

**New Hampshire Department of Education  
Bureau of Special Education  
Special Education Program Approval and Improvement Process**

**SAU 42 Nashua  
Focused Monitoring  
Summary Report  
2011-2012**

Date of Report: June 1, 2012

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## 2. Introduction and Background

The Focused Monitoring process in Nashua was custom designed to align with Nashua's current initiatives to improve student learning. Due to the district size, the process has been carried over four years starting in School year 2009-2010. The Elementary level was completed in the 2010-2011 school year. This report includes Middle and High School activities as follows:

- Year 1 – School Year 2010-2011
  - Focused Monitoring – Data Analysis and Use of Data – Middle Schools
    - Beginning Process – Middle Schools [completed]
    - IEP Compliance Review – High School & Preschool [completed]
  
- Year 2 – School Year 2011- 2012
  - Focused Monitoring – Data Analysis & Use of Data
    - Follow-up and Continue Process – Middle Schools
    - Develop process – High Schools
  
- Year 3- School Year 2012 – 2013
  - Implement Process – High School

### Essential Questions for Nashua School District

1. What are the contributing factors to the achievement gap between students with disabilities and their non-disable peers, and how may this gap be narrowed?
2. What are the contributing factors to the achievement differential among other student demographic factors including poverty, first language (ELL), race/ethnicity and gender and how may this difference be narrowed?

### Background and Overview

Nashua's approach to Focused Monitoring (FM) includes:

1. Expanding the FM essential question to include all students and all subgroups in the district, rather than just focusing on identified students
2. Viewing the FM process as an opportunity to improve and develop the district's systems and capacity for continuous improvement, rather than as a one-shot attempt.

### **Focused Monitoring Structure: Leadership Team, School Achievement Teams, the Focused Monitoring Coordinator Position, and the Curriculum and Professional Development Council (CPDC)**

#### Focused Monitoring Leadership Team (FMLT)

The FMLT consists of:

1. Jan Martin, Director of Special Education
2. Dr. Brian Cochrane, Assistant Superintendent, Accountability and Assessment
3. Ron Boisvert, Focused Monitoring Coordinator

The FMLT:

- Coordinated the FM process in the district
- Aggregated and disaggregated the data for most meetings
- Worked with building administration to develop data team capability, where appropriate
- Arranged meeting dates and agendas
- Developed the data sets and the data analysis protocols
- Facilitated school team meetings
- Reported the results of the FM process to the Curriculum and Professional Development Council (CPDC) and to the NHDOE.

### School Achievement Teams

The school-based teams included principals, assistant principals, school data team members, special education teachers, and a variety of teachers chosen in consultation with building administrators. The exact size of the school team was determined in conjunction with the principal and based on the specific situation in the school. For example, some schools chose to have larger teams to allow for broader input, to expose more teachers to the data systems and analysis protocols, or to increase teacher buy-in for the implementation of the impending action plans.

### The Focused Monitoring Coordinator

The Focused Monitoring Coordinator performed several functions. He performed much of the data reporting and analysis. He also developed specific reports and reporting formats to allow schools and teachers to more effectively and efficiently analyze data to identify achievement gaps in support of the two essential questions for the Focused Monitoring process.

### Curriculum and Professional Development Council

The CPDC's membership includes:

- Dr. Althea Sheaff, Assistant Superintendent, Curriculum and Instruction (chair)
- Jan Martin, Director of Special Education
- Dr. Brian Cochrane, Assistant Superintendent, Accountability and Assessment
- Kathleen Drolet, Curriculum Supervisor
- Robert Cioppa, Director of Student Services and ELL
- Marianne Dustin, Director of CTE
- Michelle Papanicolau, Director of Adult Education
- Pat Burns, Director of Title I
- Tom Arria, Director of Athletics and Wellness
- Diane Vienneau, Peer Coach
- Paula Papanicolau, Peer Coach

- Rosalyn Berrocales, Parent

The CPDC oversees curriculum and professional development related activities and initiatives within the Nashua School District. Specifically, its charge is:

- To develop a Curriculum Management Plan that is submitted to the Board of Education for Board review and approval
- To advise in the coordination and continuity of curriculum planning and professional development in grades K-12
- To assist in providing for continuous and systematic evaluation of the curriculum, instructional materials, and assessments
- To encourage and seek out innovative and creative curriculum related projects in collaboration with Curriculum Supervisors
- To serve as a clearinghouse for new curriculum and professional development ideas in collaboration with the Curriculum Supervisors
- To assist in communication among staff members about matters of curriculum, instruction, assessment and professional development
- To function as an advisory council submitting recommendation to the Superintendent or designee for further consideration
- To render suggestions to the Superintendent or designee relative to all curriculum, instructional and assessment matters.

The CPDC also currently serves as the district monitoring group for the District in Need of Improvement (DINI) plan as well as the district Corrective Action Plan. Thus, the CPDC is the appropriate body to oversee and provide feedback to the Focused Monitoring process. Suggested actions resulting from the Focused Monitoring Process will be forwarded by the CPDC to the Superintendent or designee.

### **Technical Assistance**

Technical assistance from the New Hampshire Department of Education was provided by Jane Bergeron-Beaulieu.

### **3. Focused Monitoring Activities**

#### **Year 1 Summary – Middle School**

In Year 1 of Middle School Focused Monitoring the Focused Monitoring Leadership Team and the school Focused Monitoring Teams in each of the three middle schools looked at NCLB data (NECAP) in reading and math to perform a root cause analysis. At those meetings the FMLT and school data teams went through the inquiry sequence as described in last year's report. Each of the school data teams were provided with schools and district level NECAP data for reading and mathematics. School and district NECAP data was also disaggregated into each of the following categories:

- Grade level
- Gender
- Ethnicity
- IEP status
- LEP status
- SES status
- Strand data (school, grade level and IEP status)
- Longitudinal data (school over time, grade level over time, and grade level cohorts over time)



				Fairgrounds MS		NECAP READING DATA			
				NECAP READING DATA OVERVIEW REPORT				(2015 - present Gr. 8)	
TOTAL % READING 2011 PROFICIENT		TOTAL % READING 2012 PROFICIENT		TOTAL % READING 2013 PROFICIENT		TOTAL % READING 2014 PROFICIENT		TOTAL % READING 2015 PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	0	Trending UP	10	Trending DOWN	-7	Trending UP	10	Trending Level	-1
FLATLINE	0   67   67	STRENGTH	67   66   77	WEAKNESS ALERT	82   79   75	STRENGTH	74   78   84	FLATLINE	77   76   0
District	0	District	4	District	4	District	4	District	0
Trending Level	-1	Trending UP	4	Trending DOWN	-5	Trending UP	4	Trending Level	0
State	0	State	2	State	2	State	3	State	0
Trending Level	0	Trending Level	2	Trending Level	-1	Trending Level	3	Trending Level	3
% MALE PROFICIENT		% MALE PROFICIENT		% MALE PROFICIENT		% MALE PROFICIENT		% MALE PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	0	Trending UP	3	Trending DOWN	-6	Trending UP	7	Trending Level	-1
FLATLINE	0   66   66	FLATLINE	67   67   70	WEAKNESS ALERT	80   76   74	STRENGTH	74   75   81	FLATLINE	71   70   0
District	0	District	1	District	-6	District	1	District	1
Trending Level	-2	Trending Level	1	Trending DOWN	-6	Trending Level	1	Trending Level	1
State	0	State	0	State	-3	State	3	State	0
Trending Level	-1	Trending Level	0	Trending DOWN	-3	Trending UP	3	Trending UP	3
% FEMALE PROFICIENT		% FEMALE PROFICIENT		% FEMALE PROFICIENT		% FEMALE PROFICIENT		% FEMALE PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	1	Trending UP	17	Trending DOWN	-10	Trending UP	12	Trending DOWN	-2
FLATLINE	0   69   70	STRENGTH	69   65   86	WEAKNESS ALERT	85   82   75	STRENGTH	74   81   86	FLATLINE	84   82   0
District	0	District	8	District	-4	District	6	District	1
Trending Level	-1	Trending UP	8	Trending DOWN	-4	Trending UP	6	Trending Level	1
State	0	State	5	State	-1	State	3	State	0
Trending Level	3	Trending UP	5	Trending Level	-1	Trending UP	3	Trending UP	4
% ASIAN PROFICIENT		% ASIAN PROFICIENT		% ASIAN PROFICIENT		% ASIAN PROFICIENT		% ASIAN PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	-1	Trending UP	47	Trending UP	42	Trending UP	38	Trending Level	0
FLATLINE	0   89   88	STRENGTH	46   100   93	STRENGTH	58   100   100	STRENGTH	52   0   90	FLATLINE	57   0   0
District	0	District	2	District	-2	District	6	District	4
Trending Level	-5	Trending Level	2	Trending Level	-2	Trending UP	6	Trending UP	4
State	0	State	4	State	0	State	6	State	0
Trending Level	2	Trending UP	4	Trending Level	0	Trending UP	6	Trending UP	4
% BLACK PROFICIENT		% BLACK PROFICIENT		% BLACK PROFICIENT		% BLACK PROFICIENT		% BLACK PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	0	Trending DOWN	-27	Trending DOWN	-3			Trending DOWN	-2
FLATLINE	0   47   0	WEAKNESS ALERT	27   0   0	FLATLINE	80   75   77			FLATLINE	82   80   0
District	0	District	11	District	-2	District	0	District	3
Trending Level	-11	Trending UP	11	Trending Level	-2	Trending Level	0	Trending UP	3
State	0	State	0	State	4	State	6	State	0
Trending Level	-3	Trending UP	0	Trending UP	4	Trending UP	6	Trending Level	2
% HISPANIC PROFICIENT		% HISPANIC PROFICIENT		% HISPANIC PROFICIENT		% HISPANIC PROFICIENT		% HISPANIC PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending DOWN	-8	Trending UP	15	Trending DOWN	-3	Trending UP	25	Trending DOWN	-5
WEAKNESS ALERT	0   39   31	STRENGTH	50   44   65	FLATLINE	51   41   48	STRENGTH	53   65   78	WEAKNESS ALERT	60   55   0
District	0	District	7	District	1	District	11	District	-7
Trending Level	-9	Trending UP	7	Trending Level	1	Trending UP	11	Trending DOWN	-7
State	0	State	4	State	-1	State	7	State	1
Trending Level	-6	Trending UP	4	Trending Level	-1	Trending UP	7	Trending Level	1
% WHITE PROFICIENT		% WHITE PROFICIENT		% WHITE PROFICIENT		% WHITE PROFICIENT		% WHITE PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	1	Trending UP	9	Trending DOWN	-8	Trending UP	7	Trending Level	1
FLATLINE	0   70   71	STRENGTH	70   69   79	WEAKNESS ALERT	85   81   77	STRENGTH	79   80   86	FLATLINE	79   80   0
District	0	District	3	District	-6	District	3	District	2
Trending Level	1	Trending UP	3	Trending DOWN	-6	Trending UP	3	Trending Level	2
State	0	State	2	Trending Level	-2	Trending UP	3	State	0
Trending Level	0	Trending Level	2	Trending UP	-2	Trending UP	3	Trending UP	4
% IEP PROFICIENT		% IEP PROFICIENT		% IEP PROFICIENT		% IEP PROFICIENT		% IEP PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending UP	3	Trending DOWN	-2	Trending DOWN	-17	Trending UP	8	Trending UP	3
FLATLINE	0   24   27	FLATLINE	28   13   26	WEAKNESS ALERT	46   38   29	STRENGTH	39   32   47	FLATLINE	30   33   0
District	0	District	4	District	-2	District	2	District	1
Trending UP	4	Trending DOWN	-4	Trending Level	-2	Trending Level	2	Trending Level	1
State	0	State	2	State	1	State	3	State	0
Trending Level	-1	Trending Level	2	Trending Level	1	Trending UP	3	Trending UP	3
% NON-IEP PROFICIENT		% NON-IEP PROFICIENT		% NON-IEP PROFICIENT		% NON-IEP PROFICIENT		% NON-IEP PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	-1	Trending UP	10	Trending DOWN	-4	Trending UP	11	Trending DOWN	-2
FLATLINE	0   76   75	STRENGTH	74   74   84	FLATLINE	88   86   84	STRENGTH	81   89   92	FLATLINE	84   82   0
District	0	District	7	District	-5	District	6	District	0
Trending Level	-1	Trending UP	7	Trending DOWN	-5	Trending UP	6	Trending Level	0
State	0	State	2	State	-2	State	2	State	0
Trending Level	0	Trending Level	2	Trending Level	-2	Trending Level	2	Trending UP	3
% SES PROFICIENT		% SES PROFICIENT		% SES PROFICIENT		% SES PROFICIENT		% SES PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	-1	Trending UP	17	Trending DOWN	-11	Trending UP	14	Trending DOWN	-4
FLATLINE	0   39   38	STRENGTH	46   47   63	WEAKNESS ALERT	64   58   53	STRENGTH	54   62   68	FLATLINE	64   60   0
District	0	District	6	District	-3	District	6	District	-1
Trending DOWN	-4	Trending UP	6	Trending DOWN	-3	Trending UP	6	Trending Level	-1
State	0	State	3	Trending Level	-1	State	3	State	0
Trending Level	1	Trending UP	3	Trending Level	-1	Trending UP	3	Trending UP	3
% NON-SES PROFICIENT		% NON-SES PROFICIENT		% NON-SES PROFICIENT		% NON-SES PROFICIENT		% NON-SES PROFICIENT	
Class of 2011	Gr 6   Gr 7   Gr 8	Class of 2012	Gr 6   Gr 7   Gr 8	Class of 2013	Gr 6   Gr 7   Gr 8	Class of 2014	Gr 6   Gr 7   Gr 8	Class of 2015	Gr 6   Gr 7   Gr 8
Trending Level	1	Trending UP	6	Trending DOWN	-6	Trending UP	8	Trending Level	1
FLATLINE	0   78   79	STRENGTH	76   74   82	WEAKNESS ALERT	91   88   85	STRENGTH	84   88   92	FLATLINE	84   85   0
District	0	District	3	District	-5	District	2	District	1
Trending Level	0	Trending UP	3	Trending DOWN	-5	Trending Level	2	Trending Level	1
State	0	State	0	State	-3	State	3	State	0
Trending Level	0	Trending Level	0	Trending DOWN	-3	Trending UP	3	Trending UP	4

The table below shows the 2009-2010 grade 7 instructional year data for the eight SPED students in one of the district-wide programs in one of the middle schools. The data shows significant growth for this small cohort of students.

Grade	Schcode	Year	Student	Gr	Gender	Ethnic	LEP	IEP	SES	WV	TL	TI	LI	LA	ReadR Score	ReadS Score	Δ	ReaAL	NO	GM	FA	DP	MatRaw Score	MatScale dScore	Δ	
7	21890	2009	#1	7	F		2	1	1	0	3	13	11	10	14	27	738		2	2	3	4	2	11	726	
8	21890	2010		8	F		2	1	1	0	8	10	11	6	15	29	842	4	3	5	8	14	3	30	842	16
7	21890	2009	#2	7	F		6	0	1	0	7	7	10	7	10	24	735		2	1	4	4	4	13	729	
8	21890	2010		8	F		6	0	1	0	9	15	15	10	20	39	857	22	3	10	4	17	5	36	846	17
7	21890	2009	#3	7	M		3	0	1	1	2	5	4	3	6	11	719		1	3	4	5	0	12	727	
8	21890	2010		8	M		3	0	1	1	8	12	13	12	13	33	848	29	3	4	3	14	2	23	838	11
7	21890	2009	#4	7	M		4	0	1	0	5	10	8	10	8	23	734		2	6	3	3	1	13	729	
8	21890	2010		8	M		4	0	1	0	6	10	10	7	13	26	839	5	2	10	5	20	4	39	847	18
7	21890	2009	#5	7	M		4	1	1	1	4	6	2	3	5	12	721		1	2	4	2	0	8	719	
8	21890	2010		8	M		4	1	1	1	10	14	15	13	16	39	857	36	3	7	8	14	6	35	845	26
7	21890	2009	#6	7	M		3	0	1	1	7	5	9	7	7	21	732		2	4	6	9	1	20	736	
8	21890	2010		8	M		3	0	1	1	6	7	12	6	13	25	837	5	2	2	3	5	0	10	826	-10
7	21890	2009	#7	7	M		6	0	1	0	7	9	4	5	8	20	731		2	10	12	9	2	33	745	
8	21890	2010		8	M		6	0	1	0	10	7	14	9	12	31	845	14	3	5	3	8	1	17	833	-12
7	21890	2009	#8	7	M		4	0	1	1	4	5	6	5	6	15	725		1	2	3	2	0	7	716	
8	21890	2010		8	M		4	0	1	1	6	5	10	7	8	21	833	8	2	1	7	2	1	11	827	11
																Total +/-	123							Total +/-	77	
																Ave. +/-	15.4							Ave. +/-	9.63	

The table below shows the Elm St. SPED student data disaggregated by program delivery model/program and compared to the entire grade 6-7 school data.

EMS NECAP Growth (composite)										
	General SPED		Pr. Achieve		Build. Br.		Eagles		Grades 6-7	
	N	Growth	N	Growth	N	Growth	N	Growth	N	Growth
Reading	73	-1.34	10	-3.50	5	-1.2	9	-6.33	641	1.76
Math	66	-5.05	7	-3.57	5	10	7	-17.14	640	-1.49

### **Scheduling, Middle School SPED Programming and RTI Support**

In addition, the FM Leadership team held a series of meetings with the special education departments at each of the three middle schools. The meetings involved a detailed examination of middle school NECAP growth statistics for individual SPED students disaggregated by school and program (as noted above on page 11). Conversations with special education teachers focused on:

- expectations about student annual growth levels;
- raising awareness of examples of significant growth in SPED populations and programs;
- discussion of possible factors related to program success; and
- discussion of criteria used in placing SPED students in different programs/program delivery options.

Dr. Cochrane and Director Martin have also met individually with the middle schools regarding SPED scheduling and programming and also met collectively on the same topic. In general, special education teachers seem pleased with both the opportunity to have these conversations, and in several cases, the changes that were made to the scheduling process to allow them greater access to their students and to expand the range of supports available for them to use.

The district also held a Middle School Summer Institute planning session involving roughly 30 people on Saturday March 19<sup>th</sup>, 2011 and a follow-up three-day Middle School Institute in August 2011 which called for some common sessions and also four break-out sessions. The break-out sessions/ are shown below.

- A. Supports for Learning (Special Education, RTI) – Jan Martin, chair
- B. Scheduling Supports – Brian Cochrane, chair
- C. Motivating the non-motivated/non-compliant student – Althea Sheaff, chair
- D. Elem, MS and MS-HS transitions – Mark Conrad, chair

### **Year 2 Summary – Middle School**

The 2011-2012 goals identified in the 2010-2011 Middle School Focused Monitoring Report Action Plan are provided below, followed by a goal-by-goal description of the actions taken during the 2011-2012 school year to achieve those goals.

**MEASURABLE STUDENT LEARNING GOAL #1:** Middle school math and reading achievement, as measured by the percentage of students scoring proficient or above on NECAP and district benchmark assessments, will improve on aggregate and within the SPED, ELL and low-SES subgroups.

OBJECTIVE #1: Develop, implement, and use the results of district End-of-Year (EOY) math assessments at grades 6-8 for program improvement purposes.

OBJECTIVE #2: Develop, implement, and use the results of district End-of-Year (EOY) reading assessments at grades 6-8 for program improvement purposes.

OBJECTIVE #3: Develop and implement SPED NECAP reporting protocols that give the District and Middle School SPED teachers timely information about instructional and programmatic effectiveness.

**MEASURABLE STUDENT LEARNING GOAL #2:** Increase the effectiveness of testing accommodations procedures for grade 6 students during NECAP testing to give more valid achievement measures for all students.

OBJECTIVE #4: Develop and implement accommodations procedures that better meet the testing needs of middle school students.

#### **OBJECTIVE #1**

*Develop, implement, and use the results of district End-of-Year (EOY) math assessments at grades 6-8 for program improvement purposes.*

The grades 6-8 district End-of-Year (EOY) math assessments were developed and then administered in late May and early June of 2011. The data from the assessments was available before the 2011-2012 school year began. Schools used early release days and the item analysis protocol to look at the data and to make curriculum and instructional revisions based on these results as well as NECAP results.

In May/June of this year the EOY assessments will again be administered, reported and analyzed. However, using last year's results as baseline data schools will be able to look at annual growth at the student, teacher, school and district level.

#### **OBJECTIVE #2**

*Develop, implement, and use the results of district End-of-Year (EOY) reading assessments at grades 6-8 for program improvement purposes.*

The grades 6-8 district End-of-Year (EOY) Reading assessments were developed and will be administered in late May and early June of 2012. The data from the assessments will be available before the 2012-2013 school year began. The reports will be similar in structure to the math reports discussed above. In the 2012-2013 academic year schools will use early release days and the item analysis protocol to look at the data and to make curriculum and instructional revisions based on these results as well as NECAP results. The Grade 6 Reading assessment is shown in Appendix 2.

**OBJECTIVE #3**

*Develop and implement SPED NECAP reporting protocols that give the District and Middle School SPED teachers timely information about instructional and programmatic effectiveness.*

During the 2011-2012 school year the Focused Monitoring Leadership Group (Jan Martin, Brian Cochrane, and Ron Boisvert) met multiple times with each school’s special education teachers. Discussion focused on program and schedule during the fall. Once NECAP results were released the data was analyzed and reported to the groups as part of the continuing program delivery conversation. In this case the conversation was about the amount of growth that particular students/programs received and where (subjects and strands) students got growth (or not). Below are examples of some of the reports used.

This is the resulting school-based aggregate data.

<b>NECAP GROWTH RESULTS FOR IDENTIFIED STUDENTS (Fall 2010-2011)</b>										
	<b>Math</b>					<b>Reading</b>				
	<b>District</b>									
<b>Grade</b>	<b>#Ss</b>	<b>Ave. Growth</b>	<b>% -3↓</b>	<b>% +/- 2</b>	<b>% 3+↑</b>	<b>#Ss</b>	<b>Ave. Growth</b>	<b>% -3↓</b>	<b>% +/- 2</b>	<b>% 3+↑</b>
6	120	0.7	29%	36%	35%	130	1.9	31%	22%	48%
7	136	1.7	24%	36%	40%	135	3.7	24%	18%	58%
	<b>Elm St MS</b>									
6	55	-1.3	38%	38%	24%	61	-0.8	36%	28%	36%
7	57	2.5	21%	30%	49%	58	2.5	26%	19%	55%
	<b>Fairgrounds MS</b>									
6	26	3.0	19%	27%	54%	29	3.2	34%	14%	52%
7	37	3.1	11%	43%	46%	34	6.0	18%	18%	65%
	<b>Pennichuck MS</b>									
6	37	2.7	16%	41%	43%	39	5.4	18%	23%	59%
7	40	-0.6	40%	35%	25%	41	3.5	27%	17%	56%

Here is an example of a summary of district, school and program level data for the “Building Bridges” program at Elm St Middle School. The inclusion of the district and school data provides contexts for interpreting the program-level results.

<b>NECAP GROWTH RESULTS FOR IDENTIFIED STUDENTS (Fall 2010-2011)</b>										
	<b>Math</b>					<b>Reading</b>				
	<b>District</b>									
<b>Grade</b>	<b>#Ss</b>	<b>Ave. Growth</b>	<b>% -3↓</b>	<b>% +/- 2</b>	<b>% 3+↑</b>	<b>#Ss</b>	<b>Ave. Growth</b>	<b>% -3↓</b>	<b>% +/- 2</b>	<b>% 3+↑</b>
6	120	0.7	29%	36%	35%	130	1.9	31%	22%	48%
7	136	1.7	24%	36%	40%	135	3.7	24%	18%	58%
	<b>Elm St MS</b>									
6	55	-1.3	38%	38%	24%	61	-0.8	36%	28%	36%
7	57	2.5	21%	30%	49%	58	2.5	26%	19%	55%
	<b>Building Bridges</b>									
6	8	-5.4	50%	50%	0%	8	4.4	13%	13%	75%
7	4	-0.25	25%	50%	25%	4	8.8	0%	25%	75%
<b>Total</b>	<b>12</b>	<b>-3.7</b>	<b>42%</b>	<b>50%</b>	<b>8%</b>	<b>12</b>	<b>5.8</b>	<b>8%</b>	<b>17%</b>	<b>75%</b>

As with the previous year, the student level data was made available to Special Education teachers at the school and program level. In 2011-2012 case manager level growth data was also produced on request and distributed to the requesting case managers.

In the spring of 2012 NECAP summaries were created for two students for each of Nashua’s middle school special education case managers. The summary was a two-page document with NECAP reading results on one side and math results on the other. Below is an example of the NECAP Reading portion of the report for a Fairgrounds Middle School student. After the NECAP historical data is an annual growth calculation as well as annual strand totals. After the data is a protocol that presents a series of questions and prompts for the case manager to think about and a space for written responses. Each case manager was asked to complete the protocol for the two students identified. At a subsequent school special education department meeting the case managers were asked to share their analyses and protocol responses in small groups and then to discuss the form, its potential uses, possible revisions and its applicability. Feedback on the form was quite positive, with many case managers requesting summaries for each of their students. Rightly, the form was seen to be less helpful for those students whose NECAP results were more reflective of a lack of effort and perseverance during the test session that it was their knowledge/skill level.

Student: ☒☒☒☒☒☒☒				Case Manager: Andrew Paul				School: Fairgrounds Middle School					
NECAP READING													
Grade	Year	Reading Score	Growth	WID-V	S/W/±	LT	S/W/±	IT	S/W/±	IU	S/W/±	A&I	S/W/±
Grade 3	2006	347		15/19		12/16		11/17		13/20		10/13	
Grade 4	2007	450	3	16/18		15/17		8/17		14/20		9/14	
Grade 5	2008	551	1	10/10		12/21		12/21		12/18		12/24	
Grade 6	2009	659	8	9/9		18/23		14/20		17/21		15/22	
Grade 7	2010	755	-4	9/10		13/21		15/21		13/19		15/23	
Grade 8	2011	867	12	9/10		17/21		18/21		16/18		19/24	
Grade 11													
Reading score trend over time?													
Relationship between score trend and disability?													
Strand trend(s) over time?													
Relationship between strand trend and disability?													
Description of Program/Supports													
Executive Functioning Skills Summary + Implications													
Other Factors													
Implications for Program, Supports and/or Schedule													
Implications for IEP													
WID-V	Word Identification & Vocabulary	NECAP scores range from 0-80 with 40 being the cut point for proficient.											
LT	Literary Text	Growth is the difference between two NECAP scores.											
IT	Informational Text	Strand scores show the points earned divided by the possible points.											
IU	Initial Understanding of text	S/W/± : Is the strand result a relative Strength, Weakness or neither (±)?											
A&I	Analysis and Interpretation of text												

**OBJECTIVE #4**

*Develop and implement accommodations procedures that better meet the testing needs of middle school students.*

This action item was addressed through discussion with principals at administrative meetings and with special education teachers at departmental meetings. Some schools and teachers took these discussions more to heart than others. The most notable example of improving the testing environment was Pennichuck Middle School, where students were encouraged to use all of the time available, especially for constructed response items. Staff reported anecdotally that they saw a significant improvement in both the length of construct response answers and the complexity of the responses.

## RESULTS

Below are NECAP results from Fall 2011 testing showing the cohort growth and gap analysis data for the middle schools (Grade 6 and grade 7 instructional years) in NECAP reading and math for Fall 2010 to Fall 2011.

NSD NECAP COHORT GROWTH AND GAP ANALYSIS FOR SWD AND NON-SWD STUDENTS 2010-2011											
READING						MATH					
Grade 6 Instruction	SWD					Grade 6 Instruction	SWD				
	Level 4	Level 3	Level 3-4	Level 2	Level 1		Level 4	Level 3	Level 3-4	Level 2	Level 1
Grade 6 2010	0	27	27	38	35	Grade 6 2010	5	18	23	22	55
Grade 7 2011	4	27	31	38	31	Grade 7 2011	6	14	20	19	61
Change	4		4		-4	Change	1		-3		6
NON-SWD						NON-SWD					
Grade 6 2010	20	58	78	18	4	Grade 6 2010	29	43	72	15	13
Grade 7 2011	20	61	81	16	3	Grade 7 2011	28	38	66	18	17
Change	0		3		-1	Change	-1		-6		4
2010 Gap	20	31	51			2010 Gap	24	25	49		
2011 Gap	16	34	50			2011 Gap	22	24	46		
Δ Gap	-4	3	-1			Δ Gap	-2	-1	-3		
Grade 7						Grade 7					
Instruction	SWD					Instruction	SWD				
	Level 4	Level 3	Level 3-4	Level 2	Level 1		Level 4	Level 3	Level 3-4	Level 2	Level 1
Grade 7 2010	1	26	27	41	32	Grade 7 2010	4	16	20	24	56
Grade 8 2011	6	34	40	29	31	Grade 8 2011	3	18	21	25	53
Change	5		13		-1	Change	-1		1		-3
NON-SWD						NON-SWD					
Grade 7 2010	16	55	71	22	8	Grade 7 2010	24	38	62	21	17
Grade 8 2011	26	56	82	15	3	Grade 8 2011	24	41	65	19	16
Change	10		11		-5	Change	0		3		-1
2010 Gap	15	29	44			2010 Gap	20	22	42		
2011 Gap	20	22	42			2011 Gap	21	23	44		
Δ Gap	5	-7	-2			Δ Gap	1	1	2		

### Highlights

Grade 6 instructional year Reading results increased the percentage of SWD scoring proficient or better (4%), increased the percentage who scored proficient with distinction (4%), decreased the percentage who scored substantially below proficient (4%), and decreased the achievement gap for scoring proficient or higher (1%), and for scoring proficient with distinction (4%).

Grade 6 instructional year Math results increased the percentage of SWD who scored proficient with distinction (1%) but results were generally lower in all other areas of SWD achievement. However, the achievement gap decreased for scoring proficient or higher (2%), and for scoring proficient with distinction (3%).

Grade 7 instructional year Reading results increased the percentage of SWD scoring proficient or better (13%), increased the percentage who scored proficient with distinction (5%), decreased the percentage who scored substantially below proficient (1%), and decreased the achievement gap for scoring proficient or higher (2%).

Grade 7 instructional year Math results increased the percentage of SWD scoring proficient or better (1%) and decreased the percentage who scored substantially below proficient (3%). However, the non-SWD population fared even better so the achievement gap grew marginally.

**Additional work supporting improved learning outcomes for Nashua Students with Disabilities**

At the three-day Middle School Summer Institute held in August 2011 the break-out sessions on “Supports for Learning” and “Scheduling” were combined so that scheduling, SPED programming, and RTI conversations would all overlap and the group was chaired by Jan Martin (Director of Special Education), Bob Cioppa (Director of Student Services and ELL), and Brian Cochrane (Assistant Superintendent). The charge to the group included all learners, thus representation in the group included core academic teachers as well as representation from teachers from special education, ELL, and unified arts.

Subsequently this group became the nucleus of a committee that was charged with increasing supports for learning in the middle school. The group members and the work plan for 2011-2012 are shown below.

<u>Working Group #1 Supports for Learning</u>	
Chairs: Brian Cochrane, Jan Martin, Robert Cioppa	
Members: Deneen Robie (EMS), Karen Davis (EMS), Colette Valade (Principal EMS), Mary Pispitsos (FMS), Bob Bourque (FMS), Erica Keeley (FMS), Jeff Arbogast (PMS), Ginny Prive (PMS), and Diane Vienneau (District Peer Coach).	
<b>Charge/Work Plan</b>	
1. Advisories	Revamp of the goal/role of advisories in middle school and attributes/models of advisories to match the goals.
2. Scheduling	Examine and make recommendations on scheduling models that support advisories, interventions and enrichment.
3. Pyramid Rtl	Investigate Pyramid RTI (PRTI) and develop a district plan for the implementation of PRTI.

The Middle School Supports for Learning workgroup was funded by the district to send participants to attend a two-day PRTI Conference held in St. Louis, MO on December 5-6, 2011. Membership included all three middle school principals, two teachers from each school and two central office administrators.

District Administration: Brian Cochrane and Bob Cioppa (Jan Martin had previously attended this workshop)

School Administration: Colette Valade (Elm St. MS principal), John Nelson (Fairgrounds MS principal), and Lynne Joseph (Pennichuck MS interim principal)

Teachers: Karen Davis (EMS), Deneen Robie (EMS), Bob Bourque (FMS), Erica Keeley (FMS), Jeff Arbogast (PMS), and Lynda Walsh (PMS)

As of the writing of this report a steering committee is being established to organize a two-day workshop in August 2012 to plan the PRTI implementation in 2012-2013 with grade 6 students in all three middle schools. The plan is that the PRTI model will be piloted next academic year at the grade six level and then “roll up” with the students to include grades 6-7 in 2013-2014 and 6-8 in 2014-2015. The Pyramid Response to Intervention Final Report is available in Appendix 1.

### **Year 1 – High School**

The High School Focused Monitoring Leadership Team consisted of the following members:

- Jan Martin – Special Education Director
- Brian Cochrane – Asst. Superintendent for secondary schools/ Director of Assessment and Accountability
- Ron Boisvert- Data Analyst
- Michael Harrington – Asst. Principal, North
- Susan Chmura – Special education head teacher, North
- Helayne Talbott – Asst. Principal, South
- Ann Wagner – Special education head teacher, South
- Lori Kalosky – Special education teacher, South
- Jane Bergeron-Beaulieu – Special Education Program Approval, SERESC

To address the Achievement Gap between students with disabilities and their non-disabled peers, the aim of monthly meetings has been to review data sources and service delivery in order to develop protocols for systematic change that would positively impact learning. The three areas addressed include:

- User-friendly “Kid Grid” profile – The team reviewed data sources already available, with focus on reading and numeracy, using student NECAP history starting in 6<sup>th</sup> grade and the Benchmark Assessment in Reading [BAR] and Benchmark Assessment in Math [BAM]. Also included in the Kid Grid are risk factors such as conduct and attendance, as well as high school grades and current GPA. The Kid Grid would be one-page, user-friendly and easily accessible electronically to teachers and support personnel, and would identify the student’s profile over a number of years. The team also developed a High School Student Performance Profile explanation sheet as a quick way for teachers to understand the Kid Grid Profile. This profile would quickly give a history of school performance and assist teachers and teams in planning effective programming for our special education students.
- Transition – The team looked at two areas of Transition, including transition from middle to high school and Transition Planning for post-high school. The team believed that if we addressed both of these issues it would have a positive impact on improved student learning.
  - Transition from Middle to High School – The team believed that better transition planning between schools would play a positive part in how well students do in high school, particularly during the freshman year. To decrease transition obstacles, to

determine proper placement and programming, and maximize student instruction immediately upon arrival, the high schools worked to improve protocols for Transition.

Activities included:

- High school special education head teachers visited feeder middle schools and met with case managers to begin transition [although this has always occurred, more thought and organization were added to maximize the interchange.
  - South High School planned a three hour in-service for case managers from feeder middle schools. This was done during a school day afternoon and was supported by central office administration. It included observing classrooms and programs, discussing related services and tips for more effective HS IEPs. The receiving case managers met with sending case managers for specific planning around individual students. Topics also included how to talk with parents about diploma options and how to talk with parents when their perception of academic ability is far higher than reality. The middle school folk left with a far greater understanding of the workings of the high school and the need level of independence expected of HS students. The transition protocol across middle schools is also now more consistent.
  - Middle schools planned meetings for parents with high school special education head teachers available for general special education questions regarding the structure and procedures of the high school.
  - “Meet and Greet” gathering at the High Schools for parents of youngsters moving to the high school.
  - Planned group and individual May/June visits for all students that need additional transition support.
  - In team discussions, the special education head teachers shared that the fact they could not access the middle school database for needed student information was an obstacle for transition. Brian Cochrane authorized access which has greatly added to transition ease.
  - HS special education head teachers attended many 8<sup>th</sup> grade IEP meetings, particularly those most challenging, and those with parent transition concerns.
- To improve post-secondary Transition Planning and subsequently to more efficiently plan the student’s high school course:
    - Heidi Wyman from the Stafford Learning Center was invited back for two after school sessions, looking more closely at individual student IEPs. Most all case managers were in attendance at one or both sessions.
    - Collectively staff attended a multitude of Transition trainings occurring in the state over the course of the year.
    - There were more meetings than in the past between special education teacher and general education counterparts for discussion about access and alignment of curriculum and the common core.

- Improved course scheduling for identified students:
  - In team discussions, it was found that there was great variability between the high schools in how scheduling of special education students occurred. Team looked at service delivery and how best to meet the needs of all of our special education students through effective scheduling and flexibility. Changes were made, particularly at South, where there was a lack of flexibility in meeting course needs for our students.
  - Linked to class schedules and teacher reporting, the Parent Portal was developed. Although the team recognized the Portal could minimize the work of case managers in gathering and delivering bi-weekly monitor reports [written in to many of our identified student's IEPs], we were also concerned about resistance from parents in using the Parent Portal. We developed a plan in how to transition parents to use the Portal, which has considerable more detailed information than our Monitor Reports. Our plan included:
    - The Director of Special Education wrote a letter for case managers to hand to or send parents explaining the use and advantages of using the Parent Portal, along with Technology's instructions on how to do so.
    - At the next IEP meeting, the case managers would speak with the parents about their internet access and/or their willingness/reluctance to use the Portal. It would be determined if case managers would continue to need to collect information and send to parents, but all parents that had internet would be encouraged [and supported if needed] to access the Portal.

The Parent Portal has decreased the workload of our case managers with regard to Monitor Reports.

## 5. Action Plan:

The Focused Monitoring Action Plan is intended to describe the specific Goals, Objectives and Strategies that will be implemented as a result of the year long FM Planning Process. This strategic process serves as 'roadmap' for advancing the learning for all students while projecting the specific strategies that will address the achievement gap between students with unique learning challenges and abilities and their peers. The plan is designed as a document that can be reviewed and revised as necessary throughout the implementation year.

SAU # 42 NASHUA SCHOOL DISTRICT 2012-2013: North/South High Schools ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: To reduce by 10% the percent of failing grades received by the incoming 2012 Freshman as measured at the first semester and end of year mark.

OBJECTIVE #1 Develop, implement, and use a Transition Protocol for students moving from 8<sup>th</sup> to 9<sup>th</sup> grade.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Develop and utilize a Transition Protocol to assist 8 <sup>th</sup> grade and HS case managers in easing transition challenges for students, and to insure that individual programming and placement is appropriate upon entering the freshman year.	HS and district office special education staff	HS special education head teachers, HS administrator, district office special education staff.	September 2012 – June 2013	What & by whom	When	What & by whom	When
				HS special education head teachers	2012-2013 school year	Head special education teachers and district special education will define a number of indicators that represent effectiveness and evaluate progress along those indicators	May 2013

**OBJECTIVE # 2** Utilize the newly developed Kid Grid to review progress over time for all Freshman students at risk for failing a class and all students who are newly referred for possible special education identification

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Utilize the Kid Grid when students are new referrals for special education eligibility and for all Freshman who are at risk of failing a course.	Salary for the Focused Monitoring Coordinator[grant funded] This person would assist the team in any Kid Grid glitches and changes that need to be made, and assist in the data collection to measure the stated Goal.	HS Special Education Head teachers and special education case managers.	November 2012 – May 2013	What & by whom	When	What & by whom	When
				HS Special Education Head teachers and district office special education representative	Nov. 2012 – May 2013	HS special education head teachers and administrators, district office special education and data person will survey case managers and school psychologists to review its usefulness and determine any changes that should be made.	April 2013

OBJECTIVE #3 Improve systems and procedures as related to the special education process in an effort to streamline process so more time is spent with student instruction and intervention.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Special education staff will review policies and procedures, will continue to improve in writing effective IEPs, and develop/improve an organizational process that will record eligibility/IEP dates, and needs for assessment.	All HS special education staff	All HS special education staff	2012-2013 school year	What & by whom	When	What & by whom	When
				HS special education head teachers	2012-2013 school year	With district office special education staff, HS special educators will reflect on the process, determine what went well and determine the weak areas set for continuous improvement and further staff development. Will utilized the new district IEP review process to improve IEPs.	May 2013

**OBJECTIVE #4** Increase the effectiveness of individual student IEP Transition Plans, developing and reviewing Plans in the Freshman year so that students utilize their high school years and opportunities in an effective and efficient way to make ready to meet their post secondary goals and be ready for adult life.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Special education staff will develop, review and/or revise individual student transition plans/goals to insure good planning of his/her HS career.	Special education staff	HS special education head teachers	October – May 2012-2013	HS special education head teachers will make sure that all special educators working with Freshman will thoroughly develop or review a selected number of their student IEP Transition Plans.	October 2012- May 2013	HS special education head teachers and HS administrators and district special education personnel will determine effectiveness utilizing the new district IEP review process	2012-2013 school year

# APPENDIX 1: FINAL REPORT OF THE PRTI WORKGROUP

## Pyramid Response to Intervention (PRTI) Final Report (05/10/2012)

In an effort to improve academic and behavioral outcomes for middle school students, Nashua School District is embarking on a process of making systematic changes that will create timely, flexible supports for students (Response to Intervention—RTI). The goal is to provide students with targeted instruction based on ongoing unit-based assessments as well as address student behaviors that are impeding the learning process. Before looking at behavioral interventions, it must be acknowledged that learning is the fundamental purpose of the school.

The first place to begin in this endeavor is ensuring that **essential standards** are in place across the content areas. These standards need to identify the knowledge, skills, higher order thinking and dispositions that will endure throughout a student's academic career and professional life and also be of value across multiple content areas. Once the essential standards have been created and agreed upon, two school processes have been found to be extremely powerful in helping students learn. The first is a system of common formative assessments (CFA) that are based on the essential standards and that provide "formative assessment data to teachers to assist them in making decisions about the effectiveness of their classroom practice" (Huitt, Huitt, Monetti & Hummel, 2009, p. 5). Hattie (2009) identifies the use of CFA data as the single most important school process related to increasing student achievement (for more information on CFAs see Appendix 1). The next two most important school processes identified by Hattie are "implementing a common classroom management program based on behavioral principles ... and developing a comprehensive intervention program for disabled students" (Huitt et al., 2009, p. 5). These two factors comprise the dual goals of Pyramid Response to Intervention (PRTI); however PRTI extends the system of interventions to all learners. (for more information on classroom management see Appendix 2).

PRTI identifies two types of students who need significant support and interventions:

- Failed learners—students who have made a legitimate attempt to learn but who have not yet demonstrated proficiency at all essential unit or course goals; and
- Intentional non-learners—students who have chosen to opt out of learning.

While the Supports for Learning working group has been addressing both types of supports, for the 2012-2013 school year, the working group will be primarily addressing the Intentional Non-Learner group more explicitly, while still planning for future implementation of supports for "failed learning".

### **Intentional Non-Learners**

Intentional non-learners avoid doing the work for a variety of reasons. Some of these reasons include:

- Boredom/Relevance - the student does not see the work as being interesting or relevant;
- Lack of Organization/Executive Functioning Skills - the student is often well intentioned but is disorganized, easily distracted, and/or does not plan or use time effectively;
- Immaturity/Lack of Intrinsic Motivation - the student does not make the connection between learning and achieving in school and success and goal attainment in later life;

- Failed Learning - based on prior experiences, the student would rather not try and fail than risk his/her self esteem by giving it their best effort and failing;
- Alternative Framework – the student’s home/community life has resulted in a view of success that does not include traditional school/work values;
- Attention-Seeking - the student is being resistant to gain attention from either the teacher or peers; and/or
- Oppositional/Defiance - the student is driven to defeat authority, possessing a strong need for control and power, denying responsibility for their own behavior with little insight into how it impacts others; they’re socially exploitive and can tolerate a great deal of negativity – thriving on conflict, anger of others tends to feed their inner being.

In addition, many students have learned that the teacher/school will not require them to do the work and that there are few/no consequences that matter to them at that point in time for doing the work.

Boredom/Relevance: Students who are more intrinsically motivated to learn and achieve in school are likely to engage and put forth effort even when the teacher does not actively address issues of student interest/relevance. However, teachers can increase students’ levels of engagement by explicitly addressing the relevance of the course material and the connection to the students’ world and life. The use of essential questions is but one example of a strategy to help student learning become more meaningful.

Lack of Organization/Executive Functioning Skills: Many students are well intentioned but lack the organizational skills and discipline to translate their knowledge and skills into a grade which represents their level of ability/functioning. Academic support or mini-courses to address and support executive functioning skills can be very helpful in this respect.

Immaturity/Lack of Intrinsic Motivation: Getting the student to understand that their lack of engagement will have lasting and perhaps devastating consequences is often difficult. Many times these students are waiting for adults to give up on them. High expectations combined with connecting to an adult in the building who cares about them and mandatory work/learning can be helpful in maintaining the student on a sufficient academic trajectory that will allow them to recover if/when they become more motivated.

Failed Learning: Providing students with supports that address their specific learning needs can allow them to experience the academic success and develop the confidence to invest their time and effort into their schoolwork.

Alternative Framework: Exposure to careers, career guidance, and career pathways of interest to middle school students can help students who lack working role models.

Attention-Seeking: Some students find the attention from misbehavior and work avoidance to be more rewarding than the attention of academic achievement. This attention seeking is often accompanied by prior failed learning and/or lack of confidence in their academic abilities.

Oppositional/Defiance: Although a relatively small percentage of intentional non-learners, oppositional defiance needs to be identified and addressed as such with appropriate support for teachers.

Pyramid RTI involves problem-solving around the reasons of non-learning and attempting to address the non-learning by addressing the root cause, rather than the generalized behavior.

Below is a description of a variety of interventions that are intended to assist intentional non-learners. Many are taken from or adapted from the work of Buffum, Mattos, and Weber (2009).

### **Increased Communication with Parents and Frequent Progress Reports**

Because intentional non-learners have an aversion to doing work, they often fall behind in their coursework very quickly. Teachers can find it an uphill battle to help these students make up missing assignments *and* keep up with their current ones. Frequent communication with parents can be helpful for many students. The communication and reporting can be broken into three basic areas:

1. Effort/attention including both work in class and home work (including notifying parents of homework assigned);
2. Behavior, including attendance and tardies; and
3. Academic achievement/progress.

Depending on the cause, this intervention can be combined with others, such as Executive Functioning Skills Class, Targeted Rewards.

### **Executive Functioning Skills Class**

Intentional non-learners also often fall behind because they lack the organizational skills and/or executive functioning (self regulation) for keeping track of assignments, budgeting time well, and submitting completed work on time or at all. To address this concern, teachers can assign students to a study-skills class, where organizational and study skills can be taught and practiced daily.

### **Goal-Setting and Career Planning Support**

As noted earlier, intentional non-learners rarely understand the direct connection between their immediate performance and their future opportunities in life. This lack of awareness is usually due to their lack of maturity and life experiences, as well as the tendency for underachieving students to have parents who did not successfully navigate their own schooling. To help address this problem, the school can provide students with the opportunity to explore career options, set career goals, learn about steps necessary to achieve them, and create an achievement plan. This planning can be introduced in the upper elementary grades with an increased focus throughout junior and senior high school. Such efforts will add real-life relevance to learning, helping children make vital connections between the school's expectations today and their personal dreams for tomorrow.

### **Academic Support**

Some students, for a variety of reasons, need more structure and support in their school day than others. Often the missing structure and support can be provided by scheduling the student into a class period (or part class) for academic support. This support should not require the student to miss core academic instruction. The academic support program may address a variety of issues.

### **Targeted Rewards**

When trying to motivate students who show a lack of effort, many educators focus solely on punitive methods. Although such approaches are sometimes needed, teachers should more often reinforce positive student actions. Many schools have difficulties with intentional non-learners primarily because they allow their students the option of not learning in the first place. The bottom line in creating effective responses to such students is this: The school's desire for these learners to do the work must be significantly greater than the children's desire not to do it. If a school has the same "zero-tolerance" *approach to lack of student effort as it does for drugs or violence, then it will become a "laziness free" zone.*

### **Mandatory Study Hall**

Mandatory study hall provides intentional non-learners with a quiet, structured environment in which they are required to complete their homework, classwork, or make-up assignments. Because the targeted students are capable of doing the work, a credentialed teacher is not necessarily needed to teach study hall, which may be supervised by school support staff or administration. Educators can schedule mandatory study hall sessions before or after school, at lunchtime, during recess, or as an assigned class.

**Mandatory Homework Help**

Like study hall, mandatory homework help sessions provide students with a structured environment to complete assignments, but homework help sessions go further to also offer academic assistance. Because homework help includes tutoring, a credentialed teacher is the best person to supervise this activity, although qualified support staff, peer tutors, and community volunteers may also be used. As with mandatory study hall, schools can schedule such assistance before, during, and after school.

**Academic Probation**

For many (and hopefully most) students school is an enjoyable place where they learn in the classroom and participate in a variety of co-curricular and extra-curricular activities. When the effort and performance of this type of student drops there may be a variety of reasons for it. In many cases there are factors outside the student’s control that are related to the change in behavior. In some cases, however, the shift in behavior and attitude is not caused by factors outside their control. In those cases teachers or guidance counselors should (and usually do) have conversations with the students and/or parents to try and find out what is wrong or is happening in the student’s life to warrant the change. At some point in the conversation/problem solving process the student’s teachers may consider withdrawal of privileges (or the threat of withdrawal) as a means of moving the student back to their “normal” behavior patterns. Academic Probation provides a standardized means of addressing this situation and communicating with the parents about the teachers concerns and what is being done to try to address the situation. See Appendix 3 for more information on Academic Probation.

**Incompletes/“Not Yet”**

When a student hands in an incomplete or poorly completed assignment, one of the options for the teacher is to give the assignment an incomplete and then require that the student redo or complete the assignment for a better grade. The “redo” can require Mandatory Homework Help or some other obligatory attendance. The focus of this intervention is insisting on non-negotiable high standards for all learners and continuing to work with the student until they learn enough, and put in enough effort, to be successful. This intervention also avoids the situation where failing grades increase the likelihood that he student will

However, work on supporting intentional non-learners does not mean that focus should be taken away from curriculum, instruction and assessment/grading. Rather, better lessons and more effective and aligned grading practices also support all learners, including intentional non-learners.

More information on interventions is provided below.

<b>Intervention</b>	<b>Targeted Students</b>	<b>Intensity</b>	<b>Contract Requirements</b>
<i>Mandatory Tutorial</i> Targeted students attend weekly tutorial sessions in area of need, based on	Failed learners and intentional non-learners in all	Twice weekly, approx. 30	Instructors promote students from the intervention once all grades

teacher referral.	subjects	minutes/session	are satisfactory
<i>Mandatory homework help</i> Targeted students must attend lunch and/or after-school homework sessions	Intentional non-learners, all subjects	1-10 times per week, depending on need. Lunch 30 minutes daily, After school 60 minutes daily	Instructors promote students from the intervention once all grades are satisfactory, based on teacher's referral process.
<i>Homework help sessions</i> Staff members escort targeted students to assigned lunch and/or after-school help sessions	Students who fail to attend mandatory support	1-10 times per week, depending on need.	Instructors promote students from the intervention once they demonstrate the ability to attend their assigned interventions independently.
<i>Parent contact/Progress Report</i> School contacts the parent(s)/ guardian(s) of every student referred to PRTI & provides a report of the child's academic progress and the teachers' area(s) of concern	All students referred to PRTI	At least every 3-4 weeks	Instructors promote students from the intervention once all grades are satisfactory, based on teacher's referral process.
<i>Fall and Spring Conferences for Students who are at risk</i> Parent-teacher-student conferences for students in danger of retention and/or failure to respond to interventions. Participants create an improvement plan for the student.	Students at risk of retention or failing to respond to the interventions	Twice (October and March) per school year	Instructors promote students from the intervention once they succeed in other Tier 2 interventions.
<i>1-on-1 Mentoring</i> School assigns 1-on-1 mentor to targeted students. Mentors can provide academic peer tutoring &/or help the student learn how to gain peer acceptance	Failed learners, intentional non-learners, and other students with concerns about relating to peers	As needed	Teachers promote the student upon successful remediation of the targeted concern.
<i>Advancement Via Individual Determination (AVID)</i> AVID is a college-focused elective course designed to support targeted students' access to rigorous coursework. Class teaches college and career planning, study skills, tutorial support of college-prep curriculum.	Students with high ability who are low achieving	Daily, one period	N/A
<i>Change of Teachers</i> Staff assigns targeted student to same course with a different	Students in need of a different instructional style	As needed	N/A

teacher because present teaching style does not serve child's needs.	and/or a new start		
<i>Honors Classes</i> Students can take honors classes in math, core subjects, and science	Students who have demonstrated advanced mastery of grade-level essential standards	Each semester	N/A

(March 4, 2012)

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## APPENDIX 2: COMMON ASSESSMENTS IN NASHUA MIDDLE SCHOOLS

### Common Assessments in Nashua Middle Schools

“Common assessments are formative or summative assessments that are designed by a grade-level, departmental or vertical team, or by a district, for the purpose of assessing multiple groups of students throughout a school or district” (Burke, 2010, p. 27).

“Common formative assessments require teachers to meet and agree on what they plan to teach, what they plan to assess, and

A variety of assessment types/methods can be used for common assessments, including constructed response and selected response assessments and/or assessment items. Assessments should be based on the NH Grade Level Expectations (GLEs), the Common Core State Standards (CCSS), and/or district/course competencies. Individual assessment items should be developed or chosen based on the learning goal, including the Depth of Knowledge (DOK) required to demonstrate achievement of that goal. Formative assessments that occur at the start of a unit should be assessed at a level comparable or using the same rubric as the assessment planned for the end of the unit. When using a combination of multiple choice questions to determine proficiency, care should be taken to use items that address a variety of learning progressions and/or common misconceptions or student errors.

According to Stiggins and DuFour (2009) common assessments are created for three formative purposes.

1. To “help identify curricular areas that need attention because many students are struggling”;
2. To “help each team member clarify strengths and weaknesses in his or her teaching and create a forum for teachers to learn from each other”; and
3. To “identify students who aren’t mastering the intended standards and need timely and specific interventions”. (p. 641)

Therefore, common formative assessments should be constructed, and results should be reported, with these three purposes in mind.

## Sample Data Reporting and Analysis Protocol

Below is a sample report showing student results from three different teachers (Teachers 1-3) on a formative content writing assessment. The maximum score for each criteria is “4” with a score of 3 or higher identified as “proficient”.

Content Writing Assessment: Common Assessment Results (Target Score 3/4)																
	Focus on Central Claim				Organization & Support				Sentence Fluency & Word Choice				Convention			
Student	Class 1	Class 2	Class 3	Totals	Class 1	Class 2	Class 3	Totals	Class 1	Class 2	Class 3	Totals	Class 1	Class 2	Class 3	Totals
1	4	3	4	11	2	2	4	8	3	2	4	9	4	4	3	11
2	3	4	4	11	3	4	3	10	3	4	4	11	3	4	4	11
3	4	4	4	12	4	3	3	10	4	3	3	10	2	4	4	10
4	1	3	3	7	1	2	2	5	2	3	4	9	2	4	4	10
5	4	2	4	10	2	2	2	6	3	2	3	8	3	3	4	10
6	2	4	3	9	1	3	3	7	1	4	3	8	3	4	3	10
7	4	3	3	10	3	4	2	9	3	4	2	9	4	3	3	10
8	4	2	3	9	2	2	3	7	3	2	3	8	3	3	3	9
9	2	2	3	7	4	1	2	7	4	1	2	7	4	3	2	9
10	4	4	4	12	3	3	3	9	4	3	3	10	4	3	3	10
11	2	3	3	8	3	2	3	8	3	2	4	9	3	3	3	9
12	2	3	3	8	2	3	3	8	3	3	4	10	4	4	4	12
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14	2	4	3	9	1	4	2	7	3	4	3	10	3	4	3	10
15	1	3	3	7	1	3	3	7	1	4	4	9	2	4	3	9
16	4	3	3	10	3	2	3	8	4	3	3	10	4	3	3	10
17	2	3	3	8	1	3	3	7	1	3	3	7	2	4	3	9
18	2	3	4	9	2	2	3	7	3	2	4	9	3	4	4	11
19	2	3	4	9	2	3	4	9	2	4	4	10	3	4	3	10
20	4	2	3	9	3	1	2	6	3	1	3	7	4	3	2	9
<b>Av. Score</b>	2.9	3	3.4	3.1	2.3	2.6	2.8	2.6	2.8	2.8	3.3	3	3.2	3.6	3.2	3.3
<b># Proficient</b>	10	15	20	45/60	9	10	13	32/60	15	12	18	45/60	16	20	18	54/60
<b>% Proficient</b>	50%	75%	100%	75%	45%	50%	65%	53%	75%	60%	90%	75%	80%	100%	90%	90%

## Data Analysis Protocol

Team/Subject \_\_\_\_\_ Teacher \_\_\_\_\_  
Date \_\_\_\_\_

This analysis is based on our team's common assessment of the following learning goals:

[PLC Question #1 – What do we want all students to know and be able to do?]

1. Which of our students need additional time and support to achieve at or above proficiency by the end of the unit? How will we provide that time and support?

[PLC Question #2 - How will we know if they have learned it?] [PLC Question #3 – How will we respond if they haven't learned it?]

2. Which of our students are not yet proficient but will need targeted support within the existing classroom? How will we provide that additional targeted learning?

[PLC Question #2 - How will we know if they have learned it?] [PLC Question #3 – How will we respond if they haven't learned it?]

5. What is our plan to enrich and extend the learning for students who are already highly proficient?

[PLC Question #3 – How will we respond if they know it already?]

6. What is an area where my students struggled? What strategies were used by my teammates whose students performed well?

[PLC Question #2 - How will we know if they have learned it?] [PLC Question #3 – How will we respond if they haven't learned it?]

7. What is an area where our teams' students struggled? What do we believe is the cause? What is our plan for improving the results?

[PLC Question #2 - How will we know if they have learned it?] [PLC Question #3 – How will we respond if they haven't learned it?]

## APPENDIX 3: CLASSROOM MANAGEMENT IDEAS

### CLASSROOM MANAGEMENT IDEAS

- Discipline actions are rare in environments where teachers and students respect and trust each other.
- Proactive classroom management is the most effective deterrent to discipline problems.
- Teachers who set and reinforce clear expectations for student behavior have more success in classroom control and fewer discipline problems than those who fail to do so.
- Effective teachers clearly communicate and reinforce behavioral expectations. Parents and administrators should be involved in supporting the teacher.
- Student learning/achievement is higher in those classrooms where discipline issues are at a minimum.

The key to minimizing discipline problems is good classroom management skills:

- Classroom Arrangement-Floor plan that works
- Routines
- Create a “Positive” classroom climate
- Consistency in classroom expectations
- Well –planned for each lesson-everything ready for instruction
- Classroom activities need to be engaging
- Teach rules and consequences
- Consistency, consistency, consistency and fairness in rule enforcement
- Be aware of what is going on in the room-walk over to any possible problems
- Consistent, proactive discipline is the crux of effective classroom management
- Establish routines for all daily tasks and needs
- Establish smooth transitions and continuity
- Have lessons with variety and challenge
- Be able to multitask
- Be aware of all actions and activities in the classroom
- Anticipation of potential problems will minimize classroom disruption
- Address minor inattention and disruption before they become major issues
- Maximize student engagement in learning and make good use of every instructional moment
- Organization and routine of tasks

Expectations from the District Evaluation Document

The Teacher

- Clear expectations and is consistent in dealing with these expectations
- Addresses students in a caring professional manner
- Develops rules with students-posts rules
- Deals with behaviors immediately and expeditiously
- Establishes guidelines for productive discussions; serves as a model/mentor for students
- Disciplines in private , avoids sarcasm, evidences caring, is aware of and follows student behavior plans that have been established

- Establishes classroom routines, rules, and consequences and administer them consistently, fairly, and effectively. Supports the standards, values, and purposes of the school culture.
- Minimizes interruptions to instruction, engages student in learning to the end of the class period
- Models behaviors that demonstrate respect for the importance of life-long learning
- Avoids embarrassing students using sarcasm. Uses resources such as students, parents, and other professionals to determine possible problems and solutions. Makes referrals to student support teams.

## APPENDIX 4: ACADEMIC PROBATION IDEAS

Requirements for student council members:

- students who are not passing or behaving properly... should they be allowed to participate and represent the school
- should there be rules for "officers" : grade, behavior
- - sometimes we place students in student council to promote and encourage involvement and acceptance.

**Academy Probation** put in place for all extra-curricular activities. Can this apply to student council as well as other activities?

\*\* see attached notes

What activities to include:

- student council
- jazz band
  - select chorus
  - Tri- M
  - school play
  - Jr honor national society
  - year book
  - all sports
  - field trips/ afterschool FT group

Expectations:

- attendance -
- behavior
- academics

Academic probation...for extra curricular activities

What are the academic expectations ... when does academic probation occur:

**Students that are achieving significantly below their expected academic level due to lack of effort and poor attitude and other factors within their control...**

**Not turning in homework**

**Not paying attention in class/lack of class participation**

**Unprepared for class – not bringing material, books, etc...**

**Demonstrates lack of concern for poor grades**

**Does nothing to improve... not staying for extra help**

Attendance expectations:

**Students are expected to be in school and on time to school and to each class.**

Behavior:

**Behavior that is repetitive and non-conforming to class and school standards will be considered when reviewing a student for academic probation.**

Steps to take when a student does not follow these expectations.

- 1) Team conversation with student – serves as a warning ... inform club advisor
- 2) 2<sup>nd</sup> conversation with student w/ probation letter listing offenses ... have signed by advisor and parent
- 3) Consequence: non- participation in the next club/sport meeting... but attendance is necessary.

What comes after third step if student does not improve....

- Send 2<sup>nd</sup> letter home
- Invite parents in for conference

Notes:

Students who “won’t”- Ways to motivate them..

Characteristics of Non- Learners

- Loners
- Low Self esteem
- Parents/Families don’t value Middle School
- no “remorse”
- average to above average ability
- Power struggles / want control
- disorganized
- a million excuses
- history of family being unsuccessful
- those who can’t – don’t
- entitlement
- learned helplessness
- lack of sustained effort
- lies
- underlying emotional issues
- no consequences at home
- lazy
- not interested in anything
- no long term goals
- self sabotaging / afraid
- lack of respect of self, adults, education???

How do we change this:

- pro-active measures for success
- positive adult role model
- Currency/Reward
- Academy Probation
- guidance groups

- academy probation type model of supporting student:
  - Team meeting with student – 1<sup>st</sup>/ action plan/guidance
  - Call Parent – 2<sup>nd</sup> mtg with student
  - 3<sup>rd</sup> meeting – invite parents, parents sign action plan

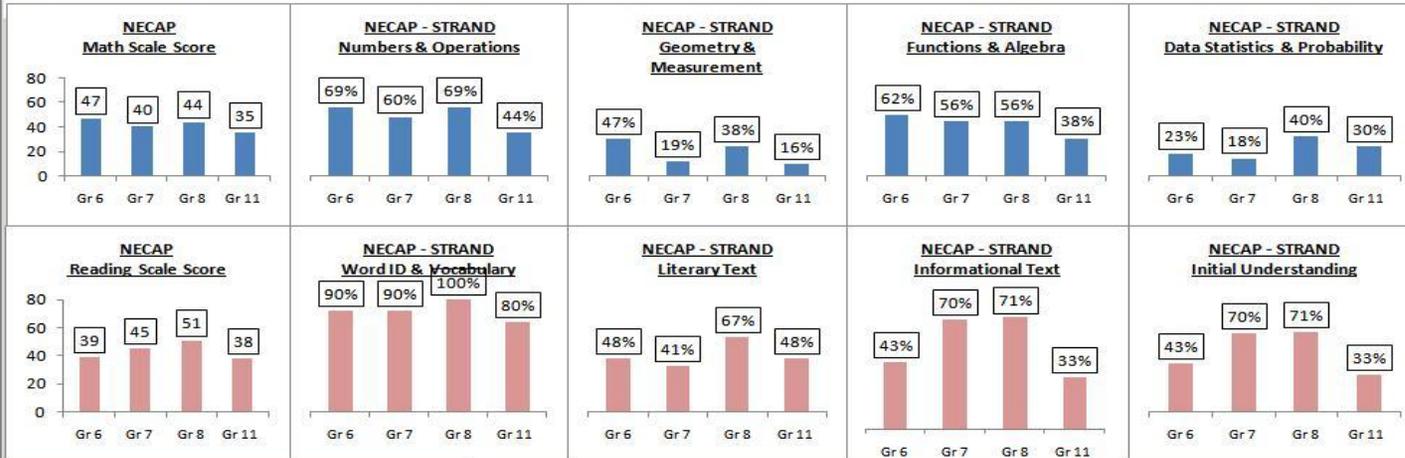
Ideas to motivate kids who won't (brainstorming thoughts):

1. Saturdays
2. Differentiated Instruction
3. Academic Probation
4. Mandatory Family Meeting – after suspensions within 10 days
5. “renew” goal setting/mapping with team
6. transportation to detention center
7. mandatory summer school
8. double up on content classes failed
9. take end of year skills test – individual basis
10. incorporate more instructional assessments to better meet skills needs
11. meet with parents

NECAP - Proficient (Level 3) - 40

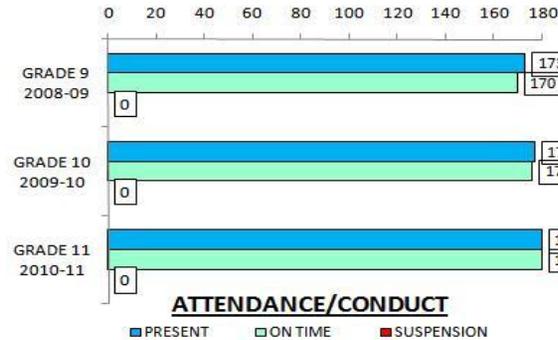
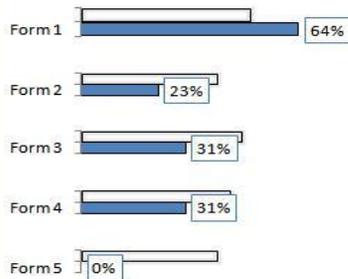
## STUDENT PERFORMANCE PROFILE

Student's Picture  
Here



Age 17 GPA 3.43

### BENCHMARK MATH

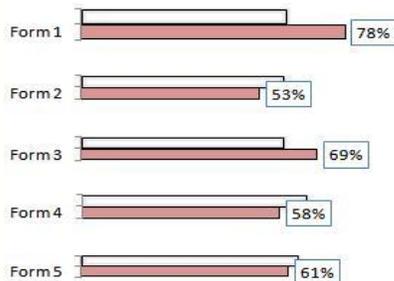


RANK 254 TOTAL CREDITS 24.00

NASHUA SOUTH		Grade: 09	School Year: 2008-2009
COMP. APP. 1	C	PRE-ALGEBRA	A-
CRAFT STUDIO	A+	SPORT EDUCATION	A
ENGLISH 1 (E)	D	WORLD STUDIES (E)	B
FOODS TECHNOLOGY	C-		
FRESHMAN SEMINAR	A-		
GENERAL SCIENCE	A-		

NASHUA SOUTH		Grade: 10	School Year: 2009-2010
ALGEBRA 1 (E)	B	FIT FOR LIFE	A
ART 1	C	HEALTH 1	B-
BIOLOGY	B+	ON YOUR OWN	
BLUPRT FOR AMER (E)	C+		
DESKTOP PUB	B-		
ENGLISH 2 (E)	A		

### BENCHMARK READING



ELM ST	Grade 08	
LANGUAGE ARTS	B	SIMULATED GRADES
MATH	A	
SCIENCE	B	
SOCIAL STUDIES	B	

MIDDLE SCHOOL LEVEL F E H

Counselor:	HAMILTON T
Case Manager:	Chmura, Susan Active
IN-Inten Needs S Con	SPEDIS: 625804
504 Case Manager:	
ELL Case Manager:	

NASHUA SOUTH		Grade: 11	School Year: 2010-2011
CULINARY ARTS 1	B	POWER MECHANICS 1	B
ENGLISH 3	A-	US HISTORY (E)	B
EXPLORING PROF COOKING	A		
GEOMETRY	B+		
GRAPHIC DESIGN 1	B+		
POTTERY	A-		

NASHUA SOUTH		Grade: 12	School Year: 2011-2012
CULINARY ARTS 2		POWER MECHANICS 2	
GRAPHIC DESIGN 2		ROBOTICS TECHNOLOGY	
PHYSICS		VID GAME PROGRAMMING	
ACADEMIC SUPPORT			
CONSUMER MATH			
ENGLISH 4			

Indicator	Description	Analysis
Student Information (picture, age and GPA)	Self explanatory	How do course levels, grades and GPA trend over time? Are there subject area differences in the patterns? Does the student's pattern of courses change over time?
Class history and achievement	Self explanatory	
NECAP Math	NECAP Math history for grades 6-8 & 11 for Scaled score plus subscales	How do NECAP scaled scores and strands trend over time? How does this compare to the trend in the benchmark math assessment results and the course grade results? Are there any patterns to the level of courses and grades over time? Is there a significant difference between the NECAP/benchmark assessment results and grade results over time? *
Benchmark Math	BAM individual and average results comparisons for BAM 1-5	
NECAP Reading	NECAP Reading history for grades 6-8 & 11 for Scaled score plus subscales	How do NECAP scaled scores and strands trend over time? How does this compare to the trend in the benchmark math assessment results and the course grade results? Are there any patterns to the level of courses and grades over time? Is there a significant difference between the NECAP/benchmark assessment results and grade results over time? *
Benchmark Reading	BAR individual and average results comparisons for BAR 1-5	
Attendance/Conduct	Days present, days on time (days present - tardies), conduct codes	Does the attendance and behavior information trend over time? Does there appear to be a correlation between attendance/behavior and academic results?
Counselor/Case Manager Information	Name of guidance counselor and SPED Case Manager	Self explanatory

\* NECAP and Benchmark assessments tend to be an indicator of knowledge/skill level in a subject. Course grades are often a result of that knowledge/skill level interacting with a variety of other factors related to the student's engagement, work habits and the teacher's teaching and grading practices