



Accountability Report

Dedham Public Schools

October 3, 2012

Accountability information from the DESE:

Massachusetts applied for and then received a waiver of certain NCLB requirements:

- ❖ *New Goal: reduce proficiency gap by half by 2017*
- ❖ *Elimination of improvement, corrective action and restructuring labels*
- ❖ *State accountability and assistance levels reported for schools, districts and now charter schools*
- ❖ *AYP replaced by PPI*
- ❖ *High Needs subgroup created*
- ❖ *Students with disabilities, ELL learners, and low income students no longer counted more than once*

What are the major reporting changes for 2012?

- NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017
- NCLB accountability status labels eliminated -> only using accountability & assistance levels for all schools
- AYP has been replaced with a new performance measure (**PPI**) that incorporates student growth, science, & other indicators



What are the major reporting changes for 2012? (continued)

- Data reported for new “high needs” subgroup, an unduplicated count of all students belonging to any of these subgroups: low income, students with disabilities, English language learner/former English language learner



- School percentile reported, indicating school's overall performance on PPI indicators relative to other schools in same grade span

What are some key PPI concepts?

- PPI is a measure of progress toward a group's own gap-narrowing goals
- Annual PPI indicates progress from one year to the next
- Cumulative PPI represents a trend over time

The PPI Scale runs from 0 to 100.

100 exceeds target

75= on target

50 = improvement below target

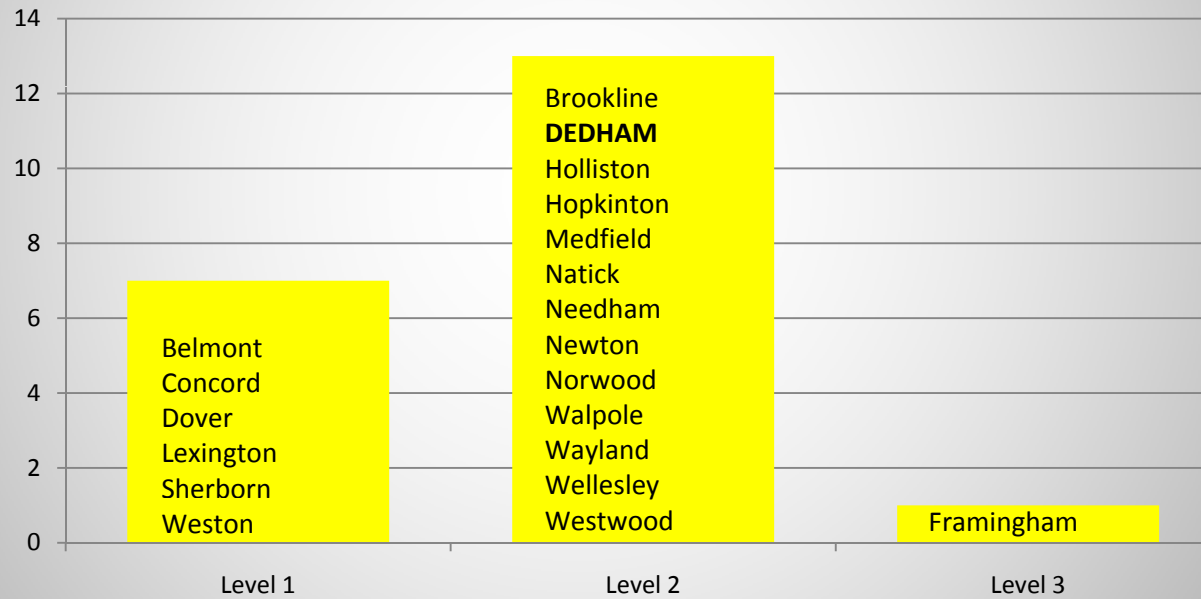
25 = no change

0 = decline



Throughout the Commonwealth schools and districts received a Level rating from 1 (on track to college & career readiness) to 5 (chronically underperforming schools), based upon their effectiveness in closing the proficiency gap of struggling students while continuing to raise the proficiency level of high-achieving students.

Approximately 80% of Massachusetts schools are now classified into Levels 1 or 2 based on the aggregate and high needs PPI.



Dedham is a Level 2 District.
Level 2 = Not meeting gap closing goals but
requiring LOW DESE Engagement

What are some key **Level** concepts?

- Most schools and districts are classified into a level based on a four-year trend
- Districts are classified based on the level of lowest-performing school (exception made for Board action)
- School percentiles (1-99) represent performance relative to other schools in the grade span, and are used to determine Level 3 schools (i.e. the lowest-performing 20% of all schools in the state)
- Levels released in response to requests from field for greater transparency

District Results

School Accountability Information

School	School Type	Title I Status	Accountability and Assessment
Avery	Elementary School	Title I School (TA)	Level 1
Greenlodge	Elementary School	Non-Title I School (NT)	Level 2
Oakdale	Elementary School	Non-Title I School (NT)	Level 1
Riverdale	Elementary School	Non-Title I School (NT)	Level 2
Dedham Middle School	Middle School	Non-Title I School (NT)	Level 2
Dedham High	High School	Non-Title I School (NT)	Level 2
Early Childhood Center	Early Elementary School	Title I School (TA)	Insufficient data

Note: The Early Childhood Center does not administer MCAS. This is reported as “Insufficient Data” by the state.

Dedham

Accountability Information

[About the](#)

Accountability and Assistance Level



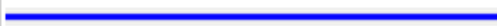

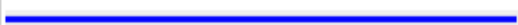




Level 2

One or more schools in the district classified into Level 2

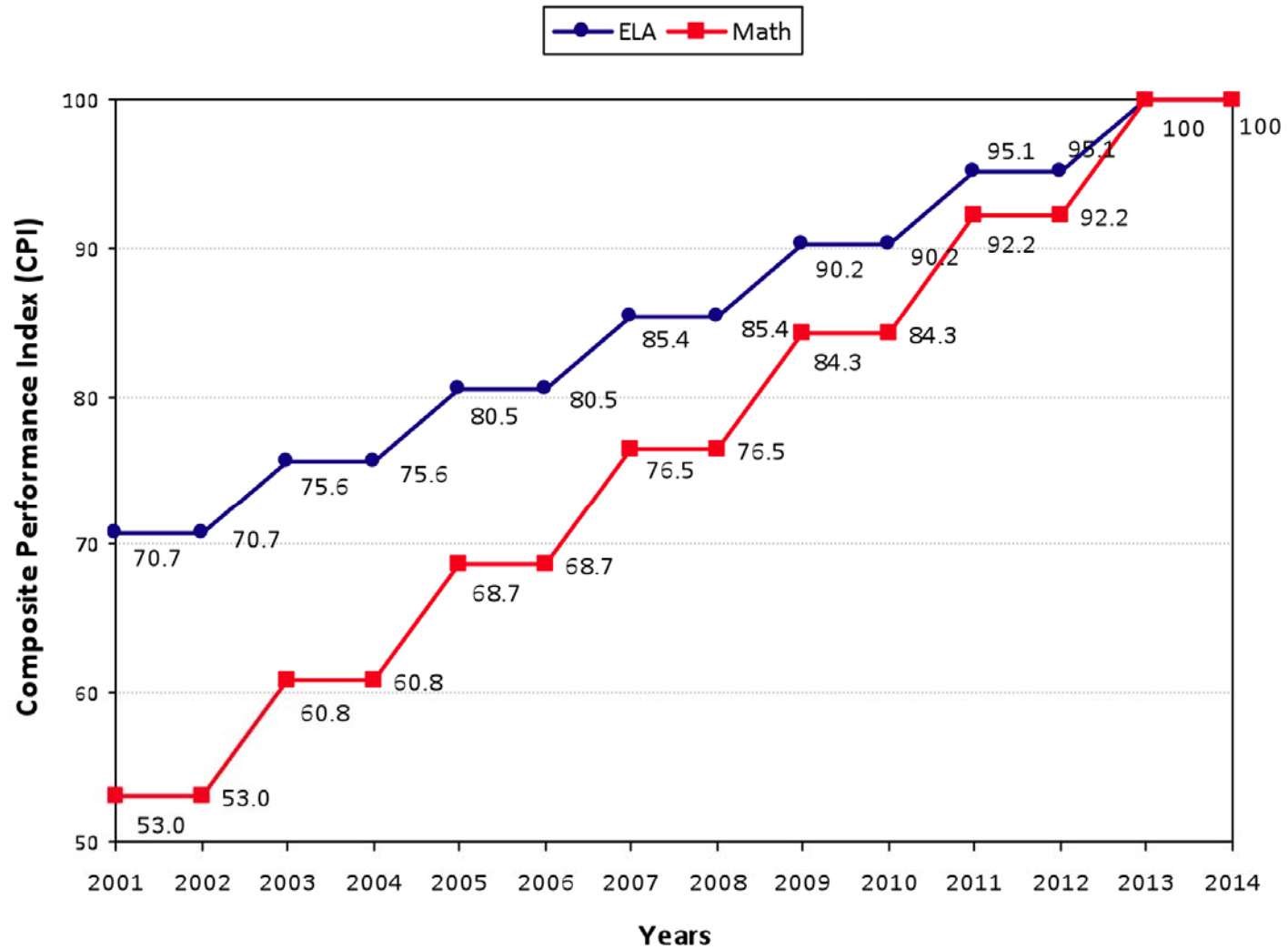
This district's determination of need for special education technical assistance or intervention

Meets Requirements-At Risk (MRAR)

This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

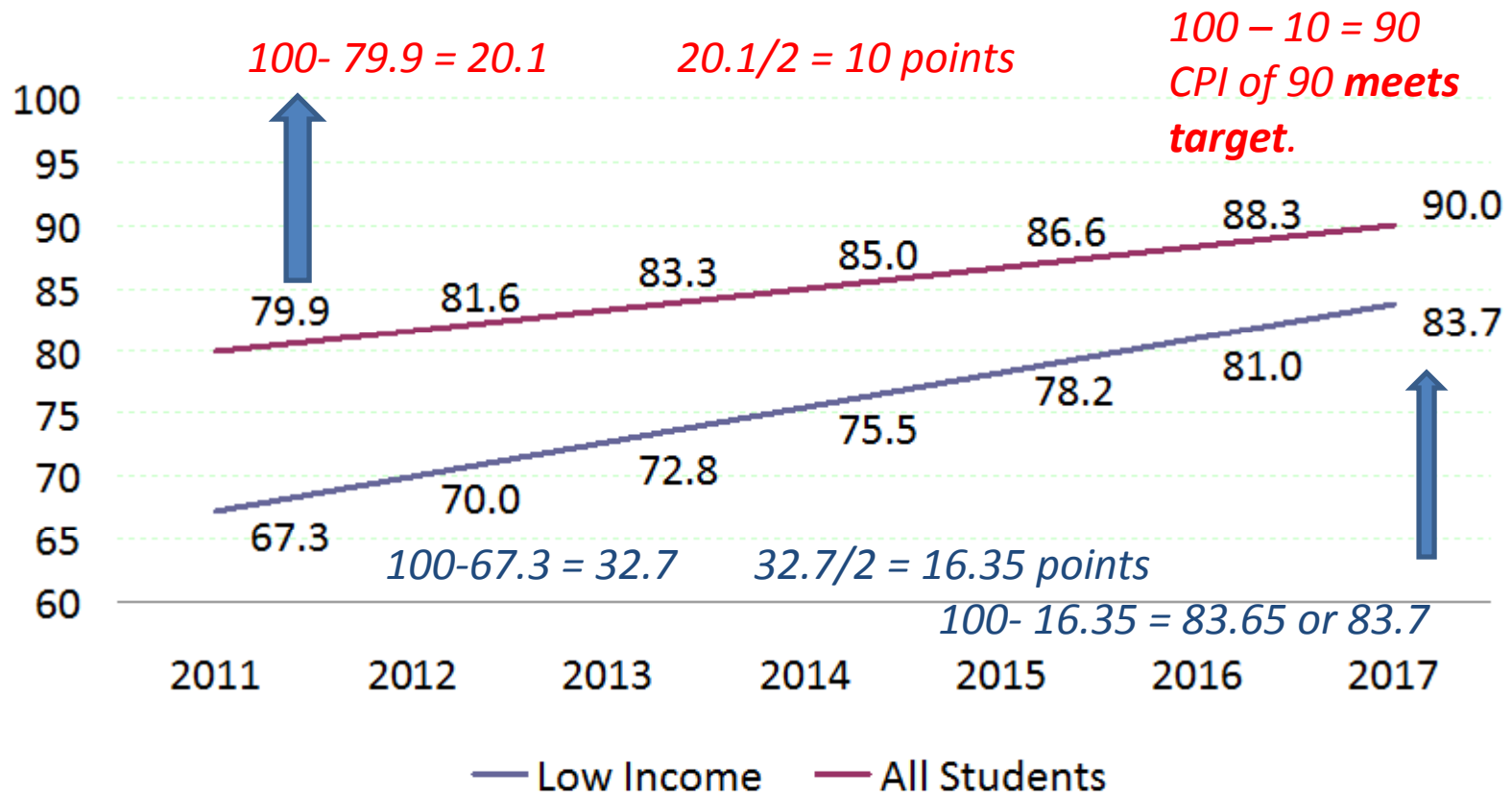
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		71	Did Not Meet Target
High needs		62	Did Not Meet Target
Low income		62	Did Not Meet Target
ELL and Former ELL		66	Did Not Meet Target
Students w/disabilities		64	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		100	Met Target
Afr. Amer./Black		81	Met Target
Hispanic/Latino		61	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		76	Met Target

Performance Targets for ELA and Mathematics Under NCLB, 2001-2014



Reduce the Proficiency Gap by Half by 2016–17

Example: Math CPI – All Grades, Low Income





Avery School
Mrs. Clare Sullivan, Principal

Organization Information

District:	Dedham (00730000)	School type:	Elementary School
School:	Avery (00730010)	Grades served:	01,02,03,04,05
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information


[About the Data](#)

Accountability and Assistance Level


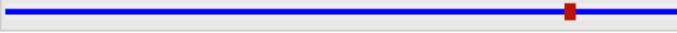
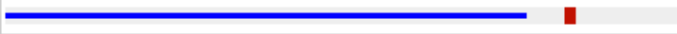
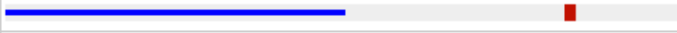

Level 1

Meeting gap narrowing goals

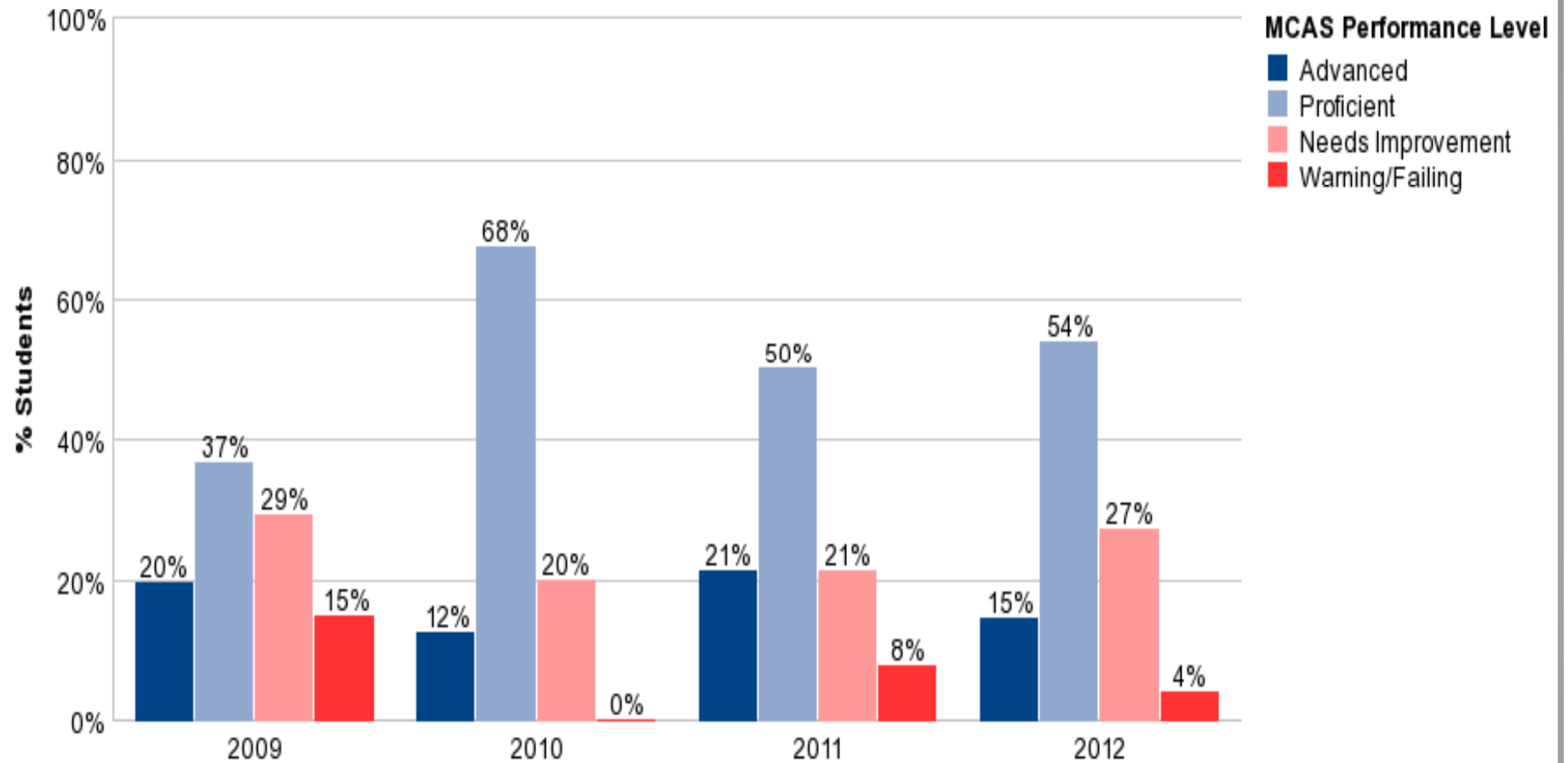
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:		43
	Lowest performing	Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

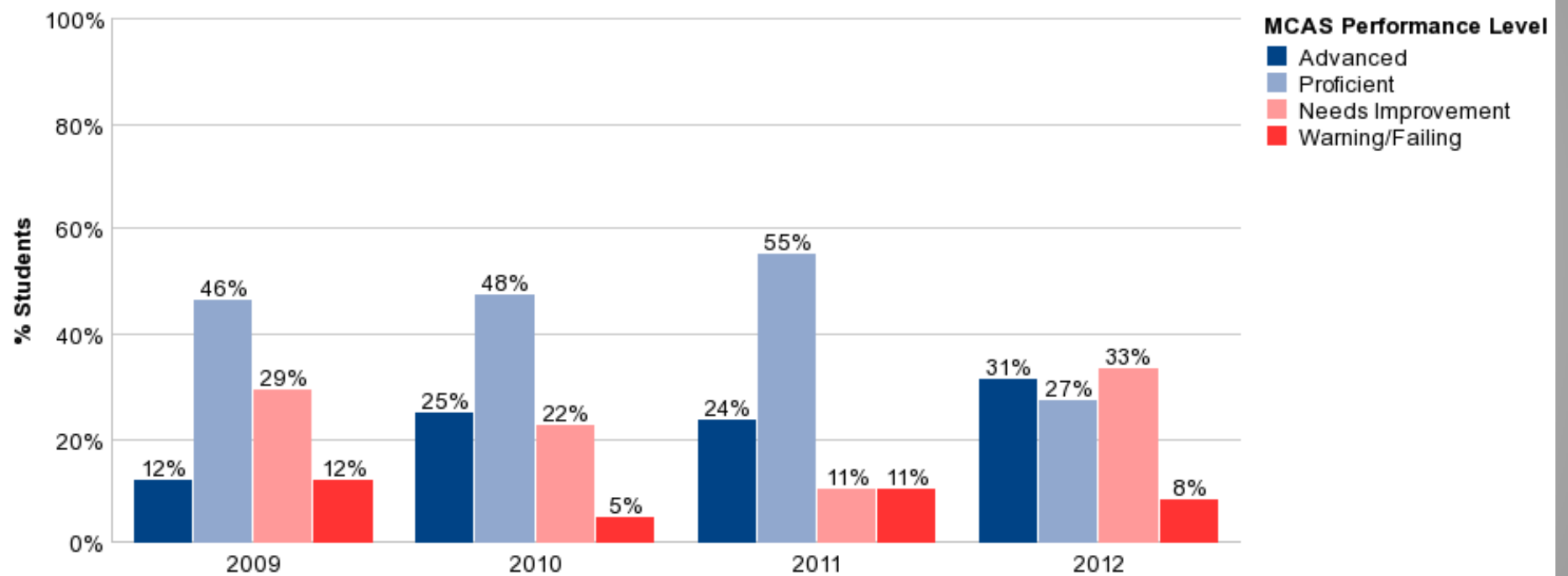
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		85	Met Target
High needs		88	Met Target
Low income		69	Did Not Meet Target
ELL and Former ELL			-
Students w/disabilities		45	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		87	Met Target

Student Group: All Students



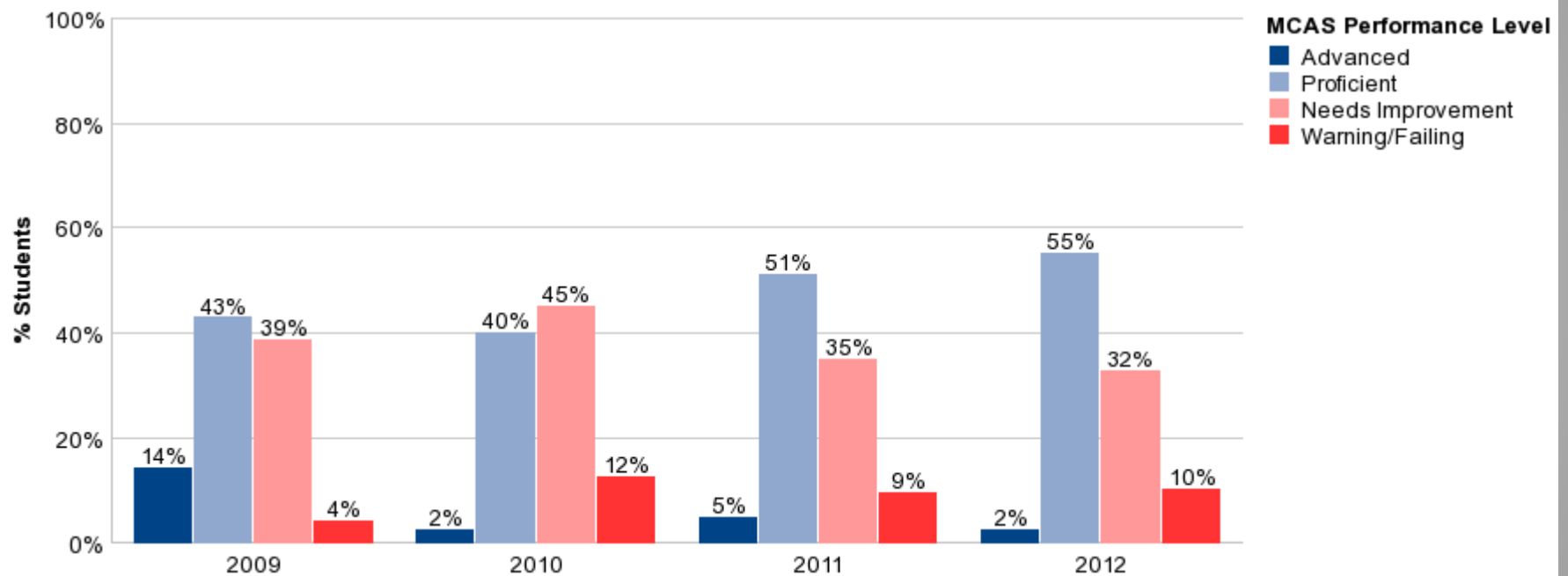
Avery Grade 3 ELA

Student Group: All Students



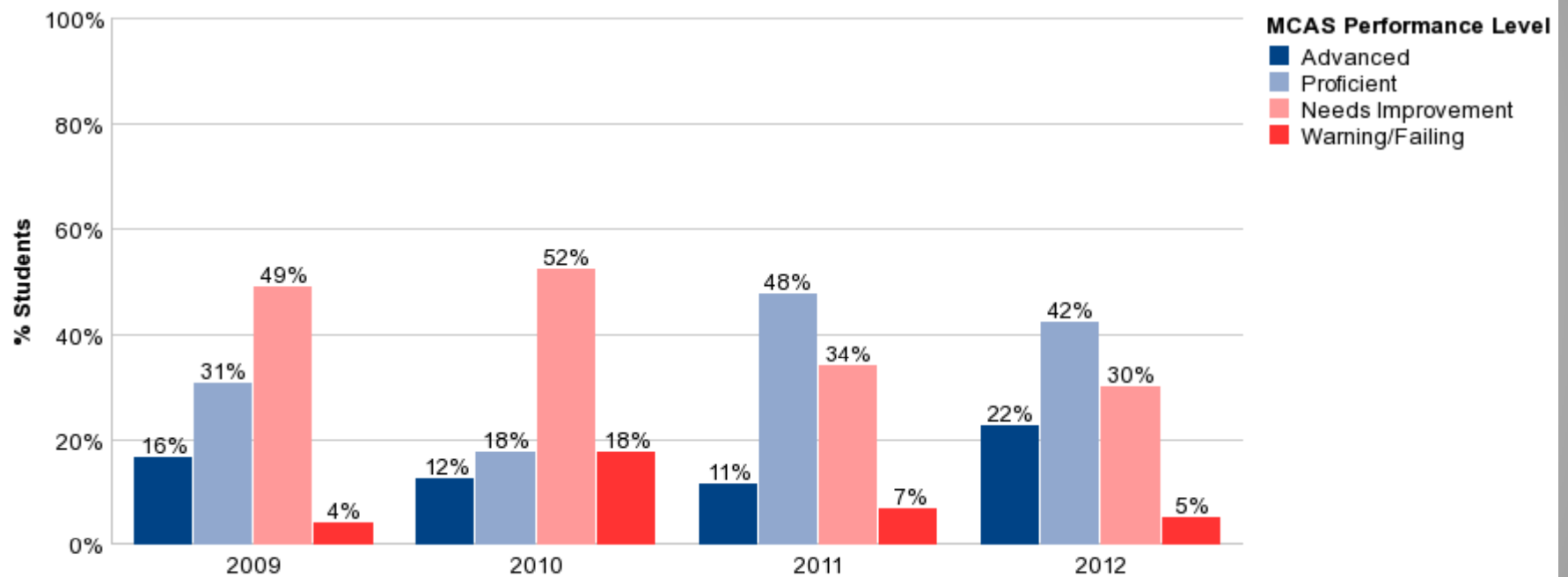
Avery Grade 3 Mathematics

Student Group: All Students



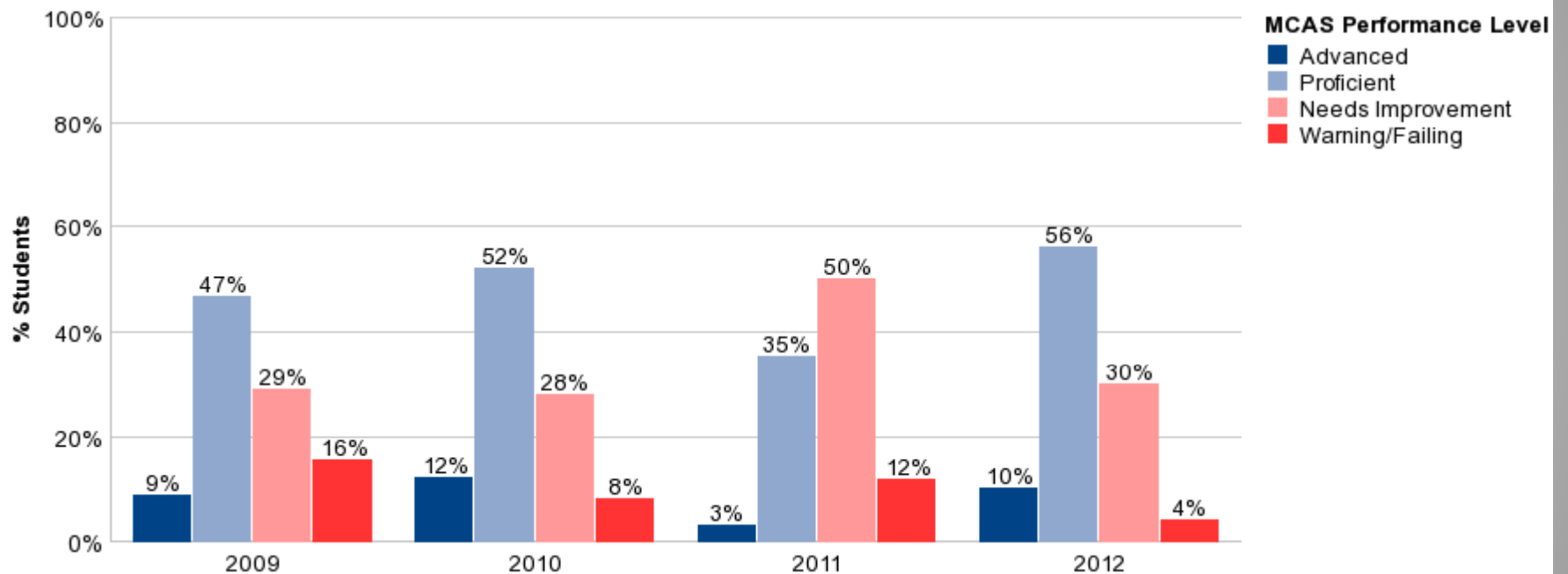
Avery Grade 4 ELA

Student Group: All Students



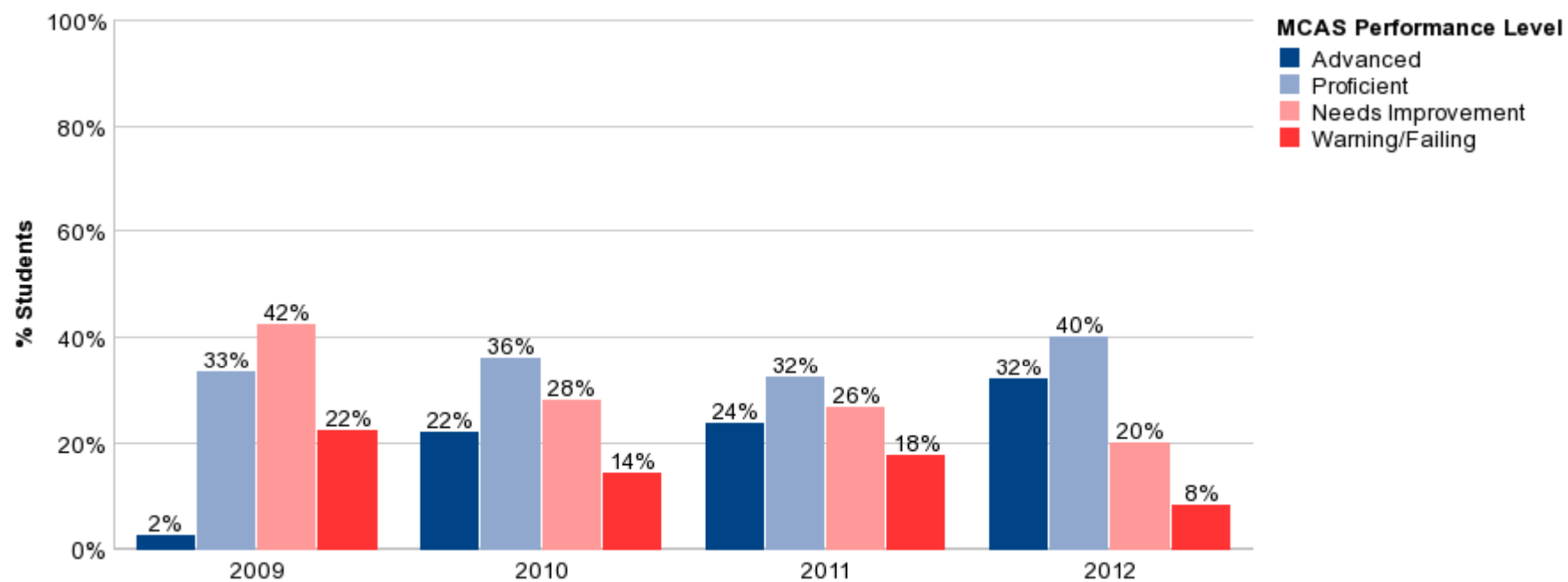
Avery Grade 4 Mathematics

Student Group: All Students

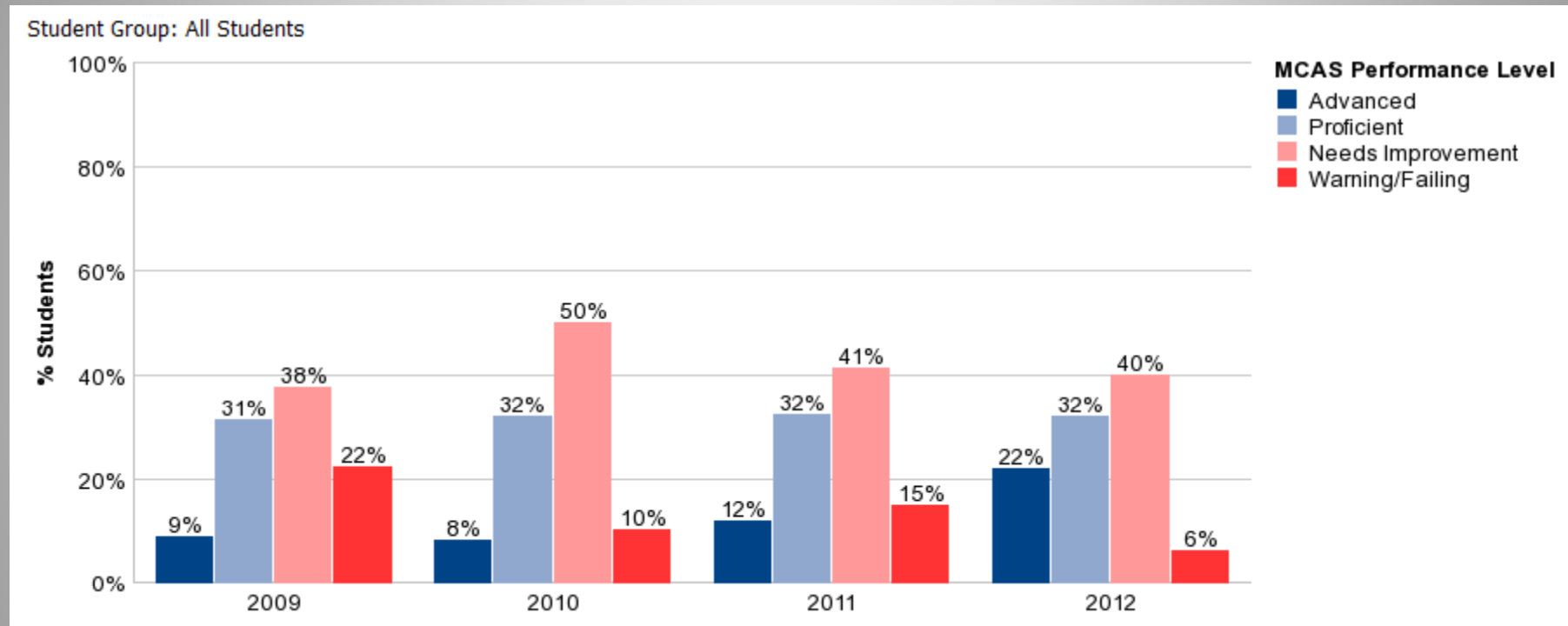


Avery Grade 5 ELA

Student Group: All Students



Avery Grade 5 Mathematics



Avery Grade 5 Science/Technology



Greenlodge School
Mrs. Katherine Kiewlicz, Principal

Organization Information

District:	Dedham (007300000)	School type:	Elementary School
School:	Greenlodge (00730025)	Grades served:	01,02,03,04,05
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information

[About the](#)

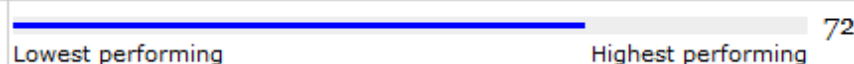
Accountability and Assistance Level

Level 2


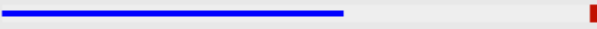


Not meeting gap narrowing goals

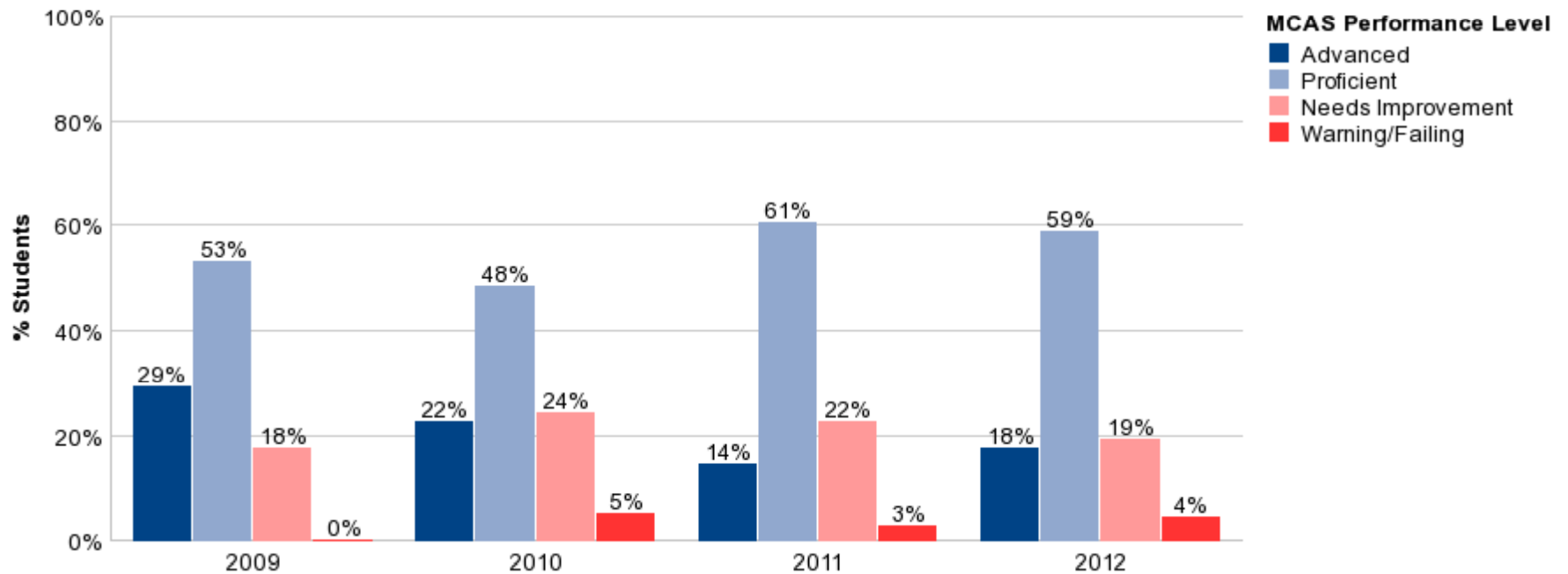
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:



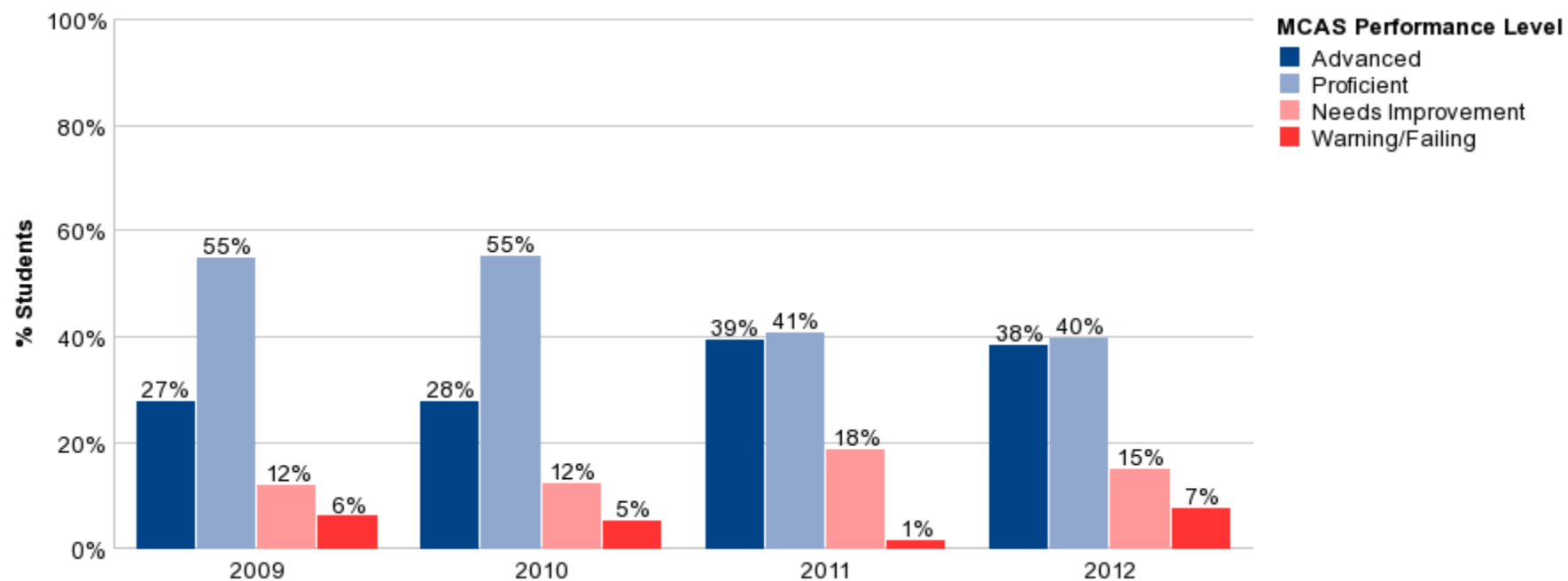
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		74	Did Not Meet Target
High needs		43	Did Not Meet Target
Low income		-	
ELL and Former ELL		-	
Students w/disabilities		54	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	
Asian		-	
Afr. Amer./Black		-	
Hispanic/Latino		-	
Multi-race, Non-Hisp./Lat.		-	
Nat. Haw. or Pacif. Isl.		-	
White		67	Did Not Meet Target



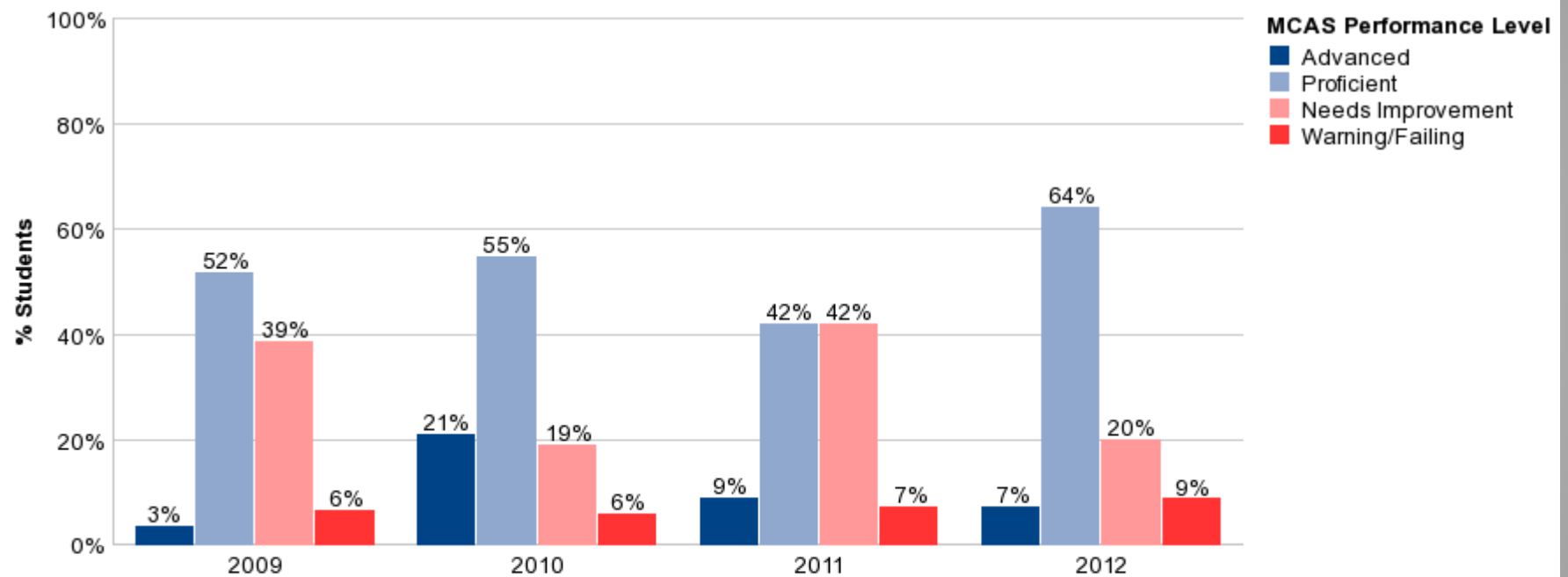
Greenlodge Grade 3 ELA

Student Group: All Students



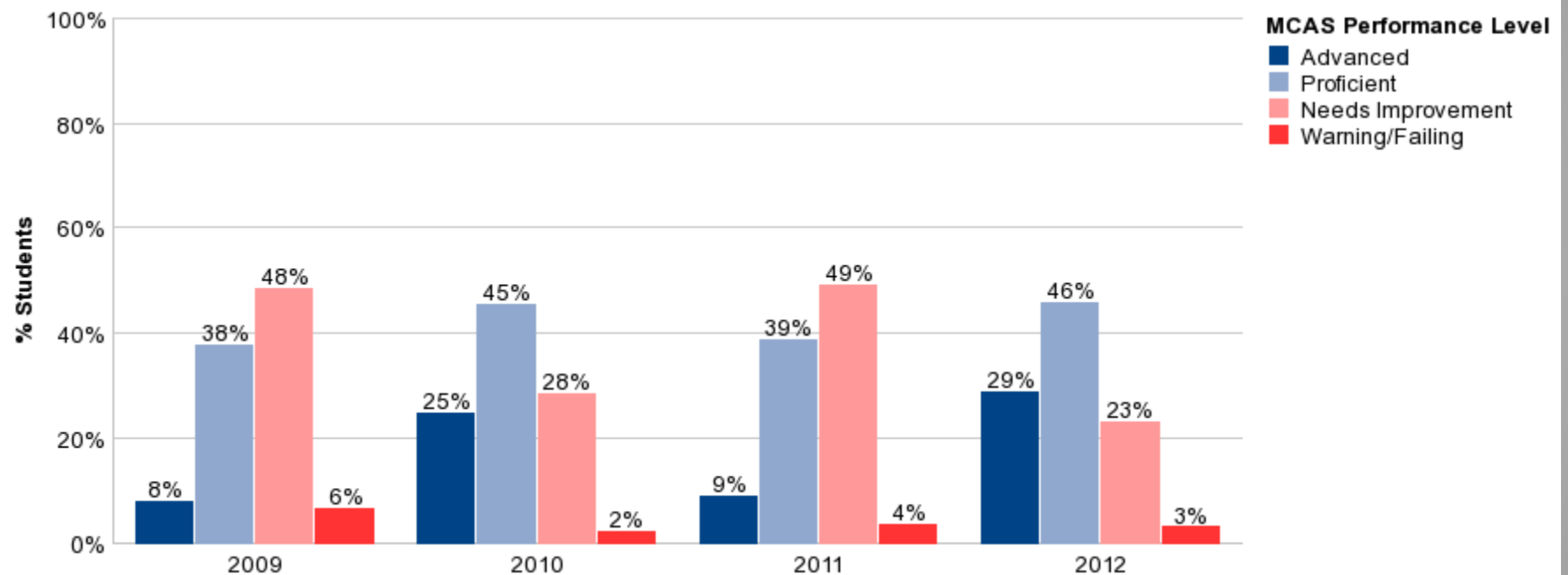
Greenlodge Grade 3 Mathematics

Student Group: All Students



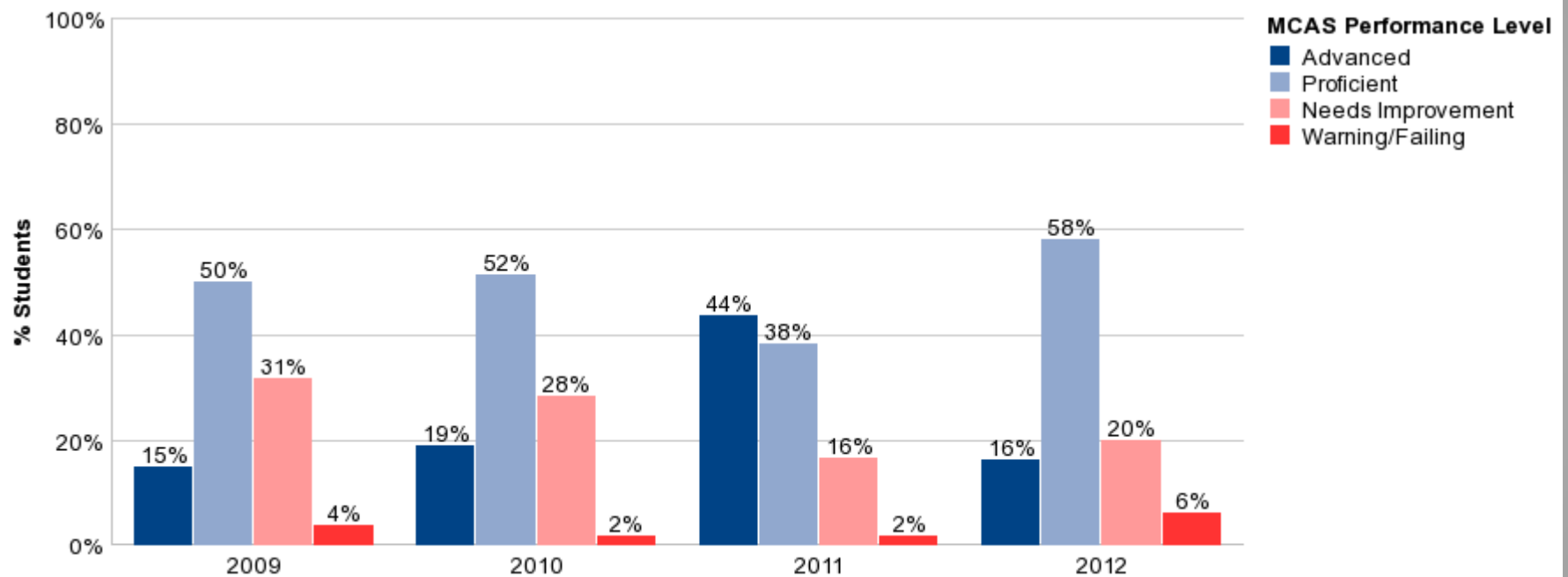
Greenlodge Grade 4 ELA

Student Group: All Students



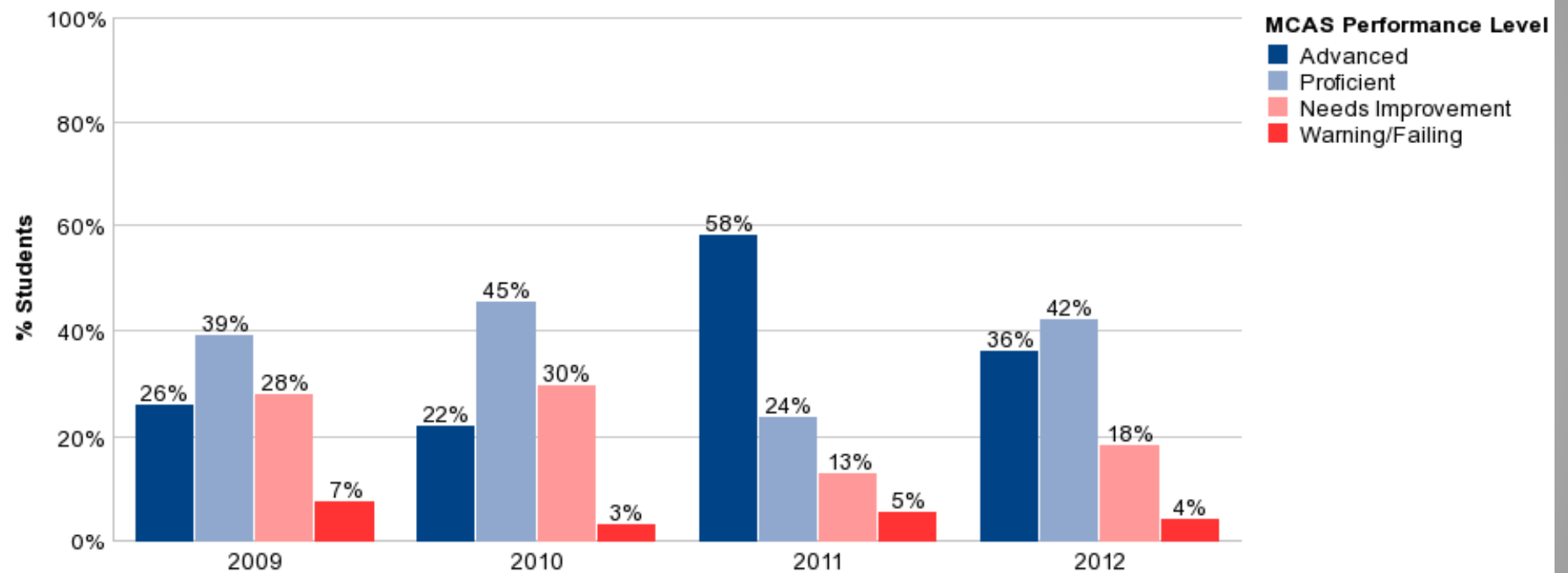
Greenlodge Grade 4 Mathematics

Student Group: All Students



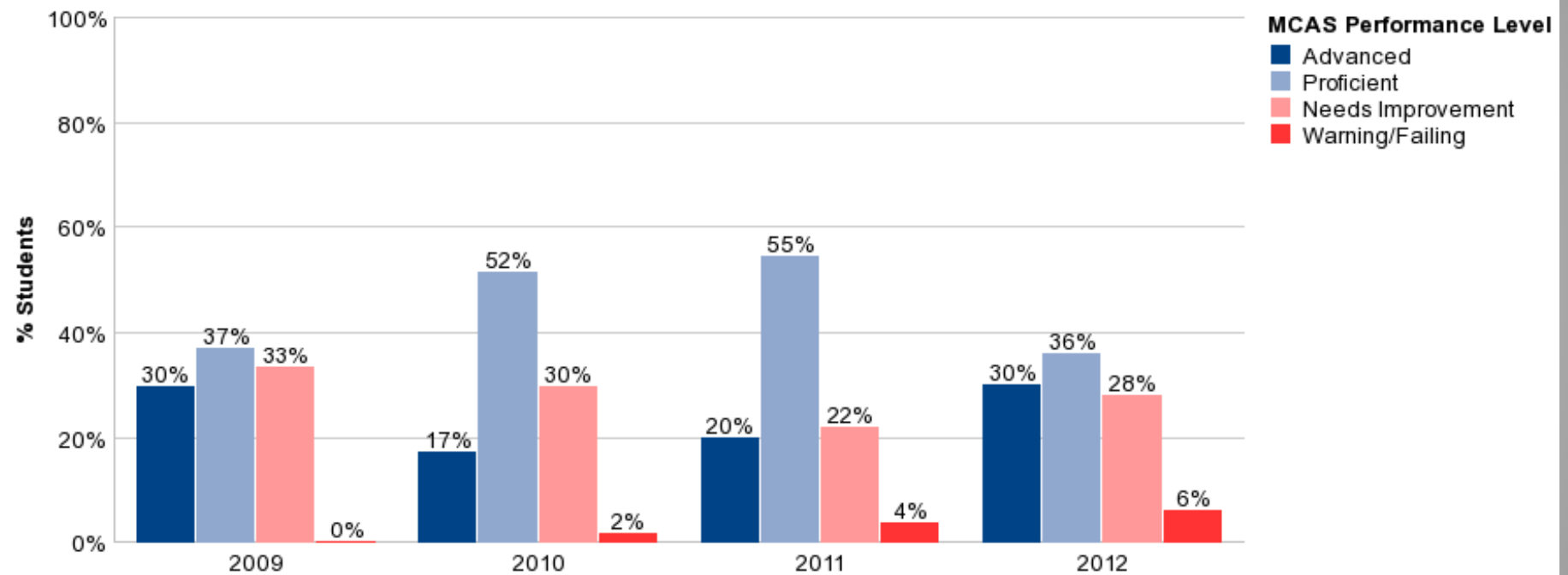
Greenlodge Grade 5 ELA

Student Group: All Students



Greenlodge Grade 5 Mathematics

Student Group: All Students



Greenlodge Grade 5 Science/Technology



Oakdale School
Ms. Holli Armstrong, Principal

Organization Information

District:	Dedham (00730000)	School type:	Elementary School
School:	Oakdale (00730030)	Grades served:	01,02,03,04,05
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information


[About this](#)

Accountability and Assistance Level



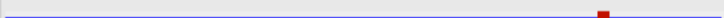

Level 1

Meeting gap narrowing goals

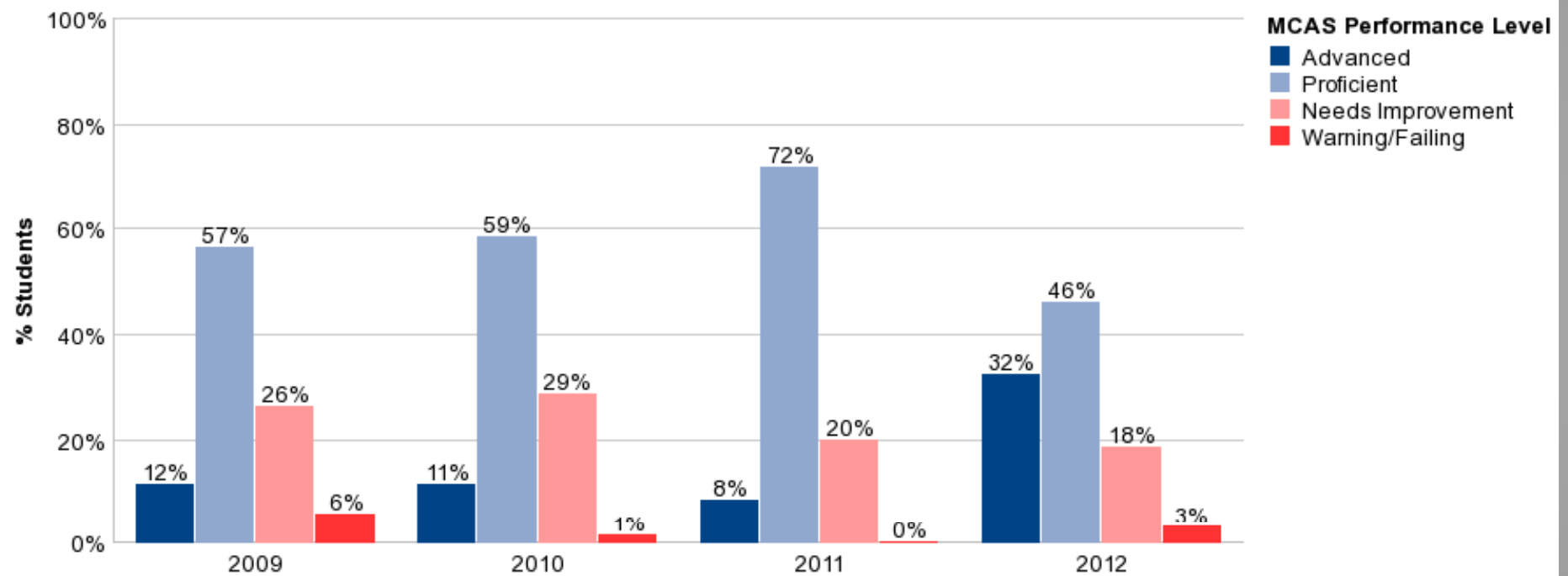
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:	 91
	Lowest performing Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

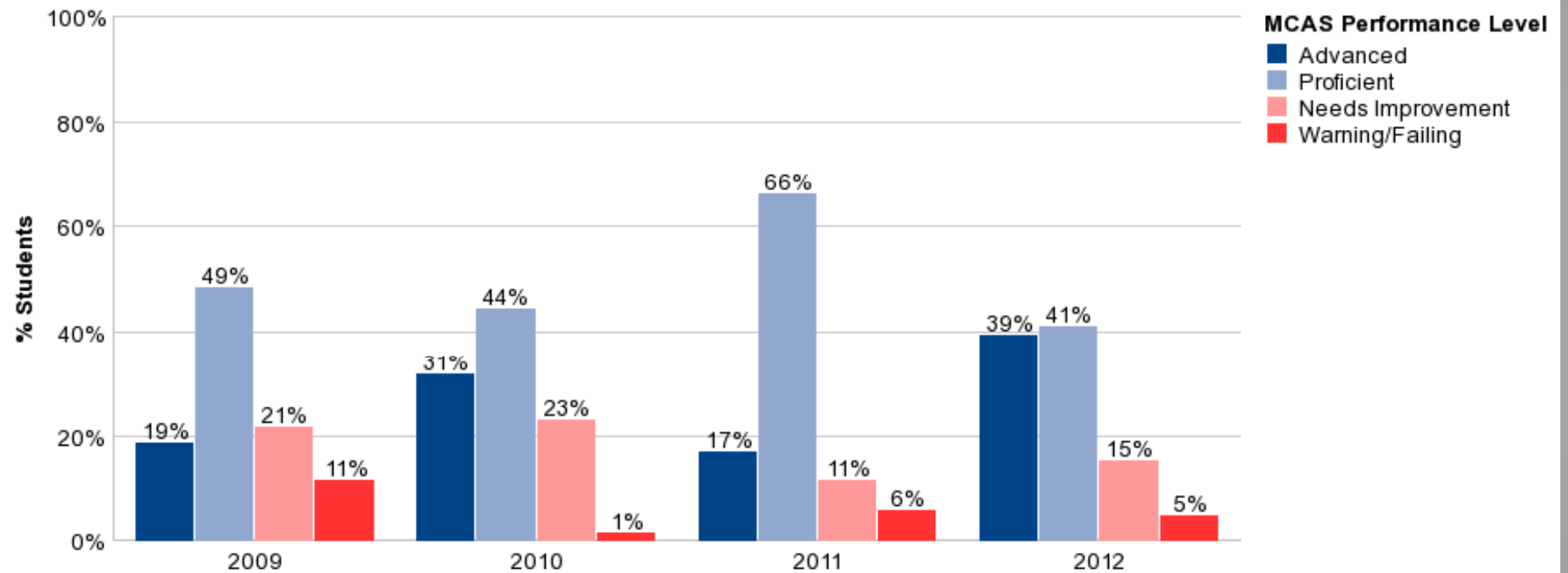
Student Group (Click group to view subgroup data)	On Target = 75 or higher - 		View Detailed 2012 Data
	Less progress	More progress	
All students		100	Met Target
High needs		88	Met Target
Low income			-
ELL and Former ELL			-
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		100	Met Target

Student Group: All Students



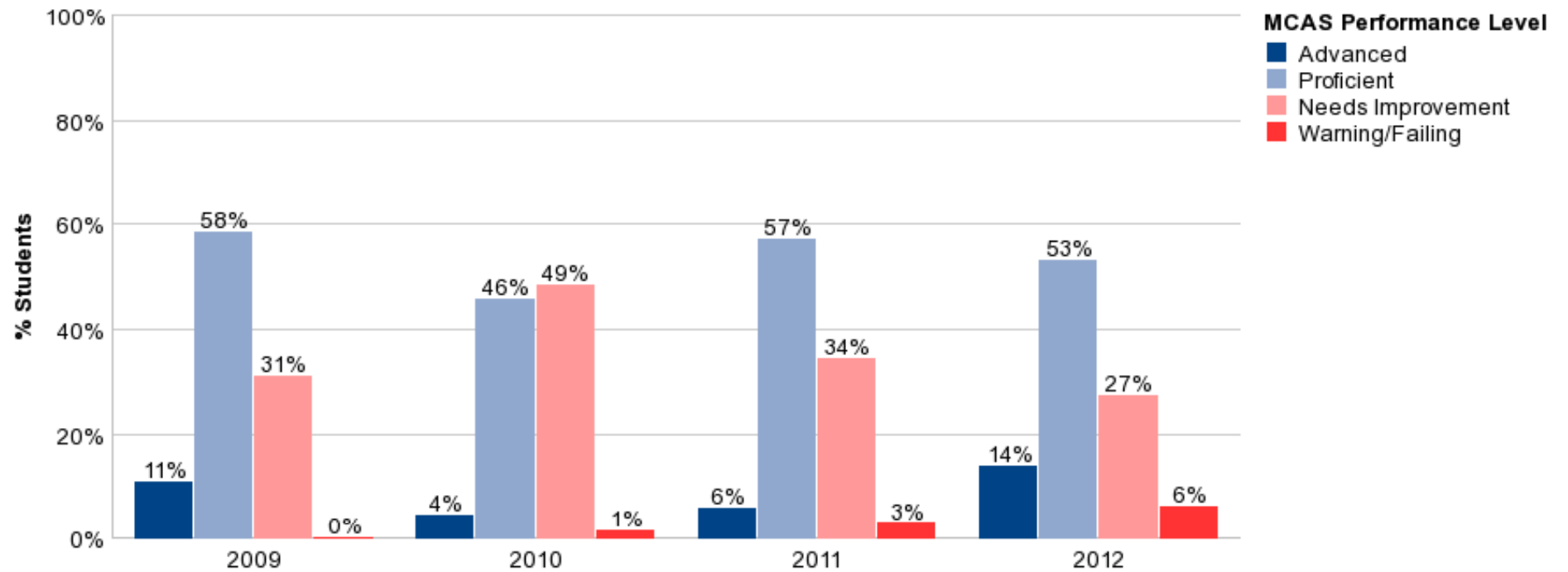
Oakdale Grade 3 ELA

Student Group: All Students



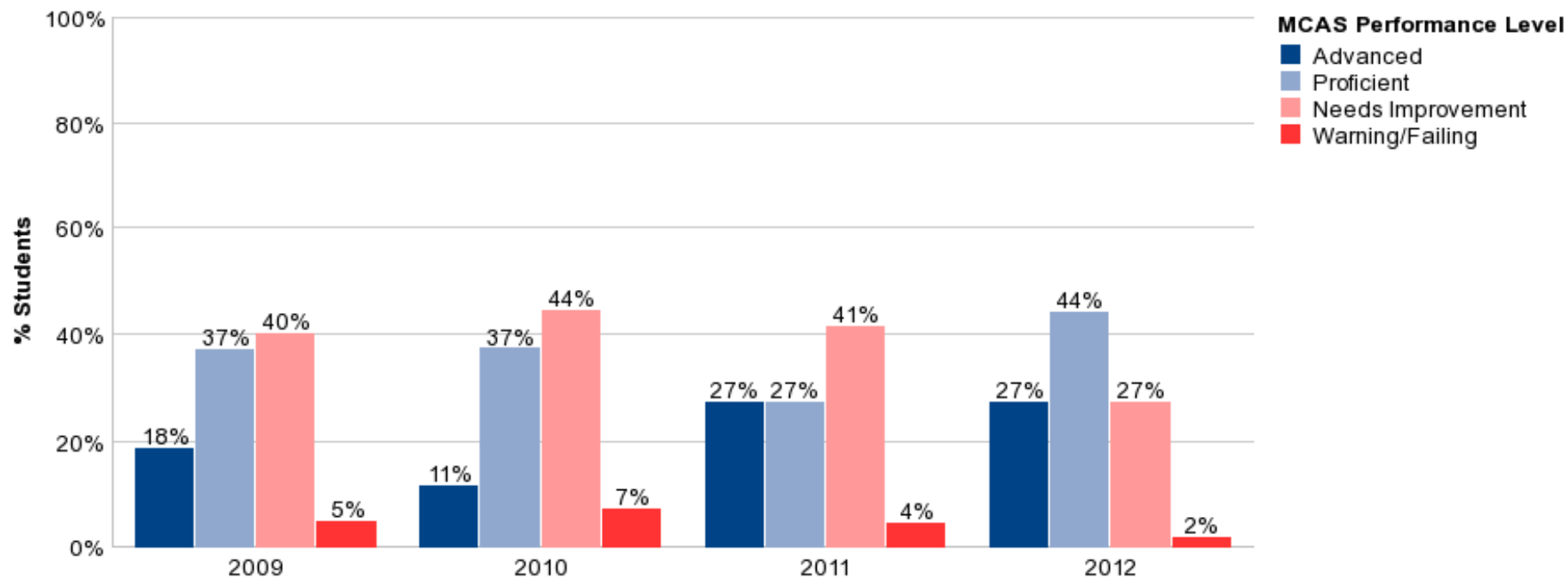
Oakdale Grade 3 Mathematics

Student Group: All Students



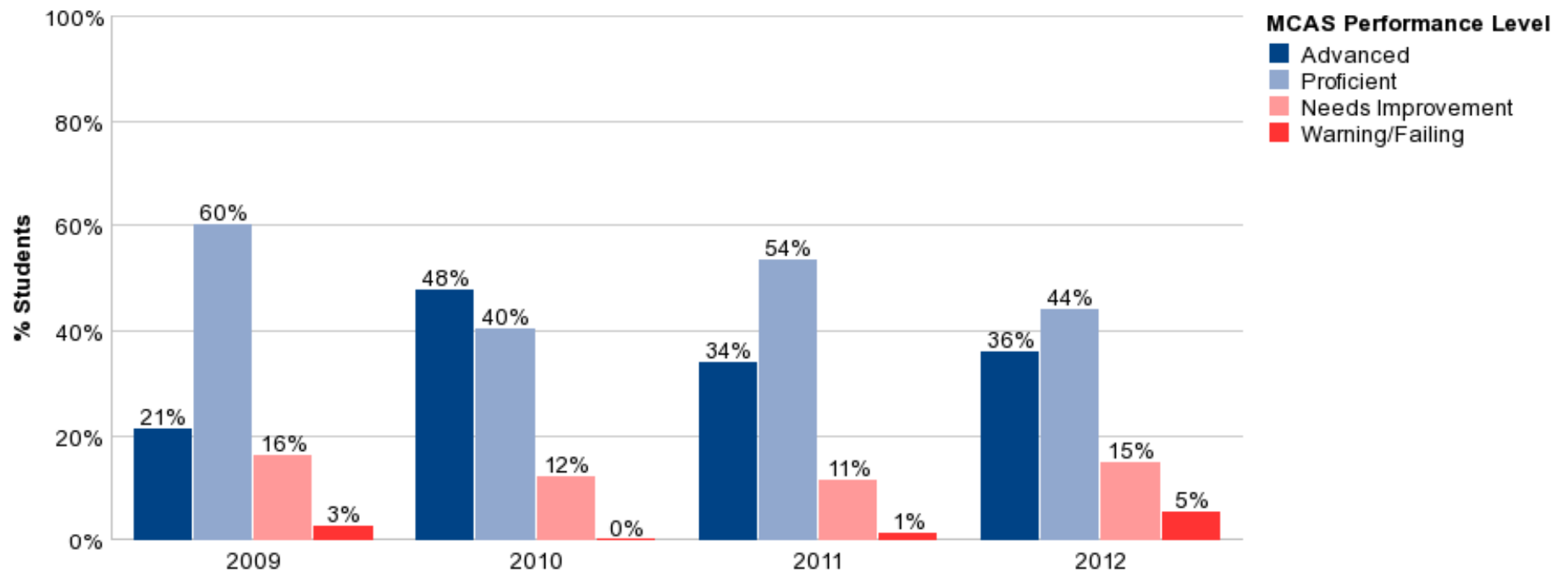
Oakdale Grade 4 ELA

Student Group: All Students



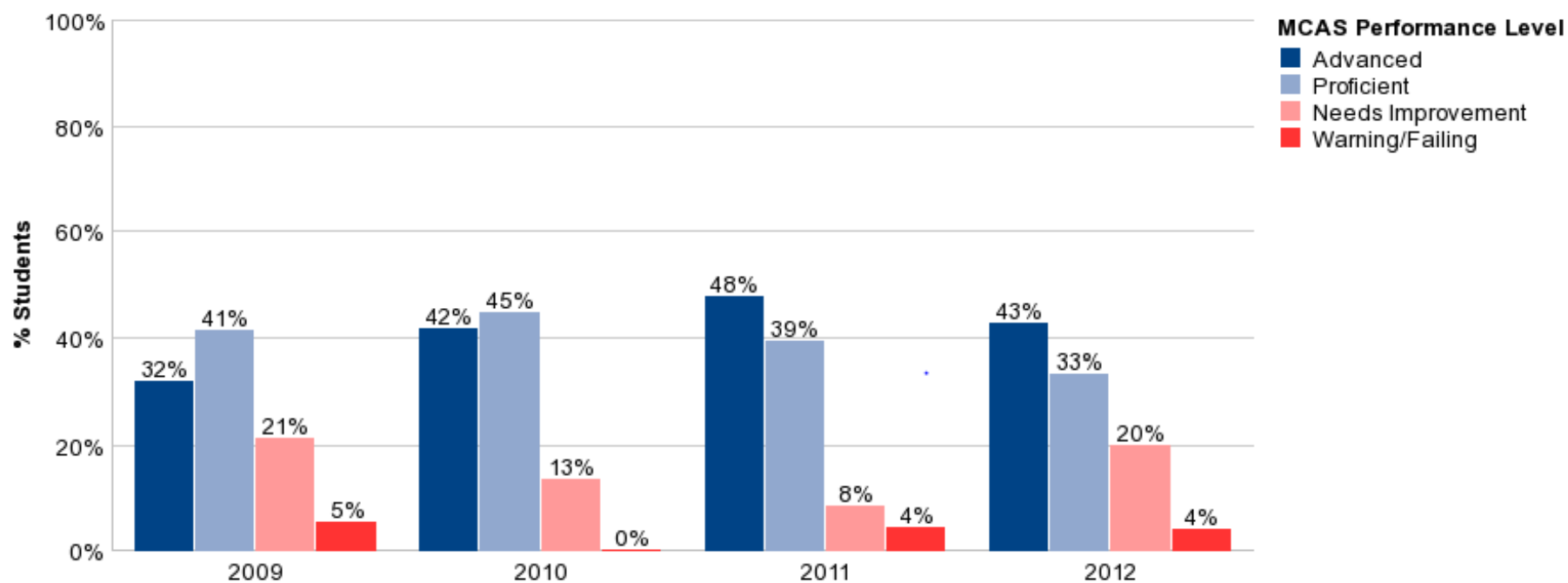
Oakdale Grade 4 Mathematics

Student Group: All Students



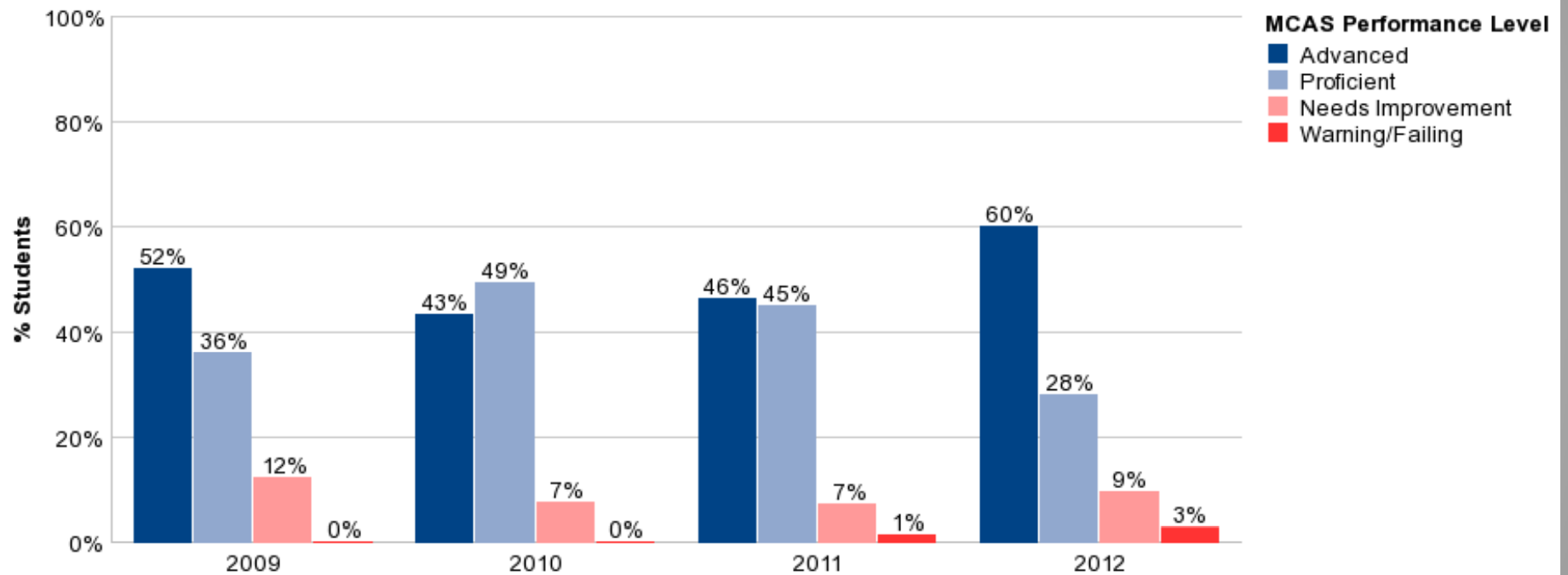
Oakdale Grade 5 ELA

Student Group: All Students



Oakdale Grade 5 Mathematics

Student Group: All Students



Oakdale Grade 5 Science/Technology



Riverdale School
Dr. Krista Lucas, Principal

Organization Information

District:	Dedham (00730000)	School type:	Elementary School
School:	Riverdale (00730045)	Grades served:	01,02,03,04,05
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information


[About the Data](#)

Accountability and Assistance Level

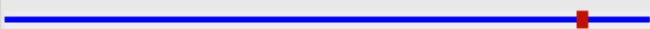
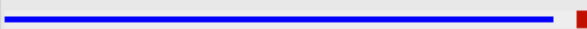


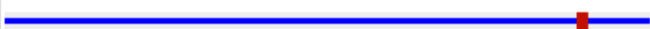
Level 2

Not meeting gap narrowing goals

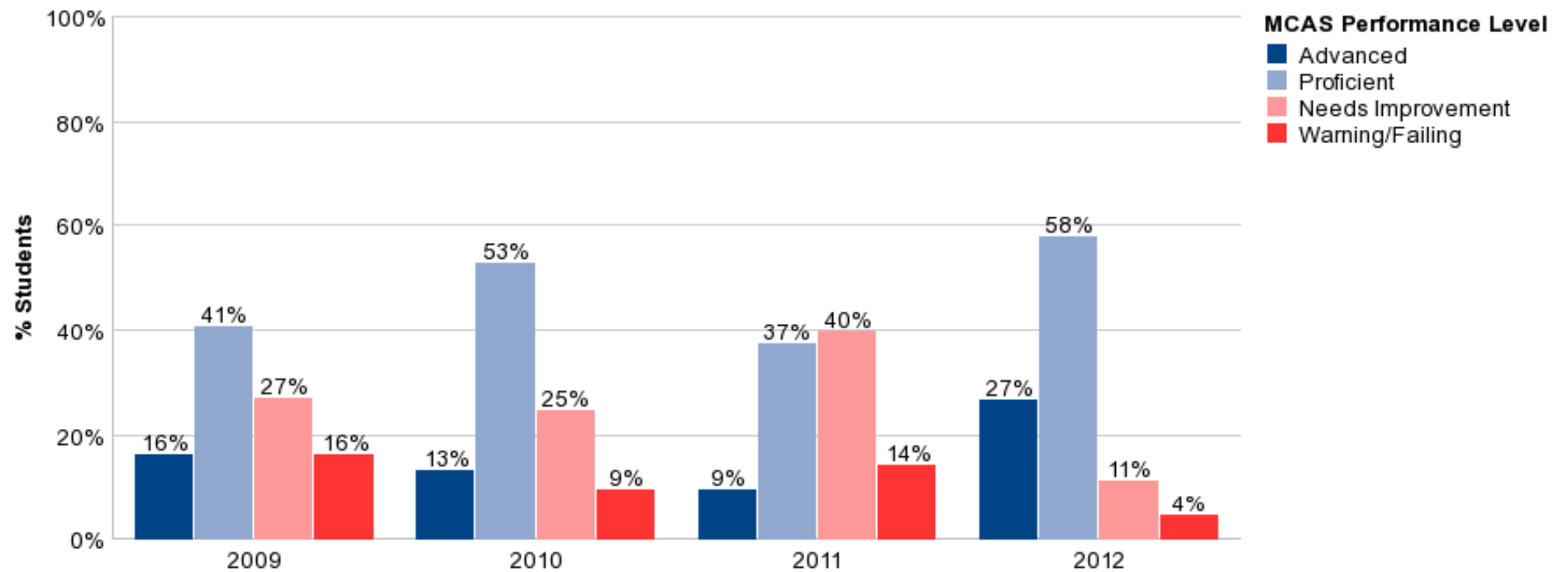
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:	 72
	Lowest performing Highest performing

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

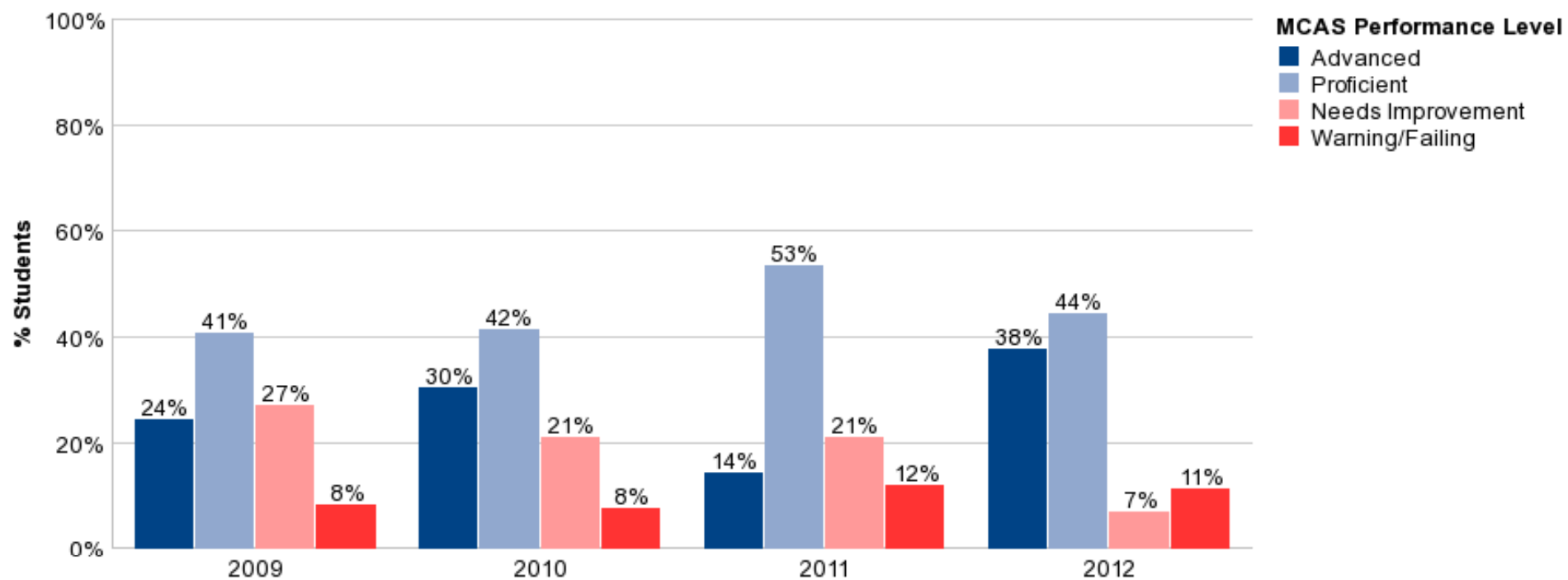
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		82	Met Target
High needs		71	Did Not Meet Target
Low income		56	Did Not Meet Target
ELL and Former ELL			-
Students w/disabilities		74	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		82	Met Target

Student Group: All Students



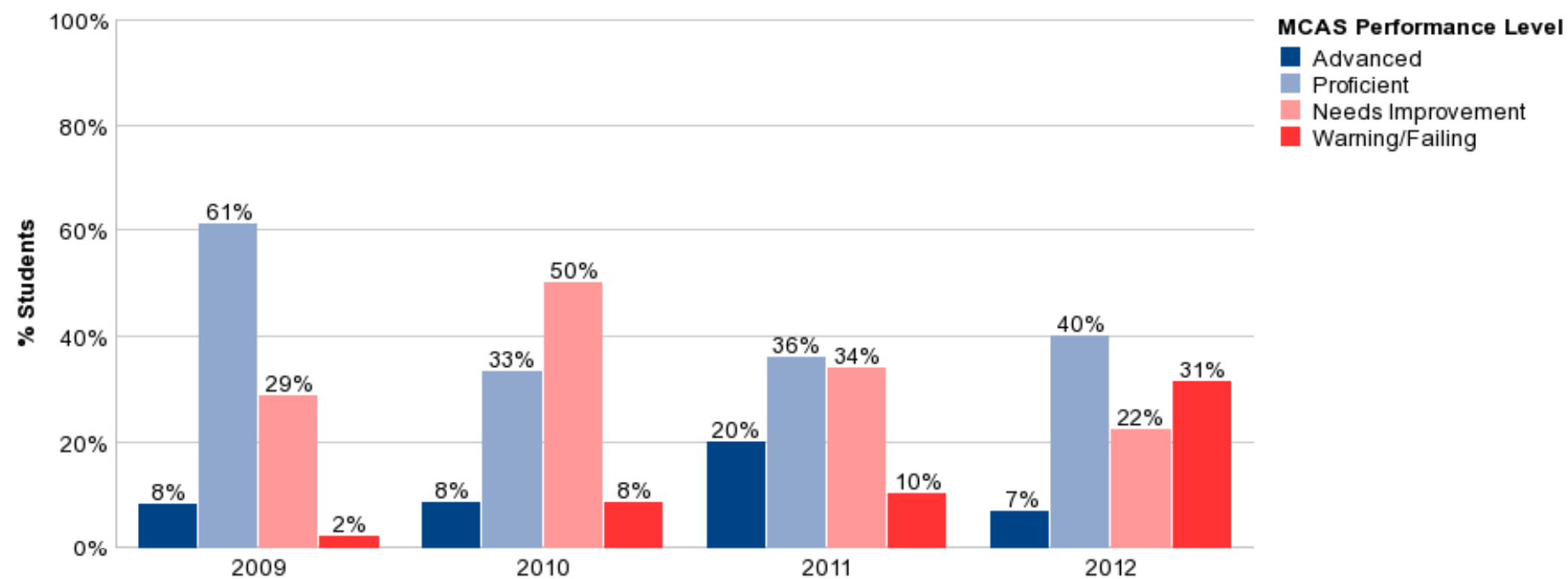
Riverdale Grade 3 ELA

Student Group: All Students



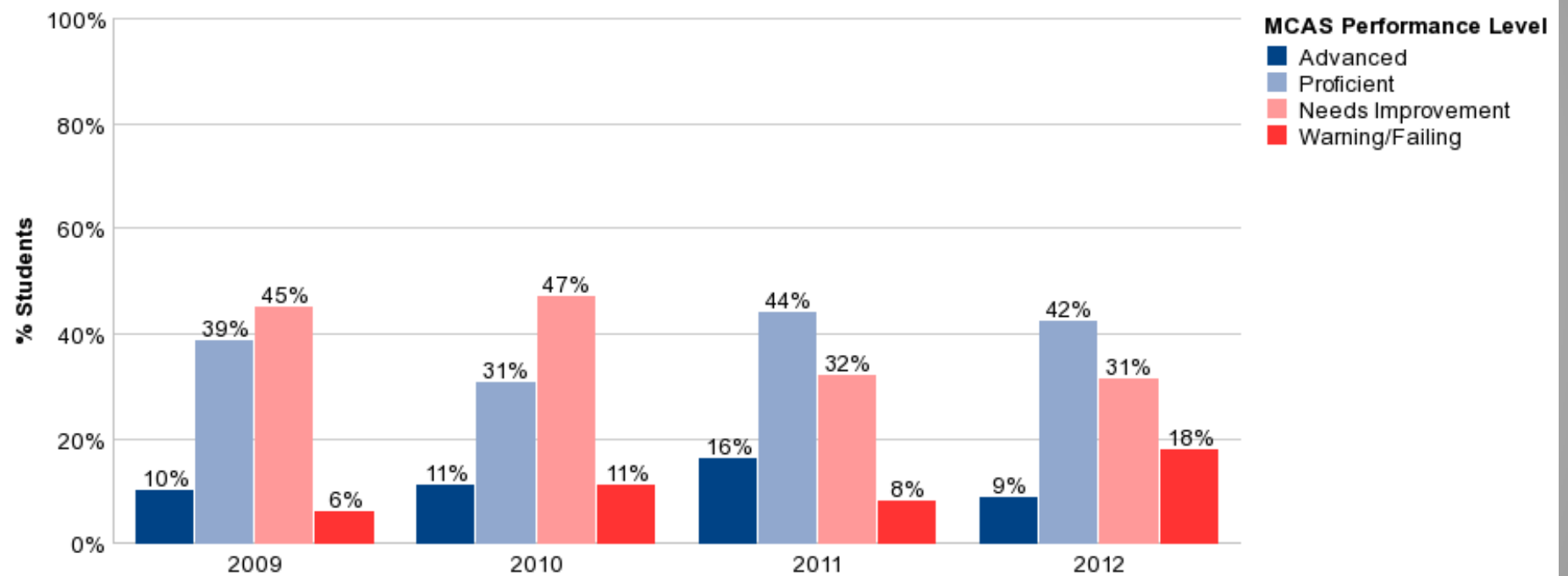
Riverdale Grade 3 Mathematics

Student Group: All Students



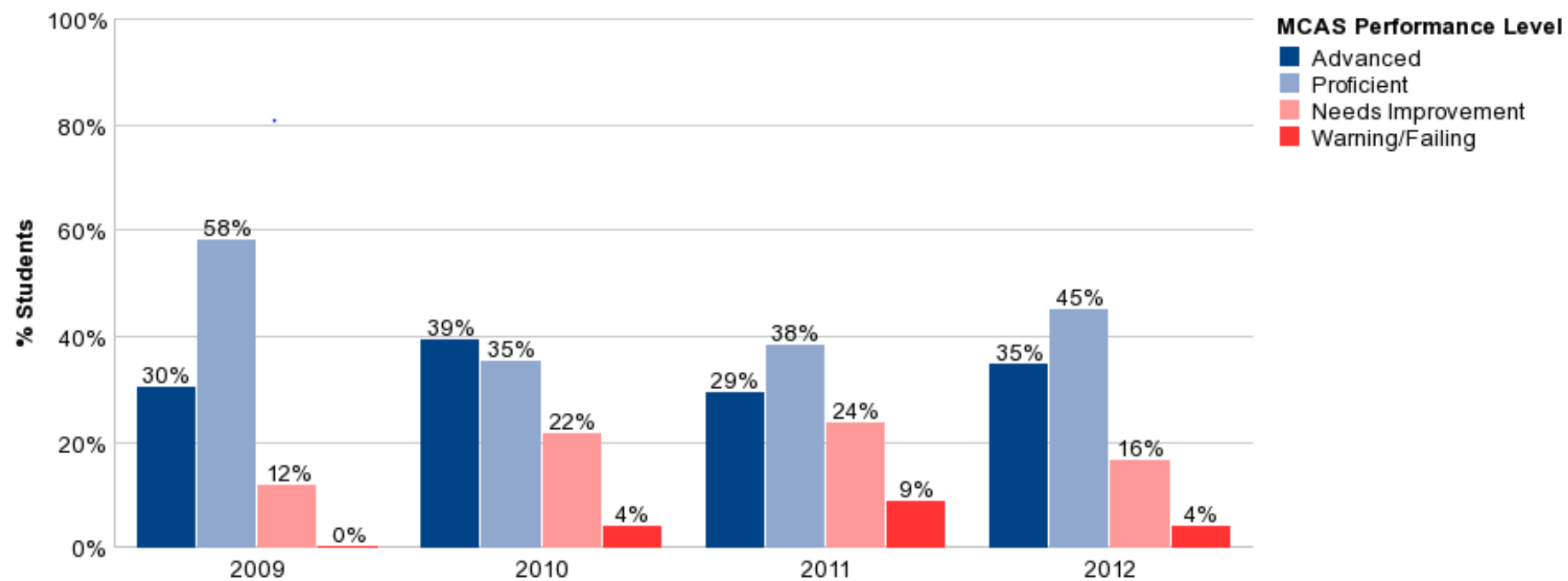
Riverdale Grade 4 ELA

Student Group: All Students



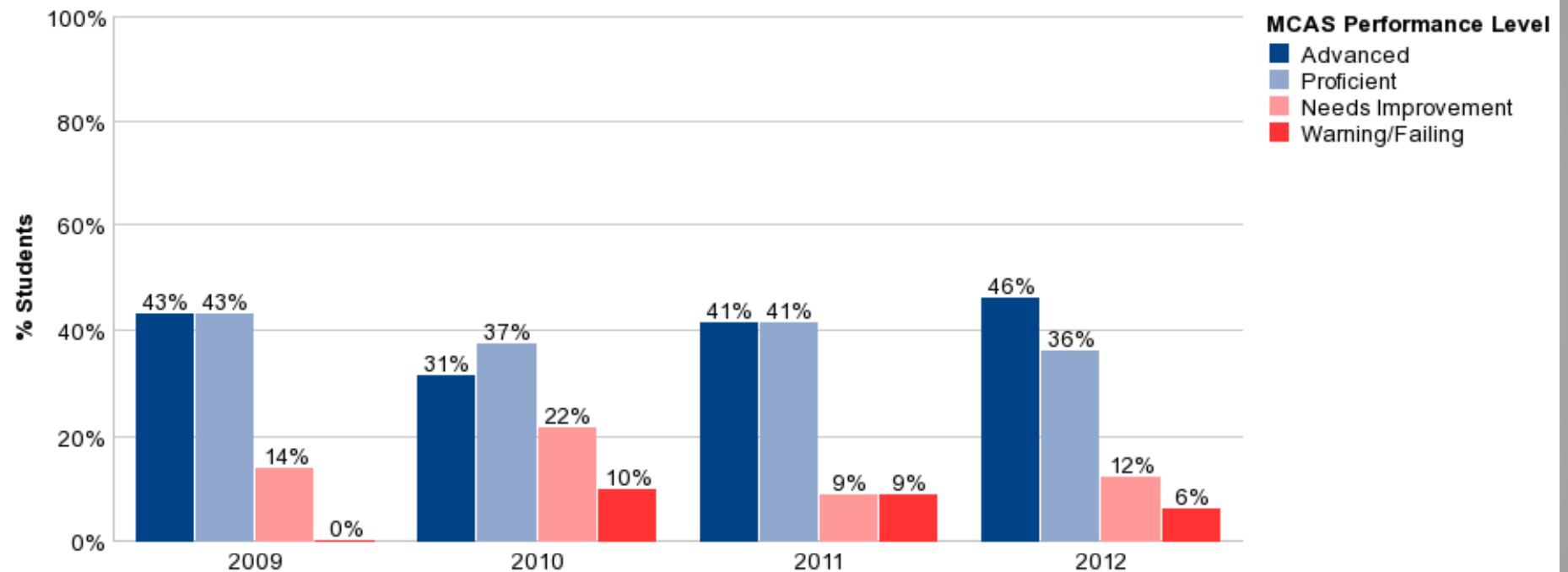
Riverdale Grade 4 Mathematics

Student Group: All Students



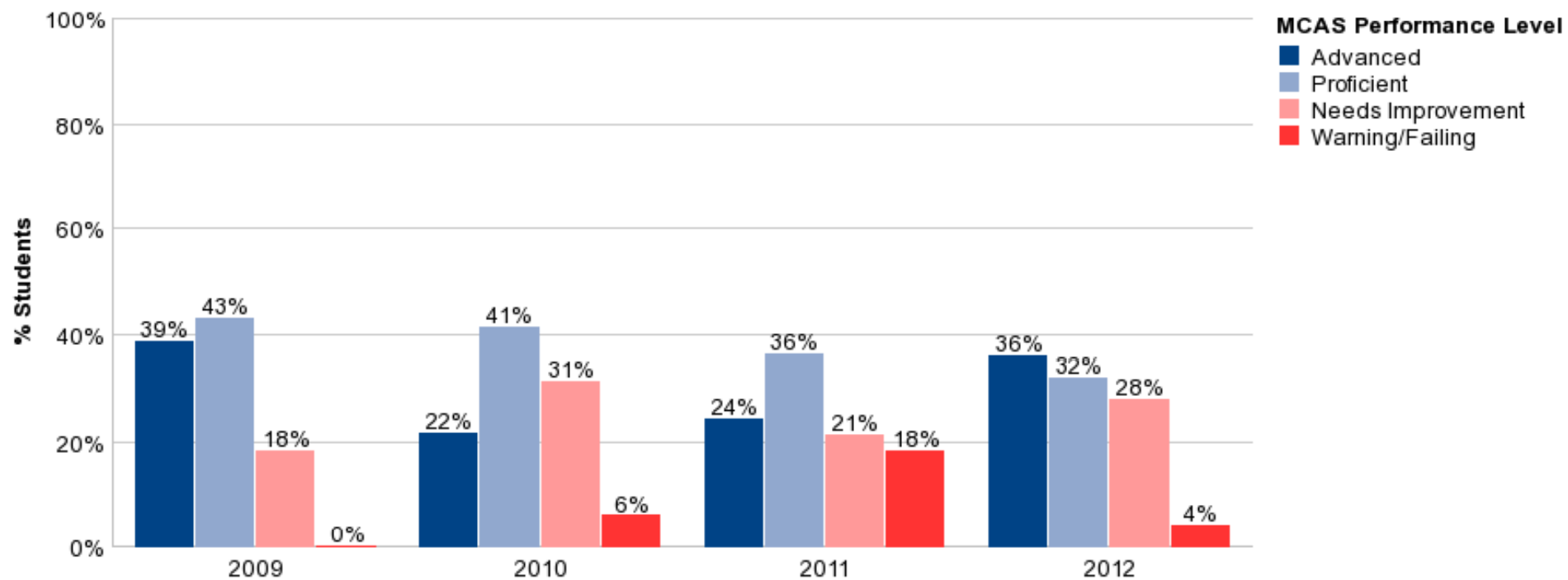
Riverdale Grade 5 ELA

Student Group: All Students



Riverdale Grade 5 Mathematics

Student Group: All Students



Riverdale Grade 5 Science/Technology

Elementary Initiatives

- Adoption of research-based Treasures Reading Program grades 4 and 5; continued implementation grades 1-3
- Leveled reading groups taught by grade level teachers, reading specialists and special educators in grades 3rd, 4th and 5th ; leveled reading groups in grades 1 and 2 being piloted at Riverdale and Oakdale
- Continue after school support program providing identified students with additional instruction in study skills, test taking strategies, and writing answers to open response and short answer questions
- Detailed analysis of MCAS data followed by targeted professional development to provide teachers and specialist with specific focus areas for improvement



- Utilize Data Warehouse to specifically target areas of need for specific students
- Continue to meet regularly as a data analysis team to carefully examine Acuity Data to assist teachers in driving their instruction
- Homework Clubs
- Focused bi-weekly grade level meetings
- Common planning time for staff





Dedham Middle School
Ms. Debra Gately, Principal

Organization Information

District:	Dedham (00730000)	School type:	Middle School
School:	Dedham Middle School (00730305)	Grades served:	06,07,08
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information

[About this](#)

Accountability and Assistance Level

Level 2

Not meeting gap narrowing goals

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)

All students:



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		68	Did Not Meet Target
High needs		55	Did Not Meet Target
Low income		58	Did Not Meet Target
ELL and Former ELL		62	Did Not Meet Target
Students w/disabilities		49	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		80	Met Target
Hispanic/Latino		74	Did Not Meet Target
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		68	Did Not Meet Target

Grade 6 English Language Arts

2012

Compared to 2011 – Grade 6

200 students tested	% of students tested		% of students tested
Advanced	18%	Advanced	26%
Proficient	54%	Proficient	51%
Needs Improvement	18%	Needs Improvement	21%
Warning	10%	Warning	2%

Grade 6 Mathematics

2012

Compared to 2011 – Grade 6

199 students tested	% of students tested		% of students tested
Advanced	35%	Advanced	25%
Proficient	35%	Proficient	41%
Needs Improvement	23%	Needs Improvement	28%
Warning	7%	Warning	6%

Grade 7 English Language Arts

2012

2011 – Grade 7

2011 – Students as 6th graders

231 students tested	% of students tested		% of students tested		% of students tested
Advanced	19%	Advanced	15%	Advanced	26%
Proficient	63%	Proficient	68%	Proficient	51%
Needs Improvement	15%	Needs Improvement	14%	Needs Improvement	21%
Warning	3%	Warning	3%	Warning	2%

Grade 7 Mathematics

2012

2011 – Grade 7

2011 – Students as 6th graders

229 students tested	% of students tested		% of students tested		% of students tested
Advanced	21%	Advanced	15%	Advanced	25%
Proficient	39%	Proficient	36%	Proficient	41%
Needs Improvement	32%	Needs Improvement	34%	Needs Improvement	28%
Warning	7%	Warning	14%	Warning	6%

Grade 8 English Language Arts

2012

2011 – Grade 8

2011 – Students as 7th graders

209 students tested	% of students tested		% of students tested		% of students tested
Advanced	18%	Advanced	21%	Advanced	15%
Proficient	72%	Proficient	65%	Proficient	68%
Needs Improvement	5%	Needs Improvement	9%	Needs Improvement	14%
Warning	5%	Warning	5%	Warning	3%

Grade 8 Mathematics

2012		2011 – Grade 8		2011 – Students as 7th graders	
209 students tested	% of students tested		% of students tested		% of students tested
Advanced	20%	Advanced	28%	Advanced	15%
Proficient	44%	Proficient	34%	Proficient	36%
Needs Improvement	25%	Needs Improvement	24%	Needs Improvement	34%
Warning	11%	Warning	13%	Warning	14%

Grade 8 Science Technology Engineering

2012

Compared to 2011 – Grade 8

208 students tested	% of students tested		% of students tested
Advanced	4%	Advanced	1%
Proficient	44%	Proficient	33%
Needs Improvement	40%	Needs Improvement	52%
Warning	11%	Warning	14%

2012-13 Curriculum Initiatives

English Language Arts

- Co-taught ELA program in grades 6 – 8 – dedicated teacher of English & Special Education.
- Acuity© Predictive Testing – conducted throughout the year.
- EmPOWER writing program –
- Evaluate, Make a plan, Organize, Work, Evaluate, Re-assess – using a common set of learning and a core set of strategies to strengthen writing. All Special Educators are trained in this program.



2012-13 Curriculum Initiatives Mathematics

- New curriculum in grades 6 – 8, increasing the number of students enrolled in accelerated math for grade 6 and introducing pre-algebra for all students in grade 7 and algebra in grade 8.
- Math enrichment classes – grades 6 – 8
- Math challenge classes – grade 8
- Acuity© Predictive Testing – conducted throughout the year.

2012-13 Curriculum Initiatives

Science Technology Engineering

- Introduction of a new & comprehensive grade 8 program in Technology and Engineering to address the 27 standards in this area.



School-Wide Initiatives

- After-school tutorial MCAS program beginning October 4, 2012.
- Continuation of Science Scene – grades 6-8.
- Professional development centered on:
 - Alignment of curriculum to the common core.
 - Addressing findings of 2011 NEASC final report.
 - Development of common assessments and rubrics.





Dedham High School
Mr. Ron McCarthy, Principal

District:	Dedham (00730000)	School type:	High School
School:	Dedham High (00730505)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

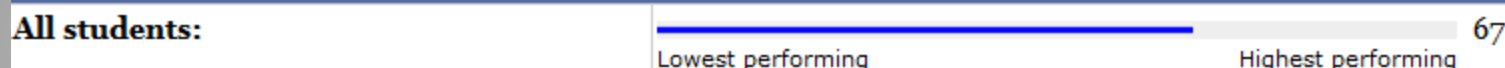
Accountability Information

Accountability and Assistance Level

Level 2

Not meeting gap narrowing goals

This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students		74	Did Not Meet Target
High needs		74	Did Not Meet Target
Low income		75	Met Target
ELL and Former ELL			-
Students w/disabilities		72	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		75	Met Target

Grade 10 English Language Arts

203 Students tested Grade 10 (2012)		Grade 8 (2010)	
Advanced	27%	Advanced	15%
Proficient	64%	Proficient	70%
Needs Improvement	9%	Needs Improvement	11%
Warning/Failing	0%	Warning/Failing	3%
Advanced/Proficient	91%	Advanced/Proficient	85%

Grade 10 Mathematics

204 Students tested Grade 10 (2012)		Grade 8 (2010)	
Advanced	60%	Advanced	20%
Proficient	29%	Proficient	44%
Needs Improvement	10%	Needs Improvement	25%
Warning/Failing	0%	Warning/Failing	11%
Advanced/Proficient	89%	Advanced/Proficient	64%

Grade 9/10 Biology

311 Students tested 2012 (Grades 9 and 10)		Science/Technology Grade 8 (2011)		Science/Technology Grade 8 (2010)	
Advanced	28%	Advanced	1%	Advanced	2%
Proficient	49%	Proficient	33%	Proficient	35%
Needs Improvement	20%	Needs Improvement	52%	Needs Improvement	49%
Warning/Failing	3%	Warning/Failing	14%	Warning/Failing	15%
Advanced/Proficient	77%	Advanced/ Proficient	34%	Advanced/Proficient	37%

2012 – 2013 Initiatives



- Hired a dual certified English/Special Education teacher
- Created a Performance Improvement Team (English, science, mathematics, special education and guidance directors)
- Analyzed questions, answers, and relevant data
- Identified students in grades 9 and 10 needing aggressive interventions relative to literacy and numeracy and targeted them for additional support
- Facilitated collaboration between special education staff and content specialists