

Franklin Public Schools MCAS Presentation



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Agenda

- Data Review and Analysis
 - CPI and Performance Ratings
 - Accountability Status, NCLB Targets, and AYP
 - Exam Summary and P+
 - Growth Model
 - DART
- Focus Areas
- Curriculum Plans
- Future of MCAS

CPI and Performance Ratings

District	Subjects	CPI (Targets: 95.1-ELA 92.2-Math)	Performance Rating
District	ELA	94.8	Very High
	Math	90.8	Very High
Grade 10	ELA	97.8	Very High
	Math	95.1	Very High
Grade 8	ELA	97.5	Very High
	Math	87.6	High
Grade 7	ELA	97.1	Very High
	Math	89.2	High
Grade 6	ELA	94.6	Very High
	Math	88.3	High
Grade 5	ELA	93.9	Very High
	Math	92.6	Very High
Grade 4	ELA	90.5	Very High
	Math	90.1	Very High
Grade 3	Reading	92.3	Very High
	Math	92.7	Very High

CPI and Ratings Determination

- Composite Performance Index (CPI) is the baseline indicator for aggregate performance
- CPI score becomes the baseline score for the next year
- CPI is calculated for both ELA and Mathematics
- Six performance rating categories based on CPI
 - *Very High* (90 - 100)
 - *High* (80 - 89.9)
 - *Moderate* (70 - 79.9)
 - *Low* (60 - 69.9)
 - *Very Low* (40 - 59.9)
 - *Critically Low* (0 - 39.9)

Accountability Data (Secondary)

District	Subjects	NCLB Accountability Status	Improvement Rating	AYP Aggregate	AYP Sub- groups
District	ELA	No Status	On Target	Yes	Yes
	Math	No Status	No Change	Yes	No
FHS	ELA	No Status	Met NCLB Goal	Yes	Yes
	Math	No Status	No Change	Yes	Yes
Annie Sullivan Middle School	ELA	No Status	Met NCLB Goal	Yes	Yes
	Math	Improvement Year 2-Subgroups	On Target	Yes	No
Horace Mann Middle School	ELA	No Status	On Target	Yes	Yes
	Math	Improvement Year 1-Subgroups	On Target	Yes	No
Remington Middle School	ELA	Improvement Year 2-Subgroups	On Target	Yes	Yes
	Math	No Status	On Target	Yes	No

Accountability Data (Elementary)

Davis Thayer	ELA	No Status	No Change	No	No
	Math	No Status	No Change	Yes	No
Jefferson	ELA	No Status	No Change	No	No
	Math	No Status	Declined	No	No
Keller	ELA	No Status	On Target	Yes	Yes
	Math	No Status	On Target	Yes	Yes
Kennedy	ELA	No Status	On Target	Yes	Yes
	Math	No Status	On Target	Yes	Yes
Oak Street	ELA	No Status	No Change	No	Yes
	Math	No Status	On Target	Yes	Yes
Parmenter	ELA	Improvement Year 1-Subgroups	On Target	Yes	Yes
	Math	No Status	On Target	Yes	Yes

Accountability Status

- The NCLB status category is based on Adequate Yearly Progress (AYP)
 - Includes performance and improvement
 - Aggregate or subgroups over two or more years in ELA and/or Math

Accountability Status

- Schools that make AYP in a subject for all student groups for two or more consecutive years have No Status
- Accountability status categories include
 - *No Status*
 - *Improvement*
 - *Corrective Action*
 - *Restructuring*

Improvement Rating

- Aggregate CPI gain compared from one year to the next.
- The improvement is expressed as a target range
- Target range varies depending on the size and score distribution of the particular group
- The five improvement rating categories are:
 - Above Target (improved above target range)
 - On Target (improved within target range)
 - No Change (gain was equivalent to baseline plus or minus the target range)
 - Improved Below Target (improved above the baseline but below the target range)
 - Declined (gain was below baseline and below the target range).

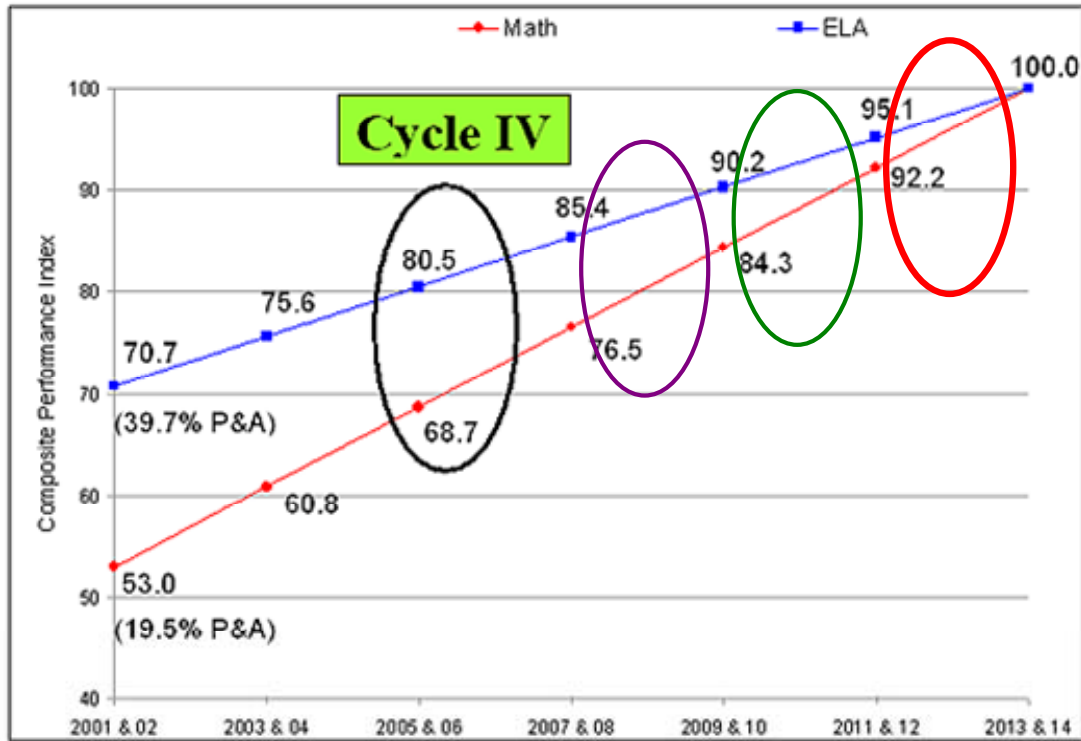
AYP

- NCLB requires schools and districts to meet or exceed performance standards by the year 2014
- Interim measure of progress towards proficiency for all by 2014
- Only for ELA and Mathematics
- AYP based on the performance of aggregate and sub-groups

AYP

- To make AYP
 - participation requirement
 - additional attendance or graduation requirement.
 - Must meet performance target against state designated target or own improvement target

NCLB Targets



NCLB Targets

- *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*

AYP Analysis

- Districts and/or schools can be both high performing and not meet the AYP targets
- Massachusetts applying for federal waiver of the NCLB
- Many other high performing districts and schools in this same situation
- How can high performing schools or districts be designated as failures?
- On every MCAS test over 90% of Franklin students passed, with some tests showing passing rates of 99%

AYP Analysis

- The AYP target is a moving target.
- Targets developed for two year growth trajectory
- The 2011 results reflect the first year of this two year cycle with newer and much higher targets
- In the previous two years the targets were 90.2 in ELA and 84.3 in Math.
- The 2011 targets are substantially higher with the criteria moving to 95.1 in ELA and 92.2 in Math.
- This is a very steep increase of 5.4% and 9.4% respectively.

AYP Analysis

- Met most AYP targets in Franklin
- Still work to be done
- Must align curriculum with the new Massachusetts ELA and Mathematics Curriculum Frameworks
- Determine how to improve middle school Math instruction, especially Sub-groups
- Need for improvement at DT and Jefferson in Math and ELA - aggregate and Sub-groups



Exam Summary Data

Grade	Exam	% of Students Passing Franklin	% of Students Passing State
3	Reading	97	91
3	Math	95	90
4	ELa	95	88
4	Math	96	89
5	ELA	97	91
5	Math	96	85
5	Science	96	85
6	ELA	97	91
6	Math	92	84
7	ELA	98	94
7	Math	94	78
8	ELA	98	94
8	Math	91	79
8	Science	94	81
9	Science	99	93
10	ELA	99	97
10	Math	98	93
All Grades	ELA	97	92
All Grades	Math	95	85

Exam Summary Analysis

- Franklin students continue to outperform students across the state
- On every MCAS test over 90% of Franklin students passed
- Some tests showing passing rates of 99%

P+ Analysis

Grade	Exam	Proficient or Higher Franklin	Proficient or Higher State
3	Reading	77	61
3	Math	81	66
4	ELA	74	53
4	Math	70	47
5	ELA	84	67
5	Math	82	59
5	Science	69	50
6	ELA	84	68
6	Math	74	58
7	ELA	91	73
7	Math	73	51
8	ELA	91	79
8	Math	73	52
8	Science	63	39
9	Science	89	67
10	ELA	95	84
10	Math	87	77
All Grades	ELA	84	69
All Grades	Math	78	58

P+ Analysis

- P+ is percentage of students achieving in the Advanced and Proficient categories
- Franklin students significantly outperform students across the state

Growth Model

Grade	Subject	Student Growth Percentile (Aggregate)
3	Reading	N/A
3	Math	N/A
4	ELA	65
4	Math	66
5	ELA	53
5	Math	61
6	ELA	47
6	Math	37
7	ELA	57
7	Math	54
8	ELA	60
8	Math	46
10	ELA	48
10	Math	41

Growth Model

- **SPG Range**

- 1-39
- 40-60
- 61-99
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- **Growth Description**

- *Lower Growth*
- *Moderate/Typical Growth*
- *Higher Growth*

- Growth model is another method to evaluate performance
- Measures progress by tracking scores from one year to next
- Intended to be used in conjunction with the MCAS achievement levels
- Student growth percentile (SGP) is calculated using two or more years of MCAS data.
- Growth for students is measured by comparing changes with that of their "academic peers."
- Academic peers are students in the state who have the same MCAS performance history

Growth Model Analysis

- In Franklin eleven out of twelve tests indicate growth in the moderate or high growth categories. Of these, four are designate high growth. These results, with other MCAS data, indicate the Franklin students overall are showing growth as expected with regard to MCAS testing. Further analysis is underway, particularly with regard to the grade six math results, to determine methods of continuing the pattern of improving student growth percentiles.

DART

Comparable Districts Overview	Grade span	2010-11 October Enrollment				2011 MCAS % Advanced/Proficient		2011 MCAS Growth	
		Total Enrollment	Low Income	SPED	LEP	ELA	Math	ELA	Math
Andover*	PK - 12	6,178	5.9	16.2	1.4	87%	81%	55.0	59.0
Chelmsford*	PK - 12	5,307	8.0	15.7	2.5	84%	71%	55.0	49.0
Easton*	PK - 12	3,893	7.7	17.9	1.2	80%	71%	51.0	48.0
Franklin*	PK - 12	6,032	7.1	15.8	1.2	85%	77%	55.0	52.0
Natick*	PK - 12	4,825	8.9	14.7	1.0	83%	76%	52.0	52.0
Needham*	PK - 12	5,358	5.4	14.0	1.1	86%	79%	58.0	56.0
Sharon*	PK - 12	3,435	7.2	15.1	1.7	89%	79%	57.0	55.0
Wachusett*	PK - 12	7,490	7.1	13.4	1.0	85%	73%	58.0	52.0
Wellesley*	PK - 12	4,892	3.9	16.0	1.2	88%	76%	54.0	59.0
Wilmington*	PK - 12	3,732	8.5	16.1	0.7	78%	65%	48.0	51.0
Winchester*	PK - 12	4,282	5.6	16.4	2.9	90%	83%	54.0	48.0

DART Analysis

- District Analysis and Review Tool (DART) is a snapshot of district and school performance
- Can compare data to the state or to "comparable" organizations
- DESES designates ten comparable districts
- Data elements linked to a broader strategic framework
- Data included:
 - Demographic
 - Assessment
 - student support
 - Educator
 - Financial
 - achievement gap data

Focus Areas

- Data analyses, program and curricular review and changes, professional development are part of increased student achievement at all levels
- Teachers meet by grade level (building-based and district-wide) to analyze MCAS data
- Use data to inform instruction
- Collaborate on improving student performance and instructional practice
- Teachers and administrators use Data Warehouse tool



Focus Areas

- Will focus on Open Response questions in both ELA and Math
- Specific test taking strategy work to be embedded in our instructional practices
- Focus on topic development in the long composition administered in grades four, seven, and ten.

Focus Areas

- Must align to the new Massachusetts Frameworks
- Content mastery demands increase at lower grades
- Review our math instructional practices
- Targeted MCAS support work with identified students, especially those in Sub-groups
- Hope to offer a summer school again-funding dependent



Curriculum Plans

- Multi-year implementation of literacy programs for elementary and middle levels continues
- Reader's Workshop, Writer's Workshop, Foundations at elementary
- Keys to Literacy at middle schools – next year at FHS
- Curriculum mapping
 - articulation of all units taught in core courses and grades in Franklin
 - Will be valuable tool for staff and families
 - Parallels necessary alignment to the new Massachusetts Curriculum Frameworks in Math and ELA
 - Alignment is essential to meet the required standards as mandated by the state and as tested by MCAS

Curriculum Plans

- Summer curriculum work will be done on alignment, if funding is available
- Continue development of Franklin Arts Academy at Franklin High School
- District administers local assessments to inform instruction
 - GRADE (Group Reading Assessment and Diagnostic Evaluation),
 - GMADE (Group Math Assessment and Diagnostic Evaluation)
 - DRA2 (Developmental Reading Assessment)

Curriculum Plans

- Work to create internal capacity for professional development
- Continue with lab classrooms at the elementary and middle school levels
- Lab teachers serve as coaches for colleagues
- Literacy specialists at the elementary have begun professional development

Curriculum Plans

- Other professional development efforts continue and include: graduate courses, content and instructional workshops, instruction in the use of technology, professional learning communities, etc.
- Middle School and some elementary Math teachers are working with a Math consultant and the district Math CET's to improve Math instruction
- Elementary teachers continue to work with Literacy consultants to advance the literacy initiatives in the district.

Curriculum Plans

- Budget impacts are significant
- Class size, materials, professional development critical components
- Capital funds to be requested for most recent editions of the Math programs
 - New editions are aligned with the Common Core Standards and will greatly aid the district's efforts to align to the Massachusetts Curriculum Frameworks

Future of MCAS

- MCAS testing will change to reflect adoption of the new Massachusetts Curriculum Frameworks
- MCAS testing will be phased out by 2015
- Massachusetts is part of a 24 state consortium developing the next generation of assessments-PARCC

PARCC

- The Partnership of Readiness for College and Careers (PARCC) design will incorporate four features to improve the quality and usefulness of large-scale assessments
 - Be anchored in college and career readiness,
 - Enable deeper and richer assessments,
 - Measure learning and provide information on student progress throughout the school year, and
 - Provide timely results.
- The proposed design to model the kinds of activities and assignments students should be doing
- Will administer “interim” assessments
- Will be done electronically