

**WOBURN PUBLIC SCHOOLS
WOBURN, MASSACHUSETTS**

SUBCOMMITTEE MEETING

Subcommittee Name: Curriculum and Data Trends Subcommittee

Chair: José Oliveira

Meeting Date: 06/24/2026

Time: 5:45 pm

Location: Conference Room, Joyce Middle School

In Attendance: Chair José Oliveira, Member Patricia Chisholm, Member Michael Mulrenan, Courtney Young (Assistant Superintendent for Curriculum & Instruction)

Remote: N/A

Absent: N/A

Documents Viewed/Discussed: [WPS Strategic Plan \(Instructional Priority & MTSS\)](#)

Actions Taken: None

Topic: *Public Comment*

None

Topic: *Year End Data*

Initiative 1 - High-Quality Instructional Materials (HQIM)

We need to talk about tier 1 for all and make sure we aren't over scaffolding.
Ensure that tier 1 is really tier 1 instruction.

Seeing change takes a while

You can't get good at 5 things at once, we need to focus on a few things at a time to get progress in what we said we wanted to do.

Post-pandemic: a great deal of students in the red and yellow areas for performance.

Six levels used for moving instructional priority forward:

- High Quality Professional Development
- Data Discussions
- Instructional Leadership Teams
- Classroom Walkthroughs and Observations
- Supervision and Evaluation Processes
- Teacher Collaboration

Focus was on HQIM this year

Next year is on the classroom walkthroughs and obs/teacher collaboration

Walkthrough schedule where every principal in each has someone from the district to do walkthroughs under the lens of the specific district subject area.

The structure was set up and we need to make sure that we're really focusing on the instruction strategies.

ILT's are doing a great job

Working on better feedback for our PD.

Strategic plan for ELA:

Courtney does at least 6 times a year to work with principals about their school data.

What they met or didn't meet.

Tie into their SIP

Implementing HQIM

DESSA (SEL)

Data meetings in grades 4-6, next year is 6-8

Embed screeners (mCLASS, STAR, DESSA) into data meetings

Measuring where students are multiple times a year.

Aligning resources, if needed

Change instruction if we are not seeing student growth.

Looking at this data K-6, these discussions will begin in 7/8 grades next year.

We've partially closed the gap between non special ed and special ed with assessment growth. Some schools have higher percentages of sped population, so the number is harder to get to 80/20 (80% meeting or exceeding).

More difficult to get there, however, it's not impossible.

2 buildings that got to the 80%, 3 that are high 70's, and 2 that are in the 60's

In the K and 1st year it is important to get the students as far as possible before entering 2nd grade.

The data doesn't move as fast as the MCAS reported data.

3rd grade classes are leaving with high percentages (70/80 percents) of students on and above grade level.

Students weren't blending in K until late spring. We are now blending in January.

Use this data to help with knowing where students are when they start in 1st grade.

Send out a S'more every Monday to act as a reminder to read during the summer. Help promote the public library's summer reading program to increase reading during the summer. Book swaps occur at the elementary school during the summer, to assist promoting summer reading. Some schools are also sending home books. Kids can utilize online components like SORA.

Look to focus on hitting 80% in our elementary SIPs as opposed to hitting an easily attainable goal.

What does the data mean for WPS:

Our red stay stagnant in the 4th/5th grade

The K-3 model gave us a good roadmap for grades 4-5.

We've made the gains to help close the gap, we've lost our middle at the upper grades. It's hard to get back what is lost after leaving grade 3. We're making strides in the early elementary and it's a slower progress in grades after 3rd.

Upper grades:

"It's not what I'm doing is wrong, what I'm doing isn't working anymore."

9th grade - 58%

8th grade was our lowest percentile - definitely a space to make some gains.

STARS pilot schools:

Goodyear, Reeves, Shamrock

Came back with positive feedback

In 3rd grade - significant shift from meeting to exceeding

Challenge students are more advanced - elementary we are doing this well, we need to make sure we're starting tier 1 first before small groups.

STAR data launches students into FRECKLE, Nearpod, Boost that helps provide a more targeted launch on standards they are working on.

The structure of the middle school schedule provides a bit of a barrier for math instruction (time)

MATH ALIGNMENT:

Partnered with DESE and TNTP (The New Teacher Project)

Structured collaborative planning time to increase student discourse and engagement

Bringing STAR math down and will be giving it K-12 next year.

Baseline data showed we needed something and now we have an aligned program (Reveal)

How do we utilize 4 middle school interventionists available to work during this year?
Integrated STAR data with data meeting up through 7/8 grade

In upper grades there is a great deal of Common Planning Time (CPT) to discuss the implementation of the math program.

Middle school will live in the curriculum to ensure that we are using it with fidelity to help gain a baseline of how it's working.

What is the exact goal that we have and how/what are we using/doing to make sure we achieve them.

Our AP passing rates are the highest they have ever been.

We want to move our yellow students in the data before they become students assessed in red.

What's the next lever that is going to help move our math information forward?

Started some great coaching structures in elementary to plan out one of the math lessons and having each person teach one part of it and provide feedback to one another.

Heading in the right direction and we have to make sure people are using what they are supposed to be doing.

We need to be more direct in providing feedback with what is happening in our classrooms. This is being worked toward with the walkthroughs in the classrooms. We need to move the needle and provide feedback when needed. High expectations with high support.

Adjourn: 6:46PM

Respectfully submitted,

Jose Oliveira
Chair, Curriculum & Data Trends Subcommittee