2022 MCAS Results
Bedford Public Schools

Presentation to School Committee
October 2022

Accountability

Details of Massachusetts' school and district accountability system

Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11th and 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)

The system sorts schools and districts into categories to recognize success and identify where support is most needed:

	Schools and districts not requiring assistance or intervention				Schools and districts requiring assistance or intervention	
Schools of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/ targeted support	Broad/ comprehensive support

Accountability

- DESE released 2022 accountability information, the first since 2019.

- Under federal flexibility granted for one year, DESE will report less accountability data than usual. This years information includes data on accountability indicators.

- It does not include determinations of each district and school's need for assistance or intervention, or targets for districts, or measures of their progress toward those targets.

- All schools previously identified by the Commissioner as Underperforming or Chronically Underperforming have maintained that status.

Accountability

Detailed data for each indicator for Bedford Public Schools (Achievement, Student Growth, HS Completion, EL, Chronic Absenteeism, Advanced Course Completion)

BPS Student Growth Percentile

<u>Indicator</u>	<u>Group</u>	<u>2019</u>	<u>2022</u>
ELA Growth 3-8	All Students	53.1% Mean SGP	57.9% Mean SGP
ELA Growth 10	All Students	48.1% Mean SGP	69.6% Mean SGP
Math Growth 3-8	All Students	54.3% Mean SGP	53.4% Mean SGP
Math Growth 10	All Students	59.6% Mean SGP	62.8% Mean SGP

Accountability

BPS Graduation Rate

Indicator	**Group**	**2020**	**2021**
Graduation Rate	All Students	95.1%	95.8%

BPS Progress toward attaining English language proficiency

Indicator	**Group**	**2020**	**2022**
ELL Proficiency 3-8	All Students	78.4%	68.9%
ELL Proficiency HS	All Students	N (7) not high enough to register	N (7) not high enough to register

Accountability

BPS Chronic Absenteeism

Indicator	**Group**	**2019** (% of students missing **10%** of days)	**2022** (% of students missing **20%** of days)
Chronic Absenteeism 3-8	All Students	4.5% (% of students missing 10% of days) (18 days)	1.4% (*% of students missing 20% of days*) (36 days)
Chronic Absenteeism HS	All Students	11.4% (% of students missing 10% of days) (18 days)	3.3% (*% of students missing 20% of days*) (36 days)

*The 2022 accountability calculations include the percentage of students missing 10% or more of their days in membership in 2019, and the percentage of students missing 20% or more of their days in membership in 2022.

Accountability

BPS Advanced Coursework Completion

Indicator	**Group**	**2021**	**2022**
Advanced Coursework Completion HS	All Students	60.8%	70.4%

BPS _2022_ 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."
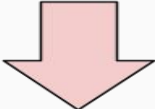
Not requiring assistance or intervention					Requiring assistance or intervention	
School of recognition	Meeting or exceeding targets	Substantial progress toward targets	Moderate progress toward targets	Limited or no progress toward targets	Focused/ targeted support	Broad/ comprehensive support

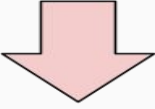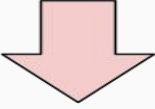| School Accountability Information		About the Data
School	**Accountability information**	**School accountability percentile**
Bedford High	Due to the COVID-19 pandemic, most districts and schools did not receive an accountability determination in 2022	87
John Glenn Middle	Due to the COVID-19 pandemic, most districts and schools did not receive an accountability determination in 2022	87
Lt Elezer Davis	Insufficient data	-
Lt Job Lane School	Due to the COVID-19 pandemic, most districts and schools did not receive an accountability determination in 2022	92

MCAS

2022 MCAS Results Statewide

Statewide 2022 MCAS vs. MCAS 2021
(% Meeting/Exceeding Expectations)

MATH

⬆ **6% pts** Students in grades 3-8

⬇ **2% pts** Students in grades 10

ELA

⬇ **5% pts** Students in grades 3-8

⬇ **6% pts** Students in grades 10

2022 MCAS Results Statewide

"Science scores indicated a small recovery in 2022. This spring was the first administration of the next-generation high school biology and introductory physics tests, and the results are not comparable to prior years (math and ELA transitioned to the next-generation assessments several years ago). " -DESE

Statewide 2022 MCAS vs. MCAS 2021
(% Meeting/Exceeding Expectations)

Science

⬆ 1% pt Students in grade 5
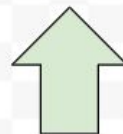
⬆ 1% pt Students in grade 8

High School 2022 %M/E   47%

Spring 2022 MCAS

- DESE introduced the test-and-stay program in August 2021 to keep students in school after they were exposed to COVID-19. More than 90 percent of schools participated in the test-and-stay program at some point during the 2021-2022 school tear, which saved more than 1 million days of school.
- Spring 2021, students' administered only one session
- Spring 2021, some students took assessment outside of the physical school building, i.e. at home.

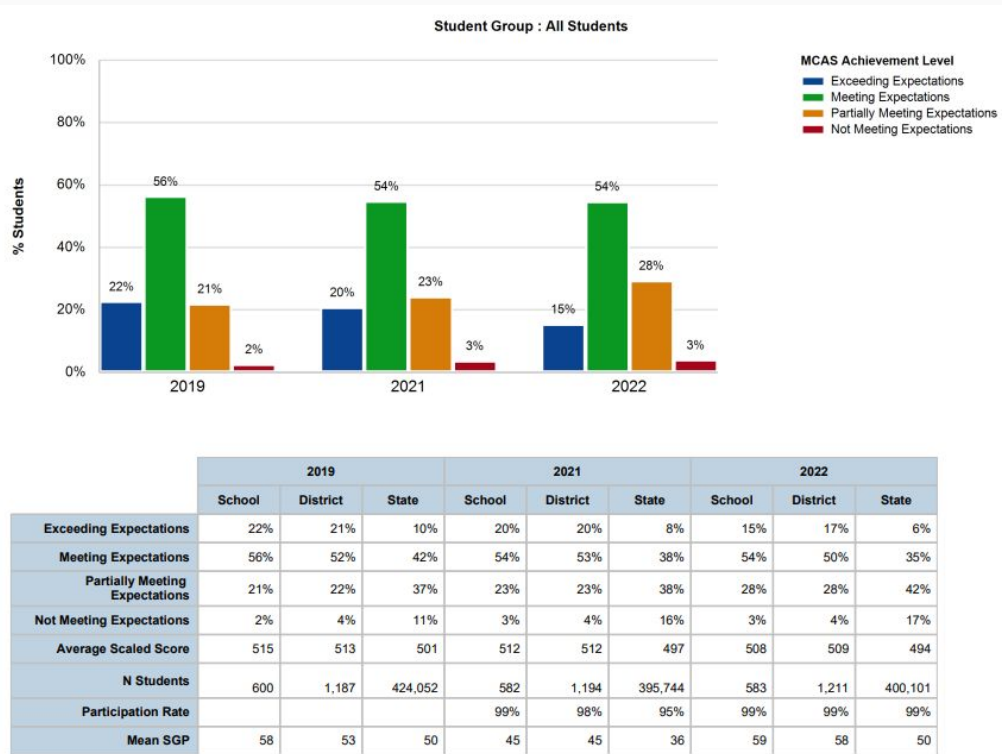- ESSER Funds to help district address the effects of the pandemic.

  ESSER Funds in Bedford

  - Summer School,
  - Summer Curriculum work,
  - Increased faculty, i.e. classroom teachers, and Literacy Specialist,
  - Reading and writing curriculum
  - iReady assessments,
  - Differentiation professional development
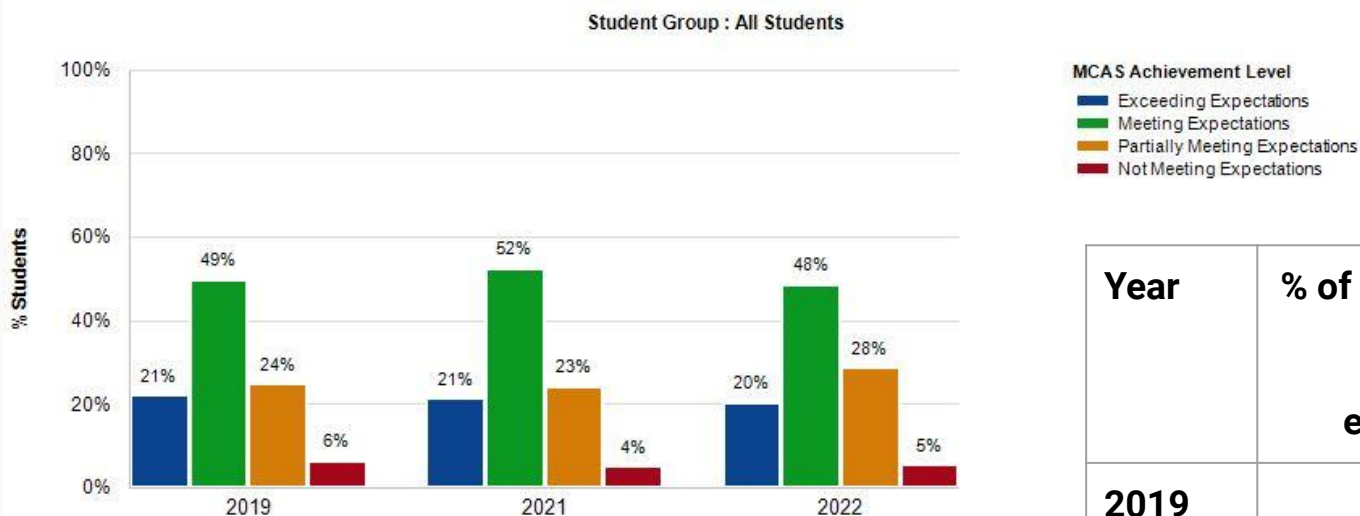 - Data Wise Training

English Language Arts MCAS Grades 3-8

2019-2022 MCAS English Language Arts-Lane School (Grades 3-5)

Student Group : All Students

MCAS Achievement Level
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	22%	21%	10%	20%	20%	8%	15%	17%	6%
Meeting Expectations	56%	52%	42%	54%	53%	38%	54%	50%	35%
Partially Meeting Expectations	21%	22%	37%	23%	23%	38%	28%	28%	42%
Not Meeting Expectations	2%	4%	11%	3%	4%	16%	3%	4%	17%
Average Scaled Score	515	513	501	512	512	497	508	509	494
N Students	600	1,187	424,052	582	1,194	395,744	583	1,211	400,101
Participation Rate				99%	98%	95%	99%	99%	99%
Mean SGP	58	53	50	45	45	36	59	58	50

Year	% of all Lane 3-5 Graders Meeting or Exceeding Expectations on ELA MCAS
2019	**78%**
2021	**74%**
2022	**69%**

2019-2022 MCAS English Language Arts-JGMS (Grades 6-8)

Student Group : All Students

MCAS Achievement Level
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	21%	21%	10%	21%	20%	8%	20%	17%	6%
Meeting Expectations	49%	52%	42%	52%	53%	38%	48%	50%	35%
Partially Meeting Expectations	24%	22%	37%	23%	23%	38%	28%	28%	42%
Not Meeting Expectations	6%	4%	11%	4%	4%	16%	5%	4%	17%
Average Scaled Score	511	513	501	513	512	497	510	509	494
N Students	563	1,187	424,052	582	1,194	395,744	597	1,211	400,101
Participation Rate				97%	98%	95%	99%	99%	99%
Mean SGP	50	53	50	45	45	36	57	58	50

Year	% of all MS students meeting or exceeding expectations
2019	**70%**
2021	**73%**
2022	**68%**

ELA Grades 3-5

Lane

- **Units of Study:** Full implementation for Writing K-5 and Reading 1-5. Purchase of new Units of Study for Reading K-2 (new edition focuses on embedded skills and reading behaviors).

- **Reading:** 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). We continue to use Lexia in grades K-2.

- **Grades 3-5 MCAS Item Analysis:** Identifying standards in both reading and writing that need more targeted instruction.

- **Writing:** Write in response to literature/text across curricula with a concerted effort on conventions. Utilizing the workshop model.

- **PD Days:** Grades 3-5 focus on writing (calibrating common writing assessments, and work on writing conferring).

- **Data:** DIBELS, Track My Progress, Kindergarten screening 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.

- **Schedule:** Double block of English 6 has continued; new schedule has each class in grades 6-8, meeting every day.

- **Reading and Writing:** A continued focus on reading non fiction texts, analyzing, comparing and improving comprehension in all grades.
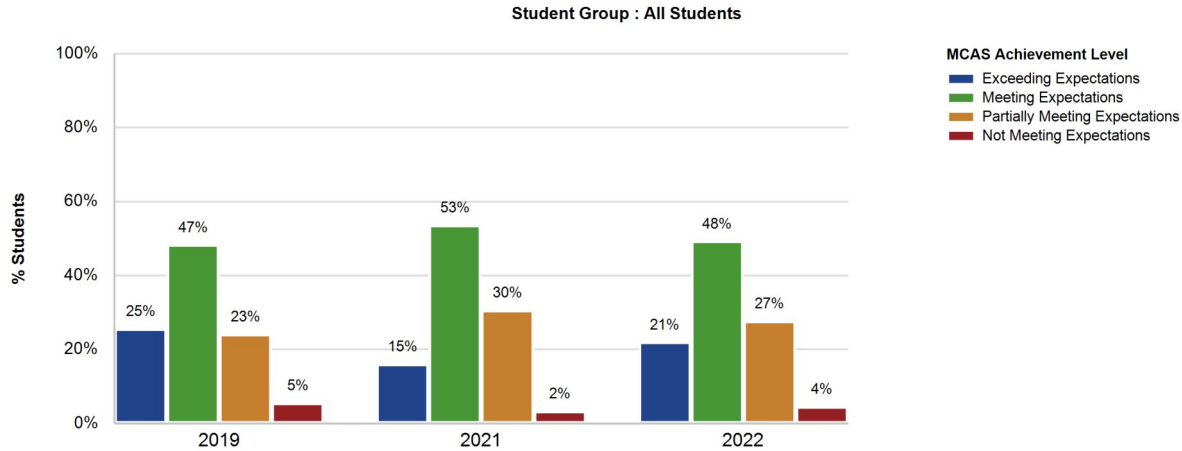
Mathematics MCAS Grades 3-8

2019-2022 MCAS Mathematics-Lane School (Grades 3-5)

Student Group : All Students
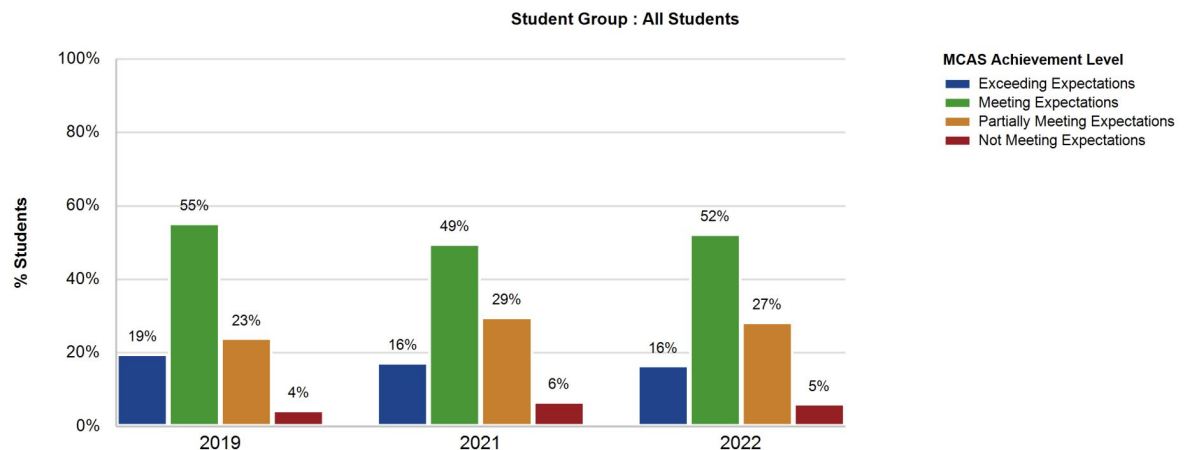
Year	% of all Lane 3-5 Graders Meeting or exceeding Expectations on Math MCAS
2019	74%
2021	65%
2022	68%

	2019			2021			2022		
	School	**District**	**State**	**School**	**District**	**State**	**School**	**District**	**State**
Exceeding Expectations	19%	21%	9%	16%	16%	5%	16%	18%	6%
Meeting Expectations	55%	51%	40%	49%	50%	29%	52%	50%	33%
Partially Meeting Expectations	23%	23%	39%	29%	29%	45%	27%	27%	43%
Not Meeting Expectations	4%	5%	12%	6%	5%	22%	5%	5%	17%
Average Scaled Score	513	512	499	508	509	490	510	510	493
N Students	600	1,187	424,089	582	1,194	395,490	586	1,214	399,938
Participation Rate				99%	98%	95%	99%	99%	99%
Mean SGP	56	54	50	50	45	30	53	53	50

2019-2022 MCAS Mathematics-JGMS (Grades 6-8)

Student Group : All Students

MCAS Achievement Level
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

Year	% of all JGMS 6-8 Graders Meeting or Exceeding Expectations on Math MCAS
2019	72%
2021	68%
2022	69%

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	25%	21%	9%	15%	16%	5%	21%	18%	6%
Meeting Expectations	47%	51%	40%	53%	50%	29%	48%	50%	33%
Partially Meeting Expectations	23%	23%	39%	30%	29%	45%	27%	27%	43%
Not Meeting Expectations	5%	5%	12%	2%	5%	22%	4%	5%	17%
Average Scaled Score	513	512	499	510	509	490	511	510	493
N Students	563	1,187	424,089	582	1,194	395,490	597	1,214	399,938
Participation Rate				97%	98%	95%	99%	99%	99%
Mean SGP	53	54	50	43	45	30	54	53	50

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. Align IXL tasks with grade level skill/content.

- **Differentiation:** Ongoing professional development and coaching focused on differentiated instruction. Continued use of math workshop across the grade levels.

- **Math Program:** Focus on alignment of current math program and adoption of Bridges in Mathematics program.

JGMS Math Grades 6-8

Research for Better Teaching Professional Development: Focus on lesson objectives, checking for student understanding.

Year Two of Track my Progress Assessments: TMP to screen students and determine topics to focus on in reteaching and review.

Teacher Goals: Professional goals written based on MCAS item analysis data.
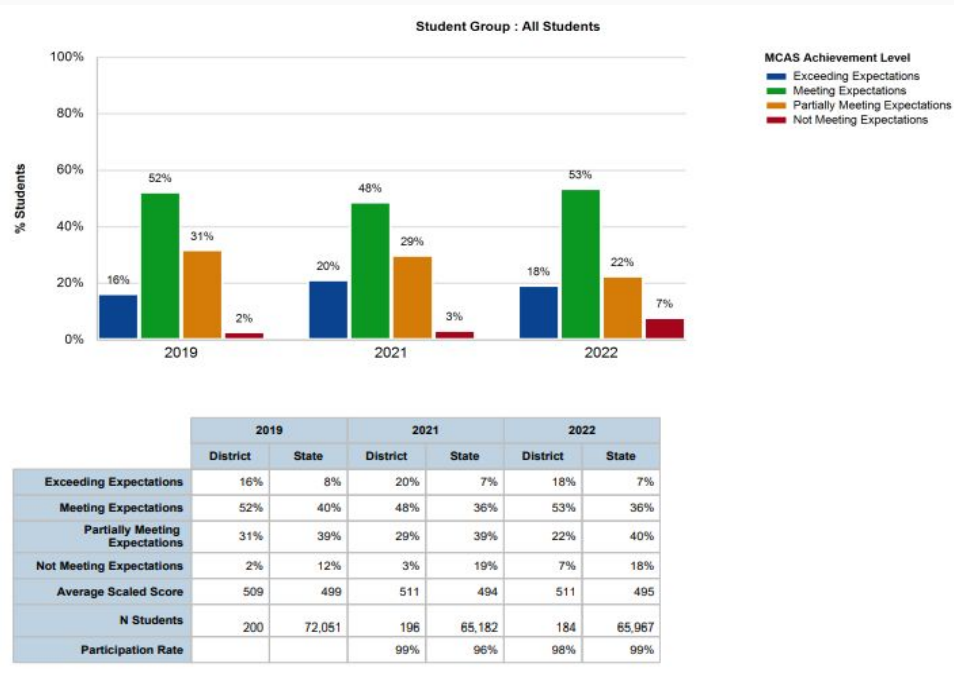
MCAS Practice: Explicit yet manageable preparation.

Math Classes: In 2021-2022 math classes did not meet every day as they did during hybrid 2020-2021 year. During the current school year, 2022-2023 classes meet every day.

Item Analysis 2022: In teacher teams we look at all items below 75% correct and look for larger domains/clusters of topics that could be areas of focus.

Science and Technology/Engineering MCAS Grades 5 and 8

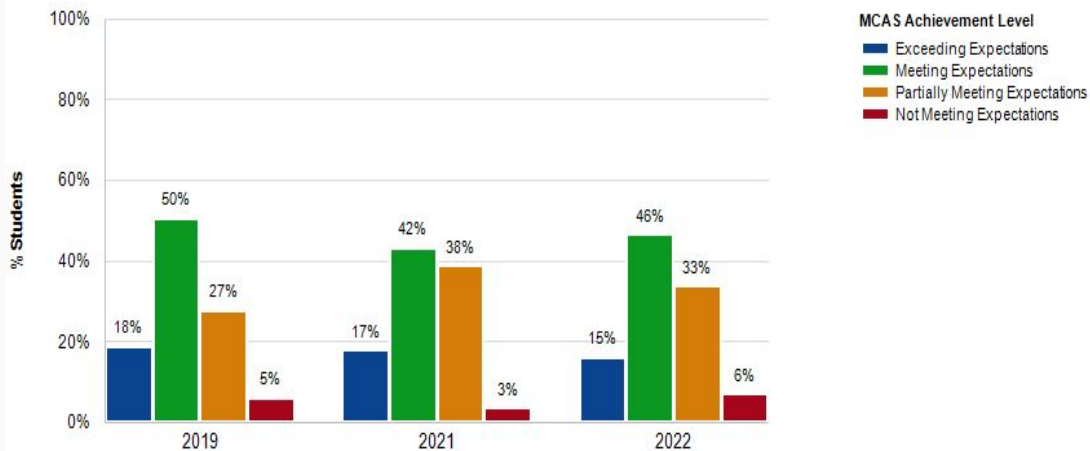# 2019-2022 MCAS Science and Technology/Engineering Grade 5

Student Group : All Students

	2019		2021		2022	
	District	**State**	**District**	**State**	**District**	**State**
Exceeding Expectations	16%	8%	20%	7%	18%	7%
Meeting Expectations	52%	40%	48%	36%	53%	36%
Partially Meeting Expectations	31%	39%	29%	39%	22%	40%
Not Meeting Expectations	2%	12%	3%	19%	7%	18%
Average Scaled Score	509	499	511	494	511	495
N Students	200	72,051	196	65,182	184	65,967
Participation Rate			99%	96%	98%	99%

Year	% of all 5th Graders Meeting or Exceeding Expectations on STE MCAS
2019	68%
2021	68%
2022	71%

2019-2022 MCAS Science and Technology/Engineering Grade 8

Student Group : All Students

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	18%	18%	8%	17%	17%	8%	15%	15%	6%
Meeting Expectations	50%	49%	38%	42%	42%	33%	46%	46%	36%
Partially Meeting Expectations	27%	28%	41%	38%	38%	43%	33%	33%	41%
Not Meeting Expectations	5%	6%	13%	3%	3%	16%	6%	6%	18%
Average Scaled Score	509	508	498	507	506	495	506	506	494
N Students	189	194	70,516	177	183	52,827	197	198	69,571
Participation Rate				98%	97%	91%	98%	98%	97%

Year	% of all JGMS 8th Graders Meeting or Exceeding Expectations on STE MCAS
2019	68%
2021	59%
2022	61%

Grade 5 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. (on going).

- **Understanding by Design:** Continue developing our UBD units at all grade levels (on going) .

- **IXL Online Review:** Specific Massachusetts Standards reviewed in grade 5 (covers grades 3-5 standards) Year long scope and review of skills and standards.

- **Women in Science Day:** Each classroom has a female visitor from the STEM field present to their class.

- **Instructional Coaches:** at Davis and Lane, facilitate the integration of technology into classroom instruction.

Grade 8 STE

JGMS

- **Program Scope and Sequence:** Evaluate current scope and sequence of the middle school science program to strengthen vertical alignment through Grades 6-12 and identify gaps/overlaps.

- **MCAS Item Analysis:** Analyze the MCAS test format and school success on specific items to align our content and assessments with best preparation practices.

- **Claim, Evidence, Reasoning (CER) Check Points:** Continue the implementation of CER strategies for improving scientific literacy using previous MCAS questions as examples and modify the CER rubric to indicate students who need additional support with analyzing data and communicating results.

English Language Arts MCAS Grade 10

2019-2022 MCAS English Language Arts Grade 10
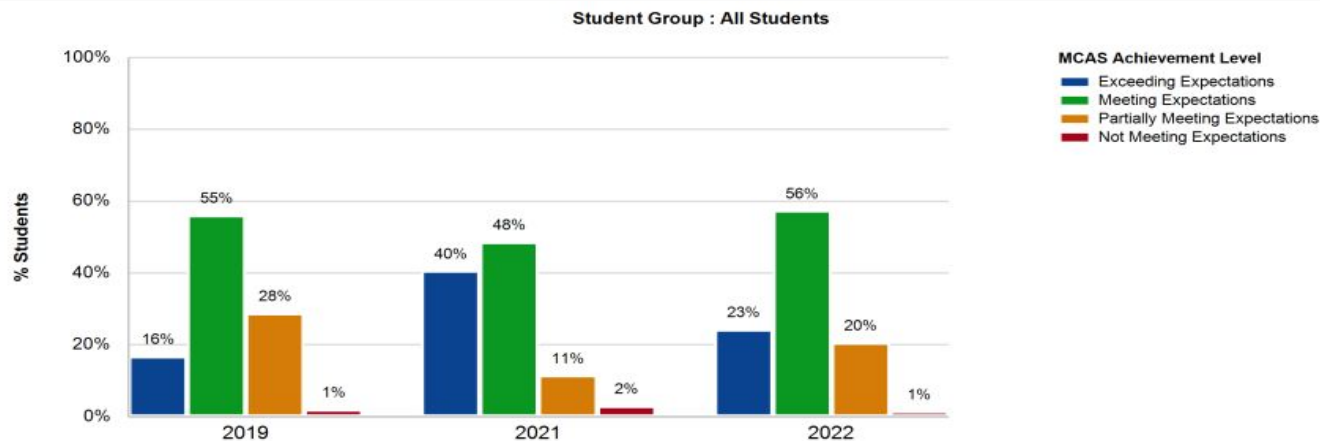
Student Group : All Students

MCAS Achievement Level
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	16%	15%	13%	40%	40%	19%	23%	23%	9%
Meeting Expectations	55%	53%	48%	48%	48%	45%	56%	55%	49%
Partially Meeting Expectations	28%	29%	31%	11%	10%	27%	20%	19%	34%
Not Meeting Expectations	1%	3%	8%	2%	2%	9%	1%	3%	8%
Average Scaled Score	512	511	506	523	523	507	517	517	503
N Students	183	191	70,815	199	204	64,305	193	197	67,396
Participation Rate				99%	99%	90%	99%	99%	98%
Mean SGP	48	48	49	61	61	53	70	70	50

Year	% of all 10th Graders Meeting or Exceeding Expectations on ELA MCAS
2019	71%
2021	88%
2022	79%

2022 MCAS English Language Arts Grade 10 Information

- Percent possible points earned in Idea Development and Conventions

	2019	2021	2022
Idea Development	56	67	68
Conventions	83.5	92	94.5

- For the 10th grade ELA test, Bedford had the highest SGP (Student Growth Percentile) in the state at 70.

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 7 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 6-9th grade students to identify trends.
- **Disciplinary Literacy Instruction**

Mathematics MCAS Grade 10

2019-2022 MCAS Mathematics Grade 10

Student Group : All Students
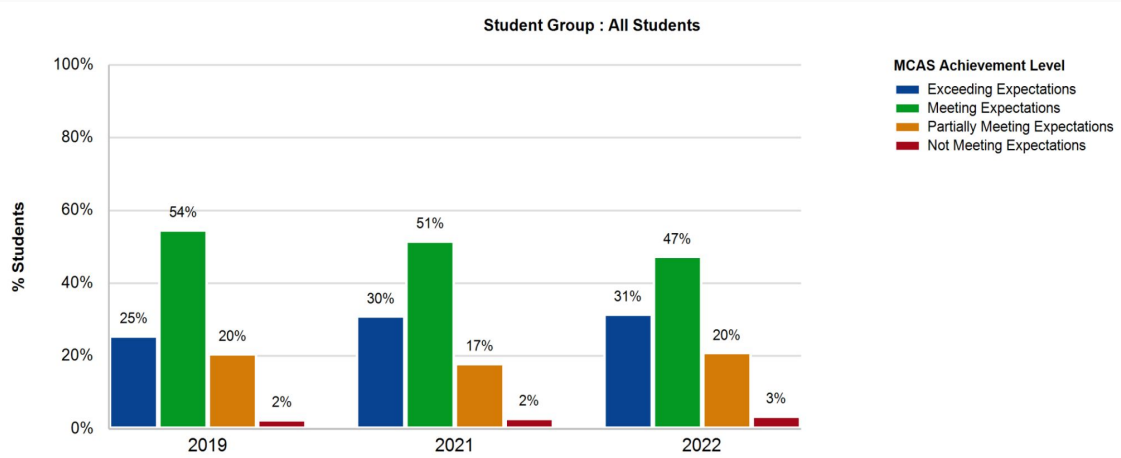
Year	% of all 10th Graders Meeting or Exceeding Expectations on Math MCAS
2019	79%
2021	81%
2022	78%

	2019			2021			2022		
	School	District	State	School	District	State	School	District	State
Exceeding Expectations	25%	24%	13%	30%	30%	11%	31%	30%	11%
Meeting Expectations	54%	52%	45%	51%	50%	41%	47%	45%	38%
Partially Meeting Expectations	20%	20%	33%	17%	17%	36%	20%	21%	40%
Not Meeting Expectations	2%	4%	9%	2%	2%	12%	3%	4%	10%
Average Scaled Score	516	514	505	518	517	501	517	517	501
N Students	182	191	70,392	199	204	64,015	189	195	67,028
Participation Rate				99%	99%	89%	99%	98%	98%
Mean SGP	60	60	50	50	50	37	63	63	50

Grade 10 Math (common themes from JGMS Math)

- Like their JGMS colleagues, our BHS teachers wrote high-impact professional practice goals based on data, explicitly reviewed prior to MCAS, performed rigorous item analysis of MCAS and Star math results, and in year 2 built their capacity to use our nationally-normed Star math screener to identify curriculum topics in need or reteaching or review.

New in 2021-2022

- **Practice Test:** Administration of MCAS simulations
- **Written Curriculum Work:** Teacher teams worked in Year One of our curriculum template work ensuring we are teaching Massachusetts Frameworks spread over 9th grade Algebra I and 10th grade Geometry.
- **Summer Work:** Special Education and Math teachers collaborated in building eight (8) curriculum units of essential "power" standards in Algebra, Geometry, and Statistics.
- **Math Essentials Curriculum:** In year two of this math support class we formalized the scope and sequence and built the curriculum from the ground up.
- **Incoming Student Screening:** Partnered with Hanscom Middle School to screen HMS students as a part of BHS scheduling process; formalized and implemented a screening process for any student who enrolls in the summertime, including adding needed supports.

Science and Technology/Engineering MCAS Grade 9 Physics

Science and Technology/Engineering-Grade 9/10

Science and Technology/Engineering - Grade 10* On NextGen Scale
All Students
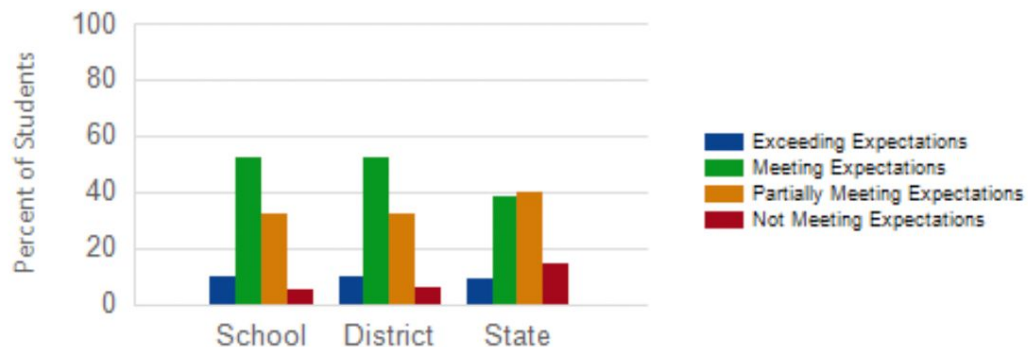
Participation Rate: 100%

Science and Technology/Engineering	N Students Included	% School	% District	% State
Exceeding Expectations	19	10	10	9
Meeting Expectations	95	52	52	38
Partially Meeting Expectations	58	32	32	40
Not Meeting Expectations	9	5	6	14
Total Included	**181**			

Year	% of all 9th/10th Graders Meeting or Exceeding Expectations on STE MCAS
2022	62

These results are calculated using the Next Generation Scale and are not comparable to previous years.

Grade 9 STE

- **Program Scope and Sequence:** Evaluate current scope and sequence of the science program to strengthen vertical alignment Grades 6-12 and identify gaps/overlaps and time units/courses for maximum effectiveness. Plan for the elimination of the Chemistry MCAS after June of 2023.
- **MCAS Item Analysis:** Analyze the Next Gen MCAS test format and school success on specific items to align our content and assessments with best preparation practices.
- **Claim Evidence Reasoning (CER) Check Points:** Modify the CER assessments and scoring rubric to indicate students who need additional support with analyzing data and communicating results and continue the process of identifying students who would benefit from extra review in the spring to improve their performance.

District Wide

- **Data Wise**
- **Data Wise Teacher PD course (25 participants)**
- **Bridges Math Program**
- **RBT (Research for Better Teaching) Evaluation Coaching Course/Differentiation Course/Studying Skillful Teaching Course**
- **Orton Gillingham Training**
- **Multi-Tiered System of Supports**

- **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.**
- **Continued Summer Curriculum Work**
- **November and March PD days**
- **BHS curriculum template work**
- **Implementation of the BPS Curriculum Review Process**

Thank You

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