

NORWELL PUBLIC SCHOOLS



Office of Instruction
MCAS and Student Learning

October 4, 2021

Agenda

- Vision
- General MCAS Overview
- Commitment to Learning

Commitment & Communication

VISION

- **Reestablish a sense of belonging and a safe learning environment as students re-integrate into the fabric of the school community**
- **Create a positive learning culture by remaining flexible with our students as we continue to build student academic and social emotional confidence in an encouraging and developmentally appropriate way**
- **Re-engage students with a focus on our standard grade level expectations and build student academic stamina**

Communicated to all families and staff over the summer and part of our opening convocation and early curriculum and instruction meetings.

MCAS 2021

“The disrupted school year of remote and hybrid learning definitely impacted students’ academic achievement statewide.”

“Results show that many more students had gaps in their knowledge of math and, to a lesser extent, English language arts, compared to students in the same grades before the COVID-19 pandemic, and fewer students meet or exceeded grade level expectations.”

The grades 3-8 MCAS included one instead of two testing sessions. The grade 10 MCAS testing sessions remained the same as in previous years.

Results

State Results - Grades 3-8 % Meeting and Exceeding Expectations

	ELA	Math
2019	52	49
2021	46	34
	↓ 6%	↓ 15%

Norwell Results - Grades 3-8 % Meeting and Exceeding Expectations

	ELA	Math
2019	74	61
2021	67	58
	↓ 7%	↓ 3%

State Results - Grade 10 % Meeting and Exceeding Expectations

	ELA	Math
2019	61	59
2021	64	52
	↑ 3%	↓ 7%

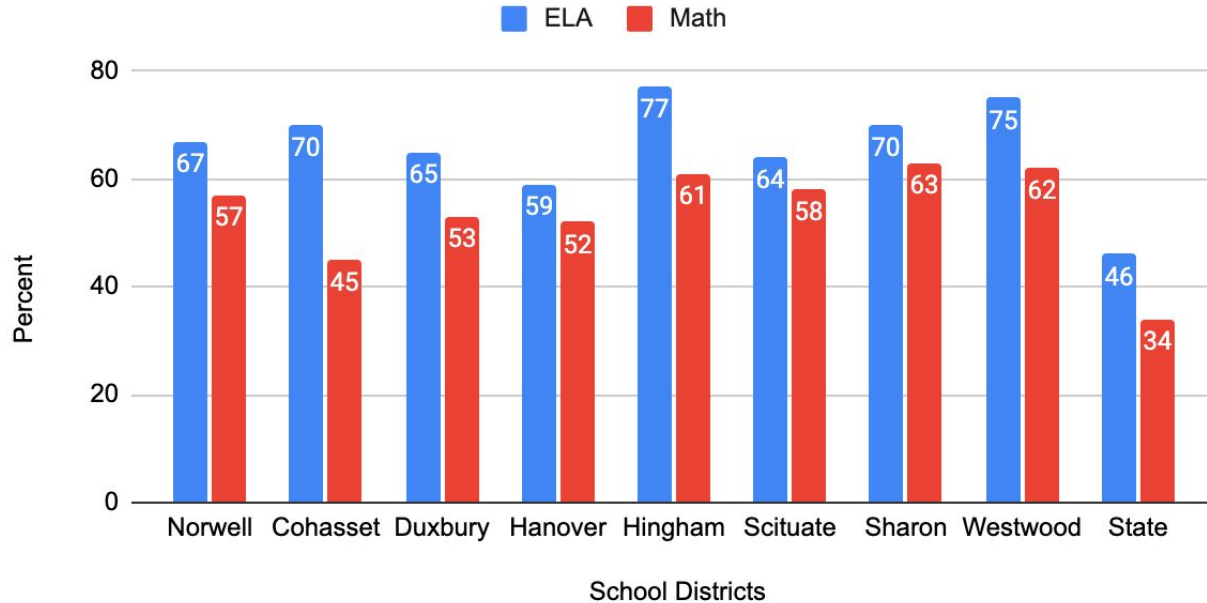
Norwell Results - Grade 10 % Meeting and Exceeding Expectations

	ELA	Math
2019	87	88
2021	89	82
	↑ 2%	↓ 6%

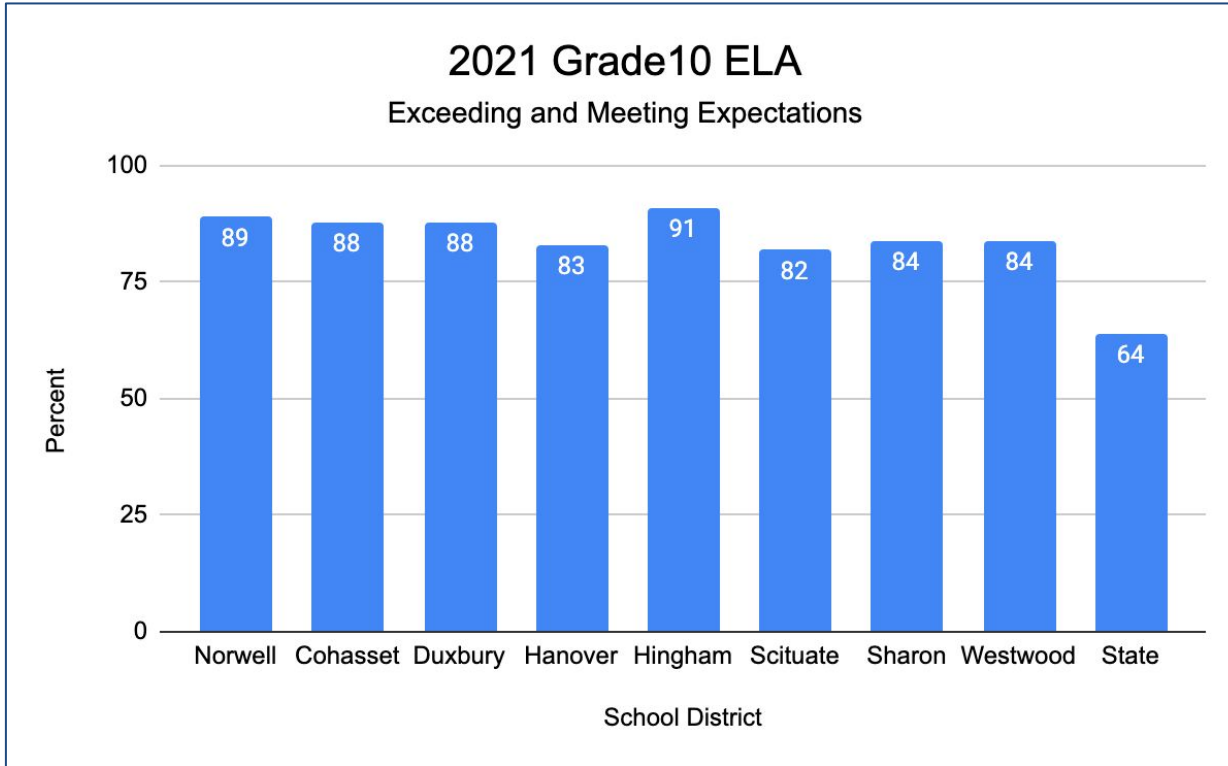
Results

2021 Grades 3-8 District Comparison in ELA/Math

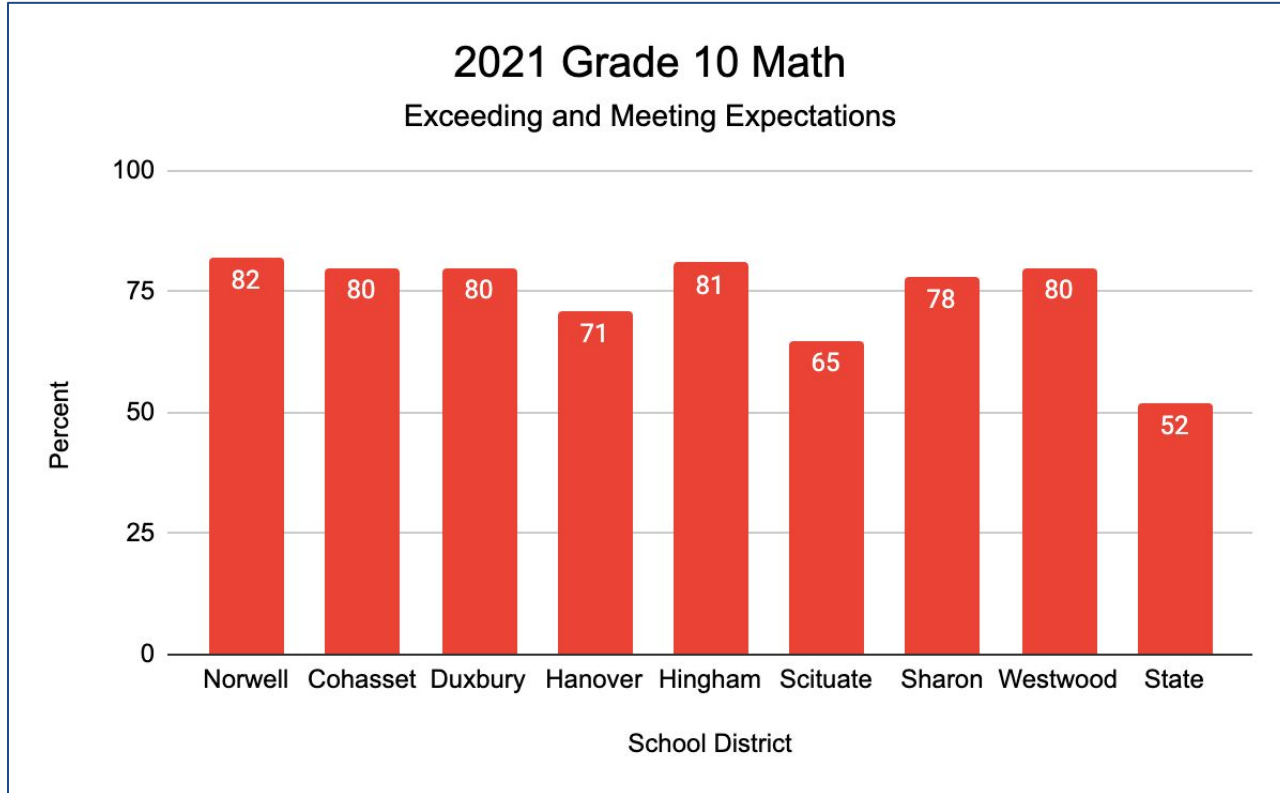
Exceeding and Meeting Expectations



Results



Results





Commitment to Learning

Phase 1: Diagnostic and Planning Work

- Foster a sense of belonging
- Establish systems to monitor students' understanding
- Review and adjust curriculum guides

Phase 2: Launch Strategies

- Monitor students' understanding
- Provide grade-appropriate assignments and provide scaffolding strategies

Learning

Phase 3: Progress Monitoring

- Continue with grade-appropriate instruction with scaffolding
- Implement screening tools in math and ELA
- Strategic formative assessments

Phase 4: Continuous Reflection and Planning

- Assess and analyze student mastery of grade-level content
- Reflect on instructional practices

Learning

What have we already done?

- **Arts** - Added a music teacher HS, expanded arts options in the MS
- **Math** - Instituted a Math Lab during the school day and after school
- **Assessments** - Scheduled grades K-8 academic screening tools in ELA and math for Fall, Winter, Spring; added common assessments in subject areas
- **Teacher collaboration** - data analysis of 2020-2021 achievement

Learning

What will we continue to do?

Teach grade-level curriculum - not lengthy remediation, but in-time scaffolding of impacted topics to continue to move students forward;

- research skills in History & Social Studies, laboratory skills in science

Build academic stamina

- gradually reintroduce cumulative work in all subject areas

Administer and evaluate common curriculum assessments and make adjustments accordingly

Professional development - continue work that promotes high-quality instruction;

- integrating additional phonics and math tools/supports, routine data collection on student progress