

A globally competitive educational opportunity for every child

Malden Public Schools

MCAS Results Overview

2019



MPS Believes

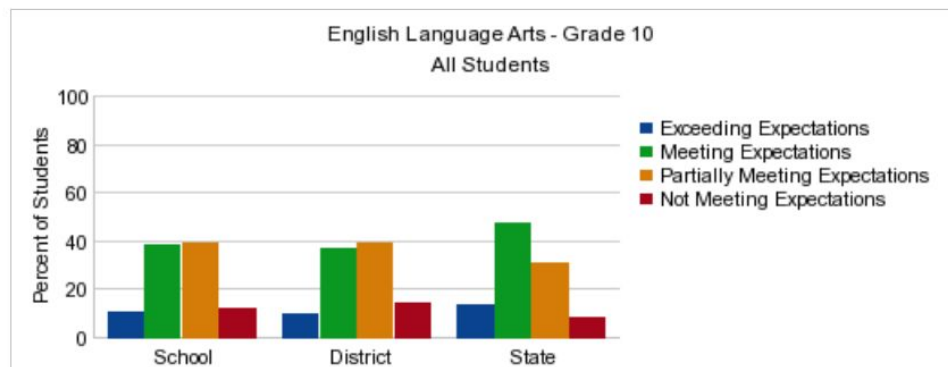
- Every student can and will succeed academically.
- Every student can and will succeed socially.
- Every student can and will succeed emotionally.
- Every student will feel connected and supported.
- Every family will feel connected and supported.
- Malden Public Schools will meet the needs of all students.

Malden High School

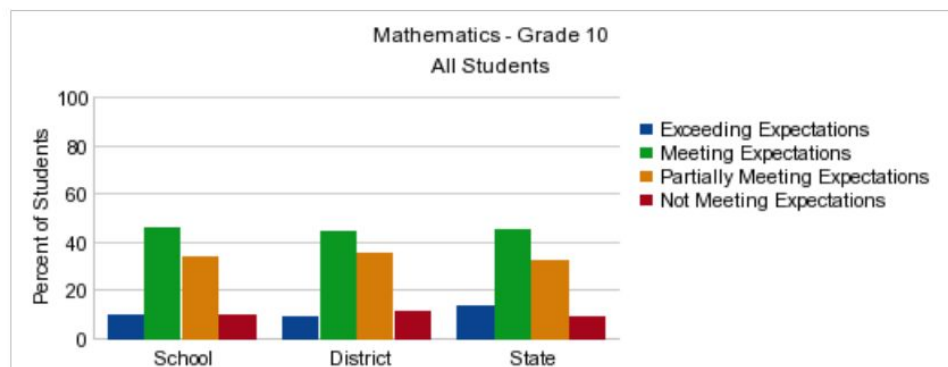
Areas of Strength	Areas of Challenge	Next Steps
<ul style="list-style-type: none">● Math - Exceeded or met CPI target in Asian, African American/Black, and Students with Disabilities Subgroups● Science - Met CPI target for Asian Subgroup● ELA - Met CPI target for Asian Subgroup● Math - SGP showed Typical or Exceeded Typical Growth in all Subgroups● ELA, SGP showed Typical or Exceeded Typical Growth in 9 of 10 subgroups	<ul style="list-style-type: none">● Limited progress towards improvement targets in white subgroup● Science - CPI decline in 8 of 10 sub groups● Significant decline in Lowest Performing subgroup in ELA, Science, and Math	<ul style="list-style-type: none">● Instructional Leadership Team to discuss and analyze data to better inform instruction and learning● Professional Learning Communities (peer led) will self evaluate instructional practices, common goals.● Data breakdown for targeted subgroups.● Teacher led Instructional Walkthroughs to identify and create common instructional practices.● Continued work with SSoS through DESE● Continued work with Barr Foundation

Malden High School Grade 10 Spring 2019

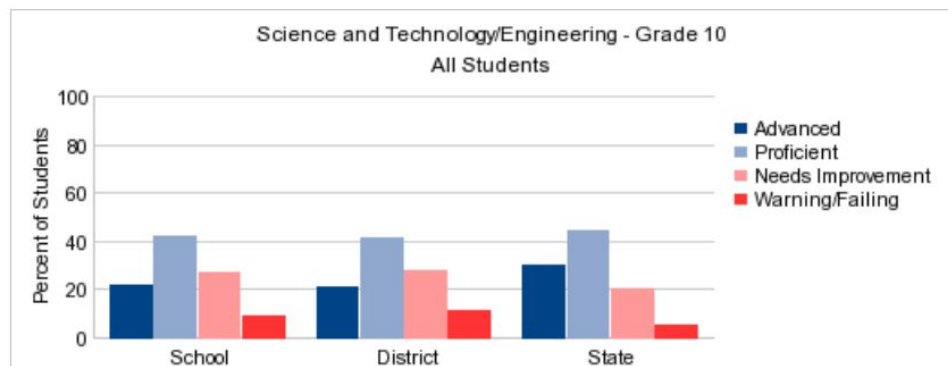
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	39	10	10	13
Meeting Expectations	146	39	37	48
Partially Meeting Expectations	148	39	39	31
Not Meeting Expectations	46	12	14	8
Total Included	379			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	38	10	9	13
Meeting Expectations	174	46	44	45
Partially Meeting Expectations	128	34	35	33
Not Meeting Expectations	37	10	11	9
Total Included	377			



Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	76	22	21	30
Proficient	146	42	41	44
Needs Improvement	96	27	28	20
Warning/Failing	32	9	11	5
Total Included	350			



Beebe School

Areas of Strength

ELA

- Grade 6 SGP = 69%
- Grade 7 SGP = 57.8%
- 81% of former EL students 3-8 are meeting or exceeding expectations in ELA

Math

- Grade 6 SGP = 73.8%
- Grade 7 = 61.6%
- 73% of former EL students 3-8 are meeting or exceeding expectations in ELA Math

Science

- 52% of all students in grade 8 are meeting or exceeding expectations. That is 14% higher than the district and 6% higher than the state.

Areas of Challenge

Primary Grades (4-5) ELA and Math SGP/Expectations

Grade 4

- Overall SGP in ELA - 46.6% with our Economically Disadvantaged Students at 43.4% and our High Need Students at 46.8%
- Overall SGP in Math - 46.5% with ELs at 48.3% and High Need Students at 48.8%

Grade 5

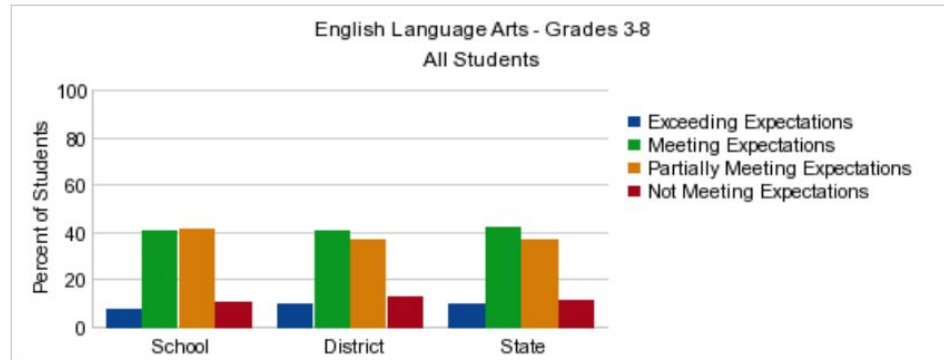
- Overall SGP in ELA 32.1%
- 35% of all students in ELA are meeting and/or exceeding expectations.
- Overall SGP in Math - 36.2% with Economically Disadvantaged Students at 34.9% and High Need Students at 36.3%
- 35% of all students in Math are meeting and/or exceeding expectations.

Next Steps

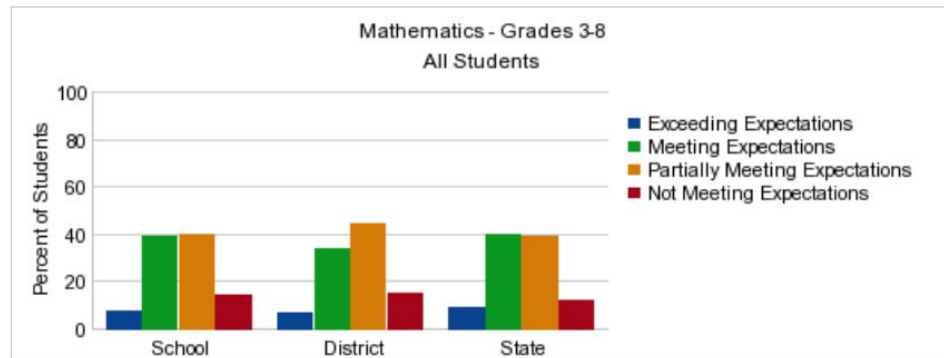
- **Align Student Teacher Assistance Team (STAT) Process and Protocols with MTSS**
- **Strengthen Tier 1 instruction** - Teachers will work together to increase student opportunities to engage with complex text & tasks.
- **Examine opportunities to improve Tier 2 targeted supports**
- **Coordination of PLCs** - classroom teachers, support staff, students, families
- **Increased, positive family engagement** - Volunteer Initiative
- **Establish a positive school environment** - PBIS, examine next steps in T1 & T2 Social-Emotional Learning supports

Beebe Grades 3-8 Spring 2019

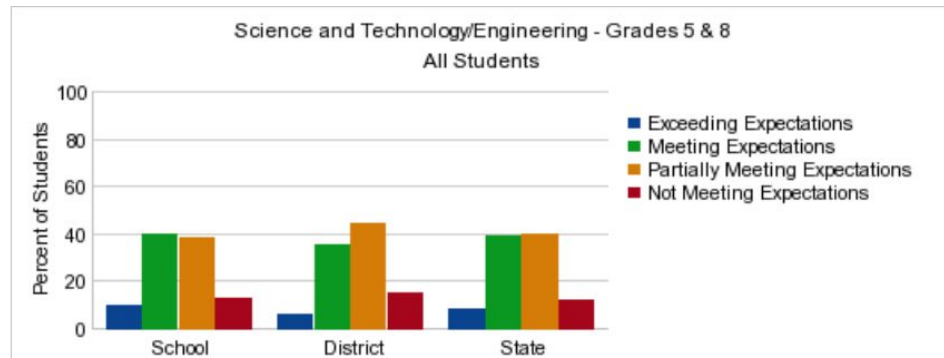
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	43	7	10	10
Meeting Expectations	233	41	40	42
Partially Meeting Expectations	237	41	37	37
Not Meeting Expectations	62	11	13	11
Total Included	575			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	42	7	7	9
Meeting Expectations	225	39	34	40
Partially Meeting Expectations	227	40	44	39
Not Meeting Expectations	80	14	15	12
Total Included	574			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	17	10	6	8
Meeting Expectations	70	40	35	39
Partially Meeting Expectations	67	38	44	40
Not Meeting Expectations	23	13	15	12
Total Included	177			

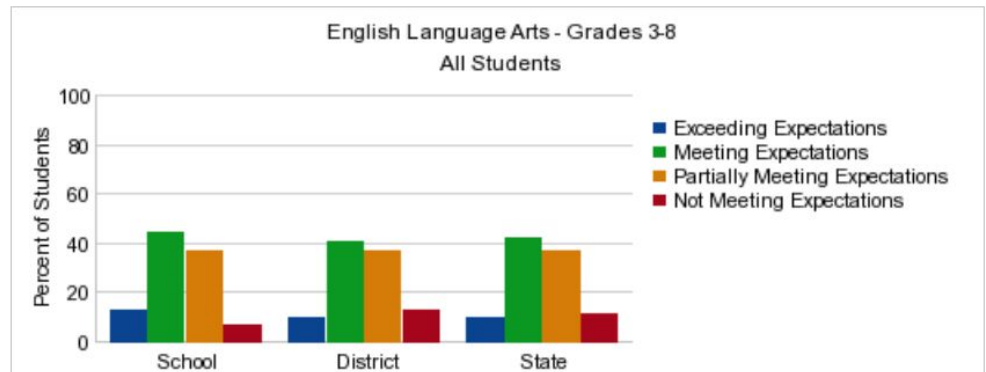


Ferryway School

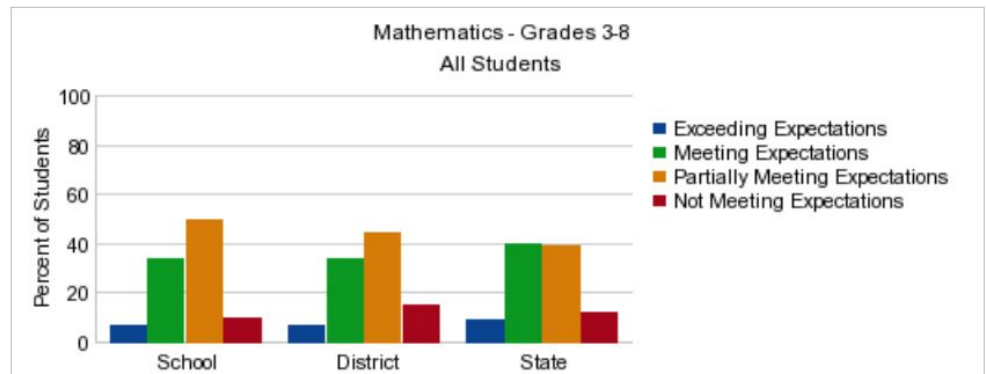
Areas of Strength	Areas of Challenge	Next Steps
<p><u>ELA Grades 3-8</u></p> <ul style="list-style-type: none"> Higher percentage on meeting and exceeding expectations than the district & the state (FW= 54%, D= 48%, S= 51%) <p><u>ELA Economically Disadvantaged Grades 3-8</u></p> <ul style="list-style-type: none"> Higher percentage than the district & state (FW= 48%, D= 42%, S= 3%) <p><u>Math Economically Disadvantaged Grades 3-8</u></p> <ul style="list-style-type: none"> Higher percentage on meeting and exceeding than the district & state (FW=38%, D= 36%, S= 27%) 	<p><u>Math Grades 3-8</u></p> <ul style="list-style-type: none"> Lower percentage on meeting and exceeding expectations than the district & state (FW=41%, D=42%, S= 47%) <p><u>Math Grade 4</u></p> <ul style="list-style-type: none"> Lower percentage on meeting and exceeding expectations than the district and state (FW= 26%, D= 41%, S= 48%) <p><u>Science Grades 5 & 8</u></p> <ul style="list-style-type: none"> Lower percentage on meeting expectations than the district & the state (FW= 41%, D= 43%, S=52%) 	<p><u>Math</u></p> <ul style="list-style-type: none"> Teachers will work with the math coach to identify specific areas of need. Math data meetings will be held regularly to analyze formative assessments. Implementation of 5-8 quarterly vertical math teacher meetings. <p><u>ELA</u></p> <ul style="list-style-type: none"> Full implementation of Writing with Colors to build on the gains we have achieved already. <p><u>Science</u></p> <ul style="list-style-type: none"> Teachers will work collaboratively to dig deeper into science topic gaps. Teachers will also work with students on answering open response questions using Writing with Colors. Implementation of 5-8 quarterly vertical science teacher meetings.

Ferryway Grades 3-8 Spring 2019

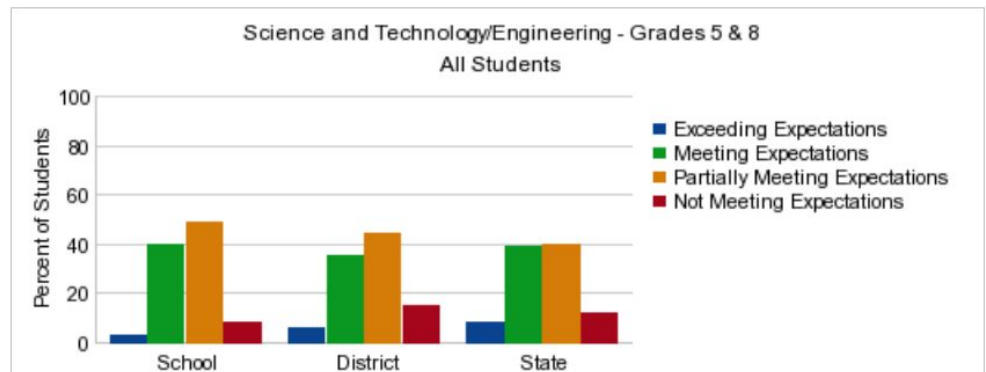
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	72	13	10	10
Meeting Expectations	254	44	40	42
Partially Meeting Expectations	210	37	37	37
Not Meeting Expectations	38	7	13	11
Total Included	574			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	39	7	7	9
Meeting Expectations	193	34	34	40
Partially Meeting Expectations	286	50	44	39
Not Meeting Expectations	56	10	15	12
Total Included	574			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	6	3	6	8
Meeting Expectations	70	40	35	39
Partially Meeting Expectations	86	49	44	40
Not Meeting Expectations	15	8	15	12
Total Included	177			



Forestdale School

Areas of Strengths (ELA)

Grade 5

- SGP of 68.3% (state 52%, district 48.2%)
- 58% of students meeting or exceeding expectations (state 52%, district 47%)

Grade 6

- SGP of 62.9% (state 53%, district 65.9%)
- 60% of students meeting or exceeding expectations (state 54%, district 57%)

Grade 7

- SGP of 65.1% (state 48%, district 62.7%)
- 62% of students meeting or exceeding expectations (state 48%, district 53%)

Grade 8

- SGP of 60% (state 52%, district 50.5%)
- 66% of students meeting or exceeding expectations (state 51%, district 52%)

Subgroups

- African American students SGP 63.1%
- Economically disadvantaged SGP 56.9%

Areas of Strengths (Math)

Grade 6

- SGP of 60.4% (state 52%, district 57.6%)

Grade 8

SGP 50.4% (state 46%, district 51.9%)

Subgroups

- Asian students SGP 53.6%
- Economically disadvantaged SGP 53.7%

Areas of Challenge (ELA)

Grade 3

- 40% of students meeting or exceeding expectations (state 56%, district 49%)

Grade 4

- 31% of students meeting or exceeding expectations (state 52%, district 43%)

Subgroups

- Asian students SGP 42.6%

Areas of Challenge (Math)

Grade 4

- 27% of students are meeting or exceeding expectations (state 52%, district 36%)

Grade 5

- SGP of 40.6 (state 48%, district 44.4%)
- 28% of students are meeting or exceeding expectations (state 49%, district 39%)

Subgroups

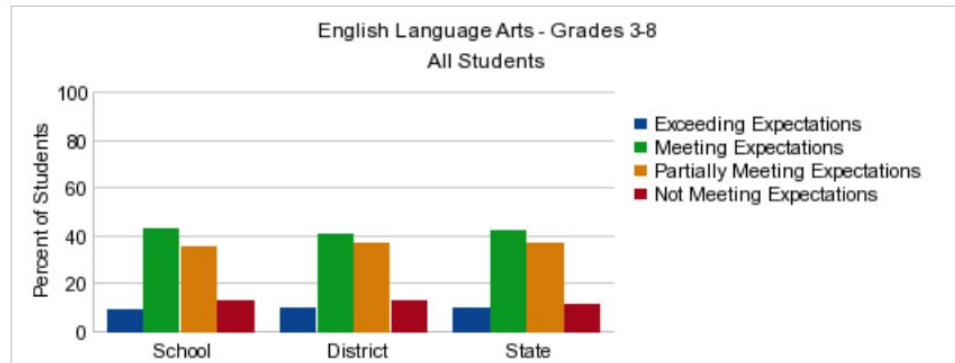
- Students with disabilities SGP 37.8%

Next Steps

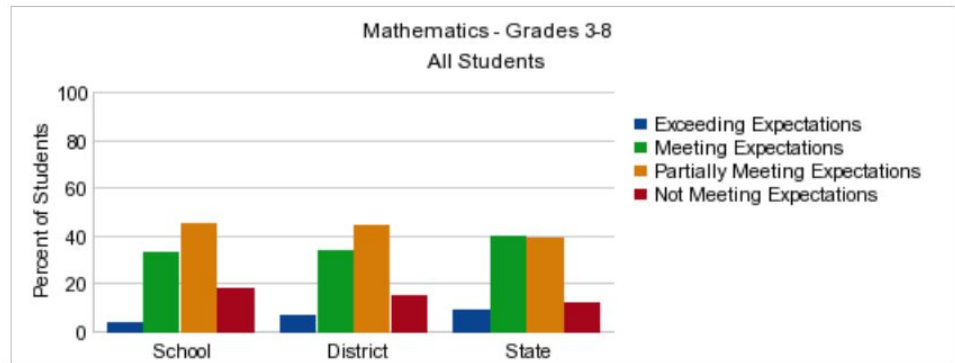
- Continue using math program IXL in grades K-8 and monitor the data it provides
- Teachers will work with Math and ELA coaches on targeted areas of instruction to move all students to the next level of achievement.
- ELA and Math meetings will be held regularly to analyze data from formative assessments.

Forestdale Grades 3-8 Spring 2019

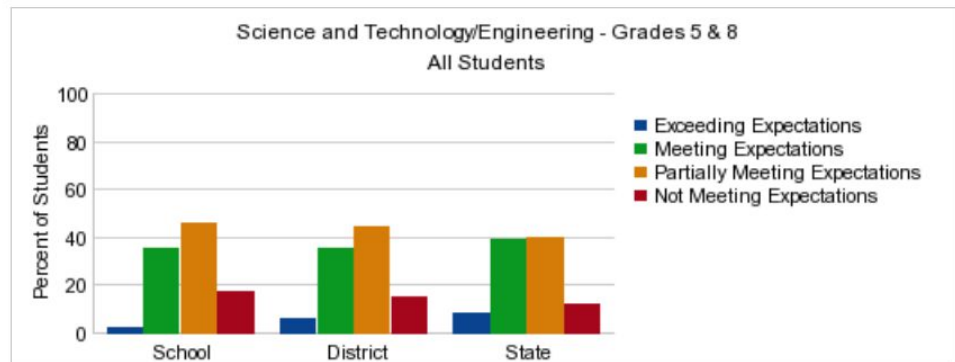
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	34	9	10	10
Meeting Expectations	159	43	40	42
Partially Meeting Expectations	130	35	37	37
Not Meeting Expectations	46	12	13	11
Total Included	369			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	14	4	7	9
Meeting Expectations	123	33	34	40
Partially Meeting Expectations	168	45	44	39
Not Meeting Expectations	66	18	15	12
Total Included	371			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	3	2	6	8
Meeting Expectations	42	35	35	39
Partially Meeting Expectations	56	46	44	40
Not Meeting Expectations	20	17	15	12
Total Included	121			

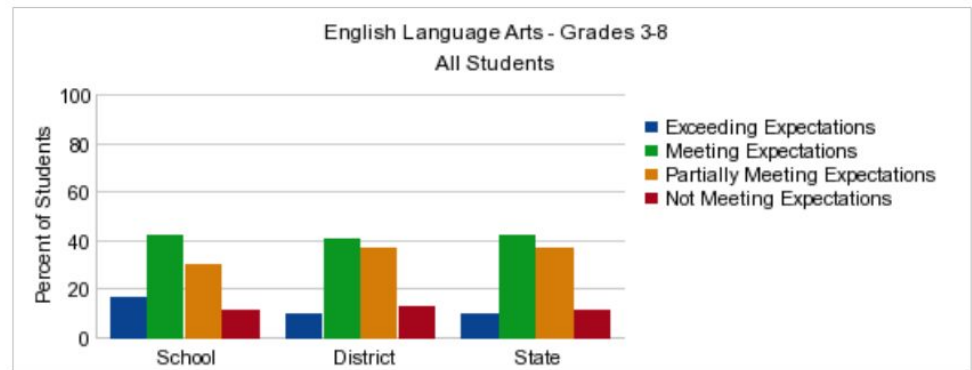


Linden School

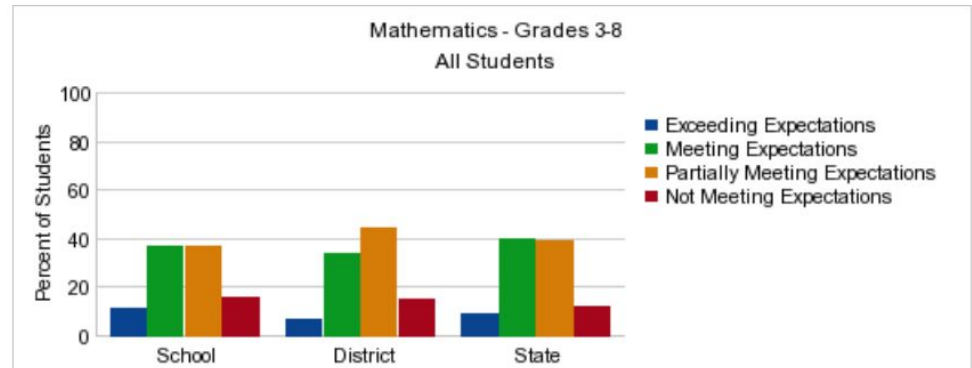
Areas of Strength	Areas of Challenge	Next Steps
<p>Overall, our performance at Linden is solid and is at or above the state average</p> <p><u>ELA</u></p> <ul style="list-style-type: none">• Overall, Linden had more students meeting or exceeding expectation on the ELA MCAS.• More specifically, Linden performed better than the state on more than half of the test items.• Linden showed strength in the areas of idea development in writing, identifying main ideas, and analyzing characters. <p><u>Science</u></p> <ul style="list-style-type: none">• Grade 5 Linden students performed better than the state in Physical Science and Technology & Engineering. <p><u>Math</u></p> <ul style="list-style-type: none">• Linden students showed an increase in the number of students meeting or exceeding expectations	<p><u>ELA</u></p> <ul style="list-style-type: none">• Students struggled with questions requiring them to identify, utilize, and analyze text features.• Students had difficulty with inferencing.• Vocabulary, including using contextual clues and word analysis, posed a challenge. <p><u>Science</u></p> <ul style="list-style-type: none">• Students struggled with interpreting tables and diagrams in Life Science. <p><u>Math</u></p> <ul style="list-style-type: none">• The primary area of weakness in mathematics is the overall percentage of students meeting or exceeding expectations. Only 48% of Linden students gr 3-8 met or exceeded expectations, which means 52% either partially met or did not meet expectations.	<p><u>ELA</u></p> <ul style="list-style-type: none">• We will continue to teach students to analyze and respond to text using higher order questions and tasks.• We will enhance our vocabulary instruction to include more explicit instruction on word analysis and using context clues to determine meaning.• We will continue to improve students' writing in response to text to increase students' idea development and correct use of conventions. <p><u>Science</u></p> <ul style="list-style-type: none">• Teachers will work with the Math Coach on teaching students how to read and interpret tables and diagrams.• Teachers will work with the Literacy Coach on teaching students how to read and understand the science text so that students can better understand how to answer constructed response questions. <p><u>Math</u></p> <ul style="list-style-type: none">• Teachers will work with the Math Coach and look at scores to identify specific, targeted areas of instruction required to move all students to the next level.

Linden Grades 3-8 Spring 2019

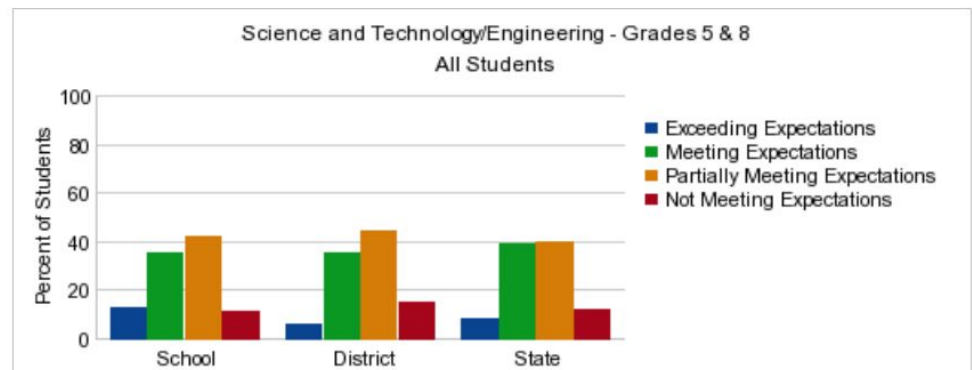
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	90	16	10	10
Meeting Expectations	230	42	40	42
Partially Meeting Expectations	163	30	37	37
Not Meeting Expectations	63	12	13	11
Total Included	546			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	60	11	7	9
Meeting Expectations	199	37	34	40
Partially Meeting Expectations	201	37	44	39
Not Meeting Expectations	85	16	15	12
Total Included	545			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	22	13	6	8
Meeting Expectations	59	35	35	39
Partially Meeting Expectations	72	42	44	40
Not Meeting Expectations	18	11	15	12
Total Included	171			



Salemwood School

Areas of Strength

ELA

- Gr. 4 and Gr. 5 ELA higher percentage of students meeting and exceeding expectations than district (and state for Gr. 4).
- Gr. 3, Gr. 6 and Gr. 8 increased scores from 2018.

MATH

- Increased math achievement by two points.
- Gr. 4 and Gr. 5 Math higher percentage of students meeting and exceeding expectations than district.
- Gr. 3 and Gr. 5 increased scores from 2018.

Math, ELA Science

- Average SGP is higher than district and state in all grade levels and subject areas.
- Increased achievement in all

Areas of Challenge

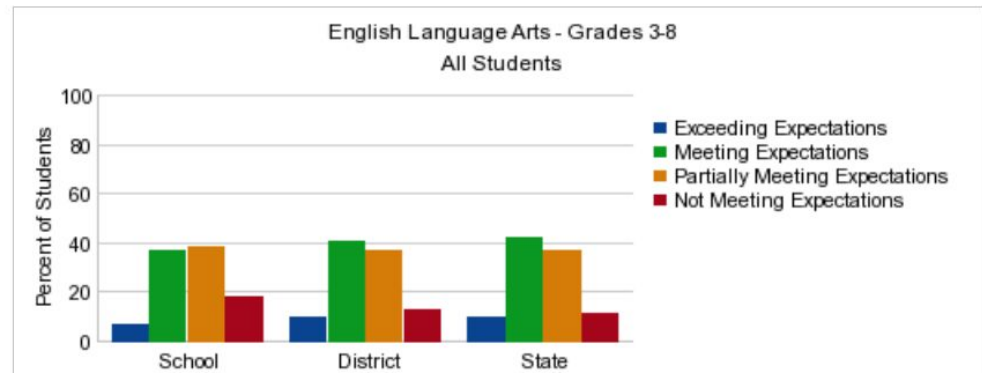
- Accountability achievement for students with disabilities in Math and ELA
- Gr. 7 Math - decrease in percentage of students that achieved meeting or exceeding expectations
- Gr. 5 and Gr. 8 Science - increased from 2018, however, is still lower than the district and state.

Next Steps

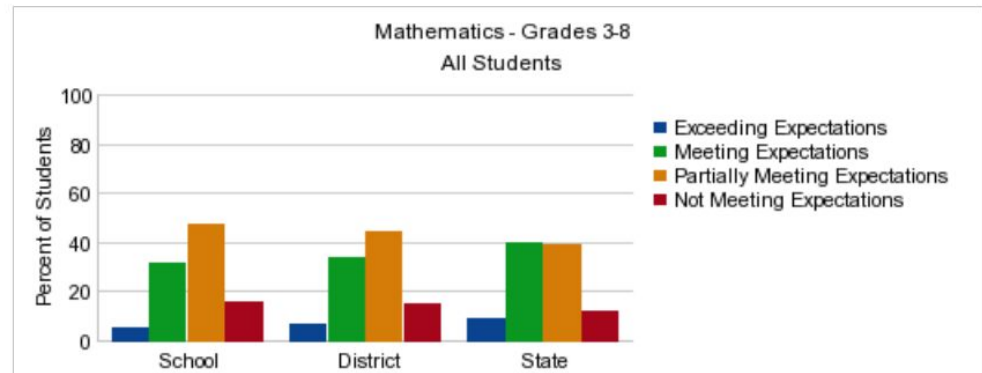
- Increase opportunities / review for open response by using Writing with Colors
- Discuss Item Analysis and overall trends in Grade level teams and at grade level meetings.
- Increase the use of Literacy Assistants during Math Centers.
- Meet with Students and families that are on the “cusp” to discuss a plan moving forward.

Salemwood Grades 3-8 Spring 2019

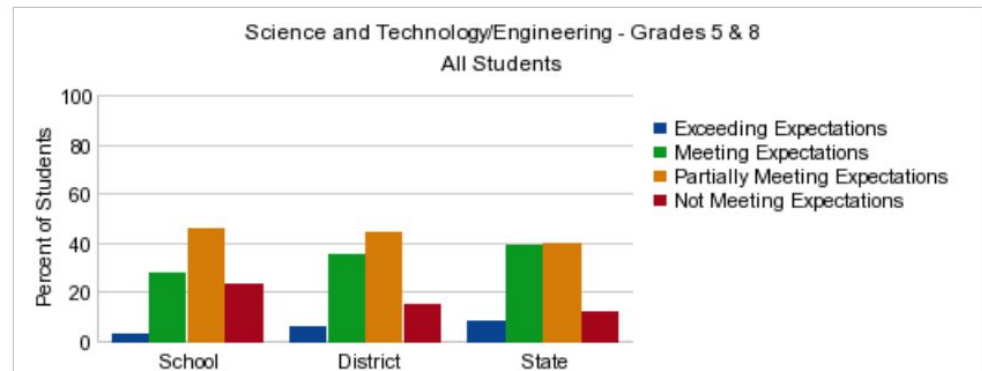
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	49	7	10	10
Meeting Expectations	252	37	40	42
Partially Meeting Expectations	262	38	37	37
Not Meeting Expectations	123	18	13	11
Total Included	686			



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	36	5	7	9
Meeting Expectations	216	32	34	40
Partially Meeting Expectations	326	48	44	39
Not Meeting Expectations	107	16	15	12
Total Included	685			



Science and Technology/Engineering	N Included	% School	% District	% State
Exceeding Expectations	6	3	6	8
Meeting Expectations	64	28	35	39
Partially Meeting Expectations	104	46	44	40
Not Meeting Expectations	52	23	15	12
Total Included	226			



District View: Math

Areas of Strength	Areas of Challenge	Next Steps
<ul style="list-style-type: none">• Continue to exceed state on Student Growth Percentiles (SGPs) in grades 3-8• Grade 3-8 EL and former EL results remain above State averages.• Students identified as Economically Disadvantaged exceed State averages for Meeting or Exceeding expectations in grades 3-8.	<ul style="list-style-type: none">• Grade 3-8 white students lag state average in meeting and exceeding proficiency (39% vs 56%).• Meeting and exceeding proficiency results for students with disabilities lag behind other subgroups.	<ul style="list-style-type: none">• Update K-5 curricula beginning in FY 21- Provide professional development in the spring of 2020 on the new curricula.• Continue using math program IXL in grades K-12 and monitor the data it provides.• Provide opportunities to update grade 6-8 math curriculum to reflect latest MCAS findings.• Take steps to alignment of MS and HS math programs.

District View: Science

Areas of Strength	Areas of Challenge	Next Steps
<ul style="list-style-type: none">• EL and former EL results exceed State averages in all grades (5, 8, & 10).• Percentage of High Needs, Econ. Disadvantaged and Afr. Amer./Black student identified as Advanced in grade 10 exceeds State averages.	<ul style="list-style-type: none">• Slight uptick in Needs Improvement and Failures for grade 10 (34% to 39%)• Grade 5&8 white students lag behind state average in meeting and exceeding proficiency (45% vs 56%).• Open response question results lag behind state averages.• Percentage of students with disabilities lags behind all other subgroups in grades 3, 5, & 8	<ul style="list-style-type: none">• Continue increasing hands-on opportunities in science.• Continue to work with literacy coaches to improve student written responses.• Advocate for increased time for science in grades K-5.

District View: ELA

Areas of Strength	Areas of Challenge	Next Steps
<p><u>ELA Achievement Grades 3-8</u></p> <ul style="list-style-type: none"> African American/Black, Hispanic/Latino, and Economically Disadvantaged students have made moderate progress toward targets with ELA achievement and growth being the strength. Asian students have made substantial progress with ELA achievement and growth being the strength. <p><u>ELA SGP Grades 5-8 & 10</u> (measurement of student growth)</p> <ul style="list-style-type: none"> In grades 5, 6, 7, 8, &10 the SGP is above the state average. 	<p><u>Grade 10 ELA</u></p> <ul style="list-style-type: none"> Overall shows a small increase performance in CPI. Need to continue to make steady gains and close small gaps in subgroups. <p><u>Grades 3-8</u></p> <ul style="list-style-type: none"> Number of students Exceeding or Meeting Expectations is flat. 	<ul style="list-style-type: none"> Work with DESE-related resources (i.e. Regional SSOS) to identify gaps in achievement / growth and use the data to craft a year-long action plan. Offer MCAS-related professional learning opportunities for teachers (both in school and beyond school day). Continue to work with colleagues in student services to identify best practices in co-teaching. Data informed instruction is being implemented district wide K-12.

District View: ELE

Areas of Strength	Areas of Challenge	Next Steps
<p>Performance results of ELs and former ELs in Malden were above the State results in ELA, math, and science for most grades tested.</p> <p>The percentage of students who scored Exceeding or Meeting Expectations::</p> <ul style="list-style-type: none">• Grade 3-8 ELA, Malden 44% vs 32% state; and mathematics Malden 38% vs 31% for the state• Grades 5 and 8 Science, Malden 33% vs 22% state• Grade 10 ELA was the same as the state's - 19%.• Grade 10 mathematics percentage was significantly higher than the state's, Malden 38% vs 23%• Grade 10 Science Malden 45% vs 39% state	<p>Performance results of EL subgroup in grade 5 mathematics, grade 6 ELA, and grade 8 science are areas for improvement.</p> <p><u>Exceeding & Meeting Expectations</u></p> <ul style="list-style-type: none">• Grade 5 Math below state by 5%• Grade 6 ELA below state by 6%• Grade 8 Science below state by 4%	<ul style="list-style-type: none">• Target explicit ELA, math, and science academic vocabulary instruction based on needs.• Provide after school content support (Title III). Target grades 5, 6, and 8.• Provide Imagine Learning program to supplement instruction. Analyze data to drive instruction.

District View: Special Education

Areas of Strength	Areas of Challenge	Next Steps
<p><u>3-10/Alt. Assessments for Sub-Separate programs</u></p> <ul style="list-style-type: none"> 90% Progressing or Emerging in ELA 78% Progressing or Emerging in MATH <p><u>3-8 Inclusion</u></p> <ul style="list-style-type: none"> 1% Exceed Expectations ELA/M 55% M/PM Expectations for ELA 48% M/PM Expectations for MATH Participation Rate is HIGH Student Growth Rates Rising <p><u>MHS</u></p> <ul style="list-style-type: none"> 64% Meets or Partially Meets for ELA 63% Meets or Partially Meets for Math 	<p><u>3-10/Alt. Assessments for Sub-Separate programs</u></p> <ul style="list-style-type: none"> Students performed up to Level 2 on <i>Self-Evaluation</i> and <i>Generalized Performance</i> in all subjects. <p><u>3-8 Inclusion</u></p> <ul style="list-style-type: none"> Science, Technology, & Mathematics presents challenges, specifically at Grades 3, 4, 5, 8 <p><u>MHS</u></p> <ul style="list-style-type: none"> CPI in ELA has declined in all subgroups CPI in Math has declined in subgroups SGP in ELA and Math below target. 	<p><u>3-10/Alt. Assessments for Sub-Separate programs:</u></p> <ul style="list-style-type: none"> Teachers attend state trainings. Offer PD on MCAS Alternative Portfolio development. Review current self-evaluation tools in place, compare with state models, & update and align. Math coaches spend time in Grade 3 classrooms. Continue with Writing with Colors in all grades. Student support educators attend district math PD Co-Teachers will attend professional development in inclusive practices. Explore options around MCAS enrichment opportunities Look at RIGOR in all Self Contained Classrooms

**5 DP Snapshot (Urban Districts Only) – Percentage of Students
Meeting / Exceeding Expectations**

Assessment Area	Malden	Chelsea	Everett	Revere
ELA 3	49	36	45	55
Math 3	41	39	39	50
ELA 4	43	41	36	50
Math 4	36	46	40	51
ELA 5	48	34	32	48
Math 5	39	19	35	42
Science 5	45	23	29	48

5 DP Snapshot (Urban Districts Only) – Percentage of Students Meeting / Exceeding Expectations

Assessment Area	Malden	Chelsea	Everett	Revere
ELA 6	57	29	39	45
Math 6	42	21	48	40
ELA 7	53	26	39	41
Math 7	45	18	34	38
ELA 8	52	25	36	45
Math 8	41	13	26	39
Science 8	36	16	27	38

**5 DP Snapshot (Urban Districts Only) – Percentage of Students Scoring
Advanced/Proficient**

Assessment Area	Malden	Chelsea	Everett	Revere
ELA 10	50	29	42	48
Math 10	54	26	35	48
Science 10	62	38	61	67

Our Next Steps

- Maintain and sustain a safe and positive school climate.
- Analyze benchmark assessment data to drive instruction.
- Work with partners to identify and address achievement gaps.
- Identify best practices at all levels, and work to create a cohesive transition from middle school to high school.

MPS Believes

- Every student can and will succeed academically.
- Every student can and will succeed socially.
- Every student can and will succeed emotionally.
- Every student and family will feel connected and supported.
- Malden Public Schools will meet the needs of all students with a focus on continuous improvement.