2009-10

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

WAKE COUNTY PUBLIC SCHOOL SYSTEM (WCPSS) DISTRICT IMPROVEMENT: 2009-10 IMPLEMENTATION STATUS

(Revised September 17, 2010, see page 17)

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ABSTRACT

In 2009-10 Wake County Public Schools System (WCPSS) exited District Improvement in reading and remained in level one for mathematics. All District Improvement efforts gained momentum. The Sheltered Instruction Observation Protocol (SIOP®) continued as the primary focus to meet the needs of limited English proficient (LEP) students in elementary and middle schools. The high school component was modified and addressed both literacy and mathematics. The number of trained SIOP® teachers considerably increased (from 588 in 2008-09 to 956 in 2009-10), follow-up coaching to support application of training reached more teachers, training implementation and buy-in strengthened. All SIOP® training, coaching, and implementation objectives for in 2009-10 were met or partially met. The number and use of SIOP® modified focus lessons increased substantially, but awareness could still be improved.

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SUMMARY

Background

In 2006-07, under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB), the Wake County Public School System (WCPSS) was placed in District Improvement because it did not meet Adequate Yearly Progress (AYP) goals in reading for two consecutive years at all school levels. The two NCLB groups that performed below proficiency levels were limited English proficient students (LEP) and students with disabilities (SWD).

The Sheltered Instruction Observation Protocol (SIOP®) has been a consistent focus of District Improvement plans. This approach is designed to support LEP students in regular classrooms, and can also benefit SWD and other students who have limited English vocabulary and skills. During Year One of implementation, two levels of service were identified. All schools received some information about the District Improvement Plan and SIOP®. A second group of 24 targeted schools, those with the highest numbers of students below proficiency in reading and mathematics based on End of Course (EOC) and End of Grade (EOG) scores, received more intensive training and coaching support. Some adjustments were made to the second group of targeted schools in 2008-09 and 2009-10 based on test results. In 2009-10, WCPSS exited District Improvement in reading and remained in level one for mathematics.

This report measures the extent of implementation of the District Improvement Plan in 2009-10 and examines whether the outcomes set for the year were attained. The examined outcomes related to the following areas for SIOP®:

- the amount and level of training and coaching offered and provided;
- teacher perceptions of training and coaching;
- use of modified focus lessons;
- teacher application of components in the classrooms, and
- challenges to implementation.

Results

Overall, evidence suggests that in 2009-10 three intermediate District Improvement goals were exceeded or met, and two partially met, (specific details are included in Table 1). The number of teachers trained increased substantially and exceeded the set goals. Training, which was conducted at the school locations, was school-specific and sometimes content-area specific. Rating of training at targeted schools improved from 2008-09. Coaching support was provided at high levels but was a few percentage points lower than projected in goals. Implementation of SIOP® components considerably increased. A much greater number of modified focus lessons than in the previous year were written in language arts and expanded to mathematics. Use of modified focus lessons increased, but the awareness levels were lower than expected at targeted schools.

In 2009-10, a new component was added in adolescent literacy and secondary mathematics to strengthen support to middle and high schools. Literacy-related workshops and coaching support were offered to English I teachers, and workshops on algebraic concepts were provided to Algebra I and middle school mathematics teachers.

2009-10 showed considerable increases in the levels of support provided to elementary and middle school teachers by the coaches as well as considerable increases in the SIOP® implementation levels on the part of teachers. Training numbers and implementation of training increased considerably from the previous years. The number of SIOP® modified focus lessons (549) and their use also increased considerably and included mathematics. Additional instructional support was targeted towards high school, with literacy coaching and workshops in reading and writing focused on English I as well as workshops in mathematics.

Table 1

District Improvement Plan Evaluation: SIOP® Goals and Outcomes

Components and Goals	Attainment
Training and Coaching	
SIOP® Training Goal: train 50 teachers at 17 targeted schools and 300 teachers in non-targeted schools (350 teachers total).	According to the training database, 956 staff received SIOP® training: 603 teachers at targeted schools, and 353 at non-targeted schools. With additional training provided in the summer, the total number trained comprised 956 teachers. The target of training 350 teachers was far exceeded. Far more extensive training was conducted in 2009-10 than originally planned.
Coaching support Goal: 85% of teachers receive coaching support	According to the survey, at least 81% of SIOP® trained teachers received coaching support, a six percentage-point increase from 2008-09. The target of 85% was partially met, falling 4% short.

Table 1 Continued
District Improvement Plan Evaluation: SIOP® Goals and Outcomes

Components and Goals	Attainment (continued)
Modified Focus Lessons	
Modified focus lessons Awareness goal: In targeted schools - 80%, In non-targeted - 50%.	549 SIOP® modified focus lessons were created; with 270 for grades 2-8 in language arts and 279 lessons for grades 6-8 in mathematics in 2009-10. This was far more than 180 developed in 2008-09. Awareness levels among grade 2-8 teachers were: 73% of all teachers at targeted schools (71% of trained teachers) and 50% of all teachers at non-targeted schools (59% of trained). The goal was partially met for targeted schools (falling 7% short) and met for non-targeted schools.
Perceptions of training and modified focus lessons, and types of coaching support received (no specific goal in the Logic Model)	• Almost all respondents considered training beneficial. Training was most frequently rated as "mostly" to "somewhat beneficial" (three-fourth of the time), with "highly beneficial" representing 22% of the ratings for targeted schools and 11% for non-targeted schools. • 81% teachers reported receiving the coaching support, with about half receiving instructional resources and half being observed in their classroom. • Almost all teachers found modified focus lessons beneficial. At least 80% of those who used them found the lessons either "somewhat" or "mostly beneficial," while 17% in targeted schools and 13% in non-targeted schools found them "highly beneficial."
Application and Use of SIOP® Components and Modified Focus Lessons	
Application of SIOP® components in the classroom Goal: Of trained teachers, 30% in non-targeted and 85% in targeted schools incorporate SIOP® in instruction Modified focus lessons use goal: 35% of teachers in targeted schools and 20% of teachers in non-targeted schools use modified focus lessons	92% of trained survey respondents in targeted schools and 69% in non-targeted schools reported implementing the SIOP® model components. The goal was met for both groups. Among those who were aware of the modified focus lessons, 67% of grade 2-8 teachers in targeted schools and 62% in non-targeted schools "almost always" or "frequently" used them, an increase from 59% and 43% in 2008-09. Relative to all respondents, modified focus lesson users comprised 50% of all grade 2-8 teachers in targeted schools and 27% in non-targeted schools. The goal was exceeded for both groups.

RECOMMENDATIONS

In 2009-10, LEP students were no longer one of the NCLB subgroups that failed to meet AYP. This accomplishment may be related to implementation of SIOP®, an approach developed primarily to support learning of LEP students. Positive changes occurred with SIOP® with increased momentum: buy-in of SIOP® at the targeted schools has improved, training has expanded to include over 80% of teachers at targeted elementary and middle schools, and teacher implementation levels and use of modified focus lessons have considerably increased. In 2009-10, AYP was met in reading at all levels, but was not met in mathematics for NCLB subgroups that no longer included LEP students.

Goals. The District Improvement committee should update and review the goals for District Improvement in 2010-11, revise the District Improvement logic model to include mathematics and rethink the strategies to address the needs of the NCLB subgroups that need instructional support. Given that 80% of the targeted school teachers have been SIOP® trained, it is important to consider whether the goal is full training, whether it is time to concentrate on other schools, or whether other strategies should be added to reflect newly identified needs.

Training. More schoolwide training (at nine targeted schools and three non-targeted schools) and school-based training provided by coaches helped increase the number of teachers trained and may have further enhanced implementation. The recommendation is to continue providing training that is tailored to school needs with the added focus on mathematics and develop online training as a resource to schools.

Modified Focus Lessons. When creating new SIOP® modified focus lessons, consider having an increased emphasis on mathematics. Asking teachers for suggestions on improvement could be helpful. Finally, increased awareness in non-targeted schools and increased use overall could also be goals.

Implementation. To maximize the effects of the SIOP® training, staff should consider expanding online resources and tips that can support all teachers. A forum for exchanging comments or conducting discussions on SIOP® implementation could be helpful in increasing training application levels.

High School Component. Solicit feedback on application successes or challenges from teachers who attended secondary mathematics training in spring 2010. In adolescent literacy, create opportunities for consistent and systematic training at the schools with coaching support. Videotape successful cases and discuss success stories in newsletters or emails.

BACKGROUND

In 2006-07, under the No Child Left Behind (NCLB) Act, the Wake County Public School System (WCPSS) was placed in District Improvement because it did not meet Adequate Yearly Progress (AYP) goals in reading for two consecutive years at all school levels (see Appendix II). In North Carolina, an LEA enters District Improvement by missing any one target goal in the same subject (reading/language arts or mathematics) in each of three grade spans (3-5, 6-8, and high school) for two years in a row. To exit District Improvement, an LEA must meet all target goals in one grade span (3-5, 6-8, or high school) in the subject area that placed the LEA in Improvement for two consecutive years. (The grade span meeting all targets can differ from one year to the next.) Since target goals do not have to be met in each of the three grade spans, an LEA could still not make AYP, but exit District Improvement (DPI website).

WCPSS was placed in District Improvement because of the two NCLB groups that performed below proficiency levels, limited English proficient students (LEP) and students with disabilities (SWD). As required, WCPSS outlined the steps it would take to help low achieving groups of students meet high academic standards. The framework for high-quality professional development to support LEP and SWD students was researched and identified. Three key strategies were selected:

- The Sheltered Instruction Observation Protocol (SIOP®),
- Intervention Alignment (IA), and
- Professional Learning Communities (PLCs).

Previous research showed that English language learners in classes whose teachers have been trained in implementing the SIOP® model to a high degree demonstrated significantly higher writing scores on the Illinois Measure of Annual Growth in English (IMAGE) test than the comparison group. A quasi-experimental study at two New Jersey school districts showed that English language learners who had SIOP® trained teachers had significant growth in their average Idea Proficiency Test (IPT) scores compared to the comparison group for the oral, reading, and writing subtests (Echevarria, Vogt, & Short, 2008).

In addition to SIOP®, in 2007-08 the District Improvement professional development plan also focused on Intervention Alignment and PLCs (Paeplow & Lynn, 2009). The IA concept was initially adopted as a framework for the District Improvement professional development plan. It was based on a four-tiered pyramid of intervention that recommended screening of all students to determine whether they need additional academic or behavioral assistance and are provided the appropriate level and type of support according to their need. PLCs, another major component of the District Improvement professional development plan, involved "team members regularly collaborating toward continued improvement in meeting learner needs through a shared curricular-focused vision" (Paeplow & Lynn, 2009).

The author would like to acknowledge Amy Lynn, M.S., (WCPSS contractor) for her assistance in the development and summary of teacher surveys, summary of the SIOP® training data, and analysis of focus groups.

In November 2007, during Year One of the District Improvement Plan implementation, the three initiatives were reassessed by the District Advisory Committee. A recommendation was made to narrow the focus of the District Improvement effort to one of the initiatives, the SIOP® model. The reasons for the adjustment in the plan were related to the fact that most schools were not ready to implement IA without district guidelines, and that PLCs had become a districtwide initiative (Paeplow & Lynn, 2009). Intervention Alignment also continued through other district initiatives.

The District Improvement coordinator, the trainer, and eight SIOP® coaches facilitated and monitored the SIOP® professional development initiative. During Year One of the District Improvement Plan implementation, two levels of service were identified. All schools received some information about the District Improvement Plan and SIOP®. At a minimum, most WCPSS schools were expected to increase awareness of available training and other resources related to the District Improvement Plan through viewing the introductory SIOP® instructional video. Teachers interested in additional training were invited to attend SIOP® overview sessions.

A smaller group of 24 schools, those with the highest numbers of students who were below proficiency in reading and mathematics based on EOC and EOG scores, received more intensive training and coaching support. Because higher numbers of LEP and SWD students were performing below grade level, those schools were targeted to receive more intensive professional development, followed up by direct coaching support.

Changes Made in the District Improvement Plan in 2008-09

The second full year of District Improvement Plan implementation, 2008-09, saw a narrowed focus on the SIOP® model. The differentiated approach to supporting targeted and non-targeted schools was maintained. Previously defined criteria for differentiating schools based on high numbers of the LEP and SWD student groups performing below proficiency levels were used to determine which schools would be targeted.

- In 2008-09, the district continued to provide training on the use of the SIOP® model to all interested teachers in non-targeted schools at all school levels. The District Improvement goals for 2008-09 for non-targeted schools were related to an increasing awareness of being in District Improvement, increasing the number of teachers trained in the SIOP® model, incorporating the SIOP® components in instruction, and having increased awareness of available resources (training, modified focus lessons, etc.).

- Throughout the year, 22 schools continued to participate in targeted support. Some schools were dropped from the previous year or added, based on a needs assessment and data review. Follow-up coaching support in the implementation of the SIOP® components was again offered to targeted schools. Similar to 2007-08, the goals for targeted schools were more extensive and included continued training and coaching at school locations. Trained teachers were expected to implement the SIOP® components in their instruction by incorporating additional SIOP® modules in their lessons.

In response to recommendations made in the District Improvement 2007-08 evaluation report, changes in the District Improvement plan were made. One change that helped increase the

SIOP® training capacity as teachers continued to adopt SIOP® strategies, was to include entire schools in schoolwide SIOP® training. Five schools: East Garner Middle, Combs Elementary, Brentwood Elementary, Cary High, and Adams Elementary, had their entire staff SIOP® trained by holding schoolwide training sessions.

In 2008-09, both training and coaching models were revised. For more efficient use and follow-up support of initial training, teachers were offered support by coaches whose assignments were reduced to no more than three schools each (Bulgakov-Cooke & Baenen, 2010).

Changes Made in the District Improvement Plan in 2009-10

Significant revisions to the District Improvement professional development plan were still being made for 2009-10 in order to better adapt SIOP® training to the district's and schools' needs.

One major change was to introduce adolescent literacy and secondary mathematics components at the middle and high school level. While SIOP® concepts were still infused as appropriate in high schools, this approach was no longer the primary focus. To improve student outcomes in English I, a literacy committee developed a plan to support teachers working with students in need of reading interventions. At the high school level, support in literacy is important, because the primary focus of English I teachers is on literature and composition, not reading instruction. In the framework of strengthening adolescent literacy support, district-wide reading and writing workshops for high school teachers were conducted in spring 2010. To support literacy efforts at twelve high schools, five adolescent literacy coaches were hired to provide staff development and individual support to English I teachers at the school level. With one coach returning to the classroom in the middle of the year, four coaches remained until the end of the year (see Figure 4.) Adolescent literacy coaches provided various types of literacy support at schools and focused on the following:

- School-based professional development in literacy was offered to support groups of teachers. This type of staff development was available mainly through PLTs but also included some literacy-related support at the department or school level.

- Coaching support was offered to individual teachers. Each literacy coach worked closely with four to six teachers at each school. The main focus of this aspect of coaching was to provide individualized support to English I teachers, as well as English as a second language (ESL) and special education teachers in using student data and designing the strategies and interventions that could focus on students who needed reading interventions. Help was offered in designing formative assessments to determine if the used/proposed instructional strategies were effective and in using assessments as a decision-making tool.

- Literacy coaches worked with principals, assistant principals, department chairs, PLT leaders, and intervention coordinators to support the needs of students at risk of failure in reading.

- Coaches analyzed and shared student data (EOGs, Blue Diamond, CORE assessments, and formative assessments) with the principals and intervention coordinators. This frequently became a focus at the beginning of the year, when students who were three or more grade

levels behind in reading were identified. The types of interventions were also identified based on areas where students needed development of skills: fluency, vocabulary, decoding, comprehension, etc.

Within the secondary mathematics component, professional development for Algebra I teachers and middle school mathematics teachers was designed and offered in 2009-10. Its goal was to improve mathematics instruction to enhance Algebra I EOC scores and middle school students' math EOG scores by increasing student interaction and hands-on learning (see Figure 3).

Figure 1
District Improvement Logic Model for Targeted Schools

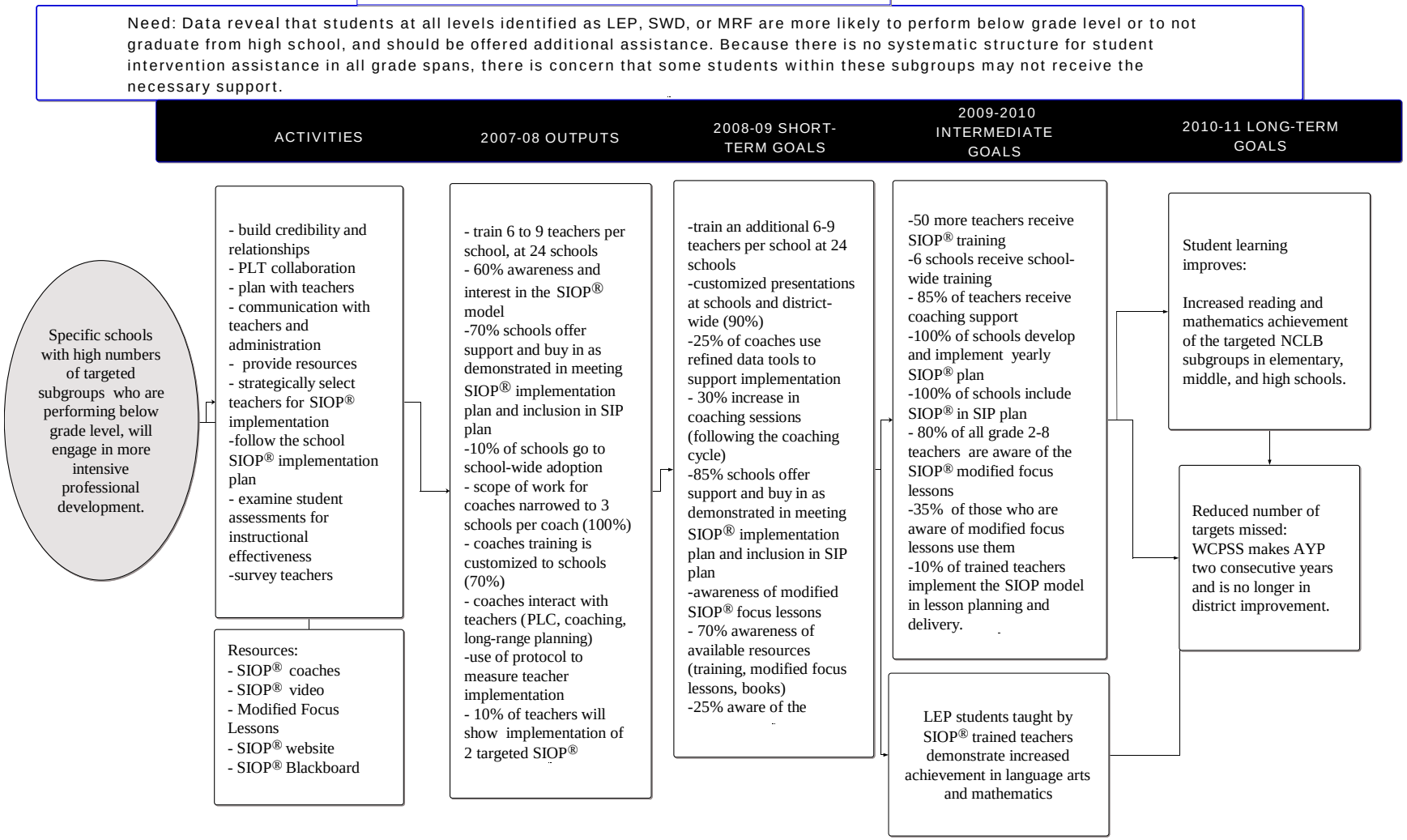
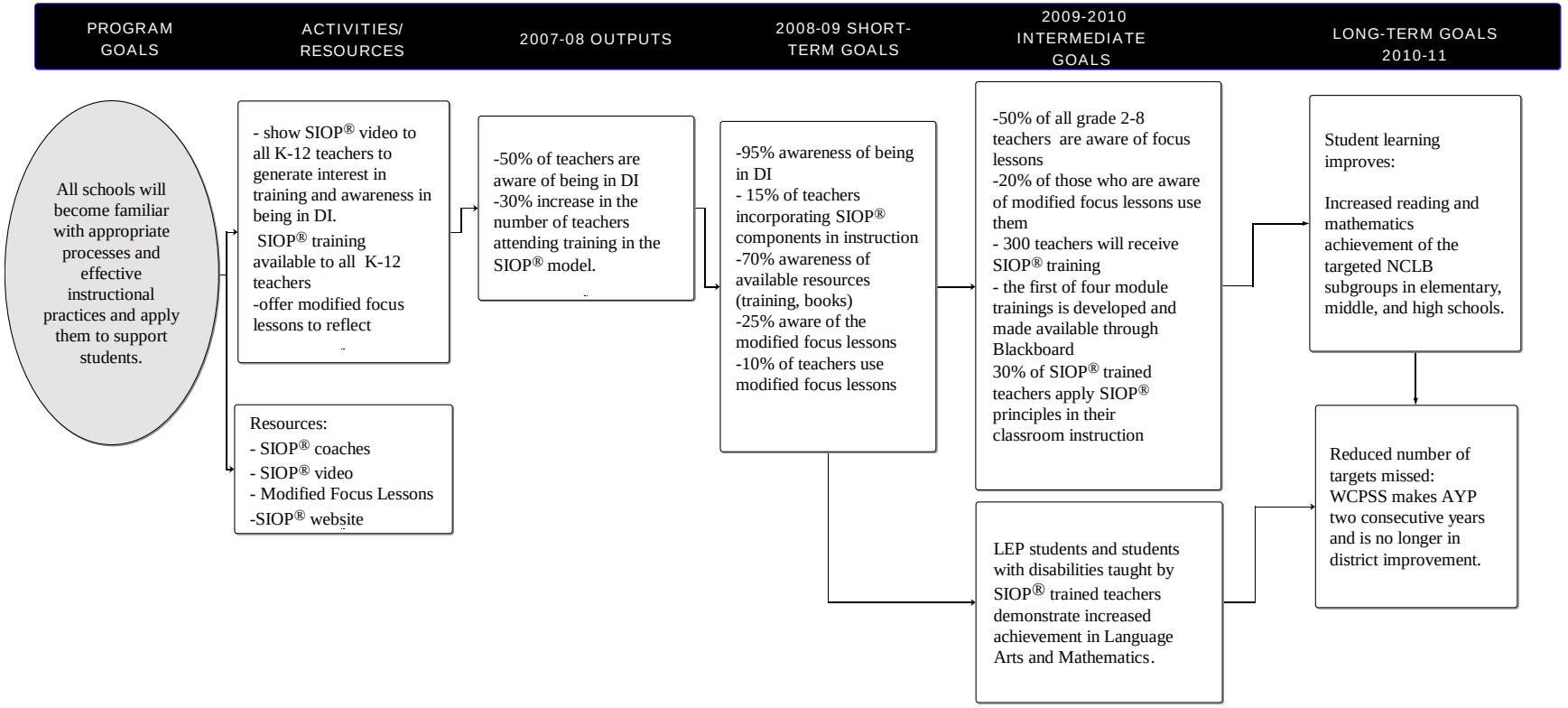


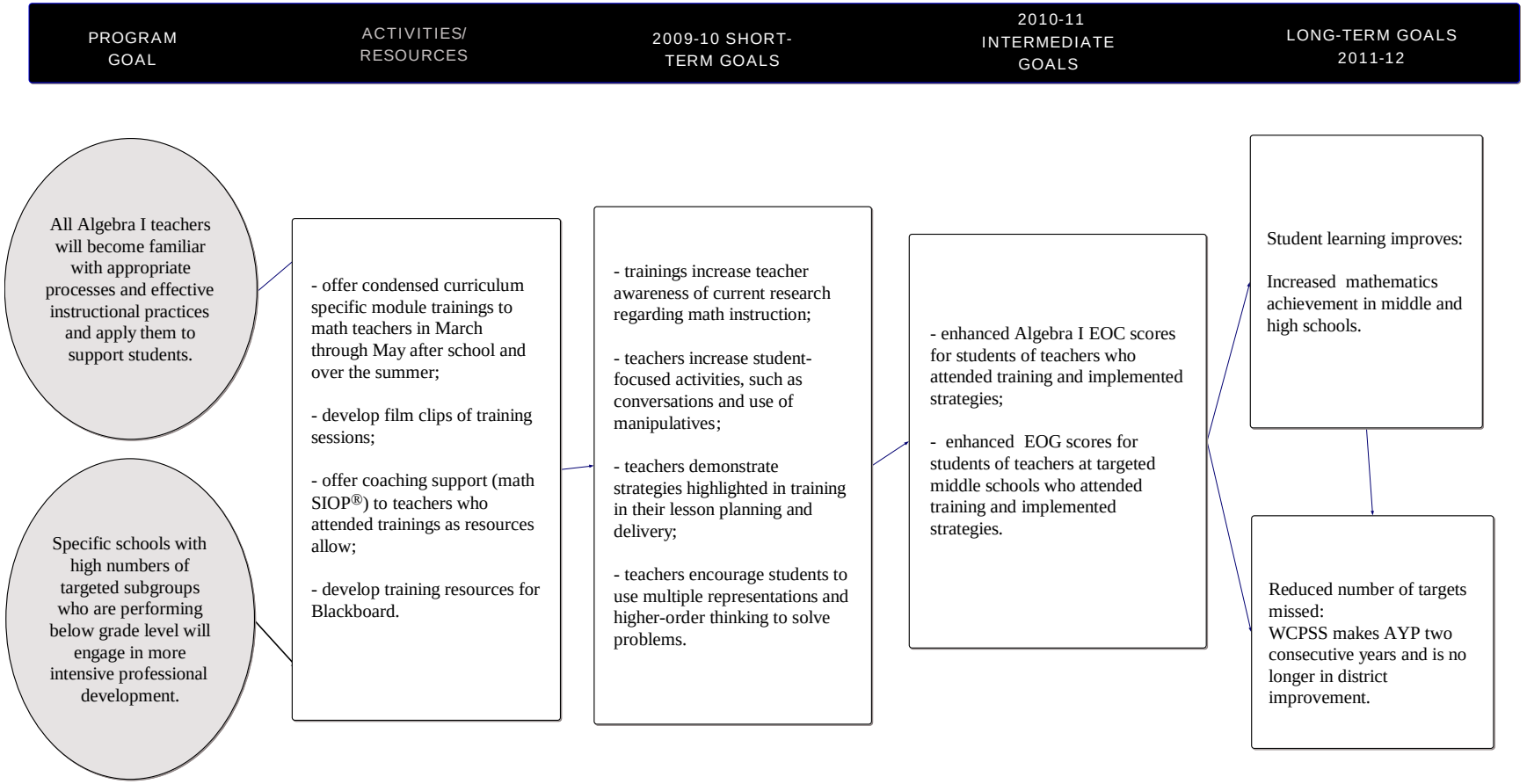
Figure 2
District Improvement Logic Model for Non-Targeted Schools



Data Source: District Improvement Plan

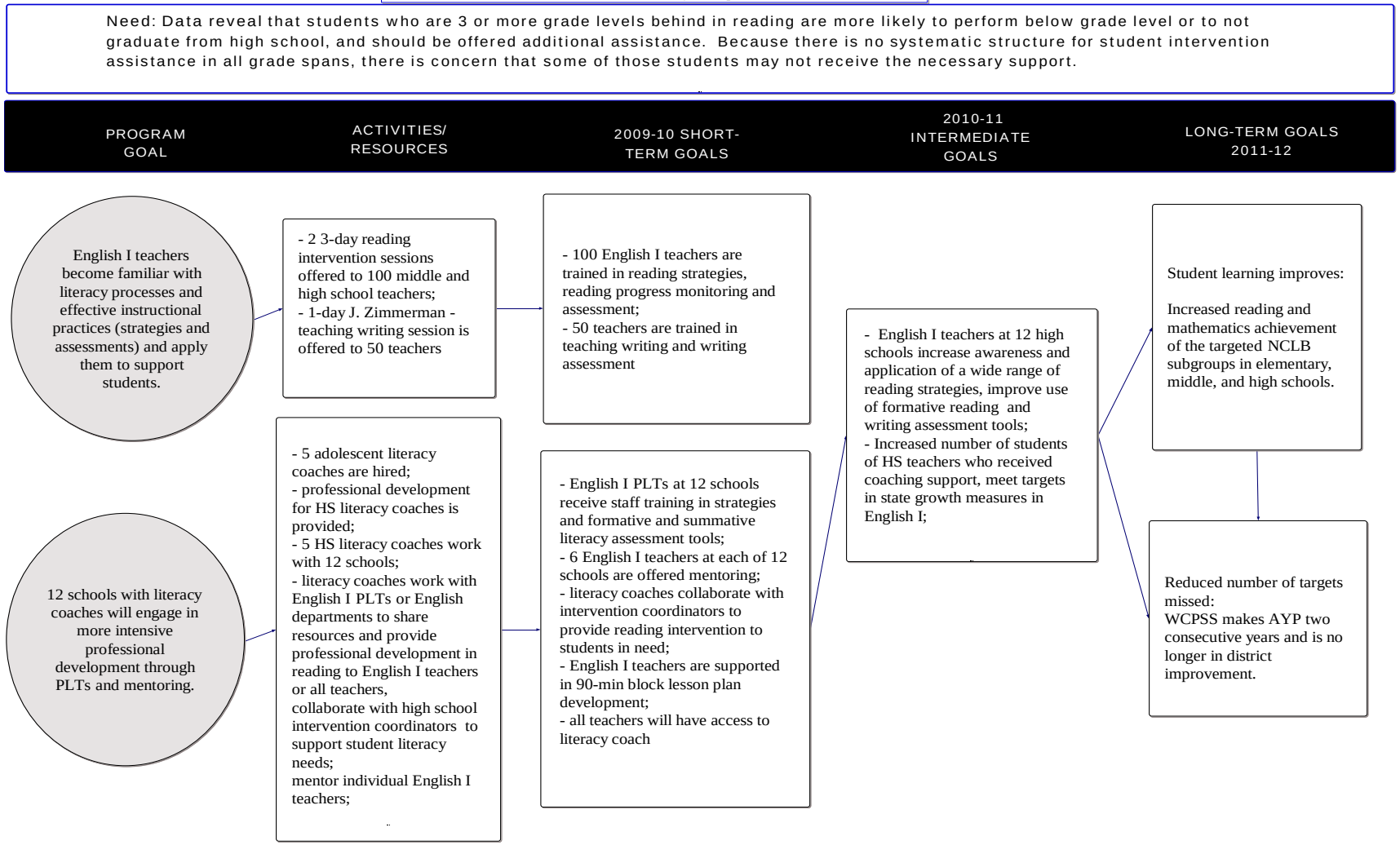
Figure 3
District Improvement Logic Model
Secondary Mathematics Component

Need: **High school students identified as LEP or SWD are more likely to perform below grade level in Algebra I or to not graduate from high school, and should be offered additional assistance. Because there is no systematic professional development for Algebra I teachers, there is concern that some students within these subgroups may not receive the necessary support.**



Data Source: District Improvement Plan

Figure 4
District Improvement Logic Model
for Adolescent Literacy Component



Data Source: District Improvement Plan

EVALUATION METHODS

The 2009-10 District Improvement Plan implementation evaluation focused primarily on SIOP®. E&R staff determined the amount of SIOP® training and coaching received in 2009-10, teacher perceptions of the training and coaching support, SIOP® modified focus lessons, and the extent of implementation of SIOP® components in the classrooms. Data collection for the evaluation of District Improvement Plan implementation was conducted through the same evaluation methods as in the previous year, except that focus groups replaced classroom observations (Bulgakov-Cooke & Baenen, 2010). Teacher surveys were conducted at targeted and non-targeted schools along with the analysis of the SIOP® training database. Three focus groups with trained and not trained teachers at the targeted schools and a focus group with SIOP® coaches were conducted. Because of the addition of the new high school component in 2009-10, interviews with program staff coordinating the high school literacy component and a focus group with high school literacy coaches were also conducted. Documents describing the high school mathematics component were analyzed.

This is the third report in the series of annual District Improvement evaluation reports (Paeplow & Lynn, 2009; Bulgakov-Cooke & Baenen, 2010). An outcomes report, developed in the fall of 2010, will focus on the SIOP® impact and a District Improvement cost-effectiveness analysis.

Teacher Survey

Targeted Schools. To acquire information relevant to the evaluation, surveys were sent to SIOP® targeted and non-targeted schools. In 2009-10, an online survey was sent to a random sample of 796 instructional staff in targeted schools. This represented a 50% sample of instructional staff, unlike the previous year when all teachers and instructional staff were surveyed. The sample was comprised of teachers, with the exception of IRTs, business and consumer education teachers, as well as music, art, drama, and foreign language teachers (a total of 155 teachers were excluded).

Survey responses received came from all targeted schools, at both elementary and middle school levels. Response levels from elementary and middle school teachers reflected the percentages of the survey recipients at both school levels. A total of 484 responses of 796 survey recipients were received, with three emails 'bouncing back' and four teachers electing not to receive the survey. Three 'bounced' surveys were not included in the counts of the number of surveys sent (see Table 2). Respondents represented all targeted schools. After all counts, the response rate from targeted schools was 61%.

Table 2
Targeted School Representation and Responses by School Level

School Level	% in Target Group	% of Respondents	# Received/ Sent	Return Rate
Elementary schools	71.0%	71.5%	346/563	61.5%
Middle schools	29.0%	28.5%	138/230	60.0%
Total	**100%**	**100%**	**484/793**	**61.0%**

Approximately 894 instructional staff were randomly surveyed at non-targeted elementary, middle, and high schools, with the same staff selections made as in targeted schools (see above). The sample included 100 teachers from high schools. The number of responses (508) was comparable with the targeted schools. The total response rate was 57% (or 508 responses of 894 survey recipients); 89 elementary, 26 middle, and 22 high schools were represented. Data in Table 3 are reported by school level. To provide comparisons between elementary and middle school levels only, high schools which were only part of the non-targeted sample were excluded from the counts (see Table 3).

Table 3
Non-targeted School Representation and Responses by School Level

School Level	% in Group	% of Respondents	# Received/ Sent	Return Rate
Elementary schools	66.9%	66.0%	336/665	50.5%
Middle schools	23.0%	23.6%	120/229	52.4%
Total	**100%**	**100%**	**456/794**	**57.0%**

As illustrated in Table 4, representation of elementary and middle school staff was comparable for both groups of respondents. The majority of respondents were regular classroom teachers; a smaller number of respondents were special education teachers. The remaining respondents (about 18%) were English as a Second Language (ESL) teachers, intervention and literacy teachers, those who taught academically gifted, Title I, and other categories of students.

Table 4
Representation of Survey Respondents

School Staff	Responses			
	Targeted (N = 484)		**Non-targeted** (N =456)	
Regular classroom teachers	335	69.2%	314	68.9%
Special education teachers	63	13.0%	60	13.2%
ESL teachers	23	4.8%	18	3.9%
Intervention	21	4.3%	9	2.0%
Title I	16	3.3%	13	2.9%
Literacy	8	1.7%	10	2.2%
Academically gifted	7	1.4%	7	1.5%
Other	11	2.3%	25	5.5%
Total	**100%**		**100%**	

Database Review

To maintain records of training provided and the training components offered, a database of the participants was maintained by the SIOP® trainer and the SIOP® coaches throughout the year.

The training database offered a breakdown of the trainings by component and by school. Both the number of trainings (with multiple sessions possible per person) and the number of individuals trained by school (with individuals counted only once) were calculated.

Focus Groups

In order to gain more in-depth information from teachers at targeted schools on the SIOP® model, training, and coaching, three focus groups were held in the fall of 2009. Focus group participants were selected from staff members of targeted schools that responded to the 2008-09 District Improvement survey. At least two staff members from each targeted school were invited to participate in the focus groups. In order to represent teachers who had received training and those who had not, sampling included one staff member who had received training in SIOP® and one who had not been trained from each school. The exception to this was Brentwood Elementary School, where all of the survey respondents had received training. Teachers were randomly selected from the list of trained and untrained teachers at each school. Due to a lack of response from the initial sample of teachers, a second sample was created in the same manner as the original in order to increase the number of attendees at the focus group. Out of a total of 92 teachers who received invitations to participate in the focus groups, 80 were unable to participate or declined invitations and 12 attended. The focus groups were conducted during the after school hours at 3600 Wake Forest Rd for schools in the North and East of the county and at the Crossroads location for those in the West and South.

FINDINGS

This section of the report presents an overview of the accomplishment of intermediate goals for District Improvement in 2009-10 as outlined in the District Improvement logic models for targeted and non-targeted schools. This is followed by more detailed descriptions of outcomes for the areas of training and coaching received, awareness and use of SIOP® modified focus lessons, the extent of classroom implementation of SIOP® components, and implementation of the high school component.

Intermediate Goals

Intermediate goals for accomplishment in 2009-10 are outlined in several components of the District Improvement logic models, which are represented in Figures 1, 2, 3, and 4. Overall, evidence shows attainment of goals. Tables 5-6 illustrate most general trends by area: there were seven goals met and two goals partially met.

Training and Coaching. As shown in Table 5, in 2009-10, three training goals were met or exceeded at targeted and at non-targeted schools. One coaching goal was partially met.

In 2009-10, there was a further increase, as compared to previous years, in the number of teachers who were SIOP® trained or were provided coaching support. Intermediate goals were to have 50 teachers in targeted schools and 300 teachers in non-targeted schools to be SIOP® trained. A much higher number than projected, 603* teachers in targeted schools and 353* teachers in non-targeted schools, were trained. Eighty one percent of teachers in targeted schools received coaching support, higher than in the past. However, with the projected goal for coaching support at 85%, the goal set was missed by 4% and thus not fully met.

Application of SIOP®. Four of five classroom application goals were met or exceeded. One goal was partially met. According to teacher self-reports, projected or higher than projected percentages of teachers incorporated SIOP® in their instruction (85% for targeted and 69% for non-targeted vs. projections of 85% and 30%).

Table 5
District Improvement Intermediate Goal Attainment: Training

Intermediate Goals: Training	Status	Attainment
50 more teachers in targeted schools and 300 in non-targeted schools receive training.	Met Met	• 603 teachers were trained in 2009-10 in 17 targeted schools. • 353 teachers were trained in non-targeted schools.
Six schools receive schoolwide training.	Met	• 12 schools received schoolwide training.
85% of teachers receive coaching support.	Partially met	According to survey respondents, at least 81% of teachers in targeted schools received coaching support.

*Revised September 17, 2010 to reflect updated numbers.

In relation to modified focus lessons, 50% of all grade 2-8 respondents in targeted schools and 27% in non-targeted schools vs. the projected 35% and 20% "almost always" or "frequently" used them (see Table 6). One application goal was partially met: 15 of 17 targeted schools (88%) included SIOP® in their 2009-10 School Improvement Plans, a lower percentage than the projected 100%.

Table 6
District Improvement Intermediate Goal Attainment: Application of Training

Intermediate Goals: Use	Status	Attainment
35% of teachers who are aware of the modified focus lessons in targeted schools and 20% in non-targeted schools will use them.	Met	Among all elementary and middle school teachers in grades 2-8 who were aware of the modified focus lessons, 67% in targeted schools and 62% in non-targeted schools "almost always" or "frequently" used them. That comprised 49.5% of all grade 2-8 teachers in targeted schools and 26.8% in non-targeted schools.
85% of trained teachers address multiple features of the SIOP® model in lesson planning and instruction delivery.	Met	According to the survey, 85% of all teachers (or 411 of 484 teachers) in targeted schools incorporated multiple SIOP® components into their instruction.
30% of SIOP® trained teachers in non-targeted schools apply SIOP® principles in their classroom instruction.	Met	In non-targeted schools, about 69% of all trained teachers (or 120 of 456 teachers) were incorporating multiple SIOP® components into instruction.
100% of targeted schools will develop and implement a yearly SIOP® plan.	Met	All 17 targeted schools have developed and implemented SIOP® plans.
100% of targeted schools will include SIOP® in their SIP plans.	Partially Met	15 of 17 targeted schools included SIOP® in their SIP plans.

SIOP® Training Provided in 2009-10

The previous teacher survey conducted in 2008-09 allowed for tracking changes in training numbers over the years. Teachers were asked to indicate the year when they received the SIOP® training. This described the progression in training numbers from 2007 to 2009. The survey conducted in spring 2010 had a new approach: it only addressed the 2009-10 training with the purpose of estimating only the current training numbers. Thus, 84% (404 of 484 respondents) of all respondents at targeted schools and 28% (127 of 456 respondents) in non-targeted schools responded that they received the training in 2009-10. The results confirmed the assumption that the vast majority of teachers in targeted schools are now SIOP® trained.

Table 7
SIOP® Training Received by Year

Before 2007-08		2007-08		2008-09*		2009-10	
T	**NT**	**T**	**NT**	**T**	**NT**	**T**	**NT**
5.1%	3.8%	23.7%	10.5%	43.8%	30.7%	83.5%	27.9%

* 2008-09: targeted (n=1,168); non-targeted (n=1,003).
2009-10; targeted (n=484); non-targeted (n=456).
Source: targeted and non-targeted teacher surveys.

In addition to the survey, training numbers for 2009-10 were also drawn from the SIOP® training database. The examination of the database showed that the number of teachers who were SIOP® trained in 2009-10 increased considerably compared to the previous years. In agreement with the survey results, more teachers received training in targeted than in non-targeted schools: at 17 targeted schools a total of 603 teachers were trained (see Appendix, Table A1). In non-targeted schools 353 teachers were trained. (See Appendix, Table A2, for more detail on training by school.)

Table 8
Total Number of SIOP®-Trained Teachers from 2007-08 to 2009-10

School Year	Number of SIOP® Trained Teachers
2007-08	197
2008-09	588
2009-10	**956**

Source: SIOP® training database

SIOP® training in 2009-10 was offered onsite or offsite by the SIOP® trainer and onsite by the SIOP® coaches. As shown in Table 9, most teachers in targeted schools received their SIOP® training at school from their coach (89%). The majority of teachers in non-targeted schools also received their training at the school location from the SIOP® trainer (75%).

Table 9
Sources of Training Received in 2009-10

Training Received from	Number and Percent Trained	
	Targeted (n= 484)	**Non-targeted** (n=456)
The SIOP® coach[1]	359 **89.1%**	n/a
The SIOP® trainer, offsite	42 10.4%	26 20.4%
Another state/district	2 0.5%	6 4.7%
The SIOP® trainer, at the school	n/a	95 **74.8%**
No training this year	81 16.7%	329 **72.1%**

Note: Training percentages exclude respondents without the 2009-10 training.
[1]Training at Combs Elementary School offered by the SIOP® trainer was included into the counts.

Trained teachers were further asked to list the SIOP® components on which they have been trained. The most frequently listed components were lesson preparation, strategies, and building background (see Table 10). The same components were also most frequently listed by teachers in non-targeted schools. About 15% of teachers in targeted schools and 48% in non-targeted schools were trained but could not name the components in which they were trained.

Table 10
Survey Results Illustrating Types of Training[1] Received by Teachers in 2009-10

SIOP® Training Received	Number and Percent Trained	
	Targeted (n = 403)	**Non-targeted** (n = 127)
Lesson Preparation	299 74.2%	54 42.5%
Building Background	262 65.0%	47 37.0%
Strategies	292 72.5%	55 43.3%
Interaction	219 54.3%	38 29.9%
Comprehensible Input	197 48.9%	35 27.6%
Lesson Delivery	236 58.6%	37 29.1%
Practice/Application	209 51.9%	36 28.3%
Review/Assessment	158 39.2%	34 26.8%
I had some training, but I am not sure of the exact SIOP® components	62 15.4%	61 48.0%

Note: Percentages are based on the number of teachers who received training, not percent of all teachers.
[1]Training by Center for Applied Linguistics (CAL) representative is included in the overall training counts.

Perceptions of Training

Overall, as shown in Table 11, teacher ratings of the SIOP® trainings in influencing their teaching practice were positive in both targeted and non-targeted schools. Unlike the previous year, teachers in targeted schools gave consistently higher training ratings than did teachers in non-targeted schools. The majority of teachers in targeted schools rated training as either "mostly beneficial" or "somewhat beneficial" (74%). "Somewhat beneficial" was the most frequent rating for non-targeted schools in 2009-10 (52%). Additionally, more teachers in targeted schools gave the rating of "highly beneficial." Compared to the previous year, satisfaction levels were higher for targeted than for non-targeted schools.

Table 11
Survey Ratings of 2009-10 Training

Rating of SIOP® Training	Number and Percent of Respondents	
	Targeted (n=402)	**Non-targeted** (n=136)
Highly beneficial	88 21.9%	15 11.0%
Mostly Beneficial	156 **38.8%**	35 **25.7%**
Somewhat Beneficial	143 **35.6%**	70 **51.5%**
Not at all Beneficial	15 3.7%	16 11.8%

As part of the focus groups conducted with the teachers in targeted schools in the fall of 2009, the participants were asked to comment on the training they received and how they felt the SIOP® training could be improved. Teacher participants generally indicated that they preferred the in-school training and coaching model to the districtwide training model. In terms of improvement, a number of teachers felt that trainings should be more directed to a specific level (elementary, middle, or high school) or even a specific grade level, so that it can be more relevant and applicable to those attending it.

Some examples of individual comments about how to improve training also included the following:

- "Adapt training to the specific teachers, so that training is based on their prior experience and/or previous training."
- "It would help to understand the context of the training and its purpose. Materials could be provided beforehand, so that people can read through them and prepare for the training."
- "Give more hands-on examples and more modeling during training."
- "Show a short regular lesson at training and then show that same lesson being taught with SIOP® strategies, so that people being trained can see the difference between the two."
- "Make sure training is not too long or too rushed and that there is time for questions."

Coaching Support Received

In 2009-10, coaching support continued to be provided at targeted schools as a follow-up to training. Similar to the previous year, coaching support was provided through offering instructional resources and materials, co-planning and co-teaching, demonstration of the use of SIOP® strategies, and observations and feedback on classroom instruction. Most coaches used a combination of a schoolwide and grade level training; others focused on a particular grade as a part of a multiyear plan.

In 2009-10, six full-time and five part-time SIOP® coaches were assigned to 17 targeted schools. They offered some form of coaching support to 81% of survey respondents from the targeted schools. Only 19% of survey respondents reported having received no coaching support. As shown in Table 12:

- Half of all teachers (53%) received resources and materials from a coach.
- Almost half of all teachers had been observed by their coach (46%).
- Four of ten teachers had a lesson demonstration on the use of SIOP® strategies in their classrooms (41%).

Co-planning and co-teaching support seems to have been relatively low (less than 20%). The numbers could have perhaps been higher, but it is important to remember that in 2009-10 coaches had a responsibility to not only offer coaching support to individual teachers, but to devote time to training on SIOP® components at two schools as well.

Table 12
Percentage of All Targeted Teachers Who Received Coaching Support in 2009-10

Coaching Support	Received This Coaching Support
Observations	46.3%
Pre- and/or Post-Conferences	27.9%
Lesson Demonstration	40.5%
Co-Planning (PLCs)	17.6%
Co-Teaching	12.0%
Instructional Resources	52.5%
Other	7.2%

N = 484

Teacher focus group participants were asked about their perceptions of the role and effectiveness of their SIOP® coaches. Teachers who had experience working with their coaches indicated that coaches were supportive and effective, were useful resources and often helped in the classroom. They conducted observations/evaluations and met with PLTs. However, a few participants also commented that they were not very familiar with their coach or what his/her role was because the coach was not working with their particular grade level.

Additionally, here are examples of how individual teachers expressed their thoughts in regards to coaching (one comment each):

- "Our coach has been really helpful in coming and observing lessons and going through all the components and letting us know how things are going. She has been very helpful and has met with every single teacher at our school and observed lessons."
- "Our coach has done workshops on the content and language objectives, which has been really great."
- "Our coach this year is much more available and has been very beneficial. Coaching seems more planned and thought out."
- "The role of the coach is to be the expert. Anytime I need something from her, or anytime there is something in the book and is not working out, she is very quick to give suggestions of things to try."

- "Coaches should do more than just trainings; they should be building relationship with teachers. A coach needs to be in the classroom and needs to be modeling for the teachers so they can see the strategy and how it is implemented."

Teachers were also asked how they felt that coaching could be improved. A majority of the teachers commented that the coach needs to have more time at the school and that there should be one coach per school. Additionally, teachers commented that coaches should take the time to get to know all the staff at the school rather than just train them, and that coaches should make more of an effort to attend PLTs and grade level meetings.

Resources Accessed in 2009-10

Teachers at targeted and non-targeted schools also shared information about their access to SIOP® resources and support. Patterns varied at targeted and non-targeted schools.

- In targeted schools, support from the coach was most often accessed (by 64% of respondents), followed by SIOP® books and focus lessons. Less than 20% accessed resources in Blackboard or nothing. Very few used central office staff.

- In non-targeted schools, where coaches were not available, most respondents accessed the focus lessons (73% vs. 38% in targeted schools), but half said they had used no SIOP® resources. (This suggests some respondents indicated use of focus lessons that were not specifically for SIOP®.) Over 20% used SIOP® books and Blackboard resources, and 6% accessed central staff for support (a little higher than the 2% in targeted schools).

Table 13
SIOP® Resources Accessed in 2009-10

Resources	Targeted (N=484)		Non-Targeted (N=456)	
Books available through SIOP®	197	**41.1%**	60	26.9%
Support from the coach	306	**63.9%**	n/a	n/a
Support from central office staff	9	1.9%	14	6.3%
Focus lessons	183	**38.2%**	163	**73.1%**
SIOP® Blackboard information	82	17.1%	48	21.5%
I have not accessed any SIOP® resources	85	17.6%	233	**51.0%**

Application of SIOP® in the Classroom

Data for application of SIOP® components in the classroom were primarily collected from the survey, with some data obtained from the training database. Survey results show that the percentage of teachers implementing SIOP® went up considerably between 2008-09 and 2009-10 in both targeted and non-targeted schools. Comparisons of results show that among survey respondents, implementation of SIOP® components was much higher at targeted than at non-targeted schools (87% vs. 46%). Since the goals were 85% and 30% respectively (see logic models), the projected implementation levels were achieved in both sets of schools.

Furthermore, with the training database used for the total counts of teachers who have ever been trained in SIOP®, the evaluator obtained another view of implementation percentages. Using trained counts as a denominator, 92% of trained respondents at targeted schools and 69% of trained respondents in non-targeted schools reported implementation of the SIOP® components in the classroom. The percentages discussed here are presented in bold in Table 14.

Table 14
Number and Percentage of Teacher Respondents Implementing the SIOP® Model Components in 2008-09 and 2009-10

	2008-09		2009-10	
	Targeted	**Non-targeted**	**Targeted**	**Non-targeted**
Number of respondents	1,165	1,001	484	456
Respondents implementing SIOP® components	470 40.3%	195 19.5%	422 **87.2%**	210 **46.1%**
Respondents trained in SIOP®	558 47.9%	447 44.7%	449 92.8%	173 37.9%
Trained teachers implementing SIOP® components	464 83.2%	195 43.6%	411 **91.5%**	120 **69.4%**

The extent of implementation of various SIOP® components by trained teachers in targeted schools and non-targeted schools was also of interest. According to the survey, using SIOP® components "daily" or "weekly" was most common. Further trends displayed in Figure 5 show the following:

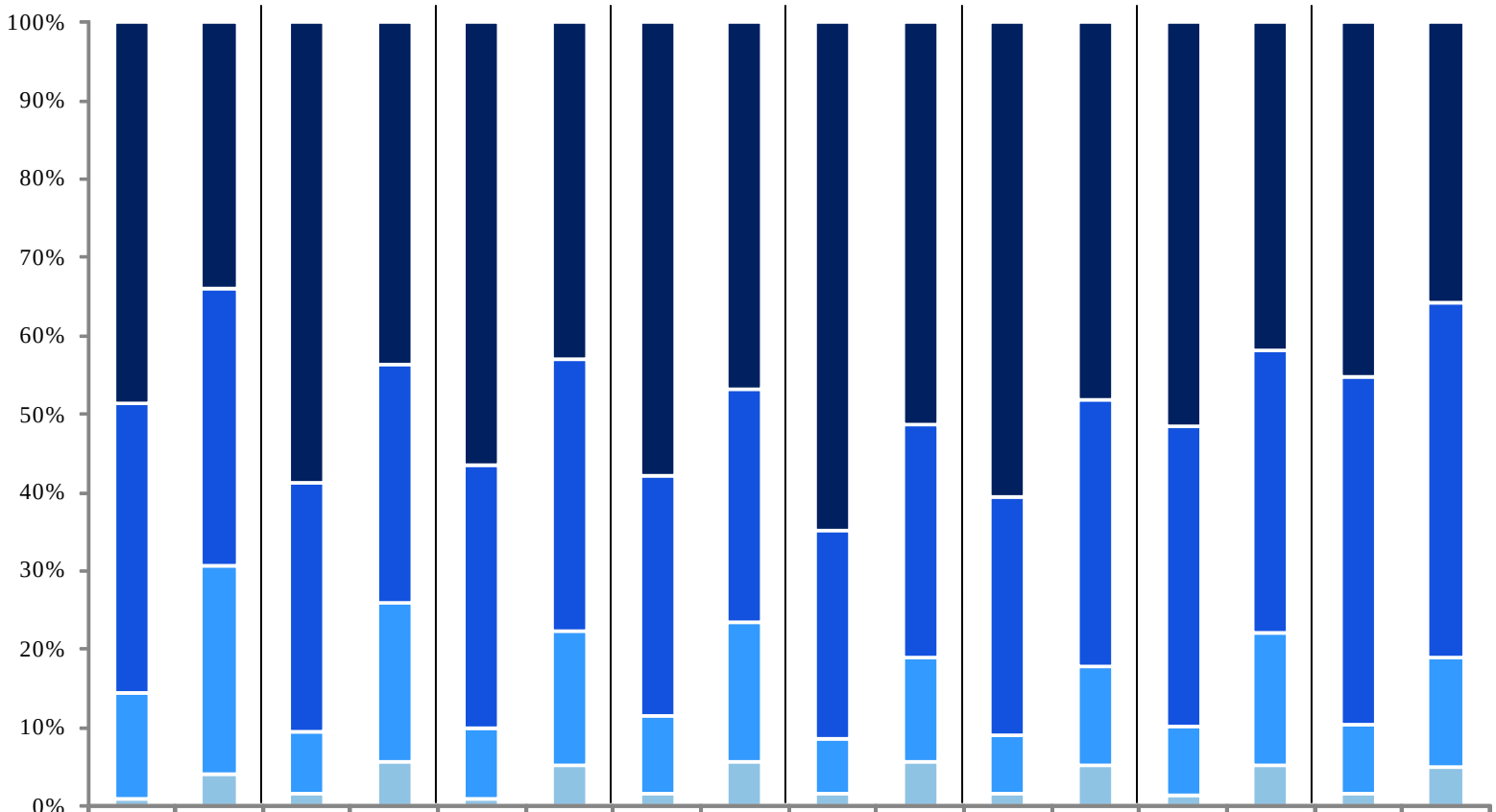
- The range of implementation of the SIOP® components went up from the previous year for targeted schools and reached 85.6% - 91.4% in 2009-10 vs. 61.4% - 78.2% in the previous year.

- High percentages of teachers, over 86% in targeted schools and over 70% in non-targeted schools, reported using each SIOP® component daily or weekly. Daily use was always more common than weekly use for targeted schools; the same was true for six of eight components at the non-targeted schools.

- Targeted schools showed more frequent use of all components than non-targeted schools, with higher percentages of daily use and lower percentages of occasional or no use for all components.

- The most widely used SIOP® components reported were: strategies, comprehensible input, lesson delivery, and review and assessment. Two of the components, strategies and lesson delivery, were also reported as highest in implementation in the previous year's survey. Lesson preparation and practice and application components were among least frequently used.

Figure 5
Frequency of Use of the SIOP® Components in 2009-10



	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT
	Lesson Preparation		Building Background		Strategies		Interaction		Comprehensible Input		Lesson Delivery		Practice/ Application		Review/ Assessment	
Daily	48.6%	34.0%	58.8%	43.7%	56.5%	43.0%	57.9%	46.7%	64.8%	51.4%	60.5%	48.1%	51.6%	41.8%	45.3%	35.8%
Weekly	37.0%	35.3%	31.8%	30.2%	33.6%	34.6%	30.5%	29.9%	26.6%	29.7%	30.4%	34.1%	38.3%	36.2%	44.3%	45.1%
Once in a while	13.5%	26.5%	7.7%	20.5%	8.9%	17.3%	9.9%	17.8%	6.9%	13.2%	7.4%	12.6%	8.6%	16.9%	8.6%	14.0%
Not at all	1.0%	4.2%	1.7%	5.6%	1.0%	5.1%	1.7%	5.6%	1.7%	5.7%	1.7%	5.1%	1.5%	5.2%	1.7%	5.1%

Results of the teacher focus groups conducted in the fall of 2009 provided more in-depth information on the patterns of implementation found in addition to the survey findings. A number of focus group participants commented that they regularly use vocabulary ("building background" component) and grouping strategies ("practice and applications" component). The majority of focus group participants commented on infrequent use of language and content objectives ("lesson preparation" component), because they did not have time or space to write daily objectives, or believed that they were "a waste of time."

SIOP® coaches in their focus group noted that they were aware of this difficulty and "pushed the language objectives very hard" this past year. The findings from the coaches' focus group conducted in the spring of 2010 supplemented and provided further insight into the teacher survey results. Coaches felt that because the training was broken down into smaller pieces, implementation increased. They also commented on some patterns of use of SIOP® components during their lesson observations. For example, they felt that interaction, practice and application, strategies, and review and assessment were among the most problematic components for teachers, because teachers were not implementing all aspects of those and were unaware of their partial implementation. Two examples were given: the strategies component was not fully used because of limited opportunities for developing higher-order thinking skills. Also, because teachers were reluctant to release control of their classroom, interaction among students and the use of student groups were limited. Coaches noted that after the teams were coached, the use of these components increased.

Modified Focus Lessons

So far, EOG testing grades have been primarily targeted for additional support by making focus lessons available. SIOP® writers modified existing focus lessons for grades 3-8. The modified focus lessons were publicized at trainings and IRT meetings by the focus lesson writers, coaches, and the trainer. Over 549 SIOP® modified focus lessons were created in 2009-10 by two SIOP® curriculum writers for language arts (grades 2-8) and middle school mathematics (grades 6-8), as well as units in Algebra I and reading intervention. The modified focus lessons enhanced the existing lessons located in the learning and teaching guides with various SIOP® strategies.

The extent of awareness and use of the SIOP® modified focus lessons and teachers' perceptions of benefits of their use were of interest for the evaluation. Since the modified focus lessons were created for specific grade levels, awareness among potential users rather than all survey respondents was of primary interest. In the counts to determine the percentages of teachers who were aware of SIOP® modified focus lessons, the evaluator only included those who taught grades 2-8, because they were the primary users, and excluded Kindergarten and grade 1 (see Table 15).

Among respondents teaching grades 2-8, three out of four at targeted schools (73%) and half at non-targeted schools were aware of modified focus lessons (see Table 15). That is an increase from 2008-09, but only for targeted schools. In non-targeted schools, no increase was seen among all teachers. On the positive side, trained teachers were more aware of the focus lessons than in 2008-09.

Table 15
Awareness Levels of the SIOP® Modified Focus Lessons in 2008-09 and 2009-10

Teachers in Grades 2-8	2008-09 Awareness		2009-10 Awareness	
	T	NT	T	NT
All teachers	55.7%	55.8%	**73.2%**	**50.0%**
Trained teachers	62.8%	38.8%	71.1%	59.0%

An increase was seen from 2008-09 to 2009-10 in the use of SIOP® modified focus lessons (see Table 16) and was larger in non-targeted than targeted schools. Among teachers in grades 2-8 who were aware of modified focus lessons, two-thirds at both targeted and non-targeted schools "almost always" or "frequently" used them (67% and 62%). Taking a different perspective, by counting all grade 2-3 teachers irrespective of their awareness, modified focus lesson users comprised 49.5% of all grade 2-8 teachers in targeted schools and 26.8% in non-targeted schools (not in table).

Table 16
Frequency of Use of SIOP® Modified Focus Lessons among Trained Teachers In Grades 2-8 in 2008-09 and 2009-10

Teachers in Grades 2 - 8	Year	Almost Always/Frequently		Seldom/Never	
		T	NT	T	NT
All grade 2 - 8 teachers	2008-09	59.3%	43.0%	40.7%	57.1%
	2009-10	**66.5%**	**62.4%**	33.5%	37.6%
Trained grade 2 - 8 teachers	2008-09	61.4%	43.0%	38.6%	57.1%
	2009-10	**69.1%**	**73.0%**	30.9%	27.0%

When asked how beneficial teachers found SIOP® modified focus lessons, most respondents rated them as "mostly" or "somewhat beneficial," with "somewhat beneficial" being the most common response (from about 45% of those in targeted schools and 51% of those in non-targeted schools). While few felt the lessons were "not at all beneficial" (less than 5%), the percentages who believed they were "highly beneficial" were also relatively low (less than 17%).

Table 17
Teachers' Perceptions of Modified Focus Lessons in 2009-10

Teachers who Used SIOP® Modified Focus Lessons	Highly Beneficial		Mostly Beneficial		Somewhat Beneficial		Not at All Beneficial	
	T	NT	T	NT	T	NT	T	NT
All Teachers	16.8%	12.5%	**35.3%**	**31.3%**	**44.8%**	**51.4%**	3.0%	4.9%
Trained Teachers	17.4%	13.5%	36.2%	32.4%	43.3%	50.0%	3.1%	4.1%

Targeted n= 232
Non-targeted n=144

A number of teachers in the focus groups discussed the modified focus lessons and mentioned that they were beneficial and they used them, but that the lessons were sometimes too lengthy. Some individual comments were that:

- "Modified focus lessons are helpful at explaining what I should be doing, and the visual piece is nice and adds a lot to the lesson."
- "They give you a little bit of extra things you might do and strategies."
- "We use them a lot. The additional pictures, transparencies, and photos are helpful in expanding background knowledge and, and save time on searching for those."
- "I have not used the actual modified focus lessons, but the lessons our coach has made for us have been helpful and effective."
- "I didn't realize what they were when I used them."

Challenges of SIOP® Implementation

Survey respondents were also asked to comment on the challenges of SIOP® implementation in 2009-10. The responses were similar for targeted and non-targeted schools. Most teachers in both groups provided no comments on challenges.

T**argeted Schools.** In targeted schools, out of 484 responses, 100 comments on challenges were given (21%). Similar to the previous year, most comments in targeted schools were related to the lack of time for planning or teaching (26 of 100). Other comments listed various challenges related to writing or posting language and content objectives (20 of 100).

Non-targeted Schools. At non-targeted schools, 41 of 456 responses were provided on challenges of SIOP® implementation (9%). The types of concerns were very similar to the targeted schools. Fifteen teachers (3% of respondents) noted a lack of time for planning and teaching, for reflecting on strategies, developing lessons plans, and implementation. The remaining few responses were related to lack of adequate training or having a lot to implement at once.

Additionally, in a focus group and an interview, the SIOP® coaches and the SIOP® trainer provided their comments on the challenges of implementation of training. The SIOP® coaches and the trainer felt it was difficult to find time for training, which had to occur either on teacher track out days or on early release days. It was a challenge getting teacher release time, to give teachers an opportunity to go and observe other classrooms and see effective lessons. The SIOP® trainer also noted that in summer 2009, the interest in training from year-round calendar teachers was high, but teachers could not get to the training because of their classroom responsibilities. She believed the training numbers would have been much higher in non-targeted schools if the teachers could have been given substitutes and could be pulled out to come to training. Also, coaches felt that in those schools where "administration did not know the SIOP® model at a deep enough level, administration support was not high enough."

Successes of Implementation

The coaches noted some successes in increased SIOP® buy-in and SIOP® implementation. Increased awareness and buy-in for SIOP® were mentioned. Buy-in increased because of the

training being conducted at the school location, being content area specific, and because of the coaching support. This also increased school administration support. In relation to implementation, the grade levels with which coaches worked increased student performance compared to the previous year and compared to other grade levels. One coach noted that "a particular student gained four reading levels, because the teacher used specific strategies with him."

Teacher focus group participants also commented on the components being beneficial in their classrooms. Teachers commented that the language aspect of SIOP® has helped with vocabulary, building foundations, and creating a common language. Additional individual comments included the following:

- "SIOP® helps the LEP students as well as other students who have a difficult time--especially the students who are somewhat in the middle and do not receive special services."
- "Posting the objectives helped because students look at the poster to see what they will be doing and learning in class rather than constantly asking me."
- "Using more visual aids has helped."
- "It helped me to not assume students have prior knowledge and actually find out how much they know."
- "Adjusting vocabulary and vocabulary strategies have been helpful, especially in modifying assignments without taking away the rigor of the assignment."
- "Students are more confident and more willing to speak up and ask questions."
- "It has helped with pacing, and being more aware of how quickly I am talking and when I need to slow down."

High School Component

High school support was considerably reshaped from the previous year when SIOP® had been used as a major support strategy. In 2009-10, a high school literacy component and a high school mathematics component were developed and added.

The high school literacy component included professional development and coaching. To support literacy efforts at 12 high schools, five adolescent literacy coaches were hired to provide literacy-related staff development and individual support to English I teachers at the school level. With one coach returning to the classroom, four coaches remained until the end of the year. Professional development in literacy to support groups of teachers was school-based, in addition to the districtwide writing and reading workshops offered. This training was offered mainly through PLTs, and also included some literacy-related support at the department or school level. Training was provided in various formats, ranging from more formal presentations at staff meetings or department meetings to informal discussions during planning meetings or at smart lunch. Coaches met with English I PLTs to discuss student data, help select texts and strategies for intervention, and provide appropriate remediation. They also used various team meetings and department meetings and committees (e.g., school improvement committee) to offer both whole staff professional development and support PLTs. Training support was offered to teachers in efficient use of a 90-minute time block. Literacy coaches helped create more

structured activities and break down the 90 minute time period into smaller time frames to support differentiated groups and target individual student needs.

Coaching support in literacy was provided at the individual teacher level. Each literacy coach worked closely with four to six teachers at each school. The main focus of this aspect of coaching was to provide individualized support to English I teachers. This was a differentiated approach which differed by teacher and resembled a mentoring program. Coaches did not specifically target lower performing teachers, but worked to establish relationships and waited for a teacher to request support. Literacy coaches interacted with teachers mostly through informal discussions and brainstormed ideas to make instruction more efficient. Coaches used individual teacher support strategies that included modeling (demonstrating) strategies in classrooms, conducting informal observations, and providing feedback.

In addition to working with English I teachers, coaches also "branched out" to help special education, ESL, and all other teachers with literacy strategies across the curriculum. Coaches met regularly with classroom teachers, as well as ESL and special education teachers to look at student data and discuss the strategies and interventions that could be used to support students who needed reading interventions. Help was offered in designing formative assessments to determine if the proposed strategies were effective and in using assessments as a decision-making tool.

High school literacy coaches also worked with principals, assistant principals, with department chairs, and PLT leaders, and intervention coordinators to support student needs. Student data (EOGs, Blue Diamond, CORE assessments, and formative assessments) were analyzed and shared with the school administrators; feedback for the next steps was obtained. Work with student data was a frequent focus at the beginning of the year when students most at risk were identified. Those who were three or more grade levels below in reading were identified based on areas where students needed development of skills: fluency, vocabulary, decoding, comprehension, etc. In discussions with school administration staff, the types of expected support were discussed (e.g., writing across curriculum). The types of interventions were identified that could be put in place based on areas of need: fluency, vocabulary, decoding, comprehension, etc. Proper student placement in literacy support classes was offered.

Within the secondary mathematics component, professional development for Algebra I teachers and middle school mathematics teachers was designed and offered in 2009-10. Its goal was to improve mathematics instruction to enhance Algebra I EOC scores and middle school students' mathematics EOG scores. A series of curriculum-based trainings were offered in spring of 2009-10 to increase teacher awareness of current research on mathematics instruction, encourage application of more student-centered strategies in their classrooms (Hands On Equations) and make mathematics more accessible to struggling students (Foundational Algebraic Concepts, Foundations of Algebra, Algebra I Concepts, Foundations of Geometry). Up to 27 teachers attended the spring trainings, and 92 more participants were trained in June. Additionally, teachers at targeted schools who attended spring workshops were offered some follow-up mathematics support by SIOP® coaches. Film clips of training sessions are currently being created to expand training to those who could not attend, handouts and PowerPoint slides are being placed on Blackboard.

SIOP® in SIP Plans

In 2009-10, a total of 17 schools were targeted for increased SIOP® coaching support. Every targeted school had a SIOP® Implementation plan. Also, compared to 2008-09, there was a more frequent listing of SIOP® in the SIP plans: as action steps, as a professional development activity, in key processes, as a resource, in measurable process checks, as a school reform strategy, and in instructional programs. Two of 17 schools, Harris Creek Elementary and Fuquay-Varina Elementary, did not mention SIOP® in their School Improvement Plans.

Table 18
Listing of SIOP® in SIP Plans

Listing of SIOP® in SIP Plans	Number of Schools
SIOP® listed in action steps	12
SIOP® training listed as professional development activity	11
SIOP® included in key processes	5
SIOP® as a resource	9
SIOP® in measurable process checks	4
SIOP® as a school reform strategy	1
SIOP® in instructional programs	1

KEY FINDINGS

This section of the report presents an overview of general trends in implementation of the District Improvement Plan compared to the previous years and the extent of alignments between the actual outcomes and the projected intermediate goals outlined in the District Improvement logic models. In 2009-10, changes in the District Improvement plan included further modifications in SIOP® training and coaching and an emergence of a high school component. Increased SIOP® training and greater application of training in the classroom, increased focus lessons development and use, as well as improved school buy-in were documented. All of these positive changes showed that District Improvement efforts gained momentum and began to change instruction.

High School Component. In Year Three, similar to Year One and Two of District Improvement Plan implementation, the District Improvement process continued to evolve to better support learning and teaching. To further strengthen adolescent literacy and secondary mathematics, a new high school component was developed by the District Improvement Advisory Committee. The secondary mathematics component of District Improvement at the middle and high school levels mainly focused on providing district-wide professional development through a series of workshops in foundations of Algebra and Algebra I concepts offered in the spring of 2010 to Algebra I and middle school mathematics teachers. The adolescent literacy component was designed to support LEP students and those students who were three or more grade levels behind in reading. In addition to districtwide workshops, five literacy coaches provided support to school administration, school staff, and individual teachers in their literacy related needs at 12 high schools. Along with providing professional development to teachers through PLTs and other professional venues, literacy coaches worked with four to six individual teachers each, offering approaches that led to better use of instructional time, helping design individually tailored instructional strategies, and use formative assessments to inform instruction. In collaboration with administration, interventions were developed to address specific needs of students who were three or more reading levels behind.

Training. Another modification was introduced in the SIOP® training process at targeted schools. In addition to providing systematic coaching support to individual teachers, SIOP® coaches rather than the trainer, offered training in SIOP® components at targeted schools. Since the SIOP® coaches had established working relationships with many teachers in the previous years, they were able to tailor training to the school and teachers' needs. Because training became more content area specific or grade level specific and thus easier to implement, teacher ratings of training at targeted schools have improved, and implementation has increased, as shown in the survey and focus groups. At least 548 teachers (83%) received or continued to receive the SIOP® training in targeted schools.

In 2009-10, the overall trend in increasing training numbers has continued. The total number of teachers trained including those in targeted schools increased from 588 in 2008-09 to 957 in 2009-10. Even with restrictions placed on training in 2009-10, when teachers could not use instructional time for professional development, the SIOP® training continued to expand. During early release time or track out time, 232 teachers were trained in non-targeted schools by the

SIOP® trainer. With an initial goal of six, 12 schools received schoolwide training during the year, up from three in 2007-08 and five in 2008-09.

Coaching. In 2009-10, increased levels of coaching support that reached more teachers in targeted schools continued to be offered to supplement the SIOP® training. Eighty-one percent of trained teachers in targeted schools received some type of coaching support, compared to 15% of teachers in 2007-08 and 84% in 2008-09. In addition to some co-planning and co-teaching, coaches continued to provide instructional resources and conducted lesson demonstrations and classroom observations. Participants of teacher focus groups believed that coaching support was effective. SIOP® coaches appeared to have had an effect on the extent of implementation of SIOP® training. Compared to other schools in the district where two-thirds of SIOP® trained teachers reported some SIOP® implementation, 85% of SIOP® trained teachers in targeted schools reported use of SIOP® components in the classroom.

Implementation. Overall, levels of implementation of SIOP® training have also increased. While in 2007-08 only elements of three to four SIOP® components were expected in classrooms, and partial implementation of SIOP® components was expected in 2008-09; full implementation of the entire SIOP® model was anticipated in 2009-10. There was a considerable increase from the previous year in teacher reported levels of implementation among trained teachers: from 79% to 92% at targeted schools and from 44% to 69% in non-targeted schools. Teachers in targeted schools also used the components on a daily basis more often than did those in non-targeted schools.

SIOP® modified focus lessons. In addition to training and coaching, SIOP® modified focus lessons continued to be developed for language arts (grade 2-8) and expanded into middle school mathematics (grades 6-8). Two SIOP® curriculum writers modified more than 549 lessons in language and mathematics, a considerable increase compared to 180 in 2008-09. Use of modified focus lessons was expected to save time for planning, demonstrate ways to use language objectives, and provide teachers with LEP students with concrete ideas on how they could apply SIOP® components to teaching their curriculum. Modified focus lessons were also a resource for those teachers who had no SIOP® training and thus had limited understanding of SIOP® but wanted to implement some of its strategies. Over 80% of teachers who used modified focus lessons found them "somewhat" or "mostly beneficial." There was an increase in the use of modified focus lessons, with two-thirds of teachers in grades 2-8 using them compared to about half of teachers in 2008-09. Although overall awareness was still lower than desired (73% in targeted and 50% in non-targeted schools), an increase in awareness levels among trained teachers was considerable (from 63% to 73% in targeted schools and from 39% to 59% in non-targeted schools).

Buy-in. In 2009-10, every school has developed a SIOP® Implementation plan. Fifteen out of 17 schools had SIOP® integrated into their school improvement plans through action steps, professional development activities, key processes, resources, or as a school reform strategy. Buy-in from teachers and administration has also increased, according to the coaches who experienced it first-hand. This is a considerable change compared to 2007-08 when the emphasis for the coaches had been on establishing rapport with the staff.

RECOMMENDATIONS

In 2009-10, LEP students were no longer one of the NCLB subgroups that failed to meet AYP. This accomplishment may be related to implementation of SIOP®, an approach developed primarily to support learning of LEP students. Positive changes have occurred with SIOP® this past year: buy-in of SIOP® at the targeted schools has improved, training has expanded to include over 80% of teachers at targeted schools, and teacher implementation levels and use of modified focus lessons have considerably increased. To reflect the changes in 2008-09 NCLB subgroups that kept WCPSS in District Improvement, the secondary school component has been added and addressed literacy and mathematics at the middle and high school levels. In 2009-10, AYP was met in reading at all levels, but not met in mathematics for NCLB subgroups that no longer included LEP students.

Goals. The District Improvement committee has already started to review the long-term goals for District Improvement and current NCLB subgroups in need of instructional support and revise District Improvement strategies. Modifications in the District Improvement approach to include increased support to NCLB subgroups other than LEP students in mathematics will further need to be reflected. Given that 80% of the targeted school teachers have been trained, it is important to consider whether the goal is 100%, whether it is time to concentrate on other schools, or whether other strategies should be added to reflect newly identified needs.

Training. Training at school locations was provided by coaches familiar with the school goals rather than a central trainer; it became more school-specific and more focused on teacher and student needs. More schoolwide training (at nine targeted schools and three non-targeted schools) helped increase the number of teachers trained and may have further enhanced implementation. The recommendation is to continue providing training that is tailored to the schools' needs, including non targeted schools and expand to online training with at least one more training module developed.

Modified Focus Lessons. When creating new SIOP® modified focus lessons, additional focus on mathematics could be considered. Teachers rated modified focus lessons as "mostly" or "somewhat beneficial," so the goal for this District Improvement strategy should be to determine why "highly beneficial" ratings were infrequent and make adjustments. Increasing the percentage of "highly beneficial" ratings could be a goal.

Implementation. To maximize the effects of the SIOP® training, staff should consider expanding online resources and tips that can support all teachers. Those in non-targeted schools receive no ongoing follow-up support from the central District Improvement group, and levels of central support will likely diminish in targeted schools over time as well. Newsletters or monthly emails containing links to training provided through Blackboard and videos of lesson segments to demonstrate use of SIOP® strategies could be beneficial. A forum for exchanging comments or conducting discussions on issues such as use of instructional time while implementing SIOP® could be helpful in increasing training application levels. Until the District Improvement website becomes functional, enhanced use of the Blackboard should be the focus.

High School Component. Solicit feedback on application successes and challenges from teachers who have attended secondary mathematics training in spring 2010; videotape successful cases and use others in newsletters, emails, or on the website. Consider creating opportunities for consistent and sustainable PLT training in adolescent literacy, with someone who underwent literacy training and coaching taking the lead.

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APPENDIX I

Table A1
2009-10 Training at Targeted Schools from Training Database

School	Lesson Preparation	Building Background	Strategies	Interaction	Comprehensible Input	Lesson Delivery	Practice/ Application	Review/ Assessment	2009-10 Training Totals
Brentwood ES	35	1	1	35	1	1	1	1	35
Combs ES	3	3	3	3	3	3	47	39	48
Durant Rd ES	8	8	8	8	8	8	8	8	8
East Garner MS	31	5	72	73	4	72	26	5	71
East Wake MS	63	63	62	62	63	62	62	62	60
Fox Road ES	63	62	62	62	63	28	28	28	64
Fuquay-Varina ES	6	6	0	0	5	5	0	0	7
Green ES	44	43	43	0	42	0	0	0	44
Harris Creek ES	9	9	9	9	9	7	8	7	10
Hodge Road ES	67	66	0	0	62	0	0	0	68
North Garner MS	2	69	71	34	69	32	26	1	76
Timber Drive ES	9	9	9	9	9	9	9	9	9
Wakefield ES	17	17	17	17	17	19	17	19	19
West Lake ES	8	8	8	8	8	8	8	8	7
West Millbrook MS	16	16	16	16	16	16	16	16	15
Wilburn ES	14	14	2	2	13	0	0	0	24
Zebulon MS	38	38	38	38	38	38	38	38	38

Note: Since teachers may have attended multiple trainings, total number of teachers trained by school may not always correspond to the number of teachers attending each day of training. Schools with lower numbers of teachers trained had most training in Year 1 or 2. Brentwood lost a coach.

Table A2
2009-10 Training at Non-Targeted Schools from Training Database

School	Lesson Preparation	Building Background	Strategies	Interaction	Comprehensible Input	Lesson Delivery	Practice/ Application	Review/ Assessment	Totals 09-10 Training
Adams ES	3	4	2	2	3	2	2	2	4
Apex MS	1	1	1	1	1	1	1	1	1
Athens HS	2	3	3	3	3	3	3	3	3
Aversboro ES	2	2	2	2	2	2	2	2	2
Ballentine ES	12	12	10	10	12	9	7	0	13
Banks Rd. ES	1	1	1	1	1	1	1	1	1
Barwell Rd. ES	4	4	4	4	4	3	4	3	4
Brier Creek ES	1	1	1	1	1	1	1	1	1
Brooks ES	3	3	3	3	3	3	3	3	3
Broughton HS	2	2	2	2	2	2	2	2	3
Bugg ES	14	14	14	14	14	14	14	14	14
Carnage MS	1	1	1	1	1	1	1	1	1
Carpenter ES	3	3	3	3	3	3	3	3	3
Carver ES	1	1	1	1	1	1	1	1	1
Cary ES	2	2	1	1	2	1	1	1	2
Cary HS	4	4	4	4	4	4	4	4	4
Centennial MS	1	1	1	1	1	1	1	1	1
Daniels MS	2	2	2	2	2	2	2	2	2
Davis Dr. MS	4	4	4	4	4	4	4	4	4
Dillard Dr MS	2	2	2	2	2	2	2	2	2
Durant Rd MS	1	1	1	1	1	1	1	1	1
E Garner ES	6	6	6	6	6	6	6	6	6
E Millbrook MS	1	1	1	1	1	1	1	1	1
E Wake Health Sci HS	1	1	1	1	1	1	1	1	1
Farmington Woods ES	2	2	2	2	2	2	1	2	2
Forest Pine ES	1	1	1	1	1	1	1	1	1
Fuquay-Varina HS	1	1	1	1	1	1	1	1	1
Fuquay-Varina MS	1	1	1	1	1	1	1	1	2

Note: Since teachers may have attended multiple trainings, total number of teachers trained may not always correspond to the number of teachers attending each day of training. Schools with lower numbers of teachers trained had more training in Year 1 or 2.

Table A2 (continued)
2009-10 Training at Non-Targeted Schools from Training Database

School	Lesson Preparation	Building Background	Strategies	Interaction	Comprehensible Input	Lesson Delivery	Practice/ Application	Review/ Assessment	Totals 09-10 Training
Garner HS	5	5	5	5	5	5	5	5	5
Green Hope ES	4	4	4	4	4	4	4	4	4
Green Hope HS	3	3	3	3	3	3	3	3	3
Herbert Akins Rd. ES	1	1	1	1	1	0	1	0	1
Highcroft ES	1	1	1	1	1	1	1	1	1
Hilburn ES	2	2	2	2	2	2	2	2	2
Holly Grove ES	2	2	2	2	2	2	2	2	2
Holly Springs ES	1	1	1	1	1	1	1	1	1
Hunter ES	3	3	3	3	3	3	3	3	3
Kingwood ES	40	38	39	38	0	36	0	0	52
Knightdale HS	4	4	4	4	4	4	4	1	4
Lacy ES	1	1	1	1	1	1	1	1	1
Laurel Park ES	6	6	4	4	6	4	5	4	6
Leesville ES	1	1	1	1	1	1	1	1	1
Leesville HS	2	2	2	2	2	2	2	2	2
Leesville MS	6	6	6	6	6	6	6	6	6
Ligon MS	1	1	1	1	1	1	1	1	1
Longview HS	1	1	1	1	1	1	1	1	1
Lufkin Rd MS	9	9	8	8	9	7	8	7	9
Lynn Rd ES	3	3	3	3	3	3	3	3	3
Martin MS	3	3	3	3	3	3	3	3	3
Middle Creek ES	5	5	5	5	4	4	5	4	5
Millbrook HS	3	3	3	3	3	3	3	3	3
Mills Park ES	2	2	2	2	2	2	2	2	2
Morrisville ES	1	1	1	1	1	0	0	0	1
Mt Vernon	3	3	3	3	3	3	3	3	3

Table A2 (continued)
2009-10 Training at Non-Targeted Schools from Training Database

School	Lesson Preparation	Building Background	Strategies	Interaction	Comprehensible Input	Lesson Delivery	Practice/ Application	Review/ Assessment	Totals 09-10 Training
North Ridge ES	1	1	1	1	1	1	1	1	1
Olive Chapel ES	2	2	2	2	2	1	2	1	2
Penny Rd ES	2	2	2	2	2	2	2	2	2
Poe ES	25	25	25	25	25	24	25	24	25
Project Enlightenment	1	1	1	1	1	1	1	1	1
Rand Rd. ES	2	2	2	2	2	2	2	2	2
Reedy Creek ES	51	51	50	50	51	45	45	45	50
River Oaks MS	1	1	1	1	1	1	1	1	1
Rolesville ES	2	2	2	2	2	2	2	2	2
Salem ES	10	10	10	2	10	2	1	2	10
Salem MS	1	1	1	1	1	1	1	1	1
Sanderson HS	3	3	3	3	3	3	3	3	3
Sanford Creek ES	2	2	1	1	2	1	1	1	2
Stough ES	1	1	1	1	1	1	1	1	1
Sycamore Creek ES	4	4	4	4	4	3	4	3	4
Title I*	6	6	6	6	6	6	6	6	6
Turner Creek ES	4	4	1	1	4	1	1	1	4
Vance ES	2	2	2	2	2	2	2	2	2
Vandora Springs ES	4	4	4	4	4	4	4	4	4
Wake Forest ES	5	5	2	2	5	2	2	2	5
Wake Forest Rol. HS	1	1	1	1	1	1	1	1	1
Wake Forest-Rol. MS	4	4	4	4	4	4	4	4	4
Wakelon ES	1	1	1	1	1	1	1	1	1
Weatherstone ES	1	1	1	1	1	0	1	0	1
Wendell ES	1	1	1	1	1	1	1	1	1
Wendell MS	3	3	3	3	3	3	3	3	3
West Lake MS	6	6	6	6	6	6	6	6	6
Wiley ES	1	1	1	1	1	1	1	1	1

* Title I staff at central office

Table A3
Training Totals at Targeted Schools

School	08-09 Training Totals	09-10 Training Totals	Combined Totals
Brentwood ES	5	35	35
Combs ES	62	48	74
Durant Rd ES	12	8	19
East Garner MS	56	71	87
East Wake MS	10	60	60
Fox Road ES	12	64	68
Fuquay-Varina ES	10	7	16
Green ES	5	44	46
Harris Creek ES	13	10	23
Hodge Road ES	1	68	68
North Garner MS	1	76	76
Timber Drive ES	26	9	35
Wakefield ES	21	19	40
West Lake ES	22	7	29
West Millbrook MS	7	15	22
Wilburn ES	not available	24	not available
Zebulon MS	13	38	44

Note: Combined totals reflect number of independent individuals trained at each school during the 08-09 and 09-10 school years.

Table A4
Training Totals at Non-Targeted Schools

School	08-09 Training Totals	09-10 Training Totals	Combined Totals
Adams ES	50	4	53
Apex ES	5	0	5
Aversboro ES	0	2	2
Baileywick ES	16	0	16
Ballentine ES	0	12	12
Banks Rd. ES	0	1	1
Barwell Rd. ES	7	4	11
Brier Creek ES	0	1	1
Broughton HS	0	3	3
Bugg ES	9	15	24
Carpenter ES	9	3	12
Carver ES	0	1	1
Cary ES	0	1	1
Cary HS	30	4	34
Centennial MS	2	1	3
Conn ES	1	0	1
Daniels MS	0	2	2
Davis Dr. ES	4	0	4
Davis Dr. MS	1	4	5
Dillard Dr. ES	2	0	2
Durant Rd. MS	14	1	15

Table A4 (continued)
Training Totals at Non-Targeted Schools

School	08-09 Training Totals	09-10 Training Totals	Combined Totals
E Garner ES	0	6	6
Farmington Woods ES	0	2	2
Forest Pine ES	0	1	1
Forestville Rd. ES	1	0	1
Fuller ES	3	0	3
Fuquay-Varina HS	0	1	1
Garner HS	7	5	11
Green Hope ES	3	4	7
Herbert Akins Rd. ES	0	1	1
Heritage ES	11	0	11
Highcroft ES	0	1	1
Hilburn ES	8	2	10
Holly Grove ES	0	2	2
Holly Ridge MS	1	0	1
Holly Springs ES	0	1	1
Holly Springs HS	5	0	5
Hunter ES	1	3	4
Jeffrey's Grove ES	1	0	1
Joyner ES	1	0	1
Kingwood ES	0	53	53
Knightdale ES	7	0	7
Knightdale HS	3	4	7
Laurel Park ES	0	6	6
Lead Mine ES	1	0	1
Leesville ES	0	1	1
Leesville HS	1	2	2
Leesville MS	0	6	6
Ligon MS	1	1	2
Longview HS	0	1	1
Lufkin Rd MS	0	9	9
Lynn Rd ES	2	3	5
Martin MS	0	1	1
Middle Creek ES	3	5	8
Middle Creek HS	6	0	6
Millbrook HS	5	3	8
Mills Park ES	0	2	2
Morrisville ES	4	1	5
North Ridge ES	3	1	4
Oak Grove ES	1	0	1
Olive Chapel ES	0	2	2
Poe ES	6	25	29
Project Enlightenment	0	1	1
Rand Rd. ES	4	2	6
Reedy Creek ES	0	51	51
River Oaks MS	1	0	1

Table A4 (continued)
Training Totals at Non-Targeted Schools

School	08-09 Training Totals	09-10 Training Totals	Combined Totals
Rolesville ES	6	2	8
Salem ES	24	10	34
Salem MS	0	1	1
Sanderson HS	2	3	5
Sanford Creek ES	0	2	2
Smith ES	1	1	1
Stough ES	7	1	8
Sycamore Creek ES	2	4	6
Turner Creek ES	3	4	7
Vance ES	10	1	11
Wake Forest-Rolesville MS	5	4	9
Wakelon ES	0	1	1
Wakefield HS	1	0	1
Weatherstone ES	0	1	1
Wendell ES	0	1	1
West Lake MS	0	6	6
Wildwood Forest ES	1	0	1
Yates Mill ES	1	0	1
Zebulon ES	2	0	2

Note: Combined totals reflect number of independent individuals trained at each school during the 08-09 and 09-10 school years

Table A5
SIOP® in SIP Plans

School	SIOP Mentioned in SIP						
	Key process	**Action steps**	**Professional Development activity**	**Resource**	**Measurable process checks**	**School reform strategy**	**Instructional program**
Brentwood Elementary	x	xx	x			x	x
Combs Elementary		x	x	x			
Durant Road Elementary				xxx	xxx		
East Garner Middle	x	x	x	x			
East Wake Middle	x	xxxx	x	x	x		
Fox Road Elementary		xx	x	x			
Fuquay-Varina Elementary	none						
Green Elementary		x					
Harris Creek Elementary	none						
Hodge Road Elementary			x				
North Garner Middle		x	x				
Timber Drive Elementary	x	xxxxxx x	x	xxxx	xxxx		
Wakefield Elementary		xx	xx				
West Lake Elementary				x			
West Millbrook Middle		x					
Wilburn Elementary		x	x	xxx			
Zebulon Middle	x	xxxxx	x	xxx	x		

APPENDIX II

Historical Overview of the WCPSS District Improvement Results

Results for 2009-10

Level	Reading	Math	Implications for 10-11	
Grade 10	MET	MISSED – Black, SWD	Reading	Math
Grades 6-8	MET	MISSED - Hispanic		
Grades 3-5	MET	MISSED – Black, FRL	Met AYP	Enter Level 2

Results for 2008-09

Level	Reading	Math	Implications for 09-10	
Grade 10	MISSED – LEP	MISSED – Black, FRL, SWD	Reading	Math
Grades 6-8	MET	MET	Exit	Remain in
Grades 3-5	MET	MET	sanctions	Level 1

Results for 2007-08

Level	Reading	Math	Implications for 08-09	
Grade 10	MET	MISSED – Black, Hispanic, FRL, LEP, SWD	Reading	Math
Grades 6-8	MISSED – Black, Hispanic, FRL, SWD	MISSED – all students, Black, Hispanic, Multiracial, FRL, SWD	Remain in Level 2	Enter Level 1
Grades 3-5	MISSED – Hispanic, FRL, SWD	MISSED – Black, Hispanic, FRL, SWD		

Results for 2006-07

Level	Reading	Math	Implications for 07-08	
Grade 10	MISSED – LEP, SWD	MISSED - SWD	Reading	Math
Grades 6-8	MISSED – SWD	MISSED – Black, Hispanic, FRL, LEP, SWD	Level 2	Watch List
Grades 3-5	MISSED – SWD	MISSED – Black, FRL, SWD		

Results for 2005-06

Level	Reading	Math	Implications for 06-07	
Grade 10	MISSED – LEP, SWD	MISSED - SWD	Reading	Math
Grades 6-8	MISSED – SWD	MISSED - SWD	Enter	
Grades 3-5	MISSED – LEP, SWD	MET	Level 1	

Results for 2004-05

Level	Reading	Math	Implications for 05-06	
Grade 10	MISSED – LEP, SWD	MISSED – SWD	Reading	Math
Grades 6-8	MISSED – LEP, SWD, Hispanic	MISSED – LEP, SWD, Black	Watch List	Watch List
Grades 3-5	MISSED – LEP, SWD	MISSED - SWD		

FRL – free or reduced-price lunch