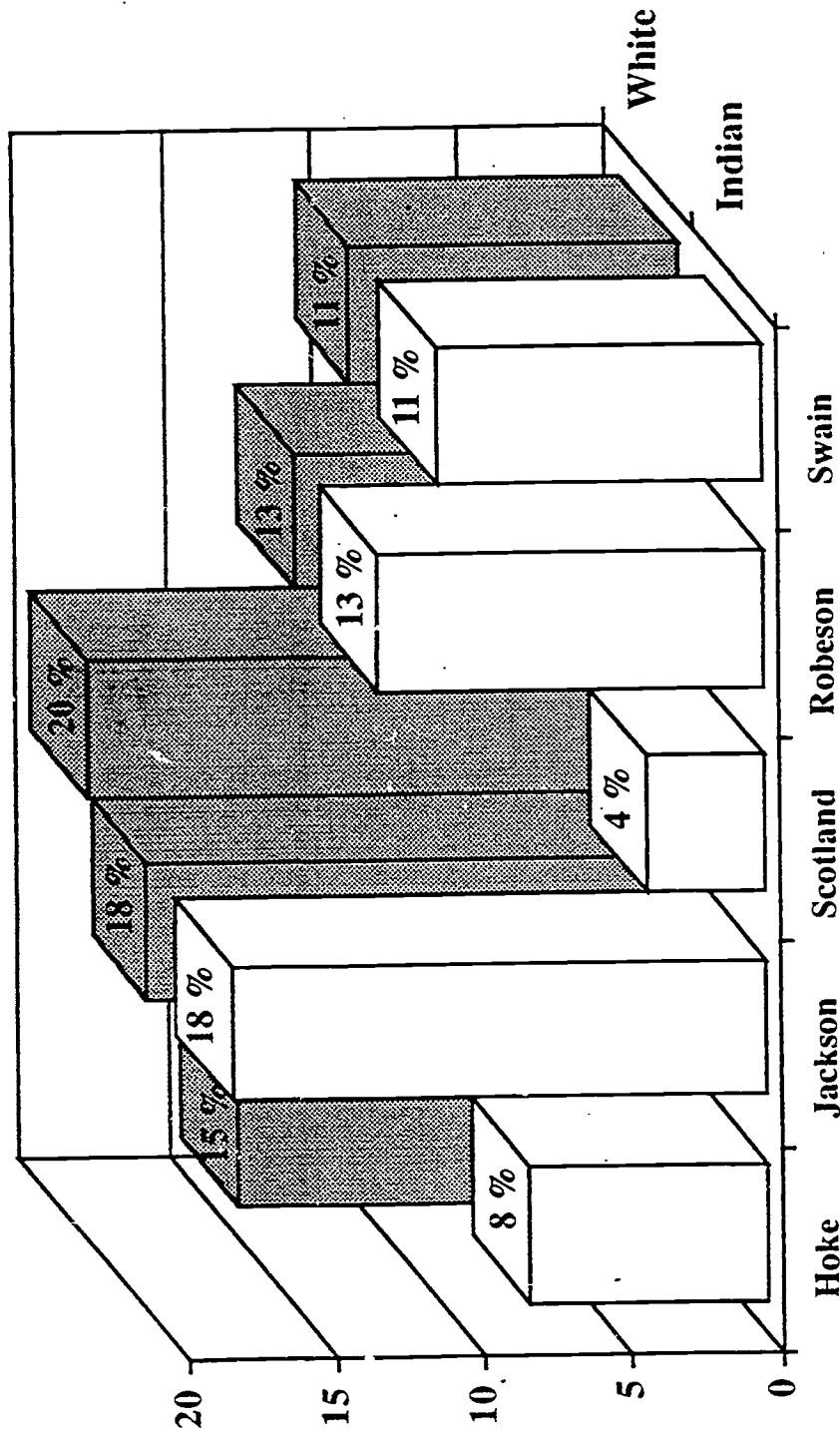

Figure 7

% of American Indian Students Dropping Out Compared to White Students
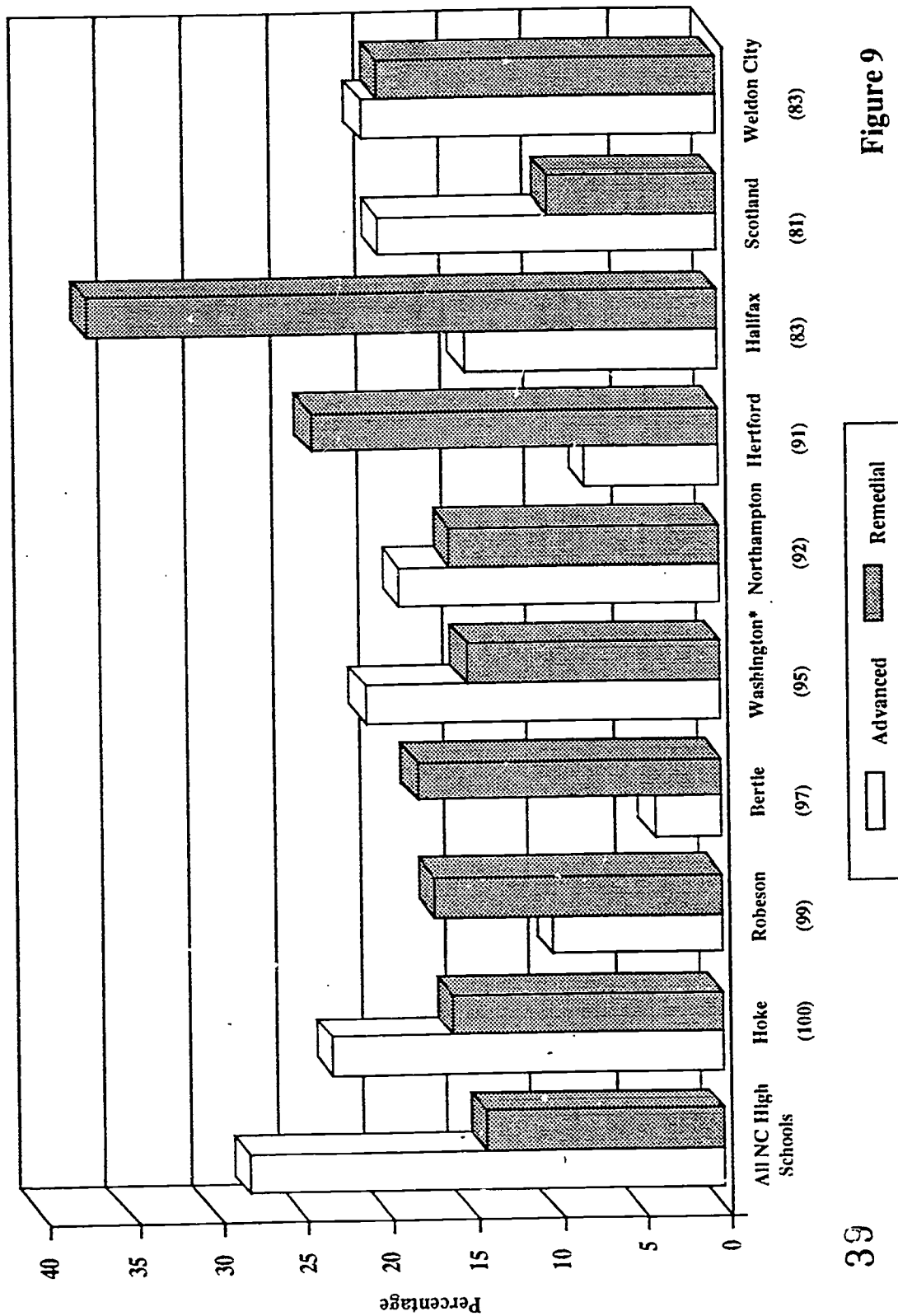

Data Report 1991   Federally and Non-Federally Recognized Tribes, Grades 9 - 12   Figure 8

Percentage of North Carolina Seniors Recommended for Advanced or Remedial Math Curriculum in the UNC System (1990 Report)

Figure 9

Note: Number in parenthesis indicates local "ability to pay" index. (higher quartile = lesser ability)
*Washington County

MODELS, CONCEPTS AND STRATEGIES

Accelerated Schools

The Accelerated Schools Project was developed by Henry Levin and a team of educators at Stanford University in 1986. The goal of the model is to bring all students into the educational mainstream by creating schools which embrace the following principles: 1) unity of purpose, 2) the responsibility of the staff, parents, students, and local community to make decisions and pursue accountability, and 3) building on the strengths of students through the use of pedagogy from gifted education. The model employs ways to bring about simultaneous change between curricula, instruction, and organizational approaches. Change in each one of these areas is necessary, but not sufficient enough to produce lasting success. The mutual support and collaboration provided throughout the change process gives the model its strength and leads to empowerment.

The Comprehensive Concept: A North Carolina Model

This model originated as an initiative for helping schools reduce the dropout rate and builds on: 1) the identification of high-risk students prior to high school, 2) establishing a schoolwide support component composed of teachers, counselors, administrators, and other appropriate personnel, 3) accommodating the instructional needs of students by modifying the school schedule, and 4) designing transition courses at the ninth grade level that will better ensure academic success throughout high school.

The Copernican Plan

This approach calls for modifications in class scheduling by creating extended blocks of time for course instruction. This extension is referred to in some high schools as a macro-class schedule and allows more time for small group activities, self-paced learning, and individualized instruction by the teacher. This concept is particularly helpful for students who need more time for mastery or who wish to accelerate the completion of required courses during the year.

Effective Schools (ES)

Based on the research of Ron Edmonds and Larry Lezotte, Effective Schools (ES) is grounded in the belief that all children can learn if certain conditions and standards of schooling are systematically targeted for improvement. These conditions are referred to as correlates and include: 1) safe and orderly environment, 2) clear and focused school mission, 3) instructional leadership, 4) high expectations, 5) opportunity to learn and student time on task, 6) frequent monitoring of student progress, and 7) home-school relations. Site-based management is the major tool for change in the Effective Schools model.

Outcomes Based Education (OBE)

This concept complements organizational restructuring models by focusing curricula goals on the essentials needed for students to experience future success. Outcomes Based Education (OBE) is

grounded in the belief that students achieve mastery at varying rates, and schools should be designed to accommodate for these differences through the curriculum and instructional delivery approaches. In summary, OBE is an operational philosophy that enables the school to fully realize its vision for all students.

School Development Program (Comer Model)

This model was developed in the late sixties by Dr. James P. Comer, a child psychiatrist at the Yale Child Study Center. Restructuring is based on six critical pathways of child growth and development and support is given through a collaborative structure composed of a School Planning and Management Team (SPMT), a Mental Health Team (MHT), and a Parent Committee (PC). The School Development Program is particularly effective in creating new opportunities for parent involvement an collaboration with higher education.

Schoolwide Enrichment Model

This model was developed by Dr. Joseph Rensulli at the University of Connecticut and field-tested over a ten year period. Originally designed as a vehicle for serving gifted students, now it is presented as a plan for schoolwide enrichment and encompasses strategies that deliberately identify all potentially able learners. It is designed to expand the student's range of knowledge, enhance task commitment, develop higher order thinking skills, and encourage creativity in all learning experiences. The model is comprehensive and encompasses components which help educators analyze issues related to ability grouping patterns, class scheduling, and other instructional delivery options.

Schoolwide Project-Chapter 1 Model for School Improvement

As the number of students who qualify for Chapter I increases, this model is practical for many reasons. It allows the use of Chapter 1 funds to upgrade the entire school program. The funds can be co-mingled with other sources to achieve better outcomes for schools that enroll large populations of educationally disadvantaged children. Flexibility in the use of funds allows all students to have access to Chapter 1 services and resources. On a national level, the schoolwide project model represents a major restructuring thrust for Chapter 1.

Higher Order Thinking (HOTS)

Designed by Stanley Pogrow (1988) and colleagues at the University of Arizona, HOTS has produced promising results among low achieving students in the middle grades. It falls in the category of computer assisted instruction and is designed to increase conceptual ability through computerized instruction coordinated with the regular classroom. In addition, Chapter 1 teachers report significant gains using the HOTS program with low achievers in math and reading.

Instrumental Enrichment

Developed by R. Feuerstein (1985), this model is particularly effective in providing mediated (intensive coaching) instruction to increase cognitive reasoning of low performing students. The program of activities is highly structured and requires thorough training by teachers in order to maximize outcomes for students.

Reciprocal Teaching

One of the most frequently cited approaches in cognitive strategy training is reciprocal teaching. Students are instructed in four specific comprehension-monitoring strategies which include: 1) summarizing, 2) self-questioning, 3) clarifying, and 4) predicting. Each strategy is modeled by the teacher until students have fully internalized the process. This strategy is quite effective when working with poor readers or those learning English as a second language.

Reading Recovery

This strategy is an early intervention, immersion program that was developed by Marie Clay, a psychologist from New Zealand. The purpose of the model is to assist young students in the basic reading skills before problems develop. Students who are selected for this program are among the lowest 20 percent in reading. Teachers are trained in techniques to help students develop effective strategies that good readers practice. A lesson consists of: 1) rereading books, 2) reading new books at the appropriate level, 3) writing brief stories, and 4) word-study analysis. Reading Recovery teaching methods require one year of intensive staff development and follow-up.

Student Team Learning (STL)

This model was designed by Robert Slavin at Johns Hopkins University in the late seventies as a way to strengthen achievement through student interaction. Three concepts are central to STL: 1) team rewards, 2) individual accountability, and 3) equal opportunities for success. Research on cooperative learning has indicated that team rewards and individual accountability are essential elements for producing basic skills achievement, but telling students to work together is not going to occur successfully unless they learn to take each other's achievement seriously.

Taba Teaching Strategies Program

The Taba Strategies Program represents one of the most promising process models for improving thinking skills for all children. Developed by Hilda Taba, it a generic model that includes four sequential questioning techniques which resulted from 15 years of research on the development of children's thinking patterns. Few of the approaches used frequently in this field of study compare with the results and outcomes that have derived from the use of the Taba model.

Team Accelerated Instruction (TAI)

Designed for teaching mathematics, this is another model based on cooperative learning theory. TAI requires a specific set of instructional material and companion guides. Teams are pre-tested in mathematics operations and placed appropriately for team instruction in problem-solving, basic operations, and word problems.

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