



Hopkinton Public Schools

MCAS Data - Spring 2016
and
Curricular, Instructional, and Assessment Goals

Hopkinton School Committee Meeting Thursday, October 6, 2016

Center School's Targeted Literacy Skill Development

STEPS TO SUCCESS

- Foundations (Tier I) Double Dose (Tier II)
- Fountas and Pinnel Guided Reading Instruction, Benchmark Assessment System (BAS) data collection (grant funded literacy specialist)
- SRSD - Self Regulated Strategy Development for Writing
- Science writing curriculum

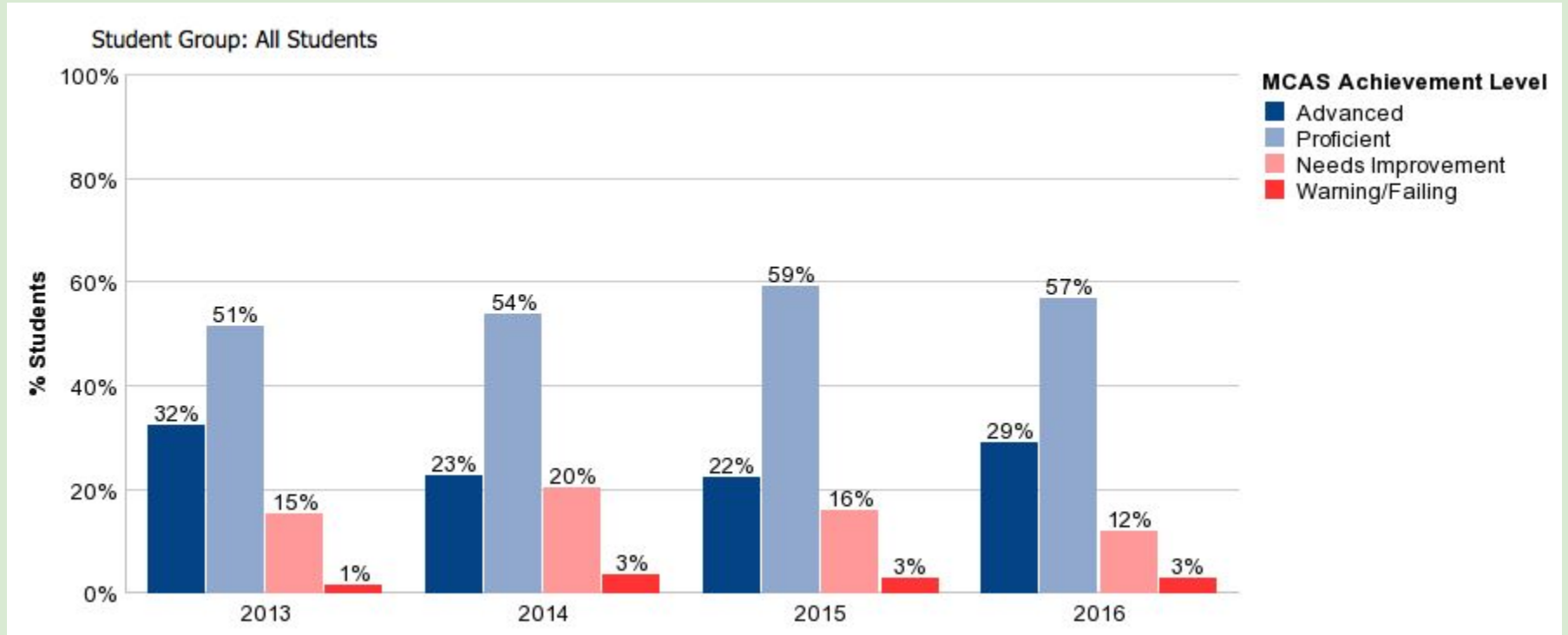


RATIONALE

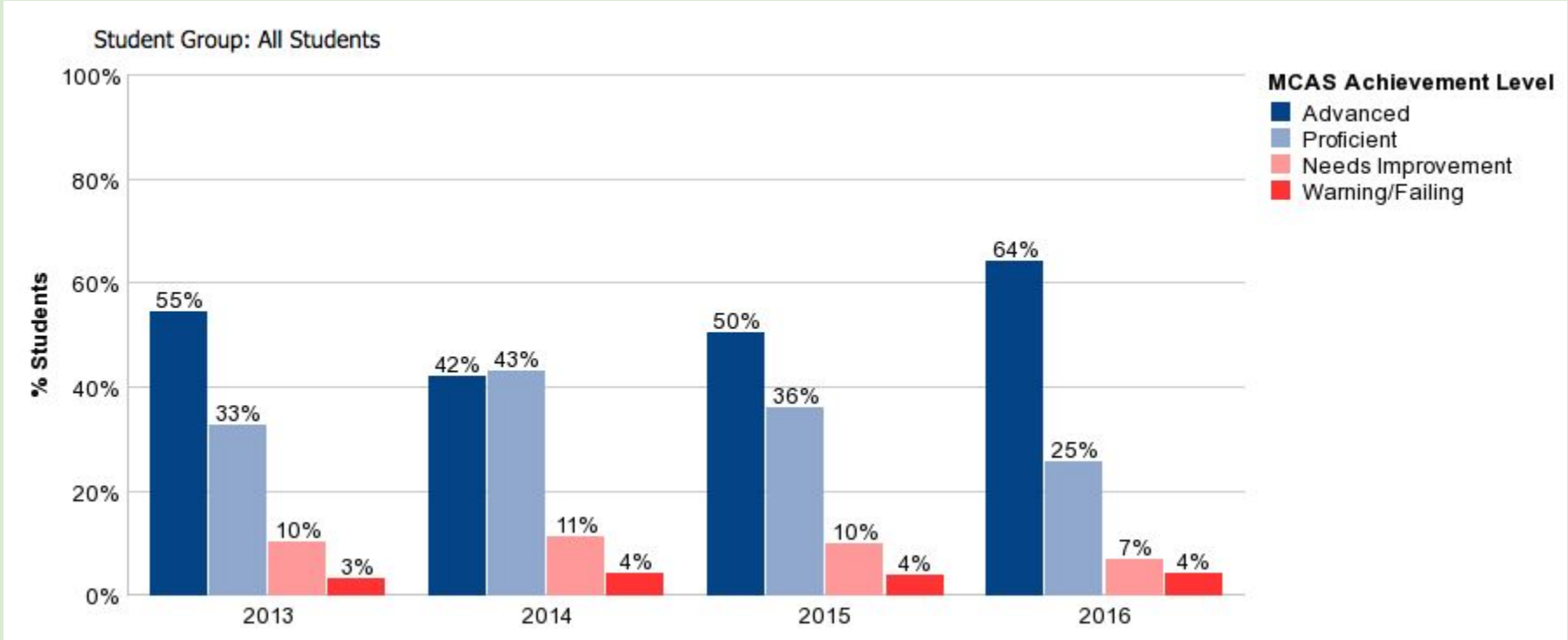
This plan offers the balance found in good differentiation. Students get solid foundational Tier I instruction through *Foundations* and Guided Reading; Double Dose offers additional support. SRSD offers a strong writing instruction to all learners.



Elmwood Grade 3 ELA Spring 2016 Results



Elmwood Grade 3 **MATH** Spring 2016 Results



ELMWOOD'S CELEBRATIONS

BEST OVERALL SCORES IN THE PAST FOUR YEARS

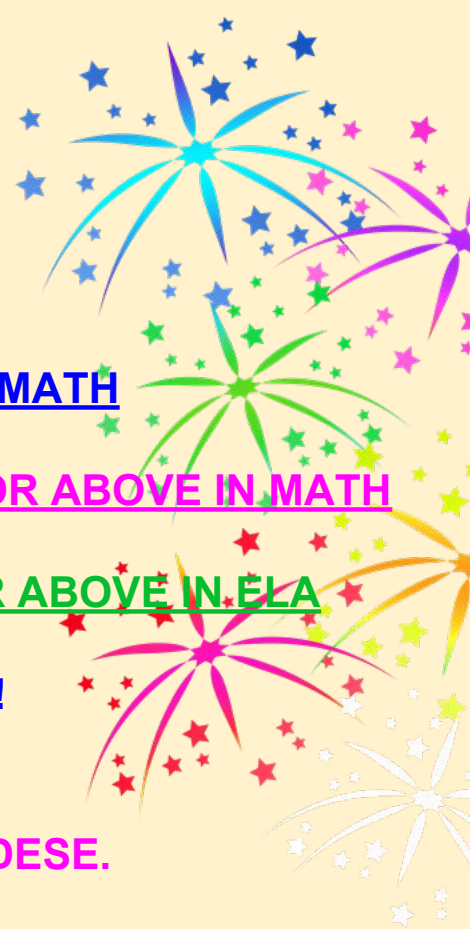
SIXTY-FOUR (64) PERCENT OF STUDENTS SCORED ADVANCED IN MATH

EIGHTY-NINE (89) PERCENT OF STUDENTS SCORED PROFICIENT OR ABOVE IN MATH

EIGHTY-SIX (86) PERCENT OF STUDENTS SCORED PROFICIENT OR ABOVE IN ELA

TITLE I STUDENTS' ORQ WRITING SCORES MORE THAN DOUBLED!

WHEN ALL STUDENT SCORES WERE AVERAGED, ELMWOOD STUDENTS FAR EXCEEDED THEIR TARGET SCORE DICTATED BY DESE.



Elmwood Accountability Data

High needs students: The new high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students (eligible for free/reduced price school lunch). For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

Cumulative PPI: The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100

2016 Preliminary Accountability Data - Elmwood

Organization Information			
District:	Hopkinton (01390000)	School type:	Elementary School
School:	Elmwood (01390010)	Grades served:	02,03
Region:	Greater Boston	Title I status:	Title I School (TA)

Accountability Information		About the Data
Accountability and Assistance Level		
Level 2	Not meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				View Detailed 2016 Data
Student Group (Click group to view subgroup data)	On Target = 75 or higher			
	Less progress	More progress		
All students			83	Met Target
High needs			55	Did Not Meet Target
Econ. Disadvantaged			-	-
ELL and Former ELL			-	-
Students w/disabilities			51	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	-
Asian			-	-
Afr. Amer./Black			-	-
Hispanic/Latino			-	-
Multi-race, Non-Hisp./Lat.			-	-
Nat. Haw. or Pacif. Isl.			-	-
White			90	Met Target

Elmwood's Targeted Literacy Skill Development

STEPS TO SUCCESS

- Foundations (Tier I)
- Fountas and Pinnel Guided Reading Instruction, Benchmark Assessment System (BAS) data collection, and--soon to come--Leveled Literacy Intervention (LLI) to meet the needs of struggling readers (grant funded literacy specialist)
- SRSD - Self Regulated Strategy Development for Writing
- Science writing curriculum



RATIONALE

- This balanced literacy approach ensures that students get what they need as individual readers, writers, speakers, listeners, and inquirers.



Elmwood's instructional goals

2016, English Language Arts - Grade 3

Question 2: Multiple-Choice


Reporting Category: Reading

Standard: CCSS.ELA-Literacy.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. [Note: Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.]

View Reading Selection

Based on paragraphs 2–4, what does the diagram **mainly** show?

- A. how the invention was like a puppet
- B. why feeding chickens was a hard chore
- C. how the invention was supposed to work
- D. why feeding chickens was done in the morning



Reading
complementary
paired texts



Elmwood's Math Instruction

- 2 Jody wrote the expression shown below.

$$(2 \times 3) + (2 \times 5)$$

Which of these is another way to write Jody's expression?

- A 2×8
- B 4×8
- C 4×15
- D 6×10

44%
correct

- 15 Ryan put 24 books on shelves. He put 8 books on each shelf.

Which equation can be used to find s , the number of shelves Ryan put books on?

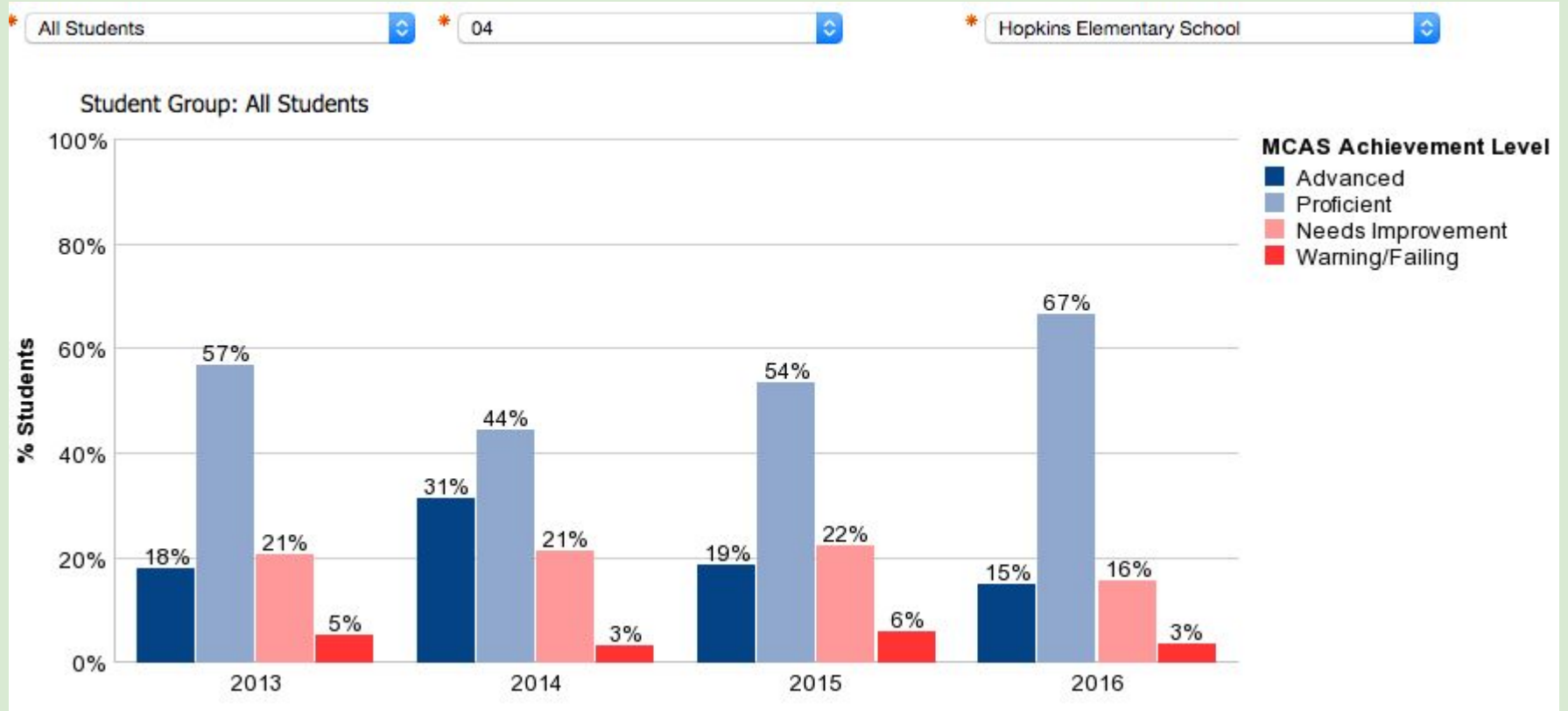
- A $8 \times 24 = s$
- B $8 \div 24 = s$
- C $s \times 8 = 24$
- D $s \div 8 = 24$

64%
correct

These two problems illustrate struggles with algebraic operations.

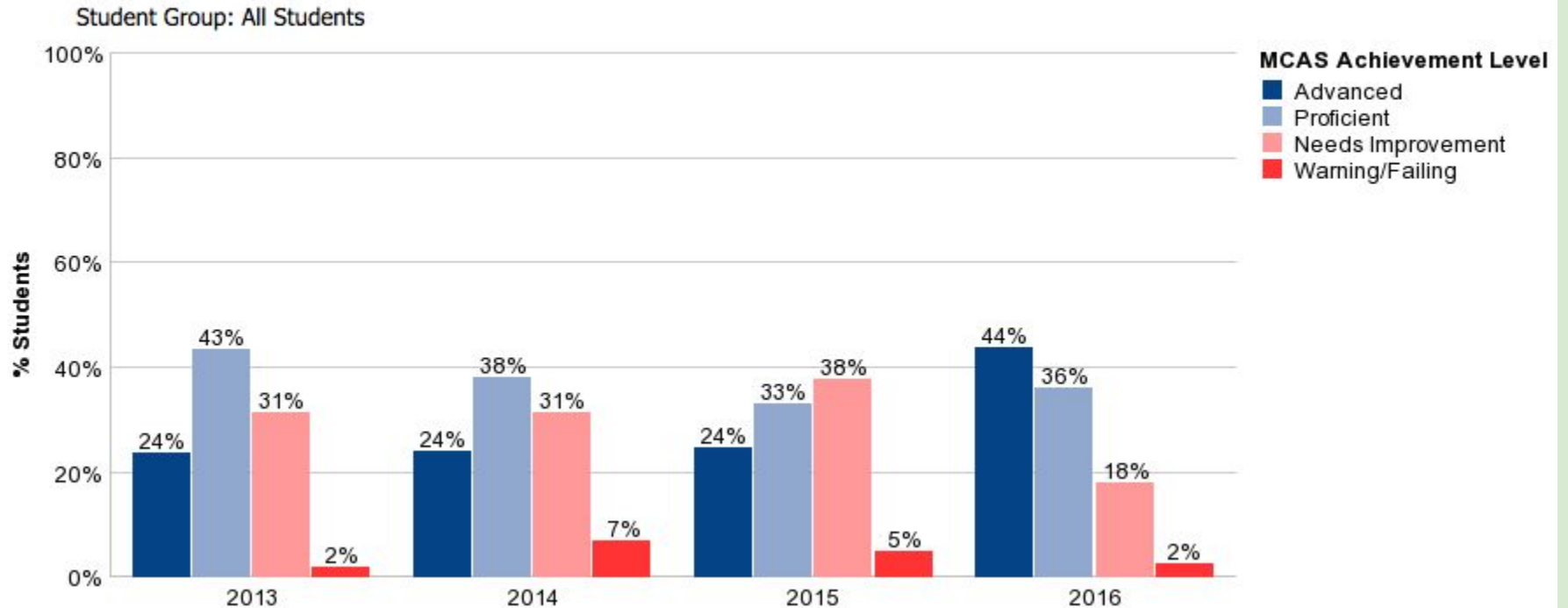
Therefore, we have established this as an instructional goal, as well as work in line plots and fractions.

Hopkins Grade 4 ELA Spring 2016 Results

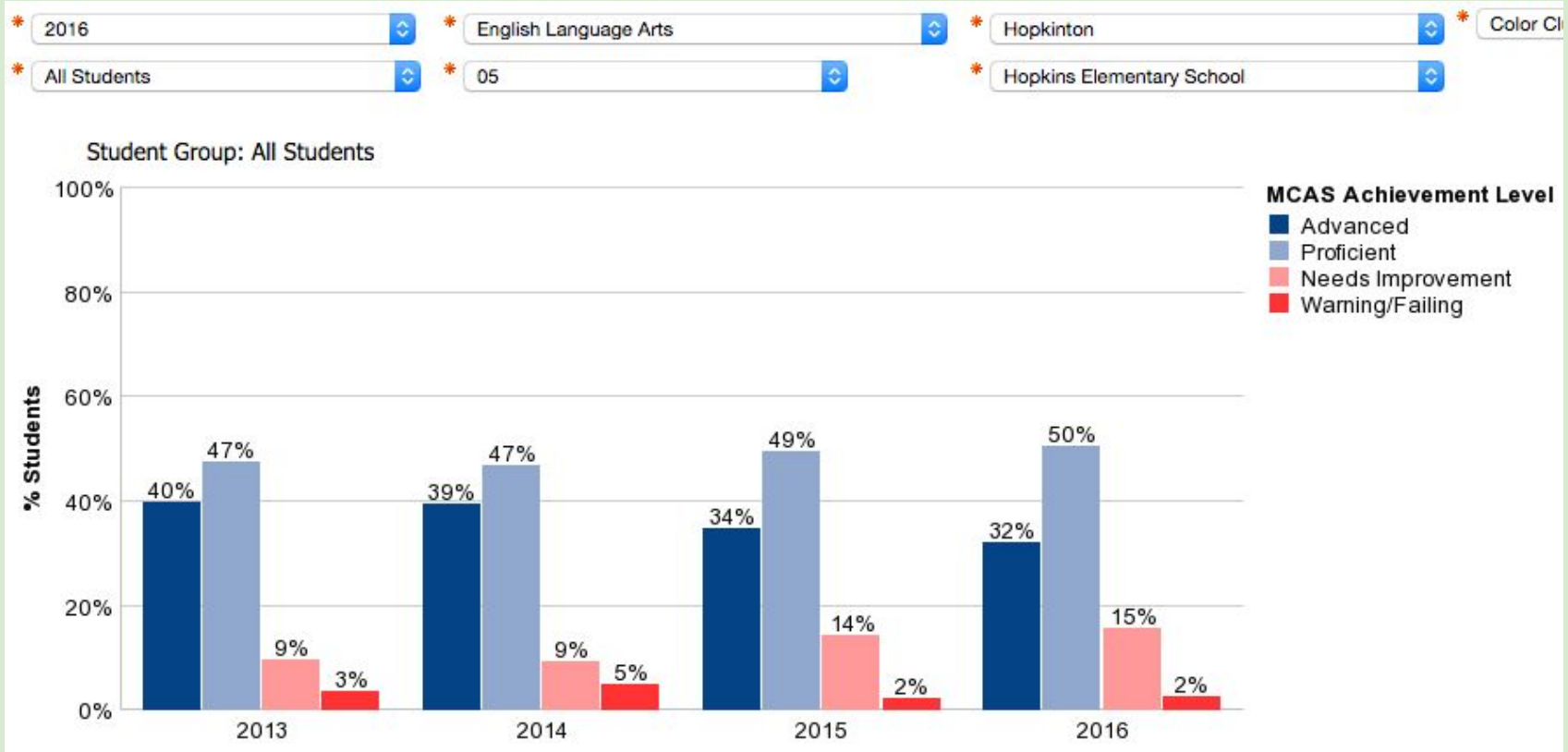


Hopkins Grade 4 Math Spring 2016 Results

* 2016 * Mathematics * Hopkinton * Color Cl
* All Students * 04 * Hopkins Elementary School

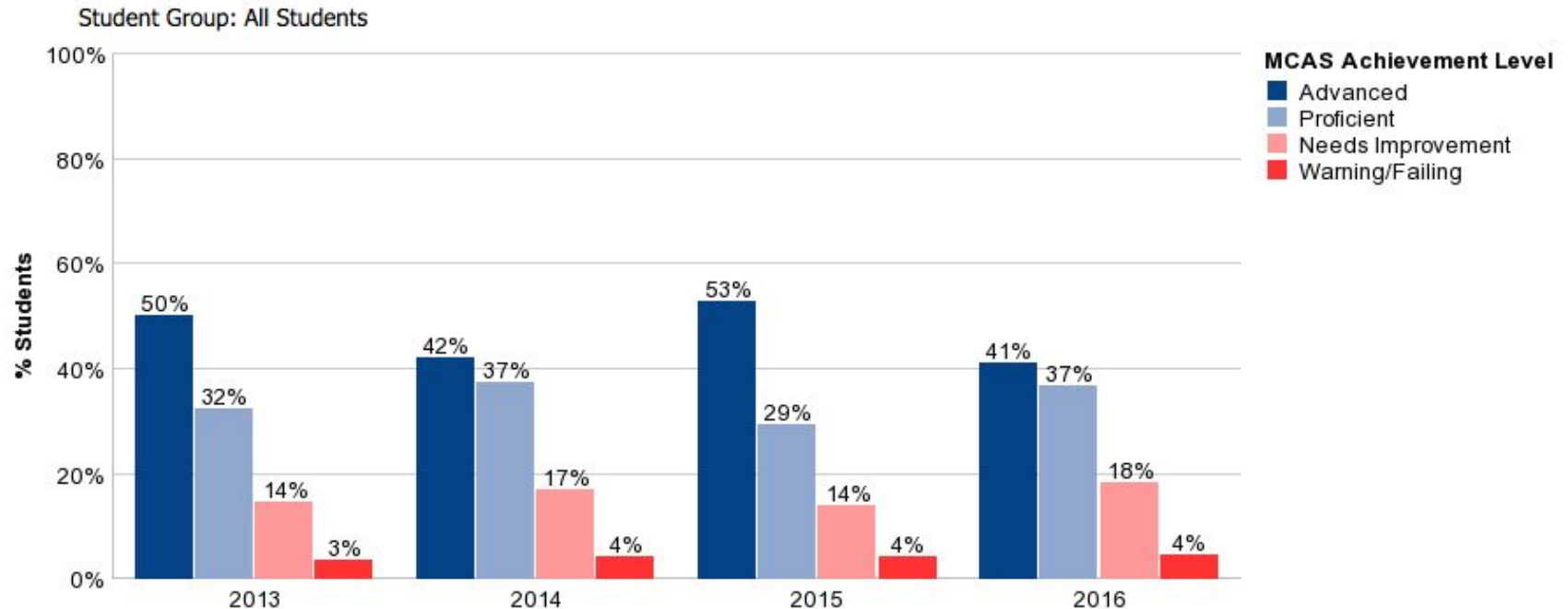


Hopkins Grade 5 ELA Spring 2016 Results



Hopkins Grade 5 Math Spring 2016 Results

* 2016 * Mathematics * Hopkinton * Color Clu
* All Students * 05 * Hopkins Elementary School



Hopkins Grade 5 Science Spring 2016 Results

2016

Science and Technology/Engineering

Hopkinton

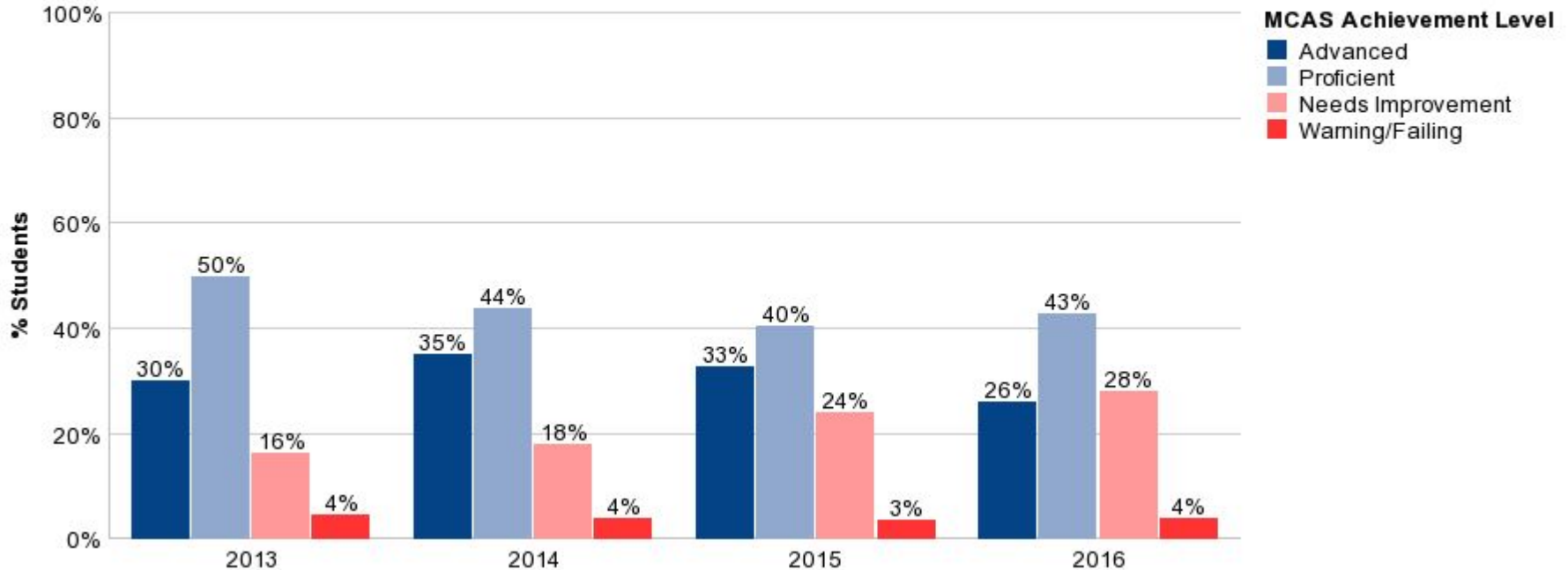
Color Clu

All Students

05

Hopkins Elementary School

Student Group: All Students



HOPKINS' CELEBRATIONS

BEST OVERALL GRADE 4 SCORES IN THE PAST FOUR YEARS!

EIGHTY (80) PERCENT OF GRADE 4 STUDENTS SCORED PROFICIENT OR ABOVE IN MATH

EIGHTY-TWO (82) PERCENT OF GRADE 4 STUDENTS SCORED PROFICIENT OR ABOVE IN ELA

SEVENTY-EIGHT (78) PERCENT OF GRADE 5 STUDENTS SCORED PROFICIENT OR ABOVE IN MATH

EIGHTY-TWO (82) PERCENT OF GRADE 5 STUDENTS SCORED PROFICIENT OR ABOVE IN ELA



Hopkins Accountability Data

Accountability Information

[About the Data](#)






Accountability and Assistance Level

Level 2 Not meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View Detailed 2016 Data
	Less progress	More progress		
All students		■	70	Did Not Meet Target
High needs		■	61	Did Not Meet Target
Econ. Disadvantaged			-	
ELL and Former ELL			-	
Students w/disabilities		■	62	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-	
Asian		■	100	Met Target
Afr. Amer./Black			-	
Hispanic/Latino			-	
Multi-race, Non-Hisp./Lat.			-	
Nat. Haw. or Pacif. Isl.			-	
White		■	67	Did Not Meet Target

Hopkins' Targeted Skill Development

LITERACY

- Fountas and Pinnell Guided Reading Instruction, Benchmark Assessment System (BAS) data collection, and Leveled Literacy Intervention (LLI) to meet the needs of struggling readers
- SRSD - Self Regulated Strategy Development for Writing



MATH

- Combination of EnVision Math and Jump Math as a remedial tool.



Why SRSD?

Close reading: A biography is used to express a larger thematic concept.

Question 7 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 7 in the space provided in your Student Answer Booklet.

- 7** A creative person is someone who uses imagination to come up with new ideas. Based on the article, explain why John Kovac could be called a creative person. Support your answer with important information from the article.

Question 18 is an open-response question.

- Read the question carefully.
- Explain your answer.
- Add supporting details.
- Double-check your work.

Write your answer to question 18 in the space provided in your Student Answer Booklet.

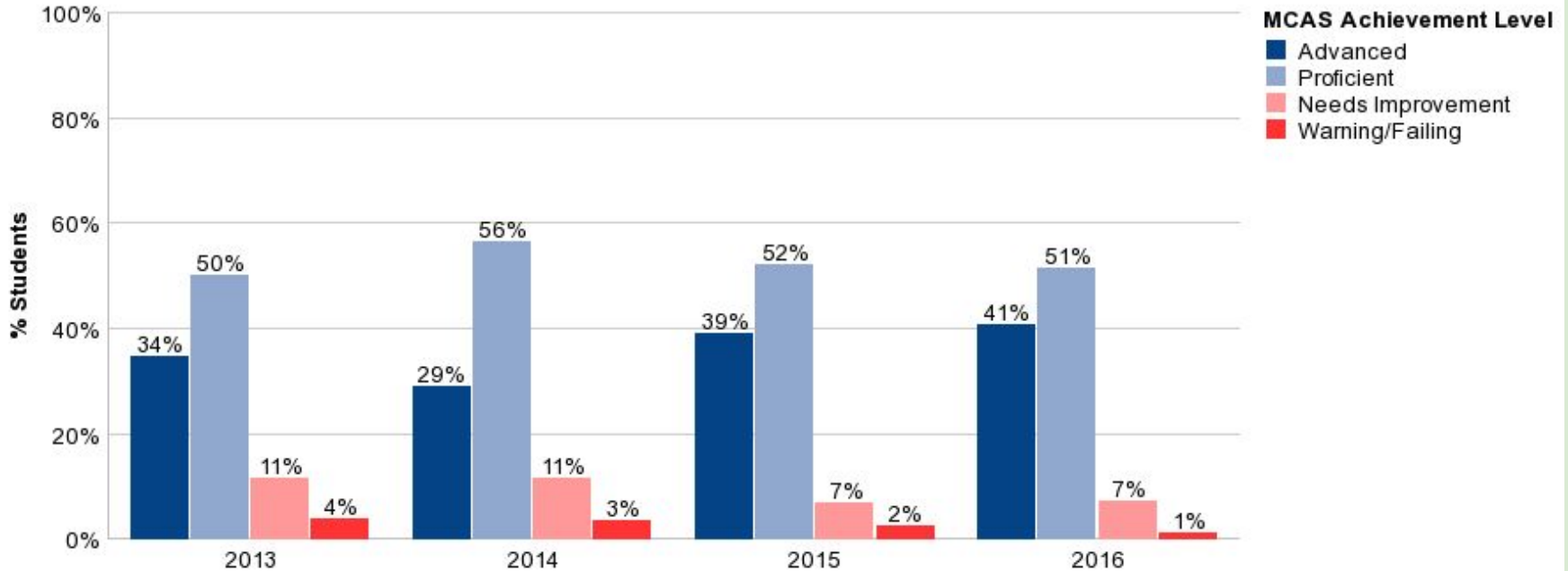
- 18** Based on the article **and** the folktale, explain how fear can affect people. Support your answer with important information from the article **and** details from the folktale.

Paired Texts: Two genres to illustrate the same concept.

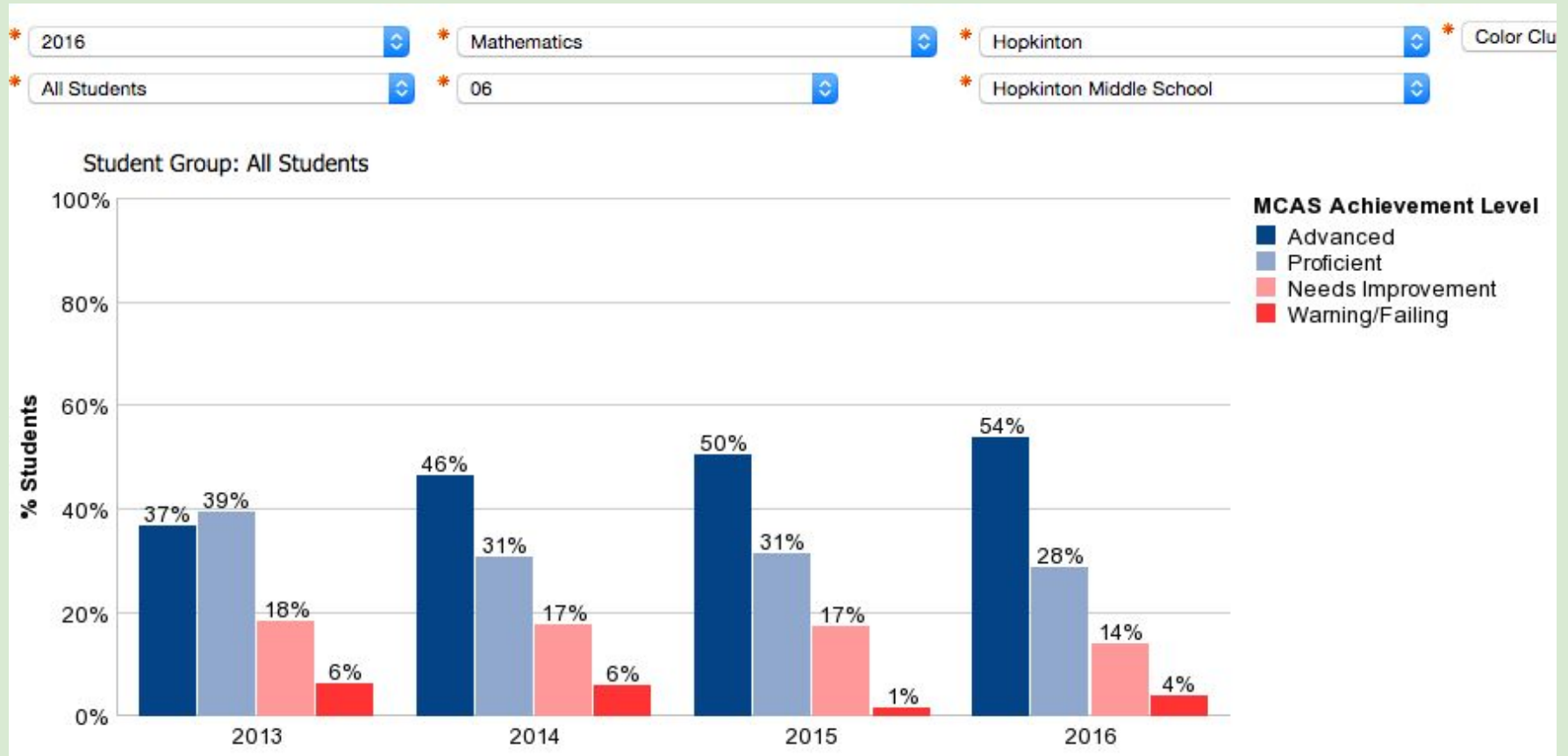
HMS Grade 6 ELA Spring 2016 Results

2016 English Language Arts Hopkinton
All Students 06 Hopkinton Middle School

Student Group: All Students

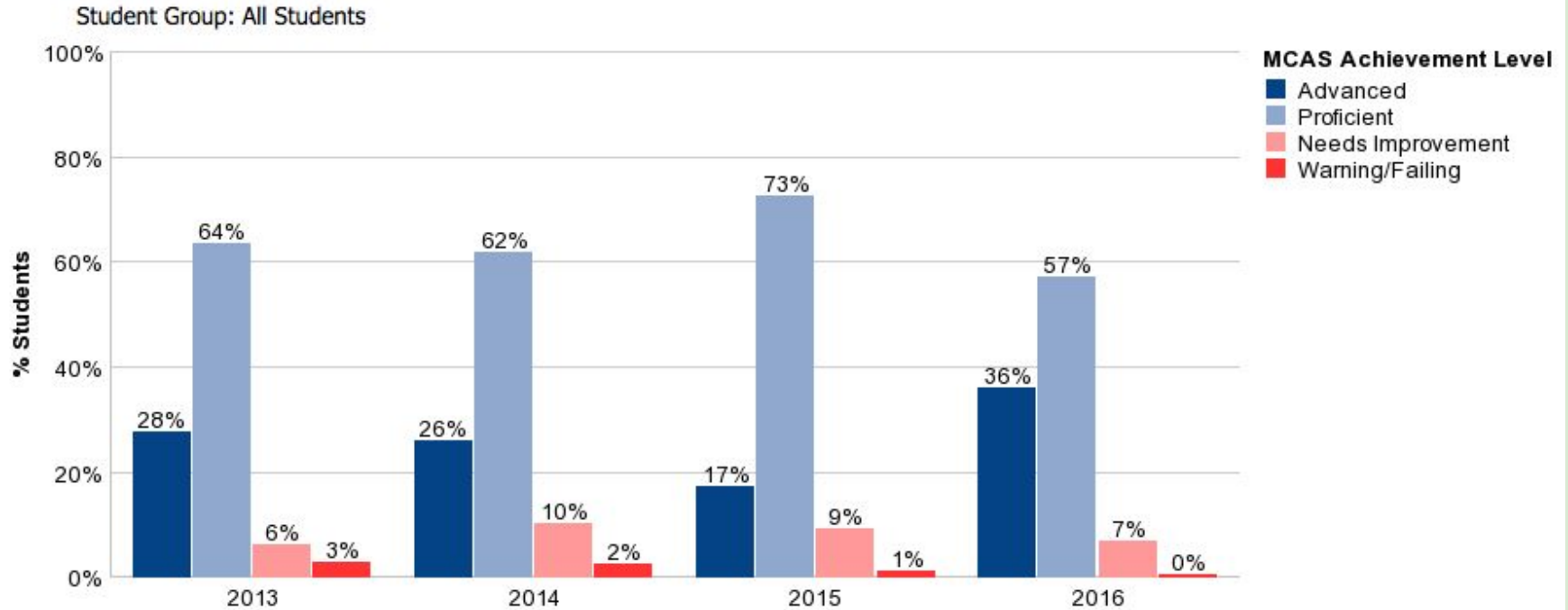


HMS Grade 6 Math Spring 2016 Results

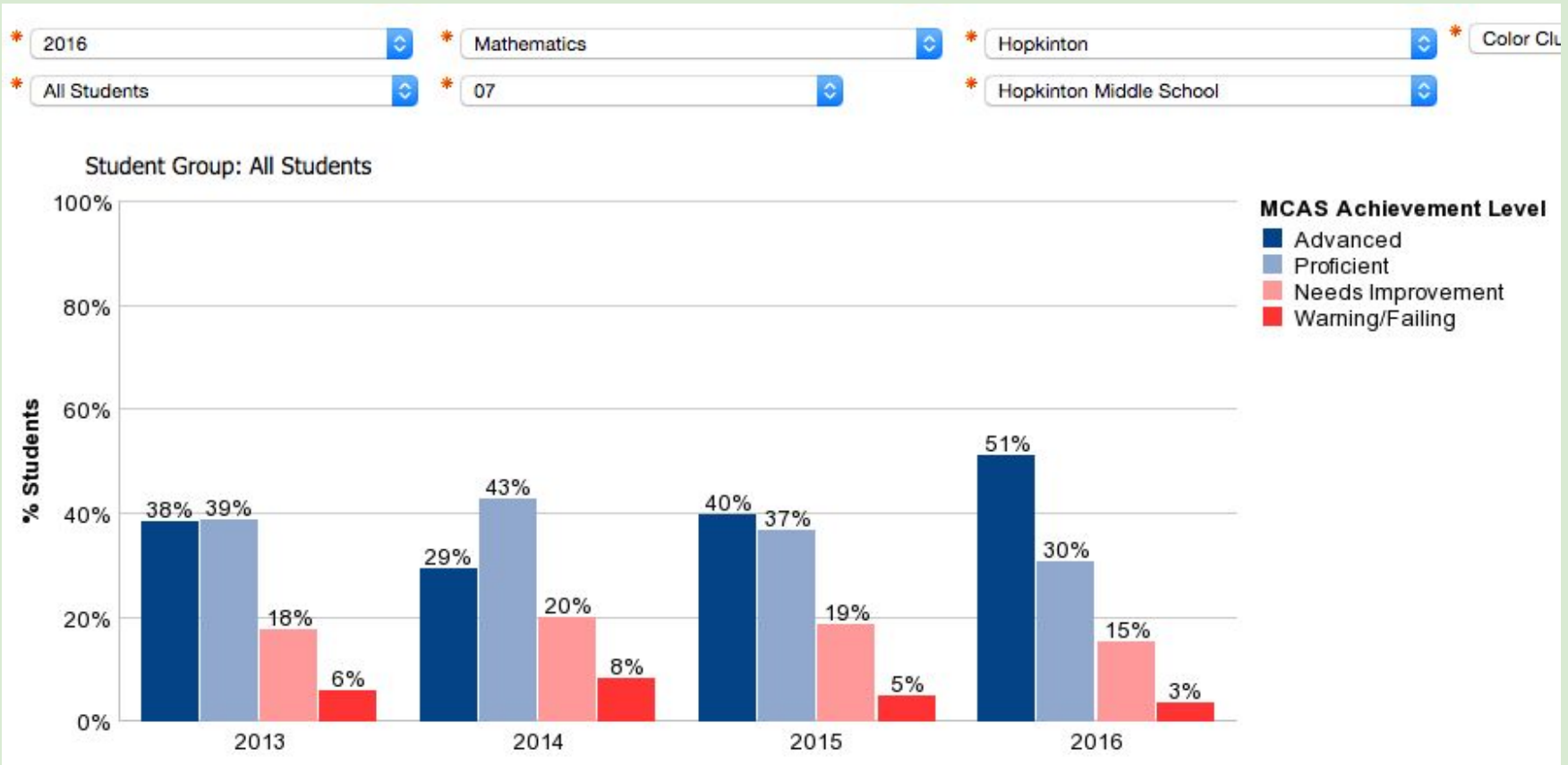


HMS Grade 7 ELA Spring 2016 Results

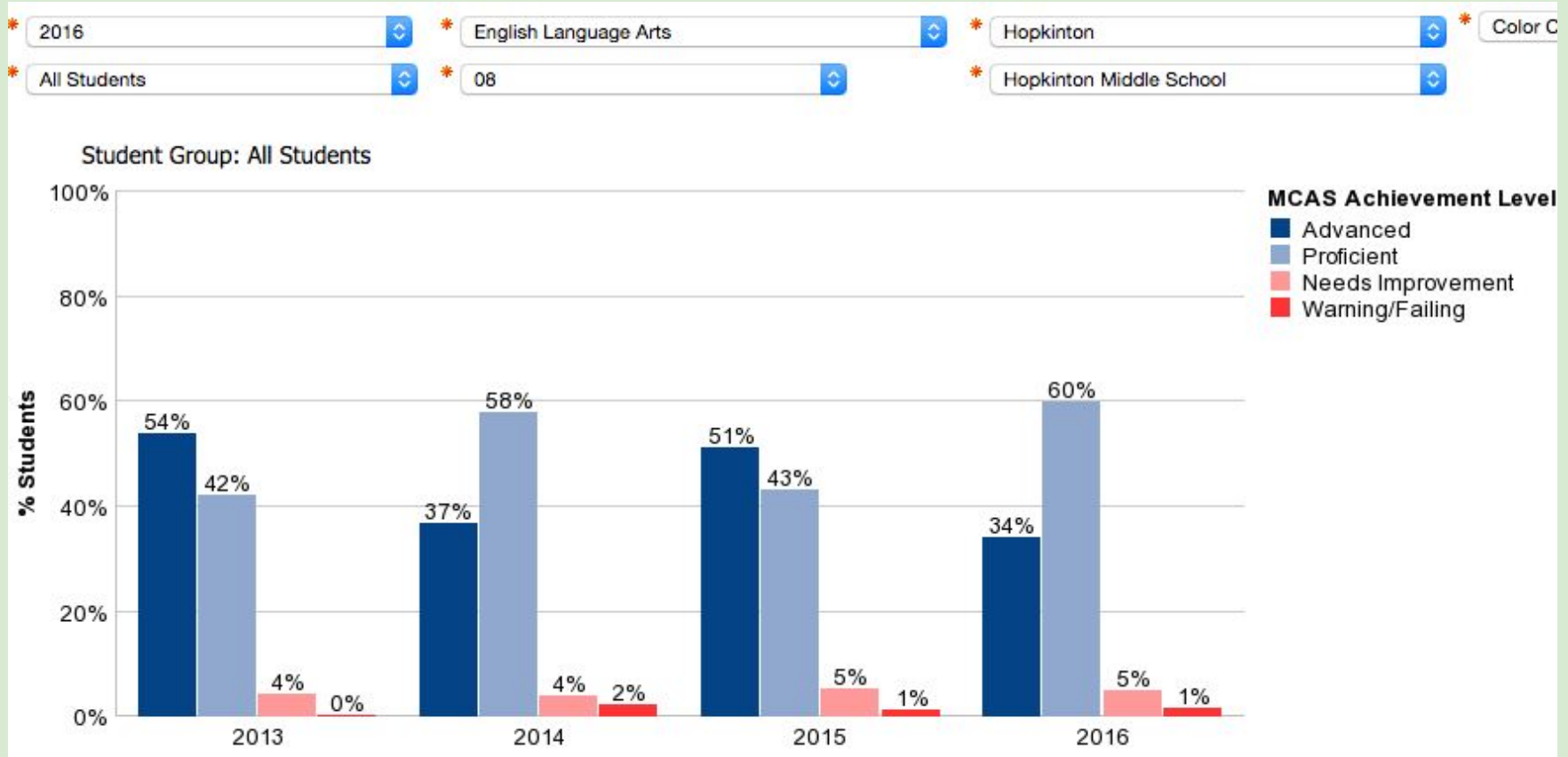
* 2016 * English Language Arts * Hopkinton * Color Clu
* All Students * 07 * Hopkinton Middle School



HMS Grade 7 Math Spring 2016 Results

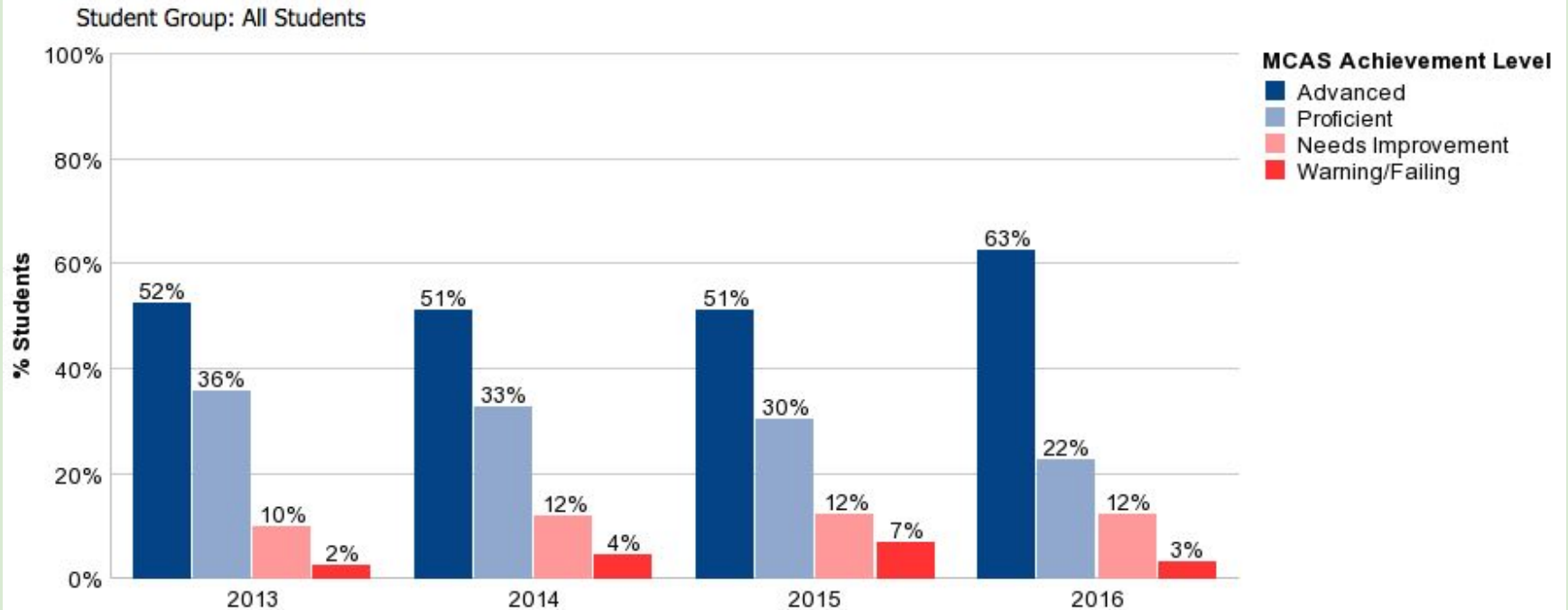


HMS Grade 8 ELA Spring 2016 Results



HMS Grade 8 Math Spring 2016 Results

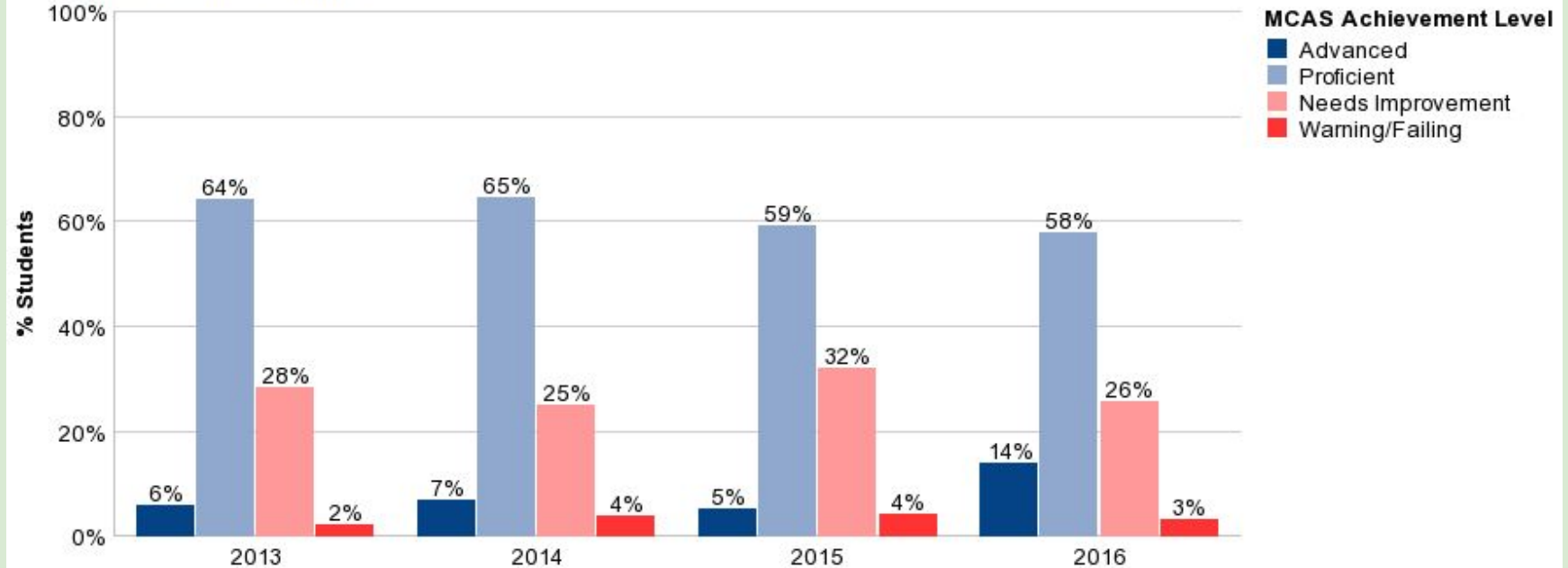
* 2016 * Mathematics * Hopkinton * Color CL
* All Students * 08 * Hopkinton Middle School



HMS Grade 8 Science Spring 2016 Results

2016 Science and Technology/Engineering Hopkinton
All Students 08 Hopkinton Middle School

Student Group: All Students



Hopkinton Middle School - CELEBRATION

Organization Information			
District:	Hopkinton (01390000)	School type:	Middle School
School:	Hopkinton Middle School (01390305)	Grades served:	06,07,08
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

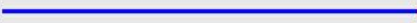




Accountability Information		About the Data
Accountability and Assistance Level		

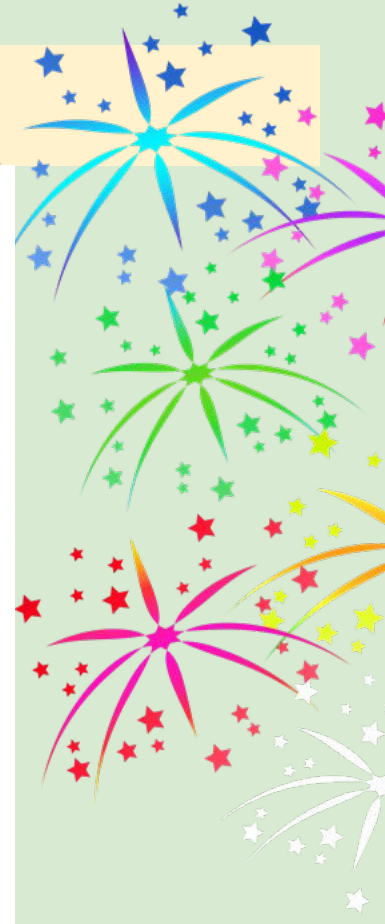
Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2016 Data
	Less progress	More progress	
All students		100	Met Target
High needs		75	Met Target
Econ. Disadvantaged		-	-
ELL and Former ELL		-	-
Students w/disabilities		71	Did Not Meet Target
Amer. Ind. or Alaska Nat.		-	-
Asian		100	Met Target
Afr. Amer./Black		-	-
Hispanic/Latino		-	-
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		100	Met Target



Hopkinton Middle School - Average SGP ELA

Hopkinton Middle School - All Grades English Language Arts

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	93	37	56	6	1	97.5	840	63.0	817
Economic Status									
Economically Disadvantaged	72	18	54	23	5	88.5	39	68.0	37
Non-Economically Disadvantaged	94	38	56	5	1	97.9	801	63.0	780
Disability Status									
Students w/ Disabilities	61	6	54	32	7	84.8	112	63.0	107
Non-Disabled	98	41	56	2	0	99.4	728	63.0	710
English Language Learner (ELL) Status									
ELL							2		1
Non-ELL	93	37	56	6	1	97.5	838	63.0	816
Race/Ethnicity									
African Amer./Black							6		5
Amer. Ind. or Alaska Nat.							3		3
Asian	99	49	50	1	0	99.7	74	69.0	73
Hispanic/Latino							8		8
Multi-Race, Non-Hisp./Lat.	100	31	69	0	0	100	13		13
White	93	36	57	6	1	97.3	736	63.0	715
Gender									
Male	90	27	63	8	2	96.5	410	61.0	396
Female	95	46	49	4	0	98.4	430	66.0	421
Title 1 Status									
Non-Title 1	93	37	56	6	1	97.5	840	63.0	817
High Needs Status									
High Needs	66	10	56	28	6	87	140	63.0	134
Non-High Needs	98	43	56	2	0	99.6	700	63.0	683

Hopkinton Middle School - Average SGP MATH

[Select all](#) [Deselect all](#)

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	83	56	27	14	3	92.8	838	67.0	818
Economic Status									
Economically Disadvantaged	64	38	26	28	8	84	39	72.5	38
Non-Economically Disadvantaged	84	57	27	13	3	93.2	799	67.0	780
Disability Status									
Students w/ Disabilities	29	6	23	47	23	64.3	112	64.0	108
Non-Disabled	91	63	28	9	0	97.2	726	68.0	710
English Language Learner (ELL) Status									
ELL							2		1
Non-ELL	83	56	27	14	3	92.8	836	67.0	817
Race/Ethnicity									
African Amer./Black							6		5
Amer. Ind. or Alaska Nat.							3		3
Asian	95	76	19	4	1	98	74	77.0	74
Hispanic/Latino							8		8
Multi-Race, Non-Hisp./Lat.	100	69	31	0	0	100	13		13
White	82	54	28	15	3	92.5	734	67.0	715
Gender									
Male	82	54	29	14	4	92.9	411	65.0	399
Female	84	58	26	13	3	92.7	427	70.0	419
Title 1 Status									
Non-Title 1	83	56	27	14	3	92.8	838	67.0	818
High Needs Status									
High Needs	40	16	24	41	19	70.4	140	65.0	135
Non-High Needs	92	64	28	8	0	97.3	698	68.0	683

Hopkinton High School - Notable Ranking

Boston Metro Area / Middlesex County / Hopkinton, Massachusetts 01748 / Hopkinton Public Schools

Hopkinton High School

A+ Overall Niche Grade

GRADES	STUDENTS	TYPE	REVIEWS	RANKING
9-12	1,150	Public, Coed	160 ●●●●○	14th in MA

 [School Home](#)

 [Rankings](#)

A+ Academics

A+ Administration & Policies

A+ Educational Outcomes

A Extracurriculars

A- Food

A+ Health & Safety

A Resources & Facilities

A Sports & Fitness

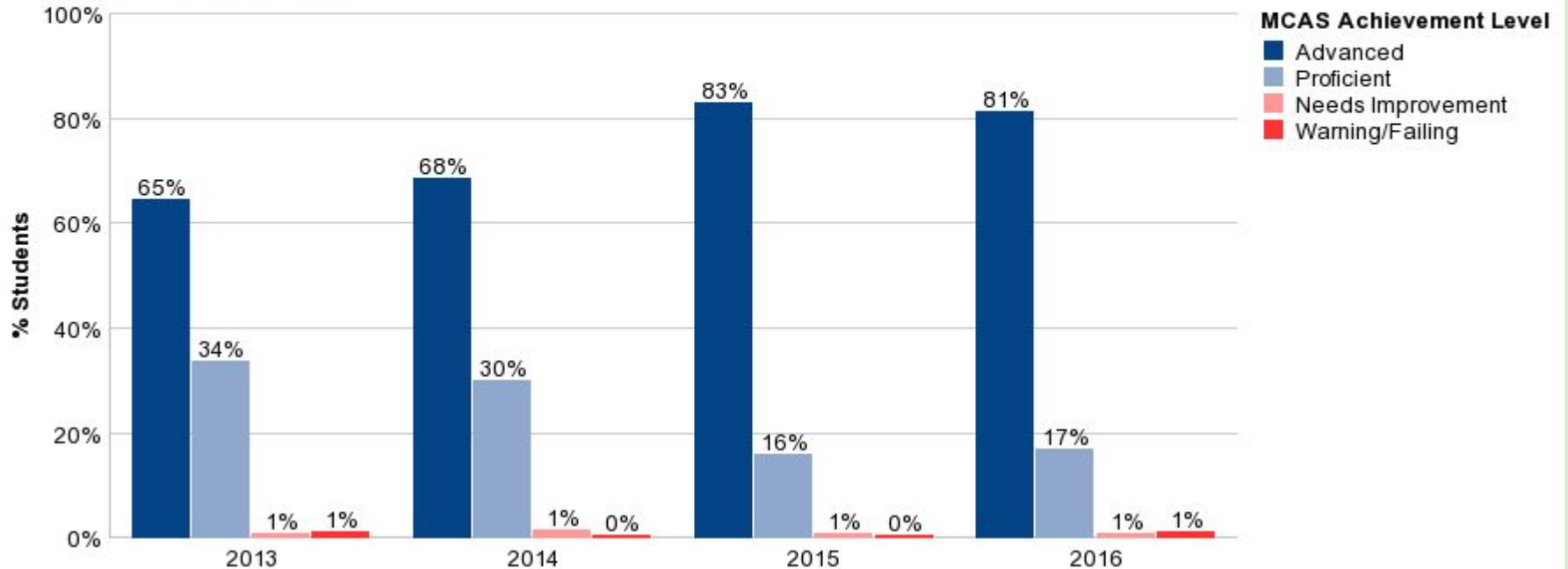
C Student Culture & Diversity

A+ Teachers

HHS Grade 10 ELA Spring 2016 Results

* 2016 * English Language Arts * Hopkinton * Color CL
* All Students * 10 * Hopkinton High

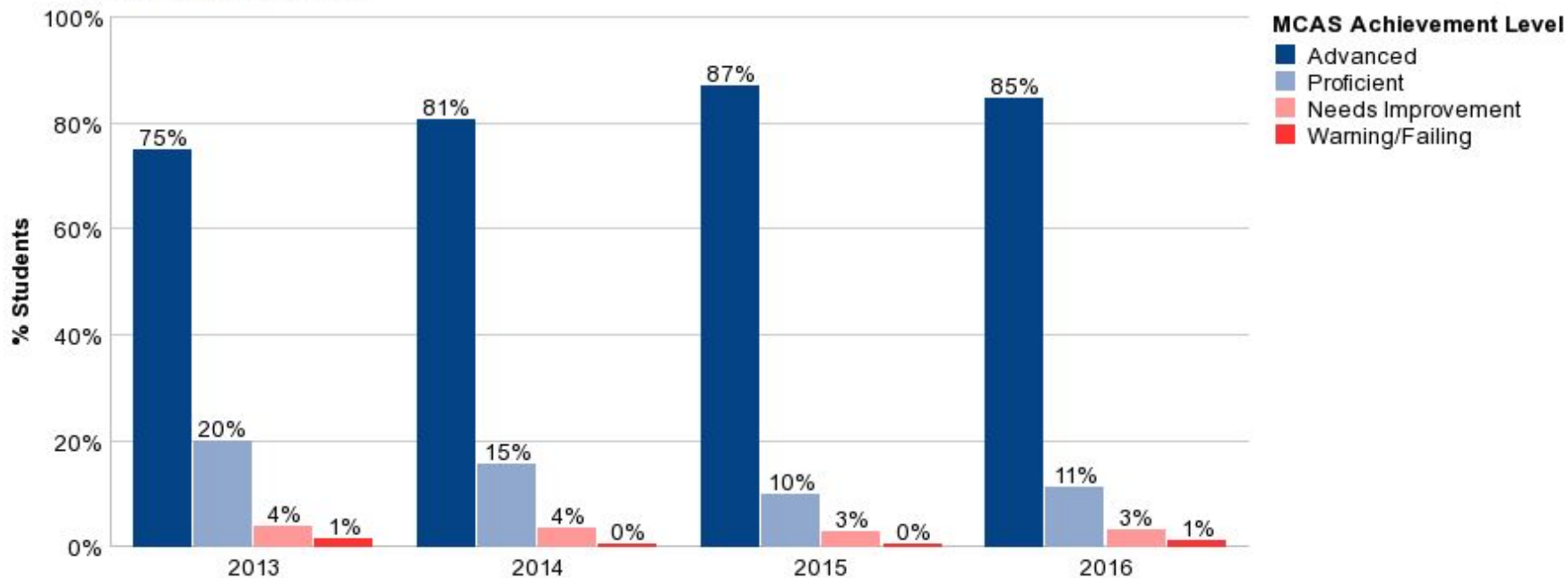
Student Group: All Students



HHS Grade 10 Math Spring 2016 Results

2016 * Mathematics * Hopkinton * Color Clust
All Students * 10 * Hopkinton High *

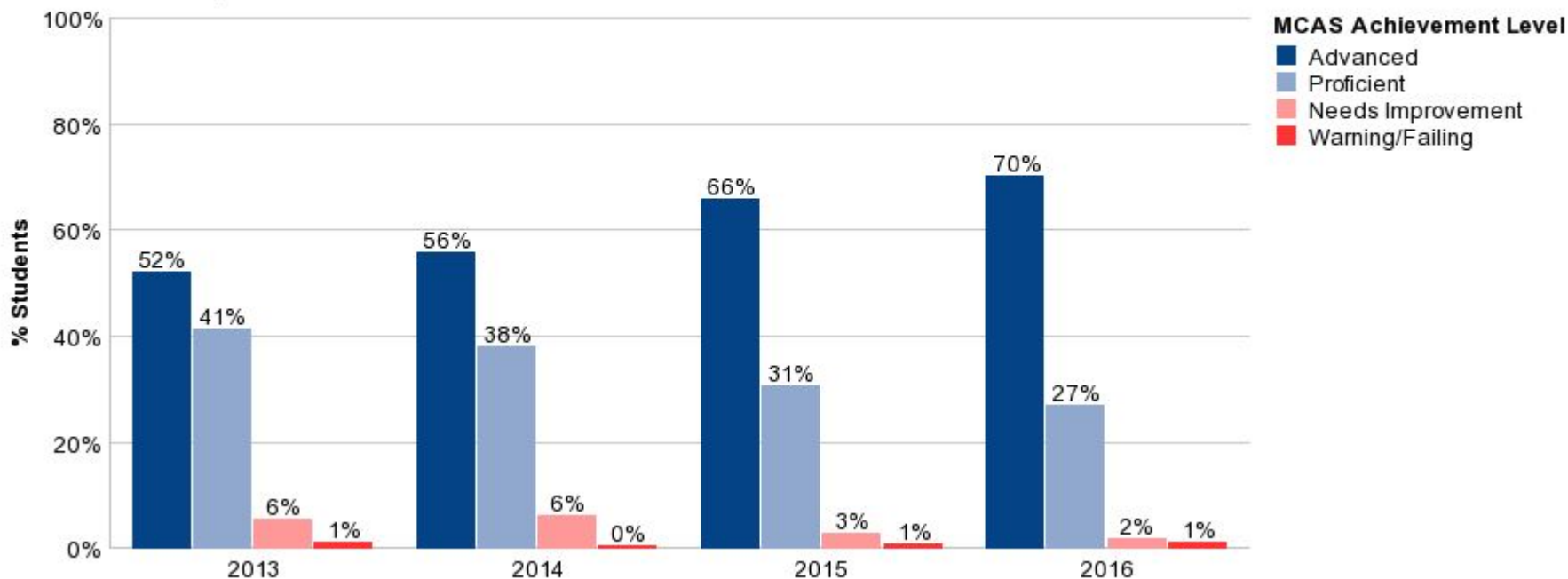
Student Group: All Students



HHS Grade 9/10 **Biology** Spring 2016 Results

* 2016 * HS Biology * Hopkinton * Color Cl
* All Students * HS (09, 10) * Hopkinton High *

Student Group: All Students



Hopkinton High School - CELEBRATION

Organization Information

District:	Hopkinton (01390000)	School type:	High School
School:	Hopkinton High (01390505)	Grades served:	09,10,11,12
Region:	Greater Boston	Title I status:	Non-Title I School (NT)

Accountability Information

[About the Data](#)






Accountability and Assistance Level

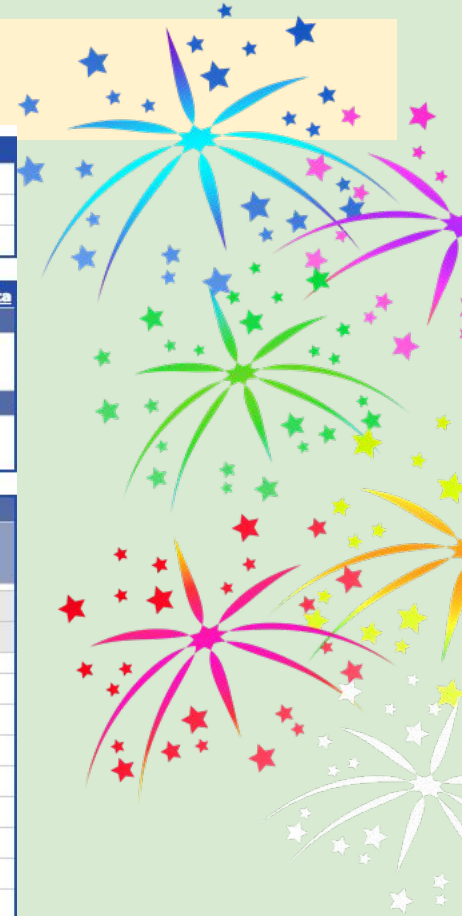
Level 1 Meeting gap narrowing goals

This school's overall performance relative to other schools in same school type (School percentiles: 1-99)



This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - 		View Detailed 2016 Data
	Less progress	More progress	
All students		100	Met Target
High needs		76	Met Target
Econ. Disadvantaged		-	-
ELL and Former ELL		-	-
Students w/disabilities		75	Met Target
Amer. Ind. or Alaska Nat.		-	-
Asian		-	-
Afr. Amer./Black		-	-
Hispanic/Latino		-	-
Multi-race, Non-Hisp./Lat.		-	-
Nat. Haw. or Pacif. Isl.		-	-
White		100	Met Target



High School - SGP Scores for ELA and Math

Hopkinton High - All Grades English Language Arts

Hopkinton High

[Select all](#) [Deselect all](#)

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	98	81	17	1	1	99.4	264	61.0	245
Economic Status									
Economically Disadvantaged	100	75	25	0	0	100	12		10
Non-Economically Disadvantaged	98	82	16	1	1	99.4	252	61.0	235
Disability Status									
Students w/ Disabilities	86	24	62	5	8	95.9	37	54.0	31
Non-Disabled	100	91	9	0	0	100	227	61.0	214

Hopkinton High - All Grades Mathematics

Hopkinton High

[Select all](#) [Deselect all](#)

	% Proficient or Higher	% Advanced	% Proficient	% Needs Improvement	% Warning/Failing	CPI	N Included	Median SGP	N Included in SGP
All Students									
All Students	96	85	11	3	1	98	263	55.5	248
Economic Status									
Economically Disadvantaged	100	58	42	0	0	100	12		11
Non-Economically Disadvantaged	96	86	10	3	1	97.9	251	56.0	237
Disability Status									
Students w/ Disabilities	73	38	35	19	8	87.2	37	63.0	31
Non-Disabled	100	92	7	0	0	99.8	226	54.0	217

Finally, we have new science standards: What's the timeline?



Grades 5 and 8 MCAS STE Transition

The MCAS STE tests at grades 5 and 8 currently assess grade spans. The grade 5 test assesses standards for grades 3, 4, and 5, and the grade 8 test assesses standards for grades 6, 7, and 8. These grade spans will continue to be assessed on the grade 5 and grade 8 tests.

Grades 5 and 8 MCAS STE Transition Timeline

	2016-17	2017-18	2018-19
Grade 5 STE test	Assess 2001/2006 standards*	Assess overlapping standards (2001/2006 and 2016)**	Assess 2016 standards
Grade 8 STE test	Assess 2001/2006 standards*	Assess overlapping standards (2001/2006 and 2016)**	Assess 2016 standards

*Over the next few months, the Department will provide additional information about the Grades 5 and 8 STE tests, including lists of the standards to be assessed on the 2017 tests. The 2017 STE tests will be paper-based.

**Items that will count toward student scores will be based on content that is covered in both the 2001/2006 standards and the 2016 standards. Items that will be assessed in 2018 will be made available by February 2017.

QUESTIONS?