
Medfield Public Schools Assessment Update

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What was the impact of pandemic-era schooling in MPS?



- Early media reports indicated that the impact to student learning would be significant.
 - “COVID-Slide”
 - “Learning Loss”
 - “Lost Year”
- Assumptions were based on early studies--
 - Summer learning loss studies
 - Broad overview based on survey data
 - Substantive COVID-19 era studies are just emerging

Do these reports reflect the Medfield Public Schools experience?

What was the impact of pandemic-era schooling?

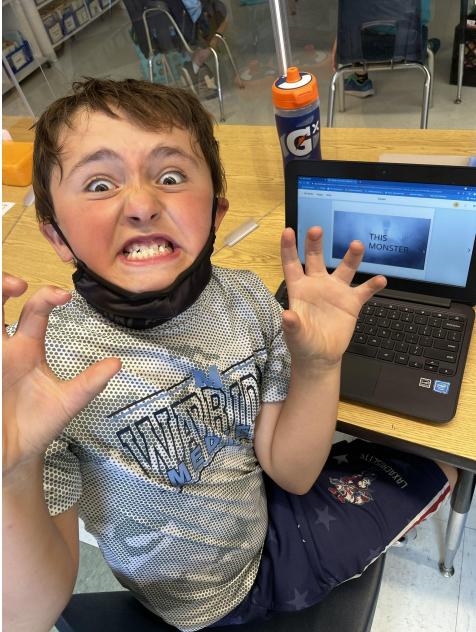
- **Research Questions**
 - What did classroom instruction look like in 2020-2021?
 - Were teachers able to achieve the same curriculum objectives as in previous (non-COVID) years?
 - How was student understanding impacted by the pandemic?
 - How do teachers know how students performed?
 - **Data Sets**
 - Quantitative data, including standardized test data
 - Interview/Focus Group Data from 50+ MPS Educators
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What did classroom instruction look like?

- Classroom instruction model evolved over the year
 - Hybrid→ Synchronous→ In-Person
 - Evolution through the three systems varied from school to school and sometimes from department to department
 - Most teachers worked collaboratively to develop curriculum
 - Focused on “Power Standards” to support high leverage skill areas of foundational learning
 - Streamlined content areas-- Continued deep dive into significant topics/scaled back on others

GRADE 2 LEARNING MAP												Overview											
NAME OF SCHOOL												SCHOOL YEAR											
BEST PRACTICE: DURING INSTRUCTION, TEACH WHAT IS LISTED ON THE GRADE LEVEL LEARNING MAP												STANDARDS ASSESSMENT											
TRANSMISSION OF INFORMATION												GRADE SPECIFIC STANDARDS											
ELA												TRANSMISSION OF INFORMATION											
Read aloud in a way that shows they understand what they are reading.												TRANSMISSION OF INFORMATION											
Stop and reread a sentence to figure out the meaning of an unknown word.												TRANSMISSION OF INFORMATION											
Describe what characters do in response to events or problems in a story.												TRANSMISSION OF INFORMATION											
Explain how a picture or diagram helps show what a text is saying.												TRANSMISSION OF INFORMATION											
Gather information from different sources to answer a question.												TRANSMISSION OF INFORMATION											
Use illustrations and details in a text to describe its key ideas.												TRANSMISSION OF INFORMATION											
Use illustrations quickly enough to help remember what they heard or understood.												TRANSMISSION OF INFORMATION											
Point all letters quickly enough to help remember what they heard or understood.												TRANSMISSION OF INFORMATION											
Use apostrophes (') in words like can't, don't, and doesn't.												TRANSMISSION OF INFORMATION											
Capitalize proper nouns like Thanksgiving, Boston, and Cape Cod.												TRANSMISSION OF INFORMATION											
Learn how to use punctuation marks like periods, commas, and hyphens.												TRANSMISSION OF INFORMATION											
Draw on 100 chart, number lines, base ten blocks, and number patterns as they count.												TRANSMISSION OF INFORMATION											
Mentally (without objects or writing) add and subtract with numbers up to 20.												TRANSMISSION OF INFORMATION											
Fluently (quickly and correctly) add and subtract with numbers up to 100.												TRANSMISSION OF INFORMATION											
Know addition facts to 9 + 9 = 18 and related subtraction facts (like 18 - 9 = 9).												TRANSMISSION OF INFORMATION											
Arrange pairs of objects in a pattern and repeat the pattern.												TRANSMISSION OF INFORMATION											
Recognize and draw simple shapes that look like polygons, such as triangles, rectangles, and squares.												TRANSMISSION OF INFORMATION											
Solve one-step and two-step word problems, including problems involving length.												TRANSMISSION OF INFORMATION											
Solve word problems involving dollars and cents with amounts up to \$10.												TRANSMISSION OF INFORMATION											
Use analog and digital clocks to tell time to the nearest hour and half hour.												TRANSMISSION OF INFORMATION											
Solve word problems involving lengths, times, and money.												TRANSMISSION OF INFORMATION											
Create maps to show the bodies of water (like rivers) and landforms (like mountains) in an area.												TRANSMISSION OF INFORMATION											
Explain that water exists on Earth in different places (like lakes and horns) and forms (like ice).												TRANSMISSION OF INFORMATION											
Ask questions about how plants and animals depend on their environment to meet their needs.												TRANSMISSION OF INFORMATION											
Describe how plants and animals change over time.												TRANSMISSION OF INFORMATION											
Explore how heating and cooling things can cause them to change. Understand that some changes can be reversed.												TRANSMISSION OF INFORMATION											
Compare two ways of solving the same problem and think about which is better.												TRANSMISSION OF INFORMATION											
Identify countries, continents, and physical characteristics such as rivers, deserts, and plateaus.												TRANSMISSION OF INFORMATION											
Explain how people adapt to the environment around them, and how they change that environment as well.												TRANSMISSION OF INFORMATION											
Investigate different reasons people migrate and what individuals and families bring when they migrate.												TRANSMISSION OF INFORMATION											
Give examples of goods and services and the choices people make about buying them.												TRANSMISSION OF INFORMATION											
Give reasons people buy or save money (like future purchases, a charitable donation, or an emergency).												TRANSMISSION OF INFORMATION											
Explain how visual features like maps, charts, and diagrams help readers understand a history or science topic.												TRANSMISSION OF INFORMATION											
HISTORY & SOCIAL STUDIES												K-12 ACADEMIC BEHAVIORAL STANDARDS											
Read nonfiction texts, like books, poems, letters, news articles, and internet pages.												TRANSMISSION OF INFORMATION											
Speak and listen in formal and informal ways, like presentations and conversations.												TRANSMISSION OF INFORMATION											
Use knowledge of how English grammar and punctuation are used in both speech and writing.												TRANSMISSION OF INFORMATION											
Use math to represent and solve word problems.												TRANSMISSION OF INFORMATION											
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The Massachusetts Department of Elementary and Secondary Education developed Learning Standard Guidebooks to inform teachers and parents about the state's expectations for student learning. These guidebooks provide a clear description of what students should know and be able to do at each grade level. The Massachusetts Department of Elementary and Secondary Education also developed the Massachusetts Curriculum Frameworks for English Language Arts and Mathematics. These frameworks provide a clear description of what students should know and be able to do at each grade level. The Massachusetts Department of Elementary and Secondary Education also developed the Massachusetts Curriculum Frameworks for Science, Technology and Engineering, and Visual and Performing Arts. These frameworks provide a clear description of what students should know and be able to do at each grade level. 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What did classroom instruction look like?



- More systemic approach to instruction
 - Focus on the student experience
 - Standardization of communication, e.g. Google Classroom/See-Saw
 - Curriculum maps/Curriculum Calendars shared with MPS community
- Increased use of technology to leverage deep instruction
 - More than Zoom!
 - Increased student use of chromebooks and ipads

What did classroom instruction look like?

- Increased use of alternative learning spaces, e.g. outdoors
 - Project-Based instruction
 - Authentic-real world learning
- Expanded communication-- the power of Zoom
 - Parent conferences
 - Guest-readers



Were teachers able to achieve the same curriculum objectives as previous (non-COVID) years ?

- By in large→ **YES**
- Streamlining curriculum/universal use of power standards instrumental in meeting most curriculum goals
- Caveat- Streamlining & pandemic protocols did impact the depth or traditional experiences of some units--- Tradeoffs
 - Reduced opportunities for collaborative play in early childhood classrooms...but more academic learning time
 - Suspension of concerts...but more focus on core skills
 - Reduced opportunities for hands-on learning...but more technology use



Were teachers able to achieve the same curriculum objectives as previous (non-COVID) years ?

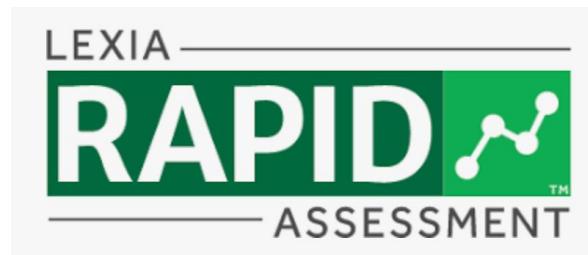
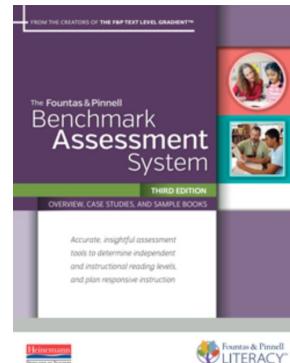
Areas that will need additional focus next year:

- Social interaction, collaboration, sharing skills
- Handwriting
- Hands-on science labs/FOSS Kit use
- Makerspace activities
- Reproduction unit
- Some math concepts (measurement/data, money, time)
- 3-D unit (Art)
- Concerts/singing (Music)

How was student understanding impacted by the pandemic ?

- Overall impact of the pandemic still being determined
 - Some skills/experiences are not evaluated by standardized tests
 - Pandemic protocols prevented some assessments from being administered
 - More data sets yet to be analyzed (e.g. BAS testing; MCAS)
- Qualitative Data
 - Socio-Emotional Learning needs to be an area of focus
 - Elementary/Middle/High
 - Sharing/Collaboration skills/Peer relationships
 - Stymied socialization opportunities- Cohort model, clubs
 - Children new to the district/transition years were particularly impacted

How was student understanding impacted by the pandemic ?



Literacy Assessments

- Lexia Core 5- K-5
 - Fall 2020 Adoption
 - Standards based reading supports that targets skills gaps
 - Administered to in-person and remote cohorts
 - Provides individual student and grade level data

Students who are currently struggling and may need teacher-led instruction to progress.			
Student Name	Instructional Priority	Lesson Name	Status
Lemay, Bridget	High	Categorizing CVC Words	Delivered
Mattox, Lonnie	High	Categorizing CVC Words	Delivered
Cave, Leah	High	Contractions	Not Delivered
Lemay, Bridget	High	Digraph ch	Delivered
Lemay, Bridget	High	Digraph sh	Delivered
Lemay, Bridget	High	Digraph wh	Delivered
Tibbs, Benedict	High	Spatial Concepts/Prepositional Phrases	Delivered
Matherly, Wilton	Low	Synonyms	Not Delivered

Lexia Rapid

- Overall, end of year district performance reflects strong mastery of specific literacy skills
 - Additional analysis of Spelling, Word Recognition, and Reading Comprehension needed

Literacy Skill	Students at or Above Grade Level
Phonological Awareness (K)	99%
Word Reading (K-2)	91%
Spelling (2nd)	87%
Vocabulary Pairs (K-2)	98%
Following Directions (1-2)	93%
Word Recognition (3-5)	85%
Vocabulary Knowledge (3-5)	91%
Syntactic Knowledge (3-5)	93%
Reading Comprehension (3-5)	84%

Math Assessments

Benchmark (K-1)

- In use for several years
- Assessment of skills aligned to curriculum

Renaissance/Star- Math (2-5)

- In use for several years
- Testing windows- 3x per year
- Standards-based assessment
 - Longitudinal trends- informs instruction
 - Individual student growth
 - Intervention
 - Special Education

Kindergarten & Grade 1

Kindergarten	% meeting or exceeding benchmark	Grade 1	% meeting or exceeding benchmark
Counting and Cardinality	94%		
Operations and Algebraic Thinking	91%	Operations and Algebraic Thinking	90%
Number and Operations in Base 10	95%	Number and Operations in Base 10	88%
Geometry	80%	Geometry	99%
		Measurement and Data	87%

Grades 2-5

District

Medfield Public School District

Grade	Star Math Enterprise	
	Benchmark - Students Above Proficiency Level by Number	Benchmark - Students Above Proficiency Level by Percent
	Spring (04/01/2021 - 06/15/2021)	Spring (04/01/2021 - 06/15/2021)
Grade 2	153	80%
Grade 3	140	74%
Grade 4	163	87%
Grade 5	182	87%
Summary	638	82%

How was student understanding impacted by the pandemic?--> NEXT STEPS

- Analyze additional data (e.g. BAS data, MCAS) to obtain a more fined grained understanding
- Unpack performance by standard & provide information to building administrators, interventionists/specialists, and grade level teams
- Make adjustments, when necessary, to support any gaps in student understanding

Renaissance Star- Grade 5

Standard	Current Mastery	Distribution of Students						Students Tested / Total	Median Mastery %		
		Beginning		Developing		Secure					
		# Students	%	# Students	%	# Students	%				
MA.Math.5.NF.A.2		166	79%	41	20%	3	1%	210/210	49		
MA.Math.5.NF.B.3		26	12%	42	20%	142	68%	210/210	85		
MA.Math.5.NF.B.4		189	90%	18	9%	3	1%	210/210	43		
MA.Math.5.NF.B.4.a		26	12%	43	20%	141	67%	210/210	85		
MA.Math.5.NF.B.4.b		26	12%	46	22%	138	66%	210/210	84		
MA.Math.5.NF.B.5		26	12%	51	24%	133	63%	210/210	84		
MA.Math.5.NF.B.5.a		26	12%	51	24%	133	63%	210/210	84		
MA.Math.5.NF.B.5.b		26	12%	51	24%	133	63%	210/210	84		
MA.Math.5.NF.B.6		26	12%	52	25%	132	63%	210/210	84		
MA.Math.5.NF.B.7		27	13%	54	26%	129	61%	210/210	83		
MA.Math.5.NF.B.7.a		27	13%	51	24%	132	63%	210/210	83		
MA.Math.5.NF.B.7.b		27	13%	54	26%	129	61%	210/210	83		
MA.Math.5.NF.B.7.c		27	13%	56	27%	127	60%	210/210	83		

Grades 6-12

Secondary- Subject Specific



- Common assessments provide detailed information on overall student performance
- Departments will review student performance data and adjust curriculum content/pacing accordingly
- Through vertical teaming, aggregate data will be shared to support unit planning and areas of focus

Silver Linings

Silver Linings- Students

- Students are more resilient and flexible; willing to troubleshoot
- Quiet students were more likely to participate in class discussions
- Students' technology skills improved dramatically
- Students' demonstrated understanding in a variety of ways- more creative

Silver Linings- Relationships

- Teachers have a better understanding of lives; increased flexibility and empathy
 - Teachers have stronger connections with parents- true partners
 - ZOOM enabled more parents to participate in conferences & meetings
 - Small class sizes in the hybrid model allowed teachers to acquire deeper understanding of students earlier in the school year
 - Teachers forged strong relationships with each other- deep camaraderie and trust. Collaboration was a daily practice.
 - New student friendships formed as a result of small cohort within hybrid
-

Silver Linings- Teaching & Learning

- Curriculum and instruction much more cohesive; not only aligned to the frameworks but also to each other
 - Expanded teacher collaboration- grade/departments & specialists
 - Development of universal protocols & scaffolds- Google Classroom, See-Saw, Curriculum Calendars
 - Teachers have vastly improved their edtech skills
 - Strong professional development offerings- in person & video on demand opportunities
 - Increased use of outdoor spaces expanded learning opportunities
 - Willingness to take risks; try new instructional methods
-

Focus Areas

Areas of Focus

- SEL- Support students' socio-emotional experiences- interactions, collaborations, play, etc.
 - CURRICULUM- Concentrate on identified curriculum and instructional areas
 - DATA- Use data to make curriculum and instructional adjustments; review data systems
 - SUSTAIN SILVER LININGS- Continue to focus environment that forged 'silver linings' - e.g. technology skills, collaboration, curriculum alignment, continuity
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