Haverhill Public Schools

MCAS Results SY 2018

School Committee Presentation

9/27/2018

Beyond Test Scores:
Revised School Accountability Framework

Background

➢ Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (Dec. 2015)

➢ DESE revised the accountability to comply with the federal system (Sept. 2017)

➢ The new federal law (and the new MA accountability) requires states to use a broader measure of data to assess school quality

Gone

➢ No more Levels 1-3… Only L4 and L5 schools that did not exit in 2017 will get the level

➢ No other levels or PPI

➢ 2017 is the new baseline for target-setting in 2018 and beyond

➢ ESSA eliminated the AYP and 100% proficiency goals

Revised School Accountability Framework (cont'd)

Gone

➢ Relying on normative component alone (percentile rank) because it does not sufficiently differentiate between schools

➢ Achievement (75%)

➢ Growth (25%)

But still 3:1 ratio maintained for 2018

New Framework: Elementary & Middle

- Achievement and Growth
  - ELA, math, science mean scores
- English Learner proficiency
- One other academic measure
  - Meaningfully differentiate between schools
- At least one non-academic measure
  - Chronic absenteeism
- Focus on lowest performing students
  - Identified using ELA and math averaged scaled score
  - Lists will be shared by DESE in Spring 2019

New Framework: High School

➤ Achievement and growth

　➤ ELA, math, science mean scores

➤ English Learner proficiency

➤ Graduation rates

➤ At least one other non-academic measure

　➤ 9th grade completion

　➤ Coursework rigor

　➤ Percent of 11th and 12th graders completing AP courses

Weighting Grades 3-8

Indicator	Measures	With El	No EL
Achievement	ELA, math, science	60%	67.5%
Student Growth	ELA, math	20%	22.5%
EL Proficiency	Progress made by EL students in learning English	10%	N/A
Absenteeism	Chronic absenteeism (18+ days)	10%	10%

Weighting High Schools

Achievement	ELA, math, science	40%	47.5%
Student Growth	ELA, math	20%	22.5%
High School Completion	4-yr graduation rate Extended engagement (5-yr) Annual dropout	20%	20%
EL Proficiency	Progress made by EL students in learning English	10%	N/A
Absenteeism	Chronic absenteeism (18+ days) Percent of 11th & 12th graders completing AP courses	10%	10%

Haverhill 2018 ELA MCAS Achievement K-8

Group	2017 Achievement	2018 Achievement	Change	2018 Target		Points	Reason
All Students	493.1	493.5	0.4	494.9		2	Improved Below Target
Lowest Performing	470.9	473.4	2.5	475.3		2	Improved Below Target
High needs	487.2	487.6	0.4	488.7		2	Improved Below Target
Econ. Disadvantaged	488.1	488.6	0.5	489.7		2	Improved Below Target
EL and Former EL	482.4	483.3	0.9	484.2		2	Improved Below Target
Students w/disabilities	479.9	479.5	-0.4	481.3		1	No Change

Haverhill 2018 ELA MCAS Achievement HHS

Group	2017 Achievement	2018 Achievement	Change	2018 Target		Points	Reason
All Students	94.6	96.1	1.5	96.1		3	Met Target
Lowest Performing	86.7	90.9	4.2	88.7		4	Exceeded Target
High needs	89.3	92.0	2.7	91.2		3	Met Target
Econ. Disadvantaged	90.7	92.6	1.9	92.5		3	Met Target
EL and Former EL	79.5	85.7	6.2	82.2		4	Exceeded Target
Students w/disabilities	84.9	87.5	2.6	87.2		3	Met Target

Haverhill 2018 Math MCAS Achievement K-8

Group	2017 Achievement	2018 Achievement	Change	2018 Target	Points	Reason
All Students	492.8	491.8	-1.0	494.5	0	Declined
Lowest Performing	467.3	470.6	3.3	469.9	4	Exceeded Target
High needs	486.1	485.1	-1.0	487.6	0	Declined
Econ. Disadvantaged	486.7	485.4	-1.3	487.8	0	Declined
EL and Former EL	483.2	481.8	-1.4	485.0	0	Declined
Students w/disabilities	478.6	476.9	-1.7	480.1	0	Declined

Haverhill 2018 Math MCAS Achievement HHS

Group	2017 Achievement	2018 Achievement	Change	2018 Target		Points	Reason
All Students	84.2	88.5	4.3	86.0		4	Exceeded Target
Lowest Performing	50.9	66.5	15.6	53.7		4	Exceeded Target
High needs	74.4	79.9	5.5	76.9		4	Exceeded Target
Econ. Disadvantaged	74.5	81.0	6.5	77.2		4	Exceeded Target
EL and Former EL	71.5	70.6	-0.9	75.4		1	No Change
Students w/disabilities	64.8	72.7	7.9	67.7		4	Exceeded Target

HPS MCAS 2018 Big Picture

➢ District overall classification "Not requiring assistance or intervention"

➢ Progress toward improvement targets "Partially meet targets"

➢ "Need Intervention" for special education

➢ HHS strong gains in ELA, Math & Science

➢ Zero points for chronic absenteeism - increased chronic absenteeism

Haverhill School Accountability Information SY 2018

School	Accountability classification	Percentile
Bradford Elementary	Not requiring assistance or intervention	66%
Caleb Dustin Hunking K-8	Insufficient data	N/A
Consentino Middle (3-8)	Requiring assistance or intervention	10%
Dr. Paul Nettle Middle	Not requiring assistance or intervention	24%
Golden Hill Elementary	Requiring assistance or intervention	9%
Haverhill High School	Not requiring assistance or intervention	28%
Pentucket Lake Elementary	Not requiring assistance or intervention	38%
Silver Hill	Not requiring assistance or intervention	N/A
Tilton Elementary	Not requiring assistance or intervention	21%
Whittier Middle School	Not requiring assistance or intervention	18%

Celebrating Wins!

Tilton: Understanding the Past to Change the Present

2015 PERCENTILE RANK: 1%

- ➢ Tilton met 1 out of 6 Targets

2016 PERCENTILE RANK: 4%

- ➢ Year Long Focus on Sub-groups
  - • Students w/ disabilities
  - • Hispanic/Latino
  - • High needs

- ➢ Tilton met 3 out of 6 Targets

2017 PERCENTILE RANK: No rank given

- ➢ Tilton met ALL TARGETS

What Tilton *DID* to Move Forward

➢ **STEP 1: Ask the school community to BELIEVE in our vision and be part of the process of moving forward**

    ➢ We saw significant progress being made in our benchmarks and test scores in 2016/2017 school year, but there was more work to be done to fully transform the environment, the culture, and instruction at Tilton School.

➢ **STEP 2: Turnaround Grant Opportunity**

    ➢ We applied for a Turnaround Grant as a level 3 school showing improvements and were awarded the second highest amount of money from DESE for a two year turnaround plan.

Tilton 2018 MCAS RESULTS

21% Percentile rank (up 20 points since 2015)

CLASSIFICATION: Not requiring intervention or assistance

Group	2017 Achievement	2018 Achievement	Change	2018 Target		Points	Reason
All Students	490.5	495.4	4.9	492.5	208	4	Exceeded Target
Lowest Performing	472.5	484	11.5	477.8	20	4	Exceeded Target
High needs	487.5	492.8	5.3	489.5	174	4	Exceeded Target
Econ. Disadvantaged	488	492.4	4.4	489.6	157	4	Exceeded Target
EL and Former EL	483.5	487.1	3.6	485.1	46	4	Exceeded Target
Students w/disabilities	478.0	484.2	6.2	479.8	53	4	Exceeded Target

When you think you're done, it's only just begun….

➢ We celebrate our success now, but our work continues!

➢ Turnaround Grant is ending…..what does this mean?

➢ Thank for your support and believing in Tilton School when others did not.

KEEP BELIEVING!

Haverhill High School: How We Got Here

School Percentile:

HHS 2015 - 9%

HHS 2016 - 10%

HHS 2017 - 10%

➢ Among lowest performing 20% of schools & subgroups

➢ Persistently low graduation rate for one or more groups: Focus on Students w/disabilities

➢ Very low assessment participation (less than 90%) Focus on ELL and former ELL

Haverhill High School: Focused on 4 Turnaround Practices

➢ **Leadership, Shared Responsibility, and Professional Collaboration**

> ➢ Restructured leadership team, Promoted teacher leadership, Provided targeted professional development, Consistency in evaluation process- targeted feedback- follow up

➢ **Intentional Practices for Improving Instruction**

> ➢ DESE Inclusive Practice Modules, Participation in the Inclusive Practice Academy, Restructured Directed Study Course focused on skill building, School-wide focus on instructional practices to develop strong teachers, common assessments, High Standards and expectations for all students – *Hillie way of Instructional Practices*

➢ **Student Specific Supports and Instruction to All Students**

> ➢ Tutoring center, Late bus, IST, Content Professional Learning Communities (PLC),

➢ **School Climate and Culture**

Family Resource Center, Increased opportunities for students through program development

HHS 2018 Accountability Report: 28%

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
ELA 2018 Performance							
ELL & Former ELL	82.7	88.2	5.5	85.7	38	4	Exceeded Target
Students w/disabilities	87.3	89.8	2.5	90.3	61	3	Met Target
High needs	91.0	93.5	2.5	93.2	182	3	Met Target
Math 2018 Performance							
ELL & Former ELL	73.1	72.3	-0.8	78.2	37	1	No Change
Students w/disabilities	72.3	74.2	1.9	76.1	61	2	Improved Below Target
High Needs	77.5	81.2	3.7	79.9	181	4	Exceeded Target

HHS 2018 Science Accountability Report

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
ELL & Former ELL	66.4	73.4	7.0	69.7	32	4	Exceeded Target
Students w/disabilities	73.5	73.6	0.1	76.7	53	2	Improved Below Target
High needs	77.0	80.2	3.2	79.3	159	3	Met Target

HHS will continue to go deeper with our work

➢ *Focus on Social Emotional Issues via monthly GREAT Block*

➢ *Developing consistent protocols for reviewing student work*

➢ *Mastery grading/Standards based report card*

➢ *Increase parent involvement through monthly supper club*

➢ *Focus on chronic absenteeism*

Significant and Sustainable Change Takes 3-5 years!

Bradford Elementary

Exceeded/Meet/ Improved Target	No Change/ Below Target/Declining
ELA Achievement - All Students	ELA Achievement – High Needs, ED & SWD
Math Achievement- All Students	Math Achievement – High Needs, ED, SWD
ELA Growth - All Student	Chronic Absenteeism - All Students
Math Growth - All Students & All sub groups	Chronic Absenteeism – All subgroups

Action Plan

➢ Intervention blocks offering differentiated instruction using Literacy Framework Model

➢ Focus on chronic Absenteeism

Consentino Accountability Data 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement ELL/Former ELL	ELA Achievement Lowest Preforming & High Needs
ELA Achievement Students w/Disabilities	Math Achievement ELL/Former ELL Subgroup
Math Achievement Lowest Performing Subgroup	ELA Growth
Science Achievement Students w/Disabilities	Science Achievement ELL/Former ELL Subgroup
Math Growth All Students & Lowest Performing	Chronic Absenteeism – All Subgroups

Consentino Action Plan

➢ **Data Meetings**

  ➢ Identify students for intervention using Renaissance Screening Report

  ➢ Plan together to differentiate instruction to meet needs of all learners

  ➢ Progress monitor students monthly basis & adjust instruction as needed

➢ **Classroom Walkthrough**

  ➢ Conducted daily by school administrators

  ➢ Teachers will focus on DESE Power Elements: Curriculum & Planning, Assessment, Instruction, Learning Environment, Expectations, Communication, Reflection, and Shared Responsibilities

➢ **Deans List – PBIS**

  ➢ Continue to implement our positive behaviors system to decrease classroom disruptions

TEACH/HALT

- Less than 20 students taking assessment at each grade level – no public scores
- Found in Need of Focused Attention due to "Low Participation Rate" below 95%
  - TEACH – 80% Participation
  - HALT - 83% Participation

Golden Hill Accountability Data 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement for Lowest Performing Students	ELA Achievement All Students
ELA Achievement Students w/ Disabilities	Math Achievement All Students
ELA Achievement Hispanic/Latino Sub-group	ELA Achievement Growth All Students
Progress towards Gaining English Proficiency -ELL	Chronic Absenteeism – All Groups

Golden Hill Action Plan

Math

- ➢ Recalibrating Envisions core components to increase rigor.

- ➢ ST Math, *program has shown success in other schools in our district, currently have it for grades 3 and 4.*

- ➢ Altered role for math specialist, increased coaching and ST Math support

- ➢ District support from math supervisor

ELA

- ➢ Exceeded target for Lowest Performing students

- ➢ Staff literacy support redeployed to further interventions in grades 3 and 4.

- ➢ Focus on writing about reading

- ➢ Trained staff in new intervention (LIPS) , summer PD focused on Tier one instruction – reading.

- ➢ District and State support

Hunking

Hunking became a K-8 school in SY2018, therefore no accountability report was issued.

Grade Level	Meeting/Exceeding Expectations 2016-17	Meeting/Exceeding Expectations 2017-18
Third		37% ELA 25% Math
Fourth		42% ELA 41% Math
Fifth		54% ELA 35% Math
Sixth	37% ELA 42% Math	31% ELA 43% Math
Seventh	44% ELA 45% Math	40% ELA 42% Math
Eighth	40% ELA 51% Math	40% ELA 42% Math

➢ School Wide focus on Effective Lesson Components
- An objective posted, communicated, and revisited throughout the lesson
- Continuous checks for understanding drives instruction and targeted feedback is provided to students
- Assessment of learning

➢ ECLC District PD in the area of Effective Instruction

➢ K-1 Full implementation of the Letterland phonics program

➢ Grade 2 currently being trained and will begin implementing Letterland Phonics Program

➢ Grades 3-8 continued implementation of the Balanced Literacy Framework

➢ Lead Teachers in the area of Math

Nettle MCAS 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement - All students	ELA Achievement– Lowest performing, High Needs, & SWD
ELA Achievement – ED, ELL	Math Achievement– All students, all subgroups
Math Achievement – Lowest preforming	Science Achievement –All students, all subgroups
ELA Growth – Lowest performing & ELL	ELA growth – all students
Math Growth – All Students, Lowest Performing ED, ELL, High Needs	Chronic Absenteeism

Action Plan

➢Continue using data to drive instruction
➢Focus on grade 5 ELA
➢Improve chronic absenteeism – 21 % chronically absent last year

Silver Hill MCAS 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement – All Students	Science Achievement – All Student
ELA Achievement – Subgroups	Science – Subgroups
Math Achievement – All students	ELA Growth Lowest Performing, High Needs & SWD
Math Achievement – Subgroups	

Action Plan

➢ Focus on science instruction through rollout and implementation of new Stem Scopes Curriculum
➢ Focus on differentiated instruction for all students
➢ Increase rigor in substantially separate classrooms

Pentucket Lake MCAS 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement – All Students	Math Growth – All Students
ELA Achievement – All Sub-groups	Math Growth – All Sub-groups
Math Achievement – All Students	Chronic Absenteeism – All Students
Math Achievement – All Sub-groups	Chronic Absenteeism – Most Subgroups
ELA Growth – All Students & All Sub-groups	

Action Plan

➢ Focus on differentiation of math instruction
➢ Target interventions for chronic absenteeism

Whittier MCAS 2018

Exceeded/Meet/Improved Target	No Change/Declining/Below Target
ELA Achievement – Lowest performing, High Needs, ED, SWD	ELA Achievement – All students
Science Achievement – High needs, SWD,	Math Achievement – All students
Progress Toward English Language Proficiency	Science Achievement – All students
Assessment Participation – All students	Chronic Absenteeism – All students

Action Plan

- ➢ Data – based intervention groups for ELA & Mathematics core skills
- ➢ Instructional walkthroughs, observations and calibration of expectations
- ➢ Roll – out of STEM Scopes curriculum
- ➢ Student & Family Outreach/ Home Visits to support attendance & engagement

Haverhill Public Schools
English Learner MCAS

Positive News

➢ HS English Learners exceeded their target for achievement and met growth targets in ELA. Grade 10 English Learners exceeded the state in students scoring advanced and proficient

  ➢ 54% of Haverhill ELs scored advanced or proficient and the state average was 44%

➢ HS English Learners exceeded their targets in Science achievement scores.

  ➢ 37% scored proficient or advanced and the state average was 18%/

➢ Grades 3 – 8 English Learners showed improvement in ELA

Areas of Concern

➢ HS English learners didn't reach their targets in Mathematics achievement

➢ English Learners in grades 3 – 8 declined in meeting their targets and were below target in growth in Mathematics

➢ English Learner grade 3 – 8 ELA growth scores were below target. This group also declined in Science

Implications to Practice and Programming Decisions

➢ Math and Science continue to be a challenge to all grades 3 – 8 English Learners. The District needs to build additional opportunities to learn concepts and skills in STEM subjects.

➢ HS English Learners find success when allowed time to develop language and content knowledge in ELA and Science.

➢ HHS English Learners need more programming to support mastering Mathematics concepts and skills.

Haverhill Public Schools
SWD MCAS Positive News

Positive News

➤ ELA MCAS CPI Meet Target at HHS

➤ MATH MCAS CPI Exceeded Target HHS

➤ Science CPI Met Target at HHS

➤ Improved achievement and growth in all MCAS subject areas at HHS – attributed to increased inclusion rates at HHS

➤ Exceeded Target Four Year Graduation Rates

➤ HHS Exceeded Target Chronic Absenteeism

Areas of Concern

➤ SWD K – 8 ELA Scores experienced " No Change" from last year with Below Target growth

➤ SWD K – 8   Math Scores Declined from last year with Below Target Growth

➤ K- 8 Increased Chronic Absenteeism

Implications to Practice and Programming Decisions

➢ Tier 1 Instruction needs to be designed and implemented to meet the needs of all learners

➢ Increase rigor and supports in all setting to allow all learners success

➢ Increase rates of meaningful inclusion across the school district

➢ Decrease rate of MCAS Alternative Portfolios to 1%

Moving forward: Big Picture Areas for Change

➢ Attendance Matters!

➢ Equitable Distribution of Resources

➢ Shared Understanding of Excellence

➢ Access for All

  ➢ Tiered Interventions – Focus on Tier 1

  ➢ Revamp ELD Services

  ➢ Rethink Special Education Programming