

Windham Raymond School
District

Annual District Achievement Report



Fall 2011

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Introduction

Welcome to the Windham Raymond School District annual Achievement Report. This document is designed to provide accurate and timely information for parents, staff, district leadership, community members, and school board members as to the progress that the district and school have made towards meeting the needs of students. When possible, historical information and comparison data is included. This will allow the reader to identify achievement trends over time. In addition, this report seeks to highlight the multiple initiatives that are occurring across the district to improve the programming offered to students.

The Windham Raymond School District serves as the K-12 public education provider for children who reside within the town of Windham, Maine and the K-8 public education provider for children who reside within the town of Raymond, Maine. Students in grades 9-12 in Raymond are eligible to choose the location for their individual high school programming. A majority of these students choose Windham High School. In addition to the children of Windham and Raymond, the school district provides alternative educational programming for high school students from all across southern and central Maine. The school district is composed of the following schools:

Windham Primary School, Windham, Maine – Serves Windham students in grades K-3

Raymond Elementary School, Raymond, Maine – Serves Raymond students in grades K-4

Manchester Elementary School, Windham, Maine- Serves Windham students in grades 4 & 5

Jordan Small Middle School, Raymond, Maine – Serves Raymond students in grades 5-8

Windham Middle School, Windham, Maine – Serves Windham students in grades 6 – 8

Windham High School, Windham, Maine – Serves Windham and Raymond students in grades 9 – 12

REAL School, Falmouth, Maine – Serves alternative education students in grades 8 – 12 from all across southern and central Maine.

Windham Raymond School District Mission and Vision

Mission

The mission of the Windham Raymond School District is to ensure *success for all* learners.

Vision

Every student in our Windham Raymond schools is actively engaged in authentic, individualized, and personally relevant learning, designed and supported by highly effective, qualified, and passionate staff, in a safe learning environment. Students explain why their learning is important, and they are competent in articulating their own progress as they reach ambitious individual goals. Students learn in technology-rich environments, no longer defined by traditional boundaries, engaging with the local and global communities. They are effective stewards of natural and human resources. Every student leaves our schools as a responsible and involved citizen; a collaborative and quality worker; a clear and effective communicator; a creative and practical problem solver; an integrative and informed thinker; and a self-directed and lifelong learner.

Demographic Indicators

“Demographics clarify who our “clients” are and who the staff is as service providers. Demographics build the context of the school and help us begin to predict future conditions, so that we can take an active approach to serving the need of our current and future students. These contextual variables are critical and required for understanding any other information gathered about the school.”

Victoria Berhardt - Data Analysis for Continuous School Improvement

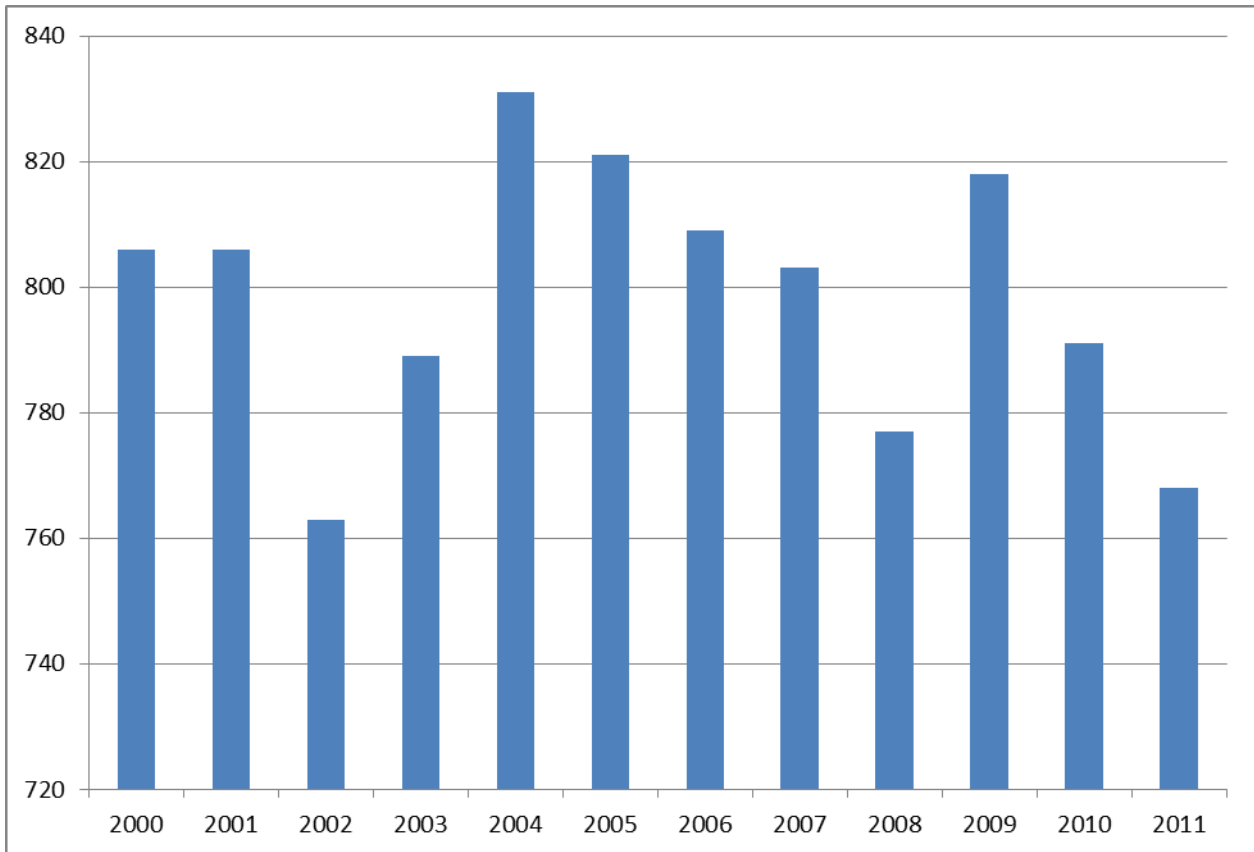
Over the past thirty years, the towns of Raymond and Windham have experienced a period of sustained population growth. Since 1980, Raymond has grown by 106%. Windham has increased by 48%. Since 2000, the two towns have been impacted differently by population changes. Raymond’s population has begun to level out, while Windham continues to see steady growth. The population change for both communities has been mirrored within the population of children that each town serves.

Raymond and Windham Demographics

Population	Raymond	Windham	State
2008 Estimate**	4,648	16,715	1,316,456
2000 Census	4,299	14,904	1,274,922
1990 Census	3,311	13,020	1,226,928
1980 Census	2,251	11,282	1,119,971
Percentage of citizens 65 years or older	15.7%	9.9%	15.5%
Residents with a four-year college degree	33.5%	22%	22.9%
Median household income	\$56,118	\$46,526	\$37,240
Families below the poverty level	4.0%	4.8%	7.8%

**Source: State of Maine Annual Estimate of Population

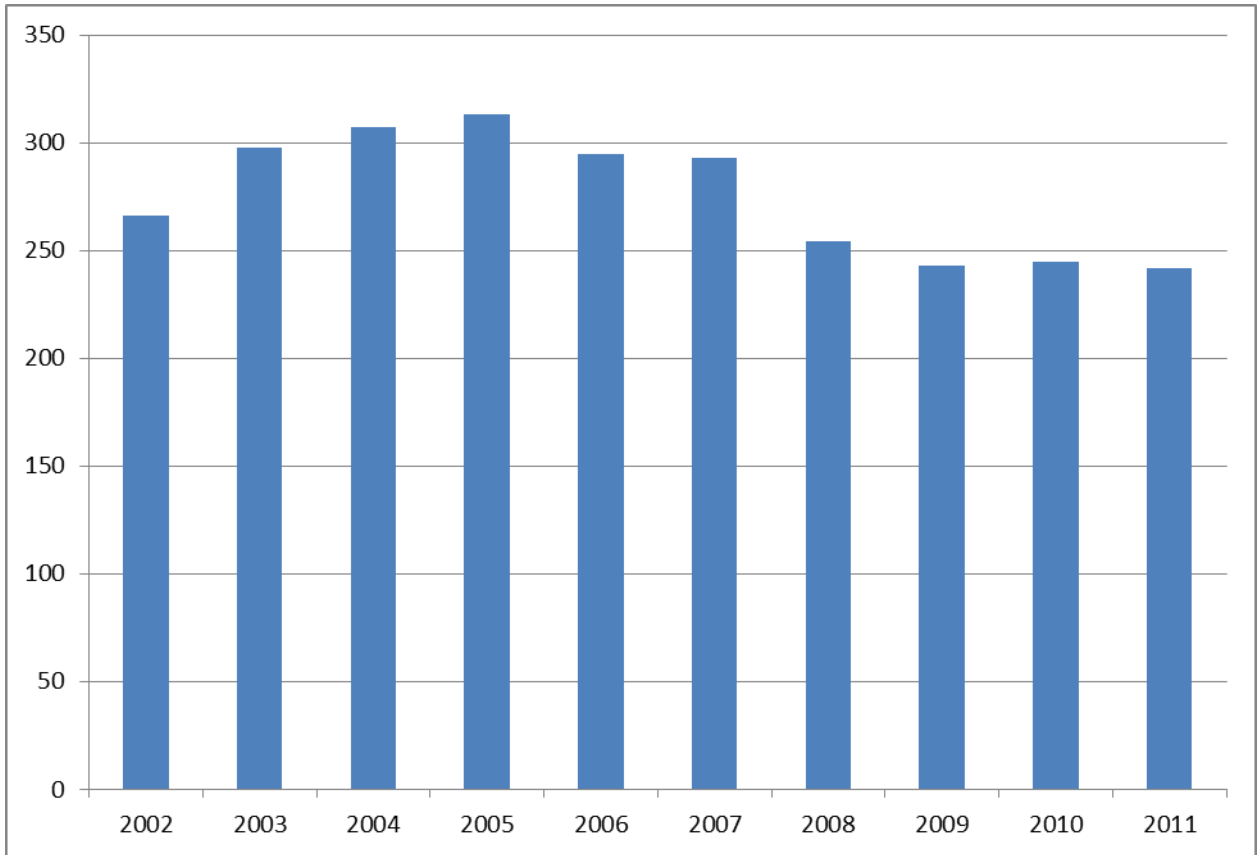
Windham Primary School Student Enrollment
June 2000 – June 2011



Percent Change in Enrollment 2000 – 2011

2000 – 2001	0%
2001 – 2002	-5.6%
2002 – 2003	3.4%
2003 – 2004	5.3%
2004 – 2005	-1.2%
2005 – 2006	-1.5%
2006 – 2007	-.74%
2007 – 2008	-3.2%
2008 – 2009	5.3%
2009 – 2010	-3.3%
2010 – 2011	-2.9%
2000 – 2011	.65%

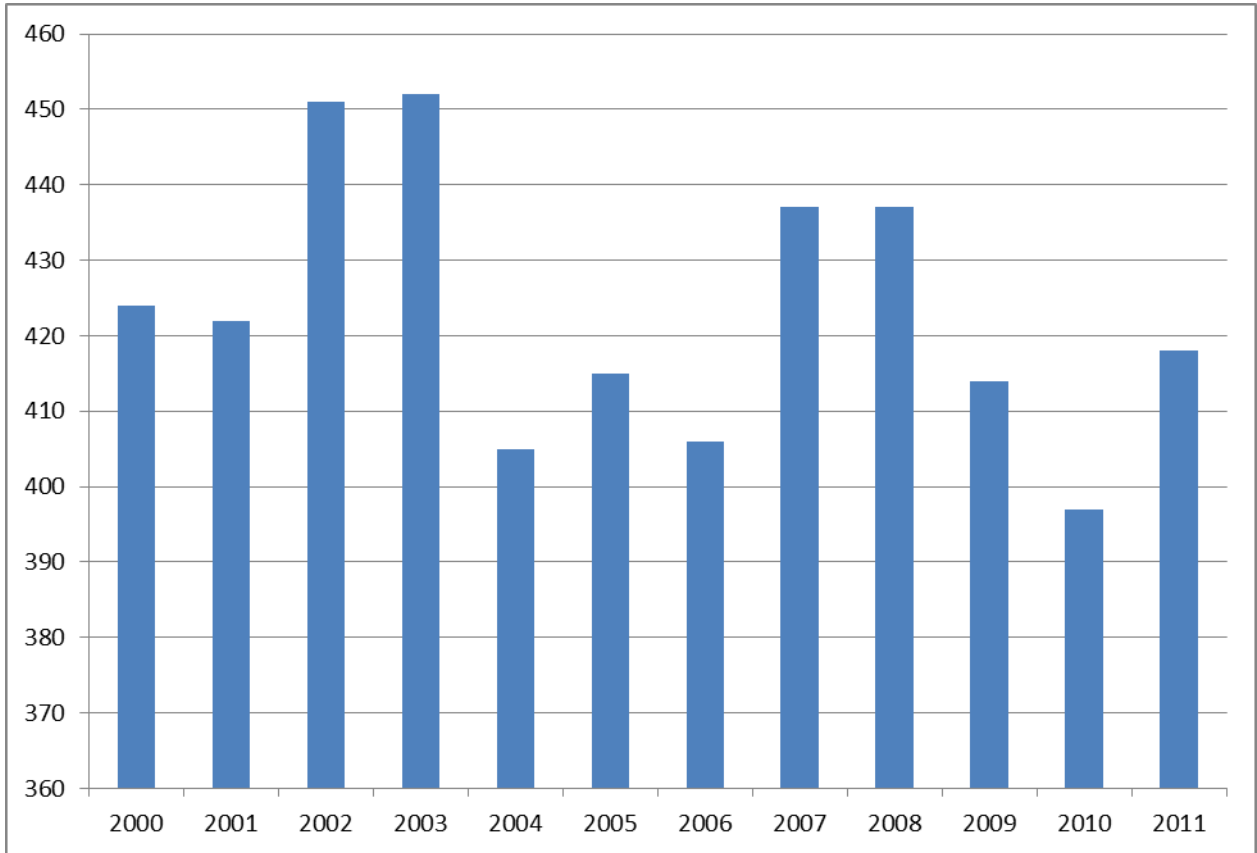
Raymond Elementary School Enrollment
June 2002 – June 2011



Percent Change in Enrollment 2002 – 2011

2002 – 2003	12.0%
2003 – 2004	3.0%
2004 – 2005	2.0%
2005 – 2006	-5.7%
2006 – 2007	-.7%
2007 – 2008	-15%
2008 – 2009	-4.3%
2009 – 2010	.8%
2010 – 2011	-1.2%
2002 – 2011	-9.02%

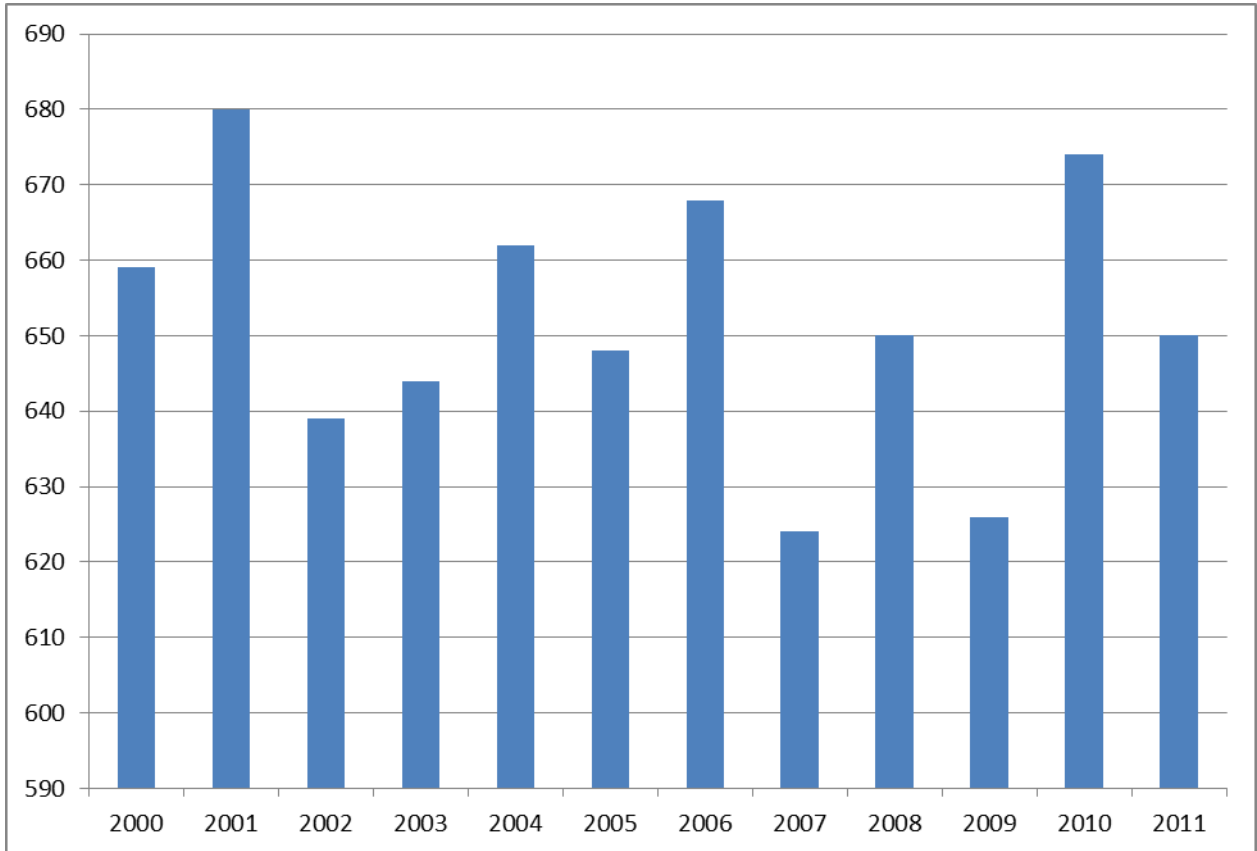
Manchester Elementary School Enrollment
June 2000 – June 2011



Percent Change in Enrollment 2000 – 2011

2000 – 2001	-.5%
2001 – 2002	6.9%
2002 – 2003	.2%
2003 – 2004	-10%
2004 – 2005	2.5%
2005 – 2006	-2.2%
2006 – 2007	7.6%
2007 – 2008	0%
2008 – 2009	-5.3%
2009 – 2010	-4.1%
2010 – 2011	5.3%
2000 – 2011	-1.4%

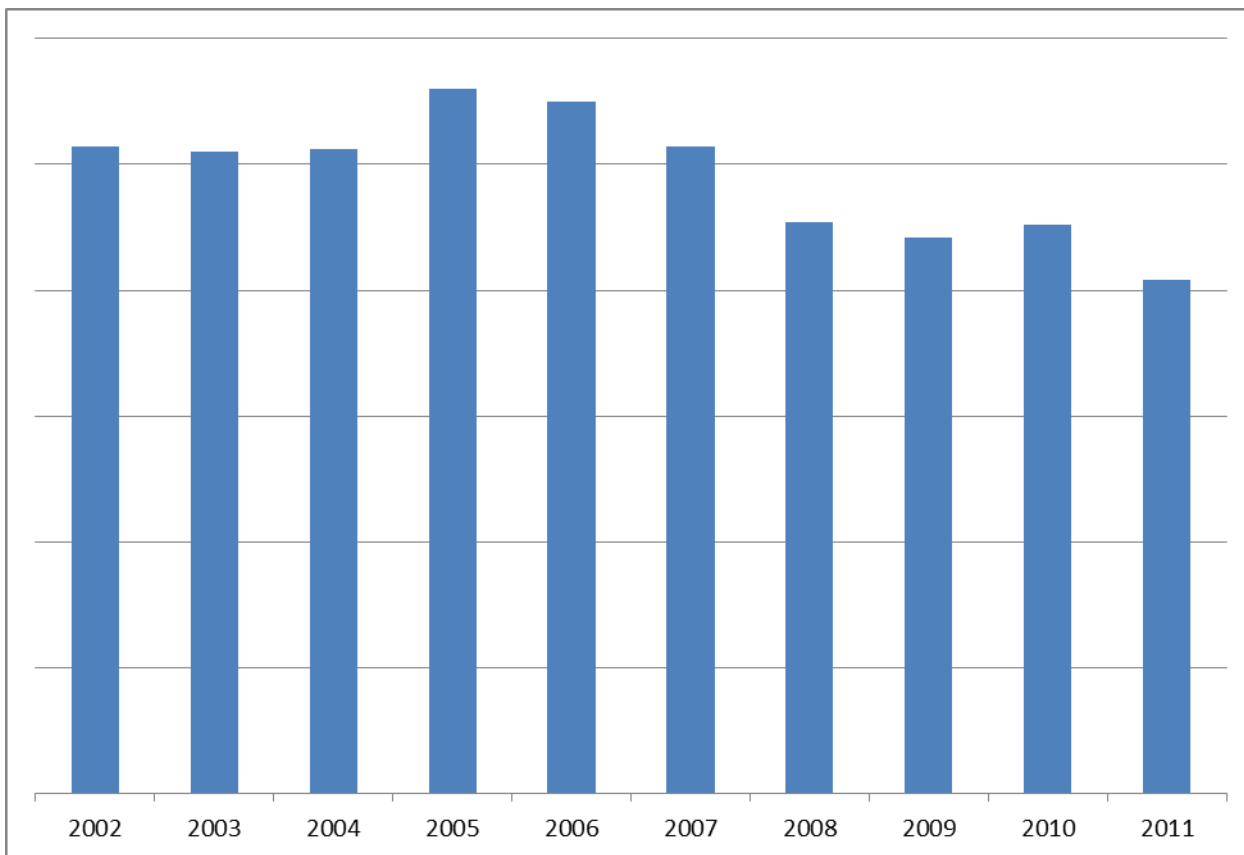
Windham Middle School Student Enrollment June 2000 – June 2011



Percent Change in Enrollment 2000 – 2011

2000 – 2001	3.2%
2001 – 2002	-6%
2002 – 2003	.8%
2003 – 2004	2.8%
2004 – 2005	-2.1%
2005 – 2006	3.1%
2006 – 2007	-6.6%
2007 – 2008	4.2%
2008 – 2009	-3.7%
2009 – 2010	7.6%
2010 – 2011	-3.6%
2000 – 2011	-1.4%

Jordan Small Middle School Enrollment
June 2002 – June 2011

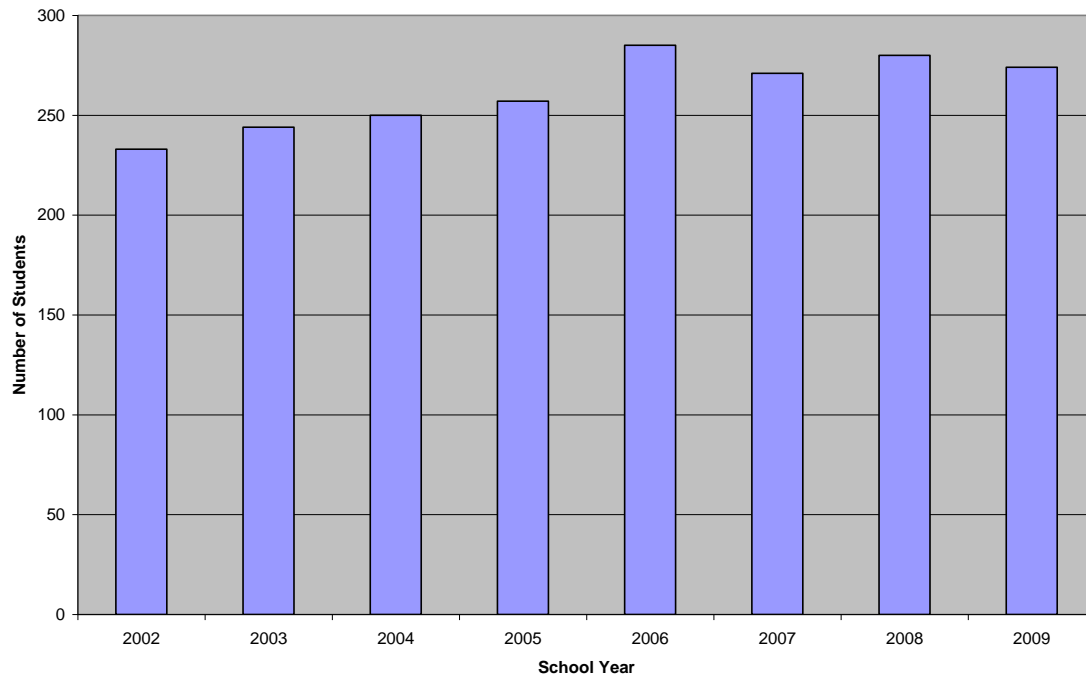


Percent Change in Enrollment 2002 – 2009

2002 – 2003	-0.7%
2003 – 2004	0.3%
2004 – 2005	9.3%
2005 – 2006	-1.7%
2006 – 2007	-6.5%
2007 – 2008	-11.6%
2008 – 2009	-2.6%
2009 – 2010	2.3%
2010 – 2011	-9.73%
2002 – 2011	-20.6%

Raymond School Department Grades 9-12
All High School Placements
June 2002 – June 2009

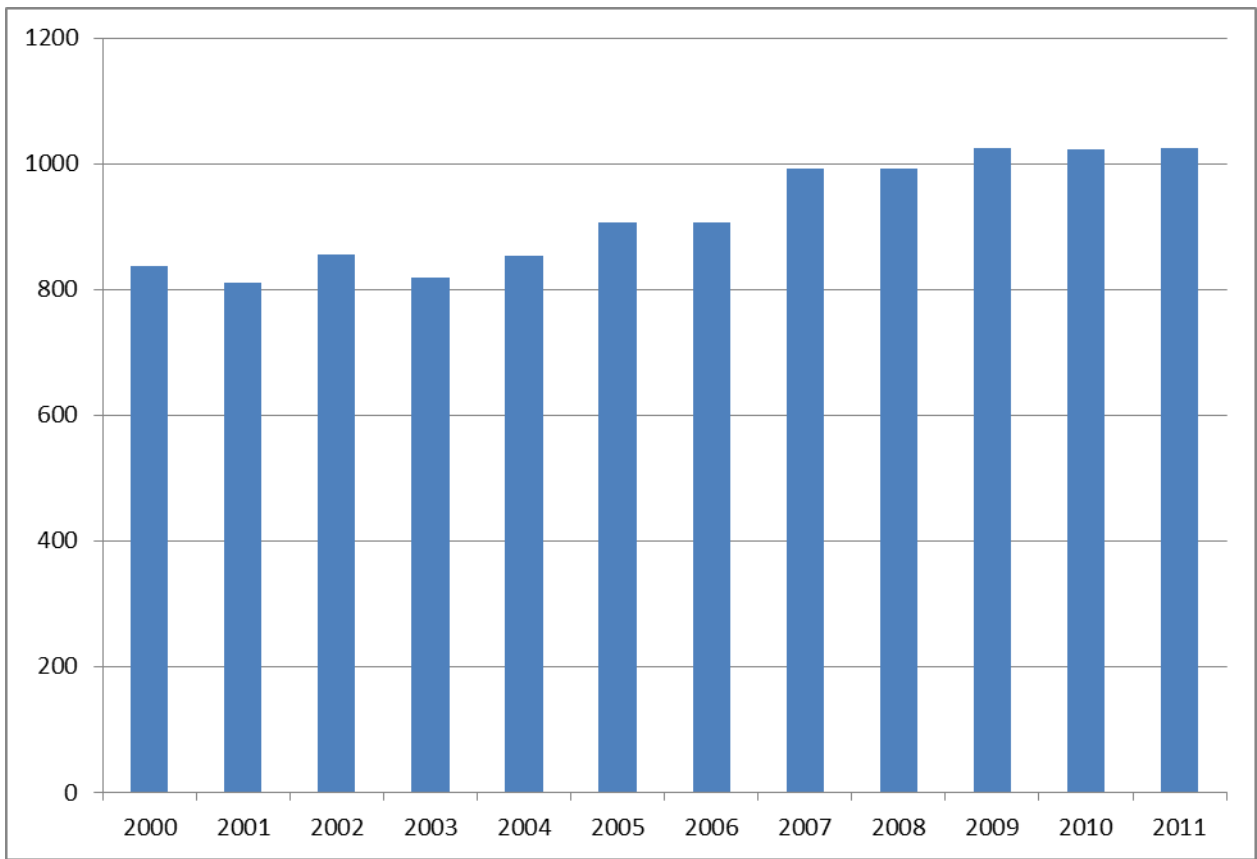
Raymond High School Population - All High Schools



Percent Change in Enrollment 2002 – 2009

2002 – 2003	4.7%
2003 – 2004	2.5%
2004 – 2005	2.8%
2005 – 2006	10.9%
2006 – 2007	-4.9%
2007 – 2008	3.3%
2008 – 2009	-2.1%
2002 – 2009	17.6%

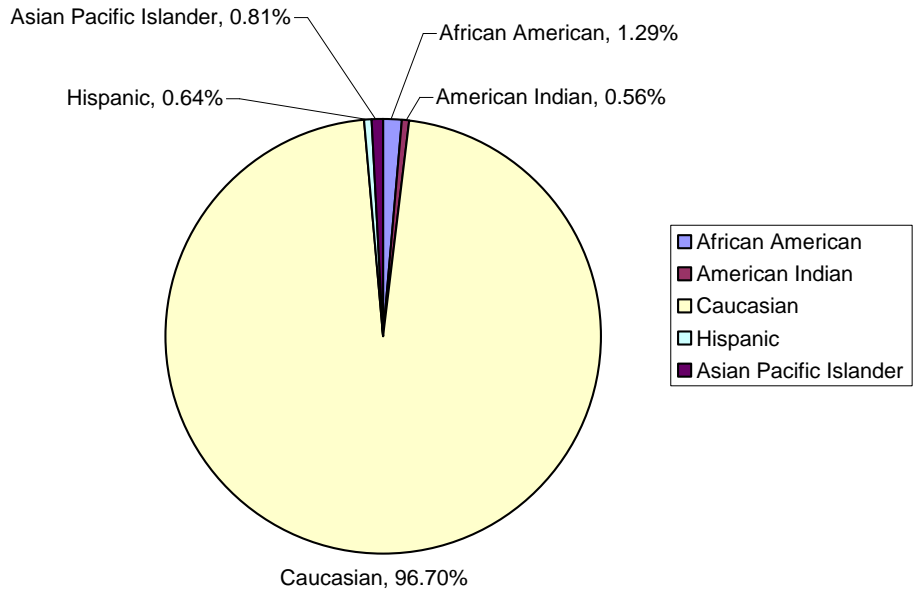
Windham High School Student Enrollment June 2000 – June 2011



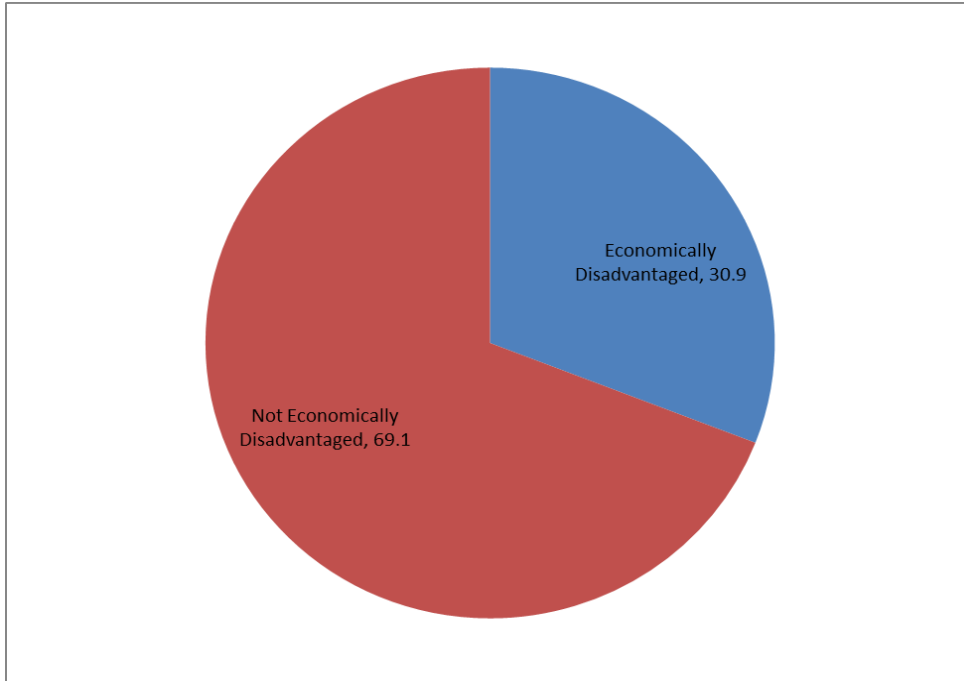
Percent Change in Enrollment 2000 – 2011

2000 – 2001	-3.2%
2001 – 2002	5.5%
2002 – 2003	-4.4%
2003 – 2004	4.3%
2004 – 2005	6.3%
2005 – 2006	0%
2006 – 2007	9.5%
2007 – 2008	0%
2008 – 2009	3.2%
2009 – 2010	-.2%
2010 – 2011	.2%
2000 – 2011	22.3%

Windham Raymond Schools Enrollment of Racial/Ethnic Groups



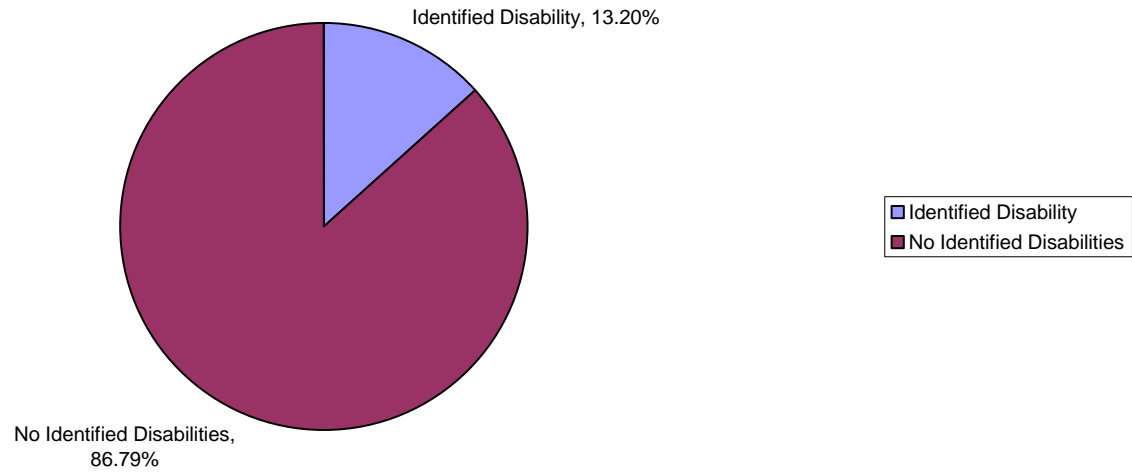
**Windham Raymond Schools
Enrollment of Students with Special Needs – Economically
Disadvantaged**



**Percent of students classified as Economically Disadvantaged
June 2011**

Windham Primary School	33.98%
Raymond Elementary School	28.29%
Manchester Elementary School	36.23%
Windham Middle School	34.67%
Jordan Small Middle School	32.18%
Windham High School	24.57%
RSU 14	30.90%

Windham Raymond Schools
Enrollment of Students with Special Needs – Special Education



Highly Qualified Teachers and Paraprofessionals

The Federal No Child Left Behind legislation and the Maine Department of Education have created definitions for Highly Qualified Teachers. NCLB mandates that all teachers and paraprofessionals be Highly Qualified by the end of the 2005-2006 school year. In order for a teacher to be Highly Qualified they must hold a degree in their content area, have the equivalent number of college credits in that content area, or pass a national exam in their content area. In addition, staff members must hold full State of Maine Certification.

99% of classes district – wide are taught by Highly Qualified teachers

100% of classes at Windham Primary School are taught by Highly Qualified Teachers.

100% of Windham Primary School paraprofessionals are Highly Qualified according to the No Child Left Behind Federal requirements.

100% of classes at Manchester School are taught by Highly Qualified Teachers

100% of Manchester School teachers are Highly Qualified according to the No Child Left Behind Federal requirements.

100% of classes at Windham Middle School are taught by Highly Qualified Teachers

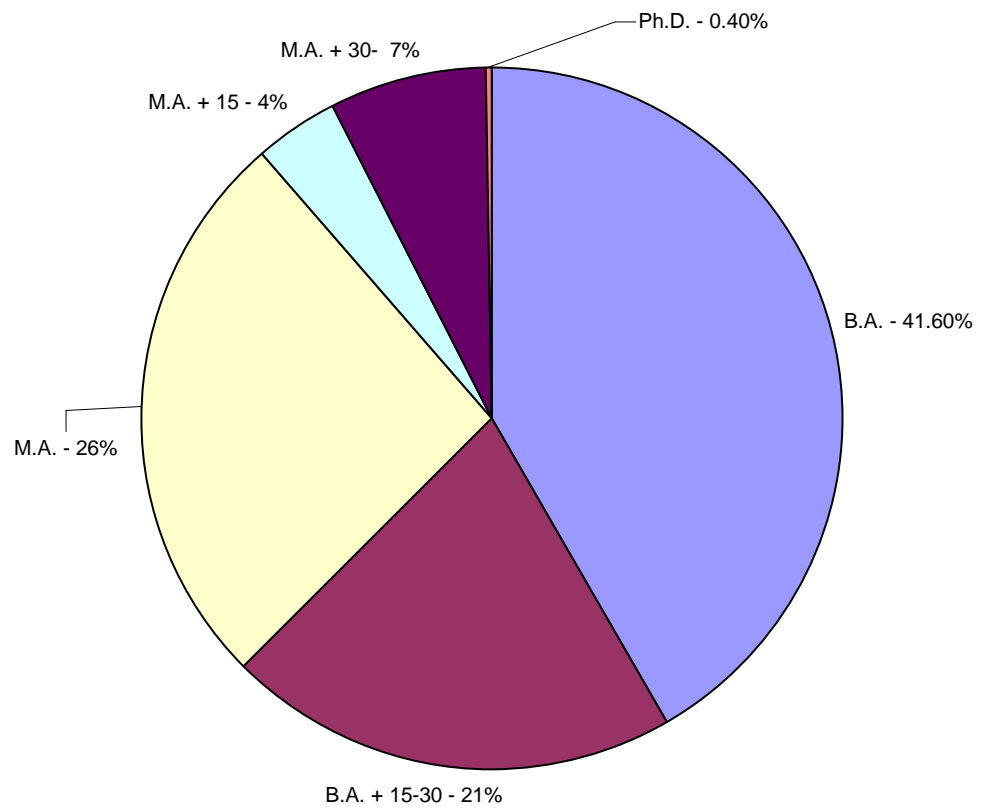
100 % of classes at Jordan Small Middle School are taught by Highly Qualified Teachers

99% of classes at Windham High School are taught by Highly Qualified Teachers

Educational Attainment of Teachers

45% of teachers have a Master's degree or higher (compared to 36% of Maine teachers)

Educational Attainment of RSU 14 Teachers



School Resource Indicators

School Resource indicators describe school resources that may influence student learning. These indicators include educational expenditures and structures that support student learning.

Windham Raymond School District FY 2012 Budget

Account Description	FY 12	FY 11 RSU 14	FY 10 RSU 14
Total Regular Instruction	\$16,233,607.48	\$14,168,922.68	\$14,984,222.67
Special Education Instruction	\$6,042,835.87	\$5,853,421.38	\$6,212,371.60
CTE Instruction	\$406,197.00	\$364,134.99	\$411,668.78
Other Instruction	\$754,494.16	\$786,348.58	\$815,710.28
Student and Staff Support	\$2,762,142.90	\$2,987,352.66	\$2,922,703.63
System Administration	\$1,008,323.20	\$899,692.27	\$1,046,776.39
School Administration	\$1,742,256.15	\$1,776,145.31	\$1,890,562.59
Transportation and Buses	\$2,115,673.30	\$2,099,516.94	\$2,182,673.96
Facilities Maintenance	\$4,020,463.93	\$4,279,880.40	\$4,094,794.74
Debt Service and Other Commitments	\$3,647,262.03	\$3,450,227.23	\$3,564,553.33
Total All Other Expenditures	\$148,000	\$280,000.00	\$330,821.36
Total All Budget Categories	\$38,881,258.00	\$36,945,642.44	\$38,456,859.33

Budget Details
(Percent of total budget)

	FY 10 Budget
Instruction and Student Support	67.4%
Special Education Instruction	15.5%
School and District Administration	7.1%
Facilities, Transportation and Operations	15.9%
Debt	9.4%

2007 Resident per Pupil Operating Costs (K-12) Maine Average: \$8801.79
Source – Maine Department of Education

Community	K-12 Per Pupil Cost	Rank
South Portland	10,511.77	67
Yarmouth	10,381.54	72
SAD 61 (Lake Region)	9973.13	84
Portland	9730.97	91
Falmouth	9561.70	102
Westbrook	9304.55	117
Raymond	9273.78	121
SAD 51 (Cumberland)	9167.62	126
Gorham	8510.63	173
SAD 15 (Gray)	8234.31	199
Windham	8133.97	207
*Scarborough	7629.23	242

**DEB MCAFEE
PRINCIPAL – WINDHAM HIGH SCHOOL**

DISTRICT GOALS

Literacy Goal

The percent of students meeting their individual growth target in Literacy during the 2010 – 2011 school year, as measured by NWEA, will increase from 48.0% to 50.0%.

This year, the students in grades 9 and 10 both exceeded the target of the goal for literacy. In grade 9, 54.3% met their growth targets and in grade 10 53.7 % met their targets. To accomplish this, the following took place this year with the English department:

1. Our literacy coach met with each of the freshman and sophomore English teachers to review student goal sheets. They discussed how to read the material and how it related to the curriculum. Teachers gave each student a copy of their goal sheet and reviewed the scores with them, instructing the students how to read the data and how it related to what material is covered in class. Some teachers met with each student individually.
2. The literacy coach also visited and spoke to many of the freshmen classes; this presentation focused on the importance of the test, and the teacher's role as an academic coach using the data (like the results of a 'tryout' session for a sport), to determine a student's and a classes needs and strengths.
3. Many of the teachers offered incentives to the students, this involved not just for showing growth but for challenging how much time the students spent taking the exam.
4. NWEA instruction was done teacher by teacher. An interesting observation made this year was that teachers and students alike were disappointed if numbers did not show growth and that they asked to the test over again. There was one entire class and several students who took this option.

Numeracy Goal

The percent of students meeting their individual growth target in Math during the 2010 – 2011 school year, as measured by NWEA, will increase from 47.6% to 49.6%.

This year, the students in grades 9 and 10 both exceeded the target of the goal for math. In grade 9, 52.8 % met their growth targets and in grade 10 63.2 % met their targets. To accomplish this, the following took place this year with the Math department:

1. Our literacy coach met with any math teacher who had freshman and sophomore students to review the results from their classes and to review student goal sheets. They discussed how to read the material and how it related to the curriculum. Teachers gave each student a copy of their goal sheet and reviewed the scores with them, instructing the students how to read the data and how it related to what material is covered in class. Some teachers met with each student individually.
2. The department as a whole took the test last year and identified areas they wanted to add to the curriculum – probabilities is an example so banks of problems were developed to support this area of math not covered by the textbook.

3. Math teachers created incentives in their classes for students who scored higher than their fall scores or exceeded their growth targets.
4. The department also created math problems to do as an introduction to class the few weeks before testing to help students review previously taught areas of math.

Overall, we provided some incentives for the students to help take away the “I don’t care” factor of the test. The testing went very well this spring and most students took it seriously. Besides incentives by the teachers, gift cards were drawn from the pool of student who made gains over their fall scores. A big incentive was for students who met their growth target and there was one drawing for an I Pod nano. The drawing was in homeroom the week after the testing and several teachers commented that it had never been so quiet in homeroom all year for this one announcement. I would strongly suggest this be added to the testing next year as it was highly successful, along with all the work by David Brassard, literacy coach, to help teachers dissect their student data from the testing and the work teachers did to address weak areas in their classes all year.

Other work done this year at the high school:

1. Common grading practices (academic and behavior) using common rubrics

Establish common assessments that will be used as a measure of student achievement and instructional practice.

In each curriculum area, the faculty worked using the Understanding by Design frameworks to continue the work of curriculum development which includes common assessments. Many departments have come to consensus on common assessments and common rubrics to be used for these assessments. Some of the rubrics can and are being used across the curriculum are for oral presentations and research papers.

2. Use of data to inform curriculum and instructional practices-large scale

Link data and assessments-identify data necessary for decision making

As seen in the above report on the NWEA’s, we effectively used the data from the fall testing to

work on instruction in the classroom to form lesson to address weak areas. We also looked at the

SAT and PSAT results and formed a similar program of addressing weak areas in the classroom and

developed lessons to address those areas. Bob Parmakian was hired to help teachers develop those

lessons across the curriculum on SAT preparation by pulling examples of science math, social

studies and English questions that teacher could use in their classes for test preparation. In science,

the department conducted a 2 day review of necessary science information to prepare for the

augmentation test given in March after reviewing the results from the previous 2 years.

3. Increase VHS, online course, Early College for ME, college course enrollments

We had 9 students take courses, mostly at SMCC, though the Early College program. We are working to try to offer a College Writing course second semester through St. Joseph's College next year. We had 16 students take VHS classes semester 1 and 18 take one second semester. First semester, only 2 students did not complete the course.

4. Honors/AP review

A committee was formed of teachers, parents, administration and one student to review how we could increase the number of students taking honors and advanced placement courses. Next year, we will have almost 100 more students taking advanced placement classes. We went from 139 this year to 233 next year. We also have student trying honors classes at a higher rate than this year. We will support students this summer with the summer work required and will form a vertical team next year to look at how we support honors students from grades 9-12.

5. Study group to look at Freshmen transition from standards based programming

A group of teachers from across the curriculum met second semester to look at how the students coming into grade 9 were being assessed in the middle schools and how we can prepare for them in the fall. We looked at their report cards and met with the 8th grade teachers to find out how they were assessing students using standards. Recommendations were made to the BAC committee and the new principal for the fall.

6. Complete understanding of UbD curriculum format

The BAC team worked with Ken Murphy from USM and as a group to better define the work to be done around the curriculum revision using the Understanding by Design format. Most of the common planning times in departments were used for curriculum work in each content area.

7. BAC as a PLG-Use BAC to help all faculty address deficits in SAT and NWEA data

As outlined above in the goal, we worked with BAC to look at the data and form plans to work with departments on improving our scores on the NWEA's and SAT's. We also expanded common planning time to function as a PLG for curriculum work. We worked with BAC on several protocols to address issues by modeled a protocol they could use in the common planning time.

8. Pilot standard-level freshman team and develop a standards-referenced focus for academic and behavioral issues

The team developed a common behavioral matrix based on the PRIDE rubric, using the PBIS

model. The integrated this in teaching the students and having the students put the terms in kid

language, and implementing the rubric. They established common academic expectations and met

weekly to discuss students, make phone calls to parents, problem-solve issues and create lessons that

overarched each discipline. All students passed their core Standard Classes - there were 3 class failures out of the team (ICT, Applied Math and French I). Teachers on the team commented that they felt the parents were active and supportive because of the connections that they made, that the students knew that the teachers were all on the same page, and that they felt that they did a better job at addressing skill deficits because of the teaming. Teachers felt that the shared information about the students coming into the year was very helpful. The end of the year unit involved a culminating interdisciplinary unit. The class read a book about the Malaga Island off the coast of Maine and they went on a field trip that included kayaking to the island. Some of the students had never been in the ocean. They gave this project rave reviews and had awesome student feedback. Several students, as is the goal of the standard program, were promoted to academic classes next year. The team valued this experience so greatly that they advocated to again run it next year and bring math and special education into the fold.

9. Teen screen with 26 Freshmen screened

When talking to the folks at the National Alliance of Mental Illness – NAMI, and those that oversee Teen Screen they have determined that we had a very successful pilot. We screened around 40 students and had several of those students test positive for possible mental health issues/needing further assessment. As a school based group we have concerns about the program because we are looking for a universal screener that allows us to address all students - not just those opt in. The Teen Screen Program further enhanced our working relationships with Tri-County Mental Health and NAMI.

10 Expand use of IC as a database by teachers using the parent contact tab and involve parents in using the IC portal more

We reviewed with the faculty the new PLP tab in the Infinite Campus program and asked them to begin to use it to document parent contact at grade reporting times. We had an intern in the main office who was working on her administrative project so she took on the task of educating parents about the IC portal. She offered several sessions at conference time and sent home, via the listserv, instructions as to how to access the program. It met with limited success as not many parents attended the session but we did try to offer support to parents who do not use the information available to them through this tool.

11. Increase access to Accuplacer and SAT prep

With the help of another administrative intern in the office, we were able to offer the Accuplacer to the entire sophomore class this spring. This data was shared with both the math and English departments. In math, for example, common problems were seen with fractions and basic skills as students can not use calculators on the exam. The overall testing did show that 55% of the sophomore class was college ready.

The school counselors worked with students who took the PSAT to show them resources they had to get ready for the SAT in the spring. We also offered a SAT prep class that 53 students took advantage of.

**Cynthia Curtis, Principal
Manchester School
Professional Goals SY 2010 - 11
Supporting Manchester SMART Goals**

1. District Goal as it connects to Manchester School:

-Improve Literacy and Math performance at Manchester School by 2% as measured by increased number of students meeting individual growth targets on NWEA and meeting/exceeding standards on NECAP

NWEA	Fall	Spring
Reading 4th	61.2%	66.3%
Reading 5th	67.3%	67.1%
Math 4th	63.8%	62.0%
Math 5th	61.0%	56.8%

NECAP	2009	2010
Reading 4th	72%	66%
Reading 5th	75%	72%
Math 4th	65%	55%
Math 5th	69%	68%

-Identification of high achieving students in regular classroom, as well as at-risk students – development of PLP’s to support all students in achieving individual growth targets

(see slide 35)

4th gr. reading – above average students non-GT 75% met growth target

5th gr. reading – above average students non-GT 76.5%

Note: the highest bar of students meeting their growth targets in reading is 5th gr. special ed. students 82.6%

(see slide 38)

4th gr. math – above average students non-GT 90.2 % met growth target
5th gr. math – above average students non-GT 69.8% met growth target

Computation Fluency weakness identified.

Pilot I XL – Technology program, individual practice by standard

Keeps track of student progress, available at home

4th grade teachers sharing effective computation strategies

-Provide on-going support/consultation to support classroom teachers with appropriate instructional strategies necessary for effective differentiation across all tiers

PLC's

Deb Ledoux – Standards-based Teacher

Danielle Butler – Title I Math Teacher

Title I team

Mid-year academic reviews

In-house experts

SAT

2. Manchester Academic Goal:

- A. Continue to refine our comprehensive literacy and mathematics assessment templates for efficiency of use by those with educational interest in order to access universal screening, adjustment of programming, progress monitoring, and application of research-based interventions (EDM, Reading Street, My Sidewalks, Lexia, ReadAbout, Fast Math and others, CBM's, Dibels, NWEA & NECAP).

Summer work

PLC's

Title I

SAT

Academic Reviews

District RTI Team

Consult with RTI consultant

- C. Use of data-based decision-making and targeted professional development to support, identify and deliver appropriate differentiation and specific research-based interventions in all tiers

Administration/PLC Facilitators

PLC's

Consult w/Standards-based/Title I

SAT

In-house prof. dev.

Use of Aimsweb system to show rate of improvement data for all individuals in interventions and for school-wide curriculum targets

3. Increase personal knowledge of program specific literacy and numeracy differentiation and interventions (EDM, Reading Street & associated research-based interventions)
 - A. Workshops, professional development activities, observations, articles and readings will provide a strong knowledge base to support/recommend application of meaningful and effective interventions and differentiations for all students.

15 people – RTI Institute- across 3 days
6 people – Restorative Justice/PBIS
Individualized staff dev.
Aimsweb – In-house prof. dev.
Wellness activities embedded throughout PD days
Reading/Math summer work/updates
Google sites
Check-in check-out function of SWIS

4. Facilitate and collaborate to formalize a comprehensive RTI structure.
 - A. Workshops, professional development activities, formal/informal meetings will provide information and forum for facilitation and Collaboration (See slide 6)
Presented at A-team
Consultation with RTI consultant (Lisa Backman) was very effective in refining our RTI supports and systems for our SAT, special education department and for Title I/Standards-based teacher
 - B. Refine protocols to be used with professional staff and/or PLC facilitators to continually assess school's response when students do not learn

Use of protocols will assist in identifying successes, challenges and next steps in continuing a productive RTI structure that supports student growth academically and behaviorally

Administration/PLC facilitators
Standards-based/Title I
SAT
RTI

SWIS-PBIS data sharing and reflection- ongoing

- C. Facilitate development of strong PLC facilitator/teacher leadership across assigned PLC teams. This structure replaces the BAC committee.
- structured administrative meetings with teacher leadership twice monthly
 - discussion of school-related issues regarding academic and behavioral (PBIS) goals
 - dissemination of supportive information to PLC teams
 - team norms and formalized team agendas/notes to be turned in to Cindy
 - attendance/monitoring of PLC meetings
 - analysis of SWIS data – development of scope and sequence of associated lessons indicated by data analysis – information disseminated to PLC teams
 - development of a school-wide behavioral recognition program

Building teacher leadership – very positive

5. Technology Goal - Improve skill and efficiency with technology related to the prior goals. Increase familiarity with available technology-based tools for 21st century learners.
- A. Continue to use new and revolutionary technology to improve efficiency. communication and student achievement. Programs of interest: Microsoft Excel, Reading Street associated technology, technology- based intervention programs, ReadAbout, Reading Counts, Infinite Campus and explore Aimsweb, CBM, Fast Math and Tableau technology-based reporting systems/data collection.
- B. Refine Personal Learning Plans to support documentation of student programming and academic achievement across all tiers

Development of huge capacity across prof. and support staff to use technology programs. See programs listed above.

Kept in place personal learning plans developed at school level. More work is being done across the RSU to develop PLP's to be used by all. We are waiting to see the final product.

Ongoing movement towards more efficient electronic communication such as; list-serve, learning reports, office discipline referrals and purchase orders...

Manchester is on a roll, and I am very proud and pleased by our documented successes. As we continue to refine our delivery of research-based programming

It has been a very busy, successful and positive year at Manchester. It seems with every step we are refining our skills and continuing to provide better programming, services and support for all students on their pathway to achieving academic and behavioral success. I am very proud of the Manchester team.

Raymond Elementary School Achievement Report 2010 – 2011

District Goals: Percentage of students meeting their growth targets during the 2010-2011 school year will increase to 66.8% in literacy and 65.6% in numeracy, based on NWEA scores.

NWEA Growth Overview

RES met this goal in math with 66% of students meeting their targets. RES did not meet the goal in reading as 62% met their reading growth, which was 4.8% points below the goal. On a positive note, 77% of students are projected to be proficient which is an increase of 5% points of the previous year. There was a 2.2% point decrease in the number of students who are not meeting growth targets and not reaching projected proficiency. (see “red” category on School Overview graphs attached)

Anticipated and Actual Growth on Multiple Measures (Dibbles, MAZE, MCAP, MCOMP, NWEA)

		Anticipated%	Actual%
Grade 1	Literacy	40	74
	Math	40	94
Grade 2	Literacy	50	20 ***
	Reading NWEA	60	56 ***
	Math	40	73
	Math NWEA	60	64
Grade 3	Literacy	60	83 !!!
	Reading NWEA	60	64
	Math	40	73
	Math NWEA	65	75
Grade 4	Literacy	50	78
	Reading NWEA	60	88 !!!
	Math	40	90
	Math NWEA	60	60

Reference: 10-11 results/Gillis.xls

Conclusions

RES math achievement met or exceeded projected/anticipated growth in all categories and grade levels on multiple measures. The percentage of students who are either meeting growth targets or showing proficiency has been at 88% for two years.

RES literacy achievement has been strong on some measures but not on the NWEA for grades 2 and 3. Grade 4 had excellent achievement on the NWEA in reading. I attribute the inconsistencies in results to ongoing fragmentation in instructional methods from classroom to classroom. This should improve with year 2 of the Reading Street program and district and building work on Common Core standards for ELA. With the exception of grade 2, there are positive trends in literacy achievement at RES. The percentage of students who are either meeting growth targets or showing proficiency is at 89%

The implementation of the Reading Street program this fall and the expansion of the RtI system at RES to include a standards based teacher and interventionist ed. techs has increased the student achievement in some aspects of literacy but the results are not consistent. Both of these initiatives require a second year of implementation and refinement to determine the effectiveness.

Windham Primary School Year End Achievement Summary Report

- Goals/actions steps/ initiatives to support district literacy and numeracy goals

NWEA Goals- 3% increase in growth targets for Math and Reading

Grade 2 Math exceeded growth

Grade 3 Reading exceeded growth

Grade 2 Reading did not meet

Grade 3 Math did not meet

Team Goals for School

Long Term- 90% of students will read on or above grade level by 2014, by end of 10-11 80% of first grade students will read on grade-level. (85% met or exceeded in 2011)

90% of teaching staff will engage in collaboration that involves improving innovative practices, student achievement or addresses the strategic plan (met through action research and team goal work)

100% of identified at risk second and third graders make more than a year's growth on multiple academic measures (data reports majority met, final count unavailable)

2011 hours of volunteerism from our school community by the end of 2011 school year (Met and exceeded in 2011)

**Goal Summary from 2010 Administrator Retreat- [2010-2011 Summary](#)
90% of students reading on grade-level or above by 2014- [Long-Term Literacy Goal](#)**

- **Outcomes**

Universal screening data

Developmental Reading Assessment

Grade 1 85% met or exceeded, 74% ('10), Grade 1 69% ('09), (69% '08)

NWEA- MAP

Grade 2:

70% proficient in reading 72.6% ('10)

62.8% met growth targets in reading (67.2 '10) (67.9% '09) (60.3% '08)

64% proficient in math 65.4% ('10)

65.7 met growth targets in math (59.4% '10) (68.4% '09) (67.6% '08)

Grade 3:

77.7% proficient in reading (76.8% '10) (80.6 '09), (70.6 '08)

68.3 met growth targets in reading (60.4% '10) (63.2% '09) (57% '08)

67.9% proficient in math (68.1% '10) (73% '09), (71.7 '08)

55.3% met growth targets in math (57.9% '10) (64.9% '09) (59.0% '08)

DIBELS

Kindergarten 2011 (Second year of All-Day Kindergarten) 74% Letter Naming Fluency, 95% Phoneme Segmentation, 87.5% Nonsense Word Fluency

Grade 1 2011 84% Not at risk for Oral Reading Fluency

Grade 2 2011 65% Not at risk for Oral Reading Fluency

Kindergarten 2010 (First year of All-Day Kindergarten) 91% Letter Naming Fluency, 97% Phoneme Segmentation, 92% Nonsense Word Fluency

Grade 1 73% Not at risk for Oral Reading Fluency (62% '09), (59% '08)

Grade 2 64% Not at risk for Oral Reading Fluency (55% '09), (55% '08)

MAZE- 93.4% (95%, '10, 90% '09, 88% '08) of Grade 3 students fell at or above the 25% percentile. 73.6 of Grade 3 students fell above the 50% percentile which was a decrease from 2010.

PBIS/SWIS Behavioral Data: In '09-'10, we reduced the percentage of playground incidences from 55% to 43% ('10-'11: 44.09%). The percentage of behavior incidents that occurred on the bus was reduced from 16.3% to 14.9%. In '10-'11, the incidences reduced further to 13.07%. The percentage of behavior incidents that occurred in the classroom was reduced from 21.8% to 15%. In '10-'11, the percentage declined to 12.91%. We had 546 students out of 778 (70%) ('09-'10: 552 students) students with 0 behavior referrals and '10-'11: 105 out of 778 (13.5%) students ('09-'10: 104) with only 1 behavior referral. In '10-'11, 83.68% (09-10: 83%) of WPS students had 0 or 1 behavior referral. In 08-09, 587 students had no detentions, 86.3% had only 1 detention.

PBIS Check in/Check out: In 2010-2011, 28 students have been in check-in/check-out. 75% of the students were earning 80% or more of their available points. 21 out of 28 students ('09-'10: 8 out of 21) students (special ed and regular education) are consistently earning 80% or more of their available points. In '10-'11, 27 out of 28 (96%) ('09-'10: 11/21) students are consistently earning 60% or more of available points.

Special Education- Referrals

37 initial referrals were made in '10-'11: 38 (09-10), 30 (08-09) 38 (07-08)
12 of the 37 (32%) students qualified for special education in '10-'11: 51% (09-10), 61% (08-09), 53% (07-08)
58% of the SAT/school referrals qualified in '10-'11: 57% (09-10), 86% (08-09)
21% of the parent referrals qualified in '10-'11: (50%: 09-10), (33%: 08-09)

Student Assistance Team

42 Students serviced (70: 09-10), (73: 08-09)
12 SAT students had a Special Education referral in '09-'10: (20: '09-'10)
(16: '08-'09)
6 SAT students dismissed from servicing (6: 09-10), (11: 08-09)

Products-completed action steps from School Goal- Moments of best practices at staff meetings, data wall, Met reading achievement goal for grade 1, Summative Evaluation-Form I meetings, team meeting minutes, individual team reflection pages, RTI representation at district level, meeting minutes of district RTI members with school administration, school RTI members reflection on the status of the RTI process, supervision/evaluation forms completed correctly, piloting FASTTMath, individual and collaborative action research, PBIS behavioral reports, volunteer committee, volunteer coordinator, volunteer programs (Busy Bee and Academic Coaches), intensive intervention plans for 8 third graders, differentiated math group for 15 third graders, use of three interventionists to create and implement plans for at-risk learners, implementation of the book box interventions, co-teaching classrooms, kindergarten professional learning community time

- **Data reflection – Challenges and strengths reflected in the data**

Does the data reflect student growth and achievement? The data does reflect extensively at the K-1, but only by some measures at the 2-3 level (not meeting on NWEA). The first year of All Day kindergarten class achievement performance was sustained through first grade.

- The challenge is to keep the momentum from the growth in K-1 to become a long-term impact in grades 2-3. Long term goal work continues to be accomplished.

How does the data support the action steps that were identified in your building goals?

- PBIS implementation
- All Day K
- Human resource attention on literacy
- Interventions for Title 1 were based directly on the identified students needs
- Increased use of data to inform targeted interventions
- Title 1 Support Model
- Tier 2 Support Service Rooms
- Focus on Tier 1 Instruction (RTI committee)
- Implementation of 3rd Grade targeted interventions developed mid-year (October-December)
- Multi-year goal setting (team model)
- Increasing Computer-aided instruction- Smartboards, laptops and Lexia
- Building Professional Learning Community Culture by creating action research opportunities and creative scheduling for kindergarten by implementing social skill lessons at the beginning of the school day
- Built in Teacher Choice for Workshop Days, Theme-based with Technology and Differentiation
- Expanded use of Literacy Daily 5 approach

How will you use your experiences and data from this year to make program decisions and set goals for your building for 2011 - 2012?

- Address mathematics computation achievement by expanding FASTTMATH
- Schedule allowing for team time and more interventions to better support students needs by accessing more staff
- Revise the PLC structure by creating time at dismissal
- Revise Student Assistant Team model to be student-centered, problem solving and consultation-based
- Continue professional teaching action research time and goals
- Continue to address the Strategic plan via school goals and actions such as PLPs and instructional interventionists
- Continue Long-Term Literacy Goal

- Continue volunteerism and parent engagement- volunteer programs, Principal's Advisory Group

Challenges for the Upcoming Year

- Class Size for kindergarten
- Support for new teachers (5)
- Declining physical space
- Training for differentiation Everyday Mathematics
- Addressing computation deficiency at the instructional level (Tier 1)
- The ongoing percentage of students not reading fluently at the grade 2 level
- Attendance issues continue
- Coordination of Guidance Services with Sweetser
- Timing and amount of assessments, making the purpose meaningful and explicit

So What? Team's Insight

- Greater purpose and clarity about parent volunteerism
- Students are demonstrating a greater sense of community
- More initiatives are grassroots
- Excitement around the data of all day kindergarten going forward
- Longitudinal decline in sustaining reading proficiency at grade 2
- Accurate identification of disabilities
- Focus energies on math
- What does the common core mean for me as a classroom teacher?
- Energy behind collaboration (dismissal) and PLC work

IV) How do you plan to share building achievement data?

- Share the updated long term literacy goal earlier into the school year along with annual school goals
- BAC address the 2nd grade sustaining reading achievement, goal setting for math improvement
- Share at the acronym retreat
- Connect the school work and goals with the strategic plan
- Use summer team time to present, analyze and reflect on data related to school goals
- Create opportunities/experiences for individual and team analysis of data and make instructional recommendations based on the data

Submitted by: Kyle Rhoads, Kris Grant, Julie Young and Lisa Backman, June 24, 2011

Windham Middle School

Goal Areas for 2010-2011

Objective One: To support the district goal of raising student performance in Mathematics and Literacy.

- Academic Staff will address and fulfill the following goal: **“Each teacher is to identify their students who fall into the “partially meets” category of numeracy/literacy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.**
- Applied Arts staff will address behavioral research goals or a goal aligned with Block 5 RTI support of academic classrooms.

Objective Two: Windham Middle School will continue to develop our **“Response to Intervention”** plan. RTI has become a major focal point for the school. A committee of teachers has been working to identify strategies that can be used to help teachers support student achievement. Progress was made but the following needed to happen:

- Through professional development activities, continue to educate staff so that all understand the purpose and reason behind RTI.
- Continue to develop a “Tool Box” of strategies that teachers can draw upon to support students.
- Educate the staff to the connections among NWEA, RTI, and Standards-referenced programming.
- Using Google Docs to identify students from Objective One and track the strategies used and assessment results in determining individual success.
- Use block 5 to implement RTI strategies and practices.
- Assign applied arts staff to academic teams in an effort to support the RTI process during block 5 and homeroom.

Objective Three: School Administration and Teaching staff will support the further implementation of the Standards-referenced teaching and learning environment through collaborative sharing of practice, trainings, and re-calibration of assessment rubrics.

- Teachers will continue to dedicate time each week during their curriculum PLC time to discuss and collaborate on improvements to standards-referenced instructional and assessment strategies. Within these discussions there needs to be further development of common assessments that aligns grade level instruction to consistent targets framing standards.
- Staff need to begin to recalibrate existing rubrics where necessary to ensure that assessments clearly frame standard expectations.
- Provide training to support the further understanding and application of trending in a manner that further clarifies a valid assessment of a student's understanding.

Windham Middle School
 SMART (Numeracy) Goal Improvement Plan
 2010 - 2011

Academic Objective One: *“Each teacher is to identify their students who fall into the “partially meets” category of numeracy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.*

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
School performance data relative to numeracy has repeatedly revealed that targeting a cohort of students more closely associated with the instructional needs of the tier one population yielded benefit for both the cohort and the tier	Administration will be responsible for drafting the action research focus as based upon 2009-2010 achievement	• Utilize the school's professional direction toward a standards-based learning environment and the subsequent move toward the innovation of standards-based grading to rejuvenate staff attention toward content standards, frameworks, Marzano's	Fall NWEA results Comparison of the 2008-2009 targeted cohort with that of 2009-2010 in respect to weaknesses, planned interventions, and specific student

<p>one group. In discreetly setting a goal defined by a specific percentage increase of growth and not linked to a targeted cohort or a cohort with a wide diversity of needs did not yield success as was evident within the 2007-2008 academic year. As a result the following action steps extended into 2010-2011 will build upon the success of last year and include:</p> <ul style="list-style-type: none"> • Review of 200-2010 action research data by administration with all staff within content area curriculum groups. Determine resulting trends as defined by both 2009-2010 NWEA and NECAP data. The review will include a discussion of instructional strategies utilized and how to better justify their effectiveness within the targeted school population. • Create, present, and clarify for staff the goal that would reflect the design of teacher action planning for 2010-2011. That goal would be stated as: 	<p>data. The defined action research for 2009-2010 will be ready for dissemination to staff before the conclusion of NWEA testing in September. Teachers will be responsible for drafting their specific action research goals and reporting their goals to administration by the end of October. Teachers will be responsible to work collaboratively within their content curriculum groups to collaborate their intention for research and gain collegial</p>	<p>instructional strategies, common assessments, exemplars, and formative and summative assessment.</p> <ul style="list-style-type: none"> • The BAC Committee will coordinate professional development centered upon the needs within the realms of differentiated instruction and a standards-based teaching and learning environment. • Staff will focus upon the RTI process during the early release of October 8th. The goal of the professional development will be to build an instructional toolbox for RTI . The newly hired RTI facilitator for the middle school will help lead this process and training. • PBIS professional development during October in regard to the importance of relationship building and the overall importance of staff recognition of the impact they have in shaping the responsive behaviors 	<p>progress.</p> <p>We will encourage NWEA winter testing to monitor progress. The identified cohort's standard's based learning progress will be monitored at the close of trimester one and two. Common Assessment data will be reviewed for cohort members.</p> <p>Curriculum PLC's will create a common goal covering concerns of the individual members in respect to their classrooms and review progress toward that goal monthly.</p> <p>Facilitate NWEA Spring testing as a formative/summative measure of goal attainment. Aggregate NWEA student achievement data to summarize</p>
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<p>“Each teacher is to identify their students who fall into the “partially meets” category of numeracy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.</p> <p>• After NWEA testing is complete, each teacher will begin action research by identifying their targeted cohort population, documenting their RIT scores and expected growth targets as well as identifying their common weaknesses and the planned interventions to be utilized. Teachers will collaborate within curriculum groups to share the awareness of common weaknesses and methodology to be utilized consistently within the “Frameworks of Instruction”.</p>	<p>feedback that should reveal commonalities and/or possible interventions that could be applied within their setting. Instructional strategies will be reviewed within professional development venues during the year by BAC committee members and RTI facilitators for the district. Staff will aggregate Spring NWEA data and classroom assessment data to form conclusions about the focus of their action research and report those</p>	<p>of students.</p> <ul style="list-style-type: none"> • Cut point information for math per grade level. <p>Staff will use progress monitoring tools such as AimsWeb, Maze, Odyssey, as well as formative and summative classroom assessments.</p>	<p>student growth and compare that growth to previous years based upon NWEA.</p> <p>Analyze teacher year end reflections provided within their action research to assess individual progress and look for trends defined by instructional practice.</p> <p>Create a global analysis of the effectiveness of instructional strategies, programs, and on-task increases and present that data to staff for review and further application toward innovation.</p>
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<p>There will be an expectation that the impact of action research will reflect in a 100% attainment of growth for the targeted cohort.</p> <p>Numeracy curriculum PLC's will collaborate on a grade goal based upon common weakness</p> <ul style="list-style-type: none"> • Interventions should be proven research-based instructional strategies such as those identified by Marzano or another proven RTI applied strategy applicable to and for middle school students. <p>Collection and review of each teacher action plan by administration with the goal of looking for trends of instructional need, consistency to utilize specific instructional strategies to reach the targeted cohort, and overall alignment of each goal with the intent outlined for teacher action research.</p> <ul style="list-style-type: none"> • From action research, the targeted cohort will be identified and utilized for further RTI consideration. 	<p>conclusions to administration. Staff will share the results of action research within curriculum groups to look for common themes and trends relative to the timing and form of intervention or instructional strategy.</p> <p>Administration will aggregate Spring NWEA, NECAP and classroom assessment data to draw objective conclusions in regard to the success of teacher action research and the attainment of the goal.</p>		
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- The identified 6th and 7th grade cohort of 2009-2010 will be compared with the 2010-2011 cohort to determine comparisons and any trends as applied to shifts for specific students or content weaknesses.
- A summary of the focus of all action research plans will be aggregated and communicated to staff by October 30th to allow for the collective awareness of need and planned intervention for that weakness.
- Administratively assess the specificity of the data as an indicator of instructional effectiveness and goal attainment, and bore down into the data to clarify the instructional direction and action research for 2010-2011.

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Windham Middle School
 SMART (Literacy) Goal Improvement Plan
 2010 - 2011

Academic Objective One: “Each teacher is to identify their students who fall into the “partially meets” category of literacy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The overall goal will be for 100% of the identified students to reach their personal “Growth Target”.

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
School performance data relative to literacy revealed that targeting a cohort of students more closely associated with the instructional needs of the tier one population yielded benefit for both the cohort and the tier one group. Indiscreetly setting a goal defined by a specific percentage increase of growth and not linked to a targeted cohort or a cohort with a wide diversity of needs did not yield success as was evident within the 2007-2008 academic year. As a result	Administration will be responsible for drafting the action research focus as based upon 2009-2010 achievement data. The defined action research for 2009-2010 will be ready for dissemination to staff before the conclusion of NWEA testing in September.	<ul style="list-style-type: none"> • Utilize the school's professional direction toward a standards-based learning environment and the subsequent move toward the innovation of standards-based grading to rejuvenate staff attention toward content standards, frameworks, Marzano's instructional strategies, common assessments, exemplars, and formative and summative assessment. • The BAC Committee will coordinate professional development centered upon the needs within the realms of 	<p>Fall NWEA results Comparison of the 2008-2009 targeted cohort with that of 2009-2010 in respect to weaknesses, planned interventions, and specific student progress.</p> <p>We will encourage NWEA winter testing to monitor progress. The identified cohort's standard's based learning progress will be monitored at the</p>

<p>the following action steps for 2010-2011 will build upon the success of last year and include:</p> <ul style="list-style-type: none"> • Review of 2009-2010 action research data by administration with all staff within content area curriculum groups. Determine resulting trends as defined by both 2009-2010 NWEA and NECAP data. The review will include a discussion of instructional strategies utilized and how to better justify their effectiveness within the targeted school population. • Create, present, and clarify for staff the goal that would reflect the design of teacher action planning for 2010-2011. That goal would be stated as: “Each teacher is to identify their students who fall into the “partially meets” category of literacy and/or within 5 RIT points of the cut point that defines whether or not a student meets proficiency based upon NWEA data. The 	<p>Teachers will be responsible for drafting their specific action research goals and reporting their goals to administration by the end of October. Teachers will be responsible to work collaboratively within their content curriculum groups to collaborate their intention for research and gain collegial feedback that should reveal commonalities and/or possible interventions that could be applied within their setting.</p> <p>Instructional</p>	<p>differentiated instruction and a standards-based teaching and learning environment.</p> <ul style="list-style-type: none"> • The RTI process will be introduced to staff during the early release of October 8th with in-roads made to pilot discrete RTI strategies within classrooms. The newly hired RTI facilitator for the middle school will help lead this process and training. • PBIS professional development during October in regard to the importance of relationship building and the overall importance of staff recognition of the impact they have in shaping the responsive behaviors of students. • Cut point information for math per grade level. <p>Staff will use progress monitoring tools such as AimsWeb, Maze, Odyssey, as well as formative and summative classroom assessments.</p>	<p>close of trimester one and two. Common Assessment data will be reviewed for cohort members.</p> <p>Curriculum PLC's will create a common goal covering concerns of the individual members in respect to their classrooms and review progress toward that goal monthly.</p> <p>Facilitate NWEA Spring testing as a formative/summative measure of goal attainment.</p> <p>Aggregate NWEA student achievement data to summarize student growth and compare that growth to previous years based upon NWEA.</p> <p>Analyze teacher year end reflections</p>
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<p>overall goal will be for 100% of the identified students to reach their personal “Growth Target”.</p> <ul style="list-style-type: none"> • After NWEA testing is complete, each teacher will action research by identifying their targeted cohort population, documenting their RIT scores and expected growth targets as well as identify their common weaknesses and the planned interventions to be utilized. Teachers should collaborate within curriculum groups to share the awareness of common weaknesses and methodology to be utilized consistently within the “Frameworks of Instruction”. There will be an expectation that the impact of action research will reflect in a minimum of 2% growth in the level of proficiency within each classroom. • Interventions should be proven research-based instructional strategies such as those identified by Marzano or 	<p>strategies will be reviewed within professional development venues during the year by BAC committee members and RTI facilitators for the district. Staff will aggregate Spring NWEA data and classroom assessment data to form conclusions about the focus of their action research and report those conclusions to administration. Staff will share the results of action research within curriculum groups to look for common themes and</p>		<p>provided within their action research to assess individual progress and look for trends defined by instructional practice.</p> <p>Create a global analysis of the effectiveness of instructional strategies, programs, and on-task increases and present that data to staff for review and further application toward innovation.</p>
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<p>another proven RTI applied strategy applicable to and for middle school students.</p> <p>Collection and review of each teacher action plan by administration with the goal of looking for trends of instructional need, consistency to utilize specific instructional strategies to reach the targeted cohort, and overall alignment of each goal with the intent outlined for teacher action research.</p> <ul style="list-style-type: none"> • From action research, the targeted cohort will be identified and utilized for further RTI consideration. • The identified 6th and 7th grade cohort of 2009-2010 will be compared with the 2010-2011 cohort to determine comparisons and any trends as applied to shifts for specific students or content weaknesses. • A summary of the focus of all action research plans will be aggregated and communicated to staff by October 30th to 	<p>trends relative to the timing and form of intervention or instructional strategy.</p> <p>Administration will aggregate Spring NWEA, NECAP and classroom assessment data to draw objective conclusions in regard to the success of teacher action research and the attainment of the goal.</p>		
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<p>allow for the collective awareness of need and planned intervention for that weakness.</p> <ul style="list-style-type: none"> • Administratively assess the specificity of the data as an indicator of instructional effectiveness and goal attainment, and bore down into the data to clarify the instructional direction and action research for 2010-2011. <p>The RTI committee within 2009-2010 had explored the true meaning of RTI and will be charged within 2010-2011 with further development of a tool box of instructional strategies for staff.</p>			
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Windham Middle School
 SMART (RTI) Improvement Plan
 2010-2011

School Objective Two: *Windham Middle School will continue to develop our “Response to Intervention” plan. RTI has become a major focal point for the school. A committee of teachers has been working to identify strategies that can be used to help teachers support student achievement.*

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
<p>The action research focused upon literacy and numeracy link directly to RTI practices within the school. As a result, staff, according to curriculum PLC's will generate a common goal that bridges individual teacher efforts and common concerns for the content. Staff will dedicate one monthly meeting to sharing instructional progress toward that goal.</p> <p>The "GO" Time period as first organized did not provide the support necessary to allow for the true remediation of learning. Given that, this timeframe will be renamed as Block 5 thus emphasizing its importance to a student's day. Applied Arts staff will be assigned to academic teachers to help assist with assessment and flexible grouping facilitation.</p>	<p>Grade level content specific staff during monthly meetings.</p> <p>Daily collaboration of academic and applied arts staff during block 5.</p> <p>Monthly meetings held by the RTI committee.</p> <p>Professional time during the school day and during the summer will be provided to the RTI committee to coordinate RTI and PBIS development.</p>	<p>The BAC and RTI teams will coordinate and facilitate professional development during staff meetings and inservice days during the year.</p> <p>Staff will utilize Aims-Web testing to measure progress and winter NWEA testing. Applied Arts staff will directly assist academic staff with this assessment.</p> <p>Utilization of Odyssey will be widespread for numeracy remediation support.</p> <p>The RTI process will be introduced to staff during the early release of October 8th with in-roads made to pilot discrete RTI strategies within classrooms. The newly hired RTI facilitator for the middle school will help lead this process and training.</p>	<p>Inventory of Instructional Strategies within the RTI toolbox.</p> <p>Aggregate NWEA student achievement data to summarize student growth and compare that growth to previous years based upon NWEA.</p> <p>Analyze teacher year end reflections provided within their action research to assess individual progress and look for trends defined by instructional practice.</p> <p>Create a global analysis of the effectiveness of instructional strategies, programs, and on-task increases and present</p>

<p>A necessary consideration in respect to RTI needs to address behavioral characteristics and management. This consideration frames the PBIS development within the school.</p>			<p>that data to staff for review and further application toward innovation.</p> <p>A draft RTI plan for the school.</p> <p>SWIS implementation.</p>
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**SMART (Standard-Referenced) Improvement Plan
2010-2011**

School Objective Three: *School Administration and Teaching staff will support the further implementation of the Standards-referenced teaching and learning environment through collaborative sharing of practice, trainings, and re-calibration of assessment rubrics*

<i>Action Steps / Strategies (Should address an identified weakness)</i>	<i>Implementation (who, when)</i>	<i>Professional Development / Materials / Resources needed to implement action step</i>	<i>Indicators of Progress</i>
<p>Staff will dedicate curriculum PLC time and grade level meeting time to begin to systematically reviewing assessment data to generate exemplars representative of addressed standards.</p> <p>Staff within curriculum PLC's will begin to re-examine rubrics that guide assessment quality to</p>	<p>Academic and Applied arts teachers during curriculum meeting times on a weekly basis.</p> <p>Administration will meet with PLC curriculum groups to monitor</p>	<p>Existing common assessments, classroom summative assessments, student exemplars, and associated rubrics for all curriculum.</p>	<p>Creation of a portfolio of exemplars that align with rubric descriptors.</p> <p>Clearly aligned rubrics with Common Core Expectations.</p> <p>Clear expectations that define “exceeds”</p>

<p>ensure that such rubrics truly define the meets criteria.</p> <p>Staff within curriculum PLC's and during inservice timeframes will examine, clarify, and more clearly define the "exceeds" work level.</p> <p>Staff within vertical curriculum PLC's will collaborate in respect to horizontal discussions that further defined meets and exceeds rubric descriptors. Such work will extend to inservice timeframes.</p>	<p>progress and globally assess progress and need.</p> <p>Administration will provide professional opportunities for staff to meet and work on all initiatives within this objective.</p> <p>BAC will plan and facilitate inservice professional development for this objective.</p>		<p>requirements across grade levels and curricula.</p>
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Windham Middle School Goals

School goals encompass a focus upon RTI Development and Higher Student Achievement within Literacy and Numeracy.

Specific benchmarks within both areas are framed by the following with reflection of accomplishment attached to each:

1) Windham Middle School administration and teacher leaders will grow their professional understanding of RTI through collaboration within other schools and disseminate that understanding among all staff.

Great accomplishment was reached with this goal as administration and the two designated teacher leaders within RTI, Kate Berry and Heather Freeman, attended 3 sequentially linked sessions on defining and implementing an RTI environment. Within those sessions, techniques were learned in regard to staff development activities that further defined instructional strategies. These learnings were applied during the November professional development in a way that allowed staff to create, share, and apply individualized approaches that in essence supported differentiation within the classroom. Such reinforcement of the practice of differentiation is essential in determining the needs and remediating those academic needs within an RTI system. In addition, conversation taken away from the above mentioned sessions attended by administration and teacher leaders revealed that RTI development that had taken place during 2009-2010 was significantly more advanced than found within other schools. This led to a visit by representatives of the York Middle School during which we shared our RTI practices. As a result there is definitely a strong foundation marking our future definition of an RTI system as required by the State.

2) Windham Middle School will continue to develop the sophistication of instructional practice within the block 5 RTI period that is reflective of professional development from benchmark 1 and learnings from the GO Time experience.

Any paradigm shift requires the process of change to apply over time. Our original creation of a Go Time (Get Organized) period at the end of the day during 2009-2010 evolved to what we now call Block 5. This block emulated the creation of an additional academic instructional block for all staff and students. In this way, the importance of the block for student learning was emphasized. This emphasis was necessary as during the Go Time period, resemblances of study-hall situations were too common. This situation helped to grow apathy toward learning during the period by students despite a degree of individualized instruction taking place. As a result of the work of the RTI committee during the summer of 2009-2010 and initial organizational trainings taking place during the weekly curriculum development time of 2010-2011, the Block 5 period began to take shape with flexible groupings of students coming together to remediate a common weakness. These groupings addressed mainly literacy weaknesses as found within 2 grades, yet 6th grade literacy teachers established the pathway that 8th grade staff implemented later in the year.

Numeracy interventions followed the pattern to a similar degree with 6th grade leading the way with implementation with the justification of this disparity falling mainly upon a

lesser degree of professional support for the development of numeracy interventions beyond the use of “Odyssey”. “Odyssey” is a computer based program that the school utilized during 2010-2011 to address numeracy remediation. It allowed students an individualized approach to discovering, practicing, and mastering numeracy skills. Each student had his or her own account that determined their individual weaknesses as defined by the NWEA. Overall effectiveness of the Odyssey program was diminished by the effect of teachers allowing students to practice their numeracy without direct teacher intervention. As a result, numeracy intervention relied more upon remediating common weaknesses through individualized intervention from a student's team teacher, where the literacy interventions defined above found students moving across teams to reach venues remediating such aspects as vocabulary, literary text, language, and informational texts.

3) Windham Middle School will redefine traditional staff roles to increase the effectiveness of RTI interventions and assessment of achievement during the Block 5 in a manner that measurably increases achievement.

Instructional remediation of student academic weakness always requires additional adult staff to reduce the teacher/student ratio to a manageable level that allows more individualized learning. To that end, all academic, applied arts, and support staff at the Middle School came together to function differently in order to support greater academic achievement within the RTI initiative. This placed applied arts teachers in support of students and academic staff during block 5 and homeroom. It created collaborative relationships that allowed additional teacher support during the two periods. As a result, the additional staff allowed greater flexibility in regards to progress monitoring testing and creation of cooperative groups that could more effectively reach smaller sessions of students. This unification of academic and applied arts staff affected achievement yet created a higher degree of collaborative sharing and support that greatly contributed to a much more prolific culture among staff.

4) Windham Middle School's RTI Committee will begin to development an RTI plan reflective of practice at Windham Middle School that encompasses both academics and behavior with completion of that plan fully defined by 2012.

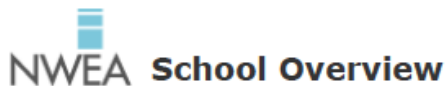
Although it had its origin during 2008-2009 in the name of a PBIS Committee, the committee was redrafted and come together on a monthly basis throughout the year to represent the RTI committee for the school. During 2010-2011, the committee drafted a preliminary plan for academic RTI within the school and began work to draft the behavioral counterpart. The 2011/2012 academic year will come with a focus on behavioral expectations of “Safety, Respect, and Responsibility” outlined through the behavior matrices for staff duty behavior and student behavior for the hall, bathroom, classroom, and cafeteria. SWIS will be put in place to monitor student behaviors.

5) Windham Middle School will within the Block 5 RTI period begin to measure student achievement utilizing standards based screens that further identify the pace and success of student achievement.

During Block 5 AimsWeb , MAZE, as well as teacher generated formative and summative assessments were utilized to measure student progress. Odyssey was utilized through identified weaknesses discovered with NWEA testing. The compatibility and Odyssey and NWEA allowed for student accounts to be loaded with folders of work targeting weaknesses. The caution realized with Odyssey was

that it was much more effective in remediating weakness when the student's approach to the work was teacher supervised and or directed. General seat time dedicated to Odyssey without teacher direction was a deterrent to growth and an issue for positive motivation over time.

School-wide Literacy Achievement



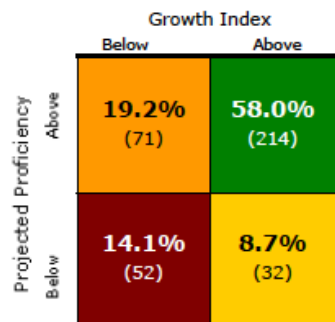
[Run this report for a different term](#)

School: Windham Middle School

Roster: Spring 2011

Growth Seasons: Fall 10 - Spring 11

Reading Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
6	160	72.5%	166	80.7%	72.3%
7	209	62.2%	219	74.0%	74.0%
8	191	60.7%	200	-	75.0%

- Significant to the growth in literacy is the reality that 45 fewer students occupied the below proficiency and growth quadrant during 2010/2011 than did during the 2009/2010 academic year. This is affected by cohort characteristics yet from the Fall of 2010 to the Spring of 2011 that quadrant decreased from 111 to 52.
- Greater students were at or above the median value than ever before.
- Growth displayed a 3 to 7 percentage point increase from the previous year.
- Although proficiency remained constant for 7th and 8th grade throughout the year,

6th grade proficiency grew by 13 percentage points over the year.

➤ For the first time proficiency expectations were above the 80th percentile for a class of students. The predicted percentage growth although increasingly higher will *most likely not* be sufficient to satisfy present *AYP requirements when testing occurs in the Fall of 2011*.

➤ *AYP analysis* from the 2010-2011 testing reveal the whole school proficiency in literacy at the 74th percentile met minimum standards for AYP given the interval of tolerance. This value was 5 percentage points above the state average.

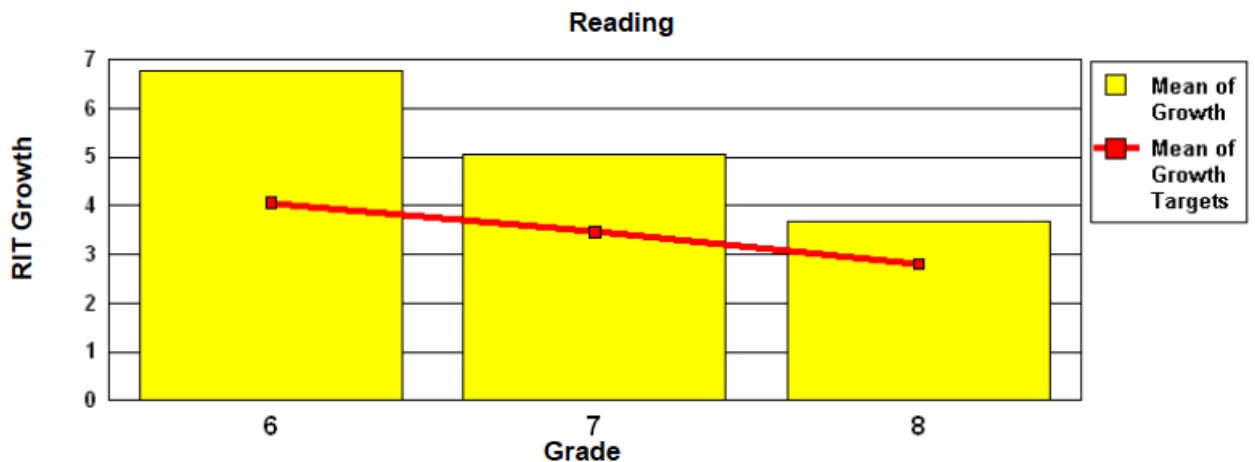
Literacy Growth Compared to Norms

Student Growth Summary - Fall 2010 to Spring 2011

School: Windham Middle School

*(Small Group Summary Display is OFF)

Reading	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 6	171	214.5	11.7	221.3	10.6	6.8	6.8	0.5	4.1	2.7	166.3	122	71.3
Grade 7	221	220.3	11.9	225.3	12.5	5.0	6.8	0.5	3.5	1.6	146.1	136	61.5
Grade 8	198	225.4	12.6	229.1	12.3	3.7	7.2	0.5	2.8	0.9	131.4	121	61.1



➤ Windham Middle School students continue to display growth above the national norm as measured by NWEA. That growth however continues to reveal a degradation of growth levels over the continuum of 6th to 8th grade.

- Further analysis of programming needs to be directed toward the non-parallel diminishing of norm values as compared to School Growth values. As students reach the higher levels of cognitive functioning with more critical analysis and synthesis needed it is natural that substantial growth will diminish yet this should be proportional with norms.

- Further consideration should be directed toward the 8th grade curriculum as data reflective below reveals little change in the increase of growth over a 5 year period.

Windham Middle School Literacy Growth Over Time

NWEA Reading
Percentage of Students Meeting Growth Targets

Grade Level	0607 Growth %	0708 Growth %	Growth Ratio 06-08	0809 Growth %	Growth Ratio 07-09	0910 Growth %	Growth Ratio 08 -10	1011 Growth %	Growth Ratio 09-11	5 Year Growth	Proficiency 2011
6	52.2%	51.4%	-.8%	61.6%	10.2%	60.3%	-1.3 %	71.3%	11%	19.1%	80.7%
7	47.4%	50.5%	3.1%	52.2%	1.7%	53.6%	1.4%	60.5%	6.9%	13.1%	74%
8	58.2%	58.4%	.2%	59.1%	.7%	58.2%	-.9%	60.7%	2.5%	2.5%	NA
Mean	52.6%	53.4%	.83%	57.6%	4.2%	57.4%	-.3%	64.17 %	6.77%	11.57%	

△ The 2010-2011 academic year marked the full immersion of all staff within a standards-referenced teaching and learning environment. As a result, all staff presented their curriculum from a common focus upon the standards that mark what every child should know and do to be successful. Student success is marked by the standards that define success, and with all staff collaboratively and consistently making the texture of

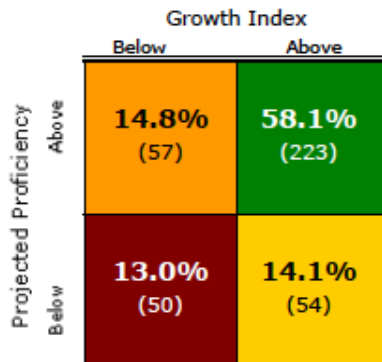
their teaching fully aligned with these expectations, student achievement has increased. That increase is framed by an 11.5% growth gain in literacy. Growth gain is defined by what students need to increase by in understanding during an instructional year. This can be compared to a 4.2% increase in growth gain two years prior to the implementation of a full standards-referenced teaching and learning environment.

⤴ During 2010-2011, Windham Middle School increased the sophisticated levels of instruction during the Block 5 “Response to Intervention” period. This sophistication of instruction was a product of the collaborative work of staff in conjunction with the RTI committee's direction for professional development. As a result of this concentration, 64.17% of the entire student body met or exceeded their defined growth in literacy understanding compared to 57.4% during 2009-2010. As a result, data driven results are proving that interventions utilized by Middle School staff are affecting positive growth for students.

⤴ Growth gain needs to reflect increases in proficiency or the true ability of each student to apply knowledge as based upon standards. As a result the instructional gains during 2010-2011, 73% of students were proficient in literacy while numeracy percentages were slightly lower. This level of proficiency compares to data during the 2008-2009 year where numeracy and literacy proficiency were 3 to 6 percentage points lower.

School-wide Numeracy Growth

Mathematics Quadrant



Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

Below Proficiency: Student's performance is projected to be below the state standard

Grade	Student Count		Student Count		
	for Growth	% Growth	for Season	% Proficient	% Median
6	164	74.4%	171	81.9%	72.5%
7	220	70.5%	233	65.2%	67.4%
8	201	68.2%	209	-	68.9%

- Significant to the growth in numeracy is the reality that 51 fewer students occupied the below proficiency and growth quadrant during 2010/2011 than did during the 2009/2010 academic year. This is affected by cohort characteristics yet from the Fall of 2010 to the Spring of 2011 that quadrant decreased from 126 to 50. This characteristic draws attention to the importance of action research conducted by staff that addresses the need of partially meeting within the mainstream and does not meet students within special education. It further emphasizes the increasing effectiveness of RTI structures.
- Revealed within this analysis and the next is a repeating trend of lower proficiencies for students when entering the homogeneous groupings of 7th and 8th grade. This is a further concern when this year the 6th grade heterogeneously grouped population had an 80%+ proficiency for both numeracy and literacy. In addition, despite a significant gain in students making growth in 7th grade, proficiency dropped by 5 percentage points. Further analysis could reveal that this characteristic frames where students within the lowest quadrant made gains.
- Known inefficiencies within the K-12 mathematics curriculum can also be impacting the results defined above yet additional data will reveal continued growth over the past 5 years.

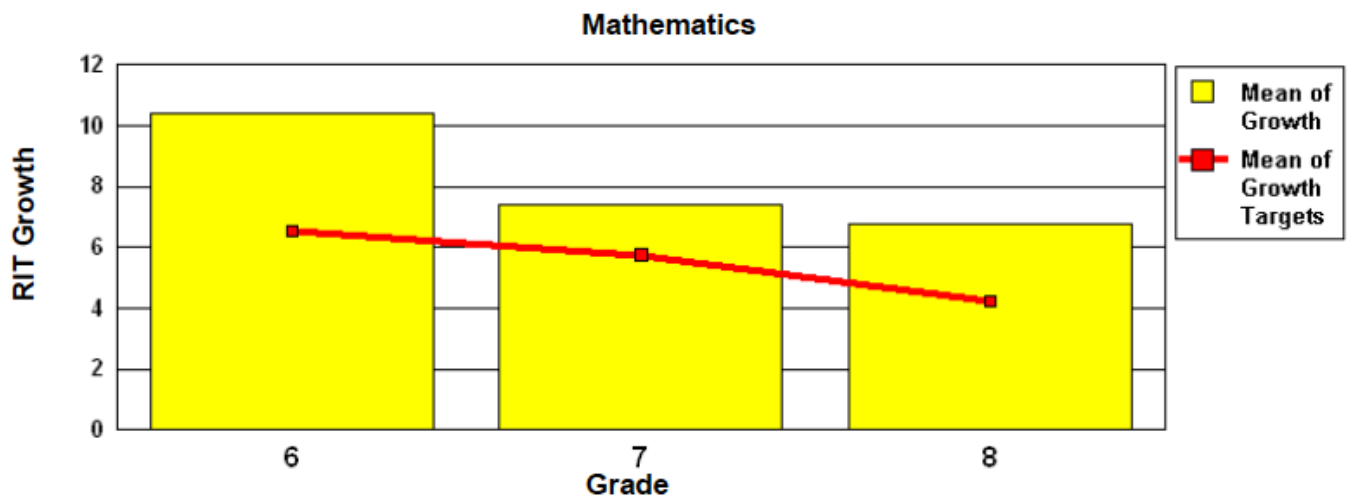
Numeracy Growth Compared to Norms

Student Growth Summary - Fall 2010 to Spring 2011

School: Windham Middle School

*(Small Group Summary Display is OFF)

Mathematics	Count	Fall 2010		Spring 2011		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 6	164	221.1	13.4	231.5	13.0	10.4	7.4	0.6	6.5	3.9	159.4	120	73.2
Grade 7	220	228.4	14.0	235.8	15.5	7.4	6.9	0.5	5.8	1.7	128.7	149	67.7
Grade 8	201	234.5	14.4	241.3	15.8	6.8	8.4	0.6	4.2	2.6	160.7	136	67.7



- This graph reinforces data conclusions from the previous page in that concerns center on the shift from a heterogeneously grouped population to one that is homogeneous. Despite that concern, there is growth from the first homogeneous year to the next. This has been the history since NWEA data has been used to track performance.
- The ultimate drop in growth is paralleled by a consistent history of drop in proficiency between the two grouping formats. The impact of proficiencies within the 60th percentiles ultimately has placed the school on monitor status in regards to AYP. This being said, proficiencies within numeracy have grown from the mid 40th percentiles to the upper 60th percentiles within the last 5 years.
- **AYP data** for Numeracy tested 2011 reveals the whole school at the 65th percentile with the requirement being placed at the 70th percentile. Again, predicted by NWEA testing. This result compared favorably to the state average of the 60th percentile. Nevertheless, the reality places the school on “*Monitor*” status in regard to AYP. Given

the progression of proficiency over time and the increasing expectations under AYP, it is expected that this reality of not meeting AYP benchmarks will continue with the Fall testing of 2011.

Windham Middle School Numeracy Growth Over Time

NWEA Mathematics
Percentage of Students Meeting Growth Targets

Grade Level	0607 Growth %	0708 Growth %	Growth Ratio 06-08	0809 Growth %	Growth Ratio 07-09	0910 Growth %	Growth Ratio 08 -10	1011 Growth %	Growth Ratio 09-11	5 Year Growth	Proficiency 2011
6	56.7%	68.2%	11.5%	63.7%	-4.5%	61.6%	-2.1 %	73.2%	11.6%	16.5%	79.3%
7	54.2%	51.9%	-2.3%	56.3%	4.4%	63.7%	7.4%	68.7%	5%	14.5%	72.6%
8	62.2%	58.7%	-3.5%	62.6%	3.9%	61.6%	-1.1%	68.2%	6.6%	6%	NA
Mean	57.7%	59.6%	1.9%	60.87%	1.3%	62.3%	1.43%	70.03 %	7.733%	12.33%	

^ The 2010-2011 academic year marked the full immersion of all staff within a standards-referenced teaching and learning environment. As a result, all staff presented their curriculum from a common focus upon the standards that mark what every child should know and do to be successful. Student success is marked by the standards that define success, and with all staff collaboratively and consistently making the texture of their teaching fully aligned with these expectations, student achievement has increased. That increase is framed by a 12.3% growth gain in numeracy. Growth gain is defined by what students need to increase by in understanding during an instructional year. This can be compared to a 1.3% gain in numeracy during the two years prior to the implementation of a full standards-referenced teaching and learning environment.

^ During 2010-2011, Windham Middle School increased the sophisticated levels of instruction during the Block 5 “Response to Intervention” period. This sophistication of instruction was a product of the collaborative work of staff in conjunction with the RTI committee's direction for professional development. As a result of this concentration,

70% of the student body met or exceeded their defined numeracy growth in understanding compared to 62.3% during 2009-2010. As a result, data driven results are proving that interventions utilized by Middle School staff are affecting positive growth for students.

Draft Implications for 2011-2012

- Broad improvements of achievement in numeracy and literacy need to be more objectively measured through progress monitoring of instructional strategies. This objective monitoring will allow for greater achievement by promoting more efficient strategies over others. It is the expected process to follow to increase the “tool box” of instructional strategies that positively affect both tier one and tier 2 students.
- The staff needs more professional development in respect to differentiated instruction that allows greater connection to individual learning needs of students outside of tier one.
- There needs to be a re-calibration of where the school standards-reference initiative is to allow for positive growth of all students within this instructional and learning environment. Such a re-calibration consists of the re-alignment with Common Core, analysis of the thresholds for all grading levels, and the reassessment of common assessment and rubric structures as well as the exemplars that define those structures. Within this re-calibration, the aspects that clarify the process for parents must also be considered and solved.
- Greater emphasis needs to address the behavioral aspects of learning that are effected by the lack of connection teachers have with all students. Within this realm greater emphasis on the development and implementation of PBIS principles must begin to be engrained within the school.
- More specifically in regard to numeracy, there must be further discovery in terms of cognitive holes that exist within the 6 – 8 progression and how to best remediate those holes through tier one and RTI instruction. This will require a further delineation of the vertical progression of skill development within this continuum. The alignment with Common Core will accomplish much of this but there still needs to be an analysis of how staff facilitate achievement and whether or not that how is driven by one curriculum source.
- Action research goals for staff need to continue to address partially meeting “bubble” kids yet within advanced venues goals should center upon further means for

proficient students to exceed the standard.

➤ To that end, “Exceeds” needs to be defined, clarified, and modeled for students and parents through rubrics and exemplars allowing opportunities to exceed in all areas.

➤ Although the above goals do not frame dedicated percentage increases, the goals do affect that criteria and as a result fulfilling those goals will affect achievement positively.

➤ A complete analysis comparison of the targeted cohort needs to be completed with the following or previous year to realize growth criteria. This was drafted within the goals but never realized.

Student Learning Indicators

Measures of student learning are designed to give students, teachers, parents, and the community feedback as to how students are performing and information as to how to proceed with educational planning. Assessment research has consistently demonstrated that informed judgments of student achievement cannot be made through the use of a single data point. Instead, multiple assessments should be examined to determine if they are providing consistent information about students and programs.

The Windham Raymond School District has been working through the process of developing a system of classroom and standardized assessments to provide a clear picture of student achievement growth over time. Below is a listing of assessments that are used to chart student progress in Literacy and Mathematics. Results from standardized testing are included within this report.

Literacy

New England Common Assessment Program (NECAPS)	Grades 3 - 8
Dynamic Indicators of Basic Early Literacy (DIBELS)	Grades K – 3
Developmental Reading Inventory (DRA)	Grades K - 5
Northwest Evaluation Associates Measure of Academic Progress (NWEA)	Grades 2 - 10
Maine Educational Assessment (MEA)	Grades 3 – 8
Preliminary Scholastic Aptitude Test (PSAT)	Grade 10
Maine High School Assessment (MHSA)	Grade 11

Numeracy

New England Common Assessment Program	Grades 3 - 8
Northwest Evaluation Associates Measure of Academic Progress (NWEA)	Grades 2 - 10
Maine Educational Assessment (MEA)	Grades 3 – 8
Preliminary Scholastic Aptitude Test (PSAT)	Grade 10

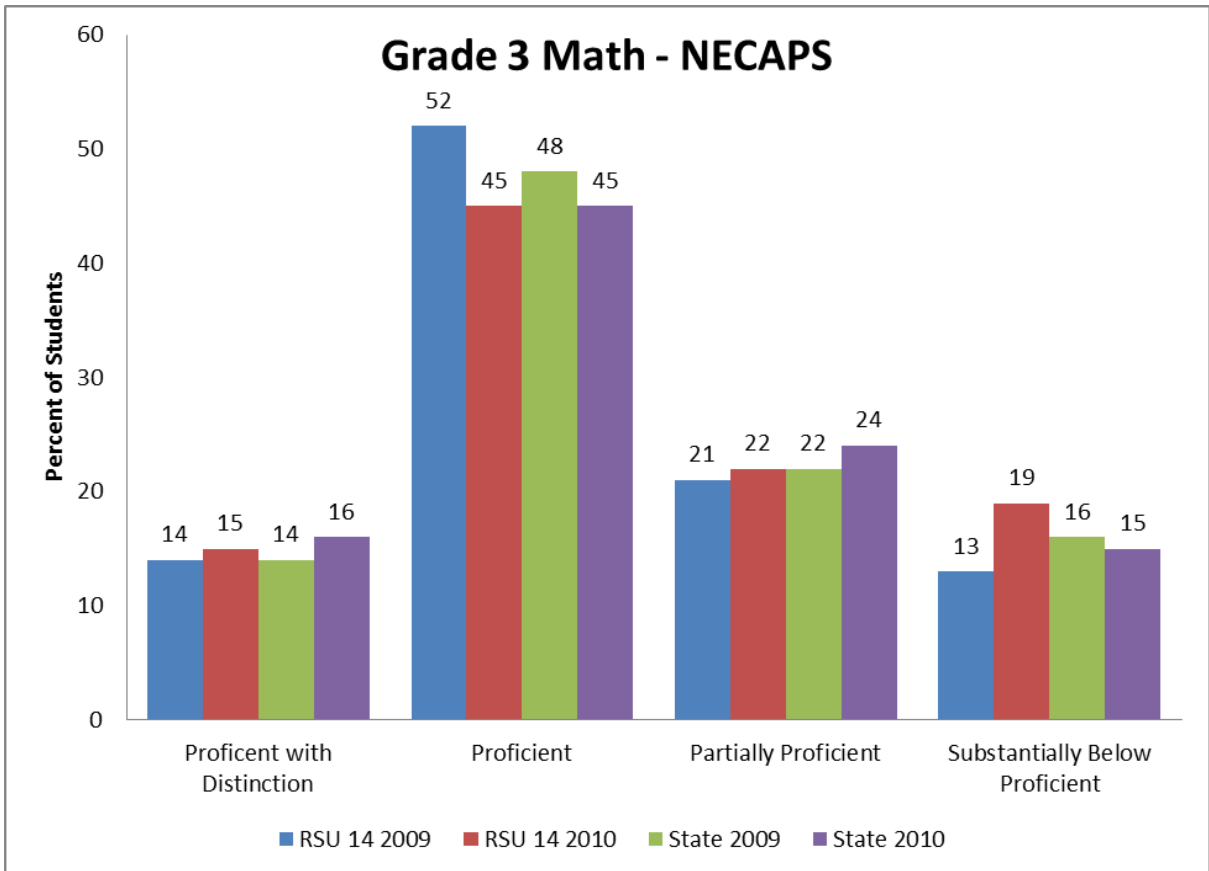
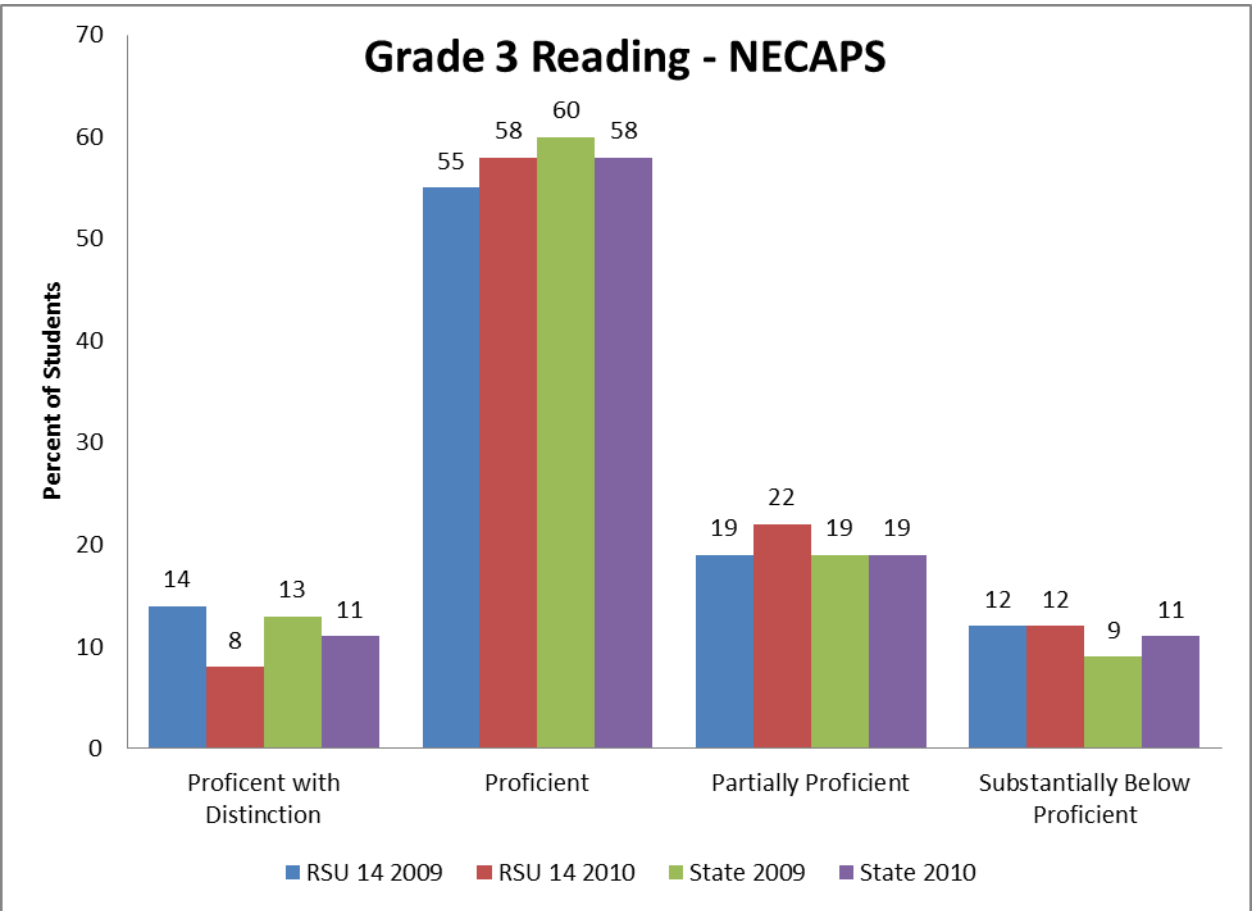
New England Common Assessment Program

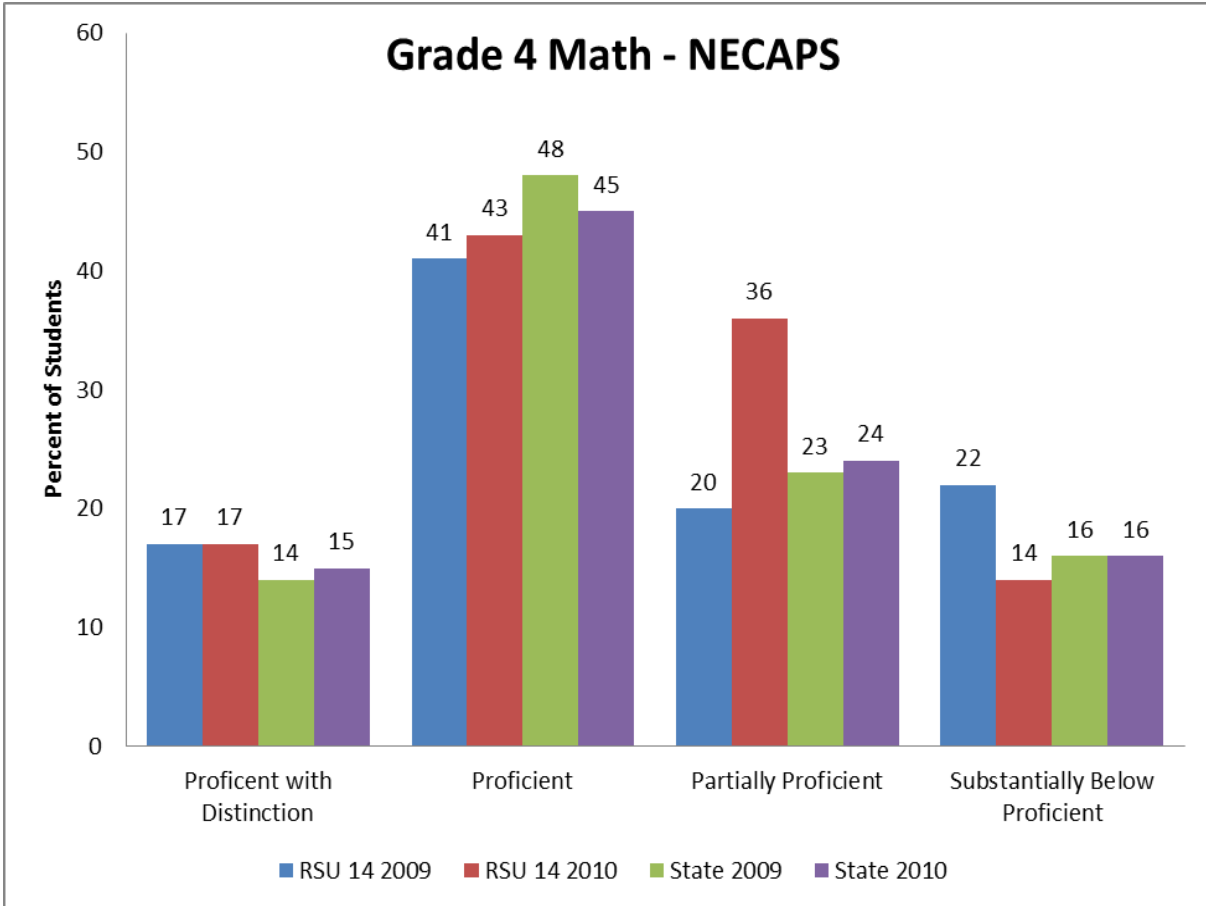
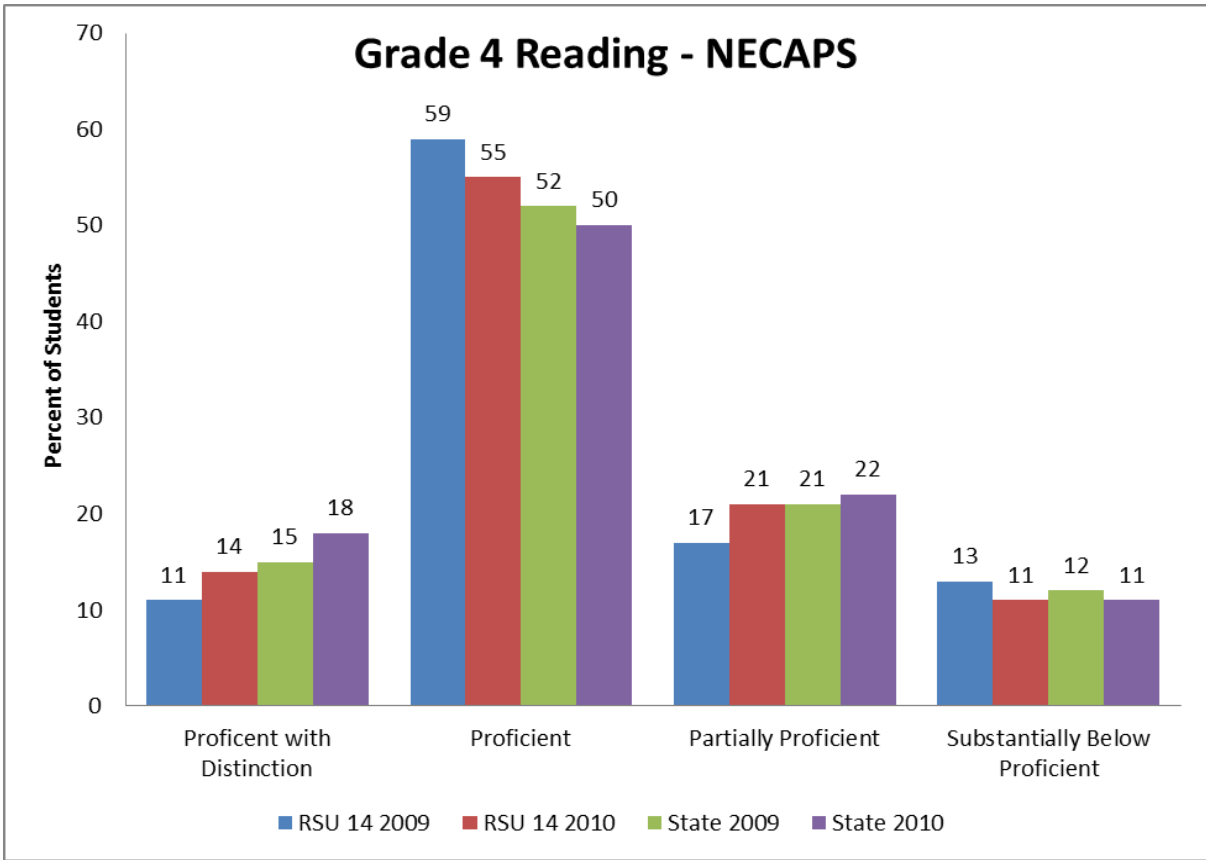
Maine has joined New Hampshire, Rhode Island and Vermont in the yearly development and administration of the New England Common Assessment Program (NECAP). This assessment is used by participating states to meet *No Child Left Behind Act* requirements for testing reading and mathematics once each year from grade 3 through grade 8. The states also include a writing assessment administered at grades 5 and 8. The first NECAP administration in Maine began in October of 2009

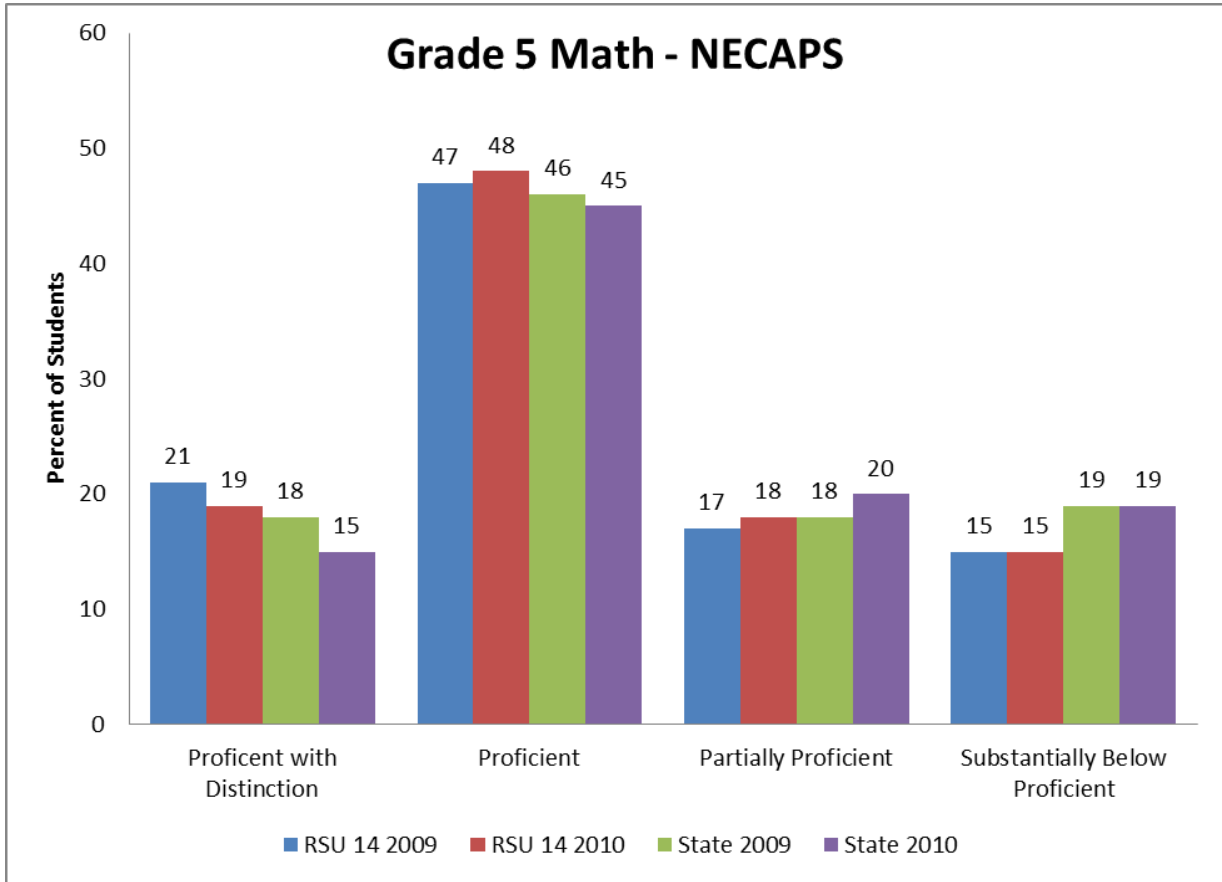
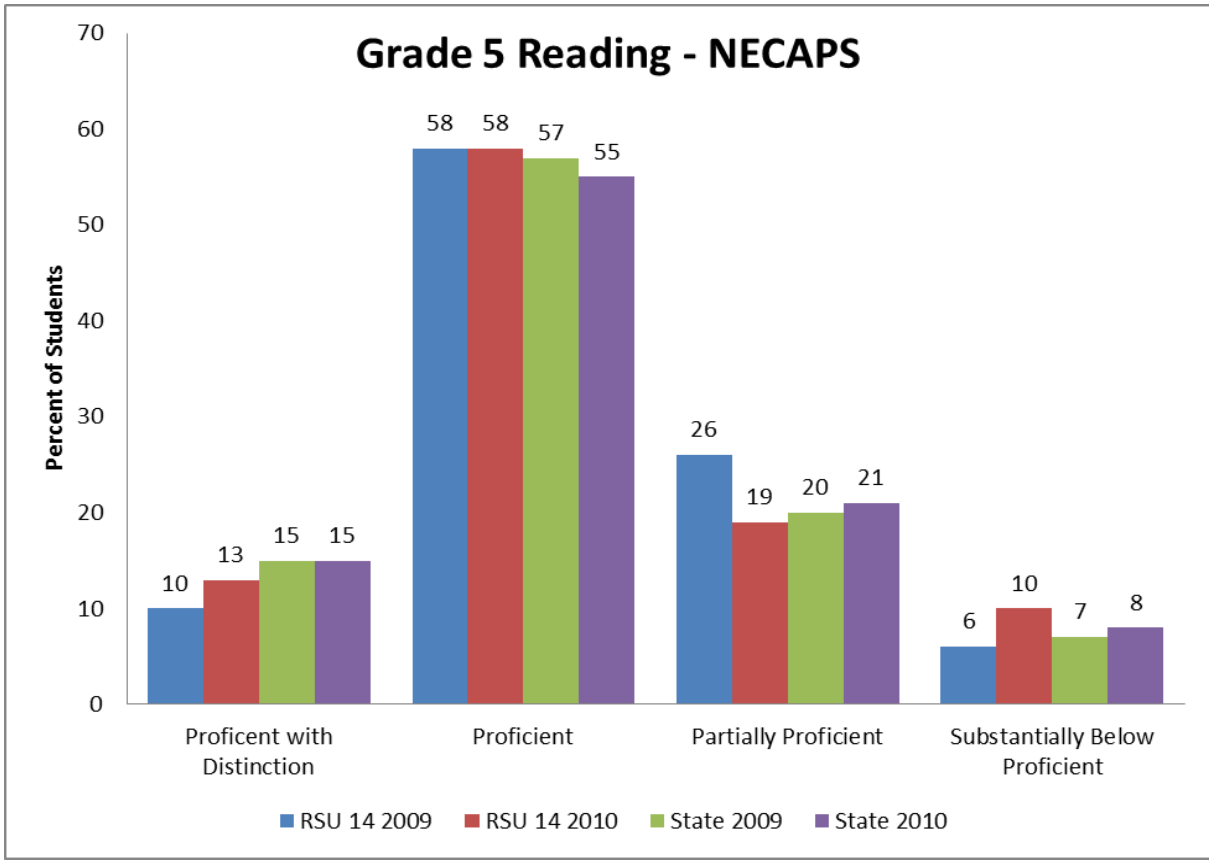
NECAP is designed to assess learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 reading and mathematics are assessed at the beginning of grades 3-8. Fourth and 7th grade writing is assessed at the beginning of grades 5 and 8.

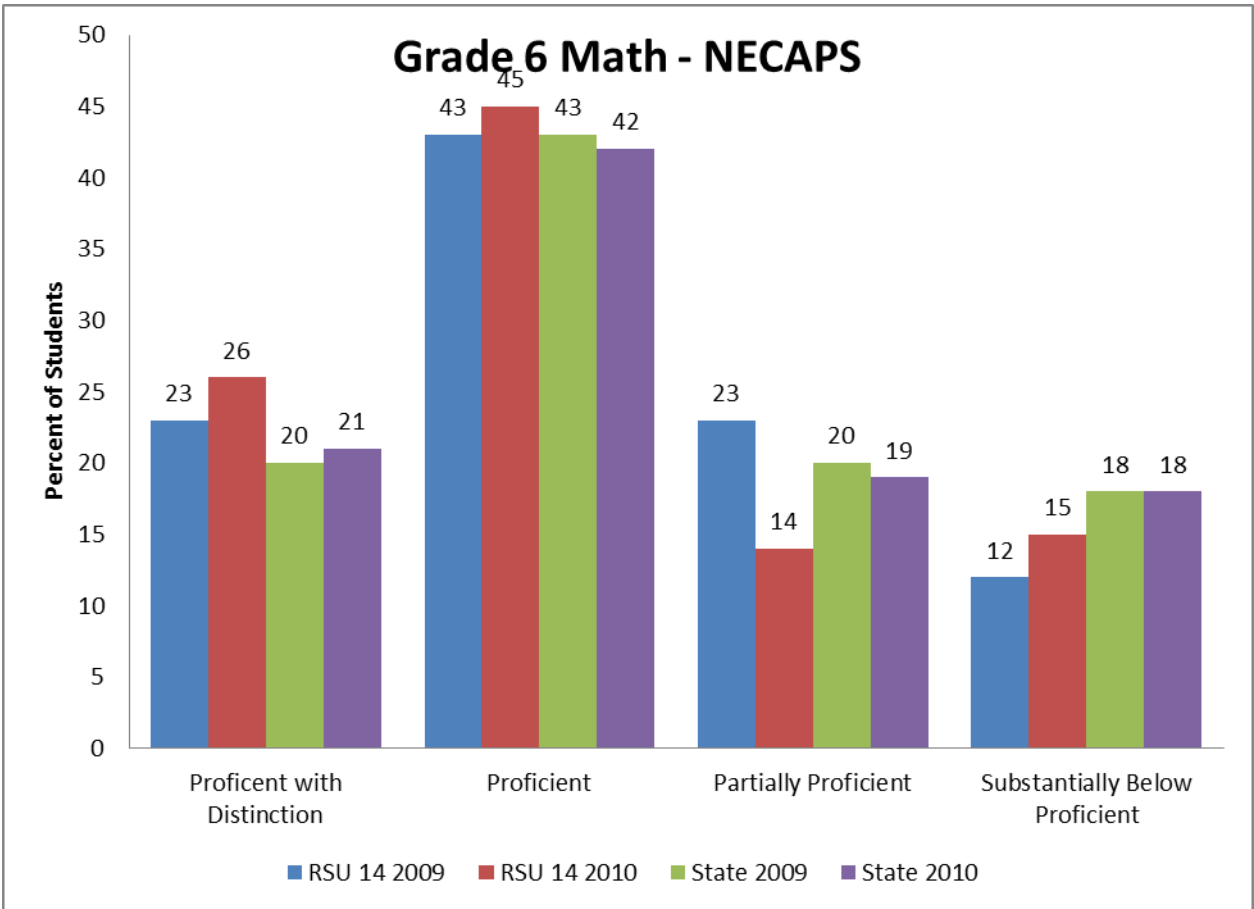
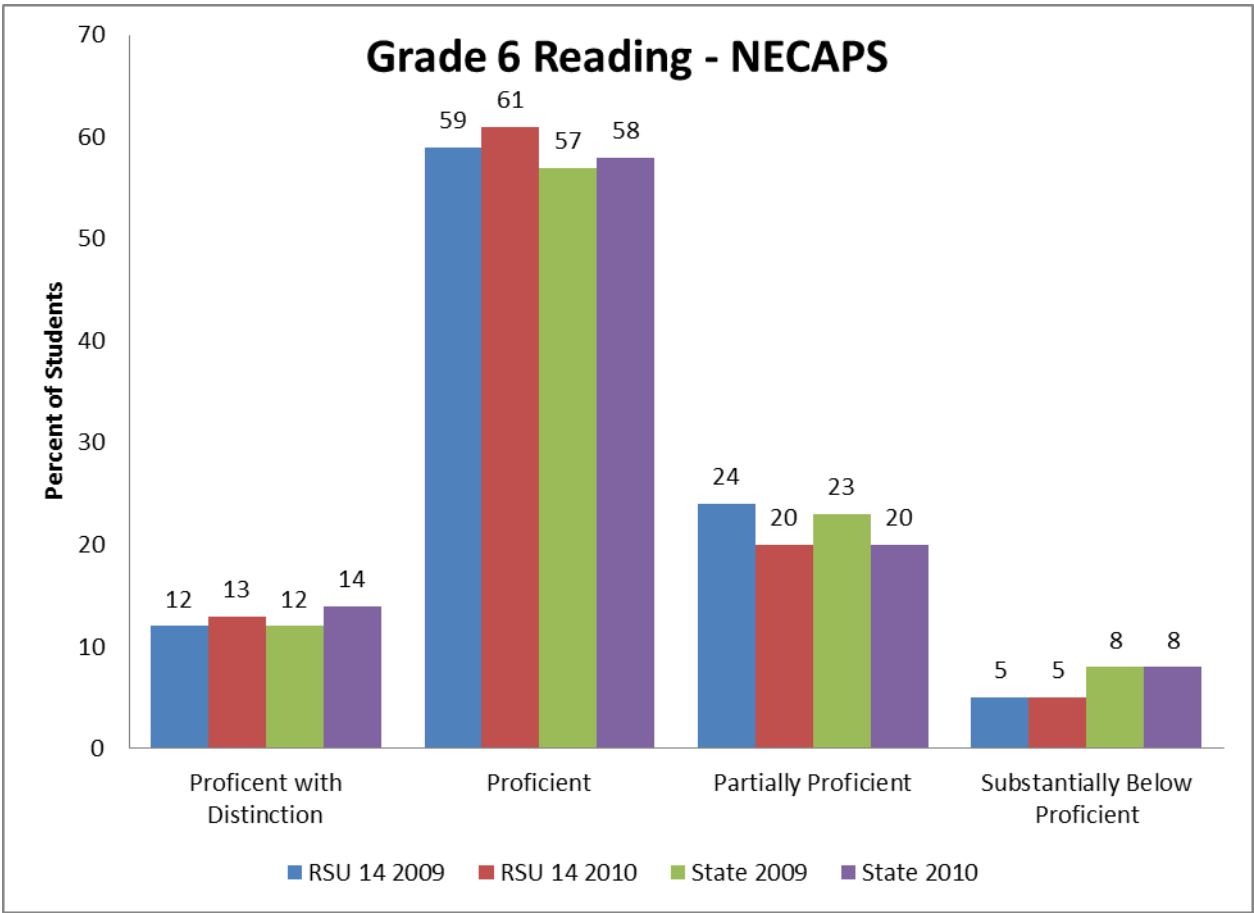
NECAP student results are reported in one of four achievement levels:

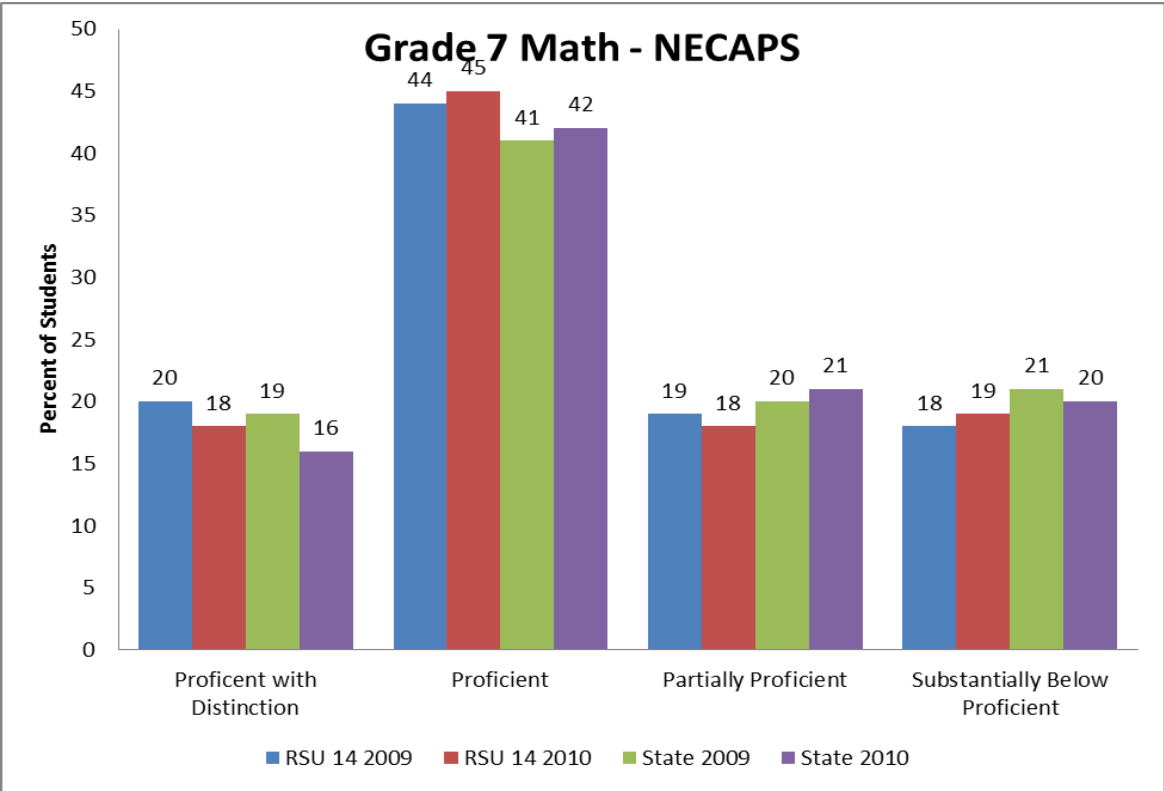
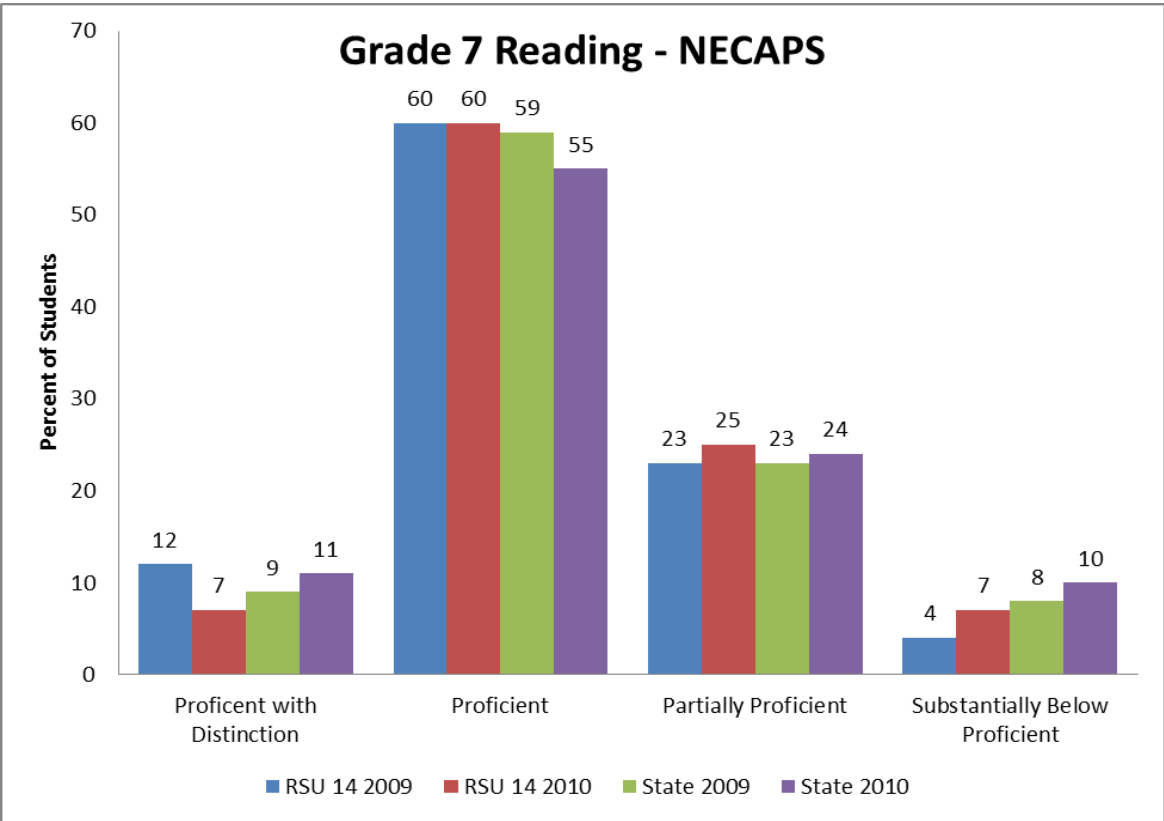
- **Proficient with Distinction:** Students performing at this level demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with the GLE at the current grade level. Errors made by these students are few and minor and do not reflect gaps in prerequisite knowledge and skills.
- **Proficient:** Students performing at this level demonstrate minor gaps in the prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. It is likely that any gaps in prerequisite knowledge and skills demonstrated by these students can be addressed during the course of typical classroom instruction.
- **Partially Proficient:** Students performing at this level demonstrate gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support may be necessary for these students to meet grade level expectations.
- **Substantially Below Proficient:** Students performing at this level demonstrate extensive and significant gaps in prerequisite knowledge and skills needed to participate and perform successfully in instructional activities aligned with the GLE at the current grade level. Additional instructional support is necessary for these students to meet grade level expectations.

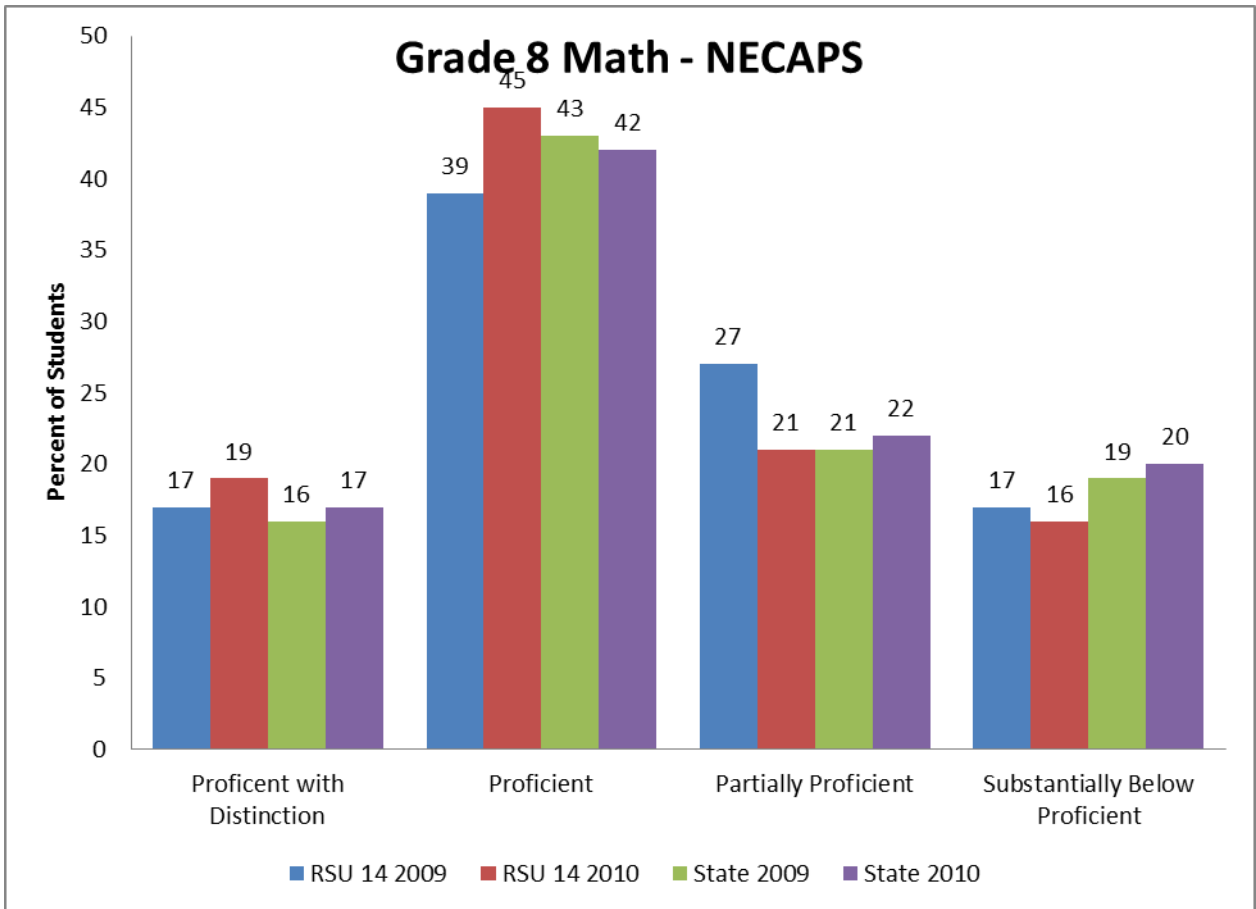
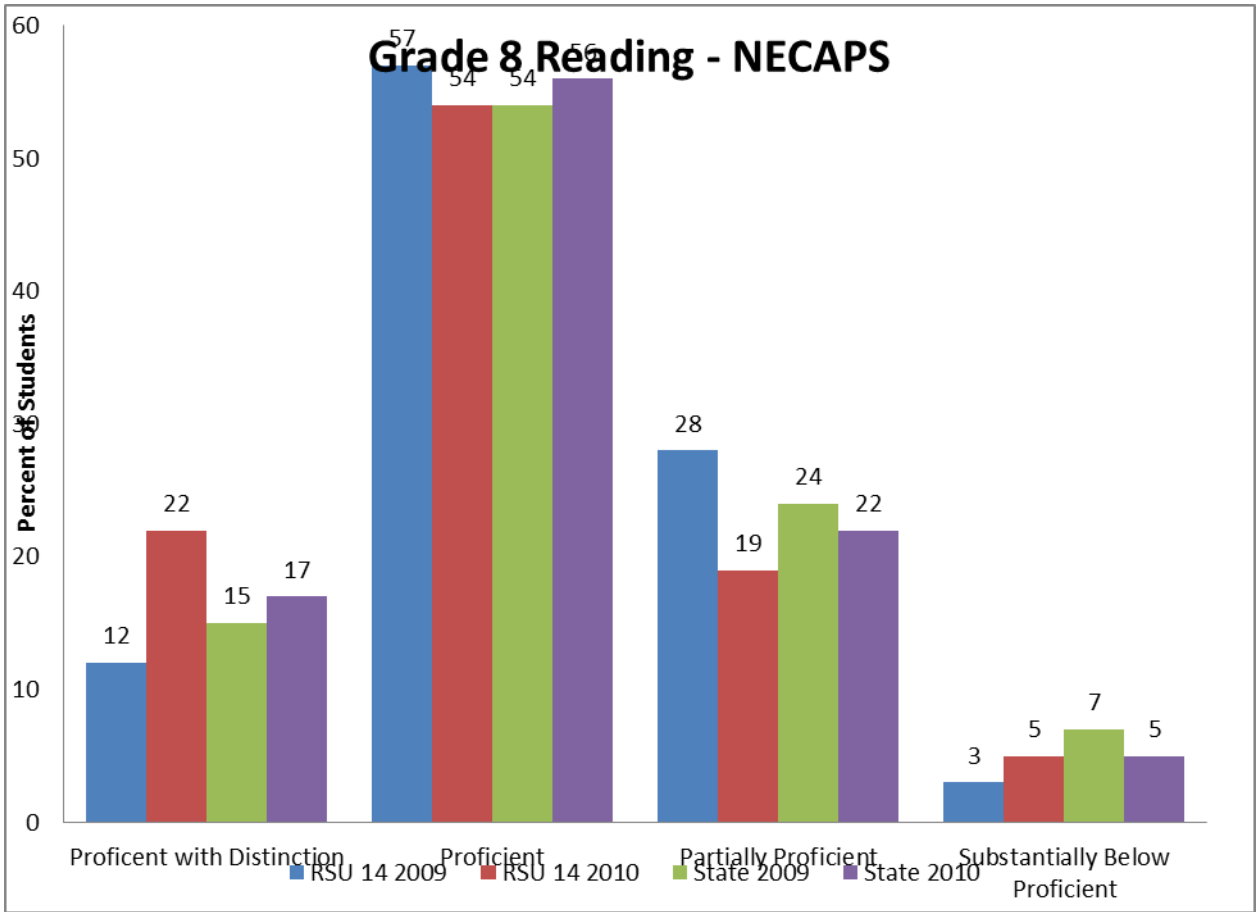






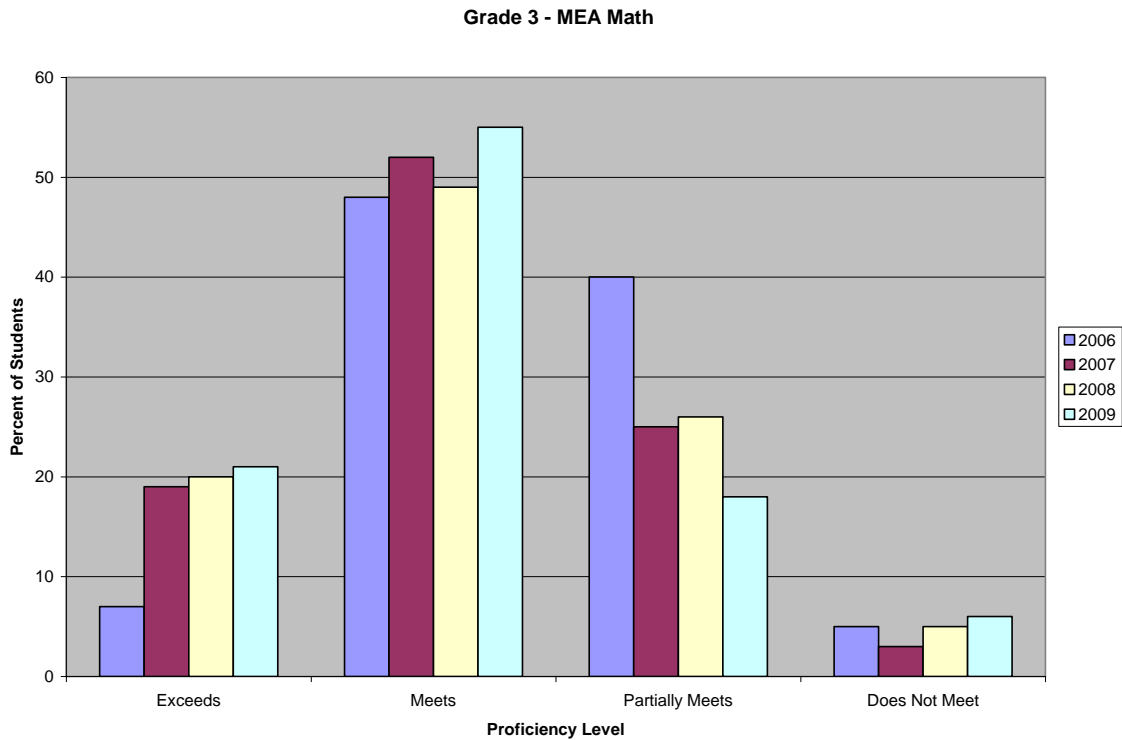




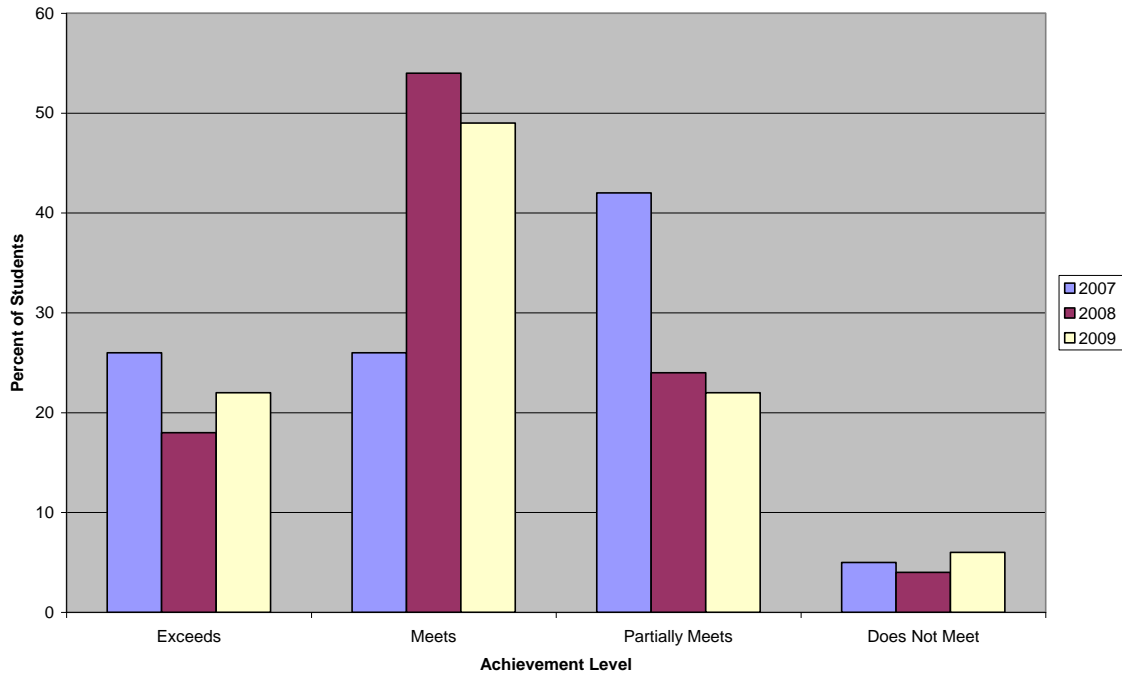


2009 Maine Educational Assessment (MEA) and Maine High School Assessment (MHSA)

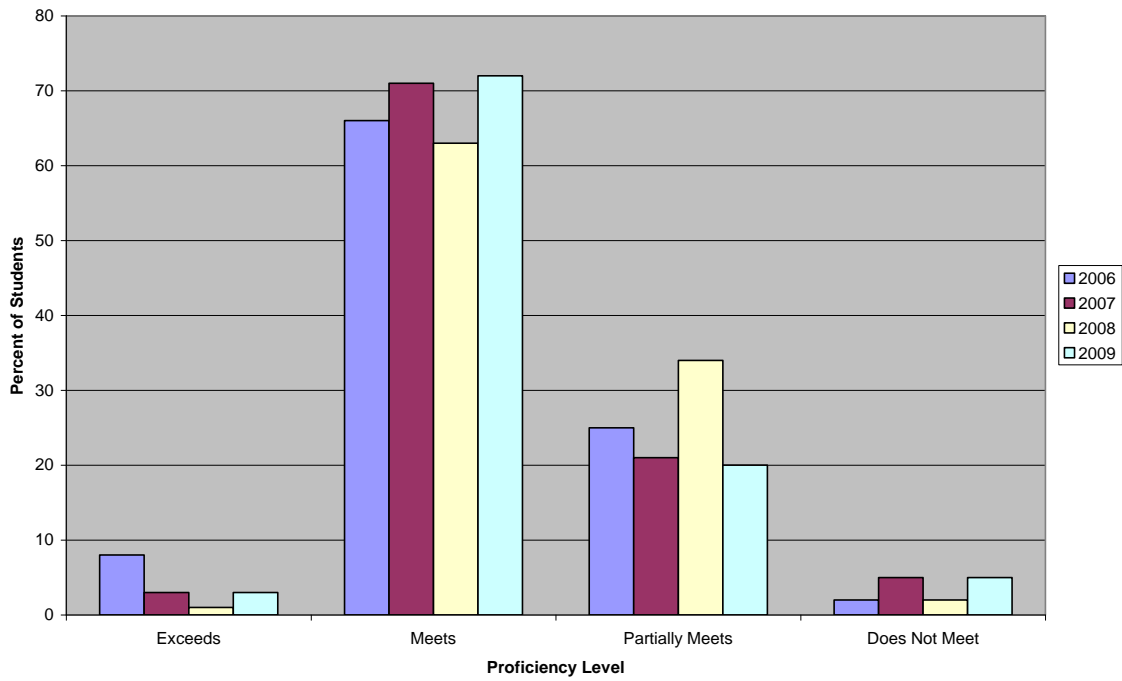
The Maine Educational Assessment and the Maine High School Assessment are administered yearly to students in grades 3 – 8 and grade 11 across the State of Maine. The assessment is designed to measure a student's attainment of the Maine Learning Results Standards in reading and math. In addition, students in grades 5, 8, and 11 are administered questions in science. Students in grades 5, 8 and 11 participate in a writing assessment.



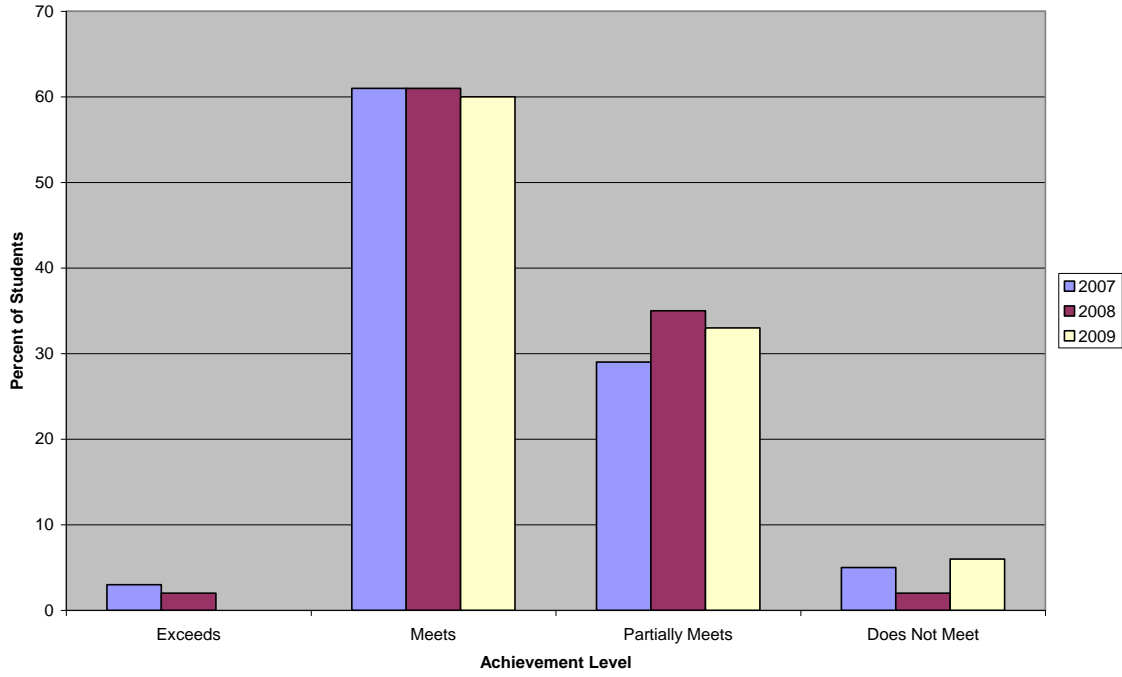
RES Grade 3 MEA Math



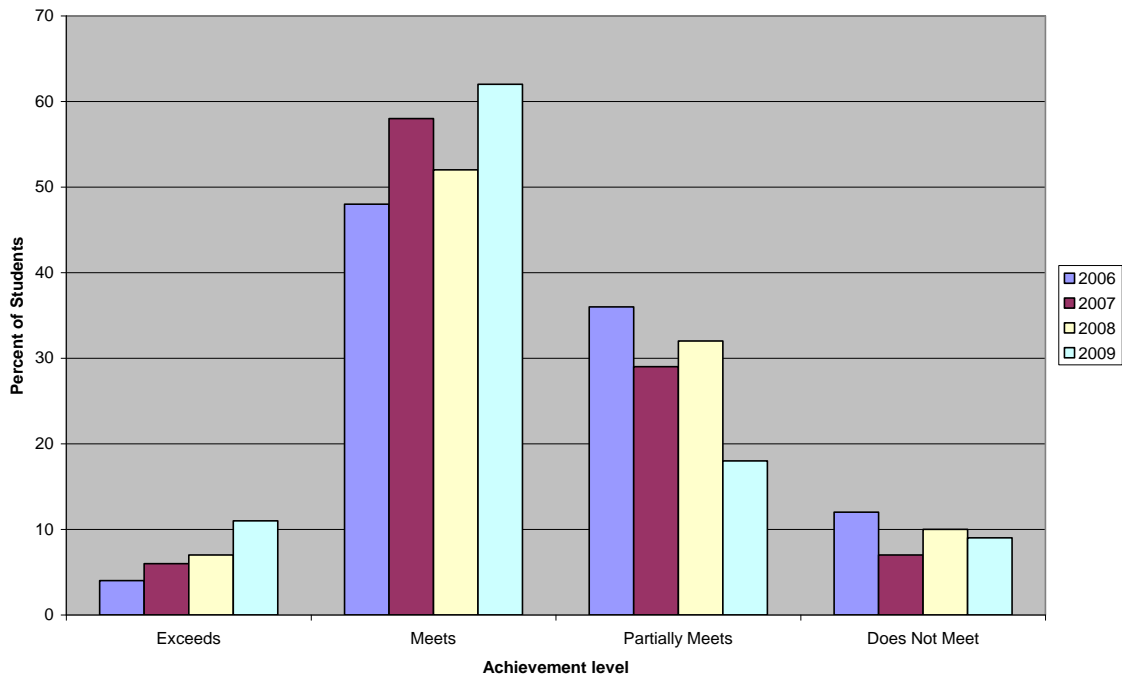
Grade 3 - MEA Reading



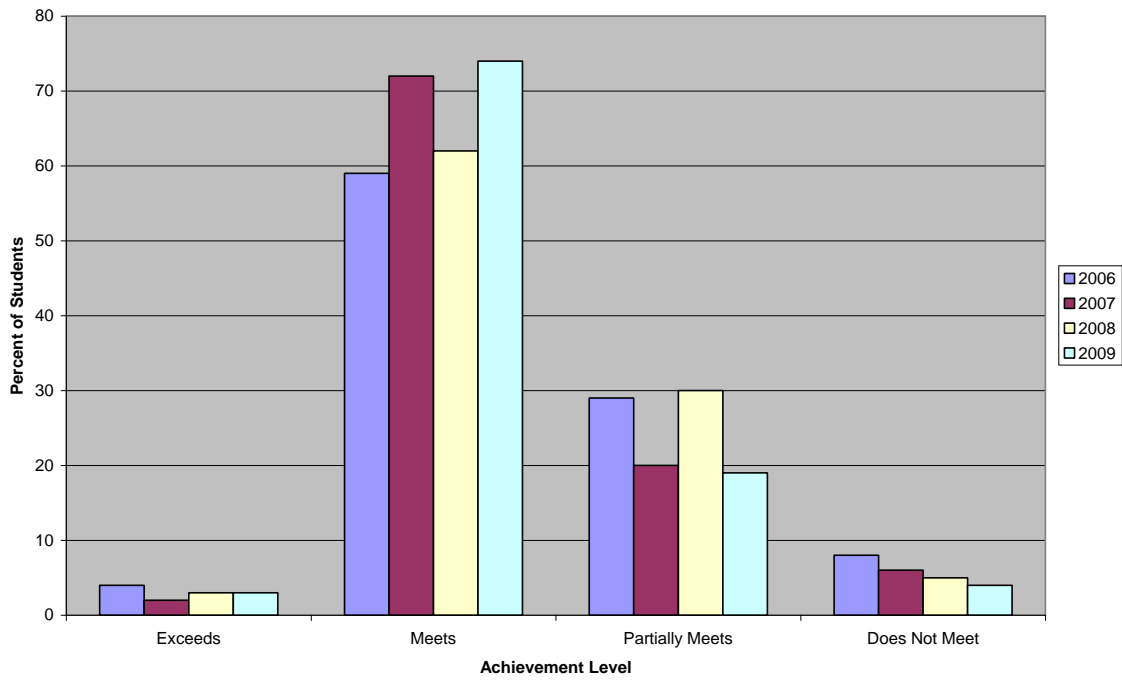
RES Grade 3 MEA Reading



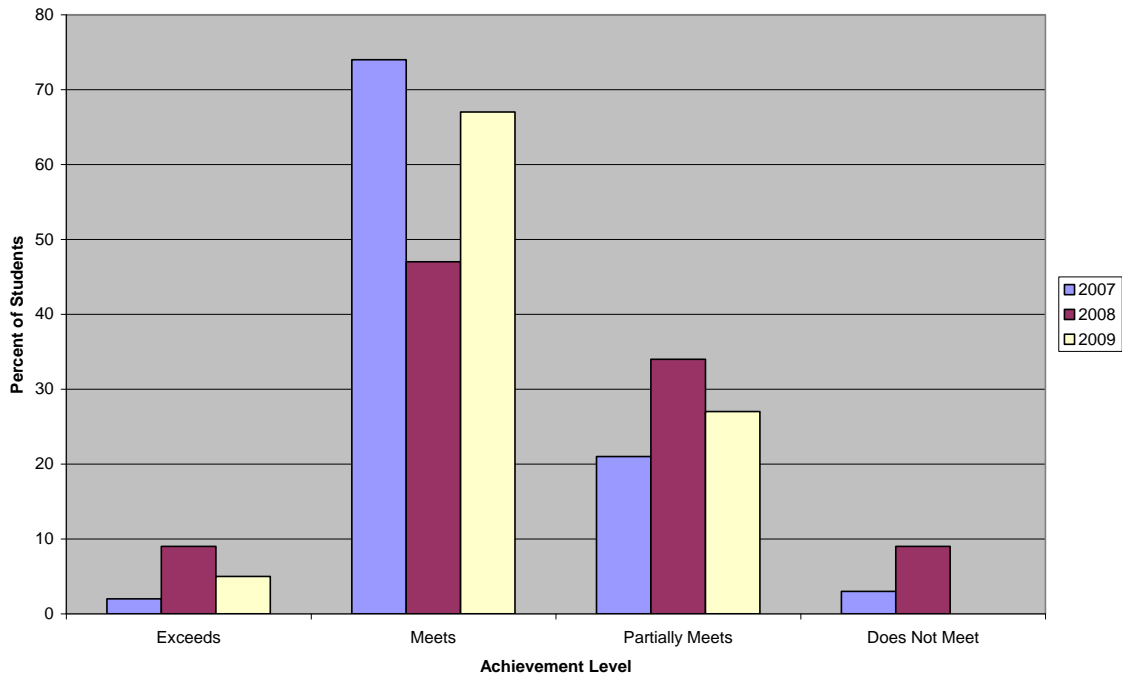
Grade 4 - MEA Math



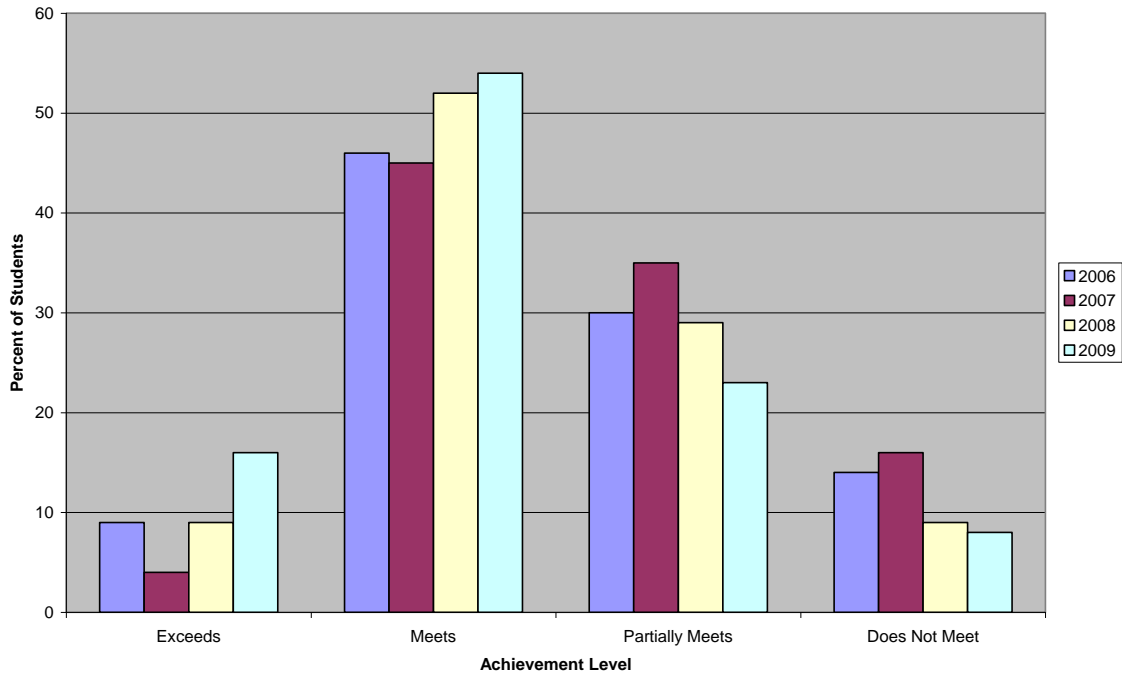
Grade 4 - MEA Reading



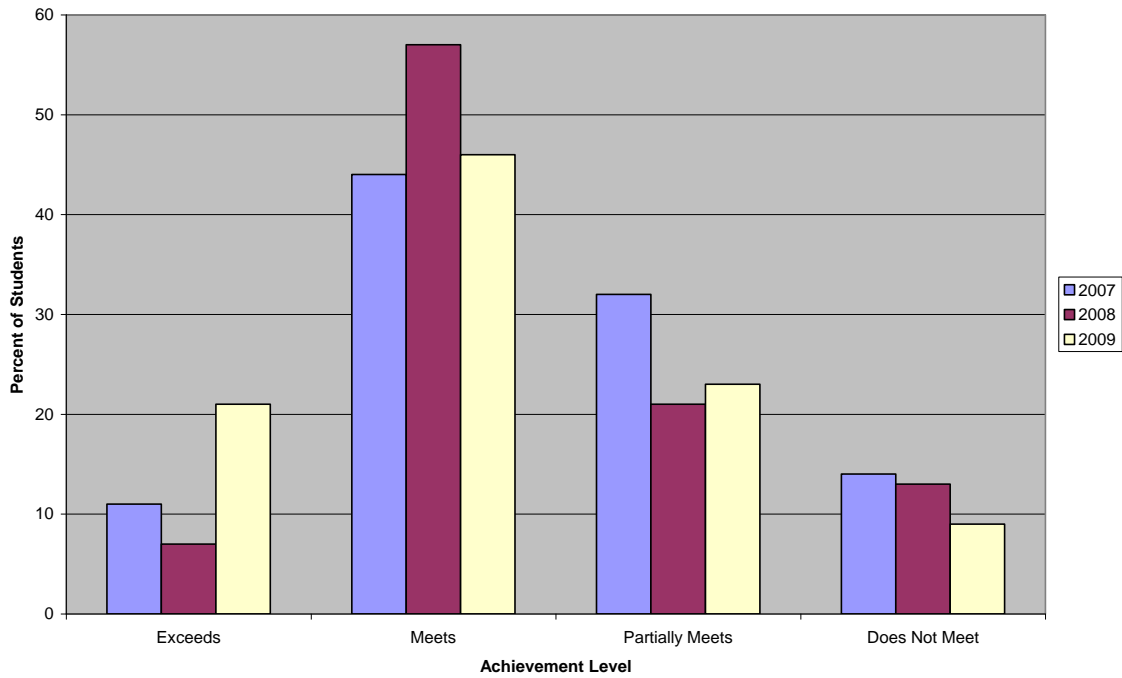
RES Grade 4 MEA Reading



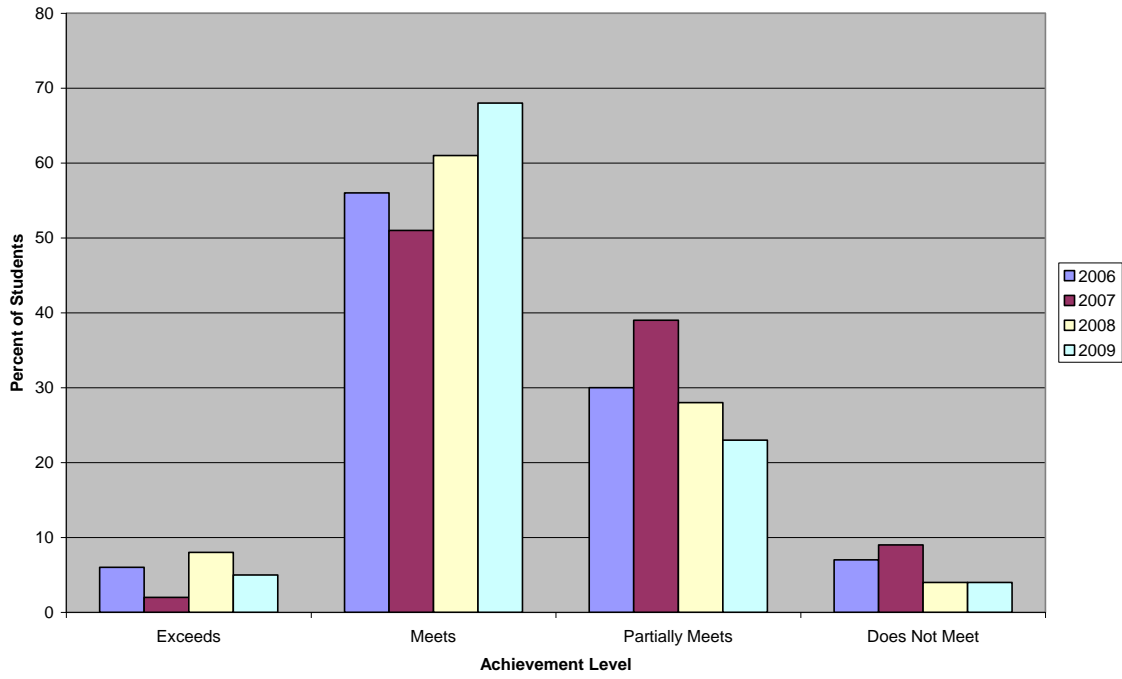
Grade 5 - MEA Math



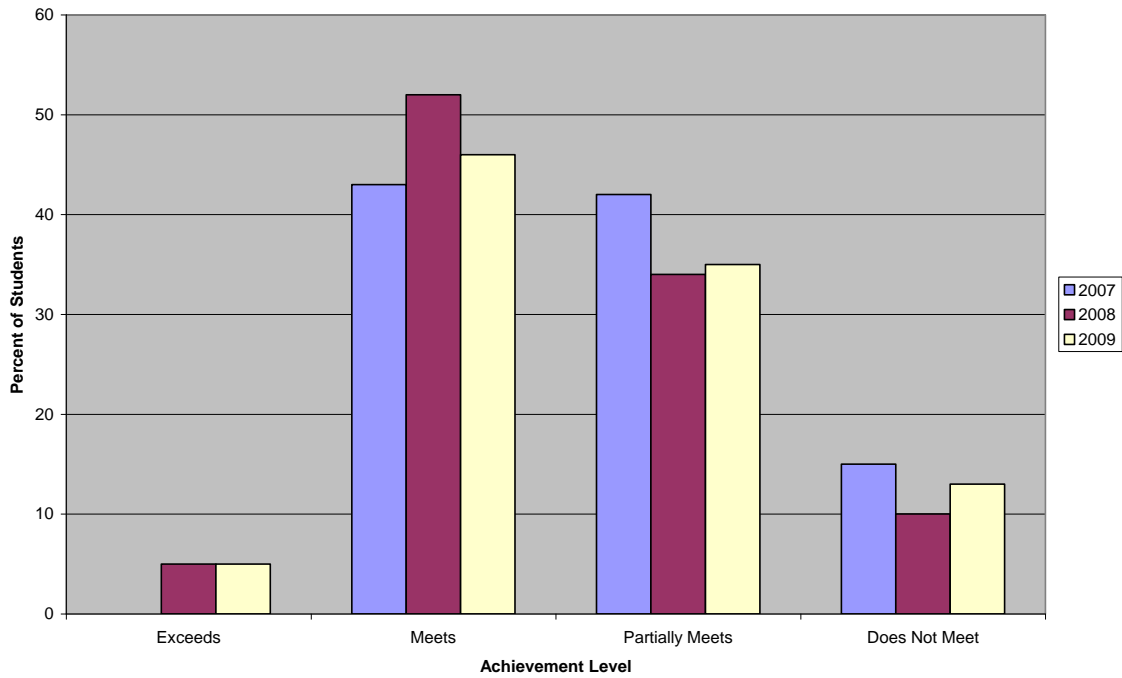
JSMS Grade 5 MEA Math



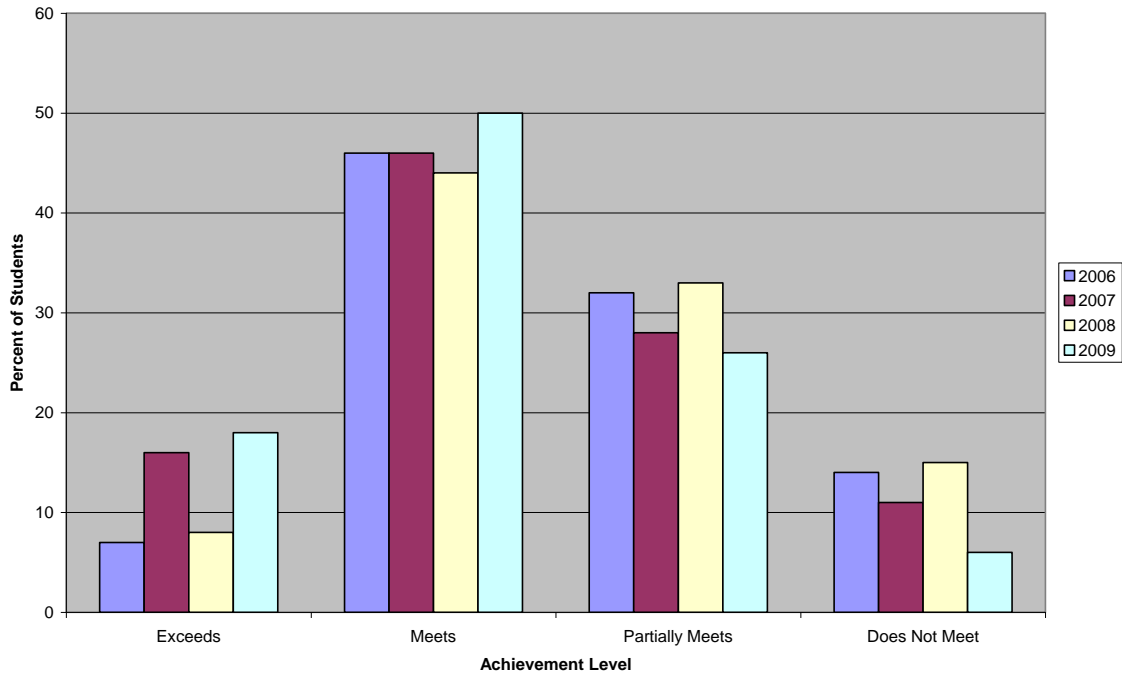
Grade 5 - MEA Reading



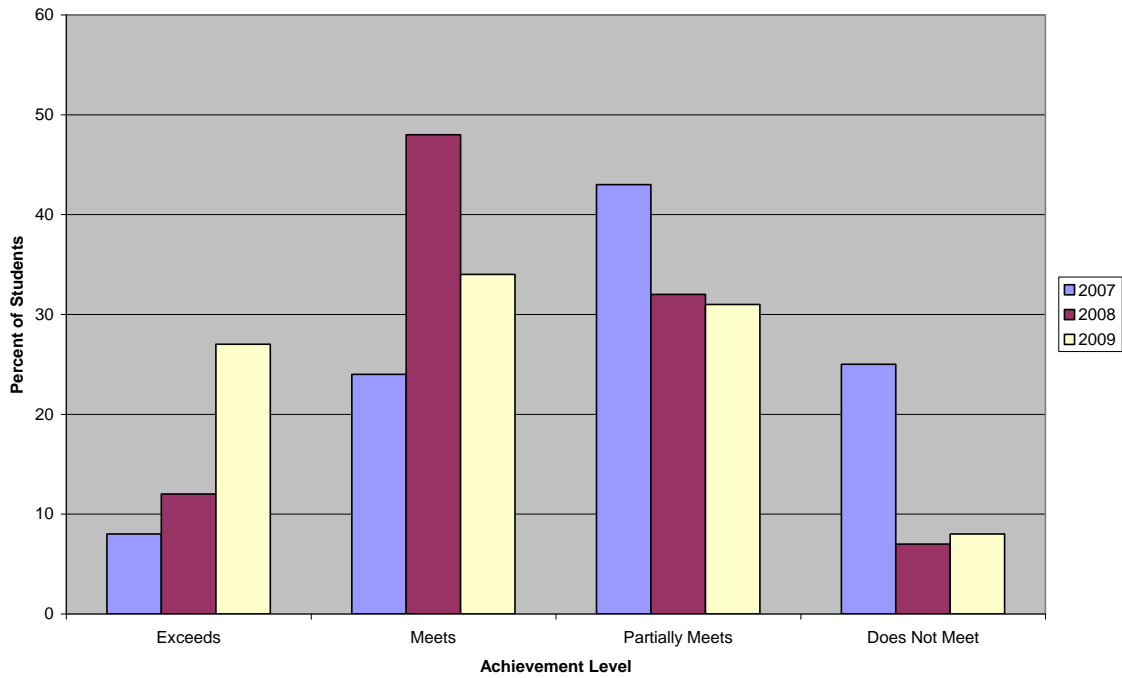
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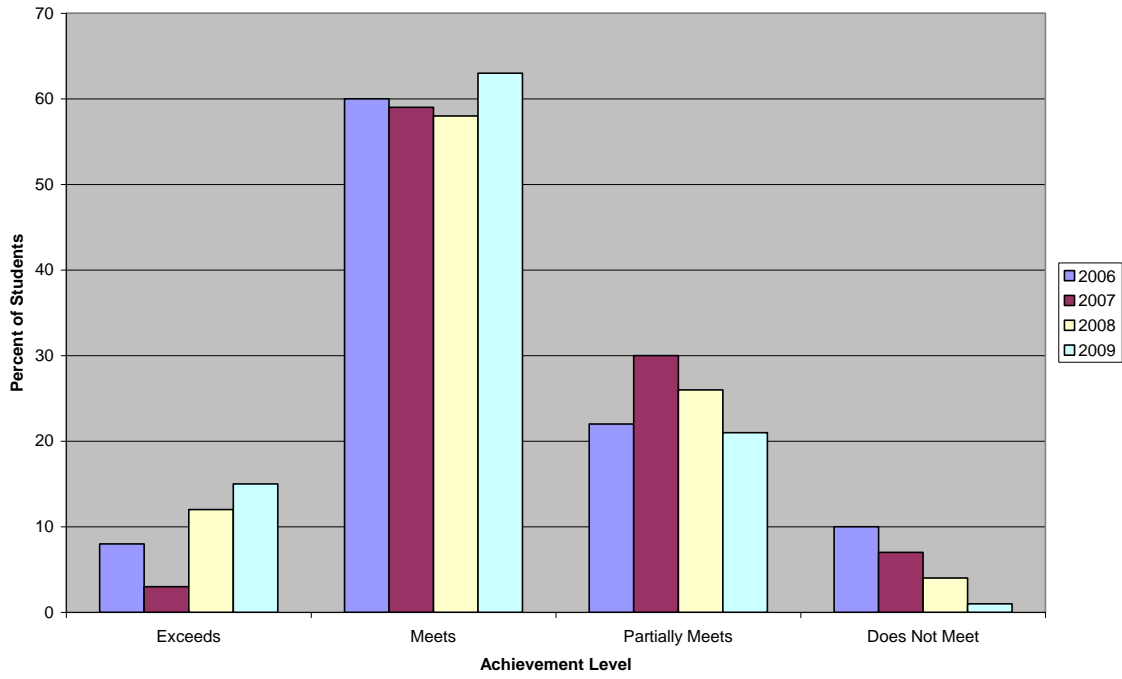
Grade 6 - MEA Math



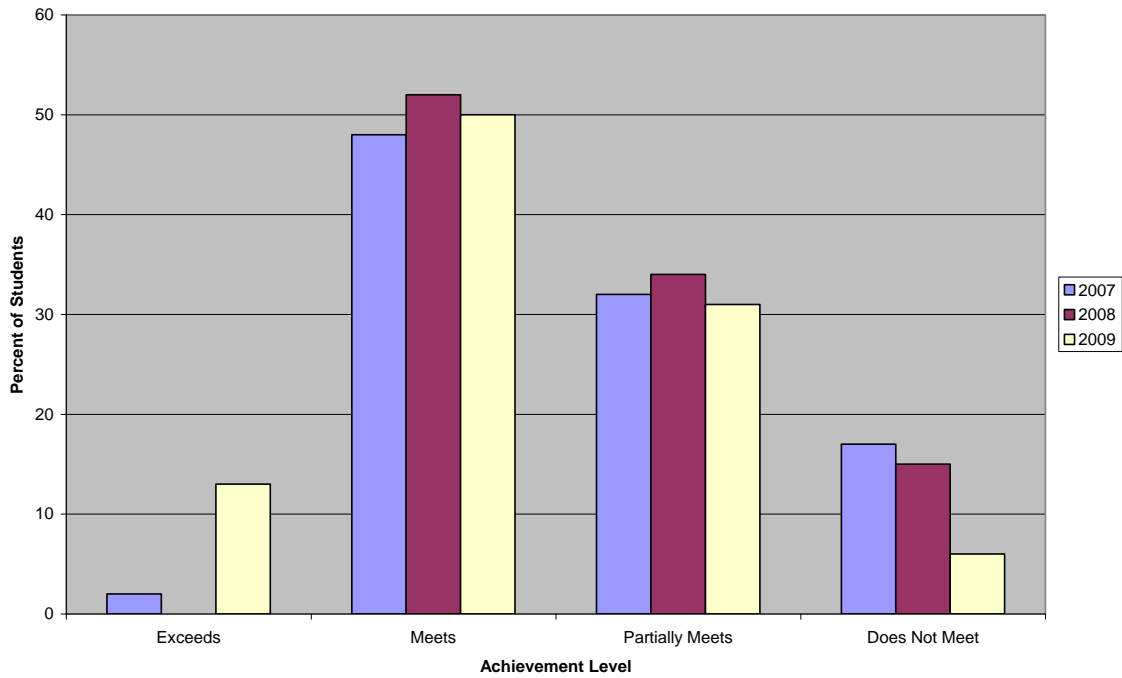
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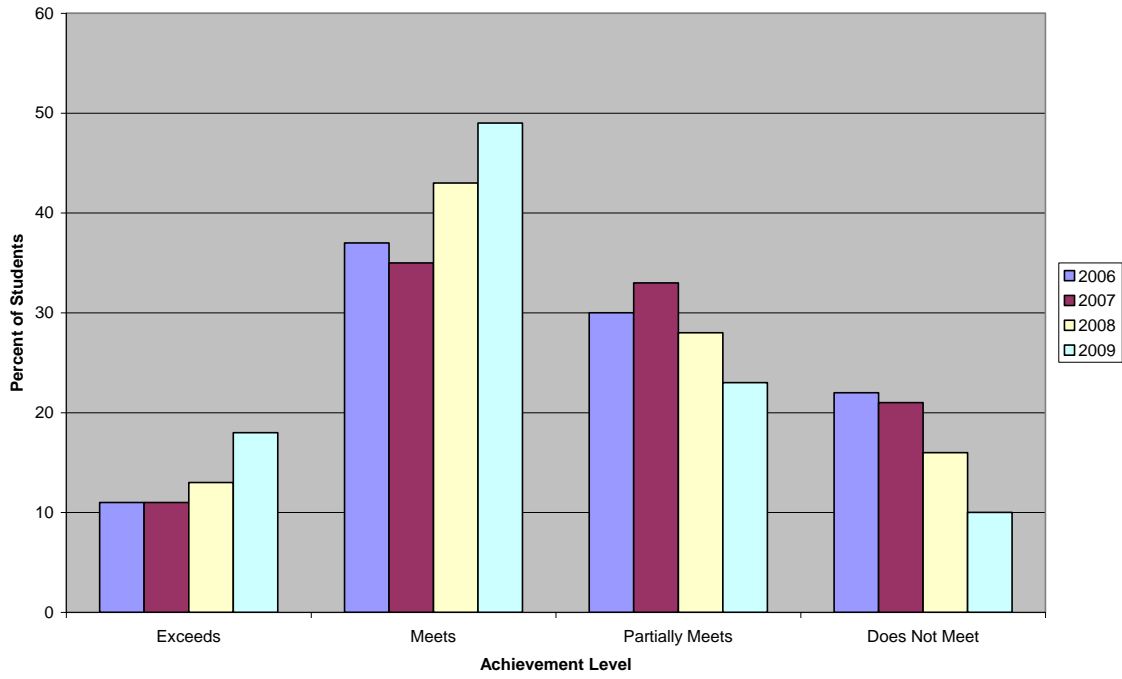
Grade 6 - MEA Reading



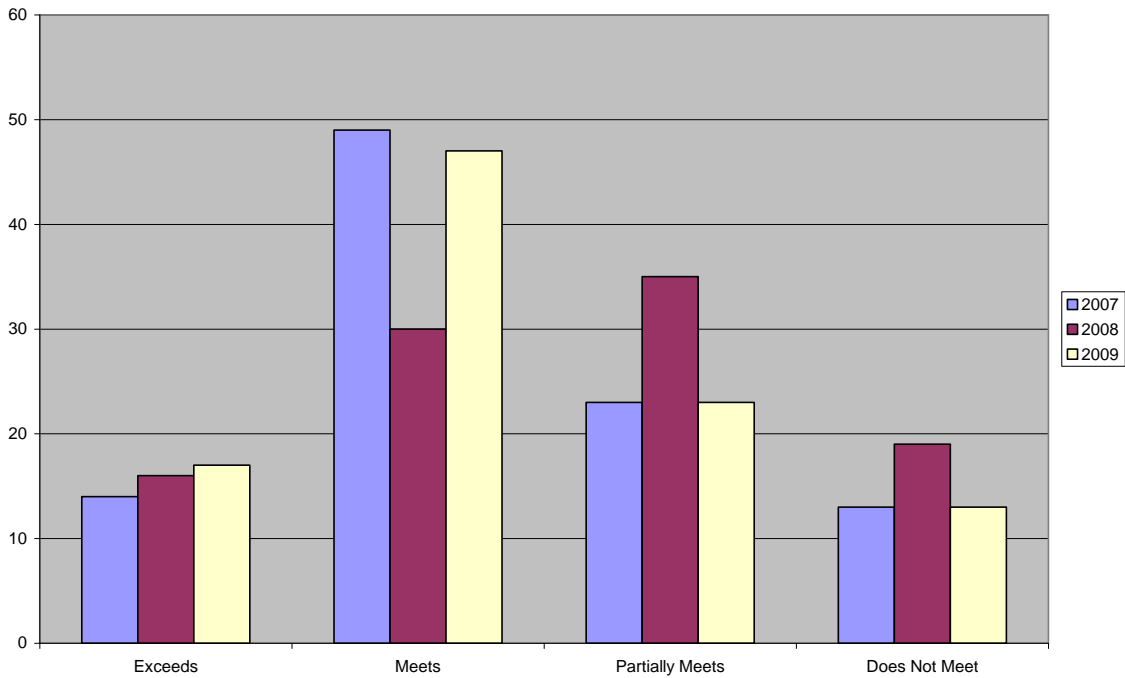
JSMS Grade 6 MEA Reading



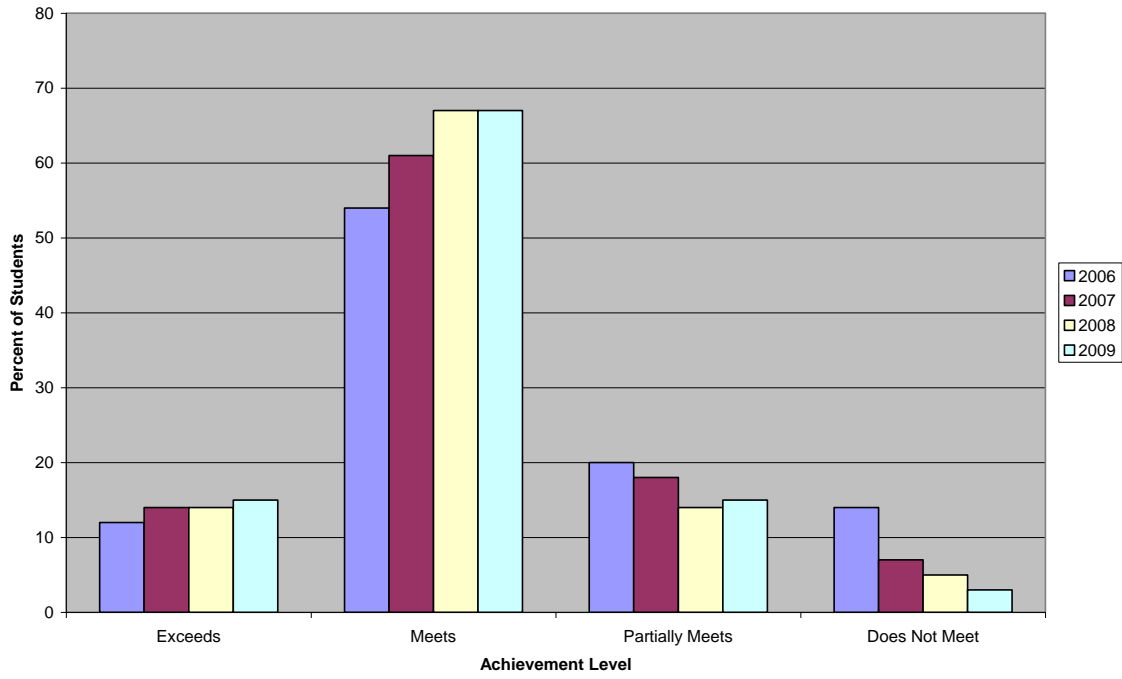
Grade 7 - MEA Math



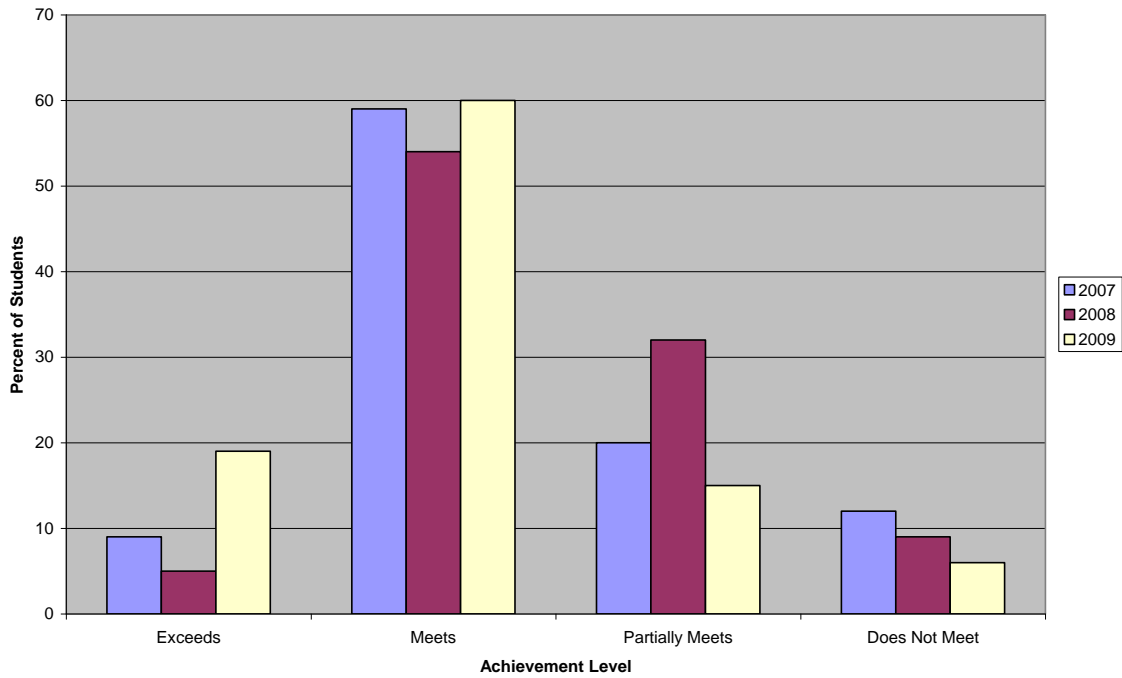
JSMS Grade 7 MEA Math



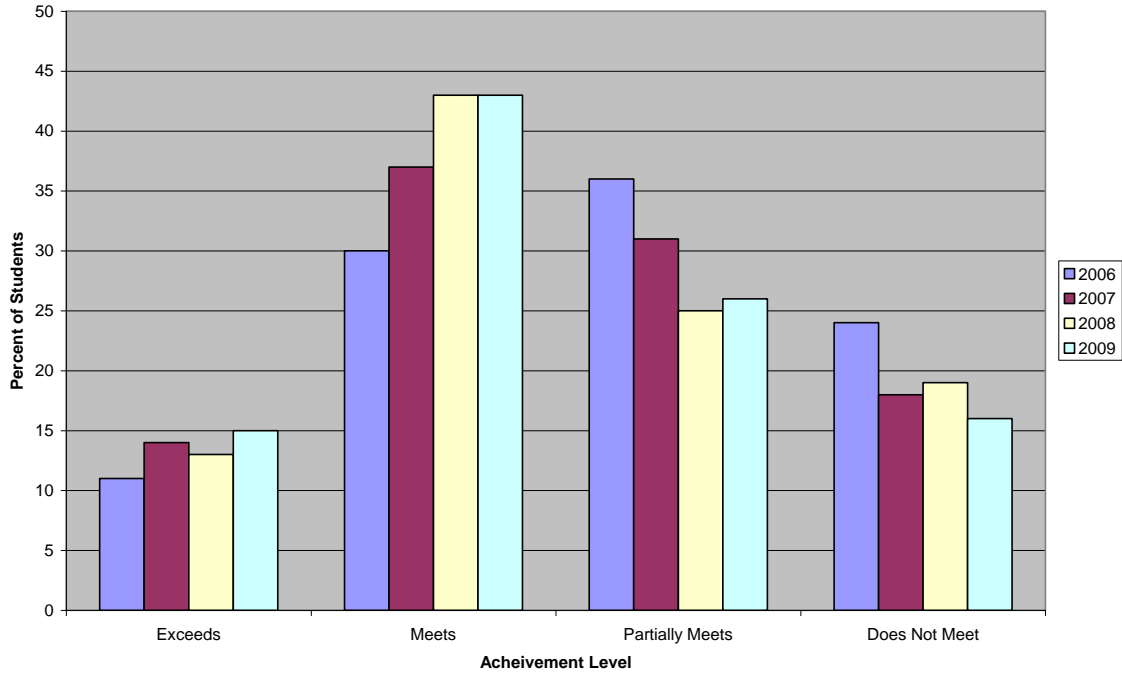
Grade 7 - MEA Reading



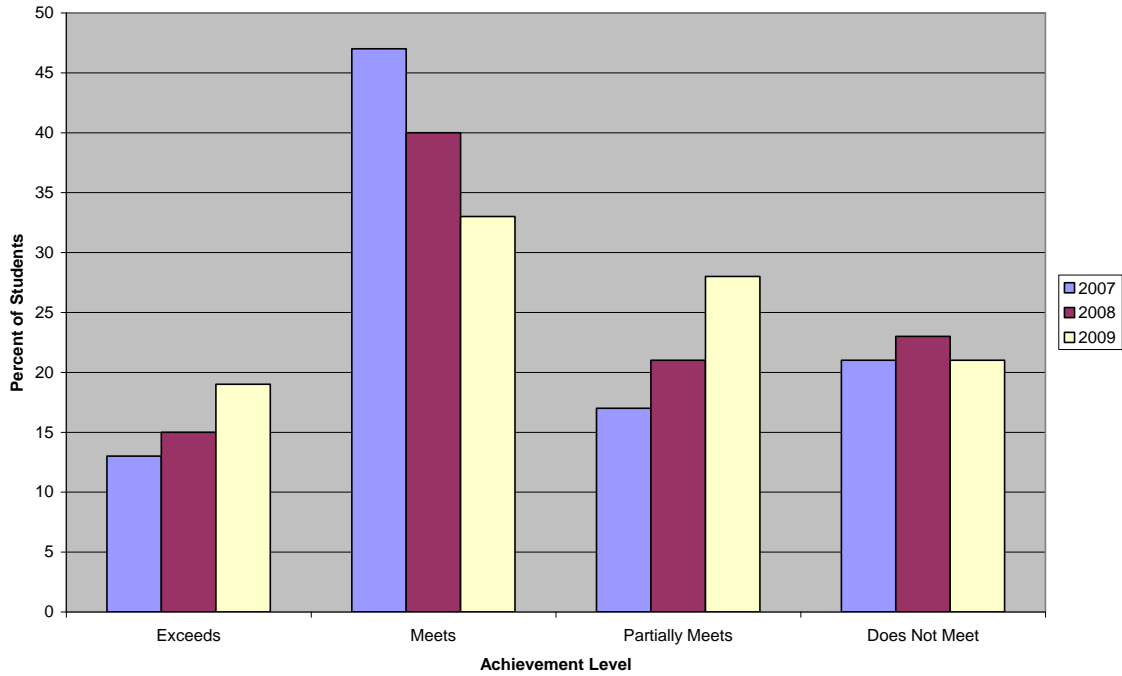
JSMS Grade 7 MEA Reading



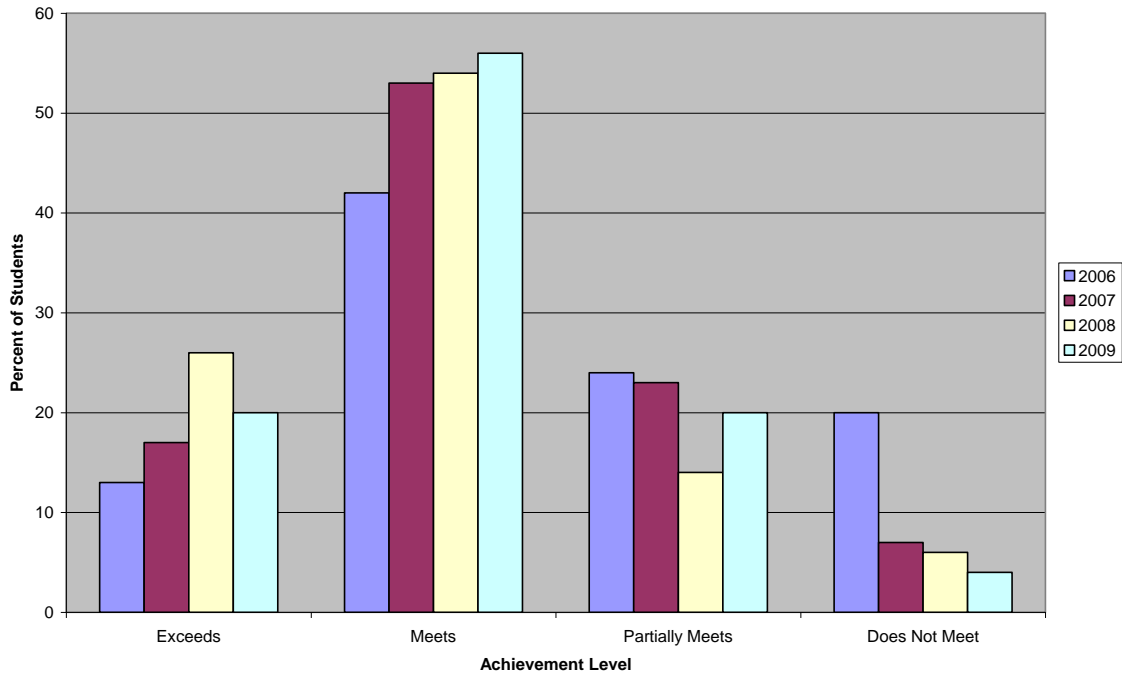
Grade 8 - MEA Math



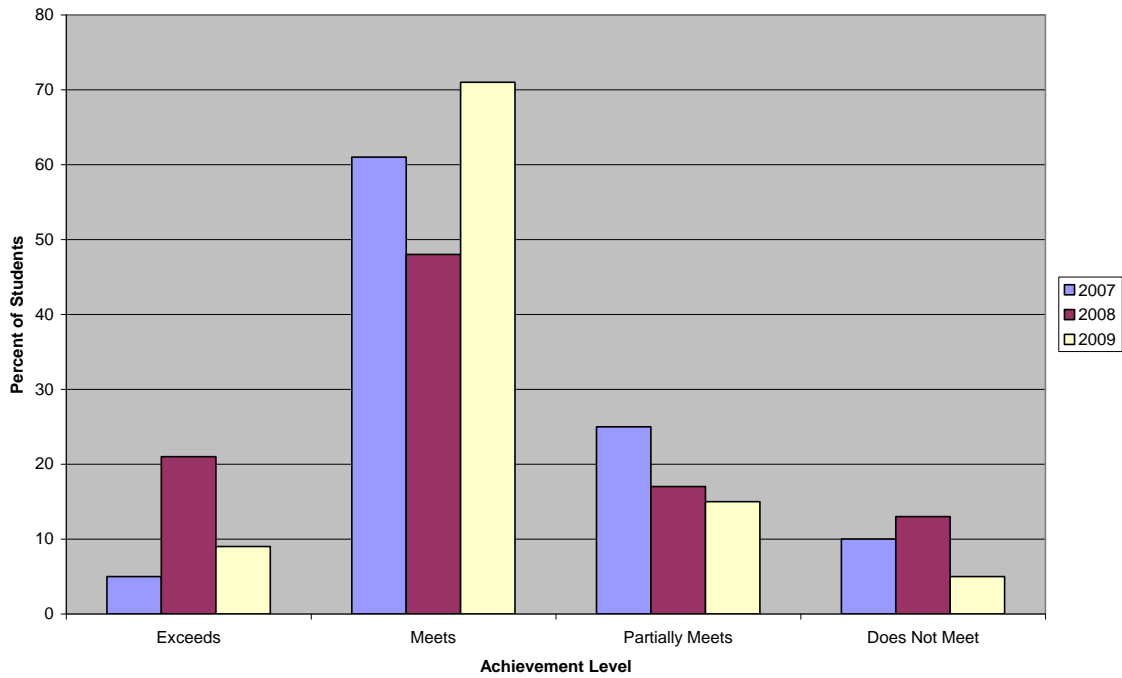
JSMS Grade 8 MEA Math



Grade 8 - MEA Reading

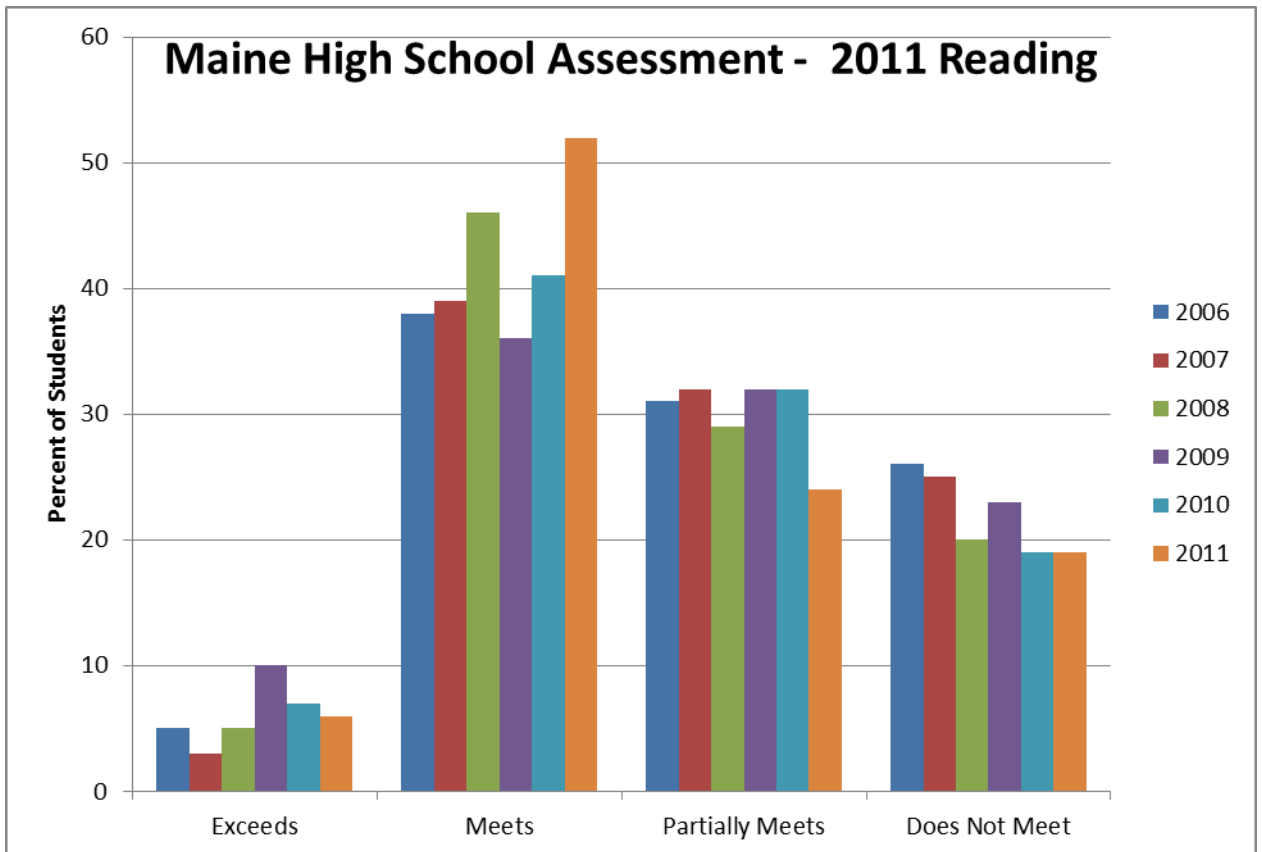
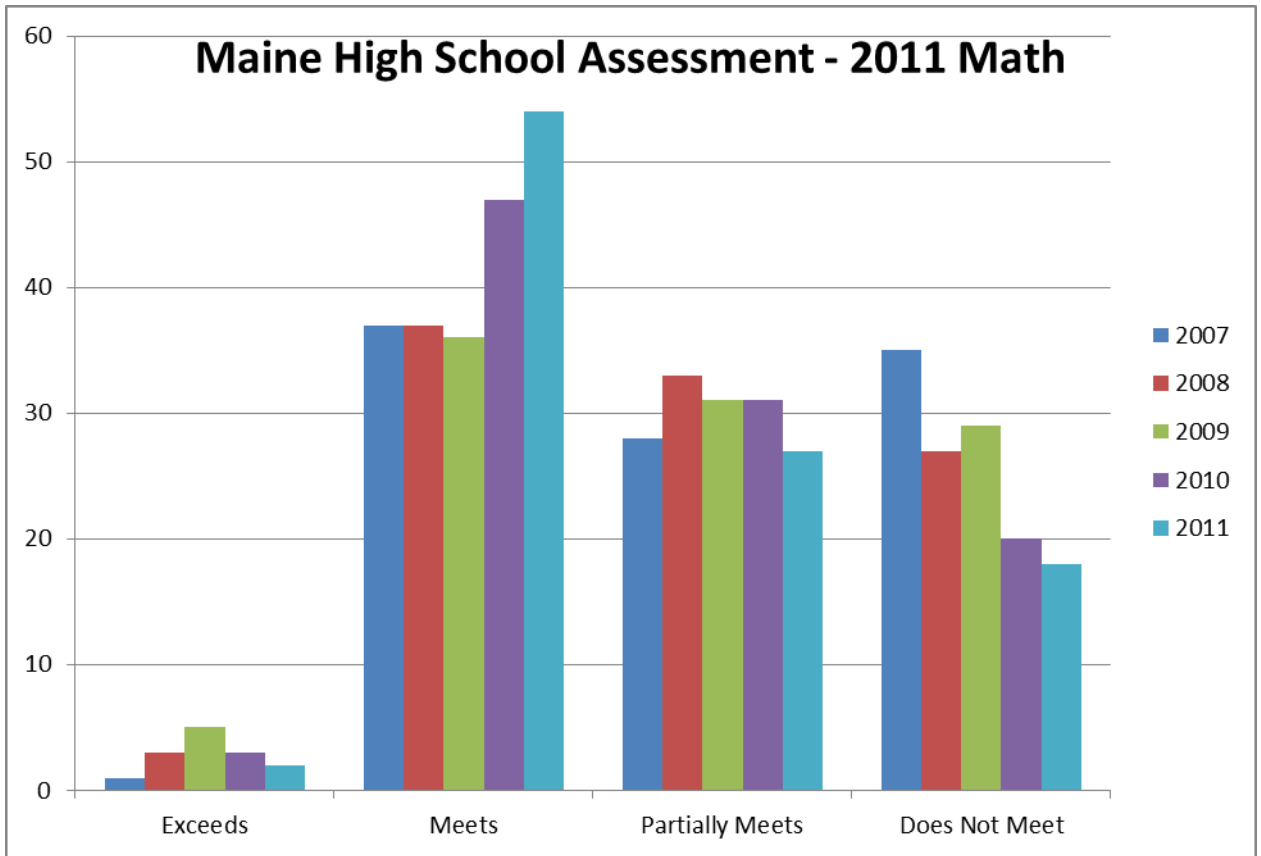


JSMS Grade 8 MEA Reading



Maine High School Assessment (MHSA)

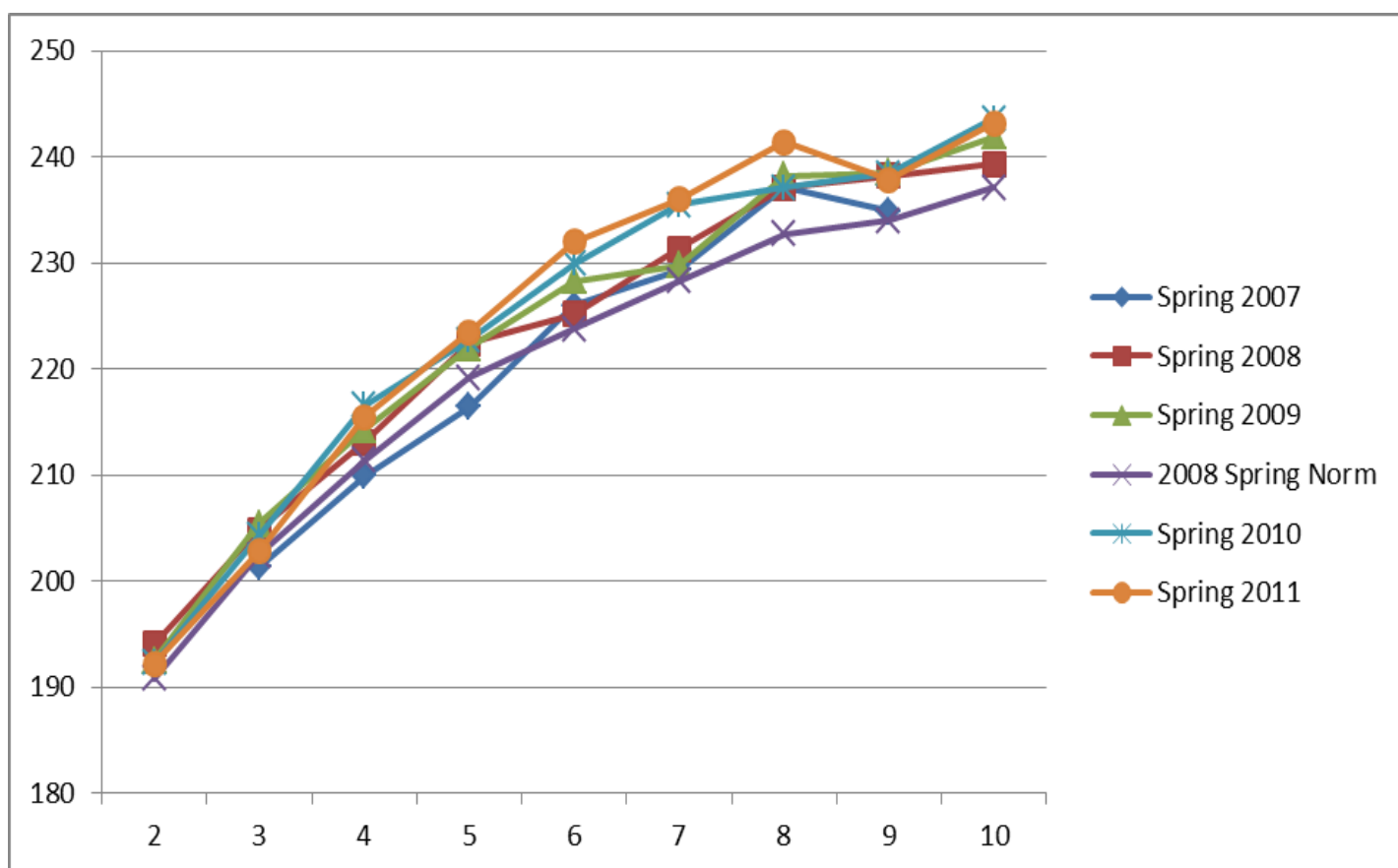
Beginning with the spring administration in 2006, all Maine high school juniors, including all students in their 3rd year of high school, are required to take SAT tests in critical reading, writing, and mathematics. This new policy encourages all Maine students to engage in instruction and assessment that is intended to raise expectations and to increase readiness for college or other post secondary opportunities.



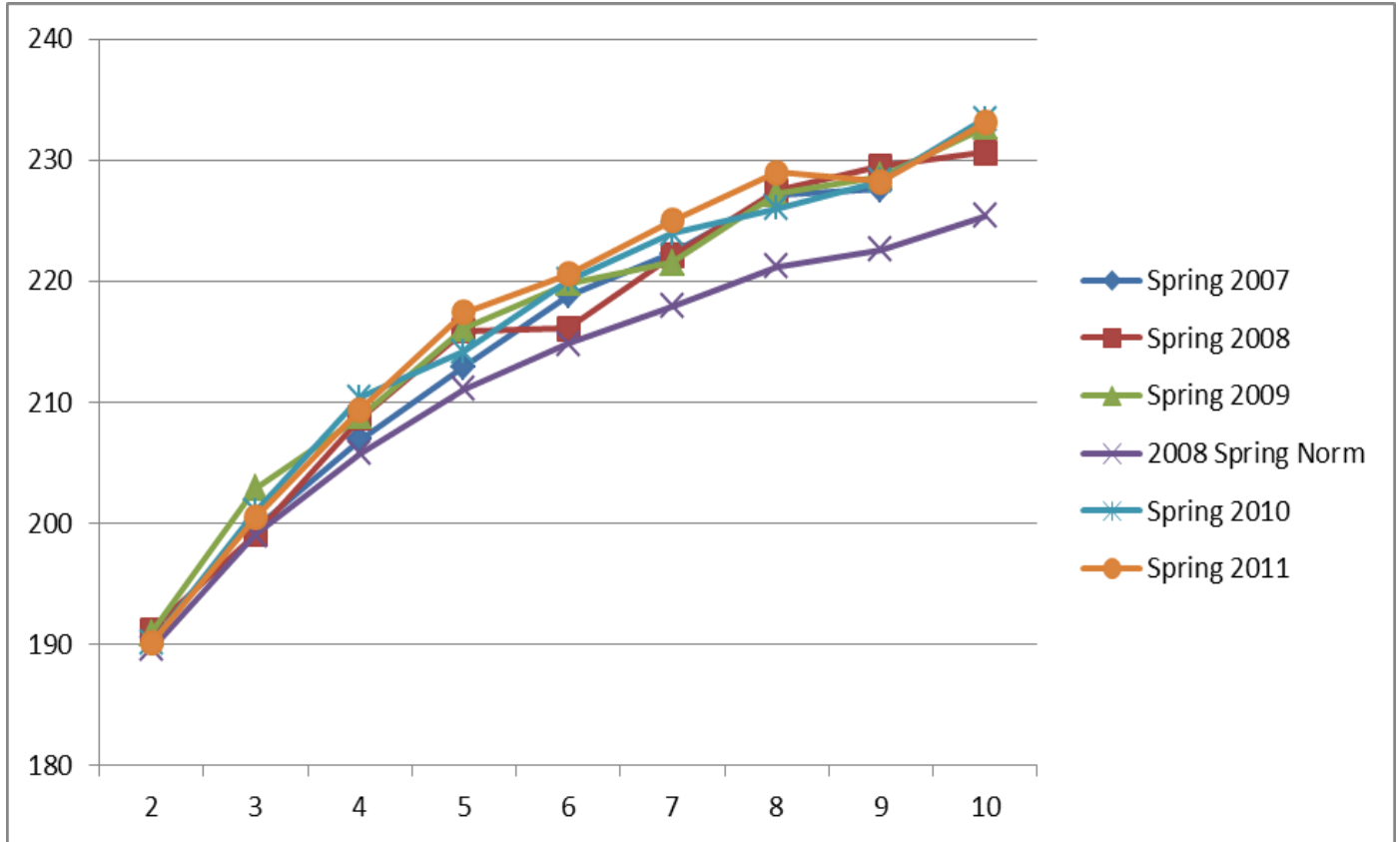
Northwest Evaluation Association Measures of Academic Progress (NWEA)

The Measures of Academic Progress is a computerized, adaptive assessment that administered to all students in grades 2 through 10. The assessment informs teachers as to the individual instructional level of their students. Students participate in this assessment during the fall and spring. Over time, testing events can be compared to determine the academic growth of a student.

Spring Mean RIT by grade level - Math



Spring Mean RIT by grade level - Reading



Windham High School Graduation Rates

*The graduation formula focuses on a single “cohort of students, the group of students who entered 9th grade at the same time. The old formula was based on all students who graduated in a particular year, regardless of when they started high school. Thus a student graduating five or six years after entering high school was counted as a graduate in the year he/she graduated, not necessarily for his/her class. As a result, the graduation rate for 2008-2009 cannot be compared to the 2007-2008 rate, as they were calculated differently.

Graduation Year	4 year Graduation Rate
2000	87%
2001	91%
2002	87%
2003	92%
2004	91%
2005	92%
2006	92%
2007	92%
2008	88%
2009	88%
2010	84%