

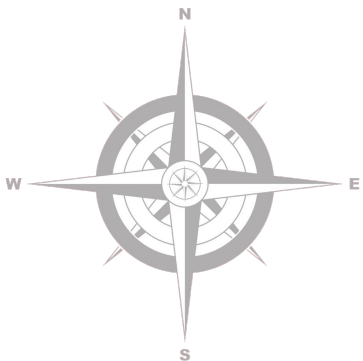
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# MCAS Results

## Spring, 2019

School Committee Presentation  
November 12, 2019



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**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 <sup>th</sup> percentile	Exceeded typical	60+
3	Met target	~1 pt above 2018 or 80 <sup>th</sup> 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

## High school grades

All students

Lowest performing students

All students

Lowest performing students

Achievement: ELA, Math & Science

Achievement: ELA & Math

Achievement:  
ELA, Math & Science

Achievement:  
ELA & Math

Growth: ELA & Math

Growth: ELA & Math

Growth:  
ELA & Math

Growth:  
ELA & Math

EL Progress

Completion

Chronic Absenteeism

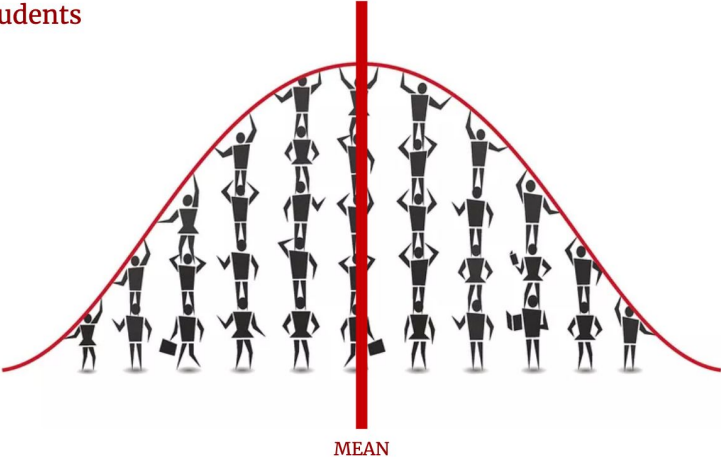
Chronic Absenteeism

Chronic Absenteeism  
Adv Coursework

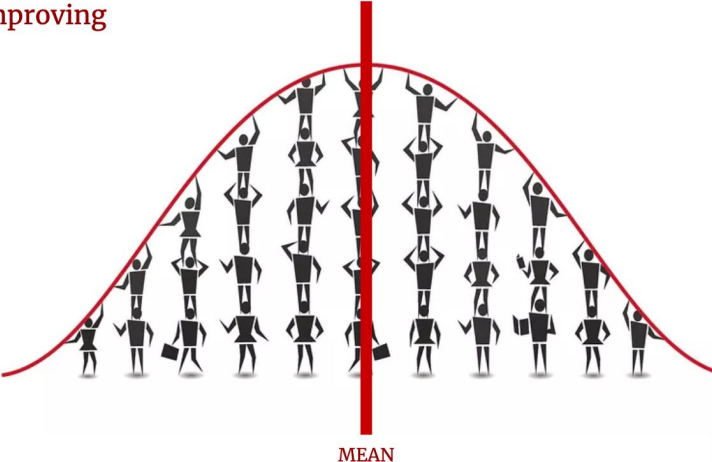
Chronic Absenteeism

# Lowest Performing Group

All students



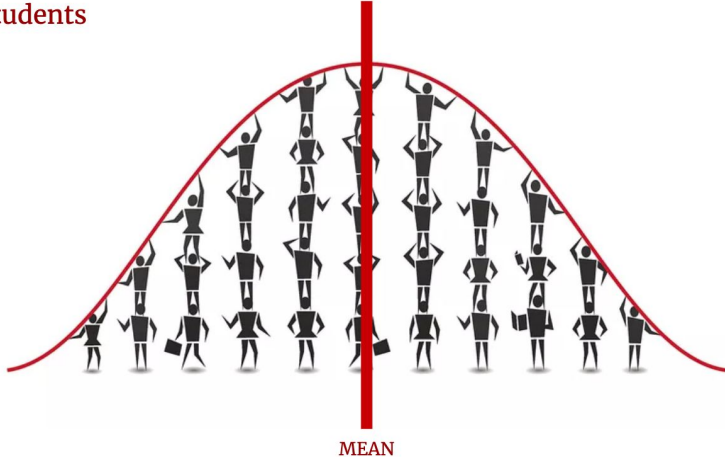
All students improving



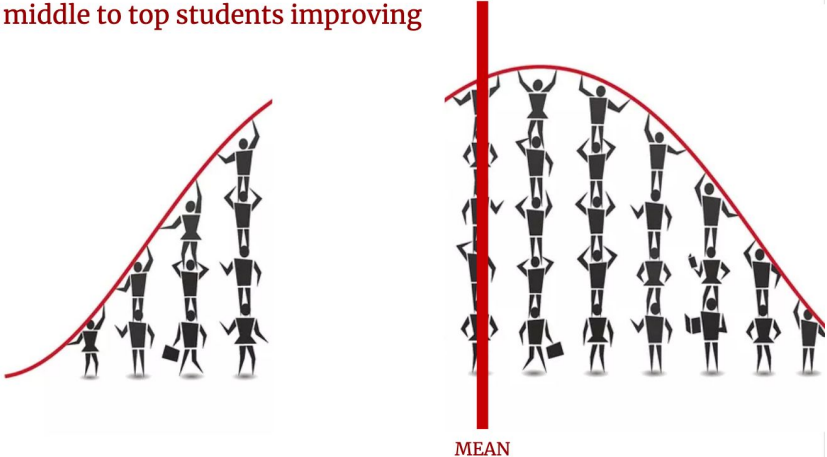


# Lowest Performing Group

All students

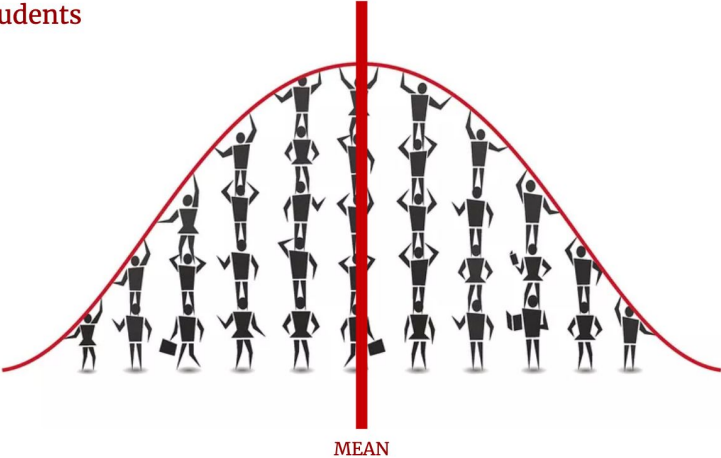


Only middle to top students improving

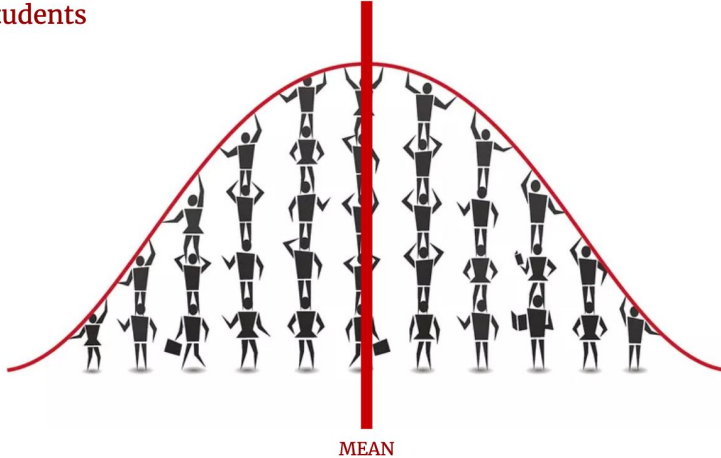


# Lowest Performing Group

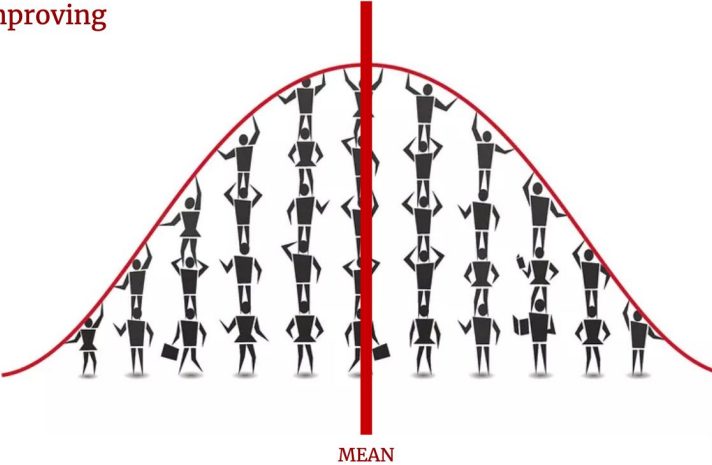
All students



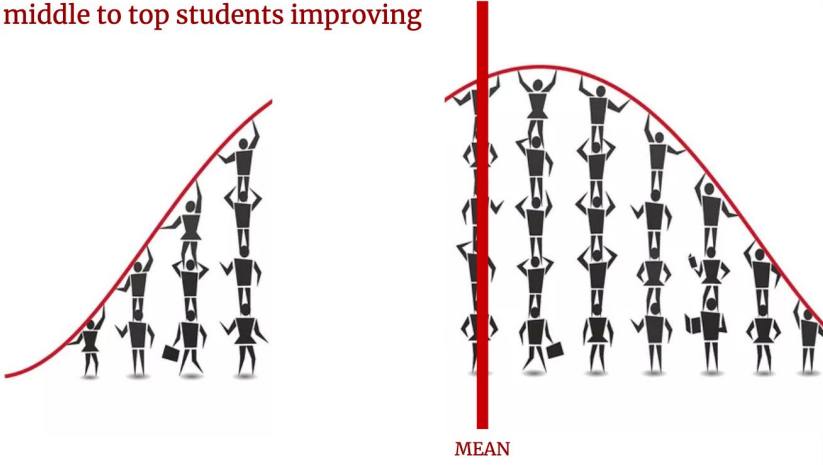
All students



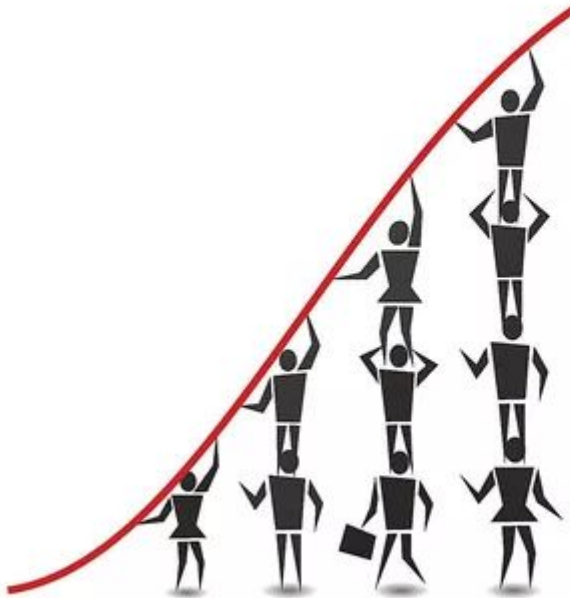
All students improving



Only middle to top students improving



# Lowest Performing Group Non-high school



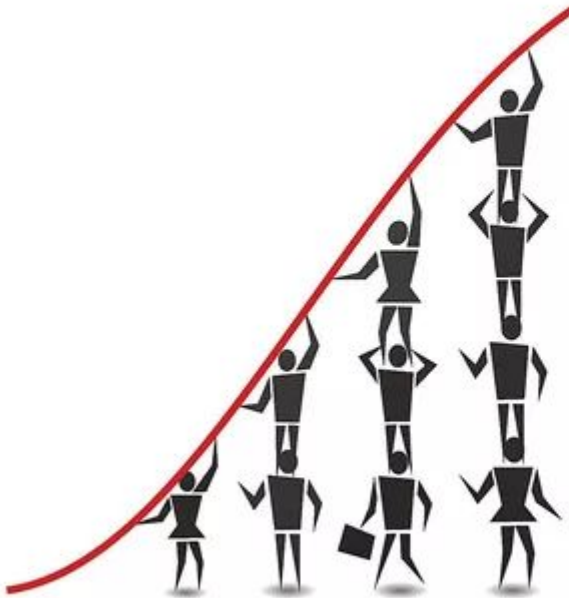
## LPG identification - cohort (grades 4-8):

- 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

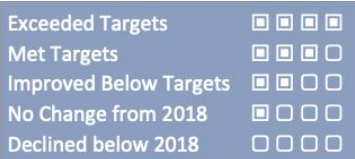
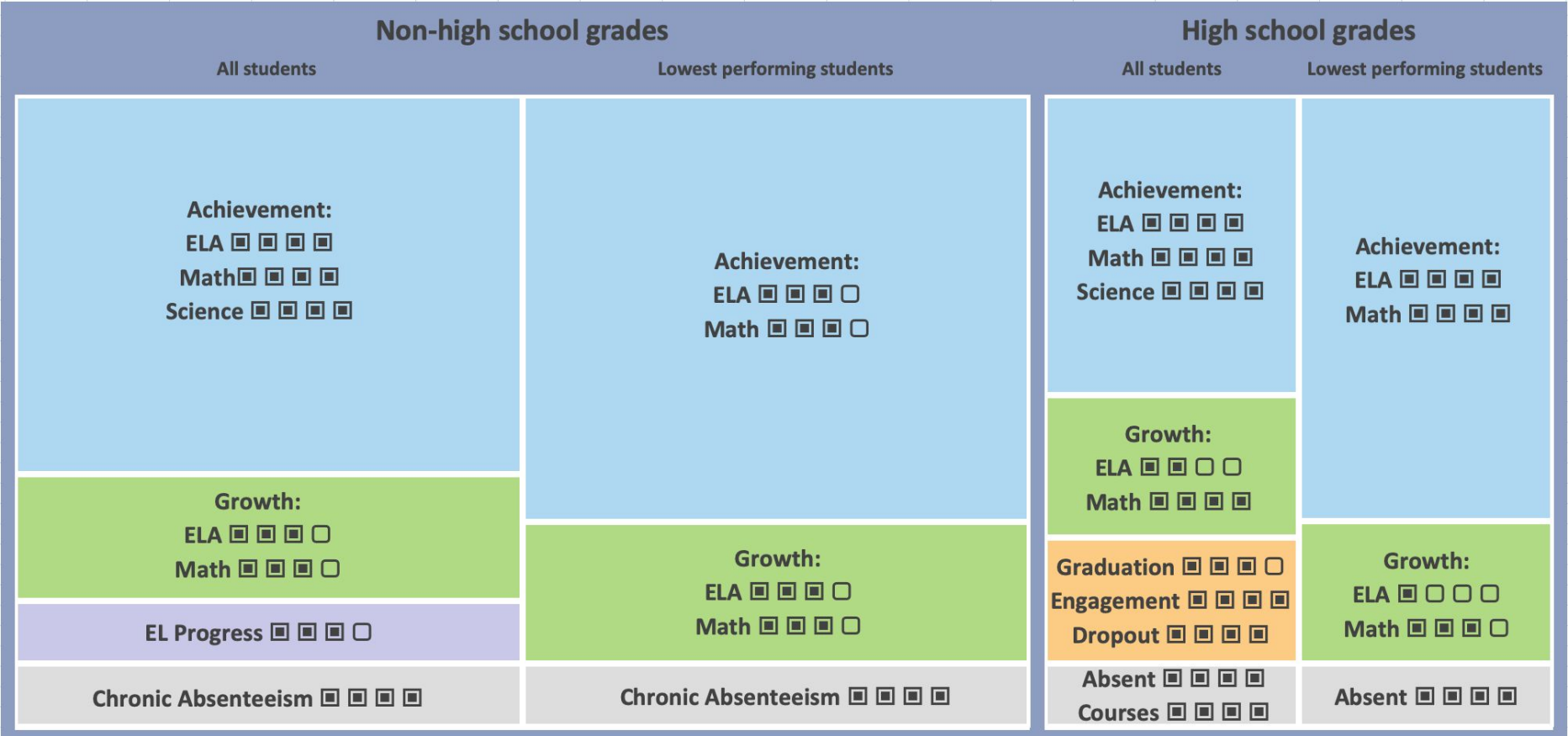
# **2019 Accountability Results**

# 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	-	-	-	-
	<b>Achievement total</b>	<b>12</b>	<b>12</b>	<b>60.0</b>	<b>6</b>	<b>8</b>	<b>67.5</b>	<b>12</b>	<b>12</b>	<b>47.5</b>	<b>8</b>	<b>8</b>	<b>67.5</b>
Growth	English language arts growth	3	4	-	3	4	-	2	4	-	1	4	-
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-
	<b>Growth total</b>	<b>6</b>	<b>8</b>	<b>20.0</b>	<b>6</b>	<b>8</b>	<b>22.5</b>	<b>6</b>	<b>8</b>	<b>22.5</b>	<b>4</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	4	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>12</b>	<b>20.0</b>	<b>-</b>	<b>-</b>	<b>-</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	<b>3</b>	<b>4</b>	<b>10.0</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	4	4	-	-	-	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>8</b>	<b>8</b>	<b>10.0</b>	<b>4</b>	<b>4</b>	<b>10.0</b>
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





# 2019 Overall Accountability Report

## 2019 Official Accountability Report - Wellesley

03/20/2020 10:00 AM MORE

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

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
--

Reason for classification
Meeting or exceeding targets

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

<b>OVERALL RESULTS</b>	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%
<b>Cumulative criterion-referenced target percentage</b> (2018 x 40%) + (2019 x 60%)	87%	
	Meeting or exceeding targets	

# 2019 High Needs Accountability

High needs ▾

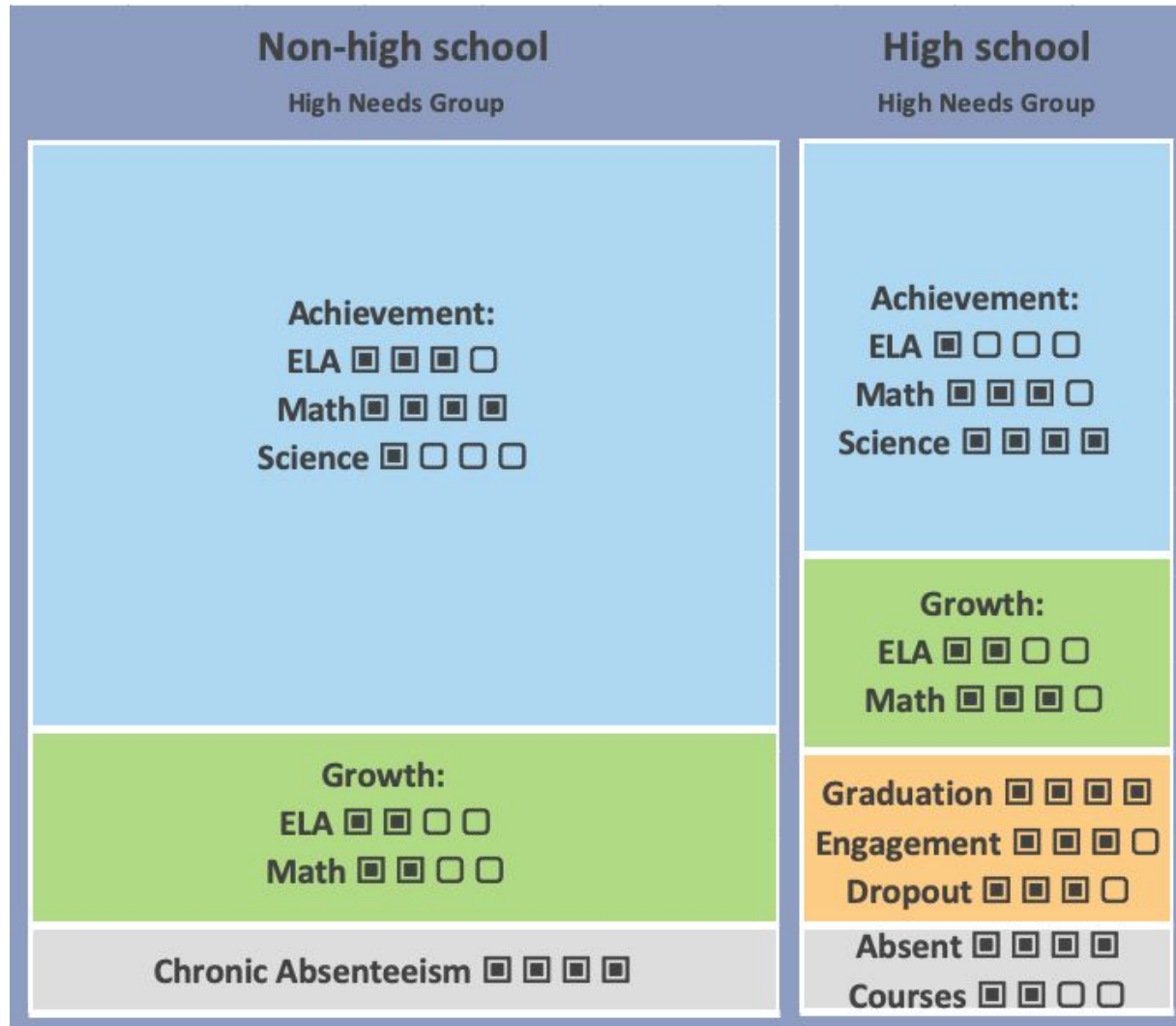
Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	82%	67%
Weight	40%	60%
<b>Cumulative criterion-referenced target percentage</b> (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	-
	<b>Achievement total</b>	<b>8</b>	<b>12</b>	<b>67.5</b>	<b>8</b>	<b>12</b>	<b>47.5</b>
Growth	English language arts growth	2	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-
	<b>Growth total</b>	<b>4</b>	<b>8</b>	<b>22.5</b>	<b>5</b>	<b>8</b>	<b>22.5</b>
High school completion	Four-year cohort graduation rate	-	-	-	4	4	-
	Extended engagement rate	-	-	-	3	4	-
	Annual dropout rate	-	-	-	3	4	-
	<b>High school completion total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10</b>	<b>12</b>	<b>20.0</b>
Progress toward attaining English language proficiency	<b>English language proficiency total</b>	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	2	4	-
	<b>Additional indicators total</b>	<b>4</b>	<b>4</b>	<b>10.0</b>	<b>6</b>	<b>8</b>	<b>10.0</b>
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%			
<b>2019 Annual criterion-referenced target percentage</b>	<b>67%</b>						

# 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)
<b>Achievement</b>	Exceeded (4)	Met (3)	Exceeded (4)	Exceeded (4)
<b>Growth</b>	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

<b>Grade</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>10</b>
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
- 7<sup>th</sup> grade students - achievement and growth
- 9<sup>th</sup>/10<sup>th</sup> 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

<b>Grade</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>10</b>
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
- 6<sup>th</sup> and 7<sup>th</sup> 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
- 5<sup>th</sup> 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
<b>Wellesley</b>	<b>Meet/Exceed</b>	<b>Substantial</b>
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%
<b>Wellesley</b>	<b>79%</b>	<b>85%</b>	<b>75%</b>	<b>89%</b>	<b>73%</b>	<b>96%</b>
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%
<b>Wellesley</b>	<b>79%</b>	<b>85%</b>	<b>75%</b>	<b>89%</b>	<b>73%</b>	<b>96%</b>
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-
<b>Wellesley</b>	<b>T+</b>	<b>T-</b>	<b>T+</b>	<b>High</b>
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-
<b>Wellesley</b>	<b>T+</b>	<b>T-</b>	<b>T+</b>	<b>High</b>
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

## Wellesley Public Schools Accountability Report