



Howe Manning and Fuller Meadow Student Achievement Action Plan

Assessment for Learning to Generate Growth Over Time

November 9, 2009

Basic Beliefs and Commitments Regarding School Improvement

- We are individually and collectively a “vital part of the whole”.
- We take responsibility at Howe Manning and Fuller Meadow for improving student performance in all areas at all grade levels.
- We believe that all children can learn and that a continuous improvement approach to student achievement creates growth over time.
- We believe that the purpose of assessment is to inform instruction!

Professional Learning Community

As a professional learning community we believe in:

1. Collaboration —→ with a Learning and Teaching Focus
2. Collaboration —→ with Learning, Reflection and Review
3. The use of Evidence
4. Achievement and Engagement for all Learners

Massachusetts Accountability System Basics

School Performance Ratings are

- Biannual (2002, 2004, 2006...), as required by state law
- Descriptive terms
- Ratings for *Performance* and *Improvement*
- Based on aggregate MCAS student results

AYP determinations are

- Issued *every year*, as required by federal law
- For students in aggregate and for subgroups
- Based on four factors:
 - participation, performance, improvement, and attendance
(elementary and middle schools) or graduation rate (high schools)

•Source: DOE 2004

Why Proficiency?

Proficiency in core academic subjects is the gateway to:

- *Opportunities for higher education*
- *Meaningful choices for employment in our 21st-century high tech economy*
- *Full participation in community and civic life*

•Source: DESE 2004

Calculating the Composite Performance Index (“CPI”)

Points awarded based on
number of students
performing at each level
Different performance
measures for students with
significant cognitive
disabilities participating in
MCAS- Alt
Just arithmetic! Multiply, add,
then divide.



Composite Performance Index Calculation

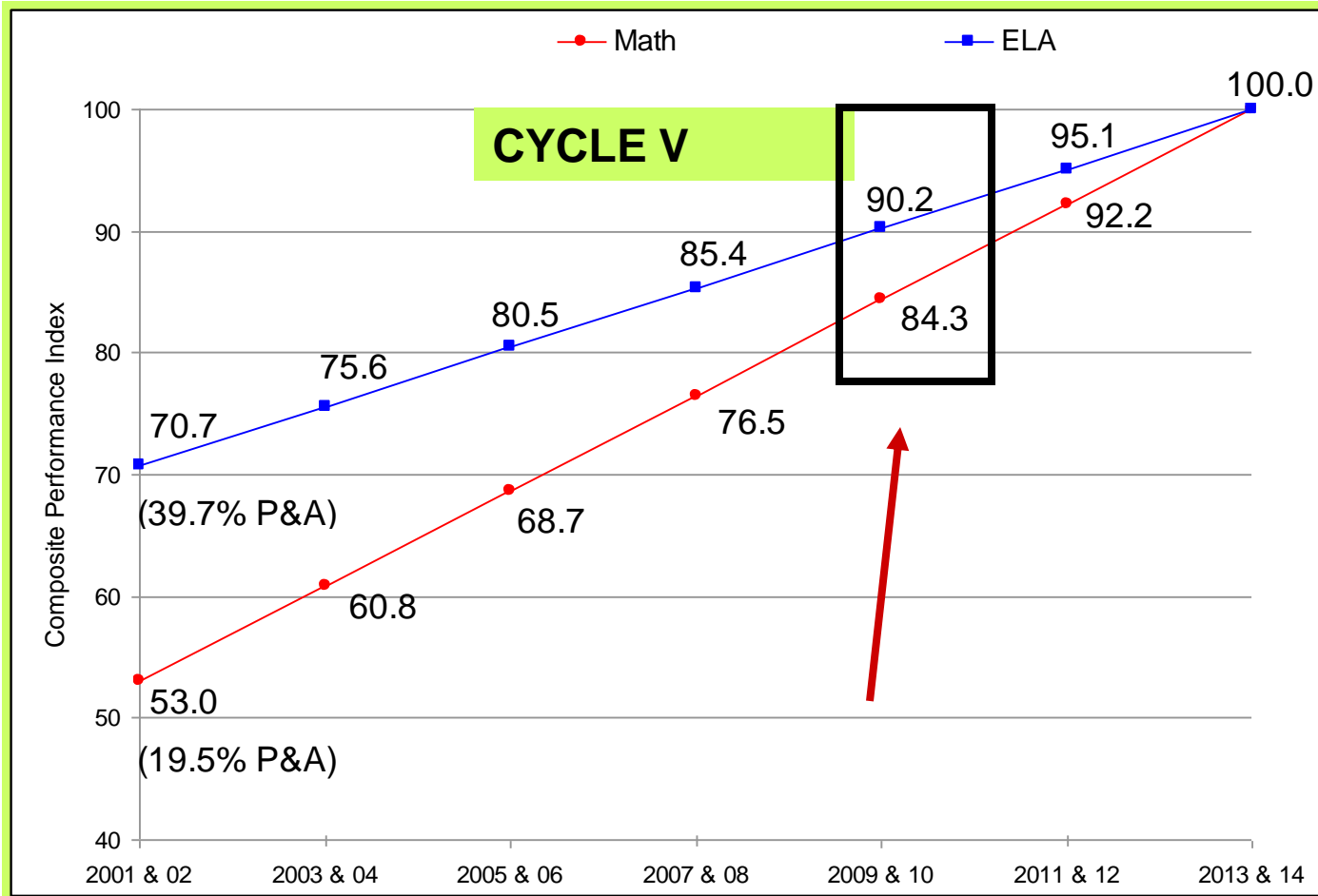
Table 1: MCAS Performance Index

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

Massachusetts NCLB Performance Targets for ELA and Mathematics 2009 - 2010



•Source: DOE

What is AYP?



- AYP stands for Adequate Yearly Progress
- Means progress towards 100% of students achieving proficiency by 2014
- Measures progress against specific expectations each year

Source: DOE 2004

Comparative State Ranking 2009

Rankings are based on 310 districts

Grade	Boston Globe Ranking 2009	Boston Globe Ranking 2008	Boston Globe Ranking 2007	Boston Globe Ranking 2006
3- Reading	45	89	19	87
3- Math	14	96	43	120
4-ELA	53	33	105	27
4-Math	85	25	79	39
5- ELA	49	150	63	48
5- Math	57	45	19	51
5-Science	63	32	32	36
6-ELA	97	80	63	72
6- Math	75	5	47	36

Current Grade 4 Class (2018)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #45	92.4	Grade 3: State Rank #14	95.1

Current Grade 5 Class (2017)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #89	88.0	Grade 3: State Rank #96	86.5
Grade 4: State Rank #53	89.8	Grade 4: State Rank #85	86.2

Current Grade 6 Class (2016)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #19	91.5	Grade 3: State Rank #43	90.7
Grade 4: State Rank #33	88.6	Grade 4: State Rank #25	90.3
Grade 5: State Rank #49	93.3	Grade 5: State Rank #57	86.6

Current Grade 7 Class (2015)

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #87	87.2	Grade 3: State Rank #120	85.4
Grade 4: State Rank #105	87.1	Grade 4: State Rank #79	85.1
Grade 5: State Rank #150	87.5	Grade 5: State Rank #45	89.4
Grade 6: State Rank #97	93.0	Grade 6: State Rank #75	90.7

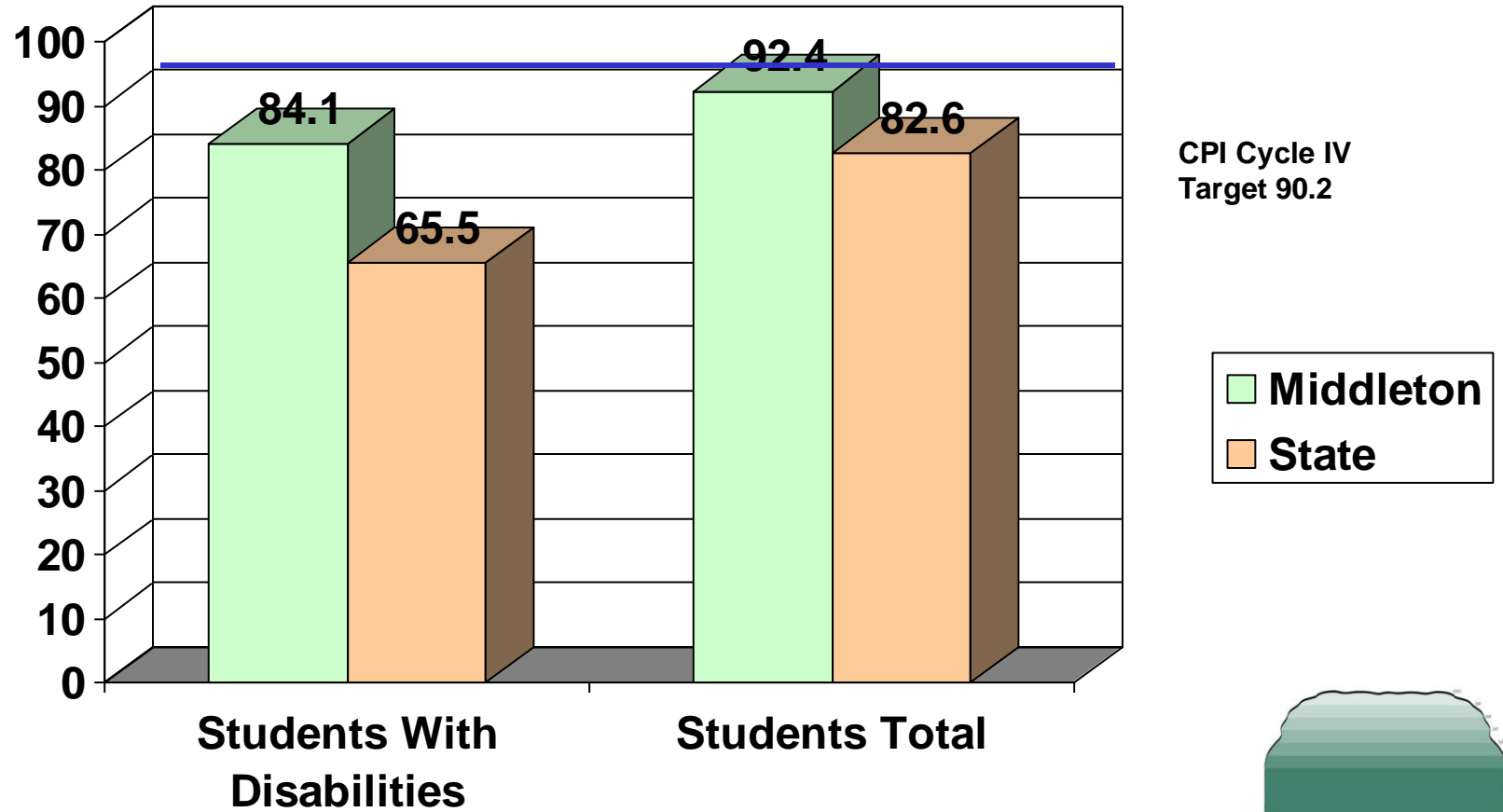
Current Grade 8 Class

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #90		NA	NA
Grade 4: State Rank #27	90.5	Grade 4: State Rank #39	86.0
Grade 5: State Rank #63	90.2	Grade 5: State Rank #19	90.2
Grade 6: State Rank #80	93.1	Grade 6: State Rank #5	95.3

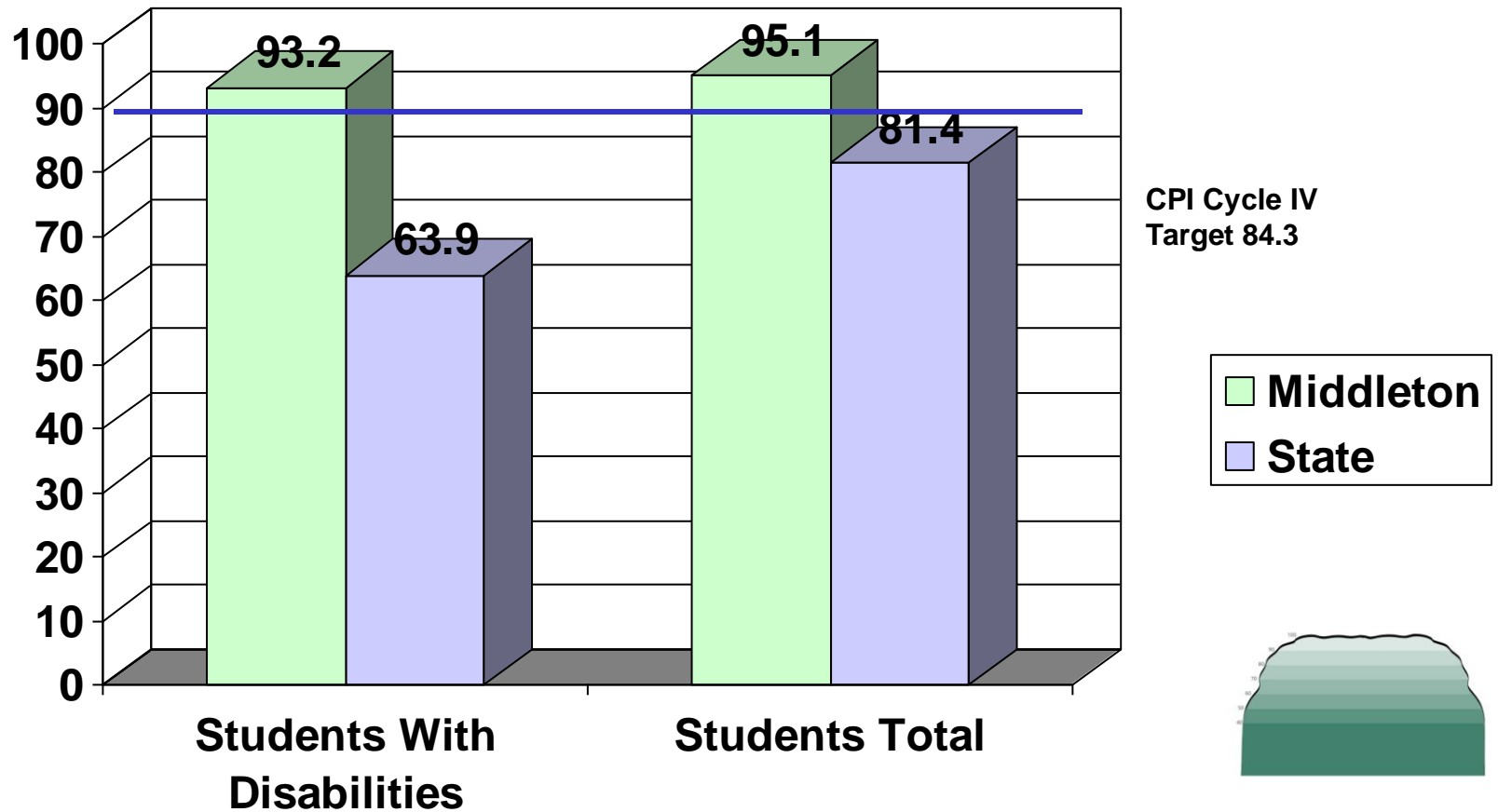
Grade 3 Results 2009

Class of 2018
Current Grade 4

Grade 3 Reading Composite Performance Index 2009



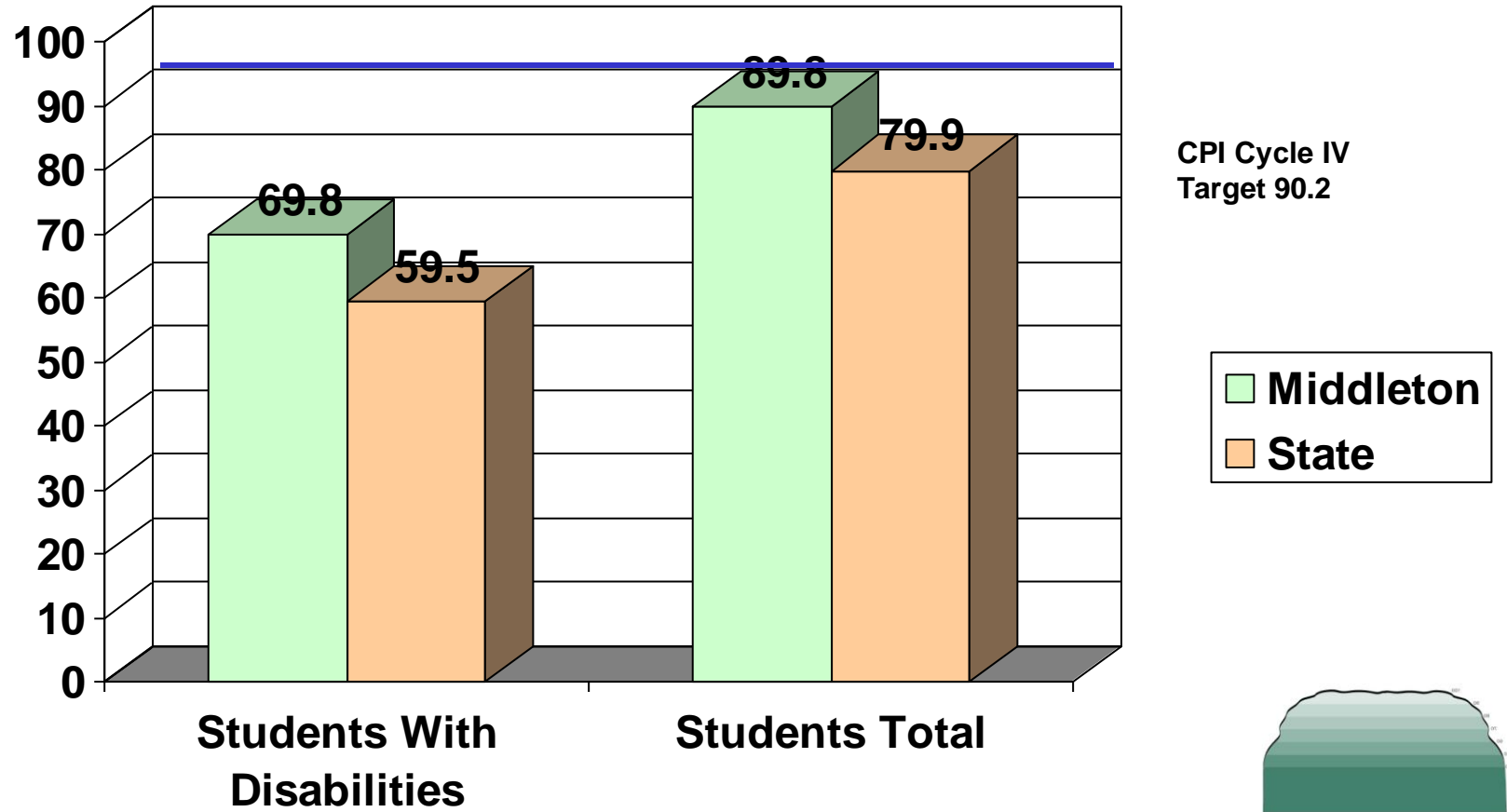
Grade 3 Math Composite Performance Index 2009



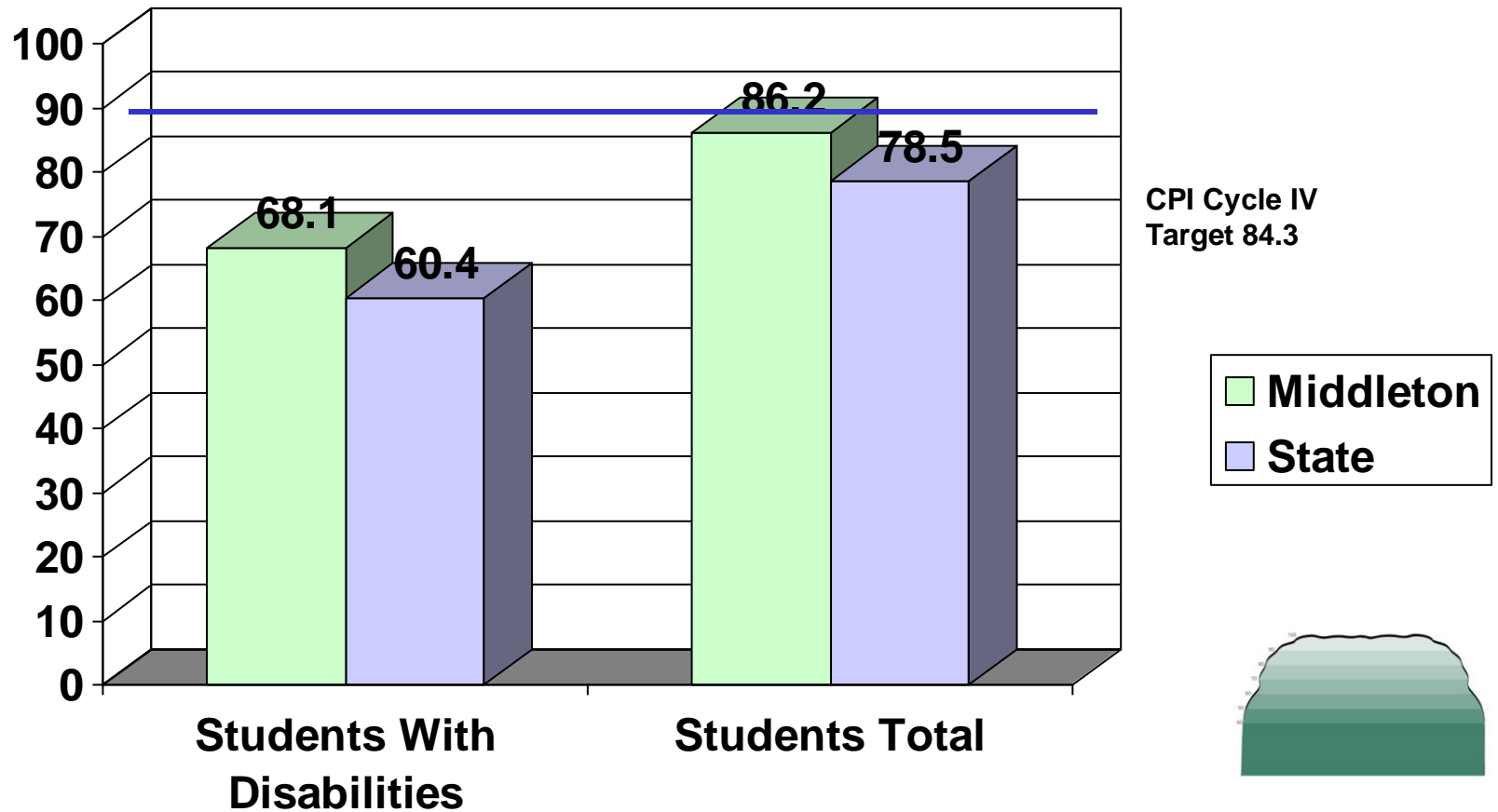
Grade 4 Results 2009

Class of 2017
Current Grade 5

Grade 4 ELA Composite Performance Index 2009



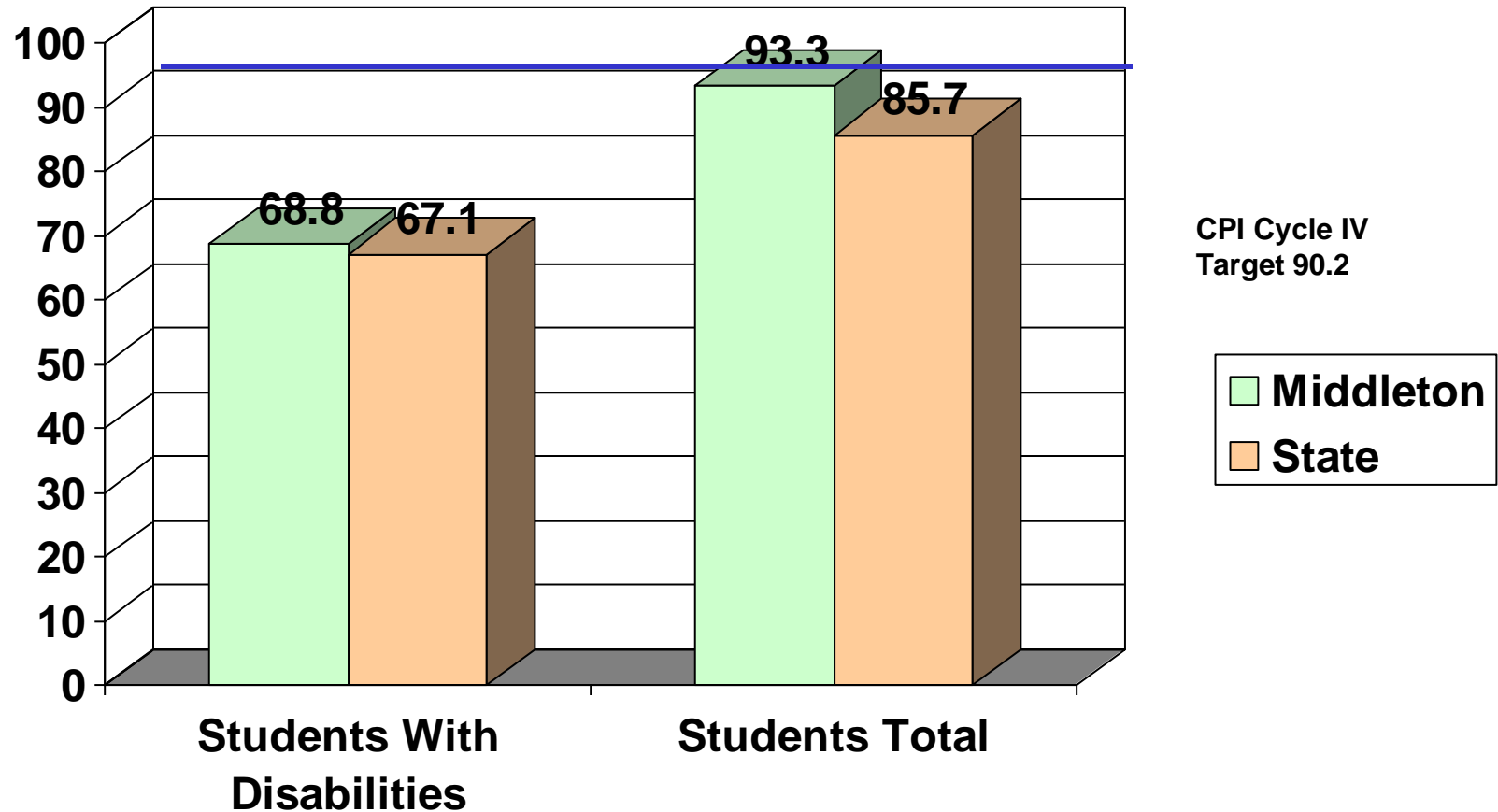
Grade 4 Math Composite Performance Index 2009



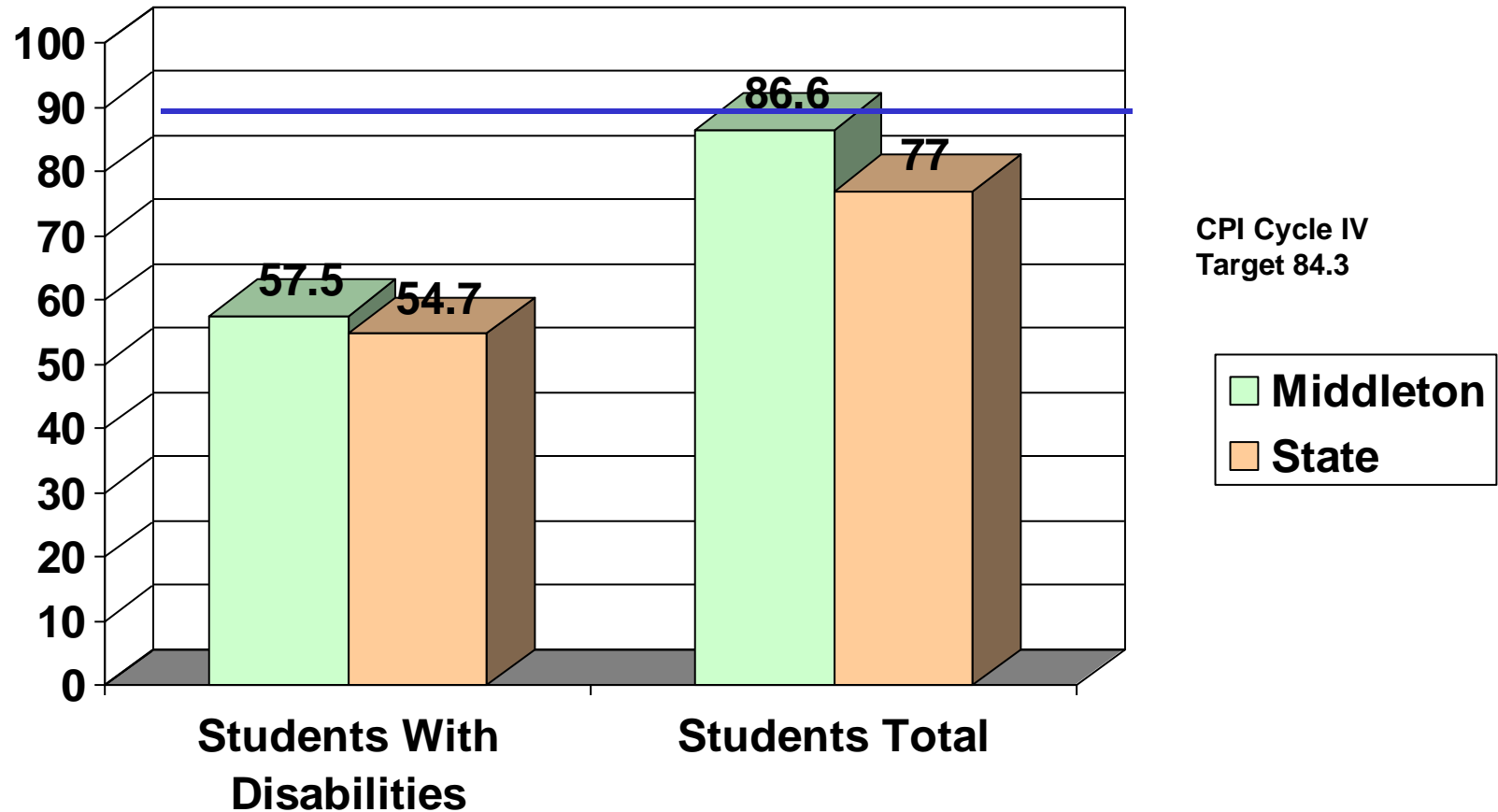
Grade 5 Results 2009

Class of 2015
Current Grade 6

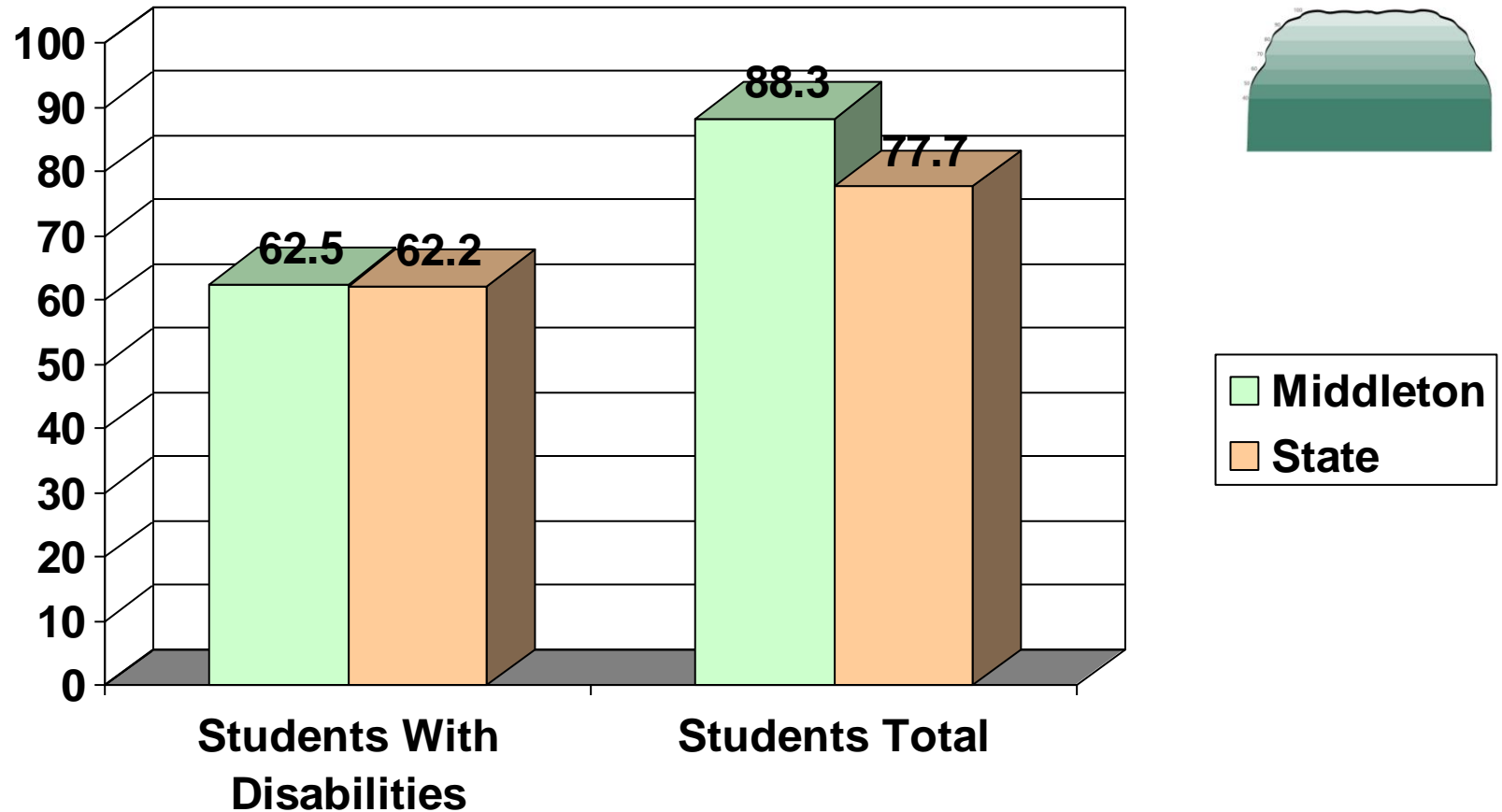
Grade 5 English Language Arts Composite Performance Index 2009



Grade 5 Mathematics Composite Performance Index 2009



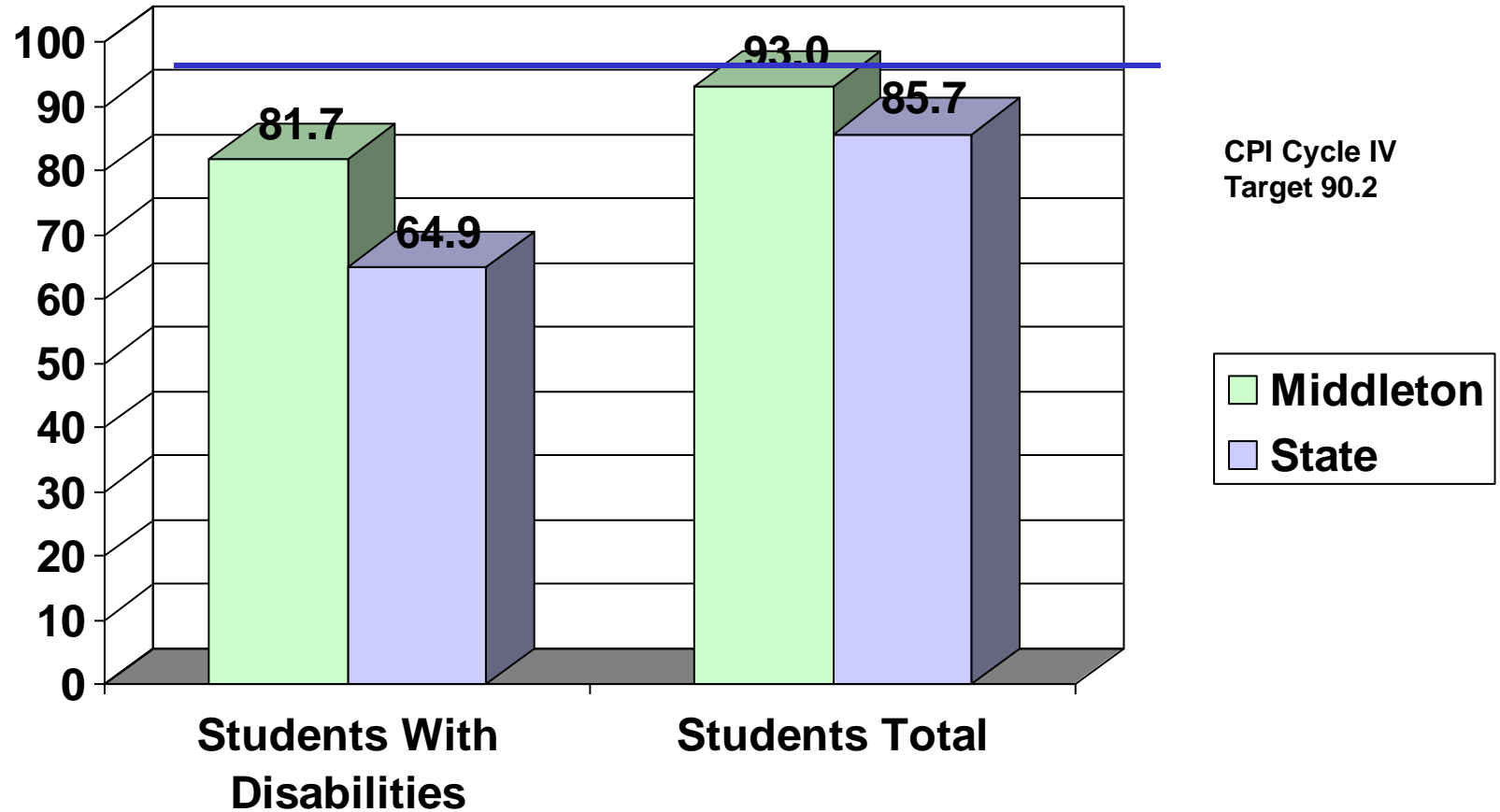
Grade 5 Science and Technology Composite Performance Index 2007



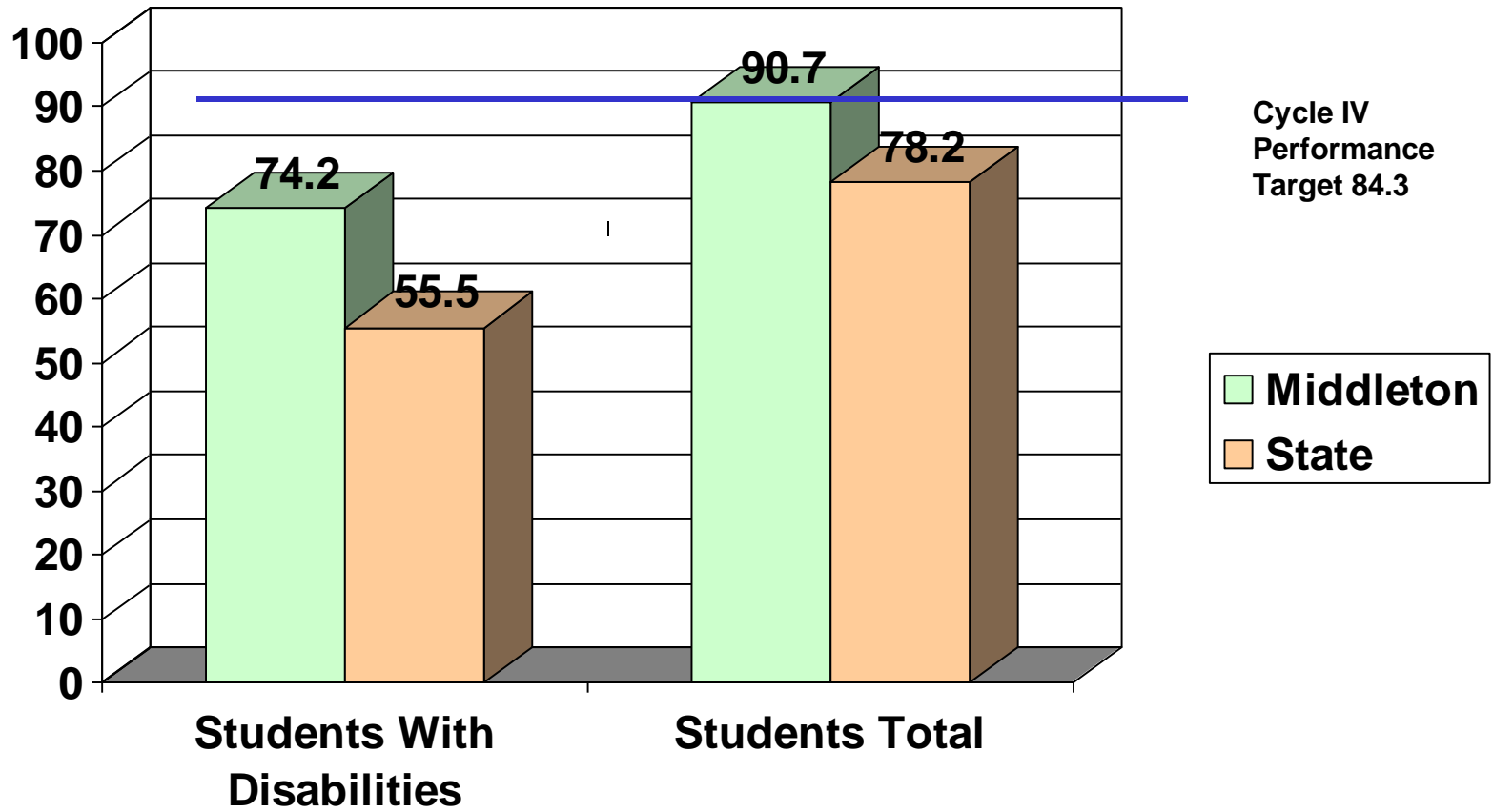
Grade 6 Results 2009

Class of 2014
Current Grade 7

Grade 6 English Language Arts Composite Performance Index 2009



Grade 6 Math Composite Performance Index 2009



Acknowledgements

- Contributors to this presentation include:
 - Dr. Malvena Baxter, Principal Fuller Meadow
 - Michelle Fitzpatrick, Principal Howe Manning
 - Sharon Lyons, Director of Special Education
 - Charlene Malek, Special Education Coordinator
 - Diane Carreiro, Curriculum Specialist
 - Sarah O’Leary, Math Instructional Specialist
 - Debra Hale, Director of Curriculum
 - Classroom Teachers and Specialists

ELA and Math Analysis

Guiding Questions

1. What do the scores mean?
2. What are the patterns of response for our students?
3. What are the patterns of response for targeted student groups?
4. What areas of strength are indicated?
5. What areas are in need of development?
6. What recommendations do these data support?

Analysis of Patterns and Trends by Data Teams

- Strengths by Grade in ELA and Math
- Areas of Improvement by Grade in ELA and Math
- Recommendations by Grade for ELA and Math instruction
- Actions to be taken for each grade level

Student Learning & Improvement Plan: Assessment For Learning

- **Continue shift From Assessment of Learning to “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-notification of expectations through assessment calendar**
- **First year implementation of a standards based report card**

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

English Language Arts

- Emphasize classroom support for clear consistent writing across the curriculum**
- Use of classroom based assessments such as the DRA and Reading A to Z, reading response journals and long compositions**
- Work with teachers at grade level to examine student work in order to support the use of writing as a tool for thinking, which will enable students to apply transfer and demonstrate what they know**
- Administer, score with a rubric and share long form composition samples during the school year with a particular emphasis on improved “topic development”**
- Increase use of the Read Naturally program**

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

- **Mathematics**
 - **Work with teachers and students to increase students' ability to communicate, connect, reason and represent mathematical thinking**
 - **Sharing student work with teachers to increase the rigor and tenacity with which we approach difficult problems**
 - **Use of classroom based assessments, such as standards based pre-assessments and interim assessments**

Student Learning & Improvement Plan: Strategic Use of Support Services # 5

Deployment of Reading Teachers:

- **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**
- **Research models of Instructional Support, such as Response To Intervention (RTI)**
- **Review staffing deployment given the increase of .7 FTE staffing in Reading specialist roles**

Student Learning & Improvement Plan: Time On Learning

- **Maintain time allocated to Math instruction on a daily basis to at least 60 minutes.**
- **Maintain an instructional ELA Literacy block of 90 minutes at all grade levels**
- **Monitor individual student and class schedules to reduce and eliminate fragmentation wherever possible.**
- **Structure specialist schedules to allow for the maximum amount of uninterrupted instructional time in ELA and Math at each grade**

Student Learning & Improvement Plan: Student Profiles and History

- **Examine individual student histories of students scoring in the Warning and Needs Improvement Performance Levels at all grade levels**
- **Variables to be reviewed for patterns among others will include:**
 - **Student attendance**
 - **Retention in Grade**
 - **Date of Admission to Fuller Meadow or Howe Manning**
 - **Referrals for TAT, 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

- **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, mathematics comprehension and higher order thinking skills.**
- **Work with district wide Data Team to expand teacher knowledge of how to use data to inform instruction.**

Student Learning & Improvement Plan: Professional Development #2

- Training of the Leadership Team in improving our coaching skills; specifically with teachers use of questioning strategies and increased expectations for students
- Implement concepts from the work of Mike Schmoker adapted from his work “**Results Now**”
- Implement concepts from “**Fair Is Not Equal**” to support the development of a Standards Based Reporting system
- Implement use of the “**Three Minute Walk-Through**” as part of a comprehensive approach to the supervision of instruction

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 various specialized instruction models 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

- Continue to send home writing prompts that have been scored with the DOE rubric.
- Share and analyze 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

- Post Links to Math Trailblazers and Impact Math and
- Post Links to DOE Curriculum Frameworks and MCAS information on student work exemplars and sample questions in ELA and Math
- Post Links to other ELA and Math resources
- A curriculum team is reviewing available web based resources and will prepare a CATV program for broadcasting in late winter
- Teachers will have reliable access to maintain their individual web pages on www.middletonps.org

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 and Elmo as well as Sound Field Technology*
- **Students With Learning Needs:** *Greatest Possible Access to the Curriculum of the State Frameworks*
- **Students who are English Language Learners:** *Appropriate support services to access the curriculum are provided*

Where Can I Find Accountability Information When I Need It?

Visit the Department of Elementary and Secondary Education website,
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.

For Additional Information Contact

- www.tritownschoolunion.com
- www.doe.mass.edu/mcas

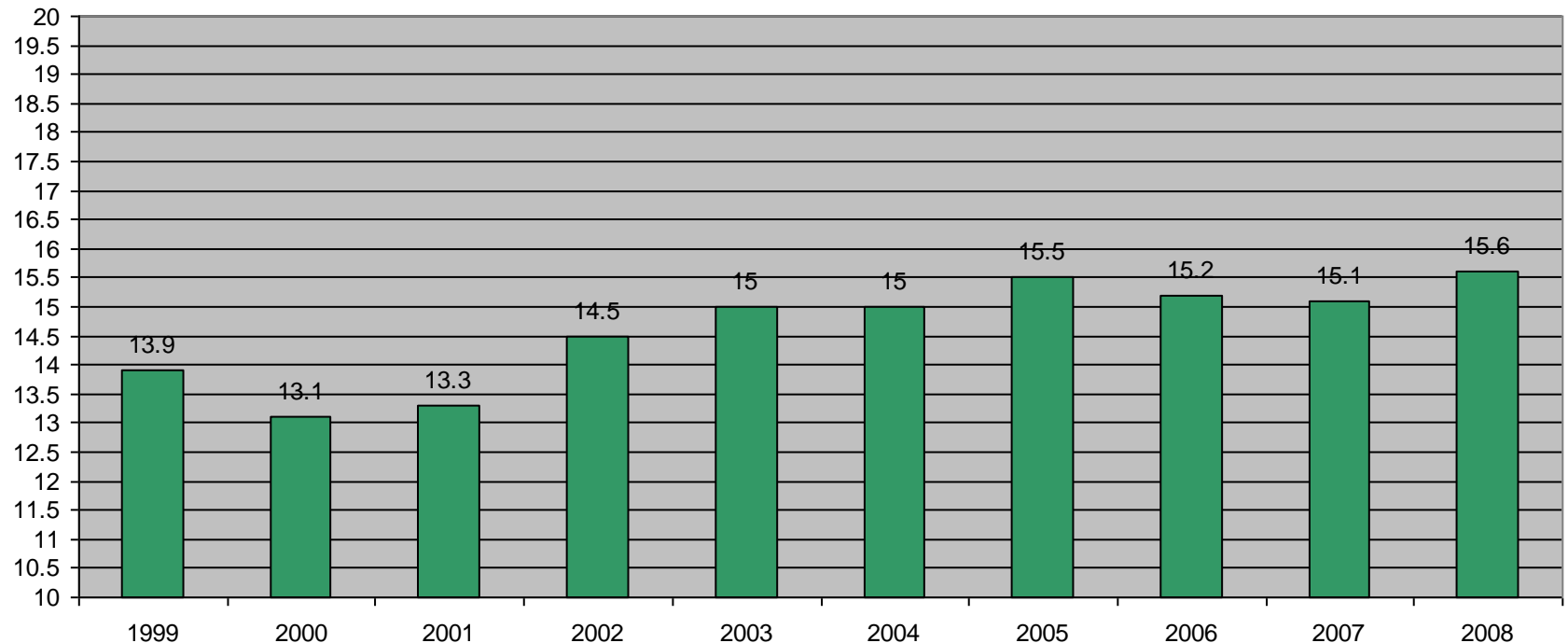
Or

- Bernard Creeden, Superintendent of Schools at 978-887-0771 or bcreeden@tritownschoolunion.com

APPENDICES OF HISTORICAL DATA

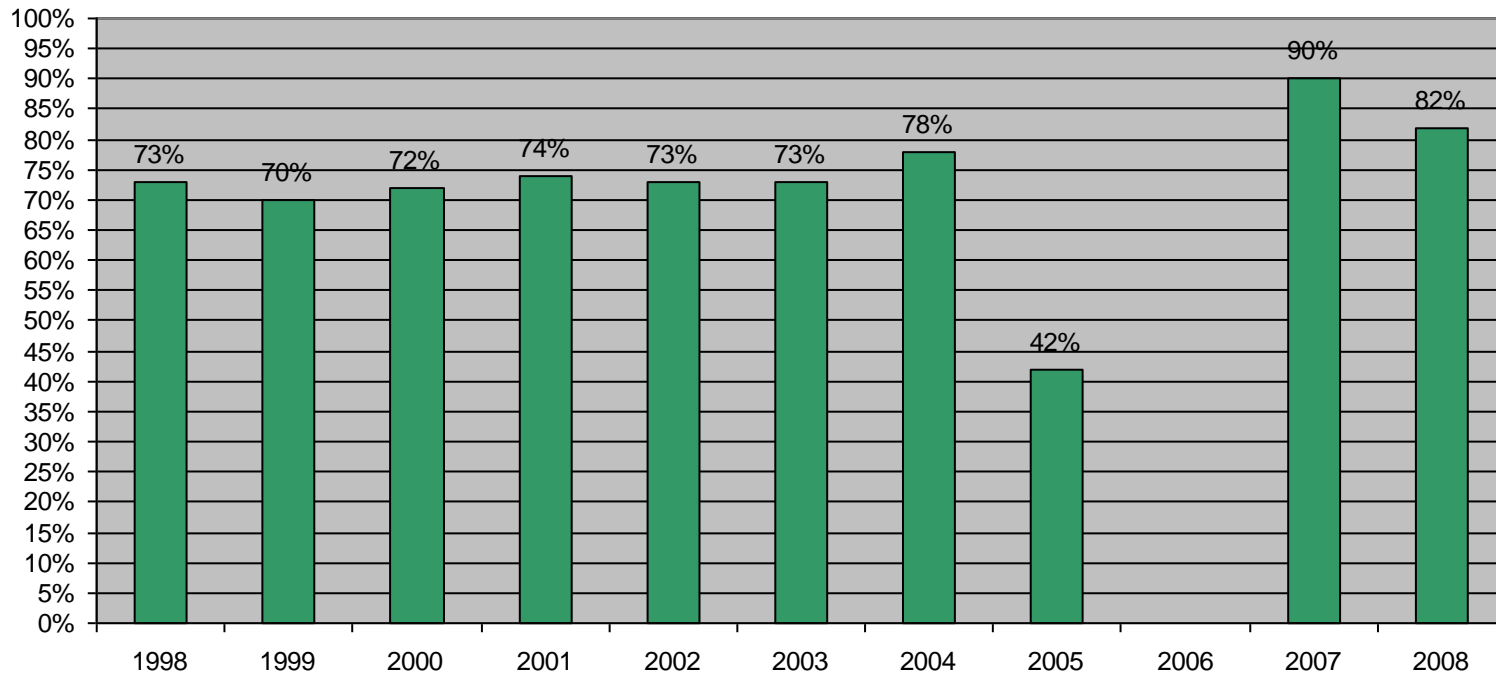
English Language Arts Grade 4

Writing Prompt Average Score By Year Out of a Possible 20 Points

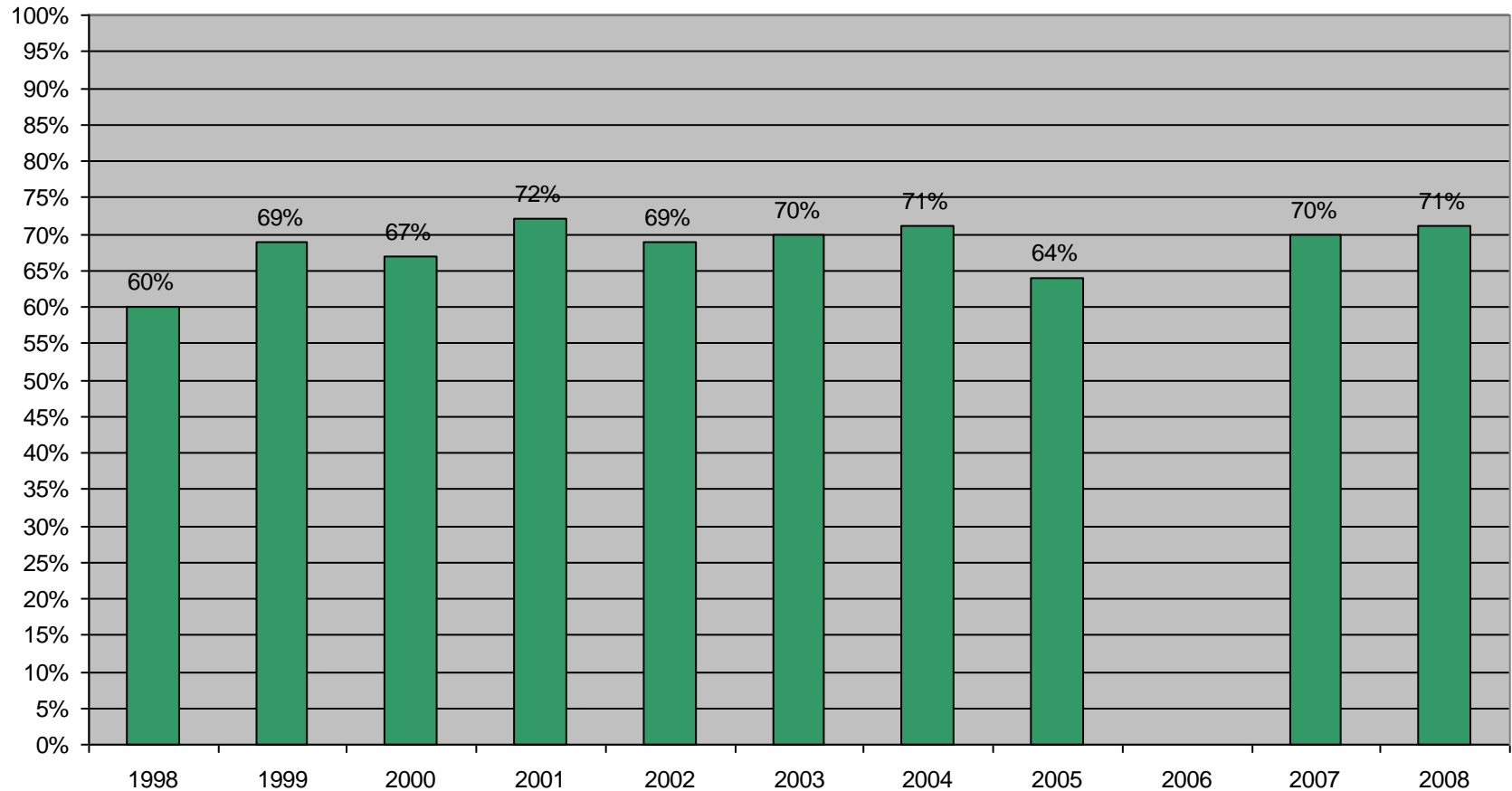


English Language Arts Grade 4

Percentage of Points Earned on Language Questions By Year

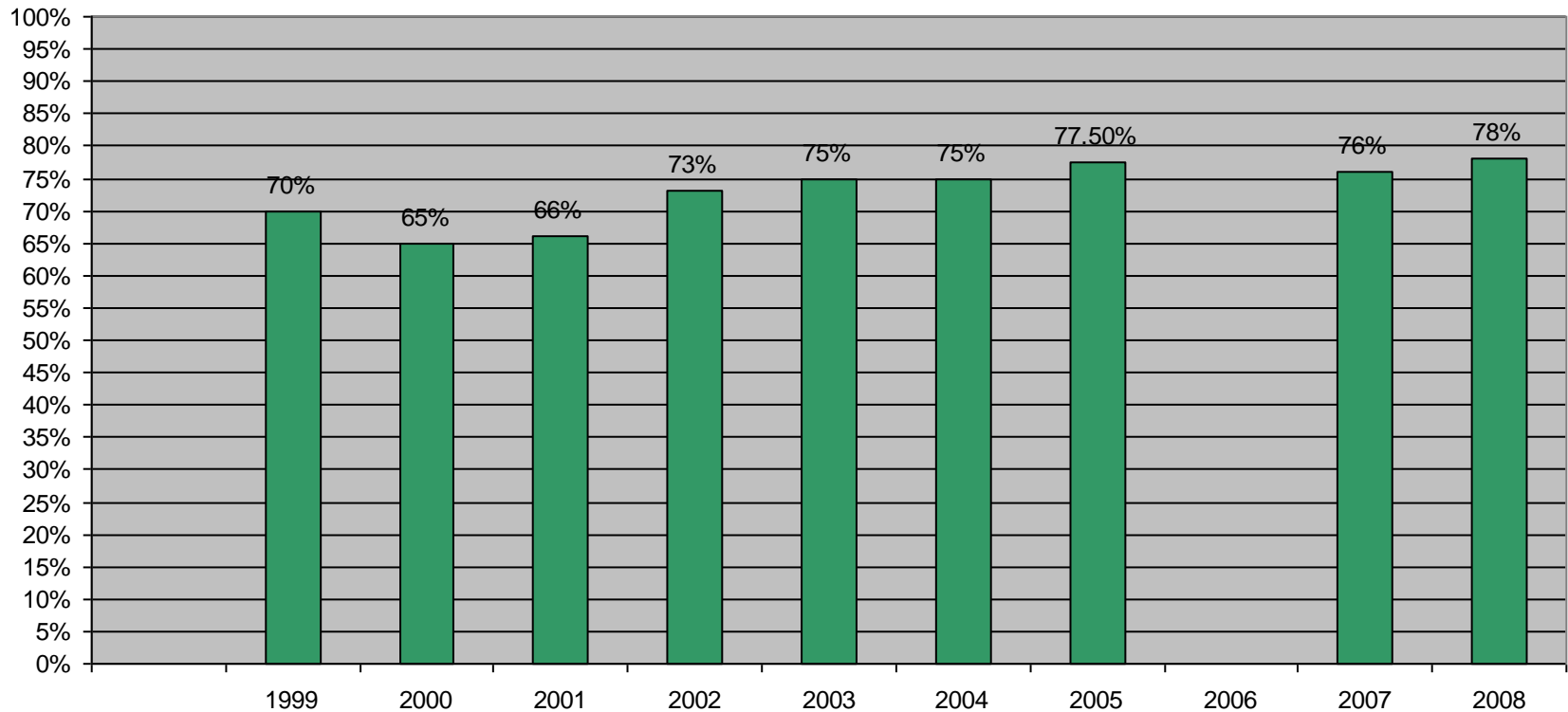


English Language Arts Grade 4 Average Percentage of Points Earned on Literature Questions By Year



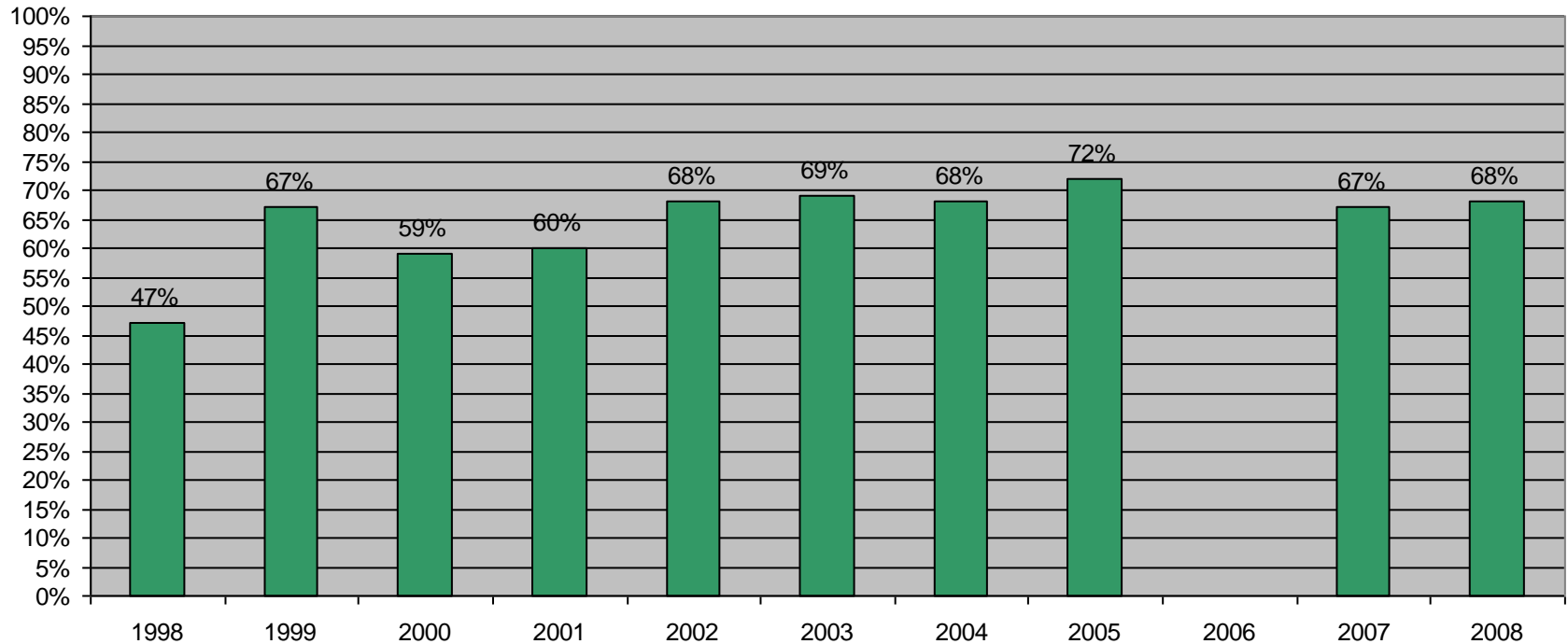
English Language Arts Grade 4

Average % of Points Earned in the Composition Total By Year



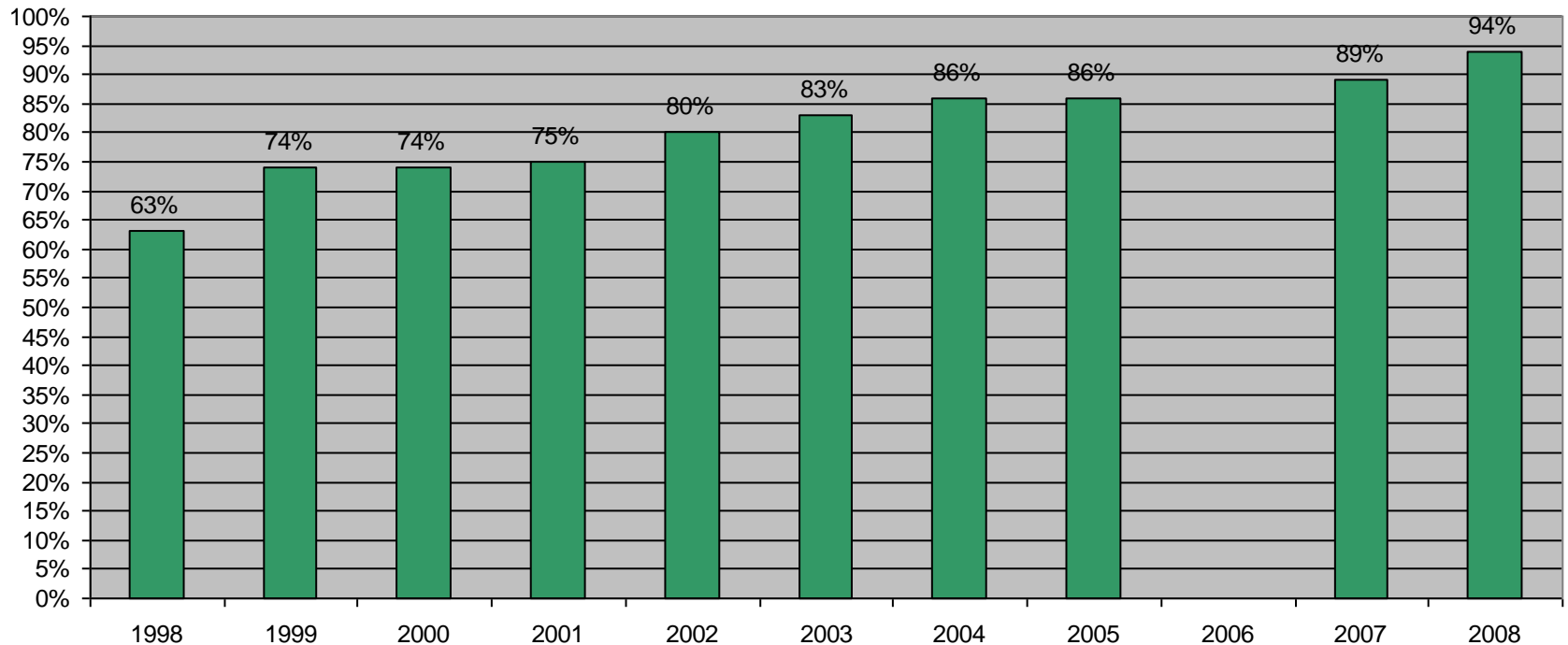
English Language Arts Grade 4

Average Percentage of Points Earned in Composition- Topic Development By Year



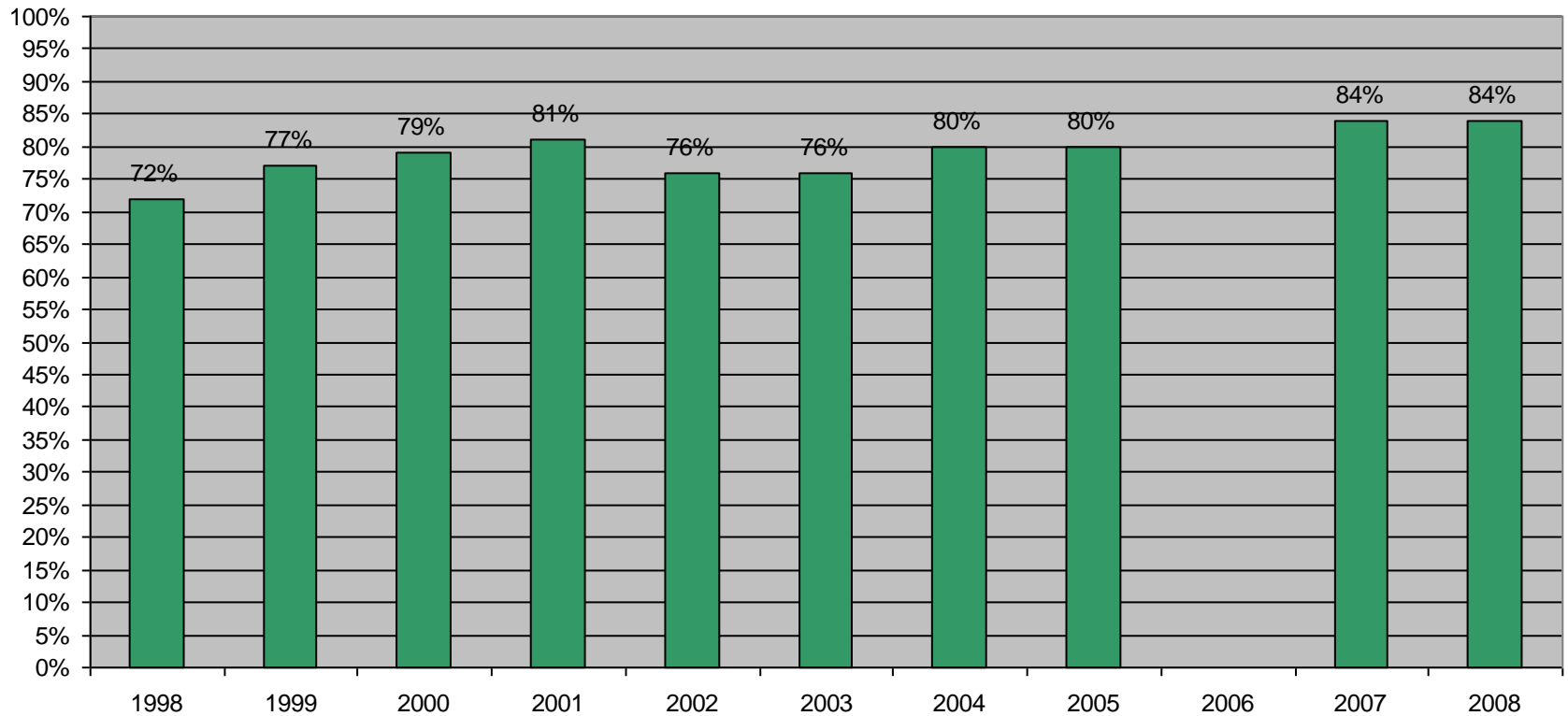
English Language Arts Grade 4

Average % of Points Earned in Composition - English Conventions By Year



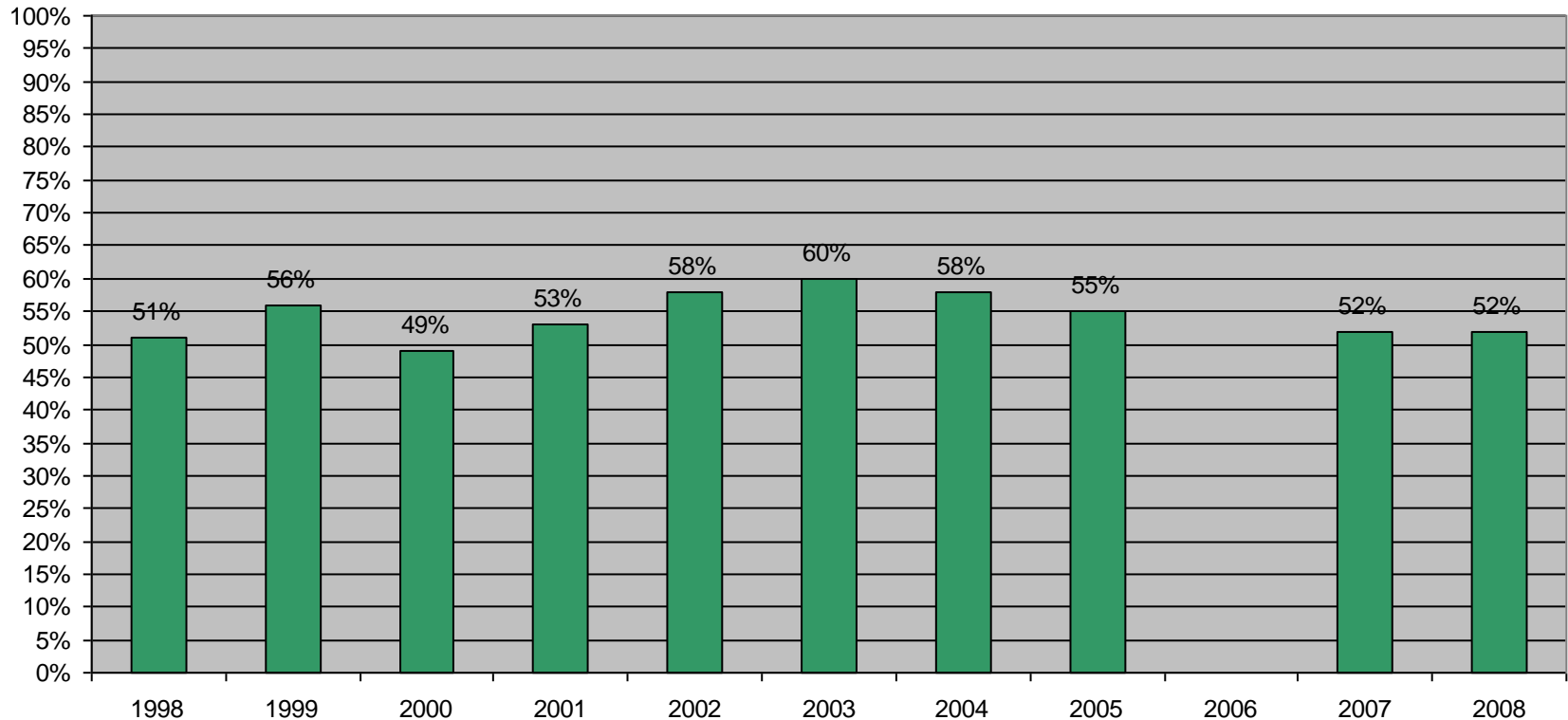
English Language Arts Grade 4

Average % of Points Earned on Multiple Choice Questions By Year

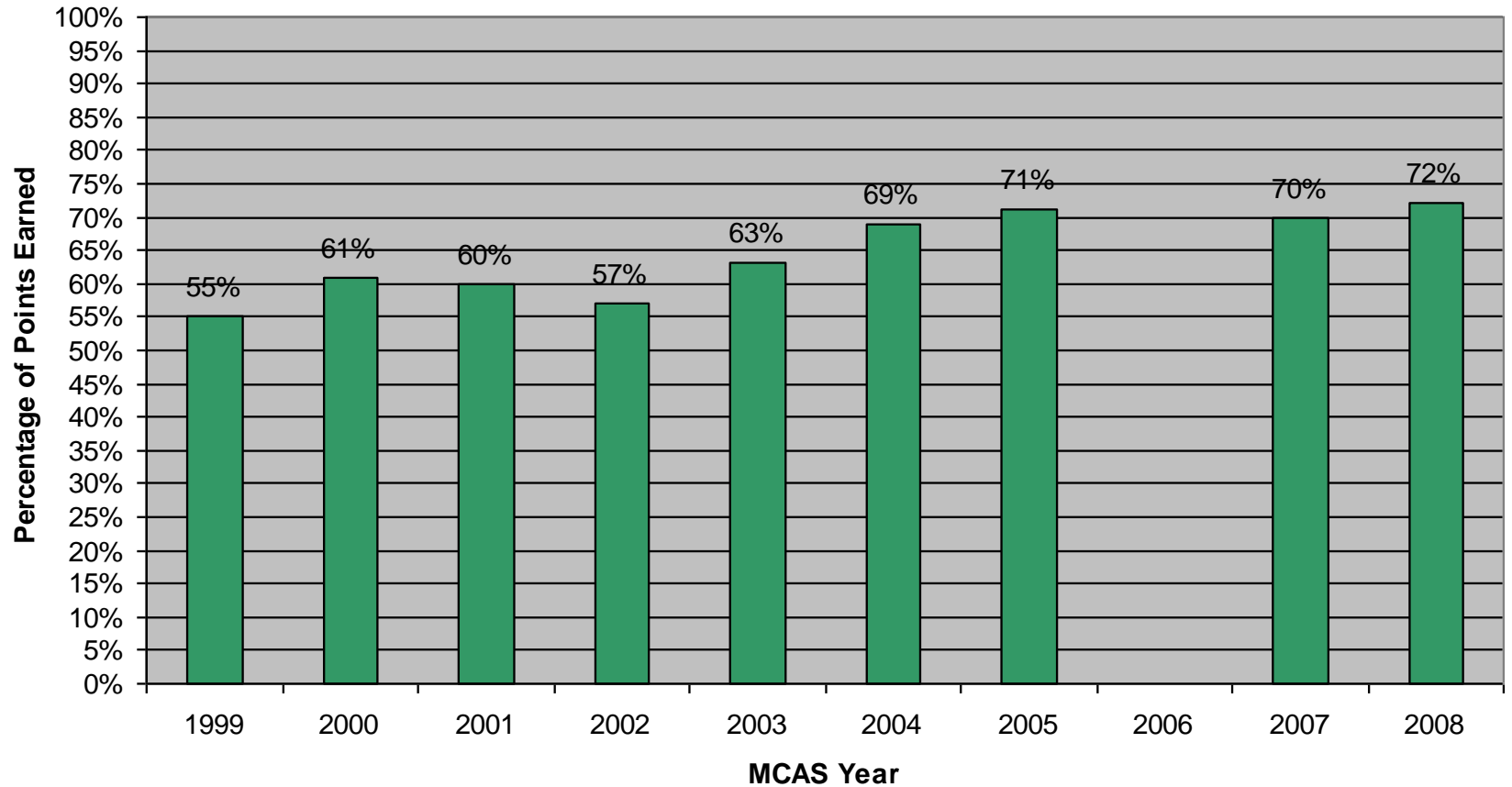


English Language Arts Grade 4

Average % of Points Earned on Open Response Questions By Year

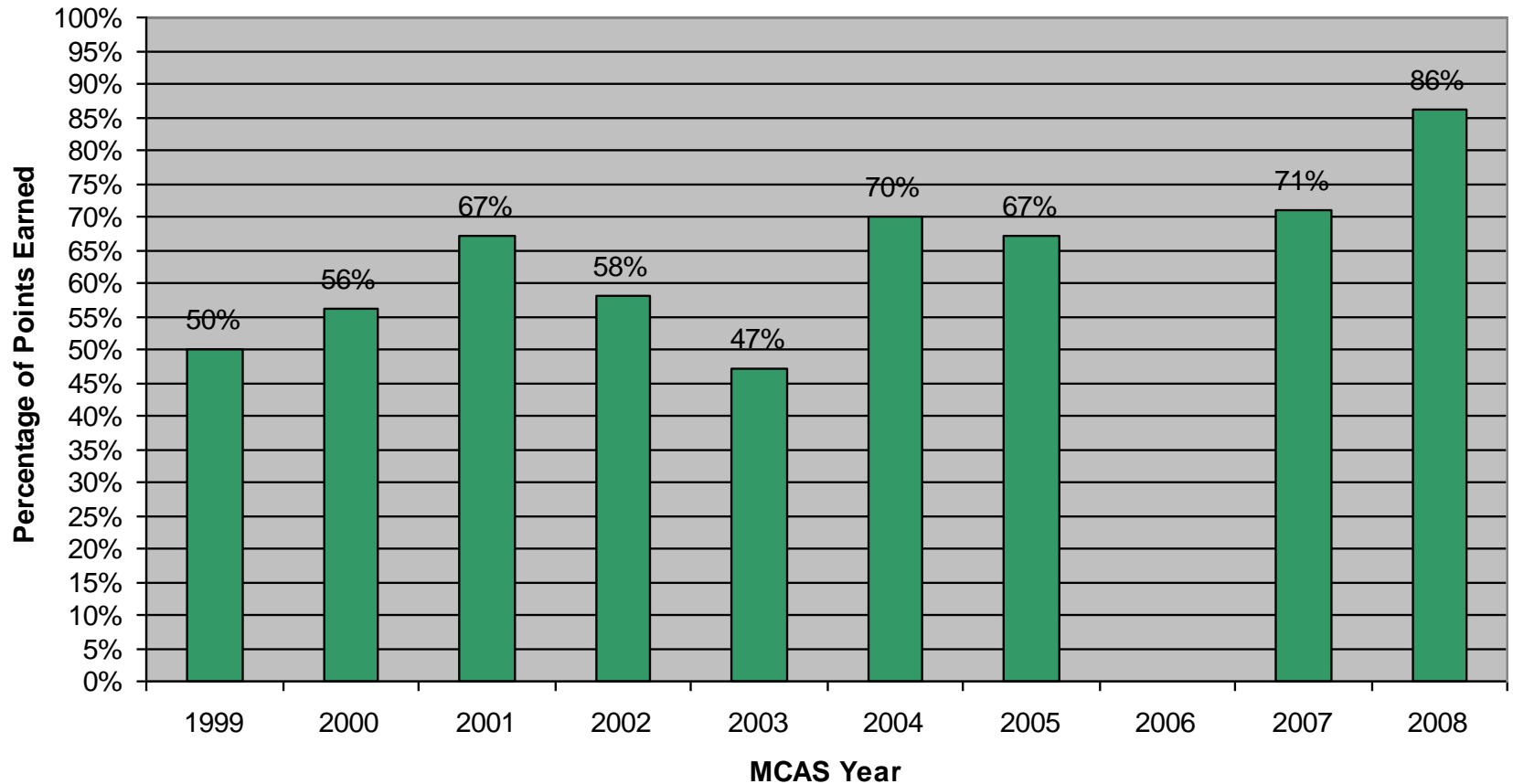


Mathematics Grade 4 Number Sense

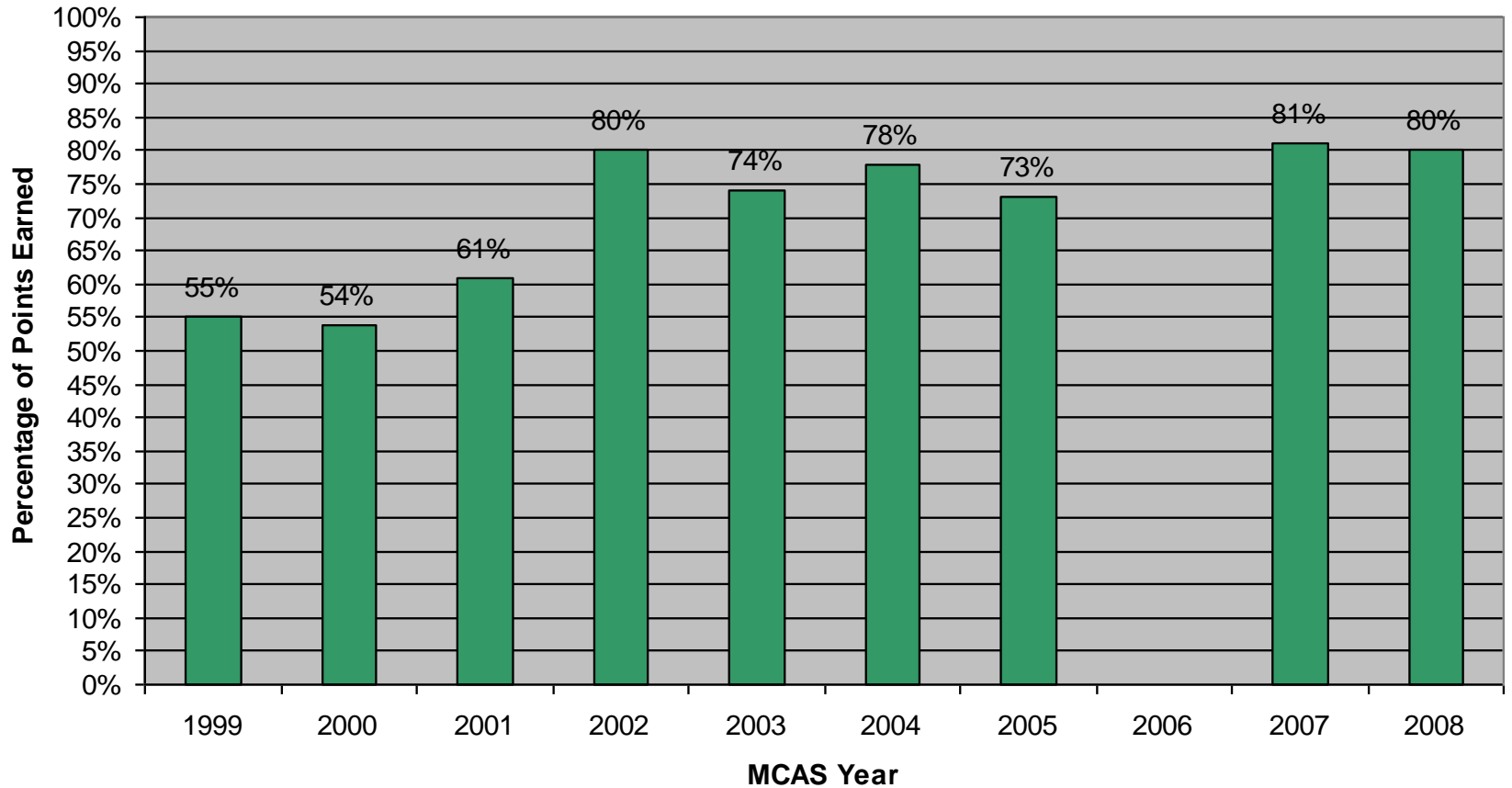


Mathematics Grade 4

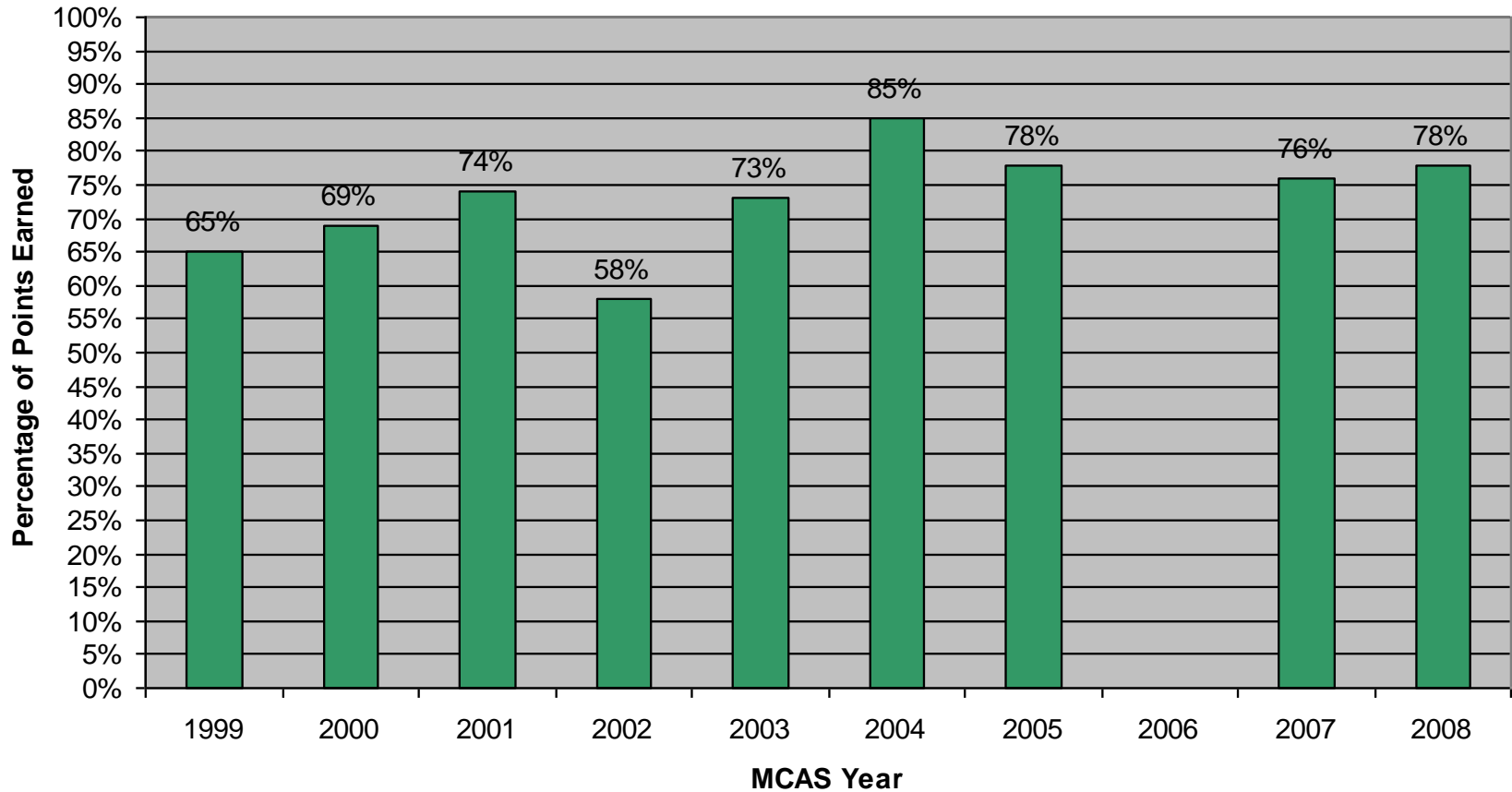
Patterns, Relations and Algebra



Mathematics Grade 4 Geometry

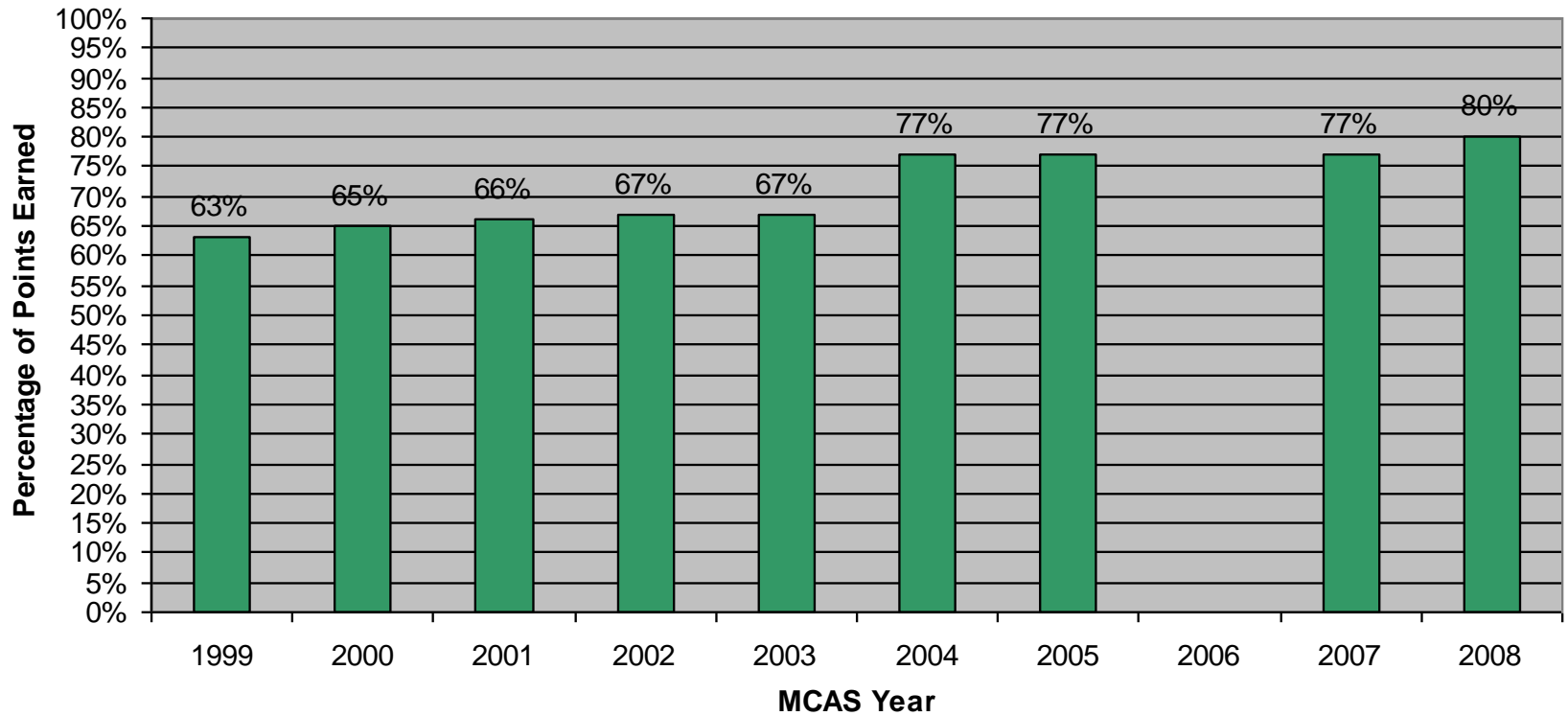


Mathematics Grade 4 Statistics and Probability



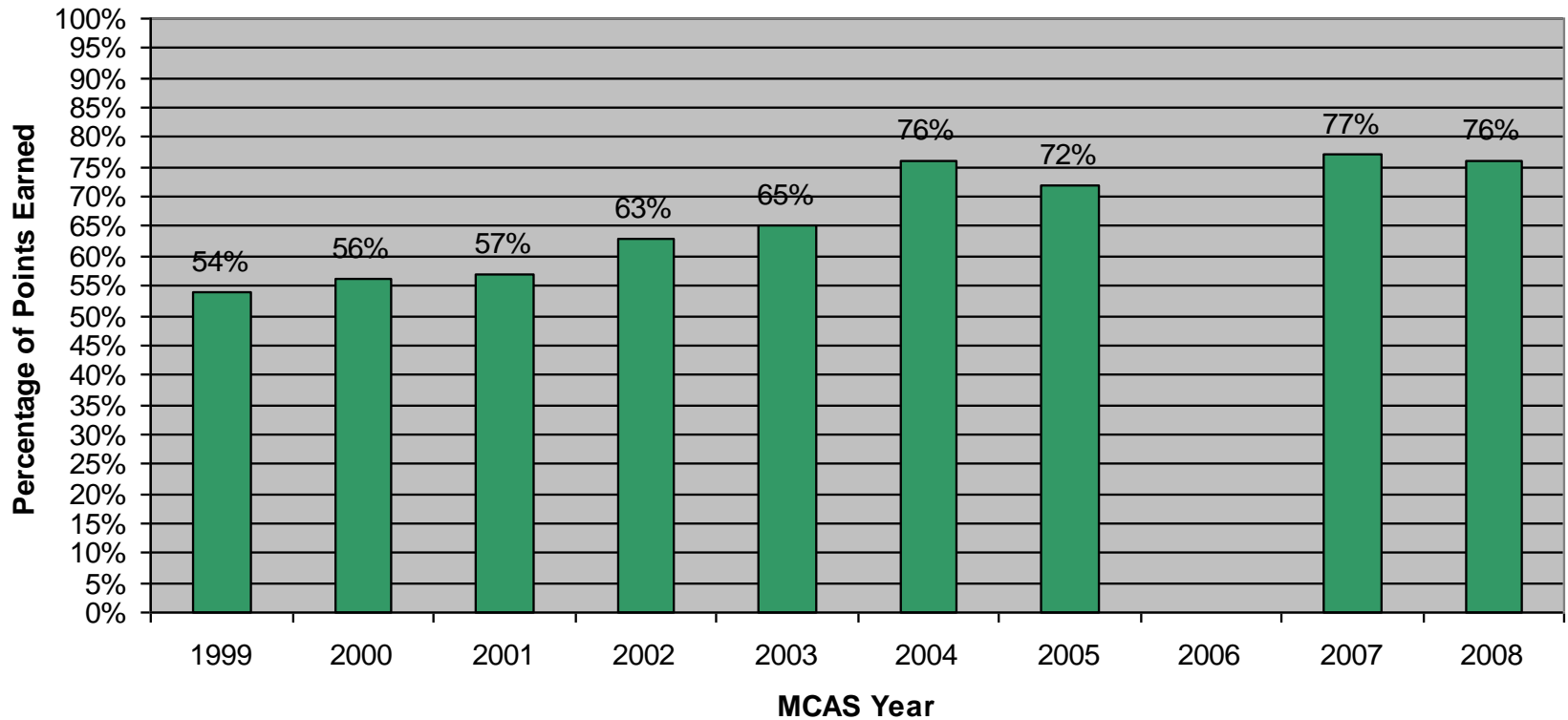
Mathematics Grade 4 Item Type

Multiple Choice Questions



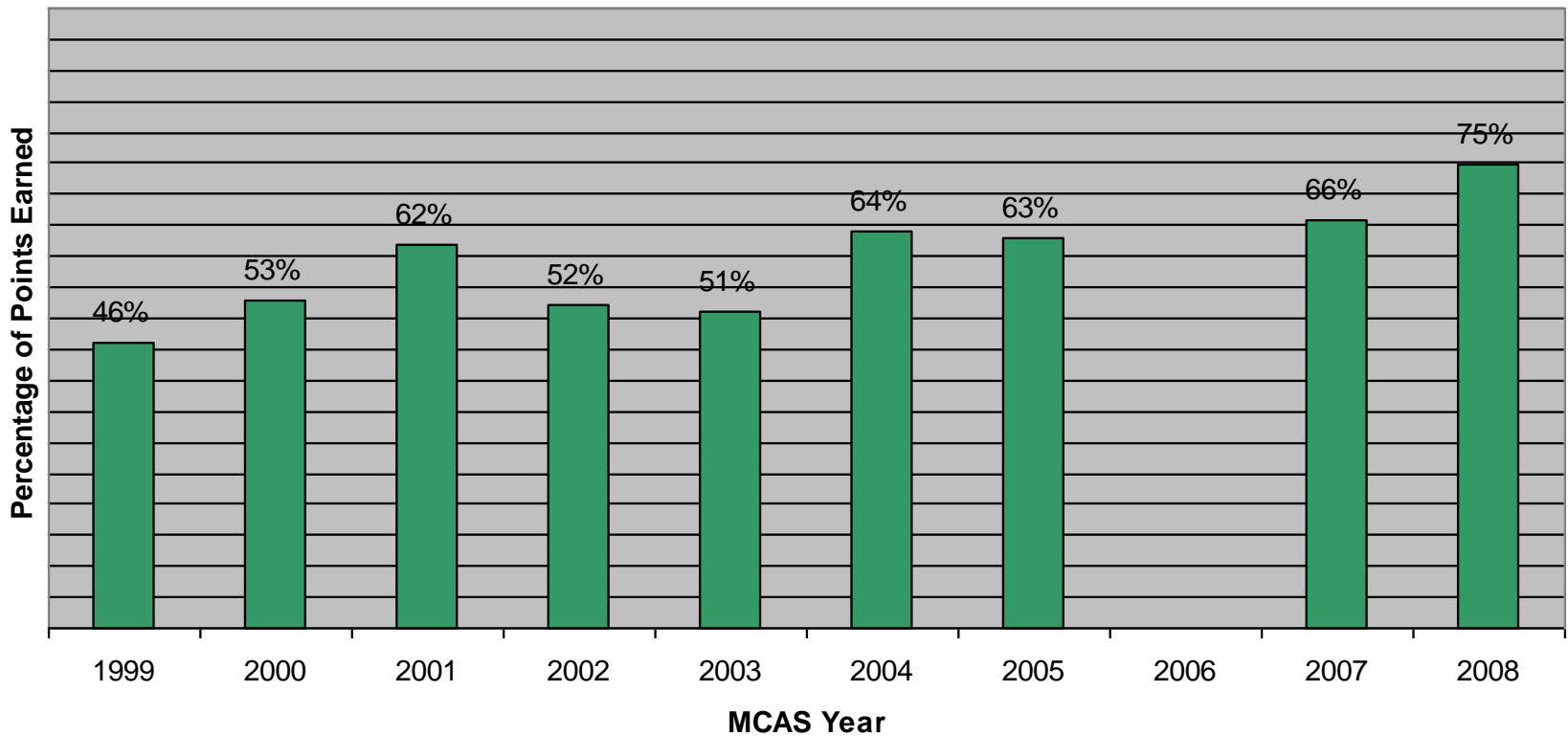
Mathematics Grade 4 Item Type

Short-Answer Questions



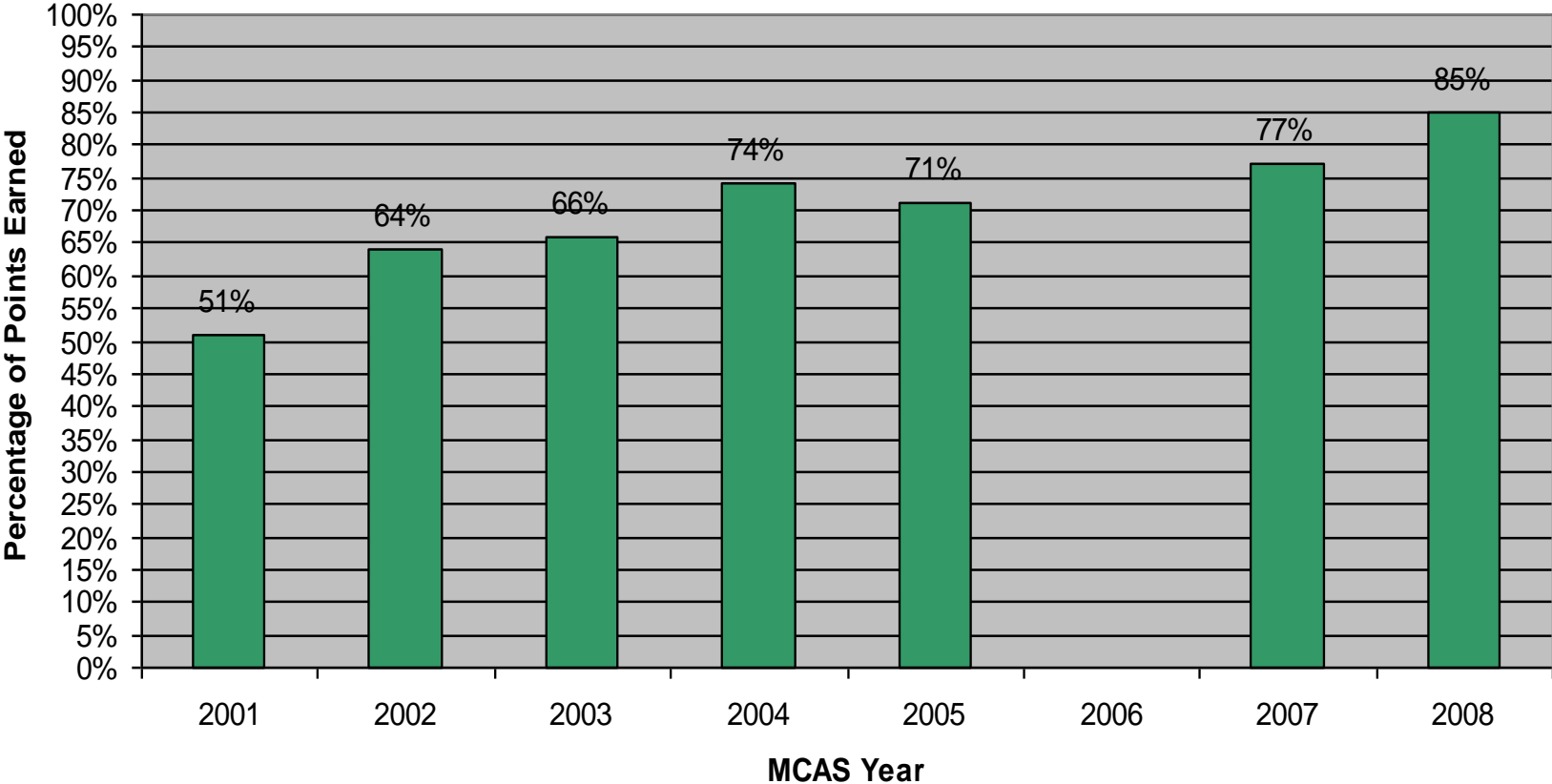
Mathematics Grade 4 Item Type

Open-Response Questions



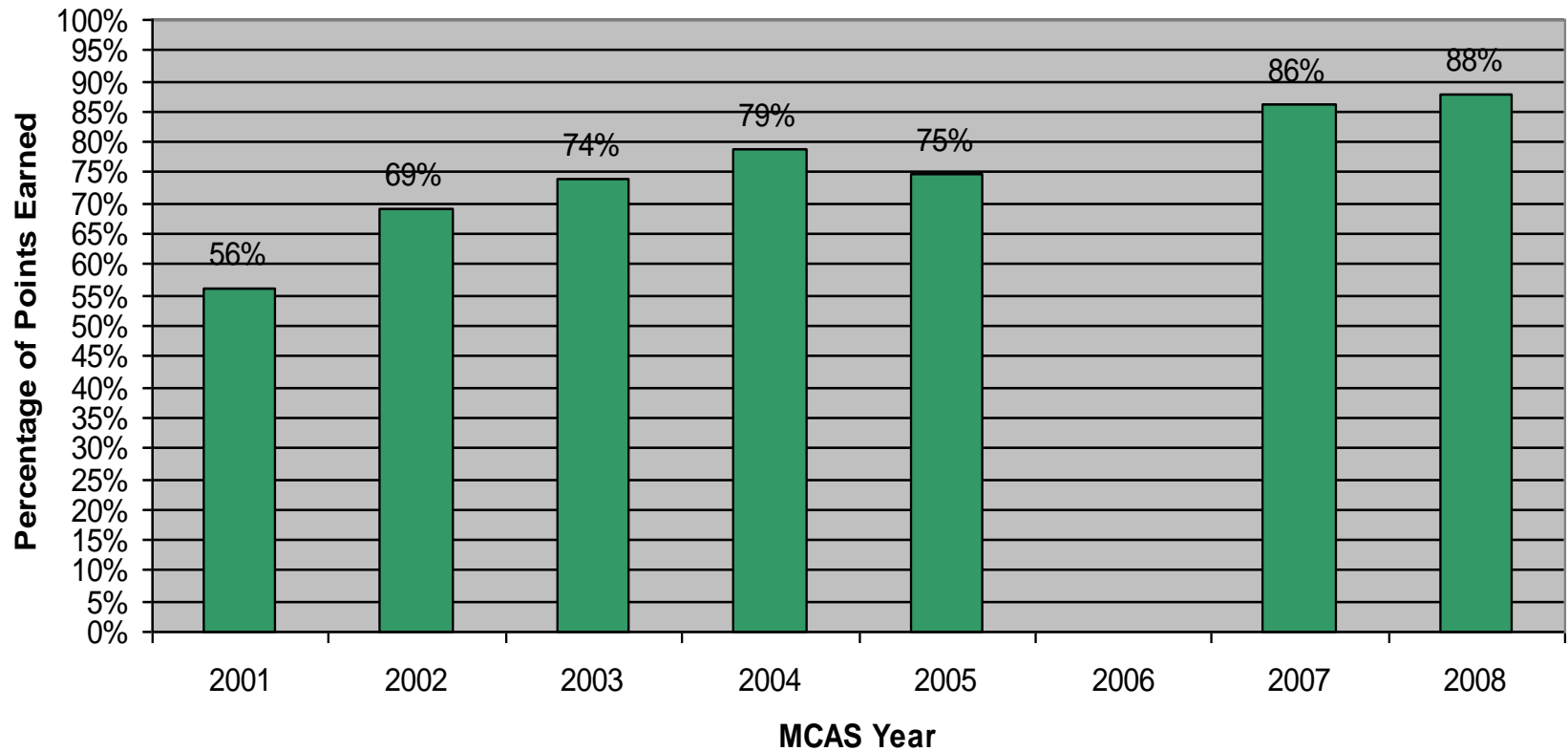
Mathematics Grade 6

Average % of Points Earned on Grade 6 Number Sense Questions



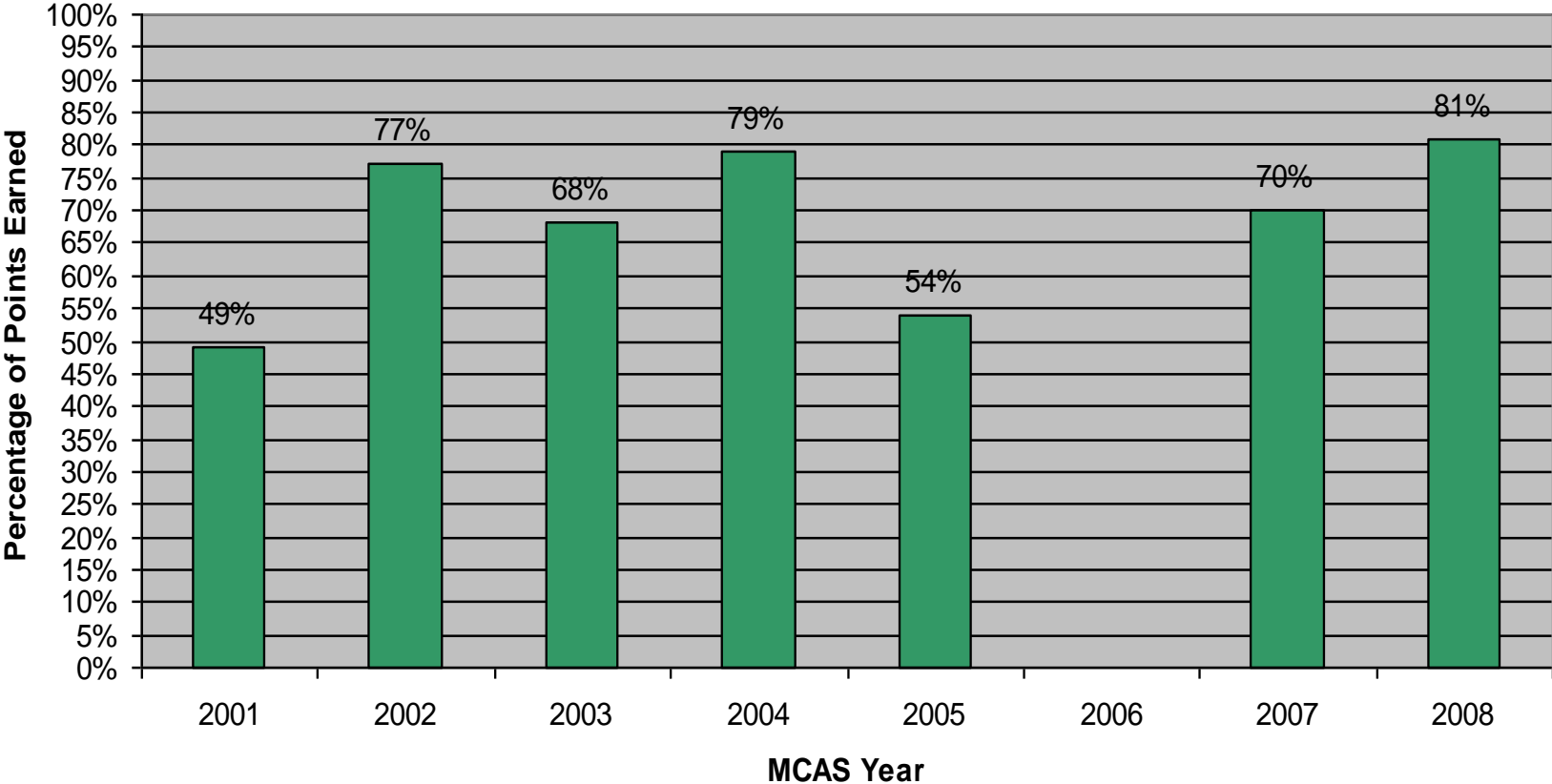
Mathematics Grade 6

Average % of Points Earned on Grade 6 Patterns, Relations, & Algebra Questions



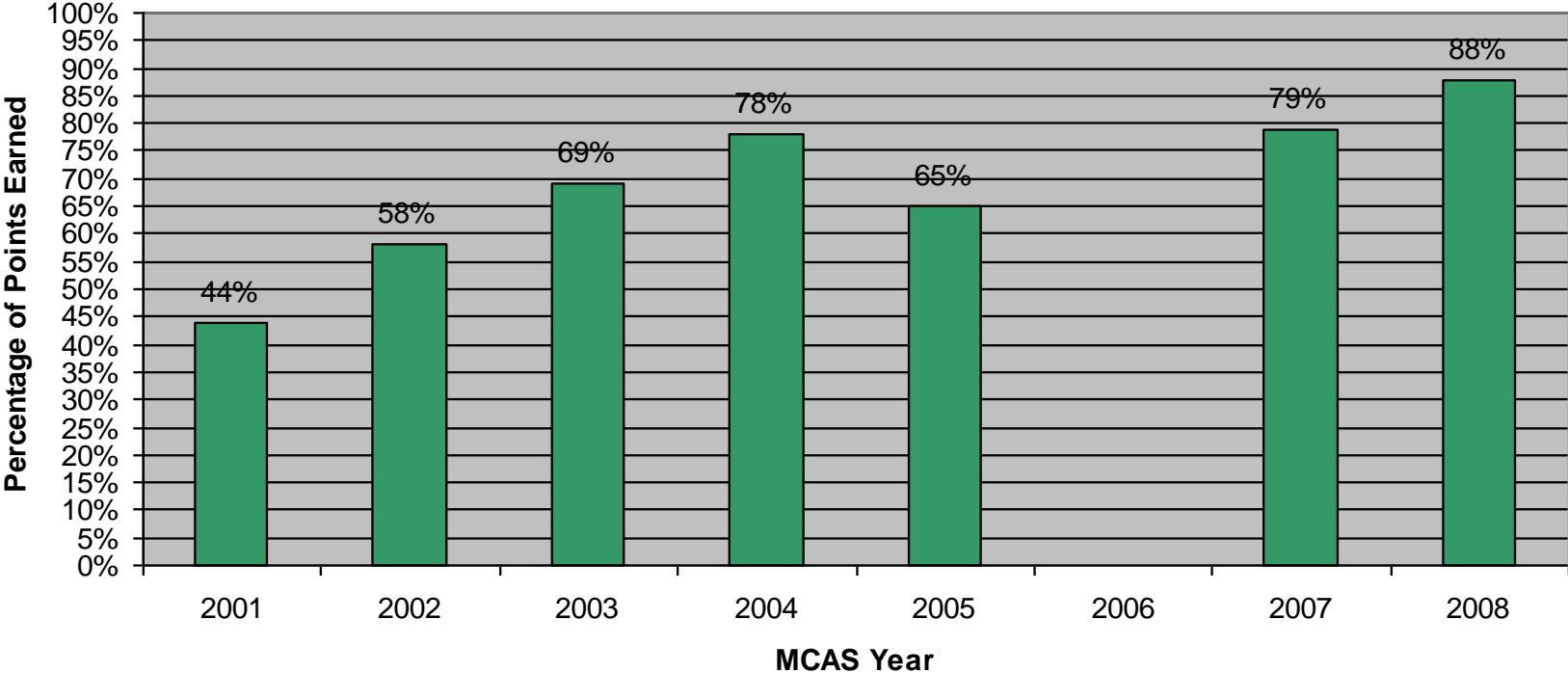
Mathematics Grade 6

Average % of Points Earned on Grade 6 Geometry Questions



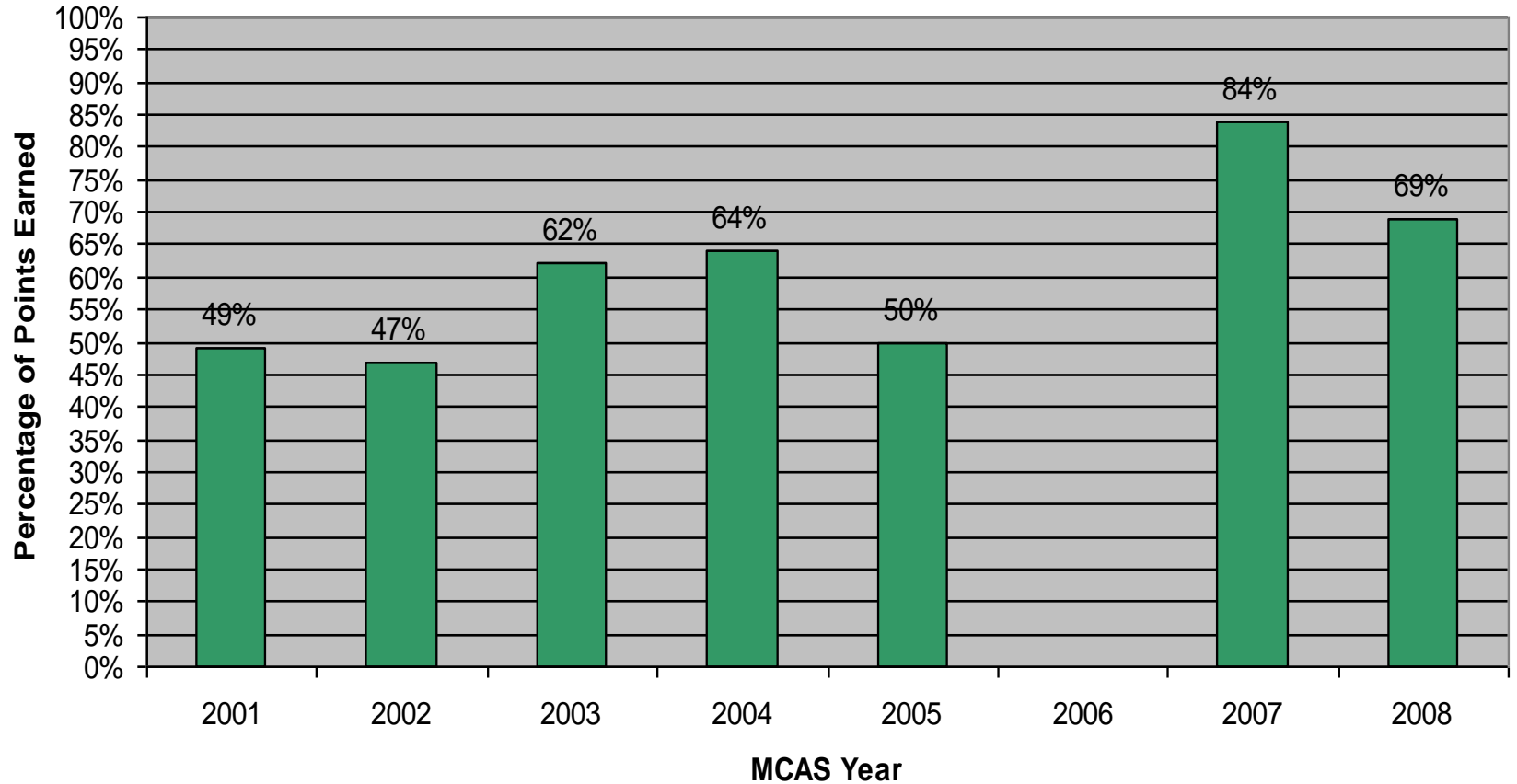
Mathematics Grade 6

Average % Points Earned on Grade 6 Data Analysis Statistics and Probability Questions



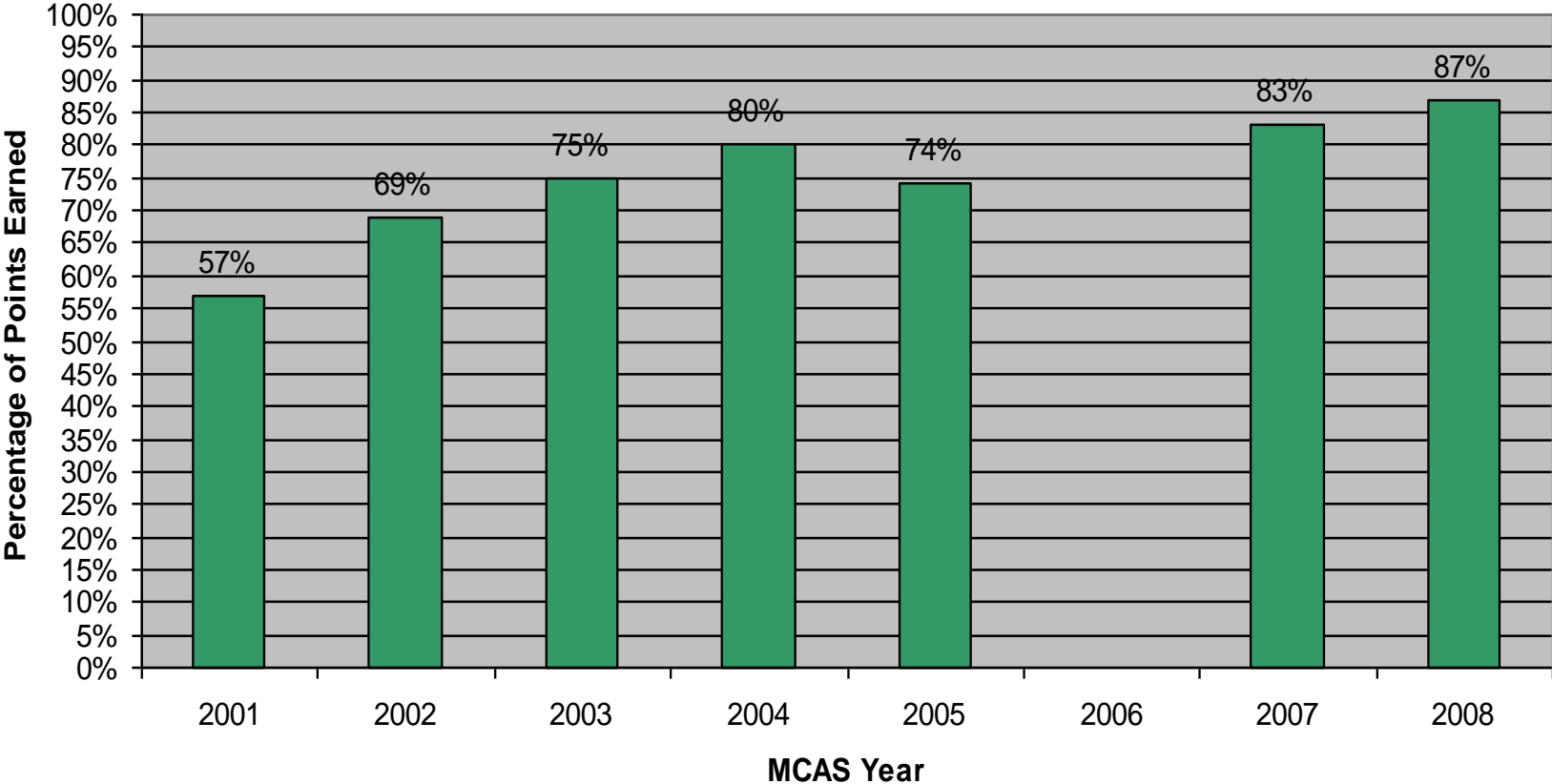
Mathematics Grade 6

Average % Points Earned on Grade 6 Measurement Questions



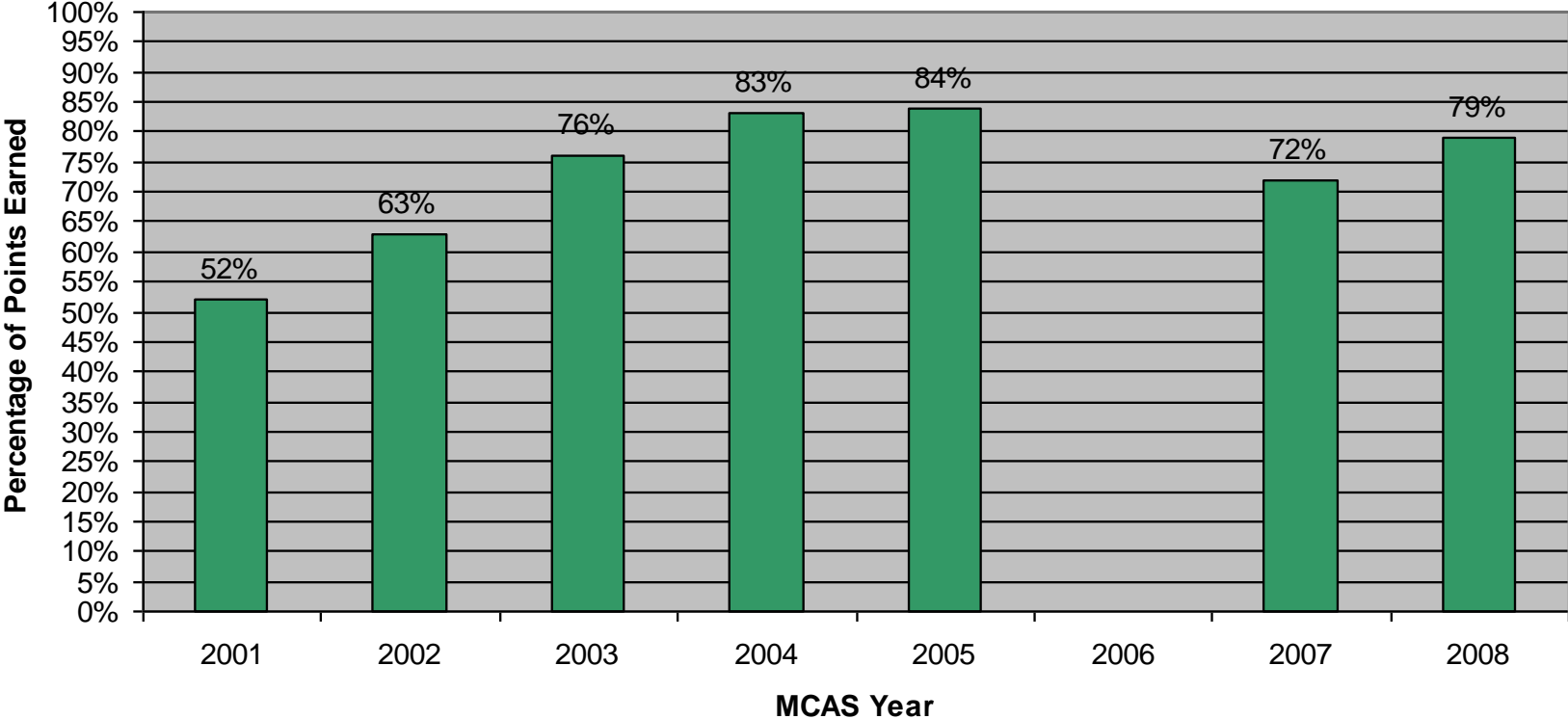
Mathematics Grade 6

Average % Points Earned on Grade 6 Multiple Choice Questions



Mathematics Grade 6

Average % Points Earned on Grade 6 Short-Answer Questions



Mathematics Grade 6

Average % Points Earned on Grade 6 Open-Response Questions

