

MCAS Performance 2008: A Data Snapshot

Lee Elementary School
&
Lee Middle and High School

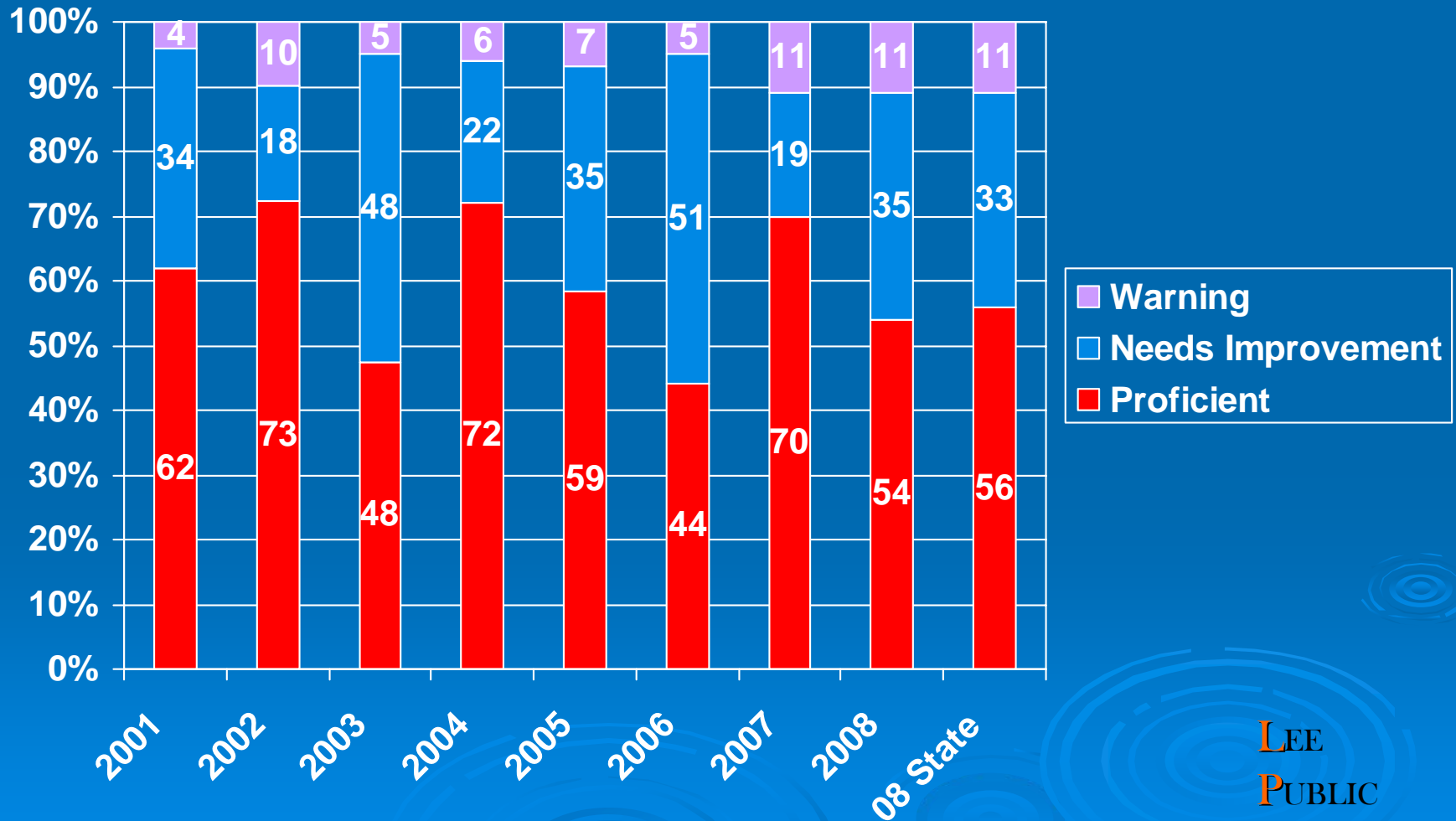
Overview

- Across the state, scores are stagnant, particularly in grades 3-5
- Our scores indicate a similar trend here in Lee
- Subtests indicate that growth is occurring in some areas, while other areas need a more direct and focused approach
- These scores provide evidence for continuing some areas of development (formative assessment) and for focusing on new areas of endeavor—particularly programs aimed at very specific sub-groups of students

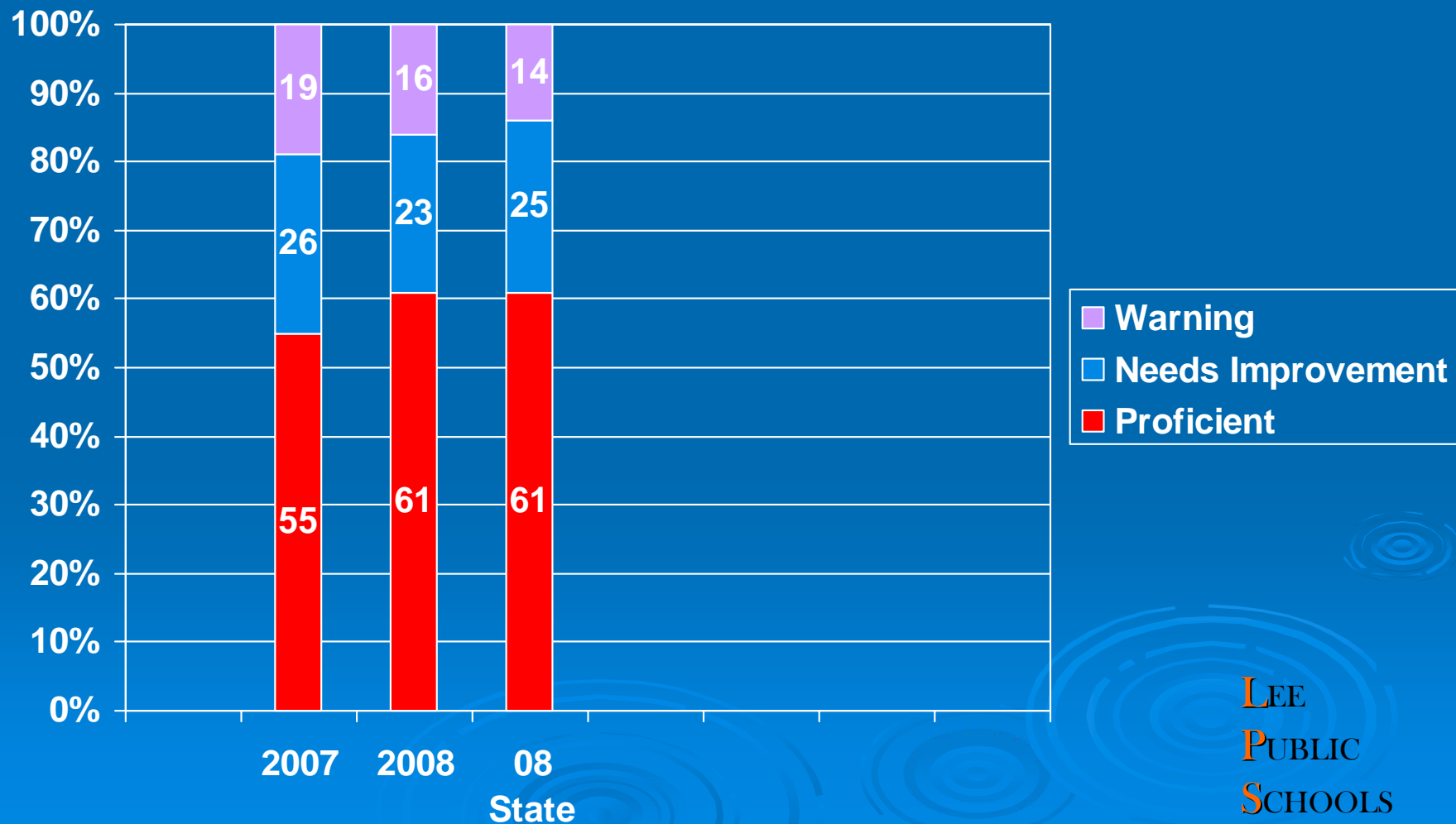
MCAS Results

- As many years of data as we have available have been included
- 2008 state averages have been included
- N=??? Is the actual number of test takers
- All data in charts are given as percentages

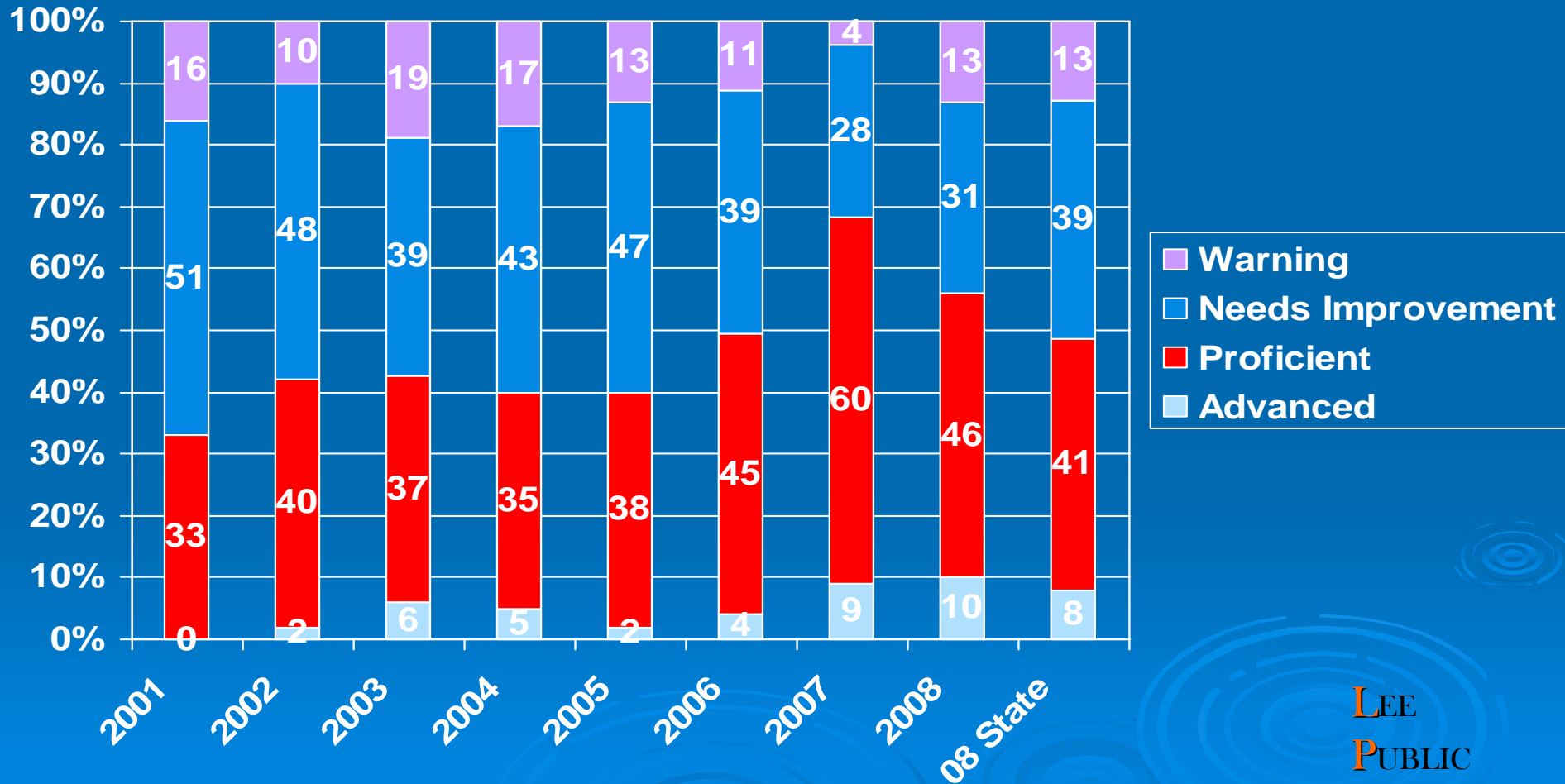
Third Grade Reading (N=57)



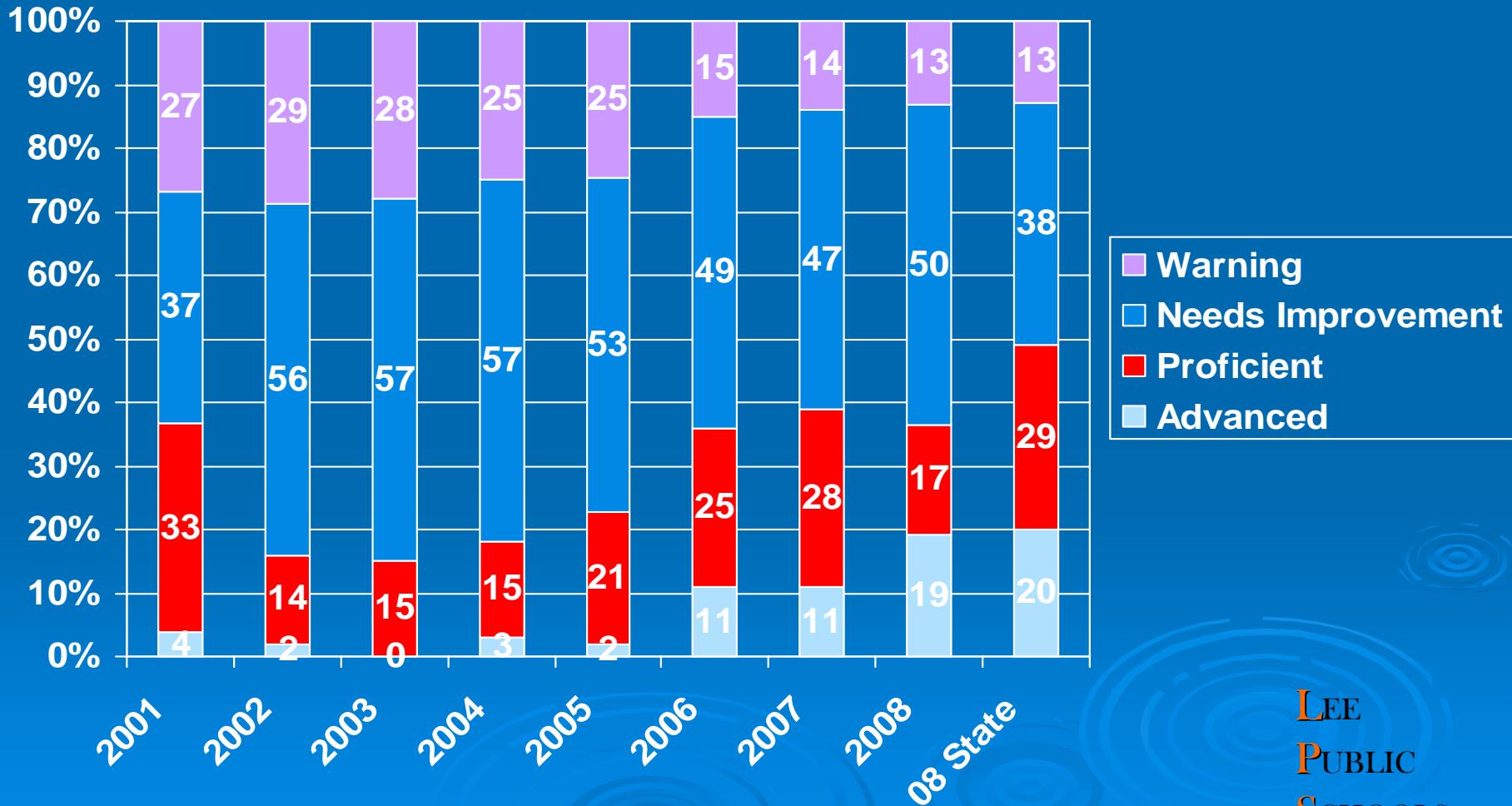
Third Grade Math (N=57)



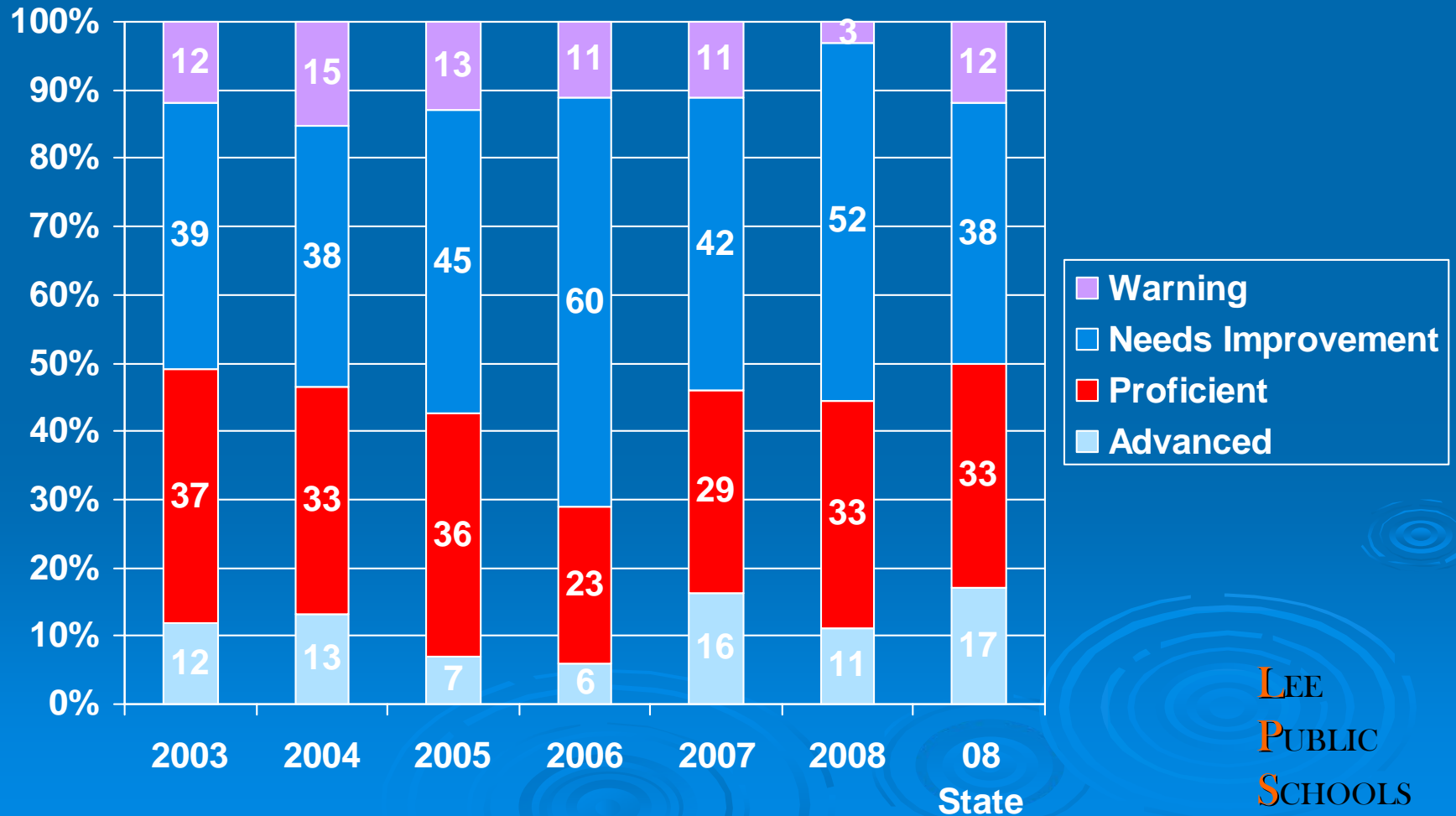
Fourth Grade English/ Language Arts (N=53)



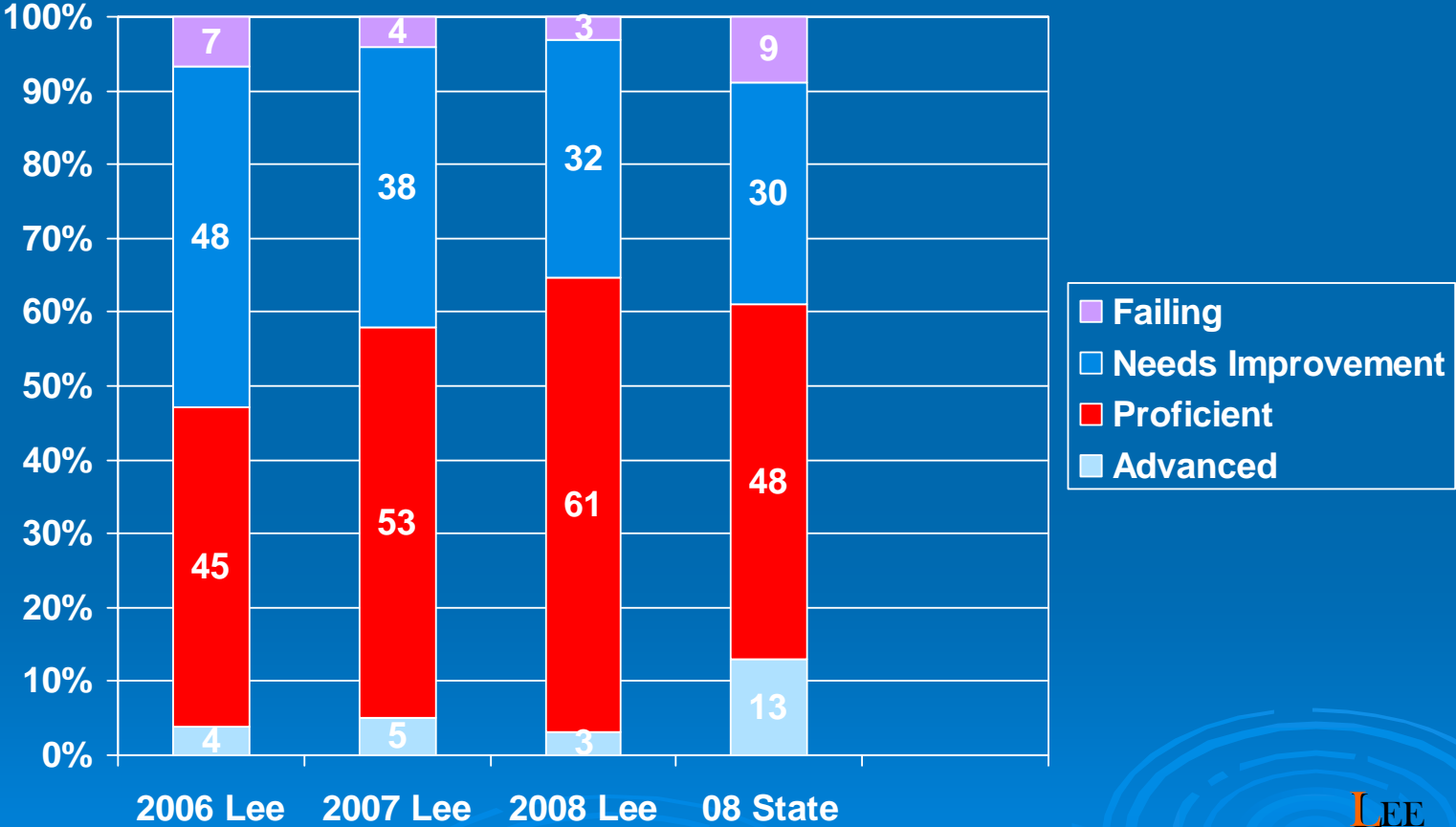
Fourth Grade Mathematics (N=52)



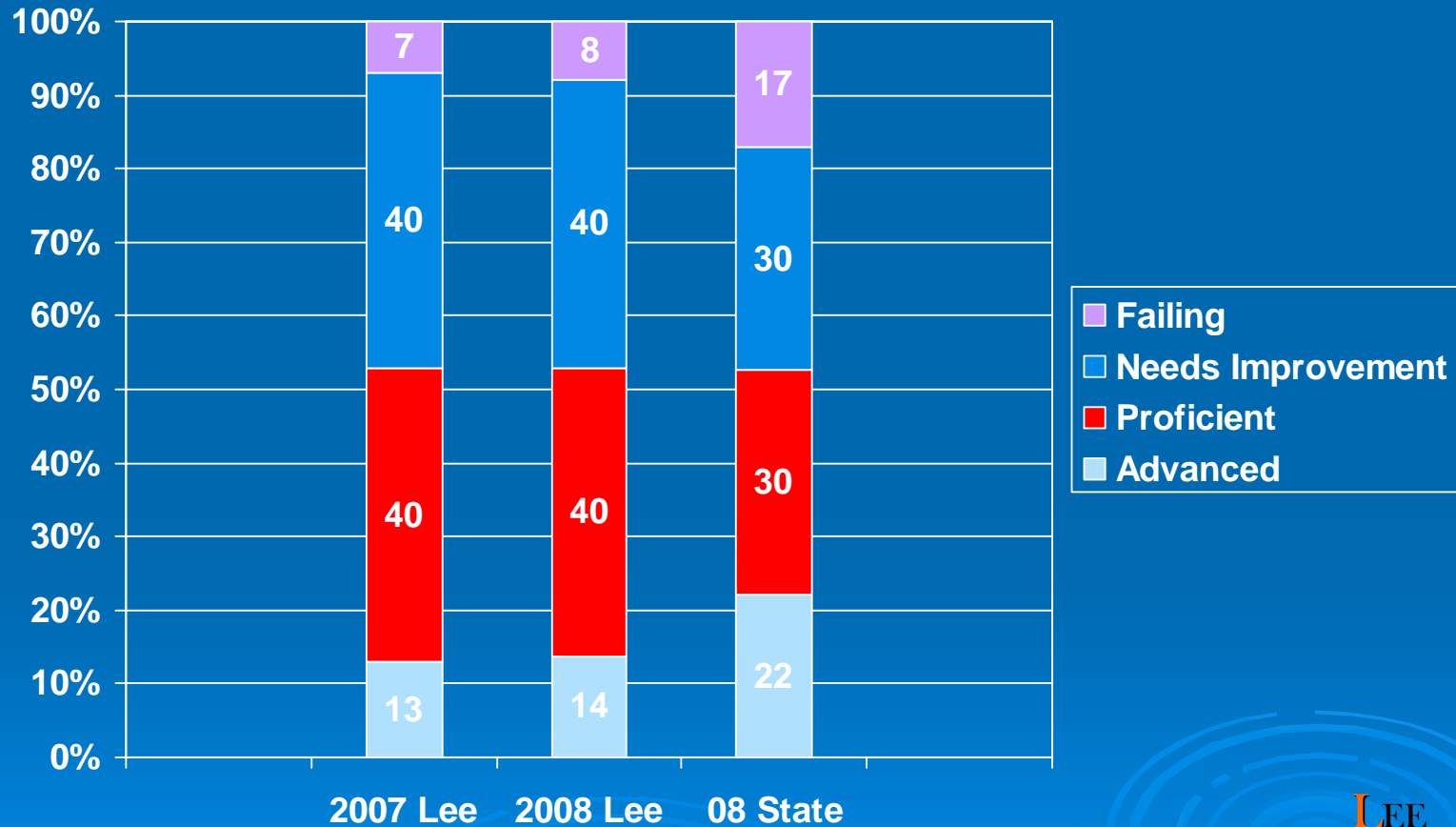
Fifth Grade Science and Technology (N=59)



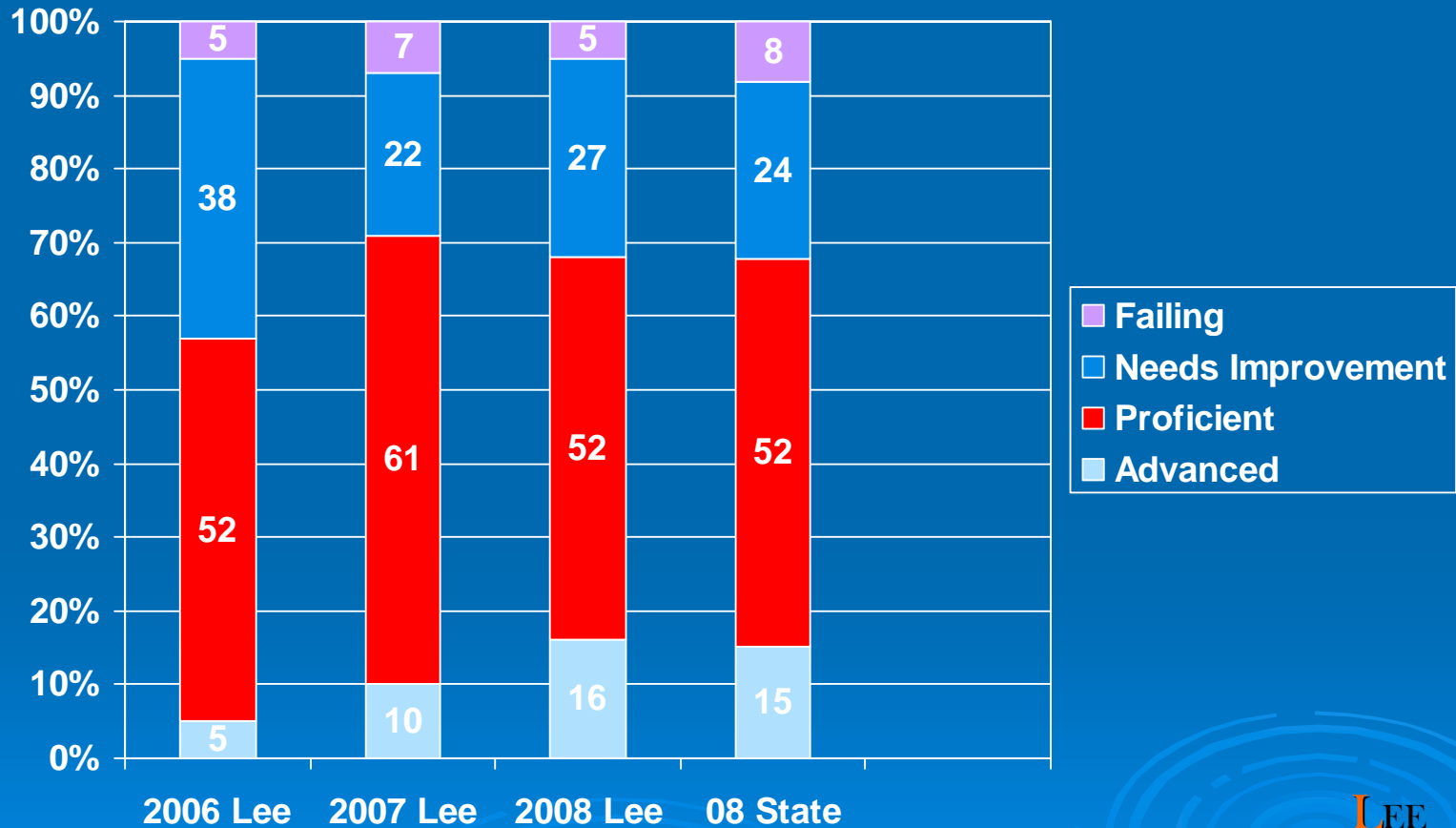
Fifth Grade English/Language Arts (N=61)



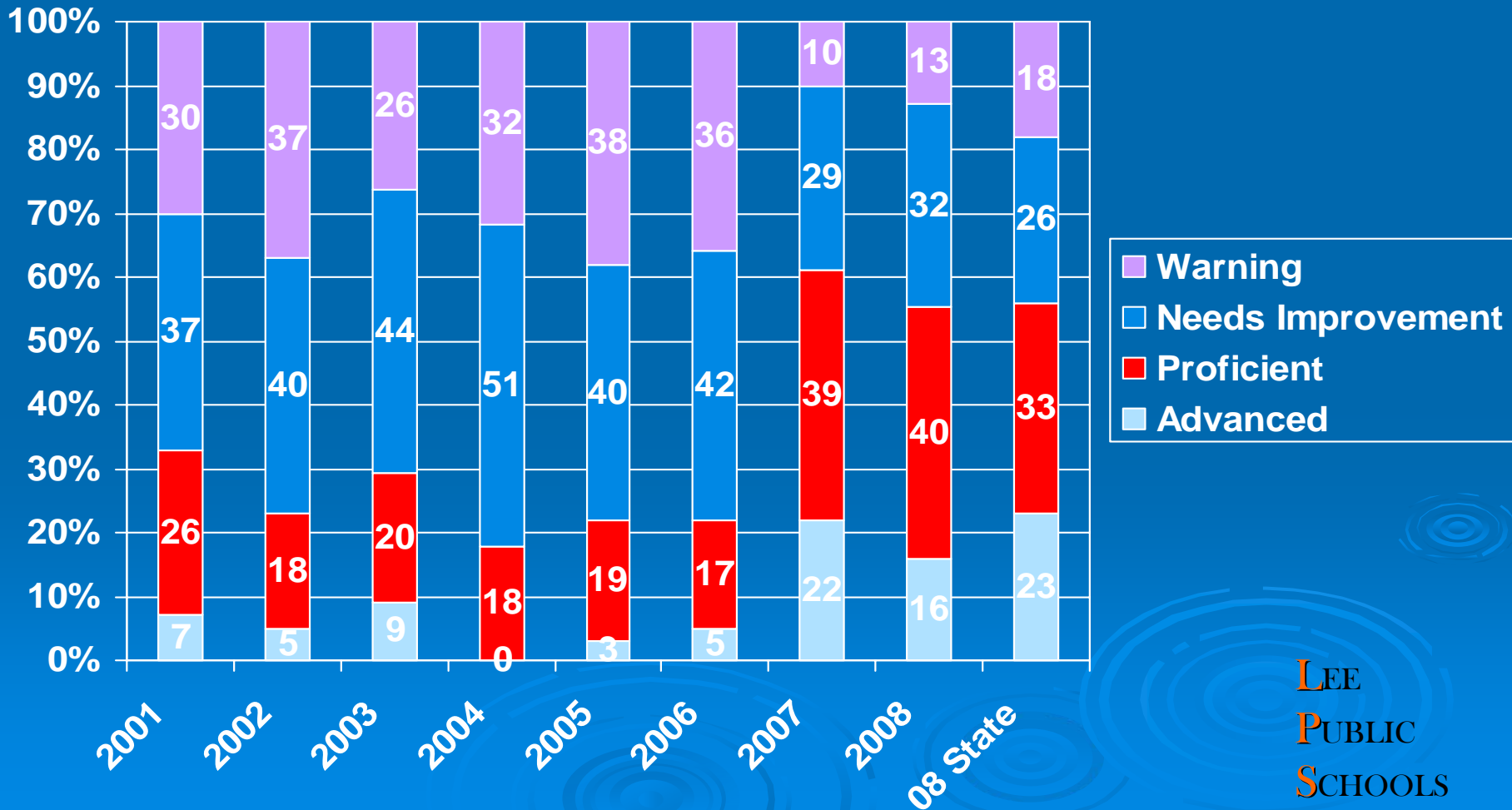
5th Grade Math (N=59)



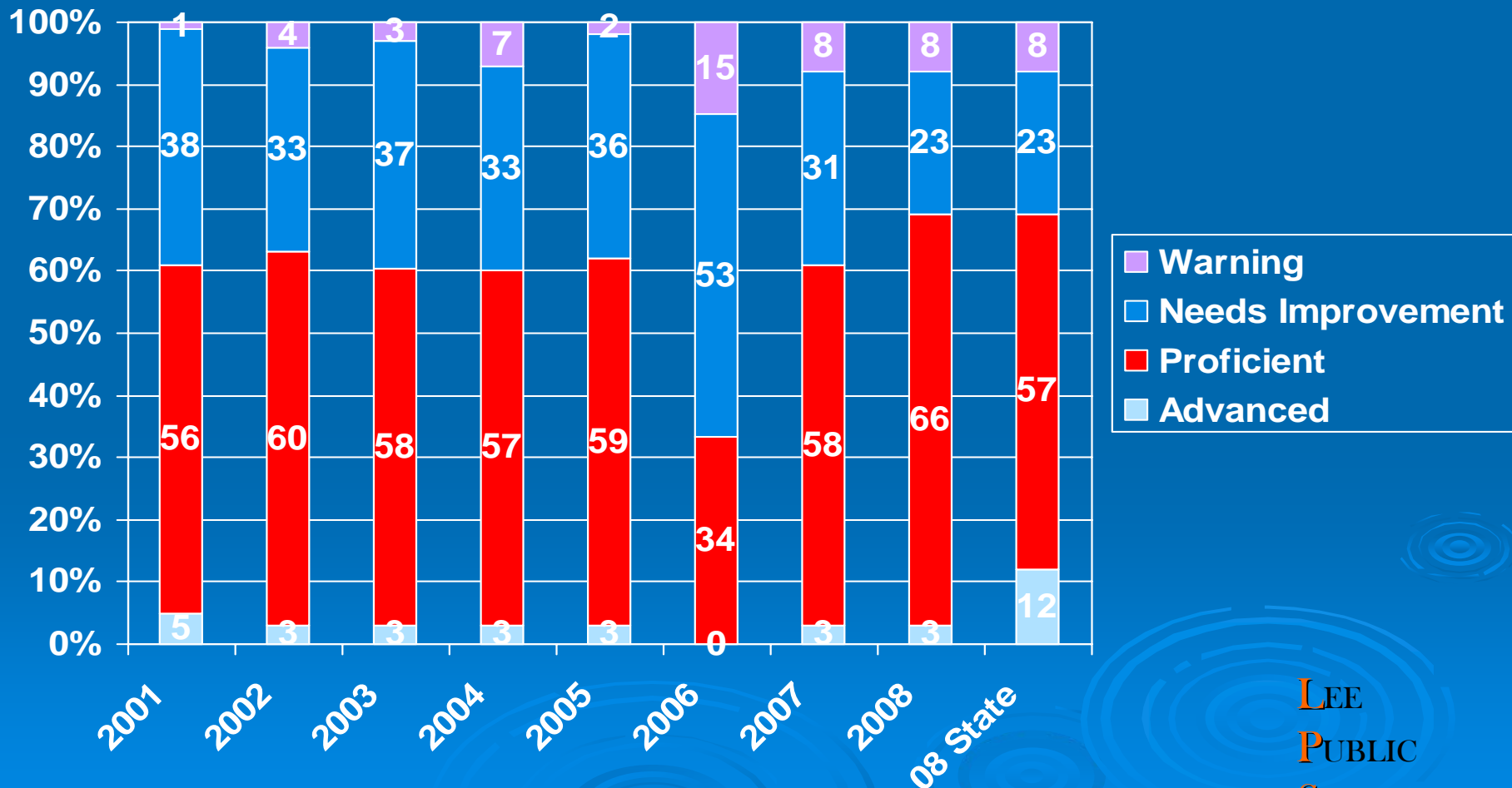
Sixth Grade ELA (N=62)



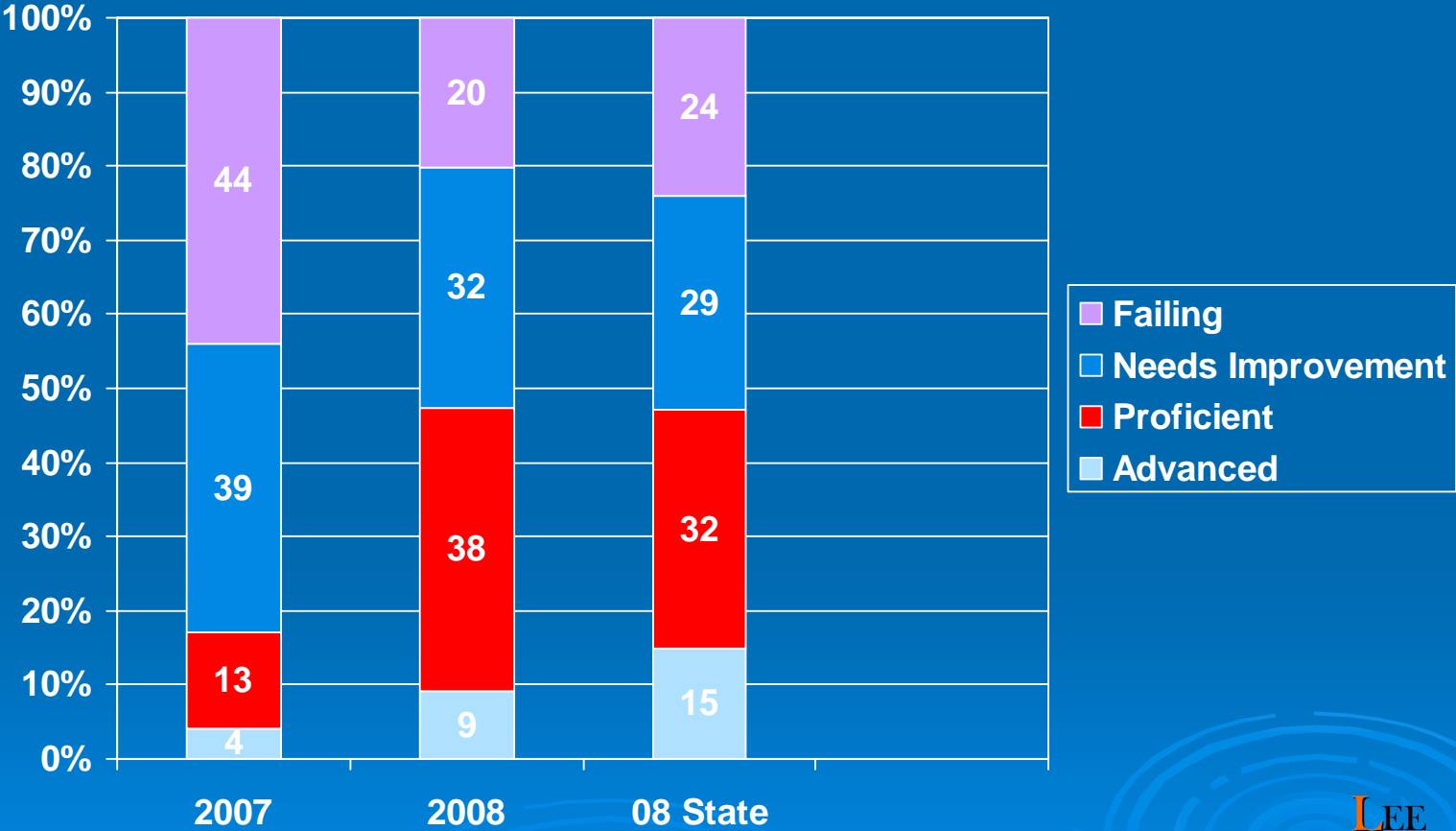
Sixth Grade Mathematics (N=63)



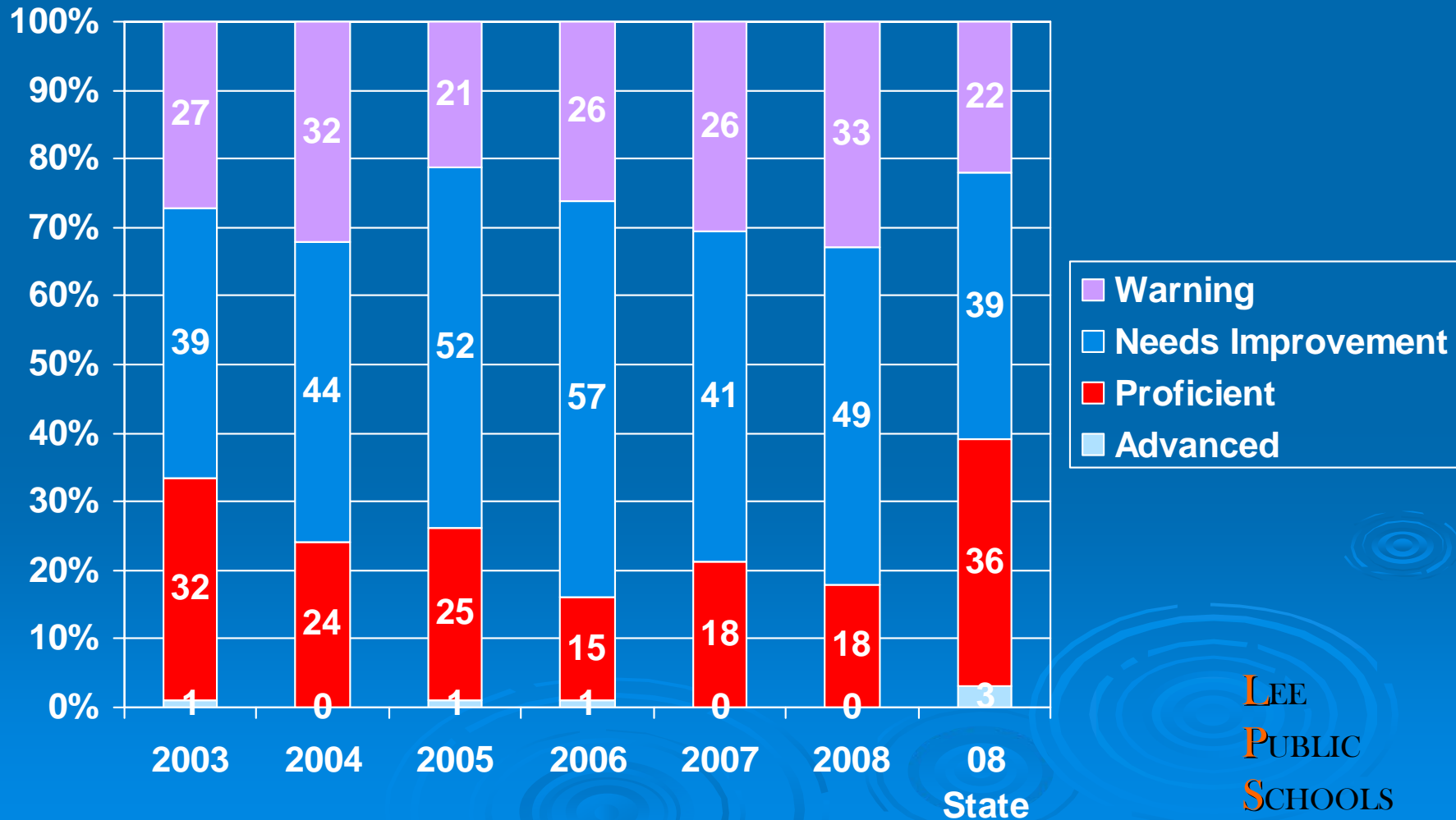
Seventh Grade English/ Language Arts (N=65)



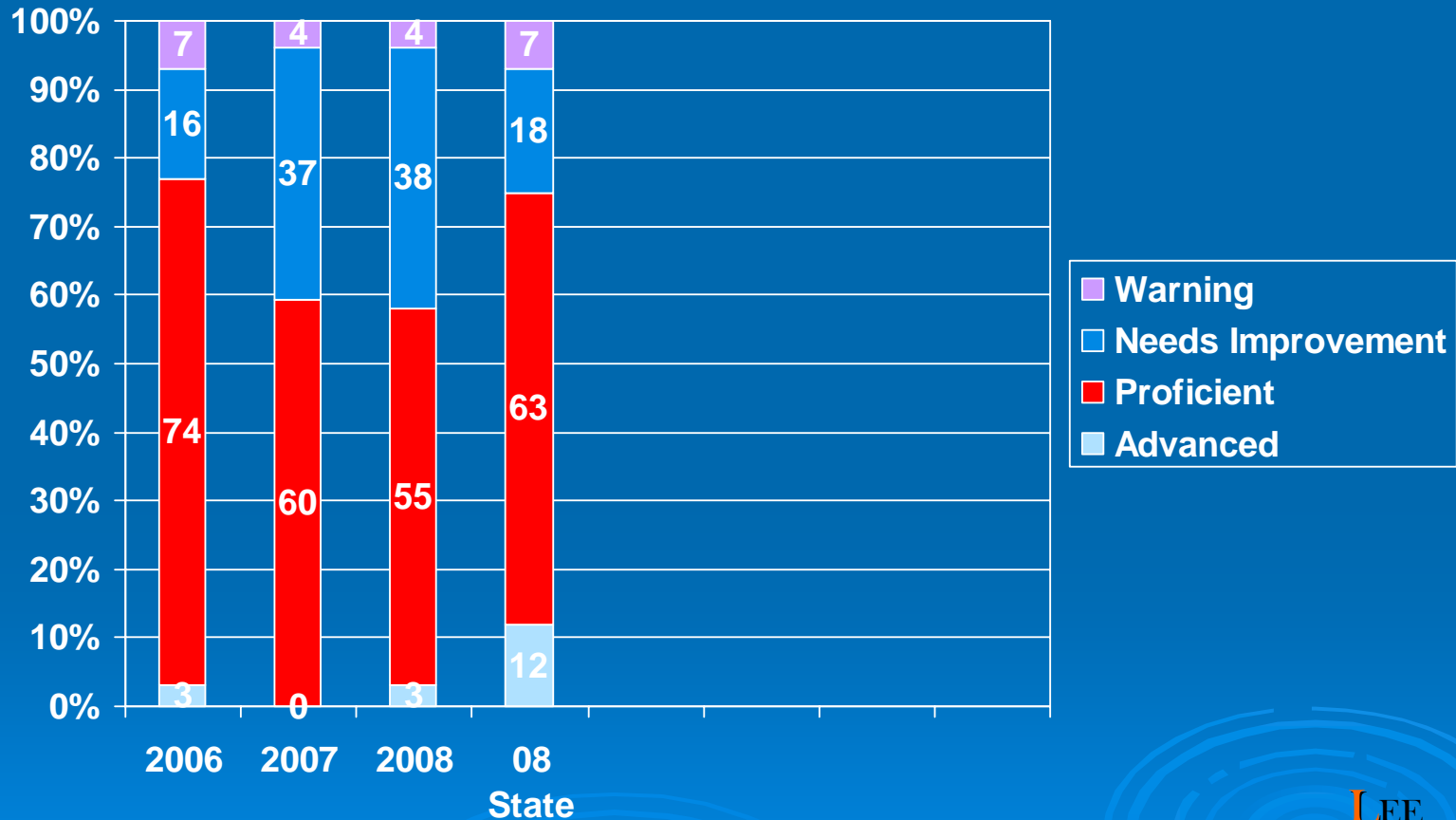
Seventh Grade Math (N=65)



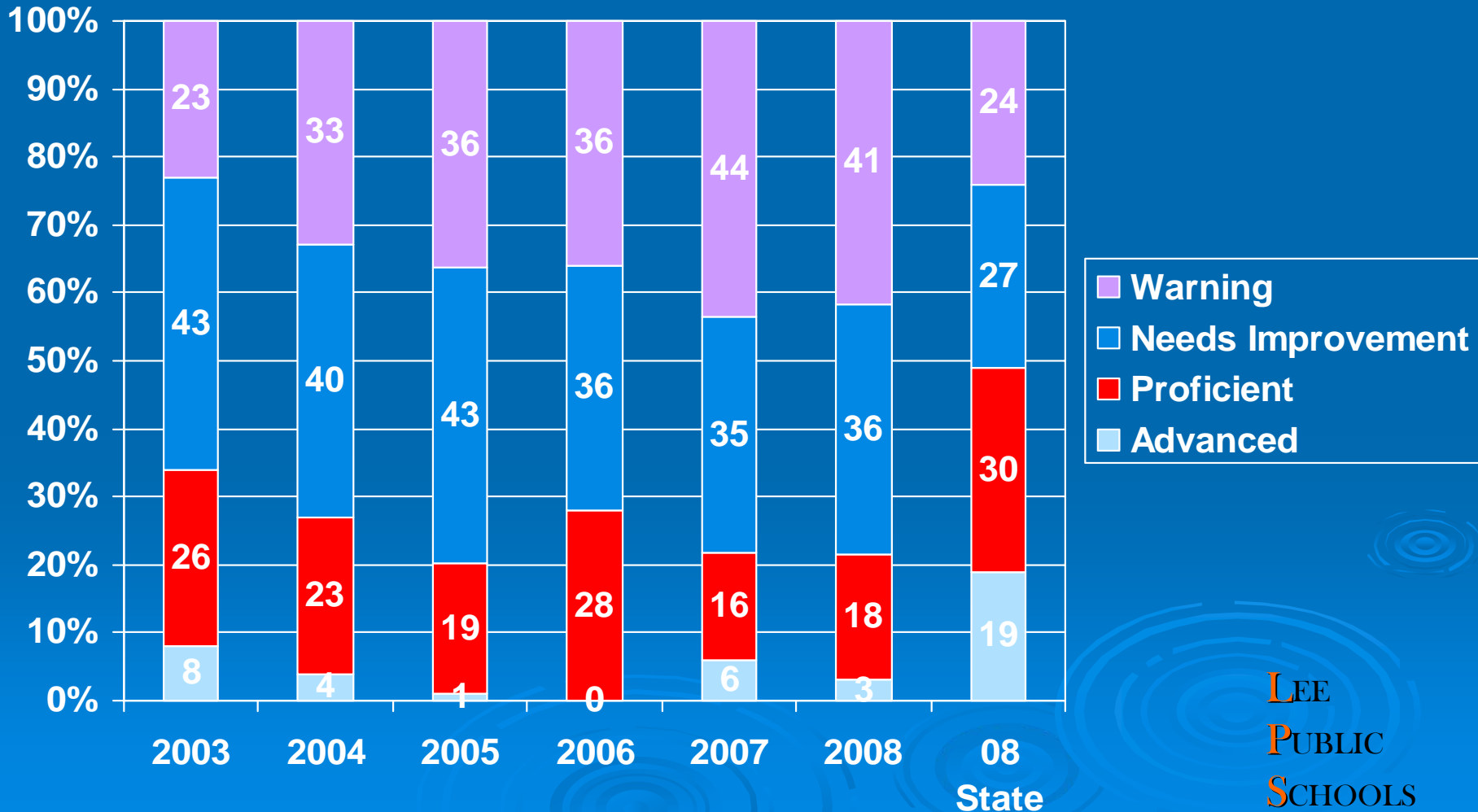
Eighth Grade Science and Technology (N=74)



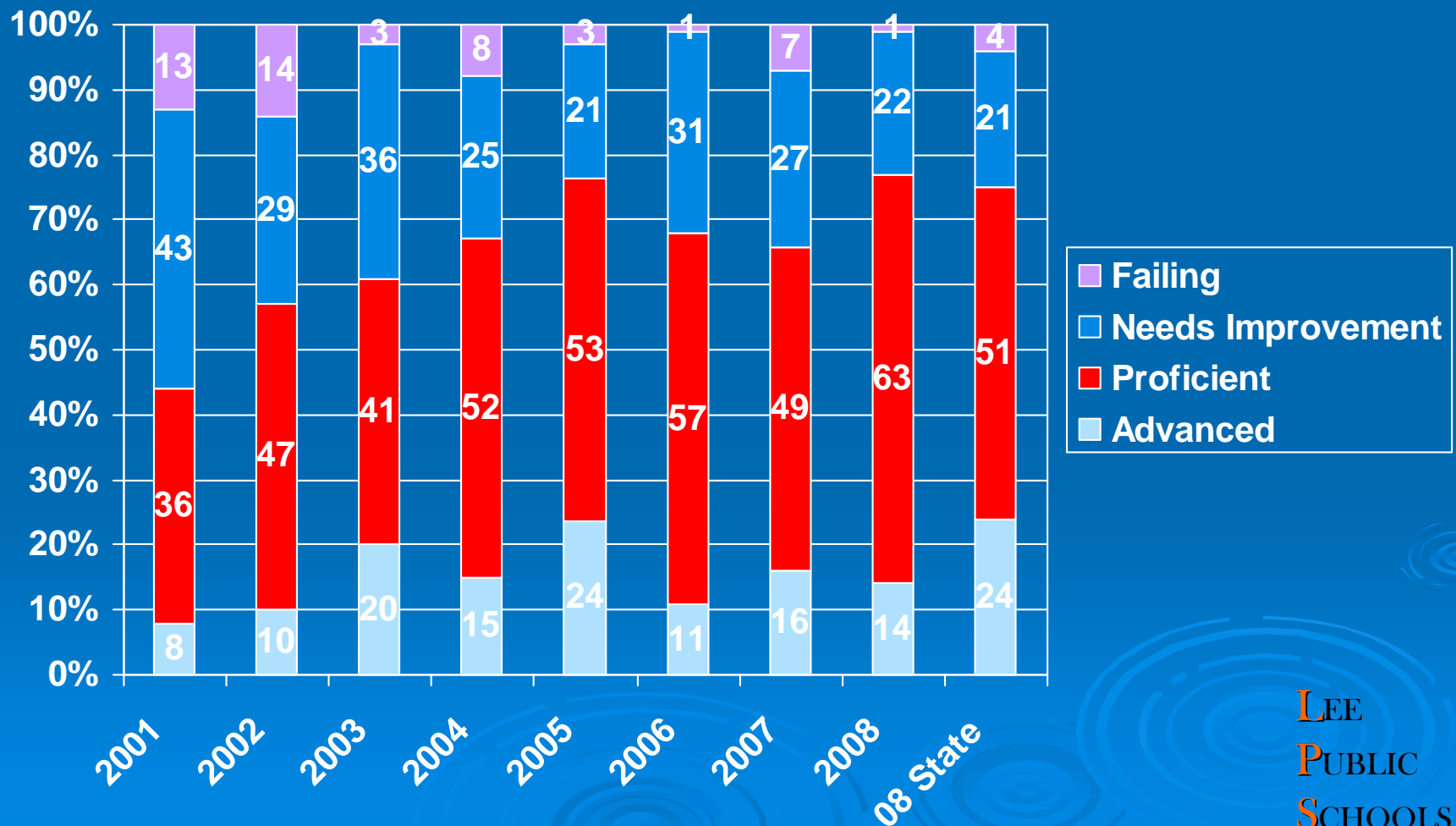
Eighth Grade ELA (N=74)



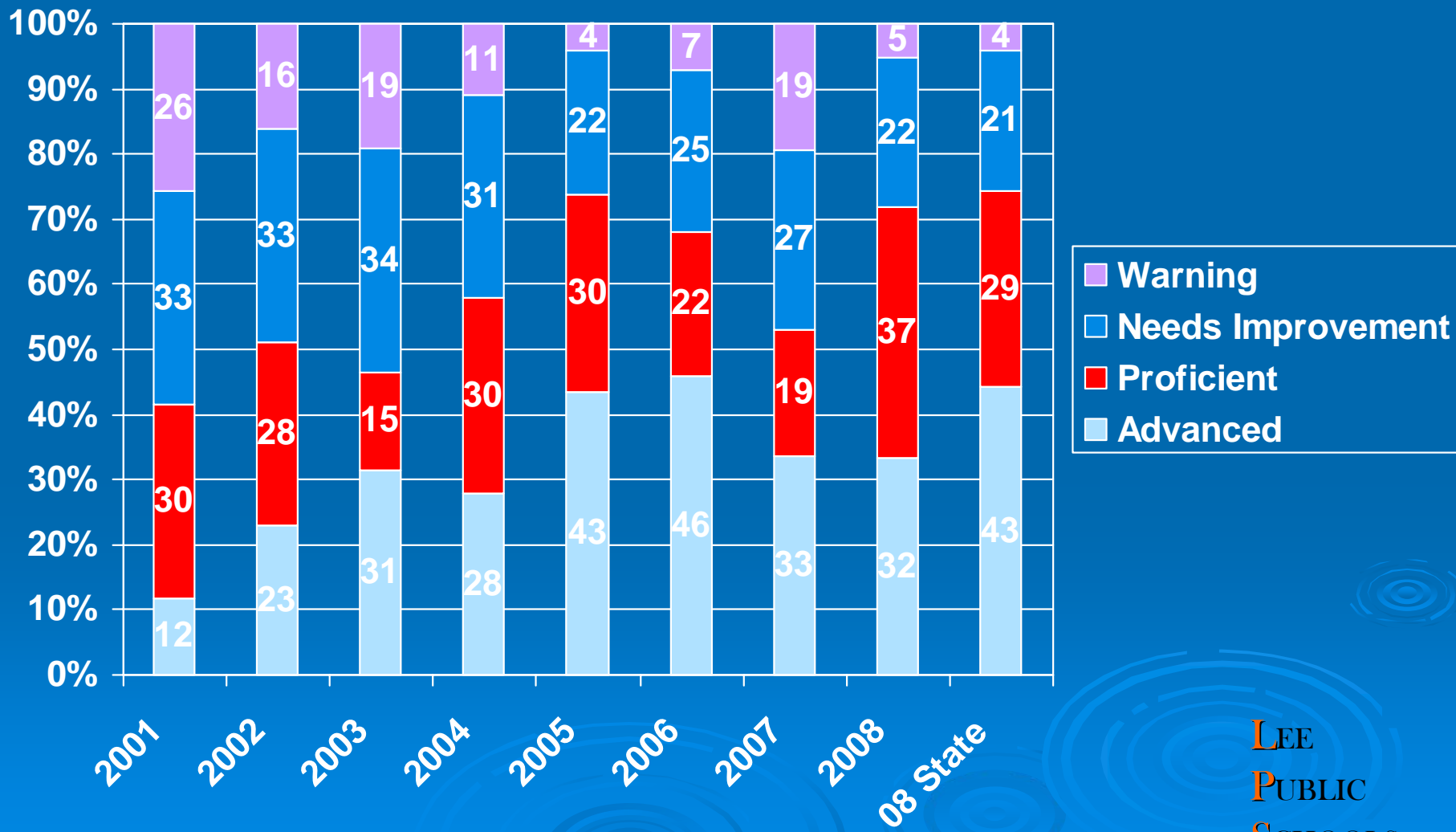
Eighth Grade Mathematics (N=74)



Tenth Grade English/ Language Arts (N=73)



Tenth Grade Mathematics (N=73)



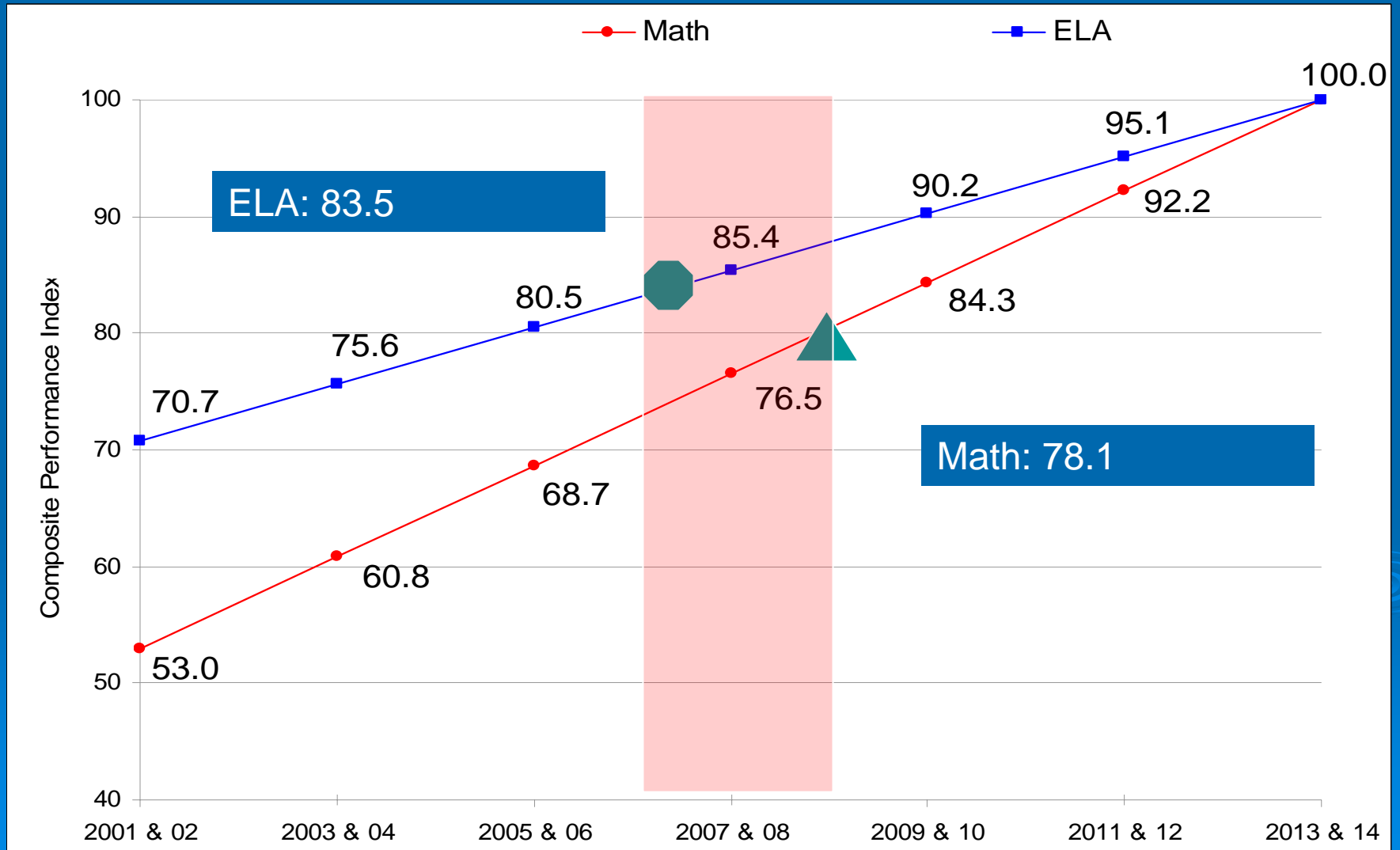
10th Grade Biology (N=78)

- Not counted in AYP
- Lee Results:
 - Advanced: 4%
 - Proficient: 55%
 - Needs Imp.: 23%
 - Warning: 6%
 - Did Not Take: 12%
- State Results (all sciences) 2008:
 - Advanced: 14%
 - Proficient: 29%
 - Needs Imp.: 31%
 - Warning: 12%

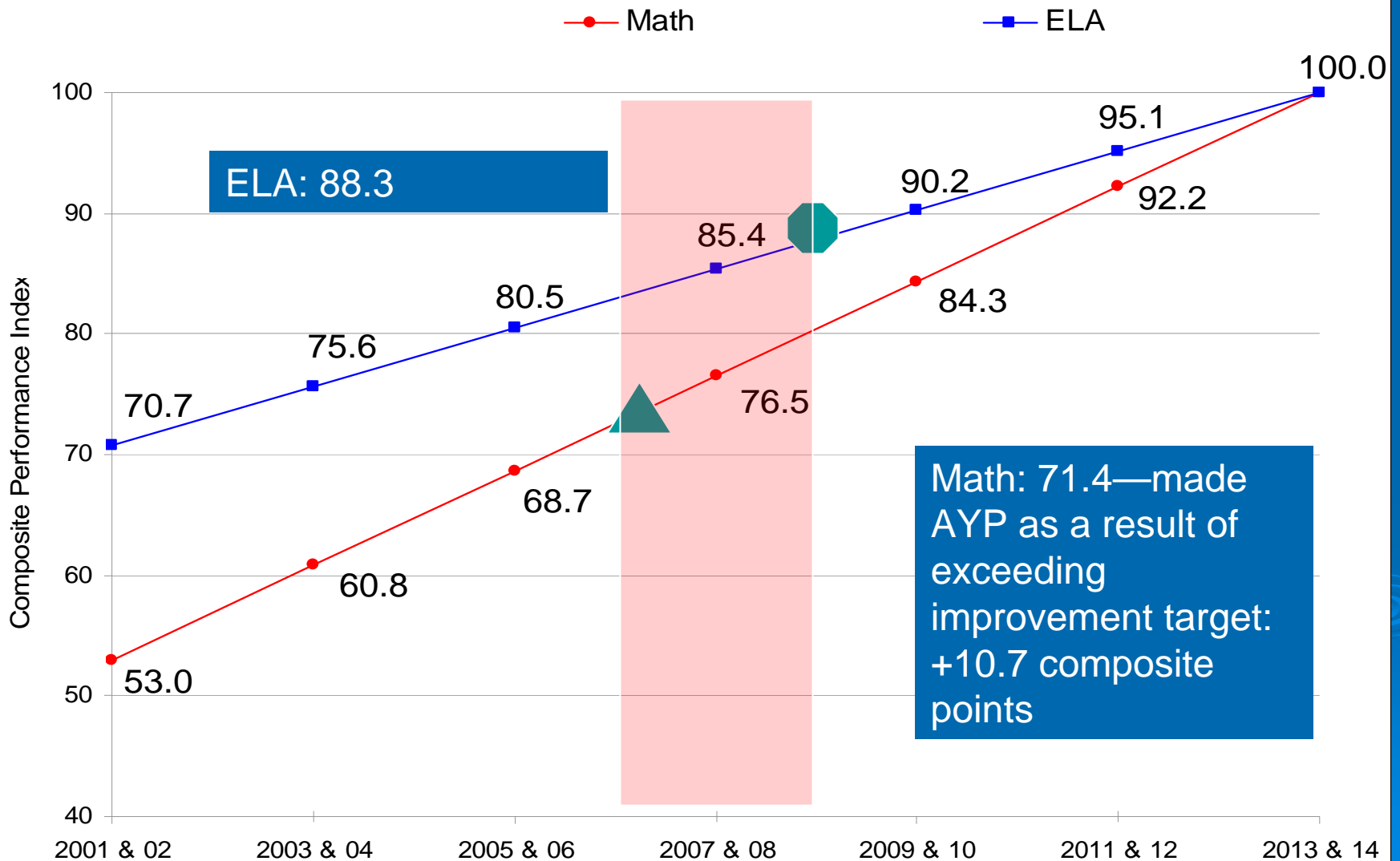
Adequate Yearly Progress

- **How Are AYP Determinations Calculated?**
- $A + (B \text{ or } C) + D = \text{AYP}$
- **A. Participation Rate:** 95% or greater participation in Massachusetts Comprehensive Assessment System (MCAS) & MCAS-Alternate Assessment (MCAS-Alt) tests
- **B. Performance:** 85.4 or greater Composite Performance Index (CPI) in ELA 76.5 or greater CPI in mathematics or
- **C. Improvement:** Meet or exceed 2008 improvement target (Specific to districts, schools and student groups)
- **D. Additional Indicator:** Grades 1-8: 92% or higher attendance rate, or 1% improvement over 2007
High School: 60% or higher graduation rate for 2007 cohort, or 2% improvement over 2006 cohort

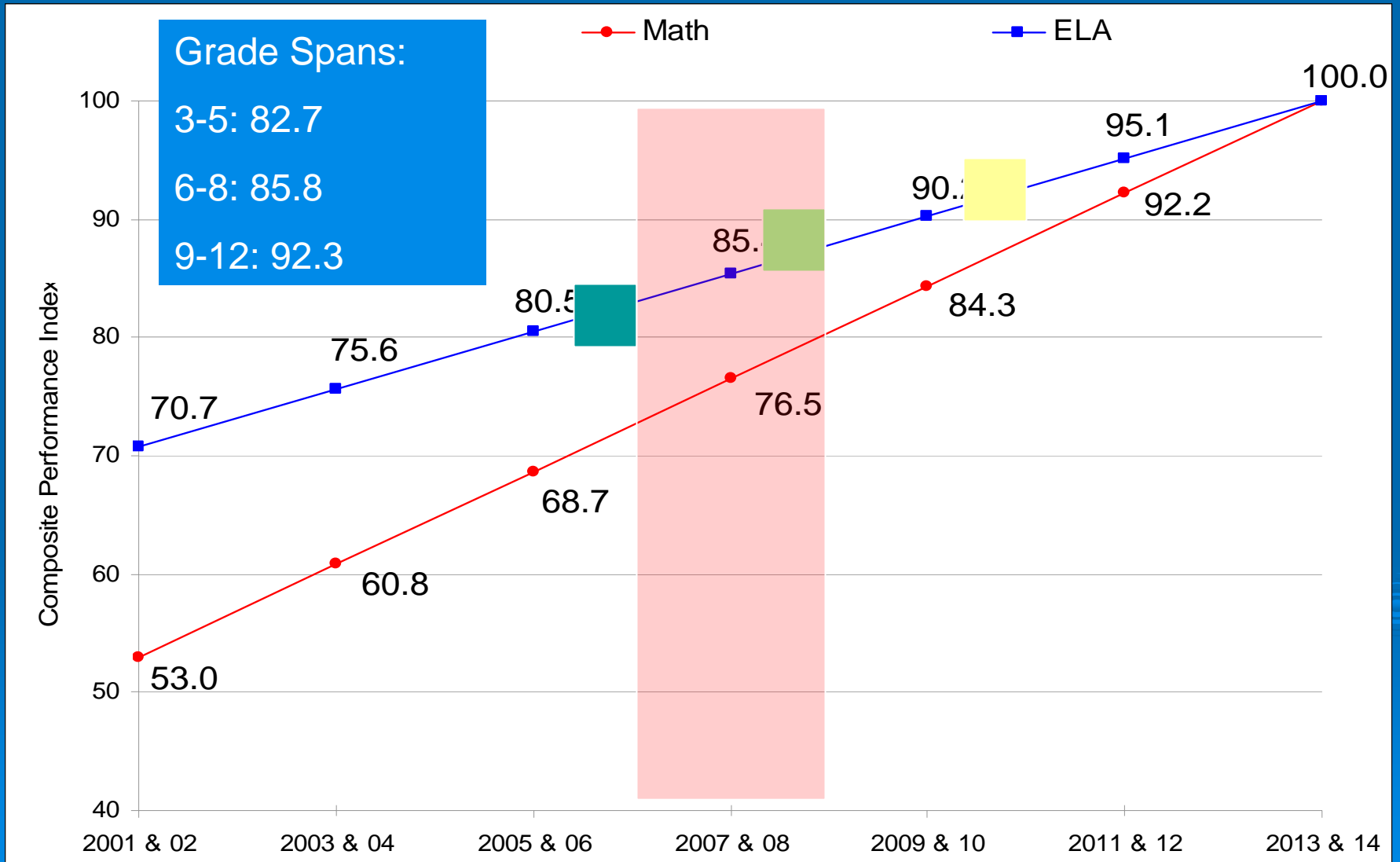
Adequate Yearly Progress: LES



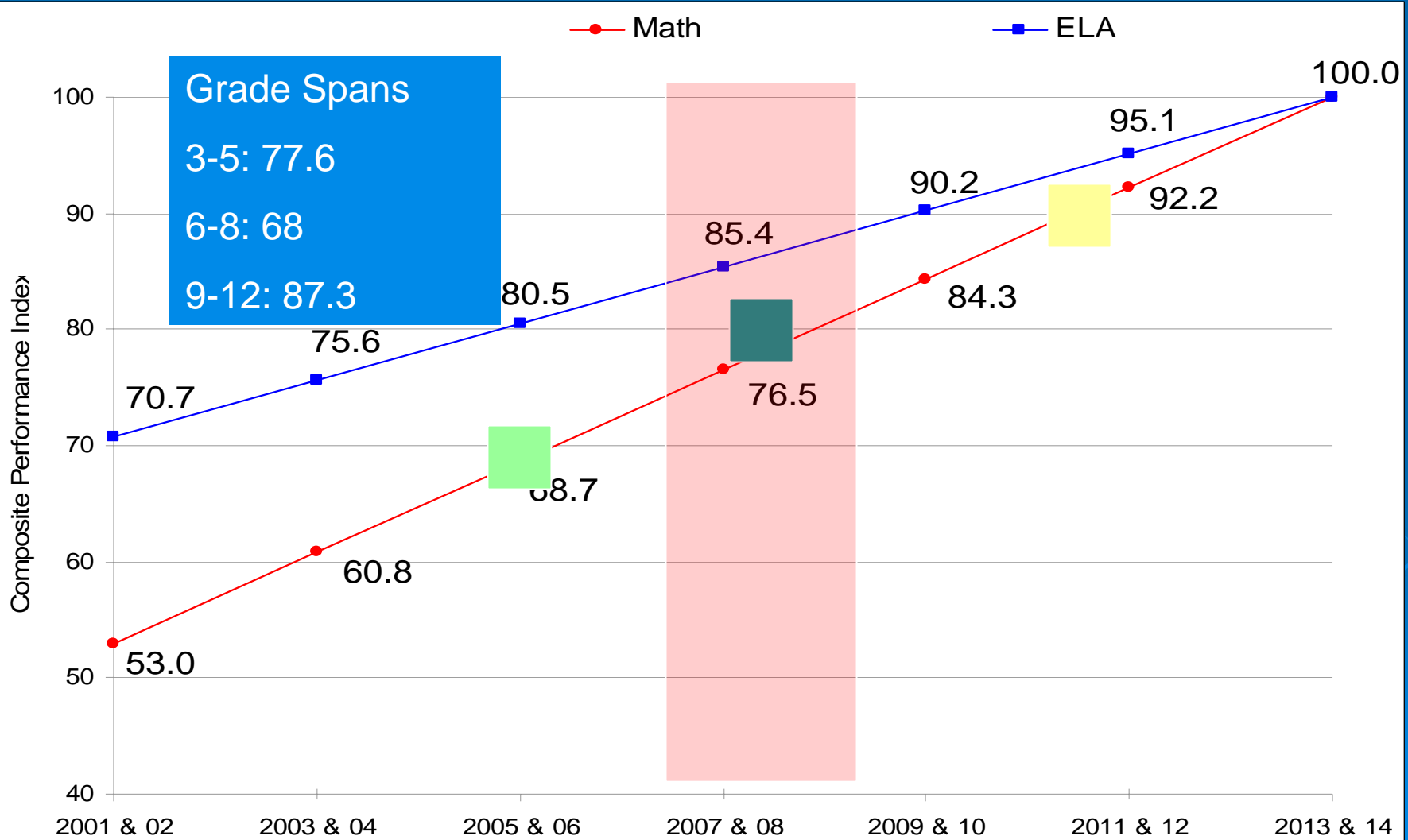
Adequate Yearly Progress: LMHS



Adequate Yearly Progress: LPS ELA



Adequate Yearly Progress: LPS Math



AYP Findings

➤ As a district, Lee....

Has no AYP Status in ELA or Math

Has *High Performance* rating in ELA

and a *Moderate Performance* Rating in Math

Has an *On Target* mark for both ELA and Math as an Improvement Rating

➤ LES is in *Improvement Year 2* in ELA with a Performance Rating of *High* and an Improvement Rating of *No Change*. LES is in *Corrective Action-Subgroups* in Math with a Performance Rating of *Moderate*, and an Improvement Rating of *No Change*.

➤ LMHS has *No Status* in either ELA or Math with a Performance Rating of *High* in ELA and *Moderate* in Math. The Improvement rating in ELA is *On Target* and *Above Target* in Math

Corrective Action Means...

Corrective Actions for schools specified by the statute include the following:

- *Curriculum and Professional Development* - Institute a new curriculum relevant to the school's low performance, that is grounded in scientifically based research, and provide appropriate professional development to support its implementation for all relevant staff
- *Extended Time* - Extend the length of the school year or school day
- *Staffing* - Replace the school staff who are deemed relevant to the school not making adequate progress
- *Management Authority* - Significantly decrease management authority at the school
- *School Structure* - Restructure the internal organization of the school
- *Expert Assistance in Planning and Implementation* - Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP (§1116(b)(7)(C); §200.42)

Subgroup Performance

- Subgroups which did not make AYP
 - Low Income grades 3-5
 - White grades 3-5
 - Low Income grades 6-8
- Special Education students' score's are of considerable concern as they trend well below the aggregate, but do not amount to a large enough group to qualify as an official, reportable subgroup.

MCAS Alternative Portfolios

- MCAS Alternate Portfolios—Students who are on IEP's may qualify for the MCAS Alternative Portfolio. This is a collection of student work that demonstrates to what degree a differently-abled student is accessing and mastering the standards as put forth on the Curriculum Frameworks.
- Scoring categories for the MCAS Alt. Port. are Progressing, emerging, awareness and incomplete.
- Our students tend to score in the progressing to emerging range—which is on target
- MCAS Alt. Port. Scores have little to no effect on our AYP determinations in Lee.

Cohort Growth

- Cohort growth (comparing a group of students as they progress, rather than comparing grade level performance from one year to the next), with the exception of the gains from grade 8 to grade 10, is relatively flat.
- Grade 8 to grade 10 cohort growth was very strong, as it has been for years.

General Conclusions

- We see gaps in scores that continue to exist due to programmatic gaps, some of which have been addressed, and some of which are in the process of being addressed
- We see organizational weaknesses on certain types of questions, particularly on open response questions.
- We must continue to keep instruction focused on achievement, and the focus of the schools must be on curriculum, instruction, and supporting a climate that ensures academic achievement

Plans for Improvement

- Careful study of data points, including student subgroups and their relation to overall achievement rating
- Focus on PD and student development in “open response” type questions
- Professional development in mathematics and in reading program and instruction
- Opportunities for extra learning time for students, with focus on students in “warning and low NI” and “high NI” with targeted assistance for selected students with Title I monies
- Examine departmentalized upper elementary grades
- Examine and purchase materials relevant to MCAS and learning success
- Continued focus on formative assessment in regards to literacy in early grades
- Re-evaluate school and district improvement plan