

English Language Arts Program Review

Phase I Report

June 14, 2007

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Executive Summary

“What we want is to see the child in pursuit of knowledge, and not knowledge in pursuit of the child.” George Bernard Shaw

VISION

Students read to better understand their world and the human experience, and use spoken and written language effectively to articulate their ideas. Students appreciate and enjoy the power, structure, and beauty of language. Teachers foster relationships, engagement, creativity, and confidence; students interact with a variety of texts and with one another, construct meaning, expand their powers of reasoning, strive for individual excellence, and cultivate the habit of reflection. The responsibility for learning gradually shifts from the teacher to the students, who learn to use their language arts skills as tools for independent, lifelong learning.

ELA TEACHERS

Program Strength

- Well-qualified, creative, and committed ELA teachers.

ELA CURRICULUM

Program Strengths

- Brookline students are well-prepared for college in reading and writing.
- The ELA curriculum encourages teacher flexibility, creativity, and investment.
- The ELA curriculum emphasizes and promotes critical and creative thinking.
- The ELA program creates opportunities beyond the classroom to promote literacy.

Areas for Improvement

- The K-8 Learning Expectations need to be updated.
- The book selection K-12 needs to be revisited with diversity in mind.
- There are no written expectations for amount of reading and writing teachers should assign, K-8, and there is inconsistency in type and amount of homework across teachers and schools, K-12.
- There exists no formal system-wide curriculum plan for handwriting, spelling, vocabulary, or grammar.

ELA INSTRUCTION

Program Strengths

- Teachers and parents believe that ELA instruction prepares students to read successfully at their grade levels.
- Teachers group students flexibly for instruction to meet individual student needs. Students are not tracked into courses at the high school.

- Teachers meet with colleagues and Curriculum Coordinators to improve consistency in curriculum and instruction within and across grade levels.
- Professional development in K-8 has advanced understanding of effective instruction in reading nonfiction and in the writing process.

Areas for Improvement

- Parents and non-ELA teachers report that students’ writing is not as strong as their reading.
- Instruction in grammar needs to be more systematic and sequential, K-12.
- K-6 teachers are finding it difficult to teach all of the components of ELA within the allocated 100 minutes per day.

ELA ASSESSMENT

Program Strengths

- 2006 Grade 10 MCAS scores in ELA improved, as did the scores of the Grade 8 cohort.
- Almost all BHS seniors take the SAT, and their mean Verbal and Writing scores exceed state and national averages.
- The grade 1-3 Literacy Battery is an effective tool for teachers.
- Teachers K-12 are developing a variety of common grade-level assessments (ex: rubric for Senior Paper).

Areas for Improvement

- Despite some gains, an achievement gap in MCAS ELA performance remains between African-American and Latino students, and their White and Asian peers.
- There need to be more consistent standards and assessments across grade levels and schools in writing.
- There need to be more consistent assessments across grade levels and schools in reading.
- Parents report they would like more information about the ELA program and about their children’s performance in ELA.

ELA RESOURCES

Program Strengths

- Teachers are generally satisfied with the literature and resources available for instruction.
- Special education teachers receive the same resources given to general education teachers and participate in professional development related to using these resources.
- Literacy specialists are an essential resource in the elementary schools.
- Librarians share their knowledge of literature to support the ELA curriculum.
- Curriculum Coordinators provide support, professional development, and program oversight for all teachers.

Areas for Improvement

- Primary-grade teachers need more leveled texts to support instruction in guided reading.
- Trade books for reading instruction are housed differently in each school, often limiting the amount of texts available to teachers.
- Teachers new to Brookline need significant classroom resources to approximate those materials in existing classrooms.
- Teachers new to Brookline need professional development previously provided to teachers in using specific resources in the elementary grades.
- There is a concern about the condition and reliability of computers and software in schools and classrooms for ELA instruction, particularly on the part of special education teachers.

ELA COLLABORATION

Program Strengths

- ELA teachers recognize the value of collaborating with their colleagues and look to their colleagues for support in improving their teaching.

Areas for Improvement

- Teachers need more time to collaborate with their grade-level colleagues.
- Classroom teachers need more time to collaborate with specialists to address individual student needs and consistency of instruction.
- ELA teachers need more opportunities for collaboration with other departments to clarify expectations for reading and writing in the content areas.

PART I: Process Overview

A. Overview of the Program Review Process in Brookline

The Public Schools of Brookline is committed to the continuous improvement of all programs and curriculum areas. Historically, there have been different procedures in place for examining our programs and student achievement. Beginning in September of 2004, a new process was established to provide a comprehensive and rigorous examination of our programs with the goal of improving student achievement. This process, *Program Review*, is now in its third year. The process requires the use of established evaluation methods to measure the quality of our school programs and to determine strategies for continuous improvement. A committee, whose members represent stakeholders across the district, examines the program through a four phase process, briefly described below:

- *Phase I: Study* – Assess the current state of the program with the assistance of an outside data gatherer. Create a vision for the future with stakeholder input. Determine areas of strength and areas for improvement and begin to plan how to address them.
- *Phase II: Plan* – Create a plan to address the areas for growth and improvement. Define resources and determine available funding.
- *Phase III: Implement* – Put the plan (strategies/actions for continuous improvement) into place with adequate resources and professional development.
- *Phase IV: Review* – Review the process. Check on the progress of the implementation plans. Collect data on the indicators of success.

Program review updates are provided regularly to the Deputy Superintendent for Teaching and Learning, who communicates progress to the Curriculum Subcommittee of the School Committee. Detailed information on Program Review process can be found on the Teaching and Learning page of the Public Schools of Brookline website: www.brookline.k12.ma.us

The **English Language Arts Program** began the Program Review Process in September of 2006. This report documents the findings from **Phase I** of the review process.

B. The English Language Arts Program Review Committee

A Program Review Committee is responsible for collaboratively working through the Program Review process. The committee is comprised of approximately twelve to fifteen members selected from within the school system and from the broader Brookline community: teachers, parents, administrators, the Academic Data Analyst, and any other individuals whose input is considered uniquely important to the process. Committees are co-chaired by the Director of Program Review and the Curriculum/Program Coordinators for the program under review. More information about the committee members' roles

and responsibilities can be found on the Teaching and Learning webpage of the PSB website.

Recruitment of Committee Members

Teachers and parents were invited to apply to serve on the English Language Arts Program Review committee in May of 2006. Parents were notified of this opportunity through newsletters, emails, and/or notices published at the individual schools. PTO presidents were instrumental in helping to publicize the opportunity. Interested individuals provided basic information on an application form submitted to the Director of Program Review. Teachers were notified via the FirstClass e-mail system. Requirements for participation include the availability to attend monthly after-school meetings, and a willingness to study current research, analyze data from the Public Schools of Brookline, maintain confidentiality, be full of questions not answers, honor group process and value collaboration.

A number of parents and educators applied to serve on the committee. The committee was formed so as to include the widest representation across schools and grades. The final decision for committee membership rested with the Deputy Superintendent for Teaching and Learning.

Other opportunities for involvement

While only three parents and four-five teachers can serve on the actual Program Review Committee, there are other opportunities for both parents and teachers to provide direct input into the review process. They may participate in a focus group, complete an on-line survey, or write directly to the committee.

English Language Arts Program Review Committee 2006-2007

Name	Role
Mary Burchenal, co-chair	9-12 English Language Arts Coordinator
Mary Matthews, co-chair	K-8 English Language Arts Coordinator
Amy Martin, co-chair	Director of Program Review and Grants
Sarah Crane	Academic Data Analyst
Jacquelyn Powell	Grade 3, Driscoll
Diane Muendel	Grade 7/8, Lawrence
Allison Borsini	Special Education, Baker
John Andrews	English teacher, BHS
Pam Tully	Town-wide Literacy Specialist
Joann Silva Njoku	Parent, Pierce and METCO Social Worker
Karin Lindfors	Parent, Devotion
Jenny Morrison	Parent, BHS
Beth Kantz	Parent, Lincoln
Vicki Milstein	Principal, Early Childhood
Milly Katzman	Principal, Heath School

C. Phase I Process

Committee Meetings

During the 2006-2007 school year, the committee met regularly after-school, and held one all-day meeting. Meeting dates were: 9/14/06, 10/12/06, 11/2/06, 12/14/06, 1/18/07, 2/15/07, 3/22/07, 4/2/07(all day), 5/10/07, and 6/14/07.

During meetings and in-between meetings committee members examined, reviewed, and discussed information about the current program from a variety of sources and perspectives. Committee members also read background information/research about English Language Arts curriculum and instruction. An annotated listing of these data/information sources and background readings are described in the Information/Data Sources section of this report (Part III). Based on the entire body of information reviewed, the committee developed a vision statement for the program, identified program strengths and areas for improvement, and suggested next steps/areas of inquiry to address areas for improvement. Meeting agendas and summaries are on file in the Office of Teaching and Learning.

Outside Data Gatherer

As part of Phase One of Program Review, the committee seeks to gather information about the current state of the program. In order to gather objective information from parents, teachers, and administrators about their perceptions, expectations and understandings of the program, an outside consultant was hired to gather and analyze this data, and summarize the findings.

Christine Lyons Consulting

The Director of Program Review and Grants identified several potential outside data gatherers to work with the Program Review committee. After reviewing proposals and checking references, Christine Lyons of Christine Lyons Consulting was selected. A timeline for the project was proposed and agreed upon.

Ms. Lyons worked with the committee at the November meeting and through December to develop the questions and topics to be used in the data collection tools (on-line surveys and focus groups). Ms. Lyons also worked directly with the committee co-chairs and the Academic Data Analyst to discuss the data collection tools and process.

The data collection process included two on-line surveys (parents and K-12 teachers) and a series of focus groups: parents (2 groups), principals, K-Gr3 teachers, Gr4-6 teachers, Gr7-8 teachers, 9-12 English teachers, Literacy Specialists, SPED teachers, and librarians. The data collection began in November 2006 and continued through January 2007.

Ms. Lyons presented an overview of her findings in a draft report to the committee on February 15, 2007. Suggestions for additional analysis were made, and a final draft was presented to and reviewed by the committee in early April. The executive summary is

included in this report as *appendix i*; the full report is available from the Office of Teaching and Learning.

Recruiting Process for Parent Focus Groups

An informational flyer about Program Review and opportunities for parents to participate was sent home to all families in the “back to school” packet in September of 2006. The flyer included a tear-off portion for parents to return to the Director of Program Review and Grants if they were interested in participating in a parent focus group later in the year. PTO presidents also distributed the flyer at their fall meetings. The response form asked for school name, children’s grade level(s), and e-mail address. Over 450 parents responded. An e-mail data base was set up and used to recruit parents for focus groups mid-year. Because parents provided information about their school and children’s grade levels, we were able to create focus groups that were representative of the schools and grades across the system.

Parent Survey Participation

Parents were notified of the opportunity to provide information to the committee via the on-line survey in a variety of ways. The committee enlisted the support of the PTO presidents to use all avenues of communication at their disposal to publicize the survey: newsletters, e-mail lists, posted notices. In addition, a flyer was sent home with all elementary students, and the opportunity was listed on the main page of the Brookline Schools website under “News and Announcements” and on the various elementary school websites. Parents on the e-mail focus group data base received a personal invitation. E-mails were sent to the METCO coordinator, the ELL coordinator, and the Steps to Success coordinator, asking them to use parent meetings and listservs to encourage parents to complete the survey. Librarians and Instructional Technology specialists were contacted to make sure they were available to support parents in filling out the survey using school computers. Finally, other community groups with e-mail listservs, such as SEPAC and C-FACT, were contacted and asked to forward information about the survey to parents. 350 parents completed the survey.

Teacher Survey Participation

All teachers were invited to participate in the on-line survey. They were notified by a direct e-mail containing a link to the survey site, delivered to their personal e-mailboxes. Teachers were sent several reminders, and encouraged by their building principals to complete the survey. The survey was designed to “branch” into separate question sets for different groups of teachers. For example, elementary teachers answered some different questions than high school teachers. Other groups were specialists, and teachers who do not teach ELA as their primary subject. 218 teachers completed the survey.

Additional Data Collection

In March, after reviewing the data gathered up to that point, the committee decided it would be useful to gather some more specific information from several groups. New classroom teachers were surveyed about their experiences teaching both reading and writing, including their access to resources and support. Graduating seniors were selected to participate in focus groups, and asked questions that would have them reflect

back on their experience in ELA courses over their years in school. Eighth grade students participated in a survey, which also asked them to reflect on their ELA classes and to share their expectations for work at BHS. The findings from this additional data gathering were used to inform the Phase I report, but will also be used as the committee begins Phase II.

D. Phase I Process Updates and Evaluation

Updates

- A presentation/update on Program Review was given to all system administrators at the Administrators' retreat on August 28, 2006.
- Informal updates were provided regularly to both the Deputy Superintendent for Teaching and Learning and the Superintendent over the course of the 2006-2007 school year.
- Phase I findings were presented to principals, Senior Cabinet, and the School Committee Curriculum Sub-committee in May and June, 2007.
- A Phase I report/presentation to the School Committee was made on June 14, 2007.

Feedback/Evaluation

- All committee members will be asked to complete a Program Review feedback form at end of Phase I. The co-chairs will use the information to improve the process for Phase II.

E. Next Steps – Phase II

Phase II work will begin in September of 2007.
Suggested next steps are included in Part II of the report.

PART II: Phase I Findings

Mission Statement of the Brookline Public Schools

Our mission is to educate each student to become a responsible adult capable of contributing to the quality of life in a free and changing society. We aim to develop capable, confident lifelong learners who contribute to their community, participate thoughtfully in democracy, and succeed in a diverse and evolving global society.

A. English Language Arts Vision Statement

Students read to better understand their world and the human experience, and use spoken and written language effectively to articulate their ideas. Students appreciate and enjoy the power, structure, and beauty of language. Teachers foster relationships, engagement, creativity, and confidence; students interact with a variety of texts and with one another, construct meaning, expand their powers of reasoning, strive for individual excellence, and cultivate the habit of reflection. The responsibility for learning gradually shifts from the teacher to the students, who learn to use their language arts skills as tools for independent, lifelong learning.

We strive for the standards listed below, standards that were developed by the National Council of Teachers of English and the International Reading Association:

- 1.** Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2.** Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 3.** Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4.** Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 5.** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
11. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

B. BROOKLINE'S ENGLISH LANGUAGE ARTS PROGRAM

Introduction: ELA Teachers

With the possible exception of Brookline students themselves, the greatest area of program strength lies in Brookline's English Language Arts teachers. Our teachers are highly literate, well qualified, and dedicated to their profession. We have both long-time teacher expertise and, in the last few years, lots of new teacher enthusiasm. Teachers are independent, creative, curious, and flexible. Our staff includes authors, professors, prolific readers, presenters; specialists in reading, poetry, Shakespeare, graphic novels, Socratic Seminars; club advisors, coaches, confidantes, boosters – experts all in children and how they learn. They spend endless hours planning and revising curriculum, conferencing with students, commenting on student papers. Teachers rejuvenate themselves by engaging in on-going professional development, and they give back to the profession by training student teachers and interns on a regular basis. Overwhelmingly, our teachers are appreciative of the academic culture of Brookline schools, and are satisfied with the many resources available to support their teaching – not just materials, but literacy specialists, libraries and librarians, professional development opportunities, and the freedom and respect given to them to make many decisions about their own classrooms. Our English Language Arts teachers recognize the value of their colleagues, and depend on each other, as well they should, as incredibly valuable professional resources. (*Program information, Lyons report, Focus group data*)

Our ELA teachers have built, over the course of many years, the existing ELA program. They continue to build and change it every day; consequently the ELA program is a living, evolving entity. This report breaks down the ELA program into Curriculum, Instruction, Assessment, and Resources, although we recognize that these components frequently overlap and reinforce each other. At the end we have included a Collaboration section, since it cuts across all four previous areas and we feel it is so important to achieving the strongest possible ELA program for Brookline students.

C. ENGLISH LANGUAGE ARTS CURRICULUM

The wonderful thing about books is that they allow us to enter imaginatively into someone else's life. And when we do that, we learn to sympathize with other people. But the real surprise is that we also learn truths about ourselves, about our own lives, that somehow we hadn't been able to see before.

Katherine Paterson
Author

The word “curriculum” originates from the Latin word for a chariot track, or course. We use it here to define the learning that is planned and guided by the ELA program and its teachers inside or outside the classroom.

Areas of Program Strength: Curriculum

Student Preparation

- ★ Brookline students are well prepared for college. On the Alumni Survey, 95% of students (from the classes of 2001 and 2003) said they were prepared for college reading. 90% said they were prepared for college writing. Respondents also gave English the highest ranking of any subject area at BHS, putting it well into the “Extremely Favorable” category (4.35 out of a possible 5). (*Alumni Survey 2006*)

Teacher as Decision-Maker

- ★ The ELA curriculum leaves room for teachers to teach to their strengths, to their own passions, and to the students in front of them. Teachers often have the opportunity to choose the texts that support the grade-level learning goals. This encourages flexibility and variety in the curriculum and attracts independent, creative teachers to Brookline. Both teachers and parents appreciate this flexibility and don't want a “scripted” or “cookie cutter” curriculum. (*focus group data, teachers and parents*)
- ★ Simultaneously, teachers and parents understand the value of some consistency in the curriculum. (*Lyons report, parent focus group*)

Critical Thinking

- ★ The curriculum continues to emphasize and promote critical, creative, and reflective thinking despite increasing state and national emphasis on basic skills and standardized testing. Teachers report that the emphasis in the last few years on MCAS has not significantly affected the breadth or quality of the curriculum. (*Learning Expectations K-8, BHS course syllabi, Lyons Report*)

Extending Literacy

- ★ Summer literacy programs for struggling readers, grades PreK-5 - Launch, Discovery, Achieve - are high quality, focused, well attended, and support the curriculum of the regular school year. (*Principal focus group, K-8 focus group*)
- ★ BHS all-school summer reading program encourages community consciousness about reading. (*Program info*)
- ★ Visiting writers for grades PreK-8 (such as Christopher Bing, Julia Alvarez, Gregory Maguire) and 7-12 (including, Tobias Wolff, Li-Young Lee, Martin Espada) allow students to make real world connections with reading and writing.

Areas for Improvement: Curriculum

Expectations/Documents

- The K-8 Learning Expectations need to be revised to better reflect current literacy research principles. The revised Learning Expectations need to be more specific in what students should know and be able to do. (*Program information*)

Core Books

- The core book selection K-12 needs to be re-visited and updated. In particular, we need to include more non-fiction and more literature that reflects the varied world we live in. (*Lyons report, parent focus group, non-ELA teacher survey*)

Consistency

- The lack of written expectations specifying the amount of reading or writing teachers should assign in K-8 leads to inconsistency in the curriculum across teachers and schools. In 9-12, there are written expectations for number of pages per night of reading, and written expectations for the number of drafted papers per year, but not all 9-12 teachers seem fully aware of those guidelines. Parents report that they would like to see more consistency in type and amount of homework, across teachers, grades, and schools. (*Lyons report*)
- There is a need for a clearer set of essential standards and supporting materials in the curriculum for grammar, handwriting, spelling, and vocabulary instruction. Current expectations are unclear and inconsistent across schools and grades. (*Lyons report, all groups*)

Next Steps: Curriculum

- Revise and update K-8 Learning Expectations. Continue the work on revising K-2 Learning Expectations; begin revisions to 7-8 Learning Expectations in 2007. Create essential standards from revised learning expectations.
- Develop clearer guidelines for amount of reading and writing to be expected of students at each level, and reach clearer consensus about amount and type of homework.
- Develop a plan to address grammar instruction in a more sequential way. Revisit the 7-12 grammar plan developed by the Brookline 7-12 summer workshop in 2005.
- Investigate other school systems' approaches to handwriting, spelling, and vocabulary in order to determine what might work best in Brookline.
- Revise and update BHS Summer School ELA offerings so that those courses support and enrich the curriculum.

D. ENGLISH LANGUAGE ARTS INSTRUCTION

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
Albert Einstein

Instruction includes all the means and approaches through which students engage in and learn the curriculum.

Areas of Program Strength: Instruction

Student Preparation

- ★ Both teachers and parents believe that instruction in the English Language Arts prepares students to read successfully at their grade levels. (*Lyons report*)

Grouping for Instruction

- ★ Teachers use a variety of grouping plans in their instruction to meet individual student needs. These include whole class, small group, and peer collaboration for instruction and practice. Teachers have the freedom to form flexible groups throughout the year based on their assessment of students; strengths and needs. (*Course catalogue, Program information*)
- ★ Grouping is heterogeneous in grades 7-8 and there is no tracking at the high school. Taking standard-level English in 9th grade does not lock students into this level for four years. (*Course catalog*)

Consistency in Instruction

- ★ Classroom teachers and specialists in K-6 meet in grade-level groups in each school on a regular basis. Mary Matthews meets monthly with grades 7-8 ELA teachers and Mary Burchenal meets once or twice monthly with 9-12 English teachers to discuss curriculum and instruction. In addition, English teachers in grades 7 and 8 meet with English teachers in grades 9 through 12 twice each year. These discussions focus on students' transition to the high school, instruction, assessment, and materials in order to ensure consistency throughout grade levels. (*Program information*)
- ★ Early Education programs in Brookline lay the foundation for learning in kindergarten by providing students with daily opportunities to engage in activities that promote reading, writing, and oral language development. (*Program information provided by Early Childhood*)

Professional Development

- ★ Professional development is a significant factor in maintaining currency in best practices for teaching reading and writing. Professional development in K-8 has focused on teaching students to read nonfiction effectively and critically and to use the writing process to write well. (*Teacher focus groups*)

Areas for Improvement: Instruction

Writing

- Although writing is a critical component of the English Language Arts, parents judged their children as stronger readers than writers. (*Lyons report*)
- The majority of content-area teachers in K-12 reported that their students were only “somewhat prepared” for writing in their classes. In contrast, more non-ELA teachers judged their students to be “Sufficiently Prepared” or “Very Prepared” to read in their subject areas. (*Lyons report*)
- Writing and grammar instruction needs to align more clearly with SAT expectations. (*Program information*)

Instructional Time

- The guidelines for English Language Arts instruction in the elementary schools suggest 100 minutes per day. Given the crowded curriculum and the comprehensive nature of language arts, teachers are not always able to provide this time for all of the components of reading and writing. (*Teacher focus groups, program information*)

Next Steps: Instruction

- Examine the ways in which teachers get feedback on their ELA instructional practices.
- Examine SAT expectations in writing and compare with classroom instruction in grades 7-12.
- Create vertical teams of teachers in K-3 and 4-6 to review daily/weekly schedules and explore how instructional time for ELA can be increased to address all components of the language arts.
- Continue Ellen Lewis's *Reading Success Across the Content Areas* project at the high school in order to determine ways to teach and then assess reading strategies in ELA and across the curriculum.

E. ENGLISH LANGUAGE ARTS ASSESSMENT

Assessment is the stance that allows us to learn from our students and thus to teach them.
Lucy Calkins

Assessment includes all means we use to gauge the competency of our students on particular tasks AND the effectiveness of our instruction. Assessment means relatively little unless it guides our interactions with our students, especially in terms of how we deliver the curriculum going forward.

Areas of Program Strength: Assessment

MCAS

- ★ The high-stakes Grade 10 MCAS ELA scores for the class of 2008 improved significantly over previous years (88% were Advanced or Proficient). African-American and Latino students improved their scores on the 2006 MCAS, lessening the gap between their ELA scores and those of their white and Asian peers. Black and Latino students lessened the gap in ELA in the younger grades as well, but the largest increases in 2006 were seen in 10th grade. (*MCAS data*)
- ★ According to teacher surveys, our improvements in MCAS did not involve compromising our academic integrity, as teachers integrated MCAS preparation into current practice, rather than vice versa. Many teachers report that in response to MCAS, they have increased the amount and difficulty of reading and writing in their curriculum. (*Lyons report, p. 20*)
- ★ Results from 2002, 2005, and 2006 MCAS ELA show that this student cohort improved test performance until 91% were Proficient by 8th grade. Also, the sub-

group of SPED students improved until 67% were Proficient by 8th grade.
(*Program information, MCAS data*)

Other Standardized Tests

- ★ Almost all BHS seniors (94% in 2006) take the SAT at least once. Mean Verbal and Writing scores are higher than state and national averages for every racial and ethnic subgroup. (*BHS SAT data*)
- ★ Even though the English department does not offer AP English courses, students who take the AP test in English Literature and Composition or English Language and Composition receive high scores. 94 of 102 students over the past three years earned a score of 3 or better. (*BHS AP scores*)

Common Assessments

- ★ The grade 1-3 Literacy Battery provides teachers with an array of information to guide their instruction. (*Program information*)
- ★ Teachers appreciate flexibility in crafting assessments appropriate for their classes and students, but are also working on developing common formative and final grade-level assessments. (*Lyons report, Program information*)

Areas for Improvement: Assessment

MCAS

- While significant gains have been realized, an achievement gap remains in MCAS ELA performance. In 2006, 93% of white students in Grade 10 were Proficient or Advanced; in contrast, 64% of African-American students and 76% of Hispanic students scored in those categories. In Grade 7, 90% of white students were Proficient or Advanced; in contrast, 65% of African-American students and 66% of Latino students scored in those categories. (*BHS MCAS Scores*)

Consistency

- There need to be more consistent assessments across grade levels and schools in writing. This includes the development of a system-wide rubric based on essential standards to assess improvement of writing through the grades (NOTE: Rubric development is already underway at the high school level, beginning with junior and senior papers).
- There need to be more consistent assessments across grade levels and schools in reading. In particular, teachers of grades 3-6 should administer a reading assessment in the fall in order to identify individual student needs, to plan instruction, and to plot student growth over time. In the upper grades, as the reading process becomes more complex, teachers need better tools and strategies

to teach and assess student reading. (*Teacher focus group, grades 4-6, program information*)

Communication

- Reporting systems of student performance vary across elementary schools and teachers. Parents would like clearer and more thorough information on upper elementary report cards. (*K-8 parent focus group information*)
- Parents feel the amount of information they receive from their child's report card decreases as their children go through school, and only 25% of parents 9-12 are satisfied with the information they receive about what their child can and cannot do in English Language Arts. (*Lyons report*)
- Parents report lag time on paper grading, postponing important feedback to students about their writing. (*9-12 parent focus group information*)

Next Steps: Assessment

- Explore the possibility of common and appropriately sequenced writing standards, grades 3-12.
- Develop more comprehensive emergent literary assessments for Kindergarten and more comprehensive reading and writing assessments for grades 3-6.
- Examine fall MCAS scores to determine whether current efforts are sufficient to ensure progress toward reducing the achievement gap on ELA. Examine student achievement in other sub-populations (ex: Asian students, SPED students) for evidence of gaps in achievement.
- Continue to broaden the scope of assessment data we use to measure student achievement. (Ex: possible use of ACT information, number of national merit scholars, etc.)

F. ENGLISH LANGUAGE ARTS RESOURCES

*The love of learning, the sequestered nooks,
And the sweet serenity of books.*

Henry Wadsworth Longfellow

In this section on Resources, we include all resources that ELA teachers draw from in delivering a rich experience to Brookline students. This section includes materials (e.g. books), professional development, human resources, and technology.

Areas of Program Strength: Resources

Materials

- ★ Teachers are generally satisfied with the amount and quality of texts and materials to support instruction in reading and writing. In addition to core curriculum materials, teachers are provided with classroom libraries and supporting materials, particularly in the primary grades. (Lyons report, Teacher focus groups)
- ★ Teachers receive resources related to professional development in reading and writing (Stephanie Harvey's *Comprehension Toolkit* on reading and responding to nonfiction and Lucy Calkins' Writing resource). These resources reflect best practices in literacy instruction and assessment. (Teacher focus groups, grades K-6)
- ★ There is a rich variety of literature available in grades pre-K to 12 for instruction. Teachers in K-8 receive funds each spring to order texts for the next school. Additionally, texts that support content-area curricula are purchased for schools and classrooms through collaboration of curriculum coordinators. (Program information)
- ★ Special Education teachers often attend professional development on new resources and receive materials that general education classroom teachers receive. At the high school, ELA special education teachers are invited to department meetings (especially around initiatives like MCAS improvement), and they participate on the English Department e-mail conference. (Program information)

Professional Development

- ★ The K-8 Language Arts Coordinator provides professional development for teachers when new resources and materials are purchased for reading and writing. (Program information, Teacher and Principal focus groups)

People as Resources

- ★ Literacy Specialists in K-8 are an essential and valued resource to classroom teachers. They work with students who struggle in reading and writing, consult with teachers to improve literacy instruction, and serve as literacy leaders in their schools. Literacy Specialists meet monthly with the K-8 Curriculum Coordinator to discuss current issues in literacy instruction and assessment and to ensure coordinated services among the elementary schools. (*Teacher focus groups, Lyons report, Program information*)
- ★ Librarians in each school are knowledgeable about literature and use their expertise to support the English Language Arts program. They provide books, suggestions for new titles, and suggestions for how to teach specific books to teachers. Librarians also continually upgrade their book collections. Teachers

report that they look to librarians for support in their language arts instruction. (*Lyons report, Librarian focus group*)

- ★ Program coordinators (K-12) provide support, professional development, and program oversight for teachers. The High School Chair has created a strong, coherent curriculum that was developed with equity in mind. (*Principals' focus group*)

Areas for Improvement: Resources

Materials

- Primary-grade teachers, especially those in grades 1 and 2 need more leveled texts for Guided Reading instruction. Books for children in these grades are short and can be completed in a few days, which requires teachers to have substantially more titles than teachers in the upper-elementary grades. A majority of teachers in all grades except 3-5 report that they need more books to support their instruction. (*Lyons report, Teacher focus groups*)
- Trade books for reading instruction in the elementary grades are housed differently in each school. Without a common area or book room, teachers have limited access to books (NOTE: one school is currently working on creating a book room for all books used in instruction). (*Teacher focus groups, Program information*)
- Materials for spelling instruction are inconsistent within grades and across schools. Teachers in grades 3-5 feel the greatest need for more spelling materials. (*Lyons report, Teacher focus groups*)
- Teachers new to Brookline need a significant amount of resources so that their students have access to the same amount of materials as those in other classrooms. This is especially true of teachers in the elementary schools. (*New teacher focus group*)
- The text selection for instruction needs updating so that a broader range of experience and culture is reflected. Diversity of texts is of particular concern at the high school. (*Teacher focus groups, Lyons report*)

Technology

- There is a general concern about the condition and reliability of computers in schools and classrooms. Special education teachers are particularly concerned with the age, quality, and utility of existing technology available to their students. They report that current hardware often is outdated and does not support literacy programs for students with special needs. (*Lyons report*)
- Teachers reported only moderate use of technology to enhance instruction. This is an area for growth. (*Lyons report*)

Professional Development

- Although teachers are provided with special resources for instruction and assessment, professional development on using these resources has been limited. This is especially true for new teachers who come to Brookline after professional development workshops have taken place (Teacher focus groups).
- There is a specific need for more ongoing professional development on implementing the writing programs (Calkins) in grades K-3 (Teacher focus groups).

Next Steps: Resources

- Inventory multiple copies of books used for instruction in each elementary school. Review inventory K-12 for quantity and diversity of titles.
- Begin plans for creating a Book Room in each elementary school to house all books used for instruction. Work with Literacy Specialists to initiate this project.
- Explore change in current procedures for spring book orders (K-6) to increase quantity of titles available to teachers in K-6 and to students of all reading levels.
- ELA Coordinators will confer with special education teachers, ELA teachers, and the Director of Technology to discuss improving computer hardware and software, especially for students with learning needs.
- Determine and prioritize professional development needs of new teachers in K-6 in using specific texts and resources for ELA instruction and assessment.
- Examine uses of technology in ELA that would support and enhance instruction.

G. ENGLISH LANGUAGE ARTS TEACHER COLLABORATION

Collaboration between and among teachers is crucial for improving the areas of need noted in the previous sections. The importance of this collaboration was revealed in all data sources among varied groups. For this reason, Collaboration will be addressed as a separate section that relates to all areas of the English Language Arts.

Areas of Program Strength: Collaboration

- ★ Our English Language Arts teachers recognize the value of their colleagues, and depend on each other as incredibly valuable professional resources. In fact, more than three-fourths of the teachers survey responded that they look to their colleagues for support in their ELA program. (*Lyons report*)

Areas of Program Need: Collaboration

Collaboration with Grade-level Colleagues

- Teachers need more time to collaborate at grade level. 92% of teachers feel this sort of collaboration is valuable, but only 50% have this time. Teachers feel they do not have enough time to collaborate with their colleagues on instructional practices and use of materials. The few schools where common planning time exists report more consistency in the curriculum across grade levels. Teachers in K-12 need common planning time to develop assessments, to evaluate student work together, and to formulate effective teaching practice toward shared goals. (*Lyons report*)

Collaboration with Specialists

- ELA teachers also need more time to collaborate with reading specialists and with ELL staff. In particular, we need to better coordinate ELA with Special Education, K-12, in terms of consistency of curriculum and approach. Teachers and specialists need specific and scheduled time to meet regarding instructional practices for all students. This time needs to be planned before the school year begins. (*Program information*)

Collaboration with other Content Areas

- ELA teachers need more opportunities for collaboration with other departments. The purpose of this collaboration will be to clarify expectations for reading and writing in the content areas, thereby strengthening student performance in all subject areas. (*Lyons report, various focus groups*)

Next Steps: Collaboration

- Explore ways to schedule more time for teachers to collaborate with their ELA colleagues. Principals will need to be involved with this scheduling.
- In conjunction with special education faculty, investigate ways to coordinate Special Education, K-12, with ELA curriculum and instruction.
- Continue the 9-12 PD group, Reading Success Across the Content Areas, facilitated by Gene Thompson-Grove and Ellen Lewis. Continue Ellen Lewis's related initiative to act as "Literacy Coach" and to teach reading strategies to English teachers, to BHS tutorial teachers, and other faculty.
- As we begin to develop common rubrics for writing in ELA, invite other content area teachers into the conversation to see where writing expectations are similar and different.
- Seek ways to increase the number of ELA summer workshops that will allow for collaboration and innovation (funding implications).

PART III: Phase I Information/Data Sources

In order to determine areas of program strength and areas for program improvement, the Program Review Committee examined information and data from a number of sources. A description of these sources is provided below. *All of the data and findings are on file in the Office of Teaching and Learning.*

A. Program Information

(provided by the K-8 and 9-12 English Language Arts Coordinators)

1. Overview of K-8 Literacy Instruction:
 - Research-based principles for literacy instruction
 - Literacy domains
 - Brookline's Comprehensive Literacy Program description: Instructional Components/Literacy Domains/Materials
 - Formats for reading and responding
 - Descriptors of proficient readers and comprehension/thinking strategies
 - Information on Grammar, Spelling and Handwriting

2. Overview of English Program, 9-12:
 - Organization
 - Personnel
 - Department Standards for Writing and Reading
 - Senior Paper Guidelines
 - Curriculum, Instruction and Resources
 - The English Department and BHS: speakers, joint productions with other departments, all-school reading program, etc.

3. BHS course catalog (English section) and sample course syllabi.

4. ELA program published overviews (purpose/mission of the program) from PSB website (www.brookline.k12.ma.us)

5. List of K-8 core books and BHS English Department core books.

6. Listing of K-8 Literacy Specialists 2006-2007.

7. Calendar of meetings for K-8 Literacy specialists and 7/8 ELA teachers.

8. BHS Course enrollment data
 - Ninth grade course enrollment by gender (2006-2007)
 - Ninth grade course enrollment by race/ethnicity (2006-2007)
 - Eleventh grade course enrollment by gender (2006-2007)
 - Eleventh grade course enrollment by race/ethnicity (2006-2007)

9. Overview of pre-K Literacy instruction: Profile of Developmental Goals and Curriculum Documentation (2/2005).
10. Excerpts from BHS Alumni Study (April 2006) pertaining to English Language Arts. (Futuristics Research, Reading, PA).

B. Findings from Christine Lyons Consulting, outside data gatherer

Christine Lyons of Christine Lyons Consulting was hired to gather and summarize *perception* data from a variety of stakeholder groups: parents, teachers, and administrators. The Lyons report contains findings based *only on the data gathered by Ms. Lyons*. An executive summary which reports her findings is contained in this report as Appendix i. The full report is available from the Office of Teaching and Learning.

- All information gathered by Christine Lyons is considered perception data. It provides information about stakeholder opinions based on personal experiences.
- Data was collected through the use of focus groups and on-line surveys.
- Parents and teachers were notified and encouraged through multiple means of the opportunity to complete the on-line survey information.

C. Information on Student Achievement

1. MCAS

- District longitudinal overview
 - 2002-2006 Grade 3 Reading
 - 2002-2006 Grade 4 ELA
 - 2002-2006 Grade 7 ELA
 - 2002-2006 Grade 10 ELA
 - Breakdowns for all of the above by race/ethnicity and Special Education
- District cohort
 - cohort from Grade 4 2002, Grade 7 2005 and Grade 8 2006 ELA
- Elementary school overview: glance at school by school performance, by grade
- Grades 3-8 item analysis review, trends and notable findings
- BHS overview
 - Item analysis
 - Whole school scores and scores disaggregated by sub-groups
- Sample open response questions Grade 3-8 (2006)
- Sample MCAS questions – Grade 10 (2006)

2. Overview of Grade 1-3 Literacy Assessment battery

3. BHS course enrollment data

- SY'06 students in grades 9 and 11
- by level (Standard or Honors), disaggregated by race/ethnicity

4. BHS SAT data
 - Longitudinal summary of scores
 - 2006 data
5. BHS AP scores
 - 2004-2006: English Literature and Composition
 - 2004-2006: English Language and Composition

D. Information gathered or generated by the committee

1. List of vision elements. This formed the basis of the committee's work on developing a re-vitalized vision for the program. (10/12/06)
2. List of questions for stakeholders. This was part of the work of developing the data collection tools that were used by Christine Lyons. (10/12/06)
3. Survey of new teachers.

An e-mail survey was sent to all 1st and 2nd year elementary classroom teachers, 36 in total. Thirteen teachers responded, elaborating on their challenges teaching reading and writing, general successes in ELA and school-based resources and supports they have accessed or are in need of for instruction.
4. Data gather from 12th grade students.

Three senior level English classes participated in class-time student focus groups. Approximately sixty students, representing Standard, Honors and Unleveled courses reflected on their experiences in 7-8 and 9-12 English courses. Among the topics covered, students described the trajectory of high school English courses, identified books and writing assignments that have influenced them, and detailed their experiences with this year's culminating senior paper.
5. Data gathered from 8th grade students.

A brief hard copy survey was administered to all 8th grade students during early June. Some of the questions students were asked pertained to reading and writing in non-English content areas, their reading for enjoyment outside of class time and early elementary instructional elements that have best prepared them for their work in grade 8 English.

E. Background and Research-based Information

1. Massachusetts English Language Arts Learning Standards.
www.doe.mass.edu/frameworks/current.html
2. Standards for English Language Arts sponsored by the National Council of Teacher of English (NCTE) and the International Reading Association (IRA).

3. National Council of Teacher of English (NCTE) mission statement.
4. *What I've Learned about Effective Reading Instruction from a Decade of Studying Exemplary Elementary Classroom Teachers*, by Richard L. Allington. Published in Phi Delta Kappan, available at www.teachersread.com/pub/Articles/WhatIvelearned.htm
5. *What the Future of Reading Research Could Be*, by Michael Pressley, Michigan State University. Paper presented at the International Reading Association's Reading Research 2006, Chicago.
6. *Building a Sound Writing Program*, by Karen Bromley. (Chapter 8 from Best Practices in Literacy Instruction, by Morrow, L.M., Gambrell, L.B. and Pressley, M. Second Edition. New York: The Guilford Press, 2003.
7. *The Neglected "R" - The Need for a Writing Revolution*. Report of the National Commission on Writing, College Board, April 2003.

Appendices

Appendix i – Executive summary from report on perception data, prepared by Christine Lyons Consulting

Appendix ii – Summary of English Language Arts MCAS data, provided by Sarah Crane, Academic Data Analyst

**Public Schools of Brookline: English Language Arts Program Review
Data Collection Summary**

Prepared by Christine Lyons Consulting

Summary And Suggestions For Further Investigation

Respondent overview

Group & Data Collection Method	Comments
<i>ON-LINE SURVEY</i>	
Teachers (n = 218)	K – 12; self selecting group
Parent (n = 350)	K – 12; self selecting group
<i>FOCUS GROUPS</i>	
K – 12 Classroom Teachers	Focus groups were broken into grade spans – K-2, 3-5, 6-8 and 9-12.
Special Education Staff	K – 8; self selecting group to keep group size below 12 participants; those not able to participate in the focus group answered the focus group questions in writing
Literacy Specialists	K – 8; self selecting group; most Literacy Specialists participated
Librarians	K – 12; self selecting group
K – 12 Principals	K – 12; all Principals participated
K – 12 Parents	Focus groups were broken into grade spans – K-8 and 9-12.; self selecting group; the majority of high school parents had students in the honors program.
Interview	Mary Burchenal (to provide clarification on a few high school aspects)

Issues that consistently arose

1. Overall, positive results
2. Teachers are generally happy with current conditions, but have some concerns and suggestions
3. Support from K-8 Coordinator and English Department Head is strong and capable
4. Parents' level of satisfaction varies by grade span, but overall they are satisfied
5. Professional development, especially Stephanie Harvey and Lucy Calkins, has been very well received
6. Reading is perceived to be stronger than writing by all groups
7. Lack of consistency and continuity in the program is seen as both a positive and a negative

8. Technology is not keeping up with student or teacher needs

Areas for possible further exploration

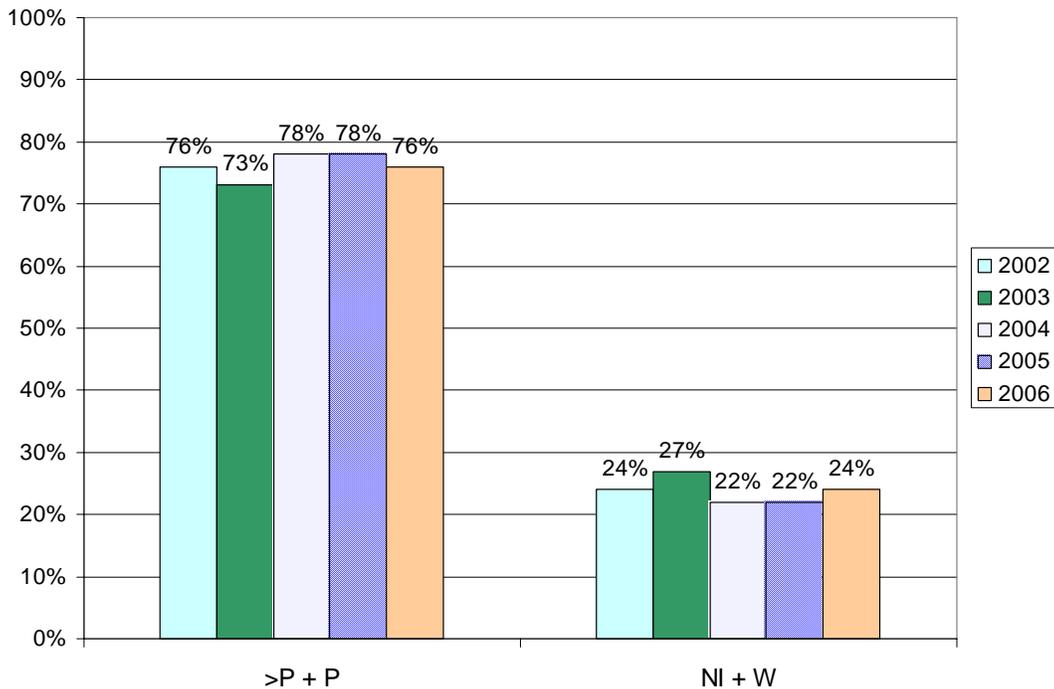
1. Professional Development
 - a. Materials supplied, but support staff needs same materials (they report that they sometimes get the materials and sometimes they don't)
 - b. Staff turnover requires keeping up with professional development to make sure all new staff are provided with the same professional development as existing staff
 - c. In house materials are good, but distribution and explanation of how to use needs to be improved in some cases. Materials are sometimes "shelved" when they are not clearly explained.
2. Writing
 - a. Parents and teachers consistently indicated on the survey that this is a weaker area than reading
 - b. Nearly twice the percentages of parents indicated that their children were only *Somewhat Prepared* compared to reading data (except in grades K – 2)
 - c. Significantly fewer parents indicated that their children were *Very Prepared* in writing compared with reading
 - d. There are a variety of concerns with grammar, vocabulary, and spelling at all grade levels according to the teacher survey and focus groups
3. Lack of consistency/Continuity Issues and Concerns
 - a. Curricular flow – uncertainty from grade to grade
 - b. Basic writing skills may be getting lost along the way
 - c. New teachers don't have a clear set of materials and expectations to draw on
 - d. Regular Ed/Support program issues – lack of common materials, time to plan, and allocation of resources create issues and concerns
 - e. Common planning time
 - i. 89% - 100% would like to have it
 - ii. Only 52% have it
4. Instructional Materials
 - a. Quality of resources varies by grade and program component
 - b. Generally speaking, all grades said they have enough materials to teach writing
 - c. All grades would like more resources to teach reading
 - d. All grades need more materials to teach grammar, handwriting, spelling and vocabulary
 - i. Grammar and vocabulary resources are the main concern
 - e. Reported quality of reading and writing resources are *Good to Excellent*
5. Technology Issues
 - a. Technology is not used much by teachers responding to survey
 - i. Should determine why – need more of it? more training?
 - ii. Following statements should be interpreted in this light
 - b. Not enough of it
 - i. BHS labs frequently full

- ii. Wireless issues – problems with connectivity
 - c. Outdated hardware and software
 - i. Special Ed instruction and accommodations – what is needed is not available to students – very frustrating for special education staff
- 6. General Concerns
 - a. District shift in emphasis towards math – worry that ELA will be left without sufficient support or resources
 - b. Accountability
 - i. Continuity issues from above
 - ii. How assessment data will be used – helpful or punitive?
 - c. Resources
 - i. Inequity across schools
 - 1. Human – distribution of support personnel for students
 - 2. Time – lack of time to collaborate, meet student needs
 - 3. Fiscal – impacts on class size, technology, materials, staff, etc.
 - d. Need to update book selections in some cases
 - i. Worn out, missing, outdated
 - ii. Associated costs to replace and update
 - e. Lack of common planning time
 - f. Scheduling students for support services should be examined and rethought in some cases (see suggestions below as a start)
 - g. Continuity Issues
 - i. Avoiding “cookie cutter” curriculum – teachers report they would like to have general guidelines clearly stated, then the freedom to teach within those guidelines as they see fit for the students they have
 - ii. Providing structure without being prescriptive
- 7. General Suggestions (from staff)
 - a. Maintain professional development for ELA
 - i. Need to train new teachers to keep consistency with existing teachers training
 - ii. Don’t supplant ELA PD with Math PD
 - b. Order books through library
 - i. Less expensive
 - ii. Ability to inventory and track easily
 - c. Scheduling pullouts for students receiving support services
 - i. At time with less impact on ELA
 - ii. Using non-fiction leveled readers during pullouts and taking students during science and social studies times
 - d. Build on curriculum work already done
 - i. Learning Expectations, Common Learning Goals, Scoring Guides/Rubrics
 - ii. Review everything done to date for helpful specificity
 - iii. Have teams of teachers develop the documents
 - 1. 75% - 86% of teachers said they look to their colleagues for support (more than any other resource)

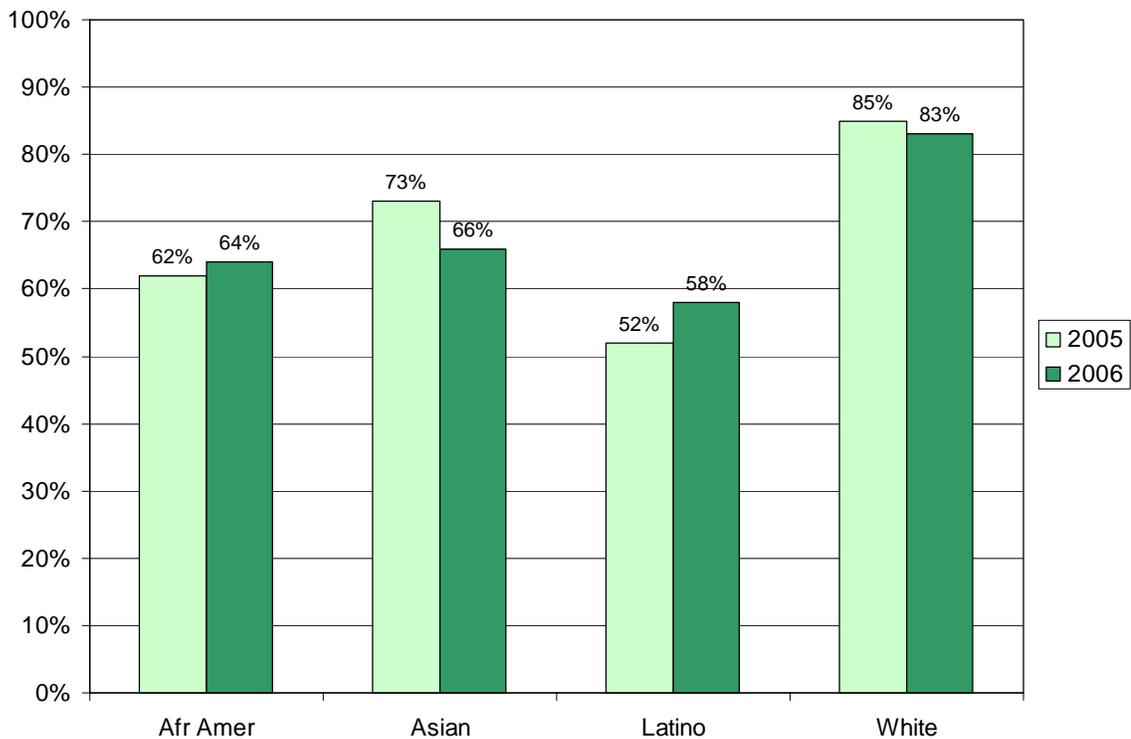
Appendix II: Summary MCAS data

2002-2006 District Grade 3 Reading

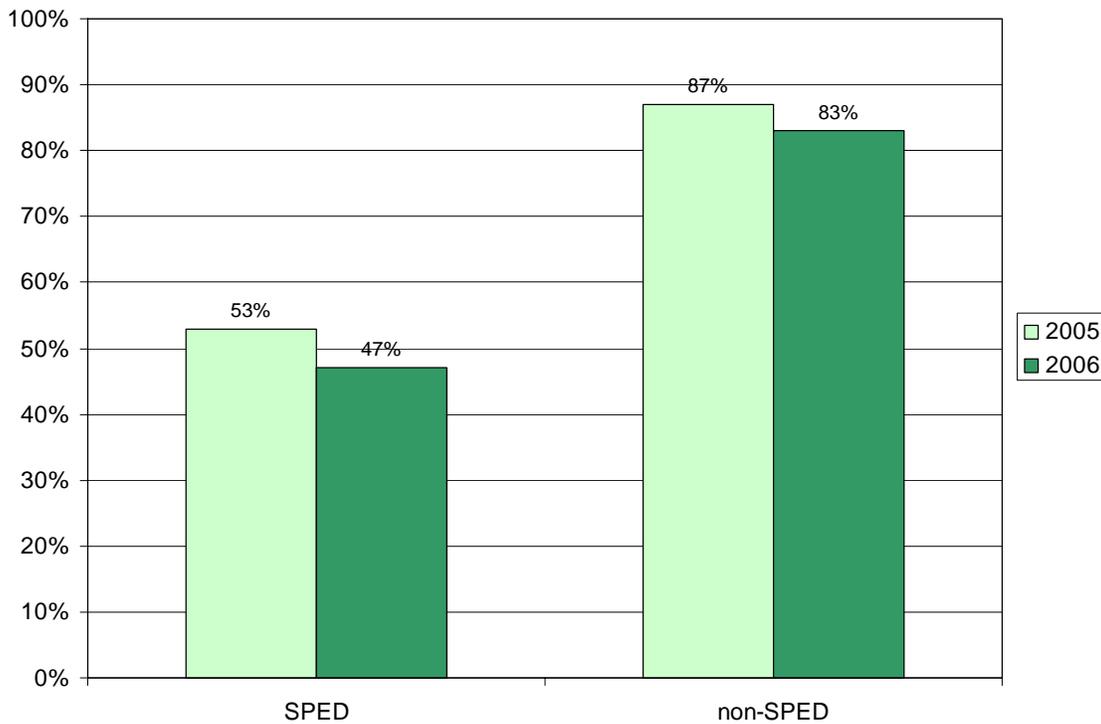
Above Proficient + Proficient
Needs Improvement + Warning



2005 & 2006 Grade 3 Reading Race/Ethnicity Above Proficient + Proficient

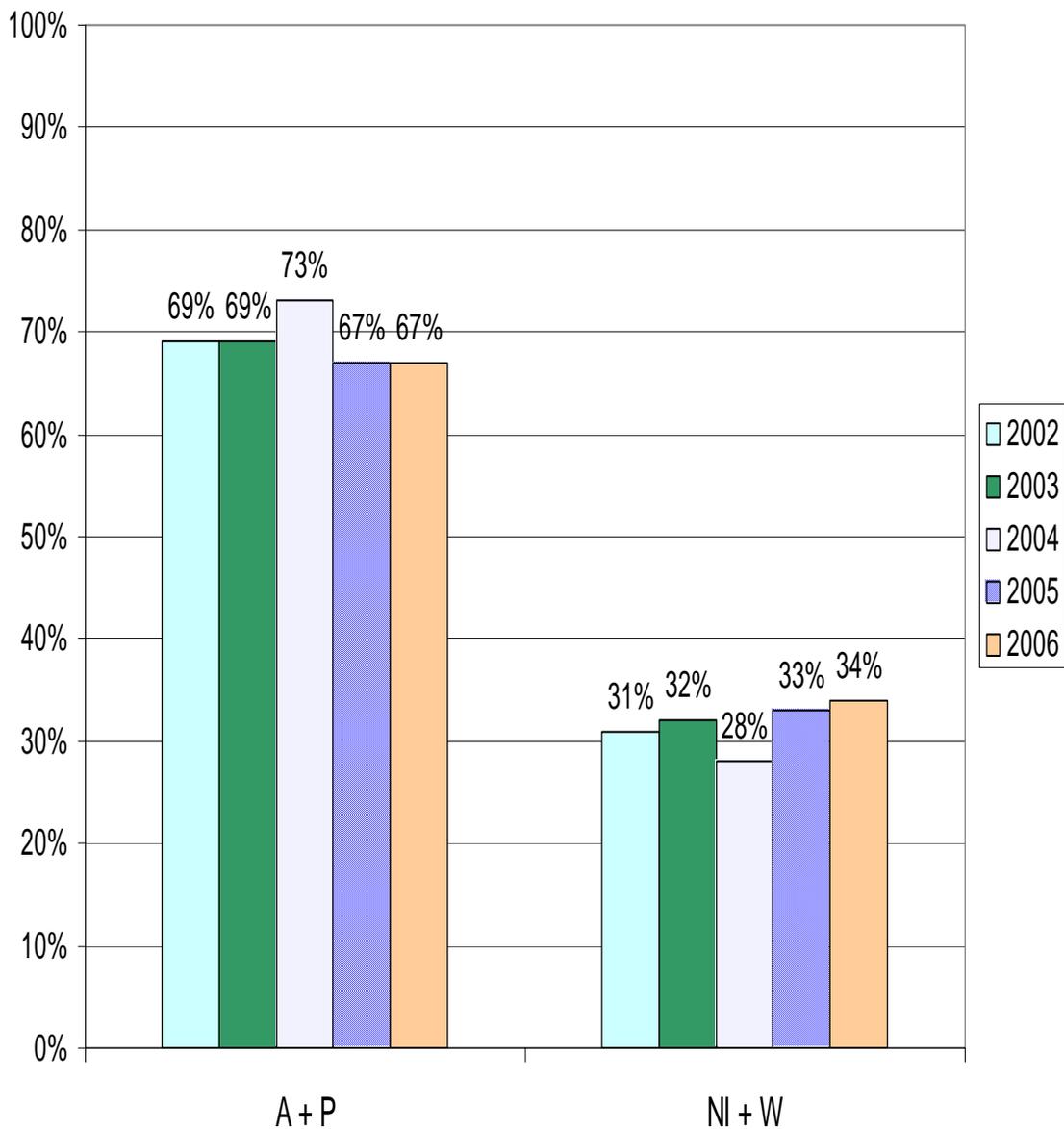


2005 & 2006 Grade 3 Reading Special Education Above Proficient + Proficient



2002-2006 District Grade 4 ELA

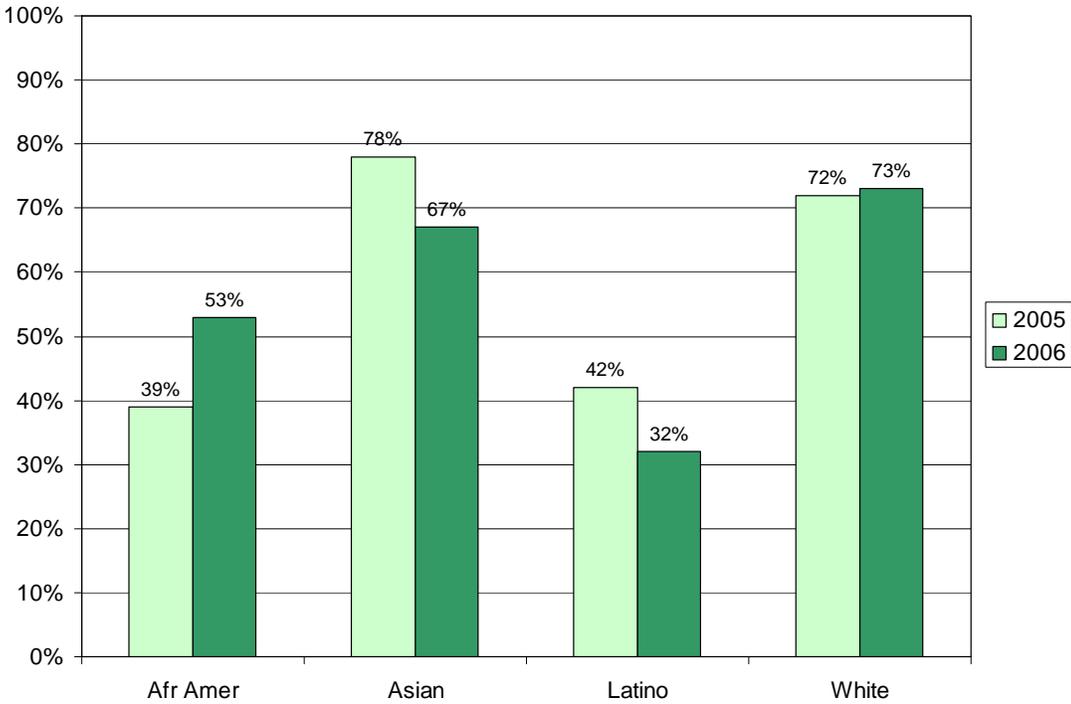
Advanced + Proficient Needs Improvement + Warning



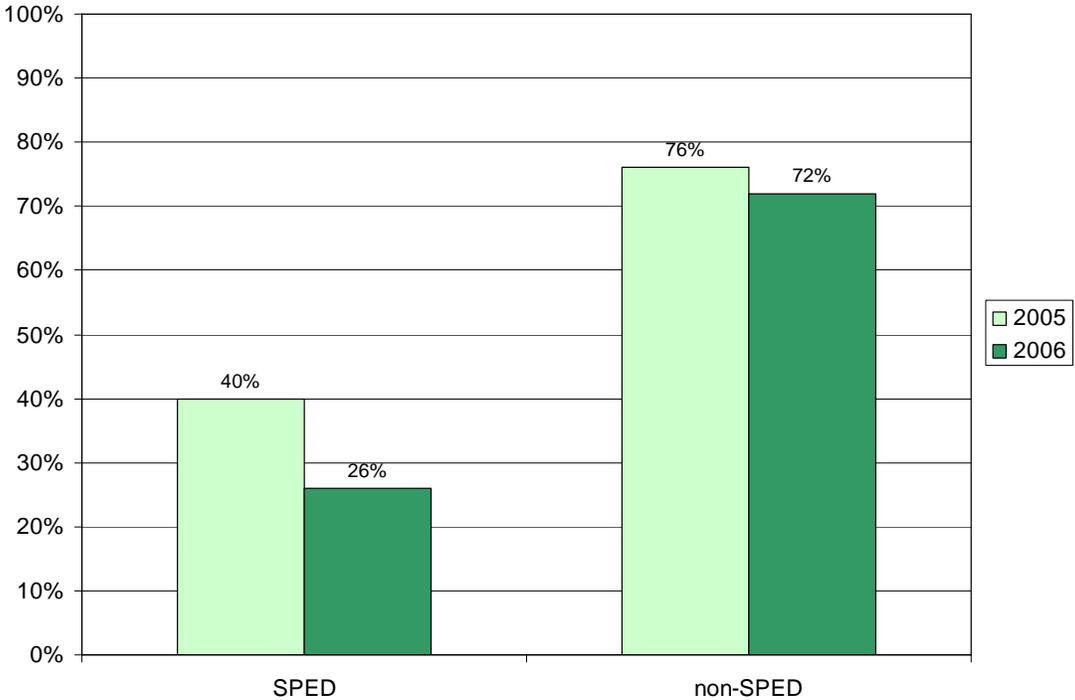
2005 & 2006 Grade 4 ELA

Race/Ethnicity

Advanced + Proficient



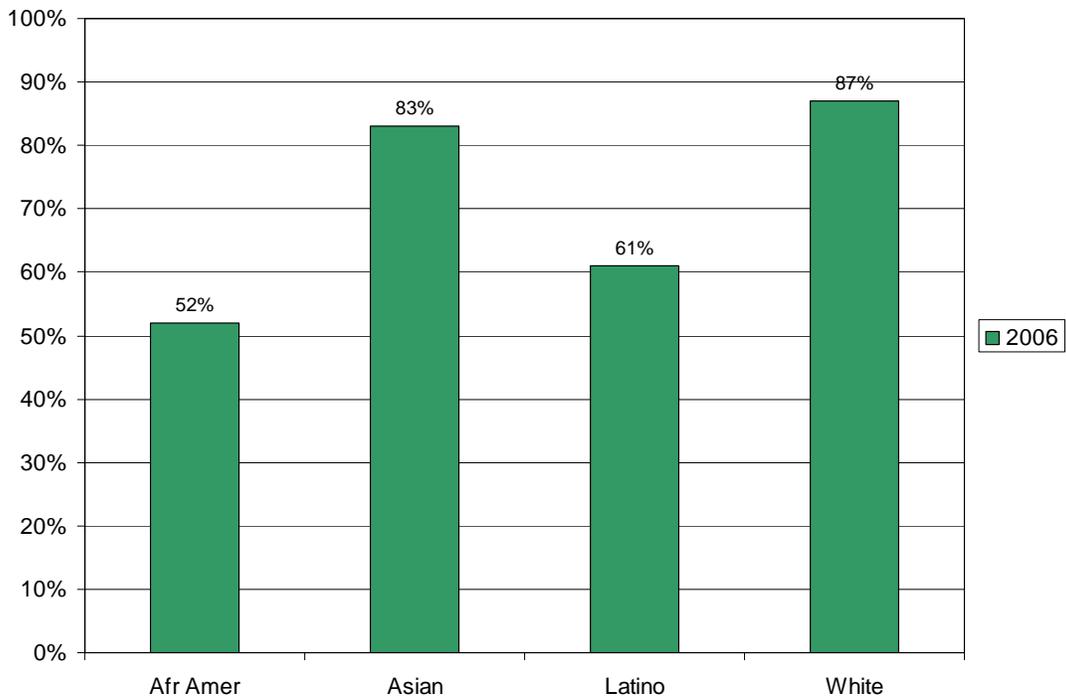
2005 & 2006 Grade 4 ELA Special Education Advanced + Proficient



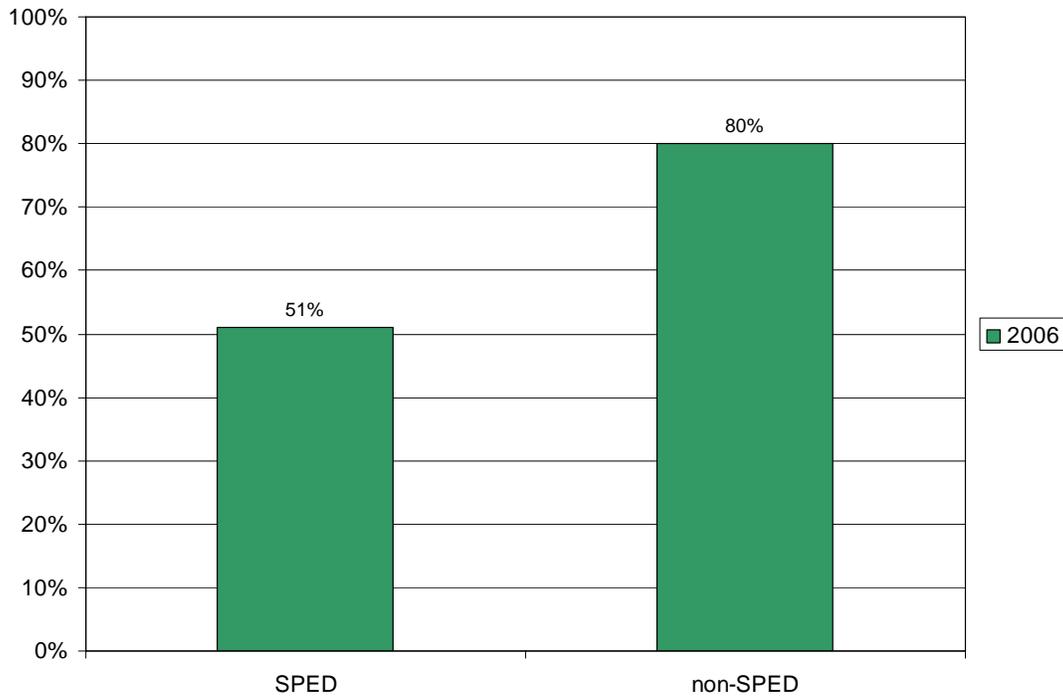
2006 Grade 5 ELA

Race/Ethnicity

Advanced + Proficient



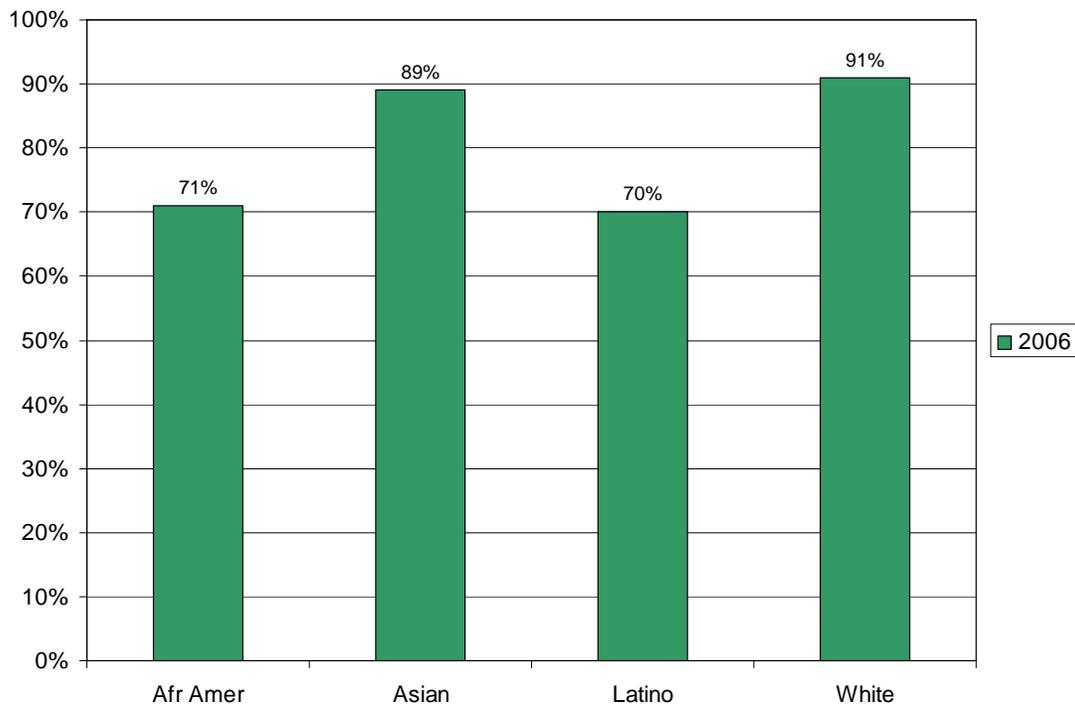
2006 Grade 5 ELA Special Education Advanced + Proficient



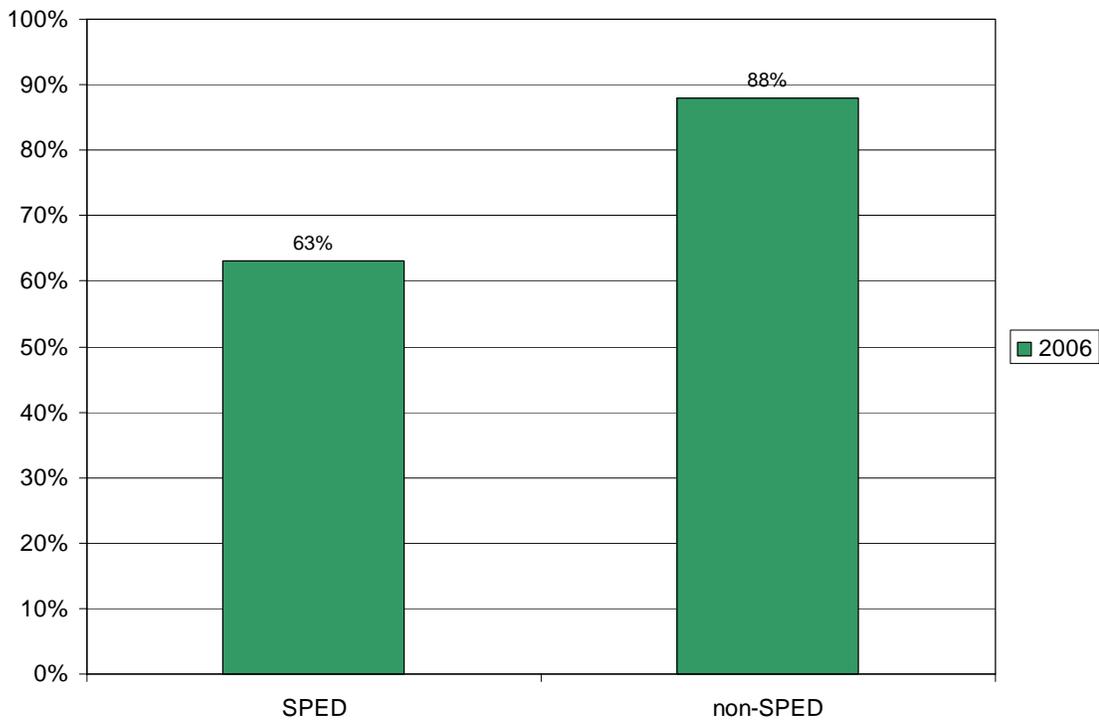
2006 Grade 6 ELA

Race/Ethnicity

Advanced + Proficient

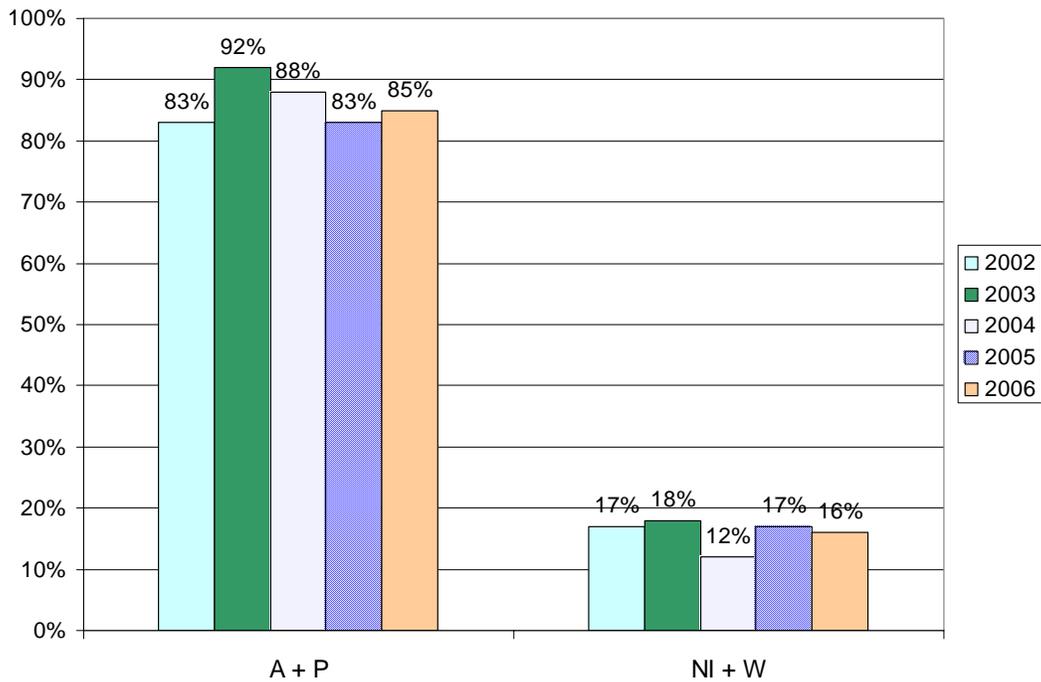


2006 Grade 6 ELA Special Education Advanced + Proficient



2002-2006 District Grade 7 ELA

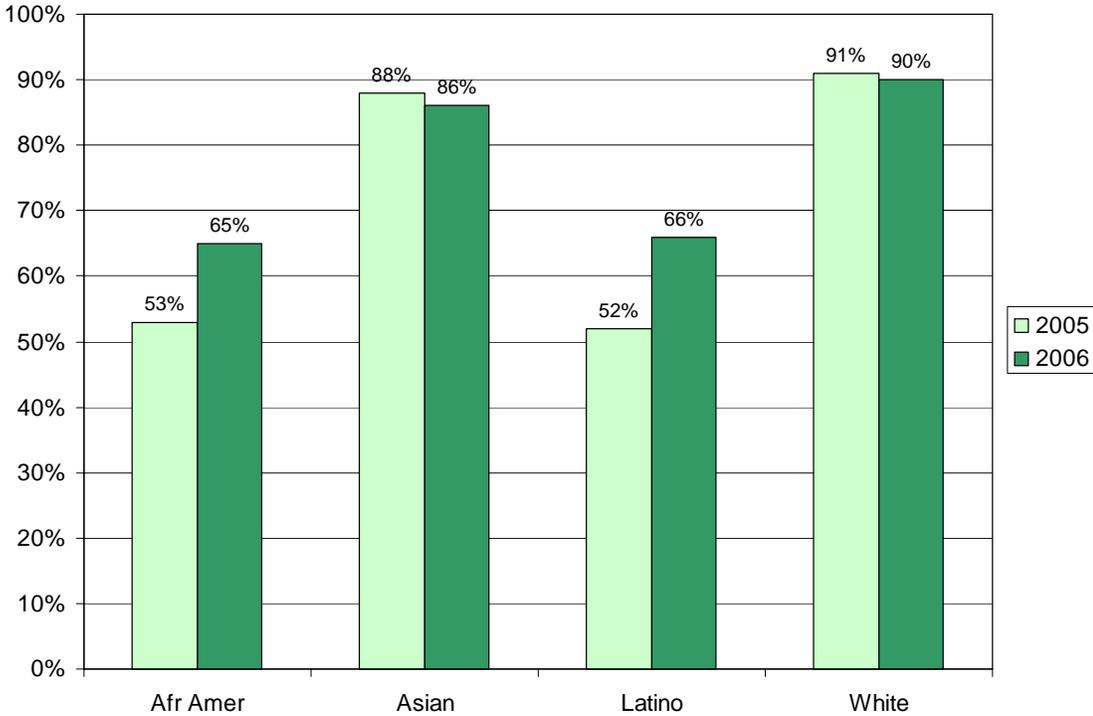
Advanced + Proficient Needs Improvement + Warning



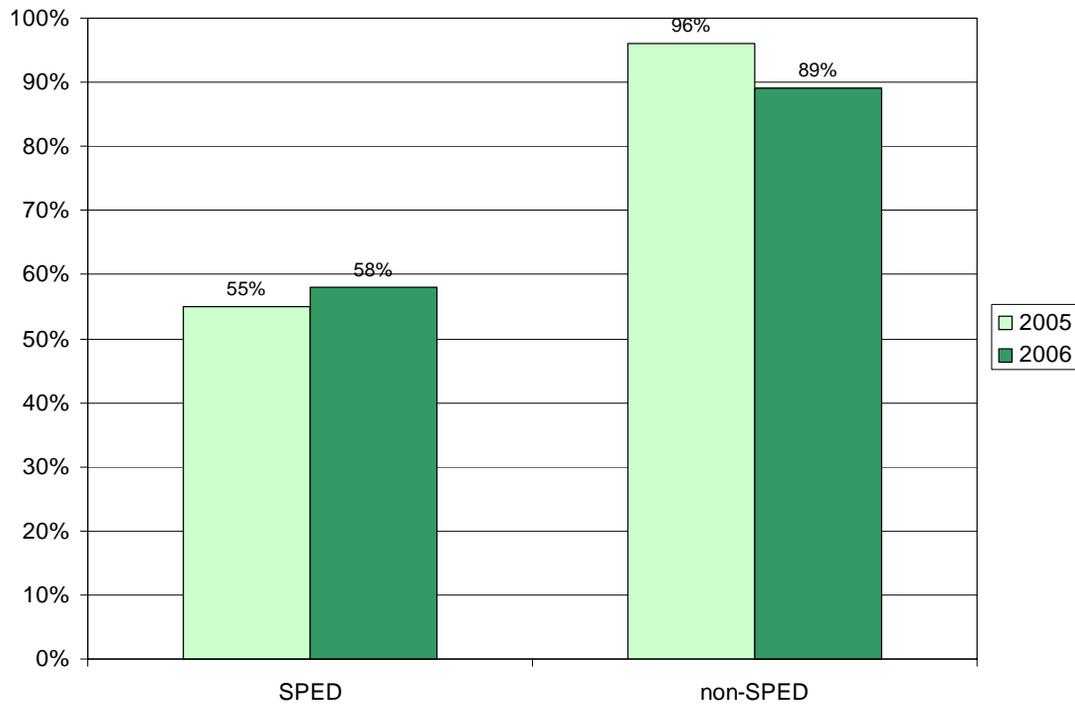
2005 & 2006 Grade 7 ELA

Race/Ethnicity

Advanced + Proficient



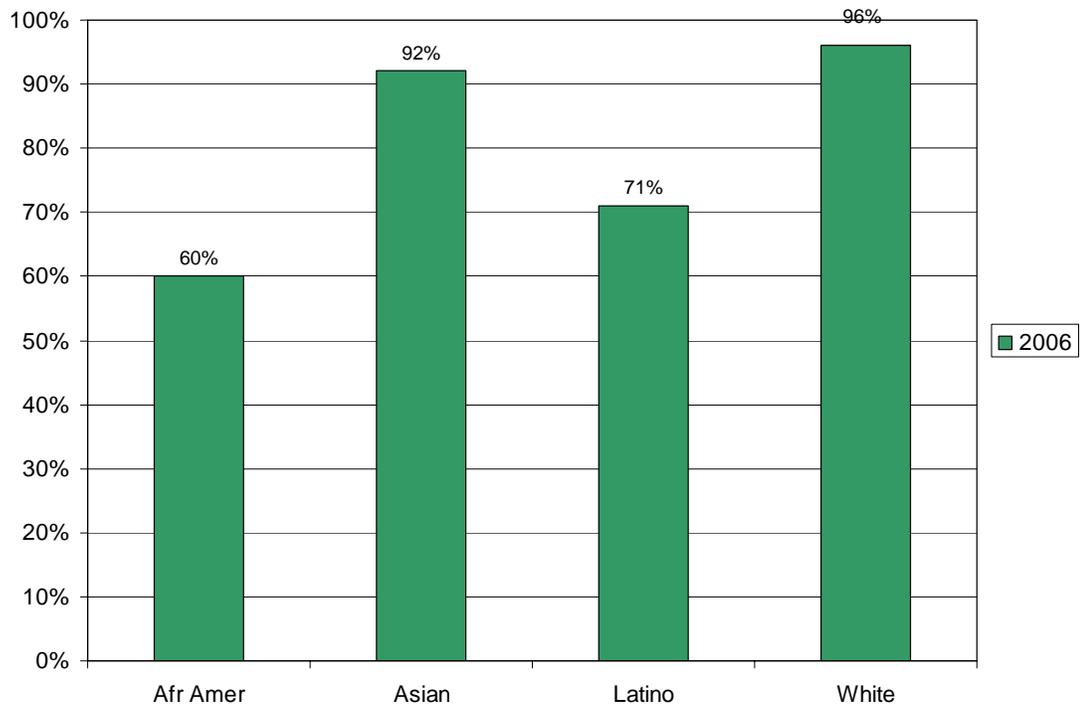
2005 & 2006 Grade 7 ELA Special Education Advanced + Proficient



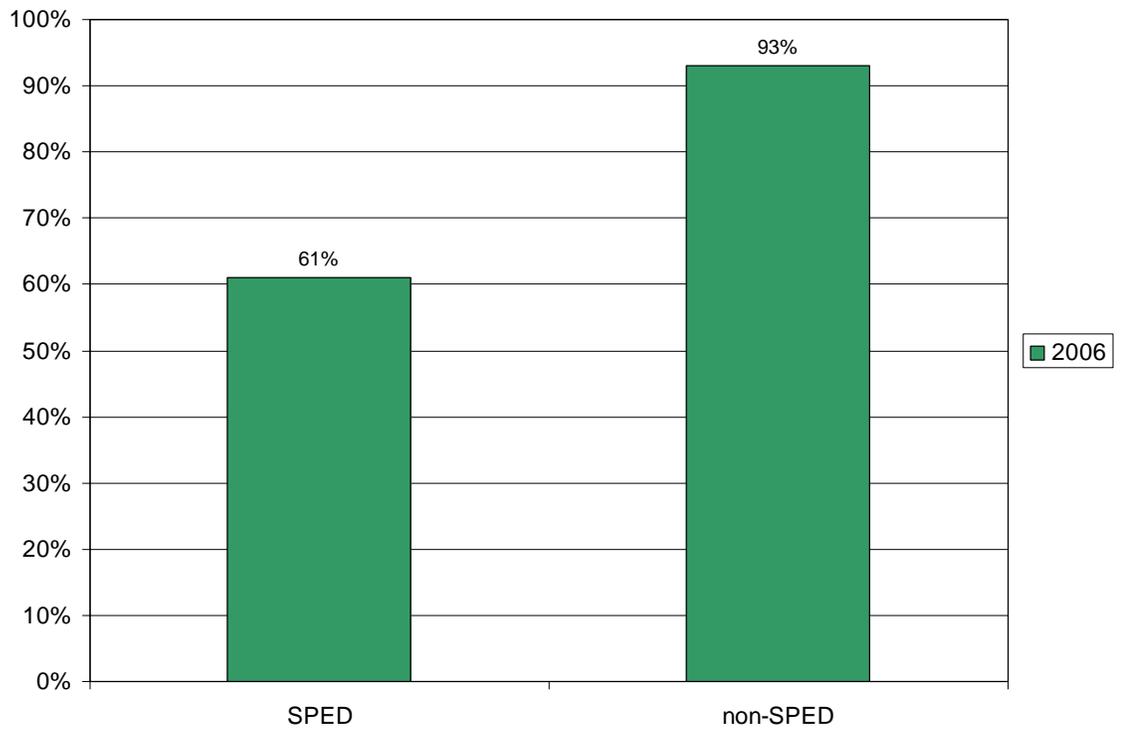
2006 Grade 8 ELA

Race/Ethnicity

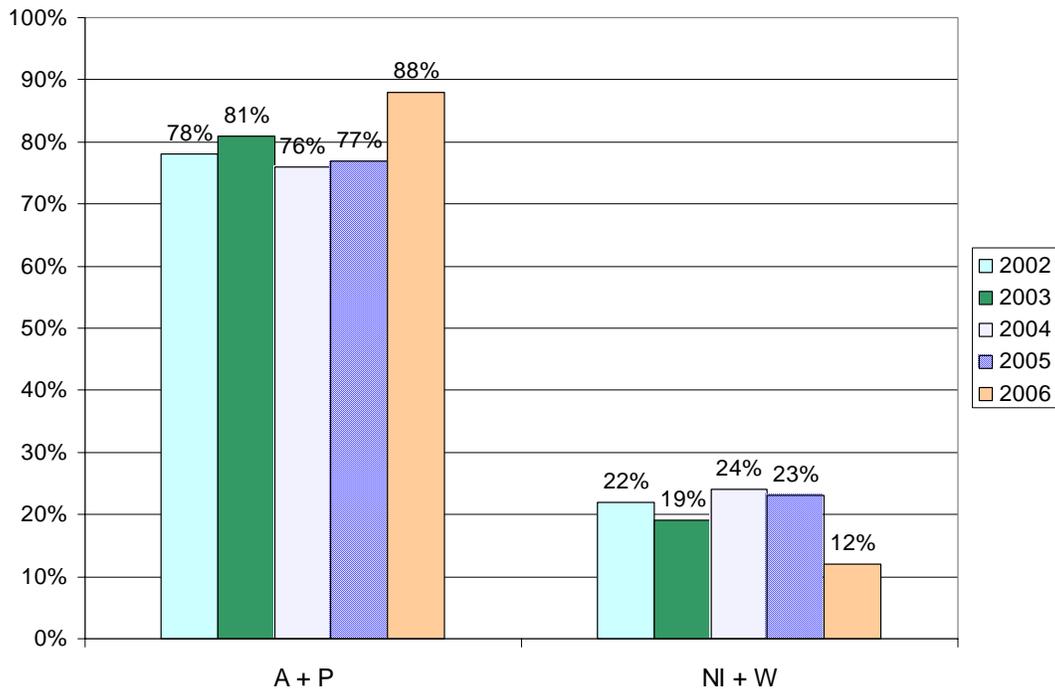
Advanced + Proficient



2006 Grade 8 ELA Special Education Advanced + Proficient



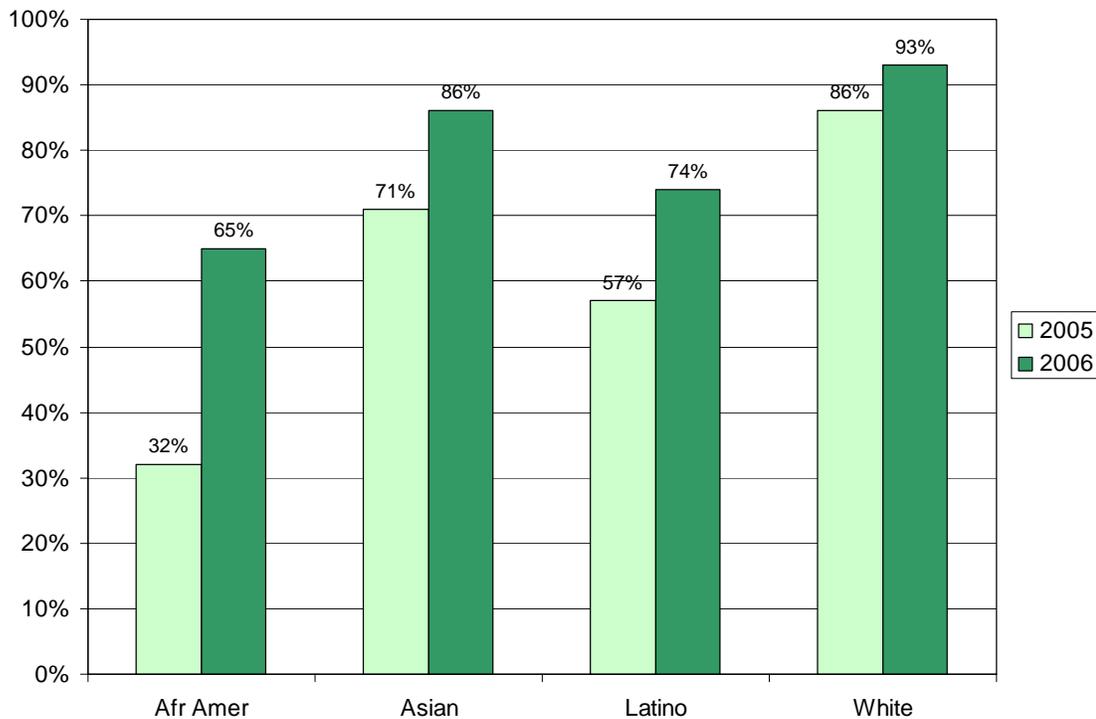
2002-2006 District Grade 10 ELA Advanced + Proficient Needs Improvement + Warning



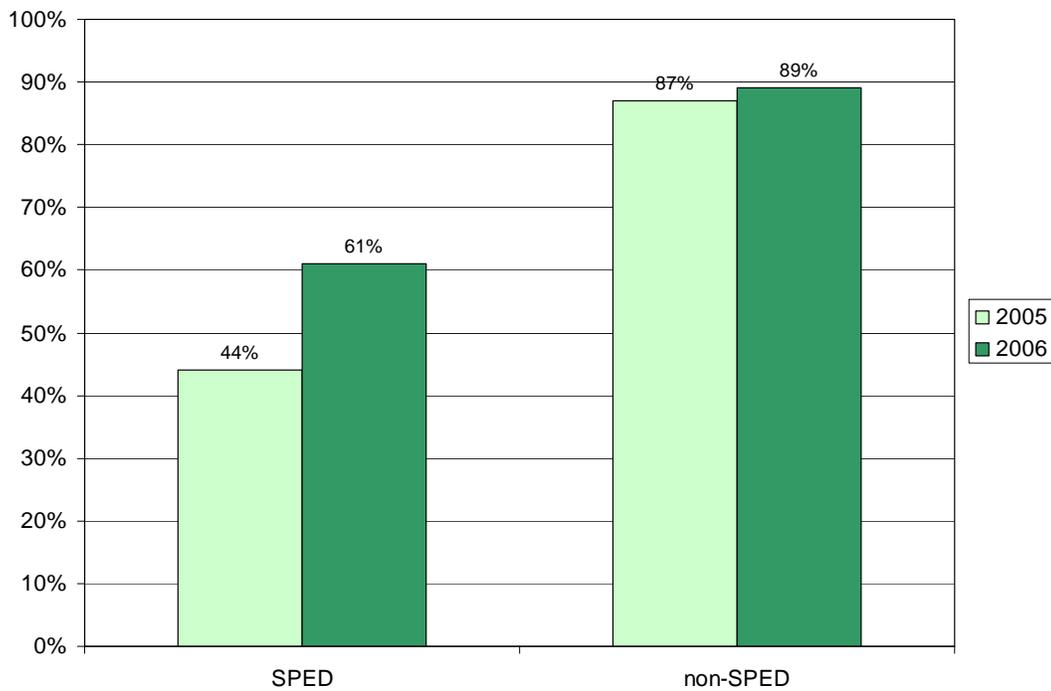
2005 & 2006 Grade 10 ELA

Race/Ethnicity

Advanced + Proficient

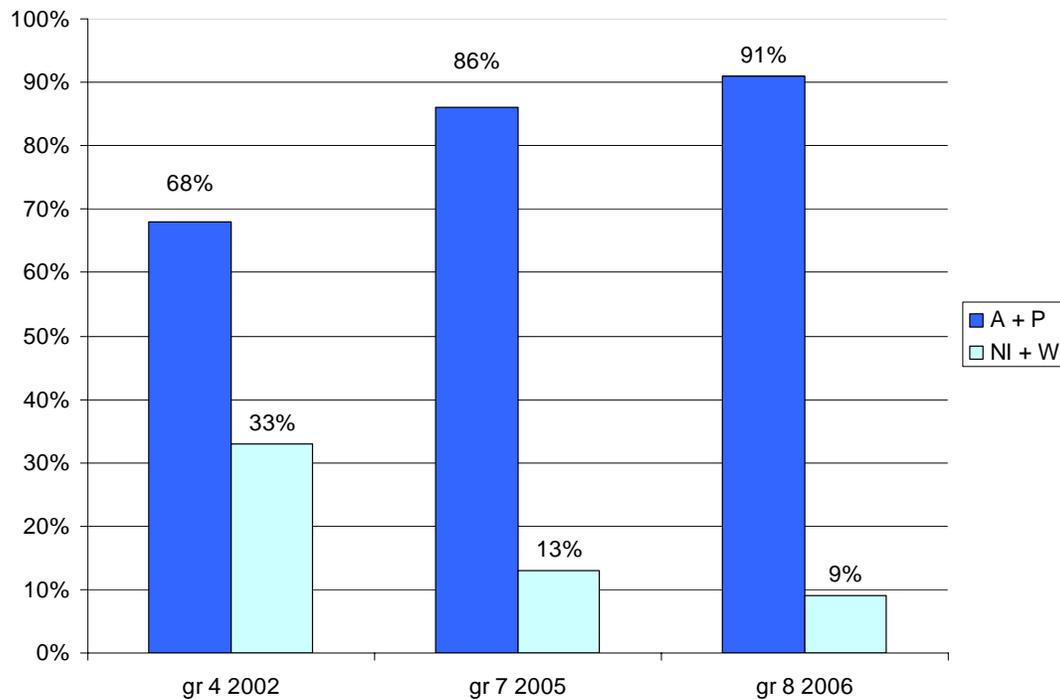


2005 & 2006 Grade 10 ELA Special Education Advanced + Proficient



2002, 2005 & 2006 ELA Cohort

Advanced + Proficient
Needs Improvement + Warning



2002, 2005 & 2006 ELA Cohort

Special Education

Advanced + Proficient
Needs Improvement + Warning

