

MCAS DATA 2017

Watertown **Elementary** Schools

Cunniff School * Hosmer School * Lowell School

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Respectfully Submitted to the Watertown School Committee by:

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Transition from *Legacy* MCAS to PARCC to *Next Generation* MCAS

- ❑ Pre-2013 - *Legacy* MCAS given
- ❑ 2014-2015 & 2015-2016 - Statewide pilot of PARCC offered (grades 3 - 8 participated)
- ❑ 2016-2017 - All high schools continued with the *legacy* MCAS
- ❑ 2016-2017 - *Next-generation* MCAS administered in grades 3 - 8 for ELA/Math; computer based for 4 & 8; untimed; *legacy* MCAS in Science in grades 5 & 8

***Given *next-generation* MCAS is a reformatted test from the *legacy* MCAS and PARCC, the scores are **not** comparable to the prior tests (**apples** to **oranges**), and it is used as a baseline year.

Scoring Categories

Legacy MCAS (4):

Advanced

Proficient

Needs Improvement

Warning/Failing

PARCC (5):

Level 5: Exceeded expectations

Level 4: Met expectations

Level 3: Approached expectations

Level 2: Partially met expectations

Level 1: Did not yet meet expectations

Next-generation MCAS (4)

Exceeding Expectations

Meeting Expectations

Partially Meeting Expectations

Not Meeting Expectations

Next-Generation MCAS

- ❑ Grades 3 - 8 in WPS (Spring 2019 for WHS)
- ❑ Designed to assess more rigorous standards, higher expectations
- ❑ Most students in the State did not perform at the levels they did in the past in this baseline year
- ❑ Only 50 percent of students in MA are at “Meeting Expectations”
- ❑ 2017 assessment results will serve as the new baseline for target-setting in 2018 & beyond
- ❑ All Next-Generation MCAS schools meeting participation & graduation rate requirements will **not** receive an accountability level, school percentile, or Progress & Performance Index (PPI)

District Elementary

WPS **ELA** & **Math** Achievement by Subgroups

Percent Scored 'Meeting or Exceeding Expectations'

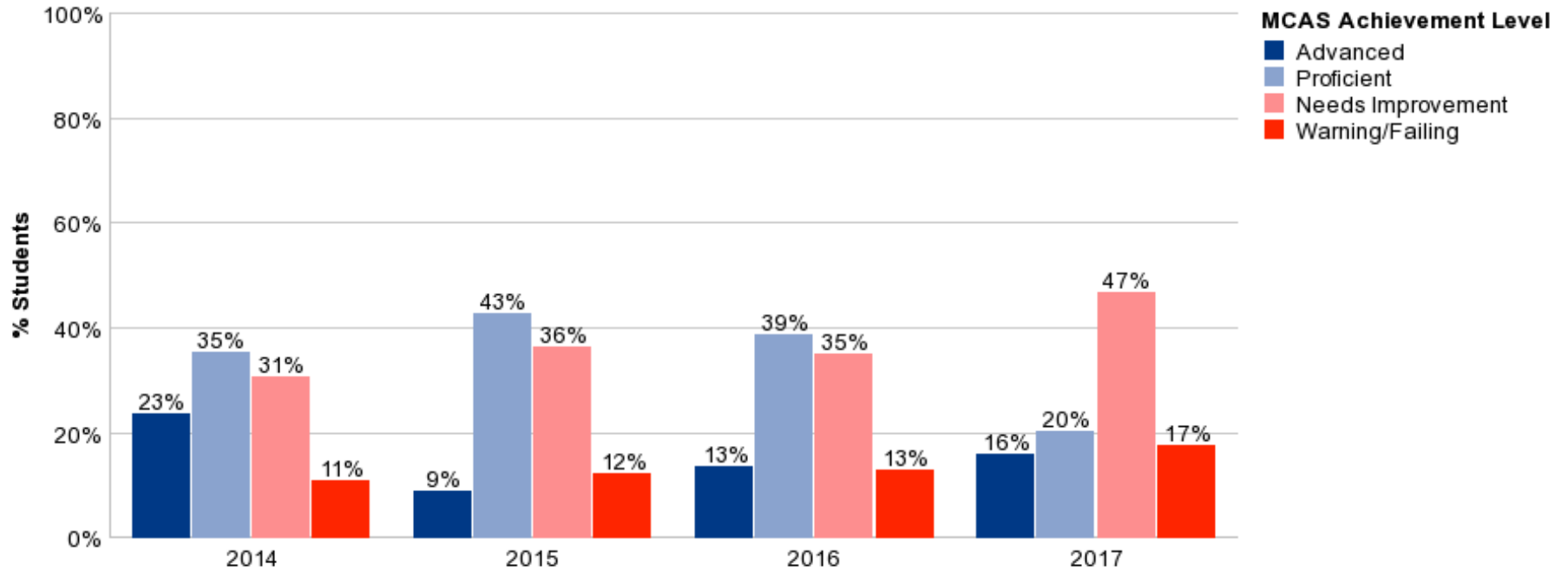
<i>Subgroup & Grade</i>	Grade 3 ELA District % (State %)	Grade 4 ELA District % (State %)	Grade 5 ELA District % (State %)
All (state)	31 (47)	45 (48)	41 (49)
High Needs	19 (29)	29 (28)	11 (28)

<i>Subgroup & Grade</i>	Grade 3 MATH District % (State %)	Grade 4 MATH District % (State %)	Grade 5 MATH District % (State %)
All (state)	33 (49)	47 (49)	42 (46)
High Needs	21 (31)	25 (30)	19 (26)

WPS **Grade 5 Science** Achievement by Subgroups Percent Scored at Proficient/Advanced

Subgroup & Grade	Grade 5 - Science & Technology/ Engineering District % (State %)
All (state)[N]	36 (36)
High Needs	12 (27)

Grade 5 Science MCAS Achievement (2014-2017)



Year	Proficient and Advanced % District (% State)
2014	58 (53)
2015	52 (51)
2016	52 (47)
2017	36 (46)

Three Elementary Schools

Cunniff **ELA** & **Math** Achievement by Subgroups

Percent Scored 'Meeting or Exceeding Expectations'

<i>Subgroup & Grade</i>	Grade 3 ELA District % (State %)	Grade 4 ELA District % (State %)	Grade 5 ELA District % (State %)
All (state)	24 (47)	49 (48)	45 (49)
High Needs	17 (29)	39 (28)	20 (28)

<i>Subgroup & Grade</i>	Grade 3 MATH District % (State %)	Grade 4 MATH District % (State %)	Grade 5 MATH District % (State %)
All (state)	17 (49)	49 (49)	48 (46)
High Needs	11 (31)	39 (30)	16 (26)

Cunniff School's Student Learning Goals

Professional Learning Team Goals

Examples

- ❑ Grade 3 ~ By June 2018, 80 percent of students will demonstrate improvement in their ability to convey their thoughts and ideas in print as evidenced by: word choice, sentence fluency, organization, voice and conventions.

- ❑ Grade 4 ~ 80 percent of students will demonstrate improvement in their ability to respond to prompts related to nonfiction and informational texts.

- ❑ Grade 5 ~ By participating in the Read Naturally Program and targeted fluency practice, 80 percent of students *who started the year below instructional level S*, will increase reading fluency by 20 words per minute (as identified by the Fountas & Pinnell benchmark system) by June 2018.

Hosmer **ELA** & **Math** Achievement by Subgroups

Percent Scored 'Meeting or Exceeding Expectations'

<i>Subgroup & Grade</i>	Grade 3 ELA District % (State %)	Grade 4 ELA District % (State %)	Grade 5 ELA District % (State %)
All (state)	25 (47)	38 (48)	33 (49)
High Needs	11 (29)	17 (28)	6 (28)

<i>Subgroup & Grade</i>	Grade 3 MATH District % (State %)	Grade 4 MATH District % (State %)	Grade 5 MATH District % (State %)
All (state)	40 (49)	39 (49)	26 (46)
High Needs	18 (31)	17 (30)	11 (26)

Hosmer School's Student Learning Goals

Professional Learning Team Goals

Examples

- ❑ By January 2018, all third-grade students will be able to describe object, person, or place in a narrative story using physical characteristics, sensory detail, or emotion (LITERACY GOAL)
- ❑ 80 percent of fourth-grade students will be able to solve two-step word problems using all four operations and show strategy using words, equations, or drawings (MATH GOAL)
- ❑ Fifth-grade Students: when reading across genres, 80 percent of students will identify by pointing to, highlighting, or stating the subordinators (joining two clauses in one complex sentence) (LITERACY GOAL)

Lowell **ELA** & **Math** Achievement by Subgroups

Percent Scored 'Meeting or Exceeding Expectations'

<i>Subgroup & Grade</i>	Grade 3 ELA School % (State %)	Grade 4 ELA School % (State %)	Grade 5 ELA School % (State %)
All (state)	44 (47)	58 (48)	52 (49)
High Needs	31 (29)	41 (28)	15 (28)

<i>Subgroup & Grade</i>	Grade 3 MATH School % (State %)	Grade 4 MATH School % (State %)	Grade 5 MATH School % (State %)
All (state)	37 (49)	61 (49)	61 (46)
High Needs	31 (31)	30 (30)	36 (26)

Lowell School's Student Learning Goals

Professional Learning Team Goals

Examples

- ❑ Grade 3~By the end of 2017-2018 school year, 80 percent of students who are meeting benchmark will be able to solve a multi-step problem at the end of each unit. There are two multi-step problems, which appear at the end of unit assessments for each unit.

- ❑ Grade 4~ 80 percent of students in the fourth grade will be able to compare fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100 and place them on a numberline by June, 2018.

- ❑ Grade 5~ Based on math data acquired from a common pre-assessment, 70 percent of students will achieve proficiency on using equivalent fractions as a strategy to add and subtract fractions on a post assessment by January, 2018.

Elementary Action Steps: Literacy

- ❑ Common assessment and data collection in Reading
- ❑ Consistent phonics instruction in grades 1 & 2 through *Foundations*
- ❑ Systematic reading interventions: Leveled Literacy Intervention (LLI) & Read Naturally
- ❑ High-quality professional development in Readers' Workshop (K-5) & Empowering Writers (3-5)
- ❑ Added LAB classrooms across the District piloting Readers' Workshop

Elementary Action Steps: Math, Science

- ❑ Math Benchmark Assessments
- ❑ Math Scope and Sequence
- ❑ Math Professional Development: Number Sense, Math in Focus, Looking at Data
- ❑ Math Coaching (1) & Teacher Leadership (18)
- ❑ [Supplemental Math Resources](#) - *TenMarks*
- ❑ Alignment to New Science Standards
- ❑ [STEMscopes science curriculum implementation](#)

Elementary Action Steps: District

- ❑ Selecting a Computer-Based Assessment Tool
 - Benchmark, progress monitor, target instruction & interventions

- ❑ Creating Standards-Based Report Cards (SBRCs)

- ❑ Adopting [ATLAS](#)

-Curriculum management tool to increase consistency & cohesiveness

- ❑ Selecting a Social-Emotional Learning (SEL) Program
 - Surveying students, staff members, parents in December 2017

Questions?