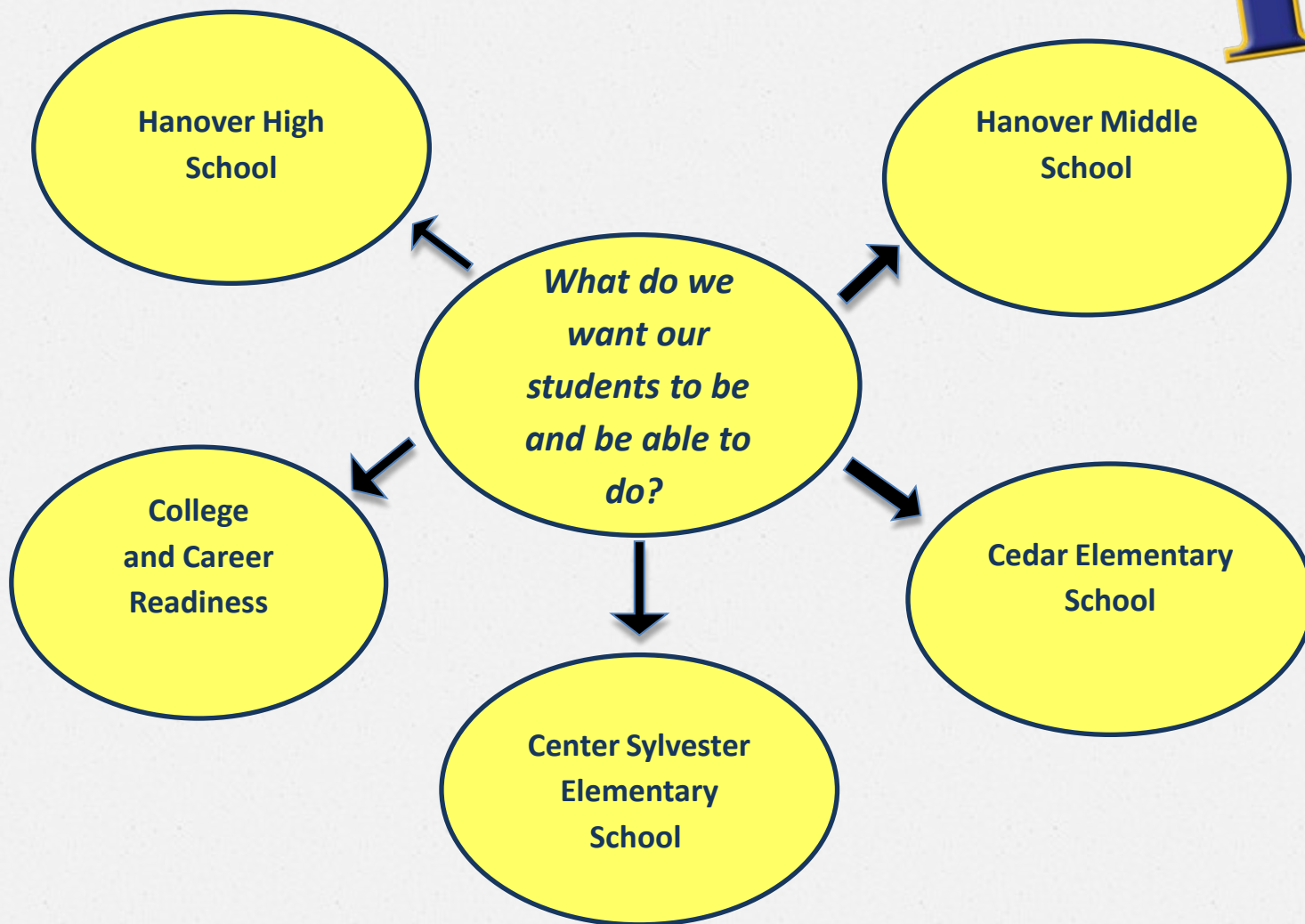
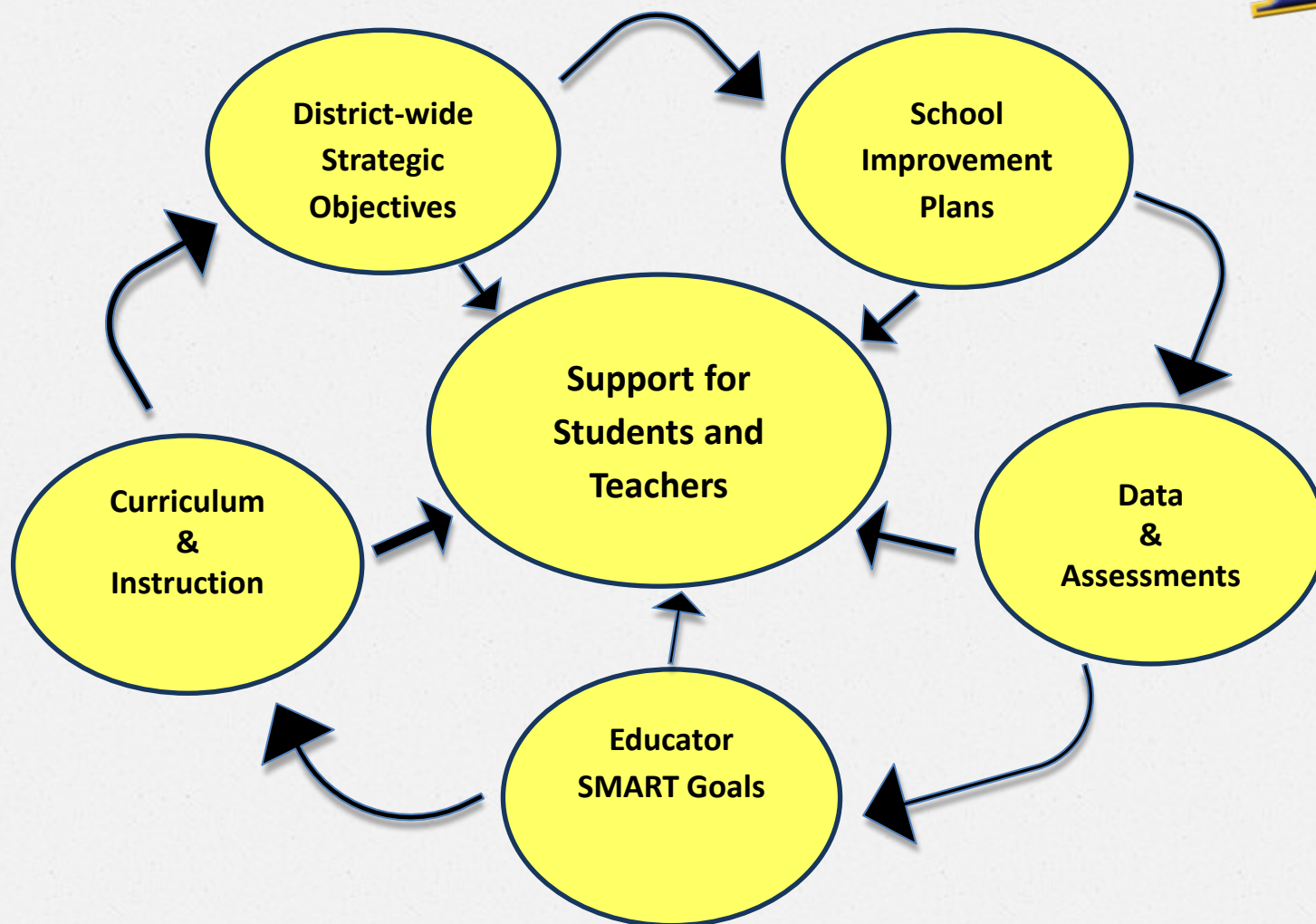




Elementary & Middle School  
2014 ELA MCAS  
Evaluation & Strategy









Looking back to move forward...

MCAS



Common Core



Next Generation Assessment  
(PARCC)





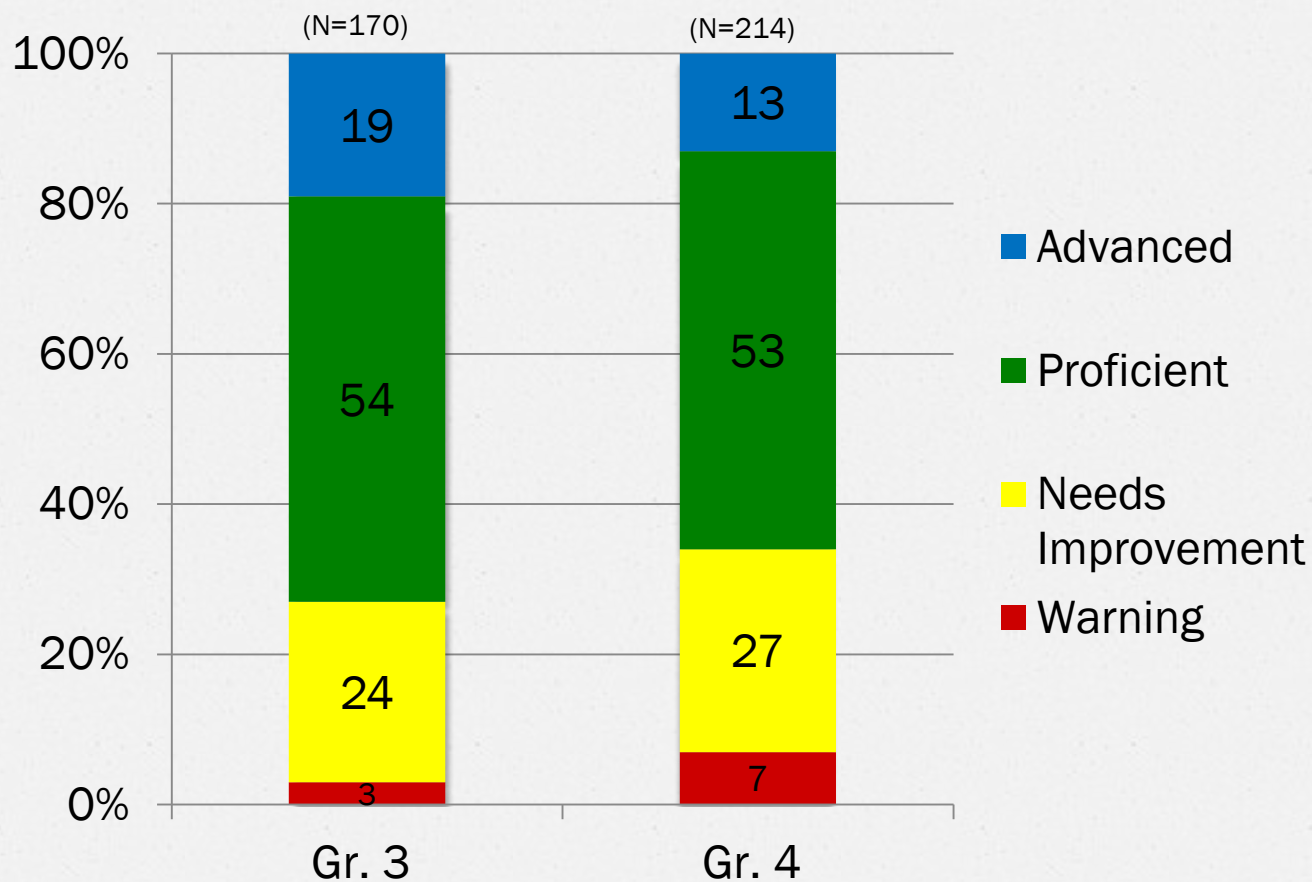
## What do we want our students to be able to do?

Based on content emphasis and examining key features in the Common Core State Standards (CCSS) and to be college and career ready, our children must be able to:

1. **Comprehend Complex Text:** Be engaged in regular practice with complex text and its academic language.
2. **Cite Evidence:** Participate in reading and writing experiences grounded in use of evidence from text, literary and informational passages.
3. **Build Knowledge:** Construct, strengthen and expand knowledge through content rich nonfiction.



# Grades 3 & 4

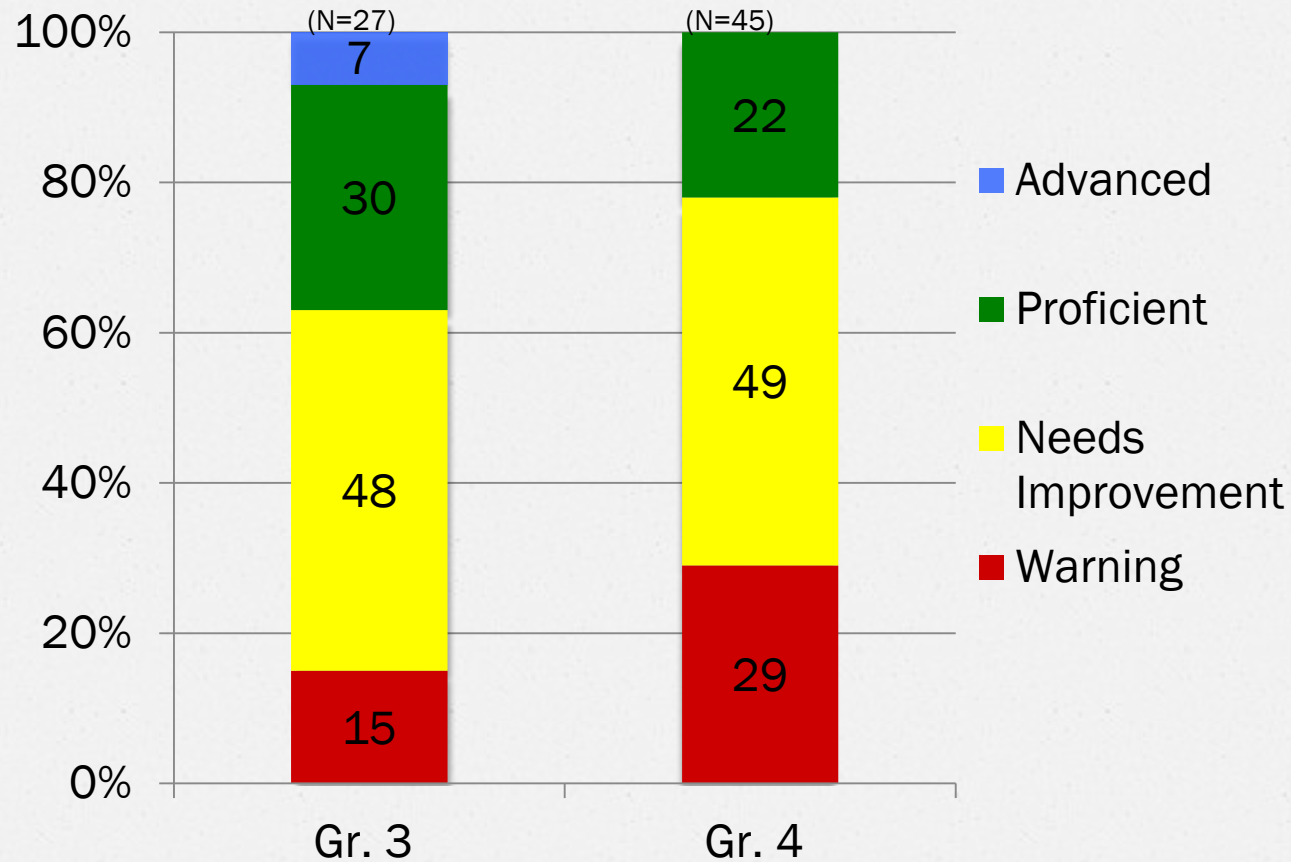






# Grades 3 & 4

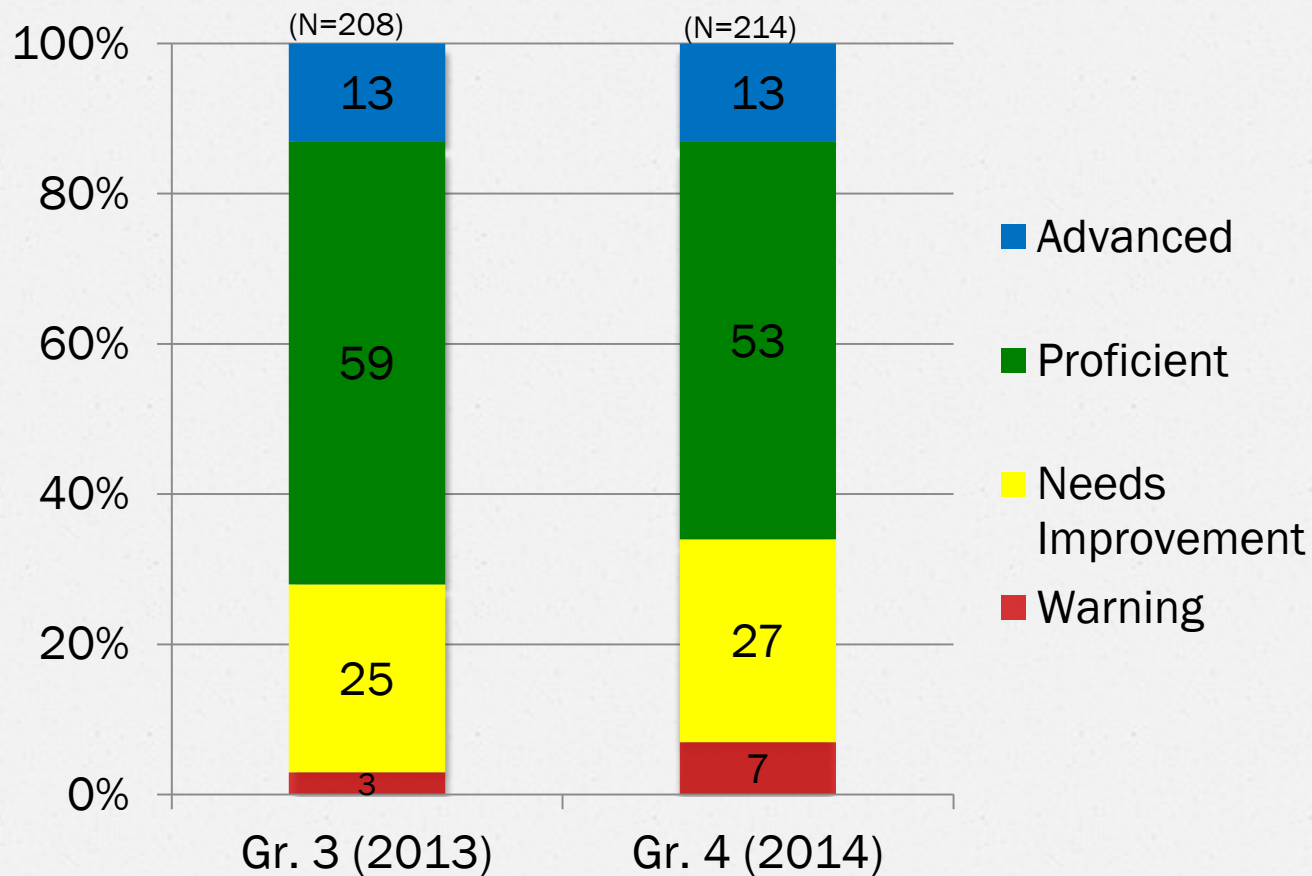
## Students with Disabilities





# Current Grade 5 Cohort

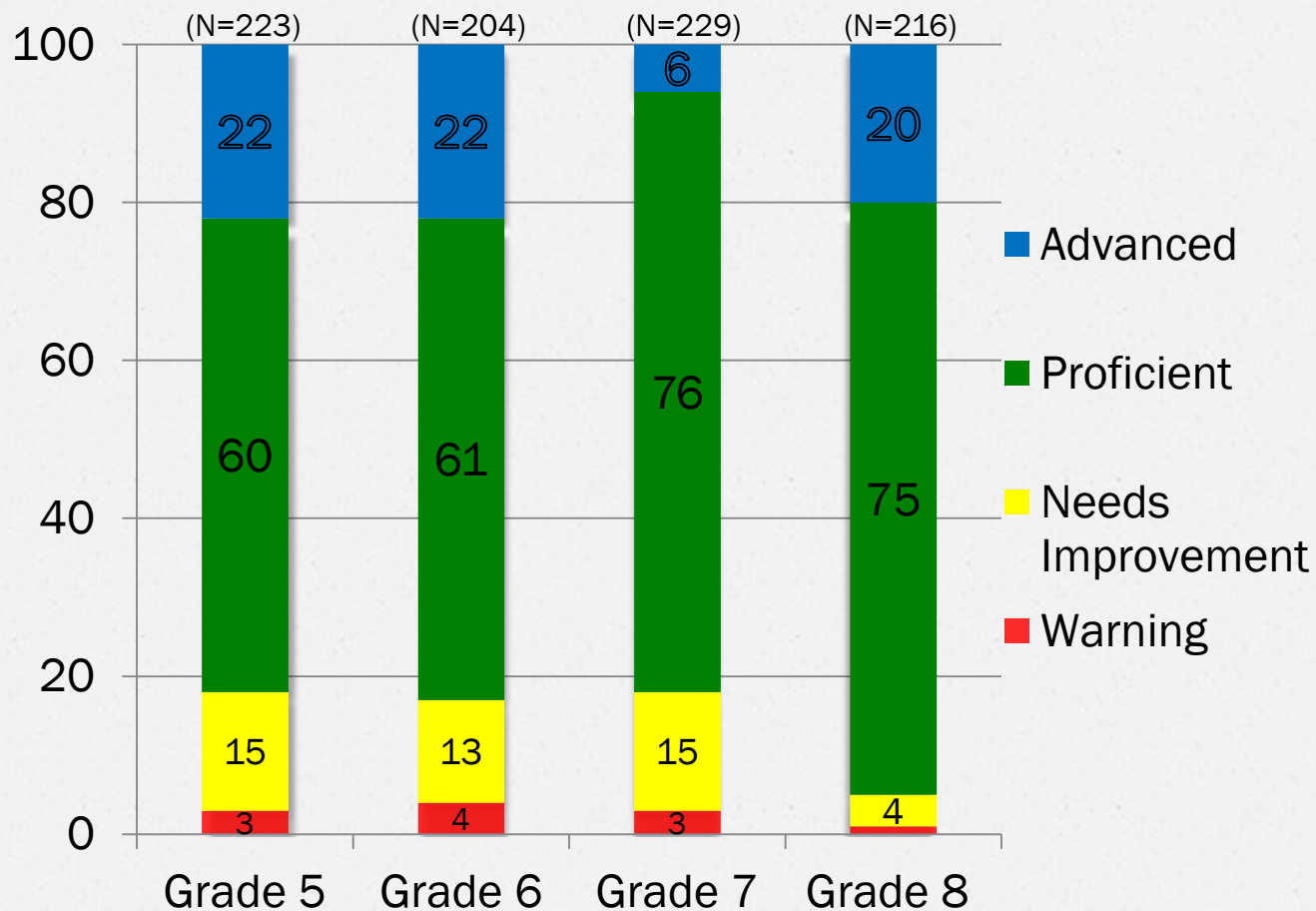
(Same group of student's performance over time)





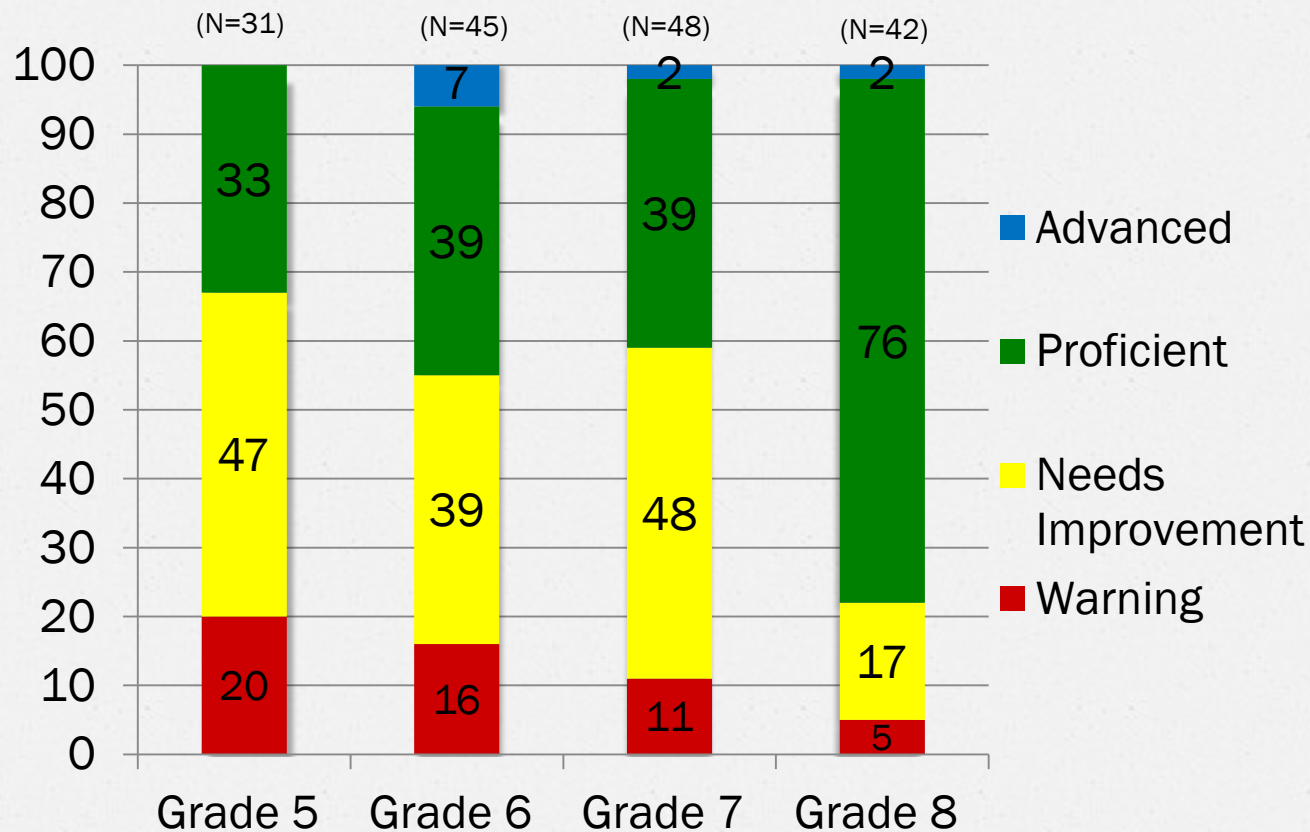


## Grades 5-8





## Grades 5-8 Students with Disabilities

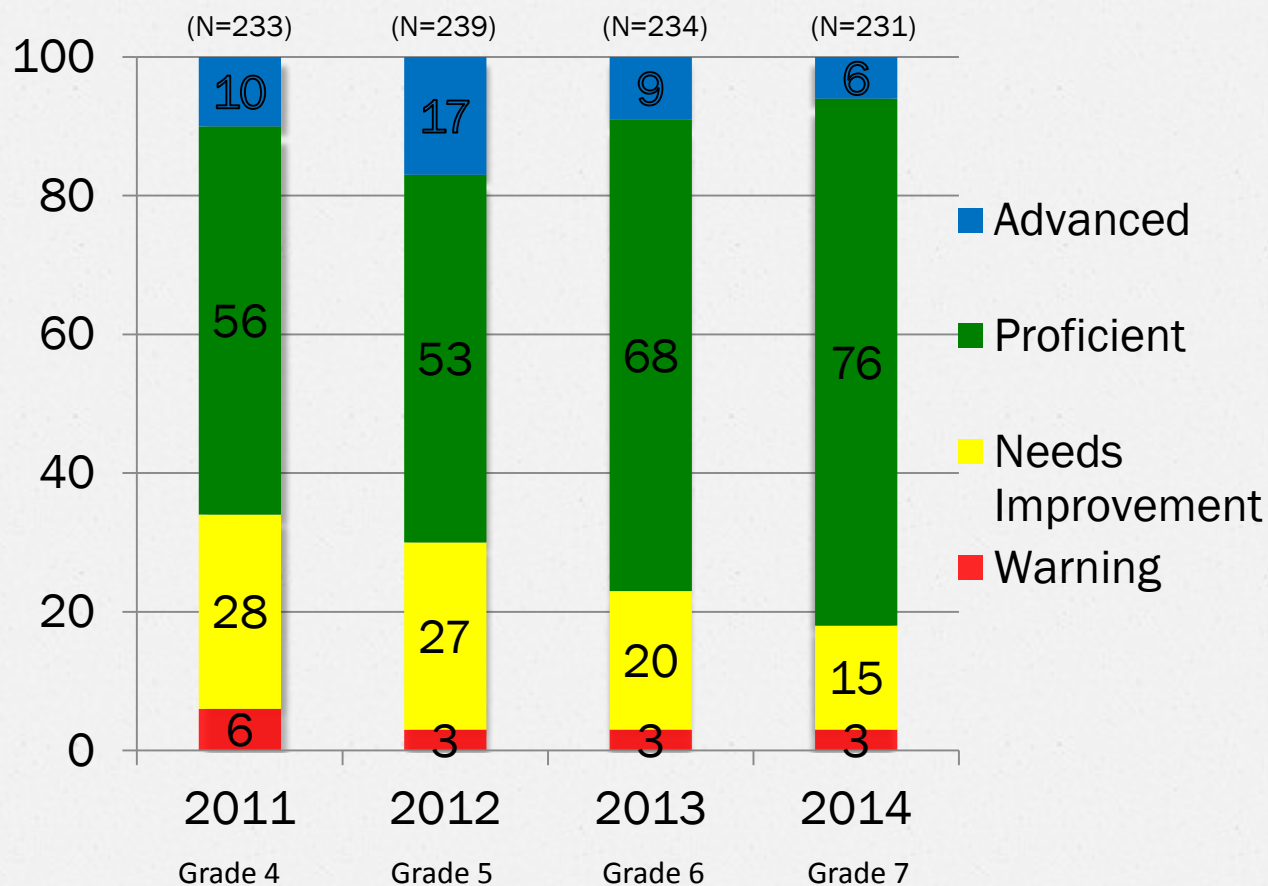






# Current Grade 8 Cohort

(Same group of student's performance over time)





# Strengths and Challenges

## Strengths:

- Vocabulary acquisition and use- Grade 3  
84% (Hanover) vs. 78% (State)
- Conventions of Standard English- Grades 3  
87% (Hanover) vs. 76% (State)
- Vocabulary acquisition and use- Grades 5-8  
82% (HMS) vs. 76% (State)
- Conventions of Standard English- Grade 5  
80% (HMS) vs. 62% (State)
- Craft and Structure- Grade 8  
80% (HMS) vs. 73% (State)

## Challenges:

- Key Ideas and Detail- Grades 4  
67% (Hanover) vs. 64% (State)
- Writing Anchor- Text Types and Purposes- Grade 4  
59% (Hanover) vs. 57% (State)
- Integration of Knowledge and Ideas- Grade 5 and 6  
60% (HMS) vs. 55% (State)
- Writing Anchor- Text Types and Purposes- Grade 7  
61% (HMS) vs. 58% (State)





## MCAS Scores on the Standard 1: Key Details

- 3<sup>rd</sup> Grade 73% of test questions align to this standard
- 4<sup>th</sup> Grade 46% of test questions align to this standard

	3 <sup>rd</sup> Grade Key Details % correct	4 <sup>th</sup> Grade Key Details % correct
2013	77%	69%
2014	79%	67%



# Key Details

## Grade 3 & 4 Sample Questions

Grade 3

Based on the passage, what is **one** reason wolves dig?

- A.** to hide a toy
- ✓ **B.** to make a home
- C.** to sharpen their claws
- D.** to show their strength

Grade 4

Based on the article, explain what people thought of Louis Braille. Support your answer with important information from the article.





## MCAS Scores on the Standard 1: Key Details

- 5<sup>th</sup> Grade 54% of test questions align to this standard
- 6<sup>th</sup> Grade 54% of test questions align to this standard

	5 <sup>th</sup> Grade Key Details % correct	6 <sup>th</sup> Grade Key Details % correct
2013	72%	66%
2014	73%	74%



# Key Details

## Grade 6

Which detail from the passage **best** shows that Lt. Halvorsen was daring?

- A. He wiggled the wings of his airplane.
- B. He met with his commanding officer.
- C. He made small parachutes without help.
- ✓ D. He dropped the candy without permission.





## Strategic Actions/Benchmarks for Improvement

### 2014-2015

- Continue and sustain deconstruction of ELA standards by grade level and department: November 2014-June 2015.
- Develop and sustain inclusive practices to support the continued implementation of the CCSS: Ongoing
- Ensure district professional development will incorporate the CCSS skills, expectations, and strategies for differentiation of instruction for all students: Ongoing
- Continue to develop and refine our RTI model using various intervention models and resources (Fountas & Pinnell Leveled Literacy Intervention Program): Ongoing
- Conduct PLC training for admin/faculty: Ongoing
- Establish PLC priority topics via collaboration with teachers based on focus areas determined by assessment data and CCSS content emphasis: Ongoing
- Develop, implement, and revise new ELA assessment schedule including benchmark and progress monitoring assessments: September 2014-June 2015.
- Develop teacher leaders and maximize Professional Development (PD) impact using Hanover Public Schools (HPS) staff expertise (close reading & text complexity): November 2014-June 2015.

### 2015-2016

- Develop and implement Professional Development (PD) opportunities supporting skills in the development of close reading and complex text strategies: July 2015.
- Ensure the *Vision 2020* curriculum and instruction initiative will adhere to the skills and expectations of the CCSS, moving the focus to ELA: November 2015.
- Develop and implement a system of peer-to-peer observation and instructional rounds: September 2015-June 2016.
- Implement teacher leadership of PLCs: Fall 2015.



# Performance Expectations

If our strategic actions are implemented successfully.....

Our students will:

- Receive targeted instruction in a comprehensive RTI model enhanced and supported by well developed data teams: November/December 2014
- Receive tiered instruction during the Middle School academic support block: 2015
- Successfully transition to the PARCC assessment: April/May 2015
- Demonstrate measurable growth (determined by Student Growth Percentile Scale) related to our priority areas under the CCSS key elements: 2015 PARCC Exam
- Demonstrate mastery of grade level standards as determined by performance levels on the Next Generation Assessment: 2015 PARCC Exam

Our staff will:

- Be able to articulate the key features under the shifts of CCSS: 2015
- Participate in peer coaching and observation on a regular basis: 2015
- Engage in teacher led PLCs and vertical meetings ensuring reflective collaboration related to student achievement: 2015
- Facilitate and/or engage in Professional Development opportunities supporting student's capacity to comprehend complex text, use evidence, and construct knowledge: 2015
- Successfully transition to the PARCC assessment: 2015