

Johnson School Council

Minutes from November 15, 2007

Topic: MCAS

What is assessed and how we use the data...

No Child Left Behind (NCLB) requires that each state establish learning standards and state assessment tools to measure student progress.

The target goal is that 100% of U.S. students need to be proficient by 2017.

MA applies the additional high stakes requirement that all students must pass the 10th grade test in order to receive a HS diploma.

The MCAS (Massachusetts Comprehensive Assessment System) is a criterion-referenced test (vs. standardized/norm referenced) – as it measures student and school performance against a set of expected criteria (the state curriculum standards).

ELA and mathematics are assessed annually in grades 3-8.

US History and Social Studies, Science and Technology/Engineering are assessed intermittently at grades 5-10.

The intent is that the test measures student performance across ELA and Math strands:

ENGLISH LANGUAGE ARTS

Reading as a Process

Comprehension (Reading as Understanding)

Understanding Literature

Writing as a Process

Conventions

Word Study

Speaking and Listening

MATHEMATICS

Communication

Processes

Content - Number Sense and Operations

Content - Patterns, Relations, and Algebra

Content – Geometry

Content - Measurement

Content - Data Analysis, Statistics and Probability

DATA ANALYSIS

At a student level:

- We develop student progress plans for students in warning and (low) needs improvement categories
- We complete item analysis to assess student strengths and weaknesses to inform instructional needs

At a school level

- We look at our school results compared to district and state scores
- We look for trends and patterns
- We complete an item analysis across curriculum strands to determine areas of need
- We assess our curriculum to assure it is aligned with state frameworks
- We assess our instructional practices to assure they are aligned with curriculum goals

At a district level:

- We look at our district in comparison to like districts (our goal is to be in the top quadrant)
- We look to assure we've made "adequate yearly progress" in all areas and across all aggregate sub groups (i.e. special education, low income, ELE)
- We develop annual goals, evaluate curriculum and instruction, and design professional development based on our needs

Note: TestWiz software is a tool we use for data analysis

Implications for Johnson School:

- Gains evident in ELE over the past 5 years – continue curriculum articulation/alignment K-4 and implementation of the balanced literacy model with clear RTI structure for providing intervention for students in need; refine interim assessment tools used to inform instruction
- Mathematics is an area of relative weakness – focus on consistent implementation of *Investigations* program with attention to supplemental areas identified in the curriculum guide K-4; develop better interim assessment tools used to inform instruction; develop an early math intervention program

Next Meeting: Thursday, December 20, 2007 at 7:45AM in 3/K.

Focus: Technology