



Northbridge Public Schools

MCAS Presentation
October 13, 2009



What is MCAS?

Massachusetts Comprehensive Assessment System

- Provides scores on individual students to show their progress in learning
- Provides a measure of basic achievement for high school graduation
- Measures performance of schools and districts to show student progress towards 100% proficiency by 2014



MCAS testing

- State testing 1998:
 - ELA and Math: Grades 4, 5, 10
 - Passing MCAS not a graduation requirement


- State testing 2009:
 - ELA Grades: 3,4,5,6,7,8,10
 - Math Grades: 3,4,5,6,7,8,10
 - Science Grades: 5,8, high school
 - Passing MCAS a graduation requirement for ELA, Math, and Science



How are MCAS scores reported?

Grades 4-8:

- Advanced: Scaled scores 260-280
- Proficient: Scaled scores 240-258
- Needs Improvement: Scaled scores 220-238
- Warning/Failing: Scaled scores 200-218




How are schools measured on the MCAS?

AYP=

Adequate Yearly Progress

Adequate Yearly Progress measures individual school progress against specific performance targets established by the Department of Education to ensure that all students reach 100% proficiency in ELA and Math by the year 2014.



Who is effected by AYP?

All schools and student groups are required to make AYP.

- All school: Aggregate
- Student subgroups:
 - Special Education
 - Limited English Proficient
 - Low Income
 - Racial backgrounds



How is a school's AYP determined?

- Advanced & Proficient = 100 points each
- Needs Improvement = 75 points each
- Warning/Failure = 25 points each
- Students who don't take the test receive 0 points but are still counted in AYP total.
- All scores added together and divided by # of students to get the school's AYP score.
- If the school meets or exceeds the state AYP target, no AYP status is assigned.



AYP Status Categories

Year	AYP status
1st Year	No status
2nd Year	Improvement Year 1
3rd Year	Improvement Year 2
4th Year	Corrective action
5th Year	Restructuring Year 1
6th Year	Restructuring Year 2+



What is our current AYP status?

- District: Did not make AYP for aggregate and all subgroups in Math (no status)
- High School: Did not make AYP for aggregate and all sub-groups in ELA and Math (no status)
- Middle School: Did not make AYP for aggregate and all sub-groups in Math (corrective action subgroups in Math)
- Balmer (composite of Balmer & NES): Did not make AYP for aggregate and all sub-groups in ELA and Math (improvement year 1 in ELA)

Percent of students scoring proficient or higher

	State ELA 2009	ELA 2009	State Math 2009	Math 2009
Grade 3	57%	59%	60%	58%
Grade 4	53%	53%	48%	47%
Grade 5	63%	71%	55%	45%
Grade 6	66%	72%	57%	60%
Grade 7	70%	77%	49%	43%
Grade 8	78%	87%	48%	52%
Grade 10	81%	70%	75%	60%



Percent of students scoring proficient or higher

	State Science 2009	Science 2009
Grade 5	49%	68%
Grade 8	39%	53%
Grade 10	61%	62%

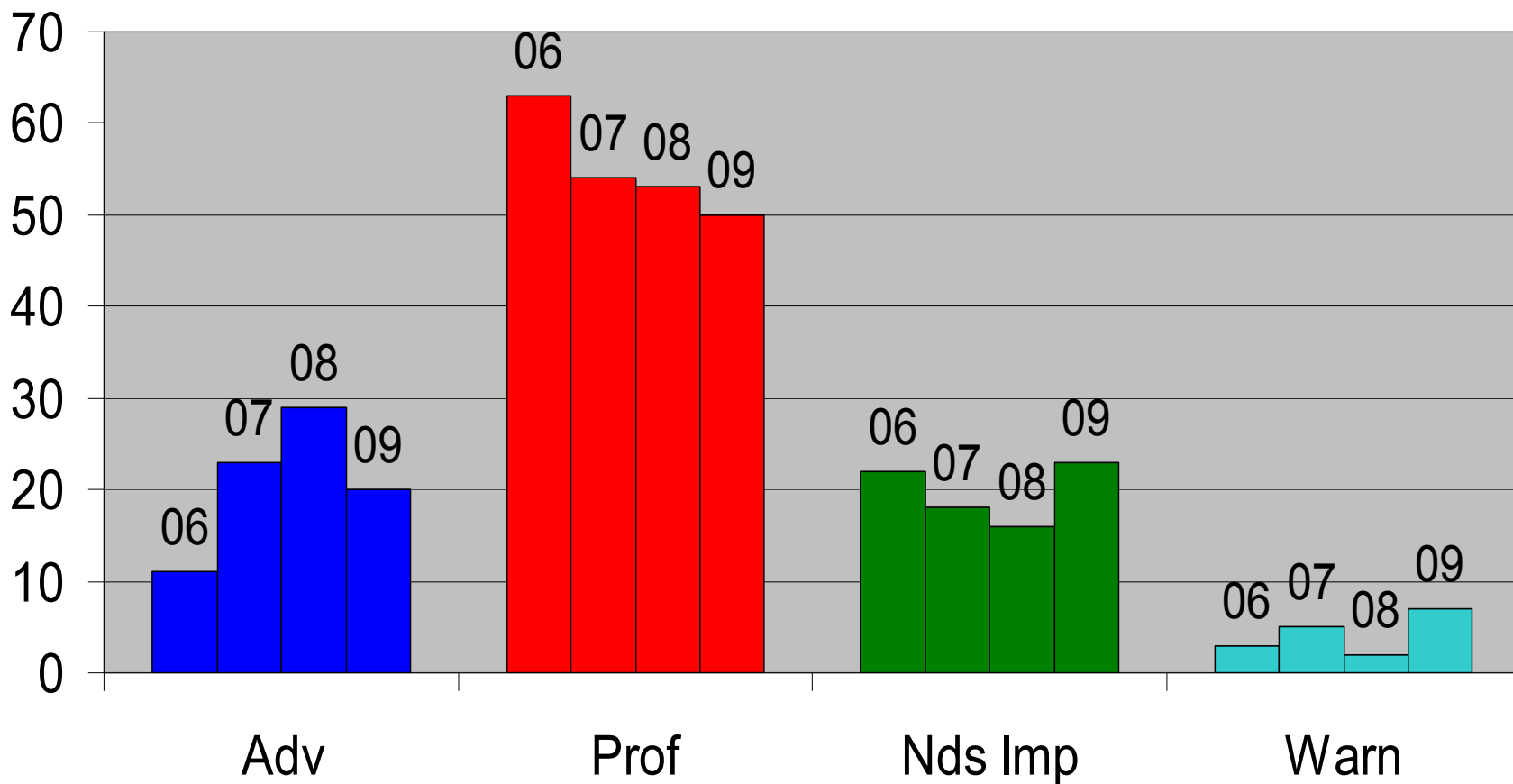


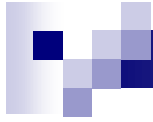
What does our MCAS history show?

- Many of our scores are close to the state average, rather than making progress to be above the state average.
- Our scores do not show an upward trend of achievement from year to year with more students scoring Advanced and Proficient and fewer students scoring Needs Improvement or Warning.
- It appears that the difference in scores could be attributed to the differences in the make-up of students from year-to-year, rather than the quality of our academic program.

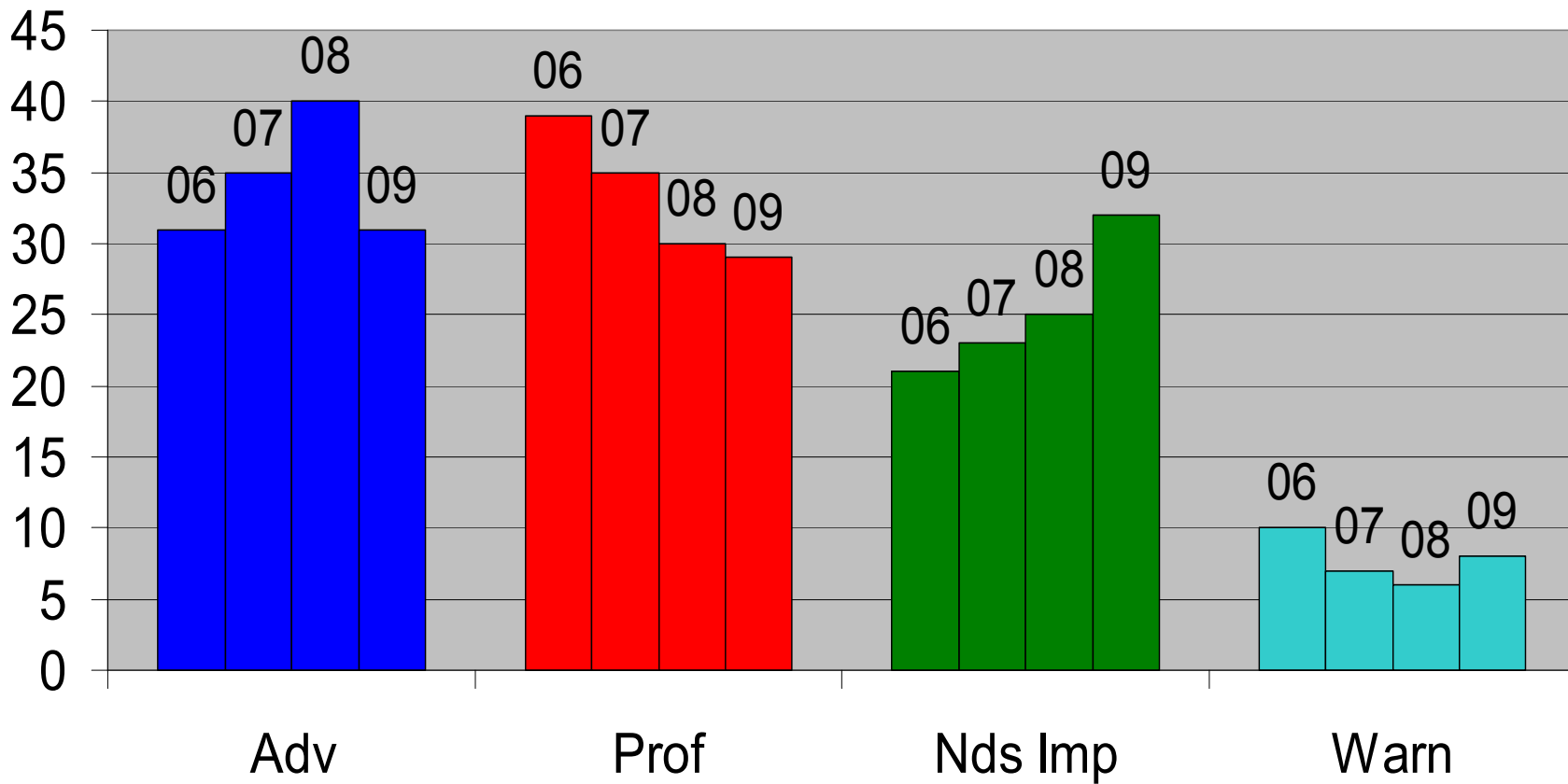
Grade 10 ELA

Percent of Students in Each Performance Range



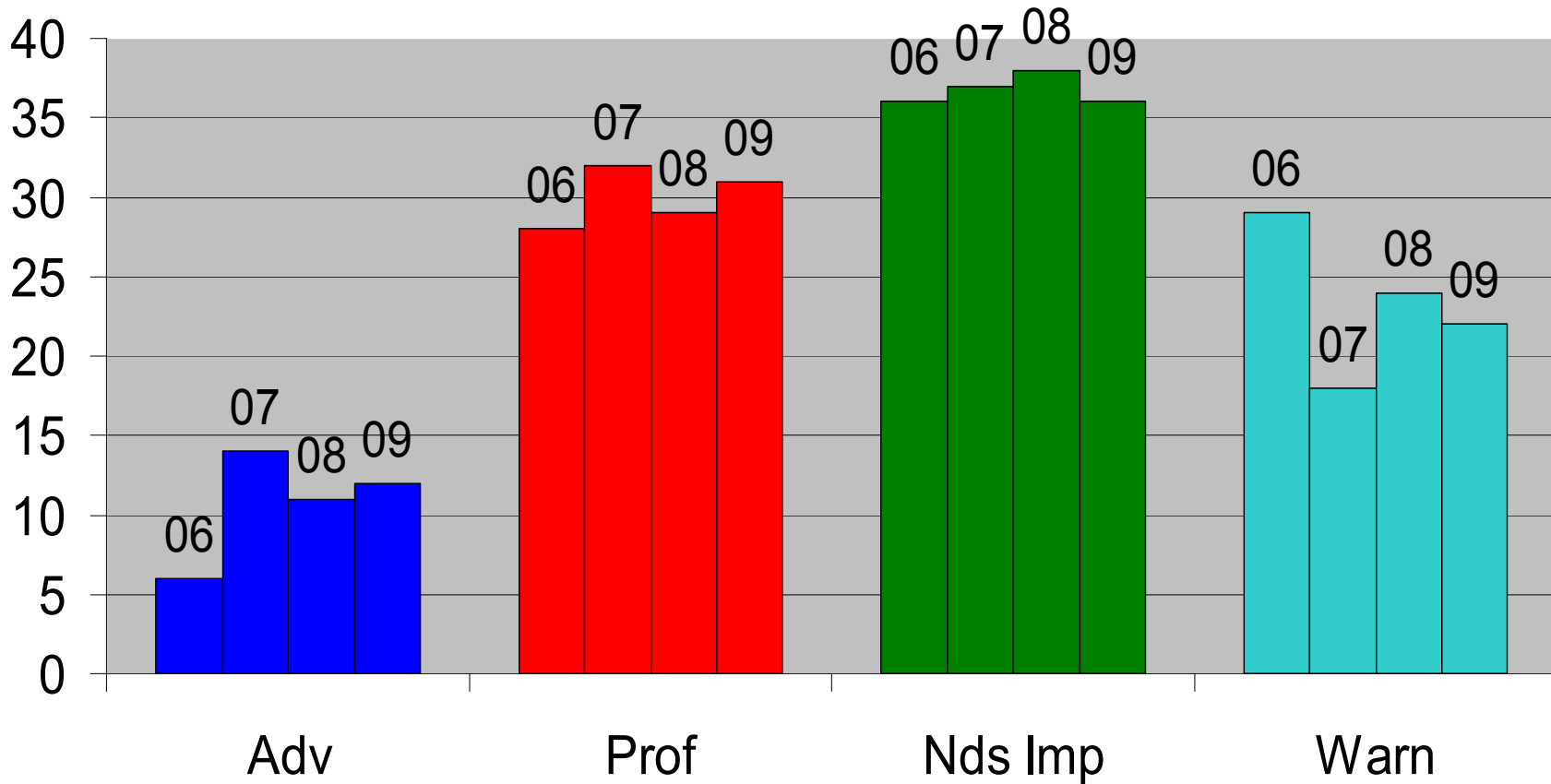


Grade 10 Math Percent of Students in Each Performance Range



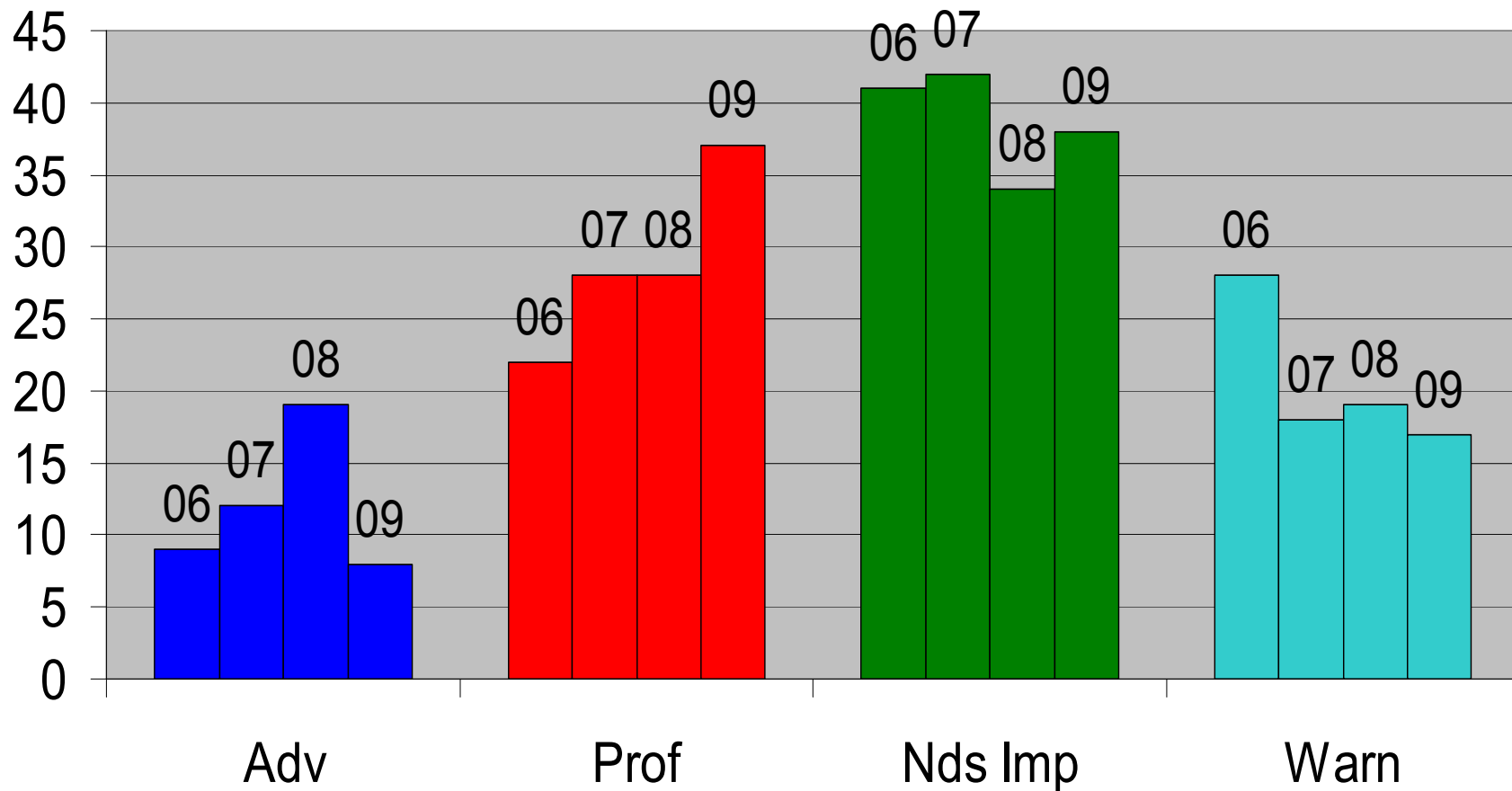
Grade 7 Math

Percent of Students in Each Performance Range





Grade 5 Math Percent of Students in Each Performance Range






Mission of the Northbridge Schools:

- The mission of the Northbridge Public Schools is to prepare our students to become responsible, contributing members of society by providing a challenging, rigorous educational program which will maximize academic achievement, enable intellectual, physical, social, and emotional development in an atmosphere which promotes creative and critical thinking.



Draft District Goals 2009-2010

1. To increase academic achievement with high expectations and active engagement for all students and staff.
2. To secure a fiscally responsible budget for the 2010-11 academic year that addresses the mission and beliefs of the district.
3. To improve the social and emotional climate in the district.
4. To strengthen the district's relationship with the Northbridge community.
5. To support the consistent review and implementation of school committee policy.

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- ✓ To achieve our mission, we must engage, not only teachers, but also parents and the community to support our efforts in working with our students.
 - ✓ Our theme for this year: High Expectations and Active Engagement for All Learners



Characteristics of Highly Effective Schools:

- Strong instructional leaders
- Research-based instruction
- Clear academic focus
- Positive personal and professional relationships
- Collaboration of staff and students



Characteristics of Highly Effective Schools:

- Highly-qualified teachers
- High expectations for student learning
- Differentiated opportunities for learning
- Alignment of standards, curriculum, instruction, and assessment
- Data-driven student achievement and accountability for continuous improvement

(McEwan, 2009)



What we are doing to raise our MCAS scores:

- Developing Professional Learning Communities for staff collaboration at all schools and with district leadership
- Reviewing our curriculum, starting in Math, to look at our scope and sequence, and best instructional practices.
- Training administrators and department chairs to analyze data to inform instruction
- Providing a full-time technology integration specialist to work with teachers
- Providing a full-time ELL teacher



What we are doing to raise our *MCAS* scores:

- Developing a District Literacy Plan, District Improvement Plan, and District PD plan
- Adding SmartBoards in all grade 4-12 math classrooms
- Improving class size at all levels and PK-4 Related Arts
- Providing professional development to teachers on setting high expectations for student learning, engaging students through inquiry-based instruction, and differentiating instruction so all learners are successful



Professional Development 2009-2010

- Responsive Classroom training K-8
- High expectations and active engagement: best instructional practices grades PK-12
- Subject-specific training for specialists and related arts staff
- Ongoing training for new Literacy series grades K-5

Professional Development Day 10/13/09

Group	Activity	Agency
PK-1, gr 2-3, gr 4-5 Reg & sped	High Expect. & Active Engage.	MESPA
Gr 6-12 English/SS & sped	High Expect. & Active Engage.	Tchr's 21
Gr 6-12 Math/Science & sped	High Expect. & Active Engage.	Tchr's 21
District		
Music	PD for Music Teachers	BVC
Art	Getting Creative with Basics	BVC
PE gr 4-8	Tchng Games for Understanding	BVC
PE 9-12/Health	Youth Risk Behavior Survey	BVC
Technology	K-12 instruc tech curric	District
Library	Card catalog & sharing	District
Nurses	Hemophilia, HINI, sharing	District
OT/PT	Sharing/Brain Gym	BVC
Guidance/Adj/Psych	Best Practices in School Coun.	BVC
Speech	Speech and language workshops	BVC
World Languages	Technology in World Lang	BVC



School Initiatives: High School

- Schedule adjustments based on achievement data
- Academic Support tutoring for at-risk students
- NEASC standards committee
- Alternative educational program for at risk students
- School culture and climate initiatives
- Focus on school attendance and drop out rate
- Special education assessment, inclusion, and co-teaching training



School Initiatives: Middle School

- Responsive Classroom teacher training
- Developmental Design training for administrators
- Literacy training in the writing process
- Inclusion and co-teaching training
- Alternative educational program for at risk students
- Restructuring of the Title I math program
- Addition of full-time adjustment counselor and guidance counselor



School Initiatives: Elementary Schools

- Responsive Classroom training
- Literacy training in new ELA series
- Standardizing formative assessments to drive instruction in ELA and math
- Adding Title I math tutors in grades 1-4
- Addition of shared full-time adjustment counselor
- Enhanced educational programs to better meet needs of all students
- Reorganization of grade levels to improve horizontal and vertical alignment of curriculum, assessment, and instruction
- NAEYC accreditation process focusing on best practices in early childhood education




What is our plan?

- To make real change takes time
- Need to lay foundation and put consistent systems in place to focus on student achievement
- Need to provide adequate budget and resources to fund our school initiatives



What is our plan?

- Need to analyze achievement data to focus on student needs
- Need to engage and motivate staff to embrace best instructional practices and apply them in their classrooms
- Need to engage and energize students, staff, parents, and community in celebrating our successes and working on our challenges



The only sure way to...effective schools is to build capacity in them – to provide smart, strong leadership, a mission clearly and intensely focused on children’s learning, highly competent committed teachers, clean lines of responsibility, adequate financial resources, and an environment that fosters collaboration, trust, and continuous learning.

(Wolk, 1998)