

NHDOE Special Education Focused Monitoring Overview of Focused Monitoring

The mission of Special Education Program Approval and Improvement Process is to improve educational results for all learners.

Definition:

The Individuals with Disabilities Education Act (IDEA) guarantees a free appropriate public education (FAPE) is available to students with disabilities. The IDEA provides federal funds to assist states in carrying out this responsibility and to comply with the associated regulations. 34 CFR Section 300.600 of the IDEA requires that states ensure that local systems comply with federal regulations and meet the state's educational standards as they provide educational programs for students with disabilities. The New Hampshire Department of Education, Bureau of Special Education provides general supervision and monitoring of local systems through a variety of activities. The Focused Monitoring process is one of these activities.

The purpose of the Focused Monitoring is to ensure that children and youth with disabilities ages 3-21 are afforded a free and appropriate public education and are provided opportunities to learn in the Least Restrictive Environment (LRE). The process ensures that students with educational disabilities have access to; can participate in; and can demonstrate progress within the general education curriculum, thereby improving student learning. The Special Education Program Approval Team assists the NH Department of Education by assessing the impact and effectiveness of state and local efforts, monitoring Local Education Agencies' (LEA) implementation of IDEA per federal mandate, reviewing current educational research and providing technical assistance to the field.

Districts are chosen for a focused monitoring based on a review of their NECAP assessment data. The NHDOE anticipates that approximately 12 districts, including Year 1 and Year 2 districts, will participate in the Focused Monitoring Process each year.

Essential Study Question:

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

Study Process:

Each participating district will assemble a Leadership Team that will in turn establish the district's Achievement Team, to be broadly representative of its educational system. The team will include district administrators, general and special educators, and parents. Additionally it is helpful to include a member experienced in data analysis and others as indicated, such as school board, related services, paraprofessionals, and student representatives. During the 2012-2013 school year, this team will meet regularly to collect and analyze baseline and new student performance data, both qualitative and quantitative, in order to answer the essential study question. The team will produce a set of findings from its analysis of data and prepare an action plan for improvement for implementation in 2013-2014 and beyond.

The facilitation and technical assistance of the FM Process provided to the NH FM districts is through the NHDOE. The Focused Monitoring Process follows the WestEd 5 Step inquiry process.

Year 1

- **Step 1 Get Ready for Inquiry (July/September)**
As a first step, the team will assess its readiness to undertake a systems change process and examine the district's decision-making process. It will engage in a "Data Dialogue" to analyze the readiness data. The team will inventory its available student performance data and its current district initiatives. It will then determine what additional data it will need to gather in order to answer the essential question.
- **Step 2 Organize and Analyze Data (October/November)**
During step 2, the team will focus on determining the nature of the achievement gap between students with disabilities and their non-disabled peers, by content area and level. The team may decide to conduct perception surveys of parents, students and teachers to provide it with additional student performance data. It will **triangulate** (use multiple data sources), **aggregate** (summarize to determine patterns, connections, discrepancies), **disaggregate** (determine performance of subgroups) and **communicate** (display data) the performance data that has been gathered.
- **Step 3 Investigate Factors Impacting Student Achievement (December/January)**
Next the team will determine the root causes of underperformance and identify the significant challenges and needs of the district. It will need to seek answers to the essential question from a holistic system perspective, and examine curriculum, instruction and assessment issues that impact all students in both general and special education settings. The team will then prepare a set of findings from its data analysis. The findings will provide the foundation for its system improvement plan.
- **Step 4 Determine Effective Practices and Write a Plan (February/May)**
The team is now ready to convert district challenges/needs into priority goals for its action plan that will address the root causes of the achievement gap. The team will establish and examine a set of alternative system changes to determine their basis in research and their effectiveness. At this point in the inquiry process, the team may decide to conduct perception surveys of students, parents and teachers with regard to strategies being considered. The team will prepare a final report on the year's study that includes the action plan and an application for an implementation grant to assist the team in carrying out its action plan.

Year 2

- **Step 5 Implement, Monitor and Evaluate (2013-2014)**
Year 2 of the Focused Monitoring process will be the implementation year for the district's action plan. At the end of year 2, the team will be asked to evaluate the implementation of the action plan.

Parent and Student Involvement in the Focused Monitoring Process:

The Focused Monitoring process will support increased parent involvement in two ways: by involving parents as participants on the Achievement Team and in the work of the team through survey and focus groups, and by involving parents of students with disabilities more deeply in their child's education. The Focused Monitoring process will also support greater student involvement through student focus groups and/or surveys, for example.

Compliance: Student Results

The shift to a focused monitoring system continues the emphasis on procedural requirements but adds a greater emphasis on improved learning results for students with IEPs. Through the identification of a key performance indicator and analysis of data, the NHDOE will identify districts where the data indicates a need for improvement. Focusing on one or two priorities or critical indicators concentrates the NHDOE's and the district's efforts and increases the likelihood of identifying systemic issues and creating improvement plans that address the underlying cause of the issue.

In the Focused Monitoring Process, the district special and general education staff will participate in a structured review of randomly selected IEPs in order to determine the district's level of compliance with the special education process. The review of selected IEPs will be conducted by a team in each building with technical assistance provided by NHDOE. The review template has been designed to help the team examine the IEP for measures of educational benefit and compliance because the IEP is the core of the special educational process. A well-crafted, collaborative IEP will help ensure educational benefit for students with disabilities.

To ensure that an IEP is reasonably calculated to provide educational benefit, it must support a student's access to, and participation and progress in the general education curriculum. The identified needs must be detailed and the impact of the disability on the student's academic achievement and functional performance, including in the general education classroom and in extracurricular and other non-academic activities, must be clearly defined.

Goals/objectives/benchmarks, accommodations/modifications and the type and amount of services must align with the student's needs in order for him/her to learn and validly demonstrate this knowledge. Ongoing, purposeful measurement of progress must be conducted and reported to track progress in the plan/program/curriculum.

Review teams should be able to conclude whether the IEP contains the required elements; if it is reasonably calculated to provide educational benefit; and whether the IEP is useful, understandable to a broad audience, and a helpful tool in understanding the child's disability, its impact, and how the school will address this impact.

Data gathered in the IEP process will provide the District level Focused Monitoring team with valuable information that will inform it about the district's special education process and programming, about the progress of students with disabilities and about the alignment of special education programming with the district's general curriculum, instruction and assessment systems. Findings and corrective actions that result from the IEP Review will be included in the action plan developed by the Achievement team.

Benefits to Districts Participating in Focused Monitoring:

The Focused Monitoring process will provide participating districts with the following resources and supports:

- Technical assistance that provides an outside perspective and support in the data analysis process.
- The opportunity to align district initiatives.
- Assistance in bringing general and special educators closer together in student program implementation and thereby developing a stronger sense of collective responsibility for students with disabilities.
- A review of special education policies and practices and the opportunity to assess compliance with federal law and state rules through a comprehensive IEP review.
- The opportunity to identify essential curriculum components to ensure that programming is targeted and sequenced for students with disabilities.
- The opportunity to align IEPs with the general curriculum by implementing curriculum-based IEP goals.
- Opportunity to network with other districts.
- Plymouth State University graduate credit can be awarded to Achievement Team member.
- Grants to support the investigation process and implementation of the district's action plan.

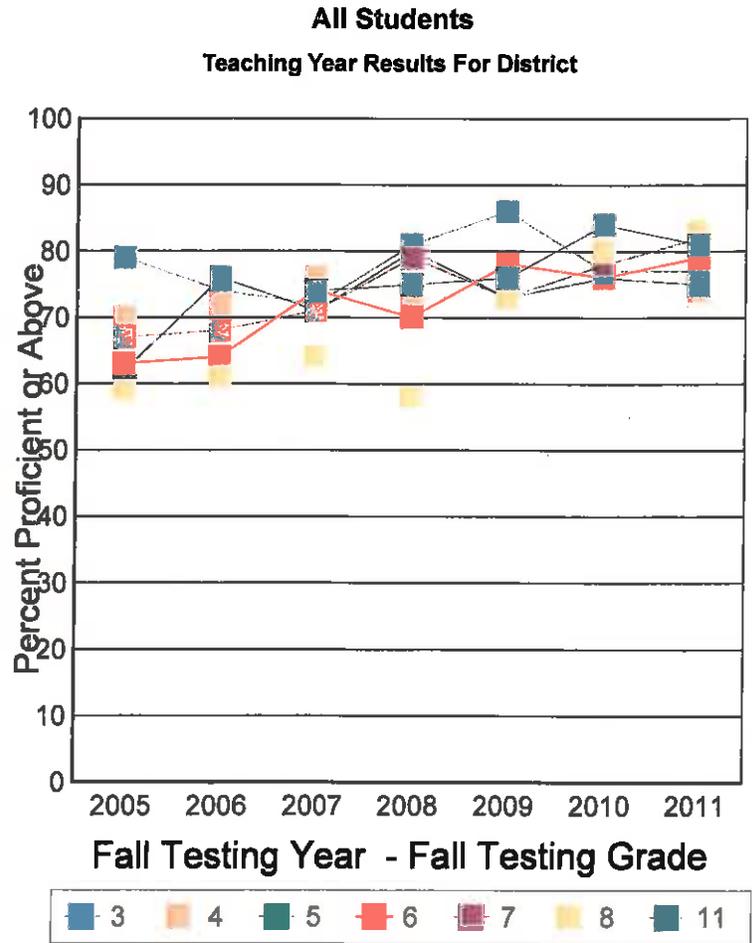
NECAP Percent Proficient or above by Disaggregation and Grade level

Reading Teaching Year Report for District

Hudson

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

		2005	2006	2007	2008	2009	2010	2011
3	District	79% 348 286	74% 347 305	72% 346 294	81% 348 299	86% 351 283	77% 348 285	77% 347 268
	State	71% 346 14,840	75% 347 14,775	77% 347 14,426	78% 348 14,274	80% 349 14,054	80% 348 13,959	81% 349 13,698
4	District	70% 444 311	72% 445 291	76% 446 316	73% 447 304	73% 446 290	76% 448 292	74% 446 287
	State	69% 444 15,041	72% 446 14,888	74% 446 14,853	75% 447 14,430	75% 447 14,350	77% 449 14,038	78% 448 13,995
5	District	62% 543 343	76% 546 323	71% 546 282	80% 549 315	73% 547 300	76% 547 302	75% 547 297
	State	67% 544 15,541	72% 545 15,112	71% 546 15,011	76% 547 14,847	79% 548 14,525	78% 548 14,370	77% 548 14,027
6	District	63% 644 285	64% 644 350	74% 647 329	70% 644 297	78% 647 320	76% 648 322	79% 646 294
	State	65% 645 15,982	72% 646 15,639	73% 646 15,160	74% 647 15,009	76% 648 14,887	77% 648 14,573	80% 649 14,393
7	District	67% 744 332	68% 745 304	71% 746 348	79% 750 337	73% 748 299	78% 749 320	82% 750 322
	State	66% 744 16,250	67% 745 16,107	75% 747 15,661	77% 748 15,287	77% 748 15,160	72% 747 14,972	77% 749 14,623
8	District	59% 842 359	61% 843 337	64% 844 319	58% 843 359	73% 848 341	80% 849 304	83% 850 322
	State	62% 844 17,034	66% 844 16,278	67% 845 16,069	71% 846 15,640	76% 849 15,369	78% 850 15,173	82% 851 14,940
11	District	0 0	0 0	74% 1146 375	75% 1145 351	76% 1147 331	84% 1150 305	81% 1147 344
	State	0 0	0 0	67% 1144 15,611	72% 1145 15,691	73% 1146 15,199	74% 1146 15,027	77% 1148 14,737



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.

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NECAP Percent Proficient or above by Disaggregation and Grade level

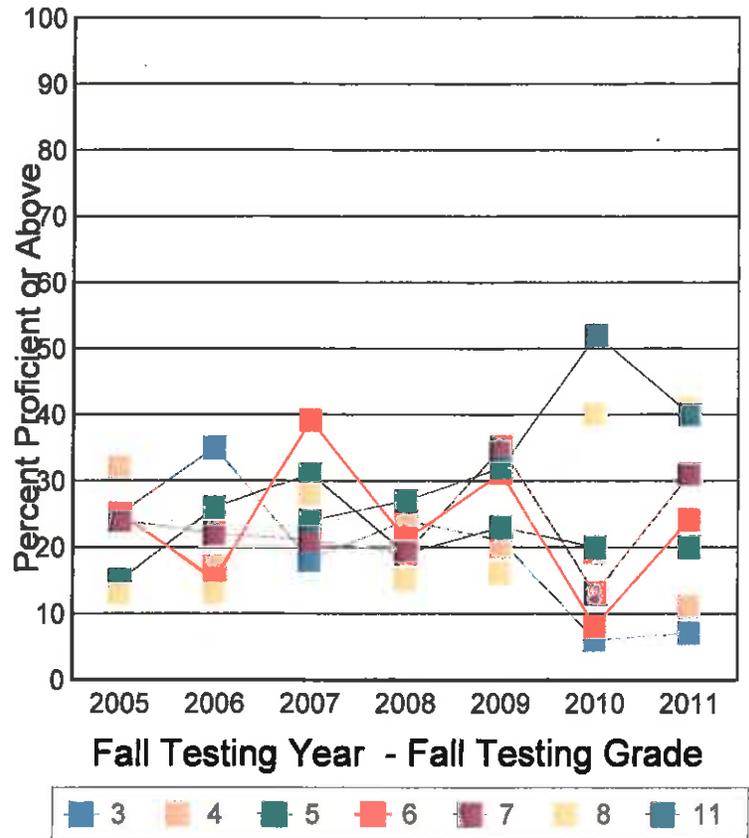
Reading Teaching Year Report for District

Hudson

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		2005	2006	2007	2008	2009	2010	2011
3	District	25% 331 16	35% 337 20	18% 330 17	24% 335 25	21% 337 14	6% 331 17	7% 334 14
	State	28% 332 1,758	34% 334 1,798	37% 334 1,867	40% 335 1,740	42% 336 1,776	41% 336 1,652	41% 336 1,648
4	District	32% 431 19	17% 429 23	24% 428 25	24% 431 33	20% 431 25	19% 434 21	11% 430 28
	State	26% 431 1,977	29% 433 2,134	33% 433 2,144	35% 434 2,038	36% 435 2,048	38% 436 1,932	38% 436 1,918
5	District	15% 529 33	26% 534 27	31% 534 26	19% 533 32	23% 534 35	20% 535 26	20% 533 30
	State	23% 532 2,251	31% 534 2,326	31% 535 2,401	33% 535 2,243	39% 537 2,200	39% 536 2,155	34% 536 2,084
6	District	25% 633 52	15% 630 52	39% 637 31	21% 632 38	31% 633 39	8% 631 26	24% 632 33
	State	22% 631 2,364	29% 633 2,521	32% 634 2,480	33% 635 2,431	33% 635 2,408	37% 636 2,261	39% 636 2,267
7	District	24% 731 50	22% 733 51	21% 734 52	19% 735 38	35% 736 34	13% 732 40	31% 735 40
	State	22% 731 2,398	24% 733 2,524	32% 734 2,581	36% 736 2,480	36% 736 2,491	27% 734 2,395	35% 735 2,306
8	District	13% 830 46	13% 828 47	28% 834 54	15% 832 55	16% 834 38	40% 837 30	41% 837 41
	State	20% 830 2,612	21% 831 2,533	24% 832 2,531	30% 834 2,542	35% 836 2,513	40% 838 2,424	46% 838 2,430
11	District	0 0	0 0	24% 1135 46	27% 1137 58	32% 1135 50	52% 1139 54	40% 1138 57
	State	0 0	0 0	25% 1133 2,317	30% 1134 2,392	30% 1134 2,257	29% 1134 2,157	37% 1135 2,173

Students with an IEP
Teaching Year Results For District



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NECAP Percent Proficient or above by Disaggregation and Grade level

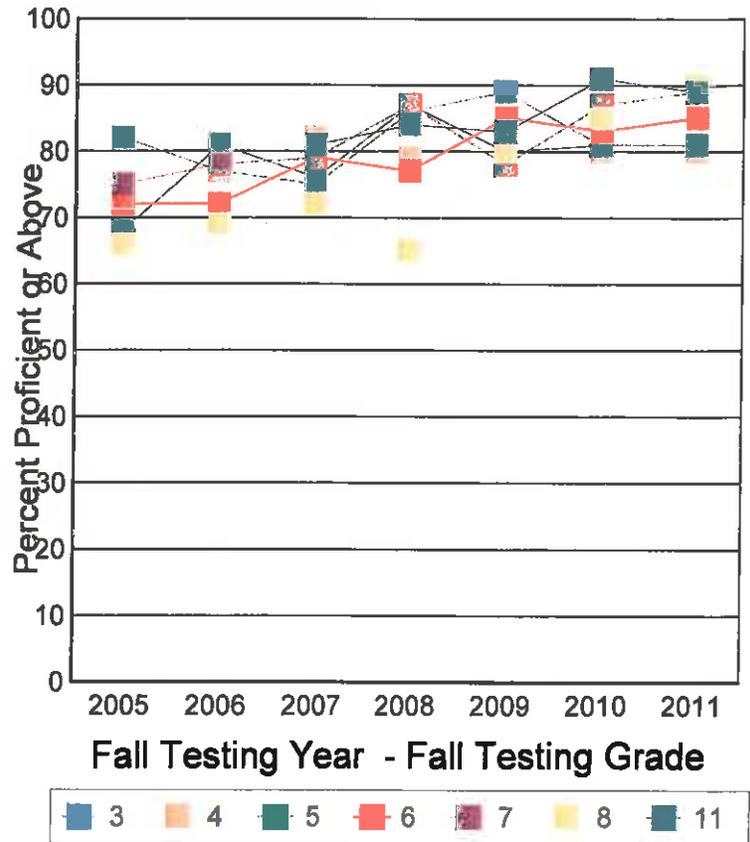
Reading Teaching Year Report for District

Hudson

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		2005	2006	2007	2008	2009	2010	2011
3	District	82% 349 270	77% 348 285	75% 347 277	86% 349 274	89% 351 289	81% 349 288	81% 348 244
	State	77% 348 13,082	81% 349 12,977	82% 348 12,559	83% 350 12,534	87% 350 12,278	85% 349 12,307	87% 350 12,050
4	District	72% 445 292	77% 447 268	82% 448 291	79% 449 271	78% 447 265	80% 450 271	80% 448 259
	State	76% 446 13,064	79% 448 12,754	81% 448 12,709	82% 449 12,392	82% 449 12,302	83% 451 12,106	85% 450 12,077
5	District	68% 545 310	81% 547 296	76% 547 256	87% 550 283	80% 549 265	81% 548 276	81% 549 267
	State	74% 546 13,290	79% 548 12,786	79% 548 12,610	83% 549 12,604	86% 550 12,325	85% 550 12,215	84% 550 11,943
6	District	72% 646 233	72% 646 298	79% 648 298	77% 646 259	85% 649 281	83% 649 296	85% 648 261
	State	73% 647 13,618	80% 649 13,118	81% 649 12,680	81% 649 12,578	84% 650 12,479	85% 650 12,312	88% 652 12,126
7	District	75% 746 282	78% 747 253	79% 748 296	87% 751 299	78% 749 265	87% 751 280	89% 752 282
	State	74% 747 13,852	75% 747 13,583	83% 750 13,080	85% 751 12,807	84% 751 12,669	81% 750 12,577	85% 751 12,317
8	District	66% 844 313	69% 845 290	72% 846 265	65% 845 304	80% 849 303	85% 851 274	90% 852 281
	State	70% 846 14,422	74% 847 13,745	75% 848 13,538	78% 849 13,098	83% 851 12,856	86% 852 12,749	89% 853 12,510
11	District	0 0	0 0	81% 1147 329	84% 1147 295	83% 1149 281	91% 1152 251	89% 1149 287
	State	0 0	0 0	74% 1145 13,294	80% 1147 13,299	81% 1148 12,942	80% 1148 12,870	83% 1150 12,564

Students without an IEP
Teaching Year Results For District



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NECAP Percent Proficient or above by Disaggregation and Grade level

Math Teaching Year Report for District

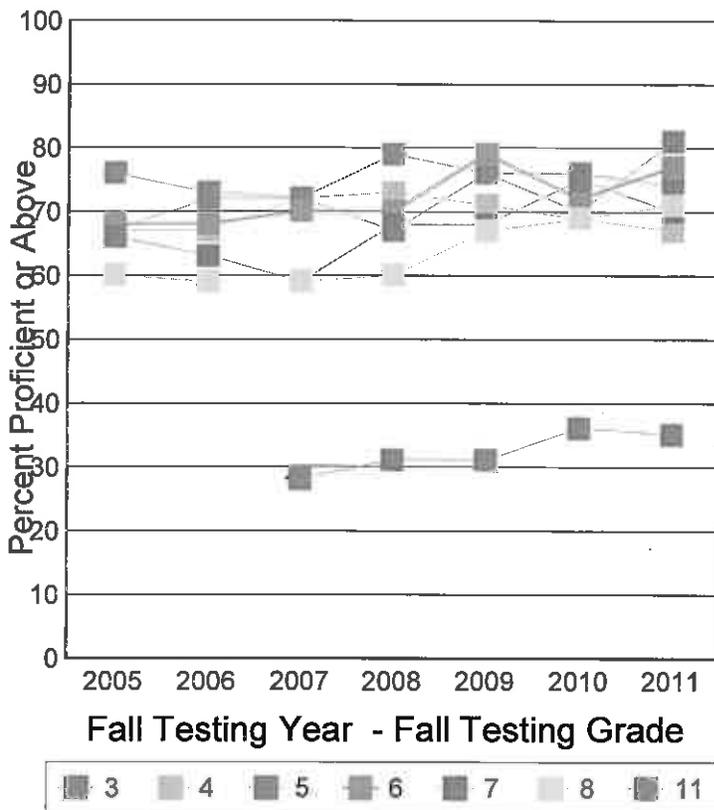
Hudson

Fall NECAP results for students who attended this District 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

		2005	2006	2007	2008	2009	2010	2011
3	District	76% 346 286	73% 345 306	72% 345 295	67% 344 299	76% 347 283	76% 346 285	74% 346 258
	State	68% 344 14,854	69% 345 14,798	73% 345 14,451	72% 345 14,292	76% 347 14,077	76% 347 13,995	76% 347 13,718
4	District	67% 445 310	67% 444 291	72% 445 317	73% 446 308	71% 445 290	69% 446 292	67% 444 287
	State	65% 444 15,050	66% 444 14,910	68% 445 14,871	73% 446 14,444	75% 447 14,380	74% 447 14,059	76% 448 14,019
5	District	67% 544 342	72% 546 323	72% 546 282	79% 547 315	76% 547 300	70% 545 303	81% 548 297
	State	63% 543 15,542	67% 544 15,128	69% 545 15,035	73% 546 14,856	75% 546 14,542	73% 546 14,410	76% 547 14,053
6	District	68% 644 283	68% 643 350	70% 646 329	70% 645 297	79% 647 320	72% 646 322	77% 647 294
	State	61% 642 15,995	67% 644 15,662	68% 644 15,175	69% 645 15,023	72% 646 14,912	71% 646 14,591	72% 647 14,407
7	District	66% 742 331	63% 742 305	59% 742 349	68% 744 337	68% 744 299	75% 745 320	70% 745 322
	State	59% 741 16,266	62% 742 16,121	63% 743 15,675	66% 744 15,312	66% 744 15,189	66% 744 15,011	68% 745 14,654
8	District	60% 841 359	59% 841 337	59% 842 318	60% 841 360	67% 843 341	69% 844 303	71% 844 322
	State	56% 840 17,029	57% 841 16,303	58% 841 16,080	65% 843 15,655	66% 843 15,369	66% 843 15,208	68% 844 14,962
11	District	0 0	0 0	28% 1135 375	31% 1136 352	31% 1135 329	36% 1136 306	35% 1136 344
	State	0 0	0 0	28% 1134 15,546	32% 1135 15,674	33% 1136 15,187	36% 1136 15,024	36% 1136 14,726

All Students

Teaching Year Results For District



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NECAP Percent Proficient or above by Disaggregation and Grade level

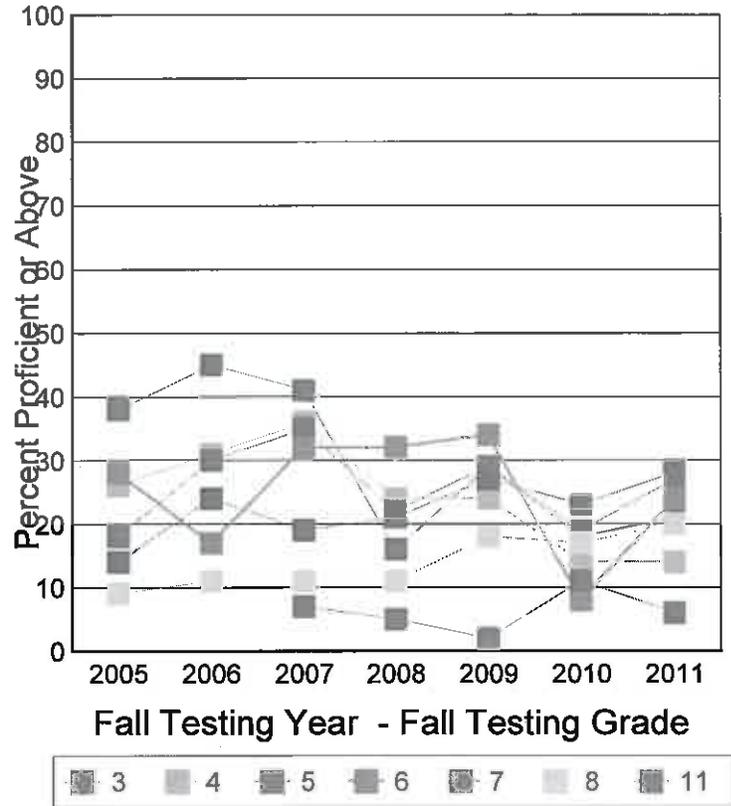
Math Teaching Year Report for District

Hudson

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		2005	2006	2007	2008	2009	2010	2011
3	District	38% 338 16	45% 336 20	41% 337 17	16% 333 25	29% 334 14	18% 336 17	21% 337 14
	State	36% 336 1,756	38% 336 1,794	43% 337 1,867	40% 336 1,737	44% 338 1,775	45% 338 1,652	45% 338 1,649
4	District	26% 430 19	31% 433 23	36% 434 25	24% 431 33	24% 433 25	14% 432 21	14% 430 28
	State	30% 433 1,975	33% 434 2,132	34% 435 2,142	39% 436 2,034	40% 436 2,046	41% 437 1,930	42% 437 1,919
5	District	18% 532 33	30% 534 27	35% 535 26	22% 534 32	29% 534 35	19% 531 26	27% 534 30
	State	27% 533 2,247	30% 534 2,325	34% 535 2,399	37% 536 2,237	39% 536 2,196	36% 536 2,156	39% 536 2,082
6	District	28% 633 51	17% 629 52	32% 634 31	32% 634 38	34% 635 39	8% 631 26	24% 632 33
	State	22% 631 2,364	28% 632 2,515	27% 633 2,474	29% 633 2,426	32% 634 2,404	30% 634 2,260	32% 634 2,263
7	District	14% 728 50	24% 731 51	19% 731 52	21% 730 38	27% 735 34	23% 732 40	28% 733 40
	State	17% 730 2,395	20% 730 2,517	23% 732 2,577	24% 732 2,475	25% 733 2,488	24% 733 2,395	26% 733 2,305
8	District	9% 827 46	11% 826 47	11% 831 54	11% 829 55	18% 831 38	17% 833 30	20% 831 41
	State	14% 828 2,605	17% 830 2,526	17% 830 2,526	22% 833 2,539	23% 832 2,510	24% 833 2,421	24% 834 2,424
11	District	0 0	0 0	7% 1126 46	5% 1130 55	2% 1122 50	11% 1127 54	6% 1126 57
	State	0 0	0 0	4% 1124 2,303	4% 1126 2,367	5% 1125 2,248	5% 1125 2,142	7% 1127 2,160

Students with an IEP
Teaching Year Results For District



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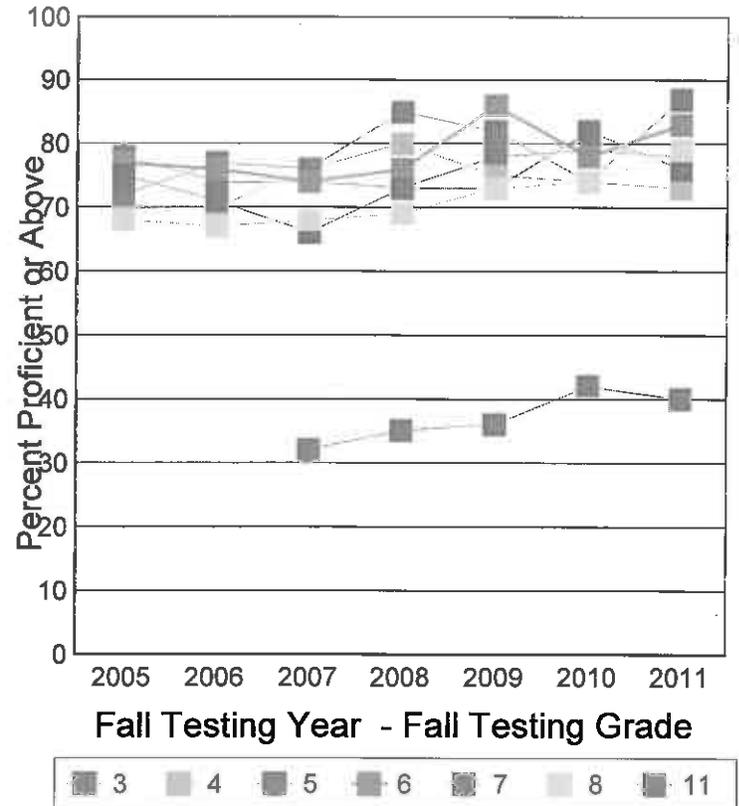
Math Teaching Year Report for District

Hudson

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		2005	2006	2007	2008	2009	2010	2011
3	District	78% 347 270	74% 346 286	74% 346 278	73% 345 274	78% 347 269	79% 347 268	78% 346 244
	State	72% 345 13,098	74% 346 13,004	77% 347 12,584	76% 347 12,555	81% 348 12,302	80% 348 12,343	80% 349 12,069
4	District	70% 446 291	70% 445 268	76% 446 292	80% 448 273	75% 448 265	74% 447 271	73% 446 259
	State	70% 445 13,075	72% 445 12,778	73% 446 12,729	79% 448 12,410	79% 448 12,334	80% 449 12,129	82% 450 12,100
5	District	72% 546 309	77% 547 296	76% 547 256	85% 548 283	82% 548 265	74% 546 277	87% 550 267
	State	69% 545 13,295	74% 546 12,803	75% 546 12,636	79% 547 12,619	81% 548 12,346	79% 548 12,254	82% 549 11,971
6	District	77% 646 232	76% 645 298	74% 647 298	76% 647 259	86% 649 281	78% 648 296	83% 649 261
	State	69% 644 13,631	75% 646 13,147	76% 647 12,701	77% 647 12,597	80% 648 12,508	79% 648 12,331	80% 649 12,144
7	District	75% 745 281	71% 744 254	66% 744 297	73% 745 299	73% 745 265	82% 747 280	76% 747 282
	State	67% 743 13,871	70% 744 13,604	70% 745 13,098	73% 746 12,837	74% 746 12,701	75% 746 12,616	76% 747 12,349
8	District	68% 843 313	67% 843 290	68% 844 264	69% 843 305	73% 845 303	74% 845 273	79% 845 281
	State	63% 843 14,424	65% 843 13,777	66% 843 13,554	73% 845 13,116	74% 845 12,879	73% 845 12,787	77% 846 12,538
11	District	0 0	0 0	32% 1137 329	35% 1137 297	36% 1137 279	42% 1139 252	40% 1138 287
	State	0 0	0 0	31% 1135 13,243	37% 1137 13,307	39% 1137 12,939	40% 1138 12,882	41% 1138 12,566

Students without an IEP
Teaching Year Results For District



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.

Data-Driven Dialogue

Phase 1 - Predict

Surfacing experiences, possibilities, and expectations

- With what assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?

Phase 2 - Observe

Analyzing the data

- What important points seem to "pop out"?
- What are some patterns or trends that are emerging?
- What seems to be surprising or unexpected?
- What are some things we have not yet explored?

Phase 3 - Infer/Question

Generating possible explanations

- What inferences and explanations might we draw? (causation)
- What questions are we asking?
- What additional data sources might we explore to verify our explanations? (confirmation)
- What tentative conclusions might we draw?

Adapted from Laura Lipton and Bruce Wellman

© Nancy Love, TERC

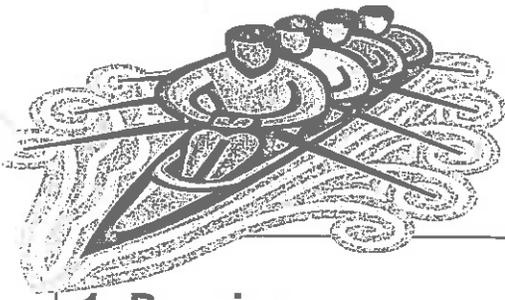
DATA DRIVEN DIALOGUE WORKSHEET

Data Analysis

PREDICTIONS - With what assumptions are we entering? What predictions are we making? What are some questions we are asking? What are some possibilities for learning this experience presents to us?

OBSERVATIONS - What important points “pop out”? What are some patterns or trends? What is surprising or unexpected? What are some things we have not yet explored?

QUESTIONS RAISED/INFERENCES MADE - What inferences and explanations might we draw? What questions are we asking? What additional data sources might we explore to verify our explanations? What tentative conclusions might we draw?



Norms of Collaboration

Annotated

1. Pausing

Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.

2. Paraphrasing

Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3. Posing Questions

Two intentions of posing questions are to explore and to specify thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, “What might be some conjectures you are exploring?” Use focusing questions such as, “Which students, specifically?” or “What might be an example of that?” to increase the clarity and precision of group members’ thinking. Inquire into others’ ideas before advocating one’s own.

4. Putting Ideas on the Table

Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: “Here is one idea...” or “One thought I have is...” or “Here is a possible approach...” or “Another consideration might be...”.

5. Providing Data

Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6. Paying Attention to Self and Others

Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7. Presuming Positive Intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

SCHOOL ADMINISTRATIVE UNIT #81

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November 8, 2012

Dear Colleague,

As you know, the Hudson School District was selected this year by the New Hampshire Department of Education for Focused Monitoring, which is an in-depth and systemic process for exploring the achievement gap between students with disabilities and those without. As one step in this process we are asking your assistance in completing a survey that is designed to give us feedback from you on six quality indicators of effective schools (aligned and rigorous curriculum, effective instruction, use of formative assessment and student data, positive school climate, effective leadership, and parent and community engagement).

Please complete the survey at your earliest convenience (by November 13th). It should take about ten minutes. These data are crucial, so thank you for supporting this effort.

Survey: <https://www.surveymonkey.com/s/HudsonFall2012>

Sincerely,

Bryan K. Lane
Superintendent of Schools

1. Where do you work?

		Response Percent	Response Count
Zone A Schools	<input type="checkbox"/>	8.7%	16
Nottingham West Elementary	<input type="checkbox"/>	13.1%	24
Hills Garrison Elementary School	<input type="checkbox"/>	11.5%	21
Hudson Memorial School	<input type="checkbox"/>	25.1%	46
Alvirne High School	<input type="checkbox"/>	38.8%	71
Multiple Schools	<input type="checkbox"/>	0.5%	1
District	<input type="checkbox"/>	2.2%	4
answered question			183
skipped question			0

2. What best describes your role in Hudson School District?

		Response Percent	Response Count
classroom teacher	<input type="checkbox"/>	52.2%	94
spécial education teacher	<input type="checkbox"/>	9.4%	17
paraprofessional	<input type="checkbox"/>	7.8%	14
tutor	<input type="checkbox"/>	0.0%	0
related service provider	<input type="checkbox"/>	4.4%	8
specialist (music, PE, etc.)	<input type="checkbox"/>	7.2%	13
administrator	<input type="checkbox"/>	10.0%	18
other	<input type="checkbox"/>	8.9%	16
answered question			180
skipped question			3

3. The following matrix includes statements about the aligned and rigorous curriculum of your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
1) This school has a high-quality curriculum that challenges students.	0.5% (1)	2.7% (5)	44.5% (81)	48.9% (89)	3.3% (6)	182
2) This school's curriculum is aligned with our state's standards and grade-level expectations.	0.5% (1)	2.2% (4)	36.3% (66)	54.9% (100)	6.0% (11)	182
3) This school's curriculum is planned across grades to promote continuity.	3.3% (6)	15.5% (28)	45.3% (82)	26.0% (47)	9.9% (18)	181
answered question						182
skipped question						1

4. The following matrix includes statements about the effectiveness of instruction in your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
4) When this school starts a new instructional program, monitoring or and evaluation occur to see how the program is impacting student achievement.	3.9% (7)	23.8% (43)	42.0% (76)	11.0% (20)	19.3% (35)	181
5) Teachers in this school have high expectations for all students.	0.0% (0)	9.3% (17)	43.4% (79)	45.1% (82)	2.2% (4)	182
6) Teachers in this school are committed to improving student achievement.	0.0% (0)	1.7% (3)	37.8% (68)	58.9% (106)	1.7% (3)	180
7) Teachers in this school have the skills to enable all children to learn.	0.6% (1)	10.5% (19)	40.3% (73)	44.8% (81)	3.9% (7)	181
8) Teachers in this school have the skills and knowledge to teach the subjects they are assigned to teach.	0.0% (0)	1.7% (3)	39.2% (71)	56.9% (103)	2.2% (4)	181
9) Teachers in this school have the skills to differentiate instruction for struggling learners.	2.2% (4)	13.8% (25)	50.8% (92)	27.6% (50)	5.5% (10)	181
10) Teachers in this school have the skills to differentiate instruction for students with disabilities.	2.2% (4)	17.6% (32)	53.3% (97)	21.4% (39)	5.5% (10)	182
11) Teachers in this school have the skills to differentiate instruction for English language learners.	2.2% (4)	22.1% (40)	45.9% (83)	13.3% (24)	16.6% (30)	181
12) Teachers in this school have the skills to differentiate instruction for gifted and high achieving students.	3.3% (6)	19.2% (35)	44.0% (80)	23.6% (43)	9.9% (18)	182
13) Teachers in this school have the skills to differentiate instruction for culturally diverse students.	1.1% (2)	16.6% (30)	53.6% (97)	16.0% (29)	12.7% (23)	181
14) Teachers in this school follow the school curriculum.	0.0% (0)	2.7% (5)	42.3% (77)	46.7% (85)	8.2% (15)	182

15) This school provides additional supports for students who are not successful with classroom instruction.	0.5% (1)	9.9% (18)	40.7% (74)	47.3% (86)	1.6% (3)	182
16) General education and special education teachers in this school collaborate. There is a clear relationship between instruction and assessment at this school.	3.8% (7)	18.1% (33)	47.3% (86)	24.7% (45)	6.0% (11)	182
18) A variety of assessment strategies is used to measure student progress in this school.	2.2% (4)	6.1% (11)	50.0% (90)	36.7% (66)	5.0% (9)	180
19) Students in this school are given opportunities to self-assess.	1.7% (3)	23.3% (42)	46.1% (83)	10.0% (18)	18.9% (34)	180
					answered question	182
					skipped question	1

5. The following matrix includes statements about the use of formative and student assessment data in your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
21) Teachers in this school use data to inform their instruction.	1.7% (3)	13.3% (24)	51.9% (94)	23.2% (42)	9.9% (18)	181
22) The school is engaged in the systematic analysis of student performance data.	2.8% (5)	12.2% (22)	44.4% (80)	27.8% (50)	12.8% (23)	180
23) This school reports assessment results to parents.	0.6% (1)	6.1% (11)	45.9% (83)	33.7% (61)	13.8% (25)	181
					answered question	181
					skipped question	2

6. The following matrix includes statements about a positive school climate focused on achievement in your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
24) Learning and education are valued by students in this school.	2.7% (5)	17.0% (31)	60.4% (110)	13.7% (25)	6.0% (11)	182
25) Staff members feel responsible to help each other do their best.	1.6% (3)	12.1% (22)	41.8% (76)	41.8% (76)	2.7% (5)	182
26) Students have a positive feeling about the school.	0.0% (0)	12.1% (22)	56.6% (103)	26.4% (48)	4.9% (9)	182
27) When disciplining students, teachers focus on the behavior.	0.0% (0)	8.2% (15)	56.0% (102)	24.7% (45)	11.0% (20)	182
28) Teachers' classroom management practices are consistent.	6.1% (11)	29.8% (54)	31.5% (57)	19.3% (35)	13.3% (24)	181
29) Teachers' classroom management plans provide clear expectations and appropriate consequences.	3.8% (7)	15.9% (29)	46.2% (84)	24.2% (44)	9.9% (18)	182
30) Teachers in this school promote positive interactions among students.	0.6% (1)	2.8% (5)	54.7% (99)	39.8% (72)	2.2% (4)	181
31) Various cultures and subgroups are valued members of the school community.	0.6% (1)	6.6% (12)	54.1% (98)	34.3% (62)	4.4% (8)	181
32) Students feel a responsibility to promote the collective success of all students.	6.0% (11)	29.7% (54)	39.0% (71)	13.7% (25)	11.5% (21)	182
				answered question		182
				skipped question		1

7. The following matrix includes statements about effective school leadership in your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
33) This school has a clear vision that is focused on student learning.	0.5% (1)	11.0% (20)	47.8% (87)	38.5% (70)	2.2% (4)	182
34) Students are aware of the learning expectations of this school.	2.2% (4)	10.6% (19)	51.1% (92)	28.3% (51)	7.8% (14)	180
35) This school is implementing a plan for school improvement.	1.7% (3)	9.4% (17)	43.3% (78)	30.6% (55)	15.0% (27)	180
36) The school administrators make expectations clear to teachers for meeting academic achievement goals.	3.9% (7)	21.0% (38)	43.6% (79)	25.4% (46)	6.1% (11)	181
37) The school administrators are knowledgeable about the state standards and curriculum.	1.1% (2)	6.0% (11)	43.4% (79)	37.9% (69)	11.5% (21)	182
38) The school administrators encourage teachers to try new methods of instruction.	1.6% (3)	6.0% (11)	45.1% (82)	37.9% (69)	9.3% (17)	182
39) The school administrators praise and recognize teachers.	6.0% (11)	17.0% (31)	52.2% (95)	20.3% (37)	4.4% (8)	182
40) The school administrators ensure that teachers have time to work together in collaborative teams.	6.6% (12)	25.8% (47)	43.4% (79)	19.8% (36)	4.4% (8)	182
41) The school administrators encourage teachers to take leadership roles in the school.	3.8% (7)	11.0% (20)	52.7% (96)	22.5% (41)	9.9% (18)	182
42) The school administrators ensure that teachers receive adequate professional development to improve instruction.	5.0% (9)	25.4% (46)	48.6% (88)	16.0% (29)	5.0% (9)	181
43) The school administrators ensure that teachers receive ongoing informal evaluation and feedback on their instruction.	6.6% (12)	26.4% (48)	46.2% (84)	14.3% (26)	6.6% (12)	182

44) The school administrators visit classrooms to monitor implementation of the instructional programs.	9.3% (17)	23.1% (42)	43.4% (79)	18.7% (34)	5.5% (10)	182
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answered question 182

skipped question 1

8. The following matrix includes statements about parental and community engagement in your school. Please note your level of agreement with each of the statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	Response Count
45) The school administrators promote a positive relationship between the school and the community.	0.0% (0)	3.8% (7)	59.9% (109)	33.0% (60)	3.3% (6)	182
46) The school administrators give all parents the opportunity to be involved in their children's learning.	0.5% (1)	6.0% (11)	48.4% (88)	36.3% (66)	8.8% (16)	182
47) Teachers in this school reach out to parents.	0.0% (0)	7.1% (13)	54.4% (99)	34.1% (62)	4.4% (8)	182
48) Teachers in this school are aware of issues and concerns of the community in which the school is located.	0.5% (1)	11.0% (20)	48.9% (89)	25.3% (46)	14.3% (26)	182
49) The school supports parents in helping their children succeed academically.	0.0% (0)	3.8% (7)	54.9% (100)	38.5% (70)	2.7% (5)	182
50) Parents play an active role in making decisions about the school's programs.	2.2% (4)	31.1% (56)	29.4% (53)	12.2% (22)	25.0% (45)	180
51) Attendance at PTA meetings, parents' nights, and extracurricular activities is strong.	7.2% (13)	23.3% (42)	24.4% (44)	6.7% (12)	38.3% (69)	180
52) Parents are involved in examining data on this school's progress.	6.0% (11)	24.7% (45)	14.3% (26)	6.0% (11)	48.9% (89)	182

53) Teachers in this school work hard to build trusting relationships with parents	0.0% (0)	8.2% (15)	44.0% (80)	41.2% (75)	6.6% (12)	182
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answered question	182
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skipped question	1
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Hudson School District – Achievement Team Meeting

Focused Monitoring Process – Getting Ready for 2012
October 4, 2012



Part I: Welcome



Welcome and Introductions 2012 – 2013 FM Process

“[Great organizations] simplify a complex world into a single organizing idea, a basic principle, or concept that unifies and guides everything...[They] see what is essential, and ignore the rest.”

Jim Collins, 2001



FM Process Goals for the Year

- Align the FM Process with the work of the Hudson School District to leverage the greatest benefit
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers
- Develop an action plan to improve results for **ALL** students

Goals for the Day

- To understand the NHDOE FM Process and the district’s selection for the FM Process
- To Examine Student Assessment Data
- To Consider the District’s Readiness for Change
- To reach consensus on the FM Priority areas



Part II: Opening Activity



Opening Activity

On post-it notes answer following question :

- There is an achievement gap between students with and without disabilities in the Hudson School District **because**.....
- You have **five minutes** to write as many reasons as you can think of.

Opening Activity (continued)

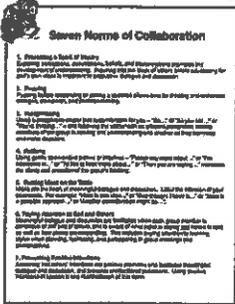
Silently, which means no talking...

- Place your post-its on the chart paper.
- You have **five minutes** to silently organize the post-its into "like" groups. Please, no talking.
- Now you can talk. Agree on a heading for each of the groups and write it on a post-it in marker above the group.

Part III: Team Norms and Roles



7 Norms of Collaboration



Achievement Team Roles...

- Note Taker
- Time Keeper
- Process Observer
- Scribe
- Jargon Buster
- Historian (Year-long role)



Part IV: Overview of Focused Monitoring



Overview of Focused Monitoring

- States must have an effective system of general supervision that monitors the implementation of the Individuals with Disabilities Educational Act (IDEA).
- The primary focus of federal and state monitoring activities shall be on **improving educational results and functional outcomes** for all children with disabilities.
- Focused Monitoring is **one aspect** of the NH DOE's Bureau of Special Education system of general supervision.

Section 606 of IDEA 2004

Focused Monitoring In NH

The purpose of the NHDOE FM Process is to support the improved learning results for **ALL** students and narrow the achievement gap between students with and without disabilities.



Focused Monitoring in NH

Six selected NH School Districts (2012-2013) organized by size include:

- Manchester
- Hudson
- Milford
- Winchester
- Pittsfield
- Hillsborough



Belief Statement

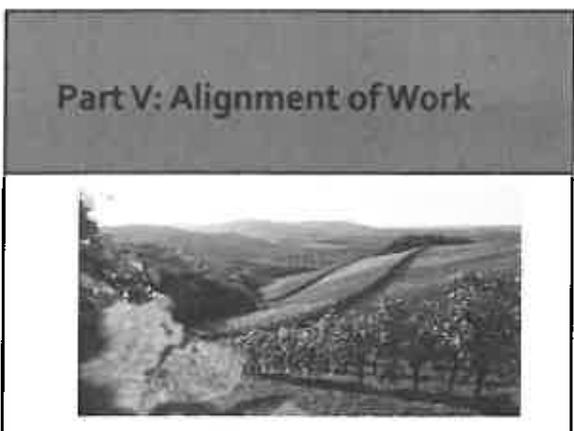
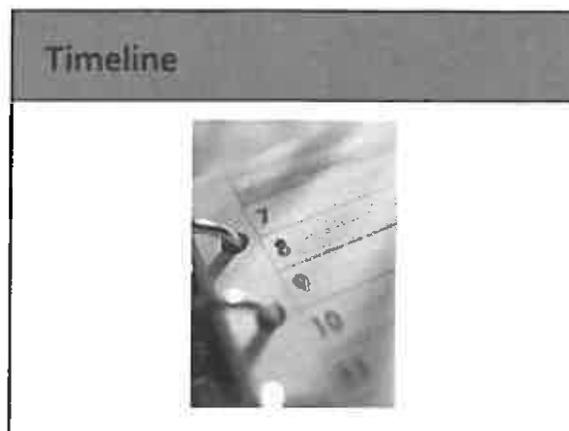
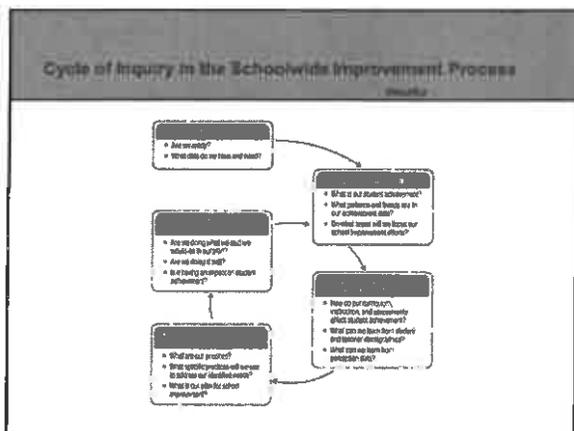
"The New Hampshire Department of Education's Focused Monitoring Process recognizes that an effective and healthy school community embodies a **culture of collective responsibility** in supporting successful outcomes for all student learners..."

Belief Statement, Continued

...This means that all members of the school community: teachers, administrators, support personnel, students, parents and families, school board and other interested community members, fully and collaboratively share a part in the life of the school to ensure that all students are engaged learners."

NHDOE FM Process

- Year long collaborative team** approach using a 5 step inquiry process
- Use of data analysis** to determine factors contributing to the achievement outcomes for ALL students, as well as the gap between subgroups
- Strategies used to effectively involve **staff, students and parents** in school improvement
- Compliance is required and addressed via an **IEP Review Process district-wide**
- Development of an **Improvement Plan** that includes an **Action Plan** to address the findings of the FM Team



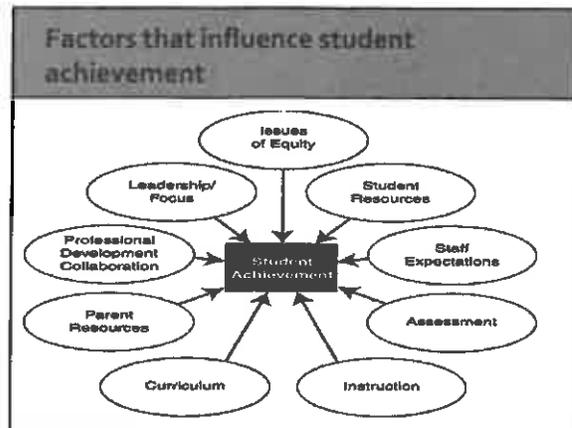
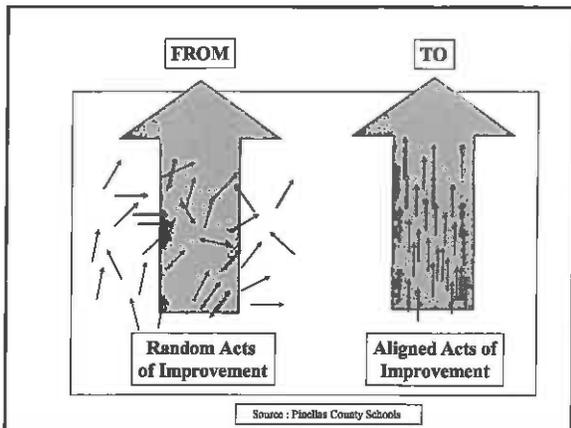
- ### Why is this work critical?
- **No Child Left Behind** set expectations for educators to provide standards-based instruction and to measure student learning outcomes, annually, for all students in grades 3 through 8 and once in high school, through state assessments
 - **IDEA 04** - Reinforces participation and progress in the general education curriculum for students with disabilities through a strengthened relationship between general and special education.
 - **IDEA** also emphasizes proactive, preventive approaches to address behaviors that interfere with learning.

	SCHOOL DISTRICT	NCLB AYP
	Essential Elements (Intersection of Two Processes)	
1. Getting Ready for Inquiry • Establishing a Representative Team • Overview of Processes • Mapping Initiatives • Systems Readiness Survey	<ul style="list-style-type: none"> • Establishing a Representative Team • Overview of Processes • Mapping Initiatives • Systems Readiness Survey • Checklist of Success Indicators 	<ul style="list-style-type: none"> • Review Current Initiatives and Practices • Establishing a Representative Team • Overview of Processes • Mapping Initiatives • Checklist of Success Indicators
2. Organize and Analyze Data	<ul style="list-style-type: none"> • Data Analysis • Develop Hypotheses 	<ul style="list-style-type: none"> • 2. What Results are We Getting
3. Investigate Factors Impacting Student Achievement • Examine Factors • Root Cause Analysis • Prioritize Key Factors	<ul style="list-style-type: none"> • Examine Factors • Root Cause Analysis • Prioritize Key Factors 	<ul style="list-style-type: none"> • 2. 5. What are Possible Reasons Why • Root Cause Analysis
4. Determine Effective Practices and Write an Improvement/Action Plan	<ul style="list-style-type: none"> • Explore, Identify and Select Best Practices • Establish Measurable Goals • Determine Activities to Support Goals 	<ul style="list-style-type: none"> • 3. Setting Goals and Achievable Objectives • 4. Selecting Strategies and Activities for Implementation
5. Implement, Monitor and Evaluate (Year 2)	<ul style="list-style-type: none"> • Ongoing Implementation and Monitoring 	<ul style="list-style-type: none"> • Implement Restructuring, if applicable • Progress Reports, including revised Plans

Hudson School District AYP Status

**The Hudson School District
2012-2013 DINI in Reading Year 2 and Math Year 3**

Nottingham West - New SINI Yr 1 Reading; Advances to SINI Yr 3 Math
Dr. H.O. Smith - Advances to SINI Yr 4 Reading and Yr 3 Math
Hills Garrison - Advances to SINI Yr 4 Reading and Yr 3 Math
Hudson Memorial - Advances to SINI Yr 5 Reading and Yr 6 Math
Alvirne High School - Advances to SINI Yr 5 Reading and Math;
 Missed AYP Graduation Rate



Essential Question

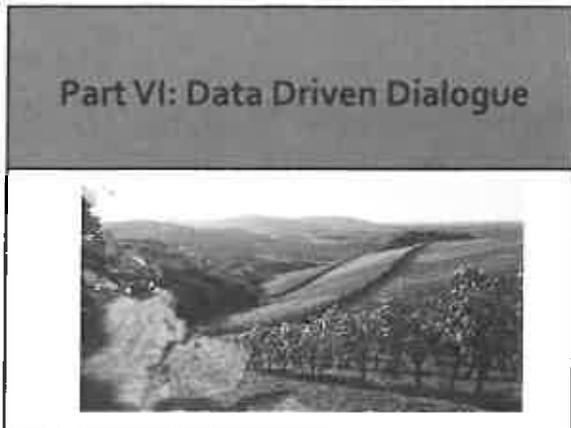
What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

- Four Questions**
1. **What is it we want all students to learn?** What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
 2. **How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?**
 3. **How will we respond when some of our students do not learn?** What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
 4. **How will we enrich and extend the learning for students who are already proficient?**

- FM Process**
Achievement Team's Role
- Meet regularly to collect and analyze data to determine the root causes of the achievement results
 - Utilize and review current educational research
 - Develop subcommittees to conduct specific tasks as determined by the team
 - Participate in the school based IEP Review Process and analyze the results from that process
 - Produce a set of findings from the data analysis and develop an action plan for improvement

"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn."

Larry W. Lezotte



Data Driven Dialogue

The use of the Data Driven Dialogue is one way to ensure a consistent approach to understanding and using data in a meaningful way.

Data-Driven Dialogue

Phase 1 - Predict
Surfacing experiences, possibilities, and expectations

With what assumptions are we entering?
What are some predictions we are making?
What are some questions we are asking?
What are some possibilities for learning that this experience presents to us?

Phase 2 - Observe
Analyzing the data

What important points seem to "pop out"?
What are some patterns or trends that are emerging?
What seems to be surprising or unexpected?
What are some things we have not yet?

Phase 3 - Infer/Question
Generating possible explanations

What inferences and explanations might we draw? (caution)
What questions are we asking?
What additional data sources might we explore to verify our explanations? (confirmation)
What tentative conclusions might we draw?

Adapted from Laura Lipson and Bruce Wellman
© Nancy Lewis, TESCC



<p>PREDICTIONS - With what assumptions are we working? What predictions are we making? What are some questions we are asking? What are some possibilities for learning that this experience presents to us?</p> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div>	Data Driven Dialogue
<p>OBSERVATIONS - What important points "pop out"? What are some patterns or trends? What is surprising or unexpected? What are some things we have not yet explained?</p> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div>	
<p>QUESTIONS AND INFERENCES MADE - What inferences and explanations might we draw? What questions are we asking? What additional data sources might we explore to verify our explanations? What tentative conclusions might we draw?</p> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; height: 40px; margin-bottom: 5px;"></div>	

Discussion

Part VII: Consensus on Priorities



“The significant problems we face cannot be solved at the same level of thinking we were when we created them.”

Albert Einstein

FM Process Priorities 2007-2008

Priority Area #1 – Develop specific grade/course outcomes aligned to the written/taught/assessed curriculum and provide materials that align with the curriculum.

Priority Area #2 – Ensure sufficient exposure to the district curriculum and assessed grade level and grade span expectations for all students.

Priority Area #3 – Create individual education plans that are specific and measurable and drive student achievement

Narrowing the Focus for the Year

- Take two sticky dots and proceed to the chart paper with the labeled reasons for the achievement gap.
- Place sticky dots next to the “reasons” that seem most important to pursue.
- The voting process help determine the priorities for the Achievement Team this year.

Part VIII: The Year Ahead



The Year Ahead...dates and details

- **Key activities to complete-**
 - IEP Review Process – date
 - Data gathering and analysis
 - Investigating key factors that impact student achievement
 - Determining findings and writing an Action Plan

Plan for Communication

- Key Talking Points to Share with Seabrook School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Wrap - Up

- Action Items
- PCI Evaluation
- Professional Reading



"Substantive and lasting change will ultimately require a transformation of culture-the beliefs, assumptions, expectations, and habits that constitute the norm for the people throughout the organization."

Dufour et. al.

**Hudson School District –
Achievement Team Meeting**
Focused Monitoring Process – Gathering and Analyzing Data
November 15, 2012



**Part 1: Welcome and
Introductions**

The process of studying student work is a meaningful and challenging way to be data-driven, to reflect critically on our instructional practices, and to identify the research we might study to help us think more deeply and carefully about the challenges our students provide us.

Kate Nolan, Director of Re-Thinking Accountability for the Annenberg Institute of School Reform

FM Process Goals for the Year

- Align the FM Process with the work of the Hudson School District to leverage the greatest benefit
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers
- Develop an action plan to improve results for ALL students

Essential Question

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

Four Questions

1. What is it we want all students to learn? What knowledge, skills, and dispositions do we expect them to acquire as a result of this course, grade level, or unit of instruction?
2. How will we know if each student is learning each of the essential skills, concepts, and dispositions we have deemed most essential?
3. How will we respond when some of our students do not learn? What process will we put in place to ensure students receive additional time and support for learning in a timely, directive, and systematic way?
4. How will we enrich and extend the learning for students who are already proficient?

FM Process Achievement Team's Role

- Meet regularly to collect and analyze data to determine the root causes of the achievement results
- Utilize and review current educational research
- Develop subcommittees to conduct specific tasks as determined by the team
- Participate in the school based IEP Review Process and analyze the results from that process
- Produce a set of findings from the data analysis and develop an action plan for improvement

Intended Outcomes for the Day

- To Examine Math NECAP data
- To Examine District Quality Indicators Survey Data
- To reach consensus on the FM Priority areas
- To Create Subcommittees to Conduct Further Investigation of Focus Areas



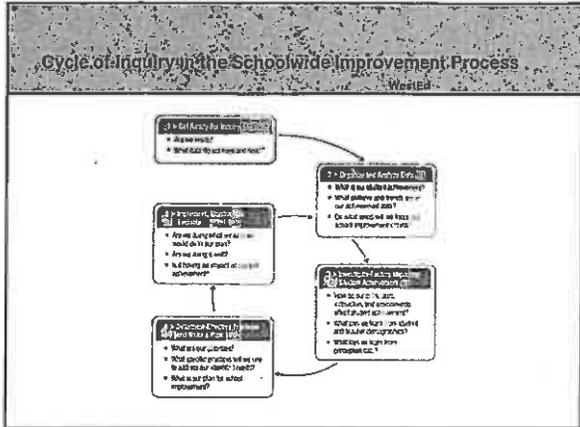
Opening Thoughts

Quick check-in.

What flashes of insight have you had since the last meeting?

Part II: Team Norms and Roles







Feedback Loop

- Review and Reaction to PCI's from October 4th FM Meeting.
- Positives
- Concerns
- Insights

Part IV: Data Driven Dialogue



Hudson School District

NECAP **NECAP MATH
LONGITUDINAL DATA 2005-2011**

GRADES 3 TO 8 AND 11

Data Driven Dialogue

The use of the Data Driven Dialogue is one way to ensure a consistent approach to understanding and using data in a meaningful way.

Data-Driven Dialogue

Phase 1 - Predict
Surfacing experiences, possibilities, and expectations

With what assumptions are we entering?
What are some predictions we are making?
What are some questions we are asking?
What are some possibilities for learning that this experience presents to us?

Phase 2 - Observe
Analyzing the data

What important points seem to "pop out"?
What are some patterns or trends that are emerging?
What seems to be surprising or unexpected?
What are some things we have not yet?

Phase 3 - Infer/Question
Generating possible explanations

What inferences and explanations might we draw? (causation)
What questions are we asking?
What additional data sources might we explore to verify our explanations? (confirmation)
What tentative conclusions might we draw?

Adapted from Laura Lipton and Bruce Wellman
© Nancy Lewis, YELC

PREDICTIONS - With what assumptions are we entering? What predictions are we making? What are some questions we are asking? What are some possibilities for learning that this experience presents to us?

OBSERVATIONS - What important points "pop out"? What are some patterns or trends? What is surprising or unexpected? What are some things we have not yet explored?

QUESTIONS RAISED/INFERENCES MADE - What inferences and explanations might we draw? What questions are we asking? What additional data sources might we explore to verify our explanations? What tentative conclusions might we draw?

Data-Driven Dialogue

Discussion



TAKE A BREAK

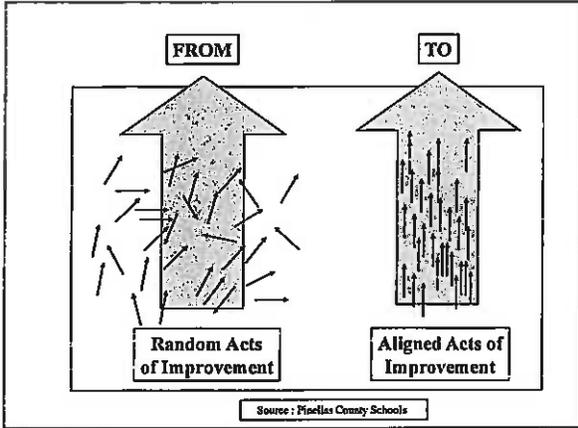


Hudson's Quality Indicator Data

- Using Data Driven Dialogue review district Quality Indicator data.

Part V: Alignment and Consensus on Priorities





FM Process Priorities 2007-2008

Priority Area #1 – Develop specific grade/course outcomes aligned to the written/taught/assessed curriculum and provide materials that align with the curriculum.

Priority Area #2 – Ensure sufficient exposure to the district curriculum and assessed grade level and grade span expectations for all students.

Priority Area #3 – Create individual education plans that are specific and measurable and drive student achievement

Narrowing the Focus for the Year

Determine Priority Areas for the Year Ahead

AREAS OF FOCUS FROM OCT. 4th

- Staffing/Professional Capacity
- Curriculum/Instruction/Inclusion (assessment usually is part of this)

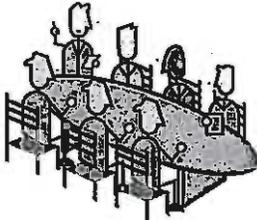
Lunch



**Part VI: Development of
Subcommittees and Work Plan**



**Focused Monitoring
Subcommittees**



Subcommittee Work

- Identify the key subcommittees needed
- Determine Essential Question for each subcommittee
- Assign team leader and members to each committee
- Frame the work ahead and determine what data is needed.

The Year Ahead... dates and details

- **Key activities to complete-**
 - IEP Review Process
 - Data gathering and analysis
 - Investigating key factors that impact student achievement
 - Determining findings and writing an Action Plan

Plan for Communication

- Key Talking Points to Share with the Hudson School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Wrap - Up

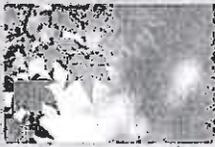
Action Items

- PCI Evaluation
- PSU Graduate Credits
- Professional Reading -- Annual Growth, Catch Up Growth



Schools must inquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective

Fullan and Hargreaves



**Hudson School District -
Achievement Team Meeting**
Focused Monitoring Process - Investigate Factors Impacting Student Achievement
December 18, 2012



**Part 1: Welcome and Goals for
the Day**

"The key to excellence is this: It is born from a culture. When children enter a family culture, a community culture, or a school culture that demands and supports excellence, they work to fit into that culture. A culture of excellence transcends race, class, and geography. Once those children enter a culture with a powerful ethic, that ethic becomes their norm. It's what they know."

Ron Berger, An Ethic of Excellence, 2003

Essential Question

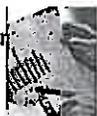
What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how may this gap be narrowed?

FM Process Goals for the Year

- Align the FM Process with the work of the Hudson School District to leverage the greatest benefit
- Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers
- Develop an action plan to improve results for ALL students

Intended Outcomes for the Day

- Establish subcommittees
 - Response to Instruction (RTI)
 - Curriculum, Instruction, and Assessment
 - Data Analysis
- Develop an understanding of "best practice" in each of the identified areas
- Develop a plan to determine current practice and gap between current practice and practice".



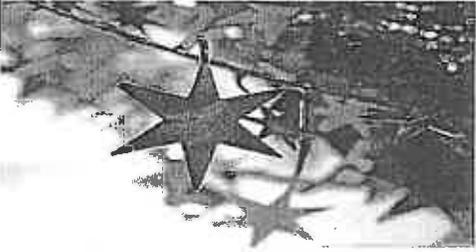
FM Process Achievement Team's Role

- Meet regularly to collect and analyze data to determine the root causes of the achievement results
- Utilize and review current educational research
- Develop subcommittees to conduct specific tasks as determined by the team
- Participate in the school based IEP Review Process and analyze the results from that process
- Produce a set of findings from the data analysis and develop an action plan for improvement

Feedback Loop

- Review and Reaction to PCI's from November 15th FM Meeting.
 - Positives
 - Concerns
 - Insights

Part II: Team Norms and Roles



Seven Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions

Center for Adaptive Schools www.adaptiveschools.com

Achievement Team Roles...

- Note Taker
- Time Keeper
- Process Observer
- Scribe
- Jargon Buster
- Historian (Year-long role)

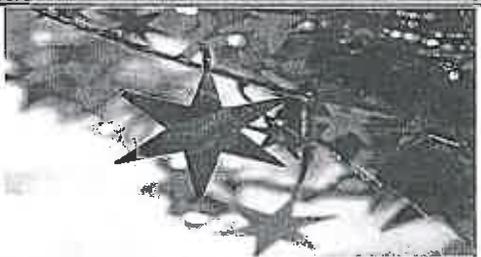


Professional Reading – Part I

- What do you agree with?
- What questions you have?
- Name one thing you will do differently tomorrow



Part III: You Are Here!
Investigate Factors Impacting Student Achievement



Key Events

- IDEA 1997
- NCLB 2001
- President's Commission on Excellence in Special Education 2001-03
- IDEIA 2004

Recommendations from President's Commission

- Focus on student results
- Emphasize prevention
- Use high quality programs/teachers
- Monitor Progress/adjust instruction often
- Regular Ed and Special Ed share instructional and financial responsibility for student success

Historical Perspective

Issues/Concerns

- Wait to Fail
- Over use of the discrepancy model
- Disproportionate number of minorities
- Limited use of empirical data

Unintended Effects

- Conflicting programs
- Conflicting funding streams
- Redundancy
- Lack of coordination across programs
- Nonsensical rules about program availability for students
- Extreme complexity in administration and implementation of the programs

We need one process to make instructional decisions that are:

- Efficient
- Proactive
- Based on Early Interventions
- Used to match resources to needs
- Integrated
- Focused on student learning

Thoughts...

Talk to the person next to you to about the current program and service design:

- What are some of the challenges you have to support the high level of learning for all of the Hudson School District students?

What Do We Need?

- How do we build a system of excellence?
- How do we take all the resources in district or building and match them to instructional needs of all .. from highest performing to lowest performing
- How do we do in a practical and doable manner?

One System

- That meets the needs of ALL kids
- **Response To Instruction (RTI)**

What is RTI?

- RTI is a school wide systematic framework based on educational research.
- It is not an "add on" but rather a school wide systems approach to school improvement.
- RTI is an approach to whole school reform that uses educator's shared knowledge and collaboration to provide relevant and targeted instruction with fidelity, gather student outcome data, analyze student progress, and adjust instruction or behavioral response to each student's needs.

Essential Components of RTI

- Screening
- Progress Monitoring
- School-Wide, Multi-level Prevention System
 - Primary level
 - Secondary level
 - Tertiary level
- Data-based decision making for
 - Instruction
 - Evaluating effectiveness
 - Movement within the multi-level system
 - Disability Identification (in accordance with state law)

RtI is a whole-school, systemic approach.

RtI is an approach to differentiating instruction to meet all students' needs. It addresses four questions:

1. Exactly what is it we want all students to learn?

2. How will we know when each student has acquired the essential knowledge and skills?

3. What happens in our school when a student does not learn?

4. How will we enrich and extend the learning for students who are already proficient?

--Rick DuFour et al.

Thoughts

- Talk to the person next to you:
- 1. Are you clear on "what you want all students to learn?"
- 2. How you will know when they have learned that?
- 3. What will your response be when some students do not learn?
- 4. How you will respond for those students who have mastered the learning targets?

All Students

- Universal School-wide Screening
- Progress Monitoring
- Data-Driven Decision Making Teams
- Systematic Tiered Instruction

RtI involves high-quality instruction or intervention matched to student needs and

using students' learning rate over time and level of performance to

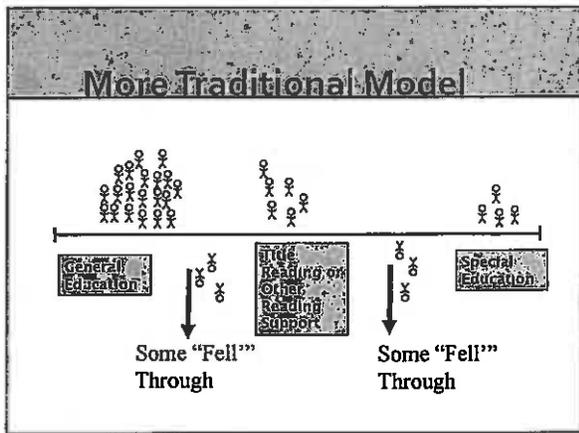
make data-based educational decisions.

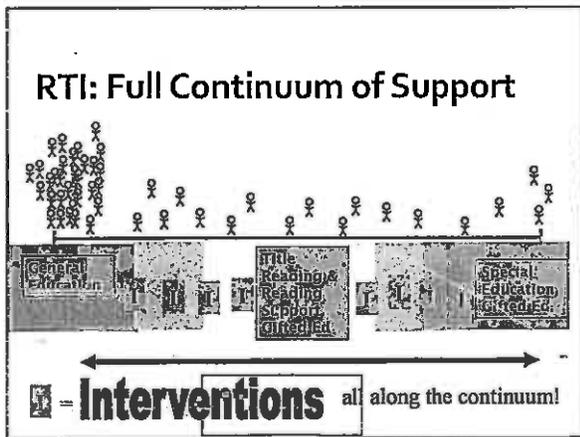
National Association of State Directors of Special Education, 2005

(definition adopted by the NH RtI Task Force)

All Students

- Universal School-wide Screening
- Progress Monitoring
- Data-Driven Decision Making Teams
- Systematic Tiered Instruction





Tier 1: Essential/Core Instruction

All students receive high quality, general instruction support.

Tier 2: Targeted Group Interventions

Some (at-risk) students receive highly efficient, rapid response instruction - *in addition to core instruction.*

Tier 3: Intensive, Individual Interventions

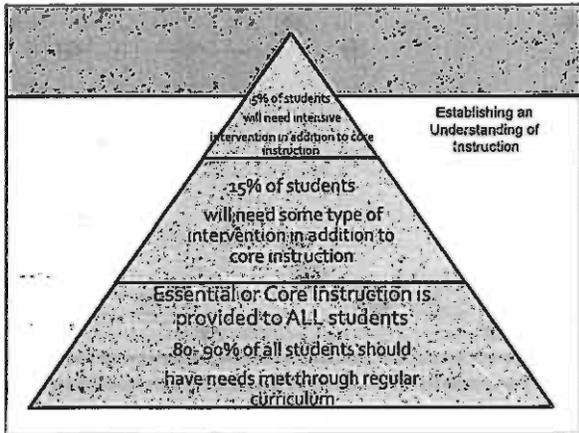
Individual struggling students receive assessment-based, high-intensity instruction, *in addition to core instruction.*

Core Concepts of RtI

- All students receive high quality instruction in their general education setting.
- General education instruction is research based.
- General education instructors and staff assume an active role in students' assessment in that curriculum.
- School staff conduct universal screening of academics and behavior.

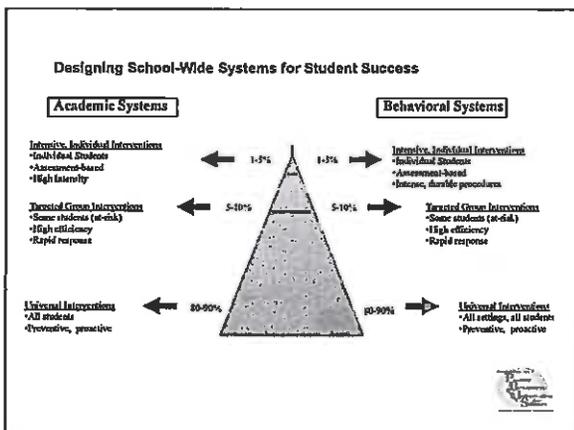
Core Concepts of RtI

- Continuous progress monitoring of student performance occurs.
- School staff implement specific research-based interventions to address the student's difficulties.
- School staff use progress-monitoring data to determine interventions' effectiveness and to make any modifications as needed.
- Systematic assessment is completed of the fidelity or integrity with which instruction and interventions are implemented.



Unique designs

- While the core concepts of RTI are common across schools the individual design will be developed by you and will be unique to KRMS.

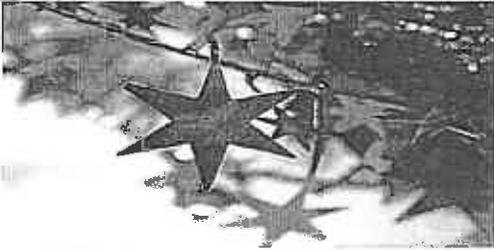


Problem-solving, collaborative instructional teams who can make data-driven decisions in the service of high-quality instruction.

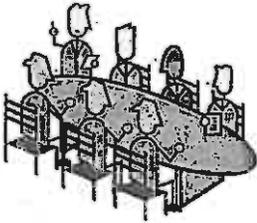
Discussion



Part V: Subcommittee Work



**Focused Monitoring
Subcommittees**



Subcommittee Work

- Establish subcommittees
 - Response to Instruction (RTI)
 - Curriculum, Instruction, and Assessment
 - Data Analysis
- Develop an understanding of "best practice" in each of the identified areas
- Develop a plan to determine current practice and gap between current practice and "best practice".

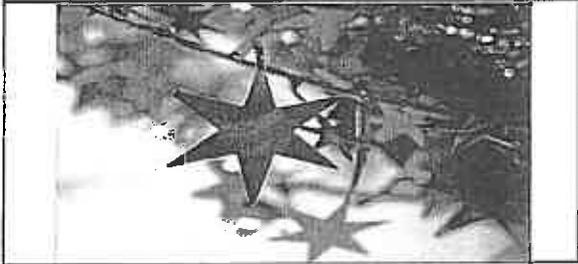
Subcommittee Work

- Assign team leader, note taker and timekeeper for each committee
- Frame the work ahead and determine what data is needed and what next steps will be.

Subcommittee Report Out

- What data is needed?
- Who will gather the data?
- What is the plan for next steps?

Part VI: Plan for Communication, Wrap Up, Action Items



Plan for Communication

- Key Talking Points to Share with the Hudson School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Wrap - Up

- Action Items
- PCI Evaluation
 - Professional Reading – Annual Growth, Catch Up Growth



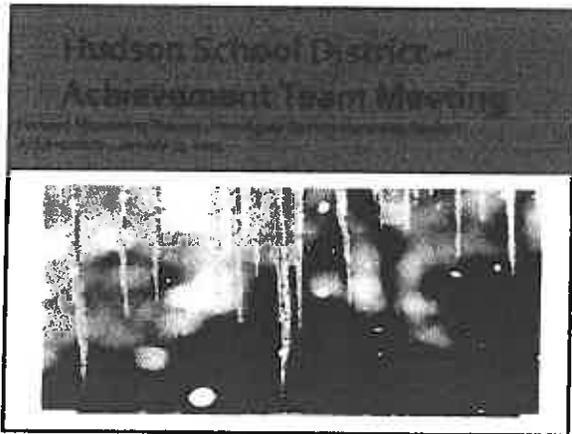
Upcoming FM Activities

- Jan. 8, 9, 10, 11, 2013 – IEP Review
- Jan. 17, 2013 Achievement Team meeting 8:00 to 11:00
- Jan. 18, 2013 Preschool IEP Review
- Feb. 12, 11:00 – 2:00 Achievement Team meeting
- March 7, 8:00-11:00 Achievement Team meeting
- April 4, 11:00-2:00 Achievement Team meeting
- May 9, 8:00-11:00 Achievement Team meeting

Schools must inquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective.

Fullan and Hargreaves





FM Process Goals for the Year

- **Align the FM Process with the work of the Hudson School District to leverage the greatest benefit**
- **Determine the root causes of the achievement gaps between students with disabilities and their non-disabled peers**
- **Develop an action plan to improve results for ALL students**

Part 2: Welcome and Goals for the Day

"What RTI does is put everybody on the same playing field. It doesn't matter what your language structure is, whether or not you're disabled, or whether or not you're poor. What matters is what you need to progress at a satisfactory pace in the general curriculum."

Wayne Sailor, Associate Director, Beach Center on Families and Disability, Univ. of Kansas

Intended Outcomes for the Day

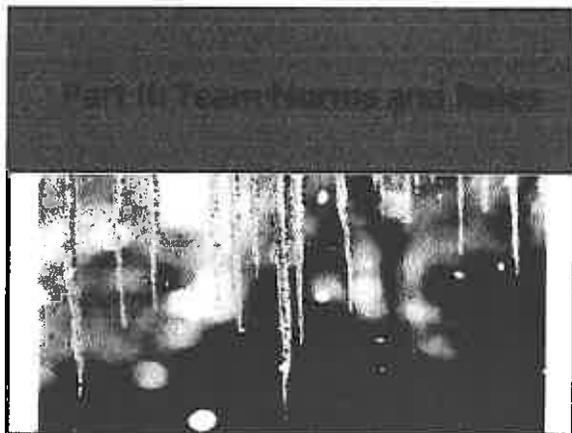
- **Review Results/Patterns found in IEP Review Process**
- **Decide where the team should "focus" for the year**
- **Develop a map the components of the system in place in Hudson**

Essential Question

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

Feedback Loop

- **Review and Reaction to PCI's from December 20, 2012 FM Meeting.**
 - Positives
 - Concerns
 - Insights

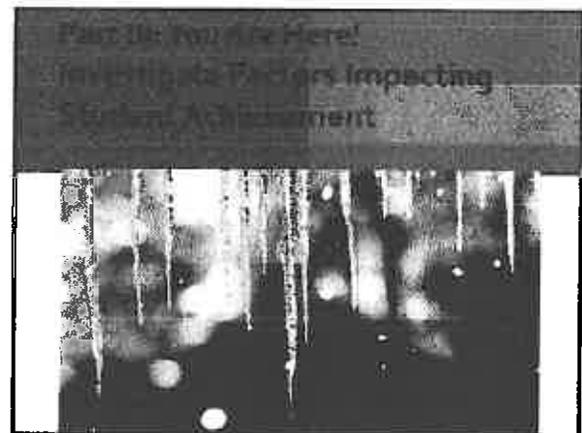


Professional Reading – Part II

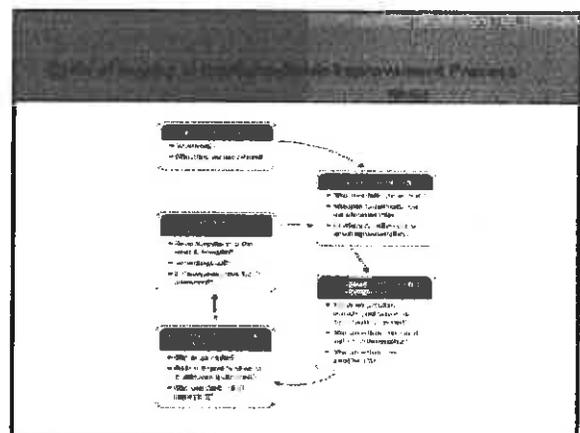
- Review and discussion of Section Two
- Facilitated by Mark Bell



1. Pausing
 2. Paraphrasing
 3. Posing Questions
 4. Putting Ideas on the Table
 5. Providing Data
 6. Paying Attention to Self and Others
 7. Presuming Positive Intentions
- Center for Adaptive Schools www.adaptiveschools.com



- Team Roles
- Note Taker
 - Time Keeper
 - Process Observer
 - Scribe
 - Jargon Buster
 - Historian (Year-long role)
- 



IEP Review Process - Preliminary Findings - January 2013

Strengths

- **Very well written** IEPs overall, district wide
- Well developed **measurable IEP Goals**
- Good use of student achievement data
- Well developed **present levels of performance**
- Well detailed and understandable **progress reports**
- Use of existing resources to provide services to students with IEP
- Dedicated and professional staff who care for students and are committed to supporting student learning

Decision Time

- 1 Focus on reading (literacy) in the development of the plan. The action steps in the resulting plan would focus on reading/literacy, but would provide a blueprint for applying the concepts to math.

- 3 Focus on both reading/literacy and mathematics. The action steps in the resulting plan would address both reading and mathematics. The action steps would not necessarily mean that reading and math would be implemented simultaneously, but the work to develop the plan would occur this year.

Challenges

- Lack of Access to General Curriculum and Instruction for some students (e.g. Read 180 replaces Core instruction)
- Lack of *system* of tiered interventions for Tier 2 & 3
- Lack of dedicated and protected time for planning, communication and collaboration among staff
- Lack of data teams at building and grade levels
- Special Ed Case Managers cover a number of grade ranges, curriculum contents and teachers – staffing patterns
- Lack of Guidance services to students (i.e. individual counseling)

RtI involves high-quality instruction or intervention matched to student needs and

Challenges cont.

- Lack of consistent and protected 90 minute Language Arts block
- No time to meet, plan, collaborate and provide feedback with paraprofessionals
- Direct instruction is provided by non-HQT or certified staff for some students
- Lack of "push in" services by related services professionals. "Pull out" services are in part a result of staffing patterns and schedule.

using students' learning rate over time and level of performance to

make data-based educational decisions.

National Association of State Directors of Special Education, 2005

(definition adopted by the NH RTI Task Force)

- Universal School-wide Screening (e.g. STAR, AIMSweb, DIBELS)
- Progress Monitoring (e.g. STAR, AIMSweb, DIBELS, Easy CBM)
- Data-based decision making Teams for
 - Instruction
 - Evaluating effectiveness
 - Movement within the multi-level system
 - Disability identification (in accordance with state law)
- School-Wide, Multi-tiered system of support
 - Tier I (Core Instruction for all students)
 - Tier II (Targeted instruction for small groups in addition to Core)
 - Tier III (Intensive instruction for individuals or very small grp. in addition to Core)

- Efficient
- Proactive
- Based on Early Interventions
- Used to match resources to needs
- Integrated
- Focused on student learning

1. To identify students at the beginning of the year who are at-risk or are experiencing difficulties
2. To monitor students' progress during the year to determine at-risk students are making adequate progress in critical skills and identify students who may be falling behind or need to be challenged
3. To inform instructional planning in order to meet the most critical needs of individual students
4. To evaluate whether the instruction or intervention provided is powerful enough to help all students achieve grade level standards by the end of each year.
 - NHDOE RTI Framework 2012

- Universal School-wide Screening
- Progress Monitoring
- Data-Driven Decision Making Teams
- Systematic Tiered Instruction

Universal School-wide Screening

It is critical that valid and reliable screening tools are administered to all students three times a year.

These tools help to identify students who do not meet or who exceed grade level expectations.

Results establish a baseline for planning instruction and flexible grouping.

NHDOE RTI Framework 2012

Progress Monitoring

- Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.
- National Center on RTI

Data-Driven Decision Making Teams

- A problem-solving team is responsible for assessing the impact of the core instruction (Common Core State Standards) on student learning and the interventions to meet student needs. Diverse representation and collegiality are essential elements of a problem solving team.

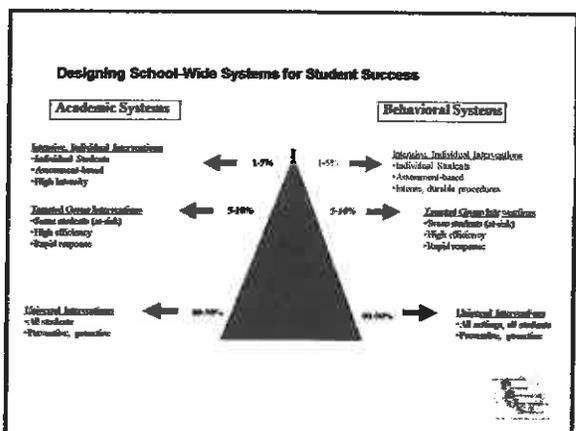
- In progress monitoring, attention should focus on fidelity of implementation and selection of evidence based tools, with consideration for cultural and linguistic responsiveness and recognition of student strengths.
- National Center on RTI

System of Tiered Instruction

- Tier I – Primary for all students
- Tier II – Secondary for those students who are at-risk or require additional instruction designed to meet their needs
- Tier III –Tertiary for those few students who require intensive additional instruction designed to meet their needs.

Data-Driven Decision Making Teams

- The data-based decision making process is an integral part of a schools problem-solving process. The process is cyclical in nature with one phase informing the next. However, key to this process are the use of multiple types of data (not just high stakes tests), a strong capacity to analyze data and understand the implications, and knowledge of how to use the information to improve teaching and learning.



Discussion and Mapping of RTI Components



Team Vision for Communication, Who's Responsible, Action Items



Building Level Work

- Assign facilitator, note taker and timekeeper for each group
- Map the existing RTI components for your building.

Plan for Communication

- Key Talking Points to Share with the Hudson School Community
- Who's Responsible for Communicating the Big Ideas?
- Who Needs to Know?
- By When?

Building Report Out

- Create a Hudson School District Map of Existing RTI Framework Components

Wrap Up

Action Items

- PCI Evaluation
- Professional Reading – Annual Growth, Catch Up Growth

Upcoming FA Activities

- Feb. 12, 11:00 – 2:00 Achievement Team meeting
- March 7, 8:00-11:00 Achievement Team meeting
- April 4, 11:00-2:00 Achievement Team meeting
- May 9, 8:00-11:00 Achievement Team meeting

Schools must inquire deeper into their own practices, explore new ways to motivate their learners, make use of learning styles, introduce multiple intelligences, integrate learning, and teach thinking, and in the process discover the passion and moral purpose that makes teaching exciting and effective.

Fullan and Hargreaves

