

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

**Jaffrey-Rindge School District
SAU 47
Focused Monitoring Report
2014-2015**

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Report June 15, 2015**

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1. 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. The Jaffrey-Rindge School District was selected to participate in the 2014-2015 year-long process as a result of the achievement gap between students with and without an educational disability compared to district's of similar enrollment size. Following a data analysis process the Jaffrey-Rindge School District chose to focus their efforts on the area of mathematics at the middle and high school levels.

A trend and gap analysis in Reading conducted by the Jaffrey-Rindge School District found that in grade levels 3 through 8; the percentage of students with an IEP who have scored proficient on the NECAP assessment is below the state average of student proficiency percentages of respective subcategory. There have been some gains made in comparison to the 2012 data results. Of the Grade 4 students with an IEP, 31% scored proficient compared to 0% the previous year; of the Grade 6 students with an IEP, 28% scored proficient compared to 20% the previous year; of the Grade 11 students with an IEP, 36% scored proficient compared to the 19% the previous year. A consistent discrepancy is the difference of the percentage of ALL students (with and w/out an IEP) students proficient and the percentage of students with an IEP who reach proficiency. The range of this discrepancy for Grades 3 through 8 and 11 is 45% to 56%.

The trend and gap analysis in mathematics found in grade levels 3 through 8 and 11; the percentage of students with an IEP who have scored proficient on the NECAP assessment is below the state average of student proficiency percentages of respective subcategory. There have been some gains made in comparison to the 2012 data results. Of the Grade 3 students with an IEP, 27% scored proficient compared to 20% the previous year; of the Grade 11 students with an IEP, 17% scored proficient compared to 5% the previous year. A consistent discrepancy is the difference of the percentage of ALL students (with and w/out an IEP) students proficient and the percentage of students with an IEP who reach proficiency. The range of this discrepancy for Grades 3 through 8 and 11 is 33% to 60%.

The Jaffrey-Rindge School District results in this area compare with national statistics in this regard. Nationally, the largest category of students being served by special education is students with learning disabilities¹. This group, which accounts for 39% of classified students, has average or above average intelligence according to the federal definition (Table below). The second largest group is students who are speech and language impaired. Also included are students who are hearing or visually impaired, orthopedically impaired, other health impaired, emotionally disturbed or developmentally delayed. Most of these students by definition do not have a significant

¹ Data from the 2007-2008 (Center for International Leadership in Education 2011).

http://teacher.scholastic.com/products/scholastic-achievement-partners/downloads/SpecialED_CCSS.pdf

cognitive disability; many fit within the normal range on the intelligence scale. Most of these students should be presented with grade-level challenge and many can meet the demands.

In order to help the Jaffrey-Rindge School District address this achievement gap, a system of Focused Monitoring, provided by the State Department of Education, was put in place. FM is a collaborative process designed to bring focus to the overall problem of the achievement gap, identify root causes of the gap, and develop plan to address the gap. Focused Monitoring depends heavily on an inquiry model of using data to examine the problem and the collective knowledge of the group to pursue solutions. Increasingly Focused Monitoring is encouraging districts to adopt principles from improvement science² to encourage more rapid learning about what works.

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?

Date of Report: June 15, 2015

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 2014-2015 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.

2. FM Process Team Members

New Hampshire Department of Education Technical Assistants:

Jennifer Dolloff, M.Ed., C.A.G.S.

Maryclare Heffernan, M.Ed.

² *The Improvement Guide* by Langley et. al. (2009)

Leadership Team Members:

David Beauchamp - Special Education Director/Assistant Superintendent
Ryan Early- Curriculum Coordinator

Achievement Team Members:

David Beauchamp – Special Education Director/Assistant Superintendent
Ryan Early – Curriculum Coordinator
Kristie Koester – Special Education Middle School Coordinator
D’Ann Bartlett – Special Education High School Coordinator
Hether Shulman – Special Education High School RTI
Deb Clafin – High School Math Teacher
Stephanie Rogers – Middle School Math Teacher
Cindy Weimann – Middle School Math Teacher
Rebecca DeGrandpre – Rindge Memorial School 3rd grade Teacher
Larry Pimental – Conant High School Principal
Rob Clark – Jaffrey-Rindge Middle School Principal
Marcia Griffin – School Board Member
Audrey Willis – School Psychologist
Beverly Hart – High School Math Teacher
Timothy McClelland – School Counselor High School
Charles Langille – School Counselor High School

FM Process Full Team Meeting Dates – Day long

September 12, 2014
October 10, 2014
November 14, 2014
December 5, 2014
January 9, 2015
February 13, 2015
March 6, 2015
April 17, 2015 (subcommittees meetings/ Full team meeting canceled due to scheduling conflict)
May 12, 2015

FM Leadership Planning Meetings held the Tuesday following each FM Team Meeting. Morning.

3. Focused Monitoring Activities

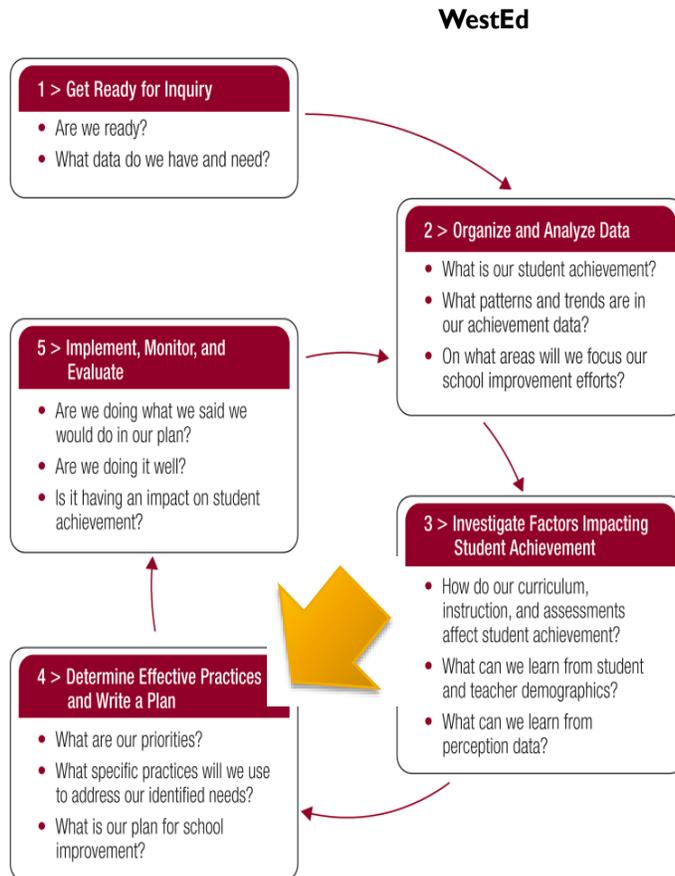
The Focused Monitoring Process is designed to meet the individual needs of each selected school district. As a result, each district progresses through process at a different pace and often in a unique sequence. The Jaffrey-Rindge School District followed the 5-Step Inquiry Process (WestEd) and completed each cycle of inquiry and action. Activities includes a review of district data, completion of an inventory of current

practices; investigation into factors impacting student learning; including current curriculum, instruction and assessment practices; and research review and Action Planning.

The **5 Step Inquiry Process** includes the following components:

1. Get ready for Inquiry
2. Organize and Analyze (Data and Initiative Inventory)
3. Investigating Factors Impacting Student Achievement (Data analysis, Research Review, Action Research)
4. Determine Effective Practices and Write a Plan
5. Implement, Monitor and Evaluate (Year 2)

Cycle of Inquiry in the Schoolwide Improvement Process



SPECIAL EDUCATION PROGRAM APPROVAL PROCESS – Leadership Proposal for FM Process

CHARGE DRAFT I

June 4, 2014

In the one year of on-site support from the State of New Hampshire to have SERESC partner with Jaffrey Rindge towards the goal of improving SPED student achievement scores, and as the district already has in place a number of innovations, and as there is a crisis of student achievement that requires an immediate positive trending of JR's SPED student achievement scores, the following charge is suggested.

1. Evaluate all current innovations at JR utilizing external and internal expertise ASAP but by no later than August 1st.
2. Select one or two current Jaffrey Rindge innovations that have research based data showing a significant and immediate improvement of SPED student achievement scores by August 7th.
3. Define resources, training, etc. needed to fully implement these innovations, with fidelity to the research based model by August 15th.
4. Write a three-year action plan for the selected intervention(s) that initiates on the Professional Development day scheduled for August 25th 2014.
5. Acquire resources enabling a prescriptive response to students not achieving desired monthly academic growth.
6. Specify a three-year trend line for each student that will place him/her at or above the state average state average by 6/15/2017.
7. Implement the selected program(s) with all underachieving SPED students August 28th.
8. Specify monthly achievement metrics for each student that diagnose student progress relative to their individualized trend line.
9. Implement monthly interventions based on the diagnostic achievement metrics for each student who does not make their targeted progress.

3. Jaffrey-Rindge School District Achievement Team Summary of FM Activities

September 2014

- Established norms to be used for the year (7 norms of collaboration)
- Developed a common understanding of the Focused Monitoring process (FM)
 - Narrow the achievement gap
 - Support improvement for all learners through systemic change

- Used the Data Driven Dialogue to analyze math data. These data were the weighted mean achievement gap between students with disabilities and their non-disabled peers on NECAP.
- Initiative mapping – discussed the individual initiatives at schools that were designed to address the causes identified in the Problem Tree.

October 2014

- Used Problem Tree technique to prioritize potential causes of the achievement gap. Some of the patterns identified in the problem tree are below:
- Big Ideas Curriculum Essentials “what everyone will learn “Structure to Provide Access (Includes Core Instruction and Intervention), PLC’s to do the Decision Making (Data and Collaboration)
- Common Assessment / Formative Assessment /Feedback
- Common Themes HS/ MS: Access to curriculum, Lack of consistent benchmark testing, Adult Perceptions/ Student Self Esteem, Changing Courses, Drop Off of Services, Resources
- Control: Schedule of Courses, Decision Structure/ Access to Core Instruction, Curriculum – Essential Standards, Benchmarks / Common Assessments, Teacher Expertise- Content Certified / Qualified , System of Response Using Student data/ Protocols
 - High School: Math Gap= Growth but not proficient, Lack of Rigor and Relevance, Absenteeism, Turned off, Alternative to meet requirements, No ongoing assessment with Benchmarks, Lack of Interventions, Schedule and Credits, Lack of clear process for levels, Readiness, Lack of Access to Gen. Curriculum, Self Esteem, Learned Dependency
 - Middle School: Math Gap=Failed Classes, Different Courses for IEP

November 2014

- Continued book discussion – Visible Learning for Teachers – Hattie
- Reviewed Middle School and High School math course offerings and HS grades
- Provided overview of CCSS key shifts in Math
- Started development of Action Plan

December 2014

- Presentation Overview of Response to Instruction
- Update on Middle School RTI model 30 “What are we doing with those students who fail right now?” Middle School RTI model – Rob Clark
- Update on curriculum mapping in math
- Determine next steps and a plan for communication
- Overview of District Curriculum Mapping – Ryan Earley
- Using the “Five Why’s” protocol: Clarified the root of the problems to begin creating solutions.
 - What is the system’s impact on student learning in math?
 - How can we be responsive to the students who are failing now?

January 2015

- Review of student placement and results – Middle
 “What are we doing with those students who fail right now?”
 Middle School RTI model – Rob Clark

- Action Planning: Where should we start?
 - RTI framework – how responsive is the system?
 - Highly qualified teachers working with the most struggling learners
 - Access to the curriculum for all students

February 2015

- Clarified the “Non-negotiables” of the RTI Framework. What’s essential?
- What should an RTI framework look like at the J-R Middle School? Let’s design!
 - Universal screening for all
 - Progress monitoring process
 - Multi-tiered system of support
 - Data based decision making teams

March 2015

- Review of student placement and results – High School
 “What are we doing with those students who fail right now?”
 Middle School RTI model – Larry

April 2015

- Meeting canceled due to conflicts in calendar.

May 2015

- Began development of the Action Plan Goals and Objectives- Report out
- Identified potential challenges and supports
- Communicating our efforts
- Plan for next steps
-

June 2015

- Leadership meeting: Reviewed and refined Improvement Plan

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 yearlong 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.

JAFFREY RINDGE SCHOOL DISTRICT FM Process ACTION PLAN

MEASURABLE STUDENT LEARNING GOAL: By June 2016 the Jaffrey Rindge School District will narrow the gap in math achievement levels between students with and without educational disabilities at the middle and high school by increasing the achievement levels of students with an IEP through the implementation of a Response to Instruction (RTI) Framework.

OBJECTIVE #1 Essential components of an RTI will be designed and implemented at the Jaffrey Rindge Middle and High School

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Adopt and Implement a Universal Screening Tool to assess student achievement levels in math	Funding for AimsWEB and PD for staff	Curriculum Coordinator And Special Education Director	June, 2015	What & by whom	When	What & by whom	When
				Schedule of assessments (Universal screenings, progress monitoring)	September 2015	Building level data reports.	Ongoing

Provide Professional Development in use of AimsWEB to make instructional decisions for students.	AimsWEB trainer and time for embedded PD	Curriculum Coordinator And Special Education Director	September, 2015	Schedule of PD sessions and record of attendees	September 2015 and ongoing	District and building level administrators maintain records of PD and participation	Ongoing
Develop building based schedules to provide intervention blocks for students.	Time to develop schedules and plan implementations	Middle and High School Principals, School Counselors and others as needed	June, 2015	Revised building level schedules reflecting intervention blocks for mathematics.	By Sept. 2015	Evidence of schedule changes to allow students additional time for targeted and intensive interventions.	December 2015
Establish a district-wide Intervention Team to gather and analyze district data to inform decisions regarding curriculum, instruction and assessment practices. Team will include: Assistant Superintendent Principals Math teacher	Time-approximately 2 hours per month to meet; Professional Development in using data to inform decisions	Assistant Superintendent, Principals	September 2015 – June 2016	Schedule of meetings Minutes and outcomes documented PD log	Monthly	Evidence of data based decisions made in records of meetings and data patterns and trends.	Ongoing

Assistant principal Language Arts teacher Special Educators Guidance Behavior Specialist							
Identify interventions needed to support targeted and intensive math needs for middle and high school students	Cost of interventions and PD provided to staff in effective implementation of interventions	Building principals, Intervention Team and others as determined	September 2015 and ongoing	Evidence of menu of interventions available to students at the middle and high school levels.	Quarterly	Building data team reporting of evidence of improved math results.	November 2015 and ongoing

MEASURABLE STUDENT LEARNING GOAL: By June 2016 the Jaffrey Rindge School District will narrow the gap in math achievement levels between students with and without educational disabilities at the middle and high school by increasing the achievement levels of students with an IEP through the implementation of a Response to Instruction (RTI) Framework.

OBJECTIVE #2 Increase the number of students with an IEP receiving core instruction in the general education setting to increase access, participation and progress in the general education curriculum.

STRATEGIES/ ACTIVITIES	ESTIMATED RESOURCES Budget, Human Resources, Materials	PERSON(S) RESPONSIBLE Leader and Participants	TIMELINE Begin/End	MONITORING OF IMPLEMENTATION Evidence		EVALUATING RESULTS Evidence of Effectiveness	
				What & by whom	When	What & by whom	When
Review and revise student schedules to include placement in general ed. For students with an IEP	Time to revise and implement schedule changes	Building principals, Guidance, others as necessary	June 2015 – August 2015	Building principals monitor implementation of new schedules and placement of students in general education classrooms	ongoing	Progress reports of patterns of improved student learning	Ongoing
				Schedule of PD sessions and record of attendees	Sept. 2015 and ongoing	Observation of teachers instruction and student engagement to determine change in instructional	November 2015 and ongoing
Provide Professional Development in area of differentiated	Funds to provide PD to staff Presenter to be identified	Assistant Superintendent, Building principals, curriculum coordinator,	August 2015				

instruction.		special education coordinators				practices to meet all learning needs.	
Establish and implement math competencies and development of mastery protocols	Time and possible compensation for faculty and curriculum coordinator to develop math competencies and protocols.	Curriculum Coordinator	September 2015 – June 2016	Evidence of math competencies documents and related protocols.	September 2015 – June 2016	Data analysis by building level teams and documentation of student mastery.	June 2016-ongoing

5. Next Steps

The Jaffrey-Rindge School District is committed to the communication and implementation of the FM Process Plan. Throughout the FM Process communication has been made via building level team members to each school and via the School Board representative in monthly reports to the School Board. The collective commitment to the Action Plan included here is established and will be conducted along the timelines provided.

The plan to establish a district-wide Intervention Team will further ensure a process of shared information and decision-making. Regular reports at district leadership meetings as well as at school based faculty and professional learning sessions will continue in 2015-2016.

Communication of the FM Plan will also be made with placement of the Final Report and outcomes on the District website.

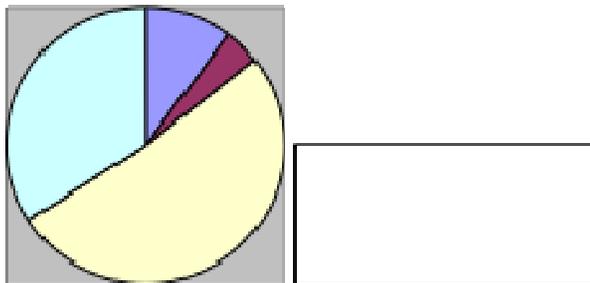
6. Addenda

Appendix A. NWEA Maps Results

Based on the 2014 Spring MAP results:

Total testing roster: 117
 Total number of students scoring below 40th percentile: 32
 Total number of students scoring above the 90th percentile: 11
 Total number of students with IEP: 16
 Total number of students with IEP scoring below 40th percentile: 14
 Total number of students with IEP scoring below 25th percentile: 9

Grade 6 Mathematics Data



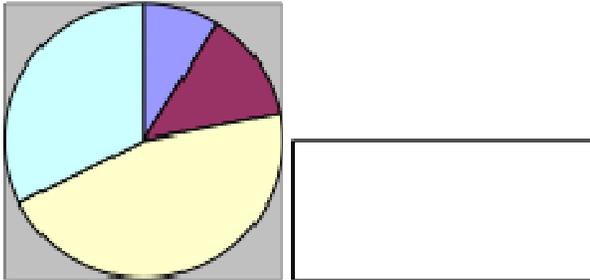
Legend: ■ Substantially Below Proficient, ■ Below Proficient, ■ Proficient, ■ Proficient with Distinction

	Substantially Below Proficient <209 RIT	Below Proficient 209-217 RIT	Proficient 217-235 RIT
N	12	5	60
%	10	5	47

Based on the 2014 Spring MAP results:

Total testing roster: 123
 Total number of students scoring below 40th percentile: 39
 Total number of students scoring above the 90th percentile: 8
 Total number of students with IEP: 16
 Total number of students with IEP scoring below 40th percentile: 12
 Total number of students with IEP scoring below 25th percentile: 10

Grade 7 Mathematics Data



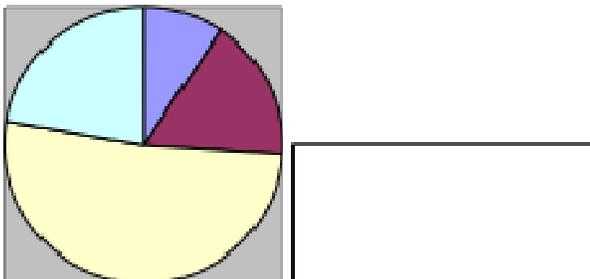
■ Substantially Below Proficient, ■ Below Proficient, ■ Proficient, ■ Proficient with Distinction

	Substantially Below Proficient <211 RIT	Below Proficient 211-222 RIT	Proficient 222-239 RIT
N	11	16	56
%	9	13	46

Based on the 2014 Spring MAP results:

Total testing roster: 126 Total number of students scoring below 40th percentile: 32 Total number of students scoring above the 90th percentile: 15
 Total number of students with IEP: 15 Total number of students with IEP scoring below 40th percentile: 12 Total number of students with IEP scoring below 25th percentile: 9

Grade 8 Mathematics Data



■ Substantially Below Proficient, ■ Below Proficient, ■ Proficient, ■ Proficient with Distinction

Substantially Below Proficient

Proficient 231-248 RIT

	<220 RIT	Below Proficient 220-231 RIT	
N	12	21	65
%	10	17	52

Based on the 2014 Spring MAP results:

Total testing roster: 117 Total number of students scoring below 40th percentile: 32 Total number of students scoring above the 90th percentile: 11 Total number of students with IEP: 16 Total number of students with IEP scoring below 40th percentile: 14 Total number of students with IEP scoring below 25th percentile: 9

Appendix B.

Sample Agenda:

Jaffrey-Rindge Cooperative School District

New Hampshire Department of Education Focused Monitoring Process

Achievement Team Meeting

Agenda

October 10, 2014

Focused Monitoring Essential Question: *What are the contributing factors to the achievement gap between students with disabilities and their non-disabled peers, and how will this gap be narrowed?*

9:00 Welcome, Introductions and Anticipated Outcomes

- Review of PCI's and Minutes
- Review of Effective Instructional Practices
- Develop a Problem Tree
- District Initiative Mapping
 - Math
- Determine next steps and a plan for communication

Norms: Pausing, Paraphrasing, Putting Ideas on the table, Posing questions, Providing Data, Presuming Positive Intentions

Roles: Facilitator, Time Keeper, Note taker, Jargon Buster, Process Observer

9:15 Review of PCI's and Minutes

9:30 Big Idea's So Far

Access to core curriculum and instruction

Instructional Practices

Students receiving instruction from content certified staff

9:45 Hattie Article Discussion / The Final Word

10:00 Why are so many of our teachers and schools so successful? – Hattie video

10:20 Break

10:30 Problem Tree (middle / HS)

11:15 Initiative/Program Mapping - Math

12:00 Lunch

12:30 Report out on Initiative Mapping

12:45 Possible Short Cycle Activities

- IEPs
- Cohort of students

1:45 Wrap Up

- Talking Points
- Meeting dates
- PCI's
- Action Items
- Other?
-

“Empowered teams are such a powerful force of integration and productivity that they form the basic building blocks of any intelligent organization.”

Pinchot & Pinchot

Appendix C.

Sample Meeting Minutes

**Jaffrey-Rindge School District
Focused Monitoring Meeting Minutes
September 12, 2014**

Members present: Jen D, Steph R, Justin, Dave B, Cindy W, Kristie K, D Bartlett, Becky, Rob C, Larry P, Ryan E, Maryclare, Debb C, Heather Shulman

Team roles assigned

Review of 7 norms

Review:

Goals for today:

- Review FM process
- Review gap
- Narrow focus (Middle/High School – math)
- Define current reality
- District initiative mapping
- Determine next step/plan for communication

Focus – data/positive intentions

Why the Gap? – Brainstorm - sticky notes

Thoughts:

5 categories – Expectations/Family/Programming/Instruction/Perceptions and Attitudes

Expectations:

- Expectations of performance
- Expect less not more
- Not challenging everyone
- Lowering expectations instead of rising
- Are expectations sometimes less
- Unfair expectations for students old
- Rigor of curriculum

Family:

- Parental environment
- Limited home support
- Effort of parents
- Home life
- Demographics
- Economic factors
- Sped teachers get caught up in the kid
- Effects of poverty
- Family ability to support

Programming:

- Segregated math sped
- No sped program
- Lack of benchmarks
- Qualifications of sped teachers
- Teachers unaware of best practices
- No spec ed pacing guide
- Early intervention – preschool
- Extended skills – periods

- Is interventionist the best person to teach content
- Is there collaboration or a dumping ground?
- Special ed math segregated
- Not exposed to peer/whole group ideas/info pulled out
- Functional assessment tools are usable
- Isolation of math thinking – limited integration
- PreK-3 focus on all level students (just beginning)
- State treats students' w/d equally to students w/o dis.

Instruction:

- May need more instructional time than peers
- Rdg disabilities change math scores
- Different curriculum in different classes/schools
- Lack of emphasis on math
- Common core doesn't appear to "understand" the child w/d
- Need emphasis on math – thinking (not just calculations)
- Not required to hit competencies before going to next grade
- Lack of differentiation in lessons
- Language impairments affect test results (word problems, vocab etc)
- Testing may not reveal true abilities
- Are the resources the same
- Relevancy
- Students with disabilities need fewer topics than w/o disability students
- Qualifications of special ed teachers
- Teachers unaware of best practices

Perceptions/Attitudes:

- No hw being done
- Learned helplessness
- Lack of teacher

S.E.S. – community outreach

Need more data on status

- Early intervention is important – Preschool for everyone?
- We are compartmentalized – we need to work as a whole team

Focused Monitoring in NH – review of process

Four Questions reviewed:

1. What will every student need to know?
2. How do we know if each student reaches this?
3. How do we respond when some of our students do not learn?
4. How do we enrich/extend learning for those that are already proficient?

Suggestions of having more benchmarks – so we can assess mid-year to change things sooner to help kids

Review Data Driven Dialogue protocol – to keep communication flowing smoothly

- Predict
- Observe
- Infer/Qu

Review of NECAP data: (Observations)

- 11th gr significant growth – oops #s decreased so scale
- 7 indiv occur of 80% prof in our district (sometimes indiv schools were higher – not on this data)
- 11th % went down, scaled score increased
- Drop from 8th to 11th is painful

What Qus does this arise?

1. Is math alignment at HS w/ tests?
2. Did block scheduling affect scores negatively?
3. Is class size a factor?
4. Is current MS schedule supportive of growth?
5. Do students have access to curriculum?
6. Can core curriculum be scheduled around the ind. and “ignore the rest”?
7. Is community going to allow us to “ignore the rest”?
8. How have we been responding to non-proficient/non-special ed kids who aren’t making achievement?
9. Are the teachers teaching math to special ed teachers able to be teaching students with low skills?
10. What do we do to ensure that we hire educators that are prepared to teach students with complex needs?
11. Additional support – PD for math – should we enhance PD for 1st year teachers?

Scaled Score 0-100 Ex 546 - 5= grade level, 46 = scaled score

- Looking into STEM?
- How can we make Math more relevant?

Summarizes:

1. Do we look at the schedule so that students can be in classes they really need?
Ex: 6th grader who scores very high on MAPs – should they then have time in their day to take a gr 7 math? (Can that high kid work with a lower kid from 8th?) Access to curriculum
2. Placement – have to give them what they need. Access to....

What are we currently doing right now at M/HS in math instruction/support?

Middle School:

- 2nd year of Pearson Math/Prentice Hall
Levels 1,2,3 for all except highest kids and pull out students (24)
- 2nd year of RTI – math based on MAPs scores – see students 4 days per 6 day cycle (25 min)/ done quarterly (math/reading/math/reading) Study Island given to Tier 2/3 for assessments

- Working on common prep time for Special ed and classroom teachers
- 6th grade has 2 academic study halls
- Interventions for failures – connect to parents
- Special Ed P.O. 18/39 in P.O. Math

High School:

- 22% of Special Ed pop pulled out – life skills and practical math
- Program was Saxon to Holt pre-Alg to Alg at a modified pace/now will do pre-alg model – lots of modeling 8 P.O. in pre-Alg and 9 in life skills
- Alt math – does vocational

General Ed – 2 Alg I students

Tier CP Alg I / (general) Alg I/ 1a +1b Algebra (2 yr)

Pull out

Life skills

Geometry – cp +(general)

Algebra 2 – cp + (general)

Financial Algebra

Prob + Stats

Pre-Calc (cp + honors)

Calculus (cp + honors)

Calculus (AP)

CHS

- E block – work with teachers for ½ hour – rotates based on needs + students
- Khan Academy – big bonus esp for below-level kids
- Other interventions: Academic block (assigned) – teachers are spec ed aides take notes in reg class and bring to Spec Ed block
- Sped teachers in academic study do not always have curriculum/info of what is taught
- Reg class uses Holt for Alg
- Freshman Alg failure rate of 1 – may be individual teacher situation not system
- Grad rate is ok 2yr/4yr – 60 to 65%

Desired State

- Option for before school program with certified math teacher
- Something available every day/all day for help and something after school
- Passionate, experienced math teacher to work with identified below-level students +/-or enrichment
- Eliminate pull outs with additional, knowledge support in class and outside school day + receive math instruction in addition to
- Full time math interventionist
- Vocationally-embedded math that is relevant for some students – partnership with local manuf.
- Technology room staffed with a teacher
- NH Diploma – 20 credits /rather than 26 credits needed
- Technology teacher at grade school (Smarter Balance) at elementary level
- Technology for all

- Technology training for staff
- HS Moving towards BYOD
- Common planning time
- Better assessments/more frequent

Appendix D

See attached Power Point from the Achievement Team Meeting on December 5, 2014