

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Dr. Jean Christopher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Dorothy E. Lewis Elementary
(As it should appear in the official records)

School Mailing Address 32345 Cannon Road
(If address is P.O. Box, also include street address)

Solon Ohio 44139-1645
City State Zip Code+4 (9 digits total)

County Cuyahoga School Code Number* 008623

Telephone (440) 349-6225 Fax (440) 349-8012

Website/URL www.solonschools.org E-mail jchristopher@solonboe.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Joseph Regano

District Name Solon City Schools Tel. (440) 248-1600

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Margo Morrow

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003, 2004 or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools
 0 Other

 7 TOTAL
2. District Per Pupil Expenditure: \$11,038

 Average State Per Pupil Expenditure: \$ 9,028

SCHOOL

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 8 Number of years the principal has been in her/his position at this school.
 N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	39	41	80	8			
1	36	46	82	9			
2	48	48	96	10			
3	34	44	78	11			
4	40	43	83	12			
5				Other: Multi-handicap	4	2	6
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							425

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>88</u> | % White |
| <u>6</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>6</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1.	418
(5)	Subtotal in row (3) divided by total in row (4)	.031
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 3%
13 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: Russian, Chinese, Korean, Cambodian
9. Students eligible for free/reduced-priced meals: NC%
 Total number students who qualify: <10

10. Students receiving special education services: 5%
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u>2</u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>19</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>14</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>6</u>	<u>14</u>
Total number	<u>37</u>	<u>30</u>

12. Average school student-“classroom teacher” ratio: 21:1

13.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	97%	96%	96%	96%
Daily teacher attendance	95%	97%	96%	96%	97%
Teacher turnover rate	9%	14%	12%	14%	8%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Dorothy E. Lewis Elementary School is one of four kindergarten through fourth grade elementary schools in the Solon City School District, located in the city of Solon about 30 minutes southeast of Cleveland, Ohio. The school's total enrollment, for the 2005-2006 school year, is 418 students representing and embracing a variety of diverse cultural backgrounds.

The entire staff of Dorothy Lewis School is committed to achieving our mission of providing a success-oriented learning environment for all students. Our student body represents all levels of the learning community from multi-handicapped, special needs students to those who are identified as cognitively gifted. Each and every student is considered an important part of the total learning environment of Dorothy Lewis School, and all are treated with respect and dignity.

Each school day begins with students leading the school in the Pledge of Allegiance. Throughout the school year, every student in every grade level has an opportunity to be the leader. Students who are unable to speak use communication devices when their turn arises because each student's contribution and participation is important.

Student recognition occurs during the year in various ways, and all students are recognized for their talents and supported in this atmosphere of learning. Once a month, Dorothy Lewis School celebrates Spirit Day. Students wear shirts with the school's logo and are treated to popcorn by members of the PTA. Every month during the school year, one student from each of the third and fourth grade classes is recognized as the "Student of the Month" and is treated to lunch at a local Pizza Hut by the building principal and the school guidance counselor. Teachers share their reasons for student selection with the students and in turn, each student chosen shares these reasons with the group at the pizza lunch. "Student of the Month" pictures are posted in the hallway until the next month's students are chosen.

The staff at Dorothy Lewis School, through grade level professional learning communities, is continually challenged to set S.M.A.R.T. goals. Coined by researcher Mike Schmoker, this acronym reflects goals that are strategic, measurable, attainable, results oriented, timely and focused on student achievement. These goals stem directly from both formative and summative student assessments. As each goal is attained, new goals and action plans are set, thus propelling both students and staff forward in all aspects of the curriculum. Because the Solon City Schools places a high priority on staff development, the Lewis staff is skilled in differentiating instruction, formative assessment, and the use of a Standards-Based Report Card. Teachers are keenly aware of student progress and they communicate it to parents formally through quarterly report cards and informally through on-going communication with parents.

Dorothy Lewis School's mission is to work in partnership with families. This partnership takes the form of parents volunteering in classrooms, serving as tutors, helping their children at home using teacher-directed instructional strategies, and working on a variety of committees with the sole purpose of providing assistance and support for our student achievement goals. Dorothy Lewis School reflects the goals of No Child Left Behind through its incessant focus on success for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Ohio has utilized criterion-referenced “Proficiency” tests in reading, math, citizenship, science, and writing since the mid-1990s at the fourth grade level. Now the state has changed to standards-based “achievement” tests in grades three through eight. The percentage of students in all of the Solon City Schools, including Dorothy E. Lewis Elementary, that pass these tests, is reported to parents and the community in the form of yearly District Report Cards issued by the Ohio Department of Education and posted on the department’s web site. Individual student scores reported directly to parents rank students according to performance. For 2004-2005, fourth grade students participated in state achievement tests in writing and reading, and proficiency tests in math, science and citizenship. For proficiency tests, students were ranked as follows: Below Basic, Basic, Proficient or Advanced, with the latter two categories as an acceptable goal. In the 2005-2006 school year, fourth grade students will be assessed using only achievement tests in reading and writing, and math. Third grade students are assessed using state-mandated achievement tests in reading and math. For these achievement tests, there are five rankings: Limited, Basic, Proficient, Accelerated and Advanced, with the latter three rankings preferred. Data is also disaggregated to give more information regarding program success across all subcategories of children, including those with learning disabilities. More information about Ohio’s assessment is available at: http://www.ode.state.oh.us/proficiency/technical_data/StatSumm_AchievementTests.asp (for Third Grade Achievement Tests) and www.ode.state.oh.us/proficiency/standards.asp (for Fourth Grade Proficiency Tests).

The data from state test results illustrate the benefits for reading instruction reforms for Dorothy E. Lewis School students. In 2001-2002, 88% of fourth grade students at Dorothy Lewis School were proficient in reading. In the last three years of data collection from state tests, many signs of marked growth in student achievement are noticeable in the table below:

School Year	Third Grade Reading Achievement	Fourth Grade Reading Proficiency
2002-2003	Not yet implemented	92% of all students passed
2003-2004	97% of all 3 rd grade students passed	96% of all students passed
2004-2005	99% of all 3 rd grade students passed	97% of all 4 th grade students passed

Source: Ohio Department of Education School Report Cards.

Data trends from the past five years at Dorothy Lewis School demonstrate a consistent pattern of positive performance on state-mandated tests, surpassing the state goals by significant margins. On its individual school building report cards, the State of Ohio uses a performance index that measures student passage rates, but assigns weighted scores according to the level of passage. Thus, an “Advanced” or an “Accelerated” score on the test is weighted higher than a “Basic” passage score. Over the last three academic years, Dorothy Lewis School has increased from a total performance index score of 102 in 2002-2003, to a score of 106 in 2003-2004, and finally to a performance index score of 110 in 2004-2005. These gains clearly demonstrate a positive trend in student learning with higher percentages of Lewis

School students scoring at the advanced and accelerated levels on state achievement tests. These gains rank our students in the top 10% of all schools in the State of Ohio.

Reading Recovery, the 20-week intervention program Dorothy Lewis School teachers use to address reading gaps for the lowest achieving first graders, is showing success as well, helping students close reading gaps and maintain those gains over time. Specifically, 100% of Reading Recovery students maintained gains and passed the third grade achievement test and 92% passed the fourth grade test in 2003-2004. These data show remarkable increases in student achievement and underscore the efforts and resources of the school’s staff, parents and children.

In mathematics, Dorothy Lewis School’s fourth grade students have continually scored above the standard in math proficiency. In the 2002-2003 school year, Lewis School students achieved a passing rate of 90%. Subsequently, Dorothy Lewis School fourth grade student scores improved during the 2004-2005 school year, with 95% of students achieving a passing score. In analyzing the results, staff attribute these improved results to greater classroom focus on the math benchmarks and indicators, which provided a stronger balance between content and process. The proficiency results were further evaluated to determine strengths and weaknesses. This information helps to guide classroom instruction and improve on student learning in target areas for the future.

School Year	Third Grade Math Achievement	Fourth Grade Math Proficiency/Achievement
2002-2003	Not yet implemented	90% of all students passed
2003-2004	Not yet implemented	92% of all students passed
2004-2005	98% of all 3 rd grade students passed	95% of all 4 th grade students passed

Source: Ohio Department of Education School Report Cards.

2. Using Assessment Results

Dorothy E. Lewis School uses a variety of formative and summative assessment data daily to drive instruction and improve student and school performance. Before the start of the school year, teachers utilize the district-constructed, web-based, student information system. This system allows teachers to access summative data about individual student performance in the areas of reading, writing, spelling, math, science and social studies. Additionally, the principal shares hard copies of standardized test data, such as achievement or proficiency results with teachers. The teachers use this information to plan instruction for individual student needs. Through a collaborative learning process, teachers also engage in conversations about student data and achievement. At weekly grade level meetings, teachers discuss strategies for ensuring that all students are making progress toward grade level indicators. To facilitate this progress, student data is analyzed and grade level S.M.A.R.T. (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals are set for the coming school year.

Within the first month of a new school year, teachers utilize diagnostic tools to assess all children in the areas of reading, writing and spelling to determine the best instructional placement for students within differentiated learning groups. Daily, teachers are involved in providing specific, immediate feedback to

students in content areas (assessment “for” learning versus assessment “of” learning) to ensure understanding and to improve academic performance. For example, in the *Trailblazers* math program, assessments “for” learning are embedded throughout each unit. This allows the teacher to intervene or accelerate students as needed throughout the unit, rather than waiting until the end of the unit. Weekly, teachers continue the grade level team meetings initiated at the beginning of the year with a refined focus, discussing students who are having difficulty in the classroom. Teachers bring current data to the meeting to assist in determining the students’ strengths and weaknesses. These meetings provide a collaborative framework through which staff can identify effective solutions for students who may need interventions of some kind to bolster their mastery of academic content.

Throughout the year, teachers reflect on their S.M.A.R.T. goal data and as the school year ends, they share their data results with one another to extend their learning professionally. In addition, students are formally assessed with diagnostic tools in reading, writing, spelling and math to ensure that they have completed the school year achieving adequate yearly progress as well as to lay the ground work for guiding individualized instruction for the next school year. With the provision of diagnostic mathematics tests for students in kindergarten through second grade last year, the Lewis staff was able to more completely evaluate how the primary students were progressing toward meeting state indicators in mathematics. Children identified as not meeting the designated “on-track” status were targeted early in their next school year for intervention to close their achievement gaps.

3. Communicating Assessment Results

The academic success of Dorothy Lewis Elementary School students is a reflection of the commitment to excellence and partnership among the students, staff and parents. The key to the effectiveness of this educational partnership is adherence to a philosophy based on continuous and open communication with the district’s target audiences, including students, staff, parents, community members, legislators and elected officials at the local, state and federal levels, as well as the media. The focus of this ongoing communication is the creation of dialogue regarding educational goals and initiatives, namely student achievement as measured by assessment results.

Specifically, parents of Dorothy Lewis School students receive information about upcoming state assessments through letters from the principal. Subsequent to receiving the results, the school mails the State of Ohio assessment scores to parents with each student’s year-end report card. As district report cards are issued by the State of Ohio each year, the Solon City Schools then disseminates information about those results in a variety of ways. Parents receive information through the PTA, and reports on student achievement are routinely included in press releases issued to the media and posted on the district’s web site. In addition, a new district program established a group called the Key Communicators that includes representatives of Dorothy Lewis School staff, parents, and community members. At the end of 2005, this visible community committee learned about the school district’s educational initiatives directly linked to accountability and student achievement data. A critical component of the district’s communications efforts revolve around the development and nurturing of ongoing media contacts to ensure coverage about standards, assessment results and accountability that is accurate and better understood by the public.

The district relies heavily on email communication with families and sends releases of information that deals with student achievement (Internet connection among Solon families is well over 95%). Articles detailing assessment results and student achievement are regularly included in the district’s community-wide newsletter, *Know Your Schools*. Reports related to assessment data are also made regularly during district Board of Education meetings, which are broadcast on Solon Education Television, a cable access station for the Solon Schools funded by the city of Solon’s cable franchise fees.

Together, these coordinated communications assist students, parents and the community in more clearly understanding today's standards-based educational arena.

4. Sharing Success

The Dorothy Lewis School learning community has readily embraced the infusion of accountability and public reporting of assessment results into education. However, at the same time, they do not consider proprietary the methods they use to impact student success. Unlike the business world where “secrets to success” are closely guarded to benefit only that corporation's clients, the Dorothy Lewis School staff believes strongly that as educators they have the responsibility to share educational best practices with all colleagues to fully meet the vision of No Child Left Behind.

In doing so, the staff collaborates regularly with colleagues at the three other Solon elementary school buildings, refining and enhancing instructional strategies and assessment data analysis. The district's philosophy is that individual teachers do not bear sole responsibility for student success; instead all professionals have a collective responsibility to ensure each and every student meets his or her academic goals.

Similarly, the staff collaborates and models best teaching practices for teachers and administrators in other school districts as well. Educators from other districts visit Lewis School to observe the effective practices implemented by our staff, particularly with regard to the staff's implementation of the components of comprehensive literacy – reading and writing workshops and word study. In addition, Dorothy Lewis School teachers willingly take time to present at professional conferences such as the state Reading Recovery conference, in order to share their teaching strategies with colleagues in other school districts.

Dorothy Lewis School staff members eagerly participate in research studies to help demonstrate the effectiveness of teaching strategies that impact student achievement. For example, a recent article published in the journal, *Reading Teacher*, was written by teachers, many who are on the Dorothy Lewis School staff. The report on the results of their research illustrates the benefits of the district's word study instruction.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The curriculum at Dorothy Lewis School and the Solon City Schools is aligned with all of Ohio’s Academic Content Standards, including the core curricular areas of English/language arts, math, science and social studies. Teachers from Dorothy Lewis School in each grade level have served on a number of district-wide curriculum committees in the past few years to ensure that the core curriculum is aligned with the state standards as soon as they were adopted by the State of Ohio.

The language arts program is centered on research-based practices in comprehensive literacy. The five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) are taught in a variety of ways through a reading workshop approach. All children receive direct reading strategy instruction through whole group reading instruction; students read independently to sustain time for individual practice; and all students receive regular instruction from classroom teachers in needs-based, guided reading groups. Decision-making in the reading program is based on regular, on-going assessment. The writing program, too, is taught through a workshop approach. Instruction at Dorothy Lewis School includes direct strategy instruction on the craft and conventions of writing and includes ample opportunities for small group interaction and individual practice on teacher- and child-selected topics. Children receive regular feedback on their abilities as well as instruction that attempts to nurture writing development toward district standards and benchmarks. District-developed rubrics are utilized as a tool to provide descriptive feedback to students on an on-going basis. Dorothy Lewis School takes a developmental word study approach to spelling, as teachers view this as the “cement” between the two processes of reading and writing. Teachers at Dorothy Lewis School meet regularly and systematically with students in small groups to provide instruction along a developmentally sequenced course in word study.

The math support materials adopted by the Solon City Schools for students in kindergarten through fifth grade and used at Dorothy Lewis School Elementary School is *Trailblazers*. Math content is centered on the Ohio Academic Content Standards that are derived from the National Council of Teachers of Mathematics’ standards. The core content in math includes number sense and operations; measurement, geometry and spatial sense; patterns, functions and algebra; data analysis and probability; and mathematical processes. Through careful analysis, teachers have also determined the areas of *Trailblazers* less aligned with the standards and have developed supplements to ensure student learning for all content standards. Consequently, Dorothy Lewis School math students are party to a rich experience based on collaborative learning and idea sharing, deep problem-solving and reasoning, and the application and analyzing of the concepts they are studying. By working in small groups using manipulatives and other math tools, and communicating their mathematical thinking with one another, students are better able to connect math concepts with real-life experiences and other areas of study, a critical skill for using math throughout their lifetime.

The science and social studies curricula reflect a hands-on, inquiry-based approach to learning. Modeled after the Ohio Academic Content Standards, teachers at Dorothy Lewis School have used a backward design approach to unit development. Teachers utilize the course of study to understand the big ideas, create proposition statements to understand the core content and write essential questions that will guide instruction. Common assessments are developed after teachers have a clear understanding of the content. Hands-on, inquiry-based learning activities are then chosen based on the academic content standards and the assessment. Science curriculum includes earth and space sciences, life sciences, physical sciences, science and technology, scientific inquiry and scientific ways of knowing. Social studies curriculum

includes history, people in societies, geography, government, citizenship, rights and responsibilities and economics.

Technology is integrated within all of the core subject areas. Dorothy Lewis School has a computer lab as well as five computers in each classroom to meet district-adopted technology competencies and state standards at each grade level.

The arts education program at Dorothy Lewis School is taught by a licensed, art education specialist and is offered to all students in grades kindergarten through four. Our art curriculum moves students beyond the minimum state-mandated curriculum with a strong focus on integrating the arts with core academic subjects. The art specialist meets regularly with classroom teachers in order to ensure integration of core subject areas within art instruction. On-going student assessment in art helps to maintain a high level of performance for all students in the area of art.

2a. Reading

Before the recommendations of the National Reading Panel and before the inception of No Child Left Behind, Dorothy Lewis School Elementary and the Solon City Schools were pursuing a research-based literacy curriculum. Understanding the critical importance of literacy, particularly reading, the district began studying the research to identify approaches, materials and interventions that would result in student success. As a result of consulting the research, Solon teachers chose not to adopt any commercial programs; instead, they implemented a comprehensive literacy approach for all kindergarten through sixth grade classrooms, relying heavily on small-group guided instruction as the mainstay of daily instruction. As a staff, the teachers engaged in small study groups and larger in-service groups and utilized a literacy coach to model best teaching practices in classrooms to increase the staff's knowledge base about high-quality literacy instruction. Guided by the philosophy of making the classroom teacher the first line of intervention, all children receive differentiated instruction in reading, writing and spelling to meet the unique needs of the school's diverse student population. The research about reading instruction compelled the staff to transform its practice from a "one-size-fits-all" approach to a more differentiated and diagnostic approach to reading in which the best teaching is based on assessment of student strengths and weaknesses. To identify the strengths and weaknesses of individual children, teachers implement classroom-based formative assessment by using individually administered assessments to assess fluency, processing and decoding, strategy use and comprehension to identify appropriate text levels and needs for instruction. Using all components of comprehensive literacy—read aloud, shared reading, guided reading and independent reading—teachers design instruction based upon student needs in relation to Ohio English Language Arts Content Standards.

For the majority of children, the classroom teacher *is* the intervention—he or she diagnostically determines strengths and weaknesses and then appropriately selects reading materials and research-based strategies to instruct in small, guided reading groups, resulting in increased student learning. As a safety net to this high-quality diagnostic teaching, the staff also consulted research about reading intervention. Teachers determined that *early* intervention is best and those interventions should match classroom practices and be based on current research. In the 2000-2001 school year, the Solon Schools, including Dorothy Lewis School, implemented Reading Recovery in the first grade because it provides early, intensive, research-based intervention and because its success is well-documented. Additionally, the school's special education teachers were trained in research-based techniques and interventions and are required to utilize the same assessments, materials and approaches used by classroom teachers. This combination of high-quality diagnostic teaching, solid research-based early intervention and special

education that matches classroom practices has resulted in increased student achievement in reading for all students.

3. Mathematics

Dorothy Lewis School teachers are committed to the concept that math is best learned in an environment that encourages students to share and communicate their thinking so they may learn from one another and deepen their understanding. Students often work with a partner or in groups. They know that their teachers routinely ask them to solve a problem using more than one strategy. Developing a math classroom culture has helped children to feel comfortable sharing their solutions and focus on learning from each other as well as their teacher.

The Solon City Schools adopted *Math Trailblazers* at the beginning of the 2003-04 school year to provide the core resource for mathematics instruction that is directly aligned to state standards. This textbook series provides the balance of instruction between content and process that the staff desires. It also involves students in many hands-on, concrete lessons to provide the scaffold to learning new concepts. Classrooms are stocked with a variety of math manipulatives to which children have easy access. Learning math with such materials helps all children to develop deep, conceptual understanding that scaffolds them to abstract learning at their own pace.

Dorothy Lewis School teachers typically use 80 minutes of daily instructional time for math. This includes 20 minutes for calendar time or daily problem-solving along with a 60-minute, teacher-directed math lesson. There are also opportunities within a week for students to use classroom or lab computers to create spreadsheets, solve math problems or practice basic facts.

Dorothy Lewis School teachers strive to help every child achieve in mathematics. They use data from state assessments as well as information from formative assessments. Classroom observations are recorded and plans are made to assist every child in reaching every indicator. The strength of the school's math curriculum lies in the continual emphasis on students viewing themselves as mathematicians and understanding that math exists all around them in their daily lives. Teachers clearly outline a specific learning target for the students to make clear correlations between the math concepts they are studying and real-life examples. Additionally, students spend quite a bit of time communicating their thoughts and answers to their peers and discussing alternate ways to solve the problems they are considering. In this way, teachers are better able to guide students in achieving the school's mission of creating a collaborative learning environment built on mutual respect and developing the skills and knowledge they need to reach their full potential.

4. Instructional methods

The Dorothy Lewis School staff differentiates curriculum instruction to meet the diverse needs of all learners. Teachers differentiate instruction in the areas of reading, writing and word study through a comprehensive literacy approach. Diagnostic assessment data is collected on every student at Dorothy Lewis School at the beginning of the year in language arts. Instructional methods are then tailored to meet the needs of each child in the classroom.

In the curricular areas of science and social studies, Dorothy Lewis School teachers use an inquiry-based model to explore key science and social studies concepts. Students are presented with guiding questions, which lend to exploration through experimentation. Consistent use of the scientific process is embraced in science to challenge students to "think like a scientist."

Math instructional methods are constructivist in nature. Students are challenged to solve problems using methods that make sense to them. As they develop deep conceptual understanding using methods that are developmentally appropriate for them, other methods are then introduced to help learners become more efficient and advanced in their problem-solving abilities. *First in Math* is a web-based computer program Dorothy Lewis School students use to supplement their study of math facts. As students practice math facts at home through the use of this program, their ability to manipulate numbers increases and their mastery of the facts becomes more fluid, leaving more instructional time at school to solve problems and explore math concepts at increasingly higher levels of cognitive complexity.

Consistent, daily collaboration occurs between regular education teachers and support (special education and gifted education) teachers to ensure that all students are being challenged to reach their full potential.

5. Professional Development

The Solon City Schools and Dorothy Lewis School consider professional development a critical component of ensuring student achievement and have made considerable commitments of time and resources to furthering the education of staff members through professional development. The return on this investment clearly impacts the bottom line of student achievement and the Dorothy Lewis School staff understands the implications for the research demonstrating that improvements in student learning can only occur in the presence of continual, job-embedded teacher learning.

Dorothy Lewis School's professional development plan is based on a combination of teacher learning with the assistance of content area consultants as well as in-depth collaborative learning in groups with content area experts within the district. The Solon City Schools employs full-time literacy and technology resource teachers, who work collaboratively with teachers in the classroom setting. Additionally, these content area experts provide numerous opportunities for professional development within the school system. Dorothy Lewis School also has a full-time curriculum resource teacher who collaborates, co-teaches and provides additional support materials to teachers on a flexible, as-needed basis. Dorothy Lewis School teachers are also engaged in directly aligning lessons within *Math Trailblazers* to the Ohio Academic Content Standards. Pacing guides have been developed to ensure that teachers are on track in teaching mathematics to ensure students have the knowledge and skills to demonstrate their understanding for state outcome measures as required by state standards. Science and social studies committee members are working to develop new units based on the content standards as well. At monthly staff meetings, in-service programs are provided to all teachers to share the work that committee members have undertaken. Lastly, administrators and teacher leaders are currently engaged in the study and deeper implementation of assessment literacy to fully embed teacher learning about the impact of formative assessment and teacher reflection on student learning.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **3** Test **Ohio Achievement Test**

Edition/Publication Year **2003-2005** Publisher **Ohio Department of Education**

	2004-2005	2003-2004	The Third-Grade Reading Achievement Test was not administered prior to 2003-2004.
Testing month	March	March	
SCHOOL SCORES			
% At or Above Below Basic	100%	100%	
% At or Above Basic	100%	99%	
% At or Above Proficient	99%	97%	
% At or Above Accelerated	91%	87%	
% At Advanced	67%	71%	
Number of students tested	86	94	
Percent of total students tested	100%	100%	
Number alternatively assessed	1	2	
Percent alternatively assessed	1%	2%	
SUBGROUP SCORES			
1. White (specify subgroup)			
% At or Above Below Basic	100%	99%	
% At or Above Basic	100%	98 %	
% At or Above Proficient	99%	96%	
% At or Above Accelerated	92%	89%	
% At Advanced	73%	71%	
Number of students tested	64	84	
2. African American (specify subgroup)			
% At or Above Below Basic	100%	N/C	
% At or Above Basic	100%	N/C	
% At or Above Proficient	100%	N/C	
% At or Above Accelerated	93%	N/C	
% At Advanced	57%	N/C	
Number of students tested	14	N/C	
STATE SCORES			
% At or Above Below Basic	100%	100%	
% At or Above Basic	89%	90%	
% At or Above Proficient	77%	78%	
% At or Above Accelerated	56%	59%	
% At Advanced	31%	33%	

The table above reflects Ohio’s assessment categories and terminology.

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STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **3** Test **Ohio Achievement Test**

Edition/Publication Year **2004-2005** Publisher **Ohio Department of Education**

	2004-2005	The Third-Grade Mathematics Achievement Test was not administered prior to 2004-2005.
Testing month	March	
SCHOOL SCORES		
% At or Above Below Basic	100%	
% At or Above Basic	100%	
% At or Above Proficient	98%	
% At or Above Accelerated	84%	
% At Advanced	56%	
Number of students tested	86	
Percent of total students tested	100%	
Number alternatively assessed	1	
Percent alternatively assessed	1%	
SUBGROUP SCORES		
1. White		
% At or Above Below Basic	100%	
% At or Above Basic	100%	
% At or Above Proficient	97%	
% At or Above Accelerated	89%	
% At Advanced	59%	
Number of students tested	64	
2. African American		
% At or Above Below Basic	100%	
% At or Above Basic	100%	
% At or Above Proficient	100%	
% At or Above Accelerated	50%	
% At Advanced	36%	
Number of students tested	14	
STATE SCORES		
% At or Above Below Basic	100%	
% At or Above Basic	89%	
% At or Above Proficient	70%	
% At or Above Accelerated	34%	
% At Advanced	14%	

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STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **4** Test **Ohio Achievement Test**

Edition/Publication Year **2004-2005** Publisher **Ohio Department of Education**

Testing month	March	
	2004-2005 SCHOOL SCORES	2004-2005 STATE SCORES
% At or Above Below Basic	100%	100%
% At or Above Basic	99%	89%
% At or Above Proficient	97%	77%
% At Accelerated	76%	36%
% At Advanced	14%	6%
Number of students tested	103	
Percent of total students tested	100%	
Number alternatively assessed	4	
Percent alternatively assessed	4%	
SUBGROUP SCORES		
1. White		
% At or Above Below Basic	100%	
% At or Above Basic	100%	
% At or Above Proficient	100%	
% At Accelerated	80%	
% At Advanced	13%	
Number of students tested	90	
2. African American		
% At or Above Below Basic	N/C	
% At or Above Basic	N/C	
% At or Above Proficient	N/C	
% At Accelerated	N/C	
% At Advanced	N/C	
Number of students tested	N/C	
3. Students with Disabilities		
% At or Above Below Basic	100%	
% At or Above Basic	92%	
% At or Above Proficient	78%	
% At Accelerated	57%	
% At Advanced	21%	
Number of students tested	14	

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STATE CRITERION-REFERENCED TEST

Subject **Reading** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2000-2004** Publisher **Ohio Department of Education**

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March
SCHOOL SCORES				
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	100%	99%	100%
% At or Above Proficient	96%	92%	88%	90%
% At Advanced	36%	18%	21%	21%
Number of students tested	88	88	90	102
Percent of total students tested	100%	100%	N/A	N/A
Number alternatively assessed	0	0	0	0
Percent alternatively assessed	0%	0%	0%	0%
SUBGROUP SCORES				
1. White				
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	100%	100%	99%	100%
% At or Above Proficient	97%	95%	90%	91%
% At Advanced	36%	19%	21%	20%
Number of students tested	74	74	80	92
2. African American				
% At or Above Below Basic	N/C	100%	N/C	N/C
% At or Above Basic	N/C	100%	N/C	N/C
% At or Above Proficient	N/C	75%	N/C	N/C
% At Advanced	N/C	8%	N/C	N/C
Number of students tested	N/C	12	N/C	N/C
3. Students with Disabilities				
% At or Above Below Basic	N/C	N/C	N/C	N/C
% At or Above Basic	N/C	N/C	N/C	N/C
% At or Above Proficient	N/C	N/C	N/C	N/C
% At Advanced	N/C	N/C	N/C	N/C
Number of students tested	N/C	N/C	N/C	N/C
STATE SCORES				
% At or Above Below Basic	100%	100%	100%	100%
% At or Above Basic	92%	91%	90%	87%
% At or Above Proficient	71%	66%	65%	54%
% At Advanced	15%	9%	6%	6%

The table above reflects Ohio’s assessment categories and terminology.

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STATE CRITERION-REFERENCED TEST

Subject **Mathematics** Grade **4** Test **Ohio Proficiency Test**

Edition/Publication Year **2000-2005** Publisher **Ohio Department of Education**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	97%	95%	97%	98%	98%
% At or Above Proficient	95%	92%	90%	94%	92%
% At Advanced	55%	57%	30%	48%	52%
Number of students tested	103	88	87	89	98
Percent of total students tested	100%	100%	99%	N/A	N/A
Number alternatively assessed	4	0	0	0	0
Percent alternatively assessed	4%	0%	0%	0%	0%
SUBGROUP SCORES					
1. White					
% At or Above Below Basic	100%	99%	99%	99%	100%
% At or Above Basic	98%	95%	98%	99%	100%
% At or Above Proficient	96%	91%	93%	98%	93%
% At Advanced	56%	55%	34%	49%	56%
Number of students tested	90	74	74	79	89
2. African American					
% At or Above Below Basic	N/C	N/C	100%	N/C	N/C
% At or Above Basic	N/C	N/C	82%	N/C	N/C
% At or Above Proficient	N/C	N/C	64%	N/C	N/C
% At Advanced	N/C	N/C	0%	N/C	N/C
Number of students tested	N/C	N/C	11	N/C	N/C
3. Students with Disabilities					
% At or Above Below Basic	100%	N/C	N/C	N/C	N/C
% At or Above Basic	79%	N/C	N/C	N/C	N/C
% At or Above Proficient	72%	N/C	N/C	N/C	N/C
% At Advanced	43%	N/C	N/C	N/C	N/C
Number of students tested	14	N/C	N/C	N/C	N/C
STATE SCORES					
% At or Above Below Basic	100%	100%	100%	100%	100%
% At or Above Basic	74%	77%	70%	73%	70%
% At or Above Proficient	65%	66%	59%	60%	57%
% At Advanced	26%	26%	15%	16%	16%

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