



District Data Review

Fall 2022

Prepared for the MPS School Committee

12/07/2022

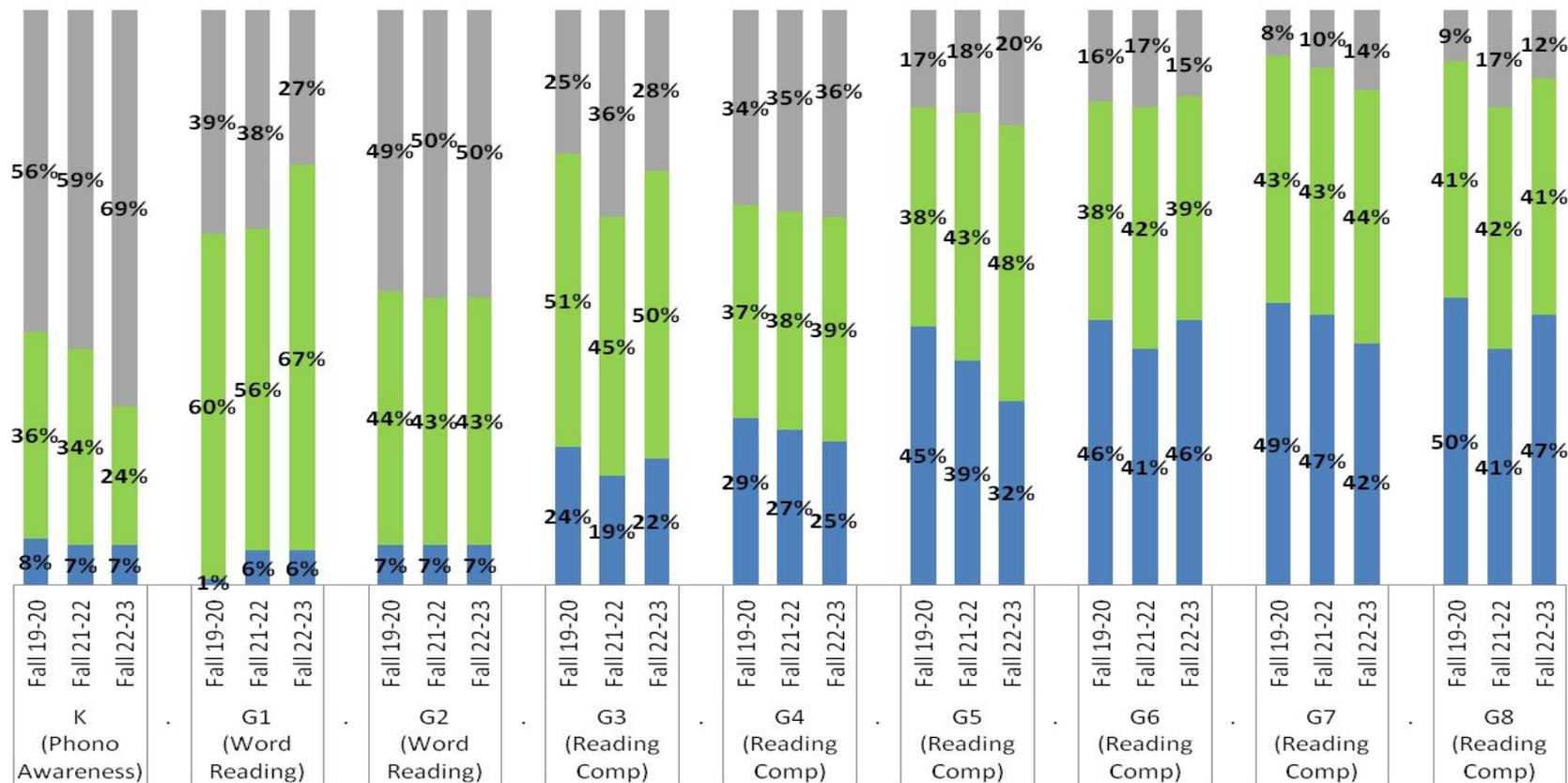
Data Context

- Please be advised that the data presented here is only a “**snapshot in time**” of where our students are at the time these diagnostic assessments were administered. It is meant to give us an overall look of how our students performed, so we can look for trends and patterns in the data and adjust our instructional programs accordingly.
- The Lexia Rapid ELA assessment is a computer-adaptive, norm-referenced diagnostic evaluation of students’ foundational skills in key reading and language domains. Although it helps teachers to evaluate students’ strengths and gaps in literacy skills, it does not necessarily predict performance on the MCAS, which is a standards-based assessment of the Massachusetts Curriculum Frameworks. Lexia is phasing out this assessment at the end of this academic year, and the district is undertaking efforts to review other assessments to replace it next year.
- MPS implemented the iReady Math computer-adaptive, diagnostic assessment in Winter 2020-21 to help us capture how students were learning during the pandemic. iReady has been found to have high correlations with MCAS performance, at least pre-pandemic. The company is currently reviewing its correlation study post-pandemic and expects to have findings in the spring.



Lexia Rapid ELA - Falls 2019-20, 2021-22, and 2022-23

■ Above grade level (>75th %ile)
 ■ On grade level (25th - 75th %ile)
 ■ Below grade level (<25th %ile)



District ELA 3-8 Overview by Subgroups (Fall 2022)



Lexia Rapid ELA
2022-23

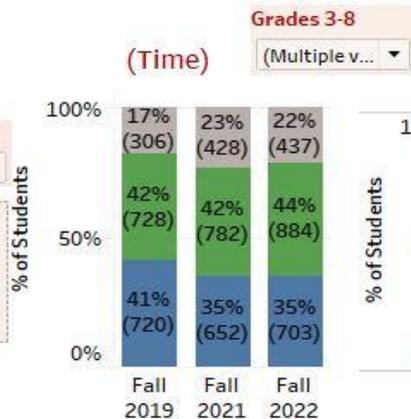
Choose Period: Fall 2022
Grades 3-8: (Multiple values)

Reading Comp Percentile Rank

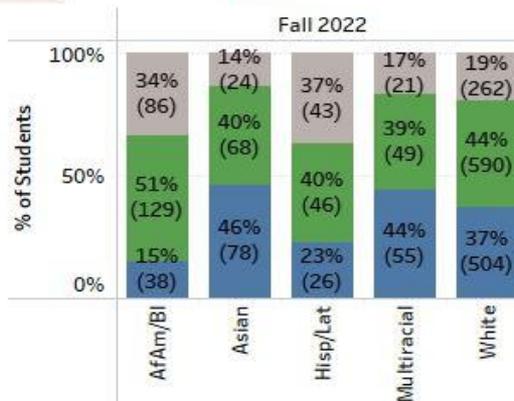
- Below grade level (<25th %ile)
- On grade level (25th - 75th %ile)
- Above grade level (>75th %ile)

Note: Small sample sizes of subgroups can have outsized impact on the percentages.

(Time)



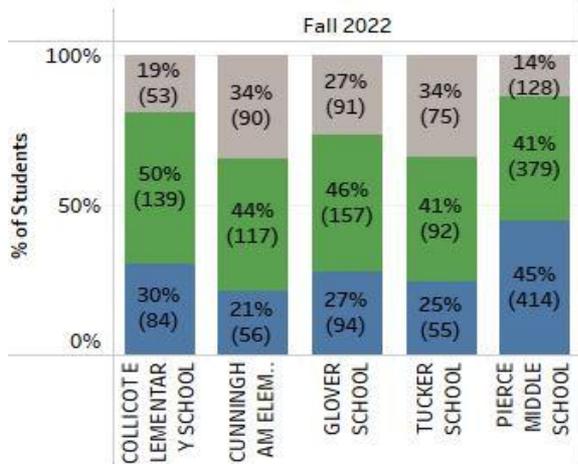
(Race)



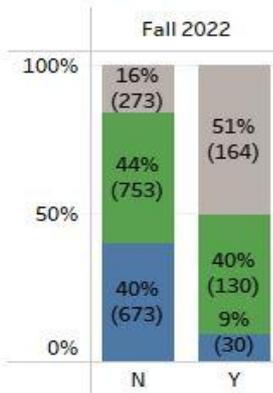
(Low income)



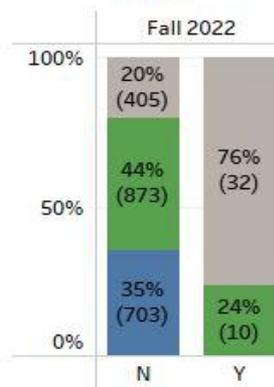
(School)



(IEP)



(ELL)



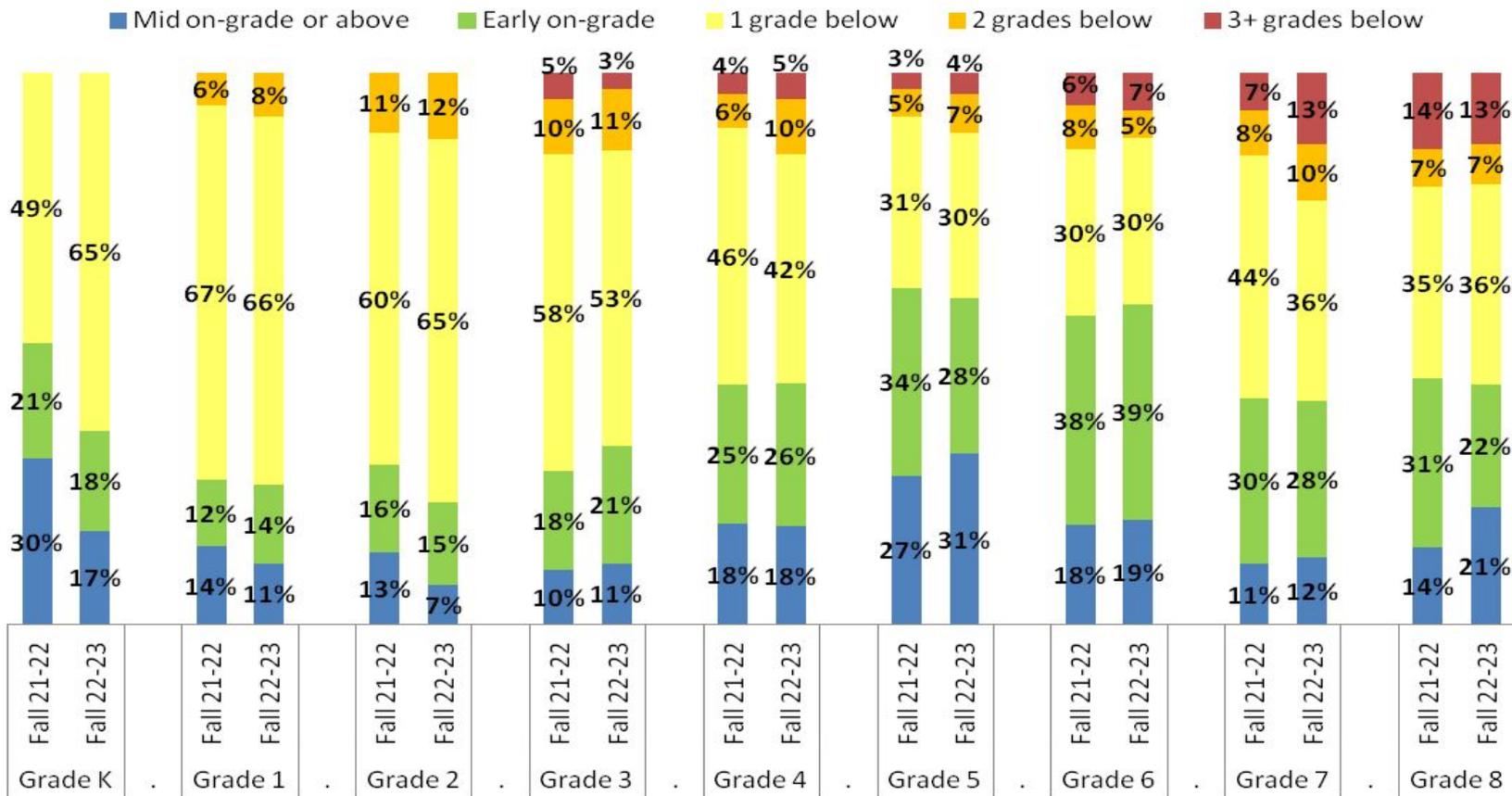
(Gender)



Note: These analyses only consider grades 3-8, because they all take the Reading Comprehension subtest. Grades K-2 do not take this subtest.



iReady Math, Fall 2021-22 vs. Fall 2022-23



Note: In Fall 21-22, Kindergarteners were not tested until November/December, while in Fall 22-23, they were tested in September.



District Math K-8 Overview by Subgroups (Fall 2022)



i-Ready Math
2022-23
Fall Assessment

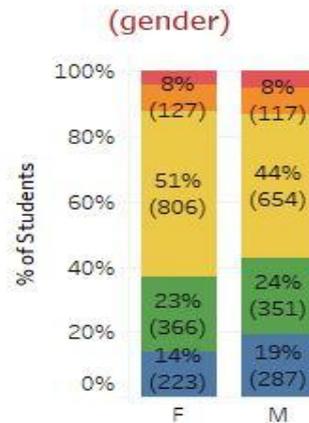
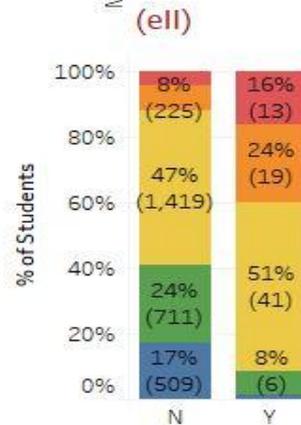
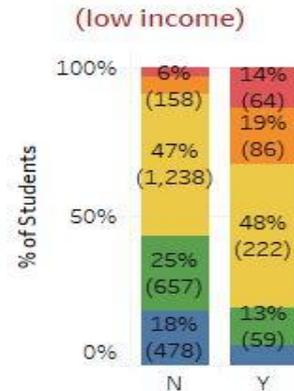
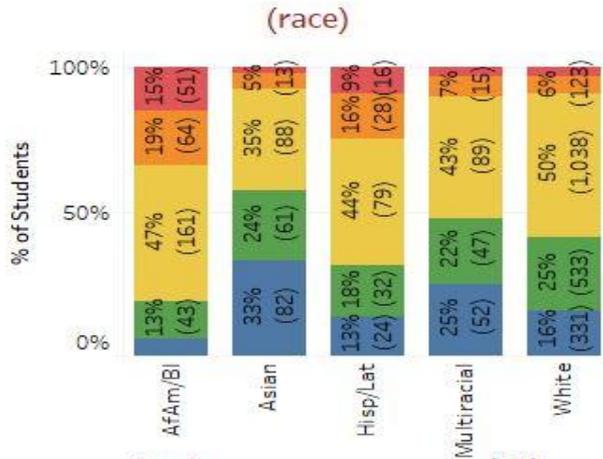
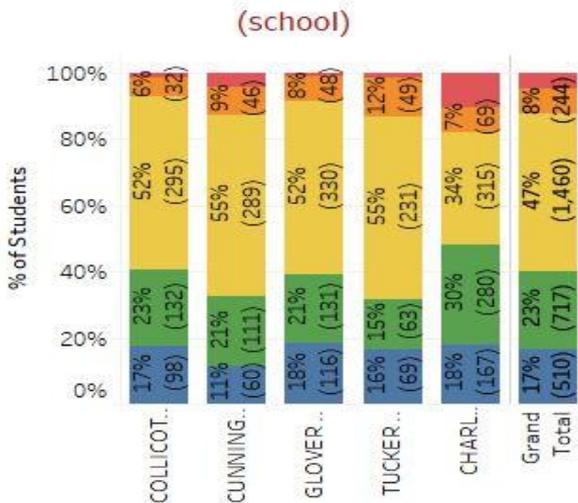
Student Grade

(All) ▼

Overall Relative Placement

- 3 or More Grade Levels Below
- 2 Grade Levels Below
- 1 Grade Level Below
- Early On Grade Level
- Mid or Above Grade Level

Note: Small sample sizes of subgroups can have outsized impact on the percentages.



Note: These analyses include grades K-8, because their scoring break out in the same grade level placement structure.

Action Steps – ELA

- Elementary
 - Implementing a new intervention program (UFLI Foundations) through school-based reading specialists
 - Implementing the Heggerty Phonemic Awareness Curriculum for PreK & K this school year
 - Early literacy reading specialist position (grant funded) works with individual students
 - An additional 3rd grade reading specialist (grant funded) is starting in the new year
 - Elementary Reach for Reading ELA curriculum provides opportunities to extend learning
 - Lexia CORE5 adaptive learning platform provides individualized instruction & practice for every student
 - English Language Learners are engaging in a before school program (grant funded) targeting strengthening and developing their literacy skills
 - Professional development and specialized training for special educators to better support students with specific learning disabilities



Action Steps – ELA

- Pierce
 - Implementing the Read 180 adaptive reading intervention program through the school-based reading specialist
 - Implementing an explicit multisensory decoding and spelling intervention program (Just Words) through the school-based reading specialist
 - Ongoing implementation of Amplify ELA curriculum (year 3) and the use of grade level and department meetings for collaborative planning and calibration of assessment
 - Utilizing grade level curriculum meeting time to triangulate Lexia data with curriculum and MCAS data to inform instruction

Action Steps – ELA

- MHS
 - A goal at the high school level this year is developing writing stamina (length and depth, particularly the development of ideas through the inclusion of ample evidence to support claims and insightful analysis of that evidence), a skill necessary for success at both the MCAS and college writing levels. A major part of that focus is increasing the number of writing assignments that incorporate revision as a component to help students develop the skills to add depth to their writing.
 - To help ensure the success of that goal, the English Department is using PD collaboration time and curriculum meeting time to share and develop revision assignment strategies and compare data and results from revision assignments.
 - The 2022-23 school year debuted the new senior English curriculum designed to give student choice and engagement by selecting genre fiction courses of interest, such as African-American Literature, Dystopian Fiction and Boston-based Literature, while still developing the same critical thinking, writing and speaking skills.



Action Steps – ELA

- MHS
 - Numerous supports are offered, including homework club, peer tutoring through the National Honor Society, MCAS support and extra help before school, during advisory and after school.
 - The High School English team is also exploring the development of common assessments for writing and critical analysis, particularly at the 9th and 10th grade levels for the 2023-24 school year.
 - MHS has been approved by the College Board to pilot an AP African-American Studies course in 2023-24. That course will be a hybrid including English and Social Studies skills development.

Action Steps – Math

- Elementary:
 - Kindergarten teachers are implementing the *Bridges in Mathematics* curriculum, which has interview style assessments that are giving teachers more accurate data for kindergarteners than the *i-Ready* computer-based assessment.
 - Teachers in Grades 1-5 are implementing the *Into Math* curriculum.
 - Teachers have had and will continue to receive PD on the new math curricula.
 - Additionally, two new math interventionists have started their work supporting individual students this fall. *i-Ready* data is used to determine the student caseload and a new intervention math program (also called “Bridges”) is being used to address gaps in critical foundational skills.

Action Steps – Math

- Pierce:
 - In Year 2 (6th grade) or 3 (7th/8th grade) of implementation of the *Desmos* curriculum, which offers a blend of digital and paper-based learning experiences for students
 - The model for math support (“Math Investigations”) has been refined over the last few years
 - Added supplemental resources to address unfinished learning (*DeltaMath*, *Maneuvering the Middle*, *ST Math*, *IXL*)
 - Continuing to assess the use of *i-Ready* at the middle school level
- MHS:
 - Expanded implementation of the *Illustrative Mathematics* curriculum for Course 1 (9th), Course 2 (10th), and college-prep Course 3 (11th) this year
 - Added opportunities for math support by course (“co-requisite model”)
 - Increased commitment to enhancing and growing The Calculus Project by joining the newly-established TCP Consortium
 - Anticipating programmatic changes for 23-24 (AP PreCalculus, Hon PreCalculus, Algebra 2)
 - Dual enrollment opportunity in place this year for students in Hon Statistics course (with hopes to expand to Hon PreCalculus, Hon Calculus, and potentially College Algebra in the future)

Action Steps – District

- District
 - District PD on Universal Design for Learning, Data Wise, Calm Classroom and trauma-informed strategies - building blocks for personalizing learning for each and every student
 - Instructional Council working with [KnowledgeWorks](#) to assess and launch personalized learning in the district
 - As Lexia Rapid is sunseting this year, we have pulled together a district literacy team to evaluate and determine a new diagnostic ELA screener for use next year.

Action Steps – District

- District
 - The district leadership team has also identified Writing as a priority focus for its Data Wise data cycle. Next step is to observe writing instruction in the classroom.
 - Teachers at the elementary and high school have had PD collaboration time to examine MCAS, Lexia, iReady, and other data to develop goals for the year. Elementary teachers & middle school staff also use their common planning time/curriculum meeting time for data analysis.
 - Additionally, the district is in the process of changing our 20+ years old student information system to PowerSchool, which will have more capabilities to support personalized learning. PowerSchool will be able to capture student academic data in one ecosystem to be more accessible to families.

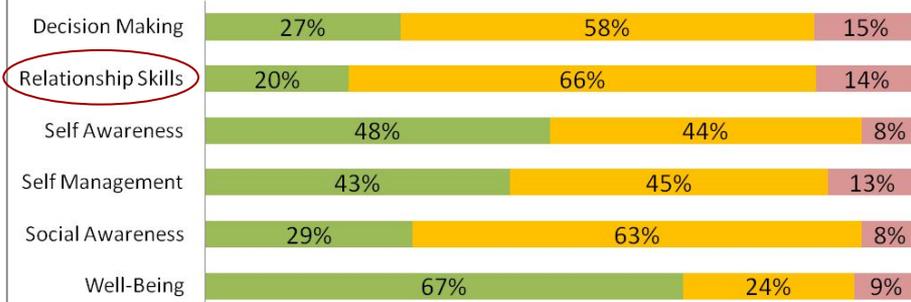
SEL Data Context

- Intellispark student voice surveys are aligned with the CASEL core competencies: self awareness, self management, social awareness, decision making, and relationship skills.
- These surveys are **quick dipsticks** and are **not meant to be used for high-stakes decision-making**. They incorporate concepts that are difficult to measure and that are not likely to be stable longitudinally or in different environments.
 - The results allow us to quickly identify patterns across a big group of students, triangulate information to address individual student challenges, and support school-based or district-based intervention efforts.
- We plan to do two rounds this year - one in the fall and another in the spring. Data for students in Grades 2-12 are captured in the next few slides.
- We will evaluate the use of Intellispark surveys as we transition in the next academic year to the new student information system, PowerSchool, which has its own built-in SEL assessments. In addition, the district is exploring the use of VOCAL (DESE Views of Climate and Learning) survey data (Grades 4, 5, 8, and 10).

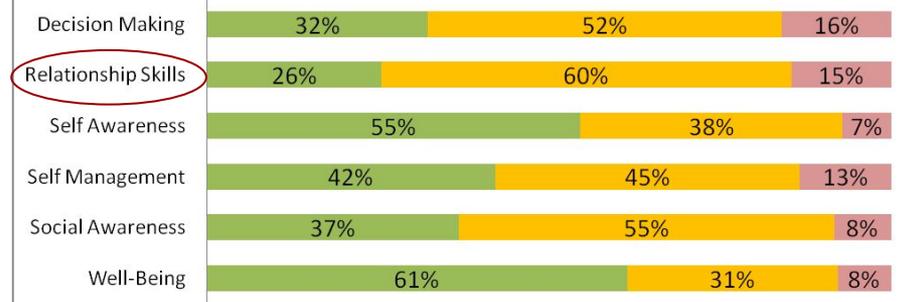
Intellispark/SEL Results - Fall 2022

High Moderate Low

Collicot - Fall 2022



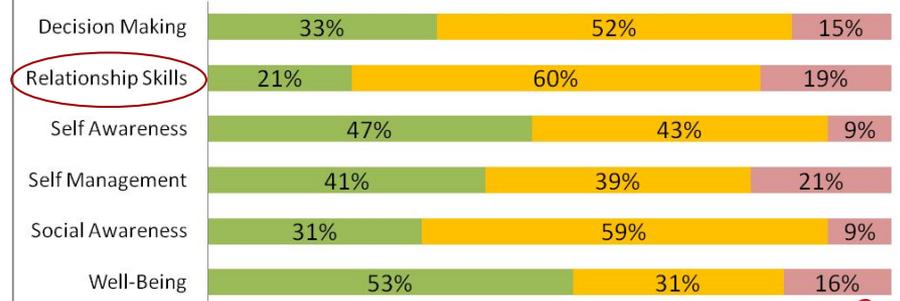
Glover - Fall 2022



Cunningham - Fall 2022



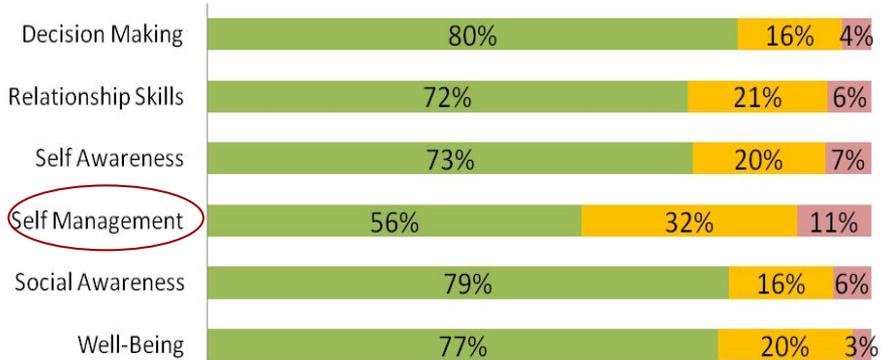
Tucker - Fall 2022



Intellispark/SEL Results - Fall 2022

High Moderate Low

Pierce - Fall 2022



Milton High - Fall 2022



Action Steps – SEL

- This year, the district has found a grant to support stipends for two SEL leads at each school to help coordinate efforts around Calm Classroom and creating trauma-sensitive environments.
- These leads also work with the district SEL Advisory Team and the school-based Student Support Teams and Behavioral Health Support Teams to review and triangulate data to support individual students.
- The district has recently acquired the updated, digitally enhanced Second Step SEL curriculum which is now available to all elementary teachers.
- At all levels, staff are still focused on building relationships with students and families to support learning.
- Additional initiatives were outlined in last week's Safe and Supportive Schools presentation.