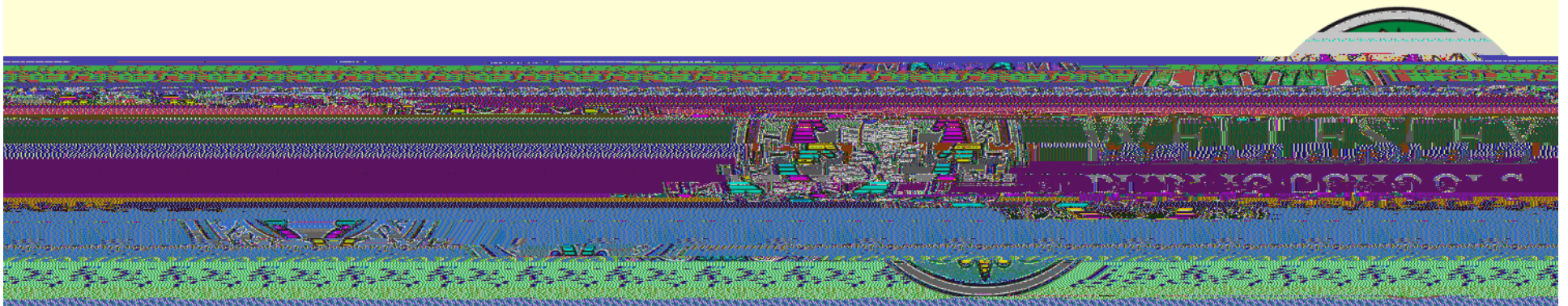


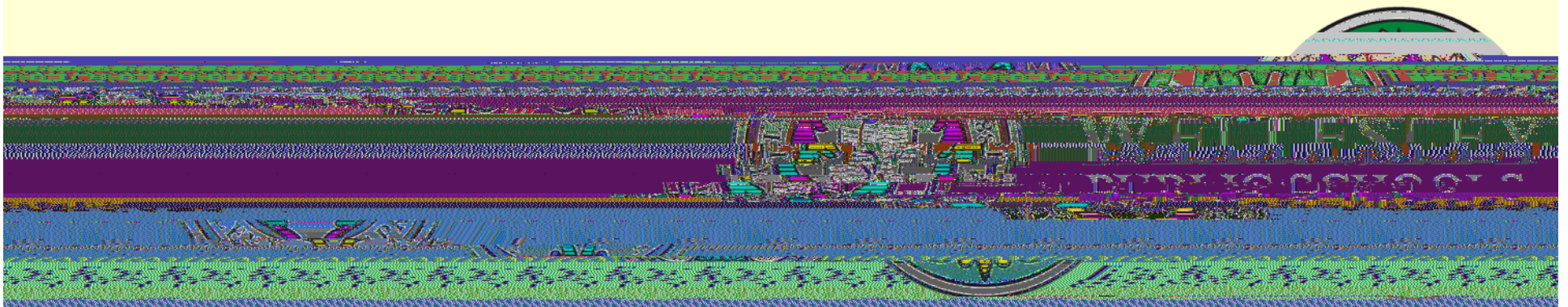
Wellesley Public Schools 2014 MCAS Results

School Committee Presentation
9/30/2014



Guiding Questions

2014 MCAS Results



ENGLISH LANGUAGE ARTS (ELA)

- High Achievement
- Growth over Time
- Gap Reductions in Early Grades & ELL
- Area to Support: Writing

2014 District Results English Language Arts (ELA)

Grade	% Advanced & Proficient	% Needs Improvement	% Warning
10	99	1	0
8	93	4	3
7	95	4	2
6	87	9	4
5	89	8	3
4	78	17	4
3	80	18	2

Grades 3-5 are district results; Grades 6-10 are school results.

English Language Arts History of % Scored at Advanced & Proficient Levels

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	93	95	94	97	98	99	99	99	99
8		95	95	96	96	95	95	97	94	93
7	91	92	96	94	92	93	92	92	91	95
6		96	95	86	92	90	88	88	88	87
5		89	85	86	89	84	86	83	85	89
4	73	75	83	81	83	76	81	81	79	78
3	81	82	86	79	76	84	83	86	81	80

English Language Arts History of % Scored at Advanced & Proficient Levels

+18 +17 +13

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	93	95	94	97	98	99	99	99	99
8		95	95	96	96	95	95	97	94	93
7	91	92	96	94	92	93	92	92	91	95
6		96	95	86	92	90	88	88	88	87
5		89	85	86	89	84	86	83	85	89
4	73	75	83	81	83	76	81	81	79	78
3	81	82	86	79	76	84	83	86	81	80

Grades 3-5 are district results; Grades 6-10 are school results.

MCAS Item Samples

8th grade

H

Value the vista: No window? No problem. Though nothing can truly replace the sounds, fragrances, fresh air and stimulation we get through genuine windows overlooking a glorious nature scene, we can't all live and work in Yosemite. If you don't have an actual view of the horizon, put up photographs, paintings, nature calendars or even postcards that simulate a long view of sky and earth.

What does the word simulate mean as it is used in the last sentence of paragraph 10?

- A. extend
- B. imitate
- C. encourage
- D. recommend

4th grade

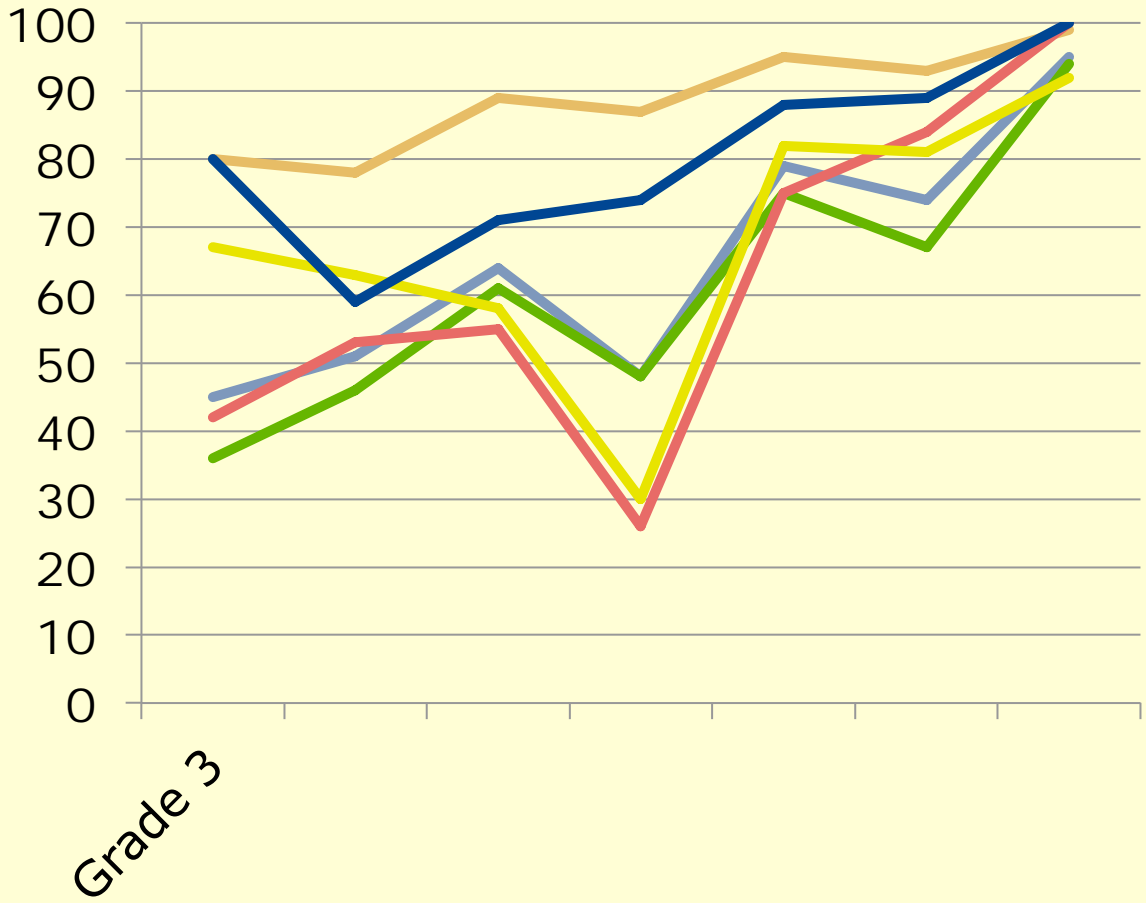
L

Read the words from the article in the box below.

What do the words in the box have in common?

- A. They are adjectives.
- B. They are contractions.
- C. They are proper nouns.
- D. They are compound words.

2014 District-wide % of Students Achieving Advanced or Proficient in ELA by Subgroup



% of Students Achieving Advanced or Proficient in ELA by Subgroup 2014



MATHEMATICS

- High Achievement
- Growth over Time
- Overall Gap Reduction in Special Ed, ELL, & Hispanic/Latino
- Areas to Support: K-5 alignment, Low Income

2014 District Results Mathematics



Mathematics

History of % Scored at Advanced & Proficient Levels

Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10	93	90	94	91	95	98	96	98	96	94
8	76	66	75	82	73	76	82	81	75	74
7		72	79	74	66	76	71	76	74	78
6	80	81	86	76	79	80	80	76	84	78
5		73	74	72	80	77	74	75	80	87
4	68	59	67	77	67	62	66	67	78	78
3		69	81	74	70	75	71	86	83	87

MCAS Item Samples

3rd Grade

H

A

There are 9 classes at Linda's school. Each class has 30 children. What is the total number of children at Linda's school?

- A. 27
- B. 39
- C. 270
- D. 390

WPS 15% higher than state average

10th Grade

L

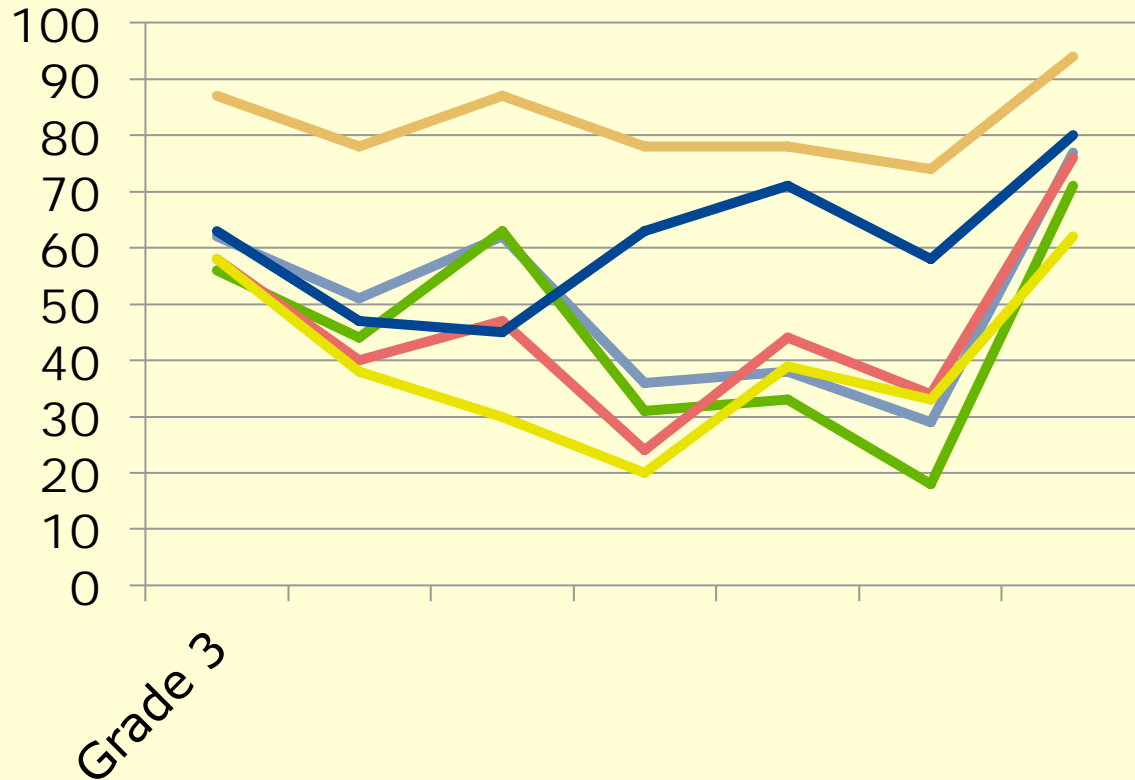
A

What is the total number of unique triangles with side lengths of 4 centimeters, 5 centimeters, and 10 centimeters that can be drawn?

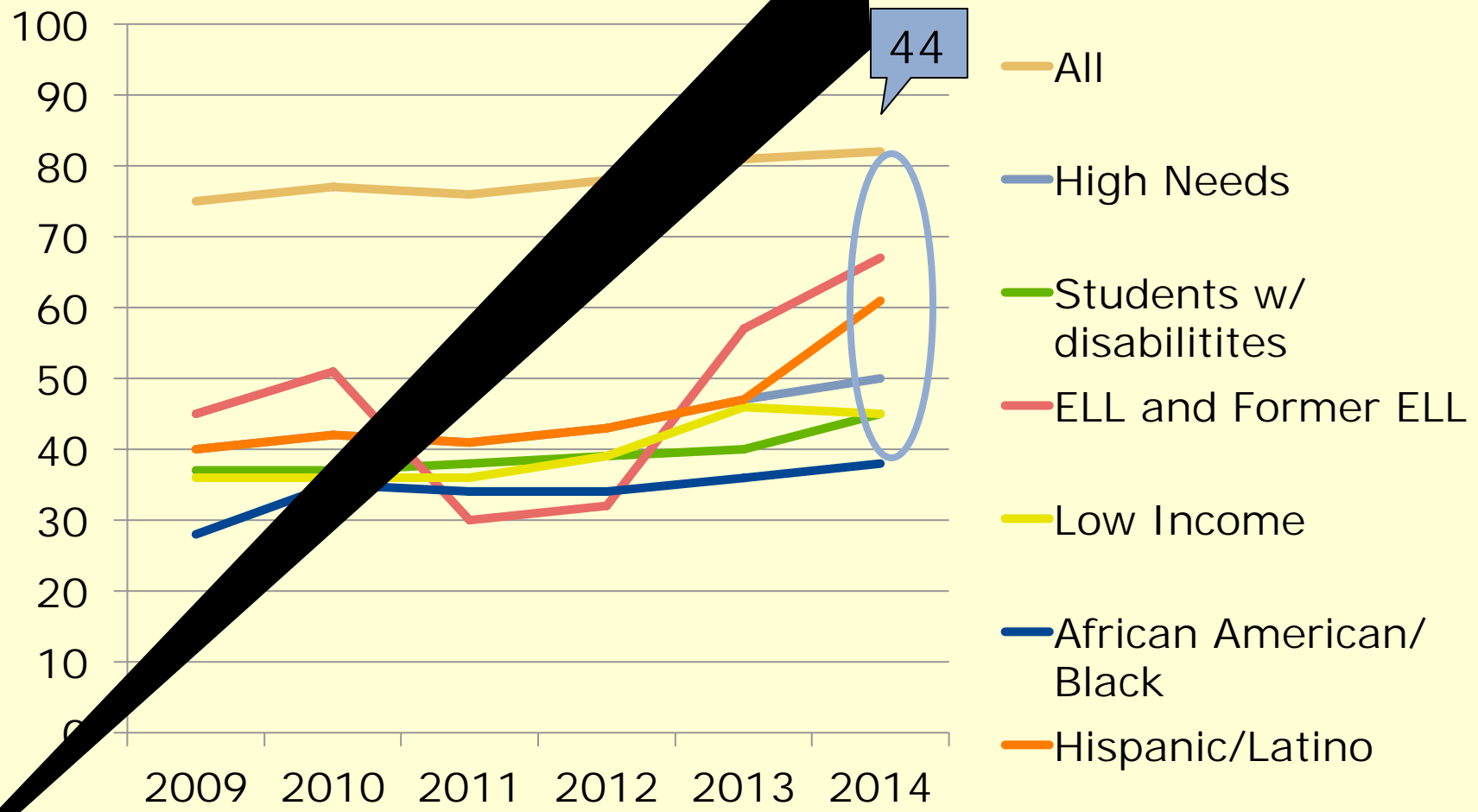
- A. 3
- B. 2
- C. 1
- D. 0

WPS 7% lower than state average

2014 District-wide % of Students Achieving Advanced or Proficient in Math by Subgroup & Grade Level



2009-2014 District-wide Reduction in Gaps Over Time to Proficiency in Math



% of Students Achieving Advanced or Proficient in Math by Subgroup 2014

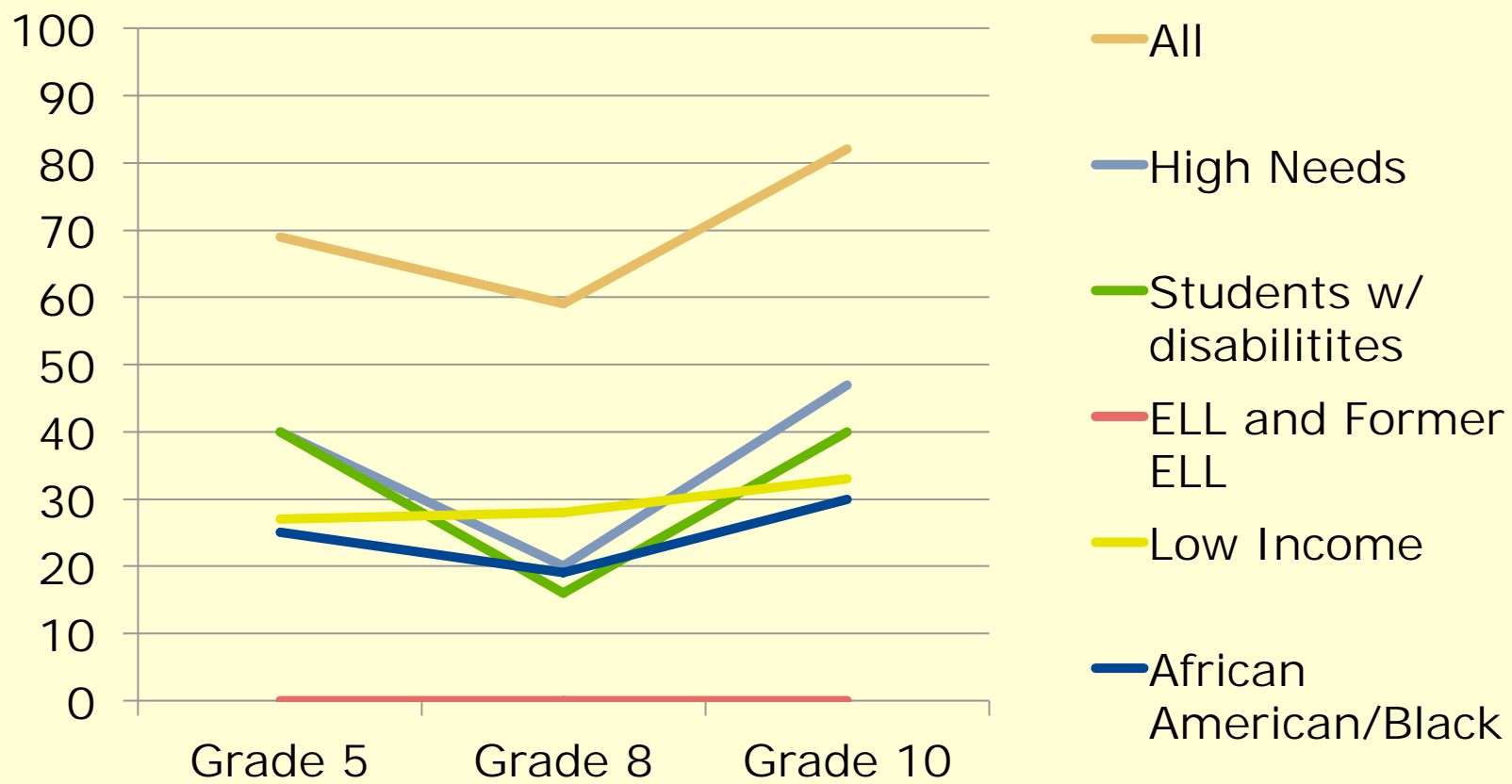
	Grade 3	Grade 4	Grade 5				

SCIENCE

- Moderate Achievement in non-aligned courses
- High Achievement in aligned courses
- Gap Reduction in all Subgroups
- Areas to Support: Continued Alignment & Upgrades

Science and Technology/Engineering History of % Scored at Advanced & Proficient Levels


Gr.	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
10C				74	77	77	79	75	81	82
9P										98
8	65	56	39	58	44	44	41	65	55	59
5	69	64	70	62	58	64	58	63	55	69



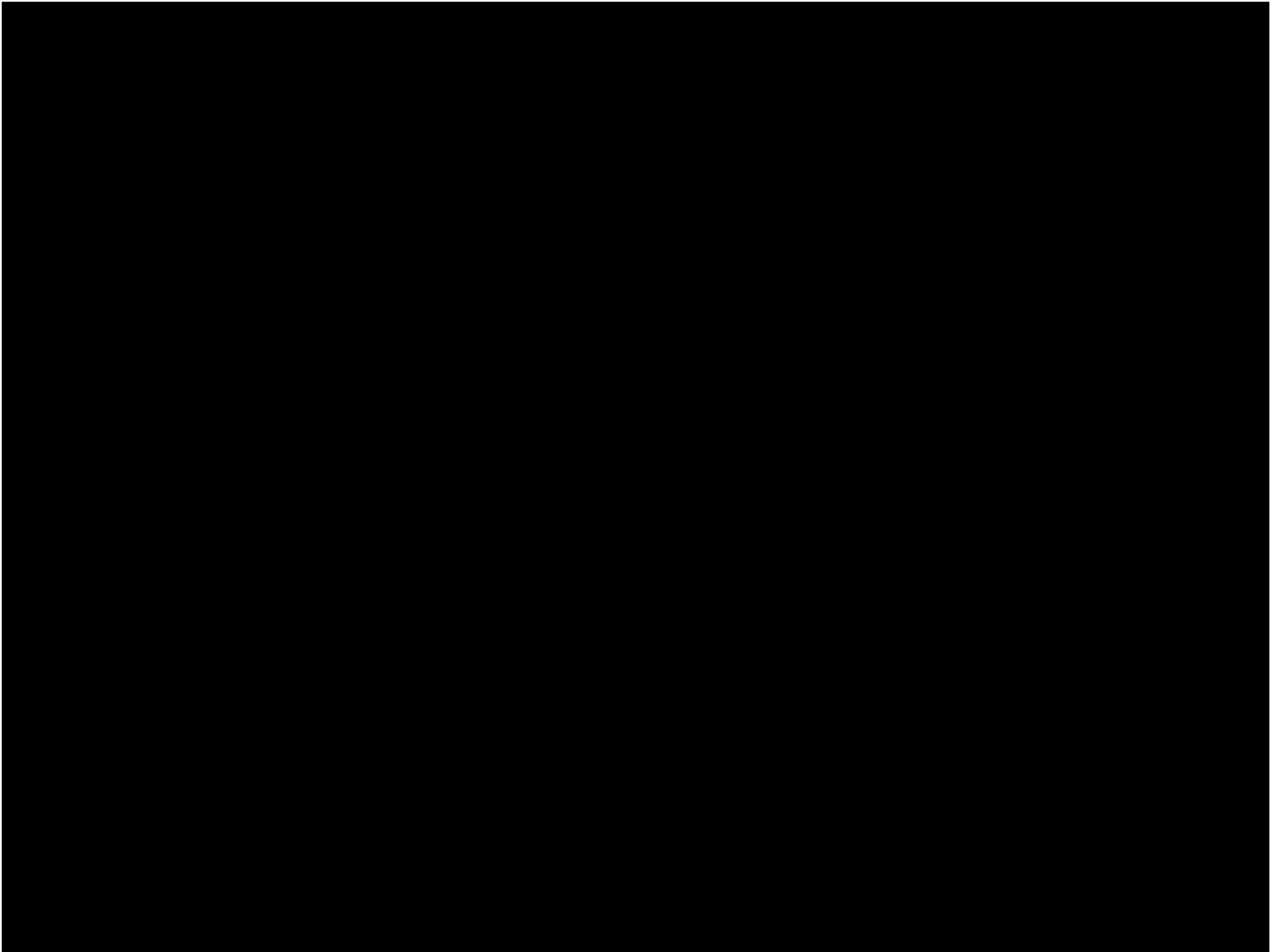
2009-2014 District-wide Reduction in Gaps Over

% of Students Achieving Advanced or Proficient in Science by Subgroup 2013

	Grade 5	Grade 8	Grade 10
All	54	54	81
High Needs	24	25	45
Students w/ disabilities	24	19	37
ELL and Former ELL	N/A	N/A	N/A
Low Income	17	15	44
African American/Black	5	22	38
Hispanic/Latino	33	31	64



 Subgroups with an achievement gap of 20+ percentage points.

LIKE DISTRICT COMPARISONS

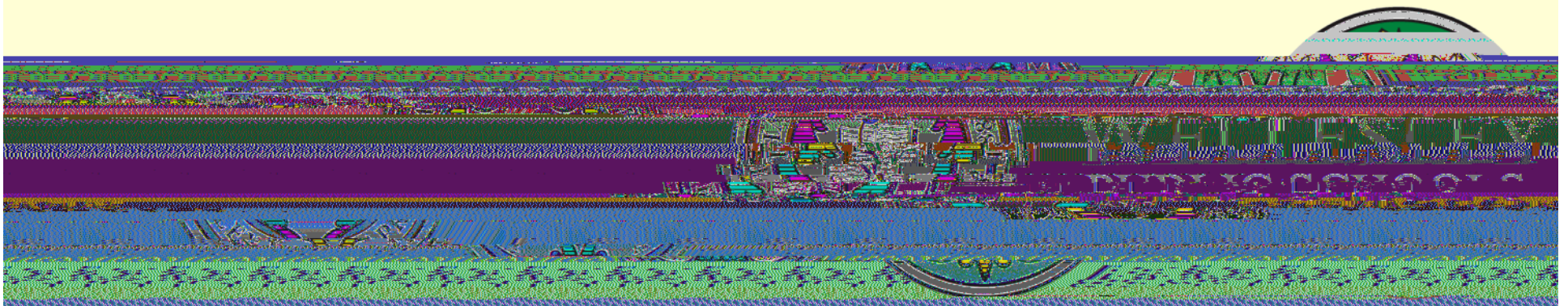


MCAS 2014 District Comparisons – % of Students Achieving Advanced or Proficient

	Grade 3		Grade 4		Grade 5			Grade 6		Grade 7		Grade 8			Grade 10		
District	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	ELA	Math	ELA	Math	SE/T	ELA	Math	SE/T
Wellesley	80	87	78	78	89	87	69	87	78	95	78	93	74	59	99	94	82

-  Highest percentage among comparison group
-  Lowest percentage among comparison group

Student Growth Percentiles (SGP) 2014 MCAS Results



Student Growth Percentiles (SGP)

A measure of growth relative to a state-wide peer group with similar historical performance.

A student in the 60th percentile for Grade 5 Math, showed stronger

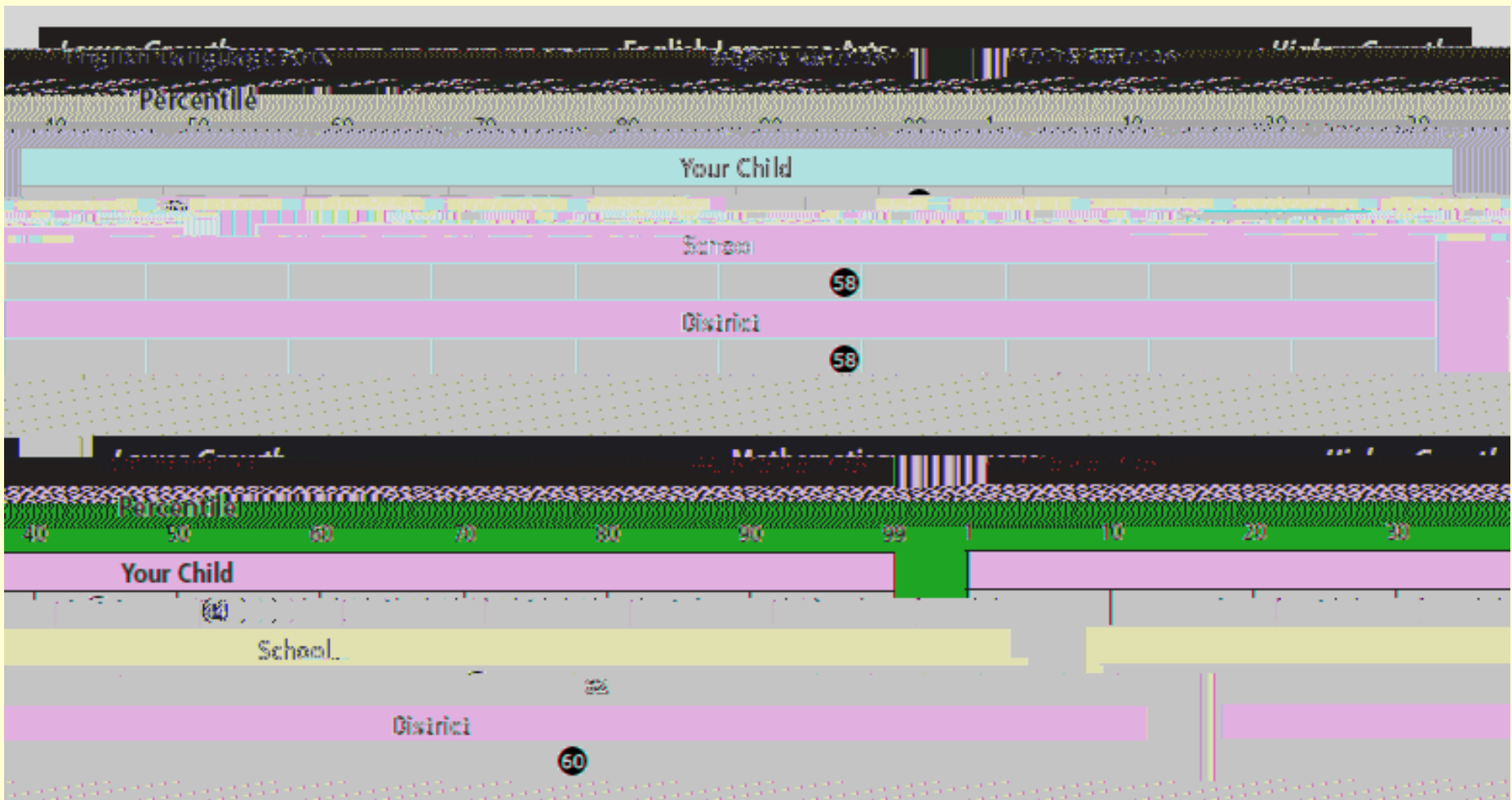
Why Is SGP Important?

Department of Elementary and Secondary Education Growth Percentile Ranges

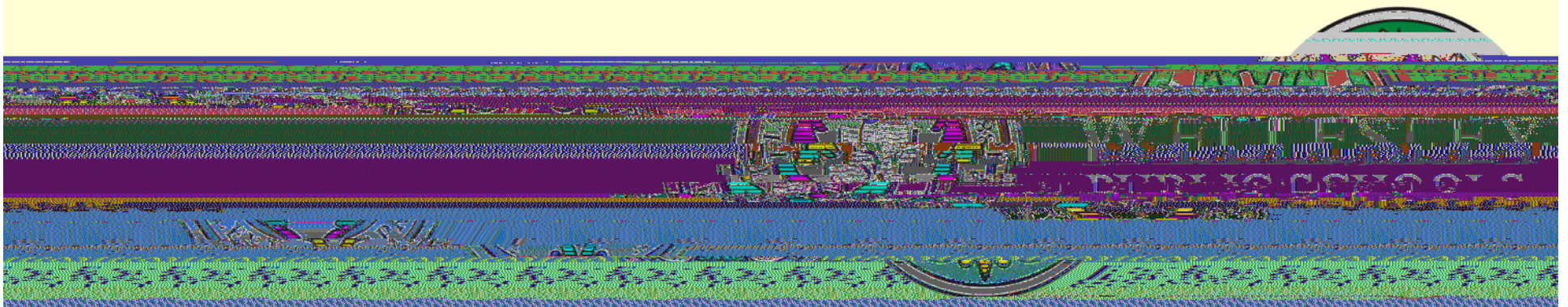
< 20 th Percentile	Very Low Growth
20 th -40 th Percentile	Low Growth
40 th -60 th Percentile	Typical Growth
60 th -80 th Percentile	High Growth
> 80 th Percentile	Very High Growth

Student Growth Percentiles

2014 MCAS Parent/Guardian Report Sample



Progress and Performance Index (PPI) 2014 MCAS Results



Progress and Performance Index (PPI)

Progress and Performance Index, or PPI, includes data on narrowing proficiency gaps, growth (SGP), MCAS participation, graduation rates and dropout rates.

Measure	Overall Goal	Annual Target
PPI	Schools/Districts must narrow achievement gaps by 50% over a six-year period (2011-2017)	Level 1: PPI of 75+ Level 2: PPI <75 or low-MCAS participation

Progress and Performance Index (PPI)

Cumulative PPI includes weighted annual PPI data for the most recent four years.

Schools and districts placed into Levels 1 - 5 based on the PPI of its lowest level school. For a district to be Level 1, all schools in the district must be show a PPI score of 75.

Considers all students in a school and the high needs subgroup (low-income students, students with disabilities, ELL and former ELL students).

80% of Massachusetts schools are classified Level 1 or Level 2.

Framework for Accountability and Assistance Levels 1 & 2

	Accountability		Assistance	
	District Actions	State Actions	State Actions	District Actions
Level 1	Review & approve district & school improvement plans	Conduct district reviews for randomly selected districts	Provide voluntary access to district analysis & review tools for every district & school	Review level of implementation of district & school plans; review ; review promising practice examples
Level 2 (WPS)	Use district analysis & review tools to review & approve district & school improvement plans	Conduct district		

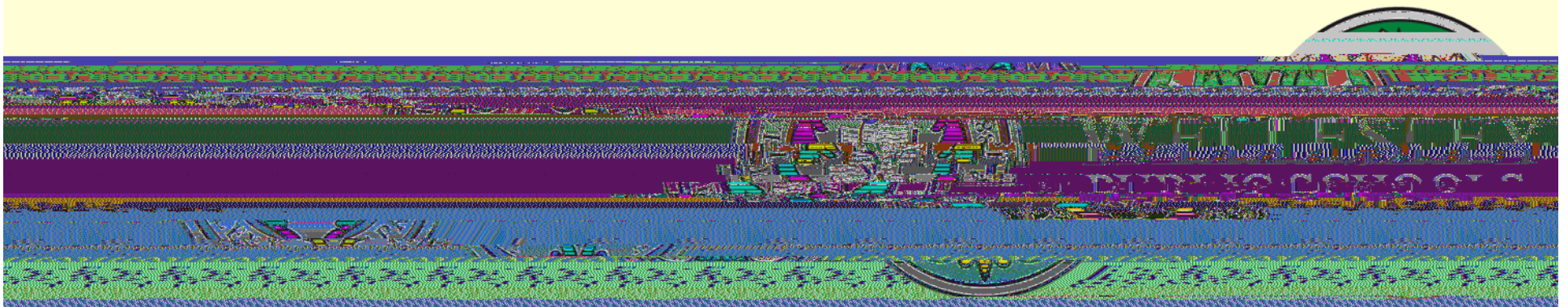
2013 School PPI and Accountability Level

School	PPI All	PPI High		

2013 District PPI and Accountability Level by Subgroups identified for gap reduction

Student Group	PPI (1-100)	Progress Toward Target
All students	95	Met Target
High needs	63	Did Not Meet Target
Low income	75	Met Target
ELL and Former ELL	77	Met Target
Students w/ disabilities	66	Did Not Meet Target
Asian	100	Met Target
Afr. Amer./Black	73	Did Not Meet Target
Hispanic/Latino	78	Met Target
Multi-race, Non-Hisp./Lat.	86	Met Target
White	95	Met Target

Implications



Teaching & Learning District Initiatives

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Questions?