

Presentation Overview

Schools of Recognition

Accountability Basics

District Results: Overall & High Needs

ELA Results

Math Results

Science Results

Peer District Comparison

Next Steps

Wellesley Public Schools: Schools of Recognition

Hardy Elementary - High Achievement
& Exceeding Targets

Fiske Elementary - High Growth

Bates Elementary - High Growth

Sprague Elementary - High Growth

Accountability Basics

Accountability Basics

Purpose

To monitor district success in meeting student needs

Use

Information to adjust instruction

Identify overlooked patterns of unmet needs

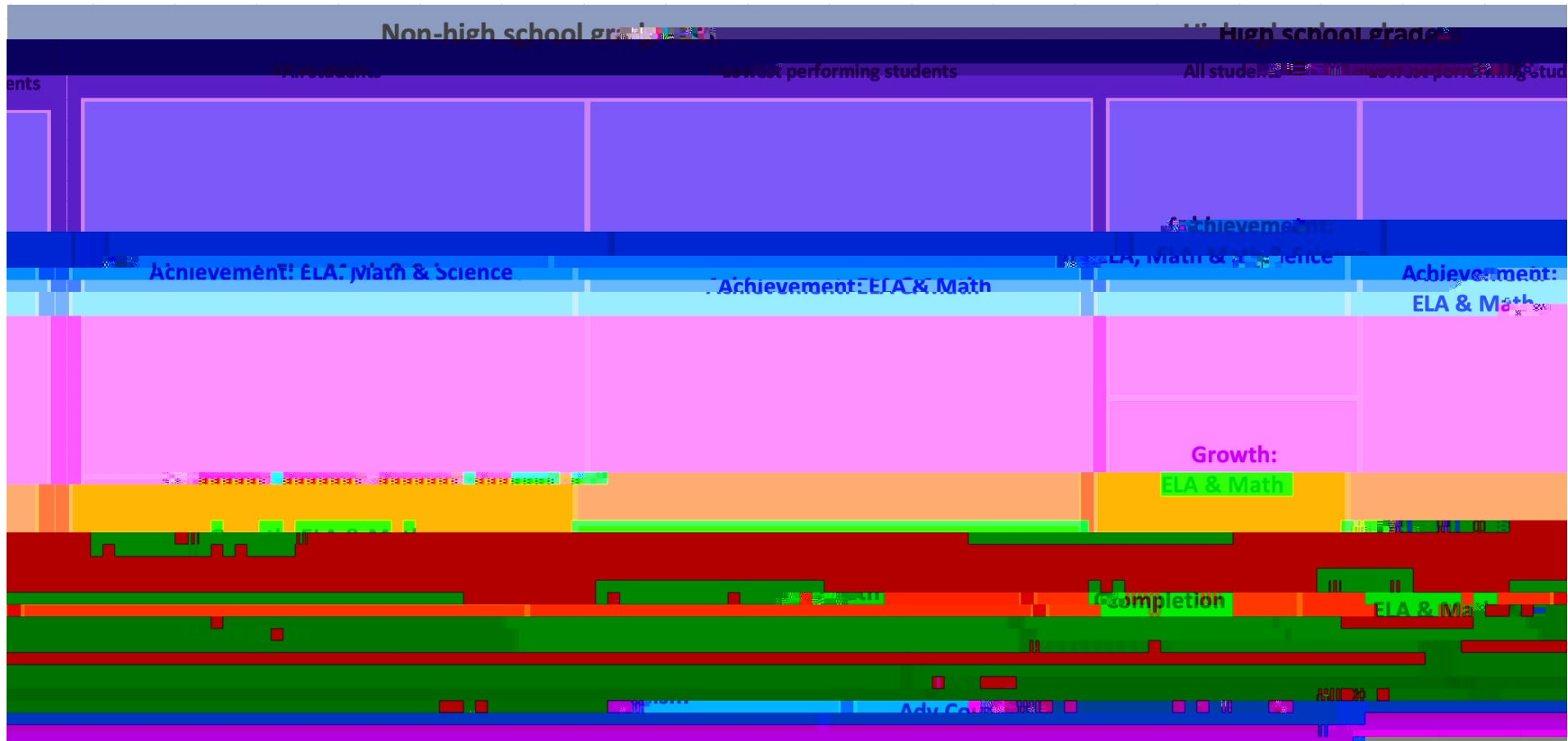
Indicators

Achievement (MCAS score): ELA, Math, Science

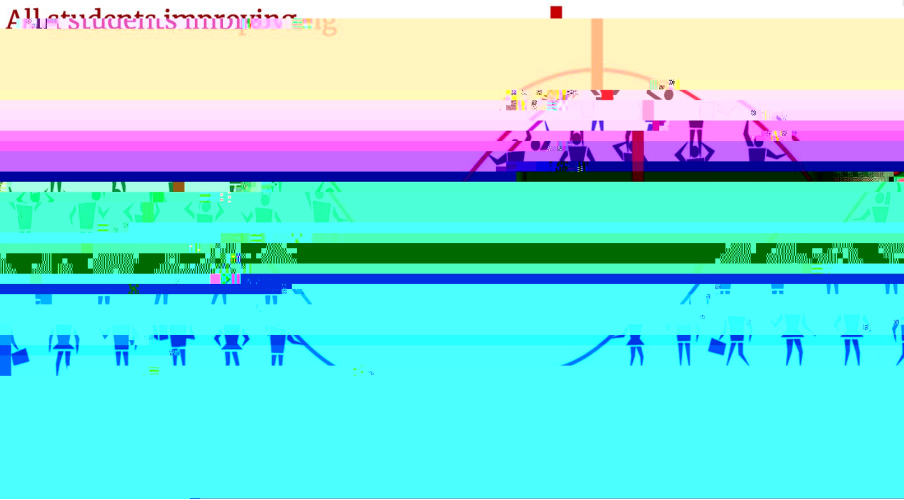
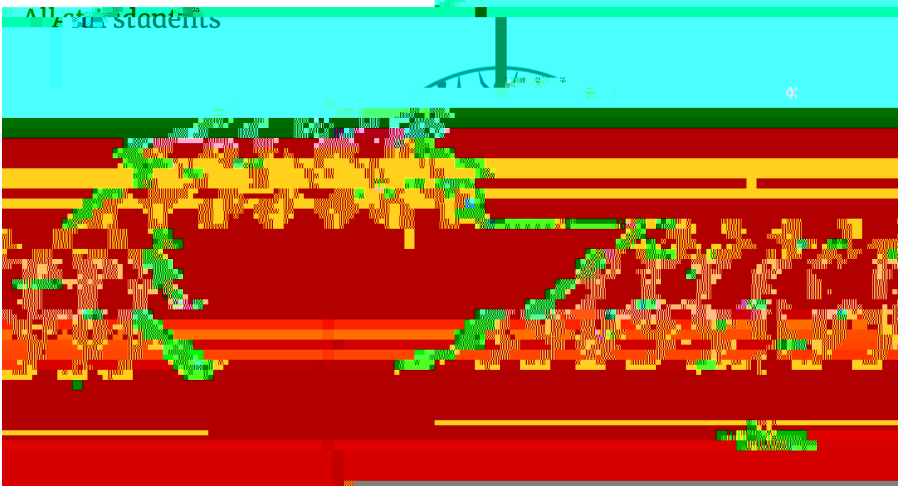
Accountability Basics: Points

Points	Achievement* Range: 440-560		Growth Percentile Range: 1-99	
	Label	Average Scaled Score	Label	Average SGP
4	Exceeded target	2 pts above 2018 or 90 th percentile	Exceeded typical	

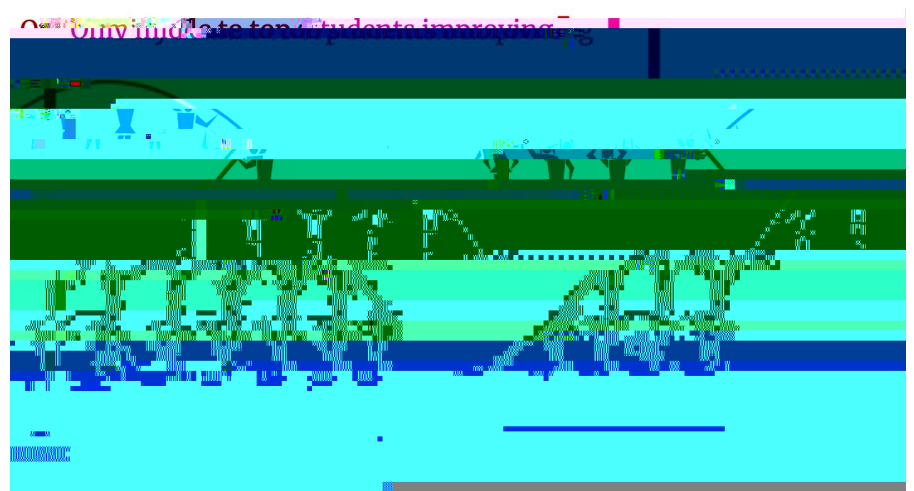
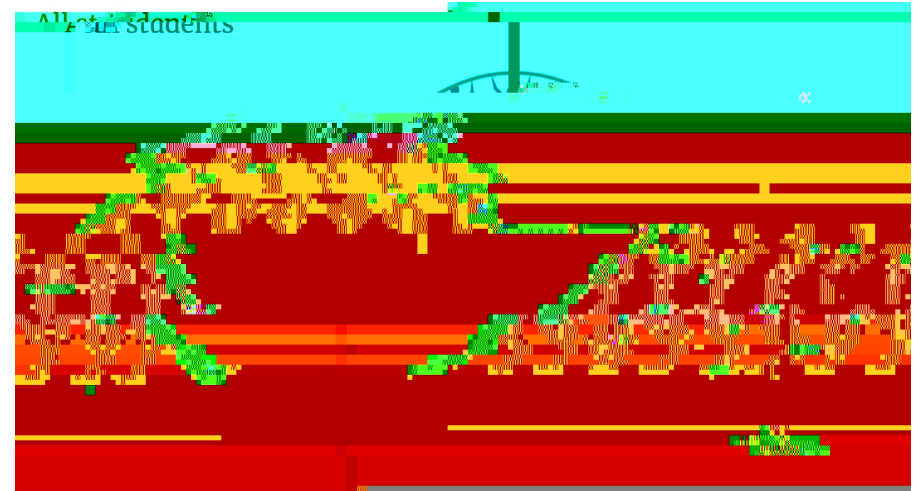
Accountability Basics: Weights



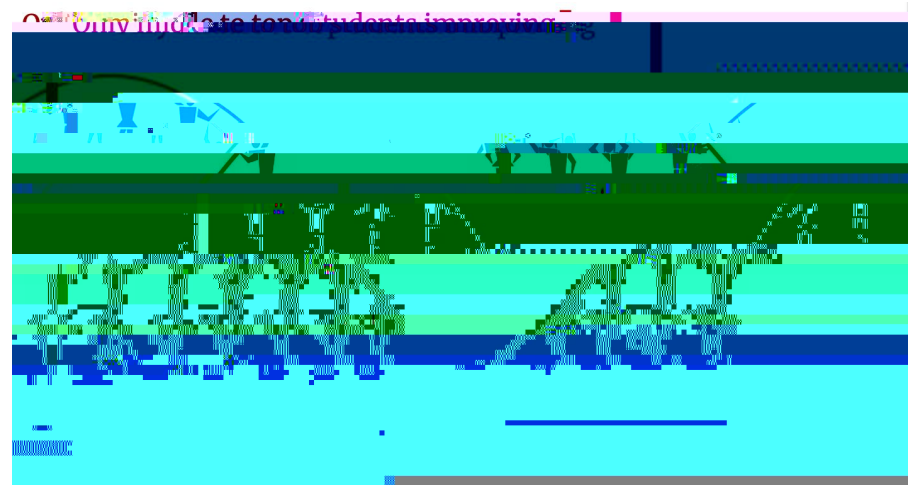
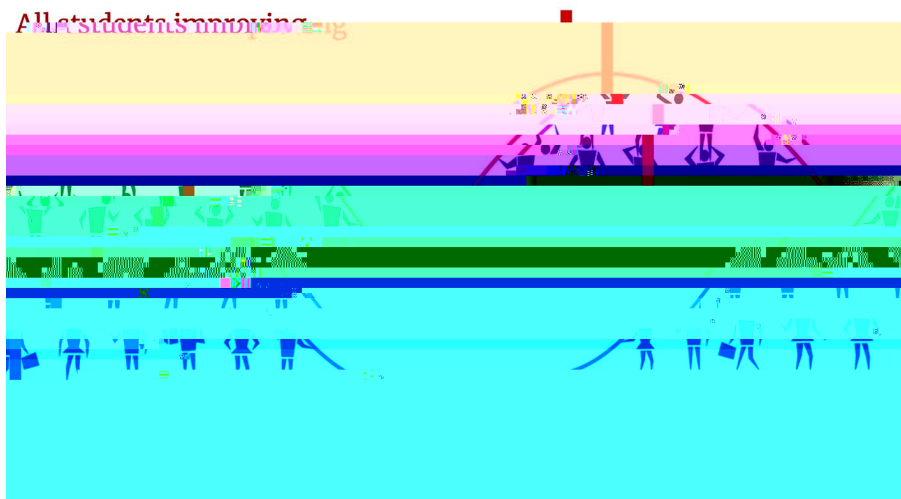
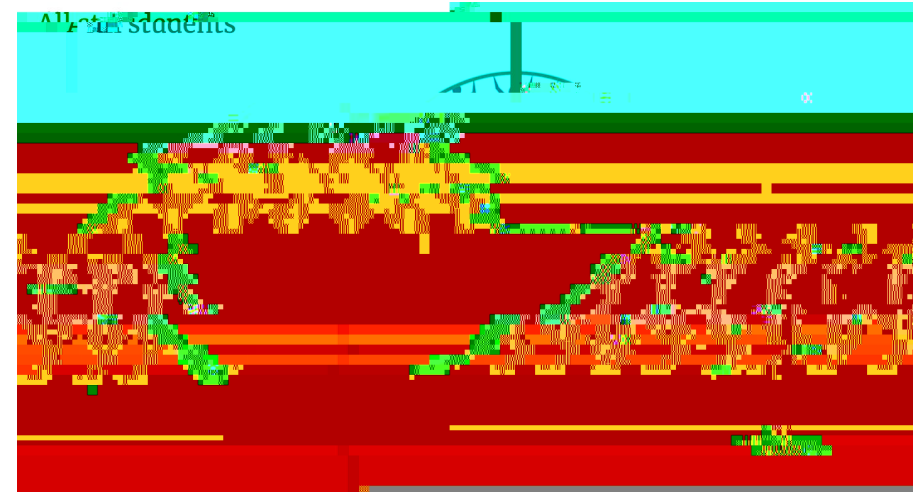
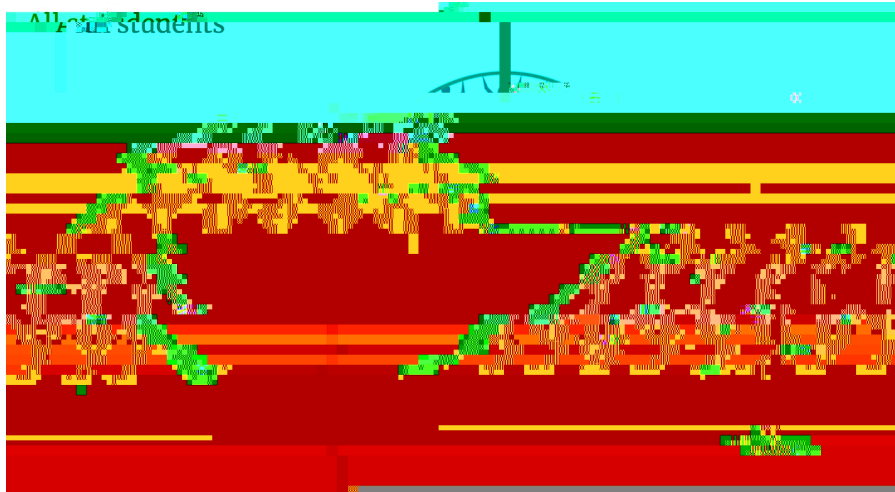
Lowest Performing Group



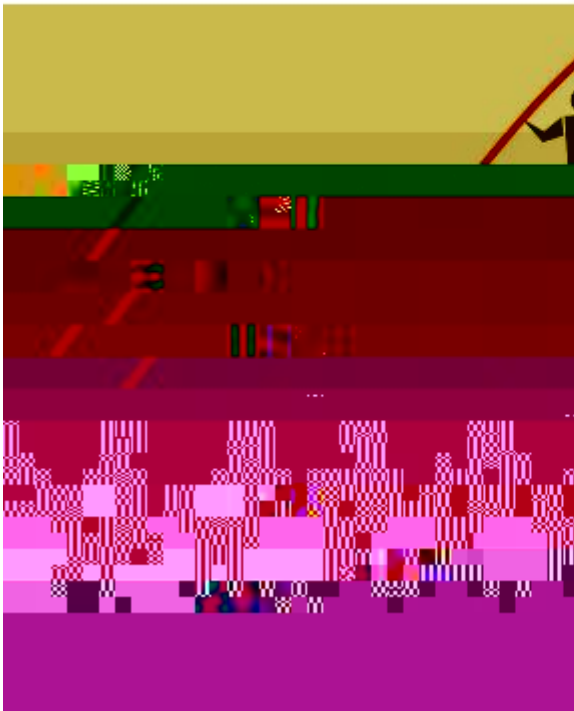
Lowest Performing Group



Lowest Performing Group



Lowest Performing Group Non-high school



LPG identification - cohort (grades 4-8):

Enrolled in WPS in 2017-2018 and 2018-2019

Took at least 1 standard MCAS test in 2018 (not ALT)

Students ranked across grades 4-8 by 2018 average ELA and math scaled scores

LPG is the lowest 25% of eligible students

Targets are set based on the 2019 LPG's 2018 scores

LPG members:

Any economic status

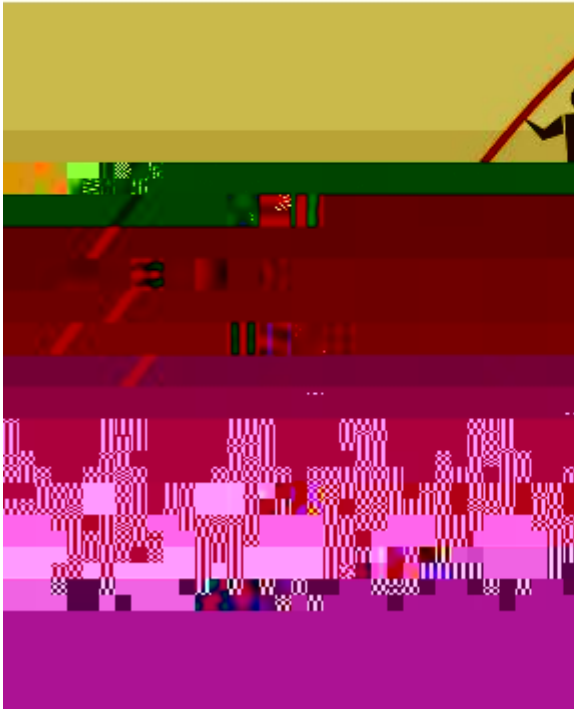
Any EL/FEL status (not first- or second-year EL in 2019)

Any IEP status (must have taken at least 1 non-ALT MCAS)

Any EWIS risk level

Any cultural, ethnic, or religious background

Lowest Performing Group High school



LPG identification - year-to-year (high school):

Enrolled in WPS in 2017-2018 and 2018-2019

Took at least 1 standard MCAS test in 2019 (not ALT)

Students ranked by 2019 average ELA and math scaled scores

LPG is the lowest 25% of eligible students

Targets are set based on the 2018 LPG's 2018 scores

LPG members:

Any economic status

Any EL/FEL status (not first- or second-year EL in 2019)

Any IEP status (must have taken at least 1 non-ALT MCAS)

Any EWIS risk level

Any cultural, ethnic, or religious background

High Needs Group

Membership Definition:

IEP

EL and Former EL

Economically Disadvantaged

WPS High Needs MCAS composition:

58% IEP alone

14% EL/FEL alone (6% EL)

15% Economically Disadvantaged alone

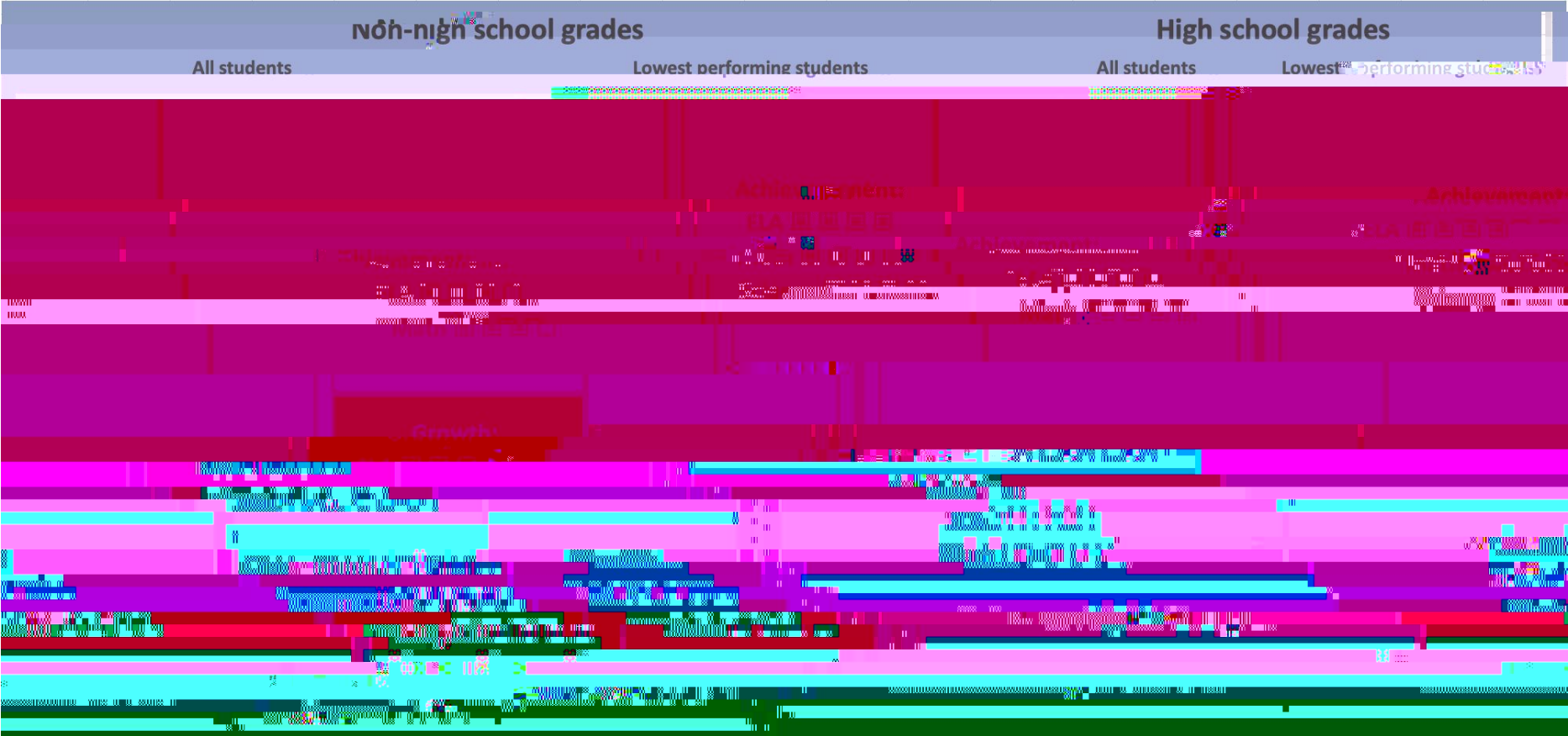
13% combination of 2 or 3 characteristics

2019 Accountability Results

2019 Points Awarded



2019 Points Awarded by Weight



Exceeded Targets

Met Targets

Improved

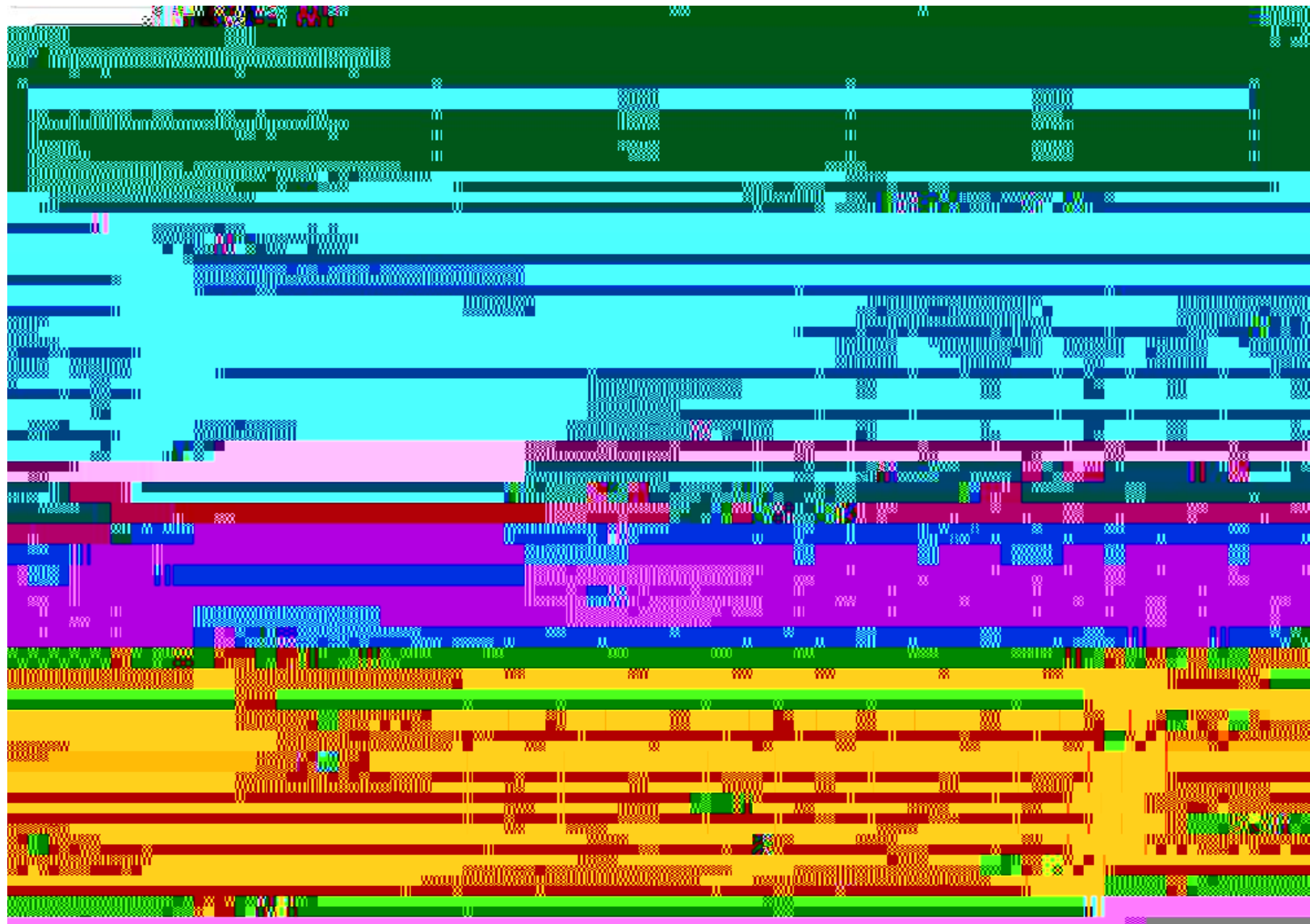
No Change from 2018

Declined below 2018

2019 Overall Accountability Report



2019 High Needs Accountability



Key Takeaways: Accountability

Meeting or exceeding:

Every district achievement target

Every district math growth target

Every high school completion target

Every district additional indicator target

District English proficiency target for English learners

Targeted efforts to better meet needs:

2019 ELA Results

2019 Reasons for ELA Points Assignments

Spring 2019 ELA MCAS Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	80%	T-High	85%	T-Low
High Needs	51%	T-Low	56%	T-Low
Economically Disadvantaged	53%	T-Low	68%	-
EL & Former EL	70%	T-High	-	-
Students with Disabilities	40%	T-Low	53%	Low
Asian	92%	T-High	87%	T-Low
African Amer./Black	53%	T-Low	50%	-
Hispanic or Latino	59%	T-Low	65%	-
Multi-race	84%	T-High	83%	T-High
White	80%	T-High	87%	T-Low

Spring 2019 ELA MCAS Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	85%	82%	79%	81%	69%	81%	85%
SGP Level	-	High	High	T-High	T-Low	T-High	T-Low

Historical ELA MCAS SGPs 2017-2019

Grade	4	5	6	7	8	9	10
Class of 2027	High						
Class of 2026	High	High					
Class of 2025	High	High	T-High				
Class of 2024		T-High	T-High	T-Low			
Class of 2023			T-High	High	T-High		
Class of 2022				High	T-High		
Class of 2021					T-High		T-Low

■ MCAS taken in 2019

Average Student Growth Percentile increased by 2+ points compared to previous year.

Average Student Growth Percentile decreased by 2+ points compared to previous year.



2019 Math Results

2019 Reasons for Math Points Assignments

Math	All students	Lowest performing students	All students	Lowest performing students
	(Non-high school grades)	(Non-high school grades)	(High school grades)	(High school grades)
Achievement	Exceeded (4)	Met (3)	Exceeded (4)	Exceeded (4)
Growth	Typical - high (3)	Typical - high (3)	High (4)	Typical - high (3)

Spring 2019 Math MCAS Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	74%	T-High	88%	High
High Needs	44%	T-Low	61%	T-High
Economically Disadvantaged	40%	T-High	73%	-
EL & Former EL	75%	T-High	-	-
Students with Disabilities	31%	T-Low	52%	High
Asian	94%	High	98%	High
African Amer./Black	37%	T-Low	57%	-
Hispanic or Latino	48%	T-High	75%	-
Multi-race	83%	T-High	82%	High
White	74%	T-High	90%	High

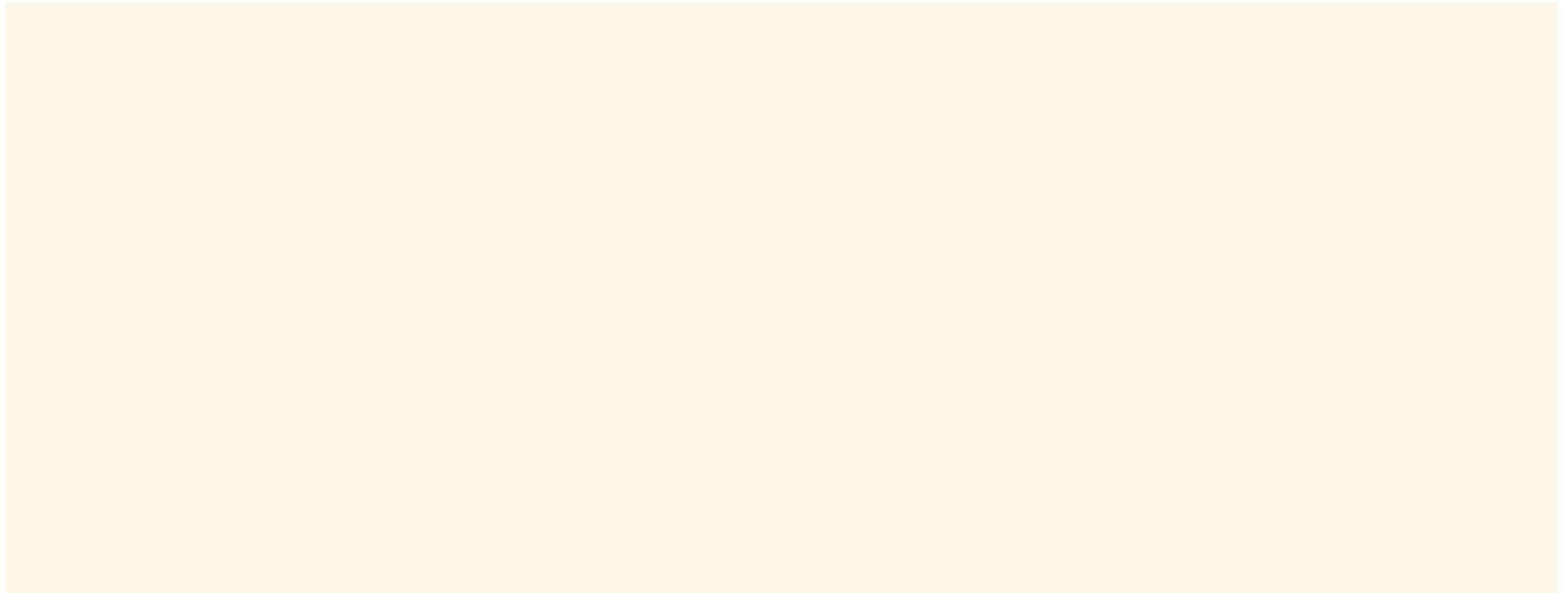
Spring 2019 Math MCAS Percent Meeting/Exceeding and SGP

Grade	3-8 % Meet/Exceed	3-8 SGP	10 % Meet/Exceed	10 SGP
All	74%	T-High	88%	High
High Needs	44%	T-Low	61%	T-High 52%
Economically Disadvantaged	40%	T-High	73%	-
EL & Former EL	75%	T-High	-	-
Students with Disabilities	31%	T-Low	52%	High
Asian	94%	High	98%	High
African Amer.				

Spring 2019 Math MCAS Percent Meeting/Exceeding & SGP Levels

Grade	3	4	5	6	7	8	10
Percent Meeting/Exceeding	78%	78%	75%	74%	71%	75%	88%
SGP Level	-	T-High	High	T-Low	T-Low	T-High	High

Historical Math MCAS Student Growth Percentiles 2017-2019



Key Takeaways: Math

Highlights:

Meeting expectations average scaled score at every grade level
Exceeding typical growth (grades 5 & 10)

Targeted efforts to better meet needs:

High Needs students, particularly economically disadvantaged and students with disabilities - achievement
African American/Black students - achievement
Hispanic or Latino students - achievement
6th and 7th grade students - growth

2019 Science Results

2019 Reasons for Science Points Assignments

Science	All students	All students
	(Non-high school grades)	(High school grades)
Achievement	Exceeded (4)	Exceeded (4)

Spring 2019 Science MCAS

Spring 2019 Science MCAS

Spring 2019 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

Grade	5	8	10
Percent Meeting/Exceeding	67%	79%	
Percent Advanced/Proficient			96%

Spring 2019 Science MCAS Percent Meeting/Exceeding or Advanced/Proficient

Grade	5	8	10
Percent Meeting/Exceeding	67%	79%	
Percent Advanced/Proficient			96%

Key Takeaways: Science

Highlights:

Meeting expectations average scaled score/CPI at every grade level

Targeted efforts to better meet needs:

High Needs students

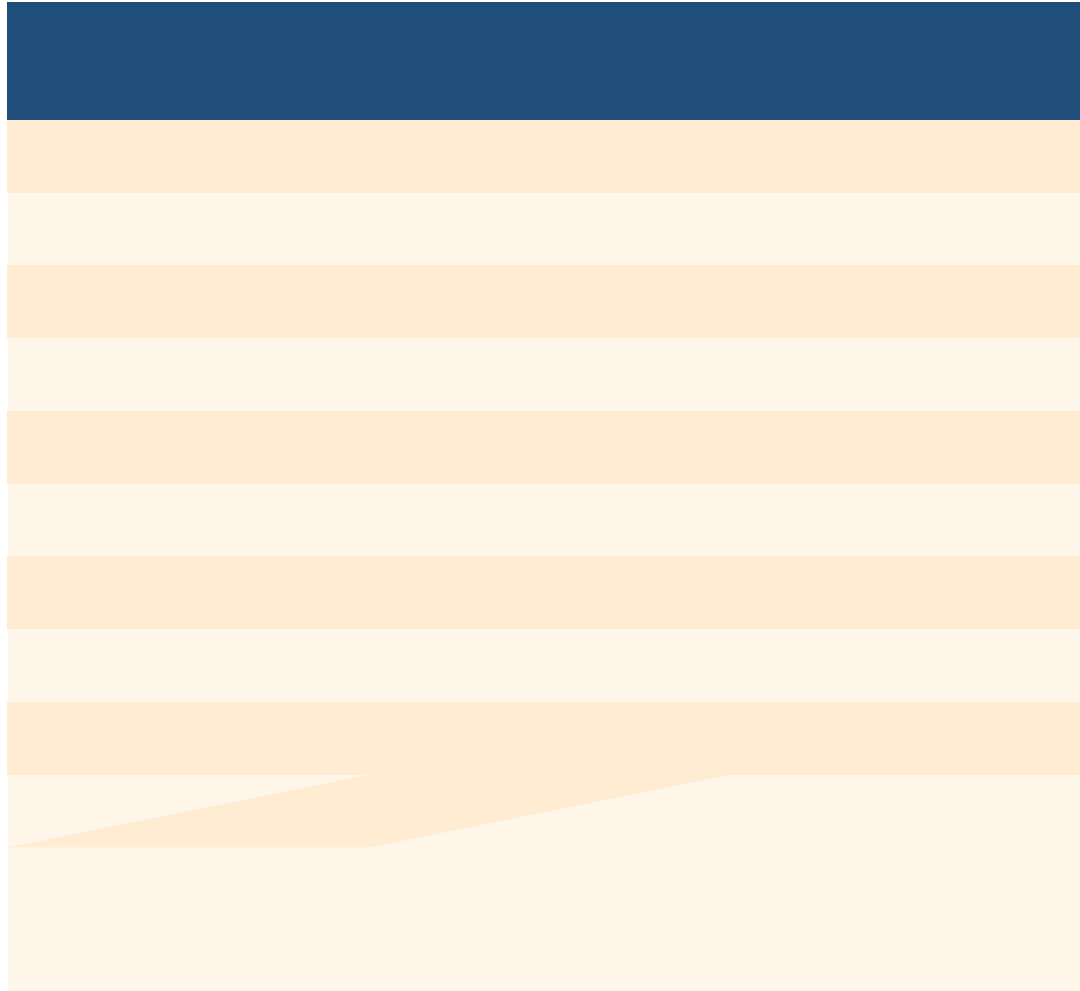
African American/Black students

Hispanic or Latino students

5th grade students

Peer District Comparisons

2019 Accountability District Comparisons



District Comparisons Percent Meeting/Exceeding

District	ELA		Math		Science	
	3-8	10	3-8	10	5 & 8	10 Adv/Prof
Concord-Carlisle	76%/80%	86%	73%/79%	88%	71%/81%	98%
Dover-Sherborn	85%/76%/77%	89%	86%/77%/77%	91%	84%/78%/81%	98%
Lexington	79%	90%	82%	94%	78%	97%
Lincoln-Sudbury	61%/76%	86%	59%/73%	86%	55%/71%	92%
Natick	68%	77%	66%	79%	61%	94%
Needham	76%	84%	73%	88%	70%	90%
Newton	73%	78%	73%	84%	66%	91%
Wayland	77%	87%	77%	87%	74%	98%
Wellesley	79%	85%	75%	89%	73%	96%
Weston	83%	88%	81%	87%	78%	90%
Westwood	77%	84%	77%	89%	76%	96%

District Comparisons Percent Meeting/Exceeding

District Comparisons

Student Growth Percentiles

District	ELA		Math	
	4-8	10	4-8	10
Concord-Carlisle	T-/T+	T+	T-/T+	High
Dover-Sherborn	High/T+/T-	T+	High/T+/T-	T+
Lexington	T+	T+	High	T+
Lincoln-Sudbury	T+/T+	T+	T-/T+	High
Natick	T+	T-	T+	T-
Needham	T+	T+	T+	T+
Newton	T+	T-	T+	T+
Wayland	T+	T-	T+	T-
Wellesley	T+	T-	T+	High
Weston	T+	High	T+	T+
Westwood	T+	T+	T+	High
Winchester	T+	T-	T+	T+

District Comparisons

Next Steps

1. *Determine whether and how to adjust curriculum & instruction*

Next Steps

2. Continue to investigate and address patterns of unmet needs (e.g. with Admin Council, Academic Council, Achievement Gap Task Force, School Wellness Advisory Council)

High Needs students

African American/Black students

Hispanic or Latino students

Next Steps

3. Review data from other high priority areas in

Next Steps

4. Utilize data for strategic planning

Teaching and learning resources (e.g. materials, professional development, staffing allocation)

Teaching and learning structures to support learning for ALL students (e.g. schedules, differentiated instruction)

21st century tools for assessment (e.g. standards-based grading, mastery approach)

Links for Parents/Guardians

[MCAS Resources for Parents/Guardians](#)

General Information

- Why testing matters
- Test Questions and Practice Tests
- Student Work and Scoring Guides

Information for Parents of High School Students

- Class of 2021 Parent Guardian Letter
- Class of 2023 Parent Guardian Letter

Understanding MCAS Test Results

- Parent/Guardian Report templates and translations
- Grade 10 Annotated Parent/Guardian Reports
- Grades 3-8 Annotated Parent/Guardian Reports
- MCAS results

MCAS-Related Scholarships

- John and Abigail Adams Scholarship
- Stanley Z. Koplik Certificate of Mastery Award

[Wellesley Public Schools Accountability Report](#)