## Hull Public Schools

## Spring 2019 MCAS <br> \& <br> Accountability Results

## Grades 3-10

November 4, 2019
Judith Kuehn, Assistant Superintendent of Schools Michael Devine, Superintendent of Schools

## Presentation Agenda

- Overview of Next-Generation MCAS
(MCAS 2.0)
- Accountability
- 2019 MCAS Results
- Graduation Cohort Data
- DART Comparisons
- Target Strategies for Improvement


## Overview of Next-Generation MCAS (MCAS 2.0)

## 2019 Assessments

| Schools | Assessment |
| :---: | :---: |
| Hull High School |  |
| Grade 9 Introductory Physics | Legacy MCAS |
| Grade 10 ELA and Math | Next-Generation MCAS (first year 2019) |
| Memorial Middle School |  |
| Grade 6 ELA and Math | Next-Generation MCAS (since 2017) |
| Grade 7 ELA and Math | Next-Generation MCAS (since 2017) |
| Grade 8 ELA and Math | Next-Generation MCAS (since 2017) |
| Grade 8 Science and Technology | Legacy MCAS |
| Jacobs Elementary School |  |
| Grade 3 Reading and Math | Next-Generation MCAS (since 2017) |
| Grade 4 ELA and Math | Next-Generation MCAS (since 2017) |
| Grade 5 ELA and Math | Next-Generation MCAS (since 2017) |
| Grade 5 Science and Technology | Legacy MCAS |

## Next-Generation MCAS Overview

- Focuses on students' critical thinking, abilities, application of knowledge, and ability to make connections between reading and writing
- Gives clearer signal for readiness for the next grade level or college and career
- Designed to be given on a computer


## MCAS Achievement Levels

## Legacy

## Advanced

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

## Proficient

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

## Needs I mprovement

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

## Warning

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

## Next-Generation

## Exceeding Expectations

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

## Meeting Expectations

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

A student who performed at this level partially met grade-level expectations in this subject.

## Not Meeting Expectations

A student who performed at this level did not meet grade-level expectations in this subject.

## Proposed Competency Determination Requirements for ELA and Mathematics, by Class

| Class | School Year |  |  |  |  | Competency <br> Determination <br> Requirements |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |  |
| $\begin{aligned} & \text { Class of } \\ & 2020 \end{aligned}$ | $\begin{gathered} \text { Grade } \\ 10 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 11 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 12 \end{gathered}$ |  |  | Legacy 240 or 220+EPP |
| $\begin{aligned} & \text { Class of } \\ & 2021 \end{aligned}$ | $\begin{gathered} \text { Grade } \\ 9 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 10^{*} \end{gathered}$ | Grade 11 | $\begin{gathered} \text { Grade } \\ 12 \end{gathered}$ |  | MCAS 2.0 ELA 472 or $455+$ EPP MCAS 2.0 Math 486 or 469 + EPP *equivalent to Legacy threshold |
| $\begin{gathered} \text { Class of } \\ 2022 \end{gathered}$ |  | $\begin{gathered} \text { Grade } \\ 9 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 10 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 11 \end{gathered}$ | $\begin{gathered} \text { Grade } \\ 12 \end{gathered}$ | MCAS 2.0 ELA 472 or 455+EPP MCAS 2.0 Math 486 or 469 + EPP *equivalent to Legacy threshold |

[^0]
## Accountability

## Accountability Indicators

| Indicator | Measure |
| :--- | :--- |
| Achievement | ELA, math, \& science achievement |
| Student Growth | ELA \& math student growth percentile |
| High School Completion | *Four-year cohort graduation rate <br> *Extended engagement rate <br> *Annual dropout rate |
| English Language Proficiency | Progress made by students towards <br> attaining English language proficiency |
| Additional Indicators | Chronic absenteeism <br> *Advanced coursework completion |

## 2019 Accountability Results

| District | Progress Toward Targets |
| :---: | :--- |
| Hull Public Schools | Moderate Progress |


| School | Progress Toward Targets |
| :--- | :--- |
| Hull High School | Moderate Progress |
| Memorial Middle School | Substantial Progress |
| Jacobs Elementary School | Moderate Progress |

## 2019 MCAS Results

## MCAS Percentile Results Meeting and Exceeding Expectations

| Grades 3,4,5 | Hull | State |
| :---: | :---: | :---: |
| Grade 3 ELA | 59 | 56 |
| Grade 3 Math | 59 | 49 |
| Grade 4 ELA | 39 | 52 |
| Grade 4 Math | 44 | 50 |
| Grade 5 ELA | 35 | 52 |
| Grade 5 Math | 26 | 48 |
| Grade 5 *STE | 44 | 49 |


| Grades 6,7,8 | Hull | State |
| :---: | :---: | :---: |
| Grade 6 ELA | 66 | 53 |
| Grade 6 Math | 68 | 52 |
| Grade 7 ELA | 65 | 48 |
| Grade 7 Math | 62 | 48 |
| Grade 8 ELA | 68 | 52 |
| Grade 8 Math | 66 | 46 |
| Grade 8 *STE | 58 | 46 |


| All Grades |
| :---: | :---: | :---: |
| 3-8 |$\quad$ Hull | ELA | 55 |
| :---: | :---: |
| Math | 54 |
| *Grades 5 \& 8 <br> Science | 51 |


| Grades 9,10 | Hull | State |
| ---: | :---: | :---: |
| Grade 10 ELA | 70 | 61 |
| Grade 10 Math | 59 | 59 |
| *Grade 9 <br> Intro to Physics | 78 | 74 |

[^1]
## Graduation Cohort Data

## MCAS Cohort Results



## MCAS Cohort Results



## MCAS Cohort Results



## MCAS Cohort Results



## MCAS Cohort Results



## MCAS Cohort Results Student Growth Percentiles

| Class | ELA | Math |
| :---: | :---: | :---: |
| 2027 current grade 5 | 41 | 46 |
| 2026 current grade 6 | 37 | 30 |
| 2025 current grade 7 | 50 | 65 |
| 2024 current grade 8 | 60 | 59 |
| 2023 current grade 9 | 55 | 53 |

Growth Target $=$ 40-60 Percentile

## DART Comparisons

## Dart Comparison Grades 3-8 ELA

\% Meeting or Exceeding Expectations


## Dart Comparison Grades 3-8 Math



# Dart Comparison Grades 5 \& 8 Science 



## Dart Comparison Grade 10 ELA

## \% Meeting or Exceeding Expectations



## Dart Comparison Grade 10 Math

\% Meeting or Exceeding Expectations


## Dart Comparison Grade 9 Science



## Target Strategies for Improvement

## Elementary

## Target Strategies for Improvement

- Continue collecting formative assessments in all content areas to check clarity of instruction and student acquisition of skills
- Lesson planning that reflects the taxonomy of critical thinking skills necessary for mastery of end-of grade level standards using the Bloom's/Marzano/Webb's Depth of Knowledge Crosswalk document
- Test prep notebooks with teacher-modeled examples for constructed response, short answer, essays
- Increase direct/explicit teaching of test-taking strategies
- Increase use of technology in day to day teaching to give students ample practice on the platform


## Middle School ELA <br> Target Strategies for Improvement

- Increase targeted grammar instruction
- Direct instruction and modeling of selecting the most important events from a passage
- Extend discussions on why a specific section from a reading contributes to the development of the plot
- Increase opportunities for narrative writing
- Regular opportunities for using technology for test-taking practice to ensure familiarity with format


## Middle School Math Target Strategies for Improvement

- Increase time graphing in the coordinate plane
- Reinforce understanding of the relationships between and among operations (integers, decimals and fractions)
- Increase contextual use of two and three dimensional vocabulary
- Increase use of manipulatives to foster understanding of triangle theorems
- Provide on-going opportunities for students to engage in data analysis of meaningful information
- Increase instruction in writing equations from verbal descriptions, rate of change across equations, tables and graphs, slope, and slope at rate of change


## Middle School Science

## Target Strategies for Improvement

- Provide ample opportunities for analyzing and interpreting graphs, diagrams and data tables
- Increase opportunities to construct explanations and design solutions through project based learning
- Increase opportunities for students to practice answering a variety of types of questions and practice test-taking strategies
- Increase use of instructional strategies which allow opportunities for analyzing, interpreting, creating/problem solving, and application of knowledge


## High School English Target Strategies for Improvement

- Increase opportunities to determine and compare the narrators' views on a topic in two passages
- Provide more practice analyzing and contrasting two passages related to the same topic
- Incorporate more analysis of the tone of a passage and select supporting evidence from the passage
- Increase use of instructional strategies which allow opportunities for critical thinking, application of knowledge, and ability to make connections between reading and writing
- Provide ample opportunities for use of technology for test-taking practice to ensure familiarity with format


## High School Math Target Strategies for Improvement

- Implement multiple opportunities for students to create and interpret graphs of lines and transformations using technology in addition to paper
- Increase repertoire of problem solving strategies and demonstrate perseverance as students tackle new content
- Increase opportunities for students using technology to practice answering a variety of questions, practice testtaking strategies and ensure familiarity with format


## High School Introduction to Physics Target Strategies for Improvement

- Introduce open response-style questions earlier in the school year and administer with more frequency
- Provide detailed examples of exemplar responses and scored rubrics
- Lessons and labs modified to include more experiences based on conservation of energy and electromagnetism


## Questions?


[^0]:    * First administration of Next-Generation grade 10 tests in ELA/Mathematics

[^1]:    * Legacy MCAS - \% Proficient or Advanced

