HKMS
Transforming Teaching and Learning 2009-2010

September 15, 2009

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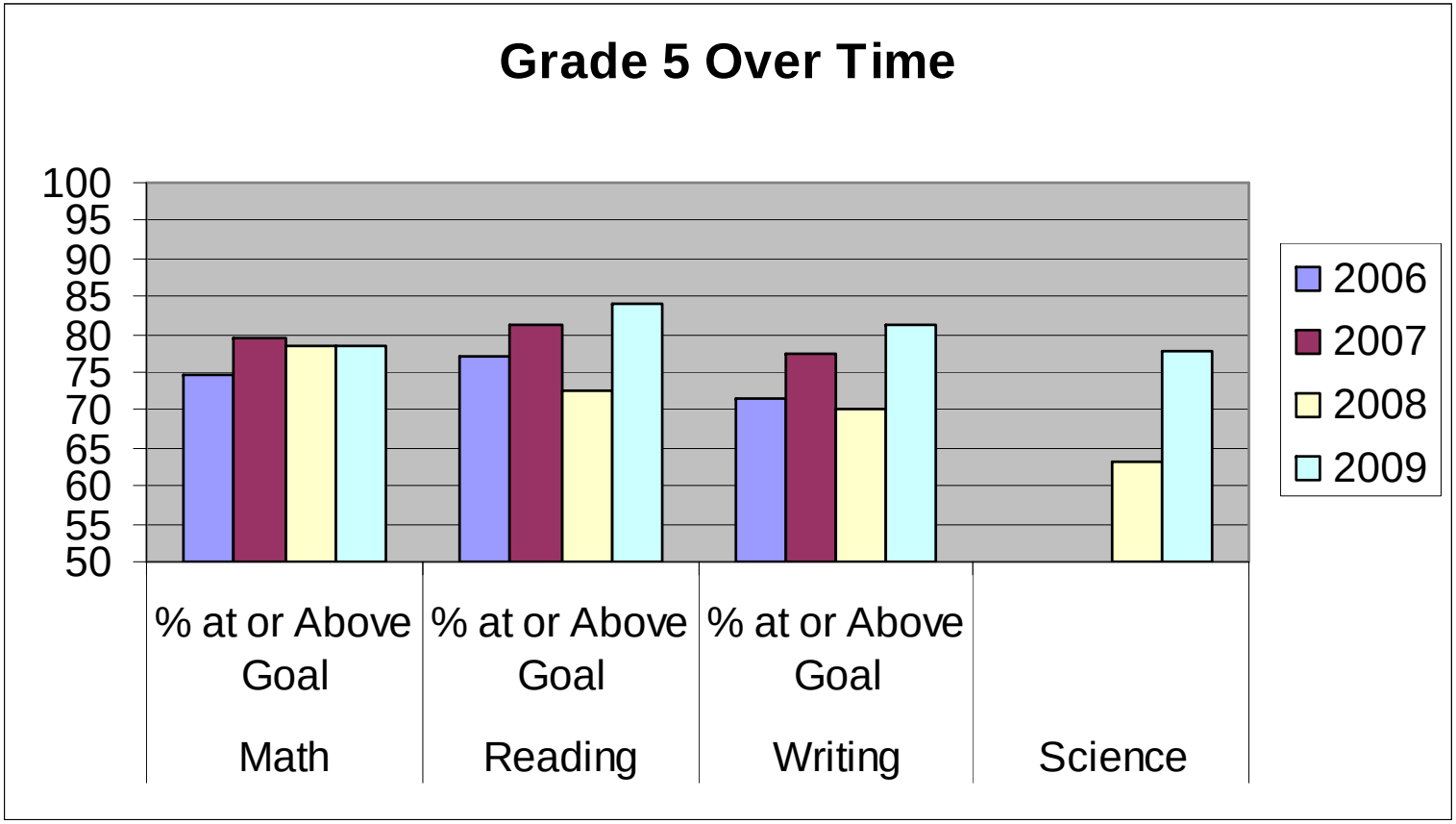
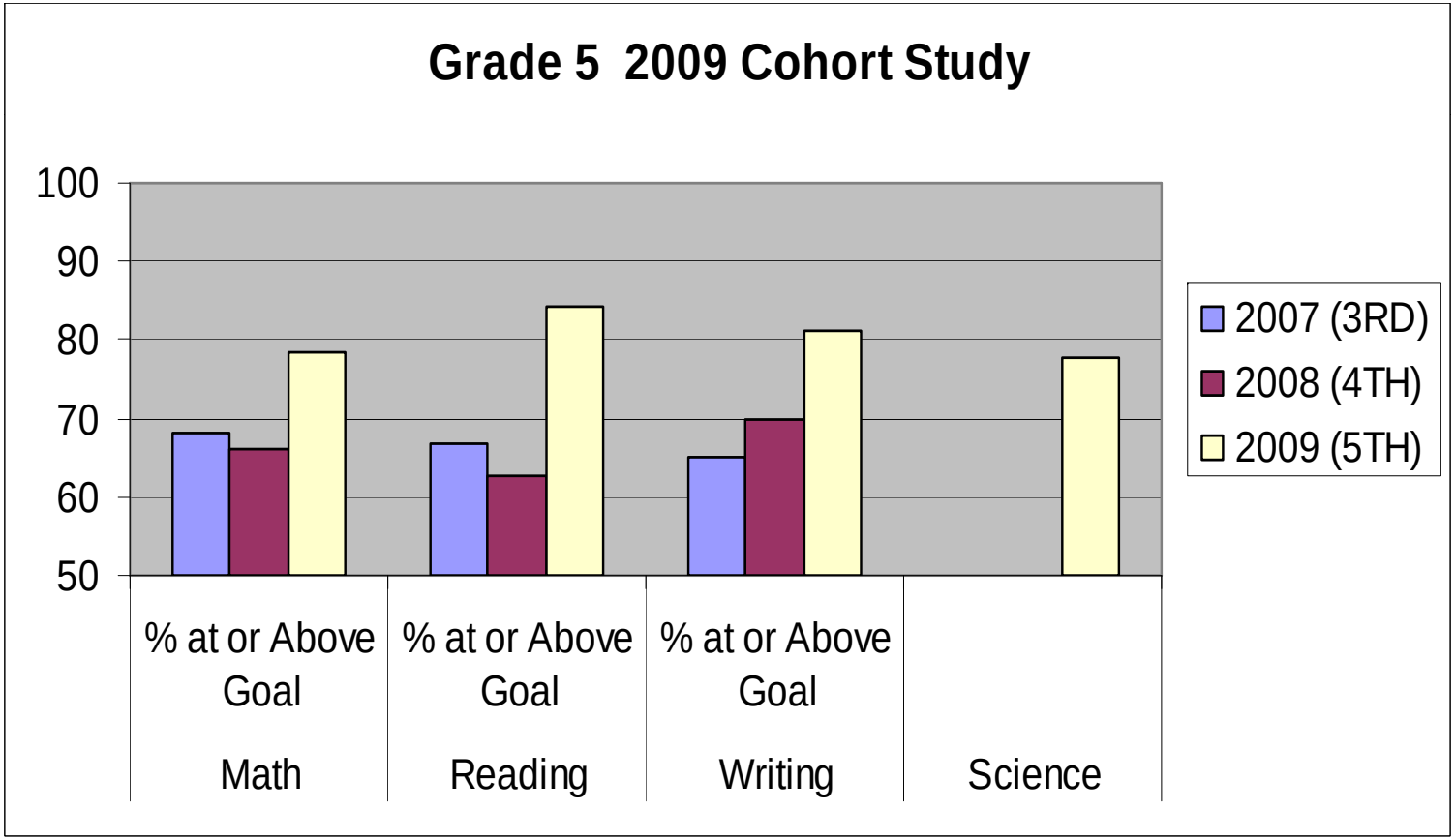
How are we doing?

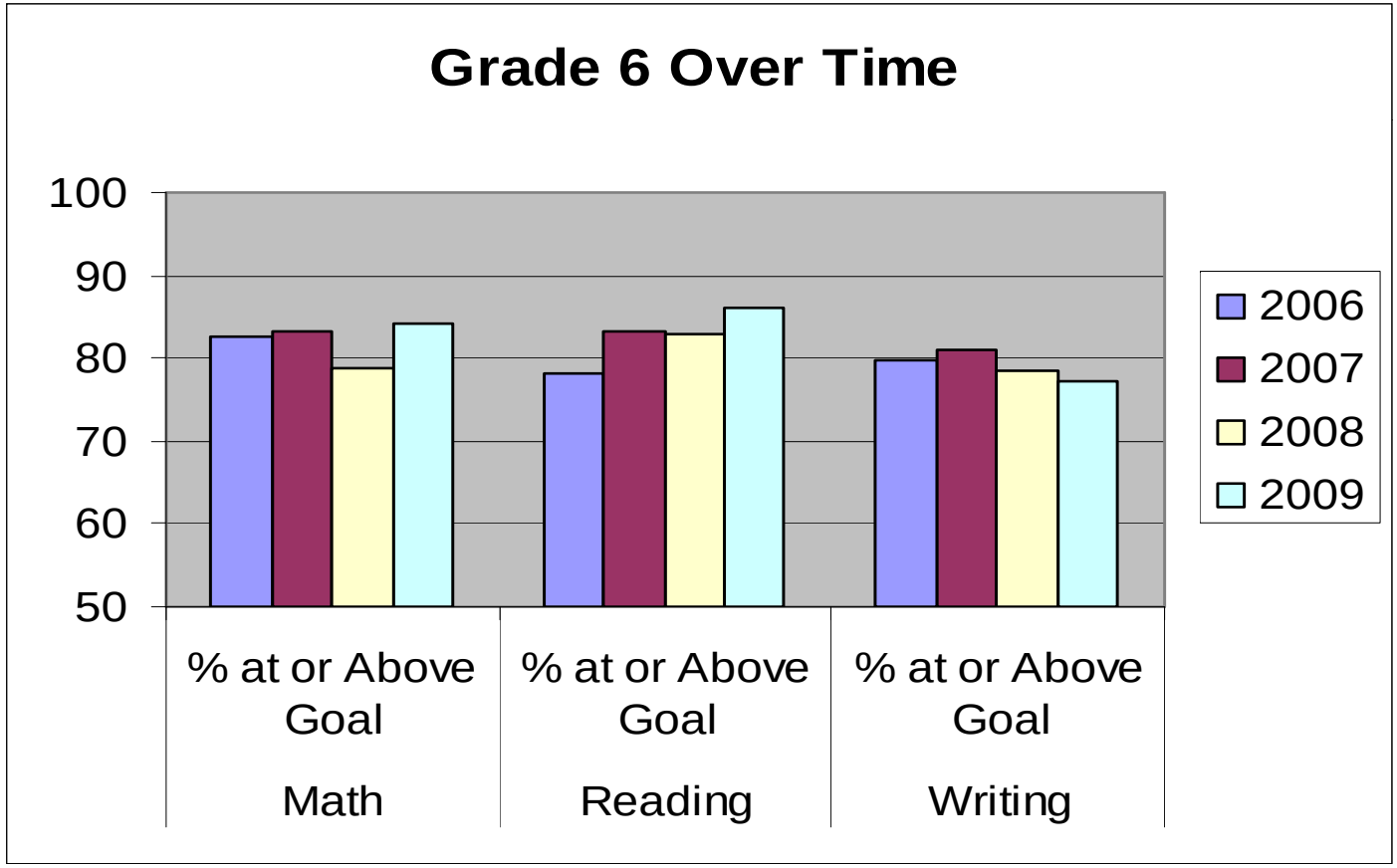
Longitudinal Look at Grade 5



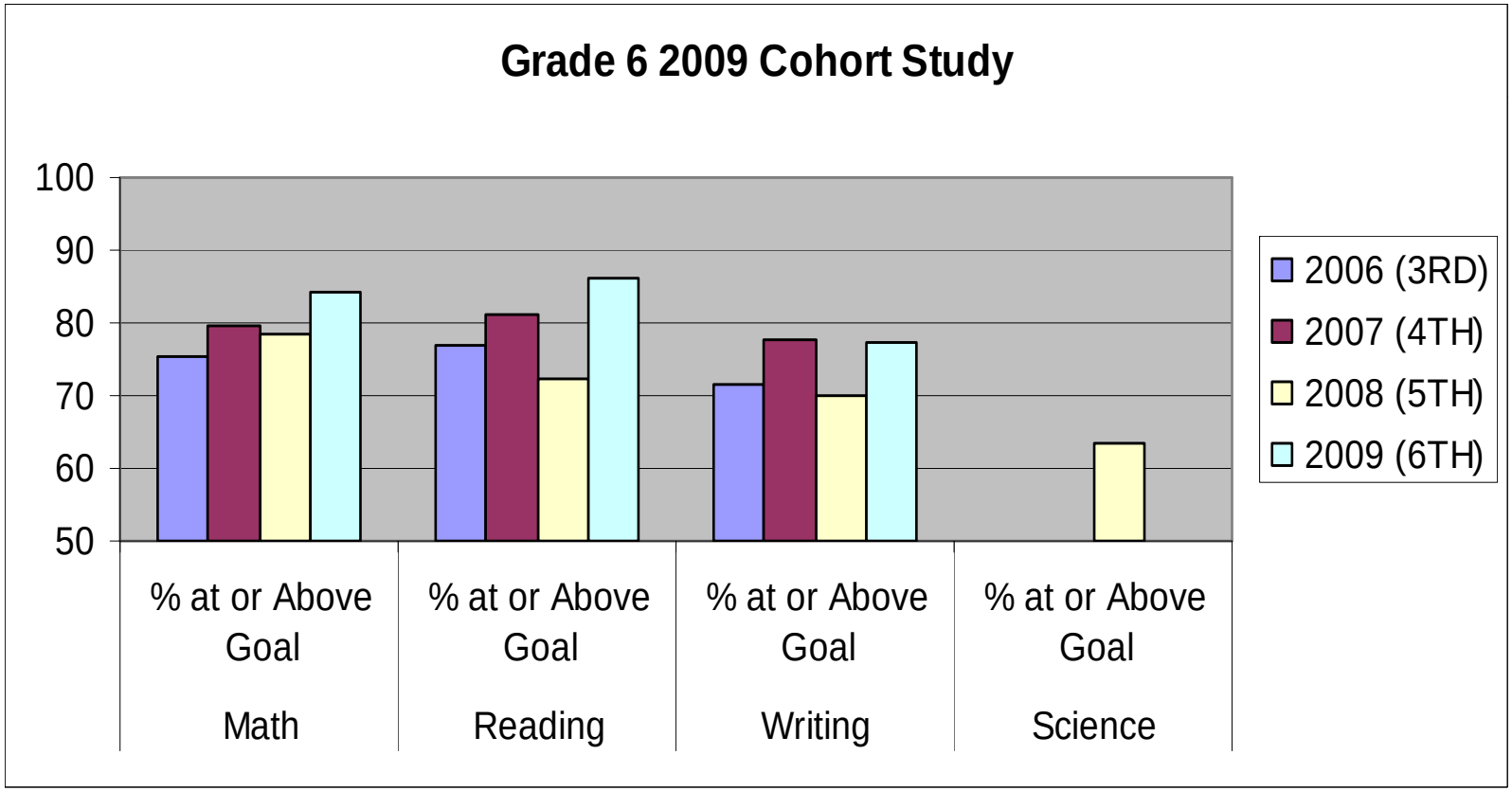
Grade 5 Cohort 2009 (Current Grade 6)



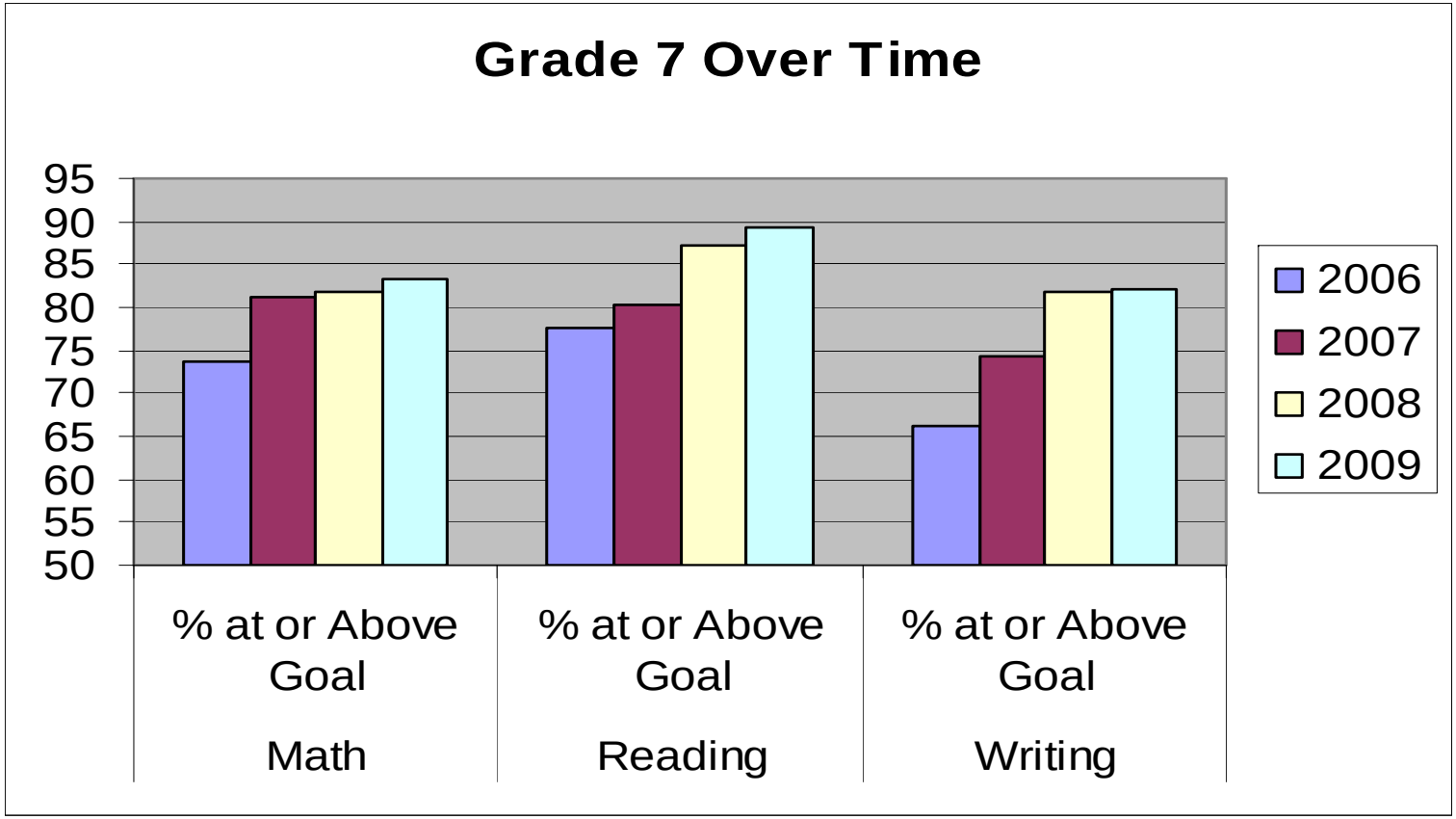
Longitudinal Look at Grade 6



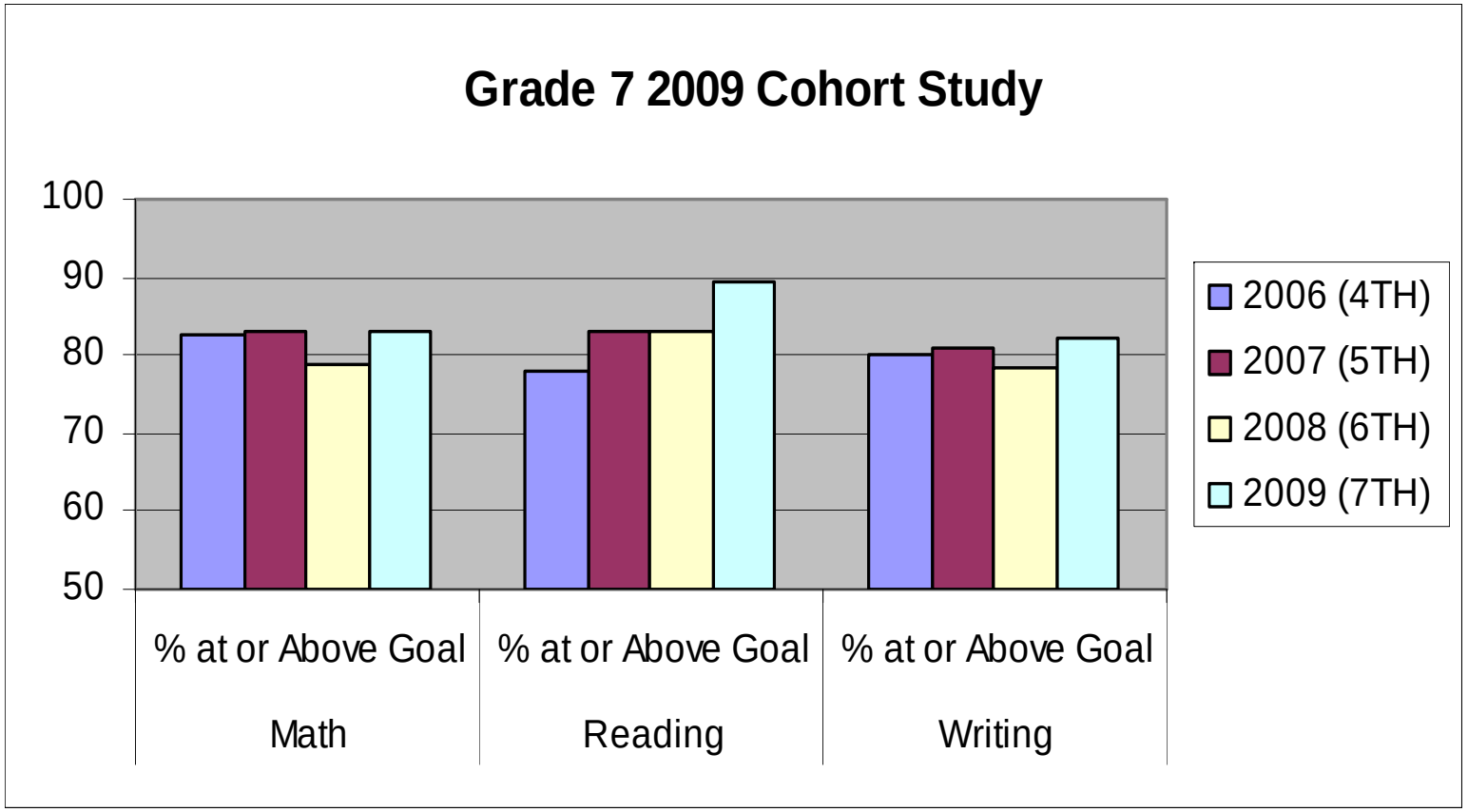
Grade 6 Cohort (Current Grade 7)



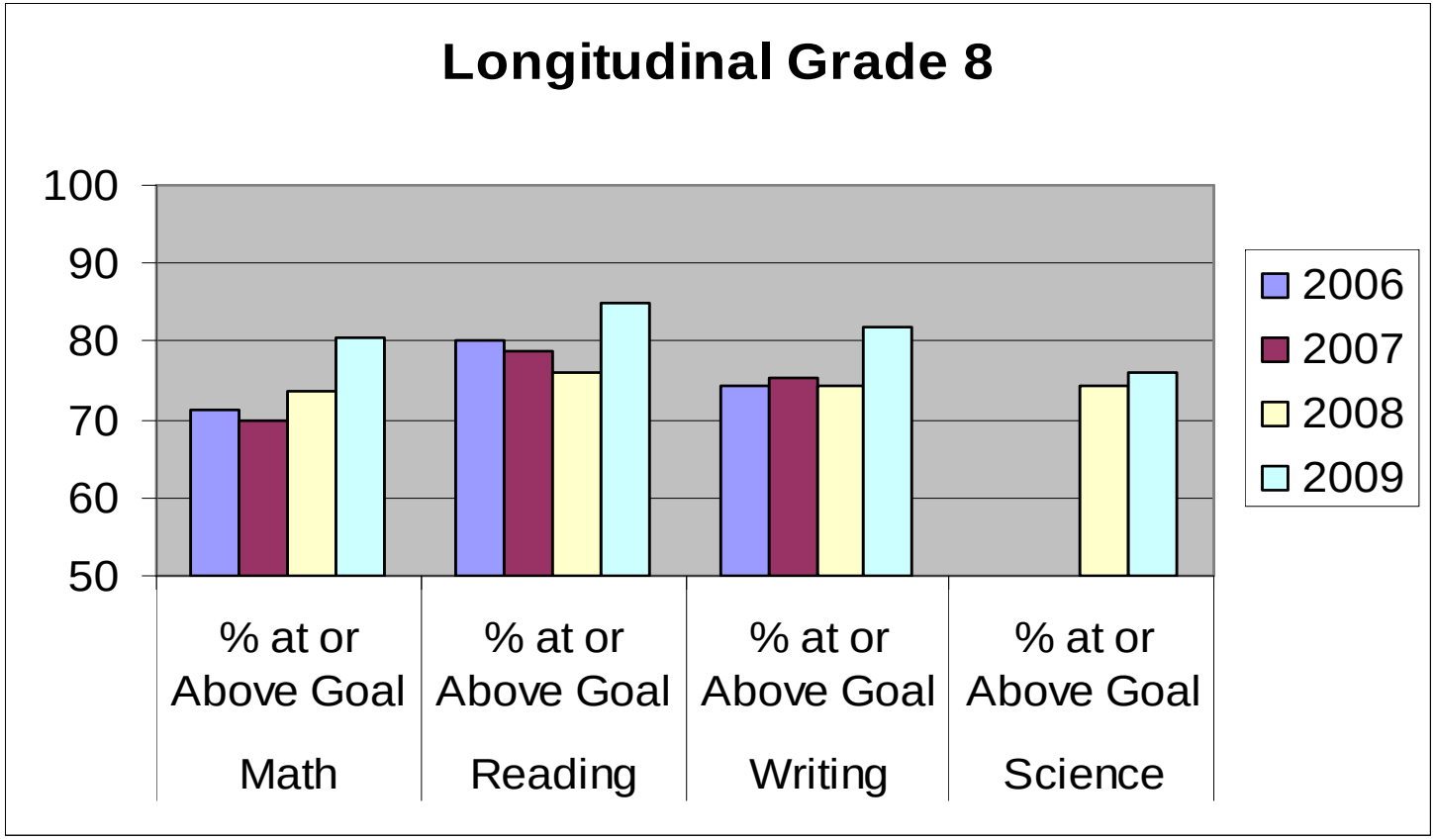
Longitudinal Look at Grade 7



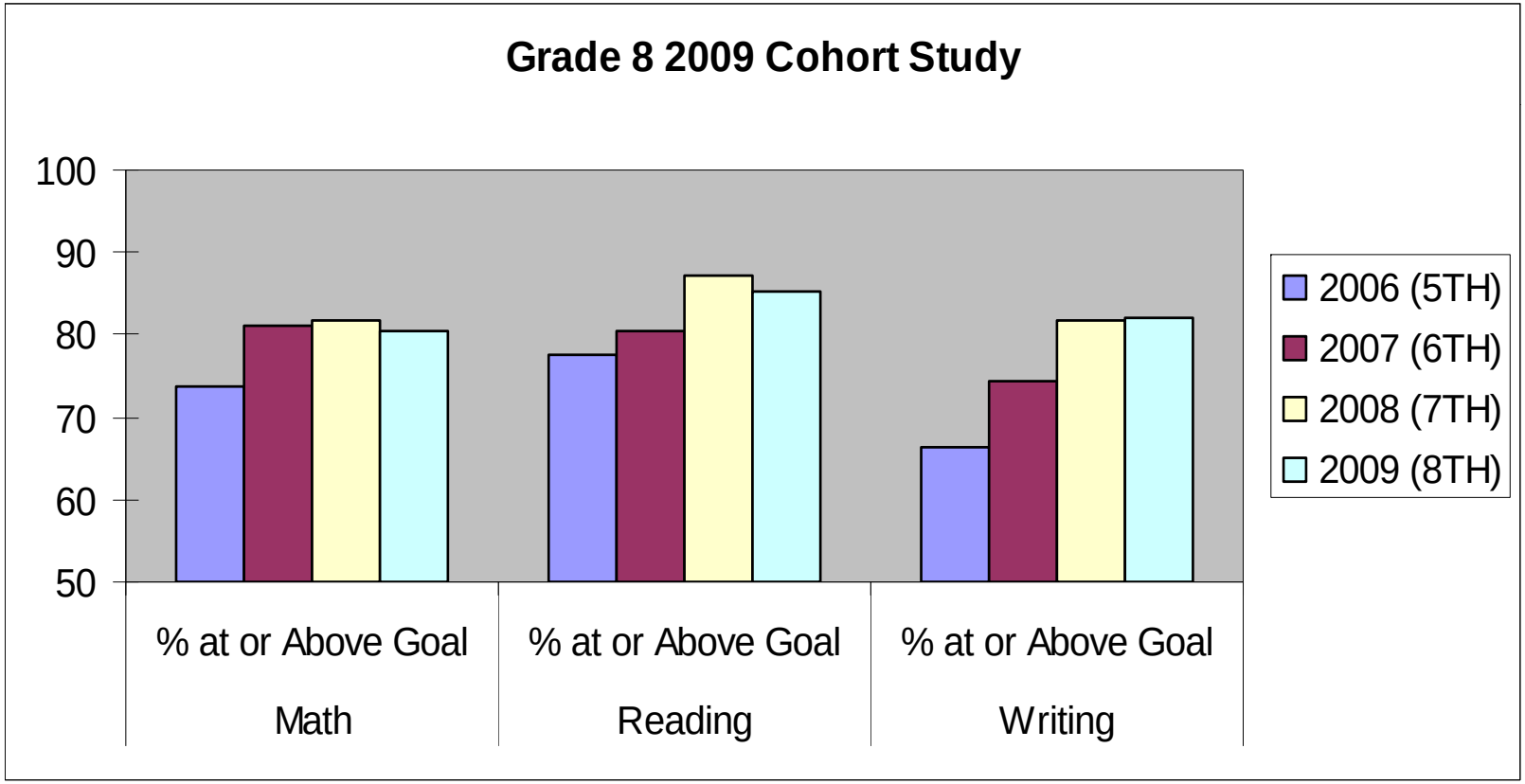
Grade 7 Cohort (Current Grade 8)



Longitudinal Look at Grade 8



Grade 8 Cohort (Current Grade 9)



Did we reach our 2008-09 goals?

2008 Goal # 1

To increase the percentage of grade 5 through 8 who achieve mastery on the 2009 CMT by 5 % compared to the 2008 CMT results.

Goal # 1: Grade 5 Outcomes

Grade 5	Grade 4 2008	Grade 5 2009	Difference
Math	66.1	78.5	+ 12.4 √
Reading	62.8	84.1	+ 21.3 √
Writing	69.9	81.3	+ 11.4 √

Goal # 1: Grade 6 Outcomes

Grade 6	Grade 5 2008	Grade 6 2009	Difference
Math	78.3	84.1	+ 5.8 √
Reading	83	89.3	+ 13.7 √
Writing	70	77.2	+ 7.2 √

Goal # 1: Grade 7 Outcomes

Grade 7	Grade 6 2007	Grade 7 2008	Difference
Math	78.9	83.2	+ 4.3
Reading	83	89.3	+ 6.3 √
Writing	78.4	82	+ 3.6

Goal # 1: Grade 8 Outcomes

Grade 8	Grade 7 2007	Grade 8 2008	Difference
Math	81.7	80.5	- 1.2
Reading	87.1	85.1	- 2.0
Writing	81.7	82.0	+ 0.3

2007 Goal # 2

To improve performance in 2009 CMT mathematics and reading in the subgroup “Special Education Students” to meet AYP.

What's MAS got to do with it?

MAS was a "modified" form of the CMT available for special education students for the first time in March 2009

(MAS = Modified Academic Achievement Standards)

At the MS, we recommended students who we thought could reach proficiency (Level 3) with testing modifications (Primarily LEVEL 2 students).

MAS Participation by Grade

	Math	Reading
Grade 5	7	8
Grade 6	6	11
Grade 7	5	5
Grade 8	5	5

% Mastery and MAS

Lets try a math problem!

10 students took a math test. The scores were 100, 90, 80, 70, 60, 50, 40, 30, 20, and 10.

A passing score was 60 % or higher. What % of students passed your test?

% Mastery and MAS

Okay, lets say that of the 10 students who took the math test, we invalidate two scores. 100, 90, 80, 70, 60, (50, 40), 30, 20, and 10. What is the new % passed?

What if we invalidate 4 scores?

100, 90, 80, 70, 60, (50, 40, 30, 20), and 10.

What is the % passed?

Whoops!

We may have created a "bounce"

in our % mastery scores……

AYP and MAS

Students taking MAS were counted for the participation requirement for AYP. (95 % of enrolled students)

The scores for students who took MAS were considered invalid for the subgroup calculation as MAS was **piloted in 2009**.

AYP and MAS

"*For the purpose of AYP calculations this year, these students who took the MAS were counted as participants in testing, but non-proficient on the standard grade-level test –based on district staff documentation. The USED provided 'flexibility' for any school/district that did not make AYP solely for its special education population, somewhat like a special 'safe harbor.' For this year's AYP calculations, districts should have been no worse off than last year with respect to not making AYP for their special education population if they selected students who met the criteria – the lowest performing of their special education students whom they indicated would not have met the proficient level on the CMT or CAPT.* ***They would have placed themselves at risk this year if they over-identified students for the MAS who could have met the proficiency standard on the grade-level test. We are investigating the records of a small number of districts for which this might have been the case."***

Barbara Q. Beaudin, Ed. D.
Associate Commissioner
Division of Assessment, Research and Technology
Connecticut State Department of Education

AYP Results 2008

School (5 - 8)	2007 AYP Goal	2007 Results	2008 AYP Goal	2008 Results
Reading	68	67 Safe Harbor	79	60 AYP not met
Math	74	79	82	66 AYP not met

AYP Results 2009

School (5 - 8)	2007 AYP Goal	2007 Results	2008 AYP Goal	2008 Results	2009 AYP Goal	2009 Results
Reading	**68**	67 Safe Harbor	**79**	60 Goal **not** met	**79**	50.3
Math	**74**	79	**82**	66 Goal **not** met	**82**	63.2

Failure to Meet AYP

As our school has not met AYP for reading or mathematics for two consecutive years, we are at risk of being designated as

“IN NEED OF IMPROVEMENT” and we will be subject to the requirements from the Bureau of Accountability.

Where Do We Go From Here?

GOAL 1

Students who do not meet goal (level 1, 2, and 3) in math and/or reading will be provided opportunities for remediation and intervention to meet AYP targets (82 % and 79 % respectively).

Objectives for Goal 1

- **<u>OBJECTIVE 1</u>:** Analyze the performance of special education students in terms of meeting AYP targets.

- **<u>OBJECTIVE 2</u>.** Provide focused interventions for students at level 1, 2, and 3.

Samples of Actions to Meet Goal 1

- Level 1 and 2 students will be identified and monitored
- Scientific Research-Based Interventions (SRBI) Model program will be piloted
- Tutors will be deployed for math and reading
- Careful consideration of testing accommodations for special education students.

GOAL 2

To improve mastery performance on the 2010 CMT for math, reading, science and writing by 3 percentage points for grade 8

Objectives for Goal 2

OBJECTIVE 1: Teachers will analyze student performance and plan for instruction.

OBJECTIVE 2: Teachers will implement research based instructional strategies to improve student performance.

OBJECTIVE 3: Students will develop ownership for their own performance.

OBJECTIVE 4: Administration will study the 8th grade program and make staffing and scheduling recommendations based upon findings.

Samples of Actions to Meet Goal 2

- MMS Data warehouse
- Curriculum Mapping
  - Sequencing of instruction and collaboration
- Instructional Planning
  - Looking at Data, Collegial planning time, Sharing Best Practices
- Classroom Instruction
  - Differentiated lessons, small groups, team teaching
- Use of FLEX