

Gorham School Committee Annual Assessment Update

May 11, 2011



- *New England Common Assessment Program (NECAP) Overview – Updated April 2011*

- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 – April 2011*

- *GHS Maine High School Assessment - SAT Results 2006-2010*

- *MEA Gorham Grades 5, 8 & 11 Science Results Summary 2008-2010*

- *Gorham School Department District Website Assessment Information – Order of Contents*

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New England Common Assessment Program (NECAP) Overview – Update April 2011

Maine has joined New Hampshire, Rhode Island and Vermont in the yearly development and administration of the New England Common Assessment Program (NECAP). This assessment is used by participating states to meet *No Child Left Behind Act* requirements for testing reading and mathematics once each year from grade 3 through grade 8. The states also include a writing assessment administered at grades 5 and 8. The first NECAP administration in Maine began in October 2009.

NECAP assesses the learning of NECAP Grade Level Expectations (GLEs), which are located at the NECAP Standards link on the Maine.gov website under the category of K-12 Education / Assessments / NECAP.

NECAP is designed to assess learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 reading and mathematics are assessed at the beginning of grades 3-8. Fourth and 7th grade writing is assessed at the beginning of grades 5 and 8. Maine's personalized alternate assessment program (PAAP) will now be provided for students in grades 2-7.

The NECAP testing window begins on October 1st or the first school day following October 1st each year and is 3 weeks long. Assessment reports are released during the third week of the following January.

Most content area tests consist of a combination of multiple-choice (1 point) and constructed-response (4 points) questions. The mathematics sessions also include short-answer questions worth 1 or 2 points, but do not include constructed-response items at grades 3 or 4. (Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.)

Writing sessions also include one extended-response prompt (12 points), in addition to the multiple-choice and constructed-response questions.

Students' scores are based on 52 points in reading, 65 or 66 points in mathematics (depending on grade level), and 34 points in writing. Students are allowed up to 100% extra time to complete the test.

NECAP student results will be reported in one of four achievement levels:

- Proficient with Distinction
- Proficient
- Partially Proficient
- Substantially Below Proficient

NECAP testing accommodations are available for students with specialized learning needs.

NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). Schools to help improve curriculum and instruction use more detailed school and district results. Individual student results are used to support information gathered through classroom instruction and assessments.

Maine continues to use the MEA (Maine Educational Assessment) for science because Maine's approach and standards vary significantly from NECAP's. Maine also uses the SAT as the 11th grade assessment, an effort to increase college aspirations.

Summary of Gorham Schools NECAP Results

As noted, Gorham Schools received NECAP testing results at the end of January. The summary of average scores (combined percentages of students at the levels of "proficient" and "proficient with distinction" are noted in the following table.

NECAP Data Comparison Chart Fall 2009 & Fall 2010 Summary of Average Scores* in Reading and Mathematics Gorham Schools compared to the State of Maine

*Average Scores represent the combined percentage of students at the levels of "proficient" (meeting the standards) or "proficient with distinction" (exceeding the standards)

| Reading | State09 | State10 | Gorham09 | Gorham10 | Gorham 09/10 +/- |
|----------------------|---------|---------|----------|-----------------|------------------|
| Beginning of Grade 3 | 73% | 69% | 78% | 80% | +2% |
| Beginning of Grade 4 | 67% | 68% | 71% | 75% | +4% |
| Beginning of Grade 5 | 72% | 70% | 76% | 79% | +3% |
| Beginning of Grade 6 | 69% | 72% | 74% | 81% | +7% |
| Beginning of Grade 7 | 68% | 66% | 73% | 78% | +5% |
| Beginning of Grade 8 | 69% | 73% | 73% | 84% | +11% |
| Average: | 70% | 69.7% | 74% | 79.5% | +5.5% |
| Mathematics | | | | | |
| Beginning of Grade 3 | 62% | 61% | 64% | 73% | +9% |
| Beginning of Grade 4 | 62% | 60% | 72% | 67% | -5% |
| Beginning of Grade 5 | 64% | 60% | 70% | 79% | +9% |
| Beginning of Grade 6 | 63% | 63% | 68% | 78% | +10% |
| Beginning of Grade 7 | 60% | 58% | 67% | 70% | +3% |
| Beginning of Grade 8 | 59% | 59% | 71% | 66% | -5% |
| Average: | 62% | 60% | 69% | 72% | +3% |
| Writing | | | | | |
| Beginning of Grade 5 | | 43% | | 60% | |
| Beginning of Grade 8 | | 53% | | 72% | |
| Average: | | 48% | | 66% | |

Please note, “cohort” groups, are noted in similar colors on this chart. These indicate a consistent grade level “class” that moves from one year to another. By following the colors from one year to another, the percent increase or decrease in a specific area can be noted.

The following observations may be noted from this data:

- The percentage of students in Gorham at proficiency levels or above is considerably higher than the state average in reading and math across all grade levels, 3-8.
- In the area of Reading, Gorham students scored from 7 – 12% higher than the state with an average of almost 10% higher than the state across all six grades.
- In the area of Mathematics, Gorham students scored 7-15% higher than the state with an average of 12% higher than the state average across all six grade levels.
- In this first administration of Writing, Gorham students scored an average of 18% higher than the state average across the 5th and 8th grade levels.
- In general, this second year of NECAP testing has evidenced an increase in scores across all grade levels and areas (except the beginning of 8th grade) as noted above.
- In general, most cohort (color coded) groups moving from one grade level to another in each area realized gains (in some cases, significant) in achievement.

In general, we are extremely pleased with our NECAP results for Gorham and look forward to using this data as part of our larger comprehensive assessment system to help inform teaching and learning for our students. Staff members at each school will use district, school and student data to document student achievement as well as to inform instruction and strategic interventions for students

The Gorham School Department
Adequate Yearly Progress – Status Summary Update
2010 – 2011
Updated: April 26, 2011

Background and Rationale

The No Child Left Behind Act of 2001 requires states to develop plans to reward and sanction schools that receive federal funding under Title 1, the portion of the Elementary and Secondary Education Act of 1965 that aims to improve academic achievement of disadvantaged students.

Adequate Yearly Progress (AYP) is the term used in the federal “No Child Left Behind Act” (NCLB) to describe the amount of academic progress expected of each school each year. The subjects included in AYP calculations are reading and math in grades 3-8 and grade 11.

AYP calculations are based on assessment score data, currently through assessment scores in reading and math on the New England Comprehensive Assessment Program (NECAP) for Grades 3-8 and the Scholastic Aptitude Test (SAT) for Grade 11, the state-adopted, standardized testing programs. These assessments measure student progress on Maine’s academic standards, referred to as the Maine Learning Results, and most currently, the Parameters for Essential Instruction. NCLB-related testing data is collected by the Maine Department of Education each school year.

In addition to increased testing and accountability, NCLB requires an accountability system in which student test scores are separated into distinct categories, or “subgroups”, to be sure that the students who are most at risk are performing well. The NCLB subgroups include: race, ethnicity, gender, English language proficiency, migrant status, disability, and low-income.

The ultimate goal of NCLB is for all students to score “proficient” or above on state standard tests by the year 2014. Every state is required to develop a system of accountability to move toward this goal, known as Adequate Yearly Progress (AYP), as noted previously. The Maine Department of Education uses the NECAP and SAT test scores (previously the MEA (Maine Educational Assessment) scores) each year to rate schools on the AYP track and to determine whether or not schools are impacting the achievement of all students.

If a school does not have the required number of students (as a whole and in each subcategory) meeting or exceeding the standards, as measured by the NECAP or SAT scores, for AYP in any given year, NCLB mandates a series of consequences. There are three categories of identification for individual schools: Making AYP, Monitor status and Continuous Improvement Priority School (CIPS) status.

Schools that are identified as not meeting all AYP targets for the first time are identified as being on “Monitor” status and are not subject to the federal sanctions applied to Title 1A schools. Schools identified as not meeting all AYP targets for two or more years are referred to as Continuous Improvement Priority (CIPS) Schools. CIPS schools that have a Title 1A program have various obligations under federal law. Schools that don’t receive Title 1 funding aren’t accountable to No Child Left Behind. Still, the Maine Department of Education expects all public schools to strive to meet educational standards outlined in Maine Learning Results.

Maine's approach to identification of schools is focused on the following key assumptions:

- ❑ *Maine's approach to NCLB and AYP is one of shared accountability.*
- ❑ *Accountability requirements must be balanced with support.*
- ❑ *Continuous improvement must be a critical component of the culture of all Maine schools.*

To this end, all of the schools in Gorham work hard to use data to effectively raise our overall accountability relative to student performance and inform our instructional practices, programs and supportive services in order to facilitate the growth of all of our students.

Current AYP Status Statement of Each School

Narragansett Elementary School's 2010-2011 overall AYP status is identified as Making AYP (based on the Fall 2009 NECAP results – Reported September 2010 - and Fall 2010 NECAP results – Reported March 2011). It is making AYP in the areas of Reading and Math. 2010-2011 Annual Progress reflected that all learning targets were met. Narragansett's AYP status for 2009-2010 was also identified as Making AYP in the areas of Reading and Math.

White Rock Elementary School's 2010-2011 overall AYP status is identified as Making AYP (based on the Fall 2009 NECAP results – Reported September 2010 - and Fall 2010 NECAP results – Reported March 2011). It is making AYP in the areas of Reading and Math. 2010-2011 Annual Progress reflects that all learning targets were met. White Rock's AYP status for 2009-2010 was identified as Making AYP in the areas of Reading and Math.

Village Elementary School's 2010-2011 overall AYP status (based on the Fall 2010 NECAP results – Reported March 2011) is identified as Making AYP in both Reading and Math due to "Safe Harbor." Safe Harbor means that that we have decreased the percentage of students not meeting the standards in targeted subgroups by at least 10%. Based on the Fall 2009 NECAP results, Village Elementary School was on Monitor status in the areas of Reading and Math, as targets were not met for the subgroup, Students with Disabilities. 2010-2011 Annual Progress reflects that all learning targets were met. Village's AYP status for 2009-2010 was also identified as Making AYP in the areas of Reading and Math.

It is important to note, however that the combined Gorham School Department K-5 2010-2011 overall status is identified as Not Making AYP, (based on the Fall 2010 NECAP results – Reported March 2010.) In Reading, the K-5 overall status is Making AYP, due to Safe Harbor. In Math, the K-5 overall status is Not Making AYP, as the subgroup, Students with Disabilities, did not reach the learning targets.

The question arises as to how individual schools can meet AYP but yet collectively, the larger group does not. The rationale for this can be explained in the following way. AYP is determined using the performance of the students during their "teaching year," the year that they were instructed. For example, scores of a third grade group actually reflects the teaching year of that second grade group. AYP for the district is derived by aggregating student performance scores from a combination of all of the elementary schools.

In the 2 K-2 schools, AYP would reflect the performance of the students who were in grade 2 in 09-10. White Rock and Narragansett Schools had subgroup populations (economically disadvantaged and students with disabilities) that were too small to review. For grades 3-5, district AYP, we combine the students who took the test in grades 3-5 in October for participation, and the students who were taught in grades 2-4 in 2009-10 for performance. When you combine the data for 2-4 together, you pull in the scores for the small groups in the K-2 schools in addition to the grade 3-4 scores from Village. Unfortunately, the students with disabilities group across these grades did not meet the target and did not show enough progress to qualify for safe harbor.

Gorham Middle School's 2010-2011 overall AYP status is identified as CIPS4-5 (based on the Fall 2010 NECAP results – Reported March 2011).

Based on the Fall 2010 NECAP results, GMS did meet AYP in the area of Reading for all subgroups due to "Safe Harbor". Safe Harbor means that that we have decreased the percentage of students not meeting the standards in targeted subgroups by at least 10%. As reflected from the Fall 2009 NECAP results, it did not make AYP in the area of Reading for the subgroup, Students with Disabilities. Gorham Middle School's Status in this area for 2009-2010 was CIPS3-on hold, as it had made AYP in this area for one year in 2009-10.

In Math, Gorham Middle School did not make AYP for the 2010-2011 year (based on the Fall 2010 NECAP results) in the subgroup, Students with Disabilities. Previously (as reflected from the Fall 2009 NECAP results) all targets were met in the area of math through "Safe Harbor" (a designation given to schools that reduce the number of students not meeting proficiency by at least 10%). In 2009-2010, Gorham Middle School was identified as Making AYP in the area of Math.

Gorham High School's 2010-2011 overall AYP status is identified as CIPS4 (as reflected from the May 2010 MHSA results (Maine High School Assessment – (SAT)). It did not make AYP in the area of Reading for the Whole Group, as well as the subgroups, Caucasian Students and Economically Disadvantaged Students. AYP designation based upon the 2011 MHSA Results are not yet available. Gorham High's School's AYP status for 2009-2010 was identified as CIPS3 in the area of Reading.

In Math, Gorham High School was identified as CIPS1 for the 2010-2011 year, as targets were not met in 2010 in math for the subgroup, students who are Economically Disadvantaged. In 2009-2010, Gorham High School was identified as Monitor Status in the area of Math.

In all of these cases, it is important to note that the learning target for both Reading and Math have been steadily increasing over time. This is exemplified by the following AYP Target Trajectories in the areas of Reading and Math.

| | Reading Target | | Math Target | |
|------------------|-----------------------|-------------------|--------------------|-------------------|
| 2013-2014 | 100% (K-8) | 100% (9-12) | 100% (K-8) | 100% (9-12) |
| 2012-2013 | 92% (K-8) | 93% (9-12) | 90% (K-8) | 89% (9-12) |
| 2011-2012 | 83% (K-8) | 86% (9-12) | 80% (K-8) | 77% (9-12) |
| 2010-2011 | 75% (K-8) | 78% (9-12) | 70% (K-8) | 66% (9-12) |
| 2009-2010 | 66% (K-8) | 71% (9-12) | 60% (K-8) | 54% (9-12) |
| 2008-2009 | 58% (K-8) | 64% (9-12) | 50% (K-8) | 43% (9-12) |
| 2007-2008 | 50% (K-8) | 57% (9-12) | 40% (K-8) | 31% (9-12) |
| 2006-2007 | 50% (K-8) | 50% (9-12) | 40% (K-8) | 20% (9-12) |

As a side note, it takes two consecutive years of not making AYP to be identified for improvement under NCLB's accountability system. It also takes two consecutive years of making AYP for a school to no longer be identified as needing improvement.

If an identified school makes AYP for one year, it does not proceed to the next level of the improvement process (i.e., offer supplemental services, implement corrective action or restructuring, depending on what level the school was in).

If the school makes AYP for a second consecutive year, it is no longer identified as needing improvement. If the school only makes AYP for one year and then does not make AYP the next, it must continue implementing NCLB's school improvement process.

Consequent to these AYP designations at each level, each school is charged with developing, implementing and maintaining a continuous school improvement plan to address and mitigate areas of concern within the areas of reading and math. These are offered as follows.

**Gorham High School
Maine High School Assessment – SAT
Summary Results
2010-2011 (April 2011)**

Current Situation: *Adequate Yearly Progress (AYP)* is the term used to describe the academic progress expected of each school each year. For high schools in Maine academic progress is measured by the performance of third year students on the SAT. According to the Maine Department of Education the move was made from the MEA to the SAT to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. Gorham High School’s average scaled scores for last two years were the following:

| Test Subject & Year | Gorham High School Score | State Average Score |
|----------------------------|---|---------------------|
| Critical Reading | | |
| 2006 – 2007 | 1144 | 1141 |
| 2007 – 2008 | 1142 | 1141 |
| 2008 – 2009 | 1144 | 1141 |
| 2009 - 2010 | 1143 | 1141 |
| Mathematics | | |
| 2006 – 2007 | 1143 | 1140 |
| 2007 – 2008 | 1143 | 1141 |
| 2008 – 2009 | 1143 | 1141 |
| 2009 - 2010 | 1143 | 1142 |
| Writing | | |
| 2006 – 2007 | 1144 | 1141 |
| 2007 – 2008 | 1143 | 1140 |
| 2008 – 2009 | 1143 | 1140 |
| 2009 - 2010 | 1141 | 1140 |
| Science | | |
| 2007 – 2008 | 1142 | 1141 |
| 2008 – 2009 | 1142 | 1140 |
| 2009 - 2010 | 1143 | 1141 |
| 2006 – 2009 Average | Gorham is #9 out of 106 High Schools in Maine for % of students meeting or exceeding the standard in math & reading. | |

Key SAT/AYP Facts:

- Every third year high school student in Maine takes the SAT on the first Saturday of May.
- Maine students are tested in the four above areas, Maine high schools are only measured for AYP purposes based upon their performance on the reading and mathematics sections of the *SAT* exam.
- For those two sections benchmark scores have been established for the whole school and fifteen subgroups to reach each year. These benchmark scores go up each year.
- AYP (Adequate Yearly Progress) is measured based upon student performance on reading & math portions
- AYP requires 95% of students participating on the test & an 80% graduation rate.
- Whole school performance (Student performance must improve by certain % each year) The target score goes up each year.
- Subgroups must improve each year (GHS: economically disadvantaged & students w/ disabilities)
- Even if the whole school or a subgroup does not meet the target score it is still possible to make AYP by earning *safe harbor* or through the *confidence interval*. *Safe harbor* is attained if the number of students in a subgroup not meeting the standard decreases by at least 10% when compared to the group from the previous year.

- **For the 09-10 school year the AYP reading target score was 71% of students meeting the standard score.**
- **In 09-10, as a whole GHS had 52% meet the target reading score.**
 - In our economically disadvantaged group 29% of our students met the standard.
 - In our students with disabilities group 30% of our students met the standard. We made AYP through *safe harbor* determination.
- •In 06-07, as a whole GHS had 52% meet the target reading score. (50% target)
- •In 07-08, as a whole GHS had 59% meet the target reading score. (61% target)

- •In 08-09, as a whole GHS had 59% meet the target reading score. (64% target)
- •In 09-10, as a whole GHS had 52% meet the target reading score. (71% target)

- GHS is now at CIPS4 (Continuous improvement priority school) because of our student performance (This year it was Whole group, Caucasian, Economically Disadvantaged)

- •In 10-11, as a whole GHS **needs** 78% to meet the target reading score or a 10% decrease in the number of students not meeting the target score in order to make safe harbor.

- **For the 09-10 school year the AYP math target score was 54% of students meeting the standard score.**

- **In 09 - 10, as a whole GHS had 52% meet the target math score & met AYP through the confidence interval.** However, we did not perform as well in the two subgroups of economically disadvantaged and students with disabilities.
 - In our economically disadvantaged group 37% of our students met the standard.
 - In our students with disabilities group 32% of our students met the standard. We made AYP through the *safe harbor* determination.

- In 06-07, as a whole GHS had 51% meet the target math score. (20% target)
- In 07-08, as a whole GHS had 54% meet the target math score. (31% target)
- In 08-09, as a whole GHS had 51% meet the target math score. (43% target)
- In 09-10, as a whole GHS had 52% meet the target math score. (54% target)

•GHS is now at CIPS1 because of our student performance (This year it was Economically Disadvantaged)

•In 10-11, as a whole GHS **needs** 66% to meet the target math score.

- **Overall for 09-10 GHS made Adequate Yearly Progress as a whole school in math and made AYP in reading for the students with disabilities subgroup. Unfortunately, GHS was named a CIPS4 (Continuous Need of Improvement School) in reading because we did not meet the target score for whole school and a CIPS1 school in math because of economically disadvantaged student performance.**

- It must be stressed we at GHS must do more to help our students perform better on the 10 - 11 SAT exam in May of 2011. The target scores for 10-11 move to 78% in reading and 66% for math. Therefore the following is our 10 -11 GHS SAT Improvement Plan.

MEA Science Data – Gorham / State 08-09 / 09-10
Percentage of Students Meets / Exceeds the Standards

| | 08-09 | 09-10 | Change |
|-----------------|------------|------------|-------------|
| Grade 5 | 61% | 71% | +10% |
| Grade 5 State | 55% | 63% | +8% |
| | | | |
| Grade 8 | 75% | 77% | +2% |
| Grade 8 State | 62% | 71% | +9% |
| | | | |
| Grade 11 | 46% | 46% | 0% |
| Grade 11 State | 41% | 41% | 0% |

Data Observations:

- ❑ *Grade 5 in Gorham was 6% higher than the state in 08-09 and 8% higher than the state in 09-10 in terms of proficiency toward meeting the standard.*
- ❑ *Grade 5 in Gorham showed 10% growth in proficiency over the 2-year period compared to an 8% growth at the state level.*
- ❑ *Grade 8 in Gorham was 13% higher than the state in 08-09 and 6% higher than the state in 09-10 in terms of proficiency toward meeting the standard.*
- ❑ *Grade 8 in Gorham showed 2% growth in proficiency over the 2-year period compared to a 9% growth at the state level.*
- ❑ *Grade 11 in Gorham was 5% higher than the state in both 08-09 and 09-10.*
- ❑ *Grade 11 in Gorham and the state showed no growth in proficiency over the 2-year period.*
- ❑ *10-11 Science Assessments through MEA (Grades 5 & 8) and MHSA (Grade 11 SAT) is underway currently.*

Significant Actions in Science Work:

- ❑ Over the last 3 years, Science Curriculum oversight has been under the purview of our Gorham Curriculum and Assessment Council.
- ❑ Key work in this regard has featured aligning science units of instruction to the Parameters of Essential Instruction.
- ❑ Science resources have been bolstered in terms of ordering full 7th and 8th grade textbook replacements.
- ❑ Teachers are increasing using common grade level assessments to monitor student progress and growth, as well as informing their instruction.
- ❑ Teachers are talking about best practices in science instruction throughout all grade levels.
- ❑ Systemically, outside resources in terms of personnel and references have been brought in to talk about best practices in Science Instruction.
- ❑ Systemically, there has been a growing emphasis in terms of integration of technology throughout science

**Gorham School Department
District Website Assessment Information**

Order of Contents

Last Update: May 2011

- Website Introduction Statement

- NCLB, AYP and District Reporting
 - A Letter to Parents Regarding Our NCLB Report Cards
 - Opportunities for Parental Engagement Toward Improving Academic Achievement in the Gorham Schools
 - 2009-2010 NCLB Report Card
 - 2010-2011 NCLB Report Card
 - 2010-2011 NCLB Report Card – Science Grade 5
 - 2010-2011 NCLB Report Card – Science Grade 8
 - 2010-2011 NCLB Report Card – Science Grade 11
 - 2010-2011 NCLB Report Card – District Accountability (AYP)
 - District Report Card Summary – Data Highlights and Challenges
 - Activities of Distribution and Information Dissemination of the NCLB Report Card

- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 – November 17, 2010*

- *Adequate Yearly Progress (AYP) Status Summary Update Report 2010-2011 – April 26, 2011*

- SAU Report Card GSD 2005-2010 (*Maine Educational Assessment (MEA) Longitudinal Data Summary*)

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