Welcome Parents!

- ❑ "Real" News
- ❑ This Year's Focus
- ❑ Your Questions

Steve Wilkins
Carroll School
Lincoln, MA

celebrating
50
years

Carroll School
1967-2017

Saturday, October 21 @6:30pm

Carroll's 50th Birthday and Campaign Launch at Moakley Courthouse in Boston's Seaport District

We do important work at Carroll.

3 Key Messages to Faculty

1. Give each child…
2. Meaningful progress
3. What? Why?

Size and Shape of School

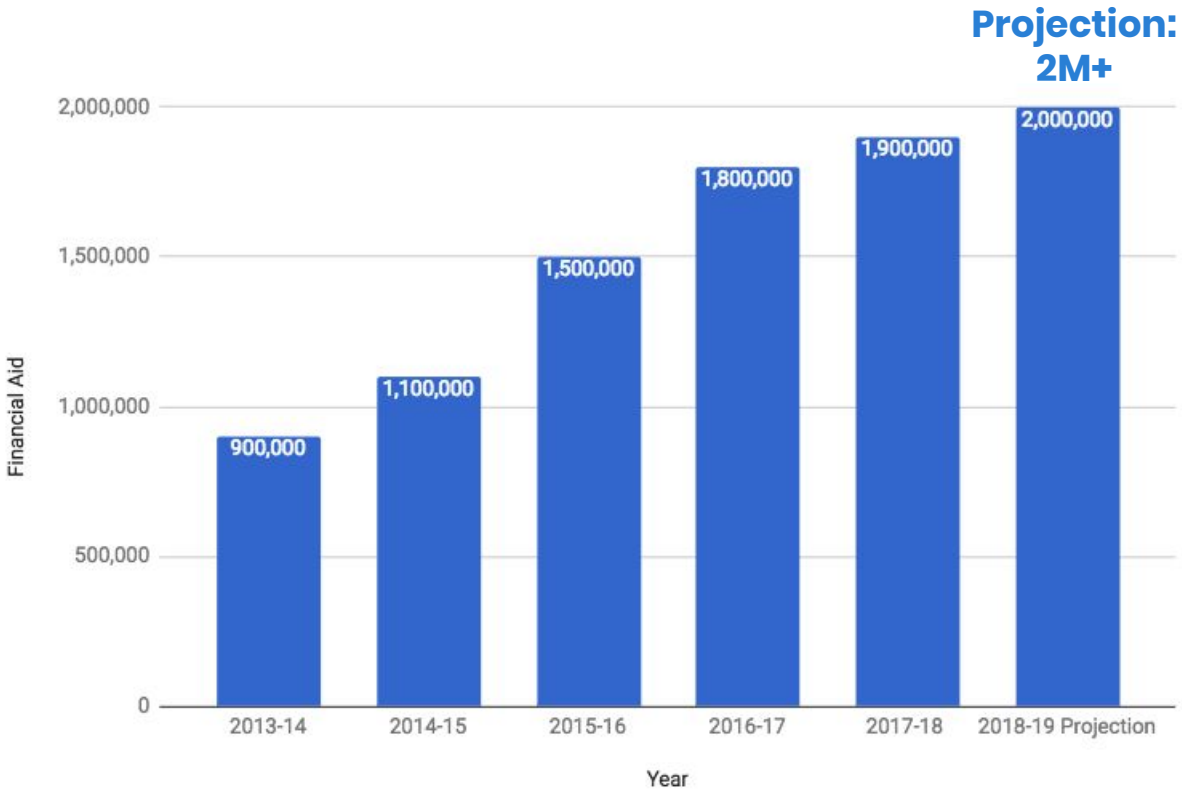
GRADE	# of STUDENTS
BR	6
2	14
3	32
4	48
5	64
6	74
7	75
8	75
8-9	32
TOTAL	420

LOWER SCHOOL = 164

MIDDLE SCHOOL = 224

UPPER SCHOOL = 32

Financial Aid Growth Over Time



Financial aid makes it possible for 68 families to attend CS

Opening Faculty Meetings

1. Integrate new faculty and staff
2. Renew our vows- Give Each Child....
3. “TED” Talks
4. Professional Conduct & Responsibilities
5. Division & Team Time

COGNITIVE (WISC-V) PROFILE	
	Percentile Score
Verbal Comprehension	73%ile
Perceptual Reasoning	85%ile
Visual Spatial	56%ile
Processing Speed	2%ile
Working Memory	26%ile

COGNITIVE PROFILE	
	Percentile Score
Reaction Time	3%ile
Cognitive Flexibility	85%ile
Executive Function	56%ile
Sustained Attention	18%ile
Working Memory	2%ile

Closing the Academic Gap

READING		
Grade	Carroll Growth	Expected Growth
2	81	82
3	87	66
4	62	59
5	52	48
6	40	36
7	30	23
8	37	11

MATH		
Grade	Carroll Growth	Expected Growth
2	105	82
3	100	66
4	113	59
5	71	48
6	77	36
7	58	23
8	46	11

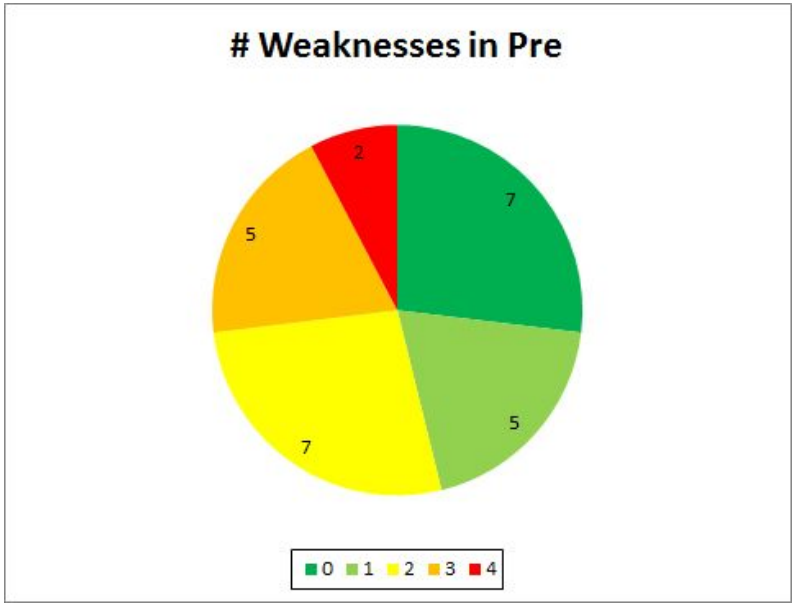
Carroll School Track My Progress 2016-17

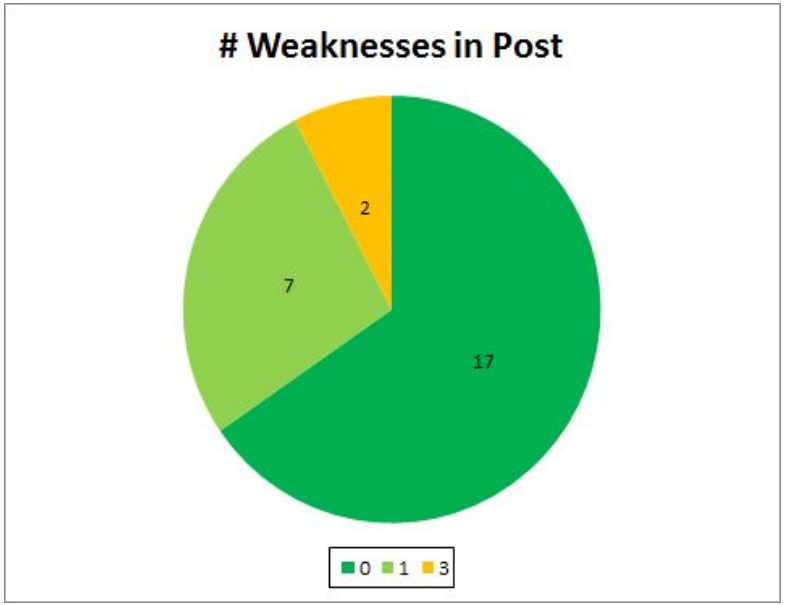
4th Grade

Cognifit RT TCI

Closing the Cognitive Gap

Cognitive Weaknesses Decrease Drastically After One Round of TCI





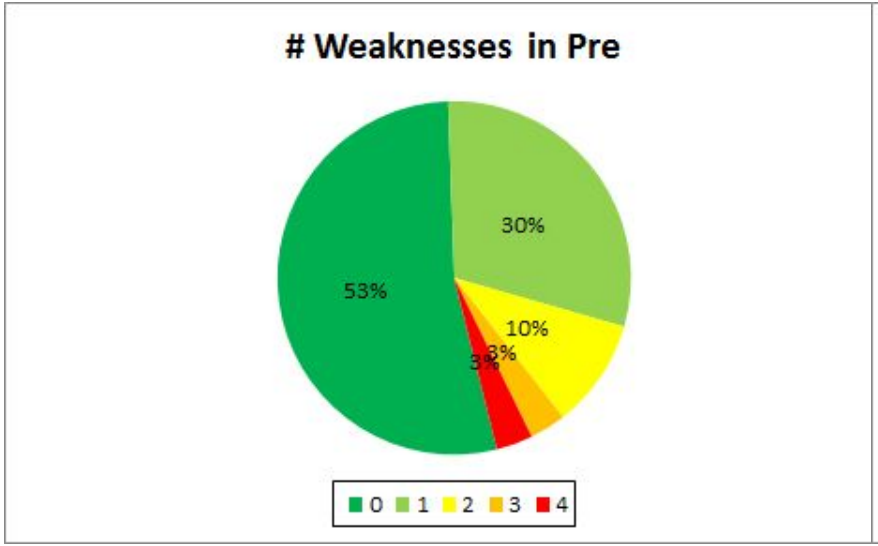
Avg # Cognitive Weaknesses = 1.5

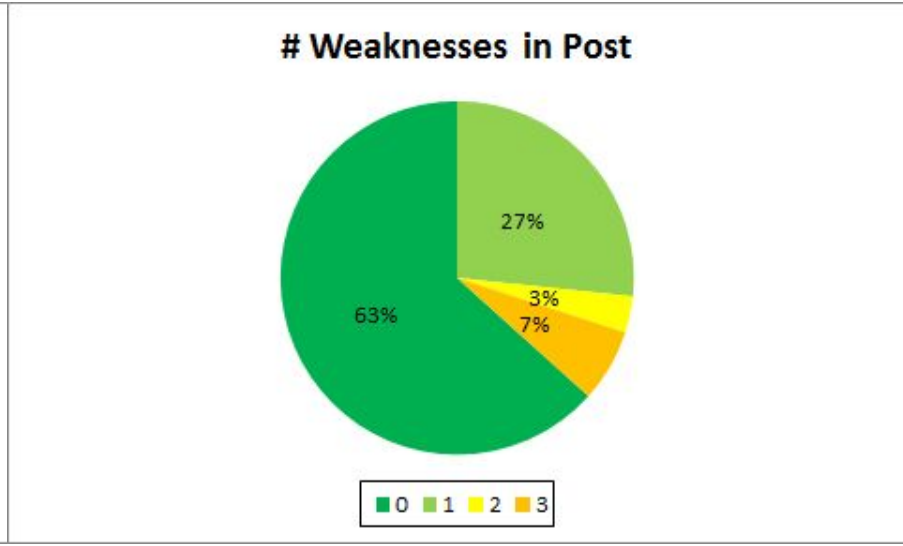
Avg # Cognitive Weaknesses = 0.85

School Year 2016-2017

5th Grade

Areas of Cognitive Weakness for 5th Graders Pre- and Post-TCI (n=30)





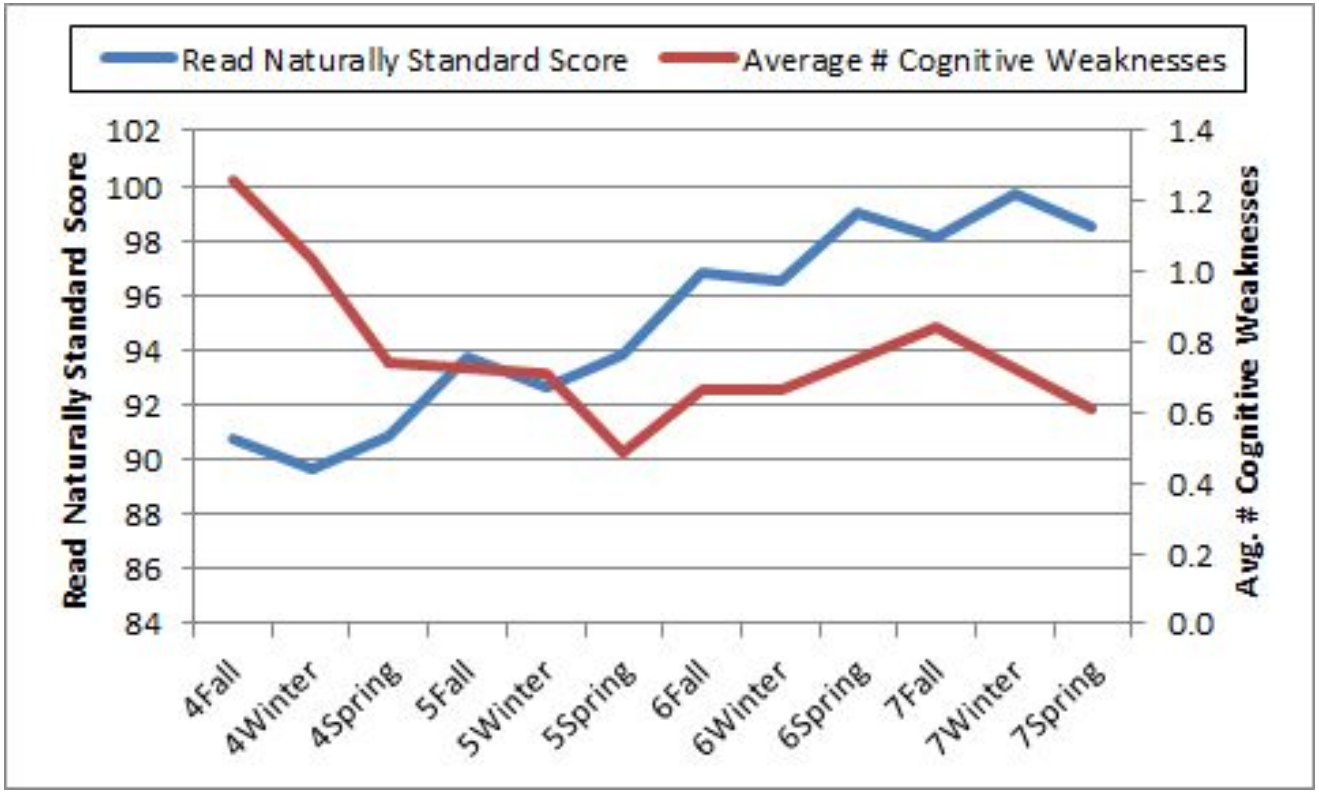
Avg # Cognitive Weaknesses = 0.73

Avg # Cognitive Weaknesses = 0.53

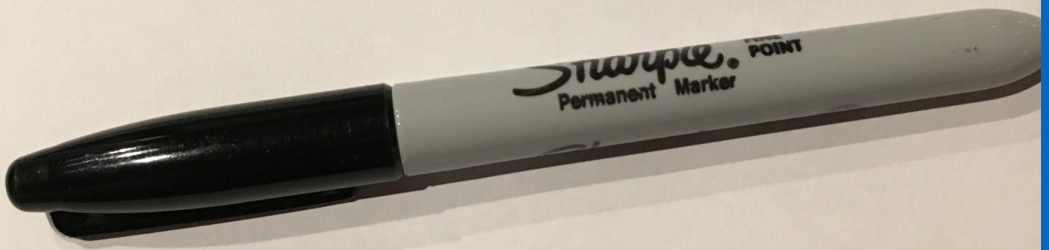
2016-2018

7th Grade

Average Cognitive Weaknesses and Read Naturally Standard Scores of Rising 8th Graders, n=31



It is truly amazing that the human brain can turn these abstract squiggles into a form of meaningful communication.



Reading is a linguistic task, but fluent reading relies on many non-linguistic skills.

What does the Faculty do on Friday Afternoons?

Professional Learning Communities

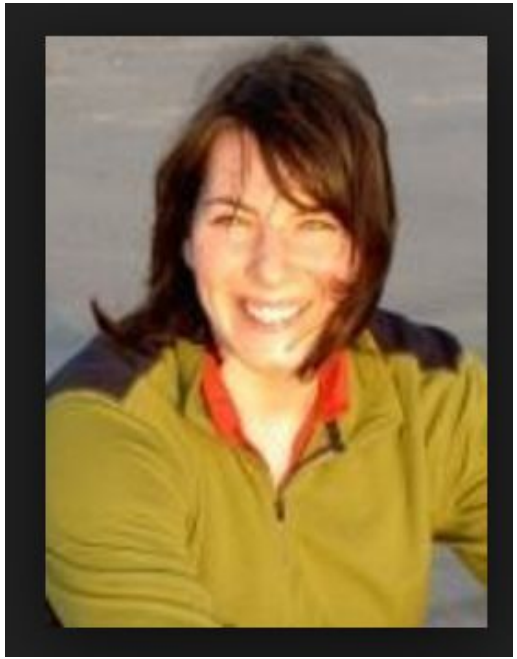
- Fall- Vocabulary, Comprehension, Writing
- Spring- Equity & Inclusion

Kristen Jacobsen from
“Cognitive Connections”

November 27-
Professional Day
Workshop
“Teaching Executive
Function”

Sarah Ward from
“Cognitive Connections”

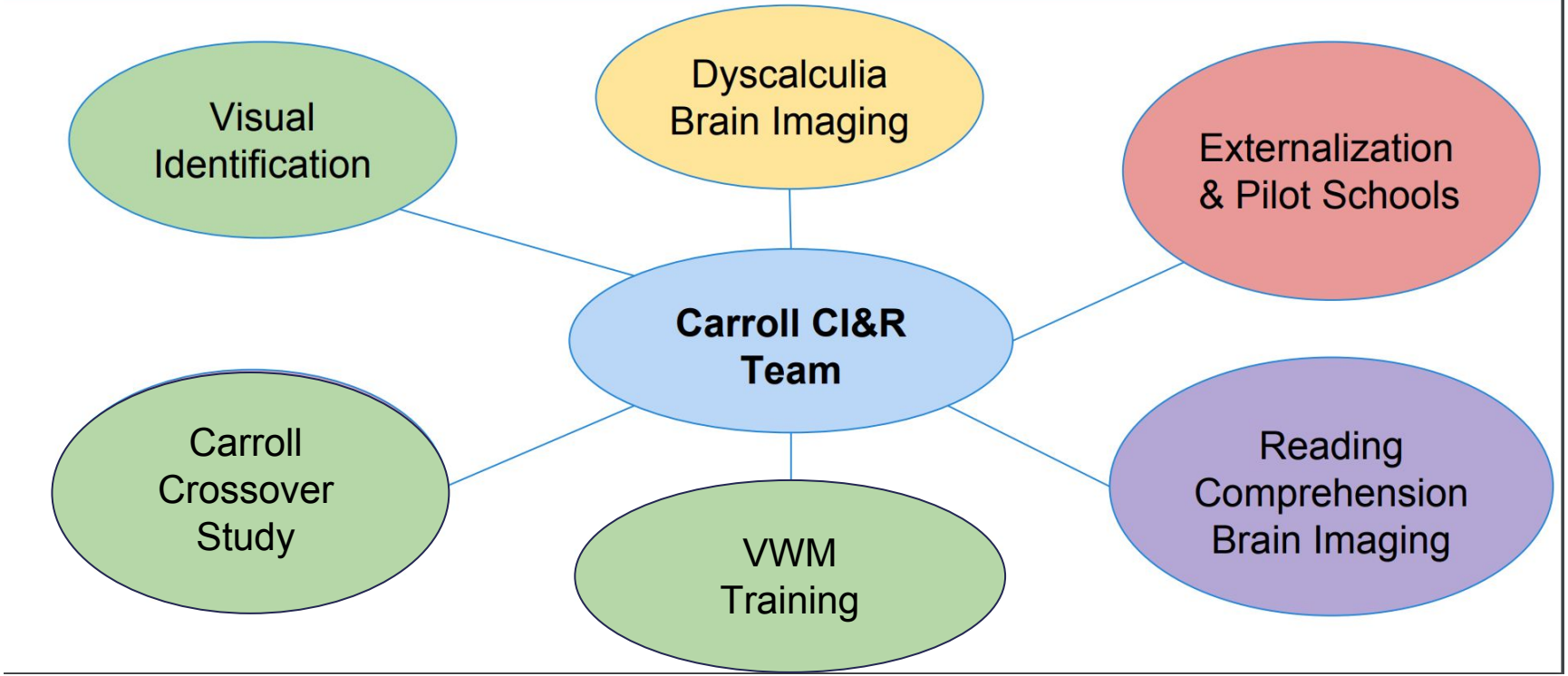
February 2- LS PVD
“Promoting Planning Skills at School and at Home”



Melissa Orkin from Tufts Center for Reading & Language Research

February 9- MS PVD
"Effective Solutions for Engaging Struggling Readers"

2017-2018 COGNITIVE INITIATIVES



2018-2019 we're out- what does that mean?

1. We will no longer be an approved special education placement per the DESE.
2. Carroll remains an approved independent school by the DESE.

Why did the Board make this decision??

a. 766 became inconsistent with our educational plans for students
   1. great teachers not certified
   2. groupings were determined by DESE requirements
   3. lack of support for technology, STEM, cognitive

b. lots of work associated with 766 that has little to do with student outcomes

c. professional development requirements much less relevant

d. 766 no longer provided Carroll with student diversity,
   socio-economic especially

e. financial considerations (in 2014 we had 120 students funded x $8,000 tuition gap)

f. since 2014 we have transferred from $800,00 in FA to $1,900,000 in 2017

It is still possible to pursue and acquire public funding from local cities and towns for a child to attend Carroll School after the 2017-2018 school year.

Carroll may well present the most appropriate school available to educate a child with dyslexia.

School districts are required by law to investigate all possible appropriate educational placements for a student based on the child’s individual needs.

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Placement and funding of a child at a private school special education program(that has not sought DESE special education approval) is permitted, and perhaps required, where placement within the school district or at an approved out-of-district private school special education program will not serve the specific needs of a child.

Additionally, although the law states that funding should be an all-or-nothing proposition, many cities and towns historically enter into arrangements with families to support financially their chosen out-of-district schools.

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