

Andover Public Schools

Parent Survey for Language Based Programs

I am satisfied with my child's overall special education program.	3.62
I have the opportunity to talk to my child's teachers on a regular basis to discuss my questions and concerns.	4.14
My child is accepted within the school community.	3.72
My child's Individualized Education Plan (IEP) is meeting his or her educational needs.	3.78
All special education services identified in my child's IEP have been provided.	3.85
Staff is appropriately trained and able to provide my child's specific program and services.	3.72
Special education teachers make accommodations and modifications as indicated on my child's IEP.	4.29
General education teachers make accommodations and modifications as indicated on my child's IEP.	3.63
General education and special education teachers work together to assure that my child's IEP is being implemented.	3.61
Administrators and teachers encourage parent involvement in order to improve services and results for children with disabilities.	3.89
I understand what is discussed at meetings to develop my child's IEP.	4.29
My concerns and recommendations are documented in the development of my child's IEP.	4.11
I received copies of my child's progress notes, evaluations, reports, and IEP in a timely manner.	4.29
The school district actively encourages my child to attend and participate in IEP meetings.	3.79
There are opportunities for parent training or information sessions regarding special education provided by my child's school district.	3.68
My child is learning skills and strategies that will enable him/her to be as independent as possible.	3.71
My child is learning skills that will lead to college and career readiness.	3.55
	<i>Out of 5</i>

Elementary Assessment Inventory

SCHOOL NAME: Sanborn Elementary School LEAP Program

DATE: School Year 2015-2016

Full Name of Assessment	Areas Evaluated										Administered at these grade levels			Who Administers	How Often & When Administered
	OL	PA	P	SP	F	V	RC	W	RN	LC	3	4	5		
Rosner Test of Auditory Analysis		X									X	X	X	LEAP/Sped Teacher	1x year prior to yearly meeting
Road to Reading Phonics Inventory			X		X						X	X	X	LEAP/Sped Teacher	1x year prior to yearly meeting
Elementary Megawords Inventory			X									X	X	LEAP/Sped Teacher	1x year prior to yearly meeting
Words Their Way Spelling Inventory (Primary)				X							X	X		LEAP/Sped Teacher	1x year prior to yearly meeting
Words Their Way Spelling Inventory (Elementary)													X	LEAP/ Sped Teacher	1x year prior to yearly meeting
Qualitative Reading Inventory-5: Word Lists			X		X						X	X	X	LEAP/Sped Teacher	1x year prior to yearly meeting
Reading A-Z Benchmark Assessments					X		X				X	X	X	4-6x/yr (LEAP) 3-4x/yr (SPED)	At level J, also do timed passage
Clinical Evaluation of Language Fundamentals-V	X					X				X	X	X	X	SLP	Initial and three year
Test of Narrative Language	X									X	X	X	X	SLP	Initial and three year
Language Processing Test- III	X					X				X	X	X	X	SLP	Initial and three year
Expressive Vocabulary Test-II						X					X	X	X	SLP	Initial and three year
Peabody Picture Vocabulary Test						X					X	X	X	SLP	Initial and three year
Comprehensive Assessment of Spoken Language	X					X				X	X	X	X	SLP	Initial and three year
Test of Problem Solving	X										X	X	X	SLP	Select students based on needs
SCAN-III for children- Screen for Auditory Processing Disorders		X												SLP	Select students based on needs
CTOPP-II		X							X		X	X	X	LEAP teachers/ SPED teacher	Initial and three year

	OL	PA	P	SP	F	V	RC	W	RN	LC	3	4	5		
Test of Word Reading Efficiency			X		X									LEAP teachers/ SPED teacher	Initial and three year
GORT-V					X		X				X	X	X	LEAP teachers/ SPED teacher	Initial and three year
Test of Written Language-IV								X				X	X	LEAP teachers/ SPED teacher	Initial and three year
Test of Early Written Language-III								X			X			LEAP teachers/ SPED teacher	Initial and three year
Key Math-III											X	X	X	LEAP teachers/ SPED teacher	Initial and three year
Test of Auditory Processing Skills-III	X										X	X	X	LEAP teachers/ SPED teacher	Initial and three year
Phonological Awareness Test-II		X	X								X	X		SPED/ LEAP as needed	As needed
Kaufman Test of Educational Achievement	X					X	X	X		X	X	X	X	SPED	As needed
Weschler Intelligence Achievement Test	X		X			X		X		X	X	X	X	SPED	As needed
Weschler Intelligence Scale for Children	X					X				X	X	X	X	School psychologist	Initial and three year re-eval
Motivation Scale														School psychologist	Initial and three year
DIBELS (K-all schools, 1- Sanborn, 2-at risk at Sanborn)		X	X		X				X					Reading Specialist	F/ W/ S
DRA (K-5)						X	X				X	X	X	Classroom Teachers, Reading Teachers, LEAP teachers	F/S (W at risk only)- and W for K as a DDM

Key to Areas Evaluated:

OL = Oral Language	F = Fluency	RN = Rapid Naming
PA = Phonemic Awareness	V = Vocabulary	LC = Listening Comprehension
P = Phonics	RC = Reading Comprehension	
SP = Spelling	W = Writing	

Report of Assessment Practices

Andover Public Schools

Elementary

	DRA	DIBELS	Progress Monitoring tools	Reporting ELA data
Bancroft	Teachers administer/ RS supports K-January, June 1/2/3/4/5-Sept, June * *Jan as needed)	RS administrators K/1- Sept, Jan, June *In SY14-15, all of K and at risk 1 st graders	CT administer Foundations assessments K-3. RS administer PM for K and 1. CT and RS do running records as needed	RS collect DIBELS and share with Admin. CT fill out and ELA spreadsheet with DRA data and share with AP
High Plain	Teachers administer/ RS supports K-January- some, June- all 1/2 -Sept, Jan, June 3/4/5-Sept, June (Jan as needed)	RS administrators K/1/2/3-Sept, Jan, June 4/5-Sept, Jan, June (struggling)	CT and RS administer: Foundations assessments K-3, Benchmark Tool, Running Records, The Print Tool, San Diego, CBMs developed by Andover, Sight word lists	AP collects DRA and DIBELS AIMSweb system is used for DIBELS, DRA and Foundations are recorded on a spreadsheet
Sanborn	Teachers administer/ RS supports K-January, June 1/2/3/4/5-Sept, June * *Jan as needed)	RS administrators K/1- Sept, Jan, June *struggling grade 2 students	CT administer Foundations Unit Assessment, Foundations Fluency Kit, Running Records RS administers Running Records, Increasing Fluency, Comprehension Toolkit Rubrics, Weekly Foundations Dictation (used to use QRI)	AP oversees spreadsheets with DRA data, stored in Google Drive. Teachers have access to their grade levels. RS collect DIBELS data in the DIBELS database
South	Teachers administer/ RS supports K-January, June 1/2/3/4/5-Sept, June * *Jan as needed)	RS administrators K/1- Sept, Jan, May	RS uses Foundations PM for all students who Double Dose and the Tier III intervention	RS enters DIBELS data into the DIBELS Data System CTs send DRA information to the AP
West	Teachers administer/ RS supports K-Jan, June 1/2/3/4 -Sept, Jan, June 5-Sept, June	RS administrators K- Sept, Jan, June (all) 1-Sept (at risk students) 2-new students or students below grade 1 BM	DIBELS PM is used for K/1 students who are at risk RS has developed a correlation chart between DIBELS and DRA	CTs enter data into Google Spreadsheets. AP, RS and CT can monitor the data

Components	Fall	Winter	Spring	Diagnostic/CBM Administered each year prior to yearly meeting	In-depth Diagnostic/ Initial and Three-Year Evaluations
	Screening/ Benchmark/ Diagnostic	Benchmark/ Interim	Outcomes / Benchmark		
Oral Language					CELF-V, CASL Test of Narrative Language Language Processing Test-III Test of Auditory Processing Skills
Phonemic Awareness				Rosner TAAS	CTOPP-II PAT-II (select students)
Phonics/Word Study/ Spelling				Road to Reading Phonics Inventory Elementary Mega Words Inventory Words Their Way Spelling Inventory	TOWRE-IV
Fluency	Reading A-Z	Reading A-Z	Reading A-Z	Qualitative Reading Assessment 5-Word Lists	TOWRE-IV GORT-V
Vocabulary					Language Processing Test-III PPVT-IV, EVT-II, CASL
Comprehension	Reading A-Z DRA	Reading A-Z DRA	Reading A-Z DRA		GORT-V
Writing					Test of Written Language-III
Other					Test of Problem Solving Test of Auditory Processing Disorders Key Math- III, Motivation Scale KTEA/ Weschler

Literacy Curriculum/ Program Survey

School Name: Sanborn Elementary School- LEAP Program

Date: December 2015

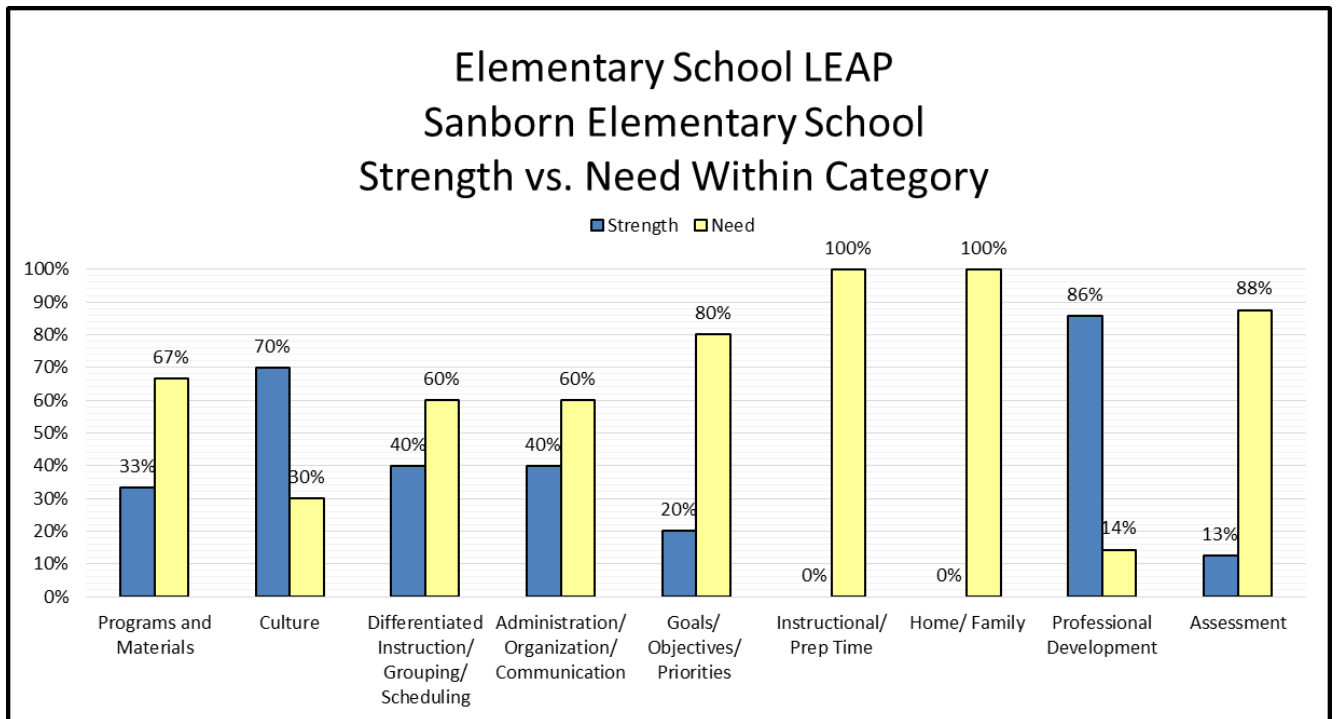
Curriculum/ Program	Area addressed by the Curriculum/ Program										Use of Curriculum/ Program		
	O L	P A	P P	S P	F	V	R C	W	L C	Percent of students?	Who provides? (teacher, reading, SLP, para)	Service Delivery Model? (individual, small group, whole class)	
Sounds Sensible		X	X							0	NA	NA	
LIPs		X								0	LEAP teacher	1:1	
Phonemic Awareness in Young Children (<i>Adams</i>)		X								0	NA	NA	
S.P.I.R.E. (<i>Orton-Gillingham</i>)		X	X	X	X					All 5th	LEAP teacher	Small group	
RAVE-O (<i>Wolf</i>)	X	X	X	X	X	X	X	X	X	0	NA	NA	
Road to Reading (<i>Blachman</i>)			X		X	X				All 3 rd -4 th	LEAP teacher	Small group 1:2	
Orton-Gillingham		X	X	X	X					All LEAP students	LEAP teacher	Small group 1:1- 1:6	
Megawords			X			X				Supplemental for grade 5	LEAP teacher	Small group	
Words Their Way				X						0	NA	NA	
Great Leaps Reading (<i>Campbell</i>)					X					50% of grade 3	para	1:1	
Increasing Fluency with High Frequency Word Phrases (<i>Fry & Rasinski</i>)					X					100% of 3, 4, 5	para	1:1	
Visualizing and Verbalizing	X								X	All LEAP students	SLP	Small group	
Reading A-Z										100%	LEAP and para	1:1 or 1:2	
Sanborn School Book Room										100%	All teachers		
Comprehension Tool Kit (<i>Harvey & Goudvis</i>)							X			100% of grade 5	LEAP teacher		

Genre Studies (<i>Fountas and Pinnell</i>)								X			NA	Resource for understanding text structure	NA
Question Answer Relationships (<i>Raphael</i>)								X			100% of grade 5	LEAP teacher	Small group or 1:1
Common Core Curriculum Maps (<i>Jossey Bass</i>)	X	X	X	X	X	X	X	X	X	X	NA	Resource	NA
Writing Skills (<i>Diana Hanbury King</i>)									X		NA	Resource	NA
EmPOWER Brain Frames									X		G.O. for expository 100% for grades 5	LEAP teacher	Small group
From Talking to Writing: (<i>Landmark</i>)									X		NA	Resource	NA
Writing A-Z									X		Supplemental in gr. 3/4	LEAP teacher	Small group
6 Traits & 1									X		NA	NA	NA
Lucy Caulkins- Writer's Workshop									X		100%	LEAP works off grade level, SPED, Gen ED	Small group

Key to Area:
OL = Oral Language **F** = Fluency
PA = Phonemic Awareness **V** = Vocabulary
P = Phonics **RC** = Reading Comprehension
SP = Spelling **W** = Writing
LC = Listening Comprehension

Elementary LEAP Interview Comments

ELEMENTARY SCHOOL LEAP Interview Comments	Total # of comments	# of Strength	% of Strength	# of Need	% of Need
Programs and Materials	12	4	33%	8	67%
Culture	10	7	70%	3	30%
Differentiated Instruction/ Grouping/ Scheduling	10	4	40%	6	60%
Administration/ Organization/ Communication	5	2	40%	3	60%
Goals/ Objectives/ Priorities	15	3	20%	12	80%
Instructional/ Prep Time	7	0	0%	7	100%
Home/ Family	4	0	0%	4	100%
Professional Development	7	6	86%	1	14%
Assessment	8	1	13%	7	88%



Middle School Assessment Inventory

SCHOOL NAME: Doherty Middle School LEAP Program

DATE: School Year 2015-2016

Assessment Inventory for Middle School LEAP	Areas Evaluated										Administered at these grade levels			Who Administers	How Often & When Administered
	OL	P A	P	SP	F	V	RC	W	R N	L C	6	7	8		
WIAT	X	X	X	X	X	X	X	X	X	X	X	X	X	LEAP teacher	3 year re-eval
Key Math (optional)											X			LEAP teacher	3 year re-eval
TOWLE (optional)								X			X			LEAP teacher	3 year re-eval
WISC	X	X	X	X	X	X	X	X	X	X	X	X	X	School Psych	3 year re-eval
DDM-Writing Prompts								X					X	LEAP teacher	Pre-post
DDM- Reading Comp. measure							X					X		LEAP teacher	Pre-post
Reading Level Indicator			X		X	X	X				X			LEAP teacher	BOY
DDM- Science Benchmark													X	LEAP teacher	Pre-post
DDM- SS Benchmark													X	LEAP teacher	Pre-post
DDM- Math Benchmark											X	X	X	LEAP teacher	Pre-post
Unit Test in all content areas (modified language/ length)											X			LEAP teacher	Ongoing
Math Level Indicator (used as a CBM)											X			LEAP	BOY
Performance/ Project-based learning												X		LEAP	ongoing
MCAS/ PARCC											X	X	X	Classroom/ LEAP Teacher	Yearly- state mandated

Literacy Curriculum/ Program Survey

School Name: Doherty Middle School-LEAP Program

Date: SY15-16

Doherty Middle School Curriculum/ Program Inventory	Area addressed by the Curriculum/ Program										Use of Curriculum/ Program		
	O L	P A	P P	S P	F	V	R C	W	L C	Percent of students	Who provides (teacher, reading, SLP, para)	Service Delivery (individual, small group, whole class)	
Orton-Gillingham		X	X	X	X					50% of LEAP students	Reading Teacher	Small group	
Read Naturally					X					Varies	Reading Teacher	Small group	
Megawords			X	X		X				Varies	Reading Teacher	Small group	
Visualizing and Verbalizing (informally)	X					X			X	100% of SLP caseload	SLP/ LEAP Teacher	Small/whole class	
Reading A-Z			X							Varies	Reading Teacher	1:1 or 1:2	
Comprehension Tool Kit (<i>Harvey & Goudvis</i>)							X			NA	Reading Teacher		
Genre Studies (<i>Fountas and Pinnell</i>)- Resource Book										NA	Reading Teacher		
Question Answer Relationship							X			100%	Reading Teacher LEAP Teacher	Small group or 1:1	
Common Core Curriculum Maps (<i>Jossey Bass</i>)	X	X	X	X	X	X	X	X	X	NA	Resource	NA	
Learning Ally (ELA- / Science units can be audio/ SS is audio only)							X			100% grade 6 LEAP	LEAP Teacher	NA	
Google Drive- Collaboration between students and LEAP teachers using Google Drive, Apps are downloaded (IXL- ELA/ Math, Quizlet, Socrative, Brainpop, Typing Club, Voicetyping, Alice Keeler Classroom Split)							X	X		100% of all LEAP	LEAP Teacher	NA	
Aspen (X2)- students access assignments and grades- calendar is linked to Google										100% of all LEAP	LEAP Teacher	NA	
Scholastic.com- Study Jams- math and science							X			100% of grade 7/8 LEAP	LEAP Teacher	NA	
Newsela							X			100% of grade 7/8 LEAP	LEAP Teacher	NA	
Gizmos for Science- Science Lab Simulation										100% of grade 7/8 LEAP	LEAP Teacher	NA	

Key to Area:

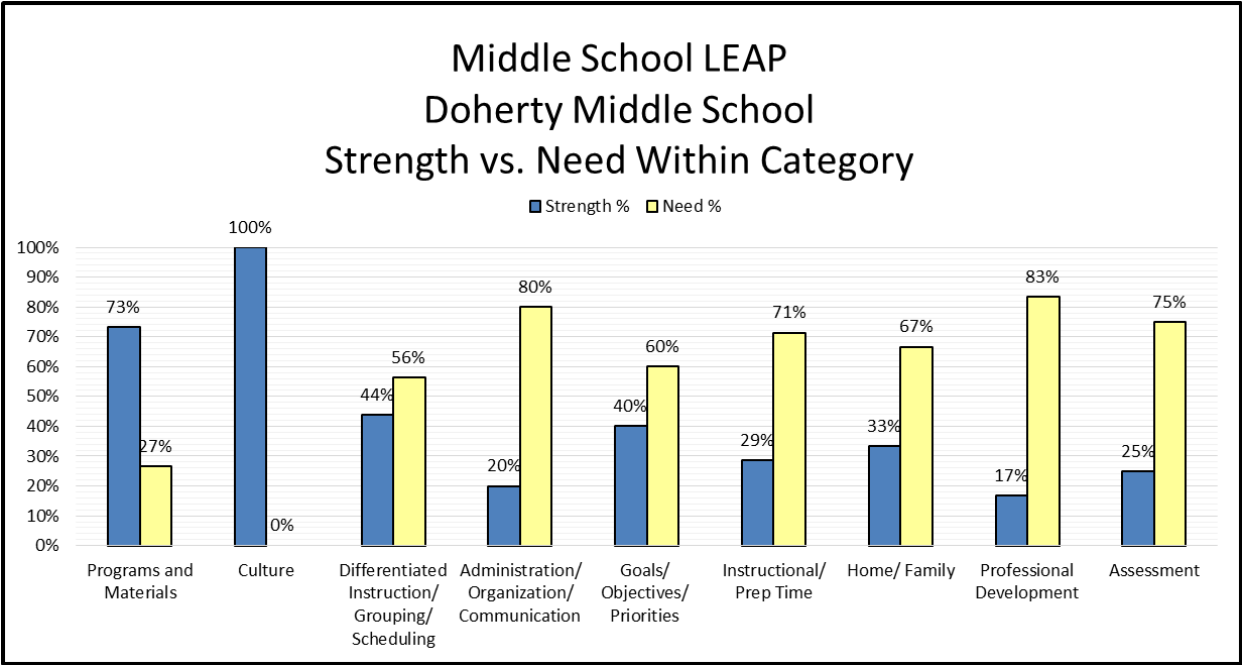
OL = Oral Language	F = Fluency
PA = Phonemic Awareness	V = Vocabulary
P = Phonics	RC = Reading Comprehension
SP = Spelling	W = Writing
LC = Listening Comprehension	

Key to Skill:

0= don't use
 1= little experience
 2= progressing
 3= comfortable
 4= confident
 5= could teach others

Table 7

MIDDLE SCHOOL LEAP Interview Comments	Total # of comments	# of Strength	% of Strength	# of Need	% of Need
Programs and Materials	15	11	73%	4	27%
Culture	9	9	100%	0	0%
Differentiated Instruction/ Grouping/ Scheduling	16	7	44%	9	56%
Administration/ Organization/ Communication	10	2	20%	8	80%
Goals/ Objectives/ Priorities	20	8	40%	12	60%
Instructional/ Prep Time	7	2	29%	5	71%
Home/ Family	3	1	33%	2	67%
Professional Development	12	2	17%	10	83%
Assessment	4	1	25%	3	75%



Assessment Inventory

SCHOOL NAME: Andover High School- Language-Based Program

DATE: SY15-16 2015

Full Name of Assessment	Areas Evaluated										Who Administers	How Often & When Administered	
	OL	PA	P	SP	F	V	RC	W	RN	M			
WISC-V or WAIS-V	X				X	X	X			X		School Psychologist	3 year re-evaluation
BRIEF (for executive function concerns)	Questionnaire										School Psychologist	3 year re-evaluation	
BASC (for social/emotional concerns)	Questionnaire										School Psychologist	3 year re-evaluation	
Record Reviews												School Psychologist	3 year re-evaluation
Clinical Interviews												School Psychologist	3 year re-evaluation
WIAT-III (academic testing)	X	X	X	X	X	X	X	X	X	X	X	Special Educator	3 year re-evaluation
Nelson-Denny (for specific reading comprehension concerns)							X					Special Educator	3 year re-evaluation
Key Math (for specific math concerns)											X	Special Educator	3 year re-evaluation

Key to Areas Evaluated:		
OL = Oral Language	F = Fluency	RN = Rapid Naming
PA = Phonemic Awareness	V = Vocabulary	M = Mathematics
P = Phonics	RC = Reading Comprehension	
SP = Spelling	W = Writing	

HIGH SCHOOL Language-Based Program Interview Comments	Total # of comments	# of Strength	% of Strength	# of Need	% of Need
Programs and Materials	13	11	85%	2	15%
Culture	15	15	100%	0	0%
Differentiated Instruction/ Grouping/ Scheduling	41	30	73%	11	27%
Administration/ Organization/ Communication	8	0	0%	8	100%
Goals/ Objectives/ Priorities	19	11	58%	8	42%
Instructional/ Prep Time	20	5	25%	15	75%
Home/ Family	9	2	22%	7	78%
Professional Development	20	3	15%	17	85%
Assessment	16	10	63%	6	38%

