Topsfield Elementary Schools
MCAS History
and
Improvement Action Plan
for 2008

Mission Statement & Core Values

The Topsfield Elementary Schools pursue educational excellence by providing the opportunity for every individual in its community of learners to reach his or her full intellectual, social, moral, creative, and physical potential.

In cooperation with family and community, our mission is to guide students in becoming personally responsible, self-motivated, Disciplined, respectful, competent, and contributing members of society.

It is the belief of the Topsfield School District that all children can learn and be successful. Effective education requires a committed partnership among the schools, home, and community.

Student achievement results from high expectations within an environment that is stimulating and challenging, yet safe and nurturing.

A sense of respect for oneself and others promotes belonging and is essential to learning.

Our Basic Beliefs and Commitments Regarding School Improvement

- We are individually and collectively a “vital part of the whole”.
- We take responsibility at Steward and Proctor for improving student performance in all areas at all grade levels.
- We believe in a continuous improvement approach to student achievement.
- Our focus is on teaching and learning.
- We subscribe to clear, transparent, impersonal objective standards and expectations for which we are accountable as a “professional learning community”.

Professional Learning Community

As a professional learning community we believe in:

1. Collaboration → with a Learning and Teaching Focus
2. Collaboration → with Learning, Reflection and Review
3. The use of Evidence
4. Achievement and Engagement for all Learners

Massachusetts Accountability System Basics

School Performance Ratings are

- Biannual (2002, 2004, 2006…), as required by state law
- Descriptive terms
- Ratings for ***Performance*** and ***Improvement***
- Based on aggregate MCAS student results

AYP determinations are

- Issued ***every year***, as required by federal law
- For students in aggregate and for subgroups
- Based on four factors:

  participation, performance, improvement, and attendance (elementary and middle schools) or graduation rate (high schools)

•Source: DOE 2004

Why Proficiency?

Proficiency in core academic subjects is the gateway to:

- *Opportunities for higher education*
- *Meaningful choices for employment in our 21st-century high tech economy*
- *Full participation in community and civic life*

•**Source: DOE 2004**

Calculating the Composite Performance Index ("CPI")

Points awarded based on number of students performing at each level
Different performance measures for students with significant cognitive disabilities participating in MCAS- Alt
Just arithmetic! Multiply, add, then divide.

•**Source: DOE 2004**

Performance Index

Table 1: MCAS Performance Index

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

Table 2: MCAS-Alt Index

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

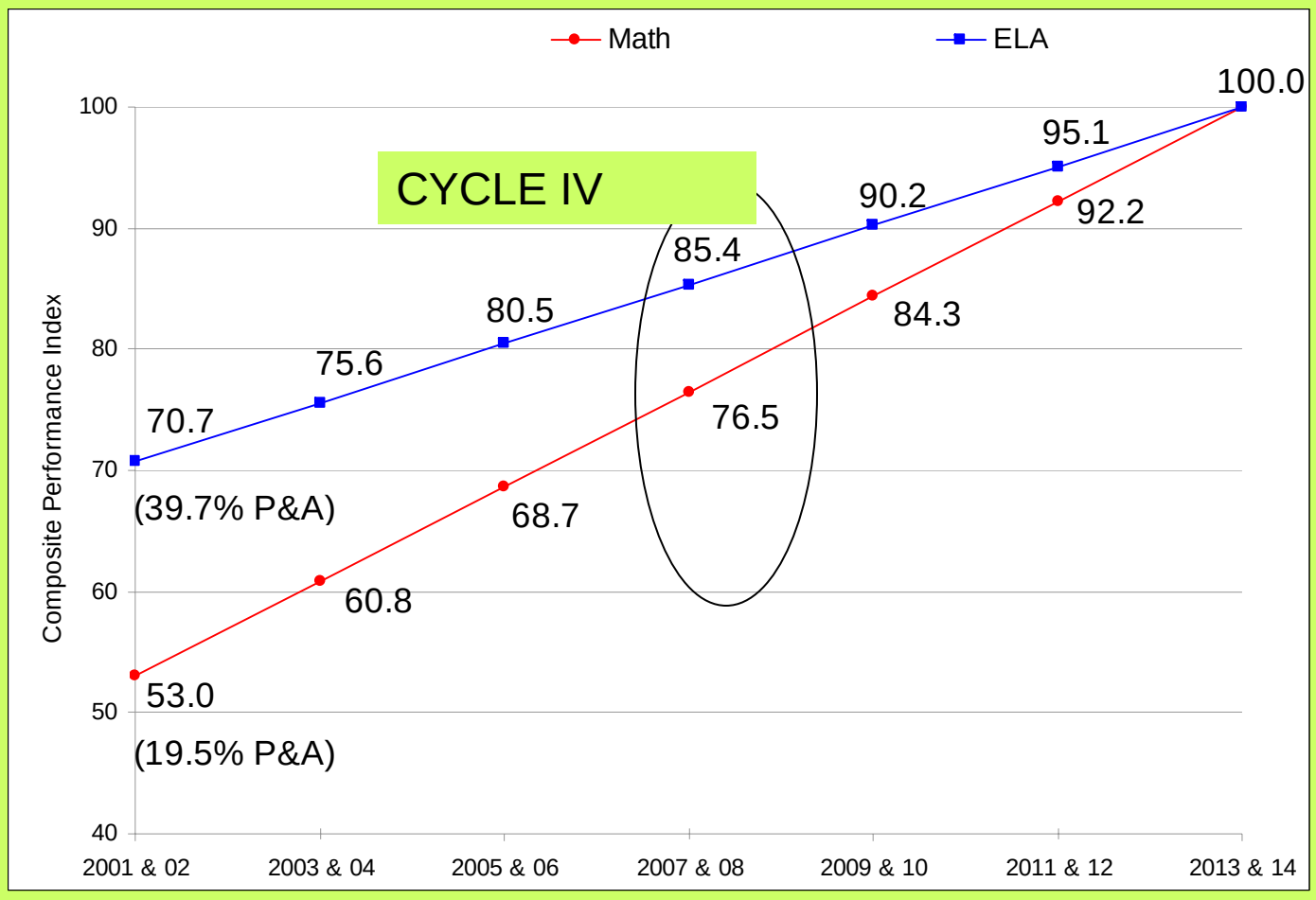
•**Source: DOE 2004**

What is AYP?

- AYP stands for Adequate Yearly Progress
- Means progress towards 100% of students achieving proficiency by 2014
- Measures progress against specific expectations each year

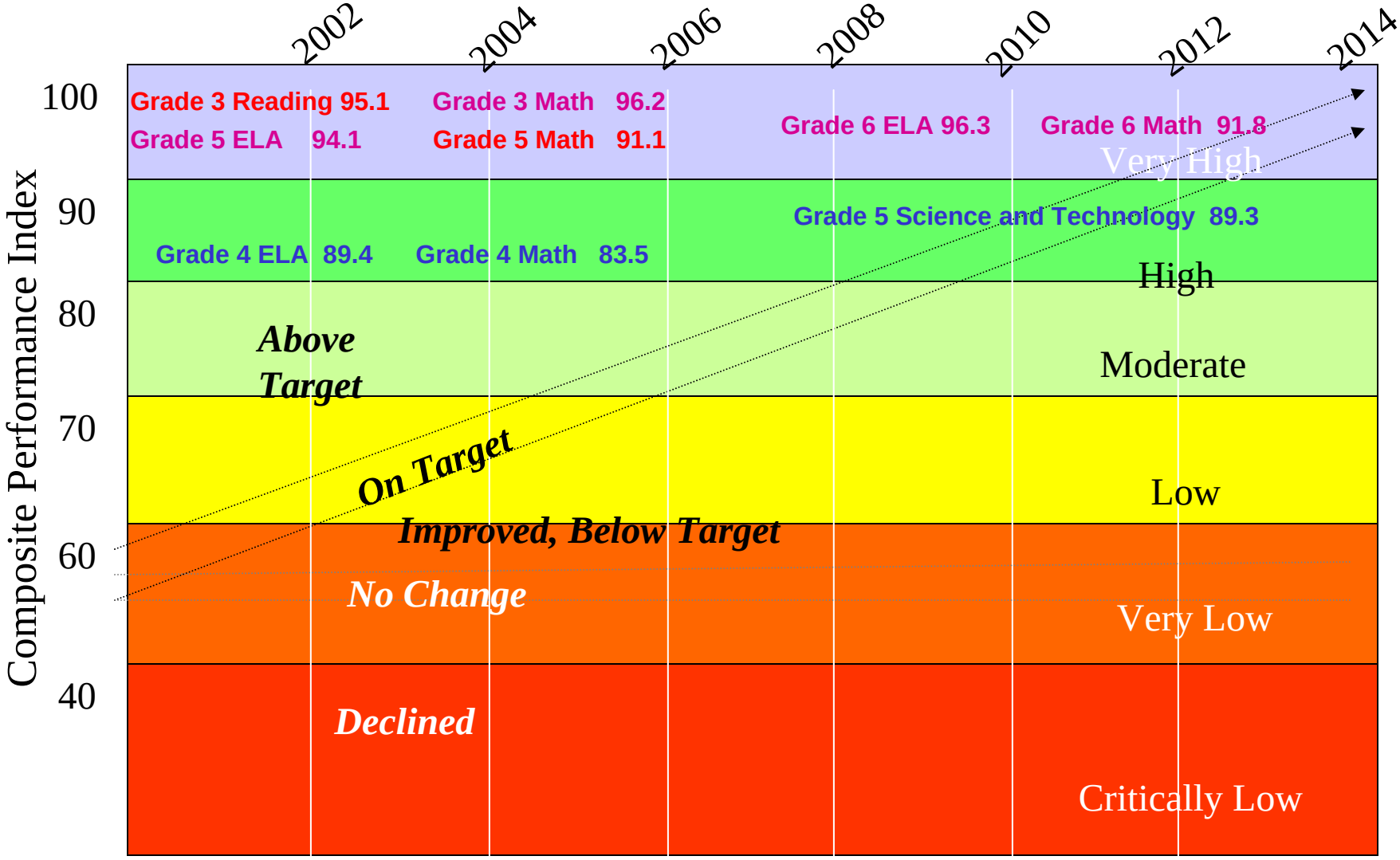
Source: DOE 2004

Massachusetts NCLB Performance Targets for ELA and Mathematics 2002 - 2014



•**Source: DOE**

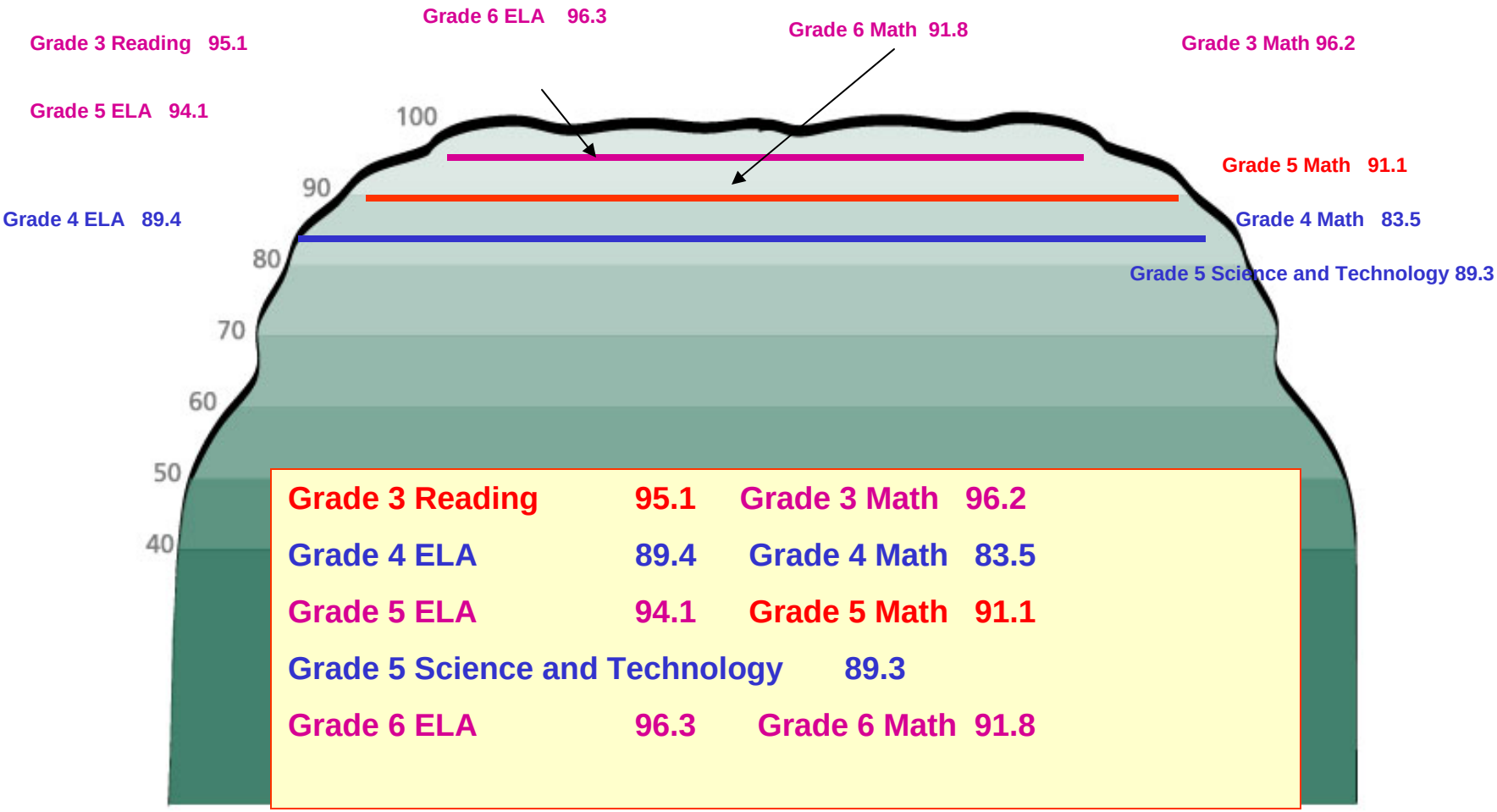
MA Performance and Improvement Ratings



Baseline

Source: DOE 2004

Cycle IV Composite Performance Index
Grades 3-6 for 2008



Grade 3 Reading	95.1	Grade 3 Math	96.2
Grade 4 ELA	89.4	Grade 4 Math	83.5
Grade 5 ELA	94.1	Grade 5 Math	91.1
Grade 5 Science and Technology	89.3		
Grade 6 ELA	96.3	Grade 6 Math	91.8

Comparative State Ranking 2005 – 2008
Combined % of Advanced and Proficient

Grade	State Rank 2008	State Rank 2007	State Rank 2006	State Rank 2005
3- Reading	#10	#19	#31	#54
3- Math	#7	#65	#38	NA
4-ELA	#33	#44	#33	#5
4-Math	#102	#23	#11	#12
5- ELA	#24	#15	#2	NA
5- Math	#15	#6	#26	NA
5-Science	#48	#19	#6	#19
6-ELA	#16	#3	#17	NA
6- Math	#31	#3	#7	#8

Source: Boston Globe

Current Grade 4 Class

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #10 in the top 3% of 300 School Districts	95.1	Grade 3: State Rank #7 in the Top 2% of 300 School Districts	96.2

Current Grade 5 Class

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #19 in the Top 6% of 300 School District	94.2	Grade 3: State Rank #65 in the Top 21% of 300 School Districts	92.1
Grade 4: State Rank #33 in the top 11% of 300 School Districts	89.4 (-4.8)	Grade 4: State Rank #102 in the top 34% of 300 School Districts	83.5 (-8.6)

Current Grade 6 Class

English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #31 in the Top 10% of 300 School Districts	92.5	Grade 3: State Rank #38 in the top 13% of 300 School Districts	90.2
Grade 4: State Rank #44 in the Top 15% of 300 School District	90.6 (-1.9)	Grade 4: State Rank #23 in the top 8% of 300 School Districts	88.3 (-1.9)
Grade 5: State Rank #24 in the Top 8% of 306 School Districts	94.1 (+3.5)	Grade 5: State Rank #15 in the Top 5% of 306 School Districts	91.1 (+2.8)

Current Grade 7 Class

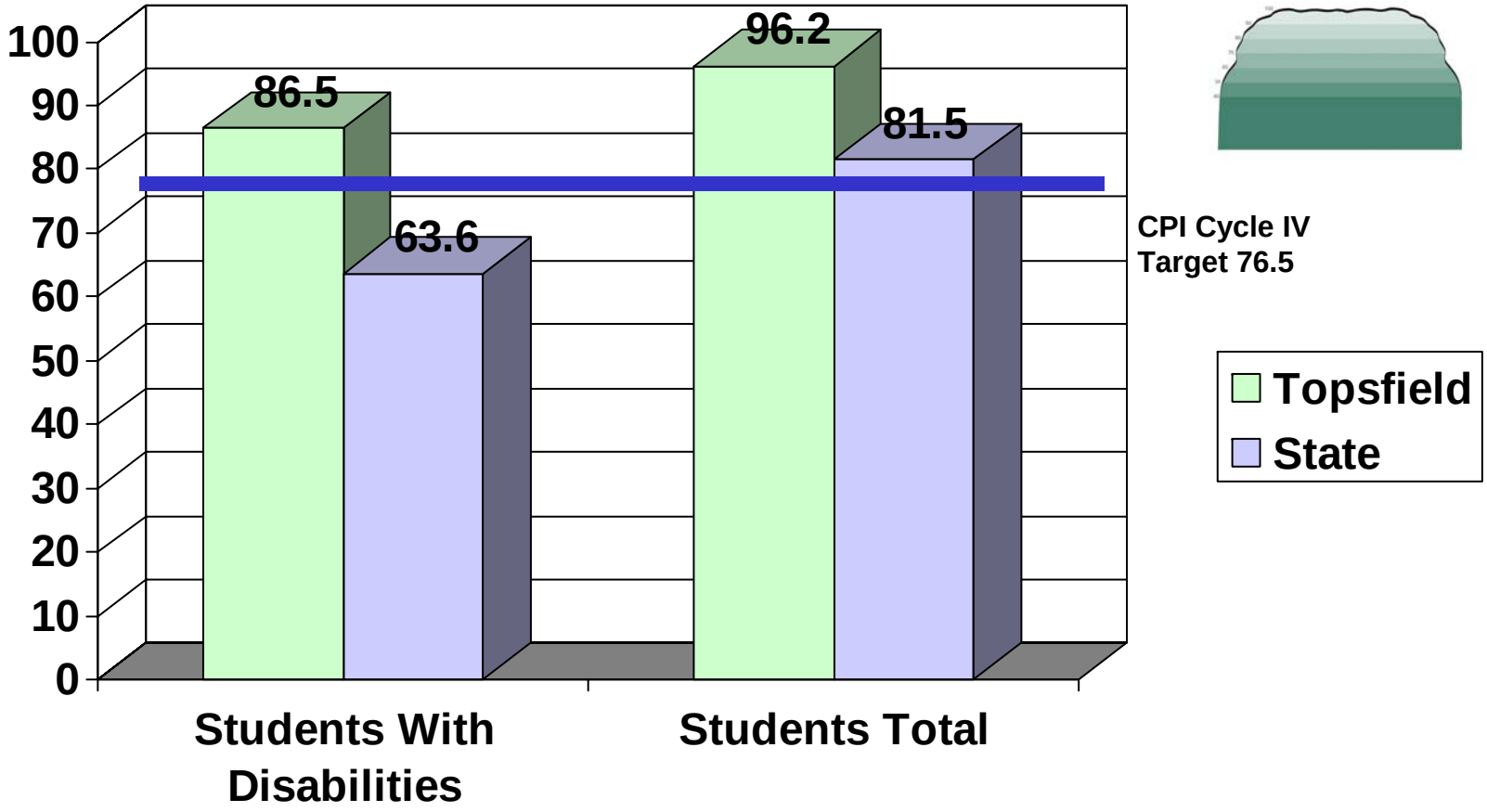
English Language Arts	Composite Performance Index (Maximum =100)	Mathematics	Composite Performance Index (Maximum=100)
Grade 3: State Rank #54 in the top 18% of 300 School Districts	93.4		NA
Grade 4: State Rank #33 in the top 11% of 300 School Districts	88.2 (-5.2)	Grade 4: State Rank #11 in the top 4% of 300 School Districts	87.1
Grade 5: State Rank #15 in the top 5% of 306 School Districts	94.9 (+6.2)	Grade 5: State Rank #6 in the top 2% of 306 School District	92.2 (+5.1)
Grade 6: State Rank #16 in the top 5% of 309 School Districts	96.3 (+1.4)	Grade 6: State Rank #31in the top 10% of 309 School Districts	91.8 (-0.4)

Grade 3 Results 2008

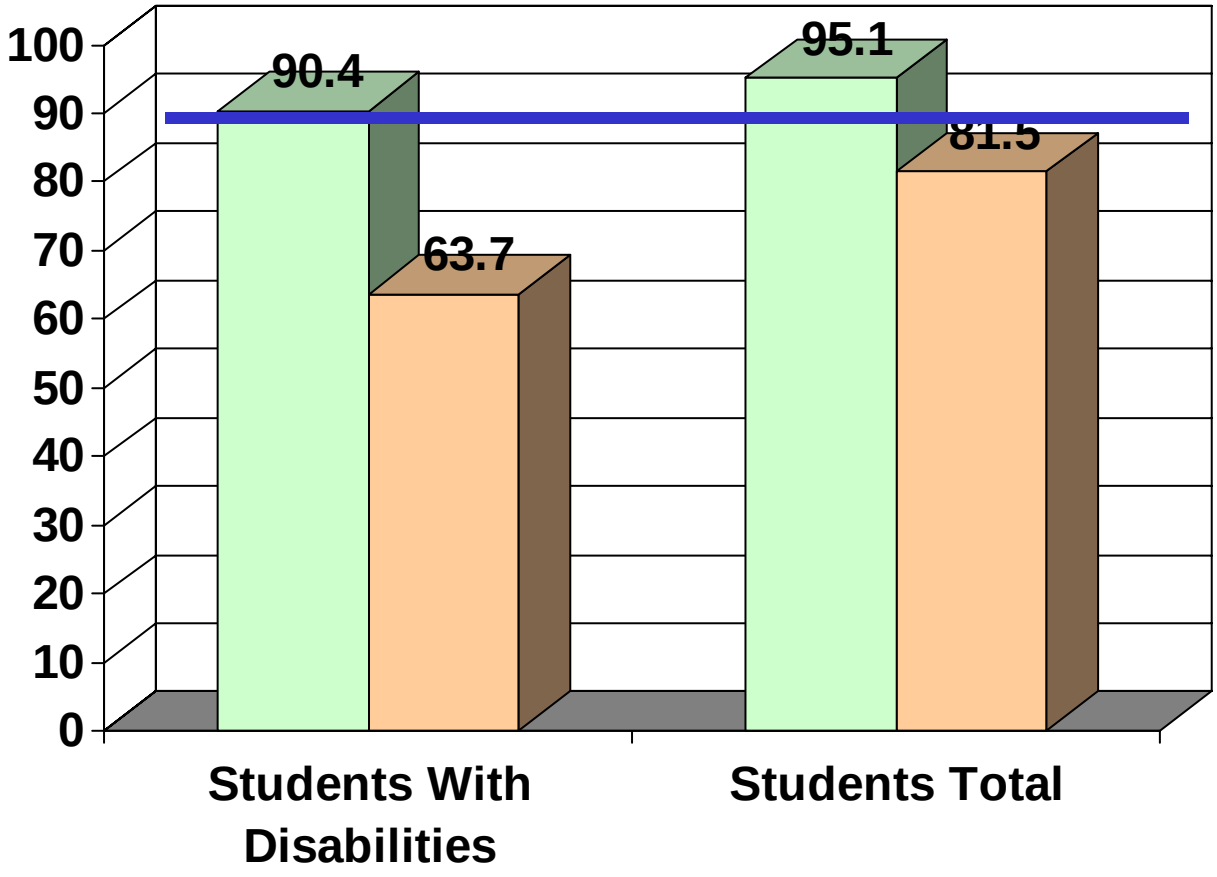
Class of 2011

Current Grade 4

Grade 3 Math
Composite Performance Index 2008



Grade 3 Reading
Composite Performance Index 2008

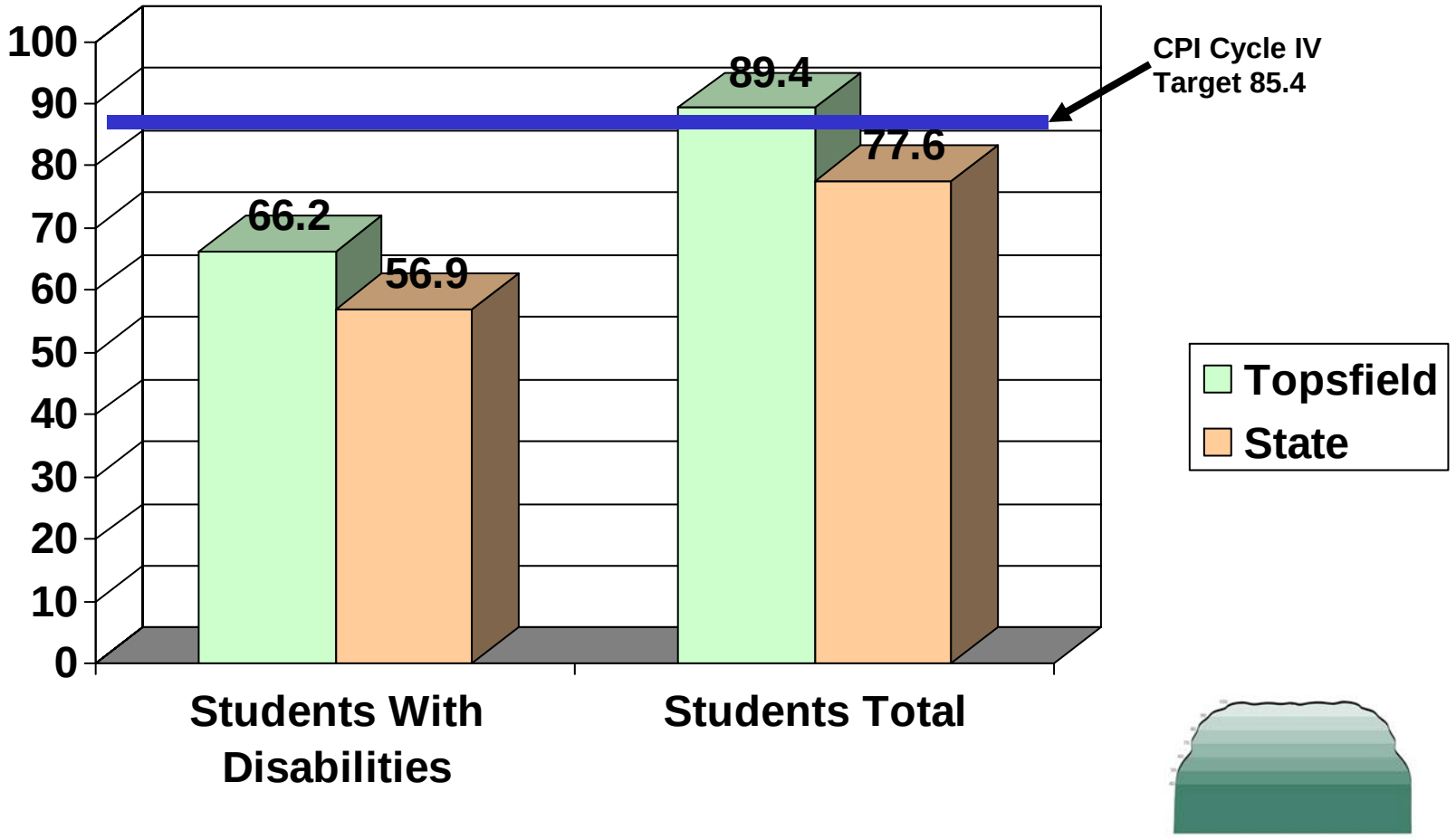


Grade 4 Results 2008

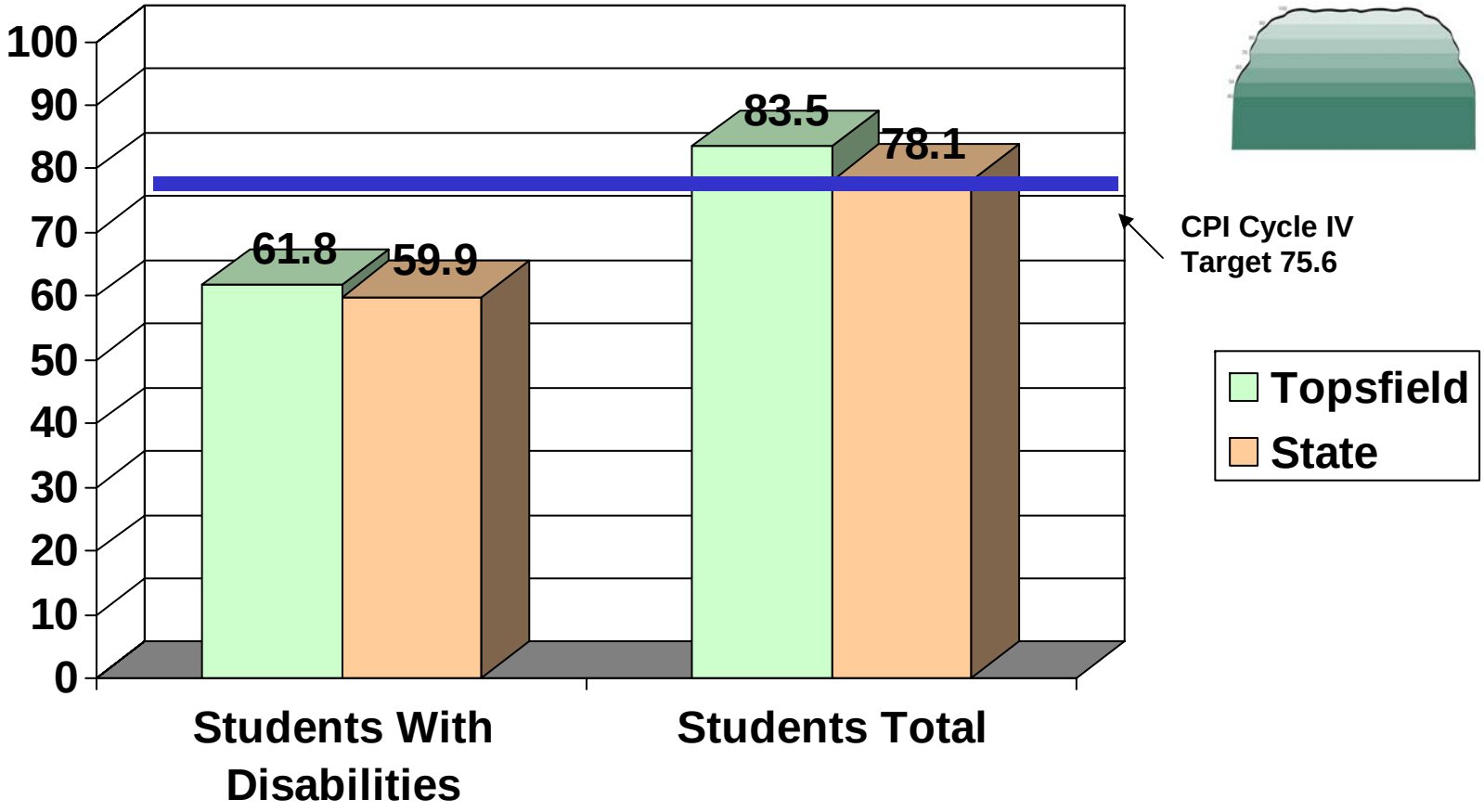
Class of 2010

Current Grade 5

Grade 4 English Language Arts
Composite Performance Index 2008



Grade 4 Mathematics
Composite Performance Index 2008

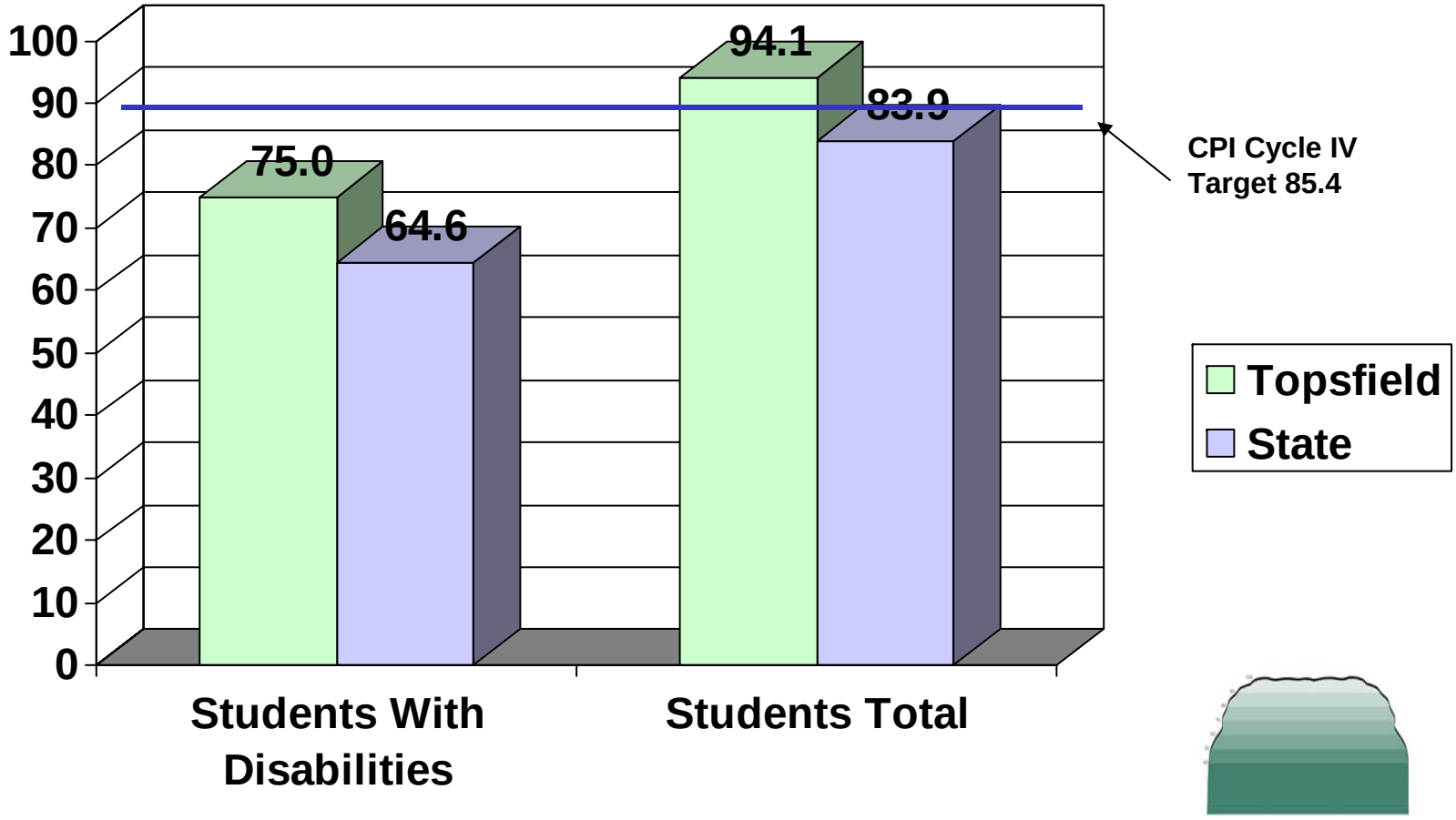


Grade 5 Results 2008

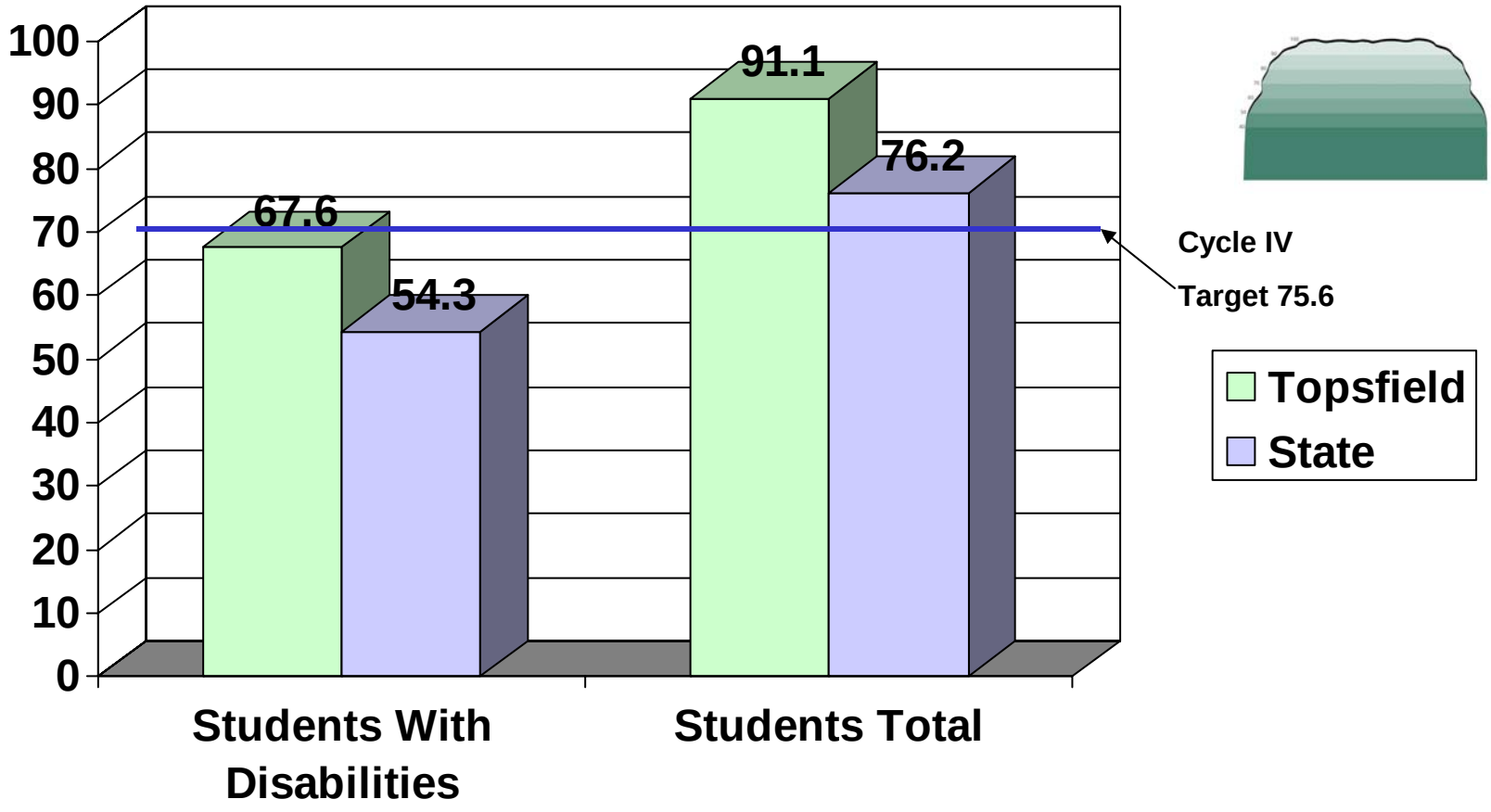
Class of 2008

Current Grade 6

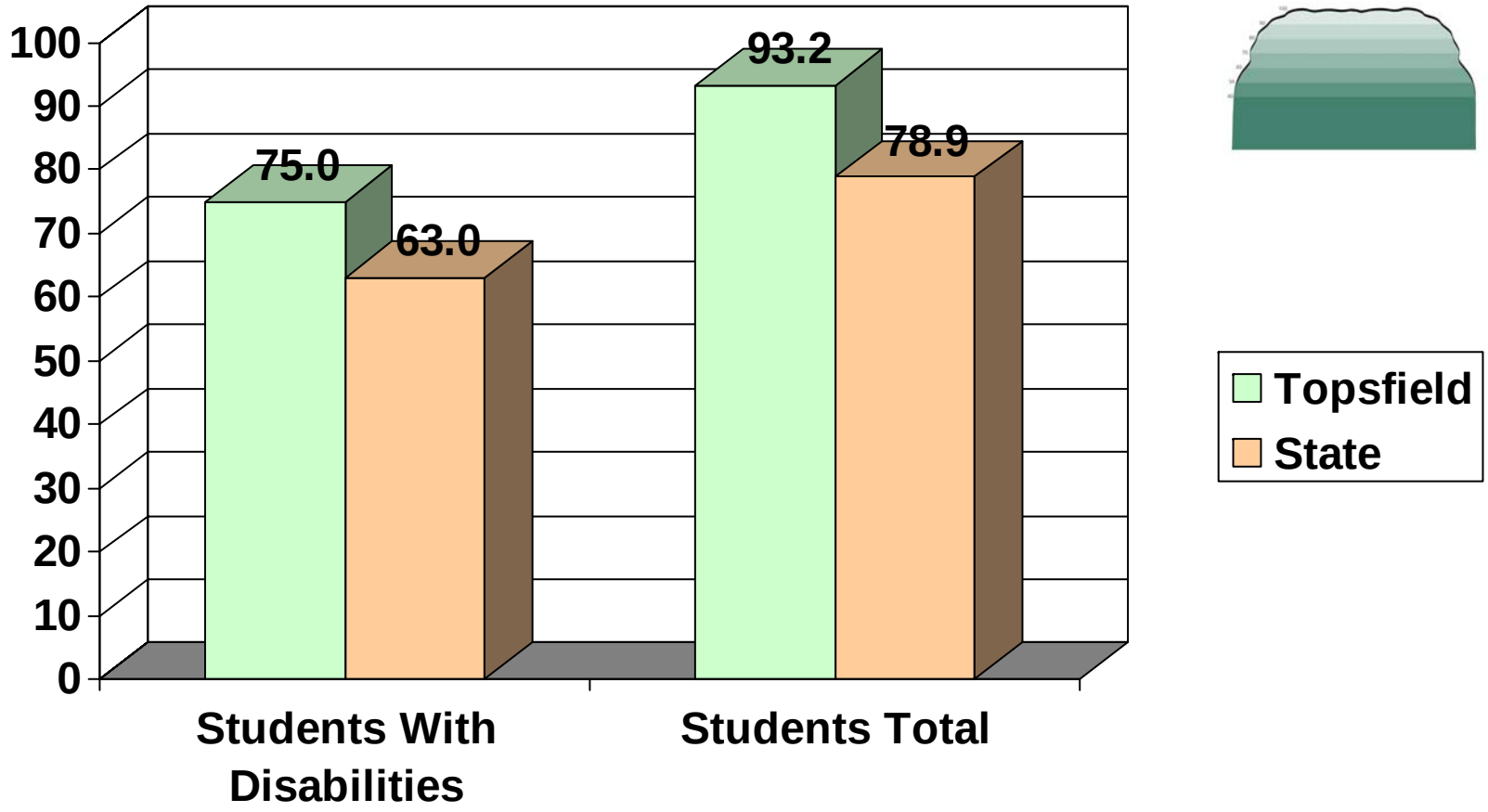
Grade 5 English Language Arts Composite Performance Index 2008



Grade 5 Mathematics
Composite Performance Index 2008



Grade 5 Science and Technology Composite Performance Index 2008

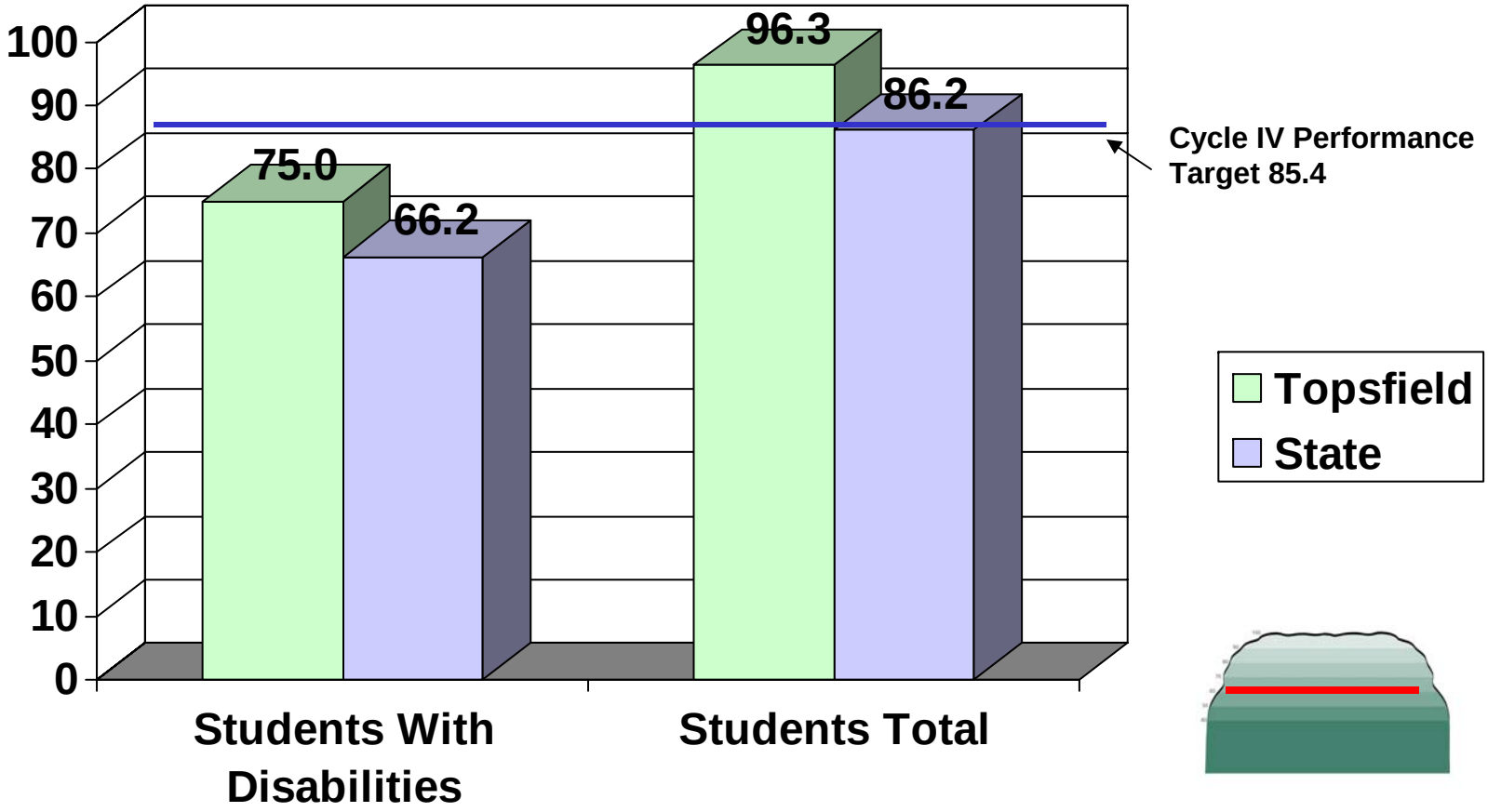


Grade 6 Results 2008

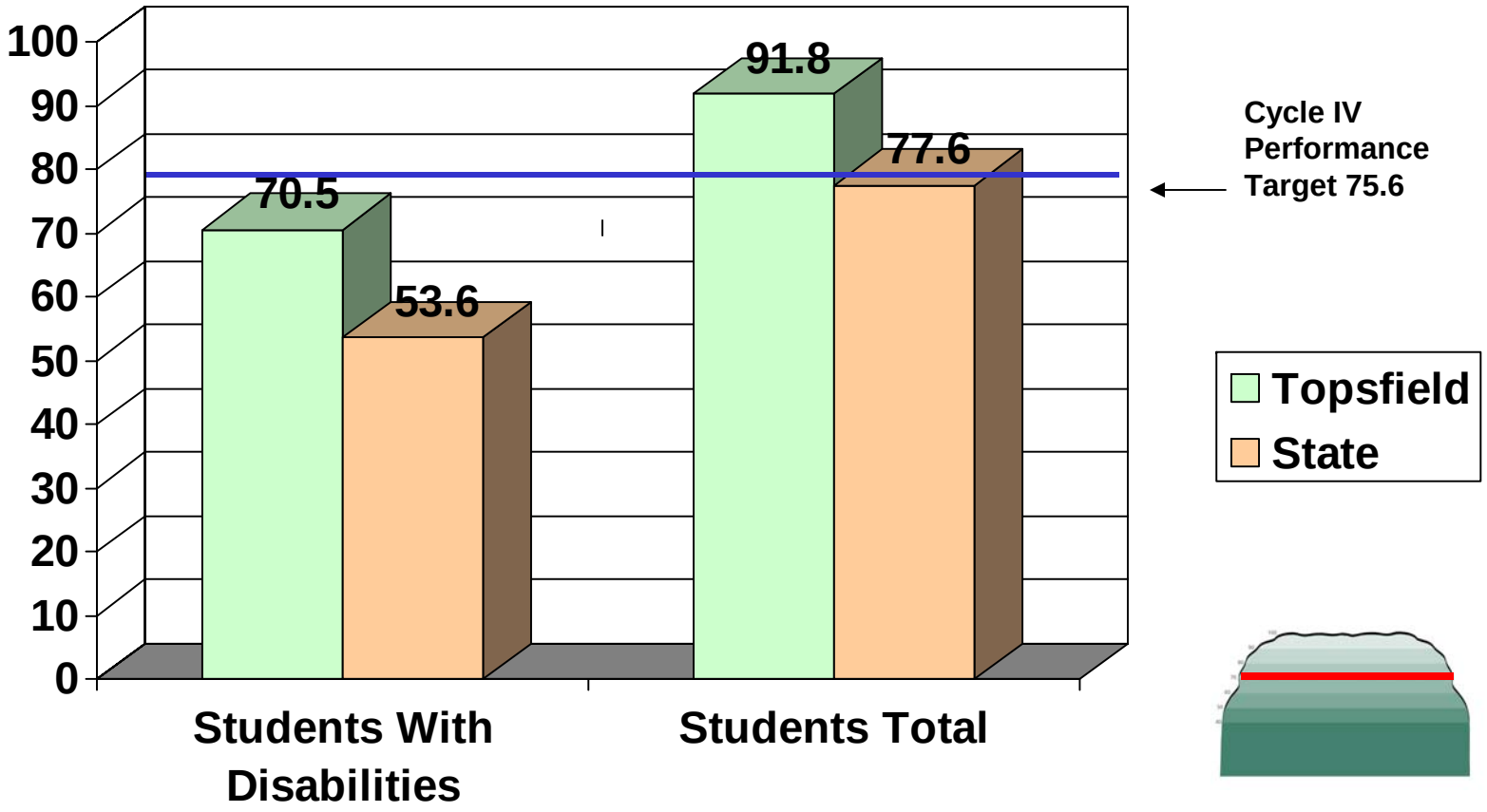
Class of 2008

Current Grade 7

Grade 6 English Language Arts
Composite Performance Index 2008



Grade 6 Math
Composite Performance Index 2008



English Language Arts & Math Improvement Plan:

- Time On Learning
- Professional Development
- Home School Communication
- Use of School Web Sites and the Internet
  - www.topsfieldschools.org
  - www.tritownschoolunion.org
  - www.doe.mass.edu
- Integration of Technology Resources
- Students With Disabilities
  - Success Plans

Student Learning & Improvement Plan: Assessment For Learning

- **Shift From Assessment of Learning to "Assessment for Learning"**
- **Use of assessment to inform instruction and determine appropriate instructional strategies that most closely align with student specific areas of need**
- **Use more frequent and uniform assessments to measure progress in key areas-notification of expectations through assessment calendar**

Student Learning Improvement Plan: Strategic Use of Support Services #1

English Language Arts

- **Emphasize classroom support for clear consistent writing across the curriculum**
- **Use of classroom based assessments such as the DRA, Reading A to Z, reading response journals and long compositions**
- **Work with teachers at grade level to examine student work in order to support the use of writing as a tool for thinking, which will enable students to apply transfer and demonstrate what they know**
- **Administer, score with a rubric and share long form composition samples during the school year with a particular emphasis on improved "topic development"**

Student Learning & Improvement Plan: Strategic Use of Support Services #2

- **Mathematics**
  - **Work with teachers and students to increase students' ability to communicate, connect, reason and represent mathematical thinking**
  - **Sharing student work with teachers to increase the rigor and tenacity with which we approach difficult problems**
  - **Use of classroom based assessments, such as standards based pre-assessments and interim assessments**

Student Learning & Improvement Plan: Strategic Use of Support Services # 3

Deployment of Reading Teachers:

- Review Entry and Exit Criteria for students receiving support
- Monitor progress through regular review of performance data to ensure the trajectory of learning is accelerating and if not, staff will analyze why and make recommendations for altering either the intensity or the type of instruction
- Research models of Instructional Support, such as Response To Intervention (RTI)
- Review Staffing Levels

Student Learning & Improvement Plan: Time On Learning

- **Maintain time allocated to Math instruction on a daily basis to at least 60 minutes at a minimum.**
- **Maintain an instructional ELA Literacy block of 90 minutes at all grade levels**
- **Monitor individual student and class schedules to reduce and eliminate fragmentation wherever possible.**
- **Structure specialist schedules to allow for the maximum amount of uninterrupted instructional time in ELA and Math at each grade**

Student Learning & Improvement Plan: Student Profiles and History

- **Examine individual student histories of students scoring in the Warning and Needs Improvement Performance Levels at all grade levels**
- **Variables to be reviewed for patterns among others will include:**
  - **Student attendance**
  - **Retention in Grade**
  - **Date of Admission to Steward or Proctor**
  - **Referrals for TAT, CST and 504**
  - **Focus of Individual Educational Plans for Students with Disabilities**
  - **Class Performance as measured on Report Cards**

Student Learning & Improvement Plan: Professional Development #1

- **Review of Grade Level Learning Standards (PK-K, 1-2, 3-4, and 5-6); establish "above proficiency" as our basic belief system for all of our students. Encourage all staff to AIM HIGHER!!**

- **Consultation and modeling of effective whole class and small group strategies to improve reading comprehension, mathematics comprehension and higher order thinking skills.**

Student Learning & Improvement Plan: Students With Disabilities

- Increase access to the regular education curriculum materials including MTB and Impact
- Careful review and consideration of the use of a various specialized instruction models for supporting students with disabilities in Mathematics and ELA; need to balance access to regular education curriculum with need for specialized instructional programs
- Incorporate to a greater degree IEP accommodations that can be generalized into daily assignments
- Increase Training for Special Education Teacher Assistants in Literacy and Math content and instructional strategies

Student Learning & Improvement Plan: Use of School Web Sites

- Post Links to Math Trailblazers and Impact Math and
- Post Links to DOE Curriculum Frameworks and MCAS information on student work exemplars and sample questions in ELA and Math
- Post Links to other ELA and Math resources

Student Learning & Improvement Plan:

- **Time On Learning:** ***Attendance and Scheduling***
- **Professional Development:** ***Support to Teachers and Support Staff to Differentiate Their Instruction for All Learners***
- **Home School Communication:** ***Public and Transparent***
- **Use of School Web Sites and the Internet:** ***Resources and Curriculum Links***
- **Integration of Technology Resources:** ***Smart Mimeo and Smartboard and Elmo***
- **Students With Learning Needs:** ***Greatest Possible Access to the Curriculum of the State Frameworks***
- **Students who are English Language Learners:** ***Appropriate support services to access the curriculum are provided***

Follow Up Activities

- **Response to Intervention**: We are tracking student performance more aggressively in mathematics and reading throughout the school year when a student is referred for math and or reading support (provided by math specialists and reading teachers).
- **Math Interim/Benchmark Assessments**: We are conducting these assessments three times this year at all grade levels. Analysis is immediate and conducted by the classroom teachers in a collaborative manner. The information gathered is reflected instructionally to address student needs in the classroom.

Follow Up Activities

- Individual students whose test score performance has not met predicted expectations and does not match present classroom performance will receive additional appropriate intervention in their daily work and at home.
- Sub skill and test item analysis is conducted on areas of concern that emerged in the group performance results. This analysis is being conducted on areas in which performance suggests the greatest potential for improvement over the next two years. Analysis will include the identification of difficult items and the common errors made by students on those items.

Follow Up Activities

- Test results from groups and individual students are used with teachers to focus on strategies and activities that can be used effectively to improve performance in identified areas.
- Individual MCAS narrative reports have been sent home to parents. Combined with individual criterion referenced skills analysis, these results serve as discussion points between teachers and parents in order to develop approaches which will improve the acquisition and application of basic skills.

Where Can I Find Accountability Information When I Need It?

Visit the Department of Elementary and Secondary Education website, www.doe.mass.edu.

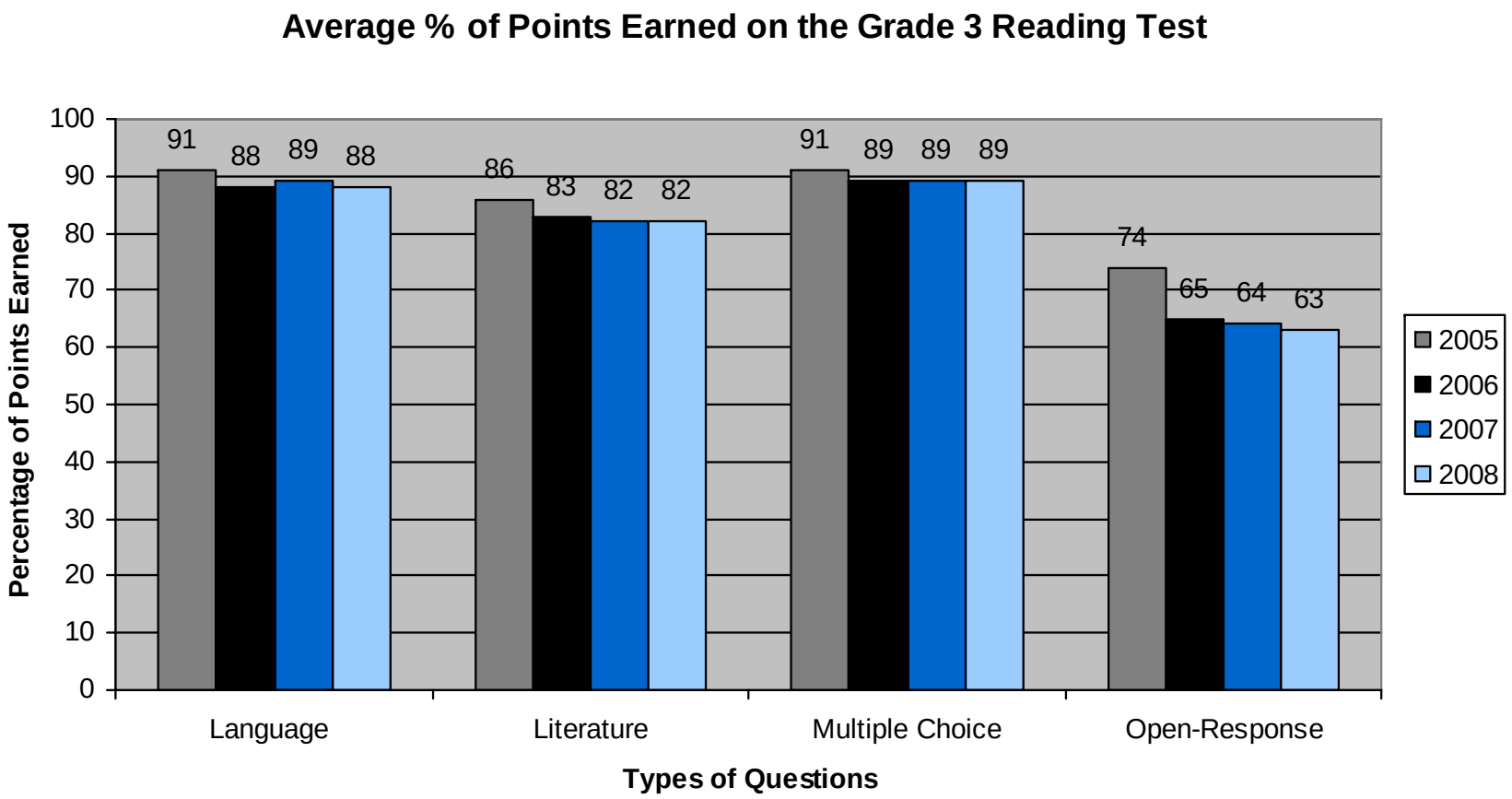
- Click on Assessment and Accountability to find explanatory materials about the MA School and District Accountability System
- Go to “School and District Profiles” to find performance data for the state, a district or school.

Acknowledgements

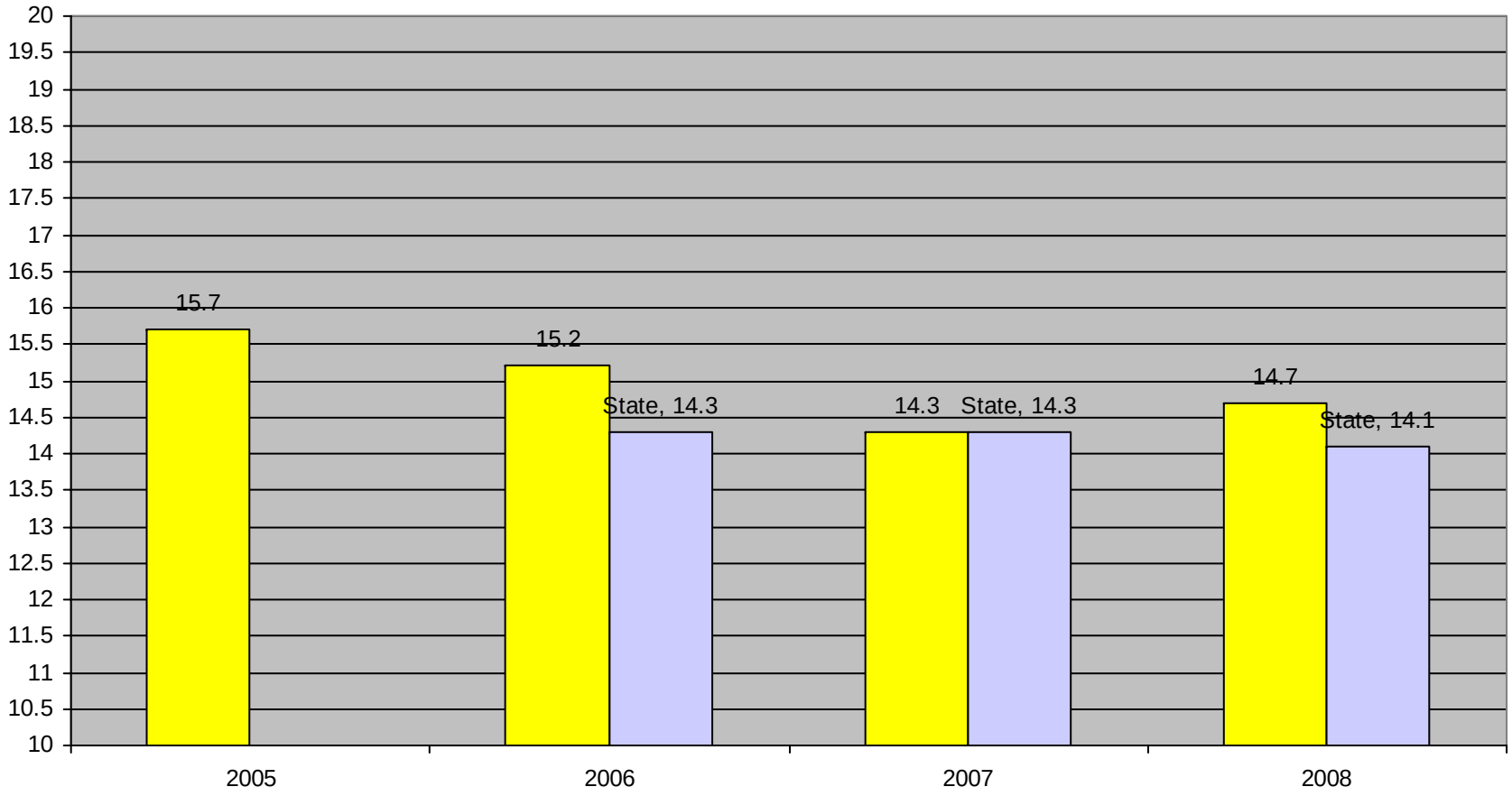
- Contributors to this presentation include:
  - Trudy Dooner, Principal Steward School
  - Kerry Kaplon, Principal Proctor School
  - Debbie Hale, Director of Curriculum
  - Sharon Lyons, Director of Special Education
  - Deborah Surdel, Special Education Services Coordinator

APPENDICES OF HISTORICAL DATA

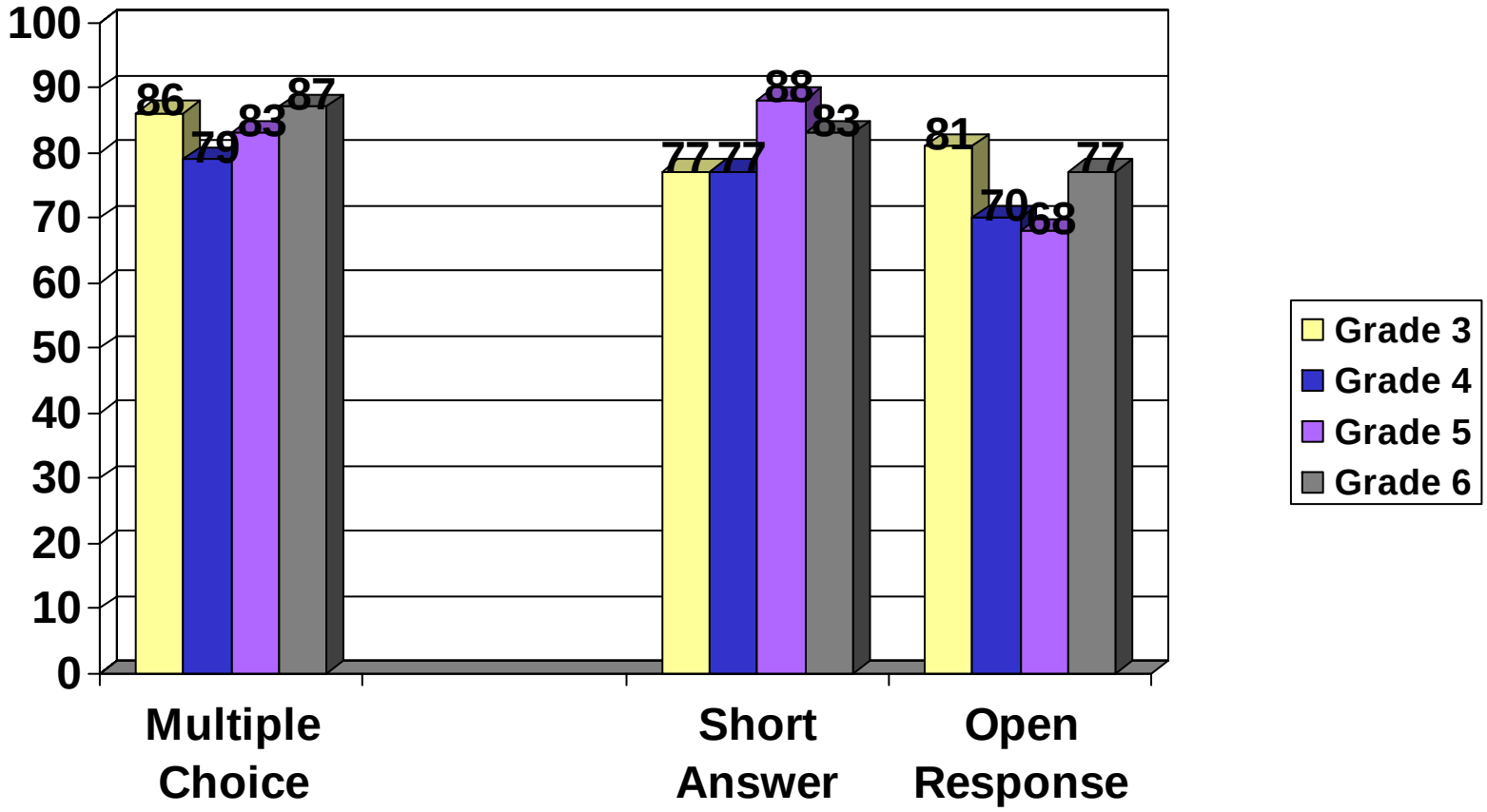
Reading Grade 3: All Areas



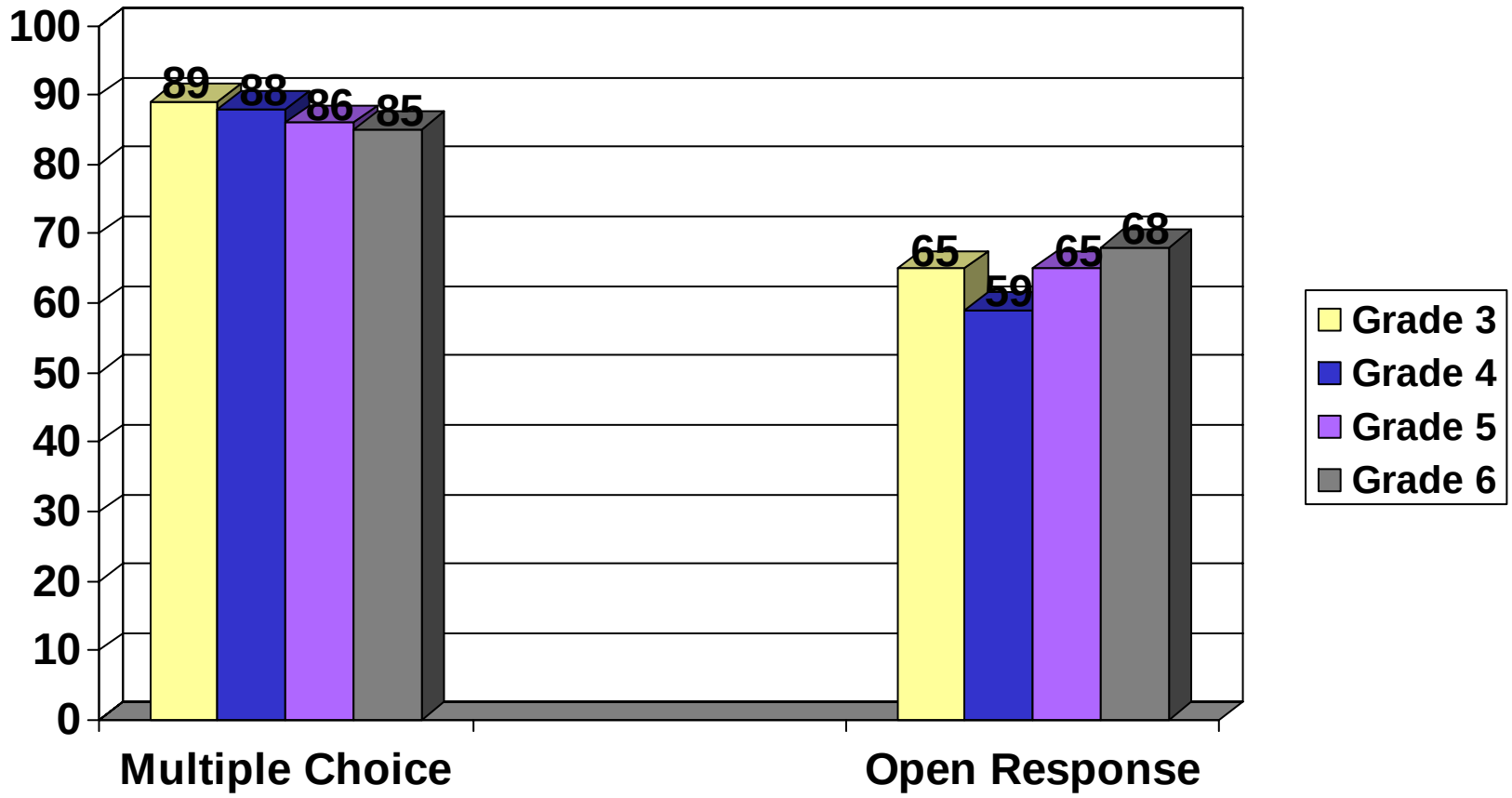
English Language Arts Grade 4 : Writing Prompt Average Score By Year



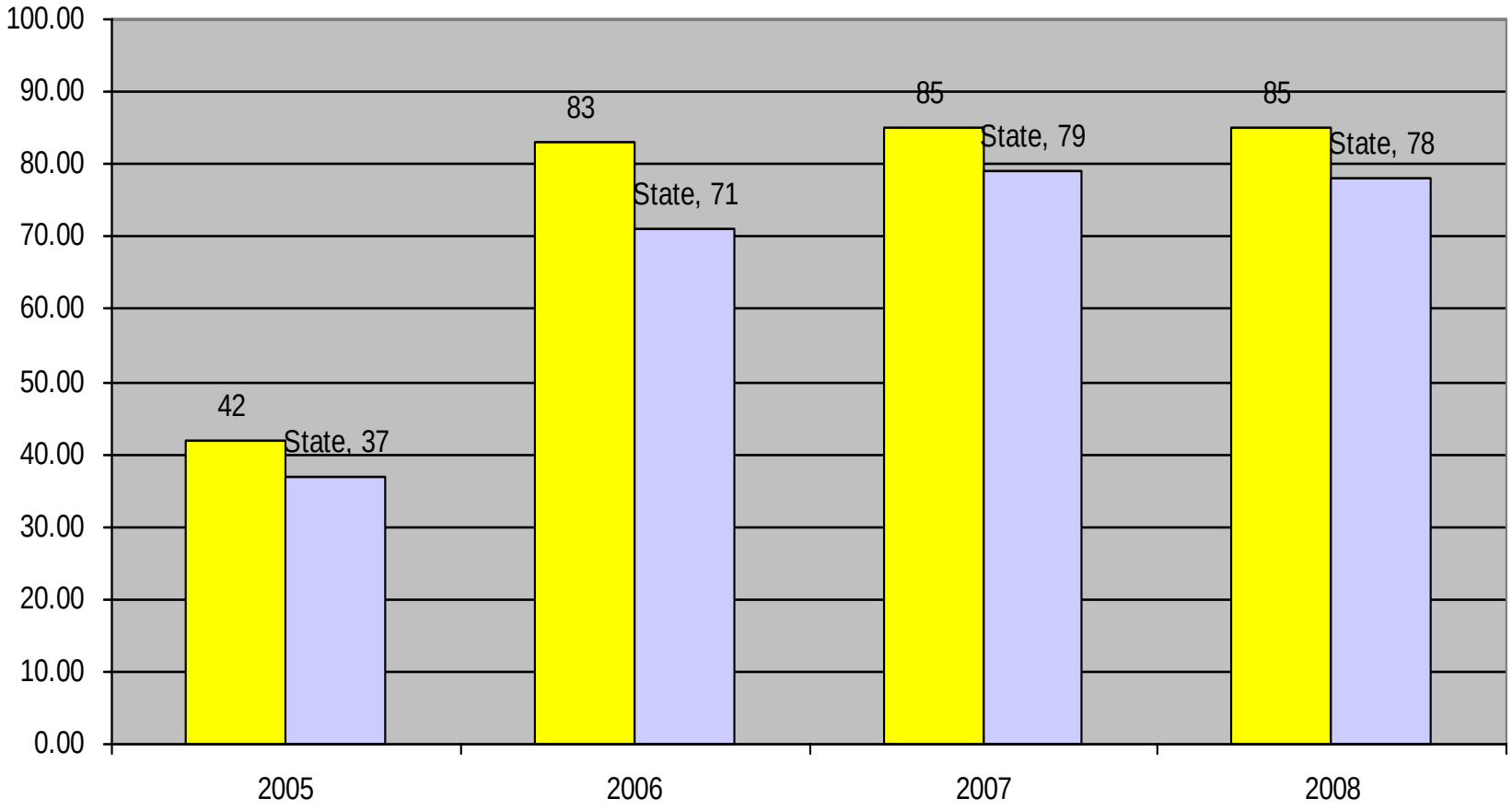
Class of 2009 (Present Grade 6)
Percentage of Available Points Earned In Math
By Type of Question



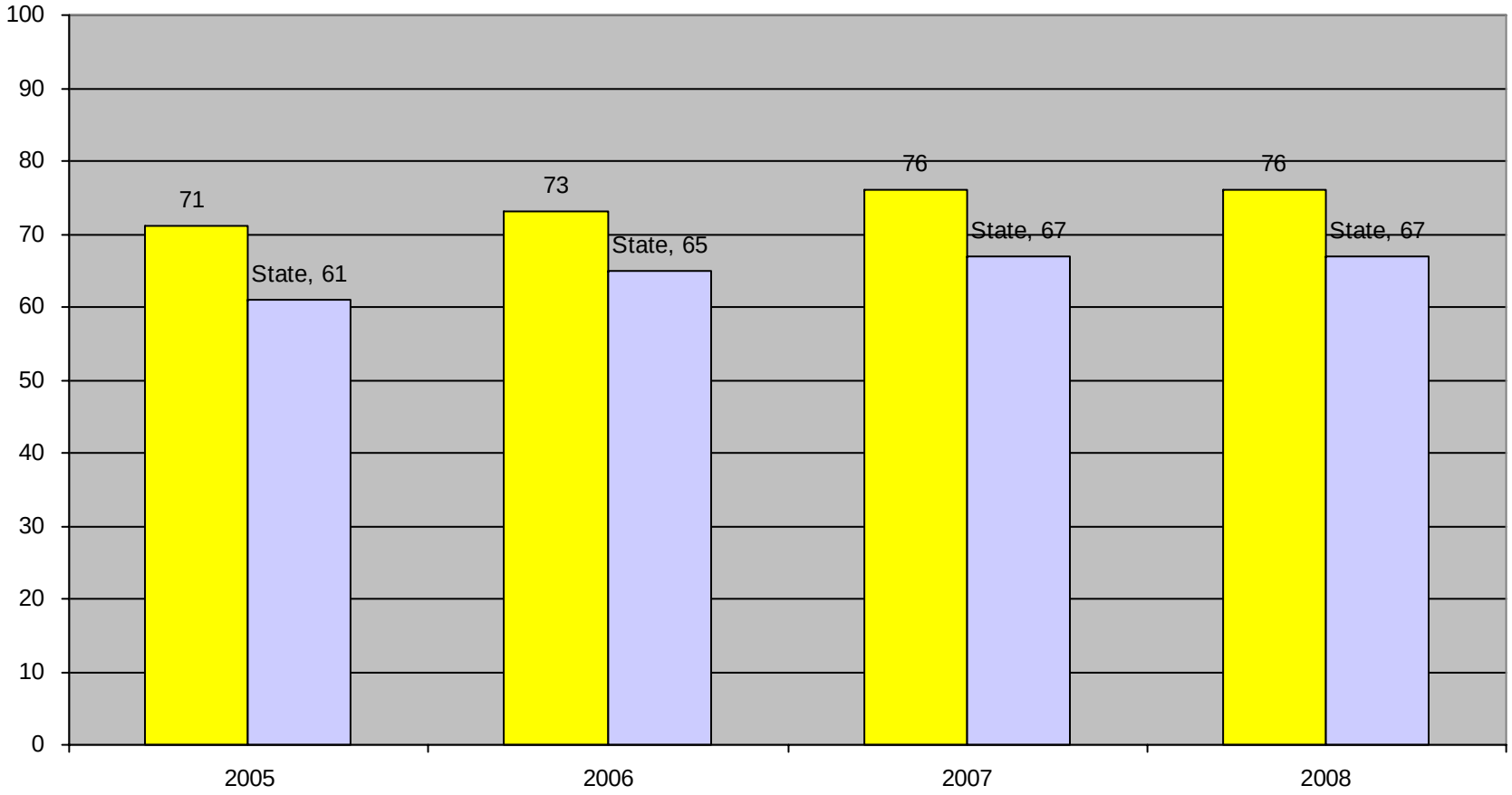
Class of 2009 (Present Grade 6)
Percentage of Available Points Earned By Type of Question in English Language Arts



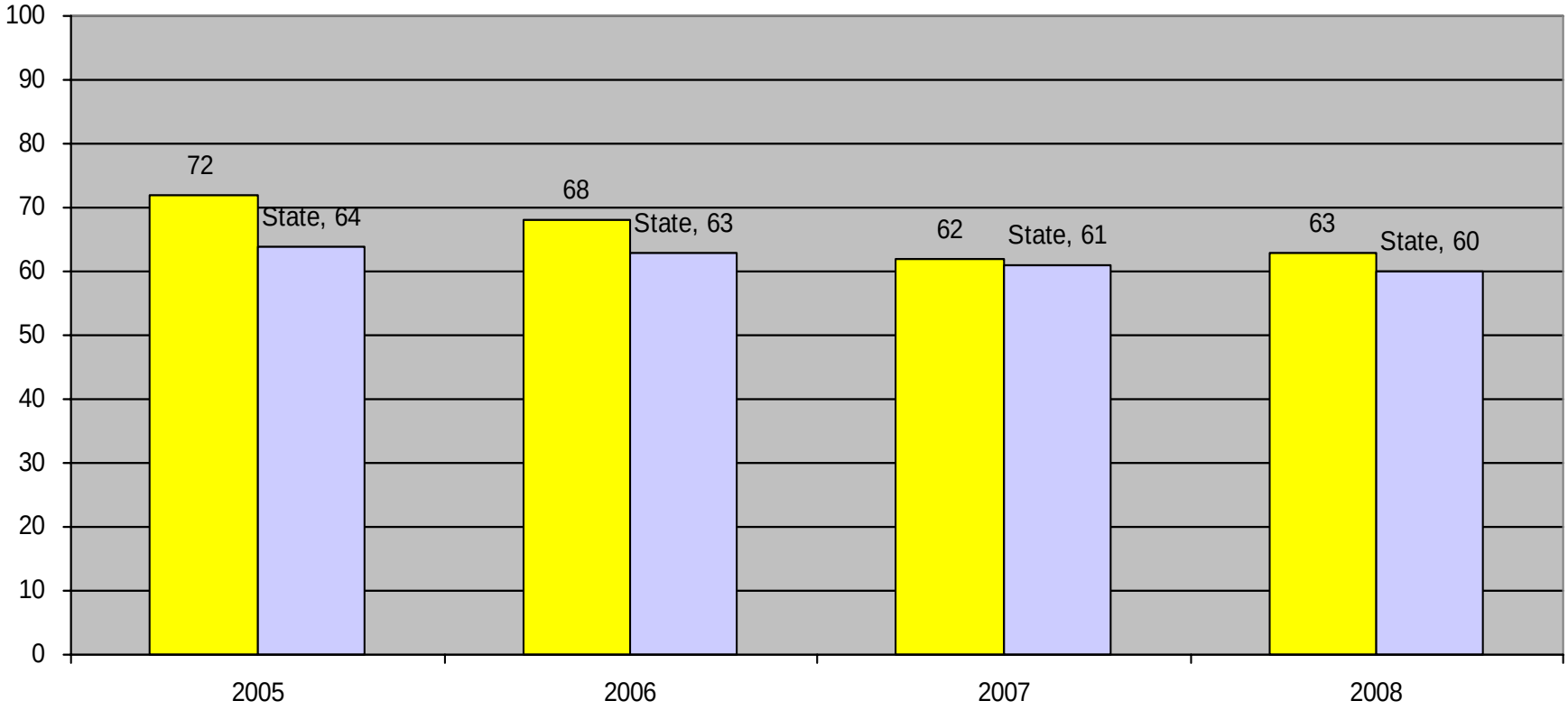
English Language Arts Grade 4: Percentage of Points Earned in Language



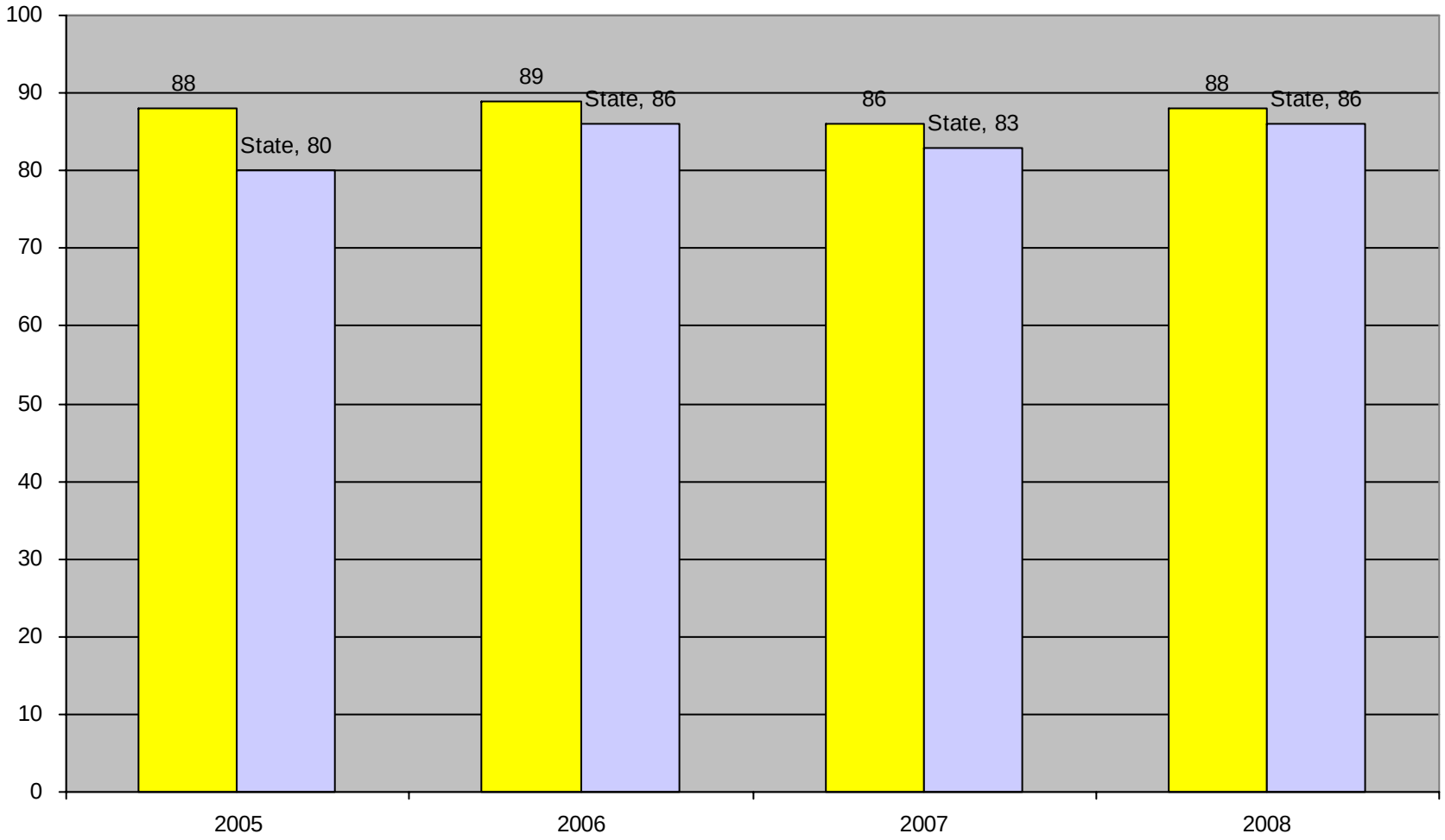
English Language Arts Grade 4: Literature Percentage of Points Earned



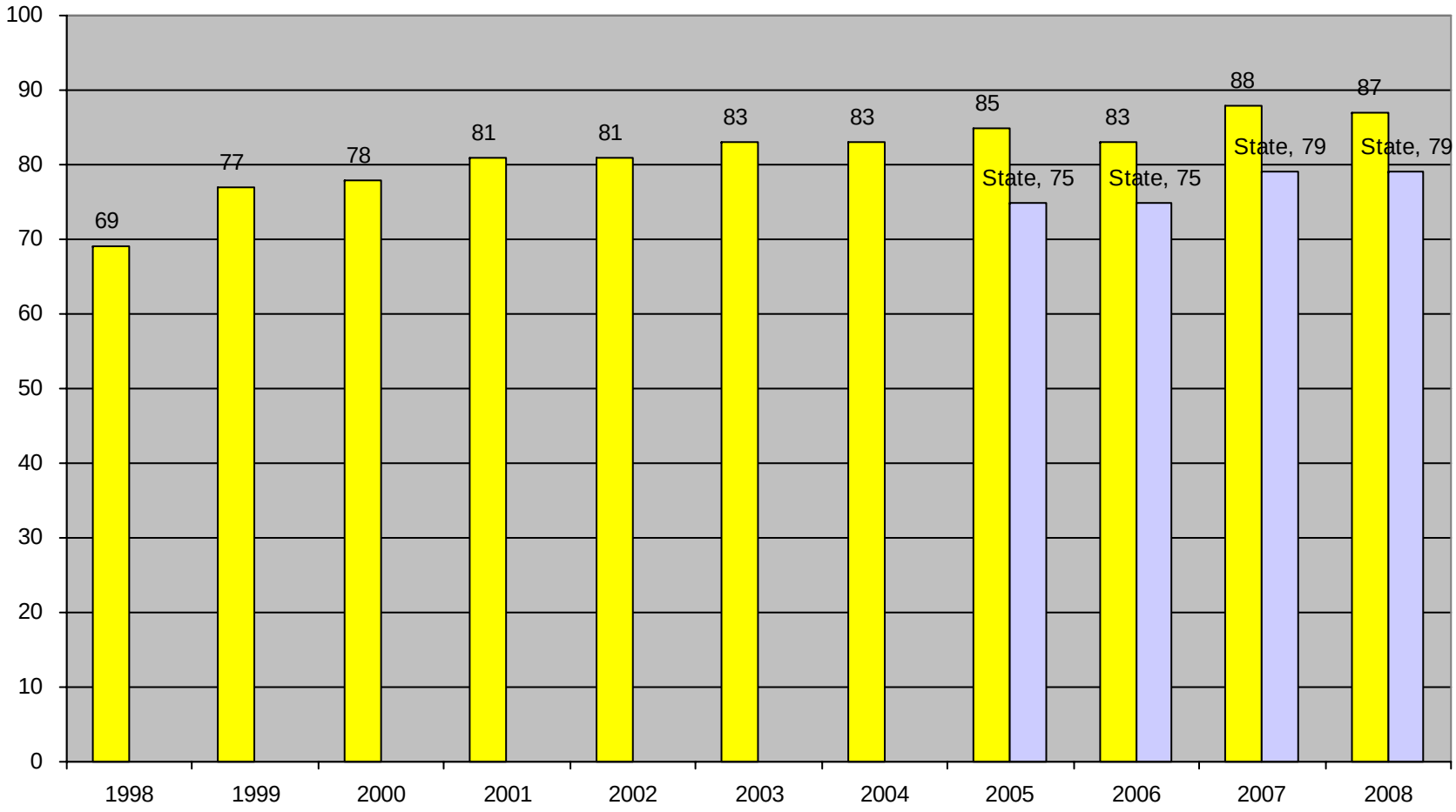
English Language Arts Grade 4 : Percentage of Points Earned in Topic Development by Year



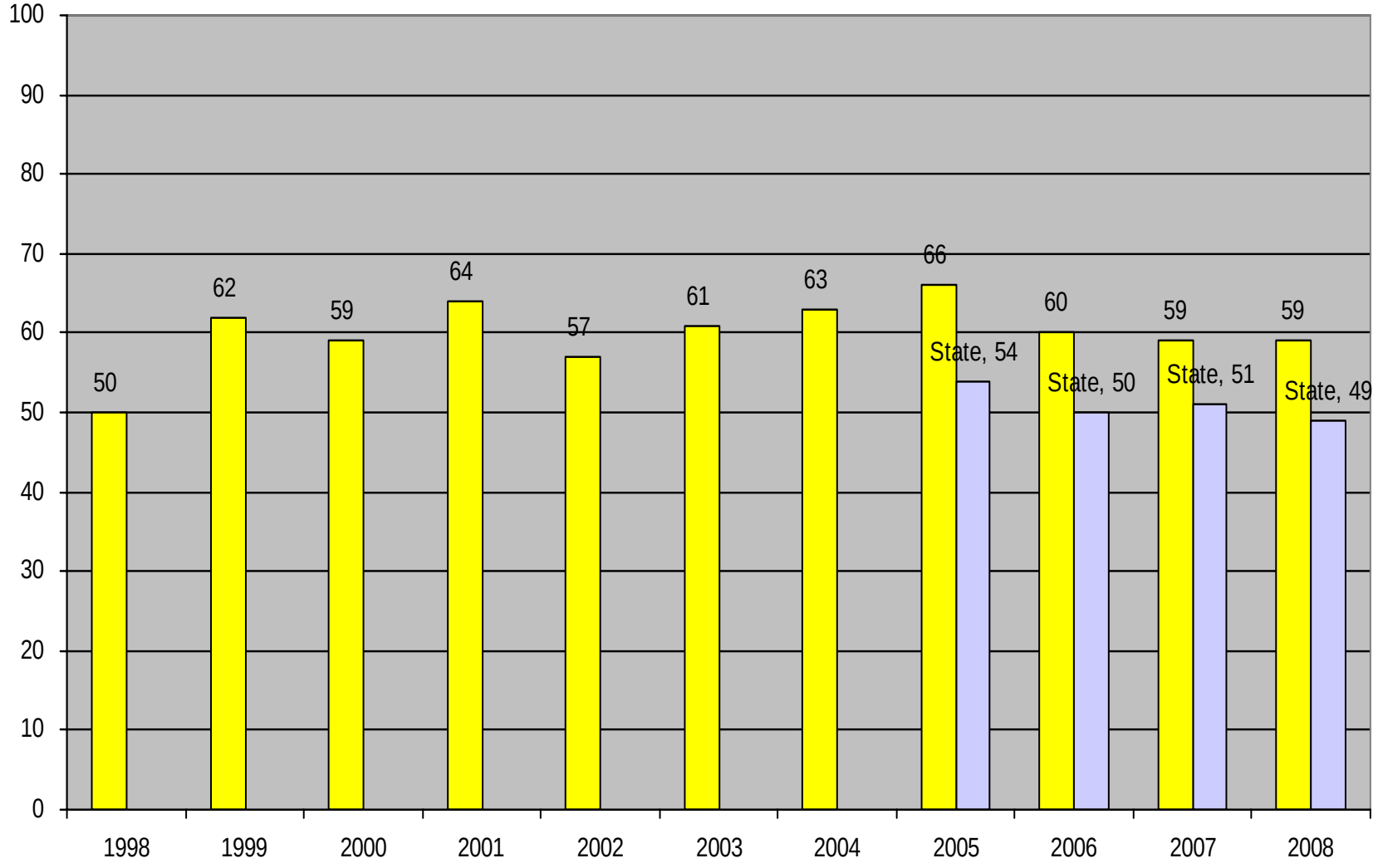
English Language Arts Grade 4 : Percentage of Points Earned in English Conventions by Year



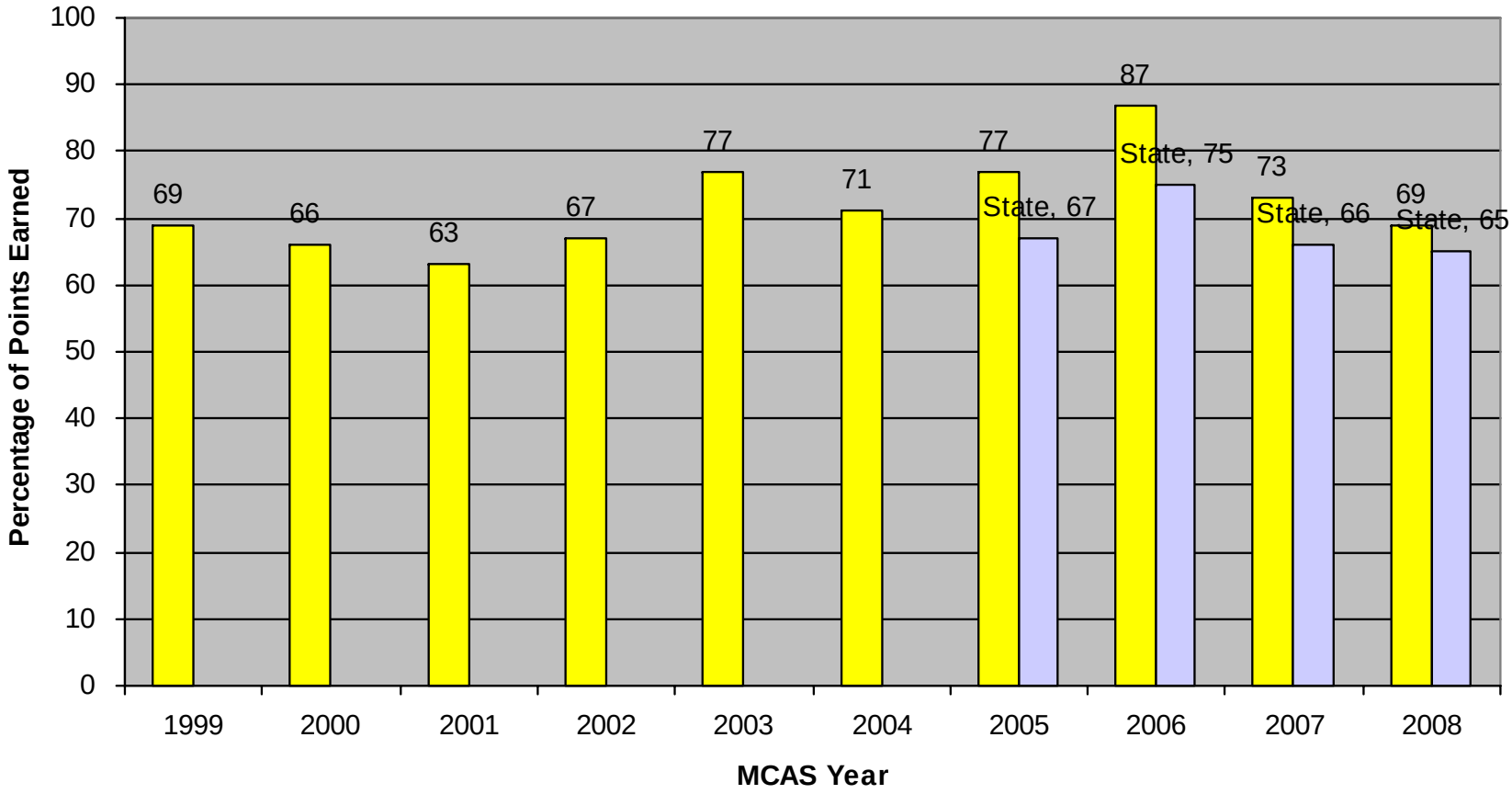
English Language Arts Grade 4: Percentage of Points Earned on Multiple Choice Questions by Year



English Language Arts Grade 4: Percentage of Points Earned on Open Response Questions by Year

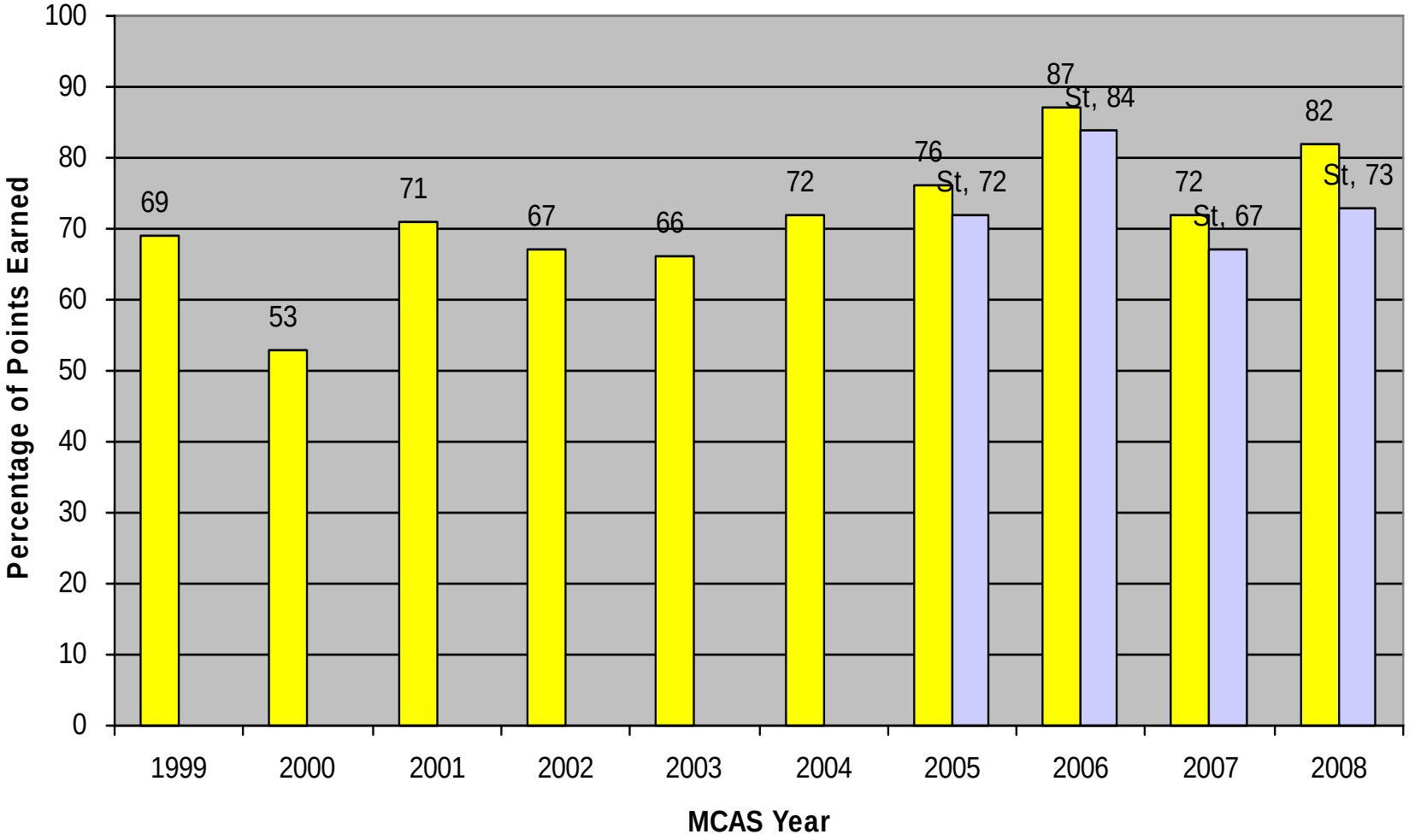


Mathematics Grade 4: Number Sense and Operations
Percentage of Points Earned By Year

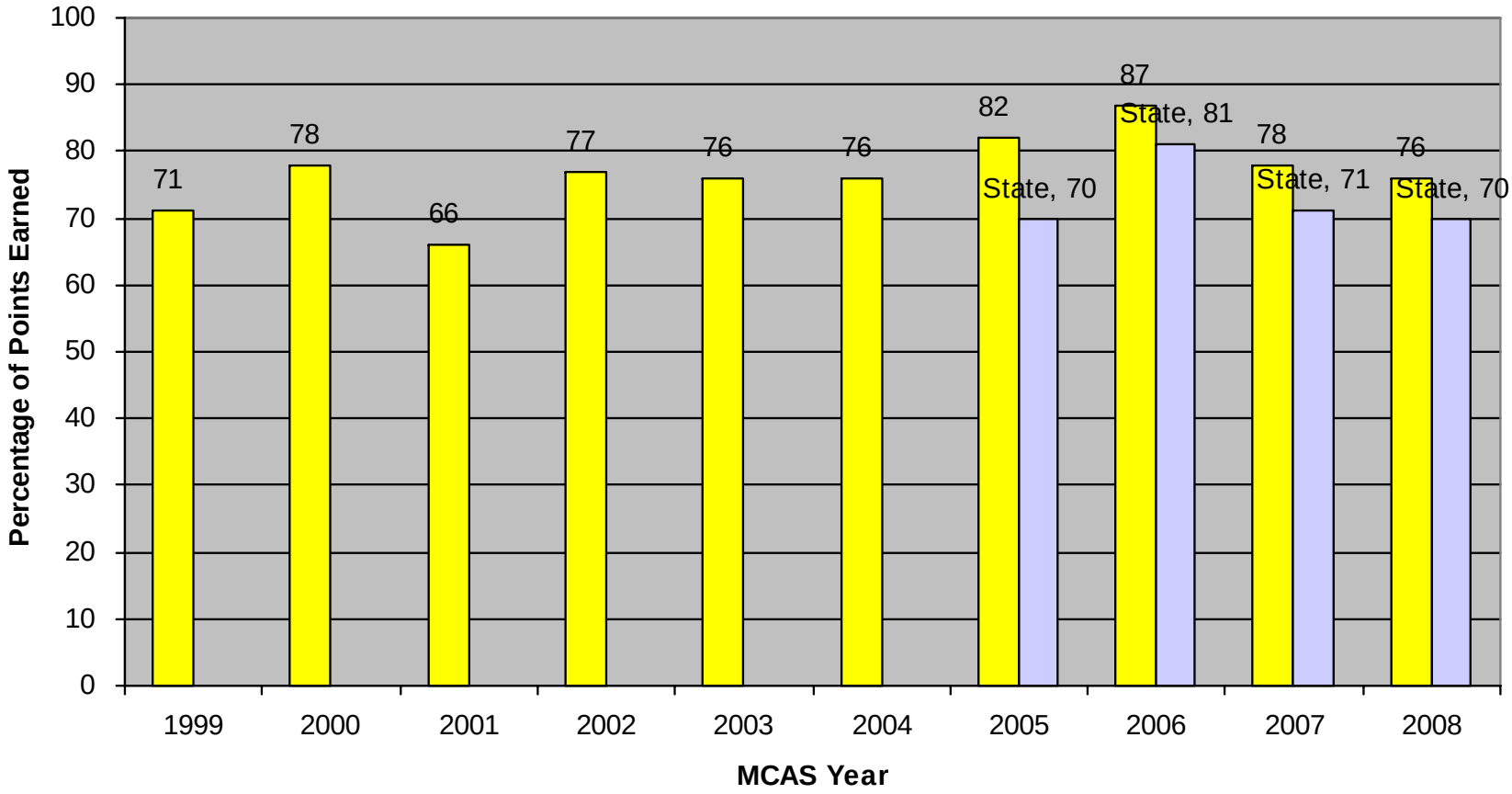


Mathematics Grade 4: Patterns, Relations, and Algebra

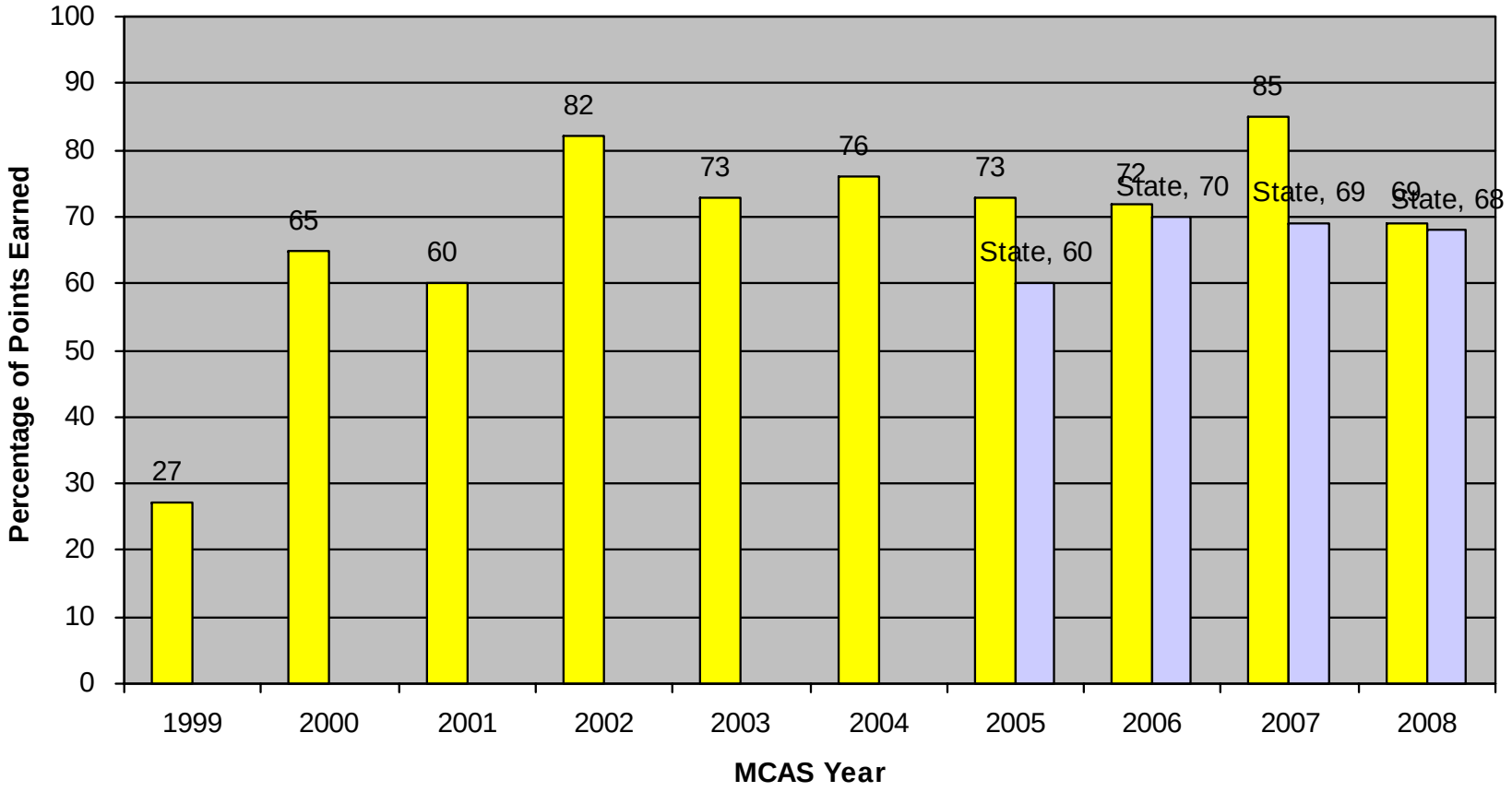
Percentage of Points Earned by Year



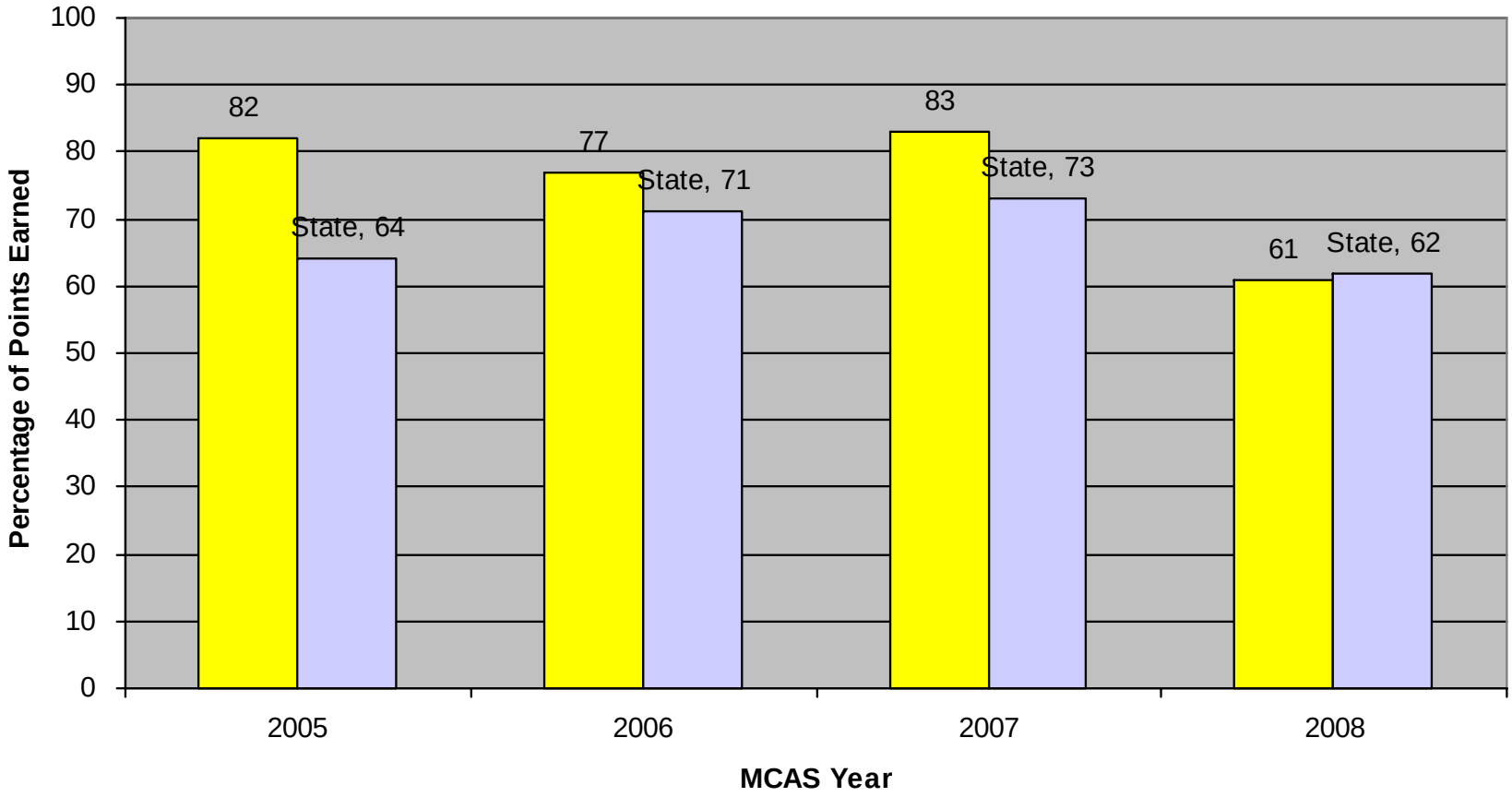
Mathematics Grade 4: Data Analysis, Statistics, and Probability Percentage of Points Earned by Year



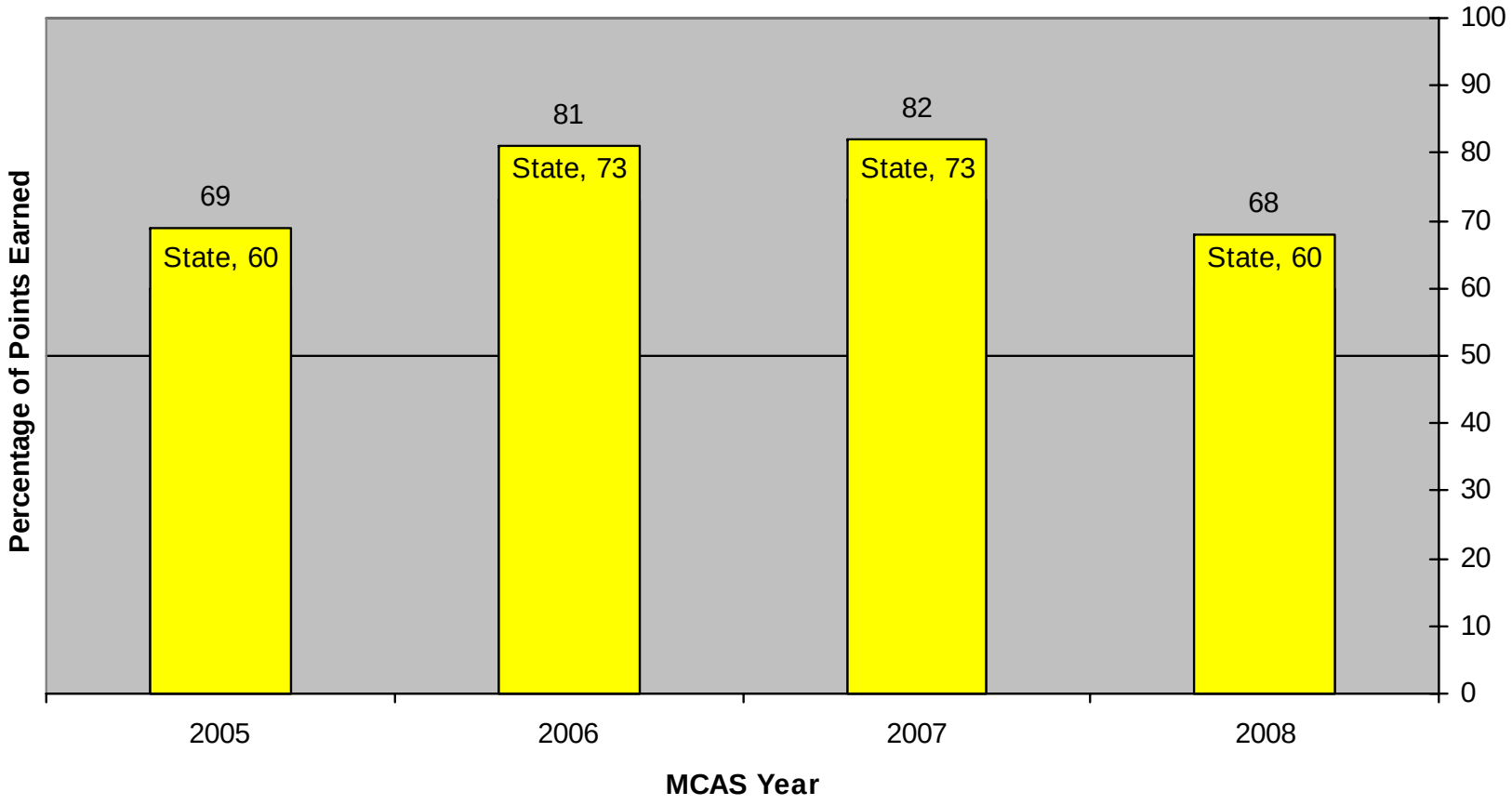
Mathematics Grade 4: Geometry
Percentage of Points Earned by Year



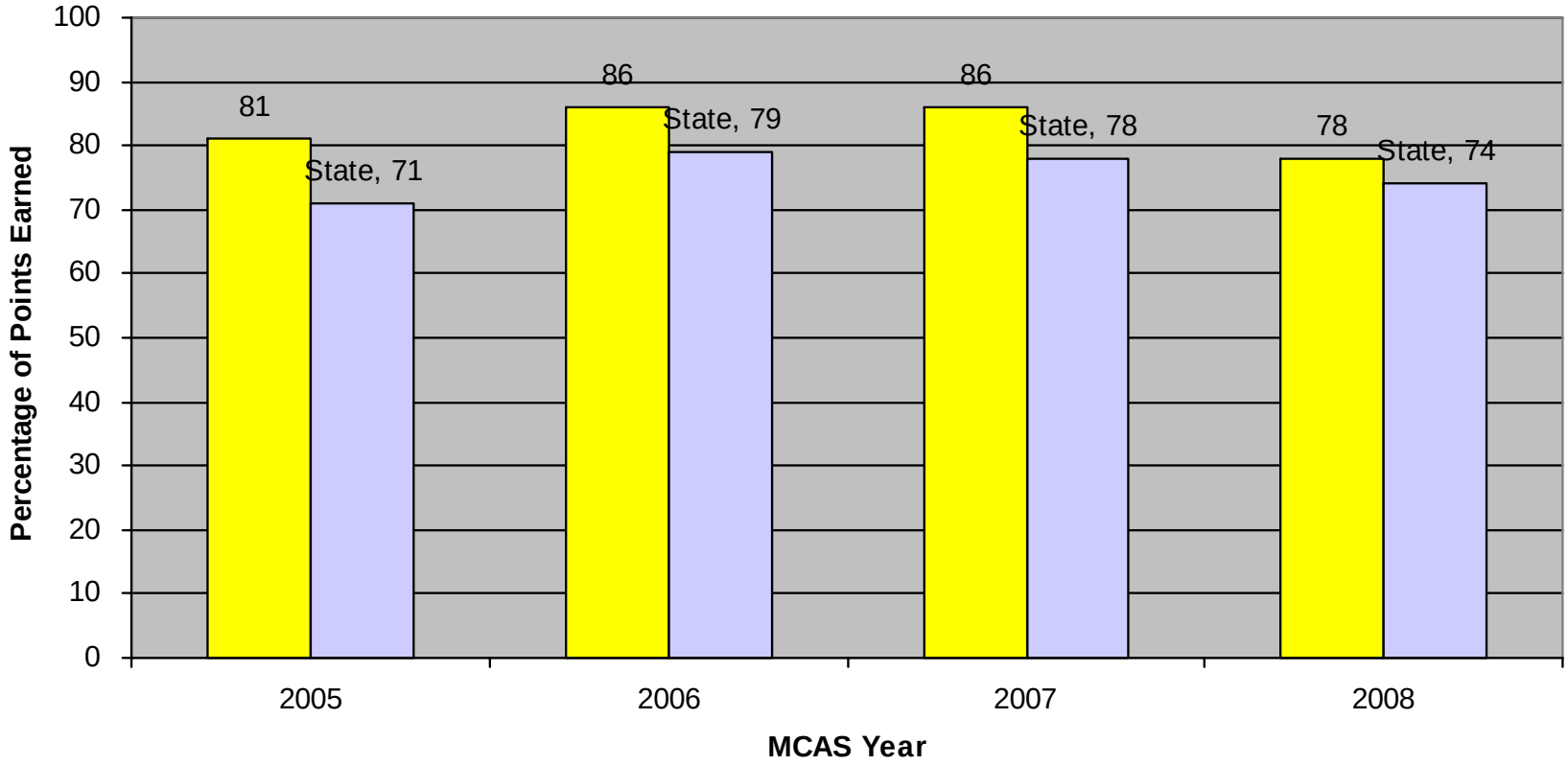
Mathematics Grade 4 Item Type: Short Answer Questions Percentage of Points Earned by Year



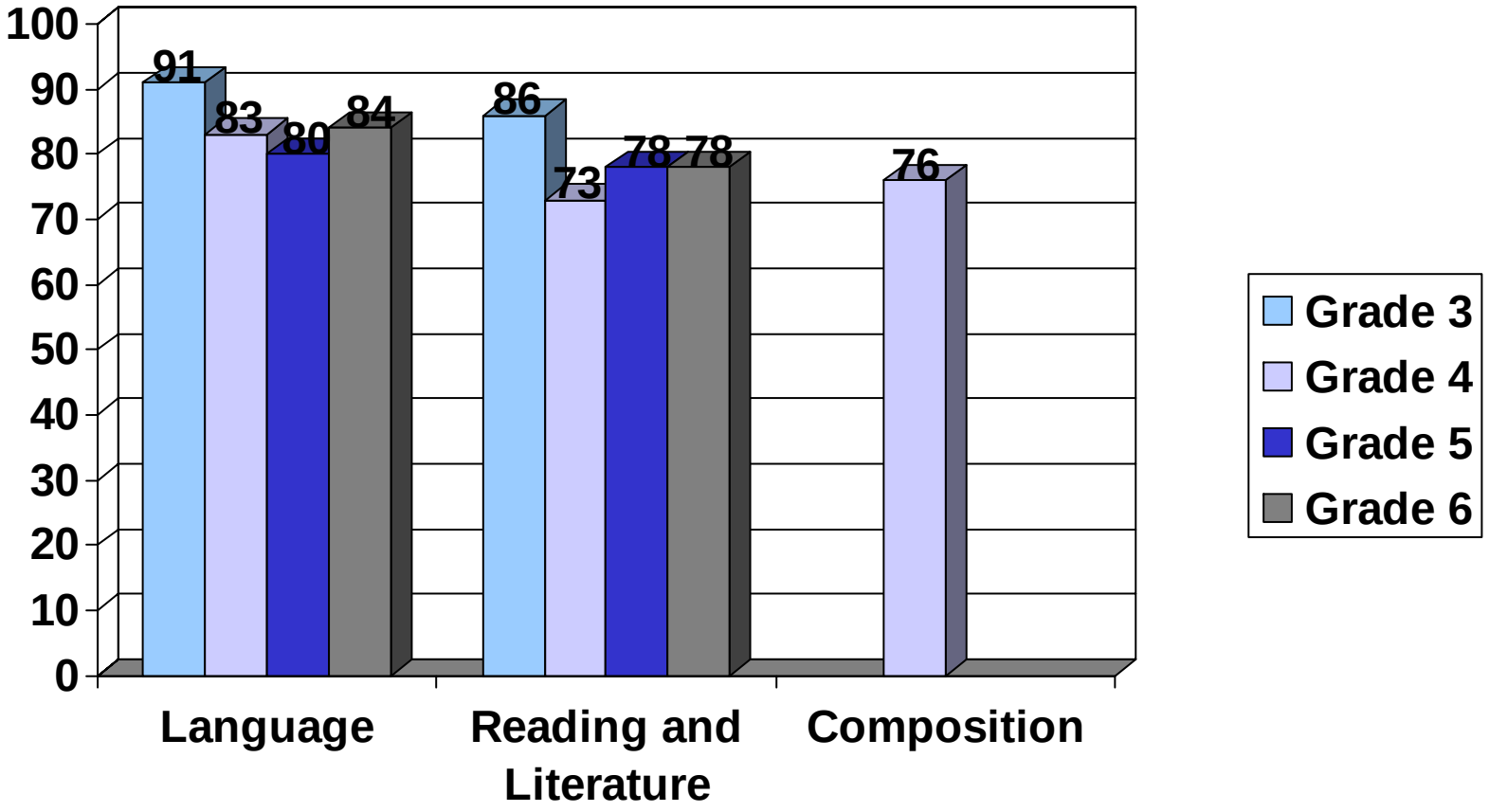
Mathematics Grade 4 Item Type: Open Response Questions Percentage of Points Earned By Year



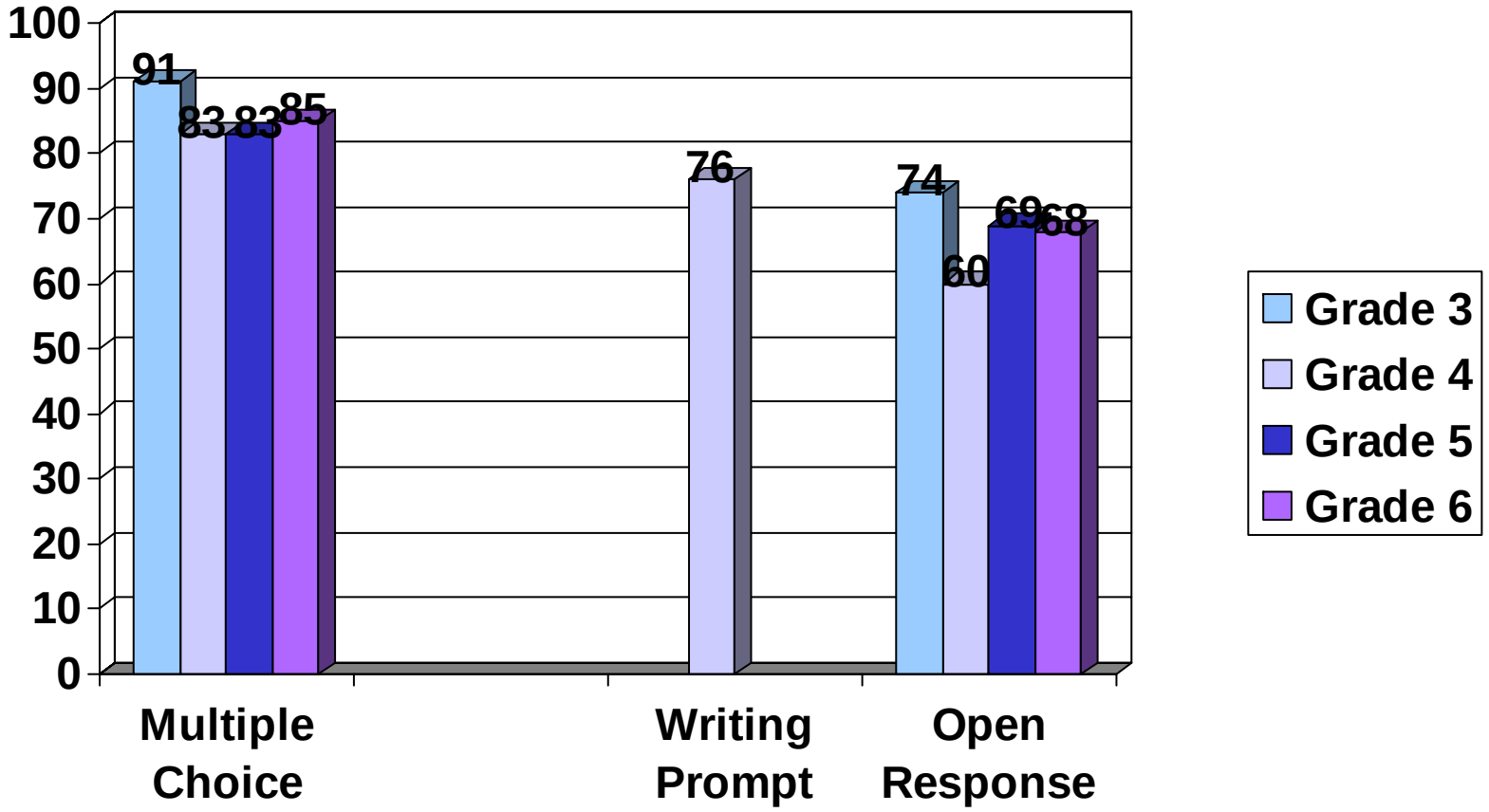
Mathematics Grade 4 Item Type: Multiple Choice Percentage of Points Earned by Year



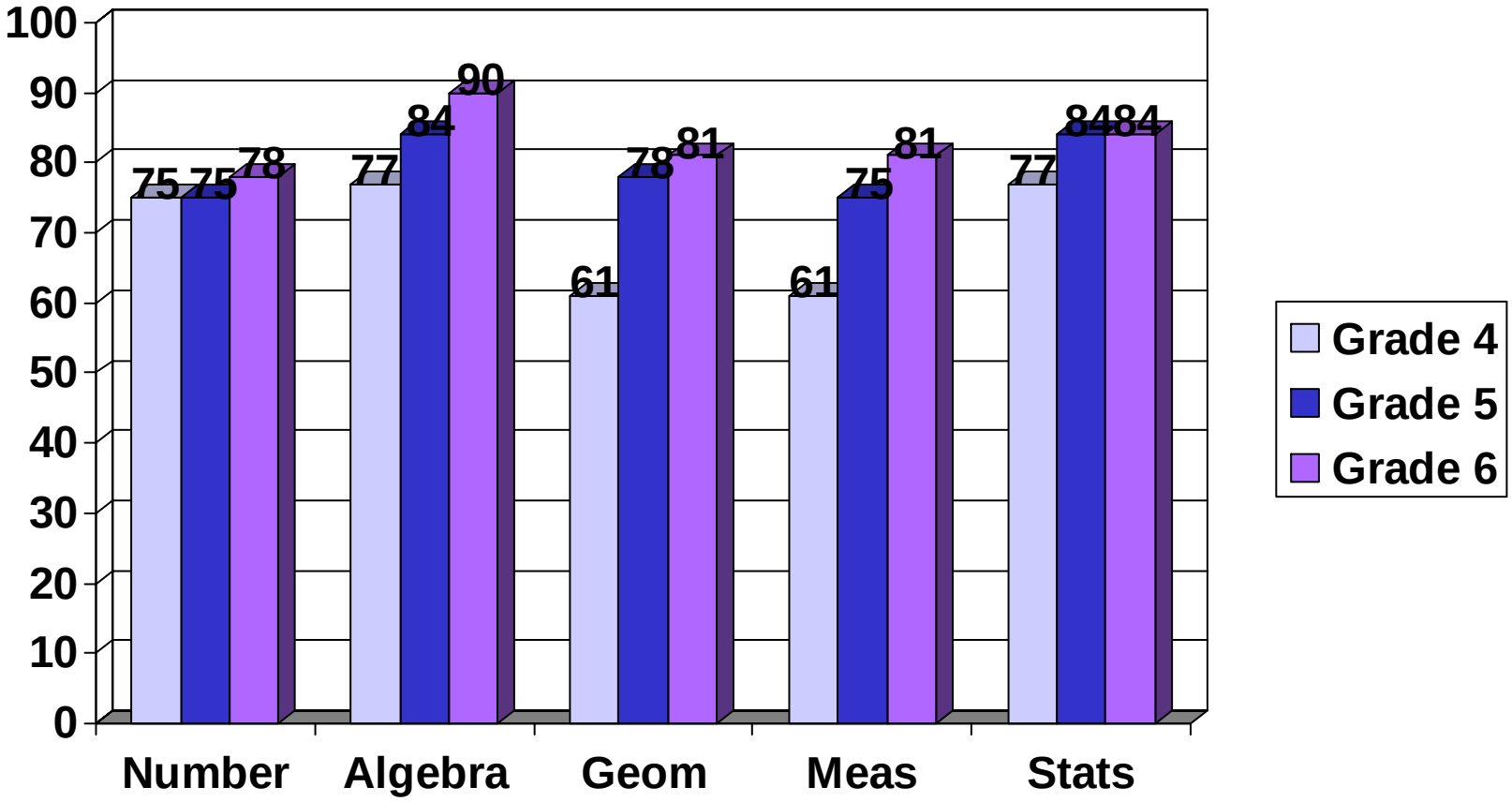
Class of 2008 (Present Grade 7)
Percentage of Available Points Earned
English Language Arts Content



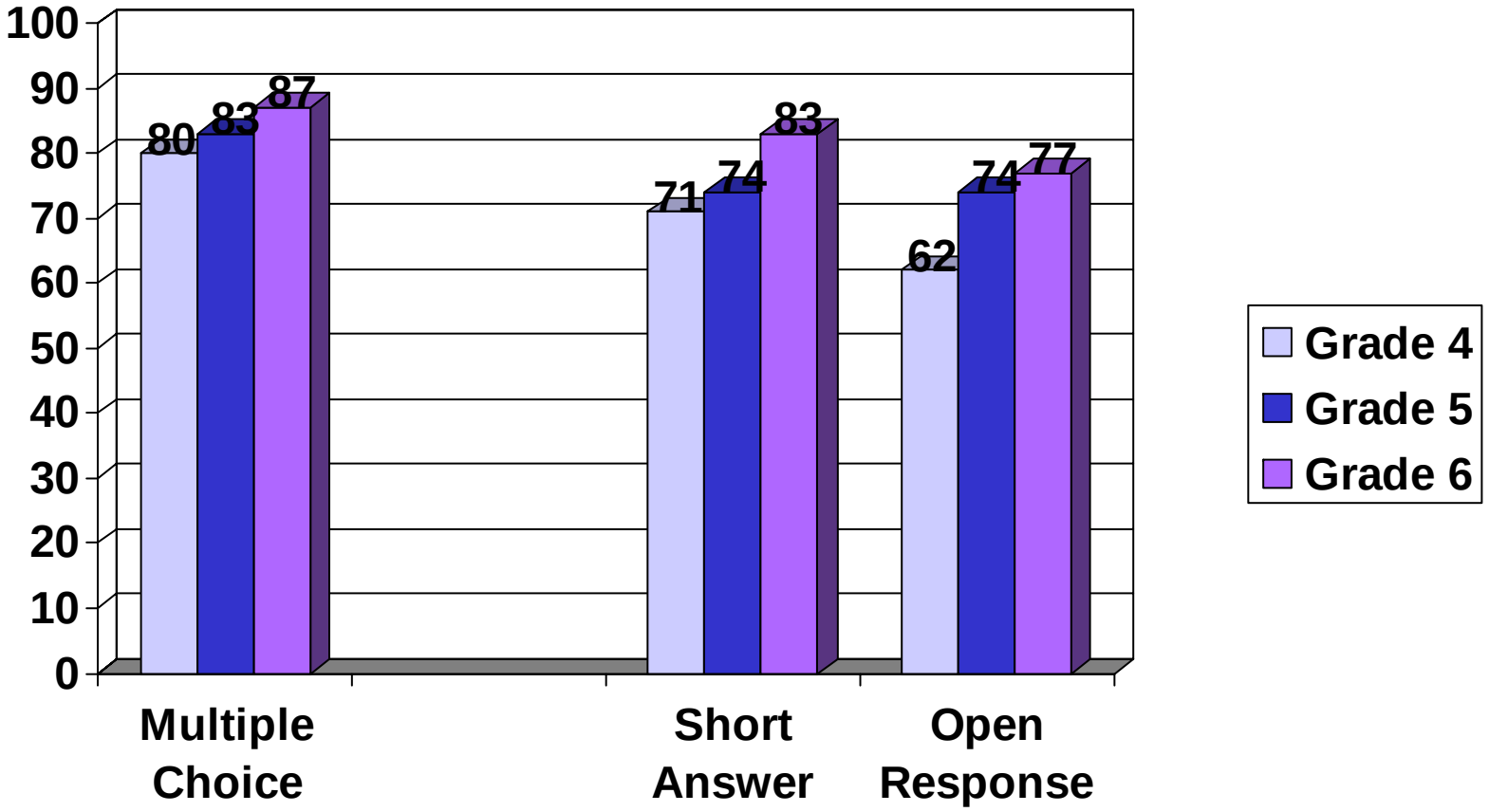
Class of 2008 (Present Grade 7)
Percentage of Available Points Earned By Type of Question in English Language Arts



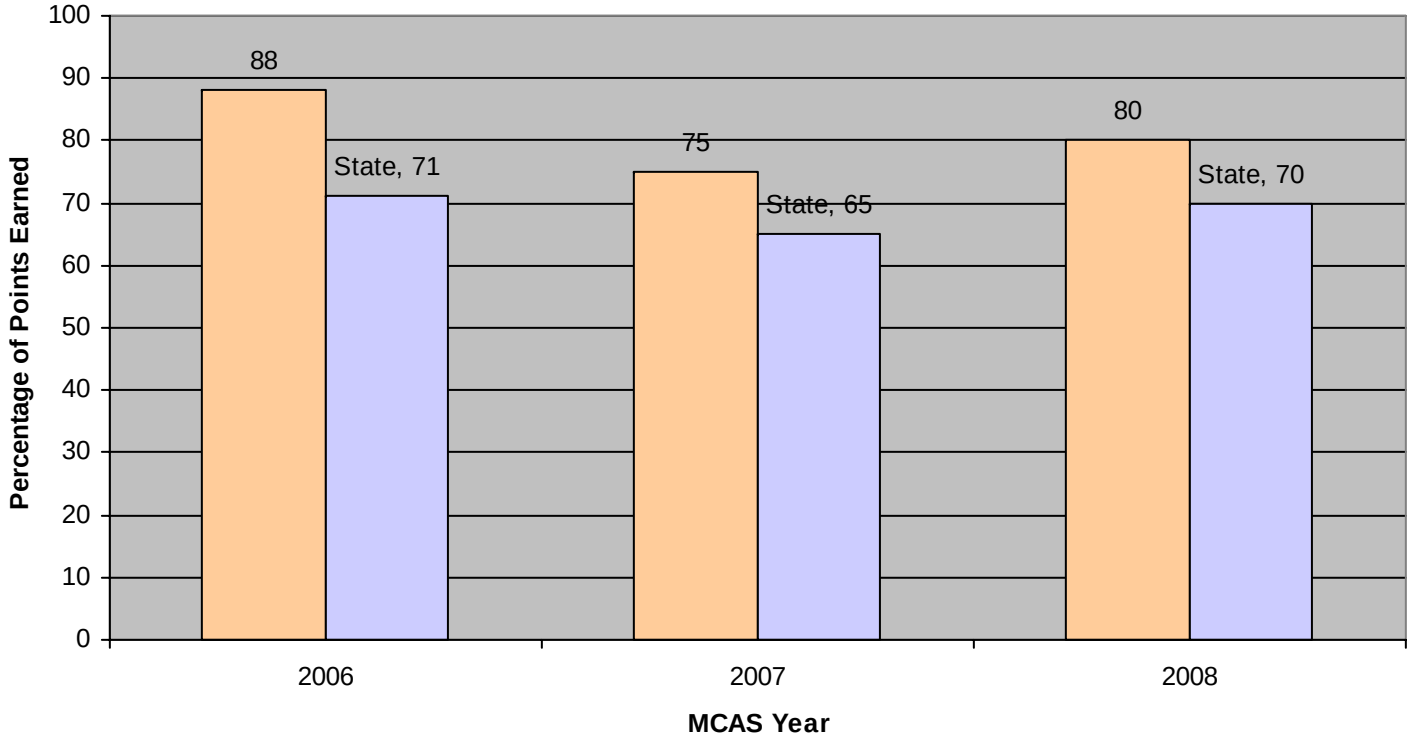
Class of 2008 (Present Grade 7)
Percentage of Available Points Earned
Math Content



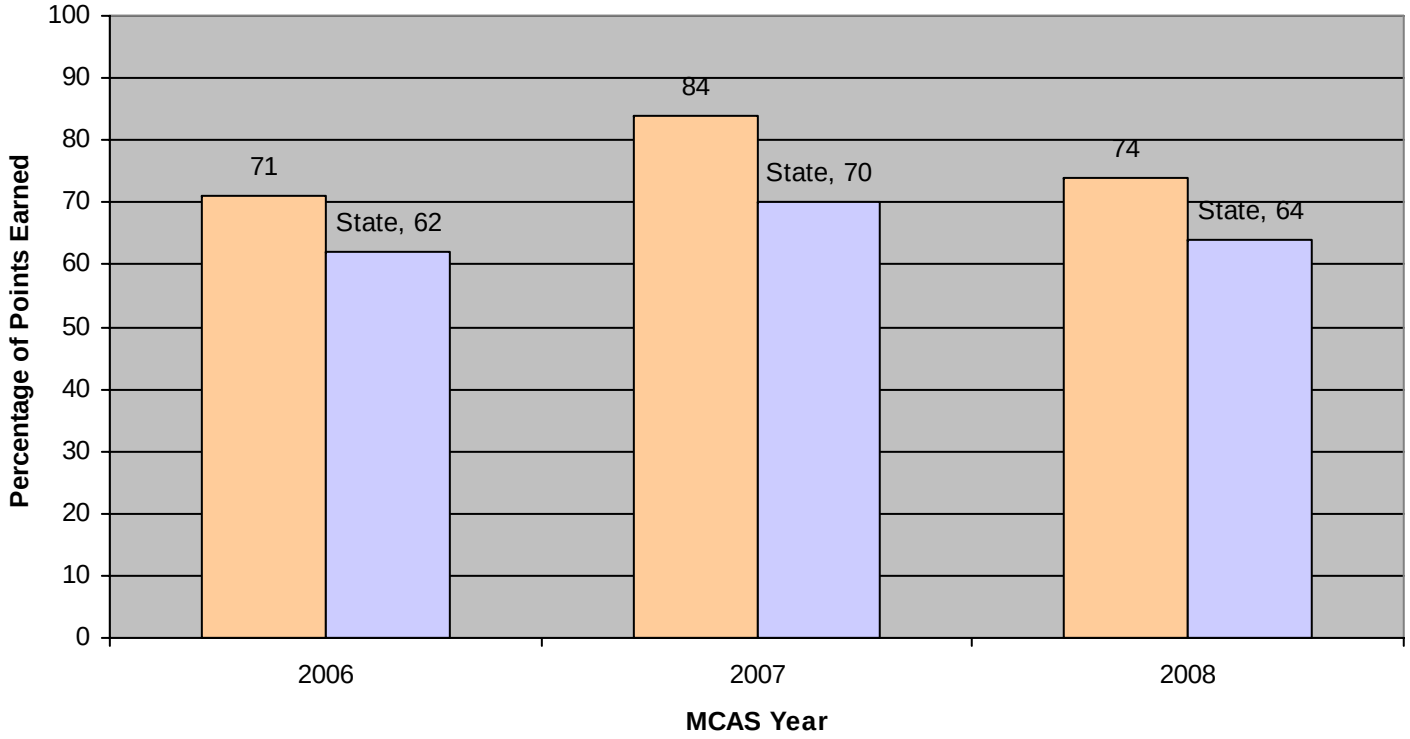
Class of 2008 (Present Grade 7)
Percentage of Available Points Earned By Type of Question in Mathematics



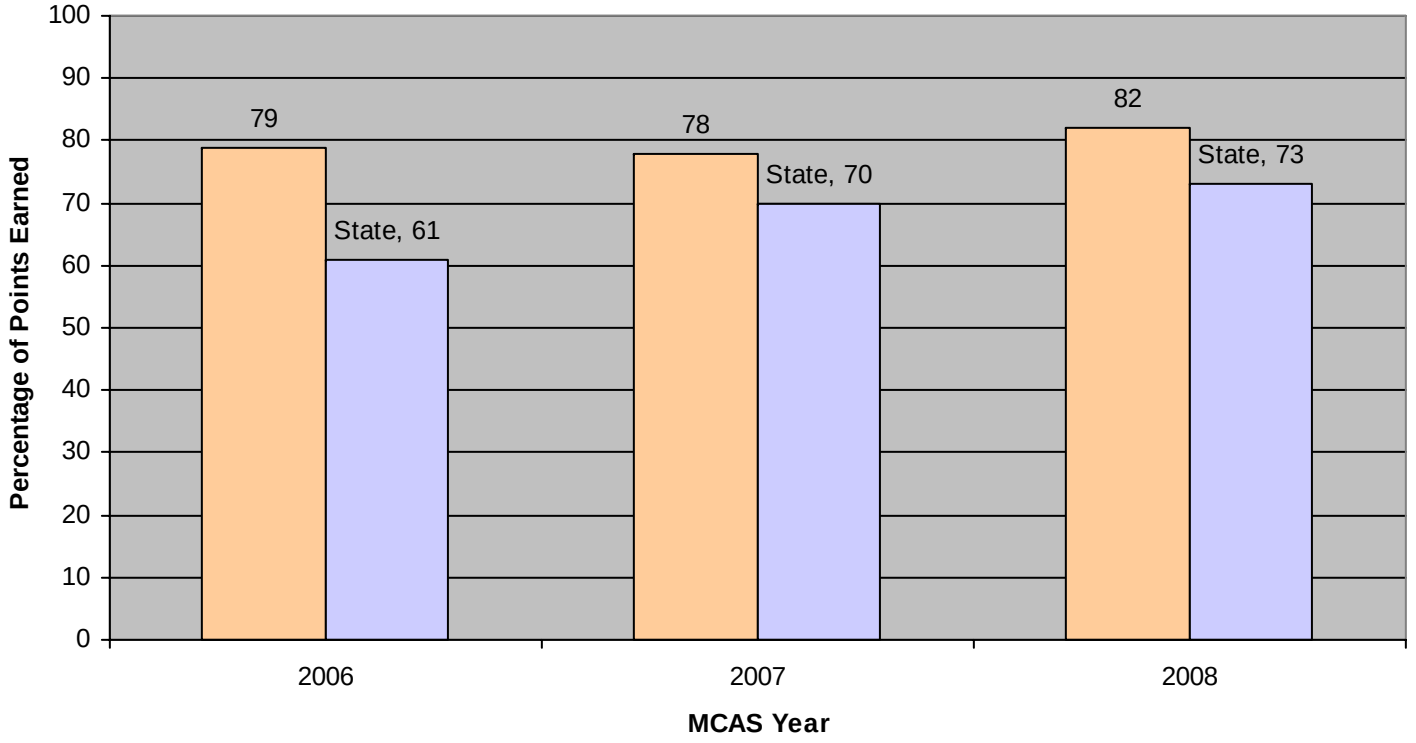
Mathematics Grade 5:
Patterns Relations and Algebra
Percentage of Points Earned By Year



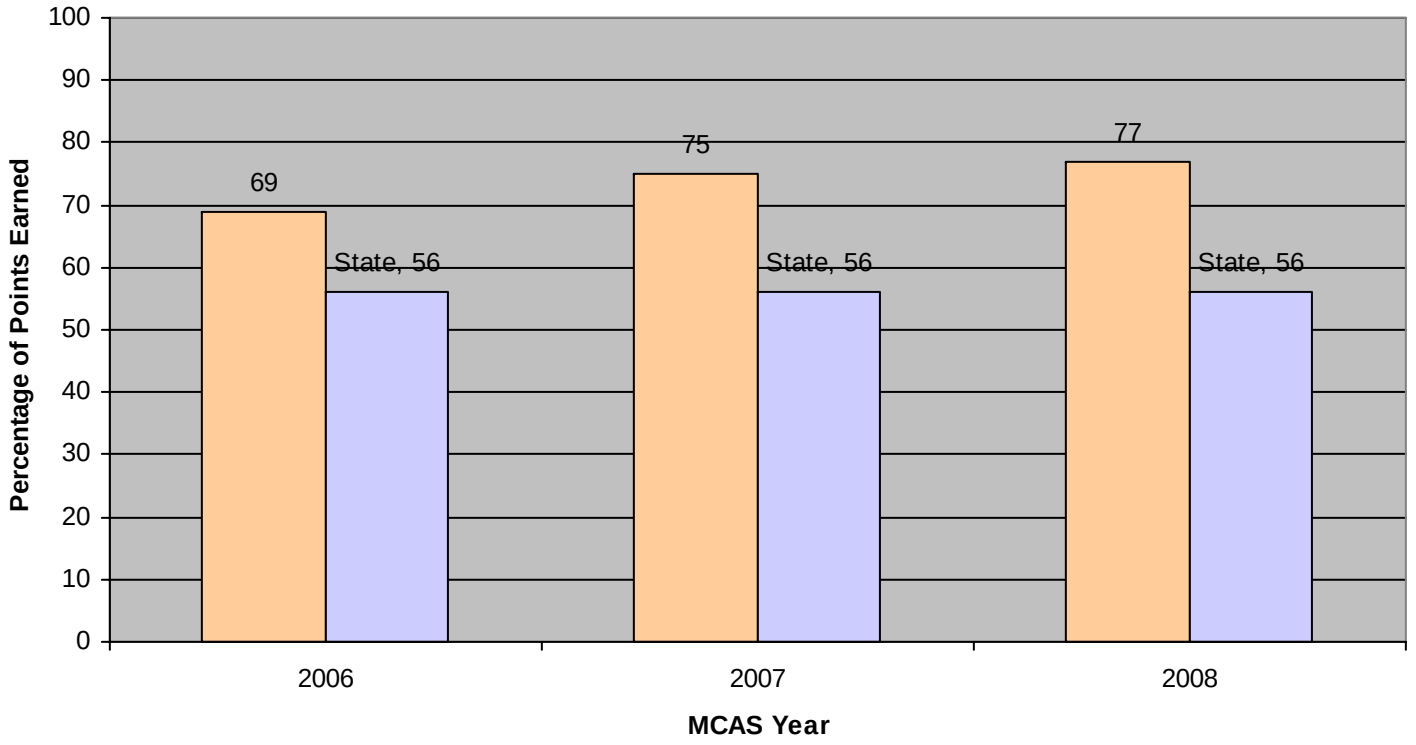
Mathematics Grade 5:
Number Sense and Operations
Percentage of Points Earned By Year



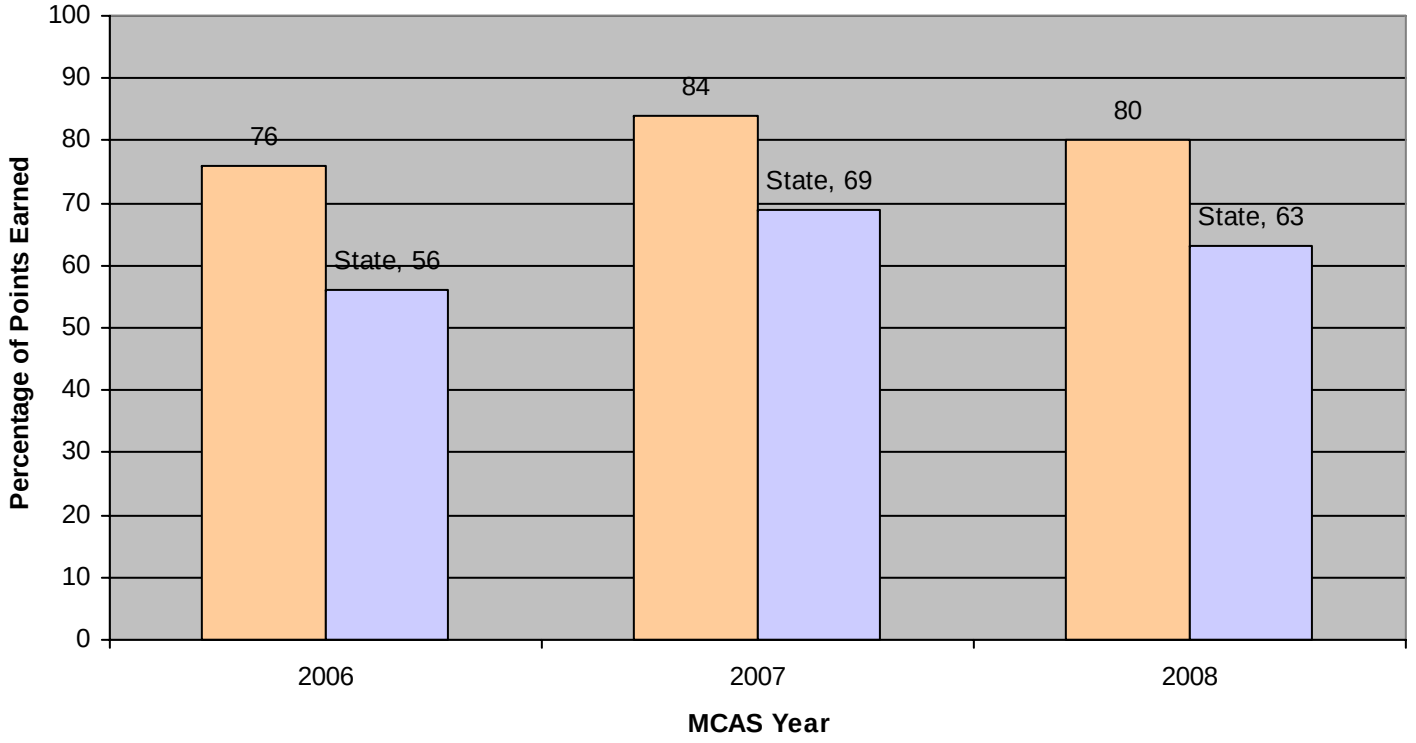
Mathematics Grade 5:
Geometry
Percentage of Points Earned By Year



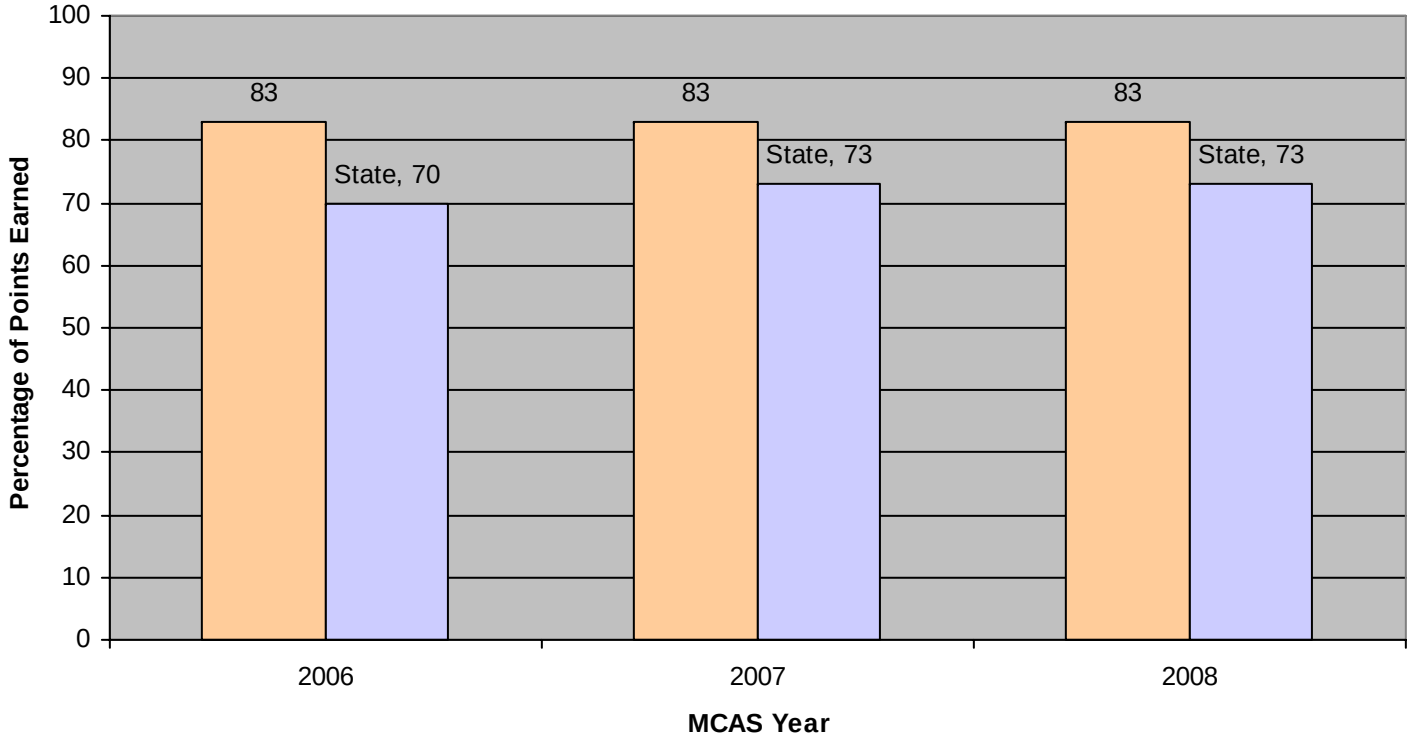
Mathematics Grade 5:
Measurement
Percentage of Points Earned By Year



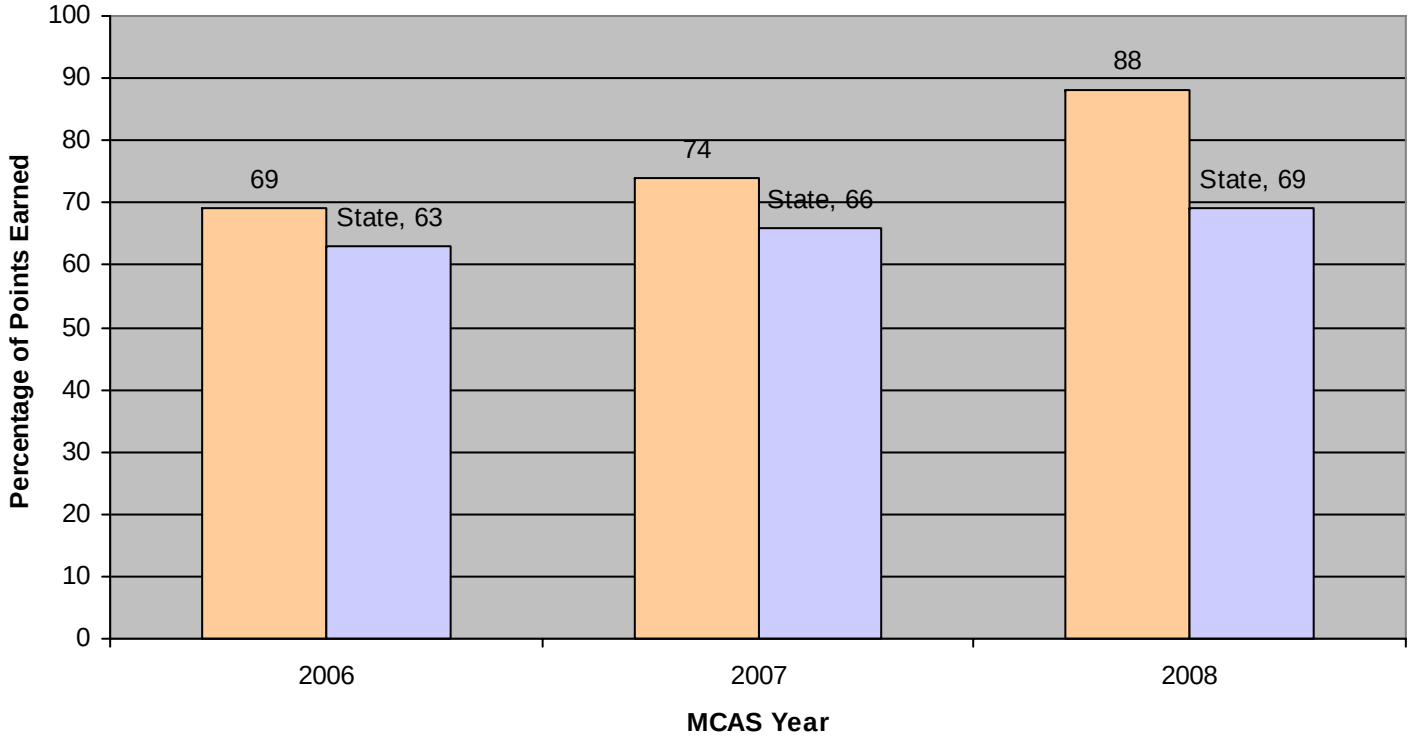
Mathematics Grade 5:
Data Analysis, Statistics, and Probability
Percentage of Points Earned By Year



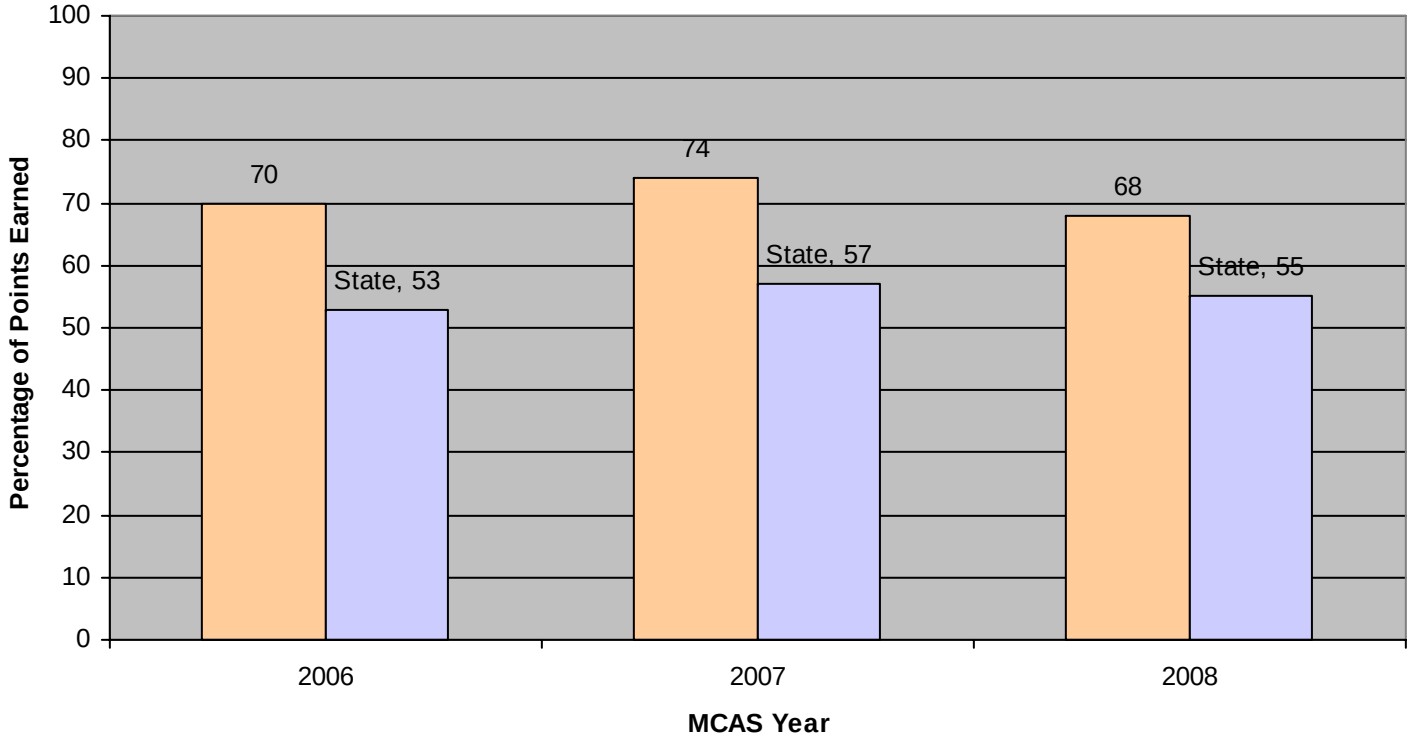
Mathematics Grade 5:
Multiple Choice Questions
Percentage of Points Earned By Year



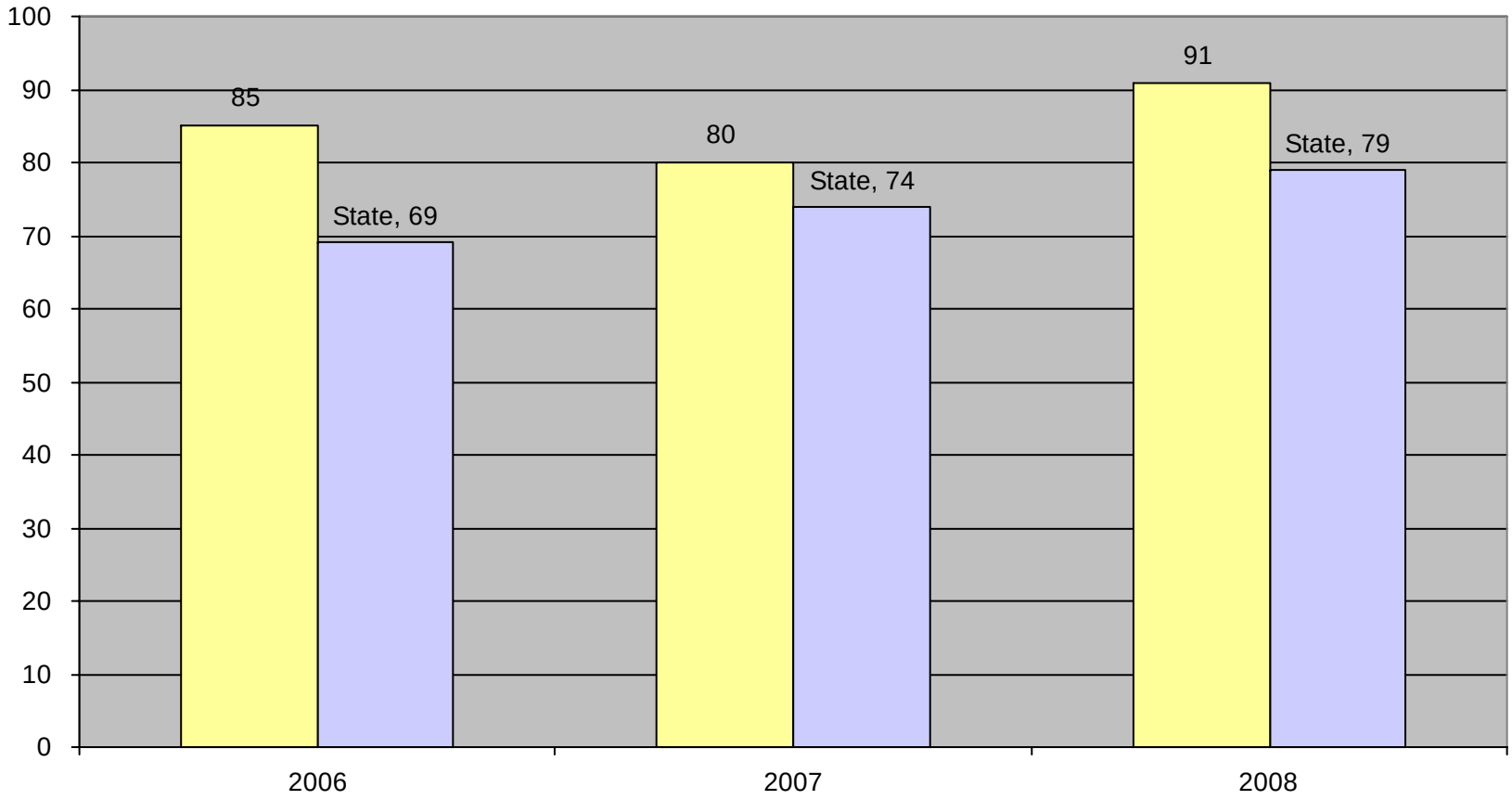
Mathematics Grade 5:
Short-Answer Questions
Percentage of Points Earned By Year



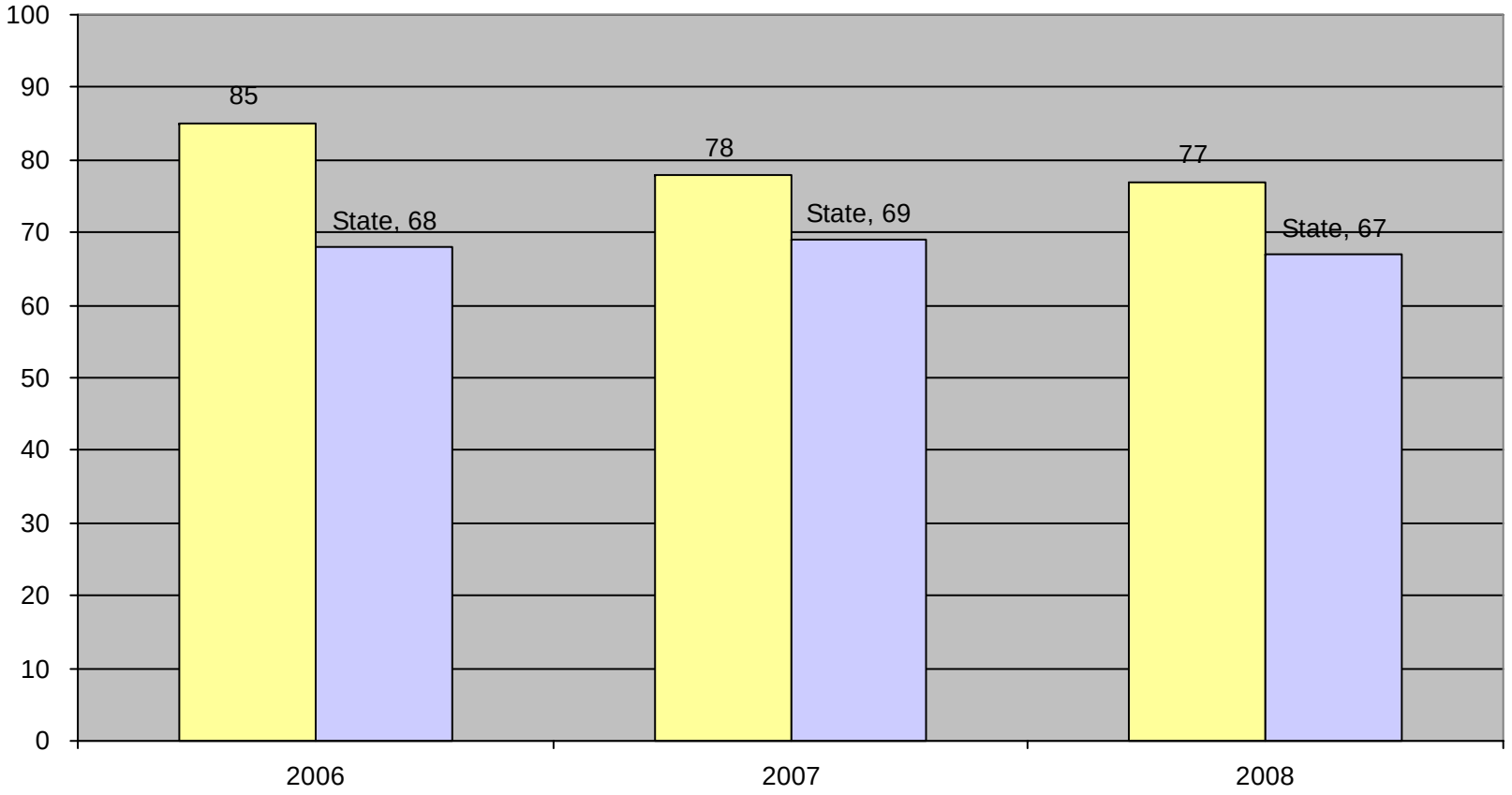
Mathematics Grade 5:
Open-Response Questions
Percentage of Points Earned By Year



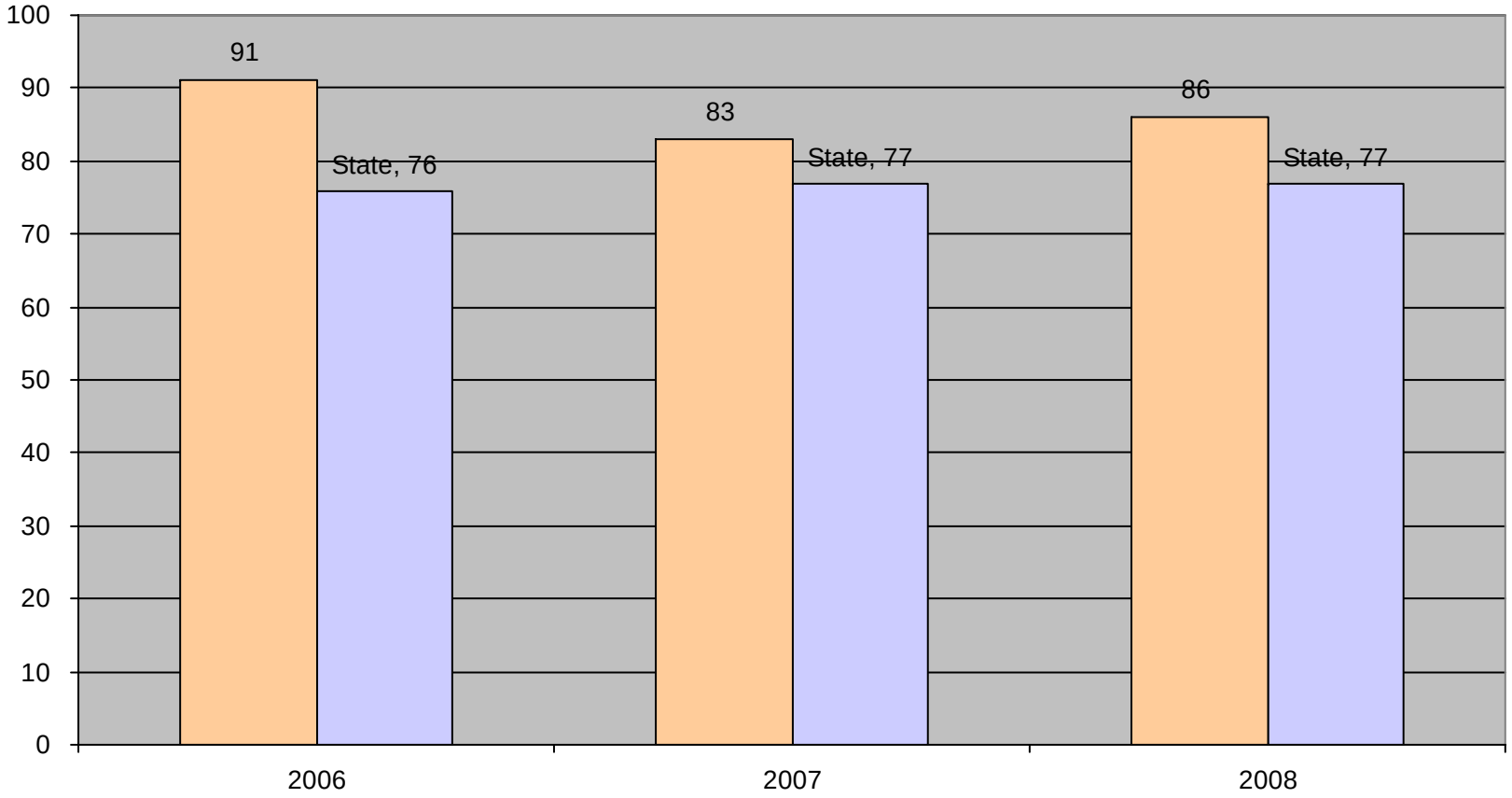
Grade 5 English Language Arts
Percentage of Points Earned in Language



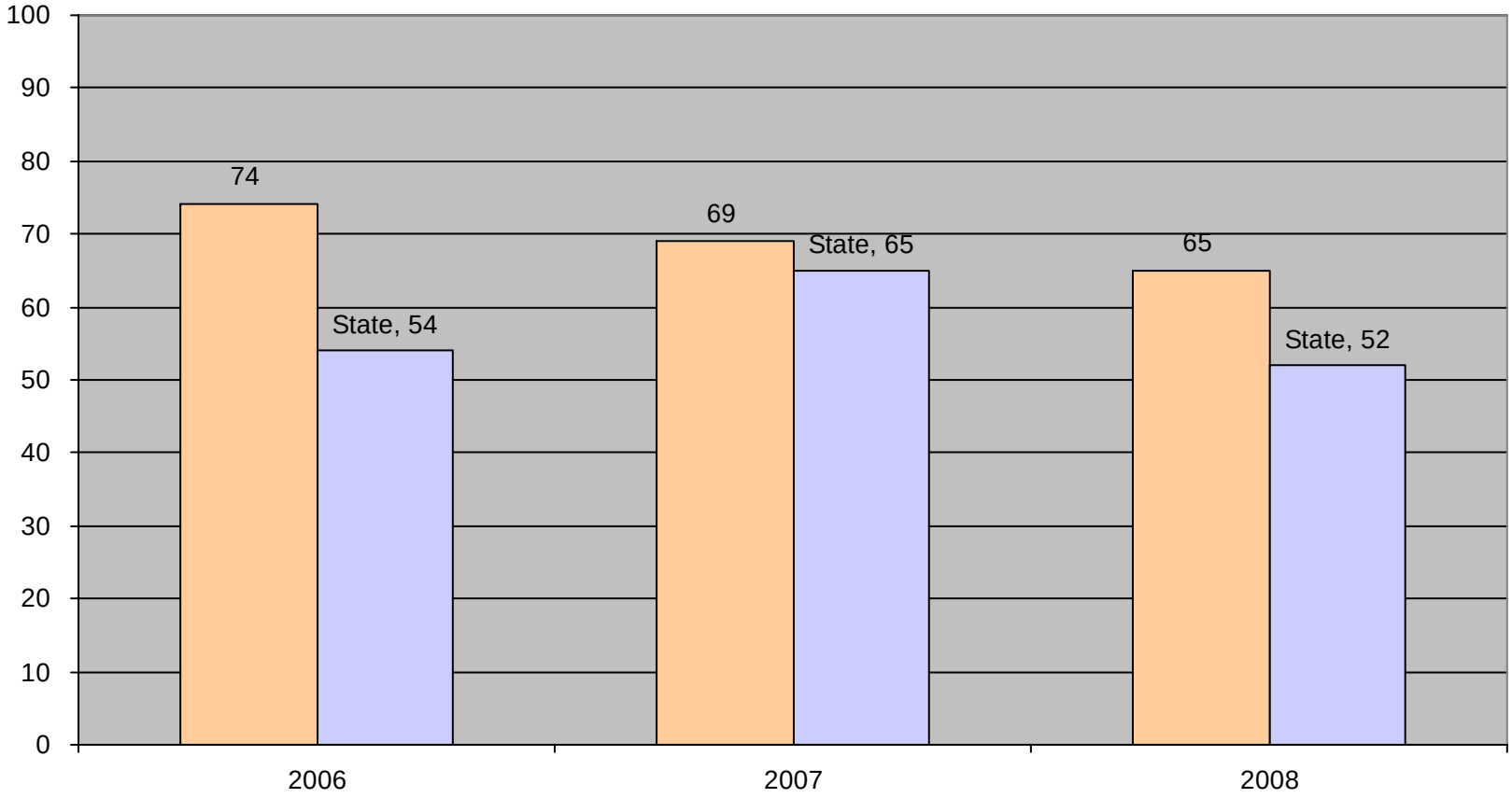
Grade 5 English Language Arts Percentage of Points Earned in Reading and Literature



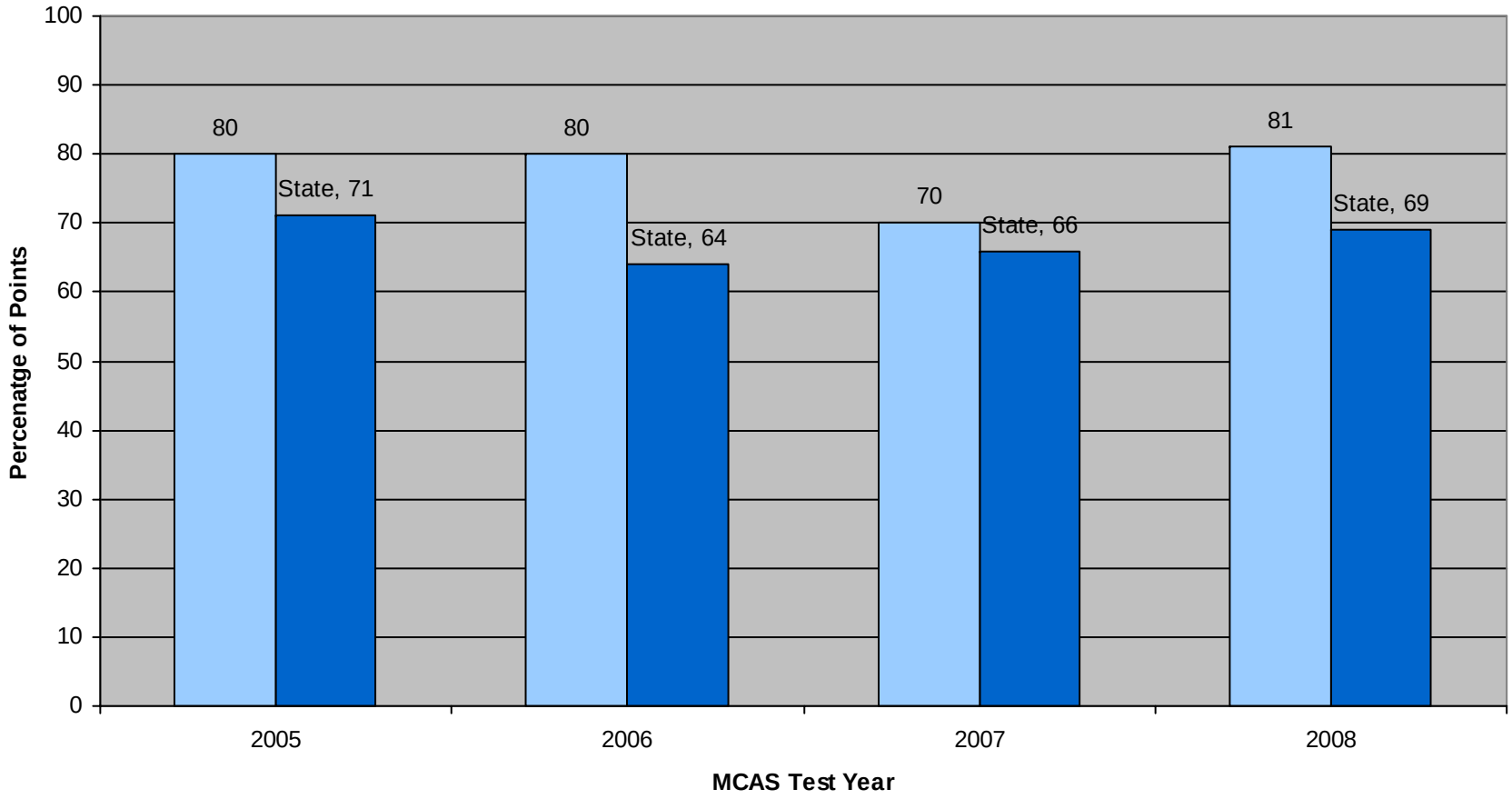
Grade 5 English Language Arts Percentage of Points Earned on Multiple Choice Questions



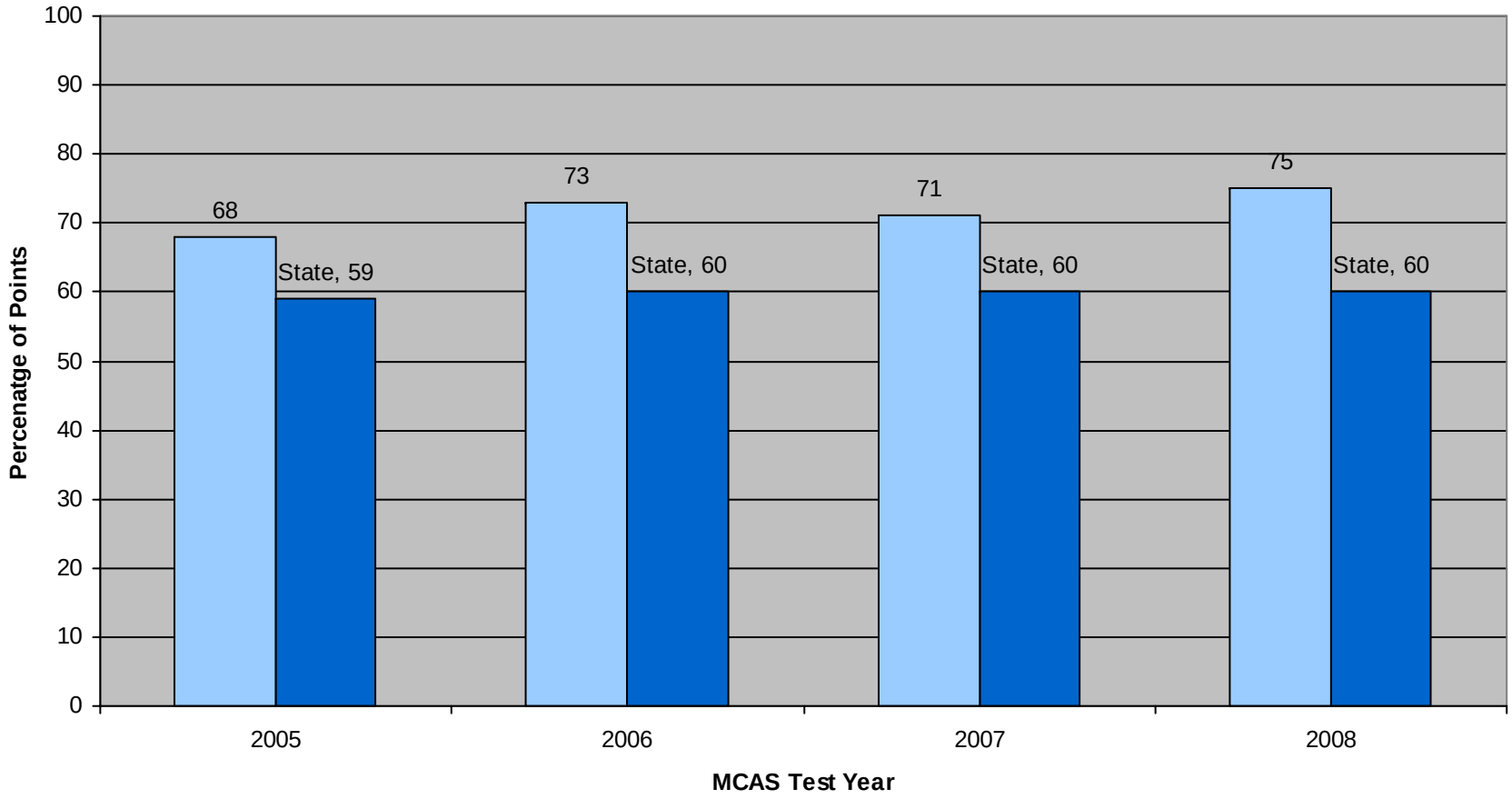
Grade 5 English Language Arts Percentage of Points Earned on Open Response Questions



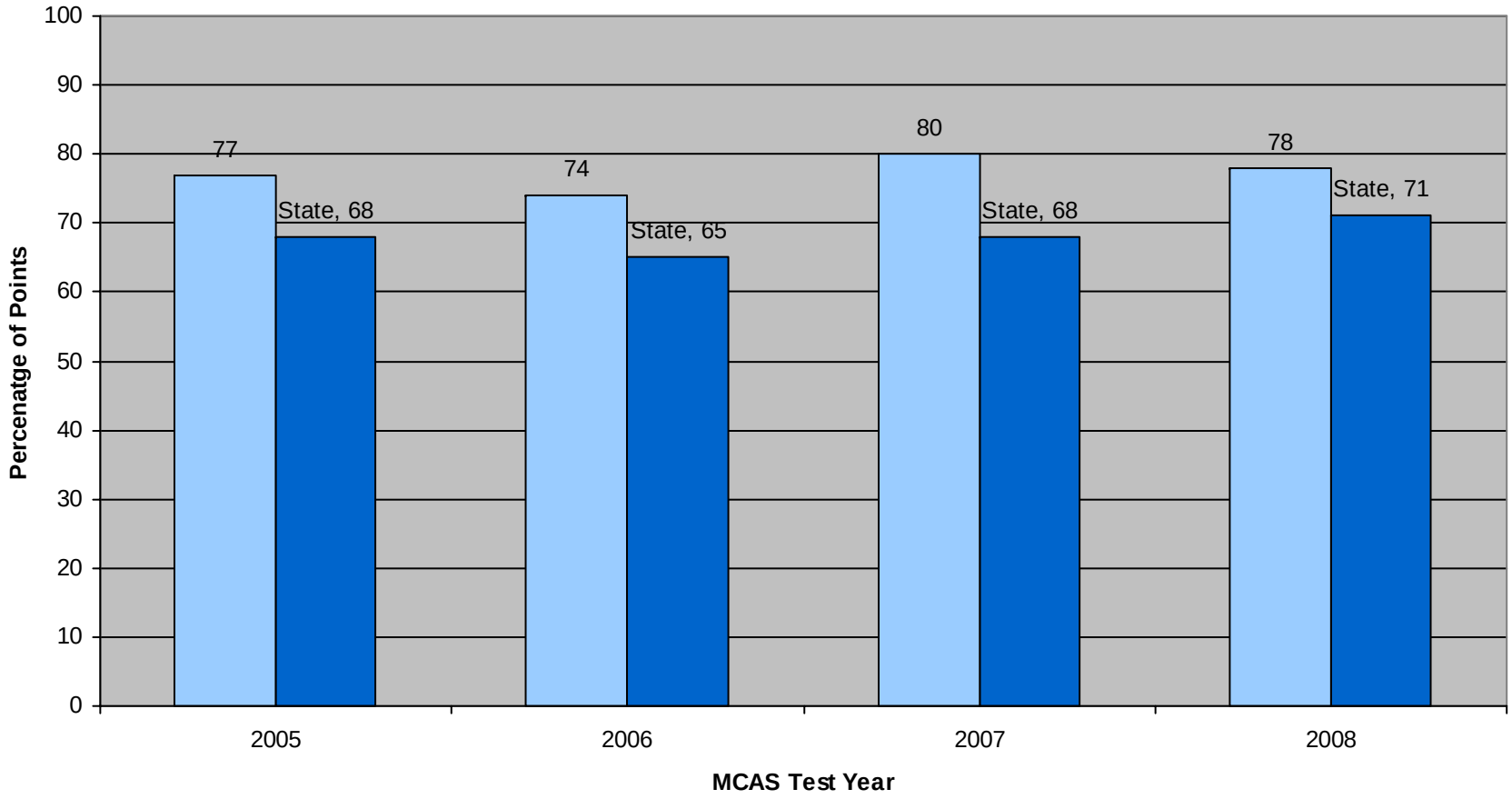
Grade 5 Science and Technology: Life Science Percentage of Points Earned by Year



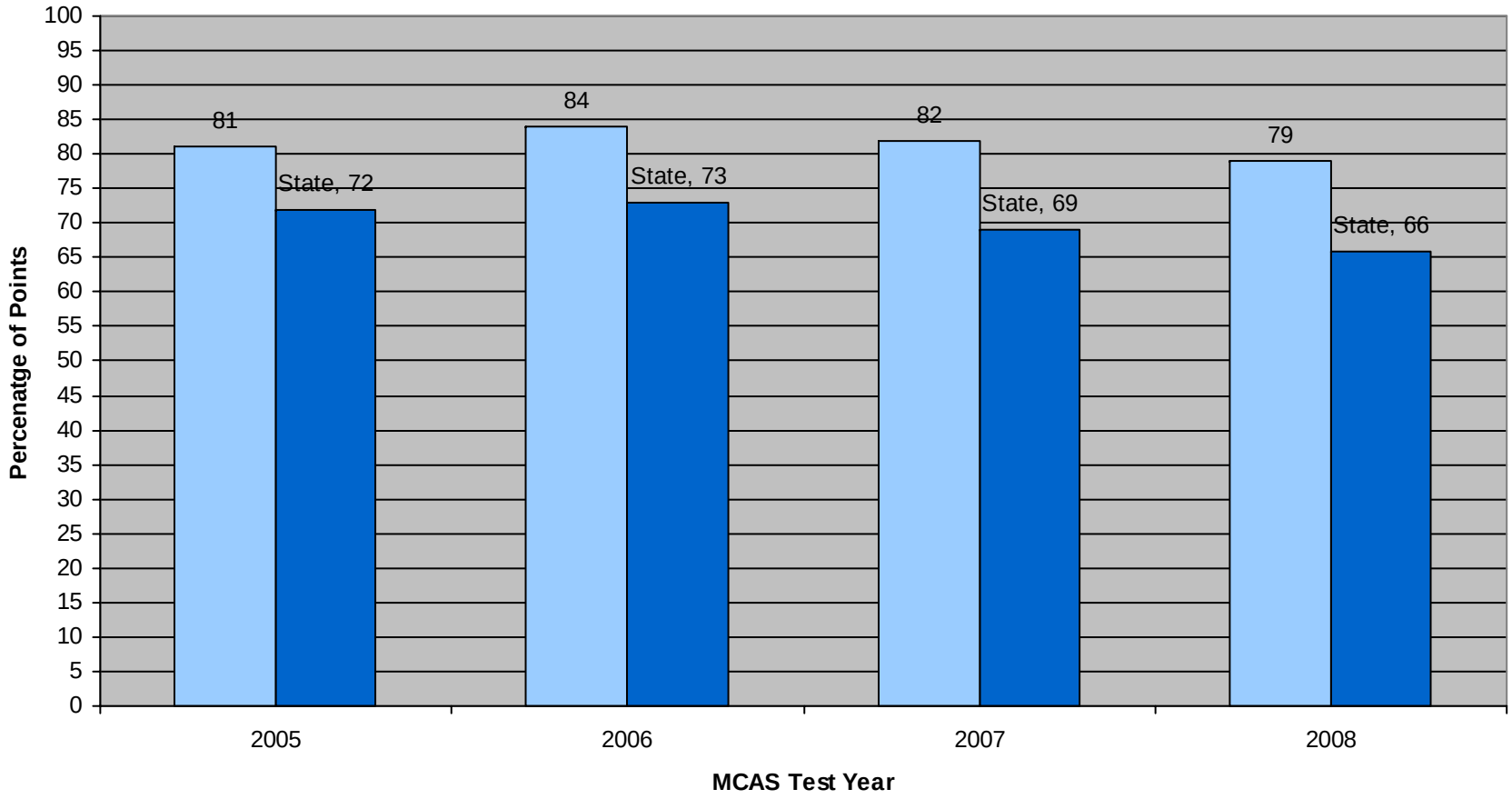
Grade 5 Science and Technology: Earth and Space Sciences Percentage of Points Earned by Year



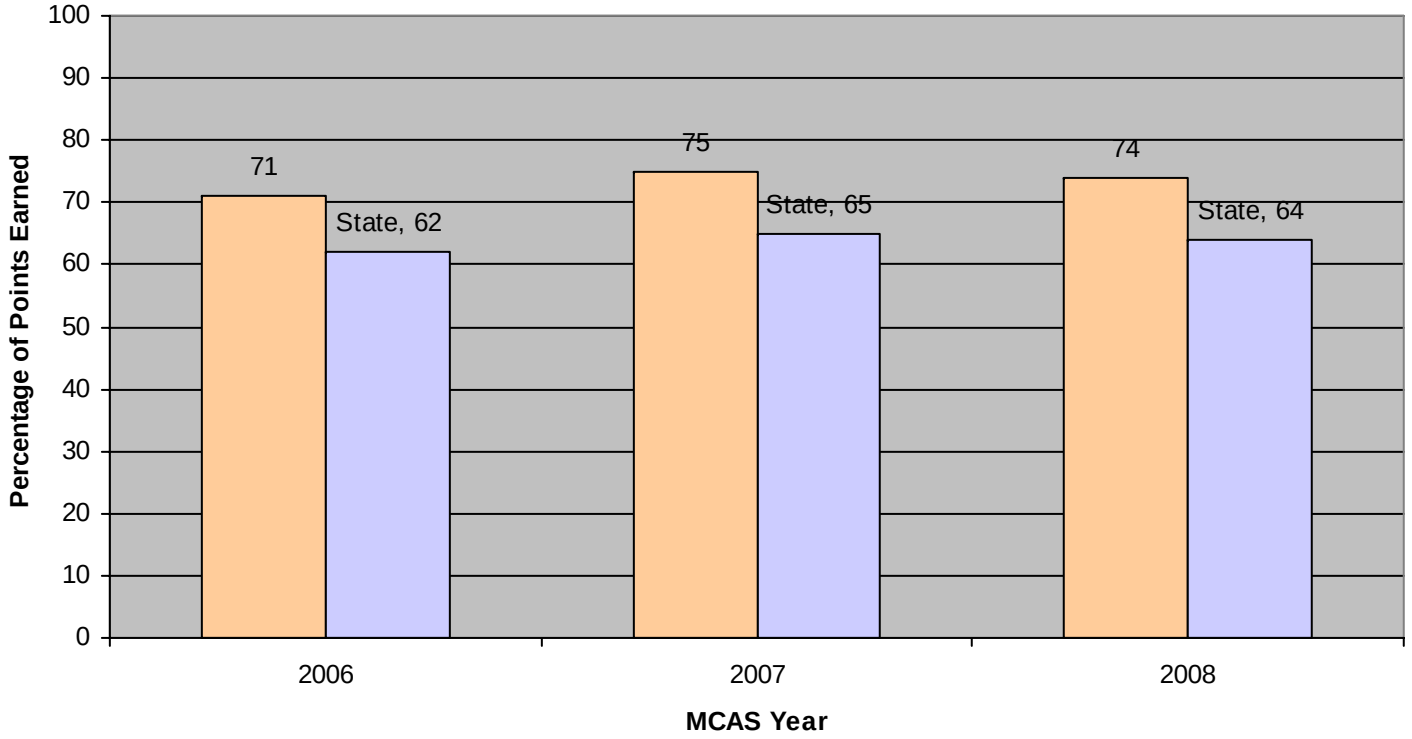
Grade 5 Science and Technology: Physical Science Percentage of Points Earned by Year



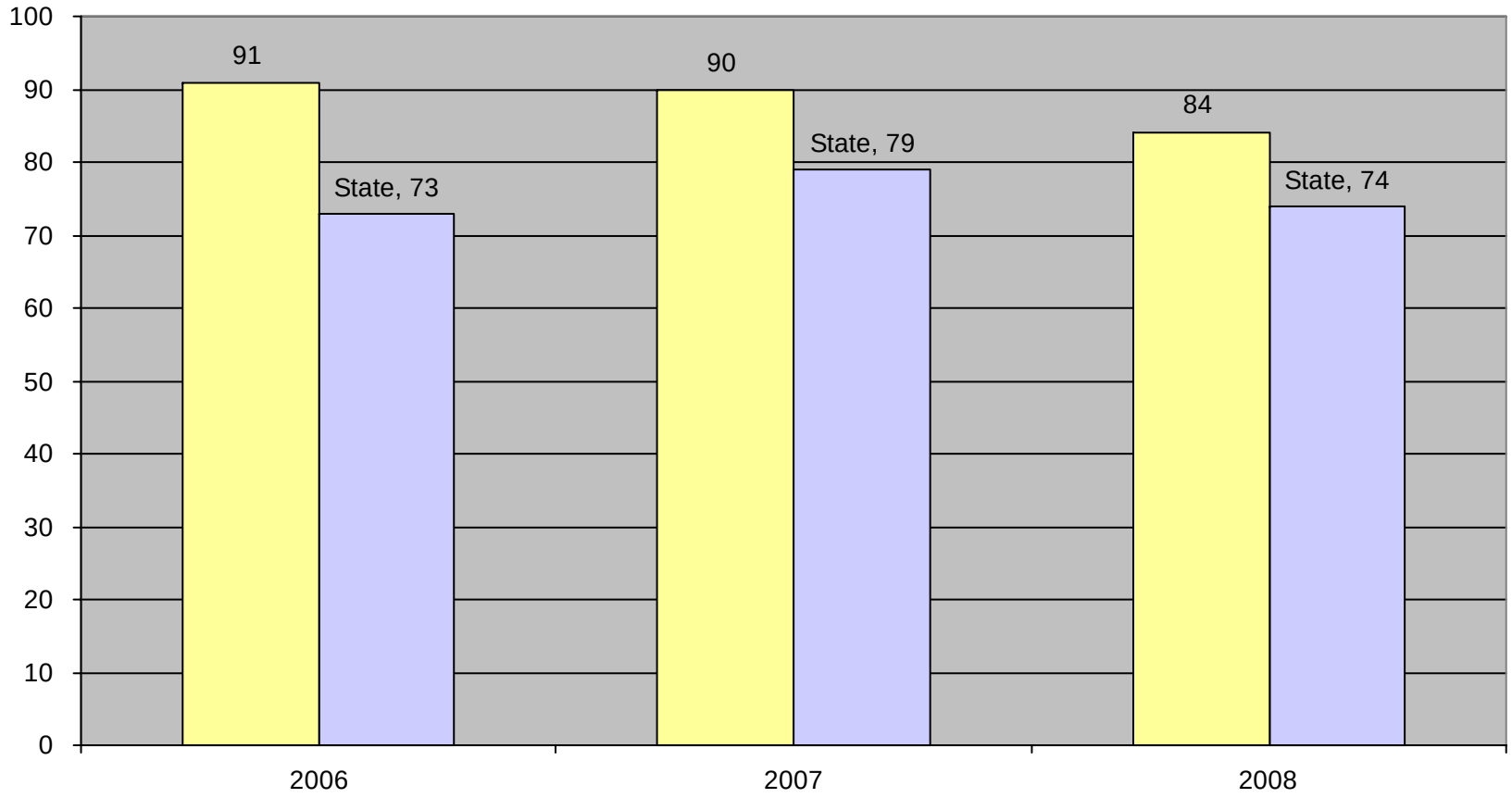
Grade 5 Science and Technology: Technology and Engineering Percentage of Points Earned by Year



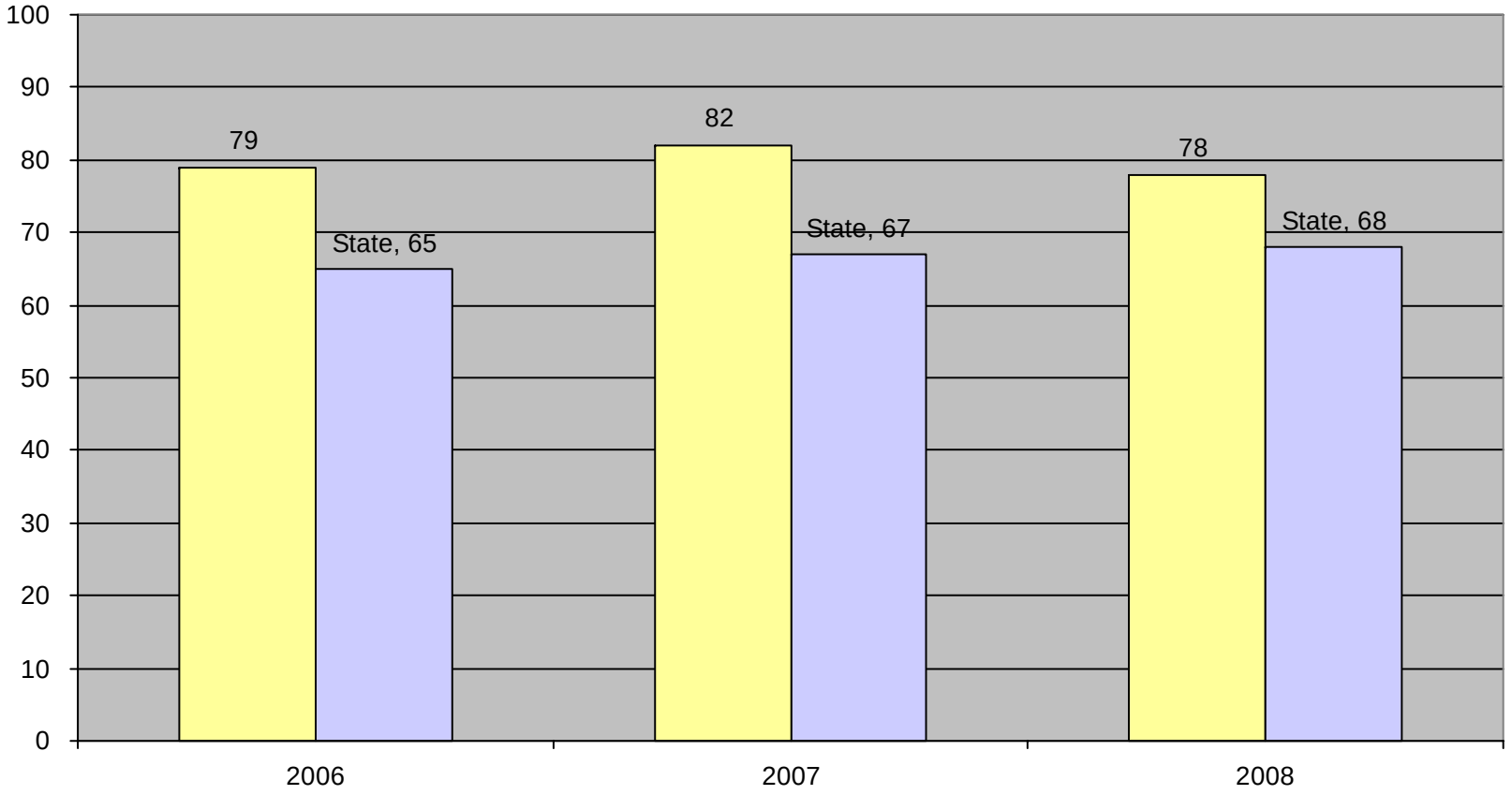
Grade 5 Mathematics :
Number Sense and Operations
Percentage of Points Earned By Year



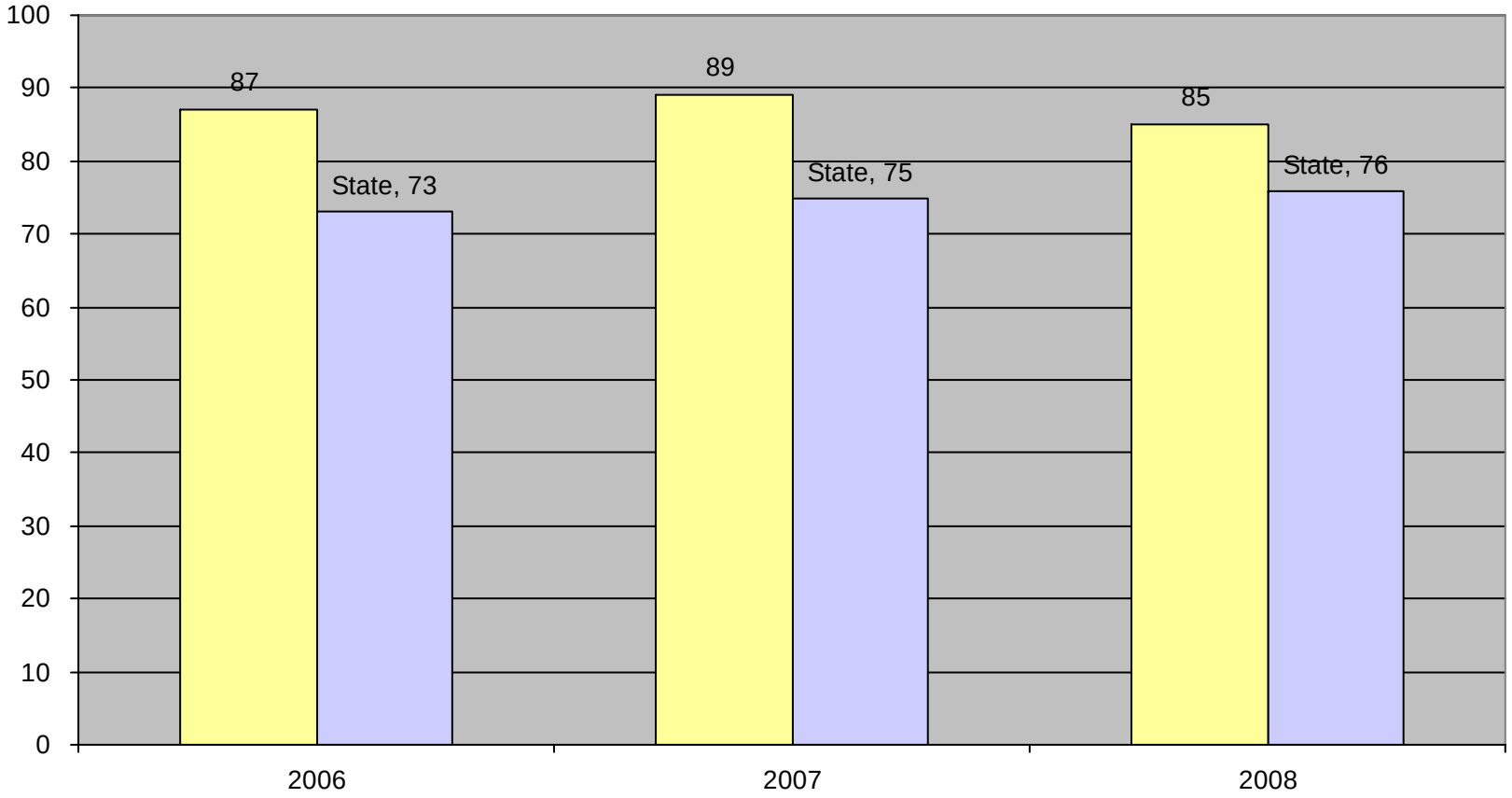
Grade 6 English Language Arts Percentage of Points Earned in Language



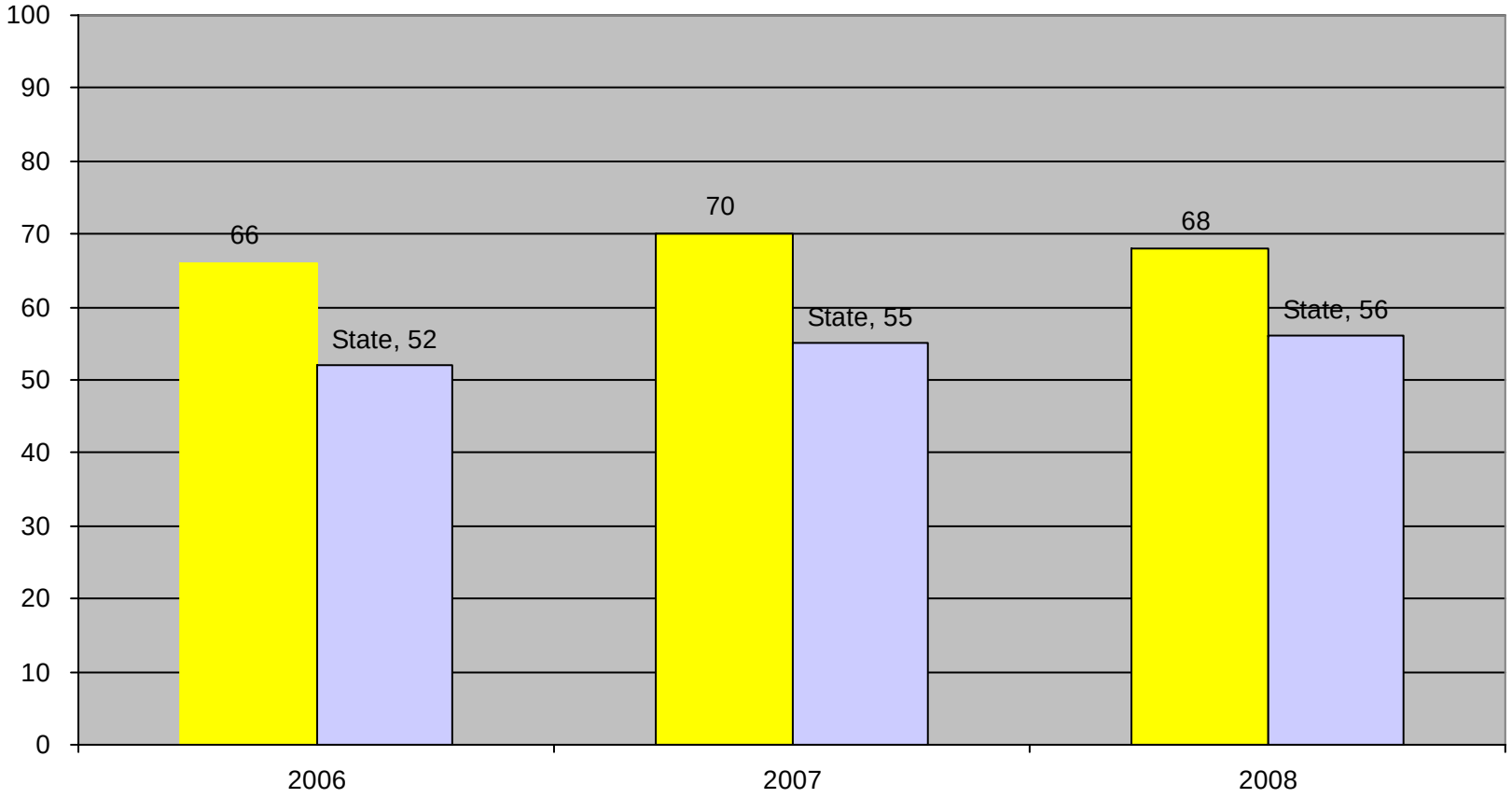
Grade 6 English Language Arts Percentage of Points Earned in Reading and Literature



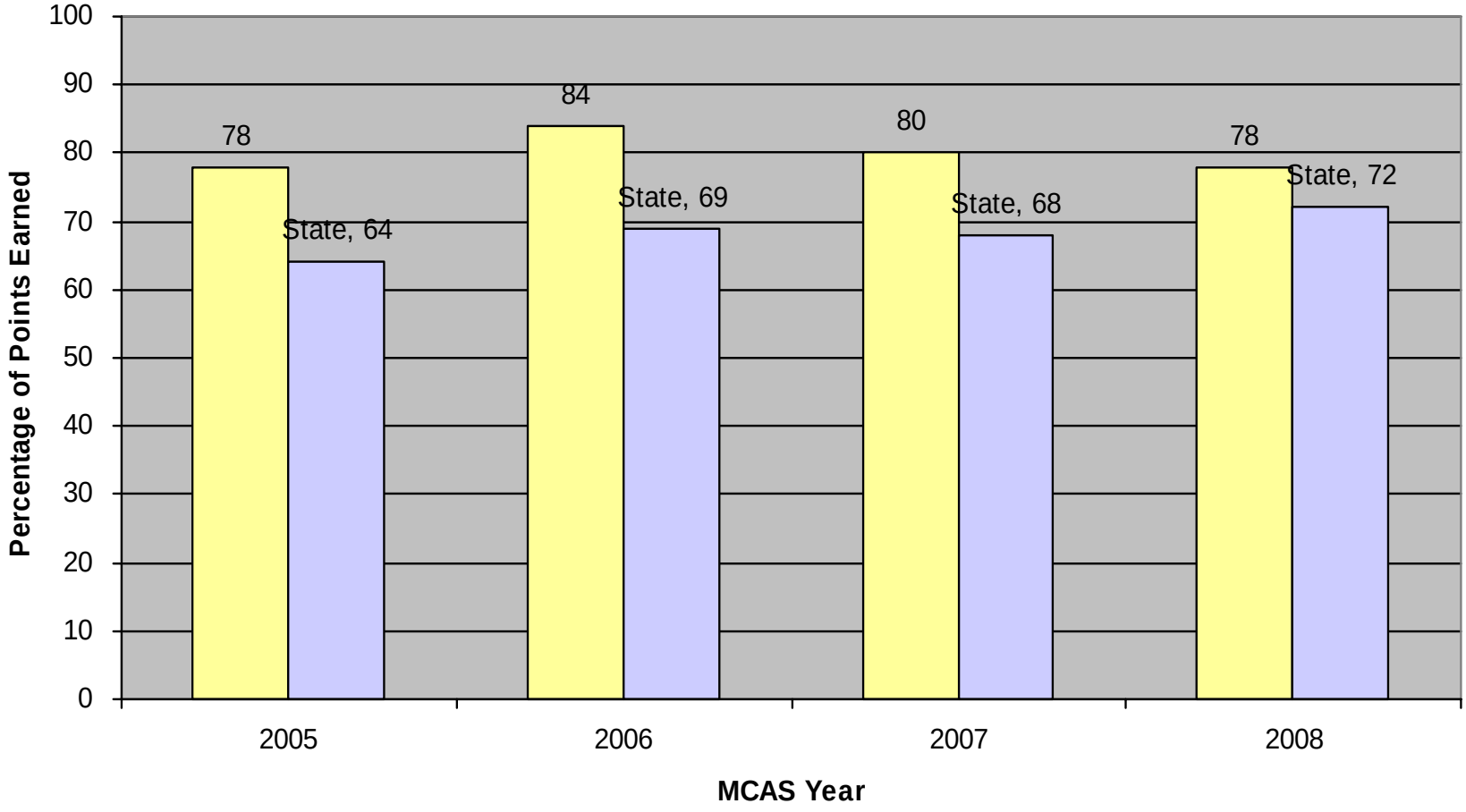
Grade 6 English Language Arts Percentage of Points Earned on Multiple Choice Questions



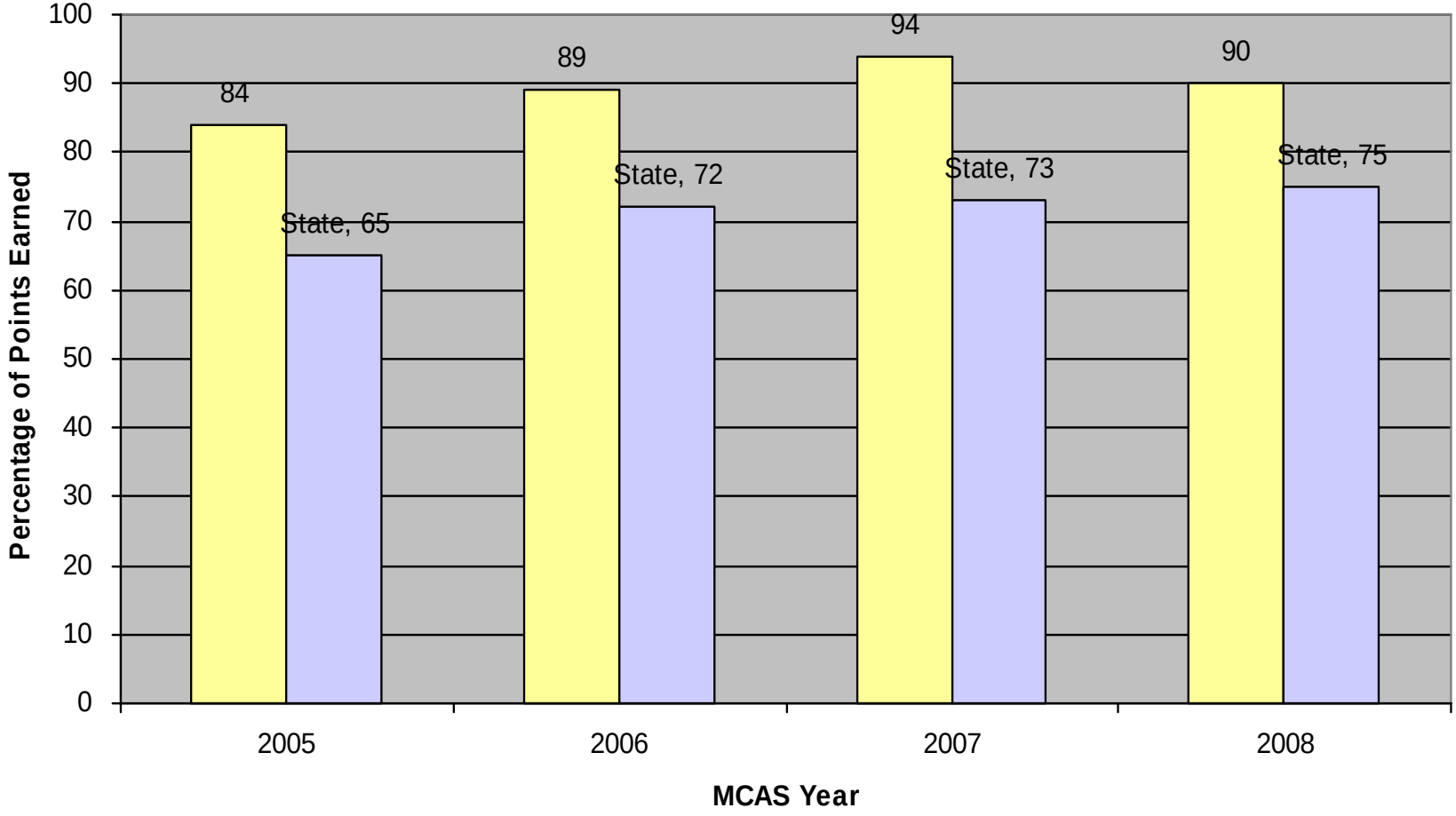
Grade 6 English Language Arts Percentage of Points Earned on Open Response Questions



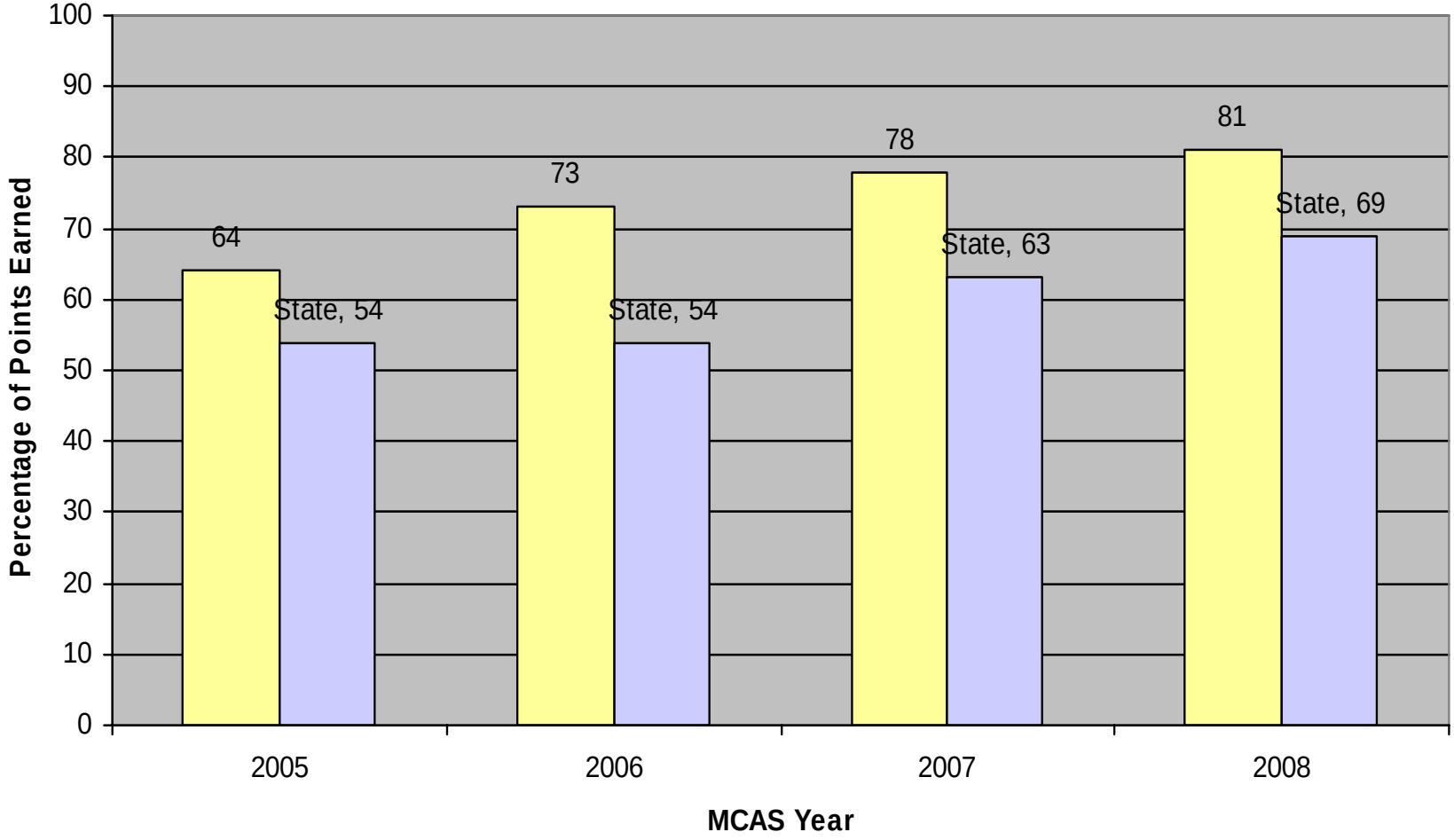
Grade 6 Mathematics : Number Sense
Percentage of Points Earned by Year



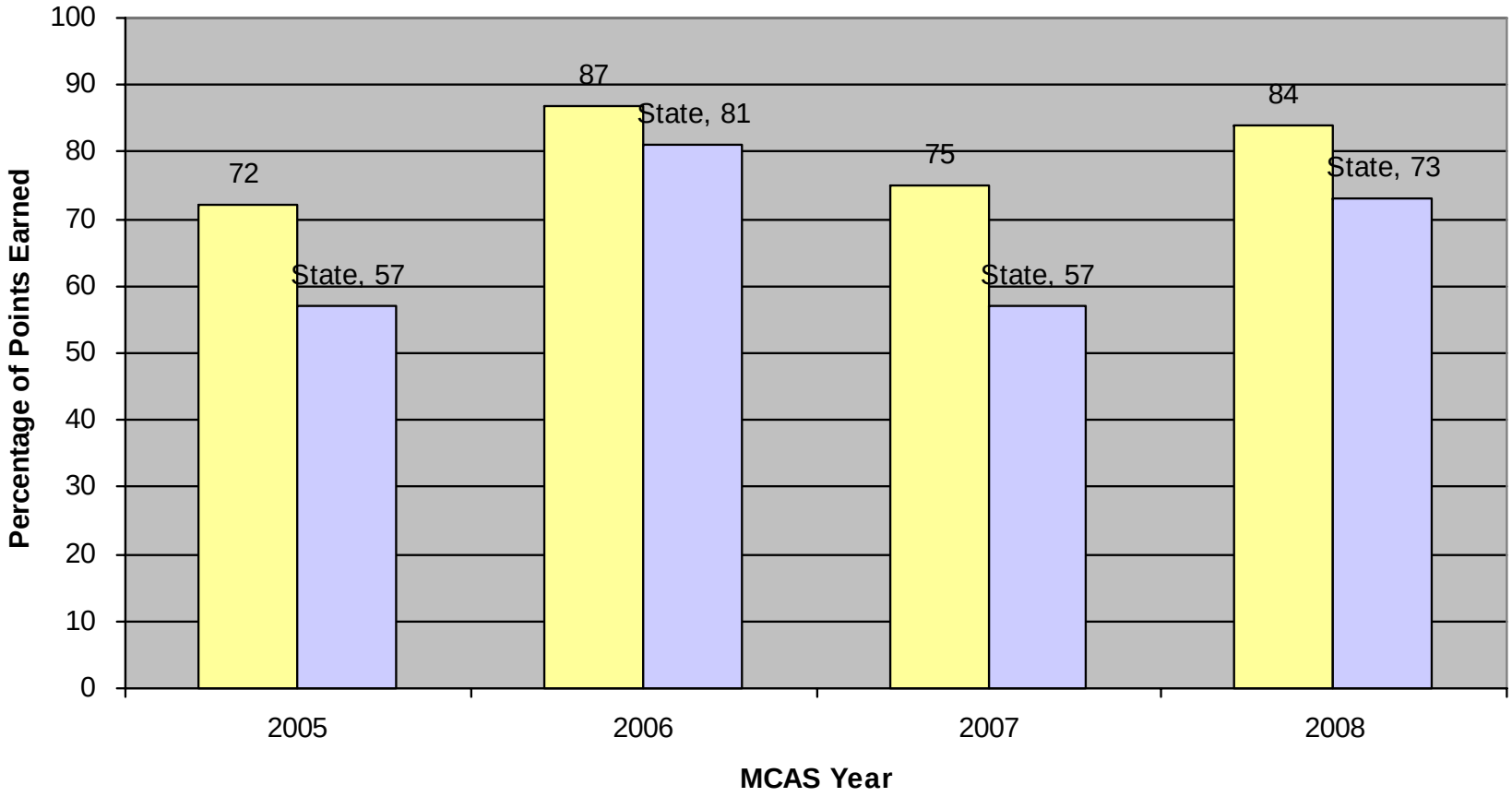
Grade 6 Mathematics : Patterns, Relations, and Algebra Percentage of Points Earned by Year



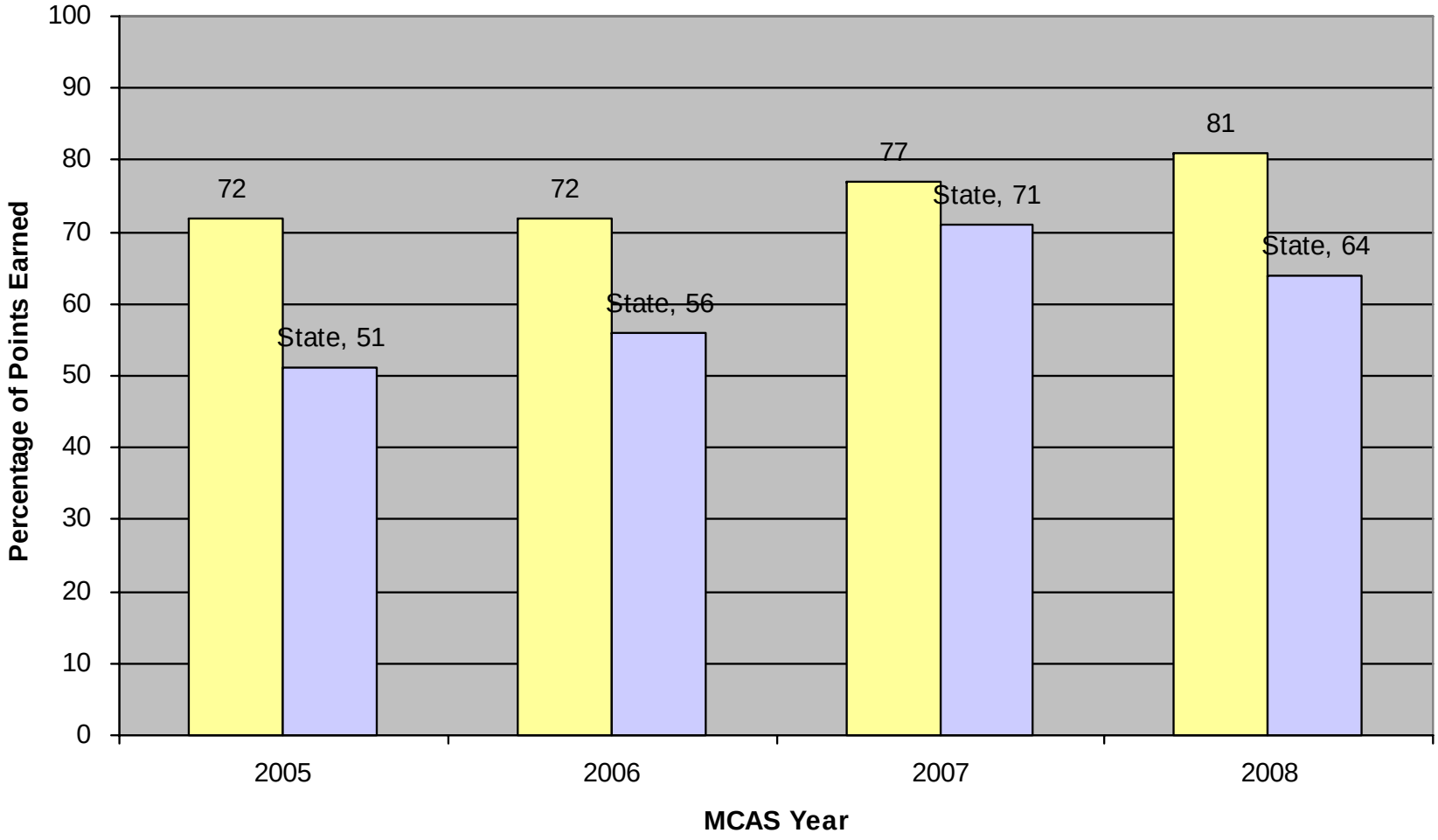
Grade 6 Mathematics : Geometry
Percentage of Points Earned by Year



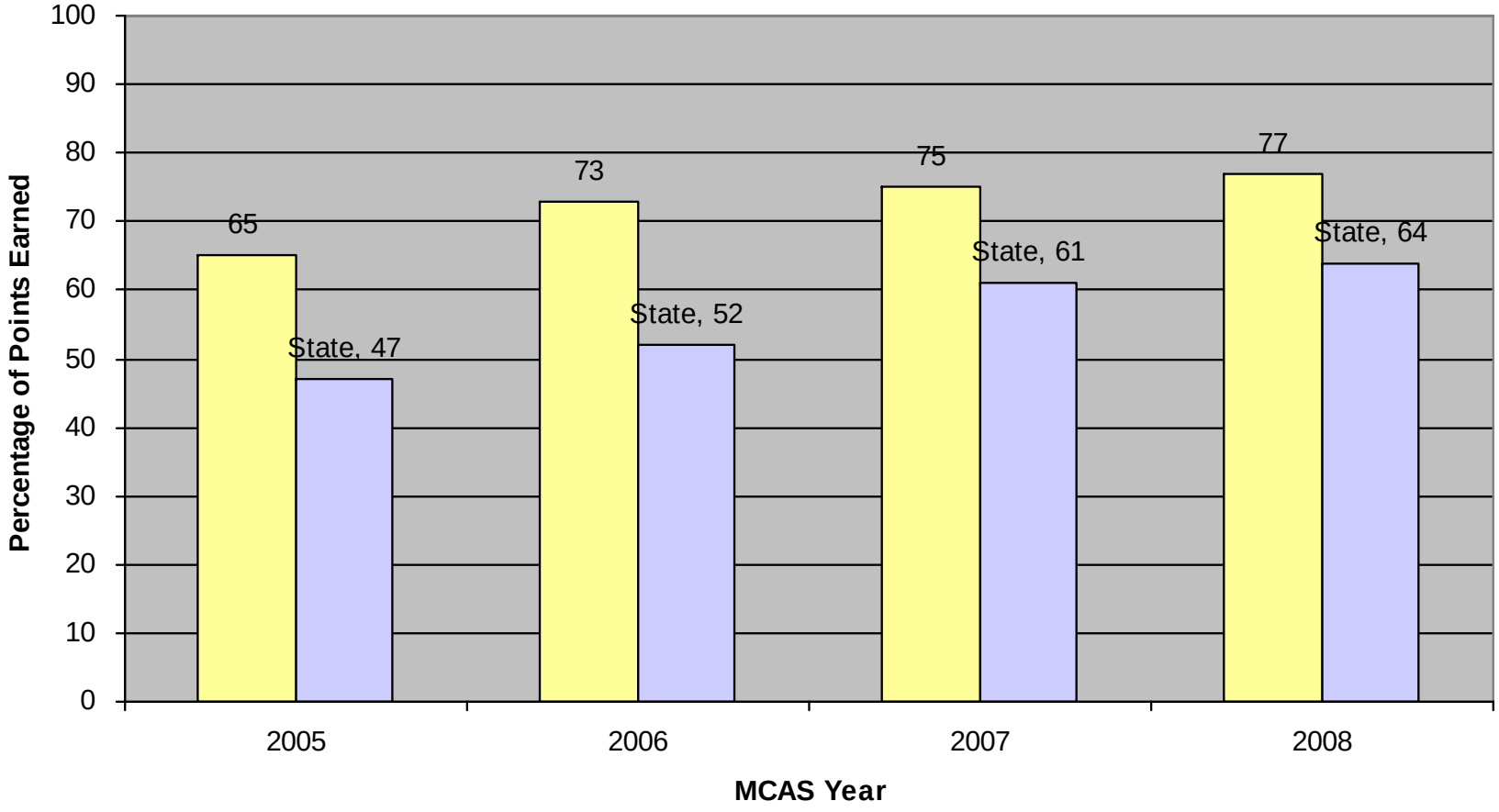
Grade 6 Mathematics : Data Analysis, Statistics, and Probability Percentage of Points Earned by Year



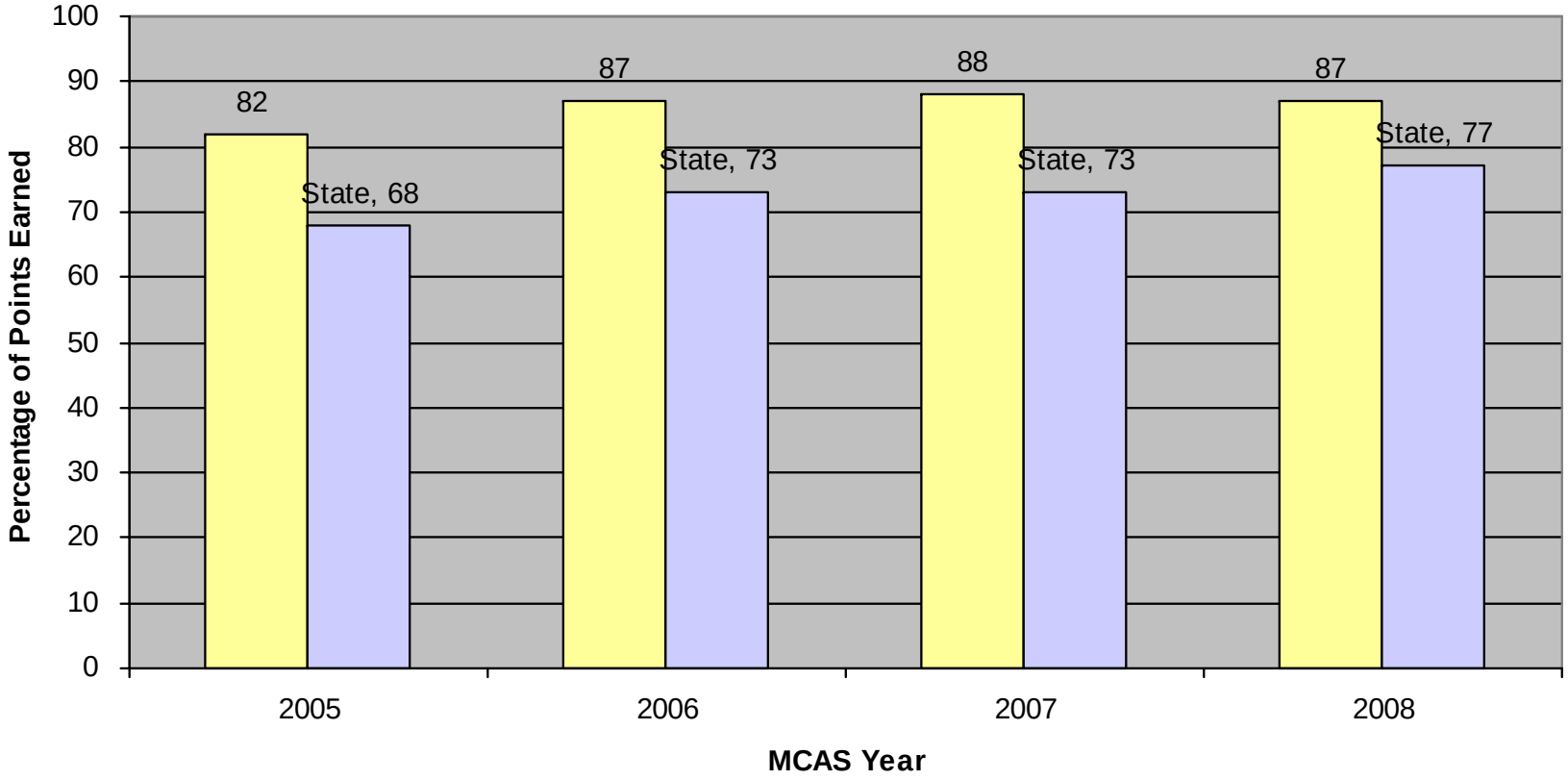
Grade 6 Mathematics : Measurement Percentage of Points Earned by Year



Grade 6 Mathematics : Open Response Questions Percentage of Points Earned by Year



Grade 6 Mathematics :
Multiple Choice Questions
Percentage of Points Earned by Year



Grade 6 Mathematics : Short Answer Questions Percentage of Points Earned by Year