

**Dever Local Stakeholder Group
c/o Dever School
325 Mount Vernon Street
Dorchester, MA 02125**

April 7, 2014

Dear Commissioner Chester,

The Local Stakeholder Group (LSG) convened on Friday March 28th to review and discuss the Commissioner's Preliminary Turnaround Plan for the Dever School. Our discussion of the preliminary plan and its appendices centered on 3 themes; we have categorized our feedback as follows:

1. The plan as drafted contains several factual inaccuracies and misrepresentations upon which the Commissioner and Blueprint have made decisions. The LSG insists that these be corrected and clarified in the final document. In addition, the LSG strongly objects to the omission of achievement data for students in grades K-2. This group comprises more than half of the school's student population.
2. The plan's main components of additional time, adjustments to the instructional delivery model, instructional coaching, and the use of data do not represent a substantial departure from the essential elements for school improvement already in place at the school. We have attached a table that compares the essential elements currently in place and those that are proposed by Blueprint and the Commissioner in the preliminary plan.
3. The Local Stakeholder Group is deeply committed to working in close collaboration with Blueprint in the coming months to ensure that a plan is developed which positions the school for maximum success. To this end, we have included questions that we hope will prompt conversations with the receiver about specific components of the plan.

Respectfully,

Ana Arroyo-Montano - 2nd grade teacher, BTU representative
Michael Clontz - Assistant Director, Boston Programs, Wediko Children's Services
Christine Cronin - Assistant Principal, Dever School
Barbara Donnelly – Dever Parent Council representative
Mary Kinsella Scannell - Boys and Girls Club of Dorchester
Cristin McElwee – 1st grade teacher, staff representative
Sarah McLaughlin – Principal, Dever School (facilitator)
Dr Rasheed Meadows - Network Superintendent, Boston Public Schools
Orlando Perilla – Executive Director, Harbor Point Task Force
Roger Rice – Executive Director, META, Inc

LSG Feedback Summary- Dever Preliminary Turnaround Plan

Objective: To provide feedback to the preliminary plan to correct errors and misrepresentations and to support Blueprint in developing a plan that will improve student outcomes.

High-Priority Feedback:

- The LSG does not support Blueprint’s decision to eliminate the dual language program. The group insists that factual errors are corrected and that all student achievement and school improvement data be considered.
- The LSG is concerned about Blueprint’s plan to re-establish an SEI program at the school. The SEI model contributed to low performance prior to the initial turnaround period and has not proved effective based on state data.
- The LSG is concerned that the preliminary plan does not reflect a deep understanding of the conditions that currently exist at the school. It is not clear to the group what will be different under Blueprint’s leadership.
- The LSG feels that Blueprint has failed in the preliminary plan to provide adequate information about the plans for addressing the unique needs of students in the Emotional Impairment Strand.

Corrections, Clarifications, and Suggestions for Errors and/Inaccuracies in Appendix E

Preliminary Turnaround Plan Submitted 3/7/14	Correction/Clarification/Suggestion
<p>Appendix E Page 87</p> <p>Tables with 2013 MCAS Data Bars compare grade 5 Dual Language results to English only results</p>	<p>Factual Correction- IMPORTANT <u>There was no dual language class in grade 5 in 2013.</u> There was an SEI class. See data tables at the end of this document.</p>
<p>Appendix E Page 88</p> <p><i>“Blueprint and the Department of Elementary and Secondary Education (ESE) reviewed a variety of data and information including:</i></p> <ul style="list-style-type: none"> • <i>Resources made available to the Local Stakeholder Group (LSG);</i> • <i>The LSG’s recommendations;</i> • <i>Additional ESE documents (e.g. a survey of existing Monitoring Site Visit Reports over three years, School Redesign Grant applications);</i> • <i>Information gathered by Blueprint during regular visits to the school during these past few weeks, from School Site Council, staff, and other meetings, classroom visits, and ongoing conversations with school leaders and staff. (See the end of this document for a full list of fact finding activities at the school.); and</i> 	<p>Correction/Clarification Bullet 4 could more accurately read: <i>“Information gathered by Blueprint during a site visit conducted on 2/25/14, School Site Council meetings on 2/11 and 2/25, conversations with teachers, parents, and school leaders.”</i></p>

<ul style="list-style-type: none"> • <i>MCAS performance data for ELL, former ELL, and non-ELL students.”</i> 	
<p>Appendix E Page 88</p> <p><i>This analysis led us to conclude that, despite the best intentions of the leaders and staff at the Dever, the current program is not providing an effective academic environment, nor is the current instructional approach leading to strong literacy skills fundamental to the students’ capacity to learn. Faced with the already daunting challenge of getting the school from low functioning to proficient, the existing dual language program is not functioning at a level that is likely to produce the rapid academic growth that Dever students need and deserve.</i></p>	<p>Factual Correction/Clarification- IMPORTANT</p> <p>In year 1 of Turnaround, there were <u>no</u> DL students in the MCAS cohort. In year 2 of Turnaround, DL students comprised <u>11%</u> of the MCAS cohort. In year 3 of Turnaround DL students comprised <u>28%</u> of the MCAS cohort.</p> <p><u>The percentage of DL students who have taken the MCAS in the last 3 years is too small to identify it as a root cause of persistent low achievement.</u></p> <p>Further, literacy data from grades K to 2, in English, is the strongest it has been since the school began administering the TRC in 2008. Data was submitted to the DESE and to Blueprint. The DESE and Blueprint have chosen not to include this data in their analysis of student achievement at the Dever. It is included at the end of this document.</p> <p>The current grade 2 has strong literacy data and will be taking MCAS in 2015. The dual language program has supported this high academic achievement. When this cohort takes MCAS their achievement should be visible in that data and yield “rapid academic growth.” See data tables at the end of this document.</p>
<p>Appendix E Page 88</p> <p><i>The school has struggled throughout the three years of turnaround to implement an instructional program that is meeting its students’ needs. Specific factors contributing to low achievement in the Dual Language Program that our data collection and analysis revealed to date include:</i></p> <ul style="list-style-type: none"> • <i>Competing imperatives of turnaround, K-8 merger, and dual language activities</i> • <i>Challenges with staffing and</i> 	<p>Correction Response to second bullet: There have been no scheduling challenges in implementing the program. The school has made adjustments to the schedule, with teacher input, to maximize instructional time and time for teacher collaboration. Recruitment is a challenge for all dual language programs including the most successful.</p> <p>Clarification Response to third bullet: Blueprint has not reviewed any documents regarding</p>

<p><i>scheduling the program</i></p> <ul style="list-style-type: none"> • <i>Challenges with access to high quality curriculum, instruction, and assessments</i> • <i>Inadequate professional development for dual language instruction for teachers</i> • <i>Poor match between the characteristics of effective dual language programs and the students served by the school</i> 	<p>curriculum, instruction, and assessments.</p> <p>Correction/Clarification Response to the fifth bullet: There are no criteria for matching student populations with the dual language model of instruction. A thorough analysis of the current research would refute claims that any subgroup is not well-served by this instructional model. See data at: http://esl.ncwiseowl.org/resources/dual_language/</p>
<p>Appendix E Page 88</p> <p><i>Addressing and remediating the many implementation challenges within the existing program is not feasible within a reasonable timeframe given the extensive achievement gaps facing Dever’s students</i></p>	<p>Correction/Clarification The existing program is yielding strong results in grades K-2. These results are measured by the Text Reading and Comprehension (TRC) assessment. That data was submitted to the DESE and Blueprint. It is included at the end of this document. The current second grade will sit for MCAS in 2014 and would be projected to do well. Given this, the timeframe for improved MCAS results would be immediate for Blueprint.</p> <p>See data tables at the end of this document.</p>
<p>Appendix E Page 89</p> <p><i>During classroom observations, the site visit team noted use of materials below grade level in both English and Spanish. Teachers have been spending a lot of time during and beyond the school day writing curriculum and translating reading materials into Spanish. They do not have access to many outside resources to draw from (i.e. non-translated Spanish texts or rigorous curriculum materials). The practice also raises questions about quality, authenticity, and academic complexity of the translations being presented to students. Also concerning is the question regarding students’ mastery of material in Spanish and the absence of Spanish-language interventions. The school does not currently have specific interventions for building Spanish skills where students are struggling.</i></p>	<p>Clarifications The curriculum units that teachers are developing meet are Common Core (CCSS) aligned, they are co-planned with monolingual teammates so the same content is being covered in all classrooms across the grade level. The work being done at the Dever is the same that is happening in all schools in every state that adopted the CCSS.</p> <p>Teachers have access to and use authentic texts in both languages. Translation that occurs in done to prepare in-class work. This is an expectation of all expert teachers. Skilled teachers do not rely on boxed curricula.</p> <p>As of the writing of this comment, neither Blueprint nor any of the members of the 2/25 visiting team have reviewed ANY curriculum unit created at the Dever.</p> <p>There was not an opportunity for the team to debrief observations with teachers to ask about the use of below grade level materials. The rationale for the use of such materials may be related to differentiation practices.</p>

	<p>Correction Assessment in all content areas is consistent across grade levels. Dual language students are held accountable for mastery of the same set of standards and skills as students in monolingual classrooms. There is no evidence that students in the dual language classrooms are performing any differently on these assessments as their monolingual counterparts.</p>
<p>Appendix E Page 90</p> <p><i>To its credit, Dever accepts all students assigned to it; however, new students entering the program whose first language is neither English nor Spanish <u>do not have access to intervention supports for Spanish language development.</u> This can affect their ability to access content that is delivered in Spanish. <u>More than 80 students at Dever have a first language that is neither Spanish nor English.</u></i></p>	<p>Correction All instruction delivered in Spanish include Spanish Language Development strategies. In the same way, all instruction delivered in English includes English Language Development strategies.</p> <p>Correction/Clarification: In the first DL cohort 6 students were speakers of languages other than English or Spanish. See tables at the end of this document.</p> <p>On the 2013 ELA MCAS they scored: 34% Proficient 67% Needs Improvement 0% Warning</p> <p>On the Math MCAS they scored: 83% Proficient or Advanced 17% Warning (1 student)</p> <p>See data tables at the end of this document.</p>

grade. Blueprint will continue to support the substantially separate program at Dever, with the goal of preparing students to transition into mainstream classroom environments when appropriate.

Strategy 2: Provide targeted professional development

Strategy 3: Instructional Supports for English Language Learners.

Suggestion:

The LSG supports Blueprint’s plan for additional professional development. Specific training for teachers in the Emotional Impairment strand was raised as a high priority.

Clarification/Concern/Suggestion:

The LSG recommends that Blueprint examine the current ELD strategies being used at the Dever to identify which have and which have not yielded the results they desire. ELD instruction happens in every English class throughout the building.

The LSG would like Blueprint to reflect on their decision to return the school to the SEI model that existed in the school prior to the turnaround period.

State data indicate that ELLs in Massachusetts are not performing any better within the mandated SEI model than they were prior to Referendum Question 2 in 2003.

Grade 2 English reading data is the strongest it has been since the school began administering TRC in 2008-2009. In 2008-2009 the school had three general education classes and one SEI class at grade 2. Instruction for all students was delivered only in English. That year, 47% of students were “far below benchmark” on the mid-year assessment. In 2014, all classes in grade 2 are dual language classes. Students receive 50% of instruction in English and 50% in Spanish. On the mid-year assessment, 32% of students were “far below proficient.” This is a 15 point reduction in the percentage of students reading “far below proficient.” In addition, the percentage of students reading at or above proficient increased slightly from 41% in 2008-2009 to 43% in 2013-2014.

The LSG does not support Blueprint’s decision to terminate the school’s dual language program. The current reading data in grades K-2 is clear evidence of the positive impact of the program on student achievement.

Parent representatives on the LSG suggested that Blueprint maintain a dual language “stand” within the school. The strand would be comprised of two homerooms at each grade level

that would implement the dual language model for students whose families have purposely chosen the model.

2. Increase Time for Core Instruction

Strategy 1: Increase instructional time.

Strategy 2: Increase small-group mathematics instructional time for students in need of additional support.

Strategy 3: Prioritize Literacy Intervention Strategies and Programs

Page 22:

Restructuring the ELA block: *Blueprint will restructure Dever's schedule to ensure all students receive a minimum of two hours of ELA instruction daily. This literacy block will be based on the "Uncommon Schools/Great Habits, Great Readers" model for reading instruction and will include at least 60 minutes dedicated to small group, differentiated instruction.*

Suggestion

The LSG generally supports this strategy. Concerns were raised about the appropriateness of an 8-hour school day for all of the school's student populations. Students in early childhood programs and in the Emotional Impairment strand were of specific concern.

Clarification/Suggestion/Concern:

The LSG again recommends that Blueprint carefully review how this priority is currently addressed at the school.

The Dever has been using the Uncommon Schools model for reading instruction for two years. The current instructional model includes:

K-2:

90-110 minutes of reader's workshop

- 20 minute focus lesson,
- 60+ minutes of small group guided reading
- 10 minute share

40 minutes, 4 days per week of systematic phonics instruction
60 minutes of writer's workshop integrated with science and social studies.

Grades 3-5:

90-110 minutes of reader's workshop

- 20 minute focus lesson,
- 30-60 minutes of small group guided reading
- 30 minutes, days a week of close reading

50 minutes, 3 days per week of structured writing instruction
60 minutes of writer's workshop integrated with science and social studies.

Difference:

K-2:

Average loss of 12 minutes of reading instruction per day

3-5 Average gain of 5 minutes of reading instruction per day

Writing

	<p>K-2 Loss of 60 minutes per day of writing instruction</p> <p>3-5 Loss of 450 minutes of writing instruction</p>
<p>3. Use Data to Drive Instruction</p> <p>Strategy 1: Implement frequent data cycles.</p> <p>Strategy 2: Differentiate data by teacher.</p> <p>Strategy 3: Train teachers on how to use daily and weekly data collection to inform and improve instruction.</p>	<p>Clarification/Suggestion:</p> <p>The LSG again recommends that Blueprint carefully review how this priority is currently addressed at the school. Blueprint has not requested to see the data analysis tools and protocols currently in use at the school.</p> <p>All of the strategies included in the plan are important and are currently implemented in the school. Blueprint may want to identify what aspects of the current data expectations can be adjusted to yield the desired results.</p> <p>Regardless of structure, data training will be important for the staff as there will be few returning teachers.</p>
<p>4. Establish a Culture of High Expectations and College and Career Readiness</p> <p>Strategy 1: Create a college- and career-focused culture.</p> <p>Strategy 2: Refine and continue clear, non-negotiable behavior expectations and policies.</p> <p>Page 37: <i>Blueprint will initiate weekly behavior intervention groups for students identified through analysis of behavior data. Intervention groups will be held for thirty minutes each week, with the outcome of goal setting and self-monitoring of behavior;</i></p> <p>Strategy 3: Reinforce Dever’s strong school identity and build stronger family and community engagement</p>	<p>Suggestion:</p> <p>The LSG believes that this is an important priority area.</p> <p>Suggestion:</p> <p>The LSG supports the inclusion of these groups. Additional details about structure and staffing are requested.</p> <p>Concern:</p> <p>Parent representatives on the LSG raised questions about the specifics of the parent engagement plan. They would like to know Blueprint’s plan for introducing families to teachers and community.</p>
<p>5. Hire and Cultivate high-performing and high-potential staff.</p>	

Strategy 1: Hire high performing and high potential leaders, teachers and related service providers

Clarification/Concern:

“High-performance and high-potential” criteria should be more clearly articulated here.

The current leadership team has identified maintaining a consistently high-performing faculty as the greatest factor leading to less-than expected growth in student achievement. Many early career teachers (first 5 years of teaching) were not successful in the school during the initial Turnaround period. The performance of those teachers impacted both student achievement and school climate.

The LSG has serious concerns about the capacity of Blueprint to recruit the number of “high-quality and high-potential” teachers needed to staff the school given the proposed salary structure.

It can be assumed that such teachers are in demand throughout the city and the metro-Boston area. The proposal assumes that these high-demand teachers will accept the Blueprint working conditions that include 20 professional development days in August and 2.5 work hours per day beyond the standard BTU contractual time for an additional \$2,000 a year. This works out to \$76.92 additional compensation per paycheck before taxes for Dever teachers.

If Blueprint will be hiring mostly early career teachers, they should articulate a strong induction and support program in later drafts of this plan.

Comparison of Essential Elements of School Improvement at the Dever

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
Curriculum	<p>Reading: Harcourt Trophies Scott Foresman Reading Street (2008-2010)</p> <p>Math: TERC Investigations</p> <p>Science: FOSS (not generally taught)</p> <p>Social Studies: Not generally taught</p>	<p>Reading: Scott Foresman Reading Street/Calle de la Lectura (2010-2011 only)</p> <p>School- Developed Units of Study aligned to CCSS</p> <p>Phonics: Foundations/Estrellita</p> <p>Spelling (new in 2013-2014): Spelling Connections (ENG) Word Study (SPAN)</p> <p>Reading Interventions: Leveled Literacy Intervention Soar to Success Wilson Reading System</p>	<p>Reading: Mondo Bookshop (It is unclear if this will be used for core instruction or guided reading groups)</p> <p>Phonics/Spelling: TBD</p> <p>Reading Intervention: TBD</p> <p>Math: TBD</p> <p>Science: TBD</p> <p>Social Studies: TBD</p>	<p>Mondo will be used for ELA.</p> <p>Other differences are not clear.</p>

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
		Math: TERC Investigations w/supplements to align with CCSS Science: FOSS Social Studies: BPS Units (K-2) Social Studies Alive (3-5)		
Instructional Delivery Model(s)	Length of School Day: 6 hours Reader's Workshop: BPS Adaptation of Fountas and Pinnell model 90 minutes daily	Length of School Day: 7 hours Reader's Workshop: Uncommon Schools' Model 90-110 minutes daily Phonics: K-2- 40 minutes 4x/week	Length of School Day: 8 hours ELA: Uncommon Schools' Model 120 minutes per day	Reading: No difference in instructional model for reading K-2: Average loss of 12 minutes of reading instruction per day 3-5 Average gain of 5 minutes of reading instruction per day Writing K-2 Loss of 60 minutes per day of writing instruction

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
	<p>Writer's Workshop: 60 minutes daily</p> <p>Math: 60 minutes daily</p>	<p>Writer's Workshop with Integrated Science/Social Studies: 60-90 minutes per day</p> <p>3-5 150 minutes per week of Writer's Express (WEX)</p> <p>Math: 60 minutes per day</p> <p>100 additional minutes per week for grades 3-5 (2 50 minute blocks)</p>	<p>Writing: Integrated with reading and social studies during ELA block</p> <p>Math: 90 minutes per day</p>	<p>3-5 Loss of 450 minutes of writing instruction per week</p> <p>Math: K-2: Gain of 30 minutes per day</p> <p>3-5: Net gain of 10 minutes per day</p>
Structure	<p>General Education with Inclusion- Co-taught classes for students who receive resource room services</p> <p>Substantially Separate Programs: Learning Adaptive Behaviors cluster</p>	<p>General Education with pull-out resource room services</p> <p>Substantially Separate Programs: Learning Adaptive Behaviors cluster</p>	<p>General Education (service model for resource room services not articulated)</p> <p>Substantially Separate Programs: Learning Adaptive Behaviors cluster</p>	<p>Difference is not identifiable</p> <p>No PTC (district decision)</p>

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
	<p>Primary Transition Class (K-2)</p> <p>Sheltered English Instruction (SEI) Language Specific Spanish</p> <p>Dual Language K2 (2009 only)</p>	<p>Primary Transition Class (K-2)</p> <p>Dual Language phasing in; SEI phasing out ELD and SLD embedded in every lesson</p>	<p>SEI ELD provided to ELLs in small groups based on ELD level</p>	<p>No Dual Language ELLs are separated from native English speakers for a period of time (not clear how much time)</p>
Assessment	<p>K-2 Literacy: DIBELS/ TRC Grade 3 Literacy: DIBELS (ORF) Grades 4-5 Literacy: None K-5 Math: District End of Unit Assessments</p>	<p>K-2 Literacy: DIBELS/ IDEL/TRC Achievement Network Interims (GR 2)</p> <p>3-5 Literacy: Fountas and Pinnell Benchmark System Achievement Network Interims BPS Predictives</p> <p>Math: 2-5 Achievement Network Interims</p>	<p>K-2 Literacy: Not Identified</p> <p>3-5 Literacy: BPS Predictives Interims provided by external partner</p> <p>Math: Scholastic Mathematics Inventory (SMI) for</p>	<p>No K-2 literacy assessment identified</p> <p>No measurement of students' reading level.</p> <p>Addition of the SMI</p>

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
		BPS Predictives (3-5) K-5 School & District formative and summative assessments	students in Fellows program BPS Predictives Interims provided by external partner	
Social Emotional Supports	Second Step WEDIKO Side-By-Side Social Skills Groups WEDIKO support for LAB	PBIS Second Step (2010-2013) Open Circle (2013-2014) Morning Meeting WEDIKO support for LAB City Connects (1.5 social workers) Home for Little Wanderers (2 therapists provide one on one counseling in the school)	PBIS Morning Meeting Weekly Behavior Intervention Groups (30 minutes each)	No change in PBIS No social-emotional curriculum identified Added behavior intervention groups Counseling and social work supports not identified in preliminary plan
Professional Development	BTU Contractual 30 hours; 12 hours during professional development days and	BTU Contractual 30 hours; 12 hours during professional development days and 18 hours to be scheduled outside of the	20 days of PD in the summer	20 additional days of PD in the summer

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
	<p>18 hours to be scheduled outside of the school day.</p> <p>One 48 minute team meeting per week</p> <p>Reading First Coach</p> <p>One required observation per year</p>	<p>school day.</p> <p>100 additional hours as per Joint Agreement for Turnaround Schools; 16 hour summer institute, 84 hours of contractual team meeting and coaching time.</p> <p>1.5 Reading Coaches .4 Math Coach</p> <p>Administration required to conduct 2 classroom observations per day and provide actionable feedback in writing and in person</p>	<p>Weekly meeting time is not articulated but time will be integrated for data meetings and PLCs</p> <p>1.0 Reading Coach 1.0 Math Coach</p> <p>Bi-weekly observations of all teachers with actionable feedback</p>	<p>Difference in weekly meeting/coaching time is not clear</p> <p>Reduction of .5 Reading Coach Addition of 1.0 Math Coach</p> <p>Increased frequency of observations for some staff members</p>
Family Engagement	Bilingual BPS Family and Community Outreach Coordinator	Bilingual BPS Family and Community Outreach Coordinator (Until June 2012) Required parent	Community Liaison Mandatory bi-weekly	Reinstatement of Family/Community Liaison Increased required

	Prior to 2010	2010-Present	Preliminary Proposal	Difference (Current vs Proposed)
		communication logs (monthly)	communication	communication with families (monthly to bi-weekly)
Data	<p>English TRC Results 2009-2010 MOY Kinder: N/A Grade 1: 15% P/A 71% Far Below Proficient Grade 2: 41% P/A; 38% Far Below Proficient</p> <p>Enrollment: 2009-2010 482</p>	<p>English TRC Results 2013-2014 MOY Kinder: 93% P/A 7% Below Proficient Grade 1: 32% P/A 44% Far Below Proficient Grade 2: 43% P/A 32% Far Below Proficient</p> <p>Enrollment: 2013-2014 585</p>		<p>English TRC Results Kinder: N/A Grade 1: 17 pt. increase in P/A 27 pt. decrease in Far Below Proficient Grade 2: 2pt. increase in P/A 6 pt. decrease in Far Below Proficient Note: The grade 2 cohort in 09-10 has 32% LEP students. The grade 2 cohort in 13-14 is 50% LEP.</p> <p>Enrollment: 103 additional students</p>

Background:

The following data tables are adapted from the ones included in the preliminary turnaround plan submitted on 3/7/14. Data has been added that shows the performance of the first cohort of students who came through the school’s dual language program.

Cohort 1 Demographics:

There were 48 students in the program.

Eighty percent (80%) of the students in the program were LEP/FLEP.

Fourteen percent (12%) were LEP/FLEP and native speakers of other languages (6 students).

In the tables, the data for LEP/FLEP students whose native language is neither English nor Spanish is included because this subgroup was specifically identified in the preliminary turnaround plan. This data is under the heading “DL LEP/FLEP Other.” The text in the preliminary plan reads:

To its credit, Dever accepts all students assigned to it; however, new students entering the program whose first language is neither English nor Spanish do not have access to intervention supports for Spanish language development. This can affect their ability to access content that is delivered in Spanish. More than 80 students at Dever have a first language that is neither Spanish nor English.

Figure 1: Percentage of Students Scoring Proficient or Advanced on 2013 MCAS ELA

	Dual Lang.	DL LEP/FLEP Other	School	District	State
3rd Grade	10	34	16	32	57
4th Grade	N/A		14	29	53
5th Grade	N/A		13	45	66
All Grades			14	35	61

Figure 2: Percentage of Students Scoring Proficient or Advanced on 2013 MCAS Mathematics

	Dual Lang.	DL LEP/FLEP Other	School	District	State
3rd Grade	29	83	38	47	66
4th Grade	N/A		29	31	52
5th Grade	N/A		24	42	61
All Grades			31	40	62

Figure 3: Percentage of Students Scoring Below Proficient on 2013 MCAS ELA

	Dual Lang.	DL LEP/FLEP Other	School	District	State
3rd Grade	79	67	84	68	44
4th Grade	N/A		86	71	46
5th Grade	N/A		87	55	34
All Grades			86	65	39

Figure 4: Percentage of Students Scoring Below Proficient on 2013 MCAS Mathematics

	Dual Lang.	DL LEP/FLEP Other	School	District	State
3rd Grade	60	17	60	54	33
4th Grade	N/A		72	69	48
5th Grade	N/A		77	57	39
All Grades			69	60	38

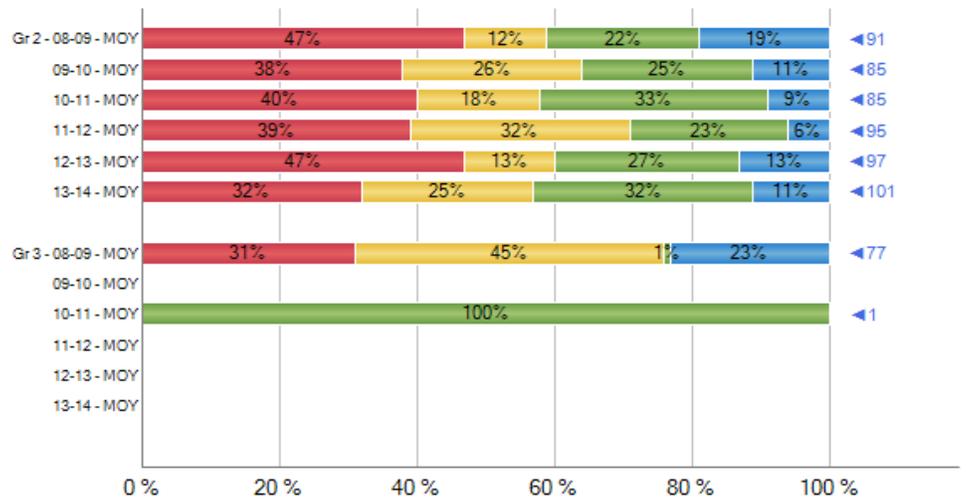
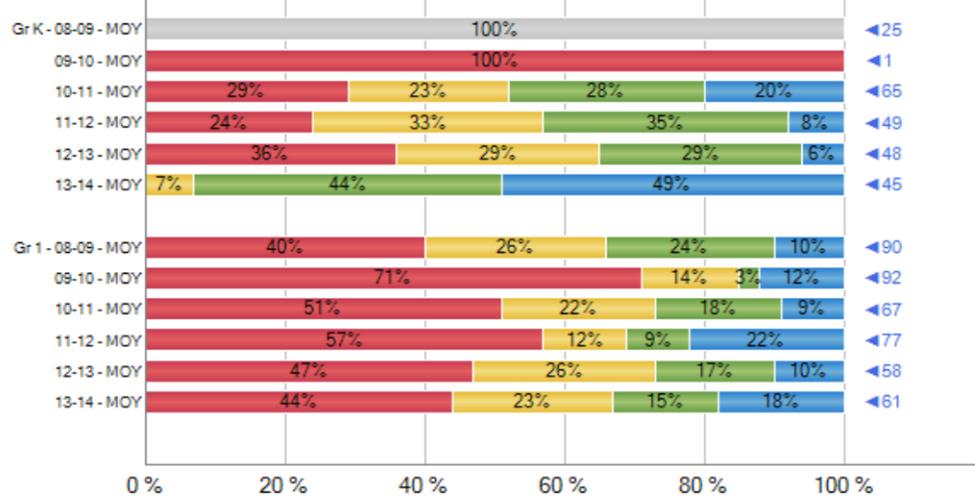
Comparing Populations on mCLASS:Reading 3D

By Grade For Dever

Boston Public School..., MA

<p>Student Population</p> <p>Districts: Boston Public Schools School: Dever</p> <p>Grade: All Grades Subject: Official Class</p>	<p>Time</p> <p>Students enrolled on test day</p> <p>6 Years 6 Periods</p> <p>*Refresh date: 03/26/2014</p>	<p>Measure</p> <p>mCLASS:Reading 3D TRC Proficiency Level</p> <ul style="list-style-type: none"> Total Students Assessed Far Below Proficient Below Proficient Proficient Above Proficient No Proficiency Level Established
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▲ To Districts
◀ To Teacher
To Ethnicity ▶



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Printer friendly?