

WINTHROP PUBLIC SCHOOLS

MCAS ACCOUNTABILITY PRESENTATION
NOVEMBER 18, 2019





ROADMAP

WPS ACHIEVEMENT RESULTS

DISTRICT/STATE COMPARATIVE DATA

WPS ACCOUNTABILITY

HIGHLIGHTS AND AREAS OF FOCUS

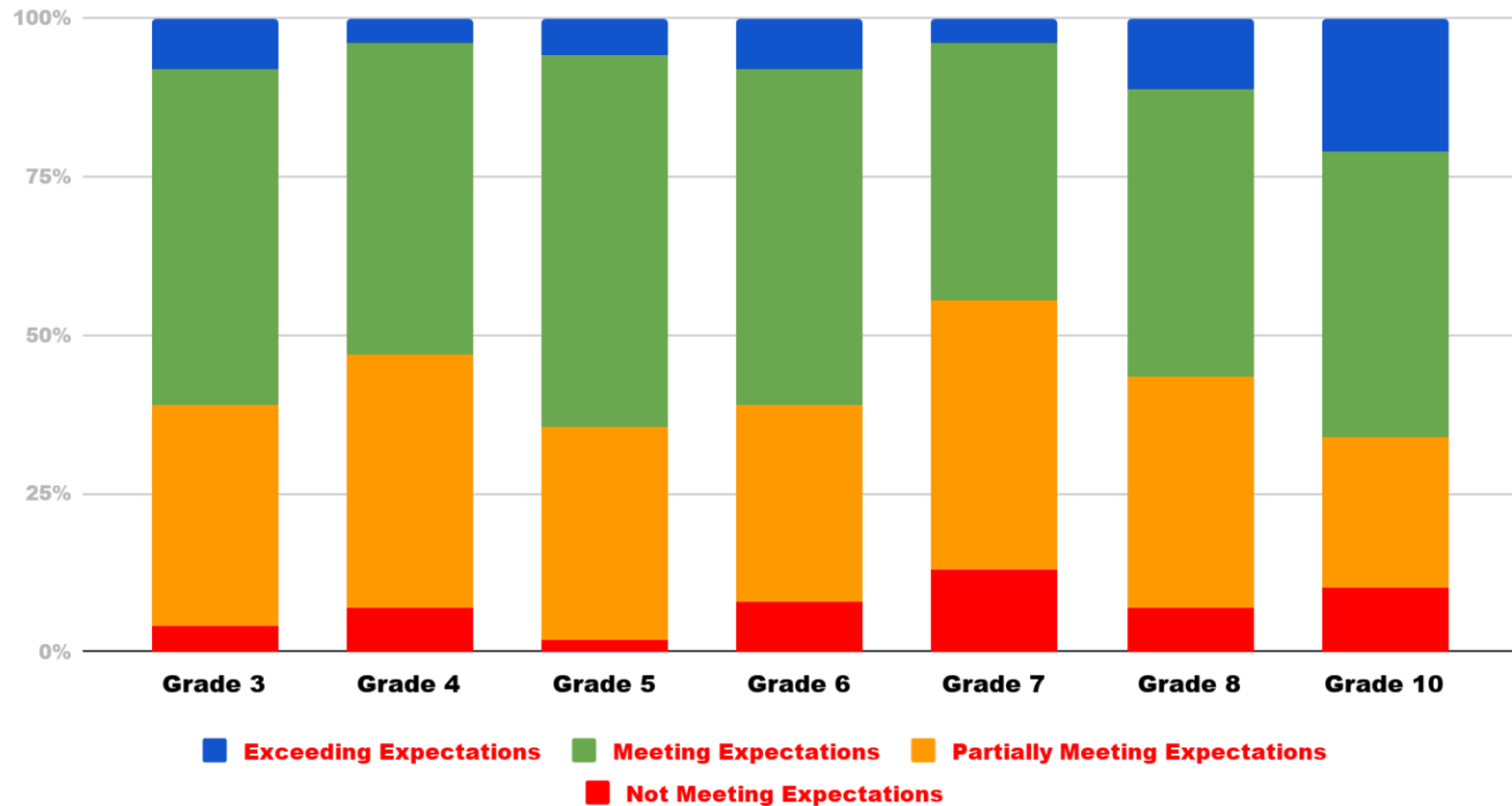
HIGH SCHOOL COMPETENCY DETERMINATION (CD)

GRADE 10 TRANSITION FROM LEGACY TO NEXT-GENERATION

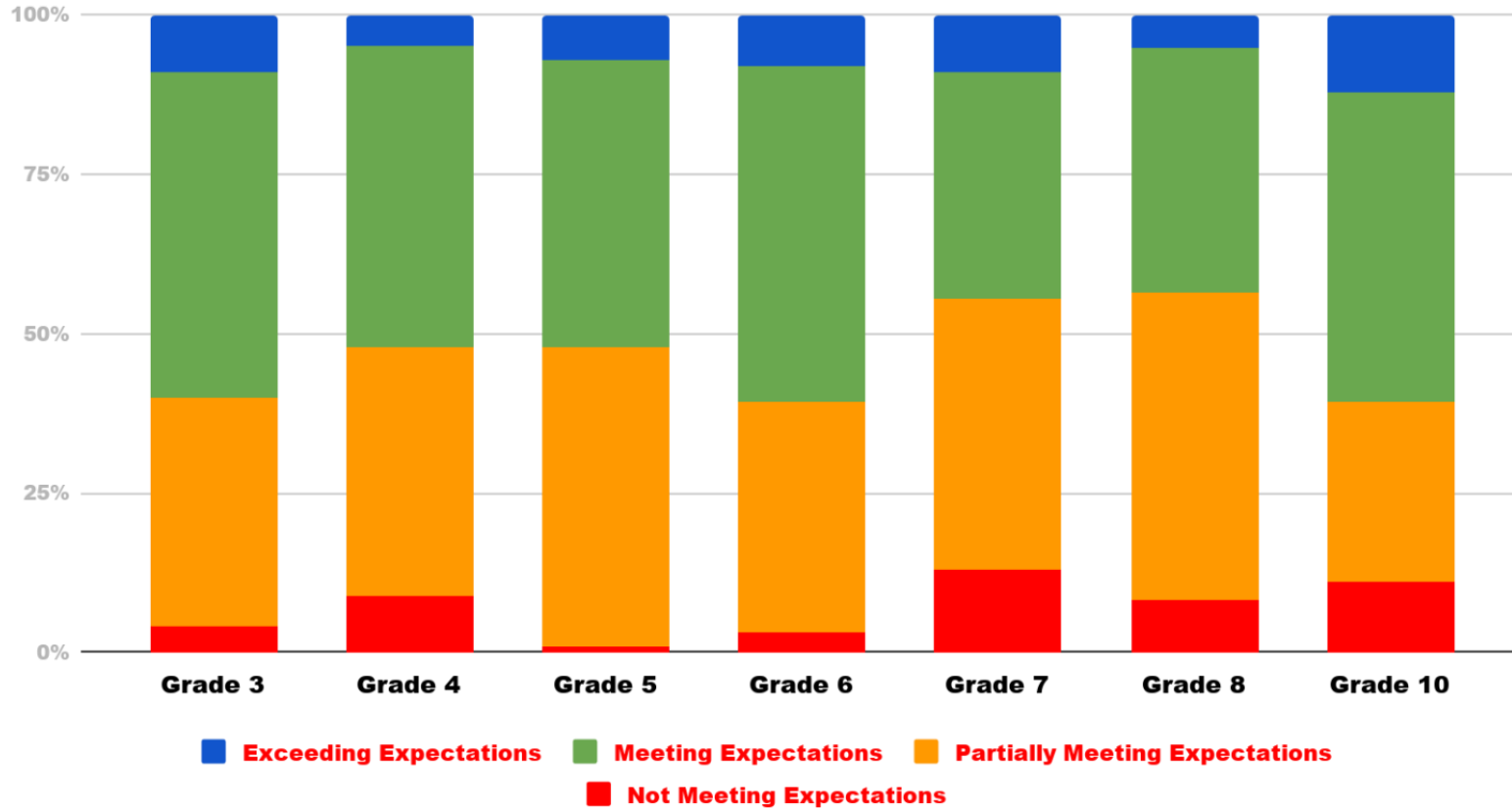
Massachusetts' accountability indicators – high schools & middle/high/K-12 schools

Indicator	Measure	Weight 3 – 8	Weight HS
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement (Composite Performance Index (CPI)) Mathematics achievement (CPI) Science achievement (CPI) 	60%	40%
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP 	20%	20%
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) Annual dropout rate 	--	20%
<u>English Language Proficiency</u>	<ul style="list-style-type: none"> 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) 	10%	10%
<u>Additional Indicator(s)</u>	<ul style="list-style-type: none"> 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) 	10%	10%

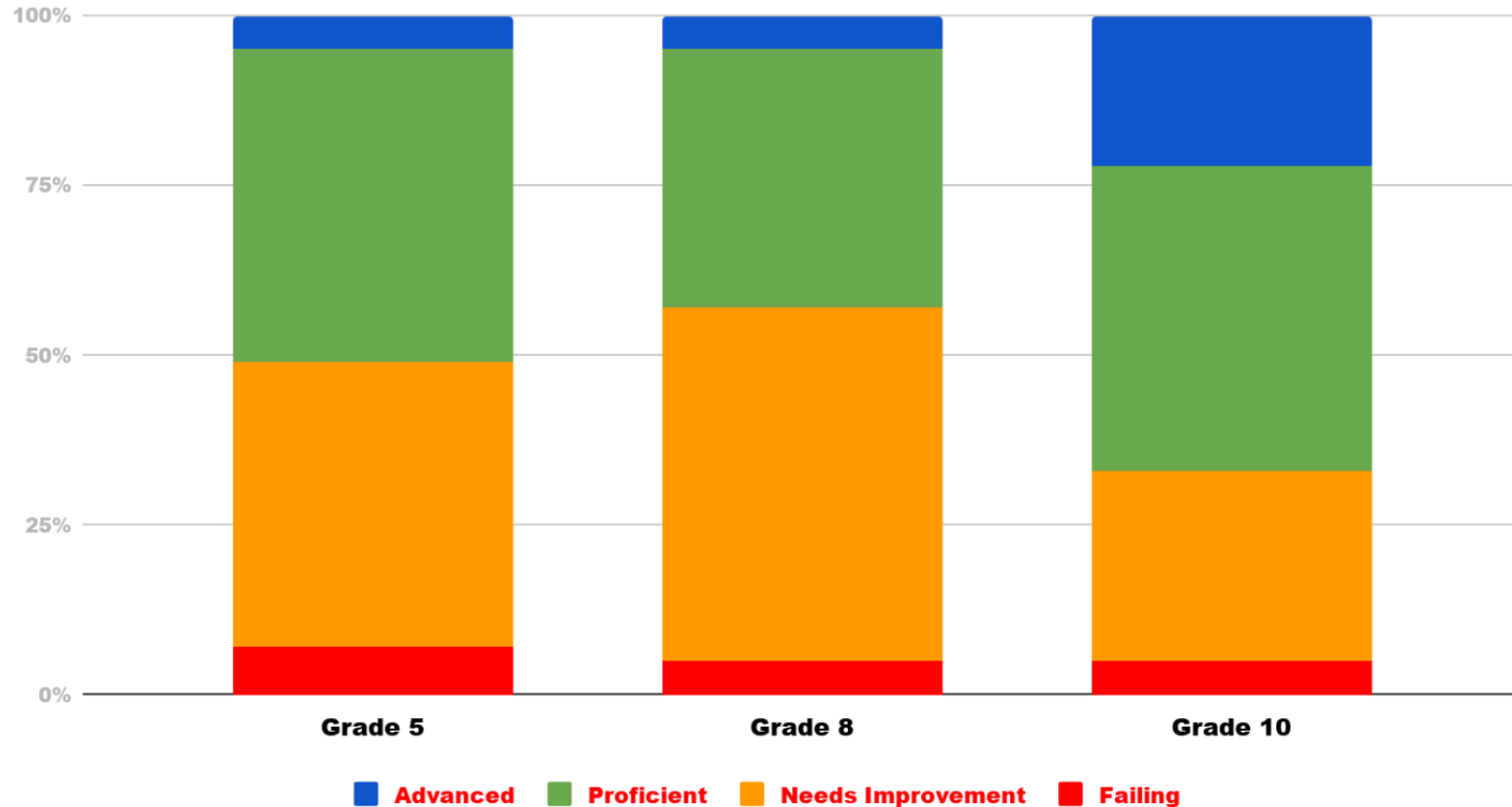
2019 English Language Arts by Grade



2019 Mathematics by Grade

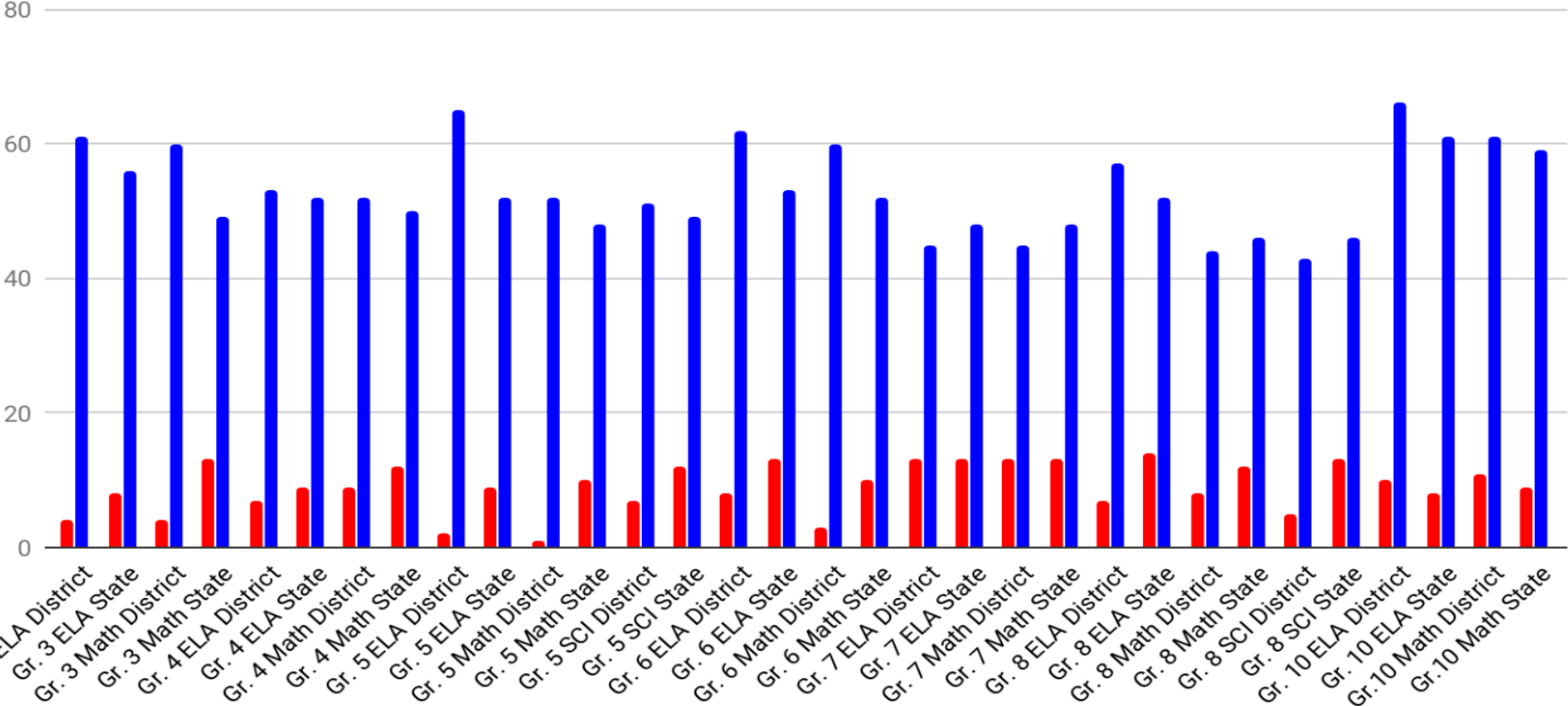


2019 Science by Grade -Legacy Ratings



2019 District/State Comparison

■ Not Meeting Expectations
 ■ Meeting or Exceeding Expectations



Winthrop Public Schools

MCAS Alternate Assessment 2019

Percent of Students at Each Alternate Achievement Level for Winthrop



William P. Gorman Fort Banks Elementary School

Subject: **Math** W B GORMAN FOR... Key

Academic Year: **2018 - 2019** Diagnostic: **Final Diagnostic** Prior Diagnostic: **None** Placement Definition: **Standard View**

Students Assessed/Total: 278/279

Overall Placement



Placement By Domain



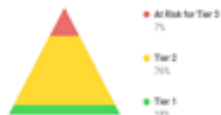
Subject: **Math** W B GORMAN FOR... Key

Academic Year: **2018 - 2019** Diagnostic: **Diagnostic 1** Prior Diagnostic: **None** Placement Definition: **Standard View**

09/24/18 - 10/12/18

Students Assessed/Total: 272/279

Overall Placement



Placement By Domain



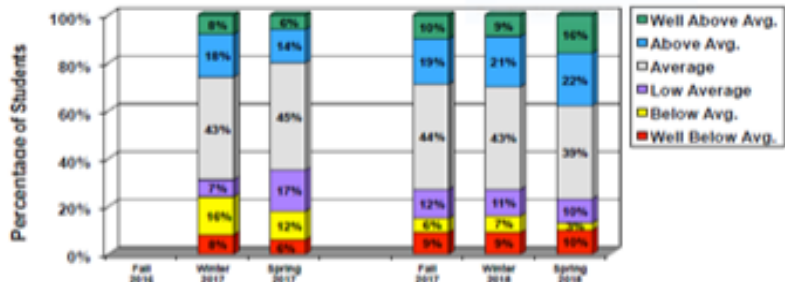
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 2	69% Tier 1, 27% Tier 2, 4% At Risk for Tier 3	146/146
Grade 2	20% Tier 1, 70% Tier 2, 10% At Risk for Tier 3	142/146

Spring 2018 iReady Year End Data (students participating in Spring 2020 MCAS)

- First year of implementation thus reliability of this instrument being an accurate predictor is unknown.
- Specific student growth in subskills can be determined thus enhancing performance in each domain.
- Domain with biggest growth is in number and operation
- Collectively at year end: area of biggest weakness is geometry, areas of biggest strength is algebra and algebraic thinking
- Question analysis revealed many areas of MCAS weakness are in subskills not included in 2nd grade standards exc: multiplication and linear/area measurement

William P. Gorman Fort Banks Elementary School

William P. Gorman Fort Banks Elementary: Longitudinal Analysis (Class of 2028)
Norm-Referenced Comparison
DIBELS NEXT ORF



Grade 1

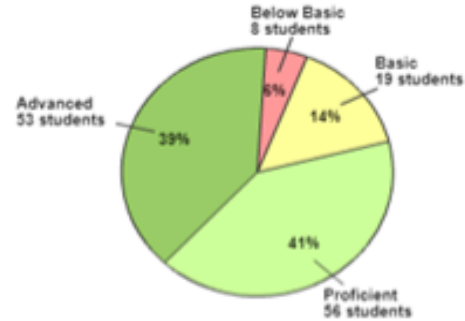
Well Above Avg.	N/A	11	5
Above Avg.	N/A	25	13
Average	N/A	57	62
Low Average	N/A	10	20
Below Avg.	N/A	22	17
Well Below Avg.	N/A	11	3
Total	N/A	136	139

Grade 2

Well Above Avg.	14	12	21
Above Avg.	26	29	30
Average	59	59	52
Low Average	17	15	14
Below Avg.	4	5	4
Well Below Avg.	13	12	13
Total	137	136	134

© IDEAL Consulting Services, Inc. 2017-2018

Total Students: 136



Performance Standard	Number of Students	Percent of Students
Advanced	53	39%
Proficient	56	41%
Basic	19	14%
Below Basic	8	6%

Spring 2018 DORF/SRI Data (students participating in Spring 2019 MCAS)

- 77% scored average-well above average in oral reading fluency, a prerequisite skill for comprehension
- 80% scored proficient or advanced in comprehension
- 2nd grade performance on these measures is a reasonable indicator of overall reading proficiency
- Thus it's no surprise...student performance in the reading domain has the highest differential over the state



Arthur T. Cummings Elementary School

Highlights:

Math Focus:

Gr. 3: Geometry - Shapes and attributes; geometric measurement

Gr 4: Geometry - Classify shapes by their attributes; Numbers and Operations - use place value understanding for multi-digit whole numbers; Algebraic Thinking - use the four operations to solve problems

Gr 5: Geometry - relate volume to multiplication and division; Algebraic Thinking - write and interpret numerical expressions

Areas

Math

Gr 3: Multiply and divide within 100; solve problems using the four operations

Gr 4: Use properties of operations to perform multi-digit arithmetic; fraction equivalence and ordering for fractions

Gr 5: Multiply and divide fractions; Algebraic Thinking - Analyze patterns and relationships



Arthur T. Cummings Elementary School

Highlights:

Of Focus:

Gr 3: Vocabulary acquisition and use; key ideas and details

Gr 4: Vocabulary acquisition and use; key ideas and details

Gr 5: Conventions of standard English; craft and structure; text types and purposes; key ideas and details

Areas

ELA

Gr 3: Conventions of standard English; text types and purposes

Gr 4: Constructed response; conventions of standard English

Gr 5: Reading - Integration of knowledge and ideas



Arthur T. Cummings Elementary School

Highlights:

of Focus:

Gr 5: Biological Evolution - Unity and diversity

Physical Science - Waves and their applications to technologies

Areas

Science

Gr 5: Heredity - Inheritance and variation of traits

Physical Science - matter and its interactions

Winthrop Middle School

2019 - Next Generation MCAS Results



Winthrop Middle School

Highlights:

of Focus:

- We exceeded our achievement targets in ELA, Math, and Science.
- ELA met their targets for growth.
- Exceeded our target in the category of chronic absenteeism.
- Our students are coming in stronger academically and that's a credit to the work at the Fort Banks & ATC.

Areas

- Meeting the needs of our “Lowest Performing” students.
- Continue to use data to drive instruction.
- Continue to provide supports for students who show patterns of being absent.
- Be more efficient and effective during our ICE block period.



Winthrop Middle School

Other Highlights:

- Our special education students achieved at the 70th percentile compared to the state in ELA and Math.
 - 6th grade ELA special education students achieved at 95th percentile.
- Our EL's and former EL's achieved at 68th percentile in ELA and 62nd percentile in Math compared to the state.
- Our economically disadvantaged students achieved at 69th percentile in ELA and 61st percentile in Math compared to the state.

Winthrop High School

2019 - Next Generation MCAS Results

Winthrop High School

Highlights:

- ELA - 68% of WHS students scored in the “Meeting or Exceeding Expectations” category. The state average for ELA was 61%
- Math - 62% of WHS students scored in the “Meeting or Exceeding Expectations” category. The state average for Math was 59%.
- ELA Met targets for both Achievement and Growth
- Met our target for the four year cohort graduation rate

Areas of Focus:

- Adjustment of practice to better prepare students for Next Generation Test in ELA, Math, and Science.
- MCAS Prep opportunities during and after school.
- Lower class sizes in grade 9 Biology classes
- Continued co-taught courses for Math, ELA, and Science in grades 9 and 10 to support our high needs students.
- Continue to use data to drive instruction

2019 DISTRICT/SCHOOL ACCOUNTABILITY DESIGNATIONS

SCHOOL	OVERALL CLASSIFICATION	PROGRESS TOWARDS IMPROVEMENT TARGETS	2019 ACCOUNTABILITY
W.P. GORMAN FORT BANKS	INSUFFICIENT DATA	INSUFFICIENT DATA	-----
ARTHUR T. CUMMINGS	NOT REQUIRING ASSISTANCE OR INTERVENTION	72% - SUBSTANTIAL PROGRESS TOWARD TARGETS	59 PERCENTILE
WINTHROP MIDDLE	NOT REQUIRING ASSISTANCE OR INTERVENTION	46% - MODERATE PROGRESS TOWARD TARGETS	37 PERCENTILE
WINTHROP HIGH	NOT REQUIRING ASSISTANCE OR INTERVENTION	34% - MODERATE PROGRESS TOWARD TARGETS	36 PERCENTILE
DISTRICT	OVERALL CLASSIFICATION	PROGRESS TOWARD IMPROVEMENT TARGETS	2019 ACCOUNTABILITY
WINTHROP	NOT REQUIRING ASSISTANCE OR INTERVENTION	57% - SUBSTANTIAL PROGRESS TOWARD TARGETS	-----

2019 - DESE - DISTRICT COMPARISON DESIGNATIONS

SCHOOL	OVERALL CLASSIFICATION	PROGRESS TOWARDS IMPROVEMENT TARGETS
Abington	NOT REQUIRING ASSISTANCE OR INTERVENTION	51% - SUBSTANTIAL PROGRESS TOWARD TARGETS
Hudson	NOT REQUIRING ASSISTANCE OR INTERVENTION	40% - MODERATE PROGRESS TOWARD TARGETS
Ludlow	NOT REQUIRING ASSISTANCE OR INTERVENTION	71% - SUBSTANTIAL PROGRESS TOWARD TARGETS
Millbury	NOT REQUIRING ASSISTANCE OR INTERVENTION	49% - MODERATE PROGRESS TOWARD TARGETS
South Hadley	NOT REQUIRING ASSISTANCE OR INTERVENTION	41% - MODERATE PROGRESS TOWARD TARGETS
Stoughton	NOT REQUIRING ASSISTANCE OR INTERVENTION	55% - SUBSTANTIAL PROGRESS TOWARD TARGETS
Winthrop	NOT REQUIRING ASSISTANCE OR INTERVENTION	57% - SUBSTANTIAL PROGRESS TOWARD TARGETS
Woburn	NOT REQUIRING ASSISTANCE OR INTERVENTION	42% - MODERATE PROGRESS TOWARD TARGETS

Interim CD Regulations (Adopted in February 2018)

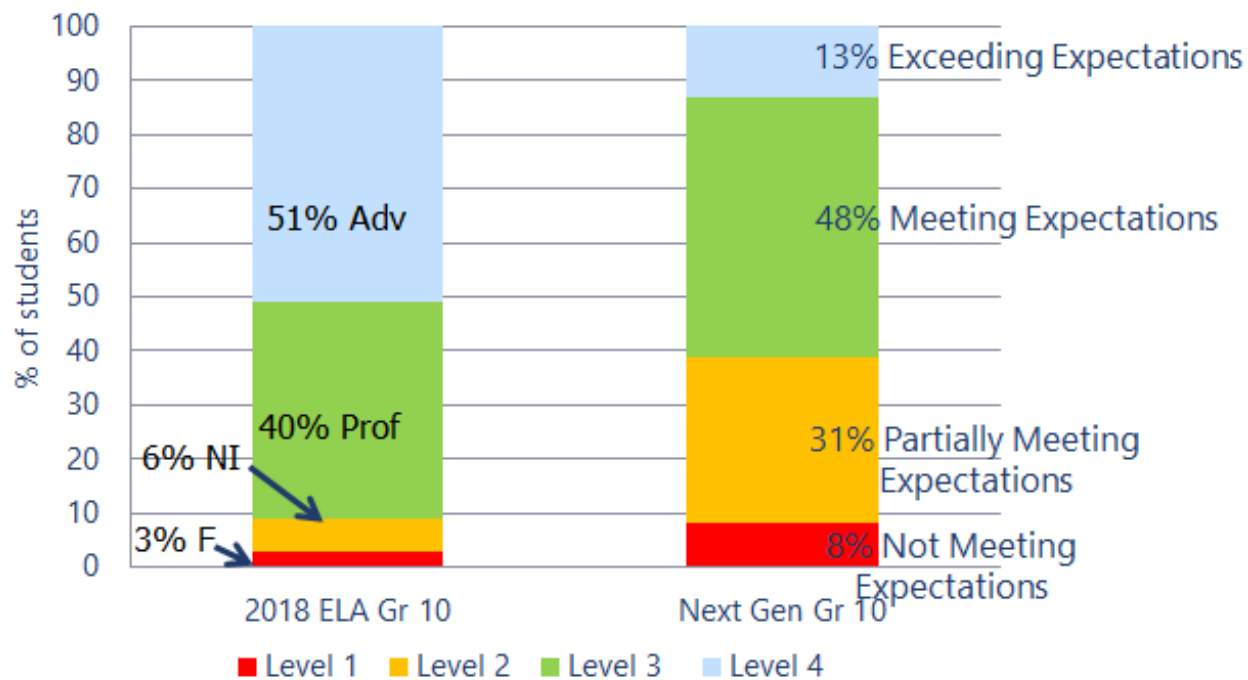
- As [determined in 2018](#), in order to earn their CD, the classes of 2021 and 2022 (this year's juniors and sophomores) **must earn a next-generation MCAS scaled score that is equivalent to a legacy MCAS scaled score** of at least 240 on the grade 10 ELA and Mathematics tests or earn the next-generation MCAS equivalent of a legacy scaled score between 220 and 238 and fulfill the requirements of an [Educational Proficiency Plan](#).

Interim CD Regulations (Adopted in February 2018) *continued*

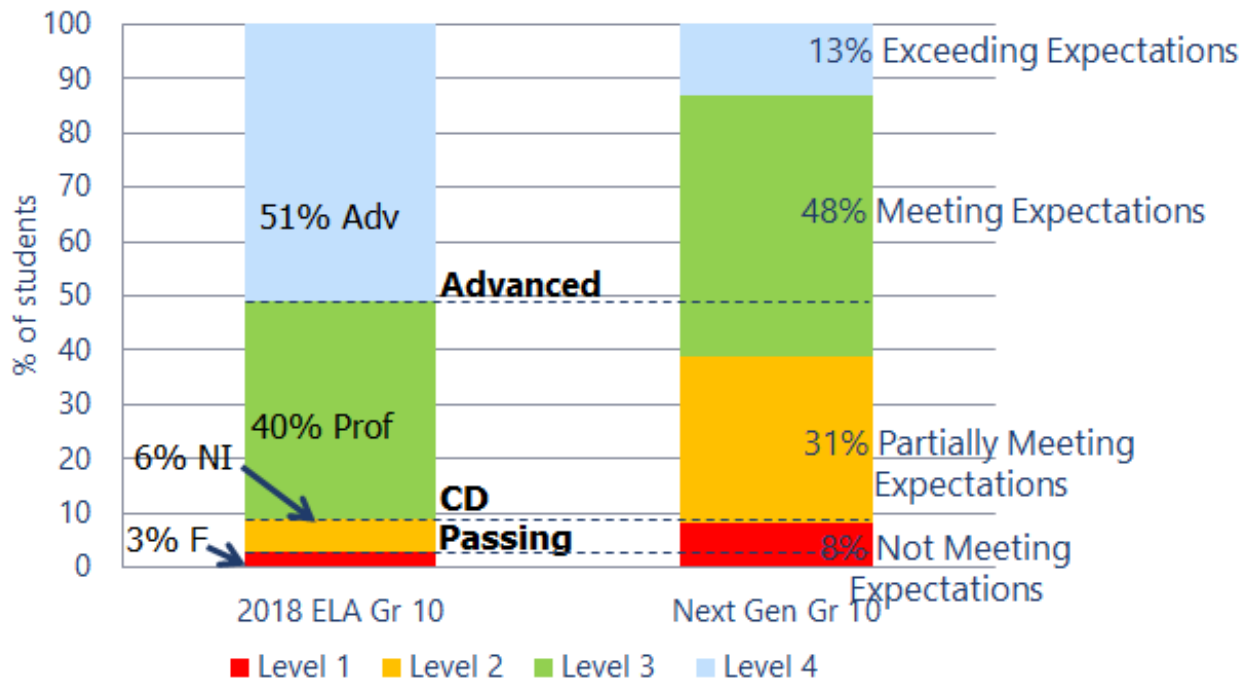
- The interim standard was identified in summer 2019 through:
 - A statistical linking process, and
 - Validation by a panels of experts
- Provides members of the classes of 2021 and 2022 with timely notice of the passing standard and time to become familiar with the new tests and expectations before a new passing standard is established.
- Provides time to conduct outreach to students, parents, educators, administrators, and other stakeholders as we move toward a new CD.



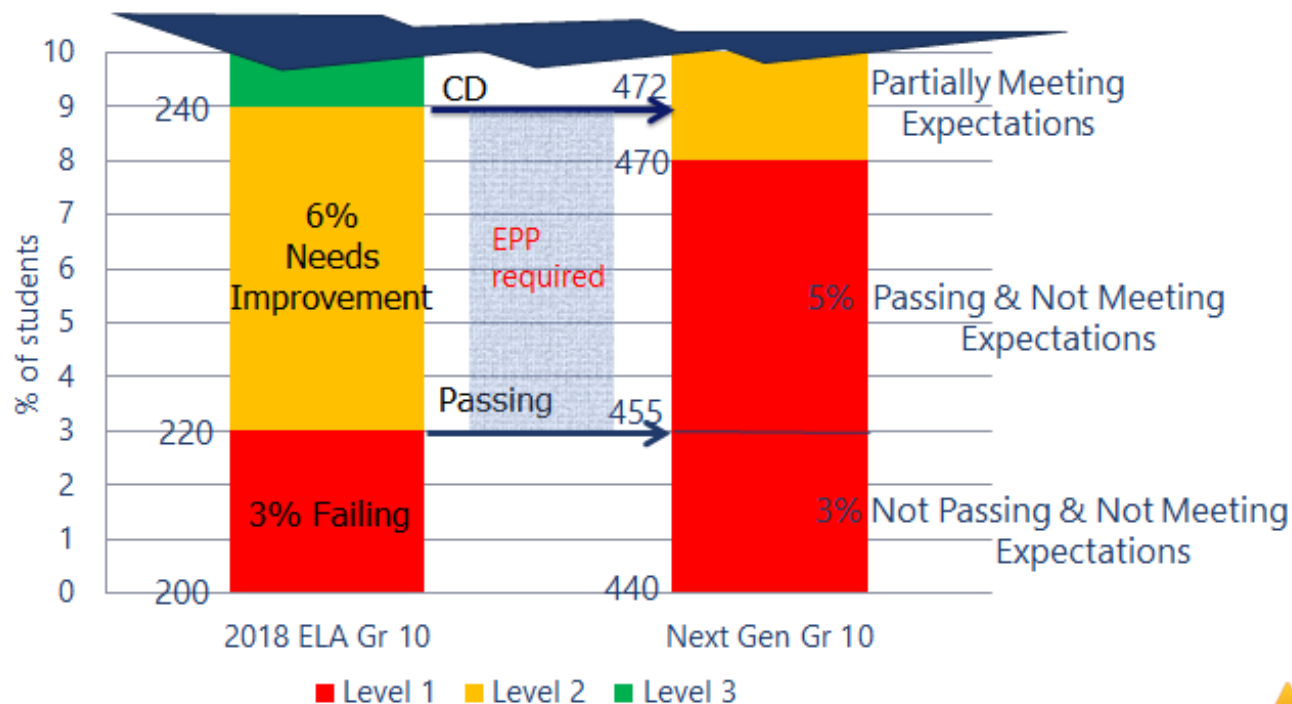
Statistical Equipercentile Linking Model (ELA)



Statistical Equipercentile Linking Model (ELA) *continued*



A Closer Look at the ELA Cut Score for Passing/Failing



Interim CD Standard for the Classes of 2021 and 2022

	Legacy PASSING but requires an Educational Proficiency Plan (EPP)	Legacy PASSING and met the MCAS graduation requirement	Next Gen PASSING but requires an EPP	Next Gen PASSING and met the MCAS graduation requirement
ELA	220–238	240+	455–471	472+
Mathematics	220–238	240+	469–485	486+
STE	220	220+	TBD - Summer 2020	

MCAS Achievement Levels

★ Legacy

Advanced (260-280)

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

Proficient (240-258)

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

Needs Improvement (220-238)

Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

Failing (200-218)

Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

★ Next-Generation

Exceeding Expectations (530-560)

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations (500-529)

A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations (470-499)

A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.

Not Meeting Expectations (440-469)

A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Current CD Requirements for ELA and Mathematics, by Class

Class	School Year						CD requirements
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
Class of 2020	Grade 10	Grade 11	Grade 12				Legacy (240 or 220+EPP, per Board vote in October 2016)
Class of 2021	Grade 9	Grade 10*	Grade 11	Grade 12			Interim (standard on new test that represents similar level of achievement as 240, or 220+EPP)
Class of 2022		Grade 9	Grade 10	Grade 11	Grade 12		Interim (standard on new test that represents similar level of achievement as 240, or 220+EPP)
Class of 2023			Grade 9*	Grade 10	Grade 11	Grade 12	Future (to be determined after results of new tests are considered by the Board in the 2019-2020 school year)

* First administration of next-generation grade 10 tests with new CD requirement in ELA/Mathematics