

# 2021 MCAS Results Bedford Public Schools

Presentation to School Committee  
October 2021

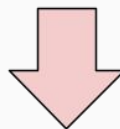
# 2021 MCAS Results

**Statewide** results show that many more students had gaps in their knowledge of math and, to a lesser extent, English language arts, compared to students in the same grades before the COVID-19 pandemic, and fewer students meet or exceeded grade level expectations.

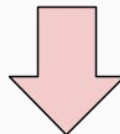
- Overall, 46 percent of students in grades 3-8 scored Meeting Expectations or higher in ELA in 2021, and 33 percent did so in math. Both of these represent a drop compared to 2019, when 52 percent scored at that level in ELA and 49 percent did so in math.
- For 10th grade ELA, 64 percent of students scored Meeting Expectations or higher compared to 61 percent in 2019. In 10th grade math, 52 percent of students scored Meeting Expectations or higher, compared to 59 percent in 2019.

## Statewide 2021 MCAS vs. MCAS 2019

### MATH

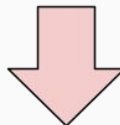


**16 pts.** Students in grades 3-8



**7 pts.** Students in grades 10

### ELA



**6 pts.** Students in grades 3-8



**3 pts.** Students in grades 10

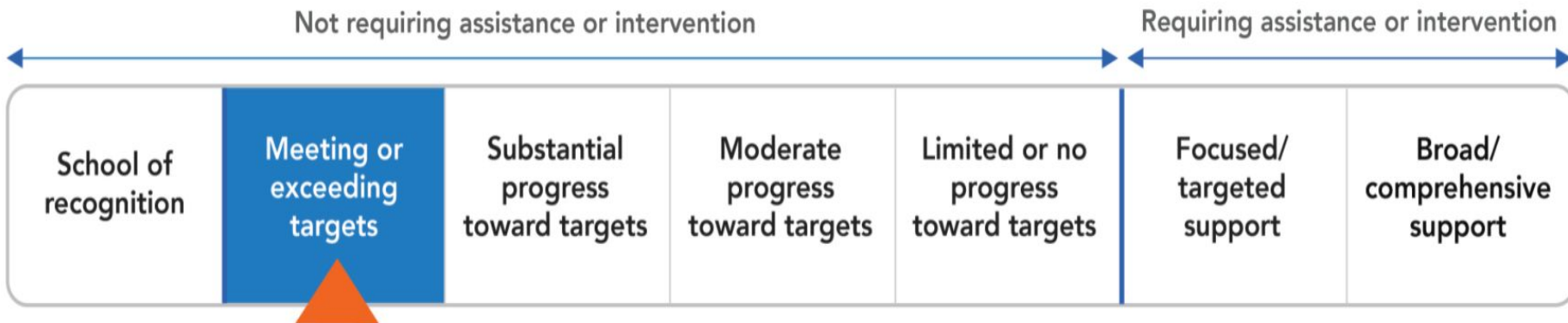
# Accountability

- DESE will not issue updated district and school accountability determinations for fall 2021.
- The 2022 accountability targets and lowest performing student group information will be made available in fall 2021.
- Underperforming and chronically underperforming schools will retain that status for the 2021-22 school year.

# BPS 2019 Accountability

## Overall Classification

Massachusetts uses information related to progress toward improvement targets, accountability percentiles, graduation rates, and MCAS participation rates to determine each district and school's overall classification. Most districts and schools are placed into two categories: those that require assistance or intervention from the state, and those that do not require assistance or intervention. Districts and schools that are new or very small are classified as having "insufficient data."



MCAS

# Spring 2021 MCAS

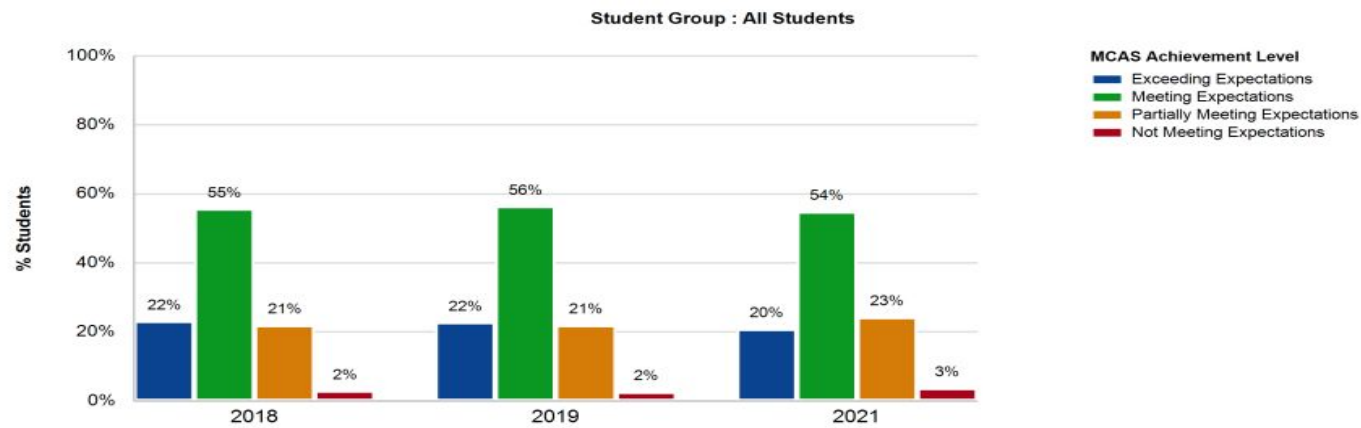
The following is a list of changes that were implemented during the Spring 2021 administration of MCAS:

- **Competency Determination**: Class of 2022 are allowed to be awarded a modified competency determination in ELA and mathematics upon district certification that the student earned full credit for a relevant course in that subject matter.
- **Participation Rates**: Statewide participation rates remained high in 2021. Focus on using the results for diagnostic and improvement purposes at the local level. Students who took a remote test performed similarly to students who took an in-person test.
- **MCAS Sessions**: Students in grades 3-8 were given only one session of the test instead of two sessions.
- **Current Juniors**: Students in the class of 2023 are required to earn a passing score on the MCAS test in ELA and mathematics in order to meet state graduation requirements. Students in the class of 2023 did not take STE MCAS, they can earn the modified CD in science by taking a full credit STE class.

# English Language Arts MCAS

## Grades 3-8

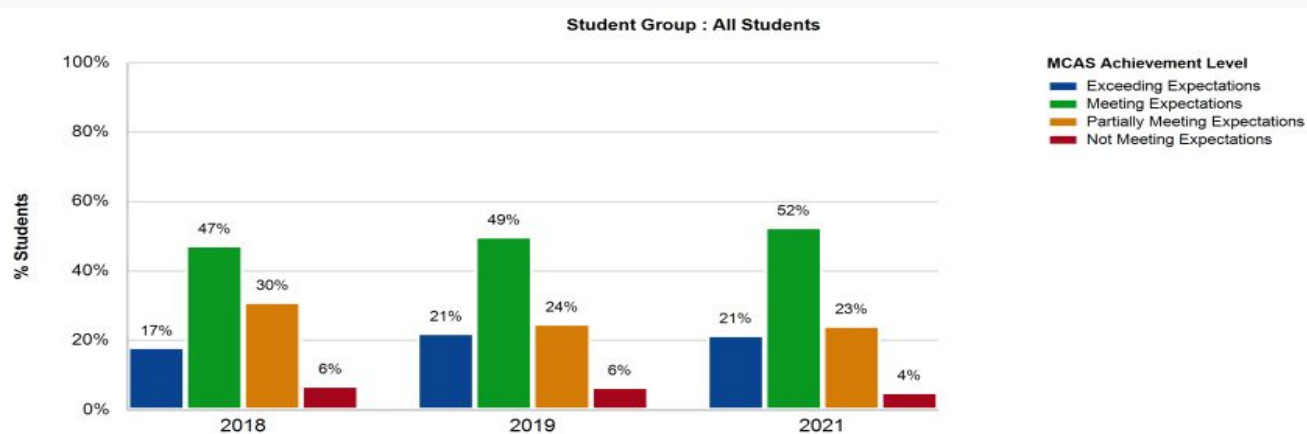
# 2018-2021 MCAS English Language Arts-Lane School (Grades 3-5)



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
<b>CPI</b>									
Exceeding Expectations	22%	20%	9%	22%	21%	10%	20%	20%	8%
Meeting Expectations	55%	50%	42%	56%	52%	42%	54%	53%	38%
Partially Meeting Expectations	21%	26%	38%	21%	22%	37%	23%	23%	38%
Not Meeting Expectations	2%	5%	11%	2%	4%	11%	3%	4%	16%
Average Scaled Score	514.8	511.0	500.5	515.2	512.9	501.2	512.2	512.4	496.5
N Students	599	1,199	426,356	600	1,187	424,052	582	1,194	395,744
Participation Rate							99%	98%	95%
Mean SGP	66.1	55.9	50.0	57.5	53.1	49.9	45.1	44.9	35.8
Median SGP	71.0	59.0	50.0	62.0	54.0	50.0	42.5	42.0	29.0



# 2018-2021 MCAS English Language Arts-JGMS (Grades 6-8)



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
<b>CPI</b>									
Exceeding Expectations	17%	20%	9%	21%	21%	10%	21%	20%	8%
Meeting Expectations	47%	50%	42%	49%	52%	42%	52%	53%	38%
Partially Meeting Expectations	30%	26%	38%	24%	22%	37%	23%	23%	38%
Not Meeting Expectations	6%	5%	11%	6%	4%	11%	4%	4%	16%
Average Scaled Score	507.5	511.0	500.5	511.1	512.9	501.2	513.1	512.4	496.5
N Students	576	1,199	426,356	563	1,187	424,052	582	1,194	395,744
Participation Rate							97%	98%	95%
Mean SGP	48.8	55.9	50.0	50.0	53.1	49.9	45.0	44.9	35.8
Median SGP	49.0	59.0	50.0	49.0	54.0	50.0	42.0	42.0	29.0

# ELA Grades 3-5

## Lane

- **Units of Study**: Grades K-5 Implemented Units of Study for Writing and Reading during the past few years.
- **Reading**: Focusing on teaching phonics with fidelity in grades K-3 (during the pandemic we included access to all using Lexia to support grade 4-5 phonics to ensure complete coverage of phonics instruction).
- **Grades 3-5 MCAS Item Analysis**: Identifying standards in both reading and writing that need more targeted instruction.
- **Writing**: Creating more opportunities for students to write in response to literature/text across curricula. Utilizing the workshop model.
- **Data**: Grades K-5 created an assessment inventory including progress monitoring tools to streamline our instruction. We've implemented DIBELS, Track My Progress, and Fountas and Pinnell's Benchmark Assessment System, along with a robust Kindergarten screening process in September.

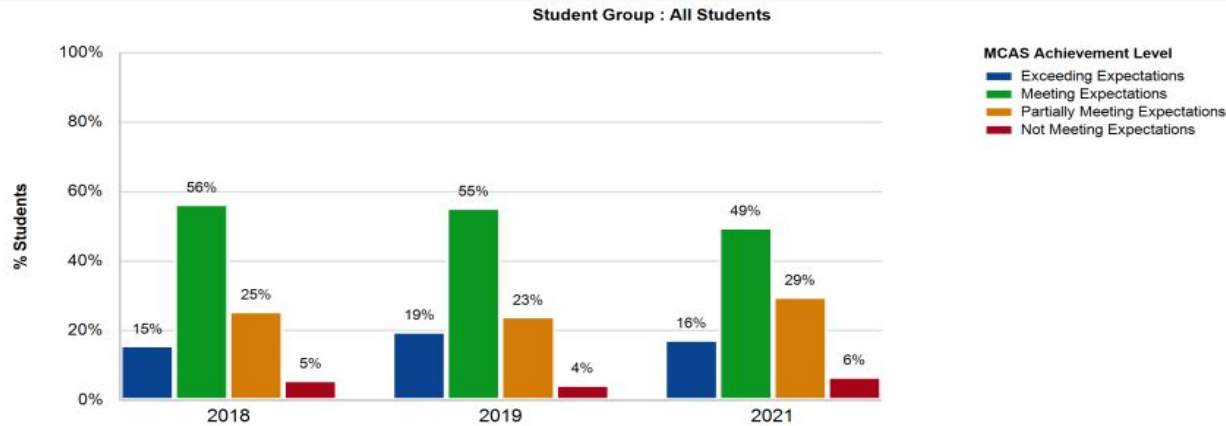
# ELA Grades 6-8

## JGMS

- **Collaborative Practices:** Grades 6, 7 and 8: Teaming with social studies, special needs and reading to conduct MCAS data item and subgroup analysis and implications for classroom practice.
- **Data:** Implemented assessments including common writing assessments at each grade level several times a year, along with TMP, and iReady.
- **Schedule:** New for the 21-22 school year, a double block of reading and writing (ELA) classes in the sixth grade.
- **Reading and Writing:** A continued focus on reading non fiction texts, analyzing, comparing and improving comprehension in all grades.

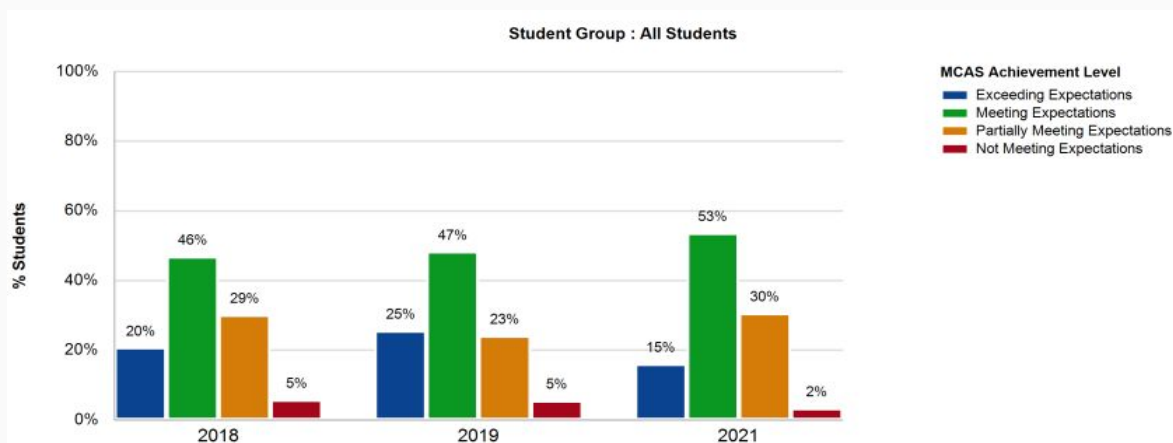
# Mathematics MCAS Grades 3-8

# 2018-2021 MCAS Mathematics-Lane School (Grades 3-5)



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
CPI									
Exceeding Expectations	15%	17%	7%	19%	21%	9%	16%	16%	5%
Meeting Expectations	56%	50%	40%	55%	51%	40%	49%	50%	29%
Partially Meeting Expectations	25%	27%	40%	23%	23%	39%	29%	29%	45%
Not Meeting Expectations	5%	6%	12%	4%	5%	12%	6%	5%	22%
Average Scaled Score	510.0	509.6	498.4	512.6	512.4	499.2	508.4	508.8	489.7
N Students	599	1,198	426,545	600	1,187	424,089	582	1,194	395,490
Participation Rate							99%	98%	95%
Mean SGP	55.3	54.1	50.0	56.2	54.3	49.9	50.1	44.7	30.4
Median SGP	57.0	55.0	50.0	58.5	55.0	50.0	48.0	42.0	21.0

# 2018-2021 MCAS Mathematics-JGMS (Grades 6-8)



	2018			2019			2021		
	School	District	State	School	District	State	School	District	State
<b>CPI</b>									
Exceeding Expectations	20%	17%	7%	25%	21%	9%	15%	16%	5%
Meeting Expectations	46%	50%	40%	47%	51%	40%	53%	50%	29%
Partially Meeting Expectations	29%	27%	40%	23%	23%	39%	30%	29%	45%
Not Meeting Expectations	5%	6%	12%	5%	5%	12%	2%	5%	22%
Average Scaled Score	509.5	509.6	498.4	512.6	512.4	499.2	510.1	508.8	489.7
N Students	574	1,198	426,545	563	1,187	424,089	582	1,194	395,490
Participation Rate							97%	98%	95%
Mean SGP	53.4	54.1	50.0	52.9	54.3	49.9	43.0	44.7	30.4
Median SGP	54.0	55.0	50.0	52.0	55.0	50.0	40.0	42.0	21.0

# Math Grades Lane 3-5

## Lane

- **Data Work:** Including: Data sweeps three times a year to include Track My Progress assessment in grades 1-5 and student math interview in Kindergarten. Data meetings, two times a year to discuss data and student needs (including MCAS analysis from domain to item analysis).
- **Common Math Assessments:** In grades K-5, allowing teachers to dig into student data to analyze student learning.
- **Interventions:** Targeted tiered Interventions with support of Title I.
- **Differentiation:** Professional development in December on differentiation in math.
- **Math Program:** Focus on alignment of current math program and adoption of Bridges in Mathematics program.

# JGMS Math Grades 6-8

**Assessments:** Bedford interim assessments, and Track My Progress, to analyze student progress.

**Focal Student:** Data Wise focus on the middle range, i.e. 40-60% and standards.

**Collaboration:** K-8 implementation of Track My Progress, with critical review.

**MCAS Practice:** Explicit yet manageable preparation in the weeks leading up to exam, while not overwhelming students or “stopping everything we are doing” to cram.

**Classroom Objectives:** Classroom objectives tightly aligned to Massachusetts Curriculum Frameworks, including professional development related to rates of change and number lines and how these topics progress from grade to grade.

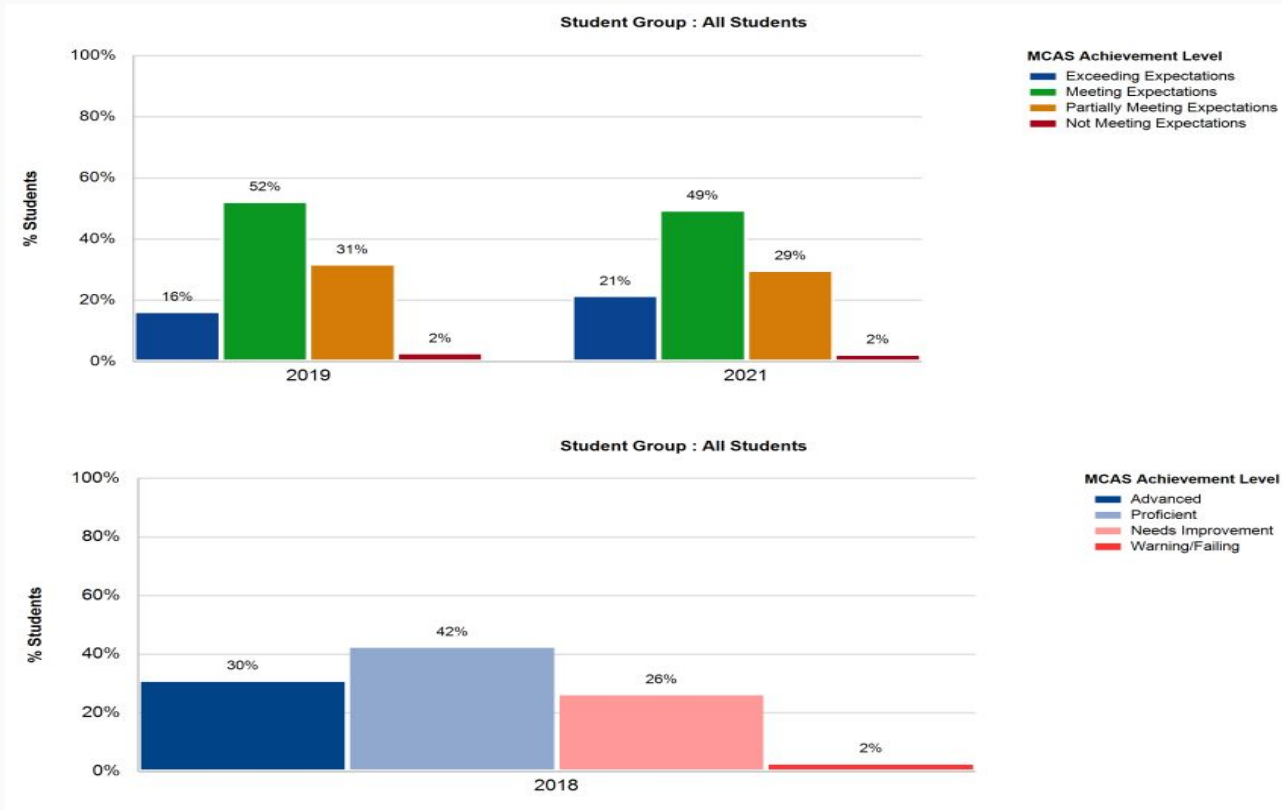
**Checking for understanding:** Focused on making sure that students understood key concepts.

**Teacher Goals:** Teacher *student learning* and *professional practice* goals focused on high-leverage topics such as equations/expressions/functions that have massive impacts on achievement.

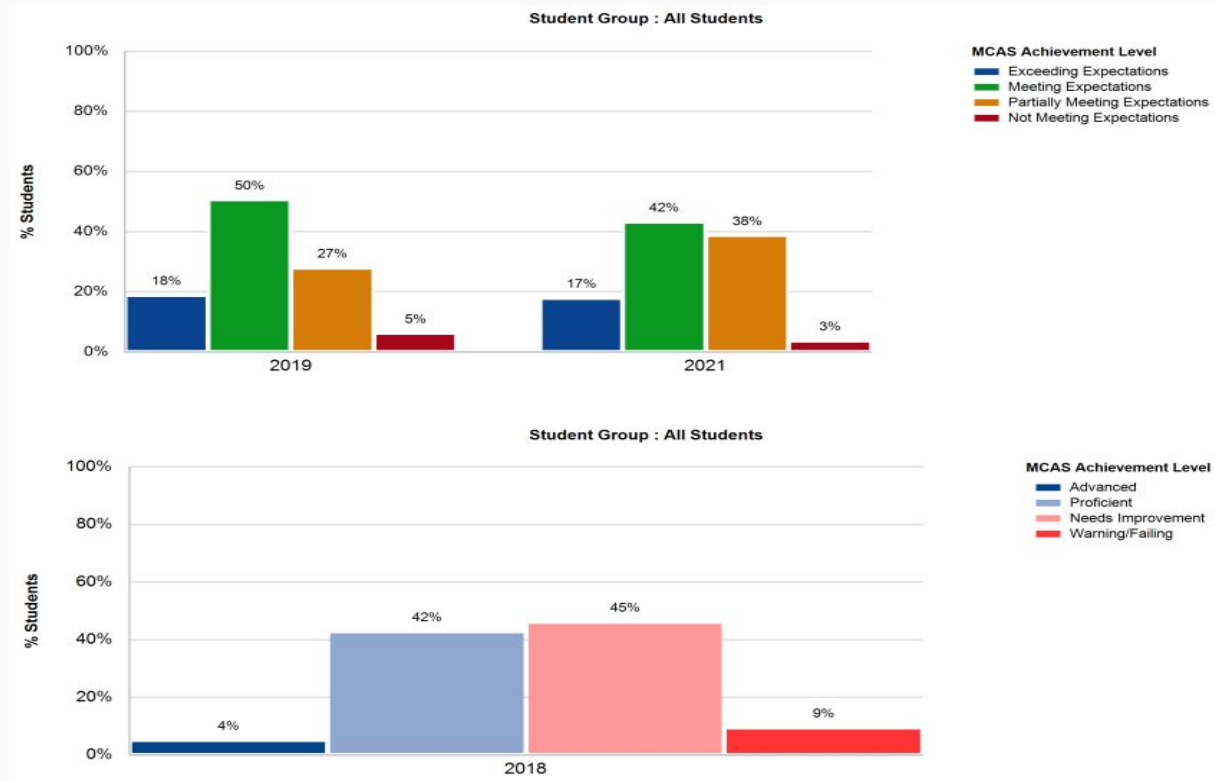


Science and  
Technology/Engineering MCAS  
Grades 5 and 8

# Science and Technology/Engineering Grade 5



# Science and Technology/Engineering Grade 8



# Grade 5 and 8 STE

## Lane:

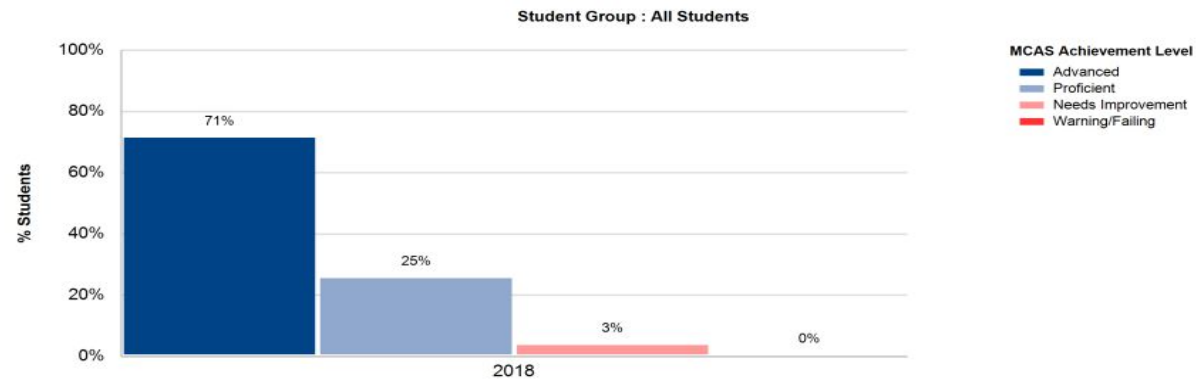
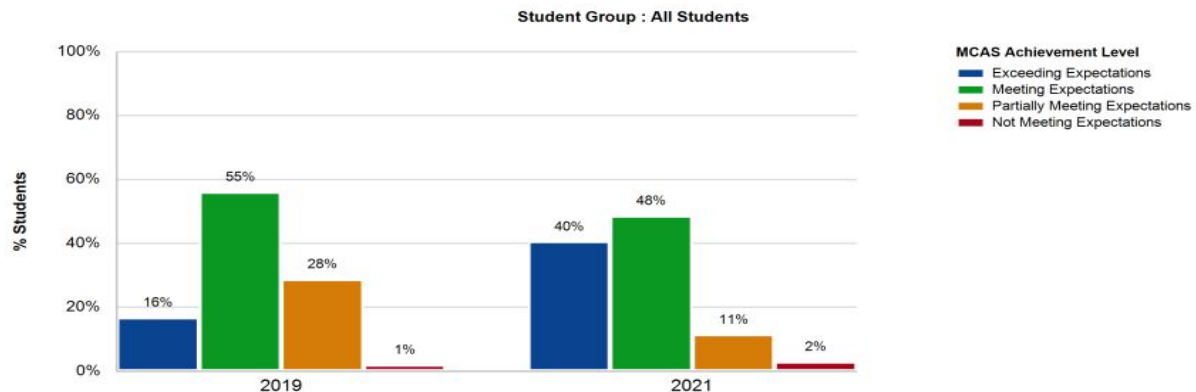
- **Consistency Across Grade Levels:** All science units will be taught at the same time so data from the common assessments can be used as a tool for calibration.
- **MCAS to Inform Teaching:** Continue utilizing MCAS questions into each grade levels' teaching and assessment to gradually expose students to the high levels of reading and responding to science questions.
- **Understanding by Design:** Continue developing our UBD units at all grade levels

## JGMS

- **Claim, Evidence, Reason:** Continue the implementation of CER strategies for improving scientific literacy.
- **Science Learning Tools:** Utilize IXL for reviewing material and supporting student learning.
- **MCAS:** Analyze the MCAS format and results, and examine how we are assessing the students.
- **Practices:** Continue to stress the Science and Engineering Practices and incorporate them into both activities and assessments.(Investigating Practices, Sensemaking Practices, Critiquing Practices)

# English Language Arts MCAS Grade 10

# English Language Arts-Grade 10



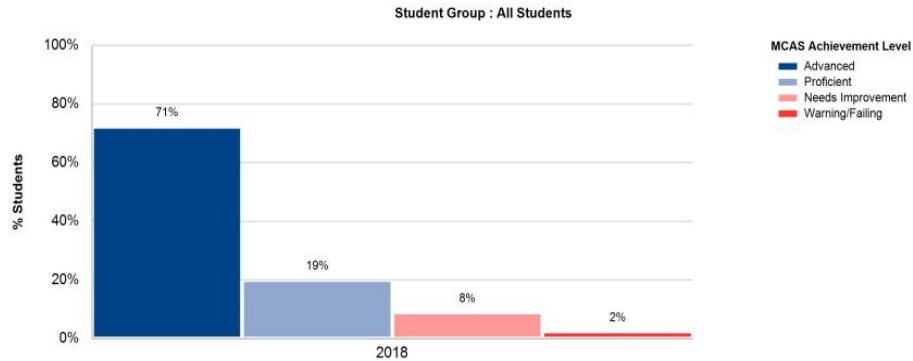
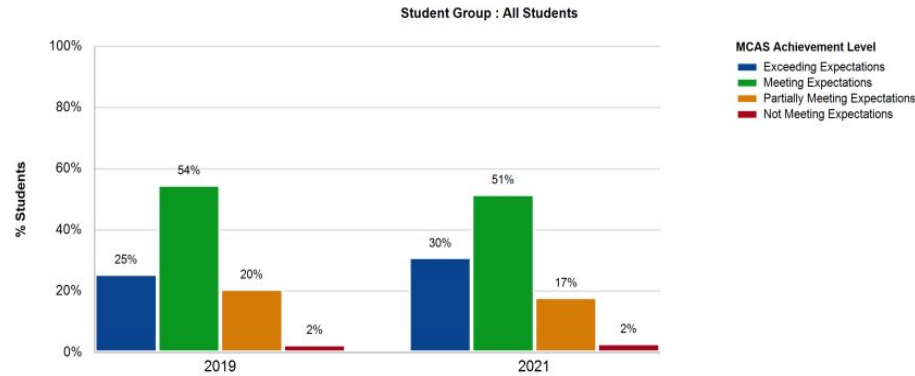
# Grade 10 ELA

- **MCAS**: Data item analysis
- **Multi-text Analysis**
- **Idea development in writing**
- **Common Assessments**: Implemented six (three per grade) common assessments that mimic MCAS paired test reading and essay synthesis.
- **Individual Student Needs**: Identify students who scored Not Meeting and Partially Meeting on the grade 8 MCAS (current 11th graders), and address supports.
- **Diagnostics**: Conducted literacy diagnostic testing for students who have been referred and placed in reading classes.
- **Screening**: Conducted literacy screening assessments with all current 6-9<sup>th</sup> grade students to identify trends.
- **Disciplinary Literacy Instruction**

# Mathematics MCAS Grade 10



# Mathematics-Grade 10

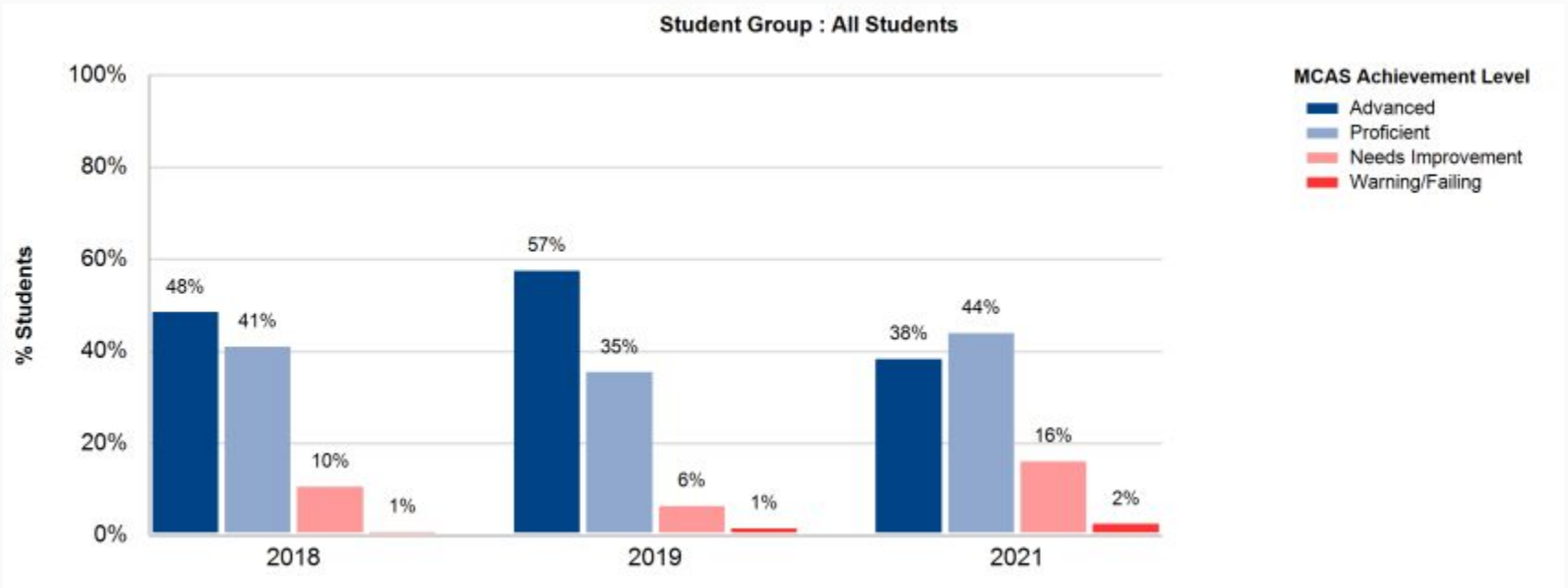


## Grade 10 Math (common themes from JGMS Math)

- **Curriculum and Instruction**: Focused on power standards, data sweeps, and checking for understanding.
- **Assessment**: Grades 9 and 10 STAR Math data sweeps.
- **Professional Development**: Time for teachers to build their capacity with STAR Math.
- **Focal Student**: Data Wise focus on the middle range, i.e. 40-60% and standards.
- **Data-informed Placement Decisions**: 9th grade support classes in reading, writing and math.
- **Checking for understanding**: Focused on making sure that students understood key concepts.
- **Teachers' Goals**: Student learning and professional practice goals focused squarely on 9th and 10th grade improvement, if/when applicable.
- **MCAS Practice**: Explicit yet manageable preparation in the weeks leading up to exam, while not overwhelming students or “stopping everything we are doing” to cram.
- **Collaboration**: Department wide creation and sharing of comprehensive review documents, including sharing with special education liaisons.

Science and  
Technology/Engineering MCAS  
Grade 9 Physics

# Physics (STE)-Grade 9



# Grade 9 STE

- **Assessments**: Continue to refine and examine current unit assessments to identify areas in of need modifications to address the new Physics MCAS exam related to the transfer of standards from the legacy exam to current standards.
- **Claim, Evidence, Reason**: Reexamine and evaluate the CER strategies to support student evidence, reasoning, and modeling and incorporating the skill into experiments.
- **Individual Student Needs**: Continue the process of identifying students who would benefit from review in the spring to improve their performance.
- **MCAS**: Examine the Grade 8 MCAS format and identify changes in the assessment strategies that may be reflected in the new STE exams.

# District Wide

- **Data Wise**
- **Bridges Math Program**
- **RBT (Research for Better Teaching)**  
**Evaluation Coaching**  
**Course/Differentiation Course/Studying**  
**Skillful Teaching Course**
- **Orton Gillingham Training**
- **Response to Intervention (RtI)**
- **Writing and reading in different genres, i.e. nonfiction and comparing/analyzing text sets, responding to reading with improved teaching in writing across the content areas.**
- **Units of Study for Reading and Writing K-5.**

# Thank You

**To the Bedford Community (faculty, staff, administration, students and families)**