Watertown Public Schools

School Committee Meeting

November 13, 2017

Accountability Data
MCAS 2017

Watertown High School
Watertown Middle School

November 13, 2017

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Overview

- ❑ Test Administration
- ❑ DESE Accountability Data
- ❑ Grade Level Performance & Subgroups
- ❑ School/District Actions

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):**	**PARCC (5):**	***Next-generation* MCAS (4)**
Advanced	Level 5: Exceeded expectations	Exceeding Expectations
Proficient	Level 4: Met expectations	Meeting Expectations
Needs Improvement	Level 3: Approached expectations	Partially Meeting Expectations
Warning/Failing	Level 2: Partially met expectations	Not Meeting Expectations
	Level 1: Did not yet meet 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)

Massachusetts and Watertown Profiles
Selected Populations (2016-2017)

Title	% of State	% of Cunniff	% of Hosmer	% of Lowell	% of WMS	% of WHS
First Language *not* English	20.1	24.7	31.3	28.0	33.7	36.3
English Language Learner (ELL)	9.5	10.8	13.3	11.6	7.7	7.6
Students With Disabilities	17.4	11.5	19.6	16.4	20.7	21.1
High Needs	45.2	35.1	45.3	41.2	41.8	43.4
Economically Disadvantaged	30.2	21.3	25.1	24.6	24.6	23.6

WHS

Accountability Data are Assembled From:

- ❑ MCAS data from 2017, 2016, 2015 & 2014
- ❑ Four- and five-year cohort graduation rate
- ❑ Annual dropout rate data
- ❑ The goal for all schools and groups was to halve that gap in the six-year period between 2011 and 2017.

WHS is **Accountability Level 2** (as is ~80% of State); not meeting gap narrowing goals.

Cumulative PPI

A school's or subgroup's cumulative PPI is the average of its annual PPIs over the most recent four year period, weighting recent years the most (1-2-3-4). For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for all students and high needs students must be **75 or higher.**

(WHS Cumulative PPI = (2014*1 + 2015*2 + 2016*3 + 2017*4) / 10)

WHS Annual PPI = (Total points / Number of indicators)

79, 54, 75, 54 = 63

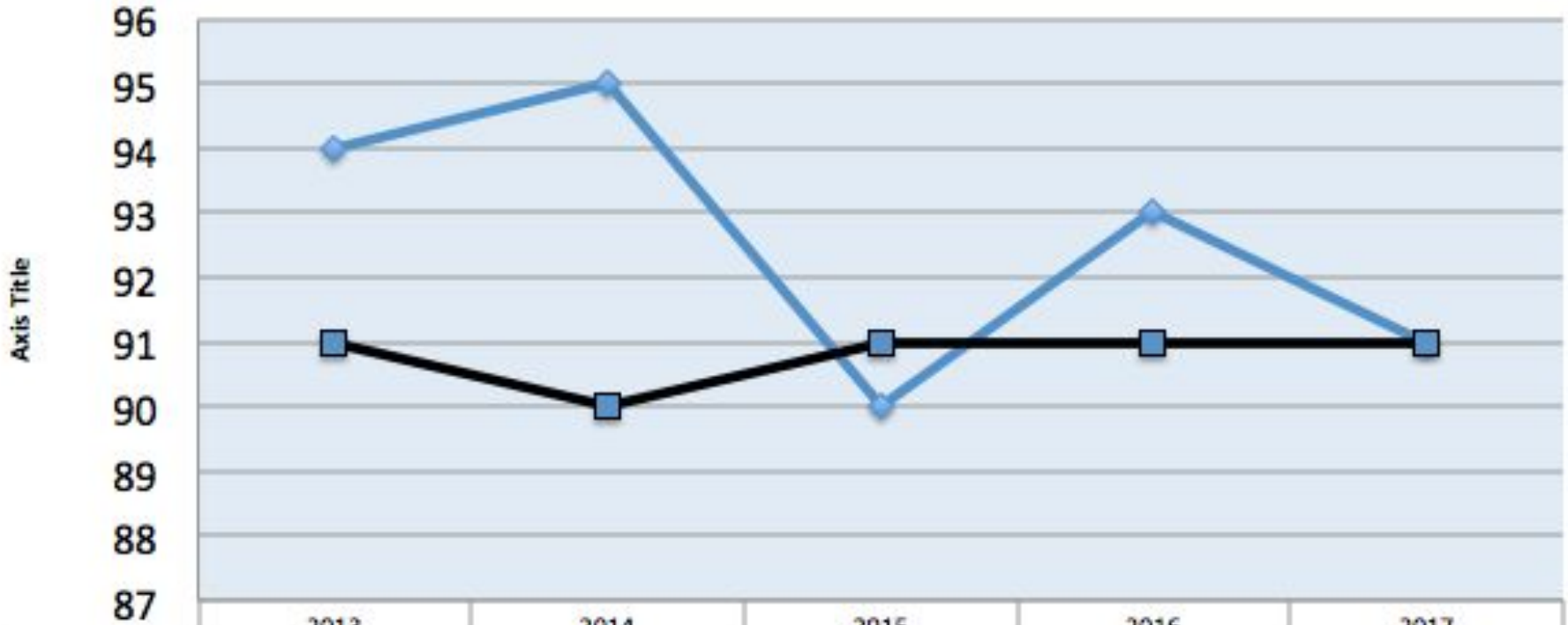
Did Not Meet Target

WHS

Progress and Performance Index (PPI) Subgroup Data About the Data					
View Detailed 2017 Data for Each Indicator		Points Awarded			
		2014	2015	2016	2017
English Language Arts	Narrowing proficiency gaps (Composite Performance Index)	100	75	100	75
	Growth (Student Growth Percentiles)	75	100	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	0
	Extra credit for increasing % Advanced (10% or more)	0	0	0	0
Mathematics	Narrowing proficiency gaps (Composite Performance Index)	75	0	50	25
	Growth (Student Growth Percentiles)	75	75	75	50
	Extra credit for decreasing % Warning/Failing (10% or more)	25	0	0	0
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
Science	Narrowing proficiency gaps (Composite Performance Index)	50	0	50	25
	Extra credit for decreasing % Warning/Failing (10% or more)	0	0	25	25
	Extra credit for increasing % Advanced (10% or more)	25	0	25	0
High School	Annual dropout rate	0	50	0	50
	Cohort graduation rate	75	75	75	75
	Extra credit for dropout re-engagement (2 or more)	25	0	-	0
English language acquisition	Extra credit for high growth on ACCESS for ELLs assessment (Student Growth Percentile on ACCESS)	-	-	-	0
Points awarded for narrowing proficiency gaps, growth, and high school indicators		450	375	425	350
Points awarded for extra credit		100	0	100	25
Total points awarded		550	375	525	375
Number of proficiency gap narrowing, growth, and high school indicators		7	7	7	7
Annual PPI = (Total points / Number of indicators)		**79**	**54**	**75**	**54**
Cumulative PPI = (2014*1 + 2015*2 + 2016*3 + 2017*4) / 10		**Did Not Meet Target**			**63**

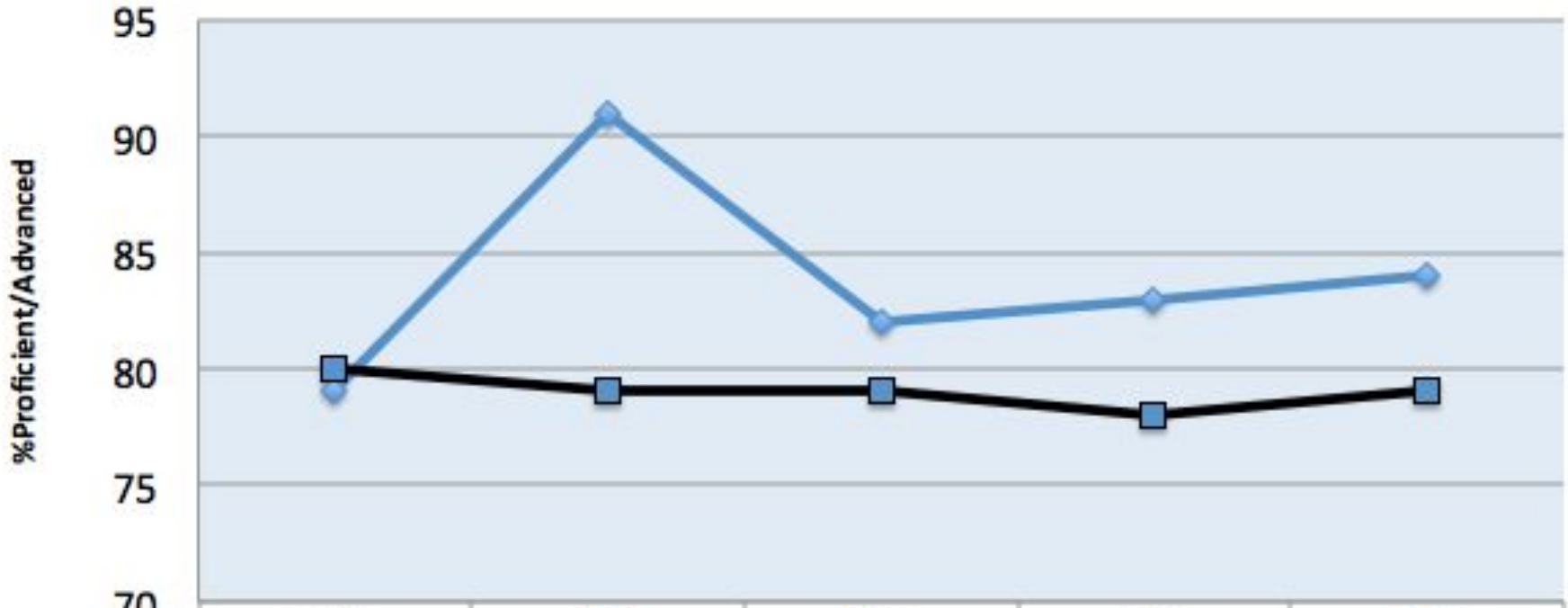
Assessment Participation	2014	2015	2016	2017
English Language Arts	99%	98%	98%	99%
Mathematics	98%	98%	99%	98%
Science	100%	99%	99%	100%

MCAS 5-yr ELA
WHS Grade 10 v. State



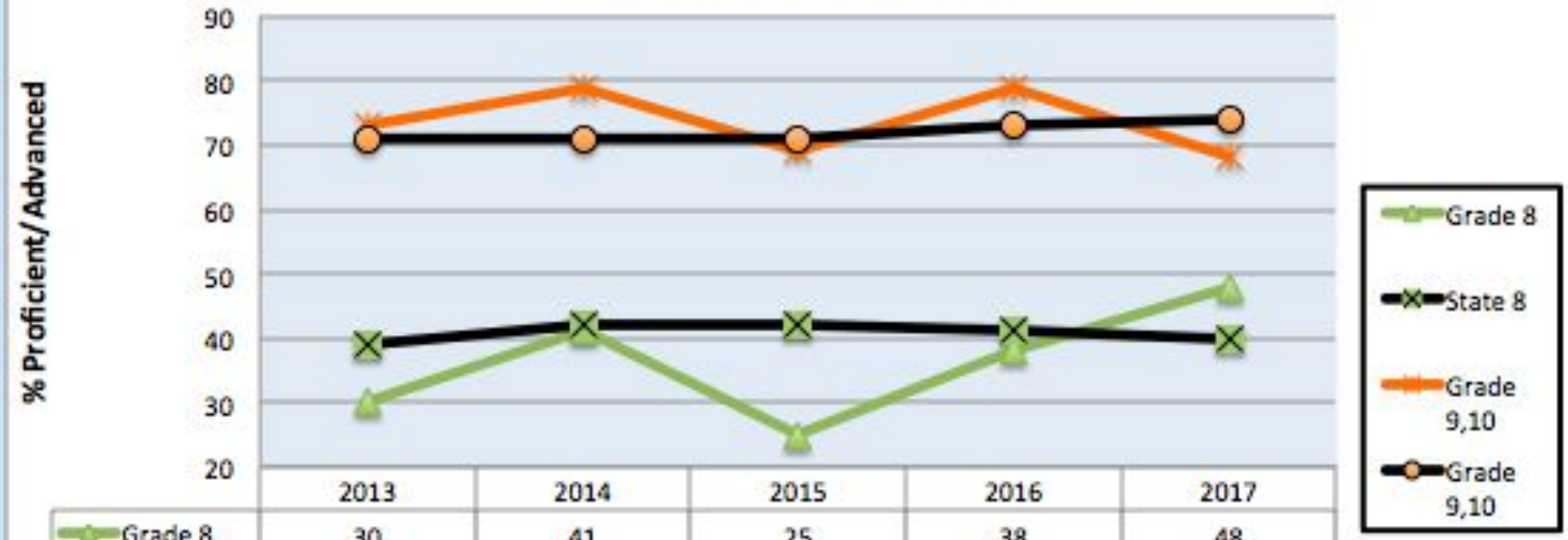
	2013	2014	2015	2016	2017
Grade 10	94	95	90	93	91
State 10	91	90	91	91	91

MCAS 5-yr Math
WHS Gr 10 v. State



	2013	2014	2015	2016	2017
Grade 10	79	91	82	83	84
State 10	80	79	79	78	79

MCAS 5-yr Science in Middle & High School
Watertown v. State



	2013	2014	2015	2016	2017
Grade 8	30	41	25	38	48
State 8	39	42	42	41	40
Grade 9,10	73	79	69	79	68
Grade 9,10	71	71	71	73	74

WHS - Science, ELA, Math - Achievement by Subgroups
Percent Scored at Proficient/Advanced

Subgroup & Grade	All Grades Science and Technology/Engineering (State)[N]	ELA(State)[N]	Math(State)[N]
All	**68 (53) [148]**	**91 (91) [161]**	**84 (79) [160]**
Students with Disabilities	**39 (22) [41]**	**72 (69) [42]**	**56 (41) [41]**
Economically Disadvantaged	**56 (32) [43]**	**86 (81) [50]**	**78 (60) [50]**
High Needs	**49 (31) [73]**	**82 (79) [80]**	**70 (58) [80]**
Asian	**70 (68) [10]**	**82 (94) [11]**	**73 (91) [11]**
Hispanic/Latino	**60 (30) [20]**	**86 (78) [22]**	**77 (57) [22]**
White	**68 (61) [107]**	**93 (95) [115]**	**86 (86) [114]**

Subgroups with an Achievement Gap of 20 points or greater

Result suppressed by State for subgroups where N<10.

WHS Science Achievement by Subgroups
Percent Scored at Proficient/Advanced

Subgroup & Grade	All Grades Science and Technology/Engineering (State) [N]	Physics (State) [N]	Biology (State) [N]	Chemistry (State) [N]
All	**68 (53) [148]**	**85 (72) [129]**	**14 (75) [22]**	**[3]**
Students with Disabilities	**39 (22) [41]**	**46 (42) [24]**	**7 (39) [15]**	**[N <10]**
Economically Disadvantaged	**56 (32) [43]**	**80 (47) [25]**	**25 (55) [12]**	**[N <10]**
High Needs	**49 (31) [73]**	**65 (49) [43]**	**14 (54) [21]**	**[N <10]**
Asian	**70 (68) [10]**	**[N <10]**	**[N <10]**	**[N <10]**
Hispanic/Latino	**60 (30) [20]**	**77 (47) [13]**	**[N <10]**	**[N <10]**
White	**68 (61) [107]**	**85 (83) [98]**	**20 (83) [15]**	**[N <10]**

Subgroups with an Achievement Gap of 20 points or greater

Result suppressed by State for subgroups where N<10.

Context around Performance of Grades 9-12

High needs students: All students in a school or district belonging to at least one of the following individual subgroups: **students with disabilities, English language learners (ELL) and former ELL students, or low income students.** For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the 'all students' group and 'high needs' students must be 75 or higher.

The reality is that WHS has fluctuating student populations, especially in our **'High Needs' cohort.** This is the reason for our current efforts to enhance inclusive practices.

SUBJECT	2016 (N)	2017 (N)	CHANGE
Math	64/157	80/160	+9 percent
ELA	62/155	80/161	+10 percent
Science	50/145	73/148	+15 percent

Additional HS Assessment Data

ACTs:
(Contains four multiple-choice tests—English, mathematics, reading, and science—and an optional writing test; score range for each of the four multiple-choice tests is 1–36.)

2017 cohort: 28 percent took the ACT; mean composite 23.5

2016 cohort: 27 percent took the ACT; mean composite 24.9

Advanced Placement:
(Many colleges grant credit — and placement as well — based on a 3 or better on an AP Exam.)

In May 2017, 117 students (grades 10-12) took a total of 187 exams. 75 percent scored 3 or better, 41 percent scored 4 or 5.

SATs	2016 Cohort	2017 Cohort	2018 Cohort
Percent that took the SATs	80	73	78 (not including 11/17 test date)
Mean Math Score	534	560	570
Mean Evidence-Based Reading & Writing (EBRW) Score	503	548	555
Percent that met the Math and Evidence-Based Reading & Writing benchmarks (State)	45 (46)	57 (56)	66 (59)

Action Steps 9-12
ELA, Math, Science

- 2017-18 Expansion of Inclusion model, with professional coaching, to encompass more co-teaching in ELL and Inclusion classes. Built-in collaboration time.
- MCAS Prep classes in ELA, Math & Science for students at risk in MCAS testing
- Curriculum audit; alignment with new MA standards in math, ELA and science
- Writing Lab staffed with ELA certified teacher for support and re-teaching
- Mathematics Lab staffed with Math certified teacher for support and re-teaching

WMS

WMS ELA Achievement by Subgroups
Percent Scored at Meeting or Exceeding Expectations

Subgroup & Grade	**Grade 6 ELA (State) [N]**	**Grade 7 ELA (State) [N]**	**Grade 8 ELA (State) [N]**
All (vs state)[N]	54 (51)[185]	54 (50) [155]	61 (49) [197]
High Needs	32 (27) [78]	29 (26) [68]	35 (26)[93]
Econ. Disadvantaged	39 (29) [49]	37 (29) [43]	43 (29) [58]
ELL	20 (7) [10]	10 (8) [10]	19 (7) [16]
Students w/Disabilities	18 (12) [38]	12 (12) [32]	14 (12) [44]
Hispanic/Latino	42 (29) [19]	30 (29) [23]	42 (29) [33]
Asian	46 (69)[13]	53 (69)[17]	75 (70) [20]
Multi-race,Non-Hisp.	60 (53) [10]	60 (53) [10]	N<10
White	58 (58) [132]	58 (57) [97]	65 (55) [127]

Subgroups with an Achievement Gap of 20 points or greater

Result suppressed by State for subgroups where N<10.

WMS Math Achievement by Subgroups
Percent Scored at Meeting or Exceeding Expectations

Subgroup & Grade	**Grade 6 Math (State) [N]**	**Grade 7 Math (State) [N]**	**Grade 8 Math (State) [N]**
All (State)[N]	40 (49) [185]	49 (47) [155]	52 (48) [197]
High Needs	22 (27) [78]	25 (23) [68]	28 (24) [93]
Econ. Disadvantaged	24 (28) [49]	35 (24) [43]	39 (26) [58]
ELL	**N<10**	0 (10) [10]	31 (11) [16]
Students w/Disabilities	18 (14) [38]	6 (11) [32]	7 (12) [44]
Hispanic/Latino	26 (27) [19]	26 (24) [23]	42 (27) [33]
White	43 (57) [132]	51 (54) [97]	52 (54) [127]
Asian	39 (76) [13]	59 (74) [17]	65 (74) [20]
Multi-race,Non-Hisp.	50 (51) [10]	60 (49) [10]	**N<10**

Subgroups with an Achievement Gap of 20 points or greater

Result suppressed by State for subgroups where N<10.

WMS 8th Grade Science Achievement by Subgroups
Percent Scored at Advanced or Proficient (N)

	WMS	State
All	48 (197)	40
Students with Disabilities	5 (44)	10
English Language Learners	12 (17)	8
Economically Disadvantaged	26 (58)	19
High Needs	20 (93)	18
Asian	50 (20)	58
Hispanic/Latino	42 (33)	18
White	50 (127)	47

Subgroups with an Achievement Gap of 20 points or greater

Result suppressed by State for subgroups where N<10.

Context around Performance of Grades 6 - 8

High needs students: All students in a school or district belonging to at least one of the following individual subgroups: **students with disabilities, English language learners (ELL) and former ELL students, or low income students.** For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the 'all students' group and 'high needs' students must be 75 or higher.

The reality is that WMS has fluctuating student populations, especially in our **'High Needs' cohort.** This is the reason for our current efforts to enhance inclusive practices.

SUBJECT	2016 (N)	2017 (N)	CHANGE
Math	224 / 505	239 / 537	+1 percent
ELA	213 / 516	239 / 537	+3 percent
Science (Grade 8)	65 / 160	93 / 197	+6 percent

Action Steps 6-8
ELA, Math, Science

- ❑ Common assessment structure for grades 6-8
- ❑ Regular progress monitoring
- ❑ Leveled reading instruction for intervention
- ❑ Restructured math content support classes
- ❑ Completed “spiraling” curriculum in science
- ❑ Curriculum transition focus - Grades 5 to 6
- ❑ Curriculum audit; alignment with new MA standards in math, ELA and science

District Actions K-12

- Continue to model and support a culture of continuous improvement and capacity-building
- Continue to analyze assessment performance to identify areas to focus improvement in curriculum, instruction, and formative/summative assessment
- Support interventions for students not making benchmarks
- Support areas in need of improvement with professional development
- Support school/grade level data teams
- BC Partnership for Family Engagement
- Harvard RIDES Partnership for Equity

There's MCAS, and there are myriad additional skills and experiences needed for our students to be college- and career-ready.

Student A

Math

Science

English

Social Studies

FL, Art, Music, PE

Which student would you choose?

Student B

Content Mastery

Critical Thinker

Problem Solver

Effective Communicator

Effective Collaborator

Creative & Innovative

Financially Literate

Globally Competent

Self-directed & personally responsible

Questions?