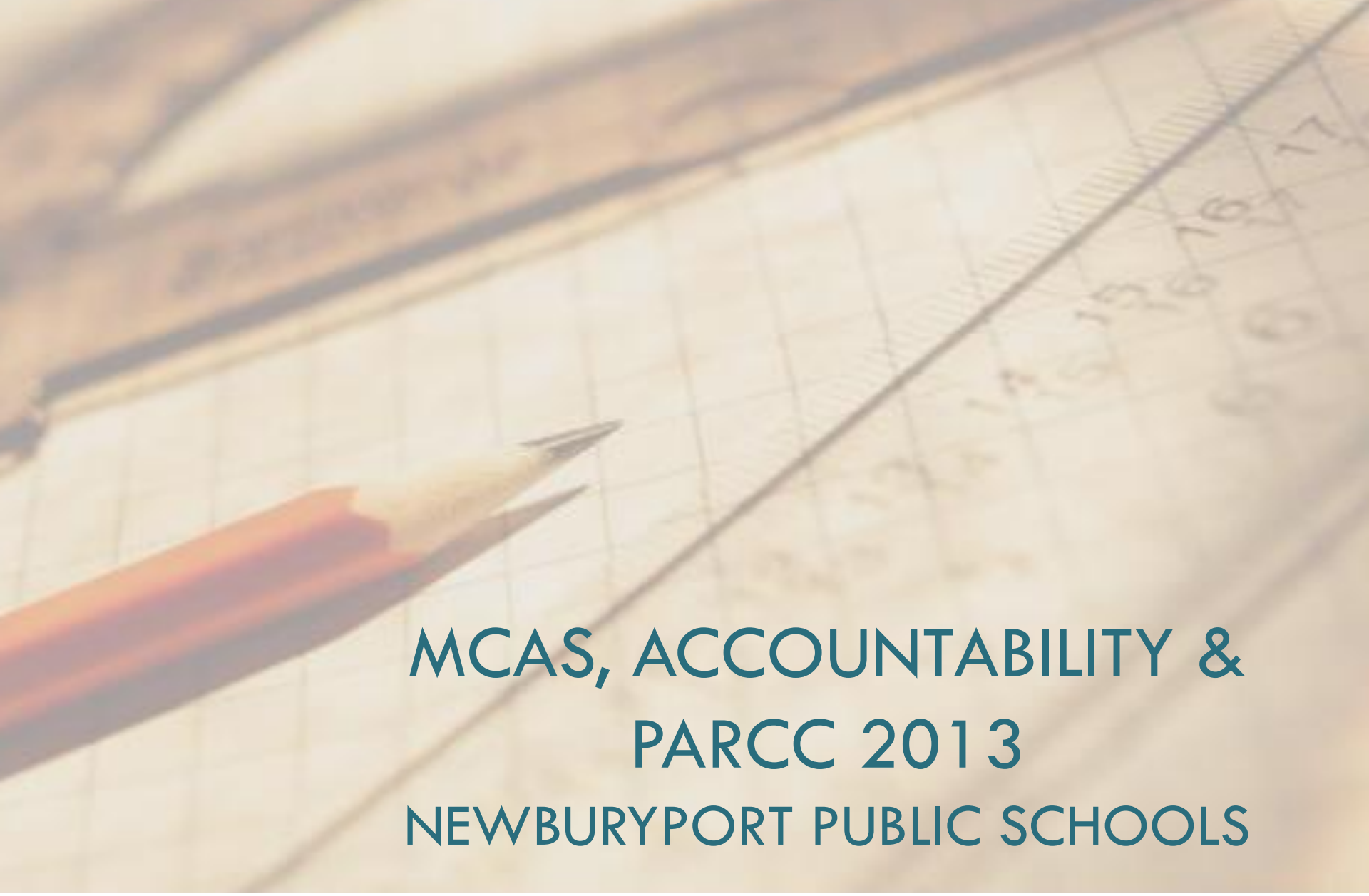


MCAS, ACCOUNTABILITY & PARCC 2013

NEWBURYPORT PUBLIC SCHOOLS

October 21, 2013

2013 Accountability Data

Accountability and Assistance Levels:

All Massachusetts schools and districts with sufficient data are classified into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5.

In general, a district is classified into the level of its lowest performing school.

Newburyport Public Schools: Level 2

2013 Accountability Data

School Percentiles:

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades.

2013 Accountability Data

Progress and Performance Index (PPI):

- The PPI combines information over multiple years into a single number about narrowing:
  - proficiency gaps
  - growth
  - graduation and dropout rates
- All districts, schools, and student subgroups receive:
  - an annual PPI based on improvement over a two-year period
  - a cumulative PPI between 0 and 100 based on four years of data
- For a group to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher.

Formerly calculated as AYP- Annual Yearly Progress.

Accountability Report 2013
Our School's Overall Performance

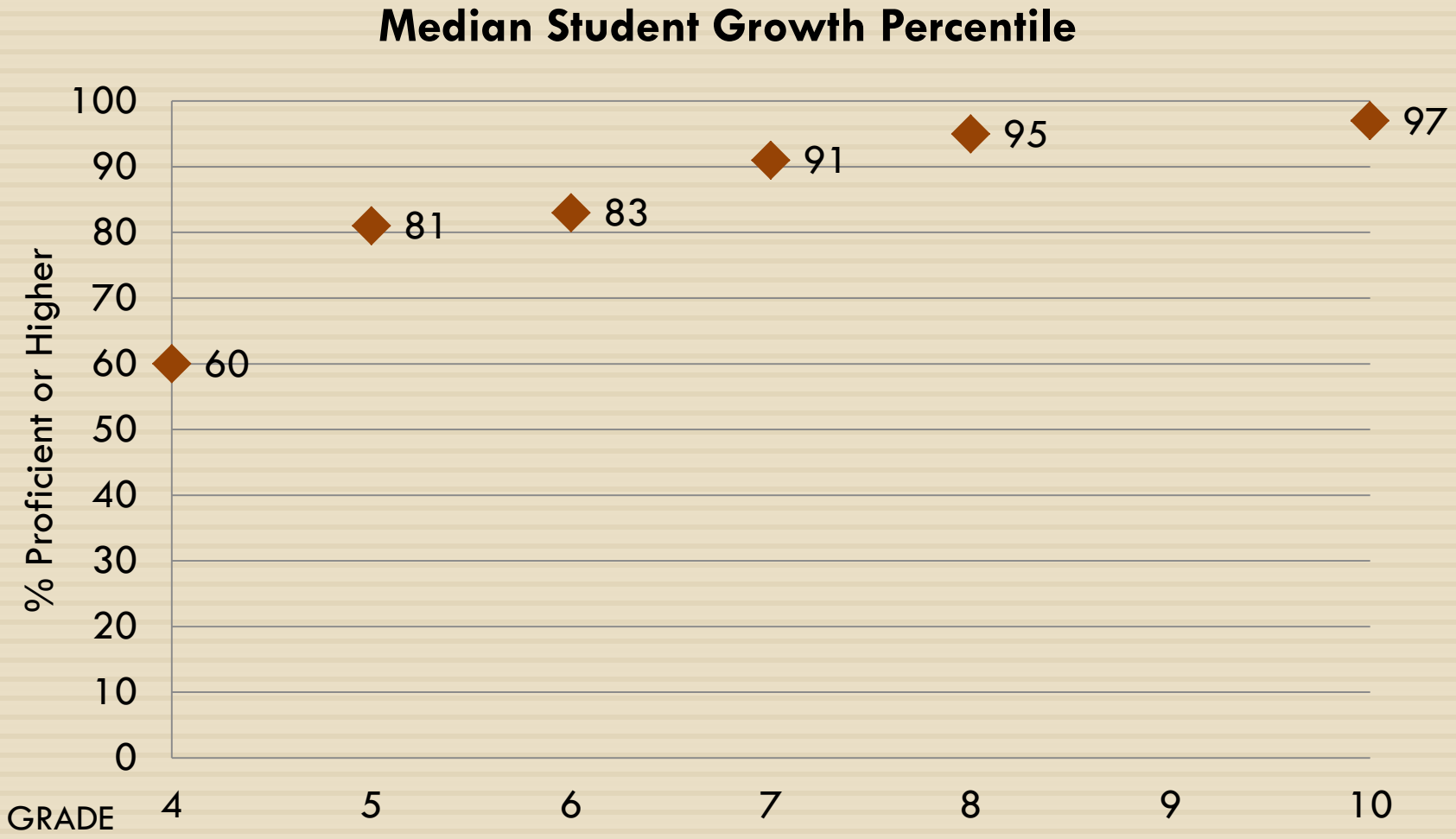
School's Progress Toward Narrowing Proficiency Gaps
(Cumulative Progress & Performance Index (PPI)): 1-100

School	Bresnahan School		Molin School		Middle School		High School	
Student Group	2012 LEVEL 2	**2013 LEVEL 2**	2012 LEVEL 2	**2013 LEVEL 1**	2012 LEVEL 2	**2013 LEVEL 1**	2012 LEVEL 1	**2013 LEVEL 1**
All Students	71	**60**	66	**85***	72	**83***	90*	**94***
High Needs**	78*	**54**	61	**78***	75*	**88***	n/a	**n/a**

***Met Target** (On Target = 75 or higher)

****High Needs = Includes: Low Income + Students w/disabilities + English Language Learners (ELL)**

2013 MCAS –Student Growth Report



MCAS 2013

What Was Tested?

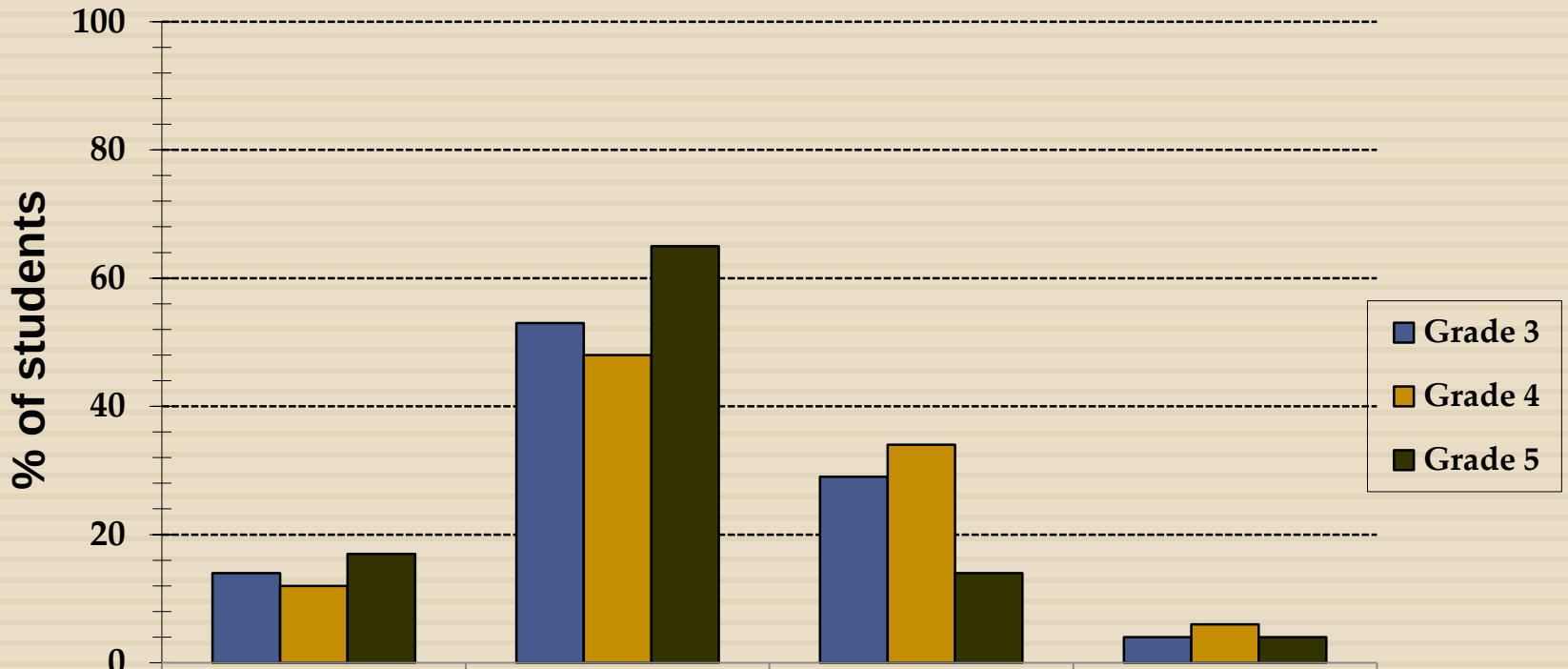
- Grades 3-10, ELA
- Grades 3-10, Math
- Grades 5, 8, Science & Tech/Engineering (Gr.10 based on Gr. 9 + Gr.10 retakes)
- Grade 9/10, Biology or, Chemistry or, Physics
- MCAS-Alt

What Was New in 2013?

- 50% of the Questions were Based on the new Common Core Standards

English Language Arts 2013 - Grades 3, 4, 5

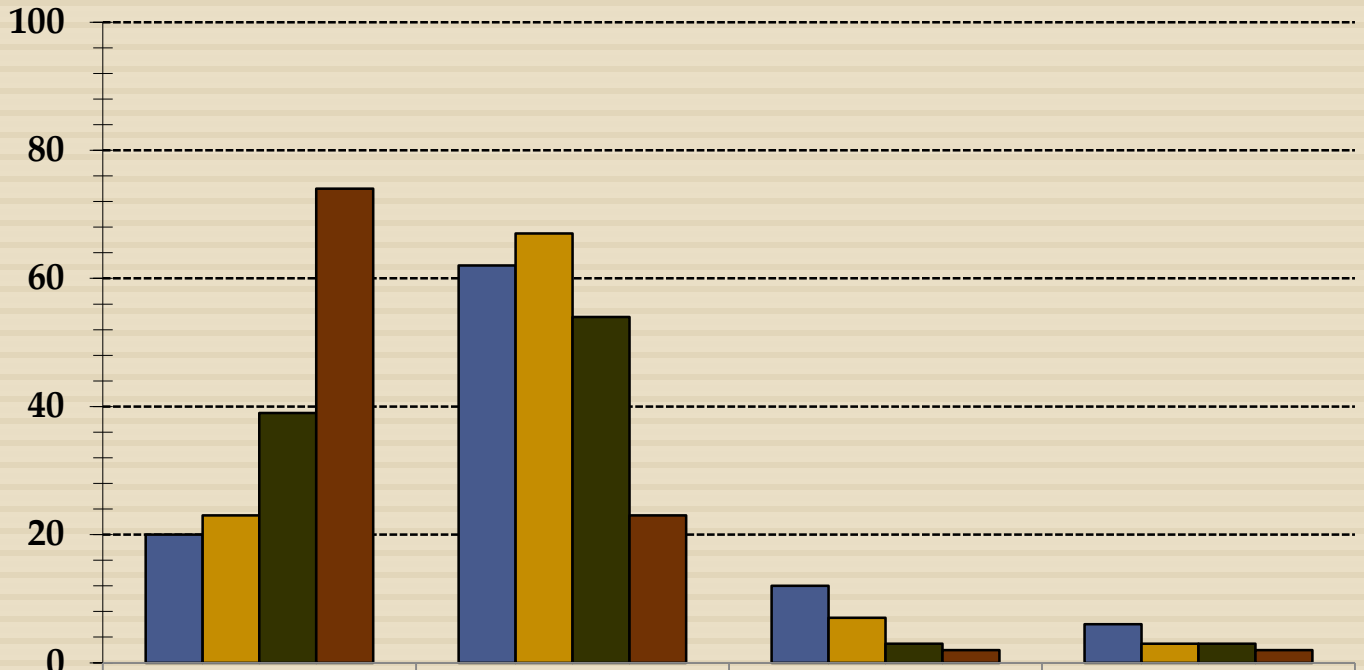
% of Students at each Performance Level



	Advanced	Proficient	Needs Improvement	Warning
Grade 3	14	53	29	4
Grade 4	12	48	34	6
Grade 5	17	65	14	4

English Language Arts 2013 - Grades 6, 7, 8, 10

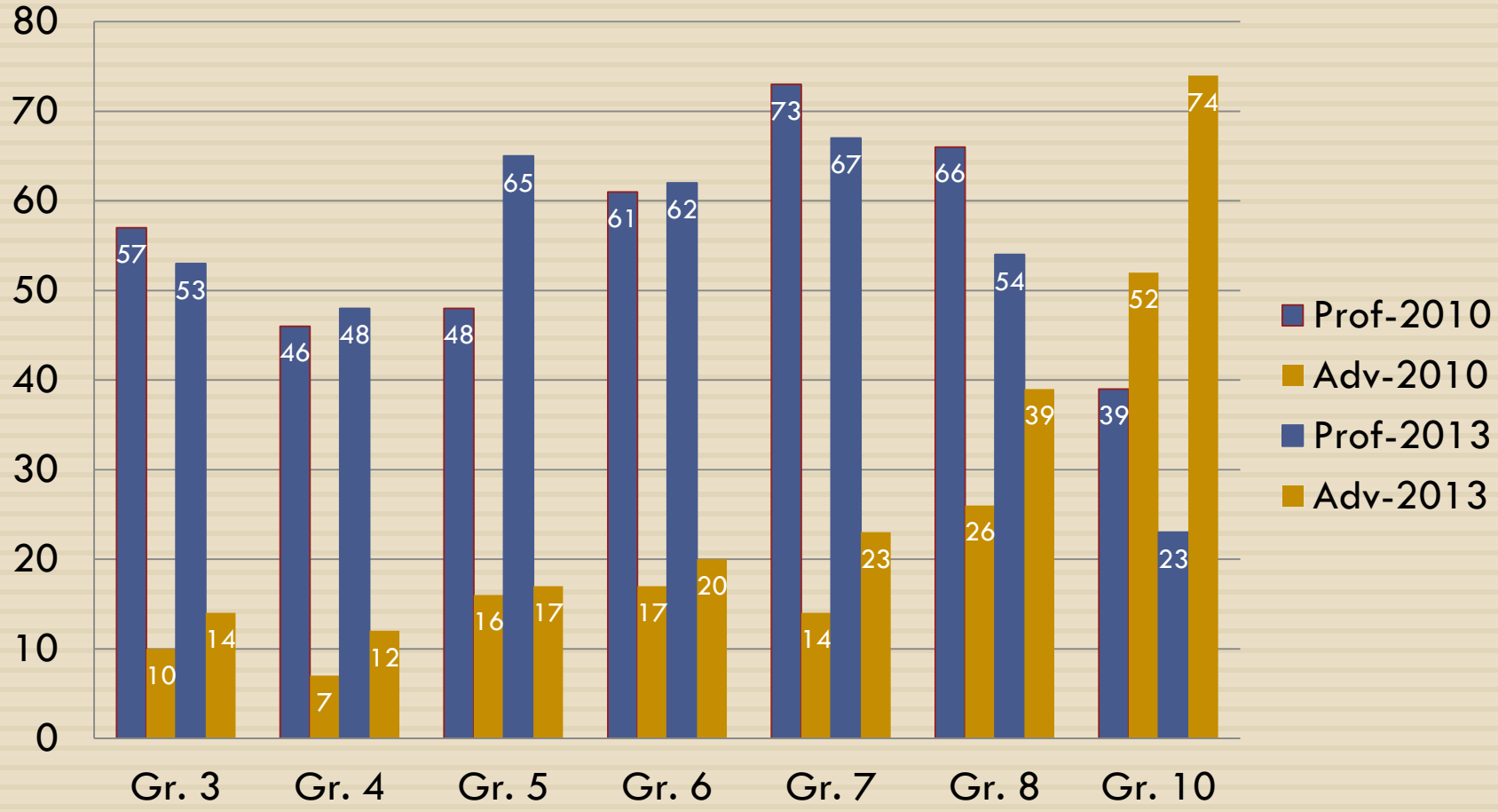
% of Students at each Performance Level



% of students	Advanced	Proficient	Needs Improvement	Warning
Grade 6	20	62	12	6
Grade 7	23	67	7	3
Grade 8	39	54	3	3
Grade 10	74	23	2	2

MCAS Progress Over 4 Years 2010/2013

% of Students Meeting the Target-English Language Arts



English Language Arts Cohorts

%	2006		2007		2008		2009		2010		2011		2012		2013	
	A & P	W	A & P	W	A & P	W	A & P	W	A & P	W	A & P	W	A & P	W	A & P	W
Gr. 3	68	5	68	5	65	7	61	6	67	6	68	4	74	4	67	4
Gr. 4	55	5	57	9	43	11	54	6	54	5	61	9	70	8	60	6
Gr. 5	62	4	71	3	73	5	69	6	65	5	79	3	69	7	82	4
Gr. 6	83	3	64	3	83	2	81	5	78	6	85	2	79	2	82	6
Gr. 7	81	1	84	2	76	2	92	1	89	3	86	4	90	3	90	3
Gr. 8	90	2	89	3	87	3	89	2	92	2	91	2	85	2	93	3
Gr. 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gr. 10	84	5	90	2	92	2	94	1	92	1	94	1	96	1	97	2

School Analysis - ELA

Actions

Bresnahan School

- Implementation of MCUs in all grade 2 & 3 classrooms
- Phonics skills being taught earlier
- Increased discussion around reading to prepare for responding to text in writing
- Increased explicit instruction in responding to Open Response questions and the purpose of informational text features
- Strengthening test taking stamina to persevere to multi-step questions

Actions

Molin School

- Continue to build skill on answering open response questions
- Expand instruction around types of narrative writing beyond just personal narrative
- Increase explicit instruction around nonfiction reading and writing

School Analysis - ELA

Actions

Middle School

- Implement common instructional and evaluative practices around the teaching and scoring of open response questions
- Adopt common reading to text strategies and procedures
- Vertical alignment of MCAS/expository writing expectations
- Continue pre/post assessment practices
- Implement interim assessments using MCAS prompts
- Establish frequency of routine expository writing within classrooms

Actions

High School

- Incorporate more non-fiction into the curriculum both full length and excerpted essays, to align with the essential questions of already established units
- Use language of rhetoric and authorial craft in detailed, text-based analysis
- Participate in professional development for PARCC exam

2013 ELA - Grades 4, 8 & 10

% of Advanced + Proficient Students

ELA Grade 4

Newburyport 2013- 60%

Comparative Communities

	2013-%
1. Lynnfield	85
2. Scituate	73
3. Wakefield	71
3. Hanover	71
4. Mendon-Upton	68
5. Newburyport	**60**

Geographic Proximity

	2013-%
1. Georgetown	69
1. Amesbury	69
2. Newburyport	**60**
3. Triton	59
4. Pentucket	58
5. Ipswich	49

Aspiration Communities

	2013-%
1. Winchester	79
1.Wellesley	79
2. Medfield	77
3. Holliston	73
4. Needham	69
5. Newburyport	**60**

ELA Grade 8

Newburyport 2013- 93%

Comparative Communities

	2013-%
1. Scituate	94
1. Mendon-Upton	94
2. Newburyport	**93**
2. Hanover	93
3. Lynnfield	92
4. Wakefield	86

Geographic Proximity

	2013-%
1. Newburyport	**93**
2. Pentucket	91
3. Ipswich	89
4. Triton	87
5. Georgetown	85
6. Amesbury	82

Aspiration Communities

	2013-%
1. Winchester	95
2. Wellesley	94
2. Needham	94
3. Newburyport	**93**
3. Medfield	93
4. Holliston	92

ELA Grade 10

Newburyport 2013- 97 %

Comparative Communities

	2013-%
1. Scituate	98
2. Newburyport	**97**
2. Lynnfield	97
2. Hanover	97
3. Wakefield	95
4. Mendon-Upton	94

Geographic Proximity

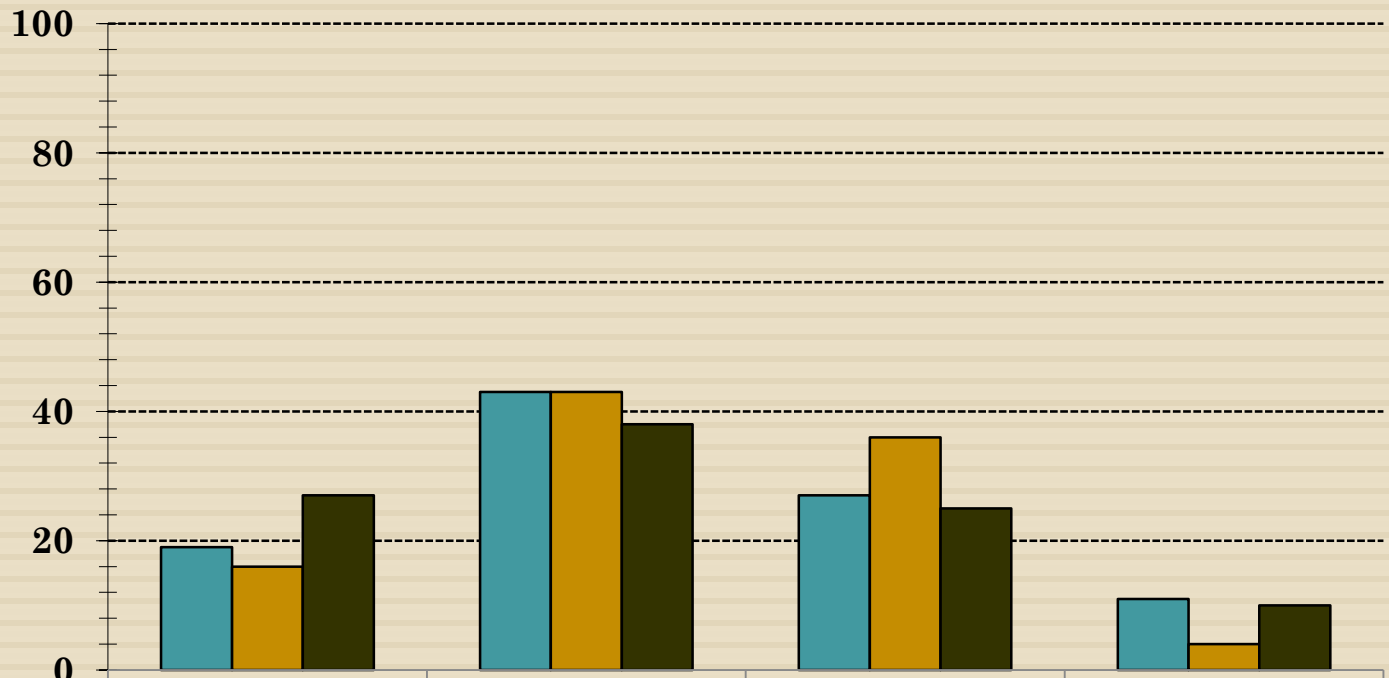
	2013-%
1. Newburyport	**97**
1. Georgetown	97
2. Pentucket	96
3. Amesbury	94
4. Triton	93
5. Ipswich	92

Aspiration Communities

	2013-%
1. Winchester	99
1. Needham	99
1. Wellesley	99
2. Newburyport	**97**
2. Medfield	97
3. Holliston	96

Mathematics 2013 - Grades 3, 4, 5

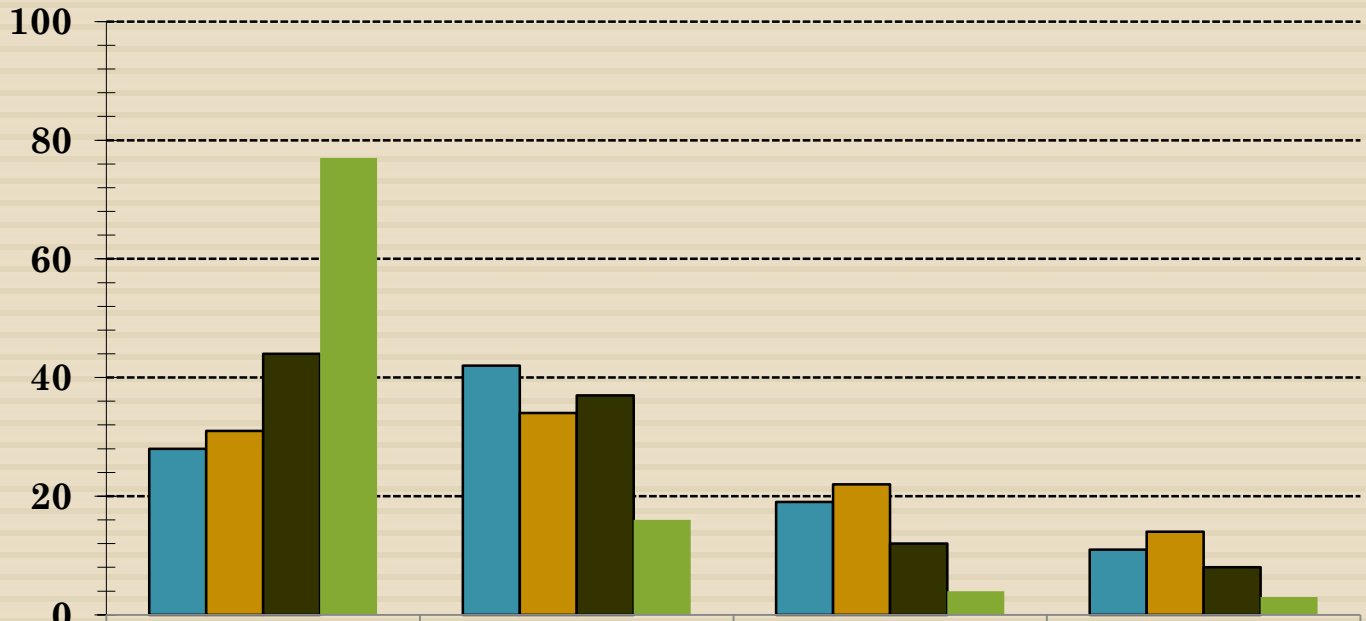
% of Students at each Performance Level



% of Students	Advanced	Proficient	Needs Improvement	Warning
Grade 3	19	43	27	11
Grade 4	16	43	36	4
Grade 5	27	38	25	10

Mathematics 2013 - Grades 6, 7, 8,10

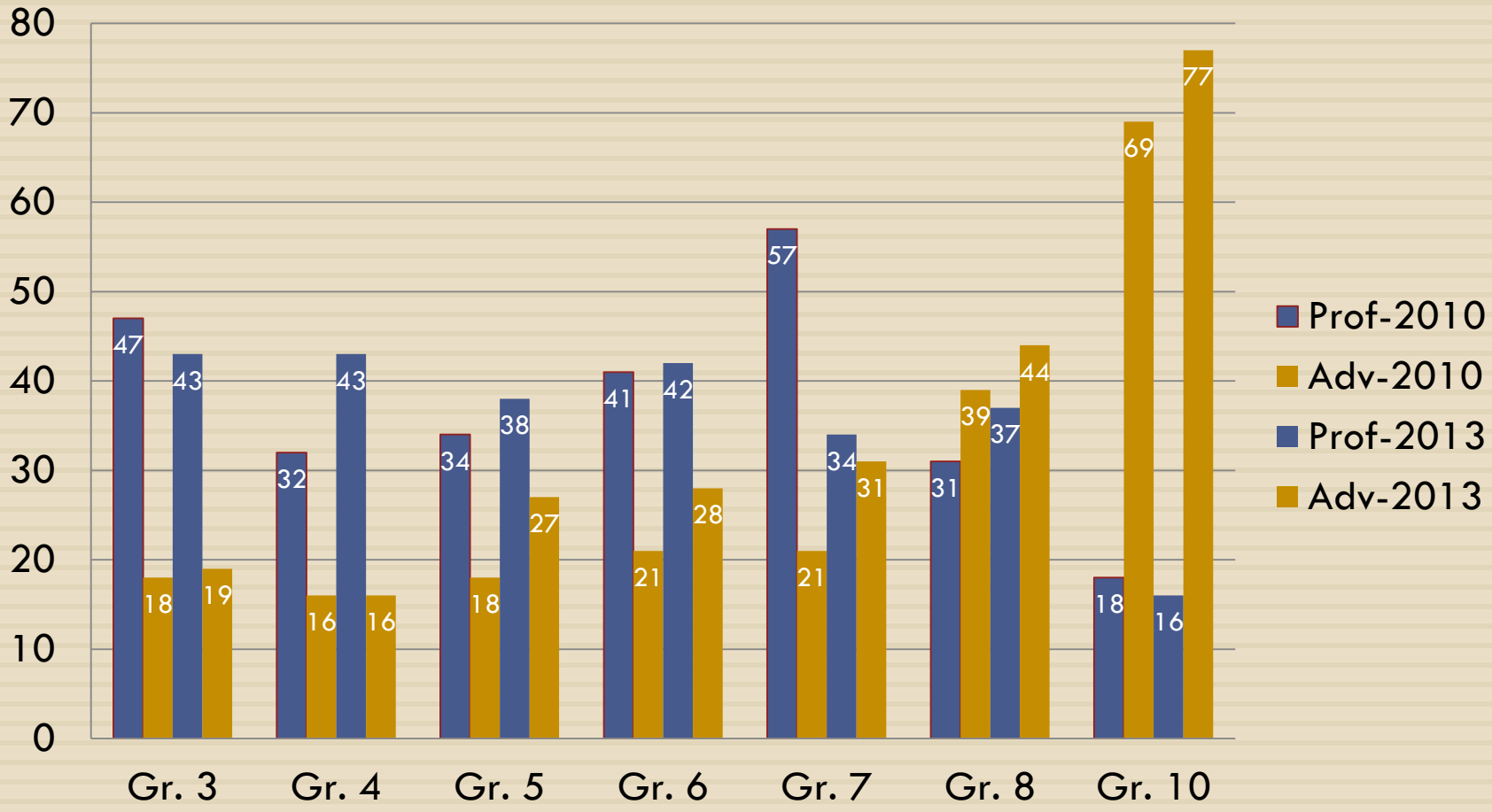
% of Students at each Performance Level



% of Students	Advanced	Proficient	Needs Improvement	Warning
Grade 6	28	42	19	11
Grade 7	31	34	22	14
Grade 8	44	37	12	8
Grade 10	77	16	4	3

MCAS Progress Over 4 Years 2010/2013

% of Students Meeting the Target - MATH



Mathematics Cohorts

%	2006		2007		2008		2009		2010		2011		2012		2013	
	A& P	Warn	A&P	Warn	A&P	Warn	A&P	Warn	A& P	Warn	A& P	Warn	A& P	Warn	A & P	Warn
Grade 3	57	10	63	15	58	10	58	14	65	6	72	7	59	9	62	11
Grade 4	45	9	49	10	47	17	50	8	49	9	47	9	57	9	59	4
Grade 5	22	37	56	13	63	12	53	14	52	13	59	14	59	14	65	10
Grade 6	29	26	42	20	60	10	61	13	62	16	54	12	58	10	70	11
Grade 7	37	19	67	10	48	17	70	9	79	5	63	16	71	6	65	14
Grade 8	36	21	53	12	67	10	58	12	69	7	75	7	72	9	81	8
Grade 9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10	80	7	92	2	87	3	90	2	88	2	90	2	93	1	93	3

School Analysis - MATH

Actions

Bresnahan School

- Implement a Smart Goal focused on fact fluency
- Implement Investigations compliment resources for the Common Core
- Provide more opportunity for guided and independent practice
- Emphasize instruction on numerical estimation
- Develop personal mathematics vocabulary books
- Implement math interims aligned to the CCSS
- Provide opportunities for extra practice during WIN time

Actions

Molin School

- Use GMade data early in the year to determine student entry points
- Continue flexible groupings based on student data and progress
- Provide opportunities for weekly skill practice
- Use math games for skill and concept reinforcement
- Utilize Study Island for reinforcement and practice skills
- Develop ongoing progress monitoring tools
- Incorporate math vocabulary reviews regularly
- Provide after school extra help weekly

School Analysis - MATH

Actions

Nock Middle School

- Identify essential vocabulary and incorporate into daily lessons
- Incorporate basic skills drills and practice into flex and/or class routinely
- Teach and practice a systematic problem solving strategy for answering open response questions

Actions

High School

- Review order of operations throughout the year in Algebra I
- Provide more explicit instruction for graphing linear equations
- Provide opportunities for students to apply distance formula in various ways to solve problems
- Provide explicit instruction on reducing fractions by factoring in Algebra I class
- Participate in professional development for the PARCC exam

2013 MATH - Grades 4, 8 & 10

% of Advanced + Proficient Students

MATH Grade 4

Newburyport 2013- 59%

Comparative Communities

	2013-%
1. Lynnfield	89
2. Scituate	78
3. Mendon-Upton	66
4. Hanover	64
5. Wakefield	61
6. Newburyport	**59**

Geographic Proximity

	2013-%
1. Amesbury	65
2. Georgetown	63
3. Newburyport	**59**
4. Pentucket	57
5. Triton	55
6. Ipswich	51

Aspiration Communities

	2013-%
1.Wellesley	78
2. Winchester	75
3. Needham	70
4. Holliston	61
5. Newburyport	**59**
6. Medfield	56

MATH Grade 8

Newburyport 2013- 81%

Comparative Communities

	2013-%
1. Newburyport	**81**
2. Scituate	79
3. Mendon-Upton	72
4. Lynnfield	66
5. Wakefield	62
6. Hanover	54

Geographic Proximity

	2013-%
1. Newburyport	**81**
2. Triton	69
3. Ipswich	65
4. Georgetown	60
5. Amesbury	61
6. Pentucket	56

Aspiration Communities

	2013-%
1. Needham	83
2. Newburyport	**81**
3. Winchester	78
4. Holliston	76
5. Wellesley	75
6. Medfield	74

MATH Grade 10

Newburyport 2013- 93%

Comparative Communities

	2013-%
1. Scituate	96
2. Newburyport	**93**
3. Hanover	91
4. Mendon-Upton	91
5. Lynnfield	90
6. Wakefield	87

Geographic Proximity

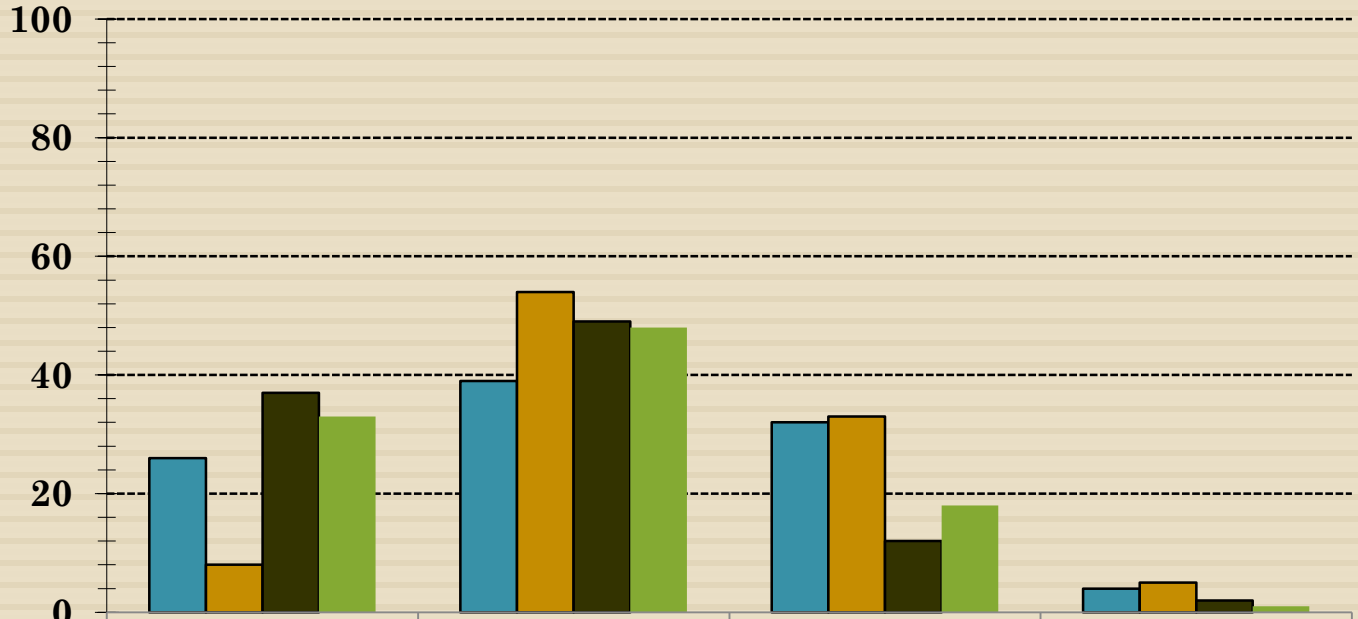
	2013-%
1. Newburyport	**93**
2.Georgetown	90
3. Pentucket	87
3. Amesbury	87
4. Ipswich	86
5. Triton	85

Aspiration Communities

	2013-%
1. Winchester	96
1. Needham	96
1. Wellesley	96
2. Medfield	95
3. Newburyport	**93**
4. Holliston	90

Science 2013 - Grades 5, 8, 10

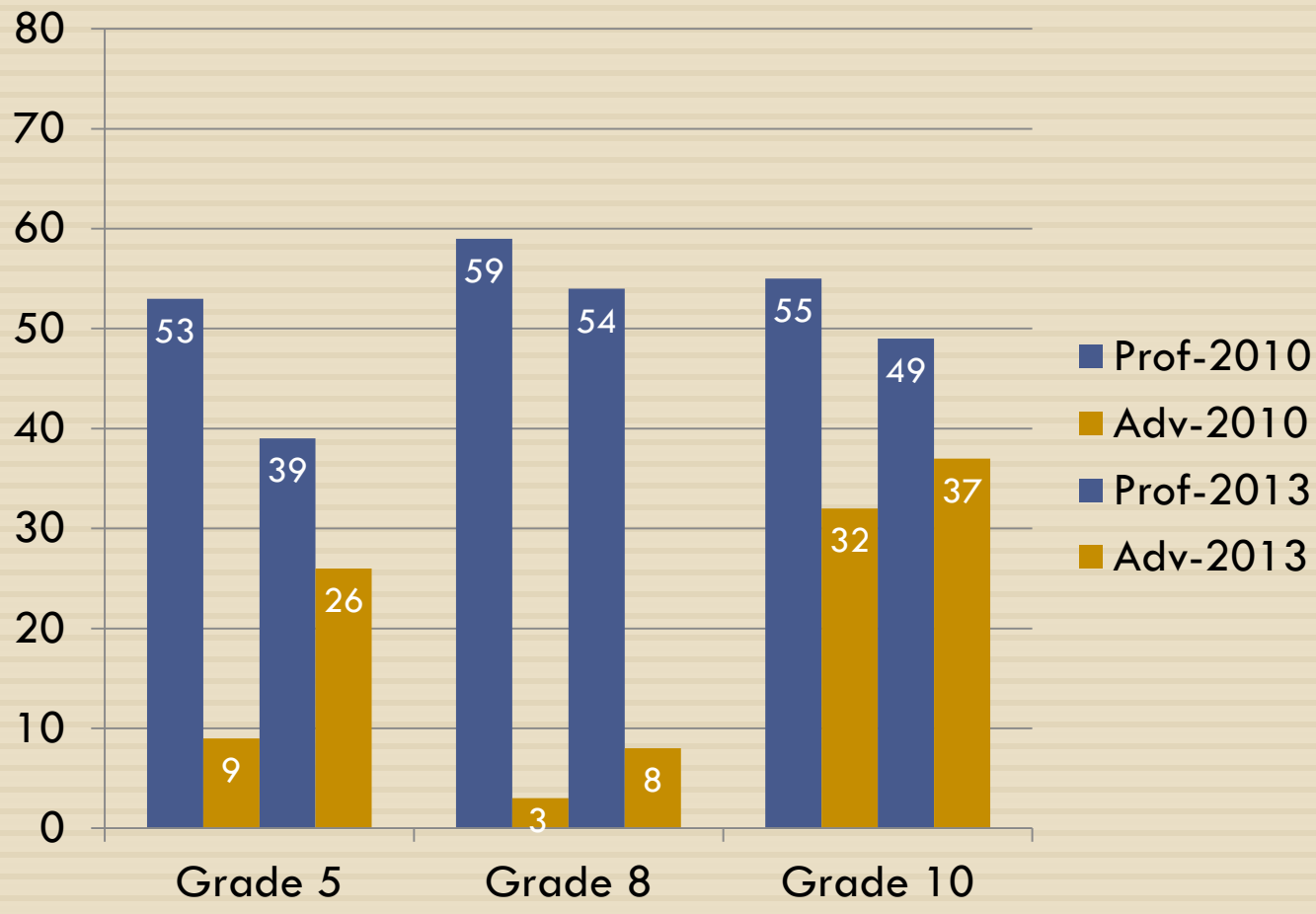
% of Students at each Performance Level



% of Students	Advanced	Proficient	Needs Improvement	Warning
Grade 5	26	39	32	4
Grade 8	8	54	33	5
Grade 10	37	49	12	2
Gr. 9-BIO	33	48	18	1

MCAS Progress Over 4 Years 2010/2013

% of Students Meeting the Target - SCIENCE



Science Cohorts

%	2006		2007		2008		2009		2010		2011		2012		2013	
	A&P	Warn	A&P	Warn	A&P	Warn	A&P	Warn	A&P	Warn	A&P	Warn	A&P	Warn	A&P	Warn
Grade 5	39	8	67	1	49	8	53	9	63	5	59	9	59	8	65	4
Grade 6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8	28	12	45	10	55	8	49	6	62	3	54	6	49	13	62	5
Grade 9 Biology	-	-	-	-	-	-	-	-	75	4	90	2	85	2	81	1

School Analysis - SCIENCE

Actions

Molin School

- Realign curriculum with new NGSS science standards
- Continue vertical alignment discussions with K-5 teachers
- Continue to improve instructional experiences for students by integrating more inquiry based science. Budget for up to date textbooks, resources, and materials that provide for labs and activities that are structured from directed to open-ended, providing teachers the flexibility to address all types of learners and accommodate class time and equipment constraints
- Continue integration of CCSS in ELA (informational texts) and math (emphasis on authentic use of data) with science
- Attend STEM workshops for professional development and capacity building, continue work done with science integration professionals with an emphasis on critical thinking, problem solving, and argument
- Take advantage of place based education grants as a way to implement best teaching practices
- Analyze MCAS item data for specific gaps in content

School Analysis - SCIENCE

Actions

Nock Middle School

- Conduct item analysis of midterms and finals at all grade levels to identify gaps.
- Revise curriculum & instruction based on data
- Spiral Genetics & Heredity standards
- Begin the process of aligning curriculum to the Next Generation Science Standards
- Develop vertical SMART goal to address student needs

High School

- Incorporate all concepts and skills from low scoring questions on the MCAS into ongoing classroom instruction and assessments
- Increase opportunities for students to answer open response questions
- Embed the CCSS literacy standards into lab reports, text book instruction, and the use of a variety of informational documents

2013 Science - Grades 5, 8 & 10

% of Advanced + Proficient Students

Science Grade 5

Newburyport 2013- 64%

Comparative Communities

	2013-%
1. Scituate	82
2. Lynnfield	75
3. Hanover	67
4. Newburyport	**64**
4. Mendon-Upton	64
5. Wakefield	51

Geographic Proximity

	2013-%
1. Ipswich	67
2. Pentucket	65
3. Newburyport	**64**
4. Amesbury	62
5. Triton	61
6. Georgetown	54

Aspiration Communities

	2013-%
1. Winchester	87
2. Holliston	80
3. Needham	66
4. Newburyport	**64**
5. Medfield	62
6. Wellesley	54

Science Grade 8

Newburyport 2013- 62%

Comparative Communities

	2013-%
1. Newburyport	**62**
2. Mendon-Upton	59
3. Lynnfield	58
4. Scituate	51
5. Hanover	49
6. Wakefield	47

Geographic Proximity

	2013-%
1. Newburyport	**62**
2. Amesbury	49
3. Ipswich	48
4. Triton	46
4. Pentucket	46
5. Georgetown	35

Aspiration Communities

	2013-%
1. Winchester	78
2. Needham	69
3. Medfield	67
4. Newburyport	**62**
5. Holliston	55
6. Wellesley	54

Science Grade 10

Newburyport 2013- 86%

Comparative Communities

	2013-%
1. Lynnfield	91
2. Mendon-Upton	89
3. Newburyport	**86**
4. Scituate	85
5. Wakefield	82
6. Hanover	81

Geographic Proximity

	2013-%
1. Georgetown	92
2. Newburyport	**86**
3. Pentucket	82
4. Ipswich	78
5. Triton	74
6. Amesbury	69

Aspiration Communities

	2013-%
1. Winchester	94
2. Medfield	92
3. Needham	91
4. Holliston	89
5. Newburyport	**86**
6. Wellesley	81

What Is PARCC?

The Partnership for Assessment of Readiness for College & Careers

Made up of 20 states , chaired by Commissioner Chester

- Developing common, high-quality **English language arts (ELA)** and **math tests** for **grades 3–11**
  - Computer-based and linked to what students need to know for college and careers
  - For use starting in the 2014 - 15 school year

- Two summative assessment components:
  - Performance-Based Assessment (PBA)
  - End-of-Year Assessment (EOY)

Field Test Plan 2013-2014

- PARCC Field Tests in both ELA and Math at grades 3-11:
  - Performance-Based Assessment (PBA), and
  - End-of-Year (EOY) assessment components

- Administered:
  - on a computer, or
  - on paper
  - two classrooms per grade/subject in selected grades will participate,
  - high school level:
    - four or more classrooms per grade/subject

Field Test Purposes

- The primary purposes of the PARCC Field Test are to:
  - Examine the quality of items so that PARCC can build assessment forms for the 2014-15 school year;
  - Pilot assessment administration procedures; and
  - Give schools and districts the opportunity to experience the administration of PARCC assessments.
- No student, school, or district results will be reported.
- Field Test materials are secure and should be treated as in MCAS test administration.

Student Participation

- Students Grades 3-8 may participate in:
  - The PBA in one content area,
  - The EOY in one content area,
  - Both the PBA and the EOY in one content area
- Grade 10 students will take:
  - The EOY only because the PBA would take away instructional time prior to MCAS testing.

The Massachusetts Field Test Sample

- 360 districts
- Close to 1,300 schools
- Roughly 87,000 students in grades 3–11
- Nearly 800 schools will administer computer-based tests, and close to 500 schools will administer paper and pencil tests.

Newburyport 2014 PARCC Field Test

School Name	Grade/Course	Subject Area	Number of Classes	Mode of Admin.	Component	Number of Sessions[1]
Molin Elementary School	5	ELA	2	Online	PBA	3
Rupert A Nock Middle	7	ELA	2	Online	PBA & EOY	5
Rupert A Nock Middle	8	ELA	2	Online	EOY	2
Newburyport High	9	ELA	3	Online	PBA	3

Spring 2014 Assessment Schedule

PARCC Field Test:	
COMPONENT	**Administration Dates**
Performance-Based Assessment (PBA)	March 24 – April 11, 2014
End-of-Year (EOY)	May 5 - June 6, 2014
MCAS Tests:	
SUBJECT	**Administration Dates**
ELA Composition	March 18, 2014 (make-up on March 27)
ELA Reading Comprehension	March 17-March 31, 2014
Mathematics	May 5-May 20, 2014
Science – Grades 5 & 8	May 6- May 20, 2014
High School Science	June 2 – June 3, 2014 (make-up thru June 6)
*Next Year (2014-2015) – Choice Year: Districts can choose PARCC or MCAS	
**Following Year (2015-2016) – State Decision	