

**New Hampshire Department of Education
Bureau of Special Education
Focused Monitoring Process**

**Littleton School District SAU 84
Summary Report and Action Plan**

**Dotty Danforth, Superintendent
Kelly Noland, Director of Student Services**

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NHDOE Focused Monitoring Summary Report**

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NHDOE Focused Monitoring Summary Report**

Section II. Introduction

A. OVERVIEW OF FOCUSED MONITORING

Definition:

Focused Monitoring is a point of convergence for the Individuals with Disabilities Educational Act (IDEA 2004) and No Child Left Behind (NCLB), demonstrating that the two federal mandates can not only co-exist, but can work together to benefit all students. IDEA 2004 measures an individual student's progress toward meeting his/her annual academic and/or functional IEP goals. NCLB measures the annual performance of all students in math and language arts on a state assessment. Focused Monitoring measures the growth of students with disabilities in comparison to their non-disabled peers.

Purpose:

The purpose of the Focused Monitoring process is to improve educational results and functional outcomes for all children with disabilities by maximizing resources and emphasizing important variables in order to increase the probability of improved results.

B. ACHIEVEMENT GAP DATA

Littleton's achievement gaps between students with IEPs and their non-disabled peers on the 2007 NECAP were 61.5 percentage points in Reading and 57.8 percentage points in Math as compared to New Hampshire's 48.5 percentage points in Reading and 44 percentage points in Math.

**New Hampshire Students
Percent Proficient 2007 NECAPs**

READING		MATH	
2007		2007	
IEP	All Others	IEP	All Others
31.13 %	79.62 %	28.40 %	72.37 %

**Littleton Students
Percent Proficient 2007 NECAPs**

READING		MATH	
2007		2007	
IEP	All Others	IEP	All Others
20.63 %	82.11 %	17.14 %	74.93 %

NECAP results continue to indicate a significant gap between students with IEPs and those without. Regular education students were performing at approximately the same level as the rest of the students in the state. Students with IEPs continue to fail to make adequate yearly progress.

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C. DISTRICT PROFILE

Littleton is a small town with a population of 6, 173 residents in the Northeastern Region of New Hampshire. There are five separate sites of education in Littleton plus pre-schools. Mildred C. Lakeway contains grades Kindergarten through grade six. Student population is 453. Daisy Bronson Middle School contains grades seven and eight. Student population is 128. Littleton High School contains grades nine through twelve. Student population is 273. The Littleton Academy is an alternative school that serves students with special educational needs in grades seven through twelve. Most of the students attend some classes with their peers at Daisy Bronson and Littleton High School. The Hugh Gallen Career and Technical Education School serves high school students from multiple districts such as Lin-Wood, Whitefield, Jefferson, Dalton, Twin Mountain, Lancaster, Groveton, and Stratford, as well as some Littleton students. This population is not included in the total for Littleton High School.

The three schools, Littleton High School, Daisy Bronson Middle School, and Mildred C. Lakeway Elementary School, have been designated as Schools in Need of Improvement (SINI) over the past few years. At the beginning of the 2008-2009 school year, two of the Littleton schools were designated as Schools in Need of Improvement(SINIs); Lakeway Elementary School was in year two for Reading and missed AYP for Math (year one) ,and Daisy Bronson Middle School made AYP and remained in year one SINI in Math. Currently only Daisy Bronson has met Adequate Yearly Progress (AYP) for the 2008-2009 testing, therefore exiting SINI status. Lakeway Elementary School missed AYP in Math and Reading in the subgroup of students with Individual Education Plans (IEPs), therefore moving to year three SINI in Reading and becoming a new SINI year one in Math. Except for Littleton High School Math, all schools continue to make AYP for total students tested.

D. DISTRICT MISSION AND BELIEFS

The mission of the Littleton School District is to support programs to ensure that all students of the district obtain the skills, abilities, and attitudes to be lifelong learners, and to be productive citizens who successfully compete in a changing global society. The Littleton School District has adopted the philosophy of Professional Learning Communities (PLC) and is working to embed this as part of the school culture. Through becoming a PLC, there will be a shift in focus from teaching to student learning. Our goals for the district are that every teacher will believe that all students are capable of higher levels of learning and that each teacher will assume responsibility to make this a reality. These are the major components of the Collaborative Culture as promoted by Richard and Rebecca DuFour that create continuous and sustainable school improvement. Currently there are grade level PLC teams. The target for each team is to focus on the four essential questions:

1. What is it we expect students to learn?
2. How will we know if our students are learning?
3. How will we respond when students are not learning?
4. How will we respond when students have learned?

(DuFour, DuFour, Eaker, Many, 2006)

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E. ACHIEVEMENT TEAM MEMBERSHIP

Kelly Noland*	Director of Student Services
Dotty Danforth*	Superintendent
Mark Peabody*	Coordinator of Special Education
Rick Bidgood*	Elementary Principal
Traci Howard	Literacy Coach
Heather Stocks	Special Educator
Sheryl Louis	Elementary Teacher
Judy Boulet*	Middle School Principal
Alan Smith*	High School Principal
Bonnie Hull	Special Educator
Patricia LaClair	ESOL Teacher/Para
Kellie Clark	Parent
Tara Fortner	School Psychologist

*Leadership Team members

F. ESSENTIAL QUESTION

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

Section III. Get Ready For Inquiry

A. READINESS FOR SYSTEMS CHANGE

To determine where the staff at SAU 84 was in terms of readiness for systems change, a survey was administered. The survey gathered opinions/perceptions of all professional staff on the following key factors related to the education of students in SAU 84/Littleton Schools: A plan for Improved Student Outcomes, a plan for Continuous Improvement, Common Mission in Literacy & Numeracy, Collaboration between General & Special Educators, District Decision-Making Process, Communication Across District, Professional Development, Use of Data, Public Reporting of District Progress, Parent/ Community Participation, and Alignment of Curriculum, Instruction, Assessment. The results of the Focused Monitoring System Readiness Survey indicate a perceived strength in alignment of curriculum, instruction and assessment and perceived weaknesses in the district decision-making process and communication across the district. (See Appendix I for the Focused Monitoring Readiness Survey form and results)

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B. INITIATIVES

The Littleton School District has embarked on a number of district-wide and school specific initiatives over the past two or more years. They include the following district-wide initiatives: NWEA testing, Professional Learning Communities and Facilitator Training, Curriculum Mapping, Digital Portfolios, Mentoring Program for New Teachers, Life Space Crisis Intervention training and PBIS. In addition to the District initiatives, Littleton High School has initiated the Freshman Academy and the Advisory Program; Course Competencies are being developed for grades 7-12; Daisy Bronson Middle School has initiated the National Writing Project Research; and Lakeway Elementary School has initiated Curriculum Based Measurement (DIBELS, MAZE), Responsive Classroom, Healthy School Program Partnership and Multi-Tiered Reading.

Section IV. Organize and Analyze Data

A and B. DATA COLLECTION AND ANALYSES

1. Data was gathered to examine the hypothesis that few students who qualify for special education have significant cognitive disabilities and the majority of students with disabilities are taught in the general education classroom where the general education curriculum is taught; therefore a large portion of the students with disabilities are able to learn at or above grade level material.

Special Education Data

- a. SAU #84 Special Education Student Demographics
Percent of Identified Students by Grade

Grade Level	# of Students	% of Identified Students
None	1	1%
Preschool	12	10%
Kindergarten	4	1%
1 st Grade	5	4%
2 nd Grade	6	4%
3 rd Grade	8	6%
4 th Grade	10	7%
5 th Grade	11	8%
6 th Grade	13	10%
7 th Grade	13	10%
8 th Grade	5	4%
9 th Grade	14	10%
10 th Grade	7	5%
11 th Grade	16	12%
12 th Grade	11	8%

Total Number of Out of District Students: 11 (2 will be discharged this month)

Total Percentage of Out of District Students: 8% (7% at the end of the month)

- Compiled by the Director of Student Services

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b. SAU #84 Special Education Distribution

Percent of Identified Students by Specific Disability

Disability	# Identified	% Identified	NH % Identified
None	1	1%	0
Speech-Language	45	33%	18%
Specific Learning Disability	34	25%	40%
Emotional Disturbance	17	13%	16%
Developmental Delay	11	10%	7%
Other Health Impairment	14	10%	8%
Hearing Impairment	2	1%	.7%
Visual Impairments	1	1%	.4%
Traumatic Brain Injury	1	1%	.2%
Autism	5	4%	4%
Mental Retardation	5	4%	3%
Multiple Disabilities	0	0	1.3%
Orthopedic Impairment	0	0	.4%
Deaf	0	0	.2%
Deaf-Blind	0	0	.02%

Total Number of Identified Students: 136

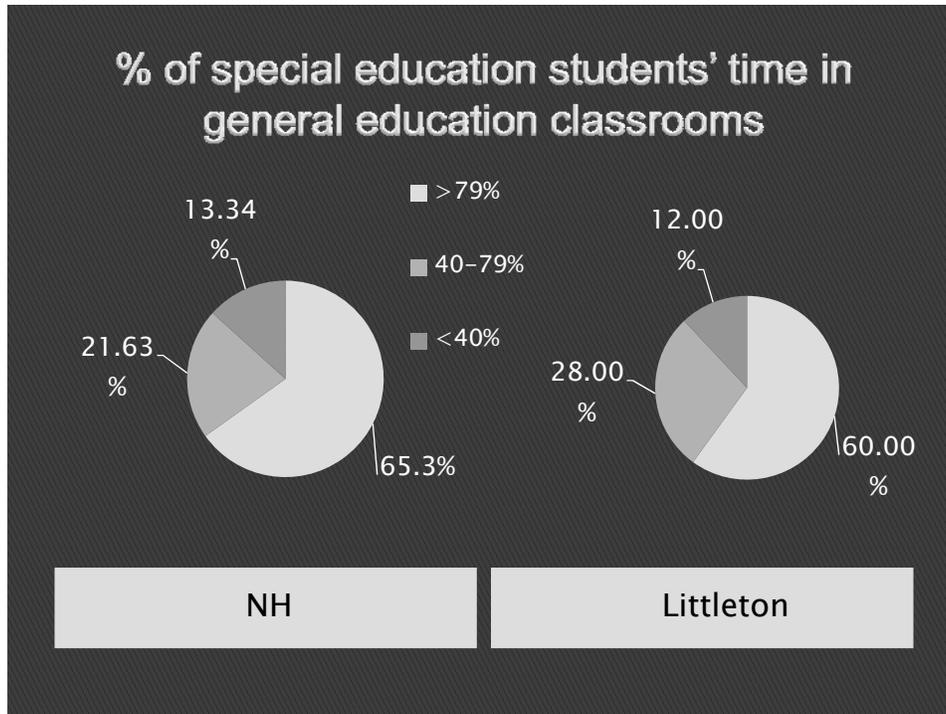
Total Percent of Identified Students: ~15%

Compiled by the Director of Student Services

c. Special Education Placement, Grades 1-6

Grade level data on service delivery/placements of students with IEPs were compiled by the K-8 Coordinator of Special Education and examined by the Littleton Achievement Team. (See Appendix II, 1.c. for Special Education Placement data)

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1. The Littleton Achievement Team examined the 2007 & 2008 NECAP Percent Proficient results in reading and math for all grades in Littleton Schools as compared to New Hampshire students, compiled by the Superintendent of Schools (See Appendix II, 2. for NECAP results)
2. NWEA results: Fall 2007, Winter 2008, Spring 2008, Fall 2008 District Reports, Grades 2-11 and NWEA Student Growth District Summaries were examined by the Littleton Achievement Team.
3. In order to broaden perspectives and to communicate and engage others in the work of the Team, members of the Littleton Achievement Team asked at least 5 people, starting with their constituents (e.g. fellow classroom teachers, special educators, parents, other administrators, etc.) why they think the gaps exist. Responses were categorized by factor. (See Appendix II, 4. for the Factors that Influence Student Learning “homework” assignment and categorized responses)
4. 2007 & 2008 NECAP results in reading and math by cohort grades, compiled by Focused Monitoring Technical Assistants were analyzed by the Team (See Appendix II, 5 for NECAP Results by Cohort Grades)
5. NECAP Growth Target Projections in math and reading, compiled by Focused Monitoring Technical Assistants, were analyzed by the Littleton Leadership Team in order to establish measurable achievement goals for the Focused Monitoring Action Plan. (See Appendix II, 6. for New Hampshire and Littleton Growth Targets)

C. PATTERNS AND TRENDS IDENTIFIED

1. Student Performance

Test data shows that after demonstrating very strong scores in both reading and math in the early grades (2 & 3), the gap between special education and regular education students increases at a rate that exceeds their state-wide peers.

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2. Contributing Factors

A. Access to the General Education Curriculum

- a. All students with IEPs do not have access to grade level curriculum and are being tested on the grade level content in the NECAPs.
- b. In the early grades there is a clear practice toward including students in the regular classroom.
- c. In grades 3-6, there is a much greater degree of pullout instruction, thus limiting their opportunities to learn some of the general education curriculum. With this in mind, during the 2008-2009 school year, the 6th grade students with IEPs began receiving more instruction in the regular classroom. It was determined that efforts to change placement practices in grades 3-6 need to continue.
- d. Students at Daisy Bronson Middle School and Littleton High School follow an inclusive model. They are only removed from general education classes for directed study and intervention.
- e. Students enrolled in the Littleton Academy may spend 60% or more of their day in a self-contained classroom.

B. Instruction

Teachers do not receive enough professional development in differentiated instruction in order to meet the diverse learning needs of students.

C. Data

Teachers have limited ability to access data and use the data to drive instruction.

D. Teacher Expectations

Teachers have lower expectations for what students with disabilities are able to learn. They believe that special education students should receive their core instruction in the resource room.

Section V. Investigate Factors Impacting Student Achievement

A. FURTHER INVESTIGATION OF IDENTIFIED FACTORS

1. A survey was developed by the Littleton Achievement Team and on February 2, 2009 it was administered in each building to every professional staff member in order to gather qualitative data in these key areas:

Differentiated Instruction

Use of Data

Beliefs on Inclusion

Who is Responsible for Special Ed students

Expectations for Special Ed students

(See Appendix III, 1. for the survey form and results).

Patterns and trends learned from analysis of the survey included:

- Professional Development is needed on differentiation instruction
- Access to data needs to be improved
- Professional development is needed on using data
- Major Ideas of PLC are clearly supported by staff, where identifying essential learnings and developing common assessments is in process.

Teacher attitudes:

- **Placement:** The majority of staff surveyed (75%) agreed that students with disabilities should be included in regular classes, that inclusion benefits both disabled

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and non-disabled students, but slightly more than half felt that students with disabilities performed better if placed in an alternative setting.

- **Expectations:** Approximately 75% of staff surveyed believed that teacher expectations of student performance should be based on ability rather than grade level.
- **Responsibility:** Approximately 75% of staff surveyed believed that all students, including those with disabilities, responded better when all teachers (regular and special education) were jointly responsible for student support.

2. In order to understand how many students with IEPs are included in the targeted work with SES students (as a result of Daisy Bronson Middle School's SINI Plan), the Littleton Achievement Team analyzed the data collected by the Director of Student Services. (See Appendix III, 2. for the SES/IEP REPORT)

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B. IEP REVIEW AND COMPLIANCE

Special Education Compliance Component of NHDOE Focused Monitoring Process Littleton School District Date of NHDOE Focused Monitoring IEP Review: January 28, 29, 30, 2009

1. Introduction

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

2. Data Collection Activities:

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Littleton School District on January 28, 29, and 30, 2009. Listed below is the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of random IEPs
- Review of LEA Focused Monitoring Compliance Application including:
 - Special Education Policy and Procedures
 - Special Education staff qualifications
 - Program descriptions
- Review of all district Special Education programming
- James O Compliance Review
- Review of Out of District Files
- When appropriate, review of student records for students with disabilities who are attending Charter Schools
- Review of parent feedback collected through the focused monitoring data collection activities
- Review of requests for approval of new programs, and/or changes to existing programs

3. Summary of Findings

IEP Review Process: Conducted on January 28, 29, 30, 2009

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

As required by the IEP review process, general and special educators in the Littleton School District were provided with a collaborative opportunity to review SIX (6) IEPs that were randomly selected to determine if the documents included the following information:

- Student's present level of performance
- Measurable annual goals related to specific student needs
- Instructional strategies, interventions, and supports identified and implemented to support progress toward measurable goals
- Assessment (formative and summative) information gathered to develop annual goals and to measure progress toward annual goals
- Accommodations and/or modifications determined to support student access to the general curriculum instruction and assessment

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- Identification of who will gather assessment data, where/when it will be gathered and how data is recorded
- The revision of goals and/or objectives/benchmarks to the general education curriculum, instruction and assessment practices when students are not demonstrating success, when appropriate
- Three-year look back at the student’s progress toward key IEP goals and the documented evidence of student gains

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

BELOW IS THE SUMMARY OF DISTRICT LEVEL FINDINGS THAT RESULTED FROM THE IEP REVIEW PROCESS CONDUCTED IN THE LITTLETON SCHOOL DISTRICT:

Building/District Summary of IEP Review Process

Number of IEPs Reviewed: 6

	Yes	No
Is there a relationship between the student’s needs resulting from his/her disability and the goals?	4	2
Are the annual goals measurable (i.e., contain criteria for measurable and achievable progress)?	2	4
Is there evidence the student is making progress? (Measuring Progress, #3)	5	1
Does this year’s goal reflect last year’s progress? e.g., more complex goal(s), address needs commensurate with the progress and present levels of performance.) (Longitudinal IEP Review, #4)	3	2 1 NA(pre-school)

Conclusions/Patterns Trends Identified Through IEP Review Process

- **How has this process informed future plans for improving the writing of student IEPs?**
 1. Teams will invest time in researching Math practices in order to write improved Math goals
 2. Teams recognize need for updated and regular achievement testing
 3. Teams recognize need for use of measurable goals, including present level of performance
 4. Teams recognize need for including NECAP, NWEA scores in IEPs
 5. Teams recognize need for including at least one functional goal in each IEP
 6. Teams recognize need to include student’s interests in IEP development.

- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
 1. IEP “At-a-Glance”
 2. Sending teacher/Receiving teacher conversations, written communication
 3. Communication between Advisors
 4. Case managers disseminate information
 5. Representative from current team meets with receiving team
 6. Math teacher and Special Educator visit, observe, or shadow student
 7. All students participate in “step up” day, visiting new school
 8. IEPs given to new teachers prior to opening of school
 9. IEP meetings held with full team prior to opening of school
 10. Transition meetings held grade-to-grade or case manager-to-case manager.

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- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**

The Littleton School District has developed an Action Plan that will focus on student performance on state test scores in the following ways:

- PLC work in each school focusing on GLEs/GSEs and Essential Learnings aligned with NECAPs
 - Vertical alignment of curricula, Math and Literacy in particular
 - PLC work on developing SMART goals based on Essential Learnings
 - PLC focus on NECAP release items in Math and Literacy
 - PLC focus on developing Common Assessments
 - Alignment of IEP and classroom accommodations for NECAP
 - Professional Development for staff in access to and analysis of data
 - Professional Development for staff in use of Performance Pathways.
-
- **Strengths and suggestions identified related to IEP development/progress monitoring and services:**

Strengths:

- 1. Team teaching in regular classes*
- 2. Special Educators assigned to grade level*
- 3. Homework Club for students with IEPs*
- 4. Freshman Academy*
- 5. Trans-disciplinary Pre-school staff*
- 6. Teachers consider IEPs to be useful documents*
- 7. Data are used to monitor progress and report to parents*
- 8. Appropriate accommodations provided for NECAP assessment*
- 9. IEPs are drafted with students at grades 11 and 12*
- 10. Collaboration between special and general educators.*

Suggestions:

- 1. Reference NECAP and NWEA results in IEPs as data points*
- 2. Apply NECAP item analysis for specific student*
- 3. IEP must support a student's access to the general curriculum*
- 4. Student profile should be revised annually to reflect student growth*
- 5. IEP goals should be measurable including both baseline and target information*
- 6. Special education staff should have current copies of GLEs and GSEs in order to develop measurable goals aligned with standards*
- 7. Develop a systematic approach for soliciting parent and student input for IEPs*
- 8. Expand transition goals and transition planning*
- 9. "Data catchers" as assessment instruments to track student progress.*
- 10. In addition, the Littleton Achievement Team's study found that past practices regarding placement of IEP students in grades 3-6 were based on the belief that ALL students with IEPs are best served in alternate settings outside of the regular classroom. It is strongly recommended that Littleton continue efforts to make placement decisions for students in grades 3-6 based on individual student needs and the least restrictive environment.*

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Citations of Non-Compliance Identified as a Result of the IEP Review Visit:

As a result of the SIX (6) IEP's that were reviewed January 28, 29, 30, 2009 the following citations of non-compliance were identified:

Ed 1109.01(a)/34CFR 300.320 Contents of the IEP

- Two out of six IEPs reviewed did not contain measurable goals, including present level of performance and a target point.
- One out of six IEPs reviewed did not contain a functional goal.
- Out of two HIGH SCHOOL IEPs, one had one measurable Transition Goal and one Transition Goal that was not measurable. The second IEP had 2 Transition Goals neither of which were measurable.

Ed 1107.05 a/ 34 CFR 300.303 Evaluation Reports

Of the out-of district files reviewed, one did not contain an Evaluation Summary.

Please Note: *These citations of non-compliance will need to be addressed in a corrective action plan and met within one year of the date of the report; a template is located at the end of this summary.*

District Wide Commendations:

- Teacher support of student regardless of IEP contents; responsive to student needs
- Teachers supporting teachers in support of students
- Collaboration between classroom teachers and special education teachers
- Development and use of PLCs with clear purpose
- District has clear sense of work that needs to be done to focus on student achievement
- District is open to learning new procedures and practices
- Some believe that all students should be exposed to general curriculum and in regular classroom setting
- Small class settings available
- High quality pre-school programs are available within the district

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education policies procedures, was reviewed. In addition, personnel rosters were submitted to verify that staff providing services outlined in IEPs are qualified for the positions they hold. Also, program descriptions were reviewed and verified, along with follow up and review of any newly developed programs or changes to existing approved Special Education programs.

Out of District File Review and Monitoring of James O Consent Decree

Based on the random review of THREE (3) student files for children with disabilities placed out of district, and/or court ordered, there was one Citation of Non-Compliance: One IEP file reviewed did not contain an Evaluation Summary

Commendations:

- Out-of-District files are generally in very good order, up-to-date, accessible, and well maintained.
- The Director of Special Education was very knowledgeable about each student reviewed and very familiar with the files.
- The district is clearly deliberate about placing students out-of-district, doing so only when necessary and with careful consideration for a good student/program match.

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Students with Disabilities Attending Charter Schools: NA

Parent Feedback:

As part of the Littleton School District IEP Review Process, parents were notified that their child's IEP had been randomly selected for review.

Parent interviews were conducted during the IEP Review, resulting in suggestions to enhance parent involvement in the development of IEPs.

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

As part to the Focused Monitoring Compliance Component, the NHDOE reviews all requests for new programs in the district, and/or requests for changes to existing programs. As such, the NHDOE worked with the Littleton School District in the review of the following changes to existing approved programs:

Program and/or School Name	Request
Preschool Program	Name Change Only

Based on information regarding the preschool name change request, it was determined that this change would not alter existing pre-school programming and therefore should be approved.

IEP Review Conclusions:

The IEP review process conducted in the Littleton School District was fully supported by faculty and building administration. The visiting team was welcomed into each building and staff actively participated in the IEP review process. It is clear that the faculty is responsive to student needs and is supportive of each other in working with students. Preparation for the review process was thorough and it was clear that staff and administration were interested in learning more about the process of IEP development and monitoring student progress. The Director of Student Services, the Special Education Coordinator and the respective building principals were consistently engaged in the three day process. The results of this review were accurate and realistic.

Section VI. Determine Effective Practices and Write a Plan

A. EFFECTIVE PRACTICES

Review of the data, examination of the district's current effective practices and the results of the joint Professional Learning Community (PLC) Facilitators and Special Education Case Managers work session concluded that the following key effective practices be considered when developing the Focused Monitoring Action Plan:

1. Develop essential learnings (horizontal and vertical) based upon the state standards.
2. Create common assessments based upon essential learnings. (rubrics)
3. Use Performance Pathways for data to monitor individual and group learning and achievement patterns.
4. Use PLC Teams as data catchers (write SMART goals based upon findings).
5. Use curriculum mapping to guide teaching the core competencies (standards).
6. Use staff development to teach the tools for improved achievement.
7. Use differentiated instruction techniques to reach all students.
8. Use Performance Pathways information from NECAP and NWEA to pre/post test, monitor progress and write goals for IEP students.

B. CONCLUSIONS FROM THE FOCUSED MONITORING PROCESS

The Littleton Achievement Team has concluded that the contributing factors to the achievement gap between the students with disabilities and their non-disabled peers are: the lack of agreed upon taught curriculum in reading and math (essential learnings) as measured by common assessments; access and use of data to assess

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student learning and the service delivery model for students at the elementary level where students are removed from their regular education classroom impedes their access to the general education curriculum.

After reviewing and discussing the data sources, the Team was able to determine that future work needs to focus on continuing to align the curriculum with the grade level expectations/essential learnings/course competencies, both horizontally and vertically. Also, instruction needs to be more consistent. The Team found a strong need for professional development opportunities in the area of differentiated instructional practices. Littleton’s special education service delivery model needs to be addressed as well. The special education students need to be receiving their instruction within the classroom, not in a pull out situation. Professional development in differentiated instruction and Response to Intervention practices will facilitate the change in the service delivery model.

In the area of data, some of the staff now has access to Performance Pathways. This allows staff to track their students’ performance on the NECAP, NWEA, and other curriculum based measures. Staff can see what questions the students had difficulty with on the NECAP and work on the remediation of those skills.

District initiatives to address the achievement gap that were begun or continued were: continued training in professional learning communities and training in Performance Pathways, response to intervention, and differentiated instruction.

C. ACTION PLAN

**Littleton School District, SAU 84
Focused Monitoring Action Plan
July 1, 2009-June 30, 2011**

GOAL: In order to narrow the gap in reading and math, Littleton will need to increase the percentage of students with disabilities meeting growth targets from **41.1% to 100% by 2014**. The goal is that the percentage of **students with disabilities** making growth targets in both reading and math must increase by 11.8 percentage points annually: in reading and math, by **2009-2010, 52.9 %** of students with disabilities will make their growth target; by **2010-2011, 64.7 %** of students with disabilities will make their growth target.

In addition, **all students** making their growth target in **reading** will increase from **65.3% to 72% by 2009-2010** and to **78% by 2010-2011**. **All students** making their growth target in **math** will increase from **67.2% to 69% by 2009-2010** and to **77% by 2010-2011**.

1. Curriculum and Instruction

Essential Learnings

Action Steps	Timeline	Resources Needed
K-6 Literacy Essential Learnings (8 per grade) in draft form	April 2009	
1 SMART Goal developed, based on the Essential Learnings for each K-6 PLC Team	April 2009	
Essential Learnings for Literacy Coordinated across K-6	May 2009	
Essential Learnings for Literacy coordinated across K-9 through 1 day workshop	May 2009	Wendy Cohen – Title IIA
Vertical Teams developed K-12	June 2009	
Littleton School District Website includes PLC documents	May 2009	
Celebration of PLC accomplishments	June 3, 2009	\$1,000 – Title IIA

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Vertical Team kick – off – opening days of inservice	August 2009	Books for all Teachers – The Power of SMART Goals by Anne Conzemius and Jan O’Neill - \$24.95 each – RLIS/Title IIA Stipends for PLC Team Facilitators - \$17,000 – Title IIA
PLC Institutes to train new facilitators	August 13 – 16,2009 (Philadelphia) – 8 people October 14 – 16,2009 (Toronto) – 6 people	\$26,200 – Title IIA
Using the math teacher leader/coach as the facilitator, identify essential learnings horizontally and vertically and increase math instruction best practices through extensive professional development.	August 2009-June 2010	Title I funds to take a middle school math teacher out of the classroom and provide mentoring and professional development.
Resource provided to all professional staff to begin Differentiating Instruction	August 2009	Thinking Maps materials and training \$15,000 – IDEA (AARA) (\$2,023.81-FM)
Staff development Vertical Teams – ½ days devoted to development of Essential Learning – K-12, with focus on Literacy and Math completion by June 2010 – This is tied in to NEASC and school wide academic expectations	August 2009 inservice, October 9 & December 2,2009; January 18, 2010	Outside Consultant ongoing support - \$10,000 – Title IIA (AARA) (\$2,000-FM)
1 SMART Goal developed by each 7-12 PLC Team, based on Essential Learnings	December 2009	
Celebration of accomplishments	June 2010 staff meeting	\$1,000 – Title IIA

Essential Learning – Evaluation

Evaluation	Timeline
All professional staff complete “Critical Issues for Team Consideration” and “Audit of Our Commitment to Key PLC Concepts”	May 2009
All professional staff complete “Critical Issues for Team Consideration” and “Audit of Our Commitment to Key PLC Concepts”	May 2010

2. Assessment

Common Assessments – 7-12

Action Steps	Timeline	Resources Needed
7-12 PLC Teams meet to discuss NECAP release items – reading and writing	August 2009	
7-12 NECAP Scoring meetings – reading and writing	September 11,2009	
7-12 PLC teams look at student work in reading in each content area and review NWEA data	October 9, 2009	½ day of October 9 staff development day – Outside Consultant - \$1,000 – Title IIA
7-12 PLC teams create open response writing prompts in each content area	October 30, 2009	Ongoing support from Outside Consultant - \$5,000 – Title IIA (\$2,000-FM)
7-12 teachers will give literacy assessments in all content areas	End of first quarter	

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7-12 PLC teams will score and discuss student work from literacy assessments	November 13,2009	
7-12 PLC Teams review instructional practice leading to results of literacy assessment and adjust as needed		
7-12 PLC revise work on literacy assessments to create 2 writing and 2 reading assessments (including rubrics) across the school	June 2010	Ongoing support from Outside Consultant - \$10,000 – Title IIA
7-12 PLC Teams work to create to 2 common assessments in math (including rubrics)	June 2010	

Common Assessments – K-6

Action Steps	Timeline	Resources Needed
K-6 PLC Teams will review NECAP and NWEA Data		½ day of October 9 Staff Development day – Outside Consultant - \$1,000
K-6 Development of 4 common literacy assessments ongoing	2 developed by December 2009 2 developed by May 2010	Ongoing support from outside consultant - \$5,000 – Title I
K-6 1 common literacy assessment given at each grade level		
K-6 PLC Teams meet to review student work on literacy assessment and revise assessment, as needed.		
K-6 PLC Teams review instructional practice leading to results of literacy assessment and adjust as needed		
K-6 steps followed to develop 4 common literacy assessments	June 2010	Weekly horizontal PLC Team meeting time
K-6 steps followed to develop 4 common math assessments	June 2011	Weekly horizontal PLC Team meeting time
Connect assessments, essential learnings and grading	August 2010 Opening Inservice Day	Robert Marzano to present 2 day workshops

**3. Use of Data
Data Analysis**

Action Steps	Timeline	Resources Needed
3 key people attend Data Analysis Summer Institute with Victoria Bernhardt	July 27 – 31,2009	\$12,000 – RLIS (\$2,000-FM)
14 PLC members attend 3 day Data Camp I at Plymouth State	August 10 -12,2009	\$7,800 – Title IIA Redistribution Grant (\$1,000-FM)
Data catalogue of available data in the district with access information	August 20,2009	Technology Department to clean up access for all data
Tech Paths training	August '09inservice days	\$2,000 – Title IIA
NWEA Training for all staff	August '09inservice days	\$3,000 – Title IIA
All staff training on Performance Pathways	August '09inservice days	\$1,000 – Title IIA/
All staff training ongoing on Performance Pathways	Equivalent of 4 full days	\$2,000 – Title IIA/I

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Except where Focused Monitoring (FM) funds are noted, implementation of action steps will be funded with District monies. Funding Resources Needed represent totals. Where FM money appears, it will fund that amount of the total.

VII. Implement, Monitor and Evaluate

The Littleton Achievement Team plans to inform the staff of the FM Action Plan at the year end staff meeting on June 5, 2009. They plan to convene the entire Team at least 3 times during the 2009-2010 school year (October, February and May) to monitor the implementation of the Plan's activities per the timelines in the FM Action Plan (see above) In the interim, the Leadership Team will be responsible for the oversight of the implementation of the Plan's activities. Evaluation of the status of the essential learnings/PLC work is embedded in the Action Plan. Evaluation of teacher perceptions regarding differentiated instruction, use of data and teacher attitudes will be done by re-administration of the SAU# 84 Focused Monitoring Survey and comparing the results to the baseline obtained this year.

Student achievement as stated in the FM Action Plan goal will be examined once the NHDOE publishes the Growth data, due in the Spring of 2010. Mid-year, the Team will examine the results of the Fall 2009 NECAP to determine the levels of proficiency in Math and Reading for students with disabilities as compared all others. As part of the Plan, the district has committed to develop and use common assessments and to do ongoing reviews of NWEA and NECAP data.

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VIII. Addendum

APPENDIX I

Focused Monitoring District System Readiness Tool

Purpose:

This evaluation rubric is intended to serve as a baseline measure of a district's readiness for system change across 11 system criteria. The rubric measures the level of system development against the following characteristics:

- Improved Student Outcomes
- Continuous Improvement
- Common Mission - Literacy and Numeracy
- Collaboration – General and Special Educators
- District Decision-Making
- Communication Across District
- Professional Development
- Use of Data
- Public Reporting of District Progress
- Parent/Community Participation
- Alignment of Curriculum, Instruction, Assessment

This evaluation tool provides a four-point rubric, with descriptors provided for point 1 (Beginning Level) and 4 (Advanced Level). Points 2 and 3 represent intermediate levels of development. A district may administer this rubric periodically to determine system growth over its baseline in relation to each criterion.

Procedure:

This tool may be used as a system-wide survey, or it may be administered to a representative group or team within the system. Participants are asked to complete the rubric from their individual perspectives – i.e. they are asked to give their individual assessments of the system with regard to each characteristic at this point in time.

After each participant has completed the evaluation, the facilitator collects and aggregates the data by characteristic and level. Each response is recorded and then tallied by multiplying the number of responses times each rubric level. Total value is added together and then divided by the number of participants to determine the average response for each characteristic.

Analysis:

A group discussion of the data should follow, once the data summary is completed. A data dialogue activity, such as the “Data-Driven Dialogue” process, may be used to help the group form tentative conclusions from the data about the baseline status of the system and its readiness to undergo system change. The discussion should focus on system strengths and areas in need of improvement.

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Focused Monitoring District System Readiness Survey

Grade level(s) _____ SAU#/District _____ Date _____

Check one: General Educator Special Educator Related Service Provider
 Paraprofessional Administrator Parent

This rubric-type District Self- Evaluation scale represents a range from 1 to 4 or Beginning to Advanced levels. Please select the number from 1 to 4 that most closely matches your assessment of the district's level in each of the 11 categories.

Area	Beginning Level	Rating & Evidence	Advanced Level
1. Improved Student Outcomes	The district has not yet developed a plan to narrow the district's achievement gap between students with disabilities and their typical peers.	1 2 3 4	The district has succeeded in narrowing the achievement gap between students with disabilities and their typical peers to a marked degree.
2. Continuous Improvement	The district has not yet developed a long-range plan for systemic improvement that includes continuous evaluation and improvement of all district programs.	1 2 3 4	Through its planning process, the district has established a culture of continuous improvement in its approach to systemic change across all district programs
3. Common Mission - Literacy & Numeracy	There is widespread inconsistency within buildings and across the district regarding the mission and philosophy of teaching literacy and numeracy.	1 2 3 4	The district has developed and implemented a common literacy and numeracy mission and philosophy across all buildings, levels and programs.
4. Collaboration – General & Special Educators	General and special educators tend to do their work separately and in isolation. Students with disabilities are viewed as the primary responsibility of special educators.	1 2 3 4	There is a culture of collective responsibility within the district due to close collaboration between general and special educators in the instructional support provided to students with disabilities.
5. District Decision-Making Process	Issues of governance are controlled in a top-down, chain-of-command decision- making process. Administrators control the planning and decision-making environment, and educational staff are rarely consulted for their input and recommendations.	1 2 3 4	A charter or constitution exists within each school that governs its decision-making process, spelling out who is to be responsible for what, the composition of decision-making bodies, the decisions to be made, and the process to be used. Selection process for representation on school councils, roles, norms for meetings and communication process are clearly documented.
6. Communication Across District	There is a low level of communication between departments and buildings and between administration and staff leading to	1 2 3 4	Communication systems and mechanisms are in place to ensure continuous, effective communication between

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	inconsistency of practice and policy implementation across the district.		departments and buildings and between administration and staff.
7. Professional Development	Professional development opportunities are driven by individual staff interests, are not tied to student learning needs and are not aligned with district and building goals.	1 2 3 4	Professional development opportunities address the needs of all students and are aligned with district and building goals and district planning.
8. Use of Data	Educational decisions are typically based upon hunches or assumptions that are not supported by evidence. Tradition and past practice drive district decision-making about curriculum, instruction and assessment issues.	1 2 3 4	Educational decisions are typically based upon the analysis of relevant data. The district has developed a reliable and effective system of data collection and analysis through the application of appropriate technology. Generalized training in data use has been provided to district personnel, which enables access and application at the classroom level.
9. Public Reporting of District Progress	The district has no formal mechanism for publicly reporting student progress year-to-year across district programs and buildings.	1 2 3 4	District has developed a report card that is distributed annually to the educational community. The report card enables the district to show student progress year-to-year across district programs and buildings.
10. Parent/Community Participation	The district conducts its ongoing educational decision-making process without seeking parent and community input. District planning is conducted without the assessment of parent and community needs and expectations.	1 2 3 4	Parents and community members are engaged in the district educational needs assessment process. Parents and community members are frequently provided with a variety of ways to participate directly in district planning and educational decisions through frequent interviews, forums, focus groups and surveys.
11. Alignment of Curriculum, Instruction, Assessment	District curriculum is not aligned with NH grade level expectations. Curriculum is not delivered consistently to all students. Classroom teachers tend to select instructional activities based upon personal interest and educational background. Assessment activities are not curriculum-based.	1 2 3 4	The results of multiple student formative and summative assessments drive curriculum development and instructional practice at the district and classroom level. Curriculum, instruction and assessment are aligned with NH grade level expectations. Curriculum essentials are consistently given instructional priority by educators across the district.

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SURVEY RESULTS

Focused Monitoring System Readiness Survey: Littleton School District, 8/22/08

	LES	DBMS	Grades 7-12	LHS	*Other	District
N	36.00	8.00	8.00	23.00	14.00	89.00
1. Improved Student Outcomes	2.53	1.75	1.69	1.91	2.21	2.17
2. Continuous Improvement	2.58	1.38	1.88	1.98	2.25	2.20
3. Common Mission-Literacy & Numeracy	2.29	1.88	2.38	2.00	2.12	2.15
4. Collaboration- Gen. & Spec. Educators	2.38	2.13	1.44	2.65	2.36	2.34
5. District Decision-Making Process	2.29	1.38	1.63	1.96	1.57	1.94
6. Communication Across District	1.94	1.88	2.25	1.98	1.93	1.97
7. Professional Development	2.80	2.00	1.63	2.11	2.29	2.37
8. Use of Data	2.71	2.38	2.88	2.50	2.54	2.61
9. Public Reporting Of District Progress	2.07	2.25	2.88	2.28	2.21	2.24
10. Parent/Community Participation	2.35	2.25	2.38	1.91	2.00	2.19
11. Alignment of Curr., Instru. & Assessment	2.93	2.75	2.81	2.85	2.71	2.85
Average	2.44	2.00	2.17	2.19	2.20	2.28

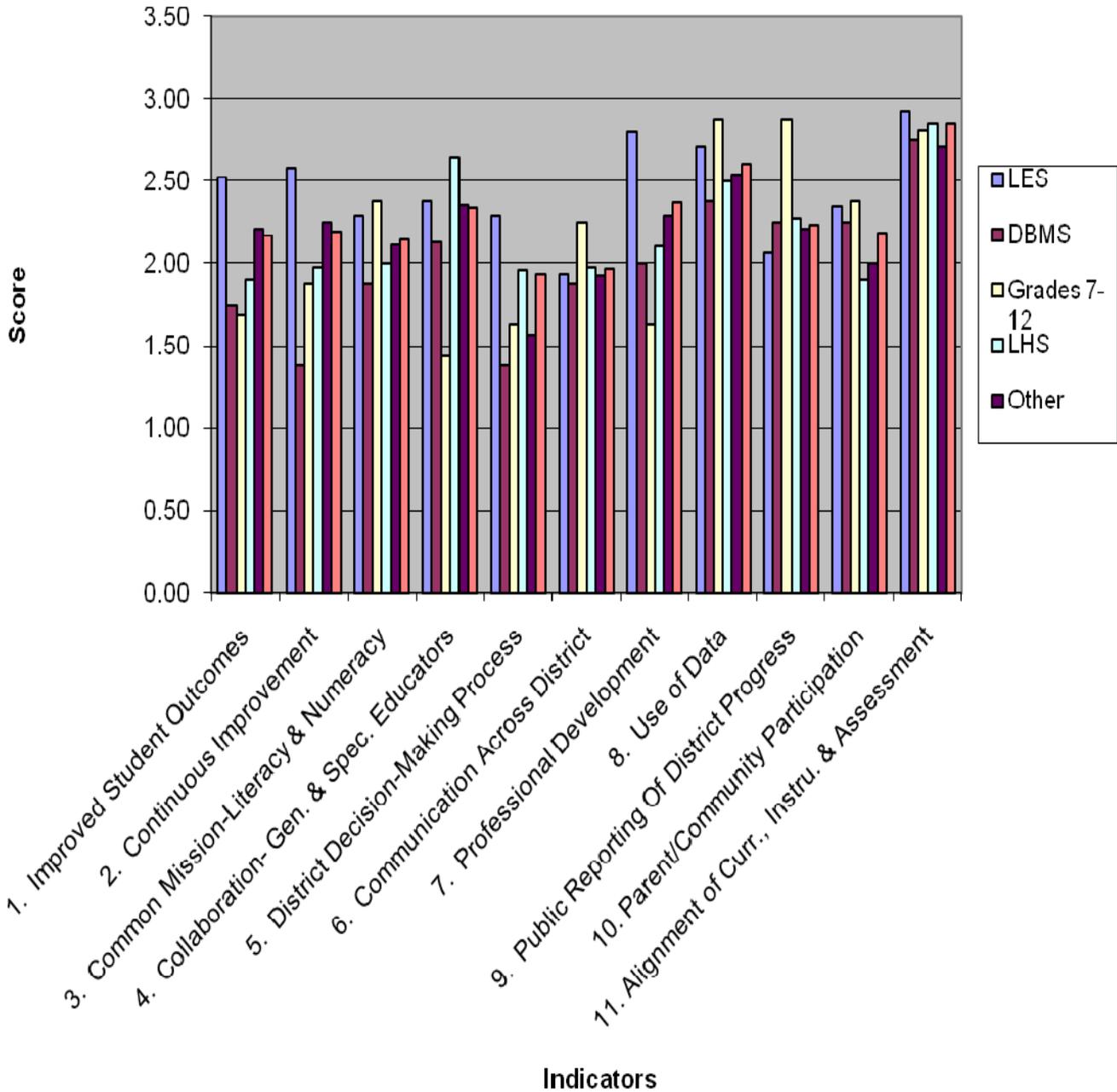
*Respondents who did not indicate their school

Areas of strength

Areas of need

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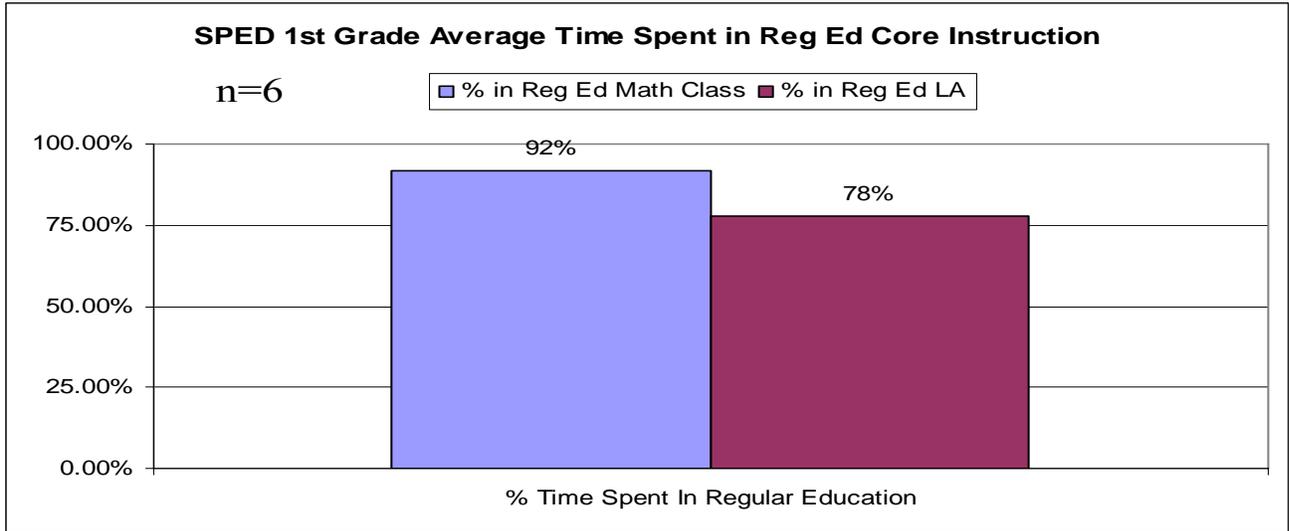
Focused Monitoring System Readiness Survey



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APPENDIX II

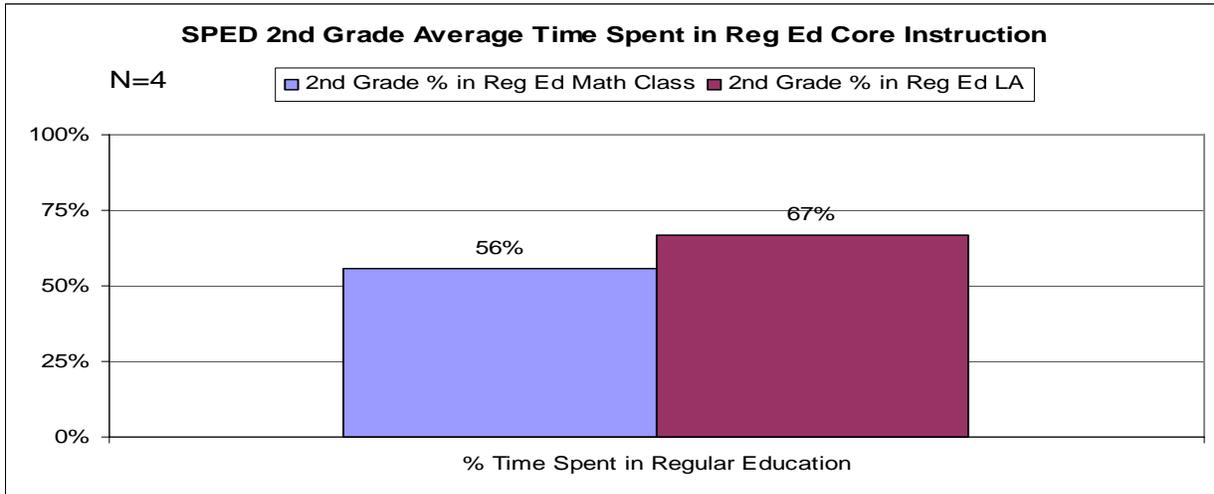
1. Special Education Placement



SPED 1st Grade Average Times Spent in Core Instruction

Student	% in Reg Ed Math Class	% in Reg Ed LA
1	100%	67%
2	100%	67%
3	50%	67%
4	100%	100%
5	100%	100%
6	100%	67%
Average	92%	78%

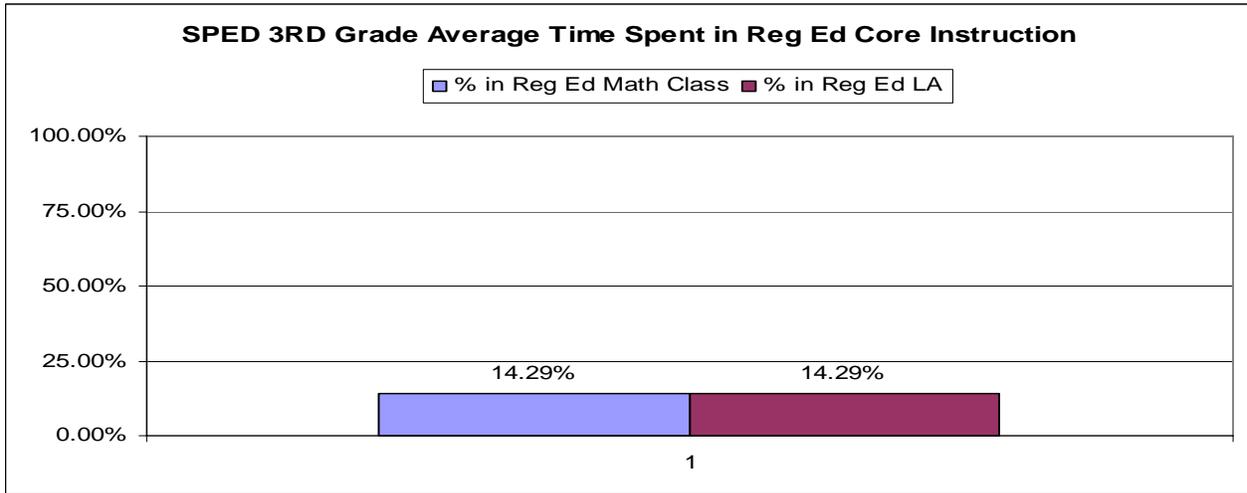
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SPED 2nd Grade Average Times Spent in Core Instruction

Student	% in Reg Ed Math Class	% in Reg Ed LA
1	73%	67%
2	50%	67%
3	50%	67%
4	50%	67%
Average	56%	67%

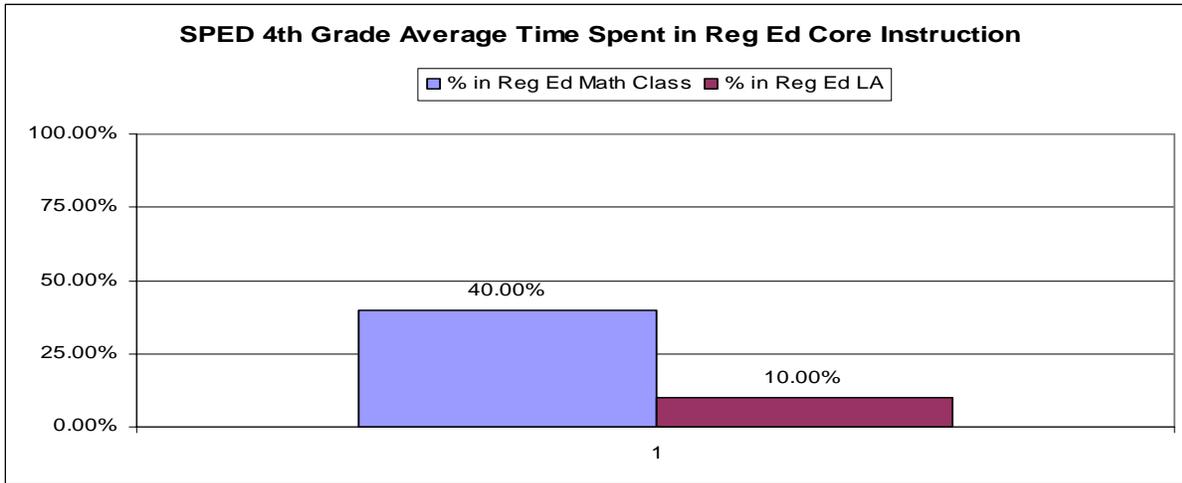
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SPED 3rd Grade Average Times Spent in Core Instruction

Student	% in Reg Ed Math Class	% in Reg Ed LA
1	0%	0%
2	0%	0%
3	0%	0%
4	0%	0%
5	100%	100%
6	0%	0%
7	0%	0%
Average	14%	14%

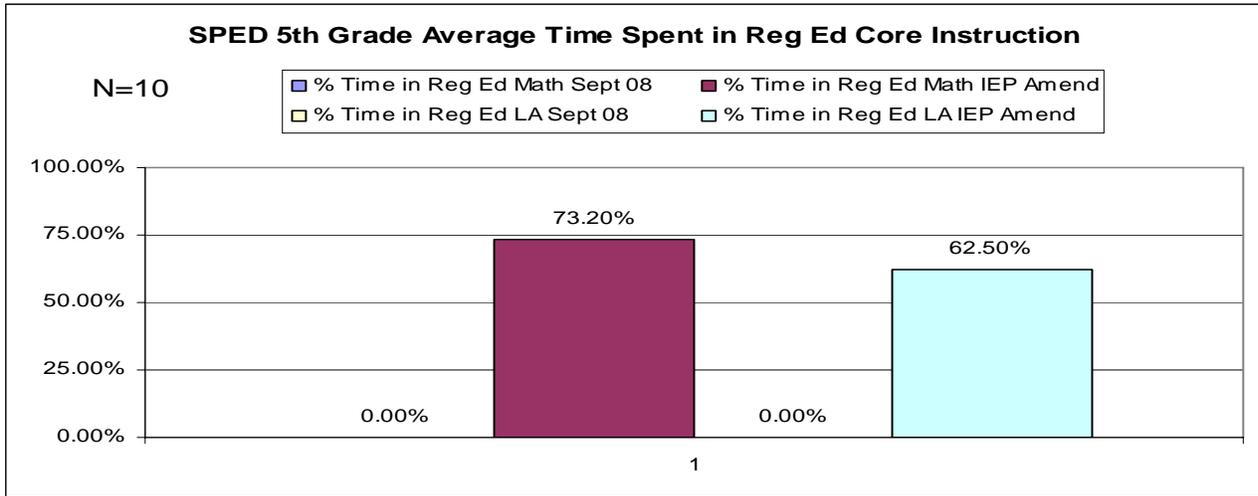
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SPED 4th Grade Average Times Spent in Core Instruction

Student	% in Reg Ed Math Class	% in Reg Ed LA
1	0%	0%
2	0%	0%
3	0%	0%
4	100%	0%
5	100%	0%
6	100%	0%
7	0%	100%
8	0%	0%
9	100%	0%
10	0%	0%
Average	40%	10%

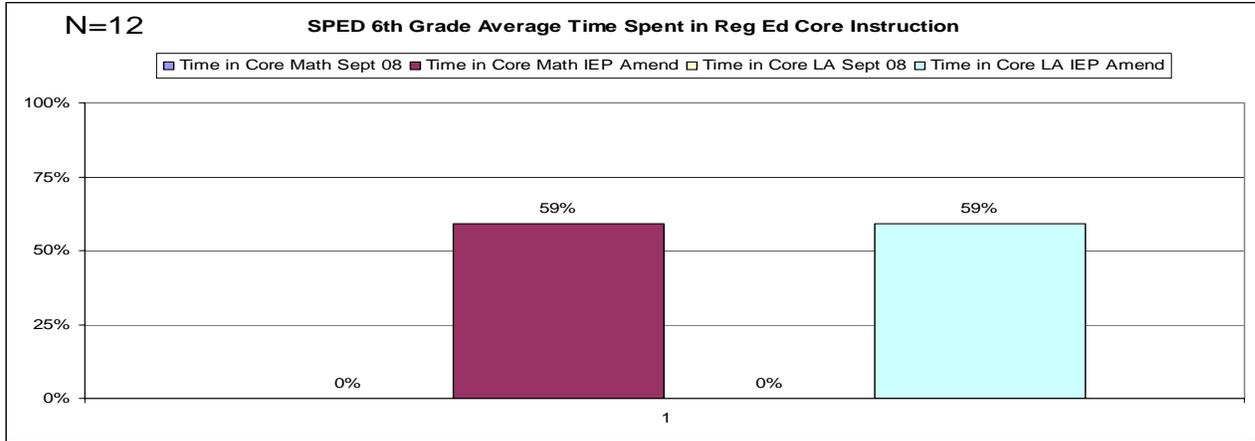
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SPED 5th Grade Average Times Spent in Core Instruction

Student	% in Reg Ed Math Class	% in Reg Ed LA	% in Reg Ed Math Class	% in Reg Ed LA
1	33%	50%	0%	0%
2	100%	100%	0%	0%
3	33%	50%	0%	0%
4	33%	25%	0%	0%
5	100%	100%	0%	0%
6	100%	50%	0%	0%
7	100%	50%	0%	0%
8	100%	50%	0%	0%
9	33%	50%	0%	0%
10	100%	100%	0%	0%
Average	73%	63%	0%	0%

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SPED 6th Grade Average Times Spent in Core Instruction

Prior to IEP Amendment

Student	6th Grade % in Reg Ed Math Class	6th Grade% in Reg Ed LA	6th Grade % in Reg Ed Math Class	6th Grade% in Reg Ed LA
1	67%	67%	0%	0%
2	33%	33%	0%	0%
3	0%	33%	0%	0%
4	67%	67%	0%	0%
5	75%	75%	0%	0%
6	33%	33%	0%	0%
7	33%	33%	0%	0%
8	100%	67%	0%	0%
9	100%	100%	0%	0%
10	67%	67%	0%	0%
11	100%	100%	0%	0%
12	33%	33%	0%	0%
Average	59%	59%	0%	0%

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2. Littleton & NH 2007 & 2008 NECAP Percent Proficient Results

NECAP READING

Grade Level	Littleton School District % Proficient	Littleton School District % Below Proficient	NH State % Proficient	NH State % Below Proficient
Grade 3 – 2007	88	12	77	23
2008	91	9	78	22
Grade 4 – 2007	63	36	74	26
2008	68	32	75	25
Grade 5 – 2007	71	28	71	29
2008	65	35	76	24
Grade 6 – 2007	73	27	73	27
2008	63	37	74	27
Grade 7 – 2007	79	22	75	25
2008	72	28	77	23
Grade 8 – 2007	74	26	67	33
2008	72	28	71	30
Grade 11-2007	68	32	67	34
2008	59	42	72	28

NECAP Math

Grade Level	Littleton School District % Proficient	Littleton School District % Below Proficient	NH State % Proficient	NH State % Below Proficient
Grade 3 – 2007	87	13	73	27
2008	89	11	72	28
Grade 4 – 2007	54	46	68	32
2008	66	34	73	26
Grade 5 – 2007	60	40	69	32
2008	77	23	73	27
Grade 6 – 2007	68	32	68	33
2008	60	39	69	31
Grade 7 – 2007	71	29	63	37
2008	65	35	66	35
Grade 8 – 2007	61	39	58	41
2008	68	32	65	35
Grade 11-2007	17	83	28	73
2008	20	79	32	68

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3. Factors that Influence Student Learning

For homework, in order to broaden our perspectives and to communicate and engage others in our work, ask at least 5 people, starting with your constituents (e.g. fellow classroom teachers, special educators, parents, other administrators, etc.) why they think the gaps exist. Consider the factor descriptions below and our purpose as talking points. Include any further causes you may think of yourself.

Purpose of the FM work:

Littleton School District has been selected for Focused Monitoring because of the gaps in performance between students with disabilities and their non-disabled peers in reading and math on the 2007 NECAP test. The Focused Monitoring Achievement Team is investigating **why** there is a **57.79** percentage point gap in **math** and a **61.48** percentage point gap in **reading**. The goal is to develop an action plan by the end of May that is designed to narrow these gaps.

Curriculum Curriculum is aligned with state and district content and performance standards in each content area and is articulated and continual within and across grade levels. Teachers use content and performance standards and assessment information to identify curricular priorities and instructional materials and to design relevant, challenging student learning experiences.

Instruction Teachers differentiate instruction to encourage and support the needs of students of diverse sociocultural backgrounds, genders, and academic experience and of special populations, such as differently abled (Special Education) students and English Language Learners, in order to meet state and district content and performance standards. Teachers incorporate research-based practices that have been proven effective with their student populations or are engaged in reflective practice to monitor the effectiveness of “home grown” instructional practices.

Assessment Schools use multiple classroom, school, district, and state assessments, both formal and informal, to assess and monitor each child’s progress (including English Language Learners and Special Education students) in achieving content, performance, and graduation standards. Achievement data is disaggregated to identify standards and equity gaps, develop strategies to eliminate these gaps, and identify instruction goals.

Data-Based Accountability and Evaluation Schools have a fully implemented accountability system that includes school improvement plans based on disaggregated achievement and other data, ongoing diagnostic and performance assessments of all students, an aligned professional development plan, and regular supervision and evaluation of teachers and administrators. Appropriate accommodations are provided for English Language Learners and Special Education students to ensure valid measurement of their performance.

Culture and Climate The school district’s philosophy, norms, values, beliefs, and visual images promote the following: high achievement for all students, collaboration and collegiality among all staff, mutual respect and trust among all individuals, affirmation of diversity, and use of language and behavior that is respectful and free from ethnic, racial, sexual, and other stereotypes and biases. Schools value and support safe and equitable environments that are welcoming of all students and their families, built on shared ownership and responsibility, conducive to personal growth and learning, and free from violence and substance abuse.

Leadership and Governance School Improvement Teams (or other governance structure) include teachers, staff, parents, community members, and students (where appropriate) in a shared leadership structure to support and improve school programs. They use student learning and other data to identify areas of instructional focus and guide the development, implementation, evaluation, and public reporting of progress toward achieving our school improvement performance goals.

Professional Development The school district has a structure and process for developing and implementing a professional development plan that is aligned with the district’s improvement goals, is research-based, meets the needs

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of our student populations, is regularly monitored and evaluated, and builds in-house expertise. As teachers learn new practices and programs, they receive adequate support during the school day through peer or expert coaching, classroom observations, mentoring, and/or study groups in order to ensure success for every teacher.

Parent/Family Engagement and Community Involvement The schools have active partnerships with parents and linkages to community organizations and institutions. Collectively, they have developed activities, strategies, and shared responsibilities for school governance, educational and other programs, and the overall health and learning of the school community, students, families, and staff.

Structural Reform Strategies The schools structure their schedules, organization, support mechanisms, and resources to provide all students, including English Language Learners (ELL) and Special Education students, with equal access to resources and the support to achieve to high standards. Reform strategies include (1) increased amount and quality of learning time, (2) time and resources for teacher/staff collaboration, (3) assignment of highly qualified teachers for at-risk students, (4) inclusive practices for ELL and Special Education students, and (5) avoidance of systematic tracking that reinforces stereotypes based on classism, sexism, racism, and other forms of discrimination.

Littleton Factors Categorized

Curriculum

- * Sometimes students on an IEP don't get the same curriculum as the other students. (P)
- * They ...are not learning the same stuff as us. (14 year old, S)
- * ... because they didn't learn everything that his/her classmates learned.(S)
- * They aren't taught the same things i.e. Math as the regular students are. (GE)
- * When they are "Life Skills" classes they are not given the curriculum that the regular ed students are given because they are considered not to be able to do the work.(GE)
- * We do not offer a wide variety of academic programs to match individual learning styles. For example, all students receive the option of one or two reading and math programs. We need to open our nets so that we can catch more students! (SE)
- * The math gap is because the math program is so language based. Most of my students already have reading weaknesses and can't begin to be independent in math due to the amount of language/reading skills needed to be successful. (SE)
- * I think it's due to lack of consistency with instruction. (GE)
- * Everyone teaches different things...lack of teamwork (school wide) (GE)
- * Align curriculum with GLEs, also in K, and follow through all grades. (GE)
- * Limited exposure to grade level curriculum (AT)
- * Weak phonemic awareness/ phonics (GE)
- * Most students with disabilities usually take functional math for more than one year. Some may not have algebra until senior year. They are not exposed to algebra/geometry by the 11th grade testing.(PP)
- * Curriculum (AT)
- * Access to curriculum (AT)
- * Articulation of curriculum...gaps/overlaps between grades identified? (AT)
- * Curriculum that is too advanced (AT)
- * Lack of focus on basics-think too broadly (AT)
- * Prior years (not now) lack of seamless curriculum and common assessments (ASSESSMENT)(AT)

Instruction

- * Perhaps differentiated instruction should start earlier, in K.(GE)
- * Use test data to pinpoint student needs, and supply appropriate instruction to various groups (our PLCs starting to address this). (GE)
- * Professional development around differentiated instruction should be provided so that teachers have a clear understanding of how to meet the needs of every student. (AT)

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- * Teachers don't have enough remediation strategies-i.e. they need more staff development on interventions (PROFESSIONAL DEVELOPMENT)(AT)
- * Staff needs training and support on how to differentiate instruction(PROFESSIONAL DEVELOPMENT)(AT)
- * Lack of differentiated instruction (AT)
- * Teacher strengths/weaknesses (AT)
- * Ability of the school district to teach to the level of the child (AT)
- *Instruction-lack of consistency. (CURRICULUM) (AT)
- * Instruction catering to each child's specific learning styles and abilities (AT)
- * Having the knowledge base for the child as the educator to effectively understand the disability of the child and their needs (AT)
- *Technology usage (AT)
- * Appropriate use of data (AT)
- *Instruction on a higher level than a child can comprehend (AT)
- * Lack of ample modifications in assignments (AT)

Structural Reform Strategies

Instructional Learning Environments/Models/Systems

- *I can attest that my son, who has Down Syndrome, has greatly benefitted from being completely included in the entire class exercises (at his preschool) and the curriculum, furthermore, other students have learned new communication skills i.e. sign language and now the entire school does it as well, in addition, his confidence level has soared based on the approval he receives from his peers. Lastly, when other students are subjected to a child with special needs their tolerance level for this child's delay no longer becomes a nuisance/annoyance but they now desire to see that special needs child succeed by helping in any way they can, it shows the "average child" that though this child has "special needs" they too are accepted student in the classroom. Learning from there becomes ongoing and effortless; half the battle has been won!(P)
- *...it is because they were pulled out and put into separate classes so much. Before that they were able to do what the others could do, but now, as one put it, they are "Stupid." (S)
- *I think it's because they aren't in the same class as us. (S)
- *We need a three tier approach to dealing with math needs to be put in place the same as we are doing with reading programs.(SE)
- *There is not much for RTI. (GE)
- * We need to abandon the "wait 'til they fail" model and practice RTI (AT)
- *Quality and quantity of early interventions (SE)
- *I know one big issue this year for me has been making sure that my SPED kids are in the classroom for both the core in reading and math. In many cases, the core is much too difficult for them and I feel that a better use of their time could be spent in the R.R. where things are taught at their level. I guess the theory behind it, including them with their peers is fine, but I don't think it should be mandated that the students need to receive core in their classroom. I think it should be looked at on an individual basis. If it makes educational sense to let the student sit in for the core (because I do have a couple of kids that this is appropriate for) then let them. For those students that are so far behind, they could be receiving much more intense instruction up here. (SE)
- *The sped program lacks consistency from year to year. For example, one year, students are pulled for core subjects and taught using appropriate, yet alternative materials and resources in very small groups. The next year, they're mainstreamed without proper support, stuck in the regular classroom, where they may have been a few years ago, or never at all. This has been a real big issue in the sixth grade.(GE)
- *We have life skills kids with MR IQs (or close to it) listening to core math lessons on scientific notation because the state says that is where they should be. Well, it's a big waste of their time. They should be learning skills they haven't mastered yet at their level. (GE)
- *If this is special education operating on INDIVIDUAL education plans, than how can the state/administration say EVERYONE should be exposed & should be doing xyz. I'm confused about that. Yes, for some sped kids, mainstream is great, for others, no. Isn't that what sped is? Tailoring education plans. You can't "dumb down scientific notation"

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and even if you could, what use is it to a student who can't tell time and doesn't know how much a quarter is worth?
(GE)

*We all know that as the grade level increases, the curriculum is more demanding and the gap gets bigger. Classroom teachers are not miracle workers. If we're mainstreaming ALL kids, then we need to staff our classrooms. That's where the priority should be. STAFF the CLASSROOMS that's where the kids are. (GE)

*I think the greatest underlying reason our sped population is so at risk and not showing adequate progress is that there is no consistency and/or connection to the classroom. (GE)

*The so called 3tier approach is a bit defunct. For example, I have an IEP student who is learning skills and strategies in the resource room and I do not even know what he is doing in there.

- ✓ How can myself or the para support this.
- ✓ What constitutes a tier 2 or tier three student?
- ✓ Who makes this decision?
- ✓ What is the actual process for getting interventions for a struggling student?
- ✓ Who are the interventionists?
- ✓ What are the interventions available?
- ✓ Why is everyone saying they don't have time? (GE)

* Service delivery model (regular education setting vs. special education setting)(AT)

* RTI not introduced early enough (in the younger grades) (AT)

* Service delivery? Adequate supports in place for at-risk students (OTHER)(AT)

* Special education students removed from core curriculum for their instruction:

-not exposed to grade level instruction in reading and math (CURRICULUM)

-this "culture" is established and believed to be a best practice. Staff feels that this is what is best for the student (CULTURE AND CLIMATE)

(Assessment data demonstrates that this is not working) (AT)

*Proper Staffing and support at all grade levels to be able to service all students. (GE)

* School structure in grade leveling (?) (AT)

* Smaller class size and more paraprofessionals are needed, especially at the youngest levels (AT)

* Teachers aren't working together to ensure students are exposed to the same curriculum content. (GE)

*Teachers were islands working on their own, never collaborating (on school work, anyway)(AT)

*lack of teamwork (school wide) (GE)

*Time for Regular Ed and Special Ed to communicate or plan. (AT)

* Scheduling (AT)

* Not using our resources efficiently (AT)

* Prior years lack of structural reform strategies (AT)

Assessment

*We don't do as many portfolio assessments as we should do – this process requires a lot of work for the teacher. (SP)

*Expectation for some of our lowest sped students to take the assessment is not realistic yet we do it too much in this district.(SP)

*when... Algebra is on the test they don't know how to do it because they were not taught it.(GE)

*We are testing the student on things they have not studied. They should have a test that reflects what they have learned since they have a somewhat different curriculum especially in Math. (GE)

*If they haven't covered Algebra and are tested on it giving them the accommodation of more time isn't helpful.(GE)

*Why are we using this test for SpEd if the SpEd students have not been exposed to (CURRICULUM/INSTRUCTION)and /or are not able to understand the concepts the test is measuring(CULTURE AND CLIMATE)? (GE)

* Assessed on grade level vs. ability level (AT)

*Use test data to pinpoint student needs, and supply appropriate instruction to various groups (our PLCs starting to address this). (GE)

*The students with disabilities are not "prepped" for the NECAP testing.(PP)

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- * The tests are too standardized for our students with disabilities. All year long, students with IEP's get help, but when they take the NECAPS, they cannot get the same level of help. (PP)
- * Data is not part of the culture. Teachers do not have access to test results for diagnostic/prescriptive purposes. (INSTRUCTION)(AT)
- * Accurate assessment tools for each specific child to gauge accurately and effectively (AT)
- * Lack of ample modifications in assessments (AT)
- * Lack of effective progress monitoring practices (CBM) (INSTRUCTION)(AT)
- * Prior years (not now) lack of data-based accountability and evaluation-changed with NWEA (AT)

Culture and Climate

- * ... the expectations for the special education students are lower.(P)
- * People don't expect Sp Ed students to perform like the rest of the population so they don't. (GE)
- * Some teachers think the Sp Ed student can't learn the regular ed curriculum.(GE)
- * If they could do the work the same a regular ed students, they wouldn't be Sp Ed.(GE)
- * I think that students with disabilities wouldn't score as well as non-disabled students. How can a student with an IQ of 70 score as well as a student with an IQ of 120? (C)
- * ... some teachers still look to the special education teachers to teach those students, the "It's not my problem" approach. (GE)
- * Lack of responsibility to do what is needed or right by both parent and schools. (GE)
- * Not holding special education students to high expectations (AT)
- * Teachers don't believe all kids can learn (AT)
- * Expectations for learning needs to be higher (AT)
- * Teacher expectations (AT)
- * Everyone needs to accept the responsibility for all kids' learning (AT)
- * Schools need to accept there are outside issues they can't change and only focus on school issues they can change (AT)
- * Teacher expectations [not high enough/too low?] (AT)
- * Culture of school-deficit orientation-What's wrong with this student? We focus too much on what the child can't do vs. focusing on meeting the child where he/she is and asking ourselves "What do we need to do to help this child to move forward?" (AT)
- * [Lack of] teachers' shared responsibility of students (AT)
- * Over identification of students in special education based on the above culture because our school culture is "If they can't respond to where I'm teaching, then there must be something wrong with them. Therefore, they need to go somewhere else to learn." They must be classified or else we can't do anything-we are failing them. (AT)
- * Time for regular and special education to communicate and plan (STRUCTURAL REFORM STRATEGIES)(AT)
- * Family expectations/values (PARENT...)(AT)

Leadership and Governance

- * I think that the leadership team has not been consistent. The special education director has had three different people within three years.(P)
- * I think the lack of consistency between leadership has contributed. We seem to now have leaders, more on the same page, that are leading in a consistent direction. (AT)
- * Structural reforms weren't necessarily aligned and heading towards common focus points (AT)
- * No focused plan. If there is a focused plan, the big picture has not been shared by administration and teaching staff have not had input into staff development (PROFESSIONAL DEVELOPMENT)(AT)
- * Leadership (AT)
- * Too top heavy (GE)
- * Money should be spent for students, not for furniture etc. at the SAU office.(GE)
- * Prior years (not now) lack of data-based accountability and evaluation-changed with NWEA (AT)
- * Initiative started; need time to see benefits (AT)

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Professional Development

- *Professional development should be provided around differentiated instruction so that teachers have a clear understanding of how to meet the needs of every student (AT)
- * Professional development on the various disabilities in order to understand what the needs are for each student (AT)
- * Professional development(AT)
- * Teachers don't have enough remediation strategies-i.e. they need more staff development on interventions (AT)
- * Lack of professional development in academic areas (AT)

Parent/Family Engagement and Community Involvement

- *I think the parents expect teachers to do it all. There seems to be a lack of parental accountability and involvement. (P)
- * Stressors at home (SE)
- *Education is not a priority at home.(GE)
- * Parents' inability to understand value of higher education (PARENT...) (AT)
- *Parents unable to help because of own limitations. (GE)
- * Possible limited home assistance (AT)
- *Lack of responsibility to do what is needed or right by both parent and schools. (GE)
- *Lack of importance stressed as community members on education. (GE)
- * Parental involvement (AT)
- * Holding parents accountable for same standards set at school to be enforced at home (AT)
- * Varied family involvement. Reaching out/connecting with the families of students at-risk: what strategies are we using? Are they working? What does the research say? (AT)

Student

- * Attention difficulties / motivation (SE)
- * Ability (SE)
- *These students have a lower ability. We can't expect them to understand the concepts in the same amount of time as a regular ed student.(GE)
- * Student view of themselves/peer view of student (AT)
- * Student motivation family structure (AT)
- * Student behaviors (AT)
- * Student ability (AT)

Other

- *There are a lot of services in this area which draws families with special needs. Therefore we have more students with special education needs.(SP)
- *There is the perception that Littleton attracts students due to the availability of services in the town and schools. (SE)
- *Littleton has so many good resources and supports that we attract a higher number of families with needs. This creates a larger population of disabled students, making our job more difficult to meet all the needs.(GE)
- *Families will go to where the services are better.(SP)
- *There are a lot of services in walking distance.(SP)
- *As far as reading goes: our students come in with limited exposure to reading. Huge results are seen in DIBELS.....but they are SO LOW when we get them that they have a HUGE gap to make up to even come close to same age peers. Example: first graders who still don't know their letters or the sounds they make.....then we spend weeks/months mastering that before we can put sounds together to make words. I am not at all blaming K.....because when they get them they have no letter sounds at all....it is just a domino affect.(SE)
- *We, as a learning community need to partner with hospitals, library, preschools, etc. and get people educated on the importance of exposure to early literacy. Many of the brain pathways towards literacy are being established by age 5.(SE)
- * Readiness (AT)

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*Socio/economic issues of our area probably contribute, due to lack of exposure to books, newspapers, outings, etc.(GE)

*Socioeconomic influence plays a major part in the reason for the gap here in the North Country.(GE)

*I think the reason our SPED gap is so large is because the Town of Littleton accommodates the needs of people from vast socioeconomic backgrounds. (The very poor to the very rich.) just like Manchester and Nashua. We presently have 3 low income housing projects, Parker Village, Crane St, and Colonial Court that provide subsidized housing to the poor. We will also have another one on Manns Hill shortly. Low income housing is generally run on a state voucher system, which means that a certain number of housing units have to be given to people with vouchers that presently live anywhere in the state. The remainder of the units are for families from the local area (Littleton, Whitefield, Lisbon etc). Our selectmen have stated that Littleton has more then its share of low income housing and that area towns should be doing more, but towns like Franconia and Sugar Hill have zoned their communities so that "housing units" are not allowed. I wonder how much of our SPED population live in low income housing or the 4 area trailer parks? I also wonder why more towns aren't doing their share. (GE)

* Split homes (66%) (AT)

*Lack of funding interest (too high taxes) sends the wrong message to ALL! (GE)

*We are a big school. (GE)

* We need more small classroom space (AT)

* Physical space to learn in an environment that is well-equipped, positive and enriching for that child (huge) (AT)

P= Parent

PP=Paraprofessionals

C=Community member

S= Student

GE= General Education

SE= Special Education

AT= Achievement Team

SP= School Psychologist

4. NHDOE Focused Monitoring NECAP Results by Cohort Grades

Littleton School District, SAU 84

2007 & 2008 NECAP Results

% of Students Scoring Proficient or Above in **Math**

Grades 3 – 8 & 11

Data by Grade Level

Math

Testing Grade	2007			2008		
	Littleton Students with IEPs	Littleton All Other Students	Littleton Gap	Littleton Students with IEPs	Littleton All Other Students	Littleton Gap
3	73%	86%	13percent-age points (PP)	100% N=7	86.11%	+13.89PP
4	10% N=10	60%	50 PP	30% N=10	69.12%	39.12 PP
5	20%	68%	48 PP	30% N=10	73.53%	43.53 PP
6	0%	77%	77 PP	15.38% N=13	60.67%	45.29 PP
7	25% N=4	75%	50 PP	27.27% N=11	61.25%	36.98 PP
8	7%	75%	68 PP	25% N=4	64.29%	39.29 PP
11	0% N=7	16%	16 PP	0% N=12	19.18%	19.18 PP

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Teaching year data. Source: NH DOE, Littleton School District Profile and Performance Tracker. **Red entries represent a cell size too small to be reported in the Profile; as such, the gap data may be misleading.**

**Littleton School District, SAU 84
2007 & 2008 NECAP Results
% of Students Scoring Proficient or Above in Reading
Grades 3 – 8 & 11
Data by Grade Level**

Reading

Current Grade	2007			2008		
	Littleton Students with IEPs	Littleton All Other Students	Littleton Gap	Littleton Students with IEPs	Littleton All Other Students	Littleton Gap
3	73%	89%	16percentage points (PP)	100% N=7	84.6%	+13.4PP
4	0% N=9	73%	73PP	20% N=10	79.3%	59.3PP
5	27%	84%	57PP	20% N=10	70.69%	50.69%PP
6	20%	80%	60PP	7.7% N=13	73.7%	66PP
7	0% N=4	89%	89PP	0% N=11	82.6%	82.6PP
8	21%	88%	67PP	25% N=4	72.7%	47.7PP
11	0% N=7	75%	75PP	16.66% N=12	66.1%	49.44PP

Teaching year data. Source: NH DOE, Littleton School District Profile and Performance Tracker. **Red entries represent a cell size too small to be reported in the Profile; as such, the gap data may be misleading.**

5. New Hampshire and Littleton Growth Targets

Percent of Students with Disabilities Who Made Their Growth Targets, Grades 3-8				
School Year	N.H. Reading Target	Littleton Reading IEP	N.H. Math Target	Littleton Math IEP
2006-07	57	37.5	53	34.4
2007-08	57	46	53	42.9
2008-09	64	41.1	61	41.1
2009-10	71		69	
2010-11	78		77	
2011-12	85		85	
2012-13	92		93	
2013-14	100		100	

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APPENDIX III

1.

SAU #84 FOCUSED MONITORING TEACHER SURVEY

This survey is being conducted in support of the Focused Monitoring and School Improvement requirements from the NH Dept of Education. The Littleton School District is participating in the Focused Monitoring/School Improvement process because of its gap in NECAP scores between students with IEPs and students without IEPs (*61.5 percentage points in reading and 57.8 percentage points in math*). Part of the Focused Monitoring/School Improvement work includes forming a local, representative Achievement Team whose task it is to investigate the reasons for this gap in scores as well as create action plans to narrow the gap. The questions asked on this survey will assist the Achievement Team in learning about factors impacting student performance in Littleton. Your input is very important to us and we thank you for participating in the survey. We will make the results available to you as soon as possible.

The Focused Monitoring Process is being facilitated by Kathy Skoglund and Mary Anne Byrne from SERESC. The SAU 84 Focused Monitoring/School Improvement Achievement Team is:

★Bridgette Atkins	★Rick Bidgood	★Judy Boulet	★Kelley Clark
★Dotty Danforth	★Tara Fortner	★Traci Howard	★Bonnie Hull
★Pat LaClair	★Sheryl Louis	★Kelly Noland	★Mark Peabody
★Al Smith	★Heather Stocks	★Danielle Whitcomb	

1. Which of the following best describes your position (select only one):

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- Classroom Teacher
- Special Education Teacher
- Title I/Reading Teacher
- Other Teacher
- Administrator
- Other Professional Staff

2. Which grade levels do you work with (select only one):

- K – 6
- 7 – 12
- K – 12

3. How would you define differentiated instruction? _____

4. What evidence of differentiated instruction would we see in your teaching? _____

5. When was your most recent professional development activity in differentiated instruction? (select only one)

- < 2 months ago
- 2 – 12 Months ago
- 1 – 5 years ago
- > 5 years ago
- Never

6. What was your most recent professional development work in differentiated instruction? _____

7. How many professional development activities have you completed related to differentiated instruction in the past five years?

- 0
- 1
- 2
- 3
- > 3

8. How confident are you in your knowledge/skills associated with differentiated instruction?

- Not at all confident
- Somewhat confident
- Moderately confident
- Pretty confident

9. Which of the following professional development activities do you think would be the most beneficial? (Check all that apply)

Participation in:

- Courses
- 1 day workshops
- 2 day workshops
- Opportunities to observe other teachers provide differentiated instruction
- Book studies
- Guided videos
- Other _____

10. For this series of questions we would like to know which of the following data sources do you currently access, as well as your comfort level with each. Please be certain to complete both sides of the table below.

Do you currently use?			How comfortable are you with using?			
			Not at all			Very
Yes	No	Performance Pathways	1	2	3	4
Yes	No	NWEA	1	2	3	4
Yes	No	NECAP	1	2	3	4
Yes	No	AIMSWEB (DIBELS, CBM, MAZE)	1	2	3	4
Yes	No	Benchmark Testing (Trophies, EDM, DRA)	1	2	3	4
Yes	No	SWISS Data	1	2	3	4
Yes	No	Attendance	1	2	3	4
Yes	No	Academic History	1	2	3	4
Yes	No	Student Intervention Journals	1	2	3	4
Yes	No	Current Performance Document	1	2	3	4

11. To what capacity do you use the above items to improve/impact your instruction?

- Not at all Somewhat Often Regularly

12. How easy is it for you to access the aforementioned data sources?

- Impossible Very Difficult Difficult Manageable With Ease

13. What professional development support would you find helpful around the use of data? (Check all that apply)

- Data analysis
 Use of data to:
 Examine Curriculum, e.g. identify core competencies/standards
 Identify instructional strategies
 Build Common Assessments
 Other _____

For the following items, please rate to what extent you agree or disagree with the statement provided. Circle only one answer.

	Strongly Disagree					Strongly Agree
14. Special education students are expected to achieve at the same level as their non-special education peers.	1	2	3	4	5	6
15. It is the special educators' responsibility to instruct students with	1	2	3	4	5	6

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special needs not the regular educators'.						
16. The core instruction for students with special needs should be in the resource room or other alternative setting.	1	2	3	4	5	6
17. All children should be able to achieve proficiency in the basic skills of reading, writing and math.	1	2	3	4	5	6
18. Expectations should be based on student ability rather than on academic standards.	1	2	3	4	5	6
19. Keeping academic expectations consistent for all students is important.	1	2	3	4	5	6
20. Inclusion of students with disabilities into regular education classes is generally an effective strategy.	1	2	3	4	5	6
21. The inclusion of students with disabilities can be beneficial to the other students in the class.	1	2	3	4	5	6
22. The inclusion of students with disabilities can be beneficial to the students with disabilities.	1	2	3	4	5	6
23. Having different expectations for students with special needs is an acceptable practice.	1	2	3	4	5	6
24. Students' progress should be rated based on their performance at their ability level rather than on grade level expectations.	1	2	3	4	5	6
25. Placement of students with disabilities in the regular education classroom can be disruptive to his/her peers.	1	2	3	4	5	6
26. Inclusion in the regular classroom will hinder the academic progress of students with special needs.	1	2	3	4	5	6
27. Students with disabilities will perform better when they are included in the regular education classroom rather than being sent to an alternative setting.	1	2	3	4	5	6
28. Team teaching, where the special education teacher works cooperatively with the regular education teacher in the regular education setting, is an effective practice for meeting the academic needs for students with special needs.	1	2	3	4	5	6
29. Special educators and general educators in my school have opportunities to talk and plan curriculum instruction and the coordination of services on a regular basis.	1	2	3	4	5	6
30. All students benefit when all teachers are held accountable for all students.	1	2	3	4	5	6
31. When a special education student is not meeting grade level expectations it is the primary responsibility of his/her regular education teacher to intervene.	1	2	3	4	5	6
32. Performance of special education students is the responsibility of both their regular educator as well as their special education teacher.	1	2	3	4	5	6
33. When a special education student is not meeting grade level expectations it is the primary responsibility of his/her special education teacher to intervene.	1	2	3	4	5	6
34. All students' performance will improve in a school environment	1	2	3	4	5	6

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where responsibility is collectively shared.

Comments : _____

*****Please turn in your completed survey by Thursday, February 5, 2009 to the office secretary who will check off your name on the staff list.**

Thank you for your cooperation with this process.

**SAU #84 FOCUSED MONITORING TEACHER SURVEY RESULTS
POPULATION**

✓ Total 95 respondents

Question 1: Which of the following best describes your position (select only one):

✧ Classroom Teachers	52	✧ Administrator	7
✧ Special Education Teachers	10	✧ Other Professional Staff	11
✧ Title 1 Reading Teachers	5	✧ Other – para-educator	1
✧ Other Teachers	7	✧ No response	2

Question 2: Which grade levels do you work with (select only one):

✧ K – 6	37
✧ 7 – 12	50
✧ K – 12	6
✧ No response	2

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DIFFERENTIATED INSTRUCTION

For questions 3 & 4 – responses were scored based on the number of key points they made in their response that matched with the definition. Respondents could earn between 0 & 5 points. To minimize inconsistency in scoring more than 95% of responses were scored by one individual. The rest were scored cooperatively with that one rater and the school psychologist who developed the scoring criteria. The criteria were:

Variations on:

- ✧ What students need to learn/expectations
- ✧ How they learn it
- ✧ How they will express what they learn
- ✧ Based on student’s needs
- ✧ Based on student’s abilities

Question 3: How would you define differentiated instruction?

✓ Fifty-five of ninety-five staff had three or more of the five criteria for Differentiated Instruction (What students need to learn/expectations, How they learn it, How they will express what they learn, Based on student’s learning needs, Based on student’s ability)- which is thought to be satisfactory. More specifically the frequency of each rating is as follows:

Points Earned	Frequency of Response	Percent	Cumulative Percentage
5	3	3.2	3.2
4	11	11.7	14.9
3	41	43.6	58.5
2	33	35.1	93.6
1	3	3.2	96.8
0	3	3.2	100

*** Further analysis revealed no significant differences in responses to Question 4 by grade level or by position

Question 4: What evidence of differentiated instruction would we see in your teaching?

Twenty-one of ninety-five staff had three or more of the five criteria for Differentiated Instruction (What students need to learn/expectations, How they learn it, How they will express what they learn, Based on student’s learning needs, Based on student’s ability)-which is thought to be satisfactory. More specifically the frequency of each rating is as follows:

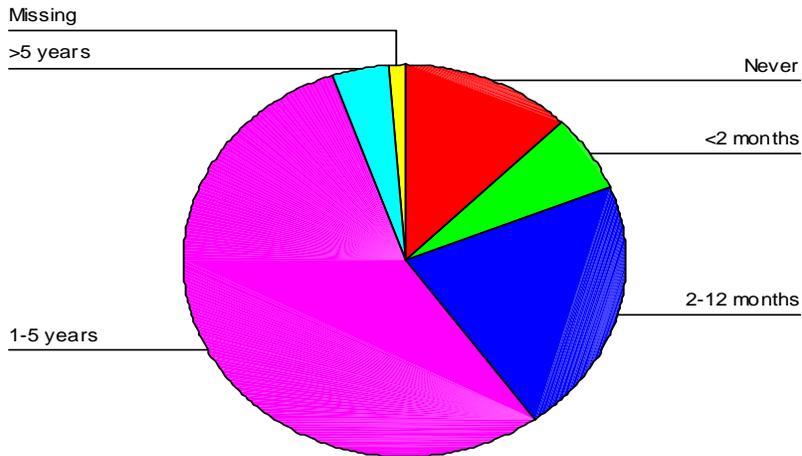
Points Earned	Frequency of Response	Percent	Cumulative Percentage
5	0	0	0
4	2	2.4	2.4
3	19	22.9	25.3
2	40	48.2	73.5
1	14	16.9	90.4
0	8	9.6	100

*** Further analysis revealed no significant differences in responses to Question 4 by grade level or by position.

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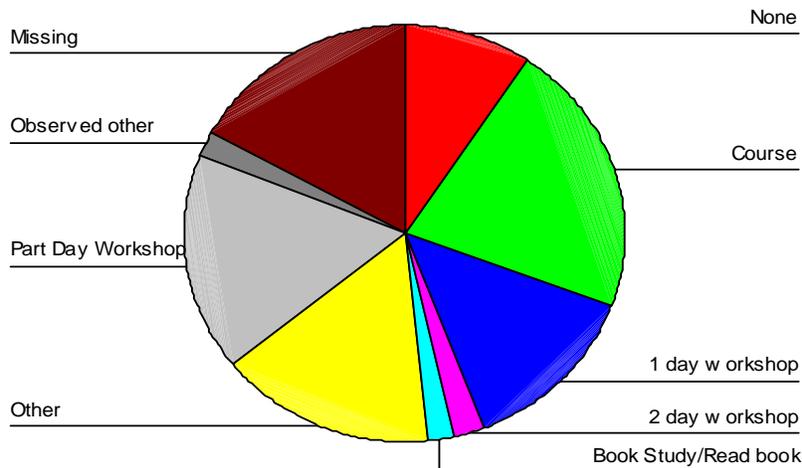
Question 5: When was your most recent professional development activity in differentiated instruction?

When was most recent PD in DI



Question 6: What was your most recent professional development work in differentiated instruction?

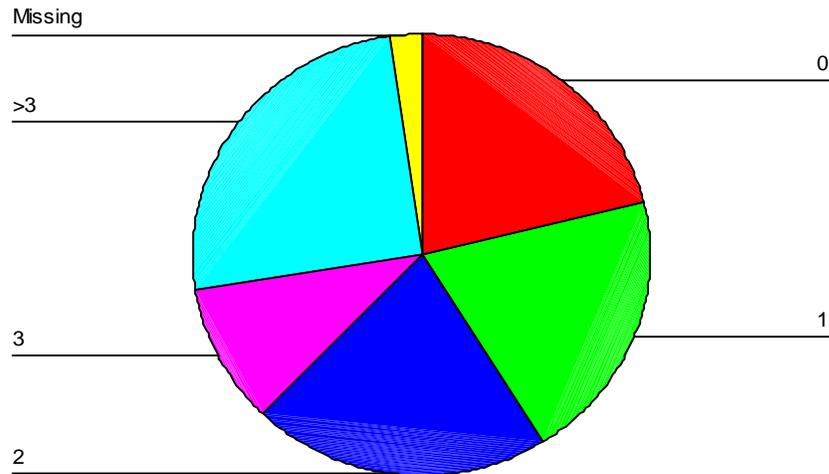
Type of PD most recently Completed



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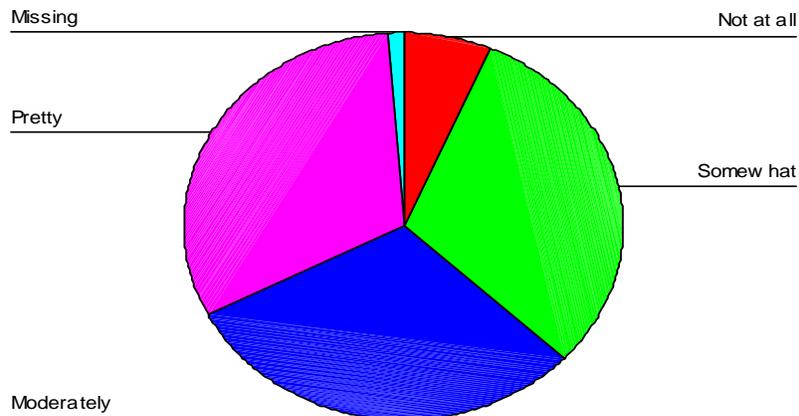
Question 7: How many professional development activities have you completed related to differentiated instruction in the past five years?

of PD activities in Differentiated Instruction



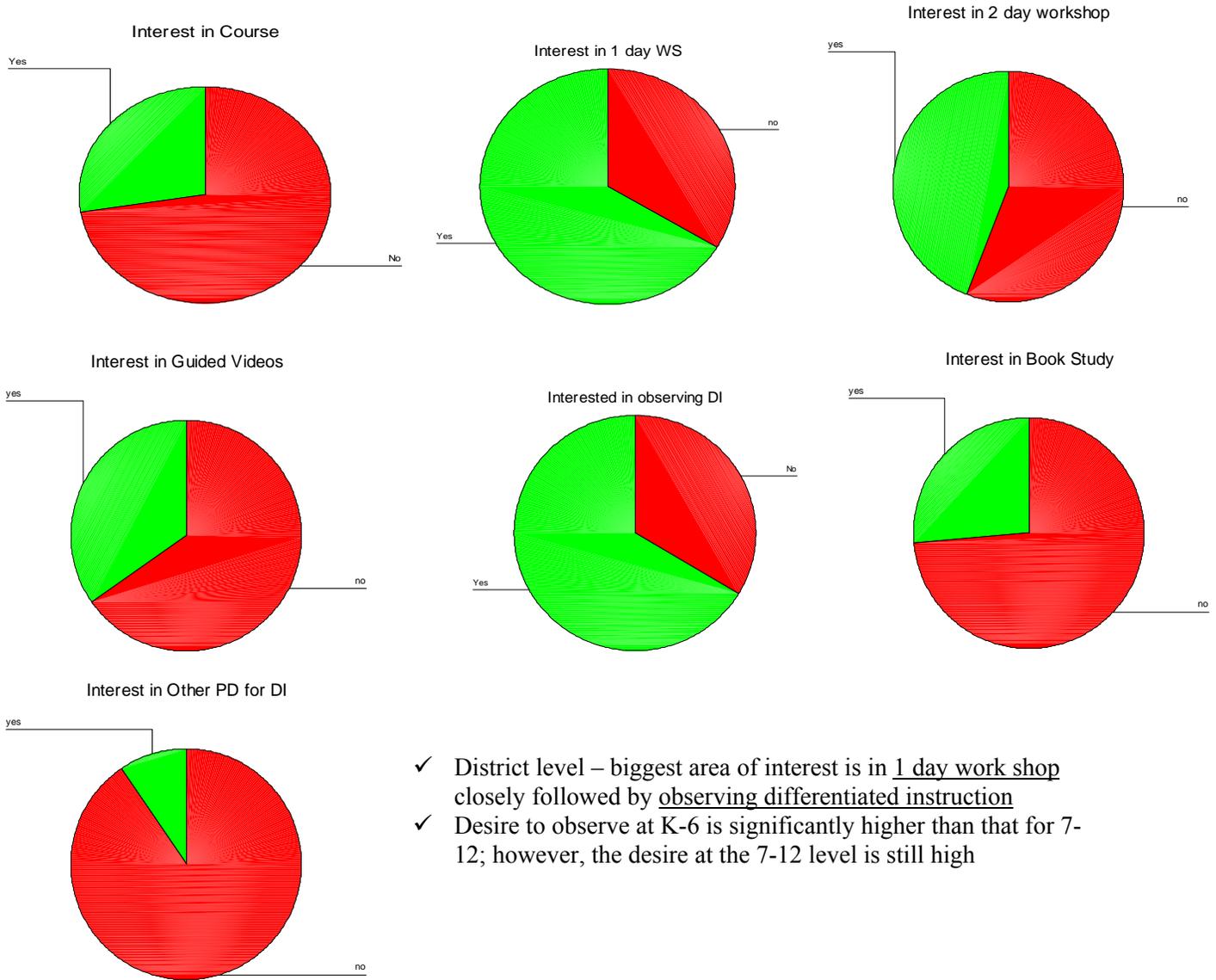
Question 8: How confident are you in your knowledge/skills associated with differentiated instruction?

Confidence with Differentiated Instruction



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Question 9: Which of the following professional development activities do you think would be the most beneficial? (Check all that apply)



- ✓ District level – biggest area of interest is in 1 day work shop closely followed by observing differentiated instruction
- ✓ Desire to observe at K-6 is significantly higher than that for 7-12; however, the desire at the 7-12 level is still high

WORKING WITH DATA

Question 10: For this series of questions we would like to know which of the following do you currently access, as well as your comfort level with each. Please be certain to complete both sides of the table below. Respondents were required to answer Yes or No whether they use or don't use each of the data sources listed. They were then required to rate their comfort via a 4 point Likert Scale where "1" represented "Not at all" comfortable while "4" represented "Very" comfortable. Though "2" and "3" were not labeled for the respondents on the survey the term "slightly" comfortable and "moderately" comfortable were used to represent ratings of "2" and "3" respectively.

- What data is used most often?
 - ✓ District level – top 3 – Academic history; Attendance; NWEA
 - ✓ K – 6 – top 3 – Attendance; AIMSweb; Academic History

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- ✓ 7-12 – Attendance; Academic History; NWEA

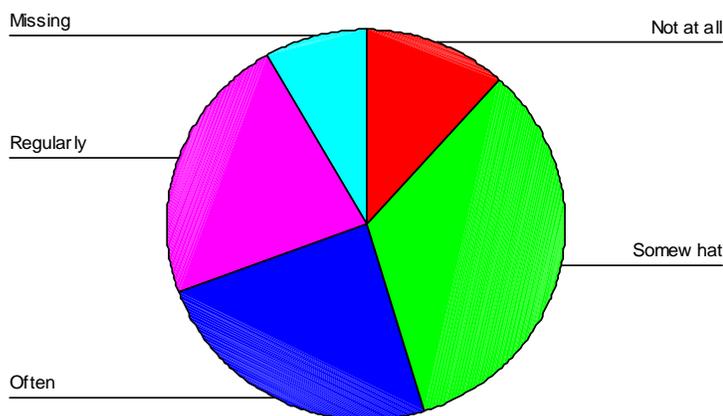
There were significant differences based on positions.

- ✓ Performance Pathways – used most by administrators and least by classroom teachers. Administrators and other teachers feel most comfortable with using Performance Pathways
- ✓ NWEA – Other teachers aren't using it nearly as much as the other respondents. Admin and Title 1 Reading teachers are most comfortable with using NWEA data while Classroom and Special Education teacher are the least comfortable.
- ✓ NECAP – Other teachers don't use as much as other staff/professionals. Classroom teachers and Special Education teachers feel the least comfortable in using this data.
- ✓ AIMSWEB – Title 1 teachers are the most likely to use; Special Education, Classroom teachers, and other professional staff use moderately while other teachers and administrators use it the least. Title 1 teachers are the most comfortable while other teachers and administrators are the least comfortable.

There were significant differences based on grade level.

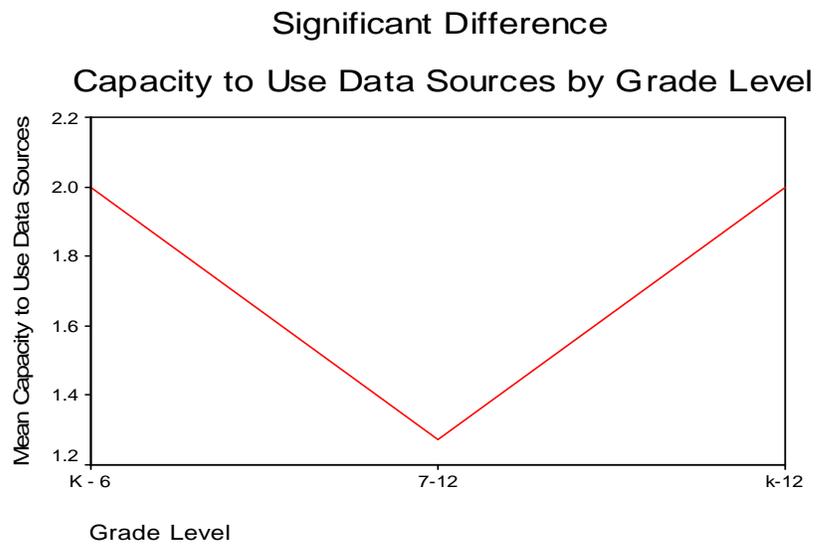
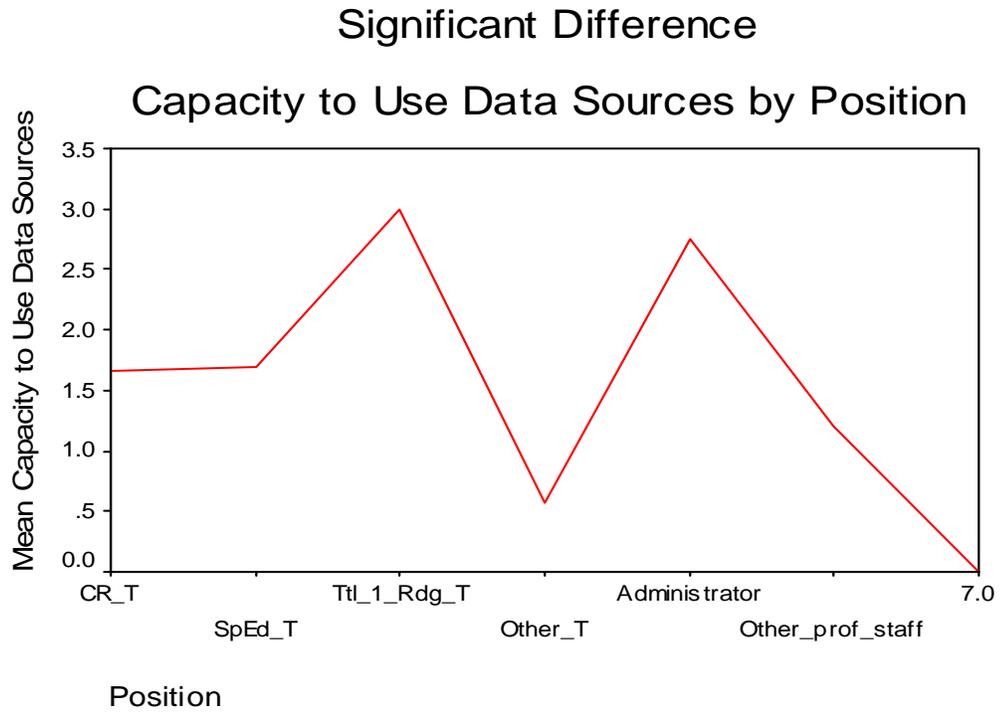
- ✓ NWEA comfort level - K-6 & K-12 staff are significantly more comfortable with using NWEA data than are 7-12 staff.
- ✓ AIMSweb Use/Comfort level – K-6 & K-12 staff use AIMSweb significantly more than 7-12 staff and are significantly more comfortable with the use thereof.
- ✓ Benchmark Use/Comfort Level – K-6 staff use Benchmark data significantly more than 7-12 and K-12 staff. K-6 and K-12 staff are significantly more comfortable with using benchmark data than are 7-12 staff.
- ✓ Attendance Comfort Level – K-6 & K-12 staff are significantly more comfortable with using Attendance data than are 7-12 staff.
- ✓ Student Intervention Journal Use – K-6 staff use Student Intervention Journals significantly more than 7-12 and K-12 staff

Capacity to Use Data Sources



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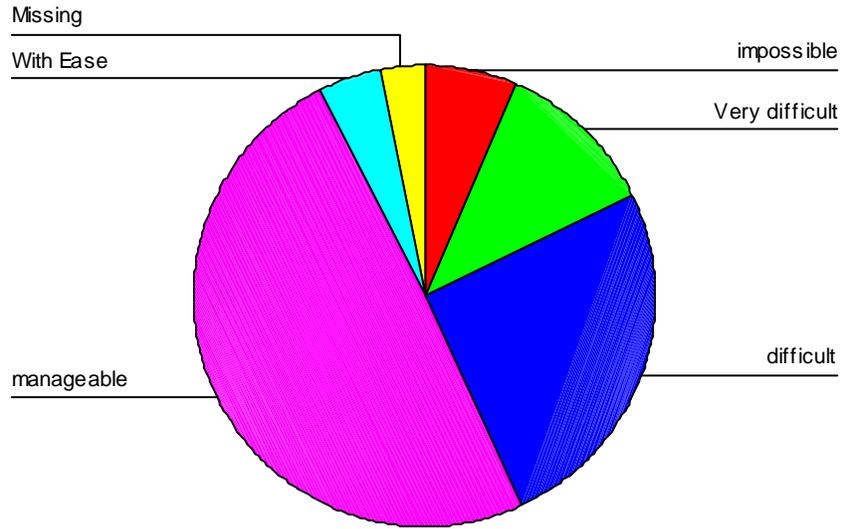
Question 11: To what capacity do you use the above items to improve/impact your instruction?



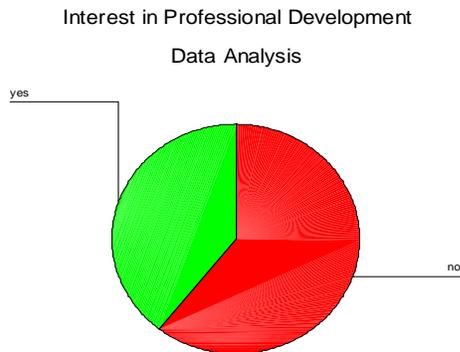
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Question 12: How easy is it for you to access the aforementioned data sources?

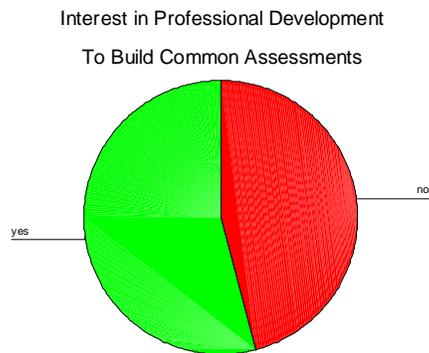
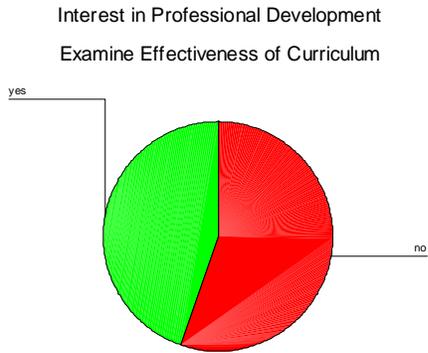
Ease of Accessibility to Data sources



Question 13: What professional development support would you find helpful around the use of data? (Check all that apply.) [green/left side of chart=yes, red/right side of chart=no]



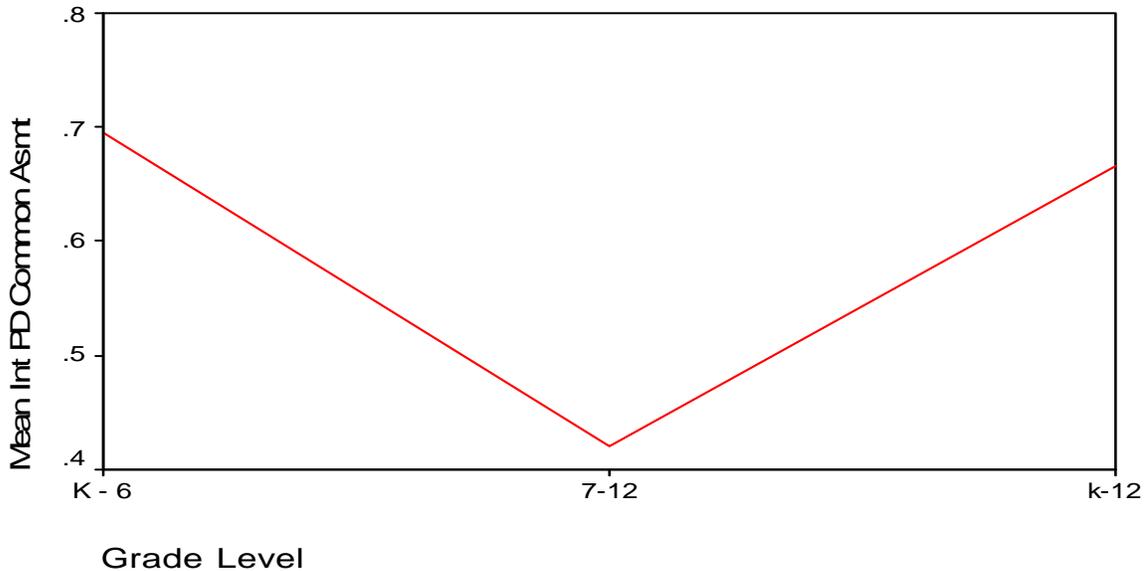
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Overall, the area that has the most interest is interest in professional development for the purposes of developing common assessments (54%) followed by professional development for the purposes of identifying instructional strategies (51%).

A significant difference was observed for interest in professional developed to facilitate the development of common assessments.

Interest in PD for Developing Common Assessments Significant Difference by Grade Level



ATTITUDES/BELIEFS RELATED TO THE EDUCATION OF STUDENTS WITH DISABILITIES

For questions 14 – 34 respondents were asked to rate the extent to which they agree or disagree with the statement provided. A 6 point Likert scale was used with “1” representing “Strongly Disagree” and “6” representing “Strongly Agree.” An even on the survey itself the other numbers were not given a categorical label, but to facilitate the analysis of the results the following labels were used: 2- Disagree; 3- Slightly Disagree; 4 – Slightly Agree; 5 – Agree.

1. ATTITUDE TOWARD INCLUSION

Question 16: The core instruction for students with special needs should be in the resource room or other alternative setting.

- ✓ More than $\frac{3}{4}$'s of the respondents disagree with this statement
- ✓ The mean score for K-12 staff was significantly lower than the scores for K-6 & 7-12 staff. K-6 staff appears to be more in favor of pull out services than 7-12 staff.
- ✓ Title 1 and Other Teachers appear to be more in favor of pull out, while Special Education Teachers and Administrators are more in favor of inclusion.

Question 20: Inclusion of students with disabilities into regular education classes is generally an effective strategy.

- ✓ Slightly less than half of respondents disagreed with this statement.

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- ✓ K-12 staff average rating was significantly higher than the K-6 & 7-12 staff. The K-6 staff was slightly more in disagreement to this statement than were the 7 – 12 staff.
- ✓ Administrators agree most favorably with this statement followed by Special Education Teachers. The average rating by classroom teachers fell in the middle. Title 1 teachers rated this statement far lower than others suggesting that they believe inclusion is less effective than other professionals.

Question 21: The inclusion of students with disabilities can be beneficial to the other students in the class.

- ✓ About three-quarters of the staff agree with this statement
- ✓ This statement was rated significantly more favorable by K-12 staff than other staff. 7 -12 staff rated this statement slightly more positively than K-6 staff.
- ✓ Special Education Teachers, Administrators, then Other professional staff and classroom teachers rated this statement far more favorably than Title I and Other Teachers

Question 22: The inclusion of students with disabilities can be beneficial to the students with disabilities.

- ✓ More than $\frac{3}{4}$'s of the respondents agree with this statement
- ✓ This statement was rated significantly more favorable by K-12 staff than other staff. 7 -12 staff rated this statement slightly more positively than K-6 staff.
- ✓ Administrators, Other Professional Staff, Special Education Teachers and Classroom teachers rated this statement more positively than did Title I and Other Teachers.

Question 25: Placement of students with disabilities in the regular education classroom can be disruptive to his/her peers.

- ✓ About half of the respondents rated this positively.
- ✓ K – 6 agreed more strongly with this statement than did 7 – 12 staff. K-12 staff disagreed most strongly with this statement.
- ✓ Administrators, Other Professional Staff, and Special Education Teachers disagree most strongly with this statement while Classroom Teachers, Title I Teachers and Other Teachers agree most strongly with this statement.

Question 26: Inclusion in the regular classroom will hinder the academic progress of students with special needs.

- ✓ Three-quarters of the respondents disagree with this statement
- ✓ K-6 staff agreed slightly more than 7-12 staff. K-12 staff disagreed significantly more than other staff.
- ✓ Administrators disagreed with this statement the most, followed by other professional staff and Special Education Teachers. Other Teachers, Title I Teachers, and Classroom Teachers agreed with this statement more strongly.

Question 27: Students with disabilities will perform better when they are included in the regular education classroom rather than being sent to an alternative setting.

- ✓ About fifty-percent of the respondents disagreed with this statement
- ✓ K-12 staff agreed significantly more strongly than K-6 & 7-12 staff
- ✓ Administrators and Special Education Teachers followed by Other Professional Staff agreed more strongly than the Classroom Teachers, Title I Teachers and Other Teachers.

Question 28: Team teaching, where the special education teacher works cooperatively with the regular education teacher in the regular education setting, is an effective practice for meeting the academic needs for students with special needs.

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- ✓ Slightly more than three-quarters of the respondents agreed with the statement.
- ✓ K-12 staff agree more strongly with this statement than did K-6 & 7-12 staff. K-6 staff agreed slightly higher than 7-12 staff.
- ✓ Administrators, Special Education Teachers, and Other Professional Staff agreed more strongly than did Classroom Teachers, Title I Teachers, and Other Teachers.

2. ATTITUDE TOWARD EXPECTATIONS

Question 14: Special education students are expected to achieve at the same level as their non-disabled peers.

- ✓ Slightly less than three-quarters disagreed with this statement
- ✓ 7-12 Staff were slightly stronger in their level of disagreement than K-6 staff, and were substantially stronger in their level of disagreement than were the K-12 staff who's average score suggested slight disagreement.
- ✓ Administrators were the only group whose average scored on the agreement side, with Classroom Teachers and Other Professional Staff and SpEd Teachers falling in the slight disagreement range. Title I staff had the strongest level of disagreement.

Question 17: All children should be able to achieve proficiency in the basic skills of reading, writing and math.

- ✓ Slightly less than half of the respondents disagreed with this statement.
- ✓ 7-12 and K-12 Staff agreed more strongly with this statement than did K-6 staff
- ✓ Administrators, Special Education Teachers, Classroom Teachers, and Other professional staff agreed more strongly with this statement than the other respondents

Question 18: Expectations should be based on student ability rather than on academic standards.

- ✓ Slightly less than three-quarters of the respondents agreed with this statement.
- ✓ K-12 staff responded the most positively to this statement while K-6 staff responded the least positively, yet still in the slight agreement range.
- ✓ The average administrator's rating fell in the slight disagreement range while the Other Professional Staff and Title I Teachers expressed a higher level of agreement with this statement.

Question 19: Keeping academic expectations consistent for all students is important.

- ✓ About half of the respondents expressed disagreement with this statement.
- ✓ 7-12 staff expressed the most disagreement while K-6 & K-12 on average expressed agreement with this statement.
- ✓ There was only 1 point difference between the lowest group and the highest group suggesting little variability based on position.

Question 23: Having different expectations for students with special needs is an acceptable practice.

- ✓ Slightly more than one-quarter of the respondents disagreed with this statement.
- ✓ 7-12 staff expressed the strongest agreement with this statement while K-6 staff expressed the lowest level of agreement with this statement.
- ✓ Administrators and Other Professional Staff on average expressed slight disagreement. While Special Education Teachers expressed the highest level of agreement with this statement.

Question 24: Students' progress should be rated based on their performance at their ability level rather than on grade level expectations.

- ✓ Slightly more than one-quarter of the respondents disagreed with this statement.

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- ✓ K-6 staff expressed the strongest level of agreement with this statement while 7-12 staff expressed the lowest level of agreement; however, the difference between these two groups was only slight.
- ✓ Title 1 Teachers showed the strongest agreement with this statement followed by the Other Professional Staff. The Other Teachers showed the least level of agreement with this task.

3. ATTITUDE TOWARD RESPONSIBILITY

Question 15: It is the special educator's responsibility to instruct students with special needs not the regular educator's.

- ✓ More than three-fourths of the respondents disagreed with statement.
- ✓ K-12 staff demonstrated the strongest feelings of disagreement to this statement while K-6 showed the lowest feelings of disagreement; however, they too, on average showed moderate levels of disagreement to this statement.
- ✓ The Administrators and Other Professional Staff expressed the strongest feelings of disagreement while the Title 1 and Other Teachers, on average, exhibited only slight feelings of disagreement.

Question 28: Team teaching, where the special education teacher works cooperatively with the regular education teacher in the regular education setting, is an effective practice for meeting the academic needs for students with special needs.

- ✓ Three quarters of the staff agreed with the statement.
- ✓ K-12 staff expressed the strongest feelings of agreement with this statement while the K-6 and 7-12 staff expressed only slight feelings of agreement with this statement.
- ✓ The Administrators, Special Education Teachers, and Other Professional Staff expressed the strongest feelings of agreement with this statement while the Title I and Other Teachers expressed, on average, only slight levels of agreement to this statement.

Question 29: Special educators and general educators in my school have opportunities to talk and plan curriculum instruction and the coordination of services on a regular basis.

- ✓ Slightly more than half of the respondents disagreed with the statement.
- ✓ Less than 0.2 points separate the average for each of the grade level groups suggesting little variance. The Administrators, Title I Teachers, and Other Teachers expressed slight agreement to this statement while, Classroom Teachers, SpEd Teachers, and Other Professional Teachers expressed moderate levels of disagreement.

Question 30: All students benefit when all teachers are held accountable for all students.

- ✓ Less than a quarter of the respondents disagreed with this statement.
- ✓ K-12 staff expressed the strongest feelings of agreement while the 7-12 staff expressed only slight levels of agreement.
- ✓ The Other Teacher, on average, expressed slight disagreement to this statement while all other groups' averages fell in the agreement range. The Administrators and Special Educators agreed most strongly to this statement.

Question 31: When a special education student is not meeting grade level expectations it is the primary responsibility of his/her regular education teacher to intervene.

- ✓ Slightly more than half of the respondents disagreed with this statement.
- ✓ Analysis of the group averages reveal very little between group variance based on grade level or position.
- ✓

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Question 32: Performance of special education students is the responsibility of both their regular educator as well as their special education teacher.

- ✓ Approximately one-eighth of the respondents disagreed with this statement.
- ✓ All grade level groups expressed moderate agreement with this statement.
- ✓ Special Educators expressed the strongest agreement with this statement while the Other Teachers expressed only slight agreement with this statement.

Question 33: When a special education student is not meeting grade level expectations it is the primary responsibility of his/her special education teacher to intervene.

- ✓ Slightly less than half of the respondents disagreed with this statement.
- ✓ Though there wasn't much difference between the groups it is noteworthy that 7-12 staff expressed slight agreement with this statement while the other groups expressed slight disagreement with this statement.
- ✓ There was minimal variance based on position.

Question 34: All students' performance will improve in a school environment where responsibility is collectively shared.

- ✓ About one-eighth of the staff disagreed with this statement.
 - ✓ Though all groups, on average, expressed agreement to this statement, the K-12 staff expressed stronger feelings of agreement.

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NHDOE SPECIAL EDUCATION FOCUSED MONITORING AND IMPROVEMENT PROCESS

CORRECTIVE ACTION PLAN

SAU#: 84		NAME OF SCHOOL DISTRICT: Littleton School District		SUPERINTENDENT/EXECUTIVE DIRECTOR: Dotty Danforth, Supt.				
SPECIAL EDUCATION DIRECTOR: Kelly Noland				DATE OF PLAN: 6/8/09				
THE NHDOE, BUREAU OF SPECIAL EDUCATION, REQUIRES THAT ALL CITATIONS OF NON-COMPLIANCE BE CORRECTED AS SOON AS POSSIBLE, BUT NO LATER THAN ONE YEAR FROM THE FINAL REPORT DATE – BY 5/29/10								
CITATIONS OF NON-COMPLIANCE: Citations of non-compliance are defined as deficiencies that have been identified through the Focused Monitoring Review Process, which are in violation of state and federal Special Education rules and regulations.							For Use By Technical Assistant At Follow Up Visit	
CITATIONS OF NON-COMPLIANCE	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE (Check appropriate columns below to indicate expected completion time for each activity.) Please note: citations re: individual students must be benchmarked in the first quarter.				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				10/09	1/10	4/10	6/10	Note as Met, In Process or Not Met
ED 1109.01(a)/34CFR 300.320; Contents of IEP: <ul style="list-style-type: none"> Two out of six IEPs reviewed had no measurable goals 	<ul style="list-style-type: none"> Provide Training/ Professional Development to all SPED staff on writing measurable goals (including baseline data) 	<ul style="list-style-type: none"> Director of Student Services and Outside Consultant 	Copies of IEP's that reflect measurable goals	X				

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<ul style="list-style-type: none"> • One out of six IEPs had no functional goal(s) • Out of two HIGH SCHOOL IEPs, one had one measurable Transition Goal and one Transition Goal that was not measurable. The second IEP had 2 Transition Goals neither of which were measurable. 	<ul style="list-style-type: none"> • Provide Training/ Professional Development to all SPED staff around including functional goals in ALL IEPs • Provide Training/ Professional Development to all SPED staff on writing measurable transition goals 	<ul style="list-style-type: none"> • Director of Student Services and Outside Consultant • Director of Student Services and Outside Consultant 	<p>Copies of IEP's that reflect functional goals</p> <p>Copies of IEP's that reflect transition goals</p>	<p style="text-align: center;">X</p> <p style="text-align: center;">X</p>				
<p>Ed 1107.05 a/ 34 CFR 300.303 Evaluation Reports One of the out-of district files did not contain an Evaluation Summary</p>	<p>Provide Training/ Professional Development to all SPED staff on Case Management responsibilities</p>	<p>Director of Student Services and Outside Consultant</p>	<p>• File Audit for Evaluation Summary Compliance</p>	<p style="text-align: center;">X</p>				

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SAU#: 84	NAME OF SAU OR PRIVATE SCHOOL: Littleton			SUPERINTENDENT/EXECUTIVE DIRECTOR: Dotty Danforth	
SPECIAL EDUCATION DIRECTOR: Kelly Noland				DATE: 6/8/09	
<p>SUGGESTIONS FOR IMPROVEMENT: Suggestions for improvement, simply stated, are recommendations provided by the visiting team that are intended to strengthen and enhance programs, services, instruction and professional development. While the school or district is not held accountable for follow up on suggestions for improvement, the NHDOE strongly encourages the school or district to seriously consider the suggestions, determine which are most appropriate, and address those in the corrective action plan.</p>					For Use By Technical Assistant At Follow Up Visit
SUGGESTIONS	IMPROVEMENT ACTIVITY	PERSON(S) RESPONSIBLE	EVIDENCE OF COMPLIANCE AND EVIDENCE OF IMPACT ON STUDENTS, AS APPROPRIATE	TIMELINE	Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
					Note as Met, In Process or Not Met
Look at the service delivery model at Lakeway	Professional Development on the inclusion model and differentiated instruction in an effort to include all students in the general education classroom to the greatest extent possible	Director of Student Services; Special Education Coordinator; Outside Consultants/trainers	All identified students will receive their core instruction with the general education teacher, to the greatest extent possible. This will help increase achievement scores.	On-going throughout the 2009-2010 school year	
Parent Involvement in the IEP process	Develop a plan that incorporates multiple ways of soliciting parent input in the development of their child's IEP	Director of Student Services; Special Education Coordinator; Special Educators; Parents	A list of protocols for soliciting parent input in the development of their child's IEP. Feedback from case managers and parents on the process for including parents. This will increase parent	On-going throughout the 2009-2010 school year	

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			involvement and understanding in their child's education.		
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