

GROTON-DUNSTABLE REGIONAL SCHOOL DISTRICT

MCAS/AYP Presentation

Presented by
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November 7, 2007



MCAS Testing

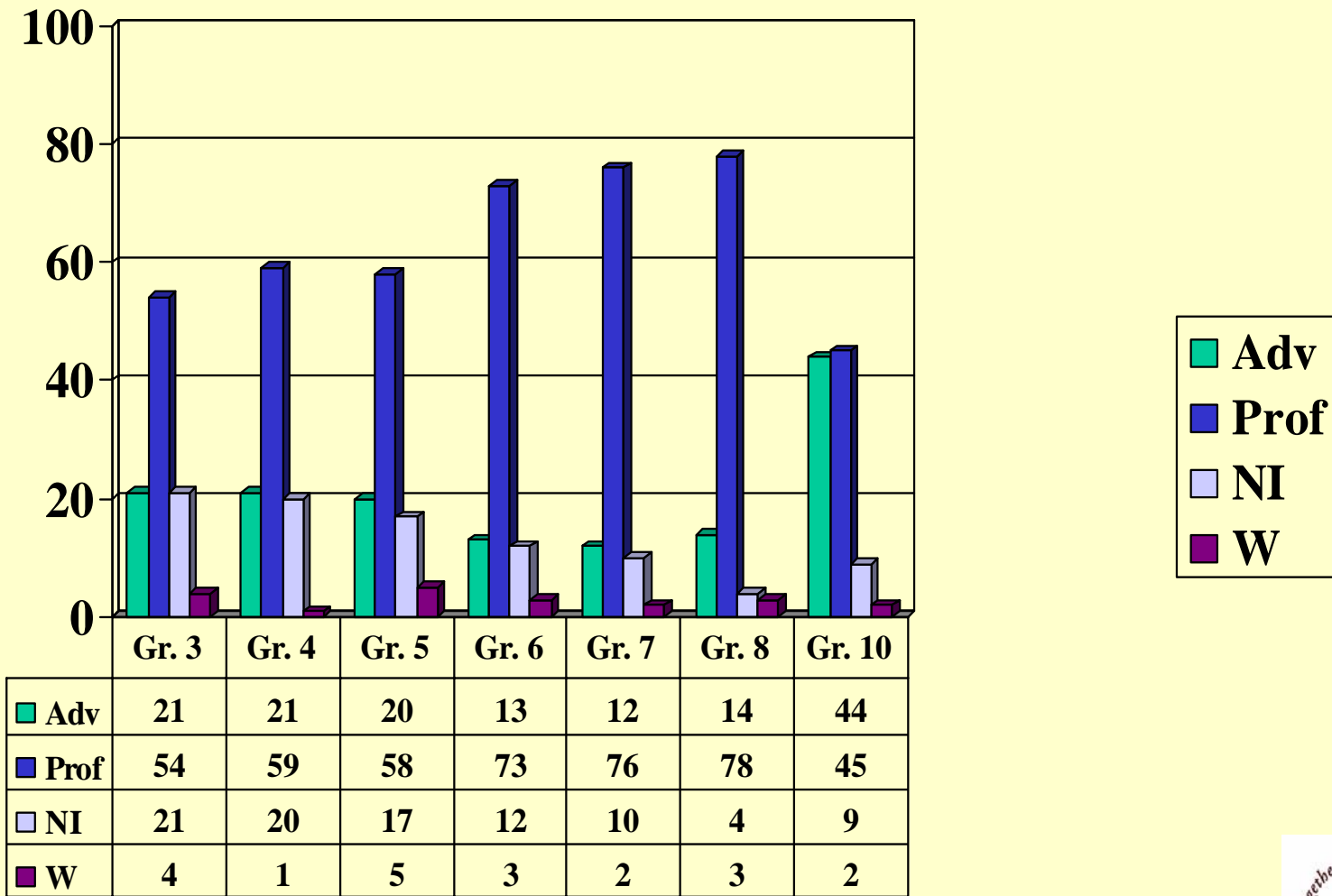
-- What was tested in 2007

- * Class of 2010 students must pass one of STE tests:
Biology, Chemistry, Intro Physics, or Tech/Eng in gr. 9 or 10
- * Pilot tests only - no results in 2007
Class of 2012 must pass US History test

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Reading/English/ Language Arts	X	X	X	X	X	X	X
Math	X	X	X	X	X	X	X
Science & Tech./Eng. (STE)			X			X	*
History & Social Science			*		*		*

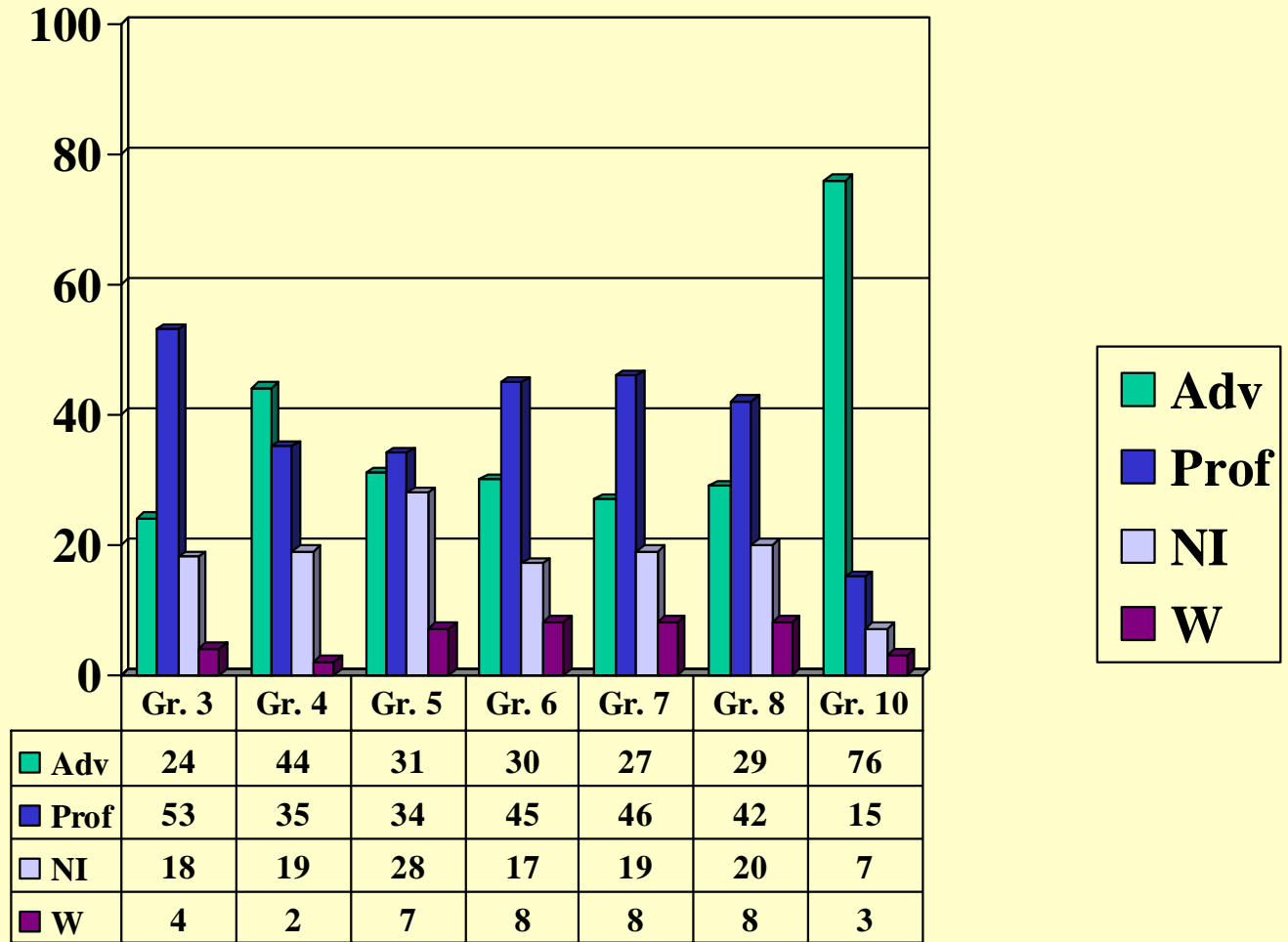
2007 District ELA Results

Percentage of Students Adv, Prof, NI and Warning



2007 District Math Results

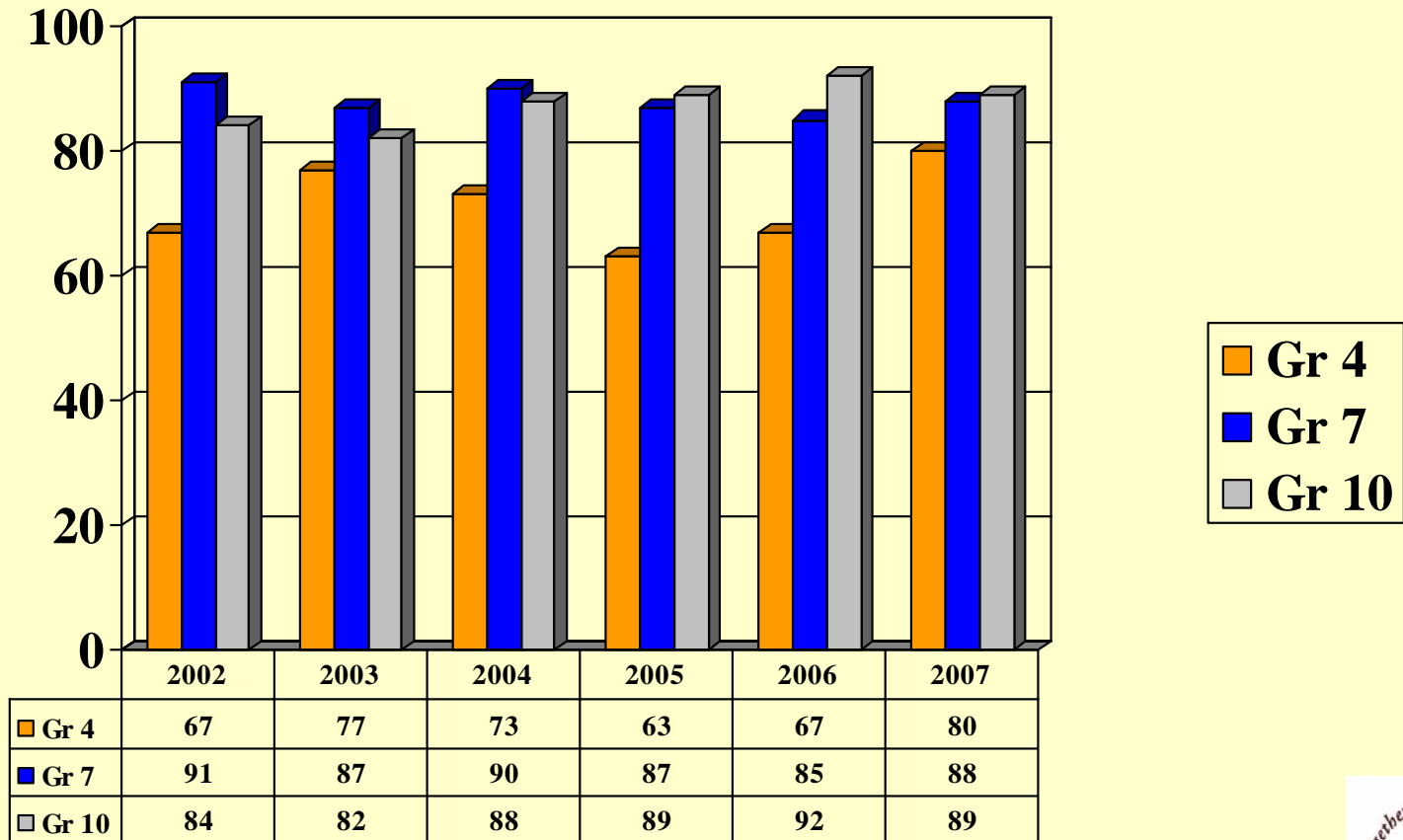
Percentage of Students Adv, Prof, NI and Warning



District MCAS Performance

Percent Advanced/Proficient in ELA

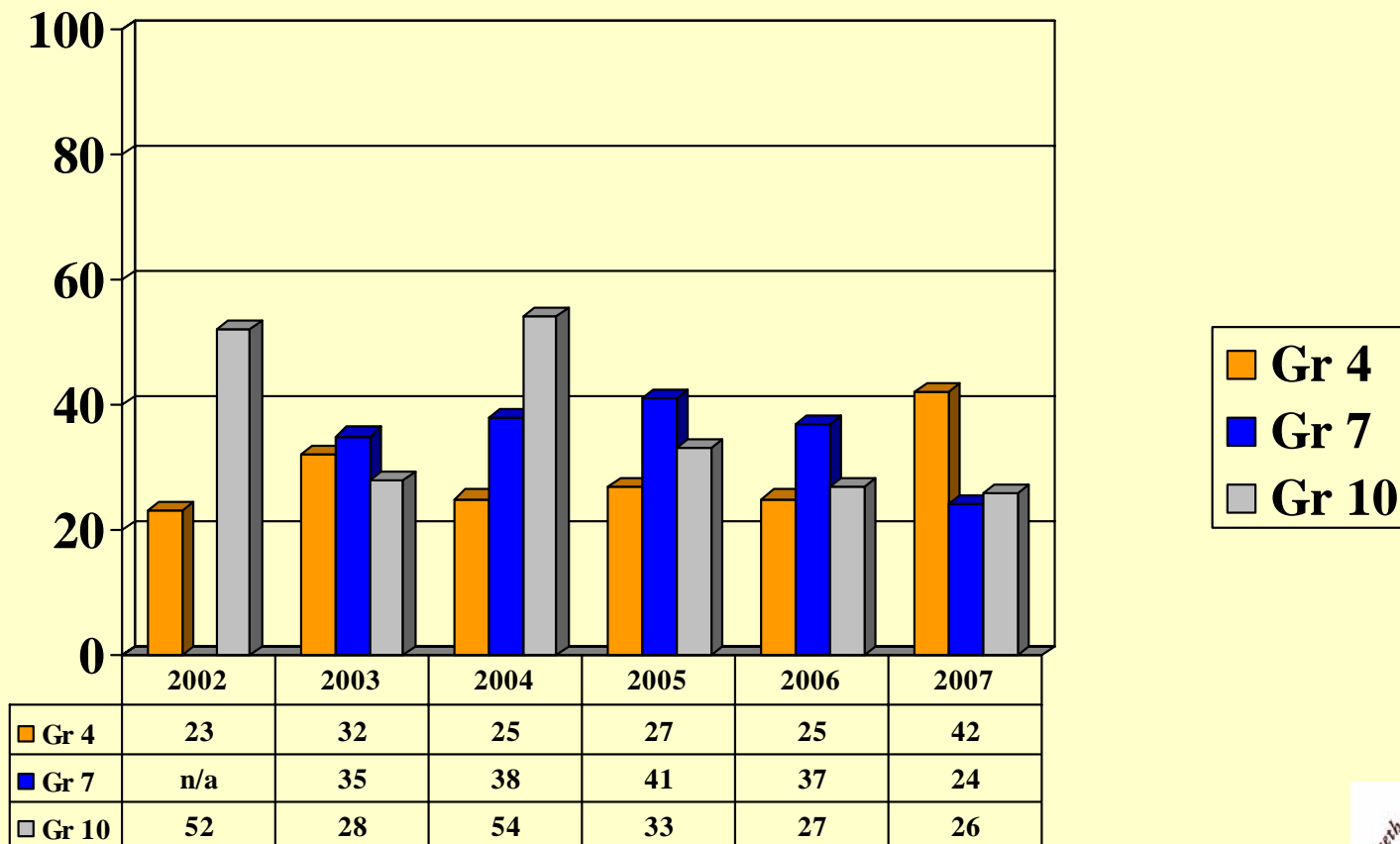
from 2002 - 2007



District MCAS **Special Education** Performance

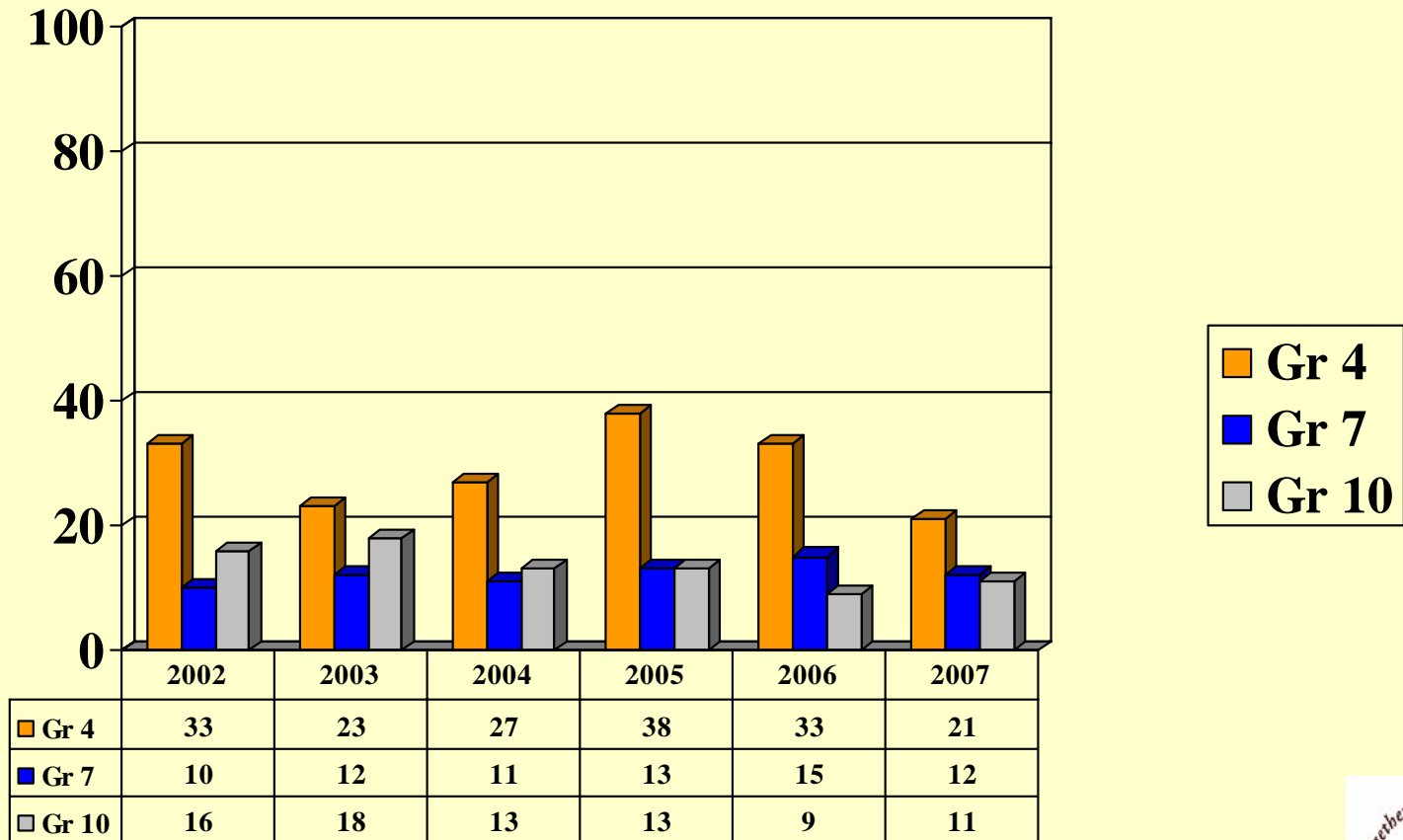
Percent Advanced/Proficient in ELA

from 2002 - 2007

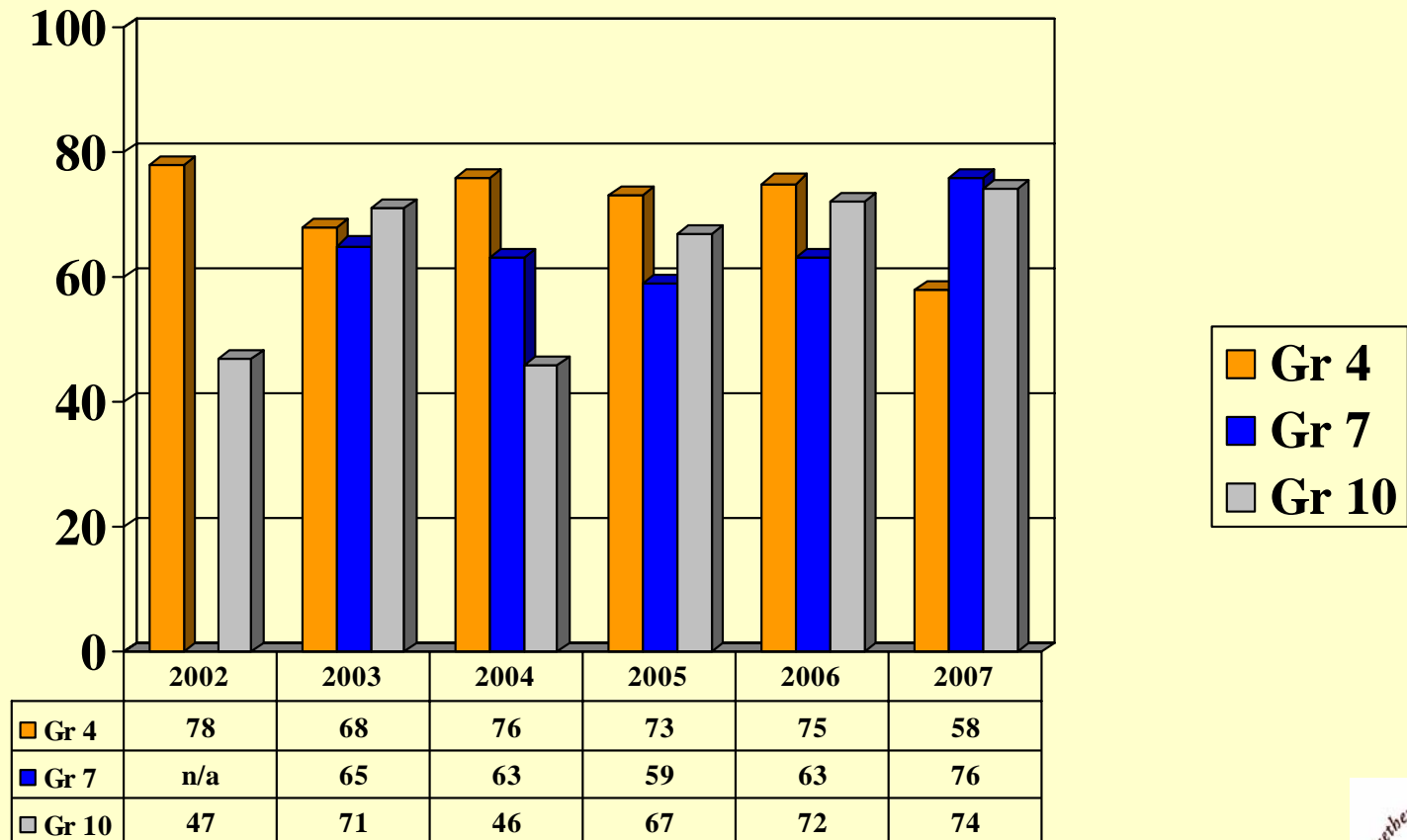


District MCAS Performance

Percent Needs Improvement/Warning in ELA from 2002 - 2007



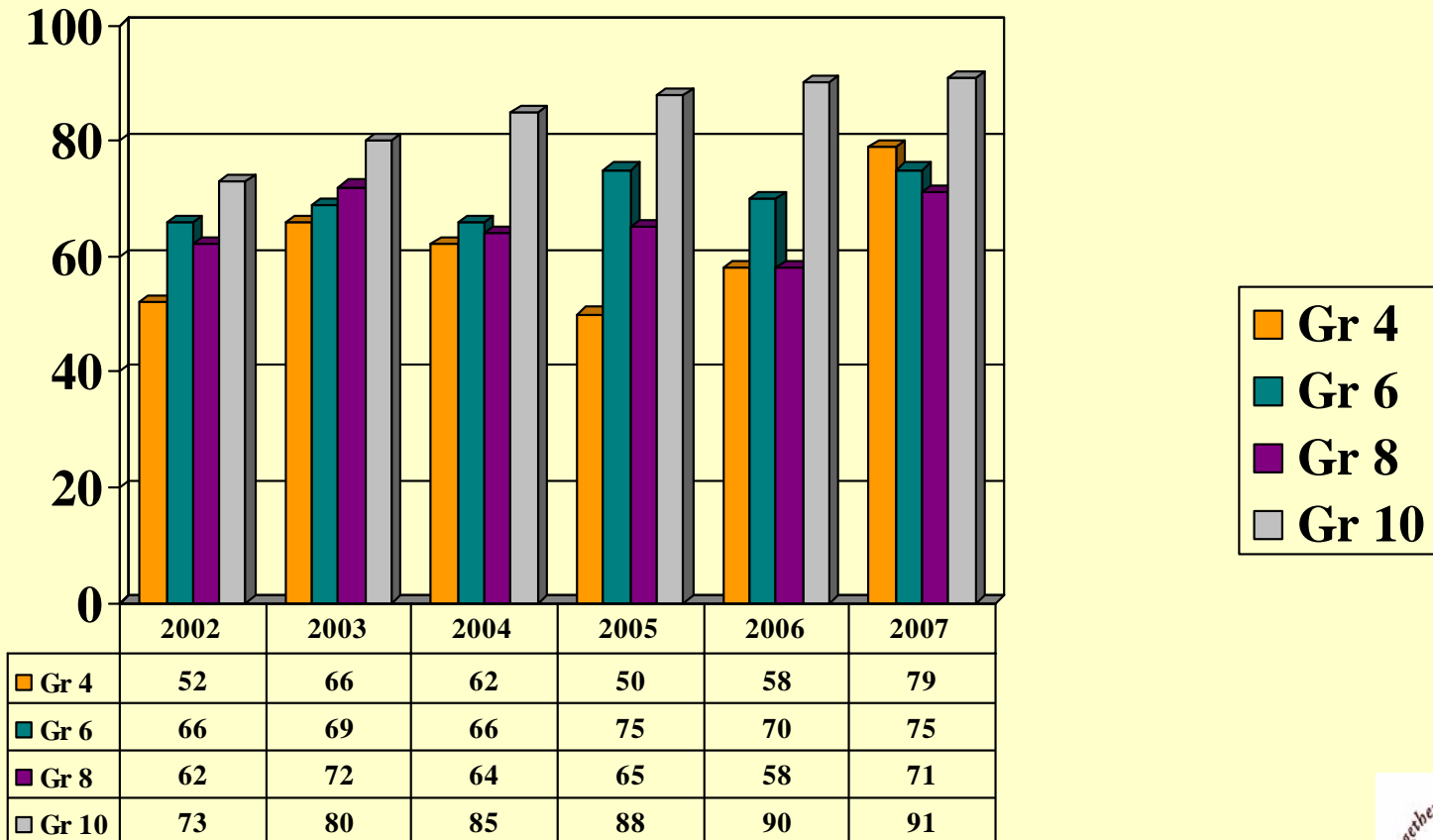
District MCAS **Special Education** Performance Percent Needs Improvement/Warning in ELA from 2002 - 2007



District MCAS Performance

Percent Advanced/Proficient in Math

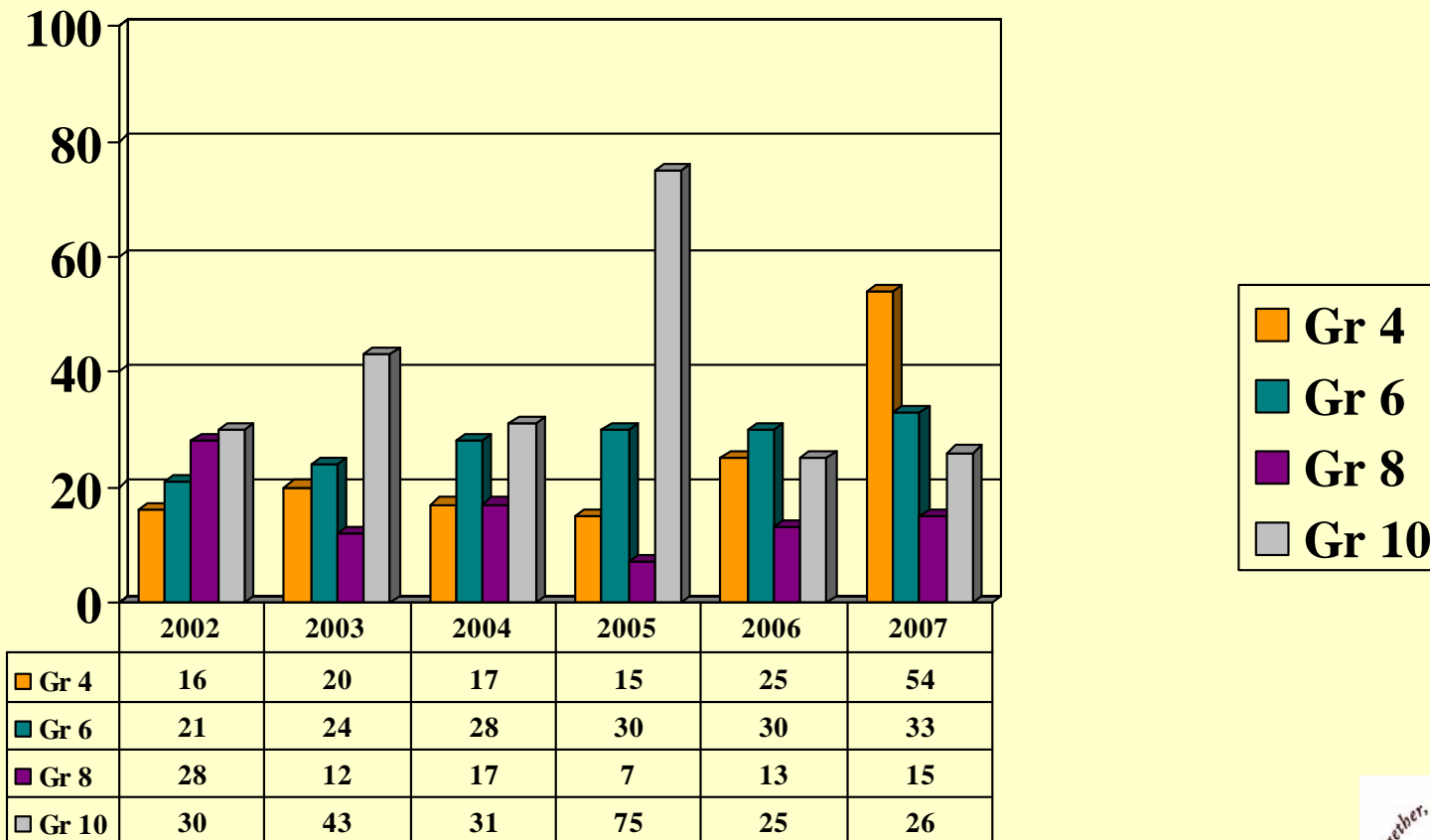
from 2002 - 2007



District MCAS **Special Education** Performance

Percent Advanced/Proficient in Math

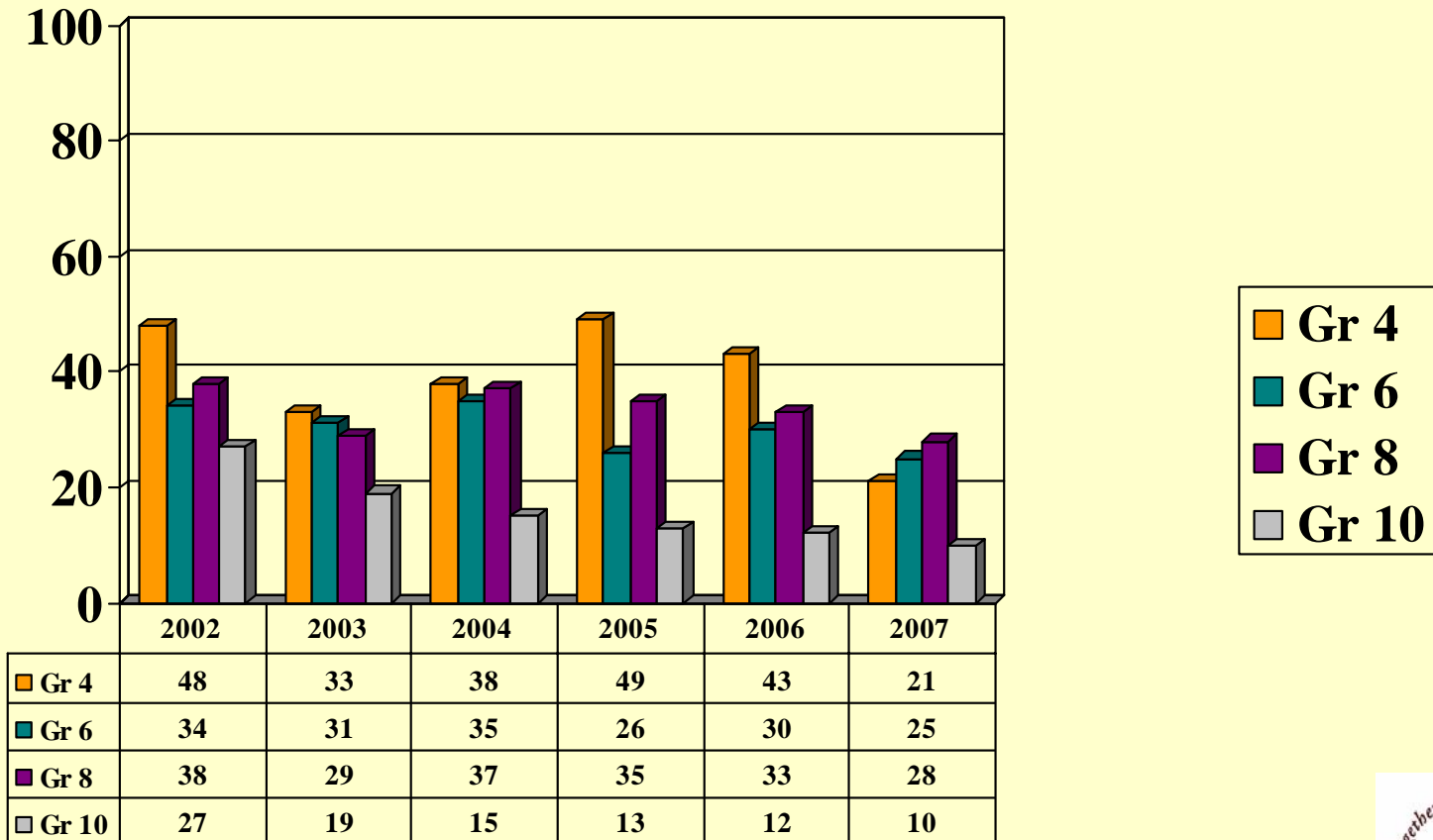
from 2002 - 2007



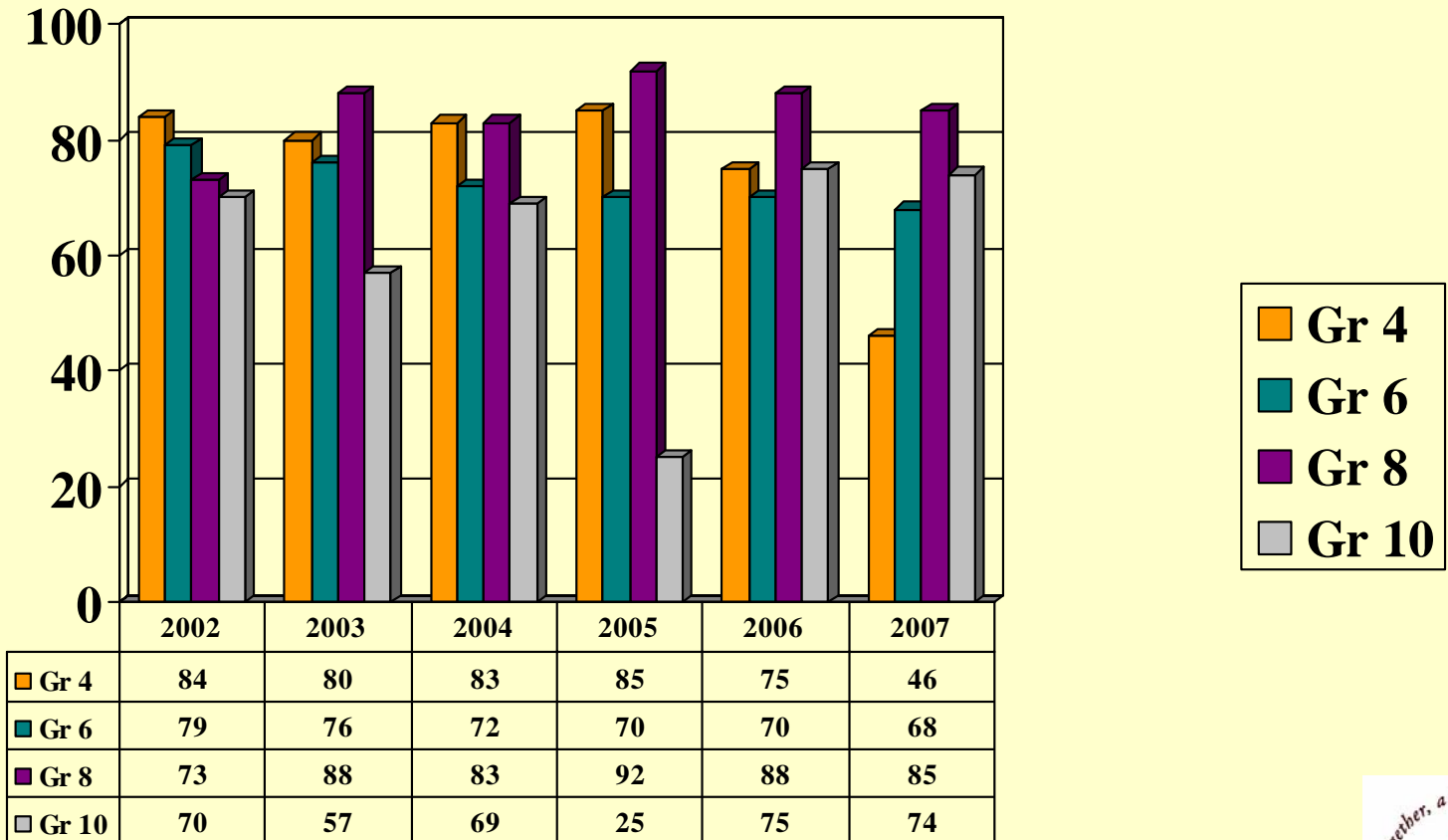
District MCAS Performance

Percent Needs Improvement/Warning in Math

from 2002 - 2007

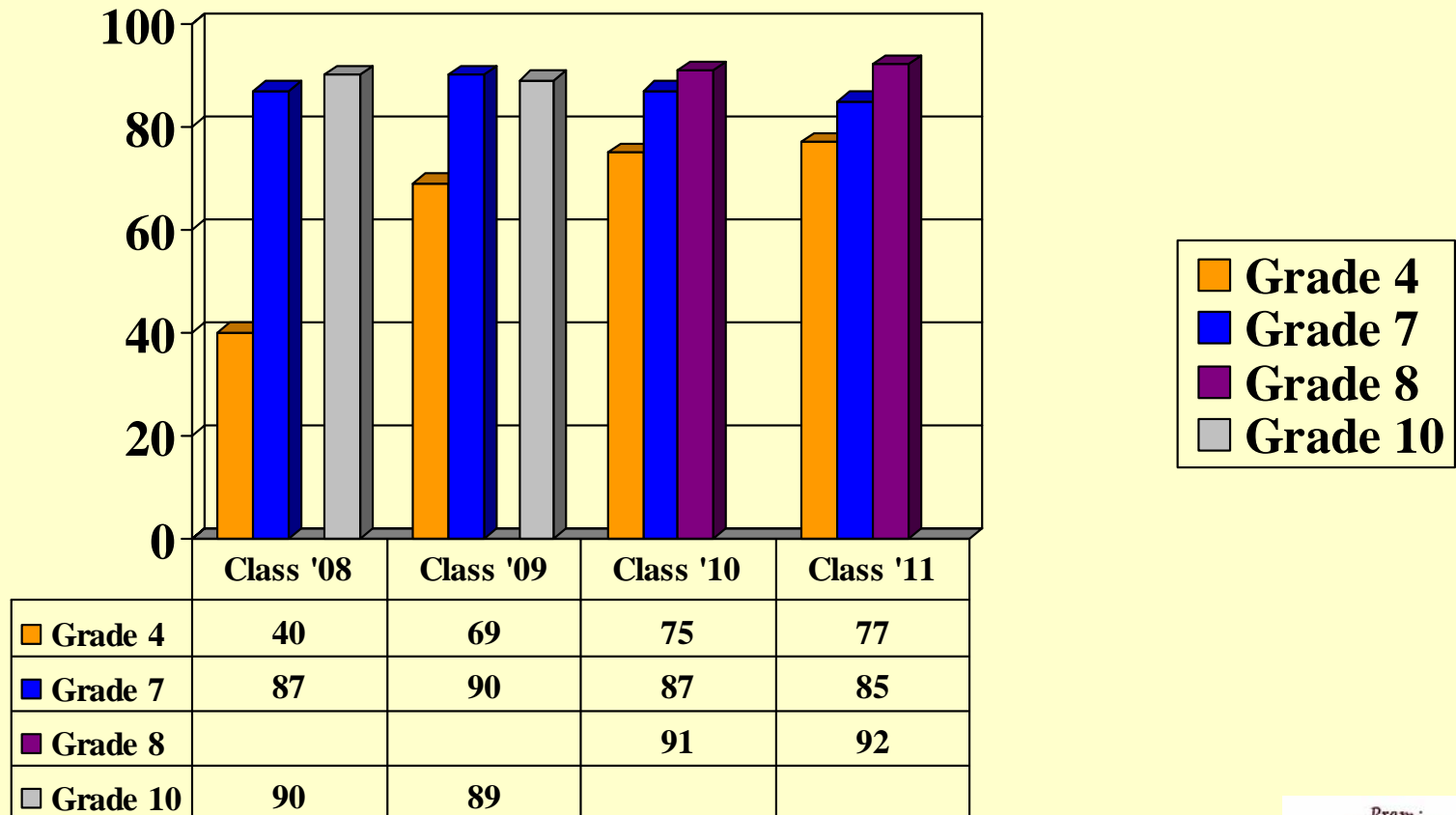


District MCAS **Special Education** Performance Percent Needs Improvement/Warning in Math from 2002 - 2007

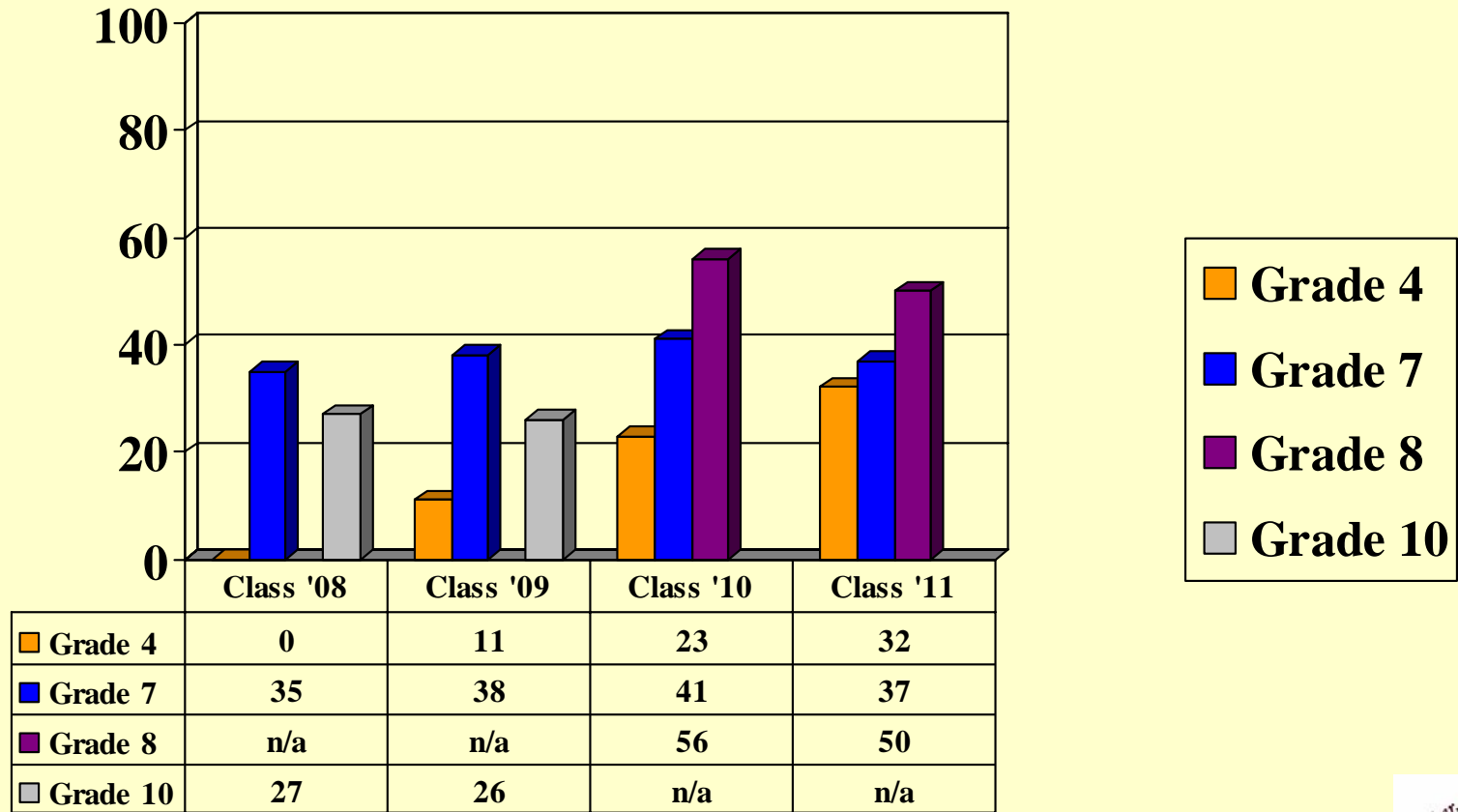


Tracking ELA Performance by Class

Percent of Students in Adv/Prof

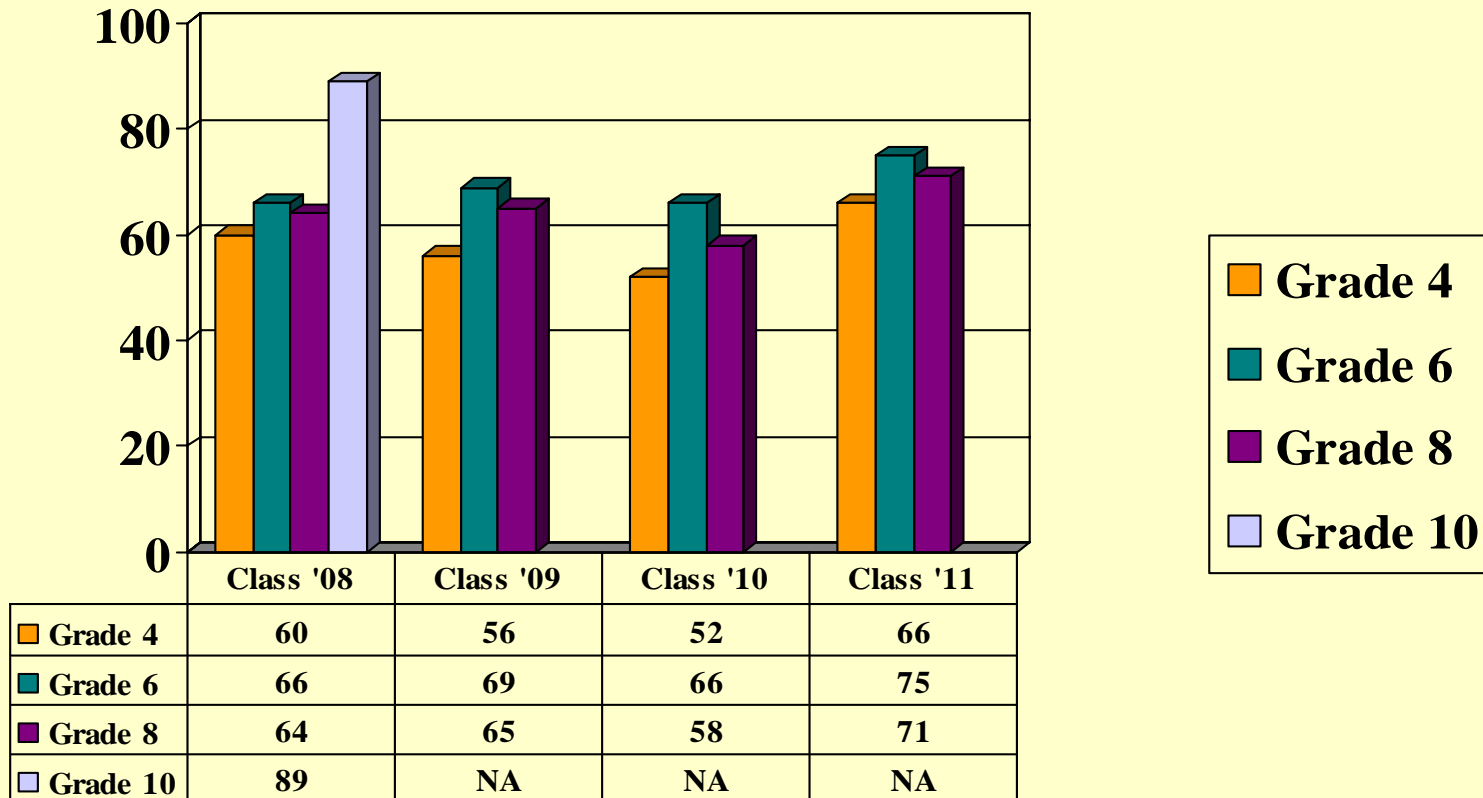


Tracking **Special Education** ELA Performance by Class Percent of Students in Adv/Prof

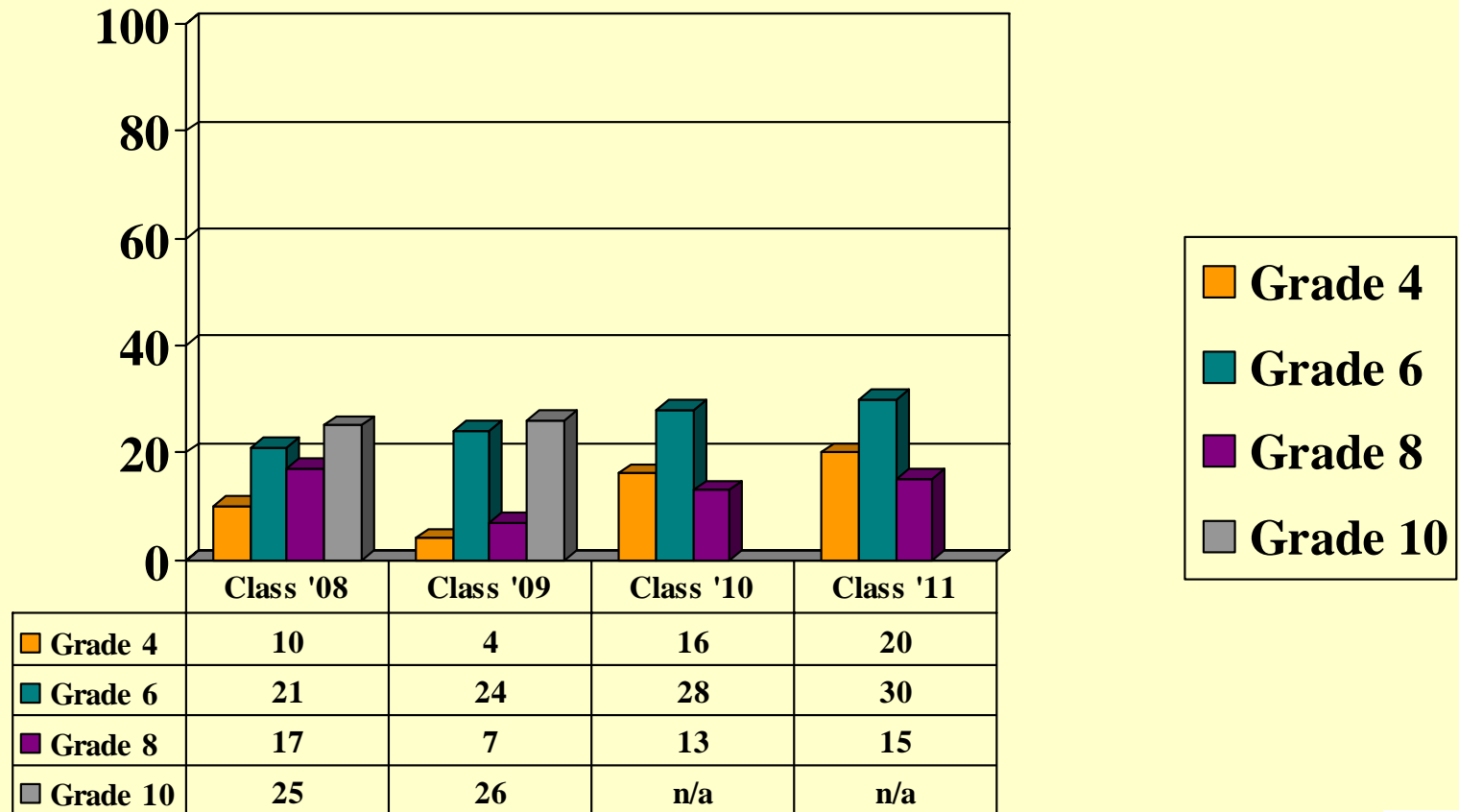


Tracking Math Performance by Class

Percent of Students in Adv/Prof



Tracking **Special Education** Math Performance by Class Percent of Students in Adv/Prof



MCAS 2007 Strengths

- Elementary
 - ELA - Understanding literature, writing conventions, grammar
 - Gr. 3 math – Identifying 2D shapes, measurement, collecting/organizing data, odd/even
 - Gr. 4 math – Multiplication/division facts, fractions, probability
- Middle School
 - ELA - Literal understanding of fiction/nonfiction text, writing conventions
 - Math - Patterns, relations & algebra
 - Math - Number sense & operations
 - Science – Technology/engineering
- High School
 - 96% met competency determination
 - Steady increase of Adv/Prof in ELA & Math
 - Math – most increase in geometry strand; short answer questions; advanced
 - Composition – English conventions

MCAS 2007 Areas for Improvement

- Elementary
 - All - Open response questions
 - ELA – Vocabulary, understanding nonfiction
 - Gr. 3 math – Fractions, multiplying 2 digit numbers, subtraction & place value
 - Gr. 4 math – Geometry, perimeter, area, volume
- Middle School
 - All - Open response questions
 - ELA - Analyzing non-fiction, vocabulary, inferential comprehension, summarizing ideas
 - Math - Data analysis and probability, measurement
 - Science – Reading & interpreting pictures, vocabulary, physical science
- High School
 - Open response questions in ELA, math & science
 - ELA – Topic development
 - Chemistry – Solutions, equilibrium & acid-base theory
 - Biology – Biochemistry & cell biology, anatomy & physiology



District Analysis & Next Steps

- Elementary
 - TOA consulting & coaching
 - Collaborative grade level planning focused on LASW
 - Ongoing common assessments of student progress in ELA, math
 - PD in vocabulary instruction strategies, phonemic awareness, running record assessments, reading/writing workshop
 - PD in Assessing Math Concepts and using common assessments to inform instruction
 - Consistent implementation of new *Investigations* units
- Middle school
 - Yr. 3 phase-in of standards-based math program (*CMP 2*)
 - *Investigations* & CMP data analysis units implemented grs 5-8
 - *Investigations* & CMP measurement units implemented, grs 5, 7
 - Common assessments being developed & include OR questions
 - Training to support each new unit introduced - classroom & sped
 - Some special education and Title I services using co-taught model
 - Content area reading strategies course

District Analysis & Next Steps

- High school
 - Areas of focus
 - Modifications being made to math & science programs
 - Looking at student work (benchmark assessments)
 - Continue to improve MS - HS transition
 - After school MCAS review sessions held in spring
 - Summer school program being planned for incoming gr 9 & current HS students

Adequate Yearly Progress (AYP)

How is it calculated?

$$A + (B \text{ or } C) + D = \text{AYP}$$

A: Participation rate

95% or > in MCAS/MCAS-Alt

B: Performance

85.4 or > CPI in ELA

76.5 or > CPI in Math

C: Improvement

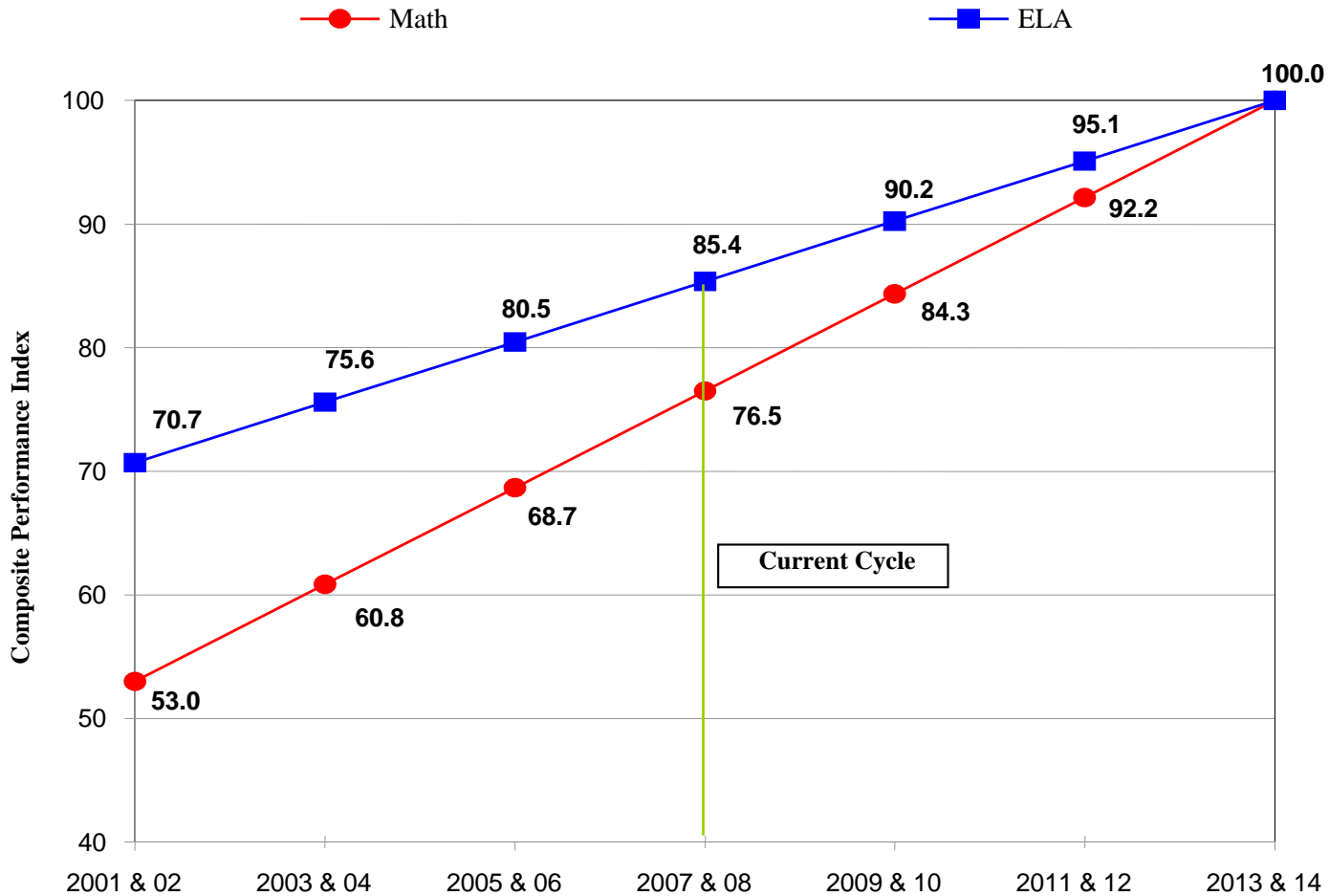
meet/exceed 2007 improvement target

D: Attendance/Competency Determination

Grs. 3-8 - 92% or > attendance rate or 1% improvement

HS – 55% or higher graduation rate for 2006 cohort

State Performance Targets, 2001-2014



District 2007 AYP Data – All Grades

Groton-Dunstable:
2007 AYP Data - All Grades

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (85.4)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	1628	1625	100	Yes	1625	94.3	Yes	93.1	0.9	93.1-95.0	Yes	96.0	0.0	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	197	196	99	Yes	196	73.3	No	73.6	3.3	74.4-79.4	No	94.7	-0.1	Yes	No
Low Income	66	66	-	-	66	88.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	42	41	-	-	41	97.0	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1571	1569	100	Yes	1569	94.2	Yes	93.1	0.9	93.1-95.0	Yes	96.0	0.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2007
	Enrolled	Assessed	%	Met Target (95%)	N	2007 CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	1630	1627	100	Yes	1627	89.9	Yes	84.6	1.9	85.5-87.5	Yes	96.0	0.0	Yes	Yes
Lim. English Prof.	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	198	197	99	Yes	197	64.0	No	57.7	5.3	60.5-65.5	Yes	94.7	-0.1	Yes	Yes
Low Income	66	66	-	-	66	78.8	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	42	42	-	-	42	92.9	-	-	-	-	-	-	-	-	-
Hispanic	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1573	1570	100	Yes	1570	89.8	Yes	84.7	1.9	85.6-87.6	Yes	96.0	0.0	Yes	Yes



Steps to Improve AYP

Middle school – Made AYP

- Math specialists provide support to students w/in general or special education math class time – co-teaching model
- School improvement plan being revised
- Supplemental educational services for 7 low income students
 1. Will continue until 2 consecutive years of AYP
- After school tutorials in math, funded by Title I & MS budget

District-wide

- MCAS analysis by grade & subject during in service time
- Local assessments to drive instruction & monitor progress
- “Warning” students – in-depth assessment, analysis & intervention
- Quarterly monitoring of students in W and NI categories
- Curriculum specialists consulting w/ sped & classroom teachers
- Team time focused on looking at student work
- 3-tiered approach of support
 1. In-class – differentiated instruction
 2. Gen ed – supplemental instructional support
 3. Sped – co-taught in MS, learning centers in HS

Steps to Improve AYP (cont.)

- Math

- New program implementation - *Investigations, Connected Math 2*
- Tutorial programs targeted at specific needs identified using TestWiz
- Professional development
 - Year 3 of training in use of new units & identified teacher needs
 - MS developing common benchmark math assessments
 - MS math institute for teachers sponsored by EDC/MEC

- ELA

- Full implementation of Sitton spelling program
- Professional development
 - K-2 – phonemic awareness & running record assessment training
 - MS - content area reading strategies work continued
 - K-2 reading & writing workshop study groups
 - 5-12 - 36-hour course on content area reading
- Share elem/MS instructional resources to bridge gap for life skills class