Waynesboro Public Schools
Virginia

Superintendent: Dr. T. Lowell Lemons
Primary contacts: Betsy Mierzwa, coordinator of federal programs, and India Harris, coordinator of testing and program planning*

3,005 students, K-12, small city/rural

District Description

Nestled at the base of the Blue Ridge Mountains close to Shenandoah National Park, the small city of Waynesboro, with a population of more than 20,000, retains a rural feel. As one of Virginia’s independent cities, Waynesboro has its own local government separate from the surrounding county and operates its own school system for children within the city’s 15-square-mile area.

Key Findings

- The Waynesboro school district, which was in year 1 of school improvement in 2004-05, made adequate yearly progress based on 2004-05 testing. Achievement has risen across the district, but Waynesboro also benefited when the state changed its AYP targets for 2004-05 to establish a more gradual trajectory toward 100% proficiency in 2014.

- Waynesboro is using curriculum pacing guides, more frequent classroom assessments, and analyses of student performance on specific types of test questions to ensure that teachers teach and students learn the material in the state curriculum and tests. Although these strategies have reduced variations in what teachers teach, district officials reported that they have not led to too much drill-and-practice instruction. To the contrary, the district is encouraging teachers to emphasize higher-level skills—such as interpreting, analyzing, and inferring—because test questions that require higher-level thinking are often the ones students miss.

- Waynesboro is implementing two relatively new alternative assessments for students with special needs: a portfolio assessment for students with disabilities that is based on the same standards as the regular grade-level test, and a plain English math test for both disabled students and English language learners that uses simpler language than the regular test. Waynesboro is piloting the portfolio assessment this year, and district officials expect the process of developing and scoring the portfolios to be quite time-consuming. The plain English math test, which initially seemed promising to the district testing coordinator, has made little difference in whether students pass the test.

- Over the past three years, Waynesboro boosted its percentage of highly qualified instructional paraprofessionals from less than 40% to 100% by offering its own after-school pro-

* Other contacts for this case study include Dr. Robin Crowder, assistant superintendent, and Vermell Grant, principal, William Perry Elementary School.
gram to train paraprofessionals so they could pass a competency test. The district paid for materials and testing fees and hired a retired 5th grade teacher to design and conduct the training. The district also provided classroom space and gave the paraprofessionals time off to take the ParaPro test online. Those who passed received a $200 supplement.

- The high expectations, fast pace, and data requirements of No Child Left Behind are taking a toll on teachers and administrators in the relatively small Waynesboro district. District officials report that teachers are stressed, and the two district staff members who oversee testing and program planning, and data management and technology, work long hours to meet federal and state demands related to NCLB.

**Overall Impact of NCLB**

The most notable positive effect of the No Child Left Behind Act in the Waynesboro Public Schools has been a sharper focus on raising subgroup achievement, according to Betsy Mierzwa, federal programs coordinator, and India Harris, testing and program planning coordinator. Before NCLB, the school district disaggregated test scores only for low-income and African American students. “Honestly, I don’t even know that people thought it was politically correct to do that before NCLB,” said Harris. Although Virginia already had a demanding accountability system that based each school’s accreditation status on its test performance and other factors, NCLB “upped the ante,” according to Harris, by holding the district and its schools accountable for the performance of all subgroups and instituting sanctions beyond those imposed by the state.

Other positive effects of NCLB cited by Waynesboro staff include more coherent instruction, more efficient use of instructional time, and greater attention to higher-level skills, all described below. Some aspects of NCLB that the district initially expected to be a problem, such as meeting the paraprofessional requirements, proved to be quite manageable, said Mierzwa.

At the same time, NCLB has placed considerable demands on the time and energy of teachers and administrators. Faced with rising achievement targets, teachers feel “overwhelmed,” Mierzwa said. As Harris explained, teachers must understand curriculum standards, pacing guides, test blueprints, and a host of other details that often change. “Trying to keep up with all that and plan for instruction and deal with all the other things they must deal with is a lot,” she said. Mierzwa said that if she could change one thing about NCLB, it would be to “slow down the pace of expectations.”

Waynesboro officials also recognize that the greatest challenges of NCLB may be yet to come. Since no schools have been identified for improvement, the district has not yet been affected by choice or supplemental educational services requirements. But eventually schools could be identified, Mierzwa predicted, as the testing of students in three more grades bumps up subgroup sizes in some schools, and as state targets rise for the percentage of students that must reach proficiency. “Even if [the schools] maintain 88% or 89% proficient, eventually they’re going to have to meet 90% or 95%,” she said.

**NCLB and Student Achievement**

The percentage of Waynesboro students passing Virginia’s Standards of Learning (SOL) tests reached a three-year high in 2004-05. In reading/language arts, the districtwide passing rate rose from 72% in 2002-03 to 79% in 2004-05, after dipping slightly to 70% in 2003-04. In math, the passing rate rose steadily during the three-year period, from 72% to 74% to 79%. Trends varied somewhat by grade level, but in all tested grades and both subjects, the district’s overall performance exceeded AYP targets. However, Waynesboro’s pass rates were slightly below the state average performance of 81% in reading and 84% in math.
Passing rates for all subgroups large enough to count for AYP also increased during the past year in Waynesboro, as shown in table 1, and this has helped to narrow some achievement gaps. Between 2003-04 and 2004-05, passing rates rose by 14 percentage points for African American students and low-income students in reading, and by 16 percentage points for Latino students in math. Still, the performance of most subgroups lags below the districtwide average performance.

The contribution of NCLB to this progress is difficult to discern, because proficiency goals for state accreditation have been higher to date than the NCLB targets. But the state does not require every subgroup to meet state goals, as NCLB does.

### Adequate Yearly Progress and School Improvement

#### DISTRICT AND SCHOOL AYP STATUS

In 2004-05, the Waynesboro school district was in year 1 of improvement because it had not made AYP for two consecutive years. This year the district made AYP, so its improvement status is on hold. Although Latino students and students with disabilities fell short of the 2004-05 proficiency targets in some subjects and grades, these two subgroups improved enough to make AYP.

| Table 1. Percentage of Students in Subgroups Passing State SOL Tests |
|-------------------------|------------------|------------------|------------------|
|                       | 2003-04 | 2004-05 | State AYP Target, 2004-05 |
| **Reading/language arts** |          |          |                     |
| Districtwide           | 70%     | 79%     | 65%                 |
| White                  | 74%     | 82%     | 65%                 |
| African American       | 55%     | 69%     | 65%                 |
| Latino                 | 56%     | 61%     | 65%                 |
| Low income             | 57%     | 71%     | 65%                 |
| Students with disabilities | 43%     | 52%     | 65%                 |
| **Mathematics**        |          |          |                     |
| Districtwide           | 74%     | 79%     | 63%                 |
| White                  | 78%     | 81%     | 63%                 |
| African American       | 64%     | 69%     | 63%                 |
| Latino                 | 58%     | 74%     | 63%                 |
| Low income             | 66%     | 70%     | 63%                 |
| Students with disabilities | 45%     | 53%     | 63%                 |

Table reads: In 2003-04, 70% of the students in tested grades in the Waynesboro Public Schools passed the state Standards of Learning test in reading/language arts. In 2004-05, the percentage passing increased to 79%. To make AYP in 2004-05, 65% of the students in a district, school, or subgroup had to score at the proficient level or above on the reading/language arts test.

under the NCLB safe harbor provisions. English language learners also missed the AYP target, but that subgroup is too small to count for AYP, even at the district level. (Virginia’s minimum subgroup size is 50 students.)

One Waynesboro school, Kate Collins Middle School, has shown improvement, but it still did not make AYP this year. Although the school met 28 of 29 performance benchmarks required for NCLB accountability in 2004-05, its low-income subgroup fell short of the target. This was the third year in a row that the school did not make AYP, but it is not a Title I school, so it is not subject to NCLB sanctions. Only the middle school and high school in Waynesboro have had subgroups other than white students that are large enough to count for AYP.

Waynesboro’s AYP status was helped by a state policy change. Virginia’s original NCLB accountability plan called for AYP targets to rise steeply in 2004-05, from 61% proficient to 70% in reading/language arts and from 59% to 70% in math. In 2005, the state requested and received approval from the U.S. Department of Education to establish a more gradual trajectory of progress toward the NCLB goal of 100% proficiency in 2014. The revised AYP targets will rise more often but in smaller increments. For 2004-05, the new targets were 65% proficient in reading and 63% in math.

This change made a “huge” difference in Waynesboro, according to Betsy Mierzwa. Although the district’s overall performance was well above both the old and new targets, more subgroups would have missed the mark without the change. “We thought the benchmark for this year would be a problem, but it wasn’t, because of the change,” she said. “Will it be a problem in the future? Sure.” In 2005-06, the targets rise again to 69% in reading and 67% in math.

Waynesboro also benefited from another state policy change that allowed districts to count a specified percentage of 2005 test scores for students with disabilities as proficient scores, even if they were not. This policy is an interim measure, intended to implement new flexibility from the U.S. Department of Education that allows some students with disabilities to be tested using alternate assessments based on modified achievement standards. Generally, this group should not exceed 2% of any district’s students, according to ED, and will include students who have persistent disabilities but are not severely cognitively disabled. Because federal regulations concerning this new flexibility were not in place before school year 2005-06 began, ED allowed states to compensate by making interim adjustments to test scores, as Virginia did. Even without this change, Waynesboro still would have made AYP, because its disabilities subgroup improved significantly and would have qualified under the NCLB safe harbor requirements.

In spring 2006, Virginia will begin testing students in grades 4, 6, and 7, in addition to the currently tested grades of 3, 5, 8, and high school. (Because the high school tests are end-of-course exams, the grade level tested varies, depending on when students complete a course and take the test.) With a larger pool of test-takers, at least two of Waynesboro’s elementary schools will have enough low-income students, and perhaps enough African American students, for these subgroups to count for AYP. Since these subgroups traditionally have scored below the district average on SOL tests, Waynesboro officials are nervous that testing more grades could affect AYP in these schools.

DISTRICT IMPROVEMENT STRATEGIES
In 2004-05, Waynesboro entered year 1 of district improvement and was required to develop an improvement plan. The plan focused on making sure teachers were teaching the state learning standards and on helping teachers use achievement data to identify students’ instructional needs.

To support teachers in the first goal, the district has produced pacing guides for all subjects. These guides, which were created by district teachers, map out when and how long teachers should teach particular SOL skills and knowledge. They are intended to help teachers ensure that they cover the entire state curriculum for their grade, explained India Harris. Still, the guides allow some room for flexibility in lesson planning. “It’s not as if you walk into a classroom on Tuesday and every teacher is teaching the same thing,” she said. The pacing guides are based on
the state curriculum and state-developed test blueprints describing the content and skills to be covered on the SOL tests. Released in August 2005, these blueprints specify how many test questions will be devoted to particular skills and topics.

To monitor students’ progress, Waynesboro teachers are also giving more frequent classroom tests, including “Flanagan tests” developed by a professor emeritus at the College of William and Mary and specifically aligned to Virginia’s curriculum. These tests include sample test questions for each curriculum standard; teachers can draw from these questions to assemble classroom tests that can be administered periodically.

Waynesboro district officials have taken several steps to help teachers use test data more effectively to revise instruction. For each school, Harris produced a detailed analysis of student performance and the types of questions asked on SOL tests over the past four years. These reports combine four years of data found on the Student Performance by Question Reports provided to schools by the state. With this analysis in hand, a teacher can see, for example, that on the 2002, 2003, 2004, and 2005 math tests, less than 65% of 5th graders were able to correctly answer a question about determining elapsed time in a 24-hour period. The teacher would also know that this type of question has appeared on the math test for four consecutive years. So the teacher could adjust instruction to make sure this skill is covered more thoroughly or taught differently.

To improve achievement, the Waynesboro district shifted to 90-minute blocks of uninterrupted time for language arts in all elementary schools. The district also hired four instructional coaches this year for its elementary and middle schools. The coaches make classroom observations, model effective lessons, and provide other support to individual teachers and grade-level teams. “So far we’re finding they are a benefit,” said Mierzwa of the coaches.

Although the district supported after-school and summer school programs long before NCLB, these sessions have become an important strategy for improving achievement, because they offer extended time for tutoring struggling students.

SCHOOL IMPROVEMENT STRATEGIES
The Waynesboro district required all schools to develop improvement plans even before NCLB. At Kate Collins Middle School, the non-Title I school that has missed AYP targets for three consecutive years, the plan has resulted in the placement of an instructional coach in the building. The coach is helping teachers align curriculum with pacing guides and refocus their reading lessons around students’ needs rather than the textbook. This school year, Kate Collins also adopted a new writing program that has been highly successful at one of the elementary schools.

Testing Issues

GENERAL TESTING ISSUES
The end-of-course tests used to determine high school AYP in Virginia also serve as state exit exams, meaning that students must pass them to receive a high school diploma. Because these tests have such high stakes, the state allows students who fail an end-of-course test but score within a certain band to take a computerized retest as soon as possible. In the past, only the first test score counted for AYP, even though a successful retest would be considered a passing score for state accountability. In 2005, Virginia received permission from ED to count passing scores from these expedited retests as proficient scores in AYP calculations. Only a small number of Waynesboro students per subject met the required score for an expedited retest, and only a few passed that retest in 2005, said Harris. For this reason, it is unlikely that this policy change affected the district’s AYP status.

Because the end-of-course tests affect whether students will graduate, Waynesboro High School students are “very, very vested in how they do” on the SOLs, noted Harris. “As soon as the online tests are over, there’s a line outside the office of students saying, ‘What’s my score?’”
This high level of motivation has carried over to affect AYP. Although the stakes are not as high for the elementary tests, students still take the SOL tests very seriously, said Betsy Mierzwa. Parents have also become more aware that attendance rates contribute to a school’s AYP status and that they have a responsibility to ensure that their children attend school.

TESTING SPECIAL NEEDS STUDENTS
Virginia has expanded its options for assessing students with disabilities and English language learners, reflecting greater flexibility in federal policies.

For the past few years, Waynesboro has administered the state’s Alternate Assessment to students with the most severe disabilities. This assessment had been based on the goals in a student’s IEP, but recently it changed and is now based on the state curriculum for special needs students, which is aligned to the SOLs.

This year, Waynesboro is also piloting a new state-developed alternative assessment for students with disabilities called the Grade-Level Assessment. This portfolio assessment tests the same standards as the regular SOL test. Teachers are responsible for creating portfolios of students’ work that demonstrate their mastery of the same standards of learning as the SOL test. Although just a handful of students are expected to be tested with this assessment, according to Harris, district staff and teachers are apprehensive about the amount of work it involves. Harris and the district’s special education director are setting up a scoring team of staff members who will attend state training. “Then basically, we go into a room, shut the door, and go through these portfolios and look through every piece of evidence and score it,” she explained. “And it’s during the months of April and May, right smack in the middle of SOL testing.”

District officials expressed concerns about whether scorers will be able to develop enough expertise about evaluating portfolios in a one-day training session. They also wondered about the potential for conflict of interest when district staff members, despite good faith efforts to remain objective, are evaluating assessments that will count for AYP and state accreditation.

English language learners in Waynesboro take the state English language proficiency test, which can substitute for the reading/language arts SOL test for new immigrants. In math, both English language learners and students with disabilities are eligible to take the state’s plain English math test if their Limited English Proficiency team or IEP team deems it appropriate. Introduced two years ago, the plain English math test assesses the same math skills as the regular SOL test but uses simpler language. “As a [former] special ed teacher I looked at it and thought, Wow, for kids who struggle with reading, what a good thing to offer,” Harris said. “But it didn’t have the impact we had anticipated.” For the most part, students who had trouble with the regular test still did not pass with the plain English test—perhaps, Mierzwa speculated, because educators don’t teach in that way.

For students with disabilities, the test accommodations most often employed are reading the test aloud and giving the test in a small group. Although reading aloud a reading test is considered a non-standard accommodation under state guidelines, a test administered this way still counts as a passing score on the SOLs. For English language learners, the use of a bilingual dictionary is another popular accommodation, in addition to read-aloud or small group testing.

Impact of NCLB on Curriculum and Instruction
Waynesboro district officials cited several positive effects of NCLB on curriculum and instruction. Teachers are using instructional time more efficiently, according to both Mierzwa and Assistant Superintendent Robin Crowder. “You can’t waste time,” said Mierzwa. District officials also reported that curriculum and instruction have become more coherent, better sequenced, and more focused on important academic content since NCLB. “It used to be that kids in Virginia would have known more about Native Americans than any other subject, because they studied them every single year,” said Crowder. But now, he said, curriculum is better coordinated.
Using data to guide instruction has not led to excessive drill and practice teaching, according to Waynesboro officials. Instead, with encouragement from the district, teachers are emphasizing higher-level skills. Many of the state standards and accompanying test questions require students to analyze or interpret information, develop an argument, or make inferences from what they read, to cite just a few examples. Often these types of test questions are the ones students miss, according to India Harris. “If you’re just doing drill and practice you’re not going to have good results on those tests because they’re not drill and practice questions,” she said. “There are many higher-level questions and a lot of reading, graphs, and charts.”

District officials acknowledge that time for art, music, and physical education has diminished since NCLB, in that students are more likely to be pulled out of these classes for testing. The district has also offered workshops to encourage teachers of art, music, and physical education to integrate SOL skills and incorporate SOL content where it fits into their classes. Teachers have come up with creative ways to accomplish this, according to Mierzwa and Harris. For example, a music teacher has children track the words of a song, and discuss word meanings and rhyme within it, while an art teacher includes the math concepts of a radius, circumference, area, and perimeter when students draw geometric shapes, said Harris.

Science and social studies have not suffered as a result of NCLB, since test results in these subjects are factored into state accountability, said Mierzwa. But vocational teachers feel that vocational education has become a “stepchild” since NCLB, she reported.

### English Language Learners

About 4% of students in the Waynesboro Public Schools are English language learners. In the past, the district received federal Title III funding for these students as part of a consortium, but in 2005-06, the district received an individual grant. The funds are used to hire English as a Second Language teachers and tutors. The district has three ESL teachers who rotate among assigned schools.

### NCLB School Choice and Supplemental Educational Services

No Title I school in Waynesboro has been identified for improvement, so the district has not been affected by choice and supplemental educational services requirements.

### Teacher Qualifications, Support, and Professional Development

#### HIGHLY QUALIFIED TEACHERS

The 10 colleges and universities within a 35-minute drive of the Waynesboro Public Schools ensure a plentiful supply of qualified applicants for teaching jobs, said Assistant Superintendent Crowder, so the NCLB teacher requirements did not present a major problem. Nearly all of the district’s teachers—99%—have met the law’s “highly qualified” criteria, and Title I schools have little problem attracting highly qualified staff. The teachers who don’t meet the criteria are mostly middle school teachers, with a 4-8 endorsement from the state but no concentration in the subject they teach.

Teachers who are not yet NCLB-qualified may still be excellent teachers, Crowder emphasized. He gave the example of a math teacher whose class had a 100% passing rate on the state Algebra I SOL test but who still needed 15 hours of coursework to become highly qualified. This teacher is taking courses to meet the requirement. “When you have kids who are excelling and teachers who are excelling and the data to prove it, we’re just putting up roadblocks,” said Crowder of the law’s requirement for secondary teachers to have a college major or minor in the subjects they teach. “I don’t believe that was the intent of the law.” In a few cases, Crowder said,
principals have had to reassign middle school teachers to teach other subjects because they did not meet the NCLB requirements.

Some Waynesboro teachers have met the NCLB criteria by passing the Praxis tests developed by the Educational Testing Service, which also serve as Virginia’s competency tests for new teachers and career changers. Experienced middle and high school teachers can fulfill the NCLB criteria by passing both the Praxis I test (a general test of reading, writing, and math) and the Praxis II specialty test for each subject they teach.

Other Waynesboro teachers have met the NCLB requirements by completing more coursework—in some cases paid for partly with Title II funding. But one obstacle, Crowder noted, is that many of the courses these teachers need are offered only during the day.

According to Crowder, very few Waynesboro teachers have become highly qualified through the other options in the state’s HOUSSE system (high objective uniform state standard of evaluation). These options include completing high-quality professional development institutes in the content area taught; or obtaining a sufficient number of professional development points through publishing books or articles, presenting at conferences, mentoring, and other activities listed in state guidelines.

Professional Development

Professional development in Waynesboro has changed as a result of NCLB, said Robin Crowder. The district is providing more professional development through consultants who work regularly in the district with groups of teachers, rather than “people who fly in once and leave,” he explained. “This is much more powerful than sending teachers to a one-day workshop.” The consultants help teachers analyze subgroup performance data, use regular diagnostic testing to see how students are progressing, and apply different strategies to help struggling students.

Paraprofessional Qualifications and Support

In 2002, less than 40% of Waynesboro’s instructional paraprofessionals met NCLB requirements for being highly qualified. District officials saw this as a major challenge to complying with the law. Many paraprofessionals were terrified about the prospect of having to take college courses or pass a competency test, said Crowder. “When we first asked some aides who had been here for 25 years about taking a test, you should have seen the panic in their eyes. Many hadn’t taken a test since high school.”

This year, 100% of the district’s instructional paraprofessionals are highly qualified, according to Crowder, and no paraprofessionals have left the district because they didn’t meet the requirements. This improvement occurred largely because the district took an active approach, Crowder explained. The district hired a retired 5th grade teacher to develop and conduct after-school training, two days a week for three weeks, to help paraprofessionals pass the ParaPro test. The district paid for the instructional materials and provided a classroom. In the fourth week, the paraprofessionals took the ParaPro test online at the school board offices. The district paid the testing fees for first-time test-takers and gave a $200 supplement to each paraprofessional who passed the test. Those who didn’t pass the first time could take the test again at their own expense and receive reimbursement if they passed. Ultimately, the group had a 99.8% pass rate on the test.

Funding and Costs

Waynesboro’s Title I funding increased significantly this school year, from $730,000 to $932,000. When the district entered improvement status, it was required by law to reserve 10% of its Title I funds for professional development. This reservation took up most of the increased Title I fund-
ing the district received last year, but only a portion of the larger increase it received this year, Mierzwa said. To date, federal funding has been sufficient to cover the costs of NCLB, she said, but if the district has to implement choice and supplemental educational services, “it’s going to be tough.” Waynesboro also receives funding through Titles II, III, V, and other federal programs.

If the state of Virginia were to follow through on a proposal debated in the legislature to opt out of NCLB because of its prescriptive requirements, this would be a hardship for Waynesboro, Mierzwa said. The district would lose more than $1 million of its budget.

Capacity Issues

In general, the Waynesboro school district has enough staff to implement NCLB, said Mierzwa, but in two areas—assessment and data management—administrators are overextended. Harris, who is district coordinator for testing and program planning, must work long hours to meet the law’s demands for administering tests, overseeing and scoring alternate assessments, managing and checking the accuracy of test data, analyzing test data, and assembling reports.

NCLB has also greatly increased the time the district technology director must spend on data management, which leaves little time for other responsibilities. For several years Waynesboro has been participating in a state pilot project to assign individual identification numbers to each student. This school year, all students in the state of Virginia must have a state test ID number. These numbers will eventually make it easier to track test data and monitor dropout rates, but it has taken the district staff considerable effort to get the system up and running. The state education department staff cannot always help solve data problems, because the state is understaffed when it comes to NCLB-related responsibilities, said Mierzwa.

The testing and data demands of NCLB also take a toll on school-level staff, said Harris. “You’re counting on schools to get it right and keep it accurate when it is constantly changing. With all of the different coding, getting information downloaded into the files the state wants with the correct formatting—it’s a nightmare.”

Reading First

In Waynesboro, Reading First has not only helped turn around an underperforming school; it has also affected the districtwide reading program. Waynesboro received a Reading First grant in fall 2003. The grant went to William Perry Elementary, a Title I school that was “in crisis” a few years ago, according to Mierzwa, with a 30% passing rate on the SOLs.

From a state list of instructional materials approved for Reading First, William Perry Elementary chose a new core reading series from Houghton Mifflin. Consistent with Reading First, the school has implemented a balanced, scientifically based approach to instruction that emphasizes all five components of reading: phonics, phonemic awareness, comprehension, vocabulary, and fluency. In addition, the school hired a reading coach, who delivers professional development, models effective instruction, and provides other kinds of support to teachers. Principal Vermell Grant cited the coach’s role as a critical contributor to improvements in reading achievement at William Perry. Teachers have also shifted more toward small group instruction, said Grant. Teachers provide explicit instruction in reading content and strategies to the whole class, then work with small groups to reinforce these strategies and address students’ specific needs. Reading instruction at William Perry also entails continuous monitoring of students’ progress and analysis of assessment data, Grant added.

The emphasis on reading and the school’s other improvement strategies seem to be reaping gains. In 2005 testing, William Perry reached an SOL pass rate of more than 80% in both reading and math, with extraordinary pass rates of 98% in 3rd grade history and 100% in 3rd grade science.
Spurred partly by William Perry’s experience with Reading First, the Waynesboro district has adopted the same core reading series for all its elementary schools, placed instructional coaches in all elementary schools and the middle school, and is encouraging small group instruction districtwide. Reading First has also helped the district better focus its professional development on best practices for reading instruction, Grant said.

Data File—Waynesboro Public Schools

Location: Shenandoah Valley, western part of central Virginia
Type: Small city/rural

Number of Schools
Total: 6
   Elementary: 4
   Middle/junior high: 1
   High schools: 1

Number of Title I schools: 2

Student Enrollment and Demographics
Total enrollment: 3,005

   White: 76%
   African American: 16%
   Latino: 7%
   Asian: 1%
   Other: Less than 1%

   Low-income students: 33%
   Students with disabilities: 9%
   English language learners: 4%

Teachers
Total number of teachers: 261
Percentage meeting NCLB “highly qualified” requirements: 99%

Paraprofessionals
Total number of Title I instructional paraprofessionals: 69
Percentage meeting NCLB “highly qualified” requirements: 100%

Total Number That Did Not Make AYP Based on 2004-05 Testing
Title I and non-Title I schools that did not make AYP, including those in improvement, restructuring, or corrective action: 1
### Number of Title I Schools in Improvement, Restructuring, or Corrective Action

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### Number of Schools Offering Choice and/or SES

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