

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				
GRADE 3 (READING)	53	47	502	57	N/A	32
GRADE 4	61	48	510.7	88	59	23
GRADE 5	67	49	504.9	72	N/A	18
GRADE 6	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				
GRADE 3	59	49	507	77	N/A	32
GRADE 4	61	49	504.1	70	68	23
GRADE 5	50	46	502.6	65	N/A	18
GRADE 6	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 Grade and Subject	Meeting or Exceeding Expectations		Avg. Scaled Score	Achieve Percentile	SGP	Students Included
	School	State				
GRADE 3 - READING	29	47	491.4	20	N/A	92
GRADE 4 - ENGLISH LANGUAGE ARTS	48	48	500.2	53	59.5	96
GRADE 3 - MATHEMATICS	34	49	489.9	18	N/A	92
GRADE 4 - MATHEMATICS	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				
GRADE 5	21	49	487.5	13	23	110
GRADE 6	51	51	497.6	44	61	97
GRADE 7	49	50	499.4	54	65	94
GRADE 8	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				
GRADE 5	16	46	484.3	8	22	109
GRADE 6	44	50	496.5	41	65	97
GRADE 7	50	47	501	63	85	94
GRADE 8	37	48	494.2	33	65.5	103

KT Strengths

- Overall, 44% of 6th to 8th 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 6th to 8th 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 Grade and Subject	Proficient or Higher		Composite Proficiency Index (CPI)		SGP	Students Included
	School	State	School	State		
GRADE 10 - ENGLISH LANGUAGE ARTS	91	91	97.5	96.5	30	90
GRADE 10 - MATHEMATICS	80	79	91.7	89.9	42	90
GRADE 10 - SCIENCE AND TECH/ENG	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 / Tech & Eng.	% Proficient or Higher		% Advanced		% Proficient		% Needs Improvement		% Warning/ Failing		Students Included	CPI
	School	State	School	State	School	State	School	State	School	State		
EBE GRADE 5	44	46	11	17	33	29	50	39	6	15	18	79.2
KT GRADE 5	35	46	7	17	28	29	47	39	18	15	109	68.8
GRADE 8	28	40	0	3	28	37	46	40	26	20	103	63.1
GRADE 10	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
Economic Status					
Economically Disadvantaged	33	15	492	269	51
Non-Economically Disadvantaged	44	9	498	466	54
Disability Status					
Students w/ Disabilities	11	35	481.1	175	55
Non-Disabled	49	3	500	560	53
Title 1 Status					
Title 1	14	23	483.2	143	48
Non-Title 1	47	8	499	592	54
High Needs Status					
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
Economic Status					
Economically Disadvantaged	32	18	490.7	269	56
Non-Economically Disadvantaged	43	11	496.2	465	59
Disability Status					
Students w/ Disabilities	14	38	479.4	175	50
Non-Disabled	47	6	498.4	559	61
Title 1 Status					
Title 1	15	28	480.4	142	42
Non-Title 1	45	10	497.7	592	62.5
High Needs Status					
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