

Harry Lee Cole and Spofford Pond 2009 MCAS Results

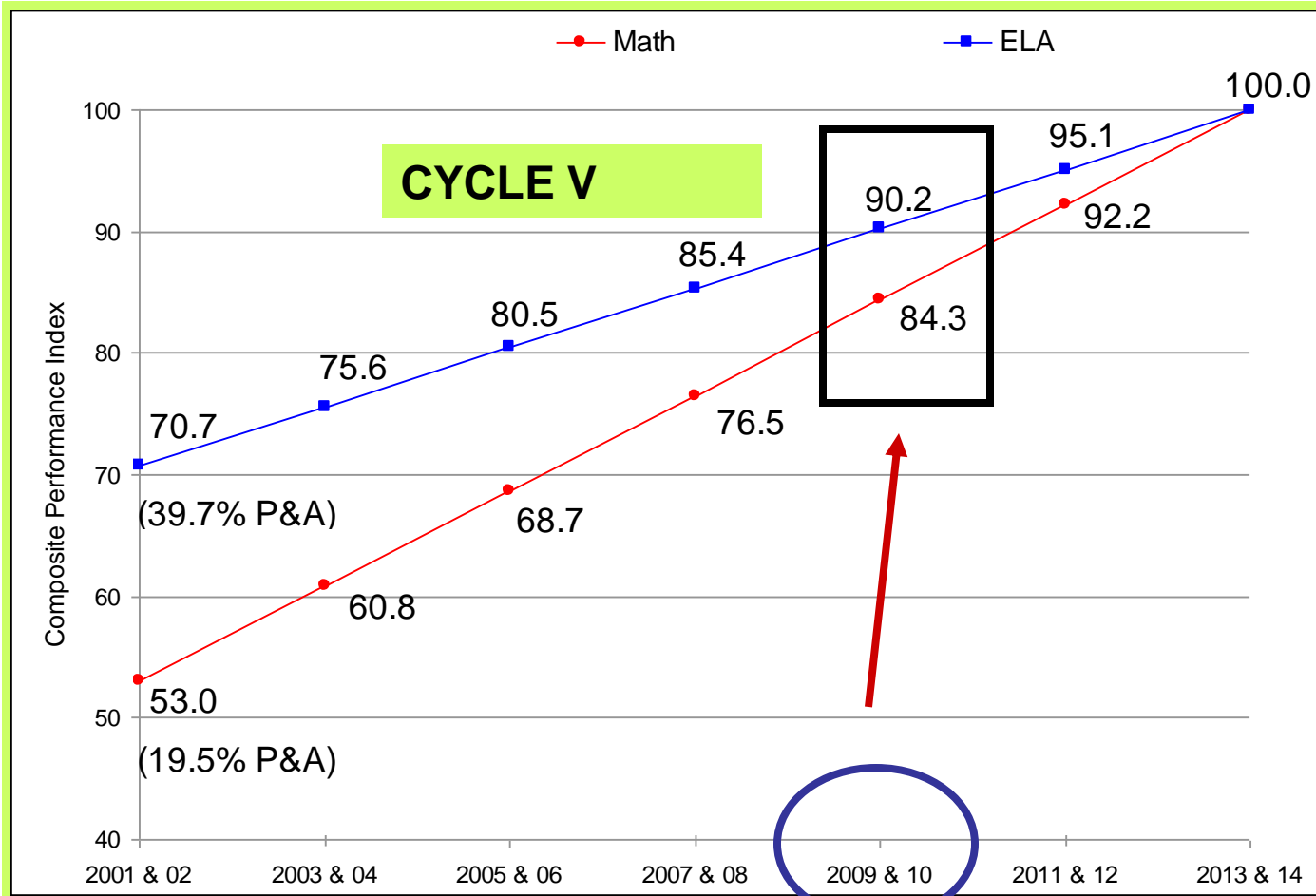
“Growth Over Time”

October 20, 2009

Basic Beliefs and Commitments Regarding School Improvement

- We are individually and collectively a “vital part of the whole”.
- We accept shared responsibility at the Spofford Pond and Harry Lee Cole Schools for improving student performance in all areas at all grade levels.
- We are committed to a continuous improvement approach to student achievement. Even our best can get better!
- This effort takes ***SUPPORT, SUPPORT, SUPPORT.***

Massachusetts NCLB Performance Targets for ELA and Mathematics 2002 - 2014



•Source: DOE

Performance Index

Table 1: MCAS Performance Index

For students taking standard MCAS tests (and MCAS-Alt for students who do <u>not</u> have significant cognitive disabilities)	
MCAS SCALED SCORE (or MCAS-Alt equivalent)	POINTS AWARDED
200 – 208 <i>Failing/Warning – Low (Awareness)</i>	0
210 – 218 <i>Failing/Warning – High (Emerging/Progressing)</i>	25
220 – 228 <i>(Needs Improvement – Low)</i>	50
230 – 238 <i>(Needs Improvement – High)</i>	75
240 – 280 <i>(Proficient/Advanced)</i>	100

Table 2: MCAS-Alt Index

For students with significant cognitive disabilities taking MCAS-Alt (up to 1% of all assessed students in a district)	
MCAS-ALT SCORE	POINTS AWARDED
Portfolio not submitted	0
<i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

Performance Index

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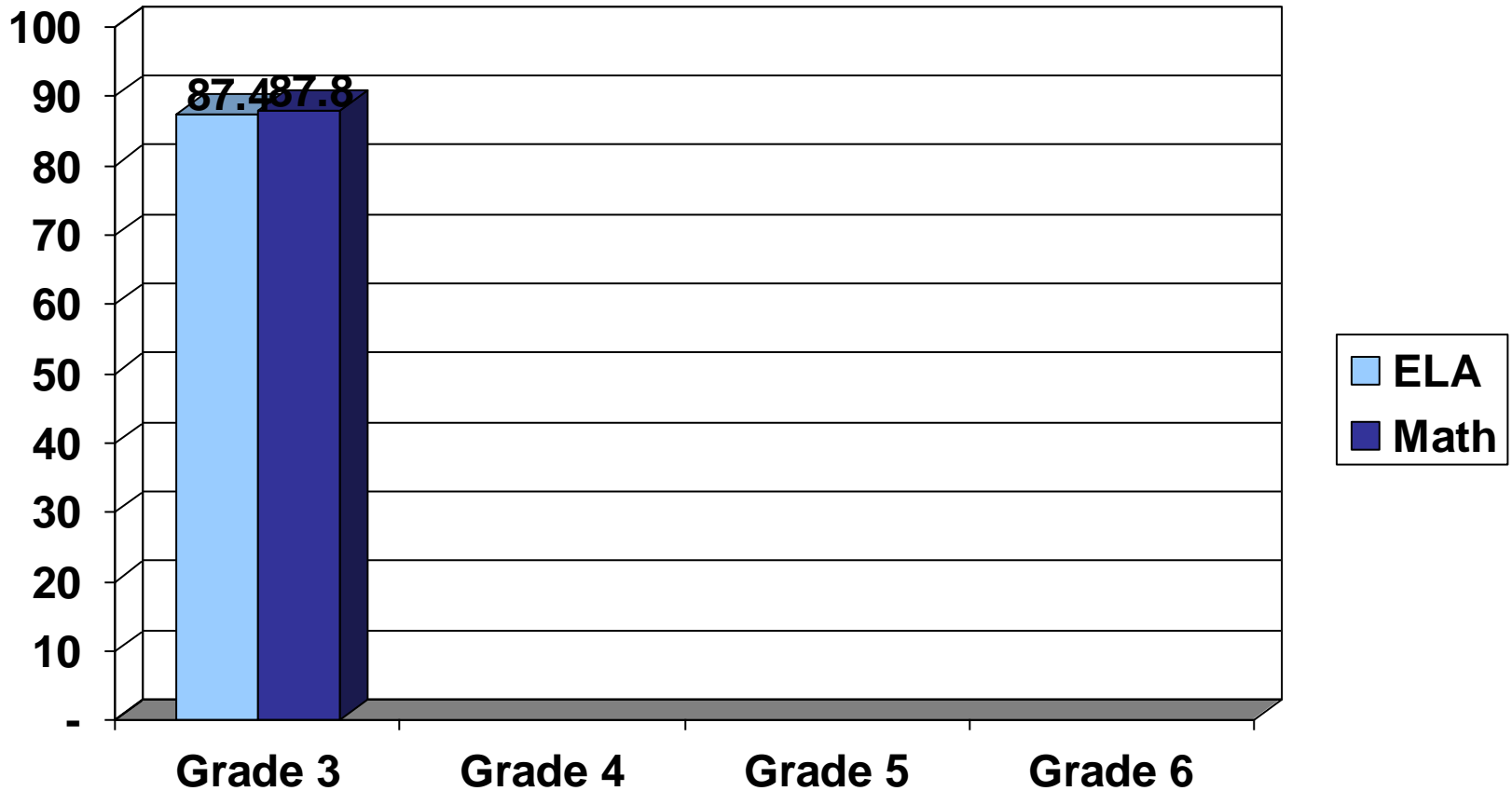
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<i>Progressing</i>	100

Current Grade 4 Class (2018)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #140	87.4	Grade 3: State Rank # 95	87.8

Class of 2018 (Current Grade 4) Composite Performance Index Total Students



MCAS ELA Grade 3

- **Students need more experience in writing across the curriculum, specifically in answering open response questions**
- **For 2009-2010 an additional writing assessment is added. Students writing will be assessed and evaluated in a semi-formal manner three times a year.**
- **An additional reading assessment was also added to provide more detailed, formative assessment information to guide instruction and strengthen the reading-writing connection**
- **Special education teaching assistants will receive professional development on *6 + Traits*. *The six traits are the core components of effective writing and parallel the MCAS rubric for the long composition.***
- **A “Reader’s Notebook” has been integrated into the curriculum in grades 3-6. Students respond in writing to their own self-selected text. Higher order thinking skills, such as analytical skills are emphasized.**
- **The Cole School principal is reviewing the writing curriculum during SEAT time. The amount of time formally dedicated to writing will increase. The teachers are mapping out units of study.**
- **The Developmental Reading Assessment is being implemented in kindergarten to help teachers differentiate instruction for young learners.**

MCAS Math Grade 3

- Grade 3 math benchmarks were finalized this summer as a “Teacher to Teacher Project.” Teachers built on the benchmarks established in grade 2 to ensure continuity between grade levels.
- Grade 4 teachers will work during the school year to finalize their benchmarks.
- A summative assessment was developed for grade 2, 3, 4 and 5 to help assess growth over time. This adds another dimension to the interim assessments which inform instruction during periodic intervals three times a year.
- The Diagnostic Placement Test will be used more consistently as an additional tool to identify student strengths and weaknesses.

Reaching All Learners

- Response to Intervention:
 - Reading, Writing and Math Support
- Morning Math
- Morning Writing Support
- Data Analysis
 - Consistent protocols have been established for analyzing data K-6 with goal setting.
 - DRA2, DIBELS, Writing prompt and Interim Math assessments are analyzed throughout the year to differentiate instruction for all learners.
- Online Math League
- Math Olympiad

Response To Intervention (RTI) Support Grades K-6

School Year	Math	Reading	Writing
2007-2008	113	102	62
2008-2009	104	76	42
2009-2010 to date	30	38	29

Online Math League and Math Olympiad

Online Math League

Grade	08-09	09-10
2	56	50
3	28	57
4	17	24
5	9	22
6	15	10

Math Olympiad

Grade	08-09	09-10
2		
3	24	Starts in January
4	28	30
5	20	32
6	22	30

Morning Math

MCAS Performance Levels

Number of Participants

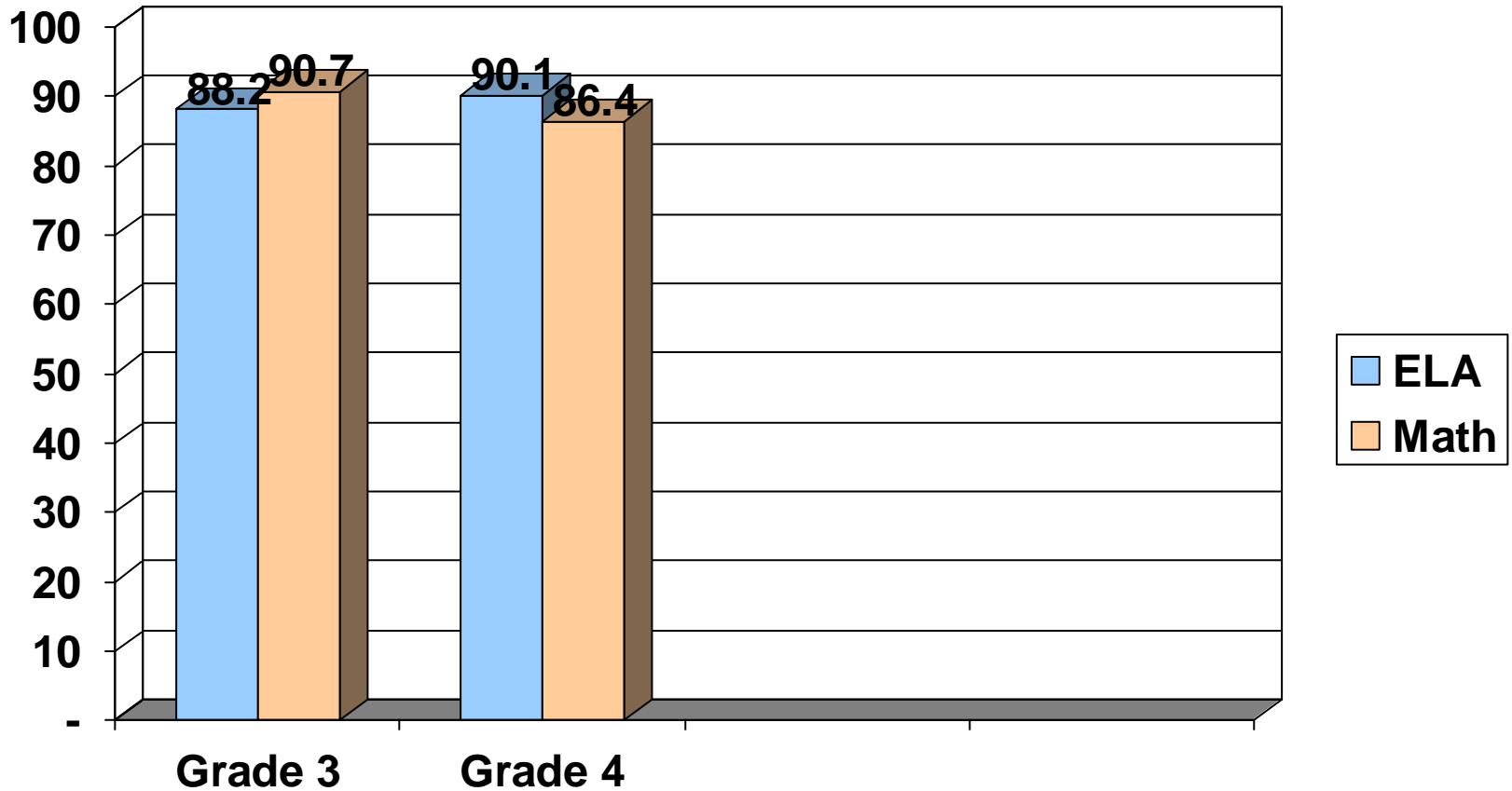
Grade	07-08	08-09	09-10
Grade 3		14	19
Grade 4		20	18
Grade 5	23	34	30
Grade 6	17	21	16

Grade	07-08	08-09
Grade 3		Proficient 5 Needs Improvement 7 Warning 2
Grade 4		P to P 5 P to NI 5 NI to NI 10
Grade 5	NI to A 3 NI to P 11 NI to NI 9	A to A 2 P to A 2 NI to A 1 P to P 5 NI to P 15 Ni to NI 9
Grade 6	P to P 2 NI to P 5 NI to NI 7 W to NI 3	A to A 1 A to P 1 P to A 2 P to P 5 NI to P 7 P to NI 3 NI to NI 2

Current Grade 5 Class (2017)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #76	88.2	Grade 3: State Rank #56	90.7
Grade 4: State Rank #32	90.1	Grade 4: State Rank #74	86.4

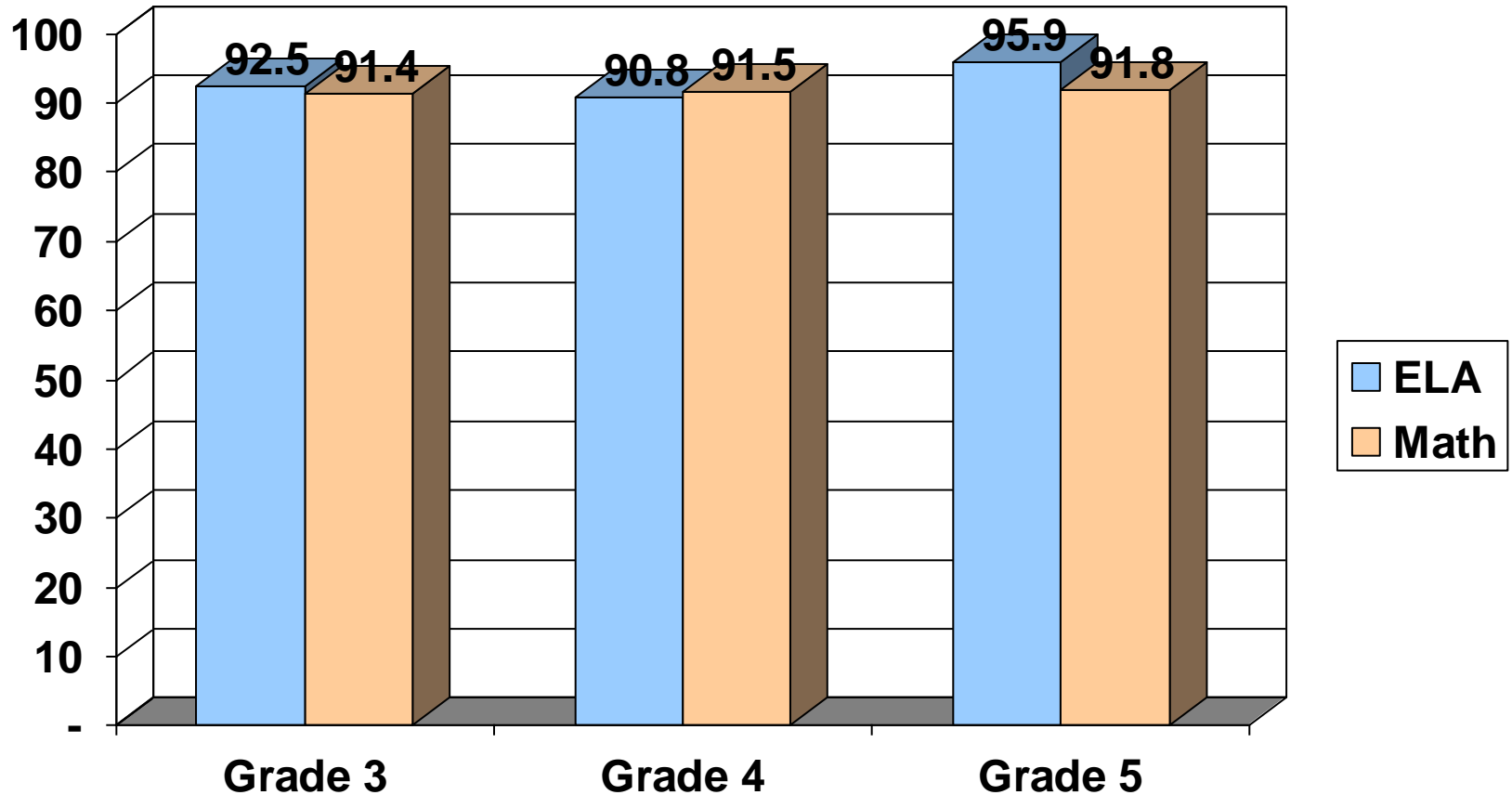
Class of 2017 (Current Grade 5) Composite Performance Index Total Students



Current Grade 6 Class (2016)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #57	92.5	Grade 3: State Rank #52	91.4
Grade 4: State Rank #44	90.8	Grade 4: State Rank #36	91.5
Grade 5: State Rank #16	95.9	Grade 5: State Rank #15	91.8

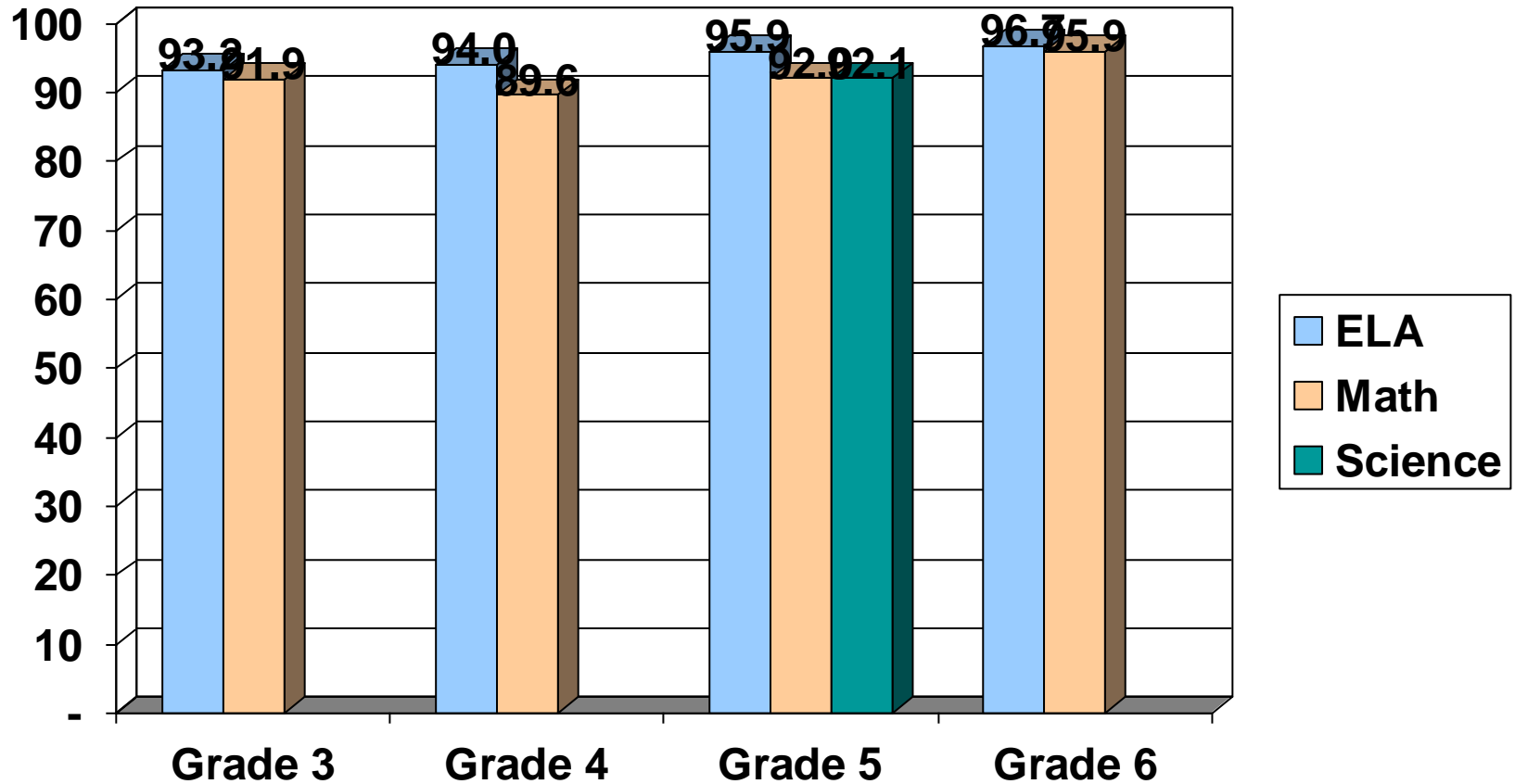
Class of 2016 (Current Grade 6) Composite Performance Index Total Students



Current Grade 7 Class (2015)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #23	93.2	Grade 3: State Rank #23	91.9
Grade 4: State Rank #15	94.0	Grade 4: State Rank #23	89.6
Grade 5: State Rank #6	95.9	Grade 5: State Rank #12	92.0
Grade 6: State Rank #12	96.7	Grade 6: State Rank #8	95.9

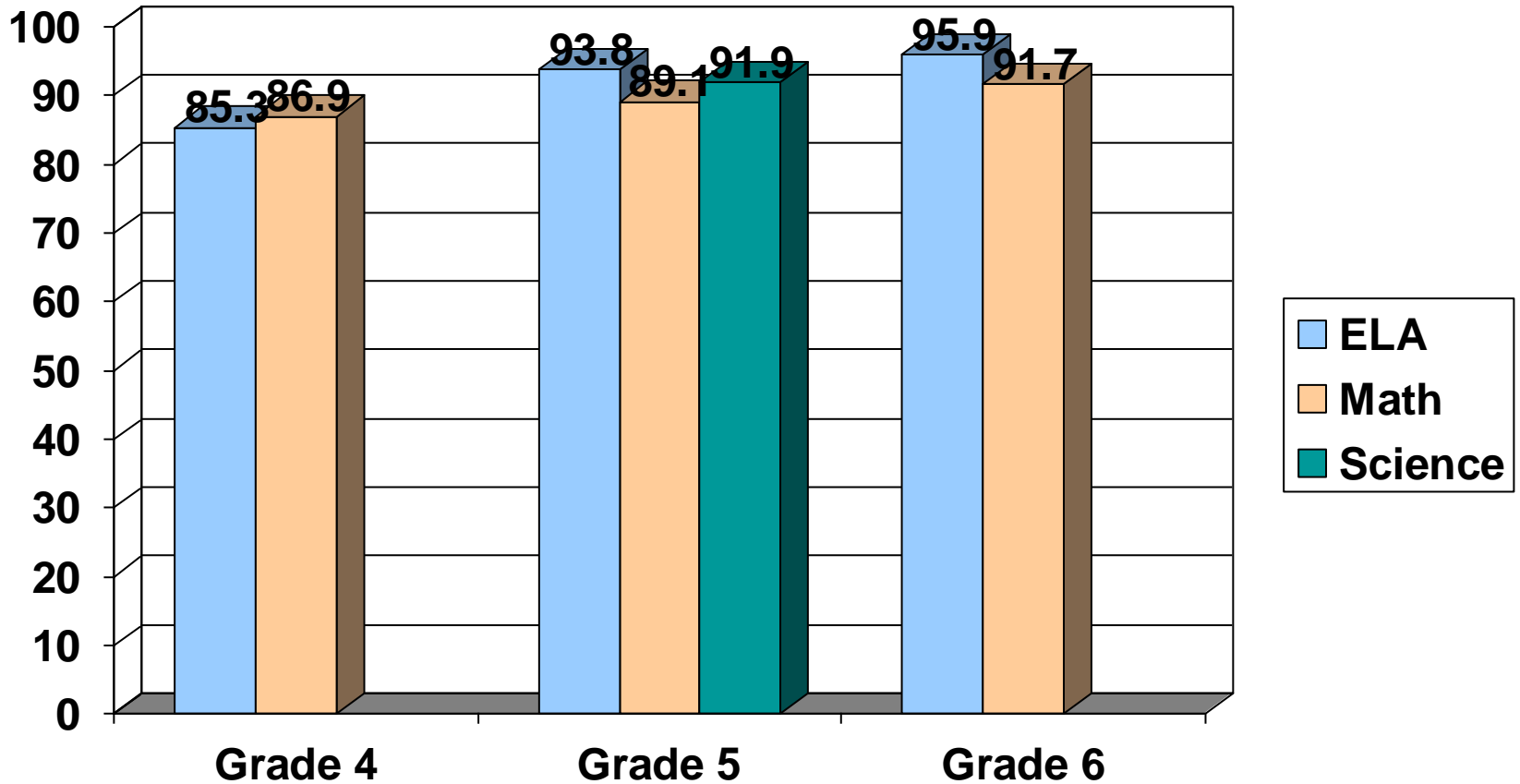
Class of 2015 (Current Grade 7) Composite Performance Index Total Students



Current Grade 8 Class (2014)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #34	NA	NA	NA
Grade 4: State Rank #114	85.3	Grade 4: State Rank #32	86.9
Grade 5: State Rank #54	93.8	Grade 5: State Rank #40	89.1
Grade 6: State Rank #16	95.9	Grade 6: State Rank #27	91.7

Class of 2014 (Current Grade 8) Composite Performance Index History Total Students



Comparative State Rankings 2006 – 2009 for Boxford Students When the Percentage of Performance in Advanced and Proficient is Combined (Based on Boston Globe)

Grade	State Rank 2006	State Rank 2007	State Rank 2008	State Rank 2009
3- Reading	#23	#57	#76	#140
3- Math	#23	#52	#56	#95
4- ELA	#114	#15	#44	#32
4- Math	#32	#23	#36	#74
5- ELA	#32	#54	#6	#16
5- Math	#10	#40	#12	#15
5- Science	#3	#14	#22	#21
6- ELA	#24	#6	#16	#12
6- Math	#23	#11	#27	#8

Student Learning & Improvement Plan:

- **Time On Learning:** *Attendance and Scheduling*
- **Professional Development:** *Support to Teachers and Support Staff to Differentiate Their Instruction for All Learners*
- **Home School Communication:** *Public and Transparent*
- **Use of School Web Sites and the Internet:** *Resources and Curriculum Links*
- **Integration of Technology Resources:** *Smart Board, Lap Tops and Reporting System*
- **Students With Learning Needs:** *Greatest Possible Access to the Curriculum of the State Frameworks*

Student Learning & Improvement Plan: Assessment For Learning

- **Use of assessment to inform instruction and determine appropriate instructional strategies that most closely align with student specific areas of need**
- **Use more frequent and uniform assessments to measure progress in key areas in Grades K-6**
- **Collaborative assessment of student work, i.e. Grade level teams review and score student writing samples periodically and share results with parents**
- **Increase use of the DRA-II; an updated and sophisticated assessment tool that yields more specific data about a child's performance in areas of reading**

Student Learning Improvement Plan: Strategic Use of Support Services #1

English Language Arts

- Emphasize classroom support for clear consistent writing across the curriculum**
- Expand use of the DRA-II as an assessment tool for learning**
- Work with teachers at grade level to examine student work in order to increase the consistent delivery of writing instruction while increasing expectations for the volume of student writing**
- Administer, score with a rubric and share long form composition samples during the school year with a particular emphasis on improved “topic development”**
- Monitor the implementation of the writing program in Grades 1-6 through use of FCAs and increased writing across the curriculum**

Student Learning & Improvement Plan: Strategic Use of Support Services #2

Mathematics

- Work with teachers on problem solving strategies so that when children read questions they can dissect what it is being asked**
- Work with teachers and students to choose the most efficient strategy to solve a problem**
- Sharing student work with teachers to increase the rigor and tenacity with which we approach difficult problems**
- Emphasize high expectations to participants in the Math Olympiad and the On Line Math League**

Student Learning & Improvement Plan: Strategic Use of Support Services # 3

Deployment of Reading Teachers, Math Coaches, Title I Teacher and Literacy Coaches:

- Review Entry and Exit Criteria for students receiving support
- Monitor progress through regular review of performance data to ensure the trajectory of learning is accelerating and if not, staff will analyze why and make recommendations for altering either the intensity or the type of instruction
- Review models of Instructional Support
- Increase use of local assessment tools to identify more precisely who needs reading, writing and/or math support and what skills need to be emphasized

Student Learning & Improvement Plan: Strategic Use of Support Services # 4

- Examine the special education service delivery models for groups and individuals
- Examine when/where/how/how often to provide support to students
- Ongoing training/coaching in the evaluation and analysis of results for purposes of planning educational intervention for individual students
- Ongoing training for special education aides in curriculum and instructional strategies

Student Learning & Improvement Plan: Time On Learning

- **Review and audit all structured learning time to assess the use and impact of the added 5 minutes (15 minutes over two years) to the school day. Maintain time allocated to Math instruction on a daily basis to at least 60 minutes in Grades K-6**
- **Maintain ELA block of 90 minutes at all grade levels**
- **Monitor individual student and class schedules to reduce and eliminate fragmentation wherever possible**

Student Learning & Improvement Plan: Student Profiles and History

- **Examine individual student histories of students scoring in the Warning and Needs Improvement Performance Levels in all grades**
- **Variables to be reviewed for patterns among others will include:**
 - **Student attendance**
 - **Retention in Grade**
 - **Date of Admission to Cole or Spofford**
 - **Referrals for TAT, SAT, CST and 504**
 - **Focus of Individual Educational Plans for Students with Disabilities**
 - **Class Performance as measured on Report Cards**

Student Learning & Improvement Plan: Professional Development #1

- Increased Collaboration between Grade 2 and Grade 3 on content and instructional strategies utilizing the results of “teacher to teacher” transition planning
- Close examination of student work on state and local assessments; compare with exemplars from our sister towns
- Review of Grade Level Learning Standards (PK-K, 1-2, 3-4, and 5-6); establish “above proficiency” as our basic belief system for all of our students. Encourage all staff to AIM HIGHER!!
- Consultation and modeling of effective whole class and small group strategies to improve reading comprehension and higher order thinking skills
- Integration of new technology (e.g. Smart Boards) into instructional practice

Student Learning & Improvement Plan: Students With Disabilities

- Increase access to the regular education curriculum materials including MTB and Impact
- Careful review and consideration of the use of a “pull-out” model for supporting students with disabilities in Mathematics and ELA; need to balance access to regular education curriculum with need for specialized instructional programs
- Incorporate to a greater degree IEP accommodations that can be generalized into daily assignments
- Increase Training for Special Education Teacher Assistants in Literacy and Math content and instructional strategies

Student Learning & Improvement Plan: Home School Communication

- Distribute writing prompts that have been scored with the agreed upon local rubric at parent conferences
- Use newsletters and other communication tools to support the mastery of the agreed upon skills across the curriculum in each Grade Level
- Share student work that has been collaboratively assessed by teams of teachers against state standards with common rubrics

Student Learning & Improvement Plan: Use of School Web Sites

- Share links to Math Trailblazers and Impact Math and other web based materials
- Post Links to DOE Curriculum Frameworks and MCAS information on student work exemplars and sample questions in ELA and Math
- Develop web based content links to support the use of “smart board” technology across the curriculum

Continuing Activities

- **Response to Intervention:** We are tracking student performance more aggressively in mathematics and reading throughout the school year when a student is referred for math and or reading support (provided by math coaches and reading teachers).
- **Math Interim/Benchmark Assessments:** We are conducting these assessments three times this year at all grade levels. Analysis is immediate and conducted by the classroom teachers in a collaborative manner. The information gathered is reflected instructionally to address student needs in the classroom.

Continuing Activities

- Individual students whose test score performance has not met predicted expectations and does not match present classroom performance will receive additional appropriate intervention in their daily work and at home.
- Sub skill and test item analysis is conducted on areas of concern that emerged in the group performance results. This analysis is being conducted on areas in which performance suggests the greatest potential for improvement over the next two years. Analysis will include the identification of difficult items and the common errors made by students on those items.

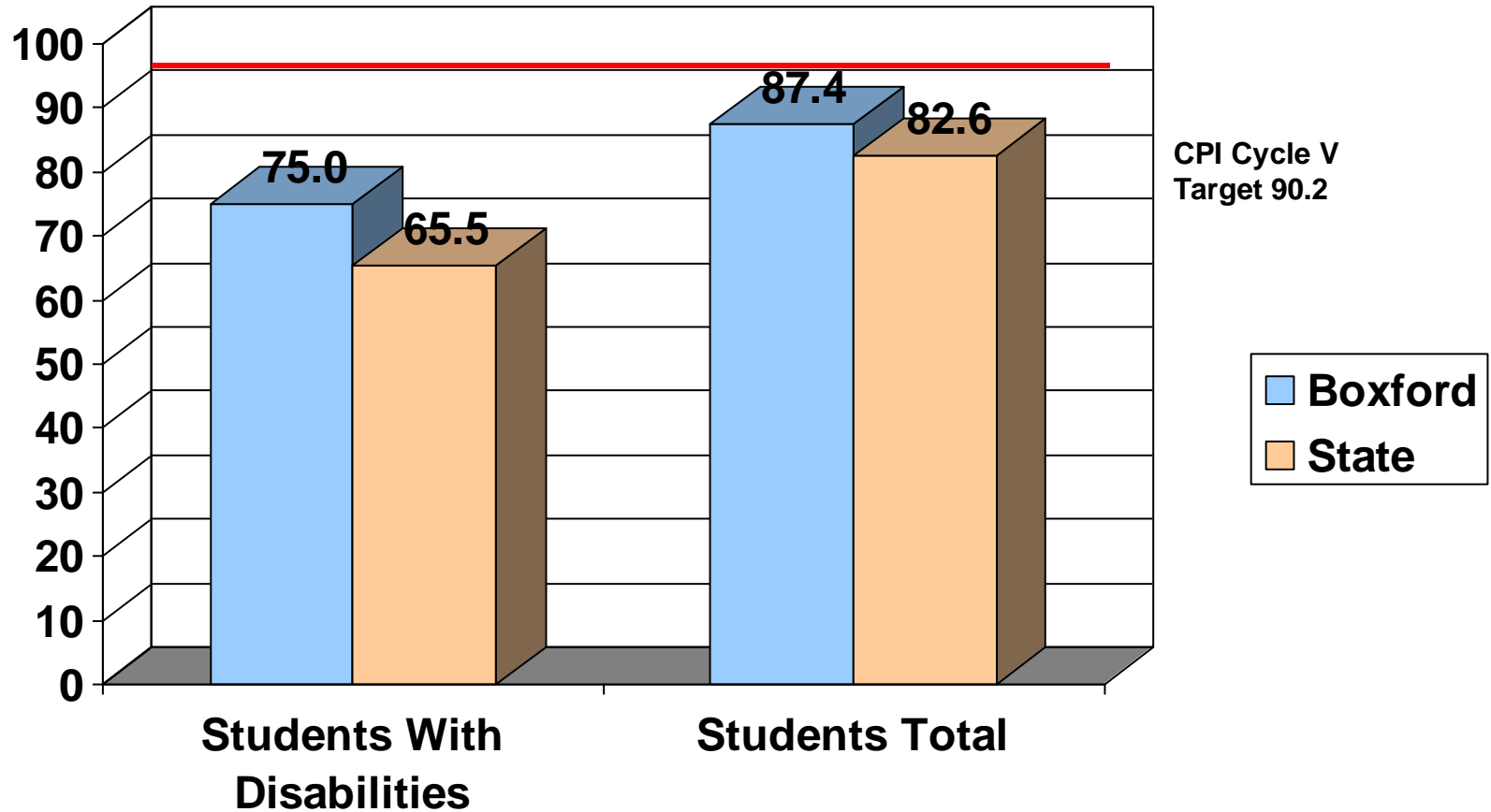
Continuing Activities

- Test results for groups and individual students are used with teachers to focus on strategies and activities that can be used effectively to improve performance in identified areas.
- Individual narrative reports have been sent home to parents. Combined with individual criterion referenced skills analysis, these results serve as discussion points between teachers and parents in order to develop approaches which will improve the acquisition and application of basic skills.

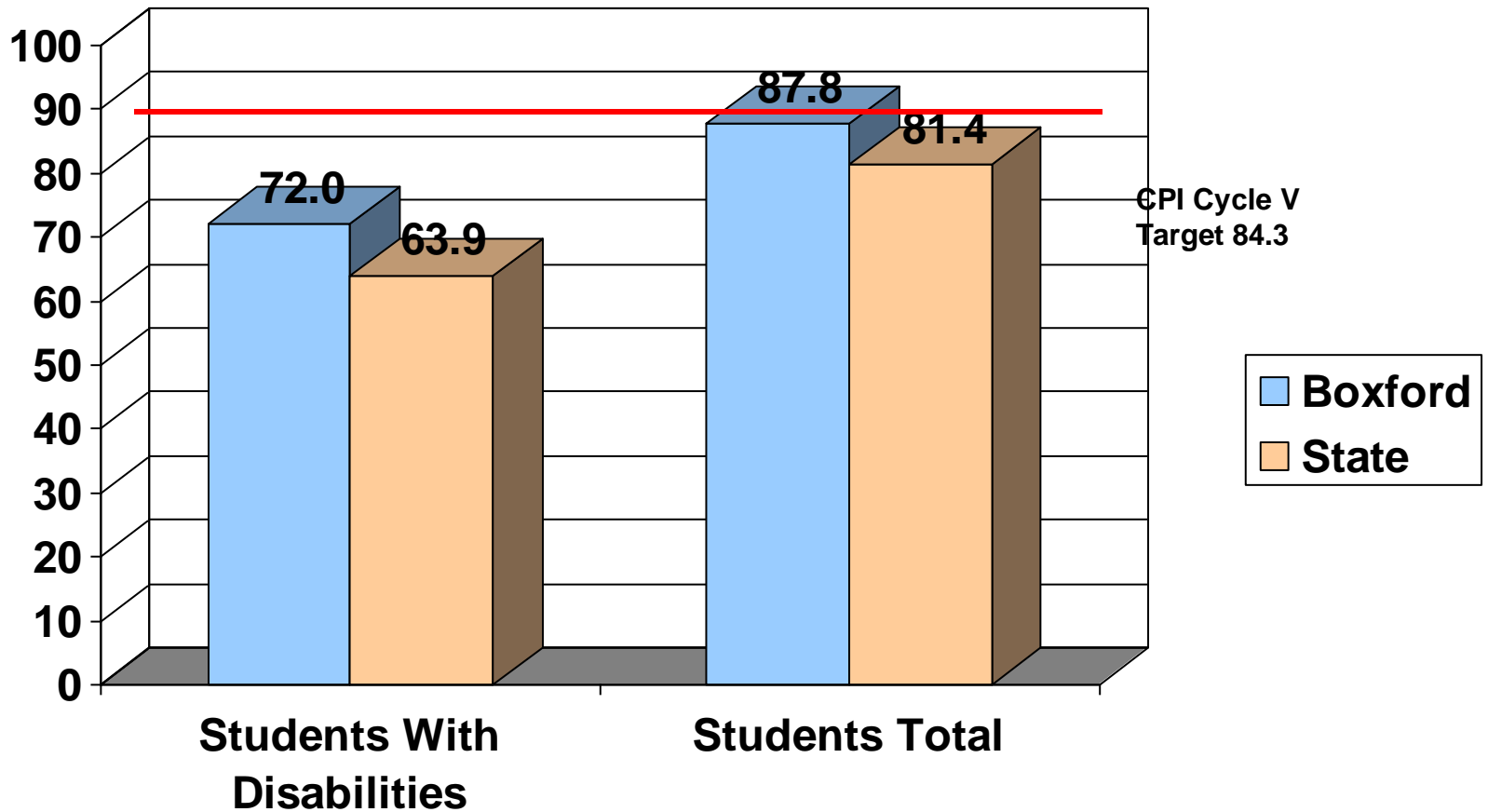
Grade 3 Results 2009

Class of 2018
Current Grade 4

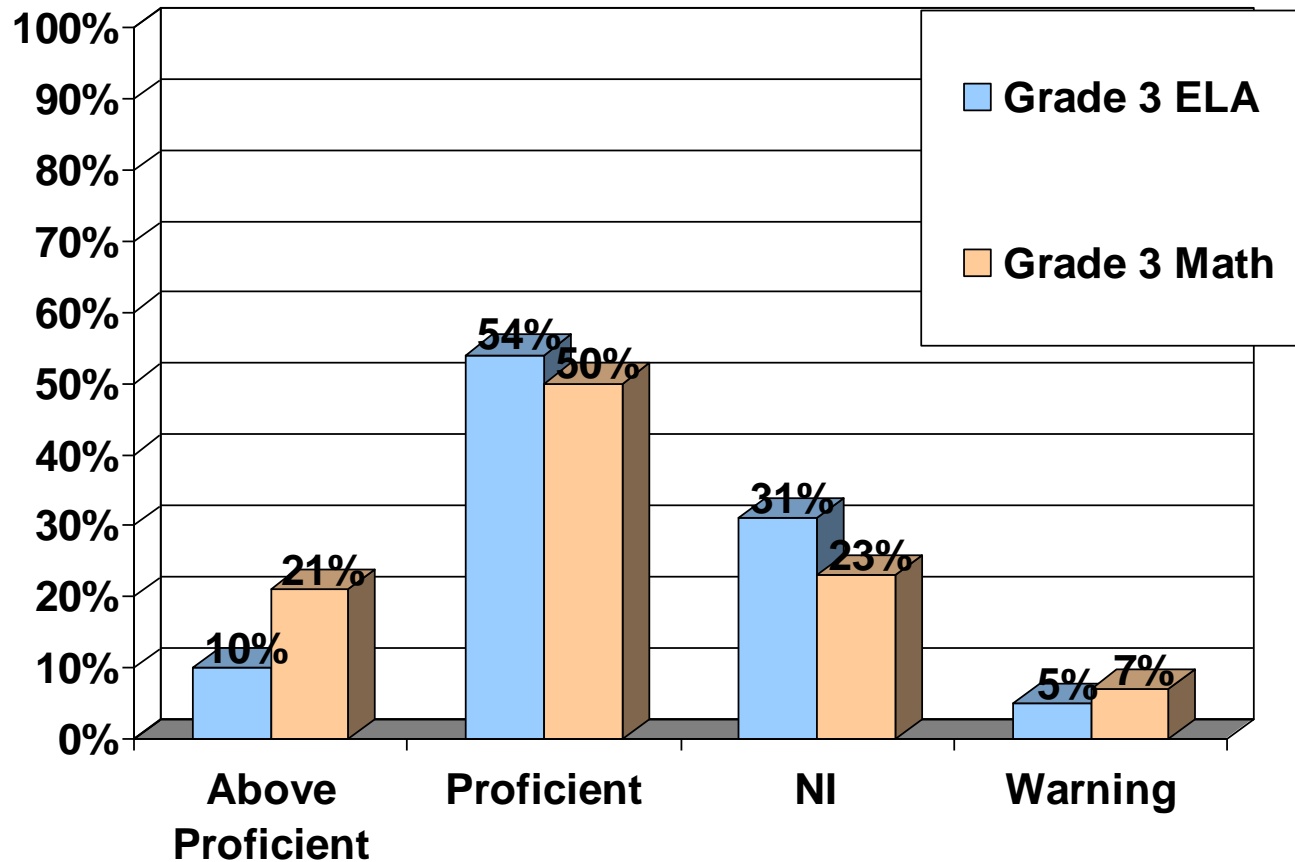
Grade 3 Reading Composite Performance Index 2009



Grade 3 Math Composite Performance Index 2009



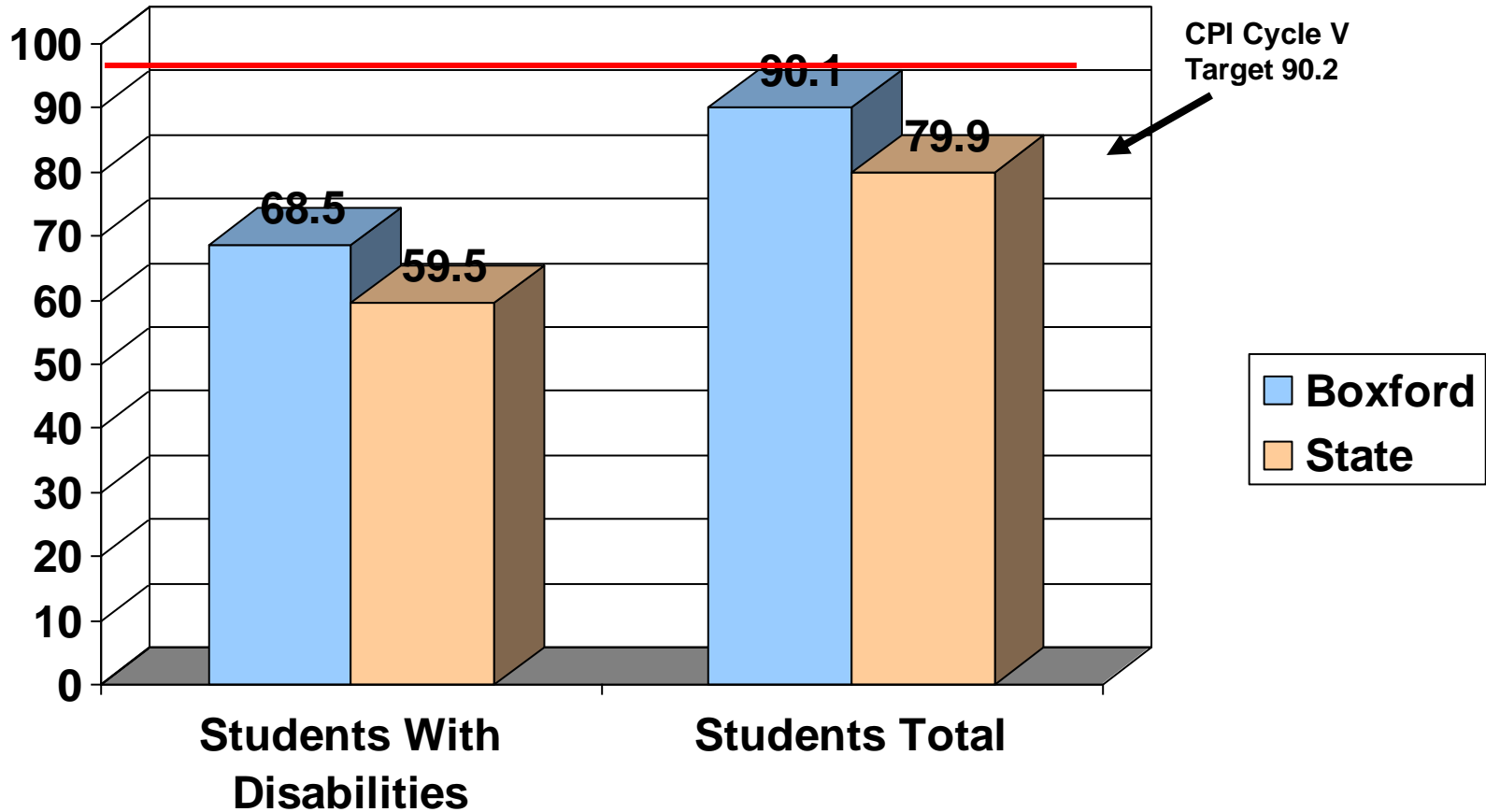
Class of 2018 (Present Grade 4) Performance Level Distribution



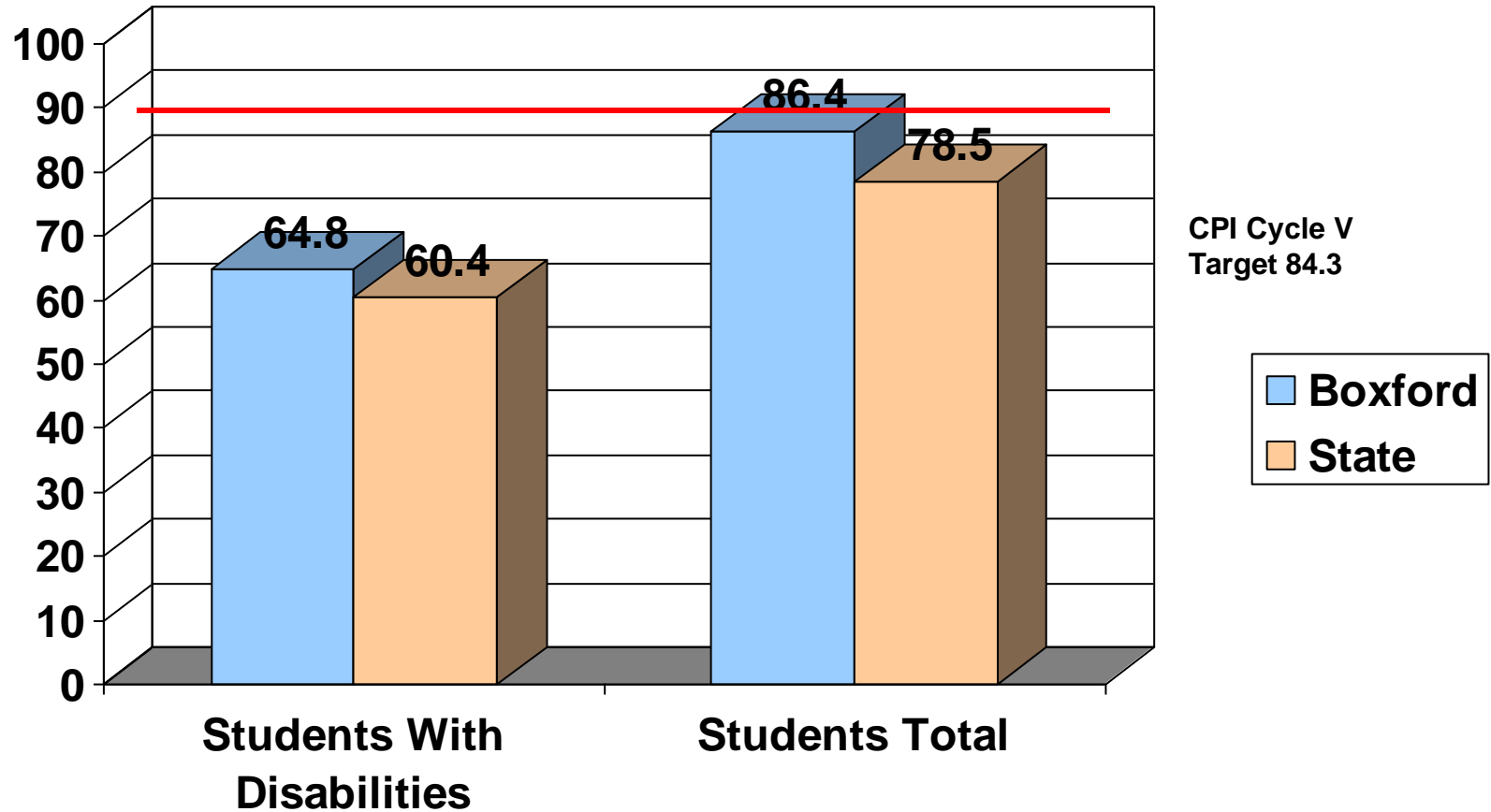
Grade 4 Results 2009

Class of 2017
Current Grade 5

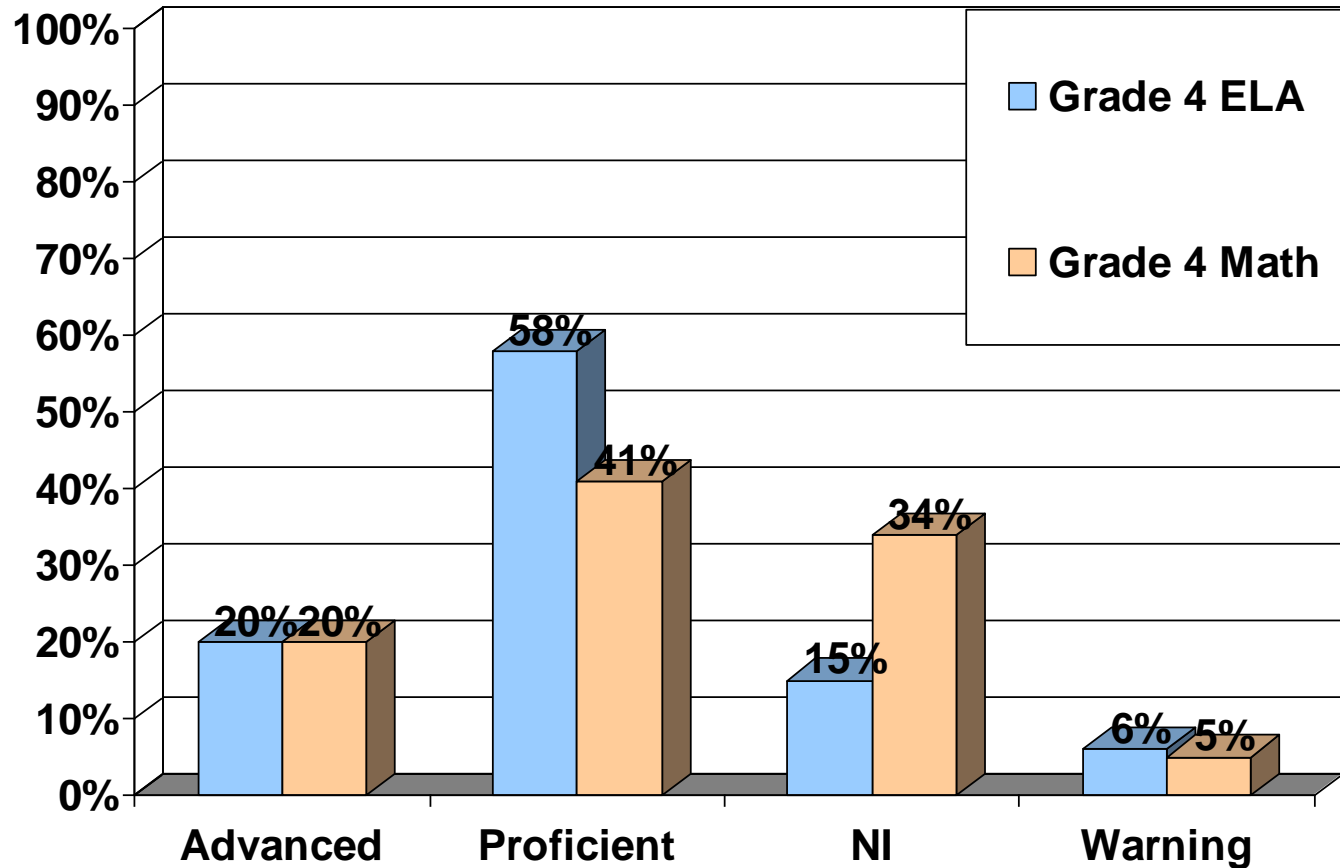
Grade 4 English Language Arts Composite Performance Index 2009



Grade 4 Mathematics Composite Performance Index 2009



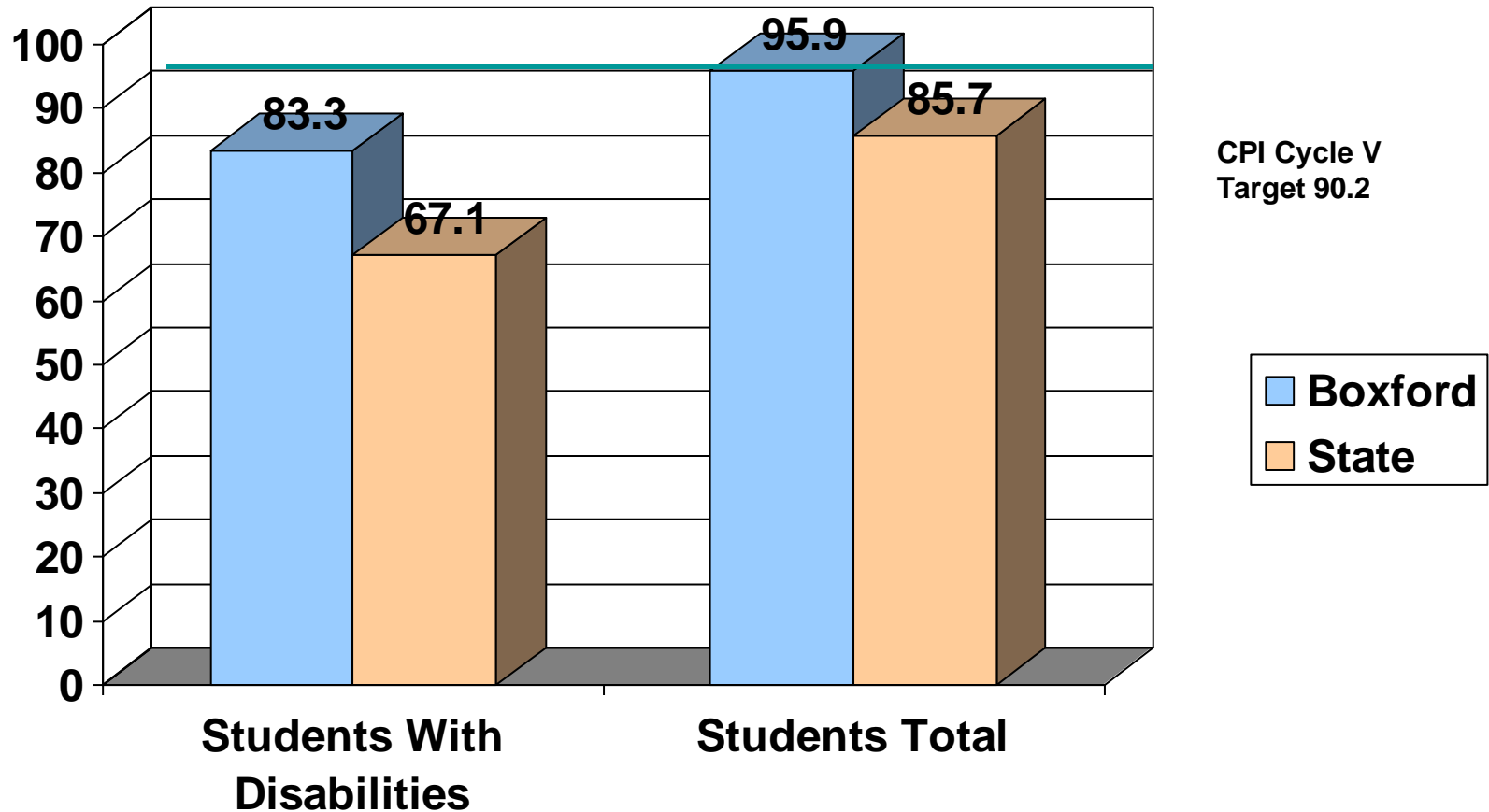
Class of 2017 (Present Grade 5) Performance Level Distribution



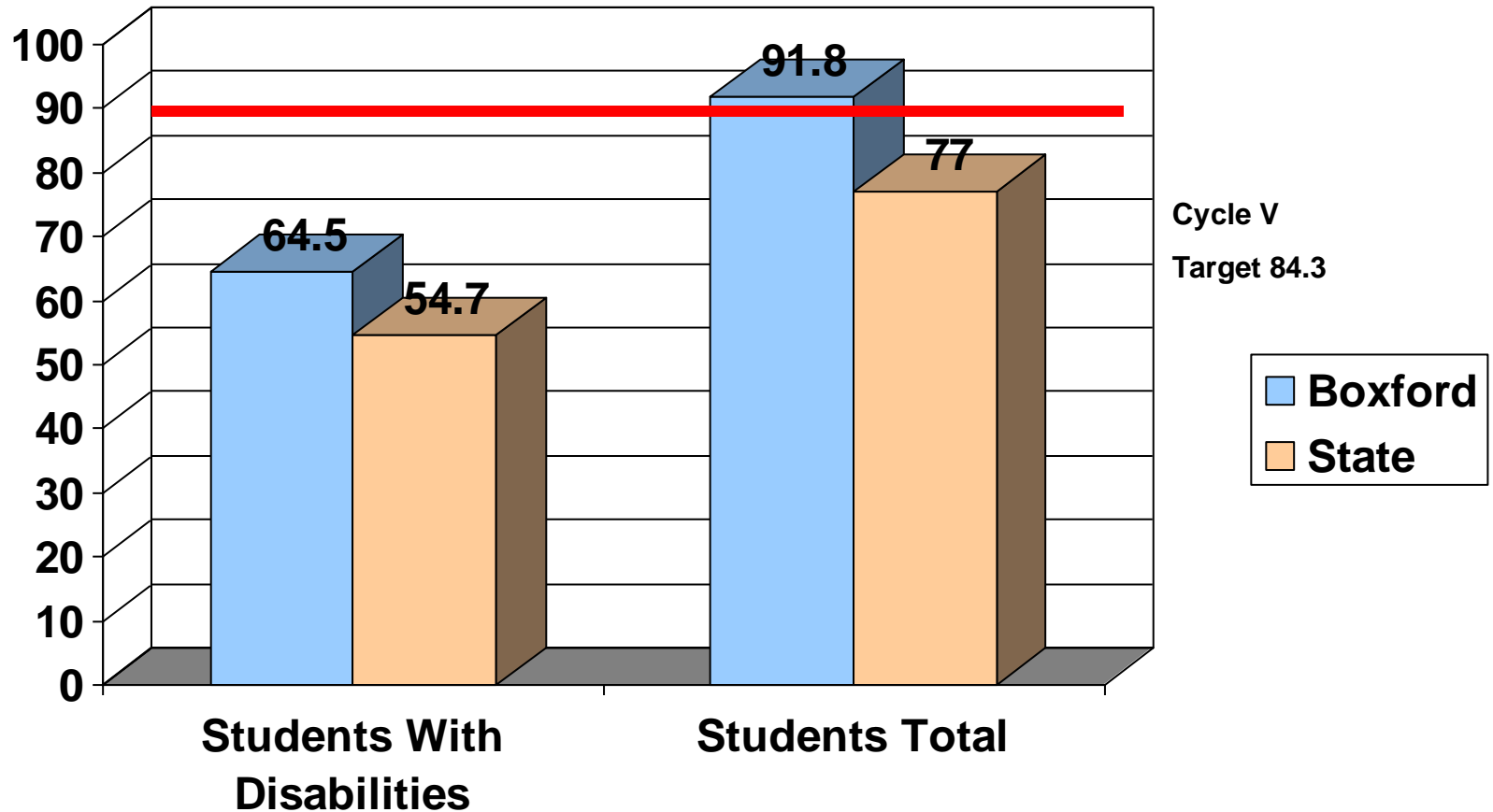
Grade 5 Results 2009

Class of 2016
Current Grade 6

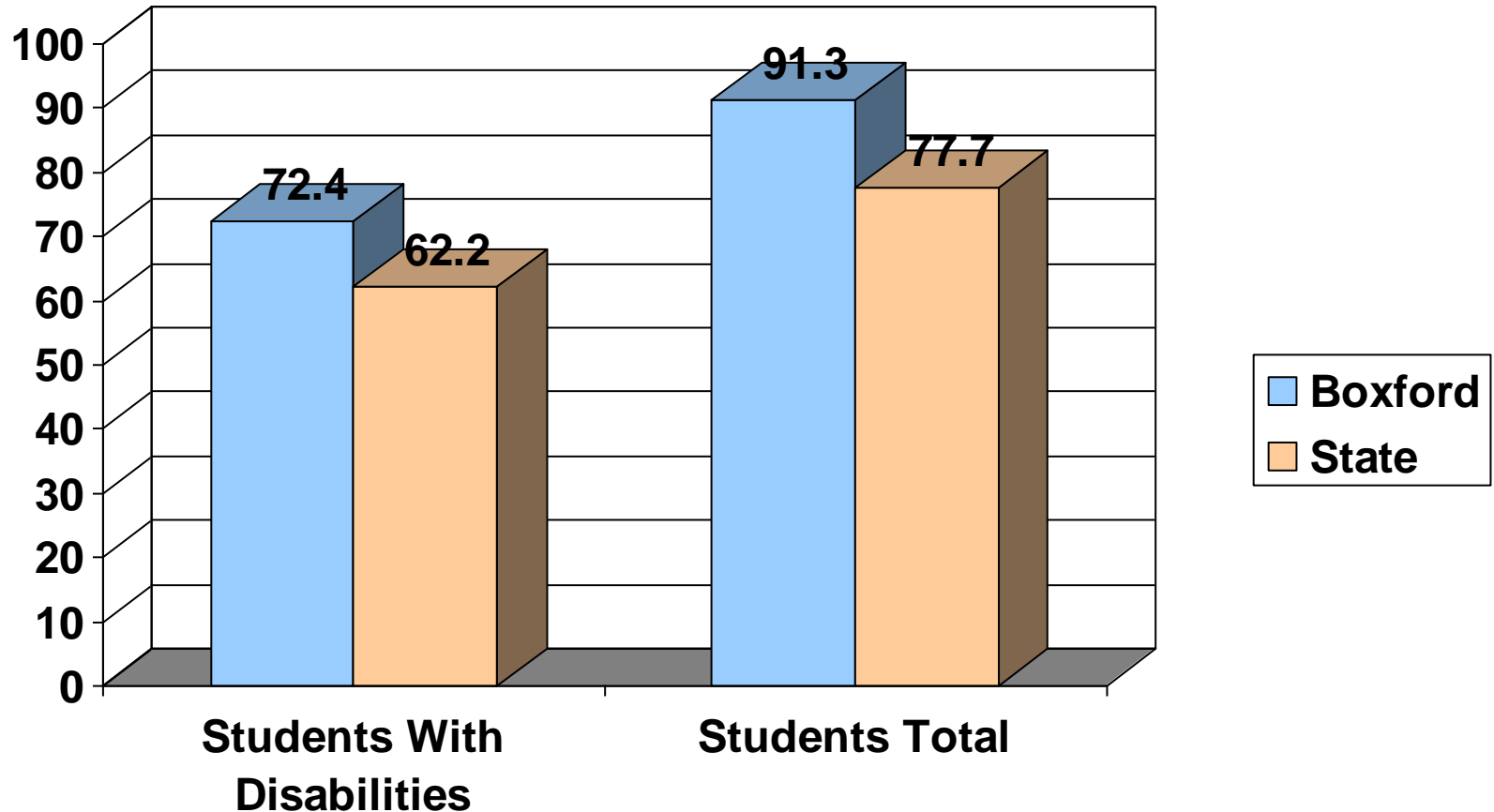
Grade 5 English Language Arts Composite Performance Index 2009



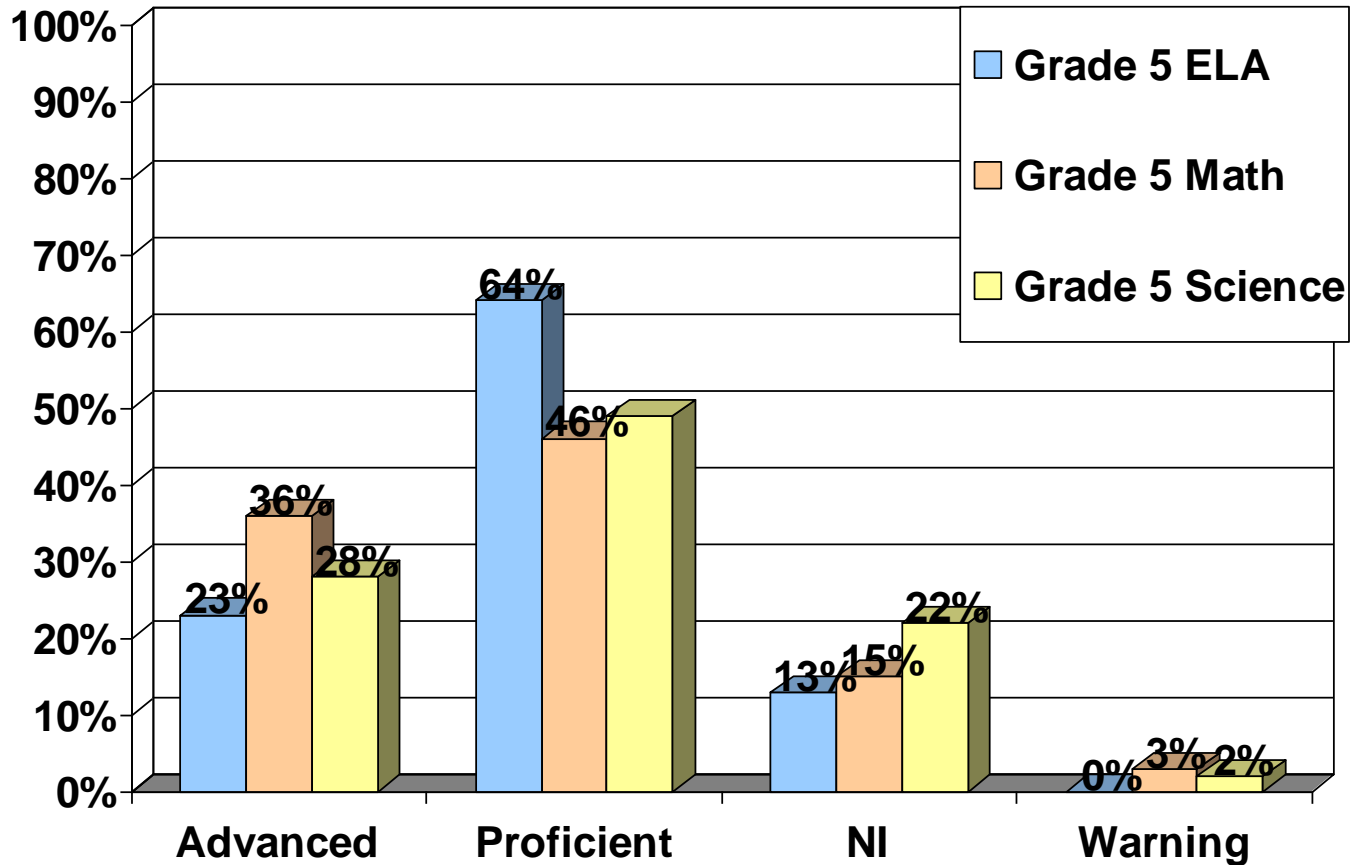
Grade 5 Mathematics Composite Performance Index 2009



Grade 5 Science and Technology Composite Performance Index 2009



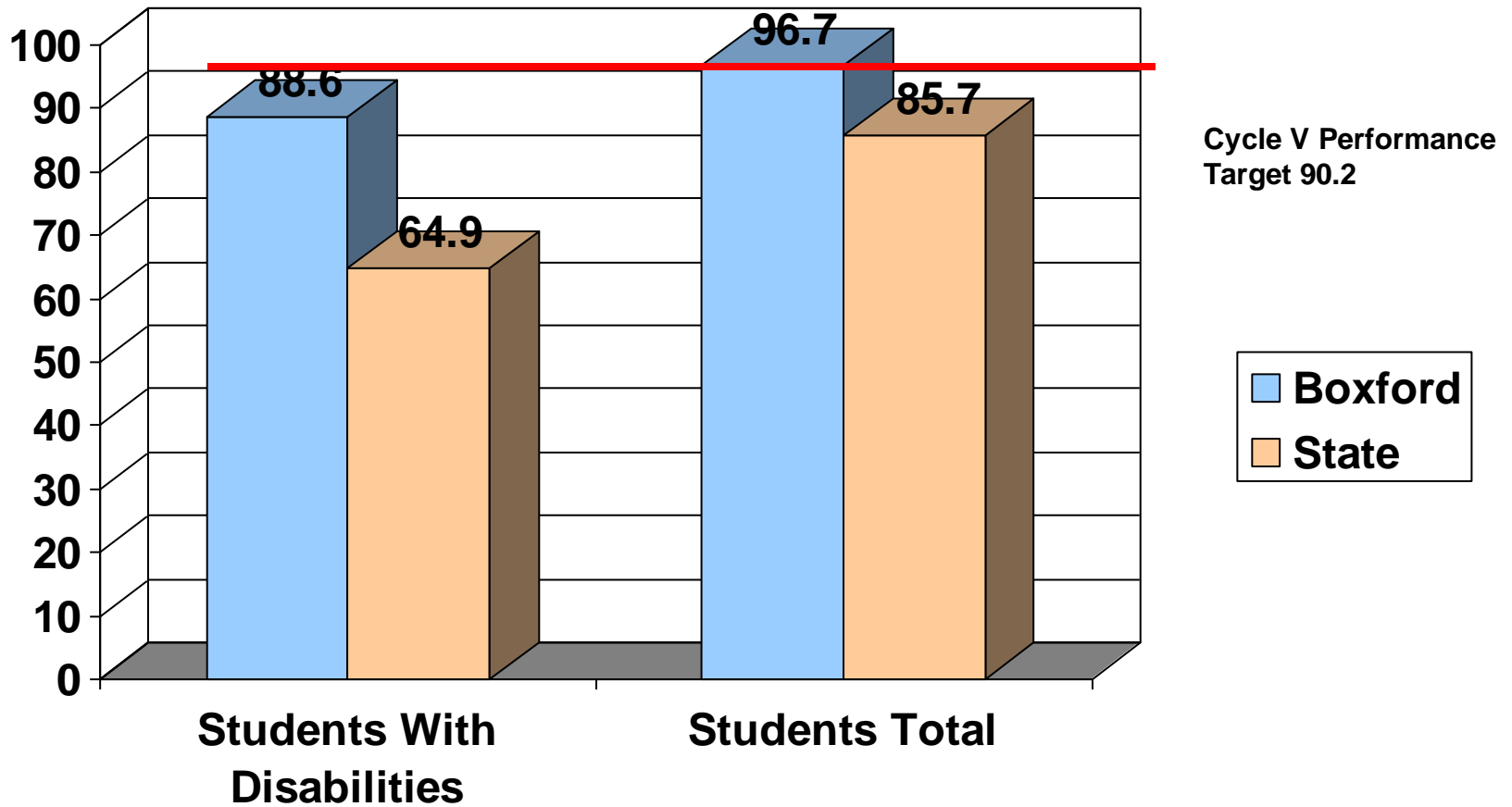
Class of 2016 (Present Grade 6) Performance Level Distribution



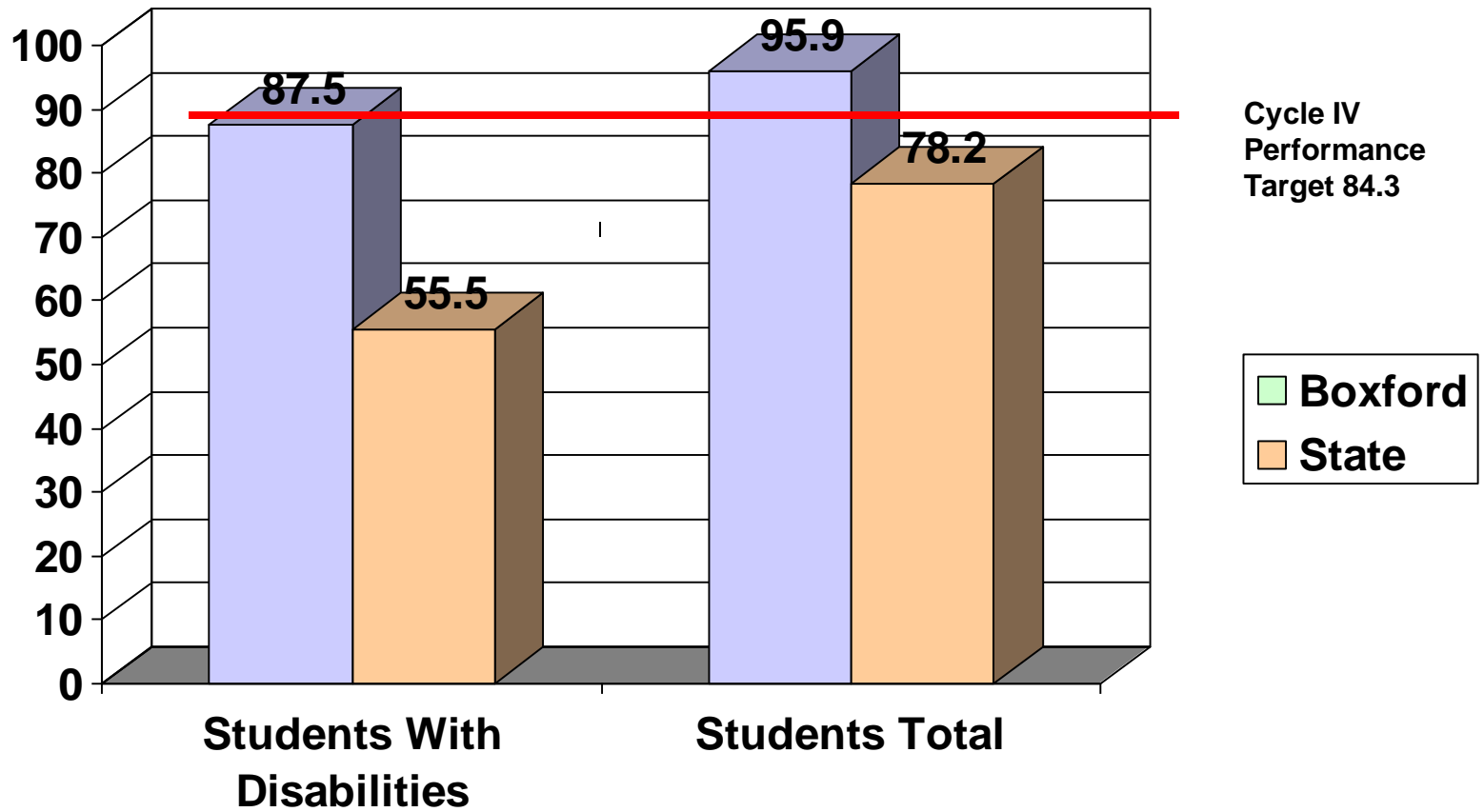
Grade 6 Results 2009

Class of 2015
Current Grade 7

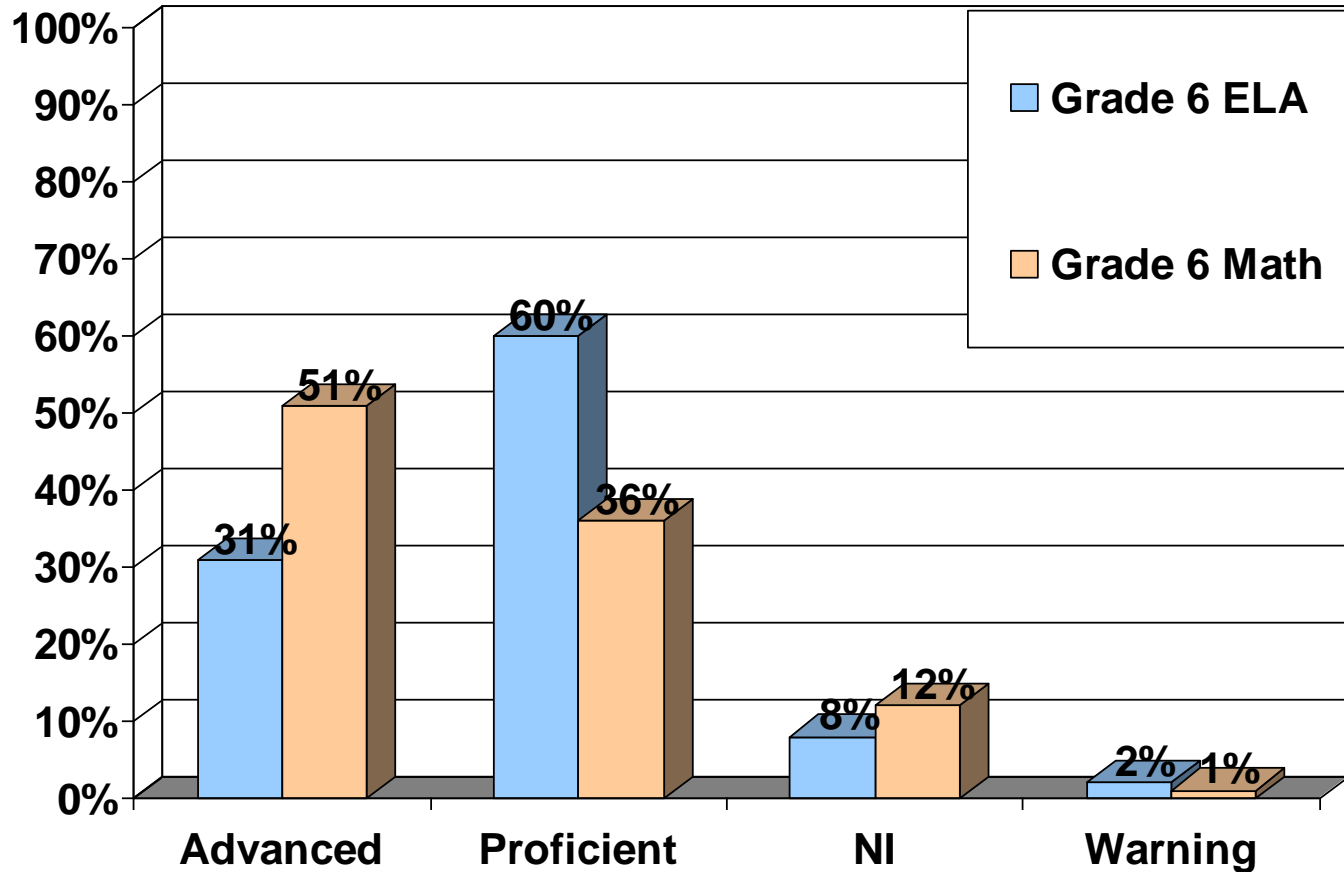
Grade 6 English Language Arts Composite Performance Index 2009



Grade 6 Math Composite Performance Index 2009



Class of 2015 (Present Grade 7) Performance Level Distribution



Where Can I Find Accountability Information When I Need It?

Visit the Department of Elementary and Secondary Education website at www.doe.mass.edu.

- Click on Assessment and Accountability to find explanatory materials about the MA School and District Accountability System
- Go to “School and District Profiles” to find performance data for the state, a district or school.

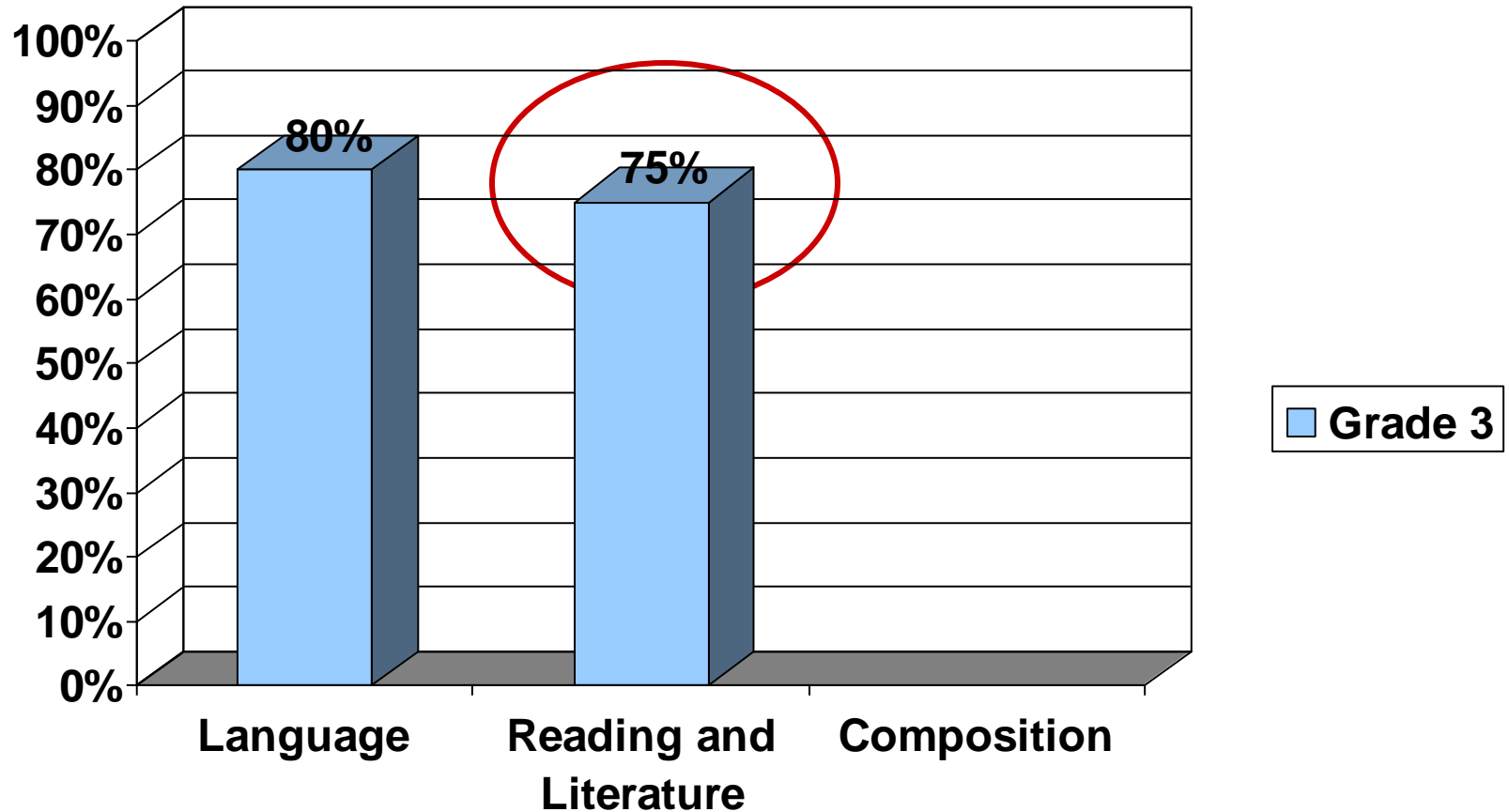
Acknowledgements

- Contributors to this presentation include:
 - Kathryn Nikas, Principal, Cole School
 - Larry Fliegelman, Principal Spofford Pond School
 - Debbie Hale, Director of Curriculum
 - Sharon Lyons, Director of Special Education
 - Beth Yando, Instructional Support Specialist Math
 - Christine Elliott, Instructional Support Specialist ELA
 - Kathy Cyr, Student Services Coordinator, Spofford Pond School
 - Julie Jayne, Early Childhood Coordinator, Cole School

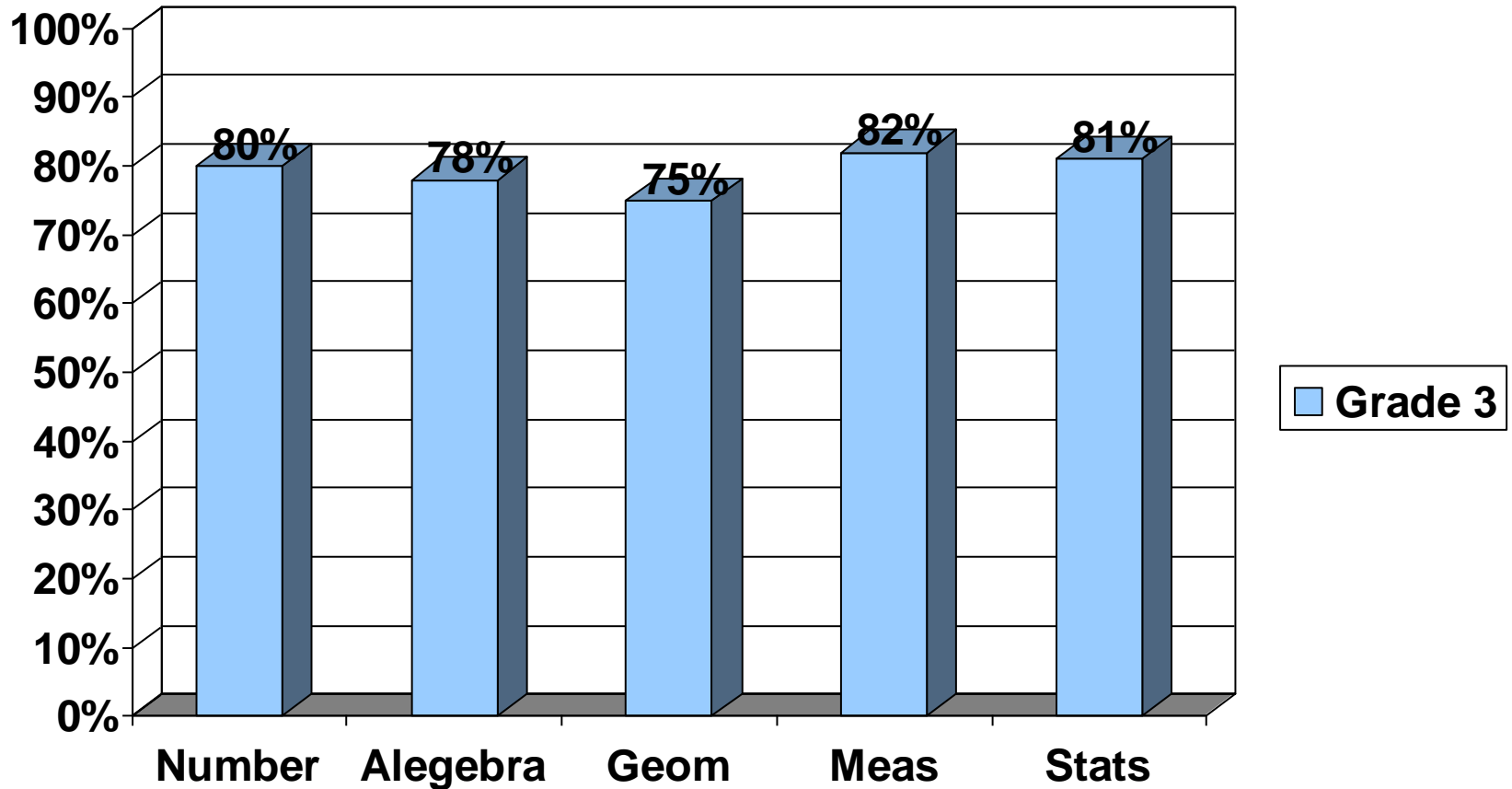
**HISTORICAL
BACKGROUND
INFORMATION**

FOR REFERENCE PURPOSES

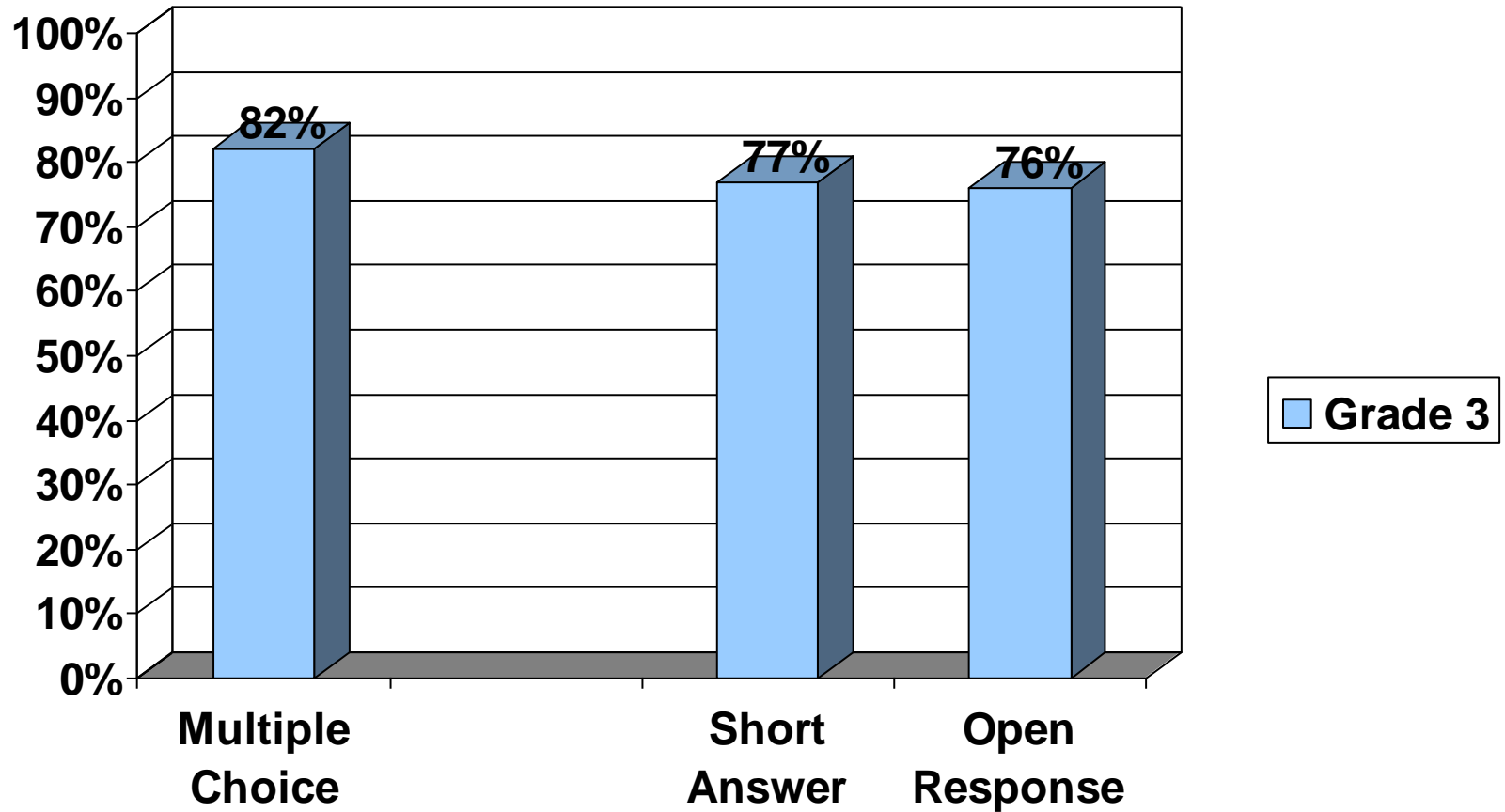
Class of 2011 (Present Grade 4) Percentage of Available Points Earned English Language Arts Content



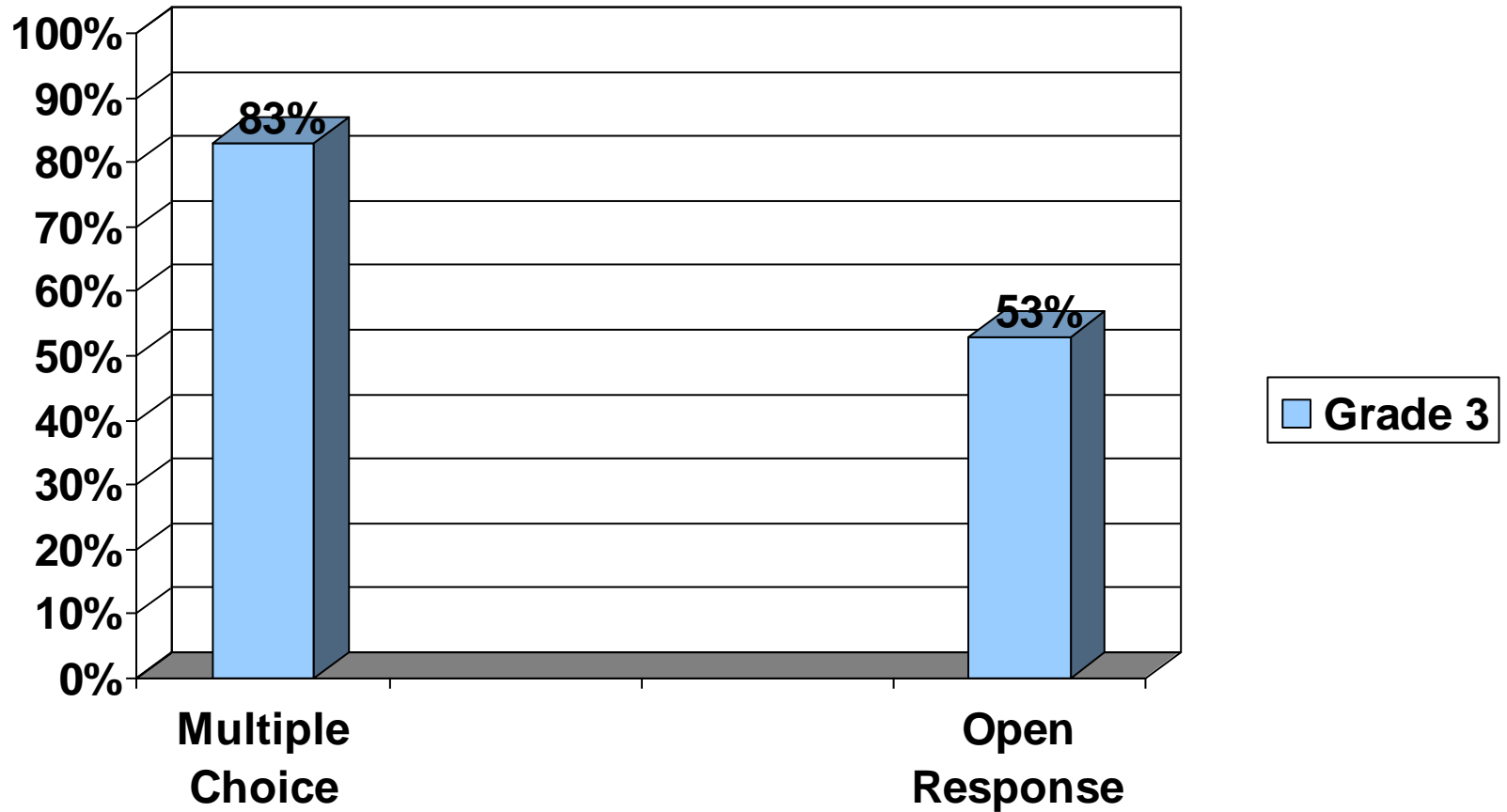
Class of 2011 (Present Grade 4) Percentage of Available Points Earned Math Content



Class of 2011 (Present Grade 4) Percentage of Available Points Earned By Type of Question in Mathematics



Class of 2011 (Present Grade 4) Percentage of Available Points Earned By Type of Question in English Language Arts

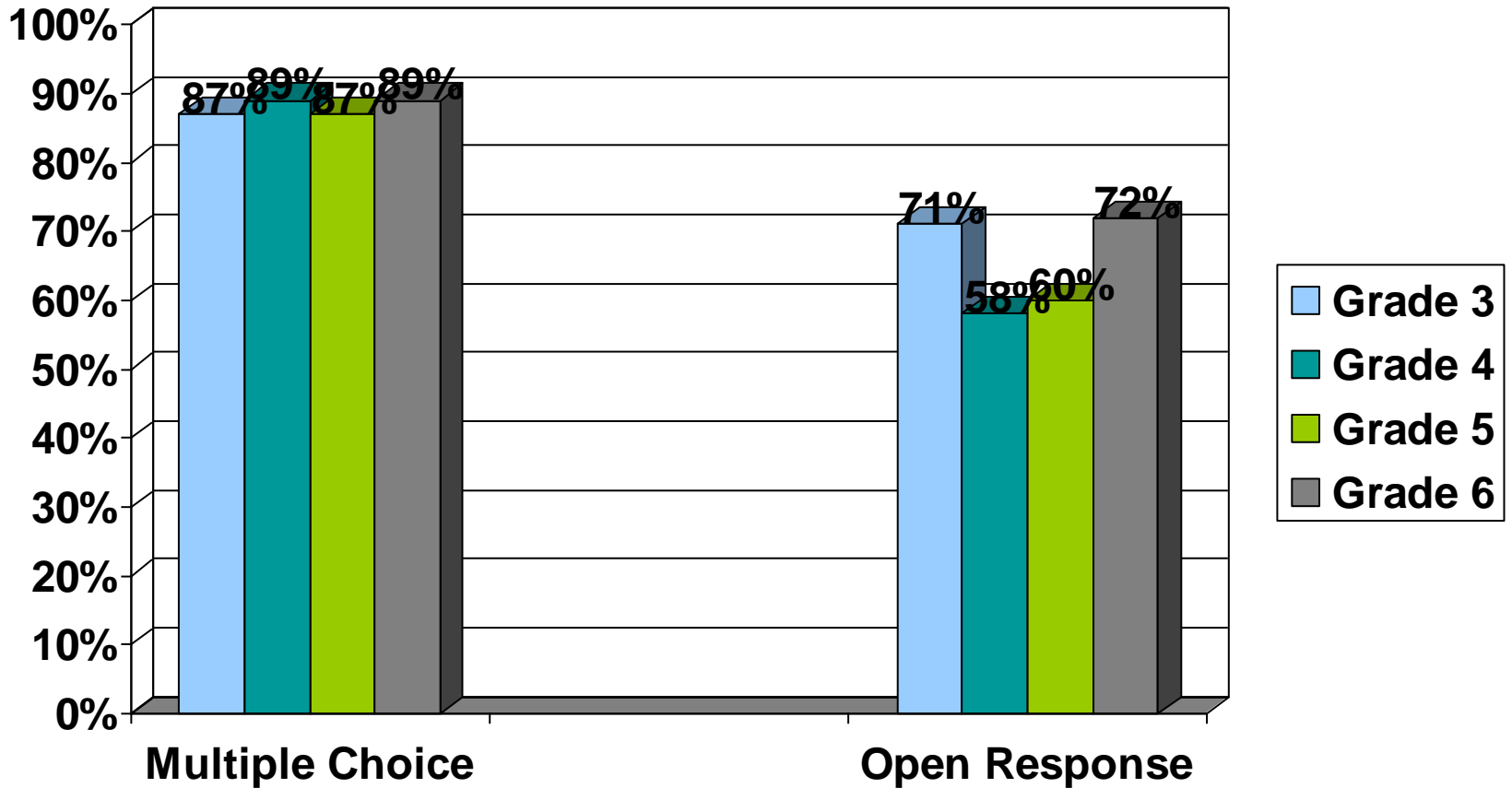


MCAS Performance 2005- 2009

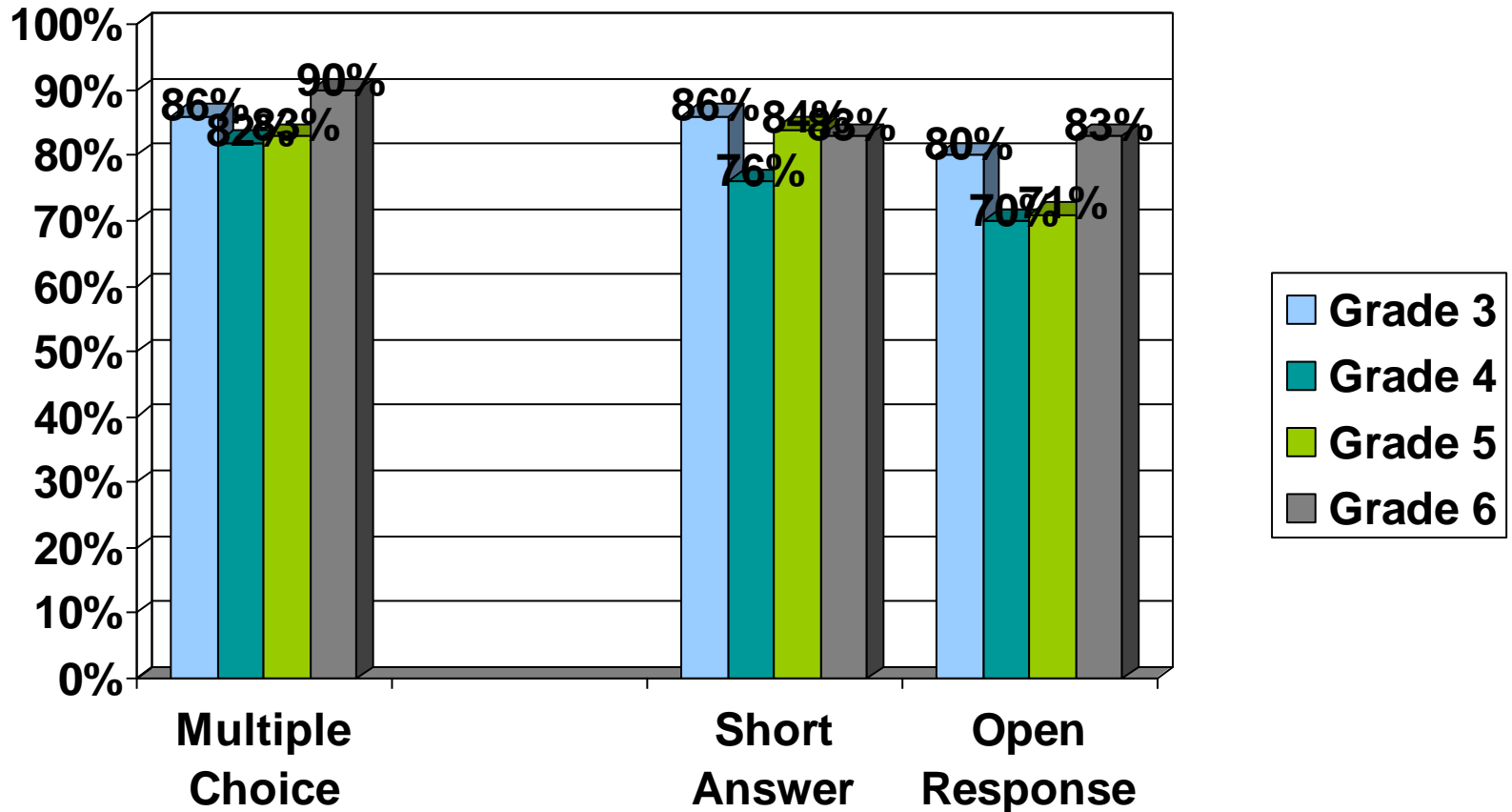
Percentage of students performing at the Advanced Level in each area tested

Test	2005	2006	2007	2008	2009
Grade 3 ELA		26%		17%	10%
Grade 3 Math		7%		36%	21%
Grade 4 ELA	9%	6%	24%	24%	20%
Grade 4 Math	32%	28%	29%	29%	20%
Grade 5 ELA		27%	32%	37%	23%
Math		31%	37%	41%	36%
Science	25%	37%	40%	31%	28%
Grade 6 Math	40%	29%	43%	39%	51%
ELA		22%	26%	34%	31%

Class of 2009 (Present Grade 7) Percentage of Available Points Earned By Type of Question in English Language Arts



Class of 2009 (Present Grade 7) Percentage of Available Points Earned By Type of Question in Math



MCAS Grade 4 Areas English Language Arts

Average performance of students on the Writing Prompt by focusing on Topic Development

Year	Percentage of Points Earned	Change
2003	62%	+1%
2004	58%	-4%
2005	71%	+13%
2006	72%	+1%
2007	76%	+4%
2008	75%	-1%
2009	58%	-17%

MCAS Grade 4 Mathematics Percentage of Available Points Earned

Area	2005	2006	2007	2008	2009
Number Sense Operations	77%	79%	75%	76%	80%
Patterns, Relations and Algebra	78%	77%	77%	83%	77%
Geometry	73%	63%	81%	75%	85%
Measurement Statistics and Probability	67% 80%	67% 78%	77% 77%	75% 76%	78% 81%

MCAS Grade 5 Mathematics Percent of Available Points Earned

Standard	2006	2007	2008	2009
Number Sense	74%	75%	78%	80%
Patterns, Relations and Algebra	84%	82%	80%	85%
Geometry	68%	73%	85%	76%
Measurement	75%	71%	71%	66%
Statistics and Probability	75%	83%	80%	87%

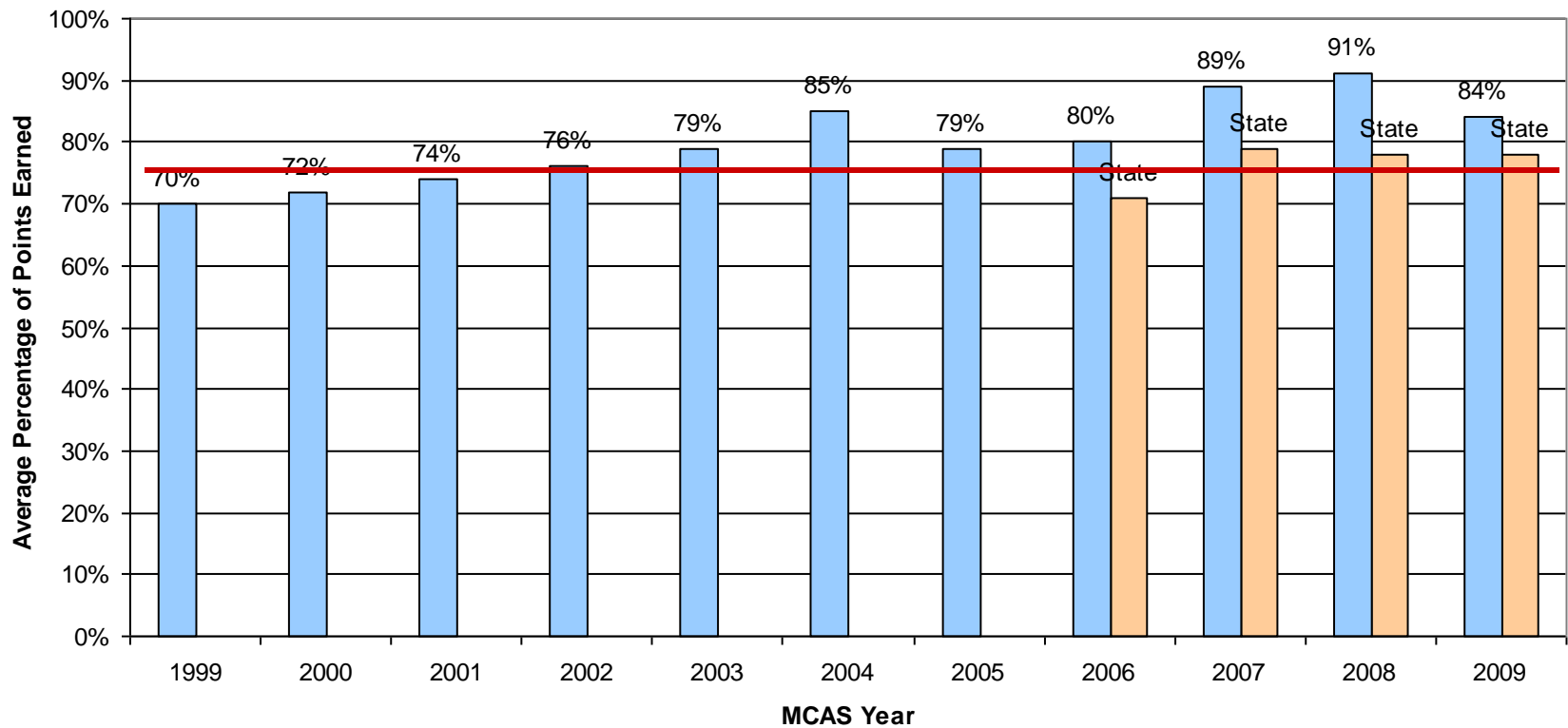
MCAS Grade 5 Science and Technology Percent of Available Points Earned

	2005	2006	2007	2008	2009
Earth and Space Science	75%	70%	73%	70%	68%
Life Science	80%	70%	73%	78%	76%
Physical Science	77%	72%	76%	81%	77%
Technology/Engineering	82%	82%	76%	79%	71%

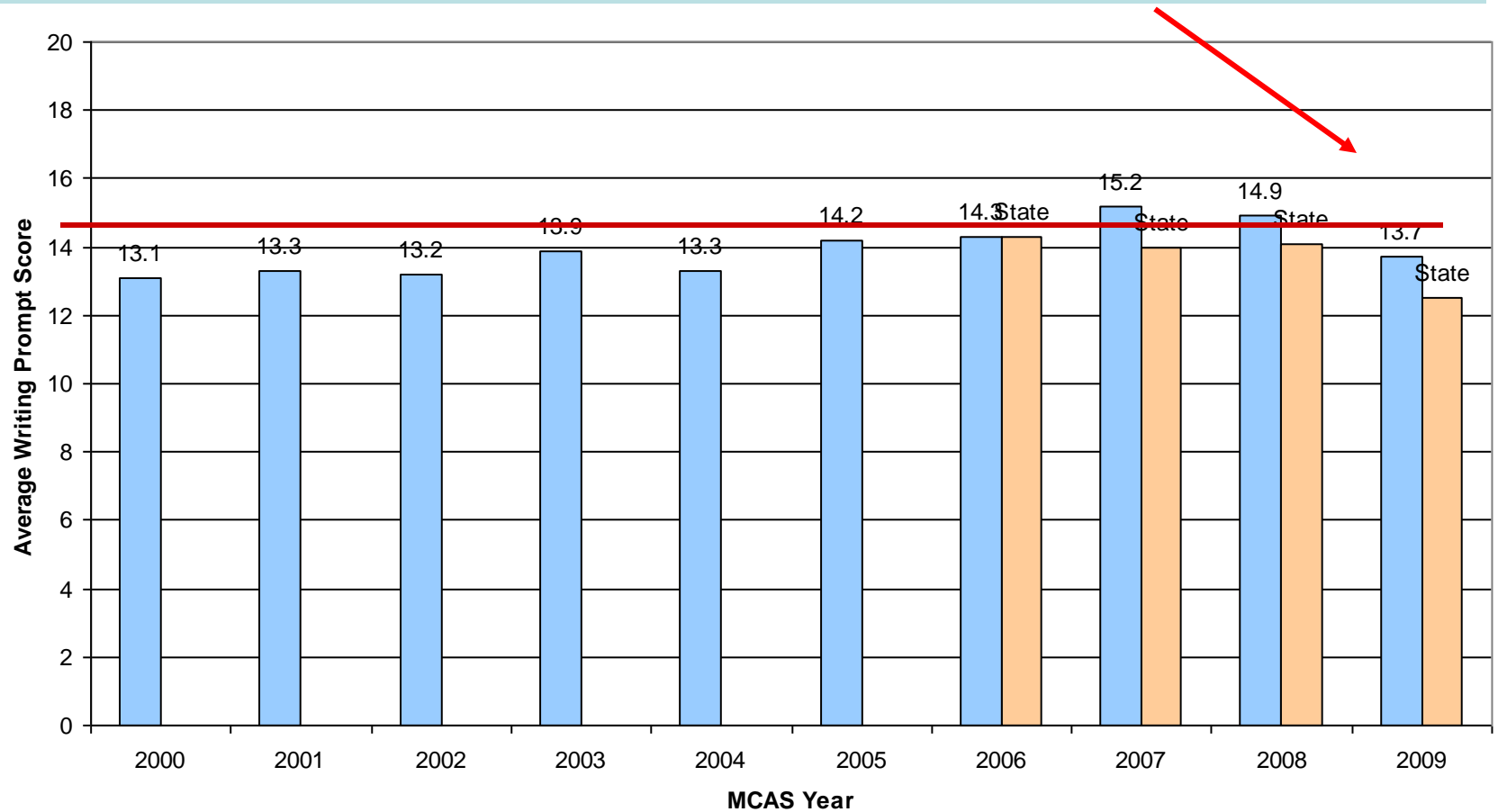
MCAS Grade 6 Areas Targeted for Improvement in Mathematics

	2004	2005	2006	2007	2008	2009
Number Sense	75%	83%	81%	80%	83%	86%
Algebra	79%	86%	89%	91%	87%	90%
Statistics	75%	78%	75%	63%	84%	89%
Geometry	80%	72%	61%	75%	83%	81%
Measurement	72%	75%	66%	88%	75%	84%

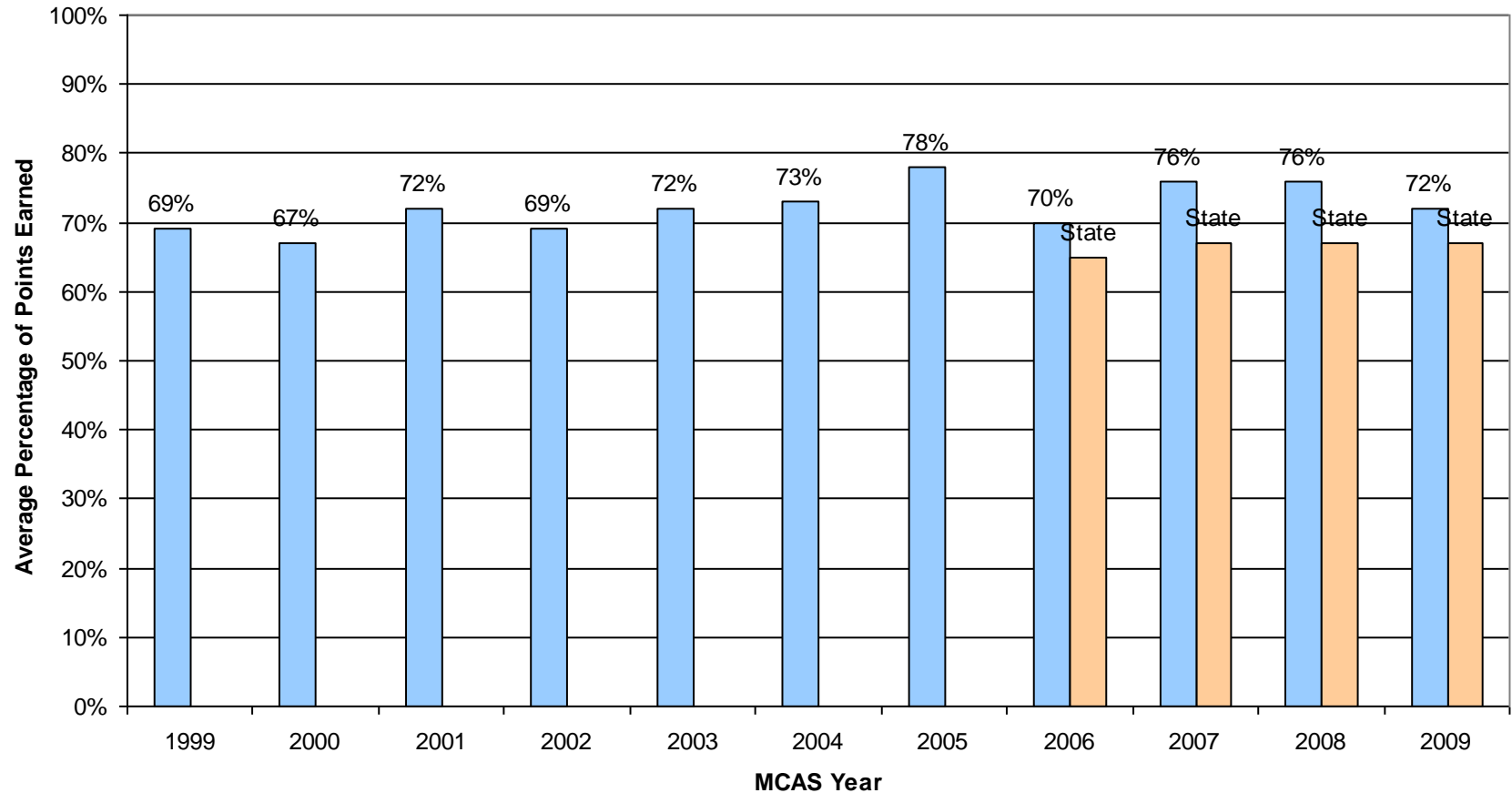
Grade 4 ELA: History of the % of Possible Points Earned in Language



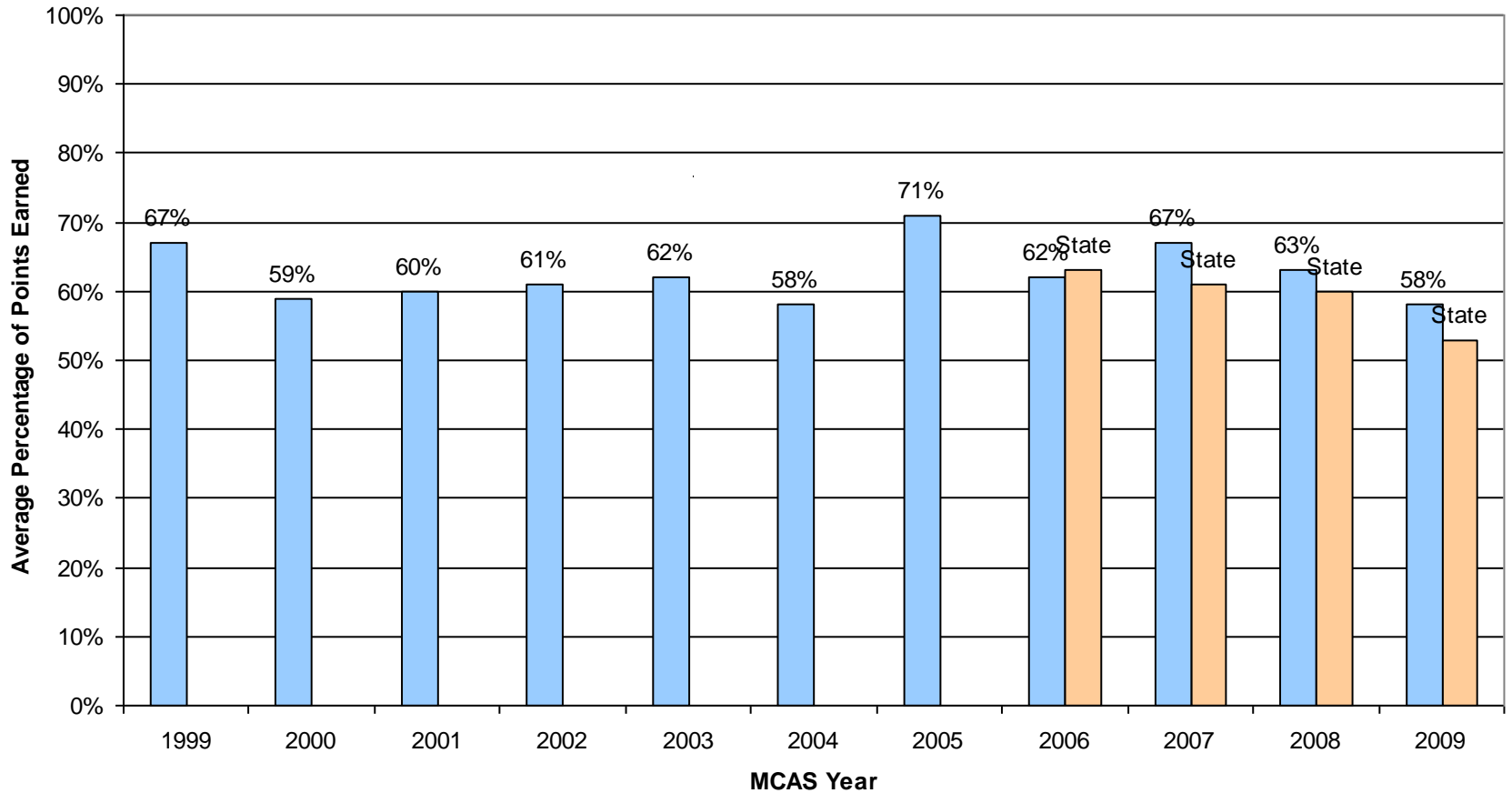
Grade 4 ELA: Average Score on the Writing Prompt



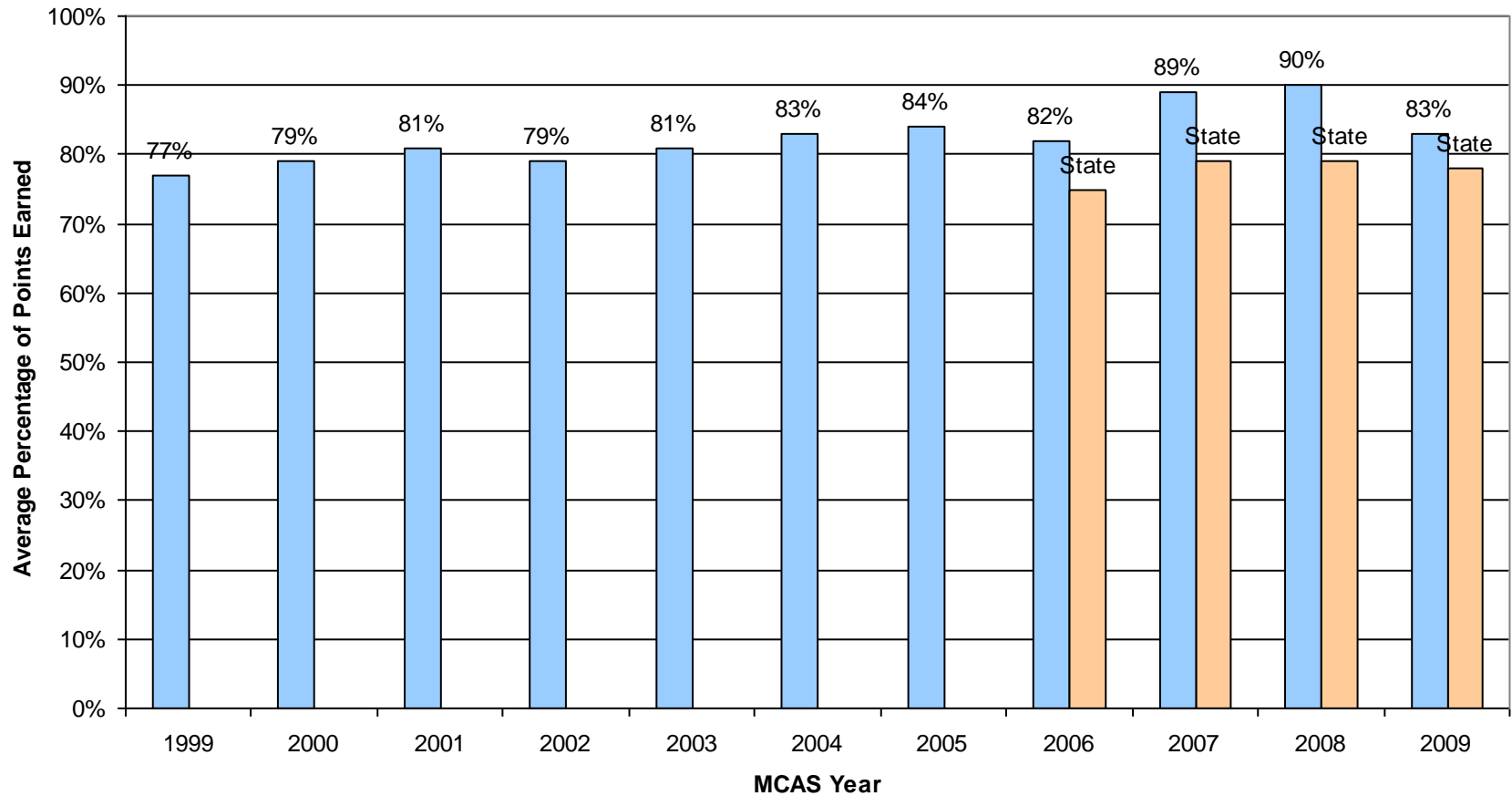
Grade 4 ELA: Percentage of Possible Points Earned in Reading and Literature



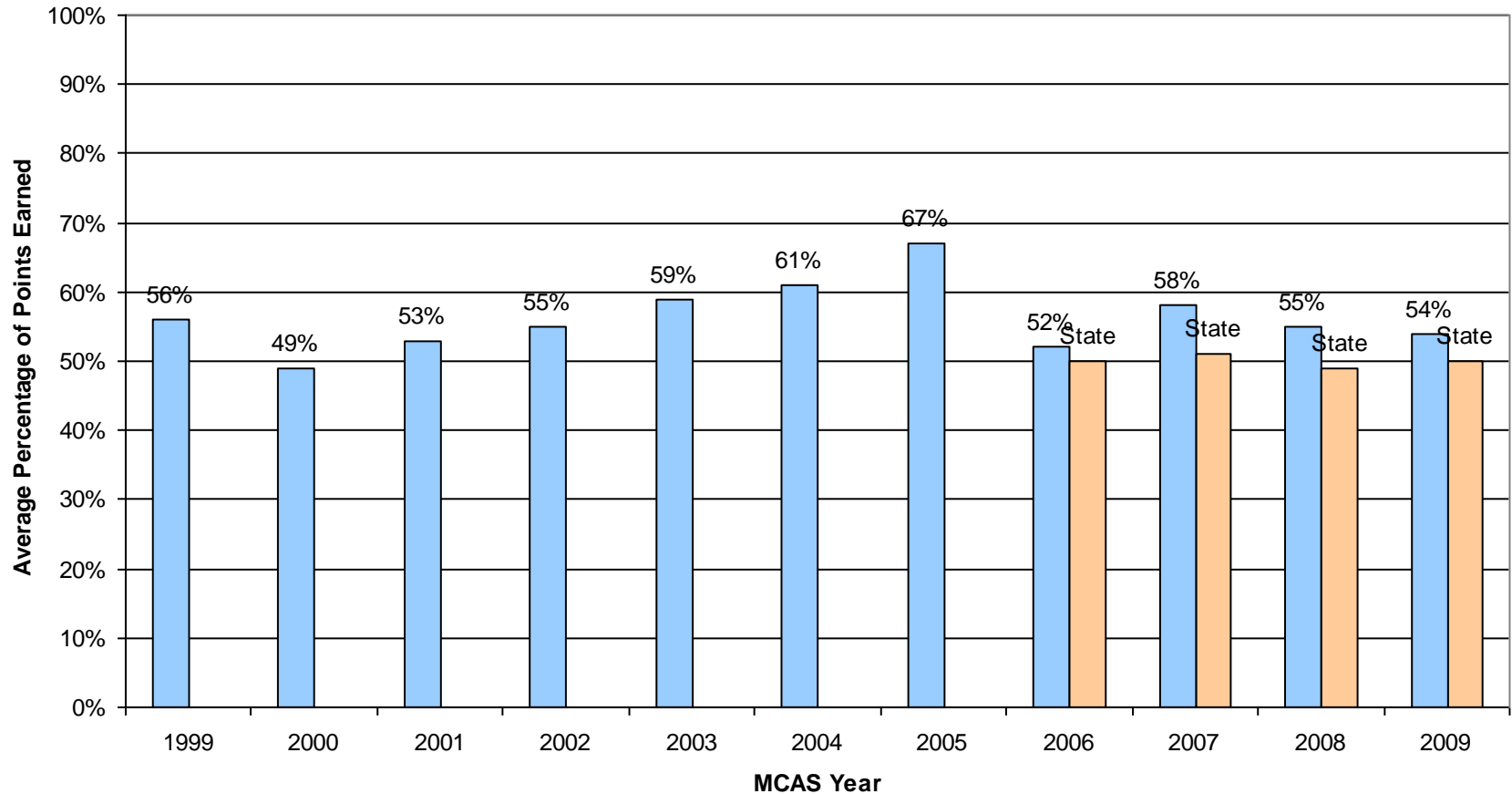
Grade 4 English Language Arts: Percentage of Possible Points Earned in Composition Topic Development



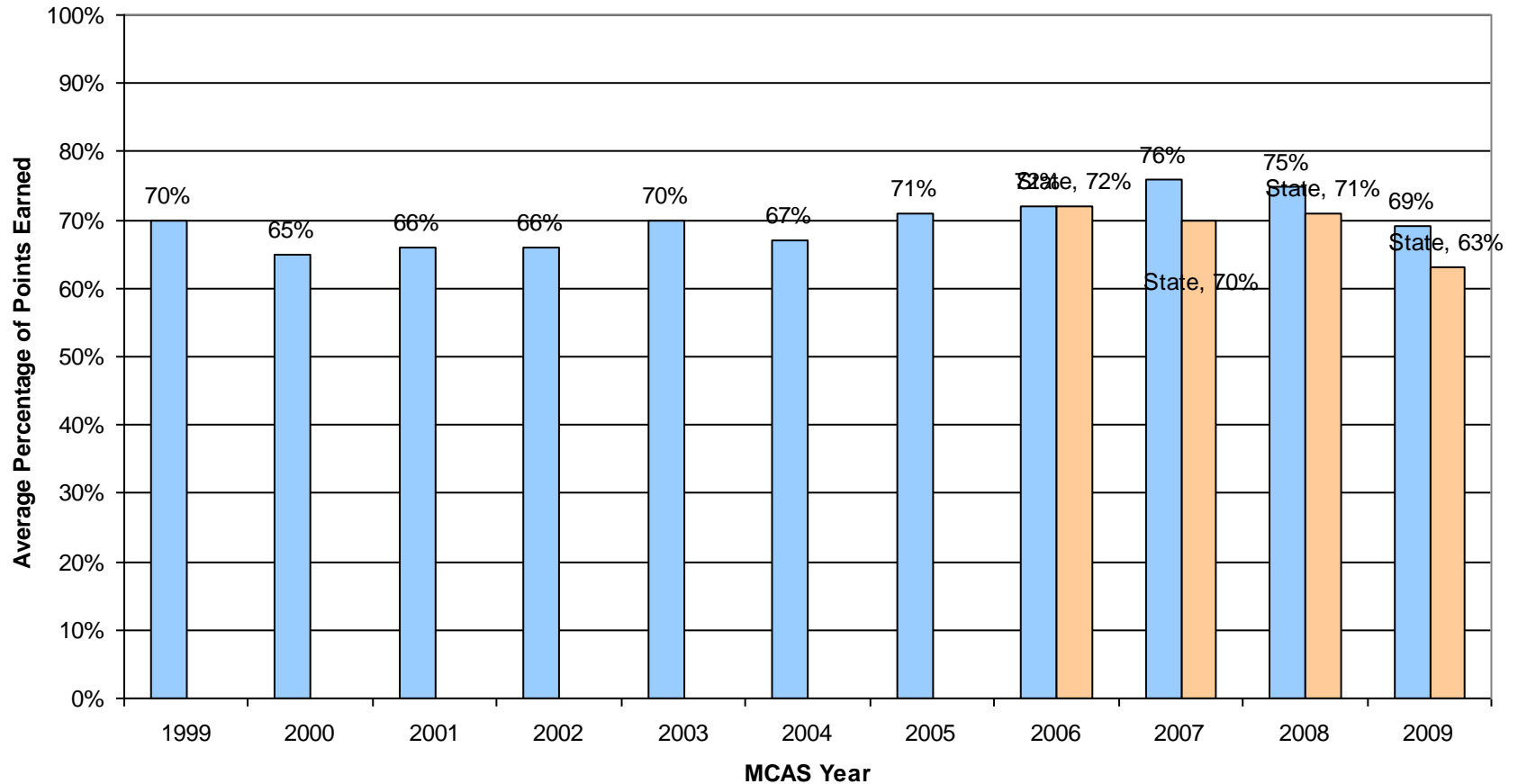
Grade 4 English Language Arts: Percentage of Possible Points Earned in Multiple Choice Questions



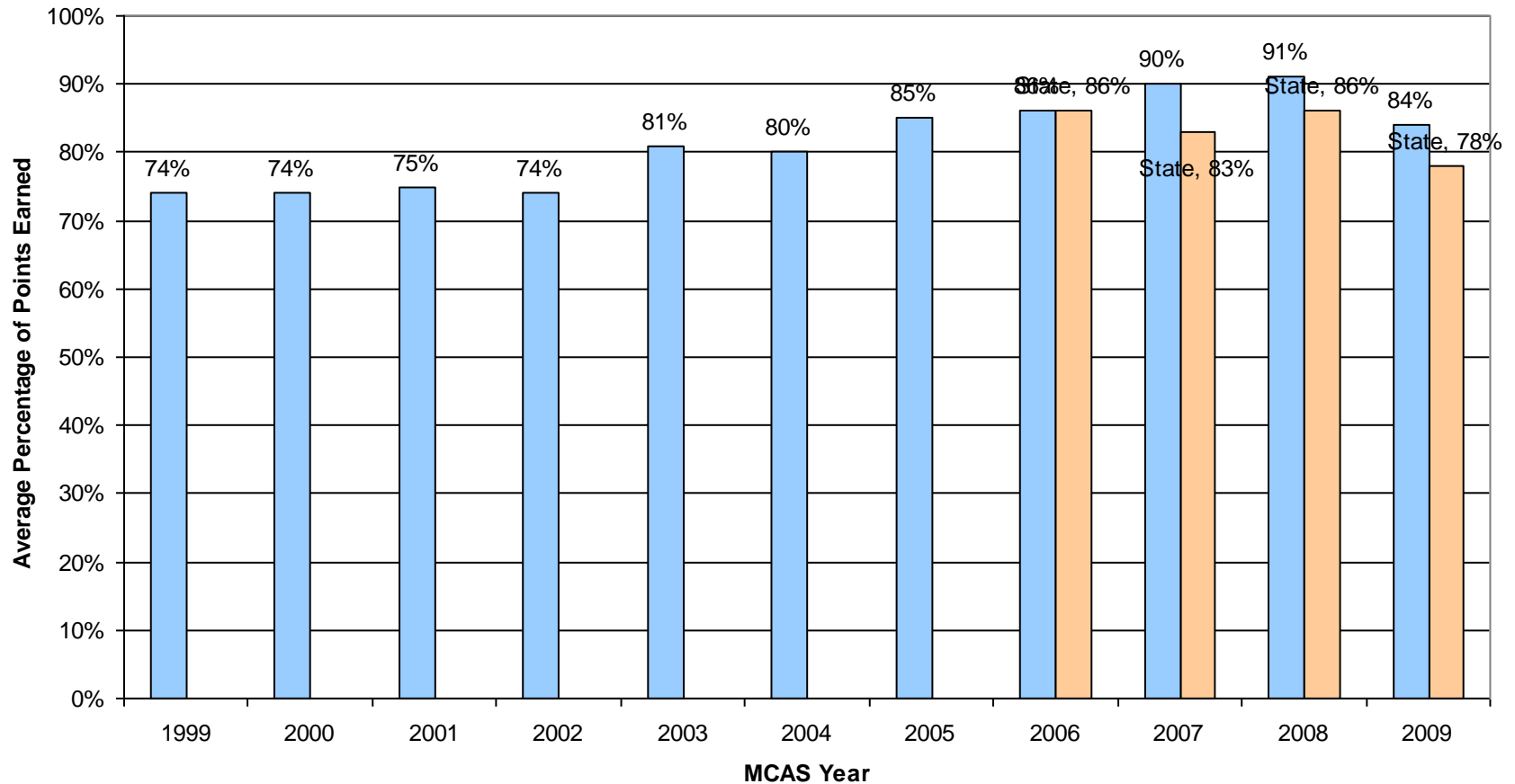
Grade 4 English Language Arts: Percentage of Possible Points Earned in Open Response Questions



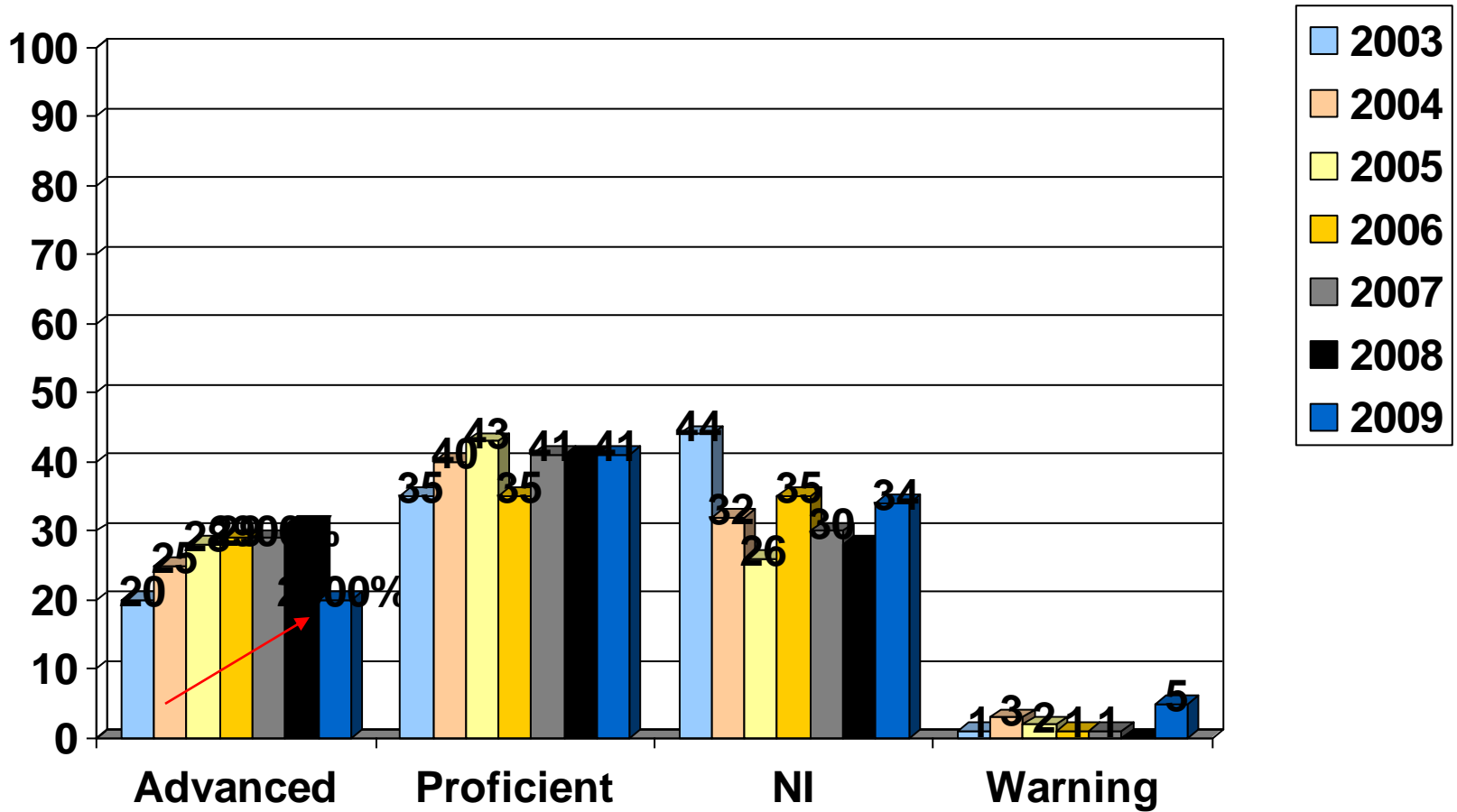
Grade 4 ELA: Percentage of Possible Points Earned on the Writing Prompt



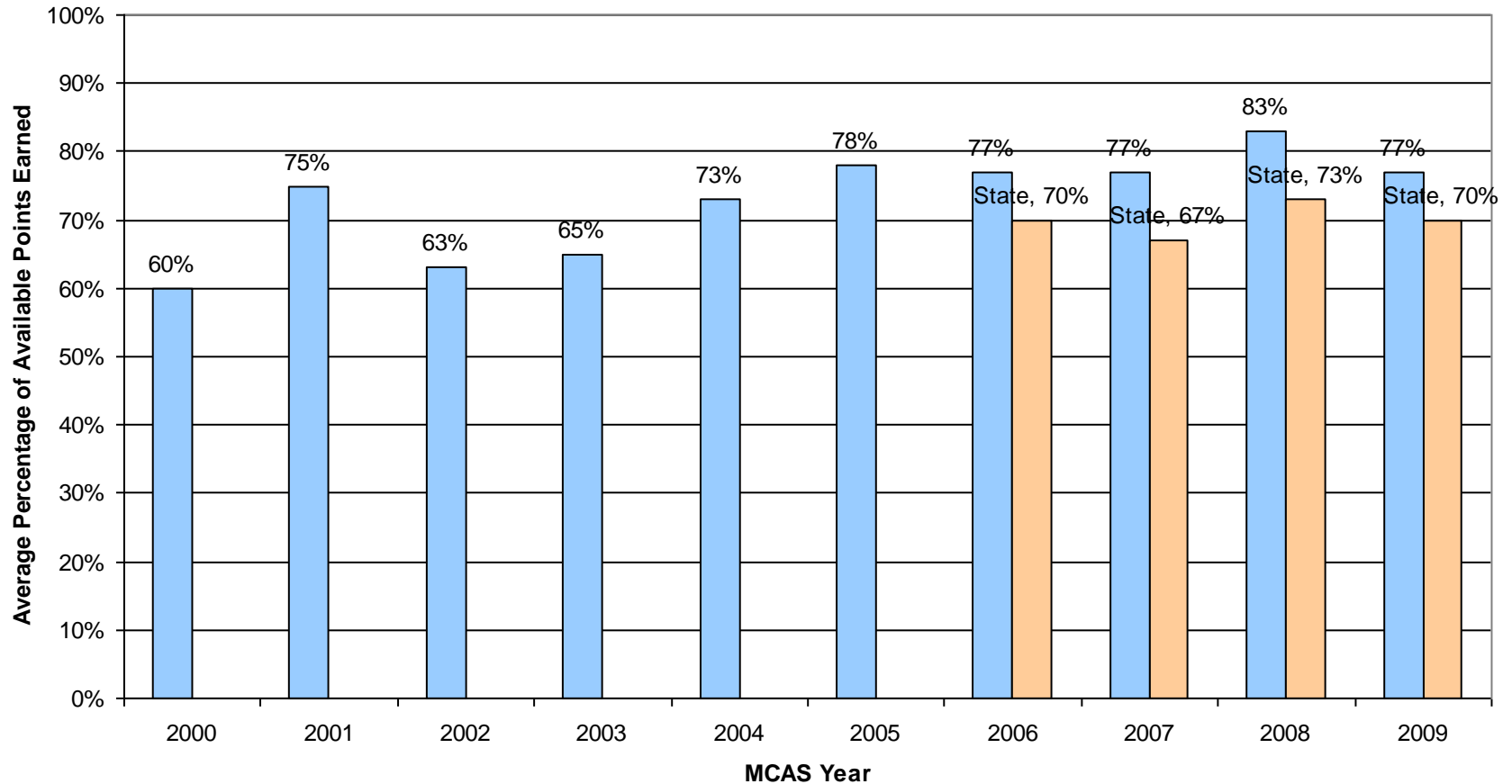
Grade 4 English Language Arts: Percentage of Possible Points Earned in Composition: English Conventions



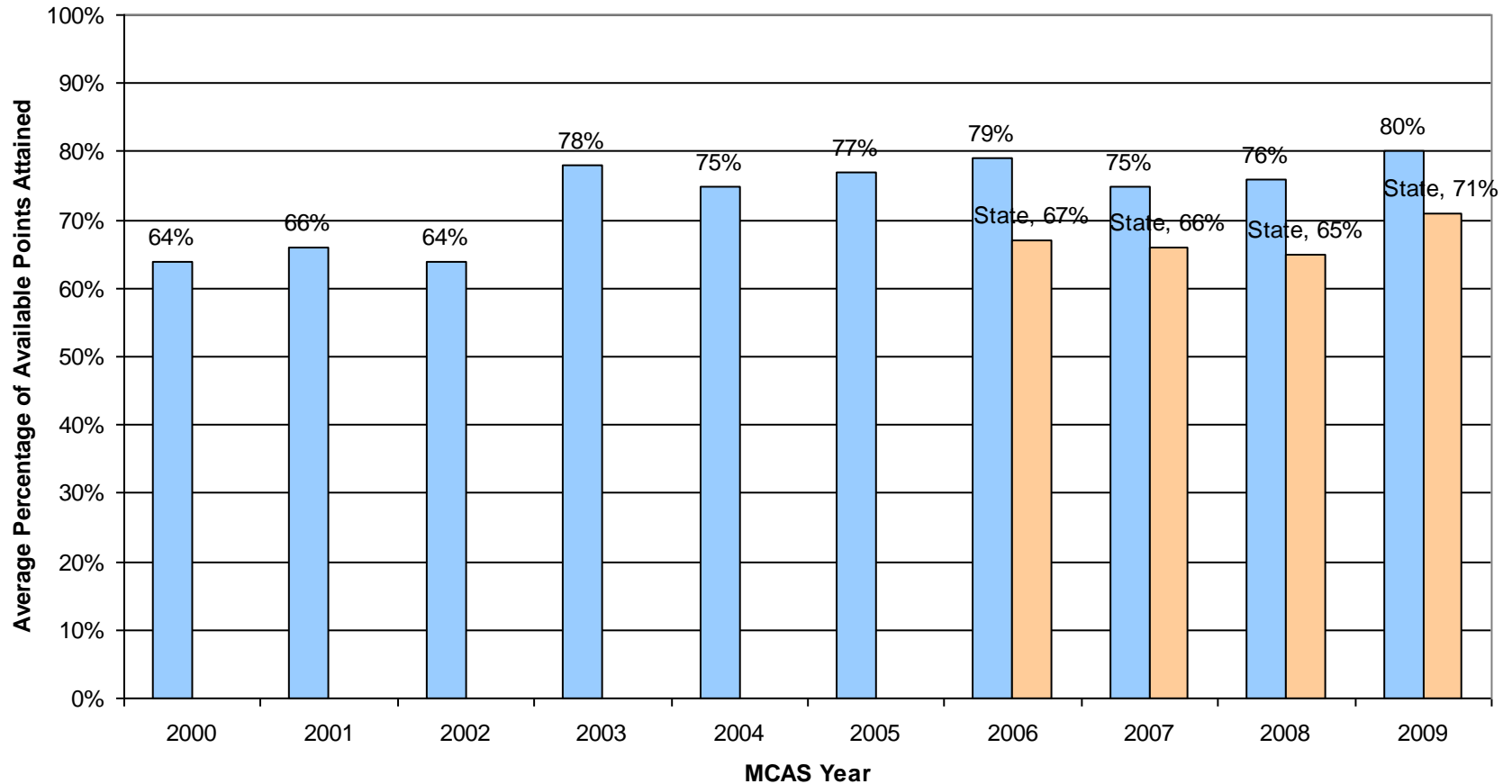
Boxford Grade 4 Mathematics Performance Level Results 2003-2009



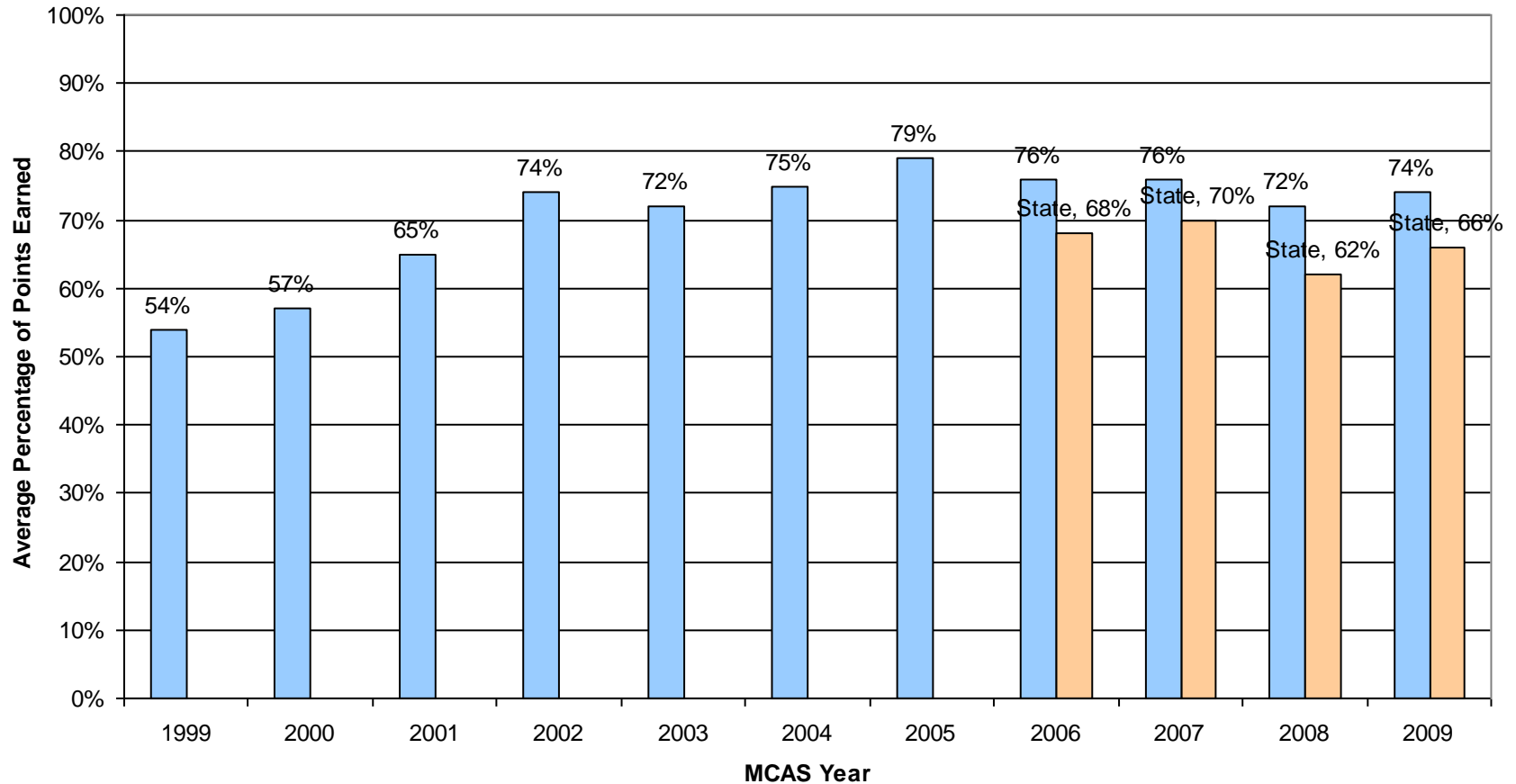
Grade 4 Math: Percentage of Possible Points Earned in Patterns, Relations, and Algebra



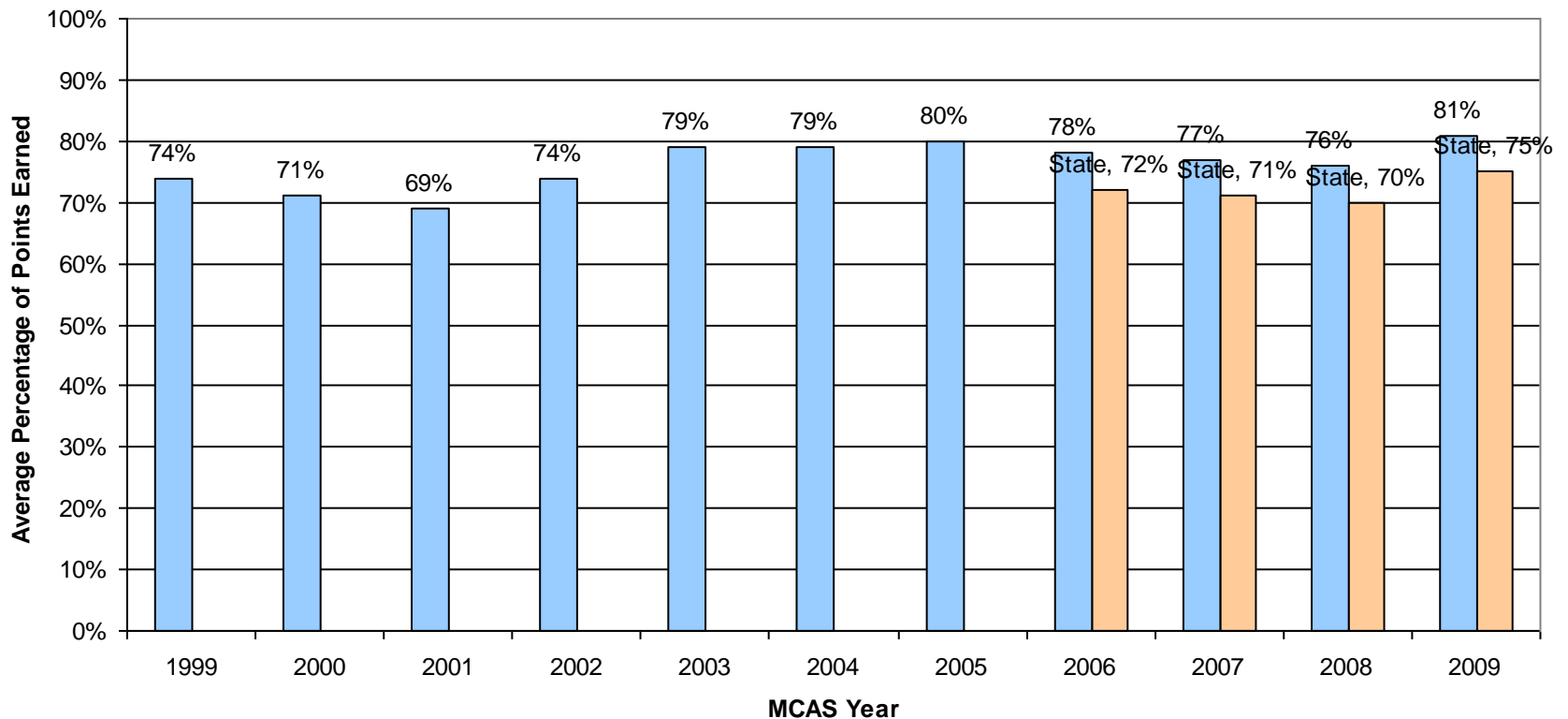
Grade 4 Math: Percentage of Possible Points Earned in Number Sense and Operations



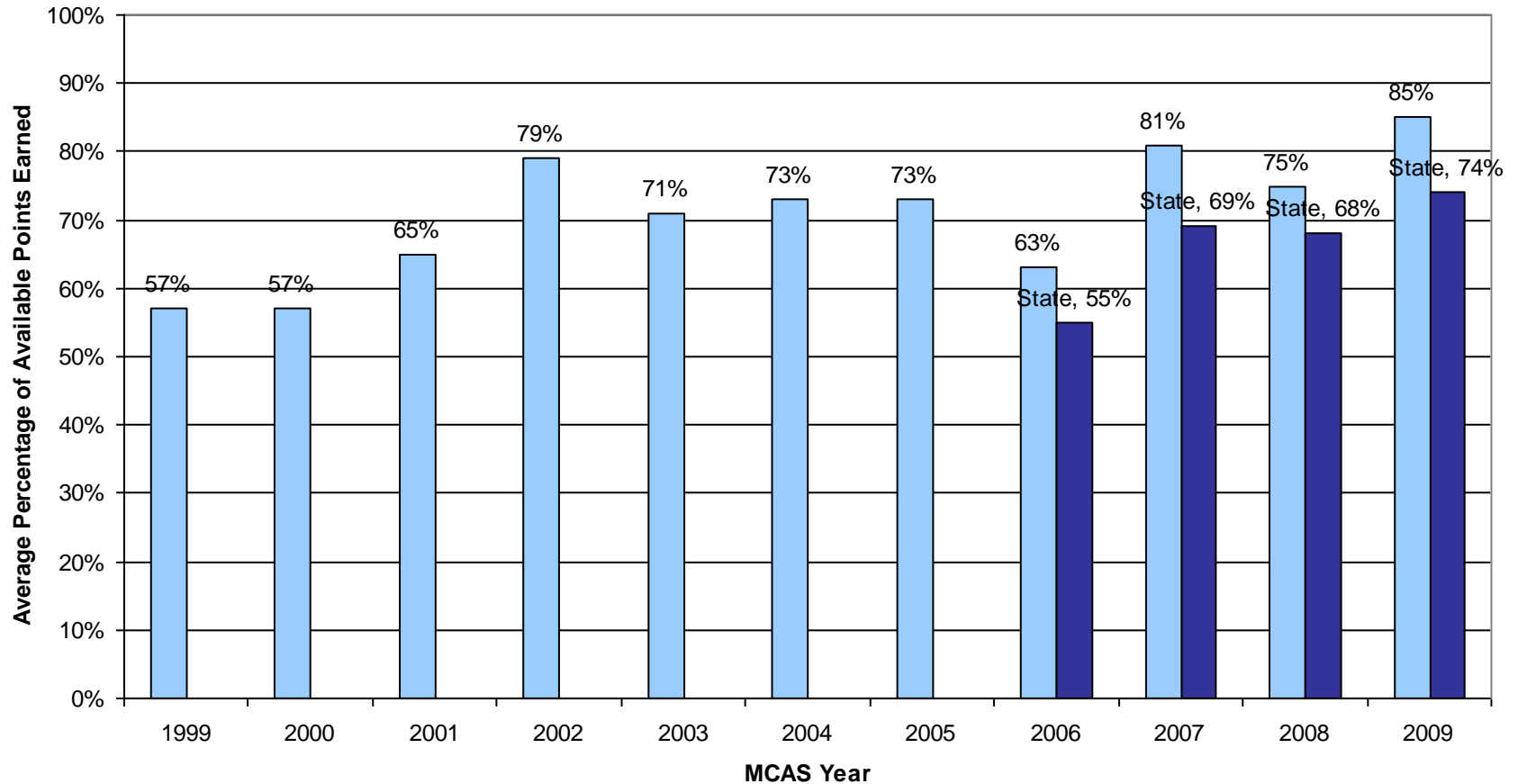
Grade 4 Math: Percentage of Possible Points Earned on Short Answer Questions



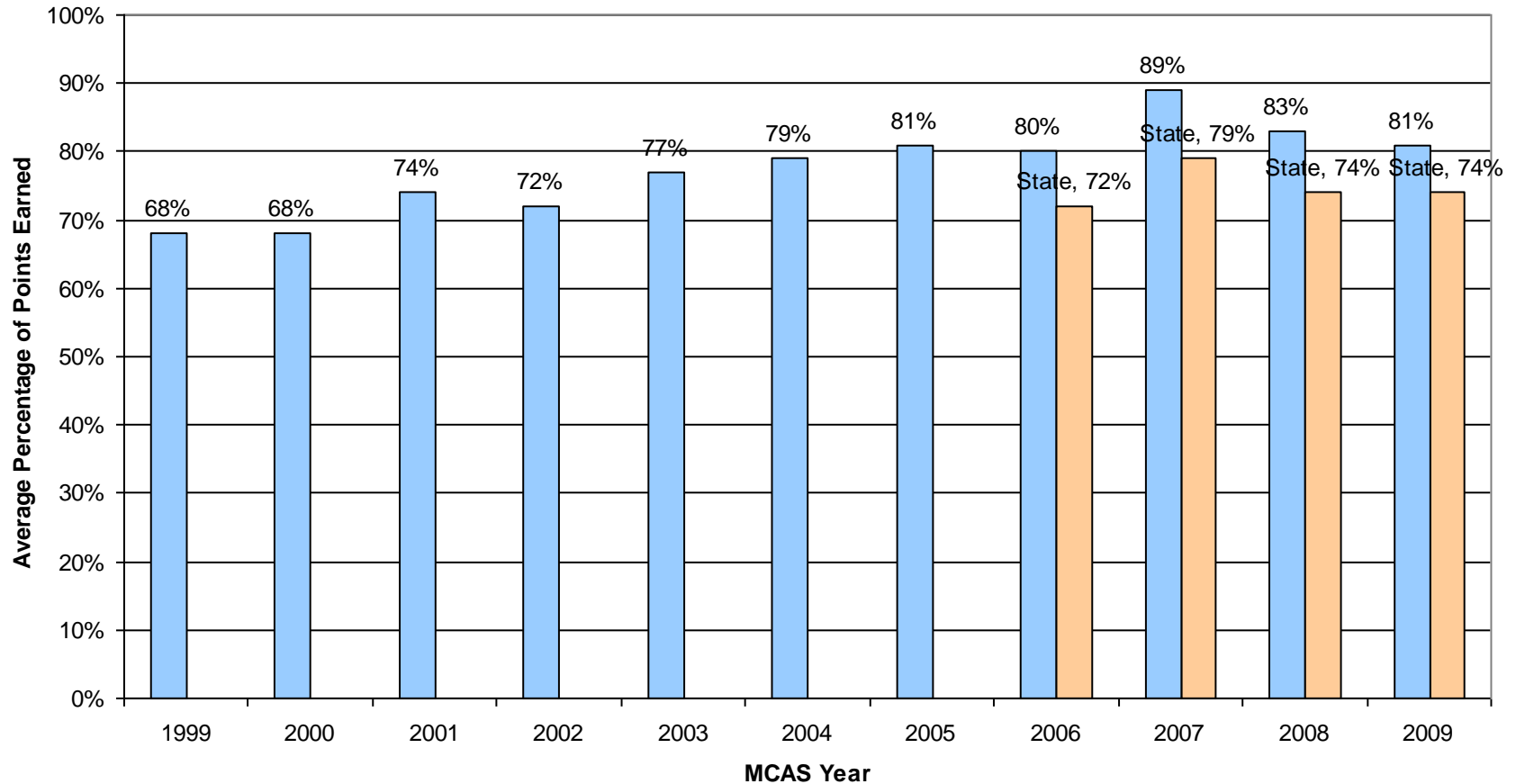
Grade 4 Math: Percentage of Possible Points Earned in Statistics and Probability



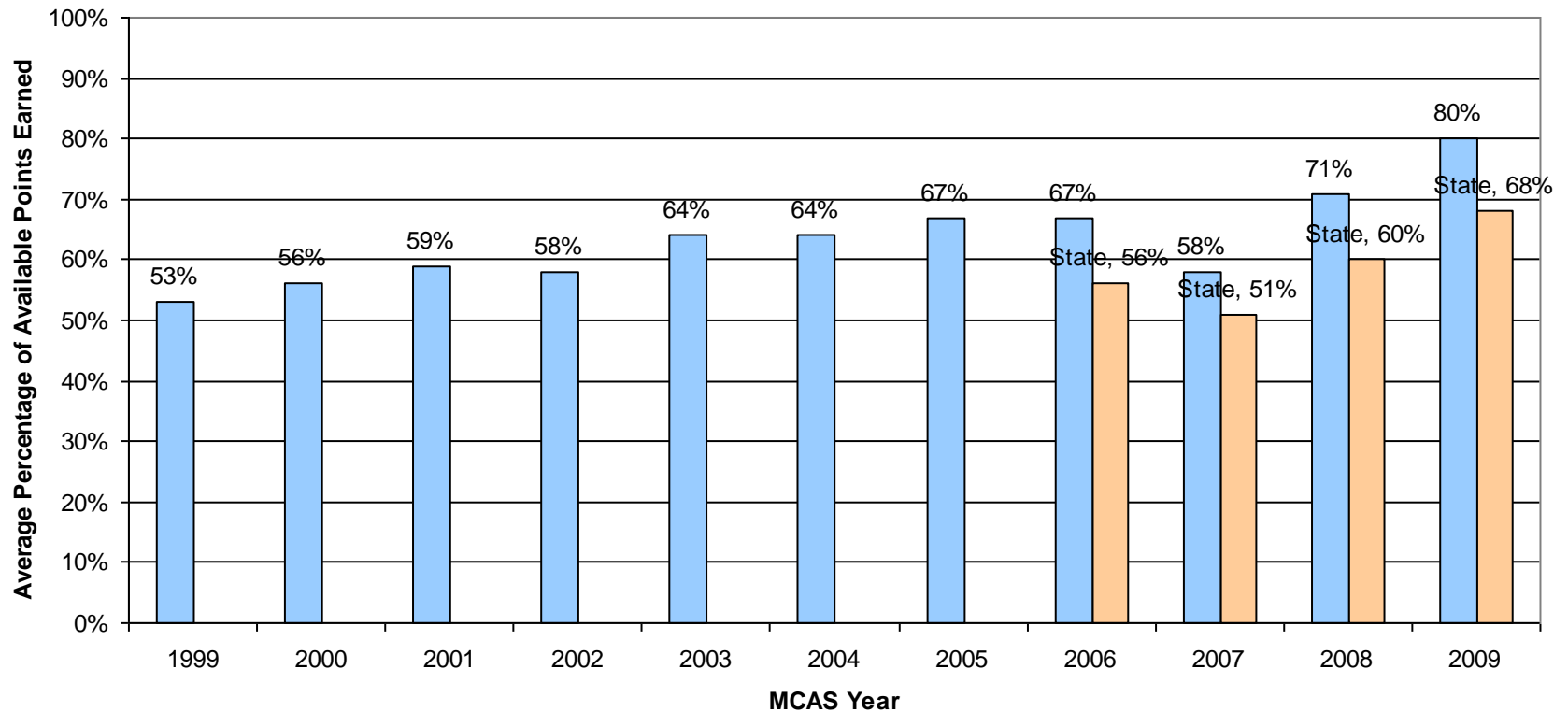
Grade 4 Math: Percentage of Possible Points Earned in Geometry



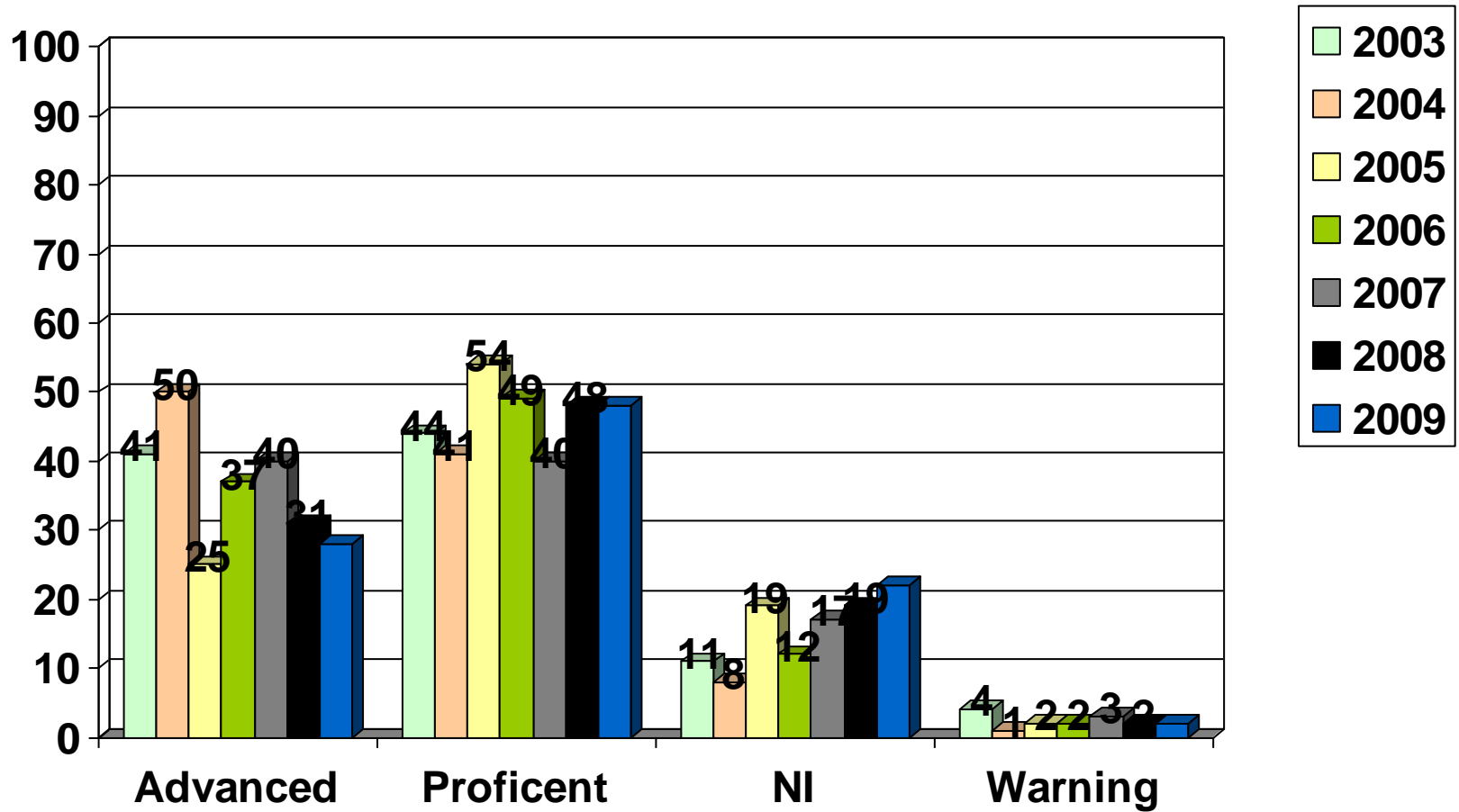
Grade 4 Math: Percentage of Possible Points Earned on Multiple Choice Questions



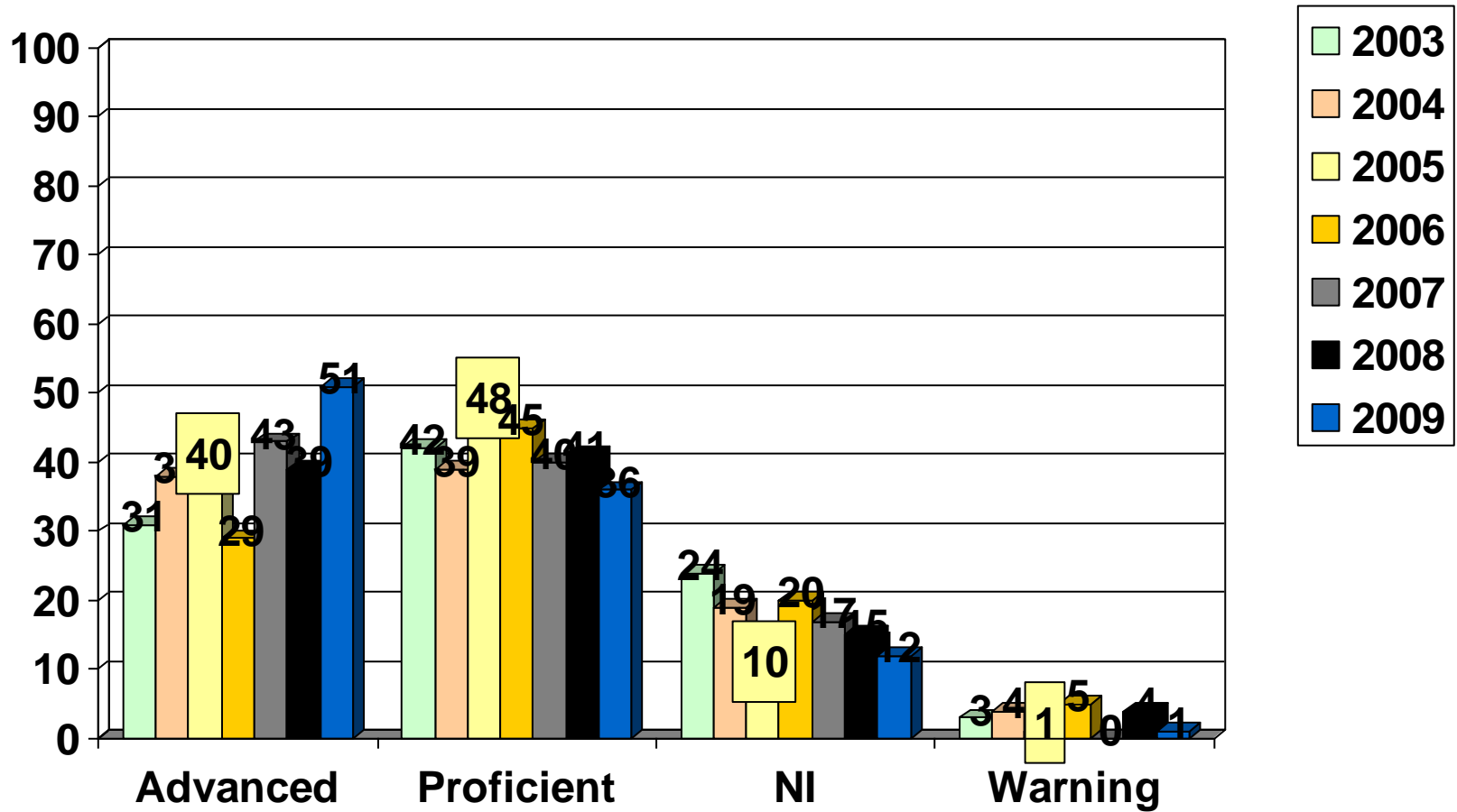
Grade 4 Math: Percentage of Possible Points Earned on Open Response Questions



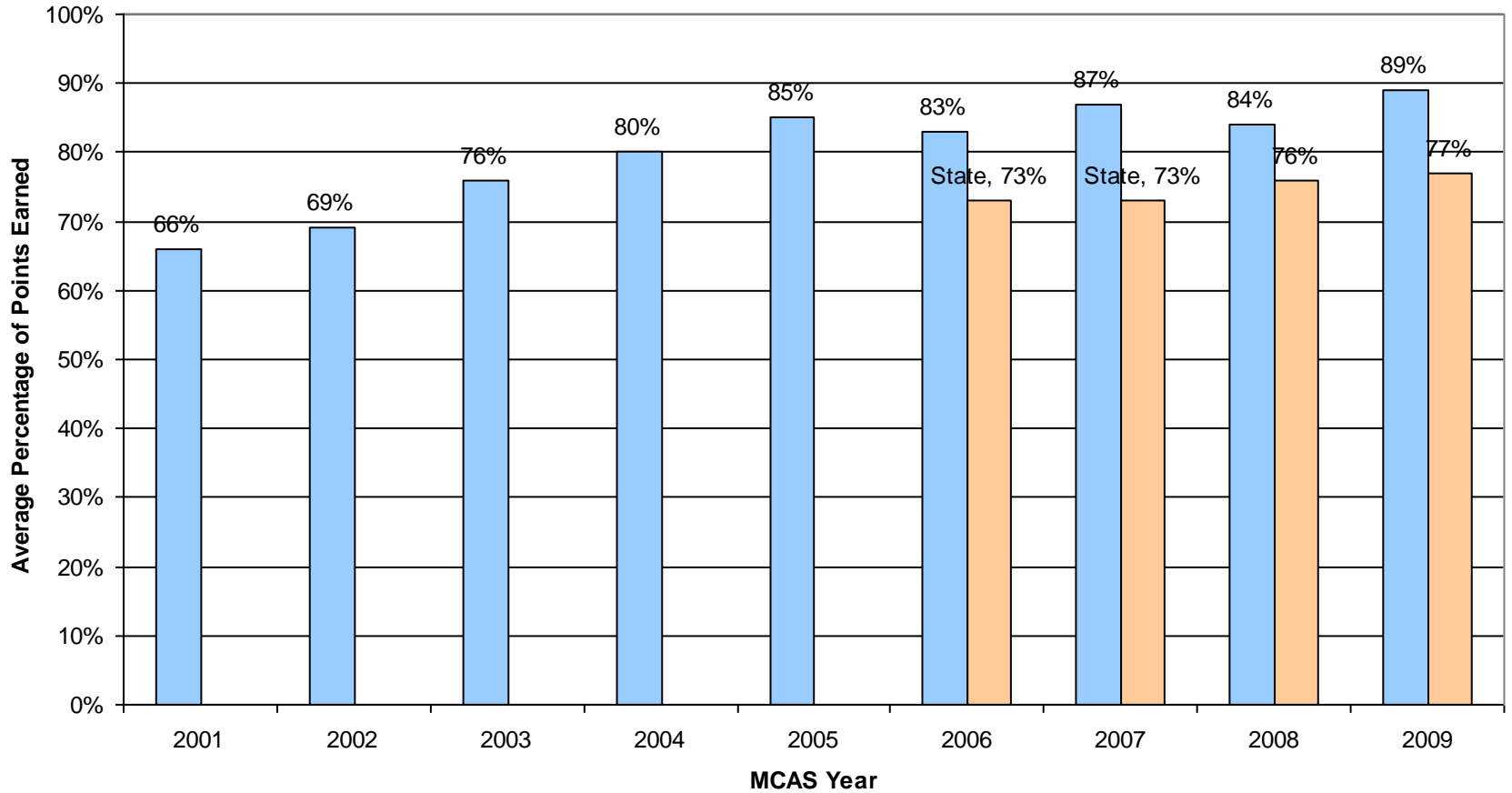
Boxford Grade 5 Science and Technology Performance Level Results 2003-2009



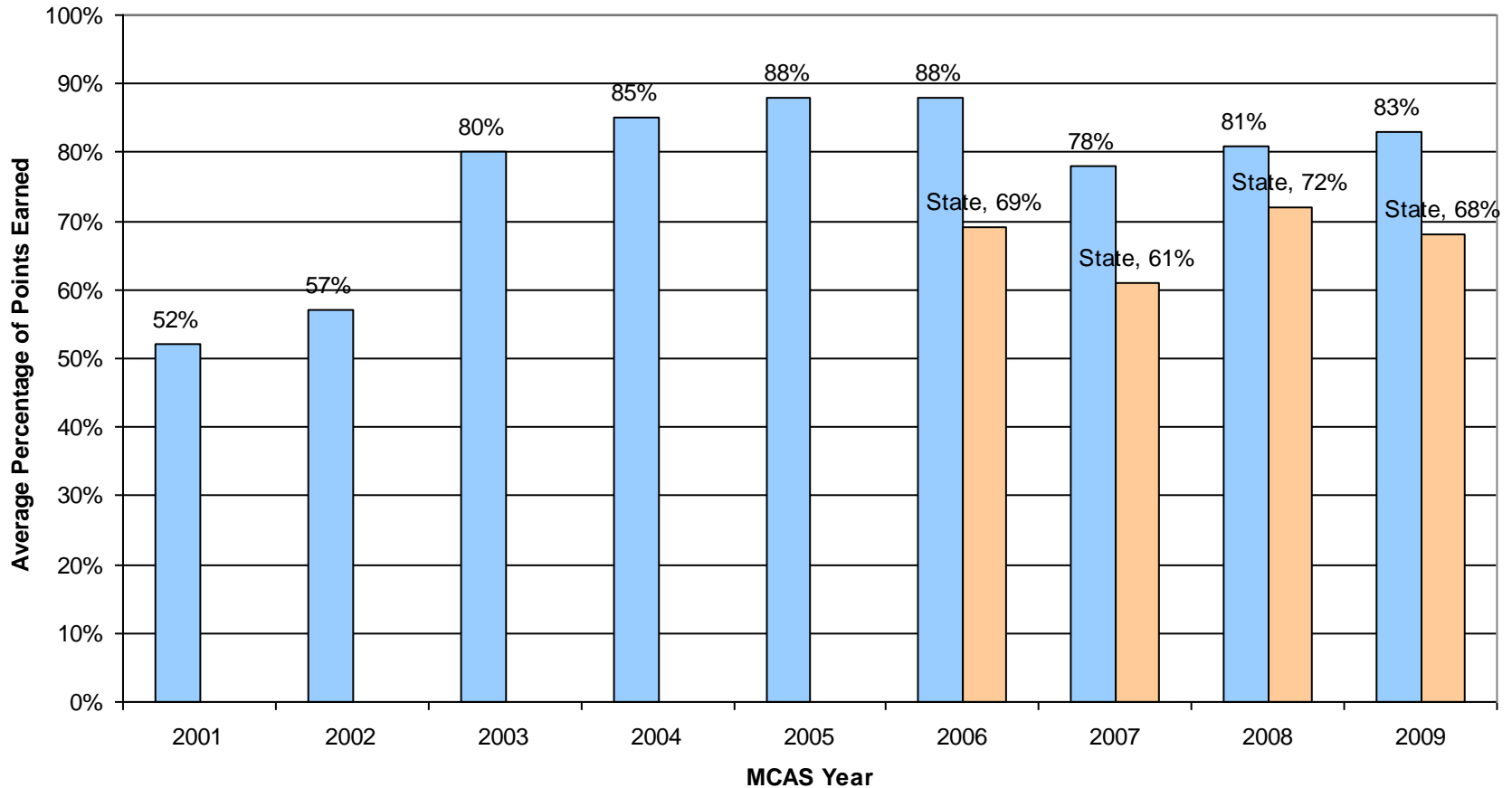
Boxford Grade 6 Mathematics Performance Level Results 2003-2007



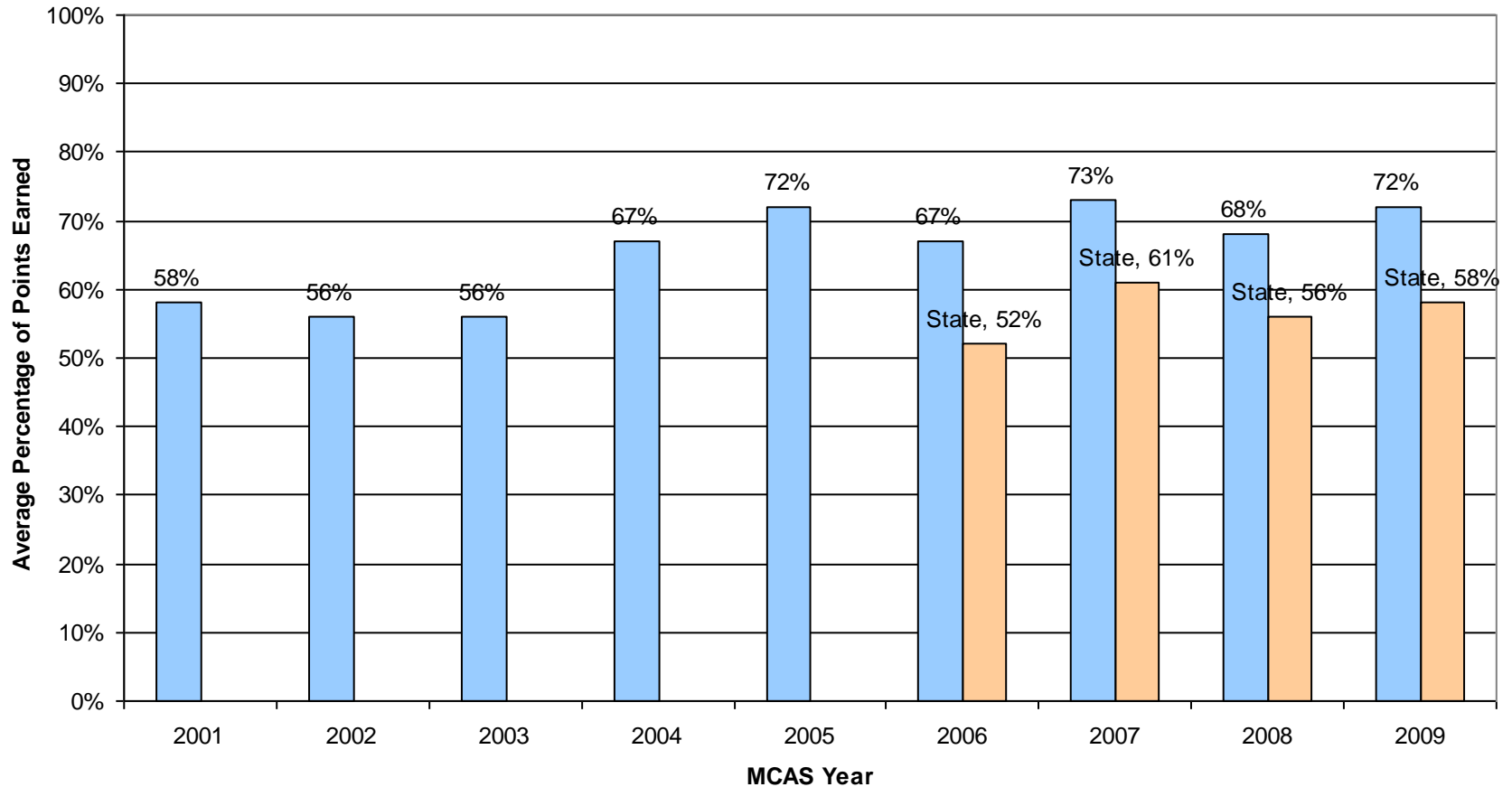
Grade 6 Math: History of the Percentage of Possible Points Earned on Multiple Choice Questions



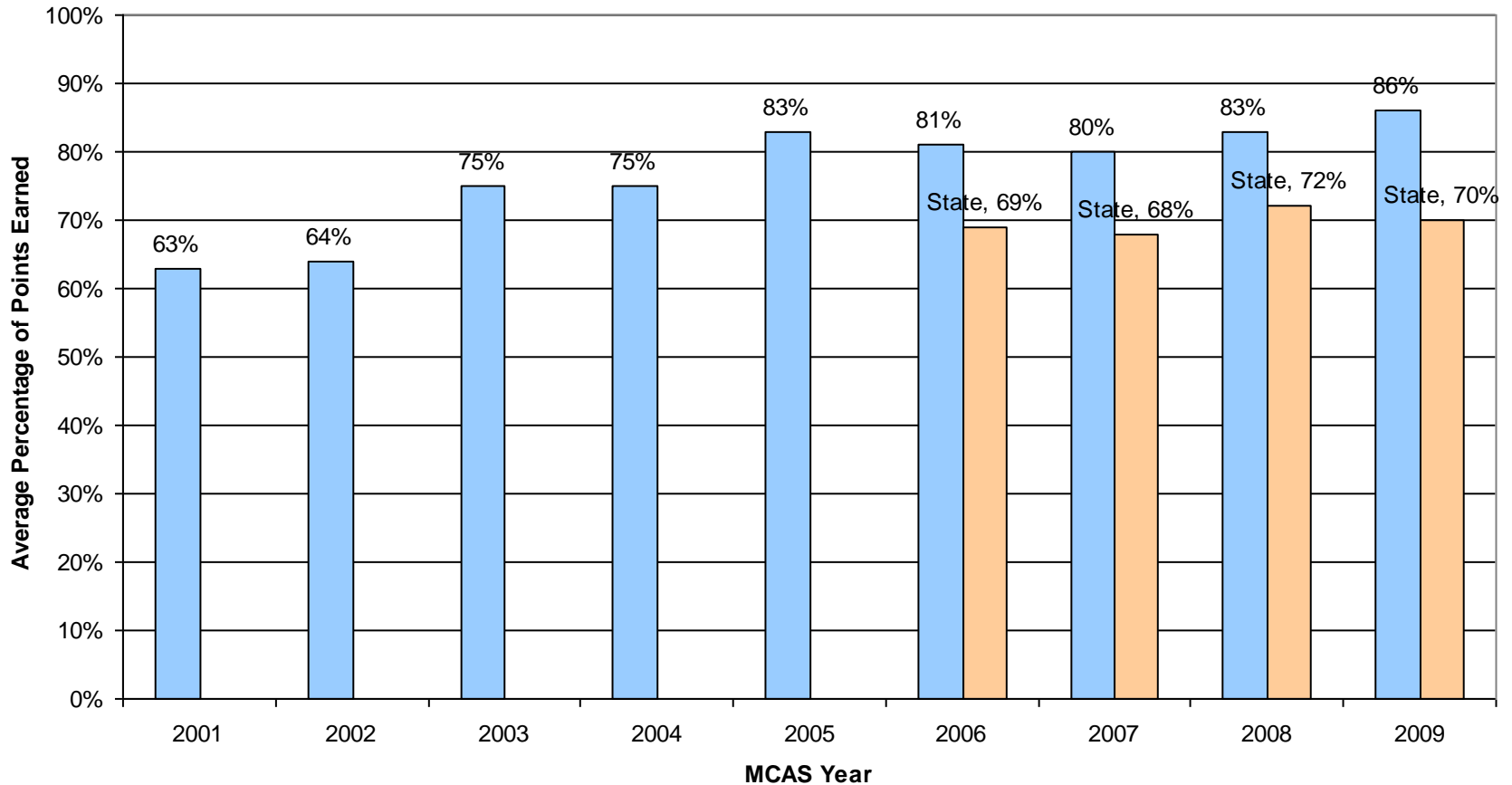
Grade 6 Math: History of the Percentage of Possible Points Earned on Short Answer Questions



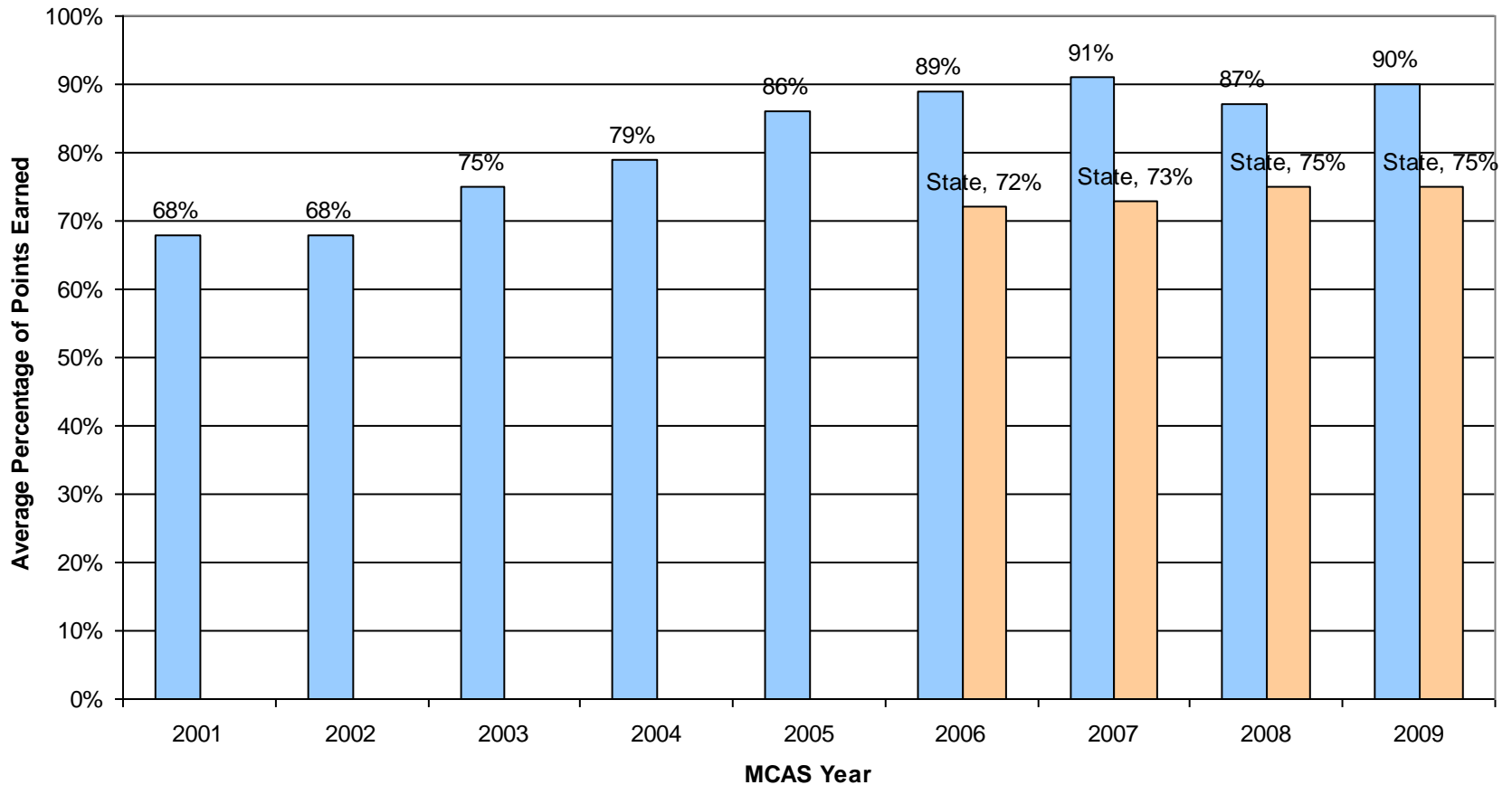
Grade 6 Math: History of the Percentage of Possible Points Earned on Open Response Questions



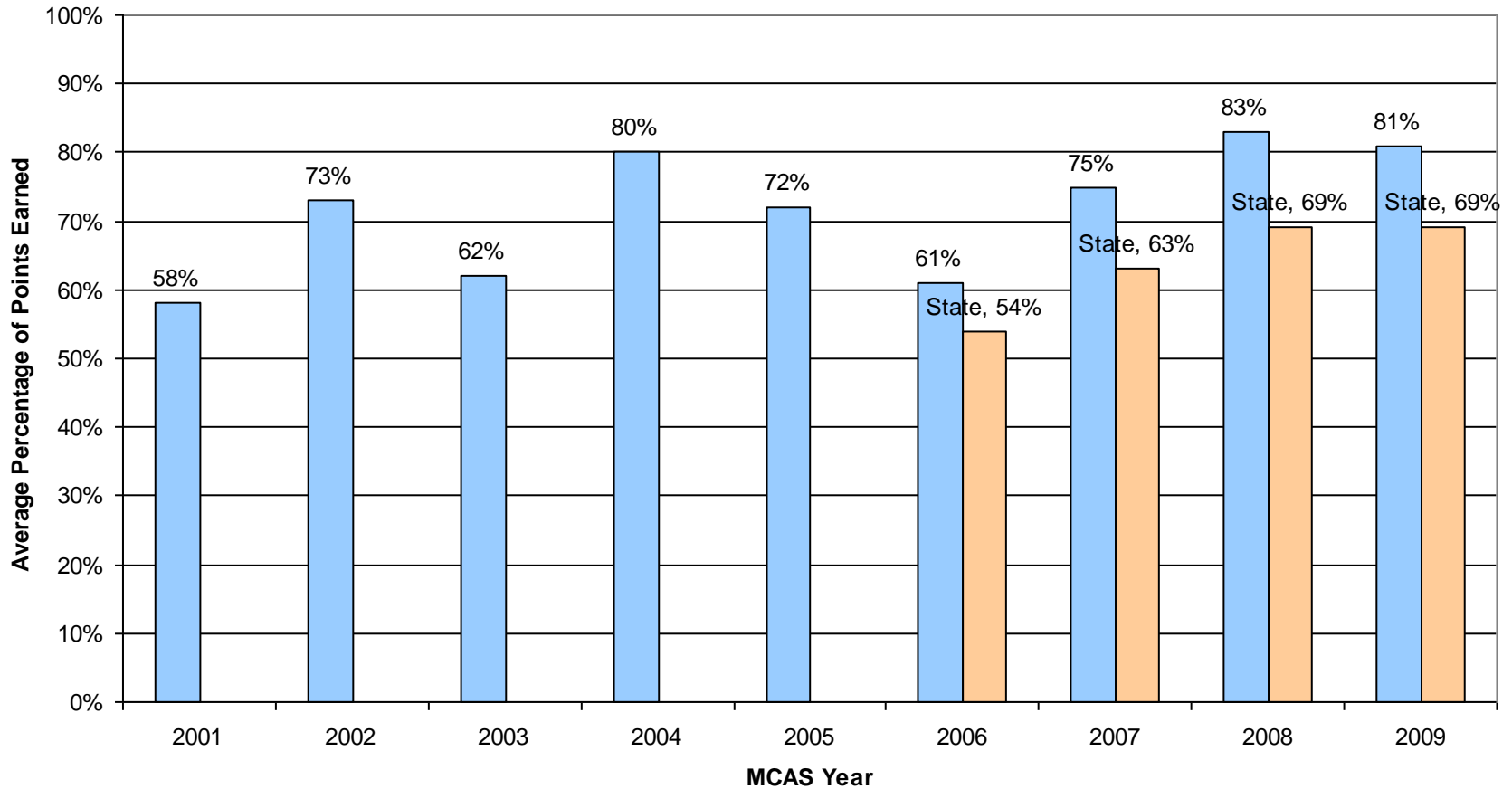
Grade 6 Math: History of the % of Possible Points Earned in Number Sense



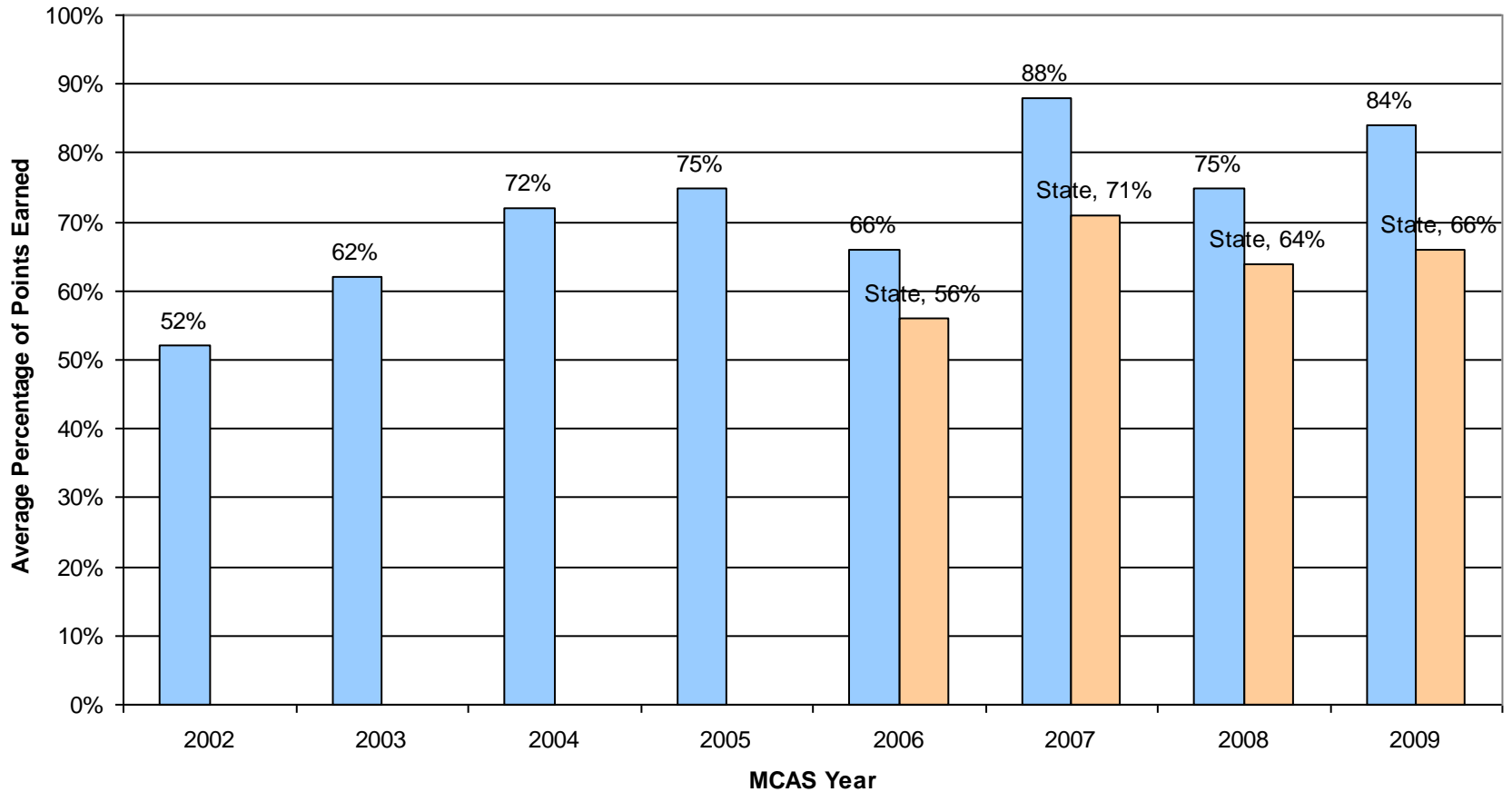
Grade 6 Math: History of the % of Possible Points Earned in Patterns, Relations and Algebra



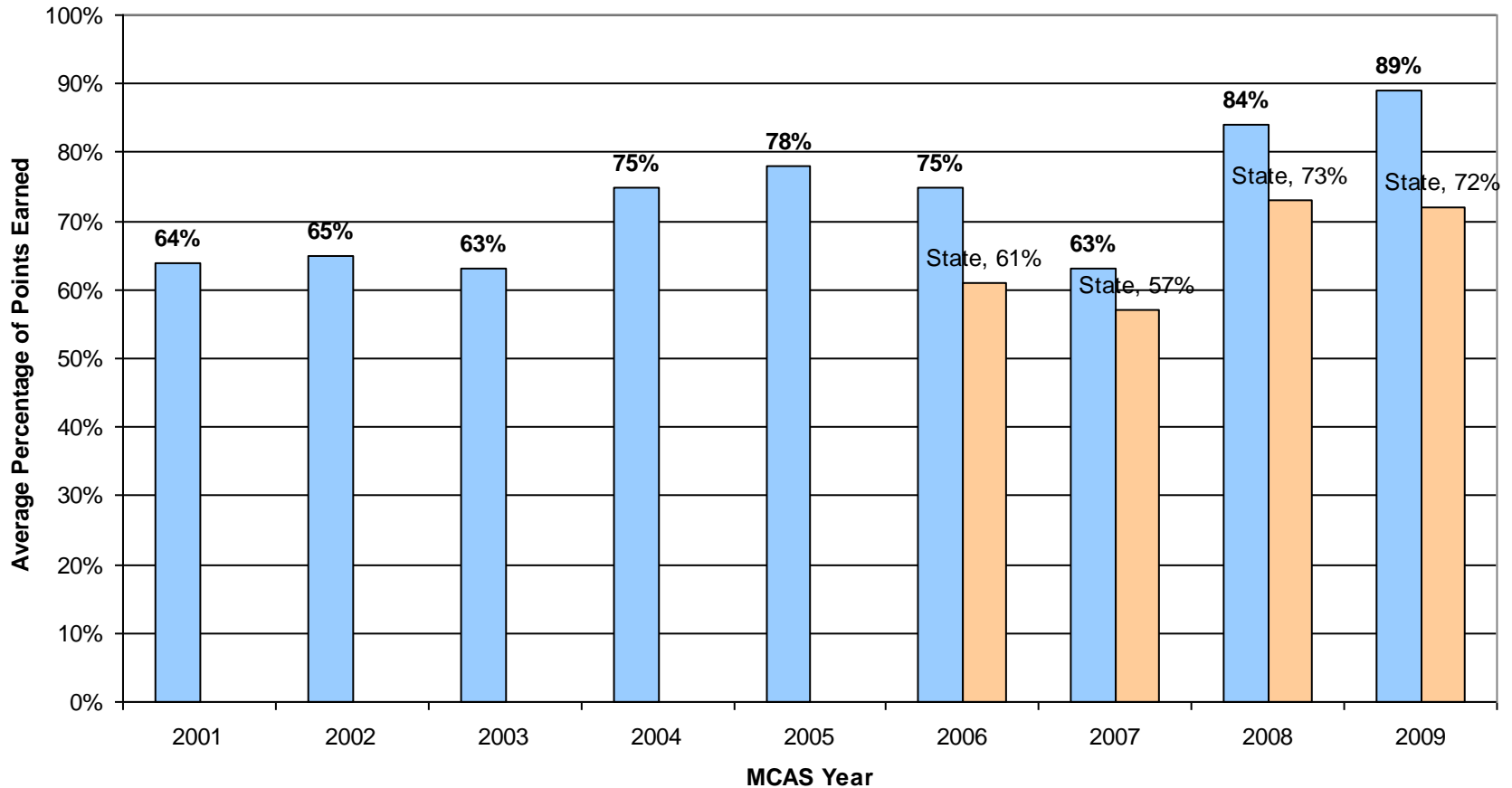
Grade 6 Math: History of the % of Possible Points Earned in Geometry



Grade 6 Math: History of the % of Possible Points Earned in Measurement



Grade 6 Math: History of the % of Possible Points Earned in Data Analysis Statistics and Probability



MCAS Grade 3 Reading (Language and Literature)

Performance on Open Response Questions

Year	Percentage of Points Earned	Difference
2001	59%	
2002	74%	+15
2003	60%	-14
2004	65%	+5
2005	71%	+6
2006	65%	-6
2007	66%	+1
2008	53%	-13
2009	53%	0