

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



**Seabrook School District – SAU#21
Focused Monitoring District
School Year 2011-2012**



SAU 21 Educational Philosophy

We, the members of the SAU 21 educational community, are committed to developing lifelong learners who are creative and critical thinkers and who contribute to a changing global society.

The SAU 21 educational community consists of students, teachers, parents, administrators, school board members and the community-at-large working collaboratively towards this mission.

Introduction

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

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

Seabrook School District is one of five districts within School Administrative Unit # 21. The district is comprised of two schools; Seabrook Elementary School which includes 419 students in Pre-kindergarten through Grade 4. The Seabrook community is proud to offer public preschool at no expense to our families of four year old children. Seabrook Middle School houses students in grades five-eight with a total student population of three hundred eighteen (318). Between both the elementary and middle school 115 students are identified as needing special education services.

The socioeconomic level of the Seabrook community is consistently below the state average. In 2011, despite an active tourist economy and an expanding business sector, Seabrook residents remain vastly under-represented in well-paying local jobs because of chronic educational under-achievement. This community consistently reports one of the highest unemployment rates in the state (7.1% vs. 5.5% Jan. 2012) and a median income rate which is 21% below the state average (\$50,718 vs. \$64,131, according to New Hampshire Employment Security). Additionally, Seabrook reports the second highest level of teen pregnancy in the state (65.2 births per 1,000; three times the state average of 22.7 per 1,000) with 28% of single female parent households earning an average income of only \$11,086. Seabrook also reports one of the highest drop-out rates in the state with 41% of adult males (18-25) reporting no high school diploma. Currently, 37% of Seabrook residents rent rather than own their own homes. In winter, low-income rental apartments and hotels become the home to many transient families who cannot afford housing elsewhere. In warmer weather, some of these families migrate to campgrounds as their children continue in our schools. Considered homeless according to the McKinney-Vento Homeless Assistance Act, children living in these conditions often have significant gaps in their education, as well as social and emotional problems caused by familial instability and frequent relocations.

Essential Question:

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

Date of Report: June 11, 2012

Statutory Authority for New Hampshire Department of Education Monitoring

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

The summary report for the Focused Monitoring during the 2010-2011 school year, and more importantly will contain a limited number of well defined goals that will help focus the district's work by setting a target for student achievement or addressing the factors that impact student achievement. The document is intended to be a synthesis of what the Achievement Team has accomplished, which supports an improvement plan with clear goals, research-based interventions and action steps to achieve the goal of narrowing the achievement gap between students with and without disabilities. Monitoring visits and corrective actions focus on the specific processes related to the Key Performance Indicator that put districts on the "visit" list and are aimed at helping districts improve their performance on that indicator. A statewide group of stakeholders identified the key focus area for New Hampshire school districts.

<i>New Hampshire Department of Education Technical Assistants</i>	
<i>Colleen Bovi</i>	<i>Educational Consultant</i>
<i>Maryclare Heffernan</i>	<i>Educational Consultant</i>

Leadership Team Members	
Team Member	Position
Bryan Belanger	Assistant Principal, Seabrook Middle School
June Casey	Mathematics, Grade 7, Seabrook Middle School
Kate Cronin	Grade 4, Seabrook Elementary School
Kathy Cronin	School Board Member, Seabrook School District
Anne Marie Grigus	Reading Specialist, Seabrook Elementary School
Michael Hatfield	Director of Special Services, Seabrook Schools
Barbara Hopkins	Assistant Superintendent, SAU #21
Teresa Morin Bailey	Principal, Seabrook Elementary School
Cathy Nelson	Special Educator, Grade 8, Seabrook Middle School
Les Shepard	Principal, Seabrook Middle School
Dr. Robert Sullivan	Superintendent of Schools, SAU #21

Achievement Team Members	
Team Member	Position
Bryan Belanger	Assistant Principal, Seabrook Middle School
June Casey	Mathematics, Grade 7, Seabrook Middle School
Kate Cronin	Grade 4, Seabrook Elementary School
Karen Grady	Special Educator, Grades 3,4, Seabrook Elementary
Anne Marie Grigus	Reading Specialist, Seabrook Elementary School
Michael Hatfield	Director of Special Services, Seabrook Schools
Eris Hersey	Grade 3, Seabrook Elementary School
Barbara Hopkins	Assistant Superintendent, SAU #21
Laura Litcofsky	Parent, Seabrook Elementary School
Cathy MacDonald	Grade 2, Seabrook Elementary School
Ana Manfredonia	Parent, Seabrook Elementary School
Donna Moisan	Special Ed Paraprofessional, Seabrook Elementary
Teresa Morin Bailey	Principal, Seabrook Elementary School
Cathy Nelson	Special Educator, Grade 8, Seabrook Middle School
Anna Ouellette	Occupational Therapist
Kirsten Ranalli	Preschool Teacher, Seabrook Elementary School
Les Shepard	Principal, Seabrook Middle School
Elaine Smith	English, Grade 8, Seabrook Middle School
Tracy Griffenhagen Threeton	Special Educator, Grade 5, Seabrook Middle School

Seabrook Individual Education Plan Review Team Members	
Team Member	Position
Patricia Beach	Team Teacher, Seabrook Middle School
Bryan Belanger	Assistant Principal, Seabrook Middle School
Paula Boivin	Occupational Therapist, District
Colleen Bovi	Educational Consultant/Technical Assistant NHDOE
Allison DeCicco	Pre-School Special Educator, Seabrook Elementary School
Maria Easton	Social Worker, District
Jennifer Faro	Speech/Language Pathologist, District
Michael Hatfield	Director of Special Services, District
Karen Grady	Special Educator, Seabrook Elementary School
Tracy Griffenhagen	Special Educator, Seabrook Middle School
Amy Heatherton	Team Teacher, Seabrook Middle School
Lisa Huntington	Inclusion Facilitator, District
Maryclare Heffernan	Educational Consultant/Technical Assistant NHDOE
Joan Holley	School Psychologist, District
Ruthe Laliberty	Special Educator, Seabrook Middle School
Rebecca MacDougall	Physical Therapist, District
Teresa Morin Bailey	Principal, Seabrook Elementary School
Dawn Olsen	Team Teacher, Seabrook Middle School
Anna Ouellette	Occupational Therapist, District
Sharon Rogers	Classroom Teacher, Seabrook Elementary School
Rebecca Scherbon	Team Teacher, Seabrook Middle School
Les Shepard	Principal, Seabrook Middle School

Cindy Shoer	Behavior Interventionist, Seabrook Middle School
Christopher Small	Classroom Teacher, Seabrook Elementary School
Jennifer Sullivan	Team Teacher, Seabrook Middle School
Lori Sylvester	Speech Pathologist, District
Timothy Thayer	Special Educator, Seabrook Middle School
Tricia Valcich	Team Teacher, Seabrook Middle School

Focused Monitoring Activities

5 Step Inquiry Process:



Stage/Step One: Getting Ready for Inquiry: As part of this stage, the Seabrook School Community took part in the Focused Monitoring District Readiness Survey. This evaluation rubric is intended to serve as a baseline measure of a district's readiness for system change across eleven (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 between General and Special Educators
- ✓ District Decision-Making
- ✓ Communication Across the District
- ✓ Professional Development
- ✓ Use of Data
- ✓ Public Reporting of District Progress
- ✓ Parent/Community Participation
- ✓ Alignment of Curriculum, Instruction, Assessment

Members of the Achievement and Leadership teams took part in this activity and discovered the results were similar between both parties. As a result of this comparison, the Achievement Team determined it necessary to have the entire school community participate in this process. All district staff was asked to complete this survey. See Addendum – Program Approval FM Readiness Survey.

Stage/Step Two: Organize and Analyze Data: An important step in our work was to develop hypotheses' of reasons why Seabrook has a substantial achievement gap between IEP students and non-IEP students. The team highlighted/questioned the following:

- ✓ An over reliance of resource room instruction
- ✓ Lack of parent involvement with school activities
- ✓ Students on IEPs are not exposed rigorously enough to NECAP format
- ✓ Inconsistent RtI approach
- ✓ IEP students have not always had equal access to Core Instruction
- ✓ Inconsistent curriculum delivery
- ✓ Lower expectations for students on IEPs
- ✓ Inconsistent alignment of skills between regular and special education
- ✓ Students on IEPs have not been fully included in the general education setting

The following data points were researched and analyzed. See Addendum for this important information:

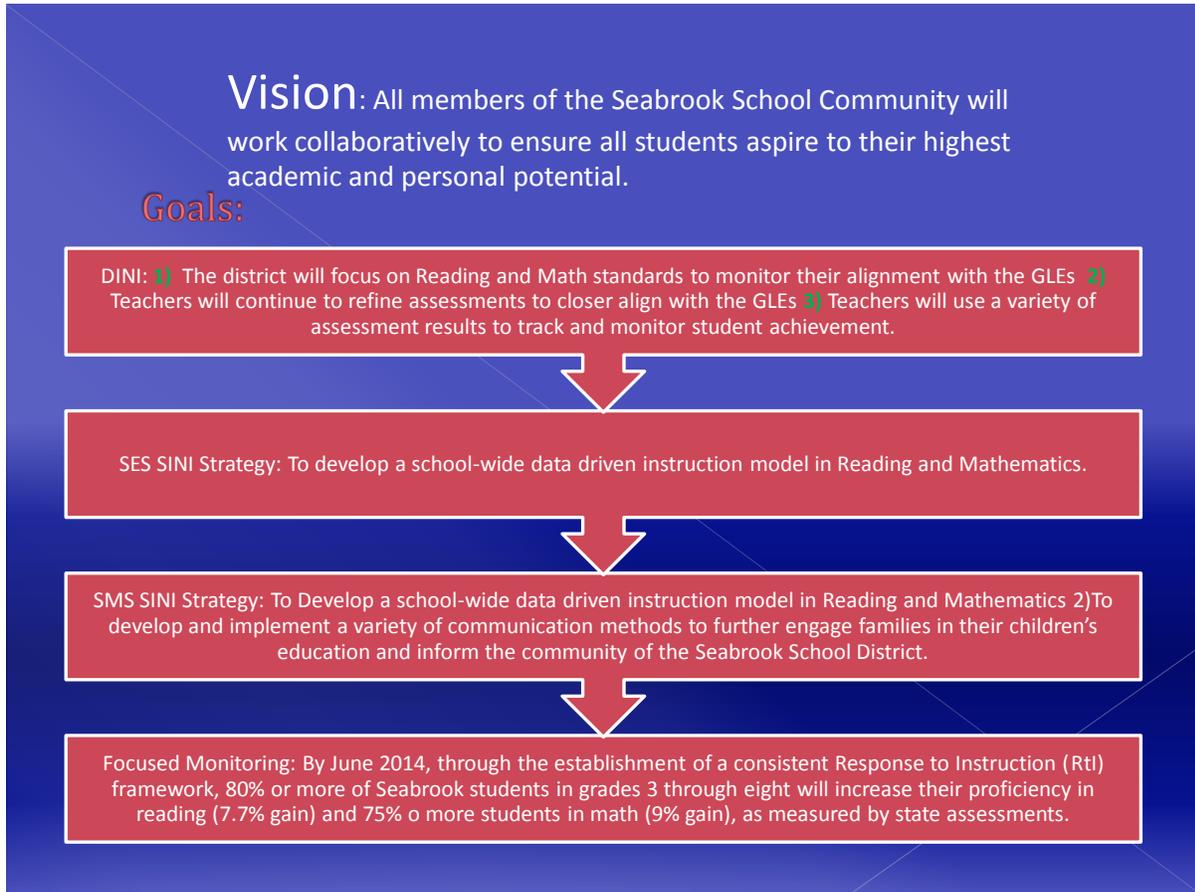
- ✓ NECAP
- ✓ NWEA
- ✓ Seabrook High School students: Attendance; AP enrollment;
- Suspensions; Free/Reduced Lunch; Employment
- ✓ SRI Data
- ✓ Program Offerings

Stage/Step Three: Effective Practice and Write A Plan: With ongoing dialogue, the Leadership and Achievement Teams focused on the three areas in hopes to close the achievement gap.

- ✓ Response to Instruction (RtI)
- ✓ Assessment and Programming
- ✓ Parent/School Partnership

Alignment to Current District Initiatives/Goals:

It is the overall goal of the Focused Monitoring Process to align this process with the work of the Seabrook School District to leverage the greatest benefit.



Meeting Dates:

Achievement Team

October 24, 2011
November 15, 2011
December 15, 2011
January 19, 2012
February 22, 2012
March 21, 2012
April 17, 2012

Leadership Team

September 15, 2011
October 24, 2011
November 9, 2011
February 17, 2012
April 9, 2012

Other

April 9, 2012 (School Board)

4. IEP Review Summary Report

IEP Review Summary Special Education Compliance Component of NHDOE Focused Monitoring Process

Seabrook School District

Dates of NHDOE Focused Monitoring Compliance and IEP Review: November 28-29, 2011

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 compliance with required special education processes, as well as the review of data related to programming, progress monitoring of students with disabilities, and 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 Seabrook School on November 28-29, 2011. Listed below are the data that was reviewed as part of the compliance review, all of which are summarized in this report.

- Review of randomly selected 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
- 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

SUMMARY OF FINDINGS:

IEP Review Process: Conducted on November 28-29, 2011

As part of the compliance component of Focused Monitoring, the NHDOE worked in collaboration with the Seabrook 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

determine 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 Seabrook School District were provided with a collaborative opportunity to review 9 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
- Evidence of progress toward key IEP goals and the documented evidence of student gains over a 3 year period
- Transition plans that have measurable postsecondary goals (for youth aged 16 and above as required by Indicator 13)
- Evidence of required documentation for preschool programming (for children ages 3-5)

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 Seabrook School District:

**Building/District Summary of IEP Review Process
Conclusions/Patterns Trends Identified Through IEP Review Process:**

Total Number of IEPs Reviewed: 9

Number Preschool: 1 Number Elementary School: 2 Number Middle School: 6 (includes 2 Out of District)

Number High School: Seabrook does not have a high school

- Was it possible to assess the degree to which IEPs were designed to provide educational benefit (access to, participation and progress in the general curriculum)?
 - Student profiles did not consistently reflect the students' strengths, interests and academic, developmental and functional needs.
 - In some cases there was no relationship between the goals and the student's needs resulting from the disability.
 - Some IEP students receive core instruction in separate settings thus not having access, participation and progress in the general curriculum.
 - Need for increased use of formative assessment to monitor progress and utilize data for IEP decision making.

- How has this process informed future plans for improving the writing of student IEPs and ensuring the student's participation in the general education curriculum?
 1. IEPs with student-specific citations will be amended through team meetings.
 2. There is a need to include student learning outcome data in the IEP including classroom, school and state assessment results.
 3. Staff will review accommodations and modifications to ensure access to the general education curriculum.
 4. Strategies to monitor progress and move students to less restrictive environments will be developed.
 5. Plans for greater collaboration between general and special educators in the development, implementation and monitoring of IEPs are underway.
 6. Create process for consistently gaining parent input into the IEP development for their child.
 7. Transition planning from grade 4 to grade 5 should be increased.

- Describe how individual student performance information is conveyed from grade to grade/school to school:
 1. Meetings with next year's teachers will be scheduled to review student needs.
 2. Increased transition planning will take place
 3. Create dedicated time for vertical teams to meet to plan transitions.
 4. Establish transition trips grade to grade and building to building for students at the end of each year.

- How will the district further explore the factors that have impacted poor scores for individual students on state assessments and in the general education curriculum?
 1. Teams will review necessary accommodations to support the students' access, participation and progress in the general education curriculum.
 2. Greater access to general education curriculum for IEP students will be developed through greater integration into general education classes and aligned curriculum for all classes.

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

Strengths:

1. The Developmental Preschool is an integrated program and provides students with a continuum of supports and services, including the option to attend a regular education pre-kindergarten program in the elementary school.
2. There is frequent vertical collaboration between the pre-kindergarten and kindergarten teachers.
3. The pre-kindergarten program is included in math and literacy night activities as well as the school-wide PeaceBuilders Program.
4. The district is transitioning to a more collaborative effort between general and special educators in supporting IEP students in the general education setting.
5. The review of IEPs found that some IEPs included measurable goal statements and that student outcome data was effectively used to establish baselines and monitor progress. The

district is commended for providing professional development and support to continue to improve these critical areas.

Suggestions:

1. The pre-kindergarten through grade 8 staff would benefit from professional development on writing measurable IEP goals and benchmarks/objectives.
2. With the adoption of a new pre-kindergarten curriculum the faculty and staff will need professional development during the implementation phase.
3. Review the process for identifying students with educational disabilities, including the selection of appropriate measures and using the assessment results to write IEPs.
4. There is a need to continue to develop a model of collaboration between general and special education within the Seabrook School District.
5. The district is encouraged to increase parent engagement in their child's education programs.
6. Develop a system of identifying accommodations and modifications for IEP students that are more strategic and monitored for effectiveness.
7. Continue to provide student learning outcome data in the development of the IEP and in monitoring student progress to inform future educational decisions.

District Wide Commendations:

- The Seabrook School District administrators and staff demonstrate an openness and willingness to consider change in practice to improve student learning results.
- The Seabrook faculty demonstrated a high degree of professional engagement in the Focused Monitoring Process and IEP Review.
- District Leadership Team is commended for their efforts to analyze and understand the district's student outcome results with a sense of urgency and thoughtful response to student learning needs.
- The development of a Response to Intervention (RTI) framework district wide to support all learning needs is commended.
- There is a sense of calm and order in the building and students are respectful to the facility and the staff.
- The adoption of the PeaceBuilders program district wide is commended.
- Teachers, related service providers and paraprofessionals are dedicated, hard working and interested in providing high quality instruction for all of the district's students.
- The general and special education staff members who participated in the IEP Review Process were highly engaged in the IEP Review Process review in a collaborative and thoughtful manner.
- The district Special Education Director is commended for his work to update district policies and procedures and ensure compliance of state and federal requirements.
- There is a commitment to the Seabrook students and a desire to reach out to the community to engage parents and other members in a school improvement process.

LEA Focused Monitoring Compliance Application

As part of the Focused Monitoring data collection activities, the LEA Plan, which includes Special Education procedures, was reviewed and found to be in compliance. 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:

Based on the random review of 2 student files for children with disabilities placed out of district, there were 6 findings of non-compliance listed below.

Students with Disabilities Attending Charter Schools: There are no Seabrook students enrolled in Charter Schools.

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. The Seabrook School District has not requested any new programs or changes to existing approved programs:

Building/District Summary of IEP Review and Out-of-District File Review Processes

Preschool	1
Elementary School	2
Middle School	6
High School, Age below 16	N/A
High School, Age 16 or above	N/A
Total Number of IEPs Reviewed	9

Findings of Noncompliance Identified as a Result of the NHDOE Compliance and IEP Review Visit:

As a result of the 9 IEPs that were selected for the IEP Reviews November 28-29, 2011, the following Systemic Findings of Noncompliance were identified:

Child Specific Findings of Noncompliance Please Note: *The NH Department of Education, Bureau of Special Education requires that Child Specific Findings of Noncompliance be addressed and resolved within 45 days of notification.*

The Seabrook School District does not have a high school so there are no data relative to the Indicator 13 data collection required by NHDOE.

As a result of the 9 IEPs reviewed in the Seabrook School District, the following findings of non-compliance were identified:

Ed 1109.01(a)(1), CRF 300.320 Elements of an IEP

Finding: 7 IEPs did not include all required components including annual measurable goals.

ED 1109.01(10); 34 CFR 300.43; 34 CFR 300.320(b) Elements of an IEP; Transition Services.

Finding: 1 IEP reviewed did not include a statement of transition service needs that specifies the student's course of study that will be meaningful to the student's future and motivate the students to complete his/her education.

ED 1113.08; CFR 300.320(a)(4) Curricula, Statement of Special Education and Related Services.

Finding: 1 IEP did not provide related services to address the student's identified academic, functional and developmental needs.

Of the 2 Out of District Files reviewed for the Seabrook School District the following findings of non-compliance were identified:

Ed 1108.01(a)(1); CFR 300.306 Determination of Eligibility for Special Education

2 IEPs had no educator certified in the area of suspected disability present when making the decisions about evaluations.

Ed. 1108.01(b) CFR 300.306 IEP Team

In 2 IEPs, the IEP Team composition did not have the appropriate representation.

Ed 1109.01(a)(1); 300.320(5) Elements of an Individualized Education Program,

In 2 IEPs, there was no statement about how the student will participate with other disabled and non-disabled students in extracurricular and other nonacademic activities.

Ed 1111.01(a); 300.114 Placement in Least Restrictive Environment

In 2 IEPs, there is no evidence that LRE was discussed and there were no plans for transition to a less restrictive environment.

Systemic Findings of Noncompliance

Systemic Findings of Noncompliance are defined as systemic deficiencies that impact the effective delivery of services to all students, including those with educational disabilities. Examples of such may include system wide issues related to curriculum, instruction and assessment.

Please Note: *The NH Department of Education, Bureau of Special Education has determined that all Child Specific Findings are now also considered Systemic Findings and requires that Systemic Findings of Noncompliance be addressed in a corrective action plan and met within one year of the date of the report; a template and instructions for such planning will be provided.*

As a result of the 9 IEPs reviewed in the Seabrook School District the following findings of non-compliance were identified:

Ed 1109.01 (a)(1)(9); CFR 300.320 (2)(i)(3)(i)(5) Elements of an IEP

Not all IEPs consistently included all required components including: multiple measures used for decision-making, measurable IEP goals, expected proficiency levels, academic goals. Not all IEPs showed evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP. Not all IEPs reviewed provided an explanation of the extent to which the student was not participating with non-disabled peers.

Ed 1109.01 34 CFR 300.34(4) Statement of Special Education and Related Services

Not all of the IEPs reviewed had the related services in the IEP to address all of the student's academic, functional and developmental needs.

Ed 1109.01(a)(1); CFR 300.320(6)(i) Accommodations and modifications

Not all IEPs reviewed had appropriate accommodations and modifications in the IEP and not all had a process for monitoring the accommodations and modifications.

Ed 1109.03; CFR 300.324(a)(1)(ii) (3) Development, Review and Revision of an IEP

Not all IEPs reviewed included the regular educator as a member of the IEP Team. Not all IEPs reflected parent concerns for improving the student's education. There is no district process for eliciting parent input to be included in the IEP.

Ed 1113.08(a); 34 CFR 300.320(a)(4) Curricula.

Preschool children with a disability do not have full access to a preschool curriculum and appropriate preschool activities.

Ed 1113.08(b); 34 CFR 300.320(a)(4) Curricula.

Not all IEP students are provided with full access to the general curriculum.

Ed 1111.01(a); CFR 300.114 Placement in the Least Restrictive Environment.

Not all IEP students are educated with children who do not have disabilities and are afforded Least Restrictive Environment in Preschool through grade 8.

Conclusions:

Patterns of challenges/concerns:

- There is a need to foster a shared sense of responsibility for all students and increase collaboration in instructional practices between general and special educators.
- There are currently a number of “pull-out” programs for IEP students, particularly in the upper grades. There is a need to ensure Least Restrictive Environment and provide students with access, participation and progress in Core instruction. The district is currently engaged in a review and redesign of programs district wide to address this concern.
- There is a need for increased use of diagnostic and formative student achievement data to inform instructional decisions.
- There is a need for the development of collaborative planning time among general, special educators as well as related services and paraeducators.
- Need for professional development in the areas of IEP Measureable Goal development, use of accommodations and modifications, differentiated instruction, use of data to inform instruction, interventions in literacy and math, team teaching, etc.
- There is a need to establish a consistent feedback loop and time for communication at all levels.
- There is a need to improve the development of transition planning including identifying transition needs.
- There is a need to clarify the role of paraprofessionals within the school.
- There is a need to establish a curriculum in the Preschool Program.
- There is a need to review and clarify the eligibility and identification processes for IEP students.
- There is a need for curriculum coordination district-wide.
- There is a need to ensure that state and federal requirements that are reflected in district policies and procedures are understood and implemented.

Summary:

The IEP Review Process that took place in the Seabrook School District as a result of the NHDOE’s Focused Monitoring Process resulted in the identification of both strengths and areas in need of improvement within the school system. A pattern of concern for the district’s students and commitment to learning was evident in all participants throughout the process.

The Seabrook School District has been consistently responsive to and engaged in efforts to review current practices and establish effective models in all areas of curriculum, instruction and assessment for all students but particularly for students with an IEP. Work has already begun to redesign program

models and update policies and procedures to ensure that IEP students are provided with high quality educational opportunities in the least restrictive environment.

The district is commended for the level of professionalism and participation of the IEP Review Team throughout the process. Their commitment to effective instructional practices, ensured compliance, and increased student learning for students for students with IEPs will contribute to the likely success of the district's improvement efforts.

Corrective Action Plan

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING

SAU#: 21	NAME OF SAU: Seabrook	SUPERINTENDENT: Dr. Robert M. Sullivan						
SPECIAL EDUCATION DIRECTOR: Michael Hatfield			DATE OF PLAN: 4/2/2012					
SYSTEMIC FINDINGS OF NON-COMPLIANCE: Systemic Findings of Non-compliance are defined as systemic deficiencies that have been identified through the IEP Review Process, which are in violation of state and federal special education rules and regulations.								
The NHDOE, Bureau of Special Education, requires that all <u>Systemic</u> Findings of Non-compliance be corrected as soon as possible, but no later than one year from the final report date – FEBRUARY 14, 2012 . PLEASE NOTE: If applicable, <u>Child Specific</u> Findings of Non-compliance identified through the IEP Review Process and noted separately on the Assurance Form, are required to be resolved within 45 days.					For Use By Technical Assistant At Follow Up Visit			
SYSTEMIC FINDINGS OF NON-COMPLIANCE	CORRECTIVE ACTION	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.)				Date of follow up visit (or date of acceptance of evidence submitted to indicate correction):
				5/12	8/12	11/12	2/13	Note as Met, In Process or Not Met
				5/12	8/12	11/12	2/13	
Ed 1109.01 (a)(1)(9); CFR 300.320 (2)(i)(3)(i)(5) Elements of an IEP Not all IEPs consistently included all required components including: multiple	All Individual Education Plans will be reviewed prior to being proposed to a parent	Director of Special Services or Designee	Upon review of IEPs , 100% of randomly selected IEPs will include all the required components	X				

<p>measures used for decision-making, measurable IEP goals, expected proficiency levels, academic goals. Not all IEPs showed evidence that the student is making progress sufficient to achieve the annual goals by the end of the IEP. Not all IEPs reviewed provided an explanation of the extent to which the student was not participating with non-disabled peers.</p>								
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<p>Ed 1109.01 34 CFR 300.34(4) Statement of Special Education and Related Services</p> <p>Not all of the IEPs reviewed had the related services in the IEP to address all of the student's academic, functional and developmental needs.</p>	<p>All Individual Education Plans will be reviewed prior to being proposed to a parent</p>	<p>Director of Special Services or Designee</p>	<p>Upon review of IEPs , 100% of randomly selected IEPs will include all the required components</p>	<p>X</p>				
<p>Ed 1109.01(a)(1); CFR 300.320(6)(i) Accommodations and modifications</p> <p>Not all IEPs reviewed had appropriate accommodations and modifications in the IEP and not all had a process for monitoring the accommodations and modifications.</p>	<p>All Individual Education Plans will be reviewed prior to being proposed to a parent</p> <p>All special education case managers will meet with in school team on a bi weekly basis to discuss the effectiveness of each accommodation/ Modification</p>	<p>Director of Special Services or Designee.</p> <p>School Administration and Director of Special Services.</p>	<p>Upon review of IEPs , 100% of randomly selected IEPs will include all the required components</p> <p>Upon Review of IEPs current and previous), of randomly selected IEPs, IEPs will have accommodations that had/has currently met the child's needs.</p>	<p>X</p>			<p>X</p>	
<p>Ed 1109.03; CFR 300.324(a)(1)(ii) (3) Development, Review and</p>	<p>ALL LEA's will be sure to have a regular education teacher as part of</p>	<p>Case Managers, LEA's or Director of Special Services.</p>	<p>Upon review of IEP documents (sign-in sheet, minutes of meeting, 100% of</p>	<p>X</p>				

<p>CFR 300.320(a)(4) Curricula. Not all IEP students are provided with full access to the general curriculum.</p>	<p>Intervention team meetings (SES)/ Grade level Team Meetings (GMT) (SMS) will look at multiple points of data to ensure that students have access to the core curriculum.</p>	<p>Administration and Director of Special Services</p>	<p>will provide a copy of weekly lesson plans to the Director Special Services which outlines how lessons match to the general curriculum</p>					
<p>Ed 1111.01(a); CFR 300.114 Placement in the Least Restrictive Environment. Not all IEP students are educated with children who do not have disabilities and are afforded Least Restrictive Environment in Preschool through grade 8.</p>	<p>IEP teams will have a thoughtful discussion about the Least Restrictive Environment using Tables 1100.3 and 1100.4 Continuum of Alternative Learning Environments</p>	<p>Director of Special Services</p>	<p>Data that includes percentages of students in each environment</p>		<p>X</p>			

NHDOE SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

CORRECTIVE ACTION PLAN FOR FOCUSED MONITORING

SAU#: 21		NAME OF SAU: Seabrook		SUPERINTENDENT: Dr. Robert M. Sullivan	
SPECIAL EDUCATION DIRECTOR: Michael Hatfield				DATE OF PLAN: June 11, 2012	
<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>					<p>For Use By Technical Assistant At Follow Up Visit</p>
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
The IEP Review Process that took place in the Seabrook School District as a result of the NHDOE's Focused Monitoring Process resulted in the identification of both strengths and areas in need of improvement within the school system. A pattern of concern for the district's students and	Continue to provide a commitment to student learning.	Administrators, Staff Members, and the Community at Large	Increase in scores on district and state assessment	Ongoing	

<p>commitment to learning was evident in all participants throughout the process.</p>					
<p>The Seabrook School District has been consistently responsive to and engaged in efforts to review current practices and establish effective models in all areas of curriculum, instruction and assessment for all students but particularly for students with an IEP. Work has already begun to redesign program models and update policies and procedures to ensure that IEP students are provided with high quality educational opportunities in the least restrictive environment.</p>					
<p>The district is commended for the</p>					

<p>level of professionalism and participation of the IEP Review Team throughout the process. Their commitment to effective instructional practices, ensured compliance, and increased student learning for students with IEPs will contribute to the likely success of the district's improvement efforts.</p>					
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5. Action Plan:

Objective: In order to build literacy, numeracy, and social/emotional skills beginning in early childhood and continuing through the school years, we will provide resources and education to support school, parent, and community partnerships.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline (Begin)	Monitoring of Implementation (Evidence)	Evaluating Results
Reading Campaign - "Grow a Learner....it's just the beginning.	- Budget	-Implementation Director -Parent -Early Childhood Staff	January 2013	- Parent Surveys - Monitor attendance of students - Staff Feedback	- Analyzing survey results - PCI/Like It Scale - Focus Groups
Give a book to newborns with information for parents.	-Books -Budget	-Program Coordinator - Parent Volunteer - Community Supporters	January 2013	-Inventory of books - Tracking number of kits distributed	- Follow up with family via a phone call.
Community involvement – bumper stickers, brochures, signs, marquis.	-Budget - Time	- PTO - Community businesses	January 2013	-Record keeping by grade level	- Charting record keeping.
Read Across America -Mug and Muffin	-Scheduling -Budget	-School Staff -PTO -Parents	September 2012	-Attendance at event	-Feedback
Community members invited to read to classes.	- Scheduling	-Read Across America coordinator -Community Organization -Library	September 2012	-List of Participants	-Feedback from readers and classroom teachers
Student Involvement -Reading buddies -Read-a-Thon	- Scheduling -Time	-Administration -Classroom Teachers	January 2013	-Classroom teachers	-Feedback from students and teachers
Extend Pre-K program to every day	-Time	-Committee	August 2012	-Research programs	-Documentation of committee work
Full Day Kindergarten	-Time	-Committee	August 2012	-Research programs	-Documentation of committee work

SEABROOK SCHOOL DISTRICT

Objective: To ensure that students are placed in appropriate interventions to maximize their response to instruction.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline (Completed)	Monitoring of Implementation (Evidence)	Evaluating Results
Develop a menu of all tiered interventions for both buildings (resources and what they apply to)	-Meeting time	-SES Literacy Coordinator -SMS Administration	September 2012.	-Director of Student Services will produce a final product of menu in a user friendly format to be used as a teacher resource. By June 2012	-Students placed in appropriate interventions and exiting interventions based on data.
Scheduling and utilizing staff more effectively.	-Timing -Staff	-SES Administration -SMS Administration -Literacy Coordinator -Director of Student Services	August 2012	-Administration from SES and SMS will create a schedule. By August 2012	-Consistency of staff - Useable time frames.
Utilize Para-professionals effectively	-Scheduling -Staff	-SES Administration -SMS Administration -Literacy Coordinator -Director of Student Services	August 2012	-Administration from SES and SMS will create a schedule. By August 2012	-Consistency of staff - Useable time frames.

(Continued)

Objective: To ensure that all levels of tiered instructions are being implemented with fidelity to maximize student response to instruction.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline	Monitoring of Implementation (Evidence)	Evaluating Results
Grade-Level Meetings (K-8)	-Common Meeting Schedule -Meeting Protocol	-SES Administration -SMS Administration	Begin Sept 2012	-Administration will monitor -Meeting minutes will be produced -Meetings 1x weekly	-Administration
Develop Data Teams	-Professional Development -Scheduling -Norms of collaboration -Process & procedure	-SES Administration -SMS Administration	Begin Jan 2013	-Administration will monitor -Meeting minutes will be produced -1x every 1-2 months	-Points of data to reflect student growth
Developing vertical teams for 4 th and 5 th grade teachers (team building activities between teachers and students)	-Substitutes -Scheduling	-SES Administration -SMS Administration	Begin Sept 2012	-Teacher leaders from each grade level -Administration -Meeting agendas and minutes -1x monthly	-Tangible evidence of collaboration (ie: presentations, field trips)

SEABROOK SCHOOL DISTRICT:

Objective: By June 2014 all staff will use student outcome data to inform instruction across all curriculum areas by establishing a district, school, and grade level system of data teams.

Strategies/Activities	Estimated Resources	Person(s) Responsible	Timeline	Monitoring of Implementation (Evidence)	Evaluating Results
Professional Development: -Use of data -RTI models -Formative and Summative Assessments (NWEA, Dibels)	-Budget for Professional Development -Substitutes -Staff Compensation	-SES Administration -SMS Administration -Teachers -Para-educators	July 2012 – August 2014	-Record of attendance at professional development workshops	By 2014 -Establish data teams -Use effective RTI models
Structure, Schedule, Protocol, and Process (Data Teams) -District Wide -School Wide -Grade Level	-Time -Substitutes -Teacher Compensation	-SES Administration -SMS Administration -Teacher Leaders -All staff members	July 2012-August 2014	-Structures in place by June 2013	By 2014 -Improved student results
Data Coaches -Teacher leaders (must first establish criteria for choosing teacher leaders and data to be used)	-Money from DINI -Training time -Substitutes	-SES Administration -SMS Administration -Teacher Leaders	July 2012-ongoing	-Coaches in place	By 2014 -More informed decisions -Consistent process

Data

4th Grade Reading NECAP

456-480= 4

440-455=3

431-439=2

400-430=1

<u>1's in Reading</u>	Word ID/ Vocabulary	Literacy	Informational	Initial Understanding	Analysis and Interpretation	Total	Scaled Score	Points To Make Level 2
Student 1	4	1	4	4	1	9	411	20
Student 2	6	4	4	6	2	14	422	9
Student 3	5	5	7	7	5	17	426	5
Student 4	7	5	8	8	5	19	429	2
Student 5	7	2	5	5	2	14	422	9
Student 6	10	3	6	5	4	19	429	2
<u>2's in Reading</u>								Points To Make Level 3
Student 7	5	11	6	10	7	22	432	8
Student 8	11	9	6	10	5	26	436	4
Student 9	8	11	10	13	8	29	439	1
Student 10	13	8	7	10	5	28	438	2
Student 11	8	12	9	11	10	29	439	1
Student 12	7	11	6	11	6	24	434	6
Student 13	13	5	3	4	4	21	431	9
Student 14	7	8	12	12	8	27	437	3

3rd Grade Math NECAP

353-380= 4

340-352=3

332-339=2

300-331=1

<u>1's in Math</u>	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data & Statistics	Total	Scaled Score	Points To Make Level 2
Student 1	10	3	3	3	19	325	7
Student 2	8	4	6	2	20	326	6
Student 3	12	4	1	2	19	325	7
Student 4	14	2	5	4	25	330	4
Student 5	13	2	4	1	20	326	6
<u>2's in Math</u>	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data & Statistics	Total	Scaled Score	Points To Make Level 3
Student 6	18	6	7	6	37	339	1
Student 7	21	5	4	6	36	338	2
Student 8	20	6	6	4	36	338	2
Student 9	20	6	6	4	36	338	6
Student 10	14	3	6	5	28	332	8
Student 11	17	3	4	6	30	334	6
Student 12	19	5	7	6	37	339	1
Student 13	24	4	5	5	38	339	1
Student 14	16	5	4	5	30	334	6
<u>1's in Math</u>							Points To Make Level 2
Student 1	14	4	4	3	25	430	1
Student 2	7	2	3	4	16	422	9
Student 3	7	4	5	2	18	425	6
Student 4	8	3	6	3	20	427	4
Student 5	13	4	1	3	21	427	4
Student 6	8	3	3	3	17	423	8
Student 7	10	4	4	4	22	428	3
Student 8	12	5	2	6	25	430	1

	Numbers & Operations	Geometry & Measurement	Functions & Algebra	Data & Statistics	Total	Scaled Score	Points To Make Level 3	
2's in Math								
Student 9	15	3	5	3	26	432	8	
Student 10	18	6	4	6	34	438	2	
Student 11	12	7	4	5	28	433	7	
Student 12	16	4	4	5	29	434	6	
Student 13	21	4	3	4	32	436	4	
Student 14	19	5	4	4	32	436	4	
Student 15	17	4	4	6	31	436	4	
Student 16	14	5	5	5	29	434	6	
	Word ID/ Vocabulary	Literacy	Informational	Initial Understanding	Analysis and Interpretation	Total	Scaled Score	To Make Level 2
1's in Reading								
Student 1	7	4	4	4	4	15	323	8
Student 2	11	6	0	3	3	17	326	5
2's in Reading								
Student 3	13	6	4	5	5	23	333	7
Student 4	13	6	5	7	4	24	334	6
Student 5	10	6	6	9	3	22	332	8
Student 6	15	6	7	8	5	28	338	2
Student 7	13	8	4	6	6	25	335	5
Student 8	13	7	5	7	5	25	335	5
Student 9	18	5	5	6	4	28	338	2
Student 10	12	5	6	7	4	23	333	7
Student 11	14	8	6	8	6	28	338	2
Student 12	16	6	6	6	6	23	333	2
Student 13	11	7	5	6	6	23	333	7
Student 14	12	6	7	9	4	25	335	5

Roster Term: Spring 2012, Test Term:
Spring 2012, Subject: Mathematics

Roster Term: Spring 2012, Test Term: Spring 2012, Subject: Mathematics
Grade by RIT Band_

RIT Band	Grade	2		3		4	
	Student Count	Proficiency Probability	Student Count	Proficiency Probability	Student Count	Proficiency Probability	
161-170	2	-	-	-	-	-	
171-180	6	-	-	-	-	-	
181-190	9	-	4	41%	-	-	
191-200	18	-	5	66%	4	47%	
201-210	7	-	11	83%	6	66%	
211-220	6	-	10	93%	8	84%	
221-230	-	-	6	96%	15	93%	
231-240	-	-	1	98%	6	97%	
Total	48	-	37	-	39	-	

RIT Band	Student	Grade	RIT	Proficiency Probability
191-200	A	4	200	59%
	B	4	195	47%
	C	4	193	35%
	D	4	197	47%

RIT Band	Student	Grade	RIT	Proficiency Probability
201-210	E	4	210	80%
	F	4	203	59%
	G	4	203	59%
	H	4	210	80%
	I	4	203	59%
	J	4	201	59%

RIT Band	Student	Grade	RIT	Proficiency Probability
211-220	K	4	211	80%
	L	4	219	86%
	M	4	212	80%
	N	4	219	86%
	O	4	212	80%
	P	4	219	86%
	Q	4	212	80%
	R	4	220	91%

Roster Term: Spring 2012, Test Term:
Spring 2012, Subject: Mathematics

Roster Term: Spring 2012, Test
Term: Spring 2012, Subject:
Mathematics

Grade by RIT Band_

RIT Band	Grade	2		3		4	
	Student Count	Proficiency Probability	Student Count	Proficiency Probability	Student Count	Proficiency Probability	
161-170	2	-	-	-	-	-	
171-180	6	-	-	-	-	-	
181-190	9	-	4	41%	-	-	
191-200	18	-	5	66%	4	47%	
201-210	7	-	11	83%	6	66%	
211-220	6	-	10	93%	8	84%	
221-230	-	-	6	96%	15	93%	
231-240	-	-	1	98%	6	97%	
Total	48	-	37	-	39	-	

RIT Band	Student	Grade	RIT	Proficiency Probability
181-190	A	3	181	35%
	B	3	188	47%
	C	3	188	47%
	D	3	184	35%

RIT Band	Student	Grade	RIT	Proficiency Probability
191-200	E	3	192	59%
	F	3	195	71%
	G	3	197	71%
	H	3	198	71%
	I	3	194	59%

RIT Band	Student	Grade	RIT	Proficiency Probability
201-210	J	3	209	86%
	K	3	204	80%
	L	3	203	80%
	M	3	206	86%
	N	3	202	80%
	O	3	202	80%
	P	3	208	86%
	Q	3	209	86%
	R	3	204	80%
	S	3	202	80%
	T	3	207	86%

Roster Term: Spring 2012, Test Term:
Spring 2012, Subject: Mathematics

Roster Term: Spring 2012, Test
Term: Spring 2012, Subject:
Mathematics

Grade by RIT Band_

RIT Band	Grade	2		3		4	
	Student Count	Proficiency Probability	Student Count	Proficiency Probability	Student Count	Proficiency Probability	
161-170	2	-	-	-	-	-	
171-180	6	-	-	-	-	-	
181-190	9	-	4	41%	-	-	
191-200	18	-	5	66%	4	47%	
201-210	7	-	11	83%	6	66%	
211-220	6	-	10	93%	8	84%	
221-230	-	-	6	96%	15	93%	
231-240	-	-	1	98%	6	97%	
Total	48	-	37	-	39	-	

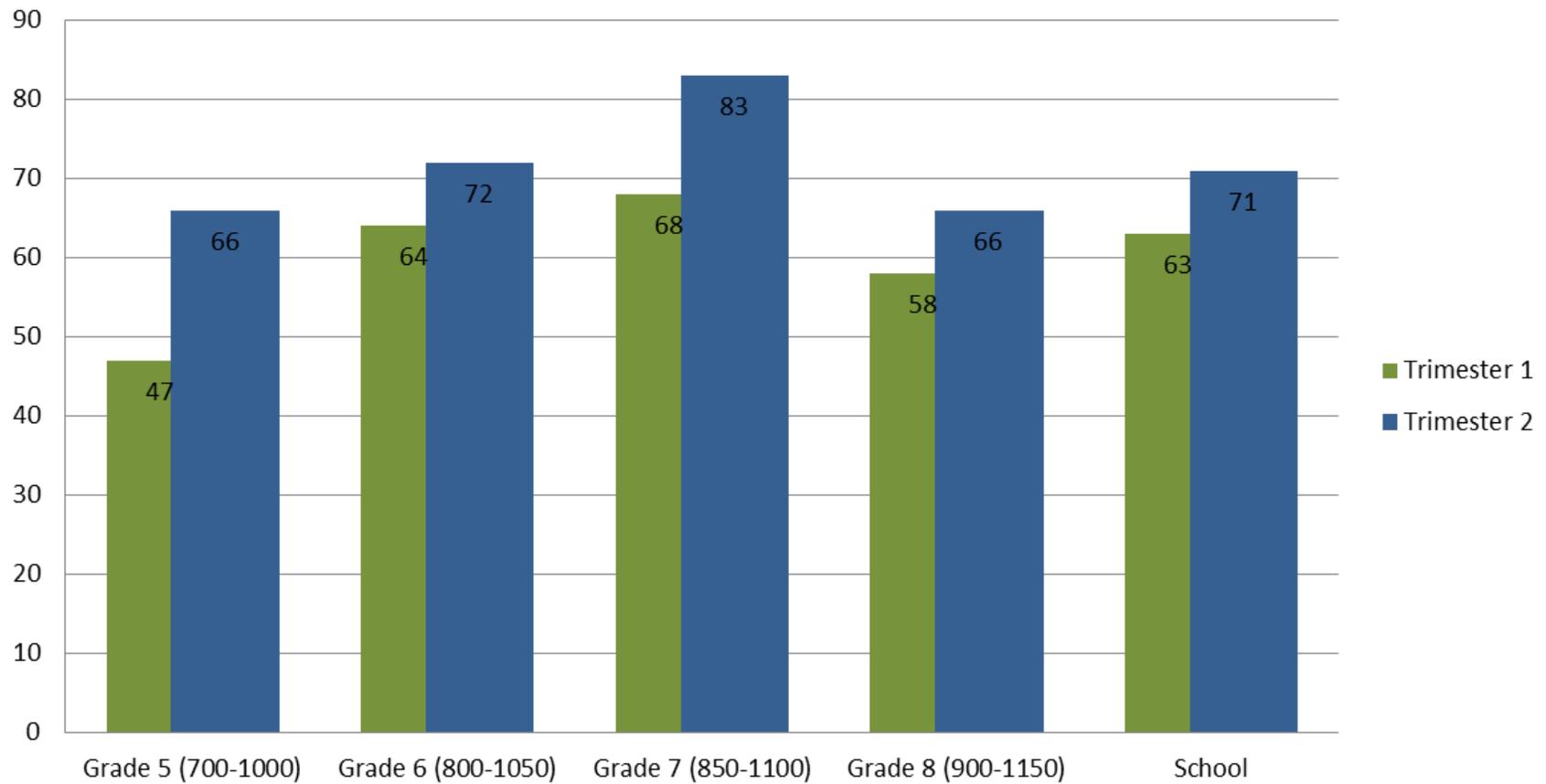
RIT Band	Student	Grade	RIT	Proficiency Probability
161-170	A	2	165	-
	B	2	166	-

RIT Band	Student	Grade	RIT	Proficiency Probability
171-180	C	2	178	-
	D	2	175	-
	E	2	178	-
	F	2	177	-
	G	2	180	-
	H	2	179	-

RIT Band	Student	Grade	RIT	Proficiency Probability
181-190	I	2	189	-
	J	2	187	-
	K	2	188	-
	L	2	190	-
	M	2	186	-
	N	2	182	-
	O	2	184	-
	P	2	187	-
	Q	2	187	-

Parent and School Board Communication

Scholastic Reading Inventory - Lexile Growth % Proficient or Above



Seabrook Middle School – Presented during the April 2012 School Board Meeting, broadcasted on local access tv.

Fall 2011 NECAP RESULTS



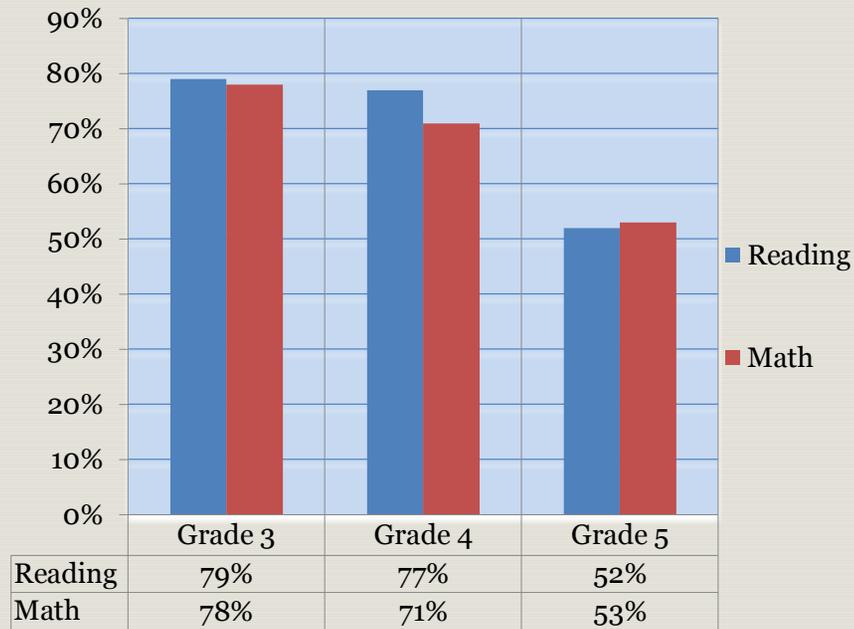
SEABROOK ELEMENTARY SCHOOL

TERESA MORIN BAILEY, PRINCIPAL

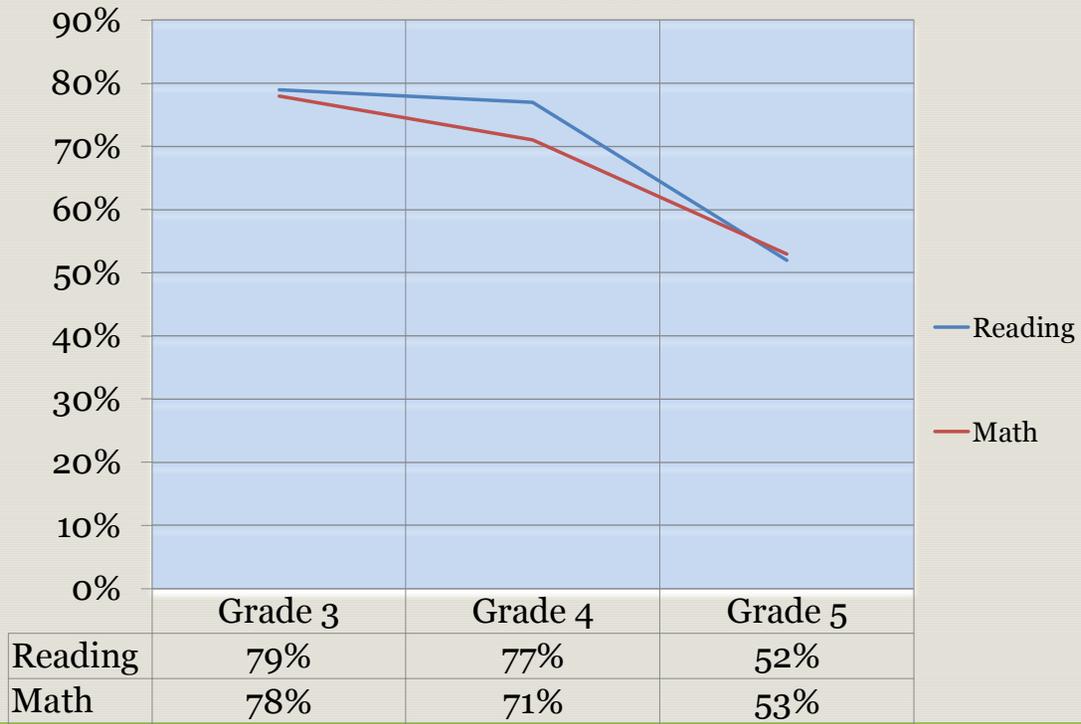
SCHOOL BOARD PRESENTATION

FEBRUARY 13, 2012

NECAP Scores - Fall 2011 Students Proficient



**NECAP Scores - Fall 2011
Students Proficient**



School – State Proficiency Comparisons

Reading

- Grade 3
 - School 79% - State 81%
- Grade 4
 - School 77% - State 79%
- Grade 5
 - School 52% - State 77%

Math

- Grade 3
 - School 78% - State 76%
- Grade 4
 - School 71% - State 76%
- Grade 5
 - School 53% - State 76%

District – State Proficiency Comparison Grade 5 & Grade 8



WRITING

•GRADE 5

•District 33% - State 55%

•GRADE 8

•District 52% - State 61%

WRITING IS NOT INCLUDED IN THE AYP EQUATION

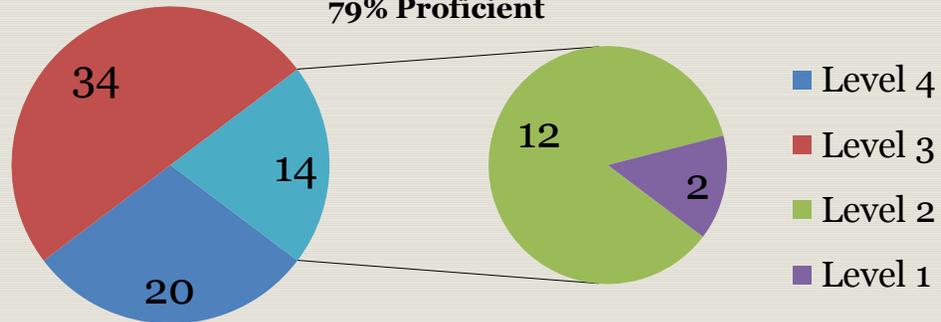
**Achievement Levels for Fall 2011
Reading: Grade 3-5**

	Level 4	Level 3	Level 2	Level 1	# of Students
Grade 3	20	34	12	2	68
Grade 4	12	39	9	6	66
Grade 5	5	34	19	17	75

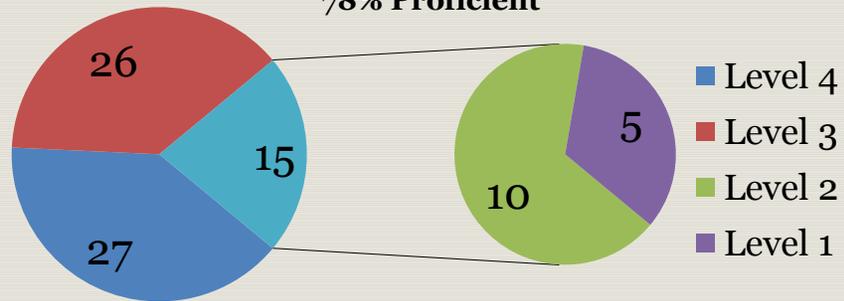
**Achievement Levels for Fall 2011
Math: Grades 3-5**

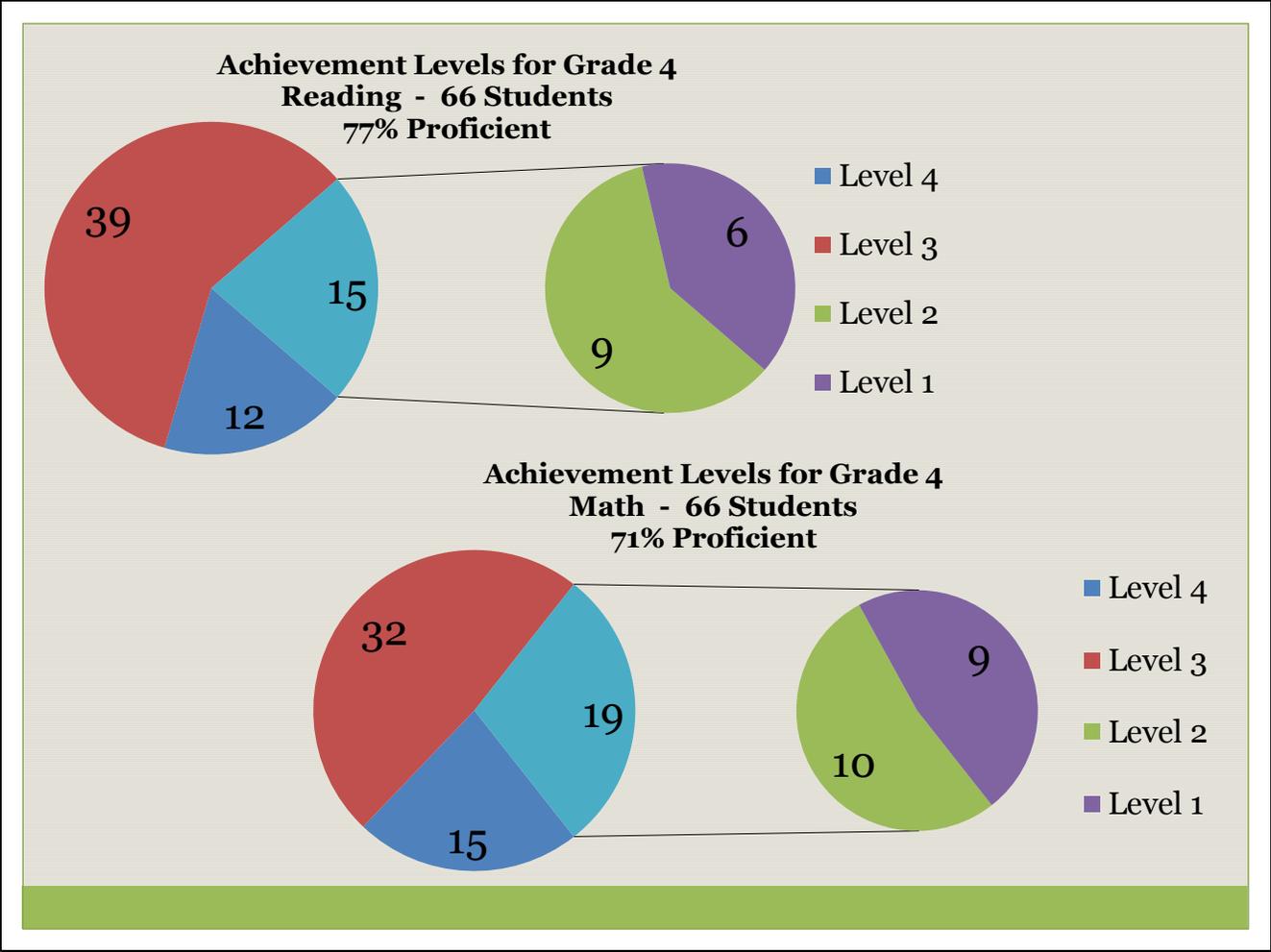
	Level 4	Level 3	Level 2	Level 1	# of Students
Grade 3	27	26	10	5	68
Grade 4	15	32	10	9	66
Grade 5	10	30	14	21	75

**Achievement Levels for Grade 3
Reading - 68 Students
79% Proficient**

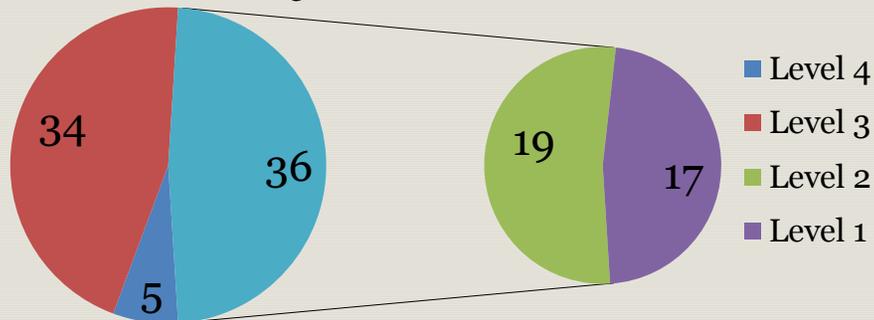


**Achievement Levels for Grade 3
Math - 68 Students
78% Proficient**

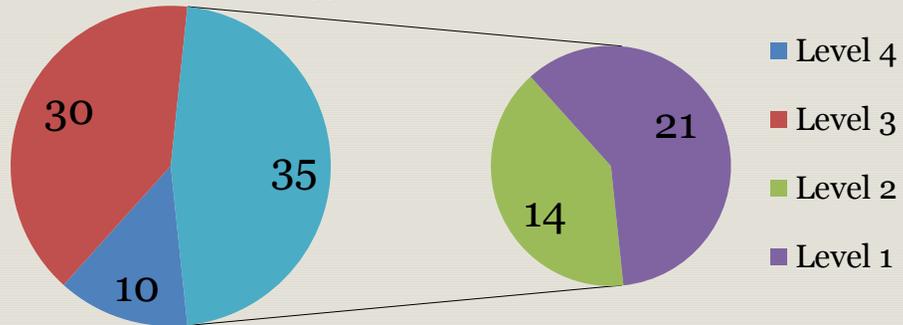




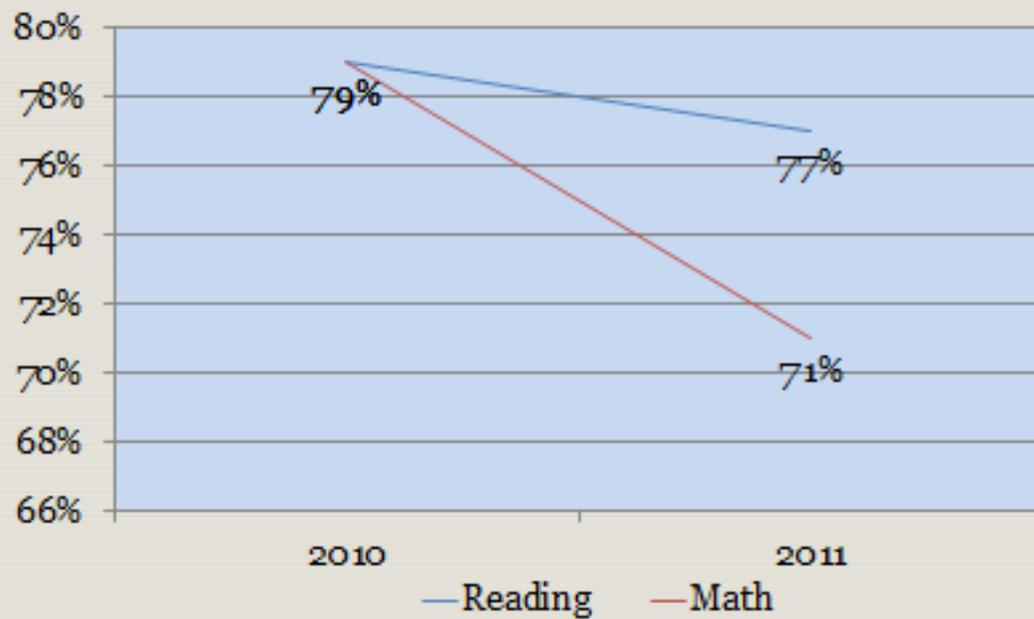
**Achievement Levels for Grade 5
Reading - 75 Students
52% Proficient**



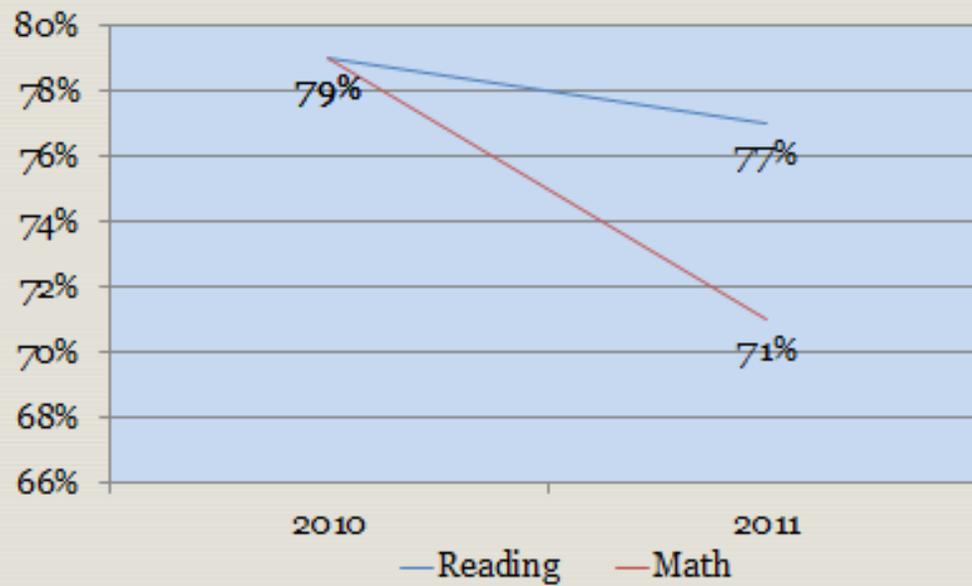
**Achievement Levels for Grade 5
Math - 75 Students
53 % Proficient**



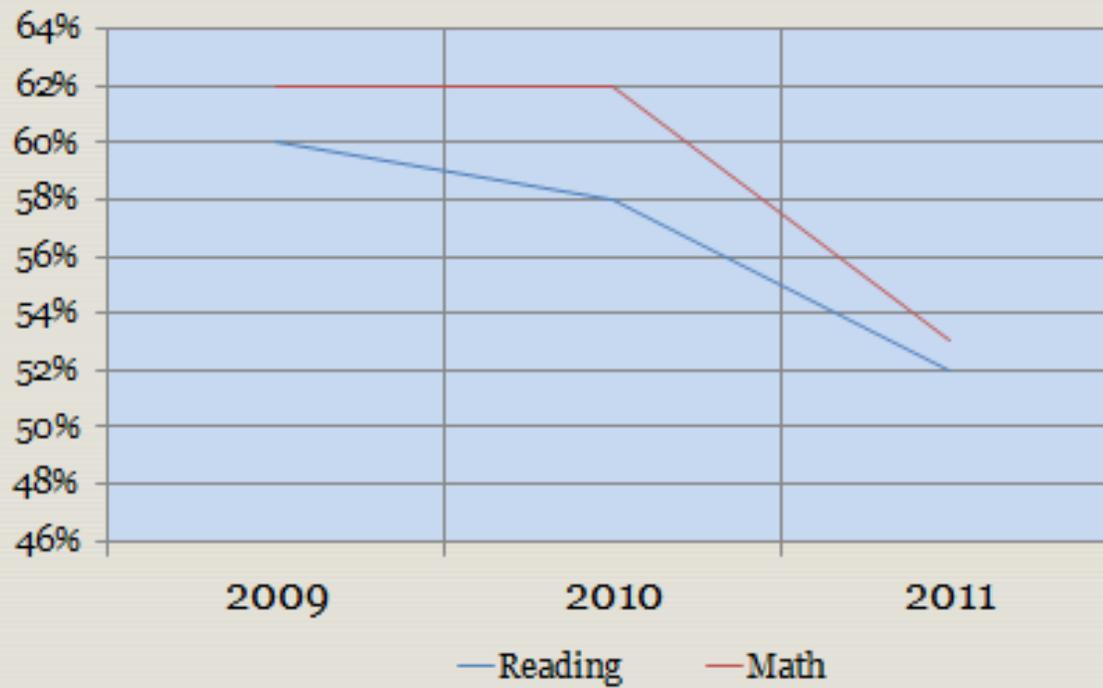
NECAP Proficiency Scores Cohort for 2010-2011 (Grades 3-4)



NECAP Proficiency Scores Cohort for 2010-2011 (Grades 3-4)



NECAP Proficiency Scores Cohort for 2009-2011 (Grade 3-5)





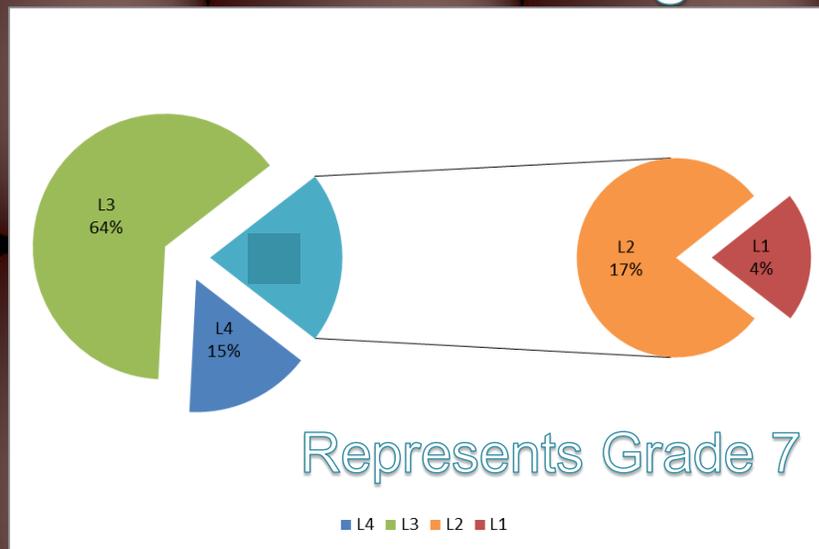
Questions To Explore



- Are the Intervention Programs we have in place for our students in Reading and Math meeting their needs?
- Are all students involved in the Core Instruction block of the Reading and Math Curriculum?
- What does the testing environment look like for our students?
- How are we meeting the individual needs of our students?
- What professional development opportunities are we looking at to provide training for interventions?

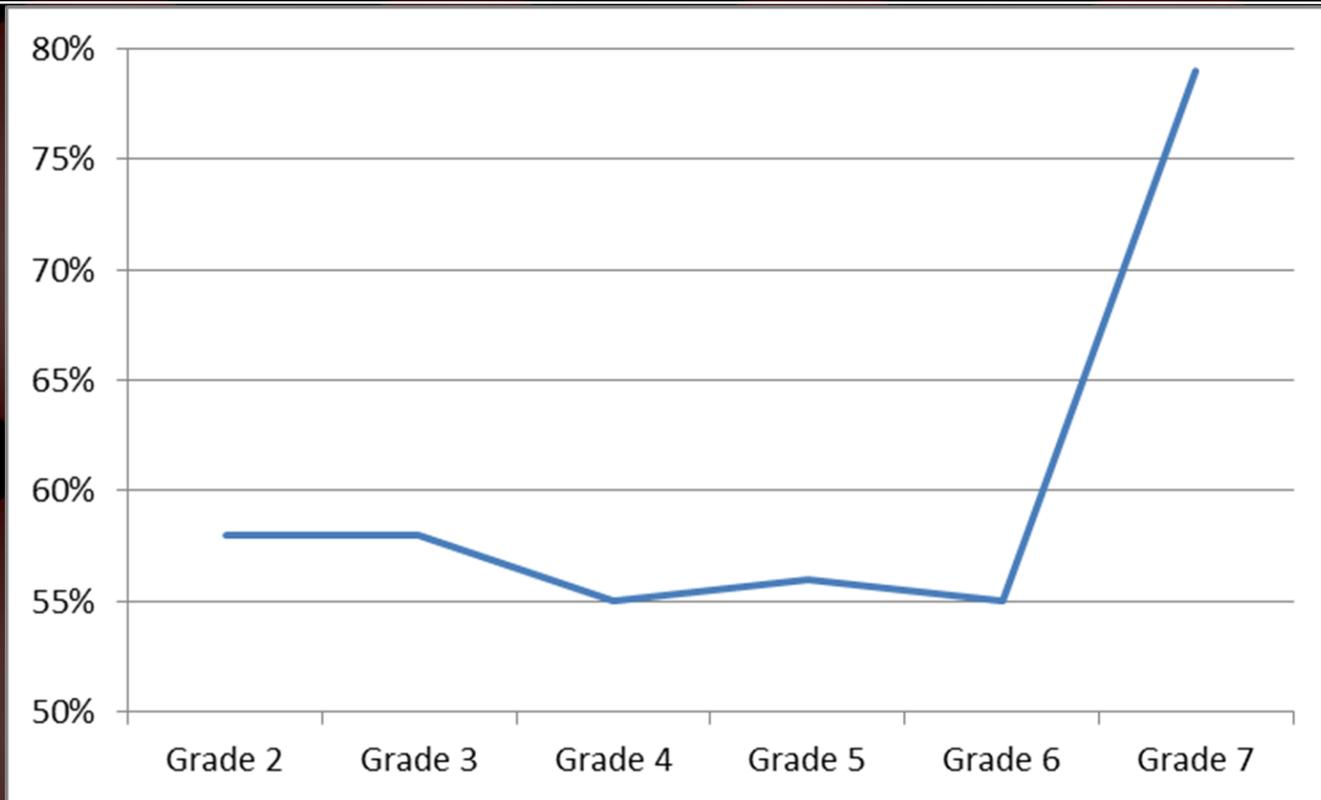
Current Grade 8

Number of students tested: 94
Reading



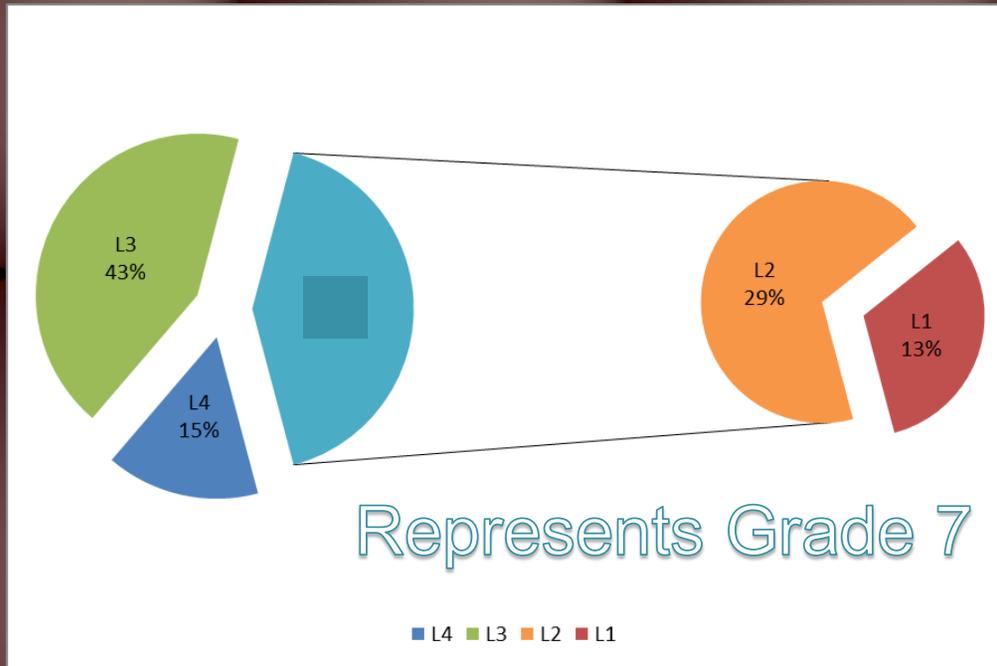
79% of current
8th graders
tested
Proficient or
above in
Reading

Current Grade 8 - Reading



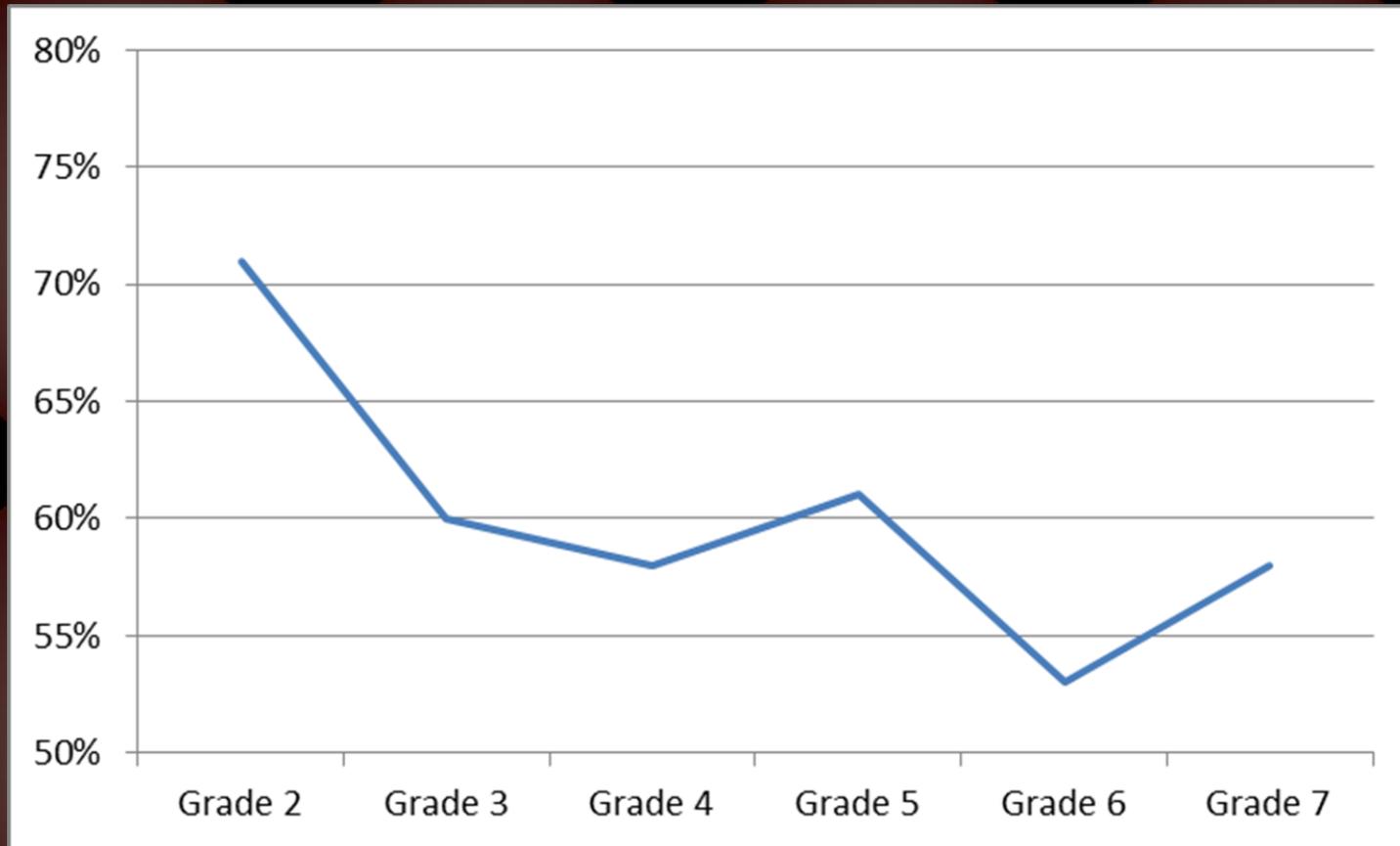
Current Grade 8

Number of students tested: 94
Mathematics



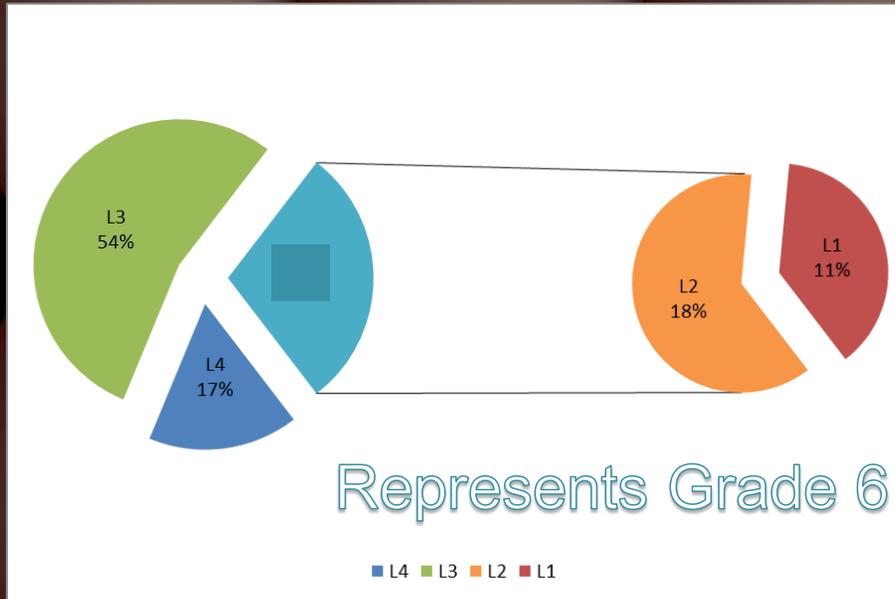
58% of current
8th graders
tested
Proficient or
above in Math

Current Grade 8 - Math



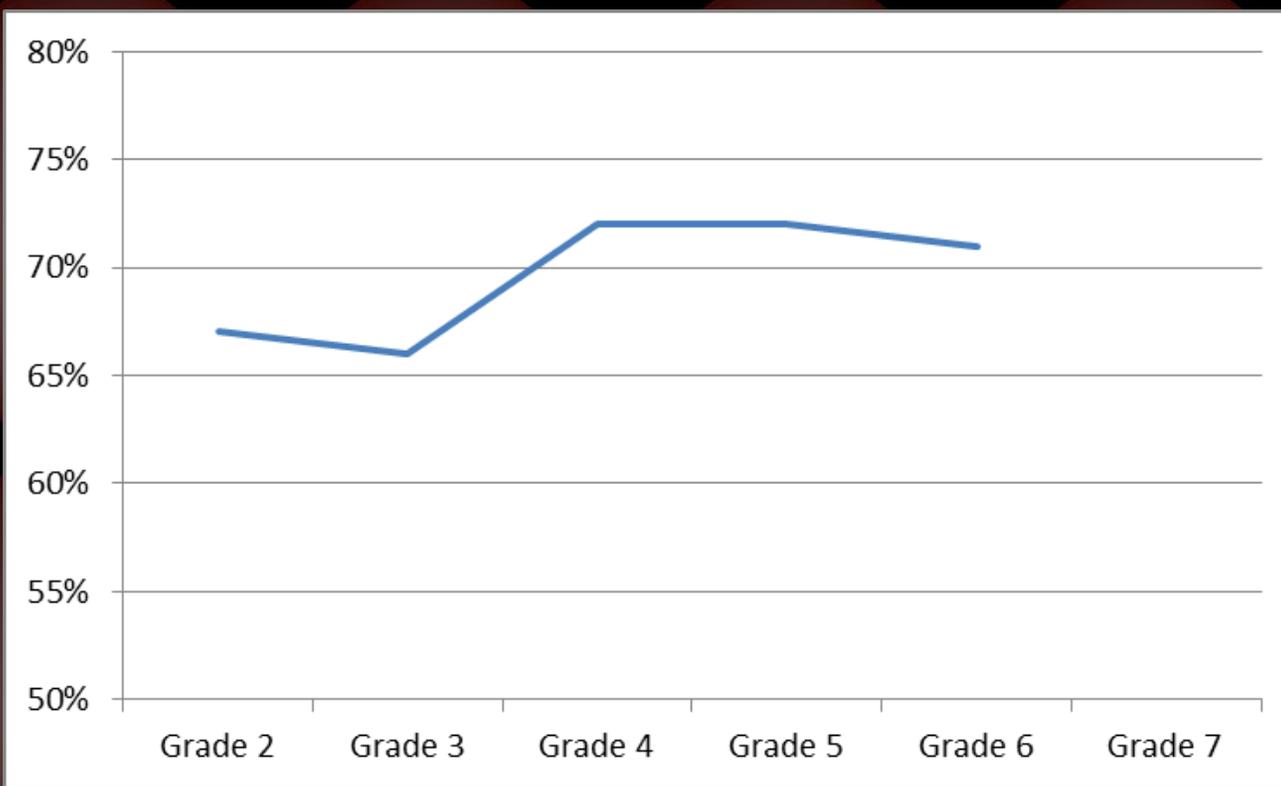
Current Grade 7

Number of students tested: 72
Reading



71% of current
7th graders
tested
Proficient or
above in
Reading

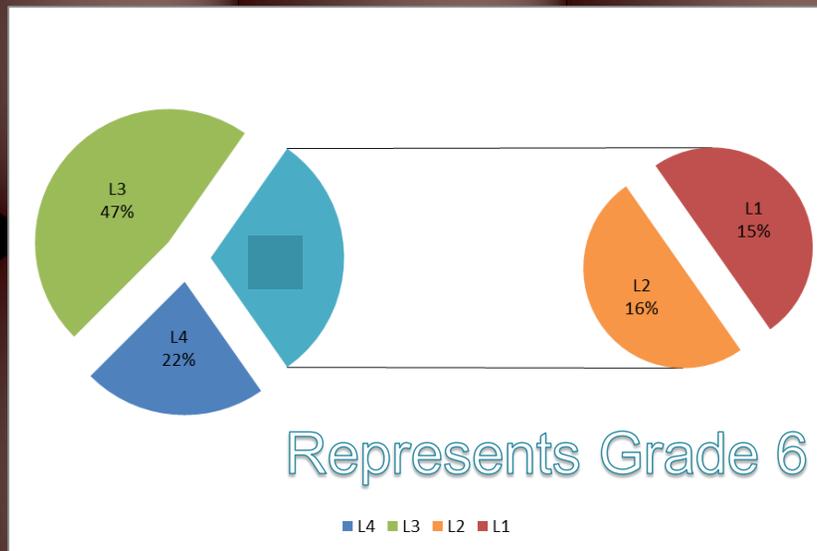
Current Grade 7 - Reading



Slide 7

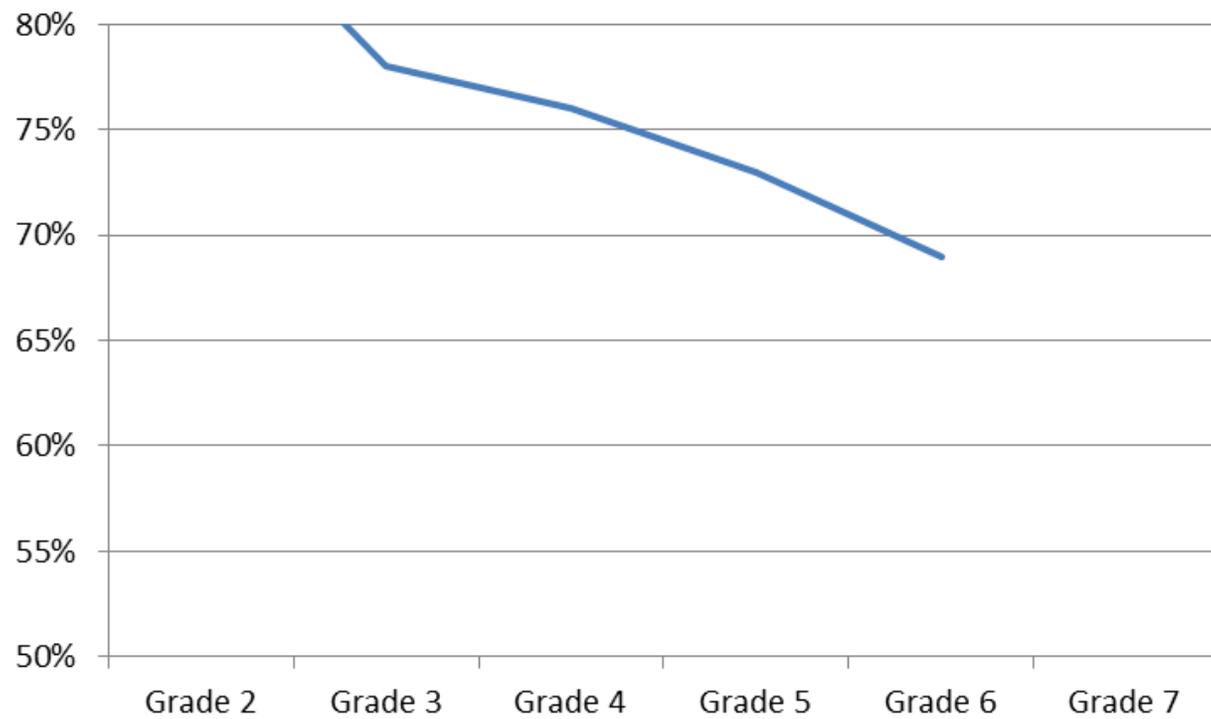
Current Grade 7

Number of students tested: 72
Mathematics



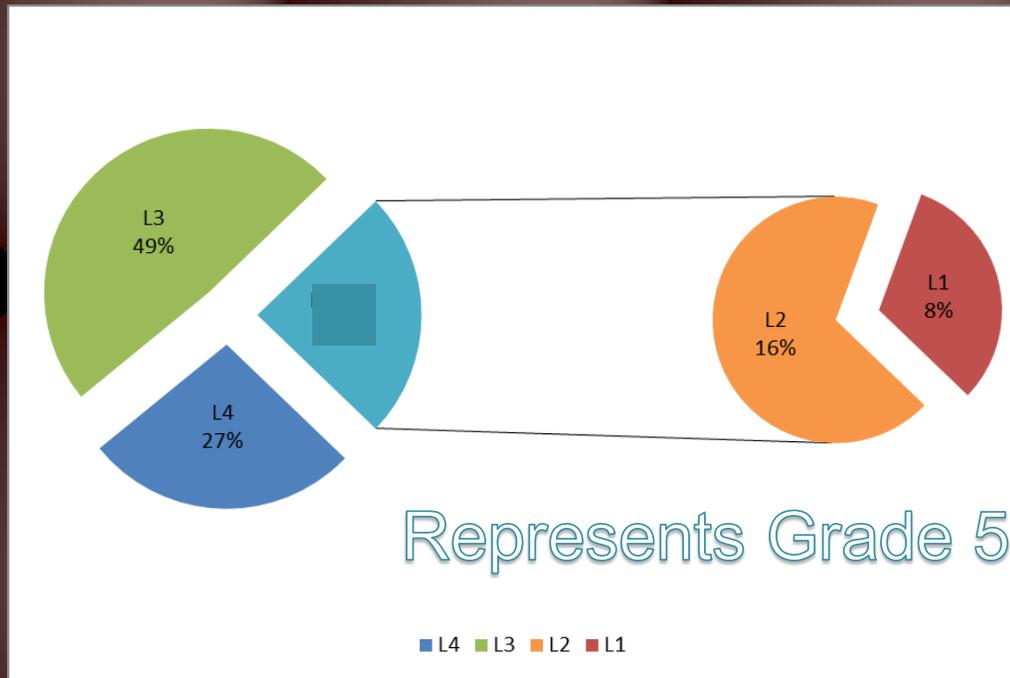
69% of current
7th graders
tested
Proficient or
above in Math

Current Grade 7 - Math



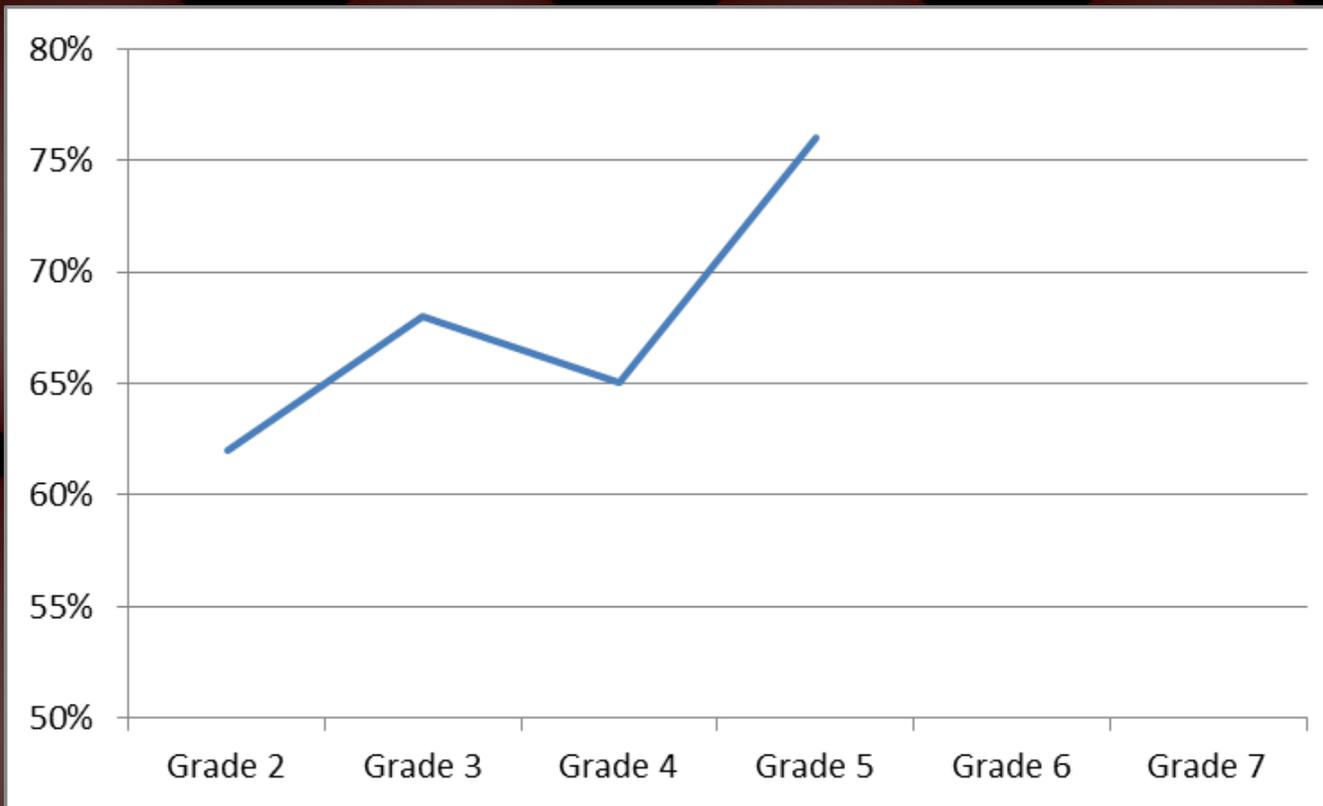
Current Grade 6

Number of students tested: 78
Reading



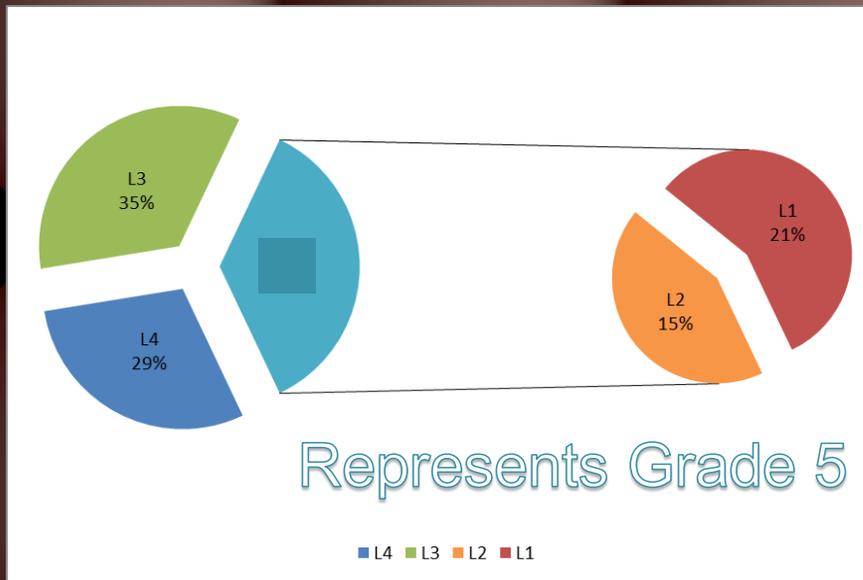
76% of current
6th graders
tested
Proficient or
above in
Reading

Current Grade 6 - Reading



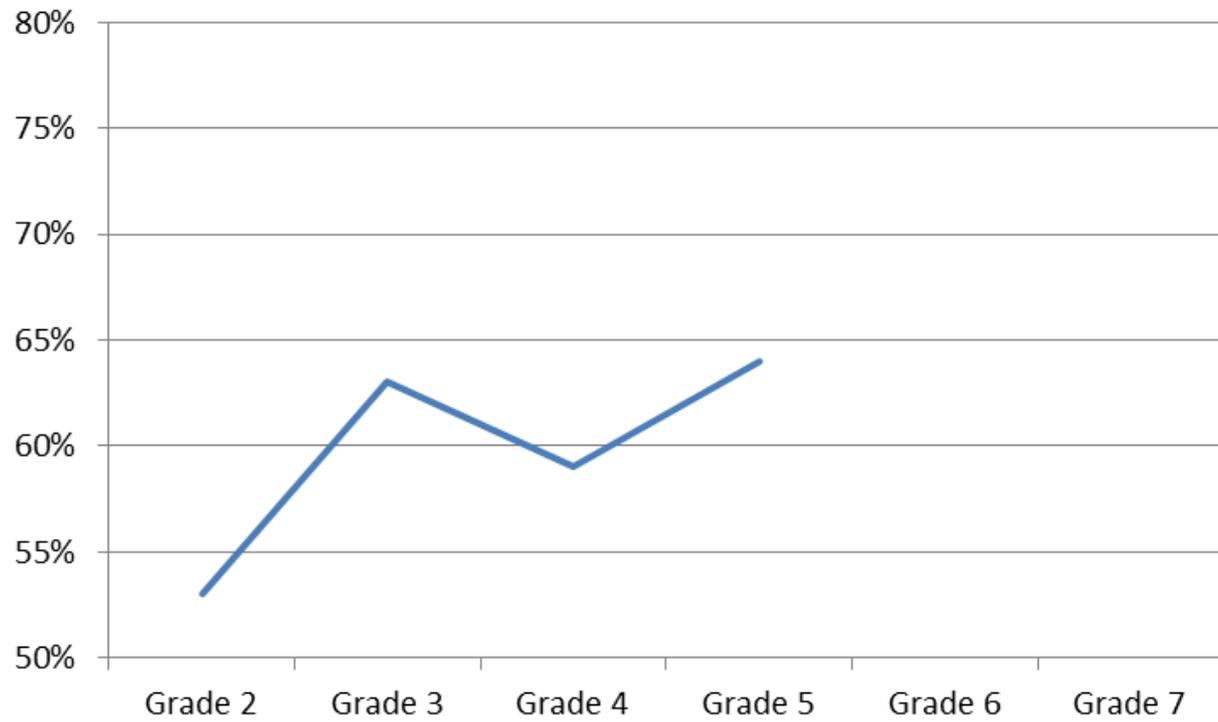
Current Grade 6

Number of students tested: 78
Mathematics

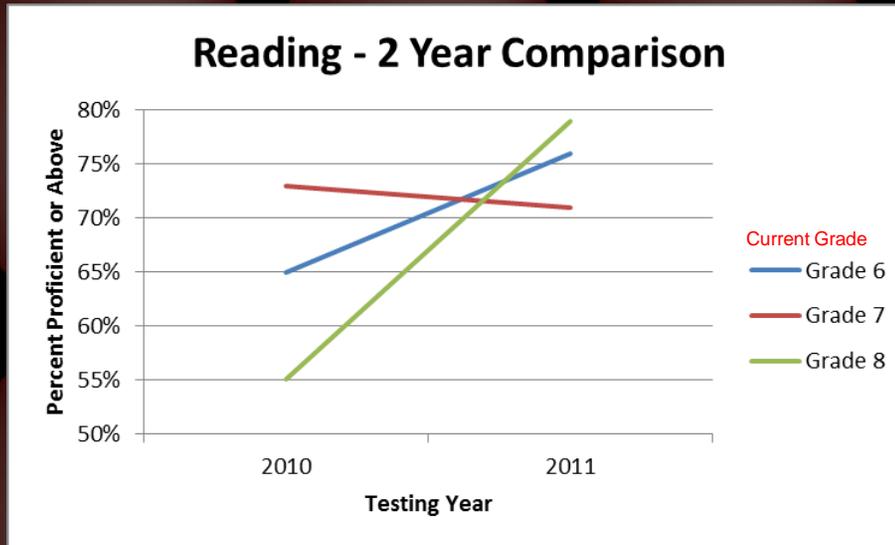


64% of current
6th graders
tested
Proficient or
above in Math

Current Grade 6 - Math



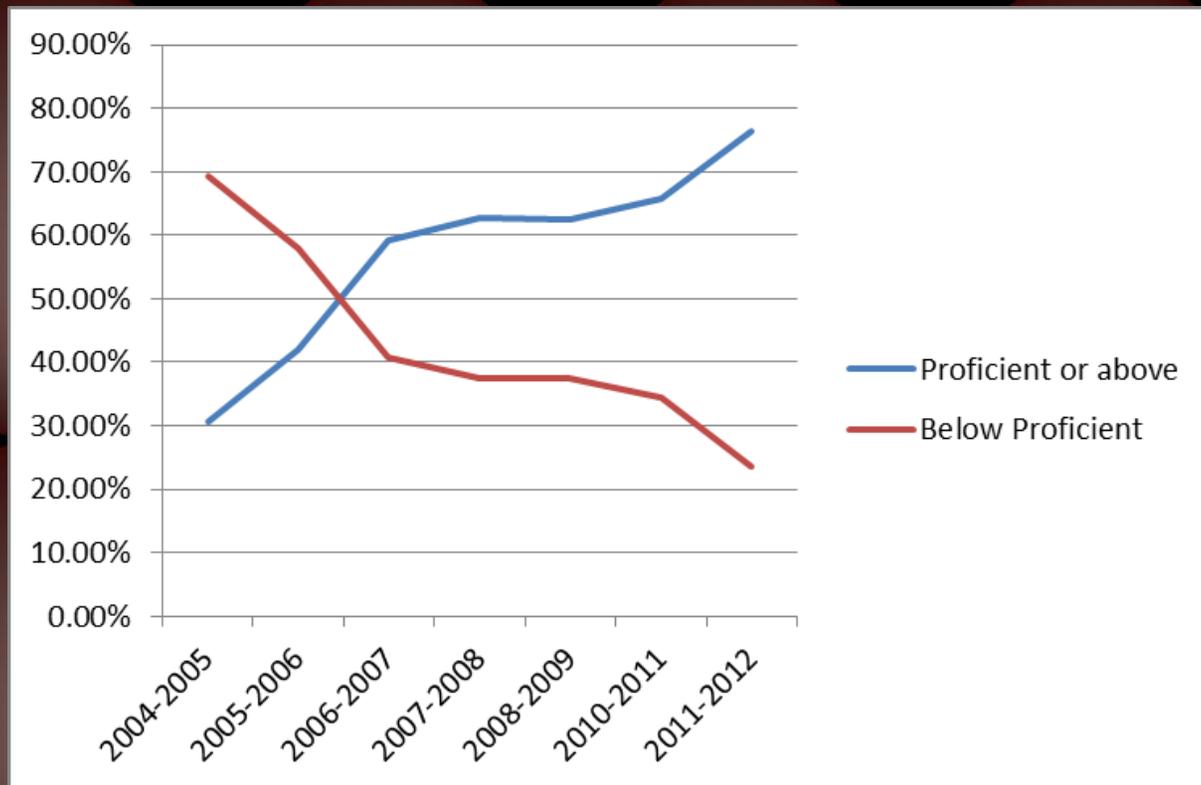
2 Year Comparison - Reading.



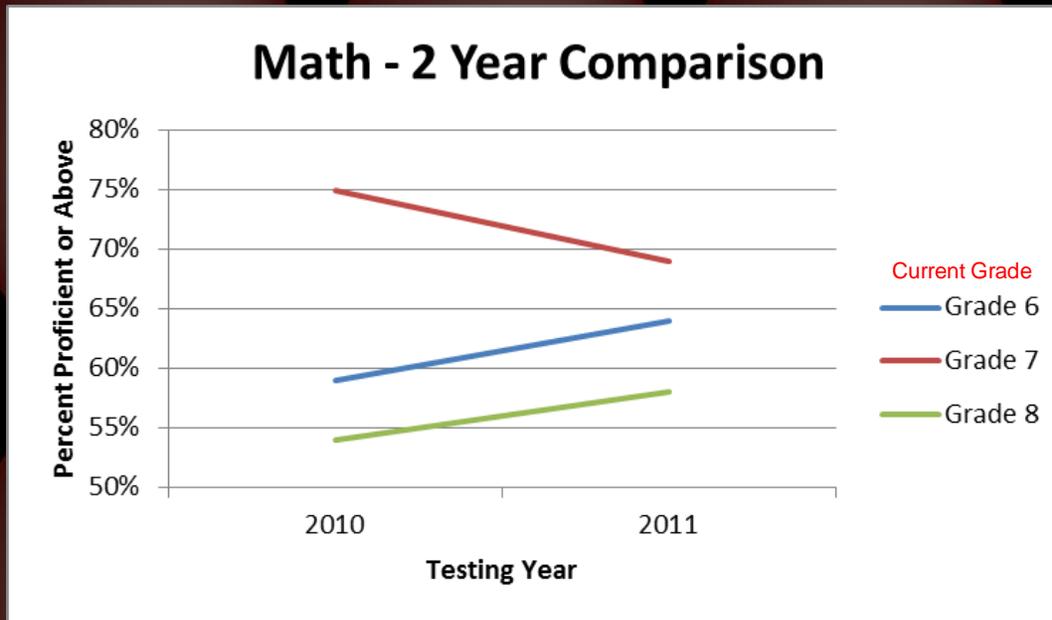
77% of ALL
SMS students
tested
Proficient or
above in
Reading

Last Year -
64%

Historical Growth - Reading



2 Year Comparison - Math.



64% of ALL
SMS students
tested
Proficient or
above in Math

Last Year -
63%

Historical Growth - Math

