

Dartmouth Public Schools



*2022-2023 MCAS Data &
Learning Loss Presentation*

What is MCAS & Why Does It Matter?

What is MCAS?

The Massachusetts Comprehensive Assessment System (MCAS) is a standardized assessment administered annually in English Language Arts (Grades 3-8, 10), Mathematics (Grades 3-8, 10) and Science (Grades 5, 8, and 10)

MCAS seeks to assess whether or not students are exceeding, meeting, partially meeting, or not meeting grade level standards in each of the tested content areas.

Why Does MCAS Matter?

MCAS provides the school community with feedback on how well students are progressing as compared to other students across the commonwealth.

MCAS is also used as part of the accountability system to determine how well a school and district are performing.

At the high school level, MCAS is also used to determine whether or not a student will earn a high school diploma.



COVID-19 Impact on MCAS Exam Administration

2019

Full MCAS administered to all grade levels.

“Normal” school year without significant disruption.

2020

No MCAS Administered because of COVID-19 pandemic and school closures!

Schools across state closed on March 13, 2020.

Full remote learning from March-June 2020.

2021

Half MCAS administered to grades 3-8.

Full MCAS administered to high school students.

Several transitions occurred throughout the year between fully remote, hybrid learning, and full-in person learning in late spring 2021.

2022

Full MCAS administered to all grades.

Next Generation MCAS Assessment administered in grade 10 Biology for first time.

Results used to establish new baseline.



MCAS Trends Across Massachusetts

ELA

- Scores declined from 2021
- Writing scores were lower than last year in grades 3-8
- Steepest declines occurring in grades 3-5 indicating challenges in early literacy

Mathematics

- Scores improved since 2021
- Compared to 2021, the % of students in grades 3-8 scoring in the Meeting or Exceeding Expectations category increased by 6% points
- Grade 10 declined by 2% points which was a smaller decline than in the first year of the pandemic

STE

- Scores improved since 2021
- The % of students in grades 5 and 8 scoring in the meeting or exceeding standards category each increased by 1%
- 2022 marked the first year of next-generation high school biology making results not comparable to prior years



MCAS Trends Across Dartmouth Public Schools

ELA

- 48% of students are meeting or exceeding standards in grades 3-8
- 7% above the state
- 5% decline from 2021
- Slightly smaller regression than the state
- 67% of grade 10 students meeting or exceeding standards
- 9% above the state
- Regression identical to state trend for grade 10

Mathematics

- 53% of students are meeting or exceeding standards in grades 3-8
- 14% above the state
- 12% increase from 2021
- Outpaced state increase by 6%
- 57% of grade 10 students meeting or exceeding standards
- 7% above the state
- 3% decline from 2021
- 1% steeper than state

STE

- 43% of students are meeting or exceeding standards in grades 5 and 8
- 1% above the state
- No change since 2021 at the state or district level
- 57% of students taking the high school Biology MCAS exam are meeting or exceeding standards
- 10% above the state



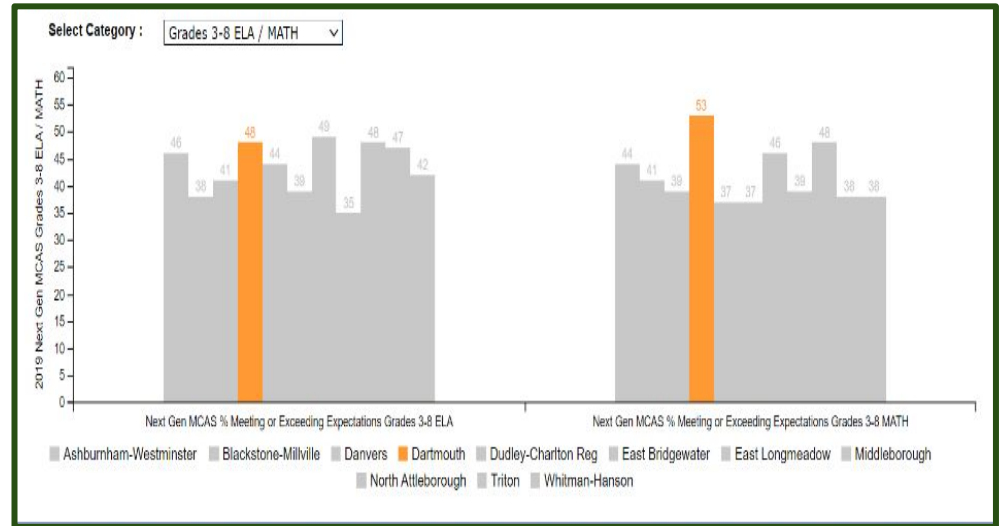
How Does Dartmouth Public Schools Compare to Similar Districts?



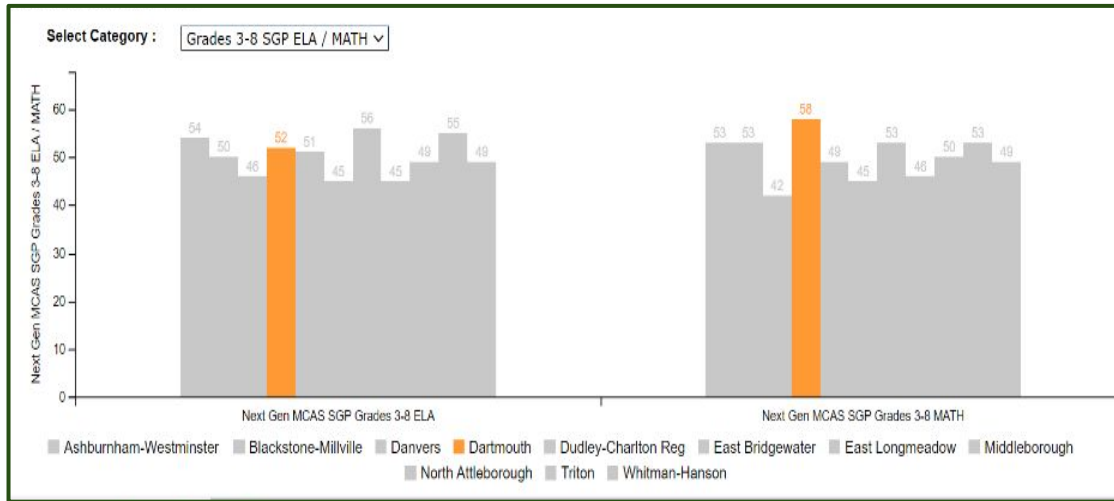
District Name	2022 Enrollment				2022 Next Generation MCAS								
					% Meeting or Exceeding Expectations					Growth Average SGP			
					Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8		Grade 10	
	Total Enrollment	Low Income %	SWD %	ELL %	ELA	Math	ELA	Math	Science	ELA	Math	ELA	Math
Ashburnham-Westminster	2272	26.1	18.9	1.8	46	44	57	59	44	54	53	42	50
Blackstone-Millville	1538	36.3	18.4	1.8	38	41	52	40	42	50	53	56	53
Danvers	3217	26.7	19.8	1.6	41	39	61	47	41	46	42	53	59
Dartmouth	3411	33.0	18.2	1.7	48	53	67	57	43	52	58	38	36
Dudley-Charlton Regional	3452	34.4	17.7	3.1	44	37	53	48	47	51	49	37	50
East Bridgewater	2107	28.6	18	1.7	39	37	57	41	41	45	45	40	32
East Longmeadow	2492	27.6	19.1	1.2	49	46	64	51	58	56	53	40	38
Middleborough	3011	41.5	18.6	1.5	35	39	54	49	43	45	46	44	48
North Attleborough	3969	25.2	18.7	2.4	48	48	56	54	60	49	50	53	56
Triton	2217	33.6	18.5	1.2	47	38	60	47	51	55	53	43	39
Whitman-Hanson	3556	29.8	16.6	2.2	42	38	50	47	42	49	49	44	50
Mean	2840	31.2	18.4	1.8	43.4	41.8	57.4	49.1	46.5	50.2	50.1	44.5	46.5
Median	3011	29.8	18.5	1.7	44	39	57	48	43	50	50	43	50

DPS Grades 3-8 ELA & Math Meeting & Exceeding Expectations

- Strong performance on both ELA and Mathematics MCAS in Grades 3-8 compared to similar districts



DPS Grades 3-8 ELA & Math Student Growth Percentile

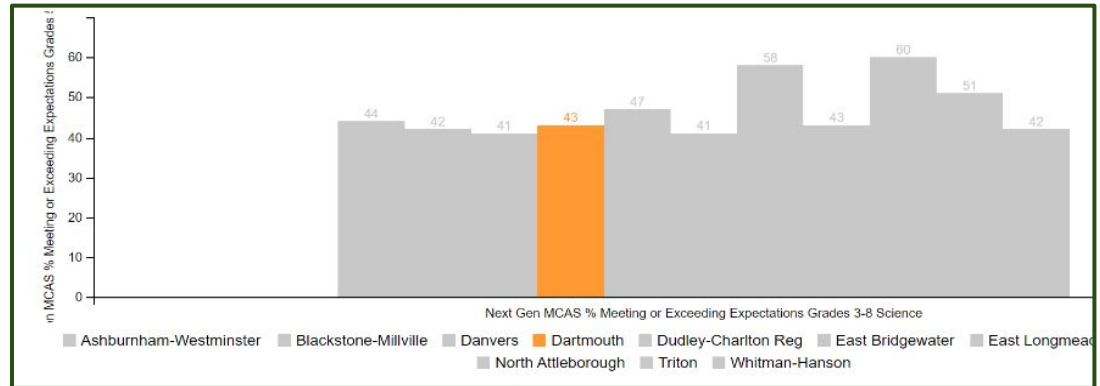


- Equally important to our achievement data is our Student Growth Percentile (SGP) data
- In grades 3-8, our ELA SGP was outpaced only by 3 of the 10 similar districts
- In grades 3-8, DPS had the highest SGP in Mathematics among our comparable districts

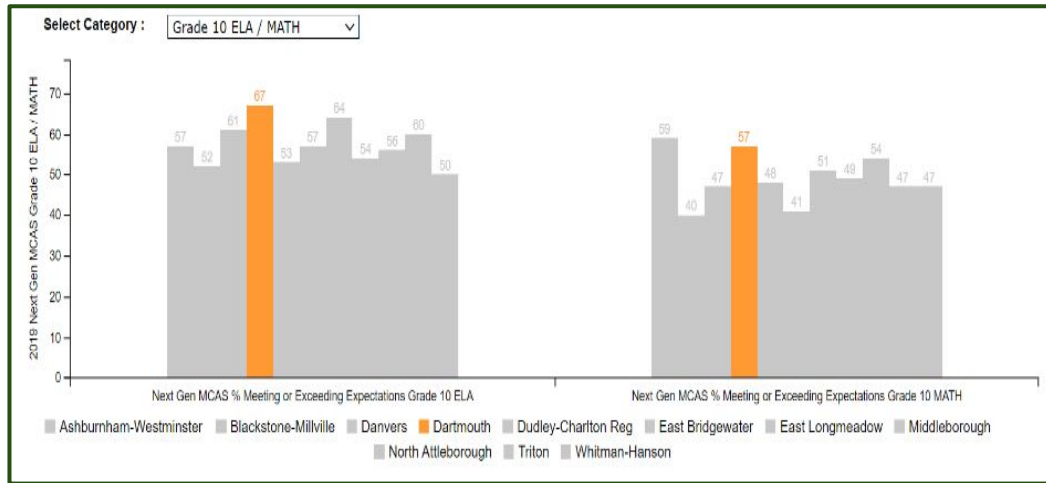


DPS Grades 5 & 8 Science Meeting & Exceeding Standards

- Middle of the pack with a few outliers on the high end
- How do we prioritize science at the elementary level?
- Looking for vertical thread for students



DPS Grade 10 ELA & Math Meeting & Exceeding Standards

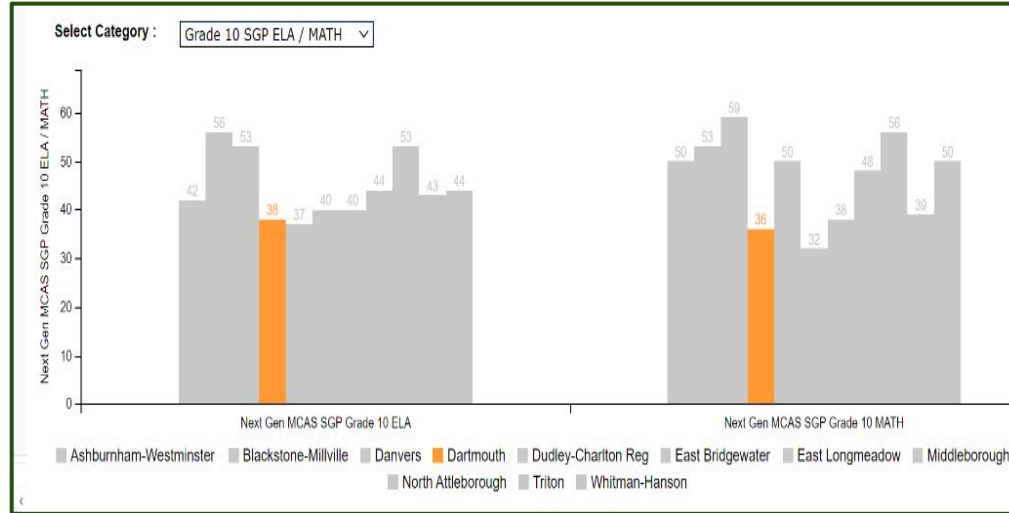


- Our Grade 10 achievement on ELA & Mathematics was extremely strong
- Finished as the top performer for ELA and second for Math



DPS Grade 10 ELA & Math Student Growth Percentile

- Our Grade 10 SGP data in comparison to other districts within our comparable group is an area where we can and should invest some time diving deeper



What have we been doing to address learning loss and to recover from the COVID-19 pandemic?



Focused on Accelerating Learning

- Providing grade appropriate instruction at each level across the district on a daily basis
 - Blocks of uninterrupted Tier-1 instructional time with designated time for intervention in ELA & Mathematics
 - Renewed focus on implementing blended, personalized, and project-based learning as core instructional strategies
- Strategic leveraging of grant funds to provide additional learning opportunities and supports throughout the 2021-2022 school year
 - Acceleration Academies focused on Mathematics-February 2022, April 2022, August 2022
- Leveraging of grant and district funds to provide after-school enrichment opportunities that help foster a sense of belonging
 - Creation of After-School Programming at DMS
 - Continued growth & expansion of programming at DHS
- Focused on monitoring understanding
 - Use of pre- and post- assessment data to monitor learning and inform instruction
 - Use of a variety of data sources to provide scaffolding and supports including the purposeful use of the PASE period



What are our next steps?



Diving Deeper Into the Data

- Review student results on all assessments by subgroups
- Identify trends and patterns by all students and subgroups
- Utilize common planning time to address identified problems of practice, make curricular and/or instructional adjustments, etc. as needed



Continuing to Monitor for Understanding

- Addressing Foundational Literacy Skills
 - Evidence-based curricular materials purchased for all K-2 classrooms to address phonemic awareness
 - L3 Team piloting Foundations to address direct phonics instruction
 - Working with coaches to identify gaps/changes that need to be made to the Tier 1 curriculum
 - July 2023 - Massachusetts Dyslexia Guidelines go into law
 - Already meeting the requirement of screening students in K-3
 - 1st step in the larger multi-tiered support system of identifying and preventing struggles with reading
- Diving deeper into item analysis to identify trends to inform and adjust curricular and/or instructional practice



Questions?

