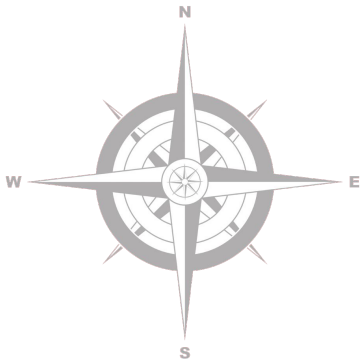

MCAS Results

Spring, 2019

School Committee Presentation
January 7, 2019



WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Presentation Overview

- Schools of Recognition
- Accountability Basics
- District Results: Overall & High Needs
- ELA Results
- Math Results
- Science Results
- Peer District Comparison
- Next Steps

Wellesley Public Schools: Schools of Recognition

- ★ Hardy Elementary - High Achievement
& Exceeding Targets
- ★ Fiske Elementary - High Growth
- ★ Bates Elementary - High Growth
- ★ Sprague Elementary - High Growth

Accountability Basics

Accountability Basics

Purpose

To monitor district success in meeting student needs

Use

Information to adjust instruction

Identify overlooked patterns of unmet needs

Indicators

Achievement (MCAS score): ELA, Math, Science

Growth (SGP from MCAS scores): ELA, Math

EL progress (ACCESS): English language proficiency

Completion: Graduation, engagement, dropout

Additional: Advanced coursework, chronic absenteeism

Accountability Basics: Points

Points	Achievement* Range: 440-560		Growth Percentile Range: 1-99	
	Label	Average Scaled Score	Label	Average SGP
4	Exceeded target	≥2 pts above 2018 or 90 th percentile	Exceeded typical	60+
3	Met target	~1 pt above 2018 or 80 th percentile	Typical - high	50-59
2	Improved	<1 pt above 2018	Typical - low	40-49
1	No change	= 2018 score	Low	30-39
0	Declined	>0.5 pts below 2018	Very low	<30

*Other non-growth indicators have an analogous point/target system.

Accountability Basics: Weights

Non-high school grades

All students

Lowest performing students

Achievement: ELA, Math & Science

Achievement: ELA & Math

Growth: ELA & Math

Growth: ELA & Math

EL Progress

Chronic Absenteeism

Chronic Absenteeism

High school grades

All students

Lowest performing students

Achievement:
ELA, Math & Science

Achievement:
ELA & Math

Growth:
ELA & Math

Completion

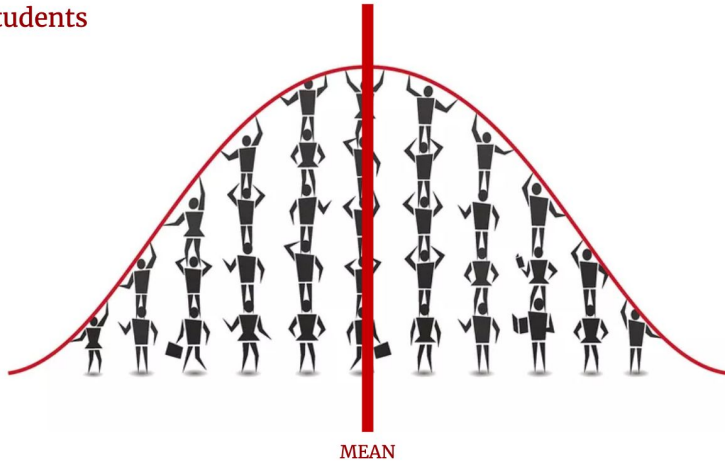
Growth:
ELA & Math

Chronic Absenteeism
Adv Coursework

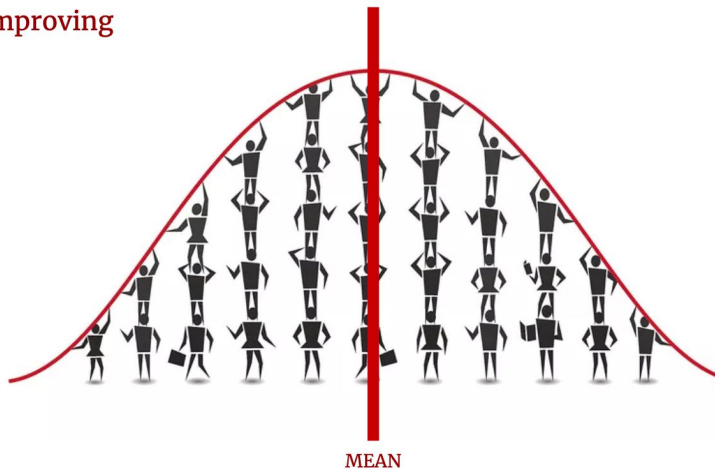
Chronic Absenteeism

Lowest Performing Group

All students

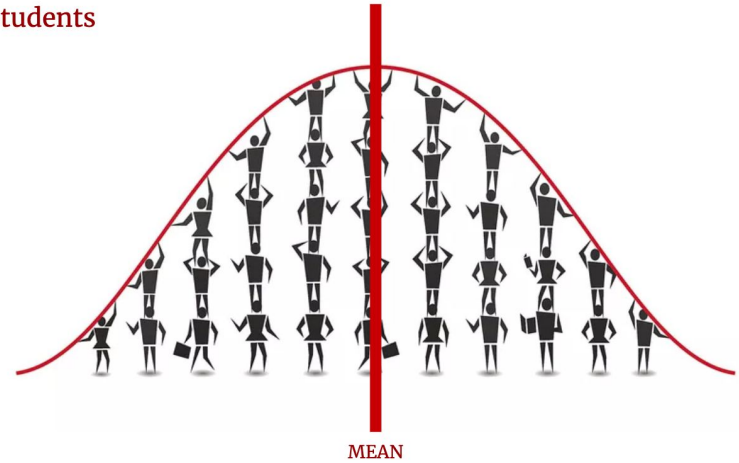


All students improving

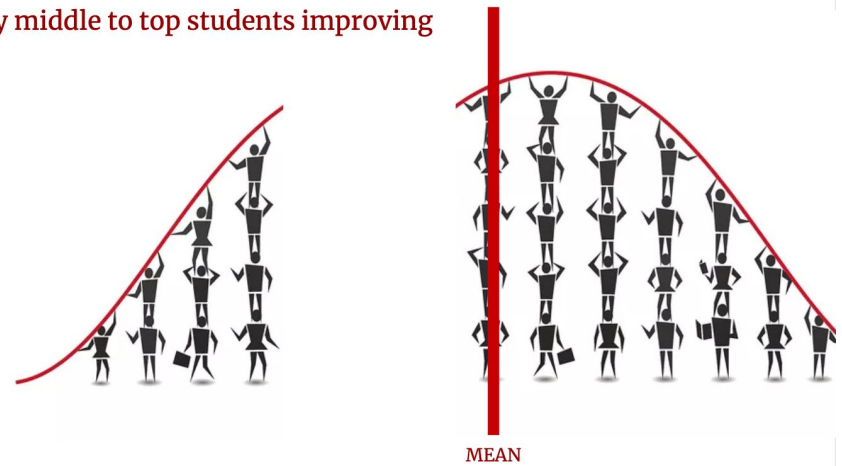


Lowest Performing Group

All students

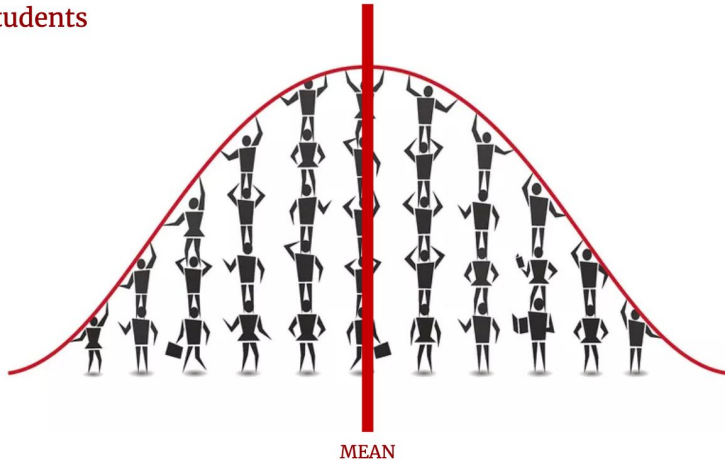


Only middle to top students improving

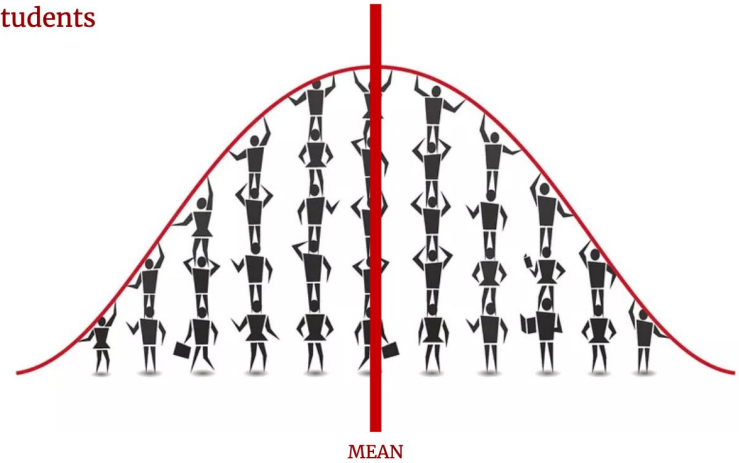


Lowest Performing Group

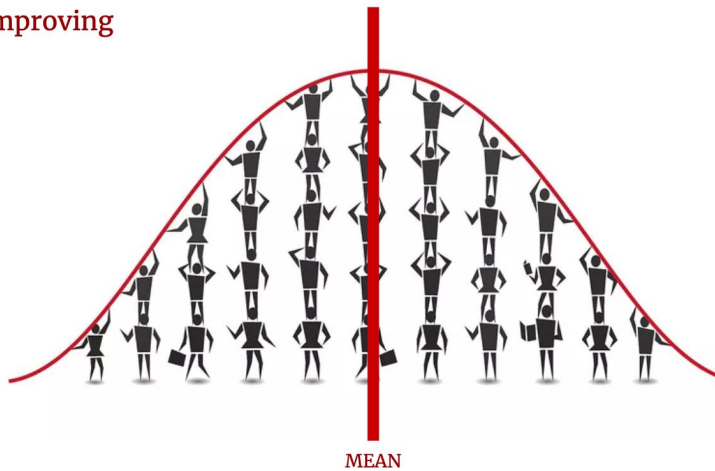
All students



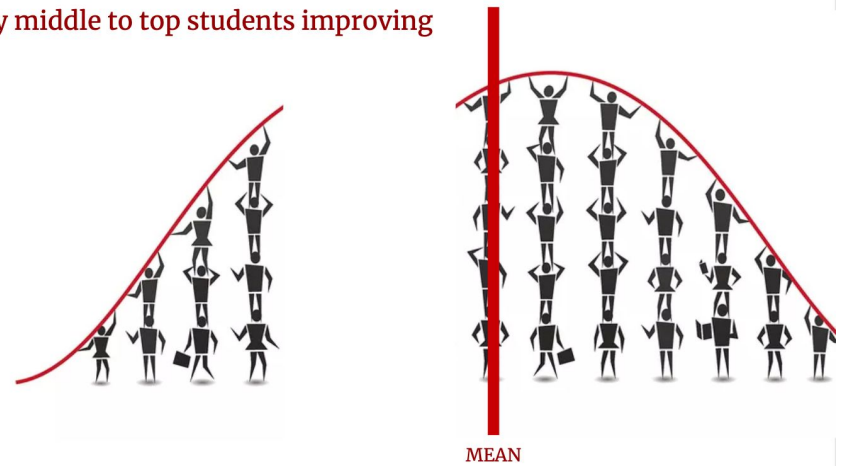
All students



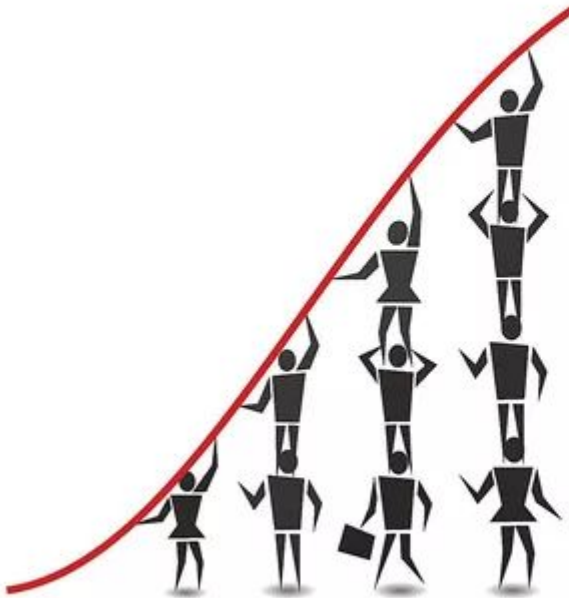
All students improving



Only middle to top students improving



Lowest Performing Group Non-high school



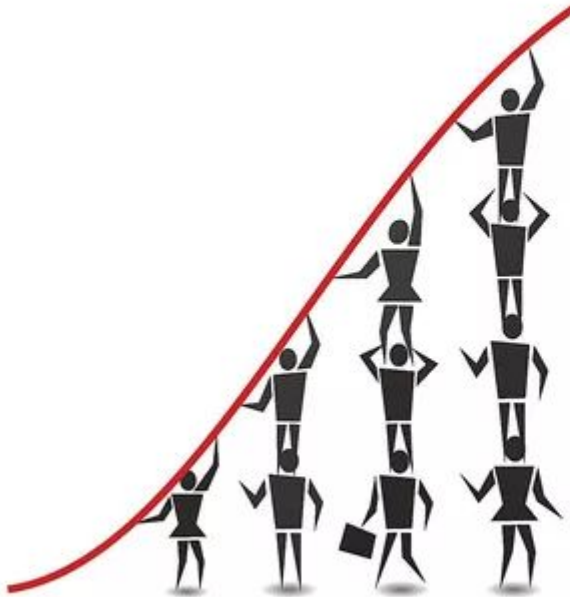
LPG identification - cohort (grades 4-8):

- Enrolled in WPS in 2017-2018 and 2018-2019
- Took at least 1 standard MCAS test in 2018 (not ALT)
- Students ranked across grades 4-8 by 2018 average ELA and math scaled scores
- LPG is the lowest 25% of eligible students
- Targets are set based on the 2019 LPG's 2018 scores

LPG members:

- *Any* economic status
- *Any* EL/FEL status (not first- or second-year EL in 2019)
- *Any* IEP status (must have taken at least 1 non-ALT MCAS)
- *Any* EWIS risk level
- *Any* cultural, ethnic, or religious background

Lowest Performing Group High school



LPG identification - year-to-year (high school):

- Enrolled in WPS in 2017-2018 and 2018-2019
- Took at least 1 standard MCAS test in 2019 (not ALT)
- Students ranked by 2019 average ELA and math scaled scores
- LPG is the lowest 25% of eligible students
- Targets are set based on the 2018 LPG's 2018 scores

LPG members:

- *Any* economic status
- *Any* EL/FEL status (not first- or second-year EL in 2019)
- *Any* IEP status (must have taken at least 1 non-ALT MCAS)
- *Any* EWIS risk level
- *Any* cultural, ethnic, or religious background

High Needs Group

Membership Definition:

- IEP
- EL and Former EL
- Economically Disadvantaged

WPS High Needs MCAS composition:

- 58% IEP alone
- 14% EL/FEL alone (6% EL)
- 15% Economically Disadvantaged alone
- 13% combination of 2 or 3 characteristics

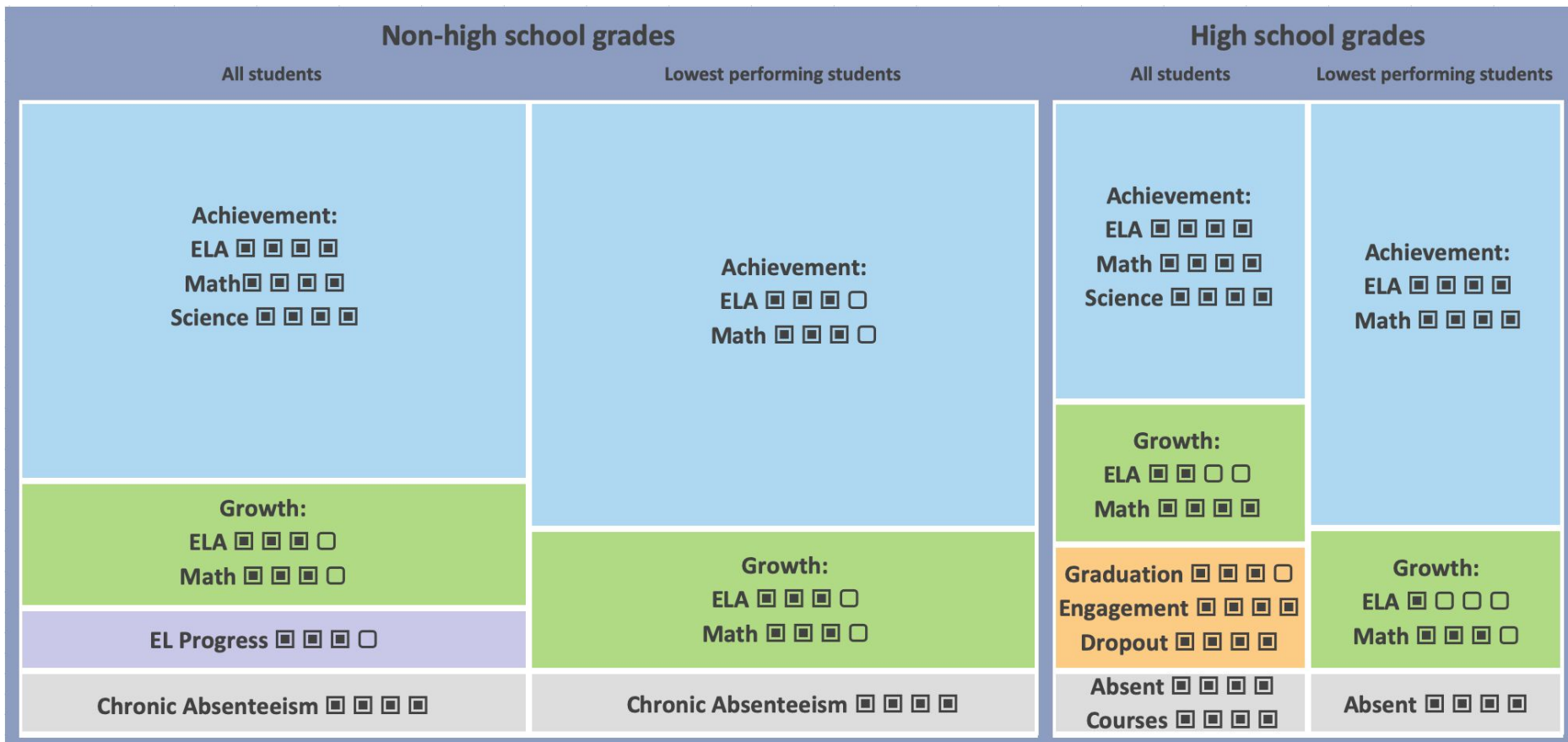
2019 Accountability Results

2019 Points Awarded

2019 Points awarded

2019 Progress toward improvement targets														
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)			
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	3	4	-	4	4	-	4	4	-	
	Mathematics achievement	4	4	-	3	4	-	4	4	-	4	4	-	
	Science achievement	4	4	-	-	-	-	4	4	-	-	-	-	
	Achievement total	12	12	60.0	6	8	67.5	12	12	47.5	8	8	67.5	
Growth	English language arts growth	3	4	-	3	4	-	2	4	-	1	4	-	
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-	
	Growth total	6	8	20.0	6	8	22.5	6	8	22.5	4	8	22.5	
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-	
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-	
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-	
	High school completion total	-	-	-	-	-	-	11	12	20.0	-	-	-	
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	4	4	-	
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-	
	Additional indicators total	4	4	10.0	4	4	10.0	8	8	10.0	4	4	10.0	
Weighted total		9.1	9.6	-	5.8	7.6	-	10.1	10.7	-	6.7	7.6	-	
Percentage of possible points		95%		-	76%			-	94%		-	88%		-
Percentage of possible points by gradespan		86%						91%						
		Weight of non-high school results:66%						Weight of high school results:34%						
2019 Annual criterion-referenced target percentage		88%												

2019 Points Awarded by Weight



Exceeded Targets	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
Met Targets	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Improved Below Targets	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
No Change from 2018	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Declined below 2018	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

2019 Overall Accountability Report

2019 Official Accountability Report - Wellesley

2019 10/1/2019

Organization Information	
DISTRICT NAME Wellesley (03170000)	TITLE I STATUS Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification	Not requiring assistance or intervention
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Reason for classification
Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
87% - Meeting or exceeding targets	-

OVERALL RESULTS	SUBGROUP RESULTS	DETAILED DATA FOR EACH INDICATOR	SCHOOLS IN THIS DISTRICT
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Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	87%	88%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	87%	
	Meeting or exceeding targets	

2019 High Needs Accountability

High needs

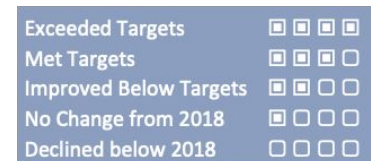
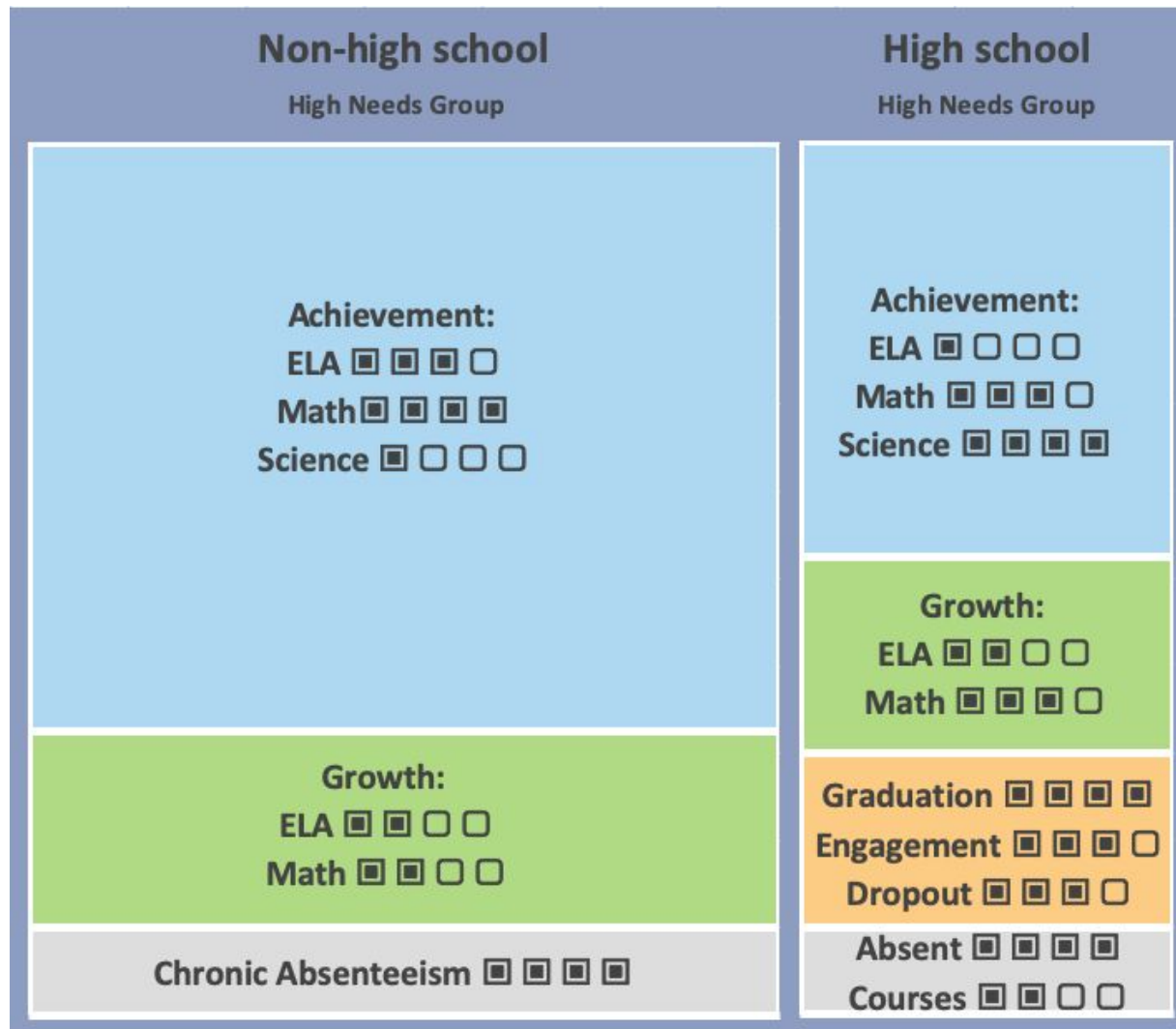
Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	82%	67%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	73%	
	Substantial progress toward targets	

2019 Points awarded

2019 Progress toward Improvement targets							
Indicator		High needs Subgroup (Non-high school grades)			High needs Subgroup (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	1	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	1	4	-	4	4	-
	Achievement total	8	12	67.5	8	12	47.5
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-
	Growth total	4	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	4	4	-
	Extended engagement rate	-	-	-	3	4	-
	Annual dropout rate	-	-	-	3	4	-
	High school completion total	-	-	-	10	12	20.0
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	2	4	-
	Additional indicators total	4	4	10.0	6	8	10.0
Weighted total		6.7	10.3	-	7.5	10.7	-
Percentage of possible points		65%			-	70%	
Percentage of possible points by gradespan		65%			70%		
		Weight of non-high school results:66%			Weight of high school results:34%		
2019 Annual criterion-referenced target percentage		67%					

2019 High Needs Points Awarded by Weight



Key Takeaways: Accountability

Meeting or exceeding:

- Every district achievement target
- Every district math growth target
- Every high school completion target
- Every district additional indicator target
- District English proficiency target for English learners

Targeted efforts to better meet needs:

- High Needs students (all grades; students with disabilities)
- Lowest performing students (grades 3-8)
- ELA growth (high school)

2019 ELA Results

2019 Reasons for ELA Points Assignments

ELA	All students	Lowest performing students	All students	Lowest performing students
	(Non-high school grades)	(Non-high school grades)	(High school grades)	(High school grades)
Achievement	Exceeded (4)	Met (3)	Exceeded (4)	Exceeded (4)
Growth	Typical - high (3)	Typical - high (3)	Typical - low (2)	Low (1)

Spring 2019 ELA MCAS

Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	80%	T-High	85%	T-Low
High Needs	51%	T-Low	56%	T-Low
Economically Disadvantaged	53%	T-Low	68%	-
EL & Former EL	70%	T-High	-	-
Students with Disabilities	40%	T-Low	53%	Low
Asian	92%	T-High	87%	T-Low
African Amer./Black	53%	T-Low	50%	-
Hispanic or Latino	59%	T-Low	65%	-
Multi-race	84%	T-High	83%	T-High
White	80%	T-High	87%	T-Low

Spring 2019 ELA MCAS

Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	80%	T-High	85%	T-Low
High Needs	51%	T-Low	56%	T-Low
Economically Disadvantaged	53%	T-Low	68%	-
EL & Former EL	70%	T-High	-	-
Students with Disabilities	40%	T-Low	53%	Low
Asian	92%	T-High	87%	T-Low
African Amer./Black	53%	T-Low	50%	-
Hispanic or Latino	59%	T-Low	65%	-
Multi-race	84%	T-High	83%	T-High
White	80%	T-High	87%	T-Low

Spring 2019 ELA MCAS

Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	85%	82%	79%	81%	69%	81%	85%
SGP Level	-	High	High	T-High	T-Low	T-High	T-Low

Spring 2019 ELA MCAS

Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	85%	82%	79%	81%	69%	81%	85%
SGP Level	-	High	High	T-High	T-Low	T-High	T-Low

Historical ELA MCAS Percent Meeting/Exceeding 2017-2019

Grade	3	4	5	6	7	8	9	10
Class of 2028	85%							
Class of 2027	76%	▲82%						
Class of 2026	65%	▲79%	80%					
Class of 2025		79%	▲81%	80%				
Class of 2024			77%	▲80%	▼69%			
Class of 2023				79%	▲81%	81%		
Class of 2022					76%	▲78%		
Class of 2021						79%		▲85%

■ MCAS taken in 2019

▲ Percent Meeting/Exceeding increased by 2+ points compared to previous year.

▼ Percent Meeting/Exceeding decreased by 2+ points compared to previous year.

Historical ELA MCAS SGPs 2017-2019

Grade	4	5	6	7	8	9	10
Class of 2027	High						
Class of 2026	High	▼ High					
Class of 2025	High	▼ High	▼ T-High				
Class of 2024		T-High	T-High	▼ T-Low			
Class of 2023			T-High	▲ High	▼ T-High		
Class of 2022				High	▼ T-High		
Class of 2021					T-High		T-Low

■ MCAS taken in 2019

▲ Average Student Growth Percentile increased by 2+ points compared to previous year.

▼ Average Student Growth Percentile decreased by 2+ points compared to previous year.

Key Takeaways: ELA

Highlights:

- Meeting expectations average scaled score at every grade level
- Exceeding typical growth (elementary)

Targeted efforts to better meet needs:

- High Needs students, particularly economically disadvantaged and students with disabilities - achievement
- African American/Black students - achievement
- Hispanic or Latino students - achievement
- 7th grade students - achievement and growth
- 9th/10th grade students - growth

2019 Math Results

2019 Reasons for Math Points Assignments

Math	All students	Lowest performing students	All students	Lowest performing students
	(Non-high school grades)	(Non-high school grades)	(High school grades)	(High school grades)
Achievement	Exceeded (4)	Met (3)	Exceeded (4)	Exceeded (4)
Growth	Typical - high (3)	Typical - high (3)	High (4)	Typical - high (3)

Spring 2019 Math MCAS

Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	74%	T-High	88%	High
High Needs	44%	T-Low	61%	T-High
Economically Disadvantaged	40%	T-High	73%	-
EL & Former EL	75%	T-High	-	-
Students with Disabilities	31%	T-Low	52%	High
Asian	94%	High	98%	High
African Amer./Black	37%	T-Low	57%	-
Hispanic or Latino	48%	T-High	75%	-
Multi-race	83%	T-High	82%	High
White	74%	T-High	90%	High

Spring 2019 Math MCAS

Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	74%	T-High	88%	High
High Needs	44%	T-Low	61%	T-High
Economically Disadvantaged	40%	T-High	73%	-
EL & Former EL	75%	T-High	-	-
Students with Disabilities	31%	T-Low	52%	High
Asian	94%	High	98%	High
African Amer./Black	37%	T-Low	57%	-
Hispanic or Latino	48%	T-High	75%	-
Multi-race	83%	T-High	82%	High
White	74%	T-High	90%	High

Spring 2019 Math MCAS

Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	78%	78%	75%	74%	71%	75%	88%
SGP Level	-	T-High	High	T-Low	T-Low	T-High	High

Spring 2019 Math MCAS

Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	78%	78%	75%	74%	71%	75%	88%
SGP Level	-	T-High	High	T-Low	T-Low	T-High	High

Historical Math MCAS Percent Meeting/Exceeding 2017-2019

Grade	3	4	5	6	7	8	9	10
Class of 2028	78%							
Class of 2027	76%	▲78%						
Class of 2026	63%	▲68%	▲75%					
Class of 2025		68%	▲72%	▲74%				
Class of 2024			70%	▲74%	▼71%			
Class of 2023				77%	▲81%	▼75%		
Class of 2022					74%	▲76%		
Class of 2021						77%		▲88%

■ MCAS taken in 2019

▲ Percent Meeting/Exceeding increased by 2+ points compared to previous year.

▼ Percent Meeting/Exceeding decreased by 2+ points compared to previous year.

Historical Math MCAS Student Growth Percentiles 2017-2019

Grade	4	5	6	7	8	9	10
Class of 2027	T-High						
Class of 2026	T-High	▲ High					
Class of 2025	T-High	▲ T-High	▼ T-Low				
Class of 2024		High	▼ T-High	▼ T-Low			
Class of 2023			T-High	T-High	T-High		
Class of 2022				High	▼ T-High		
Class of 2021					High		▼ T-Low

■ MCAS taken in 2019

▲ Average Student Growth Percentile increased by 2+ points compared to previous year.

▼ Average Student Growth Percentile decreased by 2+ points compared to previous year.

Key Takeaways: Math

Highlights:

- Meeting expectations average scaled score at every grade level
- Exceeding typical growth (grades 5 & 10)

Targeted efforts to better meet needs:

- High Needs students, particularly economically disadvantaged and students with disabilities - achievement
- African American/Black students - achievement
- Hispanic or Latino students - achievement
- 6th and 7th grade students - growth

2019 Science Results

2019 Reasons for Science Points Assignments

Science	All students	All students
	(Non-high school grades)	(High school grades)
Achievement	Exceeded (4)	Exceeded (4)

Spring 2019 Science MCAS

Percent Meeting/Exceeding and SGP

Grade	5 & 8 % Meet/Exceed	10 % Adv/Prof
All	73%	96%
High Needs	42%	83%
Economically Disadvantaged	45%	82%
EL & Former EL	54%	-
Students with Disabilities	34%	78%
Asian	83%	98%
African Amer./Black	30%	79%
Hispanic or Latino	54%	92%
Multi-race	81%	96%
White	73%	97%

Spring 2019 Science MCAS

Percent Meeting/Exceeding and SGP

Grade	5 & 8 % Meet/Exceed	10 % Adv/Prof
All	73%	96%
High Needs	42%	83%
Economically Disadvantaged	45%	82%
EL & Former EL	54%	-
Students with Disabilities	34%	78%
Asian	83%	98%
African Amer./Black	30%	79%
Hispanic or Latino	54%	92%
Multi-race	81%	96%
White	73%	97%

Spring 2019 Science MCAS

Percent Meeting/Exceeding or Advanced/Proficient

Grade	5	8	10
Percent Meeting/Exceeding	67%	79%	
Percent Advanced/Proficient			96%

Spring 2019 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

Grade	5	8	10
Percent Meeting/Exceeding	67%	79%	
Percent Advanced/Proficient			96%

Key Takeaways: Science

Highlights:

- Meeting expectations average scaled score/CPI at every grade level

Targeted efforts to better meet needs:

- High Needs students
- African American/Black students
- Hispanic or Latino students
- 5th grade students

Peer District Comparisons

2019 Accountability District Comparisons

District	Progress Category All Students	Progress Category High Needs
Concord-Carlisle	Meet/Exceed	Substantial
Dover-Sherborn	Meet/Exceed	Substantial
Lexington	Meet/Exceed	Substantial
Lincoln-Sudbury	Substantial	Substantial
Natick	Substantial	Substantial
Needham	Meet/Exceed	Substantial
Newton	Meet/Exceed	Substantial
Wayland	Meet/Exceed	Substantial
Wellesley	Meet/Exceed	Substantial
Weston	Meet/Exceed	Meet/Exceed
Westwood	Meet/Exceed	Substantial
Winchester	Meet/Exceed	Meet/Exceed

District Comparisons Percent Meeting/Exceeding

District	ELA		Math		Science	
	3-8	10	3-8	10	5 & 8	10 Adv/Prof
Concord-Carlisle	76%/80%	86%	73%/79%	88%	71%/81%	98%
Dover-Sherborn	85%/76%/77%	89%	86%/77%/77%	91%	84%/78%/81%	98%
Lexington	79%	90%	82%	94%	78%	97%
Lincoln-Sudbury	61%/76%	86%	59%/73%	86%	55%/71%	92%
Natick	68%	77%	66%	79%	61%	94%
Needham	76%	84%	73%	88%	70%	90%
Newton	73%	78%	73%	84%	66%	91%
Wayland	77%	87%	77%	87%	74%	98%
Wellesley	79%	85%	75%	89%	73%	96%
Weston	83%	88%	81%	87%	78%	90%
Westwood	77%	84%	77%	89%	76%	96%
Winchester	81%	85%	79%	86%	78%	93%

District Comparisons Percent Meeting/Exceeding

District	ELA		Math		Science	
	3-8	10	3-8	10	5 & 8	10 Adv/Prof
Concord-Carlisle	76%/80%	86%	73%/79%	88%	71%/81%	98%
Dover-Sherborn	85%/76%/77%	89%	86%/77%/77%	91%	84%/78%/81%	98%
Lexington	79%	90%	82%	94%	78%	97%
Lincoln-Sudbury	61%/76%	86%	59%/73%	86%	55%/71%	92%
Natick	68%	77%	66%	79%	61%	94%
Needham	76%	84%	73%	88%	70%	90%
Newton	73%	78%	73%	84%	66%	91%
Wayland	77%	87%	77%	87%	74%	98%
Wellesley	79%	85%	75%	89%	73%	96%
Weston	83%	88%	81%	87%	78%	90%
Westwood	77%	84%	77%	89%	76%	96%
Winchester	81%	85%	79%	86%	78%	93%

District Comparisons

Student Growth Percentiles

District	ELA		Math	
	4-8	10	4-8	10
Concord-Carlisle	T-/T+	T+	T-/T+	High
Dover-Sherborn	High/T+/T-	T+	High/T+/T-	T+
Lexington	T+	T+	High	T+
Lincoln-Sudbury	T+/T+	T+	T-/T+	High
Natick	T+	T-	T+	T-
Needham	T+	T+	T+	T+
Newton	T+	T-	T+	T+
Wayland	T+	T-	T+	T-
Wellesley	T+	T-	T+	High
Weston	T+	High	T+	T+
Westwood	T+	T+	T+	High
Winchester	T+	T-	T+	T+

District Comparisons

Student Growth Percentiles

District	ELA		Math	
	4-8	10	4-8	10
Concord-Carlisle	T-/T+	T+	T-/T+	High
Dover-Sherborn	High/T+/T-	T+	High/T+/T-	T+
Lexington	T+	T+	High	T+
Lincoln-Sudbury	T+/T+	T+	T-/T+	High
Natick	T+	T-	T+	T-
Needham	T+	T+	T+	T+
Newton	T+	T-	T+	T+
Wayland	T+	T-	T+	T-
Wellesley	T+	T-	T+	High
Weston	T+	High	T+	T+
Westwood	T+	T+	T+	High
Winchester	T+	T-	T+	T+

Next Steps

1. Determine whether and how to adjust curriculum & instruction

- Continue the general, positive course in ELA, math and science **AND**... consider specific adjustments:
 - middle school ELA & math
 - elementary science
- Identify the standards that are strong or that need improvement
- Consider adjustments so students across the achievement range improve each year, particularly the lowest performing group

Next Steps

2. Continue to investigate and address patterns of unmet needs (e.g. with Admin Council, Academic Council, Achievement Gap Task Force, School Wellness Advisory Council)

- High Needs students
- African American/Black students
- Hispanic or Latino students

Next Steps

3. Review data from other high priority areas in order to build a comprehensive picture of student/district outcomes

- Social and Emotional Learning Data: (e.g. Views on Climate and Learning Survey (VOCAL), Metrowest Adolescent Health Survey)
- Additional Measures of Achievement (e.g. PISA, SATs/ACTs, standards-based report cards)
- 21st Century Skills (e.g. EdLeader 21 & PBL rubrics)

Next Steps

4. Utilize data for strategic planning

- Teaching and learning resources (e.g. materials, professional development, staffing allocation)
- Teaching and learning structures to support learning for ALL students (e.g. schedules, differentiated instruction)
- 21st century tools for assessment (e.g. standards-based grading, mastery approach)

Links for Parents/Guardians

MCAS Resources for Parents/Guardians

- General Information
 - Why testing matters
 - Test Questions and Practice Tests
 - Student Work and Scoring Guides
- Information for Parents of High School Students
 - Class of 2021 Parent Guardian Letter
 - Class of 2023 Parent Guardian Letter
- Understanding MCAS Test Results
 - Parent/Guardian Report templates and translations
 - Grade 10 Annotated Parent/Guardian Reports
 - Grades 3-8 Annotated Parent/Guardian Reports
 - MCAS results
- MCAS-Related Scholarships
 - John and Abigail Adams Scholarship
 - Stanley Z. Koplik Certificate of Mastery Award

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