



MARIEMONT City Schools

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*Maximize Your
ERB Investment:
A Framework for
Increasing Student
Achievement*

October 16, 2009

Mariemont at a glance

- 1700 student K-12 public school district on the east side of Cincinnati
- Consistently rated a top public school district in Ohio
- One of only six school districts (out of 611) in Ohio to receive *Excellent* rating since the inception of the state report card
- Mariemont High School one of only three schools in the country to be awarded *National Blue Ribbon of Excellence* four times
- Highly engaged community
- One high school, one junior high school and three K-6 elementary schools
- Village of Mariemont – National Historic Landmark
- Village of Mariemont – Rated one of the top 10 neighborhoods in the USA by the American Planning Association in 2008
- District demographics

Presentation Overview

- Introductions
- Background of district's historical use of ERB products
- CTP4 for individual intervention
- CTP4 for program analysis
- WrAP for individual and program analysis
- Next steps
- Practical application

ERB Intervention in Mariemont

Teacher
Inservice

Develop
Intervention
Plan

Intervention
Process

Administrative
Follow-up

CTP4 Teacher In-service

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Structure of in-service day
 - Timeline
 - Content
- Preparation for in-service
 - [Stanine differential page](#)
 - Class Roster
 - Item analysis
 - Teacher intervention forms
 - Test Wiz
 - Folders

[Mrs. Halsall – Science Department Chair](#)

Develop CTP4 Intervention Plan

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Language Arts and Math teachers analyze data for individual intervention
 - Individual Instructional Summary
 - Item Analysis
- Finalize specific skill set for individual intervention
- Complete Intervention Form
 - Covered through curriculum
 - Needs specialized instruction

CTP4 Intervention Process

Teacher In-service

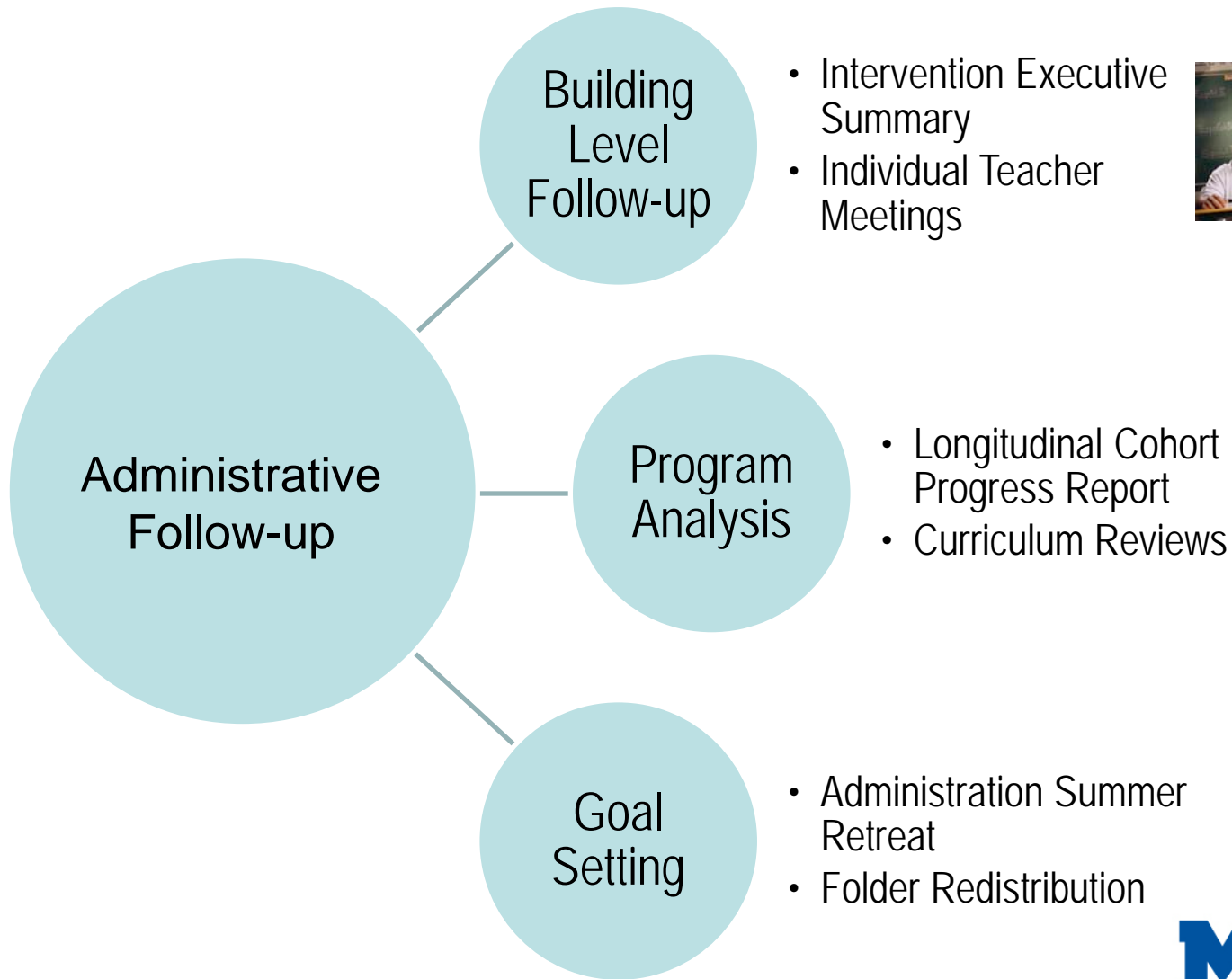
Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Conference with students
- Communicate with parents
- Implementation
 - Grades 7-10
 - [Joseph's story](#)
 - Grades 3-6
- End of year meeting with administrator

Administrative Follow-up



WrAP in the Mariemont School District

- Administered annually to every student in grades 3-11
- Fall testing
- Intervention takes place November through May
- Accountability
- [Mrs. Toepfer](#)

WrAP enhances the writing program

- Ohio Achievement Tests (SY 2009)
 - Grade 4 – 99.3%
 - Grade 7 – 97.2%
 - Grade 10 – 100%
- AP English Language 100%
- AP English Literature 96%
- SAT Reasoning Test significantly above the national mean

WrAP Teacher In-Service

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Principal conducts mandatory in-service with language arts teachers
 - Review use of *Summary Statistics for School Administrator's* report with staff
 - Review *Report of Individual Student Results* with staff

ERB WRITING ASSESSMENT PROGRAM

Summary Statistics for School Administrators

SCHOOL RESULTS

Name of School: MARIEMONT CITY
Norm Population: 114

Name of District:
Report Date: 10/2008
Grade: 09
WRAP Test Level: SECONDARY

SUBSCORE DATA

	Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics
Mean Raw Score	3.7	3.9	3.5	3.7	3.8	3.8
Standard Deviation	0.7	0.7	0.8	0.7	0.6	0.7
Highest Score	5.5	5.5	5.5	5.0	5.0	5.5
Lowest Score	1.0	1.0	1.0	1.0	1.0	1.0
90th Percentile	4.0	5.0	4.0	4.0	4.5	4.5
75th Percentile	4.0	4.0	4.0	4.0	4.0	4.0
50th Percentile	4.0	4.0	4.0	4.0	4.0	4.0
25th Percentile	3.0	3.5	3.0	3.0	3.5	3.5
10th Percentile	3.0	3.0	2.5	3.0	3.0	3.0

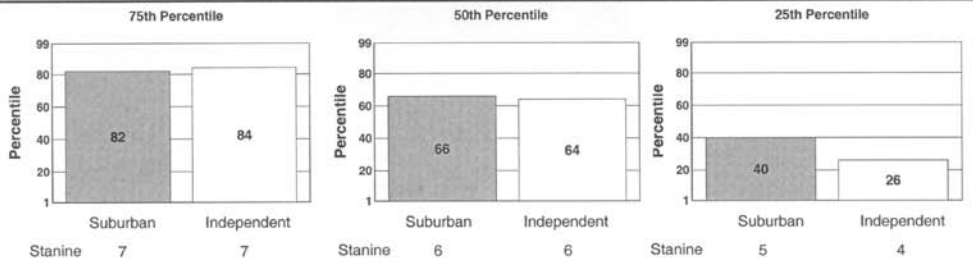
TOTAL SCORE DATA

	Raw Score	Scale Score
Mean:	22.3	1076.0
Standard Deviation:	3.8	260.8
Range:	6.0 - 32.0	443.0 - 1469.0

THE NORMS OF YOUR SCHOOL CONVERTED TO SUBURBAN AND INDEPENDENT SCHOOL NORMS

Local Norms (Your School)			Suburban School Norms		Independent School Norms	
Scale Score	Percentile Rank	Stanine	Percentile Rank	Stanine	Percentile Rank	Stanine
1378	90	8	91	8	94	8
1241	75	6	82	7	84	7
1159	50	5	66	6	64	6
909	25	4	40	5	26	4
646	10	2	20	3	08	2

RELATIVE PLACEMENT OF YOUR STUDENTS' SCORES AT 75TH, 50TH AND 25TH PERCENTILES IN COMPARISON GROUP



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ERB WRITING ASSESSMENT PROGRAM

Report of Individual Student Results

Name of School: **MARIEMONT CITY**
 Classroom Teacher: **BECKSFORT**
 Norm Population: **74**

Name of District:
 Report Date: **10/2008**
 Grade: **09 Alphabetized by Class**
 Test Level: **SECONDARY**

		Raw Scores								Percentile Ranks and Stanines of Scale Scores			
		Overall Development	Organization	Support	Sentence Structure	Word Choice	Mechanics	Total Raw Score	Scale Score	Suburban Norms		Independent Norms	
										PR	S	PR	S
██████████ , KAITLYN	0000125002	3.0	3.0	3.0	3.0	3.0	3.0	18.0	681	24	4	11	3
██████████ , SAMANTHA	0000102065	4.0	4.0	4.0	3.0	4.0	3.5	22.5	1113	59	5	54	5
██████████ , ALEXANDRA	0000122017	3.0	4.0	3.0	3.5	3.0	3.5	20.0	858	36	4	23	4
██████████ , MAREN	0000123059	4.0	4.0	4.0	4.0	4.0	4.0	24.0	1241	82	7	84	7
██████████ , ELIZABETH	0000122055	3.0	4.0	3.0	3.0	4.0	4.0	21.0	961	43	5	32	4
██████████ , MADELINE	0000121020	4.0	4.0	3.0	3.5	4.0	4.0	22.5	1113	59	5	54	5
██████████ , IAN	0000122038	4.0	4.0	4.0	3.0	4.0	3.0	22.0	1064	53	5	46	5
██████████ , MAXWELL	0000112056	3.5	4.0	4.0	3.5	3.5	3.0	21.5	1013	48	5	38	4
██████████ , SUSAN — 10%	0000125015	2.5	2.5	2.0	3.0	3.0	3.0	16.0	564	14	3	04	2
██████████ , ERIC	0000123101	3.5	4.0	3.5	4.0	4.0	4.0	23.0	1159	66	6	64	6
██████████ , HANNAH	0000123076	4.0	4.0	3.0	4.0	4.0	4.0	23.0	1159	66	6	64	6
██████████ , ASHLEY — 10%	0000122020	2.5	3.0	2.0	3.0	3.0	3.0	16.5	588	16	3	05	2
██████████ , RYNE	0000123062	4.0	4.0	3.0	4.0	3.5	4.0	22.5	1113	59	5	54	5
██████████ , JUSTIN — 10%	0000101022	1.0	1.0	1.0	1.0	1.0	1.0	6.0	443	01	1	01	1
██████████ , LUKE	0000123063	4.0	4.0	4.0	4.0	4.0	4.0	24.0	1241	82	7	84	7
██████████ , GABRIELLE	0000125007	4.0	4.5	4.0	3.5	3.5	3.5	23.0	1159	66	6	64	6
██████████ , KAILA	0000122057	4.0	4.0	4.0	3.5	3.0	4.0	22.5	1113	59	5	54	5
██████████ , NATHAN	0000122024	4.0	4.0	4.0	3.5	3.5	3.5	22.5	1113	59	5	54	5
██████████ , JAZMINA	0000122088	4.0	4.0	4.0	4.0	3.5	3.5	23.0	1159	66	6	64	6
██████████ , MEGAN	0000125003	3.5	3.5	3.0	3.5	3.5	3.5	20.5	909	40	5	26	4

Printed Date: 10/23/2008

Develop WrAP Intervention Plan

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Analyze individual student WrAP results
- Review history of student interventions
- Finalize specific skill set for each student's intervention

WrAP Intervention Process

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Teacher meets with every student to review strengths and weaknesses of writing sample
- Teacher shares the WrAP folder with student, noting areas of concern
- Teacher and students discuss focus of intervention for remainder of school year

WrAP Intervention Process continued

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Primary trait assessments in future writing assignments
- Trade and evaluate student WrAP writing samples
- Review WrAP anchor papers
- Use WrAP rubric in all content areas (grades 3-12)
- Use of WrAP folders from year-to-year
- WrAP intervention in grades 3-6
- [Lilie](#)

WrAP Administrative Follow-up

Teacher In-service

Develop Intervention Plan

Intervention Process

Administrative Follow-up

- Teacher and/or students add evidence to the folder throughout the school year, demonstrating progress in the area(s) of concern
- WrAP folders are collected and reviewed by the principal and redistributed to the students' new language arts teachers the following year
- WrAP results used to analyze writing program and modify program as needed
 - Administration Summer Retreat
 - Curriculum Reviews

Questions – Links – Contact Information

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