



**MCAS Analysis**  
**Spring 2015**  
**October 7, 2015**

## Key Question(s)

### What is the core issue (problem) to be addressed?

- Analysis of the scores helps to connect performance to instruction. This analysis is at the district level. Each school does their individual analysis by STAT teams and shares with each grade level.
- Our initial analysis is that while we continue to improve with our At Risk and Special Education sub groups, it is still the focus of our work to ensure we have appropriate instructional practices that meet the needs of all learners.

# Key Question(s)

**How does MCAS Analysis relate to our district goals or student achievement?**

- Goal #1: Foster and sustain educational services that support, enrich and extend our curriculum for all students
  - By identifying curriculum inconsistencies across the district we are able to address instructional practices, resources, and staffing questions.

# Comparable Districts

## Comparable Districts Overview

\*Districts most similar to your district in terms of grades span, total enrollment, and special populations.

Orange-Shaded row: Your district Blue-Shaded row: Highest performing of the other 10 districts (based on 2014 data).

District Name	2014-15 October Enrollment				2015 MCAS % Proficient or Higher			2015 Median Student Growth Percentile	
	Total Enrollment #	Low Income % (2014)	SWD %	ELL %	ELA %	Math %	Science %	ELA	Math
<a href="#">Canton*</a>	3,326	14.1	12.9	1.6	82%	71%	68%	51.0	47.0
<a href="#">Duxbury*</a>	3,242	5.2	13.6	0.2	88%	79%	75%	59.0	57.0
<a href="#">Hamilton-Wenham*</a>	1,864	5.9	13.7	1.0	86%	76%	73%	56.0	44.0
<a href="#">Hopkinton*</a>	3,463	2.4	13.0	1.4	87%	79%	77%	53.0	61.0
<a href="#">Milton*</a>	4,011	12.7	13.3	1.5			67%		
<a href="#">Nashoba*</a>	3,475	7.2	12.9	1.0	85%	81%	78%	55.0	54.0
<a href="#">Newburyport*</a>	2,352	9.3	12.4	0.9	84%	71%	67%	64.0	57.0
<a href="#">Pembroke*</a>	3,224	12.6	12.2	0.5			57%		
<a href="#">Scituate*</a>	3,092	8.5	14.4	0.5			70%		
<a href="#">Sharon*</a>	3,483	6.6	12.8	2.5			76%		
<a href="#">Westford*</a>	5,139	4.2	12.3	0.7			83%		

## Comparable Districts Selection

Comparable District:

Select a Comparable District



# Brief Background/Overview

## **What are our current practices?**

We currently analyze the data at the district and school level and then push out to the grade level teams for teachers to further aggregate the data in ways that help them look at where, what and how they are teaching specific topics.

## **What is working?**

For the most part our curriculum is being taught consistently across our grade levels.

## **What are the challenges?**

Ensuring that we remediate earlier and regularly so that students who can move up a level get the opportunity to do so.

# Background continued...

## **What data is being used to show our trends?**

We use the MCAS data for longitudinal looks at trends.

## **Are there deadlines?**

Remediation can only start after data is available, mid September and done by March for ELA and May for math and STE.

## **Who will be involved?**

Principals, teachers, and the CIA Coordinators.

## **What is the timeline?**

We will have firm recommendations in January.

# Recommendations

## **What changes are being proposed?**

Looking at our math resources K- 5 is our number recommendation. Science materials 5 - 8 would be next.

## **What alternatives are there?**

We could focus math resources only on 2 - 5 and science only for grades 5 and 8.

# Budget Implications

## **How much will this initiative cost or save?**

- The math resource estimate is \$150,000 (minus existing resources from pilot). The STE resources for K - 8 could be similar depending on what's being recommended.



# Budget Implications

**How will we demonstrate that this is an effective use of resources?**

Ultimately we would see student growth and achievement as measured by both district and state assessment. In order to meet this goal, it is important that we spend the time to carefully select a comprehensive program that aligns to the updated Massachusetts State Framework and meets the needs of our students.

# Statement of Impact

## **How will this initiative improve student achievement/student engagement?**

It is our expectation that teachers having the materials, resources, and instructional lessons from an consistent source aligned with current Massachusetts Math and STE Standards will allow for more creativity, differentiation, and greater efficiency of time to meet the needs of all students while ensuring equity across the district

## **How will it impact our Climate? Culture?**

- Teachers will have consistent, readily available resources that will allow for greater differentiation of instruction to meet student needs.
- It will send a consistent message about math education and promote greater collaboration among teachers across the district.
- Increased opportunities for effective student use of technology

# Statement of Impact

## How will it help us achieve our goals?

We have an objective to be a level one district and this will assist us in meeting that objective by supporting student growth through

- Greater coherence in our curriculum K-5 across our district
- Alignment of curriculum to Massachusetts State Standards
- Consistent readily available resources to allow for differentiation and intervention

## How will we measure impact?

The impact will be measured by formative and summative assessments including the district math benchmark and state assessments.

# Policy Implications

**Do we need to add, change or remove policies or procedures to take this action?**

- We have three policies regarding curriculum (IGA), materials adoption(IH) and materials publication (IJ).
- We will report out our preliminary findings in January for budget development and in a subsequent presentation when there is enough data for a decision.
- No policies need to be added, changed or removed.

# In closing ....

Our educators take MCAS performance seriously, but they emphasize the curriculum as the focus of their work. MCAS results are a good check and balance to learn how well we are reaching each of the subgroups.