



Normandin Middle School
New Bedford Public Schools
SCHOOL REVIEW

May 2009

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu



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Center for School and District Accountability of the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
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Overview

To meet state accountability requirements,¹ schools in restructuring are being reviewed for the purpose of providing a progress report to the Board of Elementary and Secondary Education. These schools will be visited for two days to ensure that the review team has sufficient time to be able to describe improvement efforts (including district supports) and conditions at the school.

This report, written by a review team of contracted Department of Elementary and Secondary Education consultants, profiles the trends in student achievement at the Normandin Middle School (Normandin) over the last three years and, on the basis of evidence collected while on site, responds to two overarching key questions:

Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

Key Question 2: Are the conditions to continue to support student achievement in place?

The visit to Normandin Middle School is also part of the District Plan for School Intervention (DPSI) review for the New Bedford Public Schools. The purpose of the DPSI review, being conducted in certain urban school districts, is to assess district efforts to support school intervention, including strategic decisions made to support ongoing school improvement. It also seeks to assess the impact of support given by the Massachusetts Department of Elementary and Secondary Education (ESE) for improvement efforts. DPSI reviews also carry out requirements for state audits of districts.²

The visit to Normandin Middle School was conducted from April 13-14, 2009. Further information about the review and its schedule may be found in Appendix B. Information about the members of the review team may be found in Appendix A.

¹ Under 603 CMR 2.00.

² See Mass. Gen. Laws c. 15, § 55A, as amended by St. 2008, c. 311, § 3, effective August 14, 2008.

Normandin Middle School

School Profile

Normandin Middle School serves grades 6, 7 and 8. In the 2008-2009 school year, Normandin enrolled 937 students. Enrollment declined slightly each year from the 2004-2005 school year, in which 1,274 students were enrolled. This decline reflects a district trend. Student demographic and subgroup information for the 2008-2009 school year is provided in Table 1.

Table 1
Normandin MS Student Enrollment by Race/Ethnicity and Selected Population 2008-2009

Enrollment by Race/Ethnicity	Percent of Total	Selected Populations	Percent of Total
African American	6.7%	First Language not English	15.0%
Asian	1.0%	Limited English Proficient	0.1%
Hispanic or Latino	17.5%	From low-income families	63.4%
Native American	0.3%	Special Education	17.1%
White	68.1%	Free-lunch	48.7%
Native Hawaiian/Pacific Islander	0.2%	Reduced-price lunch	14.7%
Multi-Race, Non-Hispanic	6.2%		

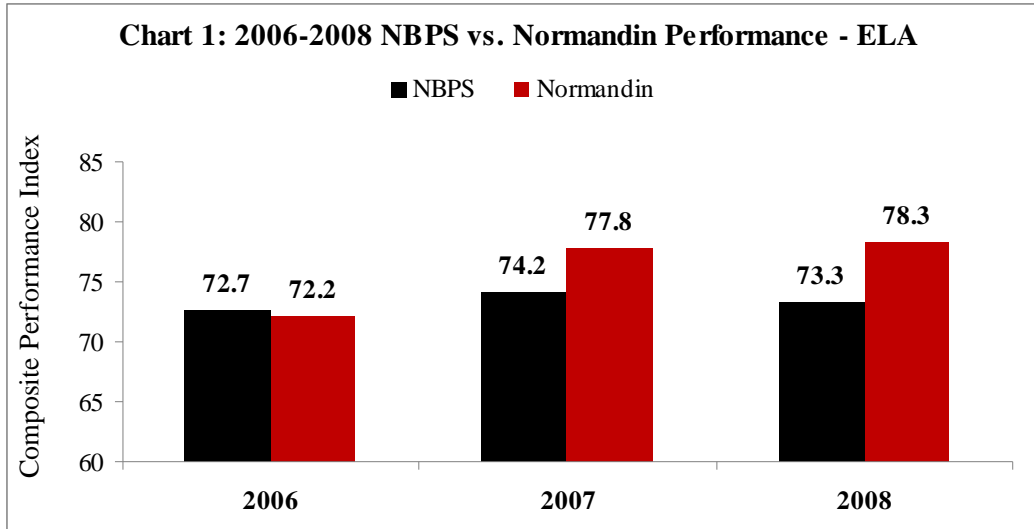
Student Performance

In 2008, Normandin did not make Adequate Yearly Progress (AYP) in English language arts (ELA). This was the first year the school did not make AYP in the aggregate in ELA since 2004. The school currently has an NCLB (No Child Left Behind) status of Restructuring Year 1 in ELA for subgroups only. In mathematics, Normandin made AYP in the aggregate based on improvement in 2008. The school has an NCLB status in mathematics of Restructuring Year 2.

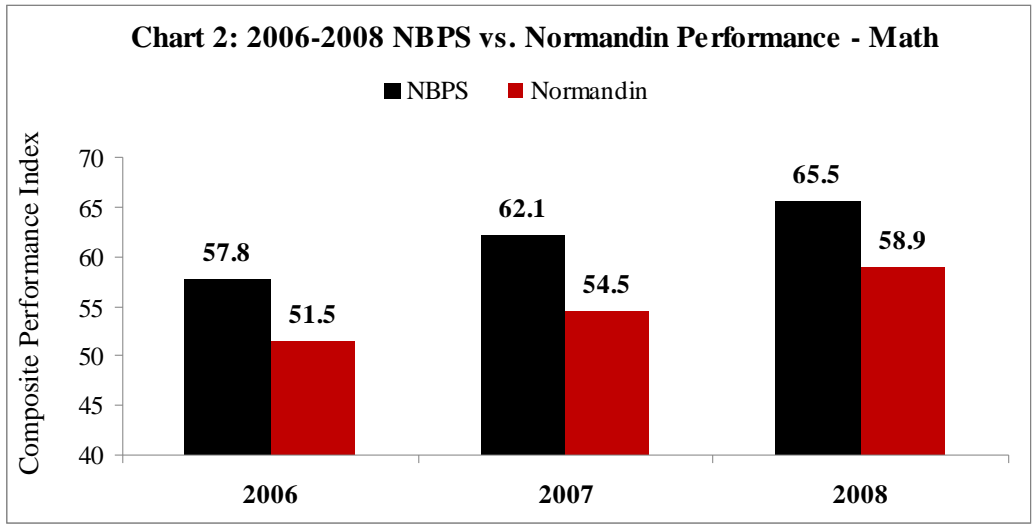
Table 2
Normandin MS Adequate Yearly Progress History

		2003	2004	2005	2006	2007	2008	NCLB Accountability Status
ELA	Aggregate	No	No	Yes	Yes	Yes	No	Restructuring Year 1 - Subgroups
	All Subgroups	No	No	Yes	No	No	No	
Math	Aggregate	No	No	No	No	No	Yes	Restructuring Year 2
	All Subgroups	No	No	No	No	No	No	

From 2006 to 2008, the performance of Normandin students on the ELA MCAS has shown improvement in each consecutive year. The Composite Performance Index (CPI) has increased from 72.2 in 2006 to 78.3 in 2008. As a result of the school's improvements, Normandin Middle School surpassed district performance indices, which have remained stable over three years. In both 2007 and 2008, the CPI for Normandin Middle School in ELA has been higher than the CPI for the New Bedford Public Schools.



Normandin Middle School has increased its CPI in mathematics in each consecutive year. The total CPI increase from 2006 to 2008 for Normandin is 7.4. The district has also increased its performance consistently from 2006 to 2008. The total CPI increase across these years for the New Bedford Public schools is 7.7. Normandin has shown improvement in mathematics at a rate consistent with the district.



Key Question 1: To what extent have the school and the district demonstrated the capacity to improve student achievement?

Normandin Middle School has implemented several initiatives that have led to increases in student achievement over the past three years. These include: a focus on improving school climate and culture; an increased use of data to improve instruction; and implementation of a walkthrough process that is used to provide data on instructional trends. In addition to school-based efforts, school leaders and staff at Normandin Middle School have taken advantage of the resources offered by the Department and the district to improve individual and schoolwide practices to continue to build capacity. Improvement initiatives at Normandin, in practice and as outlined in the School Improvement Plan (SIP), align with the strategies detailed in the District's Plan for School Intervention (DPSI).

Findings

An improved climate and culture at Normandin Middle School has established the foundation for teaching and learning to occur.

Improving the climate and culture at Normandin has been a major focus of the principal, who stepped in to lead the school four years ago. In focus groups, administrators and teachers reported that there has been a notable transformation in climate and culture during the current principal's tenure.

According to the leadership team, establishing a positive school environment is a crucial precursor to improving instruction. At Normandin, an improved climate and culture has facilitated collaboration among faculty members. In focus groups, teachers described the collegial environment at the school. Teachers in one grade, for example, took advantage of increased instructional time in science to jointly develop and teach a human body unit. In doing so, they helped alleviate the burden of health teachers who struggled to cover a full curriculum with limited time allotted to their subject.

In focus groups, school staff asserted that student behavior has improved at Normandin, also indicating that this is a prerequisite for better teaching and learning. Teachers and guidance counselors cited the positive impact of the Positive Behavioral Interventions and Supports (PBIS) framework adopted at Normandin. As a result of the PBIS implementation, the school is divided into zones: the hallway is the "quiet zone," the cafeteria is the "healthy zone," and the classroom is the "learning zone." The zone values ("Be safe," "Be considerate," "Do the right thing") specify appropriate student behavior throughout the school. For example, in the learning zone, students are expected to be on task. Zone values are posted throughout the school. In their focus group, students demonstrated their familiarity with these norms. The site visit team noted solid evidence of a climate characterized by respectful behaviors, routines, tone, and discourse in 74% (n=23) of the classrooms visited. This was exemplified by positive interactions among students in small groups, as well as by teachers' acknowledgment of student effort and praise for collaboration among students.

In addition, the data provide evidence of an improvement in school climate and culture. Attendance rates, for example, have increased over the past four years. Since the 2004-2005 school year (when the current principal began to lead the school), there has been a modest and steady increase in attendance rates – from 94.9 percent in 2004-2005 to 95.7 percent in 2007-2008. Also, the school has reduced in-school suspensions to zero over the last two years. From the 2006-2007 to the 2007-2008 school year, out-of-school suspensions decreased from 155 to 99.

One of the improvement efforts by Normandin Middle School leadership and staff has been to create a climate and culture that ensures teaching and learning can occur. This has established a foundation for the implementation of other improvement initiatives.

The school has begun using data collaboratively to understand trends in student performance and to think about the impact of instruction on student learning.

The school has begun to analyze data to examine trends in student performance: it has done so for the past three years. Every fall, a school administrator provides teachers with a CD with MCAS trends for their class (such as item analyses). On their own, teachers can compare their students' performance with the overall grade level performance, but do not have access to the individual scores of other students in their grade. During content meetings, teachers collectively examine MCAS trends in their grade and subject and, on the basis of their findings, make general changes to the curriculum map. For instance, ELA teachers decided to incorporate drama earlier in the school year when they observed that students performed weakly on MCAS questions about the genre.

Common planning time provides teachers across all subjects with regular opportunities to examine student data and detect trends in performance. ELA and mathematics teachers score open responses with the MCAS rubric, and mathematics teachers develop common unit assessments. Additionally, the school analyzes GRADE and Renaissance reading assessment data and uses the Galileo formative assessment program to conduct quarterly benchmark assessments. Until this school year, Galileo was used primarily for mathematical benchmark assessments. Using an open writing response, the first Galileo ELA benchmark assessment was administered in February 2009. The school plans to include social studies and science next year.

In focus groups, mathematics teachers and district support staff reported that analyzing benchmark data has prompted a shift toward designing lessons that foster conceptual development in this subject. Last summer, for example, mathematics teachers examined benchmark data to revise the curriculum map. The data revealed that students were struggling with understanding trapezoids. Instead of modifying the curriculum map to simply give students more opportunities to practice the same material, teachers determined that students needed support in identifying the base and height of the trapezoid – an important conceptual foundation for this topic. Examining student data is pushing mathematics teachers to begin making changes in instructional delivery. Mathematics teachers also reported that the Galileo assessment data have been critical in aligning instruction more closely with standards. In other words, teachers no

longer base common assessment questions on what students know and can answer correctly but, rather, on whether students grasp content standards.

Normandin Middle School has initiated the process of analyzing data. During common planning time, teachers examine summative and formative data to detect general trends in student performance. The analysis of student data has had some impact on teacher practice – particularly in mathematics, where the school benchmark assessment process was initiated.

The school has established processes to examine instructional trends and provide informal feedback to teachers.

As part of the effort to improve teacher practice at Normandin, the school’s leadership developed an observation protocol to provide the faculty with some feedback on instruction. Administrators created this Learning Walk tool during the National Institute for School Leadership (NISL) training. The observation instrument draws from Jon Saphier’s Elements of a Good Lesson (e.g., “warm-up activity evident and appropriate” and “instruction varied to meet the needs of *all* learners”). The principal selected five elements from a list of more than 20 to focus the Learning Walks. During the Learning Walks, administrators spend 15 to 20 minutes in a classroom and mark whether elements are evident in teacher practice. There is room for comments on the bottom of the form. In focus groups, teachers reported that feedback from the Learning Walk is provided the following day and indicates whether the focus elements were observed. Teachers reported that there is oral follow-up that might include recommendations of “things to try.” School leaders indicated that written feedback is provided, mostly in the form of questions and some recommendations. If there is a glaring problem, follow-up is continued, which is no longer considered part of the Learning Walk.

School leaders also conduct “5x5” walks – five-minute classroom visits to five classrooms each day – and jot down notes in composition notebooks. Administrators focus 5x5 walks on specific instructional components. For example, the focus at the beginning of the year was on lesson objectives. Feedback from 5x5 walks is provided to teachers during content area meetings in the form of trends. If areas of concern are noted across classrooms, school leaders address these trends through professional development.

In focus groups, teachers also reported using each other as resources to inform instruction and classroom practice. A special education teacher cited the sixth grade co-teaching model of partnering special education and mainstream teachers as a unique opportunity to watch each other’s practice. Mathematics teachers are currently receiving training on conducting peer observations from an external consulting group. Through this training, teachers observe both how their colleagues teach and how students respond to their fellow teachers’ instruction. After each peer observation, teachers provide feedback (i.e., what worked).

As part of the school improvement effort, Normandin Middle School leaders regularly observe instruction. The tools developed by administrators gauge whether teachers incorporate the elements of a good lesson and examine trends in teacher practice. These observation protocols have established a foundation for providing teachers with feedback on their practice.

Normandin has taken advantage of district and Department resources, professional development opportunities, and technical assistance to support school improvement efforts.

In order to continue building the capacity of school leaders and staff and to support improvement efforts, the school has taken advantage of the resources made available by both the district and the Department. In focus groups, teachers and administrators described the variety of school improvement opportunities made available to Normandin. Echoing the sentiments of faculty and administrators, one teacher stated that she “never felt lacking in support.”

There is a focus on professional development at Normandin. In order to maximize teacher participation in professional development, the principal worked with the district to make Normandin the location of the district’s most recent workshops. A professional development committee, which includes faculty members, takes teacher requests and district priorities into account when setting up the school training calendar. In focus groups, both leaders and teachers cited a long list of professional development opportunities provided by the district, including training in the 6+1 Writing Traits program, John Collins Writing, and Looking at Student Work. The site visit team reviewed the school’s site-based professional development calendar for 2008-2009. The topics listed in this document are consistent with the training sessions described by school staff during focus groups. Overall, teachers felt that these workshops provided them with useful strategies and techniques, were “very related and connected to what [they] do” and, as a result, have improved their performance. The school’s leadership has also pushed the deliberate use of common planning time to support professional development initiatives.

Five staff members, including two teachers, participated in the NISL training. The purpose of this Department-sponsored professional development was to build instructional leadership capacity at the school. In partnership with Lesley University, the Department also offered mathematics teachers the opportunity to complete a master’s degree in mathematics. The first group of Normandin staff, including both teachers and the principal, recently completed this graduate training. The school has contracted an external consulting group to train mathematics teachers to conduct peer observations.

The district provides targeted technical assistance to school leaders and teachers at Normandin. The district assigned an Assistant Superintendent to support the school’s improvement efforts (true of all Commonwealth Priority Schools), while district consultants and support specialists also provide teachers with regular professional development. The district mathematics support specialist works closely with the school’s instructional supervisors and meets regularly with mathematics teachers to plan common units and unit assessments, examine student work, and provide training tailored to teachers’ needs. District support staff members play a key role in helping teachers analyze benchmark assessments through Galileo – a program adopted by the district with Department funding. As described above, school staff members consider the benchmark assessment process to be a driver of instructional improvement at Normandin. In focus groups, school leaders and teachers acknowledged the role of the district in improving teacher practice, particularly in mathematics.

Normandin Middle School has taken full advantage of resources offered by the district and the Department in support of the school's improvement efforts. Professional development and technical assistance provided by external consultants, school leaders, and district support staff have built the capacity of Normandin Middle School leaders and staff to develop common lessons and assessments, analyze student data, examine instructional practice, and improve teacher performance.

The School Improvement Plan (SIP) guides Normandin's efforts to enhance student achievement and school performance and is aligned with the priorities outlined in New Bedford Public Schools' District Plan for School Intervention (DPSI).

Initially developed five years ago, Normandin's SIP includes improvement objectives, strategies, and outcomes, and serves as the school's primary guide for school improvement. Teachers explained how the school plan focuses on developing best practices, such as the elements of a good lesson: essential questions, warm-ups, objectives, summarizers. The 2008-2009 version of the SIP is a compilation of previous versions and lists professional development goals for ELA and mathematics, plans for monitoring student performance measures, and methods to collect evidence of teacher instructional practice. Normandin teachers and leaders believe that the school has improved by implementing the changes outlined in the SIP.

Although the school received its designation as a Commonwealth Priority School before the development of the DPSI, Normandin is viewed as a DPSI school by the district. As evidenced in the above findings, the three primary improvement efforts at Normandin align with the strategies in the DPSI: building instructional leadership through NISL training, monitoring teaching and learning through school Learning Walks, and implementing the Galileo benchmark assessment program. In interviews, teachers and school leaders described how the school's plan aligns with the district's three main priorities.

A review of the March 2009 version of the DPSI and the 2008-2009 SIP reveal that there is alignment between the documents. Normandin Middle School is implementing improvement objectives outlined in the SIP that align with the DPSI. The 2008-2009 version of the Normandin SIP is a compilation of school improvement documents from the past five years. As a result, the school plan and the DPSI do not align precisely, but there is evidence that district strategies and those at Normandin align and that most improvement efforts are coordinated between the district and the school.

Key Question 2: Are the conditions to continue to support student achievement in place?

Normandin Middle School has implemented processes that have led to better school and student performance. MCAS scores have consistently improved from 2006 to 2008 in both ELA and mathematics. In addition to the data, evidence collected in focus groups, classroom observations, and documents (as described in Key Question 1) indicate that the school has shown capacity to improve. In order to ensure continued growth in school and student performance, Normandin needs to expand its current practices to support the development of rigorous instructional practice and to evaluate the impact of school improvement initiatives across the school.

Findings

Use of data at Normandin is at the foundational level, focusing specifically on trends in performance. The school has yet to take review of data to the individual student level.

Current data analysis processes at Normandin (see above) allow teachers to observe trends in student performance. By examining data at this level, teachers have made changes to the curriculum and have been able to think about general changes to instruction. In focus groups, teachers and district support staff reported that analyzing student data has provoked changes in lesson planning and instructional delivery. In mathematics (where the Galileo benchmark assessment program has been in place for several years), data is being used more consistently. For example, school and district support staff reported that analyzing benchmark data has prompted mathematics teachers to make changes to lesson pacing and to develop lessons with students' conceptual understanding in mind. Teachers also reported informally comparing benchmark assessment results with one another as a way of improving their own practice.

However, the school has not yet begun to conduct more specific analyses at the student level in order to individualize instruction for students who are struggling or for those who require enrichment. At the time of the site visit, the school did not have plans to expand current data analyses to provide a more detailed view of student performance (rather than examine grade-level trends), though school leaders recognized the need to continue to build upon current practices. This more detailed analysis will provide teachers increased information about student performance, which – in turn – is likely to advance more extensive and deeper improvement to instructional practice.

The rigor of instructional practices is not consistent across the school. It is not clear that the current system for providing feedback anonymously is sufficient to transform good instruction into excellent teacher practice.

Efforts to improve teaching and learning at Normandin have been described in this report and are further evident in a review of student MCAS scores over the past few years. Effective instruction is central to improving student achievement. Many classrooms observed by the site visit team possess characteristics of effective instruction but lack the rigor necessary to be considered excellent. Although effective practice is evident at Normandin, there are also pockets of instruction that continue to require improvement.

The site visit team conducted visits to 31 classrooms across content areas and grade levels at Normandin. The site visit team found evidence of effective instruction, especially in terms of those elements teachers are expected to incorporate into lessons. For example, there was solid evidence of a learning objective (not simply an agenda or an activity description) in 61% of the classrooms visited. Similar evidence was also found by the New England League of Middle Schools (NELMS), whose report (following an internal review in March 2009) cited “well-crafted objectives” in 55% of the classrooms. In some classrooms, objectives were present but not well formulated (23%) or were not at all present (16%).

The site visit team also noted solid evidence that lesson pacing supported active student engagement in approximately one-third of the classrooms visited (29%) – for example, use of a range of techniques (such as facilitating independent and partner work) to keep all students on task. Partial evidence of this indicator was observed in 39% (n=12) of the classrooms when, for instance, lesson pacing was too fast for students to clearly follow the material. There was no evidence of effective pacing in 32% (n=10) of the classrooms observed.

There was an inconsistency in the rigor of instructional practice – that is, rigorous instruction was detected in some, but not all, classrooms. Rigor was defined by means of the following indicators: (1) questions requiring students to engage in a process of application, analysis, synthesis, and evaluation; (2) opportunities for students to apply new knowledge and content; (3) students articulating their thinking and reasoning; and, (4) students inquiring, exploring, or problem solving together, in pairs, or in small groups. The site visit team found evidence of questions that required students to engage in a process of application, analysis, synthesis, and evaluation in 26% (n=8) of the classrooms. In one mathematics lesson, for example, students were continually prompted to explain and prove their reasoning. Partial evidence of this indicator was observed in 39% (n=12) of the classrooms (e.g., a teacher was observed asking a combination of inference and recall-based questions about a novel), whereas no evidence of this element was found in 35% (n=11) of the classrooms. The NELMS team noted that 36 percent of the 12 lessons they observed “exhibited rigor.”

There are systems to provide general feedback to teachers on planning and instruction. For example, lesson plans are reviewed and returned with feedback. Learning Walks are also followed by brief oral and written feedback (see Key Question 1) but do not always focus on what was or was not effective. Leaders relay findings from 5x5 walks as “trends.” All records of observations are anonymous to ensure that specific teachers are not singled out. This coincides with the teacher’s contract; in addition, Normandin believes that anonymity fosters trust and helps maintain connections with teachers who need additional support. The leadership team claimed that, although their records of teacher practice are anonymous and they are currently operating in “generalities,” administrators are aware of the specifics of teacher performance throughout the building and are moving toward helping struggling teachers.

Although school and district improvement efforts have resulted in better teaching at Normandin, rigor and the implementation of the school’s identified practices (i.e., elements of a good lesson) are not consistent across classrooms. There are pockets of excellent instruction that provide the

school a resource upon which to build. There are also areas that require improvement. Current school processes of providing teachers with feedback on their instructional practice are general. It is not clear whether – and to what extent – the school’s focus on collaboration and a positive school culture may impede instructional improvement. In order to continue to increase the rigor of instruction across Normandin classrooms, teachers require specific feedback about which practices are effective, as well as how less effective instructional strategies may be improved.

Systems are not yet in place to fully evaluate the effectiveness of improvement initiatives in order to make needed adjustments and ensure that impact is maximized.

Normandin Middle School has implemented numerous improvement initiatives over the last few years, many of which are described in this report. In focus groups, school and district staff identified specific initiatives (e.g., benchmark assessments, curriculum mapping) considered to be drivers of instructional improvement. Before implementing improvement initiatives throughout the entire school, the school conducts smaller-scale trials of strategies. For example, the math department piloted Galileo and the curriculum mapping process and is currently testing a peer observation process. This indicates that the school leadership is purposeful about the implementation of improvement processes.

There is also evidence that student achievement has improved as a result of the school’s implementation of improvement efforts. The school has performed well in both ELA and mathematics over the past three years. The school has surpassed the performance of the district in ELA; and mathematics scores have improved incrementally each year at a more rapid rate than ELA increases. School leaders and teachers can provide anecdotal evidence of what is working to improve student achievement, for example, aligning curriculum mapping processes and lesson planning to the standards. “The more content areas that do team lesson planning, the fewer problems [teachers] have,” school leaders reported. School leaders indicated there are currently discussions around options for restructuring pods (ELA and literacy classes are taught separately and teachers do not share students in grade 7); they believe this restructuring will further increase consistency in delivery of content.

However, specific processes to evaluate the effectiveness of initiatives are not currently in place. For example, what are the mathematics initiatives that have incrementally improved achievement each year? Is one having a bigger impact than another? Should this be replicated in other content areas? The same questions could be asked about ELA. What is it that accelerated Normandin’s performance past the district’s?

Systems to evaluate effectiveness and adjust practices are likely to help Normandin ensure that the initiatives implemented are having the greatest impact and assist it in taking school improvement efforts to the next level.

Appendix A: Normandin Middle School Review Team Members

The review of the Normandin Middle School in the New Bedford Public Schools was conducted from April 13-14, 2009, by a team of educators from SchoolWorks, LLC on behalf of the Massachusetts Department of Elementary and Secondary Education.

Gwendolyn Casazza, Consultant, SchoolWorks

Anne Lane, Project Manager, SchoolWorks

Dr. Muriel Leonard, Consultant, SchoolWorks

Joseph Trunk, Consultant, SchoolWorks

Appendix B: Review Activities and Schedule

Activities conducted at the Normandin Middle School

The following activities were conducted as part of the review of the Normandin Middle School, New Bedford Public Schools.

- The team conducted interviews and focus groups with the following representatives from the Normandin Middle School and New Bedford Public Schools:
 - Principal's management leadership team, including: principal, assistant principals, special education facilitator and curriculum specialists for ELA and mathematics
 - 6th, 7th and 8th grade teachers in ELA, literacy, mathematics, social studies, and science
 - Mathematics and science teachers
 - English language arts and social studies teachers
 - Guidance counselors
 - District mathematics support specialist
 - National Institute for School Leadership (NISL) training participants
 - 6th, 7th and 8th grade students
- The DPSI review team conducted 31 classroom visits in ELA, literacy, mathematics, science, and social studies in grades 6, 7, and 8.
- The DPSI review team reviewed the following documents at the school:
 - Description of the processes to monitor DPSI implementation and other intervention strategies and improvement efforts, including data reports
 - Description of the formative and benchmark assessment system, including a comparison analysis report for March 2009 mathematics benchmark
 - Learning Walk protocol and debrief notes for May 2008 Learning Walk
 - Professional development calendar, including descriptions of professional development that has taken place to support DPSI implementation
 - New England League of Middle Schools (NELMS) Curriculum, Instruction, and Assessment Review (March 2009)
 - Peer observation protocol
 - Standards-based lessons plans for mathematics and ELA
 - 2009 MCAS teacher orientation packet
 - Minutes from weekly Pod meetings

Schedule for review of Normandin Middle School

Normandin Middle School Site Visit Schedule – Monday April 13, 2009			
Time	Team Leader	Team Member #2	Team Member #3
8:00–9:30 AM	Team arrives at school and morning meeting		
9:30–10:30 AM	Focus group with school leadership		
10:30–12:00 AM	Classroom visits		
12:00–1:00 PM	Lunch; Mid-day meeting and team debrief		
1:00–1:45 PM	1:00 – 1:45 Focus group with guidance counselors		1:15 – 1:45 NISL focus group
1:45–2:15 PM	Classroom visits	Focus group with students	
2:15–4:30 PM	Team debrief and evidence sorting; document reviews		
4:30 PM	Team departs		

Normandin Middle School Site Visit Schedule – Tuesday April 14, 2009			
Time	Team Leader	Team Member #2	Team Member #3
7:00–8:00 AM	Team arrives at school and morning meeting		
8:00–8:45 AM	Follow up with school leadership		
8:50- 9:30	Focus group with mathematics teachers	Focus group with grade 8 teachers	
9:40–10:30 AM	Classroom visits		
10:30–11:10 AM	Focus group with grade 7 teachers		Focus group with ELA teachers
11:15 –11:45 AM	Interview mathematics liaison	Classroom visits	
12:00–1:00 PM	Lunch; Mid-day meeting and team debrief		
1:00–1:30 PM	Follow-up as needed/ document review	Classroom visits	
1:30–2:10 PM	Classroom visits	Focus group with grade 6 teachers	
2:15– 4:30 PM	Team debrief and evidence sorting		
4:30–5:00 PM	Team report of evidence and key learnings with school leadership		
5:00 PM	Team departs		