

# 2006-2007 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 Ms. Martha Keeney  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Parkside Elementary School  
(As it should appear in the official records)

School Mailing Address 6845 S.O.M Center Road  
(If address is P.O. Box, also include street address)

<u>Solon</u>	<u>Ohio</u>	<u>44139-4599</u>
City	State	Zip Code+4 (9 digits total)

County Cuyahoga School Code Number\* 113878

Telephone (440) 349-2175 Fax (440) 349-8055

Website/URL www.solonschools.org E-mail mkeeney@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. Julie Glavin

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

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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:       \$ 9,356

### 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.   3   Number of years the principal has been in her/his position at this school.  
 12   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	32	28	60	8			
1	43	57	100	9			
2	48	44	92	10			
3	65	46	111	11			
4	54	37	91	12			
5				Other:	4	3	7
6				Ungraded			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>461</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>78</u>         | % White                          |
| <u>11</u>         | % Black or African American      |
| <u>0</u>          | % Hispanic or Latino             |
| <u>11</u>         | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 7%

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	15
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	31
<b>(4)</b>	Total number of students in the school as of October 1.	461
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.067
<b>(6)</b>	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 6%  
27 Total Number Limited English Proficient  
 Number of languages represented: 5  
 Specify languages: Russian, Chinese, Korean, Arabic, Indian
9. Students eligible for free/reduced-priced meals: 5%  
 Total number students who qualify: 25

10. Students receiving special education services: 9%  
43 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>4</u> Autism	<u>2</u> Orthopedic Impairment
<u>1</u> Cognitive Disability	<u>7</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>8</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>20</u>	<u>1</u>
Special resource teachers/specialists	<u>10</u>	<u>9</u>
Paraprofessionals	<u>7</u>	<u>3</u>
Support staff	<u>1</u>	<u>7</u>
Total number	<u>39</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio: 23:1

13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	97%	97%	97%	96%
Daily teacher attendance	96%	96%	97%	98%	97%
Teacher turnover rate	11%	11%	14%	17%	14%
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**

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Parkside 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 2006-07 school year is 461 students, representing and embracing a variety of diverse cultural backgrounds.

The entire staff of Parkside 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 Parkside School, and all are treated with respect and dignity.

Each school day begins with students leading the Parkside pledge (during which students reaffirm their ability and commitment to learning) and the Pledge of Allegiance. Students are each given a turn to lead the announcements, and are coached and encouraged by the guidance counselor.

Student recognition occurs throughout the year in various ways, and all students are recognized for their talents and supported in this atmosphere of learning. Once a month, Parkside School celebrates Spirit Day. Students wear shirts with the school's logo and are treated to a snack by members of the PTA. Every month during the school year, one student from each homeroom in a particular grade level is recognized as "student of the month" and is treated to a pizza lunch with the principal and guidance counselor. Teachers share their reasons for student selection and each student in turn shares these reasons with the group during the lunch. Records are kept so that by the time the fourth graders leave Parkside to go on to middle school, every one has been chosen.

The staff at Parkside School, through grade level professional learning communities, is continually challenged to set and act upon 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 professional development, the Parkside 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 this progress to parents formally through quarterly report cards and informally through ongoing communication with parents.

Parkside School's mission is to work in partnership with families. This collaboration 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. Parkside School reflects the goals of No Child Left Behind through its incessant focus on success for all students.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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**1. Assessment Results:** Ohio began utilizing criterion-referenced “Proficiency” tests in reading, math, citizenship, science and writing in the mid-1990s at the fourth grade level. Now the state has transitioned to standards-based “achievement” tests in grades three through eight. The percentage of students in all of the Solon City Schools, including Parkside 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. The 2005-2006 school year marked the first that third and fourth grade students in Ohio were assessed using state-mandated achievement tests in both reading and mathematics. Fourth graders also were assessed in writing achievement. 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. Prior to the transition to achievement testing, Ohio’s fourth graders took proficiency tests with rankings as follows: Below Basic, Basic, Proficient or Advanced, with the latter two categories as an acceptable goal. More information about Ohio’s assessment system is available at: <http://www.ode.state.oh.us>. By using the “Data and Statistics” link to navigate to the “Technical Data on Testing” section of the Ohio Department of Education website, the blueprints, statistical summaries and item analysis reports related to the ODE-developed and administered testing instruments can be found.

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, Parkside School has increased from a total performance index score of 101.8 in 2002-2003, to a score of 105.9 in 2004-05, and finally to a performance index score of 108.9 in 2005-06. These gains clearly demonstrate a positive trend in student learning with higher percentages of Parkside 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.

The data from state test results illustrate the benefits for reading instruction reforms for Parkside School students. In the last four years of data collection from state tests, many signs of marked growth in student achievement. Data trends from the past five years at Parkside School demonstrate a consistent pattern of positive performance on state-mandated tests, surpassing the state goals by significant margins. For example, in 2002-03 only 93 percent of Parkside School fourth grades scored proficient on the state reading assessment but beginning in the 2003-04 school year, 98 percent of fourth graders reached that benchmark and that level of achievement has been maintained over a three-year span.

At Parkside School, the teachers and staff believe that all students can and will learn. The data gains demonstrated on the state assessments are a direct result of this belief. In addition to receiving research-based professional development specifically targeted at closing learning gaps, Parkside teachers disaggregate achievement data by subgroup to determine if it is a curricular alignment issue and/or an instructional practice issue that may be inhibiting academic growth for all students. Using this information, teachers work with the district literacy specialist to strategically provide instruction. Furthermore, throughout the year, individual students are formatively assessed and results are used to ensure that each is on track to make at least a year of academic progress.

Reading Recovery, the 20-week intervention program Parkside 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. The program shows remarkable increases in student achievement as assessed by the state's achievement measures and underscore the efforts and resources of the school's staff, parents and children.

In mathematics, Parkside School's fourth grade students have continually scored above the standard in math proficiency. In the 2002-2003 school year, Parkside School students achieved a passing rate of 93%. Subsequently, Parkside School fourth grade student scores improved during the 2005-2006 school year, with 98% of students achieving a passing score. In analyzing the results, staff attributes these improved results to greater classroom focus on the math benchmarks and indicators, which provided a stronger balance between content and process. Additionally, the staff uses the state assessment results in conjunction with ongoing monitoring and formative assessment to determine individual student strengths and weaknesses. This information helps to guide classroom instruction and improve on student learning.

**2. Using Assessment Results:** Parkside 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 state achievement 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 regularly scheduled grade-level team meetings, teachers discuss student results on the common assessments in math, social studies and science. Looking at the data (percentage of students in each class who correctly answered each assessment item), teachers discuss curricular alignment and/or instructional strategies that will yield more effective learning for the students. During quarterly data meetings, any student who is not at the benchmark or making adequate progress in reading or math is placed on a watch list. A systematic process of interventions is in place to ensure students receive additional time and support for learning when they experience difficulty. Specific instructional goals and strategies are developed for each student with the goal of closing the achievement gap. Progress is monitored at each subsequent quarterly meeting. 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.

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. Each grade level team has identified a 30-minute block of "no new instruction" each day. During this time, teachers provide corrective instruction and extension activities to flexible and fluid groups of students.

Throughout the year, teachers reflect on their S.M.A.R.T. goals 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 assessment results for students in kindergarten through second grade, teachers can more completely evaluate how the primary students are progressing toward meeting state indicators. Children identified as not meeting the designated “on-track” status are targeted early in their next school year for intervention to close their achievement gaps.

**3. Communicating Assessment Results:** The academic success of Parkside Elementary School students is a reflection of the commitment to excellence and partnership among Solon 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 Parkside 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 program established through the district’s Strategic Planning process created a Key Communicators group that includes representatives of Parkside School staff, parents and community members. At its meetings, this visible community committee learns 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 well exceeds 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 system.

**4. Sharing Success:** The Parkside 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 Parkside 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. Common planning time is scheduled into the school day four days per week for each building grade-level team to collaborate. In fact, this schedule was piloted at Parkside School. It proved so successful in providing the necessary blocks of collaborative common time for teachers to focus on data analysis and raising student achievement that the other three Solon elementary systems adopted the Parkside schedule as well, creating common time across the school district for broader collaboration across the district. The philosophy of the Solon City Schools is that individual teachers do not bear sole responsibility for student success; instead all professionals have a collective responsibility to ensure that 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 Parkside 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, Parkside School teachers willingly take time to present at professional conferences, such as the Data to Information Conference sponsored by the Greater Cleveland Educational Resource Center, to share their teaching strategies with colleagues in other school districts.

Parkside 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, *Principal Navigator*, was written by members of the Parkside staff. The article highlights how a year-long, action research and lesson study project yielded not only improved student learning but powerful professional development and collaboration as well.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** The curriculum at Parkside Elementary 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 Parkside 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 Parkside School includes direct strategy instruction on the craft and conventions of writing and includes ample opportunities for small group interaction and individual practice with teacher- and student-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 routine descriptive feedback to students. Parkside School takes a developmental word study approach to spelling, as teachers view this as the “cement” between the reading and writing processes. Teachers at Parkside 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 Parkside Elementary School is *Trailblazers*. Math content is centered on the Ohio Academic Content Standards, which 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 to meet all indicators and benchmarks. Consequently, math students at Parkside School benefit from 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 Parkside 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. Parkside 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 Parkside School is taught by a licensed, art education specialist and is offered to all students in grades kindergarten through four. The 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 teacher 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:** Prior to the recommendations of the National Reading Panel and the inception of No Child Left Behind, Parkside 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. After consulting the research, Solon teachers chose not to adopt a commercial program; 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 professional 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 high-quality diagnostic classrooms, Reading Recovery was implemented in 2000-01 as the early intervention for at-risk readers. Since being adopted, Reading Recovery has served more than 300 students district-wide and statistics show that 98% of the children served by Reading Recovery's early intervention continued to have success on state-administered reading tests through the sixth grade. 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:** Parkside 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. Parkside 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.

Parkside 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. Based on the success of the district's Reading Recovery program, a new Math Recovery program has been implemented to close learning gaps for struggling math students as early as first grade. Any Parkside student who is identified as having a gap in math achievement works one-on-one and in small group receiving additional instruction from the Math Recovery teacher, as well as specific instruction by the classroom teacher aimed at ensuring student mastery and understanding of the math concepts and indicators.

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 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 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 Parkside 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 Parkside 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, Parkside 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. 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 Parkside School students use in school and at home to supplement their study of math facts. As students use the program progressing at their own pace, 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 Parkside School consider professional development a critical component of ensuring student achievement. To underscore this importance, the district has made considerable investments of time and resources to further the education of staff members through professional development. The return on this investment significantly impacts the bottom line of student achievement and the Parkside School staff embraces the research findings that demonstrate improvements in student learning can only occur in the presence of continual, job-embedded teacher learning. This fall, Parkside School was the site for a unique district professional development day in which all Solon teachers in grades preschool through 12 met with consultants Richard and Becky DuFour to deepen the development of professional learning communities in the Solon Schools. The morning session of this exciting day was conducted in partnership with Solon parents and other community members to broaden the awareness and understanding of professional learning communities – a key component of continuous quality improvement and focused commitment to increasing student achievement.

Parkside School's professional development plan is based on teacher learning with the assistance of content area consultants in combination with 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 classroom settings. Additionally, these content area experts provide numerous opportunities for professional development within the school system. Parkside 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. Teachers are also engaged in directly aligning lessons with all content areas to the Ohio Academic Content Standards. Pacing guides have been developed and revised as needed 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 **2005-2006** Publisher **Ohio Department of Education**

SCHOOL SCORES	2005-2006	2004-2005	2003-2004
% At or Above Proficient	96%	95%	99%
% At or Above Accelerated	81%	93%	92%
% At Advanced	59%	69%	67%
Number of students tested	96	85	98
Percent of total students tested	100%	100%	100%
Number alternatively assessed	1	1	1
Percent alternatively assessed	1%	1%	1%
<b>SUBGROUP SCORES</b>			
1. African American			
% At or Above Proficient	88%	N/C	N/C
% At or Above Accelerated	59%	N/C	N/C
% At Advanced	41%	N/C	N/C
Number of students tested	17	<10	<10
2. Asian/Pacific Islander			
% At or Above Proficient	N/C	85%	92%
% At or Above Accelerated	N/C	85%	92%
% At Advanced	N/C	77%	83%
Number of students tested	<10	13	12

**The Third Grade Reading Achievement Test was not administered prior to 2003-2004.**

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

N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, Students with disabilities, American Indian/Native Alaskan, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.

**STATE CRITERION-REFERENCED TEST**

Subject **Mathematics** Grade **3** Test **Ohio Achievement Test**  
 Edition/Publication Year **2005-2006** Publisher **Ohio Department of Education**

<b>SCHOOL SCORES</b>	<b>2005-2006</b>	<b>2004-2005</b>	<b>The Third Grade Mathematics Achievement Test was not administered prior to 2004-2005.</b>
% At or Above Proficient	95%	99%	
% At or Above Accelerated	61%	85%	
% At Advanced	41%	54%	
Number of students tested	96	85	
Percent of total students tested	100%	100%	
Number alternatively assessed	1	1	
Percent alternatively assessed	1%	1%	
<b>SUBGROUP SCORES</b>			
1. African American			
% At or Above Proficient	82%	N/C	
% At or Above Accelerated	24%	N/C	
% At Advanced	18%	N/C	
Number of students tested	17	<10	
2. Asian/Pacific Islander			
% At or Above Proficient	N/C	100%	
% At or Above Accelerated	N/C	100%	
% At Advanced	N/C	77%	
Number of students tested	<10	13	

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

N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, Students with disabilities, American Indian/Native Alaskan, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.

**STATE CRITERION-REFERENCED TEST**

Subject **Reading** Grade **4** Test **Ohio Achievement Test**  
 Edition/Publication Year **2005-2006** Publisher **Ohio Department of Education**

<b>SCHOOL SCORES</b>	<b>2005-2006</b>	<b>2004-2005</b>
% At or Above Proficient	98%	98%
% At Accelerated	62%	73%
% At Advanced	16%	24%
Number of students tested	91	105
Percent of total students tested	100%	100%
Number alternatively assessed	1	0
Percent alternatively assessed	1%	0%
<b>SUBGROUP SCORES</b>		
<b>1. African American</b>		
% At or Above Proficient	91%	N/C
% At Accelerated	27%	N/C
% At Advanced	9%	N/C
Number of students tested	11	<10
<b>2. Students with Disabilities</b>		
% At or Above Proficient	N/C	91%
% At Accelerated	N/C	73%
% At Advanced	N/C	9%
Number of students tested	<10	11
<b>3. Asian/Pacific Islander</b>		
% At or Above Proficient	100%	93%
% At Accelerated	67%	73%
% At Advanced	33%	33%
Number of students tested	12	15

**The Fourth Grade Reading Achievement Test was not administered prior to 2004-2005.**

The table above reflects Ohio’s assessment categories and terminology. N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, American Indian/Native Alaskan, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.

**STATE CRITERION-REFERENCED TEST**

Subject **Mathematics** Grade **4** Test **Ohio Achievement Test**  
 Edition/Publication Year **2005-2006** Publisher **Ohio Department of Education**

<b>SCHOOL SCORES</b>	<b>2005-2006</b>	<b>The Fourth Grade Mathematics Achievement Test was not administered prior to 2005-2006.</b>
% At or Above Proficient	98%	
% At Accelerated	79%	
% At Advanced	58%	
Number of students tested	91	
Percent of total students tested	100%	
Number alternatively assessed	1	
Percent alternatively assessed	1%	
<b>SUBGROUP SCORES</b>		
<b>1. African American</b>		
% At or Above Proficient	100%	
% At Accelerated	64%	
% At Advanced	36%	
Number of students tested	11	
<b>2. Asian/Pacific Islander</b>		
% At or Above Proficient	100%	
% At Accelerated	92%	
% At Advanced	75%	
Number of students tested	12	

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

**N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, Students with disabilities, American Indian/Native Alaskan, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.**

**STATE CRITERION-REFERENCED TEST**

Subject **Reading** Grade **4** Test **Ohio Proficiency Test**  
 Edition/Publication Year **2003-2004** Publisher **Ohio Department of Education**

<b>SCHOOL SCORES</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>The Fourth Grade Reading Proficiency Test was not administered after 2003-2004.</b>
% At or Above Proficient	98%	93%	99%	
% At Advanced	33%	20%	23%	
Number of students tested	97	107	96	
Percent of total students tested	100%	100%	100%	
Number alternatively assessed	0	3	NA	
Percent alternatively assessed	0%	3%	NA	
<b>SUBGROUP SCORES</b>				
1. African American				
% At or Above Proficient	N/C	91%	N/C	
% At Advanced	N/C	9%	N/C	
Number of students tested	<10	11	<10	
2. Students with Disabilities				
% At or Above Proficient	N/C	73%	91%	
% At Advanced	N/C	45%	0%	
Number of students tested	<10	11	11	

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

N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, American Indian/Native Alaskan, Asian/Pacific Islander, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.

**STATE CRITERION-REFERENCED TEST**

Subject **Mathematics** Grade **4** Test **Ohio Proficiency Test**  
 Edition/Publication Year **2004-2005** Publisher **Ohio Department of Education**

<b>SCHOOL SCORES</b>	<b>2004-05</b>	<b>2003-04</b>	<b>2002-03</b>	<b>2001-02</b>	<b>The Fourth Grade Mathematics Proficiency Test was not administered after 2004-2005.</b>
% At or Above Proficient	90%	98%	93%	97%	
% At Advanced	53%	60%	44%	52%	
Number of students tested	105	97	107	96	
Percent of total students tested	100%	100%	99%	N/A	
Number alternatively assessed	0	0	3	N/A	
Percent alternatively assessed	0%	0%	3%	N/A	
<b>SUBGROUP SCORES</b>					
1. African American					
% At or Above Proficient	N/C	N/C	91%	N/C	
% At Advanced	N/C	N/C	27%	N/C	
Number of students tested	<10	<10	11	<10	
2. Students with Disabilities					
% At or Above Proficient	73%	N/C	85%	73%	
% At Advanced	45%	N/C	38%	18%	
Number of students tested	11	<10	13	11	
3. Asian/Pacific Islander					
% At or Above Proficient	87%	N/C	N/C	N/C	
% At Advanced	60%	N/C	N/C	N/C	
Number of students tested	15	<10	<10	<10	

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

N/C in the Part VII – Assessment Results tables represents “not calculated” due to fewer than 10 students in the subgroup. With fewer than 10 students, the subgroups of Economically disadvantaged, Limited English Proficient, American Indian/Native Alaskan, Hispanic and Multiracial do not comprise sufficient numbers to be included in the state assessment report.