



NORTH ANDOVER PUBLIC SCHOOLS

MCAS RESULTS 2009—MID-CYCLE VI



School Committee Presentation

October 1, 2009

Adequate Yearly Progress

- Essential Question:

How do we impact student achievement?

- Assumptions:

- *Student achievement is measured by MCAS (Massachusetts Comprehensive Assessment System)*
- *MCAS is an assessment system aligned with the Massachusetts learning standards*

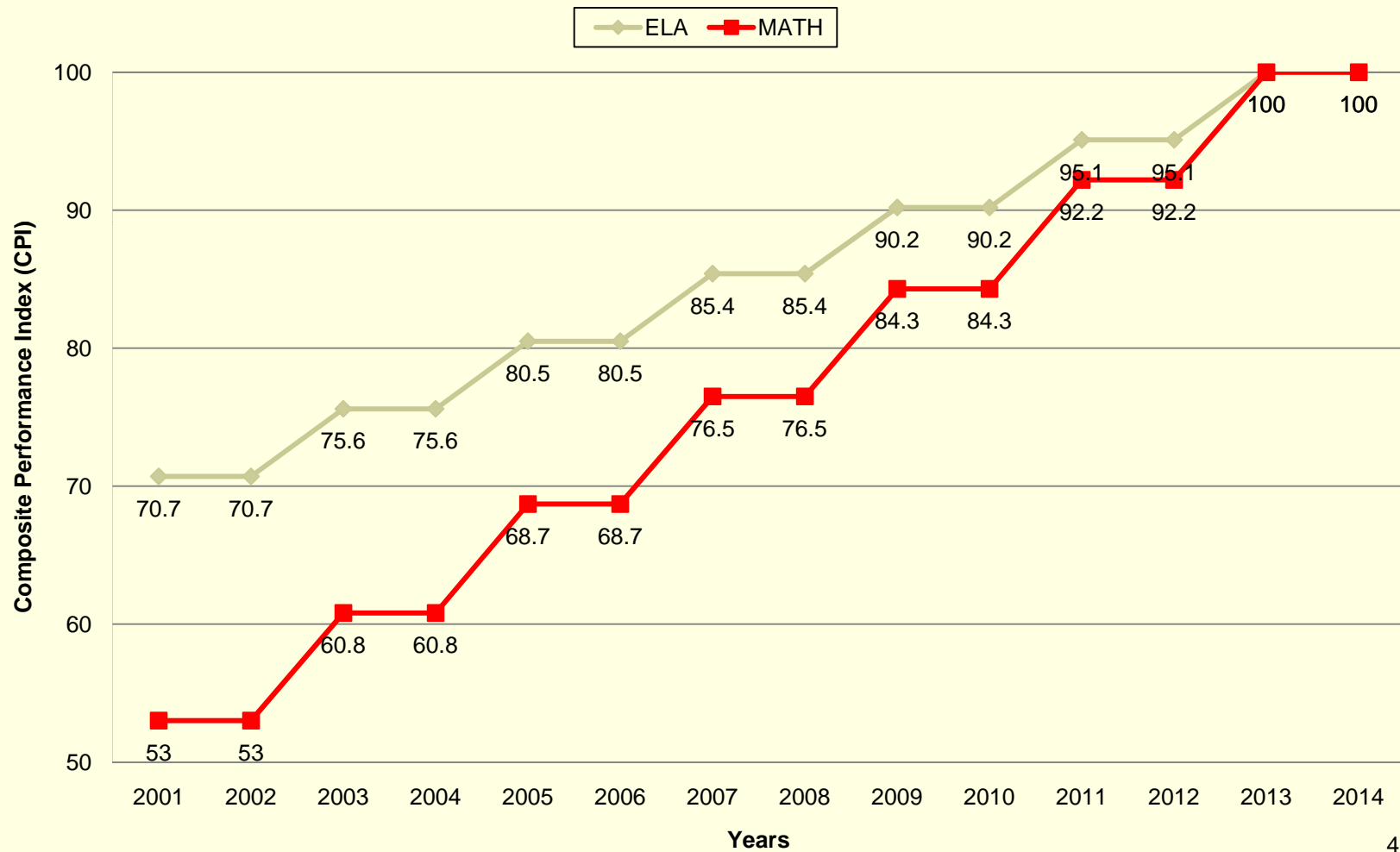
How Are AYP Determinations Calculated?

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

A	Participation Rate: 95% or greater in MCAS & MCAS-Alt.
+	
(B or C)	Performance: 90.2 or greater Composite Performance Index in E/LA 84.3 or greater Composite Performance Index in Math
B	

C	Improvement: Meet or exceed Mid-Cycle VI Improvement Target (Specific to districts, schools and subgroups)
+	
D	Performance or Improvement on Additional Indicator: <ul style="list-style-type: none"> ■ 1 - 8 Districts: 92% or higher attendance rate, or 1% improvement over 2008 ■ High School: 4-year graduation rate of 65 percent applied to the 2008 graduation cohort, or 5-year graduation rate of 70 percent applied to the 2007 graduation cohort, or 2 percentage-point increase in 4-year graduation rate from the 2007 cohort to 2008 cohort.

State Performance Targets for ELA and Mathematics, 2001-2014



Glossary of Terms

■ Performance Cycles

The period from 1998 to 2014 has been divided into eight two-year cycles, and intermediate performance targets have been set for each cycle. To make AYP, districts, schools, and subgroups must meet these intermediate targets, or demonstrate improvement at a rate that puts them “on target” for all students to reach proficiency by 2014.

BEGINNING YEAR	MID-CYCLE	END YEAR	CYCLES
1998	1999	2000	Cycle I
2000	2001	2002	Cycle II
2002	2003	2004	Cycle III
2004	2005	2006	Cycle IV
2006	2007	2008	Cycle V
2008	2009	2010	Cycle VI
2010	2011	2012	Cycle VII
2012	2013	2014	Cycle VIII

Understanding the Composite Performance Index (CPI)

Student performance is a fundamental component in rendering AYP decisions. In Massachusetts, student performance is measured using the State's Composite Performance Index (CPI). The CPI is a 100-point index that combines the Proficiency Index, scores of students who participate in standard MCAS ELA and mathematics tests, with the MCAS-Alt Index, scores of those who take the MCAS Alternative Assessment (MCAS-Alt).

The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics.

CPI indices are generated separately for English language arts and mathematics, and for all levels—State, district, school and student subgroup.

Understanding the Composite Performance Index (CPI) (Continued)

Proficiency Index Points

For students taking standard MCAS tests and for MCAS-Alt participants who do not have significant cognitive impairments		
MCAS SCALED SCORE or MCAS-Alt Equivalent		POINTS AWARDED
240 – 280	Proficient and Advanced	100
230 – 238	Needs Improvement – High	75
220 – 228	Needs Improvement – Low	50
210 – 218	Warning/Failing – High	25
200 – 208	Warning/Failing – Low	0

MCAS-Alt Index Points

For students with significant cognitive impairments taking MCAS-Alt (up to 1% of all assessed students)	
MCAS-Alt SCORE	POINTS AWARDED
Progressing	100
Emerging	75
Awareness	50
Portfolio Incomplete	25
Portfolio not submitted	0

Glossary of Terms (Continued)

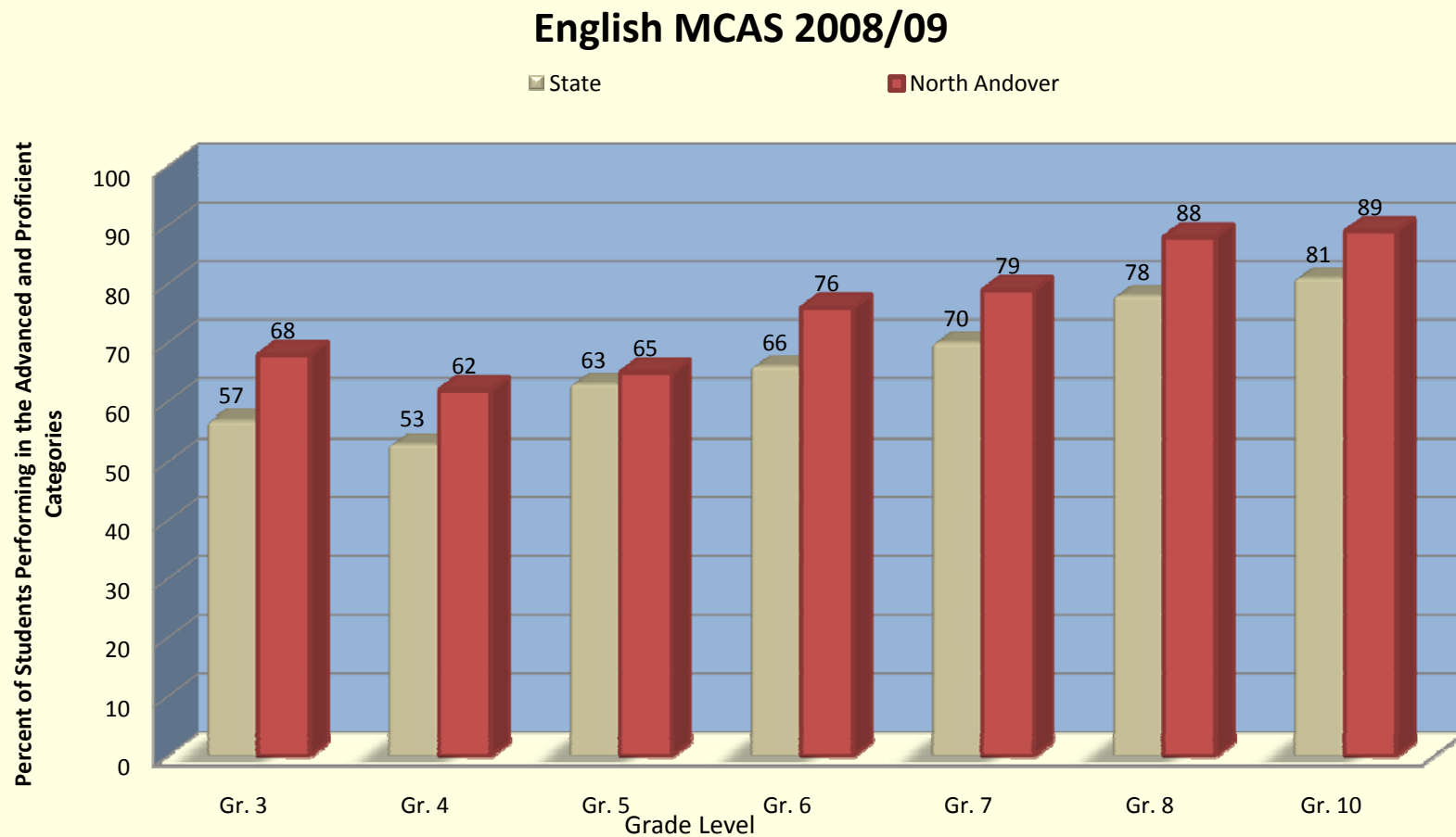
■ **Subgroups**

A student subgroup consists of a minimum number of 40 students. The subgroup must also comprise at least 5% of the student body in the tested grades.

Student subgroups for whom Adequate Yearly Progress (AYP) determinations are made include the following:

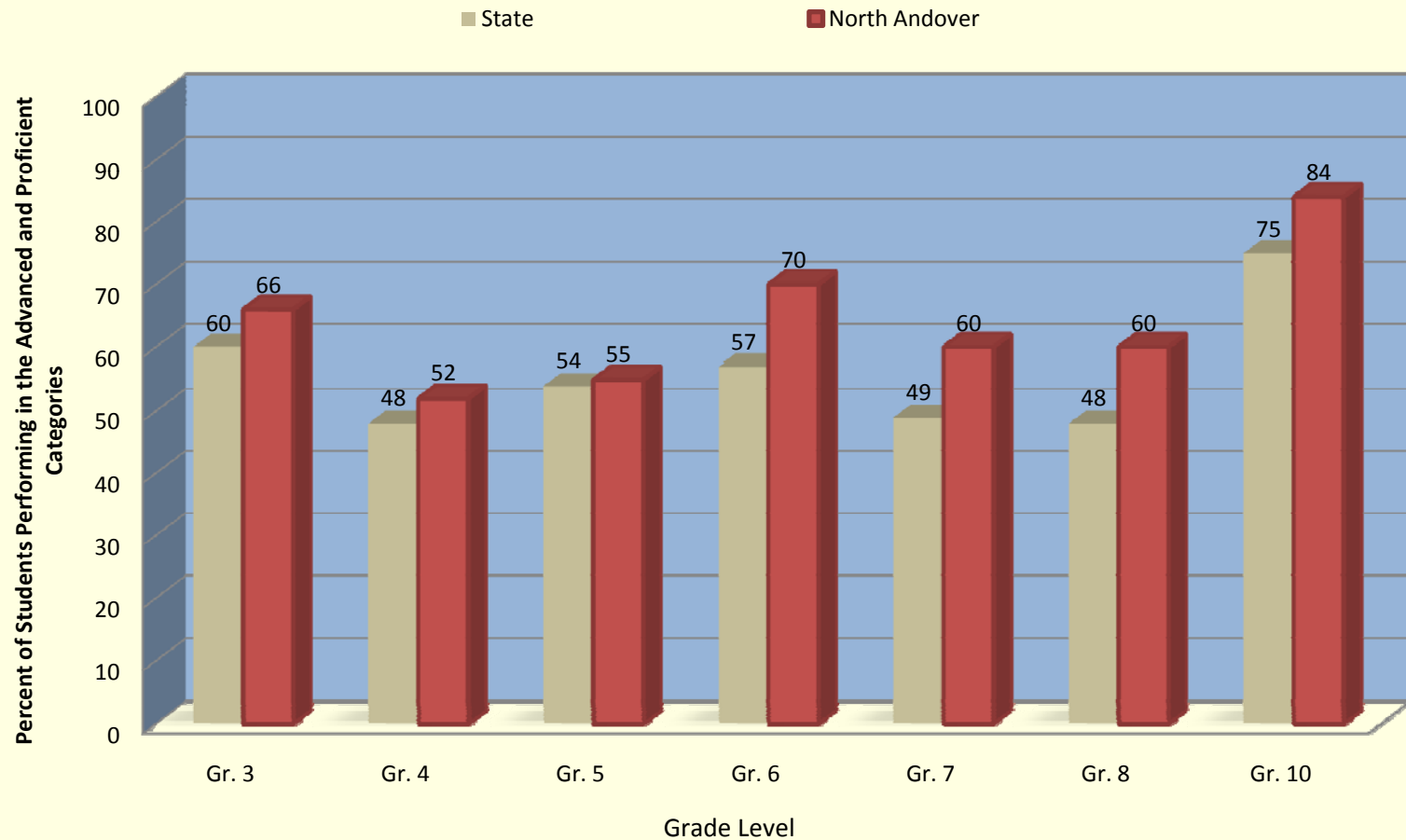
- Students with disabilities
- Students with limited English proficiency
- Economically disadvantaged students
- African American, Hispanic, Asian, White and Native American

Summary Results— State and District Comparison



Summary Results— State and District Comparison

Math MCAS 2008/09



AYP Summary Page

■ ELA

School	NCLB Account-ability Status	Aggregate AYP	SpEd AYP	F/R Lunch AYP
High School		Yes		
Middle School	Restructuring Year 1	Yes	No	No
Atkinson		No		
Franklin		Yes		
Kittredge		No		
Sargent		Yes		
Thomson	Improvement Year 2	No		

AYP Summary Page

■ Math

School	NCLB Account-ability Status	Aggregate AYP	SpEd AYP	F/R Lunch AYP
High School		Yes		
Middle School	Improvement Year 2	Yes	No	No
Atkinson		No		
Franklin		Yes		
Kittredge		No		
Sargent		Yes		
Thomson	Improvement Year 1	No		

District Initiatives

- Stimulating Literacy
- Establishing a Standards-Based District
 - Essential Standards
 - Common Assessments
 - Pyramid of Interventions
- Math Benchmark Review
- Standards-Based Report Card Revision

Atkinson School Initiatives

- Staff meetings will focus on student performance
- Intervention groups will be established at all grades
 - Groups will meet during reading and math blocks
 - Participation will be based on student performance on reading and math assessments
 - Group size will vary based on needs of students
- The successful math tutoring model used in 08/09 at grade 5 will be replicated for grades 3-5 this year

Franklin School Initiatives

Overall, scores remain “very high” but performance is flat compared to previous year

- Examination of data will include:
 - Focus on subgroups contained within the aggregate so that each student’s performance is addressed
 - Analysis of trends for areas of consistent strength and challenge

Kittredge School Initiatives

- Subgroups will be examined with regard to the following:
 - Accommodations
 - Breakout Areas
 - Alternative Assessments
- The School's Data Team will examine results of the following assessments:
 - MCAS
 - Spring Grade/Dibels
 - *Reading Street* Baseline Data

Sargent School Initiatives

- Formative and Summative Assessments will be examined
- A consistent method of interventions will be developed
- A plan will be developed when students aren't meeting standards
- Teachers will examine student data collaboratively

Thomson School Initiatives

■ Student Support

■ Math

- *I-Succeed* math program is used at grades 3-5
- Title I math tutor provides tutoring and academic support for struggling students
- Four retired North Andover teachers provide additional math support for struggling students

■ Before and after school

- Breakfast Club
- An official homework club staffed by Thomson teachers and run by Community Programs
- A summer school program, piloted in 2008, has been established for struggling students

Thomson School Initiatives (continued)

■ Teacher Support

- A new schedule allows for common planning time for teachers
 - Grade-level teachers work with reading and special education teachers to increase consistency in teacher practice around performance and assessment
 - Common planning time is used to develop common, interim assessments
- Student schedules were adjusted to create a daily reading block for each grade level
 - Allows common time for support staff to work individually with students who need extra help
- Monthly faculty meetings are used to look at student work
- A professionally trained building mentor works closely with new staff
- A school social worker works with teachers on strategies for classroom management and to help students with emotional issues

Middle School Initiatives

- Analyze data:
 - Determine specific actions for targeted subgroups
 - Examine aggregate trends and determine action

- Reorganized the Special Education Department to provide for specialized instruction in the general education classroom

- Based on previous year's strategies, staff will:
 - Mirror last year's model for E/LA for low socio-economic and special education
 - Expand the E/LA model to math
 - Requested two positions to assist with intervention in math and reading

High School Initiatives

- Adopted a new schedule creating potential for additional time and support for students who demonstrate need
- Implemented *Power-School* assisted attendance tracking
- Will use Academic Improvement Grant to focus on those students identified as “Warning/Failure” and “Needs Improvement”
- Will create a better system for tracking at-risk populations
- Will use common planning time and facilitation protocols to address development and analysis of common assessments

How SFSF Funding Will Support Initiatives

- Improve Technology Infrastructure
- Purchase additional Technology and Software
- Implement coaching model for E/LA and Math at North Andover Middle School

AYP and Beyond . . . Growth Model

- Re-conceptualizing Performance

Performance = Achievement and Growth