

# Newburyport Public Schools Internal and External Assessment Data 2022 Elementary Schools

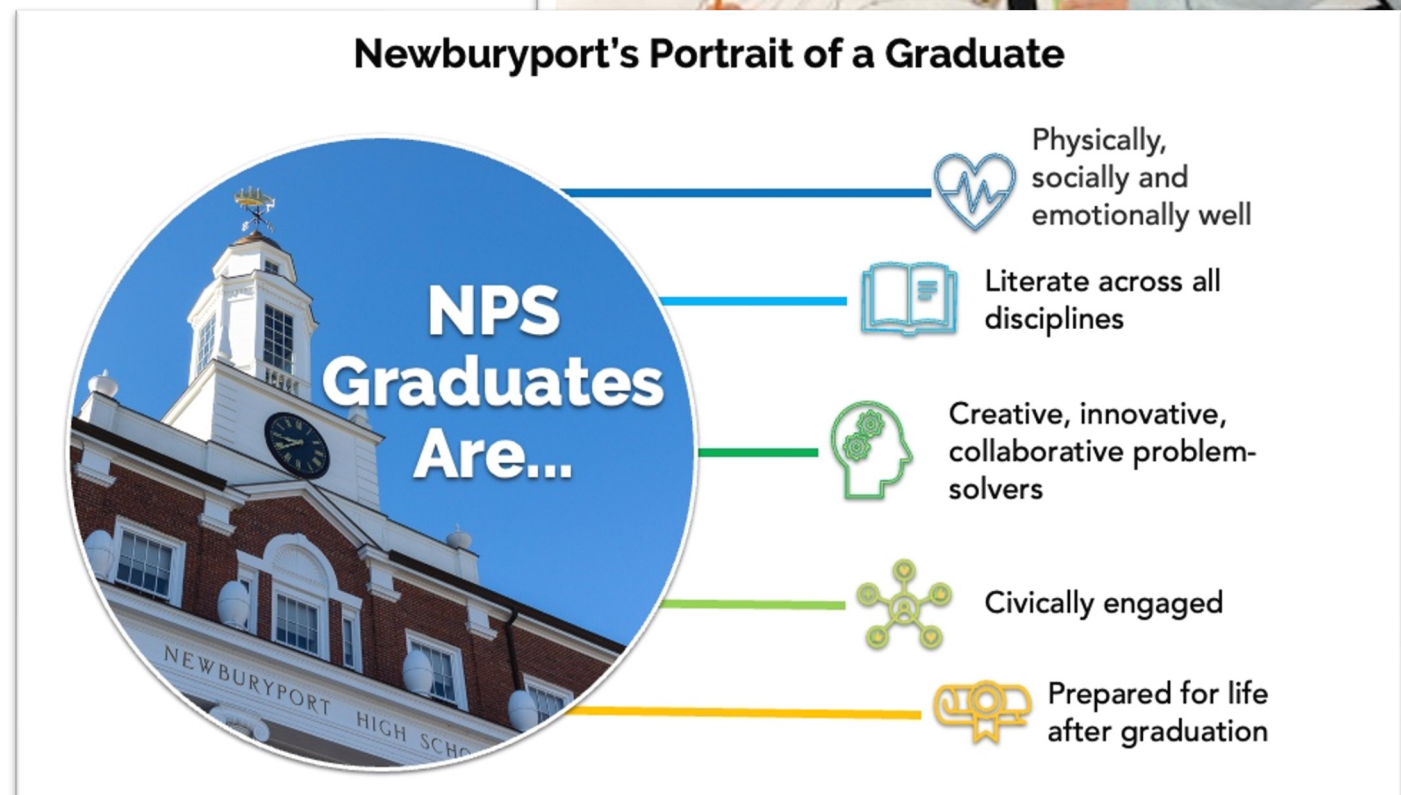
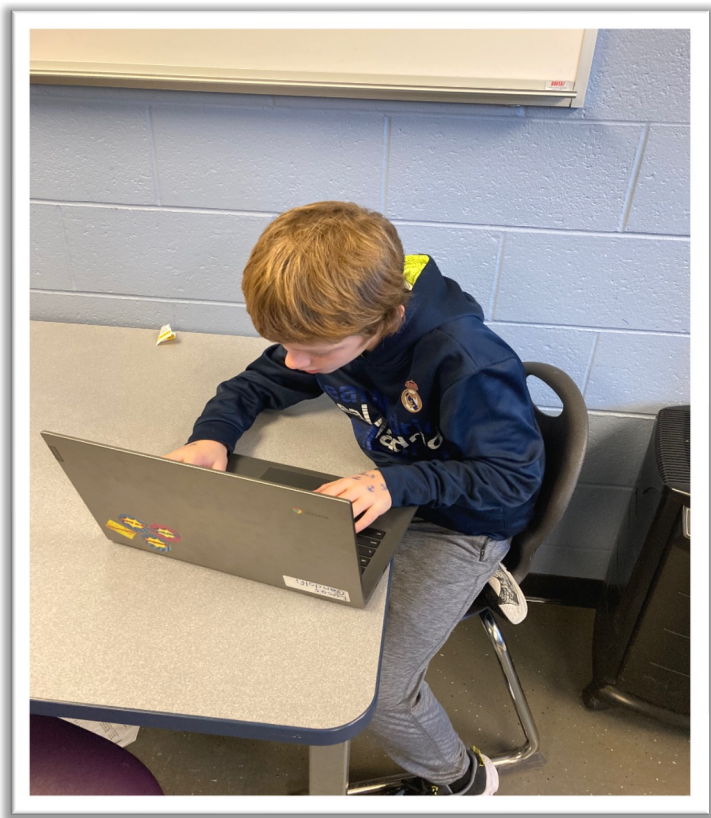
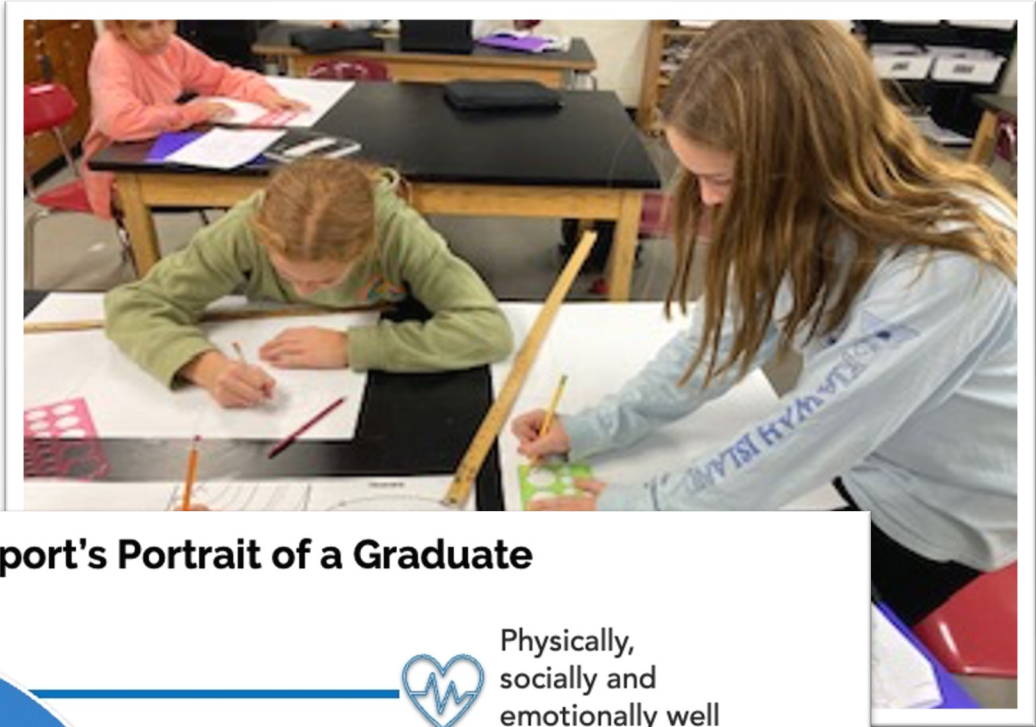


*The port where tradition and  
innovation converge...*



# Objective

Overview internal and external assessments to provide a progress report on the state of the Newburyport student



# Why do we assess students?

- To gather data about what students know **prior to beginning instruction** (*pre-assessment*)
- To continually gather data about how well students are understanding **during instruction** (*formative assessment*)
- To adjust instruction and reteach when necessary in an effort to ensure that all students can be successful **in the end** (*summative assessment*)

# Assessments – What do we use to assess a student?

- formative and ongoing assessment (iReady, Dibels Mclass)
- summative assessment
- journals
- performance based tasks
- observation tools (checklist, anecdotal notes, etc.)
- diagnostic interviews
- computer adaptive testing
- benchmarks and rubrics
- high-stakes test preparation and assessment

# When do we assess students?

## NPS Elementary Assessment Calendar 22-23

### Grades K-5 UNIVERSAL SCREENING THE MTSS PROCESS



9/7- 9/21	10/7, 10/12, 10/13, and 10/14	Following the Data Meeting- 2/11	1/17-2/11	2/17 or 2/18	Following the Data Meeting - 5/27	5/2-5/27	6/6 or 6/7
<b>Universal Screening</b>	<b>Data Meetings</b>	<b>Intervention Cycles</b>	<b>Universal Screening</b>	<b>Data Meetings</b>	<b>Intervention Cycles</b>	<b>Universal Screening</b>	<b>Data Meetings</b>
All students are assessed	Data meetings are held to analyze results and determine student tiers and intervention plans	Students needing support are provided with targeted intervention for two 8-week cycles  Progress Monitoring Meetings held on 12/15 or 12/16	All students are assessed	Data meetings are held to analyze results and determine student tiers and intervention plans	Students needing support are provided with targeted intervention for two 7-week cycles  Progress Monitoring Meetings held on 4/6 or 4/7	All students are assessed	Data meetings are held to analyze results, measure growth and inform planning for the following year.
<b>BAS, DIBELS, &amp; iReady Math Screener</b>			<b>BAS, DIBELS, &amp; iReady Math Screener</b>			<b>BAS, DIBELS, &amp; iReady Math Screener</b>	

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Dibels Benchmark (K-3 only)	Sept. 14-28				Jan. 17-27				May 22-June 2	
Dibels Progress Monitoring (K-3 only)		1x/month - Strategic 2x/month - Intensive				1x/month - Strategic 2x/month - Intensive				
iReady Math (K-5)	Sept. 8-21				Jan. 17- Feb. 10				May 2-26	
iReady Literacy (4-5 only)	Sept. 8-21				Jan. 17- Feb. 10				May 2-26	
F&P (BAS) (K-3 only)		By Oct. 21 (1st-3rd)				By February 3 (all K; 1st-3rd at risk only)			By May 31 (all K-3)	
Dyslexia Screener (K & 1 only)	Gr. 1 (with DIBELS) At risk only				K (with DIBELS)					

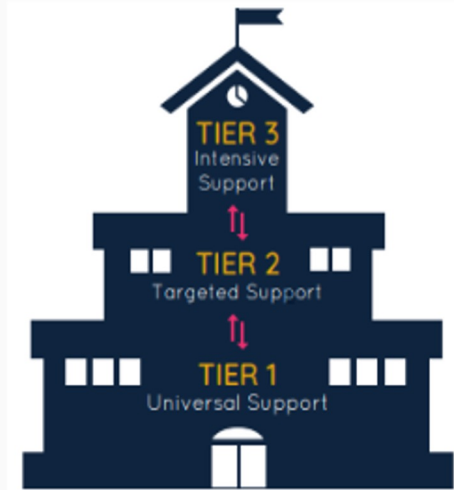
# How do we use the data?

- District Data Team – established 22-23
- District Vertical Curriculum Team
- School-based Data Team/Curriculum Leaders (CEL) and/or Grade Level Teams (GLT)
- Communication to families
- **Adjust instruction for individual or group of students**
- Make budget decisions
- We are still growing in the use of data

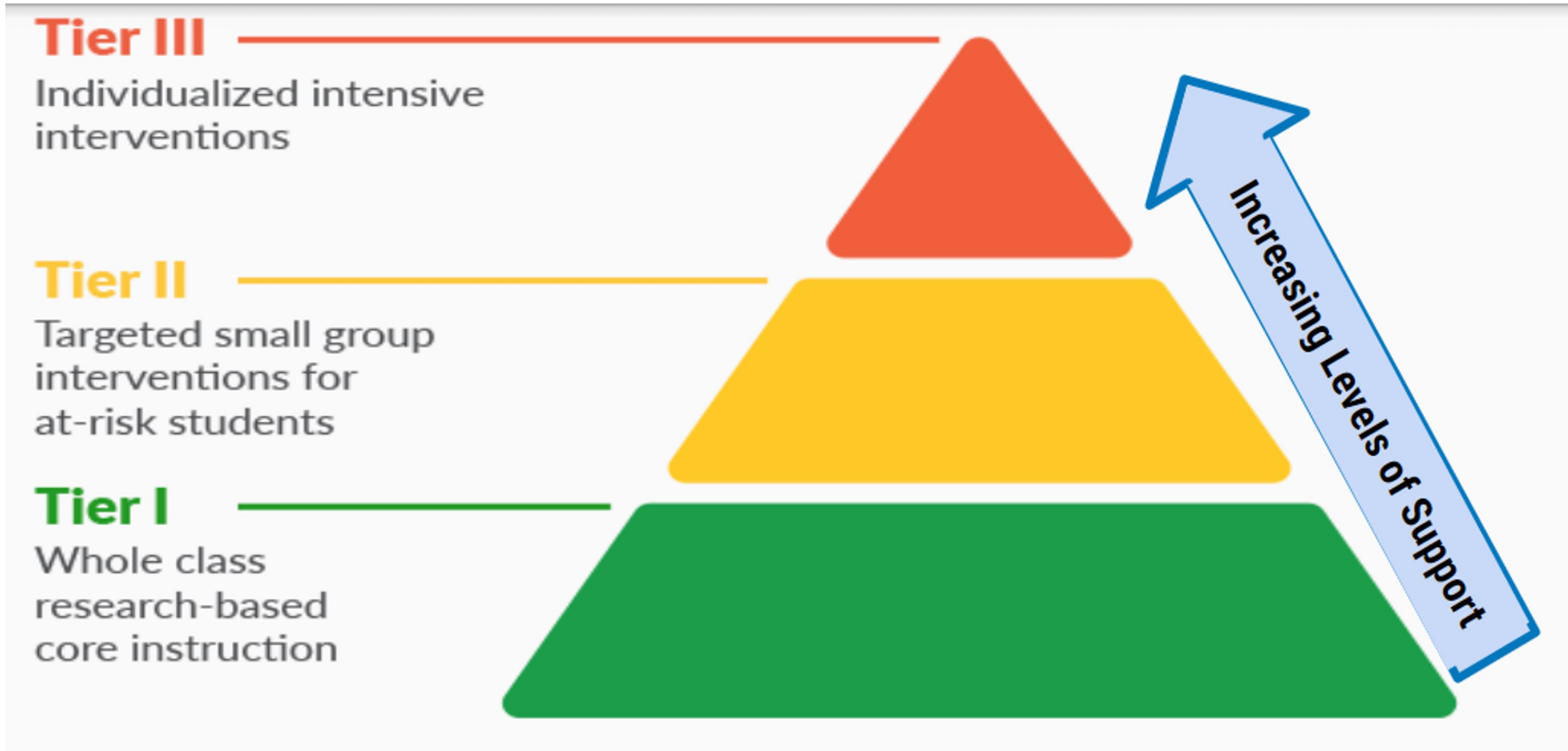
# Data Meetings

## Data-Driven Decision Making

- Data meetings will be held after universal screening periods to look at the results of all students.
- Anticipated Outcomes of Data Meetings
  - Students identified as in need of reading or math intervention
  - Instructional focus area(s) are identified for students intervention
  - Student groups, provider, and schedule for Intervention is established
- Progress monitoring meetings will take place after intervention cycles to look at the results of students receiving intervention.
- Anticipated Outcomes of Progress Monitoring Meetings
  - Student progress will be analyzed
  - Decisions made about need to continue intervention and potential changes to next intervention cycle (frequency, duration, program, grouping, etc.)
  - Other students brought to the team for discussion

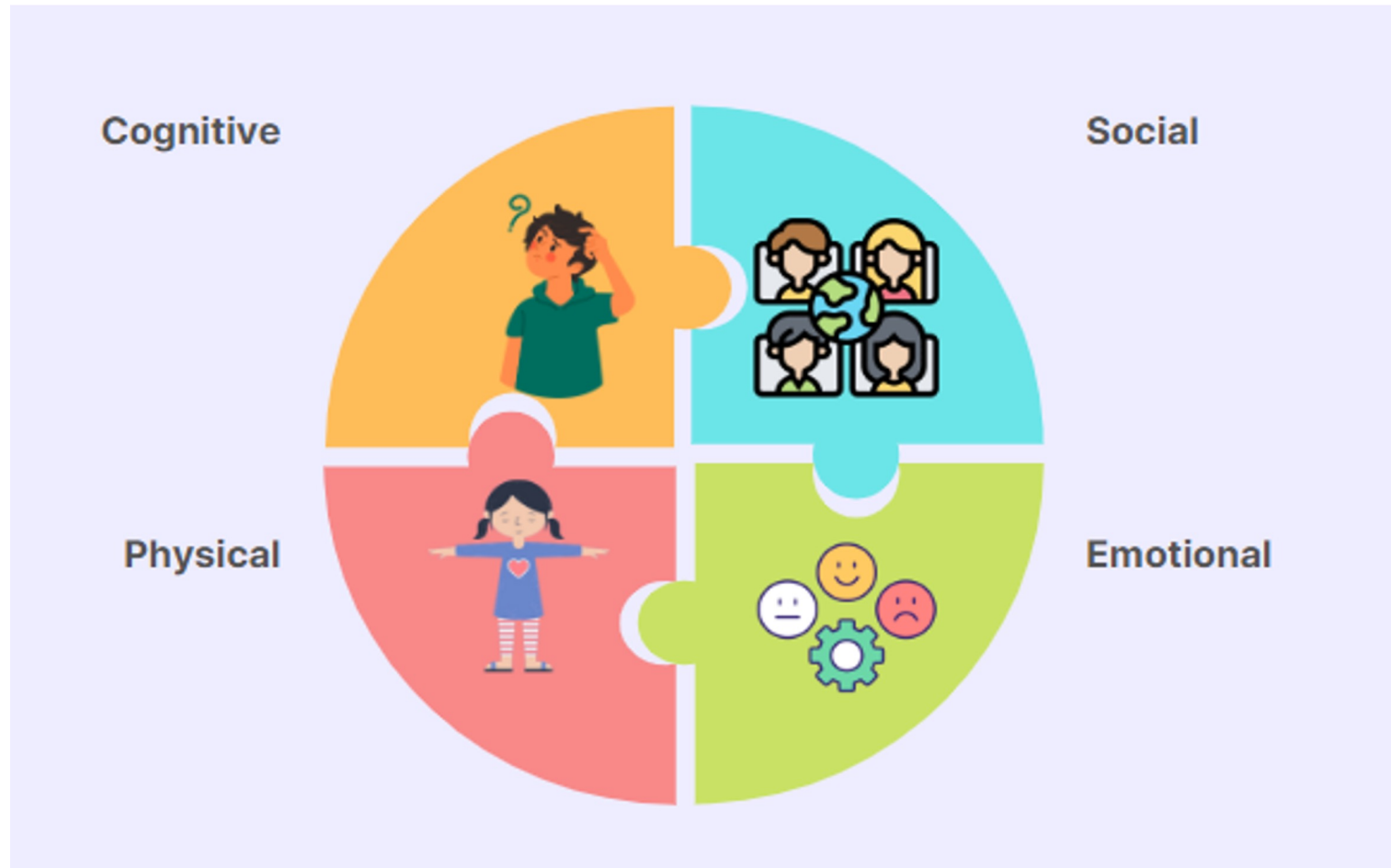


# How is the data used in Newburyport?

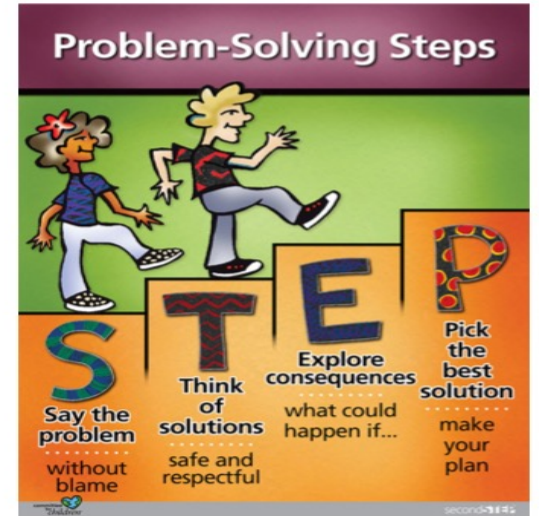
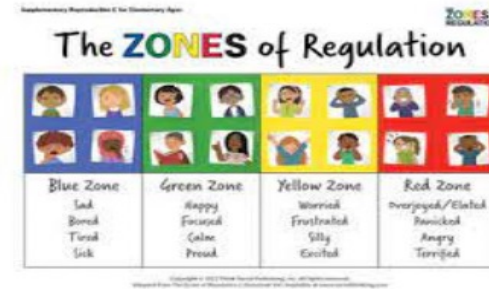




# Using Data to See the Whole Child



# Internal SEL Programs/Data



# Positive Behavior Intervention and Support (PBIS)

A school-wide program including **explicit instruction** in behavior expectations paired with an **acknowledgement** system

## Acknowledgement Systems

- Foster a welcoming and positive climate
- Focus staff and student attention on desired behaviors
- Increase desired behaviors
- Reduce time spent correcting unexpected and misbehavior

We acknowledge our students when they show these values through various actions (eg., completing their work, asking a student to play at recess, following teacher directions)

- ***The Bresnahan School Rules***: Be Safe, Be Kind, Be Responsible!
- ***Molin Way***: Respect, Responsibility and Kindness
- We use Clipper Seal (Bresnahan) and Anchor (Molin) Stamps to acknowledge our students
- We provide weekly, monthly and periodic rewards for students/class/whole-school reaching identified anchor stamp goal

# Morning Meeting

All classrooms begin their day with a morning meeting.

Our morning meeting is modeled after *Responsive Classroom*, an evidence-based approach to promote a positive classroom community.

Many Bresnahan and Molin teachers are trained in the *Responsive Classroom* approach.

# Bresnahan: Social Emotional Learning and the Second Step Curriculum

## Social Emotional Learning Lessons in Morning Meeting:

- The *Second Step* program is embedded into morning meeting. This evidence-based program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions

## Social Emotional Learning Lessons from Counselors:

- Counselors come in periodically and do whole group lessons to address the social-emotional needs of the class.

# Molin: Social Emotional Learning and the Second Step Curriculum

## Bullying Prevention:

- As part of National Bullying Prevention Awareness Month, Molin students participate in a series of 4 bullying prevention lessons. The research-based curriculum, *Second Step's Bullying Prevention Unit*, provides 4 well-structured lessons with accompanying videos. The lessons cover recognizing, reporting and refusing bullying behaviors, as well as understanding the role of the bystander (“see something, say something”).

## Social Emotional Learning Lessons:

- The *Second Step* program has been in place for many years at Molin. This evidence-based program teaches skills for resolving conflicts, working with others, forming healthy relationships, and making good decisions
- The curriculum includes 3 instructional units including *Empathy & Skills for Learning*, *Emotion Management*, and *Problem-Solving*.

# Bresnahan Mindfulness

## Mindful Moment

- Daily: Whole school mindful moment during morning announcements to provide students and staff an opportunity to begin their day with focusing on being present, aware and ready to learn.

## Movement & Mindfulness

- Each class has mindfulness time built into their schedule for mindful movement, mandala, active listening, etc. Mindfulness activities are embedded throughout the day, as needed.
- Yoga and Mindfulness After School Clipper Courses (free to all students, one hour a week)
- CREW block: A weekly 20 minute time block led by PE teachers and Classroom teachers. CREW (collaboration, recreation, exploration, wellness) is a time for team building with activities designed to feature social emotional learning and growth).
- All students have access to two school adjustment counselors and a school social worker.

# Molin Mindfulness

## Mindful Moment

- Daily: Whole school mindfulness moment during morning announcements to provide students and staff an opportunity to begin their day with focusing on being present, aware, and ready to learn.
- Weekly: The purpose is to introduce mindfulness activities to teachers and students on a weekly basis to promote a positive culture/climate through the practice of research-based strategies to increase focus and improve emotion regulation.

## Yoga & Mindfulness

- 6 Week Yoga & Mindfulness Program: In collaboration with Beth Houlihan from Roots to Wings Yoga and with the generous support of the Newburyport PTO, Molin students participate in 4-6 weeks of classroom-based yoga instruction in early Spring. The goal of this 10 year partnership is to continue to bring yoga into the schools by offering training for classroom teachers and school staff as well as direct yoga instruction for students.
- Mindfulness Small Groups: Adapted from the Little Flower Yoga curriculum, students practice mindfulness exercises, including breath work, focus strategies and simple yoga movements.
- Wellness Day: A school-wide event where students and staff come together as a community to engage in self-care through various mediums of practice including, yoga, art, gratitude activities and nature walks.



# **Molin: Universal Assessment - Behavior Intervention Monitoring Assessment System (BIMAS)**

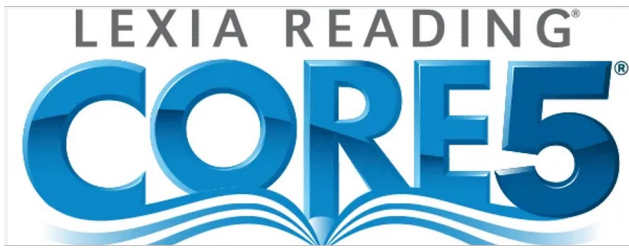
## **Overview**

- A measure of social, emotional and behavioral functioning in children and adolescents ages 5 to 18 years.
- Used for universal screening, student monitoring, and program evaluation.
- The BIMAS Standard Form includes 34 change-sensitive items that are used for universal screening of behavior concerns and for assessing and monitoring the progress of behavior and mental health related interventions.
- The BIMAS items were developed based on over 10 years of research and a scientific model for selecting items that are sensitive to change called Intervention Item Selection Rules (IISRs; Meier, 1997, 1998, 2000, 2004).

## **How we use BIMAS at Molin**

- Teachers utilize the BIMAS-2 to assess students up to 3x per year. Students identified as high risk are considered for intervention including classroom accommodations, academic or social emotional support in collaboration with teachers and families.
- Longer-term, use as one method of evaluating programs/initiatives including PBIS and Social Emotional Learning (SEL).

# Internal Academic Data Sources (Elementary)

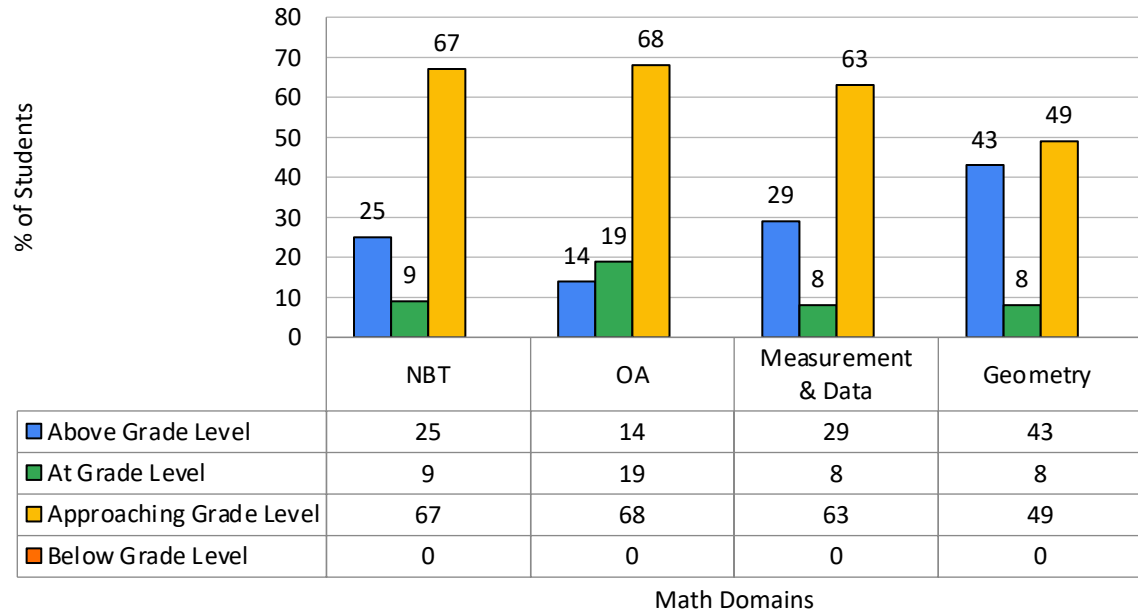


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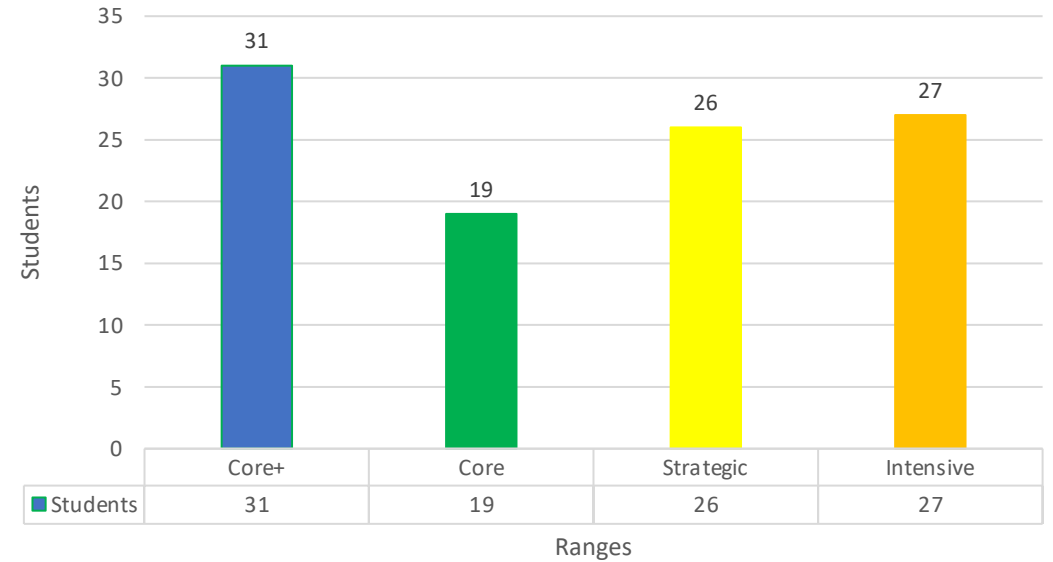


# Kindergarten – Beginning Of Year (BOY) Data Scores

Kindergarten iReady Math

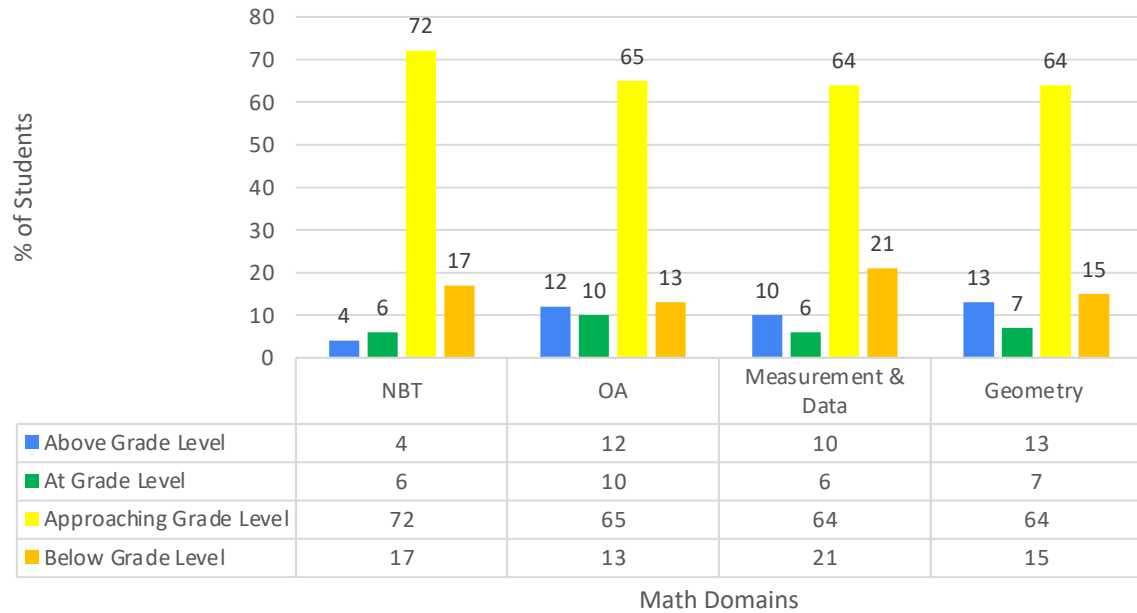


Kindergarten DIBELS Composite Scores

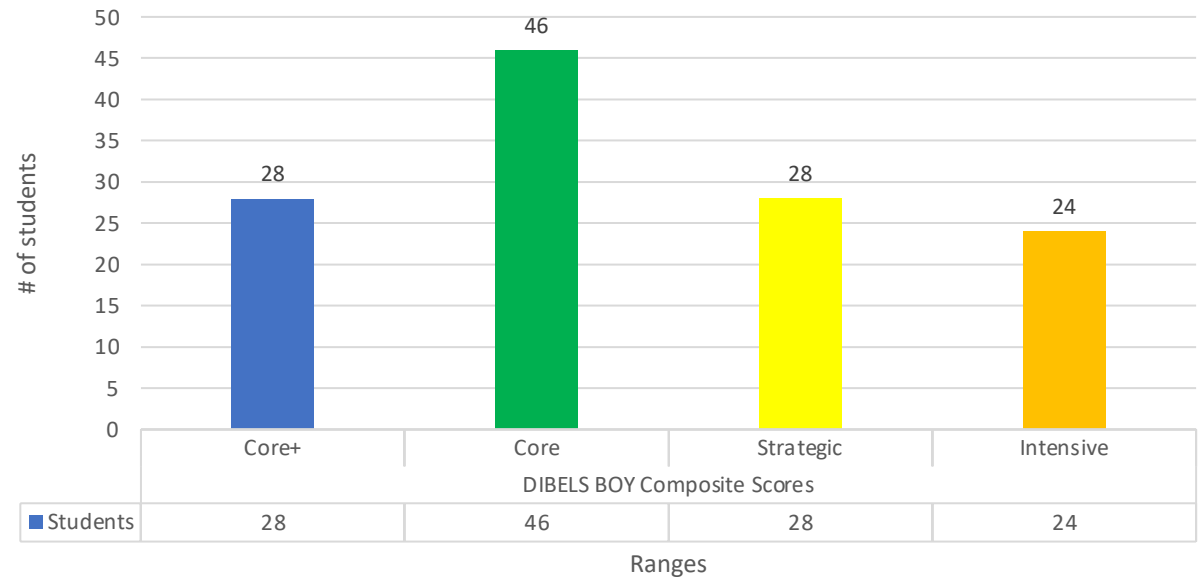


# Grade 1 – BOY Data Scores

## First Grade i-Ready Math

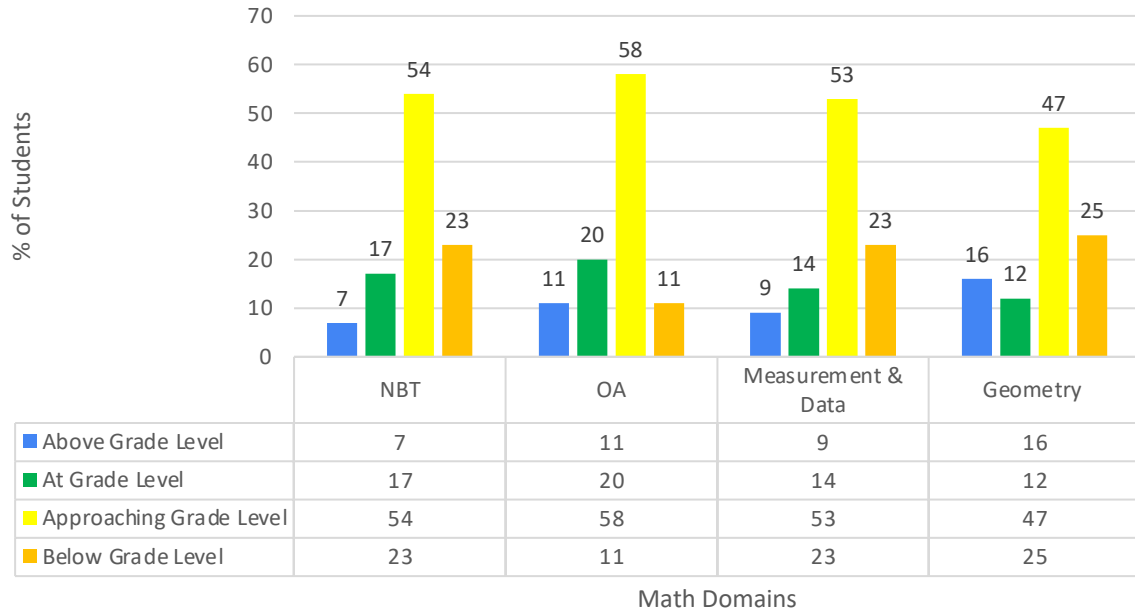


## First Grade DIBELS Composite Scores

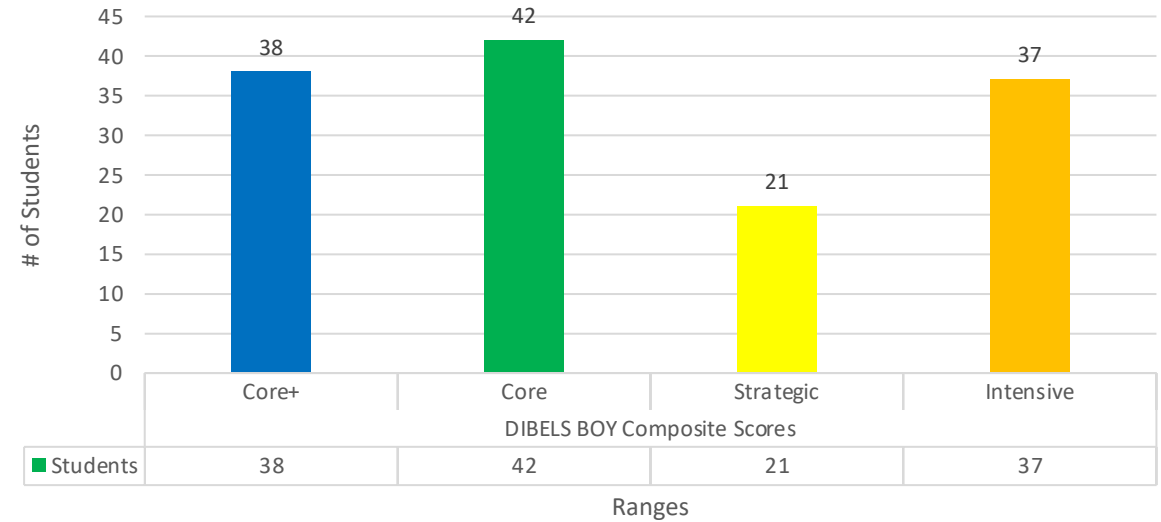


# Grade 2 – BOY Data Scores

## Second Grade i-Ready Math Domains

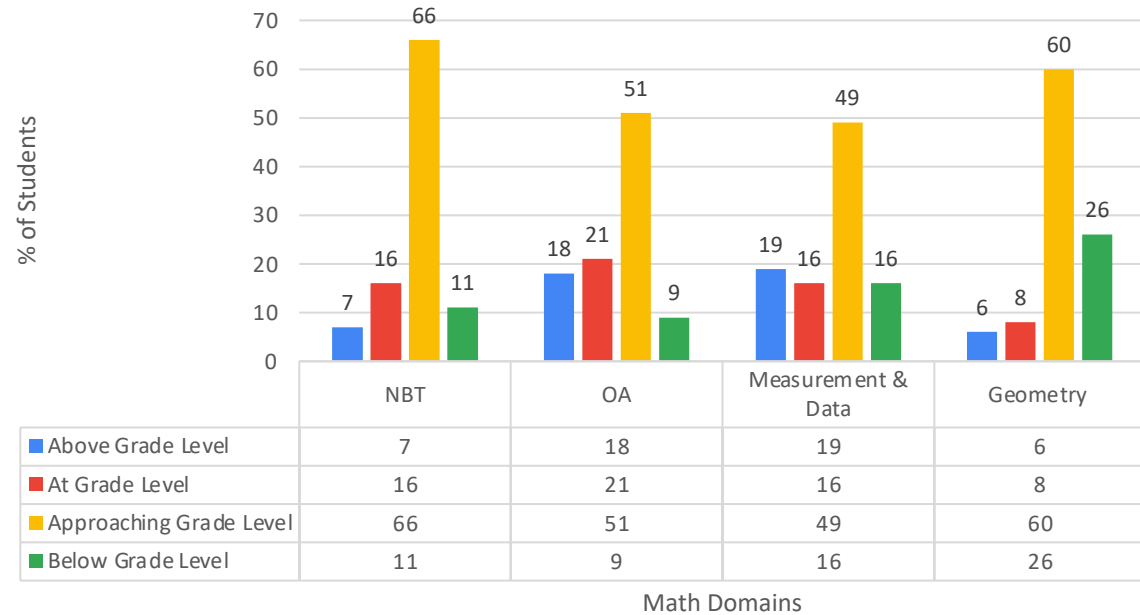


## Second Grade DIBELS Composite Scores

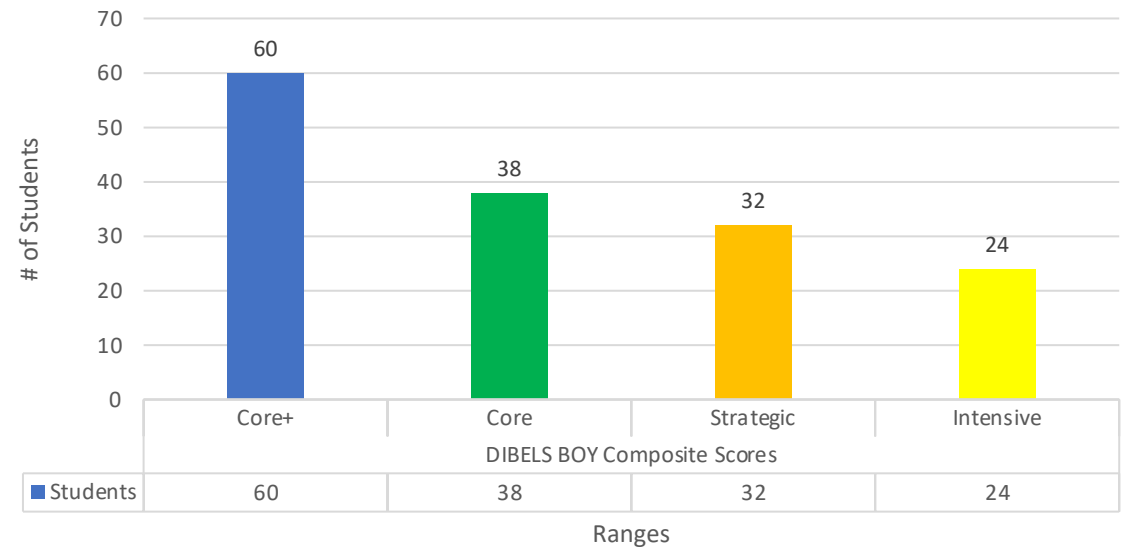


# Grade 3 – BOY Data Scores

## Third Grade i-Ready Math Domains

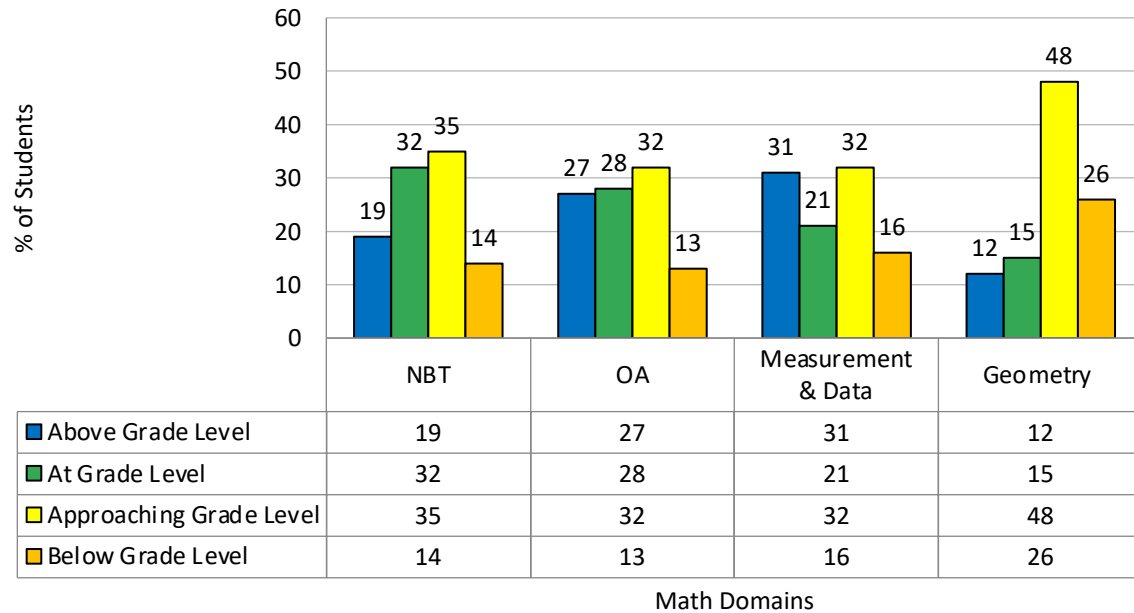


## Grade Three DIBELS Composite Scores

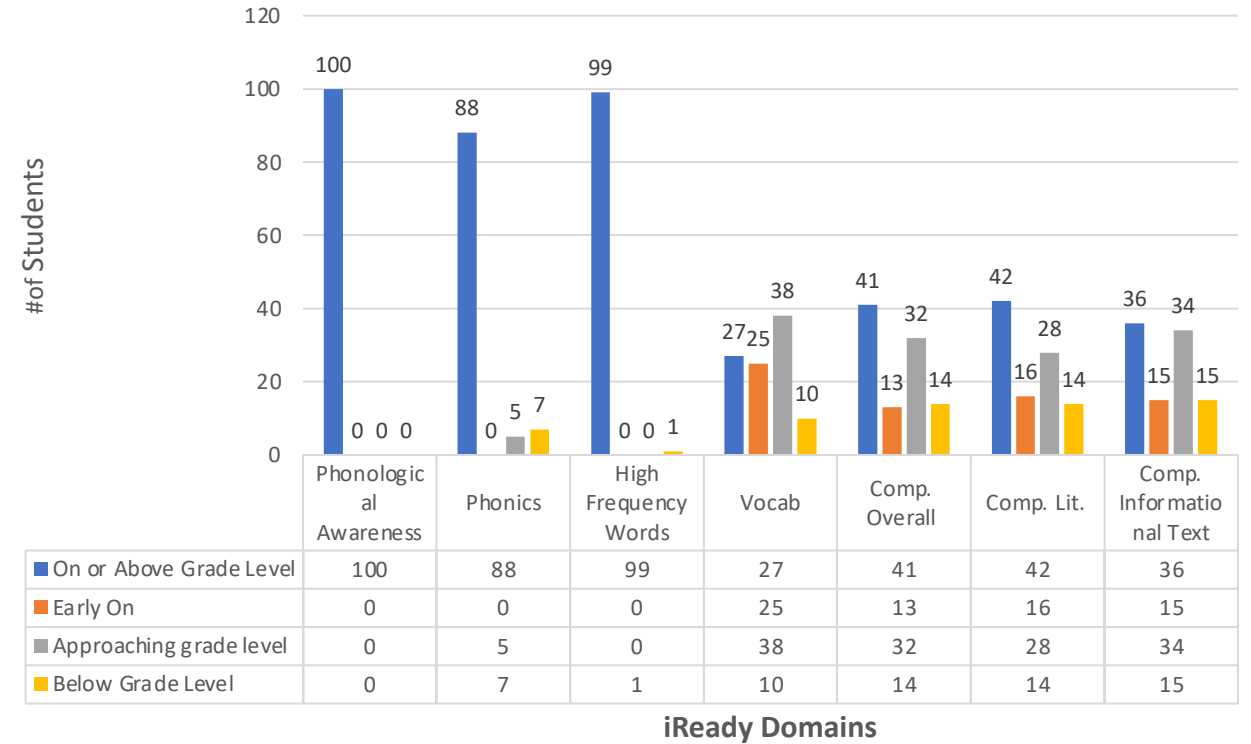


# Grade 4 – BOY Data Scores

## Fourth Grade i-Ready Math Domains

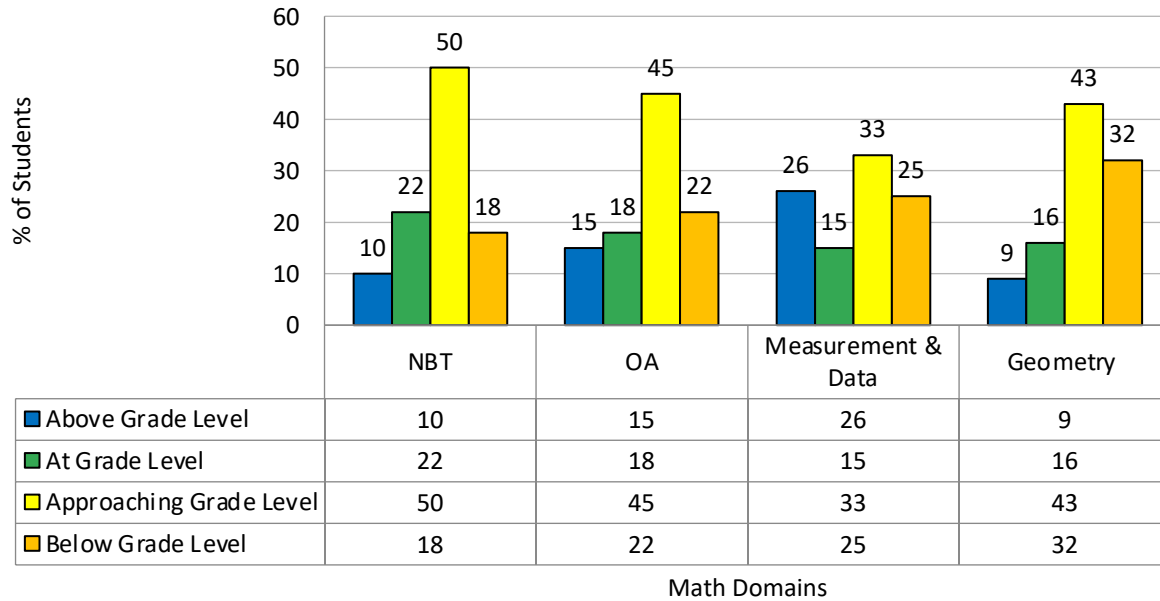


## Grade 4 iReady Literacy Subskills

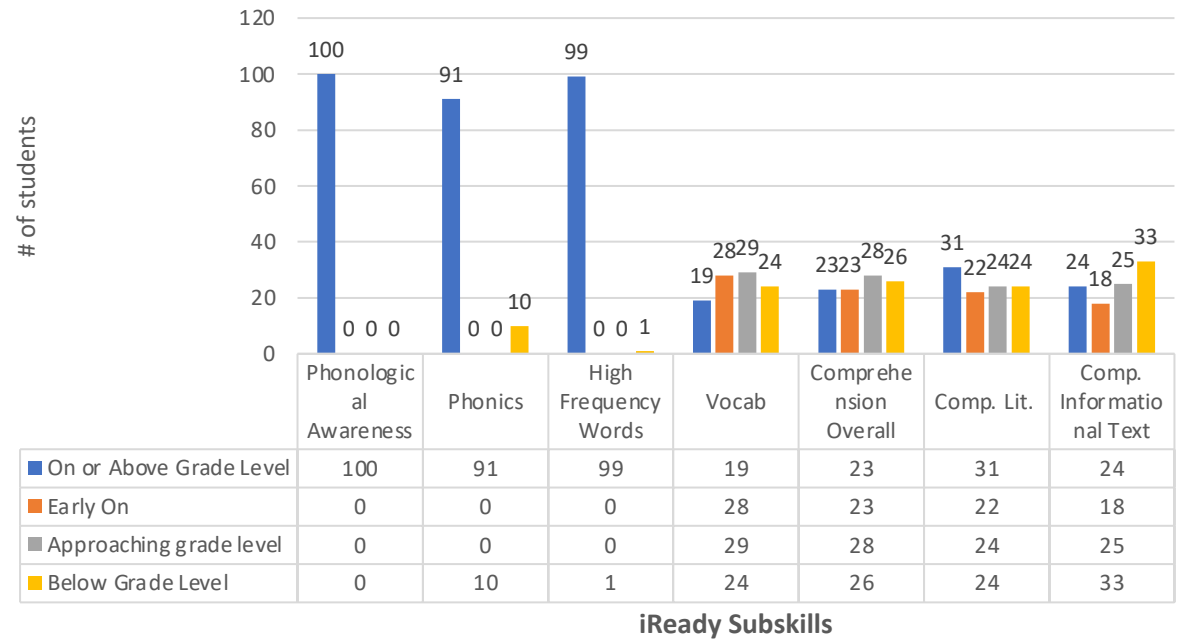


# Grade 5 – BOY Data Scores

## Fifth Grade i-Ready Math Domains



## Grade 5 iReady Literacy Subskills







In Congress, July 4, 1776  
**A Declaration By the  
Representatives of the  
United States of America**

**PREAMBLE**  
When a long train of abuses and usurpations, pursuing the same object, evinces a design to reduce us to absolute Tyranny, it is our duty, to throw off such Government, and to institute new Government, laying the basis of our future Constitution on such Principles, as shall seem to us most likely to secure our Liberty and Safety.

**DECLARATION**  
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such Principles, and organizing its Powers in such Manner, as shall seem to them best to secure their Safety and Liberty.

*Davis  
Edu  
Sawyer  
Witt*



# External Assessment Data



# Time on Learning

- The pandemic has had a significant impact on time on learning
  - Students and teachers have attended less school over the past several years
    - Statewide, chronic absenteeism for students in grades 3-8 increased in 2022 by 138% (41K vs 98K students) as compared to 2019
    - Schools have a process to notify families after five student absences
    - DESE has called this an epidemic
    - Time on learning with a teacher in-person matters

[DESE State Attendance Report](#)

Criteria	Newburyport 2019-2020	Newburyport 2021-2022
Students absent 10+ days	26.9%	49.2%
Chronically absent (10% of school days)	6.7%	17.6%
Chronically absent (20% of school days)	N/A	3.1% (about 70 students district wide)
Average # of missed school days	7.5	11.7

# MCAS Test Administration 2019-2022

- 2022 school year was the first full MCAS administration for grades 3-8 since 2019
- Grades 3, 4, and 5 have never had a full MCAS test
- Grade 10 students have not taken an MCAS test since 2019 (grade 7)

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	<b>No tests administered</b>	<b>No tests administered</b>
2021	<b>Half-test administered</b>	Full test administered
2022	Full test administered	Full test administered

# 2022 Newburyport English Language Arts MCAS

ELA	Exceeding %	Meeting %	Partially Meeting %	Not Meeting %	N
3 <sup>rd</sup>	10	51	31	8	138
3 <sup>rd</sup> State	6	38	41	15	-
4 <sup>th</sup>	3	41	45	11	130
4 <sup>th</sup> State	4	34	46	16	-
5 <sup>th</sup>	5	47	42	6	142
5 <sup>th</sup> State	5	36	46	13	-

# 2022 Newburyport Student Growth ELA

Grade	2022 Student Growth Percentage
03	N/A
04	43
05	48

40-60% = typical student growth

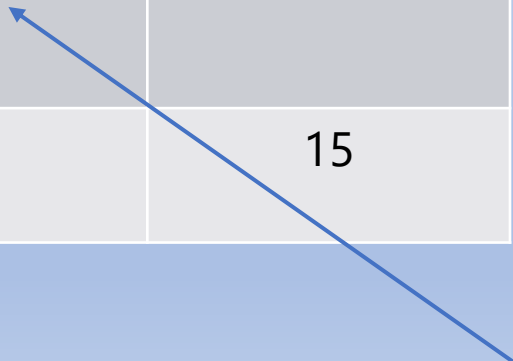
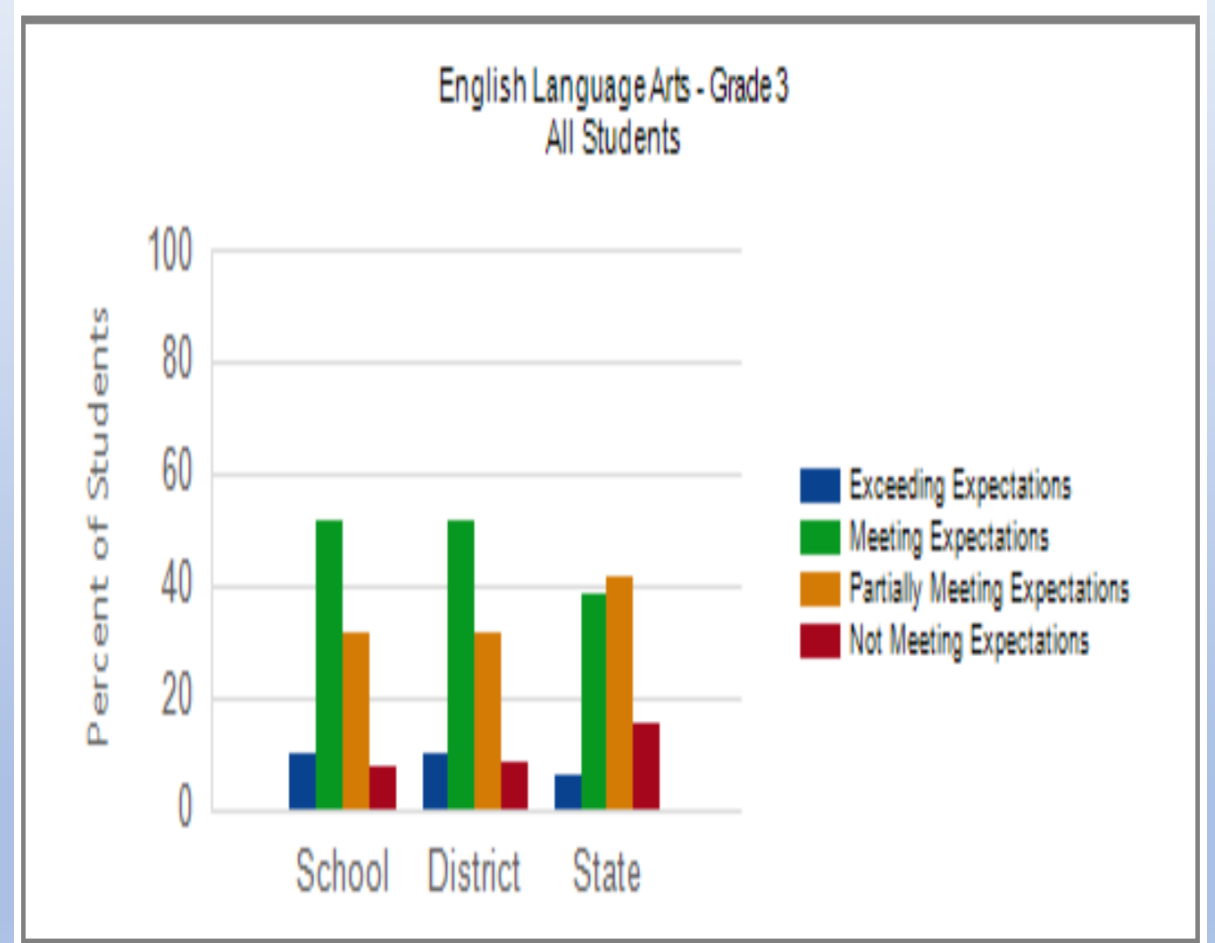


Grade	2022 % M/E NBPT	2022 % M/E STATE
03	61	44
04	44	38
05	52	41



# 2022 Newburyport English Language Arts MCAS 3<sup>rd</sup> Grade

English Language Arts	% School	% State
Exceeding Expectations	10	6
Meeting Expectations	51	38
Partially Meeting Expectations	31	41
Not Meeting Expectations	8	15

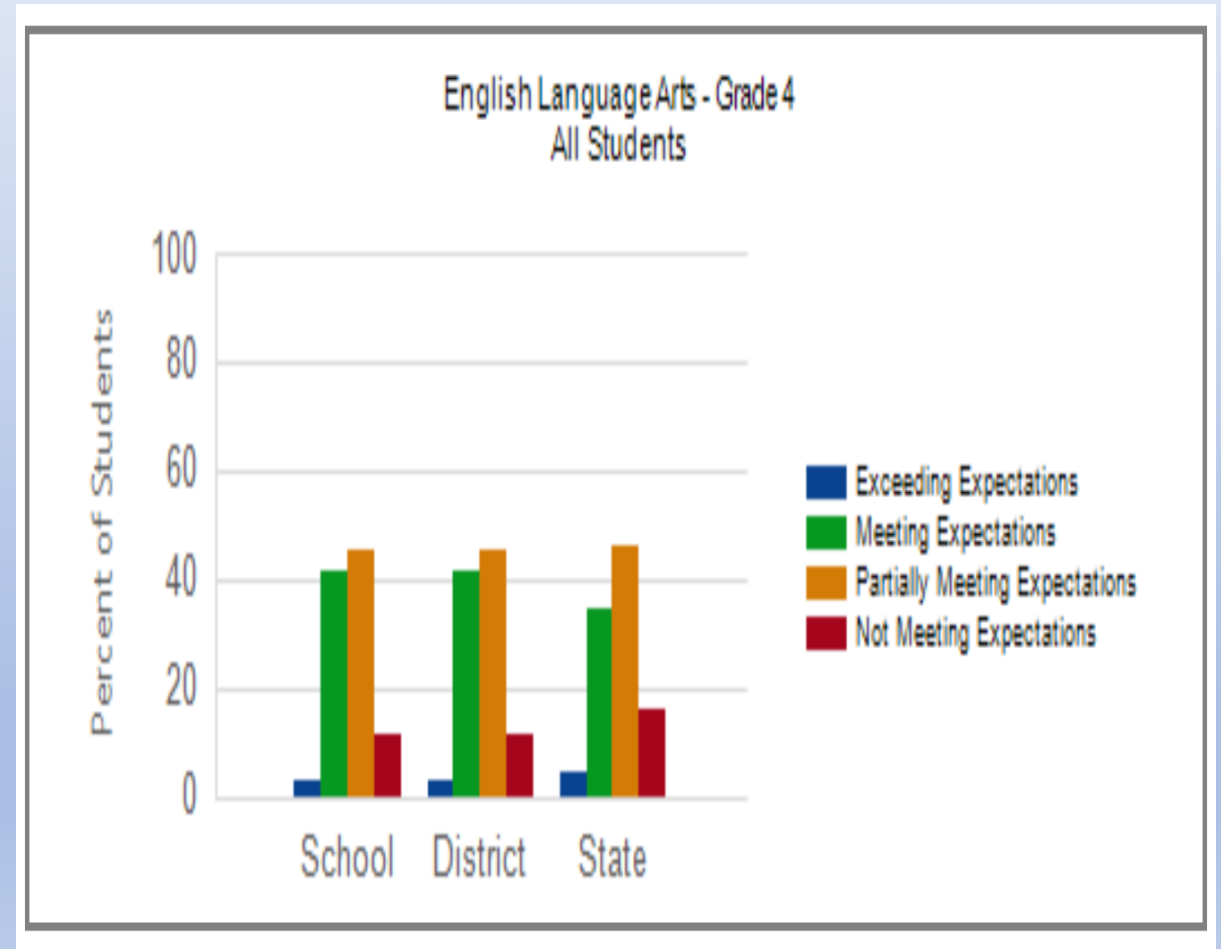


N=138

13 students missed Meeting Expectations by one or two questions

# 2022 Newburyport English Language Arts MCAS 4<sup>th</sup> Grade

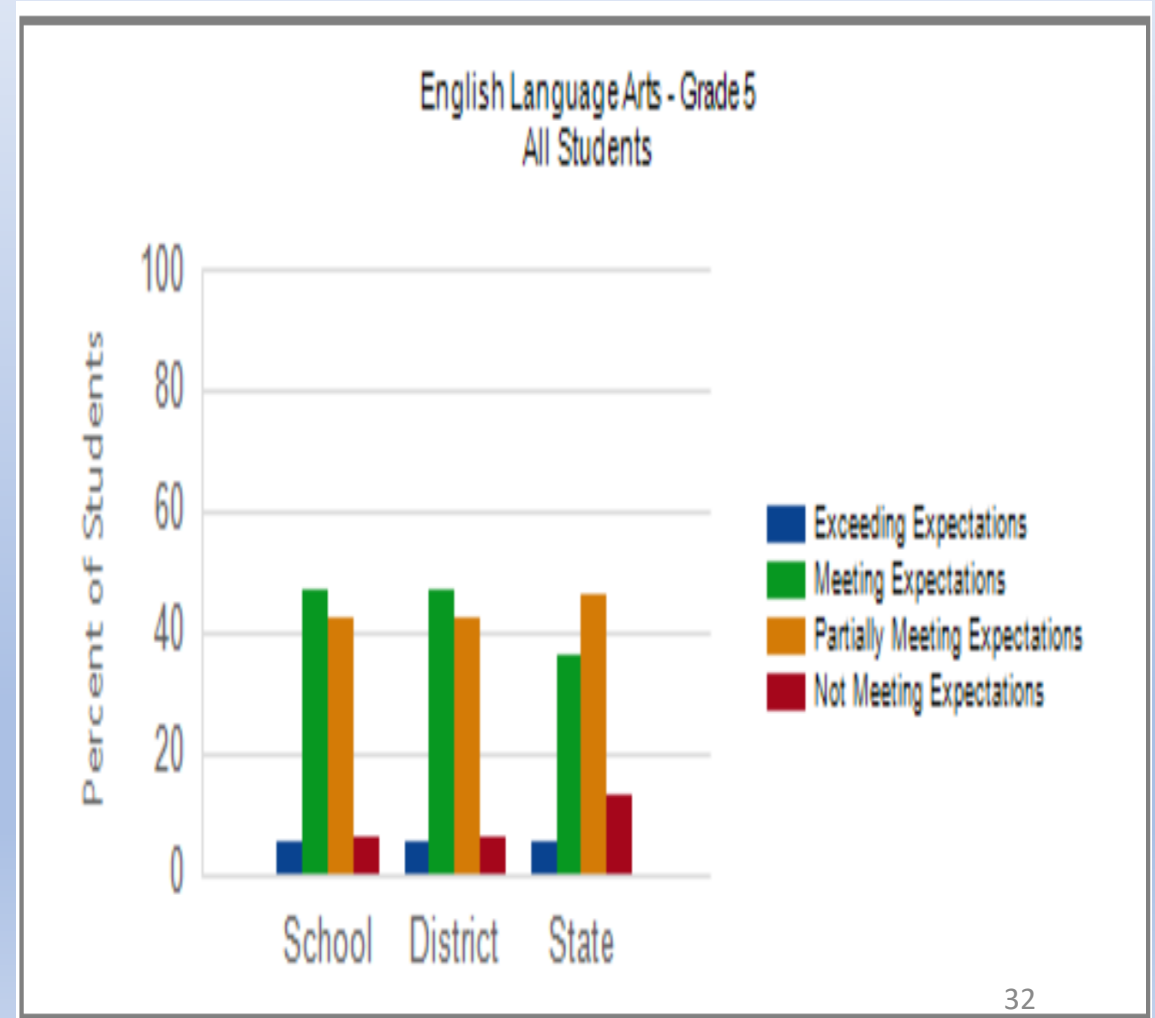
English Language Arts	% School	% State
Exceeding Expectations	3	4
Meeting Expectations	41	34
Partially Meeting Expectations	45	46
Not Meeting Expectations	11	16



N=130

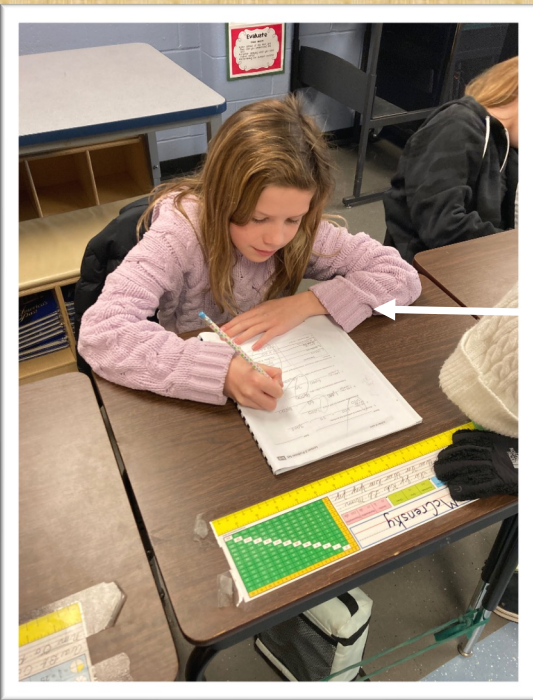
# 2022 Newburyport English Language Arts MCAS 5<sup>th</sup> Grade

English Language Arts	% School	% State
Exceeding Expectations	5	5
Meeting Expectations	47	36
Partially Meeting Expectations	42	46
Not Meeting Expectations	6	13



N=142





- Students reading
- 4<sup>th</sup> Grade Debate
- Working on some math
- High School student reading to the 1<sup>st</sup> Grade

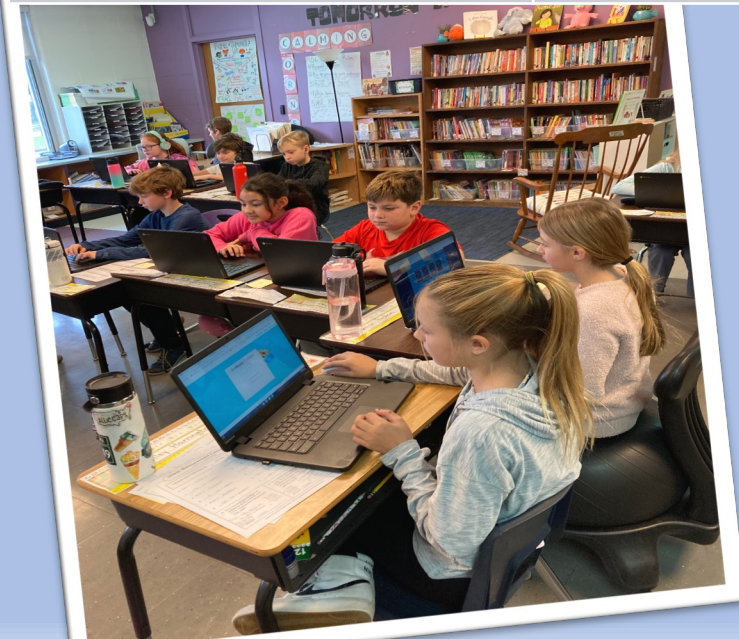


# 2022 Newburyport Mathematics MCAS

ELA	Exceeding %	Meeting %	Partially Meeting %	Not Meeting %	N
3 <sup>rd</sup>	7	50	39	4	138
3 <sup>rd</sup> State	6	35	39	20	-
4 <sup>th</sup>	0	29	62	9	129
4 <sup>th</sup> State	6	37	40	17	-
5 <sup>th</sup>	4	36	54	7	140
5 <sup>th</sup> State	43	32	48	16	-

# 2022 Newburyport Student Growth Math

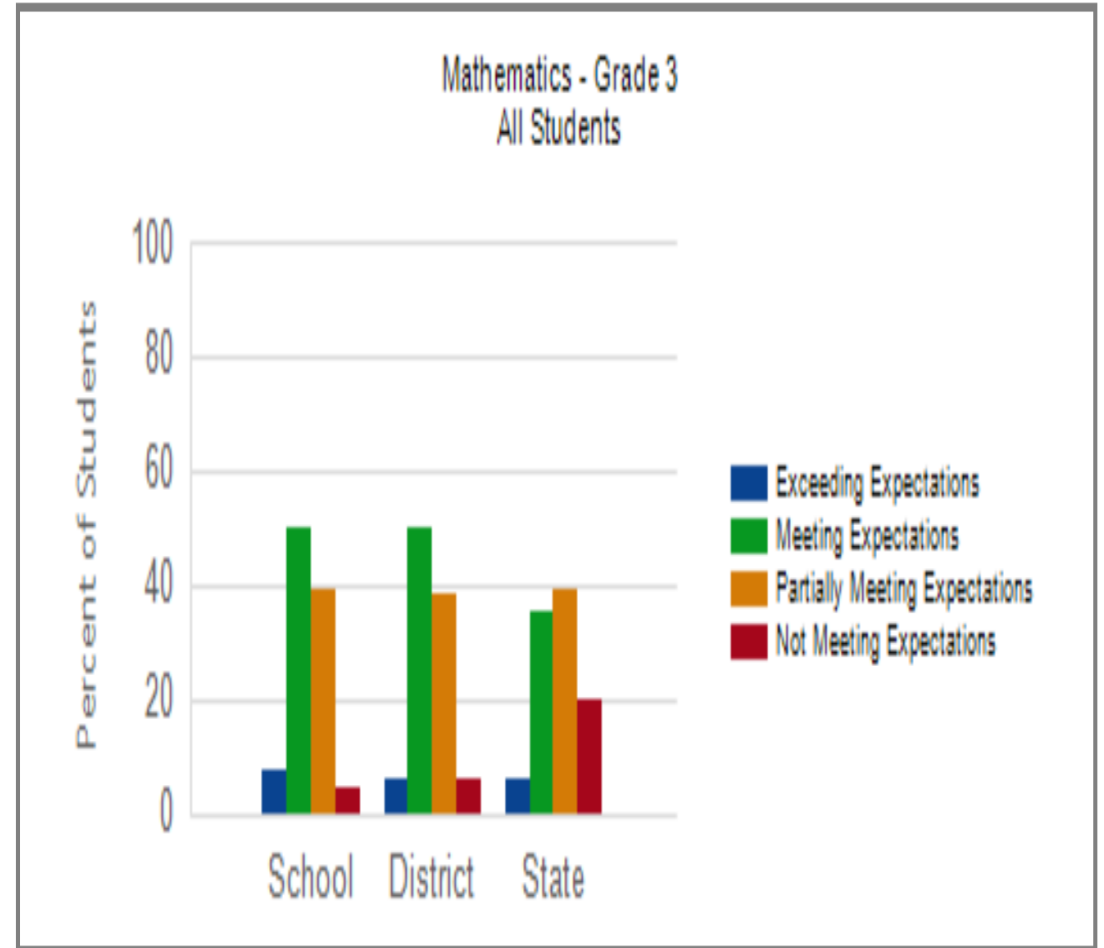
Grade	2022 Student Growth Percentage
03	N/A
04	22
05	48



Grade	2022 % M/E NBPT	2022 % M/E STATE
03	56	41
04	28	43
05	39	36

# 2022 Newburyport Mathematics MCAS 3<sup>rd</sup> Grade

Mathematics	% School	% State
Exceeding Expectations	7	6
Meeting Expectations	50	35
Partially Meeting Expectations	39	39
Not Meeting Expectations	4	20

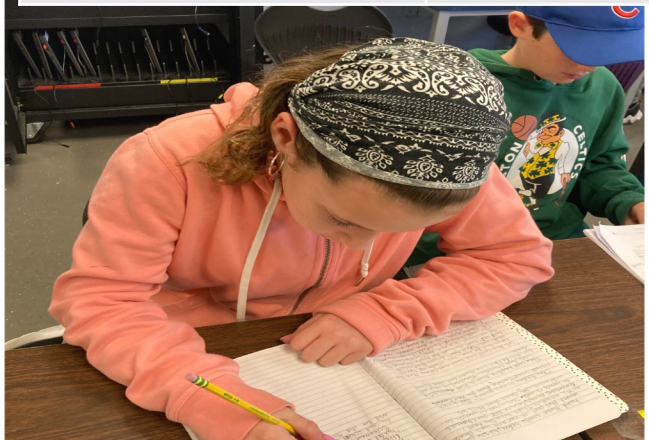


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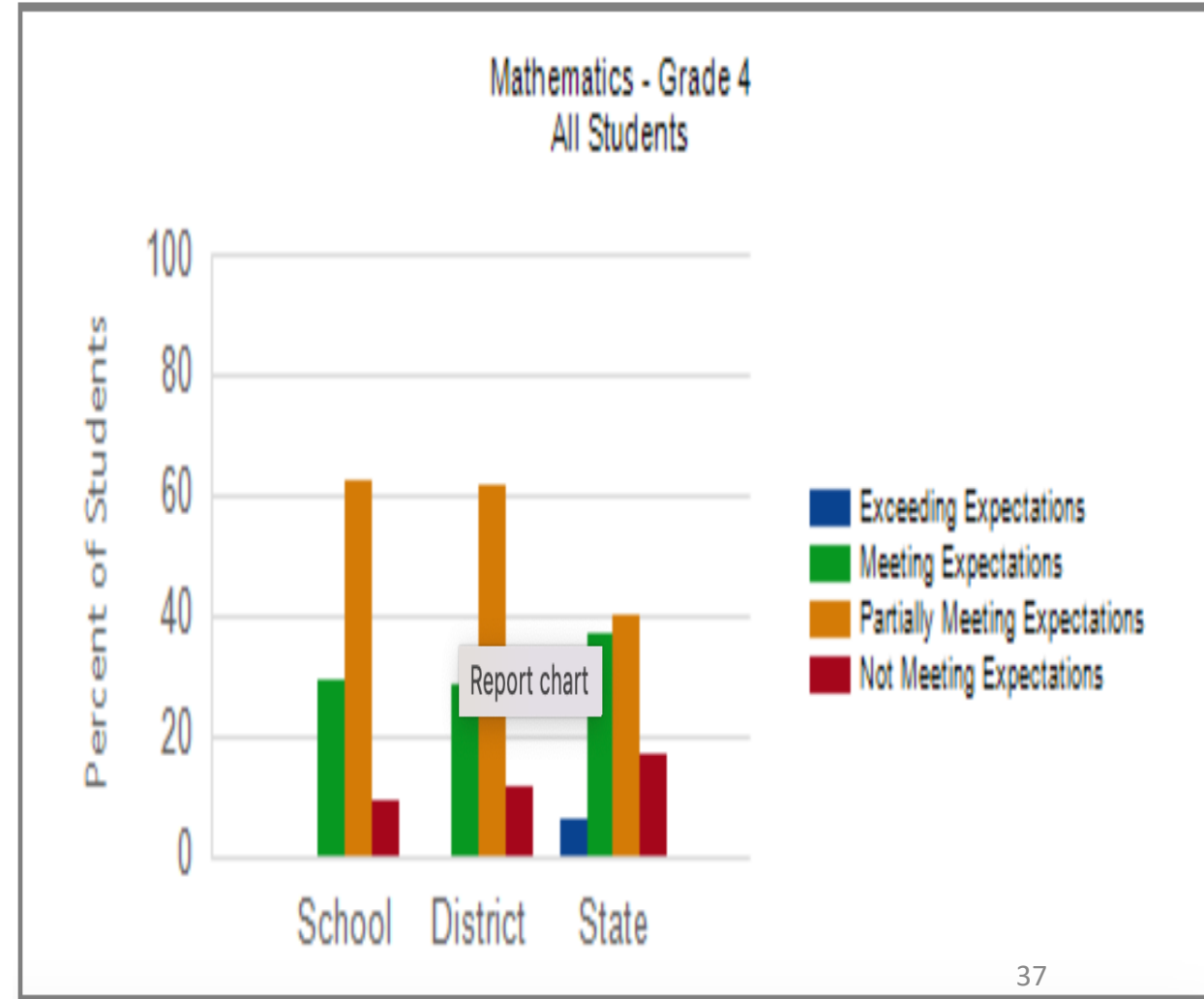
11 students missed Meeting Expectations by one or two questions

# 2022 Newburyport Mathematics MCAS 4<sup>th</sup> Grade

Mathematics	% School	% State
Exceeding Expectations	0	6
Meeting Expectations	29	37
Partially Meeting Expectations	62	40
Not Meeting Expectations	9	17



N=129

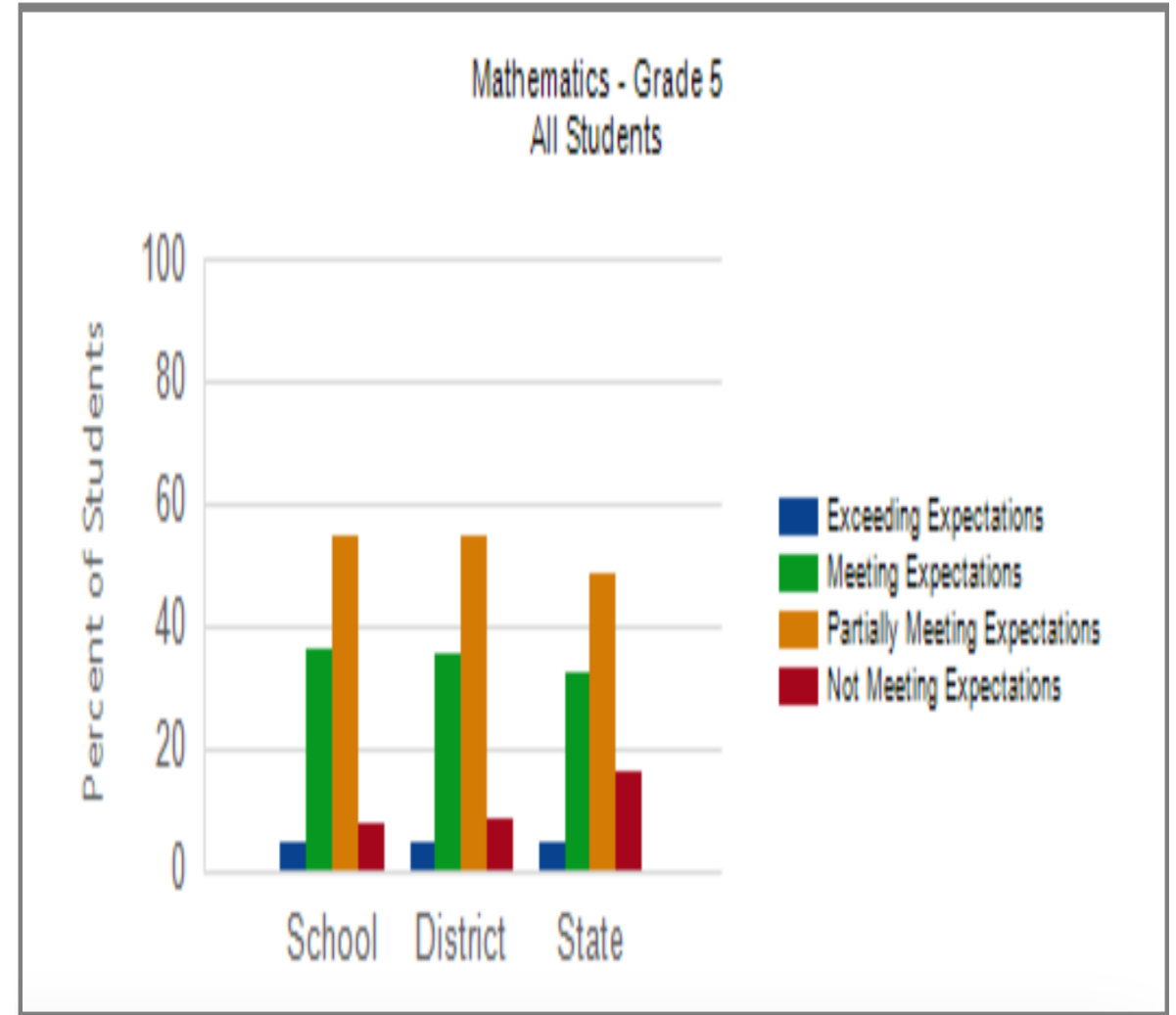


# 2022 Newburyport Mathematics MCAS 5<sup>th</sup> Grade

Mathematics	% School	% State
Exceeding Expectations	4	4
Meeting Expectations	36	32
Partially Meeting Expectations	54	48
Not Meeting Expectations	7	16

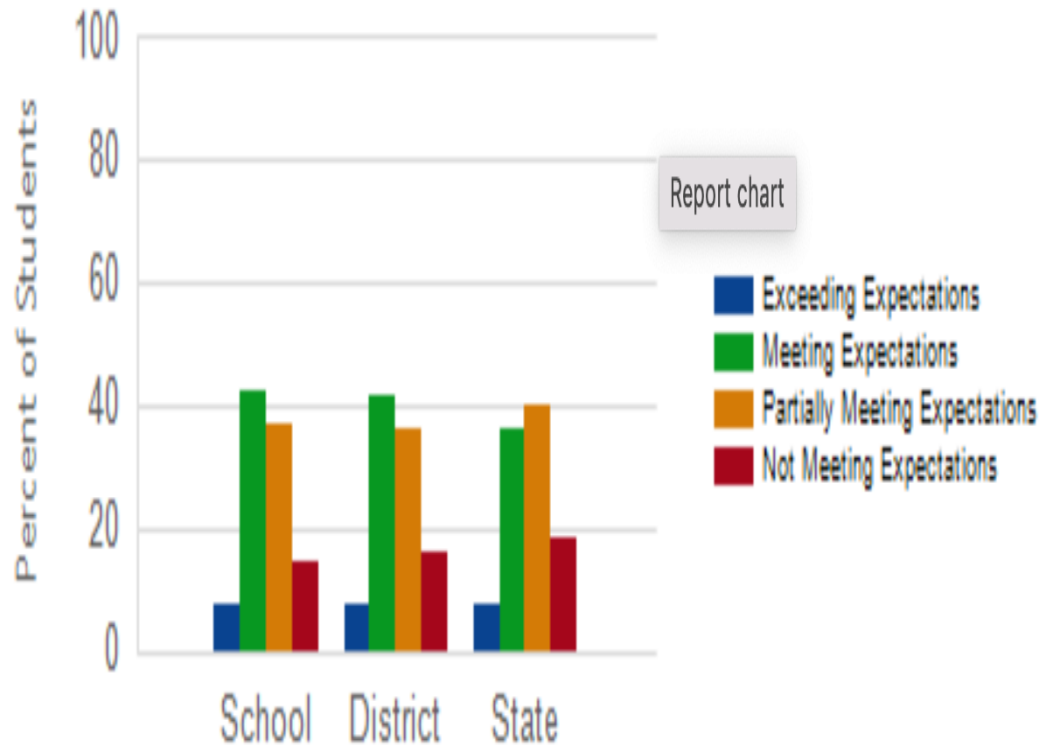
16 students missed Meeting Expectations by one or two questions

N=140



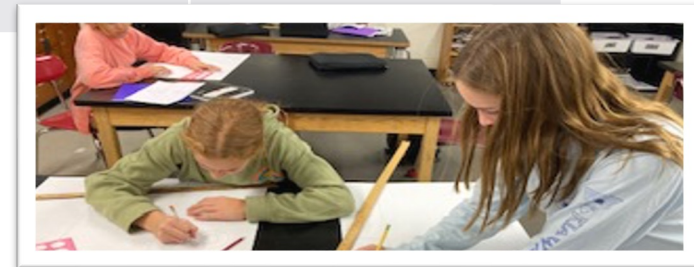
# Newburyport 2022 Science MCAS Results Grade 5

Science and Technology/Engineering - Grade 5  
All Students



Science and Technology/Engineering	% School	% State
Exceeding Expectations	7	7
Meeting Expectations	42	36
Partially Meeting Expectations	37	40
Not Meeting Expectations	14	18

N=139



# Data Driven Decision Making: A Sample

Question 6 an area of growth.

Item No.	Item Type	Reporting Category	Item Information			% Possible Points		
			Standard	Item Description	Possible Points	District	State	District-State Diff.
<a href="#">1</a>	SR	RE	R.PK-12.2	Determine the purpose of the author's choice of words in an excerpt.	1	94%	92%	2
<a href="#">2</a>	SR	RE	R.PK-12.5	Determine the relationship between two sentences in an excerpt.	1	78%	69%	9
<a href="#">3</a>	SR	RE	R.PK-12.4	Determine the tone of a character in an excerpt.	1	77%	65%	12
<a href="#">4</a>	SR	LA	L.PK-12.4	Determine the meaning of an unknown word using context.	1	90%	87%	3
<a href="#">5</a>	SR	LA	L.PK-12.2	Compare the purposes of parenthetical information in two excerpts.	1	82%	79%	3
<a href="#">6</a>	SR	RE	R.PK-12.6	Determine how characters in two different excerpts are similar.	1	68%	64%	4
<a href="#">7</a>	SR	RE	R.PK-12.2	Determine the meaning of a quotation from an excerpt and identify a quotation from another excerpt that has a similar meaning.	2	61%	58%	3
<a href="#">8</a>	SR	RE	R.PK-12.4	Determine the tones of specific details from two excerpts.	2	74%	67%	7
<a href="#">9</a>	ES	-	-	Write an essay explaining how characters support the main character in two different excerpts; use information from each excerpt to develop the essay.	8	62%	60%	2

Read the excerpts about characters who reflect on their recent interactions with loved ones and friends. Then answer the questions that follow.

The Signature of All Things **Emma**

In the 1800s, women were expected to marry by a certain age. In this excerpt from the novel *The Signature of All Things*, Alma reacts to the news that her friend Retta and sister Prudence are both getting married and moving away.

from *The Signature of All Things*  
by Elizabeth Gilbert

**1** In all of our lives, there are days that we wish we could see expunged from the record of our very existence. Perhaps we long for that erasure because a particular day brought us such splintering sorrow that we can scarcely bear to think of it ever again. Or we might wish to blot out an episode forever because we behaved so poorly on that day—we were mortifyingly selfish, or foolish to an extraordinary degree. Or perhaps we injured another person and wish to disremember our guilt. Tragically, there are some days

Which characteristic is **most clearly** shared by Alma in *The Signature of All Things* and Emma in *Emma*?

- A. their impulsive reactions
- B. their longing to get married
- C. their jealousy of other women
- D. their desire for a higher status



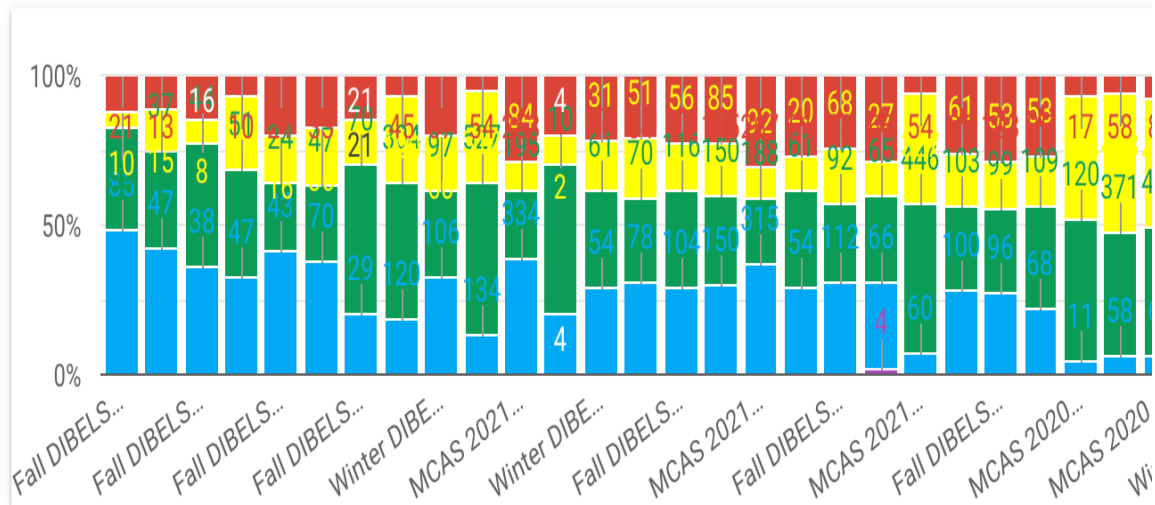
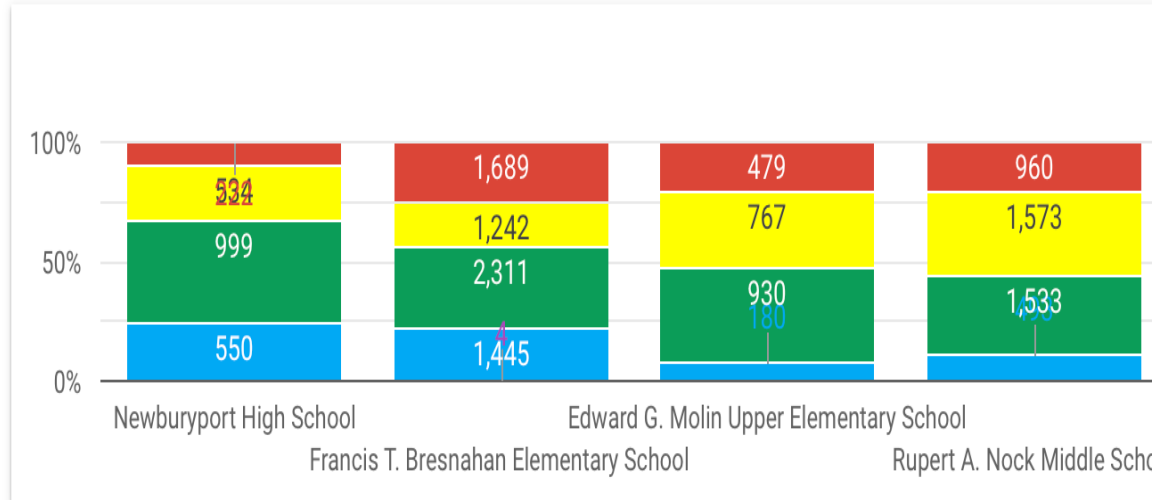
# Merging Internal and External Assessment Data and Making it Useful

## Newburyport Analytics

Click on the bar graph section to filter the list below

Exceeding Meeting  
Partially Meeting Not Meeting

Academic Year  
 Grade  
 School  
 Test  
 HR Teacher  
 Name  
 Gender  
 Race  
 SpecialEdStatus  
 Title1



Coming Soon: Access to a data dashboard, compiling all of a student's benchmark assessments (MCAS, interim assessments, DIBELS, etc.)

# Planning for the Future

- 2022 should be treated as a new benchmark year
- Student absenteeism remains a challenge across the board for recovery efforts
- Student growth district-wide is consistent and promising
- Tie data to key budget decisions (interventionists, curriculum decisions, technology, etc.)
- Use data--from both internal and external assessments--to inform instruction in the Newburyport Schools to help students **grow and achieve**

At Model  
UN:  
Montreal

