

10/9/24 | 📅 Accountability Committee Meetings

Attendees: Melanie Kutschke Kristin Laureano Phil Arnold Allysha Roth Hannah Herklotz, Nancy Maguire, Shannan Welsh, Mike Hayes, Joe Agron, Kate Conlon, Jeff Hood

Attached files: 📎 23-24 HVMCPS BOT Accountability Committee Notes

Notes

- Data Review of MCAS
 - Reading MCAS
 - Kate: scores have dropped since 2022
 - Followed the state trend
 - Jeff: Path to get out of the trend?
 - Kate: Focus on foundations of literacy using Montessori remediation with heavy focus on phonics. Should help with all of the subjects
 - Hannah: If you're not getting results you expect, there's a problem with your mental model. What's the skill you need that will help across disciplines? That's reading. Math students struggle to read the questions. Montessori reading acceleration "program" (montessori-based science of reading program). Who's teaching reading now? Tends to be inconsistent across classrooms. Working with Leah Steiner who is a reading comprehension specialist and developed a guideline to help teachers know what aspects/lessons to teach at what time of the year and provides an assessment tool.
 - Jeff: Would that data go into the new dashboard?
 - Hannah: yes, also working with teachers to develop the space and skill to take data and use it to inform future instructional plans during the supervisory check-ins.
 - Math MCAS
 - Mike Hayes: 2022-2023 was the first full year of implementation of Math curriculum. Saw growth in the student growth percentile. However there was a drop in 2023-2024. Don't have an explanation for that.
 - Melanie: Might just be a timing issue with when the students went remote. Focus for the Middle School had been catching students up around their social emotional learning.
 - Phil: That echoes what the commissioner said about scores over all.
 - Hannah: Echoing that it could be a timing of what grade students were in when they went remote. In our current 7th/8th grade, we are seeing the students who didn't develop those foundational

reading skills that would have been noticeable during 3rd/4th grade.

- Shannan: Wondering if 2022-2023 might be the aberrant year. Could it be artificial growth?
- Mike: When you look at the individual student growth percentile at every grade level it's always 50% across the state so that is the benchmark to compare to. When Hill View went to 30% that was concerning.
- Joe: Echoes that the question is why Math student growth percentile went down.
- Phil: We're in the area that DESE wants us to be in most areas with the exception of a few including 4th grade math.
- Allysha: So how do we address that particular drop?
 - Shannan: Took STAR Math assessment averages to determine if they're predictive of how students perform on MCAS Math scores. Question becomes why? Could come back to literacy. STAR assessment lets them have the test read the question to them. It's also completely multiple choice. Students are getting the opportunity to practice the MCAS question styles.
 - Allysha: Also wondering if there is more test anxiety because of the age they were when they started school (timing with pandemic).
 - Phil: Need to get better at ensuring that teachers dedicate more time to explicitly teaching math. Needs to be a higher expectation that math is happening on a daily basis in a significant way.
 - Hannah: yes/and... one of the things that comes up consistently in meetings with teachers is that one of the time crunches that come up with the math is that students can't read the instructions, across grade levels. It's a big boulder in the way of accessing math and every subject. Contributes to the feeling of "not enough time." It's not a time issue, but a "what are we doing with our time issue?" Independent reading might not always be the best use of instructional time, for example.
 - Phil: A lot of benefits of 6-7th grade students who have separate, dedicated instructional time for math. Wondering if we need to do some version of that for 3rd graders. Not necessarily this year, but could be a way to support teachers in the future.
- Allysha: Final thoughts about the MCAS Data Review

- Hannah: MCAS tests are flawed ways to measure student achievement. At the same time we are a public school and are accountable for that. It's really difficult to come up with a different way to measure, so it's what we have.
- Phil: We appreciate that DESE views us as making substantial growth towards targets. They do have some way to compare us to schools they consider demographically comparable. In some comparisons we're slightly below, some we're slightly above. We're in the middle. Big positive: we are a small school that has a dedicated staff focused on this.
- Jeff: Would be great to set a vision/goal that has to do with consuming data. Could potentially set up sub-groups.
- Phil: Next accountability meeting looking at disaggregated data for fall STAR assessments and DIBELS data.

Action items

