



Lexington Public Schools

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To: Dr. Paul B. Ash, Superintendent

From: Dr. Lynne M. Celli Sarasin, Deputy Superintendent

Re: 2008 MCAS Analysis

Date: October 30, 2008

Lexington's 2008 MCAS results are once again impressive. However, it is important to remember that they are only one component of how we assess student and district performance. Generally, these results are only reported in aggregate. Lexington's holistic assessment includes MCAS, SATs, PSATs, and K-5 3-Tiered literacy. Some Scott Foresman reading and Everyday Mathematics assessment materials are used by our teachers and make the assessment portfolio truly varied. It is only when we assess children comprehensively that we get a complete picture of student and district performance, academic strengths, and opportunities for growth. Further, it is critical that we disaggregate this data to look at individual subgroups and individual students to assess learning progress and make timely and appropriate interventions based upon this analysis. It is with in mind that we disaggregate the data to include a thorough analysis of our district's subgroups – *Limited English Proficient (LEP)*, *Students with Disabilities*, *Low Income*, *African American/Black*, *Asian/Pacific Islander*, and *White*. In carefully examining the data from our district's subgroups, we will be working to assure that every student represented in these groups is working toward academic proficiency, and we are also working toward our district goal of closing the achievement gap for every student in the Lexington Public Schools.

The goal of any quality assessment system is to gather data to inform teaching, for short-term and long-term planning, in an effort to increase student achievement for ALL students. Therefore, as in past years, we continue to look carefully at the 2008 MCAS results for the Lexington Public Schools, keeping in mind that MCAS is merely a small piece of this important holistic assessment.

Focus Areas of Strength

The overall 2008 MCAS scores are once again very strong for the Lexington Public Schools. At several levels, the Lexington Public Schools have performed at the exemplary level, and have been highlighted as such publicly. In Mathematics, the 2008 Composite Performance Index (CPI) is 93.3, an increase of +1.1 from 2007. The Composite Proficiency Index is part of the Massachusetts Comprehensive Accountability System and the goal for performance is 100, by 2014. In 2008, the Students with Disabilities subgroup improved in Mathematics. The CPI for this subgroup in 2008 was 76.8, +2.0. Additionally, in 2008, the district African

American/Black subgroup improved in Mathematics. The CPI for this subgroup in 2008 was 72.2, +2.5. These are truly commendable gains in the area of Mathematics.

Additionally, the Grade 10 Mathematics MCAS scores were outstanding. Eighty-one percent - (369 students) performed in the Advanced category, 13% (59 students) performed in the Proficient category, 6% (26 students) performed in the Needs Improvement category and **0% (0 STUDENTS) performed in the Failing category!** **Lexington High School Mathematics Department should be commended for their continued outstanding work, and for moving ALL students from the FAILING category!**

Opportunities for Growth

It is important to underscore that overall the Lexington Public Schools performed very well on the 2008 MCAS. However, as with any accountability system, there are areas we can look at to continue our improvement. We will continue to examine and analyze MCAS and other data sources through the Professional Learning Communities (PLCs) process. Also, we will begin to establish Data Teams for this purpose.

Data analysis helps us to identify the areas for growth. Even though overall the Students with Disabilities subgroup across the district made improvement, there are pockets where particular attention needs to be paid to assure that this continued improvement affects all Students with Disabilities. Overall, the Lexington Public Schools did not improve on the 2008 English Language Arts (ELA) MCAS. The district CPI performance in ELA for 2008 was -.8. Further, the Students with Disabilities subgroup also did not make Adequate Yearly Progress (AYP) on the 2008 English Language Arts (ELA) MCAS. In ELA, the CPI for 2008 was -2.6 for this subgroup. Also, the Low Income subgroup did not make Adequate Yearly Progress (AYP) on the 2008 English Language Arts (ELA) MCAS. In ELA, the CPI for 2008 was -3.8 for this subgroup. Lastly, the Limited English Proficient (LEP) subgroup did not improve on the 2008 English Language Arts (ELA) MCAS. In ELA, the CPI for 2008 was -3.1 for this subgroup.

The CPI of the aggregate population in ELA and the subgroups of Students with Disabilities, Low Income, and Limited English Proficient (LEP) has increased or remained constant over the last 3 years. Therefore, until these 2008 MCAS data have been analyzed, we can't hypothesize as to the root cause of the decline in performance this year. Once this analysis is complete we, will report to the Committee.

In other small pockets across the district, it is necessary to look at the Middle School population of Students with Disabilities, in the area of Mathematics, as identified by the Department of Elementary and Secondary Education. With analysis of individual student data, we can plan specific instructional interventions that will target individual students in this subgroup, to help assure academic improvement.

Short-Term & Long-Term Goals

Lexington Public Schools continues to be high performing. Focusing on the highlighted areas, we can improve instruction to best address the learning needs of all our students, and assure this continued high performance. The short and long-term goals are:

Short-Term Goals

- Principal/Administrator/Department Head/ Coordinator data analysis
- MCAS item analysis at the building level & at the student level
- Literacy Leadership Committee – Tiered Intervention model, Pilot 2008 –2009
- Math Leadership Committee – Year 1 2008 – 2009 (planning year)
- Individual Student Success Plans – Target interventions based on specific data analysis

Long-Term Goals

- Continue work of curriculum reviews – Implementation of recommendations from Year 2 Math and Physical Education/Wellness
- Continue work of Professional Learning Communities (PLCs) – Development of S.M.A.R.T. goals
- Development and use of common, formative assessments to inform teaching – K – 8
- Establish data teams
- Pilot “Response to Intervention” (RTI) model for literacy intervention
- Replicate “Best Practices” that have proven successful