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SOMERVILLE HIGH SCHOOL
MCAS SUPPORT MANUAL

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I. FOREWORD

This MCAS Support Manual is the product of the collaboration of individuals dedicated to providing the best services to the students at Somerville High School. It is a joint effort based on the wisdom, energy and resources of a group of educators who were afforded the time and resources to complete such an important task in a most collegial manner.

The purpose of the MCAS Support Manual is to provide an organized, effective and central document containing an accumulation of materials, forms, and information as strategies to maneuver through the maze of the ever-changing ISSP/EPP process. It is important to note that this is an ongoing, working document that needs to be updated and revised on a regular basis to keep abreast of the DOE rules, regulations and changes that apply to the MCAS.

The creation and completion of the MCAS Support Manual will be an invaluable tool for the ISSP/EPP coordinators as they wend their way through this, at times, complicated process. Specifically, and perhaps most beneficially, it will guide and assist the MCAS coordinators on an ongoing, monthly basis. The duties and responsibilities of the coordinators of this inclusive, yet ever expanding position, directly impacts the success of the students at Somerville High School in their achieving their diplomas upon graduation.

Information necessary to complete the ISSP/EPP and, in some cases, the MCAS appeals, is complex, and, thus, the understanding, gathering and distribution of such material is imperative to the success of the MCAS support system.

It is the wish of the collaborators of this manual that the coordinators at any time of the year are fully cognizant of what tasks need to be completed by what dates. Without complying with the specific DOE deadlines, the education and lives of students can be impacted drastically. It is our goal that each and every student at Somerville High School is afforded every possible chance to successfully graduate from this fine institution.

II. ORGANIZATIONAL CHART

SOMERVILLE ORGANIZATIONAL CHART

III. MCAS COORDINATOR JOB DESCRIPTION

- A. Reports to headmaster.
- B. Consults with and works under the direction of the Supervisor of Guidance.
- C. Consults with the appropriate department heads, counselors, and subject area teachers.
- D. Communicates with school administration, counselors, subject area teachers, parents, and students, with SHS MCAS Tutorial Program Coordinators and with the Secondary Level Summer MCAS Support Program Coordinator.
- E. Responsibilities:
 - Identifies students who have failed the Grade 10 ELA and/or mathematics and/or Social Studies MCAS exam. Also, identifies students who have failed the Grade 9 Science MCAS exam.
 - Establishes an Individual Student Success Plan (ISSP) for each of these students.
 - Identifies students who have scored a performance level of Needs Improvement (scaled score between 220 and 238 inclusive) on the Grade 10 ELA and/or Mathematics MCAS exam.
 - Establishes an Educational Proficiency Plan (EPP) for each of these students.
 - Completes, reviews, and continually updates sections of these ISSPs and EPPs:
 1. Identifying Information.
 2. Communication.
 3. Assessment Information.
 4. Priority Areas of Concerns (utilizing Test Wiz data)-ELA, Mathematics or Science
 5. Strategies for Addressing Areas of Concern.
 6. Implementation Plan.
 - Works with the guidance department to insure that each student that has yet to pass their grade 10 ELA or math MCAS test is scheduled in to an MCAS Preparation class.
 - Provides Test Wiz data to teachers of ELA and/or Math MCAS Preparation courses and to classroom teachers of regular ELA, math, science and social studies courses, so that teachers can address priority areas of concern of individual students in these classes.
 - Maintains a list of students taking the fall and/or spring MCAS retests and participates in the proctoring of these retests.
 - Works with the guidance department, special education department, heads of the English, math, science, and social studies department in establishing lists of students who will take the grade 10 ELA, math, and social studies MCAS test and the grade 9 science MCAS test.
 - Participates in the proctoring of all grade 9 and grade 10 MCAS tests.
 - Works with department heads to establish lists of current ninth graders that could be identified as “at risk” of failing the ELA or math MCAS in grade 10. Also, provides Test Wiz data for those students to their current classroom teachers.
 - Works with the guidance department to distribute MCAS results issued by the DOE to parents and guardians.
 - Handles the filing of appeals to the DOE for those seniors who have not passed the math and/or ELA portion of the MCAS test and will not receive a high school diploma without being granted the appeal.
 - Serves as a liaison with the SHS MCAS Tutorial Program Coordinator and the Secondary Level Summer MCAS Support Coordinator.
 - Develops summary reports.

F. Compensation: Reduction in teaching load to three (3) teaching periods and relief from duty assignment.

IV. TIMELINE OF EVENTS

September

Coordinate teaching schedules and select a day for monthly meetings.

Download the Final Test Item Analysis from the MCAS Service Center for the grade 10 ELA and Math tests and the grade 9 Science test.

Identify those students who failed (scaled score < 220) the ELA and/or Math test.

Verify that all students who failed the grade 10 ELA and/or Math test are placed in an MCAS Prep class.

Verify that all students in grade 11 or 12 who have yet to pass a grade 10 MCAS test in ELA or Math (new to SHS, double promoted, previously failed a test or retest, etc.) are placed in an MCAS Prep class.

Identify those students that failed (scaled score < 220) the grade 9 Science test.

Identify those students that scored a Needs Improvement (scaled score between 220 and 238 inclusive) on the grade 10 ELA and/or Math test.

Compile a master list of every student that has yet to meet the ELA, Math or Science MCAS requirement.

Provide the Saturday/After School Tutoring Program Coordinator with a list of those students who have failed the ELA or Math portion of the MCAS so that the students can be contacted about the tutoring program.

Using Test Wiz, download profiles for students scoring below 240 on the grade 10 ELA and or Math test or below 220 on the grade 9 Science test.

Distribute profiles to MCAS Prep and classroom teachers for those students and include a copy in students' file.

October

Set up files in the MCAS office for every student that has yet to meet the ELA, Math or Science MCAS requirement.

Mail out official DOE results of the grade 10 ELA and Math tests and grade 9 Science test.

Fill out an ISSP for each senior and an EPP for each junior.

Mail a copy of the ISSP/EPP to students' parents. Include in this mailing a cover letter, a copy of the student's profile and information about the Saturday and/or after school tutoring program.

Prepare a roster of those students taking the ELA retest in November

Prepare a roster of those students taking the Math retest in November.

Work with Special Ed department to determine where the students with IEPs will take their ELA and/or Math retest.

Work with ELL counselor to determine which students will take the Math retest in Spanish and where those students will test.

Work with the ELL guidance counselor to determine where ELL students will take their ELA and/or Math retest and to be sure word-to-word dictionaries are available for those students.

Track the return of the ISSP/EPP forms that are signed by the students' parents/guardians and returned to the MCAS office.

November

Create inventory, attendance, and room assignment lists for those students taking the ELA retest in November.

Create inventory, attendance, and room assignment lists for those students taking the Math retest in November.

Proctor ELA retest.

Proctor Math retest.

Get a list of students that attended the Saturday/After School tutoring program and record that information in the student's file.

Continue to track the return of the ISSP/EPP forms that are signed by the students' parents/guardians and returned to the MCAS office.

December

Update student's files with current transcripts and report cards.

Using X2, check to see if any students have entered Somerville High School since the November retest who have not met the MCAS requirements and add them to the appropriate lists.

Verify that new students that need to be placed in MCAS prep classes have been.

Continue to track the return of the ISSP/EPP forms that are signed by the students' parents/guardians and returned to the MCAS office.

Check with the Director of Guidance about keeping inactive MCAS files over 5 years old stored in the MCAS office.

January

Work with the Head of the Science Department to create a master roster of those students who will be taking the Science retest in February.

Work with the Special Ed department to determine science retesting sites for any students with IEPs.

Work with the ELL guidance counselor to determine where ELL students will take their science retest and to be sure word-to-word dictionaries are available for those students.

Create inventory, attendance, and room assignment lists for those students taking the science retest in February.

Download the Final Test Item Analysis from the MCAS Service Center for the ELA and Math retests given in November.

Coordinate with the Guidance Department how/when the November retest results will be given to the students.

Download profiles from Test Wiz for student files and for distribution to students and next semester's MCAS Prep teachers.

Update the ISSP/EPP lists using the results from the November retests and remove those students that have met MCAS requirements..

Verify, through X2, that all students that have yet to pass the ELA and/or Math portion of the MCAS are scheduled in the appropriate MCAS prep class.

February

For each student that took and failed the November retest distribute a profile and item analysis to his/her second semester MCAS Prep teachers.

Update the Yet To Pass list and remove the names of those students that have scored above 220 on the ELA and/or Math retest. Add their names to the EPP list if the scaled score is below 240.

Update each students' ISSP/EPP with the November results.

Work with the Guidance Department to mail out the official DOE results from the November retest to parents/guardians.

Mail a new ISSP/EPP to parents/guardians of those students who have yet to meet the MCAS requirements. Include a cover letter and a copy of the student's profile. Include information about the Saturday and/or After School Tutoring Program and information about the appeals process.

Work with the Guidance Department to mail out the official DOE results from the November retest to parents/guardians

Prepare a roster of those students that will take the March retest in ELA.

Work with the Guidance Department, Department Heads and Special Ed Department to assign ELA retesters with IEPs, or those needing word-to-word dictionaries, testing sites that meet their accommodations.

Prepare a roster of those students that will take the March retest in Math

Work with the Guidance Department, Department Heads and Special Ed Department to assign math retesters with IEPs, taking the retest in Spanish, or needing word-to-word dictionaries testing sites that meet their accommodations

March

Using the roster created in February, create inventory, attendance, and room assignment lists for those students taking the ELA retest in March..

Using the roster created in February, create inventory, attendance, and room assignment lists for those students taking the Math retest in March.

Proctor the ELA retest.

Proctor the Math retest.

Communicate with the ELA Department Head about a roster for the grade 10 ELA test.

Work with the ELA Department Head and the Special Ed department to determine testing sites for grade 10 students with IEPs

Work with the ELA Department Head and the ELL guidance counselor to determine where ELL students will take their ELA test and to be sure word-to-word dictionaries are available for those students.

Create inventory, attendance, and room assignment lists for those grade 10 students taking the ELA test.

Proctor the grade 10 ELA test.

Track the return of the ISSP/EPP forms that are signed by the students' parents/guardians and returned to the MCAS office.

Create a list of all seniors that have yet to fulfill the MCAS requirements to receive a high school diploma.

April

Begin the preliminary work on cohort appeal for seniors.

Download the March retest results from the MCAS Service Center when they become available (late

April).

Coordinate with the Guidance Department how and when the March retest results will be given to the students.

Update the ISSP/EPP lists using the results of the March retest.

Communicate with the Math Department Head about a roster for May's grade 10 math test.

Communicate with the Social Studies Department Head about a roster for May's grade 10 US History test.

Download the February Science retest results from the MCAS Service Center when they become available.

Assist the guidance department with mailing the official DOE results of the February science retest.

Update the ISSP/EPP lists using the results of the February science retest.

May

Create a list of all seniors that have yet to fulfill the MCAS requirements.

File cohort appeals for those seniors, who meet the DOE criteria, that can not receive a diploma because they have yet to fulfill the MCAS requirements.

Work with the Guidance Department and Math Department Head to create a roster for the grade 10 math test.

Work with the Math Department Head and the Special Ed department to determine math testing sites for grade 10 students with IEPs.

Work with the Math Department Head and the ELL guidance counselor to determine which students will take their math test in Spanish and where they will take the test.

Work with the Math Department Head and the ELL guidance counselor to determine where ELL students will take their Math test and to be sure word-to-word dictionaries are available for those students.

Create inventory, attendance, and room assignment lists for those grade 10 students taking the Math test.

Proctor the grade 10 math test.

Work with the Social Studies Department Head and the Special Ed department to determine testing sites for grade 10 students with IEPs.

Work with the Social Studies Department Head and the ELL guidance counselor to determine where ELL students will take their History test and to be sure word-to-word dictionaries are available for those students.

Create inventory, attendance, and room assignment lists for grade 10 students taking the US History test.

Proctor the grade 10 US History test.

Work with the Guidance Department to mail out the official DOE results from the November retest to parents/guardians.

Using Test Wiz, print two copies (one for student files, one to be sent home) of the Profile with Objectives for those students that took the March retest in ELA and/or math.

Mail a new ISSP/EPP to parents/guardians of those students who have yet to meet the MCAS requirements. Include a cover letter and a copy of the student's profile.

Communicate with the Science Department Head about a roster for June's grade 9 science test.

June

- Work with the Guidance Department and Science Department Head to create a roster for the 9grade science test.

- 1 Work with the Science Department Head and the Special Ed department to determine science testing sites for grade 9 students with IEPs.
- 2 Work with the Science Department Head and the ELL guidance counselor to determine where ELL students will take their science test and to be sure word-to-word dictionaries are available for those students.
- 3 Create inventory, attendance, and room assignment lists for those grade 9 students taking the science test.
- 4 Proctor the grade 9 science test.
- 5 Track the return of parent signed ISSP/EPPs.
- 6 Using X2, check for new students who may have entered SHS after the administration of any of the MCAS tests this year so that their names can be added to the appropriate EPP lists for September.

V. SPECIFIC MONTHLY INSTRUCTIONAL GUIDELINES

September

1. Coordinate your schedules and find a common period that you all are not in class. Let Carolyn Richards know and she will coordinate with Tony Ciccariello, department heads, special ed., ELL, etc. to schedule once a month meetings for the year.
2. Check the DOE website for any updates/changes over the summer. Do this periodically during the year.
3. Download and print from the DOE website an MCAS testing schedule for the year. This should include the two retests for ELA and math, the science retest, the grade 10 ELA, math, and U.S. History tests and the grade 9 science test.
4. Get the Final Test Item Analysis Roster for last spring's MCAS test for your subject area from the Director of Guidance or download it from the MCAS Service Center.

Access the service center at the following website: www.mcasservicecenter.com. Of the several options on that site, choose MCAS. This will bring you to another page for which you should choose MCAS reporting. Once the next page opens you must log in by selecting the district and school. You must also submit a password which is available from Mr. Ciccariello or Ms. Richards.

Those steps will open the MCAS Results and Discrepancy Reporting page. Click on Reports at the top of this page. Drop-down menus will appear that enable you to select the criteria for your report and allow you to retrieve the Final Test Item Analysis Roster for last spring's MCAS tests in all subject areas. Download at least two copies of the Final Test Item Analysis Roster in your subject area.

5. A copy of the Final Test Item Analysis Roster results for ELA, math, and science (U.S. History beginning with the class of 2012) should be placed in the large white binder in the office that contains similar information about every MCAS test and retest ever taken by students of SHS.
6. Using the Final Test Item Analysis Roster report, compile a list of all students who have yet to pass (scaled score < 220) the ELA, math, science (class of 2010+), or social studies (class of 2012+) portion of the MCAS test. There should be a list of students (who are now seniors) from last year that you can work off of. Add to last June's list the names of those students who did not pass any of the aforementioned tests. This will be known as the "Yet to Pass" list and will be used as the roster for the November (and March) retests.

Note: LEP students that took last spring's MCAS tests: Because they were LEP students, the Final Test Item Analysis Roster may only list a raw score for their MCAS test results and not a scaled score. If their raw score is not high enough to be considered "passing" (above the cut off raw score which changes from year to year and test to test), they should be included on the YTP list. The DOE will officially notify SHS by mail what the scaled score conversion is but these letters do not come out until late in October.

7. Using the Final Test Item Analysis Roster report, compile a list of all students who have received a scaled score between 220 and 238 inclusive on their ELA and/or math MCAS. It will be necessary to complete an Educational Proficiency Plan (EPP) for these students next month. This office will keep track of those students to assure that they have met the requirements of their EPP.

8. Make sure EACH student that did not pass his/her last MCAS test (math and ELA only) is scheduled in the appropriate MCAS Prep class. You can use X2 to check students' schedules. Also, using X2, do a query to find grade 11 and/or 12 students that are either new to SHS or have been double promoted. Verify that these students have either taken and passed the ELA and math portion of the MCAS test or are placed in the appropriate MCAS Prep class.

These lists will change constantly as new students enter SHS or current students withdraw from school. Keep in contact with the guidance department and make sure that this office is notified when either of these two things occurs or do periodic queries in X2 to keep informed of these changes. (In the past it is these students who "slip through the cracks" so be vigilant about this.) Add or remove names from the "Yet to Pass" list so that it remains accurate.

9. If you find someone who did not pass either the math or ELA portion of their MCAS test and is not scheduled in an MCAS prep class, contact their guidance counselor immediately and remind them that student needs to have an MCAS Prep class added to his/her existing schedule. Check back a few days later and make sure this schedule change has happened. This is VERY important!

NOTE: IT IS EXTREMELY IMPORTANT THAT EVERY STUDENT IN GRADE 11 OR 12 WHO DID NOT PASS THE MATH AND/OR ELA MCAS TEST (even if they never took the test) IS ON THIS LIST AND SCHEDULED IN A MATH OR ELA PREP CLASS.

10. Using X2, download a class list of all the MCAS prep classes. Cross check to make sure that each student that is placed in a prep class is also on your "Yet To Pass" list. If you find someone in a prep class that is not on your list, verify that he/she has not met the MCAS requirements and add them to your list.

11. The class of 2010 must now pass the science MCAS in order to get a high school diploma. To date there have been no Science MCAS Prep classes at SHS. If and when this changes, the procedures mentioned above for ELA and math will need to be followed for assuring that those students not passing the science MCAS are scheduled in a Science MCAS Prep class.

The Yet To Pass list for science should be kept accurate for scheduling the science retest in February. Any student who has not passed his/her 9grade science MCAS test may take the retest.

12. Using the MCAS prep class lists, download and print from Test Wiz a Profile with Objectives for each student in each prep class. You may actually want to print four of these – one to give to the MCAS prep

teacher, one to give to the student's current subject teacher (see notes for October), one to include with the ISSP/EPP when it is mailed home next month, and one for the student's file. (Note: Seniors didn't take the same test as the juniors so you'll have to switch between tests depending on the student's grade level when using Test Wiz. However, it is very possible that the profiles for the seniors were printed last May when those results became available.)

13. Once you have printed a profile for each student, give them to the MCAS prep teachers along with a copy of the corresponding MCAS tests which can be downloaded from the DOE website.
14. Provide the Saturday/After School Tutoring Program coordinator with a list of those students who have failed the ELA or math portion of the MCAS so that the students can be contacted about the program.
15. Attend the monthly group meeting as mentioned in #1 above.

October

1. Make a folder for each student who is on the ISSP/EPP list. This year's seniors, who are not new to the school, will already have folders.
2. The DOE official results for last spring's 9th and 10th grade MCAS tests should be available. (Check with guidance since the DOE mails the reports to them.) Work with guidance to mail out these reports.
3. Fill out an Individual Student Success Plan (ISSP) for each senior on the Yet to Pass (YTP) list. Fill out an Educational Proficiency Plan (EPP) for each junior that has received a scaled score between 220 and 238 in math or ELA. The information to be included on the ISSP form is available from Test Wiz and X2. (It is possible to make a spreadsheet with this info and merge the info on to the forms if a template is created.)
4. Once an ISSP has been filled out for each senior, print four copies of it. One copy is to be put into the student's file in this office. A second copy is to be given to each student's current MCAS teacher. (MCAS teachers should be aware that the information on the ISSP is confidential and should not be discussed with anyone else, including the student. The form is given to them for informational purposes only.) The other two copies will be sent to the student's home.
5. After an EPP has been filled out for each junior, print three copies. One copy is to be kept in the student's file and two are to be sent to the student's home. (Note: This is the first year of the EPP's. This document is quite a bit longer than the ISSP. Some discussion has occurred between Mr. Cicariello, the Director of Guidance, and this office as to whether the entire EPP or an abbreviated version will be sent home. As of this writing, 6/20/08, no decision has been made.)
6. Two copies of the ISSP or EPP will be sent home to the student's parent or guardian. Check with Mr. Cicariello to see if he would like to sign off on the ISSP/EPP before they are sent home. Two copies of the ISSP forms and a copy of their Profile with Objectives of the test should be sent home to the parent along with a cover letter instructing parents to sign one of the copies and return it to the MCAS office. Copies of the ISSP template and the cover letter are on file. Since the ISSP form requires the parent to accept or decline the MCAS tutoring program, it would be a good idea to include with this mailing (ISSP's only) a copy of the flyer Bob Puopolo distributes advertising the Saturday MCAS program.

NOTE: NOTIFY THE GUIDANCE COUNSELORS THAT THESE LETTERS HAVE GONE OUT SO THEY CAN ANTICIPATE QUESTIONS STUDENTS MIGHT ASK.

Once the copy of the ISSP/EPP has been signed by a parent/guardian and returned to this office, use it to replace the unsigned one in the student's file.

7. A Profile with Objectives from Test Wiz (which may have already been printed last month) with the result of their last MCAS tests should be distributed to each student's current math/ English/ science teachers for their use. Names of teachers are available on X2. (Note: There is a cover letter on file titled "Math teachers & profiles" which was given to the math teachers with these profiles last year. This cover letter can be adjusted for all subjects.)
8. In the student's folder place a copy of the profiles from Test Wiz from the most recent MCAS tests. These may have already been printed out last month. Also, include an item analysis of this test or comparison data, historical graphs, progress reports, report cards, record of any tutoring, etc. that may be pertinent. Include a copy of the ISSP/EPP.
9. Begin to compile a list of those students who will take the November retest in ELA and/or math. This will include any student with a score below a 220 on their last MCAS test or any student who has never taken the test. This list will be known as the "retest" list. Cross check this list with class lists of the MCAS Prep classes.
10. At the end of the month confer with the Director of Guidance to obtain the names of those individuals from SCALE who will be taking the retest at SHS. Add these names to your master retest list if only temporarily. (You may actually want to copy your existing list and add the SCALE names to it since you are only making a roster for attendance purposes. There is no need to worry about the SCALE people for any other reason.) This is the beginning of a roster of all those who will be taking the November retest.
11. Check and make sure that those LEP students who took last spring's MCAS tests and did not pass are on the list to take the retest. (Because they were LEP students they may have only received a raw score for their MCAS test and not a scaled score.)
12. Make a separate roster of everyone taking the ELA retest and another one for everyone taking the math retest in November. These two lists will be used for attendance purposes and, also, to inform teachers of who will not be present in their classes because of the retest. Do this as late in the month as possible and as close to the date of the retest to insure that no names need to be added.
13. Work with guidance, special ed and department heads to determine where each student will take the ELA/Math retest. Most students will take it in the library (including SCALE), however, SpEd students will take the tests in a classroom. Department heads need to work with the lead teacher in the SpEd department to determine which rooms will be used. Also, check with the ELL guidance counselor to see which of the limited English speaking students should be placed in the mezzanine of the library rather than on the main floor. (ELL students are allowed to use word to word dictionaries, which the school provides. Therefore, it is convenient to have those students seated in the same area.)

Another consideration is that some students will be allowed to take the math retest in Spanish. These students should all test in the same place. The ELL guidance counselor and the math department head will determine exactly where.

Add the appropriate room numbers to each roster and confer with Ms. Richards. She will suggest the format for these lists and see that these are printed along with a memo to all teachers notifying every one of the retest

dates, who will be taking the tests, and where they will take it.

14. Track the return of the parent signed ISSP/EPP forms. Replace unsigned forms in the student's folders with the ones that are returned to this office signed.
15. Attend the monthly group meeting.

November

1. You will be asked to create different versions of the master alpha list to make a room alpha assignment list, a room attendance list (also, to be used for inventory purposes), and a daily attendance list (used to track students' attendance on retest days). There are examples of these lists on file. These lists will be compiled for both the ELA and math retest.
2. Plan on assisting proctoring the administration of the ELA and Math retests during those classes that you are not teaching. Decide which periods you all are available and let the Director of Guidance know when you can be present to assist.
3. Obtain a list from Bob Puopolo of those students who have been attending the Saturday Tutoring Program. This information should be included in the student's folder.
4. Each LEP student (mentioned in #6 September) who took the MCAS test originally only received a raw score and not a scaled score or performance level. Late in October the DOE notifies SHS by letter when they have officially converted LEP students' raw scores to scaled scores and what the equivalent performance levels are. These letters are sent to the guidance department. Copies of them should be put in the student's folder here in this office.
5. Continue to track the return of the parent signed ISSP/EPP forms. Replace unsigned forms in the student's folders with the ones that are returned to this office signed. It may be necessary to send another letter as a follow up to those parents who do not return a signed form.
6. Attend the monthly group meeting.

December

1. December can be a bit quieter because the November retest is over. Use this time productively to get caught up on unfinished business, such as, printing and filing transcripts, report cards, profiles and historical data in to the students' files. Follow up on the parent/guardian's return of the ISSP forms.
2. Keep track of parent/guardian signed ISSP/EPP forms that are returned to the MCAS office. Replace the unsigned form in the student's folder with the signed one.
3. Using X2, check to see if any students who have entered Somerville High School since the November retest have not met the MCAS requirements. Once identified, add them to the appropriate lists. Verify that new students who need to be placed in MCAS prep classes have been.

- Clean out old files. It is not necessary to keep files on students for more than five years. Check with the Director of Guidance as to where the inactive over 5-years files are to be stored.
- Attend the monthly group meeting.

January

- Sophomores who have not passed their 9th grade science test are eligible to take a retest in science in February. This is the first time that a makeup test in science has been offered. The science ISSP coordinator should work with the guidance and special ed department and the Science Department Head to create a roster of those students taking the February retest and a site assignment for that testing.

It should be noted that special ed students will be tested in rooms to meet accommodations according to their IEPs. Also, ELL students who will be using word-to-word dictionaries need to sit in the same area so that the distribution of the dictionaries will be convenient.

- The scores for the November retest are released the middle of the month. Download the Final Test Item Analysis Roster for the test in your subject area from the MCAS Service Center. (See the directions for doing this in the notes for September.)
- A copy of the results for both ELA and math should be placed in the large white binder in the MCAS office that contains similar info about every MCAS test and retest ever taken by students at SHS.
- Once the results are in, confer with guidance as to how and when the students will be informed about their scores. It is extremely important that you not discuss any of the results with any student or staff member before the students learn of the results.
- After the students have been informed of their retest scores, use Test Wiz to print a Profile with Objectives for each student who took the test. These profiles should be given to the 1st semester MCAS teachers before the semester ends.
- Check with your department head to see if he/she wishes you to distribute a copy of the Final Test Item Analysis Roster to the MCAS teachers in your department.
- Update the Yet to Pass (YTP) list by removing the names of all students who passed their retest. The names that remain, plus the names of any students who may have entered SHS since the November retest as well as those students that may arrive at SHS between now and the retest, will comprise the YTP list for the spring retest.
- All students who still have yet to pass either portion of the MCAS will have to take a prep class 2nd semester. As in September, check to make sure that every student who still has not passed (even if they have never taken it) is scheduled into an MCAS prep class for the 2nd semester.

A query, using X2, will produce the names of students who have enrolled at SHS since the November retest. Verify that each of these newly enrolled students have met the MCAS requirements. Add his/her name to the appropriate lists if he/she has not. Notify the appropriate guidance counselor of any student who should be in a prep class and any who is not.

9. Venn diagrams have been created for the past two years to illustrate the breakdown of students (seniors and non-seniors) who still need to pass the MCAS. Examples of those Venn diagrams are on the computer in the results folders of the appropriate testing date and in the files with the corresponding results

Create a Venn diagram for the November '08 (and March '09) results by changing the numbers and save the new Venn diagram. Give the resulting Venn diagram to Ms. Richards and she will share the information with Tony Ciccariello and others..

10. Attend monthly group meeting.

February

1. Print out a Profile with Objectives and an Item Analysis of the November retest for each student on the revised YTP list. Distribute these profiles and analyses to the 2nd semester prep teacher (obtain class rosters from X2) as soon as the quarter begins. The information contained in these profiles and analyses can be very helpful to the prep teachers in assessing their students' weaknesses.

Download a copy of the November retest from the DOE website and give a copy to each prep teacher. (They are free to make multiple copies of the retest for their students.) However, in past years, the actual test was not available for download until a few weeks after the results were made available. Prep teachers should receive a copy of this test as soon as it is possible. Department heads may also want a copy

2. Finalize the science retest list. From the master alpha list create a room alpha assignment list, a room attendance list (also to be used for inventory purposes), and a daily attendance list.
3. Proctor the science retest during blocks that you are not teaching.
4. Using Test Wiz, print profiles for each student that took the November retest and put the profile in the student's file. The files of those students who have now passed (scaled score > 220) BOTH tests can be removed from the files of the Yet to Pass. For a senior this means that that he/she has met the MCAS requirements and his/her file can be moved to the inactive list.

Note: Starting with the class of 2010 an educational proficiency plan (EPP) must be developed for students receiving a scaled score between 220 and 238 inclusive on either the ELA or math portion of an MCAS test. Students that receive such a score on their MCAS ELA and/or math retest and will graduate in 2010 or after will continue to be monitored by this office.

5. The DOE will send the November retest reports to the school. Check with guidance to see when they are in and work with guidance to mail out these results.
6. Fine tune the March YTP list to be sure every student in grade 11 and 12, who has yet to pass the MCAS test, is in a prep class. From this list compile a list of names of those students who will be taking the March retest in math and another list of those students that will be taking the March retest in ELA. Include in this list the names of any students from SCALE that may be taking the test here at SHS.

Using X2, do a query to see if any new students have entered SHS that have not met the MCAS requirements. Cross-check the 2nd semester MCAS Prep classes for students that are in those classes but not on your retest list. Adjust your list accordingly. Also, include on this list the names of any students from SCALE that may be taking the test here at SHS.

7. Confer with guidance, department heads and special ed. to see where each student will be taking their retest. Most students will test in the library but special ed. and Spanish-speaking math kids will be taking their test in an assigned classroom. Also, ELL students are allowed to use a word-to-word dictionary during the test. It is convenient to sit those ELL students in the same area during the test. Do this as late in the month as possible to insure that no names need to be added as you get closer to the date of the retest.
8. Fill out an updated Individual Student Success Plan (ISSP) or an Educational Proficiency Plan (EPP) with the November results for those students that have yet to meet the MCAS requirements. The information to be included on these forms is available from Test Wiz and X2.
9. If an ISSP has been filled out for a student print four copies of it. One copy is to be put into the student's file in this office. A second copy is to be given to each student's current MCAS teacher. (The MCAS teachers should be aware that the information on the ISSP is confidential and should not be discussed with anyone else, including the student. The form is given to them for informational purposes only.) The other two copies should be given to Mr. Ciccariello for his signature.
10. If an EPP has been filled out, print three copies of it. One of those copies is to be put into the student's file in this office. The other two copies should be given to Mr. Ciccariello for his signature.

Once signed, the two copies of the ISSP/EPP forms, plus a copy of their Profile with Objectives of the test, should be sent home to the parent along with a cover letter instructing parents to sign one of the copies and return it to us. At this time it may be a good idea to include with the ISSP mailings a copy of the flyer Bob Popoulo makes advertising the Saturday MCAS program so that parents are aware of this program as well as information about the appeals process.

NOTE: NOTIFY THE GUIDANCE COUNSELORS THAT THESE LETTERS HAVE GONE OUT SO THEY CAN ANTICIPATE QUESTIONS STUDENTS MIGHT ASK.

Once the copy of the ISSP/EPP has been signed by a parent/guardian and returned to this office, use it to replace the unsigned one in the student's file.

11. Attend the monthly meeting.

March

1. The week before the March retest produce copies of the ELA and math lists with room assignments. This process will duplicate the one done in October for the November retest. Create the three different versions of the master alpha list to make a room alpha assignment list, a room attendance list (also, to be used for inventory purposes), and a daily attendance list (used to track students' attendances on retest days). There are examples of these lists on file.
2. You will be expected to proctor the ELA and math retests when available to do so.
3. Start to consider seniors who may need to have an appeal submitted to the DOE. There are extensive notes elsewhere in this manual on the process of submitting an appeal for a waiver for a senior that has yet to meet the MCAS requirements. As of the writing of this manual (6/2008) the criteria for submitting an appeal is:
 - o have at least a 95% attendance record in grades 11 & 12
 - o take the MCAS test at least 3 times
 - o participate in MCAS support (prep classes account for this)
 - o be on track for graduation
 - o have decent grades in grades 10 & 11 for those classes in which the appeal is being considered. (The DOE cohort worksheet will determine if the grades qualify.)

NOTE: THERE WILL MOST LIKELY BE CHANGES IN THESE PROCEDURES OR REQUIREMENTS; CHECK THE DOE WEBSITE FOR THE MOST CURRENT INFORMATION.

4. Assist with the lists for the grade 10 ELA MCAS test. (Copies of all lists from 2008 are on file.) Create a master alpha list that assigns each sophomore to a table in the field house or a classroom. Work with the Head of the English Department, the guidance department and special ed department to produce this list. Keep in mind that some students (special ed and ELL) will have accommodations that must be met.
5. Using this master alpha list, create the other three lists. The alpha table assignment list must be reformatted to fit on both sides of 8.5" x 11" paper. Send this list to Carolyn Richards as it will be used to create a memo informing all teachers and students of who will be taking the test and where they will take it.

The daily attendance list will be used to take attendance each day of all the sophomores taking the test and to record the time they leave the test site. This list will be submitted to the housemasters so that absent students will be listed on the daily bulletin. This list should be a numbered alpha list with two columns for each day (one column for noting absent or present and the other for the time the student leaves the test site). If possible make this list fit on two pages so that it can be printed on both sides of 8" x 14" paper.

The table attendance list can be generated from the master list to be used by whoever takes inventory of the material (stocks the crates with the correct number of test and answer booklets) and will be used to take attendance by table or classroom each day. Use the master alpha list and sort it by table/room numbers. After sorting, a page break should be inserted at the end of each section (A=1-10, B=11-20, etc.) and room number. Number the students in each section/room.

6. Expect to be asked to help proctor the grade 10 ELA MCAS test when available.
7. Continue to track the return of parent signed ISSP/EPP forms. Replace the unsigned forms with signed forms in the students file.
8. Attend the monthly meeting.

April

1. Begin the preliminary work on the appeal application for those seniors who have yet to meet the requirements for either the ELA or math MCAS. Results from the March retest will be available late in the month but it is a good idea to work on the applications before the results are released. If an application for an appeal does need to be filed, the process will have already begun. The sooner the DOE receives the appeal application, the sooner they will render their decision. Also, if the DOE decides not to grant a waiver, there will be time to gather additional information (if this is possible) for the application to be resubmitted in time for a decision before graduation.
2. Initiate communication with the Head of the Math Department, the guidance department, and special education department to create a roster for sophomores who will take the 10th grade math test.
3. Initiate a communication with the Head of the Social Studies Department, the guidance department, and the special education department about a roster for sophomores who will take the 10th grade U.S. History test.
4. The results from the science retest in February may be available from the MCAS service center. (As this is the first year a retest was offered in science, the timing of the release of the retest results is unsure.) When available, download at least two copies of the science retest results from the MCAS service center following the directions that are given in the September guidelines. One copy of the results should be placed in the large white binder containing similar information in the MCAS office. Update each student's ISSP/EPP form in the files with the scores of the science retest.

Also, update the science retest list, removing those students who received a scale score of 220 or higher. Students who remain on this list will constitute the beginning of the science retest list for next year. Ninth grade students who take the science test in June and who score below 220 will complete the science retest list for next year. The results for the June test will not be available until late August.

5. The preliminary results (subject to review for errors by each district) for March's retest will be available after spring break. Download these preliminary results from the MCAS service center. Follow the directions for the download that are given in the September guidelines.
6. Once the scores are available, the guidance department will notify each student of his/her results. Record the scores of the retest on your list of students with ISSP's and EPP's and adjust those lists by removing the names of those students who have met the MCAS requirements.

7. Begin filling out the appeal applications for seniors who have not met the MCAS requirements. At this time you will know which seniors have met the MCAS requirements and which haven't. Extensive directions for filing these applications are contained elsewhere in this manual.
8. Review the information on those seniors who did not pass the MCAS retest and do not seem to meet the DOE criteria for an appeal; determine if there was something overlooked. For example, if a student does not have a 95% attendance record, check with the student or his/her guidance counselor to see if perhaps there were extenuating circumstances for those absences. A senior who does not pass both the ELA and the math (and science for the class of 2010+) portions of the MCAS, and who cannot receive a waiver from the DOE, will not be receive a high school diploma.
9. Attend the monthly meeting.

May

1. Finish the cohort appeal applications for those seniors that qualify. Once the application is completed, the Director of Guidance should carefully check it over. Make four copies of this completed application. All four copies should be delivered to the superintendent for his signature. Once signed, three copies must be sent or delivered to the DOE; the fourth copy should be filed in the MCAS office.
2. Communicate with the guidance department to insure that everyone is aware of which seniors will have appeals submitted for them and which will not . Also, make the Headmaster and Director of Guidance aware of this information.
3. The names that still remain on the YTP list will be the beginning of the students the MCAS office will service next year. In September the names of those sophomores who do not receive a scaled score of at least a 240 on the 10th grade math and/or ELA test will be added to the list. Also included on this list will be those students who have yet to score at least a 220 on their science MCAS test (class of 2010+). Those results will not be known until late August.
4. You will be asked to help with the lists for the grade 10 math MCAS test. Similar to what was done in March for the grade 10 ELA MCAS test, a master alpha list will need to be created. You should be able to use the list that was done in March for the ELA test however work with the Head of the Math Department and the guidance and special ed departments because there will be some differences.

Students that tested in SpEd rooms for ELA may not have the same accommodations in their IEP for math. Conversely, there may be some students that did not have accommodations for ELA but do have them for math. The lead teacher in SpEd will identify these students and assign those students testing rooms.

There are two considerations for ELL students. Some ELL students will take their math test in Spanish. Work with the ELL guidance counselor and the head of the math department to see who these students are and where they will test. Also, any student that now is or has been in the past in an ELL class is allowed to use a word-to-word dictionary, which is provided to them by the school. The ELL counselor will want those students to sit in the same area (tables 1 -10 have been used in the past) so that it is convenient to get the dictionaries to those students that want to use them.

5. With these adjustments made create your master alpha list. From there reformat your master list (as you did in March for the ELA test) to create an alpha table assignment list, a table attendance list and a daily attendance list.
6. Proctor the grade 10 math test during some of the blocks that you do not have classes.
7. Work with the Social Studies Department Head, the guidance and special ed departments to create another set of lists for the 10th grade U.S. History test. With the exception of students with SpEd accommodations and the Spanish math kids, everyone can sit at the same table they did for their math test. Those students that took their math test in Spanish and therefore had a special test site for math can sit at the same table they sat at for the ELA test. Table/room assignments for the SpEd students will have to be made with the help of the head of the Social Studies department because accommodations according to IEPs need to be considered. When these adjustments have been considered the appropriate lists can be made.
8. Proctor the grade 10 math U.S. History MCAS test during some of the blocks that you do not have classes.
9. Communicate with the Science Department Head, and the guidance and special ed departments about the roster of 9th graders that will take the science MCAS test in June. Unfortunately, since 9th grade students take this test, none of the sophomore lists created for ELA, math or U.S. History will be of any use.

As with the previous tests, students with SpEd accommodations will be tested at a separate site from the rest of the students. Work with the head of the science department and lead teacher in SpEd to assign those students to their testing rooms.

Also, ELL students should sit near each other in the field house (tables 1 – 10 in the past). This is because they will be allowed to use word-to-word dictionaries for the test and it is easier to get those dictionaries to them and keep track of who has what dictionary if they are sitting in the same section.

10. Once the preliminary results of the March retests are finalized (sometime in May) download them from the MCAS Service Center and put a copy of those results in the large white binder in the MCAS office.
11. Update the ISSP/EPP files for those students that took the March retest in ELA and/or math. Place the files of those students that have met the MCAS requirements in the inactive files. (Note: the class of 2009 must receive a scaled score of 220 or higher in ELA and math in order to meet the MCAS requirements. Students graduating in 2010+ must receive a scaled score of 240 or higher in ELA and math and a scaled score of at least 220 in science to meet the MCAS requirements. Those graduating in 2012+ must also score at least a 220 on the U.S. History test.)

Students not meeting the MCAS requirements will be monitored by the MCAS office next year.

12. Using Test Wiz, print two copies of a Profile with Objectives for each student that did not meet the MCAS requirements on the March retest in ELA and/or math.
13. Put a copy of the Profile with Objectives in the file of each student that has yet to meet the MCAS requirements in ELA and/or math.

14. Stay in contact with the Director of Guidance and the Superintendent's office for the DOE's decision on the senior appeals.
15. Attend the monthly meeting.

June

1. Once all tables and room numbers for the 9th grade science test have been assigned, generate a master alpha list, an alpha table list, and a daily attendance list for the science exam. These lists will be similar to those created for the math and ELA MCAS tests and retests.
2. Proctor the 9th grade science test when available.
3. The official results of the March retest will be sent to SHS at the end of May. Assist guidance in sending this information to parents/guardians.
4. For any student who has yet to meet the MCAS requirements, update his/her ISSP/EPP. Mail home the latest ISSP/EPP. Include in the mailing a cover letter and a copy of the student's Profile with Objectives.
5. Using X2, run a query for students who may have entered SHS after the administration of any of the MCAS tests/retests this year. Check to see if those students have satisfied the MCAS requirements for their graduating class. If necessary, add their names to the appropriate EPP lists for September.
6. Track the return of parent signed ISSP/EPP forms. Use signed forms to replace unsigned ones in the student files.

VI. APPEAL PROCEDURES

Cohort Appeal Process

A senior who has not passed either the math and/or the ELA portion of the MCAS test is in danger of not receiving his/her diploma but may be eligible to receive a waiver from the DOE. To receive this waiver, an appeal must be submitted to the DOE by the superintendent, prepared by the MCAS coordinators, on the senior's behalf. A cohort appeal may be submitted at any time during the year but it is usually filed after the results of the March retest have been released.

The DOE has determined certain criteria that must be met in order for a cohort appeal to be submitted and granted. According to the DOE, "the student must be *eligible* and then he or she must demonstrate *academic*

performance at the 220 level of the grade 10 MCAS test.”

The information here will aid in determining for which student a performance appeal should be submitted. The application and directions for the appeal are available on the DOE website (www.doe.mass.edu/mcasappeals/filing/). Please note, those before following these directions, always check for any updates at this site.

1. In order for an appeal to be submitted to the DOE the appellant must be on track for graduation. Check the student’s transcript and verify all information with his/her guidance counselor. For example, if the student does not have enough points to graduate, then the DOE will not consider an appeal.
2. The DOE requires that a student submitting an application for an appeal must have at least a 95% attendance record in BOTH 11th and 12th grades. This means that a student cannot have more than 9 absences a year unless there are extenuating circumstances. If there are documented extenuating circumstances, which would have caused a lower rate of attendance, the DOE may decide to consider this student’s appeal.

Use X2 to verify attendance for both years. Then, should a student not meet this requirement, the guidance counselor must present evidence to support the extenuating circumstances. Extenuating circumstances may include medical and/or family issues. The DOE will consider an appeal if proof can be submitted with the application. Without this proof, the DOE will NOT grant a waiver and the appeal will not be successful.

3. The DOE requires that a student must have taken the MCAS test in the area of the appeal at least 3 times. An appeal may be submitted only after he/she has taken the test three times provided all other requirements have been met.

The possible exception to this requirement is that the DOE allows for appeals for waivers for students who may not have attended a Massachusetts public school in grades 10 and/or 11. However, the student must have taken the test as many times as it would have been possible for him/her to have done so. Therefore, this appeal could not be submitted until the results of the spring (March) retest have come back.

Note: According to the DOE website (as of 6/2008) -*“If the student transferred into your high school after March of his senior year, please provide as much information as you can (transcripts, standardized test scores, college acceptance letters, teacher recommendations). Students who transferred to your schools in their senior year must participate in all MCAS tests available to them.”*

4. The DOE requires that the student must have participated in tutoring or some other form of academic support services provided by the school. Our existing MCAS Prep classes fulfill this requirement. In addition, it is important to consult with the director(s) of any MCAS tutoring programs to verify that the student has participated in MCAS tutoring. If so, this should be indicated on the application for the appeal.

If the criteria mentioned above can be met, then the student is eligible to apply for an appeal. The steps that follow will determine if that student can demonstrate academic performance at the 220 level of the 10th grade MCAS test in ELA and/or math.

5. Obtain the appellant's transcript using X2. Make note of the math/ELA (whichever area the appeal is in) courses the appellant took in grades 10 and 11. The grades the student received in these courses will be used to determine whether or not an appeal for a waiver will be successful.

You MUST use these grade 10 and 11 courses. However, you may, also, use courses from grade 9 and grade 12 IF the student has completed at least a half of the year of the course and if it is advantageous to do so.

6. Email John Breslin requesting a cohort group of students that has taken the same sequence of courses as the appellant did in grades 10 and 11.

You might consider phrasing your email to John Breslin as such: *"We are going to be doing a cohort appeal for Jimmy Student. He took Resource English 2 (653) in grade 10 and Resource English (654) in grade 11. He also took MCAS Prep English (091 & 092) both semesters in grade 11. Could you send me a list of all the kids that took those same courses in school year 2006, 2007 or 2008 and what their FINAL grades were in those courses? Would you also include their sasid numbers and MCAS scores in that list? Thank you."*

7. Once you have received this requested information from John Breslin you will need to eliminate from that list all those students whose MCAS score is lower than 220 or higher than 228. In order for a student to be included in the cohort group he/she must have an MCAS score between 220 and 228 inclusive.
8. You will need to eliminate from his list all the students who did not take both of the same classes as Jimmy Student. In order for a student to be included in the cohort group he/she must have taken the same sequence of courses as the appellant. (You may want to double check a student who appears only to have taken one of the courses as the appellant, especially if many of the students are eliminated. In the past it has been discovered that a potential cohort student did in fact take the same courses as the appellant but in a different year. This is especially true for resource classes and for ELL classes.)
9. Once you have eliminated the students mentioned in the above two paragraphs (#7 & #8) the remaining students become the cohort group for the appeal. You must use all of the students that are left but **THERE MUST BE A MINIMUM OF 6 STUDENTS IN THIS COHORT GROUP**. Unless the cohort group consists of 6 or more, no cohort appeal is possible.
10. Go to the following website. (www.doe.mass.edu/mcasappeals/filing/cohort.xls) to find the cohort worksheet. You can get the directions for filling out this worksheet at this website (www.doe.mass.edu/mcasappeals/filing/cohort_guide.html). Fill in the worksheet online because the numerical values will be calculated automatically.

Fill in the subject (ELA or math) of the appeal on the worksheet.

The cohort worksheet must contain the following information for the appellant:

- o his/her sasid number
- o the course names and grade (10 or 11) of the courses
- o the FINAL GPA received for each course listed. A conversion table, from letter to numeric conversion, is available at the site for directions mentioned above.
- o his/her sasid number
- o the FINAL GPA received for each course listed
- o his/her MCAS score (remember: it must be between 220 and 228 inclusive)

This worksheet must have on it the following information for each member of the cohort group:

If you are working online, as you enter the GPA information for each member of the cohort group, a median GPA for the group will be automatically calculated and posted.

After all information has been entered, look at the worksheet summary at the bottom of the worksheet. There you will find the GPA of the appellant and the median GPA of the cohort group. If the appellant's GPA is higher than the median GPA of the cohort group, the appeal for this student will be granted.

If the GPA of the appellant is not higher than the median GPA of the cohort group, there is still a possibility that the appeal will be granted. As you entered the GPA's of the appellant and the cohort group, the MEAN (average) GPA of the group was also automatically calculated. If the student's GPA is higher than 2 standard errors below the mean of the cohort group (all of which is automatically calculated below the worksheet summary box located on the lower right hand side of the worksheet) then the waiver for the student will be granted.

If neither of these situations occurs, the DOE will not grant an appeal for the student. It will serve no purpose to complete or submit an application for the student because it will be denied. In this case it may be worthwhile to consider including other courses that the student may have taken, such as MCAS Prep or 9th and/or 12th grade courses. Reworking the cohort worksheet with the additional GPA's from these courses may result in a higher GPA for the appellant or a lower GPA for the cohort group and therefore, a positive result.

11. If you find the cohort worksheet is successful, fill out the MCAS performance appeal application which can be downloaded from the following website (<http://www.doe.mass.edu/mcasappeals/filing/app.doc>).

The application has 6 parts:

- o General information about the school & district
- o Student information
- o Subject content information
- o Statement of eligibility and report of previous MCAS scores
- o Subject teacher evaluation of student performance
- o Superintendent verification

Once the application is completed, the Director of Guidance should carefully check it over. Make four copies of this completed application. All four copies should be delivered to the superintendent for his signature. Once signed, three copies must be sent or delivered to the DOE; the fourth copy should be filed in the MCAS office.

Once a decision on the appeal has been made, the DOE will contact the superintendent with its decision.

MCAS Performance Appeal Application 2007 – 2008

Introduction This application must be completed for performance appeals using either the cohort worksheet or the portfolio review process: A performance appeal addresses a claim that a student's knowledge and skills in English language arts, mathematics, or both subjects meet or exceed the 220 level on the Grade 10 Massachusetts Comprehensive Assessment System (MCAS) test(s) required for the competency determination, even while the student repeatedly has not attained a minimum passing score of 220.

Who may file an appeal: Only the superintendent of schools (or designee) may file a performance appeal on behalf of a student enrolled in the school district or who left the district high school without a diploma. For a student enrolled in a public education program that is not part of a school district (charter school, approved private special education program, collaborative or institutional school), the administrator of the school who is equivalent to the superintendent of schools should file the performance appeal.

How to file an appeal: Complete one application for each subject area, mathematics and/or English, and submit it to The Massachusetts Department of Education, MCAS Performance Appeals, 350 Main Street, Malden, MA 02148. The MCAS Performance Appeals Board and/or the Portfolio Appeal Review Panel will review appeals for students who have met the eligibility requirement and will make a recommendation to the Commissioner of Education whether to grant or deny the appeals based solely on students' academic performance.

When to file cohort performance and portfolio appeals: Cohort appeals may be filed any time during the school year and reviews are generally conducted monthly. Portfolio appeals are reviewed 3 times during the school year. Deadlines for submitting portfolio appeals for the school year 2007 will be November 16, 2007; April 15, 2008 and June 1, 2008. Results will be made available approximately 5-6 weeks later.

Part I: General Information

Name of School District, Collaborative, or Private Approved Special Education Program:

District Code #

Name of School:

School Code #

Superintendent or Director of Charter School or Special Education School:

Name:

Address:

Phone:

Fax:

Faculty Contact:

Name:

Position:

Phone:

If this student attends an out-of-district special education school, please provide the name and the code # of the student's home district:

Part II: Student Information

State Assigned Student Identification Number (SASID) is:

Last Name:

First Name: MI:

Student's expected graduating class:

For the student with a disability: (Check here) This appeal is submitted with the *consent* of the disabled student's parent or guardian or the student if 18 years or older, or at the *request* of the parent/guardian or student if 18 years or older. Written documentation of the consent or request is on file with the school department.

IEP Team Verification: (Check here) The student's IEP, if any, supports the graduation of this student (as indicated on page 8 of the IEP), and the student has completed or is on track to complete local graduation requirements.

Part III: Content Area of Appeal & Type of Appeal

Content area of appeal (check one)

English Language Arts or Mathematics

Type of appeal (check one) Cohort appeal or Portfolio appeal

Performance Evidence Included (check all that apply)

Cohort Worksheet

Portfolio

Transcript, test scores, academic awards, proof of college acceptance for Transfer or

Recent Students (see guidelines for definitions)

Other Supporting Documentation (see guidelines and specify)

Part IV: Eligibility

Student must meet 3 eligibility criteria before academic performance is reviewed.

The Commissioner may waive any one or more of the eligibility requirements if there are extenuating circumstances such as serious illness or hardship. For any instance in which a waiver of eligibility is being sought, a statement of reason must be included. There are no exemptions from meeting the minimum academic standard of 220 on the MCAS tests, or Needs Improvement or higher on MCAS Alternate Assessment.

1. Three-Test Minimum Participation in MCAS Testing:

a. The student has taken the Grade 10 MCAS test in the subject of the appeal at least 3 times or has participated in the MCAS Alternate Assessment twice. (Check here)

b. Student did not meet minimum test-participation requirement. If requesting a waiver, check box and provide rationale in this space. (Check here) Indicate below the date and corresponding test score for each time the student participated in the Grade 10 MCAS test, retest, or MCAS Alternate Assessment. For students taking standard MCAS tests or retests, provide scaled scores. For the student with a disability who participated in the MCAS Alternate Assessment, provide the performance level score(s) (e.g., Awareness, Emerging, Progressing).

Date of 1st Test Score

Date of 2nd Test Score

Date of 3rd Test Score

Date of 4th Test Score

2. Minimum Attendance:

- a. Student maintained a 95% attendance rate during the previous and current (junior and senior) school years. (Check here)
- b. Student did not meet 95% minimum attendance requirement. If requesting a waiver, check box, provide rationale and student's attendance rate for junior and senior year. (Check here)

3. Tutoring and Other Academic Support Services:

- a. The student has participated in tutoring or other academic support services provided or approved by the school. Please briefly describe the tutoring or other academic support services in which the student has participated: (Check here)
- b. Student did not participate in tutoring opportunities. If requesting a waiver, check box and provide rationale. (Check here)

Part V: Teacher Evaluation of Student Performance(must be completed by a teacher in the subject area of the appeal)

Based on my experience teaching this student and on my review of his or her work in []English or []Mathematics, in my judgment this student's knowledge and skills in the subject area are At or above the "Needs Improvement" level or below the "Needs Improvement" level on the Grade 10 MCAS test in the subject area of the appeal.

Teacher's Signature:

Title:

Date:

Teacher's Name (printed)

Additional Comments:

Part VI: Superintendent Verification

I certify that all of the statements made in this appeal are true, complete and correct, to the best of my knowledge.

Signature of Superintendent or Signature of Designee:

Name:

Date:

Reminders

Before submitting this appeal, ensure that it is complete. No decision will be made if it is incomplete or inaccurate. Random audits will be conducted so please save a copy of this appeal, the electronic cohort worksheet and all other official information used to support this appeal.

For a cohort appeal, mail three sets of the application and cohort worksheet. For a portfolio performance appeal, send the original portfolio of student work and the application to the address below:

Massachusetts Department of Education
MCAS Performance Appeals
350 Main Street
Malden, MA 02148

The MCAS appeals guidelines have been updated for 2007. Please review them along with related regulations located at www.doe.mass.edu/mcasappeals. Call 781-338-3333 or email mcasappeals@doe.mass.edu for cohort performance appeals questions. Call 781-338-3625 for assistance on portfolio performance appeals.

Subject of Appeal: 2008-2009

SASID	<i>Enter course titles, GPAs and MCAS scores for appellant and for all grade 10 & 11 students in the cohort. For math titles other than Algebra and Geometry and for ELA titles such as Humanities, ESL, English Workshop & Reading please submit course descriptions.</i>					<i>Calculated Automatically</i>	
	<div style="text-align: center; color: red;"> <i>Course Title Course Title Course Title Course Title Course Title</i> <i>Grade Title Grade Title Grade Title Grade Title Grade</i> </div>					Cumulative GPA (in these courses)	MCAS Score
Appellant						#DIV/0!	
Students in Cohort						#DIV/0!	
						#DIV/0!	
						#DIV/0!	
						#DIV/0!	
						#DIV/0!	
						#DIV/0!	
						#DIV/0!	
						#DIV/0!	

Worksheet Summary

Student's GPA	#DIV/0!
Median GPA of cohort within 220-228	#NUM!
Students in Cohort	0

Mean GPA of Cohort #DIV/0!
Standard Error of Mean #DIV/0!
GPA at 2 S.E. Below the Mean #DIV/0!

VII. INDIVIDUAL STUDENT SUCCESS PLAN (ISSP)

Somerville Public Schools Somerville High School Student Success Plan

1. IDENTIFYING INFORMATION

Student Name: Student, Sample School Year: 2007-2008 Grade: 12

YOG: 2008 SASID #: 0123456789 IEP? Yes/No IEP Replaces SSP :Yes/No

2. COMMUNICATION

Initial Communication/meeting: (date)

Kenneth Olson, ELA
Robert Slattery, Science
Catherine Cannan, Math

Primary Contact:

KOlson@k.12.Somerville.ma.us
RSlattery@k.12.Somerville.ma.us
CCannan@k12.Somerville.ma.us

Principal: Mr. Anthony Ciccariello

Review Date:

Parent/guardian contact: (Date and Initial) Date Letter Phone Meeting Email

English Courses: Teacher:

Math Courses: Teacher:

Science Courses: Teacher: Social Studies Courses: Teacher:

Comments: (Responses, Special Circumstances, Outside Agency)

3. ASSESSMENT INFORMATION: MCAS Scores

Date of Test

ELA Scaled Score & Performance Level

Math Scaled Score & Performance Level

Science Scaled Score & Performance Level

S.S Scaled Score & Performance Level

Other Tests: (Other descriptive information: strengths, learning needs, etc.)

Somerville Public Schools

Somerville High School

Student Success Plan

Student Name: Student,

Sample School Year: 2007-2008

Grade: 12

4. PRIORITY AREAS OF CONCERN: As identified from analysis of assessment information above & Test Wiz

ELA-

Math-

Science-

Social Studies-

See Attached Student Profile, Objectives Report, or Item Analysis Report

5. PROGRAMS FOR ADDRESSING AREA OF CONCERNS

Recommended Programs (A = Accepted/D = Declined)

Extended day /year A D
options

School day options/programs A D

Other program / services A D

6. EVALUATION

Review Date: Reviewed by: Review Date: Reviewed by:
Comments: Comments

Review Date: Reviewed by: Review Date: Reviewed by: Comments: Comments

Classroom performance assessment: Copies of transcript and/or report card with comments available upon request.

Other: (Assessment/Priorities)

Parent/Guardian Signature

Date:

VIII. EDUCATIONAL PROFICIENCY PLAN (EPP) TEMPLATE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION (ESE) EDUCATIONAL PROFICIENCY PLAN (EPP) SAMPLE TEMPLATE

Student:

School:

SASID:

Date:

Current Grade:

Expected Graduation Class:

In conversations with the student, explain why an Educational Proficiency Plan (EPP) is needed and the correlation between the student's future education and career goals and high school coursework. Explain that in most cases the EPP will be in effect for two years or until the student has attained proficiency in English Language Arts and mathematics.

School personnel should indicate the option they will use to document the student's EPP.

A. Department (ESE) sample EPP template

B. Massachusetts Career Plan Model,

(Available at <http://www.doe.mass.edu/hsreform/epp>, as is the sample EPP template)

C. locally developed student plan (by district/school)

D. software/web portal (e.g., Naviance, Bridges, etc.)

This Educational Proficiency Plan is for Part I. Student's Courses/Assessments Information

this/these Content Area(s) --check those that apply:

English Language Arts

Mathematics

Please complete the following review using available criteria.

A. Student high school grades from EPP content area (or all) courses (attach)

B. Other diagnostic assessment results (attach or list here)

C. Student or faculty input/recommendations if available (attach) Student MCAS Pre-Educational Plan

Test Data: (Access school data and print out if applicable)

	ELA Course and/or Assessment	Math course and/or Assessment
MCAS Grade 10 results		
Grade 10 courses		
Other assessment results		

Courses						
	Math	English	Social Studies	Science	Foreign/Modern Language	Elective/Additional Core Class
10th Grade						
11th Grade						
12th Grade						

ENGLISH LANGUAGE ARTS

Part II. Overall Student Plan (ELA)

(District personnel who piloted the template suggested that this section be filled out based on a conversation with the student regarding his/her career/job or college goals, personal interests, hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in ELA in general or on the ELA MCAS test? What strengths does the advisor note?

<i>English Language Arts</i>	<i>Student's Strengths</i>
<i>Student</i>	
<i>Advisor</i>	

What areas of ELA in general or the ELA MCAS test were challenging, or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student's coursework for the next two years? Are there other reasons that the student is having difficulty in ELA?

<i>English Language Arts</i>	<i>Challenges/Areas to Learn</i>
<i>Student</i>	
<i>Advisor</i>	

Please note the grade appropriate courses that will help this student in moving toward proficiency in English language arts and achieving his or her postsecondary goals:

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on Participants at this meeting will include

A meeting with the student during his/her senior year will occur on Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to help him/her reach proficiency.

Letter (Date): Phone (Date):

In-person meeting (Date): E-mail (Date): Letter (Date): Pone (Date): In-person meeting (Date): E-mail (Date):

Part II. Overall Student Plan (Math)

MATHEMATICS

(District personnel who piloted the template suggested that this section be filled out during a conversation with the student regarding his/her career/job or college goals, personal interests hobbies/clubs or sports pastimes, favorite classes, questions, and other concerns, whenever possible.)

What does the student see as his/her strengths in mathematics in general or on Mathematics MCAS test? What strengths does the advisor note?

<i>Mathematics</i>	<i>Student's Strengths</i>
<i>Student</i>	
<i>Advisor</i>	

What areas of mathematics in general or on the Mathematics MCAS test were challenging or are areas for which the student was not prepared? How does knowledge in these areas relate to future career/college goals and the student’s coursework for the next two years? Are there other reasons that the student is having difficulty in mathematics?

<i>Mathematics</i>	<i>Challenges/Areas to Learn</i>
<i>Student</i>	
<i>Advisor</i>	

Please note the grade appropriate courses that will help this student in moving toward proficiency in mathematics and achieving his or her post-secondary goals:

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress	Student demonstrates progress towards proficiency on the assessment
Jr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Sr. Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

A meeting with the student to evaluate the progress made during his/her junior year and to plan for the coursework during the senior year will take place on

Participants at this meeting will include

A meeting with the student during his/her senior year will occur on Please note when and how parents/guardians will receive communication from the school about the supports and services this student will receive to reach proficiency.

Letter (Date): Phone (Date): In-person meeting (Date): E-mail (Date):

Letter (Date): Phone (Date): In-person meeting (Date): E-mail (Date):

PART III: Signatures

EPP Completion Verification Section (required):

This student has completed all requirements of his/her plan Yes No

Principal or headmaster (or designee) name (printed): _____ Principal or headmaster (or designee) signature: _____

_____ Date: _____

Student signature: _____ Parent/Guardian

signature: _____ Guidance or school advisor

signature: _____ Advisor contact name: _____ Phone: _____ E-mail: _____

**OPTIONAL SECTION:
*SUPPORTS & ADDITIONAL LEARNING OPPORTUNITIES***

List activities/programs that student is taking part in to complete and support this plan

Ⓢ

(e.g., tutoring, academic support, AVID[Advancement Via Individual Determination], study groups, etc.):

Describe any other additional courses or supports that the student will participate in to reach or

make progress toward proficiency and college and career readiness: Identify any school or community member who will meet to encourage the student to be successful and well prepared for his or her high school and post-graduation plans.

Name: _____ Please record the type of communication (in-person meeting, email, phone, etc.) and the date: _____

Type of Communication:

Date:

Type of Communication:

Date:

Type of Communication: _____

Date:

Type of Communication: Date: Type of Communication: Date:

Describe other MassCore recommended additional learning opportunities in which the student will participate:

Additional Learning Opportunity	Grade
Advanced Placement (AP)	
Capstone or Senior Project	
Dual Enrollment: courses taken for both high school and college credit	
Online course for high school or college credit	
Service Learning	
Work-based Learning	

IX. SPECIAL EDUCATION TRANSITIONAL PLAN

TBD

X. STUDENT ASSESSMENT TOOLS

The following resources are provided to assist students in assessing their strengths and weaknesses in learning, academic and technical skills:



Kuder

With the right plan, great things can happen! Whether exploring careers, preparing for education, or searching for extended learning opportunities, students and parents around the world count on Kuder to create a strong foundation on which to build a successful future.



Career Cruising

Career Cruising is an interactive career resource designed for people of all ages. If you want to find the right career, explore different career options, or plan future education and training, you've come to the right place!



Accuplacer

Accuplacer is a placement test, developed by the College Board, that is used by colleges, universities, and technical schools as an aid to determine the course placement of incoming college students. The test is customized for each educational institution and is administered by each institution itself. The test helps determine if an incoming student should be placed in freshman courses or if that student needs any developmental courses or help prior to enrolling in regular, freshman courses.

XI. MCAS SUPPORT SERVICES

The following is a set of resources used to assist students in the preparation of completing and passing the MCAS tests:



Remedial MCAS Support Program

Students are offered MCAS tutoring on Saturday mornings, after school and in the summer.



Riverdeep

Riverdeep is a comprehensive approach to teaching beginning algebra. Students investigate the symbols and rules of algebra and how they are used to represent relationships. They learn how to solve linear equations, progress to graphing linear functions and systems, and study linear inequalities and absolute values.

MASSACHUSETTSCAREER PLAN MODEL(Also available at <http://www.doe.mass.edu/hsreform/epp>)

Name: _____

School: _____

Projected Date of Graduation: _____

Review and update your plan regularly. Your Plan is likely to change as you gain knowledge about your self, the world of work and postsecondary education requirements and options. Be certain to seek guidance from your school counselor, and parents/guardians before revising your plan

1. *Begin with the end in mind.* Which career cluster(s) and/or occupation(s) appeal to you?

**Career Cluster: a broad grouping of related occupations (e.g., construction, education) Occupation: a position or profession (e.g., carpenter, teacher)*

2. *Get informed.* Visit <http://masscis.intocareers.org> (or another site) to learn about the *skills, abilities, knowledge and interests* associated with the cluster(s) and occupation(s) above. Below, list those that are currently true of you (to the left); list those that are not to the right. Are you ready, willing and able to work on areas in need of development? If so, plan how in section 3. If not, discuss your concerns with your school counselor, teacher or parent/guardian. If need be, explore other clusters and occupations.

Areas to Skills/Abilities, Work On Knowledge &Interests

Review the MassCore at <http://www.doe.mass.edu/hsreform/masscore> with your school counselor. If you are enrolled in a career and technical education (CTE) program ask to review your recommended high school program of study too. Also use masscis.intocareers.org (or another site) for the recommended *educational preparation and employment outlook* for the cluster(s) and occupation(s) above.

1. Are you on track academically? (i.e., Are you taking the right classes? Are they challenging?)

2. Is the employment outlook good? If you answered no to either of these questions, see your school counselor, teachers or parent/guardian for help in developing your plan and exploring your options.

3. *Put it in writing.* Your future success is closely tied to your commitment to learning, hard work and planning today. Which area above are you committed to working on? What will you do this semester to ensure that you graduate ready for postsecondary success? Which classes will you take next year? Put these goals in writing below and be sure to discuss them (and your progress) with your school counselor, teachers and parents/guardians.

Goal setting is critical. Aim high! (Your goal may be to score at the proficient or advanced level on the MCAS, take a summer class to boost your reading level, or take an advanced mathematics class rather than coasting senior year!)		Date
GOALS		//
		//
		//
		//
		//
		//
		//

4. Identify your postsecondary education goal: What are you planning to do after high school graduation? (Attend a 4year college or university? State or private? Attend a community college? Full or part-time? Get accepted into a registered apprenticeship program? Pursue on-the-job training?)

1. *Put assessments to good use.* (e.g., MCAS; PSAT; SAT/ACT, Accuplacer; Certificate of Occupational Proficiency; mid-term and final grades; career interest inventories; diagnostic tests). Assessment results can inform, motivate, and guide both you and your plan. They can also be used to document progress or success which you may wish to later highlight in a college essay, job resume or interview! (Note: If you do not score at the proficient or advanced level on the 10th grade MCAS, you will be given an assessment each year to document your progress toward proficiency. Be sure to discuss this with your counselor and document your progress in the EPP addendum.)

Assessment	Date	Results	How do these results influence your plan?

6. *Break it down.* Let's say that you identified *physician's assistant* as an occupation that appeals to you. You

may have set a goal in section 3 of a high score on the PSAT or taking AP anatomy and physiology next year. But achieving such goals will require specific strategies, actions and, most likely, a lot of hard work. As Thomas Edison said, “Genius is one percent inspiration and ninety-nine percent perspiration.” What will it take for you to reach your goal(s) in section 3? Discuss possible strategies and actions with your school counselor, teachers and parents/guardians, then, put it in writing below.

	Academic and/or Technical Workplace Readiness Strategies: What specific steps will you take specific steps will you take here in you take here in order to achieve here in order to achieve your section order to achieve your section 3 goal?	Personal and/or Social Strategies What specific steps will you take specific steps will you take here in you take here in order to achieve here in order to achieve your section order to achieve your section 3 goal?	Workplace Readiness Strategies What specific steps will you take specific steps will you take here in you take here in order to achieve here in order to achieve your section order to achieve your section 3 goal?	
Strategies And Actions	<i>Examples: stay for after-school help twice a week; participate in a study group; take a 4th year of Spanish; take a computer applications class</i>	<i>Examples: use a calendar for time management; slow down and improve accuracy on untimed tasks and tests; participate in at least one extracurricular activity</i>	<i>Example: participate in work-based learning (e.g., internship, cooperative education); interview and/or job shadow a physician’s assistant, volunteer at a hospital</i>	DATE:
				//
				//
				//
				//
				//
				//
				//

7. *Stay on track.* Again, if you are enrolled in a CTE program, be sure to review your recommended *Program of Study*. Visit: <http://masscis.intocareers.org> (or another site) to learn more about the preparation, programs of study, admission requirements and hiring practices for your career cluster or occupation. Are the courses you are taking now preparing you to graduate ready for postsecondary success? How about next year? Course selection is important; plan ahead.

What courses are you taking? Could you take? Should you take?			
Grade 9	Grade 10	Grade 11	Grade 12

<i>Academic</i>	<i>Academic</i>	<i>Academic</i>	<i>Academic</i>
<i>Technical</i>	<i>Technical</i>	<i>Technical</i>	<i>Technical</i>
<i>Elective</i>	<i>Elective</i>	<i>Elective/Dual Credit</i>	<i>Elective/Dual Credit</i>

1. *What else?* What scholastic achievements might give you a competitive edge for program admission or employment? Any extracurricular or work-based learning experiences preparing you to graduate ready for postsecondary success?

Accomplishments, Awards, Certificates, Membership, Participation	Describe how
<i>e.g., National Honor Society/GEAR-UP Program</i>	<i>e.g., scholarship opportunities, college readiness</i>

Be sure that your career plan is developed in consultation with your counselors, teachers and parents/guardians. Ask them to sign off each time.

Counselor Date Teacher Date Parent/Guardian Date

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APPENDIX B: EPP ADDENDUM

The EPP Addendum must be attached to the MASS Career Plan in districts using the MASS Career Plan for a student's EPP.

Year	English language arts Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress*	Student demonstrates progress towards proficiency on the assessment
Junior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Senior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

Mathematics

Year	Math Recommended Coursework	Did the student successfully complete the course?	Annual Assessment(s) to measure progress*	Student demonstrates progress towards proficiency on the assessment
Junior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>
Senior Year		Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>

EPP Completion Verification Section:

This student has completed all requirements of his/her plan Yes No Principal or headmaster (or designee)

name :

Principal or headmaster (or designee) signature: