

Harry Lee Cole and Spofford Pond Standardized Test Results

“Growth Over Time”

November 20, 2007

Basic Beliefs and Commitments Regarding School Improvement

- We are individually and collectively a “vital part of the whole”.
- We accept shared responsibility at the Spofford Pond and Harry Lee Cole Schools for improving student performance in all areas at all grade levels.
- We are committed to a continuous improvement approach to student achievement. Even our best can get better!
- This effort takes ***SUPPORT, SUPPORT, SUPPORT.***

What is AYP?



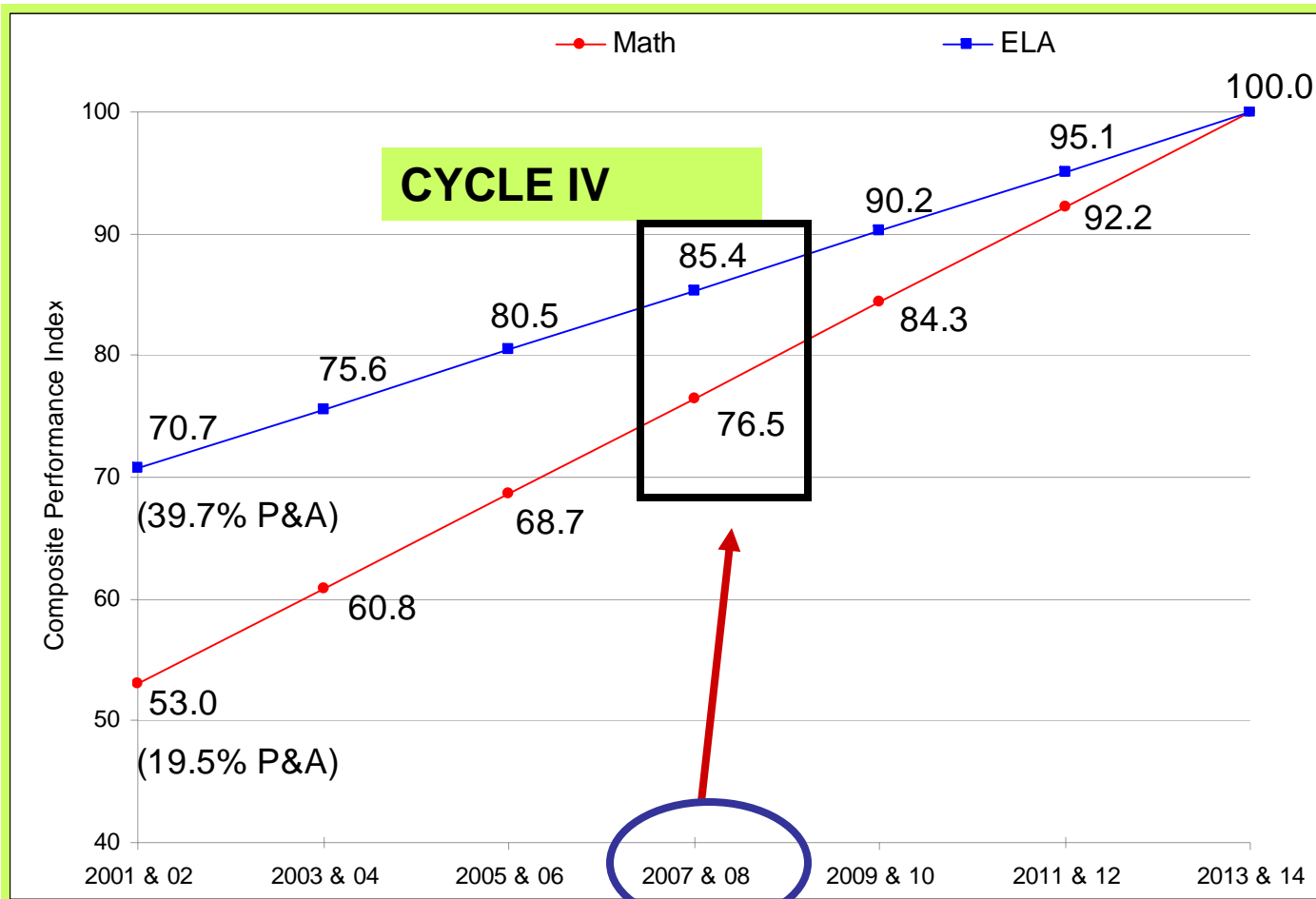
- AYP stands for Adequate Yearly Progress
- Means progress towards 100% of students achieving proficiency by 2014
- Measures progress against specific expectations each year

Source: DOE 2004

The Goal:
We (All
100%) are
on our way
to the top
of the
mountain!

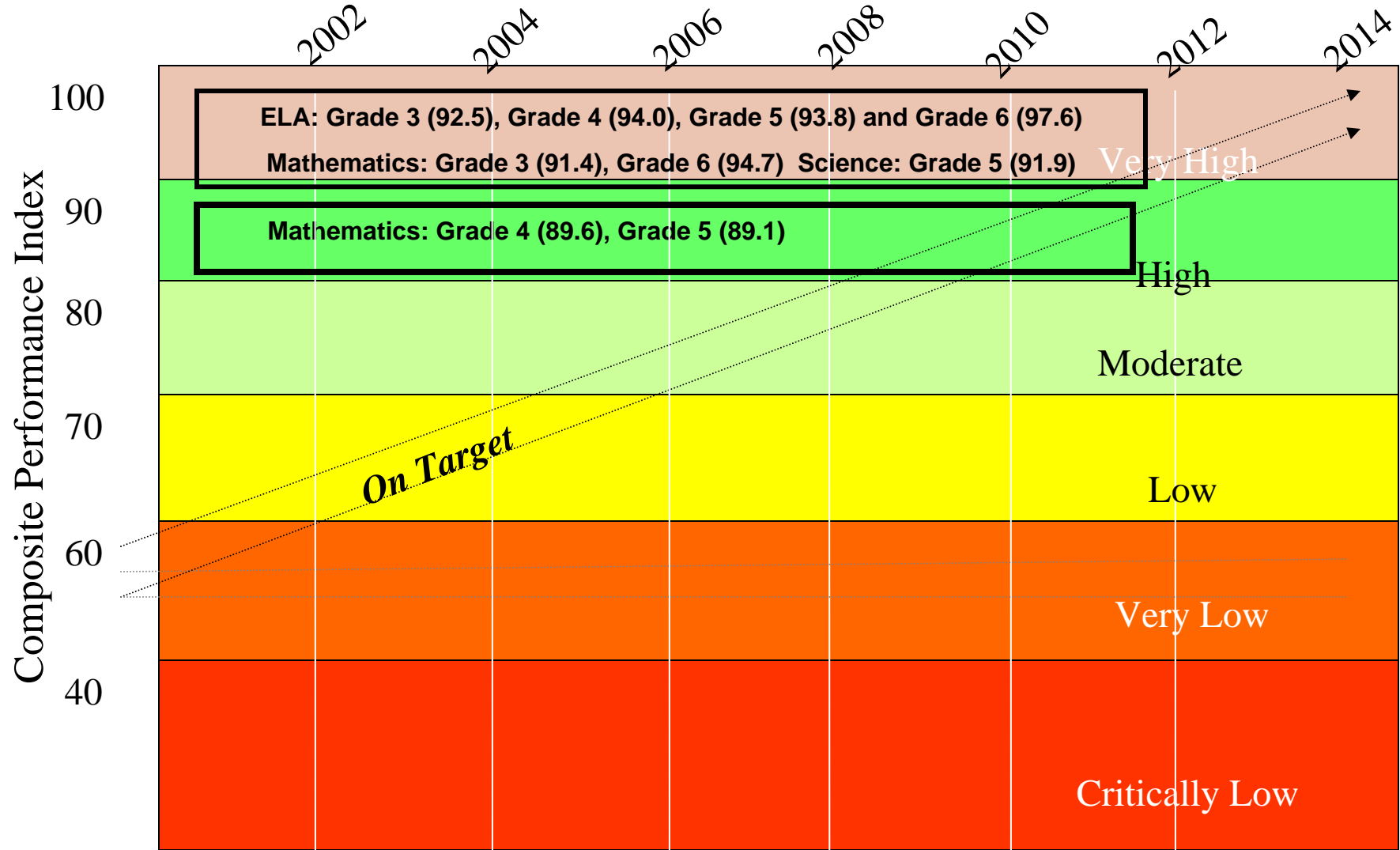


Massachusetts NCLB Performance Targets for ELA and Mathematics 2002 - 2014



•Source: DOE

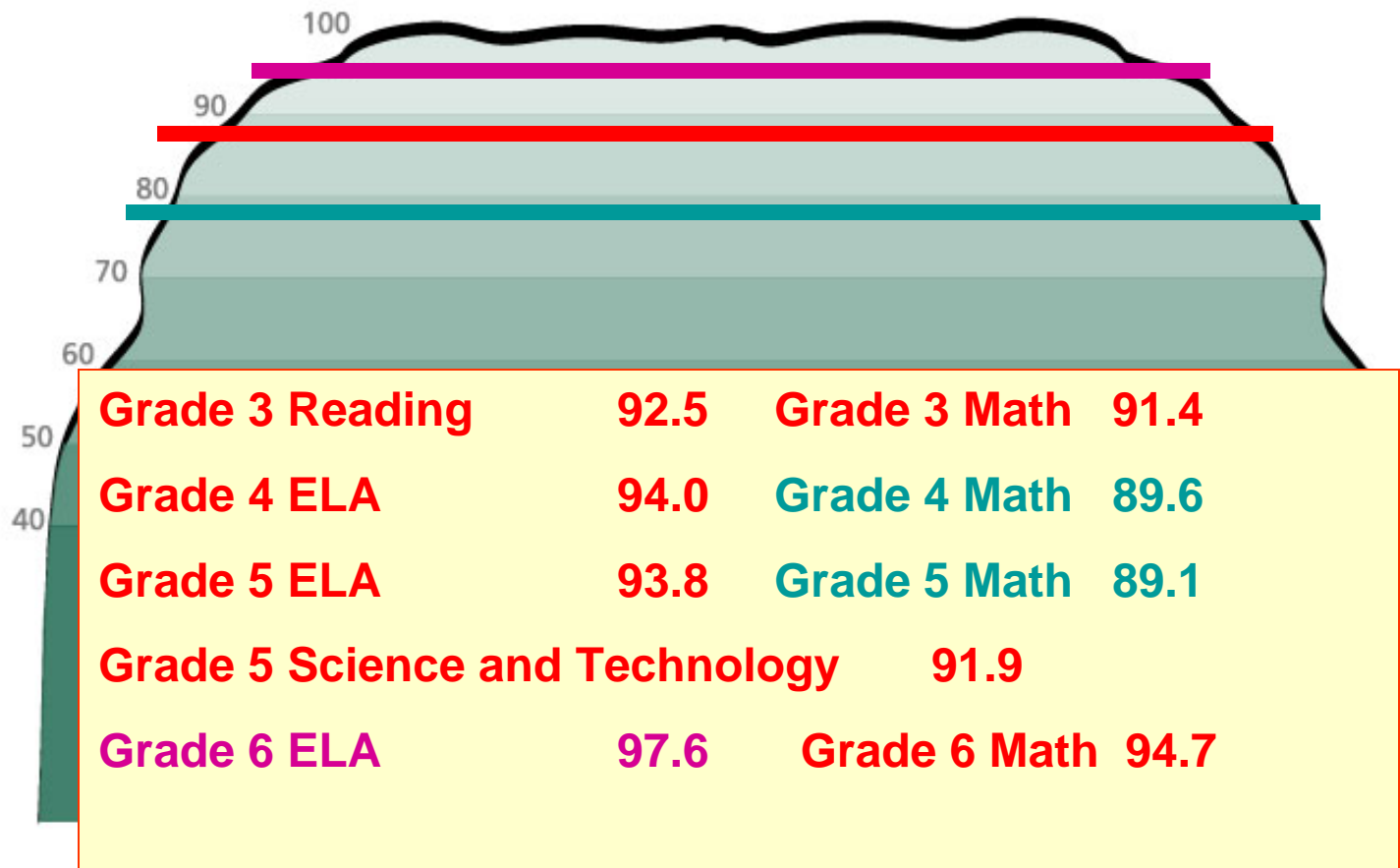
MA Performance and Improvement Ratings



Baseline

Source: DOE 2004

Composite Performance Index Grades 3-6 for 2007 for All Students



Boxford AYP Cycle IV 2007

All Grades English Language Arts

<i>Student Group</i>	<i>Participation</i>		<i>Met Target</i>
•Aggregate	555	100%	Yes
•Students With Disabilities	85	100%	Yes

Performance Rating

CPI

•Aggregate	94.3	Very High	Yes
•Students With Disabilities	78.8	Moderate	No

Attendance

•Aggregate	96.6	Yes
•Students With Disabilities	96.1	Yes

Boxford AYP Cycle IV 2007 All Grades Mathematics

<i>Student Group</i>	<i>Participation</i>		<i>Met Target</i>
• Aggregate	556	100%	Yes
• Students With Disabilities	85	100%	Yes

Performance Rating

CPI

• Aggregate	91.0	Very High	Yes
• Students With Disabilities	75.9	Moderate	Yes

Attendance

• Aggregate	96.6	Yes
• Students With Disabilities	96.1	

Performance Index

Table 1: MCAS Performance Index

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

•Source: DOE 2004

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 Board, Lap Tops and Reporting System*
- **Students With Learning Needs:** *Greatest Possible Access to the Curriculum of the State Frameworks*
- **Move From Assessment of Learning to “Assessment for Learning”**

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 in Grades K-6**
- **Collaborative assessment of student work, i.e.. Grade level teams review and score student writing samples periodically and share results with parents**
- **Increase use of the DRA-II; an updated and sophisticated assessment tool that yields more specific data about a child’s performance in areas of reading**

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

English Language Arts

- Emphasize classroom support for clear consistent writing across the curriculum**
- Expand use of the DRA-II as an assessment tool for learning**
- Work with teachers at grade level to examine student work in order to increase the consistent delivery of writing instruction while increasing expectations for the volume of student writing**
- Administer, score with a rubric and share long form composition samples during the school year with a particular emphasis on improved “topic development”**
- Monitor the implementation of the writing program in Grades 1-6 through use of FCAs and increased writing across the curriculum**

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

Mathematics

- Work with teachers on problem solving strategies so that when children read questions they can dissect what it is being asked**
- Work with teachers and students to choose the most efficient strategy to solve a problem**
- Sharing student work with teachers to increase the rigor and tenacity with which we approach difficult problems**
- Emphasize high expectations to participants in the Math Olympiad and the On Line Math League**

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

Deployment of Reading Teachers, Math Coaches, Title I Teacher and Literacy Coaches:

- 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
- Review models of Instructional Support
- Increase use of local assessment tools to identify more precisely who needs reading, writing and/or math support and what skills need to be emphasized

Student Learning & Improvement Plan: Strategic Use of Support Services # 4

- Examine the special education service delivery models for groups and individuals
- Examine when/where/how/how often to provide support to students
- Ongoing training/coaching in the evaluation and analysis of results for purposes of planning educational intervention for individual students
- Ongoing training for special education aides in curriculum and instructional strategies

Student Learning & Improvement Plan: Strategic Use of Support Services #5

- Ongoing training of special education teachers in the implementation of various specialized instructional programs/ techniques
- Increased support to and emphasis upon assisting classroom teachers in the implementation of accommodations that support the educational needs of many different types of learners; **DIFFERENTIATION** of **INSTRUCTION**
- Explicit strategy instruction is coordinated amongst special and general education staff to support individual students with disabilities while instructed in the general education setting

Student Learning & Improvement Plan: Time On Learning

- **Review and audit all structured learning time to assess the use and impact of the added 10 minutes to the school day and to prepare for the Coordinated Program Review**
- **Maintain time allocated to Math instruction on a daily basis to at least 60 minutes in Grades K-5**
- **Maintain ELA block of 90 minutes at all grade levels**
- **Monitor individual student and class schedules to reduce and eliminate fragmentation wherever possible**

Student Learning & Improvement Plan: Student Profiles and History

- **Examine individual student histories of students scoring in the Warning and Needs Improvement Performance Levels in all grades**
- **Variables to be reviewed for patterns among others will include:**
 - **Student attendance**
 - **Retention in Grade**
 - **Date of Admission to Cole or Spofford**
 - **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

- Increased Collaboration between Grade 2 and Grade 3 on content and instructional strategies utilizing the results of “teacher to teacher” transition planning
- Close examination of student work on state and local assessments; compare with exemplars from our sister towns
- 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 and higher order thinking skills
- Integration of new technology (e.g. Smart Boards) into instructional practice

Student Learning & Improvement Plan: Professional Development #2

- Discussion and actions by the Leadership Team to improve coaching skills; specifically with teachers use of questioning strategies and increased expectations for students
- Implement concepts from the work of Mike Schmoker adapted from his work “**Results Now**”
- Implement use of the “**Three Minute Walk-Through**” as part of a comprehensive approach to the supervision of instruction

Student Learning & Improvement Plan: Professional Development #3

- Grade 2 to 3 Transition planning group met several times over the summer to review multiple sources of data in order to examine similarities and differences between both general and special education programs to advise both schools in a more cohesive fashion so that transition planning can improve for students, teachers, and parents
- The Special Education Professional Development/ Program Enhancement grant was targeted to provide multiple training sessions over the past two years to 'new' teachers of students with disabilities; our districts opened up these training programs to 'new' classroom teachers, many of whom took advantage and thus increased their capacity to work with different types of learners

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 “pull-out” model 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: Home School Communication

- Send home writing prompts that have been scored with the DOE rubric
- Use newsletters and other communication tools to support the mastery of the agreed upon skills across the curriculum in each Grade Level
- Continue creation of Math CDs for Grade 6 students
- Share student work that has been collaboratively assessed by teams of teachers against state standards with common rubrics

Student Learning & Improvement Plan: Use of School Web Sites

- Share links to Math Trailblazers and Impact Math and other web based materials
- Post Links to DOE Curriculum Frameworks and MCAS information on student work exemplars and sample questions in ELA and Math
- Develop web based content links to support the use of “smart board” technology across the curriculum

Comparative State Rankings 2003 – 2007 for Boxford Students When the Percentage of Performance in Advanced and Proficient is Combined (Based on Boston Globe)

Grade	State Rank 2007	State Rank 2006	State Rank 2005	State Rank 2004	State Rank 2003
3- Reading	#57	#23	#34	#12	#26
3- Math	#52	#23			
4- ELA	#15	#114	#19	#85	#75
4- Math	#23	#32	#18	#34	#69
5- ELA	#54	#32			
5- Math	#40	#10			
5- Science	#14	#3	#19	#4	#12
6- ELA	#6	#24			
6- Math	#11	#23	#4	#13	#29

2007 Comparative Rankings Boxford to the CAE Benchmark Schools Combined Advanced and Proficient

Grade	Boxford Compared to 25 Benchmark Districts 2007	Boxford Compared to 25 Benchmark Districts 2005	Boxford Compared to 25 Benchmark Districts 2004
3- Reading	22 nd	10 th	4 th
3- Math	18 th	NA	NA
4- ELA	7 th	14 th	20 th
4- Math	11 th	5 th	15 th
5- ELA	21 st	21 st	NA
5- Math	21 st	21 st	NA
5- Science	6 th	5 th	1 st
6- ELA	3 rd	NA	NA
6- Math	4 th	1 st	4 th

Grade 2 Stanford 10 Results 2007

Class of 2011
Current Grade 3

Stanford 10 Achievement Test 2007

Areas of Strength

- **Reading:** reading vocabulary
- **Mathematics:** procedures
- **Language:** usage, punctuation, content & organization.
- **Spelling:** sight words & phonetic principles

Stanford 10 2007

Areas for Increased Focus and Improvement

- **Reading:** reading comprehension & word study skills
- **Mathematics:** geometry, measurement, communication & representation, estimation
- **Environment:** earth science, life sciences, & science process skills
- **Listening:** vocabulary

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 coaches 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.

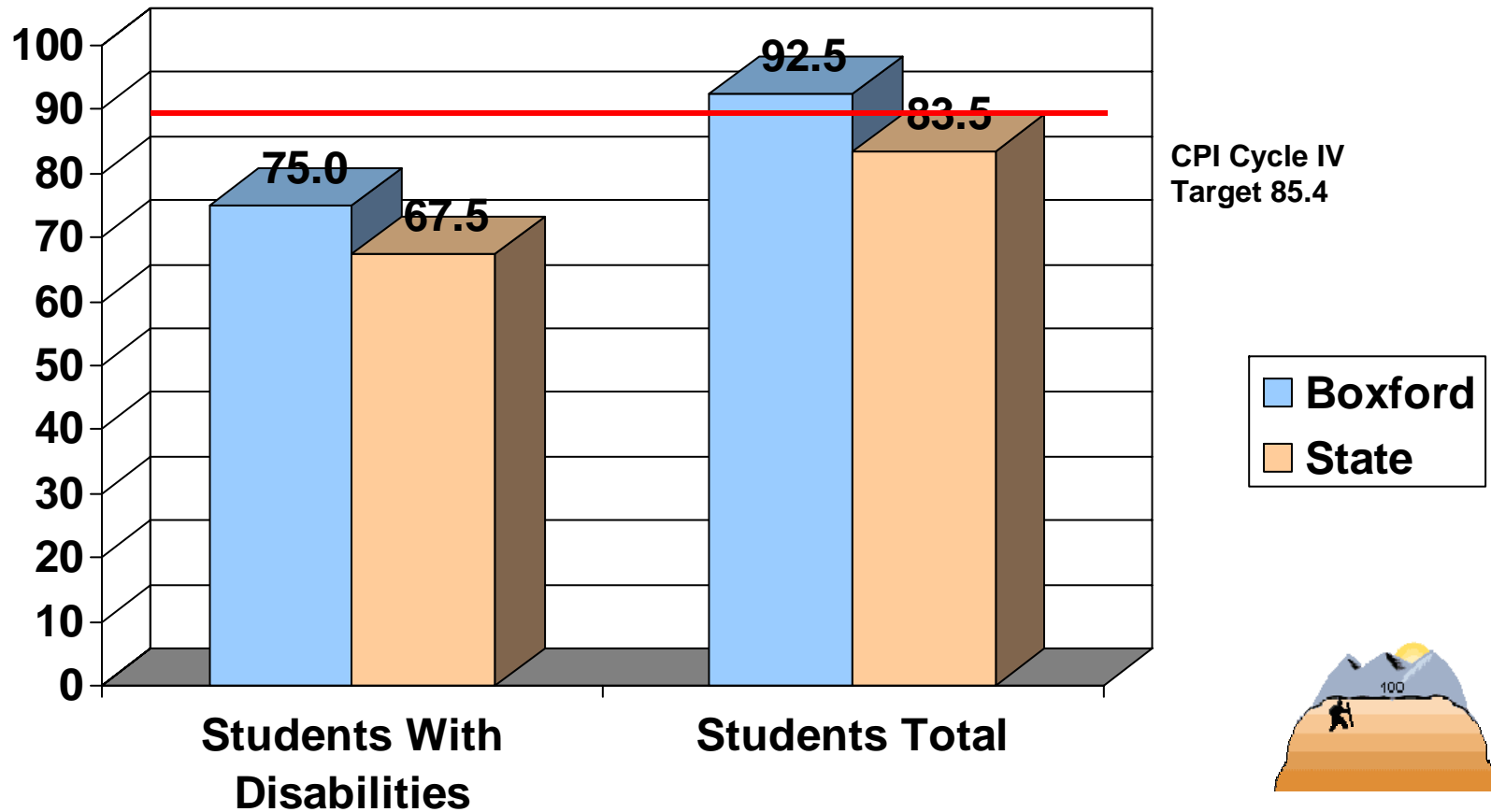
Follow Up Activities

- 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 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.

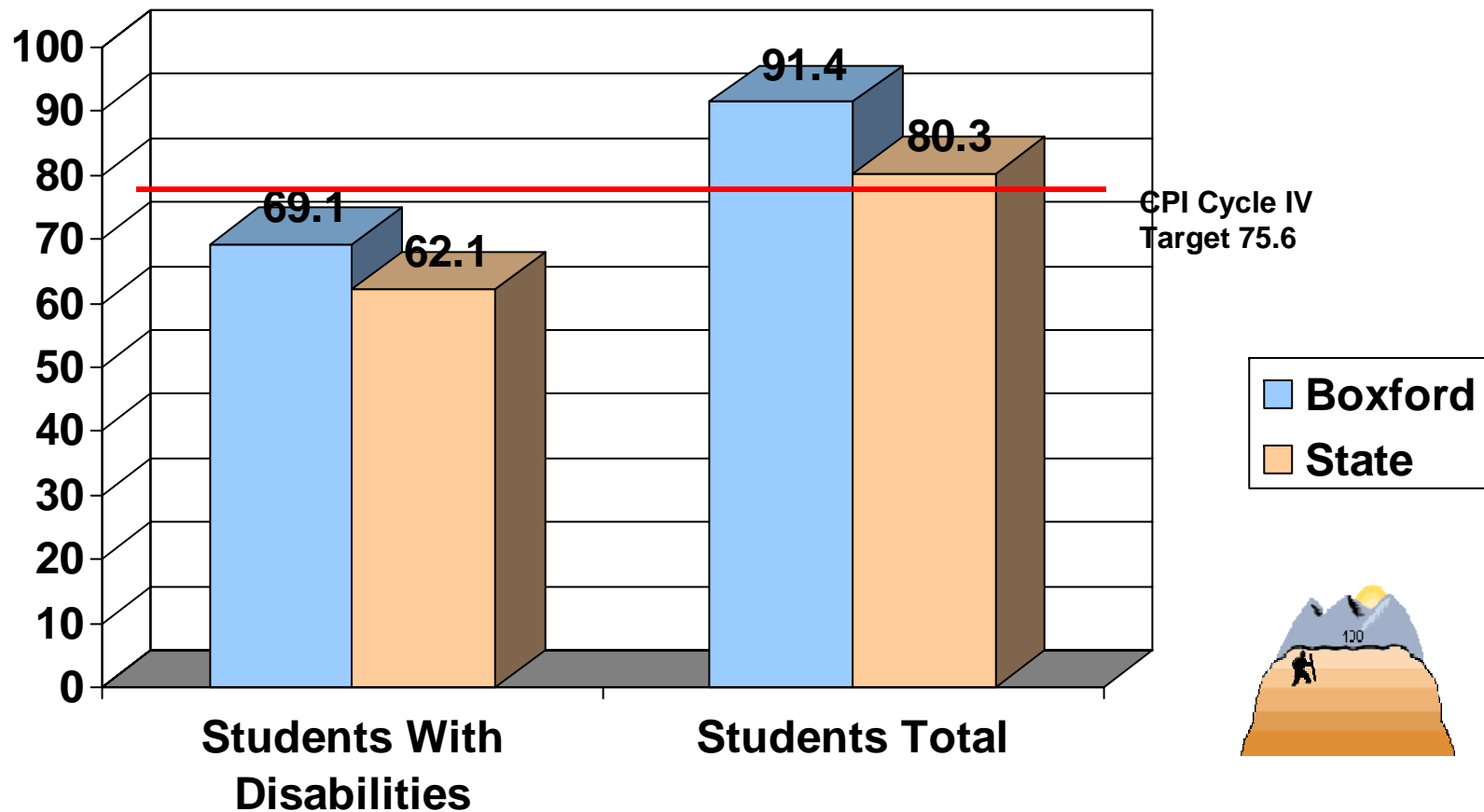
Grade 3 Results 2007

Class of 2010
Current Grade 4

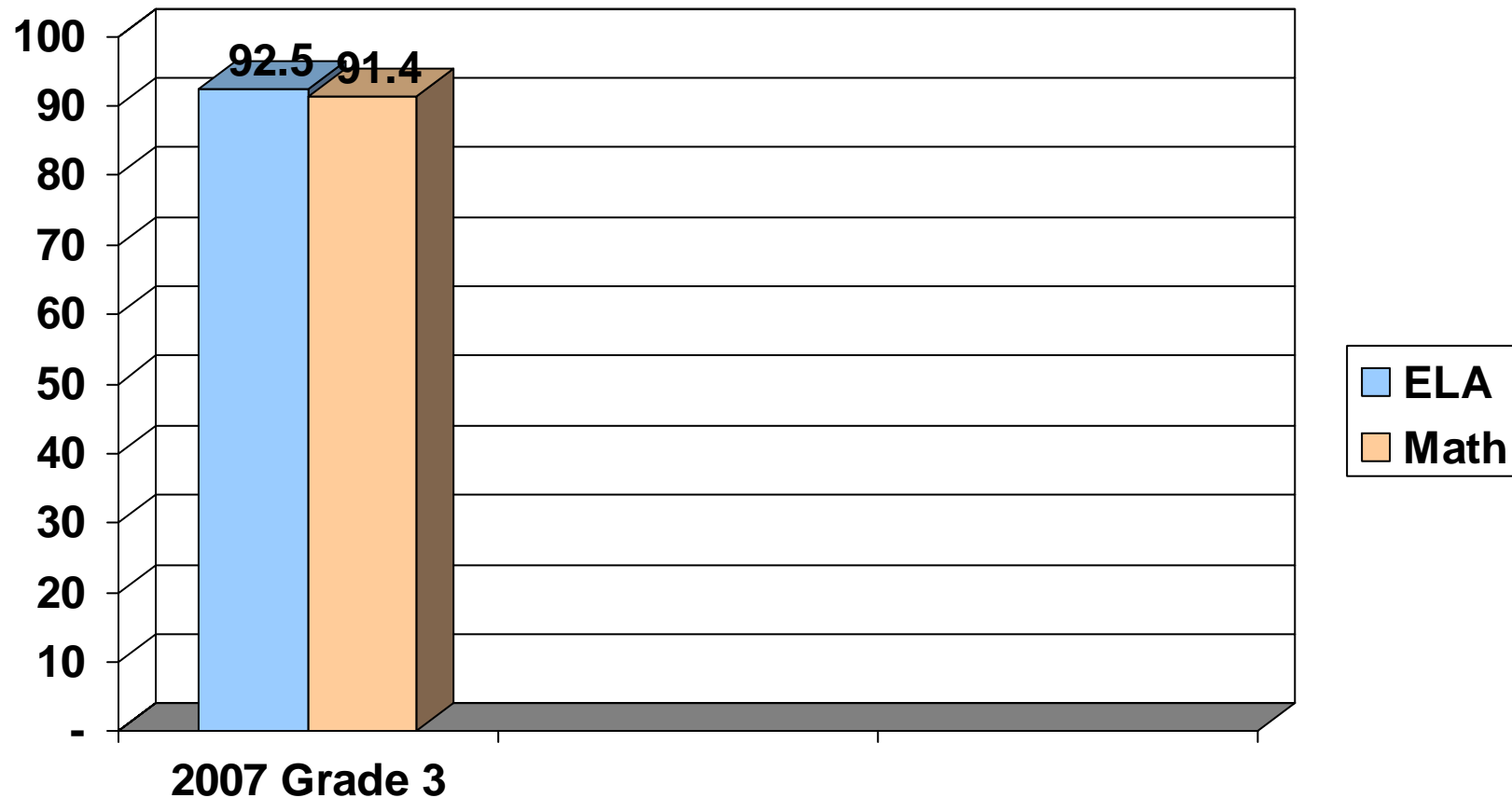
Grade 3 Reading Composite Performance Index 2007



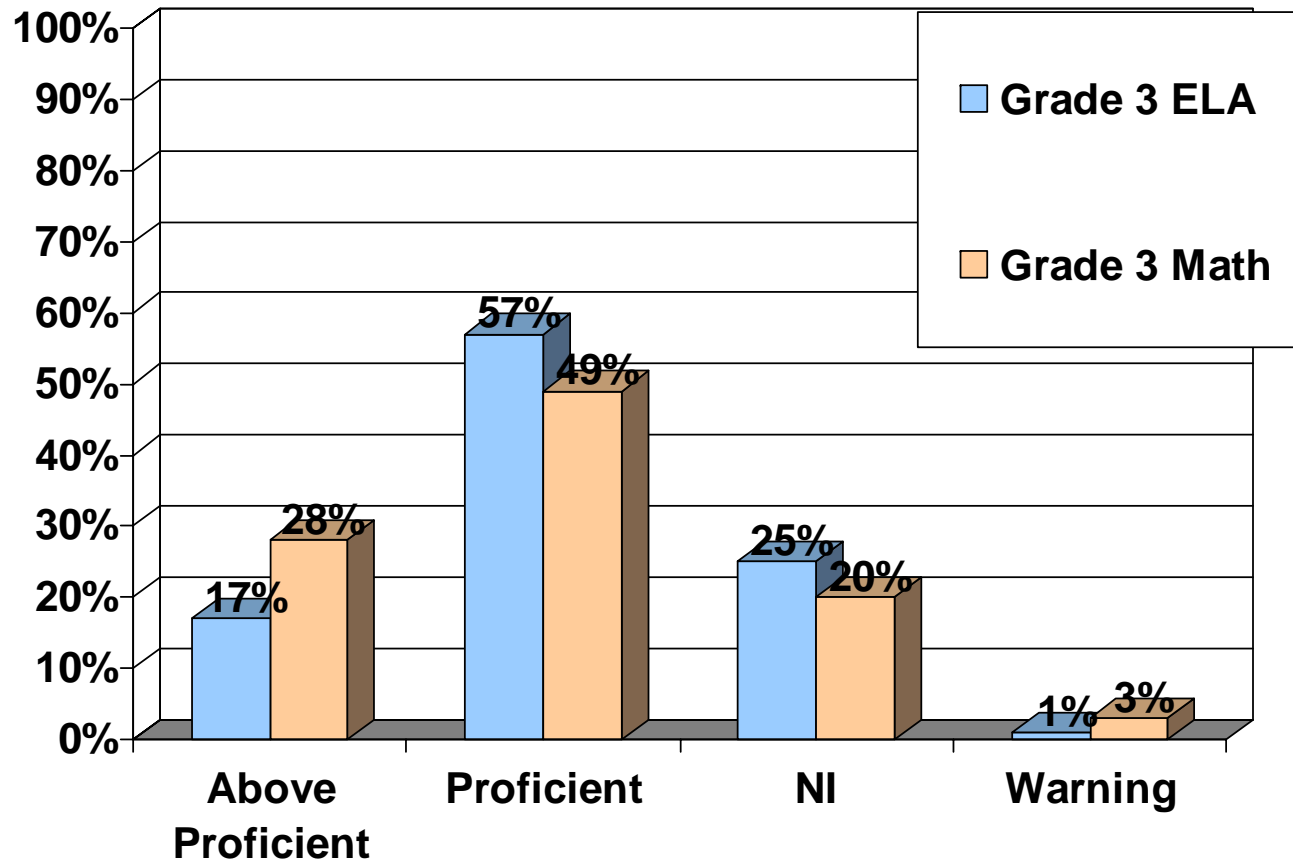
Grade 3 Math Composite Performance Index 2007



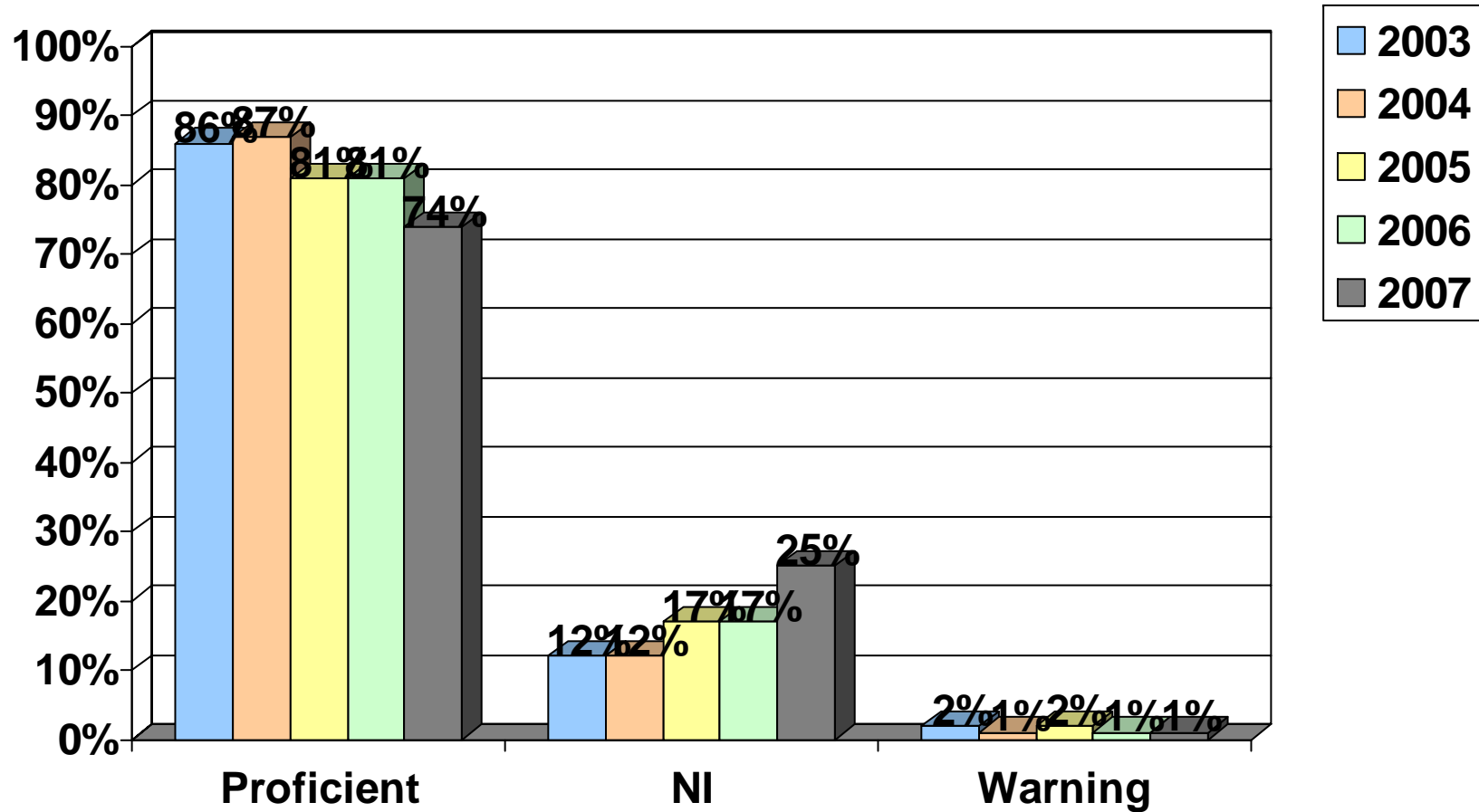
Class of 2010 (Current Grade 4) Composite Performance Index Total Students



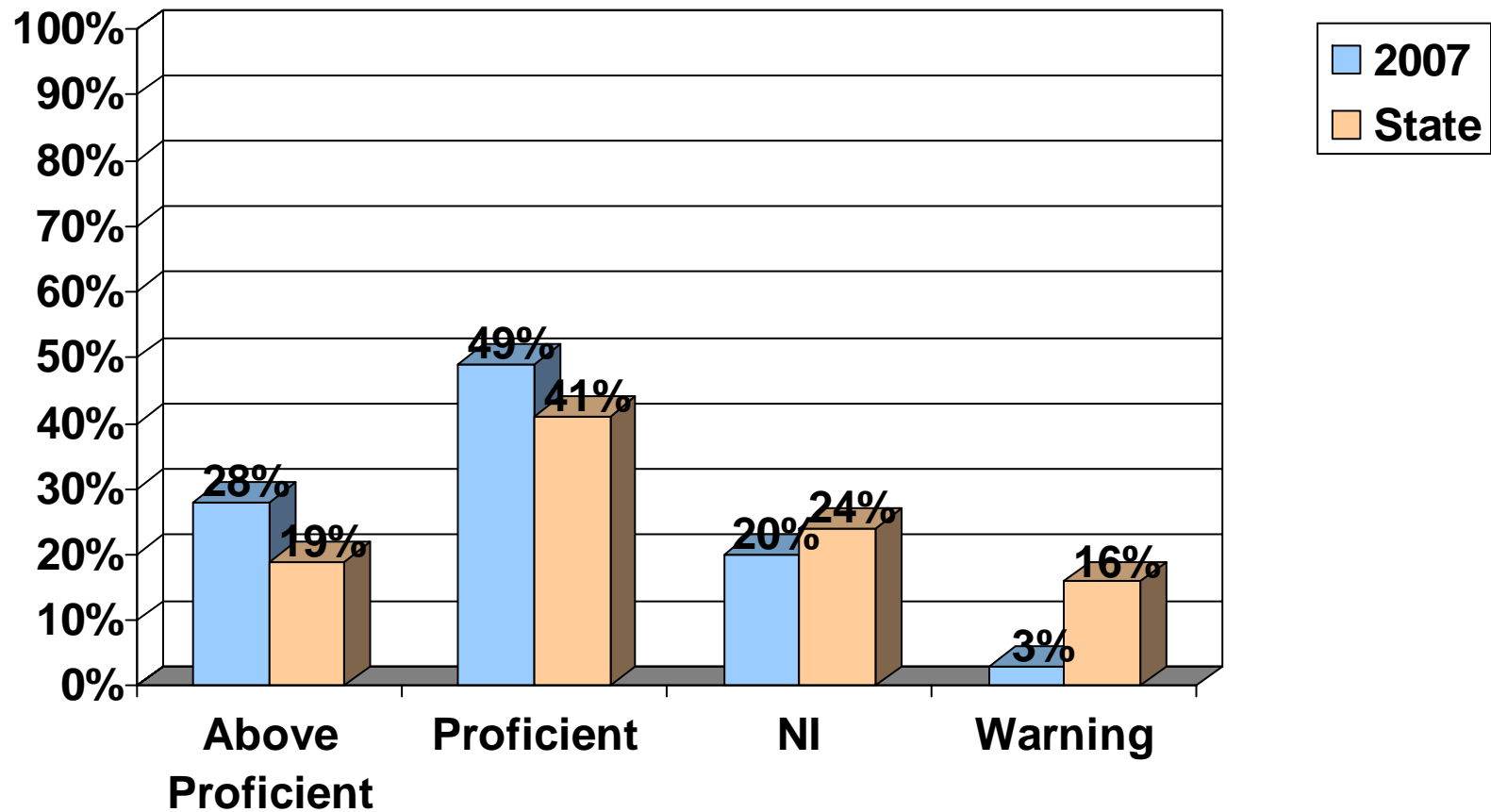
Class of 2010 (Present Grade 4) Performance Level Distribution



Boxford Grade 3 Reading Performance Level Results 2003-2007



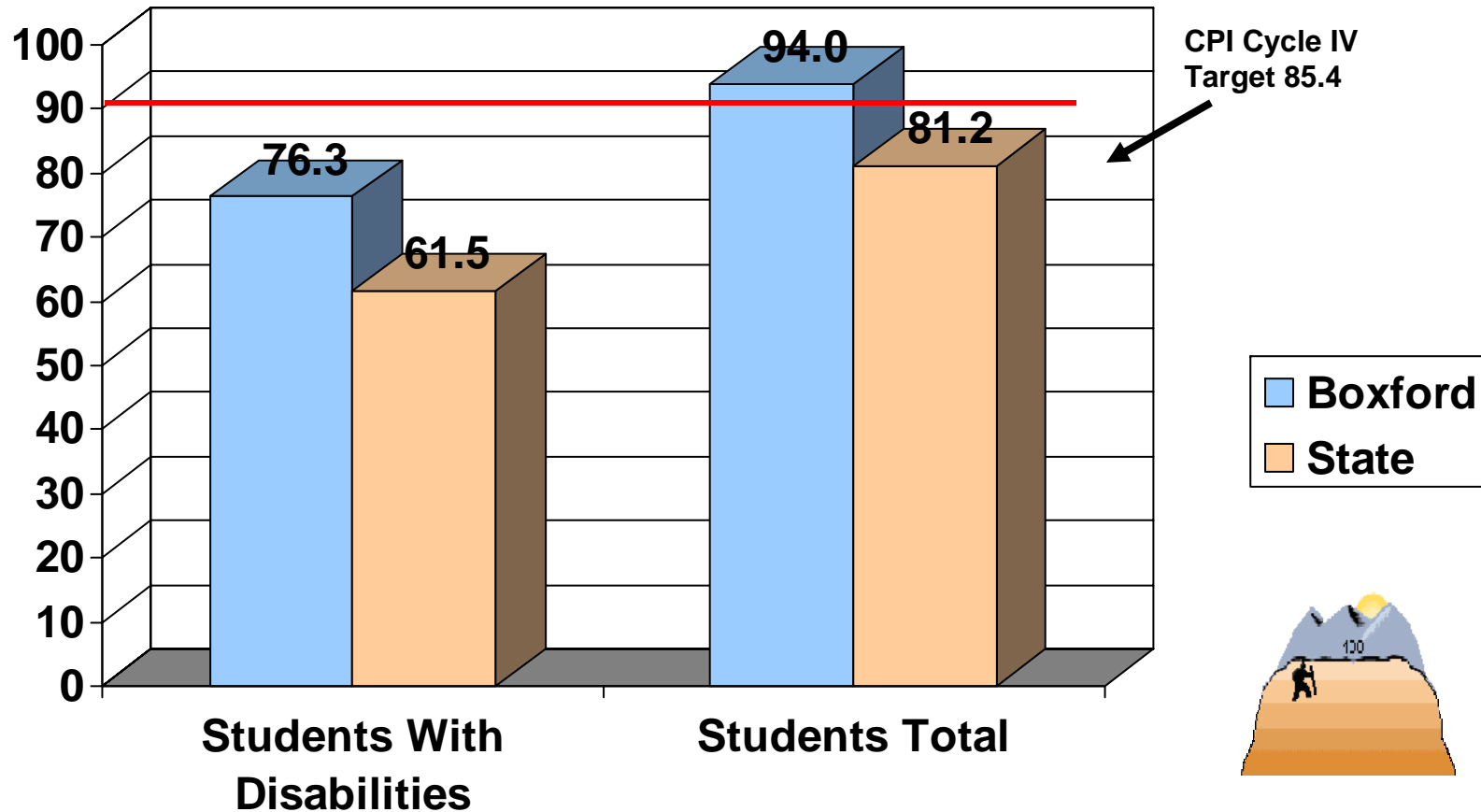
Boxford Grade 3 Mathematics Performance Level Results 2007



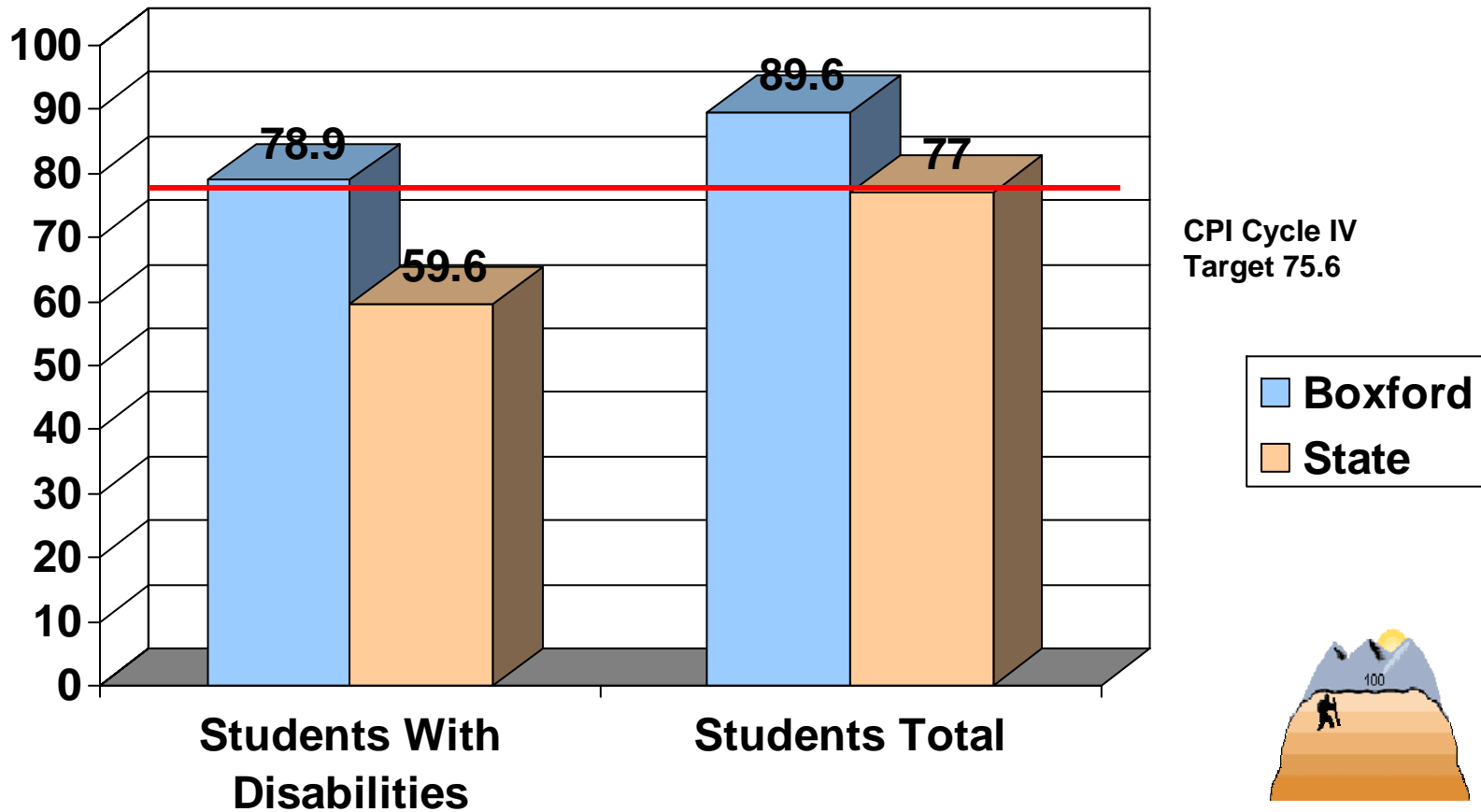
Grade 4 Results 2007

Class of 2009
Current Grade 5

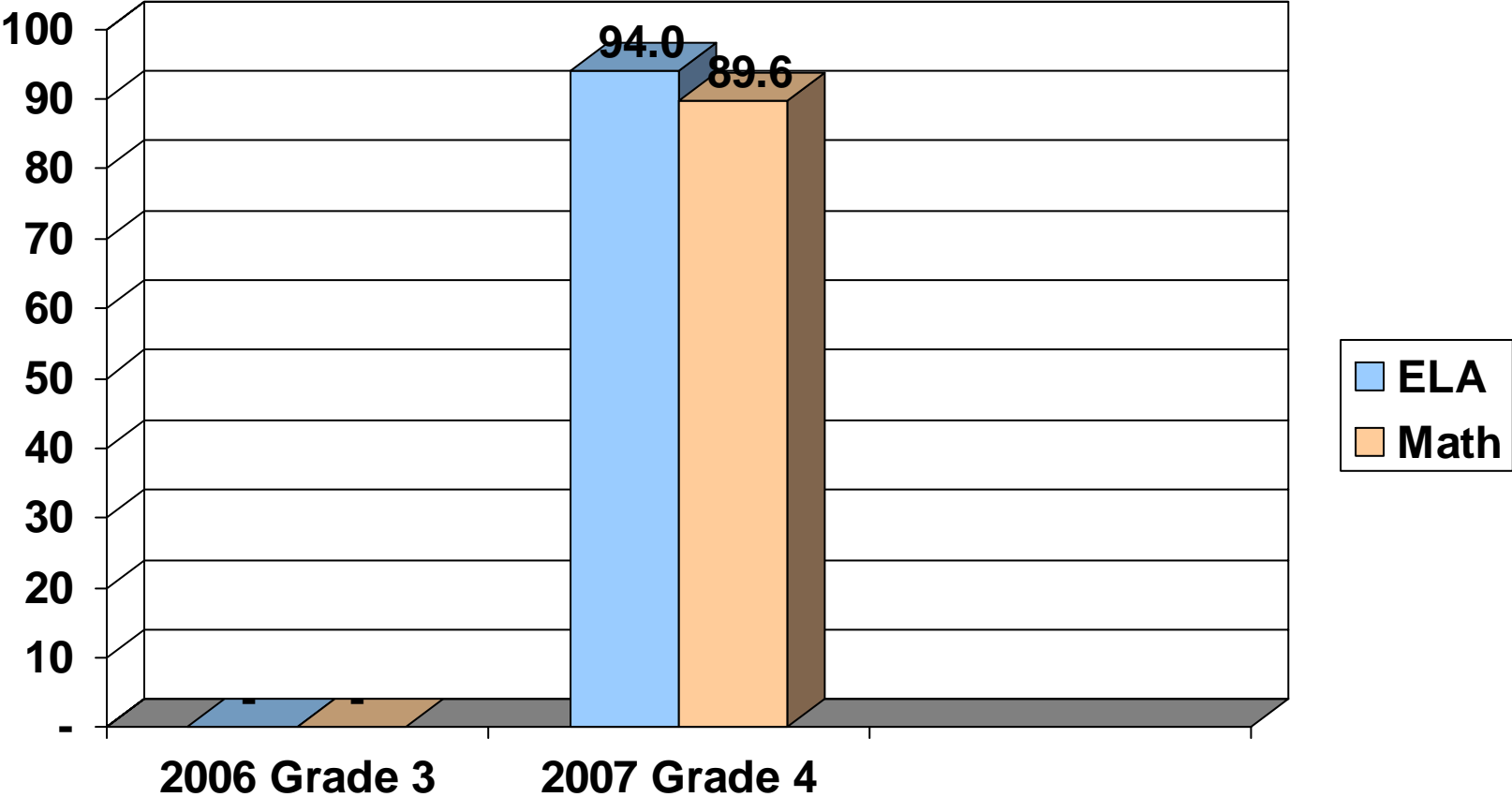
Grade 4 English Language Arts Composite Performance Index 2007



Grade 4 Mathematics Composite Performance Index 2007



Class of 2009 (Current Grade 5) Composite Performance Index Total Students



MCAS Grade 4 Areas English Language Arts

Average performance of students on the Writing Prompt by focusing on Topic Development

Year	Percentage of Points Earned	Change
2001	60%	
2002	61%	+1%
2003	62%	+1%
2004	58%	-4%
2005	71%	+13%
2006	72%	+1%
2007	76%	+4%

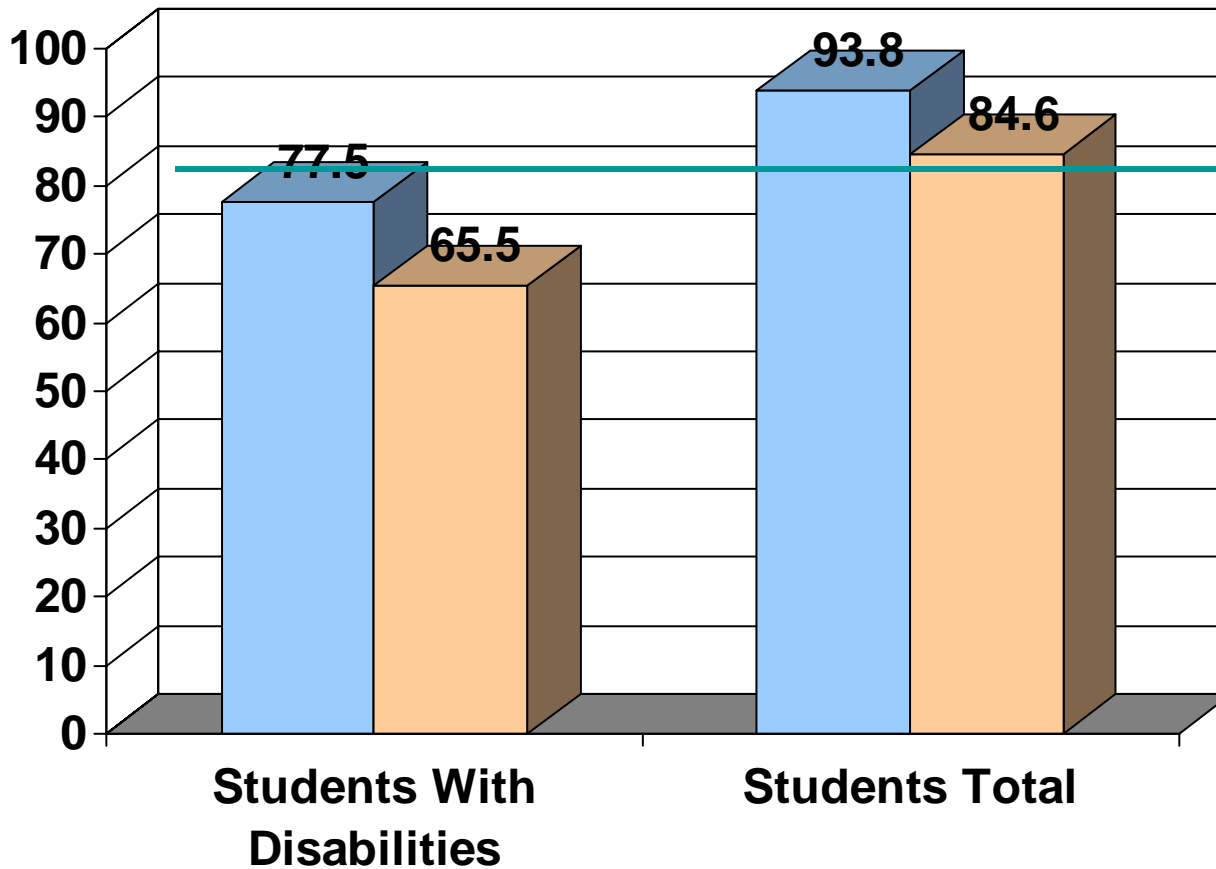
MCAS Grade 4 Mathematics Percentage of Available Points Earned

Area	2003	2004	2005	2006	2007
Number Sense Operations	78%	75%	77%	79%	75%
Patterns, Relations and Algebra	65%	73%	78%	77%	77%
Geometry	71%	73%	73%	63%	81%
Measurement Statistics and Probability	79%	63% 79%	67% 80%	67% 78%	77% 77%

Grade 5 Results 2007

Class of 2008
Current Grade 6

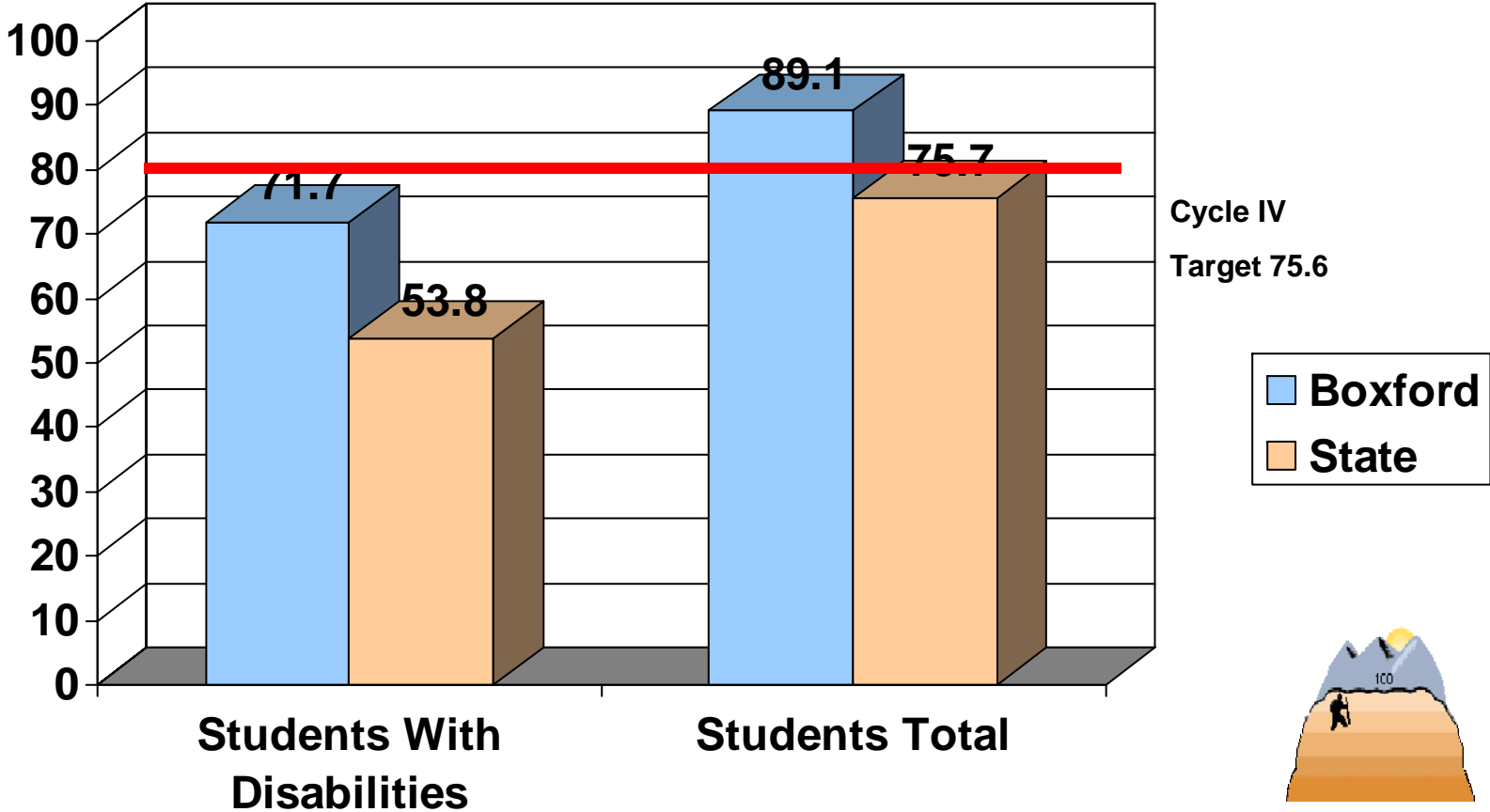
Grade 5 English Language Arts Composite Performance Index 2007



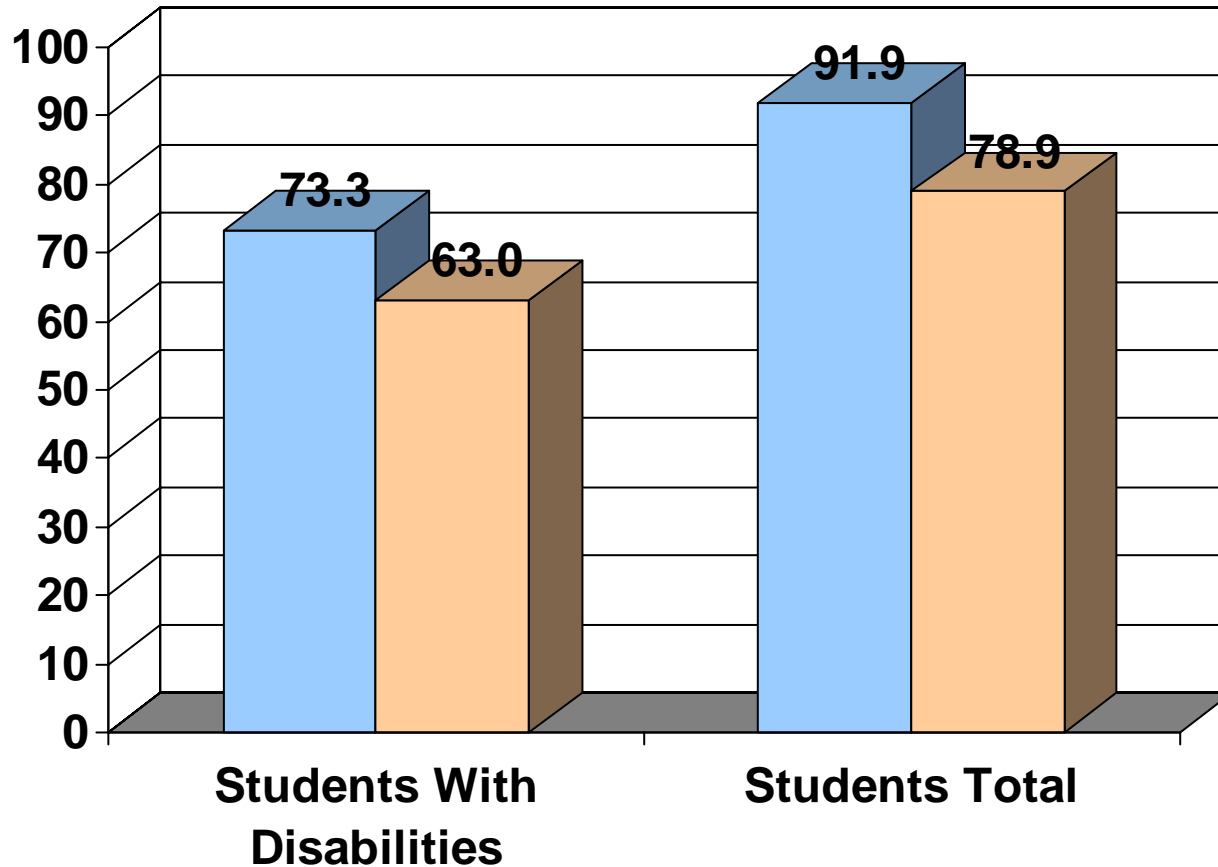
CPI Cycle IV
Target 85.4



Grade 5 Mathematics Composite Performance Index 2007



Grade 5 Science and Technology Composite Performance Index 2007



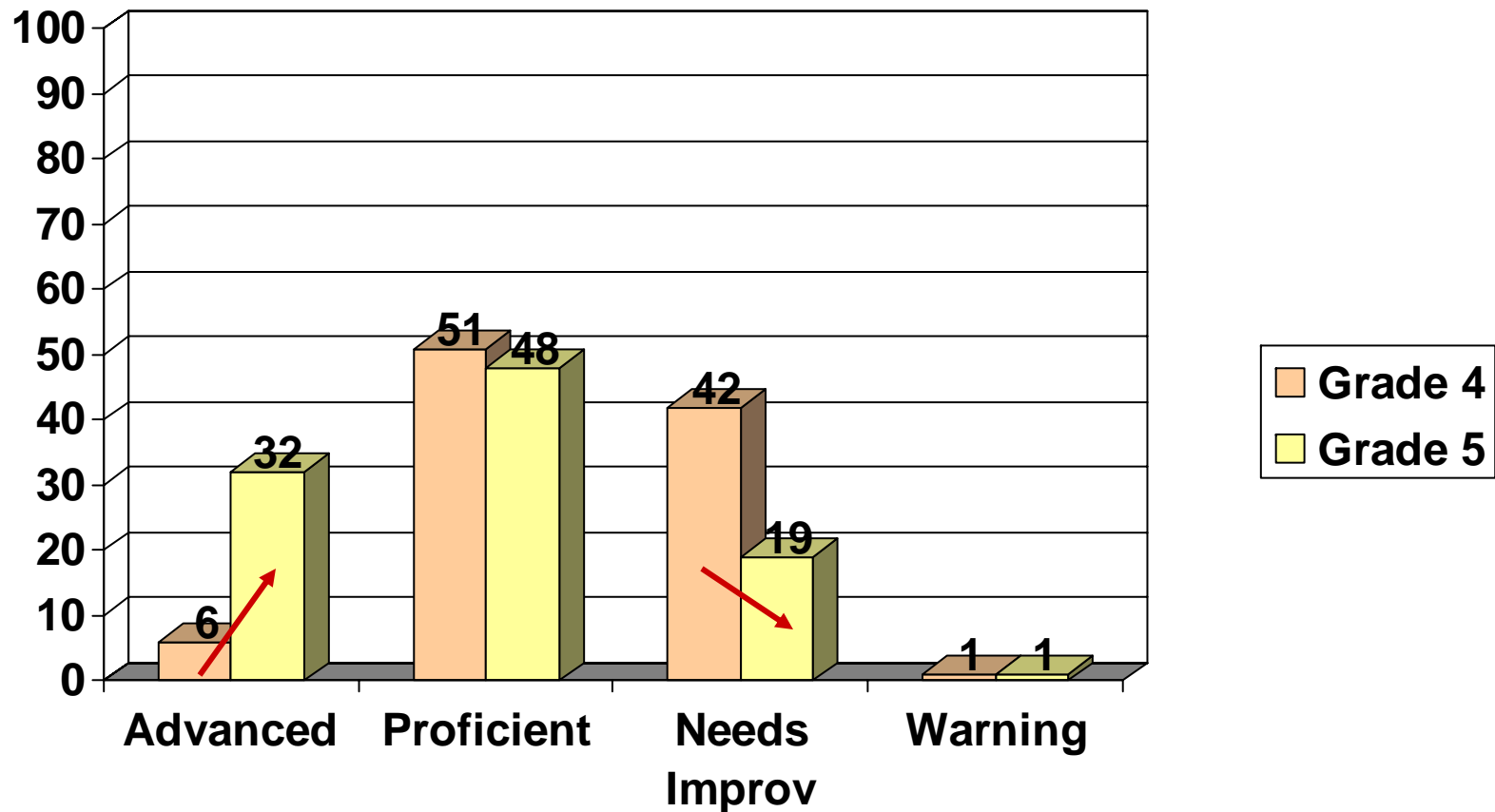
MCAS Grade 5 Mathematics Percent of Available Points Earned

Area	2006		2007
Number Sense	74%		75%
Patterns, Relations and Algebra	84%		82%
Geometry	68%		73%
Measurement	75%		71%
Statistics and Probability	75%		83%

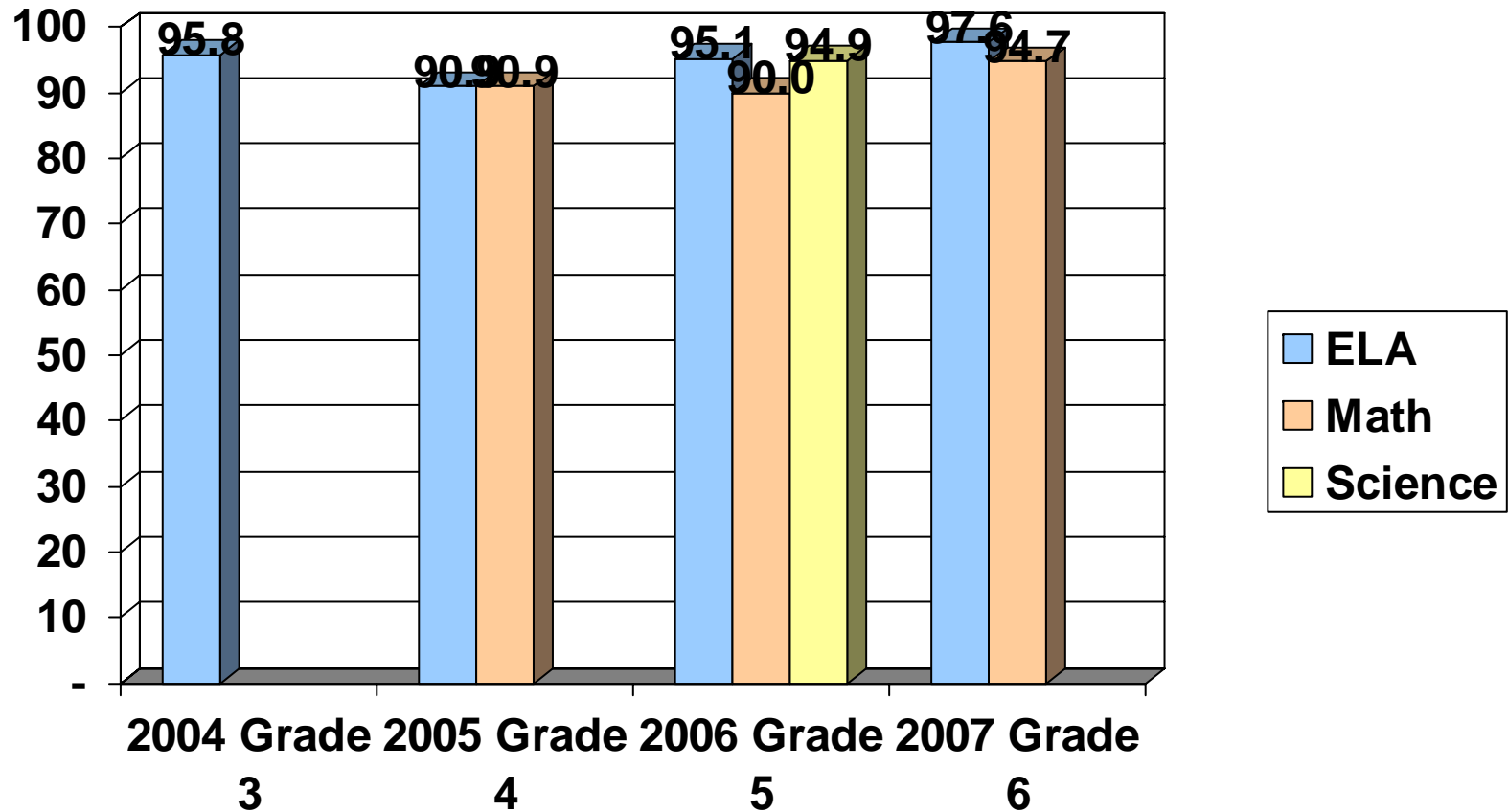
MCAS Grade 5 Science and Technology Percent of Available Points Earned

	2003	2004	2005	2006	2007
Earth and Space Science	74%	78%	75%	70%	73%
Life Science	75%	80%	80%	70%	73%
Physical Science	81%	84%	77%	72%	76%
Technology/Engineering	87%	85%	82%	82%	76%

Growth Over Time Grade 4 (2006) to Grade 5 (2007) ELA Performance Level Results Comparison By %



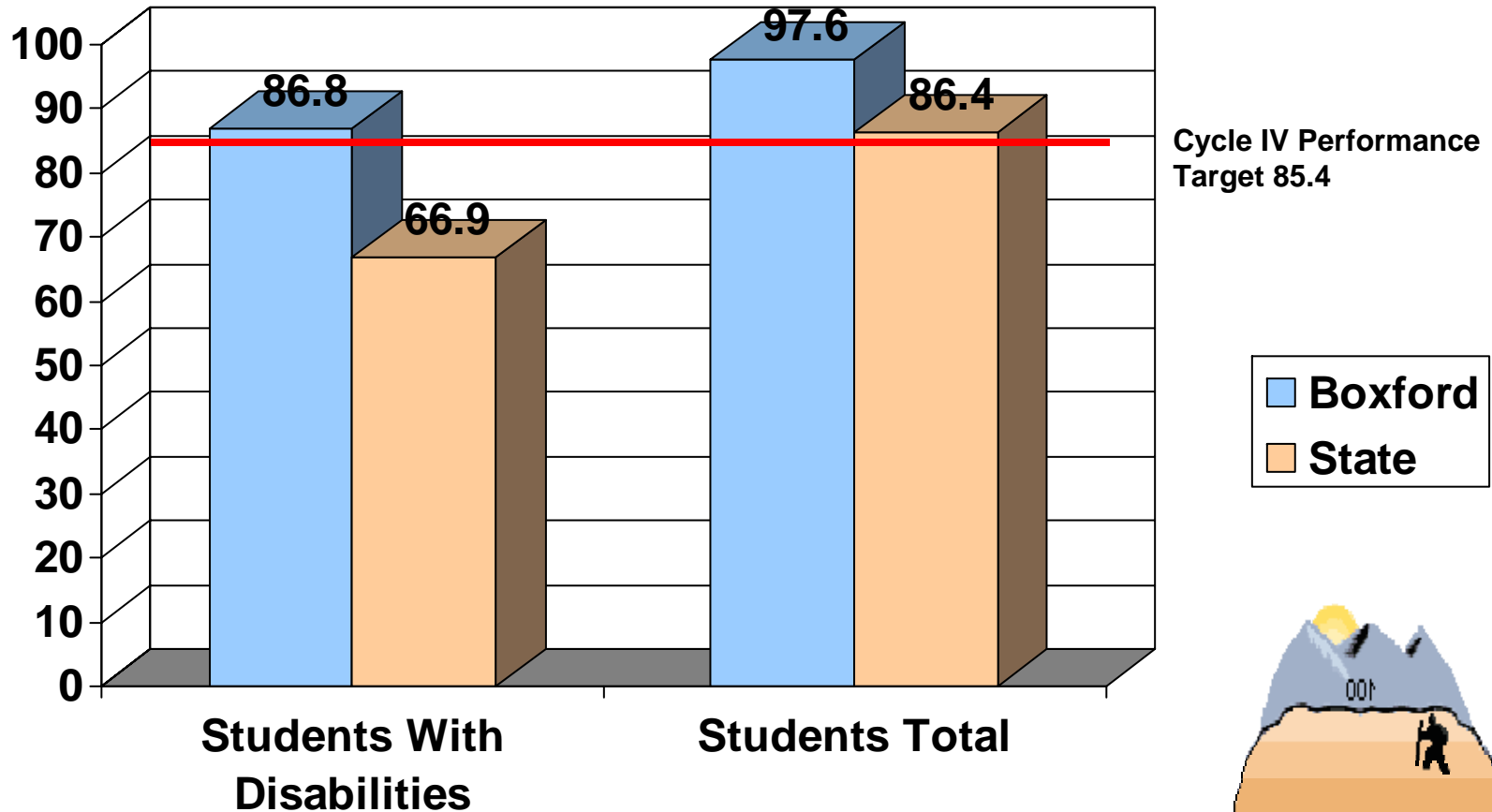
Class of 2007 (Grade 7) Composite Performance Index History Total Students



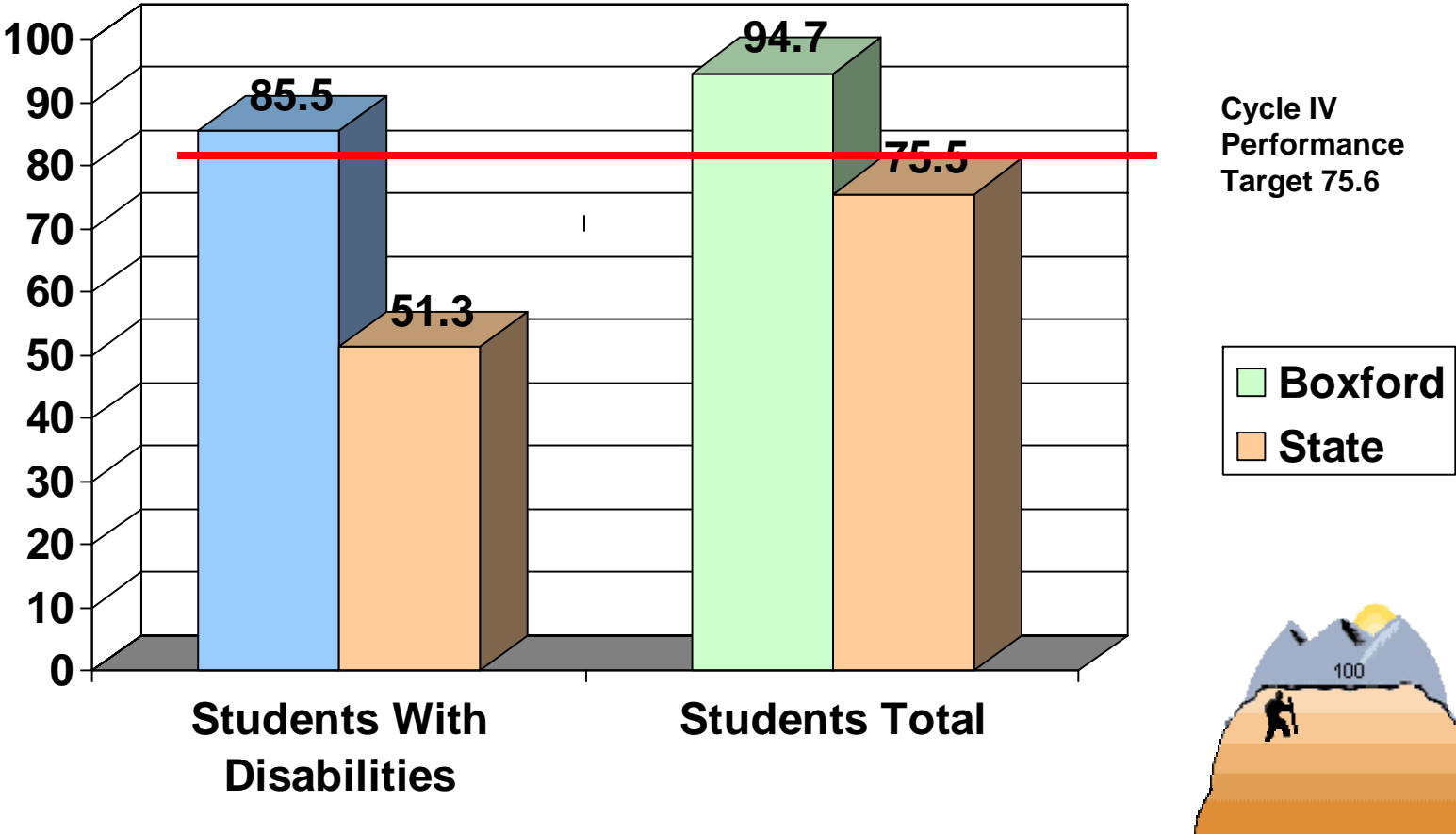
Grade 6 Results 2007

Class of 2007
Current Grade 7

Grade 6 English Language Arts Composite Performance Index 2007



Grade 6 Math Composite Performance Index 2007

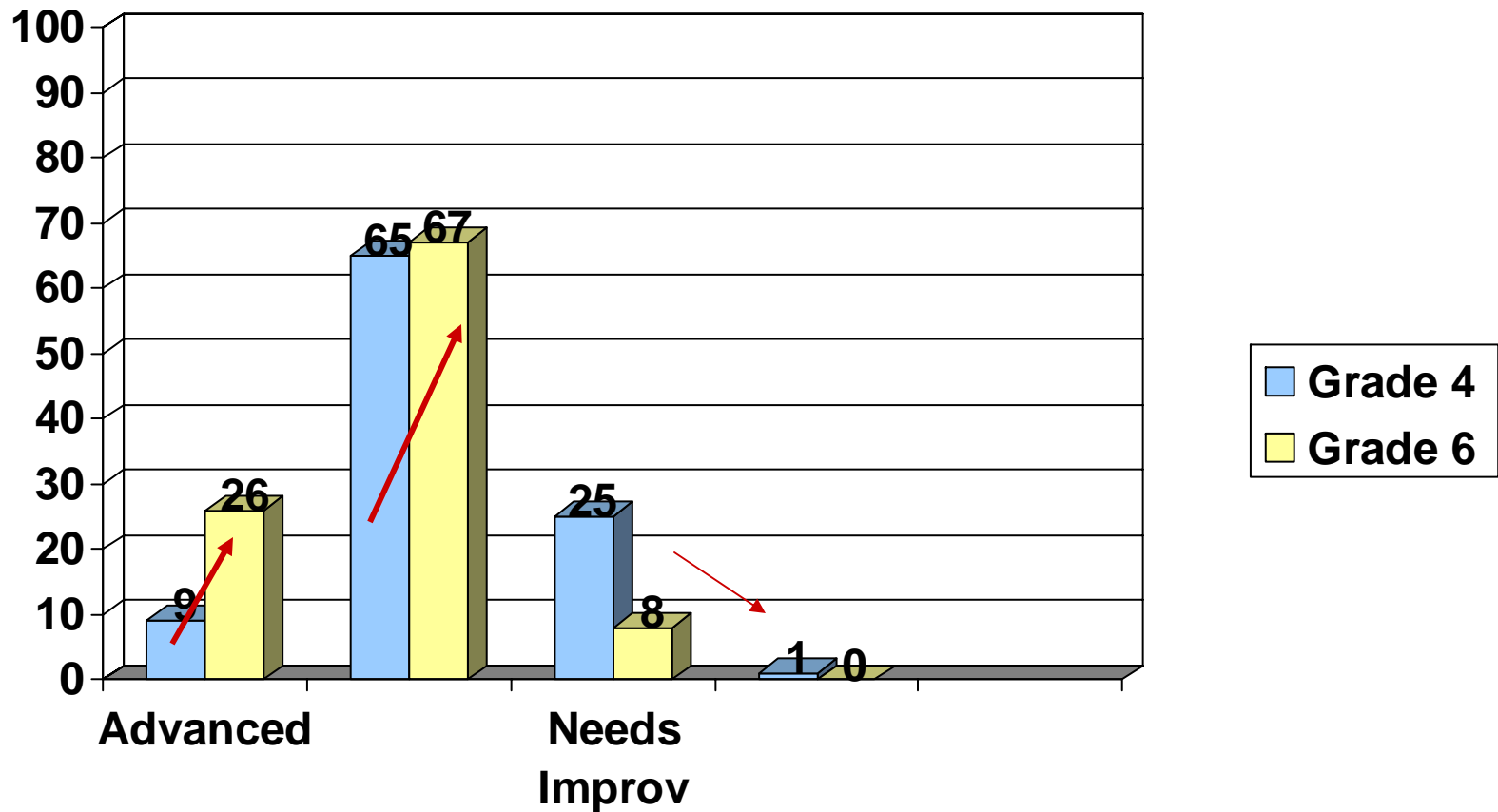


MCAS Grade 6 Areas Targeted for Improvement in Mathematics

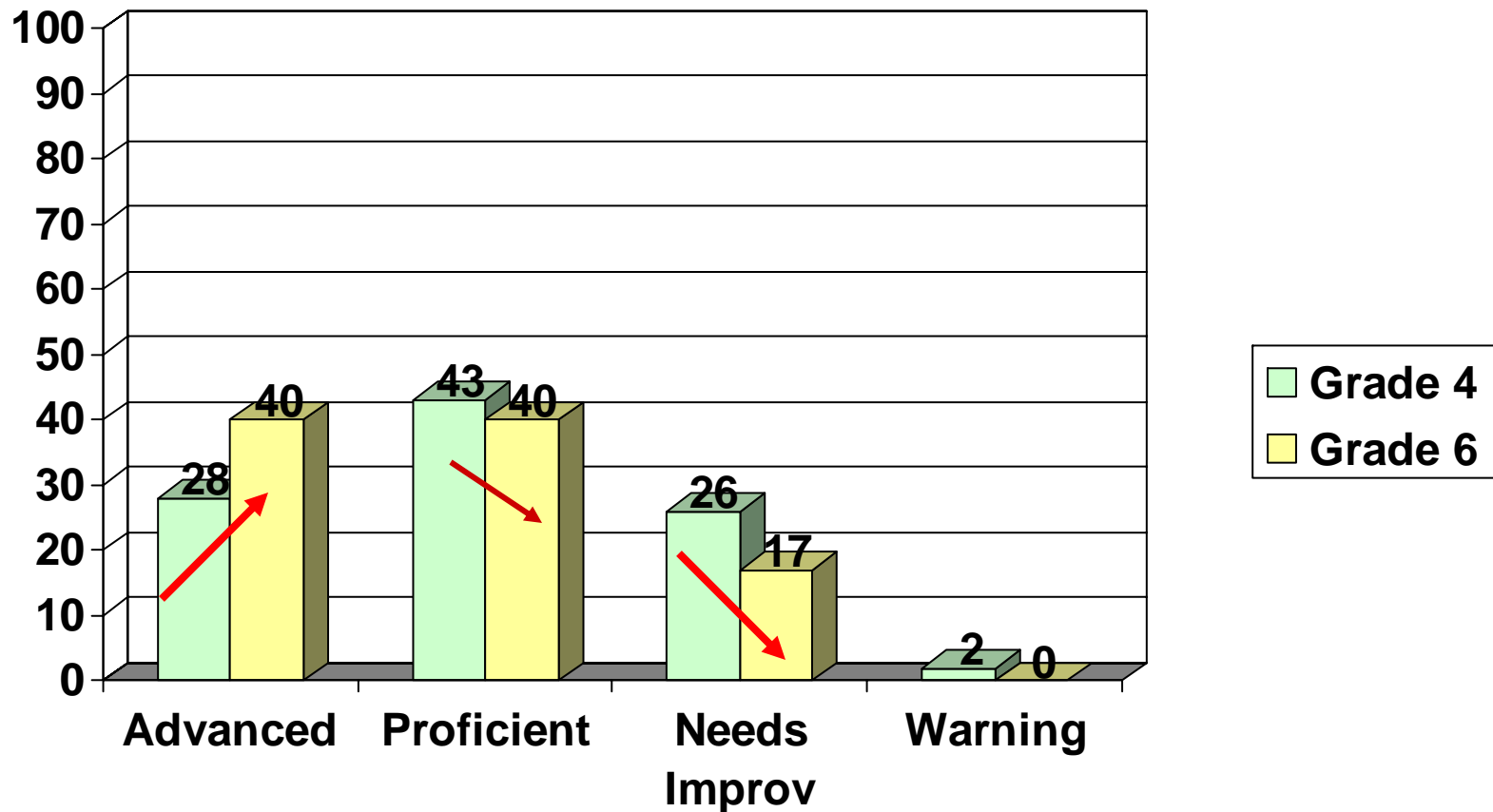
Improve performance in all areas with particular emphasis on Data Analysis, Statistics and Probability Geometry and Measurement.

	2003	2004	2005	2006	2007
Number Sense	75%	75%	83%	81%	80%
Algebra	75%	79%	86%	89%	91%
Statistics	63%	75%	78%	75%	63%
Geometry	62%	80%	72%	61%	75%
Measurement	62%	72%	75%	66%	88%

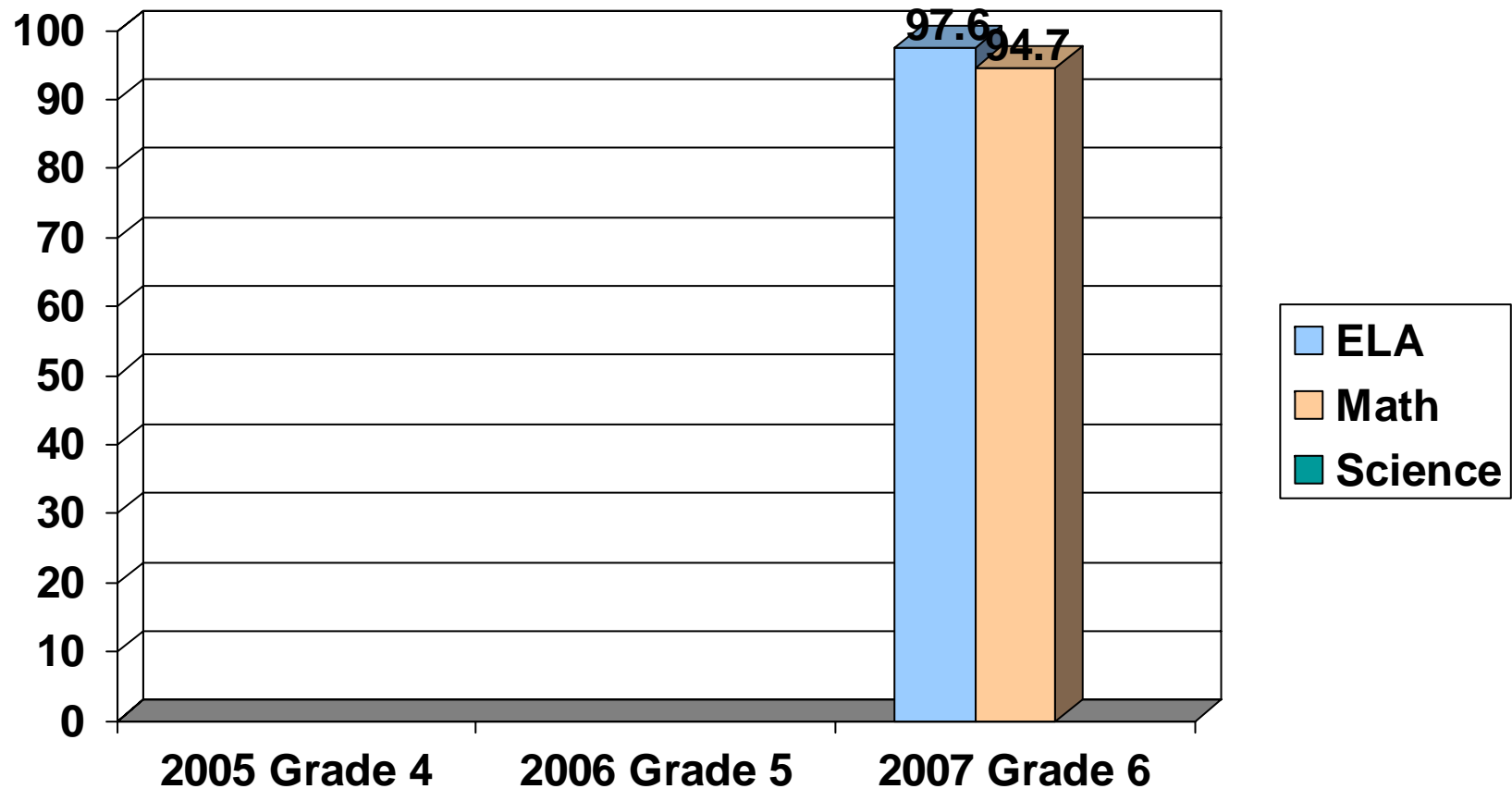
Growth Over Time Grade 4 (2005) to Grade 6 (2007) ELA Performance Level Results Comparison By %



Grade 4 (2005) to Grade 6 (2007) Math Performance Level Results Comparison By %



Class of 2007 (Current Grade 7) Composite Performance Index History Total Students



Where Can I Find Accountability Information When I Need It?

Visit the Department of 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.

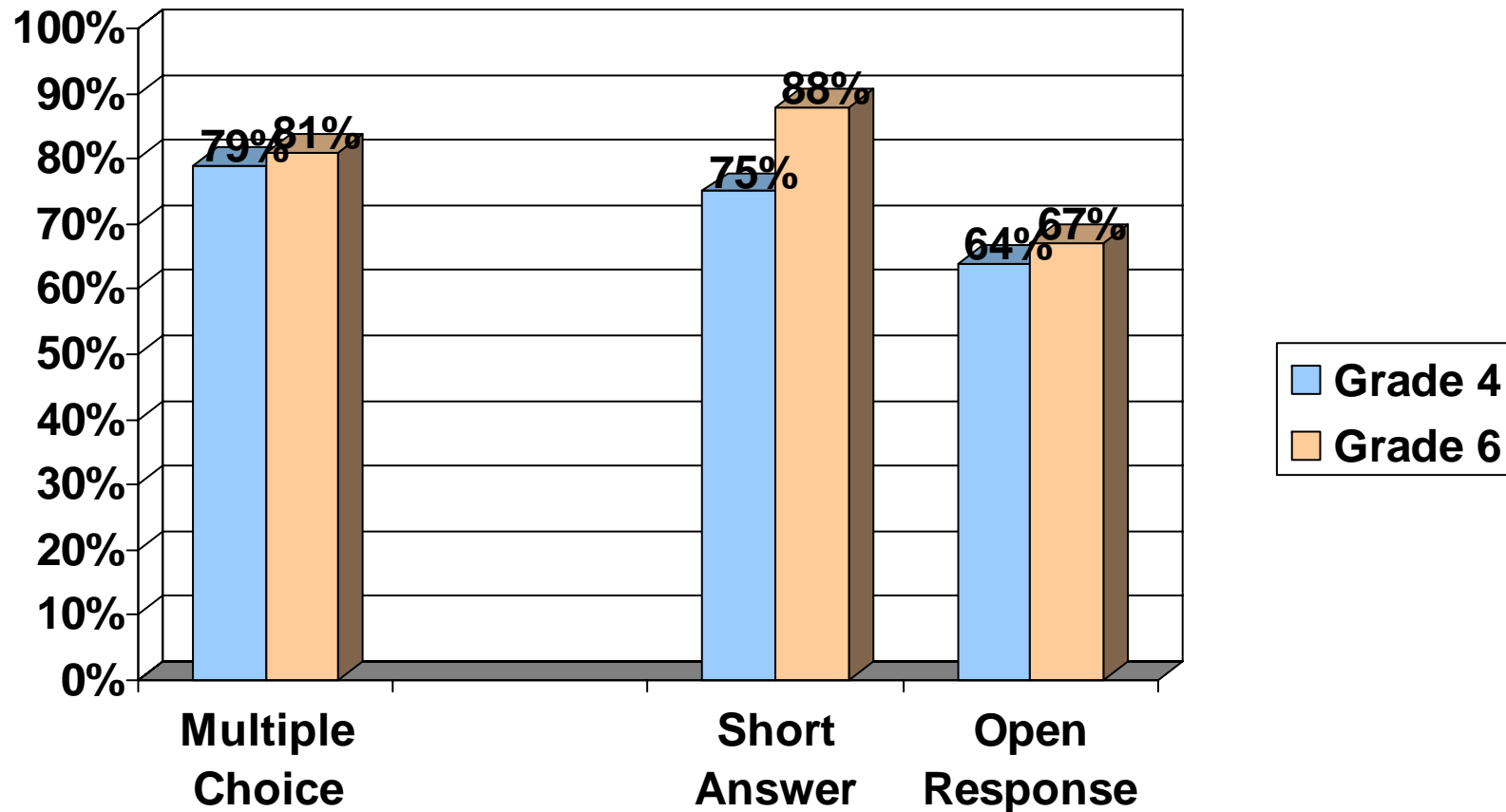
Acknowledgements

- Contributors to this presentation include:
 - Kathryn Nikas, Principal, Cole School
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 - Debbie Hale, Director of Curriculum
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 - Christine Elliott, Instructional Support Specialist ELA
 - Kathy Cyr, Student Services Coordinator, Spofford Pond School
 - Julie Jayne, Early Childhood Coordinator, Cole School

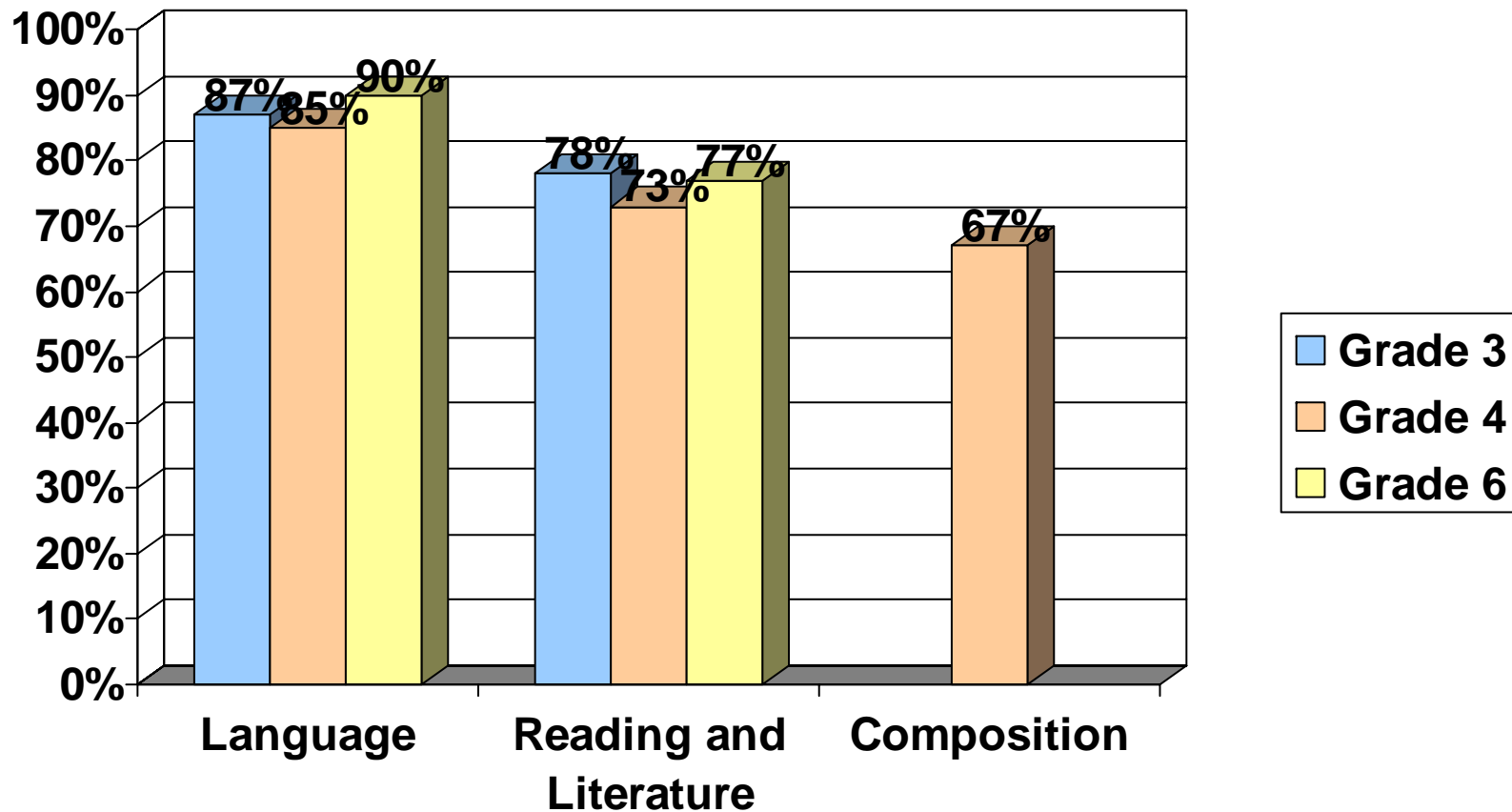
**HISTORICAL
BACKGROUND
INFORMATION**

FOR REFERENCE PUPOSES

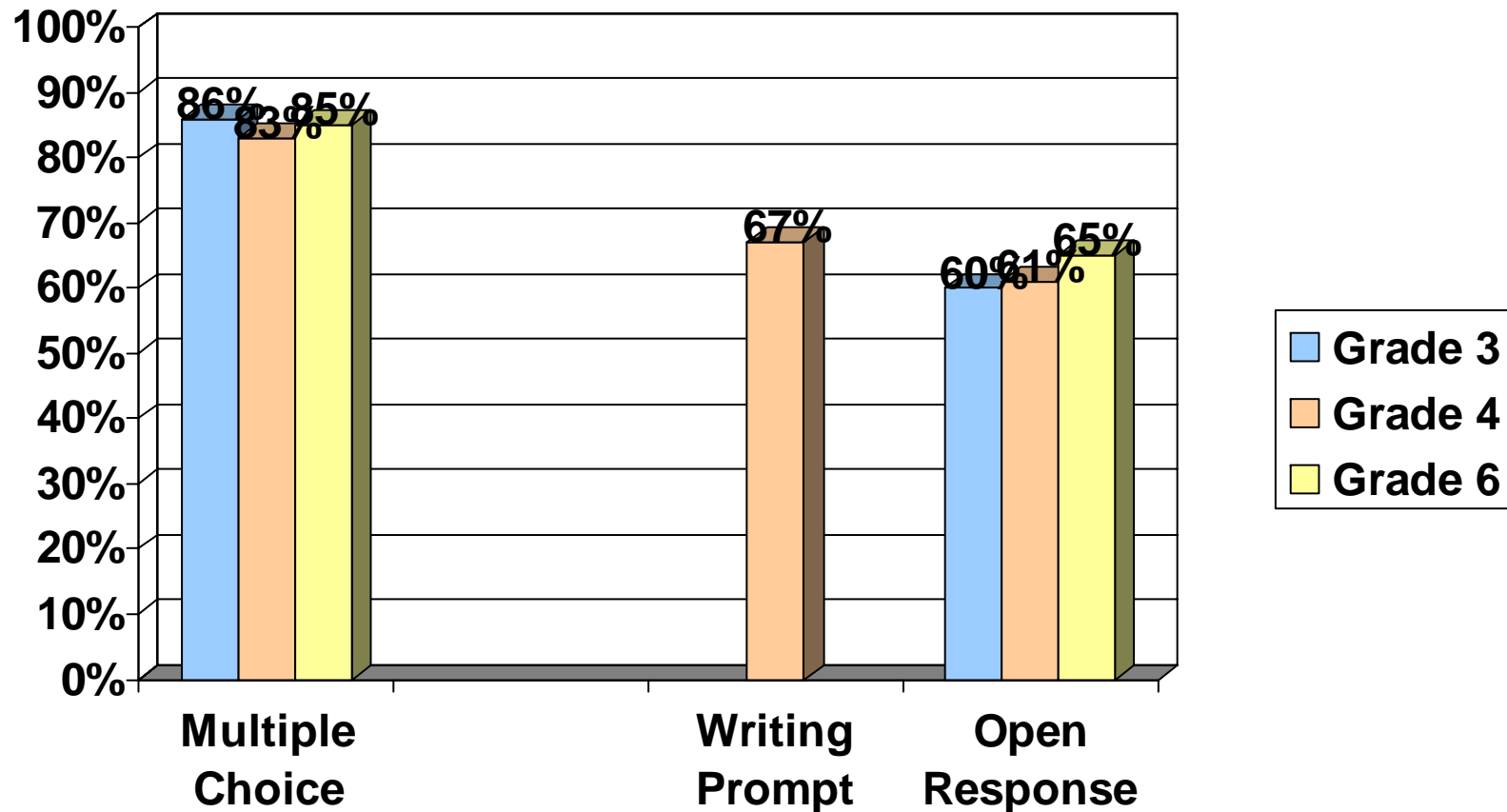
Class of 2006 (Present Grade 8) Percentage of Available Points Earned By Type of Question in Math



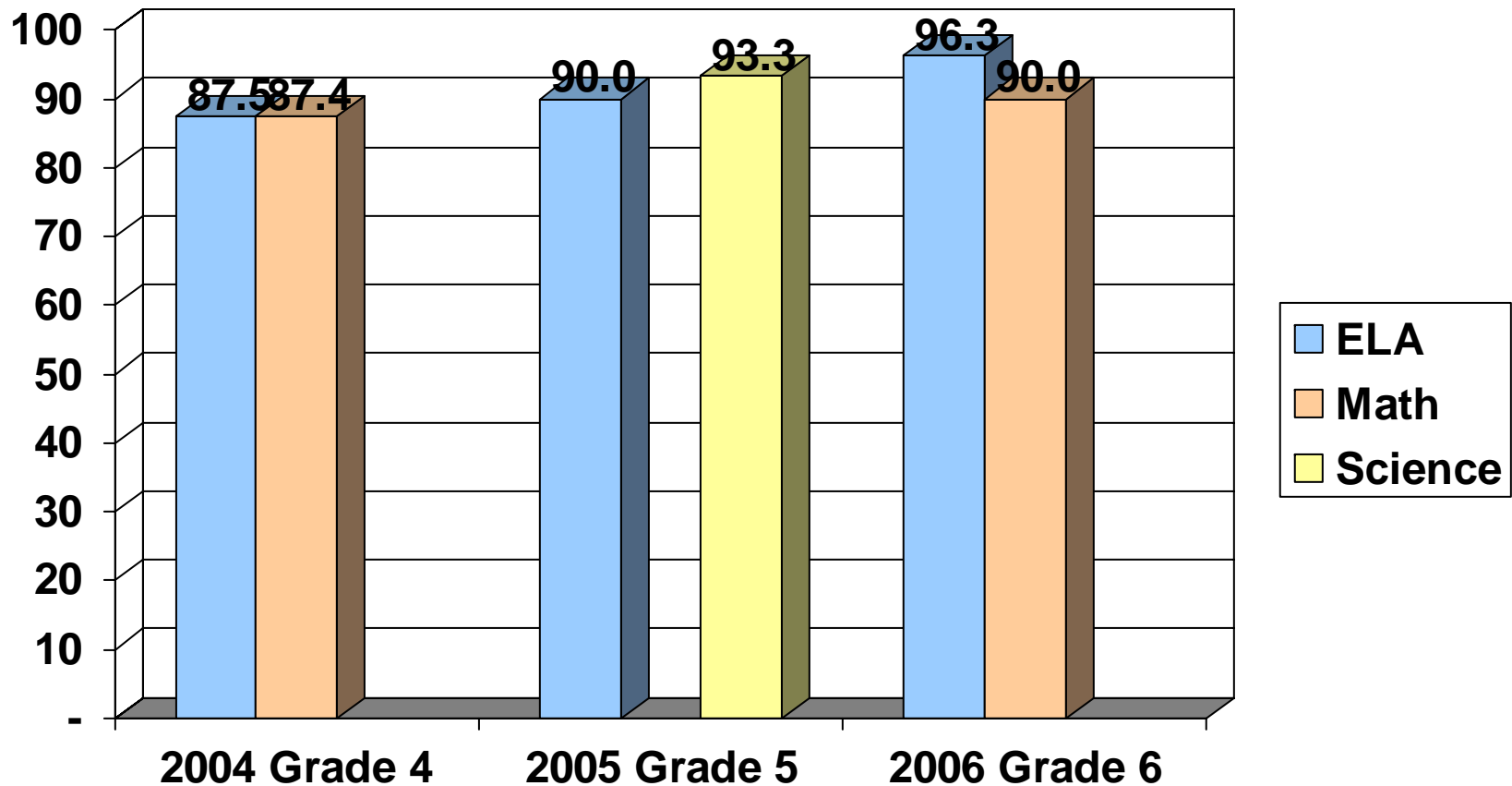
Class of 2006 (Present Grade 8) Percentage of Available Points Earned in English Language Arts Content



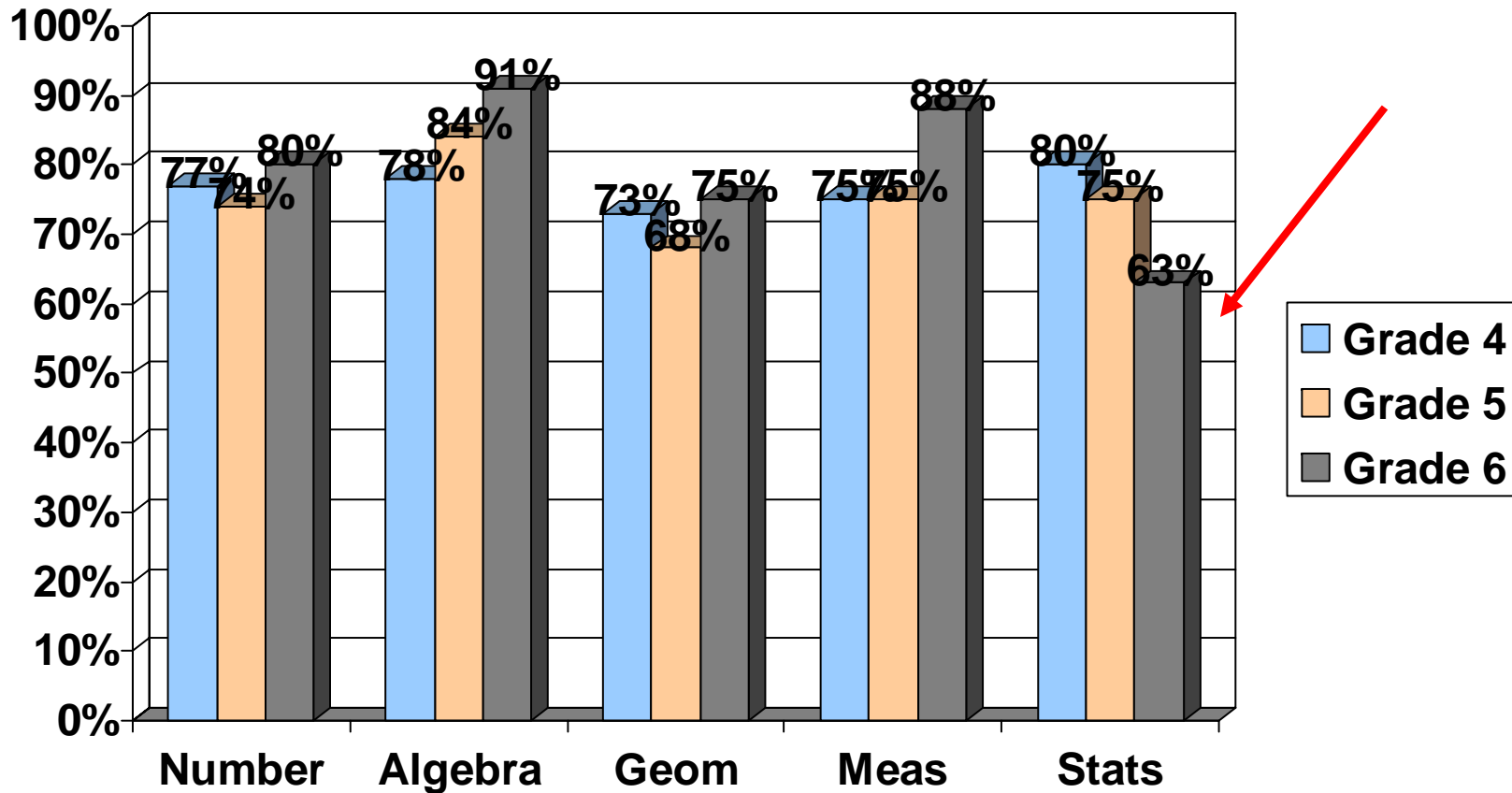
Class of 2006 (Present Grade 8) Percentage of Available Points Earned By Type of Question in English Language Arts



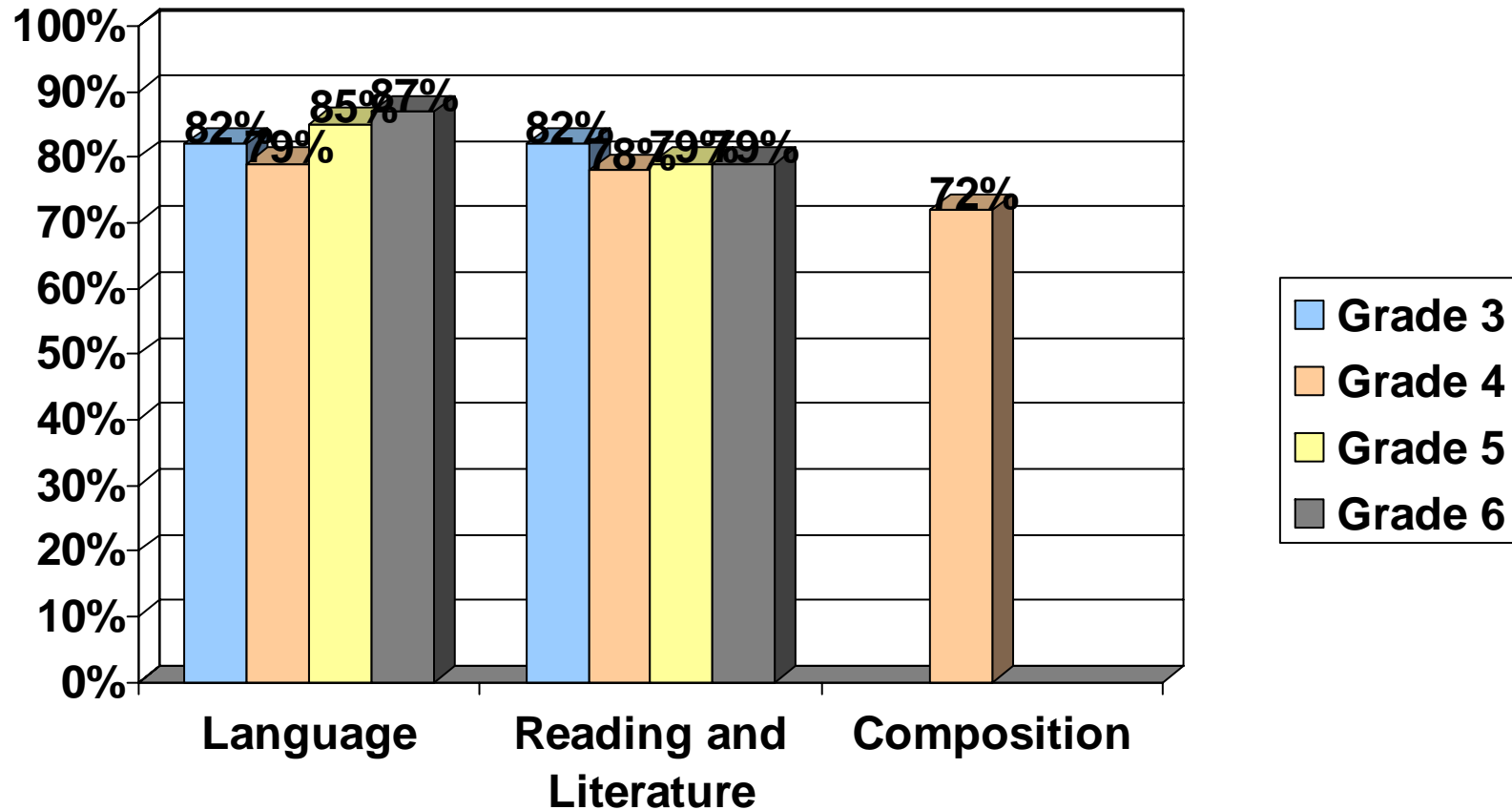
Class of 2006 (Current Grade 8) Composite Performance Index Total Students



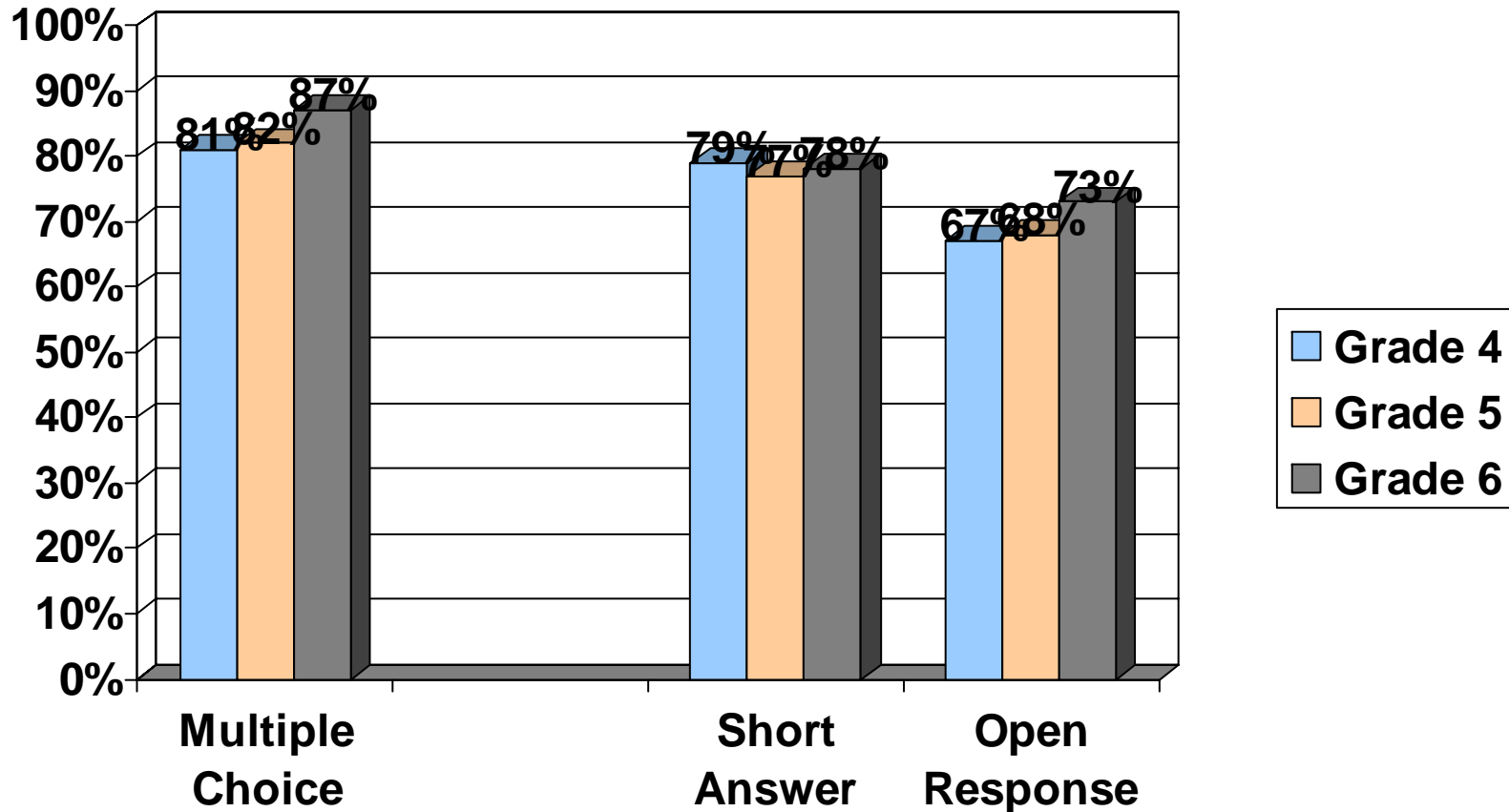
Class of 2007 (Present Grade 7) Percentage of Available Points Earned Math Content



Class of 2007 (Present Grade 7) Percentage of Available Points Earned English Language Arts Content



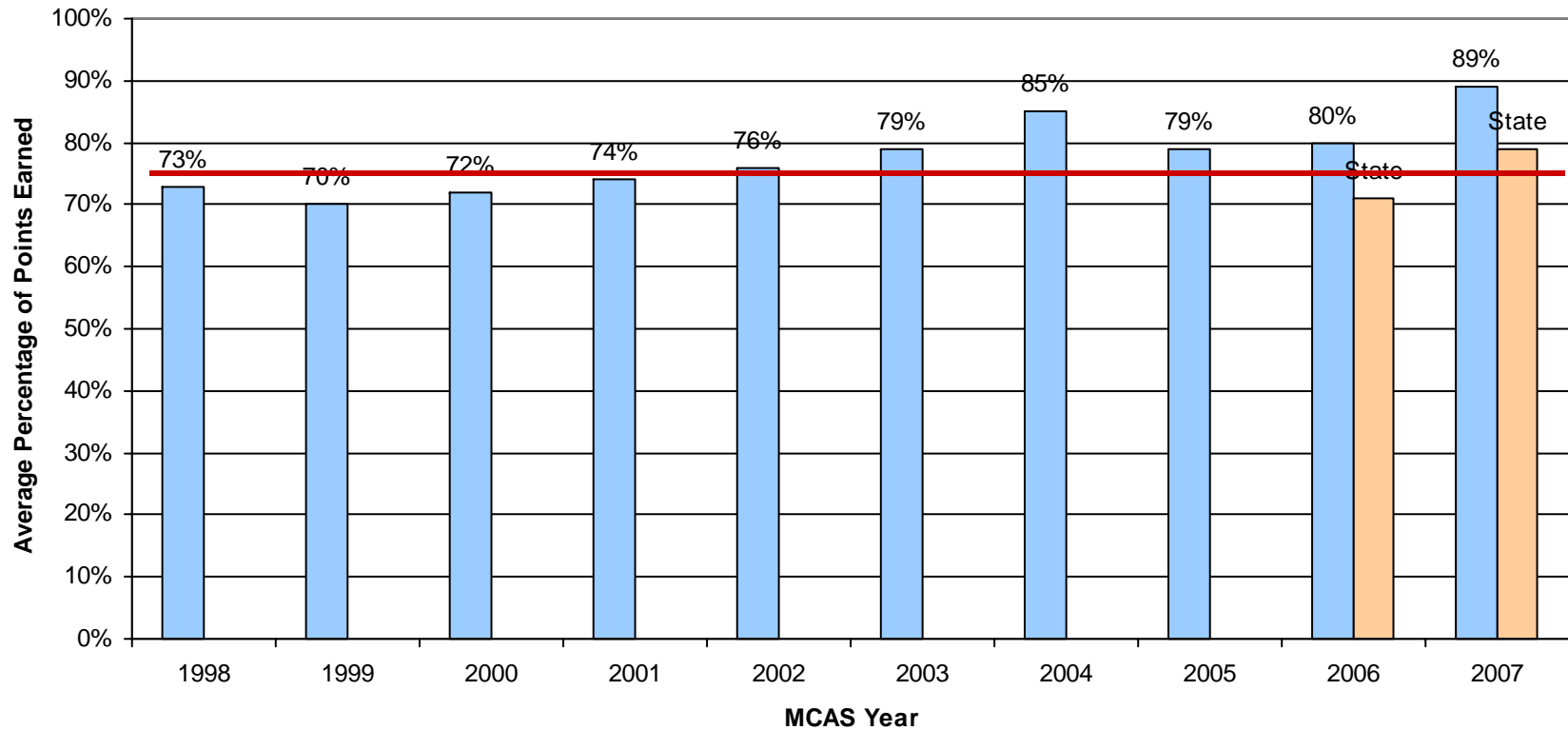
Class of 2007 (Present Grade 7) Percentage of Available Points Earned By Type of Question in Math



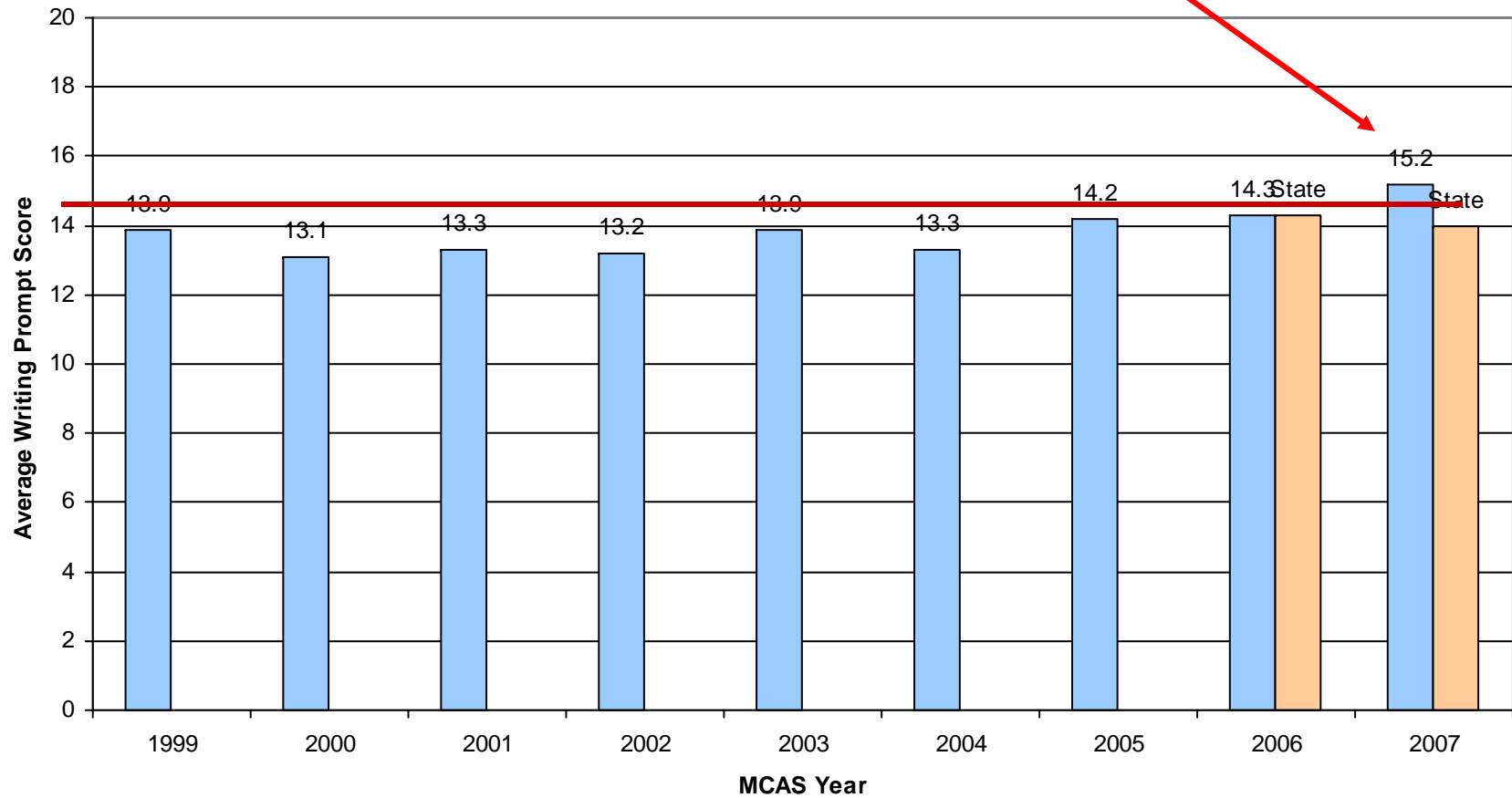
MCAS Performance 2003- 2007
Percentage of students performing at the Advanced
Level in each area tested

Test	2003	2004	2005	2006	2007
Grade 4 ELA	9%	13%	9%	6%	24%
Grade 4 Math	20%	25%	32%	28%	29%
Grade 5 ELA				27%	32%
Math				31%	37%
Science	41%	50%	25%	37%	40%
Grade 6 Math	31%	38%	40%	29%	43%
ELA				22%	26%

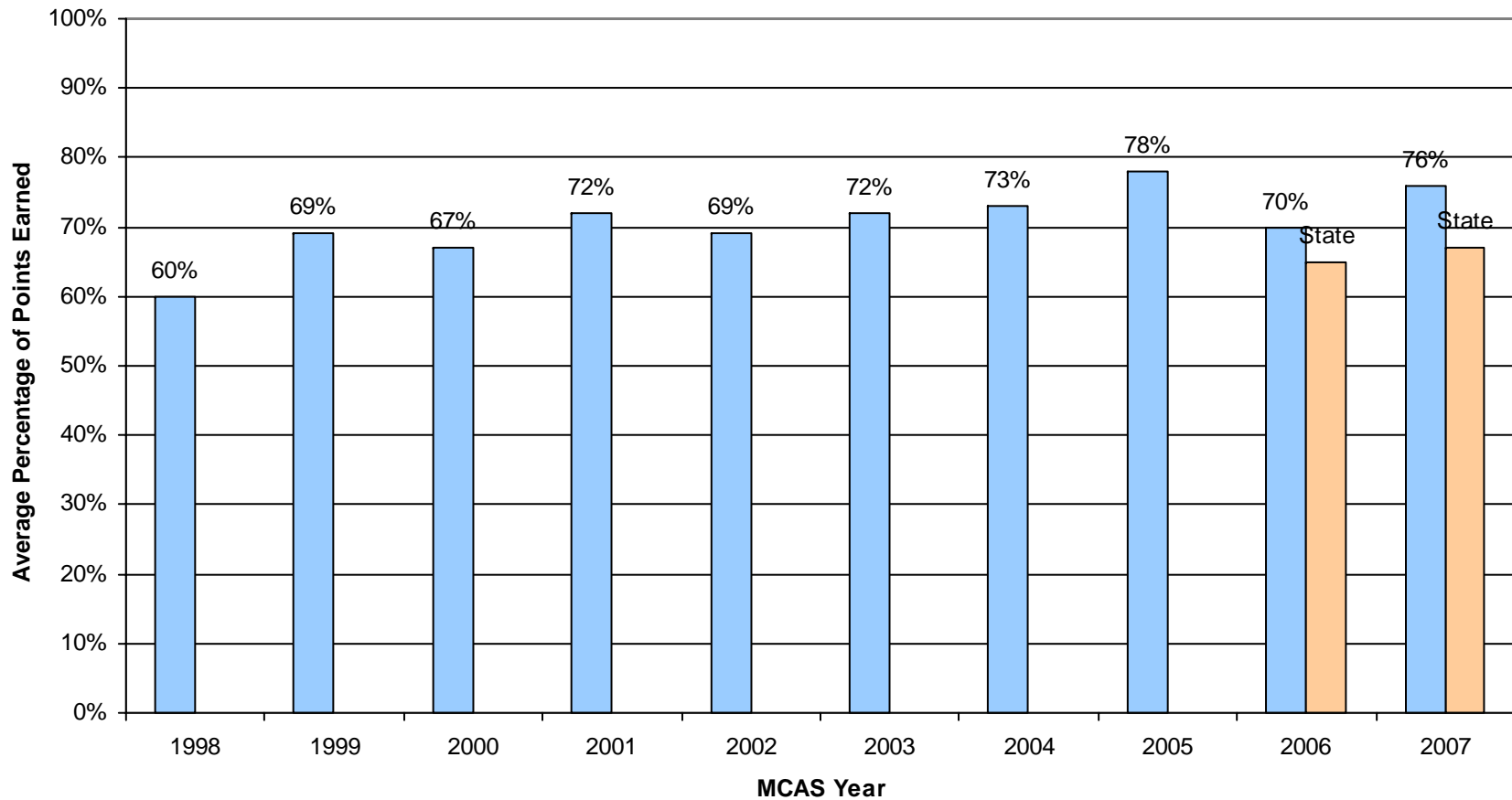
Grade 4 ELA: History of the % of Possible Points Earned in Language



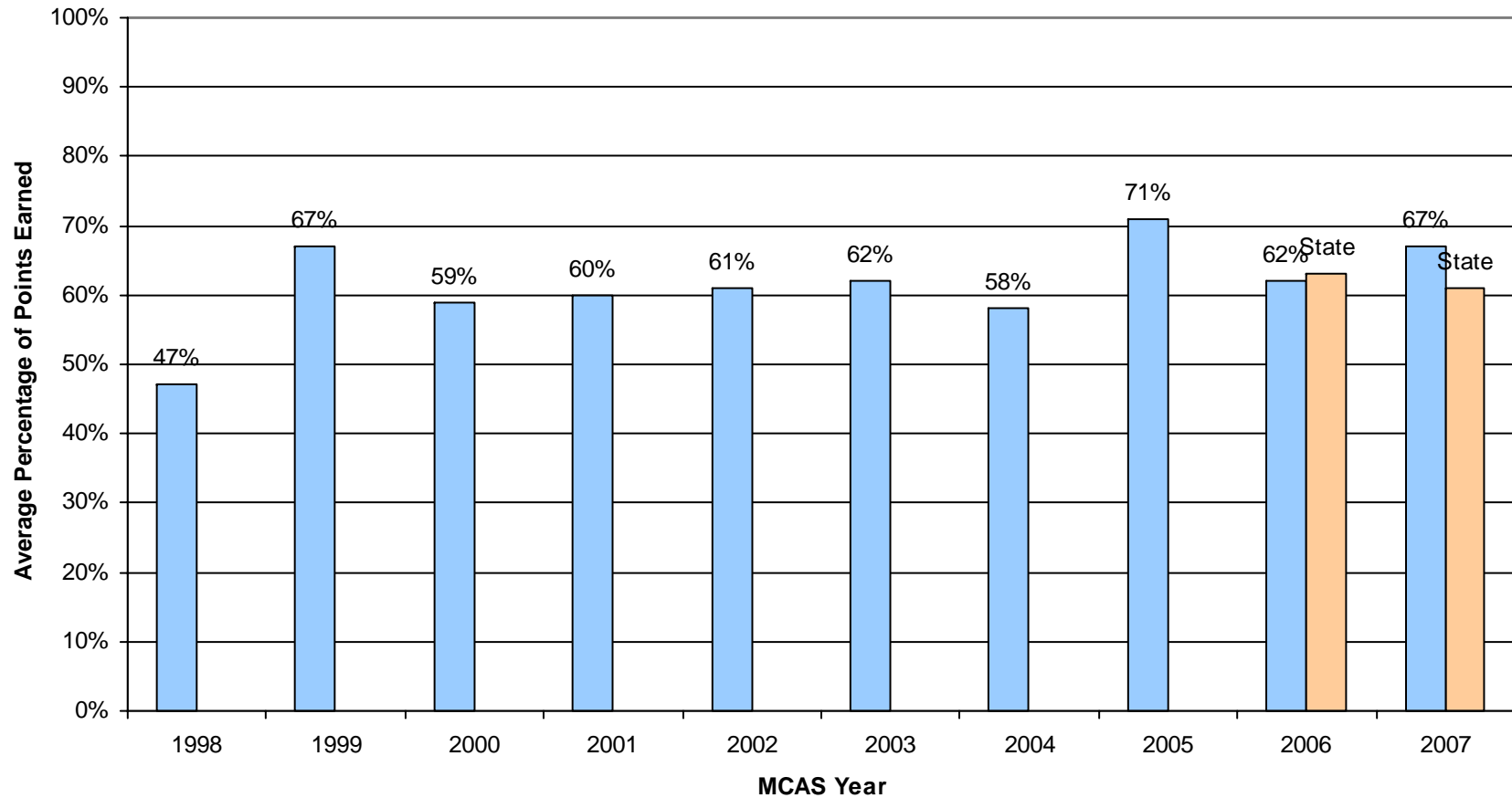
Grade 4 ELA: Average Score on the Writing Prompt



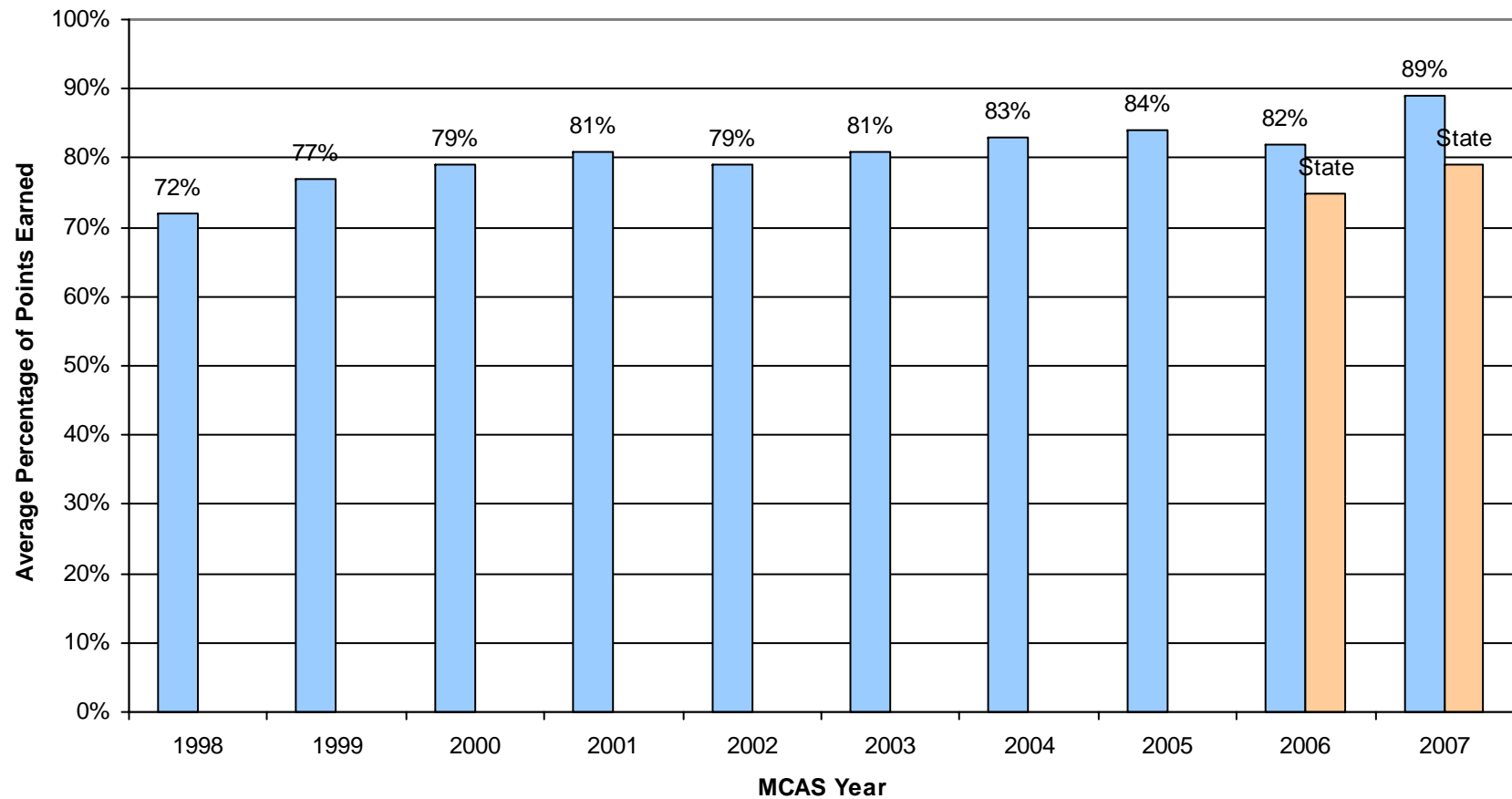
Grade 4 ELA: Percentage of Possible Points Earned in Reading and Literature



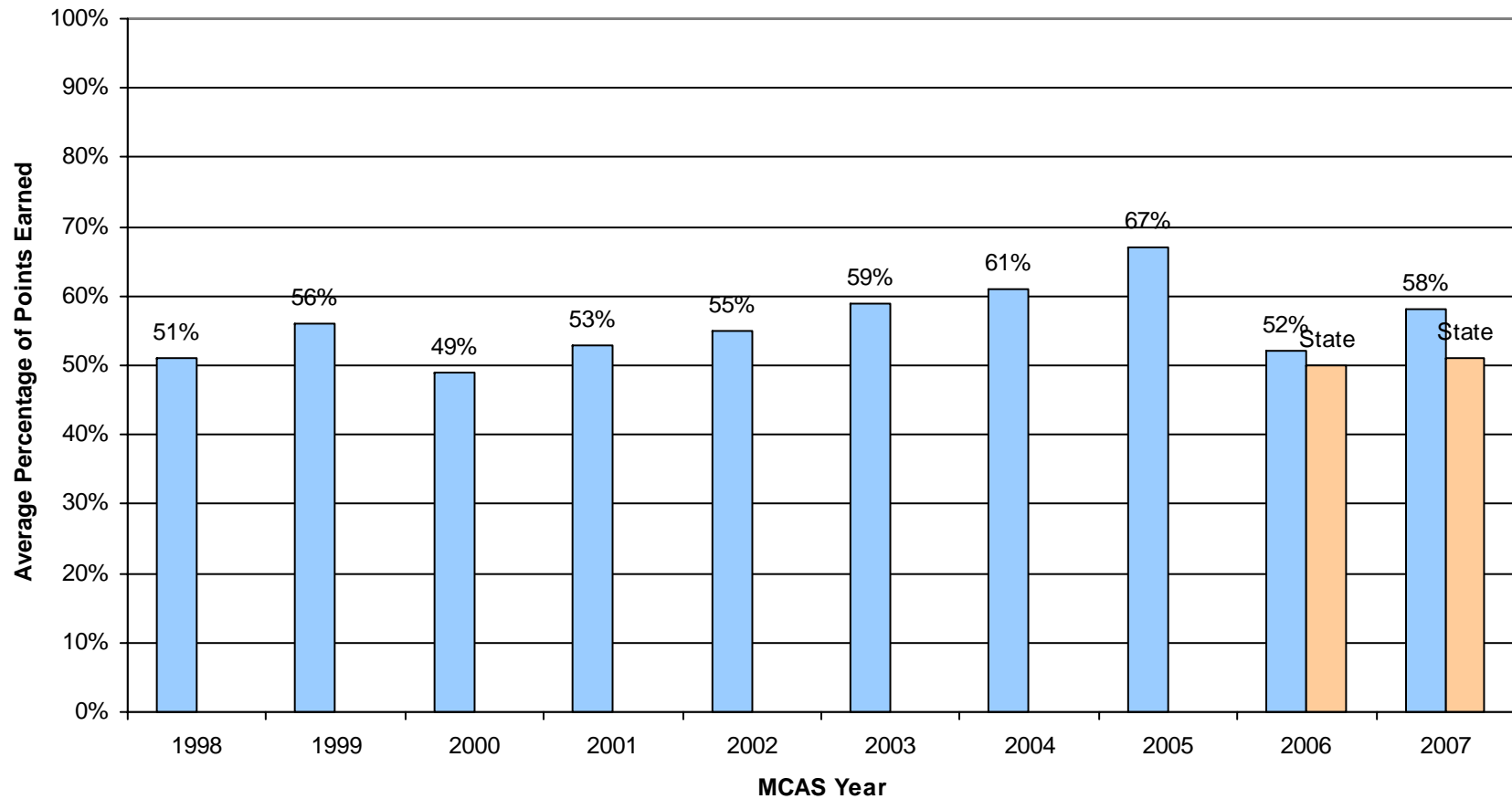
Grade 4 English Language Arts: Percentage of Possible Points Earned in Composition Topic Development



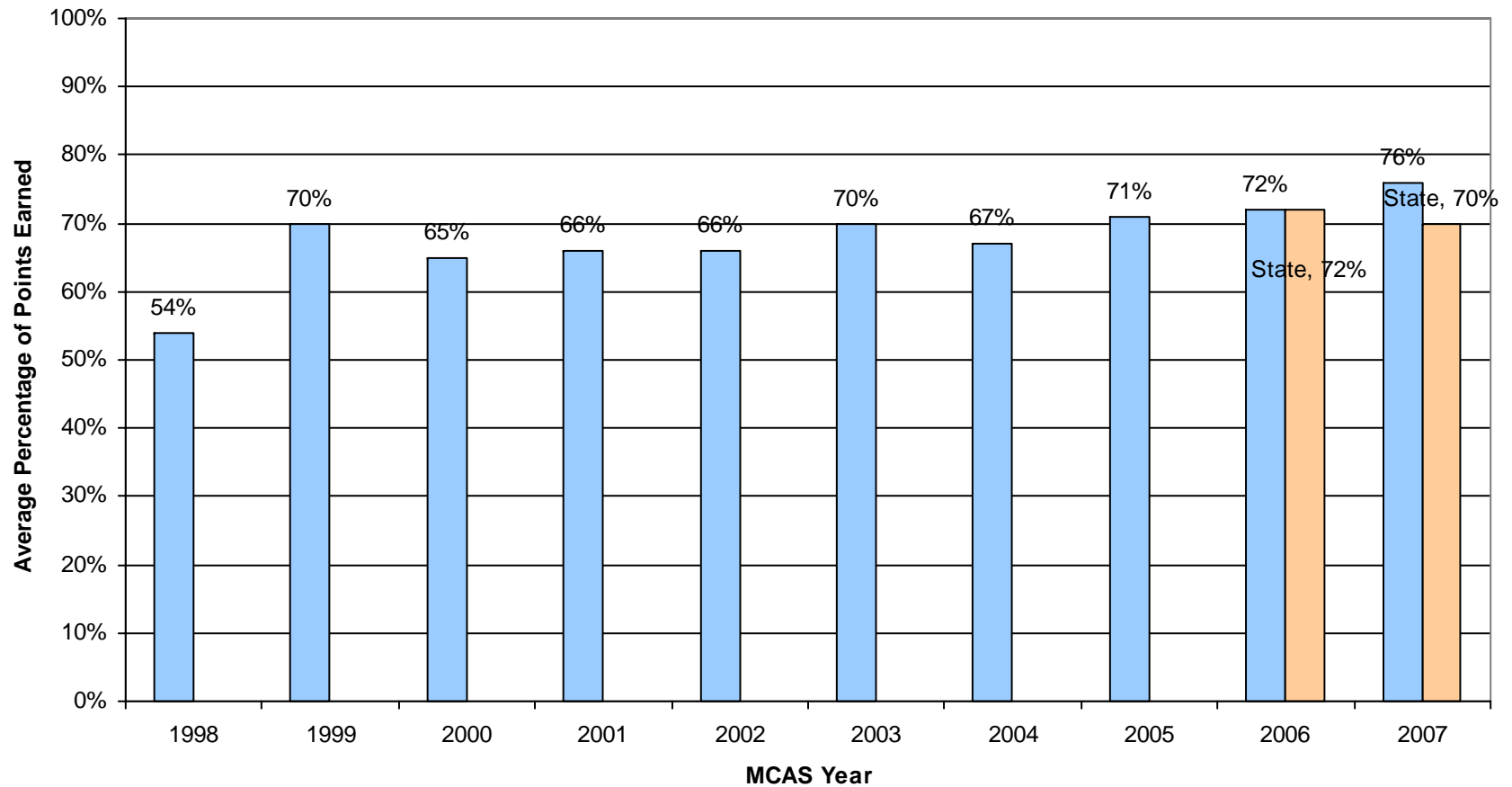
Grade 4 English Language Arts: Percentage of Possible Points Earned in Multiple Choice Questions



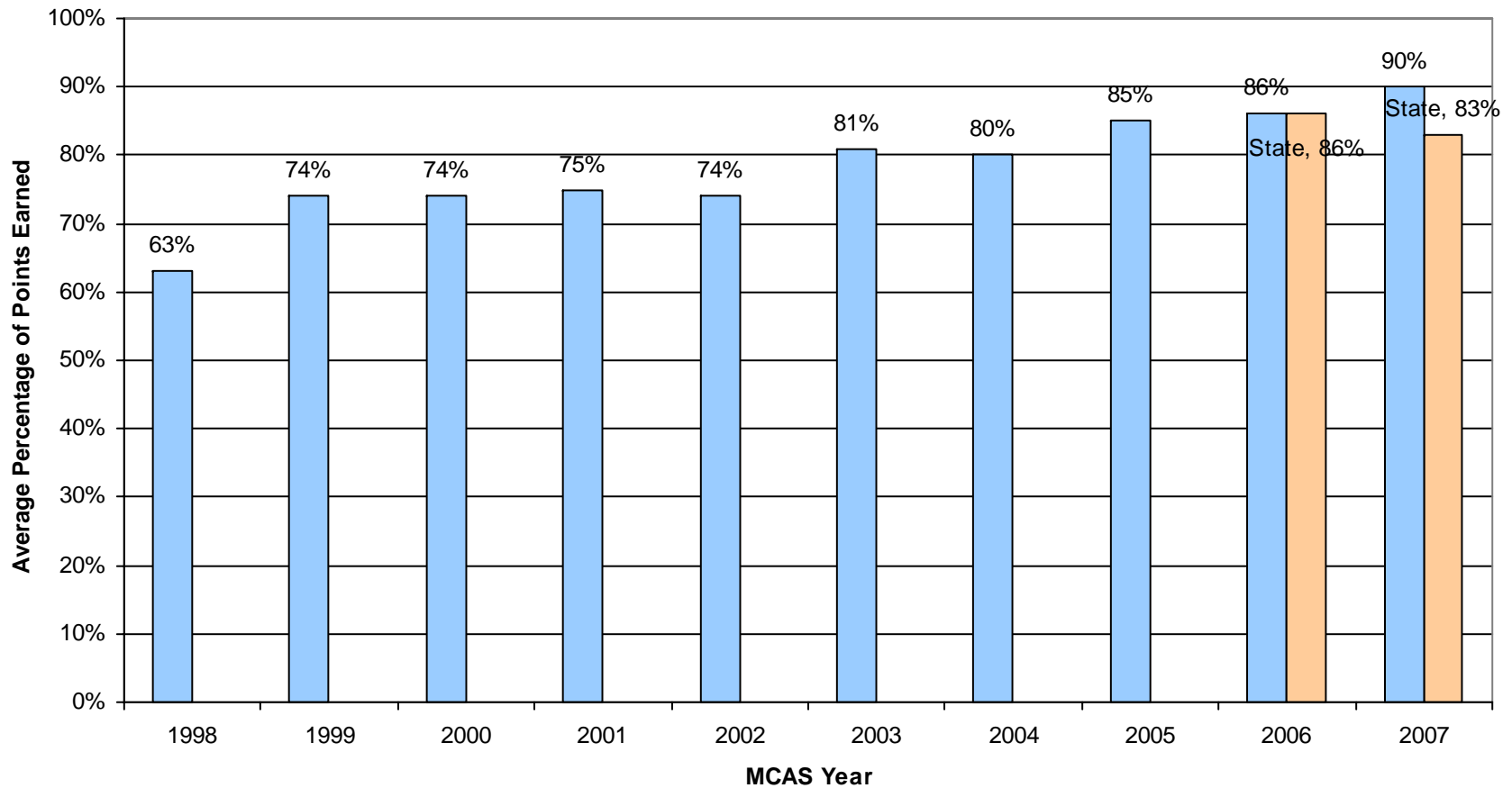
Grade 4 English Language Arts: Percentage of Possible Points Earned in Open Response Questions



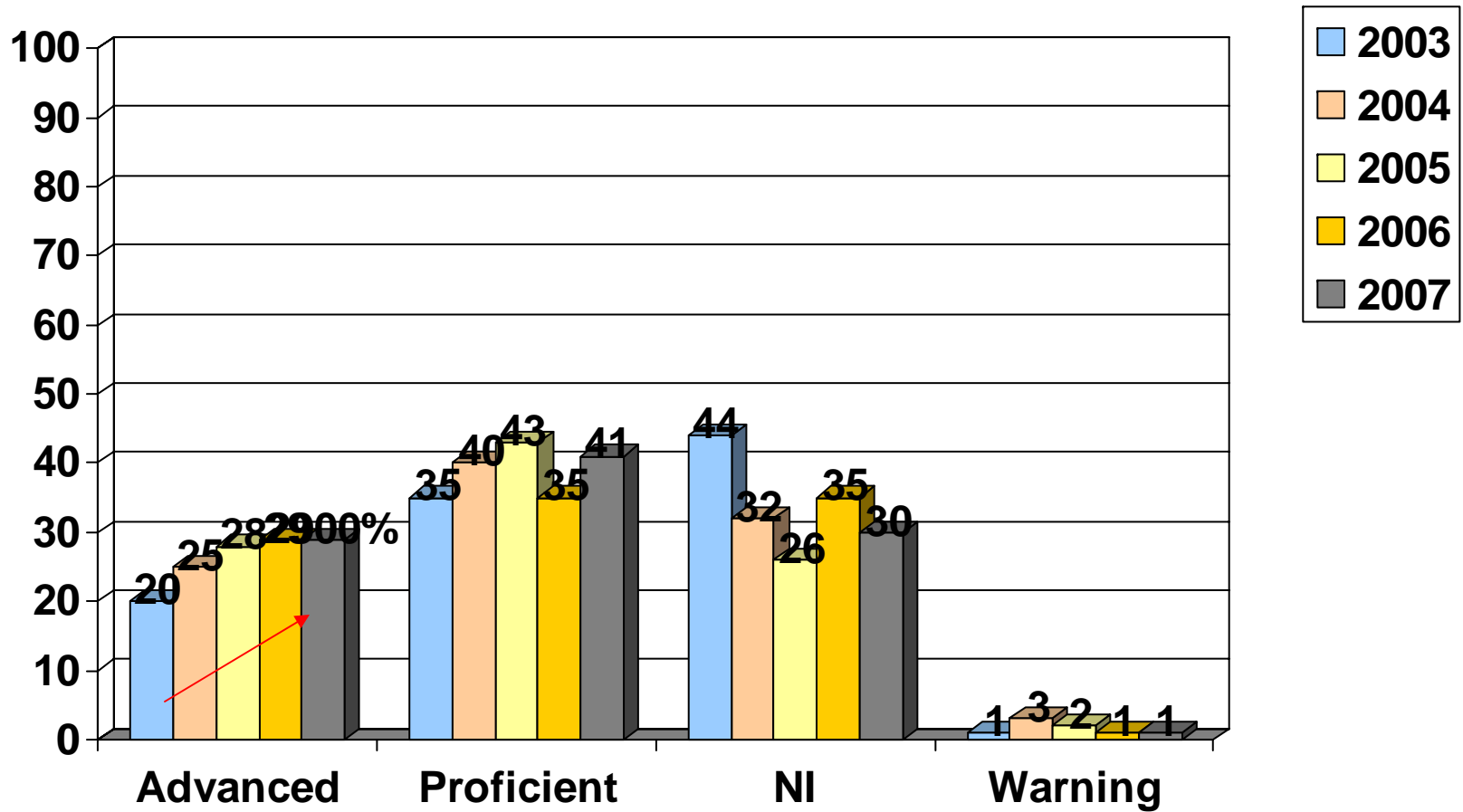
Grade 4 ELA: Percentage of Possible Points Earned on the Writing Prompt



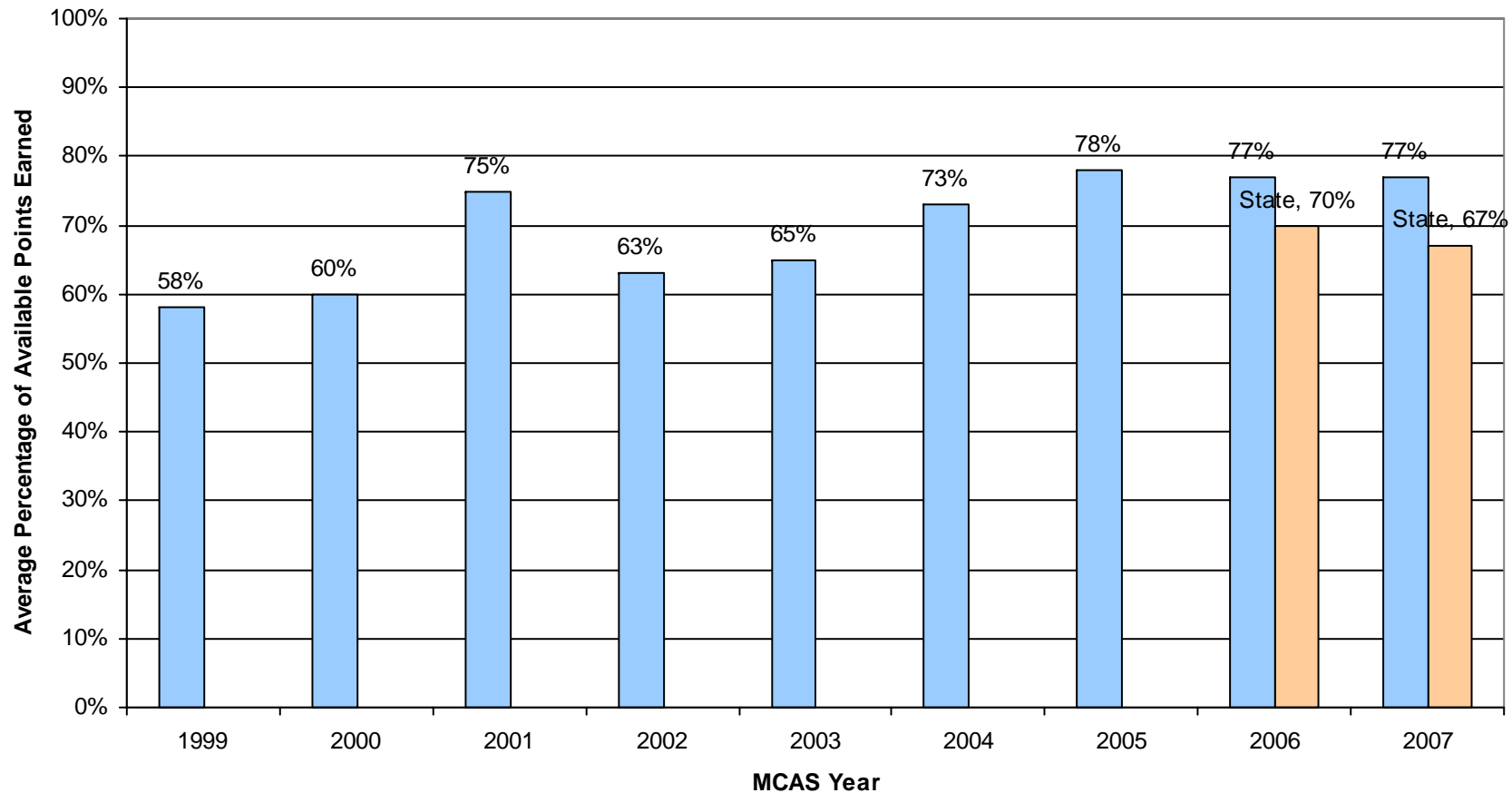
Grade 4 English Language Arts: Percentage of Possible Points Earned in Composition: English Conventions



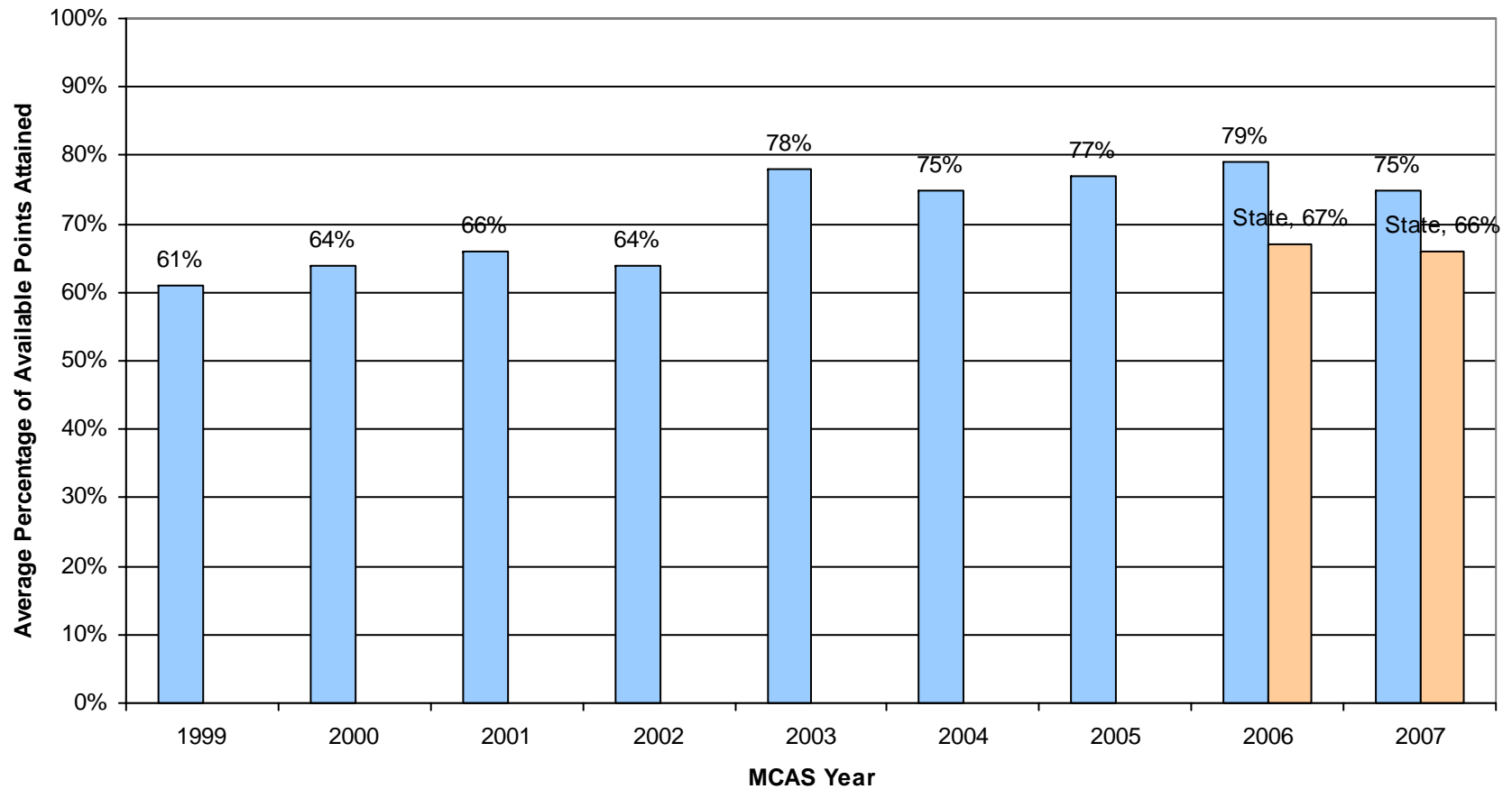
Boxford Grade 4 Mathematics Performance Level Results 2003-2007



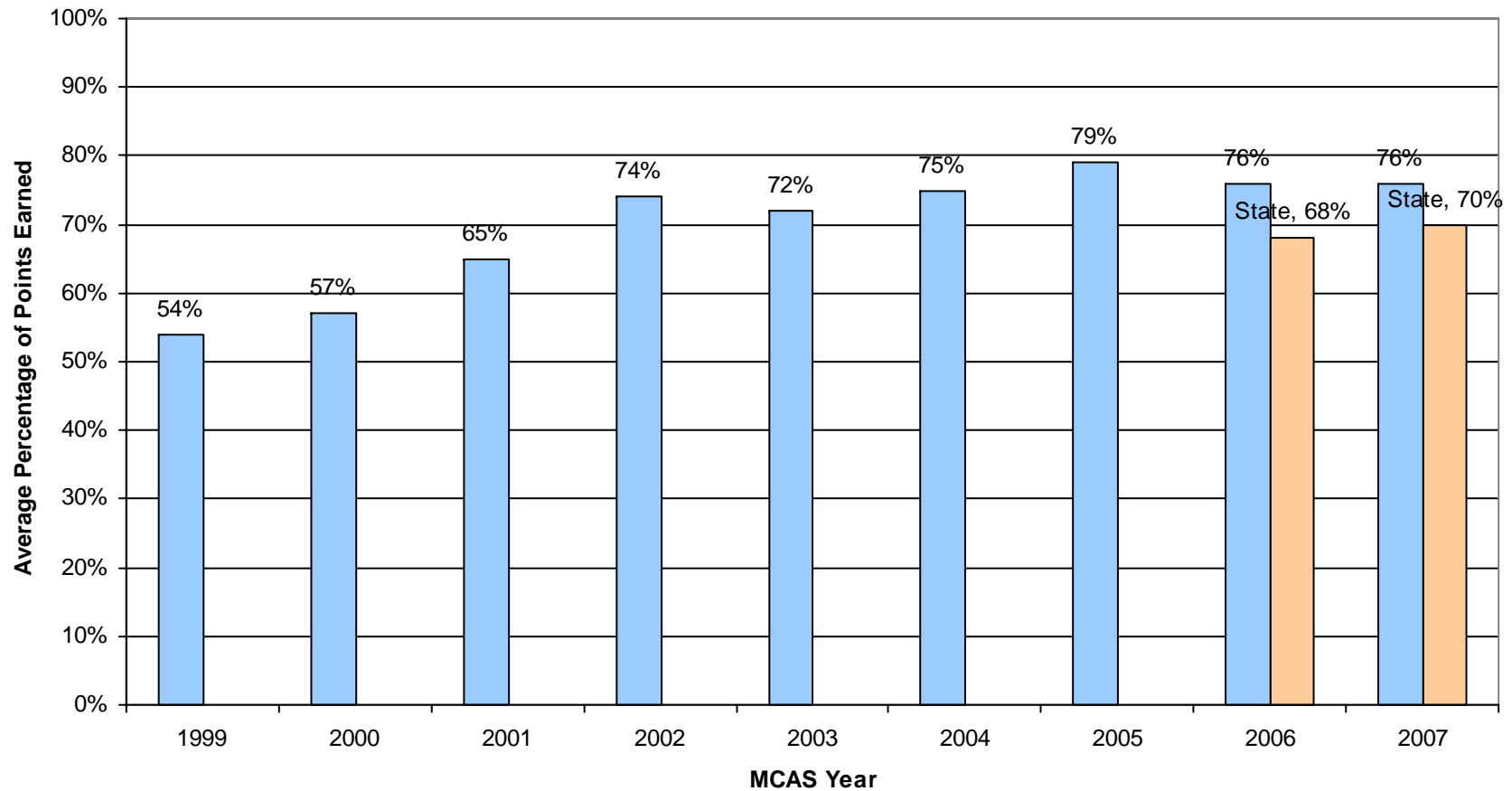
Grade 4 Math: Percentage of Possible Points Earned in Patterns, Relations, and Algebra



Grade 4 Math: Percentage of Possible Points Earned in Number Sense and Operations

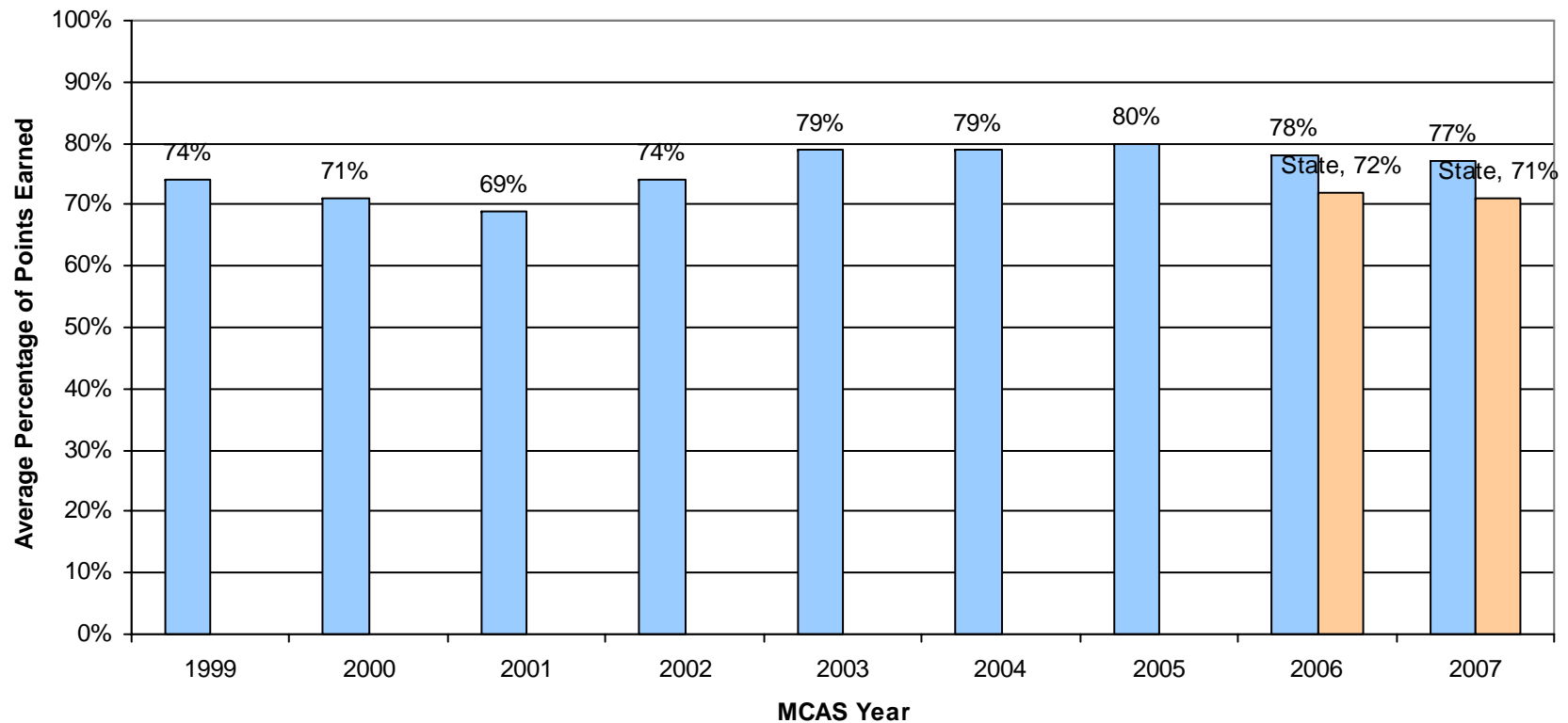


Grade 4 Math: Percentage of Possible Points Earned on Short Answer Questions

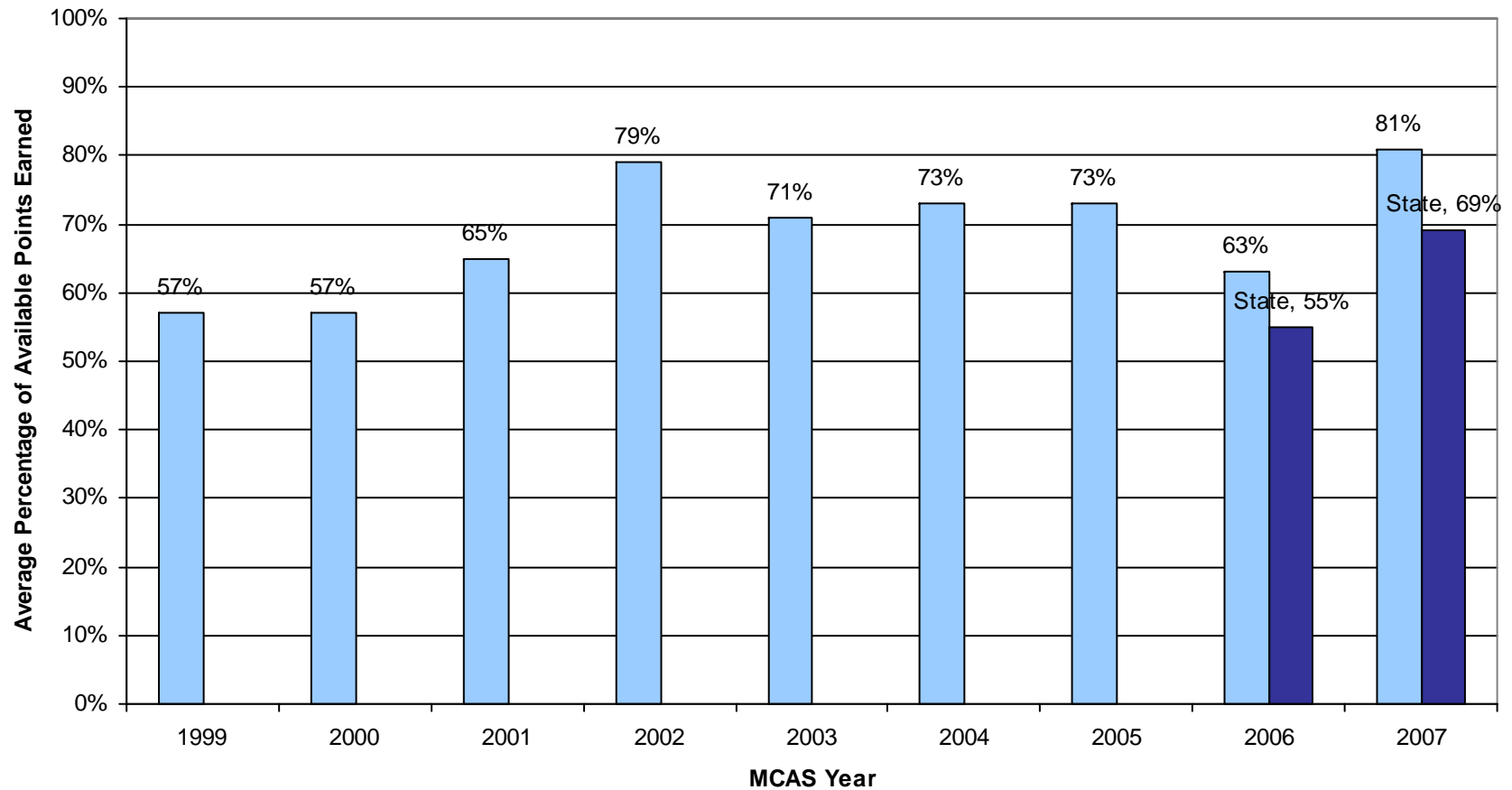


Grade 4 Math: Percentage of Possible Points Earned in Statistics and Probability

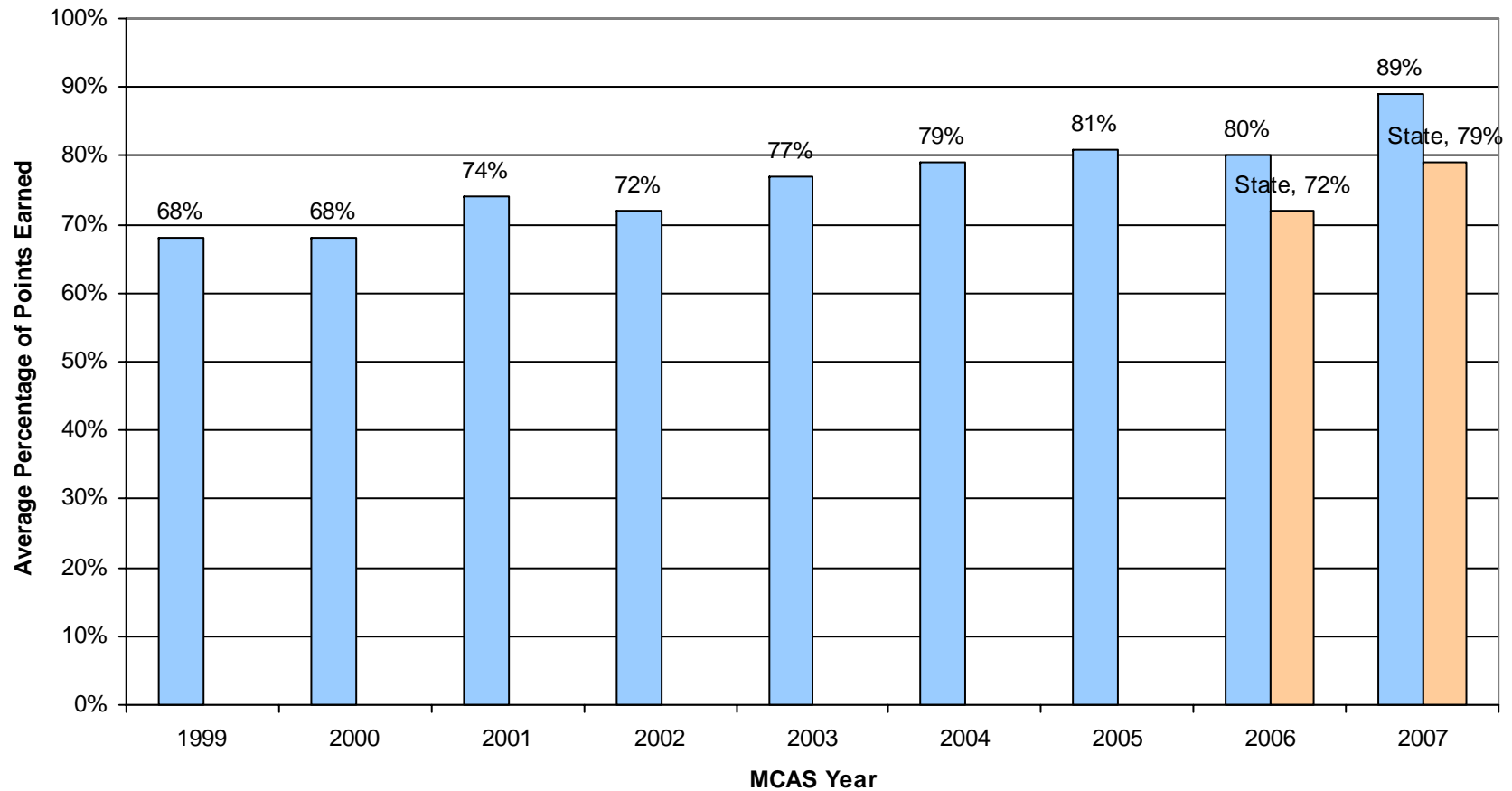
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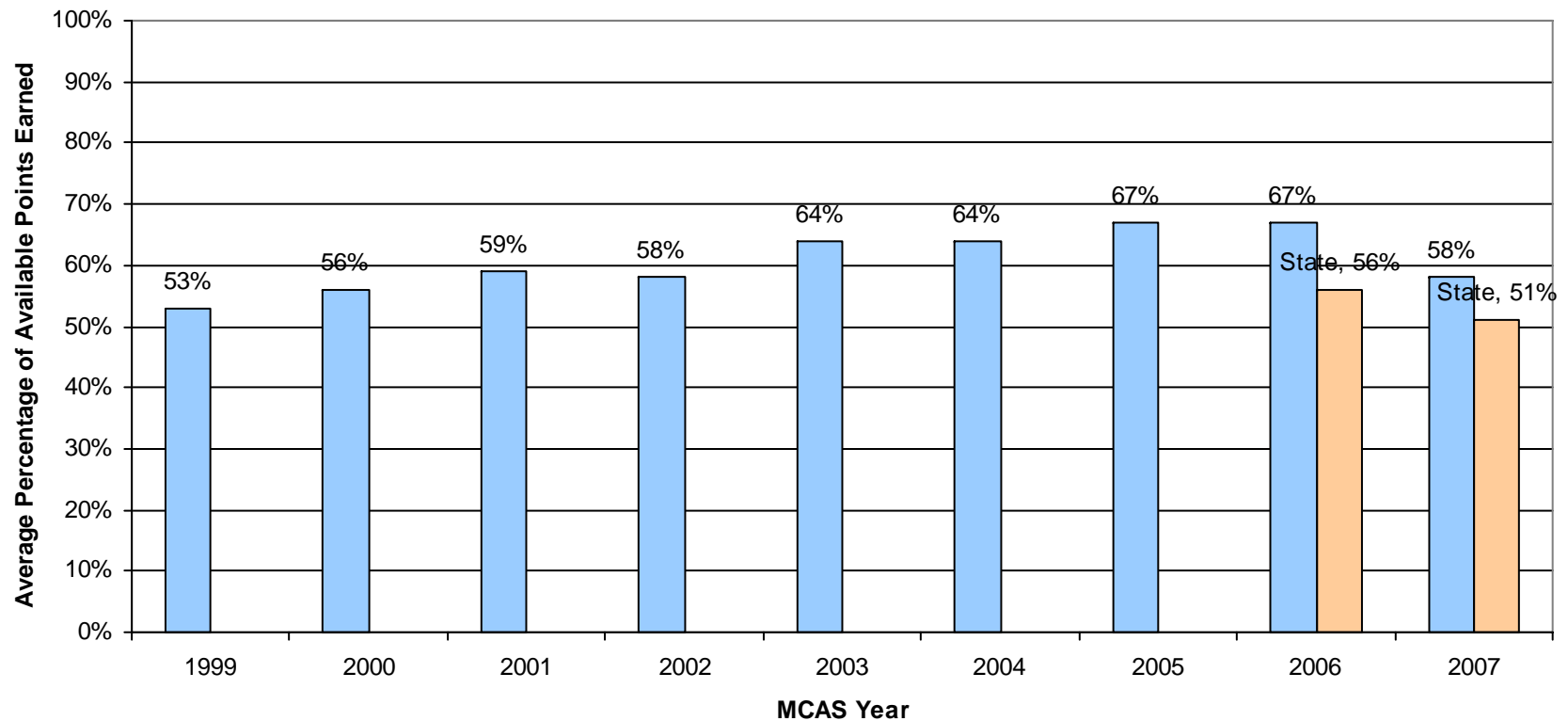
Grade 4 Math: Percentage of Possible Points Earned in Geometry



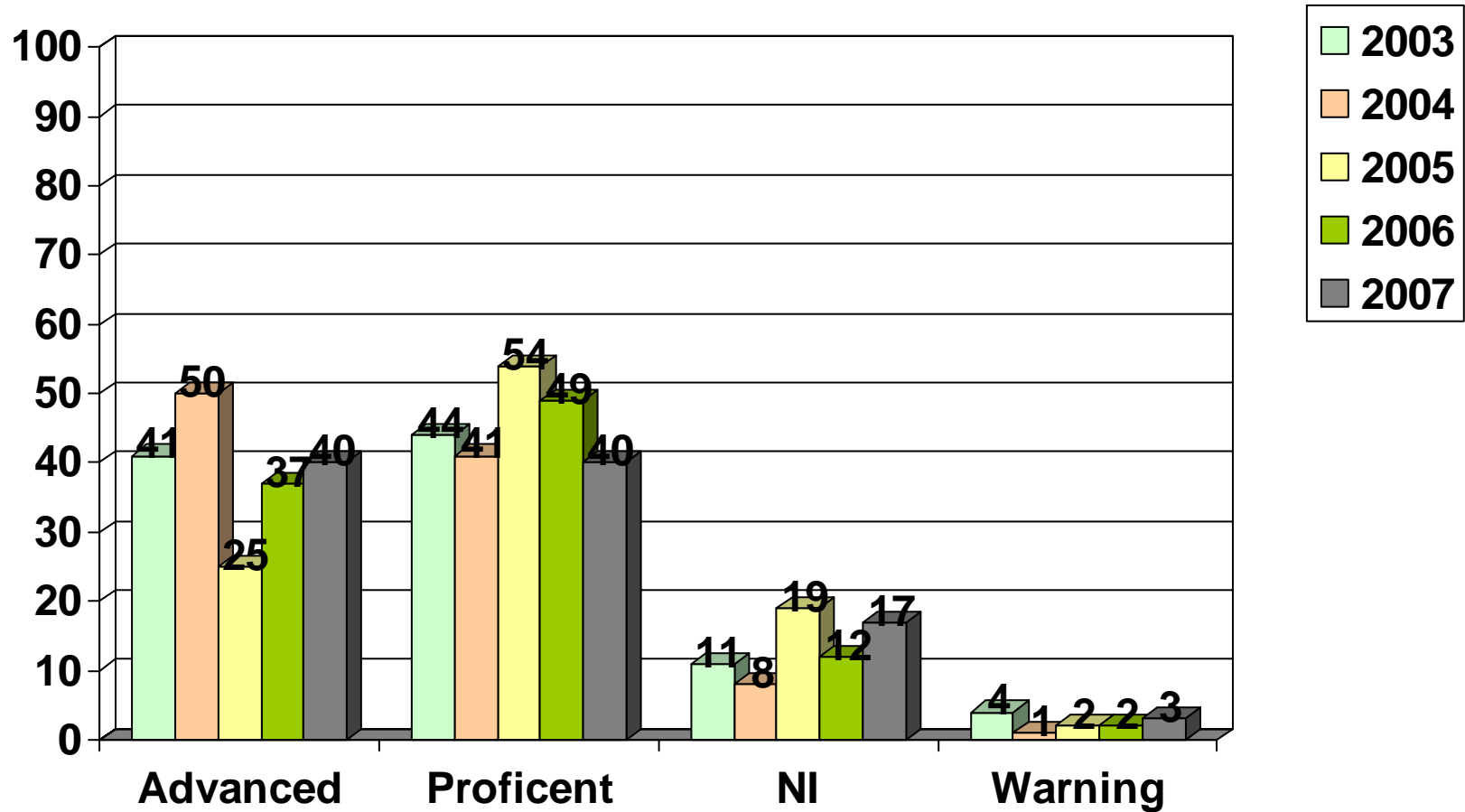
Grade 4 Math: Percentage of Possible Points Earned on Multiple Choice Questions



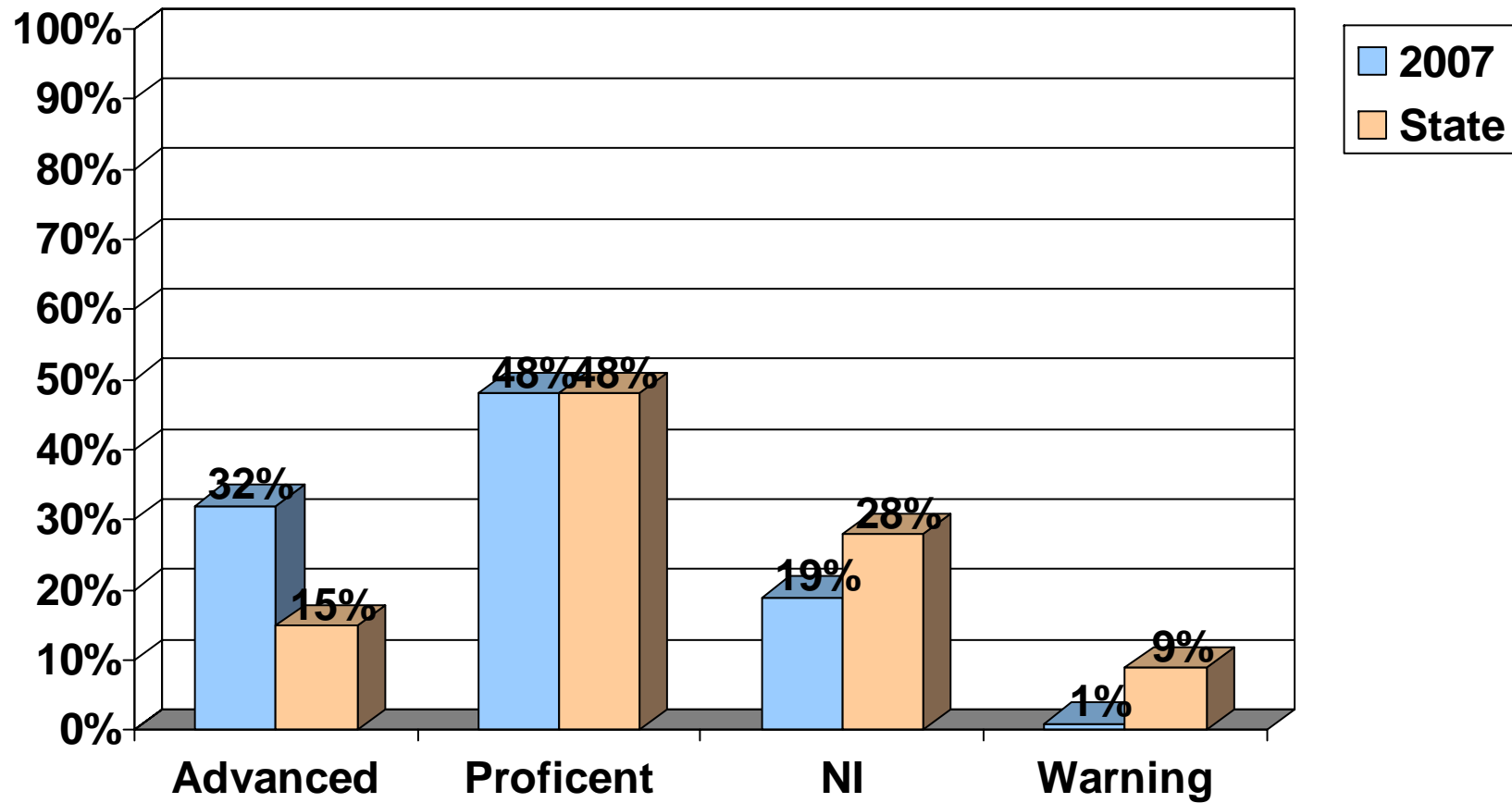
Grade 4 Math: Percentage of Possible Points Earned on Open Response Questions



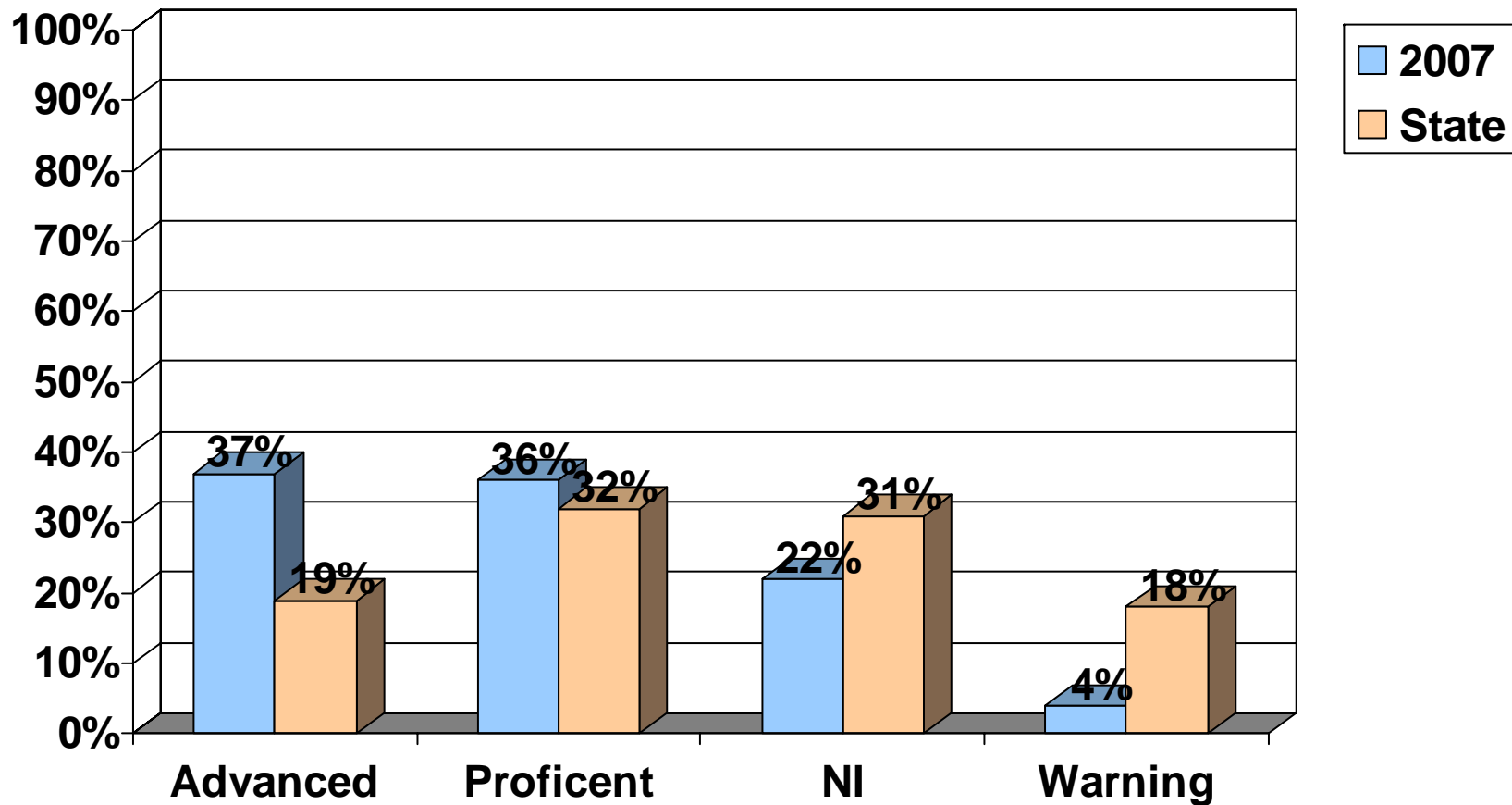
Boxford Grade 5 Science and Technology Performance Level Results 2003-2006



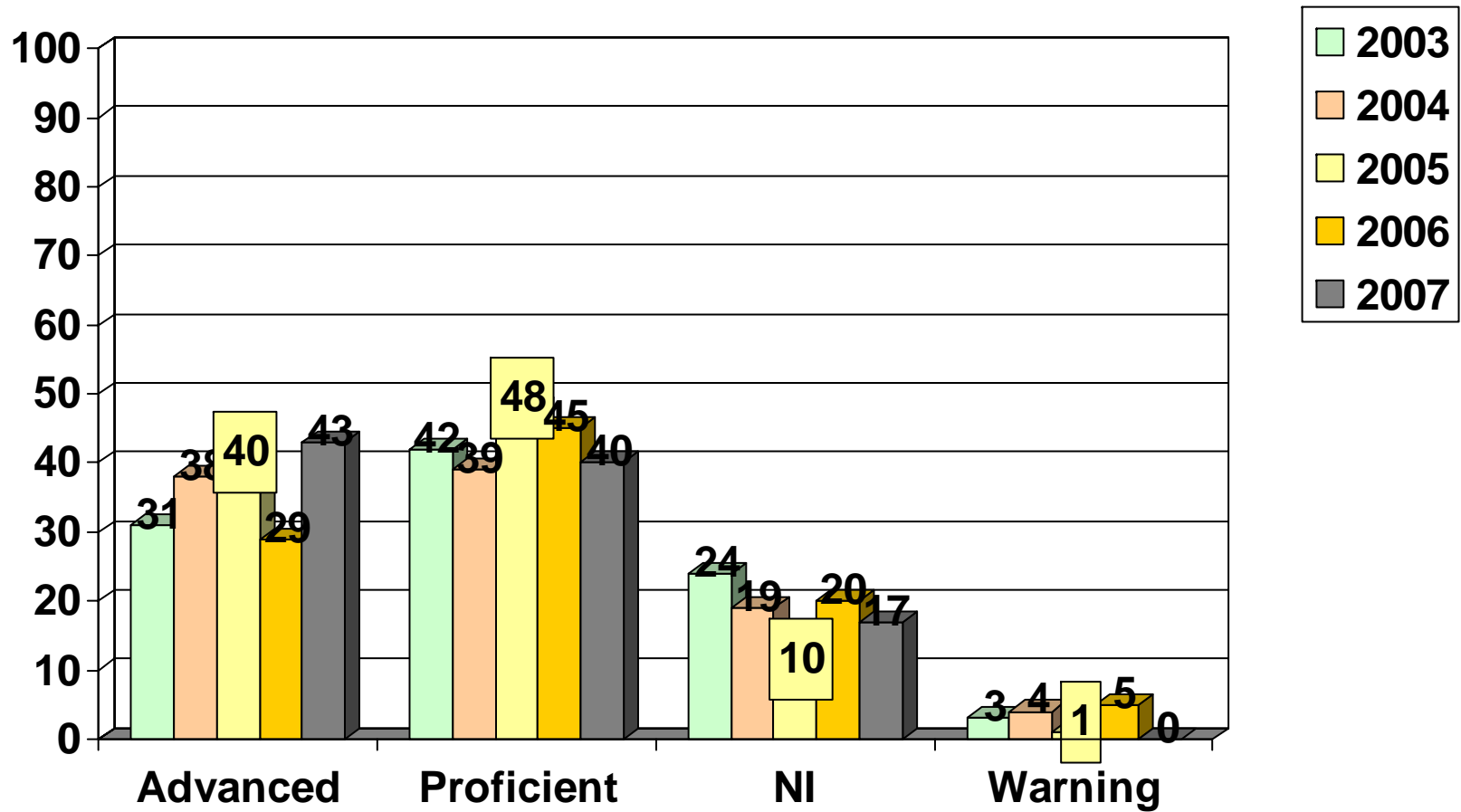
Boxford Grade 5 English Language Arts 2007 Percentage of Students By Performance Level



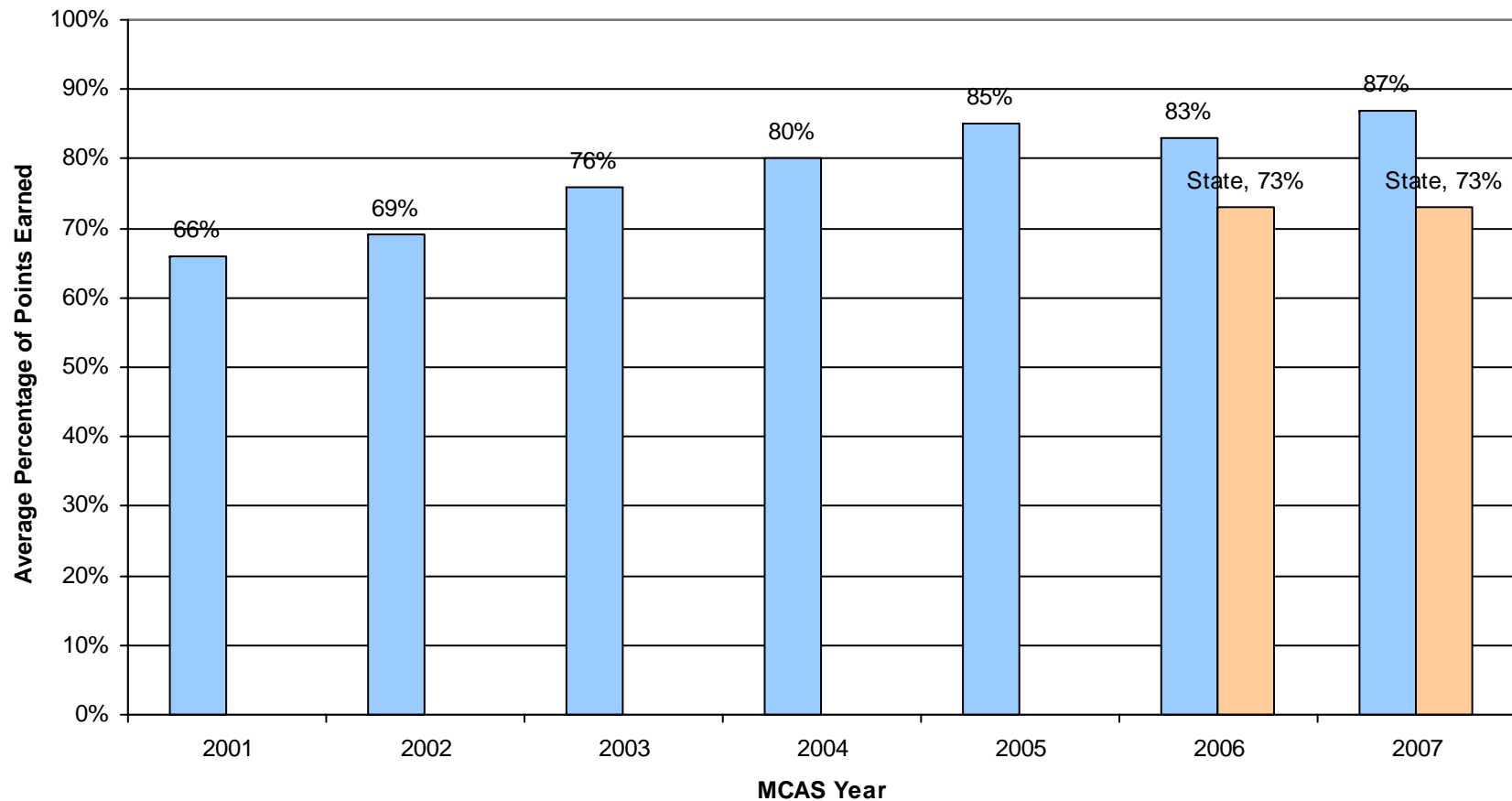
Grade 5 Mathematics 2007 Percentage of Students By Performance Level



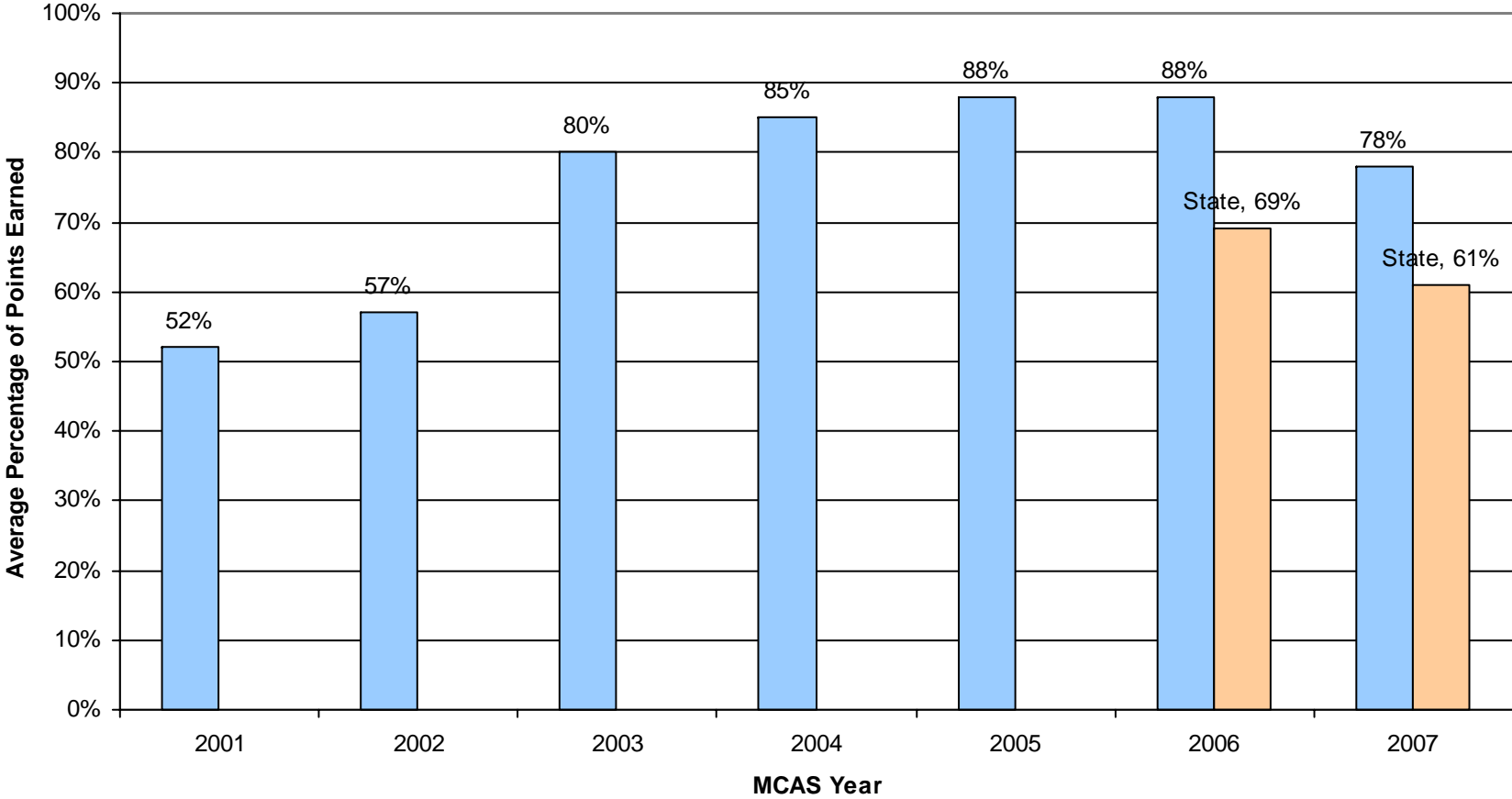
Boxford Grade 6 Mathematics Performance Level Results 2003-2007



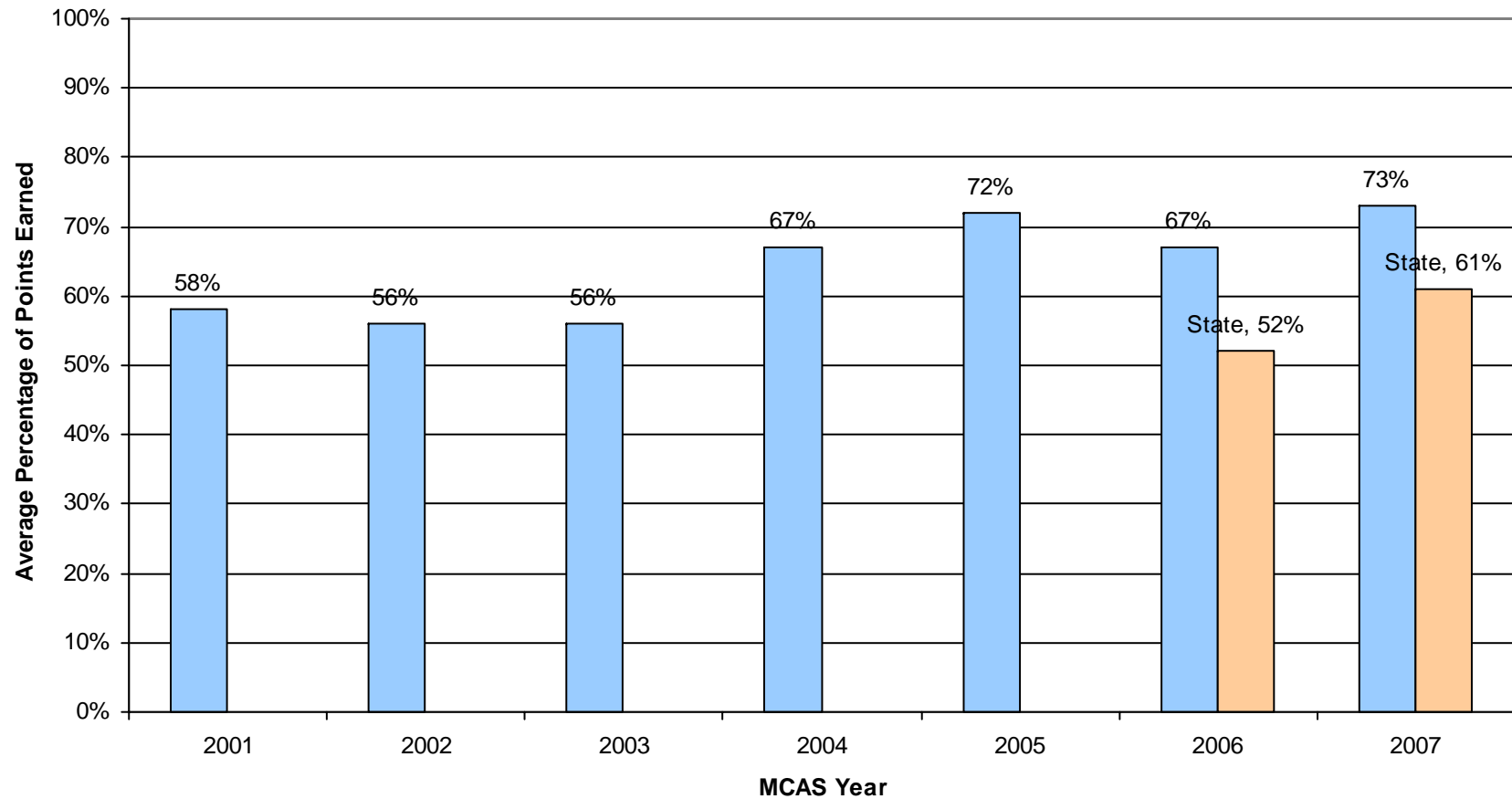
Grade 6 Math: History of the Percentage of Possible Points Earned on Multiple Choice Questions



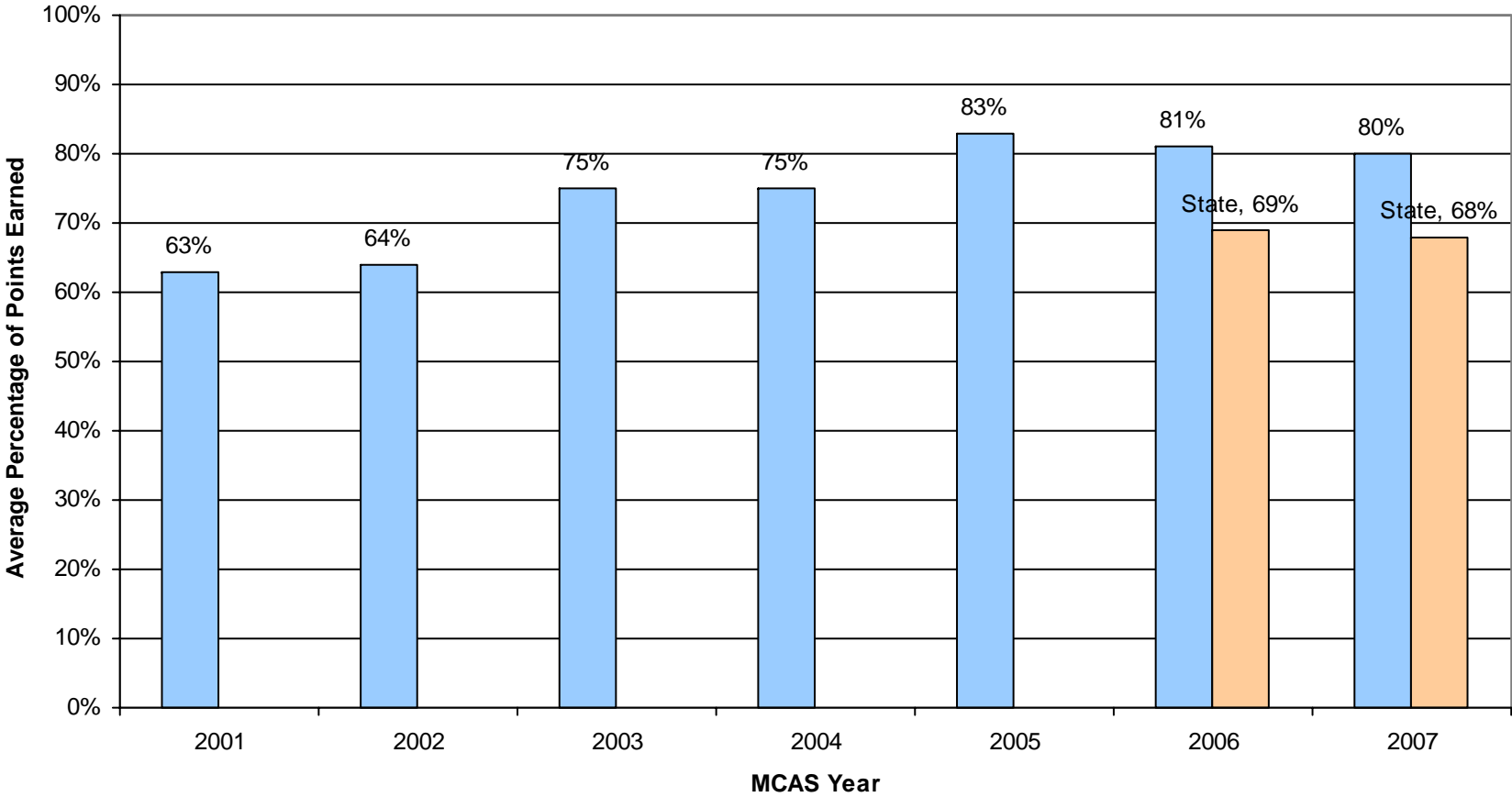
Grade 6 Math: History of the Percentage of Possible Points Earned on Short Answer Questions



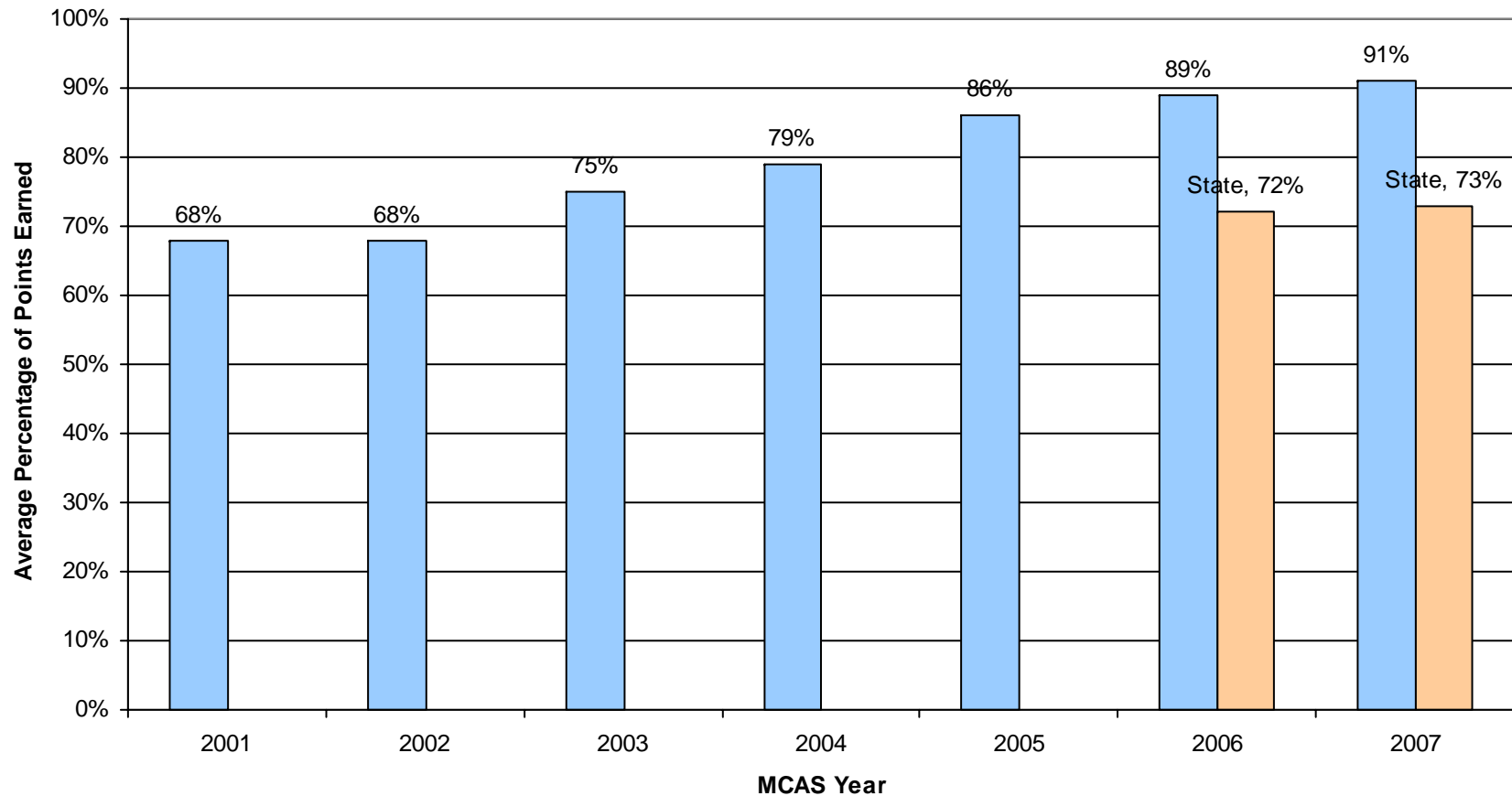
Grade 6 Math: History of the Percentage of Possible Points Earned on Open Response Questions



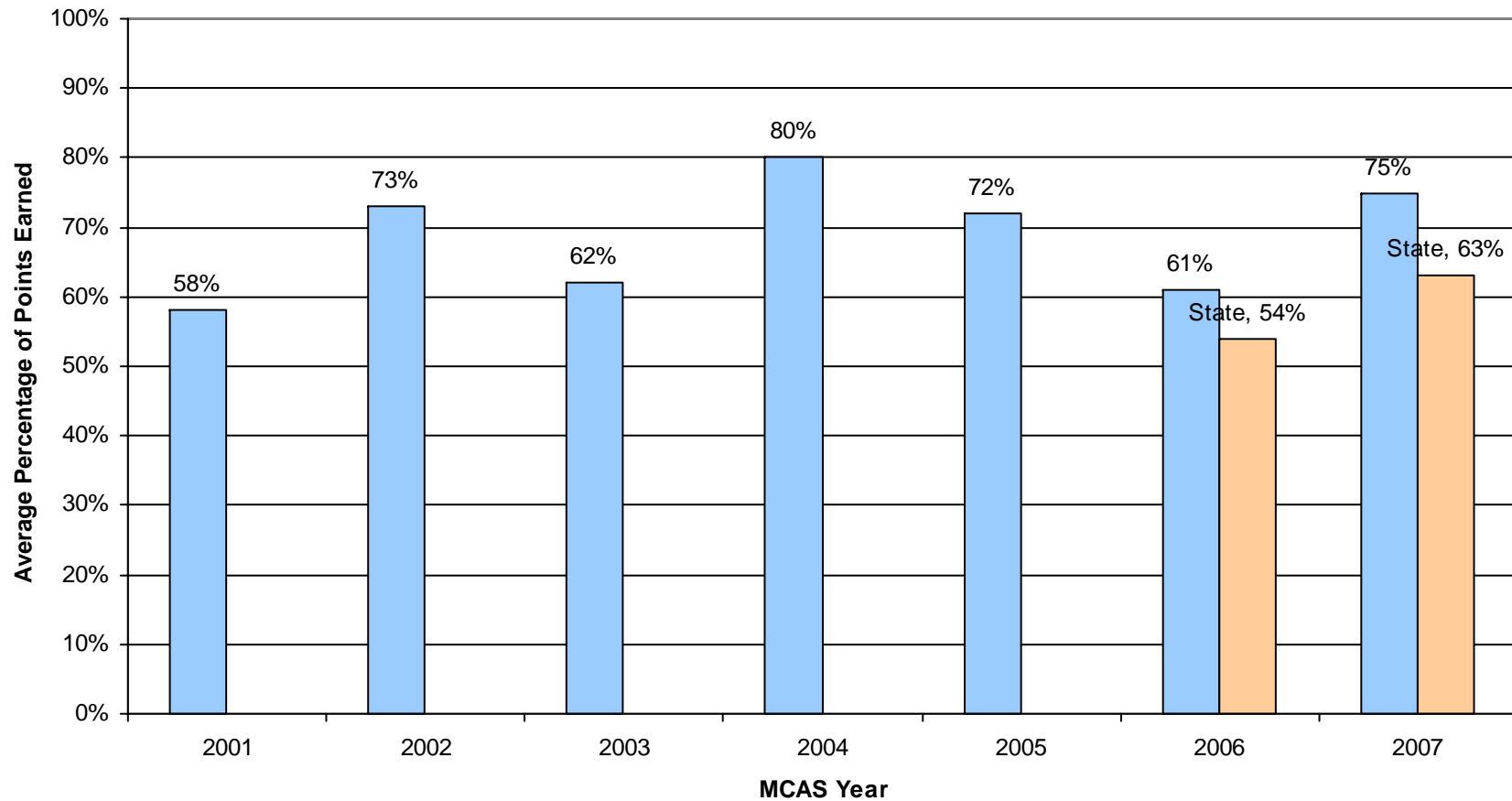
Grade 6 Math: History of the % of Possible Points Earned in Number Sense



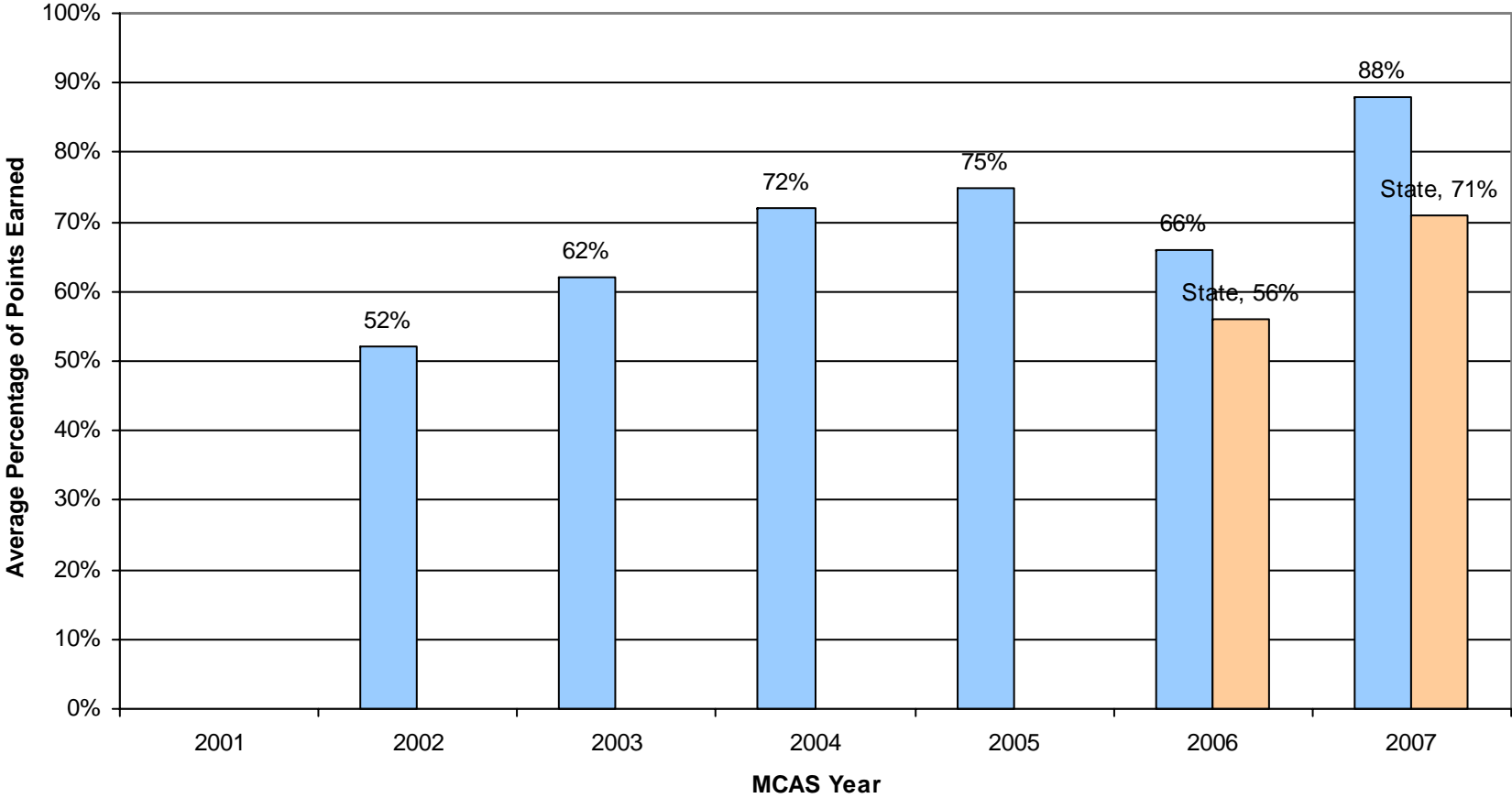
Grade 6 Math: History of the % of Possible Points Earned in Patterns, Relations and Algebra



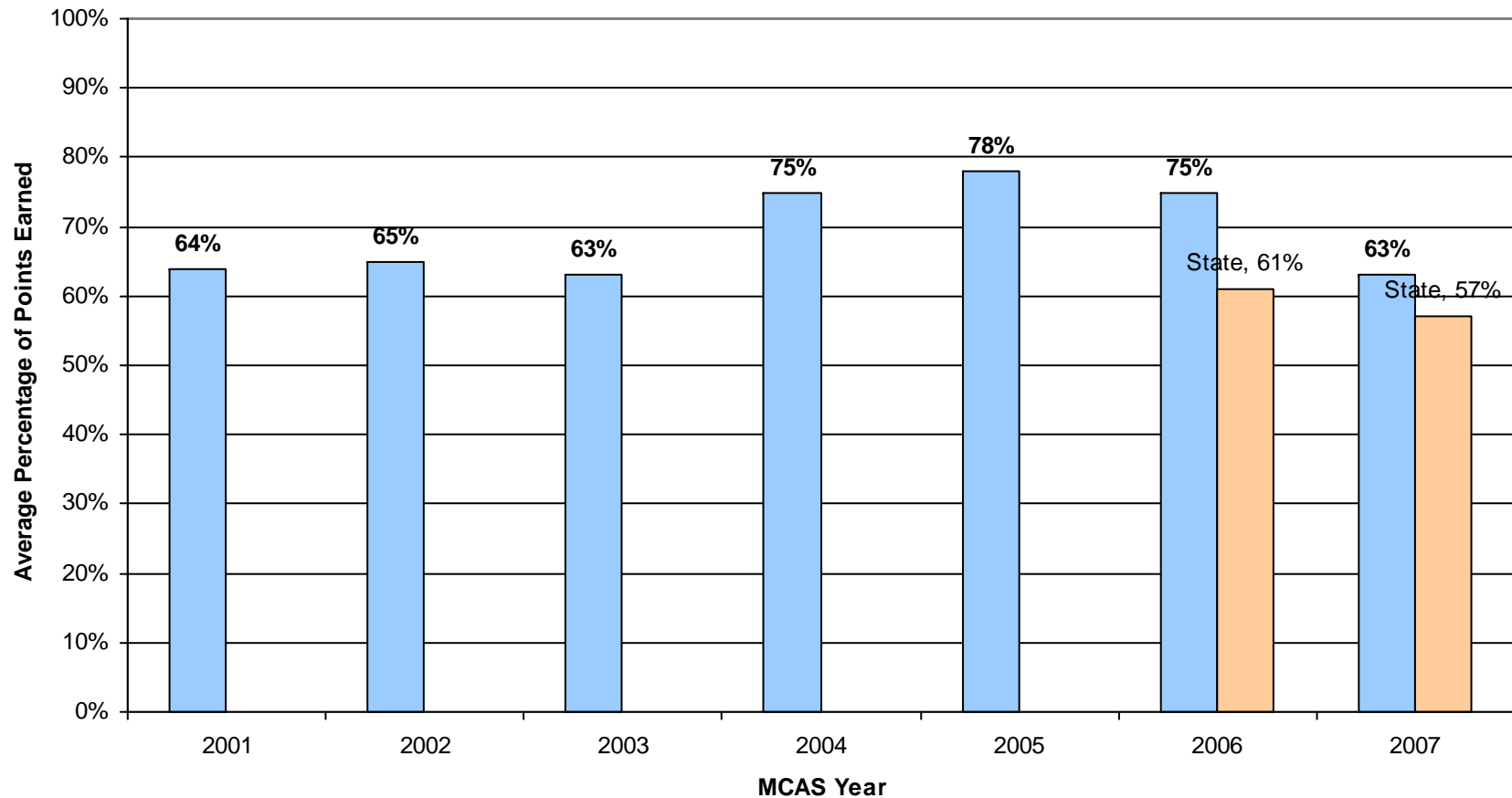
Grade 6 Math: History of the % of Possible Points Earned in Geometry



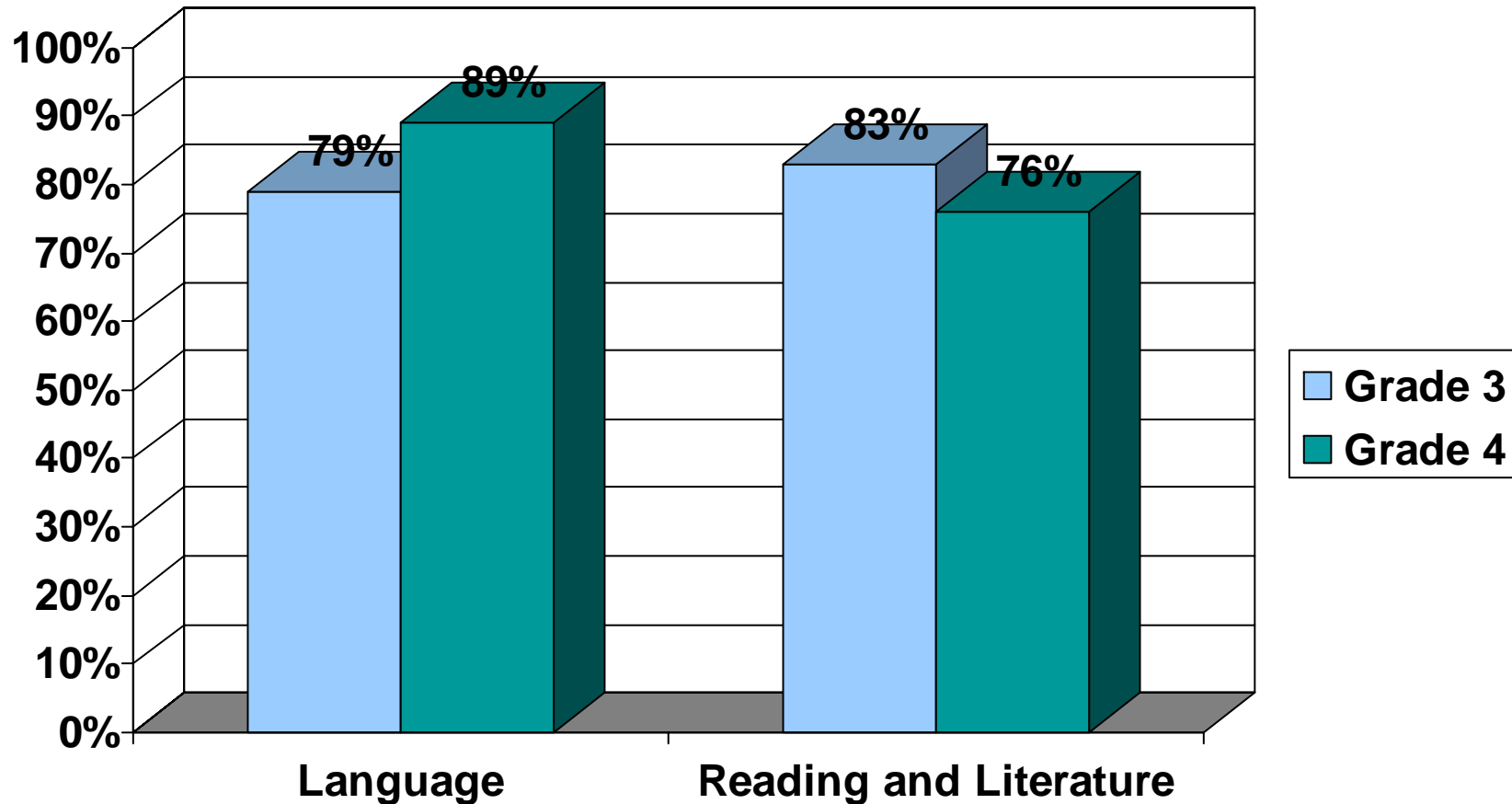
Grade 6 Math: History of the % of Possible Points Earned in Measurement



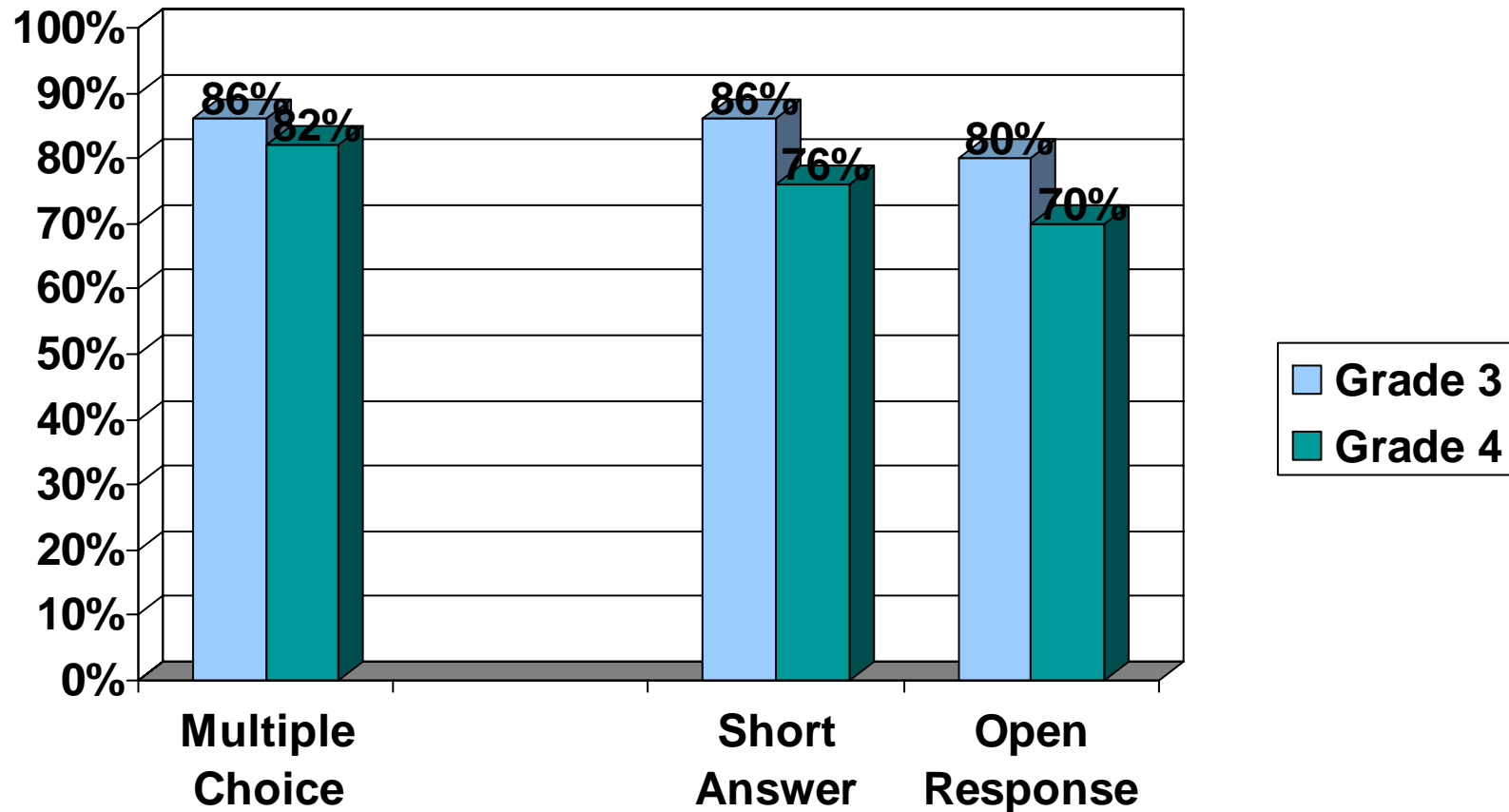
Grade 6 Math: History of the % of Possible Points Earned in Data Analysis Statistics and Probability



Class of 2009 (Present Grade 5) Percentage of Available Points Earned English Language Arts Content



Class of 2009 (Present Grade 5) Percentage of Available Points Earned By Type of Question in Math

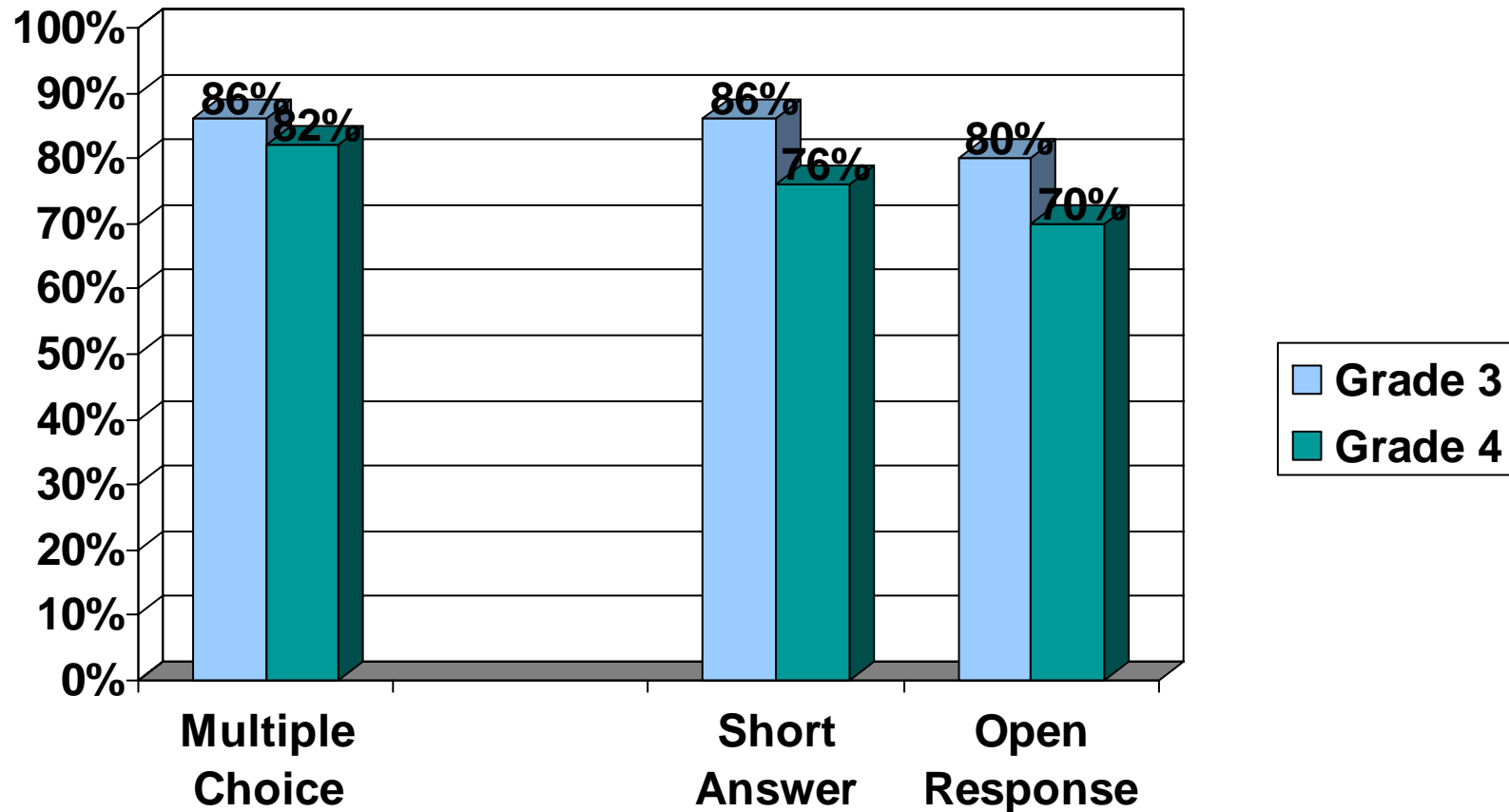


MCAS Grade 3 Reading (Language and Literature)

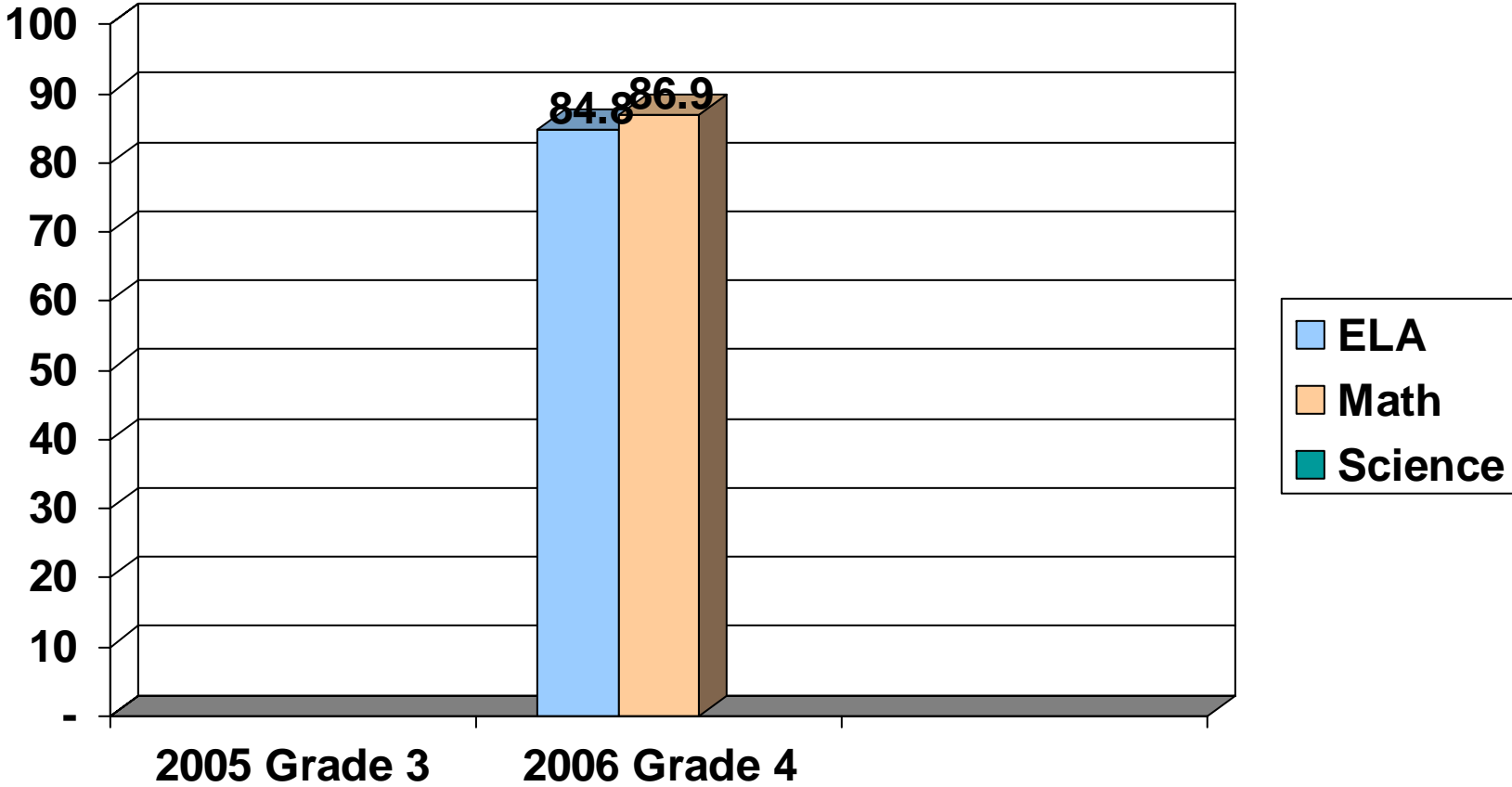
Performance on Open Response Questions

Year	Percentage of Points Earned	Difference
2001	59%	
2002	74%	+15
2003	60%	-14
2004	65%	+5
2005	71%	+6
2006	65%	-6
2007	66%	+1

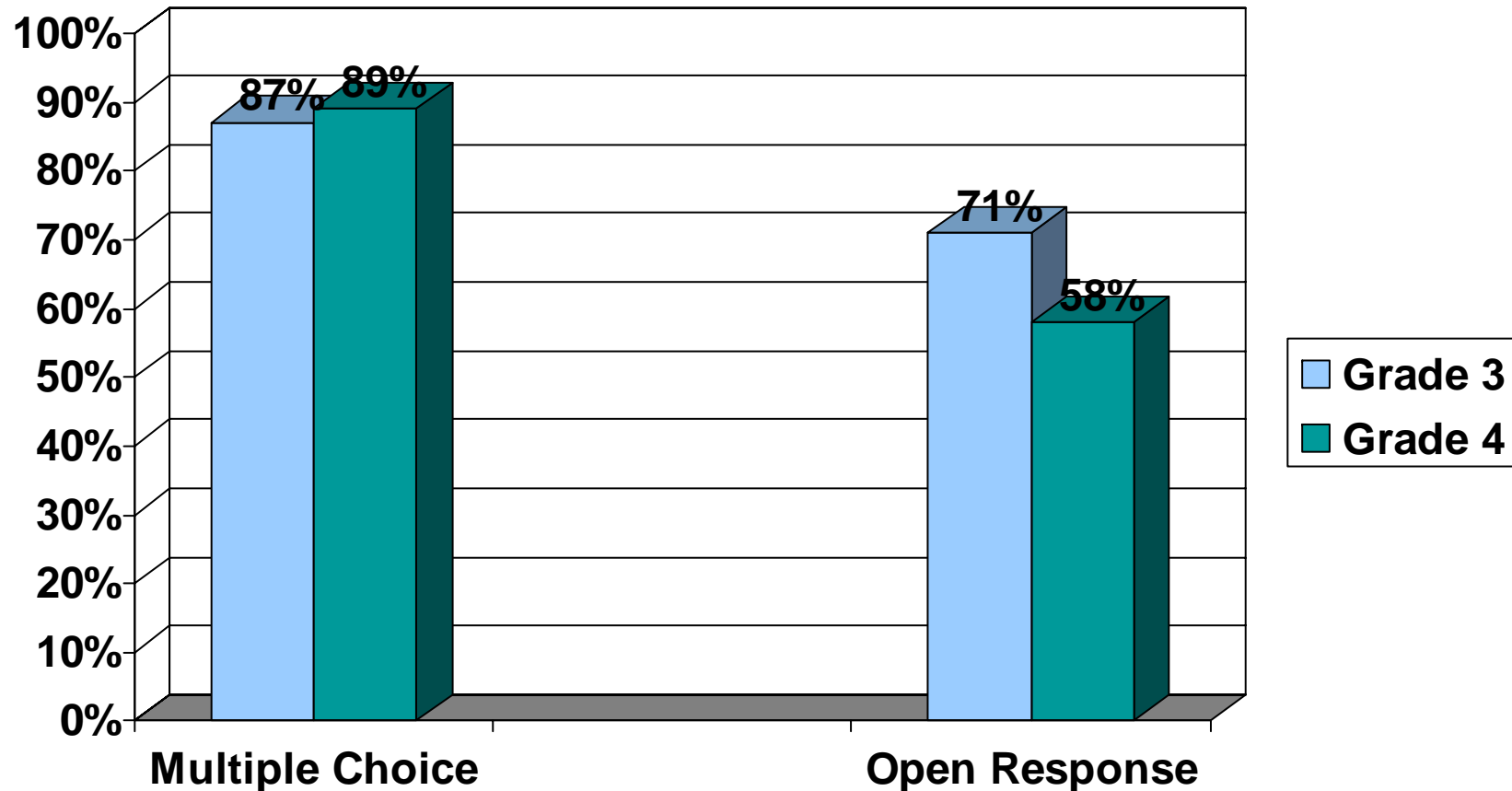
Class of 2009 (Present Grade 5) Percentage of Available Points Earned By Type of Question in Math



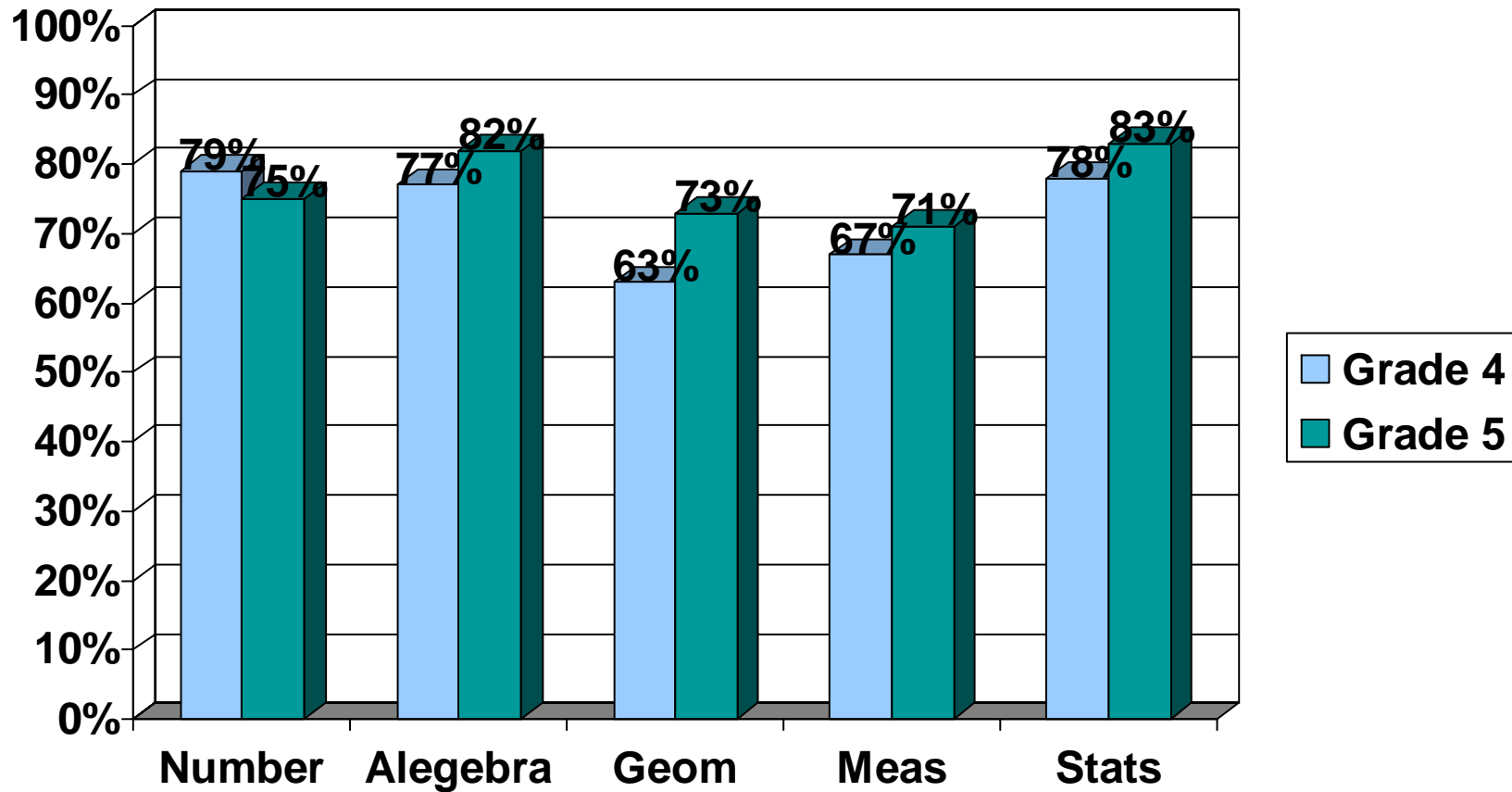
Class of 2008 (Current Grade 6) Composite Performance Index Total Students



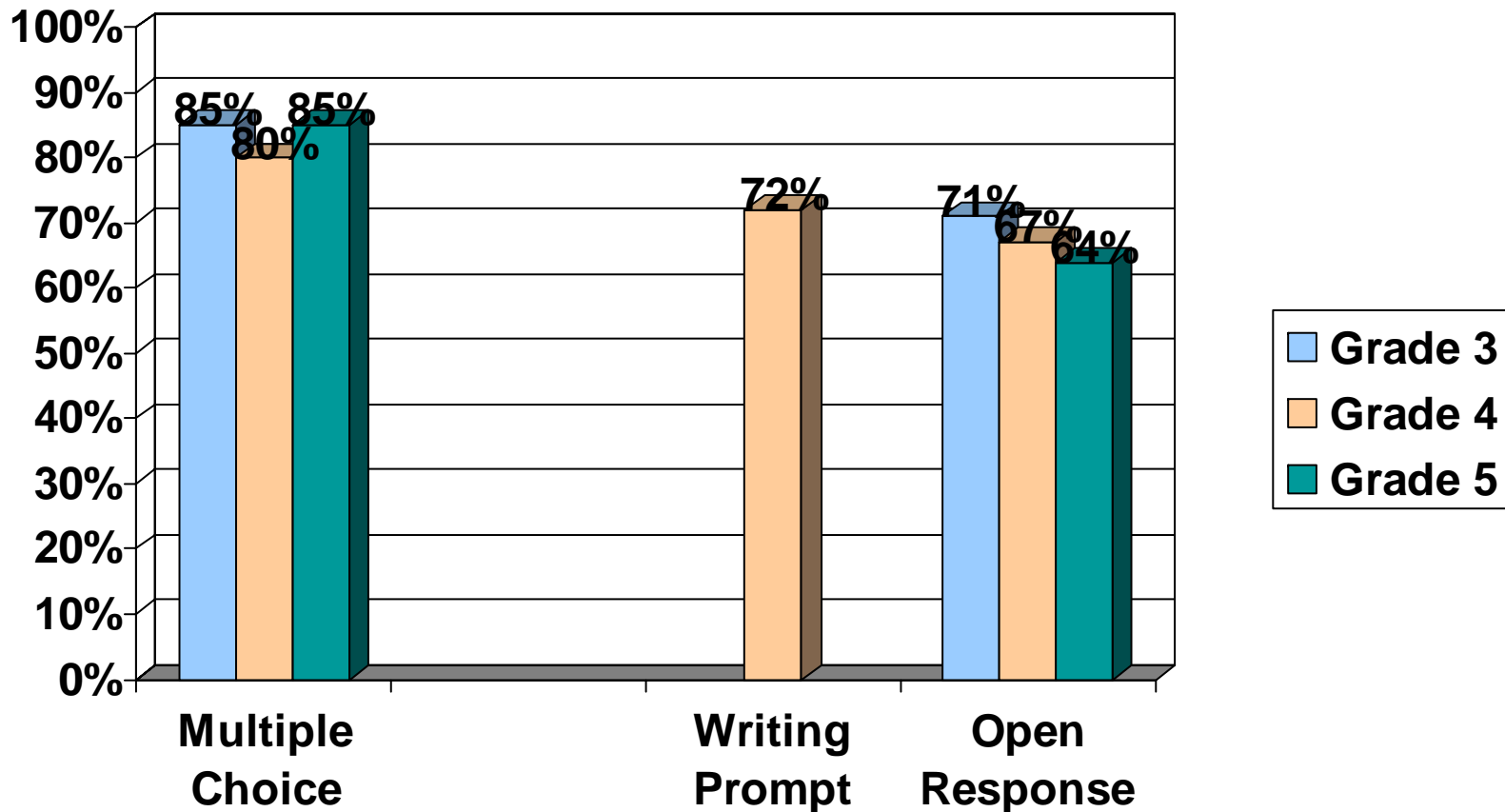
Class of 2009 (Present Grade 5) Percentage of Available Points Earned By Type of Question in English Language Arts



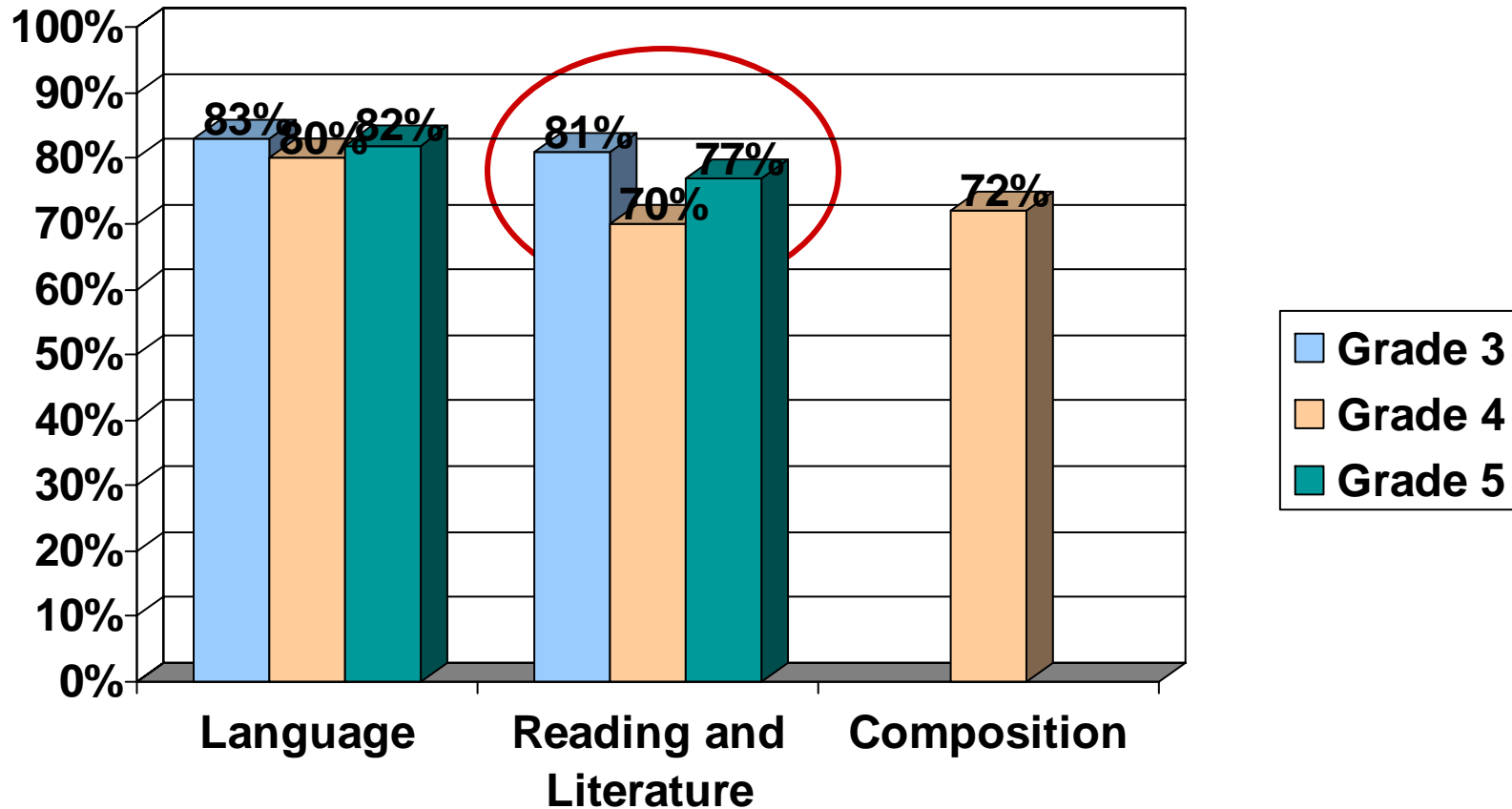
Class of 2008 (Present Grade 6) Percentage of Available Points Earned Math Content



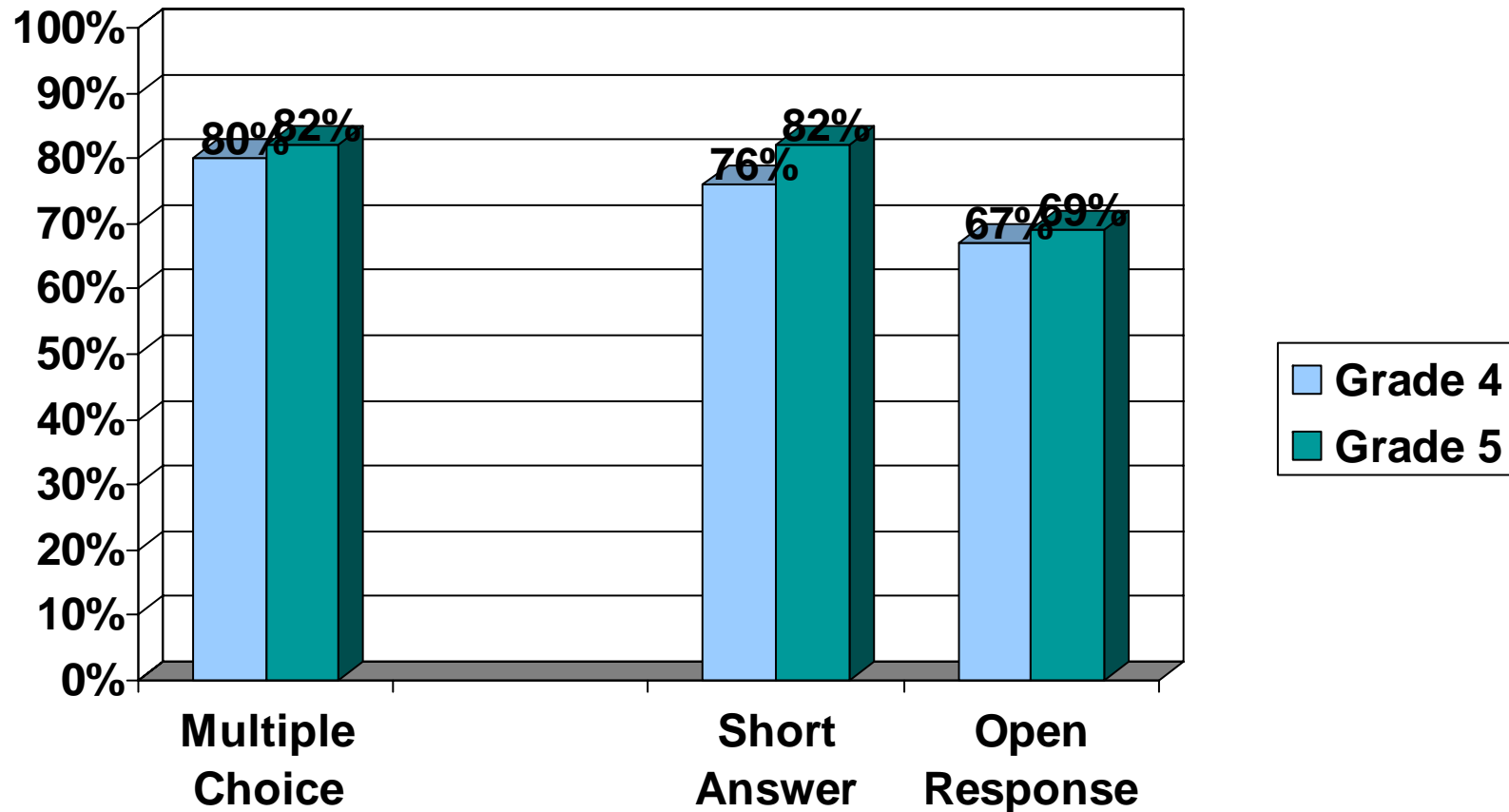
Class of 2008 (Present Grade 6) Percentage of Available Points Earned By Type of Question in English Language Arts



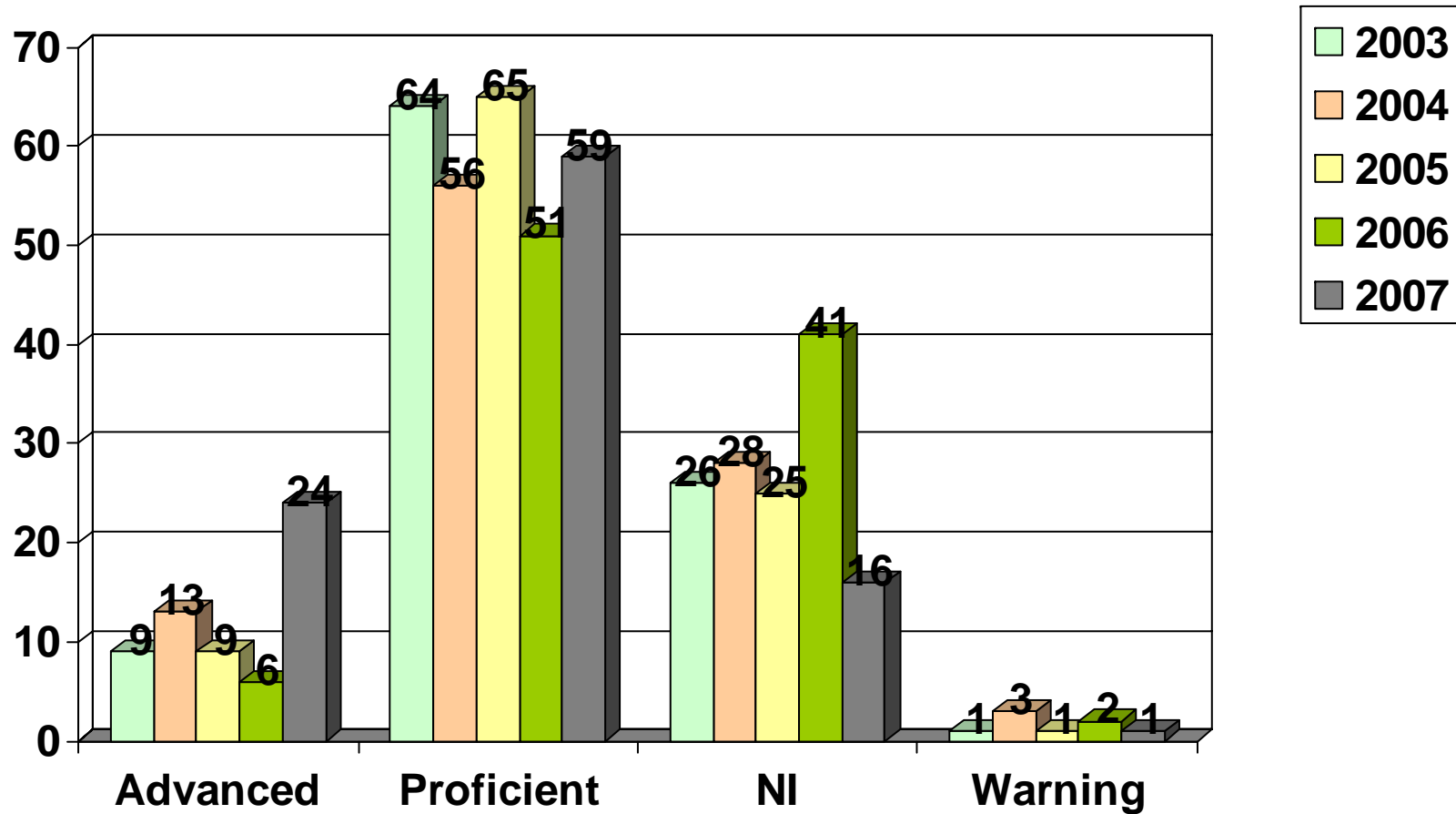
Class of 2008 (Present Grade 6) Percentage of Available Points Earned English Language Arts Content



Class of 2008 (Present Grade 6) Percentage of Available Points Earned By Type of Question in Mathematics



Boxford Grade 4 English Language Arts Performance Level Results 2003-2007



Class of 2007 (Present Grade 7) Percentage of Available Points Earned By Type of Question in English Language Arts

