Shrewsbury Public Schools

District Goals Update
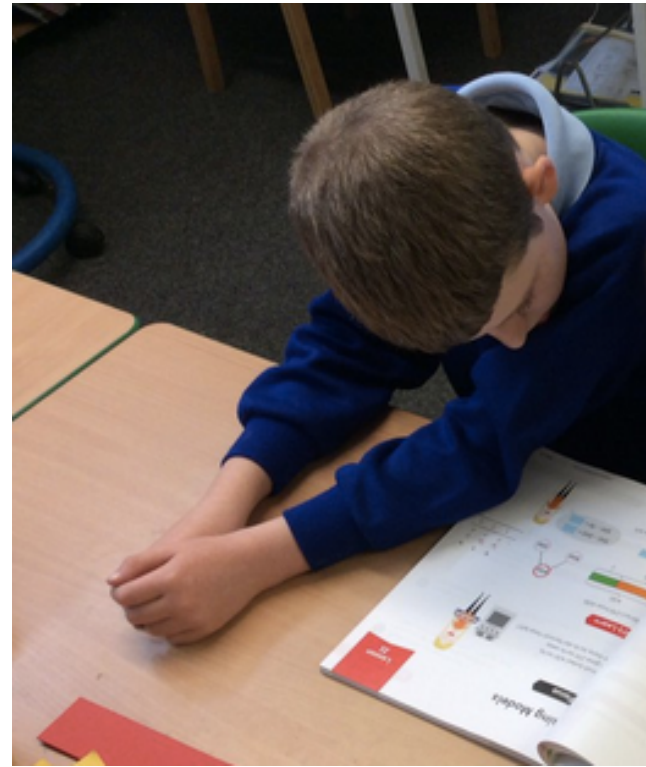
Report to School Committee
November 29, 2017

Strategic Goals

2012

2017

Student Centered Goals

2 Areas: Writing & Math

- increase by at least 5% the number of students meeting the proficiency benchmark on Pre-K-12 common writing assessments compared with the baseline established in 2016.

- increase by at least 5% the number of students meeting the proficiency benchmark on Pre-K-12 common math assessments compared with the baseline established in 2016.

Massachusetts Department of Elementary and Secondary Education

Writing

Elementary

Student Name	Dev. of ideas	Org.	Clar. of Lang.	Total	Lang. and Conv.
	1	1	1	3	1
	2	1	1	4	1
	1	1	1	3	2
	2	2	2	6	2
	2	1	2	5	1
	2	1	1	4	1
	2	2	1	5	2
	1	1	1	3	1
	1	1	1	3	1
	2	2	1	5	1
	2	1	1	4	1
	1	1	1	3	1
	1	1	1	3	1
	1	1	2	4	2
	1	1	1	3	2
	1	1	2	4	1
	1	1	1	0	1
	2	2	1	5	2

Areas of Focus:
- Development of ideas
- Organization
- Clarity
- Use of language & conventions

6

Middle

- Close Reading
- Comparing Two Texts
- Clarity

Memento

BY LILY CAO

I give a piece quite near away,
then another, one and two to three
and say good-bye with some dismay.

We might have been twins, I born in May
and she of the blistered January
colored like the vibrant cray-

Text 2: Poem

The poem is saying that you are going to grow up fast and you have to spend more of time with the friends you are close to. "We might have been twins, I born in May and she of the blistered January." It's saying that you are going to get so close to friends its lime you guys are twins. "We are matching memory." she is saying that when you get older you are going to lose memories. The main idea of this poem that you are going to lose close friends when you get older. When you start losing those close to you, you should try to spend as much time as you can with them.

Part 1 - Content:

Reading Comprehension (this rubric will be visible when we revisit this in the Spring)

| No Growth	Low Growth	Moderate Growth	High Growth
Statements about content remain inaccurate from previous version or are not explained.	Contains a statement about content that remains inaccurate or unclear or too briefly explained from previous version.	At least one statement about content is corrected for accuracy, enhanced with word choice or elaborated with detail as needed.	Statements about content across versions are correct. Statements build and elaborate on previous versions as needed.
How would you score yourself, and why?			
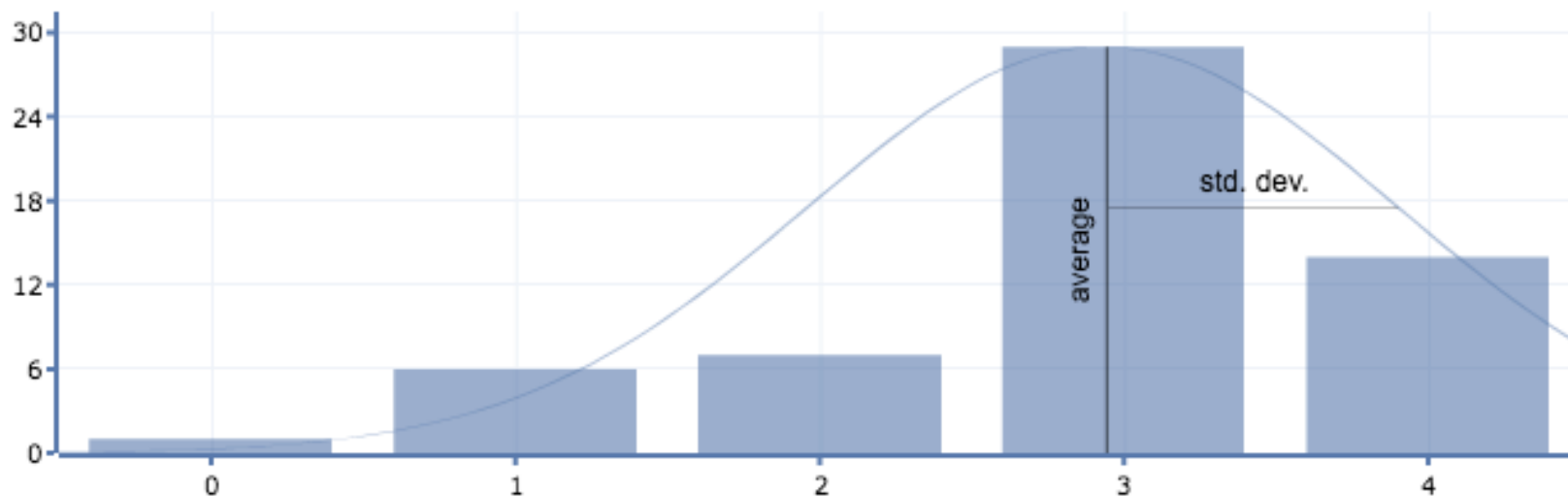
High School: a common approach across content areas

3.1-3.5	89	3
1.1-1.5	68	1
1.1-1.5	60	1
2.1-2.5	78%	3
1.6-2	75	2
1.6-2	70	3
1.6-2	1.8	2
2.1-2.5	2.4	1
1.6-2	1.9	3
1.1-1.5	60	1
1.1-1.5	68	1
2.1-2.5	2.3	3
3.1-3.5	93	4
1.6-2	1.9	2
2.6-3	2.5	2

Areas of Focus:
- Text Analysis
- Use of Evidence
- Organization
- Style
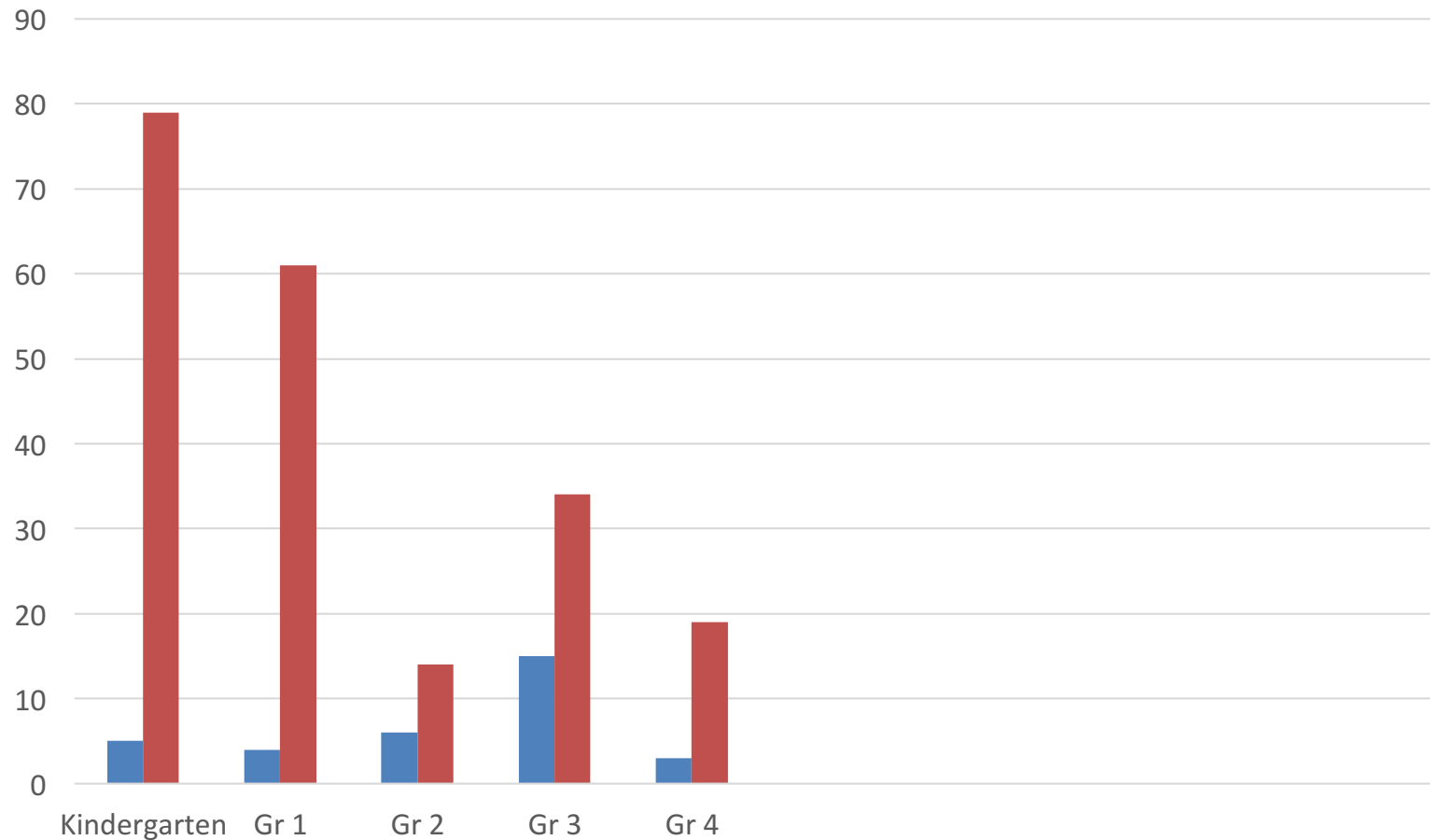- Use of language & conventions

9

Math data: a teaching tool

1. Sally has 36 beads. John has 8 beads more than Sally. How many beads does John have?
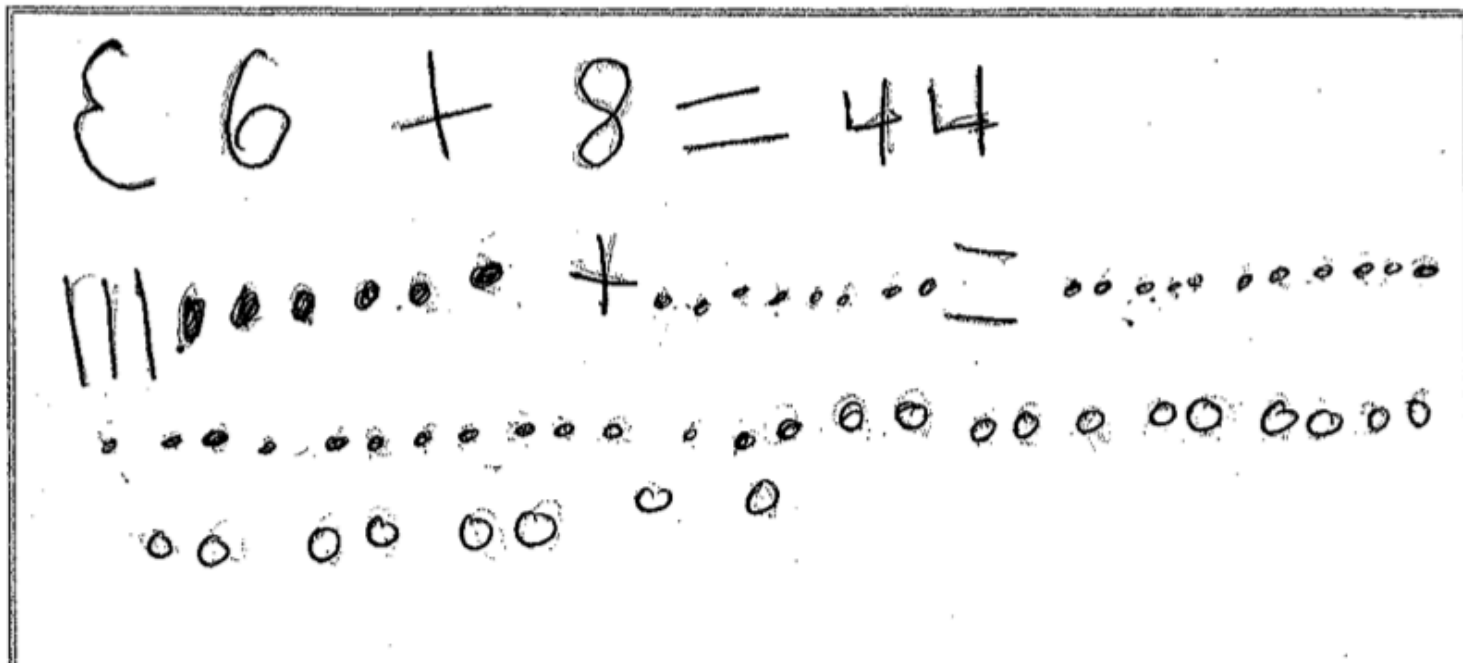
Elementary example: *Baseline #1*
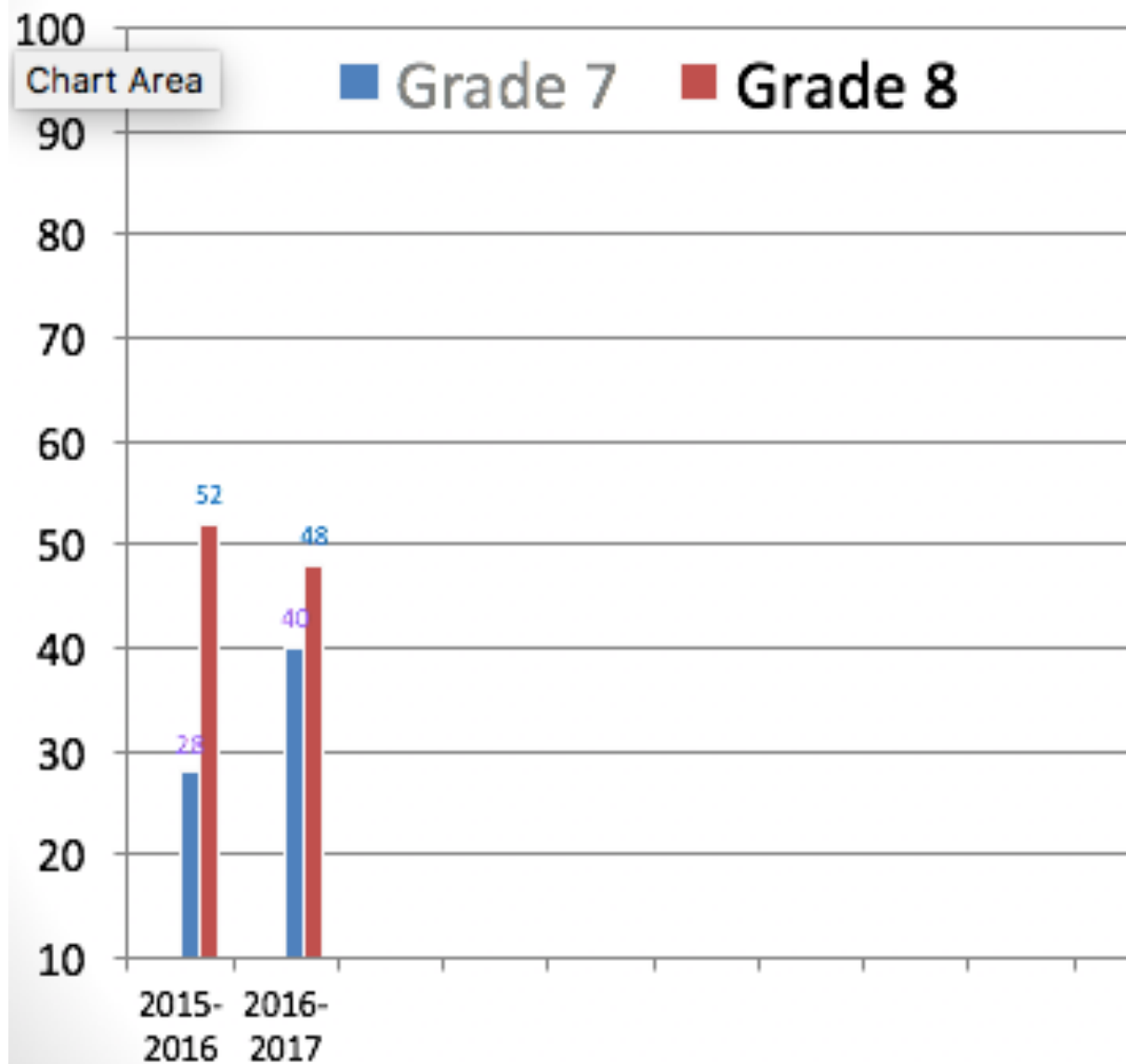
Benchmark Results by Grade

Fall, 2016   Spring, 2017

Percentage of students Meeting or Exceeding Expectations

Math Unit Comparisons Grades **7-8**

Questions?