

# NECAP DATA ANALYSIS

2012

Presented by Greg Bartlett  
March, 2013

# QUOTE

“Education, then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.”

-Horace Mann

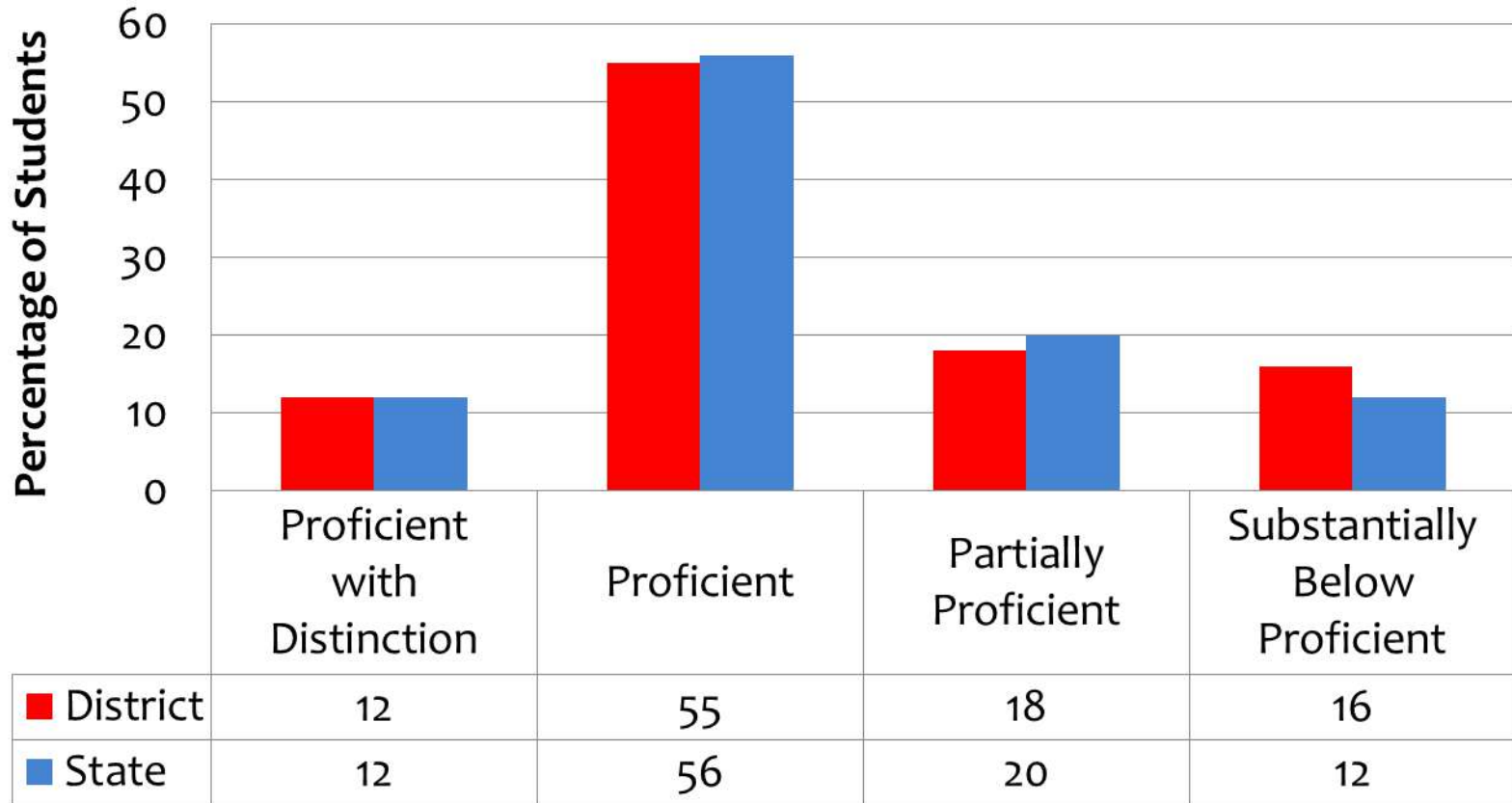
# Test Context

- Test administered in October – 2012.
- Test is designed to measure the content and skills learned during the teaching year of 2011-2012 in Reading, Math, and Writing.
- Basic Question is: “How are we doing compared to: Standard? Self? Others?”
- Snapshot in Time.
- This is only one indicator – Need “multiple measures”

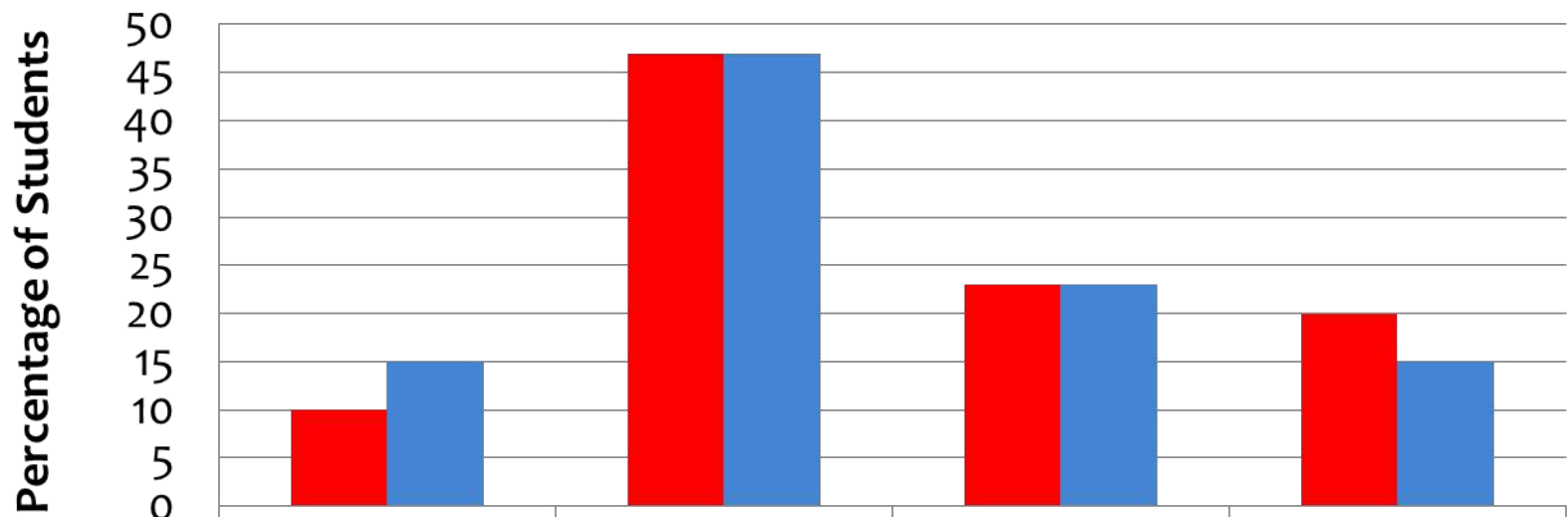
# Purpose of Data Collection and Analysis

- Data for Accountability: Lagging indicators are assessments OF Learning
- Data for Continuous Improvement: Leading indicators are assessments FOR learning
- Seeking improvement means using data as a flashlight, not as a hammer.

## Grade 3 Reading

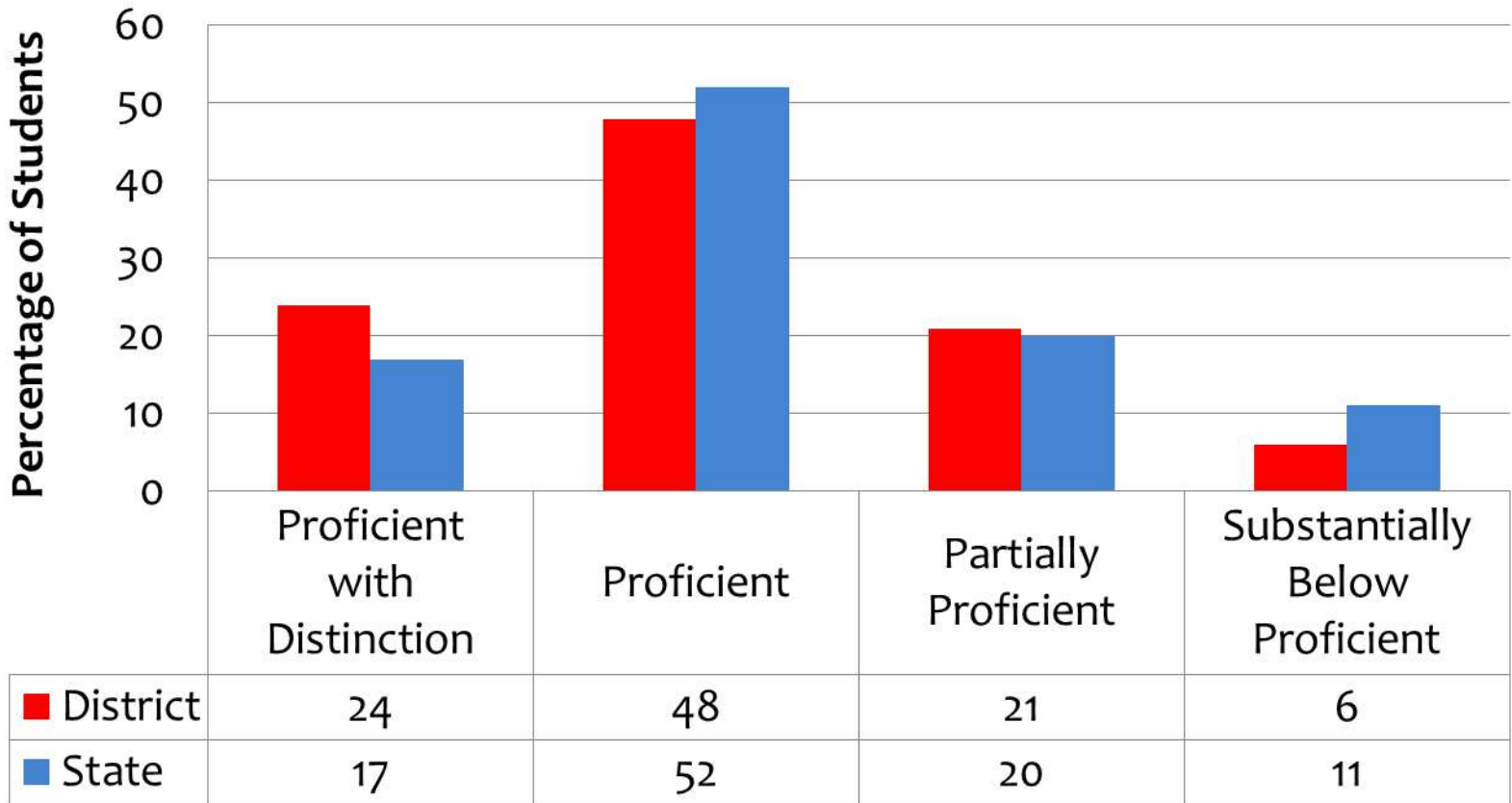


## Grade 3 Math

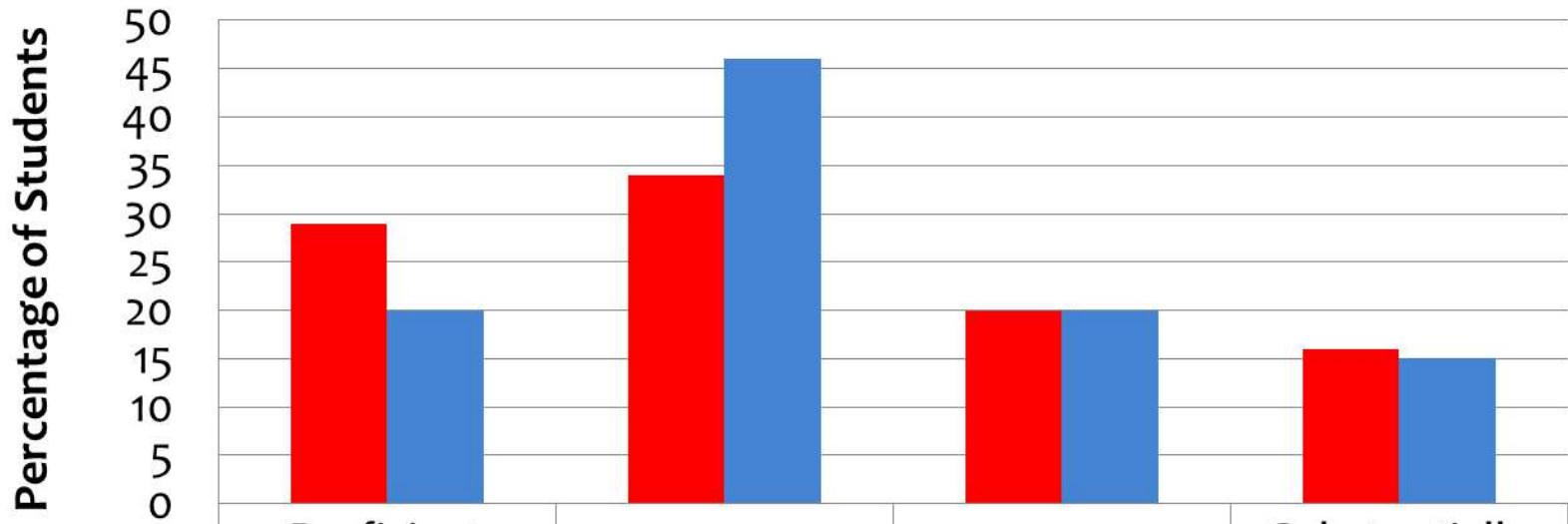


	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	10	47	23	20
■ State	15	47	23	15

## Grade 4 Reading



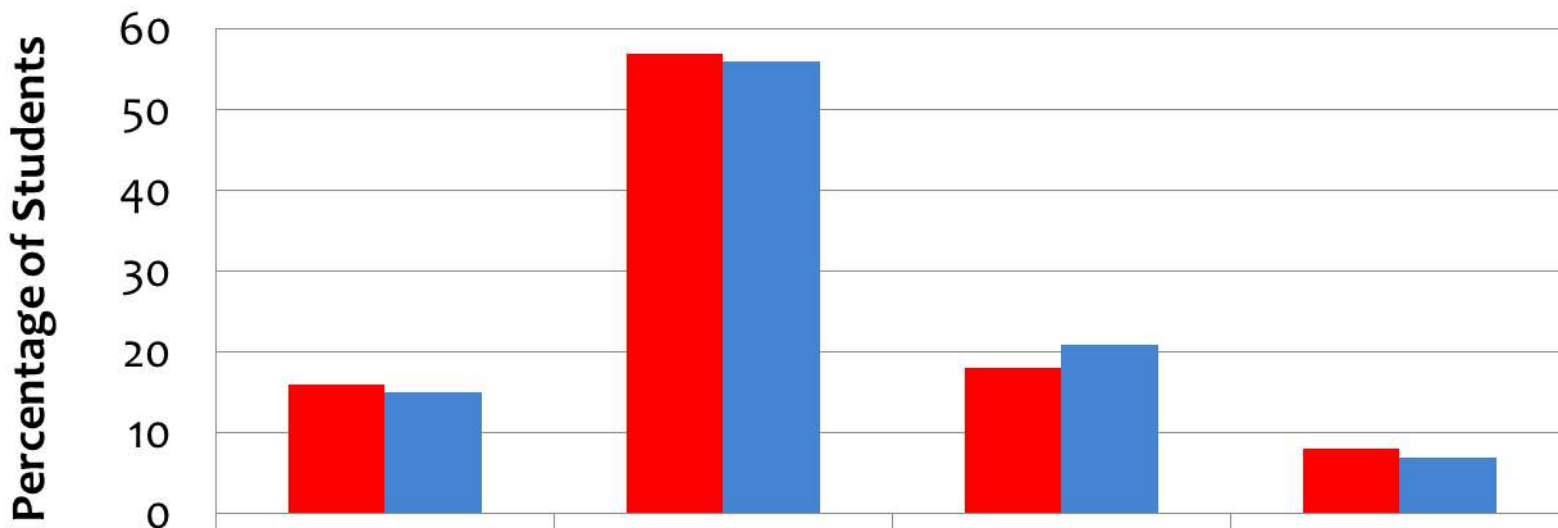
## Grade 4 Math



	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
<span style="color: red;">■</span> District	29	34	20	16
<span style="color: blue;">■</span> State	20	46	20	15

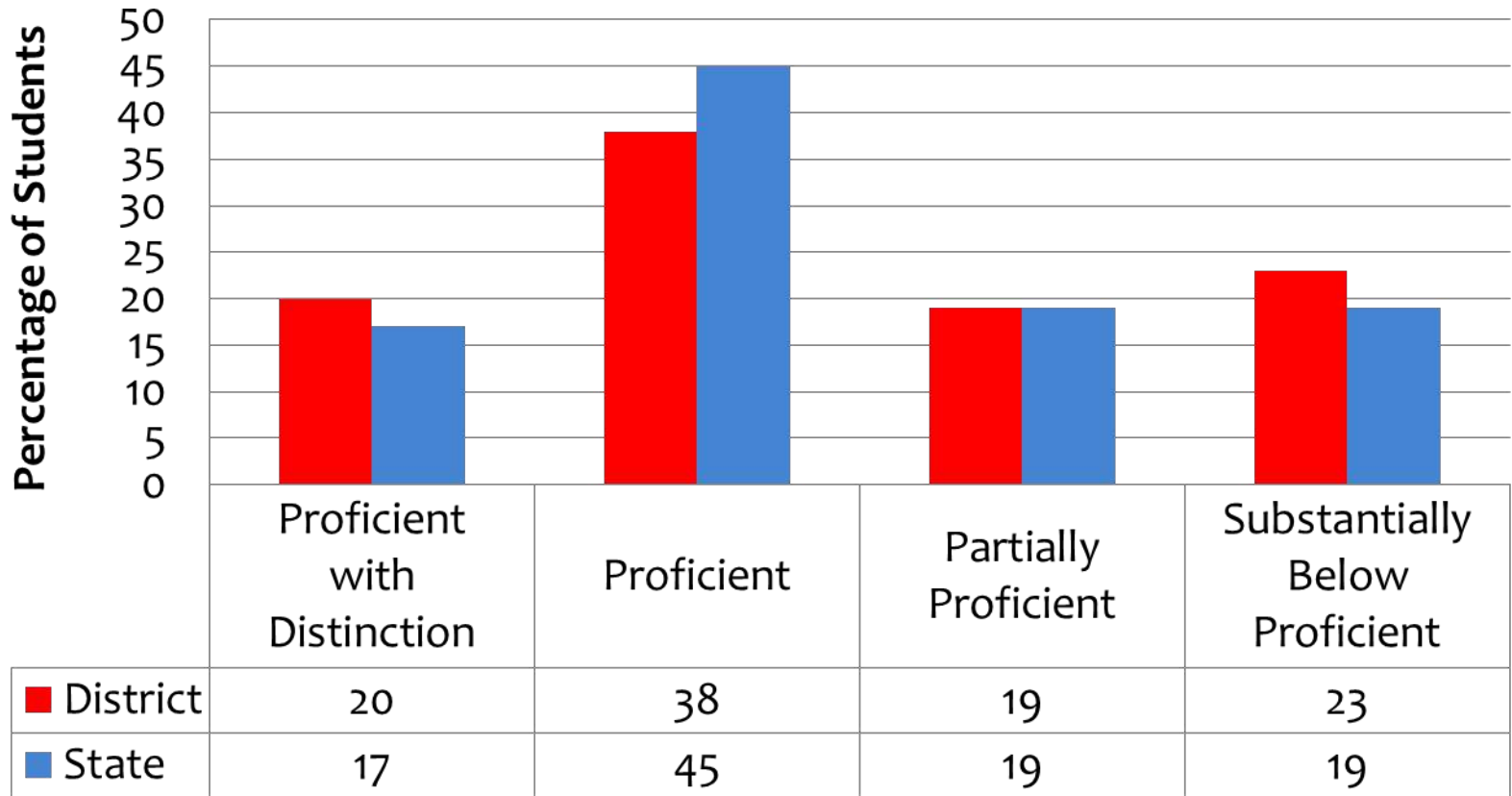


## Grade 5 Reading



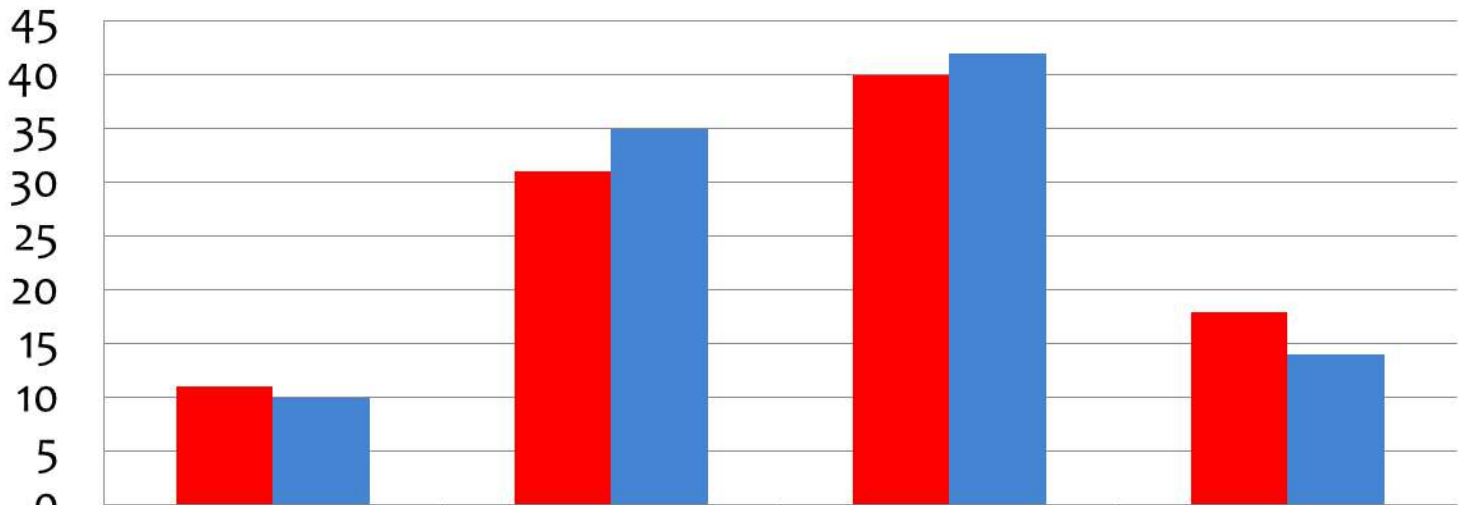
	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	16	57	18	8
■ State	15	56	21	7

## Grade 5 Math



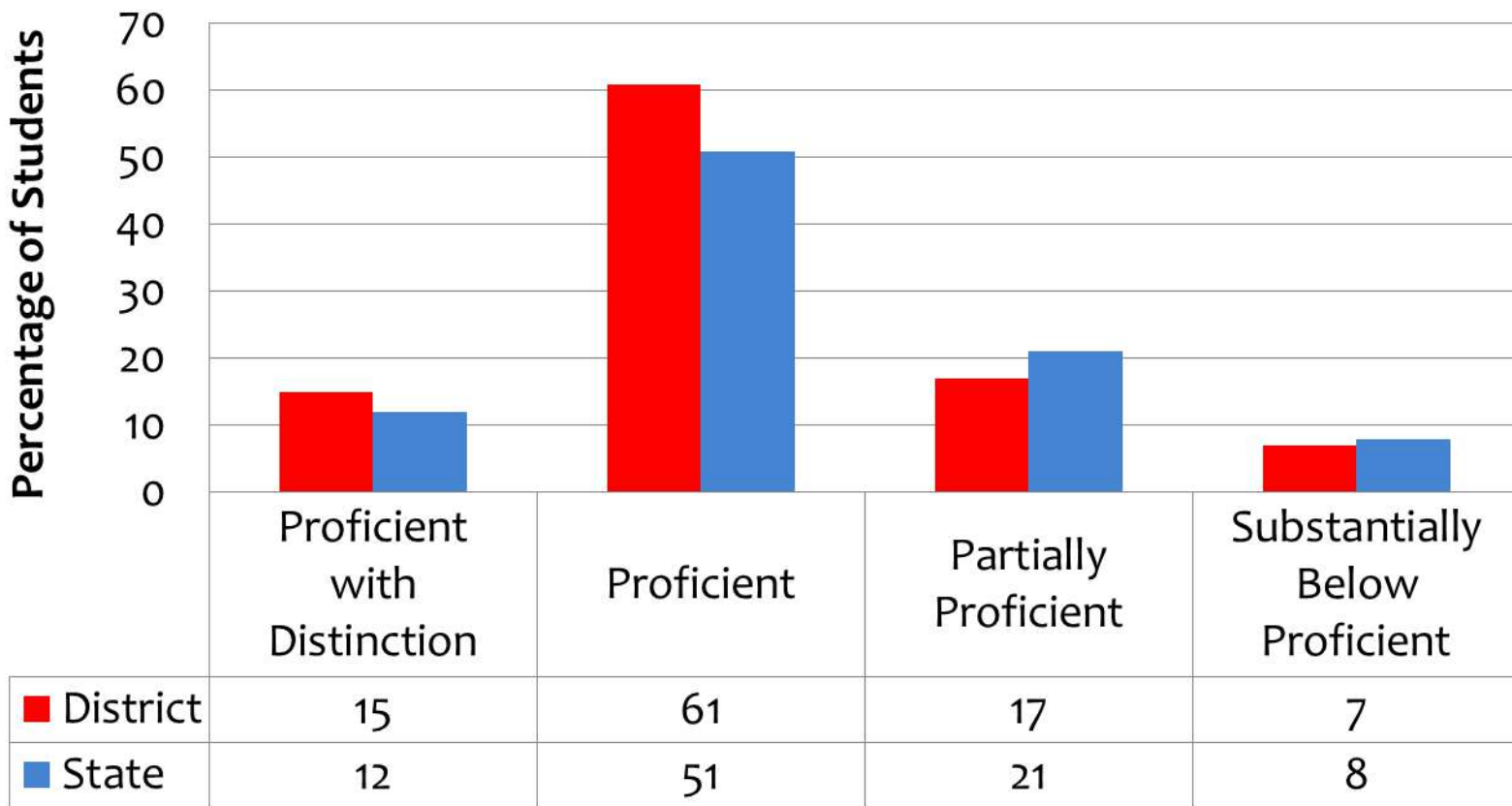
## Grade 5 Writing

Percentage of Students

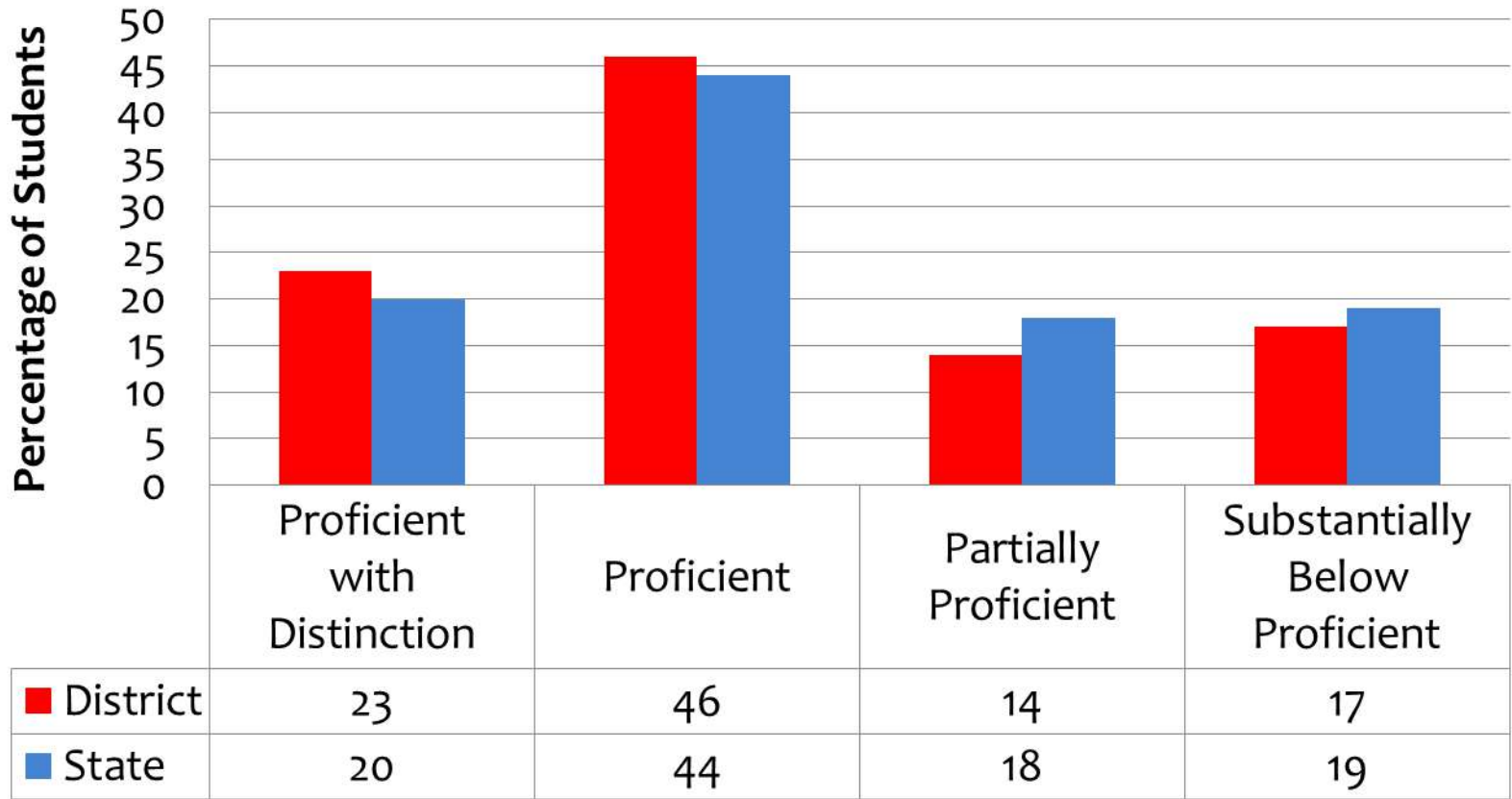


	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	11	31	40	18
■ State	10	35	42	14

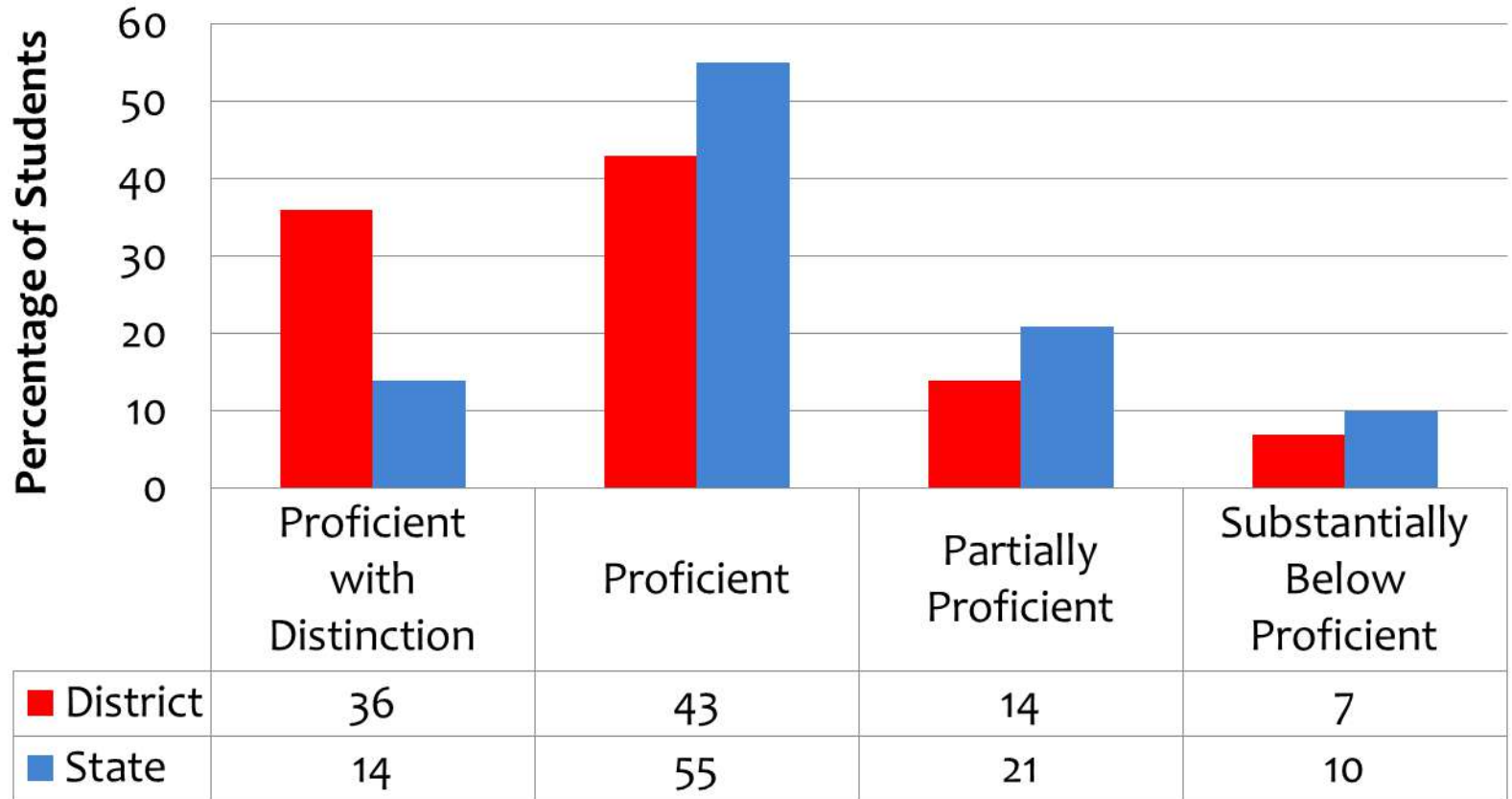
## Grade 6 Reading



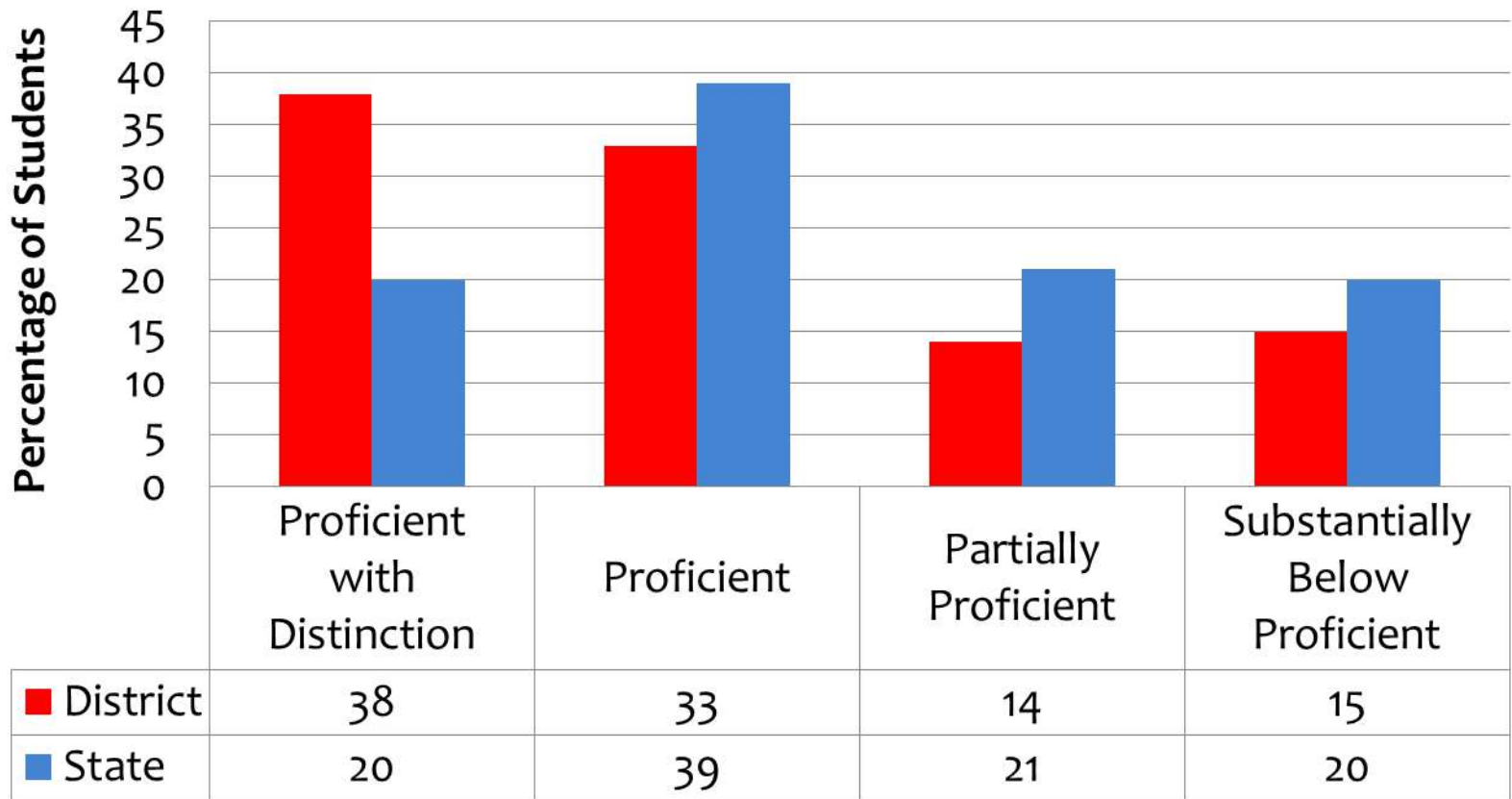
## Grade 6 Math



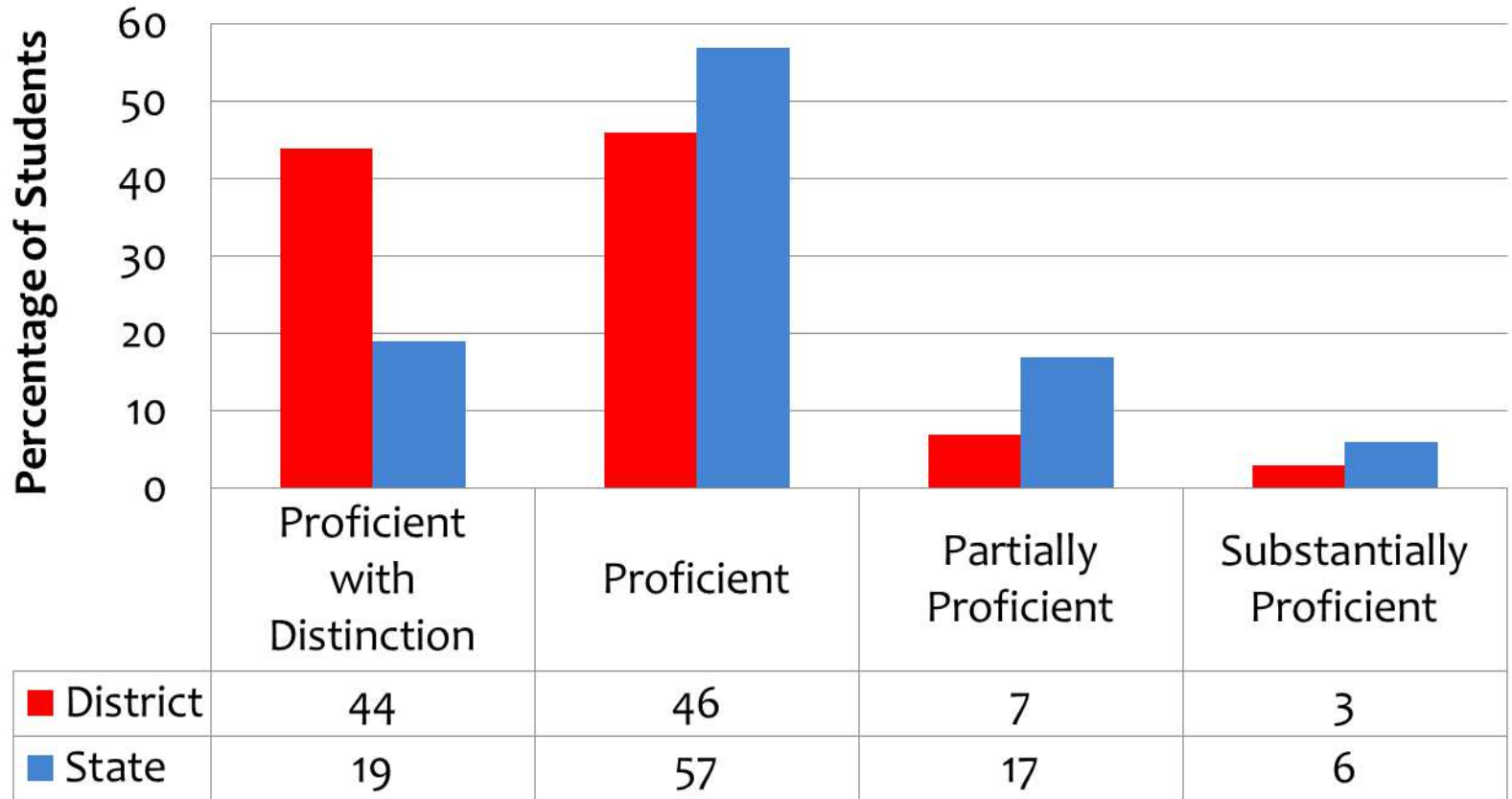
## Grade 7 Reading



## Grade 7 Math

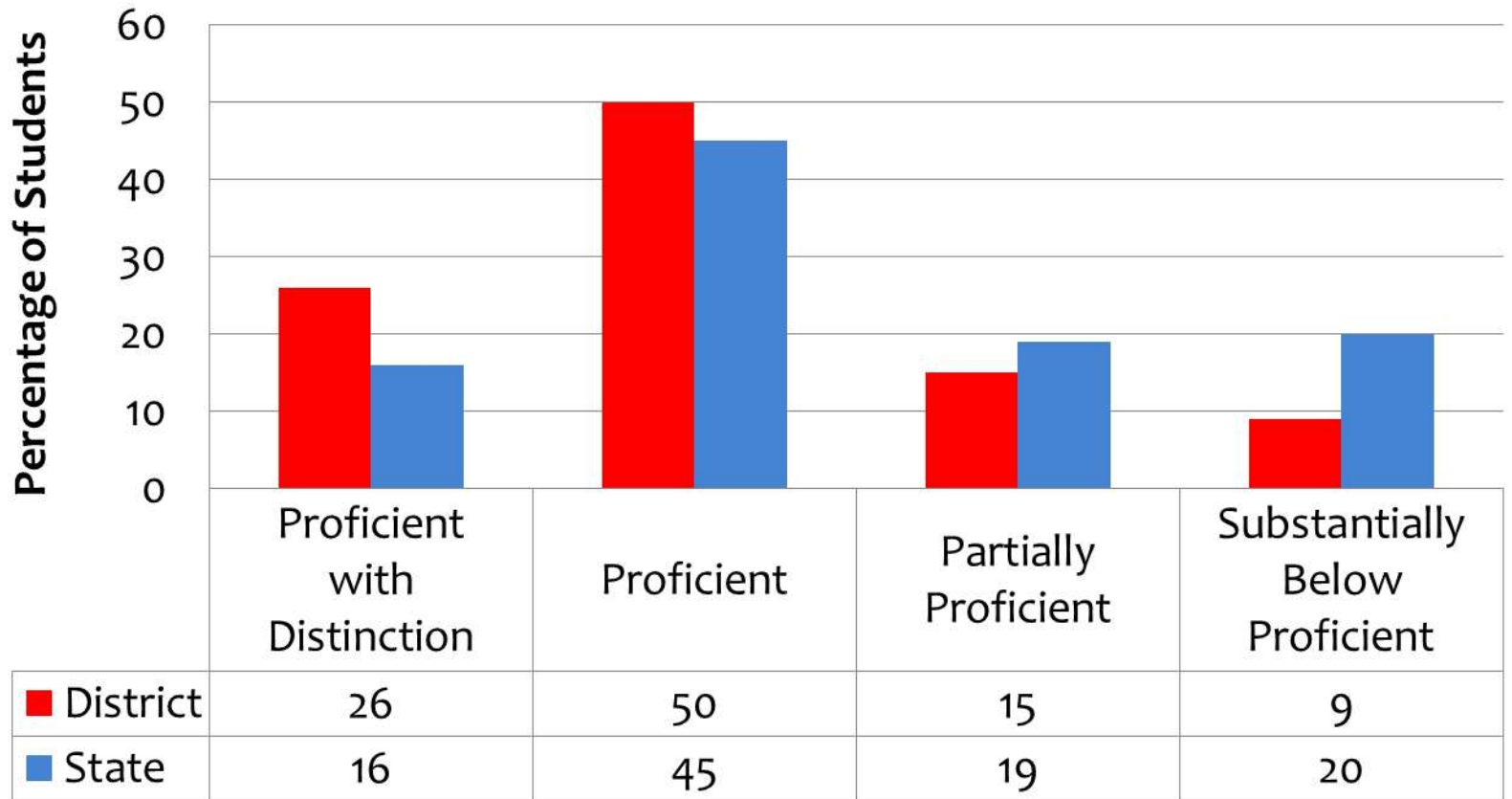


## Grade 8 Reading

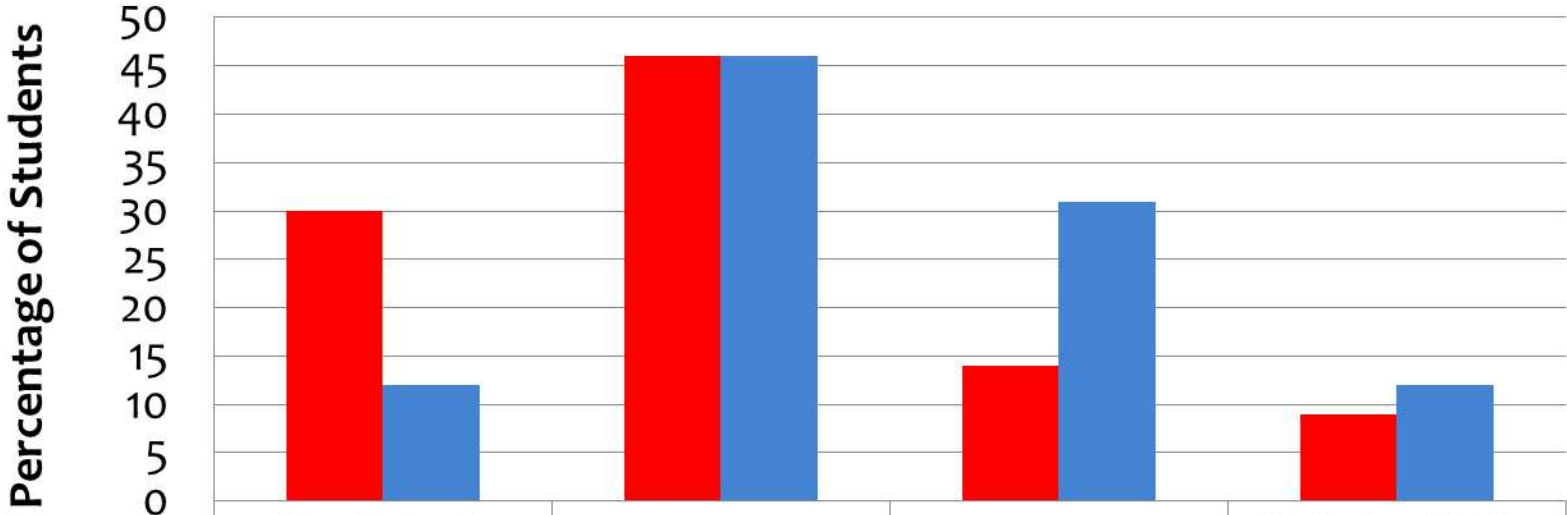




## Grade 8 Math



# Grade 8 Writing



	Proficient with Distinction	Proficient	Partially Proficient	Substantially Below Proficient
■ District	30	46	14	9
■ State	12	46	31	12

# Grade 3: Reading

- 67% of all third grade students (118 of the 177 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 12% (21 students) are Proficient with Distinction and 55% (97 students) are Proficient.
- 18% (31 students) are Partially Proficient and 16% (28 students) are Substantially below Proficient on the NECAP Reading Assessment.

# Grade 4: Reading

- 72% of all fourth grade students (101 of the 140 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 24% (34 students) are Proficient with Distinction and 48% (67 students) are Proficient.
- 21% (30 students) are Partially Proficient and 6% (9 students) are Substantially below Proficient on the NECAP Reading Assessment.

# Grade 5: Reading

- 73% of all fifth grade students (112 of the 153 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 16% (25 students) are Proficient with Distinction and 57% (87 students) are Proficient.
- 18% (28 students) are Partially Proficient and 8% (13 students) are Substantially below Proficient on the NECAP Reading Assessment.

# Grade 6: Reading

- 76% of all sixth grade students (132 of the 173 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 15% (26 students) are Proficient with Distinction and 61% (106 students) are Proficient.
- 17% (29 students) are Partially Proficient and 7% (12 students) are Substantially below Proficient on the NECAP Reading Assessment.

# Grade 7: Reading

- 79% of all seventh grade students (132 of the 166 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 36% (60 students) are Proficient with Distinction and 43% (72 students) are Proficient.
- 14% (23 students) are Partially Proficient and 7% (11 students) are Substantially below Proficient on the NECAP Reading Assessment.

# Grade 8: Reading

- 90% of all eighth grade students (158 of the 175 tested), are either Proficient with Distinction or Proficient on the NECAP Reading Assessment.
- 44% (77 students) are Proficient with Distinction and 46% (81 students) are Proficient.
- 7% (12 students) are Partially Proficient and 3% (5 students) are Substantially below Proficient on the NECAP Reading Assessment.



# Grade 3: Mathematics

- 57% of all third grade students (101 of the 177 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 10% (17 students) are Proficient with Distinction and 47% (84 students) are Proficient.
- 23% (40 students) are Partially Proficient and 20% (36 students) are Substantially below Proficient on the NECAP Mathematics Assessment.

# Grade 4: Mathematics

- 63% of all fourth grade students (89 of the 140 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 29% (41 students) are Proficient with Distinction and 34% (48 students) are Proficient.
- 20% (28 students) are Partially Proficient and 16% (23 students) are Substantially below Proficient on the NECAP Mathematics Assessment.

# Grade 5: Mathematics

- 58% of all fifth grade students (89 of the 153 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 20% (31 students) are Proficient with Distinction and 38% (58 students) are Proficient.
- 19% (29 students) are Partially Proficient and 23% (35 students) are Substantially below Proficient on the NECAP Mathematics Assessment.

# Grade 6: Mathematics

- 69% of all sixth grade students (119 of the 173 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 23% (39 students) are Proficient with Distinction and 46% (80 students) are Proficient.
- 14% (25 students) are Partially Proficient and 17% (29 students) are Substantially below Proficient on the NECAP Mathematics Assessment.

# Grade 7: Mathematics

- 71% of all seventh grade students (119 of the 167 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 38% (64 students) are Proficient with Distinction and 33% (55 students) are Proficient.
- 14% (23 students) are Partially Proficient and 15% (25 students) are Substantially below Proficient on the NECAP Mathematics Assessment.

# Grade 8: Mathematics

- 76% of all eighth grade students (133 of the 175 tested), are either Proficient with Distinction or Proficient on the NECAP Mathematics Assessment.
- 26% (46 students) are Proficient with Distinction and 50% (87 students) are Proficient.
- 15% (26 students) are Partially Proficient and 9% (16 students) are Substantially Below Proficient on the NECAP Mathematics Assessment.

# Overall Performance: Reading

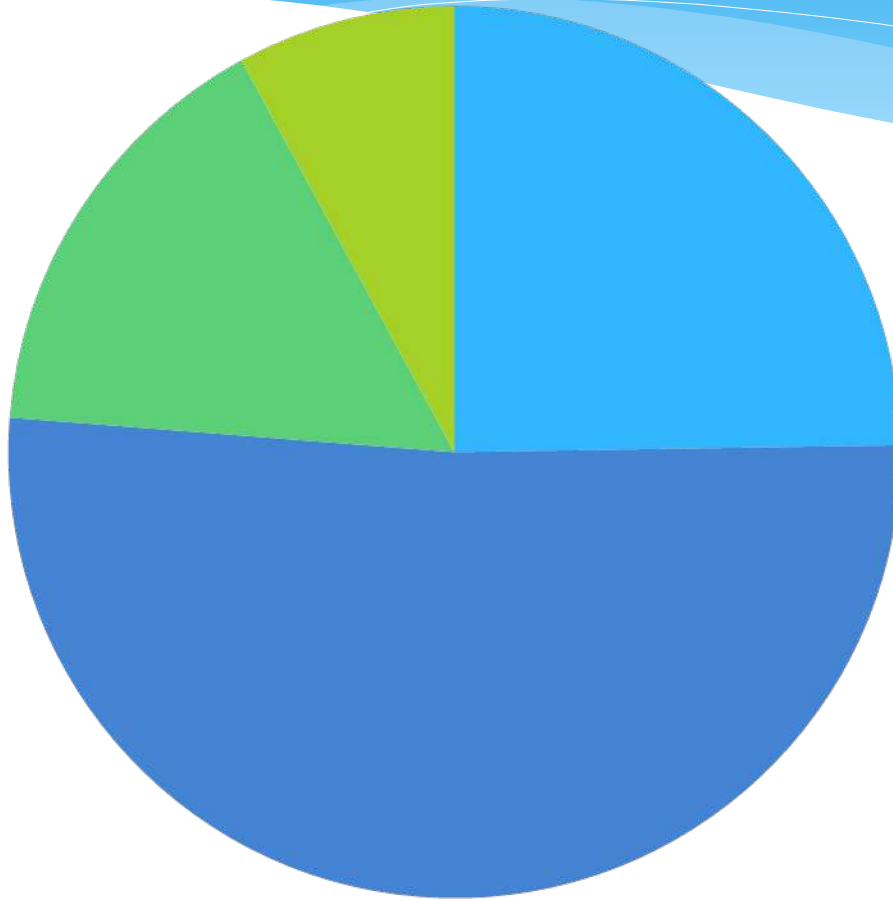
- 984 Brunswick students in grades 3 – 8 participated in the Fall 2012 NECAP Reading Assessment.
- Of the 984 students tested, 77% (753 students) were found to be Proficient or Proficient with Distinction on the 2012 NECAP Reading Assessment.
- 25% (243 students) earned Proficient with Distinction scores, while 52% (510 students) earned Proficient scores.
- 16% (153 students) of Brunswick students in grades 3 – 8 earned Partially Proficient scores, and 8% (78 students) achieved scores that placed them in the Substantially below Proficient range.

# Overall Performance: Mathematics

- 985 Brunswick students in grades 3 – 8 participated in the Fall 2012 NECAP Reading Assessment.
- Of the 985 students tested, 66% (650 students) were found to be Proficient or Proficient with Distinction on the 2012 NECAP Mathematics Assessment.
- 24% (238 students) earned Proficient with Distinction scores, while 42% (412 students) earned Proficient scores.
- 17% (171 students) of Brunswick students in grades 3 – 8 earned Partially Proficient scores, and 17% (164 students) achieved scores that placed them in the Substantially below Proficient range.



# Grades 3 – 8 Reading



- Proficient with Distinction 25%
- Proficient 52%
- Partially Proficient 16%
- Substantially Below Proficient 8%

# Grades 3 – 8 Mathematics

**% of Students**



■ Proficient with  
Distinction 24%

■ Proficient 42%

■ Partially Proficient 17%

■ Substantially Below  
Proficient 17%

# Changing Demographics

- The percentage of special education students has risen from 14% to 17%.
- The percentage of lower socioeconomic students district wide has been at 30-31% the past 3 years.
- Homeless students:
  - 2008 = 6
  - 2012 = 23
  - 2013 = 20 (as of February 1)

# 2012-2013 Interventions

- Continued K-8 intervention provided for identified students in Reading and Math.
- All teachers (grades K-5) provide a minimum of 60 minutes per day of direct Reading and Math instruction.
- Intentional review and reinforcement of skills prior to the NECAP assessment administration in the Fall.

# Continued Interventions

- Continue to implement the RTI system with both school-wide and district-wide data teams to review individual, school, and system data.
- Data review conducted at each school to examine school trends (i.e., attendance, test scores, discipline, etc.)
- K-5 standards based report card being refined to reflect common benchmarks and assessments.

# Continued Interventions

- Continue to move to prepare for the implementation of the new Smarter Balance test. (2014-2015)
- Continue to prepare of the implementation of the New Maine Common Core of Learning Standards.

# Next Steps:

## Coffin School – Grades K-2

- K-2 teachers will continue to review and examine the NECAP test items in Reading and Mathematics in Grade - 3.
- Ongoing staff development training in the M.I.F.
- Leveraging internal expertise to target most effective instructional practices for all classrooms.
- Benchmark Review:  
K-2 staff will work with the building principal,

# Next Steps:

- Asst. Superintendent, and Curriculum Coordinator to review reading and math benchmarks.
- Comprehensive review of K-2 math and reading data- April, 2013.
- Recalibration of K-2 reading/math benchmarks, as necessary – May, 2013.



# Next Steps:

## Harriet Beecher Stowe

- HBSS will conduct a thorough data review (individual, school, and subgroup) to develop a plan to support students based on the answers to these questions:

### Individual Student Data:

- Are there students who need additional interventions?
- Are we providing the right intervention to the right students?
- What do other data points tell us? (i.e. Classroom, NWEA, BAS, etc.)

# Next Steps:

## School Data:

- What do the release items tell us?
- What are the trends? What concepts do we need to emphasize in our teaching?
- What concepts do we need to reteach?

## Subgroup Data:

- What is happening with our subgroups over time?
- What should our instructional emphasis be?

# Next Steps:

## HBS - Instructional Emphasis

- Continue emphasis on implementing Math in Focus with fidelity.
- Continue staff development training for Math in Focus.
- Continue development of common assessments in reading and writing.

# Next Steps:

## B.J.H.S.

- Continue the current level of support with RTI (Response To Intervention) for struggling students.
- Continue to investigate new structures to ensure students feel connected to B.J.H.S.
- Provide systematic and purposeful staff development in mathematics.