

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

**SAU 42 Nashua
Focused Monitoring
Report
2010-2011**

Date of Report: June 3, 2011

**New Hampshire Department of Education
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Special Education Program Approval and Improvement Process
Focused Monitoring Districts
SAU 42 Nashua Summary Report
2010-2011**

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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 district size, the process will continue over four years as follows:

• Year 1 - School 2009-2010:

- IEP Compliance Review – Elementary Schools & Middle Schools
- Focused Monitoring – Data Analysis & Use of Data - Elementary Schools

• Year 2 - School Year 2010-2011:

- IEP Compliance Review – High Schools & Preschools (Preschool completed)
- Focused Monitoring – Data Analysis & Use of Data - Middle Schools
- Step 2 Implementation – Elementary Schools (Elementary completed)

• Year 3 - School Year 2011-2012:

- Focused Monitoring - Data Analysis & Use of Data-High Schools
- Step 2 Implementation - Middle Schools (Middle School completed)

• Year 4 - School Year 2012-2013

- Step 2 Implementation - High Schools (High School completed)

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.

Elm Street, Fairgrounds and Pennichuck Middle Schools participated in the Focused Monitoring process during the 2010-2011 school year. The description of that process is provided below.

As part of the Nashua DINI plan developed each school developed a school data team that participated in a two-year professional development program facilitated by TERC. The TERC data protocols were based on Nancy Love's "Using Data/Getting Results: A Practical Guide for School Improvement in Mathematics and Science". As a result, in most cases the FM process used this year was able to use and build upon existing school data team expertise and experience. In some cases the school-based work of the data teams had not been fully realized and FM was used as a mechanism to provide additional professional development to school data teams. The handout below was used to orient school data teams and explain how the FM work relates to the TERC protocols already in place.

Nashua School District Focused Monitoring Data Analysis Protocols: Improving Student Learning Through The Use Of Data

Background

Focused Monitoring, as used in the Nashua School District, refers to the systemic process of:

- Analyzing students' learning and academic success/achievement in various areas of the curriculum
- Analyzing students' learning and academic success/achievement both in the aggregate and in a variety of student subgroups
- Identifying potential causes of "student learning problems" and the identification of a "root cause"(or causes) of the student learning problem
- Investigating and prioritizing potential solutions to the student learning problem(s)
- Developing an action plan to implement changes that address the student learning problem

- Implementing the action and evaluating its success at improving students’ learning and academic success in the targeted areas.

Root cause(s) is/are “the deepest underlying cause or causes that the school can control or impact that, if addressed, will cause a significant improvement in under-performing students on key student achievement indicators”.

The Role of Building Data Teams

The use of data to guide and inform school improvement is an exercise in inquiry. That inquiry seeks to understand, explain and respond to findings about student learning and achievement.

Inquiry is investigative, collaborative, and involves a set of principles and a dialogue. A dialogue is different from a discussion. In a discussion the intent is to make a decision—literally to “kill choice”. In a dialogue the intent is not to jump to a quick decision, but rather to seek shared meaning of a complex situation, such as student learning or achievement. That meaning then serves as the starting point for improving student learning.

To understand is to grasp meaning ... To grasp the meaning of a thing, event, or situation is to see it in its relations to other things: to note how it operates, what consequences follow from it, what causes it, what uses it can be put to... Things gain meaning when used as a means to bring about consequences... the relation of means to consequences is the center at the heart of all understanding. –John Dewey

Inquiry about student learning also relies heavily on the rigorous use of data. There are a variety of types of data, including:

- Aggregate data (data that represents the entire group)
- Disaggregated data (data that represents one or more subgroups)
- Content strand data (data about student results in a content strand)
- Individual item data (data from one assessment item, question or task)
- Individual student data.

“Data have NO meaning. They are simply data (Love, 2002).” What gives meaning to data are relevant comparisons. Typically, this involves comparing results of one group with those of another group, or comparing current results with prior results for the same group.

“Dialogue comes from the Greek word dialogos. Logos means ‘the word,’ or in our case we would think of the ‘meaning of the word.’ And dia means ‘through’ - it doesn’t mean two. A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself, if the spirit of dialogue is present.” –Bohm, 1996

School improvement data is typically mapped to standards or outcomes—the desired outcomes of teaching and learning. By mapping assessment results to standards those results can indicate progress, or lack of progress, towards the achievement of educational goals.

Norms of Collaborative Inquiry

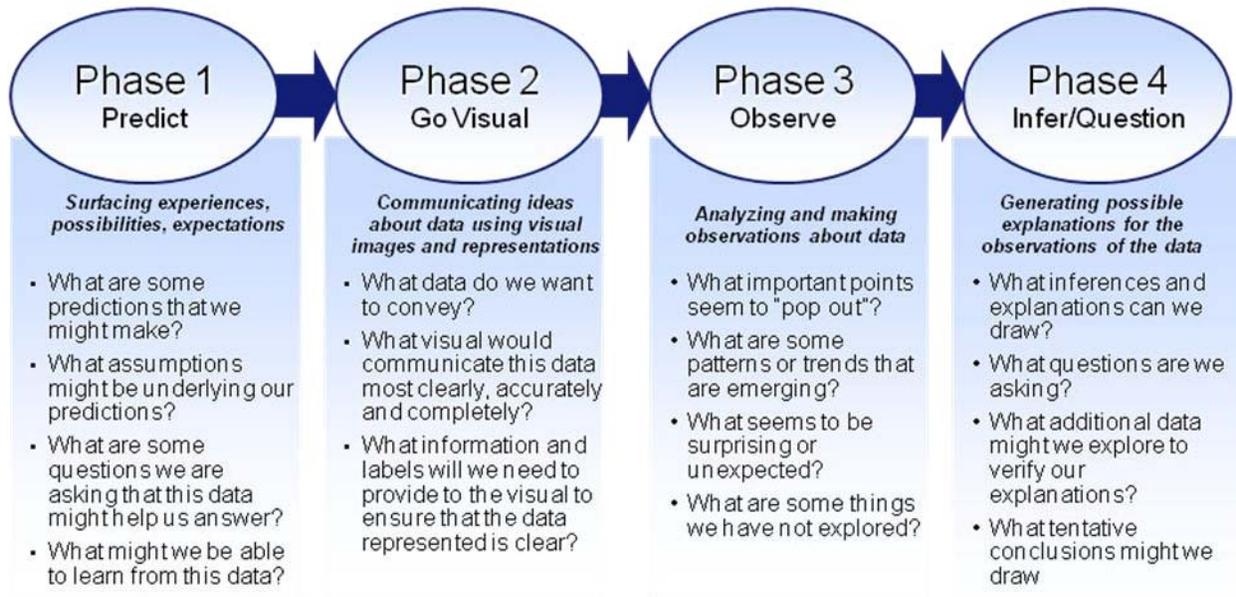
1. Use multiple measures and multiple data sources where possible.

2. Separate fact from inference.
3. Pay attention to the process.
4. Emphasize both strengths and weaknesses.
5. Develop shared and common meaning.
6. Involve multiple voices and perspectives.
7. Keep the focus on improvement, not blame.
8. Provide adequate time for dialogue.
9. Don't use data to:
 - Punish (e.g., administrators, teachers, students, etc.),
 - Blame students or their circumstances
 - Jump to conclusions or quick fixes.

Inquiry Question Sequence (adapted from Love, 2002)

1. What are our academic strengths and weakness?
 - As measured by NECAP results as well as other academic indicators
2. To what extent do performance gaps exist among racial, gender, ability, special education, and SES groups in our school(s)?
 - This includes both current and historical data
3. To what extent do some students (poor, minority, English language learners, girls, etc.) have less opportunity to learn than others?
 - Including such factors as attendance, teacher qualifications, experience and/or effectiveness, class size, instructional time, etc.
4. To what extent do student aspirations and teacher expectations impact student learning and academic success?
5. How good is our written curriculum?
6. How well aligned are our core resources with the state standards and district educational goals?
7. How well aligned is our instruction with state standards and district educational goals?
8. How well is our assessment and evaluation aligned with state standards and district educational goals?
9. How well does our professional development support ongoing implementation of curriculum and instruction?

Data-Driven Dialogue



Adapted from Wellman, B., & Lipton, L., 2004. *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia LLC. Used with permission.

The Using Data Initiative, TERC® 2007. All rights reserved.

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, Executive Director of Accountability and Assessment
3. Ron Boisvert and Bill Pimley, Focused Monitoring Coordinators

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;

- Follow up with elementary schools on the implementation of the 2010-2011 elementary action plan;
- Reported the results of the FM process to the Curriculum and Professional Development Council (CPDC) and to the NHDOE;
- With support from additional Special Education personnel, create the Focused Monitoring IEP Compliance Summary Report for 2010-2011 and the Action Plan for 2011-2012.

School Achievement Teams/Data 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 Coordinators

The Focused Monitoring Coordinators performed several functions. They performed much of the data reporting and analysis. They 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. They also followed up with elementary schools to monitor their progress on the data protocols and discuss the implementation of activities in the 2010-2011 elementary action plan.

Curriculum and Professional Development Council

The CPDC's membership includes:

- Dr. Althea Sheaff, Assistant Superintendent, (chair)
- Jan Martin, Director of Special Education
- Dr. Brian Cochrane, Executive Director of Accountability and Assessment
- Robert Cioppa, Director of Student Services
- Kathleen Drolet, Curriculum Supervisor
- Carol Foley, Curriculum Supervisor
- Marianne Dustin, Interim 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 Dr. Richard Ayers and Jane Bergeron-Beaulieu.

3. Focused Monitoring Activities

General Description

In order to answer the district's essential questions for Focused Monitoring a series of meetings were held between the Focused Monitoring Leadership Team and the school Focused Monitoring Team in each of the three middle schools. At those meetings the FMLT and school data teams went through the inquiry sequence previously outlined on pages 3–5. 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)

Additionally, year-to-year data was used to determine annual grade level cohort “growth” and individual student growth as measured by NECAP. Individual student growth was, in some cases, then aggregated to look at student populations. This data was provided at the school level, school grade level, teacher level and individual student growth data was also aggregated by school according to SPED programs.

Below are excerpts from the NECAP data report for Fairgrounds Middle School. To view the full report, please see Appendix 1.

		Fairgrounds MS																				READING - NECAP Strength and Weakness Summary																													
		CLASS OF 2011										2012										2013										2014										2015									
GRADE	Testing Year	Instructional Year	School					Male					Female					IEP					SES																												
			2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009																			
6	5		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015																			
7	6		67	82	74	77	67	80	74	71	69	85	74	84	28	46	39	39	0	46	64	54	64	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015																		
8	7		67	77	75	66	67	76	78	69	65	82	81	24	13	38	32	27	26	29	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015																					
GRADE	Testing Year	Instructional Year	Asian					Black					Hispanic					White																																	
			2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009																								
6	5		0	94	100	90	100	0	27	80	0	82	0	50	51	53	60	0	70	85	79	79	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015																			
7	6		89	100	100	0	47	0	75	0	39	44	41	65	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014	2011	2012	2013	2014																					
8	7		88	93	100	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013																						

CATEGORY	COLOR CODE	DEFINED
STRENGTH	(D+S+Y+)	POSITIVE 5% vs District, State, Previous Year
STRONG GROWTH	(D+S+)	POSITIVE 5% vs District, State
FLATLINE	(D+ S/D S/D S+)	Flat - pos/neg 4% vs District, State, Previous Year

CATEGORY	COLOR CODE	DEFINED
WEAKNESS	(D+S-/D-S+)	NEGATIVE 5% vs District and/or State
STRONG WEAKNESS	(D-S-Y)	NEGATIVE 5% vs District, State, Previous Year
	NO REPORT	Numbers of Student less than 11

READING - CLASS OF 2011 - STRENGTH:		
Instructional Year:		
Grade 6:	-	
Grade 7:	-	MALE
Grade 8:	-	MALE ASIAN

READING - CLASS OF 2011 - WEAKNESS:		
Instructional Year:		
Grade 6:	-	
Grade 7:	-	
Grade 8:	-	

READING - CLASS OF 2012 - STRENGTH:		
Instructional Year:		
Grade 6:	-	MALE HISPANIC
Grade 7:	-	
Grade 8:	-	SCHOOL MALE FEMALE HISPANIC WHITE SES

READING - CLASS OF 2012 - WEAKNESS:		
Instructional Year:		
Grade 6:	-	BLACK
Grade 7:	-	IEP
Grade 8:	-	



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	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
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
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
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
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
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
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
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
															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

Mathematics Achievement Gap

Lack of growth in middle school math as measured by Grades 6-8 NECAP results resulted in an extended root cause analysis. Below is sample NECAP math growth data from Pennichuck Middle School for the grade 6 and grade 7 instructional year.

Percentage Proficient-Math (PMS)							
	2005	2006	2007	2008	2009	2010	
Grade 6	66.3%	71.0%	72.3%	64.7%	64.0%	64.2%	
Grade 7	61.8%	61.0%	66.7%	65.3%	61.8%	55.3%	
Change			-5.3%	-4.3%	-7.0	-2.9	-8.7%
Average Change=							-5.6%

Percentage Proficient-Math (PMS)							
	2005	2006	2007	2008	2009	2010	
Grade 7	61.8%	61.0%	66.7%	65.3%	61.8%	55.3%	
Grade 8	65.1%	64.1%	59.1%	61.9%	61.0%	48.1%	
Change			2.3%	-1.9%	-4.8%	-4.3%	-13.7%
Average Change=							-4.5%

As with the prior year's elementary data analysis, there was evidence that SPED achievement rose and fell in tandem with the general student population. Thus addressing math curriculum, instruction and assessment in general is one step in improving math learning and achievement for identified students. The excerpt below is from the root cause analysis.

Lack of Student Growth in Middle School Math

Possible root causes: Outdated MS math curriculum documents, lack of alignment between curriculum documents and instructional practice, teacher certification requirements for grade 6 math, lack of targeted teacher professional development with the core curriculum resource (Everyday Math), lack of sufficient daily instructional time in mathematics, lack of teacher math content knowledge, lack of teacher math pedagogical content knowledge (PCK), and variability in the elementary math program in elementary feeder schools.

At the end of the 2009-2010 school year in response to several sources of concern, including the elementary Focused Monitoring data from the prior year, the district established a Math Steering Committee. An update from the committee is shown below. The highlighted text indicates that the Focused Monitoring data and root cause analysis was used as one of several key data and information points by the committee.

Mathematics/Numeracy Plan

In the last publication, Superintendent Conrad talked about the District's Strategic Plan. Here, we take a closer look at one strategy, the district-wide effort to increase student learning and achievement in mathematics. This effort in mathematics mirrors the process of the District's Literacy Initiative and development of a Literacy Plan by seeking representation from teachers and administrators across the district, digging into root causes for inadequate performance, and establishing a plan of action that responds to the needs of teachers and students at all levels and that will be implemented and sustained in each of the District's seventeen schools.

In July 2010, a group of teachers and administrators, who later became known as the Mathematics Steering Committee, met with Superintendent Conrad and consultant, Ed Hendry to begin intensive examination of mathematics in Kindergarten through Grade 12. Superintendent Conrad delivered the Mathematics Steering Committee's charge to:

- Conduct a systemic root cause analysis of mathematics concerns
- Create a district-wide plan for improvement
- Oversee implementation of the math plan

By November 2010, Mathematics Steering Committee members - Cathy Belanger, Esther Brodeur, Brian Cochrane, Sharon Coffey, Mark Conrad, Wendy Delisle, Kathy Drolet, Mary Dumont, Carol Foley, Mike Fredericksen, Kellie Gabriel, Lisa Gingras, Linda Guidi, Amanda Jagentenfl, Gerry Kayo, Natalie Laflamme, Althea Sheaff, Connie Upschulte, Janet Valeri, and Diane Vienneau – had completed a gap analysis, created a draft of the mathematics plan, and outlined work for three mathematics subcommittees (a curriculum audit committee, a mathematics instruction committee, and an assessment committee).

The Mathematics Steering Committee poured over data from numerous sources to complete the root cause analyses (e.g. NECAP results, NWEA results, End of Year assessments, **Focused Monitoring reports**, grade distribution reports). A few of the gap analysis findings at the Elementary level included (1) need for consistency and coordination of the Everyday Math program and (2) need for systemic professional development in mathematics content and instructional strategies. Some Middle School results included (1) need for common assessments and (2) need to determine instructional next steps after looking at lots of data. The High School results included (1) need for professional development to increase teacher content knowledge and use of instructional strategies and (2) need to look at grading practices.

The Mathematics Steering Committee created the Plan for Mathematics using an Understanding by Design (UbD) framework. A UbD framework establishes the understandings and essential questions that will guide implementation of the plan. The Plan outlines critical knowledge and skills for teachers and administrators (e.g. knowledge of research-based best practices and the skill of developing common assessments). Please see the attached, *Nashua School District's Plan for Mathematics*.

By the end of the school year, the Math Steering Committee anticipates the completion of a Mathematics Guide that will include information on best instructional practices for mathematics, how students learn mathematics,

mathematics resources, and assessments.

Finally, and most important, the work of the Mathematics Steering Committee is to inform teachers and administrators of the mathematics effort and to promote a **collective responsibility** for increasing student achievement and learning in mathematics. Collectively, each teacher and each administrator assists in reaching the district’s goal:

To increase achievement in mathematics in each grade level by 2% annually as measured by the State assessment beginning with the 2011 – 2012 school year.

We invite teachers and administrators to participate in any of the three subcommittees – Curriculum, Instruction, or Assessment. Contact one of your colleagues on the subcommittees to find out more about the work of these committees or to join a committee contact the subcommittee chairs.

Curriculum	Instruction	Assessment
Kathy Drolet, chair Janet Valeri, co-chair Eric Momnie Mary Dumont Carol Foley Linda Guidi Kellie Gabriel	Althea Sheaff, chair Linda Guidi, co-chair Rita Maglio Natalie Laflamme Brenda Lemon Pat Snow Kelley Paradis Gerry Kayo Rebecca Vandam James Graham Caitlin Porpiglia Lisa Gingras Carol Foley Joanne Davies Patty King Carolyn Lemay Connie Upschulte Diane Vienneau Paula Papanicolaou	Brian Cochrane, chair Sharon Coffey, co-chair Deb Uttero Wendy Delisle Sarah Francis Cathy Belanger Mike Fredericksen Kellie Gabriel Carol Foley Linda Guidi

The Mathematics Steering Committee will continue to meet every six weeks to hear reports from the subcommittees.

Respectfully submitted,

The Mathematics Steering Committee

The Math Steering Committee and its subcommittees included many elementary and middle school teachers who were involved in Focused Monitoring over the last two years. The Math Steering Committee, strongly influenced by the Focused Monitoring work and containing many Focused Monitoring participants, will direct and coordinate the district’s response with respect to improving mathematics teaching and learning. As a result the Focused Monitoring Action Plan will reference the work of the Math Steering Committee.

Reading Achievement Gap

Below is an example of NECAP reading results for the grade 6 and 7 instructional years at Elm Street Middle School. Note that between 2005-2010 the percentage of students scoring proficient or proficient with distinction dropped significantly as a result of the grade 6 instructional year and rose significantly

as a result of the grade 7 instructional year. In both grades, however, students receive double the instructional time in English Language Arts than they do in the other core subject areas.

Percentage Proficient-Reading (EMS)						
	2005	2006	2007	2008	2009	2010
Grade 6	60.3%	68.4%	61.2%	66.0%	68.7%	67.1%
Grade 7	60.1%	61.0%	65.9%	56.9%	60.5%	63.5%
Change			0.7%	-2.5%	-4.3%	-5.5%
Average Change=	-3.4%					

Percentage Proficient-Reading (EMS)						
	2005	2006	2007	2008	2009	2010
Grade 7	60.1%	61.0%	65.9%	56.9%	60.5%	63.5%
Grade 8	57.1%	60.5%	63.5%	67.6%	67.3%	70.0%
Change			0.4%	2.5%	1.7%	10.4%
Average Change=	4.9%					

As a result of Focused Monitoring activities the following possible root causes were identified.

Lack of Student Growth in Reading Grade 6 Instructional Year

Possible root causes: Outdated English curriculum documents, lack of alignment between curriculum documents and instructional practice, and lack of targeted teacher professional development related to the course.

Kathy Drolet, Curriculum Supervisor has been working extensively with Middle School subject area committees to create new curriculum documents in the core subject areas and provide professional development in associated topics such as UbD (Understanding by Design), learning progressions, units design, etc. As well, in response to the math and reading results highlighted in school-level meetings through Focused Monitoring as well as other issues, the district has established a three-day Middle School Institute this August to address areas specific to middle school programming.

Scheduling, Middle School SPED Programming and RTI Support

Following the meetings with the school data teams 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.

The district has already held a Middle School Summer Institute planning session involving roughly 30 people on Saturday March 19th, 2011. As a result of that initial session plus subsequent meetings an agenda is being developed for the three-day Middle School Institute. The initial schedule called for some common sessions and also four break-out sessions.

- 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

The break-out sessions on “Supports for Learning” and “Scheduling” have been combined so that scheduling, SPED programming, and RTI conversations will all overlap.

4. Action Plan: NASHUA SCHOOL DISTRICT 2010-2011 ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL #1: Middle school math and reading achievement as measured by NECAP and district benchmark assessments, will improve on aggregate and within the SPED, ELL and low-SES subgroups. Improvement Target: The percentage of students in the Substantially Below Proficient category will decrease by 0.5% (a drop of roughly 6% in the number of students currently identified); the percentage of students in the Partially Proficient category will decrease by 1% (a drop of roughly 6%); and the percentage of students scoring Proficient or Higher will go up by 1%.

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

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 & implement EOY benchmark math assessments to provide teachers and schools better and more frequent data to determine program effectiveness and modify instruction	Salary for Focused Monitoring coordinator (grant funded), substitute coverage for teacher work groups (provided by schools)	Executive Director of Assessment, Focused Monitoring Coordinator, curriculum supervisor, and grade level teacher work groups.	March–November 2011	Brian Cochrane for development and implementation of assessments, and middle school principals for use of data	Fall 2011	Brian Cochrane and Ron Boisvert reviewing school-based findings and recommendations	Spring 2012

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

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 & implement EOY benchmark reading assessments to provide teachers and schools better and more frequent data to determine program effectiveness and modify instruction	Salary for Focused Monitoring coordinator (grant funded), substitute coverage for teacher work groups (provided by schools)	Executive Director of Assessment, Focused Monitoring Coordinator, curriculum supervisor, and grade level teacher work groups.	Nov. 2011- March 2012	Production and use of assessments Brian Cochrane for development and implementation of assessments, and middle school principals for use of data	June 2012	Brian Cochrane and Ron Boisvert reviewing school-based findings and recommendations;	June 2012

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.

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
Adapt existing NECAP reporting protocols to provide program level student growth data	Salary for Focused Monitoring coordinator (grant funded), substitute coverage for teacher work groups (provided by schools)	Executive Director of Assessment, Director of SPED, Focused Monitoring Coordinator, MS SPED & classroom teachers	Nov. 2011- March 2012	Brian Cochrane for development and implementation of assessments, and middle school principals for use of data	June 2012	Brian Cochrane and Ron Boisvert reviewing school-based findings and recommendations;	June 2012

OBJECTIVE #4: Increase the effectiveness of testing accommodations procedures for grade 6 students during NECAP testing to give more valid achievement measures for all students.

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
Compilation of Grade 5 student accommodations and forwarding them to the appropriate Middle School	None	Brian Cochrane, K-8 Principals	June-Oct. 2011	Brian Cochrane, spot testing of accommodations and review of testing schedules. Elementary school principals for sending of accommodations. Middle school principals for implementation of NECAP accommodations.	Sept.- Oct. 2012	Brian Cochrane to review SPED NECAP results in January 2012	Winter 2012

5. IEP Review Summary - High School and Preschool

IEP Review Summary

Special Education Compliance Component of NHDOE Focused Monitoring Process

NASHUA SCHOOL DISTRICT

High School and Preschool Special Needs Programs

Dates of NHDOE Focused Monitoring Compliance and IEP Review: High Schools: January 11 & February 3, 2011, Preschools: February 8, 2011

Date of Report: April 5, 2011

Introduction:

The compliance component of the NHDOE Focused Monitoring Process includes both an internal and external review of Special Education data directly linked to compliance with state and federal Special Education rules and regulations. Data gathered through the various compliance activities is reported back to the District's Focused Monitoring Leadership Team, as well as the NHDOE, Bureau of Special Education. This is for the purpose of informing both the district and the NHDOE of the status of the district's Special Education compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

It is important to note that this IEP Review is the second review that was conducted. During the 2009-10 school year, the NHDOE, Bureau of Special Education worked with the Nashua School District to review IEPs from the elementary and middle schools. Those findings were summarized and included in the Nashua School District Elementary and Middle Schools Focused Monitoring Summary Report, May 31, 2010.

Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Nashua School District high schools on January 11 & February 3, 2011 and preschool programs on February 8, 2011. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected IEPs
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policies & Procedures
 - Special Education staff qualifications
 - Program Descriptions
- Review of high school and preschool Special Education programming
- Review of out of district files
- When appropriate, review of student records for students with disabilities who attend charter schools
- Review of requests for approval of new programs, and/or changes to existing programs

SUMMARY OF FINDINGS:

IEP Review Process: Conducted on January 11 & February 3, 2011 for High School Programs

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Nashua School District to conduct reviews of student IEPs. The IEP Review Process has been designed by the NHDOE to assist teams in examining the IEP for educational benefit, as well as determine compliance with state and federal Special Education rules and regulations. The review is based on the fact that the IEP is the foundation of the Special Education process.

As required by the IEP review process, general and special educators (in high schools and preschool special needs programs) in the Nashua School District were provided with a collaborative opportunity to review 13 high school IEPs, and 6 preschool IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above)
- Evidence of required documentation for preschool programming (for children ages 2-5).

The intended outcome of the IEP Review Process is not only to ensure compliance, but to also develop a plan for improved communication and collaboration between general and special educators, parents and students in the development, implementation and monitoring of IEPs.

(The Preschool IEP Review Summary is written separately and is also included in this summary report)

BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM THE IEP REVIEW PROCESS CONDUCTED IN THE NASHUA SCHOOL DISTRICT, NASHUA HIGH NORTH, NASHUA HIGH SOUTH:

Building/District Summary of IEP Review Process

Conclusions/Patterns Trends Identified Through IEP Review Process:

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Teachers at the high school level recognize the need to continue to explore and align the curriculum and instruction being provided to students with disabilities. The district has begun this process, and while many of the "foundations classes" are taught by special educators, not all of the courses are aligned.
 2. IEPs need to include annual measurable goals, including baseline measurements and areas of targeted goals.
 3. All IEPs should include benchmarks or objectives that are measurable to assist the team in tracking student progress toward established goals.

4. Functional vs. academic goals could be more clearly defined.
 5. Consider improved application of the district assessments, Baseline Assessment for Math (BAM), and Baseline Assessments for Reading (BAR) to inform the development and writing of IEPs.
 6. Clearer statements of present levels of performance should be developed and include student interests, performance data, strengths/weaknesses and connection to established goals.
 7. Continued efforts need to be directed toward improving transition plans in IEPs, to include measurable annual goals, direct student involvement and monitoring of the plans.
- **Describe how individual student performance information is conveyed from grade to grade and from middle to high school:**
 1. Currently the lead teacher at the high school takes responsibility for making connections with the middle schools and for attending transition planning meetings.
 2. There are transition days scheduled for middle school students to visit the respective high school they will be attending.
 3. For middle school students with more significant disabilities, individual visitations to the high school occur.
 4. Special education teachers often stay with the student for case management purposes during the student's entire high school experience.
 - **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
 1. The district is committed to the continued review of student performance data to identify areas in curriculum, instruction and assessment that need to be further refined.
 2. The district continues to focus upon ensuring that appropriate accommodations (as indicated in their respective IEPs) for students taking the NECAP.
 3. The high schools are committed to looking further at "full access to the general curriculum", and ensuring that students with disabilities are being provided with comparable, rigorous curriculum offerings.
 4. Alignment of IEPs to the district curriculum will continue to be a focus.

Suggestions Brought Forth Through the IEP Review Process:

**** Indicates a Finding of Non-Compliance***

1. *Assure that measurable annual goals are contained in all IEPs and include baseline and a target in the present level of performance.
2. Data should continue to be placed in the hands of teachers at the high school level and this data used by IEP teams in making decisions for students with disabilities.
3. Continued professional development is recommended for staff in the use of data and data driven decision making.
4. Consider refinement of IEP progress reports to ensure that they are meaningful to general educators, students, and parents.
5. Continued attention must be given to review of curriculum, and instruction being provided to students with disabilities.
6. Further exploration and review of "foundations" courses is recommended to ensure that all offerings are aligned to the general education curriculum, and that there are high learning expectations for all learners.

Commendations Identified Through The IEP Review Process:

- The high schools are acknowledged for their willingness to look closely at “full access to the general education curriculum”.
- The involvement of administration, general and special education teachers in the IEP review process was characterized by thorough knowledge of the students and commitment to providing necessary supports for students with disabilities.
- There is a strong core of dedicated, skilled and seasoned staff at the high school level.
- The administration is open to looking more closely at the consistency of programming for students with disabilities and the establishment of a vision and core values that will guide the high schools and the school district.
- There is a deliberate focus upon instructional leadership at both of the high schools.
- The strides that the district is making in regard to provision of professional development in the writing of measurable annual IEP goals and transition planning is impressive.
- There is increasing evidence that the staff at the high school level are accessing and using student data to inform curriculum and instruction.
- The varied learning options for high school students with disabilities are impressive.
- Significant emphasis is being placed on the need for review and utilization of data as related to improved student learning.
- Despite the size of both high schools, the climate and culture in the buildings appears to be very student centered and positive.
- Central office leadership is committed to improved learning for all students and to ensuring that special education programming is aligned with general education learning expectations.

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed during the 2009-2010 school year as part of the elementary and middle school IEP Review Process. At the same time, the personnel rosters were submitted to verify that all special education staff providing services outlined in IEPs are qualified for the positions they hold. Program descriptions are in process of being modified and entered into NHSEIS, as the school district works directly with the NHDOE, Bureau of Special Education in the transfer of special education data into the state special education system.

Out of District File Review

Out of district files for the high school level were conducted during the 2009-2010 school year and the results can be found in the Nashua School District Focused Monitoring Elementary/Middle School summary report.

Students with Disabilities Attending Charter Schools: N/A

At the time of the IEP Reviews there were no students with disabilities enrolled in a Charter School.

Requests for Approval of New Programs and/or Changes to Existing Programs: N/A

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. At the time of the Nashua High School IEP reviews, there were no requests for approval of new programs.

Building/District Summary of IEP Review and Out-of-District File Review Processes

Preschool	6
Elementary School	NA
Middle School	NA
High School, Age below 16	2
High School, Age 16 or above	11
Total Number of IEPs Reviewed	19

As a result of the 13 high school IEPs that were selected for the IEP Reviews on January 11 & February 3, 2011, the following Findings of Non-Compliance were identified:

Student Specific Findings of Noncompliance - High School

Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification. An Assurance form will be provided to submit evidence of resolution.*

ED # 1109. IEP, CRF 300.320 IEP Goals, Objectives/Benchmarks

Finding: 5 IEPs lacked annual measurable goals.

ED 1109.01 (a) (1) Transition Planning, CRF 300.320

Finding: 3 IEPs reviewed lacked measurable post secondary goals.

As part of the Indicator 13 data collection required by NHDOE, 5 additional Secondary Transition Plans were reviewed and findings are summarized: Of the five additional secondary transition plans reviewed, all were documents that had been written subsequent to the January 11 & February 3, 2011 NHDOE Focused Monitoring IEP Review visits. Based on the completion of the transition plan checklist, all of the documents met compliance.

Systemic Findings of Noncompliance - High School

Please Note: *The NH Department of Education, Bureau of Special Education requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

ED 1109 .01 (a) (1) IEP, Measurable Annual Goals

CRF 300.320 (a) (2) (i)

Of the IEPs reviewed not all annual goals were written in measurable terms; baselines from which goals were to be measured or the present levels of performance were frequently lacking from the goals.

ED 1109.01 (a) (1), IEP Transition Services

CFR 300.320 (b) (1) (3)

For students aged 16 and older not all of the transition plans in the IEPs contained appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Post secondary goals were not written in measurable terms, however they did express student's interests.

Conclusions:

Throughout the IEP review process it was evident that the Nashua School District staff and administration are committed to narrowing the achievement gap that exists between students with disabilities and their non-disabled peers. Staff and administration are responsive to individual student needs, the IEP review process was well planned, organized and supported at all levels. The district was well prepared and viewed the work as job embedded professional development that would strengthen the skills of staff, as well as further develop programming for students with disabilities. Staff and administration were open to the review process and eager to discuss best practices regarding IEP development and the impact this has upon student performance. The results of this review are accurate and realistic and reflect findings that are currently in process of being addressed by the Nashua School District.

Building/District Summary of IEP Review Process
USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
NEW HAMPSHIRE DEPARTMENT OF EDUCATION
FOCUSED MONITORING AND SPECIAL EDUCATION IMPROVEMENT PROCESS

Collate the Yes/No responses from all IEP Review forms for #'s 1-5 below and summarize the main points from the narratives (6).

Name of school/district: Nashua Early Education Program/Nashua School District	Number of IEPs reviewed: 6	Dates of reviews: February 8, 2011	
		Yes	No
1. Is there a relationship between the student's needs resulting from his/her disability and the goals?	6		2
2. Are the annual goals measurable (i.e., contain baseline and criteria for measurable and achievable progress)?	4		2
3. Is there evidence the student is making progress?	6		
4. Does this year's goal reflect last year's progress? e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance.	5		1
<p>5. Consider the narrative responses and the strengths and suggestions from the individual IEP Reviews, and summarize the patterns and trends in the building/district:</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> • Team approach – cohesive and good communication • Outstanding paraprofessionals • Team feels supported by the district • Time given for transition process – flexibility going to and from schools/programs • Strong support within the school (principal)- preschool is part of the school • Coordination between preschool and elementary curriculum (Scott-Foresman) • Monthly newsletter from preschool team • Many IEPs have detailed and appropriate present levels of performance • A draft IEP is sent out prior to meeting and parent input is obtained prior to meeting 			

- Good staffing/support team to follow through on student's goals
 - Transitions ESS to preschool and preschool to kindergarten
 - Resources available to preschool children (interpreters, TOD)
 - Consultation with teachers
 - Teaching self-advocacy with preschool children
 - Positive behavioral supports
 - Purple Panthers at NHSS – wonderful physical space, materials, playground, use of high school students and supervision
- Suggestions**
- Be aware of and use results of the Preschool Outcome Measurement Results to drive goals
 - Include a parent meeting to help with child's transition to kindergarten, as there is no formal parent component
 - Send home parent input form prior to development of draft IEP
 - Measurable goals- strengthen present levels and be aware of changing goals to reflect progress each year
 - During transition, consider assigning LEA, as often there is no LEA at meeting
 - Continue to improve writing measurable goals
 - Work with EI to improve the communication process
 - Strengthen curriculum
 - Preschool Outcome Measurement data should be available to all staff

6. How do you plan to use this IEP Review Process to improve IEP development and implementation in your district?

- Be more consistent in writing measurable goals
- Involve parents more in IEPs and transition process, improve in house transition process
- Assist with procedures regarding Written Prior Notice and other special education forms
- Try templates shared during the IEP review
- Investigate the creation of a measurable goal bank
- Narrow focus – how to tie goals/objectives to preschool activities
- Establish curriculum essentials
- Connect last year's goals/objectives/progress to current/new IEP
- Ensure that the PLOPs are clear and connected directly to the goals/objectives
- Continue progress in writing realistic, measurable goals
- Preschool IEP process embraces the family and district will continue to work in this way
- Will share information with team members who were not present for the reviews
- Will work toward the whole team sitting down together to draft the IEP

**6. NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#:42	NAME OF SAU: Nashua School District		SUPERINTENDENT: Mark Conrad		
SPECIAL EDUCATION DIRECTOR: Janice Martin		DATE OF PLAN: June 1, 2011			
<p>SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.</p> <p>The NHDOE, Bureau of Special Education, requires that all <u>Systemic Findings of Non-compliance</u> be corrected as soon as possible, but no later than one year from the final report date – April 5, 2012.</p> <p>PLEASE NOTE: If applicable, <u>Child Specific Findings of Non-compliance</u> identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.</p>					
SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.)	For Use By Technical Assistant At Follow Up Visit Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					Note as Met, In Process or Not Met
<p>1) ED 1109 .01 (a) (1) IEP, Measurable Annual Goals CRF 300.320 (a) (2) (i) Of the IEPs reviewed not all annual goals were written in measurable terms; baselines from which goals were to be measured or the present levels of performance were frequently lacking from the goals.</p>	<p>Professional development provided by identified staff to support case managers in writing measurable goals.</p> <p>Develop a goal bank</p>	<p>Jan Martin and identified staff</p> <p>Jan Martin and identified staff</p>	<p>Professional development logs</p> <p>Goal bank developed and being used; IEPs will show evidence of use</p>	<p>7/11 X</p> <p>10/11 X</p> <p>1/12 X</p> <p>4/12 X</p>	

<p>2)ED 1109.01 (a) (1), IEP Transition Services CFR 300.320 (b) (1) (3)</p> <p>For students aged 16 and older not all of the transition plans in the IEPs contained appropriate measurable post secondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Post secondary goals were not written in measurable terms, however they did express student's interests.</p>	<p>Professional development re transition goals and plans</p> <p>Develop a goal bank</p>	<p>Bruce Thielen and Heidi Wyman</p> <p>Jan Martin and identified staff</p>	<p>Professional development logs from training in Spring 2011</p> <p>Goal bank developed and being used; IEPs will show evidence of use</p>	<p>7/11</p> <p>X</p> <p>x</p>	<p>10/11</p> <p>x</p>	<p>1/12</p> <p>x</p>	<p>4/12</p> <p>x</p>	
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**NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS
CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING**

SAU#: 42	NAME OF SAU: Nashua School District		SUPERINTENDENT: Mark Conrad		
SPECIAL EDUCATION DIRECTOR: Janice Martin		DATE OF PLAN: June 1, 2011			
<p>SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.</p>					
SUGGESTIONS <i>High School suggestions HS</i> <i>Preschool suggestions PS</i> <i>* Indicates a Finding of Non-Compliance</i>	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	For Use By Technical Assistant At Follow Up Visit
HS1)*Assure that measurable annual goals are contained in all IEPs and include baseline and a target in the present level of performance.	See above non-compliance #1				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction): Note as Met, In Process or Not Met
HS2) Data should continue to be placed in the hands of teachers at the high school level and this data used by IEP teams in making decisions for students with disabilities.	PSAT will be used as another data point	High school teams	Citation in IEPs and appropriate accommodations for SATs	Summer 2011 and ongoing	
HS3) Continued professional	High school staff will attend professional development	High school teams	Use of data is reflected in IEPs	Summer 2011 and ongoing	

development is recommended for staff in the use of data and data driven decision making.	activities offered during summer 2011 re data					
HS4) Consider refinement of IEP progress reports to ensure that they are meaningful to general educators, students, and parents.	Use of EZ IEP provides meaningful progress report format	n/a	n/a	N/a	N/a	
HS5) Continued attention must be given to review of curriculum, and instruction being provided to students with disabilities	High school special education staff will participate in school curriculum teams and participate in dept meetings	High school teams	Professional development logs and dept meeting attendance lists	ongoing		
HS6) Further exploration and review of “foundations” courses is recommended to ensure that all offerings are aligned to the general education curriculum, and that there are high learning expectations for all learners	5 co-teaching opportunities will be offered at NHS South for SY 11-12	Ann Wagner and NHS South administration	Scheduling; effectiveness will be assessed in Spring 2012	SY 2011-12		
PS1) Be aware of and use results of the Preschool Outcome Measurement Results to drive goals						
PS2) Include a parent meeting to help with	Parents are invited to discuss options for Kindergarten	Preschool case managers	Recorded in meeting minutes	ongoing		

child's transition to kindergarten, as there is no formal parent component						
PS3) Send home parent input form prior to development of draft IEP	Provide parents with Parent Questionnaire IEP input form prior to development of every IEP	Preschool case managers	Greater parent input into IEP development	ongoing		
PS4) Measurable goals-strengthen present levels and be aware of changing goals to reflect progress each year	Provide ongoing professional development and support to case managers to improve the development of appropriate, detailed present levels	Special Ed Administration Team	Improved Present Level of Performance statements clearly linked to IEP goals	ongoing		
PS5) During transition, consider assigning LEA, as often there is no LEA at meeting	Develop more collaborative relationships between building administration and preschool teams in order to provide administrative support. Appoint LEA from team as appropriate	Building Administration, Special Ed Administration Team (includes Preschool Coordinator)	LEA representative at meetings	ongoing		
PS6) Continue to improve writing measurable goals	Provide ongoing professional development and support to case managers to improve the writing of measurable goals and objectives	Special Ed Administration Team	Improved measurable goals and objectives	ongoing		
PS7) Work with EI to improve the communication process	Continue to maintain open communication with Early Intervention vendors. Coordinate meetings with EI providers and Preschool Coordinator two to three times per year.	Preschool Coordinator	Improved transitions from EI to PSE	ongoing		
PS8) Strengthen curriculum	Develop a preschool curriculum	Preschool team, curriculum office	Improved access to appropriate Preschool curriculum	September 2012		
PS9) Preschool Outcome Measurement data should be available to all staff						