

MCAS RESULTS: 2008



Presented to Bedford School
Committee

October 14, 2008

Agenda

1. Impact: For the Student
2. Impact for the District:
 AYP
 What We Learn
3. Bedford Results:
 By Grade
4. Highlights/Areas of Concern
5. District Responses

Impact for the Students

Grade 10 Tests

◆ Mathematics

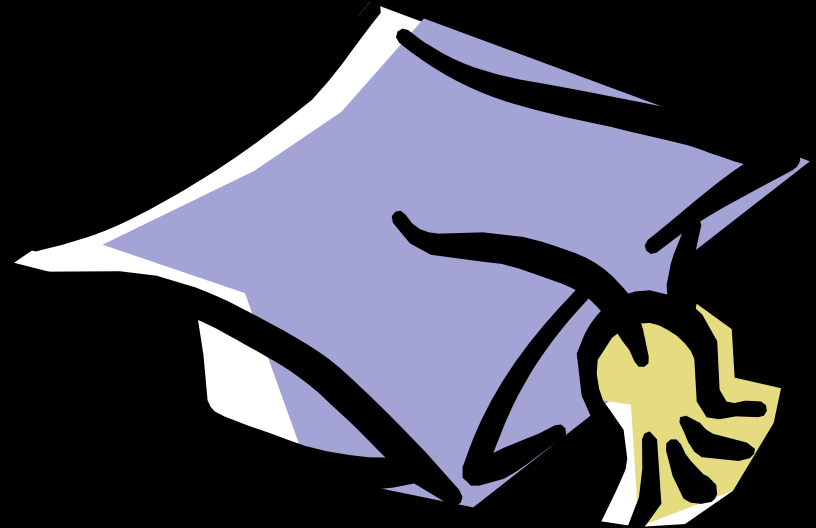
◆ English

Language/Arts

Science (Class of 2010)

History (Class of 2013)

**Required
for
Graduation**



Required Scores

- ◆ Earn at least Need Improvement Status in Science and Technology and...
- ◆ Earn Advanced or Proficient Status in ELA and Math...
- ◆ Or complete an Educational Proficiency Plan (EPP)

Educational Proficiency Plan

- ◆ A review of individual strengths and weakness
- ◆ Successful completion of recommended coursework in the disciplines Grade 11-12
- ◆ Annual Assessment of Progress
- ◆ School-based assessment of proficiency

Impact for the District: Original Intent (NCLB)

- ◆ Ensure Equity
- ◆ Prepare All Students for Their Future
 - ◆ ALL Students Proficient or Advanced by 2014
- ◆ Offer Additional Guides to Practice

Things to Consider

- ◆ Statewide, 75% of Middle Schools are identified for Improvement, Corrective Action, or Restructuring.
- ◆ High Schools are less likely to have an accountability status than middle schools.
- ◆ Goal for 2014

100% Proficient by 2014

“ ‘There is zero percent chance that we will ever reach a 100% target,’ said Robert L. Linn, Co-director of the National Center for Evaluation, Standards and Student Testing at UCLA. ‘ But because the title of the law is so rhetorically brilliant, politicians are afraid to change this completely unrealistic standard. They are afraid of being accused of leaving some children behind.’ ”

- Washington Post
March 14, 2007

What We Learn

- ◆ A Check Over Time
 - ◆ Content Knowledge
 - ◆ Synthesis and Problem Solving
- ◆ Potential Issues with Subgroups
- ◆ Individual Strengths and Weaknesses
- ◆ Focus and Direction

What's Missing

- ◆ Creativity
- ◆ A Global View
- ◆ Integration from Multiple Sources
- ◆ Flexibility of Thought
- ◆ The Ability to Learn

Bedford's Results

- ◆ District AYP: Adequate Yearly Progress as measured by the Composite Performance Index
- ◆ School by School Comparison: A longitudinal comparison with varying cohorts

Bedford - 2008 Adequate Yearly Progress (AYP) Data

District: Bedford (002300000)

Title I District: Yes

2008 AYP Data - Summary

[Summary Data](#) | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	Declined
MATHEMATICS	No Status	High	No Change

A district will be newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS				
Grade Spans		2007	2008	2008 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	Special Education -
	All Subgroups	Yes	No	
Grades 6-8	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	
Grades 9-12	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	

MATHEMATICS				
Grade Spans		2007	2008	2008 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	
Grades 6-8	Aggregate	Yes	Yes	Special Education -
	All Subgroups	No	No	
Grades 9-12	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	

Adequate Yearly Progress History											NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	
ELA	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	No	No	Yes	Yes	Yes	

ENGLISH LANGUAGE ARTS

Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	N	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Grades 3-5															
Aggregate	554	554	100	Yes	553	91.0	Yes	93.1	1.0	93.1-96.1	No	96.7	-0.1	Yes	Yes
Lim. English Prof.	19	19	-	-	18	-	-	-	-	-	-	-	-	-	-
Special Education	116	116	100	Yes	116	77.6	No	84.4	2.2	84.4-89.1	No	96.3	-0.1	Yes	No
Low Income	40	40	-	-	39	76.3	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	34	34	-	-	34	79.4	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	47	47	100	Yes	46	91.3	Yes	94.4	0.8	94.4-99.7	No	97.5	-0.3	Yes	Yes
Hispanic	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Native American	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	438	438	100	Yes	438	91.8	Yes	93.9	0.9	93.9-96.8	No	96.7	-0.1	Yes	Yes
Grades 6-8															
Aggregate	556	555	100	Yes	555	94.4	Yes	96.5	0.5	96.5-99.0	No	97.2	0.1	Yes	Yes
Lim. English Prof.	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	125	124	99	Yes	124	80.6	Yes/2%	85.5	2.1	85.5-90.1	No	96.3	0.0	Yes	Yes*
Low Income	38	38	-	-	38	82.9	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	21	21	-	-	21	90.5	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	64	64	100	Yes	64	94.5	Yes	97.6	0.3	97.6-100.0	No	98.1	-0.1	Yes	Yes
Hispanic	21	21	-	-	21	81.0	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	440	439	100	Yes	439	95.2	Yes	97.2	0.4	97.2-99.6	No	97.1	0.1	Yes	Yes
Grades 9-12															
Aggregate	190	186	98	Yes	186	96.2	Yes	93.9	0.9	93.9-97.3	Yes	93.6	5.3	Yes	Yes
Lim. English Prof.	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	27	25	-	-	25	85.0	-	-	-	-	-	-	-	-	-
Low Income	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	11	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	15	15	-	-	15	-	-	-	-	-	-	-	-	-	-
Hispanic	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Native American	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	147	145	99	Yes	145	97.1	Yes	93.3	1.0	93.3-96.8	Yes	93.8	6.1	Yes	Yes

Adequate Yearly Progress (AYP) 2008

◆ System-wide:

◆ English Language Arts:

- ◆ Aggregate: Yes
- ◆ All Subgroups: Yes

◆ Mathematics:

- ◆ Aggregate: Yes
- ◆ All Subgroups: Yes

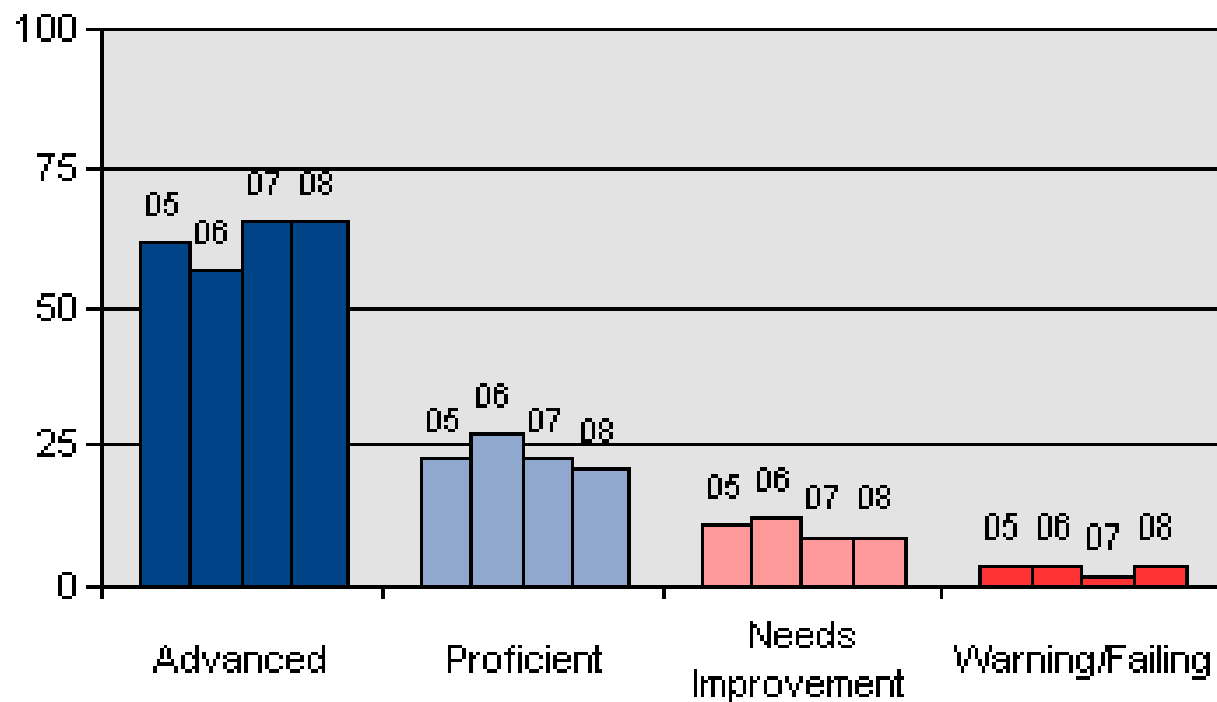
◆ **School Results:** JGMS Special Education Subgroup did not make AYP (year 2 status) in Mathematics and (year 1 status) in ELA. Lane (Davis) Special Education Subgroup did not make AYP (year 1 Status) in ELA. A district that fails to make AYP for 2 consecutive years will be identified for improvement.

Grade 10: Mathematics

2008

**Proficient
&
Advanced
87%**

**GRADE 10 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



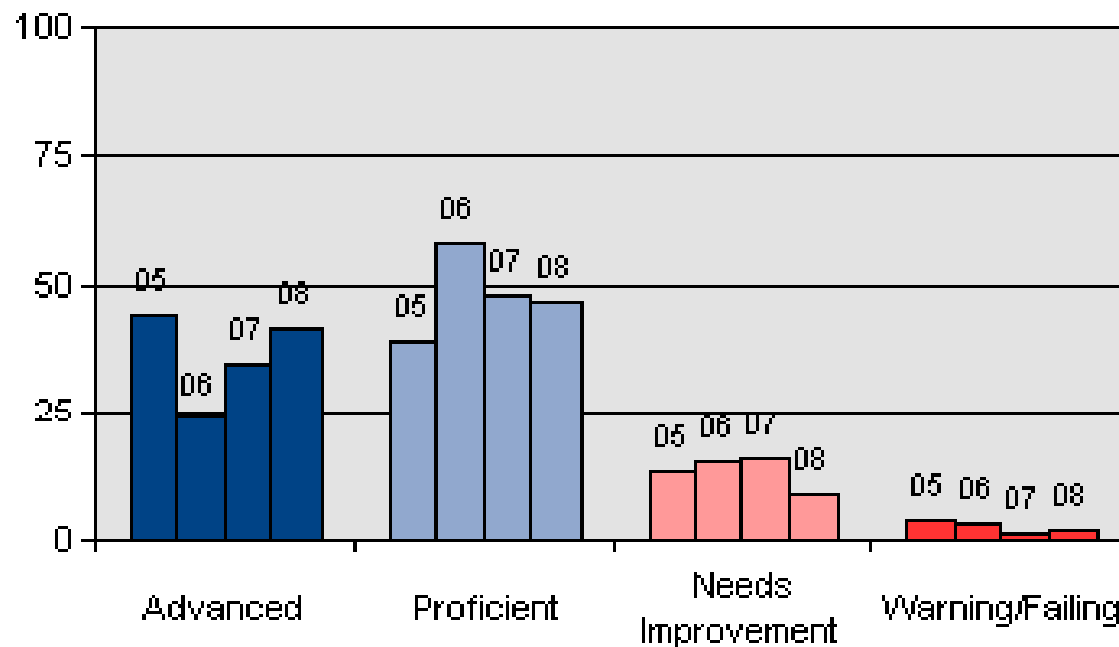
Grade 10: English

2008

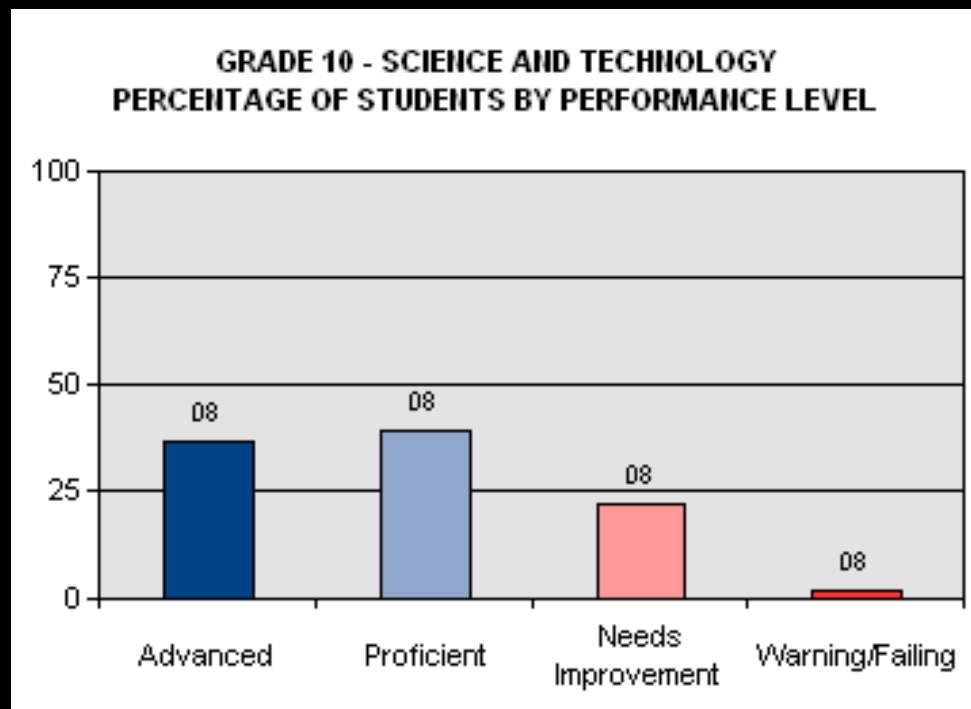
**Proficient &
Advanced**

89%

**GRADE 10 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



Grade 10: Science and Technology



2008

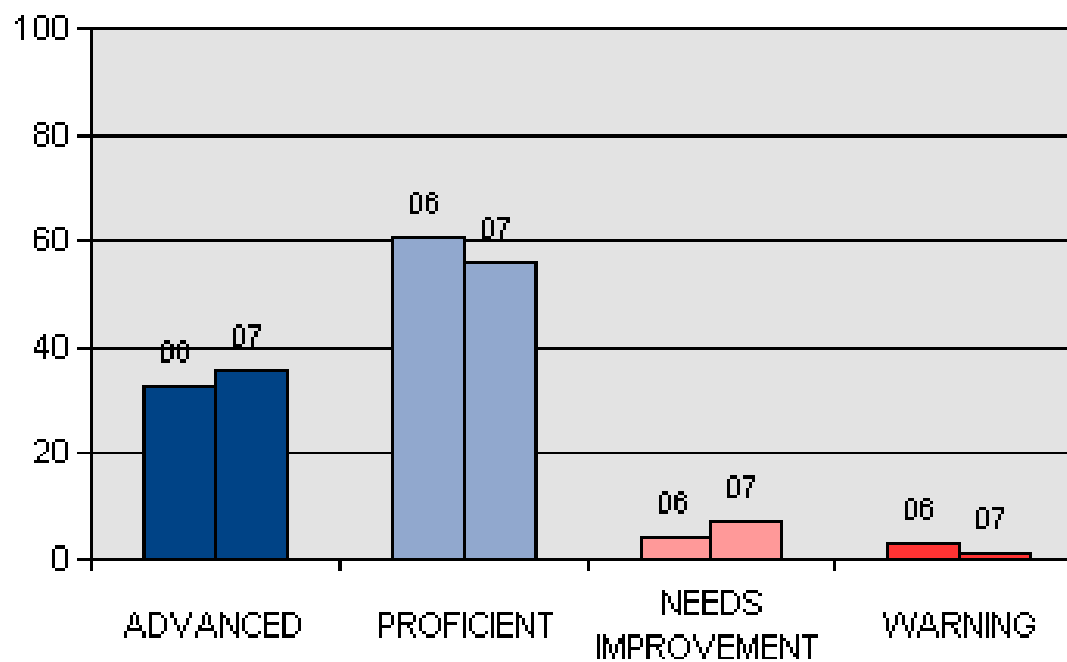
Advanced &
Proficient

76%

The **Class of 2010** is the first class with MCAS Science as a Graduation requirement.

Grade 8: English

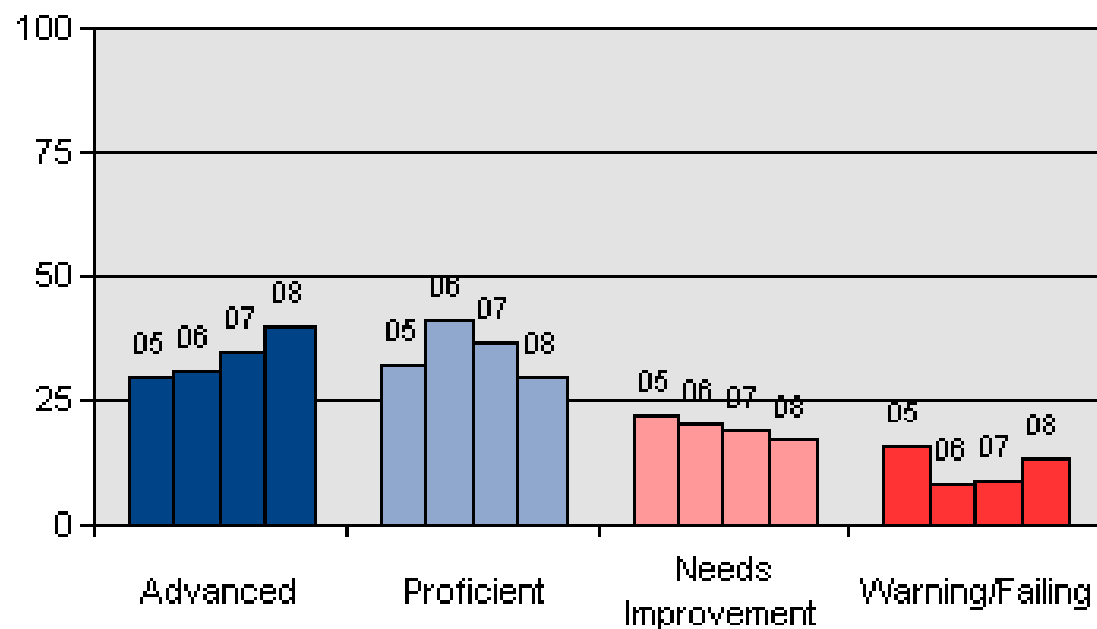
GRADE 08 - ENGLISH LANGUAGE ARTS
PERCENT OF STUDENTS BY PERFORMANCE LEVEL



**Advanced
&
Proficient
89%**

Grade 8: Mathematics

GRADE 08 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL

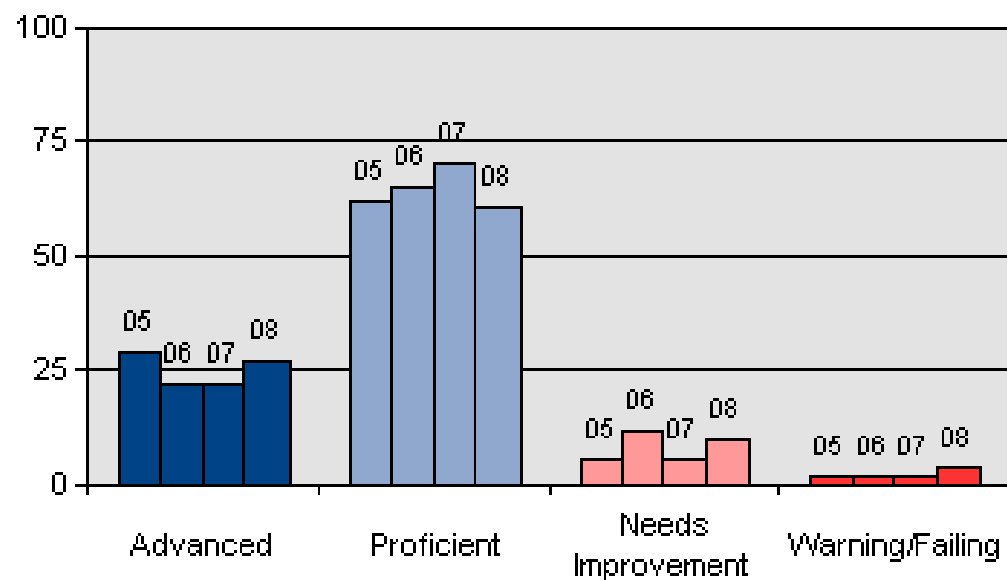


**Advanced &
Proficient**

70%

Grade 7: English

**GRADE 07 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**

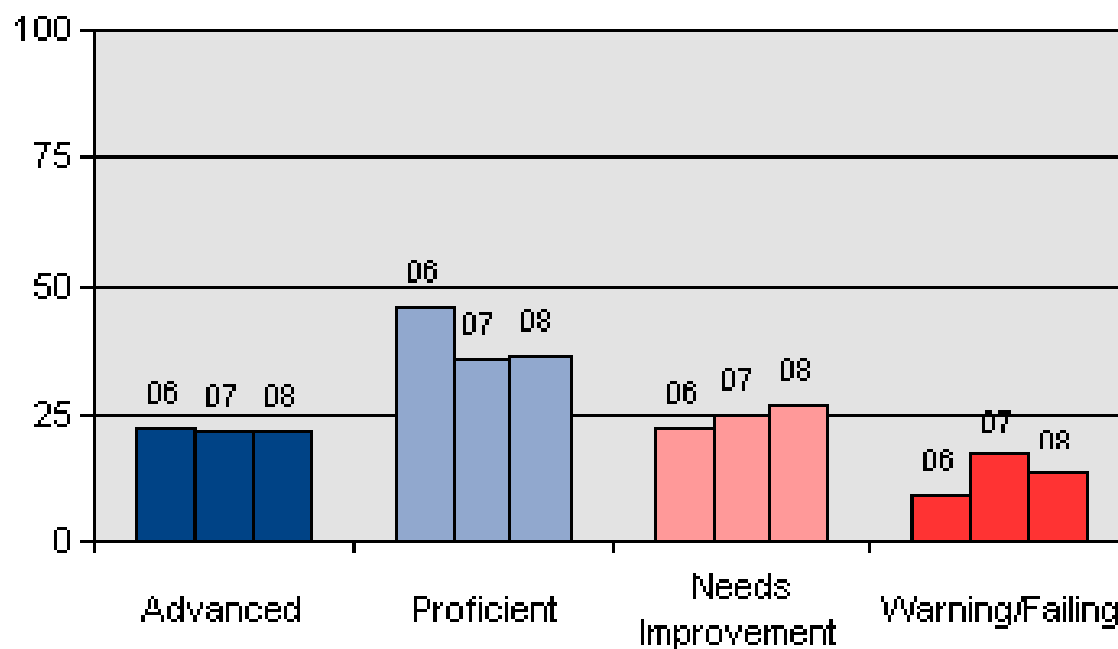


**Advanced &
Proficient**

86%

Grade 7: Mathematics

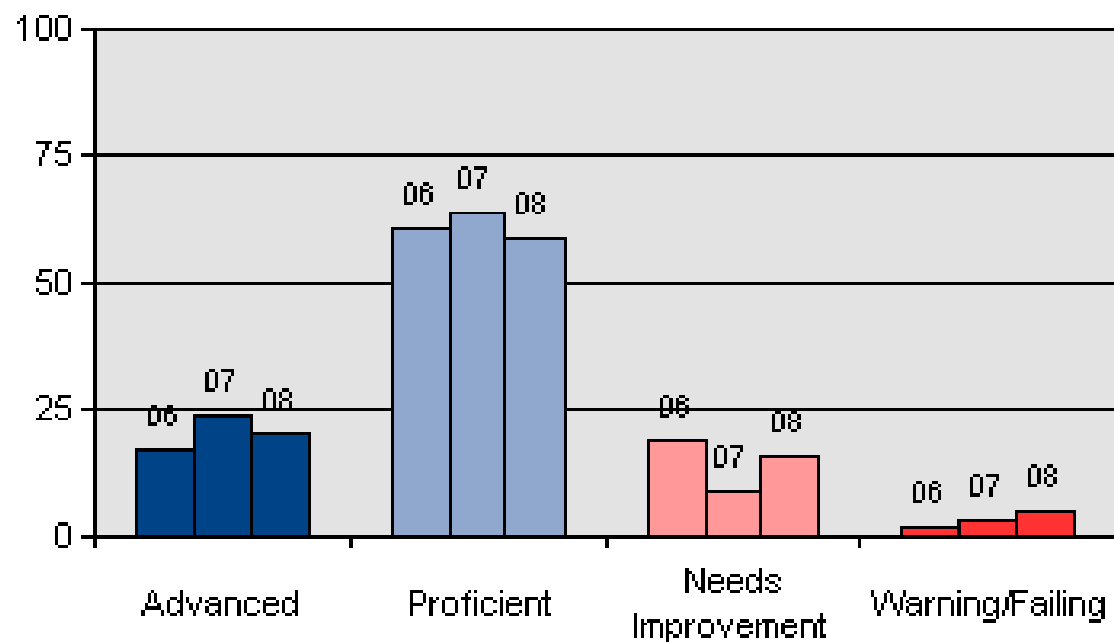
**GRADE 07 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**Advanced
&
Proficient
59%**

Grade 6: English

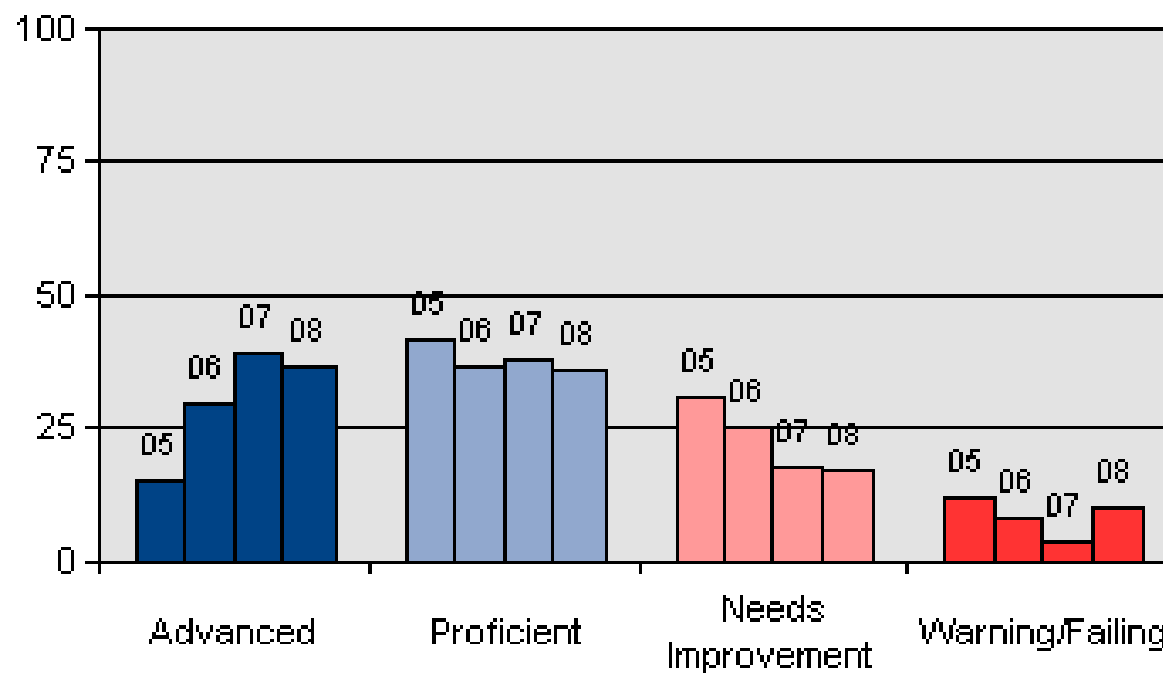
**GRADE 06 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**Advanced
&
Proficient
79%**

Grade 6: Mathematics

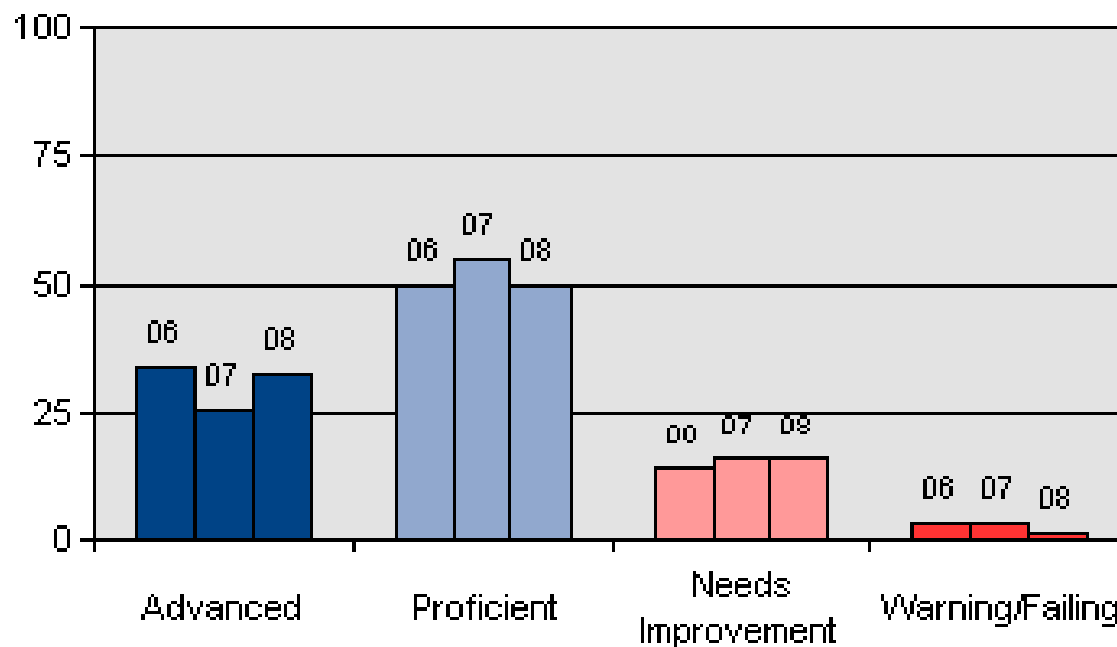
GRADE 06 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL



**Advanced
&
Proficient
73%**

Grade 5: English

**GRADE 05 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**

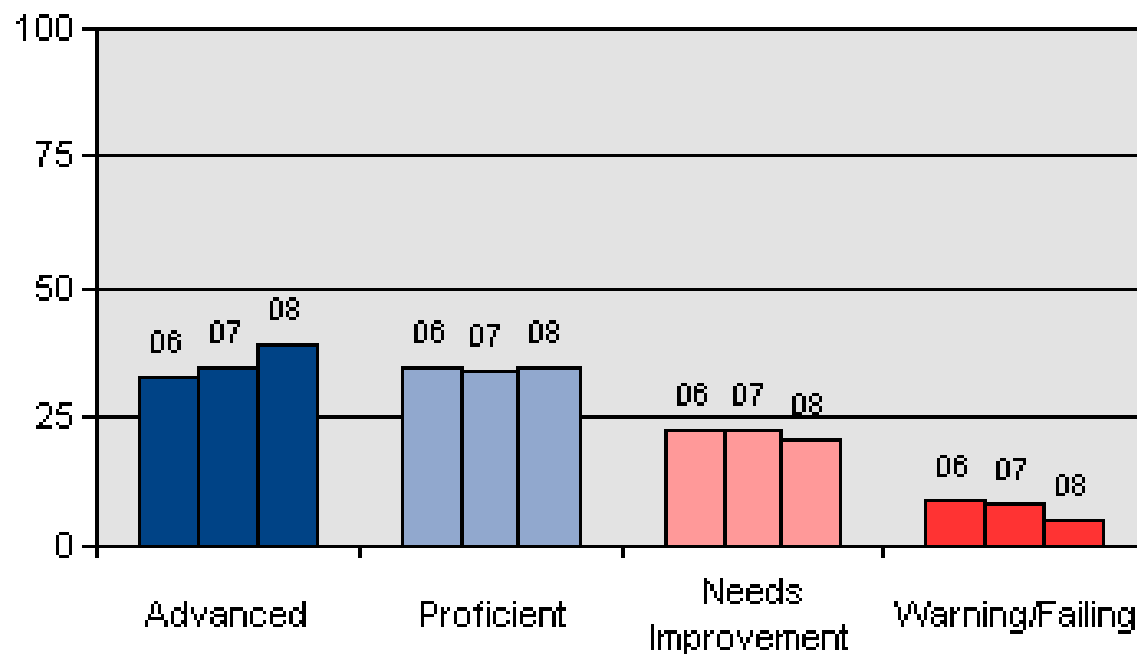


**Advanced &
Proficient**

83%

Grade 5: Mathematics

**GRADE 05 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**

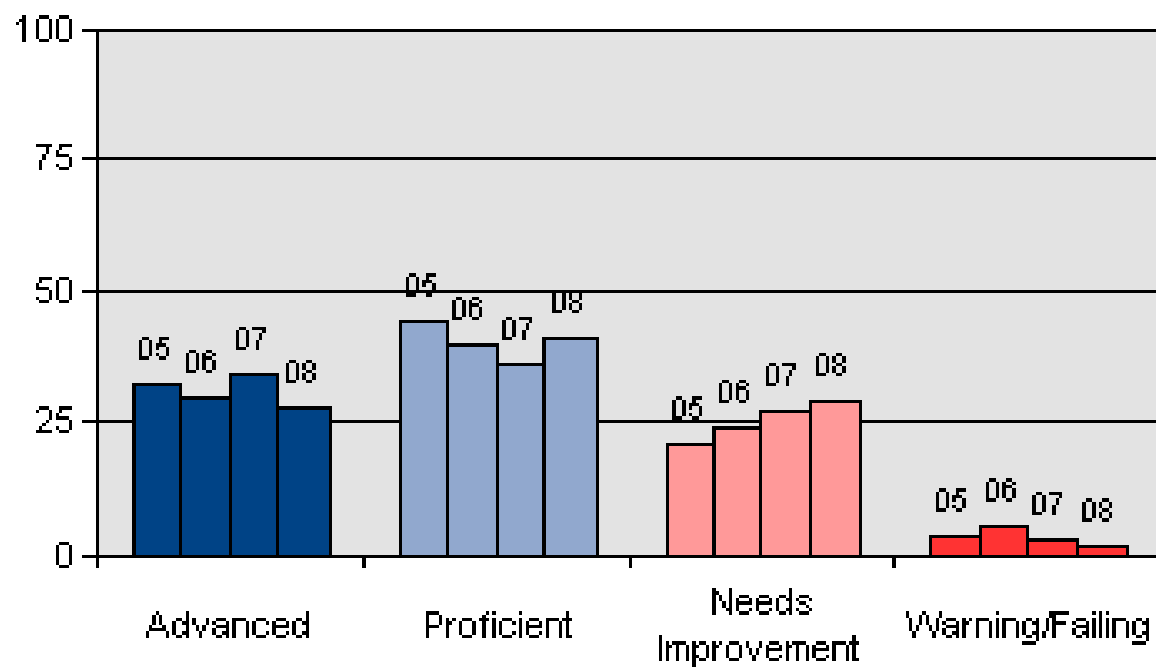


**Advanced &
Proficient**

74%

Grade 5: Science and Technology

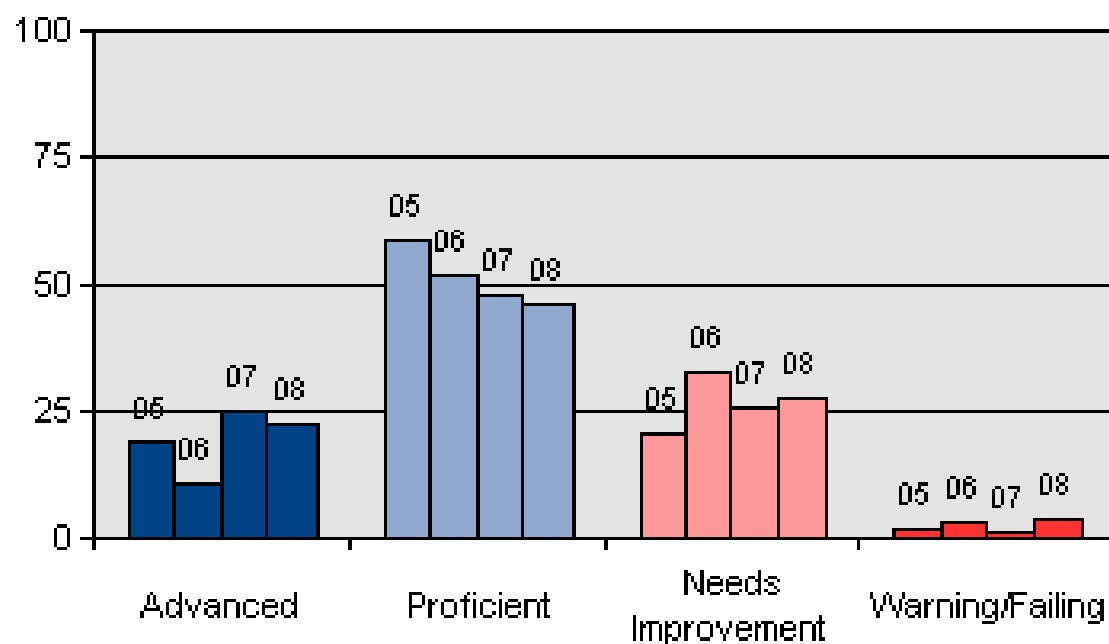
**GRADE 05 - SCIENCE AND TECHNOLOGY
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**Advanced &
Proficient
74%**

Grade 4: English

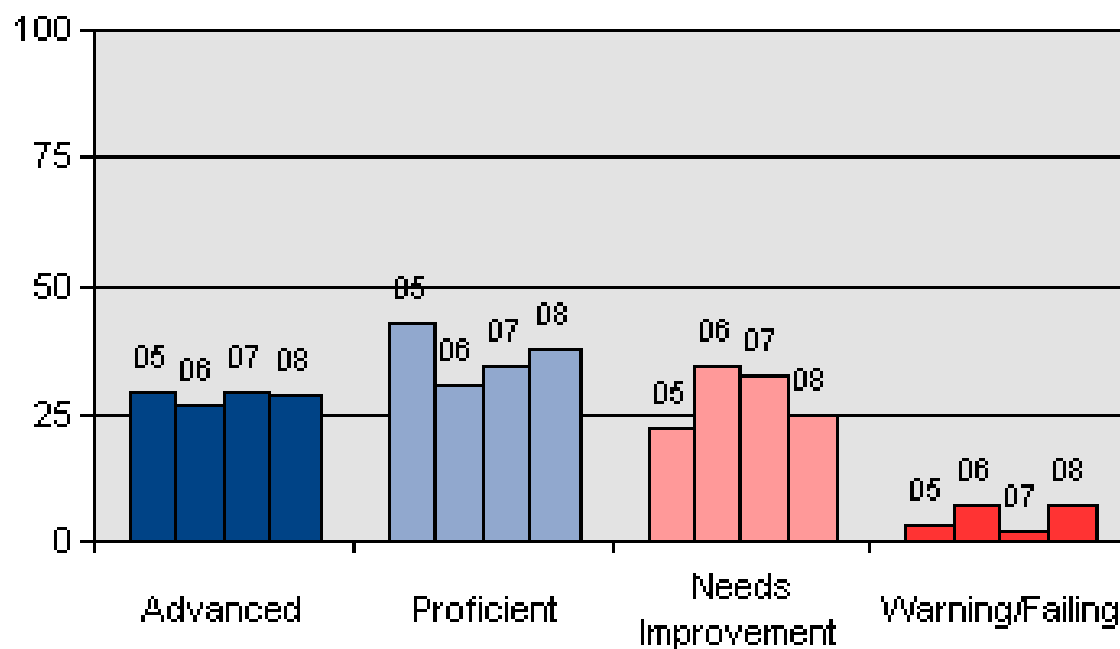
**GRADE 04 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**Advanced &
Proficient
69%**

Grade 4 Mathematics

**GRADE 04 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**

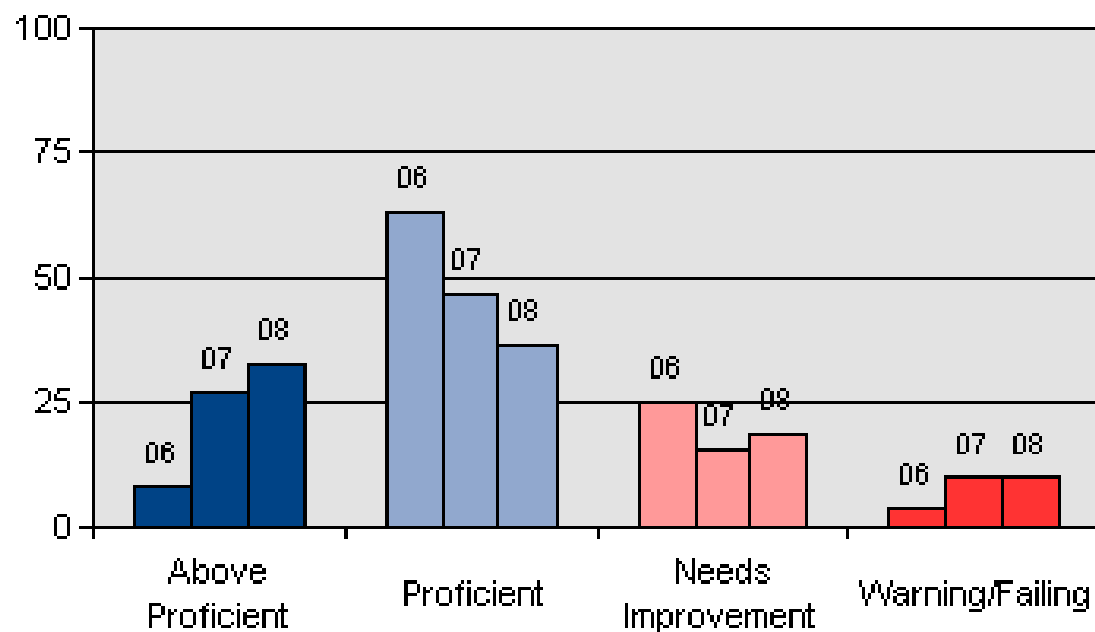


**Advanced &
Proficient**

67%

Grade 3: Mathematics

GRADE 03 - MATHEMATICS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL

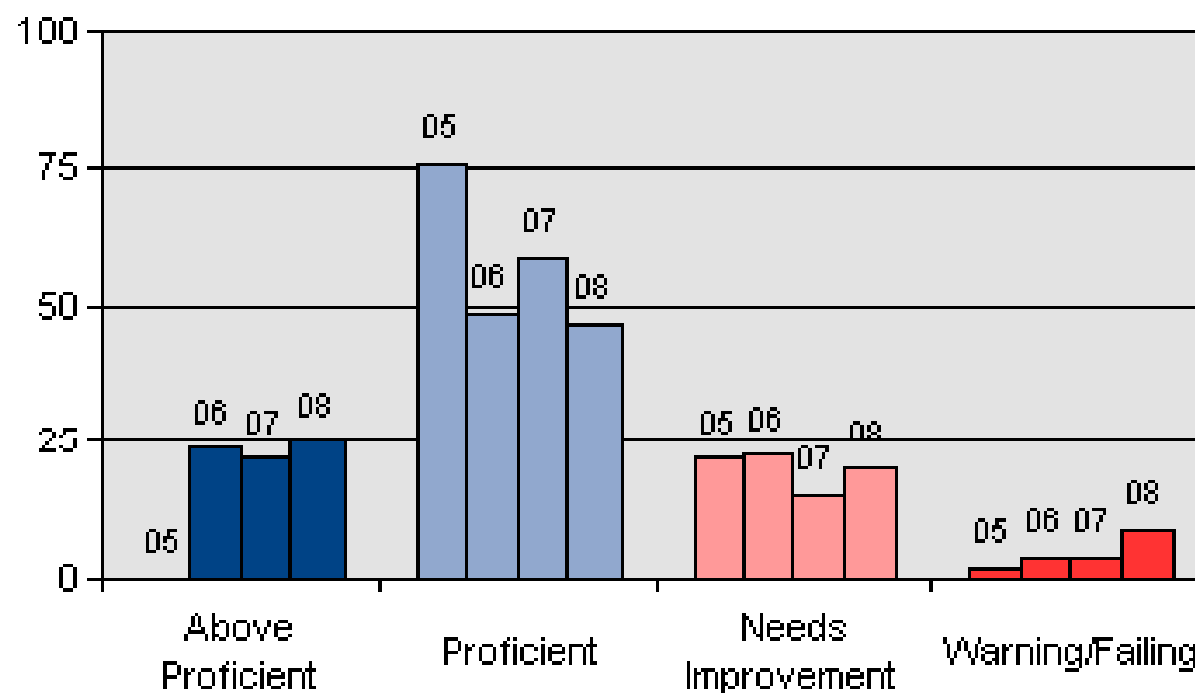


**Advanced &
Proficient**

67%

Grade 3: English

**GRADE 03 - ENGLISH LANGUAGE ARTS
PERCENTAGE OF STUDENTS BY PERFORMANCE LEVEL**



**Advanced &
Proficient**

72%

Highlights

◆ As a District:

- ◆ “High” and “Very High Performance Rating
- ◆ Consistent CPI- 2007 to 2008; 15-20 pts. above State levels

◆ Grade 10

- ◆ ELA- CPI 97.2
- ◆ Math- CPI 95.7
- ◆ Science- CPI 92.6 (State CPI 79.8)

Highlights

◆ Grade 5

- ◆ Increased % of Advanced and Proficient in ELA, Math and Science

◆ Grade 3

- ◆ Increased % of Advanced in ELA and Math

Areas of Concern

◆ Grade 10

- ◆ Science and Technology-incoming Seniors

◆ Grade 6-8

- ◆ Math
- ◆ English

◆ Grade 3-4

- ◆ Math
- ◆ English

Subgroups

◆ Middle School

- ◆ Special Education- Mathematics and English

◆ Lane/Davis School

- ◆ Special Education- English

District Responses

- ◆ Item analysis and tracking
- ◆ Curricular realignment where appropriate
- ◆ Targeted Professional Development
- ◆ Increased Teaming
- ◆ Use of Technology to support Professional Learning Communities

District Responses

- ◆ Additional Data Collection
- ◆ MCAS Academies
- ◆ High School Skills Center
- ◆ Parental Involvement

A stylized illustration of a classroom. At the top, there is a grey decorative border with two spiral motifs on the left and right. Below this is a row of small, light grey circles. The main background is a large blackboard. A bright yellow rectangular sticky note is affixed to the upper part of the blackboard, containing the word "Questions" in bold black text.

Questions