

# 2017 State Testing Results

School Committee Report

December 12, 2017

Presenters:

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# East Brookfield Elementary ELA Achievement & Student Growth

| English Language Arts        | % Meeting or Exceeding Expectations |       | Avg. Scaled Score | Achieve Percentile | SGP | Included |
|------------------------------|-------------------------------------|-------|-------------------|--------------------|-----|----------|
|                              | School                              | State |                   |                    |     |          |
| <b>GRADE 3<br/>(READING)</b> | 53                                  | 47    | 502               | 57                 | N/A | 32       |
| <b>GRADE 4</b>               | 61                                  | 48    | 510.7             | 88                 | 59  | 23       |
| <b>GRADE 5</b>               | 67                                  | 49    | 504.9             | 72                 | N/A | 18       |
| <b>GRADE 6</b>               | 76                                  | 51    | 510.2             | 87                 | 82  | 29       |

# East Brookfield Elementary Mathematics Achievement & Student Growth

| MATH           | % Meeting or Exceeding Expectations |       | Avg. Scaled Score | Achieve Percentile | SGP | Included |
|----------------|-------------------------------------|-------|-------------------|--------------------|-----|----------|
|                | School                              | State |                   |                    |     |          |
| <b>GRADE 3</b> | 59                                  | 49    | 507               | 77                 | N/A | 32       |
| <b>GRADE 4</b> | 61                                  | 49    | 504.1             | 70                 | 68  | 23       |
| <b>GRADE 5</b> | 50                                  | 46    | 502.6             | 65                 | N/A | 18       |
| <b>GRADE 6</b> | 62                                  | 50    | 504               | 68                 | 49  | 29       |

# EBE Strengths

- School Climate and Culture
- 90 minute blocks for ELA and Math
- Small class sizes
- Title 1 program

# **EBE Action Steps Towards Improvement**

- School wide participation and investment in Literacy Academy program
- Institute a research based literacy program
- Address Social-Emotional needs of students through staffing and programming
- Utilize a Media Specialist

# Wire Village Elementary

## ELA & Math Achievement & Student Growth

| WVS<br>Grade and Subject               | Meeting or Exceeding Expectations |       | Avg. Scaled Score | Achieve Percentile | SGP  | Students Included |
|--|-----------------------------------|-------|-------------------|--------------------|------|-------------------|
|  | School                            | State |                   |                    |      |                   |
| <b>GRADE 3 - READING</b>               | 29                                | 47    | 491.4             | 20                 | N/A  | 92                |
| <b>GRADE 4 - ENGLISH LANGUAGE ARTS</b> | 48                                | 48    | 500.2             | 53                 | 59.5 | 96                |
|  |                                   |       |                   |                    |      |                   |
| <b>GRADE 3 - MATHEMATICS</b>           | 34                                | 49    | 489.9             | 18                 | N/A  | 92                |
| <b>GRADE 4 - MATHEMATICS</b>           | 44                                | 49    | 495.2             | 38                 | 52   | 96                |

# WVS Strengths

- Positive School Climate and Culture
- Building Leadership Capacity
- Success in PBIS Program at all Tiers, I, II & III
- Gr 1 Team Intervention Block
- Strong Community and Parent Relationships
- Steady increase in student population

# WVS Action Steps Towards Improvement

- Current and continued training for all staff in recognizing the social/emotional needs of students as they impact student learning (trauma, poverty, etc.)
- Improve instructional practices in core areas:
  - Develop consistency in data collection and analysis
  - Establish Literacy Academy Team with strong representation of all grades and areas
  - Analyzing data to access and address gaps and explore/select program options
  - Recognize next steps to develop interventions, train staff, and provide coaching whether for academic or behavioral needs
- Technology:
  - Continue cycle of updating classroom and school technologies
  - Provide appropriate keyboarding experiences to all grade levels
- Continue to develop, support, and engage community relationships



# Knox Trail

## ELA Achievement & Student Growth

| English Language Arts | % Meeting or Exceeding Expectations |       | Avg. Scaled Score | Achievement Percentile | SGP | Students Included |
|-----------------------|-------------------------------------|-------|-------------------|------------------------|-----|-------------------|
|                       | School                              | State |                   |                        |     |                   |
| <b>GRADE 5</b>        | 21                                  | 49    | 487.5             | 13                     | 23  | 110               |
| <b>GRADE 6</b>        | 51                                  | 51    | 497.6             | 44                     | 61  | 97                |
| <b>GRADE 7</b>        | 49                                  | 50    | 499.4             | 54                     | 65  | 94                |
| <b>GRADE 8</b>        | 32                                  | 49    | 493.1             | 34                     | 44  | 103               |

# Knox Trail

## Mathematics Achievement & Student Growth

| Math           | % Meeting or Exceeding Expectations |       | Avg. Scaled Score | Achievement Percentile | SGP  | Students Included |
|----------------|-------------------------------------|-------|-------------------|------------------------|------|-------------------|
|                | School                              | State |                   |                        |      |                   |
| <b>GRADE 5</b> | 16                                  | 46    | 484.3             | 8                      | 22   | 109               |
| <b>GRADE 6</b> | 44                                  | 50    | 496.5             | 41                     | 65   | 97                |
| <b>GRADE 7</b> | 50                                  | 47    | 501               | 63                     | 85   | 94                |
| <b>GRADE 8</b> | 37                                  | 48    | 494.2             | 33                     | 65.5 | 103               |

# KT Strengths

- Overall, 44% of 6<sup>th</sup> to 8<sup>th</sup> grade students are either Meeting Expectations or Exceeding Expectations in ELA. This puts us solidly within the range of scores in Auburn, Charlton, Dudley and Leicester (range: 38% - 60%).
- Overall, 44% of 6<sup>th</sup> to 8<sup>th</sup> grade students are Meeting Expectations or Exceeding Expectations in Math. This puts us solidly within the range of scores in Auburn, Charlton, Dudley and Leicester (range: 31% - 58%)
- Our Student Growth Percentiles of 61 in ELA and 65 in Math are well above those of other area schools:
  - Mathematics SGP Range for Auburn, Charlton, Dudley and Leicester: 29.5 - 50.5 (Knox Trail's SGP is 65).
  - ELA SGP Range for Auburn, Charlton, Dudley and Leicester: 42 to 54.5 (Knox Trail's SGP is 61).
- Implementation of project based learning continues to increase for cross curricula connections and instruction specifically in STEM classes. While independent work study is also being offered to students with proven achievement in math.
- Increased implementation of research based interventions also continues during our WIN block to provide tiered system approached for students.
- Participation in the band, music, and theater is a focus and growing each year.
- Teacher professional learning communities allow teachers to meet monthly to discuss curriculum and assessment to closely monitor student performance.
- We continue to close the gap between Knox Trail scores and state scores for both content and growth.

# KT Action Steps Towards Improvement

- Increase Rtl Tier III small group services with special education teacher, Title I Interventionist, and grade level WIN Now groups.
- Grade 5 certified Wilson teacher teaching Just Words program 5 days each week.
- A literacy specialist is working with new hires to focus on curriculum best practices and classroom management techniques.
- Modifying curriculum and providing differentiation strategies for all struggling learners. Provide independent accelerated classes for 7 & 8 grade using Khan Academy in the area of mathematics and science.
- Integrating literacy into other content areas such as social studies and science.
- Piloting Read Side by Side program in grade 5 to follow best practices and move students into leveled reading book clubs so they are exposed to grade level text along with allowing them to read novels at their level in guided reading groups.
- Integration of technology into all disciplines so that students gain the technological skills for the upcoming computer based testing.
- Provide more elective classes for students in the areas of band and chorus.

# David Prouty High School Achievement & Student Growth

| DPHS<br>Grade and Subject                       | Proficient or Higher |       | Composite Proficiency Index (CPI) |       | SGP | Students Included |
|---|----------------------|-------|-----------------------------------|-------|-----|-------------------|
|   | School               | State | School                            | State |     |                   |
| <b>GRADE 10 -<br/>ENGLISH<br/>LANGUAGE ARTS</b> | 91                   | 91    | 97.5                              | 96.5  | 30  | 90                |
| <b>GRADE 10 -<br/>MATHEMATICS</b>               | 80                   | 79    | 91.7                              | 89.9  | 42  | 90                |
| <b>GRADE 10 -<br/>SCIENCE AND<br/>TECH/ENG</b>  | 80                   | 74    | 92                                | 89.4  |     |                   |

# DPHS Strengths

- The school's core values, beliefs, and 21st century learning expectations are actively reflected in its positive and supportive school culture.
- Teachers employ a range of assessment strategies, including formative and summative assessments and creative projects, using the school-wide rubrics.
- Teachers are highly reflective, and are eager to engage in professional development to improve their practice.
- A wide variety of technology is available, and is used by teachers to support student learning.
- Productive community partnerships support the David Prouty High School faculty's efforts to support students' needs.

# **DPHS Action Steps Towards Improvement**

- Schedule and support common planning time for teachers to work together on curriculum and instruction.**
- Increase opportunities for reading and writing across the curriculum.**
- Create a formal process for teachers to examine evidence of student learning and use the results to improve curriculum and instruction.**
- Vertically and horizontally align our formal, written curriculum.**
- Continue to expand our ability to use technology to support increased student learning.**

# Science / Technology & Engineering Grade Level Achievement

| Science /<br>Tech &<br>Eng. | %<br>Proficient or<br>Higher |       | %<br>Advanced |       | %<br>Proficient |       | %<br>Needs<br>Improvement |       | %<br>Warning/<br>Failing |       | Students<br>Included | CPI  |
|-----------------------------|------------------------------|-------|---------------|-------|-----------------|-------|---------------------------|-------|--------------------------|-------|----------------------|------|
|                             | School                       | State | School        | State | School          | State | School                    | State | School                   | State |                      |      |
| <b>EBE<br/>GRADE 5</b>      | 44                           | 46    | 11            | 17    | 33              | 29    | 50                        | 39    | 6                        | 15    | 18                   | 79.2 |
| <b>KT<br/>GRADE 5</b>       | 35                           | 46    | 7             | 17    | 28              | 29    | 47                        | 39    | 18                       | 15    | 109                  | 68.8 |
| <b>GRADE 8</b>              | 28                           | 40    | 0             | 3     | 28              | 37    | 46                        | 40    | 26                       | 20    | 103                  | 63.1 |
| <b>GRADE 10</b>             | 80                           | 74    | 30            | 32    | 51              | 42    | 19                        | 21    | 1                        | 5     | 81                   | 92   |



# Sub Group Information

- **High Needs Students**- all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL), or economically disadvantaged students
- **Economically Disadvantaged**- the economically disadvantaged group includes only those students who participate in one or more of the following state- administered programs: the Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).
- **Students with Disabilities** – Students receiving special education services to adequately meet their learning needs.
- **English Language Learners (ELLs)** – Students whose first language is not English and who have not yet reached English language proficiency

# District High Needs vs. Non-High Needs ELA Achievement & Student Growth

| ELA Gr 3-8                     | % Meeting or Exceeding Expectations | % Not Meeting Expectations | Average SS | Students Included | Median SGP |
|--------------------------------|-------------------------------------|----------------------------|------------|-------------------|------------|
| <b>Economic Status</b>         |                                     |                            |            |                   |            |
| Economically Disadvantaged     | 33                                  | 15                         | 492        | 269               | 51         |
| Non-Economically Disadvantaged | 44                                  | 9                          | 498        | 466               | 54         |
| <b>Disability Status</b>       |                                     |                            |            |                   |            |
| Students w/ Disabilities       | 11                                  | 35                         | 481.1      | 175               | 55         |
| Non-Disabled                   | 49                                  | 3                          | 500        | 560               | 53         |
| <b>Title 1 Status</b>          |                                     |                            |            |                   |            |
| Title 1                        | 14                                  | 23                         | 483.2      | 143               | 48         |
| Non-Title 1                    | 47                                  | 8                          | 499        | 592               | 54         |
| <b>High Needs Status</b>       |                                     |                            |            |                   |            |
| High Needs                     | 28                                  | 19                         | 489.6      | 378               | 53         |
| Non-High Needs                 | 53                                  | 2                          | 502.1      | 357               | 53         |

# District High Needs vs. Non-High Needs Math Achievement & Student Growth

| Math Gr 3 - 8                  | % Meeting or Exceeding Expectations | % Not Meeting Expectations | Average SS | Students Included | Median SGP |
|--------------------------------|-------------------------------------|----------------------------|------------|-------------------|------------|
| <b>Economic Status</b>         |                                     |                            |            |                   |            |
| Economically Disadvantaged     | 32                                  | 18                         | 490.7      | 269               | 56         |
| Non-Economically Disadvantaged | 43                                  | 11                         | 496.2      | 465               | 59         |
| <b>Disability Status</b>       |                                     |                            |            |                   |            |
| Students w/ Disabilities       | 14                                  | 38                         | 479.4      | 175               | 50         |
| Non-Disabled                   | 47                                  | 6                          | 498.4      | 559               | 61         |
| <b>Title 1 Status</b>          |                                     |                            |            |                   |            |
| Title 1                        | 15                                  | 28                         | 480.4      | 142               | 42         |
| Non-Title 1                    | 45                                  | 10                         | 497.7      | 592               | 62.5       |
| <b>High Needs Status</b>       |                                     |                            |            |                   |            |
| High Needs                     | 28                                  | 24                         | 487.9      | 378               | 54         |
| Non-High Needs                 | 51                                  | 3                          | 500.6      | 356               | 64         |

# Special Population Support Strengths

- Increase inclusion opportunities versus pull-out services so that SWD are exposed to grade level curriculum
- Improving ELA- District Wide Literacy Initiative
- Massachusetts Tired System of Supports
- Increased ELL tutor from 15 hours to 22 hours per week
- Upgraded special education student information system

# Special Population Support Improvement Recommendations

- ELL- increase staffing levels to meet federally mandated guidelines
- Implementing Co-Teaching models in elementary classrooms
- Maintenance of targeted professional development for both professional and paraprofessional staff