

Presentation by:

Sharon Jackson, computer teacher @ HMMS

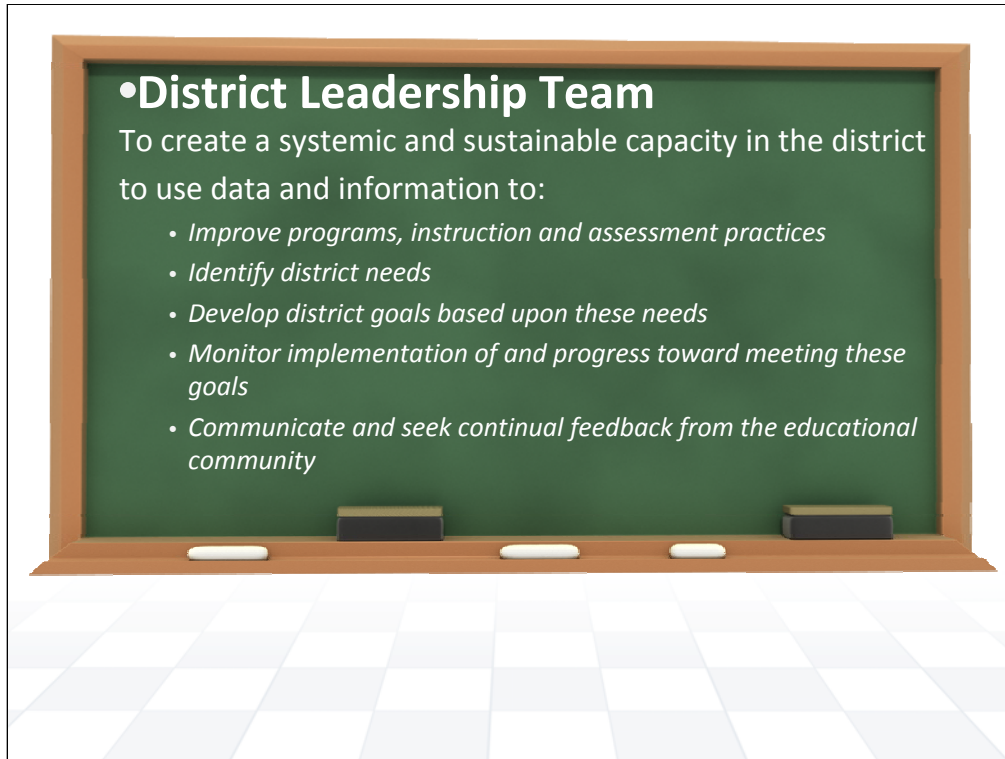
Eileen Belastock, Math Dept. Chair @ FHS

Lucas Giguere, Assistant Principal @ ASMS

Margaret Miller, Head Teacher/Math CET @ DT

RuthAnn McHugh, Head Teacher/Math CET @ Keller

Michele Kingsland-Smith, Director Instructional Services



District Leadership Team developed the MCAS presentation this year to demonstrate the purpose of this group publicly.

In this capacity, the team chose to “walk the talk” by analyzing data, identifying important information and developing a Data Story to be shared with the SC & community.

5 components to “story” – AYP, Performance, Growth, Graduating Class History, and Successes & Challenges

Thank you to the team members presenting tonight.

Full team includes:

Bob Lima, Brenda Redding – FHS

Craig Williams - ASMS

Emily Constantine - HMMS

Janet Chitty, Keith Turner - RMS

Bea MacPherson, Shirley Babcock - DT

Judy Johnson - Jefferson

Mary Jane Wiles - Keller

Peggy Yanuskiewicz - Kennedy

Courtney Reilly – Oak St.

Trish Capaldi – Parmenter

Denise Miller – Assistant to the Superintendent (and master data queen!)

And now for Our DATA STORY

Massachusetts School and District Profiles
Franklin

Franklin - 2010 Accountability Data
District: Franklin (01010000)
Title I District: Yes
Accountability & Assistance Level: Level 1

2010 Adequate Yearly Progress (AYP) Data - Summary

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	On Target
MATHEMATICS	No Status	High	No Change

A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS

Grade Spans	2008	2009	2010	2010 Subgroups Not Making AYP
Grades 3-5	Yes	Yes	Yes	Special Education -Low Income -
Aggregate	Yes	Yes	Yes	
All Subgroups	Yes	No	No	
Grades 6-8	Yes	Yes	Yes	Special Education -Low Income -
Aggregate	Yes	Yes	Yes	
All Subgroups	No	Yes	No	
Grades 9-12	Yes	Yes	Yes	
Aggregate	Yes	Yes	Yes	
All Subgroups	Yes	No	Yes	

MATHEMATICS

Grade Spans	2008	2009	2010	2010 Subgroups Not Making AYP
Grades 3-5	Yes	Yes	Yes	Special Education -Low Income -
Aggregate	Yes	Yes	Yes	
All Subgroups	Yes	No	No	
Grades 6-8	Yes	Yes	Yes	Special Education -
Aggregate	Yes	Yes	Yes	
All Subgroups	No	No	No	
Grades 9-12	Yes	Yes	Yes	
Aggregate	Yes	Yes	Yes	
All Subgroups	Yes	No	Yes	

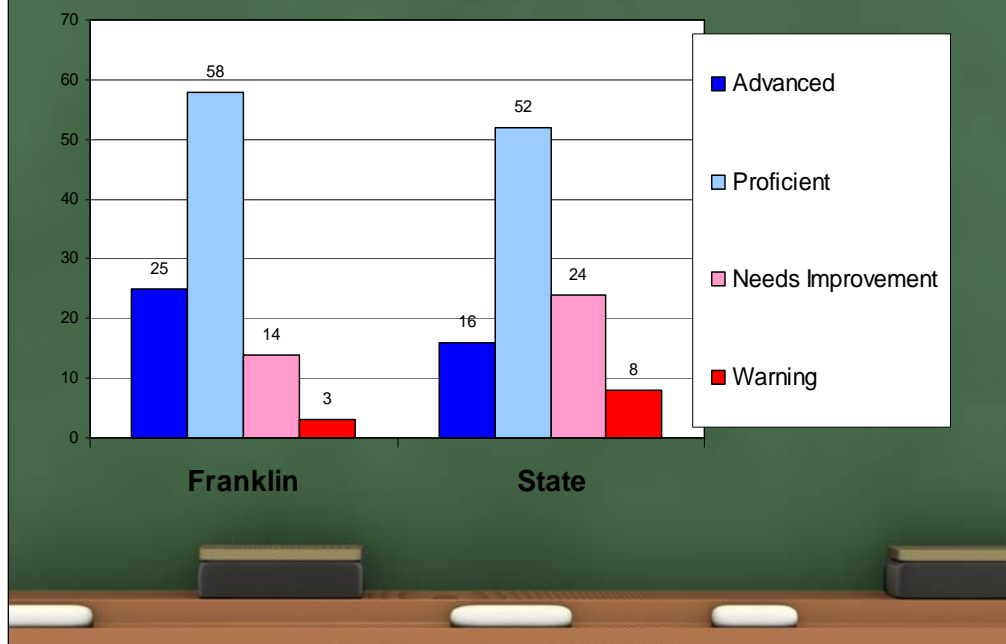
Adequate Yearly Progress History

		Adequate Yearly Progress History								NCLB Accountability Status	
		2003	2004	2005	2006	2007	2008	2009	2010		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	No	Yes	Yes	

Superintendent & Director Instructional Services provided an AYP report to the SC in October. Summary points of this presentation include:

- The district made AYP in 2010 with no NCLB accountability status (a good thing)
- District ELA performance was identified as Very High (all grades)
- District Math performance was identified as High (all grades)
- The district has made AYP for 5 consecutive years
- The aggregate (all students) have made AYP in both Math & ELA for 8 consecutive years (since 2003)
- District subgroups (Low Income & Special Ed) **did not** make ELA or Math AYP at the elementary and middle levels – **this continues to be a focus area for the district (and is a consistent finding across the state).**
- FHS students in subgroups DID make AYP in both ELA and Math, an improvement over their 2009 performance in Math (did not make AYP in math in 2009)

• ELA – Franklin to State Comparison



The district continues to perform above the state in the Aggregate in ELA at all grades.

- District performance averages 1 to 2 performance levels above that of the state on all ELA tests.

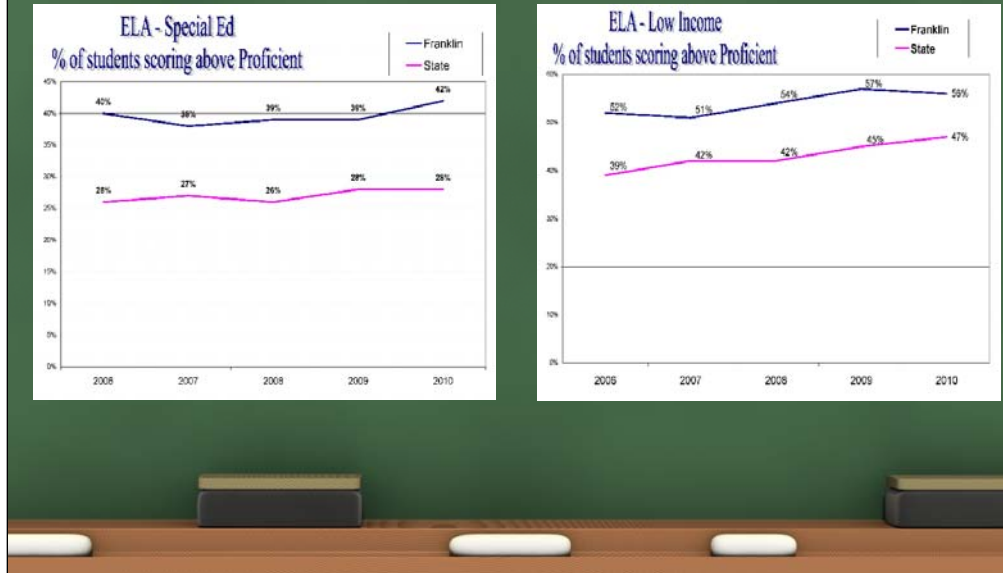
ELA Aggregate performance levels

- 83% of Franklin students performed at the Advanced/Proficient level compared to that of the state (68%)

- Only 17% of Franklin students performed at the Needs Improvement/Warning level compared to that of the state (32%)

- The percentage of students scoring in NI/W decreased markedly from 20% in 2009 to 9% in 2010.

• ELA Subgroups – Franklin to State Comparison



The district continues to perform above the state in Subgroups (Low Income and Special Ed) in ELA at all grades.

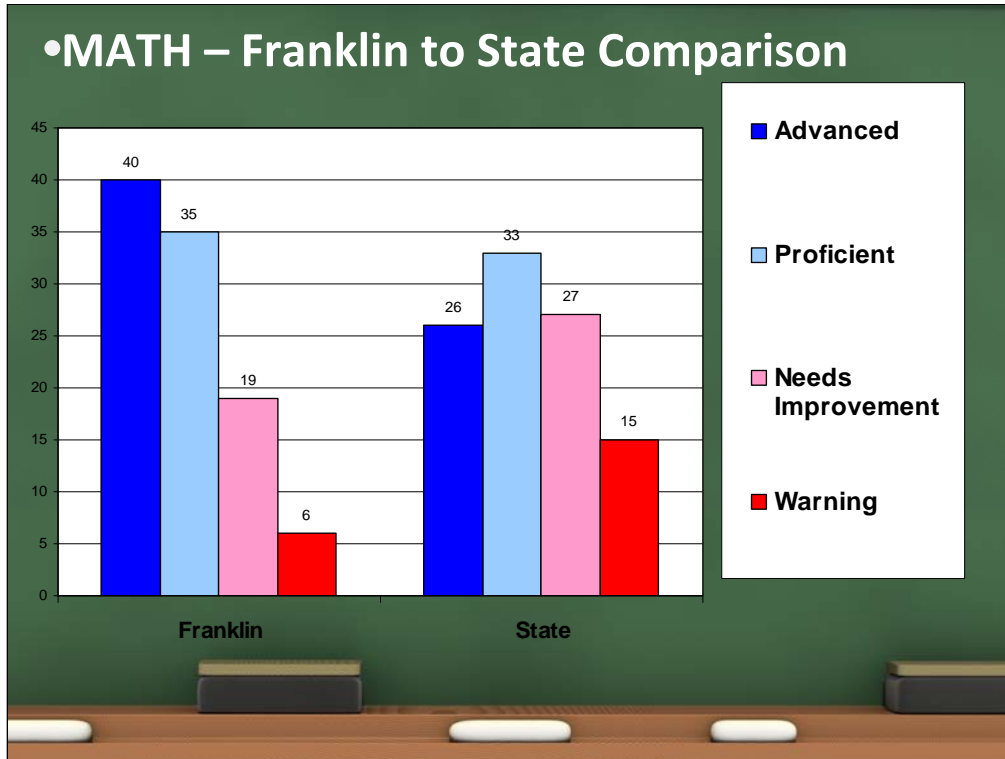
- Subgroup performance is consistently 1 performance level above that of the state on ELA tests.

ELA Special Ed Subgroup performance:

- 42% of Franklin Spec. Ed. students performed at the Advanced/Proficient level compared to that of the state (28%)
- District and state data is consistent in the Needs Improvement category for Special Education subgroups (41% & 42% respectively)
- However, fewer Special Ed students in the district performed in the warning category than the state (17% vs. 30%)
- Special Education CPI's (76.9 - Moderate) places this subgroup one performance level above that of the state (67.3 – Low)

ELA Low Income Subgroup performance:

- 55% of Franklin Low Income students performed at the Advanced/Proficient level compared to that of the state (47%)
- District and state data is consistent in the Needs Improvement category for Low Income subgroups (36% & 37% respectively)
- Fewer Low Income students in the district performed in the warning category than the state (9% vs. 16%)
- The Low Income CPI (82.9 - High) places this subgroup one performance level above that of the state (76.5 – Moderate)



The district continues to perform above the state in the Aggregate in Math at all grades.

- District performance averages 1 to 2 performance levels above that of the state on all Math tests.

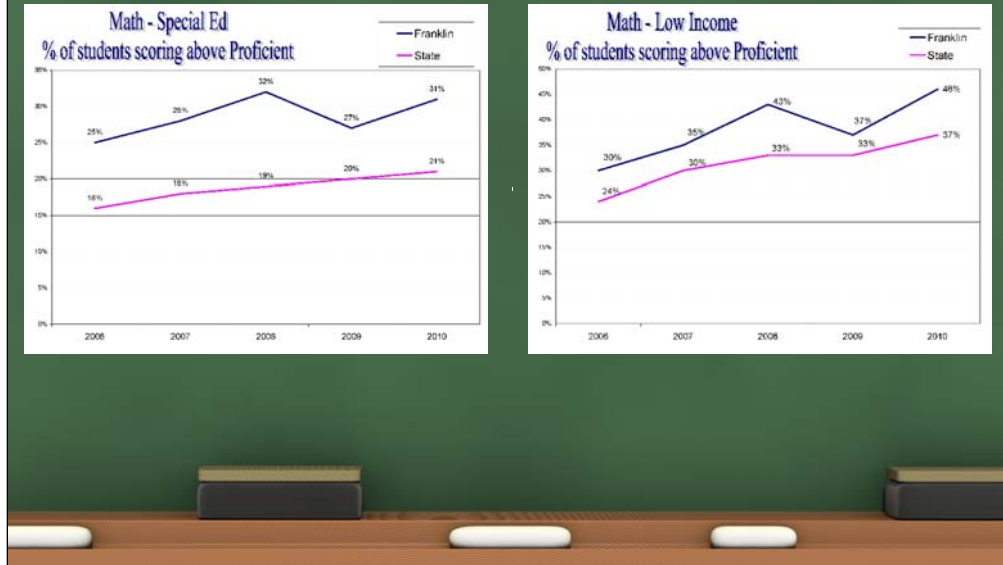
Math Aggregate performance levels

- 75% of Franklin students performed at the Advanced/Proficient level compared to that of the state (59%)

- 25% of Franklin students performed at the Needs Improvement/Warning level compared to that of the state (42%)

- The percentage of students scoring in NI/W showed a slight decrease from 26% in 2009 to 25% in 2010.

•Math Subgroups – Franklin to State Comparison



The district continues to perform above the state in Subgroups (Low Income and Special Ed) in Math at all grades.

- Subgroup performance is consistently 1 performance level above that of the state on Math tests.

Math Special Ed Subgroup performance:

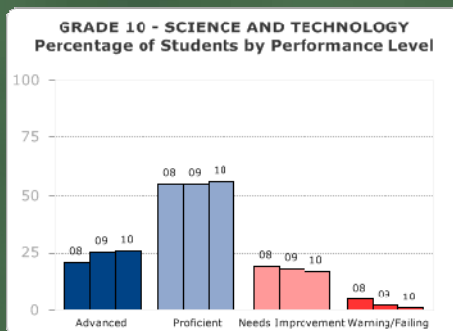
- 31% of Franklin Spec. Ed. students performed at the Advanced/Proficient level compared to that of the state (21%)
- 28% of Franklin Spec. Ed. students performed at Warning level compared to that of the state (45%)
- District performance in the Needs Improvement/Warning category was 10% lower than that of the state (69% vs. 79%) – **this continues to be a focus for the district.**
- Special Education CPI's (66.7 - Low) places this subgroup one performance level above that of the state (57.5 – Very Low)
- 5 year trend shows district improvement in narrowing the achievement gap.

Math Low Income Subgroup performance:

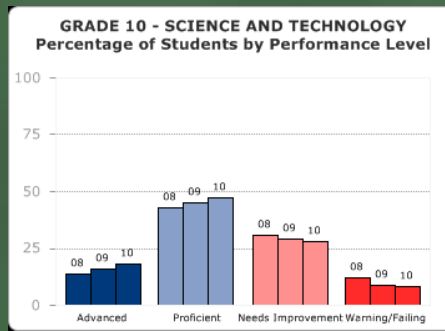
- 46% of Franklin Low Income students performed at the Advanced/Proficient level compared to that of the state (37%)
- District and state data is consistent in the Needs Improvement category for Low Income subgroups (36%)
- Fewer Low Income students in the district performed in the warning category than the state (18% vs. 27%)
- The Low Income CPI (75.1 - Moderate) places this subgroup one performance level above that of the state (67.1 – Low)
- 5 year trend shows district improvement in narrowing the achievement gap.

Science – Franklin to State Comparison

Franklin



State



GRADE 10

The district continues to perform above the state in the Aggregate on the high school Biology MCAS test.

- Administered to all grade 9 students
- District performance reflected 1 level above that of the state on the same test.
- Biology CPI of 94.0 compared to that of the state (82.1)
- Last 3 years, Advanced/Proficient performance increased; numbers of students performing at the Warning/Failing level has decreased.

Biology Aggregate performance levels

- 87% of Franklin students performed at the Advanced/Proficient level compared to that of the state (63%)
- 10% of Franklin students performed at the Needs Improvement/Warning level compared to that of the state (23%)
- 13% of students scored in Warning/Failing category compared to 13% at the state level

Subgroup Performance

The district continues to perform above the state in Subgroups (Low Income and Special Ed) in Math at all grades.

- Subgroup performance is consistently 1 performance level above that of the state on Math tests.

Biology Special Ed Subgroup performance:

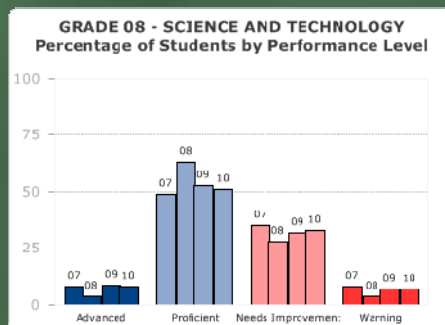
- 31% of Franklin Spec. Ed. students performed at the Advanced/Proficient level compared to that of the state (21%)
- 28% of Franklin Spec. Ed. students performed at Warning level compared to that of the state (45%)
- District performance in the Needs Improvement/Warning category was 10% lower than that of the state (69% vs. 79%) – **this continues to be a focus for the district.**
- Special Education CPI's (66.7 - Low) places this subgroup one performance level above that of the state (57.5 – Very Low)

Biology Low Income Subgroup performance:

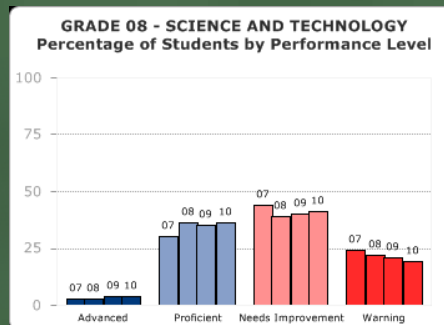
- 46% of Franklin Low Income students performed at the Advanced/Proficient level compared to that of the state (37%)
- District and state data is consistent in the Needs Improvement category for Low Income subgroups (36%)
- Fewer Low Income students in the district performed in the warning category than the state (18% vs. 27%)
- The Low Income CPI (75.1 - Moderate) places this subgroup one performance level above that of the state (67.1 – Low)

Science – Franklin to State Comparison

Franklin



State



GRADE 8

The district continues to perform above the state in the Aggregate on the 8th grade Science Technology Engineering (STE) MCAS test.

- District performance reflected 1 level above that of the state on the same test.
- Gr 8 Science CPI of 83.2 compared to that of the state (71.0)
- Last 3 years, little change in performances in all 4 categories – District STE Curriculum team investigating data to inform curriculum revisions/updates

Gr 8 STE Aggregate performance levels

- 69% of Franklin students performed at the Advanced/Proficient level compared to that of the state (40%)
- 33% of Franklin students performed at the Needs Improvement/Warning level compared to that of the state (41%)
- Only 7% of students scored in Warning/Failing category compared to 19% at the state level

Gr 8 STE Subgroup Performance

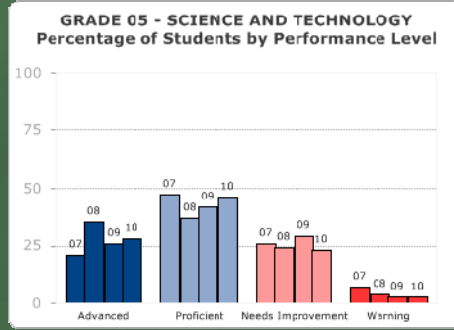
The district Special Ed subgroup performed higher than the state in CPI's (58.3 vs. 50.2) but at the same level as the state (Very Low)

The district Low Income subgroup performance level was one higher than that of the state (Low vs. Very Low). Again, this is a focus for the district and the STE Curriculum team.

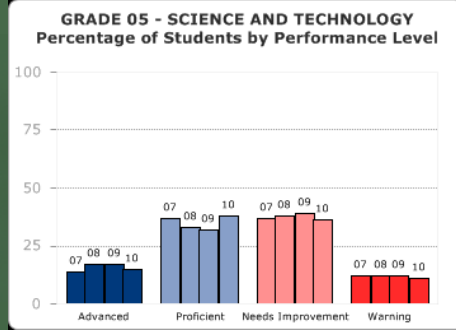
- 19% of students with disabilities and 36% of LI students performed at the Advanced/Proficient level compared to state subgroups (10% & 18%)
- 30% of special ed students performed at the Warning level compared to that of the state (51%)
- 19% of LI students performed at the Warning level compared to that of the state (37%)
- Three years of subgroup data mimics the aggregate data - little change in % of students in each performance category at the district and the state levels – **a concern for the district**

Science – Franklin to State Comparison

Franklin



State



GRADE 5

The district continues to significantly outperform the state in the Aggregate on the 5th grade Science Technology Engineering (STE) MCAS test.

- District performance reflected 3 levels above that of the state on the same test.
- Gr 5 Science CPI of 91.4 compared to that of the state (79.7)
- Greatest change has been in shifting student performance from NI and Warning to Advanced/Proficient

Gr 5 STE Aggregate performance levels

- 74% of Franklin students performed at the Advanced/Proficient level compared to that of the state (53%)
- 23% of Franklin students performed at the Needs Improvement/Warning level compared to that of the state (36%)
- Only 3% of students scored in Warning/Failing category compared to 11% at the state level

Gr 5 STE Subgroup Performance

The district Special Ed subgroup CPI for STE was 75.0 - Moderate, reflecting 1 performance level above the state (CPI 62.3 – Low)

The district Low Income subgroup CPI of 81.3 reflects two performance levels above the state (CPI 65.6 – Low).

- 32% of students with disabilities and 47% of LI students performed at the Advanced/Proficient level compared to state subgroups (21% & 29%)
- 21% of special ed students performed at the Warning level compared to that of the state (34%)
- 11% of LI students performed at the Warning level compared to that of the state (23%)
- Three years of subgroup data identifies slight increases in the Advanced/Proficient levels and slight decreases in the NI and Warning performance levels.

•Student Growth Percentile

Comparison of a student's performance to that of their academic peers (same performance History) using 2+ years of data.

- Considers test content (Math, ELA) and difficulty of grade level learning standards
- Not calculated for Grade 3 MCAS tests or STE MCAS tests
- Higher SGP's reflect more questions correctly answered; Lower SGP's reflect fewer questions correctly answered

SPG Range

1-39

40-60

61-99

Growth Description

Lower Growth

Moderate/Typical Growth

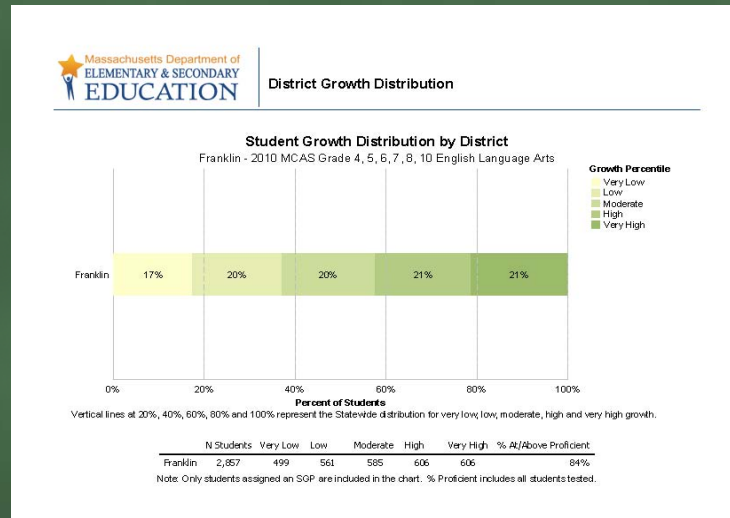
Higher Growth

Student Growth Percentile is a new growth measure introduced to districts in 2009 that will enhance districts' ability to analyze MCAS data to inform instruction, and make programmatic and curricular decisions.

- Scale of 1-100, student growth percentiles (SGP's) are calculated using two or more years of consecutive MCAS data.
- Growth is measured by comparing changes in MCAS performance from one year to the next with that of "academic peers" (individual student, school, district).
- Academic peers - students in state with same MCAS performance history
- Takes into account the test t (Math or ELA) & increasingly more difficult/complex grade level learning standards.
- Not calculated on Grade 3 tests as this grade represents the first year in the test administration cycle.
- Not calculated for Science/Technology or Biology tests as two consecutive years are needed
- Commissioner of Education in his September 10, 2010 memo to Massachusetts Educators,

"In simple terms, students earning high growth percentiles answered more questions correctly on the spring 2010 MCAS test than did their academic peers; conversely, students earning low growth percentiles answered fewer questions correctly than their academic peers."

District Growth - ELA



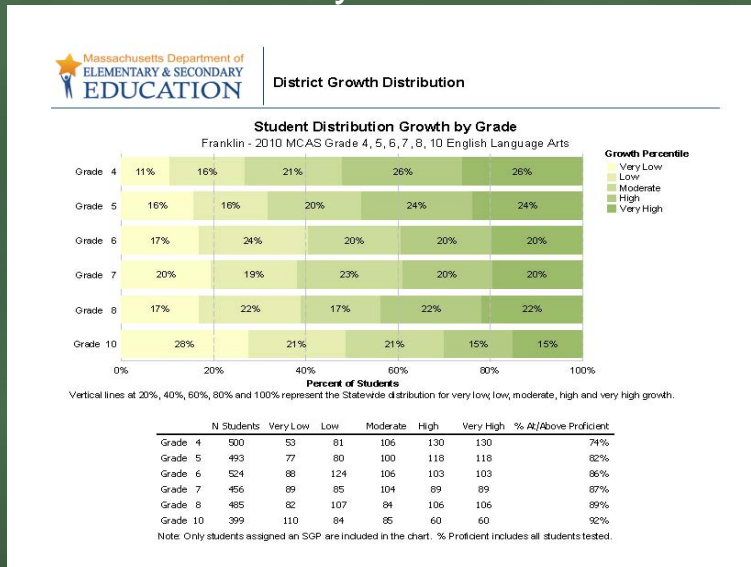
Graphic represents a Growth Bar Graph – identifies % of students who performed within each of the growth percentiles from yellow (Very Low) to dark green (Very High)

The goal is for all students fall within the Moderate to Very High Growth percentiles (40-100%) on ELA and Math MCAS tests

This graphic represents all Franklin students in ALL grades who took the ELA MCAS tests.

- 62% of all students demonstrated Moderate to Very High Growth on their ELA MCAS Tests
- 42% demonstrated High/Very High Growth on ELA tests
- 37% demonstrated Low Growth on these tests
- CPI Performance on ELA 94.0 Very High

ELA – Growth by Grade



This graphic represents ALL Franklin students in EACH grade who took the ELA MCAS tests.

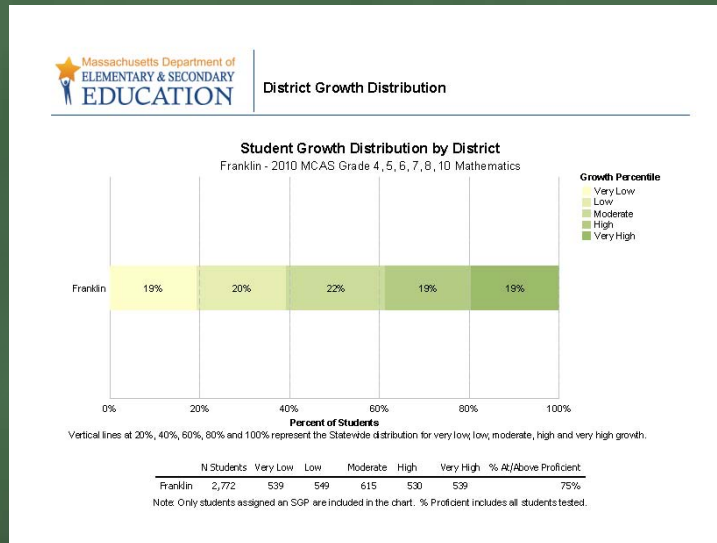
- In grades 4, 5, 6, 7 and 8 at least 60% of all students demonstrated Moderate to Very High Growth on their ELA MCAS Tests

- Gr 4 - 73% M to VH
- Gr 5 – 68% M to VH
- Gr 6 – 60% M to VH
- Gr 7 – 63% M to VH
- Gr 8 – 61% M to VH

- 51% of Gr 10 students demonstrated Moderate to Very High Growth on their ELA MCAS tests

- 92% of Gr 10 students performed at the Advanced/Proficient levels on this test

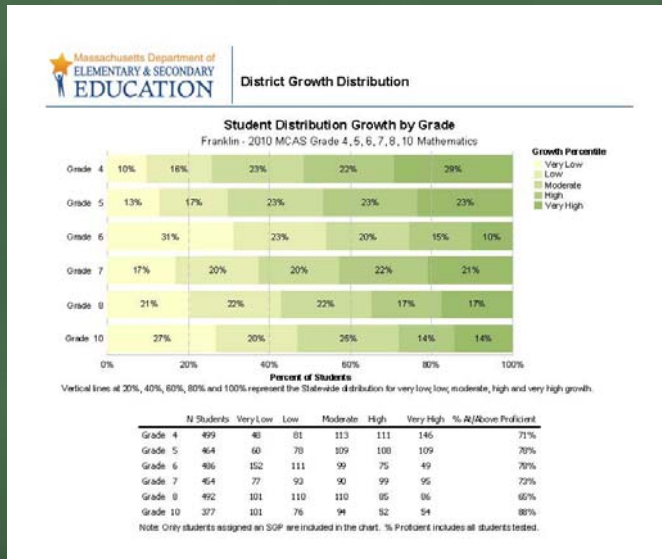
District Growth - MATH



This graphic represents all Franklin students in ALL grades who took the Math MCAS tests.

- 60% of all students demonstrated Moderate to Very High Growth on their Math MCAS Tests
- 38% demonstrated High/Very High Growth on Math tests
- 39% demonstrated Low Growth on these tests
- CPI Performance in Mathematics – 89.9 **almost** Very High

Growth by Grade - MATH



This graphic represents ALL Franklin students in EACH grade who took the Math MCAS tests.

- In grades 4, 5, 7, 8 and 10 at least 50% of all students demonstrated Moderate to Very High Growth on their Math MCAS Tests

- Gr 4 - 74% M to VH
- Gr 5 - 69% M to VH
- Gr 7 - 63% M to VH
- Gr 8 - 56% M to VH
- Gr 10 - 53% M to VH

- 45% of Gr 6 students demonstrated Moderate to Very High Growth on their Math MCAS tests

- 78% of Gr 6 students performed at the Advanced/Proficient levels on this test

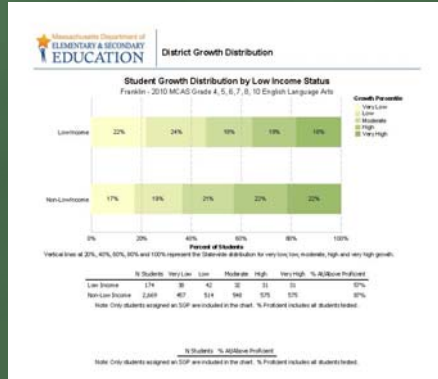
SUBGROUP DATA

Special Education
Low Income

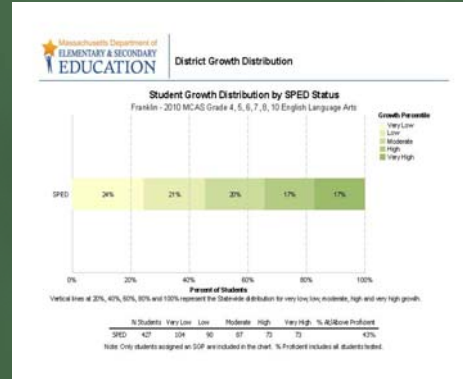


ELA - Growth by Sub Group

Low Income Status



Special Education Status



This graphic represents our Student Growth distribution for our Low Income and SPED students in ALL grades in English Language Arts

Low Income Student Growth

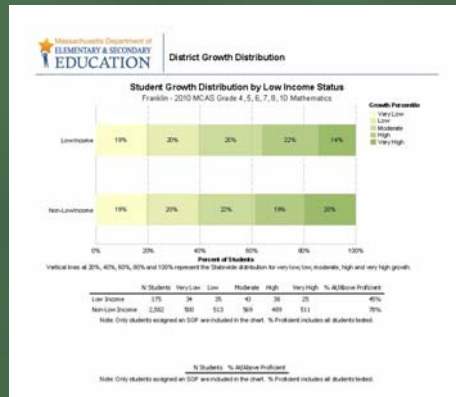
- 54% of all Low Income students demonstrated Moderate to Very High Growth on their ELA MCAS tests
- 65% of non-Low Income students demonstrated Moderate to Very High growth on the same tests
- 36% LI students demonstrated High to Very High growth in ELA as compared to 44% non-LI students
- 10% more Low Income students demonstrated Low Growth on the ELA tests than non-Low Income students
- Students in this subgroups demonstrated High performance with a CPI of 82.9
- 57% of Low Income students performed at the Advanced/Proficient levels vs 87% of non-Low Income students

Special Education Student Growth

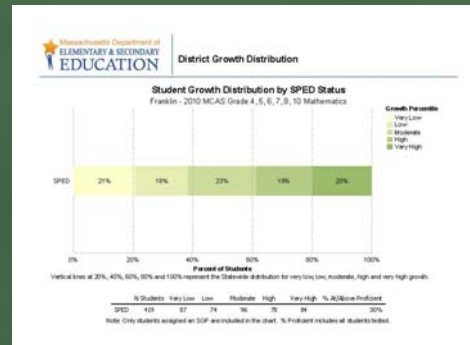
- 54% of all Sped students demonstrated Moderate to Very High Growth on their ELA MCAS tests
- 34% of Sped students demonstrated High to Very High growth on ELA tests
- 45% of Sped students demonstrated Low Growth on the ELA MCAS tests
- 43% of Franklin Sped students performed at Advanced/Proficient levels on this test
- Data was unavailable for the team to compare Sped with Non-Sped Student Growth

MATH - Growth by Sub Group

Low Income Status



Special Education Status



This graphic represents our Student Growth distribution for our Low Income and SPED students in ALL grades in Mathematics

Low Income Student Growth

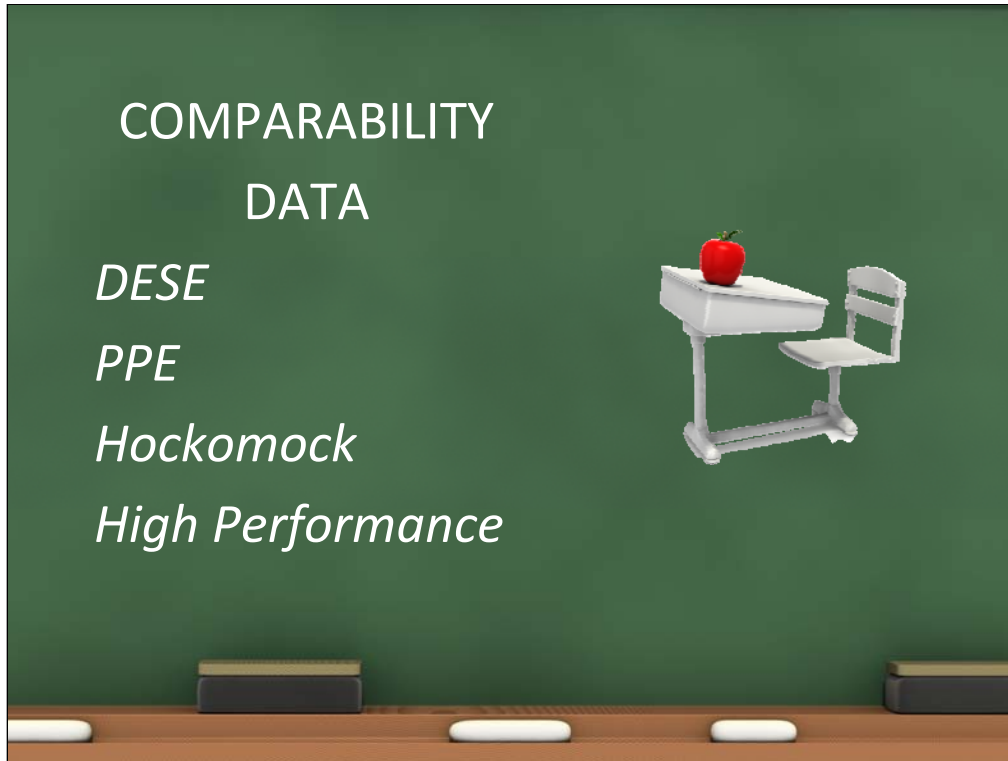
In Mathematics, students in the Low Income Subgroup demonstrated similar growth patterns as non-Low Income students

- 61% of all Low Income students demonstrated Moderate to Very High Growth on their Math MCAS tests
- 61% of non-Low Income students demonstrated Moderate to Very High growth on the same tests
- 36% LI students demonstrated High to Very High growth in Math as compared to 39% non-LI students
- 39% of Low Income and non-Low income students demonstrated Low Growth on Math tests
- 45% of Low Income students performed at the Advanced/Proficient levels vs. 78% of non-Low Income students

While performance is not where we would like it, students are demonstrating growth at a level comparable to their non-subgroup peers.

Special Education Student Growth

- 62% of all Sped students demonstrated Moderate to Very High Growth on their Math



Team identified four cohorts to compare district performance in their data analysis:

- Department of Education Comparable Districts – group of towns similar demographically to Franklin
- Per Pupil Expenditures – 5 towns above and 5 towns below Franklin’s PPE
- Hockomock League Towns
- Top 10 performing districts in the state

DESE Comparable Districts



The DESE uses several factors to identify comparable districts in the Commonwealth including student population, town demographics, performance, etc.

Graph identifies the ten towns the state compares with Franklin: Andover, Chelmsford, Easton, Mansfield, Natick, Needham, North Attleboro, Wachusett, Wellesley, Westwood.

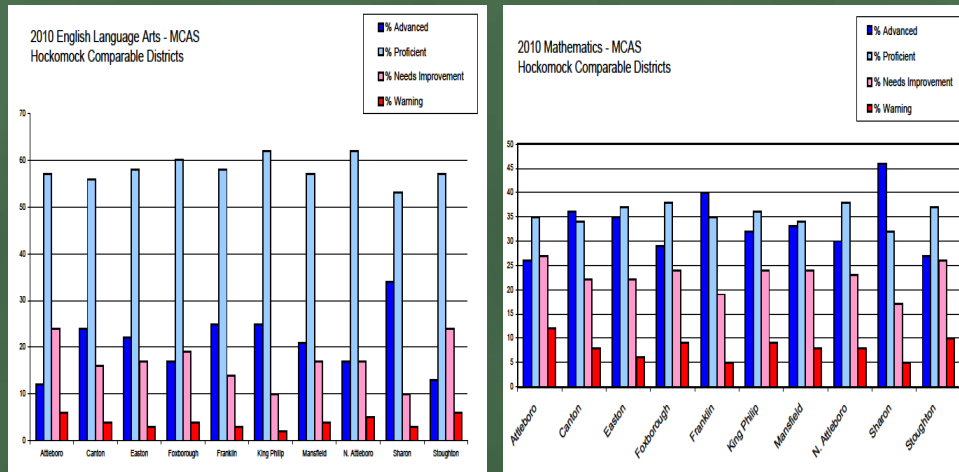
ELA Performance

- In ELA, Franklin ranked 6th among the districts for % of Advanced/Proficient students (83%)
 - 1- Wellesley 88%
 - 2-Needham 87%
 - 3-Westwood 86%
 - 4-Andover 85%
 - 5-Chelmsford 84%
- Franklin ranked in the top 4 districts for lowest % of students scoring a Warning on Math MCAS tests
 - Behind Andover, Needham, and Westwood

Math Performance

- In Math, Franklin ranked in the top half among the districts for % of Advanced/Proficient students (75%)
 - 1-Andover 81%
 - 2-Westwood 80%
 - 3-Needham 79%
 - 4-Natick-Wellesley 77%
- Franklin's % of students in the Warning performance level was similar to most districts in the comparison

Hockomock Comparable Districts



The DLT also compared its performance in ELA and Mathematics with districts within the Hockomock League

Attleboro (not in League, but plays NA in football), Canton, Easton, Foxborough, King Philip (9-12 only), Mansfield, North Attleboro, Sharon, Stoughton

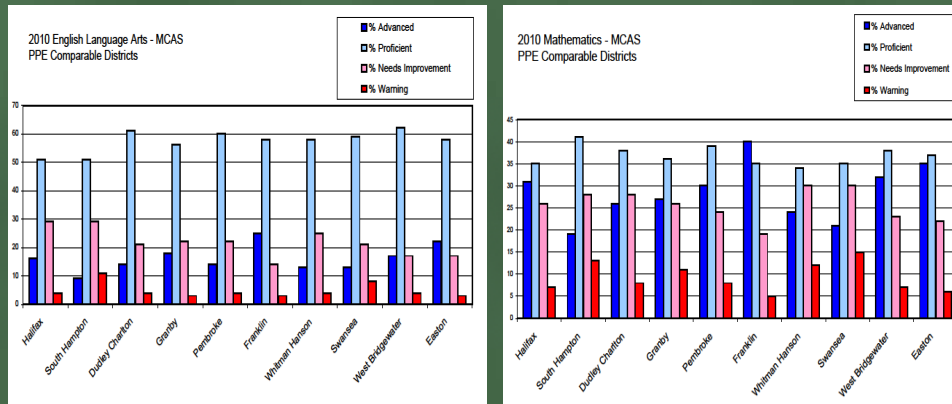
ELA Performance

- In ELA, Franklin ranked 2nd in the Hockomock League (tied with Mansfield) % of Advanced/Proficient students (83%)
 - King Philip 86% (but data only represents students in grades 9-12)
 - 1-Sharon 84%
 - 2 – tie: Franklin/Mansfield 83%
- Only 3% of students scored Warning in ELA

Math Performance

- In Math, Franklin shared the top rank with Sharon for % of Advanced/Proficient students (75%)
- Franklin also shared with Sharon the fewest number of students in the Warning performance level

PPE Comparable Districts



The DLT also compared its performance in ELA and Mathematics with districts that have similar Per Pupil Expenditures

Halifax, South Hampton, Dudley Charlton, Granby, Pembroke, Whitman Hanson, Swansea, West Bridgewater, Easton

ELA Performance

- In ELA, Franklin ranked 1st in the % of Advanced/Proficient students (83%) with the next highest district performing at 80% (Easton)
- The district was tied with Easton for 1st in the lowest % of students scoring a Warning in ELA (3%)

Math Performance

- In Math, Franklin also ranked #1 for % of Advanced/Proficient students (75%)
- The next closest district, Easton, had 70% of students perform at this level)
- Franklin also ranked the lowest for % of students at both the NI (19%) and Warning (6%) performance levels

Bottom Line - Franklin outperforms other districts with similar per pupil expenditures

High Performing / Funded Districts

High Performing / Funded District Comparisons

District	Total Enrollment	Per Pupil Expenditure	Professional Development Total Expenditure	Professional Development per Teacher Expenditure	% Advanced & Proficient (MCAS)						Student Growth Percentile					
					MATH			ELA			MATH			ELA		
					ALL	SpEd	LEP	ALL	SpEd	LEP	ALL	SpEd	LEP	ALL	SpEd	LEP
Acton-Boxborough	3,039	\$12,732.00	\$239,000.00	\$1,354.00	57%	43%	52%	39%	67%	56%	58%	49%	49%	45%		
Concord-Carlisle (9-12)	1,245	\$18,328.23	\$147,000.00	\$1,564.00	92%	65%		96%	82%		58%	56%	51%	54%		
Dover-Sherborn	1,133	\$15,786.86	\$110,000.00	\$1,099.00	86%	39%		93%	58%		57%	43%	61%	50%		
Franklin	6,719	\$10,010.02	\$637,000.00	\$1,597.00	75%	31%		83%	42%	42%	50%	50%	52%	44%		
Lexington	6,332	\$15,368.12	\$712,000.00	\$1,364.00	86%	56%	86%	90%	63%	73%	60%	56%	68%	62%	57%	73%
Lincoln-Sudbury (9-12)	1,638	\$15,774.75	\$111,000.00	\$880.00	93%	70%		97%	80%		52%	47%	49%	36%		
Newton	11,778	\$16,243.29	\$3,600,000.00	\$4,071.00	79%	42%	65%	65%	52%	62%	57%	47%	55%	58%	47%	64%
Northboro-Southboro	1,414	\$13,395.69	\$80,000.00	\$777.00	91%	37%		93%	38%		60%		53%	33%		
Shrewsbury	6,173	\$10,394.30	\$895,000.00	\$2,423.00	82%	41%	64%	86%	48%	64%	60%	55%	61%	59%	51%	55%
Westford	5,338	\$10,150.71	\$948,000.00	\$2,671.00	86%	37%	79%	88%	46%	62%	56%	44%	71%	62%	45%	75%
Weston	2,414	\$18,022.81	\$533,000.00	\$2,784.00	83%	45%	60%	80%	63%	65%	59%	53%	55%	53%	48%	49%

The DLT finally compared its performance in ELA and Mathematics with the top 10 highest performing districts in the state

Acton-Boxborough, Concord-Carlisle (9-12), Dover-Sherborn, Lexington, Lincoln-Sudbury (9-12), Newton, Northboro-Southboro, Shrewsbury, Westford, Weston

Performance

In ELA and Mathematics, Franklin ranked 10th of 11 districts in the % of students in Advanced/Proficient students

- ELA 83%
- Math 75%
- Lowest Aggregate Student Growth Percentile (SGP) in Math
- Top ½ for SpEd SGP in Math
- Bottom 3 districts for Aggregate and SpEd SGP in ELA

Other Comparisons:

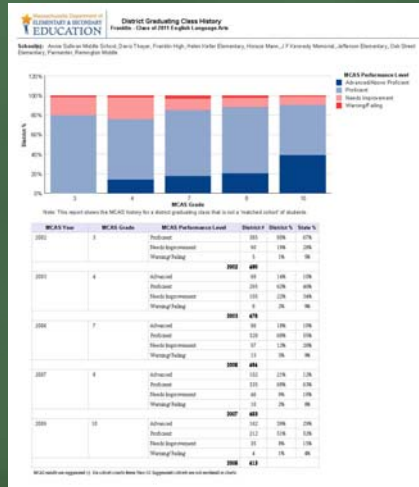
- Franklin ranks 10th of the 11 districts
- Franklin has the lowest Per Pupil Expenditure
- Franklin has the lowest Student Growth Percentile in the Aggregate
- Franklin has higher class sizes than high performance districts
- Franklin ranks 5th in Professional Development expenditures
- Franklin ranks 5th in its per teacher professional development expenditure
- **Bottom Line – Franklin puts \$ where it counts - instruction**

GRADUATING CLASS HISTORY

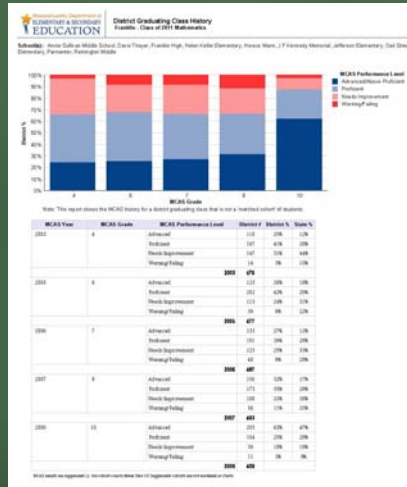


Graduating Class of 2011 – History

ELA



Math



These graphs identify the student performance of the Class of 2011 (seniors this year) throughout their MCAS history in Franklin.

ELA Performance

The number of students performing in the Advanced/Proficient categories in ELA increase over time for the class of 2011

- Grade 3 – 80%
- Grade 10 – 90%

The number of students performing in the Needs Improvement/Warning Categories decreased for this class

- Grade 3 – 20%
- Grade 10 - 9%

Math Performance

The number of students performing in the Advanced/Proficient categories in Math increase over time for the class of 2011

- Grade 4 – 66%
- Grade 10 – 87%

The number of students performing in the Needs Improvement/Warning Categories decreased for this class

- Grade 4 – 33%
- Grade 10 - 13%

•District Successes

- 114 John & Abigail Adams Scholarship Recipients in Class of 2011
- Sped Subgroups showing greater student growth in Mathematics
- Increased performance on all tests at all grades
- Authorized District Data Warehouse users doubled in 2 years
- Data analysis at all levels –classroom to CO
- District & School Initiatives



SUCCESES:

John/Abigail Adams Scholarship

114 of 414 high school seniors (September enrollment figures) were awarded the John and Abigail Adams Scholarship based on their Grade 10 MCAS performance. This award represents 27.5% of the senior class. Students qualified for this scholarship by scoring: (a) in the *Advanced* category in English Language Arts or Mathematics and *Advanced* or *Proficient* in the other subject area on the grade 10 MCAS assessments; and, (b) in the top 25% of the students in the district on these tests.

Performance/Growth Improvement

- The number of 7th grade students who scored Advanced/Proficient in Math increased from 64% in 2009 to 73% in 2010
- The number of 5th grade students who scored Advanced/Proficient in Science increased from 68% in 2009 to 74% in 2010
- 60% of students in our subgroups demonstrated Moderate to Very High Growth on Math MCAS Tests – Our Math initiatives are working
- 54% of students in our subgroups demonstrated Moderate to Very High Growth on ELA MCAS tests – Literacy work is making a difference.
- CPI performances in both subgroups on both tests show slight improvements

Data Analysis

- Data Warehouse use doubled in two years (from 32 to 64 authorized users)
- All department chairs, Reading Coaches, Math CET's, coordinators, Head teachers, etc. are authorized users of Data Warehouse
- MCAS and AYP data is analyzed at all levels – classroom, grade level, by discipline, building and district levels
- Used to inform instruction, program, curriculum changes and revisions

District Initiatives to improve teaching and learning

- Middle school math/sped PD – math co-teaching workshops & math consultant
- Literacy & Leadership Teams – set PD goals - common instructional strategies, vocabulary, lab teachers/support & modeling, intensive PD
- Rtl team – vision and protocols for supporting struggling learners
- DLT – analyze data, collect evidence of practice and district progress toward meeting DIP goals, recommendations for new DIP goals
- Central Office support to schools in AYP Improvement status
- Allocation of ARRA funds to all school to support building AYP/MCAS initiatives

Building Initiatives to improve teaching and learning

Comprehensive data analysis

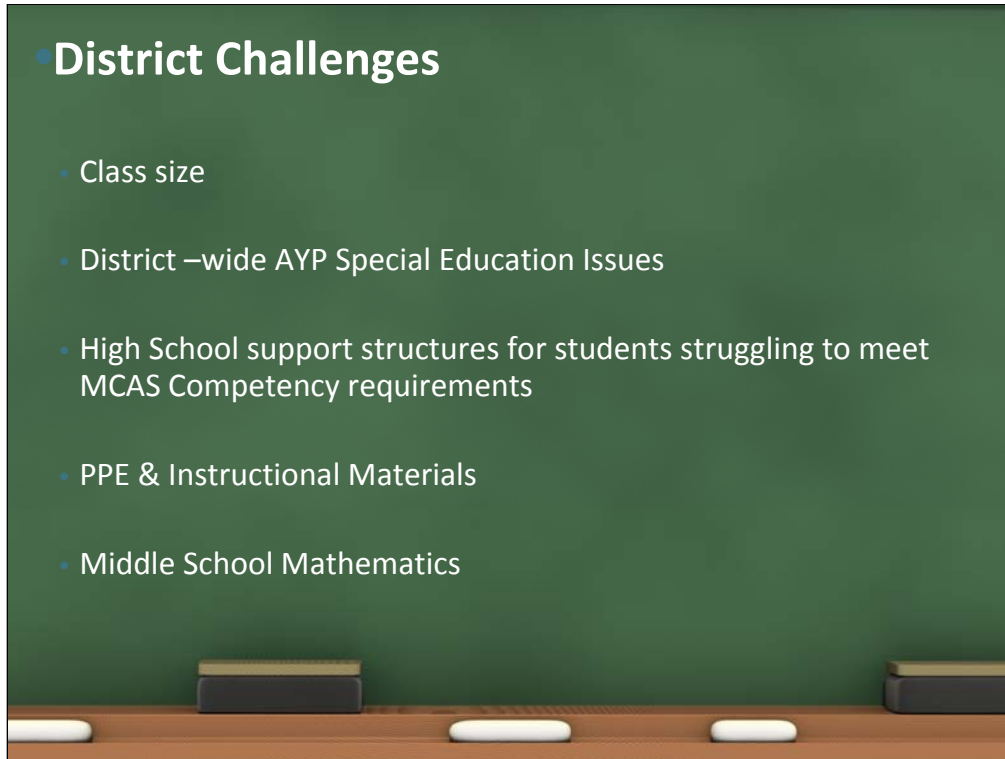
- Use of faculty meetings to address building issues & generate action plans
- Instructional improvement plans to address AYP concerns
- Revisions to School Improvement Plans
- Fall testing to identify at risk students and provide instructional support/interventions
- Analysis of end of unit math assessments to inform instruction and identify struggling students

C H A L L E N G E S

AVERAGE CLASS SIZES

Comparison	Districts	Elementary	Middle	High
Dart	Andover	21.2	23.2	24.73
Hock	Attleboro	27	27	26
Hock	Canton	21.3		
Dart	Chelmsford	22.7	22.3 - 24.6	
PPE	Dudley Chariton	21.6	24.3	
Dart/PPE/Hock	Easton	22		
Hock	Foxborough	20	22	21
US	Franklin	24.17	26	27
PPE	Granby	<i>did not respond</i>		
PPE	Halifax	20	21.5 academic 26.5 non-academic	21.5 academic 26.5 non-academic
Hock	King Philip			24.7
Dart/Hock	Mansfield	K-2=24; 3-5=28	27/37	
Dart	Natick	22		
Dart	Needham	21	22	22
Dart/Hock	North Attleborough	23.6		
PPE	Pembroke	22	25	25
Hock	Sharon	22.2	22.5	
PPE	Southampton	11.8	12.3	12.3
Hock	Stoughton	K-2=20; 3-5=25	23/25	25
PPE	Swansea	22.3		
Dart	Wachusett	<i>did not respond</i>		
Dart	Wellesley	21.02		
PPE	West Bridgewater	24		
Dart	Westwood	23	25	25
PPE	Whitman Hanson	<i>did not respond</i>		

The team compared class size with all towns that were included in the various comparability analyses of this report. While some towns did not respond to our requests for information, the data gathered suggests that class size IS a factor of performance and achievement. Districts with smaller class sizes also demonstrated higher performance at the Advanced/Proficient levels. Districts with larger class sizes general demonstrated lower performance at the Advanced/Proficient levels.



DISTRICT CHALLENGES:

Class size – 24 districts in our comparison studies were contacted

- Only 2 districts (Attleboro & Stoughton) had larger class sizes at the elementary level
- Only 2 districts (Mansfield & Attleboro) had larger class sizes at the middle level
- Franklin had the highest class size at the high school
- Considering the subgroup AYP concerns & increases in our LEP populations, class size is a considerable factor teachers' ability to meet the needs of these students.

Subgroups & AYP

- District is working hard to narrow the achievement gap & provide additional support before/during/after school for students with disabilities
- several factors make this difficult: class size, length of school day, change in AYP target CPI scores every other year
- targets will increase for the AYP determinations based on Spring 2011 MCAS test administrations
- Increase performance expectations do not take into consideration severity of student disabilities, personnel required to provide adequate support structures

Budget & Instructional materials

- No textbook line item in district budget – CI for requests
- Ask/Purchase only minimum needed, knowing that other departments have needs as well

Thank You!

Questions?

