

Stoneham Public Schools 2022 State Accountability Overview / Review


School Committee Meeting
February 9th, 2023

MCAS Test Administration 2019-2022

**2022 school year was the first full MCAS administration for grades 3-8 since 2019.
Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).**

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	No tests administered	No tests administered
2021	Half-test administered	Full test administered
2022	Full test administered	Full test administered

Important Considerations

- Connect to the bigger picture – the last 2.5 school years have not been “normal” so the results are going to be different
- Absenteeism – students access to instruction was severely disrupted
- New baseline for moving forward
- Find the checkmarks – where has recovery started? 
- Connect to ongoing district initiatives

2022 MCAS summary notes

- The 2022 MCAS showed mixed results compared with 2021 scores:
 - Math scores increased
 - English Language Arts (ELA) scores declined
 - Science scores remained flat
- When we compare these results to pre-pandemic levels, we have a ways to go across all subject areas to fully recover learning losses
- In ELA, two focus areas for improvement
 - Impact of lower writing scores
 - Middle Level literacy challenges
- Student absenteeism remains a challenge across the board for recovery efforts

2019-2022 English Language Arts MCAS Results by Grade Span

Grade	19 % M/E	19 % M/E SPS	21 % M/E	21 % M/E SPS	22 % M/E	22 % M/E SPS	Change M/E 19-21	Change M/E 19-21 SPS	Change M/E 21-22	Change M/E 21-22 SPS	Change M/E 19-22	Change M/E 19-22 SPS
3-5	53	65	49	55.6	41	57.6	-4	-9.4	-8	2	-12	-7.4 ✓
6-8	51	69	44	55	41	49	-7	-14	-3	-6	-10	-20
3-8	52	67	46	55	41	53	-6	-12	-5	-2	-11	-14

Middle grades can be isolated as area of concern while early literacy showed signs towards recovery.

2019-2022 English Language Arts MCAS Results by Grade

Grade	19 % M/E	19 % M/E SPS	21 % M/E	21 % M/E SPS	22 % M/E	22 % M/E SPS	Change M/E 19-21	Change M/E 19-21 SPS	Change M/E 21-22	Change M/E 21-22 SPS	Change M/E 19-22	Change M/E 19-22 SPS
03	56	59	51	60	44	68	-5	1 ✓	-7	8 ✓	-12	9 ✓
04	52	64	49	55	38	51	-3	-9	-11	-4	-14	-13
05	52	72	47	52	41	54	-5	-20	-6	2 ✓	-11	-18
06	53	79	47	51	41	44	-6	-18	-6	-7	-12	-35
07	48	64	43	50	41	53	-5	-14	-2	3 ✓	-7	-11
08	52	65	41	64	42	50	-11	-28	1	-14	-10	-15
3-8	52	67	46	55	41	53	-6	-12	-5	-2	-11	-14
10	61	79	64	73	58	67	+3	-6	-6	-6	-3	-12

- Variable losses across grades 4-8 while grade 3 showed signs of recovery in 2022. Grade 6 had the largest learning loss, followed by Grade 5, 8, and 4.
- Total impact of 21% loss in Stoneham grades 3-8 students meeting expectations since 2019, compared to 21% loss across the state in grades 3-8 in same time period.

2022 ELA MCAS Results by Race/Ethnicity

Grade	Race/Ethnicity	19 % M/E	19 % M/E SPS	22 % M/E	22 % M/E SPS	Gap vs. White 19	Gap vs. White 19 SPS	Gap vs. White 22	Gap vs. White 22 SPS
3-8	African-American	33	65	26	32	-26	-3	-22	-22
3-8	Asian	72	86	63	74	+13	+18	+15	+20
3-8	Hispanic	33	51	22	38	-26	-17	-26	-16
3-8	White	59	68	48	54	--	--	--	--

In Grades 3-8 Achievement gaps have remained similar from 2019 to 2022 among Asian and Hispanic Sub Groups. The African American Sub Group in Stoneham had a significant gap increase of 19 points, while the state gap decreased by 4 points.

Grade	Race/Ethnicity	19 % M/E	19 % M/E SPS	22 % M/E	22 % M/E SPS	Gap vs. White 19	Gap vs. White 19 SPS	Gap vs. White 22	Gap vs. White 22 SPS
10	African-American	38	--	41	--	-31	--	-24	--
10	Asian	78	90	79	90	+9	7	+14	+22
10	Hispanic	37	61	38	52	-32	-22	-27	-16
10	White	69	83	65	68	--	--	--	--

In Grade 10 the Achievement gap from 2019 to 2022 Asian Sub Group shows increased (positively) by 15 points, while the Hispanic Sub Groups gap decreased by 6 points. State: Asian sub group gap increased positively by 5 points while Hispanic decreased by 5 points.

2019-2022 Mathematics MCAS Results by Grade

Grade	2019 % M/E	SPS 2019 % M/E	2021 % M/E	SPS 2021 % M/E	2022 % M/E	SPS 2022 % M/E	Change M/E 19-21	SPS Change M/E 19-21	Change M/E 21-22	SPS Change M/E 21-22	Change M/E 19-22	SPS Change M/E 19-22
03	49	56	33	46	41	61	-16	-10	+8	15 ✓	-8	5 ✓
04	50	58	33	43	42	53	-17	-15	+9	10 ✓	-8	-5
05	48	62	33	39	36	46	-15	-23	+3	7 ✓	-12	-16
06	52	61	33	40	42	41	-19	-21	+9	1 ✓	-10	-20
07	48	56	35	31	37	45	-13	-25	+2	14 ✓	-11	-11
08	46	54	32	41	36	41	-14	-13	+4	0	-10	-13
3-8	49	58	33	40	39	47	-16	-18	+6	7 ✓	-10	-11
10	59	62	52	52	50	48	-7	-10	-2	-4	-9	-14

Recovery across all grades 3-7 in 2022. About 50% of “loss” from 2021 recovered in grades 4, 5, and 7. Grade 6 has had minimal recovery, grade 8 no recovery; while Grade 3 exceeded 2019 scores. Additional loss in grade 10 but slowing as compared to 2021.

2022 Mathematics MCAS Results by Race/Ethnicity

Grade	Race/Ethnicity	2019 % M/E	SPS 2019 % M/E	2021 % M/E	SPS 2021 % M/E	2022 % M/E	SPS 2022 % M/E	Gap vs. White 19	SPS Gap vs. White 19	Gap vs. White 21	SPS Gap vs. White 21	Gap vs. White 22	SPS Gap vs. White 22
3-8	African-American	27	43	14	15	19	32	-28	-16	-26	-26	-28	-17
3-8	Asian	76	89	64	66	69	78	+20	30	+24	25	+22	29
3-8	Hispanic	29	39	14	21	18	30	-27	-20	-24	-20	-22	-19
3-8	White	56	59	40	41	47	49	--	--	--	--	--	--

In Grades 3-8 Math achievement for African-American and Hispanic students remains low but achievement gaps held steady or improved due to declining achievement of White students.

Grade	Race/Ethnicity	2019 % M/E	SPS 2019 % M/E	2021 % M/E	SPS 2021 % M/E	2022 % M/E	SPS 2022 % M/E	Gap vs. White 19	SPS Gap vs. White 19	Gap vs. White 21	SPS Gap vs. White 21	Gap vs. White 22	SPS Gap vs. White 22
10	African-American	35	--	27	--	26	--	-32	--	-33	--	-33	--
10	Asian	82	80	80	--	78	70	+15	17	+20	--	+19	--
10	Hispanic	33	50	26	--	26	25	-24	-13	-24	--	-23	--
10	White	67	63	60	56	59	51	--	--	--	--	--	--

2019-2022 Science/Technology/Engineering MCAS Results by Grade

Small recovery in grade 5 in 2022. Small decline in grade 8 in 2022.

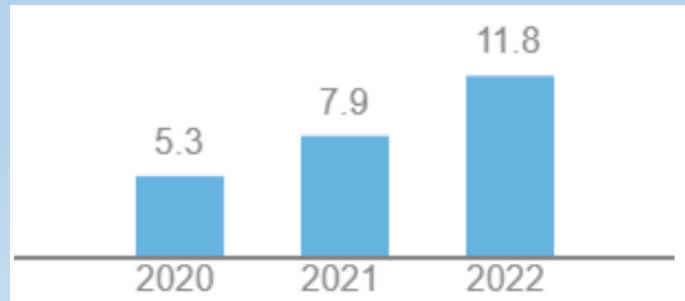
Grade	2019 % M/E	SPS 2019 % M/E	2021 % M/E	SPS 2021 % M/E	2022 % M/E	SPS 2022 % M/E	Change M/E 19-21	SPS Change M/E 19-21	Change M/E 21-22	SPS Change M/E 21-22	Change M/E 19-22	SPS Change M/E 19-22
05	49	58	42	52	43	53	-7	-8	+1	1	-6	-5
08	46	57	41	52	42	50	-5	-5	+1	-2	-4	-7
10*					47							

*First administration of the Next-Generation Science MCAS in grade 10 Physics and Biology and not comparable to prior years.

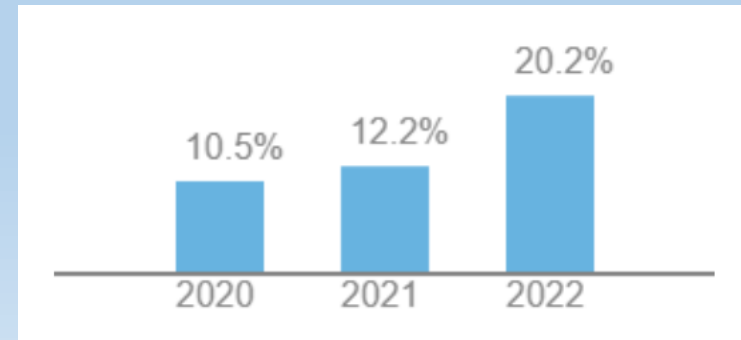
Student absenteeism remains a challenge for recovery efforts

- Students have attended less school over past several years
 - Average student missed 7.9 days in 2021 and 11.8 days in 2022
 - 12.2% of all students missed 18+ days in 2021 and 20.2% missed 18+ days in 2022
 - In 2021 Chronic absenteeism rate for Economically Disadvantaged Students was 27%, followed by African American (25.5%), and Students with Disabilities (24.7%) students with disabilities as compared to 2019 Economically Disadvantaged Students was 19.4%, African American (5.2%), and Students with Disabilities 21.4%)
 - At least 7,831 days of missed school because of Chronic Absenteeism in 2022
 - 17,586 days of missed school due to “other” absences
 - Over 25,417 Total Student Days Absent

Avg. # of Days Absent/Stoneham



Chronic Absenteeism/Stoneham



Action Steps

- Adoption of New Assessment System
- Realignment of all School Improvement Plan Goals to Student Needs
- New and Additional Training and Supports for PK-12 Educators (UDL, Science of Reading, Assessment Frameworks)
- Implementation of Responsive Classroom, SEL Supports
- Use of Grant Funds to Support Additional Interventionists, Social and Emotional Supports
- Ongoing data Meetings and Refined Student Support Team Processes
- Additional Support/Planning Time for teachers
- WIN Blocks

Ongoing Challenges

- Extreme High Levels of Need
 - Behavioral
 - Academic
 - Social/Emotional
 - Shifting Demographics (higher population of ELL's, Econ. Disadvantaged, SPED)
- High Rates of Special Education Referrals
 - Overwhelming Systems and Processes
 - Time and Resources/Special Educators
 - Staffing Shortages
- Educators all working extremely hard
 - Training
 - Additional Supports
 - Additional Needs to focus on

Resources / More Information

Resources For parents

www.doe.mass.edu/mcas/parents

- Parent Guide to the MCAS (available in several languages)
- Annotated Parent/Guardian Reports (PPT)
- Frequently Asked Questions (FAQs)
- What are the Achievement Level Descriptors?
- Item Descriptions for Grades 3-8 ELA and Mathematics
- Parent/guardian report templates and translations

District Report Card

<https://reportcards.doe.mass.edu/2022/DistrictReportcard/02840000>

THANK YOU

Stoneham Public Schools



781-279-3802



dljungberg@stonehamschools.org



www.stonehamschools.org



149 Franklin St. Stoneham, MA 02180