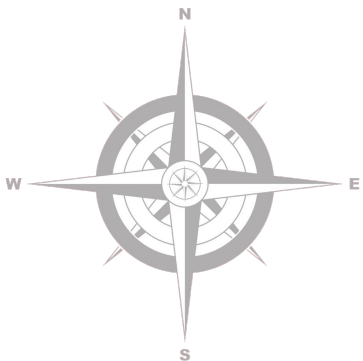

MCAS Results

Spring 2021

School Committee Presentation
November 9, 2021



WELLESLEY PUBLIC SCHOOLS
Learning • Caring • Innovating

Presentation Overview

- MCAS Basics
- Results
 - ELA
 - Math
 - Science
- Peer District Comparison
- Next Steps

MCAS Basics

MCAS Basics

Purpose

- To monitor district success in meeting student academic needs

Use

- Information to adjust instruction
- Identify overlooked patterns of unmet needs

Achievement

- MCAS score:
 - ELA grades 3-8 and 10
 - Math grades 3-8 and 10
 - Science grades 5, 8, and high school

Growth

- SGP based on MCAS scores: ELA and Math
 - Student growth percentile

MCAS Basics - ALT

- All students, including students with disabilities, participate in MCAS
 - Standard MCAS testing,
 - MCAS testing with at least one accommodation, or
 - MCAS Alternate Assessment (MCAS - Alt)
- Participation method determined by students' teams
 - Significant cognitive disability and
 - Working substantially below grade-level expectations and
 - Unable to partially demonstrate knowledge and skills on a standardized test, even with the use of accommodations
 - OR a complex and significant disability
- MCAS-Alt consists of submitting a portfolio of materials
- 1% of WPS students completed an MCAS-Alt

MCAS Changes due to COVID

Accountability

- No determinations issued for 2021

Item Sampling for Non-High School Grades

- Some students taking session one, some students taking session two
- Aggregated scores allow for meaningful interpretations
- Individual student scores are more variable

Administration

- Remote and in-person administration
- Similar performances in WPS and at the state level

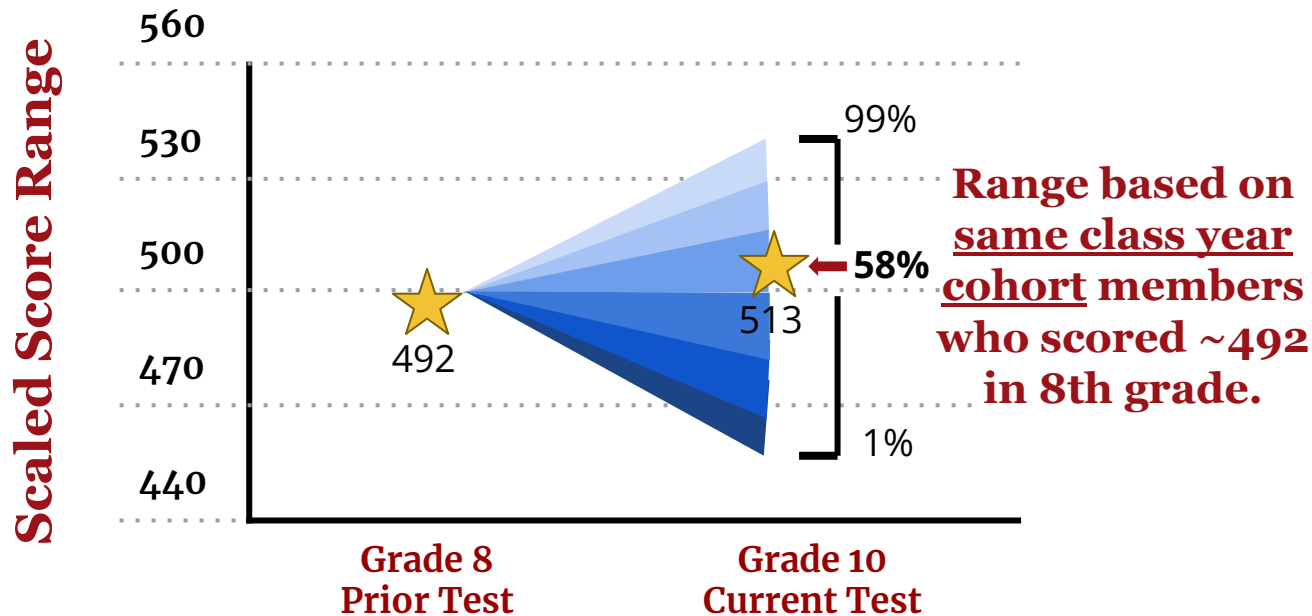
Participation

- 96%-99% participation rate in WPS, depending on grade level
- 89%-97% participation statewide, depending on grade level

MCAS Changes due to COVID

Measure of Student Growth - Student Growth Percentiles

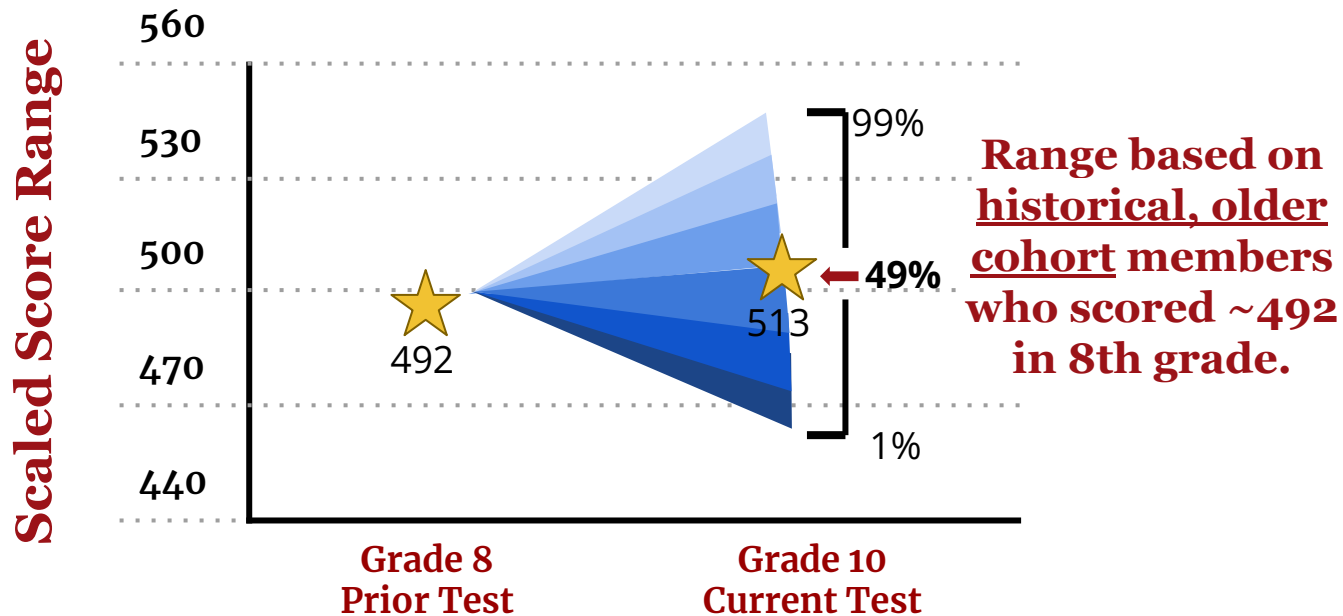
- Measure of how much a student's achievement has changed since the prior testing
- Compares current score to that of peer groups: other students in the same grade who performed similarly in the past
- In prior years, peer groups were from within the same cohort (same class year):



MCAS Changes due to COVID

Measure of Student Growth - Student Growth Percentiles

- To accurately reflect the extent to which growth slowed due to COVID, “baseline SGPs” were created from a historical peer group.
- For 2021, the current score is compared to the historical peer group:



MCAS Changes due to COVID

Statewide Average Student Growth Percentiles (SGPs)

	2019 Cohort-Based Method		2021 Baseline/Historical Method	
	Non-High School Grades	High School	Non-High School Grades	High School
ELA	50	49	36	53
Math	50	50	30	37

MCAS Basics: Score Range Labels

Achievement Range: 440-560		Growth Percentile Range: 1-99	
Label	Scaled Score Range	Label	SGP Range
Exceeding Expectations	530-560	Exceeded Typical Growth	60+
Meeting Expectations	500-529	Typical Growth - High	50-59
Partially Meeting Expectations	470-499	Typical Growth - Low	40-49
Not Meeting Expectations	440-469	Low Growth	30-39
		Very Low Growth	<30

Statewide, average SGPs were typically 30-39 for 2021.

High Needs Group

Membership Definition:

- IEP
- EL and Former EL
- Economically Disadvantaged

25% of students who took the MCAS were in the High Needs group.

WPS High Needs MCAS composition:

- 56% IEP alone
- 13% EL/FEL alone (6% EL)
- 16% Economically Disadvantaged alone
- 14% combination of 2 or 3 characteristics

2021 ELA Results

Spring 2021 ELA MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	75%	T-Low	92%	T-High

Spring 2021 ELA MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	75%	T-Low	92%	T-High
High Needs	50%	Low	66%	T-High
Economically Disadvantaged	44%	Low	60%	T-High
EL & Former EL	65%	T-Low	-	-
Students with Disabilities	43%	Low	58%	T-High

Spring 2021 ELA MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	75%	T-Low	92%	T-High
High Needs	50%	Low	66%	T-High
Economically Disadvantaged	44%	Low	60%	T-High
EL & Former EL	65%	T-Low	-	-
Students with Disabilities	43%	Low	58%	T-High
Asian	83%	T-High	94%	T-High
African Amer./Black	40%	Low	70%	-
Hispanic or Latino	54%	Low	72%	-
Multi-race	81%	T-Low	84%	T-High
White	76%	T-Low	95%	T-High

Spring 2021 ELA MCAS

Percent Meeting/Exceeding and SGP Areas of Strength

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	75%	T-Low	92%	T-High
High Needs	50%	Low	66%	T-High
Economically Disadvantaged	44%	Low	60%	T-High
EL & Former EL	65%	T-Low	-	-
Students with Disabilities	43%	Low	58%	T-High
Asian	83%	T-High	94%	T-High
African Amer./Black	40%	Low	70%	-
Hispanic or Latino	54%	Low	72%	-
Multi-race	81%	T-Low	84%	T-High
White	76%	T-Low	95%	T-High

90th percentile or above compared to districts statewide, within the given group

Spring 2021 ELA MCAS

Percent Meeting/Exceeding and SGP Areas for Growth

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	75%	T-Low	92%	T-High
High Needs	50%	Low	66%	T-High
Economically Disadvantaged	44%	Low	60%	T-High
EL & Former EL	65%	T-Low	-	-
Students with Disabilities	43%	Low	58%	T-High
Asian	83%	T-High	94%	T-High
African Amer./Black	40%	Low	70%	-
Hispanic or Latino	54%	Low	72%	-
Multi-race	81%	T-Low	84%	T-High
White	76%	T-Low	95%	T-High

 75th percentile or below compared to districts statewide, within the given group

Spring 2021 ELA MCAS Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	77%	76%	80%	78%	70%	69%	92%
Percentile among Districts*	95th	94th	99th	99th	92nd	93rd	99th
SGP Level	-	-	T-Low	T-Low	T-Low	Low	T-High

* Based on district percent meeting/exceeding expectations

ELA MCAS

Percent Meeting/Exceeding Cohorts 2017-2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	77%							
Current 5th		76%						
Current 6th	85%		80%					
Current 7th	76%	82%		78%				
Current 8th	65%	79%	80%		70%			
Current 9th		79%	81%	80%		69%		
Current 10th			77%	80%	69%		N/A	
Current 11th				79%	81%	81%		92%
Current 12th					76%	78%		
Class of 2021						79%		85%

- MCAS taken in 2021
- No 2020 MCAS due to COVID

ELA MCAS

Percent Meeting/Exceeding Cohorts 2017-2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	77%							
Current 5th		76%						
Current 6th	85%		▼ 80%					
Current 7th	76%	▲ 82%		▼ 78%				
Current 8th	65%	▲ 79%	80%		▼ 70%			
Current 9th		79%	▲ 81%	80%		▼ 69%		
Current 10th			77%	▲ 80%	▼ 69%		N/A	
Current 11th				79%	▲ 81%	81%		▲ 92%
Current 12th					76%	▲ 78%		
Class of 2021						79%		▲ 85%

MCAS taken in 2021

No 2020 MCAS due to COVID

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

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

ELA MCAS

Change in Percent Meeting/Exceeding 2019 to 2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	-8							
Current 5th		-6						
Current 6th	85%		+0					
Current 7th	76%	82%		-2				
Current 8th	65%	79%	80%		+1			
Current 9th		79%	81%	80%		-12		
Current 10th			77%	80%	69%		N/A	
Current 11th				79%	81%	81%		+7
Current 12th					76%	78%		
Class of 2021						79%		85%

MCAS taken in 2021
 No 2020 MCAS due to COVID

ELA MCAS

Change in Percent Meeting/Exceeding District vs State

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	▼ -8							
Current 5th		▼ -6						
Current 6th	85%		▲ +0					
Current 7th	76%	82%		▲ -2				
Current 8th	65%	79%	80%		▲ +1			
Current 9th		79%	81%	80%		-12		
Current 10th			77%	80%	69%		N/A	
Current 11th				79%	81%	81%		▲ +7
Current 12th					76%	78%		
Class of 2021						79%		85%

MCAS taken in 2021

No 2020 MCAS due to COVID

▲ Change in Percent Meeting/Exceeding was 2+ points better than statewide change.

▼ Change in Percent Meeting/Exceeding was 2+ points worse than statewide change.

ELA Reporting Categories: Compared to State Average

Percent of points earned, by reporting category by grade, were greater than the state average.

Areas of Strength:

- Language and writing in combination (essays): 4th, 5th, 6th and 7th grades

Areas for Growth:

- Language: 3rd, 7th, and 10th grades
- Language and writing in combination (essays): 3rd grade

ELA Reporting Categories: Program Equitability across Racial/Ethnic Groups

Percent of points earned, by reporting category by grade, showed differences across racial/ethnic groups.

Areas of Strength:

- Reading: 3rd and 10th grades
- Language: 5th grade
- Language and writing in combination (essays): 10th grade

Areas for Growth:

- Reading: 8th grade
- Language: 4th and 7th grades
- Language and writing in combination (essays): 8th grade

Key Takeaways: ELA

Highlights:

- Overall high performance
- Several non-high school groups with relatively high performance
- Students with disabilities had relatively high performance at both levels
- Overall, 5th and older had less of a COVID effect than the state

Targeted efforts to better meet needs:

- Non-high school African American and Black students
- High school Hispanic or Latino students
- 3rd and 4th had more of a COVID effect than the state

2021 Math Results

Spring 2021 Math MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	62%	Low	88%	T-High

Spring 2021 Math MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	62%	Low	88%	T-High
High Needs	36%	Low	53%	T-Low
Economically Disadvantaged	31%	Low	56%	Low
EL & Former EL	70%	T-Low	-	-
Students with Disabilities	26%	Low	39%	T-High

Spring 2021 Math MCAS Percent Meeting/Exceeding and SGP

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	62%	Low	88%	T-High
High Needs	36%	Low	53%	T-Low
Economically Disadvantaged	31%	Low	56%	Low
EL & Former EL	70%	T-Low	-	-
Students with Disabilities	26%	Low	39%	T-High
Asian	86%	T-Low	96%	T-High
African Amer./Black	21%	V-Low	55%	-
Hispanic or Latino	37%	V-Low	69%	-
Multi-race	69%	Low	85%	T-High
White	59%	Low	89%	T-High

Spring 2021 Math MCAS

Percent Meeting/Exceeding and SGP Areas of Strength

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	62%	Low	88%	T-High
High Needs	36%	Low	53%	T-Low
Economically Disadvantaged	31%	Low	56%	Low
EL & Former EL	70%	T-Low	-	-
Students with Disabilities	26%	Low	39%	T-High
Asian	86%	T-Low	96%	T-High
African Amer./Black	21%	V-Low	55%	-
Hispanic or Latino	37%	V-Low	69%	-
Multi-race	69%	Low	85%	T-High
White	59%	Low	89%	T-High

90th percentile or above compared to districts statewide, within the given group

Spring 2021 Math MCAS

Percent Meeting/Exceeding and SGP Area for Growth

	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	62%	Low	88%	T-High
High Needs	36%	Low	53%	T-Low
Economically Disadvantaged	31%	Low	56%	Low
EL & Former EL	70%	T-Low	-	-
Students with Disabilities	26%	Low	39%	T-High
Asian	86%	T-Low	96%	T-High
African Amer./Black	21%	V-Low	55%	-
Hispanic or Latino	37%	V-Low	69%	-
Multi-race	69%	Low	85%	T-High
White	59%	Low	89%	T-High

 75th percentile or below compared to districts statewide, within the given group

Spring 2021 Math MCAS Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	68%	67%	64%	50%	62%	59%	88%
Percentile among Districts*	98th	94th	93th	76th	91st	93rd	99th
SGP Level	-	-	T-Low	V-Low	Low	Low	T-High

* Based on district percent meeting/exceeding expectations

Math MCAS Percent Meeting/Exceeding Cohorts 2017-2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	68%							
Current 5th		67%						
Current 6th	78%		64%					
Current 7th	76%	78%		50%				
Current 8th	63%	68%	75%		62%			
Current 9th		68%	72%	74%		59%		
Current 10th			70%	74%	71%		N/A	
Current 11th				77%	81%	75%		88%
Current 12th					74%	76%		
Class of 2021						77%		88%

MCAS taken in 2021
 No 2020 MCAS due to COVID

Math MCAS Percent Meeting/Exceeding Cohorts 2017-2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	68%							
Current 5th		67%						
Current 6th	78%		▼ 64%					
Current 7th	76%	▲ 78%		▼ 50%				
Current 8th	63%	▲ 68%	▲ 75%		▼ 62%			
Current 9th		68%	▲ 72%	▲ 74%		▼ 59%		
Current 10th			70%	▲ 74%	▼ 71%		N/A	
Current 11th				77%	▲ 81%	▼ 75%		▲ 88%
Current 12th					74%	▲ 76%		
Class of 2021						77%		▲ 88%

MCAS taken in 2021

No 2020 MCAS due to COVID

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

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

Math MCAS

Change in Percent Meeting/Exceeding 2019 to 2021

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	-10							
Current 5th		-11						
Current 6th	78%		-11					
Current 7th	76%	78%		-24				
Current 8th	63%	68%	75%		-9			
Current 9th		68%	72%	74%		-16		
Current 10th			70%	74%	71%		N/A	
Current 11th				77%	81%	75%		+0
Current 12th					74%	76%		
Class of 2021						77%		88%

MCAS taken in 2021
 No 2020 MCAS due to COVID

Math MCAS

Change in Percent Meeting/Exceeding District vs Statewide

Testing Grade	3	4	5	6	7	8	9	10
Current 4th	▲ -10							
Current 5th		▲ -11						
Current 6th	78%		▲ -11					
Current 7th	76%	78%		▼ -24				
Current 8th	63%	68%	75%		▲ -9			
Current 9th		68%	72%	74%		-16		
Current 10th			70%	74%	71%		N/A	
Current 11th				77%	81%	75%		▲ +0
Current 12th					74%	76%		
Class of 2021						77%		88%

MCAS taken in 2021

No 2020 MCAS due to COVID

▲ Change in Percent Meeting/Exceeding was 2+ points better than statewide change.

▼ Change in Percent Meeting/Exceeding was 2+ points worse than statewide change.

Math Reporting Categories: Compared to State Average

Percent of points earned, by reporting category by grade, were greater than the state average.

Areas of Strength:

- Number operations in base ten: 3rd grade
- Measurement and data: 4th grade
- Number and operations - fractions: 4th and 5th grades
- Algebra and functions: 10th grade

Areas for Growth:

- Geometry: 3rd and 5th grades
- The number system: 6th grade
- Statistics and probability: 6th and 8th grades

Math Reporting Categories: Program Equitability across Racial/Ethnic Groups

Percent of points earned, by reporting category by grade, showed differences across racial/ethnic groups.

Areas of Strength:

- Measurement and data: 3rd grade
- Number and operations in base ten: 3rd grade
- Number and operations - fractions: 3rd grade
- Operations and algebraic thinking: 3rd grade
- Statistics and probability: 10th grade

Areas for Growth:

- Geometry: 6th and 8th grades
- Expressions and equations: 6th, 7th, and 8th grades

Key Takeaways: Math

Highlights:

- Overall high performance
- Students with disabilities at both levels had relatively high performance
- Overall less of a COVID effect than the state
- More equity in 3rd grade

Targeted efforts to better meet needs:

- Non-high school African American and Black students
- 6th had more of a COVID effect than the state
- Inequity at the middle school level

2021 Science Results

Spring 2021 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

	5 & 8 % Meet/Exceed	HS Physics % Adv/Prof
All	69%	89%

Spring 2021 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

	5 & 8 % Meet/Exceed	HS Physics % Adv/Prof
All	69%	89%
High Needs	48%	65%
Economically Disadvantaged	40%	50%
EL & Former EL	84%	-
Students with Disabilities	40%	62%

Spring 2021 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

	5 & 8 % Meet/Exceed	HS Physics % Adv/Prof
All	69%	89%
High Needs	48%	65%
Economically Disadvantaged	40%	50%
EL & Former EL	84%	-
Students with Disabilities	40%	62%
Asian	82%	98%
African Amer./Black	37%	54%
Hispanic or Latino	42%	60%
Multi-race	83%	93%
White	68%	93%

Spring 2021 Science MCAS

Percent Meet/Exceed or Adv/Prof

Areas of Strength

	5 & 8 % Meet/Exceed	HS Physics % Adv/Prof
All	69%	89%
High Needs	48%	65%
Economically Disadvantaged	40%	50%
EL & Former EL	84%	-
Students with Disabilities	40%	62%
Asian	82%	98%
African Amer./Black	37%	54%
Hispanic or Latino	42%	60%
Multi-race	83%	93%
White	68%	93%

90th percentile or above compared to districts statewide, within the given group

Spring 2021 Science MCAS Percent Meet/Exceed or Adv/Prof Areas for Growth

	5 & 8 % Meet/Exceed	HS Physics % Adv/Prof
All	69%	89%
High Needs	48%	65%
Economically Disadvantaged	40%	50%
EL & Former EL	84%	-
Students with Disabilities	40%	62%
Asian	82%	98%
African Amer./Black	37%	54%
Hispanic or Latino	42%	60%
Multi-race	83%	93%
White	68%	93%

■ 75th percentile or below compared to districts statewide, within the given group

Spring 2021 Science MCAS Percent Meet/Exceed or Adv/Prof

Grade	5	8	HS Physics
Percent Meeting/Exceeding	71%	67%	89%
Percentile among Districts*	93rd	93rd	93rd

* Based on district percent meeting/exceeding expectations or advanced/proficient

Science MCAS

Percent Meet/Exceed or Adv/Prof Cohorts 2017-2021

Testing Grade	5	8	HS Physics
Current 6th	71%		
Current 7th			
Current 8th	67%		
Current 9th	65%	67%	
Current 10th	62%		89%
Current 11th		79%	
Current 12th		63%	94%
Class of 2021		63%	98%

MCAS taken in 2021
 No 2020 MCAS due to COVID

Science MCAS

Change in Percent Meet/Exceed or Adv/Prof 2019 to 2021

Testing Grade	5	8	HS Physics
Current 6th	+4		
Current 7th			
Current 8th	67%		
Current 9th	65%	-12	
Current 10th	62%		-5
Current 11th		79%	
Current 12th		63%	94%
Class of 2021		63%	98%

MCAS taken in 2021
 No 2020 MCAS due to COVID

Science MCAS

Change in Percent Meet/Exceed or Adv/Prof 2019 to 2021

Testing Grade	5	8	HS Physics
Current 6th	▲ +4		
Current 7th			
Current 8th	67%		
Current 9th	65%	▼ -12	
Current 10th	62%		▲ -5
Current 11th		79%	
Current 12th		63%	94%
Class of 2021		63%	98%

MCAS taken in 2021

No 2020 MCAS due to COVID

▲ Change in Percent Meeting/Exceeding was 2+ points better than statewide change.

▼ Change in Percent Meeting/Exceeding was 2+ points worse than statewide change.

Science Reporting Categories: Compared to State Average

5th & 8th grade science MCAS tests each cover three years of science.

Percent of points earned, by reporting category by grade taught, were greater than the state average.

Areas of Strength:

- Earth and space science: 3rd and 7th grades
- Physical sciences: 5th grade
- Technology/engineering: 4th grade
- Waves and their applications in technologies: high school

Areas for Growth:

- Earth and space science: 6th grade
- Life science: 4th and 5th grades
- Physical sciences: 3rd and 8th grades
- Technology/engineering: 7th and 8th grades

Science Reporting Categories: Program Equitability across Racial/Ethnic Groups

5th & 8th grade science MCAS tests each cover three years of science.

Percent of points earned, by reporting category by grade taught, showed differences across racial/ethnic groups.

Areas of Strength:

- Earth and space sciences: 7th grade
- Physical sciences: 3rd and 4th grades
- Technology/engineering: 5th grade

Areas for Growth:

- Life science: 4th, 6th, and 8th grades
- Physical sciences: 8th grade

Key Takeaways: Science

Highlights:

- Overall high performance
- Students with disabilities had relatively high performance at both levels
- Less of a COVID effect than the state at elementary and high school levels

Targeted efforts to better meet needs:

- High school economically disadvantaged students
- High school Hispanic or Latino students
- Middle school had more of a COVID effect than the state
- Life science, overall and regarding equity

2021 Peer District Comparisons

Spring 2021 ELA MCAS District Comparisons

Percent Meeting/Exceeding Expectations

District	Grades 3-8
Carlisle	76%
Sherborn	76%
Weston	76%
Dover	75%
Lexington	75%
Wellesley	75%
Westwood	75%
Sudbury	73%
Wayland	73%
Winchester	73%
Needham	72%
Concord	70%
Newton	70%
Dover-Sherborn	69%
Natick	65%
Lincoln	61%

District	Grade 10
Dover-Sherborn	94%
Wellesley	92%
Concord-Carlisle	91%
Lexington	91%
Needham	90%
Wayland	89%
Winchester	87%
Newton	86%
Lincoln-Sudbury	84%
Westwood	84%
Weston	82%
Natick	78%

ELA MCAS District Comparisons

2019-2021 Change in Percent Meeting/Exceeding

District	Grades 3-8
Lincoln	+0
Sherborn	+0
Westwood	-2
Natick	-3
Newton	-3
Sudbury	-3
Carlisle	-4
Lexington	-4
Needham	-4
Wayland	-4
Wellesley	-4
Concord	-6
Weston	-7
Dover-Sherborn	-8
Winchester	-8
Dover	-10

District	Grade 10
Newton	+8
Wellesley	+7
Needham	+6
Concord-Carlisle	+5
Dover-Sherborn	+5
Wayland	+2
Winchester	+2
Lexington	+1
Natick	+1
Westwood	+0
Lincoln-Sudbury	-2
Weston	-6

Spring 2021 Math MCAS District Comparisons

Percent Meeting/Exceeding Expectations

District	Grades 3-8
Dover	78%
Sherborn	74%
Lexington	72%
Carlisle	69%
Weston	69%
Sudbury	67%
Wayland	66%
Dover-Sherborn	64%
Needham	62%
Wellesley	62%
Westwood	62%
Winchester	61%
Concord	60%
Newton	60%
Natick	54%
Lincoln	49%

District	Grade 10
Dover-Sherborn	92%
Lexington	90%
Wellesley	88%
Needham	85%
Lincoln-Sudbury	84%
Weston	84%
Winchester	84%
Concord-Carlisle	83%
Newton	83%
Wayland	80%
Westwood	80%
Natick	68%

Math MCAS District Comparisons

2019-2021 Change in Percent Meeting/Exceeding

District	Grades 3-8
Sherborn	-3
Sudbury	-6
Dover	-8
Carlisle	-10
Lexington	-10
Lincoln	-10
Needham	-10
Wayland	-11
Natick	-12
Weston	-12
Concord	-13
Dover-Sherborn	-13
Newton	-13
Wellesley	-13
Westwood	-15
Winchester	-18

District	Grade 10
Dover-Sherborn	+1
Newton	-1
Wellesley	-1
Lincoln-Sudbury	-2
Winchester	-2
Needham	-3
Weston	-3
Lexington	-4
Concord-Carlisle	-5
Wayland	-7
Westwood	-9
Natick	-11

Spring 2021 Science MCAS District Comparisons

Percent Meet/Exceed Exp or Adv/Prof

District	Grades 5&8
Wayland	76%
Lexington	73%
Sherborn	73%
Weston	73%
Winchester	73%
Dover	70%
Westwood	70%
Wellesley	69%
Natick	67%
Sudbury	67%
Newton	65%
Needham	62%
Dover-Sherborn	59%
Lincoln	52%

District	HS Physics
Dover-Sherborn	97%
Weston	93%
Winchester	92%
Wayland	90%
Needham	89%
Wellesley	89%
Westwood	85%
Natick	84%
Newton	79%

Science MCAS District Comparisons 2019-2021 Change in Meet/Exceed Exp or Adv/Prof

District	Grades 5&8
Natick	+6
Wayland	+2
Carlisle	+0
Newton	-1
Lincoln	-3
Concord	-4
Sudbury	-4
Wellesley	-4
Lexington	-5
Sherborn	-5
Weston	-5
Winchester	-5
Westwood	-6
Needham	-8
Dover	-14
Dover-Sherborn	-22

District	HS Physics
Dover-Sherborn	-1
Needham	-1
Winchester	-1
Weston	-3
Wellesley	-7
Wayland	-8
Natick	-10
Westwood	-11
Newton	-12

Next Steps

Next Steps

Pandemic Recovery and Social Emotional Learning:

- WPS will assess students in the beginning of the school year in order to identify their instructional levels, adjust curriculum and instruction to close gaps caused by the pandemic, and strategically accelerate instruction to ensure students achieve grade level concepts and skills. Principals and teachers will collaborate in data teams, grade level teams and within departments to conduct data analysis and shared planning.
- WPS is conducting a thorough MCAS analysis of student performance relative to the standards and indicators, and adjusting instruction accordingly to support student learning.
- WPS will focus on social-emotional learning and a climate of care as a foundation for all student learning. SEL curriculum and instruction, as well as staff supports are prioritized for student well being.

Next Steps

21st Century Learning:

- The district has invested in professional development to support teachers in creating highly differentiated, project-based learning lessons and units that integrate SEL, civic engagement, cross-content learning, complex thinking and student engagement.
- The district will continue to provide training and support to teachers as they pilot and assess PBL lessons and units across content areas.
- The Project-Based Learning Committee will oversee, monitor and assess the efficacy of project-based learning projects; codify each project by grade level, standards and skills; and create a district-wide compendium for all PK-12 teachers.

Next Steps

Diversity, Equity, & Inclusion:

- WPS will implement a Panorama Student Equity and Inclusion Survey (Amplify Student Voices) to assess student beliefs, attitudes, perceptions on equity and inclusion.
- Equity Facilitators in each school provide professional development for staff on equity and high expectation teaching.

Next Steps

High Expectations Teaching:

- WPS educators will study the principles of high expectations teaching and learning, and engage in practical application through study groups and the High Expectations Teaching course from Research for Better Teaching.
- WPS leaders will learn the principles of Multi-Tiered Systems of Supports (MTSS) through professional development, and how to create the academic and social-emotional systems and structures that support all students with rigorous core instruction, tiered supports, and enrichment.
- WPS leaders will learn how to calibrate their understanding of effective instructional practice and high quality feedback through OPTIC: Online Platform for Teaching and Informed Calibration from MA DESE.

Next Steps

High Expectations Teaching:

- WPS leaders will learn the key components of a highly effective standards-based system through professional development.
- WPS leaders will develop common, consistent and proactive mechanisms to analyze student data, in order to systematically address disproportionality.