

MCAS PRESENTATION MELROSE PUBLIC SCHOOLS 2011

Presented by: The Elementary Leadership
Team

MELROSE 2011 PERFORMANCE RATING DISTRICT SUMMARY SLIDE

- English Language Arts

We are classified as having a Very High performance rating

- Math

We are classified as having a High performance rating

PERFORMANCE RATINGS FOR OUR ELEMENTARY SCHOOLS: 2011

SCHOOL	<u>ELA</u>		<u>MATH</u>
HOOVER	HIGH		VERY HIGH
HORACE MANN	HIGH		HIGH
LINCOLN	HIGH		HIGH
ROOSEVELT	HIGH		HIGH
WINTHROP	VERY HIGH		VERY HIGH

SUMMARY SLIDE

MAKING ADEQUATE YEARLY PROGRESS:2011

	Hoover	Horace Mann	Lincoln	Roosevelt	Winthrop
ELA					
AGGREGATE	N	N	Y	N	Y
SUBGROUPS					
LOW-INCOME	NA	NA	Y	NA	NA
SPECIAL ED	NA	NA	Y	NA	NA
WHITE	N	N	Y	N	Y
MATH					
AGGREGATE	N	N	Y	Y	Y
SUBGROUPS					
LOW-INCOME	NA	NA	Y	NA	NA
SPECIAL ED	NA	NA	Y	NA	NA
WHITE	N	N	Y	Y	Y

DISTRICT ANALYSIS AND REVIEW TOOL

% Proficient or Higher

*Danvers, Saugus, and Stoneham listed below are similar to our district in terms of grade-span, enrollment, and special populations.

*Reading and Wakefield were chosen due to proximity.

	3ELA	3MATH	4ELA	4 MATH	5ELA	5 M	5 S
Danvers	76	78	57	47	75	63	51
Melrose	73	71	64	56	78	71	63
Reading	73	74	67	61	82	76	63
Saugus	63	77	47	41	69	60	37
Stoneham	63	68	66	55	78	74	59
Wakefield	67	75	72	62	73	64	52

*In 5 out of 7 areas tested, we placed in the top 3. In Grade 4ELA we placed 4th and in Grade 3 Math we placed 5th.

MEDIAN STUDENT GROWTH PERCENTILE (SGP) ELEMENTARY DISTRICT STATISTICS

Note: SGPs between 40-60 indicate typical growth.
SGPs above 60 indicate high growth.
Gains or decreases of 10 or more are considered significant.

	<u>ELA</u>	2009	2010	2011	<u>MATH</u>	2009	2010	2011
GRADE 4		44	46	50		48	47	54
GRADE 5		50	63	58		56	57	<u>65</u>

GROWTH DISTRIBUTION

Percent of students scoring an SGP
of 40 or higher in Math

	2009	2010	2011	3 years
Melrose	61	60	68	+7
4 th grade	56	55	66	+10
5 th grade	65	65	72	+7
SPED	52	46	59	+7
Low Income	61	47	63	+2

GROWTH DISTRIBUTION

Percent of students scoring an SGP
of 40 or higher in ELA

	2009	2010	2011	3 years
Melrose	56	63	65	+9
4 th grade	55	55	59	+4
5 th grade	57	70	70	+13
SPED	39	58	61	+22
Low Income	49	59	59	+10

Tracking Cohort Results Over Time

- **2011's 5th Grade Class**

MCAS YEAR	ELA	MATH
2009 (3rd)	66% A/P	70%A/P
2010 (4th)	57% A/P	50%A/P
2011 (5th)	<u>78% A/P</u>	<u>71%A/P</u>

*In both ELA and Math, we see higher percentages of students in the A/P categories by the time they exit Grade 5.

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 3: Reading

YEAR	2008	2009	2010	2011
A/P	<u>70%</u>	67%	74%	<u>73%</u>
NI	25%	26%	21%	22%
W	5%	7%	5%	5%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 4: ELA

YEAR	2008	2009	2010	2011
Adv./P	<u>58%</u>	64%	57%	<u>64%</u>
Needs Imp.	37%	29%	35%	30%
Warning	5%	7%	8%	6%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: ELA

YEAR	2008	2009	2010	2011
Adv./P	<u>71%</u>	71%	75%	<u>78%</u>
Needs Imp.	25%	23%	20%	18%
Warning	4%	6%	4%	4%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 3: MATH

YEAR	2008	2009	2010	2011
A/P	<u>73%</u>	70%	75%	<u>71%</u>
NI	20%	19%	19%	22%
W	7%	11%	6%	7%

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 4: MATH

YEAR	2008	2009	2010	2011
Adv./P	<u>54%</u>	57%	50%	<u>56%</u>
Needs Imp.	39%	35%	41%	38%
Warning	<u>7%</u>	8%	9%	<u>5%</u>

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: MATH

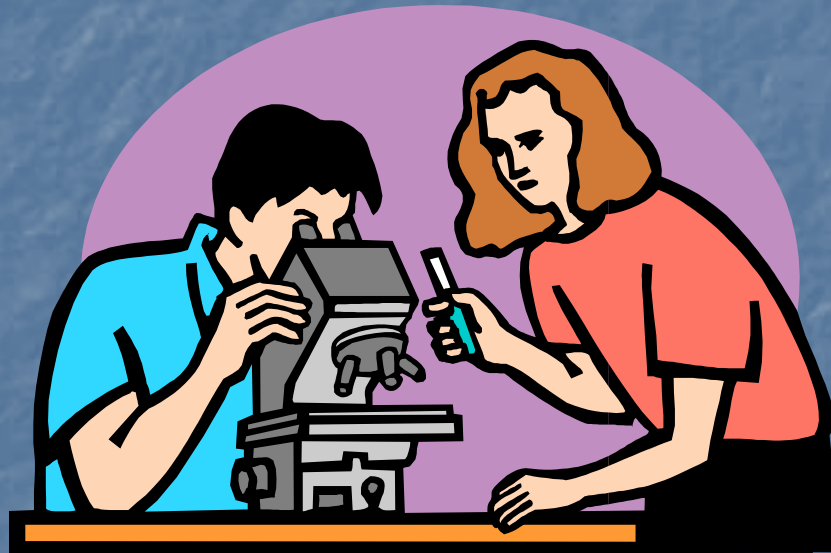
YEAR	2008	2009	2010	2011
Adv./P	<u>55%</u>	64%	65%	<u>71%</u>
Needs Imp.	32%	27%	23%	20%
Warning	<u>13%</u>	9%	13%	<u>9%</u>

DISTRICT ANNUAL PROFICIENCY LEVEL COMPARISONS OVER TIME

GRADE 5: STE

YEAR	2008	2009	2010	2011
Adv./P	<u>56%</u>	61%	65%	<u>63%</u>
Needs Imp.	35%	32%	32%	31%
Warning	<u>9%</u>	7%	4%	<u>6%</u>

INSIGHTS FROM OUR ELEMENTARY SCHOOLS



Hoover

Ratings for Performance and Growth

- ELA
 - High Performing 75% Pro/Adv
 - Moderate Growth 58th Percentile
- Math
 - Very High Performing 77% Pro/Adv
 - High Growth 67th Percentile

Hoover
Percent of Students at Proficient/Advanced
2006-2011

	2006	2007	2008	2009	2010	2011
ELA	<u>64%</u>	71%	70%	75%	80%	<u>75%</u>
Math	<u>44%</u>	55%	63%	74%	77%	<u>77%</u>

Hoover

Cohort of Students (Grades 3,4 and 5)

	Grade 3 2008 % Pro/Adv	Grade 4 2009 % Pro/Adv	Grade 5 2010 % Pro/Adv
ELA	<u>71%</u>	79%	<u>88%</u>
Math	<u>77%</u>	69%	<u>80%</u>

	Grade 3 2009 % Pro/Adv	Grade 4 2010 % Pro/Adv	Grade 5 2011 % Pro/Adv
ELA	76%	83%	86%
Math	81%	71%	90%

Hoover
Percent of Students Scoring in the
40 Percentile or Higher

	<u>2009</u>	<u>2010</u>	<u>2011</u>	3 Year Change
ELA	49	70	69	+20
Math	60	65	79	+19

Hoover School Spring of 2013 Goal

MCAS Range:
86% and higher
in Proficient/Advanced Categories
in ELA /Math /Science

Horace Mann Highlights and Trends

Grade 3

- Percentage of students scoring in the advanced and proficient categories on the ELA test:
 - 2006 to 2008 (-5%)
 - 2008 to 2011 (+5%)
- 2nd highest percentage of students in the advanced and proficient categories in ELA in Melrose (74%)

Grade 4

- Percentage of students scoring in the advanced and proficient categories on the ELA test:
 - 2006 to 2008 (-2%)
 - 2008 to 2011 (+15%)
- Highest percentage of students in the advanced and proficient categories in Melrose on the ELA test (73%) and in the top 18% in Massachusetts.
- Highest Median Student Growth Percentile in Melrose for Math and the only school with a SGP over 60 (68)
- 2nd Highest Median Student Growth Percentile in ELA in Melrose (51)

Grade 5

- English Language Arts Median Student Growth Percentile
 - 2008 to 2011 (+4.5%)
- Percentage of students scoring 2 or above on the ELA open response questions
 - 2008-2011 (+11%)

Horace Mann Highlights and Trends Continued

Multi-Grade Special Education Classroom

- Median SGP for ELA (95)
- Median SGP for Math (92)

Grades 4 and 5 Combined

- Median SGP for ELA
 - 2008-2011 (+3)
- Median SGP for Math
 - 2008-2011 (+6)

The Massachusetts Department of Education continues to identify Horace Mann as a high performing school.

Horace Mann Challenges

- Improve overall percentage of students achieving advanced and proficient in Math.
- Improve overall student performance on open response questions in both Math and ELA.
- Increase overall CPI scores.
- Promote/support inquiry-based instruction in Grade 5 Science .
- Increase SGP scores at the Grade 5 level.

Next Steps for Horace Mann

- Math across all grades is an area that needs the most attention.
- We need to support student growth, especially in fifth grade, by improving our ability to progress monitor.
- Creation of Content Area Leadership Teams
- Structured sessions for looking at student work in the area of math problem solving questions

Next Steps for Horace Mann Continued

- Targeted use of the Symphony and Number Worlds Math Programs
- Full implementation of the Daily 5 system for reading instruction in grades K-3 by the spring of 2012.
- SMART goals for all staff and students with specific goals focused on improving student achievement.
- Provide training for new staff around the co-teaching model of instruction.
- Capitalize on the successes in our multi-grade special education classroom by utilizing resources and teaching strategies for our students with special needs in our general education classrooms.
- Continued analysis of the MCAS data to determine specific goals for our students with special needs.

Lincoln School Student Achievement Adequate Yearly Progress

Lincoln School was one of the 18% of schools in MA to make AYP in 2011 showing CPI improvements for every subgroup in all subjects. *CPI (Composite Performance Index – 100 pts for proficient or advanced, 75 pts for high needs improvement, 50 pts for low needs improvement, 25 points for high warning, 0 pts for low warning)*

English Language Arts	CPI	Change from 2010	AYP Status
Aggregate	87.3	+2.8	met AYP improvement target
SPED	69.3	+10.4	met AYP improvement target
Low Income	82.2	+.4	met AYP improvement target
Math	CPI	Change from 2010	AYP Status
Aggregate	84.3	+4.3	met AYP improvement target
SPED	66.7	+8.4	met AYP improvement target
Low Income	76.7	+7.4	met AYP improvement target

Lincoln Student Achievement

Percentage of students scoring proficient or Advanced over time

English Language	2008	2009	2010	2011	Over 4
Grades 3-5	64%	60%	62%	69%	+5% pts
5 th Grade	65%	68%	71%	75%	+10% pts
4 th Grade	60%	63%	54%	61%	+1% pts
3 rd Grade	66%	49%	63%	69%	+3% pts

Math	2008	2009	2010	2011	Over 4
Grades 3-5	53%	55%	59%	61%	+8% pts
5th Grade	52%	55%	60%	60%	+8% pts
4th Grade	43%	52%	42%	52%	+9% pts
3rd Grade	70%	57%	75%	72%	+2% pts

Lincoln Student Achievement

Decreasing students scoring Warning

Subject	2008	2009	2010	2011
English Language Arts	6%	10%	7%	5%
Math	12%	12%	13%	7%

Open Response - Percent of students averaging a 2 or above (out of 4)

A Tale of Two Scores – ELA Gap widening, while Math gap was eliminated

Open Response	2008		2009		2010		2011	
	Lincoln	State	Lincoln	State	Lincoln	State	Lincoln	State
ELA	53	64	53	65	44	61	44	62
Math	45	58	56	62	55	64	66	65

Lincoln Student Growth

Median SGP – Student Growth Percentile (SGP of 40-60 is considered normal or expected annual growth)

Subject	2008	2009	2010	2011
English Language Arts	57	51	63	49
Math	41	54	44.5	57

Growth Distribution – Percent of students scoring 40% SGP or higher (4th and 5th grade only)

Subject	2008	2009	2010	2011
English Language Arts	62%	57%	74%	57%
Math	33%	64%	58%	68%

Lincoln English Language Arts Summary

- Consistent improvement over the past 3 years is directly linked to a switch to guided reading/small group targeted instruction.
- Inclusion Co-Teaching (now in its 4th year at Lincoln) is a major contributing factor to the large increase in SPED scores.
- Growth numbers in ELA have fluctuated.
- Improved the performance of our most struggling students as exhibited by the consistent reduction of the number of students scoring in the warning category.
- Data team is devising a plan to address the widening gap of students scoring a 2 or above on ELA Open Responses. Much focus has been given to improving narrative writing and now we must be sure to teach the students the different types of writing while providing explicit instruction on responses to text writing with a rubric that is reflective of the State 4 Point rubric.
- Writing Open Responses (responses to text by making inferences) and Narratives are below the state average yet the multiple choice scores are above. Writing is the one area that is holding back our ELA scores.

Lincoln English Language Arts Strengths and Areas for Improvement

Key Strengths

- Understanding a text and questions about language use have been particular strengths
- Questions around fiction and dramatic literature are also high scoring categories

Areas for Improvement

- Consistently weak scores in the areas of Poetry and Genre (understanding and identifying)
- Writing Open Responses and Writing Narratives - (Although 4th grade narrative still lags behind state average, it has been improving at Lincoln for three years.)

Lincoln Math Summary

- There is a consistent trend by all grades of increasing the CPI and increasing the % of student scoring proficient or higher.
- Inclusion co-teaching (now in its 4th year at Lincoln) is a major contributing factor for the large increase in SPED scores.
- Consistently improving growth numbers are an impressive indicator of the improvements in classroom instruction that focus on small group work.
- Open Response scores in Math have now surpassed the state averages for the first time. Two years ago, the staff focused on instructional strategies and models for answers, which has transferred into steady improvement.
- Additional revisions made to the sequencing of the math curriculum that were implemented this year, should help to remedy areas that have been a consistent struggle.

Lincoln Math

Strengths and Areas for Improvement

Key Strengths

- Open response answers in every grade
- Geometry and Measurement questions were of particular strength in all grades, after several years of scores on these questions lagging behind. A shift in sequencing and instructional focus helped to accomplish this.
- Statistics and Data Analysis questions continue to be area of strength.

Areas for Improvement

- Questions about patterns, relations and algebra proved to be difficult for our students. The adjustment to the new MA 2011 math standards and work with the math coaches will focus on improving instruction and curriculum materials for these areas.

Roosevelt School

% of Students Scoring Prof./Adv. in 2011

	Roosevelt Students Prof./Adv.		State Students Prof./Adv.
Gr. 3 ELA	66%	>	61%
Gr. 3 Math	68%	>	66%
Gr. 4 ELA	50%	<	53%
Gr.4 Math	48%	>	47%
Gr. 5 ELA	84%	>	67%
Gr. 5 Math	78%	>	59%
Gr. 5 Science	59%	>	50%

Roosevelt CPI from 2008-2011

Roosevelt CPI from 2008-2011

	2008		2009		2010		2011
Gr. 3 ELA	86.2		92.2		89		89.1
Gr. 3 Math	87.9		93.9		84.3		88
Gr. 4 ELA	84.6		79.2		84.4		81.9
Gr. 4 Math	77.1		81.8		83.3		79
Gr. 5 ELA	90.9		85.9		87.7		93.4
Gr. 5 Math	74.4		77.7		74.2		89.8
Gr. 5 Science	78.9		77.7		80.9		86.2
Spec. Ed.	47.5		59.3		69.8		72.8

Roosevelt School vs. The State

	Roosevelt 2011 CPI		State 2011 CPI
Gr. 3 ELA	89.1	>	83.9
Gr. 3 Math	88	>	84.7
Gr. 4 ELA	81.9	>	79.4
Gr.4 Math	79	>	78.4
Gr. 5 ELA	93.4	>	86
Gr. 5 Math	89.8	>	79.8
Gr. 5 Science	86.2	>	77

Roosevelt Student Growth Percentile (SGP)

	2009 SGP		2010 SGP		2011 SGP
Gr. 4 ELA	30.5 Low (0-39)		25 Low (0-39)		45.5 Moderate (40-60)
Gr.4 Math	43 Moderate (40-60)		35 Low (0-39)		51 Moderate (40-60)
Gr. 5 ELA	23.5 Low (0-39)		63 High (61-100)		63 High (61-100)
Gr. 5 Math	39.5 Low (0-39)		34 Low (0-39)		52 Moderate (40-60)

Roosevelt Growth Distribution

Percent of students scoring an SGP of 40 or higher in Math & ELA

	2009	2010	2011	3 years
Math	49	43	62	+13
ELA	38	56	64	+26

Roosevelt Next Steps

Writing:

- Ongoing comprehensive writing PD K-5
- Use TestWiz to determine correlations between benchmark writing prompt assessments and Grade 4 MCAS scores.
- Professional development on scoring writing
- Monthly open responses, utilizing a consistent open response graphic organizer throughout the grades.

Math:

- Ongoing math coaching
- Purchase additional materials as necessary

Winthrop MCAS

Students Scoring in Advanced/Proficient

Progress Over Time

	2008	2009	2010	2011
% of students in Adv/Prof (ELA)	67 %	70 %	72 %	83 %
% of students in Adv/Prof (Math)	69 %	69 %	71 %	76 %

Winthrop MCAS Median Student Growth Percentile (SGP) *Progress Over Time*

	2008	2009	2010	2011
ELA	<i>48</i>	<i>53</i>	<i>47</i>	62
Math	<i>53</i>	<i>56.5</i>	<i>59</i>	66.5

The median SGP for the school is calculated by averaging the median SGP for students in 4th and 5th grade.

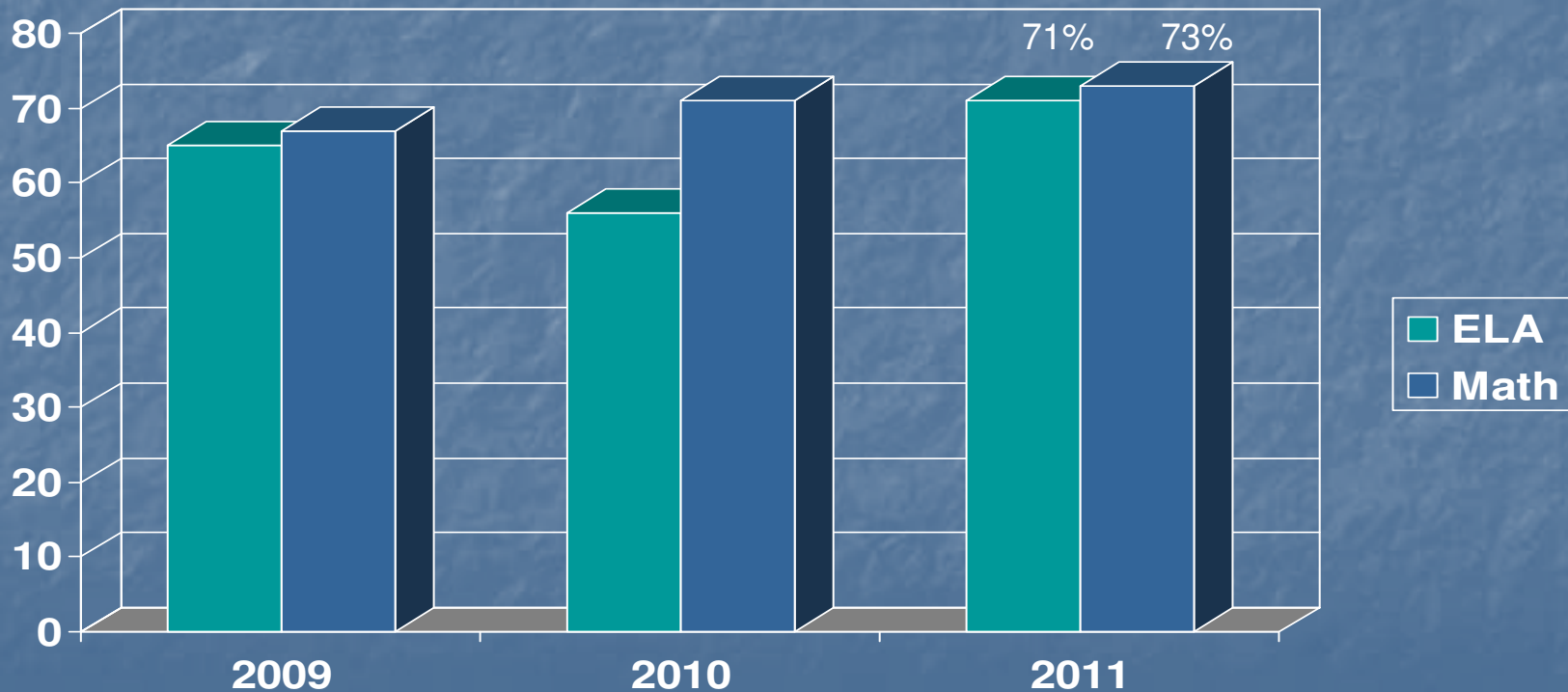
Median SGP numbers *between 40 and 60* are considered “Moderate Growth.” This was Winthrop’s range from 2008-2010.

Median SGP numbers **above 60** are considered “High Growth.”
This is where Winthrop’s Median SGP falls in 2011.

Winthrop MCAS

Increasing the % of students who
score a 40 SGP or higher

Progress Over Time



For 2011 Winthrop is Celebrating ...

- More students scoring in Proficient/Advanced in Grade 3 ELA and Grade 5 STE (as compared to 2010)
- Consistency in the number of students scoring Proficient/Advanced in Grade 4 ELA and Math, as well as in Grade 5 ELA and Math (as compared to 2010)
- Increase in ELA and Math performance of students in 5th grade (as compared to their 2010 4th grade scores)
- Close to 75% of our students have an SGP or 40 or higher (indicating moderate to high growth)

For 2011 Winthrop Has Challenges ...

- Fewer students scoring in Advanced/Proficient in Grade 3 Math (as compared to 2010 percentages)
 - Weakest strand is Geometry, specifically Properties of Shapes and Locations/Spatial Relationships.
- Decrease in ELA and Math performance of students in 4th grade (as compared to their 2010 3rd grade scores)
 - Weakest ELA area is the Long Composition (below state average in both writing and conventions), but also some struggles with Poetry and Fiction.
 - Weakest Math strand is Measurement.

Winthrop – Moving Forward

- Winthrop students score lower on MCAS questions that require a written response (short response, open response, writing prompt). Therefore, improved writing instruction, and providing more opportunities for written responses across all content areas will become a 2011/2012 focus.
- Working with the math coach, we will use exploration, discovery, and experimentation to improve student skills in number sense, number facts, and measurement as well as to develop correct mathematical vocabulary.

QUESTIONS

