



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

Weymouth MCAS and Accountability Results

October 24, 2019

Presentation Outline

- MCAS Results
 - Next Generation (ELA and Math)
 - Legacy (Science)
- Accountability Results
- Areas of Need
 - New Supports Provided
 - Additional Supports Needed



What Should We Remember?

- Spring 2017 was a **baseline year** for a new MCAS test in grades 3-8.
- Spring 2019 MCAS scores can be compared to Spring 2017 and 2018, but **should NOT be compared** to previous years' scores.
- Accountability ratings from 2018 and 2019 can be compared, but should not be compared to previous years' ratings.

What Else Should We Know?

- Next Generation MCAS (NEW) is consistent and calibrated
 - A score of 500 means the same thing regardless of grade level or content area (Grades 3-8 and 10 for ELA and Math)
- Legacy MCAS (OLD) varies in difficulty across grades
 - Proficiency in science at grade 5 does not have the same meaning as proficiency in science at grade 8 or grade 10



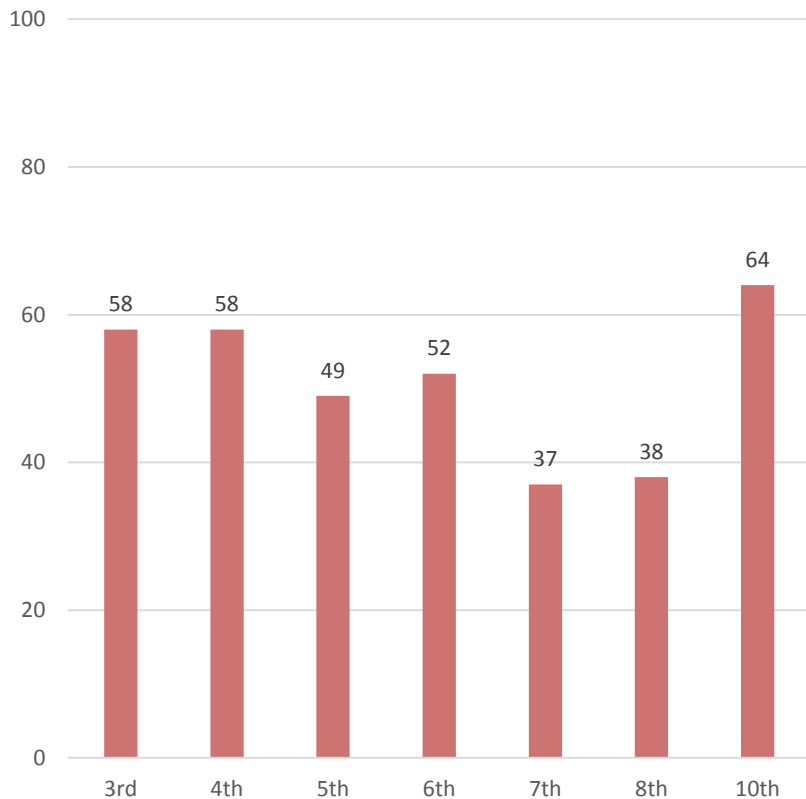
NEXT GENERATION MCAS RESULTS FOR WEYMOUTH



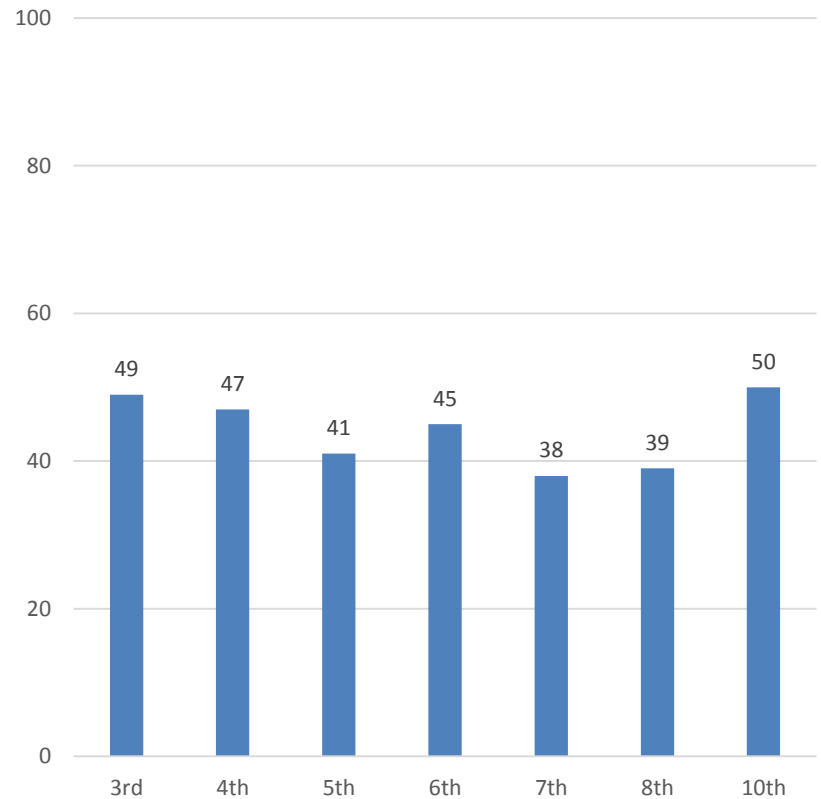
Achievement Data:

Percent of Students Meeting/Exceeding Expectations

ELA



Math



English Language Arts Achievement Results

State

Grade	Average Scaled Scores			Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	498.8	502.2	504.1	+5.3
Grade 4	499.2	501.8	501.8	+2.6
Grade 5	498.9	501.9	501.2	+2.3
Grade 6	499.4	501.0	501.3	+1.9
Grade 7	499.1	497.0	499.0	-0.1
Grade 8	498.8	499.1	499.8	+1.0
Grades 3-8	499.0	500.5	501.2	+2.2
Grade 10			506.2	

Weymouth

				Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	504.6	506.5	505.1	+0.5
Grade 4	500.0	505.4	504.7	+4.7
Grade 5	493.9	498.4	498.7	+4.8
Grade 6	495.1	499.1	498.4	+3.3
Grade 7	491.4	495.7	492.8	+1.4
Grade 8	497.6	499.1	493.2	-4.4
Grades 3-8	497.1	499.4	498.8	+1.7
Grade 10			505.7	



Mathematics Achievement Results: Change from 2017 to 2019

State

Grade	Average Scaled Scores			Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	498.8	499.9	499.4	+0.6
Grade 4	498.0	497.9	499.2	+1.2
Grade 5	498.6	497.5	498.5	-0.1
Grade 6	499.2	498.6	500.8	+1.6
Grade 7	498.6	497.5	498.2	-0.4
Grade 8	499.6	498.8	499.0	-0.6
Grades 3-8	498.8	498.4	499.2	+0.4
Grade 10			505.1	

Weymouth

Grade	Average Scaled Scores			Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	499.9	500.2	499.4	-0.5
Grade 4	496.0	499.9	499.4	+3.4
Grade 5	491.8	491.9	494.9	+3.1
Grade 6	498.7	494.4	497.3	-1.4
Grade 7	493.6	496.7	492.8	+0.4
Grade 8	494.3	492.1	494.5	+0.2
Grades 3-8	495.7	495.8	496.4	+0.7
Grade 10			500.0	



Grade 5, 8, and 10

LEGACY MCAS (OLD)

PERFORMANCE: SCIENCE

Next Generation Science and Technology/Engineering Grades 5 & 8

State

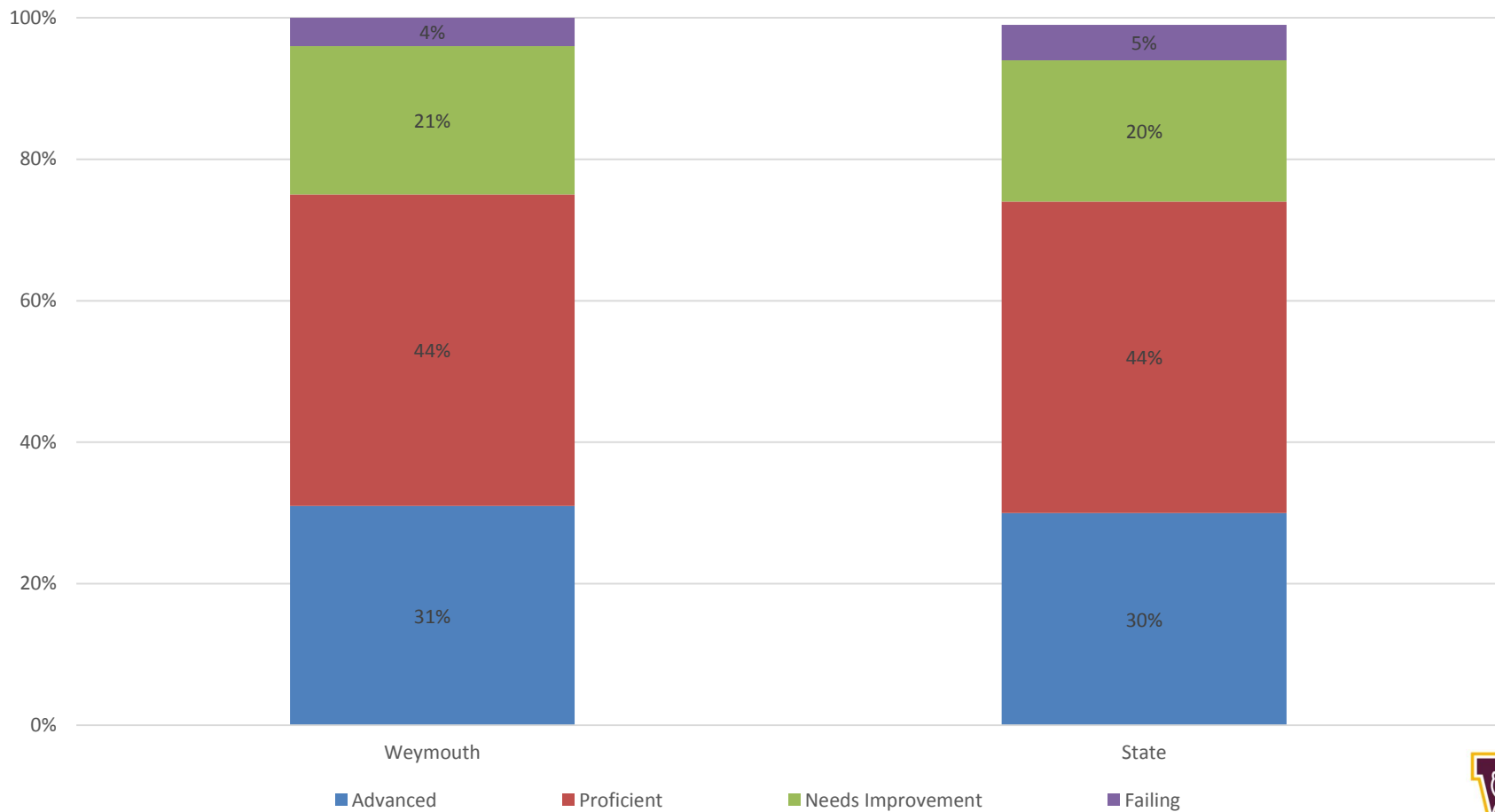
	Grade 5		Grade 8	
Exceeding Expectations	8%	48%	8%	46%
Meeting Expectations	40%		38%	
Partially Meeting	39%		41%	
Not Meeting Expectations	12%		13%	
Avg. Scaled Score	498.9		498.2	

Weymouth

	Grade 5		Grade 8	
Exceeding Expectations	5%	43%	5%	37%
Meeting Expectations	38%		32%	
Partially Meeting	45%		47%	
Not Meeting Expectations	12%		16%	
Avg. Scaled Score	495.9		494.3	

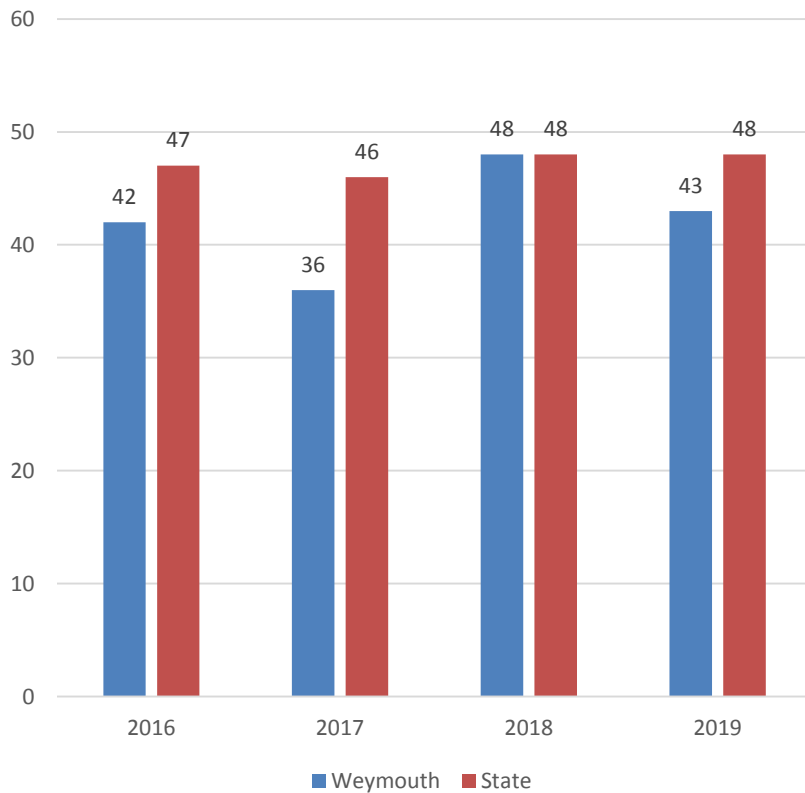


Legacy Science and Technology/Engineering Grade 10

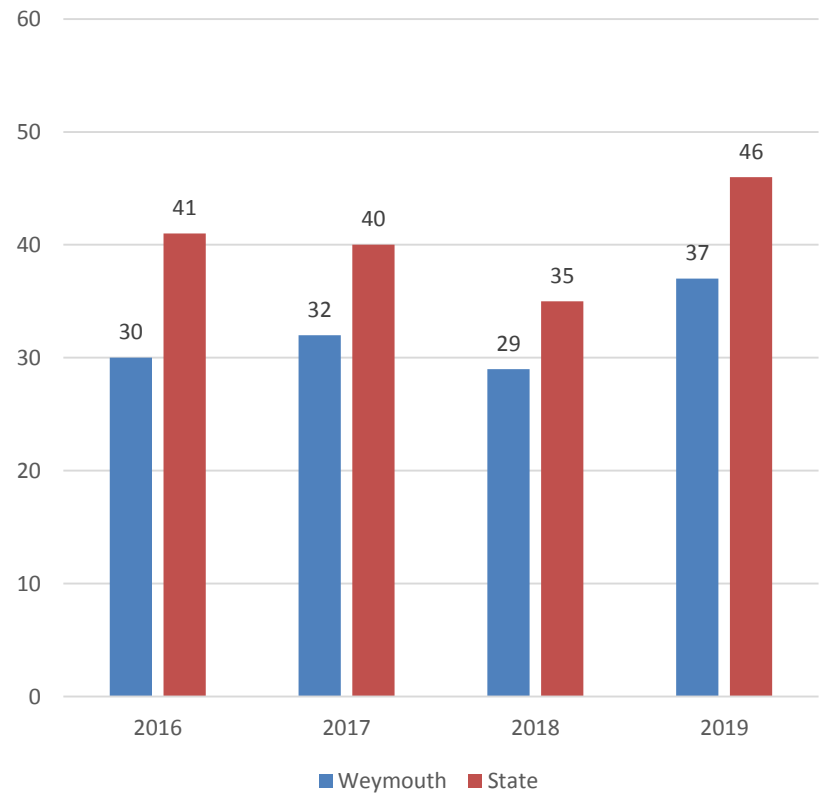


Percent of Students Meeting/Exceeding Standards

Grade 5 Science

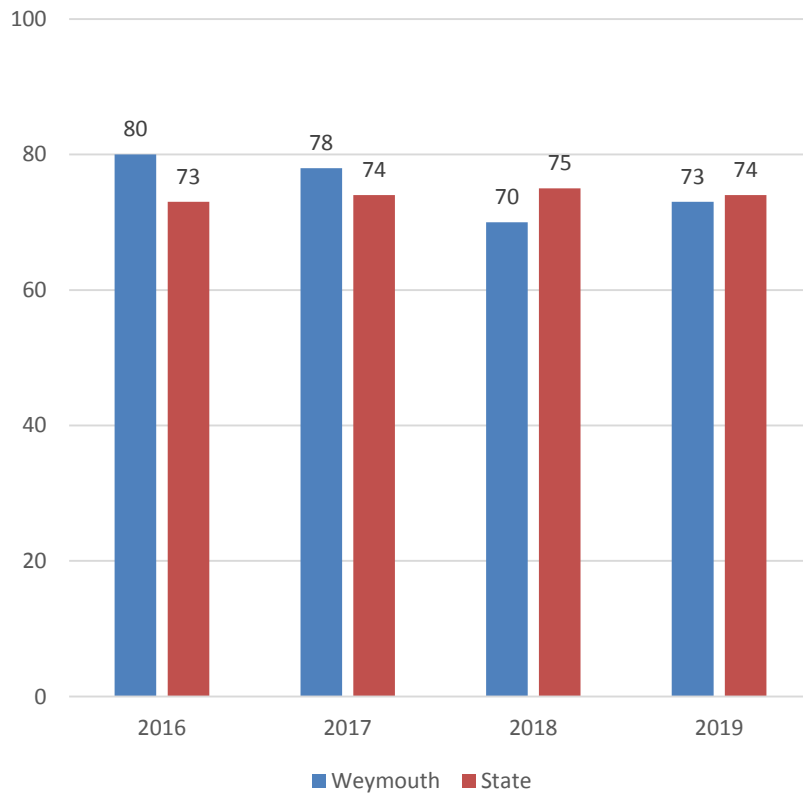


Grade 8 Science



Percent of Students Meeting/Exceeding Standards

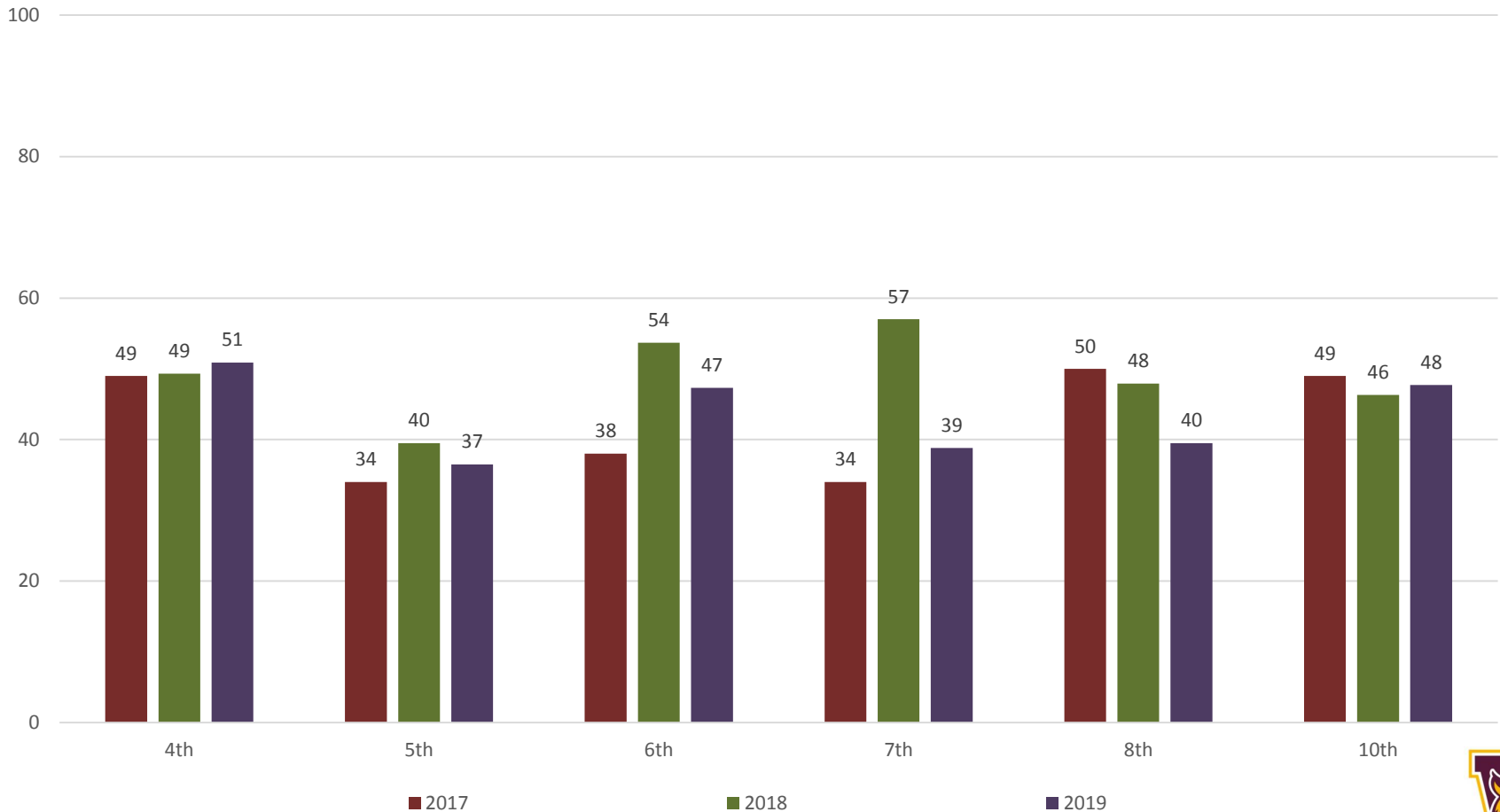
Grade 10 Science



AVERAGE STUDENT GROWTH

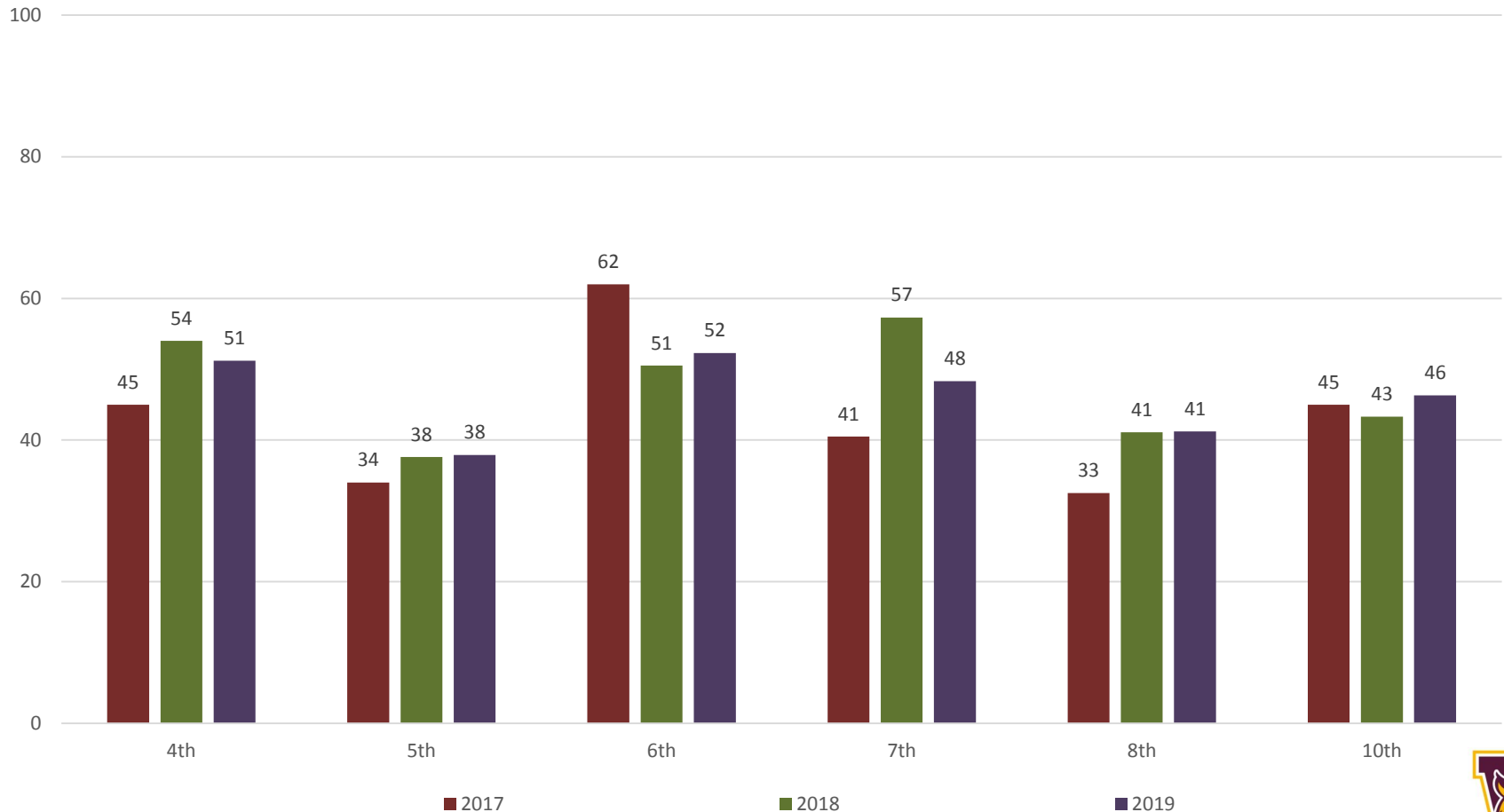
Average Student Growth: ELA

(Goal is 50+)



Average Student Growth: Math

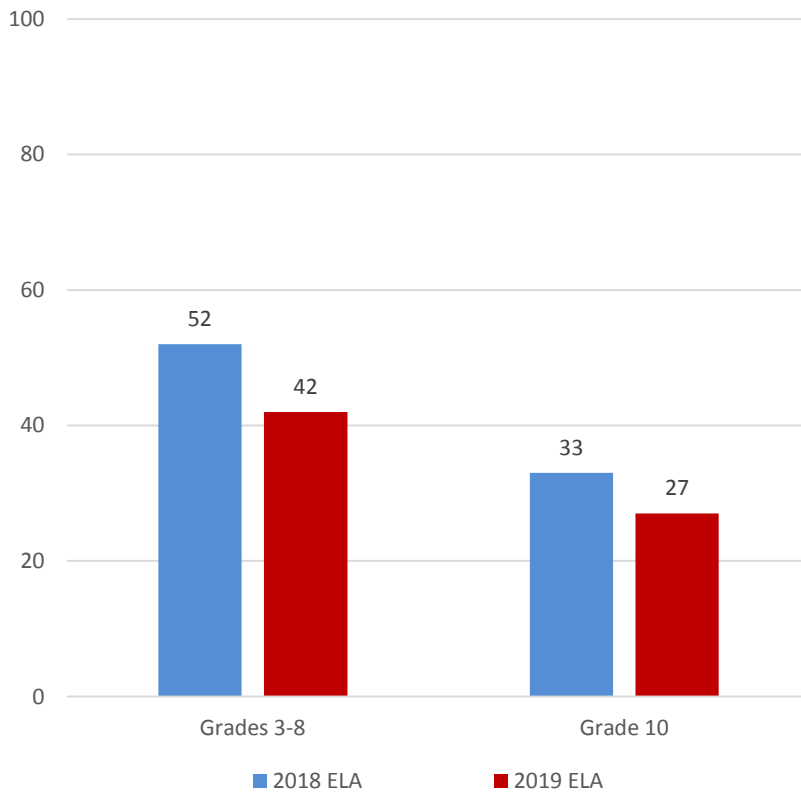
(Goal is 50+)



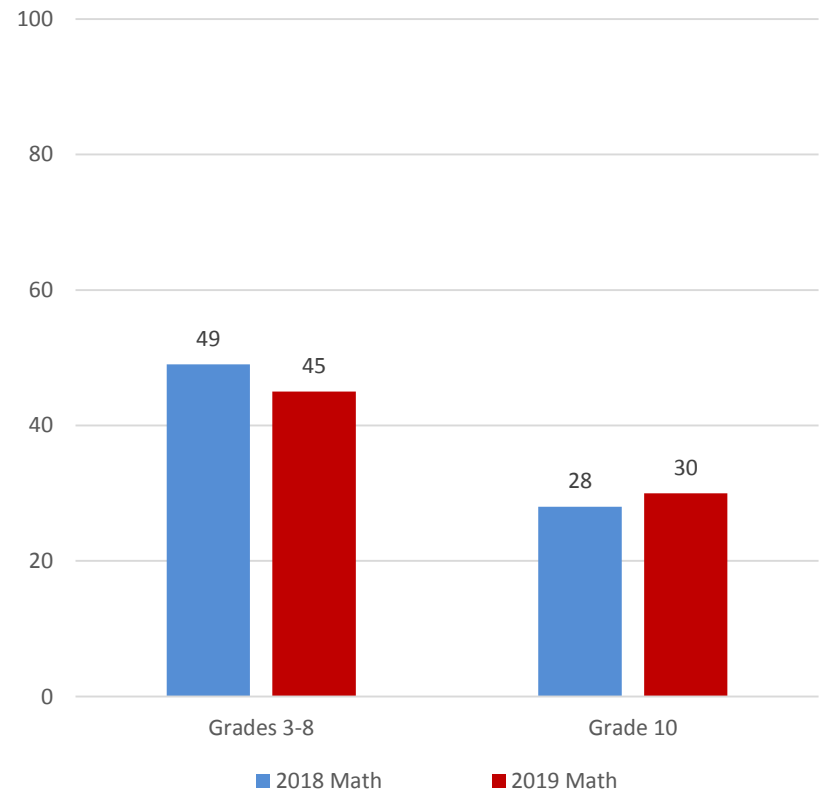
Average Growth: Lowest Quartile Students

(Goal is 50+)

ELA



Math



Resources for Parents

- **Student MCAS Results**
 - MCAS Results mailed home to parents on October 10, 2019
- **Released MCAS Test Items**
 - Approximately 50% of items released at grades 3–8; 100% released at grade 10 ELA and math
 - mcas.pearsonsupport.com/released-items/
- **Samples of essays**
 - Samples of student work for each score point for ELA, math and STE; ELA essays include annotations for each score point.
 - www.doe.mass.edu/mcas/student/2019/





ACCOUNTABILITY RESULTS: HOW DO WE MEASURE UP?



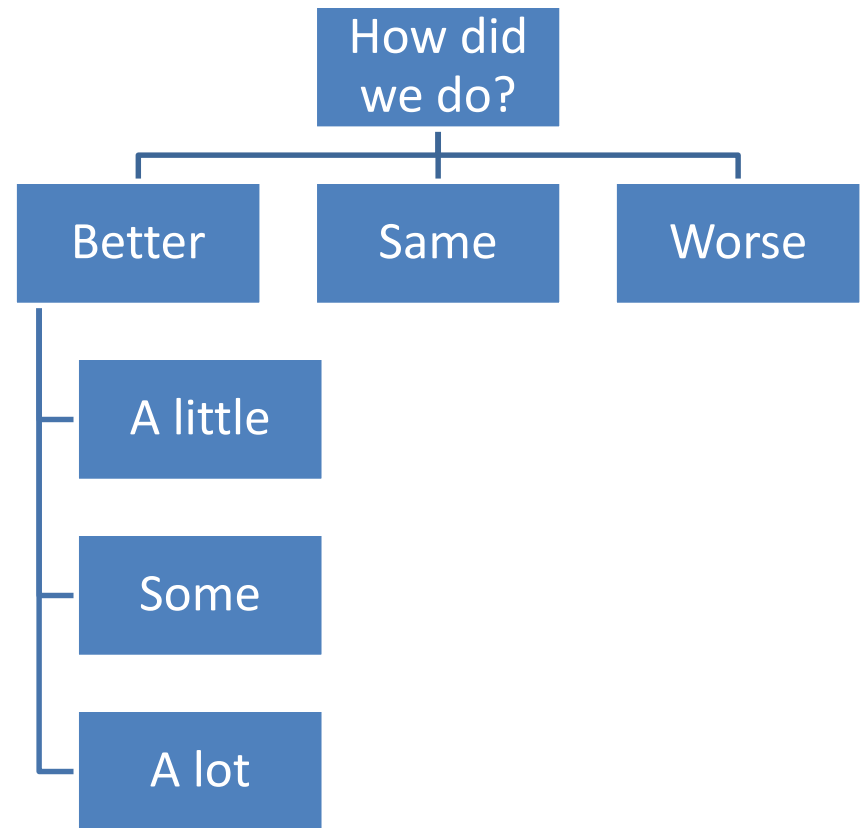
2019 State Accountability



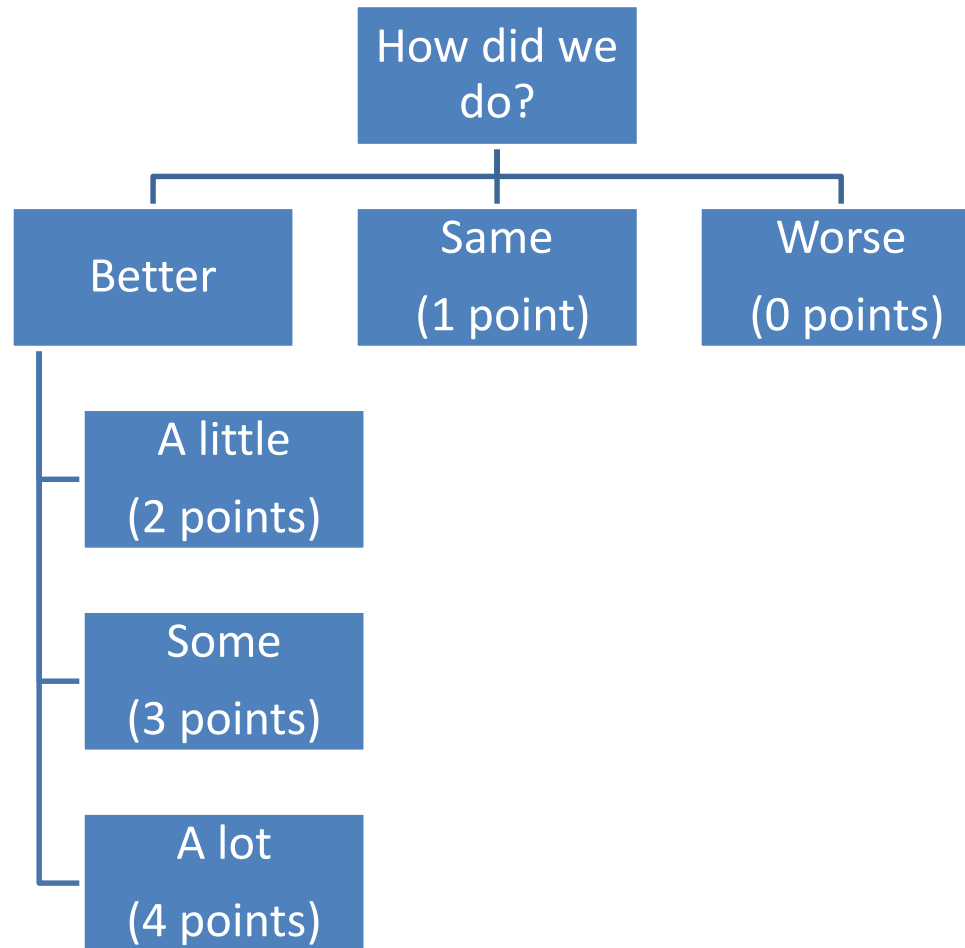
- Next Generation Accountability System
 - High Schools
 - Non High Schools
- Indicators Used
- Categorization of Schools

Accountability System

Accountability is
about
*continuous
improvement.*



Accountability System



Ways to measure improvement in football:

1. Total points
2. Total yards passing
3. Total yards rushing
4. Number of incomplete passes
5. Number of interceptions



What Makes Up the Accountability System? (Grades 3-8)

Indicator	Measure
Achievement	Average Scale Score for ELA and math Science achievement (CPI)
Student Growth	Average growth percentile in ELA and math
English Language Proficiency	Progress made by student towards attaining English Proficiency
Additional	Chronic absenteeism (missing 10% or more days)

Note: Computed for All Students AND Lowest Quartile separately



What Makes Up the Accountability System? (High School)

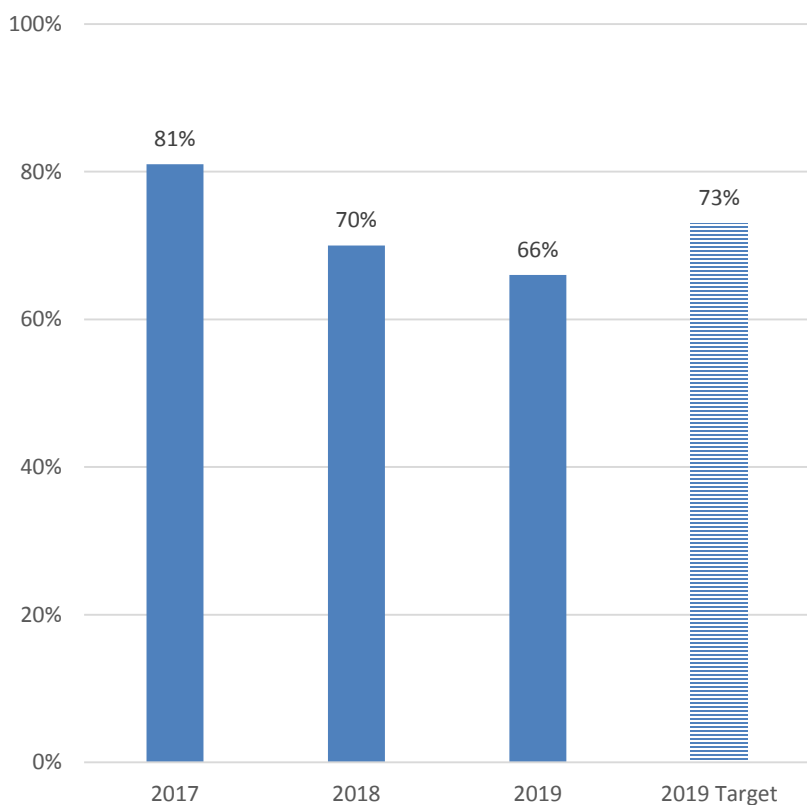
Indicator	Measure
Achievement	ELA, Math, and Science achievement (CPI)
Student Growth	Average growth percentile in ELA and math
High School Completion	<ul style="list-style-type: none">➤ Four-year cohort graduation rate➤ Annual drop-out rate➤ Extended engagement rate (five year graduation rate plus percent of students still enrolled)
English Language Proficiency	Progress made by student towards attaining English Proficiency
Additional	<ul style="list-style-type: none">➤ Chronic absenteeism (missing 10% or more days)➤ Percent of 11th and 12th graders completing advanced coursework (AP, IB, dual enrollment, selected rigorous courses)

Note: Computed for All Students AND Lowest Quartile separately

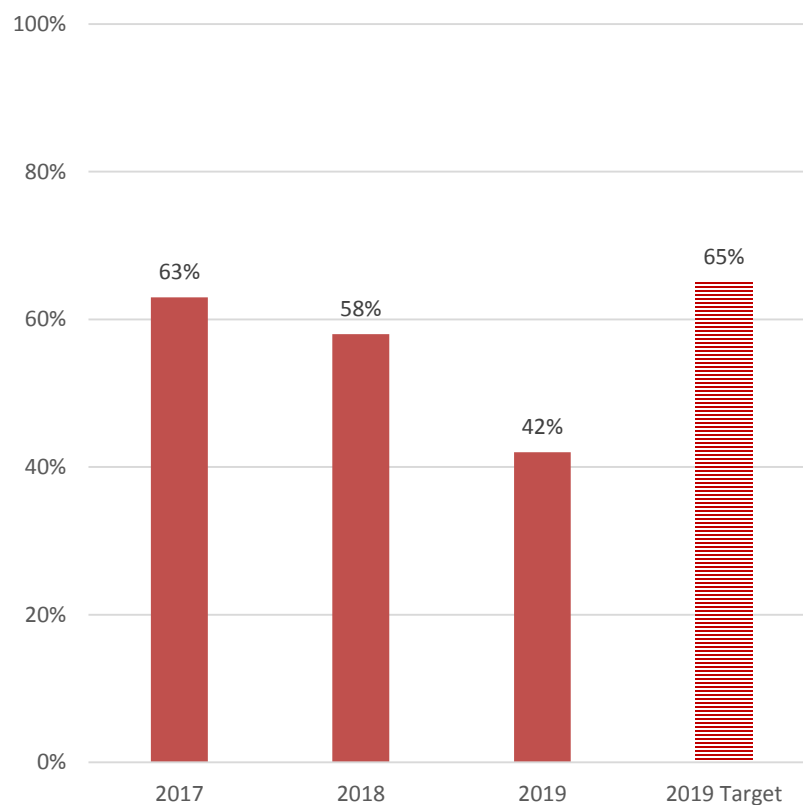


Percent of ELL Students Making Sufficient Progress Towards English Language Proficiency on the ACCESS Test

Grades 1-8



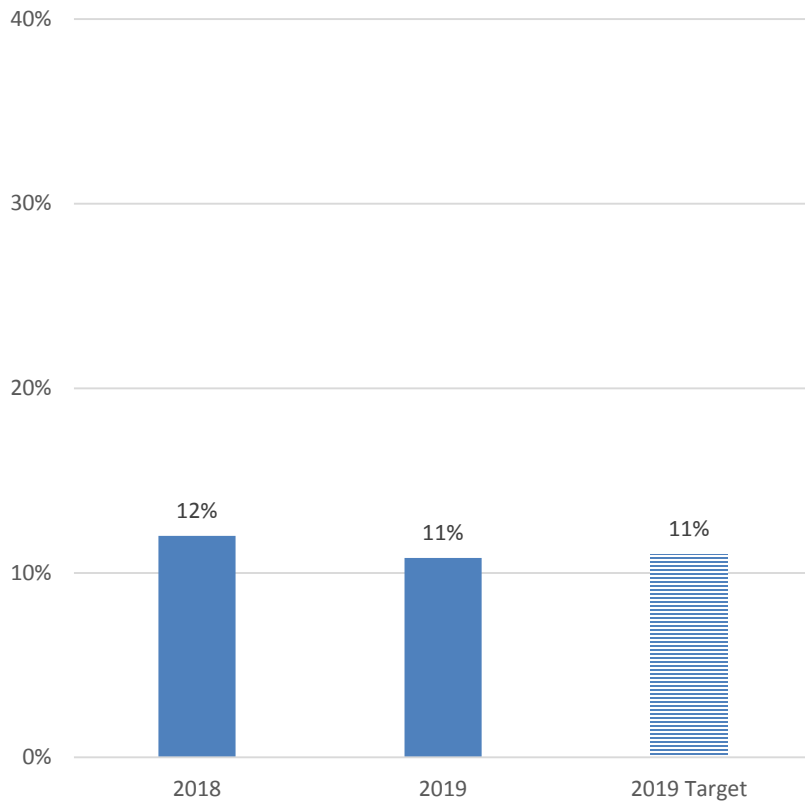
Grades 9-12



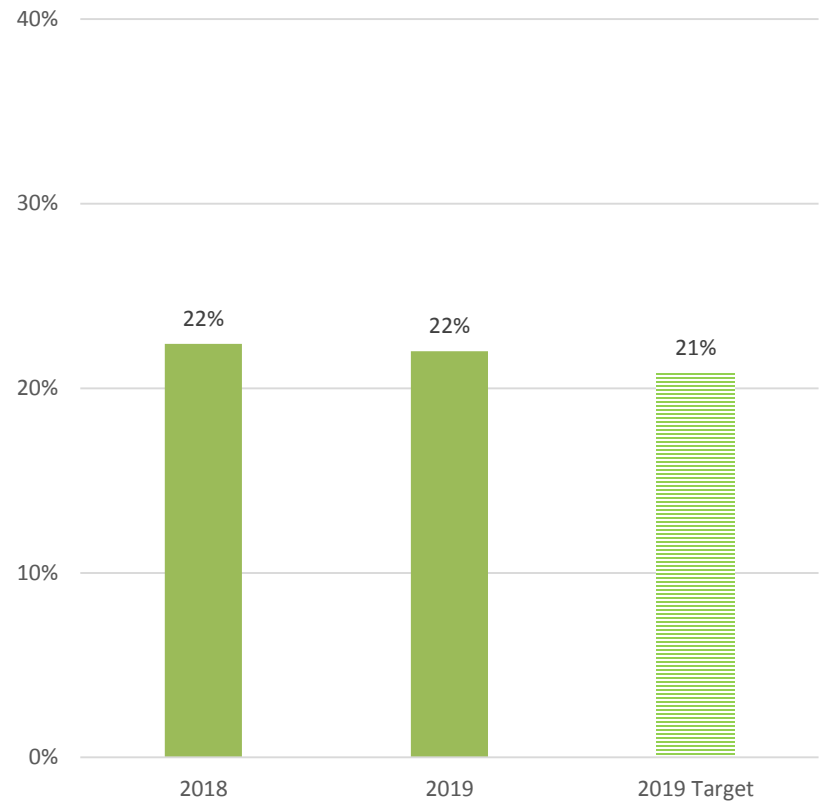
Chronic Absenteeism

[Missing 10% or more days = 18 days per year]

Grades 1-8

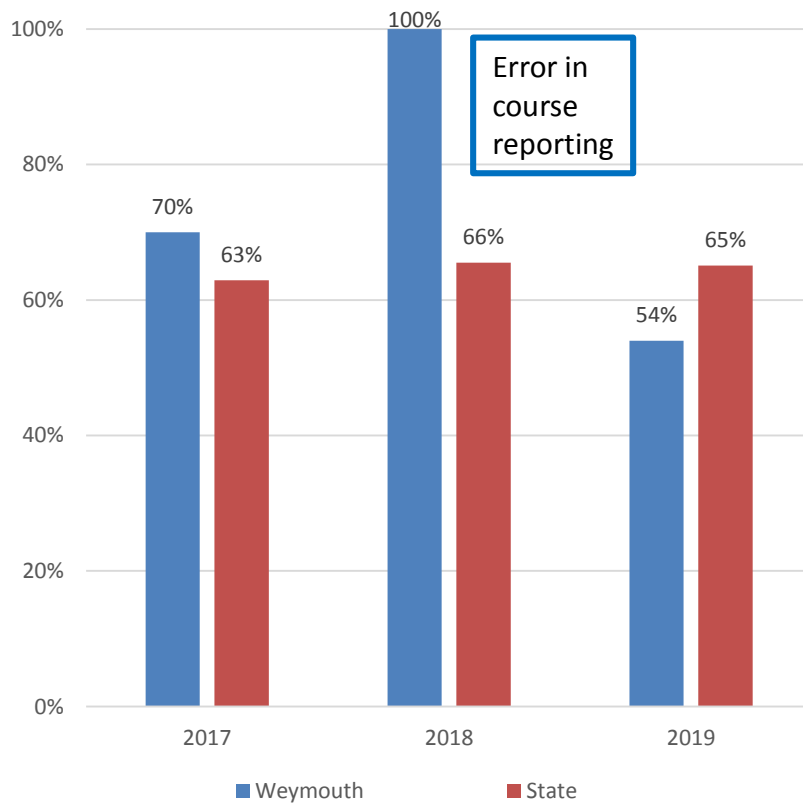


WHS

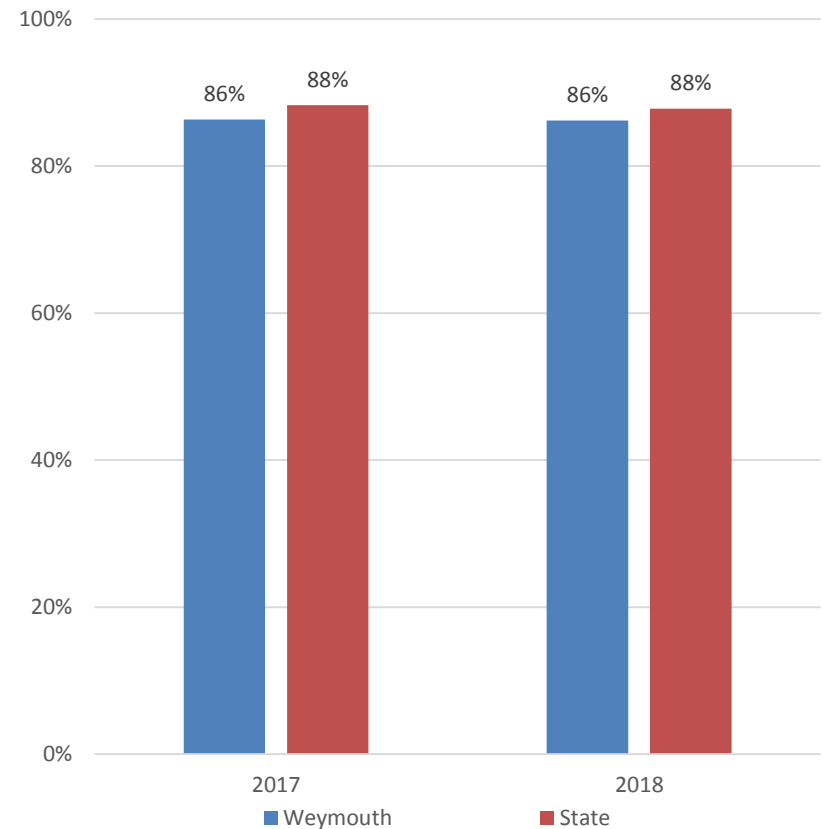


Other High School Indictors

Advanced Coursework



4 Year Graduation Rate



Categorization of Schools

Schools without Required Assistance or Intervention

Meeting Targets	Partially Meeting Targets		
75-100% of points	Substantial Progress	Moderate Progress	Limited Progress

Schools Requiring Assistance or Intervention

Focused or Targeted Support	Broad Comprehensive Support
<ul style="list-style-type: none"> A. School percentile of 1-10, B. Low graduation rate (<67%), C. Low participation on MCAS (<95%), OR D. Low performing subgroup (percentile of 1-5) 	<ul style="list-style-type: none"> ➤ Underperforming Schools ➤ Chronically underperforming Schools <p><i>[Handful of schools determined by the State]</i></p>

Categorization of Schools

School without Required Assistance or Intervention				School Requiring Assistance or Intervention	
Meeting Targets	Partially Meeting Targets			Targeted Support	Broad Support
	Substantial Progress	Moderate Progress	Limited Progress		
Pingree	Adams Academy Murphy Seach Talbot Wessagusset	Chapman Hamilton Nash WHS	None	Chapman (High Needs Subgroup) <u>High Needs</u> A. ELL, B. IEP/504, or C. Economically Disadvantaged	None



Weymouth Schools

School	Percentile Ranking (1-99)	Points Earned (0-100%)	MCAS Participation	Any Low Performing Subgroups?
Academy	65	65%	☑	No
Hamilton	76	49%	☑	No
Murphy	50	63%	☑	No
Nash	53	47%	☑	No
Pingree	65	94%	☑	No
Seach	38	53%	☑	No
Talbot	69	70%	☑	No
Wessagusset	39	59%	☑	No
Adams	28	62%	☑	No
Chapman	14	38%	☑	Yes
WHS*	34	44%	☑	No

*only compared against other schools that graduate students



Weymouth Accelerated
Improvement Plan (AIP) continues
to guide our work.

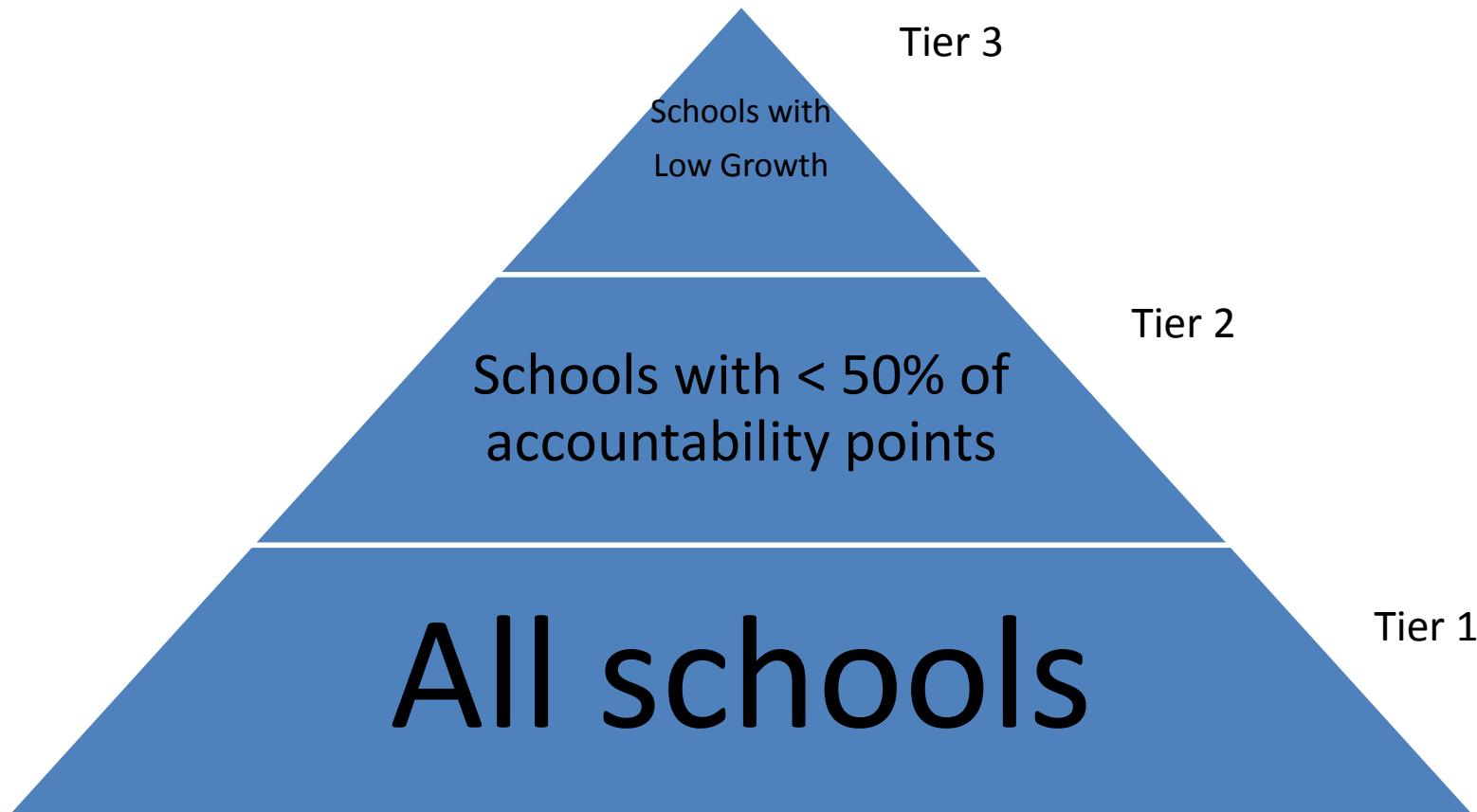


Strategic Levers

- 1. PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:** Provide professional development and opportunities for collaboration that improve educator practice by focusing on the instructional core.
- 2. EFFECTIVE USE OF DATA:** Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.
- 3. PARENT AND COMMUNITY ENGAGEMENT:** Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.



TIERED SUPPORT FOR SCHOOLS



1. PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE

Areas of Need

- Low growth
 - Grades 5 and 8 (ELA and math)
 - Grade 7 (ELA)
 - Lowest quartile students at WHS
- Fewer students meeting/exceeding the standard in math as compared to ELA
 - Grades 3-6 and 10
- Below the state average in science for all grades

NEW Support Provided

Fully staffed curriculum leadership team

- ✓ STEM Director
- ✓ Humanities Director
- ✓ Four Assistant Directors
 1. STEM
 2. Humanities
 3. Performing Arts
 4. Social Emotional Learning



2. EFFECTIVE USE OF DATA

Area of Need

- Average scale score below 500
 - Grades 5-8 for ELA
 - Grades 3-8 for Math

Note: scale score of 500-529 is meeting expectations

NEW Support Provided

- ✓ Launched Data Workbook in Aspen
 - a) Created through the Supplemental Support to Districts for Enhancing Data Use Throughout the School Year (one-year state grant)
 - b) Adams, Chapman, WHS
 - c) Focused on strengthening data use for instructional decision making
- ✓ Targeted support provided by the State

2. PARENT AND COMMUNITY ENGAGEMENT

Area of Need

- Chronic absenteeism rates remain higher than desired
 - 11% for grades 1 to 8
 - 22% for grades 9-12

NEW Support Provided

- Hired Full Time Assistant Director of Social-Emotional Learning
- More attention to the Early Warning Indicator System (EWIS) data
- Aspen Attendance Module updated and increased focus with administration and PBIS

Focus on the Future

- Pockets of excellence in classrooms throughout the district

We are working on replicating this excellence and this work is being supported by our Instructional Coaches, Principals, Curriculum Directors, and Assistant Curriculum Directors.

Goal is to ensure consistent, high quality educational experience in ALL classrooms for ALL children.



What we still need to move the needle

- Stable Leadership
 - School Leaders
 - Curriculum Content Directors/Assistant Directors
- Additional specialized staff to support the growing needs of our students and potential changes with grade configurations
- Increase in staff positions to provide universal full day kindergarten for all



What we still need to move the needle (continued)

- Consistent specialist curriculum for Pre-K and K classrooms
- Continued investment in our technology infrastructure with a focus on integration
- Increase opportunities for students:
 - Enrichment/elective opportunities (e.g., music, arts, wellness/physical activities, world language, etc.)
 - Advisory-like experiences to support social emotional learning (PreK-4 and 7-12)



What we still need to move the needle (continued)

- Continue to grow administrators' capacity to support *educational leadership*, rather than facility management, with a focus on staff efficacy
- Collaboration support for special education and general education staff for inclusion and Universal Design for Learning (UDL)
- Support for all WPS staff to ensure self-care (i.e., actions we take as individuals to ensure our own mental, emotional, and physical health)



Questions

