

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

**Northumberland School District SAU 58  
Summary Report and Action Plan**

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# I. Table of Contents

Introduction	page 3
Get Ready for Inquiry	page 17
Organize and Analyze Data	page 30
Investigate Factors Impacting Student Achievement	page 41
Determine Effective Practices and Write a Plan	page 53
Implement, Monitor and Evaluate	page 54

## II. Introduction

May 18, 2009

### Overview of Focused Monitoring

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.

The state of New Hampshire has identified the Key Performance Indicator as the “achievement gap” between students with disabilities and their non-disabled peers. Through Focused Monitoring resources will be targeted for continuous improvement where it is most needed and discontinue a three year cyclical model of review.

Priority areas of special education compliance will be monitored to see what is important and achievable for educational benefit for students with disabilities. Focused Monitoring is the accountability and management system that supports measurable, continuous systemic improvement.

Focused Monitoring is a point of convergence for the Individuals with Disabilities Educational Act (IDEA 2004) and No Child Left Behind (NCLB). 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 or reading on a state assessment. Focused Monitoring measures the growth of students with disabilities in math and reading in comparison to their non-disabled peers.

The Northumberland School District assembled an Achievement Team which included district administrators, special educators, general educators, parent members, the high school guidance counselor, and school psychologist. The team met monthly to collect and analyze student performance data to assist the team in finding answers to the essential study question. The team was assisted in its work by two technical assistants who were provided by the New Hampshire Department of Education. The team followed an inquiry process which was adapted from “Developing an Effective School Plan,” by West Ed, Van Houten, Miyasaka, Agullard, and Zimmerman and “Understanding Gaps in Student Performance: Root Cause Analysis” by Education Development Center, Inc. used by the New Hampshire Department of Education in collaboration with The New England Comprehensive Center in the DINI Process.

### **Five Step Inquiry Process**

#### **Step 1 Get Ready For Inquiry**

As a first step, the team assessed its readiness to undertake a systems change process and examined the district’s decision making process. We engaged in a “Data Dialogue” to analyze the readiness data. The team inventoried its available student performance data and its current district initiatives.

It will then determine what additional data it will need to gather in order to answer the essential question.

## **Step 2 Organize and Analyze Data**

During step 2, the team will focus on determining the nature of the achievement gap between students with disabilities and their non-disabled peers, by content area and level. The team may decide to conduct perception surveys of parents, students, and teachers to provide it with additional student performance data. It will triangulate (use multiple data sources), aggregate (summarize to determine patterns, connections, discrepancies), disaggregate (determine performance of subgroups) and communicate (display data) the performance data. .

## **Step 3 Investigate Factors Impacting Student Achievement**

Next the team will determine the root causes of underperformance and identify the significant challenges and needs of the district. It will need to seek answers to the essential question from a holistic system perspective, and examine curriculum, instruction, and assessment issues that impact all students in both general and special education settings. The team will then prepare a set of findings from its data analysis. The findings will provide the foundation for its system improvement plan.

## **Step 4 Determine Effective Practices and Write a Plan**

The team is now ready to convert district challenges/needs into priority goals for its action plan that will address the root causes of the achievement gap. The team will establish and examine a set of alternative system changes to determine their basis in research and their effectiveness. At this point in the inquiry process, the team may decide to conduct perception surveys of students, parents, and teachers with regard to strategies being considered. The team will prepare a final report on the year's study which includes the action plan and an application for an implementation grant to assist the team in carrying out its action plan.

## **Step 5 Implement, Monitor, and Evaluate**

Year 2 of the Focused Monitoring process will be the implementation year for the district's action plan. At the end of year 2, the team will be asked to evaluate the implementation of the action plan.

## Achievement Gap Data

### NECAP 2007-2008 School Year - Reading

Proficiency Level- <b>Reading Grade 3</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	2	7.69%
L2 Partially Proficient	1	5	19.23%
L 3 Proficient	1	16	61.54%
L4 Proficient with Distinction	1	3	11.54%
Total		26	

Proficiency Level- <b>Reading Grade 4</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	1	3.23%
L2 Partially Proficient	1	5	16.13%
L 3 Proficient	1	21	67.74%
L4 Proficient with Distinction	1	4	12.90%
Total		31	

Proficiency Level- <b>Reading Grade 5</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	0	0%
L2 Partially Proficient	1	8	23.53%
L 3 Proficient	1	24	70.59%
L4 Proficient with Distinction	1	2	5.88%
Total		34	

Proficiency Level- <b>Reading Grade 6</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	1	5.00%
L2 Partially Proficient	1	6	30.00%
L 3 Proficient	1	13	65.00%
L4 Proficient with Distinction	1	0	0%
Total		20	

Proficiency Level- <b>Reading Grade 7</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	0	0%
L2 Partially Proficient	1	10	32.26%
L 3 Proficient	1	19	61.29%
L4 Proficient with Distinction	1	2	6.45%
Total		31	

Proficiency Level- <b>Reading Grade 8</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	3	7.32%
L2 Partially Proficient	1	9	21.95%
L 3 Proficient	1	24	58.54%
L4 Proficient with Distinction	1	5	12.20%
Total		41	

Proficiency Level- <b>Reading Grade 11</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	3	6.82%
L2 Partially Proficient	1	6	13.64%
L 3 Proficient	1	31	70.45%
L4 Proficient with Distinction	1	4	9.09%
Total		44	

**NECAP 2007-2008 School Year- Math**

Proficiency Level- <b>Math Grade 3</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	6	16.67%
L2 Partially Proficient	1	3	8.33%
L 3 Proficient	1	21	58.33%
L4 Proficient with Distinction	1	6	16.67%
Total		36	

Proficiency Level- <b>Math Grade 4</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	5	13.89%
L2 Partially Proficient	1	6	16.67%
L 3 Proficient	1	19	52.78%
L4 Proficient with Distinction	1	6	16.67%
Total		36	

Proficiency Level- <b>Reading Grade 5</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	3	7.89%
L2 Partially Proficient	1	10	26.32%
L 3 Proficient	1	22	57.89%
L4 Proficient with Distinction	1	3	7.89%
Total		38	

Proficiency Level- <b>Reading Grade 6</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	10	31.25%
L2 Partially Proficient	1	10	31.25%
L 3 Proficient	1	10	31.25%
L4 Proficient with Distinction	1	2	6.25%
Total		32	

Proficiency Level- <b>Math Grade 7</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	9	23.68%
L2 Partially Proficient	1	9	23.68%
L 3 Proficient	1	18	47.37%
L4 Proficient with Distinction	1	2	5.26%
Total		38	

Proficiency Level- <b>Math Grade 8</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	13	26.00%
L2 Partially Proficient	1	15	30.00%
L 3 Proficient	1	19	38.00%
L4 Proficient with Distinction	1	3	6.00%
Total		50	

Proficiency Level- <b>Math Grade 11</b>	# of tests	# of Students	Percent
L1 Substantially Below Proficient	1	17	36.96%
L2 Partially Proficient	1	14	30.43%
L 3 Proficient	1	15	32.61%
L4 Proficient with Distinction	1	0	0%
Total		46	

## District Profile

The Northumberland School District serves the village of Groveton. There are two schools in the district serving K-12 students. The Groveton Elementary School has students from Grade K-6. The Groveton High School has students from Grade 7-12. There are a total of 425 students grades K-12 who are enrolled in the Groveton schools for the 2008-2009 school year.

Student attendance is high and generally stable across all Northumberland schools. Student attendance is one determiner of statewide funding. It is also an indicator of academic achievement, as students who attend school consistently are more likely to perform better academically both on standardized tests and in their regular classes.

Adequate Yearly Progress is determined by the NH Department of Education based on guidelines developed under the No Child Left Behind Legislation. Each year students are required to make academic progress in order for all students to be considered 100% proficient in reading and math by the year 2014. Schools that do not meet the arbitrary guidelines for two years in a row are considered “schools in need of improvement”, which includes sanctions against the school and a school-wide effort to determine the root cause of the lack of achievement.

Groveton Elementary School has been identified as a SINI based on their AYP status in mathematics for the years 2007 and 2008. While the school as a whole made significant progress, the sub-group of Special Education did not make the same level of progress, therefore identifying the school as not making AYP. A consultant was hired through federal Title I funds to work with the administration and staff to determine the root causes and to develop a plan to address them. That work has been completed and a draft plan submitted to the NH Department of Education for review and approval. They are in their first year of making AYP – if they make it again this year they will no longer be identified as a SINI.

<b>SAU #58 Schools Total Enrollment</b>				
<i>Source: October 1, 2008 Fall Report, NH Department of Education</i>				
<i>Districts</i>	<i>School Enrollment (Attendance Areas &amp; Grades)</i>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
<i>Northumberland</i>	<i>Groveton Elementary (K-6)</i>	200	194	188
	<i>Groveton High (7-12)</i>	264	264	237

<b>Percent of Special Education Students</b>			
<i>Source: SAU #58 Director of Special Services</i>			
	<b>Oct. 1, 2006 Data</b>	<b>Oct. 1 2007 Data</b>	<b>Oct. 1 2008 Data</b>
<i>Groveton Elementary</i>	13%	16%	14%
<i>Groveton High School</i>	14%	14%	16%

This represents the percent of students receiving special education services in each of the Northumberland schools.

<b>Students Per Teachers/Education Specialist/Administrators 2007-2008</b>			
<i>Source: NH Dept. of Education School Enrollment Data</i>			
	<b>Teacher</b>	<b>Education Specialist</b>	<b>Administrator</b>
<i>Groveton Elem.</i>	16.1	19.8	188
<i>Groveton High</i>	13.9	39.5	158

These data are based on information gathered by the NH Department of Education. They show ratios of students to teacher, education specialists, and administrators. Education specialists include guidance counselors, librarians, special education professionals and other professionals. The administrator ratio includes principals and assistant principals.

<b>Percent of Free and Reduced Lunch Students</b>			
<i>Source: Report FY 2007-08 Free/Reduced School Lunch Eligibility NH Department of Education</i>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<i>Groveton Elementary</i>	38.7%	40.4%	40.4%
<i>Groveton High School</i>	32.2%	31.7%	28.38%

This Free and Reduced Lunch Chart represents the percentage of students eligible to receive free and reduced lunch in each Northumberland school. Eligibility for free lunch is based on federal income guidelines.

\*State Average Grades 1-12

<b>Educational Attainment for Teachers 2007-08</b>			
<b>District</b>	<b>% Bachelor's</b>	<b>% Masters</b>	<b>% Degree Beyond Masters</b>
<i>Northumberland</i>	68.3%	24.4%	2.4%
<i>State</i>	50.5%	48.3%	0.9%

*Source: NH DOE Educational Attainment of Teachers in NH Public Schools and Public Academies, 2007-87  
Report date 4/16/2008*

<b>Cost per Pupil by District Elementary</b>			
<b>Years</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08*</b>
<i>Groveton Elementary K-6</i>	\$10,904	\$11,068	\$12,759
<i>State</i>	\$10,108	\$10,716	TBD

<b>Cost Per Pupil by District High School</b>			
<b>Years</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08*</b>
<i>Groveton High</i>	\$10,691	\$10,823	\$11,598
<i>State</i>	\$9,431	\$9,992	TBD

costs per pupil represent current expenditures less tuition and transportation costs.

*\*Estimated Preliminary 2007-08 cost per pupil*

*Source: Based on DOE-25 Report*

<b>Average Daily Student Attendance</b>			
<b>Schools</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<i>Groveton Elem. School</i>	96%	96%	96%
<i>Groveton High School</i>	96%	95%	94%

Student attendance is high and generally stable across all Northumberland schools. Student attendance is one determiner of statewide funding. It is also an indicator of academic achievement, as students who attend school consistently are more likely to perform better academically both on standardized tests and in their regular classes.

*Source: NH Department of Education Fall Reports*

<b>Number of External Suspensions 2004 – 2007</b>			
<i>Source: SAU #58 School Principals</i>			
<b>Schools</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<i>Groveton Elementary</i>	3	5	15
<i>Groveton High</i>	73	97	65

Few incidents of suspension occur in the elementary schools of SAU #58. This chart reflects external suspensions for such things as physical force, fighting, bullying or harassment or insubordination. In school suspension is also used when appropriate.

<b>Adequate Yearly Progress</b>				
<i>Source: NH Department of Education</i>				
<i>School</i>	<b>2007*</b>		<b>2008**</b>	
	Reading	Math	Reading	Math
<i>Groveton Elementary School</i>	Yes	No	No	No
<i>Groveton High School (Gr. 7&amp;8)</i>	N/A	N/A	Yes	Yes
<i>Groveton High School (Gr. 9-12)</i>	N/A	N/A	Yes	Yes
<i>*Based on Fall 2006 NECAP data and on Fall 2007 NECAP data</i>				

Adequate Yearly Progress is determined by the NH Department of Education based on guidelines developed under the No Child Left Behind Legislation. Each year students are required to make academic progress in order for all students to be considered 100% proficient in reading and math by the year 2014. Schools that do not meet the arbitrary guidelines for two years in a row are considered “schools in need of improvement”, which includes sanctions against the school and a school-wide effort to determine the root cause of the lack of achievement.

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### **Highly Qualified Teachers (HQT)**

As described in the **No Child Left Behind** legislation, all teachers must be considered highly qualified in order to teach in schools that accept federal funding. There are a variety of methods that can be used to determine a teacher’s highly qualified status. If teachers do not have the necessary degree, or have not exhibited competency through coursework and professional development, they have to complete an Alternative Certification Plan approved by the NH Department of Education. NCLB requires that districts notify parents if a teacher is not highly qualified. If you have questions about the highly qualified status of any teacher, please contact the Central Office at 636-1437.

<i>School</i>	Are all teachers considered highly qualified according to NCLB?
Groveton Elementary School	<b>No</b> ( <i>General Music</i> )
Groveton High School	<b>No</b> ( <i>Chorus, Physics</i> )

### **SAU #58 Professional Development**

Professional Development, a critical component to attaining program and school goals as well as a primary focus of the No Child Left Behind legislation, receives SAU-wide attention. The Professional Development Master Plan was submitted to the NH Department of Education in October 2007 with an emphasis on creating professional learning communities, data-driven instruction, and embedded professional development that will allow each school to research, review, and implement best practices. Our SAU is committed to providing our students with a highly qualified staff.

## Scholastic Aptitude Test (SAT)

Mean Scores									
<i>Source: College Board and SAU #58 Guidance Departments</i>									
	2005-06			2006-07			2007-08		
	Verbal	Math	Writing	Critical Reading	Math	Writing	Critical Reading	Math	Writing
<i>Groveton High</i>	458	521	476	455	450	446	464	487	434
<i>Nat'l Average</i>	503	518	497	502	515	494	502	515	494

The SAT is one of several indicators used by many colleges and universities to predict college performance. Starting with the 2005-06 year the SAT now has three sections as shown in the chart above. **41%** of the class of 2008 from Groveton High School took the SAT.

## **NORTHUMBERLAND SCHOOL DISTRICT**

### **MISSION STATEMENT**

Educating the students of the Northumberland School District is a partnership involving the students, parents, community members, and the professional and support staff of our schools. We will design and provide a broad range of educational experiences for students in an environment which is consistent, nurturing, and challenging. We honor the tradition of educational excellence in Northumberland and the integral role public schools play in fostering a sense of community.

### **STATEMENTS OF BELIEF**

We believe:

- The purpose of schools is learning.
- Everyone is entitled to a safe, supportive, and secure learning environment which recognizes individuality and diversity.
- Learning is a lifelong process of developing one's maximum potential.
- High standards encourage growth and prepare students to become contributing members of society.
- Students must be effective communicators and listeners who are capable of expressing themselves clearly.
- Students must be critical thinkers and problem solvers who can think abstractly and creatively.
- It is essential to recognize the importance of honesty and cooperation, as well as competition, in our complex society.
- Students must use available technology to facilitate learning, solve problems, and extend human possibilities.
- Everyone has the right to be treated with dignity and respect.
- Individuals are ultimately responsible for their own actions and achievements.
- Education is the responsibility of the entire community.
- Education is fundamental to the successful functioning of society and must be a priority.

## Achievement Team Membership

<b>Name</b>	<b>Title</b>	<b>Position</b>	<b>Constituency</b>
Carl Ladd	Superintendent	Superintendent	SAU 58
Pamela MacDonald	Special Education Director	Special Education Director	SAU 58
Pierre Couture	Principal	Principal	Groveton High School
Rosanna Moran	Principal	Principal	Groveton Elementary School
Shelli Roberts	Principal	Teaching Principal	Stark Village School
Aaron Bronson	Vice Principal	Vice Principal	Groveton High School
Tamra Eastman	School Psychologist	School Psychologist	SAU 58
Evan Hammond	Teacher	High School Special Education Teacher	Groveton High School
James Burt	Teacher	Middle School Special Education Teacher	Groveton High School
Brock Ingalls	Teacher	P.E. Teacher/Athletic Director	Groveton High School
Kimberly Wheelock	Teacher	Middle School English Teacher	Groveton High School
Michelle Fox-Bushaw	Teacher	High School Algebra Teacher	Groveton High School
Timothy Haskins	Teacher	High School English Teacher	Groveton High School
Heather Bushey	Teacher	Elementary Special Education Teacher	Groveton Elementary School
Timothy Brooks	Teacher	½ time Elementary Special Education Teacher	Groveton Elementary School
Kimberly Hockmeyer	Teacher	5 <sup>th</sup> /6 <sup>th</sup> grade Language Arts Teacher	Groveton Elementary School
Patty Stinson	Teacher	5 <sup>th</sup> /6 <sup>th</sup> grade Math Teacher	Groveton Elementary School
Juli Guay	Teacher	4 <sup>th</sup> Grade Classroom Teacher	Groveton Elementary School
Claire Senecal	Teacher	1 <sup>st</sup> Grade Classroom Teacher	Groveton Elementary School
Brenda Tilton	Teacher	3 <sup>rd</sup> Grade Classroom Teacher	Groveton Elementary School
Victoria Bailey	Reading Specialist	Elementary Reading Specialist	Groveton Elementary School
Kathy Treamer	Math Specialist	Elementary Math Specialist	Groveton Elementary School
Tina Deblois	Parent		
Joya Beaton	Parent		
Colleen Bovi	FM Technical Assistant	Focused Monitoring Technical Assistant	SERESC
Maryclare Heffernan	FM Technical Assistant	Focused Monitoring Technical Assistant	SERESC

## **Essential Question**

If teachers incorporate research-based practices that differentiate instruction to encourage and support the diverse needs of students, will our student performance improve and close the achievement gap between special education and regular education students?

### **III. Get Ready For Inquiry**

To determine where the staff at SAU 58 was in terms of readiness for systems change, a survey was administered. The survey gathered opinions/perceptions from professional staff on the following key factors related to the education of students in the Northumberland School District: 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. A group discussion of the data followed, once the data summary was completed. A data dialogue activity, “Data-Driven Dialogue” process, was 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 focused on system strengths and areas in need of improvement.

The results of the Focused Monitoring Readiness Survey showed a beginning understanding to identification of contributing factors to the achievement gap. The lowest score was in the improved student outcomes category. The score for this category was 2.05. It was determined this was an area of weakness the district needed to develop a plan to assist in restricting the achievement gap between regular and special education students.

The second lowest score was in the parent/community participation section. The score for this category was 2.20. The district conducts its ongoing educational decision making process without seeking parent and community input. District planning is conducted with very limited input from the parents and community members.

The third lowest score was in the common mission- literacy and numeracy category. The score for this category was 2.21. The team felt there was irregularity between Groveton High School and Groveton Elementary Schools regarding the mission of teaching literacy and numeracy. The team determined this was an area of weakness that also needed further research.

The fourth lowest score resulted in a tie for two categories district decision making process and communication across the district. The scores for these two categories were 2.50. For the district decision making process it was found that issues of governance were organized in a top-down approach. The administrators control the planning and decision making environment with little to no consultation from the staff. For the communication across the district it was found there is little to no communication between departments and buildings, which leads to inconsistency of practice as well as policy implementation across the district.

Coming in sixth place on the scores was continuous improvement. The score for this category was 2.70. The district has developed a long range plan for improvement; however, there is no evaluation process that has been developed to measure. The focus of the district is to strive for continuous improvement in its programs which is in the beginning stages of planning.

Collaboration between general and special educators scored in fifth place. The score for this category was 2.85. It was found that general and special educators work separately and students with disabilities are viewed as the primary responsibility of the special educators.

Public Reporting of District Progress came in fourth place. The score for this category was 2.90. The District has developed a report card that is distributed yearly at the annual school board meeting. The report card is also available on the SAU 58 website for the public to view. The report card shows year to year progress of our students in all of our schools.

The use of data scores placed this section in third place. The score for this category was 2.95. The district is in the early stages of utilizing data to make educational decisions. Using technology, the district is developing a reliable and effective system of data collection and analysis. All staff participating in this procedure has been trained in data use and have access to classroom levels.

Second place was the category of professional development. The score for this category was 3.30. All professional development activities and workshops are aligned with district and building goals and district planning. Several in service days are planned throughout the year in order to provide training for all staff.

Scoring in the top number one slot was Alignment of curriculum, instruction, and assessment. Curriculum instruction and assessment are aligned with NH grade level expectations. The SAU has worked on this for several years and utilizing curriculum mapper have been able to obtain this goal. Curriculum essentials are given instructional priority by several educators across the district; however the district is not at 100%.

Readiness Summary	1	2	3	4	Sum	Responses	Score
Improved Student Outcomes	5	9	6	0	20	20	2.05
Continuous Improvement	1	7	9	3	20	20	2.70
Common Mission Literacy & Numeracy	2	11	6	0	19	19	2.21
Collaboration Gen. & Sped	2	2	13	3	20	20	2.85
District Decision- Making Progress	4	6	6	4	20	20	2.50
Communication Across District	2	8	8	2	20	20	2.85
Professional Development	0	2	10	8	20	20	3.30
Use of Data	1	2	14	3	20	20	2.95
Public Reporting of District Progress	3	4	5	8	20	20	2.90
Parent Community Participation	3	10	7	0	20	20	2.20
Alignment of Curriculum, Instruction and Assessment	0	2	9	9	20	20	3.35

## **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 was administered to the Focused Monitoring Achievement team within the system. Participants were 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 collected and aggregated the data by characteristic and level. Each response was recorded and then tallied by multiplying the number of responses times each rubric level. Total value was added together and then divided by the number of participants to determine the average response for each characteristic.

## Focused Monitoring District System Readiness Tool

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 is 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 inconsistency of practice and policy implementation across the district.	1	2	3	4	Communication systems and mechanisms are in place to ensure continuous, effective communication between 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.

The team took an inventory of initiatives. Please find the results below:

### **Northumberland Elementary School - Current Initiatives**

Title I

Math Trailblazers

Reading Recovery

Math Recovery

Literacy Programs

Wendy Mattson (literacy)

After School Programs

First Steps Program (Math)

\*GLE Alignment

Literacy Action Plan

\*Classroom Walkthroughs

\*Curriculum Mapper

\*Performance Pathways

\*NWEA

\*Data Analysis Team

\*Focused Monitoring

\*EdLine

\*My Learning Plan

Faculty Book Reading

\*Danielson Teacher Evaluation Model

### **Groveton Middle/High Schools - Current Initiatives**

\*Danielson Teacher Evaluation Model

\*Curriculum Mapping

\*NWEA Testing

\*Performance Pathways Team

High School Competencies – completed and in the curriculum map

\*Classroom Walk Throughs

Success in Academics Teams

\*Edline

Key Club and other Extracurricular Activities

\*My Learning Plan

\*Faculty Book Reading & Discussion using Marzano's "Classroom Instruction That Works"

### **Special Education – Current Initiatives for SAU 58**

- Monthly Workshops
- September- Instructional Strategies
- October- Modifications and Accommodations
- November & December- Differentiated Instruction
- January-Disability Spotlight

- February- Understanding by Design
- March- Behavior Management
- April- The ABCs of Special Education
- May- The ABCs of a 504

Other workshops:

- Inclusive Education
- Skills Tutor Presentation
- Implementing Teacher Planned Instruction
- Roles and Responsibilities
- Collaborative Teamwork
- Characteristics of Children & Youth with Various Disabilities
- Strategies for Students in the Classroom
- Characteristics & Strategies for children with Asperger's

**NECAP Results and Analysis of Achievement Gap**

**NECAP 2007-2008 School Year - Reading**

<b>Proficiency Level- Reading Grade 3</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	7	19.44%	6	4
L2 Partially Proficient	1	7	19.44%	1	2
L 3 Proficient	1	17	47.22%	1	6
L4 Proficient with Distinction	1	5	13.89%	1	3
<b>Total</b>		<b>36</b>			

<b>Proficiency Level- Reading Grade 4</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	4	11.11%	2	3
L2 Partially Proficient	1	6	16.67%	1	4
L 3 Proficient	1	22	61.11%	1	6
L4 Proficient with Distinction	1	4	11.11%	0	3
<b>Total</b>		<b>36</b>			

<b>Proficiency Level- Reading Grade 5</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>

L1 Substantially Below Proficient	1	1	2.63%	1	0
L2 Partially Proficient	1	10	26.32%	2	2
L 3 Proficient	1	25	65.79%	1	10
L4 Proficient with Distinction	1	2	5.26%	0	2
Total		38			

Proficiency Level- <b>Reading Grade 6</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	4	12.50%	2	2
L2 Partially Proficient	1	10	31.25%	3	6
L 3 Proficient	1	18	56.25%	1	4
L4 Proficient with Distinction	1	0	0%	0	0
Total		32			

Proficiency Level- <b>Reading Grade 7</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	3	7.89%	3	2
L2 Partially Proficient	1	12	31.58%	3	5
L 3 Proficient	1	20	52.63%	0	6
L4 Proficient with Distinction	1	3	7.89%	0	0
Total		38			

<b>Proficiency Level- Reading Grade 8</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	9	18.00%	7	6
L2 Partially Proficient	1	12	24.00%	3	8
L 3 Proficient	1	24	48.00%	0	12
L4 Proficient with Distinction	1	5	10.00%	0	3
<b>Total</b>		<b>50</b>			

<b>Proficiency Level- Reading Grade 11</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	4	8.70%	1	4
L2 Partially Proficient	1	7	15.22%	1	7
L 3 Proficient	1	31	70.45%	0	21
L4 Proficient with Distinction	1	4	9.09%	0	3
<b>Total</b>		<b>46</b>			

**NECAP 2007-2008 School Year- Math**

<b>Proficiency Level- Math Grade 3</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	6	16.67%	6	3
L2 Partially Proficient	1	3	8.33%	1	2
L 3 Proficient	1	21	58.33%	1	5
L4 Proficient with Distinction	1	6	16.67%	0	4
<b>Total</b>		<b>36</b>			

<b>Proficiency Level- Math Grade 4</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	5	13.89%	4	4
L2 Partially Proficient	1	6	16.67%	0	4
L 3 Proficient	1	19	52.78%	1	8
L4 Proficient with Distinction	1	6	16.67%	0	1
<b>Total</b>		<b>36</b>			

<b>Proficiency Level- Math Grade 5</b>	<b># of tests</b>	<b># of Students</b>	<b>Percent</b>	<b># of SpEd Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	1	3	7.89%	1	0
L2 Partially Proficient	1	10	26.32%	2	2
L 3 Proficient	1	22	57.89%	1	11

L4 Proficient with Distinction	1	3	7.89%	0	2
Total		38			

Proficiency Level- <b>Math Grade 6</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	4	12.50%	2	4
L2 Partially Proficient	1	10	31.25%	2	5
L 3 Proficient	1	18	56.25%	1	4
L4 Proficient with Distinction	1	0	0%	1	0
Total		32			

Proficiency Level- <b>Math Grade 7</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	9	23.68%	5	4
L2 Partially Proficient	1	9	23.68%	0	4
L 3 Proficient	1	18	47.37%	1	7
L4 Proficient with Distinction	1	2	5.26%	0	0
Total		38			

Proficiency Level- <b>Math Grade 8</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	13	26.00%	8	7
L2 Partially Proficient	1	15	30.00%	0	10

L 3 Proficient	1	19	38.00%	1	8
L4 Proficient with Distinction	1	3	6.00%	0	2
Total		50			

Proficiency Level- <b>Math Grade 11</b>	# of tests	# of Students	Percent	# of SpEd Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	17	36.96%	1	11
L2 Partially Proficient	1	14	30.43%	1	10
L 3 Proficient	1	15	32.61%	0	8
L4 Proficient with Distinction	1	0	0%	0	0
Total		46			

### **Data- Driven Dialogue**

#### Phase 1- Predict

- Surfacing experiences, possibilities, and expectations
- With What assumptions are we entering?
- What are some predictions we are making?
- What are some questions we are asking?
- What are some possibilities for learning that this experience presents to us?

#### Phase 2- Observe

- Analyzing the data
- What important points seem to “pop out”?
- What are some patterns or trends that are emerging?
- What seems to be surprising or unexpected?

#### Phase 3- Infer/Question

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

## Results of the Data-Driven Dialogue

### *Observations*

- Students with IEPs helped increase proficiency in grade 3.
- 60% of All Others did not score in the proficient range.
- One student's score can have a big impact on proficiency results.
- No IEP students scored proficient in grades 8 and 11.
- 1/3 of All Others in grades 3,5,6,7 8 and 11 did not score in the proficient range
- There are a large number of students scoring in the partially proficient range
- There are few students scoring proficient with distinction

### *Questions/Inferences*

- What is the percentage of students who do not "buy-in" to the test vs. the percentage of students who have reading or math difficulties?
- What is the impact of heterogeneous vs. homogeneous grouping (IEP students vs. non)?

## **IV. Organize and Analyze Data**

The team looked at the above 2007-2008 NECAP data and came up with the following analysis:

### **Reading**

19% of third graders scored in the L 1 range. Of those 16% were special ed students.

19% of third graders scored in the L2 range. Of those 2% were special ed students.

11% of fourth graders scored in the L1 range. Of those 5% were special ed students.

17% of fourth graders scored in the L2 range. Of those 2% were special ed students.

2% of fifth graders scored in the L1 range. Of those 2% were special ed students.

26% of fifth graders scored in the L2 range. Of those 5% were special ed students.

13% of sixth graders scored in the L1 range. Of those 6% were special ed students.

12% of sixth graders scored in the L2 range. Of those 9% were special ed students.

7% of seventh graders scored in the L1 range. Of those 7% were special ed students.

31% of seventh graders scored in the L2 range. Of those 7% were special ed students.

26% of eighth graders scored in the L1 range. Of those 16% were special ed students. 30% of eighth graders scored in the L1 range. Of those 0% were special ed. Students.

9% of eleventh graders scored in the L1 range. Of those 2% were special ed students.

15% of eleventh graders scored in the L2 range. Of those 2% were special ed students.

### **Math**

16% of third graders scored in the L1 range. Of those 16% were special ed students.

8% of third graders scored in the L2 range. Of those 2% were special ed students.

14% of fourth graders scored in the L1 range. Of those 11% were special ed students.

16% of fourth graders scored in the L2 range. Of those 0% were special ed students.

8% of fifth graders scored in the L1 range. Of those 2% were special ed students.

26% of fifth graders scored in the L2 range. Of those 5% were special ed students.

12% of sixth graders scored in the L1 range. Of those 6% were special ed students.

31% of sixth graders scored in the L2 range. Of those 6% were special ed students.

23% of seventh graders scored in the L1 range. Of those 13% were special ed students.

23% of seventh graders scored in the L2 range. Of those 0% were special ed students.

26% of eighth graders scored in the L1 range. Of those 16% were special ed students.

30% of eighth graders scored in the L2 range. Of those 0% were special ed students.

37% of eleventh graders scored in the L1 range. Of those 2% were special ed students.

30% of eleventh graders scored in the L2 range. Of those 2% were special ed students.

Item 1: NWEA Fall 2007 - Math Survey  
2-5 V4 - Gr 3 - 10/1/2007

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	1	25.00%
L2 - Partially Proficient	1	1	25.00%
L3 - Proficient	1	1	25.00%
L4 - Proficient with Distinction	1	1	25.00%
<b>Total</b>		<b>4</b>	

Item 2: NWEA Fall 2007 - Math Survey  
6+ V4 - Gr 11 - 10/1/2007

Proficiency Level	# of Tests	# of Students	Percent
L2 - Partially Proficient	1	1	100.00%
<b>Total</b>		<b>1</b>	

Item 3: NWEA Winter 2008 - Math Survey  
2-5 V4 - Gr 3 - 2/1/2008

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	2	5.88%
L2 - Partially Proficient	1	1	2.94%
L3 - Proficient	1	19	55.88%
L4 - Proficient with Distinction	1	12	35.29%
<b>Total</b>		<b>34</b>	

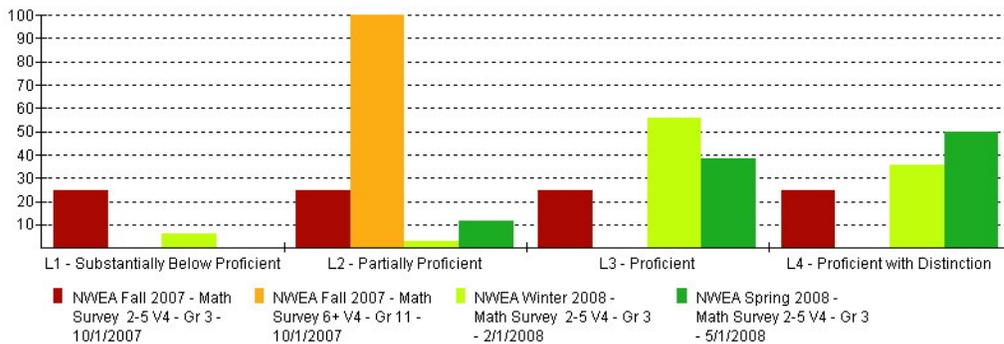
Item 4: NWEA Spring 2008 -	# of Tests	# of Students	Percent

Math Survey 2-5 V4 - Gr 3 -  
5/1/2008

Proficiency Level

L2 - Partially Proficient	1	4	11.76%
L3 - Proficient	1	13	38.24%
L4 - Proficient with Distinction	1	17	50.00%
<b>Total</b>		<b>34</b>	

Assessments



Item 1: NWEA Fall 2007 - Math Survey 2-5 V4 - Gr 4 - 10/1/2007

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	1	25.00%
L2 - Partially Proficient	1	1	25.00%
L3 - Proficient	1	2	50.00%
<b>Total</b>		<b>4</b>	

Item 2: NWEA Winter 2008 - Math Survey 2-5 V4 - Gr 4 - 2/1/2008

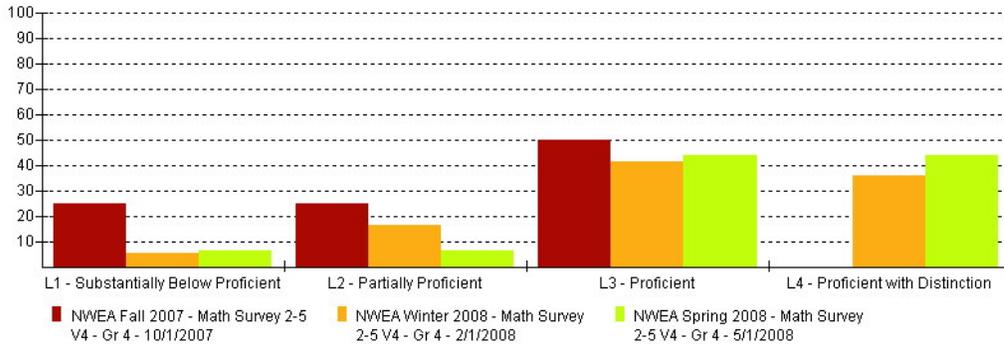
Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	2	5.56%
L2 - Partially Proficient	1	6	16.67%
L3 - Proficient	1	15	41.67%
L4 - Proficient with Distinction	1	13	36.11%
<b>Total</b>		<b>36</b>	

Item 3: NWEA Spring 2008 - Math Survey 2-5 V4 - Gr 4 - 5/1/2008

Proficiency Level	# of Tests	# of Students	Percent
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L1 - Substantially Below Proficient	1	2	6.25%
L2 - Partially Proficient	1	2	6.25%
L3 - Proficient	1	14	43.75%
L4 - Proficient with Distinction	1	14	43.75%
<b>Total</b>		<b>32</b>	

### Assessments



#### Item 1: NWEA Fall 2007 - Math Survey 2-5 V4 - Gr 5 - 10/1/2007

Proficiency Level	# of Tests	# of Students	Percent
L2 - Partially Proficient	1	2	66.67%
L3 - Proficient	1	1	33.33%
<b>Total</b>		<b>3</b>	

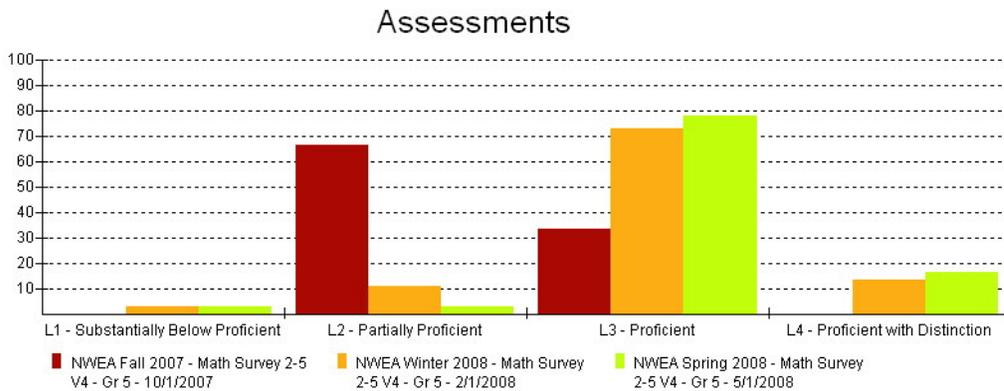
#### Item 2: NWEA Winter 2008 - Math Survey 2-5 V4 - Gr 5 - 2/1/2008

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	1	2.70%
L2 - Partially Proficient	1	4	10.81%
L3 - Proficient	1	27	72.97%
L4 - Proficient with Distinction	1	5	13.51%
<b>Total</b>		<b>37</b>	

#### Item 3: NWEA Spring 2008 - Math Survey 2-5 V4 - Gr 5 - 5/1/2008

Proficiency Level	# of Tests	# of Students	Percent
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L1 - Substantially Below Proficient	1	1	2.78%
L2 - Partially Proficient	1	1	2.78%
L3 - Proficient	1	28	77.78%
L4 - Proficient with Distinction	1	6	16.67%
<b>Total</b>		<b>36</b>	



**Item 1: NWEA Fall 2007 - Math Survey 6+ V4 - Gr 6 - 10/1/2007**

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	1	33.33%
L3 - Proficient	1	2	66.67%
<b>Total</b>		<b>3</b>	

**Item 2: NWEA Winter 2008 - Math Survey 6+ V4 - Gr 6 - 2/1/2008**

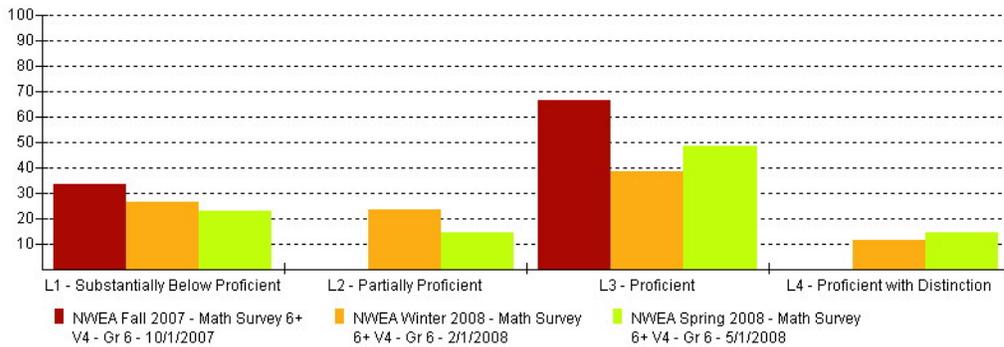
Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	9	26.47%
L2 - Partially Proficient	1	8	23.53%
L3 - Proficient	1	13	38.24%
L4 - Proficient with Distinction	1	4	11.76%
<b>Total</b>		<b>34</b>	

**Item 3: NWEA Spring 2008 - Math Survey 6+ V4 - Gr 6 - 5/1/2008**

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	8	22.86%

L2 - Partially Proficient	1	5	14.29%
L3 - Proficient	1	17	48.57%
L4 - Proficient with Distinction	1	5	14.29%
<b>Total</b>		<b>35</b>	

### Assessments



#### Item 1: NWEA Fall 2007 - Math Survey 6+ V4 - Gr 7 - 10/1/2007

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	1	25.00%
L2 - Partially Proficient	1	1	25.00%
L3 - Proficient	1	1	25.00%
L4 - Proficient with Distinction	1	1	25.00%
<b>Total</b>		<b>4</b>	

#### Item 2: NWEA Winter 2008 - Math Survey 6+ V4 - Gr 7 - 2/1/2008

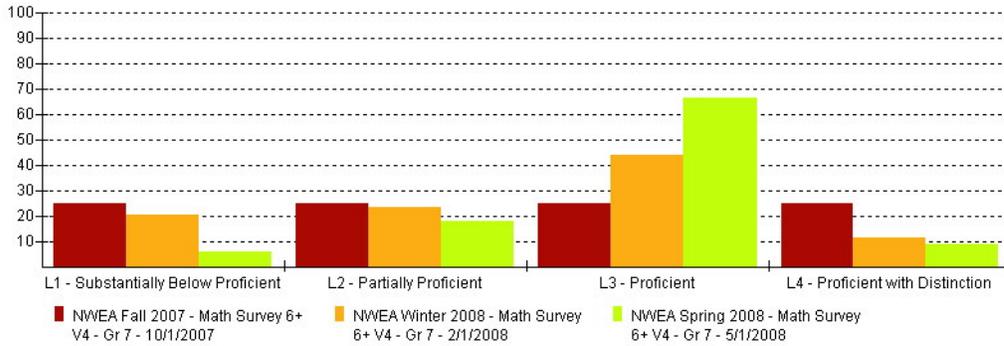
Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	7	20.59%
L2 - Partially Proficient	1	8	23.53%
L3 - Proficient	1	15	44.12%
L4 - Proficient with Distinction	1	4	11.76%
<b>Total</b>		<b>34</b>	

#### Item 3: NWEA Spring 2008 - Math Survey 6+ V4 - Gr 7 - 5/1/2008

Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	2	6.06%
L2 - Partially Proficient	1	6	18.18%
L3 - Proficient	1	22	66.67%

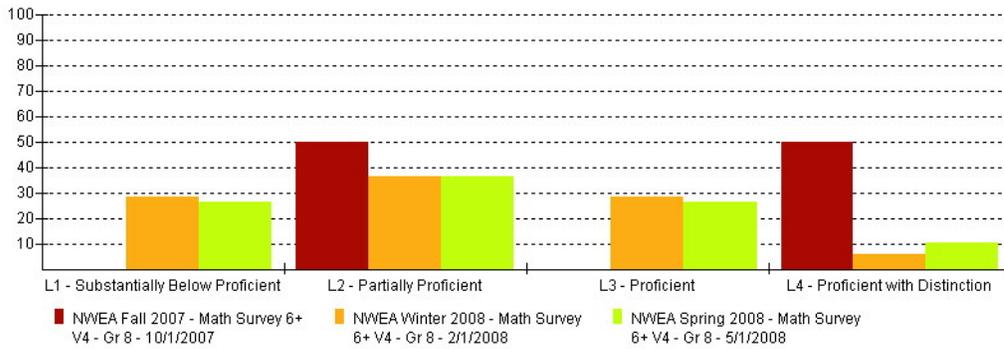
L4 - Proficient with Distinction	1	3	9.09%
<b>Total</b>		<b>33</b>	

### Assessments



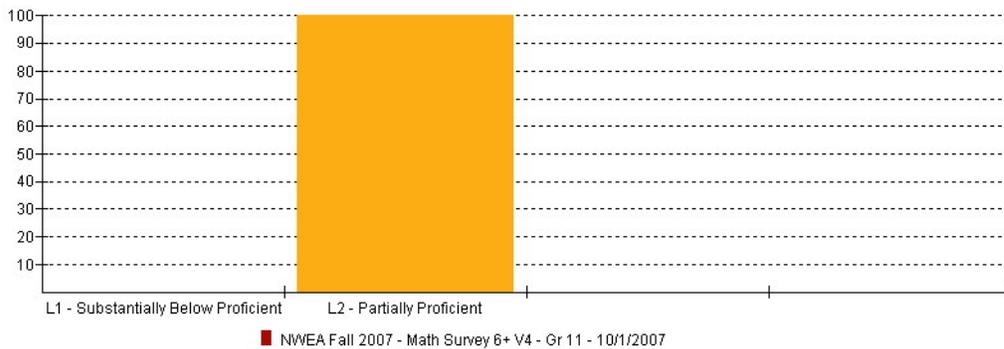
Item 1: NWEA Fall 2007 - Math Survey 6+ V4 - Gr 8 - 10/1/2007			
Proficiency Level	# of Tests	# of Students	Percent
L2 - Partially Proficient	1	1	50.00%
L4 - Proficient with Distinction	1	1	50.00%
<b>Total</b>		<b>2</b>	
Item 2: NWEA Winter 2008 - Math Survey 6+ V4 - Gr 8 - 2/1/2008			
Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	14	28.57%
L2 - Partially Proficient	1	18	36.73%
L3 - Proficient	1	14	28.57%
L4 - Proficient with Distinction	1	3	6.12%
<b>Total</b>		<b>49</b>	
Item 3: NWEA Spring 2008 - Math Survey 6+ V4 - Gr 8 - 5/1/2008			
Proficiency Level	# of Tests	# of Students	Percent
L1 - Substantially Below Proficient	1	13	26.53%
L2 - Partially Proficient	1	18	36.73%
L3 - Proficient	1	13	26.53%
L4 - Proficient with Distinction	1	5	10.20%
<b>Total</b>		<b>49</b>	

### Assessments



Item 1: NWEA Fall 2007 - Math Survey 6+ V4 - Gr 11 - 10/1/2007			
Proficiency Level	# of Tests	# of Students	Percent
L2 - Partially Proficient	1	1	100.00%
<b>Total</b>		<b>1</b>	

### Assessments



### Analysis

The team looked at NECAP and NWEA scores. For the NECAPS the team drilled down to the questions that students got wrong. One issue we came up with was that our students do not do well on open ended questions. The team also noticed that there were about 10 students in the high school who had transferred in from other towns and not had their education from K-6 in Groveton. The team also noticed that one student had been in five schools prior to Groveton. The team looked at attendance at both schools.

The team looked at NWEA scores. The team saw that some students did better on the NWEA than on the NECAP. The team wondered if it had anything to do with the fact that the NWEA is done on a computer.

The team discussed parent/family engagement. The elementary school hosted a few family nights this year with low attendance. The high school hosted an academia night with moderate attendance. The team also looked into attendance at both schools. The results are listed below.

Proficiency Level- <b>Reading Grade 3</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	7	4
L2 Partially Proficient	7	2
L 3 Proficient	17	6
L4 Proficient with Distinction	5	3
Total	36	
Proficiency Level- <b>Math Grade 3</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	6	3
L2 Partially Proficient	3	2
L 3 Proficient	21	5
L4 Proficient with Distinction	6	4
Total	36	
Proficiency Level- <b>Reading Grade 4</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	4	3
L2 Partially Proficient	6	4
L 3 Proficient	22	6
L4 Proficient with Distinction	4	3
Total	36	
Proficiency Level- <b>Math Grade 4</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	5	4
L2 Partially Proficient	6	4
L 3 Proficient	19	8
L4 Proficient with Distinction	6	1
Total	36	

Proficiency Level- <b>Reading Grade 5</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	1	0
L2 Partially Proficient	10	2
L 3 Proficient	25	10
L4 Proficient with Distinction	2	2
Total	38	
Proficiency Level- <b>Math Grade 5</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	3	0
L2 Partially Proficient	10	2

L 3 Proficient	22	11
L4 Proficient with Distinction	3	2
Total	38	

Proficiency Level- <b>Reading Grade 6</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	4	2
L2 Partially Proficient	10	6
L 3 Proficient	18	4
L4 Proficient with Distinction	0	0
Total	32	
Proficiency Level- <b>Math Grade 6</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	4	4
L2 Partially Proficient	10	5
L 3 Proficient	18	4
L4 Proficient with Distinction	0	0
Total	32	

Proficiency Level- <b>Reading Grade 7</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	3	2
L2 Partially Proficient	12	5
L 3 Proficient	20	6
L4 Proficient with Distinction	3	0
Total	38	
Proficiency Level- <b>Math Grade 7</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	9	4
L2 Partially Proficient	9	4
L 3 Proficient	18	7
L4 Proficient with Distinction	2	0
Total	38	

Proficiency Level- <b>Reading Grade 8</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	9	6
L2 Partially Proficient	12	8
L 3 Proficient	24	12
L4 Proficient with Distinction	5	3
Total	50	
Proficiency Level- <b>Math Grade 8</b>	# of Students	# of students with absences of 10 days or more
L1 Substantially Below Proficient	13	7
L2 Partially Proficient	15	10

L 3 Proficient	19	8
L4 Proficient with Distinction	3	2
Total	50	
<b>Proficiency Level- Reading Grade 11</b>	<b># of Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	4	4
L2 Partially Proficient	7	7
L 3 Proficient	31	21
L4 Proficient with Distinction	4	3
Total	46	
<b>Proficiency Level- Math Grade 11</b>	<b># of Students</b>	<b># of students with absences of 10 days or more</b>
L1 Substantially Below Proficient	17	11
L2 Partially Proficient	14	10
L 3 Proficient	15	8
L4 Proficient with Distinction	0	0
Total	46	

**Analysis:** The team discovered that some students who were on IEPs and scored in the L1 or L2 range had a high rate of absence; some were over 25 days per year. The team also noticed that there was a high rate of absence for students in the high school, yet the majority of these students were able to score in either L3 or L4.

The team at the high school also looked at individual students and noticed that the questions the students got wrong were connected to their area of disability. While the majority of student attendance is high (see chart below), it is evident that absences do affect those who have a disability and have a high rate of absence.

<b>Average Daily Student Attendance</b>			
<i>Schools</i>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>
<i>Groveton Elem. School</i>	96%	96%	96%
<i>Groveton High School</i>	96%	95%	94%

Drop out rates are low due to access to the North Country Charter School, the A+ program, and NH Virtual Learning Academy.

## **V. Investigate Factors Impacting Student Achievement**

For four years the curriculum at Groveton High School has been aligned to the NH Grade Level Expectations. Groveton High School uses the computer program Curriculum Mapper. The staff at Groveton High School and Groveton Elementary received several hours of training for this program. This program is updated yearly. Groveton Elementary School worked very hard this year to ensure the Curriculum Mapper was up to date and was being utilized in the classroom.

### Estimated Income of the average household in Northumberland

Income Level	# of Households	% of Total
\$1,000 - \$14,999	197	23.26 %
\$15,000 - \$24,999	128	15.11 %
\$25,000 - \$34,999	115	13.58 %
\$35,000 - \$49,999	177	20.90 %
\$50,000 - \$74,999	141	16.65 %
\$75,000 - \$99,999	48	5.67 %
\$100,000 - \$124,999	18	2.13 %
\$125,000 - \$149,999	10	1.18 %
\$150,000 - \$174,999	8	0.94 %
\$175,000 - \$199,999	1	0.12 %
\$250,000+	4	0.47 %

### Demographics and Characteristics-Groveton Elementary

<b>School Type</b>	Regular school
<b>Grades offered</b>	Kindergarten – 6th Grade
<b>Level</b>	Primary School
<b>Teacher FTEs</b>	20.4
<b>Surrounding community</b>	Rural, Remote Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

**Title I Eligible** 

### Demographics and Characteristics- Groveton High School

School Type	Regular School
Grades Offered	7 <sup>th</sup> -12 <sup>th</sup> grade
Level	Middle/high school
Surrounding Community	Rural, Remote Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

<b>Percent of Special Education Students</b> <i>Source: SAU #58 Director of Special Services</i>			
	<b>Oct. 1, 2006 Data</b>	<b>Oct. 1 2007 Data</b>	<b>Oct. 1 2008 Data</b>
<i>Groveton Elementary</i>	13%	16%	14%
<i>Groveton High School</i>	14%	14%	16%

<b>Percent of Free and Reduced Lunch Students</b> <i>Source: Report FY 2007-08 Free/Reduced School Lunch Eligibility NH Department of Education</i>			
	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>
<i>Groveton Elementary</i>	38.7%	40.4%	40.4%
<i>Groveton High School</i>	32.2%	31.7%	28.38%
<i>State Average</i>	18.2%*	18.9%*	18.5%*

<b>Adequate Yearly Progress</b> <i>Source: NH Department of Education</i>				
<b>School</b>	<b>2007*</b>		<b>2008**</b>	
	Reading	Math	Reading	Math
<i>Groveton Elementary School</i>	Yes	No	No	No
<i>Groveton High School (Gr. 7&amp;8)</i>	N/A	N/A	Yes	Yes
<i>Groveton High School (Gr. 9-12)</i>	N/A	N/A	Yes	Yes
<i>*Based on Fall 2006 NECAP data and on Fall 2007 NECAP data</i>				

<b>Students Per Teachers/Education Specialist/Administrators 2007-2008</b> <i>Source: NH Dept. of Education School Enrollment Data</i>			
	<b>Teacher</b>	<b>Education Specialist</b>	<b>Administrator</b>
<i>Groveton Elem.</i>	16.1	19.8	188
<i>Groveton High</i>	13.9	39.5	158
<i>Stark Village</i>	10.4	14.4	26
<i>Stratford Public</i>	6.6	15.7	115

<b>SAU #58 Schools Total Enrollment</b> <i>Source: October 1, 2008 Fall Report, NH Department of Education</i>				
<b>Districts</b>	<b>School Enrollment (Attendance Areas &amp; Grades)</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
<i>Northumberland</i>	<i>Groveton Elementary (K-6)</i>	200	194	188
	<i>Groveton High (7-12)</i>	264	264	237
<i>Total</i>		464	458	425

## Factors

The district looked at data for attendance, socio-economic status, and health issues. Found the common thread was students were transients, high absenteeism and students weren't receiving a consistent education.

The IEP teams were assembled on February 11, 2009 to review IEPs for four students. There was a 4<sup>th</sup> grader who was coded as a speech and language disability as well as a specific learning disability. There was a sixth grader who was coded as speech and language disability. There was a seventh grader who was coded with a specific learning disability, speech and language disability, and other health impaired. The ninth grader was coded as specific learning disability and speech and language disability. In the text box below is a compilation of strengths and suggestions that were generated from the IEP review.

<b>Strengths and Suggestions from IEP Review</b>	
<b>STRENGTHS</b>	<b>SUGGESTIONS</b>
There is much good data (NECAP, NWEA) for the team to review.	Team will more effectively use data to shape the IEPs.
The process was very methodical (clinical) with no emotion.	Team will write measurable goals.
Staff knows student well but their work with this student is not reflected in the IEP.	Transition from GES to GHS will be reviewed.
Team's willingness to evaluate and make changes.	Restructure how the team conducts the IEP process and progress monitoring.
Team's ability to apply information learned from this process.	Consider ways to increase time for collaboration.
Team works hard to collaborate and realizes the need to work through processes together.	Need to think differently about accountability.
Dedicated Staff	Writing measurable goals/benchmarks.
Staff complies with giving testing at student level	Consider meeting times with all disciplines to discuss progress.
Small school (everyone knows each other)	Take reports and have specialists be a part of the team to generate the development of IEPs.
Staff willing to take each case on an individual basis and come up with a creative plan.	Look at methodologies used to develop IEPs.
	Investigate ways to connect team members to address specific methodologies and approaches.
	IEP Training for general educators – how to read and interpret the components
	IEP Training for special educators – how to write measurable goals
	In-service to clarify purpose and need for

	<p>accommodations and modifications.</p> <p>There must be goals for all related services provided.</p> <p>Progress reports must go to the classroom teachers.</p> <p>Consider ways to engage parents more in the development of the IEP. If they do not complete the form sent home, ask for their input at the meeting.</p> <p>Build a pyramid of interventions for all students (regular and special ed)</p> <p>Self advocacy of students</p> <p>Student led IEP meetings</p> <p>More descriptive IEPs</p> <p>Competency Based report cards</p> <p>Proof to parents for removing accommodations</p> <p>Get more parents involved</p> <p>Offer career class to all students</p> <p>Provide each student with a transcript</p>
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<p style="text-align: center;"><b>Special Education Compliance Component of NHDOE Focused Monitoring Process</b> <b>Date of NHDOE Focused Monitoring IEP Review: February 11, 2009</b></p>
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**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, progress of students with disabilities, alignment of Special Education programming with the curriculum, instruction and assessment systems within the school district.

**Data Collection Activities:**

As part of the NHDOE Focused Monitoring Process a Special Education compliance review was conducted in the Northumberland School District on February 11, 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 requests for approval of new programs, and/or changes to existing programs

**SUMMARY OF FINDINGS:**

**IEP Review Process: Conducted on February 11, 2009**

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Northumberland 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 Northumberland School District were provided with a collaborative opportunity to review 4 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

- 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 NORTHUMBERLAND SCHOOL DISTRICT.**

**Building/District Summary of IEP Review Process  
Number of IEPs Reviewed: 4 IEPs**

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

**Conclusions/Patterns Trends Identified Through IEP Review Process**

- **How has this process informed future plans for improving the writing of student IEPs?**
  1. Greater collaboration among general and special educators when writing the IEPs will be beneficial, identify the time for collaboration; include more specific individual student performance information to establish present levels of performance and measurable goals.
- **Describe how individual student performance information is conveyed from grade to grade/school to school:**
  1. Information is provided but not conveyed in a consistent manner from grade to grade and school to school. Staff at the elementary and middle school meeting to discuss IEP students coming to the middle/high school. This can be improved through more focused and proactive transition planning that includes the students when possible.
- **How will the district further explore the factors that have impacted poor scores for individual students on state assessments?**
  1. Continue to review data of subgroups to target students not reaching proficiency and provide additional supports. At this time there are limited interventions or supports available to students, other than through special education.

**Strengths and suggestions identified related to IEP development/progress monitoring and services:**

## **Strengths**

- The teams use data to develop the IEPs.
- Staffs know their students well and are willing to learn from each other.
- The small school setting is helpful in knowing all students and providing each student with the supports they may need. Staffs are willing to develop individual student plans and to come up with creative problem solving.
- Special Education staff members are hard working professionals who want to meet the needs of the students with IEPs
- The IEPs reviewed contain the necessary components but they need to refine/develop measurement.
- Staffs are open to change and approach in designing IEPs
- The peer tutoring model at the high school is beneficial to students
- The schools have a lot of student information/data that is helpful in designing programming for individual needs.

## **Suggestions**

- The district should consider providing professional development to both general and special education staff in the writing of measurable IEP goals.
- Additional transition planning from Groveton Elementary to Groveton Middle School is encouraged. Transition processes from school to school should include the sharing of student specific information and data.
- Common planning time among disciplines providing services should be scheduled on a regular basis.
- Teams are encouraged to better utilize diagnostic information in the development of IEPs.
- Review/align curriculum with GLEs and GSEs and reflect their place in the IEPs.
- Evaluate accommodations to identify those that are appropriate for accessing the curriculum and assessments.
- Consider developing additional remedial programs at the middle/high school level in the areas of math, reading and writing centers for skill building.
- Design a pyramid of interventions (RTI model) for all students that is based on student assessments, targets identified student learning needs, offers interventions and includes frequent progress monitoring
- Determine the alternative supports that are needed and can be put in place to provide increased interventions and remediation at the middle/high school levels.
- Build a process to support student self-determination so that students participate in their own goal setting and assume greater ownership of their own education. Students should have a copy of their own transcript and, when appropriate, their own IEP, and understand their educational goals.
- Consider the design of competency based report cards to measure student progress that is aligned to the competencies
- Identify ways to get more parents involved in the education and educational decision making for their students
- Offer career classes to all students to support post secondary transition planning

Consider the narrative responses on page 11, # 2 (Future plans for IEP), #3 (Improving future performance on state assessment)& #4 (Process for communicating student information from grade-to-grade/school-to-school) and the strengths and suggestions from the individual IEP Reviews and summarize the patterns and trends in the building/district:

The Northumberland School District educators who participated in the IEP Review Process were fully engaged in the review of IEPs and in the dialogues that ensued regarding how to better communicate and collaborate in the design of IEPs that address the students' specific learning needs yet are relevant to the student, the classroom teacher and parent. The high level of professionalism that was demonstrated throughout the process is reflective of the concern that the educators have for ensuring their students receive the educational supports they each need to become self-sufficient and productive members of the community.

The district has had a very limited number of special education services and supports available, one full time special educator at each level (elementary, middle and high school) and inadequate additional supports for students, with or without disabilities, who may require interventions throughout their educational career. This has resulted in the small special education department assuming responsibility for any student identified with a learning challenge. This model creates time pressures, as the special educator feels responsible for a case load of students with often unrelated academic needs, and isolates rather than integrates the special educators within the schools. This is an area that must be reviewed and remedied so that the professional expertise available within the district is well appropriated. Designing a tiered model of intervention would provide one possible solution. The district's leadership has indicated a wish to pursue this route.

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

As a result of the 4 IEP's that were reviewed on February 11, 2009 and one preschool IEP, the following citations of non-compliance were identified:

**Individual Education Plans**

**CRF # 300.320 Content of IEP, ED 1109.01 Elements of an IEP**

Three of the four IEP's reviewed lacked measurable annual goals; 2 IEPs did not include functional goals; one IEP did not include a behavior plan for a student with behavior plan.

One preschool IEPs reviewed lacked measurable annual goals.

**Please Note:** *The citation 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:**

- The Northumberland School District administration, faculty and staff are dedicated to providing all of the district's students with a comprehensive and effective education.
- The Leadership and Achievement Teams dedicated significant time and attention to the Focused Monitoring Process, the IEP Review Process, and to identifying the underlying causes for the achievement gap between students with and without disabilities. They are commended for their work throughout the year and for their professional approach to a systems review and change.
- Through the IEP Review Process it was clear that the district's small and supportive community creates an environment where all students are well known by the faculty and staff and are provided the individual attention they require.
- There is a willingness to review current practices and consider new approaches to collaboration in the design and implementation of the IEP as well as in the use of student data.
- The district's well developed access to and use of technology increases the resources and information available to staff and students.
- The work that has begun within the Northumberland School District to provide a tiered system-wide framework of supports and services for all learners represents the beginning of a well needed plan. In addition, while the specific supports for students with disabilities have been limited the district is prepared to review the programming needs and address the gaps in services and supports for all learners.
- The building level leaders are supportive of the Focused Monitoring Process and IEP Review Process and are commended for their commitment to this work.
- The district's Special Education Director is committed to providing the educational supports necessary for students with disabilities and is commended for her participation in the planning and implementation of the Focused Monitoring Process throughout the year.

**LEA Focused Monitoring Compliance Application**

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education 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**

An Out-of-District File Review was conducted consistent with the NHDOE Focused Monitoring Compliance Process for a Northumberland student attending The Diamond Pond Academy (NHSEIS # 662117).

**Citation of Non-Compliance:**

Ed. 1109.01 CFR 300.320 IEP

The annual goals were not measurable.

**Please Note:** *The citation 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.*

**Students with Disabilities Attending Charter Schools:** At the time of the February 2009 IEP Review Process conducted in the Northumberland School District no student with an IEP was attending a charter school.

**Requests for Approval of New Programs and/or Changes to Existing Programs:** not applicable

Based on visits to each of these programs it was determined that . . .

**Conclusions:**

The Northumberland School District has worked hard this year to review current practices, analyze student results and identify program changes that are called for within the district. The limited number of specialized services and range of programs, or a tiered system-wide framework, has resulted in a lack of ability to provide flexible supports to students as they require them. While many of the district's students are demonstrating progress and reaching proficiency there remains a number of students, with or without disabilities, who would benefit from a revised approach to classroom based and individual student supports.

The district's good use of student specific data to review progress and identify curriculum or instructional needs is commended. The next step is to identify the range of supports and services that all students may need and begin to design school-wide models, using existing resources.

There was a concerted effort and high level of engagement from the many individuals who participated in the Focused Monitoring Process during the 2008-2009 school-year. Their thoughtful and productive work provides a start but the most important aspect of the work is yet to come. The district will welcome an interim superintendent for the upcoming school year and will need to work together to begin the design of tiered framework that utilizes the various professional skills that exist within the district in a strategic and meaningful way. There is no doubt that this can be accomplished and that, when done that the district will have an effective model that supports the learning outcomes.

**NOTE:** Specialist reports are a part of the development of the IEPs and are used to assist with present level of performance, goals, and services for the student. Special Ed Workshops have provided and will continue to provide training for all staff in accommodations and modifications for two years, however attendance is voluntary. If parents do not complete the form for the development of the IEP, their input is asked for at the meeting. Special Educators have received training on how to write measurable goals. All case managers attended six workshops during the 2006-2007 school year. Service providers were unable to attend these workshops and training will be provided for them.

## Corrective Action Plan

SAU#:58	NAME OF SCHOOL DISTRICT: Northumberland School District	SUPERINTENDENT/EXECUTIVE DIRECTOR: Carl M. Ladd						
SPECIAL EDUCATION DIRECTOR: Pamela R. MacDonald		DATE OF PLAN: June, 2009- May, 2010						
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 May 1, 2010								
<b>CITATIONS OF NON-COMPLIANCE:</b> 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	<b>TIMELINE</b>				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				(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.				
				9/09	12/09	3/10	5/10	
<b>Individual Education Plans CRF # 300.320 Content of IEP, ED 1109.01 Elements of an IEP</b> Three of the four IEPs reviewed lacked measurable annual goals; two preschool IEPs lacked measurable annual goals; one out-of-district IEP lacked measurable annual goals; 2 IEPs did not include functional goals; one IEP did not include a behavior plan for a student with behavior plan.	<b>The improvement activity will be workshops with a specialist in measurable goals. The goals on the IEPs that were not measurable were written by service providers. The workshops will be for service providers and special ed case managers who have not had the measurable goal training in 2006.</b>	<b>Pamela MacDonald, Special Education Director</b>	<b>Dates of when workshops are completed. Checking IEPs to make sure the goals are measurable.</b>				X	

## VI. Determine Effective Practices and Write a Plan

<b>Action Steps</b>	<b>Timeline</b>	<b>Estimated Resources Needed</b>	<b>Individuals Responsible</b>	<b>Monitoring and Evaluation Plan</b>	<b>Impact on Student Learning</b>
NWEA Testing fall, spring & for new students	Spring, 2009 and each fall/spring from there on	NWEA program (already in place)	Guidance Counselor Administrators	Check Performance Pathways for student scores	NWEA will assist all educational teams in tracking strengths and weaknesses of all students and implement an intervention program (skills tutor)
Create Profiles of all students	Begin fall, 2009 and update yearly	Kid Grid (already have)	All staff	Administrative Team will meet regularly to discuss progress	One page grid to assist in tracking and planning interventions for all students
Provide Reading support for grades 6-8	Begin Fall 2009	Hire a part time reading specialist	Reading specialist Administrators	Reports of progress will be shared at IEP meetings and progress meetings	Students will continue to have consistent reading support in middle school.
Skills Tutor	Begin Spring, 2009 through June, 2009	Skills Tutor Program	Special Ed Director, Core teachers, Principals	Reports of progress can be accessed by administrators and teachers to check for student progress	Skills Tutor helps students master core skills with research-based content, diagnostic testing and prescriptive features
Measurable Goals Workshops	End 4/10/2010	Measurable Goal Specialist	Special Education Director	Completion of the workshop; viewing individual IEPs to see goal has been met.	Measurable goals are a concrete measurement of where the student is going and how we are going to accomplish this goal.

## **VII. Implement, Monitor and Evaluate**

The leadership team will meet four times over the 2009-2010 school year. These meetings will take place in November, January, March and May. The team will evaluate the action steps for all of the programs put into place at each meeting. Questions used will include the suggested:

Are we doing what we said we would do in our plan?

Are we doing it well?

Is it having an impact on student achievement?

What evidence do we have that the plan is having a positive impact upon student achievement?

A report will be generated using the aforementioned questions as a base. Members of the achievement team will bring reports on student progress. The team would like to also have our technical assistants be a part of the four meetings as they have been essential to our progress.