Recommendations for an English Language Learner Literacy Intervention in Durham Public Schools for Communities in Schools of Durham

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There is a critical need within Durham to implement an evidence-based afterschool literacy program that primarily focuses on increasing the language development of the growing number of English Language Learner Students.

BACKGROUND

• Role of Communities in Schools of Durham
  • CIS of Durham is the county’s only nonprofit dropout prevention organization
  • CIS requires additional information to better inform their decision to seek funding to implement an evidence-based afterschool ELL literacy program
  • The problem:
    • 50-70% of English Language Learners (ELL) perform at a reading level of below basic (The Nation’s Report Card, 2009)
    • Less than 10% of Limited English Proficient students are at or above proficient reading levels (The Nation’s Report Card, 2009)
    • This gap between ELL and monolingual peers has been shown to persist for five to six years (Bisslaender et al., 2008)
  • Why CIS of Durham is Interested
    • Between 1997 and 2008, North Carolina has experienced a growth of over 200% in ELL students (NCELA, 2010)
    • 13.9% of Durham’s population speak a primary language other than English at home (U.S. Census Bureau, 2009)
• Importance of starting interventions at a young age
  • “Learning begins at birth” (Lombardi, 2011)
  • Many critical skills, such as letter recognition, are formed as early as the kindergarten years (West et al., 2000)
  • Almost all later skills and school subjects are contingent upon the ability to read
  • “Spanish-speaking children benefited from explicit systematic instruction that shared many of the same elements that have been proven effective with native English speakers” (Mathies et al., 2007)

For more information, contact: Emily Bray

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• Bud Lavery, Executive director, CIS of Durham
• Cassandra Richards, Research analyst, CIS of Durham
• Marissa Schroot, ESL Teacher, Holt Elementary
• Mercedes McCurley, Translator, Durham Public Schools
• Dr. Elizabeth Snyder, Center for Child and Family Policy, Duke University

TEACHER INTERVIEWS

Purpose: To verify with the people who work with ELL students everyday which interventions might have the most potential. Marissa Schroot (ESL teacher at Holt Elementary) and Mercedes McCurley (translator and facilitator for ESL families) participated in individual one-hour interviews.

...While there are parent programs in place within Durham Public Schools, there are currently no Durham programs designed specifically for ELL students...

• Both conveyed an overall sense of eagerness to help from teachers and parents
• Both felt at least 15-20 minutes should be incorporated into the intervention for homework

FOUR MODES OF INTERVENTIONS AND WWC-REVIEWED STUDIES

1. Technology: Involves the use of computer and/or television programs
   • Success for All
   • “ArtLab”
   • Fast ForWord Language**

2. Peer Tutoring: Taps into an ever present resource through interaction and instruction
   • Peer-Assisted Learning Strategies (PALS)
   • Peer Tutoring and Response Groups**

3. Supplemenal Reading: Focuses on decoding skills, comprehension, and vocabulary
   • Enhanced Prospective Reading
   • Reading Mastery
   • Instructional Conversations and Literature Logs**

4. Small Group Work: Groups of 3-10 students engage in literacy activities together
   • Bilingual Cooperative Integrated Reading and Composition (BCIRC)
   • “Real Talk”**

What Works Clearinghouse (WWC) - Established by the U.S. Department of Education’s Institute of Education Sciences

http://ies.ed.gov/ncee/wwc/

• 10 evidence-based programs designed for ELL children
  • All produced positive or potentially positive results, the two highest standards
  • Assessed gains in language development (see chart)
• Expression through speech, vocabulary, grammar
• Assessed gains in reading achievement (see chart)
• Decode simple words, read with fluency, comprehend texts

WHAT WORKS CLEARINGHOUSE (WWC)
Younger children (Kindergarten through Grade 3)
• “Arthur” (Technology) — 3 days/week for 30 min (++) “Potentially positive” +11 increase in Language Development
  • Two forms of multimedia that otherwise might not be available to children
  • Provide a common experience about which children can converse
  • Inexpensive
• Fast ForWord Language (Technology) — 5 days/week for 100 min (++) “Potentially positive” +31 points on Language Development
  • Engaging computer component
  • ($40,000 site license)
• Read Well! (Small Group Work) — 5 days/week for 45 min (++) “Potentially positive” +21 increase in Language Development
  • Learn in an intimate group of 3-6 before practicing with teacher and self
  • Reasonable cost at $1,250.95 for a classroom
  • Bilingual teachers

Older children (Grades 4 through 6)
• Peer Tutoring and Response Groups (Peer Tutoring)
• Enhanced Prospective Reading
  • Peer-Assisted Learning Strategies (PALS)
  • Groups of four to six children versus the traditional one-on-one setup
  • (++) High teacher-to-student ratio (1 to 27), helping to decrease...

• Instructional Conversations and Literature Logs (Supplemental)
  • Inexpensive
  • Enhanced Prospective Reading
  • PEER: Peer Education Enhancement Reading Enhancement

RECOMMENDATIONS

Four modes of interventions and WWC-reviewed studies

In contrast, the criteria listed below were viewed as unfavorable and resulted in some interventions not being recommended:

1. Total reliance on bilingual teachers
2. High cost
3. Time-intensive, such as sessions that last two hours per day or longer

For more information, contact: Emily Bray

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Risk Assessment in the North Carolina Department of Juvenile Justice and Delinquency Prevention
Kara Dimon
Advisor: Anne-Marie Iselin, Ph.D.
Presented: April 2011

What are standardized risk assessments?
Since their inception, risk assessment instruments have evolved into an amalgamation of actuarial and clinical methods. Although primarily actuarial, these measures provide mechanisms to standardize the individualized clinical approach. While specific risk assessment measures vary from state to state, most juvenile justice systems employ some version of this structured professional judgment. The purpose of standardized risk assessment procedures is to appropriately tailor treatment dispositions and accurately predict the likelihood that a youth will recidivate.

Background:
The North Carolina Juvenile Justice Department employs an adapted version of the Child and Adolescent Needs and Strengths-Juvenile Justice Version (CANS-JJ). This is a risk assessment that measures variables that have been identified as being important for determining placement and service needs in specific areas (i.e., delinquency, violence, substance use, etc.) to better inform juvenile court decisions.

Purpose of study:
The goal of this study is to evaluate NC-DJJDP’s risk assessment. We examine whether this measure can accurately distinguish youth who receive mental health treatment and out-of-home placements from those who do not. We also examine whether this risk assessment accurately distinguishes successful diversion from unsuccessful diversion. The accuracy of risk tools is important to not only identify youth who will most likely benefit from certain treatments, but also to protect young offenders from unfair or unequal treatment by the courts.

Methods:
Measure: The CANS-JJ comprises nine risk domains that are summed to reach one cumulative risk score. These domains include:
- Age of first offense
- Number of unclassified or delinquent referrals to intake
- Prior adjudications
- Prior assaults
- Runaways (from home or placement)
- Known use of alcohol or illegal drugs over the past year
- School behavior problems over the past year
- Peer relationships
- Parental supervision

Juveniles receiving a risk score between 0 and 7 are considered to be low risk. Medium risk encompasses scores between 8 and 14. High risk includes scores 15 and higher.

Sample: The sample included risk assessment scores of 53,758 youth who entered the North Carolina juvenile justice system since 2002.
- Age: Participants were approximately 14 years old (SD = 1.71, Range = 6 to 20 years) at the time of their first risk assessment.
- Gender: 66% were males (n = 35,713) and 34% were females (n = 18,040).
- Ethnicity/Race: The majority of the sample was African American (46.0%, n = 24,715). Approximately 42% was White (n = 22,648) and 7% was Hispanic/Latino (n = 3,657).

Analyses:
ANOVA tests were used to analyze whether groups of juveniles differed on their total risk scores. We examined the following three grouping variables:
- Youth receiving in-home versus out-of-home placements
- Youth receiving mental health versus non-mental health services
- Youth who successfully completed diversion programming versus those who did not

Research Findings:
We found significant differences between the mean risk scores of each variable measured:
- As expected, the mean risk score was higher for youth who received out-of-home placements (M = 6.18, SD = 3.66), than for youth who received in-home placements (M = 5.02, SD = 3.36).
- The mean risk score was highest for youth who received mental health treatment (M = 5.42, SD = 3.43), and lowest for those who received prevention programs (M = 3.80, SD = 2.86). The mean risk score for non-mental health treatment fell in the middle (M = 4.24, SD = 3.14).
- The mean risk score was lower for those who were successfully diverted (M = 3.80, SD = 2.75), versus those who were not (M = 5.38, SD = 3.27).

Policy implications and future research:
- Professionals at the NC-DJJDP should continue implementing a structured system for regular reassessments of risk level.
- When dealing with racial and ethnic minorities, additional domains should be included so that service providers can generate accurate risks score for these youth.
- Examine if grouping offenders based on similar risk profiles, can more accurately pinpoint predictors of recidivism, rather than using predictions derived from pooling all offenders together and examining a single cumulative risk score.
- Future research should consider conducting a longitudinal study on the CANS-JJ to assess its long-term predictive validity.
- Future studies would benefit from examining the effects of both gender and race on how well risk scores predict placement, mental health services, and success of diversion.

This poster accompanies a research paper and a policy brief developed under the supervision of Dr. Iselin, in conjunction with the Duke School Research Partnership Office. For more information, please contact: Kara.Dimon(Kara.dimon@gmail.com) or Anne-Marie Iselin (ari@duke.edu).
Serving Students who Face the Greatest Challenges at E.K. Powe Elementary

Ian Harwood

Faculty Advisor: Joel Rosch, Ph.D., Research Scholar, Duke University Community Partner: Jeanne Bishop, Principal, E.K. Powe Elementary School

Background:

• Research suggests that between 1-7% of students exhibit chronic or intense problem behavior that schools cannot address internally (Sugai, Horner et al. 2000)

• The School suspension rate at E.K. Powe for 2009-2010 was 7.4%. The district goal is to have a maximum of 2%. (School Improvement Plan 2010)

Process

• Conducted secondary research on mental health support systems and programs

• Identified school-specific needs through meetings with school counselor, social worker, and principal

• Identified relevant, local mental/behavioral support resources

• Developed recommendations to enhance interaction between school and community organizations through meetings with community organization staff and school staff

More Than a “Program”

“Systems are needed to support the collective use of best practices by individuals within the organization” (PBIS Implementation Blueprint and Self-Assessment, 2010).

• Researchers note a disconnect between the mental health needs of students and the provision of mental health services; despite the presence of programs and services, students often aren’t connected to them (Epstein, Nelson et al. 1993).

• A growing body of research suggests that a systems-based approach is an effective way to organize and administer services to address students with the most complex or difficult emotional and behavioral problems.

System of Care

• System of Care (SOC) strives to bridge the gap between students and mental health service providers.

• The Durham Center implements SOC. They maintain an extensive database of local service providers, and consult with children and families in order to connect them to the right services.

• System of Care approaches the most difficult and complex problems students face by establishing a team of family members, relatives, and relevant professionals called the “Child and Family Team”.

“Child and Family Team develops and implements an individualized family-centered service/support plan through one unified team: 1 Family, 1 Team, 1 Plan” (“Durham System of Care” 2006).

Identifying Students who Face “the Greatest Challenges”

• Response to Intervention (RTI) is the method currently used at E.K. Powe in order to identify appropriate interventions for students.

• It is based on three tiers: Universal Interventions, Targeted Group Interventions, and Intensive Individual Interventions.

• RTI could be integrated with System of Care. RTI identifies the students, SOC connects them with appropriate services.

Works Cited:


This research project identifies policy strategies to improve teacher effectiveness in Durham Public Schools.

### Policy Recommendations

1. DPS could enrich teacher recruitment, induction programs, and professional development initiatives by emphasizing the following:
   - Teacher mastery of subject-specific knowledge
   - Individualized instruction and variation of instructional practices
   - Demonstrating clear and measurable teacher expectations for individual student achievement

   This recommendation draws from the research that finds a positive association between the listed qualities and higher student achievement.

2. DPS could focus teacher recruitment to those who are traditionally certified or to those who have qualifications similar to traditional certification.

   This recommendation draws from research that finds teacher preparation and certification important for student learning. Although standard certification is important, qualifications and training are equally important for effective teaching.

3. DPS could conduct a district-wide study to identify effective teaching qualities and strategies specific to its needs and objectives.

   It is difficult to generalize the teacher inputs and processes research findings to DPS because the populations studied differ on various levels. DPS could conduct an in-house study to find which teacher qualities boost student achievement. DPS could validate the NC teacher evaluation for accuracy and use it as a tool to identify effective teacher practices.

4. DPS could implement a teacher professional development program focused on feedback to teachers with a curriculum content-based approach.

   Research highlights the importance of teacher professional development programs to boost teacher effectiveness. It might serve DPS to promote professional development initiatives from a content-and-curriculum-based approach.

5. DPS could explore other measures of student learning outside of standardized test scores.

   Student learning and teachers’ roles to improve student learning reach beyond the bounds of standardized tests. DPS would do well to consider incorporating value-added data discrepancies in policy and research discussions when examining future research results on teacher effectiveness.

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### Teacher Evaluation Systems as Step toward a Teacher Effectiveness Model

Education administrators are identifying teacher effectiveness patterns at the local level through new teacher evaluation systems.

Although there is not an official teacher effectiveness model, the examples below illustrate how researchers and school administrators are working together to identify key processes and qualities for effective teaching.

### Measures of Effective Teaching (MET) Project

This nation-wide study seeks to find a composite measure of teacher effectiveness, which will help identify key qualities that promote student learning. Researchers released preliminary findings in December 2010:

- Teachers who lead students to achievement gains in one year or in one class tend to do so in the future.
- Teachers with high value added on state tests tend to promote deeper conceptual understanding in their students.
- Teachers have larger effects on math achievement than on reading or English achievement.
- Student perceptions of a given teacher’s strengths and weaknesses are consistent among the students they teach. Student perceptions seem to be accurate in identifying effective teaching.

### Charlotte-Mecklenburg Schools’ Student Learning Objectives Program

Pilot program that seeks to create an accurate evaluation tool to identify effective teachers.

- Utilizes the NC Evaluation Tool, value-added data, classroom observations, and student surveys to measure teacher effectiveness.
- CMS plans to conduct an in-house study that identifies the top performing teachers based on value-added data to find out what top teachers are doing differently.
- CMS may find what top-performing teachers do differently through observations, student surveys, and instructional practice evaluation in their new teacher evaluation system.

### Singapore’s Teacher Competency Model

- Singapore ranks among the top countries in the world on student achievement in math, science, and literacy.
- Singapore’s “Enhanced Performance Management System” screens teachers based on their academic caliber and demonstration of the following competencies:
  - Cultivating knowledge
  - Working with others
  - Winning hearts and minds
  - Knowing self and others

The focus on competencies shows that academic credentials are not enough for effective teaching; it also requires soft attributes, which enhances the measurable teacher characteristics.
Best Practices for Meaningful Student Involvement in Durham Public Schools

Stephanie Kershaw
Advisor: Dr. David Rabiner

April 2011

Student Involvement in Decision-Making in Durham Public Schools

In 2007, Policy 4900-High School Student Advisory Council was created to give students a voice in decision making in Durham Public Schools. This policy stipulates that:

- Students will elect a member from each high school in the district to serve on a Student Advisory Council.
- Members of the Student Advisory Council will attend board meetings and committee meetings of interest and report on these activities at their school and at student council meetings.
- The Student Advisory Council will attend one joint meeting with the superintendent and interested school board members to discuss matters of concern and interest to the students.

Although this policy was approved in 2007, it has not yet been enacted in a meaningful way. This prompts several questions:

- Why was the Student Advisory Council never implemented?
- Why is meaningful student involvement important?
- What are possible alternatives or supplements to a Student Advisory Council?

These questions were addressed through reviewing the literature pertaining to student involvement and through interviews conducted with leaders in education and youth engagement in Durham Public Schools.

Three Key Characteristics of Student Involvement

Successful student involvement programs share several key elements that enable student involvement to be meaningful and sustainable:

- **Adult facilitation** – A designated adult who is separate from the Board of Education is responsible for maintenance and organizational logistics, e.g., securing meeting space, facilitating meetings & communication between students and school leaders.
- **Alliances** – These programs utilize national organizations or local non-profits that provide students and administrators with training and resources for involving students in decision-making (examples: SoundOut, Youth on Board, Youth Leadership Institute, etc.)
- **Establishing effective communication** – These programs have mechanisms in place to keep students informed of policy issues in which their input may be valuable.

Policy Recommendations:

The program elements noted above are currently absent in Durham and lead to the following recommendations for restructuring the Student Advisory Council to include some, if not all, of the key characteristics of student involvement.

- Adult facilitation can be achieved in several ways. One option is hiring an AmeriCorps employee full or part-time. Other options include expanding the job description of an employee in Durham in a similar field. (i.e., 4H employee, an employee in city offices, a Parks and Rec employee or a teacher in Durham Public Schools) to take on the facilitator role.
- Forming alliances with local Durham community organizations such as Kids Voting Durham or NC Civic Education Consortium would provide students with guides and outlines for collaboration.
- Creating networks of collaboration involves keeping students and individual schools informed of relevant and important policy changes. Some possible media include press releases to school papers, Twitter, and Facebook.

Potential Barriers to Student Involvement

- A Student Advisory Council runs the risk of marginalization of student input.
- Unintentionally establishing a system that only grants a voice to high achieving students and leaves out other students.
- Problems prioritizing student involvement in favor of more tangible issues.
- Potential problems funding a full or part-time facilitator.

What additional research is needed?

- Studies that carefully examine the impact of student involvement programs on meaningful education outcomes.
- More in-depth look into the needs and expectations of all stakeholders in DPS student involvement policy (students, parents, teachers, administration, other staff, etc.)
- Avenues for hiring and funding a full-time or part-time facilitator for a Student Advisory Council in Durham Public Schools.
- Continue evaluating other alternatives to an Advisory Council.

One Vision. One Durham.

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Uniforms at Neal Middle School: Recommendations to Enhance Compliance & Effectiveness
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Background:
- Neal Middle School implemented a uniform policy starting in the 2007-2008 academic year as part of a larger effort to overhaul the school.
- School administrators now believe the uniforms have had a positive impact on the community.
- This study examines the Neal Middle School community’s response to uniforms alongside existing research literature, in order to identify the non-quantitative benefits resulting from the uniform policy.
- Existing research suggests that uniforms do not improve student attendance, discipline, grades, or test scores.
- More recent qualitative research suggests that uniforms do have noticeable positive impacts on a school community, especially with regard to student self-esteem, the classroom environment, and school climate.
- The objective of this study is to propose enhancements to the school uniform policy that will help build a positive school climate.

Findings:
- Via anonymous surveys, 18 parents responded to a series of open-ended questions about their impressions of the school uniform policy: Parents most enjoyed the added convenience and reduced cost of uniforms. They agreed that uniforms promote a positive, focused learning environment and a more unified student body. Many responded that the rules regarding pants, shoes, and socks were unclear and difficult to follow. Free-dress days and college- or university-branded clothing received strong support.
- Via focus groups, 26 students responded to similar questions: Though they complained about the lack of freedom caused by uniforms, students stated that the implementation of the uniform policy corresponded with an improvement in Neal’s safety and reputation. They expressed frustration with uneven enforcement of the policy and its confusing guidelines. They made the case for free-dress days and added color choice.
- Via the North Carolina Teaching Conditions Survey, teachers at Neal reported on trends in school safety and student discipline: The survey records teachers’ perceptions of school resources, student conduct, staff interaction, and other aspects of school climate. Teachers at Neal report that school safety and student discipline have improved steadily since 2006, the year before uniforms were introduced.

Table 1

<table>
<thead>
<tr>
<th>Survey Question</th>
<th>% of Respondents in Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School administrators consistently enforce rules for student conduct.</td>
<td>22 29 51</td>
</tr>
<tr>
<td>School administrators support teachers’ efforts to maintain discipline in the classroom.</td>
<td>45 54 78</td>
</tr>
<tr>
<td>The faculty work in an environment that is safe.</td>
<td>41 67 98</td>
</tr>
</tbody>
</table>

Discussion:
- Students, parents, and teachers at Neal agreed that the current uniform policy has had positive impacts on the school’s image and climate.
- These perceptions were supported by a review of administrative records.
- Each of these groups identified opportunities for improvement in the policy.
- The focus groups and surveys revealed that they generally agreed on what changes needed to be made.

Recommendations:
1. Implement strategies to encourage student compliance with the dress code
   - Offer more color choices that appeal to students
   - Permit non-dress code items such as sweatshirts or t-shirts if they bear college or university logos
   - Allow students to wear more accessories
   - Provide alternatives to khaki pants
   - Allow denim on Fridays or other special days
2. Use uniforms to build school pride and positive identity
   - Offer school-logo attire such as sweaters and sweatshirts
   - Award accessories such as school pins and patches for good attendance, grades, athletic achievement, or effort in the classroom
   - Offer opportunities for relaxed dress, in the form of free dress days or “Spirit Week”
3. Amend the dress code to address enforcement inconsistencies
   - Publicize the dress code around the school premises and on the school website
   - Discuss with teachers the most common sources of confusion and update the dress code accordingly
   - Set clear guidelines by which teachers can determine their responses to dress code violations

Methodology:
- Four sources of data were used to explore the impacts of the school uniform policy at Neal:
  - Administrative records (EOG scores, disciplinary data)
  - Student focus groups
  - Parent surveys
  - North Carolina Teaching Conditions Survey
- My objective in conducting student focus groups and surveys of parents and teachers at Neal was to create interactive conversations that revealed details of people’s personal experiences with school uniforms and school climate.
- Administrative data was used only to verify trends reported by the students, parents, and teachers, rather than to establish any causal links between uniforms and changes in the school.

Academic performance data (Figs. 2 & 3) was gathered from the North Carolina School Report Cards website. It indicates steady improvement in performance on end-of-grade math and reading tests since the introduction of uniforms in the 2007-2008 school year.
Arts Education in the Era of No Child Left Behind

Brianna Nofil

Faculty Advisor: Ben Goodman, Ph.D.

In conjunction with the School Research Partnership Office, April 2011

What is the No Child Left Behind Act?

- The No Child Left Behind Act of 2001 proposed that in order to close the achievement gap, we must have high levels of accountability for our teachers and schools, to ensure that all students are receiving a quality education.
- The goal of NCLB is for 95 to 100 percent of students to be scoring at a proficient level in reading, mathematics, and science by 2014.
- The Act initially contained earmarked funds for arts education; however by 2003, all $30 million of NCLB’s earmarked arts education funds were eliminated on the basis of the Bush Administration policy of “terminating small categorical programs with limited impact in order to fund higher priorities.”

Effects of NCLB on Arts Education Instruction

In 2010, the National Art Education Foundation sponsored the first comprehensive survey examining the effects of NCLB on arts education (Sabol, 2010). Based on a random sample of 3,400 arts educators, the following results were noted:

- **Scheduling**
  - 67% of subjects reported that art schedules had been affected by NCLB.
  - 47% of subjects reported that their art schedules had increased interruptions, conflicts, and problems.
  - 37% reported that their schedules became more complicated.
  - Subjects reported that students were pulled out of art classes for remediation (14%) or for testing or practice testing (11%)

- **Work Load**
  - Arts educators indicated they were now teaching fewer art classes because they were required to teach classes needed to purchase consumable supplies.
  - 58% of respondents reported that their workloads had increased because of NCLB.

Funding

- 63% of respondents reported budget cuts in the funds needed to purchase consumable supplies.
- 34% reported cuts in budgets for instructional resources.
- The average funding cut reported was 30%.
- Funds cut from art programs were redirected toward core classes, for test prep, remediation, and for special needs and low performing students support.

Justifying Arts Education in an Age of Standardized Testing

Because the arts are not assessed in standardized tests, advocates have worried that they are treated as a less important aspect of the school curriculum. In an attempt to remedy this, many researchers have linked learning and participation in the arts to higher performance on standardized tests.

In 2000, Project Zero performed 10 meta-analytic reviews of 188 studies, dating from 1950-1999, linking the arts to some form of academic improvement. Clear causal links were found in the following categories:

- Listening to Music & Spatial-Temporal Reasoning
- Learning to Play Music & Spatial Reasoning
- Drama & Verbal Skills

Despite these linkages, Project Zero concluded that, to date, existing evidence is not conclusive enough to justify arts education on the basis of improved standardized test scores alone.

Arts Integration Methods

Arts integration is a flexible concept that can be implemented in many ways; the overarching goal is to incorporate the arts into other core subjects and encourage interdisciplinary learning. Two of the most successful and enduring programs have been the Chicago Arts Partnership in Education (CAPE) and the North Carolina A+ Schools Program.

**Chicago Arts Partnerships In Education (CAPE)**

- The goal of CAPE is to form partnerships between teachers and artists in order to create lesson plans that incorporate art into other subjects.
- In participating schools, 91% of teachers had engaged with an artist in lesson preparation and instruction, while artists reported devoting about half their time to arts instruction and half their time to integration activities.
- In 1992, CAPE began its work with 37 schools paired with 80 community partners and artists. Seven years later, 19 of these schools were still participating with their original community partners.

**North Carolina A+ Schools Model**

- The A+ Schools Program sought to bring instruction in all four forms of arts education (dance, theatre, music, visual arts) into the curriculum of North Carolina schools, as well as to integrate the arts into other core subjects.
- Compared to other public schools in North Carolina, the A+ schools viewed the arts as more collaborative and interdisciplinary and had stronger communication channels among teachers of different subjects as a result of the integrated curriculum.
- Test scores at A+ schools have increased at a level equal to or greater than other North Carolina schools but have done so without sacrificing a balanced curriculum.

Recommendations

Arts integration represents a promising strategy for maintaining the arts’ position in the curriculum, without sacrificing student performance in other core subjects.

- For arts integration efforts to be successful, schools must dedicate substantial time to planning and collaboration, rather than allowing the arts to be an afterthought.
- Successful programs have allowed for professional development to show teachers how to independently incorporate the arts into the classroom.
- Both of the featured programs were initially funded by private and corporate donors, which is not a practical reality for many districts. For larger scale arts integration to be effective, it needs to receive more government support, beyond the occasional grant.
How to Bring Quality Education to North Carolina's Juvenile Detention Centers

Maddie Pongor
Advisor: Anne-Marie Iselin

When many challenges affect the students, the learning environment, and the teachers in juvenile detention centers, how can kids get the caliber of education North Carolina promises to provide?

Background: Juvenile Detention Centers in North Carolina

Nine juvenile detention centers in North Carolina are charged with providing quality education to detained adolescents. They stay in these centers awaiting a hearing or placement in another facility.

The Challenges

1. Characteristics of Detained Youth
   - Educational disabilities are far more prevalent among youths in detention centers (between 33% and 80%) than in American public schools (just 12%).
   - Low literacy levels: The average reading level nationally for ninth grade youth in correctional facilities is fourth grade.
   - Poor academic histories: Adolescents have often failed out of school, dropped out of school, or been held back a year or more.
   - Great chance of behavior problems, moral reasoning difficulties, and substance abuse among these youths.

2. Institutional Challenges: Factors within the Juvenile Justice System
   - Structural inefficiency: supervision and communication between the administrative levels in the juvenile justice system can be improved.
   - Computing: how to define appropriate educational services for youths in detention centers has been highly debated.
   - Insufficient communication and collaboration with public schools.
   - Curriculum: alternative techniques such as individualized lessons may be more successful.
   - Unprepared teachers: teacher training sometimes does not cover special education or career development.
   - Teacher recruitment challenges: limited funding prohibits detention centers from offering salaries and working conditions equal to those in local education agencies.
   - Physical limitations: finances, resources, and space

3. External Challenges: Limited research
   - Studies have found that the characteristics of the youth have not been adequately evaluated.
   - Assessment practices to identify current levels of functioning and to monitor students' academic progress remain largely unknown.

Research-Based Recommendations for the North Carolina Department of Juvenile Justice and Delinquency Prevention

To Address Challenging Characteristics of Detained Youth:

- Encourage all current and incoming teachers to get special education licenses.
- Special attention to literacy: Evaluate if literacy interventions help a certain sector of students improve their literacy more than others.
- Career and academic counseling: Teachers can provide testimonials on how high school and college diplomas enhance career options.
- Positive behavioral interventions and support: Strategies for teaching appropriate behaviors to create positive school environments.

To Address Institutional Challenges within the Juvenile Justice System:

- Consistent administrative oversight: Principals must continue to ensure that the teachers and centers comply with state standards regarding the mobility of students, maximum class size, multi-age classes, and the transfer of academic records from schools to the juvenile justice system.

- Survey teachers to see if they perceive conflicting priorities in detention center curriculum (for example: certain subject areas may be stressed as opposed to functional, useful skills and behavior mentorship) and solicit their opinions on reconciling these conflicts.

- Enhance cooperation with schools: NCDJJDP can assess what proportion of students have incomplete records upon entering detention centers and to what degree teachers believe a lack of information is problematic to the juvenile’s educational success.

- Based on that assessment, the Department may determine whether incoming students have complete records which their teachers review.

- Alter curriculum implementation: Apply an individualized, tutoring-based approach and a classroom structure that promotes student involvement, movement, and open-ended questioning. Scholars have found that detained adolescents learn best in this environment.

- Enhance the diagnostic screening process: Develop a pilot program applying the “4MAT model” which categorizes different students’ learning styles.

- Salary Assessment: Survey teachers to gauge whether their salary relative to those they would receive in the public school system impacted their decision to work for the Department.

- Encourage more teacher-to-teacher observation

- Expand the use of online instructional tools

- Assess teacher training and preparedness: Do teachers feel they received adequate training on how to address extra-curricular needs such as special education needs, career advice, and behavior modification?

- Assess the adequacy of support systems for teachers: Further support may reduce stress and burnout rates.

To Address the Lack of Research:

Enhance partnerships with researchers: Encourage scholarship on detention center education and solicit feedback.

Benefits for Detained Youth and NCDJJDP:
- Build new relationships with community partners and universities.
- Streamline people and resources to children in need: one of the ultimate goals of the juvenile justice system.
- Bring youth, enthusiastic minds into the classrooms, inspiring teachers to improve their performance and empowering the students.
- Minimal cost to NCDJJDP if the interns are unpaid.

Benefits for the Interns:
- Direct experience in education and law, simultaneously.
- Gain exposure to a potential career path.
- Make a tangible difference in the lives of children in need.
- More room for one-on-one interaction with students in detention centers than in public schools (due to smaller class sizes).
- University students may receive course credit.

All detention centers are within easy commute of universities from which the Department could draw interns.

Testimony from a Former Detention Center Teacher: Dr. Kelley Reinsmith-Jones

My three years as a juvenile detention counselor was by far the best work experience I have ever had. The depth of pain the adolescents had experienced saw more to me and created a new dimension to my capacity for empathy. They were society’s “throw-aways” – locked up instead of nurtured. My work gave me an insider’s understanding to the complexity of these young incarcerated people and the opportunity to view their beauty, their talents – and the depth of their souls. If teachers and interns can see these young folks for the children they are inside – not just for the pain they survived, but for their inner strength – I believe that intern could learn so much about people, life and love from these wonderful kids. Such is a lesson in humanity: the lesson of a lifetime. I owe thanks to each one of these kids who taught me so much.

For more information, contact: Maddie Pongor
mpongor@gmail.com

Many thanks to Anne-Marie Iselin for her never-failing support, and to those at NCDJJDP: Gary Kearney, Joe Austin, Clifford Owens, and Robert Loe. Thanks to Kelley Reinsmith-Jones for her testimony, and to Jenni Owen and David Balmer for arranging this amazing School Research Partnership.
The Duke Hospital School
Parent Satisfaction Survey
Jean Rheem, April 2011

Background

- In any given year, over 2.2 million children require education outside of school because of hospitalization in the United States.
- Hospital schools provide ways for the students to continue education, establishing a degree of normalcy and offers distraction from pain or anxiety.
- At any one point, there are about 30 students enrolled with about 8 teachers covering from pre-K thru high school.
- Previous research highlight the importance of a close parent-teacher association in effective education, especially in hospital schools.
- There is a great need for more in-depth educational research on children with medical needs.

Results & Discussion

- 10 out of 55 parents responded.
- Despite the small number of responses, there was a general pattern: parents were satisfied with the hospital teachers’ efforts in providing appropriate instruction, availability in discussing matters regarding the students, and method of communication with the parents about the child’s needs.
- However, one set of responses indicated great dissatisfaction with most of the 11 items.
- In general, the comments from the short answer questions highlighted the parents’ appreciation for the hospital teachers’ flexibility and understanding.
- Some of the suggestions regarded the need for bigger classroom space, longer instruction time, and additional reading programs.
- Despite the valuable and personal feedback from the parents, it is difficult to make meaningful generalizations or conclusions using the data attained from this study because of the small sample size and low response rate.
- For future conduction of the survey, it is recommended to contact the parents directly for a higher response rate via interviews or conducting the survey in person for a more in-depth solicitation of ideas and opinions.

Methods

- Participants: 55 Parents/Guardians of children enrolled in the Duke Hospital School during the survey administration.
- Procedure: Based on research on effective practice of hospital schools, this survey gauged the Duke Hospital School’s performance. Surveys were distributed to parents/guardians via email through the Duke hospital staff. The survey included 11-items regarding the quality of the services (table 1) and 4 open-ended, short answer questions for more detailed feedback and identification of areas for further exploration.

Results

Table 1.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The hospital teacher provided appropriate instruction for my child, or helped with work from his/her regular school.</td>
<td>1 0 0 2 7 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The hospital teacher involved me in decisions around scheduling and delivering the instruction.</td>
<td>1 0 0 2 7 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The hospital teacher invited me to participate in the meetings/calls with the teacher from my child’s regular school to discuss my child’s educational needs.</td>
<td>1 1 0 1 4 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The hospital teacher organized my child’s curriculum and modified the instruction according to my child’s needs.</td>
<td>1 0 0 1 8 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The hospital teacher discussed to my child’s educational needs with me in a way that I could understand.</td>
<td>1 0 0 1 8 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The hospital teacher was available to provide information about my child’s hospital school program and answer questions about school and the transition back to regular school.</td>
<td>1 0 0 1 6 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The hospital teacher consulted with additional service providers such as related services and educational psychology when appropriate.</td>
<td>0 0 0 1 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The hospital teacher provided information on my child’s progress.</td>
<td>0 0 0 1 8 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The hospital-to-school transition plan, as presented by the hospital teacher, was clear and helpful.</td>
<td>1 0 0 1 6 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Any written reports about my child’s educational progress and planning seemed complete and accurate.</td>
<td>1 0 0 1 5 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The overall quality of the hospital school services that my child received during hospitalization was very good.</td>
<td>1 0 0 2 7 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Answers Responses:
In general, what did you most appreciate about the hospital school services that your child received?
“The amazing flexibility, versatility and understanding of seriously ill children. The availability of the teacher to come to us.”

Do you have any other comments?
“We fell in love with the staff at the school. They became a part of the family. We were there for 6 weeks and they made us feel like they have known us forever. Cant say enough about the staff and the school services. They provide to keep students up on things they would have missed.”

“Two things I would change: More class room space. There was always a rush to get out for the student to start. Should be a entry area set up just for school. More administrative help.”

Acknowledgements
This poster accompanies a research paper and a research brief developed under the guidance of Dr. Nicole Lawrence and Dr. Lemke in conjunction with the Duke School Research Partnership Office.
Best Practices for College-Prep Charter Schools and Lessons Learned from School Expansion

Jeffrey Scholl

March 2011

Best Practices for College-Prep Charters

- Develop a strong mission statement to guide all school operations
- Balance a rigorous behavioral code with positive reinforcement
- Offer after-school academic assistance and extracurricular activities
- Include an advisory program in the school’s student support system
- Build college-readiness skills and college planning activities into the curriculum
- Convince students that attending college is an attainable goal
- Give teachers time to collaborate and share ideas
- Form community partnerships to enrich educational opportunities

Lessons Learned from School Expansion and Opening New Schools

- A diligent planning period is needed before the school opens
- Do not promise more than you can deliver
- High-quality teachers are a vital component of a college-prep school
- Faculty members’ beliefs may complicate the implementation of the school’s mission
- Success on state standardized tests does not necessarily translate to success on the SAT and ACT
- College preparation does not guarantee college success
- Provide academic support without overly coddling students
- Teaching AP classes requires another level of rigor
- A sports program can be difficult to manage

Comparing the Programs of Four Successful Charter High Schools

<table>
<thead>
<tr>
<th>School Characteristics</th>
<th>Voyager Academy</th>
<th>Woods Charter Chapel Hill</th>
<th>Community School of Davidson</th>
<th>KIPP Delta Collegiate High Helena</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of School Day</td>
<td>8:05-2:50, moving to 7:10-2:50 next year</td>
<td>8:30-3:00</td>
<td>8:00-3:10</td>
<td>7:30-4:00; students stay until 5pm if GPA falls below 3.0</td>
</tr>
<tr>
<td>Advisory Period</td>
<td>13-15 students per advisory, meets every day</td>
<td>13-15 students per advisory, meets every morning</td>
<td>Meets 2-3 times per week, curriculum is grade-specific</td>
<td>Meets every morning and every lunch period, informal</td>
</tr>
<tr>
<td>College Counseling</td>
<td>Made connections with university reps before HS opened</td>
<td>The 3 senior advisors are the CC’s (also full-time teachers)</td>
<td>Guidance counselor serves as CC, will eventually have two</td>
<td>One CC who works with the seniors and supports alumni</td>
</tr>
<tr>
<td>AP Class Offerings</td>
<td>AP Geo. and AP U.S. Gov’t, teacher rec’s required to enroll</td>
<td>Several offerings, open enrollment for all students</td>
<td>Limit the number of students can take, max of 3 senior year</td>
<td>6 courses, 96% of students complete at least one AP</td>
</tr>
<tr>
<td>Athletics Program</td>
<td>7 sports, rent facilities from county, building new gym</td>
<td>4 sports, have a gym and field space on site</td>
<td>11 sports, rent facilities from county, building new gym</td>
<td>3 sports (basketball, volleyball, soccer)</td>
</tr>
</tbody>
</table>

Financial Considerations

A charter school’s ability to manage its budget and efficiently allocate scarce resources will largely determine whether it can implement these best practices.

Jane Ellis, director of charter school lending at the Durham-based Self-Help Credit Union, recommends adhering to the following budgeting guidelines:

- 55-65% of revenue spent on classroom materials and teacher salaries
- 10% or less spent on administrative costs
- 15% or less spent on occupancy costs
- Approximately 20% set aside for contingencies and savings

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