

WARE PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN 2010-2012

School Committee Members

2010-2012

Chris Desjardins, Chairperson
Aaron Sawabi, Vice-Chairperson
Brian Winslow
Danielle Souza
Joanne Rys



Administration

Dr. Mary-Elizabeth Beach, Superintendent of Schools
Mary Birks, Director of Special Education
Jan Yardley, Director of Accountability
Jeffrey Nicholas, Director of Food Services
Christopher Dymon, Director of Buildings, Grounds & Maintenance

Our Schools

Ware Junior/Senior High School

Junior High Grades 7-8 and High School Grades 8-12
Lucille Brindisi, Principal
237 West Street
Ware, MA 01082
Telephone: 413-967-6234

Ware Middle School

Grades 4-6
Robert Warren, Principal
239 West Street
Ware, MA 01082
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Stanley M. Koziol Elementary School

Early Childhood-Grade 3
Marlene DiLeo, Principal
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Mission Statement:

The Ware Public School District strives to work with parents and the wider community to educate all students in an environment that supports high academic achievement, instills respect, and fosters

civic responsibility. We believe that the ultimate goal of education is to support students as successful lifelong learners.

Introduction

Ware Public Schools are working together to improve academic achievement of all students PreK-12. The District Improvement Plan is grounded in the goals of No Child Left Behind, utilizes data from the MCAS assessment, and contains input of administrators, educators, students and community members to create the foundation for the initiatives necessary to address continual student achievement. The District Improvement Plan is data-driven and results oriented, it identifies specific areas of weakness in student achievement and subgroups of students in need of further support in English Language Arts and Mathematics.

Five major goals have been identified as our target focus areas of improvement. To assist us in reaching these goals, the District Improvement Plan spells out specific strategies to be undertaken in an action plan for each of the five goals. The action plans specify a timeline for implementation as well as the evidence that will be collected to ensure progress is being made. The responsibilities of individuals/departments are also laid out in this document.

The District Improvement Plan outlines the focus and direction of the work of the Ware Public Schools District over the next two years. It is our intent that this document:

- highlight areas of focus for the current school year
- guide the actions of all staff for the school years 2010-2011 and 2011-2012
- encourage collaboration among individual schools and departments

Our improvement efforts will focus on consistent implementation of standards and assessment, professional development that supports teachers in the use of researched-based strategies, and accountability at all levels to ensure improved student achievement. We strive for our students to be proficient in all curricular areas. We have one guiding principle: ***Excellent Instruction in Every Classroom***

Ware Public Schools - District Goals

Specific district goals have been set that will ensure student achievement and the development of life long learners. These goals are specific, measurable, attainable, relevant, timely, meet the needs of every student and expect every student to show measurable growth in student learning.

Professional development activities will be aligned with our district wide goals and individual school improvement plans. The following are the district goals for the 2010– 2012 school years:

Goal 1:

The Ware Public Schools will increase MCAS English/Language Arts achievement for all students. The Ware School District has set an improvement target of 85.9 in English language arts for all students in the aggregate. Specific subgroup improvement targets are as follows: Special Education 62.8 and Free and Reduced Lunch 81.5.

Goal 2:

The Ware Public Schools will increase MCAS Math achievement for all students. The Ware School District has set an improvement target of 76.5 in mathematics for all students in the aggregate. Specific subgroup improvement targets are as follows: Special Education 56.9 and Free and Reduced Lunch 70.6.

Goal 3

Ware School District will increase parent and community involvement. The Ware District is committed to increasing and enhancing communication and interaction with all stakeholders to build shared understanding and trust.

Goal 4

Ware School District will continue to create learning environments that are safe, drug-free, and conducive to learning. The Ware District will design teaching and learning endeavors and approaches to challenge and support each student towards achieving their potential and maximizing their personal growth.

Goal 5

The Ware School District will make a direct connection between the district goals and the appropriation of funding to meet those goals.

Ware Public Schools - District Improvement Plan

District Goals:

1. The Ware Public Schools will increase MCAS English/Language Arts achievement for all students. The Ware School District has set an improvement target of 85.9 in English/Language Arts for all students in the aggregate. Specific subgroup improvement targets are as follows: Special Education 62.8 and Free and Reduced Lunch 81.5.
2. The Ware Public Schools will increase MCAS Mathematics achievement for all students. The Ware School District has set an improvement target of 76.5 in Mathematics for all students in the aggregate. Specific subgroup improvement targets are as follows: Special Education 56.9 and Free and Reduced Lunch 70.6.

Improvement Objective: 1-2 A. Develop a high quality professional development plan

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Create a district professional development plan that includes specific needs for technology use, meeting the needs of special education students, and meeting highly qualified teacher and paraprofessional requirements	*Professional Development Facilitator - LEAD Technology Specialist Principals Director of Special Education Director of Accountability	2010-2011 2011-2012	Title II-A	Professional development plan written, shared, approved and implemented
Design and Administer a Comprehensive Professional Development Needs Assessment annually	*Professional Development Facilitator	2010-2011 2011-2012	Title II-A	Report to Principals Share information with Director of Accountability
Implement professional development plan including identification of resources and professional development providers	Professional Development Facilitator - LEAD Technology Specialist Principals Director of Special Education Director of Accountability	2010-2011 2011-2012	Title II-A	Implementation of Professional Development Plan Highly qualified teachers Highly qualified paraprofessionals
Evaluate and maintain records of	Professional Development	2010-2011 2011-2012	Title II-A	Evaluation records

all professional development activities	Facilitator			
Provide teachers and paraprofessionals with ongoing support to become highly qualified	Professional Development Facilitator Principals	2010-2011 2011-2012	Title II-A	Highly qualified teachers Highly qualified paraprofessionals
Develop and implement induction/mentoring program	Professional Development Facilitator Principals	2010-2011 201-2012	Title II-A	All staff hired within the last 2 years participate in a mentoring program
Improvement Objective: 1-2 B. Develop and implement a data management plan				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Identify the following: Data and the purpose of data to be collected	Director of Accountability Principals Technology Specialists	2010-2011 2011-2012	Title II-D Local Budget Title I	Administration is using data to inform decisions Teachers are using data to inform classroom practice
Analyze data to make informed decisions around curriculum, instruction, assessment, allocation of funds, and program development	Superintendent Principals Director of Accountability	2010-2011 2011-2012	Title I Title II-A ~~~~~ ~~~ Prof. Development on: Use of technology that supports data management and analysis	Decisions made by analyzing data that impact educational programs and interventions
Share data with faculty and staff through team meetings, PLC meetings, grade level meetings, school advisory council meetings, and school committee meetings	Principals Teachers Title I staff Director of Accountability	2010-2011 2011-2012	Title I Title II-A ~~~~~ ~~~ Prof. Development on: Use of technology for presentation and analysis of data	Minutes from meetings Structures in place that support teachers meeting on a regular basis

Improvement Objective 1-2 C. Develop and implement an internal accountability plan.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Identify what will be used to measure student progress PreK-12	Director of Accountability Principals Teachers	2010-2011 2011-2012	Title I Title II-A	Assessment Results
Identify how results will be used to inform instructional practices for both regular and special education students	Principals Director of Special Education Director of Accountability Teachers Title I Staff	2010-2011 2011-2012	Title I Title II-A	Use of test and assessment to inform instructional decisions
Identify how district will share information within grades, across grades, and from school to school	Principals Director of Special Education Director of Accountability Teachers Title I Staff	2010-2011 2011-2012	Title I Title II-A	PLC Meetings Weekly grade level or team meetings
Map assessment practices GRADE, GMADE and DIBELS	Principals Teachers	2010-2011 2011-2012	Title I Title II-A ~~~~~ Prof. Development on: Student Assessment	Assessment Schedule for GRADE, GMADE and DIBELS
Embed SPED processes and forms of assessment as an integral part of inclusion format	Director of Special Education Principals Teachers	2010-2011 2011-2012	Special Education Budget ~~~~~ Prof. development on: SPED requirements	SPED process and forms are understood and implemented
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Annually evaluate Title I program and other grant programs for specific educational programs (For example: Structured Learning Program)	Director of Special Education Director of Accountability Principals Teachers	2010-2011 2011-2012	Special Education Budget Title I Title II-A	Program evaluation plans in place and carried out Evaluation Reports shared with stakeholders
Identify specific ways to share progress towards	Superintendent Director of Special Education	2010-2011 2011-2012	Special Education Budget Title I	Sharing progress of meeting goals occurs on a

meeting district and school goals to school committee, parents and other stakeholders	Director of Accountability Principals Teachers		Title II-A	regular basis Meeting agendas and minutes
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Improvement Objective: 1-2 D. Update current curriculum to the Common Core Curriculum.				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Across grade level teams of subject area teachers will meet to work on converting our current curriculum to the common core curriculum	Superintendent Director of Special Education Director of Accountability Principals Teachers	2010-2011 2011-2012	Title II-A ~~~~~ Prof. Development: Technology Common Core Frameworks	Updated, published Common Core Curriculum documents Instruction
Meet collaboratively to share curriculum and instructional practices within grades, across grades, across schools and across subject areas	Teachers Principals	2010-2011 2011-2012	Title I Title IIA	Meeting Minutes Meeting Agendas Team/Grade Level Goals
Conduct a curriculum gap analysis (identify where state frameworks are or aren't being met)	Teachers Principals	2010-2011 2011-2012	Title I Title IIA	Identification of curriculum gaps with an Action Plan to address gaps
Continue to Implement assessment practices to monitor student achievement and demonstrate student learning	Principals Teachers Director of Special Education Director of Accountability	2010-2011 2011-2012	Title I Title IIA Local Budget	Administration of DIBELS K-6 GRADE K-8 GMADE K-8 results maintained in a Testwiz.net

Use data to inform curriculum, educational programming, acquisition of resources and instructional practices.	Principals Teachers Director of Special Education Director of Accountability	2010-2011 2011-2012	Title I Title IIA Local Budget	Continued use of data by teachers, district level administrators, and principals
Continue to implement District Curriculum Accommodation Plan as required by state guidelines and regulations	Principals Teachers Director of Special Education	2010-2011 2011-2012	Special Education Funds ~~~~~ Prof Development: District curriculum accommodation plan requirements and strategies for implementation	Written District Accommodation Plan communicated, and implemented on an ongoing basis

Improvement Objective 1-2 E. Continue to develop educational programs that meet the educational, social and psychological needs of special education students.				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Fully implement Student Assistance Team (SAT) processes and requirements at all schools	Principals Teachers Counselors	2010-2011 2011-2012	Special Education Funds Local Budget ~~~~~ Professional development (SAT) processes and requirements	Student Assistance Teams processes are working in all schools Needs of students are being met
Special education teachers and regular education teachers will have time to meet to discuss educational programming.	Principals Teachers Counselors	2010-2011 2011-2012	Special Education Funds Local Budget	Set schedule that documents how, when and where meetings will take place Program plans Agendas and minutes
Continued development of alternative and transition plans	Principals Teachers	2010-2011 2011-2012	Local Budget	Implementation of successful alternative programs and transition plans
All staff will understand the differences between 504 and SPED processes and requirements	Director of Special Education Principals	2010-2011 2011-2012	Special Education Funds Local Budget ~~~~~ Provide professional development for all staff on 504 process and requirements as needed	Implementation of 504 policies and procedures

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Regular education staff will learn how to better meet the needs of special education students in full inclusion classrooms	Director of Special Education Principals Teachers	2010-2011 2011-2012	Special Education Funds Local Budget ~~~~~	Implementation of education programs that meet the needs of students in full inclusion classrooms
Ensure that paraprofessionals are highly qualified and are provided support to meet the learning needs of the students they serve.	Director of Special Education Principals Teachers Professional Development Facilitator	2010-2011 2011-2012	Special Education Funds Local Budget ~~~~~ Prof Development: Instructional Strategies (Judy Vasquez)	Principal and teacher input and observation Professional development evaluations

Improvement Objective 1-2 F. Integrate technology into curriculum and instruction

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Rewrite technology plan and incorporate a plan for upgrading technology across the district	Technology Specialist	2010-2011 2011-2012	Local Budget	Technology plan rewritten and implemented that supports embedded instructional practices
Continued support will be given to supplemental computer based instructional programs (Lexia; Symphony Math; and Study Island)	Technology Specialist Principals Teachers	2010-2011 2011-2012	Local Budget Title I Title II-A ~~~~~ Ongoing professional development of staff on computer programs	Continued use of technology and computer based programs
All staff will have the technical skills necessary to integrate technology into project based student research	Principals Professional Development Facilitator Teachers	2010-2011 2011-2012	Local Budget Title I Title II-A ~~~~~ Prof. Development: Use of Technology	Professional development offerings and evaluations

District Goal 3:
Ware School District will increase parent and community involvement. The Ware District is committed to increase and enhance communication and interaction with all stakeholders to build shared understanding and trust.

Improvement Objective: 3 A. Improve the culture of district/schools to build trust amongst leadership and staff.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
<p>Administration will have greater presence in schools and classrooms (For example, Principals and APs, will meet with grade level or subject area teams of teachers during common planning time weekly. Principals will implement regularly scheduled instructional rounds or learning walk-throughs.</p>	<p>Principals Assistant Principals Director of Special Education Director of Accountability</p>	<p>2010-2011 2011-2012</p>	<p>Local Budget</p>	<p>Increased presence of administration at faculty meetings; walk throughs; team planning meetings</p> <p>Documentation from minutes, agenda, schedules, and/or memos</p>
<p>Ongoing team building will occur with staff to continue to build a professional collaborative culture to meet the needs of all students</p>	<p>Principals Assistant Principals Teachers</p>	<p>2010-2011 2011-2012</p>	<p>Local Budget ~~~~~ Prof. Development: Use protocols to look at student work</p>	<p>Consistent structured time to meet at grade levels, across grade levels, and across schools</p> <p>Evidence of professional collaborative culture</p>
<p>Administration will set clear and consistent expectations for all teachers/staff</p>	<p>Principals Teachers</p>	<p>2010-2011 2011-2012</p>	<p>Local Budget</p>	<p>Uniform guidelines and expectations established</p> <p>Teacher/Staff evaluations are completed</p>
<p>Minutes will be written at administrative meetings, professional development meetings, school council meetings, PLC or faculty meetings.</p>	<p>Principals Assistant Principals Administrative Assistants</p>	<p>2010-2011 2011-2012</p>	<p>Local Budget</p>	<p>All staff will have a strong knowledge of district priorities and initiatives</p> <p>Minutes distributed and shared</p>
<p>Staff will utilize</p>	<p>All district</p>	<p>2010-2011</p>	<p>Local Budget</p>	<p>Regular electronic</p>

email and/or WPS Moodle space to communicate with one another within schools, across schools, and across the district.	personnel	2011-2012		communications Less paper communication
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Improvement Objective: 3 B. Improve communication between central administration and schools as well as school to school.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Improve communication between all administrators by ensuring all administrators are informed about Senior Leadership Team meetings and related business	Superintendent Assistant to the Superintendent All administrative staff	2010-2011 2011-2012	Local Budget	Communication improved via use of emails, memos, phone logs, meeting minutes
Establish a central administration calendar that keeps track of meetings, community events, and school events district-wide	Superintendent Assistant to the Superintendent All administrative staff	2010-2011 2011-2012	Local Budget	Calendar in place
School calendars, notices, documents and other pertinent information will be posted on the district website.	Principals Administrative Assistants Website Manager	2010-2011 2011-2012	Local Budget	Information and documents posted to the district website in a timely fashion.
Implement regular school site meetings between Principals/ Asst. Principals and Central Administration	Central Administration Principals Assistant Principals	2010-2011 2011-2012	Local Budget	Meetings held at each of the schools

Improvement Objective: 3 C. Improve community relationships in an effort to increase the commitment to meet the needs of all students.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Coordinate district wide parent and community events	Superintendent Principals Director of	2010-2011 2011-2012	Local Budget Title I	Continuation of community and parent events

across the schools (For example: parent nights; special events or celebrations)	Accountability Teachers PTO			
Continue community partnerships with Valley Human Services and other community organizations as appropriate	Director of Special Education Principals Valley Human Services Staff Counselors	2010-2011 2011-2012	Local Budget	Partnerships continue
Coordinate activities and share information between all parent and community groups (School Councils, Parent Advisory Council, School Committee)	Principals Director of Special Education Director of Accountability PTO	2010-2011 2011-2012	Local Budget	Increased coordination and knowledge of events
Identify new ways to reach out to parents in support of their child's education	Principals Guidance and Counseling Staff Director of Special Education Director of Accountability Teachers	2010-2011 2011-2012	Local Budget Special Education Funds Title I Funds	Continued and increased involvement of parents and community in the schools and public education
Post copies of publications containing information about Ware Public Schools in public places such as the Ware Town Hall, Ware Public Library, WPS website	Administrative staff Principals	2010-2011 2011-2012	Local Budget	Information posted in public locations and on the WPS website
Post information on events on public access TV station and the Connect-Ed as appropriate	Administrative staff Principals	2010-2011 2011-2012	Local Budget	Information posted on public access TV Connect-ED notifications
Improve reporting of district assessment data and	Superintendent Principals Director of Special	2010-2011 2011-2012	Local Budget Title I	NCLB report cards and student achievement results

program evaluations (NCLB Report Cards; Annual Yearly Progress; MCAS results)	Education Director of Accountability			annually reported to stakeholders
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District Goal 4:

Ware School District will continue to create learning environments that are safe, drug-free and conducive to learning. The Ware District will design teaching and learning endeavors and approaches to challenge and support each student towards achieving their potential and maximizing their personal growth.

Improvement Objective: 4 A. Expand student support services

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Develop K-12 SPED program guidelines including curriculum and standards	Director of Special Education Teachers	2010-2011 2011-2012	Local Budget SPED Grants	Program guidelines established, understood by staff, and implemented
Develop Bullying Policy and Plan Get plan approved Share with stakeholders Implement Plan	Principal Assistant Principal Teachers Counseling Staff	2010-2011 2011-2012	Local Budget	Implementation of Bullying Policy and Plan
Implement Second Step and All Stars violence prevention programs PreK-6 th grade	Principals Teachers Counselors	2010-2011 2011-2012	Local Budget	Second Step and All Stars programs implemented PreK-6 th

Improvement Objective: 4 B. Improve student attendance

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Identify attendance issues by collecting data on why students are not attending school	Principals Assistant Principals School Nurses Teachers	2010-2011 2011-2012	Local Budget	Attendance issues identified and plan to address issues is written and implemented Attendance of 92% - 100%
Implement programs and educational practices that support knowing students well	Principals Assistant Principals Teachers	2010-2011 2011-2012	Local Budget Title I	Programs and practices implemented Improved student attendance
Provide appropriate staffing	Superintendent Principals	2010-2011 2011-2012	Local Budget Title I	Professional Development Plan

to meet the identified needs of students	Assistant Principals Director of Special Education		Title II-A Special Education Funds	Improved student attendance
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Improvement Objective: 4 C. Decrease internal and external suspension rates.				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Maintain data on internal and external suspension and report data to Senior Leadership Team on a regular basis	Principals Assistant Principals Technology Specialist	2010-2011 2011-2012	Local Budget	Data reported to Senior Leadership Team to inform decisions Decrease in suspension rates
Fully implement Student Assessment Team (SAT) and address the needs of students with high at-risk behavior patterns	Principals Assistant Principals Counselors Teachers	2010-2011 2011-2012	Local Budget Special Education Funds ~~~~~ PD: Challenging behaviors and the effects of medications on student behavior and academic performance	Role of SAT fully implemented Decrease in the suspension rates
Evaluate the structured learning programs in all three schools to ensure objectives are being met	Principals Assistant Principals Teachers Director of Special Education	2010-2011 2011-2012	Local Budget Special Education Funds	Evaluation conducted with written commendations and recommendations. Decrease in the suspension rates

Improvement Objective: 4 D. Decrease the district drop-out rate.				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Develop a K-12 drop-out prevention program	Superintendent Principals	2010-2011 2011-2012	Local Budget	Program developed Decreased drop-out rate
Aggressively reach out to the parents of students who are at high risk of dropping out of school	Principals Assistant Principals Counseling Staff Teachers	2010-2011 2011-2012	Local Budget	Parent contact increased Decreased drop-out rate

Improvement Objective: 4 E. Implementation of practices and policies that ensure all school buildings/grounds are safe and secure.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Ware Public Schools has in place and will constantly update a plan for ensuring the safety of all students in the event of an emergency	Superintendent Principals Nurses All Staff Local Emergency Personnel	2010-2011 2011-2012	Local Budget	Written and distributed Emergency Plan
Professional development on emergency drills, policies, and procedures for all staff	All district staff Local Emergency Personnel	2010-2011 2011-2012	Local Budget	Written and distributed Emergency Plan Professional development offerings and evaluations
Emergency drills will be performed on a regular basis including building evacuations and lock down drills	Superintendent Principals Nurse All Staff Local Emergency Personnel	2010-2011 2011-2012	Local Budget	Announced emergency drills Unannounced emergency drills Evaluation reports rating how well schools or the district was able to carryout emergency drills

District Goal 5:

The Ware School District will make a direct connection between the district goals and the appropriation of funding to meet those goals.

Improvement Objective: 5 A. Develop and implement a budget process that ensures that appropriations are directly aligned with district and school priorities.

Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Make sure district priorities for student achievement are communicated district wide	Superintendent Principals	2010-2011 2011-2012	Local Budget	Meeting minutes and agendas Teacher awareness of district priorities/ instructional practices that support district

				priorities
Prioritize spending according to areas of highest academic need as determined by data	Superintendent Principals Business Administrator Director of Special Education Director of Accountability School Committee	2010-2011 2011-2012	Local budget Grants	Areas of highest need are assessed and funding assigned to these needs.
Move from thinking as individuals to thinking as a district to ensure consistency in planning district wide initiatives	Superintendent Principals Business Administrator Director of Special Education Director of Accountability School Committee	2010-2011 2011-2012	Local Budget Grants	Implementation of District Improvement Plan, Professional Development Plan and School Improvement Plans that reflect district goals.
Re-evaluate yearly the effect of spending vs. student achievement	Superintendent Principals Business Administrator Director of Special Education Director of Accountability	2010-2011 2011-2012	Local Budget Grants	Improved student achievement as a result of financial decisions.
Improve reporting of budgetary information between administration and community	Superintendent Business Administrator Principals School Committee	2010-2011 2011-2012	Local Budget	Budget reports Public hearing on each school years budget

Improvement Objective: 5 B. Ongoing alignment of grants to educational programming.				
Action Steps	People Responsible	Timeline	Funding Resources	Progress Indicators
Reconcile grant funds monthly and do request for funds	Business Administrator Director of Accountability	2010-2011 2011-2012	Grants	Balanced grant budgets DESE compliant
Maintain appropriate fiscal records of all grants for annual fiscal audit with no audit exceptions	Business Administrator Director of Accountability	2010-2011 2011-2012	Grants	DESE compliant No audit exceptions

Use data from comprehensive needs assessment, along with Principal input, when building and amending grant budgets	Business Administrator Director of Accountability Principals	2010-2011 2011-2012	Grants	Grant funded programs are implemented to increase student achievement
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Appendix B - Ware School District Data

Ware - 2010 Accountability Data

District: Ware (03090000)

Title I District: Yes

Accountability & Assistance Level: Level 3

Level:

2010 Adequate Yearly Progress (AYP) Data - Summary

[Summary Data](#)

| [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	No Status	Moderate	No Change

A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS					
Grade Spans		2008	2009	2010	2010 Subgroups Not Making AYP
Grades 3-5	Aggregate	No	Yes	No	White -Special Education -Low Income -
	All Subgroups	No	No	No	
Grades 6-8	Aggregate	Yes	No	Yes	Special Education -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	Yes	Yes	No	White -
	All Subgroups	Yes	Yes	No	

MATHEMATICS					
Grade Spans		2008	2009	2010	2010 Subgroups Not Making AYP
Grades 3-5	Aggregate	No	No	No	White -
	All Subgroups	No	No	No	
Grades 6-8	Aggregate	Yes	No	No	White -Special Education -

	All Subgroups	No	No	No	Low Income -	
Grades 9-12	Aggregate	Yes	Yes	Yes		
	All Subgroups	Yes	Yes	Yes		

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	Yes	Yes	

***For more detailed information about MCAS results, please refer to the 2010-2011 NCLB District Report Card. A copy can be found in each school office or online at <http://www.warepublicschools.com/districtdocuments.asp>**

Appendix C - Glossary of Massachusetts DESE Accountability and AYP Reporting Terms

2010 Glossary of Accountability Reporting Terms

2009 CPI (Baseline) Represents the performance, as measured in terms of the [Composite Performance Index](#), of students in a given group tested in grades 3-8 and 10 in 2009, the baseline against which the [2010 CPI](#) is measured. Baselines are different for each school, district, and student group based on their performance in 2009.

2010 CPI Represents the performance, as measured in terms of the [Composite Performance Index](#), of students in a given group tested in grades 3-8 and 10 in 2010. CPIs are displayed separately for ELA and for mathematics.

Accountability and Assistance Level This designation, from Level 1 to Level 5, indicates a school's or district's placement on the [Framework for Accountability and Assistance](#), the five-level system for district and school accountability and assistance approved by the Board of Elementary and Secondary Education and implemented by ESE pursuant to state regulations (603 CMR 2.03(1)). For more information on the framework and the accountability and assistance activities connected with each level, see: <http://www.doe.mass.edu/sda/framework/default.html>.

Accountability Report Due to the inclusion of certain state-level accountability information for some schools and districts (i.e., [Accountability and Assistance Levels](#) and [Commendation Designations](#)), in 2010 ESE has changed the overall name of the report from the school or district's Adequate Yearly Progress (AYP) report to its Accountability report. AYP remains a fundamental component of the report.

Adequate Yearly Progress History As shown on district and school accountability reports, a snapshot of the years between 2003 and 2010. A finding of "Yes" or "No" in a given year tells if the school or district made AYP that year. Schools and districts that do not make AYP for two or more consecutive years in the aggregate or for a student group in ELA or mathematics must follow a course of action to improve school performance. A school or district's "Accountability Status"

	defines that course of action. (See NCLB Accountability Status)
Aggregate	AYP determinations are issued annually based on the performance of all students in the school or district (the "aggregate") and for individual student groups ("subgroups"). Students are included in the aggregate and in each student group to which they belong.
Attendance	As shown on district and school accountability reports, the additional AYP indicator for elementary and middle schools. Attendance rates are calculated by dividing the total number of days all students in a particular group attended school by the total number of days all students were enrolled. The attendance rate required to make AYP in 2010 is 92%, or improvement of at least 1 percentage point from 2009.
AYP (Adequate Yearly Progress)	<p>The federal No Child Left Behind Act (NCLB) requires all schools and districts to meet or exceed specific student performance standards in English language arts (ELA) and mathematics by the year 2014. AYP determinations are issued annually based on the performance of all students (the "aggregate") and for individual student groups ("subgroups") to gauge the interim progress toward the attainment of those goals.</p> <p>To make AYP in 2010, districts and schools must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's 2010 performance target for that subject or the district, school or group's own 2010 improvement target.</p> <p>A group may also make AYP by reducing the percentage of non-proficient students by 10% from 2009 to 2010 under NCLB's Safe Harbor provision. (See SH (Safe Harbor))</p>
Commended For	Accountability reports for some schools display a "Commended For" label followed by a note indicating the reason(s) why the school is being commended: <i>narrowing proficiency gaps; high growth; and/or exiting NCLB Accountability Status from the previous year.</i>
CPI (Composite Performance Index)	A 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or group's CPI for that subject and student group. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics. CPIs are generated separately for ELA and mathematics, and at all levels - state, district, school, and student group.
Data Under Review	Message displayed when a district's or school's accountability data are under review by ESE.
Detailed Data	To enhance the user-friendliness of accountability reports, AYP data are published in two layers- summary and detail. The summary layer displays overall findings. The detail layer displays more discrete data, including information about the number of students included in AYP determinations for each group and baseline and gain target data.
EB (Error Band)	As shown on data reports created by the Department, the improvement that a district, school, or group has to make from one year to another, is expressed as a target range. (See On Target Range) This range includes an

"error band" that surrounds the target number. Schools, districts, and groups have the opportunity to meet their improvement targets even if their CPI falls below the target number. Error bands vary between plus or minus 1.0 CPI points and plus or minus 4.5 CPI points, depending on the size of the group measured and whether that group is at the school or district level. Error bands are applied to a group's gain target, not its CPI.

Gain Target As shown on data reports created by the Department, the amount of improvement - as measured in [Composite Performance Index](#) (CPI) points - a school, district, or student subgroup is expected to make from 2009 to 2010. Gain targets are calculated by subtracting the baseline CPI from 100 (the year 2014 performance target for all Massachusetts schools and districts), and dividing the difference by the number of remaining years, including the current year, until the year 2014. For 2010, that number is 5. Gain targets are different for each school, district, and student group, based on their performance in 2009 and the amount of gain needed between 2009 and 2010 to stay on track to 100% proficiency by the 2013-2014 school year.

Grade Spans District-level AYP determinations are issued separately for three grade spans - grades 3-5, 6-8, and 9-12 - for students in the aggregate and for individual student groups in ELA and mathematics. District accountability status determinations are driven by these grade-span AYP determinations. (See [NCLB Accountability Status](#))

Graduation Rate In 2010, Massachusetts public high schools and districts at the grade 9-12 grade span have to meet at least one of the following criteria: (1) A four-year graduation rate of 70 percent applied to the 2009 graduation cohort, or (2) A two percentage point increase in the four-year graduation rate from the 2008 cohort to 2009 cohort; or (3) A five-year graduation rate of 75 percent applied to the 2008 graduation cohort.

Improvement Rating Descriptive term corresponding to the amount of aggregate [Composite Performance Index](#) (CPI) gain a school or district achieved in 2010 as compared to 2009. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target, but as a target range, also called the "on target range." The size of the target range varies depending on the size and score distribution of the particular group being measured. (The standard target range is plus or minus 2.5 CPI points, but may be as large as plus or minus 4.5 CPI points for groups smaller than 100.) The five improvement rating categories are: Above Target (improved above target range), On Target (improved within target range), Improved Below Target (improved above the baseline but below the target range), No Change (gain was equivalent to baseline plus or minus the target range), and Declined (gain was below baseline and below the target range). (See [EB \(Error Band\)](#) and [Performance Rating](#))

Met Target (Improvement) An indication of whether a district, school, or student group made AYP in 2010 by improving its [Composite Performance Index](#) (CPI) from 2009 to 2010 within or above its [On Target Range](#). A district, school or group's improvement target is calculated by adding its gain target to its 2009 CPI (Baseline). (See Gain Target)

Met Target (Performance) An indication of whether a district, school, or student group made AYP in 2010 by meeting or exceeding the 2010 state performance target. The 2010 state performance target for ELA is a [Composite Performance Index](#) (CPI) of 90.2 points; for mathematics, 84.3.

N (Performance) As shown on district and school accountability reports, the number of students tested in 2010 whose assessment results are included in the 2010 [Composite Performance Index](#) (CPI) calculation. At the school level, this number includes only those students enrolled in the school on or before October 1, 2009 who participated in testing. The results of first-year limited English proficient (LEP) students are also excluded.

AYP determinations are made for student populations in the aggregate whenever the number of students assessed is 20 or greater in each year for which performance data is being analyzed.



AYP determinations are made for student groups if they include (1) 40 students or greater assessed in each year for which performance data is being analyzed, AND (2) the number of group members was at least 5% of students whose assessment results are included in the school's or district's aggregate AYP calculation, OR (3) the number of group members was 200 or more.

Districts, schools, and student groups that do not meet the Department's minimum group size requirements for 2010 do not receive an AYP determination.

NCLB
Accountability
Status

The category to which a school is assigned, based on AYP determinations over multiple years, to define the required course of school, district and/or state action that must be taken to improve student performance. Accountability status categories include *No Status*, *Improvement*, *Corrective Action*, and *Restructuring*.

A district or school is placed in an accountability status on the basis of the performance and improvement profile of students in the aggregate or of one or more student groups over two or more years in ELA and/or mathematics.

Schools that make AYP in a subject for all student groups for two or more consecutive years are assigned to the positive *No Status* category. (See   2010-2011 School and District Accountability Status and Required Actions)

NCLB School
Choice Required

Under NCLB, when a school receiving federal Title I funds is identified for improvement, corrective action or restructuring, the district is required to offer all students enrolled in the school the option to transfer to another public school served by the district that has not been identified for school improvement, if such an option is available. As shown on school accountability reports, the label "Yes" is displayed for Title I schools that must provide NCLB School Choice. ([See more information about NCLB School Choice](#))

No AYP Data
Available

Districts or schools that do not meet the Department's minimum group size in 2010 do not receive an AYP determination. In this case, a message will be displayed that no AYP data are available for the school or district. (See [N \(Performance\)](#))

On Target Range

As shown on data reports provided to schools and districts, the range of [Composite Performance Index](#) (CPI) values required for a group to be assigned an improvement rating of On Target, taking into consideration the error band surrounding each group's [gain target](#). The smaller number represents the gain target minus the error band, while the larger number represents the gain target plus the [error band](#). If the CPI of a district, school,

or student group falls within the On Target Range, the group is considered to be On Target.

Participation Indicates the number of students who participated in MCAS/MCAS-Alt tests (# assessed) divided by the number of students enrolled (# enrolled) on the date MCAS tests are administered, including students with limited English proficiency enrolled in U.S. schools for the first time. As a matter of federal law, the minimum participation rate required to make AYP is 95%.

Performance Rating Issued annually, a descriptive representation of aggregate student performance on MCAS tests. Schools and districts are assigned one of six performance rating categories based on their 2010 [Composite Performance Index \(CPI\)](#): *Very High* (90 - 100); *High* (80 - 89.9); *Moderate* (70 - 79.9); *Low* (60 - 69.9); *Very Low* (40 - 59.9); and *Critically Low* (0 - 39.9) (See [Improvement Rating](#)).

SH (Safe Harbor) A group can make AYP by reducing the percentage of non-proficient students by 10% from 2009 to 2010 (NCLB's safe harbor provision). When students in the aggregate or any student group meet the participation requirement, but fail to meet the state performance target and its own gain target but the percentage not scoring in the proficient range decreased by 10% or more from one year to the next, the group is considered to have met its improvement target on the basis of safe harbor. As shown on school and district accountability reports, the abbreviation "SH" is appended to a group's AYP finding for improvement (i.e., "Yes/SH").



Subgroup AYP determinations are issued yearly based on the performance of all students in the school or district (the "aggregate") and for individual student groups ("subgroups"). Students are included in the aggregate and in each student group to which they belong.

In accordance with NCLB, the Department issues AYP determinations for the following student groups: students with disabilities, students with limited English proficiency, economically disadvantaged students, and students belonging to racial and ethnic minority groups.

Summary Data To enhance the user-friendliness of accountability reports, AYP data are published in two layers- summary and [detail](#). The summary layer displays overall findings. The detail layer displays more discrete data, including information about the number of students included in AYP determinations for each group and baseline and gain target data.

Supplemental Educational Services Required Students from low-income families attending Title I schools in their second year of school improvement (i.e., have not made AYP for three or more years), in corrective action, or in restructuring status are eligible to receive additional, free, academic instruction - or tutoring - called supplemental educational services (SES).

As shown on school accountability reports, the label "Yes" is displayed for Title I schools that must offer SES. ([See more information about SES](#))

Title I Status indication of whether a school or district receives federal [Title I](#) funds in 2010-2011, based on the most recent data collected by the Department. Title I schools and districts that do not make AYP for two or more consecutive years have certain responsibilities under NCLB. (See   2010-2011 School and District Accountability Status and Required Actions.)

