Northeast Elementary School's Core Values

Excellence Begins With Me!

Northeast Elementary School

2011 MCAS Results & 2011 – 2014 School Improvement Planning

Northeast Elementary School – MCAS & AYP Report 2011

ADEQUATE YEARLY PROGRESS DATA	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2	High	Declined
MATHEMATICS	Corrective Action - Subgroups	Moderate	No Change

Northeast Elementary School – MCAS & AYP Report 2011

- What does this mean?
  - AYP – Adequate Yearly Progress – this is measured by looking at participation and attendance rates along with our performance on any given year of the MCAS OR the improvement we make from one year to the next.
  - NCLB Accountability Status
    - Restructuring Year 2 – We have not made AYP for 8 years in ELA
    - Corrective Action - Subgroups
      - There are 40 or more subgroup members, AND (B) The number of subgroup members is at least five percent of students whose assessment results are included in the school's or district's aggregate AYP calculation; OR The number of subgroup members is 200 or more.
      - Northeast 2011 subgroups: Limited English Proficient, Low Income, Hispanic, White
      - These do change from year-to-year.

ELA ANALYSIS

- Grade 3 Improvements from 2009 – 2011
  - Limited English Proficient Students went from 0% in 2009 to 0% in 2010 to 15% in 2011.
  - Non-Limited English Proficient Students went from 29% in 2009 to 56% in 2010 to 71% in 2011.

ELA ANALYSIS

- Grade 3 Relative Strengths
  - Multiple Choice Responses (79% correct)
  - Language Strand (77% correct)
  - Reading and Literature Strand (72% correct)
- Grade 3 Areas of Concern
  - Open Response (48% correct)
  - Short Response (48% correct)

ELA ANALYSIS

- Grade 4 had a tough testing year!
  - All areas from 2010 – 2011 declined.
  - Relative strengths include: Language Strand (71% correct) and Multiple Choice (72% correct)
  - Areas of concern include Composition (57% correct) and Open Response (41% correct)

ELA ANALYSIS

Grade 5 had a tough testing year!

- All areas from 2010 – 2011 declined.
- Relative strengths include: Multiple Choice (68% correct)
- Areas of concern include Reading and Literature Strand (60% correct) and Open Response (43% correct)

ELA Proficiency

ELA	2008 % Proficient	2009 % Proficient	2010 % Proficient	2011 % Proficient
Grade 3	47	48	56	54
Grade 4	56	57	54	37
Grade 5	44	58	47	53

MATH ANALYSIS

- Grade 3 Strengths (compared to the State)
  - Transformations and Symmetry; Measurement Attributes and Systems; Numbers; Patterns, Relations and Functions
- Grade 3 Improvements from 2009 - 2011
  - Measurement: Attributes and Systems

Math ANALYSIS

- Grade 4 had a tough testing year!
- Grade 4 Strengths (compared to the State)
  - Transformations and Symmetry
- Grade 4 Improvements from 2009 - 2011
  - Probability
  - Patterns, Relations and Functions
  - Transformations and Symmetry

Math ANALYSIS

- Grade 5 had a tough testing year!
- Grade 5 Strengths
  - Locations and Spatial Relationships
- Grade 5 Improvements from 2009 – 2011
  - Statistical Methods
  - Transformations and Symmetry
  - Numbers
  - Patterns, Relations and Functions

Math Proficiency

Math	2008 % Proficient	2009 % Proficient	2010 % Proficient	2011 % Proficient
Grade 3	52	57	75	63
Grade 4	47	36	43	41
Grade 5	39	55	44	45

SCIENCE ANALYSIS

- Grade 5 Strengths (compared to the State)
  - Magnetic Energy
  - Electrical Energy
  - Weather

SCIENCE ANALYSIS

- 2009 Proficiency = 56%
- 2010 Proficiency = 53%
- 2011 Proficiency = 37%
- 2011 District Proficiency = 48%
- 2011 State Proficiency = 50%

School Improvement Plan Goals

- English Language Arts/Reading
  - Increase student achievement in reading and close the achievement gap for those students in the Low Income and Hispanic Subgroups
  - Increase student achievement in writing and close the achievement gap for those students in the Low Income and Hispanic Subgroups
  - Use data to improve learning for all students.

School Improvement Plan Goals

- Math
  - Increase student achievement in mathematical proficiency and close the achievement gap for those students in the Low Income and Hispanic Subgroups
  - Use data to improve learning for all students.

Vfkrro Ip suryhp hqw Sodq Jrdov

- Vflhqfh
  - Lqfuhdvh vwxghqw dfkhyhp hqw lq vflhqfh dqg whfkqrorj| dqg forvh wkh dfkhyhp hqw jds iru wkrvh vwxghqwv lq dovxejurxsv
  - Xvh gdwd wr lp suryh dnduqlqj irudo vwxghqwv1

Student Growth Percentile

- Student Growth Percentiles quantify **change** in an individual student or group's performance over time.
- Compares each student with other students across the state with a similar score history and calculates a percentile for how much each student "grew" in comparison to their peers.

Student Growth Percentile

- Range Description:
  - 1 ➔ 39 describes Lower Growth
  - 40 ➔ 60 describes Moderate/Typical Growth
  - 61 ➔ 99 describes Higher Growth
- Further information on SGP:
  - http://www.doe.mass.edu/mcas/growth/
  - There are tutorials in English, Spanish, Haitian, Portuguese, Chinese and Vietnamese

Student Growth Percentile

	Median SGP	Number of Students	% Proficient or Higher	Total Number of Students
Grade 3	n/a	n/a	54	67
Grade 4	40	49	34	56
Grade 5	37	55	51	68
All Grades	38	104	47	191

What are we doing?

- Data driven dialogue at every grade level. Pre-K through 5, using classroom data, in addition to MCAS data
- Focused Learning Walks with Look Fors: Checking for understanding; Teaching and using strategies; Using posted learning objectives
- Mastery Objectives and Agendas
- RtI
  - Intervention Challenge Block (IC-Block) in ELA (2 x 30 minutes/week) and Math (2 x 30 minutes/week) for all students in K and 1 providing remediation, practice and enrichment, depending on student level
  - ELA for Grade 2 using Lexia Learning Systems
  - Math for Grade 2 using data from Kathy Richardson Assessments
- Teacher Professional Development: ELL Category Training, Grade 3 Math Question, Grade 4 and 5 Guided Reading, All Grades – Writers' Workshop, monthly grade level meetings with Literacy and Math Coaches

What can parents do?

- **Limit TV and computer game time!**
  - Students should not watch TV during the school week (Monday-Thursday) unless it is educational such as PBS, the History Channel, Nature, etc. Limit "action" computer games to 30 minutes. Don't accept excuses.
  - If there is free time, students should read a good book, exercise, play games such as chess, or work on something that constructively interests them and builds useful skills (hobbies, etc.).

What can parents do?

- Provide your child with a quiet place where they can concentrate and study. Studying with others is OK and may help your child learn.
- Find opportunities to get your children thinking critically. Ask your children probing questions: "Why is this?" "How do you think that works?" "Why do you believe xxx is true?" "How did you get that answer?" "How might you have done that differently?"

What can parents do?

- Encourage your children to think about writing as a way to communicate their own thoughts, feelings, and ideas (rather than as a school exercise) and to use writing frequently as a means of communication. Look at and comment on your children's writing. Pay attention to basic organization, clarity of writing, development and presentation of logical ideas, and effective use of language (word choice).

What can parents do?

- If you are involved in children's recreational activities, camps, after school programs, girl/boy scouts, etc., create activities that encourage children to pose and answer questions of importance to them, and to communicate thoughts, impressions, and opinions in writing.
- Show an interest in all your child's schoolwork (math, science, history, music, art, etc.). Ask questions about it. NEVER tell your child, "Oh, I hated, or was poor at, math (or whatever), too" (Even if it is true!). Times have changed, and all students need to be proficient in math and science and technology.

What can parents do?

- Get familiar with the test (during parent workshops, school visits, or teacher conferences). Look at and try out some sample MCAS questions from past tests by going to http://www.doe.mass.edu/mcas/testitems.html
- These tests take a fairly long time to administer. Be sure our child gets enough sleep during test time and that he/she eats something in the morning! A healthy brain needs rest and food.

What can parents do?

- Emphasize to your child that extra effort and practice, not "natural talent or ability," is the best way to get better at something (school work, sports, piano playing, etc.).
- Encourage your children to look at the tests as good feedback on what they know well and in what areas they need to improve.
- Attend school-sponsored workshops on test taking skills, and keep informed about the results of your child's scores. Then make a plan to help him/her improve those areas that need more attention and work.

What can parents do?

- Make sure that your child reads daily. You should either read to or with your child. Even independent readers need support.
- Encourage your child to use math concepts, such as time and money, in real world situations; for example, while you are at the grocery store or when you are in the kitchen at home. This will help your child see math applications and make math connections on a regular basis.

What can parents do?

- Visit the Waltham Public Library regularly!
- Take out books and/or audio-books
- Sign-up for free passes to local and Boston area museums
- Read with and to your children!!

Thank you for coming!

- Questions?
- Comments?
- Concerns?
- Contact your child's teacher: 781.314.5740
- Ms. Stein: 781.314.5745
- nadenestein@k12.waltham.ma.us