

Chamberlain Street School  
Rochester, New Hampshire



**ROCHESTER SCHOOL BOARD**

**INSTRUCTIONAL COMMITTEE  
PRESENTATION**

**OCTOBER 25, 2011**

# Chamberlain Street School

## Demographics 2010-2011



### 360 Students Enrolled

- 21% Special Education Students
- 55% Students Qualifying for F/R Lunch

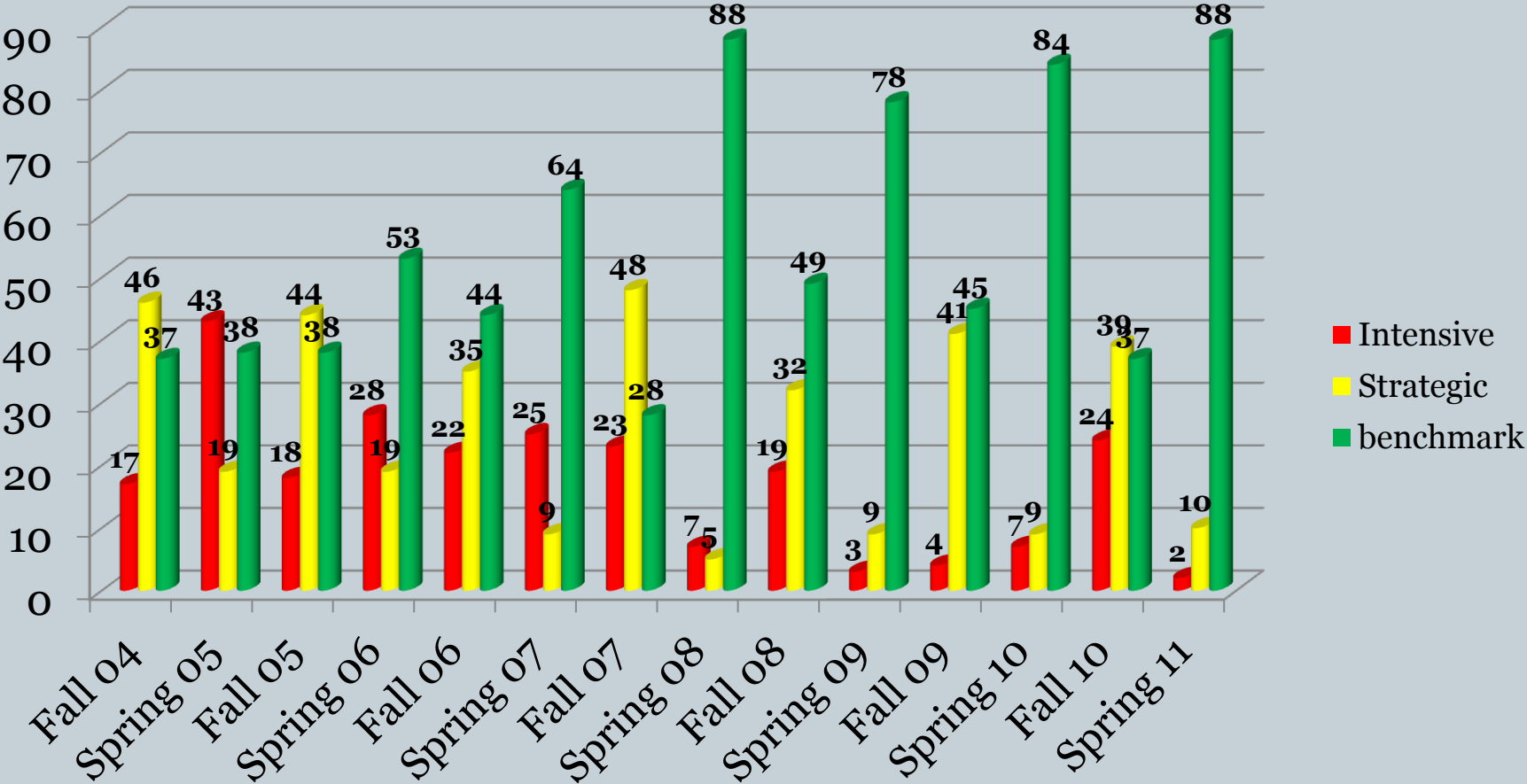
### 19 Classroom Teachers

Supported by:

- 6.8 Special Educators
- 2.5 Reading Educators
- 18 Para-Educators

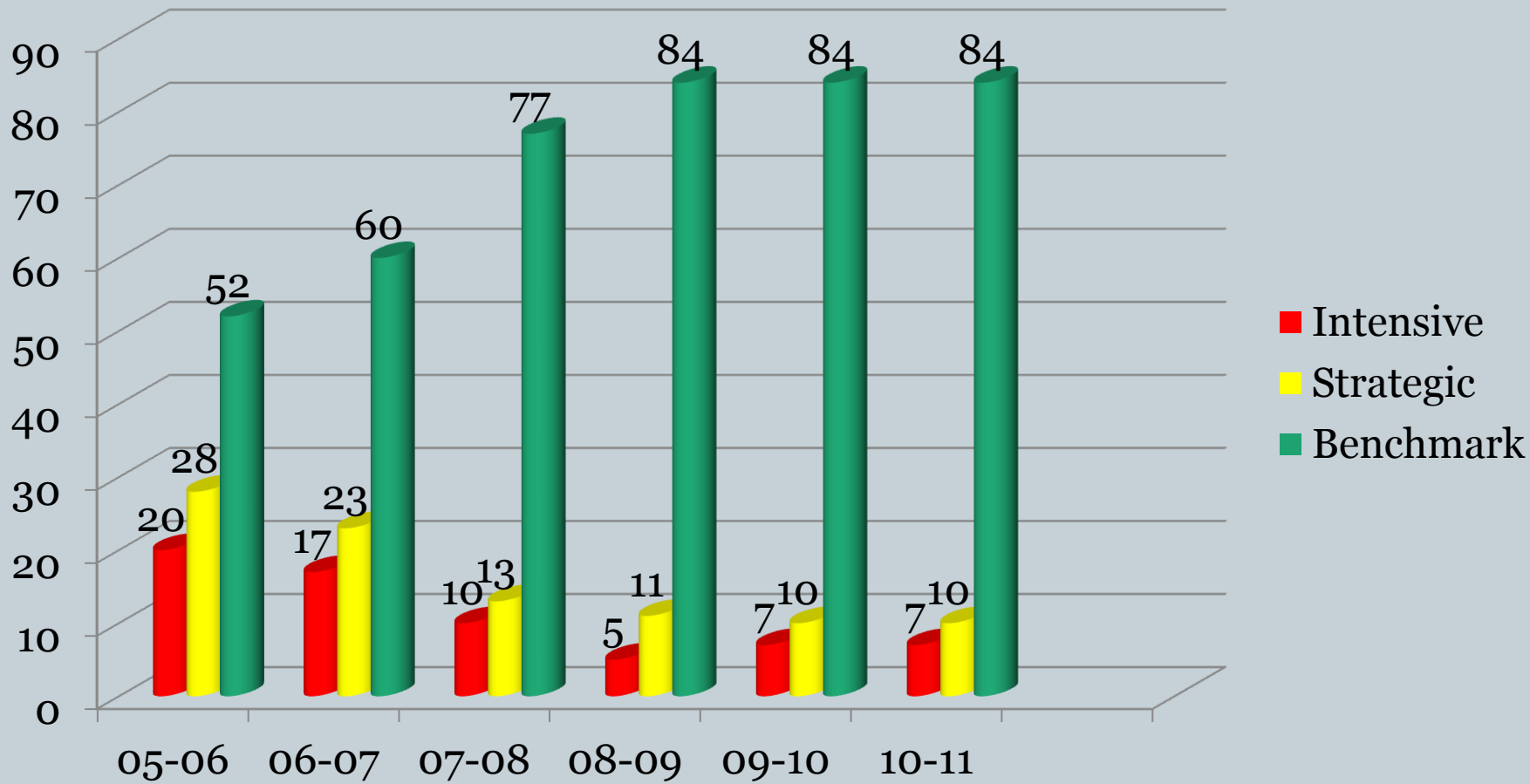
Average Class size is 18.9 Students

# Kindergarten DIBELS Growth



# DIBELS PHONEME SEGMENTATION FLUENCY

## Percent of students at Benchmark entering Grade One

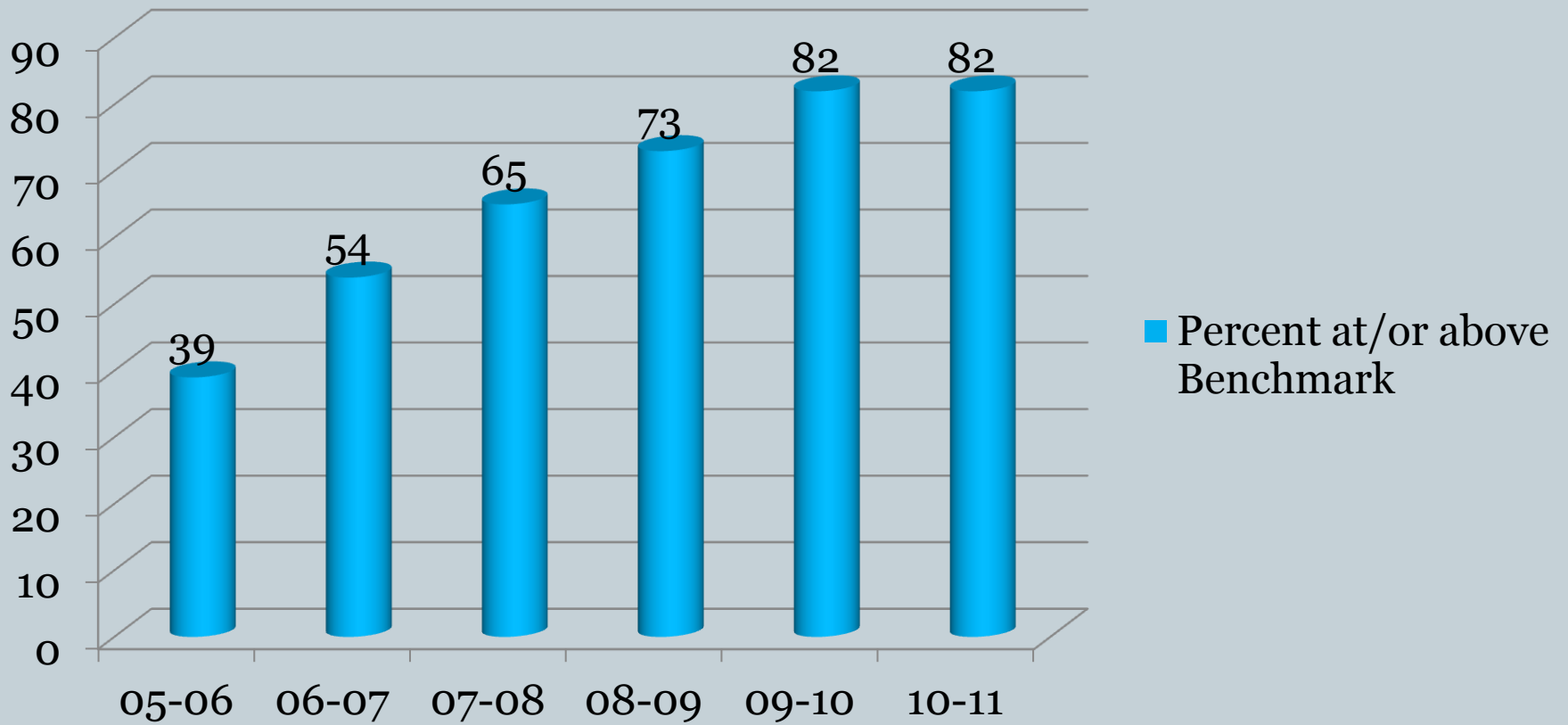


# DIBELS ORAL READING FLUENCY

## Students at grade level entering Grade Three



### Percent at/or above Benchmark

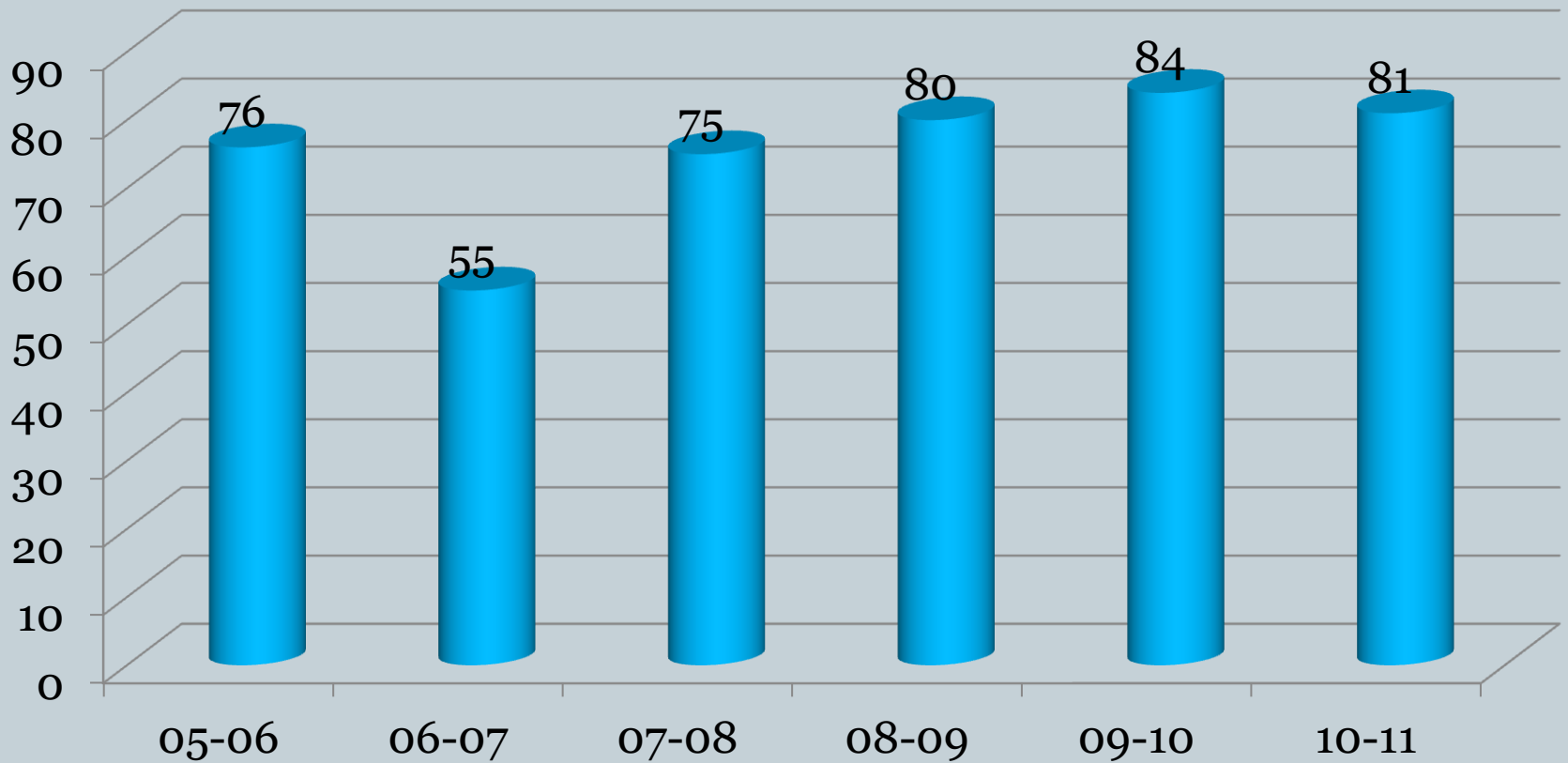


# Third Grade NECAP

## Percentages of Students at/above Proficiency in Reading



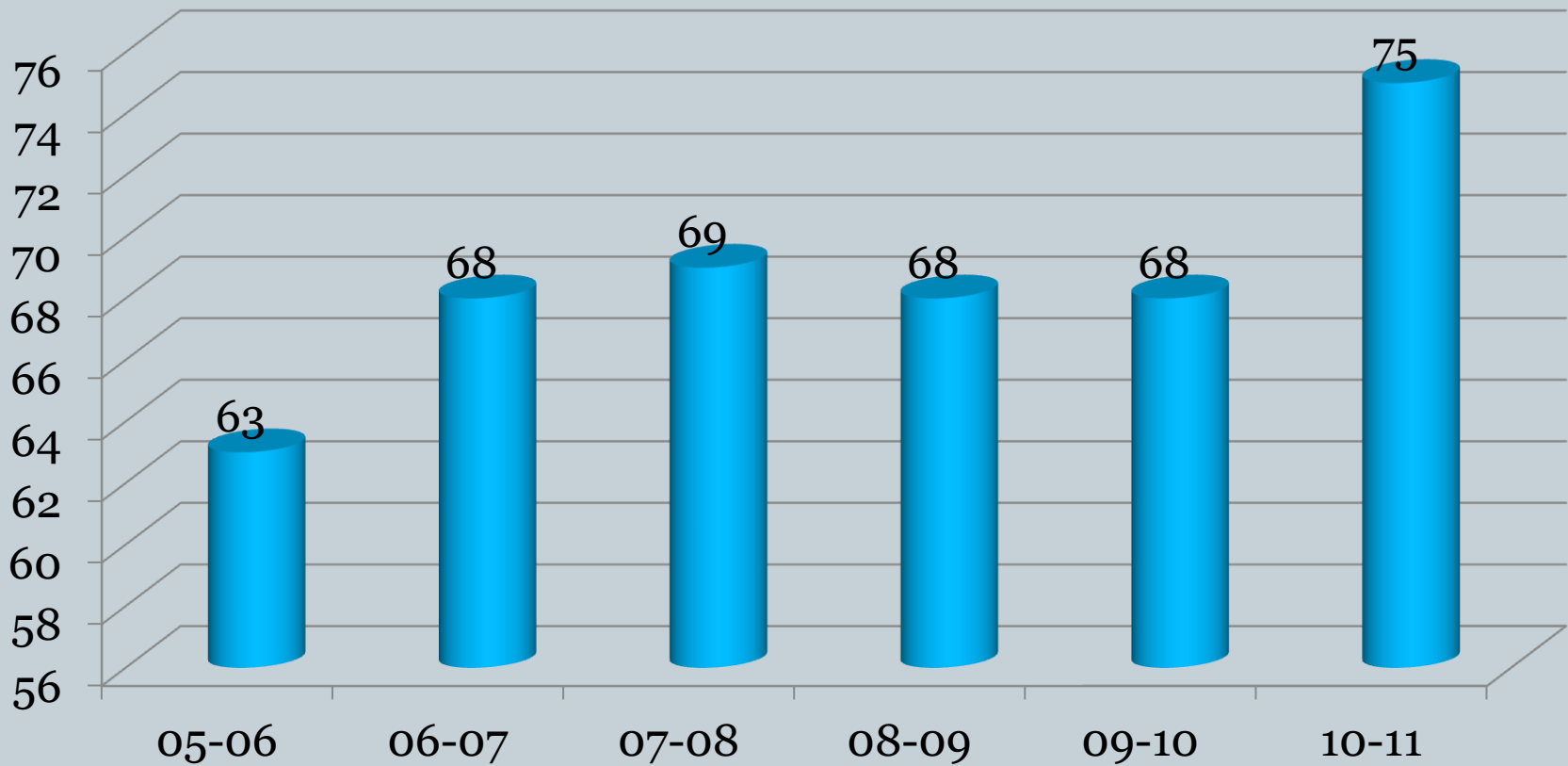
### Percent at/or above Proficiency



# Fourth Grade NECAP Percentages of Students at/above Proficiency in Reading



## Percent at/or above Proficiency

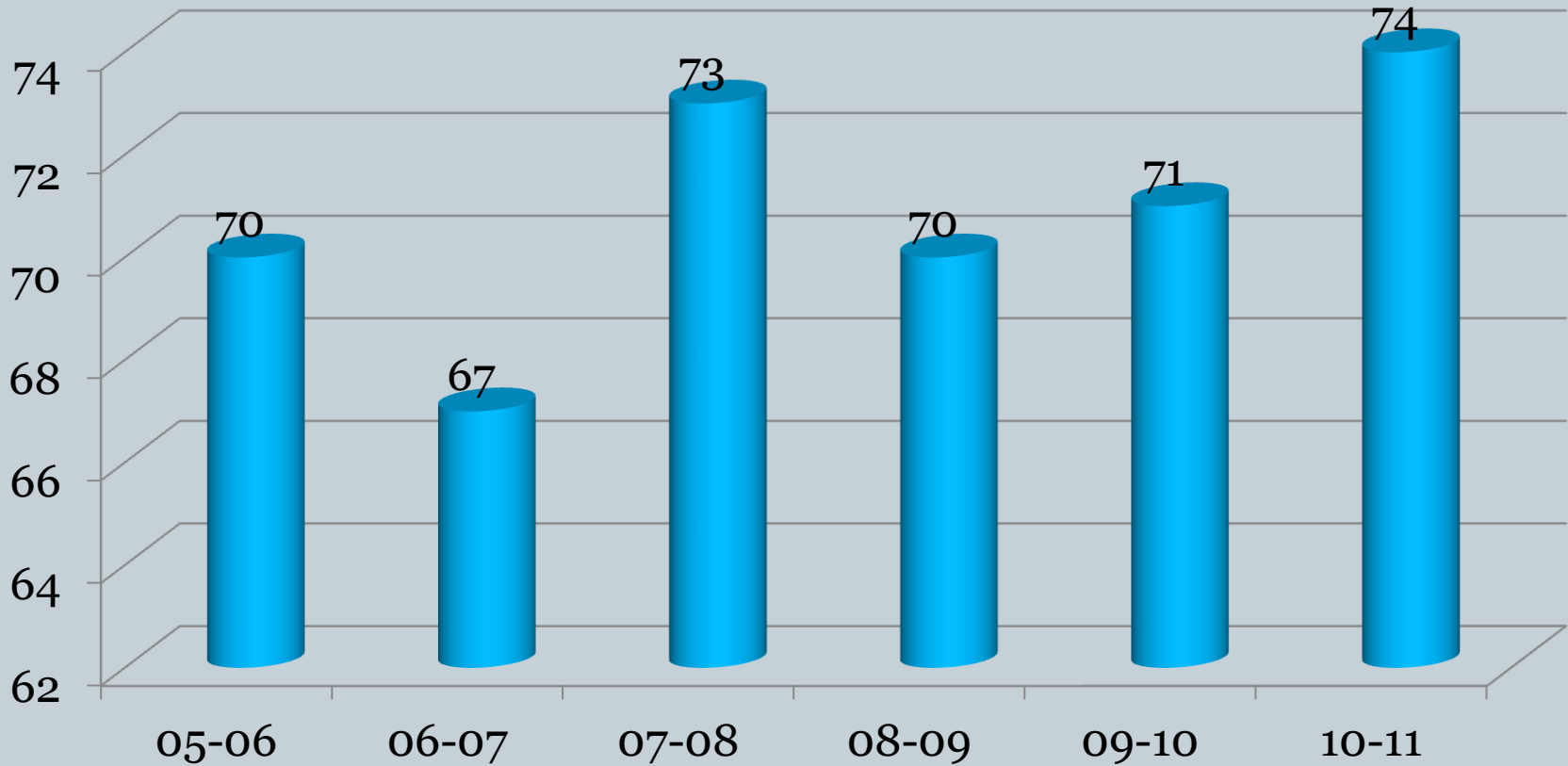


# Fifth Grade NECAP

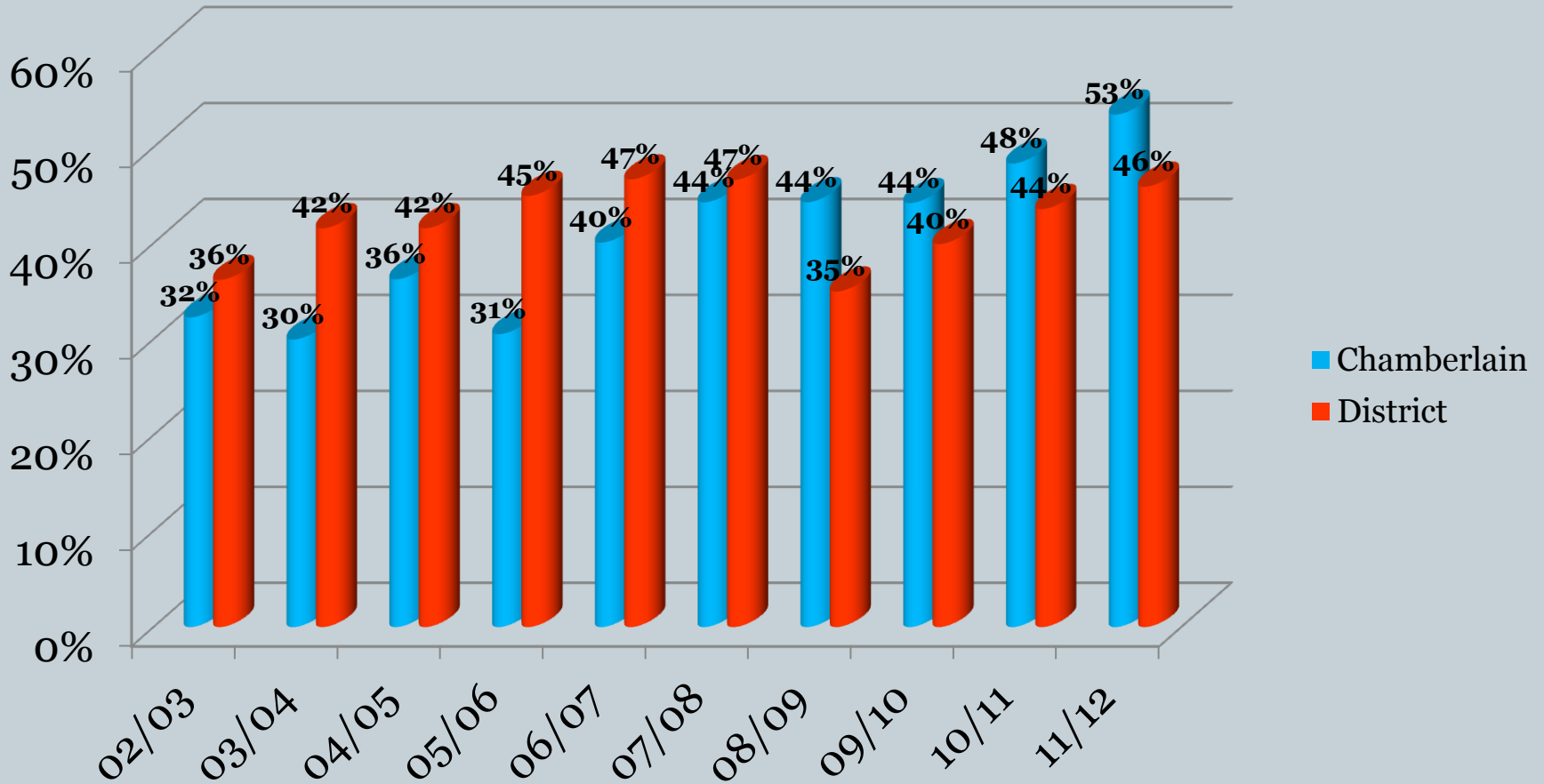
## Percentages of Students at/above Proficiency in Reading



### Percent at/or above Proficiency

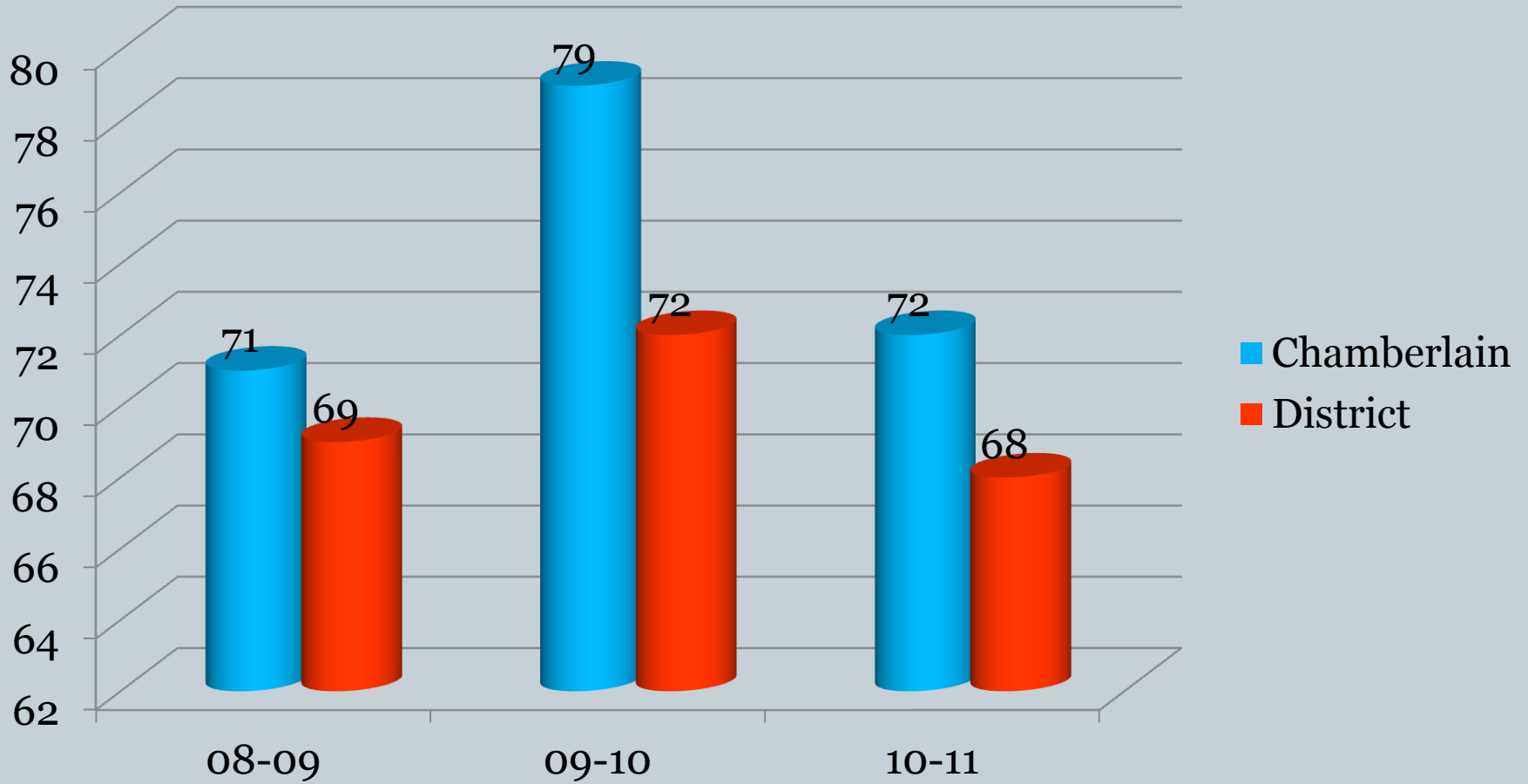


# Percent of Free and Reduced Eligibility

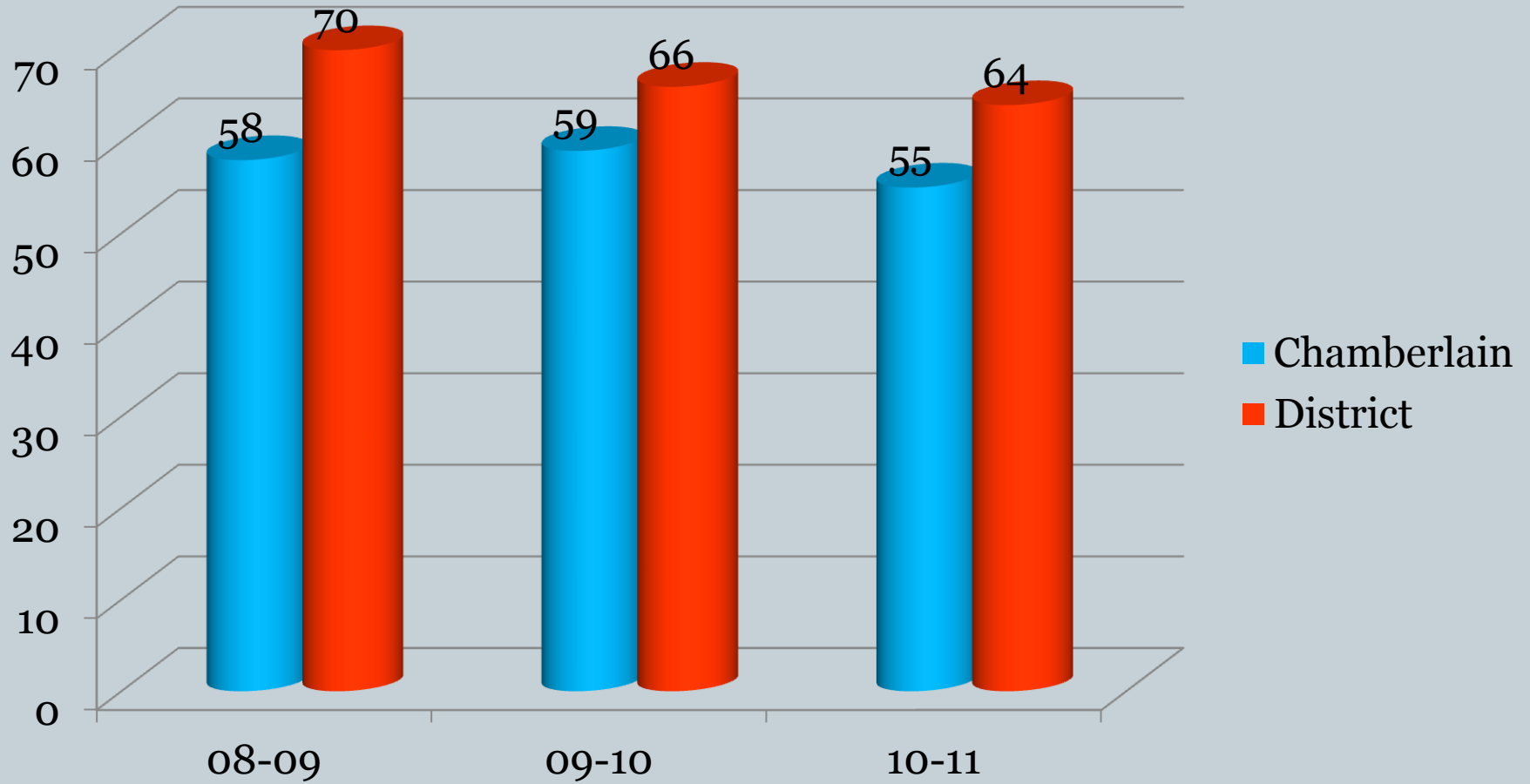


# Third Grade NECAP

## Percent of Students at/above Proficiency in Math

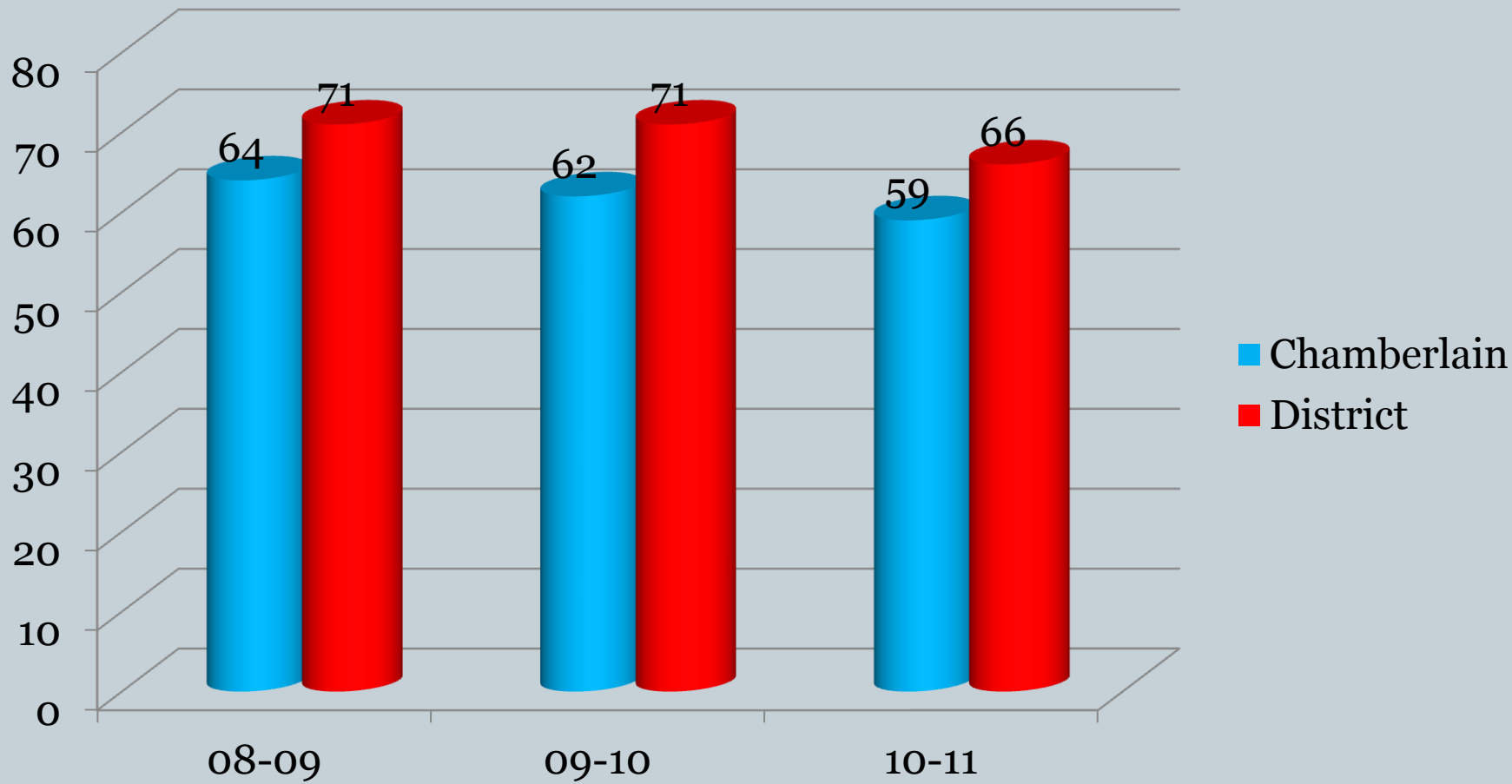


# Fourth Grade NECAP Percent of Students at/above Proficiency in Math



# Fifth Grade NECAP

## Percent of Students at/above Proficiency in Math



# What do the Data Trends indicate?



- The Chamberlain K-2 educators consistently achieve benchmark for 70% of our students in mathematics and 80% of students in reading by the time students enter grade three.
  - Implications: continue to refine instruction and professional development in response to data with the goal of achieving proficiencies at/or above ninety percent in reading.
- Recently, less than 60% of Chamberlain students entered grade four at a proficient level in mathematics. Less than 70% of students entered grade four with proficient level reading skills. The most recent grade level data indicates a notable increase in reading (to 75%...the highest to date ) but there is still a declining trend in percentage proficient in mathematics. Approximately 70% of fifth graders enter as proficient readers (peaking this past year at 74%). Entering fifth graders have demonstrated a slow decline in the percent proficient in mathematics ( a low 59% proficient this past fall).
  - Implications: need to progress monitor in mathematics, implement the core instruction with gusto, and refine math services, supports and professional development.

# Chamberlain Priorities 2010-2011



## Restructuring

- RtI Leadership Team
- School Restructuring Plan

## Title I

- Expansion of services
- School-wide Planning

## PBIS

- Referral Process
- “Go to” Interventions
- Flight Team

# What Worked



- Our Restructuring Planning Process
- Our formulation of Chamberlain's response to the District's Special Education Study
- Refinement of our Title I program
- Participation in the Mast-SC and NH RESPONDS grants
- Data Collection and analysis
- Interventions!



# What We Have Learned

- Instructional outcomes will plateau without improvements to our instructional core
- Our reading initiatives have had a positive impact, but “orphaned” both mathematics and the upper grades
- New strategies target a wider range, but significant improvement will take time
- Successfully addressing behavioral issues is as critical as effectively addressing academic issues



# Chamberlain Priorities 2011-2012



## Chamberlain Restructuring Goals

The improvement to the Instructional Core in Math and Reading

The adjustment of School Governance to focus upon Collaborative Structures and Instructional Leadership

The expansion of Behavioral Interventions to better serve students with Intensive Support needs.

The development of effective Communication Strategies to enfranchise all Chamberlain Constituents

# What We Need



- Continued District support for professional development targeting the improvement of core instruction
  - Release time and substitute coverage
  - EDM and math content
  - Student engagement
  - Promote in-district and high-profile consultants (Mason, Evans, Colby, Tolman, Wellman)
- Continued District leadership and support for children with significant behavioral disorders
  - Liaison with community mental health providers
  - Promotion of site-based of intensive support teams
- Continued exploration of a standardized mathematics progress monitoring instrument

Thank you to the Rochester School Board and the community it represents for the incredible support.

You serve our children exceptionally!

