Moving Your Numbers

Bloom Vernon Local Schools: Achievement Profile

Using Assessment and Accountability to Increase Performance for Students With Disabilities as Part of District-wide Improvement

In collaboration with:
Council of Chief State School Officers (CCSSO)
National Association of State Directors of Special Education (NASDSE)

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Moving Your Numbers: Improving Learning for Students with Disabilities as Part of District-wide Reform, examines how school districts with vastly different demographics increase the performance of students with disabilities and other at-risk learners as part of whole-district reform efforts. Case studies of featured districts, as described in the full report, provide evidence that students with disabilities, like all other students, can learn at higher levels when adults focus their collective efforts on improving instructional practice, consistently implement core work across the district, and use assessment and accountability as a lever for ongoing system and student learning and improvement.

Moving Your Numbers identifies six essential practices that must be in place to improve the performance of students with disabilities. Evidence suggests that these six practices, when used in an aligned and coherent manner, are associated with higher student achievement. These practices are use data well, focus your goals, select and implement shared instructional practices (individually and collectively), implement deeply, monitor and provide feedback and support, and inquire and learn.

Moving Your Numbers was initiated and is supported through the National Center on Educational Outcomes (NCEO) under the leadership of Dr. Martha Thurlow, NCEO Director; Rachel Quenemoen, NCEO Senior Research Fellow; and Dr. Laurene Christensen, NCEO Research Associate. Dr. Deborah Telfer, Director, School of Education and Allied Professions Grant Center, University of Dayton, coordinates the development and review of Moving Your Numbers on behalf of NCEO. NCEO was established in 1990 to provide national leadership in designing and building educational assessments and accountability systems that appropriately monitor educational results for all students, including students with disabilities and English Language Learners (ELLs).

Photographs used in this publication have been provided courtesy of the districts featured and the Ohio Department of Education.

Additional case studies of featured districts will be added to the Moving Your Numbers website as they are developed. Go to www.MovingYourNumbers.org for the complete report and additional tools and resources, and to submit success stories.
“People will die for a cause, but they won’t follow an initiative,” explained South Webster Elementary School Principal Scott Holstein in talking about the natural inclination of the staff to resist externally imposed programs or strategies. Located in rural Appalachian Scioto County, the district serves 883 children in two buildings – the K-6th grade South Webster Elementary and the 7-12th grade South Webster Junior/Senior High School. “We’re simultaneously ‘tight’ on values and ‘loose’ on how you get there,” said 4th-5th Intervention Specialist Heidi Holstein. The husband and wife team have been with the district a number of years, having taught in Texas prior to joining Bloom Vernon.

Often described as the Little Smokies, Scioto County is located in the south central part of the state bordering the Ohio River and close to Shawnee State Forest, Ohio’s largest state forest with more than 60,000 acres. With a population of a little over 2,200 people, the village of South Webster has an unemployment rate of 11.8 percent and a per capita personal income below $30,000. About half of the district’s students are categorized as economically disadvantaged, and about half also live with family members who are unable to read. But that is viewed as a reality to be addressed, not as a reason for low achievement. “There is no whining here about what parents do or don’t do for their kids. There are conditions that may present challenges, but they can’t be used as an excuse for low expectations,” stated Heidi Holstein.

A ‘No Excuses’ Culture

Today, a ‘no excuses’ attitude pervades the conversation at the district level. However, that wasn’t always the case. South Webster Junior/Senior High School Principal Bob Johnson, in his 27th year with the district, describes the turning point in the district’s journey to becoming a much more focused organization. “About nine years ago, we didn’t make AYP for students with disabilities and that had a huge effect on me personally,” said Johnson. “I was embarrassed,” he recalled. Heidi Holstein remembers that time well, explaining that “NCLB sent a clear call to action and made us realize that kids can do this; we just weren’t set up to teach them what they needed to do well.”

Use Data Well. The failure to make adequate yearly progress (AYP) caused the district to move into school improvement status and that triggered the involvement of the regional school improvement team operated through the South-Central Ohio Educational Service Center (ESC). “With the help of the ESC, we began to focus on the data; most of the staff embraced this, but some got moved to ‘different seats,’” said Johnson. “We had always paid attention to student learning, but we started to also focus on the kids who weren’t achieving,” he added. “Bloom Vernon was one of the districts that pioneered the use of data to look at the learning needs of individual children,” said Eric Humston, single point of contact for the Ross-Pike ESC, one of 16 ESCs across the state that provide support to districts through a regional state support team (SST). The state’s establishment of a coordinated SST regional structure replaced the former school improvement teams that were in operation prior to 2006. “The ESC laid out the data in a way that couldn’t be ignored; it was a real eye opener,” said Johnson.

“I believe in the power of unification around purpose and ours is to help all kids learn at high levels. Our greatest challenge involves eliminating the mindset that because we’re poor and rural, kids can’t achieve.”

Rick Carrington, Superintendent

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Bloom Vernon Local Schools Student Demographics

<table>
<thead>
<tr>
<th>Total Enrollment: 883</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Students Identified as Students with Disabilities: 11.6</td>
</tr>
<tr>
<td>% Students Identified as Economically Disadvantaged: 45.9</td>
</tr>
<tr>
<td>% Students Identified as Minority: 0.4</td>
</tr>
<tr>
<td>% Students Identified as Limited English Proficient: 0</td>
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Since 1940, the Jeep has been the unofficial mascot of South Webster’s high school athletic teams. Based on the 1938 cartoon with Popeye and the Jeep, the Jeep was a mystical creature that could do anything, including walking through walls, teleporting, and telling the future. While the character was first used in the 40’s to describe the then-basketball coach’s penchant for smuggling answers to his players for how to address problems caused by the opposing team (in 1940 coaches were not permitted on the playing floor to instruct players), the Jeep’s ability to look ahead provides an apt metaphor for the current practice of the district.

But, unlike the Jeep, there’s nothing magical about the district’s progression from being in academic watch to becoming excellent according to the state’s accountability designations. Rather, it’s the district’s effective use of data to identify the right problems, and monitor the degree to which their actions are having the desired effect, that has led to its success. “Even more than the effective use of data, Bloom Vernon’s practices have led to a culture where every teacher takes responsibility for every student,” said Humston.

“I believe in the power of unification around purpose and ours is to help all kids learn at high levels. Our greatest challenge involves eliminating the mindset that because we’re poor and rural, kids can’t achieve,” explained Superintendent Rick Carrington, now in his 31st year in the district and his 9th as superintendent.

In addition to reviewing state assessment trend data annually, the district uses teacher-developed, short-cycle assessment data on an ongoing basis to gauge student progress. “Even using short-cycle assessment is too long; we need to look at how we’re doing daily,” said Carrington.

Bloom Vernon’s Performance Index (PI) calculation exceeded 100 for the first time this year – a goal of the district leadership team. The PI is one of four measures used as part of Ohio’s state accountability designations, with the others being AYP, state indicators, and a value added indicator. The PI measures how well students performed on assessments across all tested subjects and grade levels. The PI score is a weighted average that includes all tested subjects and grades (3rd-8th and 10th), and untested students, with the greatest weight given to advanced scores (i.e., 1.2) and a weight of zero given to untested students. The highest PI score a district can achieve is 120.

Further, an examination of student assessment data over the past two years shows an increase in the number of students receiving special education services who scored at the accelerated and advanced levels in some areas (e.g., reading), and a general narrowing of the gap between children with and without disabilities at these levels.
The district experienced a drop in math performance for students with disabilities, as evidenced by a higher percentage of students scoring at the limited and basic level, from about 11% (limited) and 6% (basic) in 2009-2010 to about 20% and 13% in 2010-2011. While there are fewer children with disabilities at some tested grades, resulting in data not being reported (i.e., NC = not calculated), Superintendent Carrington states that the overall performance of students with disabilities, as well as students who are economically disadvantaged, continues to improve. “Every child counts,” he said.

Carrington attributes the decrease in the number of students with disabilities from 2009-10 to 2010-11 to several factors. First, the general population in South Webster and surrounding Scioto County has been declining due to the economy and lack of available jobs. He also attributes the decreasing number of students identified as students with disabilities to the district’s intentional efforts to intervene as early as possible, thereby reducing the number of children who are referred for special education services. “We believe that if we don’t intervene and get kids on track early, by the time they get to the fourth grade, it’s much more difficult to change the path the child is on,” said Carrington.

About 10 years ago, the district began putting what Carrington describes as “a lot of energy and resources” into Pre-K through first grade by adding teachers and reducing class size at those grade levels in an effort to teach every child to read. “Shame on us if kids come through here and can’t read,” he exclaimed. According to district administration, the children who present the most challenges to staff are the ones who move into the district at the 5th and 6th grade level.

Bloom Vernon’s proficiency test results, when compared with similar districts (i.e., districts with similar demographics, incomes, housing prices, etc.), exceeded the similar district average in 25 of 29 tested grades/subjects. But that’s not good enough according to Johnson. “We have the highest achievement in math at the high school level in the region, but we still don’t have a national merit scholar,” he laments.

**Focus Your Goals.** While district leadership is quick to point out that “weighing the pig won’t make it fatter,” the use of data to pinpoint areas of need, develop goals, and track progress – rather than using data for data’s sake – is seen as an absolute priority. “Looking at the data to identify needs” is one of my favorite things to do,” remarked Scott.
Bloom Vernon identified one overall goal: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in core academic areas. The district also identified a limited number of strategies for reaching this goal, which include:

1. Align research-based curriculum, instruction, and assessment with the State’s academic content standards, transitioning to the Common Core State Standards;
2. Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, conduct action research projects, drive decisions about practice, and commit to results;
3. Provide prevention/intervention services in reading, science, and math for children most at risk in these areas;
4. Align systems of intervention and special education services with scientifically based curriculum, instruction, and assessment and with the Common Core State Standards;
5. Distribute core academic highly qualified teachers equitably; and
6. Provide comprehensive family literacy services.

Using the DF, the district identified three main areas of focus, which include using formative assessment techniques in the classroom, using value-added data for instructional improvement, and improving performance for students with disabilities. The district places great emphasis on (1) clarity of vision, including ensuring that new staff, students, and community members are carefully inducted
into the district’s core values, (2) annual goal setting, and (3) the sharing of practice across staff – all intended to help all students achieve at the highest levels. And the school community, including the board of education, appears to be united around these core values.

Carrington explains: “This is a very small town and the Board president has been president for 14 years and on the Board for more than 25 years. The Board supports what we do.” Bloom Vernon is also one of only a handful of districts in Ohio that has no teacher union. “We’ve never had an ‘administrator versus teacher’ mentality here. We’re trying to row the boat together,” said Carrington. An attempt in November 1996 to establish a union for classified employees was voted down on a three to one basis. “Our emphasis is on kids and our disagreements should be about what’s best for them,” he added.

Ranking in the bottom third of the county in terms of teacher pay (in a county that is itself among the poorest in the state), Bloom Vernon seems to attract educators interested in working in the district and there is little teacher turnover. “About half the staff live in the district and went to school here, but just because you live here doesn’t mean you’re qualified to be hired,” said Carrington. “If you pay attention to the who, you’ll take care of most of the what,” added Carrington.

The district team places great stock in making sure that every person hired into the district understands the core values of high expectation, no excuses, and shared practice. “It’s imperative that we get the right people on the bus, the wrong people off the bus, and the right people in the right seats on the bus,” said Carrington. Carrington uses student achievement data to place teachers, ensuring that teacher strengths match identified needs. “We’ve had to remove very few people, though, through the years we have moved people to where we thought they could have the most impact on student learning,” he said.

**Select and Implement Shared Instructional Practices.**

Getting the right people in the right seats is not only the responsibility of district administrators. In fact, a team primarily comprised of teachers makes the recommendation on all new hires.

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**First Who, Then What**

The drive to achieve is pervasive among the teaching force in Bloom Vernon and fueling that drive is the priority of the small core that makes up the district leadership team. “The teachers are relentless; they have the same high expectations for all kids and believe that every child must achieve,” said Scott Holstein.

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**Bloom-Vernon Local School District Needs Assessments**

*Identifying greatest concerns and priority/focus areas*

**Area 2: MATHEMATICS**

**Concern:** IEP Math — District All Students = 85% proficiency, ED students = 80%, IEP students = 84%

**Focus:** Continue to focus on intensive intervention with IEP students [AYP was met with students with disabilities for second consecutive year-current focus is on the right track with students showing growth]

- **Curriculum issues:** Current subgrade performance shows the weakest area is in Number Sense. The strongest subgrade area is the area of Geometry
- **Assessment issues:** Moderate alignment of textbooks; high alignment of formative/short-cycle assessments-K-12; high alignment of other teacher-made instructional materials
- **Instructional practice issues:** High use of academic content standards with learning goals and activities to guide students’ progress; moderate use of learning goals communicated to students and families; high use of research-based instructional practices; moderate use of learning tasks that use higher-order thinking skills
- **HQPD issues:** High use of PD aligned to math instructional strategies for low learners/intervention; moderate use of PD sharing; moderate use of PD follow-up; moderate level of monitoring processes for PD; moderate use of data from PD; 100% of core subject teachers are HQT

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**Area 3: EXPECTATIONS & CONDITIONS**

**Concern:** School climate — overall discipline referrals are up; student discipline-grades 7, 10, 6 (Attn: minority, male, and ED); student expulsions/out-of-school suspensions-no expulsions for 10, suspensions grades 9, 7, and 10 (Attn: SWD and male)

**Focus:** Continue focus on student success with high priority given to language and math instructional time

- **Leadership issues:** High use of data to improve student performance; high use of monitoring staff use of data; High use of common short cycle assessments to monitor student progress; high use of data to allocate district resources; high alignment of building plans to district CIP plan
- **Communication issues:** High effectiveness at informing and building families knowledge and skills in supporting their child’s learning at home.
- **Community issues:** High engagement of preschool to actively participate in district professional development; moderate working with parent organizations and community organizations to focus on academic success of students
- **Resource management issues:** High teacher and PD alignment: high use of using teachers in making key decisions; high use of assignment of faculty flexibly to meet student needs in cost effective ways
For example, if a 4th-grade teacher is being hired, the six-to-eight member team would include the 4th-grade teachers, the counselor, and the principal. “We make sure that the person we select is committed to kids first and we ask questions to find out if that person will go the extra mile for kids,” explained Heidi Holstein. “Years ago, we hired a paraprofessional and the determining question was ‘how do you feel about lice?’”

Common planning time is built into the schedule in both the elementary and junior high/high school. At the elementary level, teachers meet in grade-level teams and the principal meets with the teams regularly. At the junior high/high school, they meet in subject- or content-area teams. Weekly meetings are required; however, the teachers meet almost daily on an informal basis. “You’ll see teachers meeting at the copier, in the halls before and after classes, and in other settings, and the conversation is most often about how kids are doing,” said Johnson.

Teachers work together to meet the instructional needs of all children. At the elementary level, there is one licensed intervention specialist per grade, except at the fifth grade level. Heidi Holstein is the only teacher who is solely licensed as an intervention specialist; all other teachers assigned as intervention specialists are dual certified in special as well as general education. “We’re going to hit them with everything we’ve got whether they have an IEP or not. We catch them early and intervene a lot,” said Heidi Holstein. “Years ago I felt like a glorified babysitter. I was trying to teach 12 of the neediest children at the same time, and meanwhile, they missed out on regular instruction. You can’t catch a moving train and regular ed moves on,” she said. Rather than providing “different” education to children who receive special education services, the district provides “double” instruction. “The intervention specialists help all children work to meet grade-level standards, while providing remediation based on students’ gaps,” said Holstein.

At the junior high/high school, all 9th- and 10th-grade at-risk students receive ‘double instruction’ in math and reading. At the same time, teachers are working to increase the rigor for all students. “Our greatest moment came when we looked at our growth data,” said Johnson. They weren’t good and the teachers took it personally,” he added. Johnson recalls that when he saw the growth data, he found out which districts in the state were showing the greatest gains. Having identified Olentangy High School as one of the high-performing schools, he called his counterpart there and asked if South Webster teachers could meet with Olentangy High School teachers in the areas of math, science, and social studies. Contact between the teachers at the two schools continues today, and South Webster teachers have been able to bring back and share with their colleagues at home what they’ve learned from dialogue/discussion with teachers at Olentangy High School.
Now, having received the “excellent with distinction” status for the third consecutive year, the subject-area teams are working toward the more systematic use of formative assessment to gauge student progress and the effectiveness of teaching practice. “When we looked at the data, we hypothesized that we were doing better in meeting the needs of at-risk students, but we were not pushing our top performers,” said Johnson. “We started an Advanced Placement lab and all freshman have college-prep Algebra, World History, and English; the only difference for students who are at-risk or receive special education is that they receive additional instruction and support,” he said.

South Webster Junior High/High School participates in a state pilot using end-of-course (EOC) exams to assess student growth. “Using the ACT Quality Core has helped us as a staff to increase expectations even further for all kids, and to be clear about those expectations. It’s also helped us ramp up the rigor of the courses we teach,” explained Johnson.

**CONSTANCY OF PURPOSE**

“Borrowing from the CEO of Coca-Cola Company, we believe in constancy of purpose and continuous discontent with the present,” explained Carrington. While much of what South Webster teachers do is not formalized, they are committed to continually improving their own practice and believe that other teachers are the greatest resource they have in supporting each other’s continuous growth and development. “We have great people here,” said Johnson.

**Monitor and Provide Feedback and Support.** High school English teachers Katie Kilgour, Judy Ellsesser, and Julie Haines exemplify the use of a professional learning community where teachers provide feedback and support to each other around what works best with students. The team meets frequently, sometimes informally and weekly as a content-area team to share strategies and discuss progress of individual students, improving consistency in expectation and focus across classes. Teachers are developing or refining course web pages where class assignments and learning objectives are posted. One outcome of using technology this way is that no matter how many ‘snow days’ the district encounters this year (there were eight during 2009-10), students can access instruction and assignments. “Our goal is to have school every day this year, no matter what kind of weather we get. We lost too much instructional time last year,” explained Johnson.

Other staff members are leading the way in the use of formative assessment. One such teacher, Angie McAlister, just completed her dissertation on the effects of the use of formative assessment on classroom performance. Others, such as 8th-grade math teacher Jamie McCorkle, is

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**Ohio’s Participation in The Common Core State Standards (CCSS) and Assessment Consortia**

CCSS is an initiative led by states and coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). According to the CCSS site, “the standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.”

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

The standards, which define the knowledge and skills students should have from kindergarten through twelfth grade, are aligned with college and work expectations; are developed to be clear, understandable and consistent, include rigorous content and application of knowledge through high-order skills; build upon strengths and lessons of current state standards; are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and are evidence-based.

Ohio adopted the CCSS in English/Language Arts and Mathematics in June 2010 and aligned model curriculum in March 2011. Additional work is under way to develop content elaborations, and to contribute to the development of a framework for assessment through federally funded assessment consortia designed to develop the next generation of summative assessments. Ohio participates in both – the Partnership for Assessment of Readiness for College and Careers (PARCC), and the SMARTER Balanced Assessment Consortium (SBAC).

For more information on the CCSS initiative, go to [http://www.corestandards.org](http://www.corestandards.org). For information on assessment consortia, go to the following sites:

SBAC: [http://www.k12.wa.us/SMARTER/](http://www.k12.wa.us/SMARTER/)
described by value added professional developers in the state as an outlier, exceeding one year of growth every year. These teachers are sharing what they know and, more importantly, what they do with colleagues through informal and more formal opportunities to learn.

Rather than use state-allotted waiver days for the traditional workshop format, the district requires that these days be used by teachers to work together to review student data and identify instructional strategies for addressing students’ needs. “Every nine weeks, we use a waiver day and teachers meet in teams to review short-cycle data and other student data and discuss student learning,” explained Carrington. “Many teachers have commented that they do ‘two days of work in one day’ during the waiver days,” he added. “It would be easy to use the waiver days for housekeeping, but we are steadfast in ensuring that they be solely used for analyzing student assessment data and discussing instructional strategies,” added Johnson.

At the elementary level, students are frequently assessed on reading fluency. “Our goal is to have every child reading 100 words a minute fluently,” explained Heidi Holstein. Described as the data guy by his colleagues, Principal Scott Holstein knows the fluency rate of every child in the building and tracks it over the course of the year. All children in the school engage in timed repeated reading for 15 minutes each day, and every “non-intervention” teacher in grades 2 through 5 works with at least three children a day, providing additional intervention as part of the instructional process. “We start in 2nd grade by administering a fluency test five times a year and use the results to review instructional approaches and identify needed intervention,” explained Holstein. “Every six to eight weeks we’re revamping what we do to meet the needs of children based on what the data tell us,” he added. A commercial fluency program is also used by the staff to improve consistency across the building.

“Years ago, teachers would send kids with disabilities to me to ‘take care of them.’ Now, they say ‘this is my reading or math time and you can’t have them!’ This is the true barometer of adults taking responsibility for the success of all kids,” said Heidi Holstein.

**It’s Not About Us**

“We’re not charismatic leaders and it’s not about us,” said Carrington. It’s also not about programs. “We haven’t relied a lot on outside people to do much; we take responsibility ourselves,” he added. “I can play golf with Snedeker’s clubs and I’m still lousy,” he said, referring to professional golfer Brandt Snedeker. As a district, Bloom Vernon believes that people – effective teachers and principals – are more important than programs. One example of new work that involves every teacher in the district is the transition to the new Common Core State Standards (CCSS). All teachers at all levels are engaged in transitioning from Ohio’s academic content standards to the new CCSS. “The teachers want to do it themselves,” said Carrington.

**Inquire and Learn.** While bringing in outside people to tell staff what to do may not be looked upon favorably, Carrington constantly brings the work of national researchers and leading thinkers to his staff. He also shares the ‘good news,’ regularly describing accomplishments of staff, the two schools, and the district. “He spurs others to say ‘if they can do it, so can we,’” said Heidi Holstein. “Rather than mandate a program or initiative, Rick asks questions and puts ideas out there as ways to get better at teaching children,” she added.
“Success is a motivator, it spirals up,” said Johnson. And the staff collectively feels that good instruction leads to even better instruction across the board. “We’re believers in the flywheel effect,” said Johnson. The notion of a flywheel is used by Jim Collins\(^3\) to describe how some organizations have moved “from good to great” by preserving core values, while continuously getting better through consistency, focus, and hard work. Tangible evidence that the work is paying off leads to increased momentum for continued hard work, resulting in the wheel turning faster and faster – or real and lasting continuous improvement. In *Good to Great*, Collins chronicles the progress of companies studied during a five-year project, describing what contributed to the change process:

“In each of these dramatic, remarkable, good-to-great corporate transformations, we found the same thing: There was no miracle moment. Instead, a down-to-earth, pragmatic, committed-to-excellence process – a framework – kept each company, its leaders, and its people on track for the long haul. In each case, it was the Flywheel Effect over the Doom Loop, the victory of steadfast discipline over the quick fix.” (web interview with Jim Collins by FastCompany.com, December 19, 2007, page 2).

The district leadership team, which meets monthly, uses a traditional model in that it is comprised of the superintendent, the two principals, and assistant principals. Student data from grade-level and content-area teaching teams is given to and reviewed by principals who, in turn, monitor progress and discuss needs during the DLT meetings. “We never have an administrative team meeting where we don’t focus on student learning,” said Johnson. In addition to formal meetings of the leadership team, the superintendent and principals eat lunch together in the high school cafeteria most days of the week.

**EMBRACING DISCONTENT**

Hard work and staying focused on continuing to get better at supporting all students at higher levels is the mantra of the district leadership. “Looking at our progress is gratifying, but we don’t want to get content with where we are,” said Carrington. “It’s about avoiding minutiae, getting the right people, and keeping them focused on student learning,” said Carrington.

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**Advice from Bloom Vernon Local School District**

1. Avoid minutiae.
2. Stay focused on your core purpose – teaching and learning.
3. Make clear the expectations for supporting all children to learn at higher levels.
4. Hire the right people and put them in the right positions.
5. Use data to identify and prioritize needs, and monitor student progress.
6. Avoid programs or initiatives as the “answer” or silver bullet.
7. Work hard and support each other.

For additional information about the district’s work, contact Rick L. Carrington, Superintendent, Bloom Vernon Local Schools, P.O. Box 237, South Webster, OH 45682-0237 at 740.778.2281, or via email at rick.carrington@bv.k12.oh.us.

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Available MOVING YOUR NUMBERS Publications:

• Administrator Preparation Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-wide Improvement.

• District Self-Assessment Guide for Moving Our Numbers: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.

• Moving Your Numbers: A Synthesis of Lessons Learned from Districts Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.

• Moving Your Numbers: Five Districts Share How They Used Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.

• Moving Your Numbers: The Critical Role of Regional Providers in Facilitating School District Capacity to Improve Achievement for Students with Disabilities.

• Moving Your Numbers: The Critical Role of SEAs in Facilitating School District Capacity to Improve Achievement for Students with Disabilities.

• Parent/Family Companion Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.

• Teacher Preparation Guide: Using Assessment and Accountability to Increase Performance for Students with Disabilities as Part of District-Wide Improvement.

For More Information on Moving Your Numbers, Contact NCEO or Visit: movingyournumbers.org