NECAP DATA ANALYSIS

2010 AND 2011

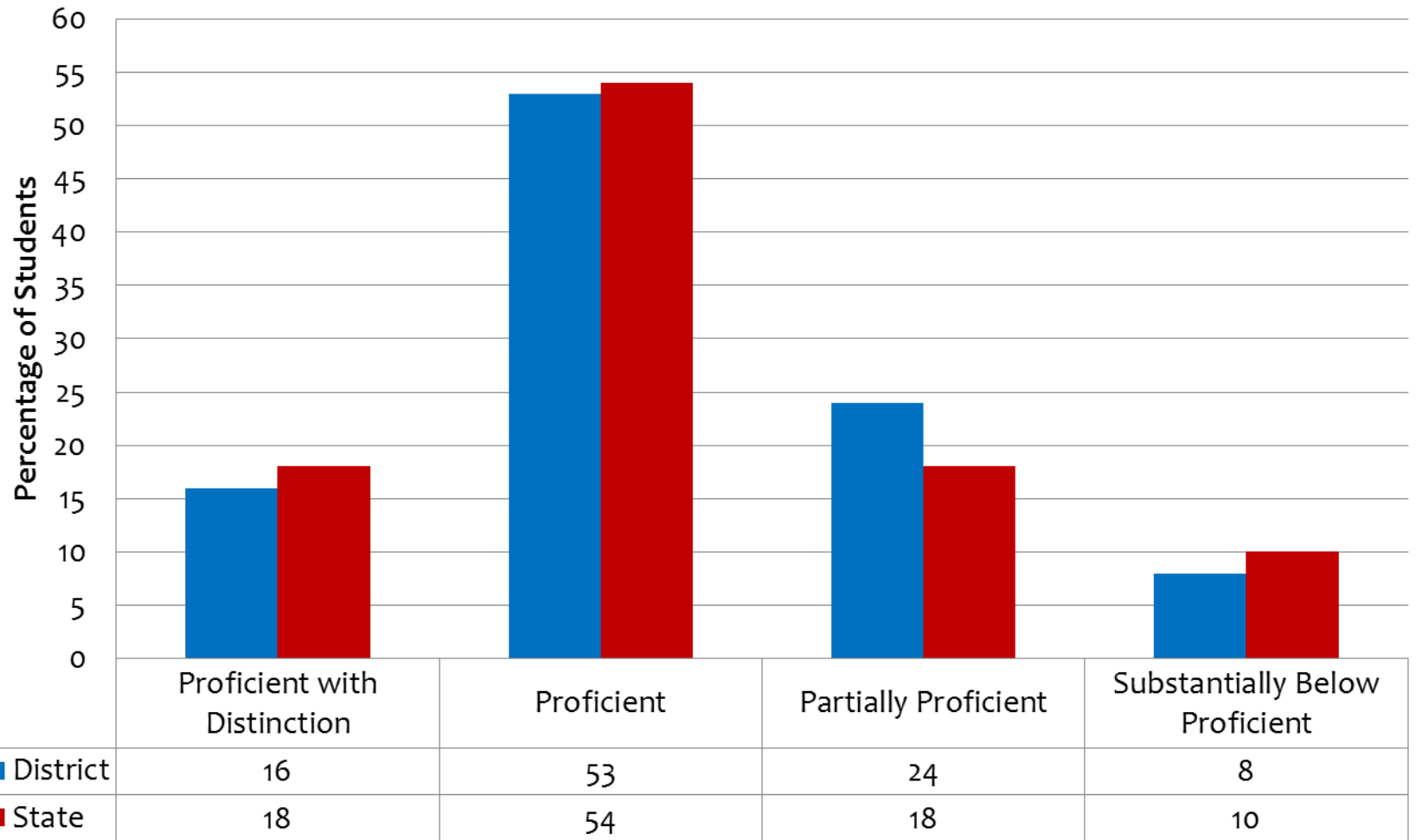Presented by Greg Bartlett, Paul Austin and John Paige

March, 2012

Test Context:

* Test administered in October – 2011.
* Test is designed to measure the content and skills learned during the teaching year of 2010-2011 in Reading, Math, and Writing.
* Basic Question is: "How are we doing compared to: Standard? Self? Others?
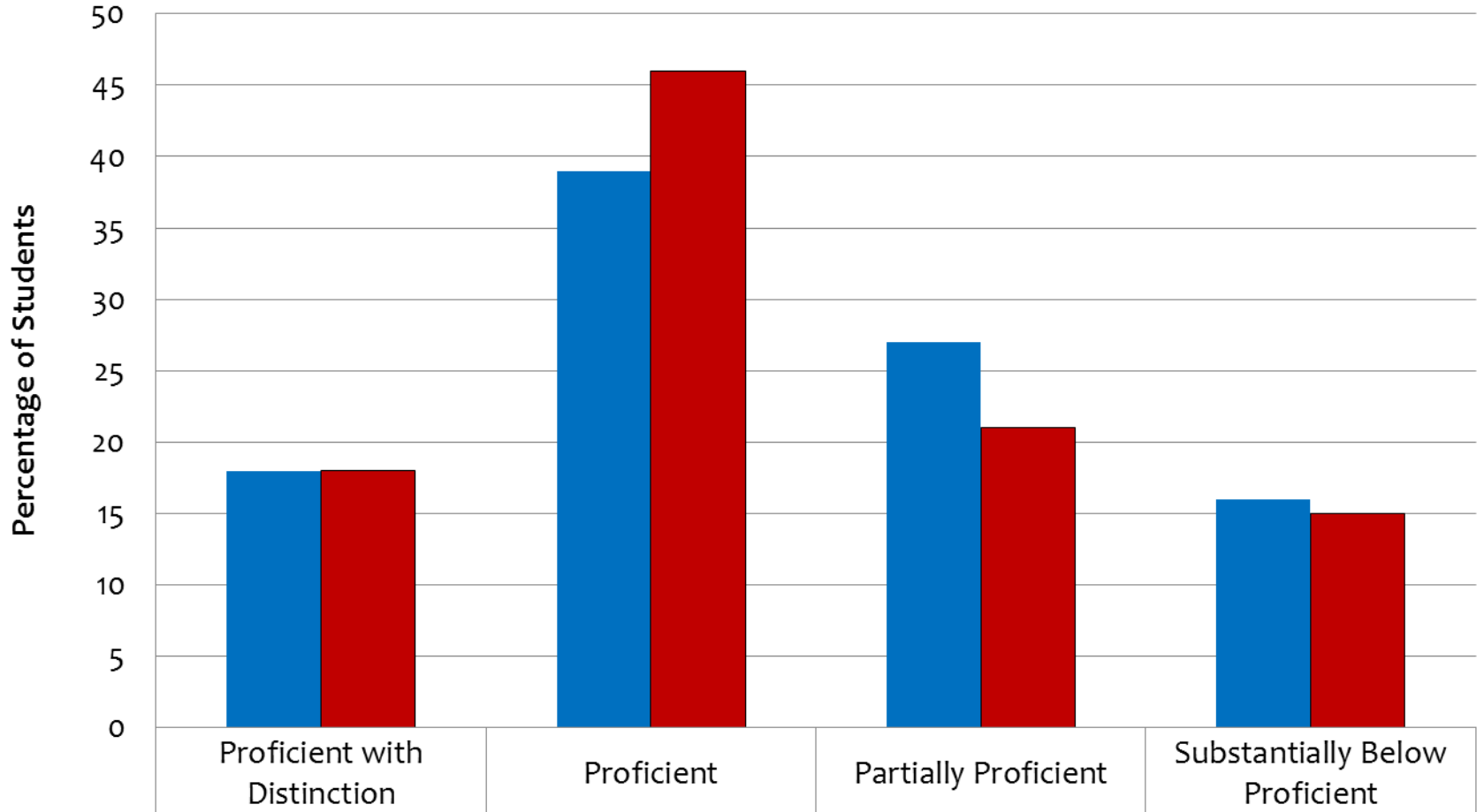* Snapshot in Time.

Purpose of Data Collection and Analysis:

* Data for Accountability-
  (Lagging indicators are assessments OF Learning).

* Data for Continuous Improvement-
  (Leading indicators are assessments FOR learning)
  Seeking improvement means using data as a flashlight, not as a hammer.

Grade 3 Reading

	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	16	53	24	8
■ State	18	54	18	10

Percentage of Students

Grade 3 Math

	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	18	39	27	16
■ State	18	46	21	15

Grade 4 Reading
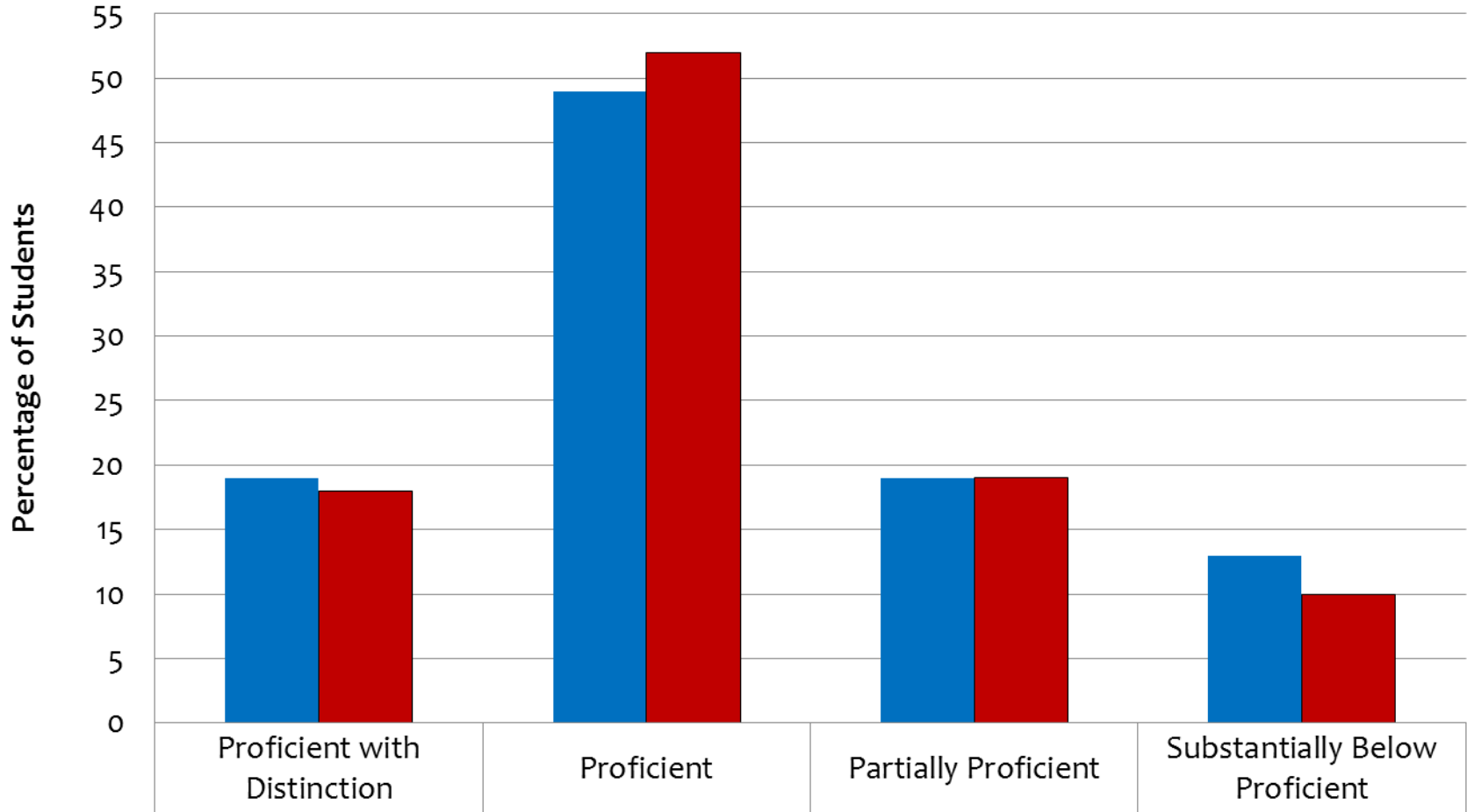
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	19	49	19	13
State	18	52	19	10

Grade 4 Math
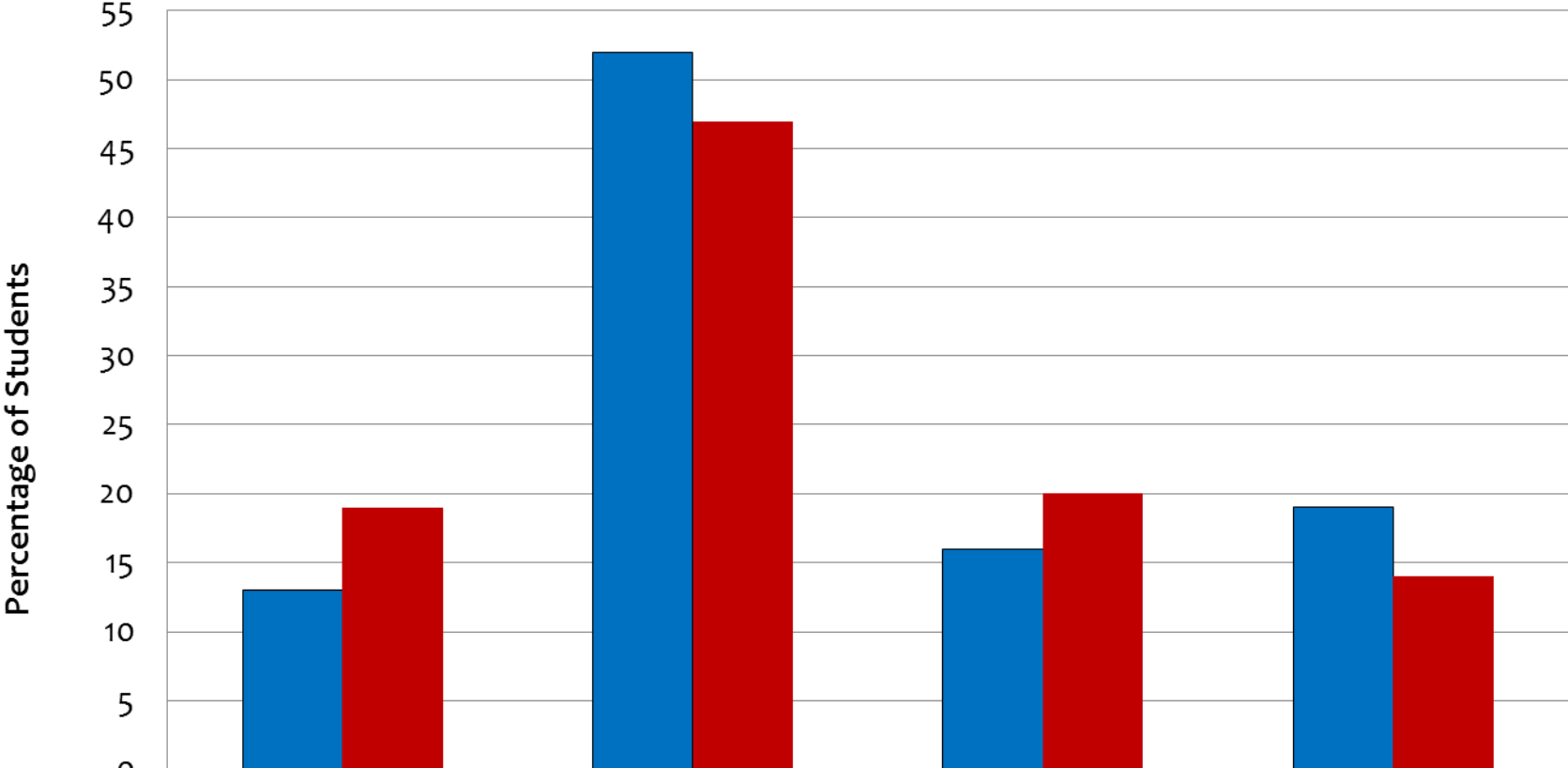
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	13	52	16	19
State	19	47	20	14

Grade 5 Reading
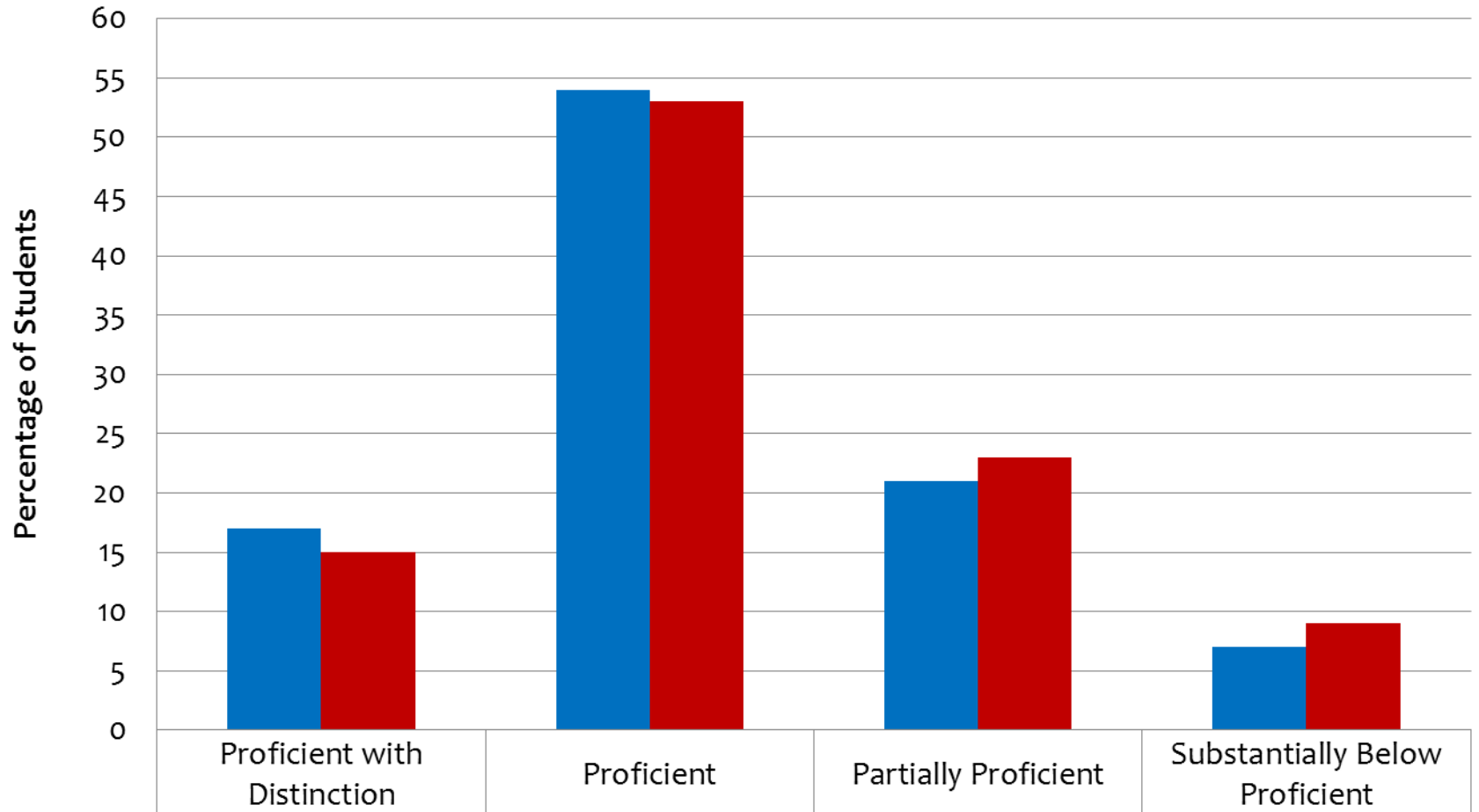
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	17	54	21	7
State	15	53	23	9

Grade 5 Math
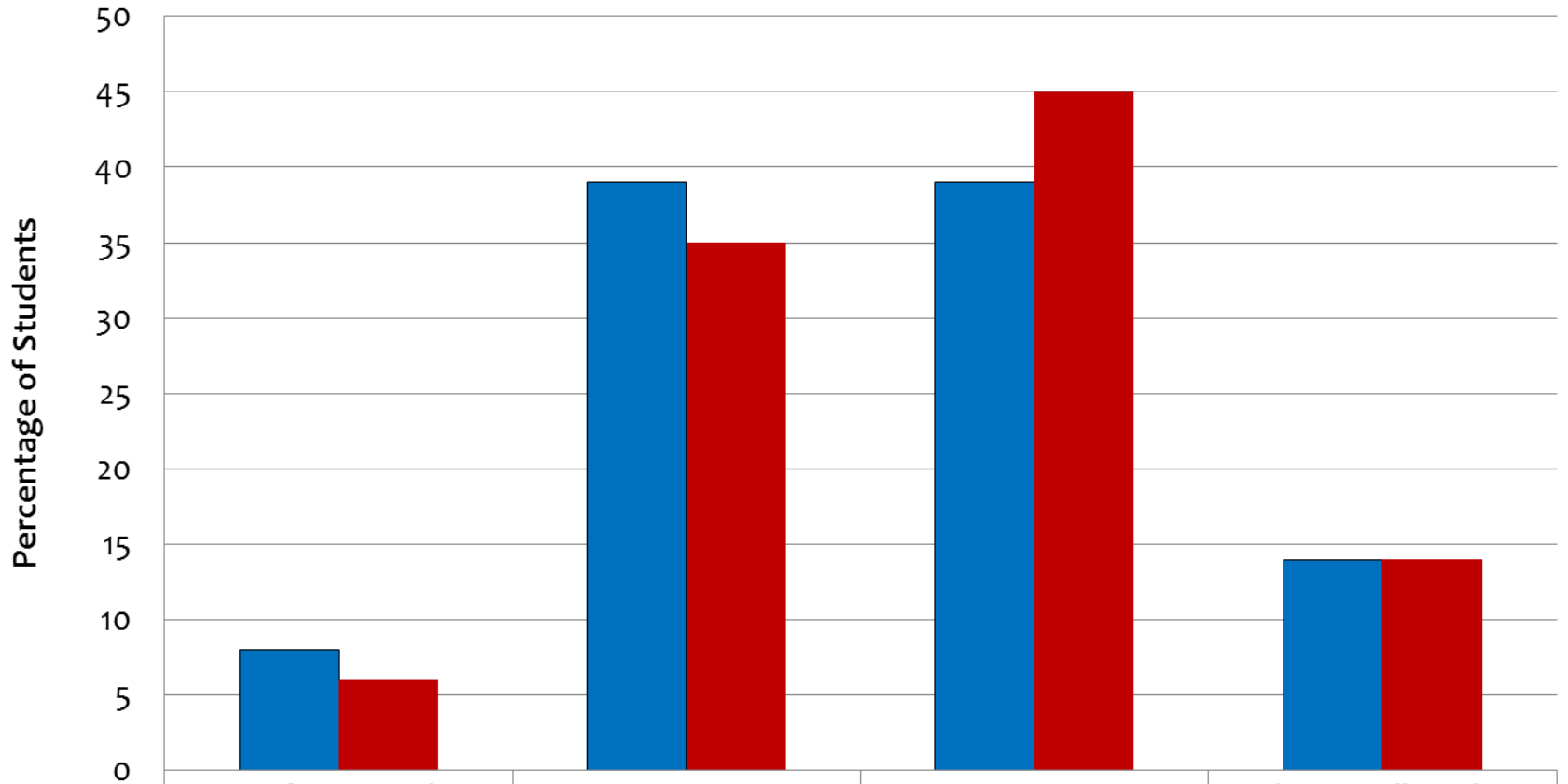
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	22	39	20	19
■ State	16	48	18	18

Percentage of Students

Grade 5 Writing

	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	8	39	39	14
State	6	35	45	14

Grade 6 Reading
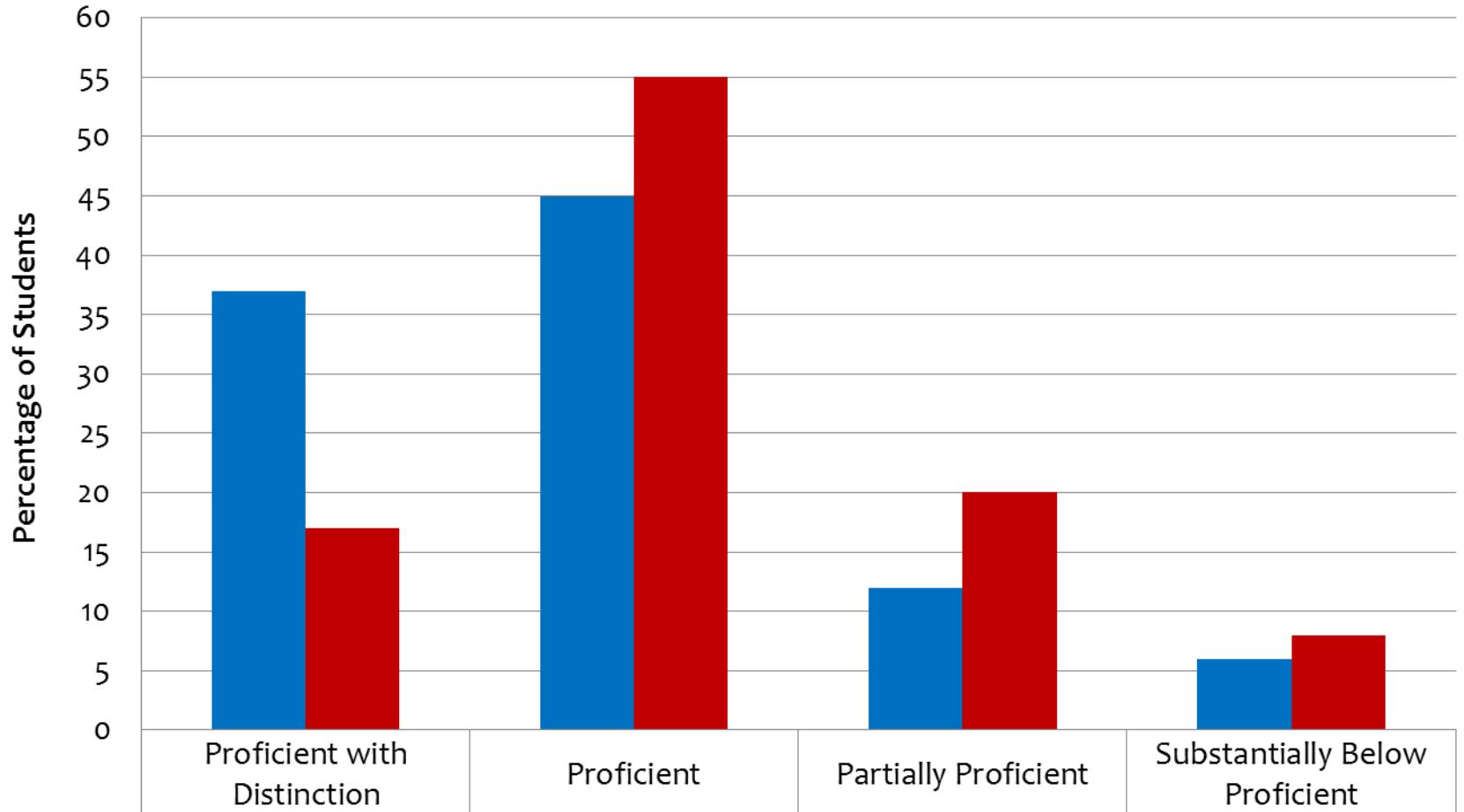
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	37	45	12	6
State	17	55	20	8

Grade 6 Math
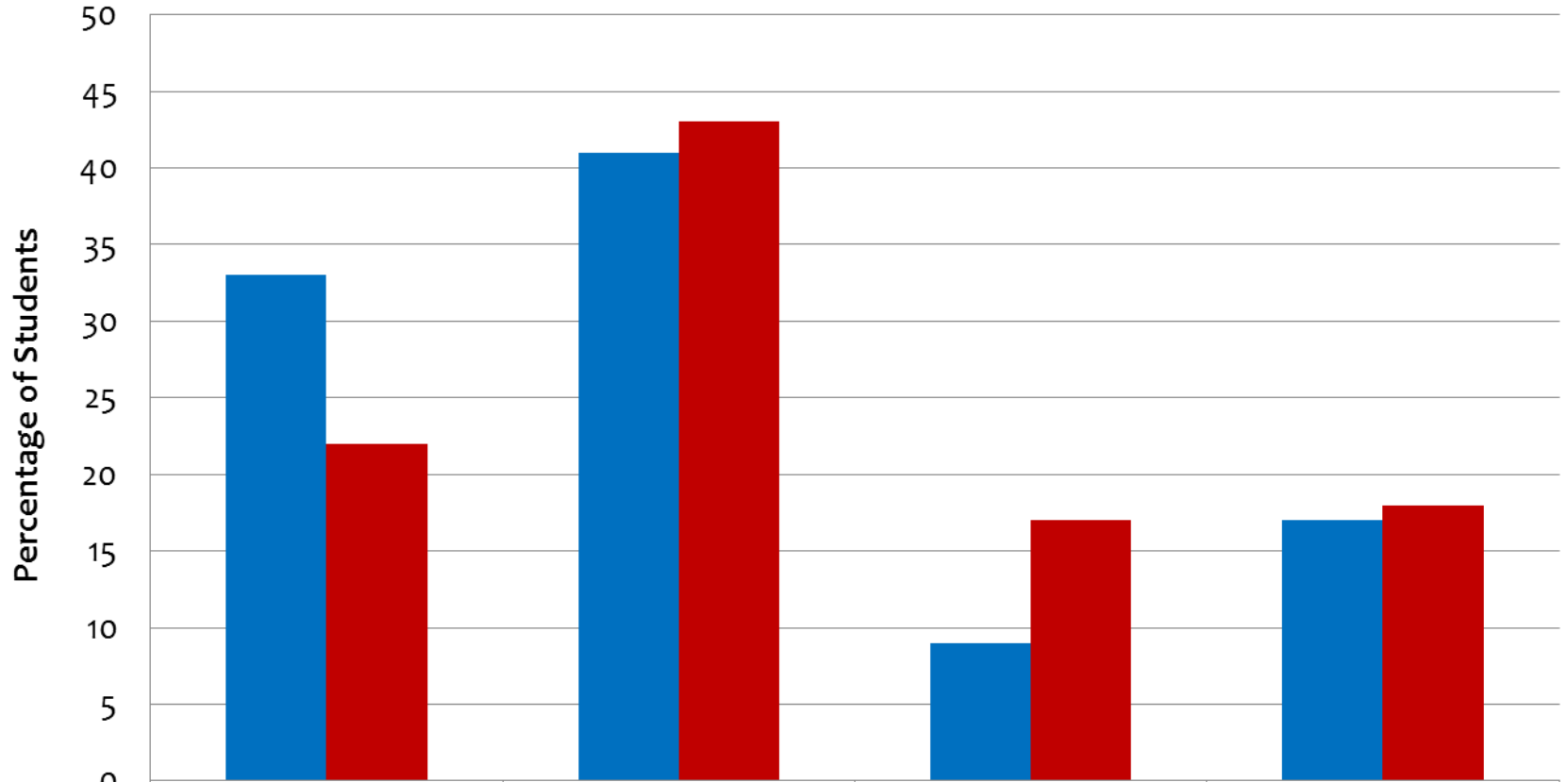
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	33	41	9	17
State	22	43	17	18

Grade 7 Reading
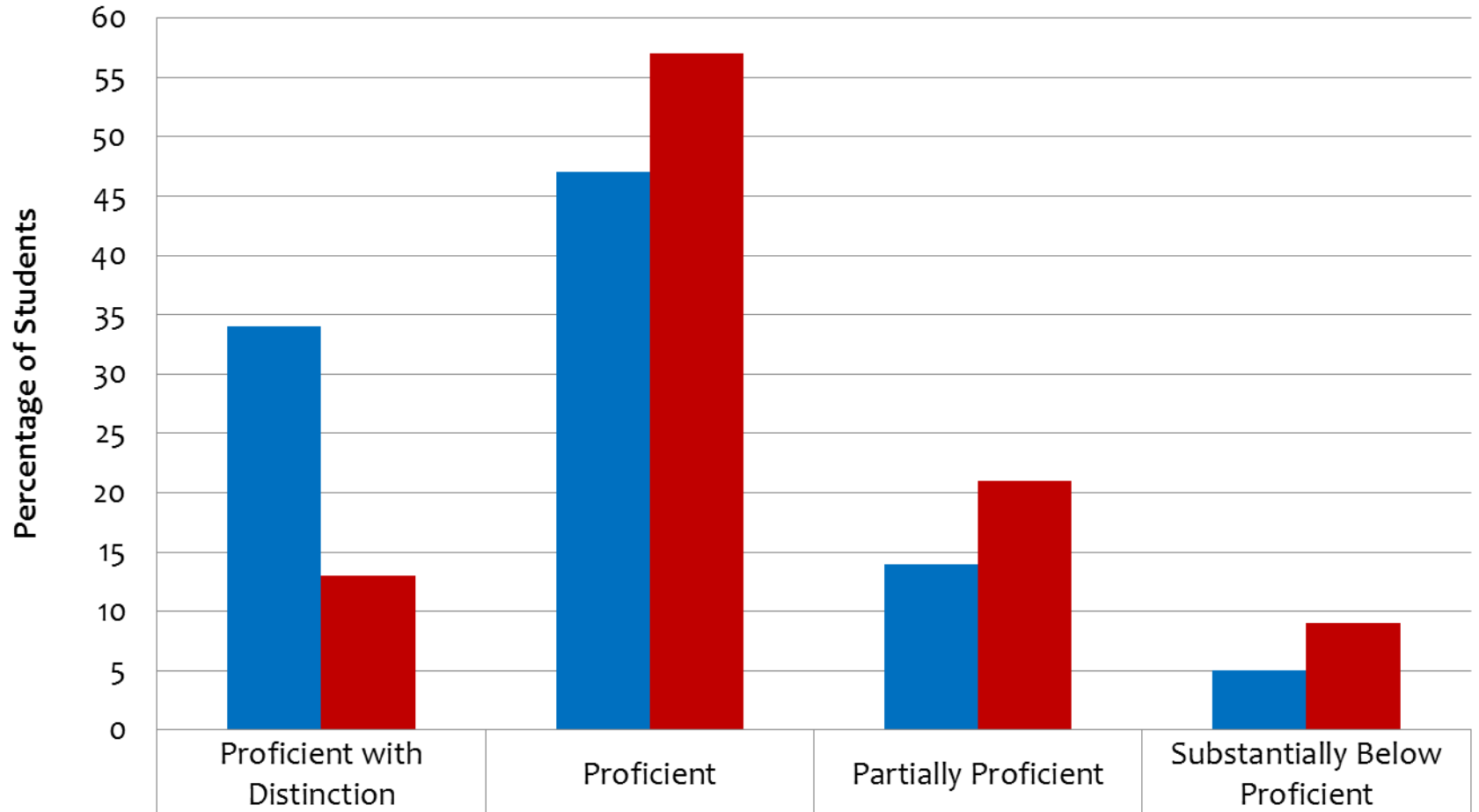
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	34	47	14	5
State	13	57	21	9

Grade 7 Math
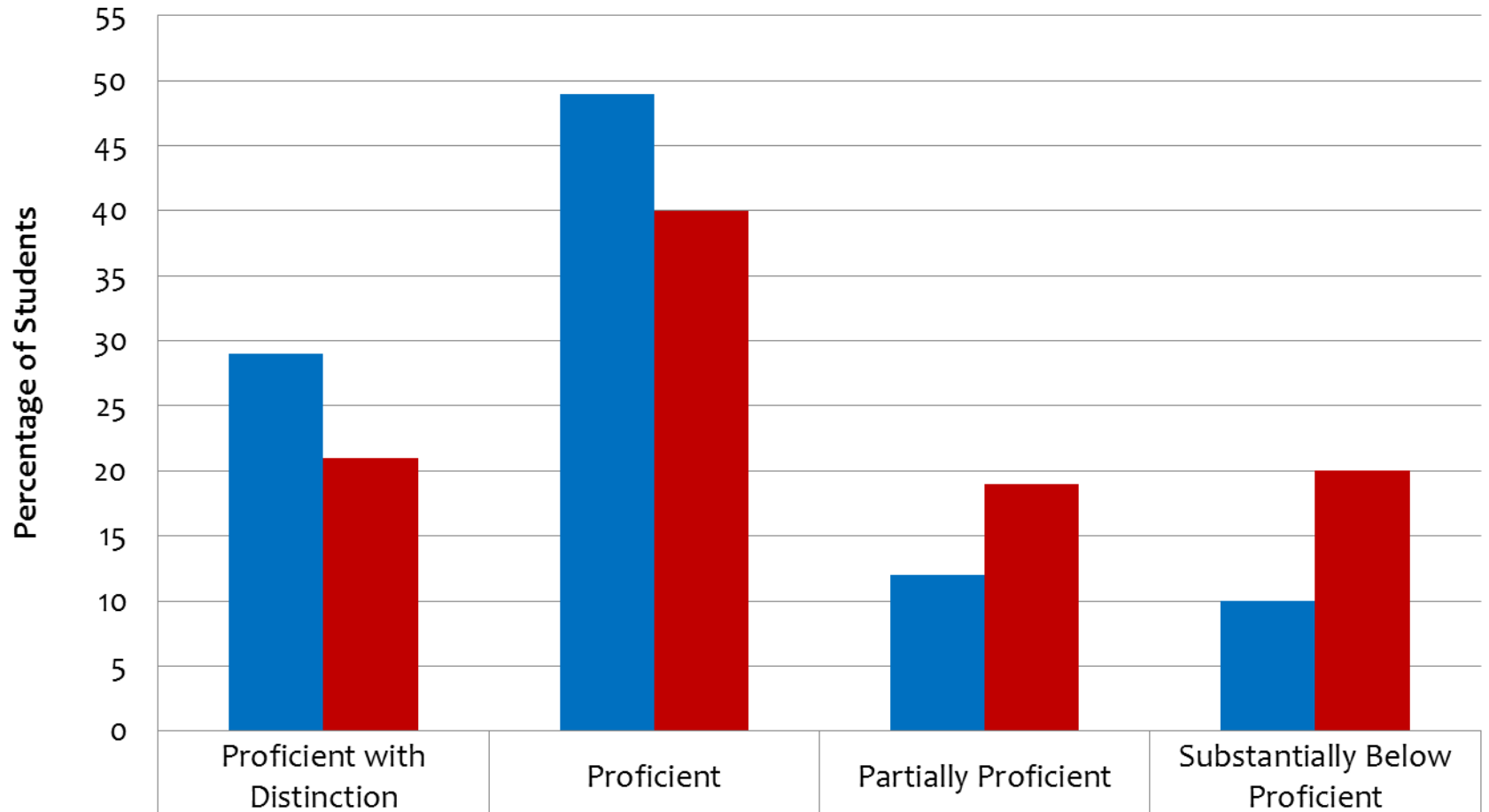
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	29	49	12	10
State	21	40	19	20

Grade 8 Reading
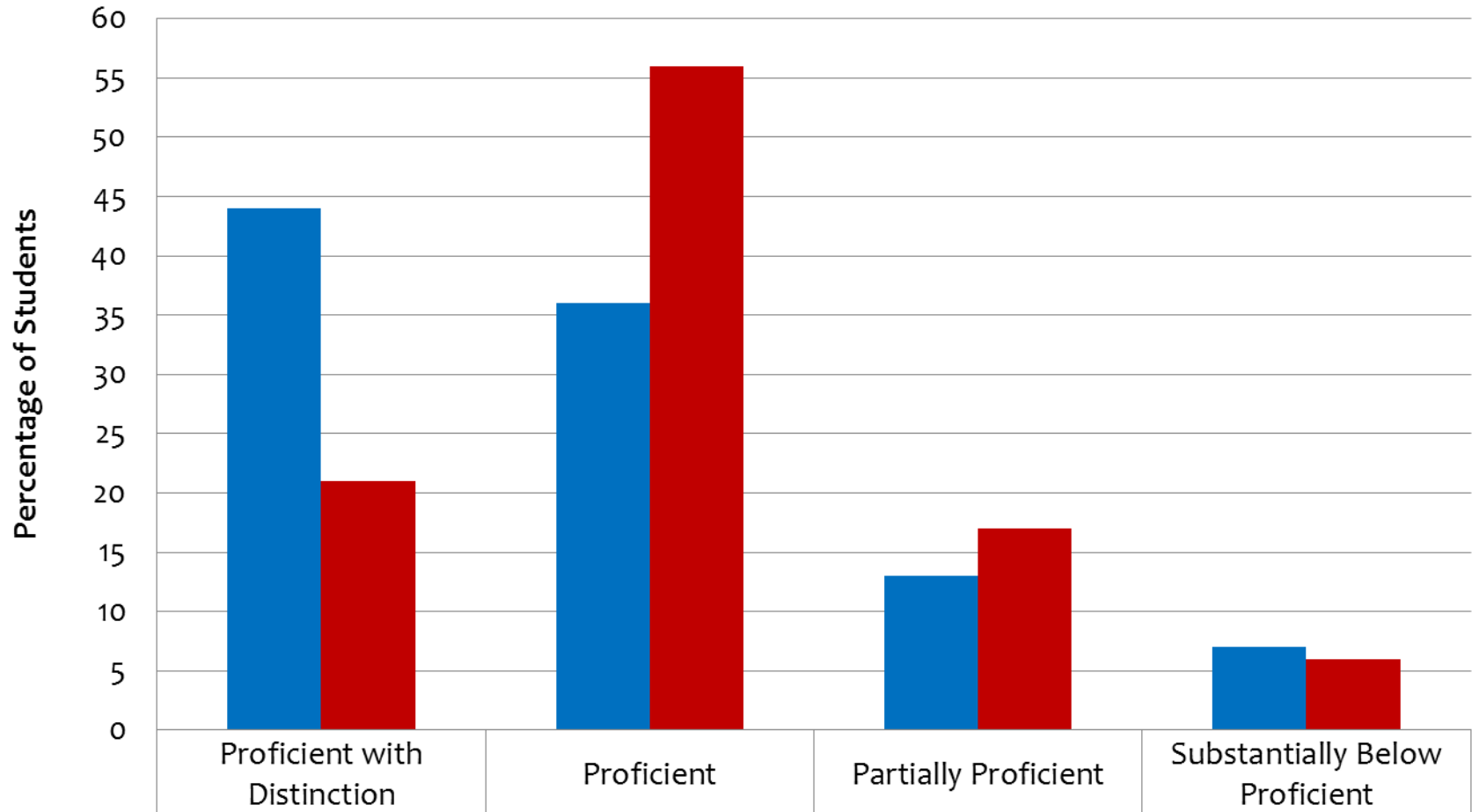
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	44	36	13	7
■ State	21	56	17	6
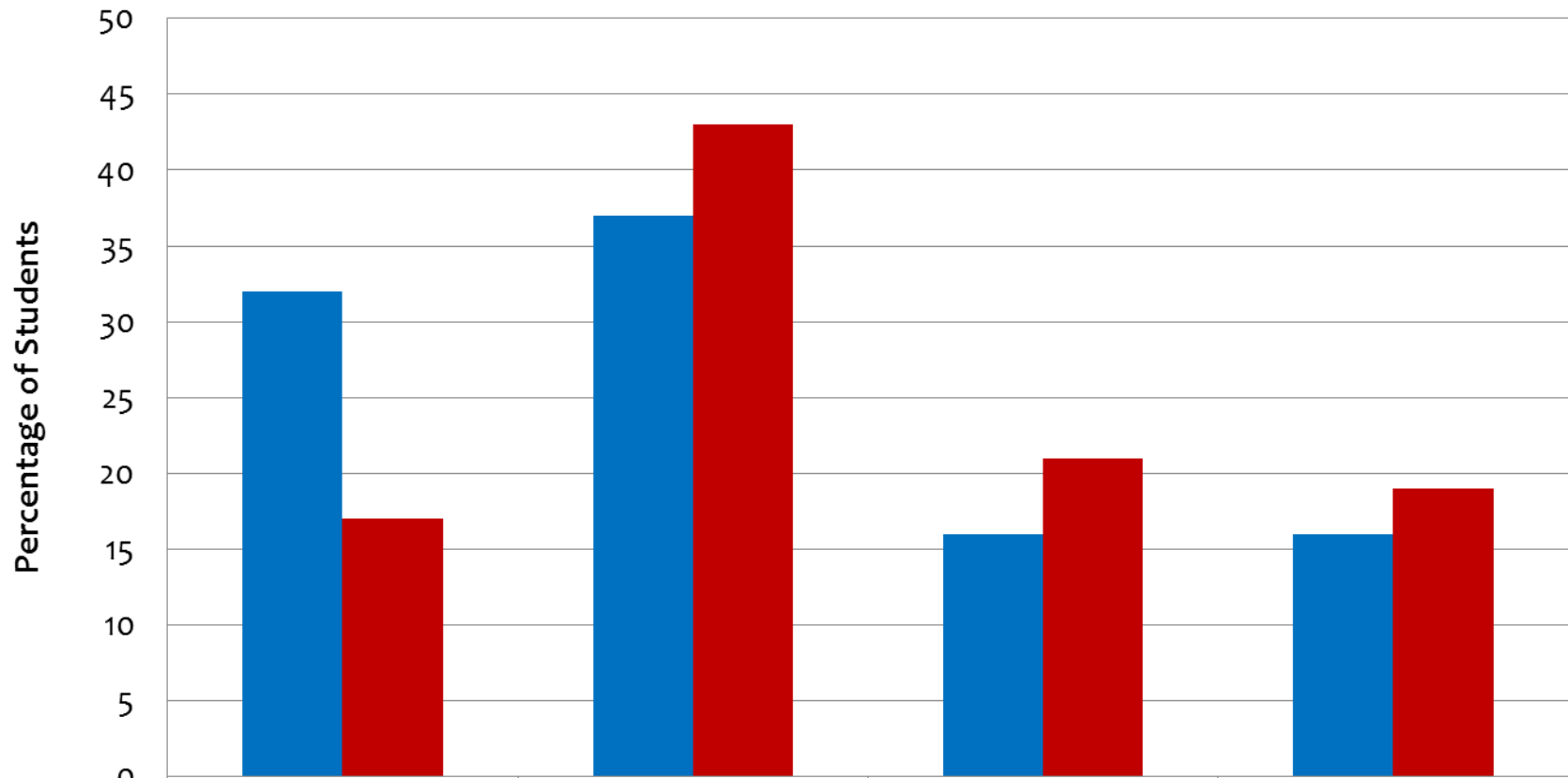
Percentage of Students

Grade 8 Math

	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	32	37	16	16
State	17	43	21	19

Grade 8 Writing

	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
District	18	45	23	14
State	7	44	37	12
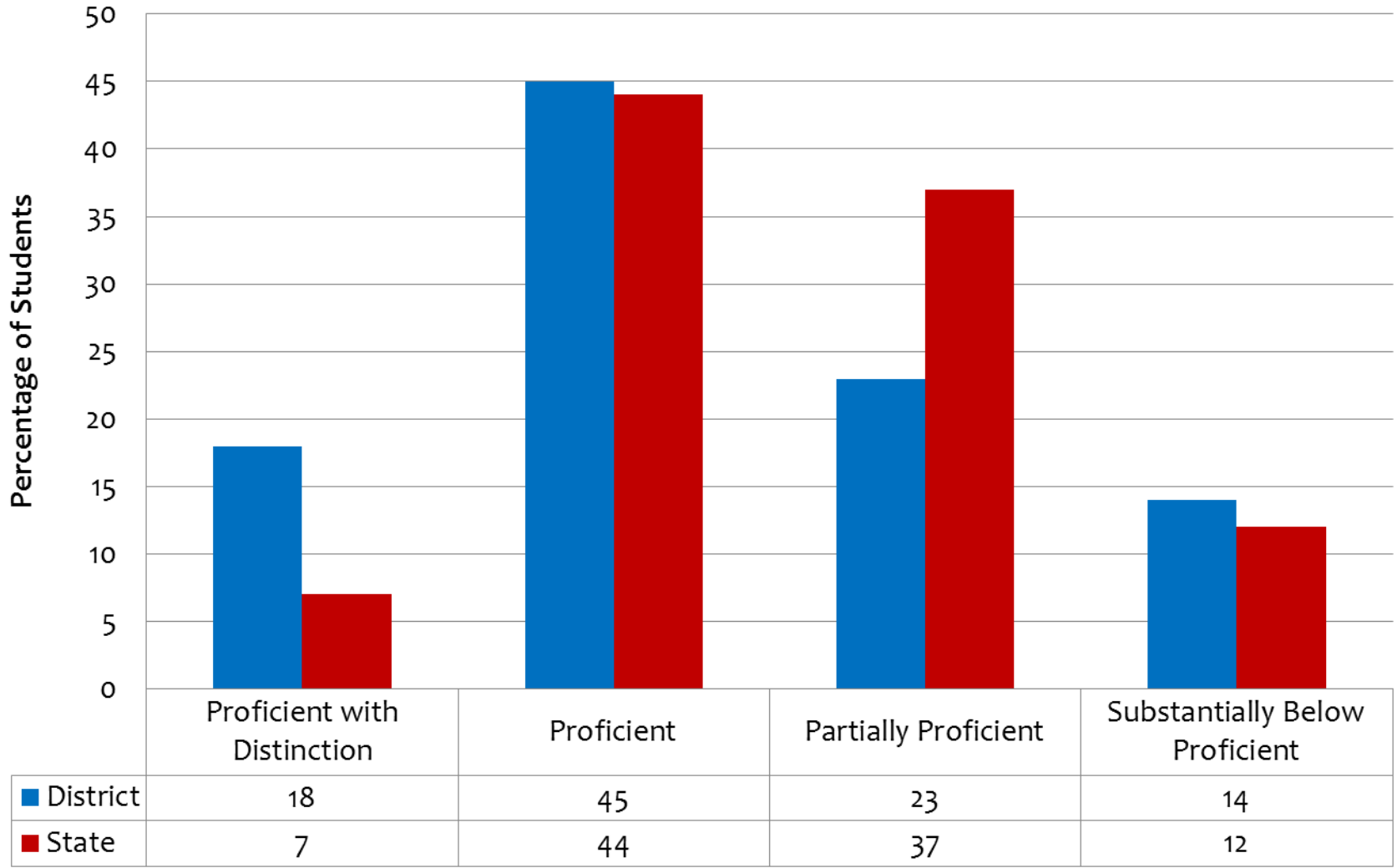
2010-2011NECAP Scores

* Scores are recorded on the chart as percentage of students that met or exceeded the State Standards.

* 09' Scores are based on the same students one year earlier. No data is available for the last years 2nd graders.

2010-2011 NECAP Data based on current year students

Reading	2009	2010	2011 -- Current	State	Scale Scores	2009	2010	2011	State	Diff.	SES	State	IEP	State
Grade 3	n/a	n/a	69%	72%	Grade 3	346	346	345	346	-1	45%	63%	26%	33%
Grade 4	n/a	77%	68%	70%	Grade 4	444	446	444	445	-1	52%	60%	16%	31%
Grade 5	71%	69%	71%	68%	Grade 5	549	550	546	545	1	57%	56%	20%	26%
Grade 6	71%	84%	82%	72%	Grade 6	646	652	652	647	5	77%	60%	21%	27%
Grade 7	83%	83%	81%	70%	Grade 7	747	750	753	746	7	70%	57%	36%	25%
Grade 8	68%	76%	80%	77%	Grade 8	849	852	855	848	7	65%	66%	37%	34%
Math	2009	2010	2011- Current											
Grade 3	n/a	n/a	57%	64%	Grade 3	340	344	343	343	0	36%	51%	42%	31%
Grade 4	n/a	65%	65%	66%	Grade 4	443	444	443	444	-1	47%	53%	20%	33%
Grade 5	56%	61%	61%	64%	Grade 5	544	547	544	543	1	35%	51%	24%	27%
Grade 6	61%	76%	74%	65%	Grade 6	644	646	647	644	3	66%	50%	11%	25%
Grade 7	67%	73%	78%	61%	Grade 7	744	745	747	743	4	54%	46%	24%	21%
Grade 8	60%	66%	69%	60%	Grade 8	842	845	846	842	4	48%	45%	25%	17%

Social Economic Status (SES)

Individual Education Plan (IEP) Special Education Students

NECAP ANALYSIS SES And IEP Data

Reading	2009 SES	2010 SES	2011 SES	2009 IEP	2010 IEP	2011 IEP
Grade 3	N/A	N/A	45%	N/A	N/A	26%
Grade 4	N/A	54%	52%	N/A	33%	16%
Grade 5	54%	55%	57%	42%	23%	20%
Grade 6	61%	76%	77%	18%	22%	21%
Grade 7	65%	69%	70%	41%	32%	36%
Grade 8	51%	53%	65%	22%	25%	37%
Math						
Grade 3	N/A	N/A	36%	N/A	N/A	42%
Grade 4	N/A	42%	47%	N/A	37%	20%
Grade 5	38%	41%	35%	19%	19%	24%
Grade 6	48%	65%	66%	18%	11%	11%
Grade 7	49%	49%	54%	35%	5%	24%
Grade 8	40%	44%	48%	15%	14%	25%

NECAP Analysis SES And IEP Data

Reading SES	2010-11	2011-12	Change	Math SES	2010-11	2011-12	Change
GRADE 3	N/A	45%	N/A	GRADE 3	N/A	36%	N/A
GRADE 4	54%	52%	-2%	GRADE 4	42%	47%	5%
GRADE 5	55%	57%	2%	GRADE 5	41%	35%	-6%
GRADE 6	76%	77%	1%	GRADE 6	65	66%	1%
GRADE 7	69%	70%	1%	GRADE 7	49%	54%	5%
GRADE 8	53%	65%	12%	GRADE 8	44%	48%	4%
Reading IEP	2010-11	2011-12	Change	Math IEP	2010-11	2011-12	Change
GRADE 3	N/A	26%		GRADE 3	N/A	42%	
GRADE 4	33%	16%	-17%	GRADE 4	37%	20%	-17%
GRADE 5	23%	20%	-3%	GRADE 5	19%	24%	5%
GRADE 6	22%	21%	-1%	GRADE 6	11%	11%	0%
GRADE 7	32%	36%	4%	GRADE 7	5%	24%	17%
GRADE 8	25%	37%	12%	GRADE 8	14%	25%	9%

Data Summary

* 2011 data indicates that the majority of Brunswick students (75.1% average) in grades 3 through 8 either met or exceeded State standards on the NECAP Reading Assessment. Our students outperformed their State peers by an average of 3.6% across grade spans.

Data Summary continued

* 2011 data suggests that the majority of Brunswick students (67.3% average) in grades 3 through 8 either met or exceeded State standards on the NECAP Math Assessment. Our students outperformed their State peers on average by 4.0% across grade spans.

Data continued

* When comparing longitudinal data from the same students in 2010 and 2011, our students who met or exceeded State standards dipped slightly by 1.40% in Reading and grew slightly by 1.20 % in Math across grade spans. This is an indication of greater consistency across grade spans.

2011-2012 Interventions

* Continued emphasis on Reading and Math interventions in the general education classrooms.
* All teachers (grades K-5) provide a minimum of 60 minutes per day of direct Reading and Math instruction.
* Approved curriculum in use by staff.
* Newly adopted Math and Writing curriculum being implemented for the first year.

Continued Interventions

* Reading and Math Strategists have continued to provide RTI in grades K-8.
* Every student in grades 2-5 received a minimum of 90 minutes per day of Math instruction from the beginning of school until the NECAP assessment.
* Grades 6-8 provided interventions for students struggling in Math and Reading.

Continued Interventions

* Completely implemented the RTI system with both school-wide and district-wide data teams to review individual, school, and system data.

* Special education teachers at the junior high level attended classes on Reading interventions for students with special needs.

Continued Interventions

* Bigger emphasis on providing both Math and Reading support for identified students K to 8.

* 21st Century Community Learning Center Grant after school program has been providing both math and reading tutorials for students grades 3-8 in that program.

Continued Interventions

* Data teams in individual schools have conducted "item analysis" of the NECAP assessments to pinpoint trends in our school-wide performance in an effort to address those issues in the classroom.
* Tyler Pulse software purchased to improve data collection and monitoring of student performance.
* Added NWEA to Grade – 2 Math and
* Reading and Math in Grade - 9 in 2011-2012.

Continued Interventions

* Established a new K-5 Standards based Report Card aligned to the curriculum and State Standards.

Next Steps:

* Coffin School – K-1:
* Writing – Teachers need to develop scoring rubrics and exemplars.
* Math – Continue to move forward with "formative assessments" with support from Maine Math and Science Alliance.
* Literacy – Continue to move toward a standards based literacy approach within an existing developmental philosophy.
* Continue to refine new report card!

Next Steps:

* Harriet Beecher Stowe – Data Team Work
  * Examine released item data – look for trends for concepts to teach/reteach.
  * Review school wide data – target students "hugging the line" (i.e., students who are proficient by only 1 or 2 items or students who missed proficiency by 1 or 2 items).
  * Triangulate data (NECAP/NWEA/School assessments) – identify students needing additional support.

Next Steps:

* Harriet Beecher Stowe - Reading
    * Review data from school-based assessments (DRA, NWEA, BAS).
    * Instructional Emphasis - Comprehension, in particular analysis and interpretation of texts.
* Harriet Beecher Stowe - Writing
    * Develop common scoring rubrics and exemplars
    * Instructional Emphasis: Short responses and extended responses.

Next Steps:

* Harriet Beecher Stowe – Mathematics
    * Complete development of grade level assessments.
    * Continued emphasis on math fact fluency.

Next Steps:

* B.J.H.S. – to continue the level of support with RTI (Response To Intervention) for struggling students.
* Continue to study the middle level learner to better meet student needs.