Weymouth MCAS Results:
Next Generation (NEW) and Legacy (OLD)

November 1, 2018

Presentation Outline

- MCAS Results: Next Generation (Grades 3-8)

- MCAS Results: Legacy (Grade 10)

- Accountability Results

- Areas of Need
  - New Supports Provided
  - Additional Supports Needed

What Should we Remember?

- Spring 2017 was a **baseline year** for a new test in grades 3-8.

- Spring 2018 scores can be compared to Spring 2017, but **should <u>not</u> be compared** to previous years' scores.

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

– Legacy MCAS (OLD) varies in difficulty across grades and content areas
  - Proficiency in science at grade 5 does not have the same meaning as proficiency in science at grade 8 or grade 10
  - Grade 10 MCAS cannot be compared to any other grade level

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

MCAS Achievement Levels

Legacy (OLD)

Advanced
Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

Proficient
Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement
Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Warning
Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

Next-Generation (NEW)

- **Exceeding Expectations**
  A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

- **Meeting Expectations**
  A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

- **Partially Meeting Expectations**
  A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

- **Not Meeting Expectations**
  A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

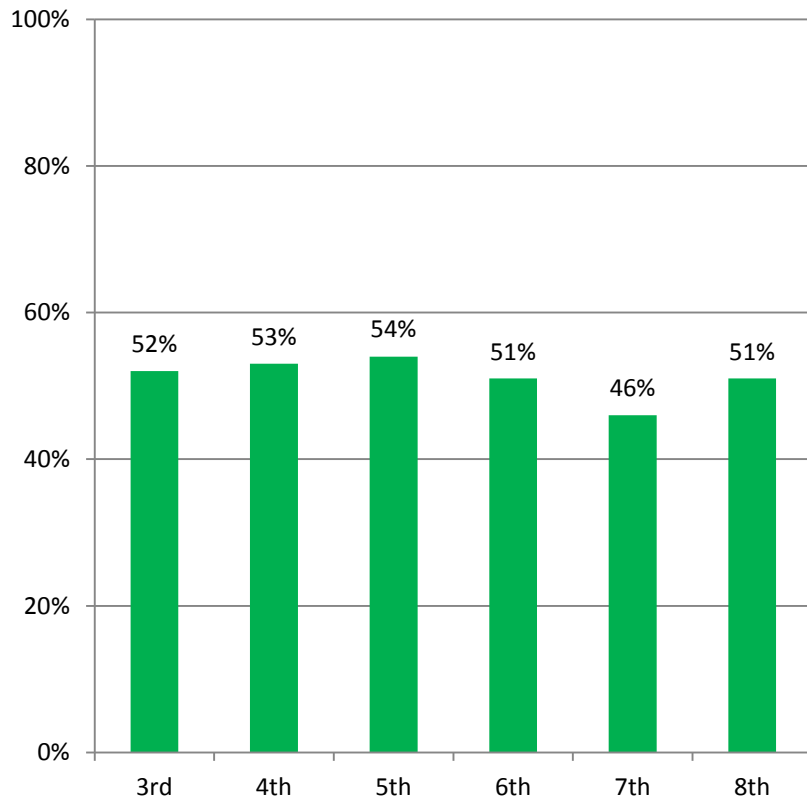MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
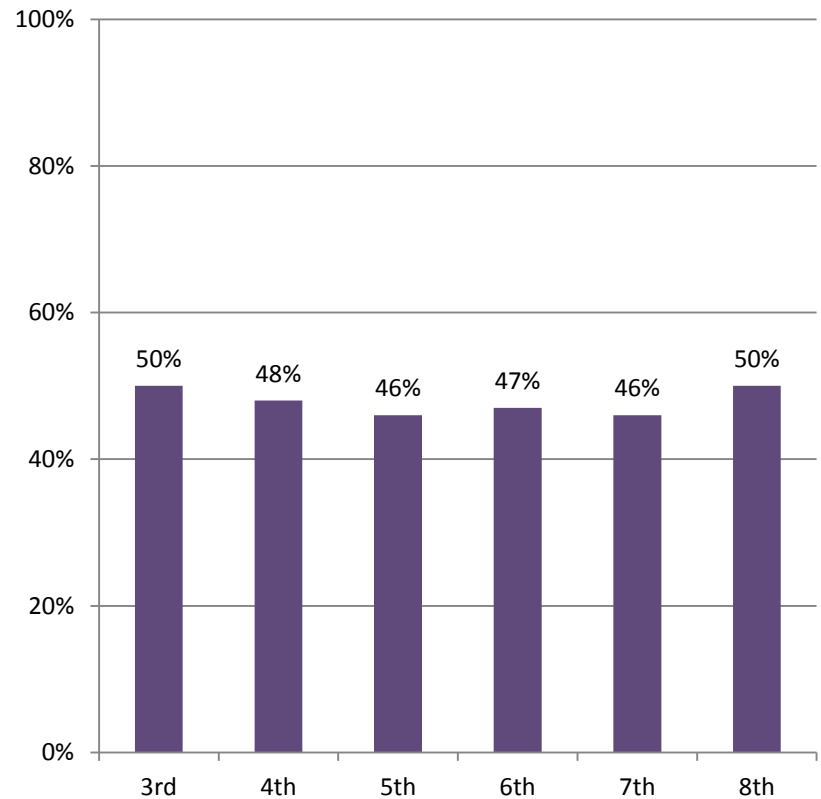
Next Generation MCAS (NEW)

MASSACHUSETTS RESULTS

MCAS 2.0 Statewide 2018 Results:
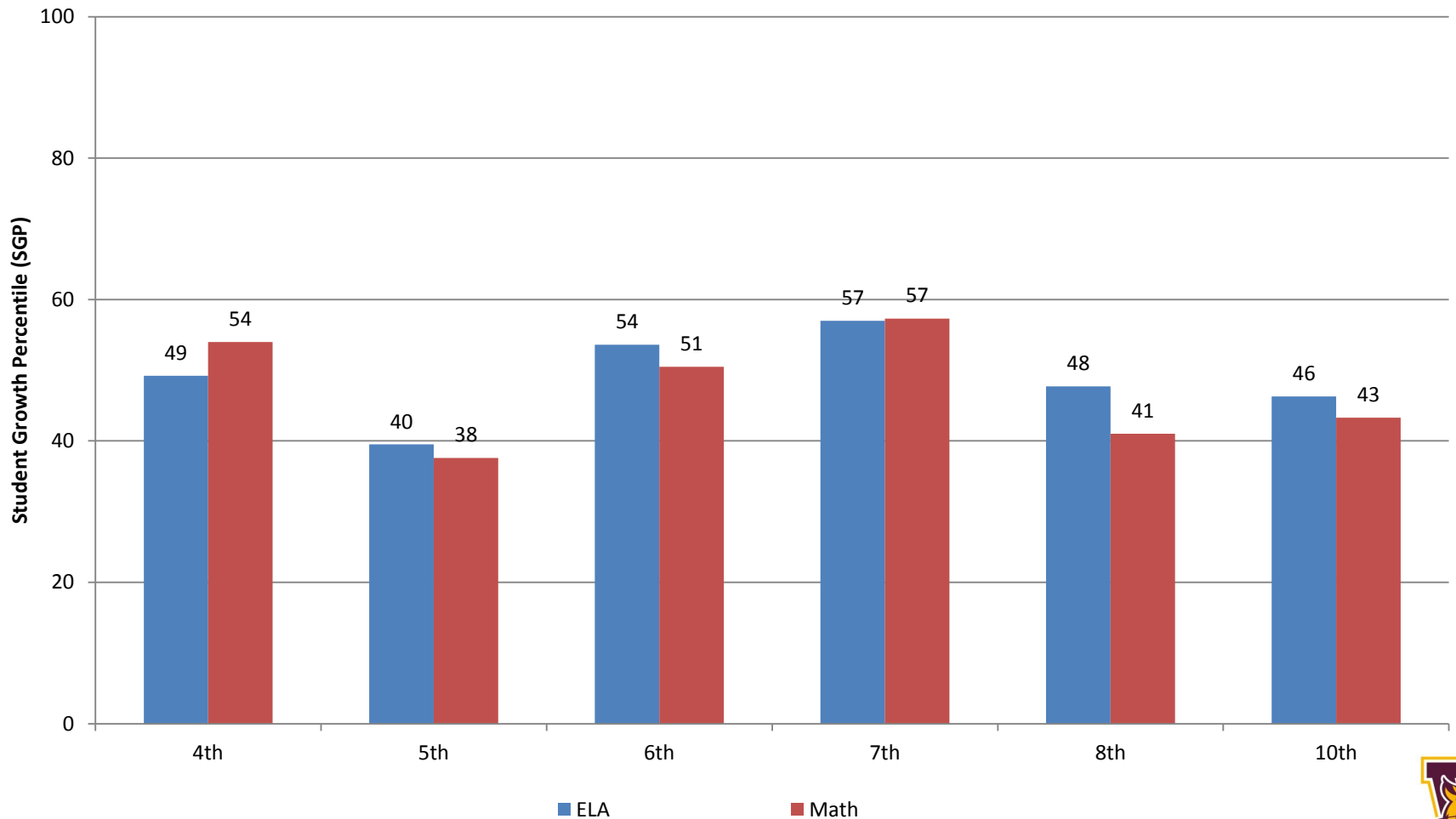Students meeting/exceeding the standards

ELA

Grade	Percent
3rd	52%
4th	53%
5th	54%
6th	51%
7th	46%
8th	51%

Math

Grade	Percent
3rd	50%
4th	48%
5th	46%
6th	47%
7th	46%
8th	50%

NEXT GENERATION MCAS RESULTS FOR WEYMOUTH

Average Student Growth

40-60 Moderate

Students Meeting/Exceeding Expectations
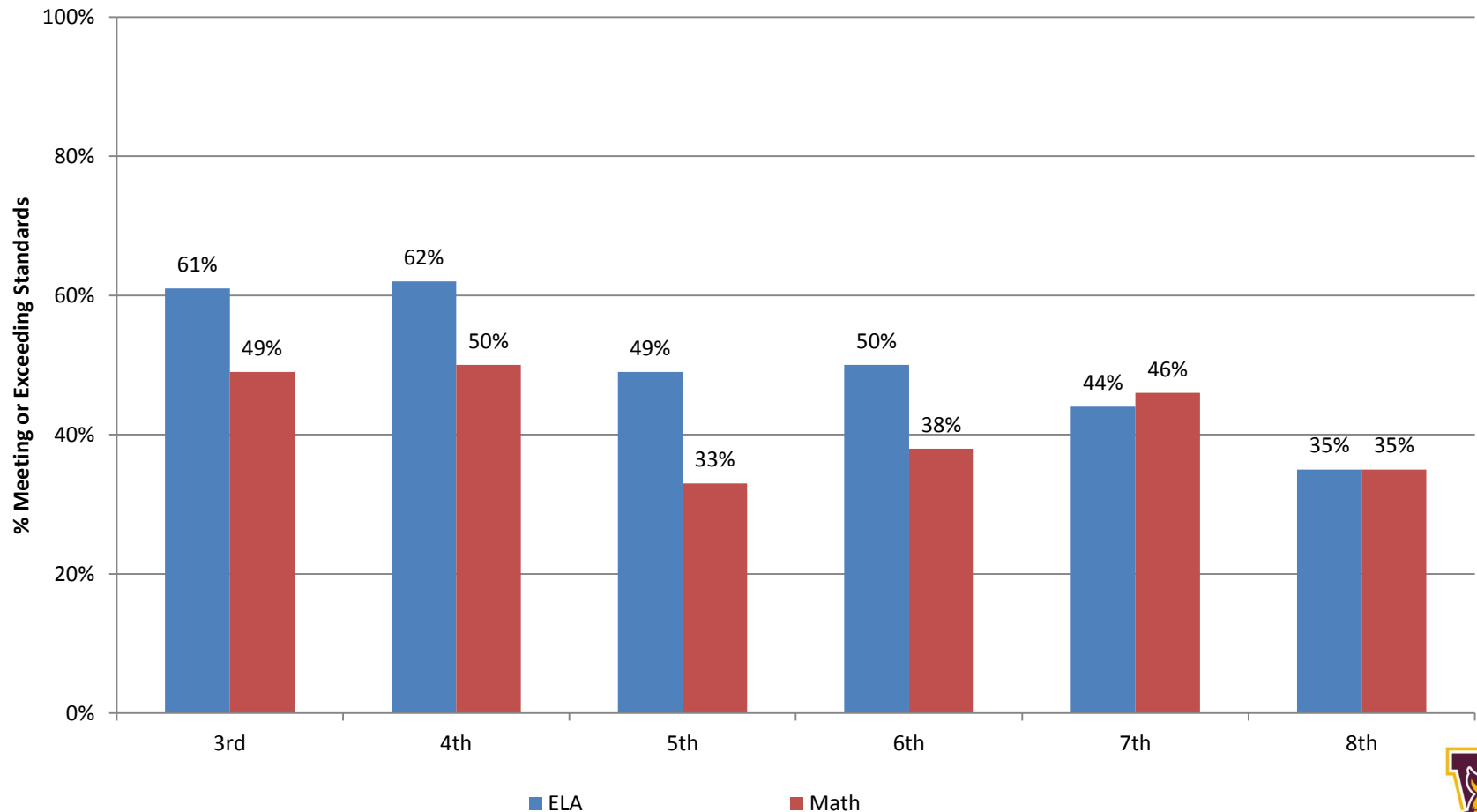
Lowest Quartile

SUBGROUP PERFORMANCE

Average Student Growth: Lowest Quartile

40-60 Moderate

ELA
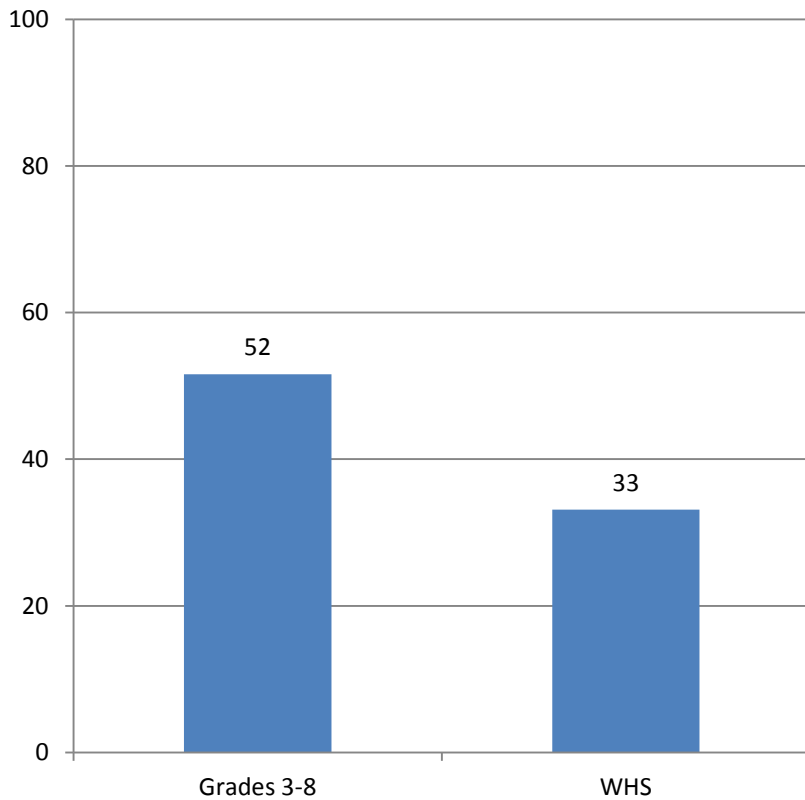
Math
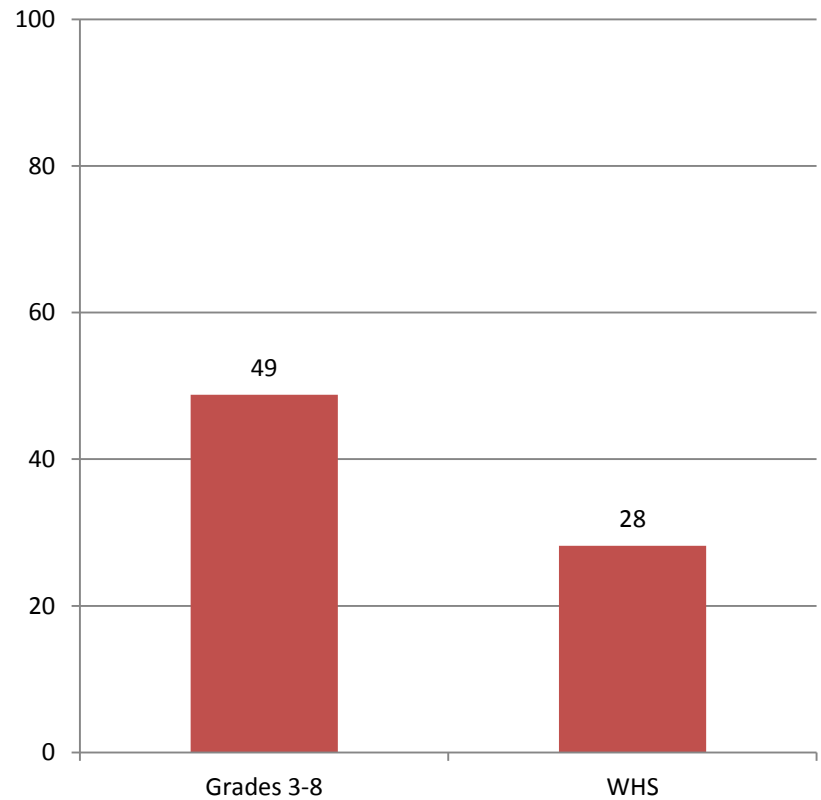
Summary of Next Gen MCAS Moderate/High Growth

ELA

| GRADE	2017	2018
4th	Moderate	Moderate
5th	Low	Moderate
6th	Low	Moderate
7th	Low	Moderate
8th	Moderate	Moderate

Math

GRADE	2017	2018
4th	Moderate	Moderate
5th	Low	Low
6th	High	Moderate
7th	Moderate	Moderate
8th	Low	Moderate

Summary of Next Gen MCAS Moderate/High Growth

ELA

GRADE	2017	2018
4th	Moderate	Moderate
5th	Low	Moderate
6th	Low	Moderate
7th	Low	Moderate
8th	Moderate	Moderate

Math

GRADE	2017	2018
4th	Moderate	Moderate
5th	Low	Low
6th	High	Moderate
7th	Moderate	Moderate
8th	Low	Moderate

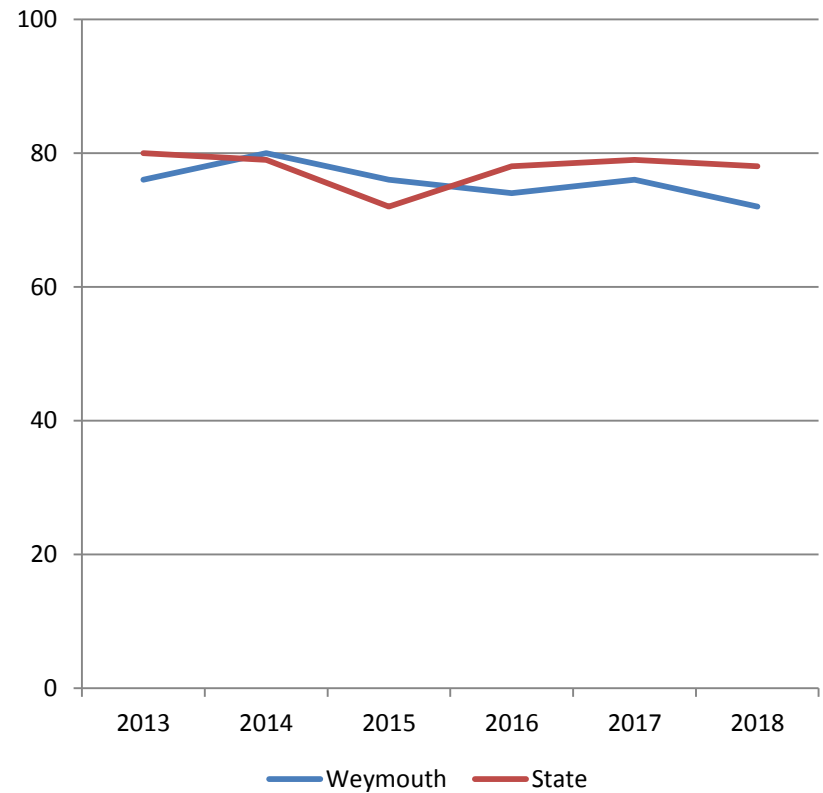Grade 10 (ELA and Math) and Science (Grade 5, 8, and 10)

LEGACY MCAS (OLD) PERFORMANCE
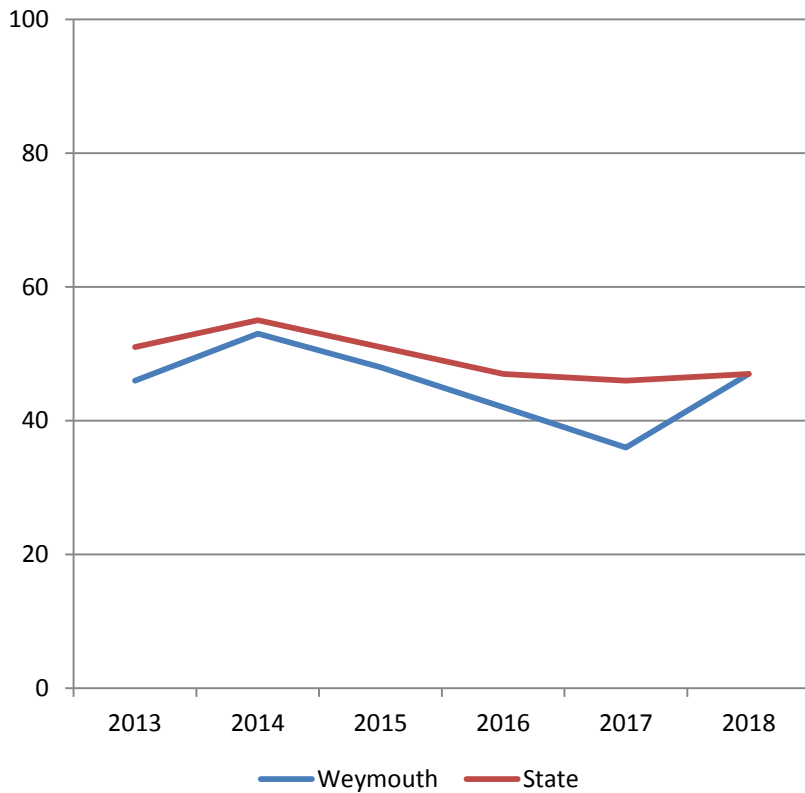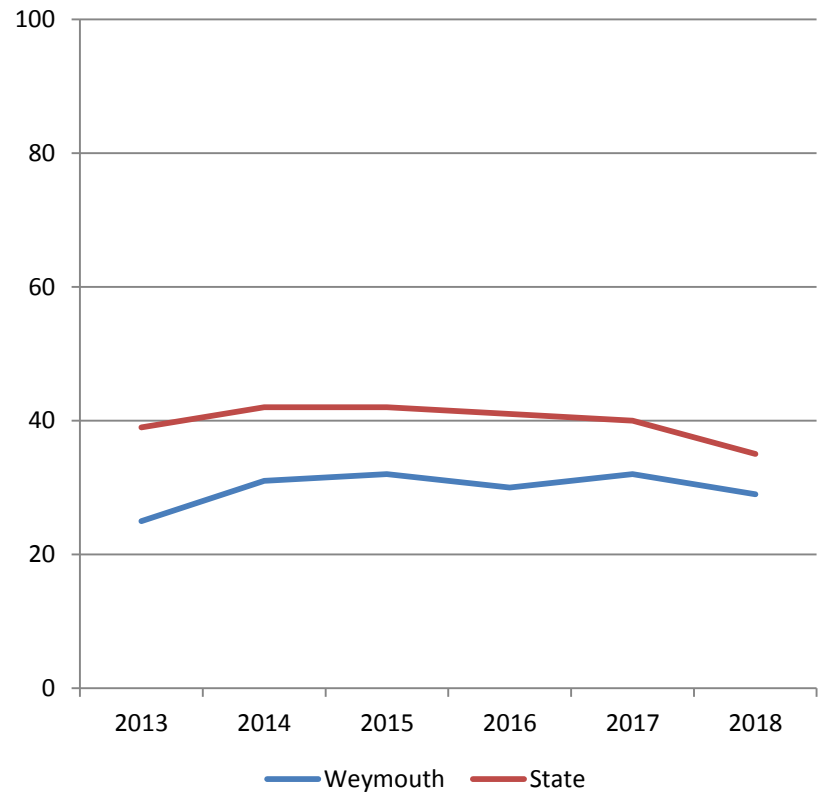
Legacy MCAS Performance – Grade 10

ELA
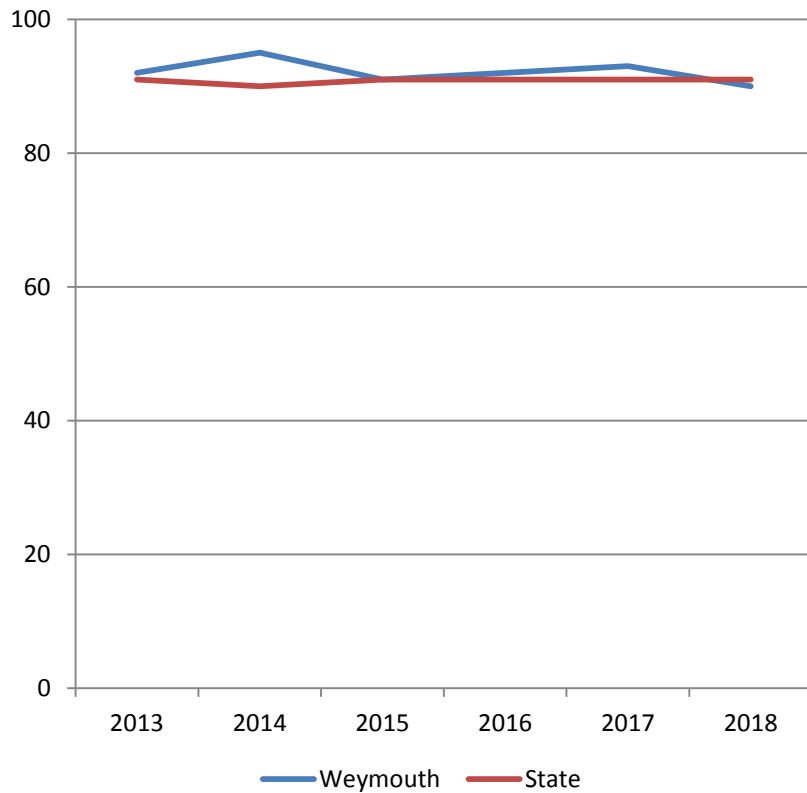
Math
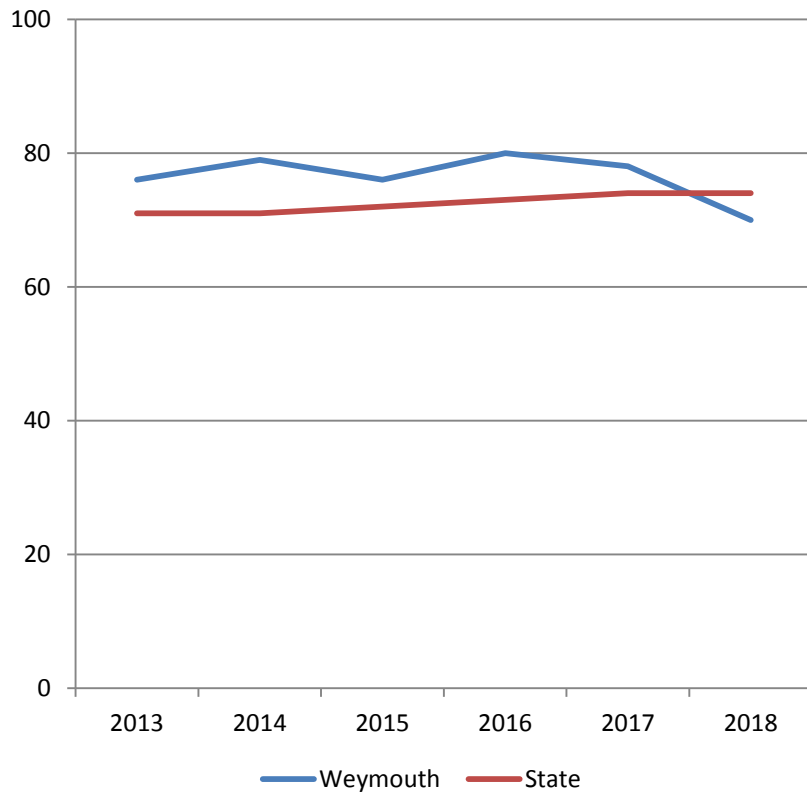
Legacy MCAS Performance – Science

Grade 5

Grade 8

Legacy MCAS Performance – Grade 10

Science

ACCOUNTABILITY RESULTS:
HOW DO WE MEASURE UP?

2018 State Accountability

- Next Generation Accountability System this year
  - High Schools
  - Non High Schools

- Indicators Used
- Categorization of Schools

Indicators: Non-High Schools

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
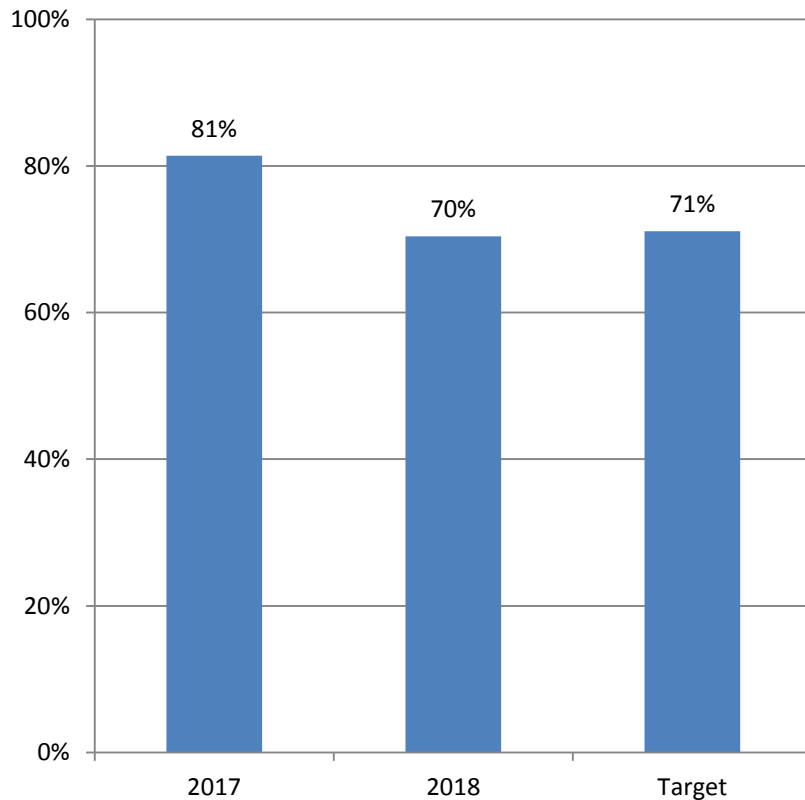
Indicators: High Schools

Indicator	Measure
Achievement	ELA, Math, and Science achievement (CPI)
Student Growth	Average growth percentile in ELA and math
High School Completion	➢ **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	➢ Chronic absenteeism (missing 10% or more days) ➢ **Percent of 11th and 12th graders completing advanced coursework (AP, IB, dual enrollment, selected rigorous courses)**

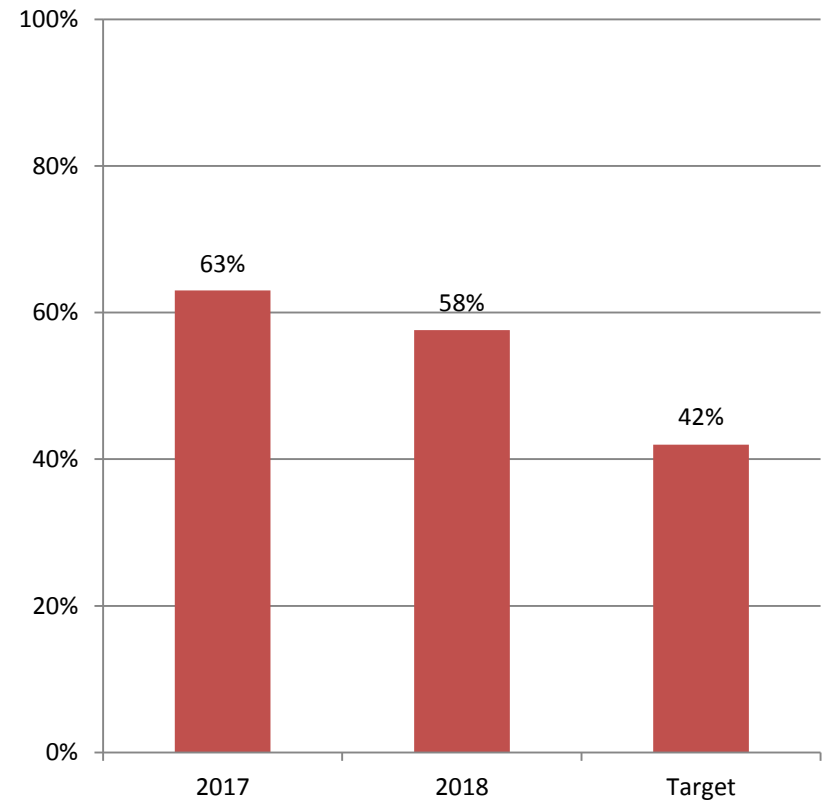*Note:* *Computed for All Students* <u>*AND*</u> *Lowest Quartile separately*

Progress Towards
English Language Proficiency
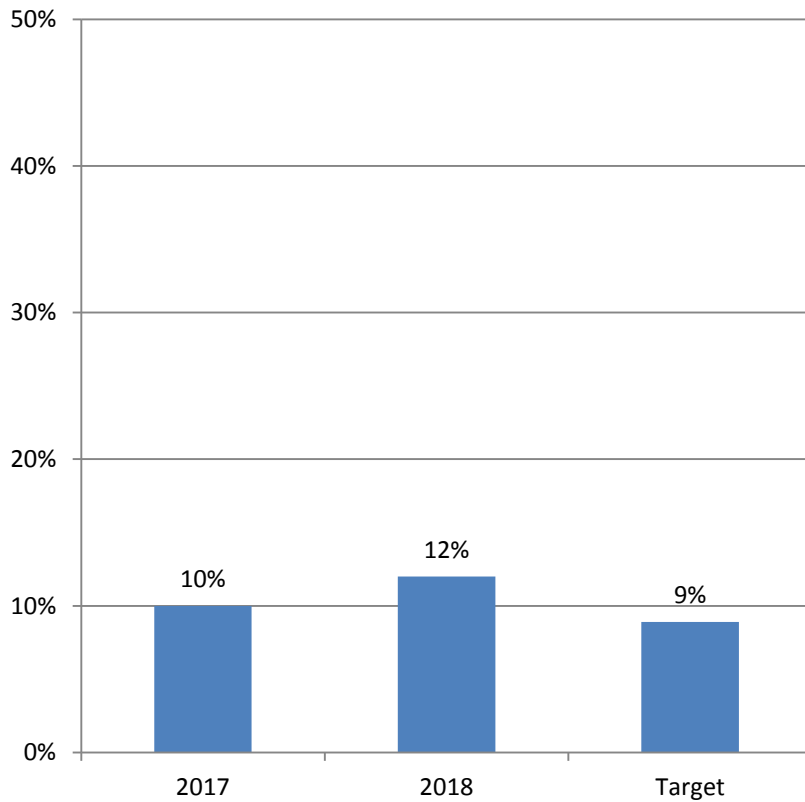
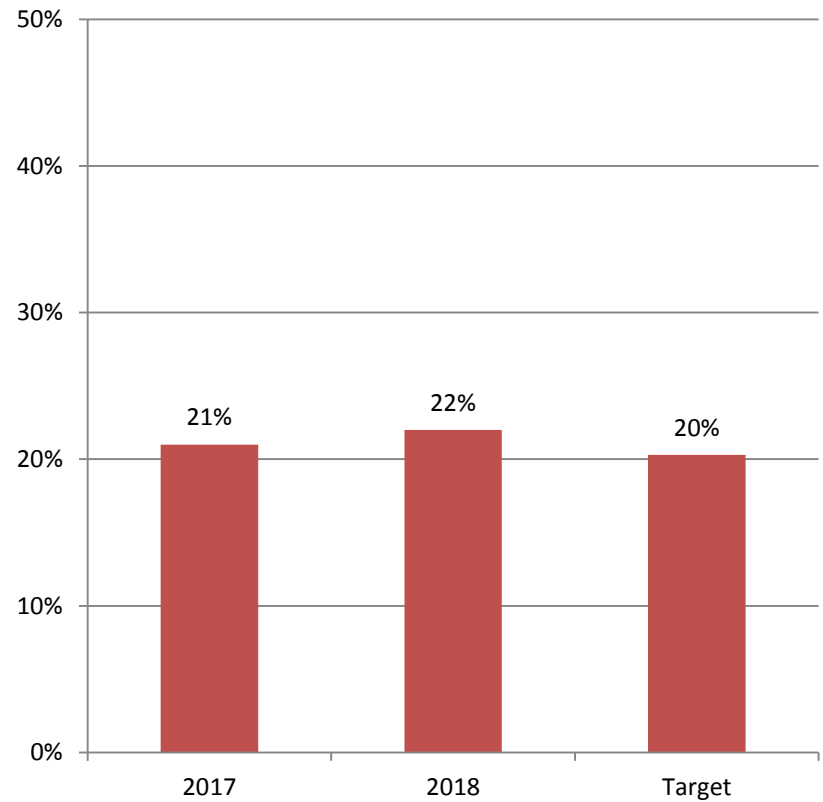## Grades 3-8

WHS

Chronic Absenteeism

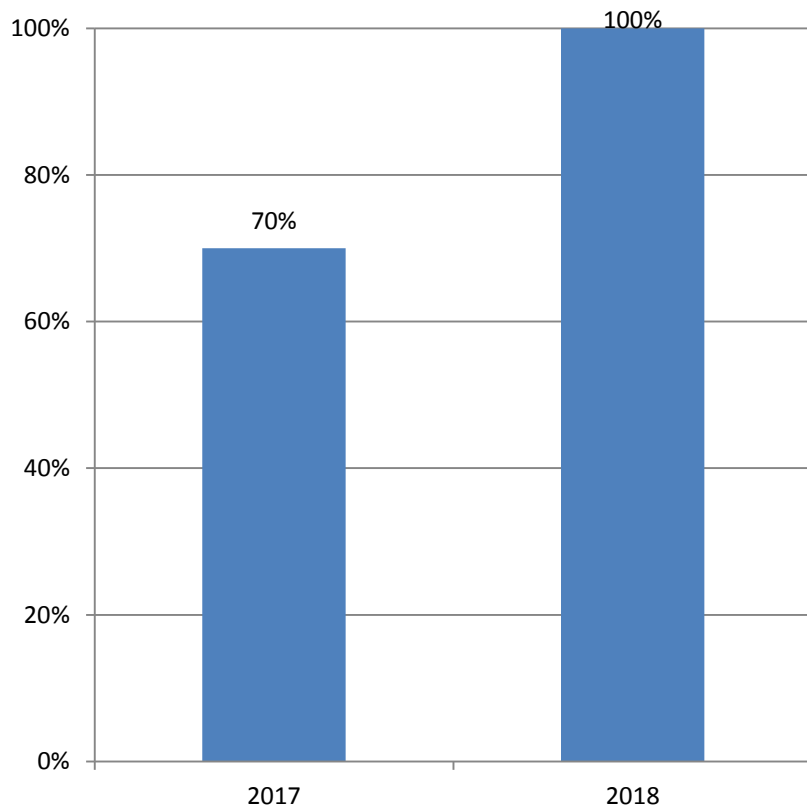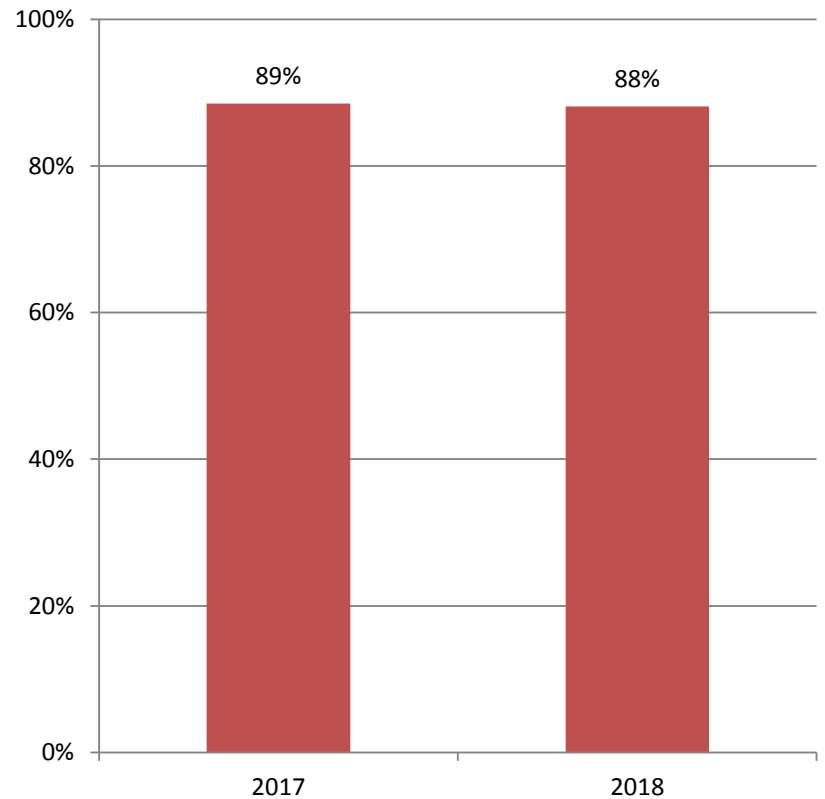[Missing 10% or more days]

Grades 1-8

WHS

Other High School Indictors

Advanced Coursework

Graduation Rate

Categorization of Schools

Schools without Required Assistance or Intervention

Meeting Targets	Partially Meeting Targets
75-100% of points	0-74% of points

Schools Requiring Assistance or Intervention

Focused or Targeted Support	Broad Comprehensive Support
A. School percentile of 1-10, B. Low graduation rate (<67%), C. Low participation on MCAS (<95%), OR D. Low performing subgroup	➢ Underperforming Schools ➢ Chronically underperforming Schools *[Handful of schools determined by the State]*

Weymouth Schools

School	Percentile	Points	MCAS Participation	Any Low Performing Subgroups?
Academy	64	68%	☑	No
Hamilton	84	76%	☑	No
Murphy	36	52%	☑	No
Nash	59	88%	☑	No
Pingree	59	96%	☑	No
Seach	49	91%	☑	No
Talbot	68	85%	☑	No
Wessagusset	47	83%	☑	No
Adams	28	75%	☑	No
Chapman	21	44%	☑	No
WHS	29	12%	☑	No

Categorization of Schools

School without Required Assistance or Intervention		School Requiring Assistance or Intervention	
Meeting Targets (75%-100%)	Partially Meeting Targets	Focused or Targeted Support	Broad Comprehensive Support
Adams Hamilton Nash Pingree Seach Talbot Wessagusset	Academy Murphy Chapman WHS	None	None

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

Tier 3

Schools < 50% of
accountability points

Tier 2

Schools with Low Student Growth

Tier 1

All schools
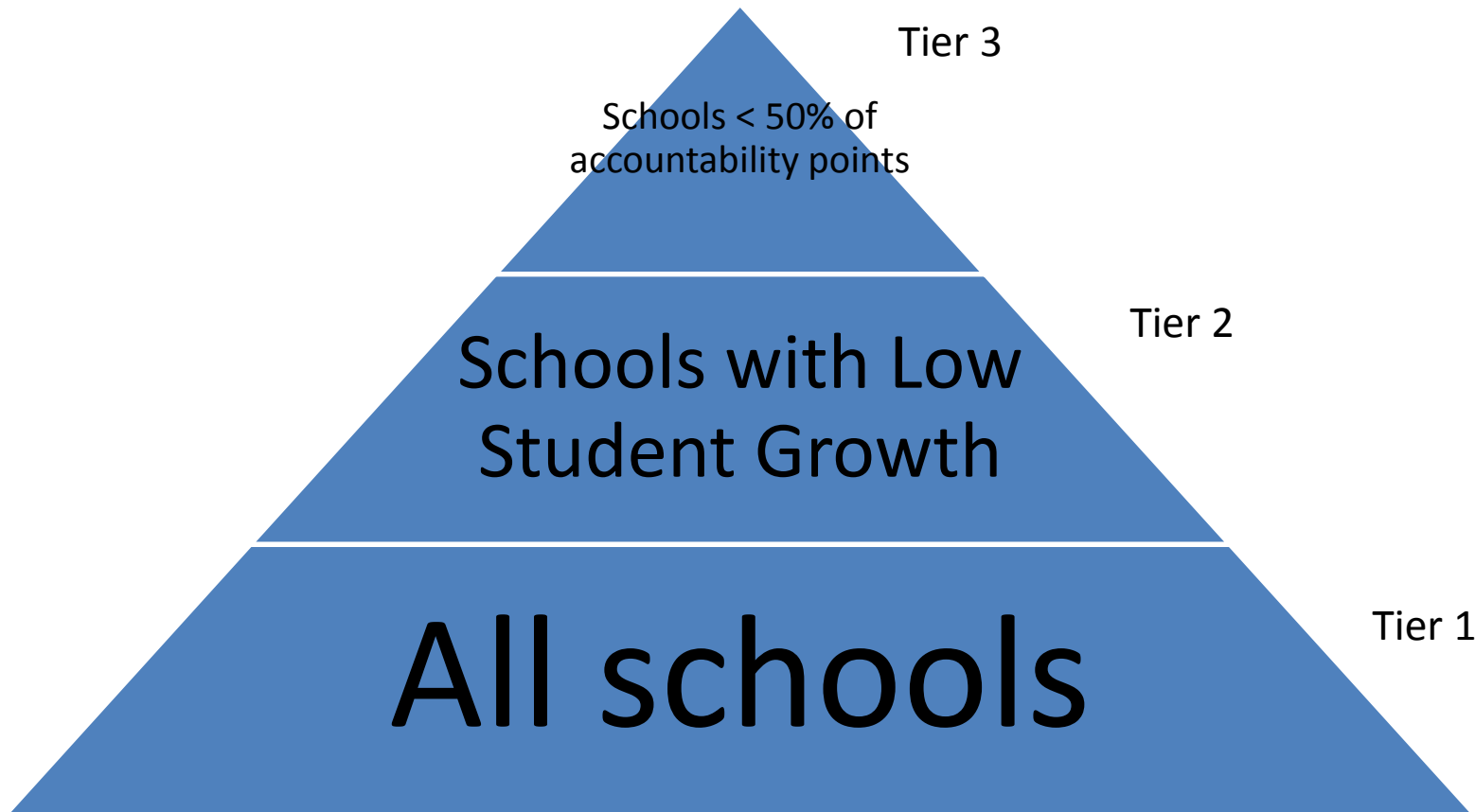
1. PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE

Area of Need

- Low growth in Grade 5 Math

- Fewer students meeting or exceeding the standard in math than ELA (Grades 3-6)

- Below state average in science for both 5th and 8th

NEW Support Provided

- ✓ Two Instructional Coaches (K-6) for math

- ✓ Three STEAM Specialists (K-4)

2. EFFECTIVE USE OF DATA

Area of Need

- Average scale score below 500
  - Grades 5 to 8, Math and ELA

NEW Support Provided

- ✓ Supplemental Support to Districts for Enhancing Data Use Throughout the School Year (one-year state grant)

  a) Focused on strengthening data use for instructional decision making

  b) Chapman & Adams

2. PARENT AND COMMUNITY ENGAGEMENT

Area of Need

- Chronic absenteeism rates increasing
  - 12% for grades 1 to 8
  - 22% for grades 9-12

NEW Support Provided

- Truancy Task Force Created
- Full Time District Level School Psychologist position created and filled
  - Help identify wrap-around services for students and families
  - Partner with schools in identifying needed/available supports
  - Help coordinate professional development for psychologists and counselors

Focus on the Future

➢ Pockets of excellence

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
- – Continued investment in our technology infrastructure and plan
- – Additional special education staff to fully support inclusion and UDL
- – Additional specialized staff to support the growing needs of our students

What we still need to move the needle (continued)

- Increase in staff positions:
  - Universal Full Day Kindergarten for all
  - Specialists for Pre-K and K classrooms
  - Administrators to support *educational leadership* rather than facility management
- Increase opportunities for students:
  - Enrichment/elective opportunities (e.g., music, arts, wellness/physical activities)

Questions