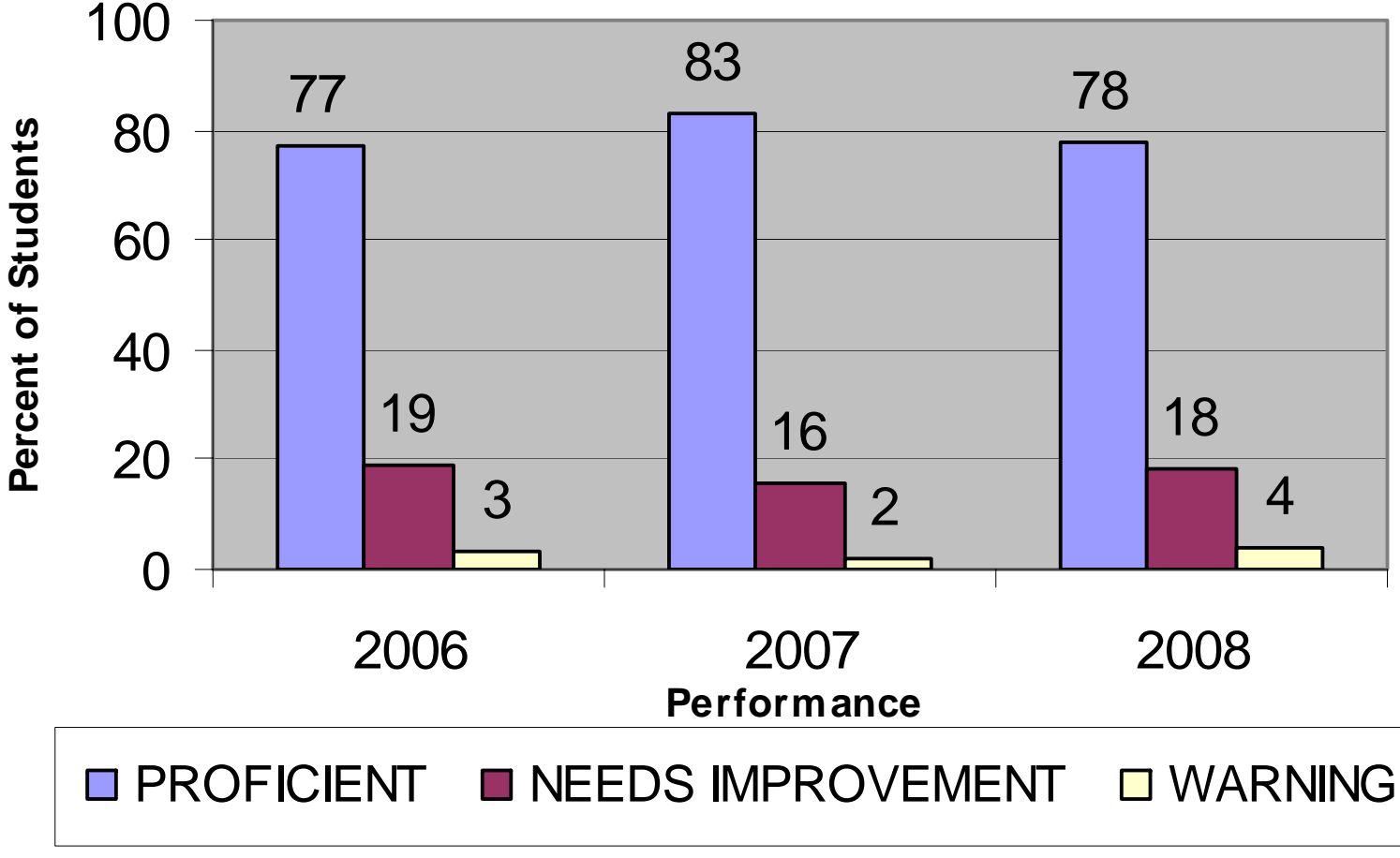




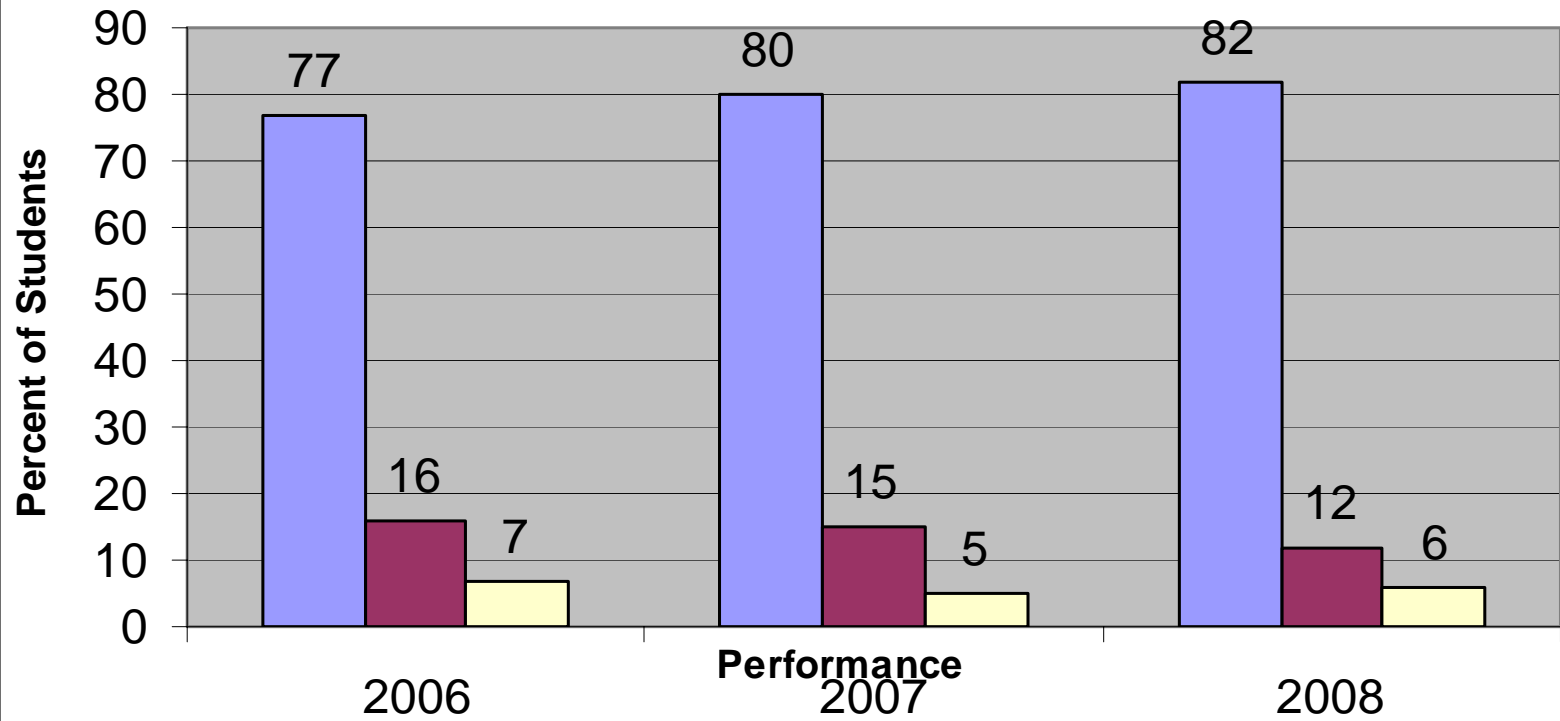
LEXINGTON PUBLIC SCHOOLS

MCAS 2008 OVERVIEW

GRADE 3 MCAS ENGLISH LANGUAGE ARTS



GRADE 3 MCAS MATH

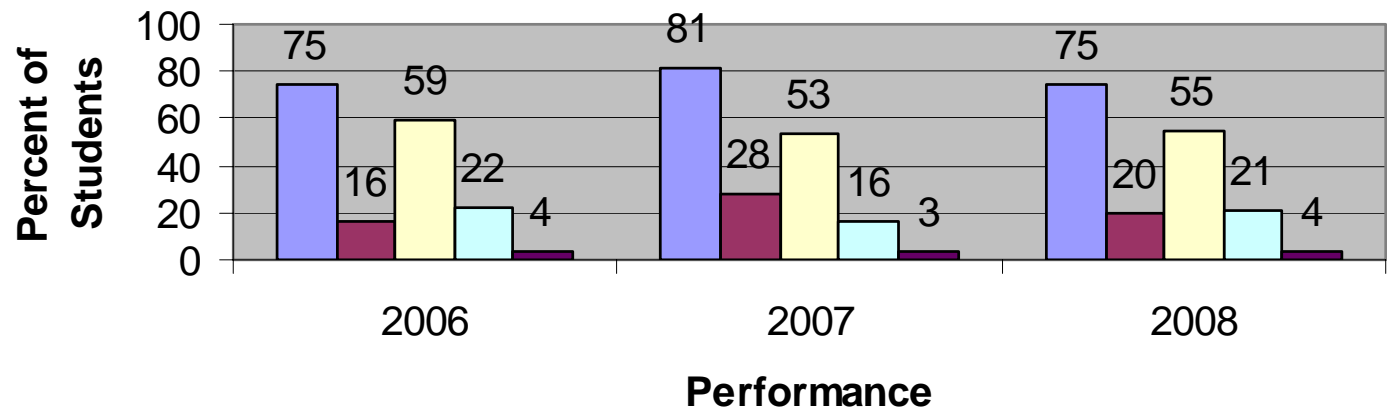


■ PROFICIENT

■ NEEDS IMPROVEMENT

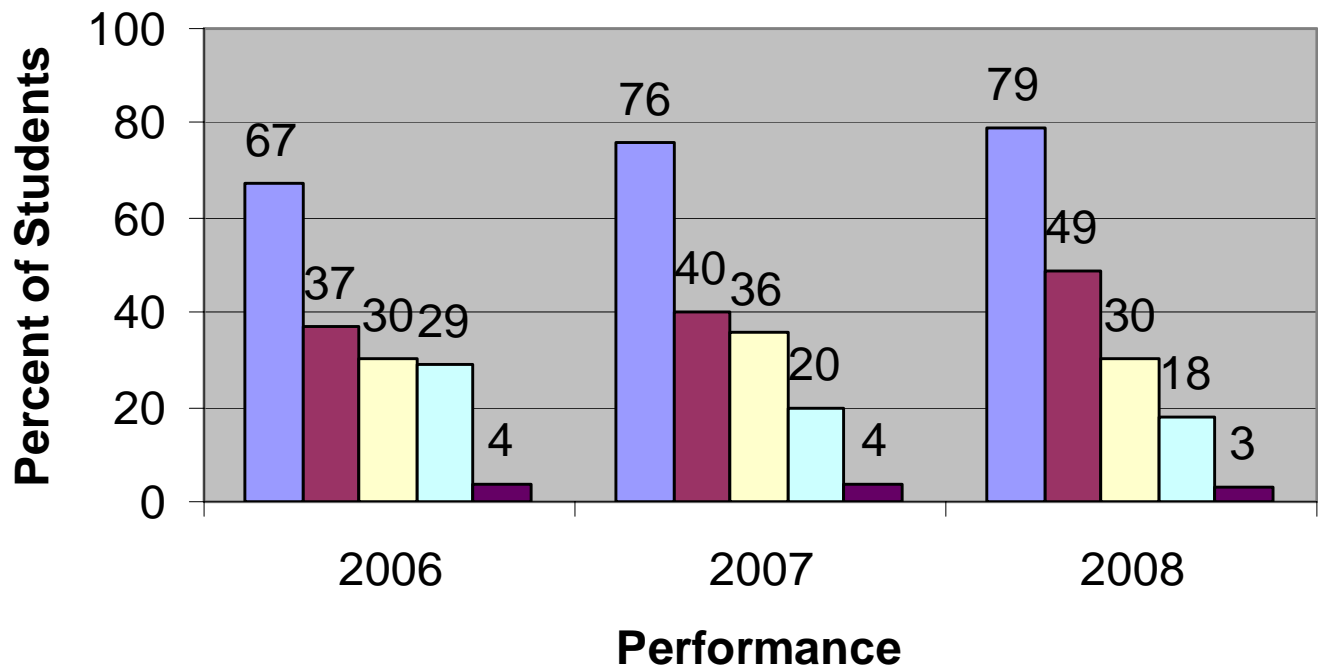
■ WARNING

GRADE 4 MCAS ENGLISH LANGUAGE ARTS



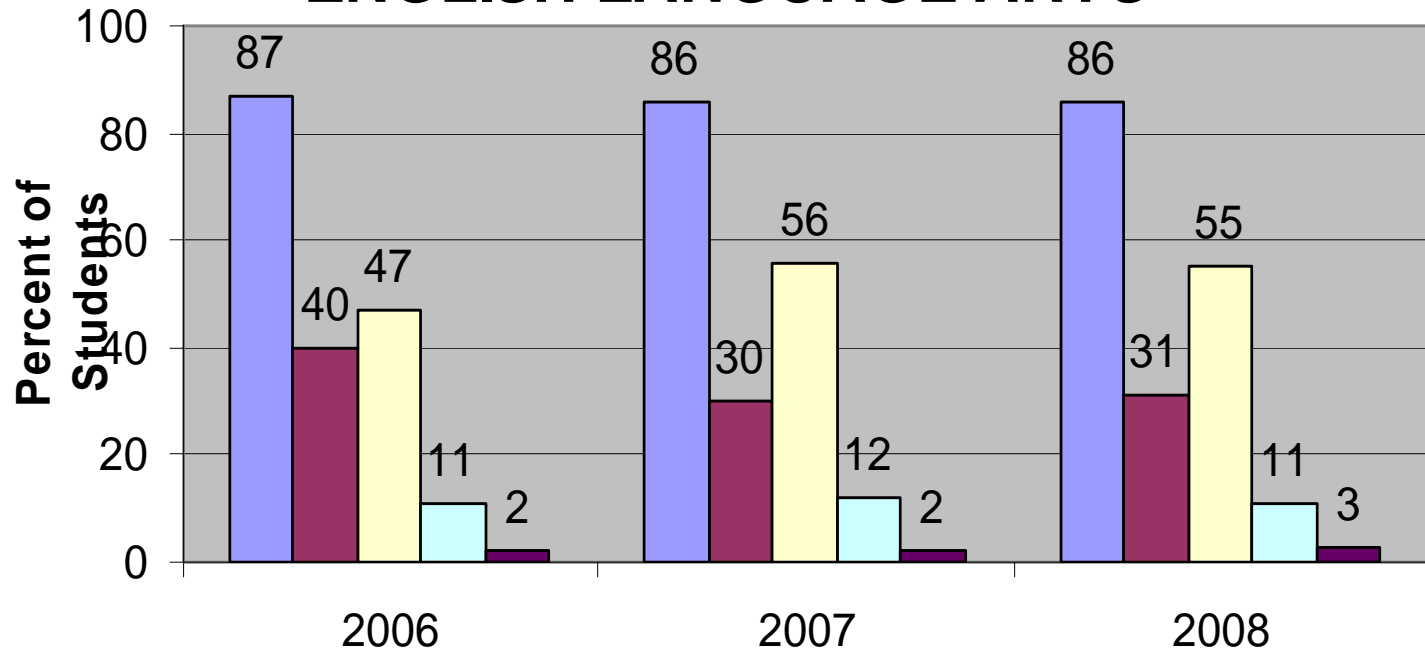
■ ADVANCED/PROFICIENT ■ ADVANCED
■ PROFICIENT ■ NEEDS IMPROVEMENT
■ WARNING

GRADE 4 MCAS MATH



- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- WARNING

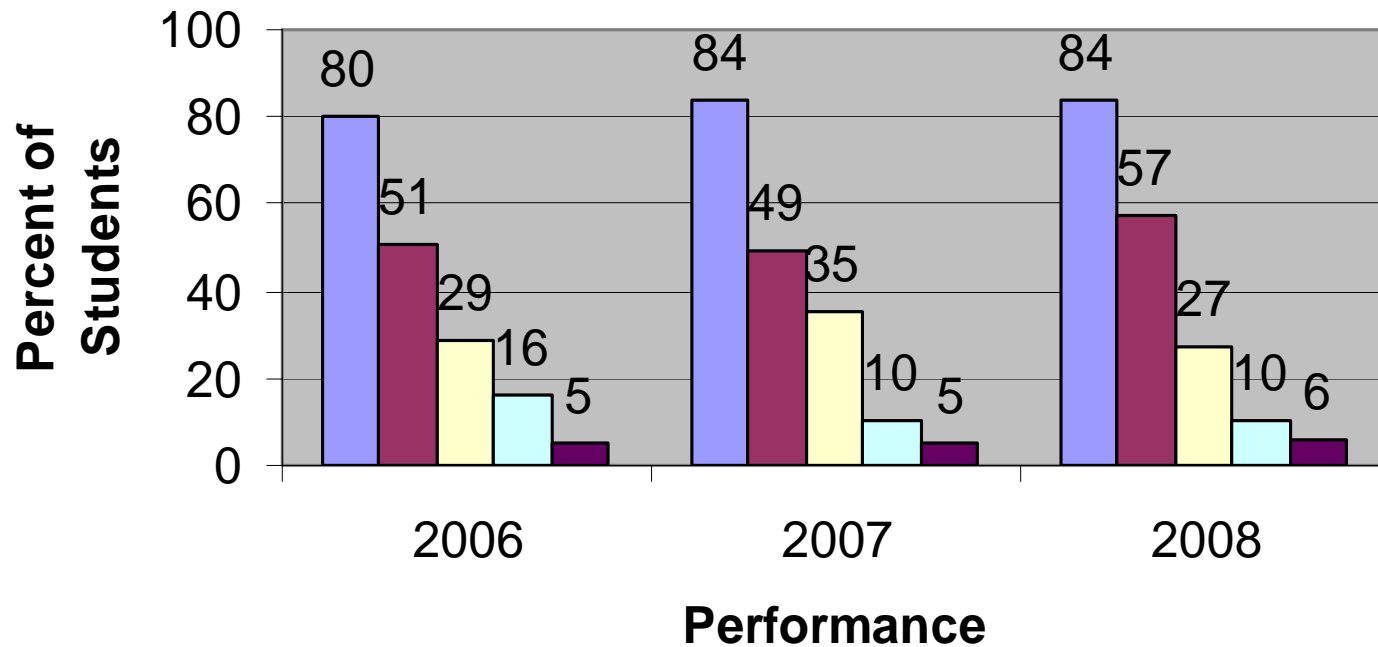
GRADE 5 MCAS ENGLISH LANGUAGE ARTS



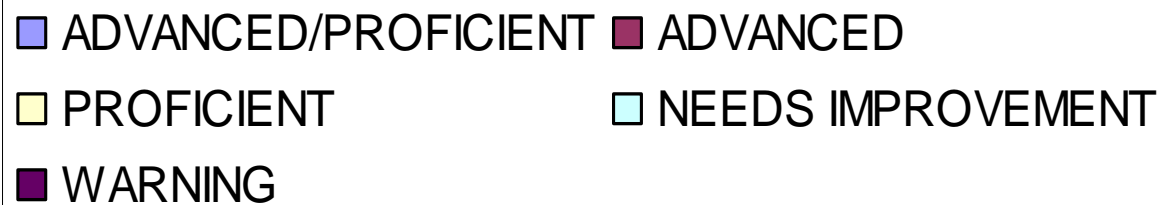
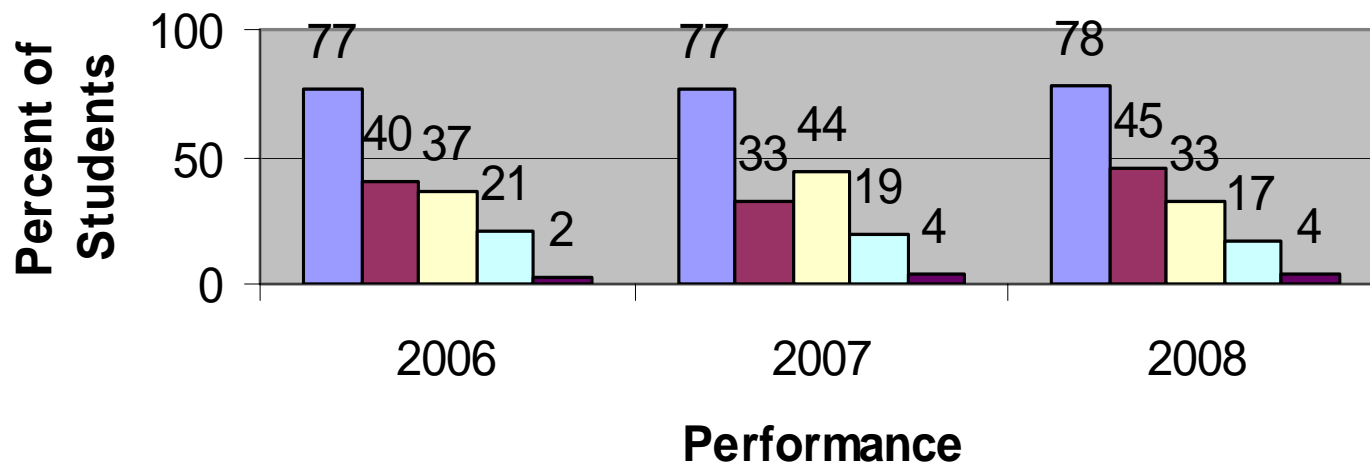
Performance

- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- WARNING

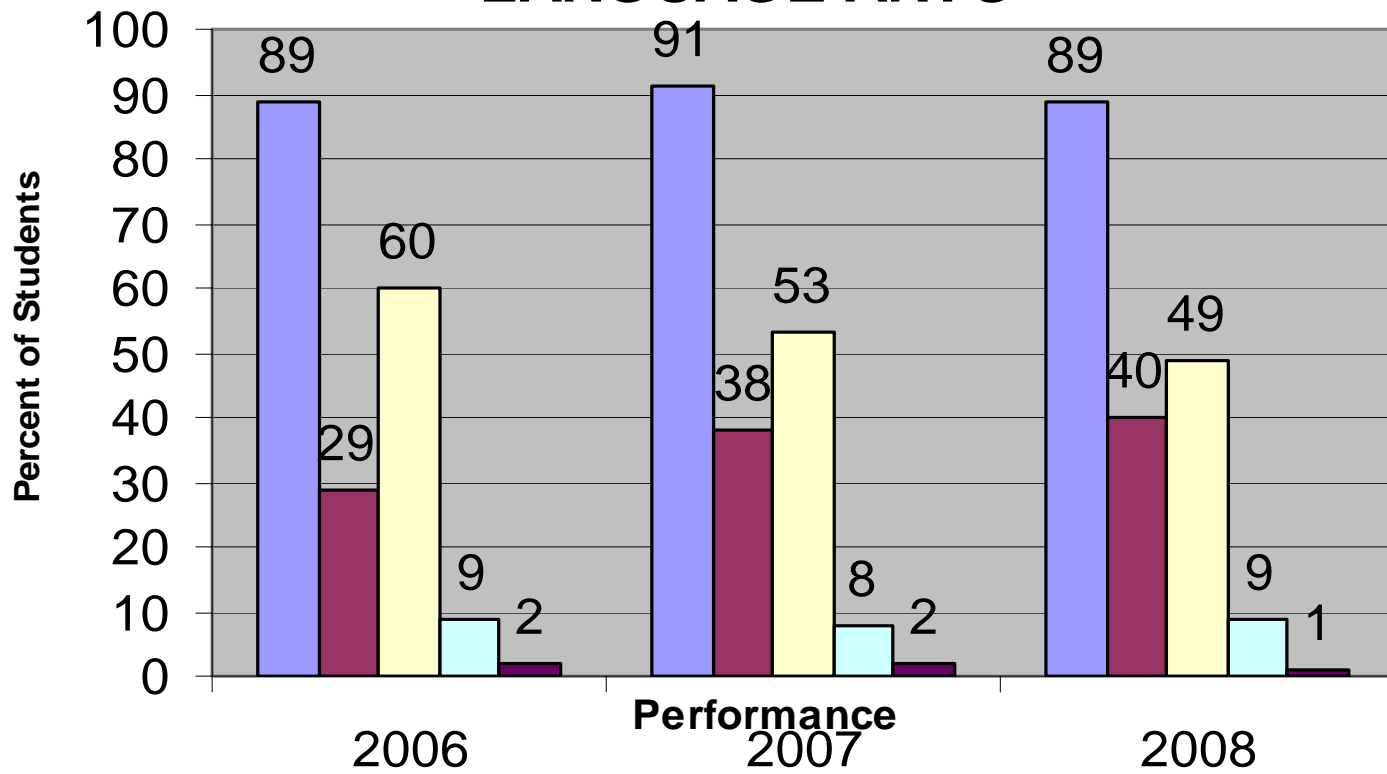
GRADE 5 MCAS MATH



GRADE 5 MCAS SCIENCE, ENGINEERING & TECHNOLOGY

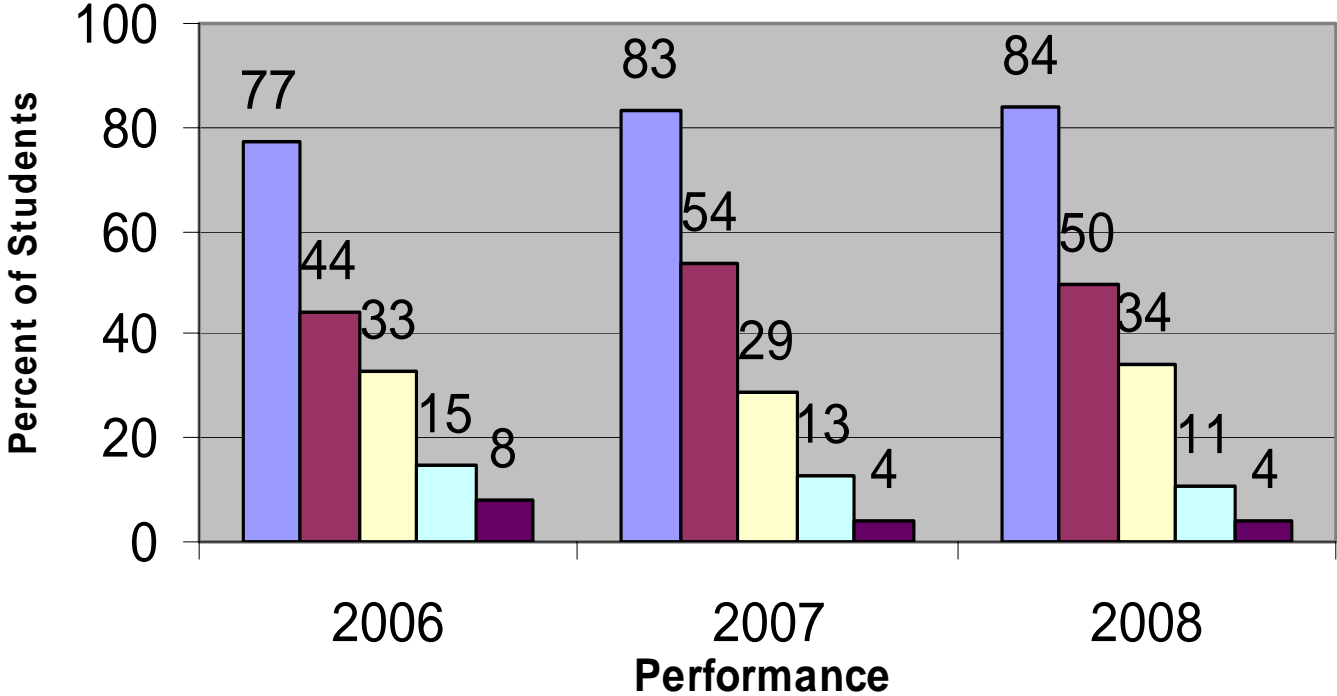


GRADE 6 MCAS ENGLISH LANGUAGE ARTS



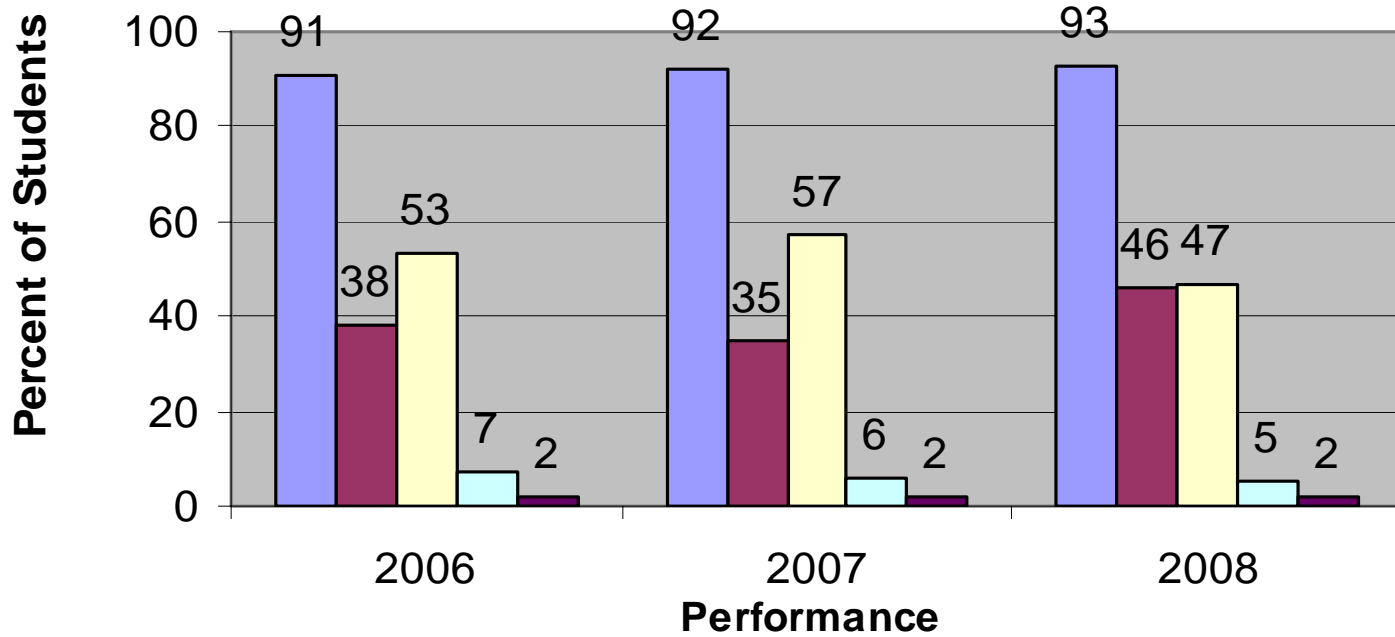
■ ADVANCED/PROFICIENT ■ ADVANCED
■ PROFICIENT ■ NEEDS IMPROVEMENT
■ WARNING

GRADE 6 MCAS MATH



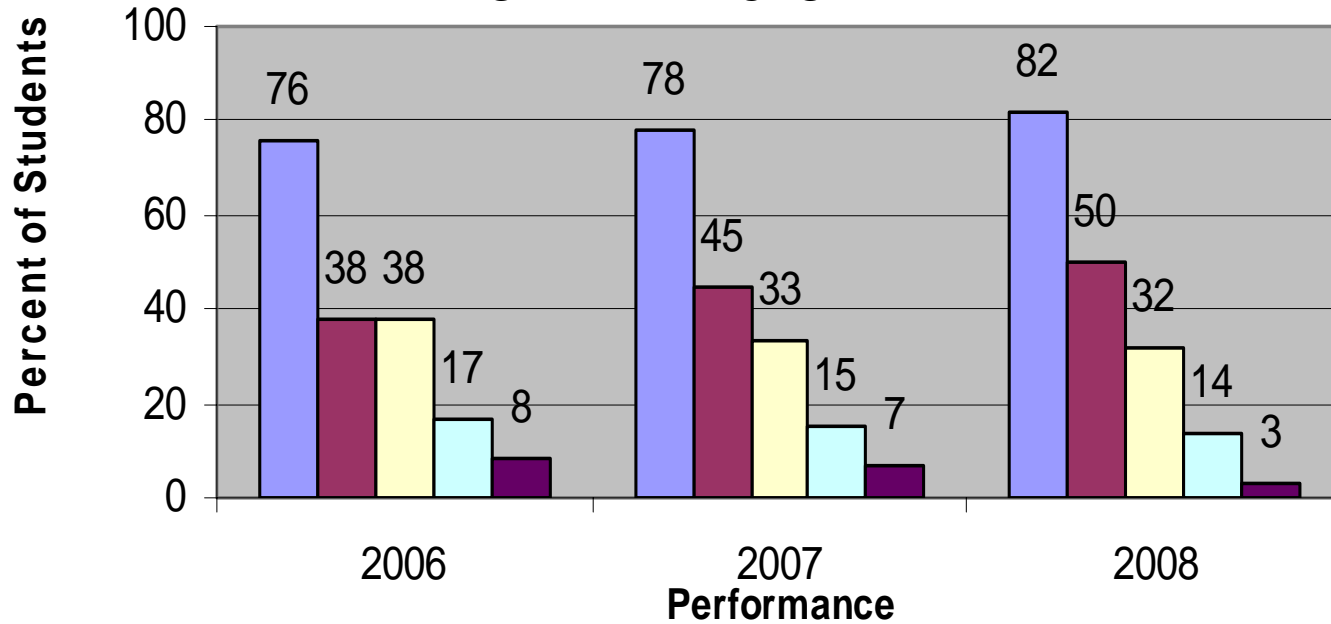
- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- WARNING

GRADE 7 MCAS ENGLISH LANGUAGE ARTS



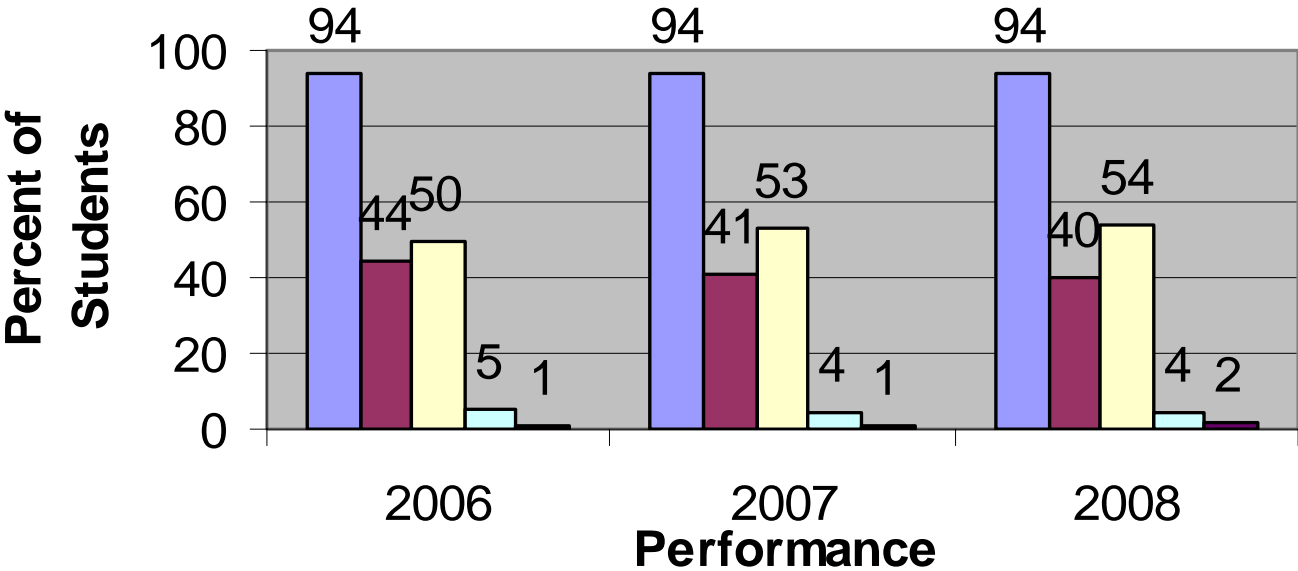
- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- WARNING

GRADE 7 MCAS MATH



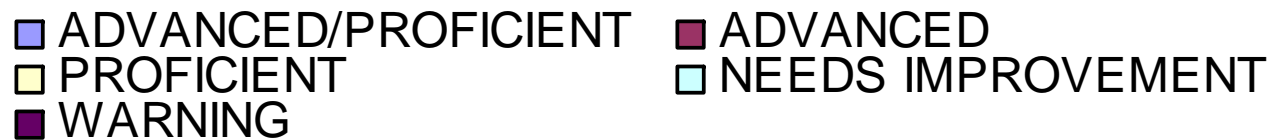
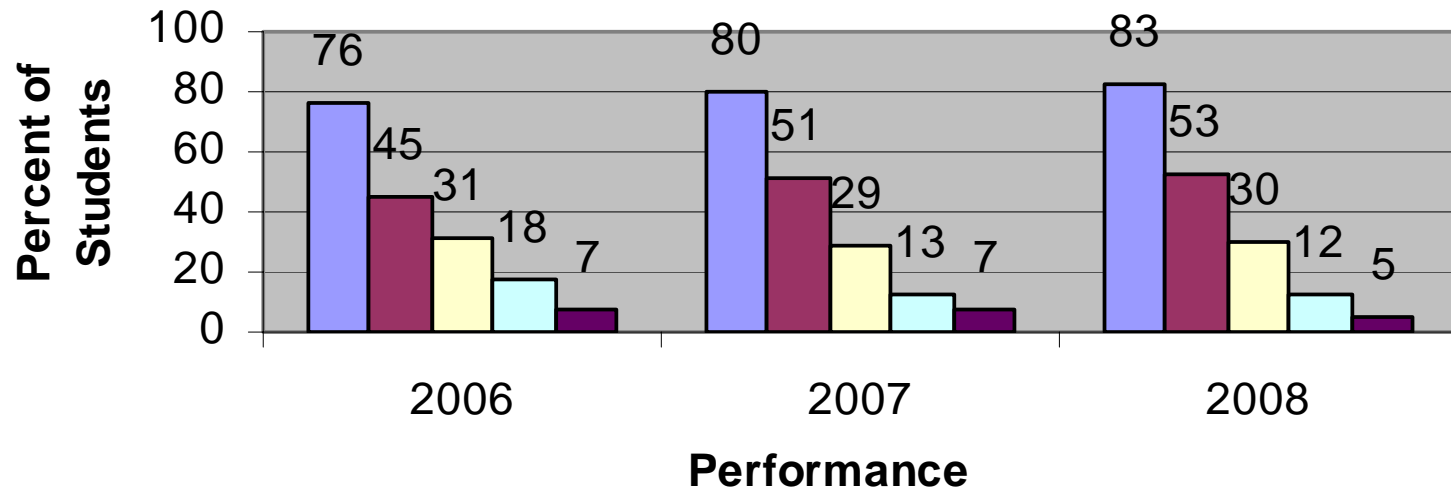
- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- WARNING

GRADE 8 MCAS ENGLISH LANGUAGE ARTS

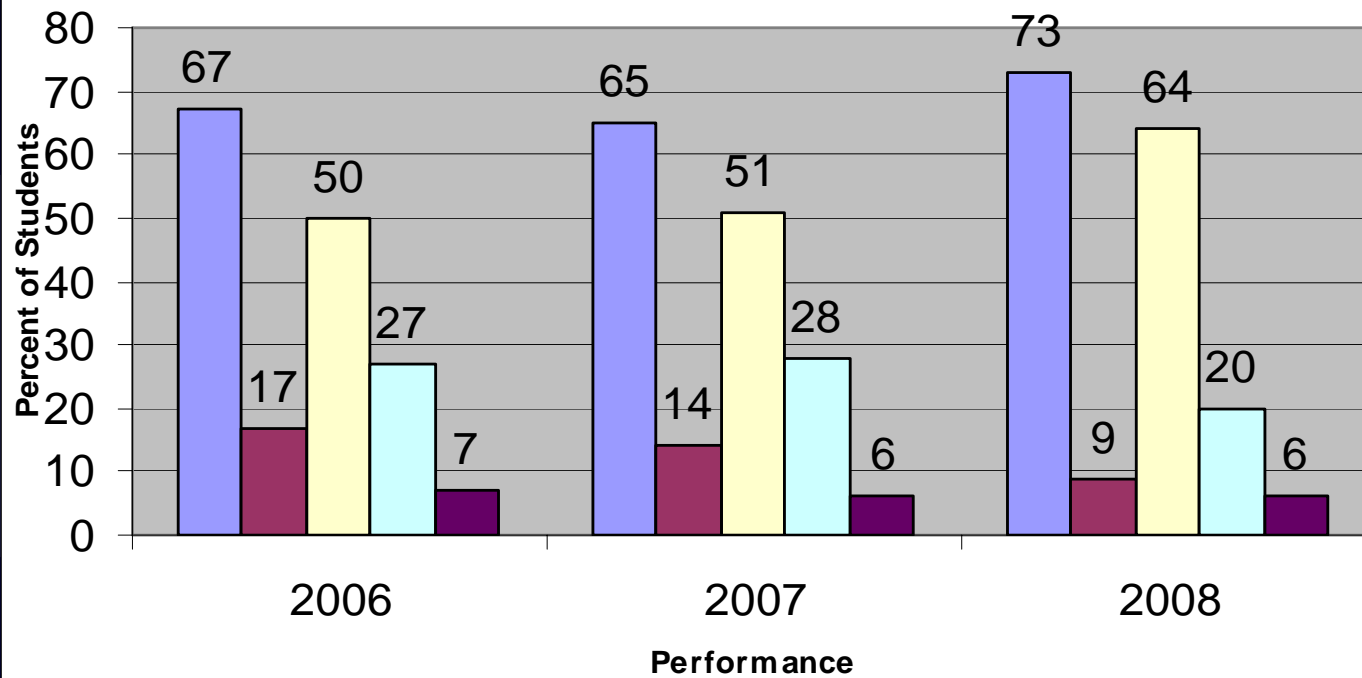


- -
- ADVANCED/PROFICIENT
ADVANCED
PROFICIENT
NEEDS IMPROVEMENT
WARNING

GRADE 8 MCAS MATH

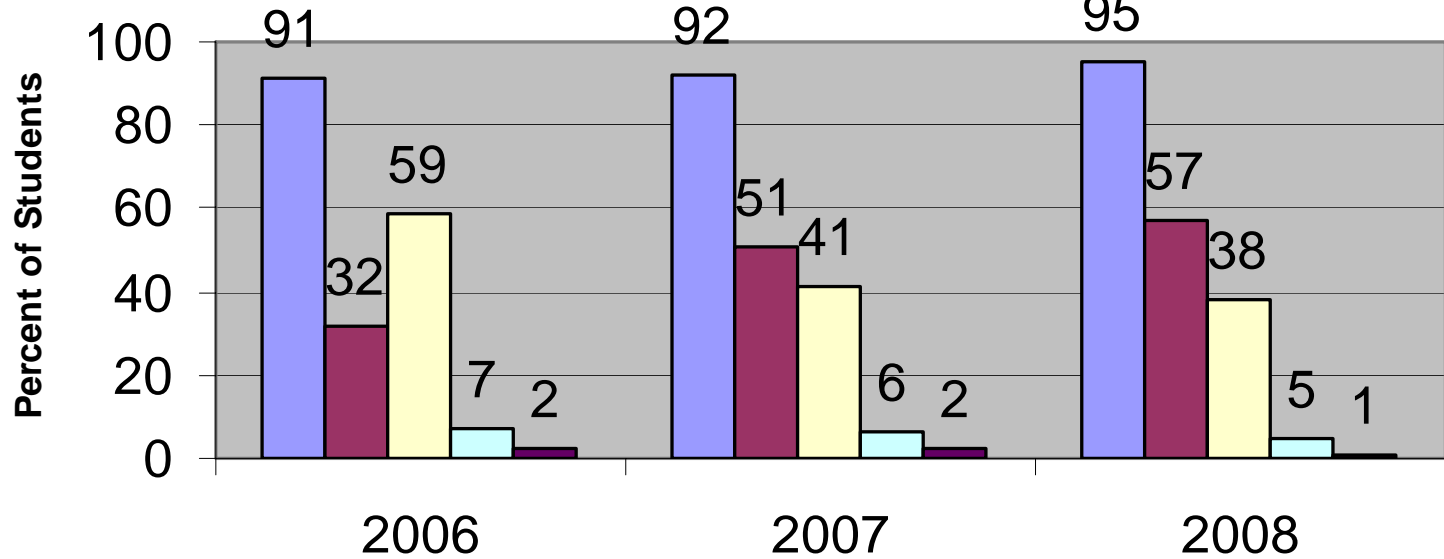


GRADE 8 MCAS SCIENCE, ENGINEERING & TECHNOLOGY



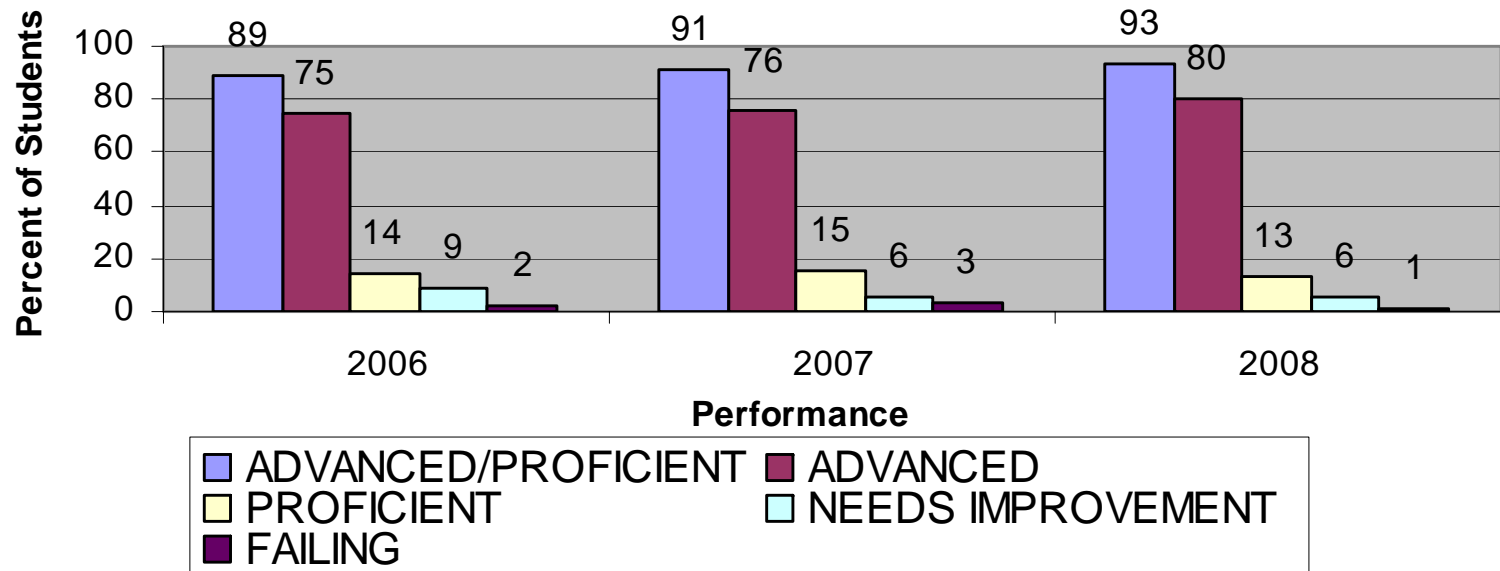
■ ADVANCED/PROFICIENT ■ ADVANCED
■ PROFICIENT ■ NEEDS IMPROVEMENT
■ WARNING

GRADE 10 MCAS ENGLISH LANGUAGE ARTS

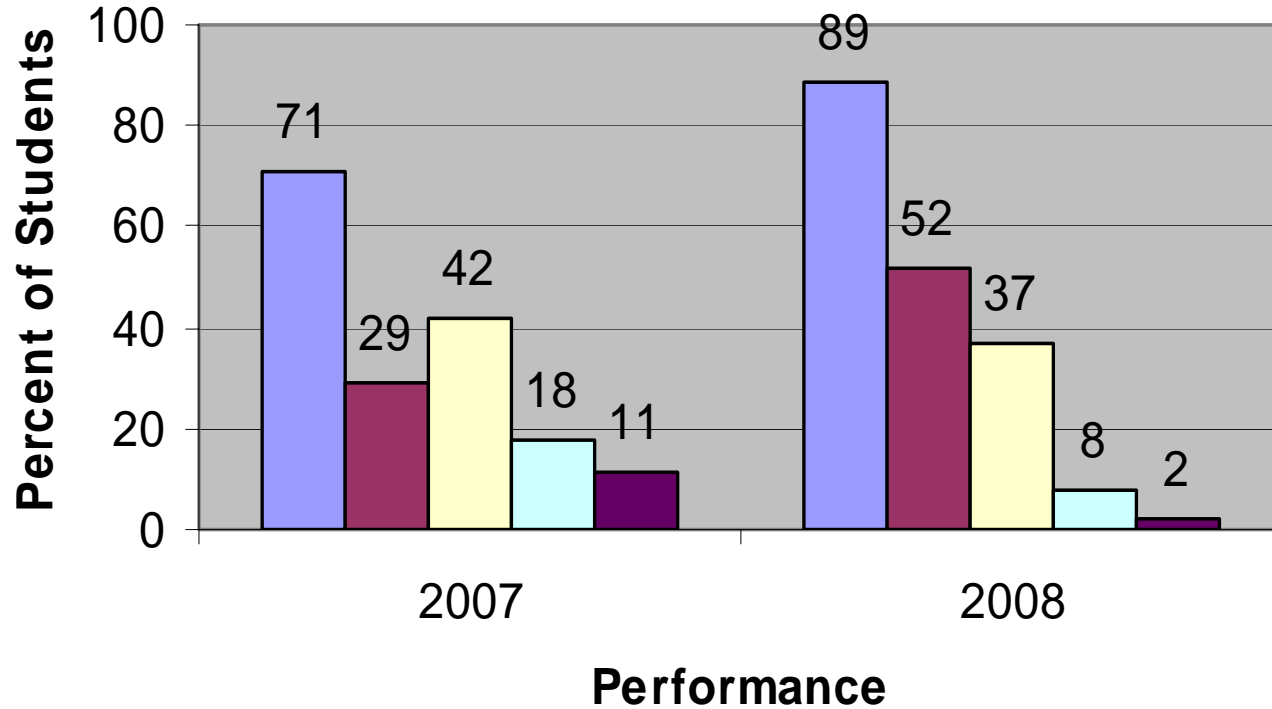


- Performance
- ADVANCED/PROFICIENT
 - ADVANCED
 - PROFICIENT
 - NEEDS IMPROVEMENT
 - FAILING

GRADE 10 MCAS MATH



GRADE 10 MCAS BIOLOGY



- ADVANCED/PROFICIENT
- ADVANCED
- PROFICIENT
- NEEDS IMPROVEMENT
- FAILING



LEXINGTON PUBLIC SCHOOLS 2008 MCAS

- Focus Areas of Strength
- Opportunities for Growth
- Next Steps

FOCUS AREAS OF STRENGTH

2007 - 2008

- Overall district performance in Math - 2008 Composite Proficiency Index (CPI) 93.3 , 2007 CPI 92.2, +1.1
- Students with Disabilities subgroup performance in Math – 2008 Composite Proficiency Index (CPI) 76.8, 2007 74.8, +2.0
- Limited English Proficient (LEP) subgroup performance in Math – 2008 Composite Proficiency Index (CPI) 94.0, 2007 91.8,+2.2
- African American/Black subgroup performance in Math – 2008 Composite Proficiency Index (CPI) 72.2, 2007 69.7,+2.5



FOCUS AREAS OF STRENGTH cont. 2007 - 2008

Lexington High School Grade 10 Math

| | | | |
|--------------------------|------------|------------|-----------------|
| ADVANCED | 81% | 369 | students |
| PROFICIENT | 13% | 59 | students |
| NEEDS IMPROVEMENT | 6% | 26 | students |
| FAILING | 0% | 0 | students |

OPPORTUNITIES FOR GROWTH

- Lexington Public Schools did not improve in 2008 - Overall district performance ELA Composite Proficiency Index (CPI) 2008 95.2, 2007 96.0, -.8
- Students with Disabilities did not make Adequate Yearly Progress (AYP) in ELA - Composite Proficiency Index (CPI) 2008 82.9, 2007 85.5, -2.6
- Low Income did not make Adequate Yearly Progress (AYP) in ELA - Composite Proficiency Index (CPI) 2008 88.9, 2007 92.0, -3.8
- Limited English Proficient (LEP) did not improve in ELA - Composite Proficiency, Index (CPI) 2008 88.9, 2007 92.0, -3.1



NEXT STEPS

- ★ SHORT-TERM GOALS
- ★ LONG-TERM GOALS



SHORT-TERM GOALS

- Principal/Administrator/Department Head/Coordinator data analysis
- Teacher MCAS item analysis at the building level and at the student level
- Literacy Leadership Committee – Tiered Intervention Model
- Math Leadership Committee – Year 1 2008 - 2009
- Individual Student Success Plans – Target interventions based on data analysis

SHORT-TERM GOALS cont.

- 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 of “Response to Intervention” (RTI) model for literacy intervention
- Replicate “Best Practices” that have proven successful



SHORT-TERM GOALS cont. BUILDING-LEVEL EXAMPLES

- **Examination of Open Response (OR) Questions**
 - Question-specific vocabulary
 - Question-specific content
- **Targeted instruction/review in MCAS content immediately preceding test administration (review)**
- **Planned meetings and specific conversations between general education and special education staff to discuss the learning needs of at-risk students**



LONG-TERM GOALS

Continue Program Evaluation/Curriculum Reviews

- Implementation of recommendations/pilots
- Establish K-12 benchmarks
- Update resources
- Target professional development – based on curriculum review recommendations
- Begin Year 1 English Language Arts curriculum review (subject to funding)



QUESTIONS?