

October, 2009

Analysis of Maine Educational Assessment Tests – 2009

As in past years, the Brunswick School Department's M.E.A. scores are overall at or above the State Scaled Scores as a district, however, specific subgroups have not met the state standards. In grades 3 through 8, in reading, mathematics, or science (in grades 5th and 8th), Brunswick students met or were above the state scaled score except in grade 3 in reading (-1pt.) and grade 8 (-1pt.) in science. While individual school scores varied, of greater concern are specific subgroups that appear to be struggling with meeting the standards. Students with disabilities did not make adequate yearly progress in mathematics at both the elementary and middle school levels. Students with disabilities did not make adequate yearly progress in reading at the middle level. African American students along with economically disadvantaged students did not make adequate yearly progress in mathematics at the middle level. These three subgroups will need to become the focus of the district if we are to meet the standards in the future based on the new baseline set by the new State NECAP test.

Overview:

Brunswick High School – SAT test – The high school is on CIPS- 3 in reading (approx. 100 students) and Monitor Status in mathematics as Students with Disabilities as a subgroup did not make Adequate Yearly Progress. The high school students are required to take the SAT, and unlike our other schools, they cannot track these same students in subsequent years. In general, Algebra II students did not do well on the SAT. Students appear to do well on the SAT II test (which is taken by choice for colleges), but not on the augmentation test (SAT required State test). The high school is striving to reduce the numbers of students in the Does Not Meet/Partially Meets category and increase the number of students who do Meet the Standards in a number of content areas through a rich variety of strategies.

Alternative Education:

A detailed analysis reveals that the Alternative Education students did not do well in mathematics as their program does not include geometry and the SAT test includes geometry. Algebra II students did not do well on the SAT as well. Recommendations for addressing mathematics with Alternative education students is:

- Move mathematics to the 2nd semester to have students geared toward math during test period.
- Provide all students with the SAT strategies sheet.
- Give access to the A+ module to work with Learning Lab teacher and modules.
- Emphasize more drill and practice sessions.

- Offer SAT preparation before and after school.
- Incorporate geometry into instruction.

Special Education:

In Special Education, students have been referred to the Learning Lab but either refuse to attend or will not accept support. This is to be addressed through increasing parental contact and the I.E.P. process. Although Saturday remediation is offered...few students attend. The SAT test is very difficult for these students as many students have language-based disabilities. The implementation of a new reading program Read 180 is taking place this year.

Science:

In Science, of note is the fact that approximately 50% of the test questions are about Physical Science, which these students took two years previously as freshman. The Science department plans to:

- Interview DNM/PM category students.
- Compare how students do on the SAT II test versus the Augmented SAT test.
- Review test questions and continue to embed them in ongoing curriculum.

English:

In English, the department plans to:

- Continue to work with all students on identified reading weaknesses/strengths.
- Consult, when possible, with other schools.
- Teach in support of SAT's in grades 9, 10, and 11.
- Increase the time spent on reading and writing of nonfiction materials.
- Increase Learning Lab diagnostics.
- Support the team taught model and the Freshman Academy.
- Provide increased support through the Reading Across the Curriculum proposal.
- Provide an opportunity for students to go to the Learning Lab and view the DVD on how to prepare for the SAT.

Brunswick Junior High School – There were three subgroups that did not make Adequate Yearly Progress. Special education students did not make A.Y.P. in reading and mathematics, while, economically disadvantaged students and African American students did not make A.Y.P. in mathematics. Homework completion is a definite factor in how students perform as approximately 50% of students do not come to class prepared for classes. As a large school with limited capacity, only 25% of the mathematics students who Partially Met/ Did Not Meet standards were able to receive support services who need them. Although there is a homework club at the junior high school, the school is looking at:

- Formalizing study halls so that students are guided by teachers during the study halls.
- Consideration may be given to a mandatory study hall for students.
- Examining the possibility of shifting a mathematics position to an interventionist position. Mathematics scores are decreasing while the reading scores are going up. In special education, of 33 7th grade students who Did Not Meet the standard in mathematics, 19 were special education students. To address this, Mr. Wallace is taking on the role of mathematics strategist to work with Ed. Technicians on how to deliver interventions.
- Additionally, a plan on delivering interventions will be developed. In literacy, the reading strategists are meeting with each team of teachers and drilling down to organize students in to groups by specific literacy needs. (i.e. informational text v. vocabulary needs by individual student).
- The new promotion/attendance policy, it is hoped will have an impact on increasing the attendance and performance of students in the future as well.

Brunswick Elementary Schools - In grades 3 to 6 we administer not only the M.E.A. test but the NWEA test as well. . The principals believe that this is due to students just beginning to learn how to adapt from a paper and pencil oriented test procedure like the M.E.A. test to an online computer based test taking procedure like the N.W.E.A. test. The elementary schools did not make A.Y.P. in mathematics as the Students with Disabilities subgroup did not meet the standard. Steps mentioned by the principals to improve our scores in both the NWEA test ,as well as addressing the M.E.A. data, which will hopefully help us as the State transitions to the new State NECAP test were:

- Target the Does Not Meet/Partially Meets groups to raise their scores. For example – At Jordan Acres on the MEA test, 17 students in grade 4 in reading and 3 students in mathematics were only 1 pt. away from meeting the standards.
- Use NWEA RIT scores to target students for remediation in literacy and mathematics.
- Continue to target and monitor instruction for the special education subgroup to see if we can produce gains on the Spring NWEA .
- Increase instructional time now for students in literacy through the use of our new Reading Strategists, so we can provide more remediation to those students in the lower end of the Partially Meets/ Does Not Meet category of tests.

- There is concern about our capacity to provide both increased instructional support, remediation, and resources in mathematics. For example – while the 5th grade may have strong math skills, more focus and emphasis in math needs to be infused in grades 3 and 4. For example- Mr. Paige pointed out that he estimates that 5-8 students per class need support in grade – 3; while probably 3-5 students need math support in grade 4. He is assuming the role of a math leader and taken 20 referrals for remedial support at this time. The large number of students who transition through Coffin School is still a factor but that will either end or continue depending on the demographic changes that take place in the community over the next few years.