Franklin Public Schools

District MCAS Report

2010

SUMMARY REPORT
2010 District MCAS Results

GRADE LEVELS AND SUBJECTS TESTED IN 2010

- Grade 3 English Language Arts (ELA) & Mathematics
- Grade 4 English Language Arts (ELA) & Mathematics
- Grade 5 English Language Arts, Mathematics, & Science/Technology
- Grade 6 English Language Arts (ELA) & Mathematics
- Grade 7 English Language Arts (ELA) & Mathematics
- Grade 8 English Language Arts (ELA), Mathematics & Science/Technology
- Grades 9-10 Biology
- Grade 10 English Language Arts (ELA) & Mathematics
- *Grades 5, 7 and 11 History Social Sciences tests were suspended in 2009. This decision was extended through 2011 by the Commissioner of Education.*

MCAS PERFORMANCE HIGHLIGHTS

The district's analysis of the 2010 MCAS data continues to identify the Franklin Public School System as a **"high performance"** district. This remains an important milestone for the district as 2014 approaches with expectations that all students scores fall within the 90-100 CPI point range reflective of advanced/proficient performance. Target scores for 2010 remain the same: ELA (90.2), Mathematics (84.3). These scores will be raised as we enter a new testing cycle with the spring 2011 MCAS administration.

AGGREGATE:

- Students in the aggregate (all students) continue to out perform the state on the same tests in English Language Arts (ELA), Mathematics, and Science/Technology Engineering (STE).
- Performance on all district grade level tests, including three Long Composition administrations in grades 4, 7, and 10, reflect a "High" (80-89.9) or "Very High" (90-100) performance rating, outperforming the state in CPI points on every test by at least one performance level and on four tests by two performance levels (Grade 4 mathematics, Grade 5 mathematics and science, and Grade 6 mathematics).
- Percentage of students scoring Advanced or Proficient on the grade 5 STE test increased from 68 to 74%.
- 73% of grade 7 students performed in the Advanced/Proficient level on the grade 7 Math MCAS test.
- All other tests maintained the same high level of Advanced/Proficient performance.

SUBGROUPS:

- All Special Education subgroups in grades 3-10 outperformed comparable state subgroups in all subject tests by at least one performance level with the exception of grade 8 STE (same performance level).
- All Low Income subgroups also outperformed comparable state subgroups in each tested area.

AGGREGATE TEST PERFORMANCE LEVELS:

Consistent performances over 4-year testing cycle

Franklin High School – Performance at the Advanced/Proficient Level

- 91% - English Language Arts (Gr. 10) State – 78%
- 89% - Mathematics (Gr. 10) State – 75%
- 87% - Biology/STE (Gr. 9-10) State – 61%

Franklin Middle Schools – Performance at the Advanced/Proficient Level

8th Grade:

- 89% - English Language Arts State – 78%
- 65% - Mathematics State – 51%
- 59% - STE State – 40%

7th Grade:

- 86% - English Language Arts State – 72%
- 73% - Mathematics State – 53%

6th Grade:

- 87% - English Language Arts State – 69%
- 78% - Mathematics State – 59%

Franklin Elementary Schools – Performance at the Advanced/Proficient Level

5th Grade:

- 81% - English Language Arts State – 63%
- 78% - Mathematics State – 55%
- 74% - STE State – 53%

4th Grade:

- 74% - English Language Arts State – 54%
- 72% - Mathematics State – 48%

3rd Grade:

- 75% - English Language Arts State – 63%
- 78% - Mathematics State – 65%

STUDENT GROWTH PERCENTILES:

This is a relatively new growth measure introduced to districts in 2009 that better equips districts' ability to analyze MCAS data to inform instruction, and make programmatic and curricular decisions.

On a scale of 1-100, student growth percentiles (SGP's) are calculated using two or more years of consecutive MCAS data. Growth for individual students is measured by comparing changes in his or her MCAS performance from one year to the next with that of their "academic peers." Academic peers are identified as students in the state who have the same MCAS performance history. This measure also takes into account the test taken (Math and ELA) as well as increasingly more difficult/complex grade level learning standards. Student Growth Percentiles are not calculated on Grade 3 tests as this grade represents the first year in the test administration cycle. Also, SGP's are not calculated for Science/Technology or Biology tests as two consecutive years are needed. Tests are administered in grades 5 and 8 (general science concepts) and in grade 9 (Biology).

To quote the 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."

SPG Range	**Growth Description**
1-39	*Lower Growth*
40-60	*Moderate/Typical Growth*
61-99	*Higher Growth*

The DESE advises that this measure be used in conjunction with MCAS achievement data to create a fuller picture of school, district and student performance.

- Franklin's "ALL grades" ELA SGP is 52% (moderate/typical growth) with a CPI of 93.9 (Very High), consistent with 2009 performance.
- The district's "ALL grades" Mathematics SGP is 50% (moderate/typical growth) with a CPI of 89.9 (High), a slight increase in both measures.
- Grade 4 ELA and Mathematics SGP's reflect *higher growth,* both at 63% with a CPI of 90.0 (Very High).
- Grade 6 Mathematics and grade 10 ELA reflect *lower growth* (37% and 39% respectively) with a mean CPI of 91.2 and 97.1 respectively (Very High).

SPECIAL AWARDS & COMMENDATIONS

83% of ALL Franklin students performed at the Advanced/Proficient Levels in ELA compared to 68% across the state.

75% of ALL Franklin students performed at the Advanced/Proficient levels in Mathematics compared to 59% across the state.

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.

ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress (AYP) is a measure of the extent to which students in the district (as a whole and in subgroups) have demonstrated proficiency in ELA and mathematics and was implemented by the state in 2003. In order for a district to make AYP, at least one of the AYP reporting categories must make adequate yearly progress in ALL groups (aggregate **and** subgroups) for each tested subject (ELA, math). Ratings are determined using three of four measures: **1)** participation in test administration (95%), **2)** graduation (60%)/attendance rate (92%), **3)** performance target (ELA – 90.2; Math – 84.3), and **4)** district improvement target. Districts must meet the participation and attendance/graduation requirements and either the performance targets or improvement targets. Target scores in ELA and math increase by approximately 5 points every two years in compliance with the NCLB goal that all students will achieve at the Advanced/Proficient levels of performance by 2014. New target goals will be set for the spring 2011 MCAS administration.

The district met Adequate Yearly Progress (AYP) for 2010 in ELA and Mathematics as identified by a "No Status" AYP label. The district has maintained this status for five consecutive years. While the district's aggregate met AYP in ELA and Mathematics, the district will need to continue to focus on subgroup performance in both areas in order to meet annual yearly progress. The district is taking several steps to ensure improved subgroup performance in ELA and Mathematics.

English Language Arts AYP Data for 2010 – Very High – On Target

- Franklin met the AYP expectations in the aggregate in ELA in grades 3-5. However, the special education and low income subgroups in grades 3-5 did not meet AYP expectations for ELA.
- The district met the ELA AYP expectations in the aggregate in grades 6-8. However, the special education and low income subgroups in grades 6-8 did not meet AYP expectations for ELA.
- Students at the high school met AYP expectations in the aggregate and all subgroups in ELA.

Mathematics AYP Data for 2010 – High – No Change

- Franklin met the AYP expectations in the aggregate in Mathematics in grades 3-5. However the district special education and low income subgroups did not meet AYP expectations at this level.

- The district met AYP expectations in the aggregate in Mathematics in grades 6-8 but did not meet AYP expectations in the special education subgroup in grades 6-8 for Mathematics.
- Franklin met AYP expectations in Mathematics in the aggregate and all subgroups in grades 9-12.

School AYP Data for 2010

- Franklin High School met ELA and Mathematics AYP expectations in the special education and low income subgroups for 2010. The high school holds *NO Status* as it relates to AYP expectations.
- The Annie Sullivan met ELA and Math AYP expectations in the aggregate and subgroups in 2010. This reflects a tremendous effort on the part of school personnel. This effort has removed the *Improvement Year 1- subgroup* status in ELA. The school must meet Math expectations in 2011 (1 more year) to remove the AYP *Improvement Year 1-subgroups* classification in Math.
- Horace Mann met AYP expectations in ELA in the aggregate and all subgroups. The school met AYP expectations in Mathematics in the aggregate but did not make AYP expectations for Mathematics in subgroups. The school must meet Math expectations in 2011 to maintain *No Status* in this area.
- The Remington Middle School met Math AYP expectations in the aggregate and subgroups for 2010 and is classified *No Status*. The Remington met ELA AYP expectations in the aggregate but did not make AYP for special education and low income subgroups in 2010. This identifies the school as *Improvement Year 2-subgroups* in ELA. The school must meet ELA expectations in 2011 and 2012 to remove the AYP *Improvement Year 2-subgroups* classification.
- The Davis Thayer, Jefferson, and Oak Street schools met ELA and Mathematics AYP expectations in the aggregate and all subgroups for 2010.
- Keller Elementary School met ELA and Math AYP in the aggregate but did not make AYP expectations for the special education subgroups in both areas. The school must make AYP expectations in ELA and Mathematics special education subgroups in 2011 to maintain *No Status* classification.
- The Kennedy Elementary School made AYP in the aggregate but did not make AYP expectations for the special education subgroups in ELA and Mathematics. The school must meet expectations in ELA and Mathematics in the special education subgroups to maintain *No Status* classification in 2011.
- Parmenter made AYP in ELA in the aggregate but did not meet expectations in the special education subgroup for a second year. This places the school in *Improvement Year 1-subgroups* for 2010. Parmenter must make subgroup AYP for two consecutive years to remove this classification. The school met AYP expectations in Mathematics in the aggregate but not in the special education subgroup. Parmenter's special education subgroup must make AYP in Mathematics to maintain the *No Status* classification.

SUBGROUP PERFORMANCE

While Franklin's CPI scores and performance ratings for subgroups show consistently higher performance ratings compared to state data, the district recognizes that time and resources must continue to target reducing the performance gap between special education and low income student performance and the district aggregate performance levels. Franklin's concerns are mirrored by the majority of districts in the Commonwealth as they also struggle with narrowing this performance gap by 2014.

Currently 79 public school districts and 40 charter or vocational technical schools in the Commonwealth are having difficulty in meeting the federal NCLB AYP subgroup expectations in Mathematics and/or English Language Arts. While Franklin students DO meet high school competency requirements, the district recognizes performance struggles, particularly at the middle level, enroute to this accomplishment. This inverse Bell Curve (higher performance at the elementary and high school levels with a drop in performance in the middle grades) is mirrored across the state and has remained a topic of concern since the first MCAS test administration in 1998. There are several rationales for this "phenomenon" – reasons that federal and state mandates and AYP reports have failed to recognize in their calculations and performance ratings: 1) learning as a developmental process, 2) the impact of disabilities on this learning process, and 3) content tested at each level.

Developmental Process: ***AYP does not take into consideration the developmental learning patterns of middle school students.*** Target scores continue to increase at a constant rate of change. Children when compared with their peers do not learn at the same rate nor is their own learning cycle an example of a constant rate change. Additionally, their academic growth at the middle school level is impacted significantly by social and emotional factors. While goals are important to keep in sight, sterile formulas for growth should not be used to label schools' efforts to meet the diverse range of learner needs.

Students with Disabilities: ***Middle school subgroups – particularly special education subgroups – have difficulty making AYP.*** To better understand the complexities of student performance as it relates to criterion-referenced assessments (MCAS), it is important to note that the typical student without disabilities makes on average one (1) year of cognitive/academic growth during one (1) school year. Given a student with disabilities, his or her rate of learning will vary with respect to the type and severity of the disability. Students with disabilities typically do not make one year's progress during one academic year. Simply put, this subgroup generally requires a greater length of time to master and demonstrate skills and content knowledge. The AYP expectations do not recognize that while our special education student population may not meet target skills at this level, they ARE meeting these expectations at the high school level. Academic success is achieved by the time they complete their Franklin educational experience.

Testing Content: ***There is an apparent "correction" to AYP underperformance of subgroups by 10th grade. Why the "problem" in middle school?*** Students are tested in mathematics and English Language Arts in grades 3 through 8 and again in grade 10. In both disciplines, the elementary level represents foundational skills that build upon each other and become more sophisticated from grade to grade. By 6th grade, mathematics in particular becomes extremely complex, and in ELA students are working toward mastering an "adult

reading level." By the end of 8th grade in Franklin, the majority of students have mastered Algebra I concepts and adult levels of reading comprehension and critical thinking. And, their learning doesn't stop there… but the 10th grade tests in math and ELA do. The 10th grade math test is an assessment of primarily Algebra I skills and applications. The 10th grade ELA test requires students to read, write and comprehend at the adult level. Simply put, the content and skills of these tests level off. While elementary and middle school students are learning new concepts at an exponential rate (keep in mind the developmental and disabilities issues), by the time Franklin students take the 10th grade tests in ELA and math they have had the time, practice and opportunity to meet AYP expectations and succeed academically.

While the district is not classified in an AYP Improvement status, educators are concerned about the achievement gap and have in earnest investigated best practices both in-house and through outside organizations and consultants. A relatively new measure, Student Growth Percentiles (SGP) now provides Franklin with a broader perspective of achievement at the student, school and district levels: Achievement = Performance + Growth. SGP's identify low, typical and high growth in both low achieving (CPI) and high achieving students. This measure will offer insights into what is happening in a classroom, at a grade level or building that exemplifies current research on closing the achievement gap and identify best practices that support student growth and achievement.

DISTRICT RESPONSE TO MCAS DATA

STATE EXPECTATIONS

Since testing began in 1998, districts across the commonwealth have been required to complete a comprehensive Curriculum Accommodation Plan (DCAP) that identifies the actions a district will take to analyze both MCAS and local data to improve the delivery of curriculum, instruction, parental engagement in the educational process and professional development in the district. In addition, Franklin has recently completed district-wide and School Improvement Plans that are in alignment with the District Strategic Plan. All plans are data-driven and require academic goals (minimally math and literacy) as well as social/civic goals.

- The DCAP is intended to guide the district's activities in the following areas: accommodate various students' learning needs through professional development opportunities; provide instructional support services through regular education and after school programs; encourage parental and community involvement in educational programs, processes, and resources; review and revise district curricula to ensure MA frameworks alignment; and review school policies & discipline codes.
- The district plan is used to guide individual building plans (BCAP) which are required by the state and submitted to the Director of Instructional Services for review and approval.
- All District and School Improvement Plans include comprehensive action plans that identify goals with data-driven rationales, student and instructional objectives, implementation strategies, measures/indicators of successful implementation and professional responsibilities.

CURRICULUM AND INSTRUCTIONAL REVIEW CYCLE

MCAS has impacted the "art and science" of teaching: curriculum development, instructional expectations and strategies, assessment practices, professional development, and the use of data to improve student achievement. Franklin was once ahead of the curve in all areas of curriculum development with a capacity to address all framework revisions and MCAS focus areas on a yearly basis. Due to substantial budget reductions in 2008, the five standing curriculum teams of the past (ELA, Math, Science, History/Social Studies and a specialist team) have been reduced to one curriculum team per year. Content areas that are not the designated "team" for a given year, must revise curricula through monthly department meetings, during additional pull-out PD days (while school is in session) or during the summer. This model can be ineffective in maintaining currency, Adequate Yearly Progress, and high levels of student performance if content review cycles are not in sync with state changes. K-12 articulation is also difficult using this model as dedicated time and funding is not available for district-wide research, discussions, teacher feedback and alignment/revisions. Educators are working at all levels to maintain quality curricula and updated/adequate instructional materials for teachers and students through alternative means.

- Instructional materials and textbooks continue to be analyzed to determine alignment with state learning expectations as no single resource will adequately meet all learning expectations. Franklin maintains vigilance in identifying gaps and providing teachers and students with sufficient supplemental materials and learning experiences to meet these state expectations through periodic needs assessments. Most work is now completed during department meetings.
- Funding for new instructional materials and textbooks must be acquired through the town's Capital Funds as there is no textbook line item for district adoptions in the district-wide budget.
- The Instructional Service budget currently supports an ELA/literacy Team and a K-12 Science Technology Engineering Curriculum Team. A Mathematics Curriculum Team is slated to operate during the 2011-2012 school year while ELA will be the designated team during the 2012-2013 school year.
- With the state adoption of the Common Core Standards and the state revisions to the math and English Language Arts frameworks, districts are responsible for updating and meeting the new framework expectations by the fall of 2012. Spring 2013 MCAS test items will reflect the new standards in mathematics and ELA. **While math curricula will be aligned, due to the budget cuts, the ELA curricula will not reflect these changes in time for the spring testing cycle.**

Current Curriculum Instructional & Assessment Initiatives include:

- **Maintenance of K-8 literacy lab classroom teachers** – Stipends and professional development that supports the district literacy initiative. Thirty (30) teachers are receiving advanced trained as literacy teacher leaders of best practice in all K-8 buildings. Three per elementary school – primary (K-2) and intermediate teachers (3-5); Four per middle school (1 each math, science, ELA, social studies).
- **Literacy Specialists** – Formerly called Reading Specialists, the title has been modified to reflect the broader nature this position has always addressed: reading, writing, speaking, listening. Specialists continue to receive professional development on peer coaching of

literacy best practices & assessment trainings and support classroom literacy instruction and assessment practices.

- **LLC** – The district Literacy Leadership Committee. Representatives of all buildings/levels meet after school during the school year to monitor literacy activities and goal implementation, collect teacher feedback, identify future district literacy goals, and define and support professional development.
- **RTI Team** – Response to Intervention/Instruction is a component of NCLB, requiring districts to provide high quality educational opportunities for all students, monitor student progress and identify intervention strategies initiated in the general education classroom in order to meet the needs of struggling learners. The team is comprised of teachers and administrators and meets every other month. Their current focus is to finalize the RtI Vision Statement and develop a district-wide RtI Processes and Procedures Flow Chart that will define procedures for identifying struggling learners in order to provide timely and targeted interventions to support student learning. This protocol will support efforts to decrease district subgroup performance.
- **2010-2011 K-12 Science Technology Engineering Curriculum Team** – Seventeen (17) teachers meet twice monthly for a total of 30 hours to review and update K-12 science curricula. Teachers review alignment of standards to curriculum and update documents based upon MCAS analysis and current research in best practices. Recommendations for instructional resources are also a responsibility of the team.
- **District Projects** – In response to reductions in curriculum teams, the district used a different model for curriculum development - grade level projects. All middle school ELA teachers worked by grade level to develop a Grammar by Grade curriculum based on the high school project by the same name. Middle School Social Studies teachers developed a research skills scope and sequence that builds off of a similar document developed by the high school History department. K-5 comprehension units of study have been developed to support the Readers Workshop model of instruction while middle school teachers focus on common comprehension and vocabulary strategies across the curriculum. The high school has developed several exciting elective courses for juniors and seniors. Projects this year focus on writing. With the K-12 Writing Benchmarks in place, the district is working to identify common writing prompts and rubrics across grade levels and a comprehensive scope and sequence for writing genre/writing experiences for our K-12 students. Additional project time will be given to grade levels and departments as data is further analyzed and curriculum and/or instructional needs are identified.
- **Franklin Arts Academy** – The FAA is in its first year of implementation with a creative and thematic curriculum developed during the 2009-2010 school year. The team developed core curricula that repackaged the state core frameworks learning standards for grade 10 and incorporated the arts within the English, Math, Science and History Social Sciences course work. They are currently developing the Academy's second year curriculum with the goal of expanding the program over three-years– grades 10-12.
- **Summer curriculum work** – Some funding is set aside yearly for high school curriculum development. Most work is completed at the end of the school year. Projects completed this year included over thirty (30) curriculum revisions or development of new curricula in English, Foreign Languages, Science, Social Studies, Math, and the Franklin Arts Academy.

DATA-DRIVEN DECISIONS

The use of data (particularly MCAS data) to drive decisions has become an expected practice in Franklin.

- All buildings were allocated $5000 in ARRA monies to provide before, during and after school academic support to struggling students and reduce subgroup performance gaps.
- **K-5 Staffing & Resources** – Based upon class size and testing data, additional classroom teachers and special educators were hired to better meet the needs in our most populated elementary buildings. Additional resources were allocated to the Parmenter Elementary School to meet the NCLB AYP expectations for Title I schools. This included research-based literacy kits for Title I instruction and an additional special education teacher.
- **MS Staffing** - Math CET's at the middle school were maintained for a second year. Two of the three had been eliminated in 2008- 2009 with a noticeable dip in math performance as a result. These positions continue to have a major impact on instructional support (lesson modeling), supervision of content coverage and pacing, assessments and departmental support. With increased class sizes, new staff and new teaching responsibilities, educators more than ever need support structures in their buildings to maintain quality instruction and consistency in expectations. Middle school CET's continue to support our middle school math subgroup initiative, *Leading for Success: Improving Math Learning for Students with Disabilities,* meeting during half professional development days to facilitate math workshops that focus on building professional learning communities among general and special education teachers of mathematics. Part of the workshop focus provides teachers with a better understanding of math difficulties vs. math disabilities. Teachers investigate strategies than will improve learning for all students.
- **DLT**– the District Leadership Team continues its work to systematically increase the use of data to inform decisions throughout the district. The team has received additional DW training and spent last year practicing a data analysis protocol. The DLT was trained by the DESE on a "learning walk" protocol – an additional tool for collecting district-wide data to inform future District Improvement Plan goals. As part of its roll and responsibility to build internal capacity to access, analyze, and interpret MCAS growth and performance data, the team analyzed and presented its first MCAS presentation to the School Committee this fall. The team has developed a draft district vision statement that it will share with the School Committee and the education community in 2011. At the middle and high school level, departments continue to develop new and update existing common assessments of core courses and building-wide academic expectations (high school).
- **Assessment Systems** – The district continues its work to establish common district reading/literacy assessments. GRADE (Group Reading Assessment and Diagnostic Evaluation), a universal reading assessment for grades 4-8 and the DRA2 (Developmental Reading Assessment) for grades K-3 are in their first year of implementation. K-8 Literacy Specialists continue to train teachers on analyzing data from this assessment to inform their instruction. The Literacy Specialists meet monthly with the Director of Instructional Services with several goals in mind - to complete the district assessment system, monitor implementation practices, and fine tune the assessment schedule. This group researched and recommended a K-3 phonics program for the district – Fundations, a highly respected and effective research-based comprehensive program. The district has requested Capital Improvement funds to purchase this program for the fall of 2011.

Professional Development

Professional development in Franklin is based upon the analysis of local and MCAS data. Topics are identified by the district teachers, teacher leaders and administrators through a team process.

- Graduate courses, content workshops, and instructional workshops in literacy strategies and best practice, meeting the needs of diverse learners, instructional use of technology, professional learning communities, and Reading and writing across the curriculum – to name a few – are offered to teachers and administrators.
- Middle school math teachers work with a math consultant and district math CET's during full and half professional development days to strengthen content understanding and instructional strategies.
- All math CET's develop MCAS Action Plans based upon their school data. These plans provide general improvement activities as well as grade-specific and subgroup-specific activities.
- The high school has begun a multi-year professional development initiative focused on developing common beliefs about teaching and learning. This includes discussions on best instructional practices, structures for supporting student learning and responding to students when they don't learn and building a culture that promotes and expects continuous learning, respectful discourse and opportunity for growth.
- Teachers meet by grade level (building-based and district-wide) to discuss MCAS data and collaborate on improving student performance and instructional practice.
- Teachers and administrators are provided training in the manipulation of Data Warehouse and data analysis.
- Resources are provided (time, compensation) for teachers to work in teams to revise curricula as content areas of concern are noted, particularly with common/consistent trends over time.
- Recommendations are made and acted upon for future professional development workshops and trainings.

Student Support Plans

Student learning and achievement is an essential focus of all MCAS activities. Data analyses, program and curricular revisions, professional development activities, and district/building plans all funnel into the ultimate goal of increased student achievement at all levels.

- The state requires districts to develop *Individual Student Success Plans (ISSP's)* for increasing performance of students in grades 3-8 who score below 220 – *Warning* on ELA and Math MCAS tests.
- The district also requires an *ISSP* for any student in grades 3-8 who scores in the Low Needs Improvement performance level (220-228*)*. This initiative is not common practice in the state, but Franklin believes that it is important to identify and support students who MAY be at risk of failing future MCAS tests.
- In order to receive a high school diploma, students must demonstrate minimum competency on their ELA and Mathematics MCAS tests identified as a score of 240 (Proficient) or higher. In addition, students must also demonstrate competency on a science test with a score of 220 (Needs Improvement) or higher. Any student who fails to meet these expectations must, with their guidance counselor, complete an individual *Educational Proficiency Plan (EPP)*.

HIGH SCHOOL COMPETENCY

ELA and Mathematics MCAS Competency Tests

On October 24, 2006, the State Board of Education voted to raise the passing requirements for high school Competency Determination from 220 to 240 for the class of 2010 and beyond. An *Educational Proficiency Plan (EPP)* must be completed for students who do not score a 240 on the Mathematics and ELA MCAS tests. At a minimum, the *EPP* requires:

- A review of the student's strengths and weaknesses based on MCAS and other assessment results, coursework, grades and teacher input,
- Identification of the courses the student will be required to take and complete in grades 11 and 12, and
- A description of the assessment(s) the school will administer on at least an annual basis to determine if the student is moving toward proficiency or has become proficient on the grade 10 standards.
- All students take the Math and ELA MCAS tests in 10th grade. Students who score below a 220 on any high school test must retest in that subject until a score of 220 is attained.
- 98% of students at the high school have or will have met the ELA competency requirement and 99% of high school students will have met the Math competency requirement for graduation. Students who have performed in the Needs Improvement category (7% and 10% respectively) are currently on *Educational Proficiency Plans* and will meet the graduation competency requirements.

High School Science MCAS Competency Test

The high school Science/Technology Engineering MCAS test was added to the list of high stake competency determinations in 2008.

- All high school students are now required to pass an MCAS Science Technology Engineering test, joining Math and ELA as graduation requirements.
- The competency determination for the science test remains at a minimum score of 220 (Needs Improvement).
- All Franklin freshmen take the Biology MCAS test. 9th graders who pass this test HAVE MET the competency requirement for graduation.
- Students who fail the Biology MCAS test will have multiple opportunities to take a remedial Biology course during or after school hours and retake the Biology test in January and/or later retest dates **or** participate in an MCAS science test that correlates with their current coursework in grades 10, 11 or 12 (Chemistry or Physics).
- 99% of students at the high school who have taken an STE MCAS test have currently met this requirement.

DISTRICT AYP DATA
(Adequate Yearly Progress)

Detailed information on district MCAS results can be found on the MA Department of Education website at **http://profiles.doe.mass.edu/home.asp?orgcode=01010000&view=tst**

- Performance Rating
  - Generated for each subject at each grade level
  - Six possible ratings: Critically Low, Very Low, Low, Moderate, High, or Very High

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at http://www.doe.mass.edu/sda/ayp/2010/default.html?template=

Accountability Status Labels:
II-S Identified for Improvement - Subgroups only
II-A Identified for Improvement
CA-A Identified for Corrective Action
RST Identified for Restructuring
UR Status Under Review

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	Aggregate	Yes	Yes	Yes	Special Education -Low Income -
	All Subgroups	Yes	No	No	
Grades 6-8	Aggregate	Yes	Yes	Yes	Special Education -Low Income -
	All Subgroups	No	Yes	No	
Grades 9-12	Aggregate	Yes	Yes	Yes	
	All Subgroups	Yes	No	Yes	

MATHEMATICS

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

	All Subgroups	Yes	No	Yes

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	No Status
	All Subgroups	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	No	No	No	Yes	Yes	Yes	No	Yes	

DISTRICT PERFORMANCE DATA

Proficiency Index and Performance Rating

The Proficiency Index measures how close a school or district is to meeting the NCLB expectations that all students will score in the proficient or advanced performance level by the year 2014. It is the best measure to use when comparing district or school progress over time. Table 4 shows the relationship between the Scaled Score, the Performance Level and the Proficiency Index. Each student is assigned the number of points associated with their Performance Level. A Proficiency Index is calculated for each subject area. Table 5 shows the relationship between the Proficiency Index and the Performance Rating.

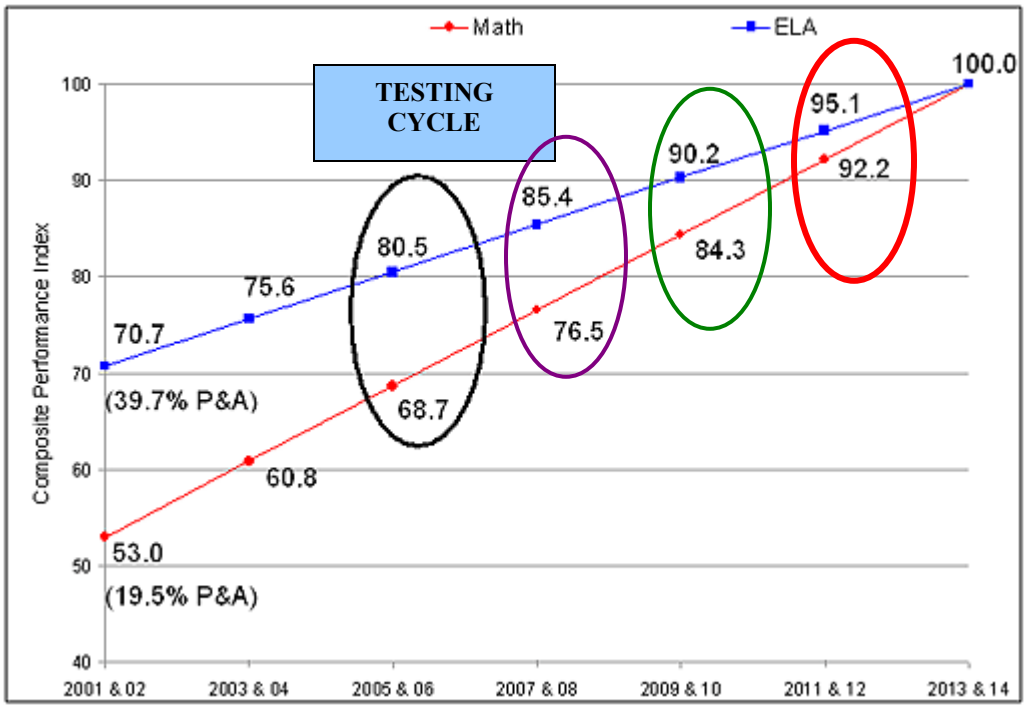
Table 1 Scaled Score, Performance Level and Proficiency Index

Scaled Score	Performance Level	Proficiency Index	
260	Advanced	**Target for all Students**	100 points
240	Proficient		
220	Needs Improvement	Top half of performance level	75 points
		Bottom half of performance level	50 points
200	Failing/Warning	Top half of performance level	25 points
		Bottom half of performance level	0 points

Table 2 Proficiency Index and Performance Rating

Proficiency Index	Performance Rating
90 – 100	Very High
80 – 89.9	High
70 – 79.9	Moderate
60 – 69.9	Low
40 – 59.9	Very Low
0 – 39.9	Critically Low

State NCLB Performance Targets for ELA & Mathematics, 2001 – 2014



Black oval represents target performance numbers for Cycle IV 2005 & 2006
Purple oval represents target performance numbers for Cycle V 2007 & 2008
Green oval represents target performance numbers for Cycle VI 2009 & 2010
Red oval represents target performance numbers for Cycle VII 2011 & 2012

MCAS 2010 Performance and Student Growth Percentile Data

Elementary School 2010 Proficiency Index and Performance Ratings

	FRANKLIN Proficiency Index	**FRANKLIN** Performance Rating	**FRANKLIN** Median Student Growth %	**STATE** Proficiency Index	**STATE** Performance Rating	**STATE** Median Student Growth %
Grade 3 Reading (Aggregate)	92.3	Very High	NA	85.8	High	NA
Grade 3 Reading (Special Education)	75.7	Moderate	NA	68.2	Low	NA
Grade 3 Reading (Low Income)	80.7	High	NA	76.1	Moderate	NA
Grade 3 Mathematics (Aggregate)	91.1	Very High	NA	83.8	High	NA
Grade 3 Mathematics (Special Education)	70.1	Moderate	NA	65.6	Low	NA
Grade 3 Mathematics (Low Income)	80.7	High	NA	72.6	Moderate	NA
Grade 4 English Language Arts (Aggregate)	90.0	Very High	63.0	80.1	High	50.0
Grade 4 English Language Arts (Special Education)	65.4	Low	45.0	58.9	Very Low	36.0
Grade 4 English Language Arts (Low Income)	77.3	Moderate	61.5	67.2	Low	42.0
Grade 4 Mathematics (Aggregate)	90.0	Very High	63.0	78.7	Moderate	50.0
Grade 4 Mathematics (Special Education)	70.3	Moderate	61.5	60.3	Low	39.0
Grade 4 Mathematics (Low Income)	78.6	Moderate	58.5	65.7	Low	46.0
Grade 5 English Language Arts (Aggregate)	93.8	Very High	55.0	84.5	High	50.0
Grade 5 English Language Arts (Special Education)	75.3	Moderate	47.0	63.1	Low	42.0
Grade 5 English Language Arts (Low Income)	84.7	High	36.0	72.7	Moderate	46

Grade 5 Mathematics (Aggregate)	91.1	Very High	57.0	77.4	Moderate	50.0
Grade 5 Mathematics (Special Education)	67.7	Low	54.0	54.0	Very Low	41.0
Grade 5 Mathematics (Low Income)	76.4	Moderate	40.5	63.8	Low	44.0
Grade 5 Science & Technology (Aggregate)	91.4	Very High	NA	79.7	Moderate	NA
Grade 5 Science & Technology (Special Education)	75.0	Moderate	NA	62.3	Low	NA
Grade 5 Science & Technology (Low Income)	81.3	High	NA	65.6	Low	NA

Middle School 2010 Proficiency Index and Performance Ratings

	FRANKLIN Proficiency Index	**FRANKLIN** Performance Rating	**FRANKLIN** Median Student Growth %	**STATE** Proficiency Index	**STATE** Performance Rating	**STATE** Median Student Growth %
Grade 6 English Language Arts (Aggregate)	95.2	Very High	47.0	86.8	High	50.0
Grade 6 English Language Arts (Special Education)	78.4	Moderate	40.0	65.8	Low	42.0
Grade 6 English Language Arts (Low Income)	83.3	High	38.0	75.9	Moderate	47.0
Grade 6 Mathematics (Aggregate)	91.2	Very High	37.0	79.7	Moderate	50.0
Grade 6 Mathematics (Special Education)	68.0	Low	44.0	55.6	Very Low	42.0
Grade 6 Mathematics (Low Income)	78.4	Moderate	45.5	66.2	Low	46.0
Grade 7 English Language Arts (Aggregate)	95.2	Very High	52.0	88.6	High	50.0
Grade 7 English Language Arts (Special Education)	78.5	Moderate	40.0	68.9	Low	42.0
Grade 7 English Language Arts (Low Income)	83.3	High	46.0	78.7	Moderate	46.0
Grade 7 Mathematics (Aggregate)	88.9	High	52.0	76.1	Moderate	50.0

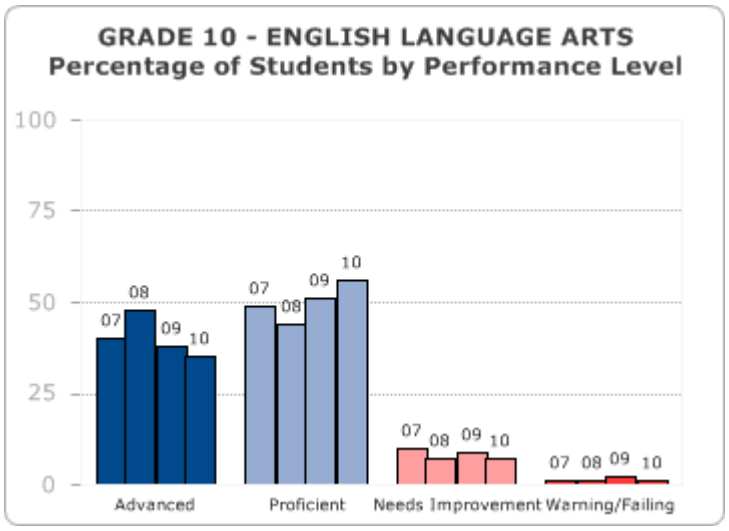
Grade 7 Mathematics (Special Education)	64.6	Low	56.0	50.8	Low	45.0
Grade 7 Mathematics (Low Income)	72.6	Moderate	57.0	61.5	Low	48.0
Grade 8 English Language Arts (Aggregate)	95.4	Very High	54.0	90.4	Very High	50.0
Grade 8 English Language Arts (Special Education)	80.1	High	50.0	71.4	Moderate	45.0
Grade 8 English Language Arts (Low Income)	87.2	High	52.0	81.7	High	48.0
Grade 8 Mathematics (Aggregate)	83.0	High	46.0	74.8	Moderate	50.0
Grade 8 Mathematics (Special Education)	52.2	Very Low	45.0	48.5	Very Low	45.0
Grade 8 Mathematics (Low Income)	60.6	Low	44.0	60.2	Low	49.0
Grade 8 Science & Technology (Aggregate)	83.2	High	NA	71.0	Moderate	NA
Grade 8 Science & Technology (Special Education)	58.3	Very Low	NA	50.2	Very Low	NA
Grade 8 Science & Technology (Low Income)	67.0	Low	NA	54.5	Very Low	NA

High School 2010 Proficiency Index and Performance Ratings

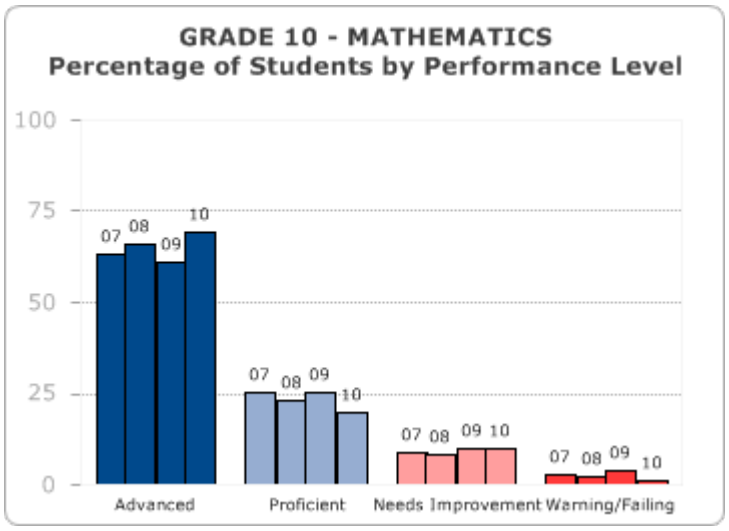
	FRANKLIN Proficiency Index	**FRANKLIN** Performance Rating	**FRANKLIN** Median Student Growth %	**STATE** Proficiency Index	**STATE** Performance Rating	**STATE** Median Student Growth %
HS ScienceTech/Engineering (Aggregate)	93.4	Very High	NA	84.6	High	NA
HS ScienceTech/Engineering (Special Education)	72.5	Moderate	NA	65.2	Low	NA
HS ScienceTech/Engineering (Low Income)	75.0	Moderate	NA	71.8	Moderate	NA
Grade 10 English Language Arts (Aggregate)	97.1	Very High	39.0	91.9	Very High	50.0
Grade 10 English Language Arts (Special Education)	86.8	High	43.0	75.7	Moderate	39.0
Grade 10 English Language Arts (Low Income)	84.4	High	NA	84.1	High	46.0
Grade 10 Mathematics (Aggregate)	95.3	Very High	43.0	88.8	High	50.0
Grade 10 Mathematics (Special Education)	80.1	High	33.0	69.4	Low	47.0
Grade 10 Mathematics (Low Income)	84.4	High	NA	78.9	Moderate	47.0

MCAS ANNUAL COMPARISONS

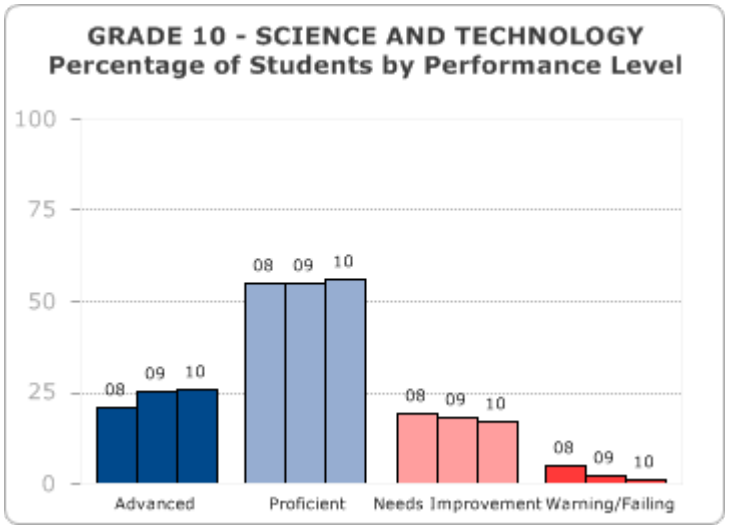
GRADE 10 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	40	48	38	35
PROFICIENT	49	44	51	56
NEEDS IMPROVEMENT	10	7	9	7
FAILING	1	1	2	1



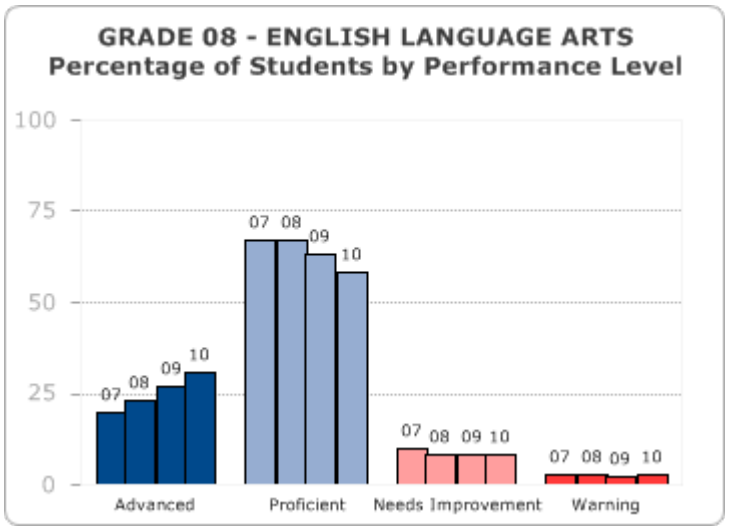
GRADE 10 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	63	66	61	69
PROFICIENT	25	23	25	20
NEEDS IMPROVEMENT	9	8	10	10
FAILING	3	2	4	1



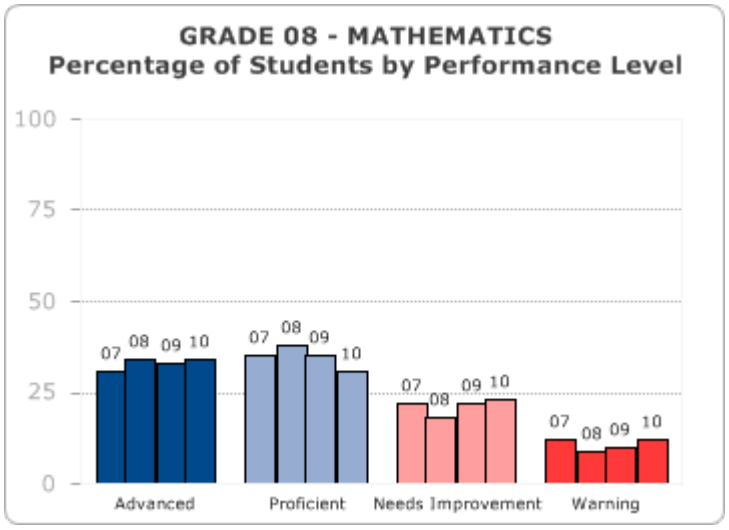
GRADE 10 - SCIENCE AND TECHNOLOGY			
PERFORMANCE LEVEL	**2008**	**2009**	**2010**
ADVANCED	21	25	26
PROFICIENT	55	55	56
NEEDS IMPROVEMENT	19	18	17
FAILING	5	2	1



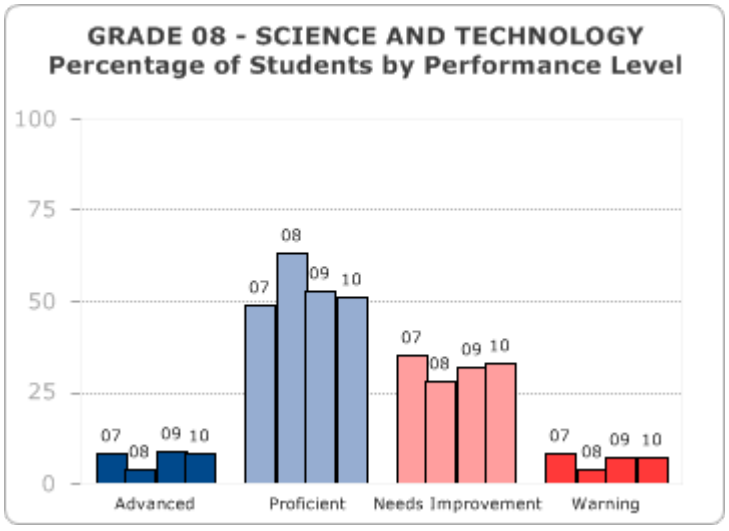
GRADE 08 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	20	23	27	31
PROFICIENT	67	67	63	58
NEEDS IMPROVEMENT	10	8	8	8
WARNING	3	3	2	3



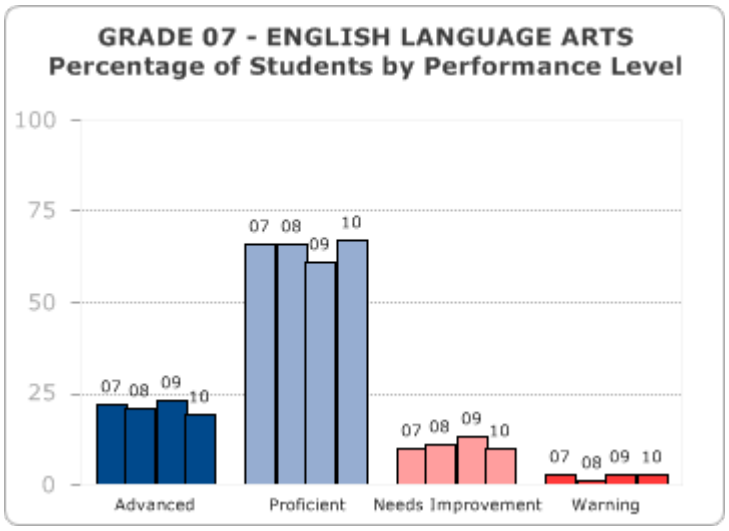
GRADE 08 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	31	34	33	34
PROFICIENT	35	38	35	31
NEEDS IMPROVEMENT	22	18	22	23
WARNING	12	9	10	12



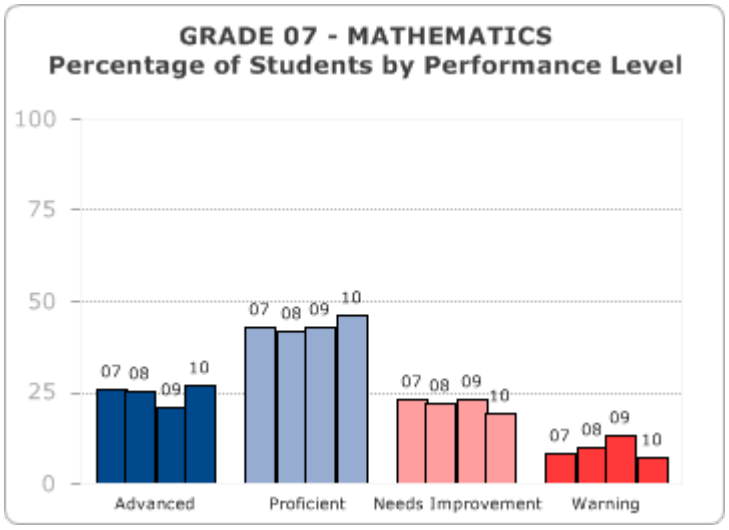
GRADE 08 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	8	4	9	8
PROFICIENT	49	63	53	51
NEEDS IMPROVEMENT	35	28	32	33
WARNING	8	4	7	7



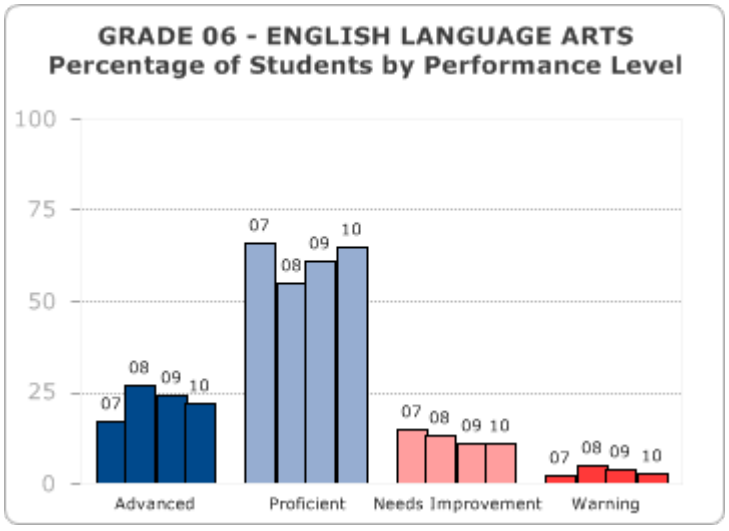
GRADE 07 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	22	21	23	19
PROFICIENT	66	66	61	67
NEEDS IMPROVEMENT	10	11	13	10
WARNING	3	1	3	3



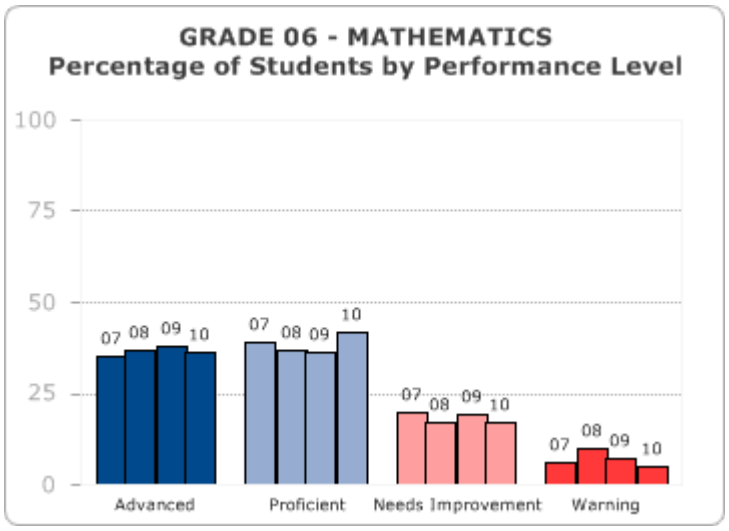
GRADE 07 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	26	25	21	27
PROFICIENT	43	42	43	46
NEEDS IMPROVEMENT	23	22	23	19
WARNING	8	10	13	7



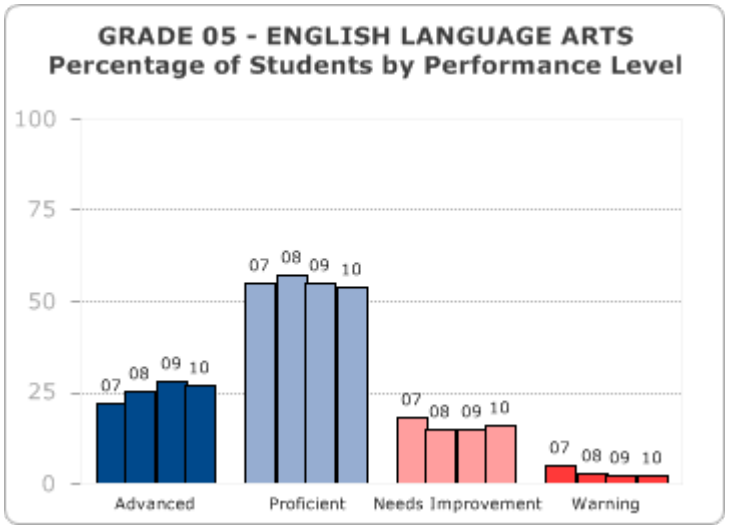
GRADE 06 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	17	27	24	22
PROFICIENT	66	55	61	65
NEEDS IMPROVEMENT	15	13	11	11
WARNING	2	5	4	3



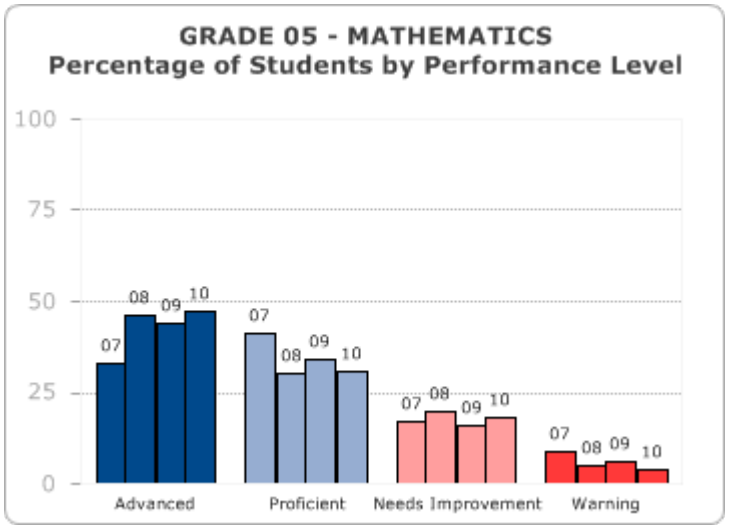
GRADE 06 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	35	37	38	36
PROFICIENT	39	37	36	42
NEEDS IMPROVEMENT	20	17	19	17
WARNING	6	10	7	5



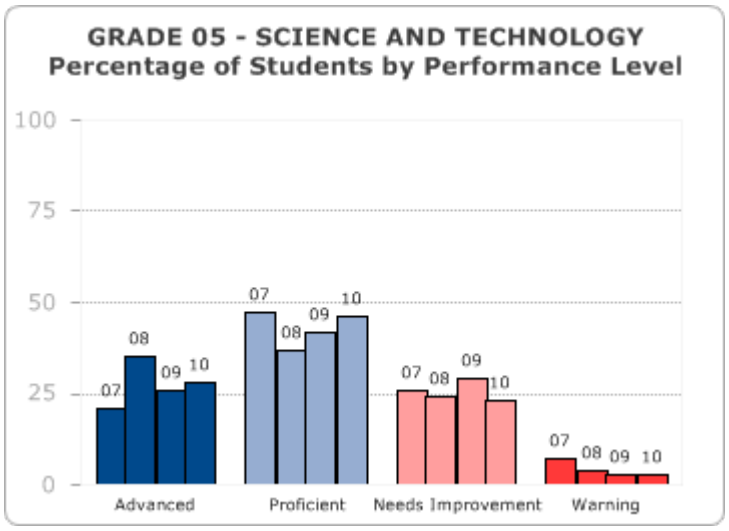
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	22	25	28	27
PROFICIENT	55	57	55	54
NEEDS IMPROVEMENT	18	15	15	16
WARNING	5	3	2	2



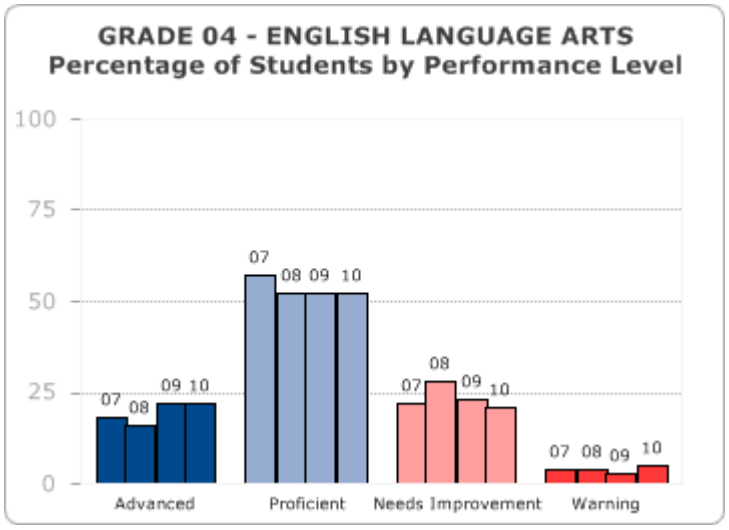
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	33	46	44	47
PROFICIENT	41	30	34	31
NEEDS IMPROVEMENT	17	20	16	18
WARNING	9	5	6	4



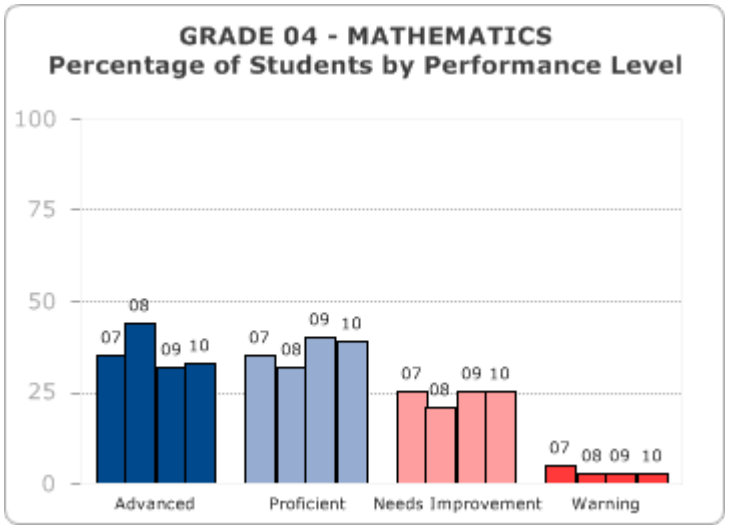
GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	21	35	26	28
PROFICIENT	47	37	42	46
NEEDS IMPROVEMENT	26	24	29	23
WARNING	7	4	3	3



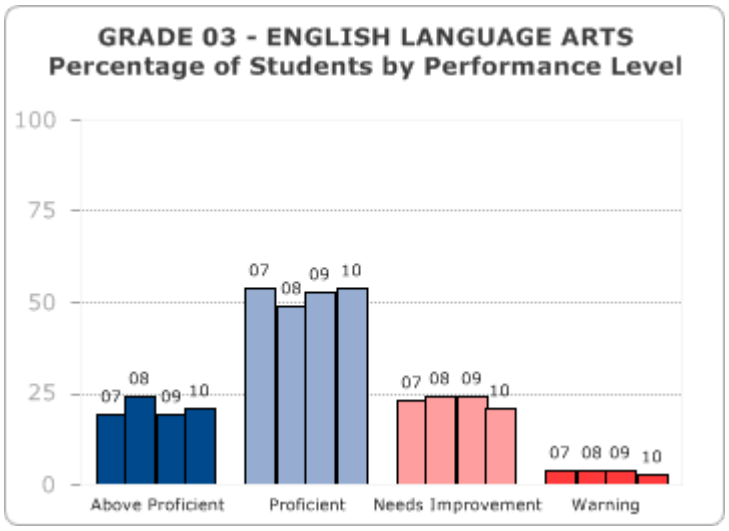
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	18	16	22	22
PROFICIENT	57	52	52	52
NEEDS IMPROVEMENT	22	28	23	21
WARNING	4	4	3	5



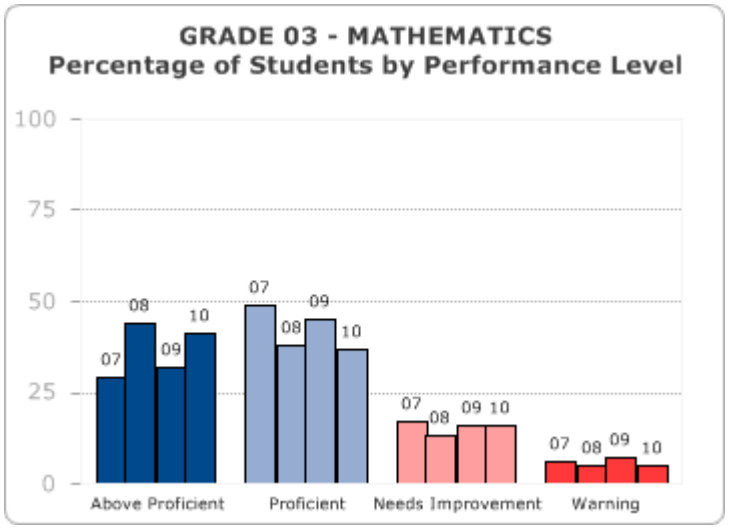
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ADVANCED	35	44	32	33
PROFICIENT	35	32	40	39
NEEDS IMPROVEMENT	25	21	25	25
WARNING	5	3	3	3



GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ABOVE PROFICIENT	19	24	19	21
PROFICIENT	54	49	53	54
NEEDS IMPROVEMENT	23	24	24	21
WARNING	4	4	4	3



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	**2007**	**2008**	**2009**	**2010**
ABOVE PROFICIENT	29	44	32	41
PROFICIENT	49	38	45	37
NEEDS IMPROVEMENT	17	13	16	16
WARNING	6	5	7	5



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