

EDUCATION/CURRICULUM COMMITTEE

November 14, 2018

Presentation of Spring 2018 State Assessment Results

How did the ASD student population perform on the most recent state assessments?

Review of DISTRICT SUMMARY- STATE ASSESSMENTS

Data presented from Spring 2012 for Reading and Math. State assessments changed from NECAP to Smarter Balance to eMPowerME in 2016. Data indicates State averages have declined in the past three years both in Reading and Math. Our grade 6 students met or were above state averages both in reading and in math.

Review of STATE Assessment Results- School Year 2017-2018 charts

Numbers coded in red indicate that the ASD results are **below state average**. **Numbers coded in black** indicate the ASD results are **at or above state average**. An * indicates a score that **increased** from last year's results.

Grade 4, 7 and 8 district wide made gains both in reading and math.

- Farrington made gains in in 50% of content/grade levels
- Hussey made gains in 50% of content/grade levels
- Lincoln made gains in 38% of content/grade levels
- Gilbert made gains 75% of content/grade levels
- Cony, grades 7,8,11, made gains of 83% of content/grade levels

Subgroup data

- Results indicate that our **female students** perform higher than our **male students** in both ELA and in Math. There is a larger gap for ELA. Our scores for both subgroups increased from last year's results.
- Results indicate that depending on English proficiency levels, our **ELL students** do better when they have a higher proficiency level.
- Results indicate that our **Economically Disadvantaged students** do not achieve at the level of our non- economically disadvantaged students. There is a significant gap. Currently the ASD is experiencing a 65.69% of students who qualify for Free Reduced meals.
- Results indicated that our identified **special education students** are below state average, however are one point or at our local level SPED ELA 44%, District 45%. SPED Math 31%, District 31%

The Administrators continues to oversee curriculum pacing within the classrooms and delve into student data with teachers. Professional development time was provided for teachers to examine student strengths and weaknesses based on assessment data, and develop a plan to address areas of concern.

A new k-6 ELA program was introduced this year that addresses social/emotional learning. A new math program for grades 6-8 was also introduced this year which has less emphasis on language. More focus by math coach and principals is given to Number Corners to ensure students understand number sense is happening.

It would be extremely beneficial for the district if the DOE released the test items. At this point in time, school districts cannot be sure that the eMPowerME assessments actually assess the Common Core State Standards in ELA and Math and the Maine Learning Results Science Standards. The ASD's curriculum is currently aligned with Maine's standard expectations.

Our lower socio-economically disadvantaged students require more intervention that we can currently provide. Interventionists may be necessary to support our students.

We are struggling to fill all of our teaching positions; competitive salaries will attract and retain strong competent staff.

It is unfortunate that our elementary schools are compared to one another and the community questions the quality of teaching amongst the buildings. The ASD has a significant number of highly qualified teachers who are dedicated to their students. Our student demographic varies from building to building. A consideration to reorganize the district would alleviate the inequity.