

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



**Winchester School District- SAU #94
Focused Monitoring District
School Year 2012-2013**



The Winchester School will provide a safe, student-centered environment where individuals achieve high standards of the heart and of the mind. The Winchester School is based upon:

- **Rigorous academics through exemplary instruction**
- **Social, emotional, and physical wellness**
- **Family and community involvement**

Introduction

The mission of the Special Education Program Approval Process is to support the advancement of educational results for all learners. This aim is integral to the Focused Monitoring Process in select New Hampshire School Districts, where a strategic and collaborative process is developed to address the Achievement Gap between students with disabilities and their non-disabled peers. To meaningfully address this disparity, a systems perspective is essential to best create strategies that represent gains for all students, including those with unique learning abilities and challenges. Accordingly, the Focused Monitoring Process is designed to incorporate current school and school district improvement goals and strategies in this yearlong effort.

The New Hampshire Department of Education has elected to address the achievement gap as the 'key performance indicator' for meeting the statutory requirements in the NCLB legislation.

Winchester School District is a small district (School Administrative Unit 94) which is comprised of one school with grades Pre-school to eighth. Students in grades nine through twelve attend a separate local high school. The population of Winchester School is 480 students with 120 of these students having an identified disability. Our population is fairly transient, and thus the student population varies, as does the percentage of identified students. It typically remains between 23 and 25%. Winchester has a significant population of economically disadvantaged students, with a Free and Reduced Lunch rate between 72 and 75%. Winchester School has four state-approved special education programs: early-intervention preschool, FOCUS for students with emotional disabilities, one for students with Autism, and a Life Skills program.

The town of Winchester has a population of 4,381. There are very few large businesses, making in-town job opportunities scarce; the unemployment rate is about 17%. Many families rent rather than own their homes and work elsewhere, which contributes to the transient nature of our school population.

Essential Question:

What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how can this gap be narrowed?

Date of Report: May 30, 2013**Statutory Authority for New Hampshire Department of Education Monitoring**

The Individuals with Disabilities Education Act (IDEA) provides federal funds to assist states in educating children with disabilities and requires each participating state to ensure that school districts and other publicly funded educational agencies in the state comply with the requirements of the IDEA and its implementing regulations. New Hampshire state law requires local school districts to provide appropriate special education and related services and requires the State Board of Education (SBE) to establish, monitor and enforce regulations governing the Focused Monitoring process.

The summary report for the Focused Monitoring districts is intended to serve as a record of the work of the Achievement Team during the 2012-2013 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

New Hampshire Department of Education Technical Assistants

Kathy Skoglund	Educational Consultant
Diane Lurvey	Educational Consultant

Leadership Team Members

James Lewis	Superintendent
Pamela Bigelow	Principal
Jen Heise	Special Services Coordinator
Valerie Wilber	Curriculum Coordinator
Sheila Zabko	Math Coordinator
Rhonda Taylor	Special Educator
Tim Durr	Classroom Teacher

Achievement Team Members

James Lewis	Superintendent, Winchester School District
Pamela Bigelow	Principal, Winchester School
Jen Heise	Special Services Coordinator, Winchester School
Valerie Wilber	Curriculum Coordinator/Classroom Teacher 6 th grade Math
Sheila Zabko	Math Coordinator, K-8
Rhonda Taylor	Special Educator, Grades K-2
Tim Durr	Classroom Teacher, 6 th grade Social Studies/Language Arts
Ruby Perrin	Classroom Teacher, Grade 1
Linda Chase	Classroom Teacher, Grade 3
Sue Rice	Paraprofessional, 4 th grade 1:1 EH program
Suzanne Cooper	Special Education Director, Winchester School District

IEP Review Team Members

Jen Heise	Special Services Coordinator, Winchester School
Kristie Keppler	Speech/Language Pathologist, Winchester School District
Catherine Weber	Speech/Language Pathologist, Winchester School District
Rebecca Truesdell	Speech/Language Assistant, Winchester School
Michelle Bemis	COTA, Winchester School District
Laurie Olson-Porter	Occupational Therapist, Winchester School District
William Slammon, PhD.	Psychologist, Winchester School District
James Lewis	Superintendent, Winchester School District
Pamela Bigelow	Principal, Winchester School
Suzanne Cooper	Special Education Director, Winchester School District
Rhonda Taylor	Special Educator, Grades K-2
Judy Smith	Classroom Teacher, Grade 2
Rotina Gong	Special Educator
Emily Henderson	Classroom Teacher, Kindergarten
Regan Collette	Special Educator, Grades 3-5
Amy Hill	Classroom Teacher, Grade 4
Brenna Iselin	Classroom Teacher, Grade 5
Jane Cardinale	Special Educator, Grades 6-8
Cheri McDaniel-Thomas	Special Educator, Grades 5-8
Katie Brunk	Classroom Teacher/Special Educator, pre-school
Valerie Wilber	Classroom Teacher/ Curriculum Coordinator

3. Focused Monitoring Activities

The Five Step Inquiry Process



In year one of Focused Monitoring we engaged in activities to work through the first four stages of the inquiry process. Year two will involve the fifth stage: Implementing, Monitoring, and Evaluating.

Stage 1: Getting Ready for Inquiry

The Winchester School completed two steps in this stage. The first step, during a staff meeting, was to have everyone answer two questions anonymously on an index card. Question #1: Why do you think there is a gap between students with IEPs and students without IEPs? Question #2: How do you think the gap could be narrowed? The second step in our preparation was for all staff to complete the Program Approval FM Readiness Survey. The survey included items for analysis in the following categories:

- Improved Student Outcomes
- Continuous Improvement
- Common Mission
- Collaboration between educators
- District Decision-Making
- Communication within the District
- Professional Development
- Use of Data
- Public Reporting of District Progress
- Parent/Community Participation
- Alignment of Curriculum, Instruction, and Assessment

Stage 2: Organize and Analyze Data:

The Achievement team viewed the aggregated results of this survey, and made observations about the data. The team analyzed the results from the survey and the compilation of answers regarding why there is a gap and how to narrow the gap. While reviewing and interpreting the information gathered, the team developed hypotheses for why the achievement gap continues to be wide between the two groups of students.

The following areas were recognized as areas that need to be addressed:

- Communication and collaboration in all areas (teacher to teacher; special educator to regular educator; administration to educator and educator to parent)
- Lack of differentiated instruction training
- Lack of training for teachers about how to instruct students with disabilities
- Parents not recognizing their role in helping their child before school age
- Lack of Para training
- Expectations for students with IEPs, especially those with EH identification, are lower than expectations for students without IEPs.

The following data was collected and disaggregated (identified/not identified)

Attendance

Tardiness

Suspensions

See Data Section

NECAP results

NWEA results

Program Offerings

Stage 3 Investigate Factors Impacting Student Achievement:

The Winchester Focused Monitoring teams identified the initiatives and practices that have been implemented in an attempt to improve achievement. We identified successes and challenges of each and considered improvements that could be made with identified students in mind to close the achievement gap.

Some interventions and programs include:

- Ready for Kindergarten
- Low SES tutoring (through Title 1)
- RTI models implemented in 2011
- Math Interventions
- ACCESS (before and after school programs)

Some current curriculum initiatives include:

- Transition to Common Core Standards
- Re-written CCSS as “I can” statements
- Collaborative Unit Planning
- Pre- and Post- testing all units
- PLC work to analyze data

We considered how these practices affect the achievement of both students with, and those without identified disabilities. We considered ways to decrease the challenges of these initiatives while improving the intended outcomes, particularly for students with identified disabilities.

Stage 4 Determine Effective Practices and Write a Plan:

The teams at Winchester School, achievement and leadership, have decided to direct their focus to Reading achievement. We consider the following three areas priorities.

- Prioritizing “I can” statements (fundamental CCSS) and including them in multiple unit plans
- Defining and assessing the demonstration of mastery of standards
- Monitoring, maintaining, and utilizing achievement data from grade level assessments, NWEA, and NECAP

Embedded in all of these strategies will be increased communication and collaboration between special educators and regular educators. This is a key component to the success of all of our students and our school. The Focused Monitoring teams at the Winchester School are committed to facilitating the increased communication and collaboration among all educators in order to ensure regular educators and special educators are operating together, as opposed to parallel to one another.

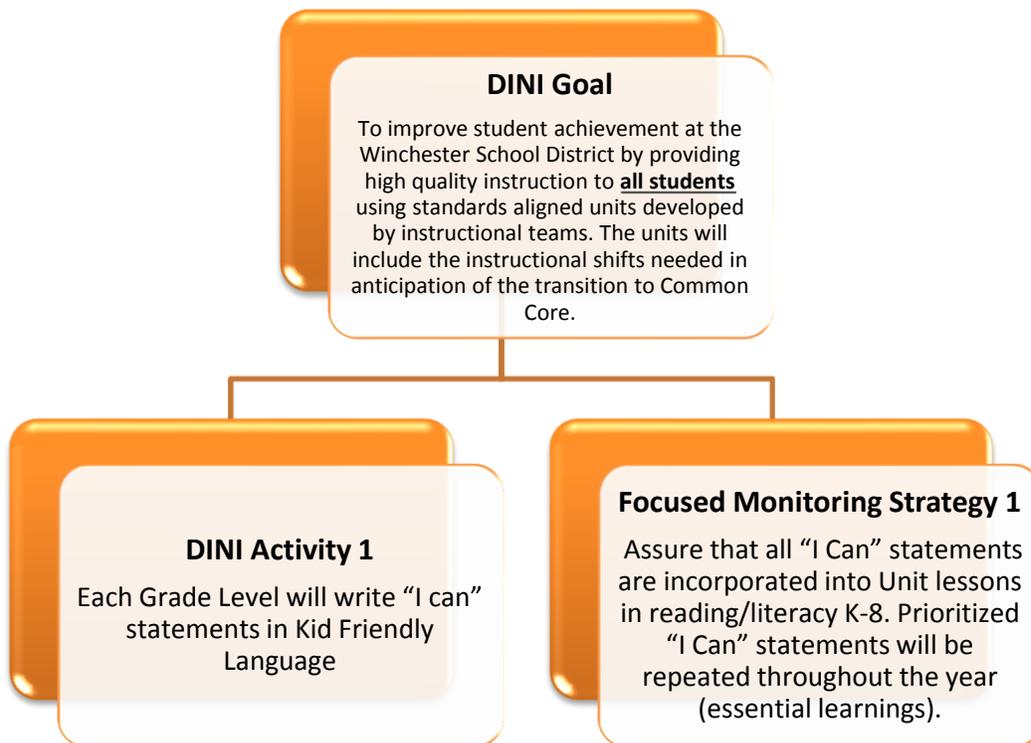
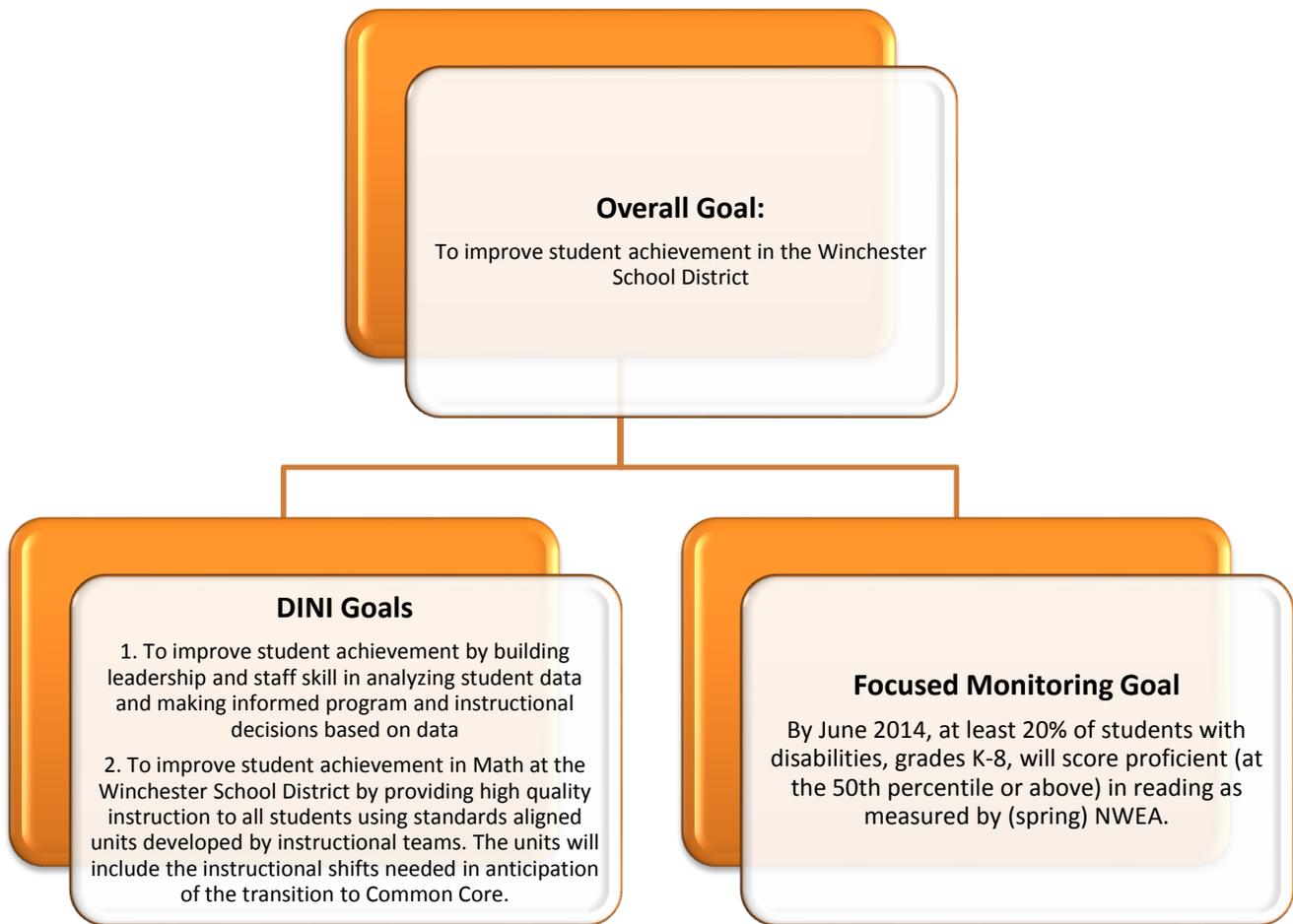
An important goal throughout the Focused Monitoring process was to align the work to be done with current initiatives and district goals so that we may maintain focus with additional clarity. Our current DINI plan was considered while creating our plan of action.

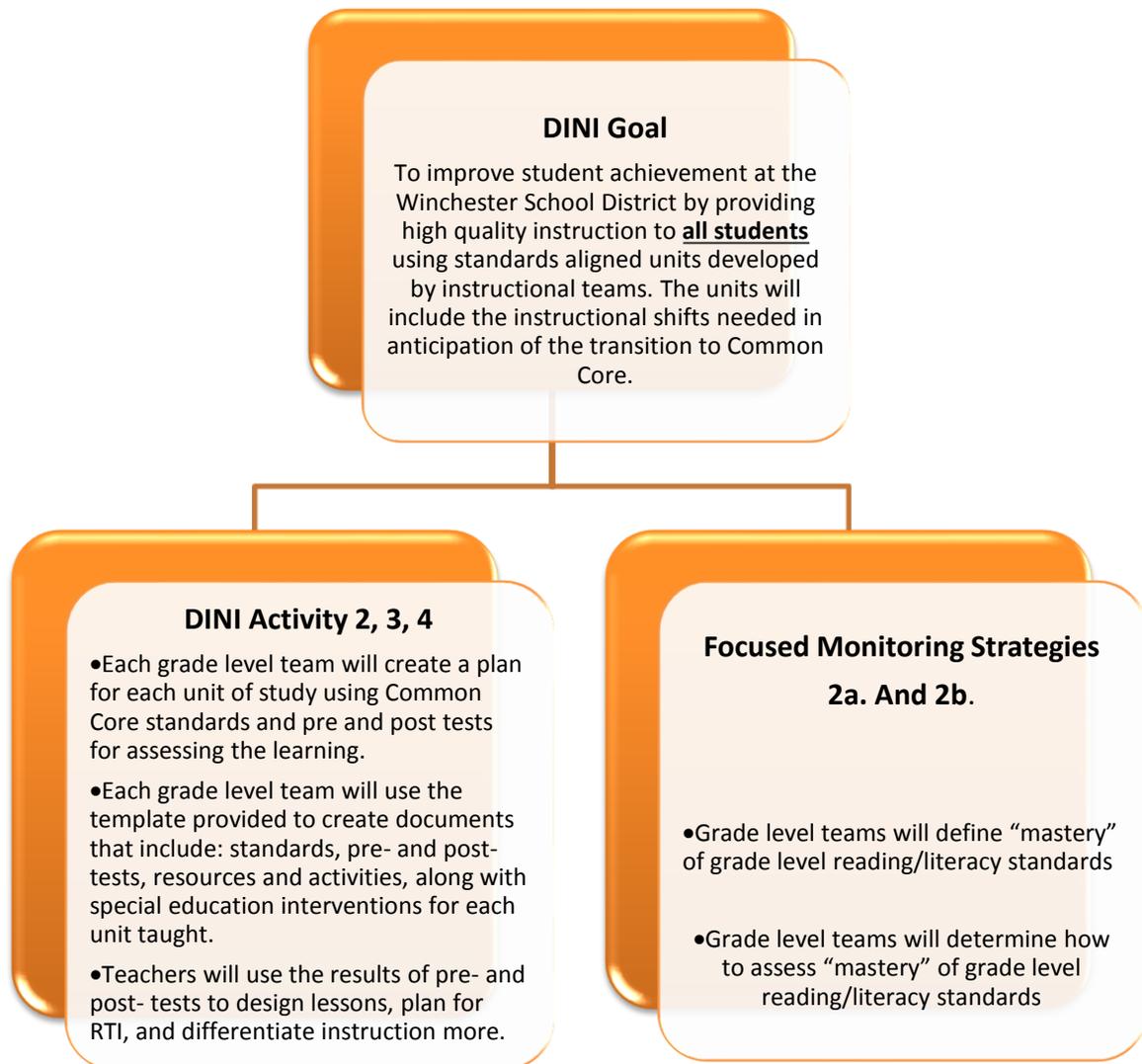
The Winchester School staff has been immersed in a process of creating units of study as grade level teams. Teams have written “I can” statements to match Common Core Standards, and have been writing units of study to provide consistency, and a guaranteed curriculum, at each grade level. The work of the unit planning is done collaboratively including both regular education and special education teachers. Units are to include pre and post assessments and lists of activities as well as resources used. While our focus in creating these goals was our whole school population, we did consider the importance of the connection with special educators and implications for identified students.

The focused monitoring process allowed us to approach the same unit planning process with a slightly different lens. We identified ways to include a clearer focus in the goals for our identified students in order to provide more thoughtful and prioritized interventions to scaffold the necessary universal high expectations.

We feel the Focused Monitoring work is the logical next step in refining and improving our units of study in order to improve the quality of a guaranteed curriculum for all of our students. When all students are held to high standards, and the intervention provided are guided by the prioritizing of essential learnings, we believe all students will achieve at much higher levels.

While we feel our focused monitoring goal is challenging, it is also realistic. The diagrams on the following pages outline the larger goals and the strategies for both the DINI and Focused Monitoring Plans.





Meeting Dates: Achievement Team (am) and Leadership Team (pm)

- June 15, 2012 Leadership Team only
- September 18, 2012
- October 17, 2012
- November 14, 2012
- December 19, 2012
- January 16, 2013
- February 20, 2013
- March 20, 2013
- April 17, 2013
- May 15, 2013

Other important dates:

- November 27-29 IEP review
- June 5 Staff Meeting Overview
- June 13 School Board Rollout
- June 25 Staff Workshop Rollout

4. 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 be 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.

WINCHESTER SCHOOL DISTRICT 2013-2014 ACTION RESEARCH PLAN

MEASURABLE STUDENT LEARNING GOAL:

By June 2014, at least 20% of students with disabilities, grades K-8, will score proficient (at the 50th percentile or above) in reading as measured by (spring) NWEA.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence	MONITORING OF IMPACT ON STUDENT ACHIEVEMENT Evidence
1. Assure that all “I Can” statements are incorporated into Unit lessons in reading/literacy K-8. Prioritized “I Can” statements will be repeated throughout the year (essential learnings).	Funding for summer work	<i>Leaders</i> – Principal, Curriculum Coordinator, and Special Services Coordinator <i>Participants</i> – classroom, Title I, and special education teachers, speech	Begin June 2013 End October 2013	<i>Vertical team meetings, PLCs, and grade level team meetings</i> <ul style="list-style-type: none"> • Unit plans • IEP goals/accommodations in the classroom • Administrative observations • Notes from team meetings and PLCs • Focus for interventions (prioritized “I Can” statements) 	<ul style="list-style-type: none"> • Pre and post tests • Student work/assessments • MAP/NECAP/SMARTER BALANCED • IEP: progress monitoring assessments/evaluations (indicating adjustments)

2. a. Grade level teams will define “mastery” of grade level reading/literacy standards	Funding from Focused Monitoring	<i>Leaders</i> – Principal, Curriculum Coordinator, and Special Services Coordinator <i>Participants</i> – classroom, Title I and special education teachers, speech	Begin July 2013 End October 2013	<i>Vertical team meetings, PLCs, and grade level team meetings</i> <ul style="list-style-type: none"> • Written definitions • Notes/minutes from PLCs and team meetings • Staff document 	
2. b. Grade level teams will determine how to assess “mastery” of grade level reading/literacy standards	Funding for substitute teachers	<i>Leaders</i> – Principal, Curriculum Coordinator, and Special Services Coordinator <i>Participants</i> – classroom, Title I and special education teachers, speech	Begin no later than October 2013 End June 2014	<i>Vertical team meetings, PLCs, and grade level team meetings</i> <ul style="list-style-type: none"> • Assessments in unit plans that demonstrate mastery to the level of application will be included in unit plans • Notes/minutes from PLCs and team meetings • Benchmark assessments • Establishing rubrics where appropriate 	<ul style="list-style-type: none"> • Increase or improvement in standardized assessments and other types of assessments (formative, performance-based, summative, etc.) • Rubrics
3. Students in the identified cohort will demonstrate mastery of grade level standards in reading/literacy to the level of APPLICATION of knowledge and skills.	Pearson Inform NWEA MAP	<i>Leaders</i> – Principal, Curriculum Coordinator, and Special Services Coordinator <i>Participants</i> – classroom, Title I and special education teachers, speech, paras, and students	By June 2014	<ul style="list-style-type: none"> • Administering pre- and post-test assessments that include items at the level of application • Collecting data on how students perform on these application test items and tasks • Using Pearson Inform to keep the data and provide item analysis 	<ul style="list-style-type: none"> • Improved MAP test scores in reading, unit post-test results, portfolios of performance assessments

Data

Page 1-4

The identified cohort to be used for monitoring of the FM goal: those students who were identified at the time of the Winter MAP test in January of 2013

The spreadsheet includes Reading NWEA percentiles from the Winter Test Session, NECAP reading and math scaled scores with proficiency levels. The notes section indicates students who have been discharged since the Winter Session of MAPs, and students who transferred into the district between February and May of 2013, but have a valid MAP score from their previous district.

Page 5-6

The growth model chart for Winchester indicating the gap in achievement between student with IEPs and those without using NECAP data for Reading and Math

Page 7

Sample of the Longitudinal Disaggregated Data Used available at DOE website in Longitudinal Reports

Page 8

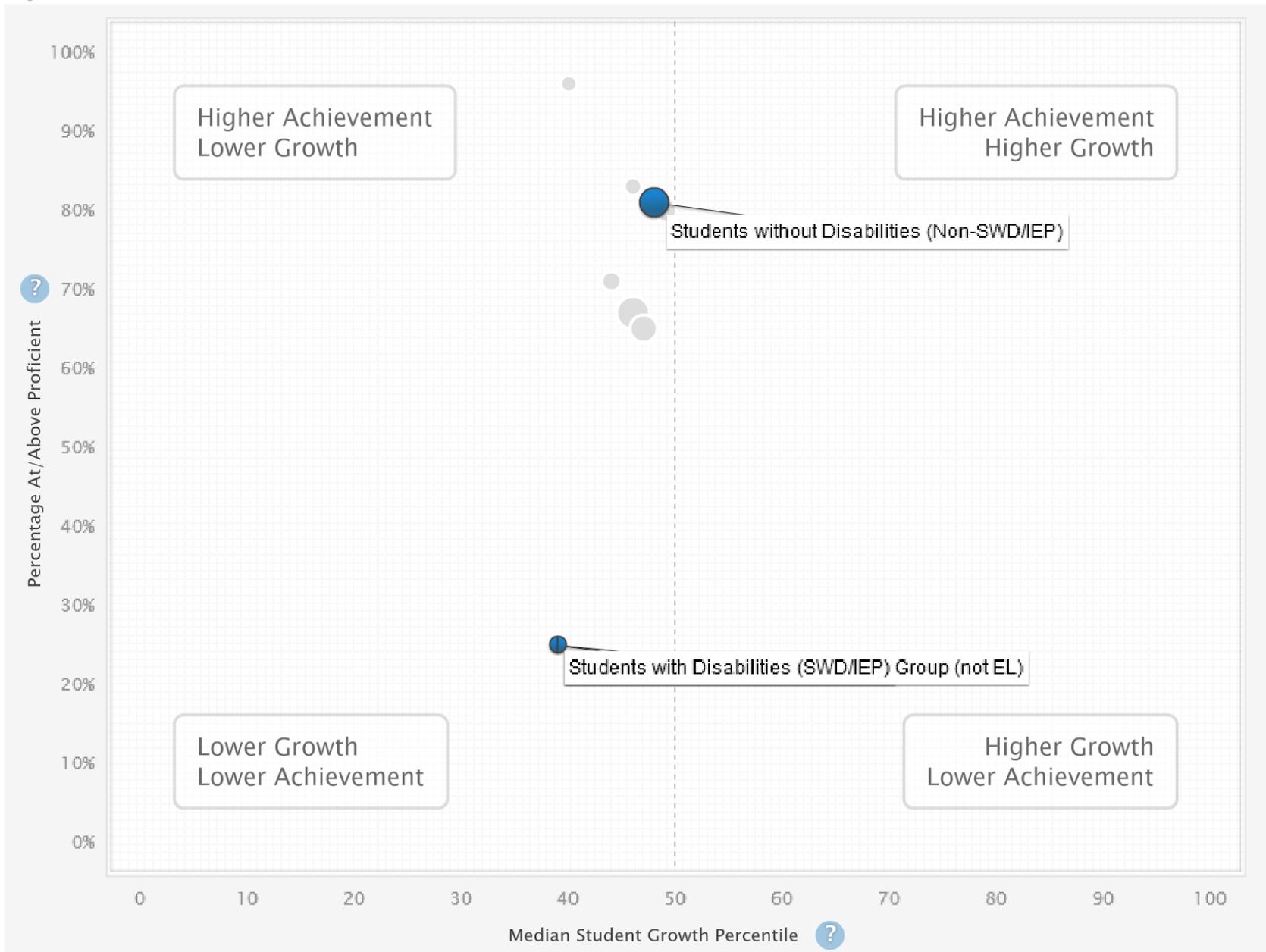
Demographic Access Indicators Used

GRADE	NAME	%ile	ID	Notes	# students w/valid score	# students 50%ile or above	% students 50th %ile or above	2012 NECAP Reading	Proficiency Level	2012 NECAP Math	Proficiency Level
					K						
K	Student 1	20	DD		9	0	0	N/A		N/A	
K	Student 2	7	DD					N/A		N/A	
K	Student 3	5	SP					N/A		N/A	
K	Student 4	29	DD,SP					N/A		N/A	
K	Student 5	32	SP					N/A		N/A	
k	Student 6	1	Aut					N/A		N/A	
K	Student 7	36	SP					N/A		N/A	
K	Student 8	18	DD,SP					N/A		N/A	
K	Student 9	4	SP, DD					N/A		N/A	
					First Gr.						
1	Student 10	2	EH		7	1	14.28571	N/A		N/A	
1	Student 11	36	SP					N/A		N/A	
1	Student 12	4	SLD					N/A		N/A	
1	Student 13	51	SP, OHI					N/A		N/A	
1	Student 14	4	SP					N/A		N/A	
1	Student 15	3	SP					N/A		N/A	
1	Student 16	28	EH					N/A		N/A	
					2nd Gr.						
2	Student 17	59	DD	discharged	9	2	22.22222	N/A		N/A	
2	Student 18	1	SP					N/A		N/A	
2	Student 19	38	SP					N/A		N/A	
2	Student 20	35	DD	discharged				N/A		N/A	
2	Student 21	59	DD	discharged				N/A		N/A	
2	Student 22	16	SLD					N/A		N/A	
2	Student 23	26	SP					N/A		N/A	
2	Student 24	1	DD, SP					N/A		N/A	
2	Student 25	20	SP					N/A		N/A	

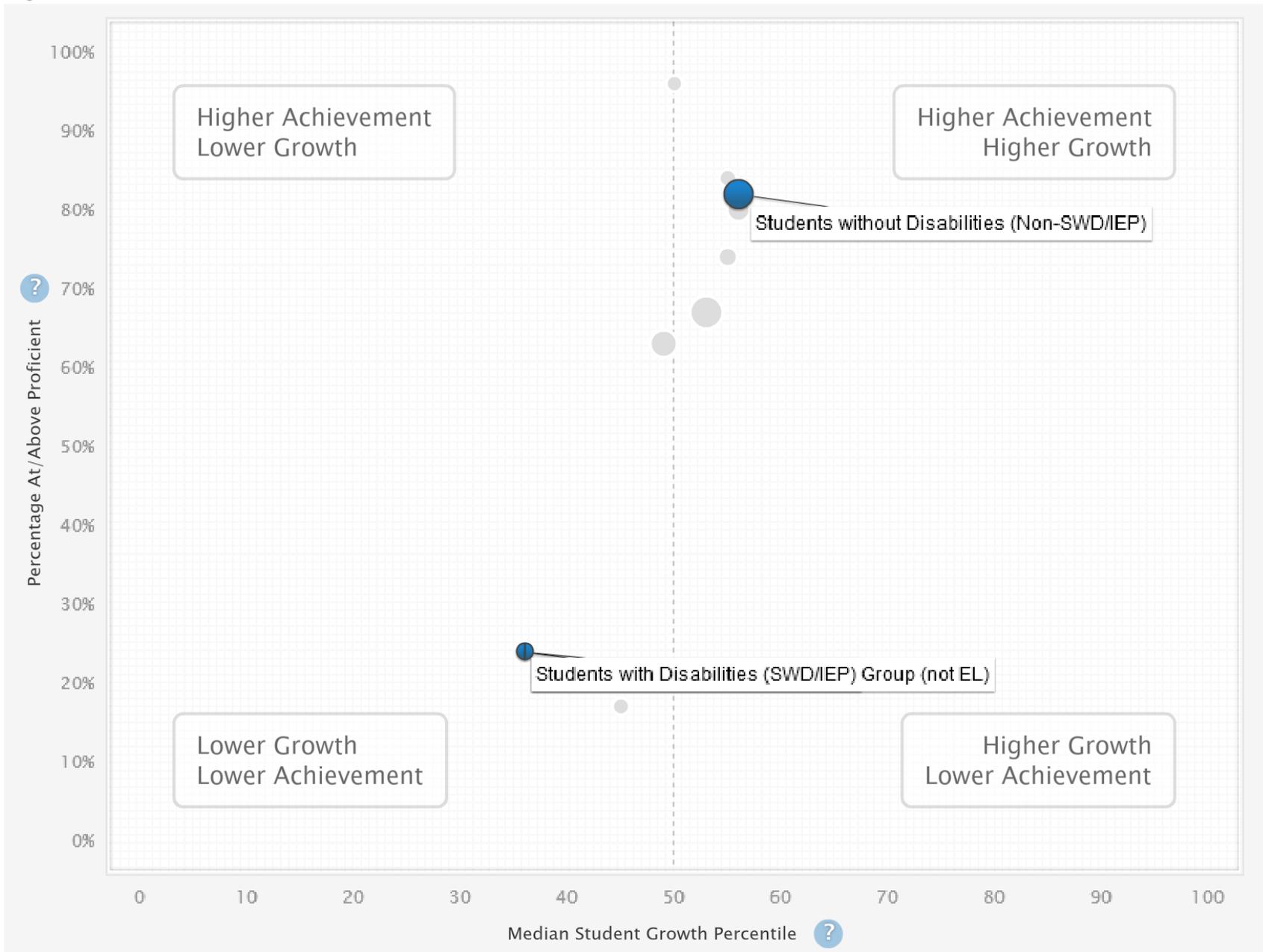
GRADE	NAME	%ile	ID	Notes	# students w/valid score	# students 50%ile or above	% students 50th %ile or above	2012 NECAP Reading	Proficiency Level	2012 NECAP Math	Proficiency Level
					Third Gr.						
3	Student 26	59	SP		4	1	25	334	2	335	2
3	Student 27	4	SLD					337	2	337	2
3	Student 28	3	SLD					332	2	342	3
3	Student 29	3	SP					332	2	346	3
					Fourth Gr						
4	Student 30	47		discharged	15	3	20	436	2	430	1
4	Student 31	58	EH, SP					446	3	448	3
4	Student 32	21	AUT, OHI	transfer in				433	2	425	1
4	Student 33	11	OHI					418	1	413	1
4	Student 34	7	EH, SP					423	1	426	1
4	Student 35	14	EH,					418	1	425	1
4	Student 36	58	OHI					449	3	444	3
4	Student 37	10	SP, SLD					436	2	425	1
4	Student 38	1	EH					442	3	442	3
4	Student 39	12	SLD					Alt	4	Alt	3
4	Student 40	23	DD					433	2	438	2
4	Student 41	28	SLD,SP,OHI					437	2	447	3
4	Student 42	23	Aut					434	2	427	1
4	Student 43	63	SLD					439	2	452	3
4	Student 44	7	EH					400	1	400	1

GRADE	NAME	%ile	ID	Notes	# students w/valid score	# students 50%ile or above	% students 50th %ile or above	2012 NECAP Reading	Proficiency Level	2012 NECAP Math	Proficiency Level
					Fifth Gr.						
5	Student 45	20	AUT		10	1	10	536	2	544	3
5	Student 46	1	EH					515	1	526	1
5	Student 47	29	EH					539	2	541	3
5	Student 48	1	SLD,SP,OHI					517	1	535	2
5	Student 49	10	SLD,SP					539	2	538	2
5	Student 50	93	EH					559	4	555	4
5	Student 51	1	SLD, SP					519	1	544	3
5	Student 52	1	ED, SLD					501	1	531	1
5	Student 53	27	SLD					546	3	538	2
5	Student 54	8	SLD					539	2	544	3
					Sixth Gr.						
6	Student 55	26	EH		18	0	0	636	2	642	3
6	Student 56	13	SLD,SP					646	3	631	1
6	Student 57	6	SLD,SP,OHI					638	2	630	1
6	Student 58	7	OHI, SP					632	2	619	1
6	Student 59	9	SLD, SP					630	2	616	1
6	Student 60	1	AUT					611	1	622	1
6	Student 61	1	OHI					617	1	600	1
6	Student 62	24	SLD,SP					639	2	632	1
6	Student 63	38	SLD, SP					639	2	636	2
6	Student 64	6	SLD,SP					648	3	643	3
6	Student 65	14	SLD					634	2	622	1
6	Student 66	46	EH					630	2	636	2
6	Student 67	1	OHI,SLD,SP					609	1	606	1
6	Student 68	33	SP					640	3	629	1
6	Student 69	24	SLD					633	2	637	2
6	Student 70	1	SLD,SP					620	1	635	2
6	Student 71	1	MR. SP					628	1	600	1
6	Student 72	24	OHI					633	2	606	1

GRADE	NAME	%ile	ID	Notes	# students w/valid score	# students 50%ile or above	% students 50th %ile or above	2012 NECAP Reading	Proficiency Level	2012 NECAP Math	Proficiency Level
					Seventh						
7	Student 73	3	SLD, SP		11	1	9.090909	715	1	727	1
7	Student 74	1	SP					717	1	733	1
7	Student 75	16	SLD					751	3	741	3
7	Student 76	8	SLD					738	2	730	1
7	Student 77	1	EH, SP					700	1	702	1
7	Student 78	83	EH, OHI					743	3	749	3
7	Student 79	1	EH,SLD,SP					726	1	725	1
7	Student 80	49	OHI					748	3	727	1
7	Student 81	33	OHI, SP					735	2	732	1
7	Student 82	23	OHI, SLD					743	3	737	2
7	Student 83	28	OHI					731	2	741	3
					Eighth						
8	Student 84	24	SLD,OHI		8	0	0	836	2	838	2
8	Student 85	30	SLD					834	2	826	1
8	Student 86	36	SLD					848	3	828	2
8	Student 87	13	AUT					831	2	836	2
8	Student 88	26	SLD, SP					831	2	820	1
8	Student 89	2	SLD					819	1	824	1
8	Student 90	24	OHI					831	2	837	2
8	Student 91	13	SLD,ED,OHI					844	3	839	2
					Total						
	Total	1867			91	9	9.89011				
	Average %ile	20.744									



Winchester School 2012 NECAP for Reading



Winchester School 2012 NECAP for Math

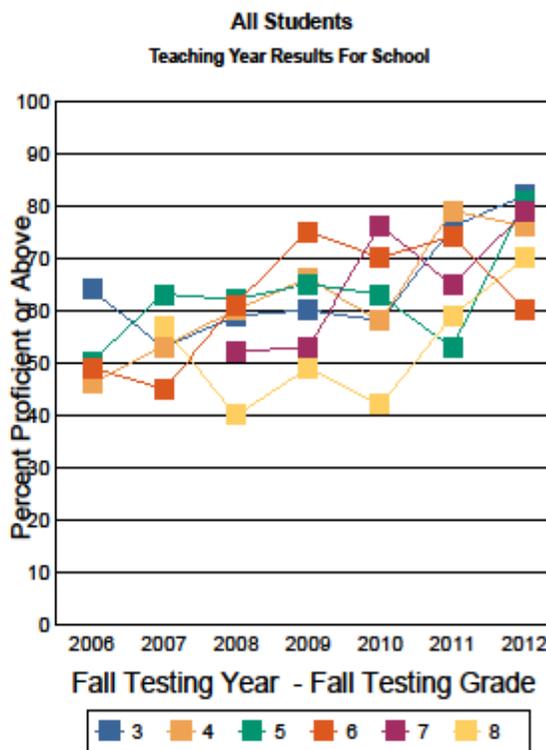
NECAP Percent Proficient or above by Disaggregation and Grade level

Math Teaching Year Report for School

Winchester School-21735-Winchester

Fall NECAP results for students who attended this School during the academic year prior to the year reported. Grade is fall testing grade. Year is fall testing year. Line 1: Percent Proficient or above, Line 2: Avg Scaled Score, Line 3: Number Tested

		2006	2007	2008	2009	2010	2011	2012
3	School	64% 342 39	53% 341 49	59% 342 43	60% 340 52	58% 342 46	76% 347 47	82% 346 33
	District	64% 342 39	53% 341 49	59% 342 43	60% 340 52	58% 342 46	77% 347 48	82% 346 33
	State	69% 345 14,798	73% 345 14,451	72% 345 14,292	76% 347 14,077	76% 347 13,995	76% 347 13,718	74% 346 13,712
4	School	46% 439 37	53% 441 41	60% 442 47	66% 443 46	58% 443 50	79% 446 42	76% 444 50
	District	46% 439 37	53% 441 41	60% 442 47	63% 442 47	58% 443 50	77% 446 43	75% 444 52
	State	66% 444 14,910	68% 445 14,871	73% 446 14,444	75% 447 14,380	74% 447 14,059	76% 448 14,020	77% 448 13,726
6	School	50% 541 38	63% 539 35	62% 541 39	65% 542 52	63% 543 48	53% 541 55	81% 546 41
	District	50% 541 38	63% 539 35	61% 541 40	65% 542 52	63% 543 48	52% 541 56	78% 545 42
	State	67% 544 15,128	69% 545 15,035	73% 546 14,856	75% 546 14,542	73% 546 14,410	76% 547 14,054	74% 547 14,073
8	School	49% 639 47	45% 639 42	61% 643 36	75% 646 36	70% 644 54	74% 646 43	60% 640 58
	District	51% 639 48	45% 639 42	61% 643 36	71% 645 38	69% 643 55	72% 646 44	59% 640 59
	State	67% 644 15,662	68% 644 15,175	69% 645 15,023	72% 646 14,912	71% 646 14,591	72% 647 14,407	74% 646 14,088
7	School	0 0	0 0	52% 739 38	53% 739 34	76% 744 33	65% 743 49	79% 744 47
	District	57% 741 44	44% 739 50	51% 739 39	53% 739 34	71% 743 35	65% 743 49	79% 744 47
	State	62% 742 16,121	63% 743 15,675	66% 744 15,312	66% 744 15,189	66% 744 15,011	68% 745 14,654	69% 745 14,509
8	School	0 0	57% 839 42	40% 838 53	49% 838 37	42% 838 38	59% 840 34	70% 843 50
	District	35% 836 49	57% 839 42	38% 837 55	47% 838 38	42% 838 38	58% 840 35	69% 843 51
	State	57% 841 16,303	58% 841 16,080	65% 843 15,655	66% 843 15,389	66% 843 15,208	68% 844 14,962	68% 843 14,556



These results are for the students who were instructed in the previous teaching year grade. For example: Fall Testing grade 5 is reporting the performance of teaching year grade 4.

Note: This report includes NECAP data only. Students who did not take the test for any reason are NOT included. The denominator for percent proficient is number of students tested by NECAP (which is not a true representation of the student population). A student's assignment to a school or district in this report is not contingent on continuous enrollment (as it is in AYP reporting). If less than 10 students are tested then results are not reported. Ethnic group designations have changed over time. Please see website for more information. Data source for report: Disaggregated results teaching year.

Demographic Access Indicators Used

Indicator	Description	FY12
Attendance	%of calendar days IDENTIFIED students are absent	5%
Attendance	%of calendar days NON-IDENTIFIED students are absent	4%
Discipline Referrals	Number of total discipline referrals for IDENTIFIED students/percent of population	230 / 53%
Discipline Referrals	Number of total discipline referrals for NON-IDENTIFIED students/percent of population	276 / 18%
Retentions	% of IDENTIFIED population retained	16.20%
Retentions	% of IDENTIFIED population retained	2.60%

School Board and Community Communication

The Summary Report in its entirety will be shared with the Winchester School Board at their public meeting on June 13, 2013. The report will be presented by several members of the leadership team and the Educational Consultants from SERESC. Along with the report we will present information about how educators will begin implementing the plan through work this summer and on the closing day workshop. We will take this opportunity to update the board on the DINI plan progress, as it relates the Focused Monitoring action plan.

Staff will be introduced to the plan at the regular staff meeting on June 5, 2013. A formal presentation of the imperatives from the action plan will be presented to staff on the closing day workshop, June 25, 2013.

The plan will be posted for public viewing on the Curriculum webpage of the school website.