



2019 MCAS & ACCOUNTABILITY
PRESENTATION

ABOUT THE MASSACHUSETTS COMPREHENSIVE ASSESSMENT SYSTEM

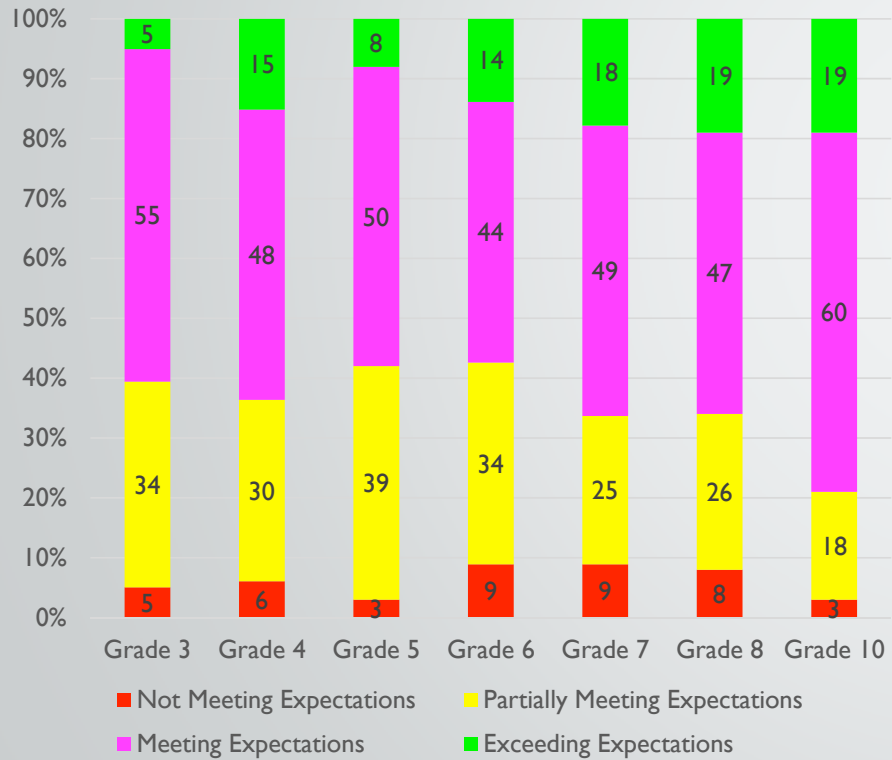
- The *Massachusetts Comprehensive Assessment System* was first developed in 1993
- 2017 was the first implementation of the *Next Generation MCAS* – a computer-based assessment with higher academic expectations
- Results help the district identify areas for increased curriculum support, professional development for staff, and areas for programmatic improvements
- MCAS is just one measure of student achievement. The district values the information that can be learned by analyzing MCAS data; however, we understand that this assessment is only one small piece of information related to each of our learners and teachers

MCAS TESTING BY GRADE

Grade	Subjects Tested
3	Reading, Mathematics
4	English/Language Arts, Mathematics
5	English/Language Arts, Mathematics, Science & Technology/Engineering
6	English/Language Arts, Mathematics
7	English/Language Arts, Mathematics
8	English/Language Arts, Mathematics, Science & Technology/Engineering
HS	English/Language Arts, Mathematics, Biology

ENGLISH/LANGUAGE ARTS ACHIEVEMENT RESULTS

2019 ELA BY GRADE



2017-2019 CHANGE

Grade	Average Scaled Scores			Scaled Scores Change, 2017-2019
	2017	2018	2019	
Grade 3	506.4	501.9	503.9	-2.5
Grade 4	507.5	504.5	508.0	+0.5
Grade 5	505.6	508.3	504.7	-0.9
Grade 6	505.3	504.8	504.3	-1.0
Grade 7	507.6	504.5	506.8	-0.8
Grade 8	507.6	503.1	507.8	+0.8
Grades 3-8	506.7	504.6	506.0	-0.7
Grade 10	--	--	514.4	N/A

MATHEMATICS ACHIEVEMENT RESULTS

2019 MATHEMATICS BY GRADE



2017-2019 CHANGE

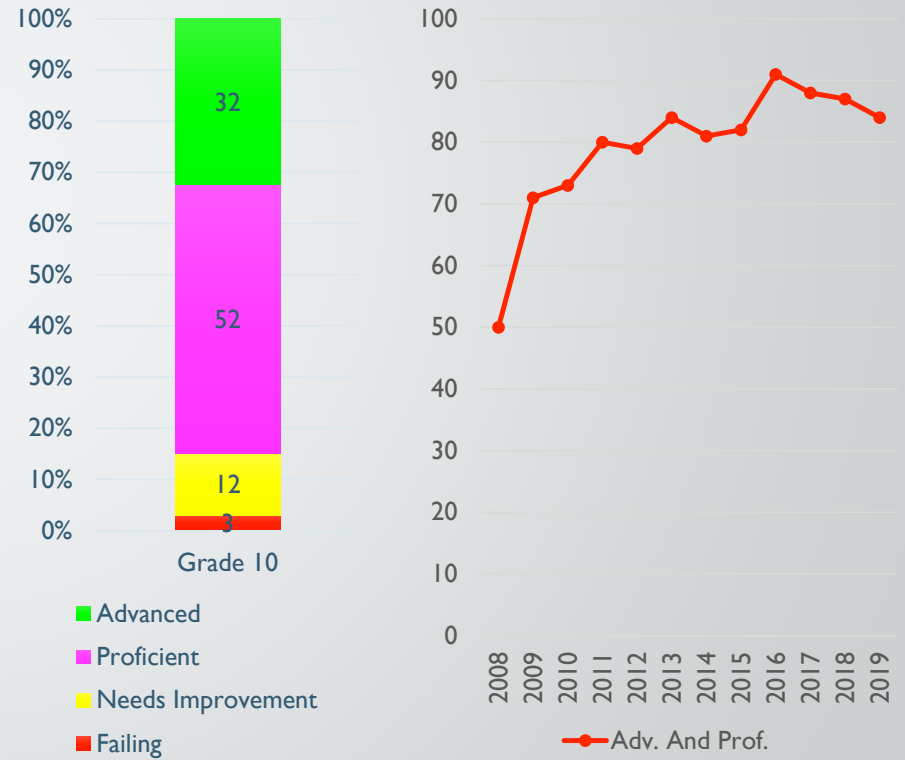
Grade	Average Scaled Scores			Scaled Scores Change, 2017-2019
	2017	2018	2019	
Grade 3	502.7	504.1	499.6	-3.1
Grade 4	504.6	502.2	510.5	+5.9
Grade 5	503.8	503.4	504.2	+0.4
Grade 6	499.3	500.5	498.4	-0.9
Grade 7	501.5	501.5	504.7	+3.2
Grade 8	505.3	501.3	502.7	-2.6
Grades 3-8	502.8	502.1	503.2	+0.4
Grade 10	--	--	507.4	N/A

SCIENCE AND TECHNOLOGY/ENGINEERING ACHIEVEMENT RESULTS

2019 STE BY GRADE



LEGACY GRADE 10



ACCOUNTABILITY OVERVIEW & RESULTS

- Measures school and district performance and helps the state determine how to allocate resources
- *Answers how is the school doing? and what kind of support does the school need?*
- Accountability Classifications consider the following:
 - Achievement (ELA, Mathematics, and STE)
 - Growth (ELA, Mathematics)
 - High School Completion (Four-year cohort graduation rate, Extended engagement rate, Annual dropout rate)
 - Progress toward attaining English Language Proficiency (NA for SPS)
 - Additional indicators (Chronic absenteeism, advanced coursework completion)

ACCOUNTABILITY OVERVIEW & RESULTS

- Under the state's Accountability System, schools are designated into one of three Accountability Classifications:
 - *Not Requiring Assistance or Intervention*
 - *Requiring Assistance or Intervention*
 - *Insufficient Data*
- Under the state's Accountability System, schools are designated into one of six Accountability Categories:
 - *Meeting or Exceeding Targets*
 - *Substantial Progress Toward Targets*
 - *Moderate Progress Toward Targets*
 - *Limited or No Progress Toward Targets*
 - *In Need of Focused/Targeted Supports*
 - *In Need of Broad/Comprehensive Support*

IMPROVEMENT TARGETS

- Targets
 - The overall Accountability Determination is primarily based on the performance of the district or school as a whole and its lowest performing 25% of students towards various targets
 - Targets differ by school, subject area, and other accountability indicators
 - DESE also reports progress towards improvement targets at the subgroup level (groups of 20 or more students who fall into designated categories):
 - White
 - Economically Disadvantaged
 - Students with Disabilities
 - Current and Former English Language Learners
 - High Needs Students

PROGRESS TOWARD IMPROVEMENT TARGETS

Seekonk High School

Indicator		All Students (High School)	Lowest Performing Students (high School)
Achievement	ELA Achievement	4	4
	Mathematics Achievement	4	4
	STE Achievement	1	3
	Achievement Total	9	11
Growth	ELA Growth	2	1
	Mathematics Growth	1	0
	Growth Total	3	1
High School Completion	Four-year Cohort Grad. Rate	3	-
	Extended Engagement Rate	3	-
	Annual Dropout Rate	3	-
	High School Completion Total	9	-
Additional Indicators	Chronic Absenteeism	3	3
	Advanced Coursework Completion	2	-
	Additional Indicators Total	5	3
Percentage of Possible Points		68%	78%
Criterion-referenced Target Percentage		73% - Partially Meeting Targets	

4 pts = Exceeding Target
 3 pts = Meeting Target
 2 pts = Improved, Below Target
 1 pt = No Change
 0 pts = Declined

PROGRESS TOWARD IMPROVEMENT TARGETS

Seekonk High School

	2018	2019
Annual Target Percentage	20%	73%
Weight	40%	60%
Cumulative Target Percentage (2018 x 40%) + (2019 x 60%)	52%	
Substantial Progress Toward Targets		

PROGRESS TOWARD IMPROVEMENT TARGETS

Dr. Kevin M. Hurley Middle School

Indicator		All Students	Lowest Performing Students
Achievement	ELA Achievement	4	2
	Mathematics Achievement	2	2
	STE Achievement	2	-
	Achievement Total	8	4
Growth	ELA Growth	2	2
	Mathematics Growth	2	2
	Growth Total	4	4
Additional Indicators	Chronic Absenteeism	4	4
	Advanced Coursework Completion	-	-
	Additional Indicators Total	4	4
Percentage of Possible Points		65%	53%
Criterion-referenced Target Percentage		59% - Partially Meeting Targets	

4 pts = Exceeding Target
 3 pts = Meeting Target
 2 pts = Improved, Below Target
 1 pt = No Change
 0 pts = Declined

PROGRESS TOWARD IMPROVEMENT TARGETS

Dr. Kevin M. Hurley Middle School

	2018	2019
Annual Target Percentage	24%	59%
Weight	40%	60%
Cumulative Target Percentage (2018 x 40%) + (2019 x 60%)	45%	
Moderate Progress Toward Targets		

PROGRESS TOWARD IMPROVEMENT TARGETS

Mildred H. Aitken Elementary School

Indicator		All Students	Lowest Performing Students
Achievement	ELA Achievement	2	4
	Mathematics Achievement	4	4
	STE Achievement	4	-
	Achievement Total	10	8
Growth	ELA Growth	3	3
	Mathematics Growth	4	4
	Growth Total	7	7
Additional Indicators	Chronic Absenteeism	3	4
	Advanced Coursework Completion	-	-
	Additional Indicators Total	3	4
Percentage of Possible Points		84%	97%
Criterion-referenced Target Percentage		91%	

4 pts = Exceeding Target
 3 pts = Meeting Target
 2 pts = Improved, Below Target
 1 pt = No Change
 0 pts = Declined

PROGRESS TOWARD IMPROVEMENT TARGETS

Mildred H. Aitken Elementary School

	2018	2019
Annual Target Percentage	54%	91%
Weight	40%	60%
Cumulative Target Percentage (2018 x 40%) + (2019 x 60%)	76%	
Meeting or Exceeding Targets		

PROGRESS TOWARD IMPROVEMENT TARGETS

George R. Martin Elementary School

Indicator		All Students	Lowest Performing Students
Achievement	ELA Achievement	2	2
	Mathematics Achievement	2	2
	STE Achievement	0	-
	Achievement Total	4	4
Growth	ELA Growth	3	2
	Mathematics Growth	3	2
	Growth Total	6	4
Additional Indicators	Chronic Absenteeism	1	1
	Advanced Coursework Completion	-	-
	Additional Indicators Total	1	1
Percentage of Possible Points		41%	49%
Criterion-referenced Target Percentage		45%	

4 pts = Exceeding Target
 3 pts = Meeting Target
 2 pts = Improved, Below Target
 1 pt = No Change
 0 pts = Declined

PROGRESS TOWARD IMPROVEMENT TARGETS

George R. Martin Elementary School

	2018	2019
Annual Target Percentage	50%	45%
Weight	40%	60%
Cumulative Target Percentage (2018 x 40%) + (2019 x 60%)	47%	
Moderate Progress Toward Targets		

PROGRESS TOWARD IMPROVEMENT TARGETS

Seekonk Public Schools

Indicator		All Students (Non-High School)	Lowest Performing Students (Non-High School)	All Students (High School)	Lowest Performing Students (high School)
Achievement	ELA Achievement	3	2	4	4
	Mathematics Achievement	3	4	4	4
	STE Achievement	2	-	1	-
	Achievement Total	8	6	9	8
Growth	ELA Growth	3	2	2	1
	Mathematics Growth	3	3	1	0
	Growth Total	6	5	3	1
High School Completion	Four-year Cohort Grad. Rate	-	-	0	-
	Extended Engagement Rate	-	-	3	-
	Annual Dropout Rate	-	-	3	-
	High School Completion Total	-	-	6	-
Progress Toward Meeting ELP	English Language Proficiency Total	3	-	-	-
Additional Indicators	Chronic Absenteeism	3	4	3	3
	Advanced Coursework Completion	-	-	3	-
	Additional Indicators Total	3	4	6	3
Percentage of Possible Points		69%	74%	64%	78%
Percentage of Possible Points by Gradespan		71%		71%	
Criterion-referenced Target Percentage		71%			

4 pts = Exceeding Target
 3 pts = Meeting Target
 2 pts = Improved, Below Target
 1 pt = No Change
 0 pts = Declined

PROGRESS TOWARD IMPROVEMENT TARGETS

Seekonk Public Schools

	2018	2019
Annual Target Percentage	30%	71%
Weight	40%	60%
Cumulative Target Percentage (2018 x 40%) + (2019 x 60%)	55%	
Substantial Progress Toward Targets		

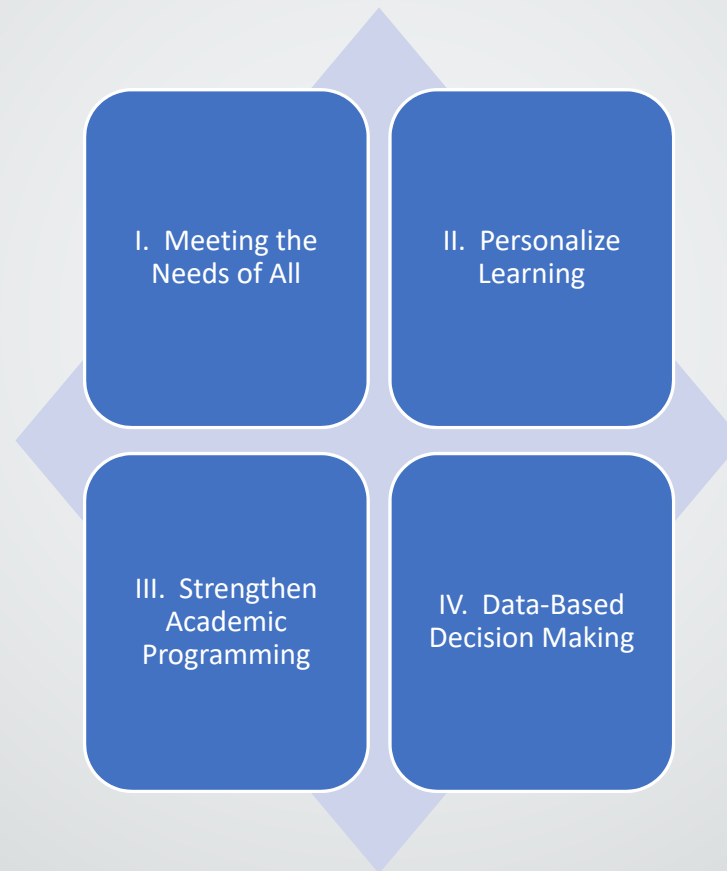
ACCOUNTABILITY OVERVIEW & RESULTS

- Under the state's Accountability System, schools are given an Accountability Percentile:
 - An accountability percentile between 1 and 99 is reported for all Seekonk Schools
 - This number is an indication of the school's overall performance relative to other schools that administer similar assessments, and is calculated using up to two years of data for all accountability indicators.
 - Accountability percentiles are not calculated for districts, or for any school without sufficient achievement and growth data in English language arts (ELA) and mathematics.

ACCOUNTABILITY OVERVIEW & RESULTS

District/School	Accountability Classification	Accountability Category	Accountability Percentile
Seekonk Public Schools	Not Requiring Assistance or Intervention	Substantial Progress Toward Targets	N/A
Seekonk High School	Not Requiring Assistance or Intervention	Substantial Progress Toward Targets	45 (+2 % from FY18)
Dr. Kevin M. Hurley Middle School	Not Requiring Assistance or Intervention	Moderate Progress Toward Targets	57 (+1 % from FY18)
Mildred H. Aitken Elementary School	Not Requiring Assistance or Intervention	Meeting or Exceeding Targets	87 (+6 % from FY18)
George R. Martin Elementary School	Not Requiring Assistance or Intervention	Moderate Progress Toward Targets	63 (+2 % from FY18)

NEXT STEPS
DISTRICT STRATEGY FOR
CONTINUOUS IMPROVEMENT



NEXT STEPS
*DISTRICT STRATEGY FOR
CONTINUOUS IMPROVEMENT*

I. Meet the diverse needs of all learners to ensure growth for all students.

- Strengthen instruction through the use of best practices (I.1)
- Increase inclusive practices with increased co-teaching (I.2)
- Redesign the *Student Support Team* process to provide supports for students in need (I.3)
- Increase opportunities for high achieving students to grow in a rigorous learning environment (I.4)

NEXT STEPS
*DISTRICT STRATEGY FOR
CONTINUOUS IMPROVEMENT*

II. Personalize learning to engage students and to prepare them for success in a changing world.

- Personalize learning through the use of technology, *Universal Design for Learning*, project-based learning, and other best practices (2.1)

NEXT STEPS
*DISTRICT STRATEGY FOR
CONTINUOUS IMPROVEMENT*

III. Strengthen the academic programming by developing an aligned curriculum, instruction, and assessment framework.

- Assess district's curriculum at all grade levels and content areas and identify areas for growth and revision (3.1)
- Provide training on multi-tiered systems of support to support teaching and learning (3.3)

NEXT STEPS
*DISTRICT STRATEGY FOR
CONTINUOUS IMPROVEMENT*

IV. Strategically use data to make programmatic and instructional decisions within the district, our schools, and our classrooms.

- Regularly provide educators with useful data on student learning (4.1)
- Develop and strengthen opportunities for collaboration among educators through common planning time, professional learning communities, and job-alike groups to support the academic and social-emotional achievement and growth for all students (4.2)
- Make building-based decisions regarding scheduling, resource allocation, and hiring based on data to support the academic growth for all students (4.3)
- Strengthen the consistent use of common rubrics and common assessments to inform teaching and learning (4.4)



QUESTIONS?