

# Gorham School Committee Annual Assessment Update

June 11, 2014



- ❑ Gorham School Department Assessment Update PowerPoint Presentation – June 2014 (Presented as separate addendum)
- ❑ Gorham School Department Assessment District 90% Goal Progress
- ❑ Adequate Yearly Progress (AYP) Status Summary – Updated: June 10, 2014
- ❑ AYP Status of Gorham Schools: 2012-13 (Based on 2011-12 Assessment Results)
- ❑ Maine Accountability & Improvement System – ESEA Flexibility / Waiver
- ❑ New England Common Assessment Program (NECAP) Overview – Updated: March 2014
- ❑ GHS Maine High School Assessment - SAT Results 2006-2013 – Updated: September 2013
- ❑ MEA Gorham Grades 5, 8 & 11 Science Results Summary – 5 Year Trends: 2008-2013 (Updated: September 2013)
- ❑ K-5 Assessment and Reporting Timeline: 2014-15

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**Gorham School Department District 90% Goal Progress  
February 2014**

**NECAP / MHTA Data Comparison Chart  
2009-10 / 2010-11 / 2011-12 / 2012-13 / 2013-14  
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) and "proficient with distinction" (exceeding the standards)

\*90% Goal Benchmarks for Annual Progress are assessed by the following Fall NECAP and Current Spring MHTA Testing Administrations

Reading	Gorham 09-10	Gorham 10-11	Gorham 11-12	Gorham 12-13	Gorham 13-14
<b>90% Goal Benchmark*</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>
Beginning of Grade 3	78%	80%	76%	73%	71%
Beginning of Grade 4	71%	75%	82%	75%	79%
Beginning of Grade 5	76%	79%	74%	81%	82%
Beginning of Grade 6	74%	81%	81%	84%	81%
Beginning of Grade 7	73%	78%	77%	82%	79%
Beginning of Grade 8	73%	84%	87%	87%	76%
Average:	74%	79.5%	79.5%	80.3%	78%
<b>90% GHS Goal Benchmark*</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>	
<i>MHTA End of Gr. 11</i>	52%	62%	58%	60%	
<b>Mathematics</b>					
<b>90% Goal Benchmark*</b>	<b>70%</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>
Beginning of Grade 3	64%	73%	68%	66%	60%
Beginning of Grade 4	72%	67%	72%	71%	72%
Beginning of Grade 5	70%	79%	79%	75%	77%
Beginning of Grade 6	68%	78%	79%	79%	74%
Beginning of Grade 7	67%	70%	76%	71%	67%
Beginning of Grade 8	71%	66%	65%	72%	69%
Average:	69%	72%	73.2%	72.3%	69.8%
<b>90% GHS Goal Benchmark*</b>	<b>75%</b>	<b>80%</b>	<b>85%</b>	<b>90%</b>	
<i>MHTA End of Gr. 11</i>	52%	62%	57%	61%	
<b>Writing</b>					
Beginning of Grade 5		60%	41%	50%	60%
Beginning of Grade 8		72%	63%	74%	57%
Average:		66%	52%	62%	58.5%
<i>MHTA End of Gr. 11</i>	49%	57%	53%	57%	

**Our District 90% Goal**

- **Our Charge:** The Gorham School Department has set a goal that 90% of its students will meet or exceed the standards in reading and math by 2013.
- Progress Monitoring:
  - Use the NECAP Scores for Grades 3-8 and MHTA (SAT) Scores for Grade 11
- Benchmarks for Annual Progress:
  - 70% by 2009
  - 75% by 2010
  - 80% by 2011
  - 85% by 2012
- **Goal for all Schools / Grade Levels - 90% by the end of June 2013**

**The Gorham School Department**  
**Adequate Yearly Progress – Status Summary Update**  
**State of Maine NCLB Waiver Request**  
**Updated: June 10, 2014**

**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.



## Maine Accountability & Improvement System – ESEA Flexibility / Waiver

### ESEA Flexibility/Waiver

*Note: To enlarge the Decision Tree to the right, click the image.*

Maine has been granted a two-year waiver from school improvement provisions of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

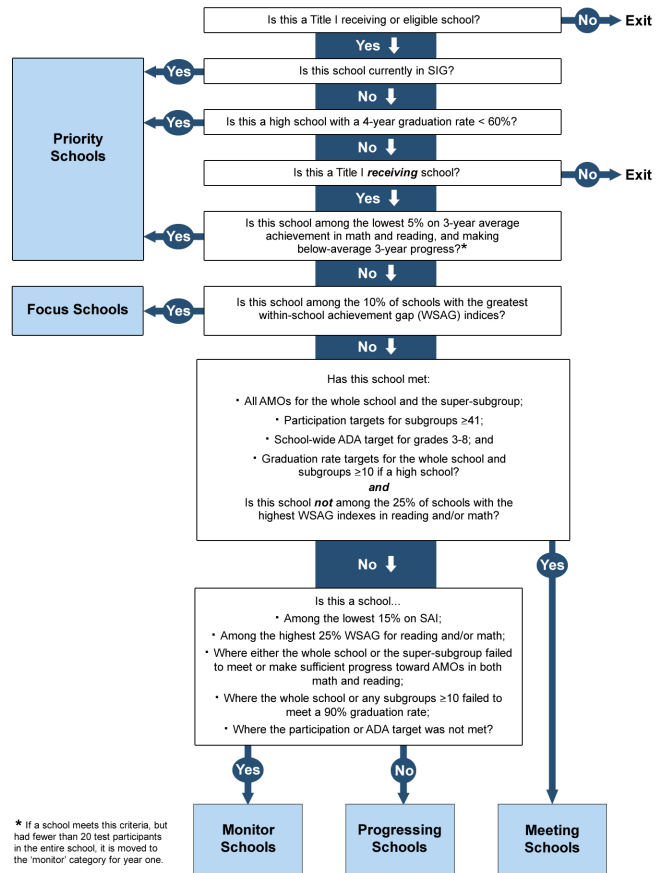
This flexibility from the United State Department of Education will allow Maine to implement its own statewide ambitious yet achievable plan to improve educational outcomes for all students, close achievement gaps and increase the quality of instruction. As a result, Maine will cut in half the percentage of non-proficient students at each school over the next six years.

The State will do that through the continued implementation of the Maine Learning Results, a set of high standards--recently updated to include the Common Core--that ensure students graduate college and career ready. The Maine Department of Education will also help local school districts develop and deploy educator evaluation and support systems to be piloted in 2014-15 and fully implemented in 2015-16.

At the heart of the State's plan and the subject of the 11 months of negotiations with U.S. DOE since the waiver application was submitted last September is a system of differentiated recognition, accountability and support for Maine's 380 Title I-served schools. Schools will be placed in one of five categories: priority, focus, monitor, progressing and meeting. Unlike the original NCLB measures, Maine's approved plan will distinguish schools not just by student proficiency but also progress. These tiers will allow the State to most intensively target its support to the schools that past performance shows need it the most, though improvement resources will be available to all public schools. Maine will also recognize high progressing and high performing schools starting next year.

Maine joins 39 other states that have successfully applied for flexibility since 2011 because the accountability requirements of NCLB--including 100 percent student proficiency in math and reading by 2014--were universally unobtainable and not sensitive to the individual challenges of schools and states, especially rural ones like ours.

Maine Accountability System Decision Tree - Year One



The process for developing this new accountability and improvement system for Maine began with a series of forums, stakeholder meetings, a survey and other public outreach in September 2011. The Department sent a letter to U.S. Education Secretary Arne Duncan in February of 2012 that laid out the State's plans for crafting a new accountability and improvement system and submitted its application in September of that same year. The waiver was formally granted in August of 2013.

- [Glossary of Terms Relating to Maine's ESEA Flexibility Application](#)
- [Maine receives ESEA waiver](#), press release
- [Maine's Approved System of Interventions and Supports By Accountability Designation](#) (PDF, 1.2MB)
  
- **List of Maine schools by category**
  - [Maine Rewards Schools 2013-14](#) (XLSX 15KB)
  - [ESEA accountability weblist 2013-14](#) (XLSX 86KB)
- **Powerpoint Topic:**
  - [ESEA Accountability 2013 Identification Categories, Requirements and Reporting](#)
- **Review waiver application:**
  - [Maine ESEA Flexibility Request, posted Aug. 2, 2013](#) (DOC, 2.7MB) (the narrative)
  - [Maine ESEA Flexibility Request Attachments 1-8](#) (PDF, 6MB)
  - [Maine ESEA Flexibility Request Attachment 9](#) (DOC, 129KB)
  - [Maine ESEA Flexibility Appendices](#) (PDF, 7.4MB)
- [U.S. DOE waiver page](#)
- [DOE's strategic plan](#)
- [Title I School Status](#) (XLS, 416KB). To be eligible for Title I funding, a school must:
  - Have a poverty percentage higher than 35 percent, or
  - Have a poverty percentage higher than the district's average,
  - Be a school in a district with 1,000 or fewer students, or
  - Be a school in a district with only one school per grade span, or
  - Be a school that received funding in the previous year (one additional year of funding--grandfathered)

*Note: Any school with poverty at 75 percent or higher is required to receive funding.*

## **New England Common Assessment Program (NECAP) Overview – Update March 2014**

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) and Parameters of Essential Instruction, 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.

<b>Reading</b>	State 09-10	State 10-11	State 11-12	State 12-13	State 13-14	Gorham 09-10	Gorham 10-11	Gorham 11-12	Gorham 12-13	Gorham 13-14
Beginning of Grade 3	73%	69%	72%	68%	68	78%	80%	76%	73%	71%
Beginning of Grade 4	67%	68%	70%	69%	66	71%	75%	82%	75%	79%
Beginning of Grade 5	72%	70%	68%	71%	71	76%	79%	74%	81%	82%
Beginning of Grade 6	69%	72%	72%	71%	70	74%	81%	81%	84%	81%
Beginning of Grade 7	68%	66%	70%	69%	69	73%	78%	77%	82%	79%
Beginning of Grade 8	69%	73%	77%	76%	72	73%	84%	87%	87%	76%
Average:	70%	69.7%	71.5%	70.7%	69.3	74%	79.5%	79.5%	80.3%	78%
<i>MHSA End of Gr. 11</i>	48%	50%	47%	49%	TBD	52%	62%	58%	60%	TBD
<b>Mathematics</b>										
Beginning of Grade 3	62%	61%	64%	62%	59	64%	73%	68%	66%	60%
Beginning of Grade 4	62%	60%	66%	66%	63	72%	67%	72%	71%	72%
Beginning of Grade 5	64%	60%	64%	62%	63	70%	79%	79%	75%	77%
Beginning of Grade 6	63%	63%	65%	64%	61	68%	78%	79%	79%	74%
Beginning of Grade 7	60%	58%	61%	59%	59	67%	70%	76%	71%	67%
Beginning of Grade 8	59%	59%	60%	61%	56	71%	66%	65%	72%	69%
Average:	62%	60%	63.3%	62.3%	60.2	69%	72%	73.2%	72.3%	69.8%
<i>MHSA End of Gr. 11</i>	46%	49%	46%	48%	TBD	52%	62%	57%	61%	TBD
<b>Writing</b>										
Beginning of Grade 5		43%	41%	45%	50%		60%	41%	50%	60%
Beginning of Grade 8		53%	51%	58%	47%		72%	63%	74%	57%
Average:		48%	46%	51.5%	48.5%		66%	52%	62%	58.5%
<i>MHSA End of Gr. 11</i>	47%	45%	47%	44%	TBD	49%	57%	53%	57%	TBD

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 3-13% 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 1-14% higher than the state with an average of 10% higher than the state average across all six grade levels.
- In this second administration of Writing, Gorham students scored an average of over 10% higher than the state average across the 5<sup>th</sup> and 8<sup>th</sup> grade levels.
- **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 as needed.



*Maine  
High School  
Assessment*



**Gorham High School**  
**Maine High School Assessment – SAT**  
**Summary Results**  
**2006-2013**  
**(Updated: September 2013)**

**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
2010 – 2011	1146	1142
2011 – 2012	1144	1141
2012 - 2013	1146	1141
Mathematics		
2006 – 2007	1143	1140
2007 – 2008	1143	1141
2008 – 2009	1143	1141
2009 – 2010	1143	1142
2010 – 2011	1146	1142
2011 – 2012	1145	1141
2012 - 2013	1145	1142
Writing		
2006 – 2007	1144	1141
2007 – 2008	1143	1140
2008 – 2009	1143	1140
2009 – 2010	1141	1140
2010 – 2011	1144	1140
2011 – 2012	1143	1140
2012 - 2013	1144	1140
Science		
2007 – 2008	1142	1141
2008 – 2009	1142	1140
2009 – 2010	1143	1141
2010 – 2011	1144	1141
2011 – 2012	1143	1141
2012 - 2013	1143	1140
<b>2006 – 2009 Average</b>	<b>Gorham is #9 out of 106 High Schools in Maine for % of students meeting or exceeding the standard in math &amp; reading.</b>	

### 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.

### READING:

- In 06-07, as a whole GHS had 52% meet the target reading score. (50%)
- In 07-08, as a whole GHS had 59% meet the target reading score. (61%)
- In 08-09, as a whole GHS had 59% meet the target reading score. (64%)
- In 09-10, as a whole GHS had 52% meet the target reading score. (71%)
- In 10-11, as a whole, GHS had 62% meet the target reading score. (78%)
- In 11-12, as a whole, GHS had 58% meet the target reading score. (78%)
- **In 12-13, as a whole, GHS had 60% meet the target reading score. (78%)**

### MATH:

- In 06-07, as a whole GHS had 51% meet the target math score. (20%)
- In 07-08, as a whole GHS had 54% meet the target math score. (31%)
- In 08-09, as a whole GHS had 51% meet the target math score. (43%)
- In 09-10, as a whole GHS had 52% meet the target math score. (54%)
- In 10-11, as a whole, GHS had 62% meet the target math score. (66%)
- In 11-12, as a whole, GHS had 55% meet the target math score. (66%)
- **In 12-13, as a whole, GHS had 61% meet the target math score. (66%)**



**MEA Science Data – Gorham / State 08-09 / 09-10 / 10-11 / 11-12 / 12-13**  
**Percentage of Students Meets / Exceeds the Standards**  
**Updated: February 2014**

	08-09	09-10	10-11	11-12	12-13	Change – 5 years
<b>Grade 5</b>	<b>61%</b>	<b>71%</b>	<b>77%</b>	<b>79%</b>	<b>87%</b>	<b>+26%</b>
Grade 5 State	55%	63%	65%	63%	69%	+14%
<b>Grade 8</b>	<b>75%</b>	<b>77%</b>	<b>72%</b>	<b>77%</b>	<b>78%</b>	<b>+3%</b>
Grade 8 State	62%	71%	71%	72%	70%	+8%
<b>Grade 11</b>	<b>46%</b>	<b>46%</b>	<b>49%</b>	<b>52%</b>	<b>52%</b>	<b>+6%</b>
Grade 11 State	41%	41%	44%	45%	41%	+0%

**Data Observations:**

- ❑ *Grade 5 Science scores in Gorham have increased 26% in the last 5 years and are 18% higher than the state in 2012-13 in terms of proficiency toward meeting the standard.*
- ❑ *Grade 8 Science scores in Gorham have increased 3% over the last 5 years, and are 8% higher than the state in 2012-13 in terms of proficiency toward meeting the standard.*
- ❑ *Grade 11 Science scores in Gorham have increased 6% over the last 5 years with and are 11% higher than the state in 2012-13 in terms of proficiency toward meeting the standard.*
- ❑ *2013-14 Science Assessments through MEA (Grades 5 & 8) and MHSА (Grade 11 SAT) will occur in May 2014.*

**Significant Actions in Science Work:**

- ❑ *Over the last 6 years, Science Curriculum oversight has been under the purview of our Gorham Curriculum and Assessment Council.*
- ❑ *Teachers are increasing using common grade level units for instruction and 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 instruction in every grade.*
- ❑ *The advent of the new STEM (Science, Technology, Engineering & Math) Framework in Science instruction is playing a crucial role in defining our Gorham Science Curriculum and Instruction. This is being accompanied by the implementation of the Next Generation Science Standards (formally adopted by December 2012).*

