

2016 MCAS/PARCC Data & Improvement Plans

Mena Ciarlone, Cunniff Principal

Robert Laroche, Hosmer Principal

Phil Oates, Lowell Principal

Kimo Carter, WMS Principal

Shirley Lundberg, WHS Principal

Elizabeth Kaplan, K-5 Math/Science Curriculum Coordinator

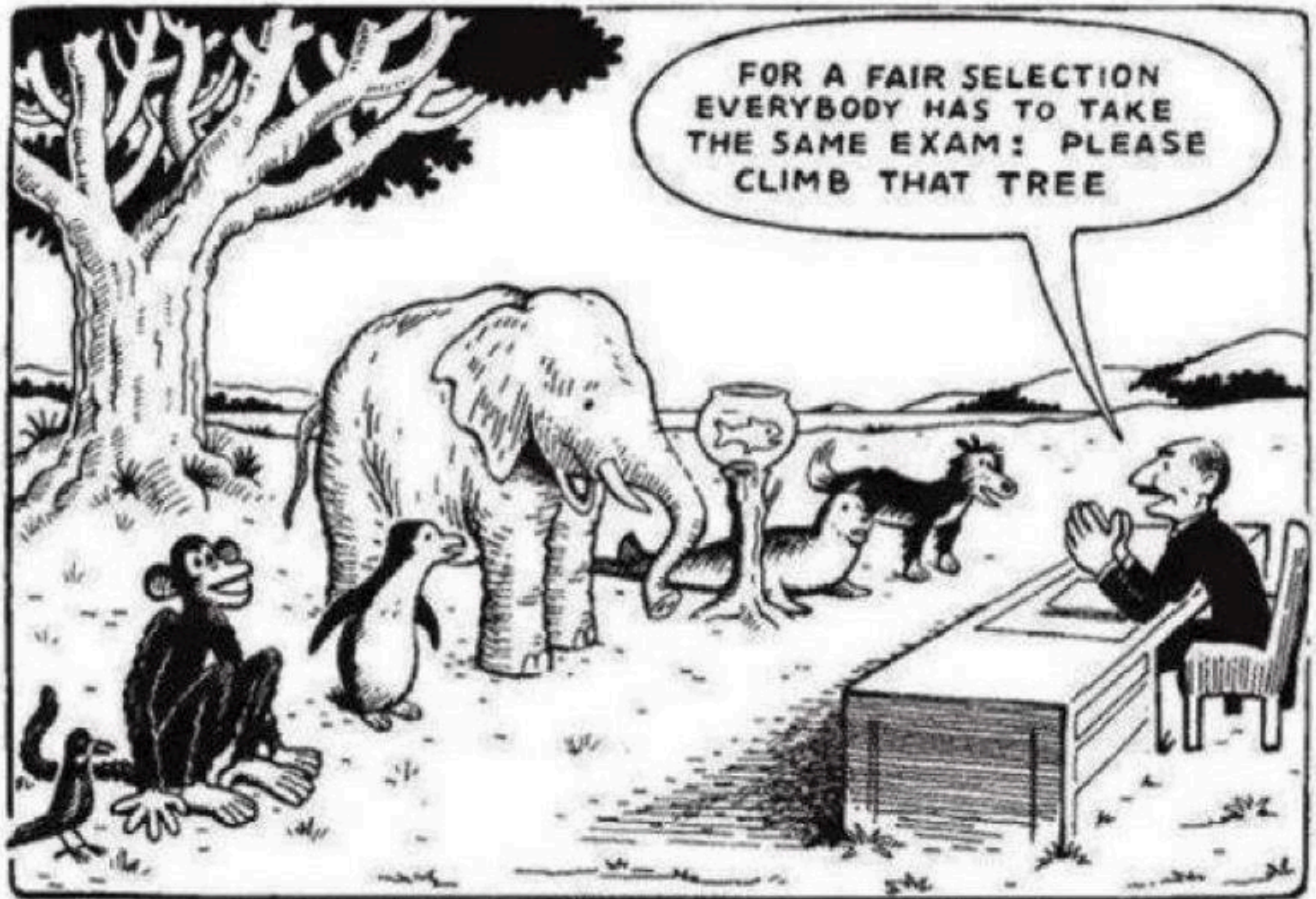
Maureen Regan, 6-12 ELA Curriculum Coordinator

Dan Wulf, 6-12 Math Curriculum Coordinator

Kathleen Desmarais, Special Ed Director

Theresa McGuinness, Assistant Superintendent

December 5, 2016



Our Education System

State Assessments (PARCC/MCAS/MCAS 2.0) serve as **one** measure of many used to inform teaching and learning, as together we nurture the whole child.

They measure the outcomes of a standards-based curriculum in ELA, math, and science, and can be helpful in better aligning our curriculum.

Agenda

The 'Why'?

Introduction (Accountability, PPI, CPI, Concepts)

The 'What'?

Math, ELA, & Science -5-Year History

Student Growth Percentile (SGP)

Disaggregated Data

The 'How'?

Action Plan & Improvement Benchmarks

Q & A

The ‘Why’?

Common Core State Standards (CCSS)⁺

Content = What all students need to know

Performance = What students should be able to do

- The development and adoption of a common core of standards in English language arts and mathematics for grades K-12.
 - ✓ Not a national curriculum, rather universal standards
 - ✓ Common Core *Plus*—Massachusetts' additions to CCSS (MA DESE)
 - ✓ *Accountability* is a cornerstone to the reauthorization.

Education reform:

Reauthorization of NCLB:

- Goal was to establish the United States as the global **gold** standard for public education.
- Addition of: Progress & Performance Index (PPI) & Student Growth Percentile (SGP) (On next slide)

ESSA- On December 10, 2015, the Elementary and Secondary Education Act (1st reauthorized as the No Child Left Behind Act) was again reauthorized as the Every Student Succeeds Act (ESSA). Maintains certain accountability requirements for schools, which take effect in SY 2017-18.

Key Vocabulary

Accountability - State Assessments (MCAS/PARCC) used for:

- Improvements in teaching, learning, & curriculum alignment to standards
- School and district accountability
- Student accountability

PPI ~80 percent of schools in MA are classified into Level 1 or 2 based on the cumulative Progress and Performance Index (PPI) for the "all students" and high needs groups. Watertown is a Level 2 district.

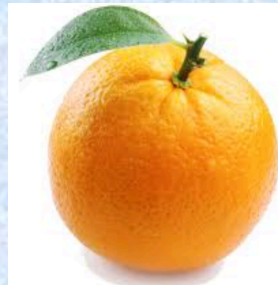
CPI - Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in PARCC, MCAS, and MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came to scoring Proficient or Advanced.

Achievement Gap = Difference between CPI for All Students v. a subgroup

MCAS



to PARCC



to MCAS 2.0



(NOTE: Spring 2016 state-level achievement and growth results in grades 3-8 ELA and Mathematics are not reported for PARCC or MCAS.)

Student Growth Model

Student Growth Percentile (SGP)

- Tells educators how much a student has grown over the previous year ***compared to his or her academic peers.***
- **Example** – A student in the 60th percentile in Grade 5 Math showed stronger growth than 60 percent of students who had similar growth on Grades 3 & 4 assessments.

SGP Range	Description
1-39	Lower Growth
40-59	Moderate Growth
60-99	Higher Growth

Statewide MCAS Trend Results

Disaggregated by Subgroup

Statewide MCAS Results by Student Status

Ex. Grade 4 ELA -%age of Students at Each Achievement Level 2009 – 2015

Students with Disabilities

Year	A	P	NI	W	SGP
2015	1	15	42	43	36.0
2014	1	14	41	44	37.0
2013	1	13	40	46	34.0
2012	1	17	38	44	37.0
2011	1	14	44	41	36.0
2010	1	15	44	40	36.0
2009	1	15	44	39	34.0

NOTE: Spring 2016 state-level achievement and growth results in grades 3-8 ELA and Mathematics are not reported because most students in Massachusetts participated in the PARCC test.

Statewide - Grade 4 Students w/Disabilities A/P level hasn't risen above 18 percent in 7 years in both Math **and** ELA

Massachusetts and Watertown Profiles

Selected Populations (2015-16)

Title	% of State	% of Cunniff School	% of Hosmer School	% of Lowell School	% of WMS School	% of WHS School
First Language <i>not</i> English	19.0	30.0	33.2	28.0	34.3	36.3
English Language Learner (ELL)	9.0	12.3	15.2	10.8	6.4	6.1
Students With Disabilities	17.2	18.4	21.5	17.2	24.9	20.1
High Needs	43.5	39.4	46.9	37.3	45.1	42.4
Economically Disadvantaged	27.4	18.4	23.4	19.2	23.8	22.1

The significant difference in ELL population from elementary to middle and high school is the largely the result of student growth whereby some students are no longer determined to be *limited* English language proficient (now FLEP), some moving (churn rate), and some attending Minuteman at the HS level.

Key factors about **churn rate** in WPS schools:

Approximately 30% of current WHS 10th grade students have been enrolled in district schools for less than seven years, suggesting that less than 70% of students receive a K-12 **Watertown** education.

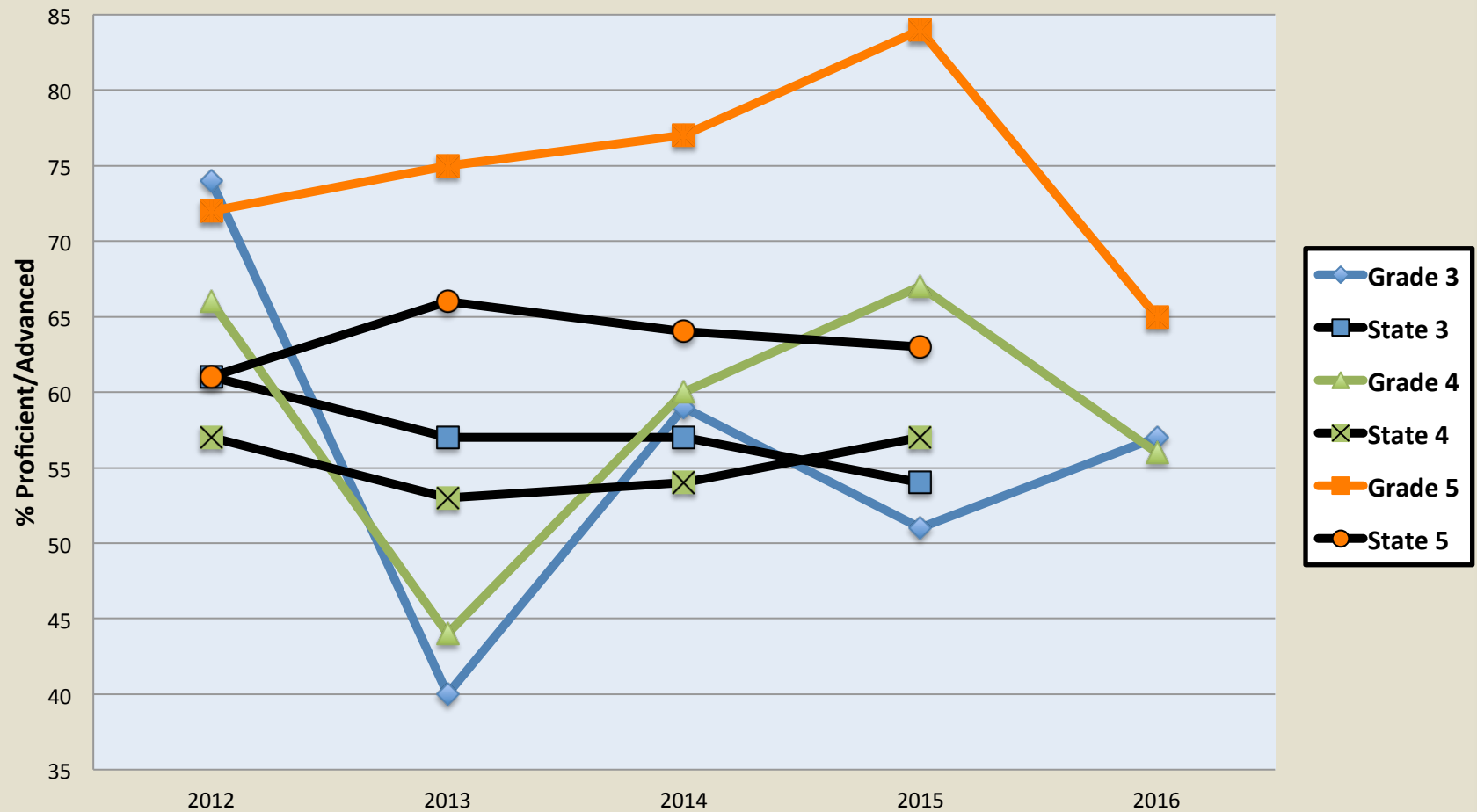
- ❑ Of particular concern is the churn rate among Limited English Proficient (LEP) students, which for school year 2016 is 30% for the district.
- ❑ The rate of churn among LEPs has been rising in recent years from 22% in 2014 to its current rate of 30% district wide.
- ❑ Considering the high school separately, the churn rate among LEPs rises to 42%.
- ❑ The impact of churn, while apparent in testing results, is felt most keenly at the classroom level with students arriving at various points in the year, some lacking skills that must then be backfilled or retaught in order for the student to progress in the WPS curriculum.

The ‘What’?

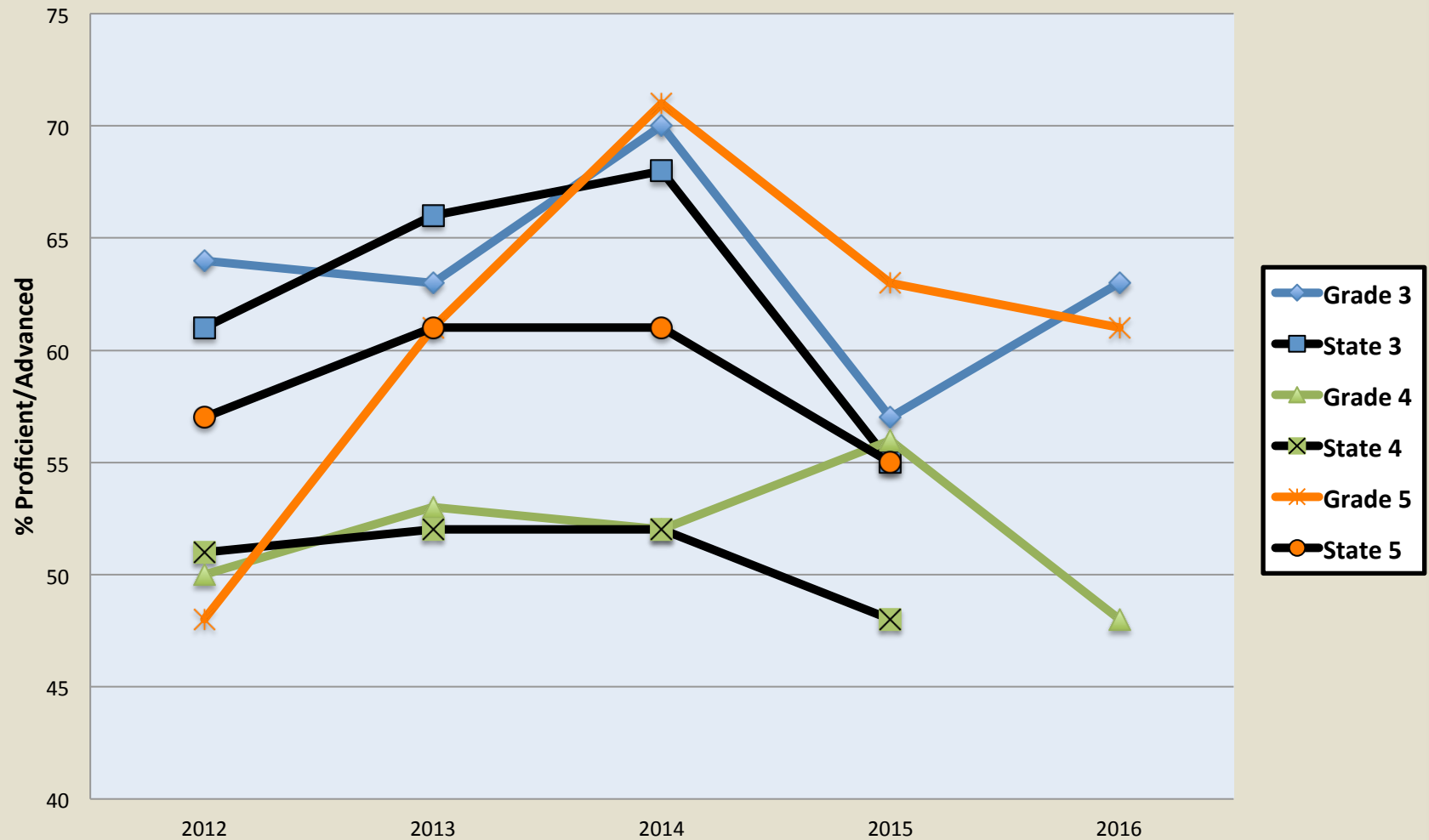
Principal Presentations

- Cunniff
- Hosmer
- Lowell
- WMS
- WHS

MCAS/PARCC 5-yr ELA Cunniff v. State



MCAS/PARCC 5-yr Math Cunniff v. State



Cunniff School Median Student Growth Percentile (SGP) by Grade

	ELA SGP	ELA (N)	Math SGP	Math (N)
Grade 5	58.5	48	55.5	48
Grade 4	43.5	48	34.5	48

- ✓ Typical (moderate) growth = Grade 5 ELA and math, Grade 4 ELA
- ✓ Lower growth = Grade 4 math
- ✓ The SGP compares a student's MCAS score with the scores of all students in the state at that grade level **who received similar MCAS scores in prior years.** Most school and district median SGPs tend to range between 40 and 60

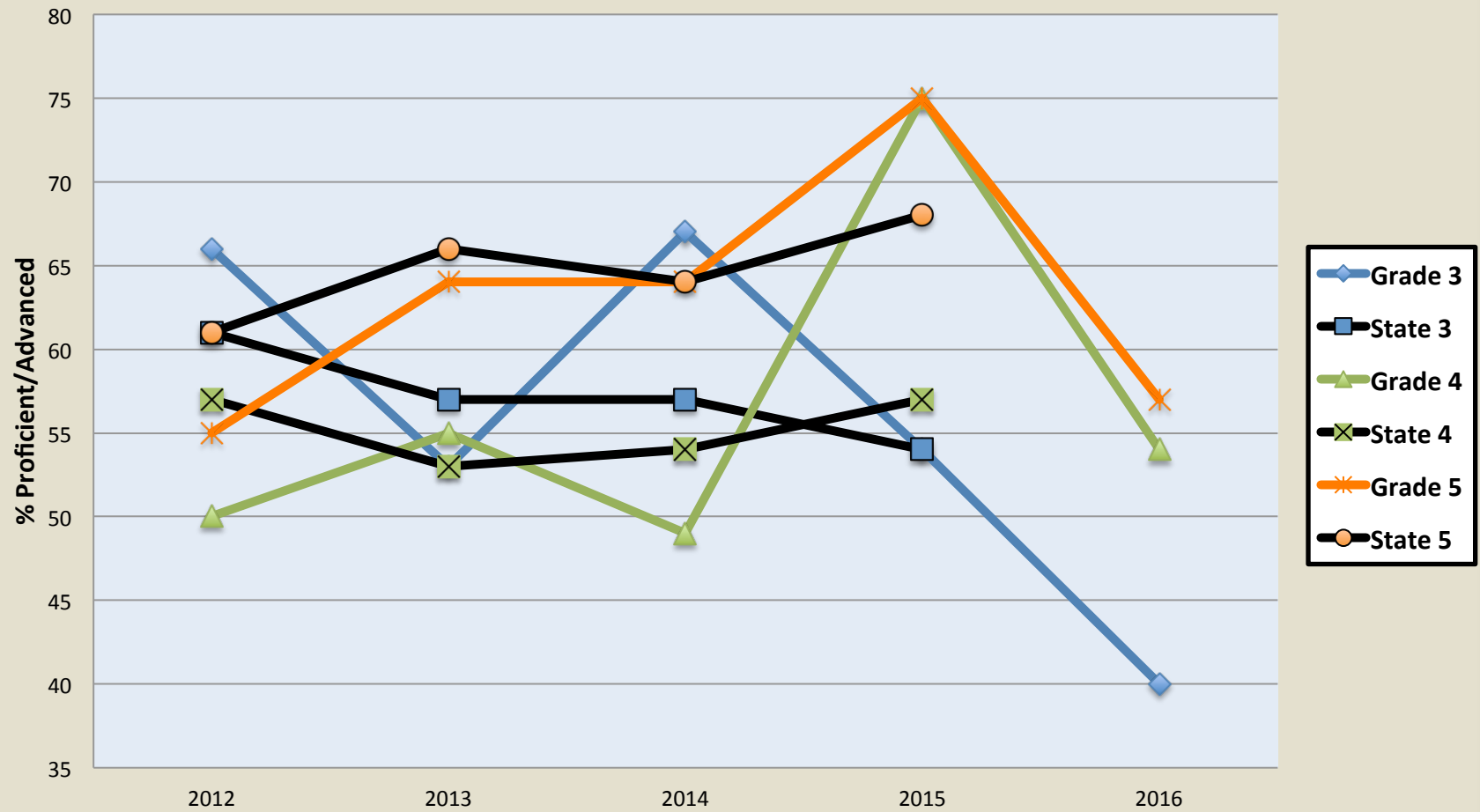
Cunniff Accountability by Subgroups
Percent Scored at Levels 4 & 5 (Meet or Exceed Expectations)

	Grade 3 ELA/Math	Grade 4 ELA/Math	Grade 5 ELA/Math
By Grade Level	57 (750)/63(757)	56(753)/48(749)	65(764)/61(754)
Overall	ELA	Math	
All	60	57	
High Needs	40	30	
Econ. Disadvantaged	43	37	
ELL/Former ELL	43	14	
Students w/Disabilities	18	18	
Hispanic/Latino	47	37	
White	64	61	

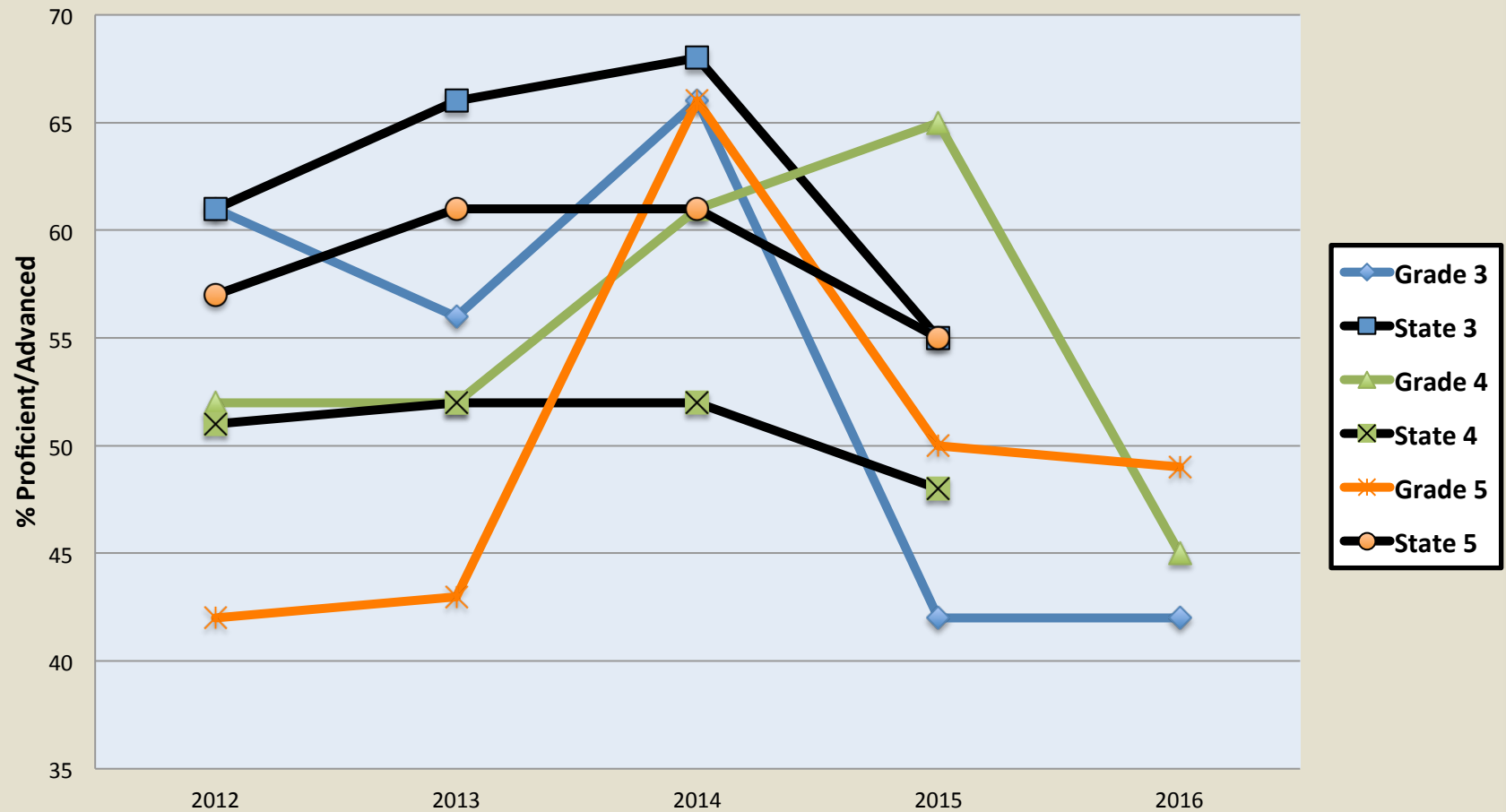
*Asian, African American, American Indian, and Multi-Race not included separately as N <10.

	Subgroups with an achievement gap of 20+ %age points
--	---

MCAS/PARCC 5-yr ELA Hosmer v. State



MCAS/PARCC 5-yr Math Hosmer v. State



Hosmer School Median Student Growth Percentile (SGP) by Grade, 2016

Median SGP by Grade, 2016 - Hosmer

	ELA SGP	ELA (N)	Math SGP	Math (N)
Grade 5	38.0	68	33	67
Grade 4	43.5	74	40.0	73

- ✓ Typical (moderate) growth = Grade 4 ELA and math
- ✓ Lower growth = Grade 5 ELA and math
- ✓ The SGP compares a student's MCAS score with the scores of all students in the state at that grade level **who received similar MCAS scores in prior years**. Most school and district median SGPs tend to range between 40 and 60

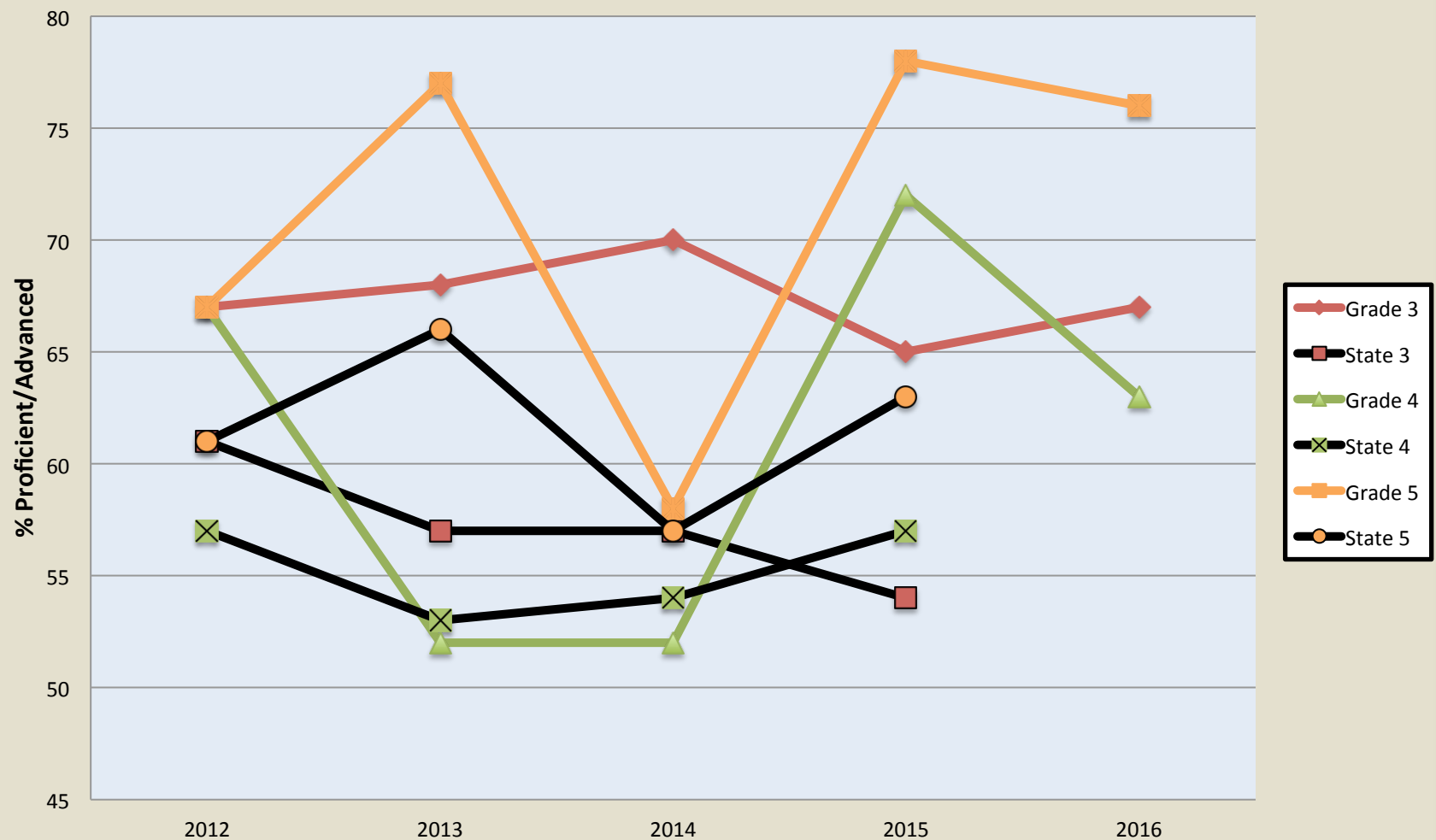
Hosmer Accountability by Subgroups
Percent Scored at Levels 4 & 5 (Meet or Exceed Expectations)

	Grade 3 ELA/Math	Grade 4 ELA/Math	Grade 5 ELA/Math
By Grade Level	40 (741)/42(742)	54(751)/45(744)	57(758)/49(750)
Overall	ELA	Math	
All	50	45	
High Needs	29	29	
Econ. Disadvantaged	35	30	
ELL/Former ELL	23	21	
Students w/Disabilities	20	24	
Hispanic/Latino	35	45	
White	51	46	
Asian	68	48	
Multi-race, Non-Hisp.	62	54	

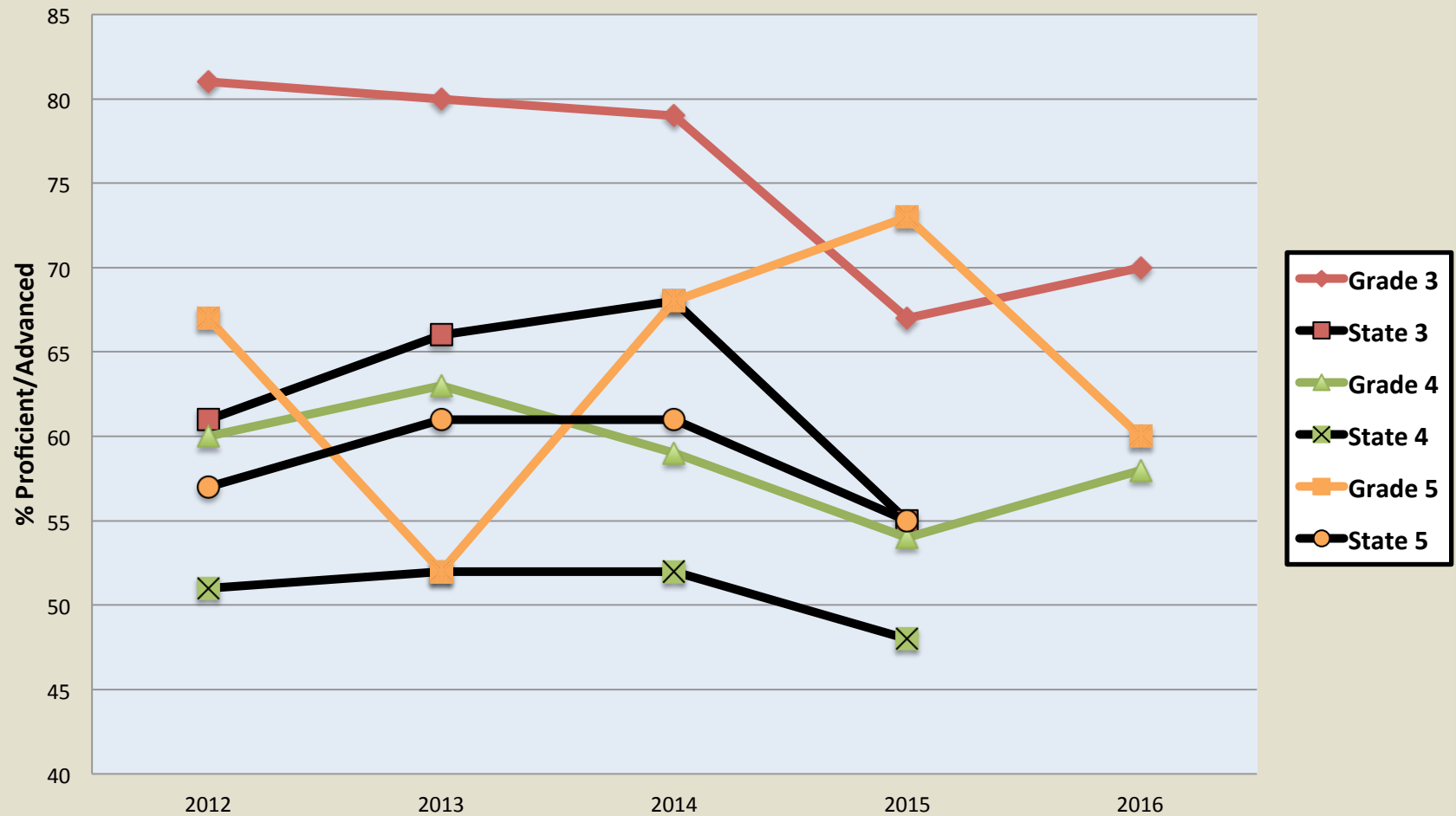
*African American and American Indian not included separately as N <10.

	Subgroups with an achievement gap of 20+ %age points
--	---

MCAS/PARCC 5-yr ELA Lowell v. State



MCAS/PARCC 5-yr Math Lowell v. State



Lowell School Median Student Growth Percentile (SGP) by Grade, 2016

Median SGP by Grade, 2016 - Lowell

	ELA SGP	ELA (N)	Math SGP	Math (N)
Grade 5	64	57	35	57
Grade 4	46	51	47	51

- ✓ High growth = Grade 5 ELA
- ✓ Lower growth = Grade 5 math
- ✓ All other growth considered typical (moderate) growth
- ✓ The SGP compares a student's MCAS score with the scores of all students in the state at that grade level **who received similar MCAS scores in prior years**. Most school and district median SGPs tend to range between 40 and 60

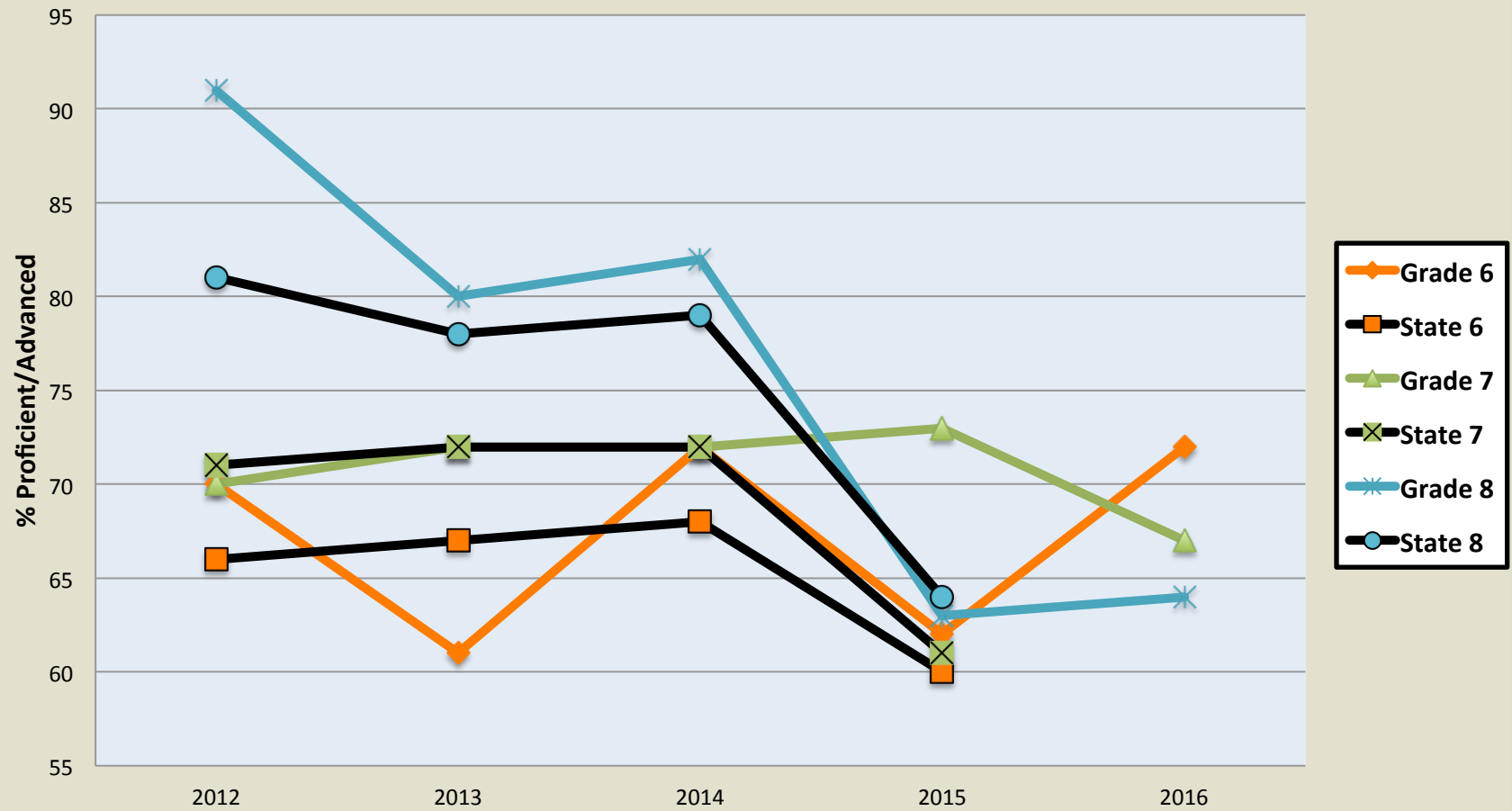
Lowell Accountability by Subgroups
Percent Scored at Levels 4 & 5 (Meet or Exceed Expectations)

	Grade 3 ELA/Math	Grade 4 ELA/Math	Grade 5 ELA/Math
By Grade Level	67(764)/70(764)	63(760)/58(752)	76(767)/60(754)
Overall	ELA	Math	
All	69	63	
High Needs	44	36	
Econ. Disadvantaged	50	36	
ELL/Formal ELL	52	48	
Students w/Disabilities	18	20	
Hispanic/Latino	50	39	
White	71	67	
Asian	60	60	
Multi-race, Non-Hisp.	91	64	

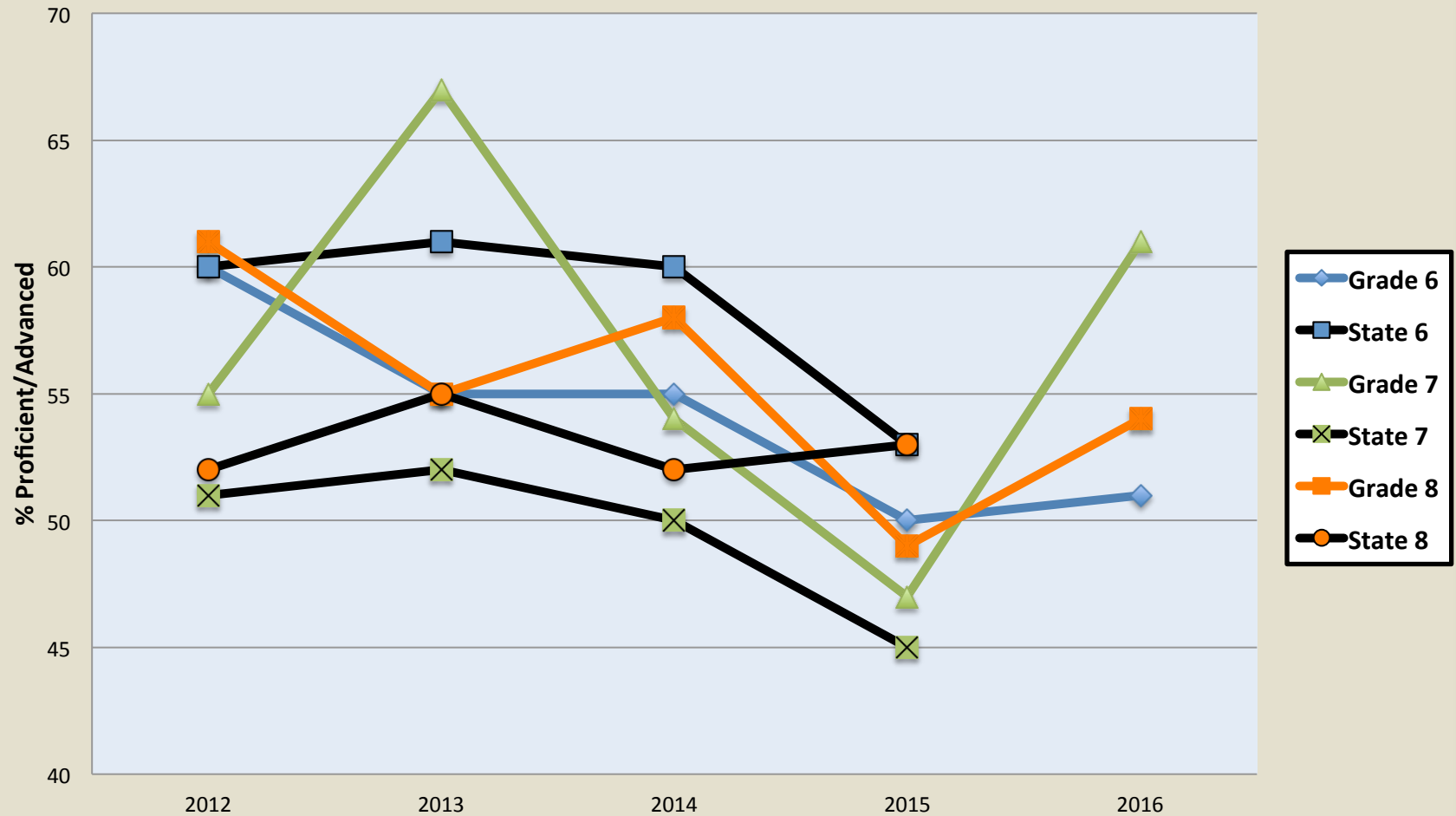
*African American and American Indian not included separately as N <10.

	Subgroups with an achievement gap of 20+ %age points
--	---

MCAS/PARCC 5-yr ELA WMS v. State



MCAS/PARCC 5-yr Math WMS v. State



WMS Median Student Growth Percentile (SGP) by Grade, 2016

	ELA SGP	ELA (N)	Math SGP	Math (N)
Grade 8	42	152	52	150
Grade 7	44	195	70	192
Grade 6	55	145	35	145

- ✓ High growth = Grade 7 Math
 - ✓ Lower growth = Grade 6 math
 - ✓ All other growth considered typical (moderate) growth
- ✓ The SGP compares a student's MCAS score with the scores of all students in the state at that grade level **who received similar MCAS scores in prior years.** Most school and district median SGPs tend to range between 40 and 60

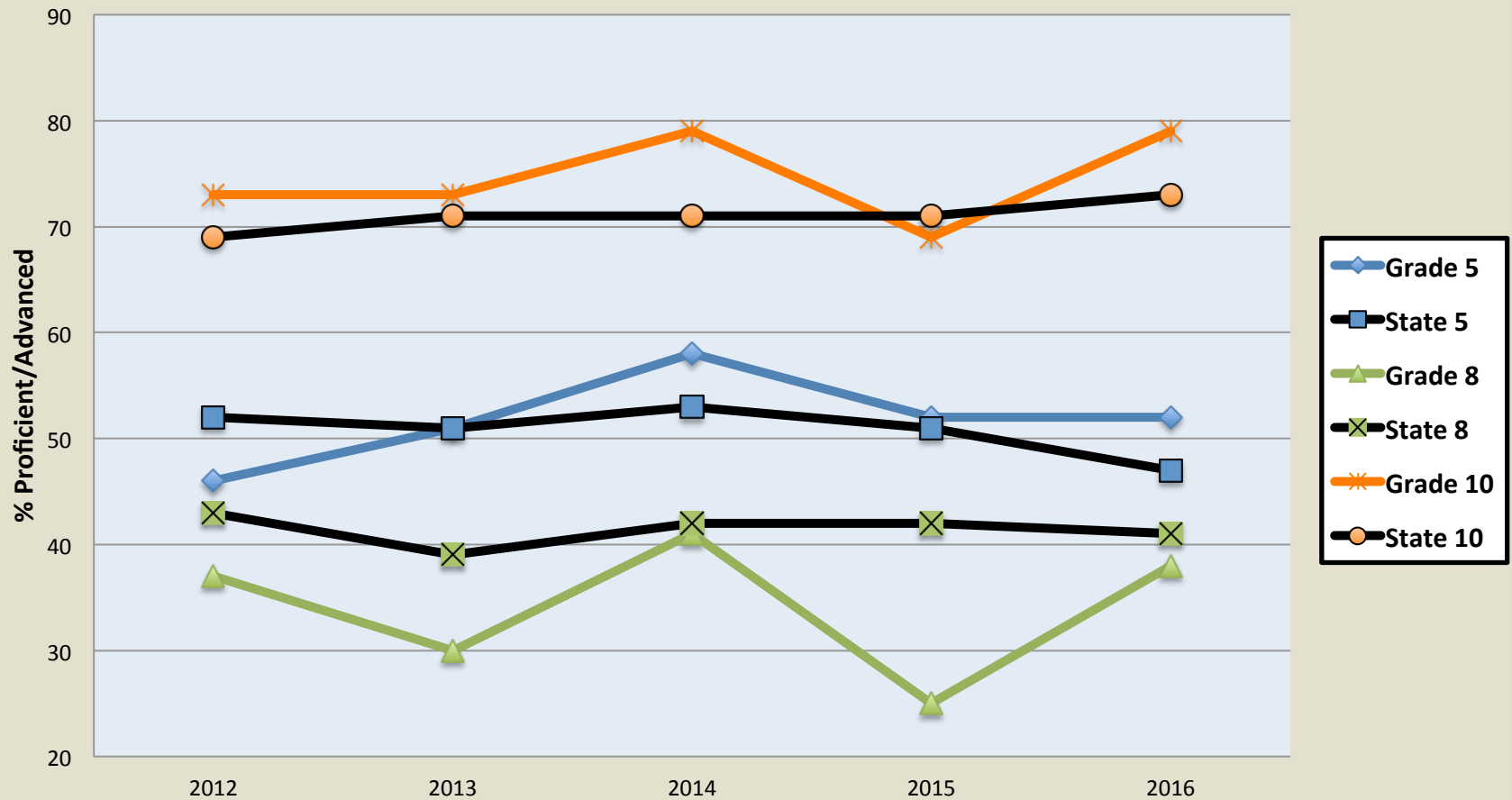
WMS Accountability by Subgroups
Percent Scored at Levels 4 & 5 (Meet or Exceed Expectations)

	Grade 6 ELA/Math	Grade 7 ELA/Math	Grade 8 ELA/Math
By Grade Level	72(761)/51(748)	67(754)/61(755)	64(758)/54(750)
Overall	ELA	Math	
All	68	56	
High Needs	46	36	
Econ. Disadvantaged	57	48	
ELL/Formalr ELL	38	34	
Students w/Disabilities	23	11	
Hispanic/Latino	52	41	
White	70	59	
Asian	69	63	
Multi-race, Non-Hisp.	78	74	
African American	68	33	

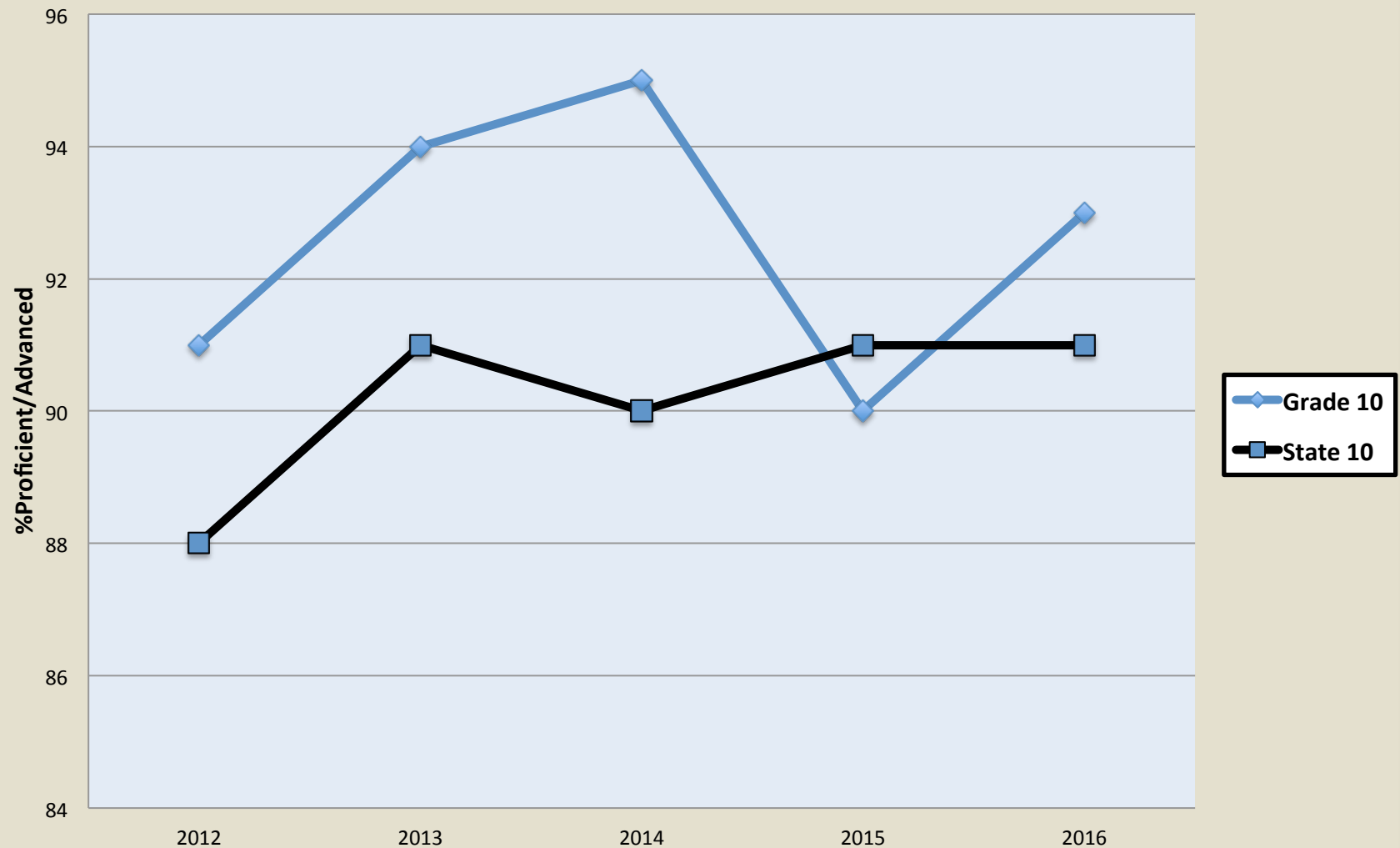
*American Indian not included separately as N <10.

	Subgroups with an achievement gap of 20+ %age points
--	---

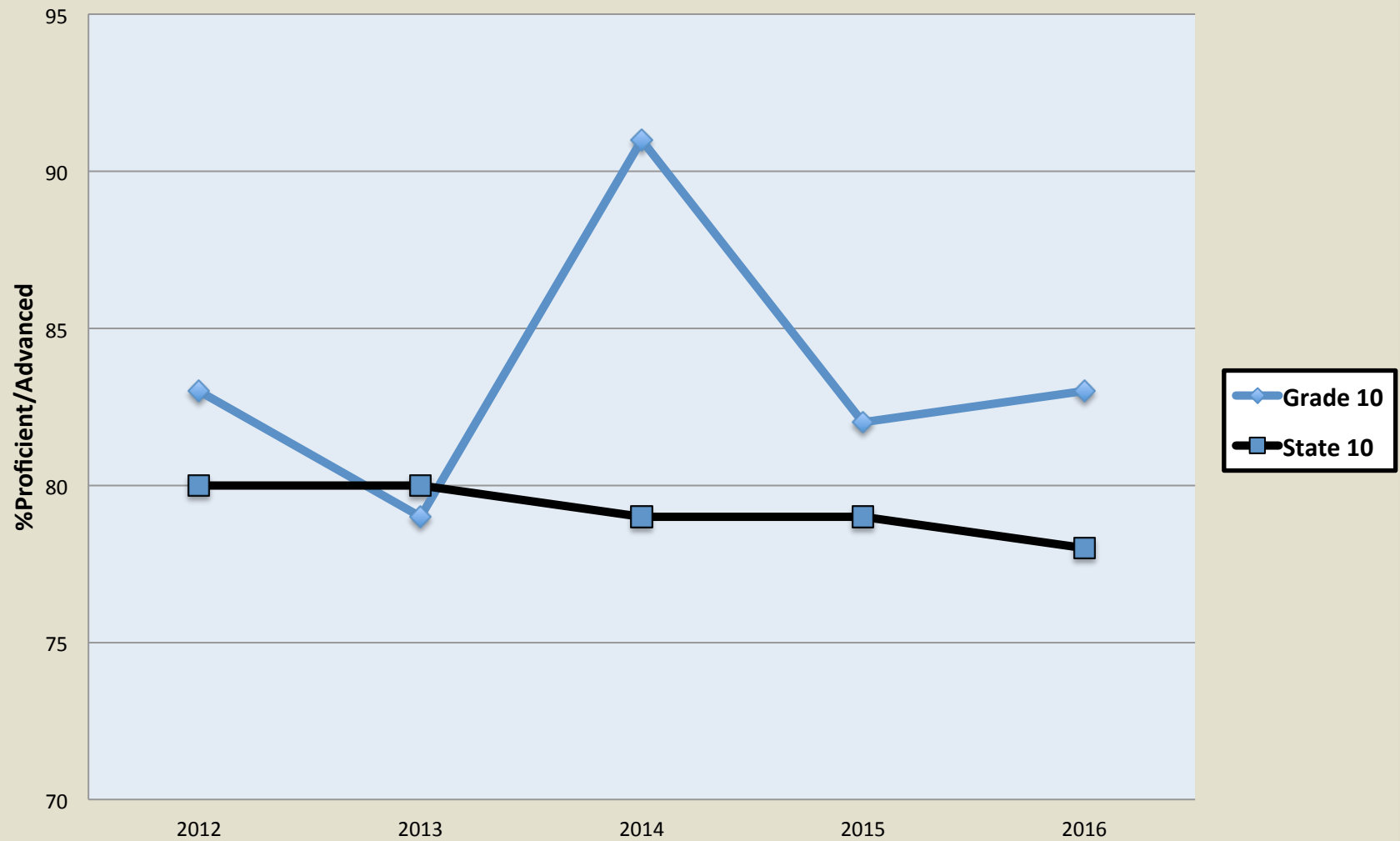
MCAS 5-yr Science in Grades 5, 8, 10 Watertown v. State



MCAS 5-yr ELA WHS, Grade 10 v. State



MCAS 5-yr Math WHS, Grade 10 v. State



WHS Accountability **by Subgroups** *Percent Scored at A/P Levels*

	Science (N)	ELA (N)	Math (N)
All	79(148)	95(155)	83(157)
Students w/Disabilities	46(35)	81(37)	48(38)
Econ. Disadvantaged	58(40)	85(40)	66(41)
High Needs	61(61)	88(64)	63(66)
Hispanic/Latino	80(15)	94(16)	77(17)
White	81(118)	95(125)	85(125)

*Asian, African American, American Indian, ELL, and Multi-Race not included separately as N <10.

 **Subgroups with an achievement gap of 20+ %age points**

The ‘How’?

Develop Action Plans w/Benchmarks

- ✓ Self-assess identified needs using ***Conditions for School Effectiveness*** as the lens; focusing on a few – those closest to the **instructional core** (on next slide)
- ✓ Link to analysis of data & other evidence of impact
(MCAS, all reading assessments, formative/common assessments across disciplines)
- ✓ Identify strengths & areas for improvement
- ✓ Use high leverage strategies to guide plan development
(RTI blocks, PLCs, MCAS 2.0 Academy K-8, HS MCAS classes (Math/ELA/Science), etc.)
- ✓ Complete **Individual Student Success Plans (ISSPs)/Title 1**

Conditions for School Effectiveness

- ✓ Effective district systems for support & intervention
- ✓ Effective school leadership
- ✓ Aligned curriculum
- ✓ Effective instruction
- ✓ Student assessment
- ✓ Principal's staffing authority
- ✓ Professional development & structures for collaboration
- ✓ Tiered instruction & adequate learning time
- ✓ Students' social, emotional, & health needs
- ✓ Family-school engagement
- ✓ Strategic use of resources & adequate budget authority

Primary **District** Assistance Avenues

- ✧ Prioritize the students and schools with the highest needs
- ✧ Reserve a portion of Title I, Part A funds commensurate with the scope of the high needs
- ✧ Leverage the Power of Collaborative Expertise (principals, curriculum coordinators, central office administrators, teachers) by structuring opportunities for focused curricular collaboration
- ✧ Plan targeted professional development to meet the articulated needs

How parents can partner with us?

- ✓ **Read** to or with your child/adolescent
- ✓ **Practice writing** (Ex. Writing in *any* content area)
- ✓ **Encourage attendance** at after-school homework help, after-school tutoring at WMS & WHS, and MCAS Academy in late winter for grades 3-8
- ✓ **Check out MA DESE website** for released PARCC/MCAS questions
- ✓ **Keep student attendance high** (*limit tardies*)
- ✓ **Support teachers'** efforts, and assume integrity
- ✓ **Encourage daily math** facts/skills practice (online or other)
- ✓ **Find opportunities to celebrate** your child's academic successes (whether small or large)

Q & A's?