Winthrop Public Schools 2018 District & School Accountability Reporting

October 2018

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

AGENDA

1. System highlights
2. Accountability indicators
3. Weighting of accountability indicators
4. Normative component
5. Criterion-referenced component
6. Categorization of schools
7. Categorization of districts
8. Reporting
9. General information & resources

1 Accountability System Highlights

The Massachusetts Department of Secondary and Elementary Education (DESE) released results for last spring's state assessments.

This includes Grades 3-8 "Next-Generation" MCAS results for both English Language Arts and Mathematics, the Science and Technology/ Engineering "Legacy" MCAS results for Grades 5/8/10, as well as the high school "Legacy" MCAS results for English Language Arts and Mathematics.

accountability system

What is an accountability system?

An accountability system measures school and district performance. It helps schools improve the performance of all students, and helps communities and the state decide how to allocate resources. Accountability results answer two questions: *How is the school doing?* and *What kind of support does the school need?*

What are some highlights of the system?

Indicators that provide more information about school performance and student opportunity:
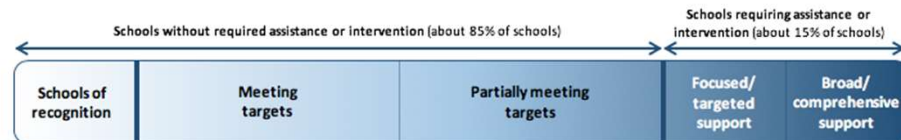- ✓ Achievement
- ✓ Student progress or growth
- ✓ High school completion
- ✓ Progress towards English proficiency for English learners
- ✓ Chronic absenteeism
- ✓ Advanced coursework completion

Information on each school's performance against improvement targets and how it is doing compared to other schools across the state

An increased focus on raising the performance of each school's lowest performing students

How will schools be classified?

Schools will be placed into categories that describe how they are doing and what kind of support they may receive from the state.

Schools without required assistance or intervention (about 85% of schools)			Schools requiring assistance or intervention (about 15% of schools)	
Schools of recognition	Meeting targets	Partially meeting targets	Focused/ targeted support	Broad/ comprehensive support

What else should I know?

- ★ Detailed performance data will be reported for all districts, schools, and subgroups.
- ★ Accountability results will be used to recognize schools that are demonstrating success in addition to identifying schools in need of support.
- ★ Massachusetts is committed to monitoring the system's effectiveness in providing clear and actionable information to districts, schools, parents, and the public.

For more information, visit www.doe.mass.edu/accountability.

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

2 Accountability indicators

Massachusetts' accountability indicators – non-high schools

Arthur T. Cummings Elementary   and   Winthrop Middle School

Indicator	Measure
Achievement	• English language arts (ELA) average scaled score • Mathematics average scaled score • Science achievement (Composite Performance Index (CPI))
Student Growth	• ELA **mean** student growth percentile (SGP) • Mathematics **mean** SGP
English Language Proficiency	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	• **Chronic absenteeism** (percentage of students missing 10 percent or more of their days in membership)

Massachusetts' accountability indicators – high schools & middle/high/K-12 schools

Winthrop High School

Indicator	Measure
Achievement	• English language arts (ELA) achievement (Composite Performance Index (CPI)) • Mathematics achievement (CPI) • Science achievement (CPI)
Student Growth	• ELA mean student growth percentile (SGP) • Mathematics mean SGP
High School Completion	• Four-year cohort graduation rate • Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) • Annual dropout rate
English Language Proficiency	• Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	• Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) • Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)

English language proficiency indicator

- New indicator in 2018
- Set students on a non-linear path to achieving English language proficiency in six years
- Set targets for each English learner based on:
  - Starting point (initial ACCESS for ELLs assessment results);
  - Grade; &
  - Years in Massachusetts
- School & district performance will be measured based on the percentage of students meeting their targets each year

3 Weighting of accountability indicators

Weighting of indicators in non-high schools

Arthur T. Cummings Elementary   and   Winthrop Middle School

Indicator	Measures	2018 Weighting	
		With ELL	No ELL
Achievement	• ELA, math, & science achievement values (based on scaled score)	60%	67.5%
Student Growth	• ELA/Math Student Growth Percentile (SGP)	20%	22.5%
English Language Proficiency	• Progress made by students towards attaining English language proficiency	10%	
Additional Indicators	• Chronic absenteeism	10%	10%

Weighting of indicators in high schools & middle/high/K-12 schools

Winthrop High School

Indicator	Measures	2018 Weighting With ELL	2018 Weighting No ELL
Achievement	• ELA, math, & science achievement	40%	47.5%
Student Growth	• ELA/Math Student Growth Percentile (SGP)	20%	22.5%
High School Completion	• Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate	20%	20%
English Language Proficiency	• Progress made by students towards attaining English language proficiency	10%	
Additional Indicators	• Chronic absenteeism • Percentage of students completing advanced coursework	10%	10%

4 Normative component

Normative component

- Accountability percentile 1-99, calculated using all available indicators for **a school**

- Compares schools administering similar statewide assessments

- Used to identify the lowest performing schools in the state

- Same calculation used at the subgroup level to identify low-performing subgroups ("subgroup percentile")

Comparisons

- Schools will be grouped & compared based on the assessment(s) administered in 2018

Non-High Schools

Arthur T. Cummings Elementary

Winthrop Middle School

Serving only a combination of grades 3-8

Administering Next-Generation MCAS tests in ELA & Math

High Schools

Winthrop High School

Schools in which the only tested grade is grade 10

Administering only legacy MCAS tests
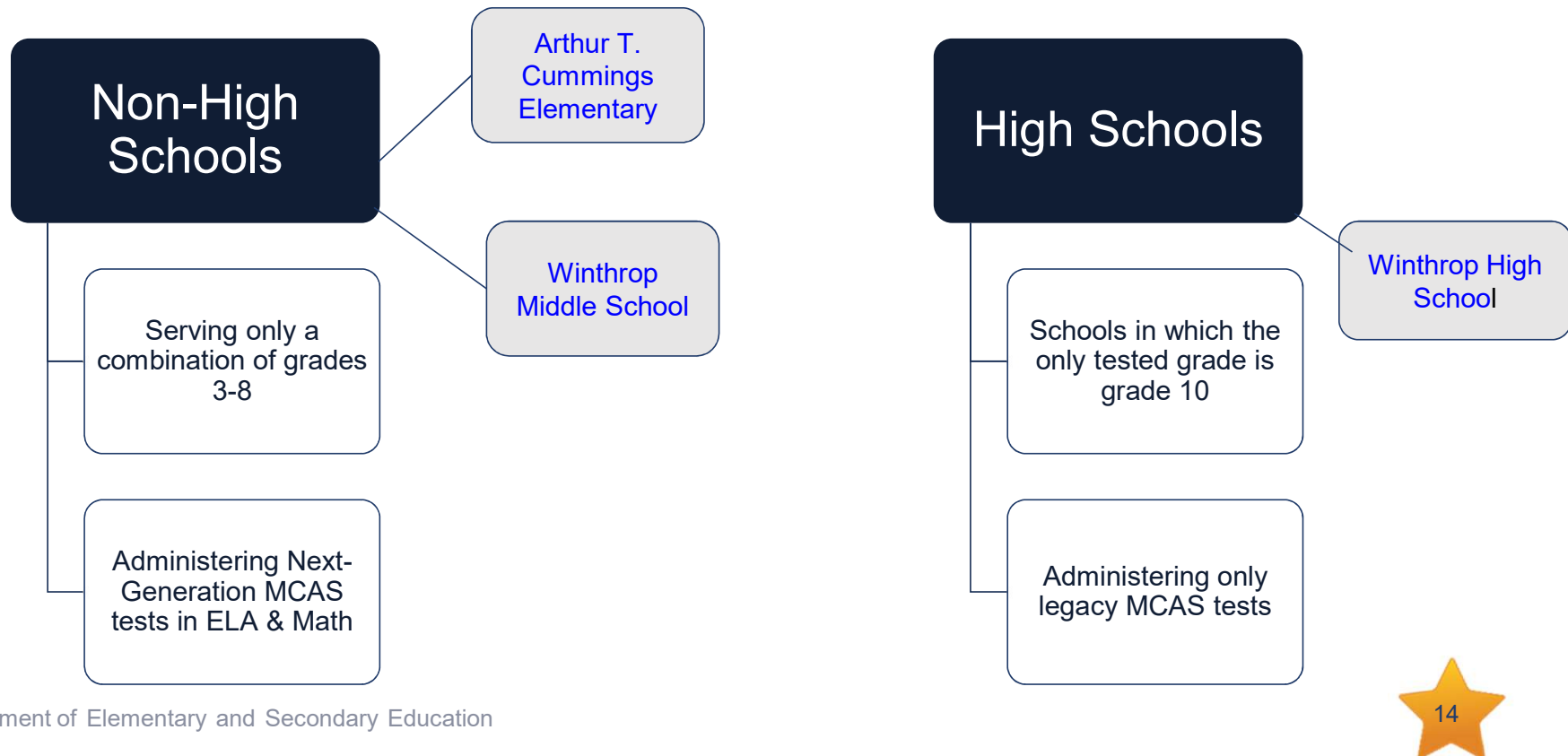
5 Criterion-referenced component

Criterion-referenced component

- Focus on closing the achievement gap by raising the "achievement floor"
    - o Gap-closing can occur as a result of a decline in performance by the high-performing group
- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
    - o Every school has a group of lowest performers
    - o Identified from cohort of students who were enrolled in the school for more than one year

Lowest performing students – cohort model

- For most schools serving grades 3-8, these students were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in current school in 2017 & 2018; &
  - Not a first- or second-year English learner in 2018
- Identified using a combined 2017 ELA & Math average scaled score
- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only

Lowest performing students – year-to-year approach

- In high schools, the cohort model cannot be used

- Improvement will be measured using a year-to-year approach based on students who were:
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
  - Not a first- or second-year English learner in 2018

- Identified using a combined ELA & Math average scaled score

- In schools where a legitimate cohort cannot be identified (fewer than 20 students), accountability results will be based on the performance of the "all students" group only

Setting targets

- For 2018 reporting, targets will only be set for one year
  - Long-term targets will be set in the future
- Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past
- Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement

Criterion-referenced component

Winthrop's Targets for this year were:

	Grades 3-8	High School
	ELA/Math/Sci	ELA/Math/Sci
All Students =	1.5/1.5/2.7	1.5/1.9/1.8
Lowest Performing (20%) =	5.5/3.0	2.1/4.2/4.1

Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

Winthrop Public Schools – Accountability – 2018

DISTRICT NAME	TITLE I STATUS
Winthrop (03460000)	Title I District
REGION	**GRADES SERVED**
Coastal	PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Not requiring assistance or intervention

Partially meeting targets

65% - Partially meeting targets	-

Meets requirements (MR)

Winthrop

Next Generation MCAS Tests 2018

Percent of Students at Each Achievement Level for Winthrop

Data Last Updated on September 27, 2018.

District Results for Winthrop

William P. Gorman Fort Banks Elementary School

- *GFB Analysis and Response to 3rd Grade Student Data – Math*

Standard to Target: Measurement and Data

Sub-skills to Target
- Recognizing perimeter as attribute, **distinguish** between linear and area measurements
- Concepts of area as it relates to multiplication and addition

Considerations
- Many skills are not introduced in the 2nd grade standards
- Depth of understanding and thinking is compromised by development and exposure resulting in a focus on concepts mastery versus mastery of discrete skill within the concept
- Some sub-skills/clusters require greater emphasis
- Not all skills have the same level of importance

Standard to Target: Operations and Algebraic Thinking

Sub-skills to Target
- Solve problems involving the 4 operations & explain patterns
- Understand properties of multiplication & its relationship with addition

Responsive Plans/Actions
- Isolate and hyper focus on required fluencies/requisite skills within the standards
- Use i-Ready to isolate weakness of discrete skills and to cluster students according to sub-skill assessment data

William P. Gorman Fort Banks Elementary School

- *GFB Analysis and Response to 3rd Grade Student Data – ELA*

Standard to Target: Reading

Sub-skills to Target
- Use details to explain a comparison from the passage
- Use information from the passage as evidence
- Determine where additional information should be included in the article
- Write a paragraph that compares using important details from both texts
- Conventions in essay language

Considerations
- Performance is strong overall; only standard of weakness
- Student performance is <3% points deficient as compared to state
- Year end assessments indicate solid performance in isolated skills
- Due to the number of areas requiring sub-skill instruction/practice, there is limited opportunity for skill integration

Responsive Plans/Action
- Revise approach to instruction reflecting enhanced focus on *modeling* integration of skills
- RTI rotations to include skills integration station on a consistent basis for final third of school year

Criterion-referenced component calculation – Arthur T. Cummings Elementary

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	4	4	-	4	4	-
Math achievement	4	4	-	4	4	-
Science achievement	3	4	-	-	-	-
Achievement total	11	12	60%	8	8	67.5%
ELA SGP	3	4	-	4	4	-
Math SGP	4	4	-	4	4	-
Growth total	7	8	20%	8	8	22.5%
EL progress	1	4	10%	–	–	-
Chronic absenteeism	0	4	-	4	4	-
Additional indicators total	–	–	10%	0	4	10%
Weighted total	8.1	9.6	-	7.2	7.6	-
Percentage of possible points	84.0%		-	95.0%		-
Criterion-referenced target percentage	90% – Meeting Targets					

Arthur T. Cummings Elementary

ATC Results Compared to the State

Areas of Strength:

Math

Gr 3 geometry and multiplication

Gr 4 geometry

Gr 5 geometry, geometric measurement, place value

Gr 3 Key ideas and details

ELA

Gr 4 Conventions of Standard English, Writing

Gr 5 Vocabulary Acquisition and Use

STEM

Gr 5 Ecosystems: Interactions, Energy and Dynamics

Areas of Focus:

Math

Gr 3 Fractions, Word Problems

Gr 4 Factors and Multiples

Gr 5 Write and interpret numerical expressions

ELA

Gr 3 Constructed Response (open ended and based on cognitive knowledge and reasoning)

Gr 4 Constructed Response

Gr 5 Essay, Writing

STEM

Gr 5 Motion and Stability: Forces and Interaction

Arthur T. Cummings Elementary

ATC Student Learning & Professional Practice Goals:

- ### ELA Action Goals:
  - Student Learning Goals focused on improving written responses; follow a monthly standards-based scope and sequence and then use data from monthly assessments to inform instruction; monthly Instructional Leadership Team meetings and weekly common planning time devoted to data driven decision making

- ### Math Action Goals:
  - Utilize math coach to share best practice research with teachers, provide high quality resources that enhance math learning, and identify teaching strategies that make an impact and are tailored to our needs
  - Monthly Instructional Leadership Team meetings and weekly common planning time devoted to data driven decision making

- ### STEM Action Goals:

Continue to implement the Stemscopes curriculum; utilize Generation Genius to augment Stemscopes; integrate the technology standards into scope and sequence and lesson plans; use common planning time to provide teachers with student friendly versions of science and engineering practices to share with students; teacher collaboration on ways to integrate these practices into their existing lessons

Criterion-referenced component calculation – Winthrop Middle School

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	0	4	-	0	4	-
Math achievement	0	4	-	2	4	-
Science achievement	0	4	-	-	-	-
Achievement total	**0**	12	67.5%	**2**	8	67.5%
ELA SGP	2	4	-	1	4	-
Math SGP	2	4	-	3	4	-
Growth total	**4**	8	22.5%	**4**	8	22.5%
EL progress	-	-	0.0%	-	-	0.0%
Chronic absenteeism	0	4	-	2	4	-
Additional indicators total	**0**	4	10%	**2**	4	10%
Weighted total	**0.9**	10.3	-	**2.5**	7.6	-
Percentage of possible points	9.0%		-	33.0%		-
Criterion-referenced target percentage	21% – Partially Meeting Targets					

Winthrop Middle School

WMS Results Compared to the State

Areas of Strength:

- ❖ Students with Disabilities are making growth in ELA and Math.
  - ➢ Inclusion Model
  - ➢ Guided Math Model
- ❖ EL's and Former EL's are making growth in ELA and Math.
- ❖ Our high needs students are making great gains in Science.

Areas of Focus:

- ❖ Data to enhance instruction and further differentiation (Schoolwide goals - Math/Sci/ELA)
  - ➢ Creating unit assessments and action plan for reteaching/grouping
- ❖ Creating a common approach for Science open response writing.
- ❖ ELA - Focusing on objectives/standards based instruction & raising the rigor
- ❖ Coding for Absenteeism

Winthrop Middle School

- WMS Student Learning & Professional Practice Goals:

- Student Learning Goal: By April 20, 2019
  - o 80% of the students will score an 80% or above on either unit assessments or reteaching assessments. (Math/Science/ELA)

- Professional Practice Goal: By April 20, 2019
  - o The Math/Science/ELA departments will develop and administer "X" unit assessments and analyze the data for future instruction, action planning, and/or reteaching of content and skills covered.

Criterion-referenced component calculation – Winthrop High School

Indicator	All students (50%)			Lowest performing students (50%)		
	Points earned	Total possible points	Weight	Points earned	Total possible points	Weight
ELA achievement	0	4	-	0	4	-
Math achievement	1	4	-	3	4	-
Science achievement	3	4	-	4	4	-
Achievement total	**4**	**12**	**40%**	**7**	**12**	**67.5%**
ELA SGP	4	4	-	1	4	-
Math SGP	4	4	-	3	4	-
Growth total	**8**	**8**	**20%**	**4**	**8**	**22.5%**
Four-year cohort graduation rate	0	4	-	-	-	-
Extended engagement rate	0	4	-	-	-	-
Annual dropout rate	1	4	-	-	-	-
High school completion total	**1**	**12**	**20%**	**–**	**–**	**–**
EL progress	**3**	**4**	**10%**	**–**	**–**	**–**
Chronic absenteeism	4	4	-	4	4	-
Advanced coursework completion	4	4	-	-	-	-
Additional indicators total	**8**	**8**	**10%**	**4**	**4**	**10%**
Weighted total	**4.5**	**10.0**	**-**	**6.0**	**10.3**	**-**
Percentage of possible points	**45.0%**		**-**	**58.0%**		**-**
Criterion–referenced target percentage	**52% – Partially Meeting Targets**					

Winthrop High School

WHS Results Compared to the State

Areas of Strength:

-SGP in both ELA and Math is well above state average

-Continued co-taught ELA, Math, Science classes at 9th and 10th grade levels to support high needs students

Areas of Focus:
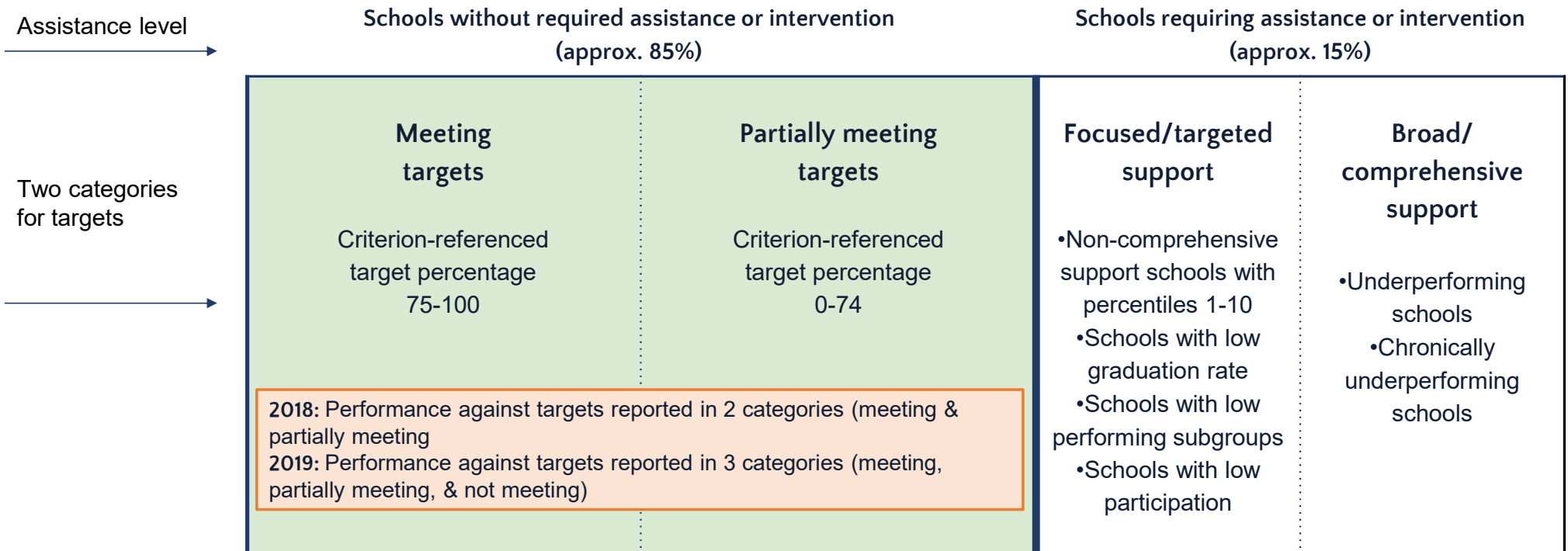
- Improve student coding/reporting to ensure that information provided to DESE is accurate

- Identify students in NI/Warning range (based on grade 8 scores) and offer MCAS bootcamp class (during the school day) to support high needs students

- Continue co-taught ELA, Math, and Science courses at the 9th and 10th grade levels to support high needs students

6 Categorization of schools

Categorization of schools

Assistance level →

	Schools without required assistance or intervention (approx. 85%)		Schools requiring assistance or intervention (approx. 15%)	
Two categories for targets	**Meeting targets** Criterion-referenced target percentage 75-100	**Partially meeting targets** Criterion-referenced target percentage 0-74	**Focused/targeted support** •Non-comprehensive support schools with percentiles 1-10 •Schools with low graduation rate •Schools with low performing subgroups •Schools with low participation	**Broad/ comprehensive support** •Underperforming schools •Chronically underperforming schools

2018: Performance against targets reported in 2 categories (meeting & partially meeting
2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)

Notes:
•School percentiles & performance against targets will be reported for all schools

Categorization of schools

- Schools ending in grade 3 will be classified based on criterion-referenced component only
  - No student growth, therefore no accountability percentile
- Schools with no tested grades will be classified as "insufficient data"
- Schools with low assessment participation (below 95 percent) will be classified as needing focused/targeted support
  - By subgroup & by subject
  - Using a two-year participation rate average

7 Categorization of districts

Categorization of districts

- Districts will be classified based on the performance of the district as a whole **and** **no longer** categorized based on performance of lowest performing school

- District accountability percentiles will not be calculated

- Classified based on criterion-referenced component

- Board may designate a district as underperforming or chronically underperforming

Accountability data dos & don'ts

- **Do not:**
  - Compare 2018 accountability data to historical accountability results (percentiles, performance against targets, etc.)
    - Additional indicators, fewer years of data, different comparison groups
  - Equate 2018 accountability categories with historical accountability & assistance levels
    - No crosswalk between categories & levels

- **Do:**
  - Review accountability resources
  - Ask questions!