



Lincoln Public Schools

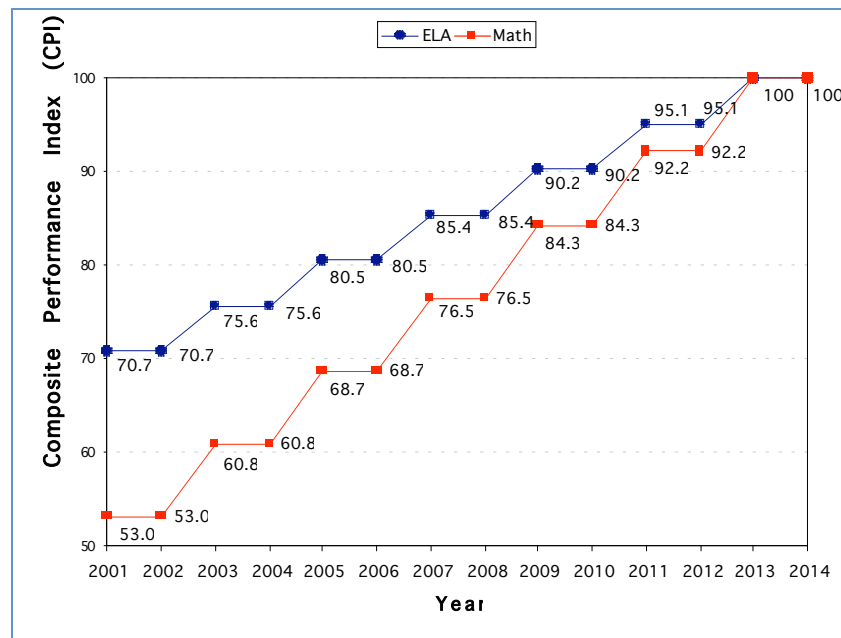
To: School Committee and Faculty Members
From: Mickey Brandmeyer, Mary Sterling
Re: 2009 MCAS Preliminary Report
Date: September 16, 2009

This report provides preliminary information on the recently released results of the 2009 MCAS in English Language Arts (ELA) and Mathematics, with a focus on information about Adequate Yearly Progress (AYP). Later in the fall, a more detailed report will provide an analysis of the results and offer recommendations.

What is Adequate Yearly Progress (AYP)?

Adequate Yearly Progress means the amount of progress that a district, school, or subgroup makes towards the NCLB target of proficiency in ELA and Math by 2014. Each state sets up its own plan and formula for progress which is submitted to the federal government for approval and results are reported each year. The Massachusetts plan has some of the most rigorous standards in the country.

State Performance Targets for ELA and Mathematics, 2001-2014



In order to make AYP in Massachusetts, scores must meet targets in 3 out of 4 categories:

- Participation – Percentage of students assessed should be at least 95%.

- Performance – The Composite Performance Index (CPI) score. CPI is an index score that is calculated by averaging performance scores for each student based on the following chart.

Performance Category	CPI Points	MCAS Scaled Score
Advanced	100	240-280
Proficient	100	240-280
Needs Improvement – High	75	230-238
Needs Improvement – Low	50	220-228
Warning – High	25	210-218
Warning – Low	0	200-209

In addition, scaled scores for students with special needs who took the alternative form of assessment are averaged into the district CPI totals. In order for a district, school, or group to make AYP in 2009, it is required to meet or exceed the state’s 2009 performance targets for ELA (90.2) and Math (84.3), or meet the Improvement gain target (see below).

- Improvement – The gain (or shortfall) compared to the CPI gain target that was set by the state for a specific district. The target is established in reference to MCAS results for the district from prior years and mapped against the NCLB proficiency expectations.
- Attendance – The percentage of school attendance rates by all students who took the MCAS tests.

AYP is determined using the following formula:

$$\text{Participation} + (\text{Performance or Improvement}) + \text{Attendance} = \text{AYP}$$

AYP determinations for districts and schools are made for aggregate groups for each subject (ELA and Math) as well as for subgroups of the student population in each subject. Subgroup reporting categories are: Special Education, Limited English Proficiency, Low-Income, African-American /Black, Asian or Pacific Islander, Hispanic, Native American, White. District AYP determinations are based on data for all students, including those based in private settings or educational collaborative schools for the purpose of receiving special education or other services. District AYP is reported in grade level clusters (gr. 3-5, gr. 6-8); school level AYP is calculated on the groups tested in each school for students enrolled prior to October 1st in the testing year (Lincoln: gr. 3-8, HPS: gr.3, HMS: gr.4-8).

“Accountability Status” is the final determination by the state based on the district’s history in making AYP. The determination is reported in one of the following categories:

- No Status means that the district does not have to take any action based on AYP.
- Improvement Year 1 means that one or more schools did not make AYP in one or several areas for a second year in a row. Therefore, the district must notify parents, revise the school improvement plan, and provide schools with technical assistance. If any schools in the district did not meet AYP and receive Title I funds, the parents of students in those schools must be offered the option to transfer their children to another school not identified for improvement, if available. In addition, 10% of Title I funds must be used for targeted professional development.
- Improvement Year 2 means that a district did not make AYP in one or several areas for a third year row. Therefore, the district must notify parents, revise the school improvement plan based on new data and analysis of current findings, and provide schools with technical assistance. If

any schools in the district receive Title I funds and did not meet AYP, the parents of students in those schools must be offered the option to transfer their children to another school not identified for improvement, if available. Supplemental educational services must be offered to all low-income students in the school. In addition, 10% of Title I funds must be used for targeted professional development.

- Corrective Action means that a district did not make AYP for a fourth year and all requirements for Improvement Year 2 continue with the addition of specific corrective actions and public notification.

What are subgroups?

Subgroups are defined as Special Education, Limited English Proficiency, Low-Income, African-American /Black, Asian or Pacific Islander, Hispanic, Native American, and White. AYP determinations are calculated for subgroups if there are at least 40 students in a specific subgroup and the subgroup is at least 5% of the number of students in total or the subgroup consists of at least 200 students. Because of the small size of the Lincoln Public Schools, subgroup reporting exists at the district level but sometimes is not reported at the school level due to low incidence of groups in a given grade span.

Lincoln’s District Results – see Appendix 1: Lincoln Preliminary 2009 AYP data – District Summary

The combined results for all students in grades 3-8 (Lincoln, Hanscom, & out-of-district Special Education) show that our district has met AYP in the aggregate for both ELA and Math, which has been true every year since 2001. Our students consistently score at very high percentages in the Participation and Attendance categories. Overall, the “performance rating” for our district is defined as “high.” However, when such results are disaggregated into grade spans and subgroups, some variations in performance occur and there are instances where our students’ performance did not meet AYP. In the categories listed below, the results are described for grade spans and subgroups.

Grades 3-8 Subgroups

When the performance of all subgroups is taken together, the district did not meet AYP for these groups in ELA nor in Math. This means that the district accountability status is “Improvement Year 2” because this is the third year in a row that the category of subgroups did not meet the targets established by the state in both subjects.

Grade-Spans

In grades 3-5 for all students, the district scores did not meet the AYP target for ELA. However, the grade span 6-8 did meet the ELA target. In Math, the grade 3-5 and 6-8 performance did meet AYP

Grade-Spans Subgroups

In grades 3-5 ELA, the following reported subgroups – African-American/Black, White, Special Education, and Low-Income did not meet AYP. In grades 3-5 Math, however, the White and Low-Income subgroups did meet AYP but the Special Education and African-American subgroups did not. In the grade 6-8 span for both ELA and Math, three out of four subgroups met AYP but the Special Education group performance did not meet AYP.

Some of our subgroup performance has not met AYP in the past two years and therefore, our district accountability status for subgroups is “Improvement Year 2.”

Lincoln School Results: grades 3-8 – see Appendix 2: Lincoln Preliminary 2009 AYP data – Lincoln School Summary

The results for all students in grades 3-8 in ELA earned a performance rating of “very high” and an improvement rating of “on target” for meeting proficiency in 2014. The aggregate scores of all students met AYP, as did those of all subgroups except the Low-Income group, which did not meet AYP.

In Math, the performance rating for all students in grades 3-8 is “high” and the improvement rating is “on target.” The aggregate scores of all students met AYP, as did the scores for all subgroups except the Low Income group, which did not meet AYP.

Since two subgroups did not make AYP, the accountability status for the Lincoln School is “Improvement Year 2” because the school had an “Improvement Year 1” status last year.

Hanscom Primary School Results: grade 3 -- see Appendix 3: Lincoln Preliminary 2009 AYP data – Hanscom Primary School Summary

The results for all students in grade 3 in ELA earned a performance rating of “high” and an improvement rating of “no change.” Despite a high performance, the scores did not improve in the direction of the state-established target so the aggregate did not meet AYP. The number of students in subgroups is statistically too small to report.

In Math, the performance rating for all third graders is “high” and the improvement rating is “on target,” which means that the aggregate did meet AYP because they met the gain target for the school. Again, the number of students in subgroups is statistically too small to report.

Although the school scores did not make AYP in ELA, this is the first year and therefore the school is not designated as having an improvement status.

Hanscom Middle School Results: grade 4-8 -- see Appendix 4: Lincoln Preliminary 2009 AYP data – Hanscom Middle School Summary

The results for all students in grade 4-8 in ELA earned a performance rating of “high” and an improvement rating of “no change.” Despite a high performance, the scores did not improve in the direction of the state-established target so the aggregate did not meet AYP. The number of students in subgroups is statistically too small to report.

In Math, the performance rating for all 4th – 8th graders is “moderate” and the improvement rating is “no change,” which means that the aggregate did not meet AYP. Again, the number of students in subgroups is statistically too small to report.

In both ELA and Math, the aggregate did not meet AYP for the second year in a row so the school accountability status is: “Improvement Year 1.”

The Growth Model: a new paradigm for reporting progress on MCAS

Shortly following the implementation of MCAS testing and the establishment of AYP, the DESE and school districts identified the difficulty in determining growth by comparing the performance of the current years student in a particular grade to the performance of the previous year’s students in the same grade. The performance comparisons were a comparison of different groups of students who had taken different assessments. For the last several years the DESE has been working to develop what is commonly referred to as a “growth model” – a statistically valid method to measure the change in individual student performance over time.

Last year the DESE piloted a new metric, the student growth percentile with several districts. This measures students' progress relative to other students with a similar test score history over time. In other words a student's growth is measure in comparison to the growth of academic peers with a statistically valid methodology.

This fall, the DESE will publish student growth percentile data for the first time. While this is seem as an improvement to the previous practice of comparing different cohorts of student to one and other, the new measures will initially be confusing, challenging districts to develop ways to make the information useful in addressing individual student learning needs and areas for curricular improvement. We will begin working with the faculty using this new metric.