

Sam Placentino

**Sam Placentino &  
Fred W. Miller  
MCAS Presentation  
Spring 2011 Results**

Elementary School

November 17, 2011

# The Miller MCAS is the Placentino Report Card



# Placentino Analysis of Results

- 76% of the grade 3 students received Proficient or Advanced in ELA
  - 6% growth over the past 3 years
- 80% of the grade 3 students received Proficient or Advanced in Math
  - 15% growth over the past 3 years

.....but the journey begins at PreK

# What does “Progress Monitoring” look like at Placentino

## **PreK – Universal Assessments**

- Prior to Kindergarten to ensure differentiated instruction and early intervention
- DIBELS and EPSF (Early Prevention of School Failure)

## **K – Grade 2 Progress Monitoring**

- Consistent core curriculum based on state Frameworks
- Universal screening with DIBELS, DRA2, baseline assessments, selected program common assessments
- On-going lesson/topic assessments, and data analysis from Reading Street and enVisionMATH programs

## **RTI (Response to Intervention)**

- Tier I differentiated instruction based on assessments
- Student Assistance Team Meetings
- Tier II targeted, programmatic, academic interventions

# Placentino Curriculum, Instruction, and Improvement

- **Curriculum**

- Curriculum based on 2004 Frameworks now transitioning to 2011 Frameworks

- **Instruction**

- Instruction is provided with consistent core programs presented with fidelity along with consistent technology and intervention programs.

- **Improvement**

- Improvement is defined based on grade level analysis of assessments and changes in state frameworks

# HIGHLIGHTS OF RESULTS

- Consistent gains in all subject areas over the past 4 years
- Performed at an average of 19 points over the state average
- Grade 5 students scoring the highest ever in both ELA and Math
- Growth in both ELA and Math Open Response

Grade	Subject	State 2008 Adv/ Prof	State 2009 Adv/P rof	State 2010 Adv/ Prof	State 2011 Adv/ Prof	Holliston 2008 Adv/Prof	Holliston 2009 Adv/Prof	Holliston 2010 Adv/Prof	Holliston 2011 Adv/Prof
3	READING	56	57	63	61 (+15) over state	70	79	84	76 (+6) gain over 4 years
4	LANGUAGE ARTS	49	53	54	53 (+19)	65	60	77	72 (+7)
5	LANGUAGE ARTS	61	63	63	67 (+20)	74	79	77	87 (+13)
3	MATH	61	60	65	66 (+14)	65	77	89	80 (+15)
4	MATH	49	48	48	47 (+21)	61	57	62	68 (+7)
5	MATH	52	54	55	59 (+21)	68	69	74	80 (+12)
5	SCIENCE/ TECH	50	49	53	50 (+24)	60	76	76	74 (+14)

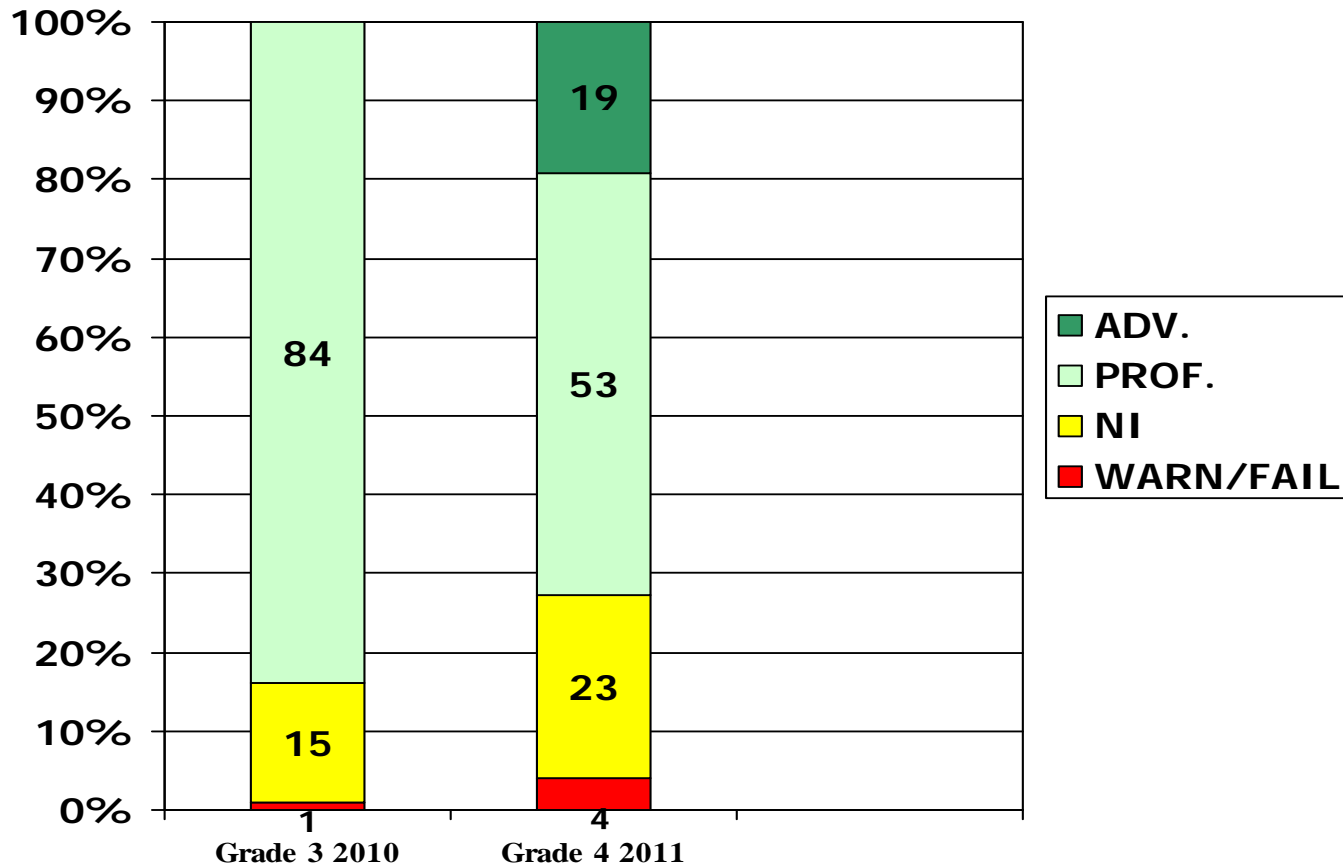
# Grade Three Language Arts

	2008	2009	2010	2011
Advanced/ Proficient	70	79	84	76
Needs Improvement	25	17	15	19
Warning	6	3	1	5

# Grade Four Language Arts

	2008	2009	2010	2011
Advanced/ Proficient	65	60	77	72
Needs Improvement	29	33	20	23
Warning	6	7	3	4

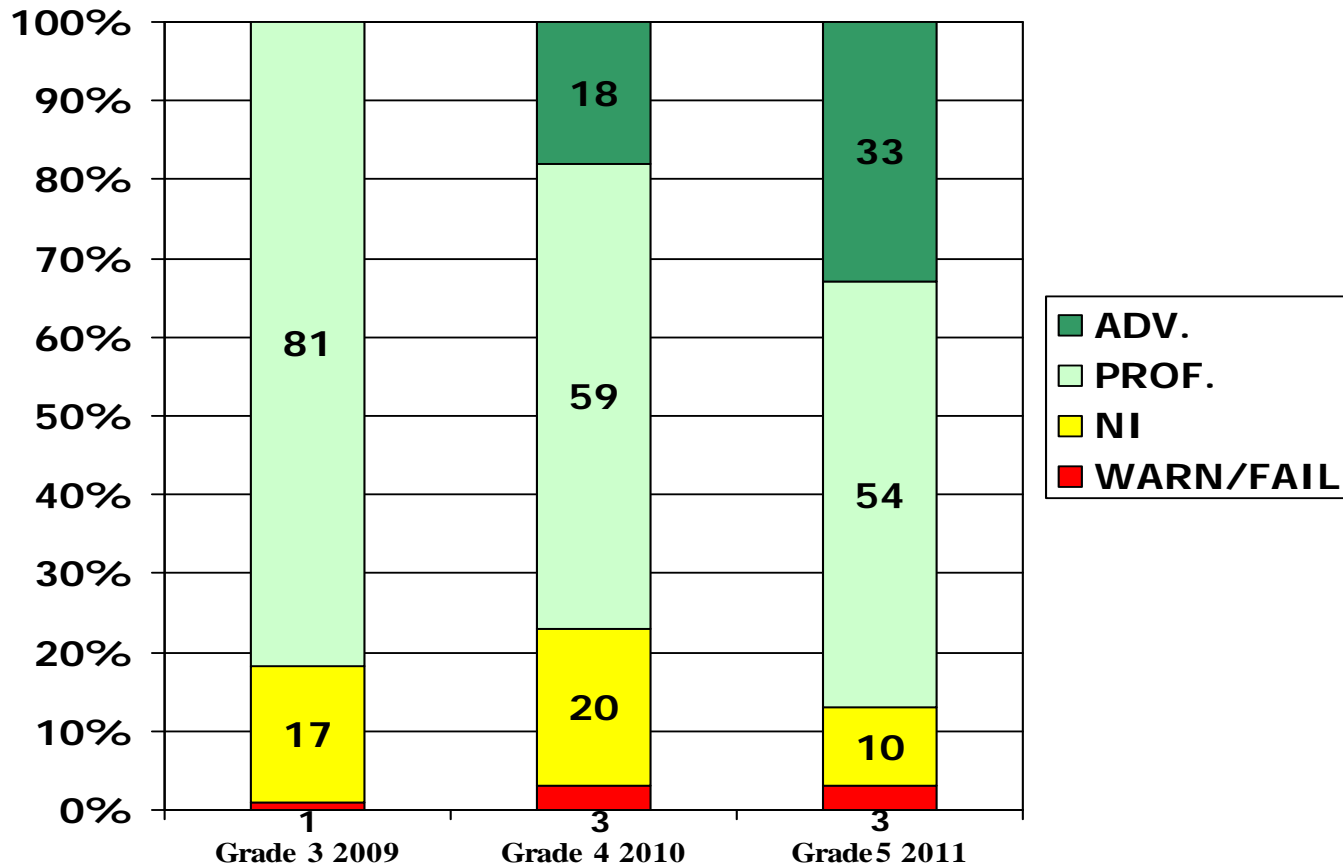
# Current Grade 5 Cohort Comparison English Language Arts– 209 Students



# Grade Five Language Arts

	2008	2009	2010	2011
Advanced/ Proficient	74	79	77	87
Needs Improvement	20	18	18	10
Warning	6	4	5	3

# Current Grade 6 Cohort Comparison English Language Arts– 209 Students



# 2010 – 2011 Initiatives in ELA

## **RTI**

- Full implementation of a comprehensive Response to Intervention Model based on student needs.

## **Reading**

- Fully implement Reading Street program in grades K, 3, & 4 (continue to participate in research study in grades 1, 2, & 5)
- Promote consistency and continuity in Reading/Language Arts instruction through the use of the Reading Street program and Balanced Literacy Approach K-5
- Expand ROW (Reading of the Week) and incorporate more non-fiction text
- Teach reading support students how to apply reading strategies independently in the classroom setting
- Use computer based literacy programs for strategic literacy intervention

## **Writing**

- Use the Look Back and Write common graphic organizer and the ACC (Accurate, Clear, & Complete) checklist

# 2011 – 2012 Next Steps ELA

## **Consistent literacy skill and strategy instruction and assessment**

- Full implementation of Reading Street in all grades
- Common scoring practice on the Reading Street weekly and unit assessments- written response portion
- Refine scope and sequence for written expression with a focus on personal narrative, expository writing, and providing textual evidence

## **AYP Development**

- **Identify struggling students, provide Tier II support, monitor progress**

## **Technology**

- Provide teacher professional development opportunities on progress monitoring tools
- Provide parent workshops on available technology and curriculum

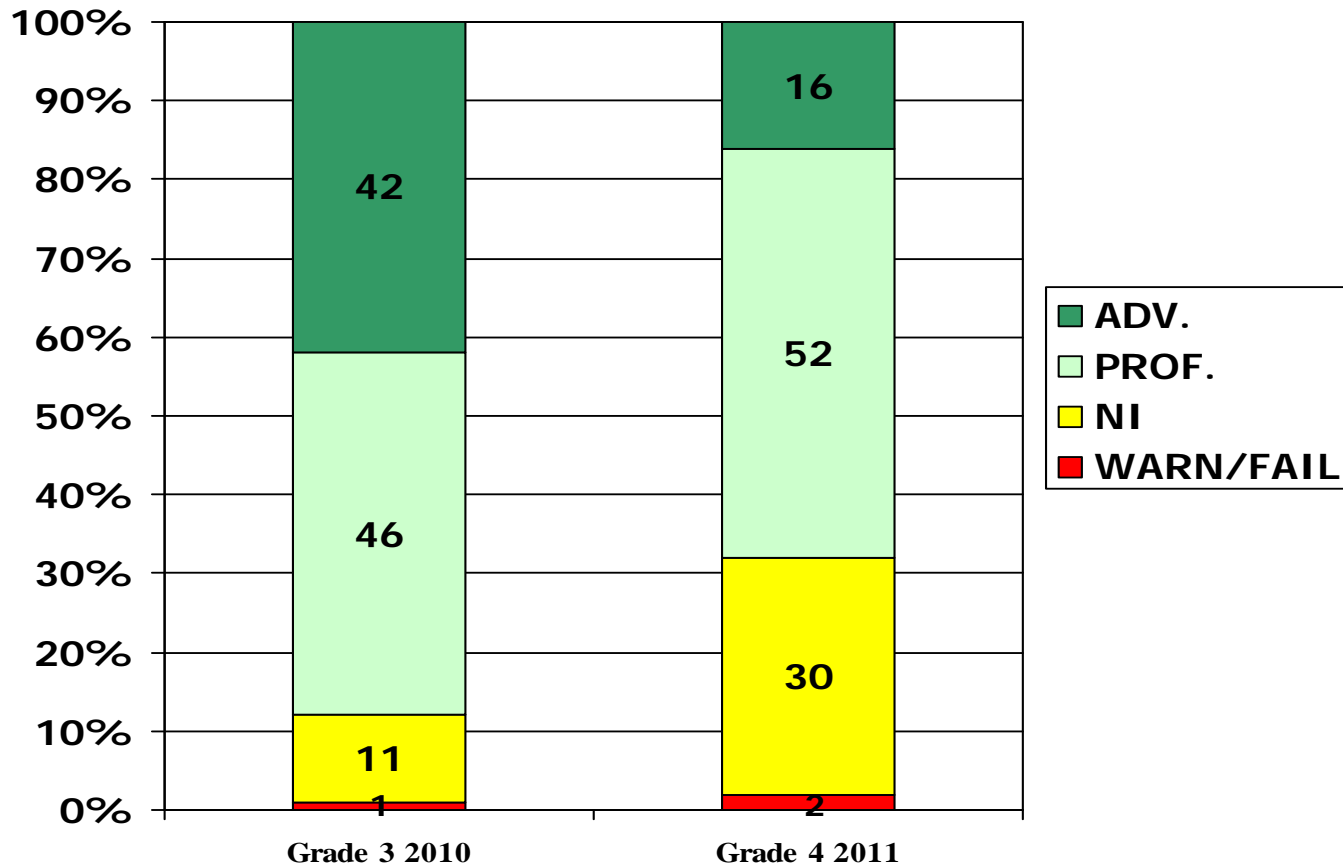
# Grade Three Math

	2008	2009	2010	2011
Advanced/ Proficient	65	77	89	80
Needs Improvement	24	16	11	16
Warning	10	7	1	4

# Grade Four Math

	2008	2009	2010	2011
Advanced/ Proficient	61	57	62	68
Needs Improvement	32	37	34	30
Warning	7	5	4	2

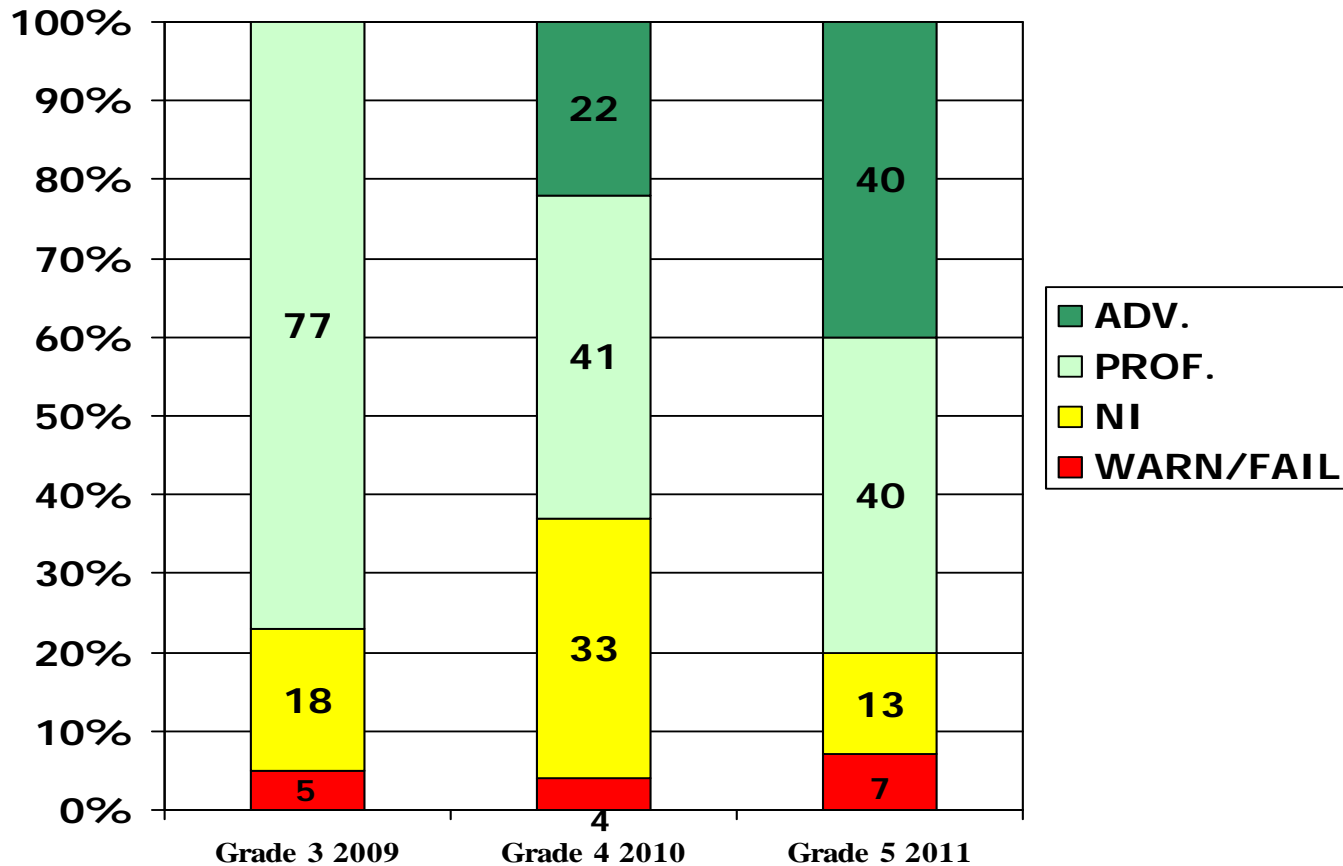
# Current Grade 5 Cohort Comparison Mathematics – 209 Students



# Grade Five Math

	2008	2009	2010	2011
Advanced/ Proficient	68	69	74	80
Needs Improvement	22	19	17	13
Warning	10	11	10	7

# Current Grade 6 Cohort Comparison Mathematics – 192 Students



# 2010 – 2011 Initiatives in Math

## **Data Analysis Recommendations**

- Increase communication at transition levels 2 to 3, 5 to 6
- Focus on topics as indicated by MCAS stoplight analysis

## **Curriculum**

- Begin to document lessons, assessments, and timelines based on Common Core State Standards in Atlas Rubicon

## **AYP Development**

- Identify struggling students, provide Tier II support, monitor progress

## **Technology**

- Provide teacher professional development opportunities
- Initiate use of Success Net for benchmark and topic assessments
- Incorporate topic test data into academic spreadsheets

# 2011 – 2012 Next Steps Math

## **Data Analysis Recommendations**

- Focus on number sense, place value, whole number and fraction operations

## **Curriculum**

- Provide Professional Development on 2011 MA Framework in Math
- Correlate enVisionMATH program to 2011 MA Framework in Math
- Analyze PARCC (Partnership for Assessment of Readiness for college and Careers) scope and sequence and adjust Holliston timelines
- Adjust Essential Understandings based on 2011 MA Framework in Math
- Review and redesign quarterly assessments based on 2011 Framework

## **AYP Development**

- Identify struggling students, provide Tier II support, monitor progress

## **Technology**

- Provide teacher professional development opportunities on progress monitoring
- Provide parent workshops on available technology and curriculum

# Grade Five Science

	2008	2009	2010	2011
Advanced/ Proficient	60	76	76	74
Needs Improvement	36	18	22	24
Warning	4	6	2	3

# 2010 – 2011 Initiatives in Science

## **Unit Development:**

- Continue to update Science units in a UbD format
- Document curriculum on Atlas Rubicon

## **Assessments:**

- Continue to redesign assessments with real life authentic assessments

## **Engineering Technology:**

- Implement some of the extension activities in the “Engineering is Elementary” program

# Next Steps in Science

## **Curriculum**

- Continue to update Science units in a UbD format
- Review National Research Council recommendations for new Common Core Science Standards

## **Assessments**

- Continue to redesign assessments with real life authentic assessments

## **Engineering Technology**

- Investigate STEM initiatives through the Metrowest STEM Education network and Museum of Science

# Student Growth Percentile (SGP)

- Compares changes in a student's MCAS score to changes in MCAS scores of other students with similar performance profiles (cohorts)

SGP 0 – 40 = Lower growth

SGP 40 – 60 = Moderate growth

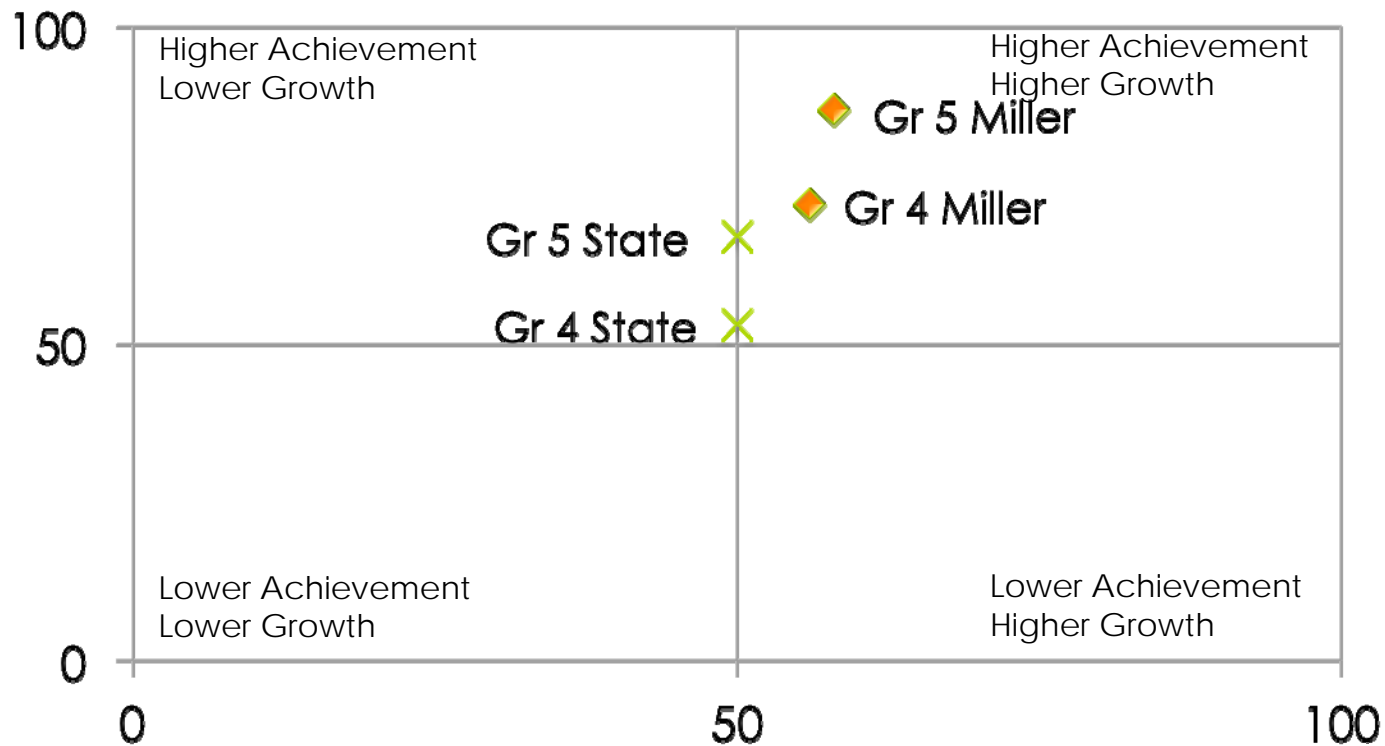
SGP 60 – 100 = Higher growth

# Summary of ELA SGP

Grade	Median SGP	A/P%	N Students (SGP)
4	56.0	72	205
5	58.0	87	216

# Grade 4 and 5 ELA

## Achievement and Growth

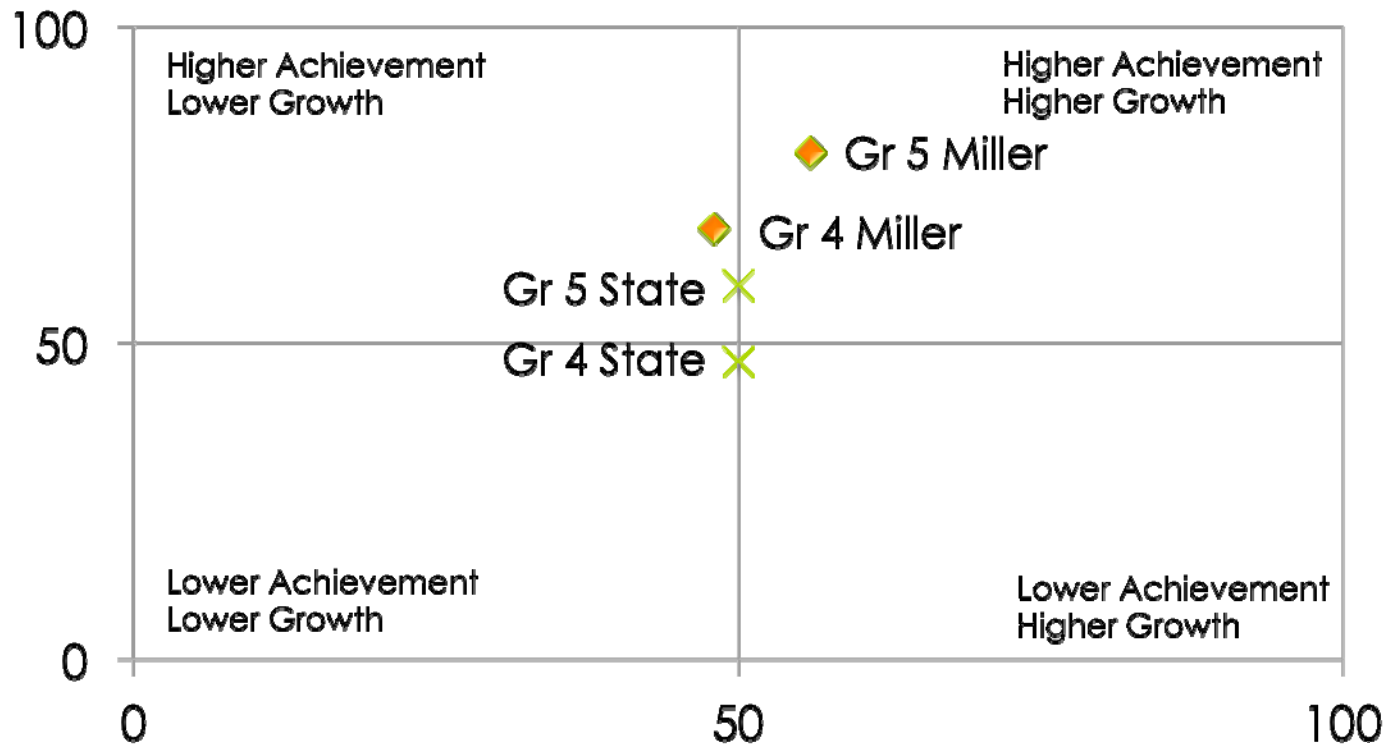


# Summary of Math SGP

Grade	Median SGP	A/P%	N Students (SGP)
4	48.0	68	205
5	56.0	80	216

# Grade 4 and 5 Math

## Achievement and Growth





**H.H.S**



**Adams**



**Miller**



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