

Wellesley Public Schools 2014 MCAS Results

School Committee Presentation
9/30/2014

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Guiding Questions

2014 MCAS Results

What percentages of our students achieved a proficient or advanced rating on the MCAS?

What progress have we made towards closing gaps in WPS?

What can achievement and growth tell us about curriculum, instruction, and learning in WPS?

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ENGLISH LANGUAGE ARTS (ELA)

- High Achievement
- Growth over Time
- Gap Reductions in Early Grades & ELL
- Area to Support: Writing

2014 District Results English Language Arts (ELA)

Grade	% Advanced & Proficient	% Needs Improvement	% Warning
10	99	1	0
8	93	4	3
7	95	4	2
6	87	9	4
5	89	8	3
4	78	17	4
3	80	18	2

Grades 3-5 are district results; Grades 6-10 are school results.

English Language Arts History of % Scored at Advanced & Proficient Levels

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	93	95	94	97	98	99	99	99	99
8		95	95	96	96	95	95	97	94	93
7	91	92	96	94	92	93	92	92	91	95
6		96	95	86	92	90	88	88	88	87
5		89	85	86	89	84	86	83	85	89
4	73	75	83	81	83	76	81	81	79	78
3	81	82	86	79	76	84	83	86	81	80

Grades 3-5 are district results; Grades 6-10 are school results.

English Language Arts History of % Scored at Advanced & Proficient Levels

+18 +17 +13

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	93	95	94	97	98	99	99	99	99
8		95	95	96	96	95	95	97	94	93
7	91	92	96	94	92	93	92	92	91	95
6		96	95	86	92	90	88	88	88	87
5		89	85	86	89	84	86	83	85	89
4	73	75	83	81	83	76	81	81	79	78
3	81	82	86	79	76	84	83	86	81	80

Grades 3-5 are district results; Grades 6-10 are school results.



MCAS Item Samples

8th grade

Higher than state average

Value the vista: No window? No problem. Though nothing can truly replace the sounds, fragrances, fresh air and stimulation we get through genuine windows overlooking a glorious nature scene, we can't all live and work in Yosemite. **If you don't have an actual view of the horizon, put up photographs, paintings, nature calendars or even postcards that simulate a long view of sky and earth.**

What does the word simulate mean as it is used in the last sentence of paragraph 10?

- A. extend
- B. imitate**
- C. encourage
- D. recommend

WPS 13% higher than state average.

4th grade

Lower than state average

Read the words from the article in the box below.

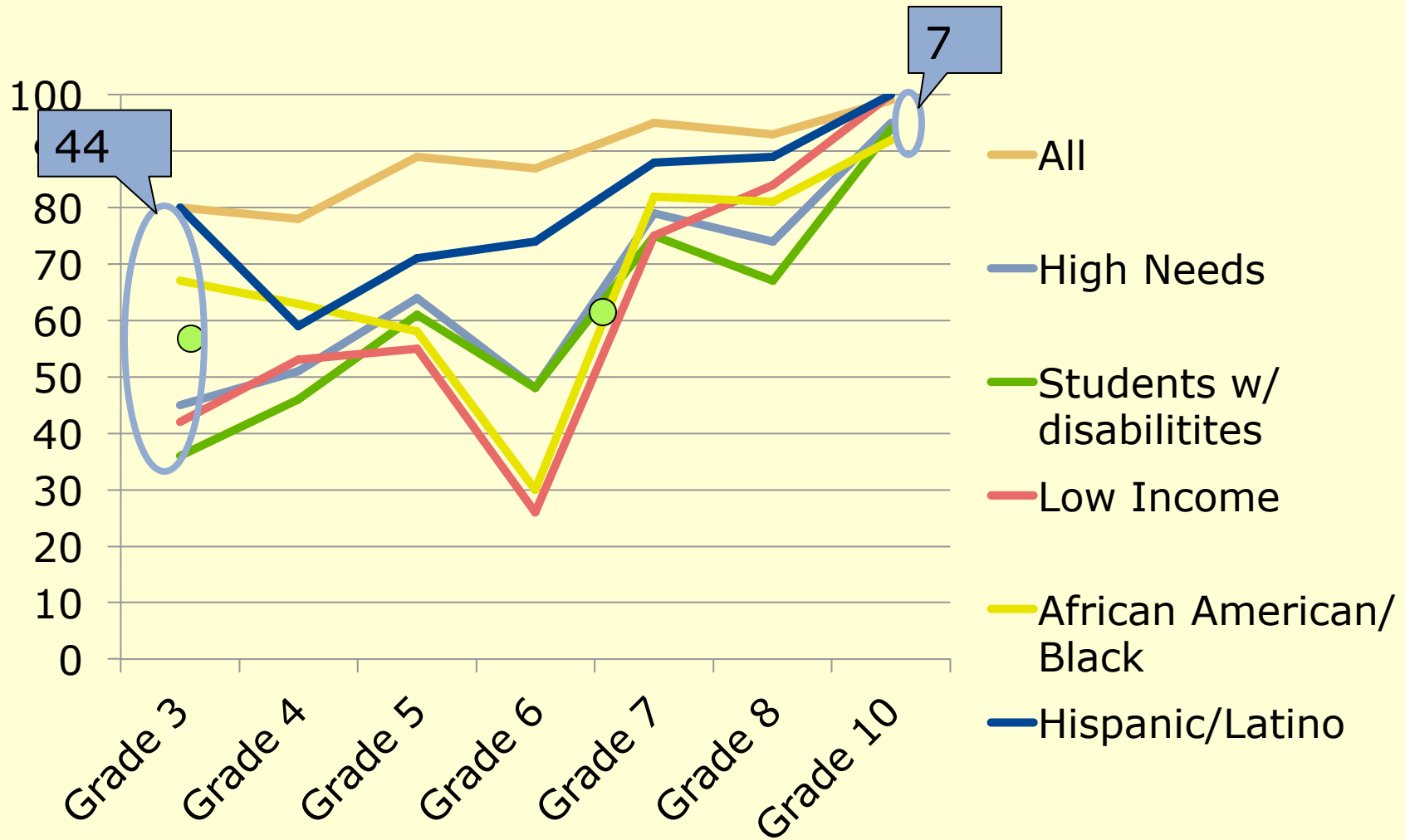
fortuneteller
fingertips
doorstep
newspaper

What do the words in the box have in common?

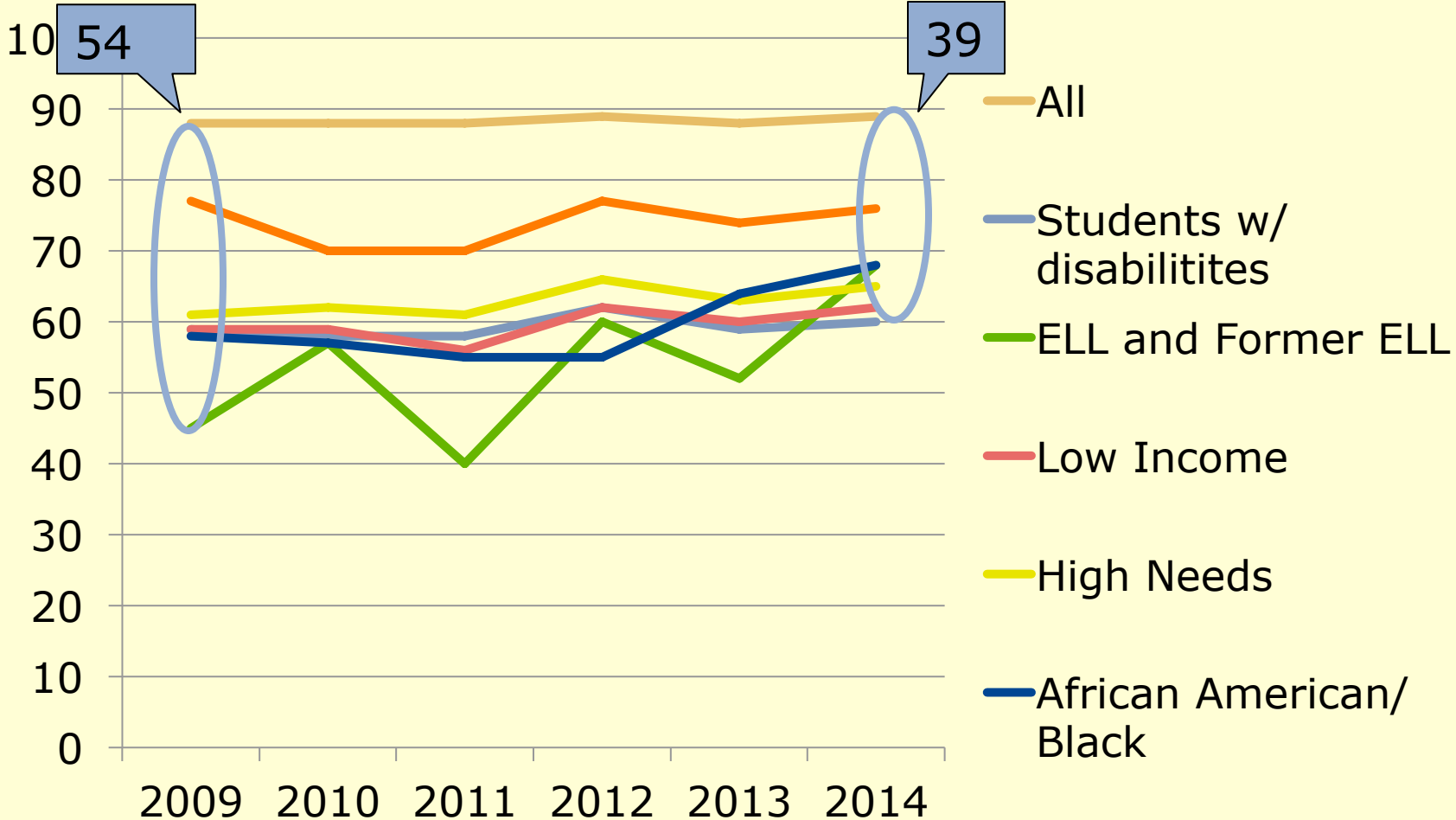
WPS 5% lower than state average

- C. They are adjectives.
- They are contractions.
- They are proper nouns.
- D. They are compound words.**

2014 District-wide % of Students Achieving Advanced or Proficient in ELA by Subgroup



2009-2014 District-wide Change Over Time in Reducing Gaps to Proficiency in ELA



% of Students Achieving Advanced or Proficient in ELA by Subgroup 2013

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All	81	79	85	88	91	94	99
High Needs	52	45	53	61	66	80	92
Students w/ disabilities	47	46	48	55	63	72	89
ELL and Former ELL	57	N/A	N/A	N/A	60	N/A	N/A
Low Income	45	33	42	60	61	85	95
African American/Black	40	42	50	41	85	78	100
Hispanic/Latino	65	50	78	71	79	88	100

 Subgroups with an gap to Proficiency of 20+ percentage points.

% of Students Achieving Advanced or Proficient in ELA by Subgroup 2014

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All	80	78	89	87	95	+31	99
High Needs	45	51	64	48	79	74	95
Students w/ disabilities	36	46	61	48	75	67	94
ELL and Former ELL	-	54	-	-	-	-	-
Low Income	+27	42	+21	5	+8	6	+11
African American/Black	67	63	58	30	82	81	92
Hispanic/Latino	80	59	71	74	88	89	100
	+25	+9	-7*				

 Subgroups with an gap to Proficiency of 20+ percentage points.

ELA Composition (Long Writing Prompts) Average % Correct 2014

Grade	4	7	10
% Correct	74	75	79

ELA Open Response Average % Correct 2014

Grade	3	4	5	6	7	8	10
% Correct	60	56	62	63	70	69	70

MATHEMATICS

- High Achievement
- Growth over Time
- Overall Gap Reduction in Special Ed, ELL, & Hispanic/Latino
- Areas to Support: K-5 alignment, Low Income

2014 District Results Mathematics

Grade	% Advanced and Proficient	% Needs Improvement	% Warning
10	94	4	1
8	74	19	8
7	78	16	7
6	78	13	9
5	87	9	4
4	78	18	4
3	87	9	4

Grades 3-5 are district results; Grades 6-10 are school results.

Mathematics History of % Scored at Advanced & Proficient Levels

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	90	94	91	95	98	96	98	96	94
8	76	66	75	82	73	76	82	81	75	74
7		72	79	74	66	76	71	76	74	78
6	80	81	86	76	79	80	80	76	84	78
5		73	74	72	80	77	74	75	80	87
4	68	59	67	77	67	62	66	67	78	78
3		69	81	74	70	75	71	86	83	87

Grades 3-5 are district results; Grades 6-10 are school results.

Mathematics History of % Scored at Advanced & Proficient Levels

+39 +27 +13

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	90	94	91	95	98	96	98	96	94
8	76	66	75	82	73	76	82	81	75	74
7		72	79	74	66	76	71	76	74	78
6	80	81	86	76	79	80	80	76	84	78
5		73	74	72	80	77	74	75	80	87
4	68	59	67	77	67	62	66	67	78	78
3		69	81	74	70	75	71	86	83	87

Grades 3-5 are district results; Grades 6-10 are school results.



MCAS Item Samples

3rd Grade

Higher than State Average

There are 9 classes at Linda's school. Each class has 30 children. What is the total number of children at Linda's school?

- A. 27
- B. 39
- C. 270**
- D. 390

WPS 15% higher than state average

10th Grade

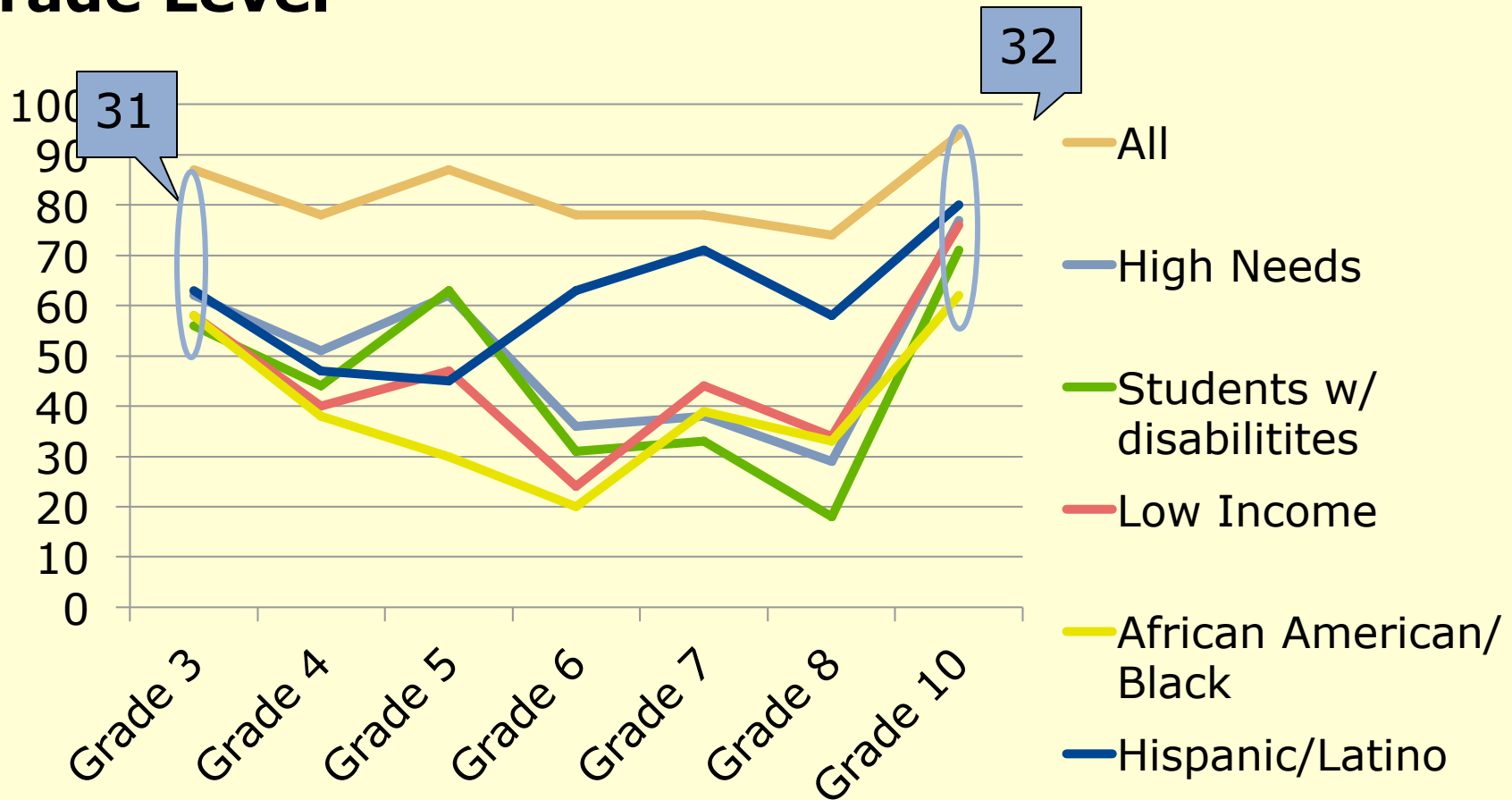
Lower than State Average

What is the total number of unique triangles with side lengths of 4 centimeters, 5 centimeters, and 10 centimeters that can be drawn?

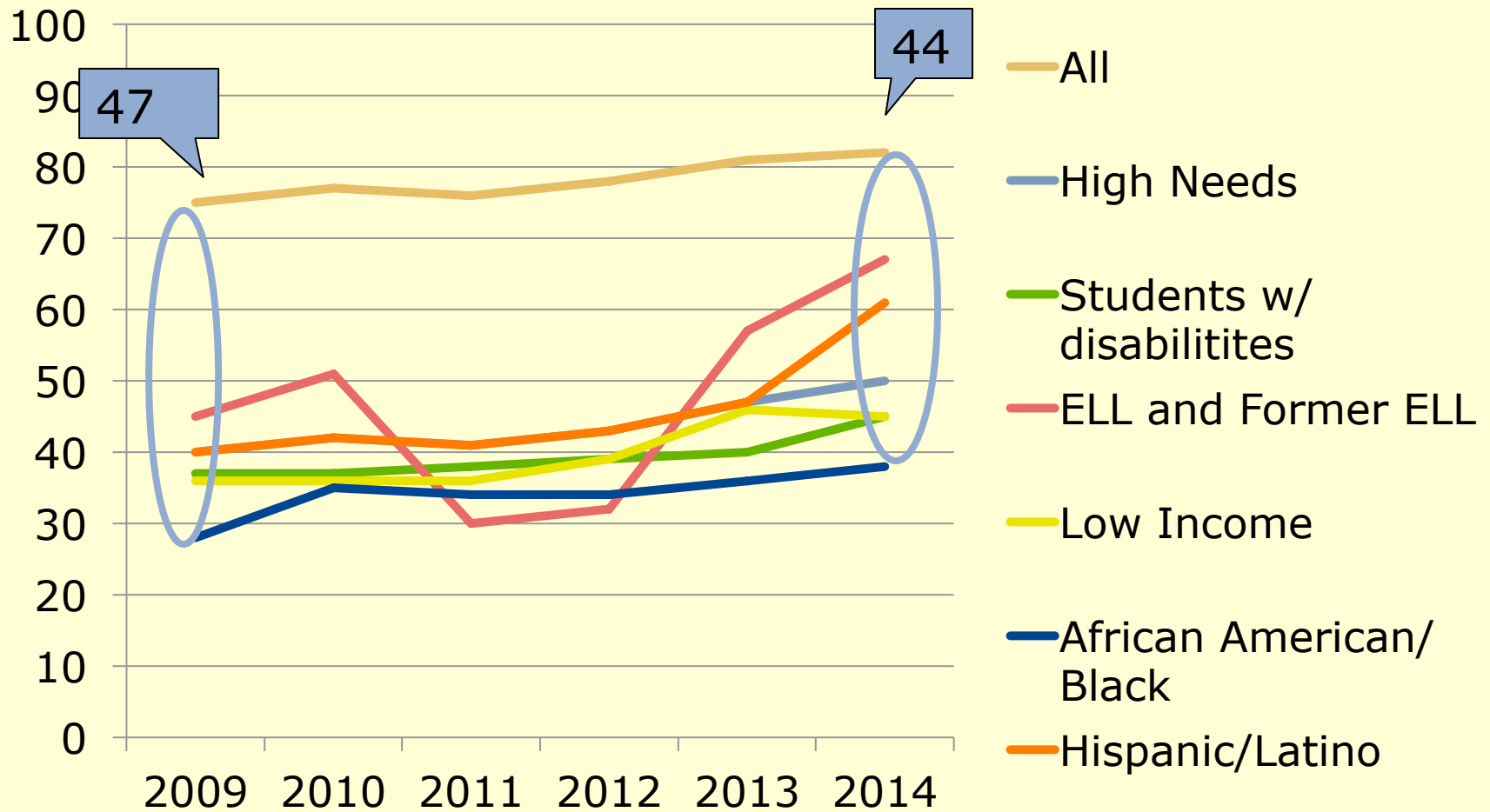
- A. 3
- B. 2
- C. 1
- D. 0**

WPS 7% lower than state average

2014 District-wide % of Students Achieving Advanced or Proficient in Math by Subgroup & Grade Level



2009-2014 District-wide Reduction in Gaps Over Time to Proficiency in Math



% of Students Achieving Advanced or Proficient in Math by Subgroup 2013

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All	83	78	80	84	74	75	96
High Needs	57	43	45	49	28	41	80
Students w/ disabilities	50	41	39	38	22	30	75
ELL and Former ELL	73	N/A	N/A	N/A	40	N/A	N/A
Low Income	60	29	48	63	28	38	84
African American/Black	60	0	20	29	30	25	82
Hispanic/Latino	53	35	72	75	47	50	85

 Subgroups with an achievement gap of 20+ percentage points.

% of Students Achieving Advanced or Proficient in Math by Subgroup 2014

	Grade 2	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
All	82	87	87	74	78	74	94
High Needs	62	51	62	36	38	29	77
Students w/ disabilities	56	44	63	31	33	18	71
ELL and Former ELL	60	60	60	51	51	51	-
Low Income	38	40	47	24	44	54	76
African American/Black	58	38	30	20	39	33	62
Hispanic/Latino	63	47	45	63	71	58	80

Subgroups with +10 each +10 en -27* 20+ p +34 ag +8 pts.

Math Operations & Algebraic Thinking % Correct 2013 vs. 2014

Grade	2013	2014	Difference
3	82	86	4
4	76	83	7
5	83	78	-5

SCIENCE

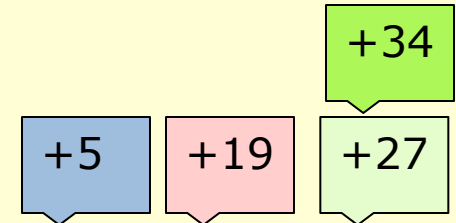
- Moderate Achievement in non-aligned courses
- High Achievement in aligned courses
- Gap Reduction in all Subgroups
- Areas to Support: Continued Alignment & Upgrades

2014 District Results Science and Technology/Engineering (STE)

Grade	% Advanced and Proficient	% Needs Improvement	% Warning
10 - Chemistry	82	12	6
9 - Physics	98	2	0
9/10 Biology	40	40	20
8	59	33	8
5	69	27	4

Grade 5 are district results; Grades 8 & 10 are school results.
Grade 10 assessment is in Science and Technology/Engineering.

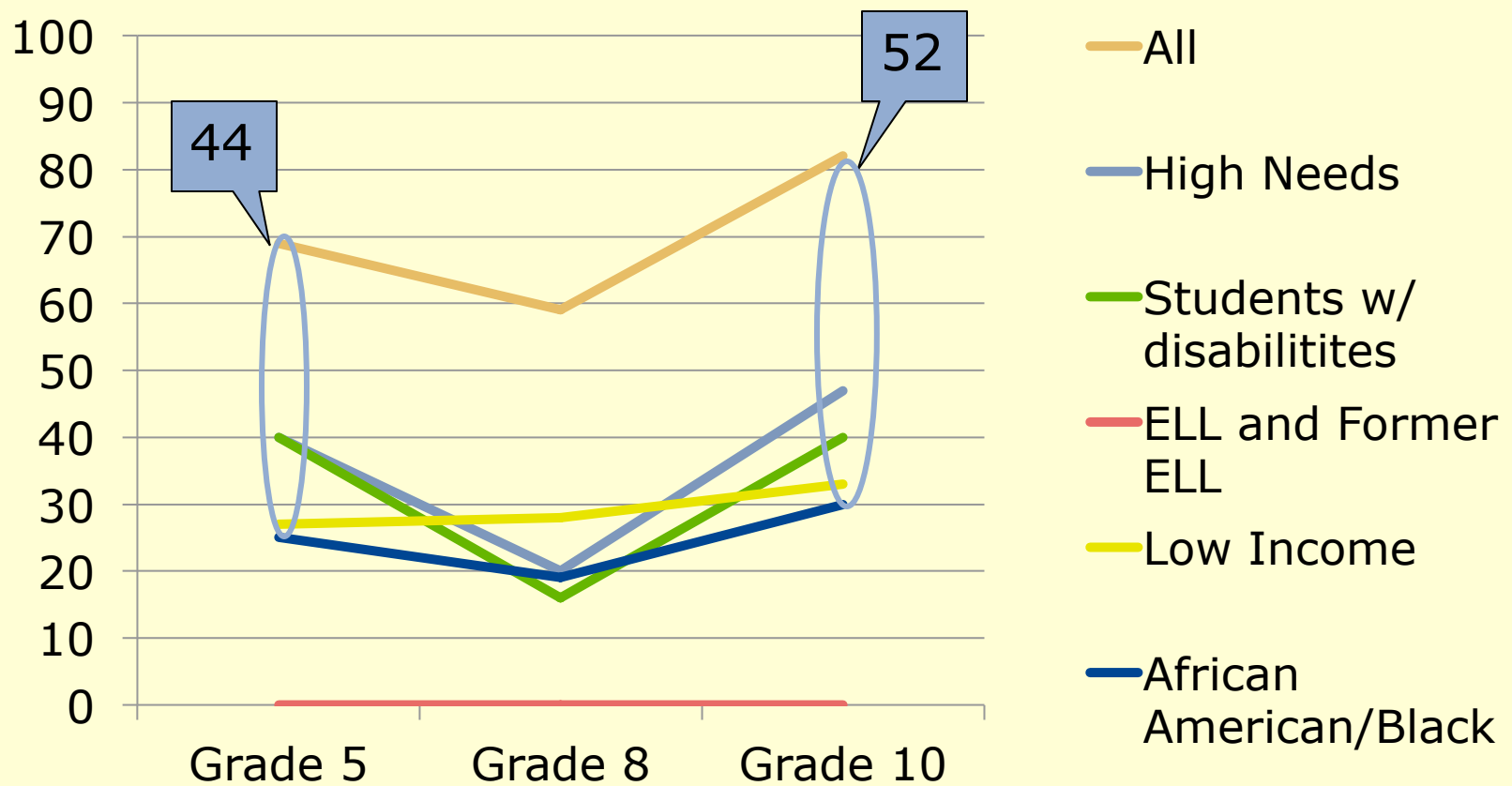
Science and Technology/Engineering History of % Scored at Advanced & Proficient Levels



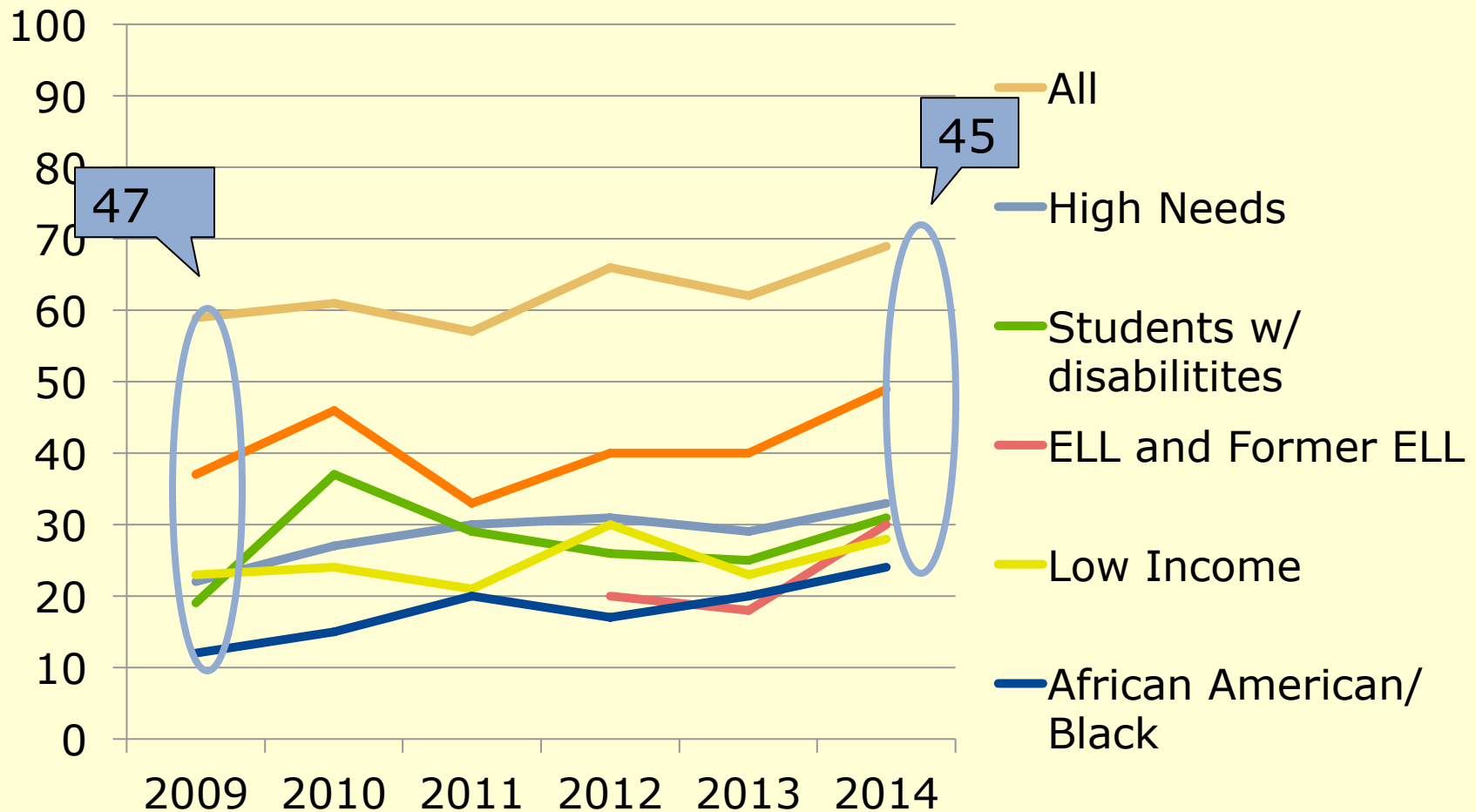
Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10C				74	77	77	79	75	81	82
9P										98
8	65	56	39	58	44	44	41	65	55	59
5	69	64	70	62	58	64	58	63	55	69

Grade 5 are district results; Grades 8 & 10 are school results.

2014 District-wide % of Students Achieving Advanced or Proficient in Science by Subgroup & Grade Level



2009-2014 District-wide Reduction in Gaps Over Time to Proficiency in Science



% of Students Achieving Advanced or Proficient in Science by Subgroup 2013

	Grade 5	Grade 8	Grade 10
All	54	54	81
High Needs	24	25	45
Students w/ disabilities	24	19	37
ELL and Former ELL	N/A	N/A	N/A
Low Income	17	15	44
African American/Black	5	22	38
Hispanic/Latino	33	31	64

 Subgroups with an achievement gap of 20+ percentage points.

% of Students Achieving Advanced or Proficient in Science by Subgroup 2014

	Grade 6	Grade 8	Grade 9	Grade 10
All	65	59	58	82
High Needs	40	20	44	47
Students w/ disabilities	46	16	35	40
ELL and Former ELL	-	-	-	-
Low Income	21	28	36	33
African American/Black	25	19	-	30
Hispanic/Latino	43	37	-	70


+16	+5	+2
+16	+3	+3
+10	+13	+11
+20	+3	-8
+10	+6	+6


 Subgroups with an achievement gap of 20+ percentage points.

LIKE DISTRICT COMPARISONS

MCAS 2014 District Comparisons – % of Students Achieving Advanced or Proficient



District	Grade 3		Grade 4		Grade 5			Grade 6		Grade 7		Grade 8			Grade 10		
	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	SE/T
Lexington	79	87	87	82	92	90	80	90	87	92	87	96	86	79	99	98	95
Natick	78	82	78	73	79	75	69	85	73	88	73	89	70	56	97	92	89
Needham	79	84	70	72	82	75	63	90	83	88	80	94	74	70	97	95	92
Newton	78	86	81	77	84	80	71	83	79	90	74	93	77	63	97	94	89
Wayland	81	86	82	72	88	82	76	86	84	90	77	96	82	78	99	96	91
Wellesley	80	87	78	78	89	87	69	87	78	95	78	93	74	59	99	94	82
Weston	91	92	88	82	82	86	73	87	84	92	69	96	72	76	96	95	81
Westwood	76	88	82	83	91	88	86	87	84	92	74	93	76	54	98	97	93
Winchester	82	91	89	82	86	85	82	91	87	92	77	92	69	69	100	99	95

 Highest percentage among comparison group

 Lowest percentage among comparison group

MCAS 2014 District Comparisons – % of Students Achieving Advanced or Proficient

	Grade 3		Grade 4		Grade 5			Grade 6		Grade 7		Grade 8			Grade 10		
District	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	SE/T
Wellesley	80	87	78	78	89	87	69	87	78	95	78	93	74	59	99	94	82

-  Highest percentage among comparison group
-  Lowest percentage among comparison group

Student Growth Percentiles (SGP) 2014 MCAS Results

To what degree are our students learning a year's worth of content in a year's time as measured by MCAS?

What can that tell us about teaching and learning in WPS?

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Student Growth Percentiles (SGP)

A measure of growth relative to a state-wide peer group with similar historical performance.

A student in the 60th percentile for Grade 5 Math, showed stronger growth than 60% of students who had similar scores on the Grades 3 & 4 assessments.

ELA & Math only.

Subgroups reported only when $N \geq 20$.

Why Is SGP Important?

We believe the growth of EVERY student is an essential part of our mission.

When a student reaches “Advanced” or “Proficient” they are not done learning.

SGP gives us a look at how all students at all proficiency levels are growing.

SGP shows us progress in closing achievement gaps.

Growth tends to be more strongly correlated with the quality of instruction than attainment.


Department of Elementary and Secondary Education

Growth Percentile Ranges

<20 th Percentile	Very Low Growth
20 th -40 th Percentile	Low Growth
40 th -60 th Percentile	Typical Growth
60 th -80 th Percentile	High Growth
>80 th Percentile	Very High Growth

2014 District Median SGP by Grade

	ELA SGP	+/- CHANGE FROM 2013	Math SGP	+/- CHANGE FROM 2013
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 10				
All Grades				

 High Growth (SGP of 60+)

Student Growth Percentiles

2014 MCAS Parent/Guardian Report Sample

<i>Lower Growth</i>											English Language Arts											<i>Higher Growth</i>										
											Percentile																					
1	10	20	30	40	50	60	70	80	90	99	1	10	20	30	40	50	60	70	80	90	99	1	10	20	30	40	50	60	70	80	90	99
Your Child																																
						63											58															
School																																
District																																

<i>Lower Growth</i>											Mathematics											<i>Higher Growth</i>										
											Percentile																					
1	10	20	30	40	50	60	70	80	90	99	1	10	20	30	40	50	60	70	80	90	99	1	10	20	30	40	50	60	70	80	90	99
Your Child																																
					44																											
School																																
District																																

Progress and Performance Index (PPI) 2014 MCAS Results

*How has the district fared on the state accountability system?
What can that tell us about curriculum, instruction, and learning at
WPS?*

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Progress and Performance Index (PPI)

Progress and Performance Index, or PPI, includes data on narrowing proficiency gaps, growth (SGP), MCAS participation, graduation rates and dropout rates.

Measure	Overall Goal	Annual Target
PPI	Schools/Districts must narrow achievement gaps by 50% over a six-year period (2011-2017)	Level 1: PPI of 75+ Level 2: PPI <75 or low-MCAS participation

Progress and Performance Index (PPI)

Cumulative PPI includes weighted annual PPI data for the most recent four years.

Schools and districts placed into Levels 1 - 5 based on the PPI of its lowest level school. For a district to be Level 1, all schools in the district must be show a PPI score of 75.

Considers all students in a school and the high needs subgroup (low-income students, students with disabilities, ELL and former ELL students).

80% of Massachusetts schools are classified Level 1 or Level 2.

Framework for Accountability and Assistance Levels 1 & 2

	Accountability		Assistance	
	District Actions	State Actions	State Actions	District Actions
Level 1	Review & approve district & school improvement plans	Conduct district reviews for randomly selected districts	Provide voluntary access to district analysis & review tools for every district & school	Review level of implementation of district & school plans; review <i>District Standards & Indicators & Conditions for School Effectiveness</i> ; review promising practice examples
Level 2 (WPS)	Use district analysis & review tools to review & approve district & school improvement plans	Conduct district reviews for randomly selected districts	Suggest assistance; targeted assistance for identified student groups, professional development opportunities, etc.	Review and revise district & school plans with respect to level of implementation of <i>District Standards & Indicators & Conditions for School Effectiveness</i>

Source: DESE Framework for District Accountability and Assistance

2013 School PPI and Accountability Level

School	PPI All	PPI High Needs	Level	Notes
Bates	100	N/A	Level 1	Meeting gap narrowing goals
Fiske	96	69	Level 2	All: Met Target; High Needs: Did Not
Hardy	86	86	Level 1	Meeting gap narrowing goals
Hunnewell	82	79	Level 1	Meeting gap narrowing goals
Schofield	73	73	Level 2	Math: Above Target; ELA: No Change
Sprague	100	89	Level 1	Meeting gap narrowing goals
Upham	83	N/A	Level 1	Meeting gap narrowing goals
WMS	89	75	Level 1	Meeting gap narrowing goals
WHS	100	85	Level 1	Meeting gap narrowing goals

2014 School PPI and Accountability Level

School	PPI All	PPI High Needs	Level	Notes
Bates	100	N/A	Level 1	Meeting gap narrowing goals
Fiske	100	N/A	Level 1	Meeting gap narrowing goals
Hardy	100	86	Level 1	Meeting gap narrowing goals
Hunnewell	100	100	Level 1	Meeting gap narrowing goals
Schofield	92	90	Level 1	Meeting gap narrowing goals
Sprague	100	84	Level 1	Meeting gap narrowing goals
Upham	74	N/A	Level 2	Math: Above Target; ELA/Sci: Declined
WMS	95	71	Level 2	All: Met Target; High Needs: Did Not
WHS	95	82	Level 1	Meeting gap narrowing goals

N/A – subgroup less than 20

2013 District PPI and Accountability Level by Subgroups identified for gap reduction

Student Group	PPI (1-100)	Progress Toward Target
All students	95	Met Target
High needs	63	Did Not Meet Target
Low income	75	Met Target
ELL and Former ELL	77	Met Target
Students w/ disabilities	66	Did Not Meet Target
Asian	100	Met Target
Afr. Amer./Black	73	Did Not Meet Target
Hispanic/Latino	78	Met Target
Multi-race, Non-Hisp./Lat.	86	Met Target
White	95	Met Target

2014 District PPI and Accountability Level by Subgroups identified for gap reduction

Student Group	PPI (1-100)	Progress Toward Target
All students	97	Met target
High needs	70	Did not meet target
Low income	73	Did not meet target
ELL and Former ELL	92	Met target
Students w/ disabilities	76	Met target
Asian	100	Met target
Afr. Amer./Black	77	Met target
Hispanic/Latino	81	Met target
Multi-race, Non-Hisp./Lat.	93	Met target
White	97	Met target

+7

-2

+10

+4

What can we learn from our 2014 MCAS results?

- Overall High Achievement
- Curricula Alignments in recent years are paying off
- Student Achievement among subgroups is on the rise, but requires continuing focus and support.
 - ELA
 - Successes: Gap Reductions in Early Grades & ELL
 - Area to Support: Writing, High Needs
 - Math
 - Successes: Overall Gap Reduction in Special Ed, ELL, & Race/Ethnicity
 - Areas to Support: Grade 5 curriculum, MS Open Response
 - Science
 - Successes: Alignments are working, especially in Physics 9
 - Areas to Support: Continued alignments, Hands-on Approach

Implications

*What supports can we put in place?
What are our next steps?*

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Teaching & Learning District Initiatives

- *Instructional Data, Professional Development, and Materials Coordinators provide targeted guidance and support*
- *Support for Common Assessments developed by teacher teams*
- *Literacy Specialists & Math Coaches*
- *Year 2 of 5 in New Science curriculum PK-12*
- *Title I funding focused on Math interventions*
- *RETELL course training for teachers and administrators on ELL*
- *Special Ed Literacy Interventions in early grades aligned w/Reg Ed Curriculum with additional supports for individual students*
- *Response to Intervention (RTI) supports for students*

Content-based Initiatives

English Language Arts Support for Students

- *ES: New Writing Curriculum in K-5; Literacy Specialists at every school; Streamlined & upgraded literacy assessments*
- *WMS: Reading Specialist & Interventionists*
- *WHS: Common writing assessments*

Mathematics Support for Students

- *ES: Common assessments in all grades inform instruction*
- *WMS: Math Intervention Specialist, increased focus on open response*
- *WHS: Math Plus course, Co-taught math classes*

Science and Tech/Engineering (STE) Support for Students

- *Grades 4 & 5 newly-aligned lessons & explorations*
- *WMS Science new curriculum aligned with Mass Frameworks & NGSS*
- *WHS Physics & Advanced Electives*

Questions?