

# **THE INTER-LAKES MIDDLE TIER SCHOOL PROFILE**

## **2007-2008**

### **The Vision of Inter-Lakes Middle Tier**

A school where a highly qualified and caring staff works with students who are personally motivated, actively engaged in their learning, inspired to become life-long learners, empowered to succeed, and are prepared to contribute to an ever changing world.



### **The Mission of Inter-Lakes Middle Tier**

The mission of the Inter-Lakes Middle Tier is to ensure the academic, social, emotional, personal, and physical growth of all students by providing:

- A safe and caring learning environment based on mutual respect
- A challenging, standards-based curriculum
- Developmentally appropriate instructional strategies which recognize and respond to a variety of learning styles
- Partnerships with parents and community members
- Models and mentors who encourage healthy relationships, foster independent thinking, promote self-worth, and positive decision-making skills
- A learning community that fosters continuous improvement, ensuring success for every student

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## DEMOGRAPHICS

The Inter-Lakes School District is located in the Central Lakes Region of New Hampshire. Three towns make up the district: Center Harbor, Meredith, and Sandwich. According to the 2005 census, the towns in which the Inter-Lakes School District is located had a population of approximately 9071 (<http://www.nh.gov>). [Center Harbor: 1108, Meredith: 6615, Sandwich: 1348]. The median age of population of the respective towns are: Center Harbor: 44.6, Meredith: 42.5, Sandwich: 47.2. The median household incomes of the towns are: Center Harbor: \$51,806, Meredith: \$42,758, and Sandwich: \$47,292. The percentage of families living below the poverty level are: Center Harbor: 4.4%, Meredith: 4.2%, and Sandwich: 3.5%. The unemployment rate in 2005 was: Center Harbor: 3.5%, Meredith: 2.9%, and Sandwich: 3.1%. The largest employers in our towns are: Center Harbor: EM Heath, Inc., Meredith: Vutek, Sandwich: Town of Sandwich. The Inter-Lakes School District as of October 1, 2007 served 1201 students in 4 schools: 420 elementary, 344 middle, and 437 senior high. Five years ago, 1335 students were served by the district. This represents a 134 student decrease overall in the district in the past five years.

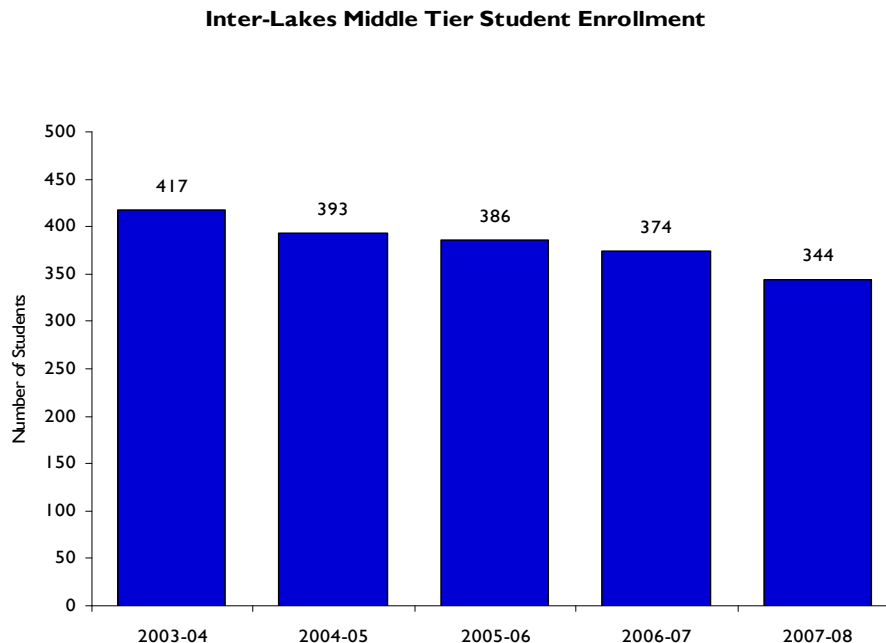
### *ILMT Students*

#### *Enrollment*

The students of Inter-Lakes Middle Tier include students in grades 5-8 who reside in Meredith and Center Harbor. Additionally, seventh and eighth grade students who reside in Sandwich attend Inter-Lakes Middle Tier. Fifth and sixth graders are housed at Inter-Lakes Elementary School. Seventh and eighth graders are housed at Inter-Lakes Junior/Senior High School.

Figure 1 shows the enrollment of Inter-Lakes Middle Tier over time. Over the five year period there is a steady decline in enrollment.

**Figure 1 Enrollment**



**Enrollment by Gender**

Figure 2 shows the number of males and females enrolled over time.

**Figure 2: Enrollment by Gender**

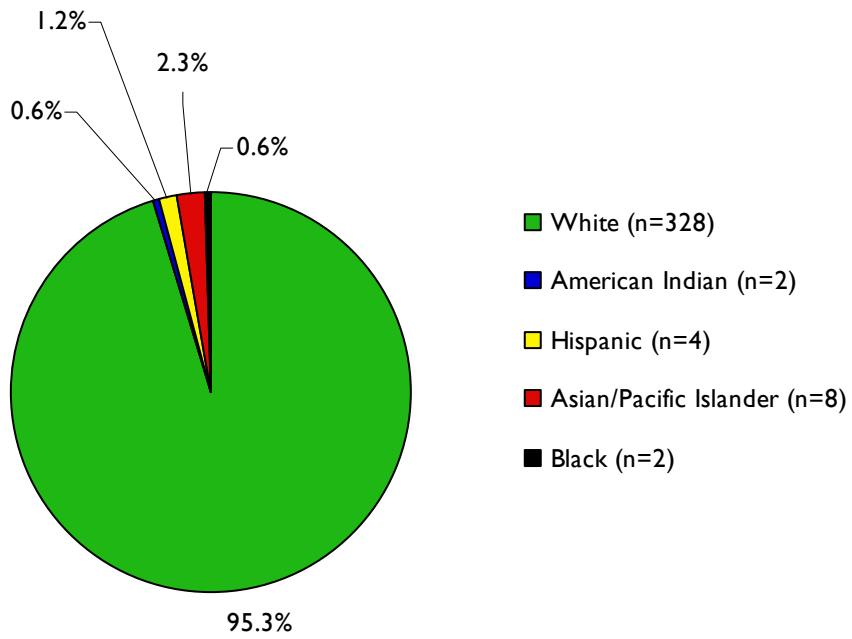


*Enrollment by Ethnicity*

Figure 3 shows that the current student population is predominantly White. Over the last five years there has been very little change in the percentage of students by ethnicity.

**Figure 3: Ethnicity**

**Inter-Lakes Middle Tier  
Student Enrollment by Percent Ethnicity  
2007-08 (n=344)**



## Enrollment by Grade Level

Figure 4 shows the number of students enrolled by grade level at Inter-Lakes Middle Tier over time.

**Figure 4: Enrollment by Grade Level**

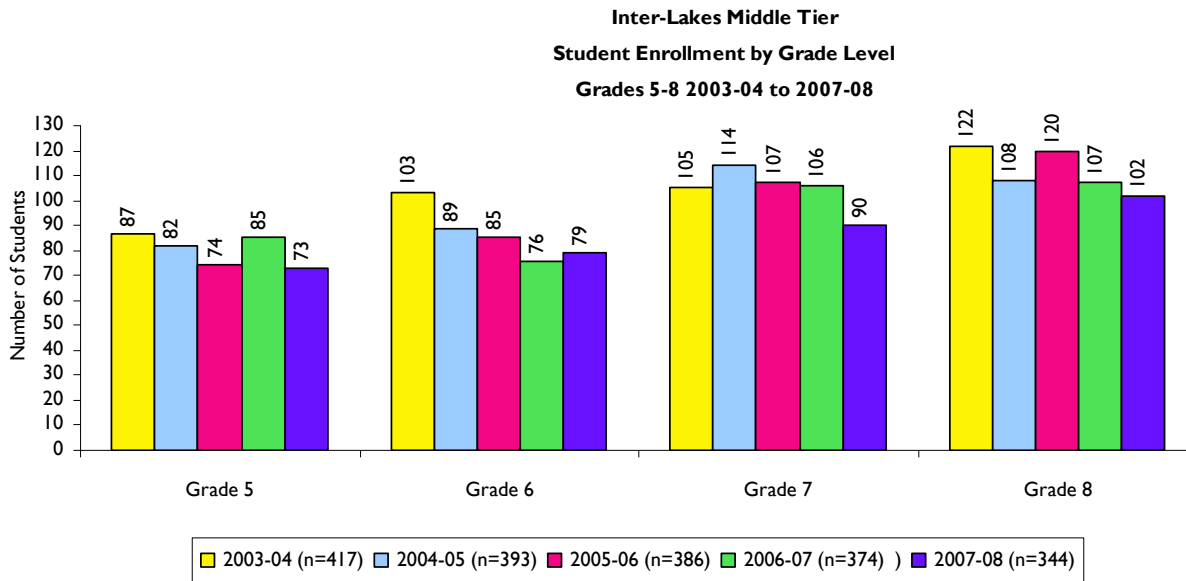


Figure 5 shows the number of students enrolled at Inter-Lakes Middle Tier by grade level over time in chart form.

**Figure 5: Enrollment by Grade Level**

School	Grade Level	2003-04	2004-05	2005-06	2006-07	2007-08
Inter-Lakes Middle Tier	5	87	82	74	85	73
	6	103	89	85	76	79
	7	105	114	107	106	90
	8	122	108	120	107	102
	<b>Totals</b>	417	393	386	374	344

**Enrollment by Grade Level and Gender**

Figure 6 shows Inter-Lakes Middle Tier enrollment by gender (percentage) at each grade level. By analyzing grade level and gender, one can see minor fluctuations in the percentage of males and females over time, within and across any grade level.

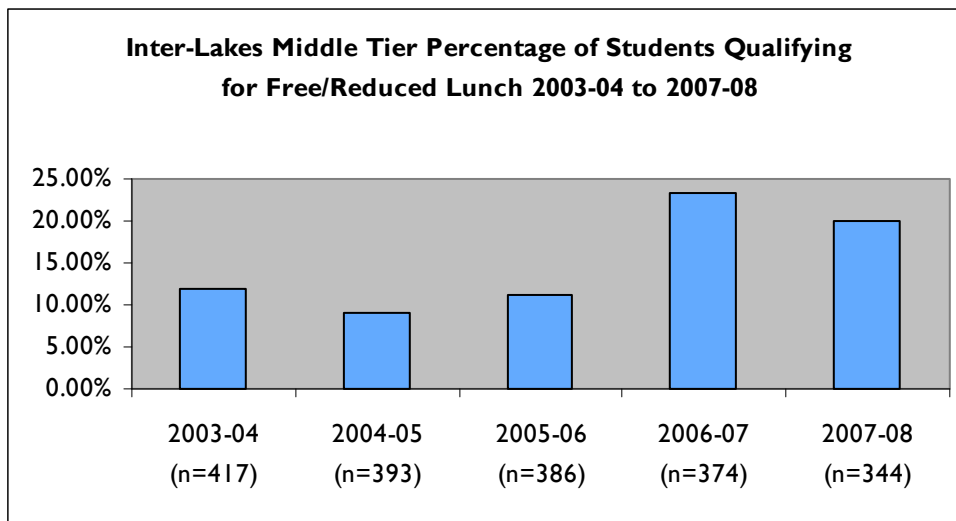
**Figure 6: Enrollment by Grade Level and Gender**

School	Grade Level	2003-2004		2004-05		2005-06		2006-07		2007-2008	
		MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
Inter-Lakes Middle Tier	5	46%	54%	57%	43%	51%	49%	48%	52%	47%	53%
	6	55%	45%	49%	51%	54%	46%	53%	47%	46%	54%
	7	50%	50%	58%	42%	53%	47%	50%	50%	54%	46%
	8	47%	53%	48%	52%	60%	40%	53%	47%	50%	50%

**Free and Reduced Lunch Percentage**

Figure 7 shows the percentage of students at Inter-Lakes Middle Tier that qualified for free/reduced lunch.

**Figure 7: Free and Reduced Lunch\***

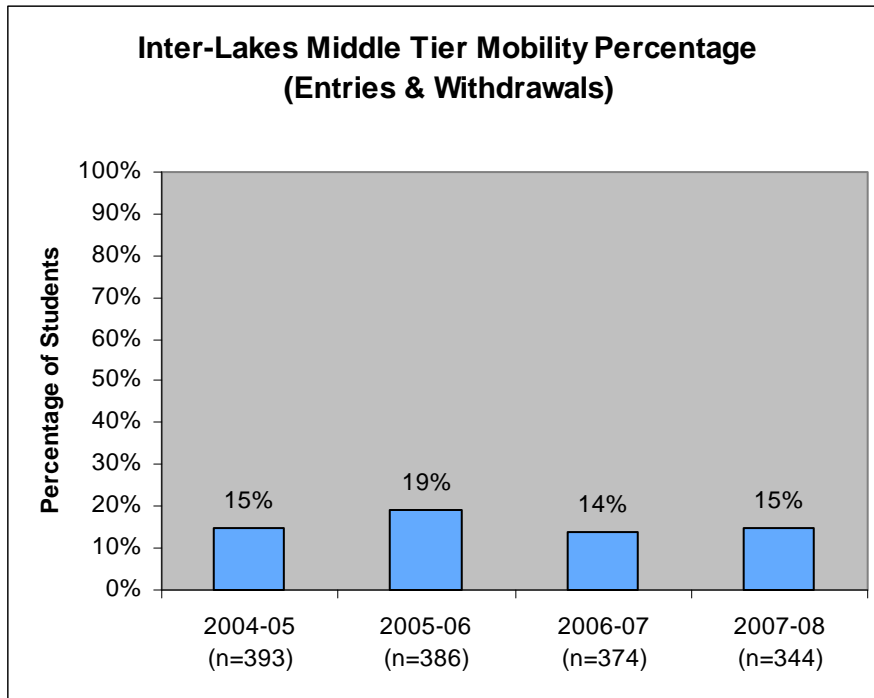


\* Figure 7 “n” adjusted for grades 5-8 will not proof to fall enrollment per DOE

**Mobility Percentage**

Figure 8 shows the overall mobility rate for Inter-Lakes Middle Tier is approximately 16% based on a four year average. Figure 8 shows the mobility in percentages by year. Mobility is defined as the movement of students (withdrawals and entries) in and out of a district.

**Figure 8: Mobility Percentage**



*Attendance*

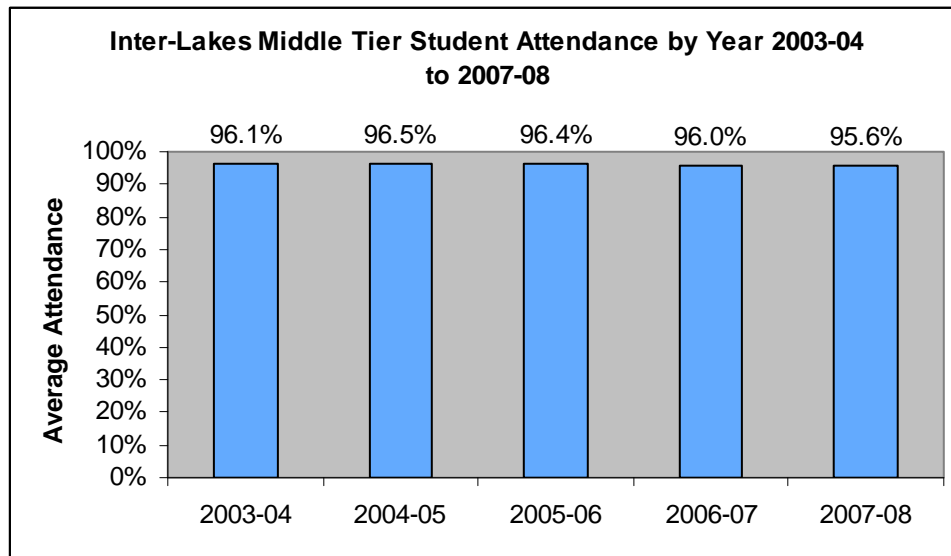
Figure 9 shows the percent of days students are present by grade for the years 2006-07 and 2007-08. Schools are open for 180 instructional days each year.

**Figure 9: Average Percentage of Days Present by Grade Level**

School	Grade Level	2006-07	2007-08
Inter-Lakes Middle Tier	5	96.4%	95.8%
	6	97.1%	96.2%
	7	95.9%	95.3%
	8	95.0%	95.1%

Figure 10 shows the attendance of Inter-Lakes Middle Tier students over time. Average percentage of days present for students is shown in Figure 10. Attendance for the years 2003-04, 2004-05, and 2005-06 reflect attendance of students in the Inter-Lakes School District for grades K-8. Disaggregated attendance for ILMT is not available for those years.

**Figure 10: Attendance by Year**



**Discipline**

Inter-Lakes Middle Tier now uses a student management system to track discipline issues. Figure 11 shows the number of in-school suspension incidents by grade level and gender.

**Figure 11: In-School Suspensions by Grade Level & Gender**

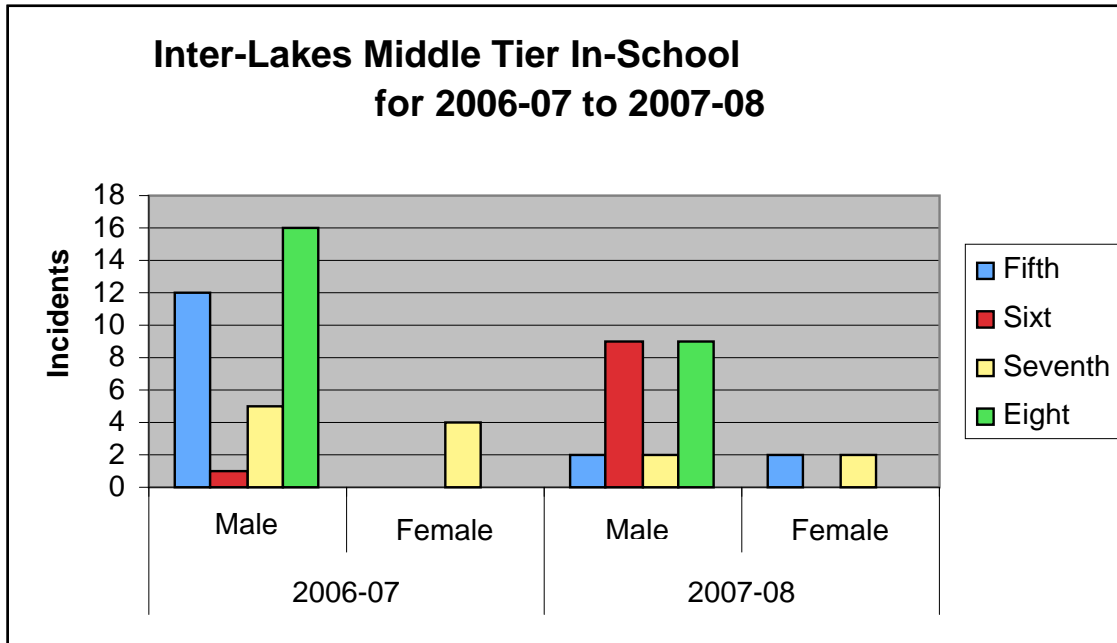
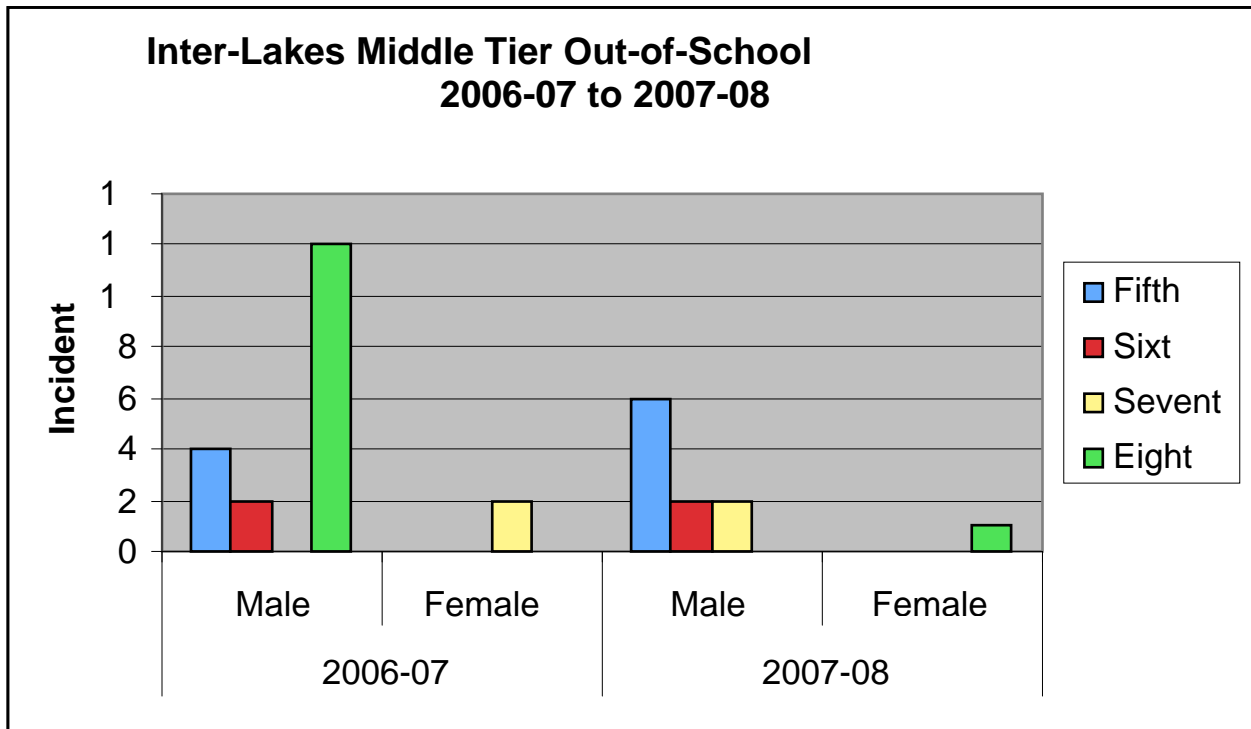


Figure 12 shows the number of out-of-school suspension incidents by grade level and gender.

**Figure 12: Out of School Suspensions by Grade Level & Gender**



## Special Programs

Inter-Lakes Middle Tier offers special programs that help each child meet with success in their academic careers. These programs include Special Education, Title 1, and 504 Plans.

### Special Education

Over the past four years our special education population has remained relatively constant. The primary disability numbers have also remained relatively constant with no significant increases or decreases in any given spectrum.

Figure 13 shows the percentages of identified special education students by grade level for 2006-07 and 2007-08.

**Figure 13: Percent of Special Education Students**

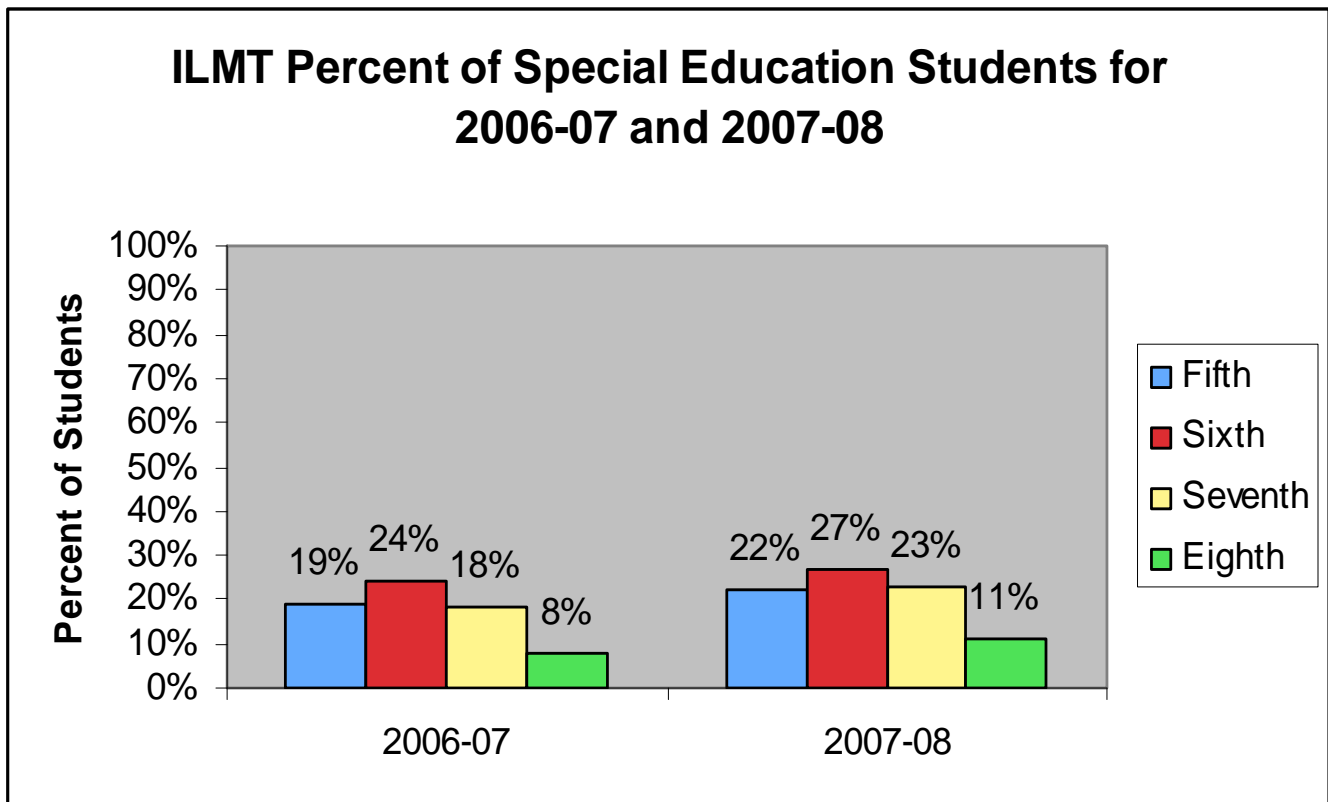


Figure 14 shows the percentage of special education population (Compared to overall population) by gender and grade level for 2006-07 and 2007-08 in chart form.

**Figure 14: Percent of Special Education Students by Grade Level**

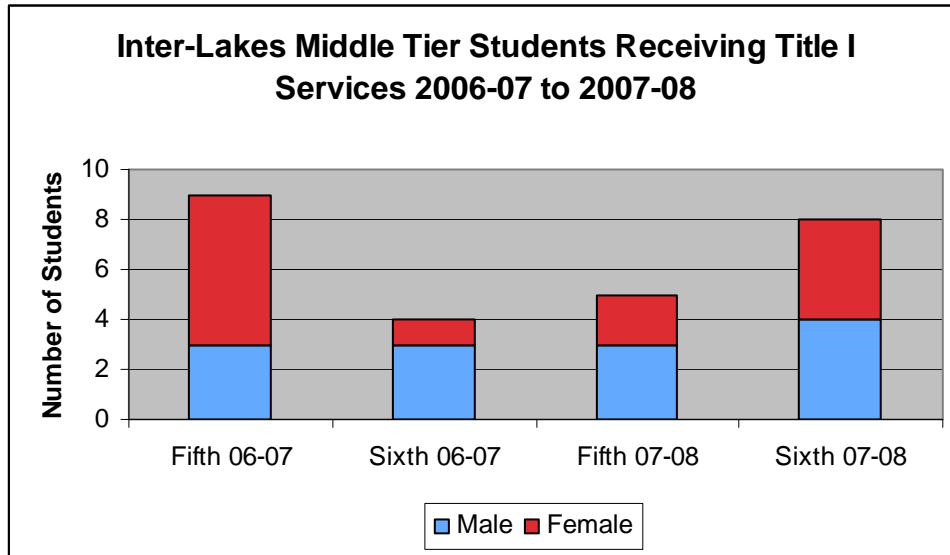
ILMT Special Education Population	2006-07		2007-08	
	Male	Female	Male	Female
Fifth	12%	7%	12%	10%
Sixth	19%	5%	12%	15%
Seventh	13%	5%	21%	2%
Eighth	6%	2%	5%	6%
<b>Total Number</b>	12%	5%	12%	0.08%

## Title I

Title I emphasizes remedial education to help educationally disadvantaged children reach rigorous state academic standards expected of all children. Title I funds can be used for instructional activities, counseling, parental involvement, and program improvement. In return, school districts and states must meet accountability requirements for raising student performance. Inter-Lakes Middle Tier offers before and after school tutorial services to students in fifth and sixth grade who meet criteria for Title I Services. The tutorial is offered in small groups or one-on-one format. Title I Services are not provided to students in seventh and eighth grade.

Figure 15 shows students who received Title 1 services by gender and grade for 2006-2007 to 2007-2008.

**Figure 15: Number of Students by Gender Receiving Title I Services**



## 504 Plans

Section 504 is part of the *Rehabilitation Act of 1973*, which is a civil rights act that protects the rights of people with disabilities. The law states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance; this includes all public schools. With passage of the *Rehabilitation Act of 1973*, Congress required that school districts make their programs and activities accessible as well as usable to all individuals with disabilities.

Section 504 regulations require recipients of federal financial assistance to provide to each qualified person with a disability a free appropriate public education (FAPE) designed to meet individual educational needs of persons with disabilities as adequately as the needs of non-disabled persons are met. This must be based on adherence to the procedural requirements of the regulation (educational setting, evaluation, placement, and procedural safeguards).

No state or federal funding is provided to assist in complying with Section 504. All costs are the obligation of the local school.

Section 504 defines a person as disabled if she or he has (or is perceived to have) a mental or physical impairment which substantially limits one or more major life activities. This includes caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition does not substantially limit a major life activity, the individual does not qualify for special accommodations under Section 504.

Figure 16 shows the number of students with 504 services by gender, school, and grade level over time.

**Figure 16: Students Receiving 504 Services by School, Grade Level, and Gender**

	2005-06		2006-07		2007-08	
Grade Level	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
5	0	3	5	2	0	1
6	3	1	1	2	4	2
7	5	1	2	2	3	3
8	5	2	4	2	2	1

## Staff

### Positions in FTEs

The Inter-Lakes School District staff for 2007-08 is made up of 112 teaching professionals, 10 administrators, 78 paraprofessionals, and 30 support staff. The following is a breakdown of these positions for Inter-Lakes Middle Tier. Teachers are further broken down by FTE (Full Time Equivalent).

- + 18 Classroom Teachers
- + .83 Art Teachers
- + 1.6 Music/Choral Teachers
- + .333 English Second Language Teacher
- + .333 Family & Consumer Science Teacher
- + 1.5 Physical Education Teachers
- + .333 Health Teacher
- + .667 Computer Education Teacher
- + .5 Technical Education
- + .167 Foreign Language Teacher
- + .33 Reading Specialist Teacher
- + 1.7 Guidance Counselors
- + .667 Media Generalist (Library) Teachers
- + 4 Special Education Teachers
- + .667 Nurses
- + 1 Speech Therapists
- + .33 Occupational Therapist
- + 1 Principals
- + .43 Assistant Principals
- + 24 Special Education Paraprofessionals
- + 1 Regular Education Paraprofessionals
- + .667 Library Assistants
- + .667 Nurse Assistants
- + 1 Speech Assistants
- + .333 Certified Occupational Therapist Assistants
- + 4 Custodians
- + .75 Maintenance Staff
- + 2 Secretaries
- + 1 Technology Assistants

## *Classroom Teacher to Student Ratio*

Figure 17 shows the Inter-Lakes Middle Tier student to classroom teacher ratio by grade level from 2003-04 to 2007-08.

**Figure 17: Student to Classroom Teacher Ratio**

Teacher/Student Ratio	2003-04	2004-05	2005-2006	2006-07	2007-08
Fifth	21.75 to 1	20.5 to 1	18.5 to 1	21.25 to 1	18.25 to 1
Sixth	20.6 to 1	22.25 to 1	21.25 to 1	19 to 1	19.75 to 1
Seventh	21 to 1	22.8 to 1	21.6 to 1	21.2 to 1	18 to 1
Eighth	24.4 to 1	21.6 to 1	24 to 1	21.4 to 1	20.4 to 1

*Teaching Staff by Gender & Educational Level*

Figure 18 shows that of the 33 professional staff members, 25.667 (78%) are female and 7.333 (22%) are male.

**Figure 18: Teaching Staff by Gender**

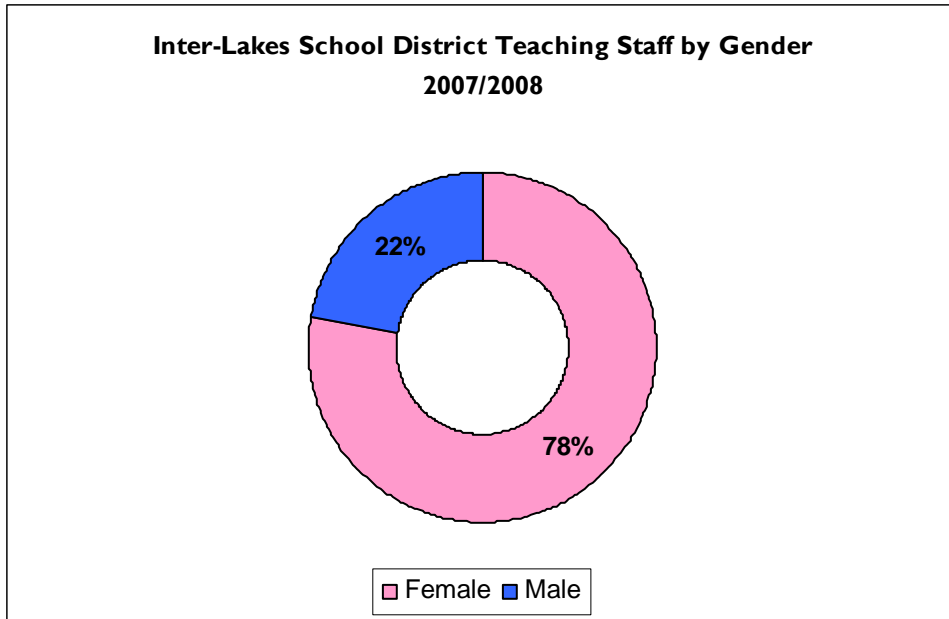
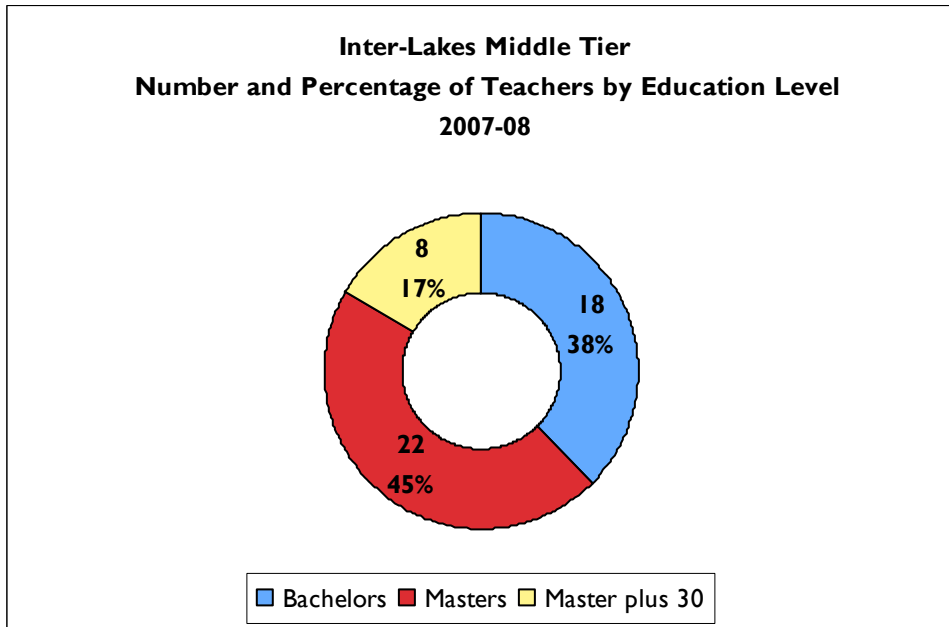


Figure 19 shows the number and percentage of teachers by educational level.

**Figure 19: Number and Percentage of Teachers by Educational Level**



## Teaching Staff by Age and Years of Experience

Figure 20 shows the age distribution of Inter-Lakes Middle Tier teaching staff in 2007-08. The average age of the staff is 46 years old.

**Figure 20: Teaching Staff by Age**

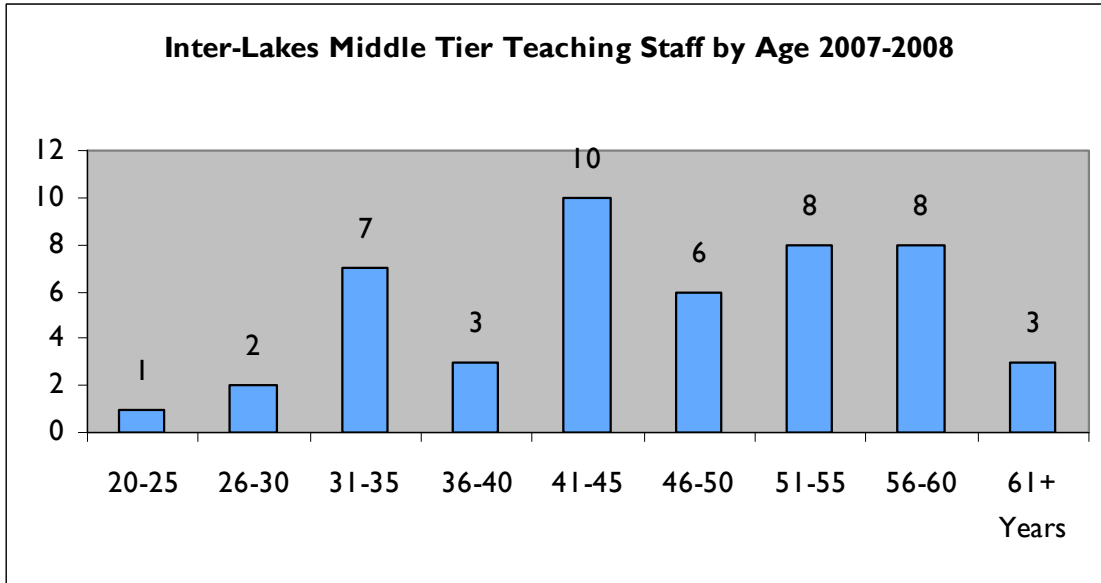
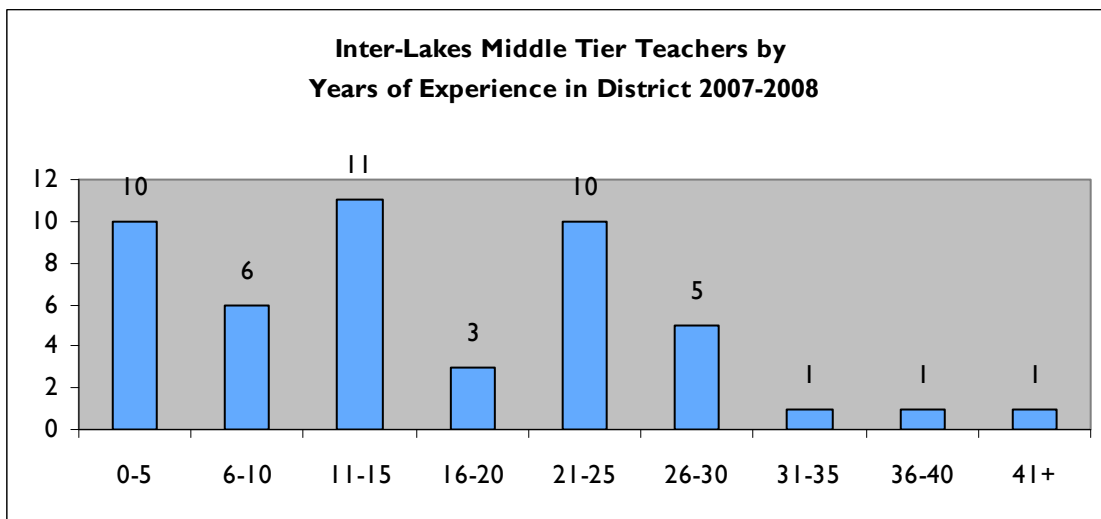


Figure 21 shows the number of teachers by years of experience in the district. Average number of years of teaching experience across the school is 13.

**Figure 21: Teaching Staff by Years of Experience**



# **Inter-Lakes Middle Tier Inter-Lakes School District**

## **CONTINUOUS IMPROVEMENT CONTINUUMS (CIC)**

### **Baseline Assessment**

**February 27, 2009**

In the fall of the 2008-2009 school year, the faculty of Inter-Lakes Middle Tier (ILMT) conducted a baseline assessment of where they perceive our school is on the School Portfolio Continuous Improvement Continuums found in *Using Data to Improve Student Learning in Middle Schools* by Dr. Victoria Bernhardt.

The ILMT Faculty individually rated their school on Information and Analysis, Student Achievement, Quality Planning, Professional Development, Leadership, Partnership Development, and Continuous Improvement and Evaluation utilizing the CICs. The faculty, through discussion then came to consensus on their ratings for each continuum. After consensus was reached, the faculty discussed “next steps” necessary for improvement in each area. The following pages provide information regarding our current ratings and the “next steps” for school improvement.

## *Information and Analysis*

	One	Two	Three	Four	Five
<b>Approach</b>	Data or information about student performance and needs are not gathered in any systematic way; there is no way to determine what needs to change at the school, based on data.	There is no systematic process, but some teacher and student information is collected and used to problem solve and establish student learning standards.	School collects data related to student performance (e.g., attendance, achievement) and conducts surveys on student, teacher, and parent needs. The information is used to drive the strategic quality plan for school change.	There is systematic reliance on hard data (including data for subgroups) as a basis for decision making at the classroom level as well as at the school level. Changes are based on the study of data to meet the needs of students and teachers.	Information is gathered in all areas of student interaction with the school. Teachers engage students in gathering information on their own performance. Accessible to all levels, data are comprehensive in scope and an accurate reflection of school quality.
<b>Implementation</b>	No information is gathered with which to make changes. Student dissatisfaction with the learning process is seen as an irritation, not a need for improvement.	Some data are tracked, such as drop-out rates and enrollment. Only a few individuals are asked for feedback about areas of schooling.	School collects information on current and former students (e.g., student achievement and perceptions), analyzes and uses it in conjunction with future trends for planning. Identified areas for improvement are tracked over time.	Data are used to improve the effectiveness of teaching strategies on all student learning. Students' historical performances are graphed and utilized for diagnostics. Student evaluations and performances are analyzed by teachers in all classrooms.	Innovative teaching processes that meet the needs of students are implemented to the delight of teachers, parents, and students. Information is analyzed and used to prevent student failure. Root causes are known through analyses. Problems are prevented through the use of data.
<b>Outcome</b>	Only anecdotal and hypothetical information is available about student performance, behavior, and satisfaction. Problems are solved individually with short-term results.	Little data are available. Change is limited to some areas of the school and dependent upon individual teachers and their efforts.	Information collected about student and parent needs, assessment, and instructional practices is shared with the school staff and used to plan for change. Information helps staff understand pressing issues, analyze information for "root causes," and track results for improvement.	An information system is in place. Positive trends begin to appear in many classrooms and schoolwide. There is evidence that these results are caused by understanding and effectively using data collected.	Students are delighted with the school's instructional processes and proud of their own capabilities to learn and assess their own growth. Good to excellent achievement is the result for all students. No student falls through the cracks. Teachers use data to predict and prevent potential problems.

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Inter-Lakes Middle Tier rated their school a 2 in Approach, 2 in Implementation, and 2 in Outcome with respect to Information and Analysis. There was concern in the discussion that our collection and analysis of data was not systematic and consistent.

### *Next Steps:*

It was agreed that the next steps to progress on the Information and Analysis Continuum would be:

- Conduct surveys consistently.
- Provide time and a process to systematically analyze data.
- Utilize analysis to identify areas of improvement.
- Utilize data to track improvements over time.
- Systematically share data with staff.
- Use data to identify root causes and track improvements.

## Student Achievement

	One	Two	Three	Four	Five
<b>Approach</b>	Instructional and organizational processes critical to student success are not identified. Little distinction of student learning differences is made. Some teachers believe that not all students can achieve.	Some data are collected on student background and performance trends. Learning gaps are noted to direct improvement of instruction. It is known that student learning standards must be identified.	Student learning standards are identified, and a continuum of learning is created throughout the school. Student performance data are collected and compared to the standards in order to analyze how to improve learning for all students.	Data on student achievement are used throughout the school to pursue the improvement of student learning. Teachers collaborate to implement appropriate instruction and assessment strategies for meeting student learning standards articulated across grade levels. All teachers believe that all students can learn.	School makes an effort to exceed student achievement expectations. Innovative instructional changes are made to anticipate learning needs and improve student achievement. Teachers are able to predict characteristics impacting student achievement and to know how to perform from a small set of internal quality measures.
<b>Implementation</b>	All students are taught the same way. There is no communication with students about their academic needs or learning styles. There are no analyses of how to improve instruction.	Some effort is made to track and analyze student achievement trends on a school-wide basis. Teachers begin to understand the needs and learning gaps of students.	Teachers study effective instruction and assessment strategies to implement standards and to increase their students' learning. Student feedback and analysis of achievement data are used in conjunction with implementation support strategies.	There is a systematic focus on implementing student learning standards and on the improvement of student learning schoolwide. Effective instruction and assessment strategies are implemented in each classroom. Teachers support one another with peer coaching and/or action research focused on implementing strategies that lead to increased achievement and the attainment of the shared vision.	All teachers correlate critical instructional and assessment strategies with objective indicators of quality student achievement. A comparative analysis of actual individual student performance to student learning standards is utilized to adjust teaching strategies to ensure a progression of learning for all students.
<b>Outcome</b>	There is wide variation in student attitudes and achievement with undesirable results. There is high dissatisfaction among students with learning. Student background is used as an excuse for low student achievement.	There is some evidence that student achievement trends are available to teachers and are being used. There is much effort, but minimal observable results in improving student achievement.	There is an increase in communication between students and teachers regarding student learning. Teachers learn about effective instructional strategies that will implement the shared vision, including student learning standards, and meet the needs of their students. They make some gains.	Increased student achievement is evident schoolwide. Student morale, attendance, and behavior are good. Teachers converse often with each other about preventing student failure. Areas for further attention are clear.	Students and teachers conduct self-assessments to continuously improve performance. Improvements in student achievement are evident and clearly caused by teachers' and students' understandings of individual student learning standards, linked to appropriate and effective instructional and assessment strategies. A continuum of learning results. No students fall through the cracks.

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Inter-Lakes Middle Tier rated their school a 3 in Approach, 3 in Implementation, and 4 in Outcome with respect to Student Achievement. The constant theme of having adequate time to engage in necessary work was emphasized throughout the discussion.

### Next Steps:

It was agreed that the next steps to progress on the Student Achievement Continuum would be:

- Time is needed to provide in-service on how to interpret and utilize data.
- Time is needed to analyze the data including meeting with grade levels, across grade levels, and across school organizations.
- Time is needed for educators to collaborate, dialog, and plan to meet student learning standards and hone instructional techniques. Grade level, subject area, and across grade level time is needed for this endeavor.

## Quality Planning

	One	Two	Three	Four	Five
<b>Approach</b>	No quality plan or process exists. Data are neither used nor considered important in planning.	The staff realize the importance of a mission, vision, and one comprehensive action plan. Teams develop goals and timelines, and dollars are allocated to begin the process.	A comprehensive school plan to achieve the vision is developed. Plan includes evaluation and continuous improvement.	One focused and integrated schoolwide plan for implementing a continuous improvement process is put into action. All school efforts are focused on the implementation of this plan that represents the achievement of the vision.	A plan for the continuous improvement of the school, with a focus on students, is put into place. There is excellent articulation and integration of all elements in the school due to quality planning. Leadership team ensures all elements are implemented by all appropriate parties.
<b>Implementation</b>	There is no knowledge of or direction for quality planning. Budget is allocated on an as-needed basis. Many plans exist.	School community begins continuous improvement planning efforts by laying out major steps to a shared vision, by identifying values and beliefs, the purpose of the school, a mission, vision, and student learning standards.	Implementation goals, responsibilities, due dates, and timelines are spelled out. Support structures for implementing the plan are set in place.	The quality management plan is implemented through effective procedures in all areas of the school. Everyone commits to implementing the plan aligned to the vision, mission, and values and beliefs. All share responsibility for accomplishing school goals.	Schoolwide goals, mission, vision, and student learning standards are shared and articulated throughout the school and with feeder schools. The attainment of identified student learning standards is linked to planning and implementation of effective instruction that meets students' needs. Leaders at all levels are developing expertise because planning is the norm.
<b>Outcome</b>	There is no evidence of comprehensive planning. Staff work is carried out in isolation. A continuum of learning for students is absent.	The school community understands the benefits of working together to implement a comprehensive continuous improvement plan.	There is evidence that the school plan is being implemented in some areas of the school. Improvements are neither systematic nor integrated schoolwide.	A schoolwide plan is known to all. Results from working toward the quality improvement goals are evident throughout the school. Planning is ongoing and inclusive of all stakeholders.	Evidence of effective teaching and learning results in significant improvement of student achievement attributed to quality planning at all levels of the school organization. Teachers and administrators understand and share the school mission and vision. Quality planning is seamless and all demonstrate evidence of accountability.

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Inter-Lakes Middle Tier rated their school a 2 in Approach, 2 in Implementation, and 3 in Outcome with respect to Quality Planning. It was the consensus that ILMT has the various components of a plan, but it needs to be organized, documented, and shared.

### Next Steps:

It was agreed that the next steps to progress on the Quality Planning Continuum would be:

- Take all the pieces that ILMT has been working on and pull them together into a plan. A small group of people need to come together to organize and write the plan.
- Present the plan and have it available in places where all can access the plan.

## Professional Development

	One	Two	Three	Four	Five
<b>Approach</b>	There is no professional development. Teachers, principals, and staff are seen as interchangeable parts that can be replaced. Professional development is external and usually equated to attending a conference alone. Hierarchy determines “haves” and “have-nots.”	The “cafeteria” approach to professional development is used, whereby individual teachers choose what they want to take, without regard to an overall school plan.	The shared vision, school plan, and student needs are used to target focused professional development for all employees. Staff is inserviced on relevant instructional and leadership strategies.	Professional development and data-gathering methods are used by all teachers and are directed toward the goals of the shared vision and the continuous improvement of the school. Teachers have ongoing conversations about student achievement data. Other staff members receive training in their content areas. Systems thinking is considered in all decisions.	Leadership and staff continuously improve all aspects of the learning organization through an innovation, data-driven, and comprehensive continuous improvement process that prevents student failures. Effective job-embedded professional development is ongoing for implementing the vision for student success. Traditional teacher evaluations are replaced by collegial coaching and action research focused on student learning standards. Policies set professional development as a priority budget line-item. Professional development is planned, aligned, and lead to the achievement of student learning standards.
<b>Implementation</b>	Teacher, principal, and staff performance is controlled and inspected. Performance evaluations are used to detect mistakes.	Teacher professional development is sporadic and unfocused, lacking an approach for implementing new procedures and processes. Some leadership training begins to take place.	Teachers are involved in year-round quality professional development. The school community is trained in shared decision making, team building concepts, effective communication strategies, and data analysis at the classroom level.	Teachers, in teams, continuously set and implement student achievement goals. Leadership considers these goals and provides necessary support structures for collaboration. Teachers utilize effective support approaches as they implement new instruction and assessment strategies. Coaching and feedback structures are in place. Use of new knowledge and skills is evident.	Teams passionately support each other in the pursuit of quality improvement at all levels. Teachers make bold changes in instruction and assessment strategies focused on student learning standards and student learning styles. A teacher as action researcher model is implemented. Staffwide conversations focus on systemic reflection and improvement. Teachers are strong leaders.
<b>Outcome</b>	No professional growth and no staff or student performance improvement. There exists a high turnover rate of employees, especially administrators. Attitudes and approaches filter down to students.	The effectiveness of professional development is not known or analyzed. Teachers feel helpless about making schoolwide changes.	Teachers, working in teams, feel supported and begin to feel they can make changes. Evidence shows that shared decision making works.	A collegial school is evident. Effective classroom strategies are practiced, articulated schoolwide, are reflective of professional development aimed at ensuring student achievement, and the implementation of the shared vision, that includes student learning standards.	True systemic change and improved student achievement result because teachers are knowledgeable of and implement effective, differentiated teaching strategies for individual student learning gains. Teachers’ repertoire of skills are enhanced, and students are achieving. Professional development is driving learning at all levels.

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## School Continuous Improvement Continuums *Professional Development (continued)*

Inter-Lakes Middle Tier rated their school a 2 in Approach, 3 in Implementation, and 2 in Outcome with respect to Professional Development. It was clear that leadership teams need to be formed that incorporate all sectors of the school, not just administration. Training in shared leadership must occur. Time remains a theme that interferes with school improvement.

### *Next Steps:*

It was agreed that the next steps to progress on the Professional Development Continuum would be:

- Training in shared decision making, team building, effective communication strategies, and data analysis must occur.
- The vision must be continually shared and discussed.
- Time for subject area teachers to collaborate across grade levels must be allocated.

## Leadership

	One	Two	Three	Four	Five
<b>Approach</b>	Principal as decision maker. Decisions are reactive to state, district, and federal mandates. There is no knowledge of continuous improvement.	A shared decision-making structure is put into place and discussions begin on how to achieve a school vision. Most decisions are focused on solving problems and are reactive.	Leadership team is committed to continuous improvement. Leadership seeks inclusion of all school sectors and supports study teams by making time provisions for their work.	Leadership team represents a true shared decision-making structure. Study teams are reconstructed for the implementation of a comprehensive continuous improvement plan.	A strong continuous improvement structure is set into place that allows for input from all sectors of the school, district, and community, ensuring strong communication, flexibility, and refinement of approach and beliefs. The school vision is student focused, based on data, and appropriate for school/community values, and meeting student needs.
<b>Implementation</b>	Principal makes all decisions, with little or no input from teachers, the community, or students. Leadership inspects for mistakes.	School values and beliefs are identified; the purpose of school is defined; a school mission and student learning standards are developed with representative input. A structure for studying approaches to achieving student learning standards is established.	Leadership team is active on study teams and integrates recommendations from the teams' research and analyses to form a comprehensive plan for continuous improvement within the context of the school mission. Everyone is kept informed.	Decisions about budget and implementation of the vision are made within teams, by the principal, by the leadership team, and by the full staff as appropriate. All decisions are communicated to the leadership team and to the full staff.	The vision is implemented and articulated across all grade levels and into feeder schools. Quality standards are reinforced throughout the school. All members of the school community understand and apply the quality standards. Leadership team has systematic interactions and involvement with district administrators, teachers, parents, community, and students about the school's direction. Necessary resources are available to implement and measure staff learning related to student learning standards.
<b>Outcome</b>	Decision lack focus and consistency. There is no evidence of staff commitment to a shared vision. Students and parents do not feel they are being heard. Decision-making proves is clear and known.	The mission provides a focus for all school improvement and guides the action to the vision. The school community is committed to continuous improvement. Quality leadership techniques are used sporadically.	Leadership team is seen as committed to planning and quality improvement. Critical areas for improvement are identified. Faculty feel included in shared decision making.	There is evidence that the leadership team listens to all levels of the organization. Implementation of the continuous improvement plan is linked to student learning standards and the guiding principles of the school. Leadership capacities for implementing the vision among teachers are evident.	Site-based management and shared decision making truly exists. Teachers understand and display an intimate knowledge of how the school operates. Teachers support and communicate with each other in the implementation of quality strategies. Teachers implement the vision in their classrooms and can determine how their new approach meets student needs and leads to the attainment of student learning standards. Leaders are standards-driven at all levels..

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Inter-Lakes Middle Tier rated their school a 3 in Approach, 3 in Implementation, and 3 in Outcome with respect to Leadership. It was the consensus that ILMT needs to move to a model where all sectors of the school community are involved in leadership.

### Next Steps:

It was agreed that the next steps to progress on the Leadership Continuum would be:

- Leadership and Study Teams need to be defined.
- Study Teams must report on a regular basis.

## *Partnership Development*

	One	Two	Three	Four	Five
Approach	There is no system for input from parents, business, or community. Status quo is desired for managing the school.	Partnerships are sought, but mostly for money and things.	School has knowledge of why partnerships are important and seeks to include businesses and parents in a strategic fashion related to student learning standards for increased student achievement.	School seeks effective win-win business and community partnerships and parent involvement to implement the vision. Desired outcomes are clearly identified. A solid plan for partnership development exists.	Community, parent, and business partnerships become integrated across all student groupings. The benefits of outside involvement are known by all. Parent and business involvement in student learning is refined. Student learning <i>regularly</i> takes place beyond the school walls.
Implementation	Barriers are erected to close out involvement of outsiders. Outsiders are managed for least impact on status quo.	A team is assigned to get partners and to receive input from parents, the community, and business in the school.	Involvement of business, community, and parents begins to take place in some classrooms and after school hours related to the vision. Partners begin to realize how they can support each other in achieving school goals. School staff understands what partners need from the partnership.	There is a systematic utilization of parents, community, and businesses schoolwide. Areas in which the active use of these partnerships benefit student learning are clear.	Partnership development is articulated across all student groupings. Parents, community, business, and educators work together in an innovative fashion to increase student learning and to prepare students for the 21 <sup>st</sup> Century. Partnerships are evaluated for continuous improvement.
Outcome	There is little or no involvement of parents, business, or community at-large. School is a closed, isolated system.	Much effort is given to establishing partnerships. Some spotty trends emerge, such as receiving donated equipment.	Some substantial gains are achieved in implementing partnerships. Some student achievement increases can be attributed to this involvement.	Gains in student satisfaction with learning and school are clearly related to partnerships. All partners benefit.	Previously non-achieving students enjoy learning with excellent achievement. Community, business, and home become common places for student learning, while school becomes a place where parents come for further education. Partnerships enhance what the school does for students.

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Inter-Lakes Middle Tier rated their school a 3 in Approach, 3 in Implementation, and 3 in Outcome with respect to Partnership Development. It was evident in discussion that there was a variance in the definitions and expectations for partnerships.

### *Next Steps:*

It was agreed that the next steps to progress on the Partnership Development Continuum would be:

- Define the goal of partnerships.
- Define what parent involvement should look like.
- Create a goal for partnerships.

## Continuous Improvement and Evaluation

	One	Two	Three	Four	Five
Approach	Neither goals nor strategies exist for the evaluation and continuous improvement of the school organization or for elements of the school organization.	The approach to continuous improvement and evaluation is problem solving. If there are no problems, or if solutions can be made quickly, there is no need for improvement or analyses. Changes in parts of the system are not coordinated with all other parts.	Some elements of the school organization are evaluated for effectiveness. Some elements are improved on the basis of the evaluation findings.	All elements of the school's operations are evaluated for improvement and to ensure congruence of the elements with respect to the continuum of learning students experience.	All aspects of the school organization are rigorously evaluated and improved on a continuous basis. Students, and the maintenance of a comprehensive learning continuum for students, become the focus of all aspects of the school improvement process.
Implementation	With no overall plan for evaluation and continuous improvement, strategies are changed by individual teachers and administrators only when something sparks the need to improve. Reactive decisions and activities are a daily mode of operation.	Isolated changes are made in some areas of the school organization in response to problem incidents. Changes are not preceded by comprehensive analyses, such as an understanding of the root causes of problems. The effectiveness of the elements of the school organization, or changes made to the elements, is not known.	Elements of the school organization are improved on the basis of comprehensive analyses of root causes of problems, client perceptions, and operational effectiveness of processes.	Continuous improvement analyses of student achievement and instructional strategies are rigorously reinforced within each classroom and across learning levels to develop a comprehensive learning continuum for students and to prevent student failure.	Comprehensive continuous improvement becomes the way of doing business at the school. Teachers continuously improve the appropriateness and effectiveness of instructional strategies based on student feedback and performance. All aspects of the school organization are improved to support teachers' efforts.
Outcome	Individuals struggle with system failure. Finger pointing and blaming others for failure occurs. The effectiveness of strategies is not known. Mistakes are repeated.	Problems are solved only temporarily and few positive changes result. Additionally, unintended and undesirable consequences often appear in other parts of the system. Many aspects of the school are incongruent, keeping the school from reaching its vision.	Evidence of effective improvement strategies is observable. Positive changes are made and maintained due to comprehensive analyses and evaluation.	Teachers become astute at assessing and in predicting the impact of their instructional strategies on individual student achievement. Sustainable improvements in student achievement are evident at all grade levels, due to continuous improvement.	The school becomes a congruent and effective learning organization. Only instruction and assessment strategies that produce quality student achievement are used. A true continuum of learning results for all students and staff. The impact of improvements is increasingly measurable.

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Inter-Lakes Middle Tier rated their school a 3 in Approach, 3 in Implementation, and 3 in Outcome with respect to Continuous Improvement and Evaluation.

### Next Steps:

It was agreed that the next steps to progress on the Continuous Improvement and Evaluation Continuum would be:

- Define measures we will use to assess all elements of the school's operation.
- Apply the measures regularly, consistently, and rigorously. Make sure we assess science, social studies, and other curricula areas as well.

# **Inter-Lakes Middle Tier Inter-Lakes School District PERCEPTION DATA Education for the Future Survey Information**

Parents, staff, and students of Inter-Lakes Middle Tier were surveyed during the 2007-2008 and the 2008-2009 school year to see how they perceive the school. Respondents were asked to rate a variety of items on a scale of 1 to 5, with 5 being the highest score possible. People were also given the opportunity to write comments at the conclusion of the survey. It is the intention of Inter-Lakes Middle Tier to continue the practice of surveying students, parents, and staff to determine areas of strength and areas of improvement.

Three hundred nine students responded to the 2009 EFF Student Survey. When examining the 2009 student survey results it is important to note that all responses fall above the midline (3 = neutral). It is also important to note that when you compare the responses from 2008 to 2009, they either remained relatively constant or they showed improvement. The questions that students responded most favorably to include:

- My family wants me to do well in school.
- My family believes I can do well at school.
- Quality work is expected in my school.
- My teachers believe I can learn.

The questions that received the lowest ratings by students include:

- I have choices in what I learn.
- I have fun learning.

Thirty parents responded to the 2009 EFF Survey. This is down from eighty respondents in 2008. When examining the 2009 parent survey results it is important to note that all responses fall above the midline (3 = neutral). It is also important to note that when you compare the responses from 2008 to 2009, they either remained relatively constant or they showed improvement. The questions that parents responded most favorably to include:

- I respect the school's principal.
- I support my child's learning at home.
- I feel good about myself as a parent.

The questions that received the lowest ratings by students include:

- I like the school's report cards/progress reports.
- Students show respect for other students.

Eighty staff members responded to the 2009 EFF Survey. This is an increase from thirty-one respondents. This increase is due to a restructuring in the administration of the EFF Survey to staff. When examining the 2009 staff survey results it is important to note that all responses fall above the midline (3 = neutral). It is also important to note that when you compare the responses from 2008 to 2009, they either remained relatively constant or they showed improvement. The questions that staff responded most favorably to include:

- I believe student achievement can increase through providing a threat-free environment.
- I feel that learning can be fun.
- My administrators treat me with respect.

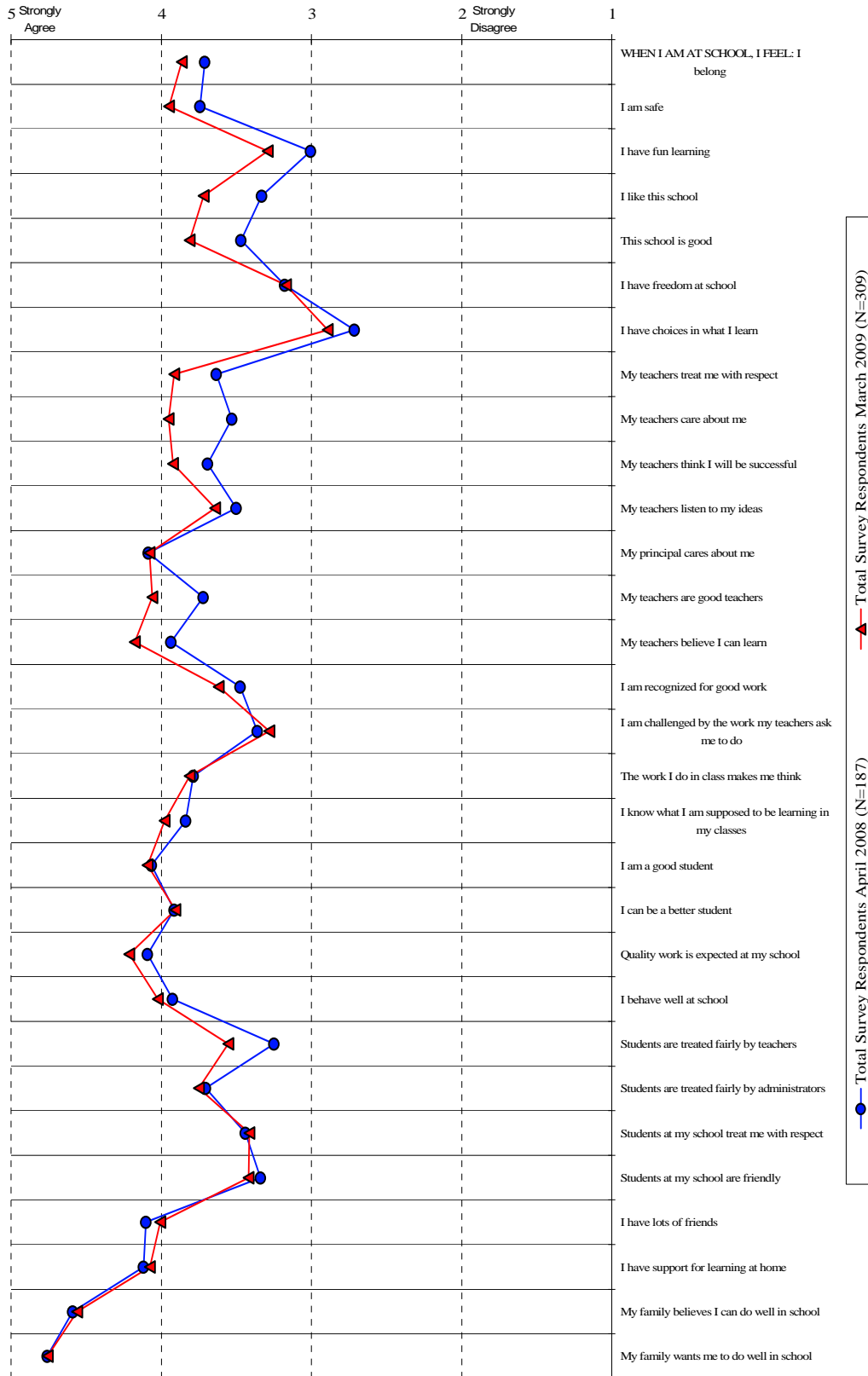
The questions that received the lowest ratings by staff include:

- I feel recognized for good work.
- My administrators are effective in helping us reach our vision.
- My administrators facilitate communication effectively.
- I believe student achievement can increase through teaching to state standards.

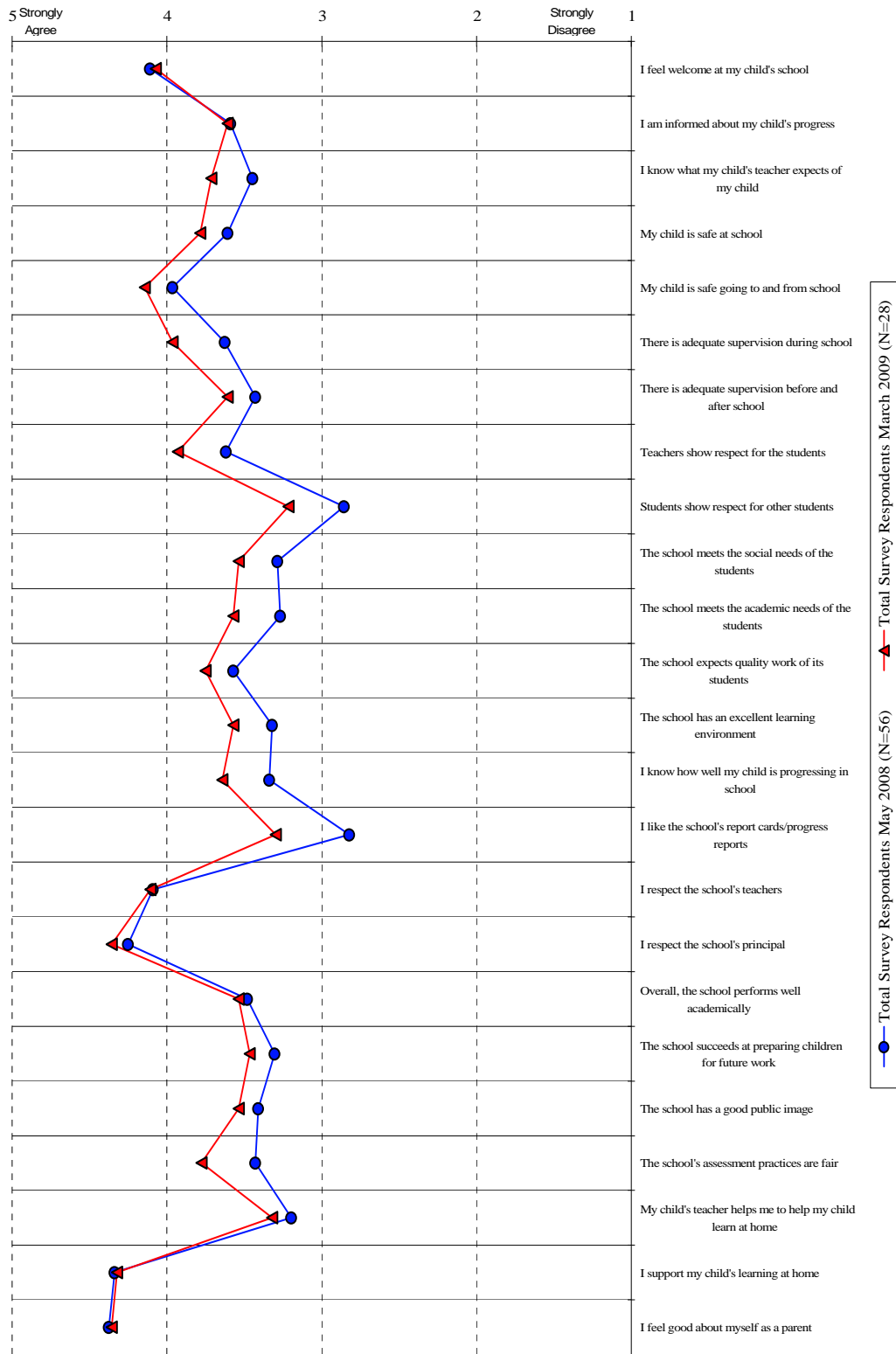
When comparing the responses from the various surveys, you may note:

- A similar perception between students and parents believing that parents support their child(ren)'s learning.
- A differing perception between students and staff that learning can be fun/I have fun learning.

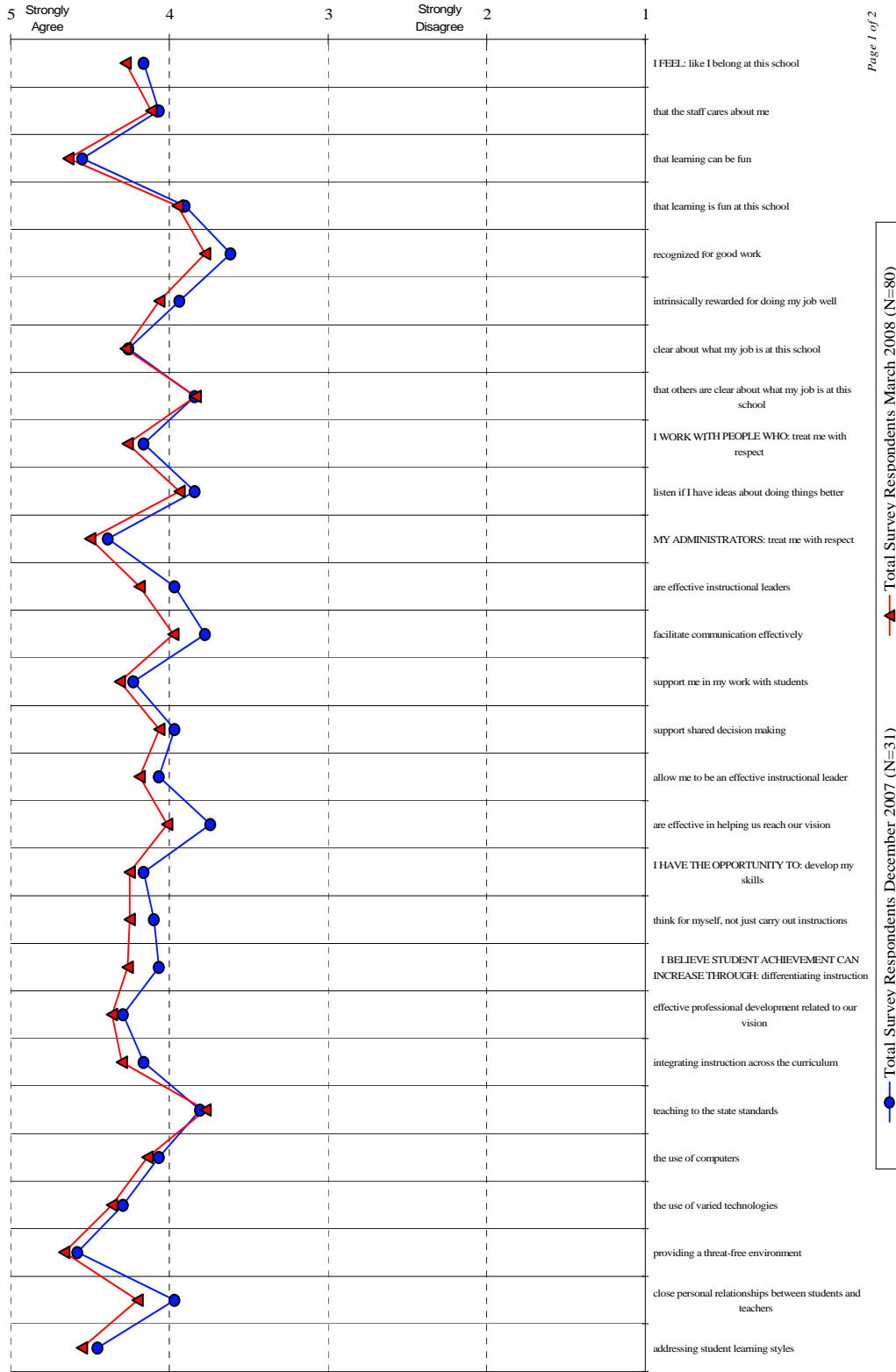
# Inter-Lakes Middle Tier Education for the Future Student Survey Results 2007-08 and 2008-09



# Inter-Lakes Middle Tier Education for the Future Parent Survey Results 2007-08 and 2008-09



*Inter-Lakes Middle Tier Education for the Future Staff Survey Results 2007-08 and 2008-09*



Page 1 of 2

▲ Total Survey Respondents March 2008 (N=80)  
● Total Survey Respondents December 2007 (N=31)

**STUDENT ACHIEVEMENT**

**NECAP Data:**

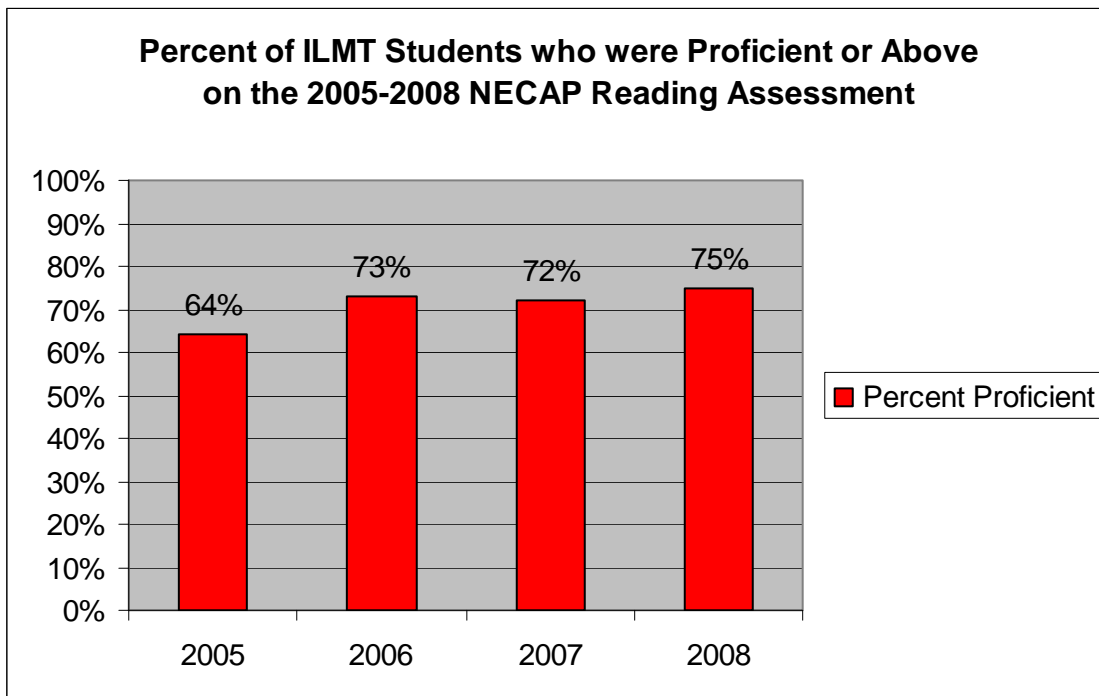
Inter-Lakes Middle Tier utilizes a variety of formal and informal assessments to gauge student achievement and to guide school improvement. Data collection and analysis should have the end result of increased student achievement. The Inter-Lakes Middle Tier Assessment Data Plan details what data is collected and when it is collected for students in grades five through eight. Two key assessments that are administered to all students in Inter-Lakes Middle Tier are the New England Common Assessment Program (NECAP) Tests and the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) Assessments.

The NECAP is administered in October and measures student achievement in reading, mathematics, and writing. Additionally, a Science NECAP Test is administered to eighth graders in May of each year. The NECAP results in reading and writing are the basis for determining Adequate Yearly Progress (AYP) in reading and mathematics in the State of New Hampshire.

Students in grades 5-8 take NWEA MAP Assessments in reading and mathematics twice a year. These tests administered via computer are given in October and May. These assessments generate a wealth of data including the growth a student makes over the course of a school year.

The following figures represent the percent of students in the entire school (Figure 22) and each grade level (figure 23) who were proficient or above on the NECAP Reading Assessments from 2005-2008. This does not show cohort groups.

**Figure 22: Proficiency on NECAP Reading Assessment**



**Figure 23: Proficiency on NECAP Reading Assessment by Grade Level**

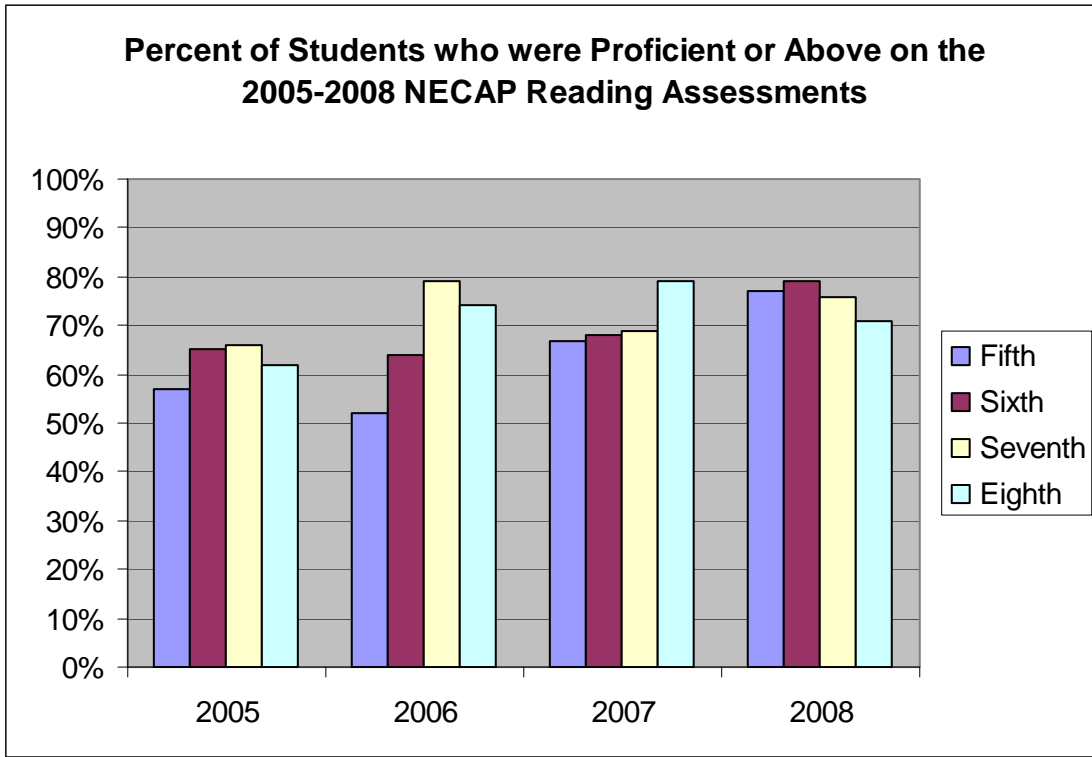
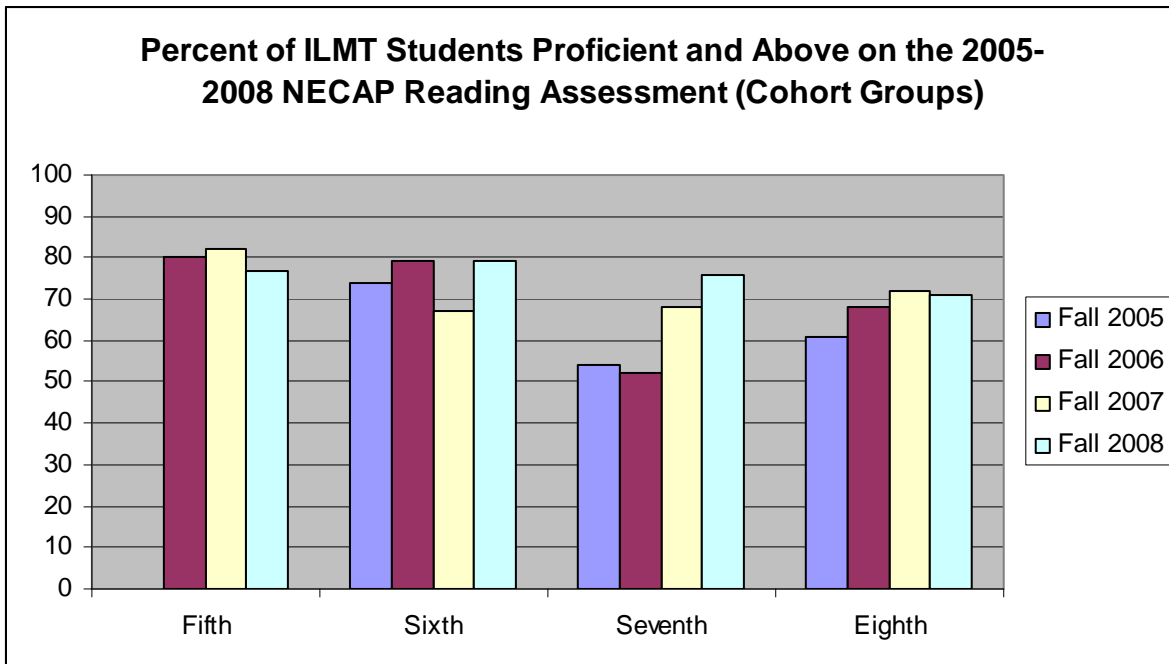


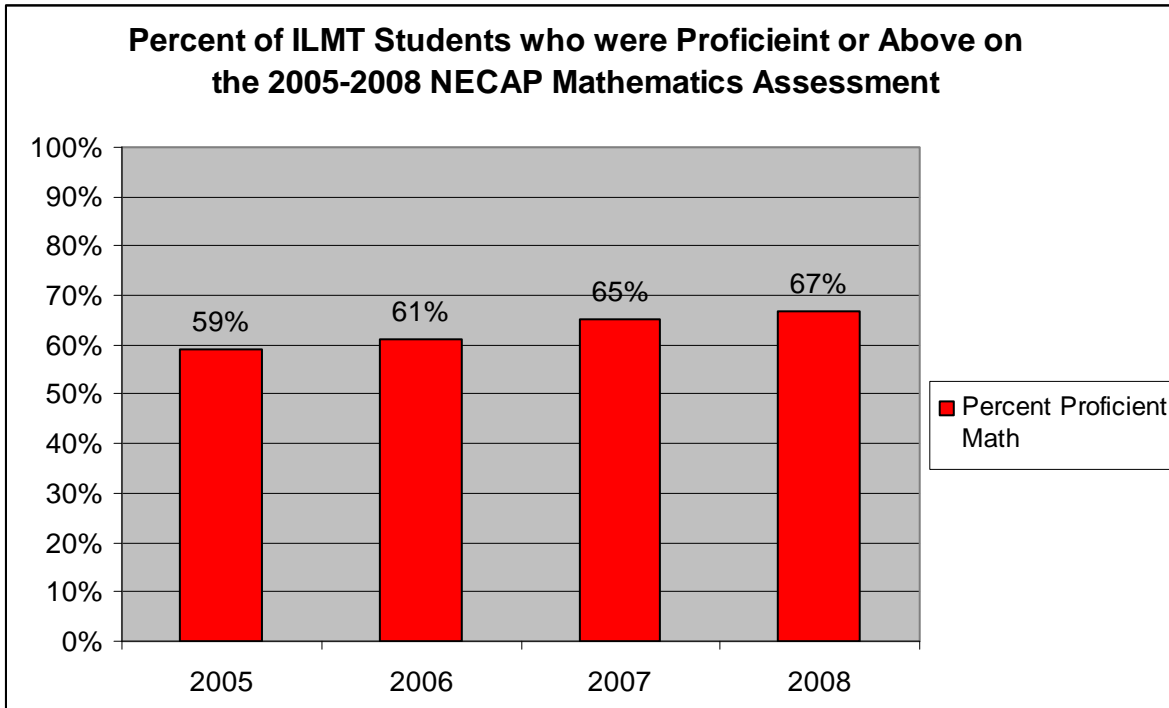
Figure 24 represents the percentage of students on the NECAP Reading Assessment who scored proficient or above. These graphs represent cohort groups which are the same group of students as they have progressed through the grades.

**Figure 24: Proficiency on NECAP Reading Assessment Based on Cohort Groups**



The following figures represent the percent of students in the entire school (Figure 25) and each grade level (figure 26) who were proficient or above on the NECAP Mathematics Assessments from 2005-2008. This does not show cohort groups.

**Figure 25: Proficiency on NECAP Mathematics Assessment**



**Figure 26: Proficiency on NECAP Mathematics Assessment by Grade Level**

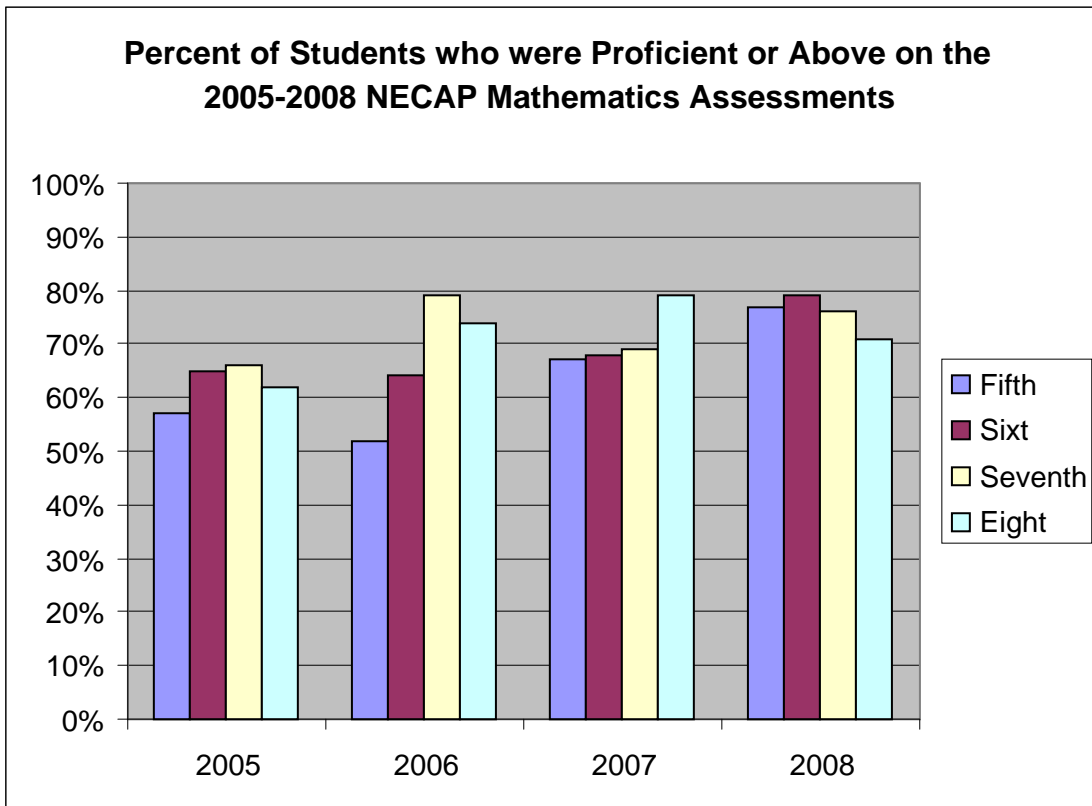
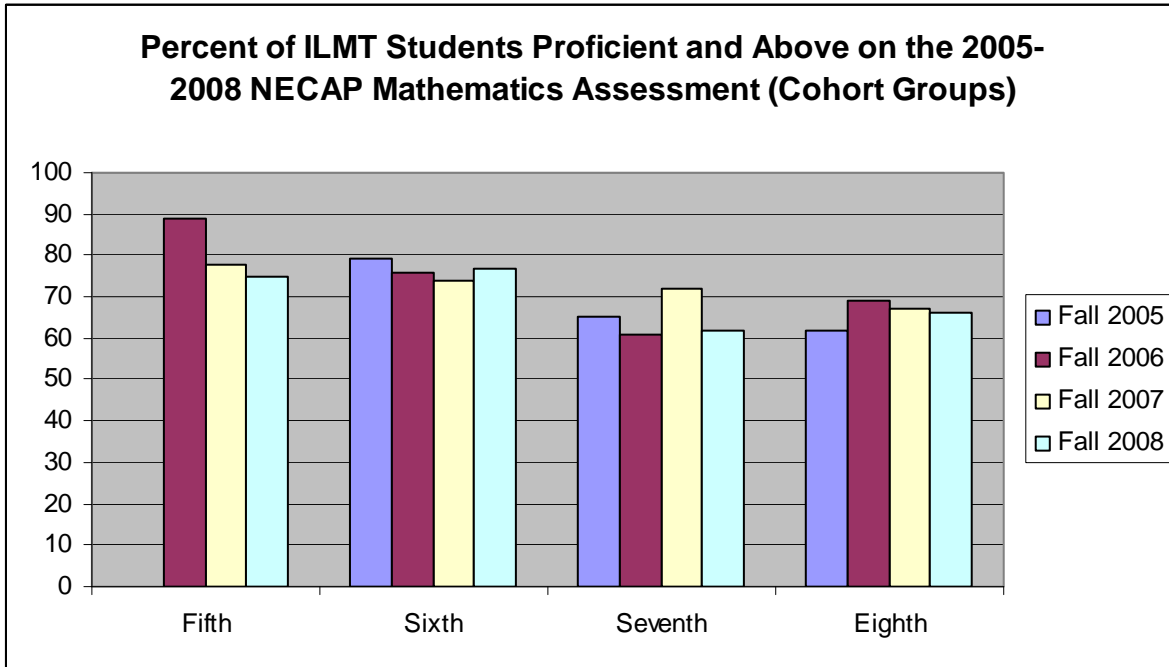


Figure 27 represents the percentage of students on the NECAP Mathematics Assessment who scored proficient or above. These graphs represent cohort groups which are the same group of students as they have progressed through the grades.

**Figure 27: Proficiency on NECAP Mathematics Assessment Based on Cohort Groups**



### *Adequate Yearly Progress:*

Under the State of New Hampshire's Accountability Law and the federal legislation No Child Left Behind Act, all New Hampshire students in grades three through eight are required to take tests that are part of the New England Common Assessment Program (NECAP) to measure their level of proficiency in reading and mathematics. Students throughout the nation are required to take similar tests. As is defined in both laws, schools are held accountable for the performance levels of students. Schools are required to demonstrate Adequate Yearly Progress (AYP). This is determined by comparing the difference in scores attained one year to the next. AYP is not based on the individual progress of each student but, rather, on the performance level of the entire student body, as well as subcategories of students (limited English speaking, educationally disabled, economically disadvantaged, Title I eligible).

Adequate Yearly Progress is reported using an index score. The index score is determined by the number of students in the upper and lower ranges of substantially below proficient and partially proficient as well as those students who score proficient or above. The table below shows the index scores in mathematics and reading for the entire school population of Inter-Lakes Middle Tier, students with educational disabilities, and students who are economically disadvantaged. The number in parentheses in each box is the target index score for a population of students to attain.

<b>Inter-Lakes Middle Tier AYP</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Reading –Whole School</b>	86.9 (82)	90.1 (82)	90.3 (86)	90.6 (86)
<b>Reading - Educational Disability</b>	58.8 (82)	65.1 (82)	67.3 (86)	73.2 (86)
<b>Reading Economically Disadvantaged</b>	83 (82)	82 (82)	84.4 (86)	79.6 (86)
<b>Math – Whole School</b>	81.3 (76)	82.5 (76)	85 (82)	85.7 (82)
<b>Math – Educational Disability</b>	49.4 (76)	55.8 (76)	58.6 (82)	59.6 (82)
<b>Math - Economically Disadvantaged</b>	71.3 (76)	67.1 (76)	74 (82)	69 (82)