

# NEWBURYPORT SCHOOL COMMITTEE

NEWBURYPORT, MASSACHUSETTS

**AMENDED**

## **School Committee Business Meeting 6:30PM**

**Monday, November 18, 2024**

SC Business Meeting Agenda November 18, 2024

SC Business Meeting Agenda Notes November 18, 2024

SC Warrant November 18, 2024

SC Business Meeting Minutes November 4, 2024

MCAS Presentation – 2024 MCAS Report

2024 MCAS Summary Report

Business Management Services Quote – TM Solutions, Inc.

\*\*\* added

Policies – 1<sup>st</sup> Read: EHB – Data and Records Retention

IJNDB – Use of Technology in Instruction

JICJ – Student Use of Technology in Schools

Policies – 2<sup>nd</sup> Read: KCD – Public Gifts to the Schools

BHE – Use of Electronic Messaging by SC Members

EHAA – District Security Relating to Technology

# Newburyport Public Schools

## School Committee Business Meeting

Monday, November 18, 2024 at 6:30PM

Library @ High School – 241 High Street, Newburyport, MA 01950

*The Mission of the Newburyport Public Schools, the port where tradition and innovation converge, is to ensure each student achieves intellectual and personal excellence and is equipped for life experiences through a system distinguished by students, staff, and community who: - practice kindness and perseverance - celebrate each unique individual - value creativity; experiential, rigorous educational opportunities; scholarly pursuits; and life-long learning - provide the nurturing environments for emotional, social, and physical growth - understand and embrace their role as global citizens.*

**Please note:** The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 & streamed via <https://ncmhub.org/share/channel-9/>.

### School Committee Business Meeting Agenda

1. Call to Order
2. Public Comment
3. \*Consent Agenda (Warrant and 11-4-2024 Minutes) – *possible Vote*
4. Student Representative Report
5. High School Water Heater Update
6. MCAS Presentations
7. \*Business Manager Hiring Process – *possible vote*
8. Subcommittee Updates
  - a. Finance Subcommittee – Brian Callahan
  - b. Policy Subcommittee – Juliet Walker
    - \*Proposed changes to the following policies – *2<sup>nd</sup> read (possible Vote)*
      - KCD – Public Gifts to the Schools
      - BHE – Use of Electronic Messaging by School Committee Members
      - EHAA – District Security Relating to Technology
    - Proposed new policies – *1<sup>st</sup> read*
      - EHB – Data and Records Retention
      - IJNDB – Use of Technology in Instruction
      - JICJ – Student Use of Technology in Schools
  - c. Communications Subcommittee – Andy Boger
9. Superintendent's Report
10. Follow-up:
  - a. MASC resolutions & conference overview (Sarah Hall)
  - b. SEPAC (Kathleen Shaw)
  - c. Hybrid meetings set-up (Mayor Sean Reardon)
11. New Business

### Adjournment

\*Possible Vote

\*\* The School Committee reserves the right to call **executive session**, as provided under Chapter 30A, Section 21(a)(2), of the General Laws to discuss strategy sessions in preparation for negotiations, collective bargaining and/or potential litigation.

**Newburyport Public Schools**  
**School Committee Business Meeting**

**Monday, November 18, 2024 at 6:30PM**

**Library @ High School – 241 High Street, Newburyport, MA 01950**

**AGENDA NOTES**

The listing of matters are those reasonably anticipated by the Chair which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law. The meeting will be televised locally live on Comcast Channel 9 or stream via <https://ncmhub.org/share/channel-9/>.

**School Committee Business Meeting Agenda**

3. Consent Agenda (Warrant & minutes 11/4/2024) – *possible Vote*
4. Student Representative Report: *NHS student representative will provide the report.*
5. High School Water Heater Update  
*Facilities Director James McSweeney will provide an update related to current problems with the high school's water heater, along with potential replacement options.*
6. MCAS Presentations  
*Assistant Superintendent Lisa Furlong and Dr. Tom Abrams, along with the four building principals and their data teams, will present a district overview of the 2024 MCAS results (attached)*
7. \*Business Manager Hiring Process – *possible vote*  
*Superintendent Sean Gallagher and Human Resources Director Pam Kealey will discuss the hiring plan.*
8. Subcommittee Updates
  - a. Finance Subcommittee – Brian Callahan
  - b. Policy Subcommittee – Juliet Walker
    - \*Proposed changes to the following policies (attached) – *2<sup>nd</sup> read (possible Vote)*  
KCD – Public Gifts to the Schools  
BHE – Use of Electronic Messaging by School Committee Members  
EHAA – District Security Relating to Technology
    - Proposed new policies (attached) – *1<sup>st</sup> read*  
EHB – Data and Records Retention  
IJNDB – Use of Technology in Instruction  
JICJ – Student Use of Technology in Schools
  - c. Communications Subcommittee – Andy Boger
9. Superintendent's Report: Wall of Fame and Vertical Team Data Cycles
10. Follow-up:
  - a. MASC resolutions & conference overview (Sarah Hall)
  - b. SEPAC (Kathleen Shaw)
  - c. Hybrid meetings set-up (Mayor Sean Reardon)
11. New Business

**FYI: Upcoming Dates:**

- ✓ **Communications Subcommittee meeting:** Thursday, November 21 @ 6:30pm
- ✓ **Bresnahan School Council:** Tuesday, November 26 @ 8:10am
- ✓ **Superintendent's Advisory Council meeting:** Tuesday, November 26 @ 6:30pm
- ✓ **Early Release Day:** Wednesday, November 27
- ✓ **Thanksgiving Break:** closed Thursday, November 28 and Friday, November 29
- ✓ **School Committee Business meeting:** Monday, December 2 @ 6:30pm @ Sr. Center

\*Possible Vote

**School**  
**Committee**  
**Warrant**

**FY25-WARRANT 8136**

**A-WARRANT**

**November 18, 2024**

<b>Warrant 8136</b>	<b>\$ 728,759.03</b>
<b>A-Warrant</b>	<b>\$ 12,023.92</b>

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<b>TOTAL of Warrant</b>	<b>\$ 740,782.95</b>
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**NEWBURYPORT SCHOOL COMMITTEE BUSINESS MEETING**

**High School Library, 241 High Street, Newburyport, MA 01950**

**Monday, November 4, 2024**

**Present:** Sarah Hall, Juliet Walker, Andrew Boger, Brian Callahan, Kathleen Shaw and Breanna Higgins

**Absent:** Mayor Sean Reardon

**CALL TO ORDER / ROLL CALL / PLEDGE OF ALLEGIANCE**

Vice Chair Sarah Hall called the School Committee Business meeting of the Newburyport School Committee to order at 6:30 PM. Roll call found all members present, except Mayor Sean Reardon. All those present stood for the Pledge of Allegiance.

**Public Comments**

Nicole Whelan, 12 Lafayette Street (cell phones)

**CONSENT AGENDA**

**Warrants**

**Motion:**

On a motion by Brian Callahan and seconded by Sarah Hall it was

**VOTED:** to approve, receive and forward to the City Auditor for payment the following Warrant:

Warrant 8135	\$421,427.72
A-Warrant	\$ <u>14,664.18</u>
	\$436,091.90

**Motion Passed**

**Mayor Sean Reardon absent**

**Minutes**

**Motion:**

On a motion by Breanna Higgins and seconded by Brian Callahan it was

**VOTED:** to accept the minutes of the October 21, 2024 School Committee Business meeting as presented.

**Motion Passed**

**Mayor Sean Reardon absent**

**Student Representative Report**

Logan MacKnight presented the student report that included the upcoming Veteran’s Day assembly at the Bresnahan, learning about erosion at the Molin, the Jack-O-Light Night family event at the Nock, lessons on the election at the high school, as well as fall plays at NHS and the Nock. (attached)

## **NHS International Trips 2025-2026**

Principal Andy Wulf provided a few statistics for this year's international trips, such as # of students participating, scholarships, donations and the sign up process. This was followed by a review of travel dates, anticipated costs, and basic itineraries for the following four international trips proposed for 2025-2026: England/Scotland, Peru, German Exchange and Belgium/Netherlands.

### **Motion:**

On a motion by Sarah Hall and seconded by Juliet Walker it was

**VOTED:** to approve the high school international trips for 2025-2026 in accordance with Policy JJH – Student Overnight or Late Night Travel.

### **Motion Passed**

**Mayor Sean Reardon absent**

## **MSBA Invite into the Accelerated Repair Program**

Superintendent Gallagher explained the initial application process and MSBA's site visit to the Nock and high school this summer, which led to the official invitation into the ARP for both schools in late October. Facilities Director James McSweeney provided a brief summary of the next steps and future important deadlines.

## **Strategic Plan Year in Review 2023-2024**

Superintendent Sean Gallagher thanked his Superintendent's Advisory Council members for their assistance all year with various projects, including their recent input to the year-end report. He introduced six Council members who shared their personal experiences and thoughts of the importance of Portrait of a Graduate and success of the strategic plan. Ray Felts (technology & soft skills), Marianne Vesey (social-emotional culture), Scott Yewell (community led dialogue & special classes), Emily Stroehrer (special education), and Nicole Chabot (dyslexia).

An overview of the district's Strategic Plan key accomplishment areas for 2023-2024 was provided by Superintendent Sean Gallaher, which included academic highlights, student voice and leadership, community partnerships, MTSS, college data, and key investments/outcomes.

## **Proposal for Instruction and Learning Subcommittee - draft**

Juliet Walker reviewed the description of this new subcommittee proposed by Mayor Sean Reardon. Breanna Higgins and Andy Boger were in favor of moving forward with the proposal and having a group that is focused on student learning. Juliet Walker recommended holding off on approval as the Mayor was unable to attend this meeting. Sarah Hall will have this topic with a vote on the next meeting agenda.

## **SUBCOMMITTEE UPDATES**

### **Finance Subcommittee**

Brian Callahan reported the committee met on October 10<sup>th</sup> and discussed the budget process, GoFan payment process, and reviewed the list of student activity account balances. The next meeting is scheduled for November 14<sup>th</sup>. Juliet Walker requested a list of the student activity account balances be shared with the School Committee.

## **Policy Subcommittee**

### **1<sup>st</sup> Read**

Juliet Walker presented a new policy (EHAA – District Security Relating to Technology), and reviewed recommended revisions to existing policies KCD – Public Gifts to the Schools, and BHE – Use of Electronic Messaging by School Committee members.

### **2<sup>nd</sup> Read**

Juliet Walker reviewed proposed changes to Policy JJF – Student Activity Accounts.

### **Motion:**

On a motion by Juliet Walker and seconded by Andy Boger it was

**VOTED:** to approve policy JJF – Student Activity Accounts as presented.

### **Motion Passed**

**Mayor Sean Reardon absent**

## **Communications Subcommittee**

Andy Boger reported the members met last week and discussed the budget listening session.

## **Superintendent's Report**

**GoFans Ticket Sales Update:** Middle school students will be able to obtain paper tickets to home games. Parents will be provided with designated pick up times to meet with Athletic department staff to obtain a paper ticket (i.e. day before or day of a game).

**Business Manager Update:** Superintendent Sean Gallagher reported the position went out to bid and a few responses have been received.

**Negotiations:** IBB negotiations are underway; session #2 was just completed and went well.

### **Follow-up**

**SEPAC:** Kathleen Shaw reported there is a SEPAC meet & greet scheduled for November 14th at 5:30PM in the Nock library. Officer elections will take place.

### **Cell Phones/Technology Use Update:**

*Nock Principal Nick Markos* reported their “phone away” policy is effective. Feedback from parents and the School Council has been good. Technology violations this year were 12, of which 10 occurred outside of the classroom time. *High School Principal Andy Wulf* explained the policy for grades 9-12 is “phones away during instructional time”. All classrooms have shoe holders to store cell phones, which are also used to track attendance. He is working with the student council, school council, teachers and students to have “educational components” to help students self-regulate using their phone. Principal Wulf is also talking with Technology about possible iPad restrictions, and with students about possible cell phone free lunch days.

Member Ethics & Communications: Vice Chair Sarah Hall reminded everyone to follow the Communications policy (BHE-R), and the chain of command. Lisa Furlong will have Technology look into adding the following disclaimer on school committee emails: *“The opinions expressed within this email are my own and do not reflect those of the School Committee as a whole. The School Committee has no involvement in matters of personnel. Complaints of this nature should be directed through the district chain of command (teacher, principal then Superintendent).”*

District Website Update: Lisa Furlong explained the district is still working on the roll over to a new platform. Currently the district is maintaining two sites at the same time, as the site that was hosting the district originally was bought out.

Hybrid Meeting Format: Topic tabled until the next meeting. Brian Callahan stated he has the equipment. Next steps are to figure out who will be responsible for setting up and running the equipment at meetings.

**New Business:**

Joint City Council/School Committee Budget meeting: Juliet Walker would like to have a collaborative meeting where both groups talk together about priorities and challenges.

New CIP Rating System: Sarah Hall and Brian Callahan were recently invited to a City Hall meeting to provide input/feedback on a new planning system that will provide weighted ratings for items on the CIP. The City will provide a full presentation next week.

**ADJOURNMENT**

**Motion:**

On a motion by Sarah Hall and seconded by Brian Callahan it was

**VOTED:** to adjourn the Business meeting of the Newburyport School Committee at 8:48PM and move to Executive Session for the purpose of discussing possible contract negotiations and/or legal matters, and will not reconvene in open session.

**Motion Passed**

**Mayor Sean Reardon absent**

**Roll Call Vote**

<b>School Committee Member</b>	<b>Vote</b>
Mayor Sean Reardon	absent
Sarah Hall	Yes
Andrew Boger	Yes
Brian Callahan	Yes
Breanna Higgins	Yes
Kathleen Shaw	Yes
Juliet Walker	Yes

Submitted by: Logan MacKnight

Location: NHS Library

### **Bresnahan News:**

We are hosting our annual Veteran's Day Assembly this Friday at 8:45 am. We have approximately 20 local veterans visiting us. Bresnahan students will present at the assembly, sing together and share gratitude for our community veterans who serve our country. This is a very special event for the whole school and we are looking forward to it.

This is our 2nd year with iReady Mathematics as our math curriculum. Students are strengthening their skills by explaining their thinking to classmates and listening to other people's strategies. This week 3rd graders were sharing ways they could use arrays to solve multiplication equations. When playing games at home, have your child share their thinking for strategies they used (or calculations made)!

Students have begun earning tokens for the NEF Book Vending Machine. For the first term, students will work on completing a level in Lexia, one of our digital literacy resources. Every Friday we announce the students who have earned a token and they come to use the vending machine. This has been a lot of fun! Students are filled with joy and wonder as they choose a book. They engage in turn taking and cooperation while using the vending machine in a group of peers. One frequently asked question is, "Do I get to keep this book?" The answer is YES! Thanks to the NEF we are excited to gift these books to students.

### **Molin News:**

The Sustainability and Climate Innovation Learning Lab visited the Molin and 4th graders continued their hands-on learning of erosion.

The Molin had a fun Halloween Parade attended by many families.

After the parade the students attended local nursing homes spreading Halloween joy.

### **Nock News:**

I'm excited to share that our recent Jack-O-Light Night was a tremendous success, drawing over 350 attendees! This event truly was a home run, thanks to the hard work and dedication of our 7th-grade students and teachers.

When speaking with students about what made the event so special, many highlighted its impact on school spirit and community. Comments included:

- "School was fun again."

- "I got to work with students I typically don't collaborate with to help plan this event."
- "It was a true team effort."

It was wonderful to see our community come together, fostering connections and celebrating our school spirit.

### **Upcoming Events: Nock Fall Play**

I also want to remind everyone not to miss the Nock Fall Play, a rendition of *Badger*. Performances will take place this Wednesday and Thursday, both starting at 6 PM. It promises to be an engaging show, and I encourage everyone to come out and support our talented students.

### **High School News:**

Last week the seniors delivered lessons for our underclassmen to learn about the issues of the election, understand the different perspectives on a range of issues, and know where each candidate stands on the issue. They facilitated these conversations during last week's Clipper Block. The lessons were a product of weeks of research and participating in their dialogues to truly understand the varying viewpoints around many of the points being discussed with this year's election.

Alongside their work to help the public become certified in CPR, the Red Cross Club is also making plans for how our school will recognize Veterans Day. On November 13, the club will host a Veteran Panel Discussion and Reception for our students. This will happen during the Clipper Block. After the panel discussion, students will have the opportunity to mingle with the speakers at the reception. Students and staff are all invited to sign-up for this event.

The Global Citizenship Program held a workshop in October Exploring Cultural Identity through Poetry with guest poets Rhina Espaillat who shared about her Dominican roots and Princess Moon who is the daughter of Cambodian refugees escaping the genocide. After readings and discussions, students had a poetry writing workshop, writing their own cultural identity poems. Students on the Dominican Republic trip and members of Poetry Soup were invited to join. Teachers Aileen Maconi and Debra Szabo organized the event. Funds were provided through an NEF grant.

**Newburyport High School Theatre Department presents *THE PLAY THAT GOES WRONG* November 16-23, 2024 at the NHS Institution for Savings Auditorium. This hilarious comedy premiered in London's West End in 2012, and is from the writers of "The Goes Wrong Show" on BBC. This show is 100% appropriate for ALL AUDIENCES, and is sure to deliver belly-laughs abound! Tickets will be available at the door 30-minutes before curtain, and will be General Admission (flyer attached). *The cast and crew of 30 students would love to see you there! We will hold a complimentary ticket for all School Committee members, simply mention your name at the Box Office!***



# **Newburyport Public Schools**

**2024 MCAS Report**

## What does the DISTRICT look at when examining MCAS data?

### District Performance

As measured by accountability data.

### Student Growth

As measured by student growth percentiles (SGP)

### Student Achievement

As measured by percent of students moving towards meeting expectations and scoring 470 or above in 9-10th.

### Subgroup Growth & Achievement

As measured by subgroup (e.g., special education, high needs) growth and achievement in comparison to the general population.

# What questions do SCHOOL ADMINISTRATORS ask when examining MCAS data?

## School Performance

Has the school met their accountability targets?

## Student Growth

What is the overall growth by subject areas tested?  
What trends are we seeing?

## Student Achievement

How are students achieving by subject and grade?  
What trends are we seeing in standards or subjects?

## Subgroup Growth & Achievement

How are the subgroups performing relative to the general population?

# What questions do TEACHERS ask when examining MCAS data?

## Grade Level & Class Performance

How are our students performing at each grade level?

What is leading to our success? What are the causes of weaknesses?

## Student Growth

What trends do we see with student growth percentiles?

How are students in our lowest performing groups growing?

## Student Achievement

What *standards* and *types of questions* are students achieving as expected OR not achieving as expected?

## Subgroup Growth & Achievement

Are there certain standards or question types that seem to be difficult for a subgroup?

Are there students in my class in need of intervention?

**To answer these questions, a district wide, multi-disciplinary team of educators and administrators conducted an in-depth analysis.**

## **A multi-step process ensured...**

- (1) a deep understanding of the data from the district, to school, to classroom, to student levels
- (2) a practical, next-steps approach to using the data to make decisions about curriculum, instruction, intervention, and staffing

**What follows are reports  
from teams  
on their MCAS results.**

## Our focus is on this year's data.

You will see identified strengths (“glows”) and weaknesses (“grows”).

An item and standards analysis provided the basis for teachers to **evaluate** course curriculum, resources and instructional strategies and **set action** steps.

# Newburyport High School

## School Level Overview

- Exceeding *typical growth* in most reporting categories for ELA & math
- **ELA:** Similar achievement with high needs and low income subgroups exceeding achievement targets
- **Math & Science:** Lower achievement scores with low income subgroup exceeding or meeting the accountability target
- Improved/exceeded targets in all categories for **graduation rate**, **extended engagement rate**, and **drop-out rate**
- Met targets for **chronic absenteeism** (however, over 10% of students are still chronically absent)
- Increased students completing **advanced coursework**, especially with low income students (39.1% to 49.2%)

# Newburyport High School

## School Level Action Steps

- **Teacher Goals: focusing on skills to support achievement and growth**
- Vertical curriculum articulation with middle school beginning with learning walks
- Explore methods to increase common planning time
- Continue to expand pathways program to support student participation in advanced coursework
- Refine teaching & learning cycles
  - Incorporate more frequent common formative assessments to support teachers developing “re-teach” lessons
  - Use *Pear Assessment System* to help teachers access student learning data more quickly
  - Assign students in need of intervention during the Flex Period (Clipper Block)
- Implement common close reading strategies across disciplines and expand academic vocabulary instruction beyond 9th grade

# Grade 10 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none"> <li>• Exceeded <i>typical growth</i> for ALL students, high needs students, and students with disabilities.</li> <li>• High typical growth for <i>lowest performing</i> and <i>low income</i> subgroups.               <ul style="list-style-type: none"> <li>All Students SGP = 65.4</li> <li>Lowest Performing SGP = 57.4</li> <li>High Needs SGP = 60.1</li> <li>Low Income SGP = 58.3</li> <li>Students w/ Disabilities SGP = 60.3</li> </ul> </li> <li>• <i>Explanatory writing comparing two texts</i> – increased 6 percentage points (61% - 67%)</li> <li>• <i>Analyze the structure of texts</i> – increased by 13 percentage points (72% - 85%)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; (W.PK-12.4) <u>particularly independently in a timed setting</u></li> <li>• Analyze complex texts - especially poetry</li> </ul>

# Grade 10 English Language Arts

## ACTION STEPS

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● <b>Teacher Goals: focus on determining poems' themes and analyzing how authors develop these themes &amp; writing explanatory essays using a paired passage format (poem to poem / poem to fiction). Use Pear Assessment tool for common summatives.</b></li><li>● Shift to common formative assessments targeting poetry skills</li><li>● Use Common Planning Time to analyze and review formative assessments and develop “re-teach” lessons</li></ul> | <ul style="list-style-type: none"><li>● Assign students in need of additional intervention during the Flex Period (Clipper Block)</li><li>● Continued focus on portfolios that allow students to analyze improvement in their own writing with an emphasis on W.PK-12.4</li><li>● Develop and implement common close reading strategies across the disciplines (POG Goal - Literate in Multiple Disciplines) and expand academic vocabulary instruction beyond 9th grade</li></ul> |
|--|--|

# Grade 10 Math

GLOWS	GROWS
<ul style="list-style-type: none"><li>● Exceeded <i>typical growth</i> for all students, lowest performing, high needs, and students with disabilities.</li><li>● <i>High typical growth</i> for the low income subgroup.<ul style="list-style-type: none"><li>○ All Students SGP = 65.3</li><li>○ Lowest Performing SGP = 64.7</li><li>○ High needs SGP = 65.1</li><li>○ Low income SGP = 59.6</li><li>○ Students w/ disabilities SGP 62.9</li></ul></li><li>● <i>Probability and Statistics</i> – Increased 14 percentage points (54% - 68%)</li><li>● <i>Geometry</i> – Increase 5 percentage points (64% - 69%)</li></ul>	<ul style="list-style-type: none"><li>● <i>Numbers and Quantities</i> – Decreased 11 percentage points (67% - 56%)</li><li>● <i>Algebra</i> – Decreased 16 percentage points (72% - 56%)</li><li>● <i>Constructed Response</i> – Decreased 10 percentage points (54% - 44%)</li></ul>

# Grade 10 Math

## ACTION STEPS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● <b>Teacher Goals: focus on a student's ability to "construct a viable argument and critique the reasoning of others". (Mathematical Practice 3)</b></li><li>● Departmental Book Study: <i>Building Thinking Classrooms</i> by Peter Liljedahl</li><li>● Increase spiral review of Algebra I topics within the Geometry curriculum</li></ul> | <ul style="list-style-type: none"><li>● More frequent common formative assessments through Pear Assessment tool</li><li>● Use common planning time to analyze and review formative assessments and develop "re-teach" lessons</li><li>● Assign students in need of additional intervention during the Flex Period (Clipper Block)</li></ul> |
|---|---|

# Grade 10 Biology

GLOWS	GROWS
<ul style="list-style-type: none"><li>• Constructed Response – increased by 19 percentage points (43% to 62%)</li><li>• <i>Ecology</i> – increased by 9 percentage points (69% to 78%)</li><li>• <i>Evolution</i> – increased by 6 percentage points (65% to 71%)</li></ul>	<ul style="list-style-type: none"><li>• <i>Molecules to Organisms</i> – similar performance (65% to 65%)</li><li>• <i>Heredity</i> – similar performance (71% to 71%)</li><li>• Scientific Questioning</li></ul>

# Grade 10 Biology

## ACTION STEPS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● <b>Teacher Goals: focus on Scientific Questioning and more frequent formative assessments using Pear Assessment</b></li><li>● Shift to more frequent common formative assessments using Pear Assessment</li></ul> | <ul style="list-style-type: none"><li>● Use Common Planning Time to analyze and review formative assessments and develop “re-teach” lessons</li><li>● Assign students in need of additional intervention during the Flex Period (Clipper Block)</li></ul> |
|---|---|

# Nock Middle School

## School Level Overview

- High *typical growth* in most reporting categories for both ELA and math
- Improved to *exceeded targets* in achievement for **EL students** in both ELA & math
- **Lowest Performing Subgroups** growth – 74 average SGP in math & ELA
- Met Targets for **Chronic Absenteeism** from 15.7% to 12.4% (however, over 10% of students are still chronically absent)
- **Science:** lower achievement scores
- **Math:** lower SGP & achievement (grade 8)
- Continued achievement in **writing** across the board
  - 8th grade explanatory writing up 14.5% since 2022
- Overall achievement levels have stayed flat

# Nock Middle School

## School Level Action Steps

- **Teacher Goals: focusing on skills to support achievement and growth**
- Focus on Vertical articulation with High School beginning with learning walks
- Continued Common Planning Time
- Formative Assessment Development and analysis
- Continued exposure to potential pathways to support NHS initiatives
- Assign students in need of additional intervention during the Flex Period
  - Use interim iReady Data to create groupings for intervention block
- MCAS Boot Camp
  - Average SGP of students who have attended the MCAS Boot Camp is 67
- Attendance Liaison – Attendance Works Grant

# Grades 6-8 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none"> <li>● <i>Explanatory writing</i> – consistent growth in achievement since 2019 across grade levels</li> <li>● Growth in students with disabilities 59%               <ul style="list-style-type: none"> <li>○ Grade 6: +6 more than non-disabled peers; growth in high needs students 55, +1 more than non-high needs peers</li> </ul> </li> <li>● Out performing state: on all standards in 6th; 33/35 standards in 7th; 35/36 standards in 8th</li> <li>● Specific skill glows               <ul style="list-style-type: none"> <li>○ 6th - Identifying inferences, tone, central idea</li> <li>○ 7th - Comparing two fictional works</li> <li>○ 8th - Comparing two fictional works</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Poetry – across grade levels</li> <li>● Grade 6               <ul style="list-style-type: none"> <li>○ Continue to improve in writing</li> <li>○ Using multiple texts to analyze and compare</li> </ul> </li> <li>● Grade 7               <ul style="list-style-type: none"> <li>○ Determining the meaning of words in context</li> <li>○ Determining how information is presented in specific sections of two articles</li> </ul> </li> <li>● Grade 8               <ul style="list-style-type: none"> <li>○ Passages that asked to compare two informational texts (one of which was a letter)</li> </ul> </li> </ul>

# Grades 6-8 English Language Arts

ACTION STEPS	
<ul style="list-style-type: none"><li>● Increased opportunities to interact with poetry</li><li>● Provide on-demand writing opportunities to practice independent writing with a focus on using multiple texts at the end of the unit<ul style="list-style-type: none"><li>○ Writing in a workshops vs. writing on-demand</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Design and implement opportunities for interdisciplinary collaboration with a focus on non-fiction text</li></ul>

# Grades 6-8 Math

GLOWS	GROWS
<ul style="list-style-type: none"> <li>● 8th grade improvement in <i>Geometry</i> - cylinders, cones and spheres and the Pythagorean Theorem</li> <li>● 7th grade improvement in <i>Expressions and Equations and Statistics</i></li> <li>● 6th grade improvement in <i>Expressions and Equations</i> - one variable equations and inequalities; and <i>Statistics and Probability</i> - summarize and describe distributions</li> </ul>	<ul style="list-style-type: none"> <li>● Grade 8               <ul style="list-style-type: none"> <li>○ <i>Number Sense</i> (rational/ irrational numbers, radicals/ exponents)</li> <li>○ <i>Expressions and Equations</i> (investigate patterns in bivariate data)</li> </ul> </li> <li>● Grade 7               <ul style="list-style-type: none"> <li>○ <i>Dependent and independent variables</i></li> </ul> </li> <li>● Grade 6               <ul style="list-style-type: none"> <li>○ Constructed Response numbers are lower than the year before</li> <li>○ 6th grade needs to address content previously taught and vocabulary development</li> </ul> </li> </ul>

# Grades 6-8 Math

## ACTION STEPS

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● Short-term math curriculum task force (6-8 curriculum and instruction)</li><li>● Reinforce previous units<ul style="list-style-type: none"><li>○ Primary and Secondary Benchmark</li></ul></li><li>● Practice Open Response Questions<ul style="list-style-type: none"><li>○ Improve vocabulary alignment</li></ul></li></ul> | <ul style="list-style-type: none"><li>● Enhance mathematical discourse<ul style="list-style-type: none"><li>○ Departmental book study on <i>Building Thinking Classrooms</i> by Peter Liljedahl</li></ul></li><li>● Flex Intervention<ul style="list-style-type: none"><li>○ iReady</li><li>○ 8th grade standards</li><li>○ 6th &amp; 7th grade students</li></ul></li></ul> |
|---|--|

# Grade 8 Science & Technology/Engineering

GLOWS	GROWS
<ul style="list-style-type: none"><li>• <i>Technology Engineering</i> shows steady growth from 58% in 2022 to 62% in 2023, to 67% in 2024 (9% increase)</li><li>• <i>Life Science</i> is steady - 53% in 2022 to 62% in 2023 to 59% in 2024 and continues to outperform the state by 6%</li><li>• <i>Motion and Stability</i> has improved from 2 years at 56% to 69% (14% increase)</li><li>• <i>Heredity</i> shows steady growth from 45% to 56% to 73% (28% increase)</li></ul>	<ul style="list-style-type: none"><li>• <i>Earth's Place in the Universe</i> has been in the 40s for the past two years.</li><li>• While <i>Energy</i> was 73% in 2023 - it has been in the 40% in 2022 and 2024 - this is a concept taught at the end of the year so it might not have been covered before MCAS</li><li>• <i>Constructed responses (CR)</i> show a weakness - one clear example is that standard 7PS3.7 (PE and KE) scored 81% as a SR in 2023, but in 2024 it was a CR and scored 23%.</li></ul>

# Grade 8 Science & Technology/Engineering

ACTION STEPS	
<ul style="list-style-type: none"><li>● Increase writing exposure and develop common rubric for Claim-Evidence-Response writing prompts</li><li>● Continue using electronic assessments for practice (Pear Assessment)</li><li>● Teach test-taking skills by breaking down questions<ul style="list-style-type: none"><li>○ Use past MCAS questions for student exposure</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Align curriculum to spiral all science domains yearly</li><li>● Strategically review past content throughout 8th grade.<ul style="list-style-type: none"><li>○ Scope &amp; Sequence</li></ul></li></ul>

# **Molin & Bresnahan Elementary Schools**



# Grades 3-5 English Language Arts

GLOWS	GROWS
<ul style="list-style-type: none"> <li>● <i>Analyzing stories &amp; using evidence</i> from the story strength in grade 3</li> <li>● <i>Words in context</i>: 3rd &amp; 4th grade strength as compared to state</li> <li>● <i>Making inferences</i>:               <ul style="list-style-type: none"> <li>○ Grade 4: in 2023 went from 48% of students answering inference questions to 80% in 2024</li> <li>○ Grade 5: inferencing and understanding character an average of 8 points above the state</li> </ul> </li> <li>● 5th grade <i>explanatory writing</i>: averages improved from 34% in 2022, to 38% in 2023, to 51% in 2024, and align with cohort improvements</li> <li>● 5th grade <i>figurative language</i> understanding</li> <li>● 5th grade cohort: increase in students Exceeding + Meeting: from 40% in 2023 to 49% in 2024</li> </ul>	<ul style="list-style-type: none"> <li>● In 3rd grade <i>folktales</i>: 5 of our 10 lowest reading questions were about folktales (not including writing questions)</li> <li>● Distinguish between <i>figurative and literal language</i> (only question, besides writing, where we were below the state) in 3rd and 4th grade</li> <li>● In 3rd grade <i>informational text</i> ~ 4 of our 10 lowest scoring questions (eg. use of text features, understand the main idea of a passage)</li> <li>● In 4th grade, two of our lowest questions and two of our highest questions were about <i>determining the meaning of words in context</i>, which indicates this skill is partially known but not mastered</li> <li>● In 5th grade <i>using evidence from the text to support a main idea or claim</i> is a lower performing standard; however we are 15 points higher than the state average</li> <li>● <i>Identifying main idea</i> across genres in grades 3-5</li> <li>● Writing overall</li> </ul>

# Grades 3-5 English Language Arts

## ACTION STEPS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Expand <b>vertical academic vocabulary</b> instruction (eg. meaning of “literal and figurative,” information text language like “key and illustration”).</li><li>• Increase vertical attention to <b>folktales</b>.</li><li>• Focused attention to <b>writing</b>, through consistent team meetings focused on common assessments and analyzing data; as well as developing instructional skills through professional development.</li><li>• Take an iterative approach to <b>figurative language and inference instruction</b>. From 3rd to 5th grade, scores around figurative language and inference grows significantly, indicating that it takes many exposures and developmental growth to master this skill.</li></ul> | <ul style="list-style-type: none"><li>• <b>Data meetings</b> grades K-5 to analyze foundational skill instruction as measured by district assessments. Articulate teaching and learning goals and identify students who need additional instruction or intervention.</li><li>• Increase <b>common planning time</b> for Curriculum Education Leaders (CEL) and coach led grade level team meetings.</li><li>• Continue Positive Behavior Intervention Systems, trauma informed instruction and Playful Learning Initiative to apply current research in the field of education to our daily practice.</li></ul> |
|---|---|

# Grades 3-5 Math

GLOWS	GROWS
<ul style="list-style-type: none"> <li>● Achievement               <ul style="list-style-type: none"> <li>○ 3rd Grade: Low Income Subgroup increased 17% for Meeting/ Exceeding Standards</li> <li>○ 4th Grade SGP increased from 22% in 2022 to 47% in 2024</li> </ul> </li> <li>● Word Problems               <ul style="list-style-type: none"> <li>○ 3rd Grade and 4th Grade: Consistently performed above the state on single step word problems</li> </ul> </li> <li>● Representing Fractions               <ul style="list-style-type: none"> <li>○ 3rd Grade and 4th Grade: using models to show understanding of fractions</li> </ul> </li> <li>● 5th Grade: outperformed state on all problems involving volume by an average of 11 points</li> <li>● 5th Grade: outperformed state on all problems involving decimals by an average of 8.5 points</li> </ul>	<ul style="list-style-type: none"> <li>● 3rd Grade               <ul style="list-style-type: none"> <li>○ Unit fractions/reading a ruler/real world measuring</li> <li>○ Geometry</li> <li>○ Rounding</li> </ul> </li> <li>● 4th Grade               <ul style="list-style-type: none"> <li>○ Symmetry</li> <li>○ Fraction</li> </ul> </li> <li>● 5th Grade:               <ul style="list-style-type: none"> <li>○ Real world problems with fractions</li> <li>○ Expression</li> </ul> </li> </ul>

# Grades 3-5 Math

## ACTION STEPS

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● iReady Math Curriculum – continued implementation and coaching</li><li>● Developing play-based approach to enhance hands-on learning</li><li>● Focus on interpreting word problems and the language of math</li></ul> | <ul style="list-style-type: none"><li>● Instructional Professional Learning Community: <i>Building Thinking Classrooms</i> by Peter Liljedahl</li><li>● Integrating data conversations to impact change in instructional approaches and curriculum scope and sequence</li><li>● Ongoing use of intervention for students identified by iReady and classroom diagnostics</li></ul> |
|---|---|

# Grade 5 Science & Technology/Engineering

GLOWS	GROWS
<ul style="list-style-type: none"><li>• 2024 data shows students performed above the state on almost all constructed responses</li><li>• Hands on experiences and placed-based education demonstrated success on connected standards (ex: hydrologic cycle field trip and water filter construction activity)</li><li>• Earth and Space Science domain continues to be a strength (Of note - this unit is paired with a literacy connection for a research project and informational writing assignment)</li></ul>	<ul style="list-style-type: none"><li>• Anticipating the next steps in an investigation based on a given model (vs. knowledge gained from conducting an investigation)</li><li>• Analyzing another scientist's work and answering questions about it (vs. conducting investigations and learning from data gathered)</li><li>• Physical science standard about matter (5.PS.1.1) is historically below the state</li></ul>

# Grade 5 Science & Technology/Engineering

ACTION STEPS	
<ul style="list-style-type: none"><li>• Identify domain-specific vocabulary used regularly on MCAS that is not currently part of our science curriculums (Ex: photosynthesis, climate)</li><li>• Incorporate additional ways to connect science and literacy through research projects and informational writing</li></ul>	<ul style="list-style-type: none"><li>• Begin conversations on how to incorporate more content curriculum connections for Multilingual Learners</li></ul>

# Elementary Schools

## School Wide Action Steps

- **iReady Mathematics** curriculum implementation & coaching
- Drop Everything & Write, more **“On Demand” writing**
- Keys to Literacy **Vocabulary and Comprehension Routines**
- Curriculum Education Leader led staff meetings 1x month; focus on curriculum, assessment and **data-driven instruction adjustments**
- **Attendance liaisons** - Attendance Works Grant to decrease chronic absenteeism
- Support implementation of **play-based education** (Professional Learning Community)
- **My View curriculum review**
- **Writing review** to ensure vertical alignment & common assessments
- Mindfulness program to **support social emotional wellness** under stress

Please see the complete 2024 NPS MCAS Scores Report posted on the district website [Assessment page](#).

<https://www.newburyport.k12.ma.us/cms/lib/MA50010879/Centricity/Domain/24/2024%20MCAS%20report%20FNL%2011.14.24.pdf>

# DATA REPORT

## 2024 | MCAS Summary Report

### Testing Requirements

The MCAS test is administered to students in grades 3-10.

Students in grades 3-8 take English Language Arts (ELA) and math tests every year.

Students in grades 5 and 8 take the Science and Technology/Engineering test.

Students in grade 9 take Biology and students in grade 10 take ELA and math.

### Individual Student Reports

The Department of Elementary and Secondary Education (DESE) provides the individual student reports.

Student reports are mailed to Parents/Guardians in early October.

**MCAS data are one piece of information students, parents/guardians, and educators use to measure academic growth.**



## What does the district look for when examining MCAS data?

**School District Performance** as measured by School Accountability data. (See page 4)

**Student Growth** as measured by group student growth percentile (SGP). (See pages 6-8)

**Student Achievement** as measured by percent of students moving towards meeting expectations in grades 3-8 and scoring 470 or above in grades 9-10. (See pages 9-16)

**Sub Group (e.g., special education, low income) Growth and Achievement** as measured by subgroup SGP/achievement in comparison to the general population. (See pages 6-16)

When the data are released in early fall, district educators use data protocols to examine the results to evaluate their curriculum and instruction.

# What are some of the NPS data trends?

When looking at growth and achievement data, educators look for areas of strength and weakness. These trends help inform decisions about instructional strategies, curriculum resources, staffing, and professional development. Please see the [District Presentation](#) to School Committee on November 18, 2024 for more details.

## School Trends 2023-2024

	Areas of Strength	Areas of Growth
<b>High School</b>	<ul style="list-style-type: none"> <li>✦ Exceeding Typical Growth in most reporting categories for ELA and math.</li> <li>✦ Improved or Exceeded Targets in all categories for Graduation Rate, Extended Engagement Rate, and Drop-Out Rate.</li> <li>✦ Met Targets for Chronic Absenteeism.</li> <li>✦ Increased number of students completing advanced coursework, especially low income students (39.1 % to 49.2%).</li> </ul>	<ul style="list-style-type: none"> <li>✦ Continued focus on increasing the achievement levels of all students.</li> <li>✦ Focused attention on increasing the achievement levels of students with disabilities and high needs students.</li> <li>✦ Improving structure for academic interventions.</li> <li>✦ Ongoing attention to continued decrease of Chronic Absenteeism.</li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>✦ High Typical Growth in 5 out of 8 subgroups.</li> <li>✦ Met Targets for Chronic Absenteeism, reducing rate from 12.1% to 11.1%.</li> <li>✦ English Learner students Exceeded Targets in both ELA &amp; Math.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Continued focus on increasing the achievement levels of all students.</li> <li>✦ Attention to areas of lower growth including grade 8 math and ELA.</li> <li>✦ Ongoing development of interventions to impact achievement of subgroups (e.g, students with disabilities and high needs students).</li> </ul>
<b>Elementary</b>	<ul style="list-style-type: none"> <li>✦ Student Growth Percentiles have increased since 2022.</li> <li>✦ Low Income subgroups have all shown growth in Meeting or Exceeding Expectations.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Enhance K-5 Math Intervention to support foundational skills and access the general math curriculum.</li> <li>✦ Analyze curriculum pacing to ensure key ELA and math standards are taught prior to MCAS.</li> </ul>

# What actions are we taking?

Each school has a School Council that reviews MCAS and other school data to set goals for improvement. See the [School Improvement Plans](#) for goals and actions related to student learning and growth. Below is a brief summary of some other actions the district and schools are taking to meet our goals around student achievement and growth.

Goals	Focused Intervention	Curriculum and Instruction	Staff and Budget
<ul style="list-style-type: none"> <li>✦ Increase the achievement level of all students</li> <li>✦ Strengthen areas of lower growth</li> <li>✦ Decrease achievement gaps</li> </ul>	<ul style="list-style-type: none"> <li>✦ Assess impact of iReady diagnostic &amp; intervention</li> <li>✦ Continue implementation of iReady Math program (year 2)</li> <li>✦ Implement K-5 writing instruction &amp; common assessment protocols</li> <li>✦ Evaluate targeted after-school and vacation intervention camps</li> <li>✦ Special Education Program Development</li> </ul>	<ul style="list-style-type: none"> <li>✦ Restructure of PK-12 vertical data team</li> <li>✦ Evaluation of implementation of selected curricular resources (e.g., <i>iReady Math, Foundations Structured Literacy Program, MyView Literacy</i>)</li> <li>✦ Ongoing Educator Professional Development with a focus on math and writing instruction</li> </ul>	<ul style="list-style-type: none"> <li>✦ Continue investments in high quality instructional materials</li> <li>✦ Investment in enhancing teacher leadership for curriculum and data work</li> <li>✦ Strengthen NPS intervention &amp; coaching model through vertical alignment</li> </ul>



## Seeing the Whole Child

Our work around belonging ensures every child has a team of adults who know them well. When it comes to looking at data, our educators can put names, faces, and stories to the story.

For example, in grades 3-8 an average of seven low income students are Not Meeting Expectations. To create effective interventions, we ask ourselves, what do we know about these students?

Using a range of data (e.g., classroom participation, achievement on unit tests, iReady diagnostic scores, MCAS scores), we create a plan to monitor and positively impact each child's academic achievement. This process is called a multi-tiered system of support (MTSS).

MCAS after school & vacation programs and in-school interventionists are a few of the supports we have in place.



# School Accountability Data

The Department of Elementary and Secondary Education provides districts with “Accountability Data.”

Each district and individual school is rated using a range of indicators for all grades:

- Achievement in ELA, math, and science/technology tests
- Growth in ELA and math
- Progress toward English proficiency (for students whose first language is not English)
- Chronic Absenteeism (% of students missing 18 or more days)

Additional indicators are considered for high schools:

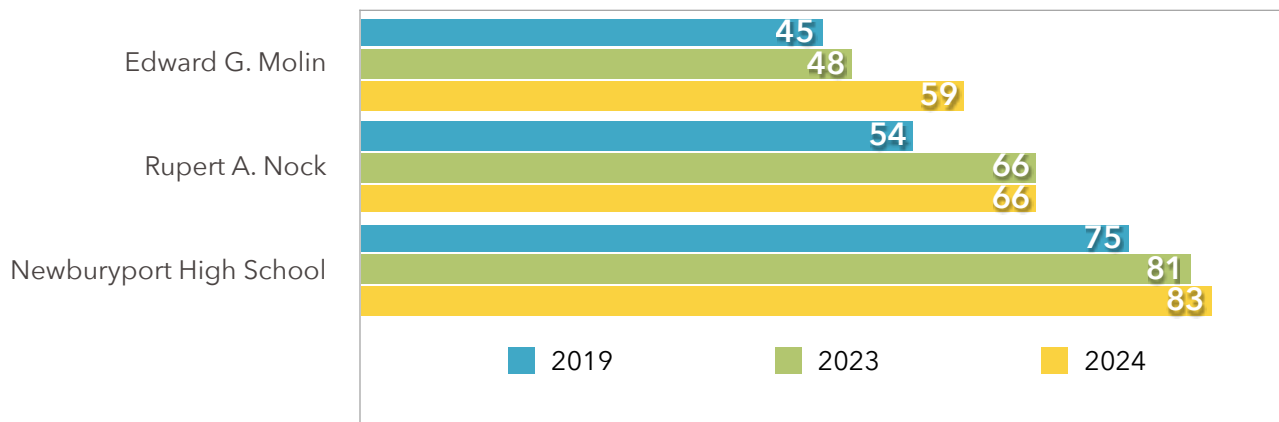
- Four year cohort graduation rate
- Extended engagement rate
- Annual drop out rate
- Advanced coursework completion (courses defined by DESE)

## Analysis

Overall the district is rated as making substantial progress towards the DESE targets. (See 2024 [Official Accountability Report](#) for Newburyport).

The accountability percentile shows how our schools are performing overall compared to other schools that serve similar students.

NPS Accountability Percentiles–2019-2024 Comparison



## Advanced Coursework

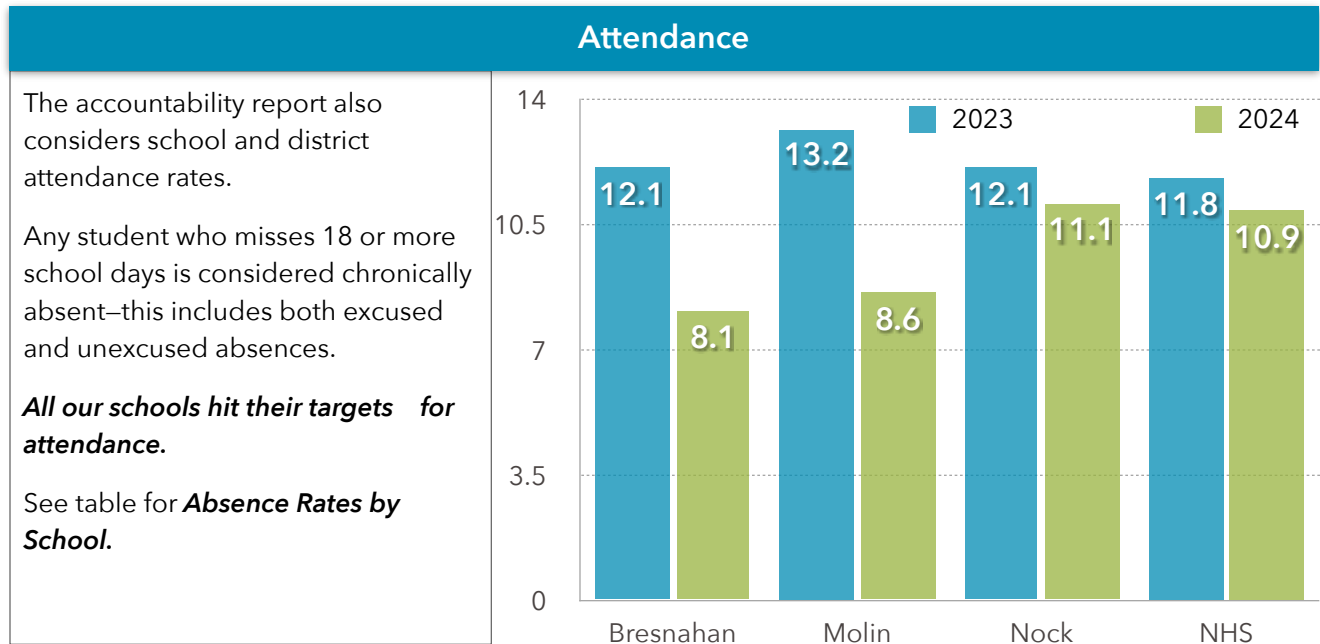
High school accountability data measures the number of juniors and seniors who take advanced courses (e.g., dual enrollment, AP courses).

In 2023-24, 77% of NHS juniors and seniors participated in advanced courses.

NHS focused on increasing participation of low income students. In 23-24, the rate of participation increased by 10.1%.

***The rate of participation for students in all subgroups (high needs, low income, student with disabilities) increased.***

*Accountability Data Continued*



### High School Graduation, Extended Engagement, and Drop Out Rates

Once again NPS exceeded DESE targets for four-year graduation rate and extended engagement rate, and annual drop out rate.

- ◆ **Graduation Rate:** percent of students in a cohort who graduate in four years or less. Accountability data reflects the 2023 rate.
- ◆ **Engagement Rate:** total of the five-year graduation rate plus the percentage of students from this cohort who remained enrolled in school after 5 years.
- ◆ **Drop Out Rate:** Percentage of students in grades 9-12 who drop out. 2024 accountability data looks at the 2023 rate.

The four year graduation rate for NHS is 98.6% (up from 97.7% in 2023), exceeding the state target of 95%.

**The annual drop out rate from 2023 is 0.2%, which is a decrease from 2022 (1%). The rates for students with disabilities, high needs and low income students also decreased.**





## Understanding Student Growth Percentiles

A growth score shows how much a student’s score changed compared to other students who had a similar score the year before.

See table below for understanding high, moderate and low growth.

Growth Level	Percentile Range
Very high	80-99
High	60-79
Typical	40-59
Low	20-39
Very Low	1-19

Since grade 3 students are taking the test for the first time, there is no growth percentile for that group.

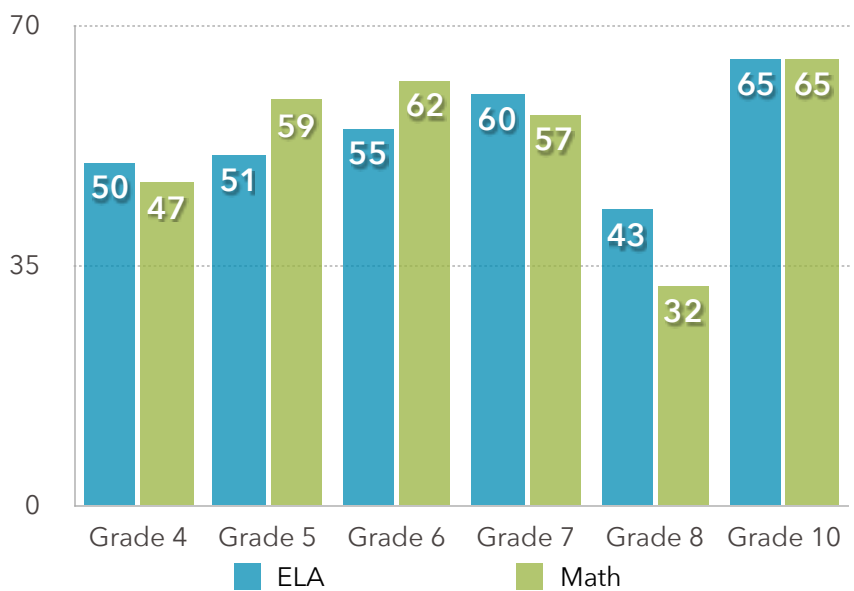
There are no student growth percentiles for the grade 5 and 10 science tests.

## Student Growth Data

As DESE explains, “At the school or student group level, DESE reports the mean SGP, which represents the average student growth percentile for that school or student group.”\*

A typical growth score is 50 (the typical range being from 40 low to 60 high). Our students are showing increased growth from 2023 levels.

2024 SGP by Grade and Test Area



## Analysis of Overall Growth Scores

- Across the district, most students are showing moderate to high growth.
- **Highlights:** Grade 4 math SGP is up from 28 in 2023 to 47. Grade 6 students showed high growth in math, grade 7 high growth in ELA, and grade 10 students high growth in both ELA and math.
- **Challenge Areas:** Growth scores in grade 8 math are in the low range.

\*DESE: School Leader’s Guide to the 2023 Accountability Determinations, p.3

## What is a subgroup?

The district evaluates progress for the following DESE defined subgroups:

**Students with Disabilities:** students who have an Individualized Education Program (IEP).

**English Learners (EL):** students whose first language is a language other than English who are unable to perform ordinary classroom work in English.

**Low Income:** students who participated in one or more state-administered programs (Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); Department of Children and Families' (DCF) foster care program; expanded MassHealth), as well as students identified by districts as homeless.

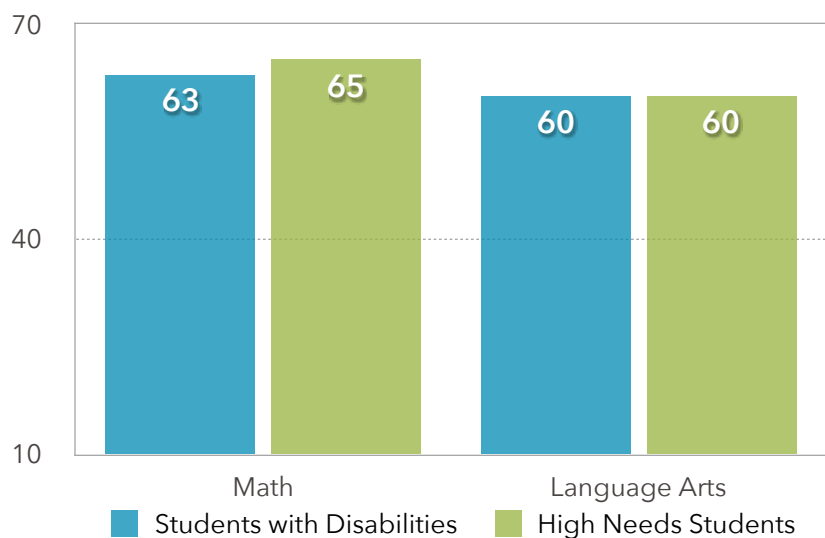
**High Needs:** students who are designated as either low income (prior to 2015, and from 2022 to present), economically disadvantaged (from 2015 to 2021), EL/former EL, or a student with disabilities.

## NPS Subgroup Growth Scores

### High School

- Students with Disabilities (45 students) and High Needs Students (60 students) showed above typical growth in both Math and Language Arts.
- Both groups have SGPs well above the state level in Math and ELA.

2024 NHS Subgroup Average SGP



### Middle School, grades 6-8

- Students with Disabilities (76 students) and High Needs Students (113) in grades 6-7 showed high typical growth in all test areas.
- In 8th grade, Students with Disabilities showed lower growth in both ELA and math. High Needs Students in 8th grade had typical growth for ELA and lower growth for math.

### Elementary (grades 4-5)

- Students with Disabilities (65 students) and High Needs Students (98) at grades 4 and 5 showed typical growth in ELA. In grade 4 math, high needs students showed typical growth and students with disabilities.

### 3-8 Average Subgroup Growth Analysis

In addition to looking at the subgroups by school and grade level, we can also look at the subgroup averaged into one grade 3-8 cohort.

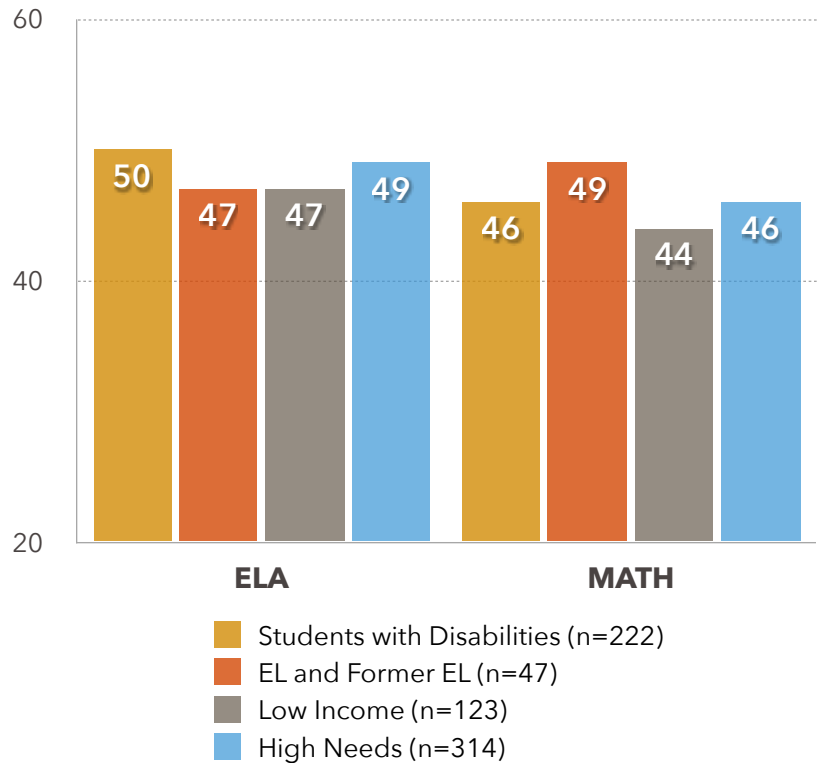
The averaged data shows subgroups across all grades with strong typical growth on both tests.

At the Rupert A. Nock Middle School, we are seeing strong growth in our subgroups in grades 6 and 7 in both subjects.

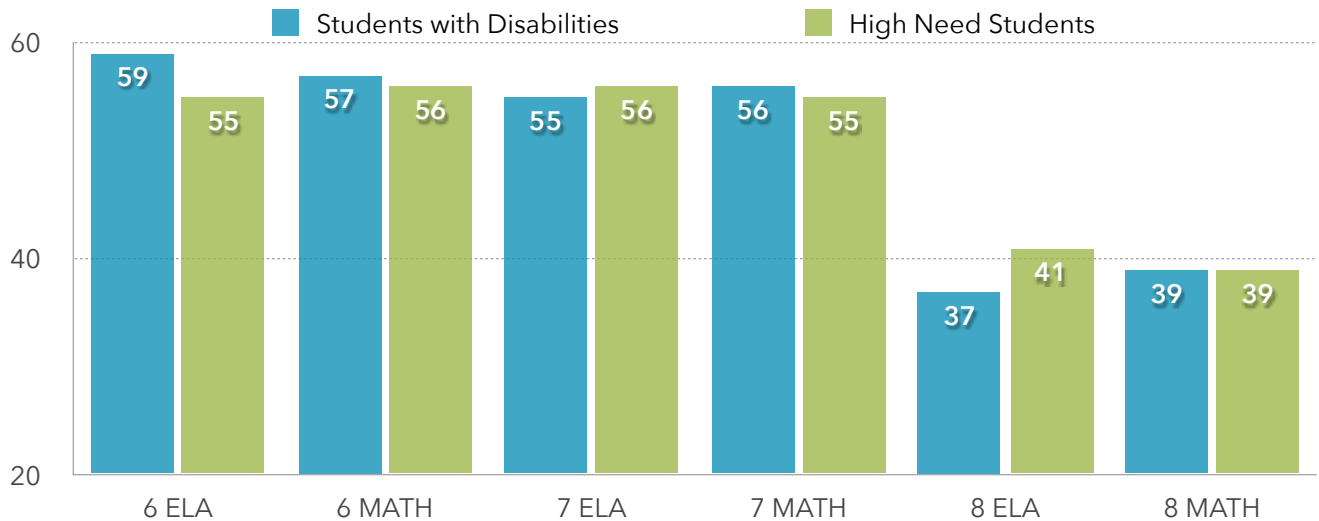
Similar to our aggregate growth scores, the grade 8 subgroups are growing at the level we would expect (average typical growth is 40). See table below.

### Grade 3-8 Average Subgroup Growth Scores

Student Growth Percentiles  
Grade 3-8 Subgroup Average SGP  
ELA and Math



Student Growth Percentiles  
Grade 6-8 Subgroups, ELA and Math





## Understanding Student Achievement Scores

Student achievement is measured on four levels on the MCAS Tests.

Achievement Level	Scaled Score
Exceeding Expectations	530-560
Meeting Expectations	500-529
Partially Meeting Expectations	470-499
Not Meeting Expectations	440-469

### Newburyport High School Average Scaled Score

Test	Average
ELA	510
Math	508
Biology	511

## Student Achievement Data

The percent of students district-wide meeting or exceeding expectations continues to exceed the state. In some areas, we have begun to reach or exceed 2019 (pre-pandemic) achievement levels (e.g., grade 4, 5, 6 math and grade 7 ELA).

### *Trends Impact Curriculum and Instruction*

When looking at achievement data, educators examine trends across grade levels to identify areas of strength and weakness in content-area standards.

For example, in 2023 99% of Newburyport 4th graders correctly answered this question that measures operations and algebraic thinking (2024 questions have not been released):

Takara is 4 years old. Her brother is 2 times as old as Takara.

Which equation can be used to find  $b$ , the age in years of Takara's brother?

- A.  $b = 1 \times 2$
- B.  $b = 2 \times 2$
- C.  $b = 4 \times 2$
- D.  $b = 8 \times 2$

This data indicates that the curriculum has addressed this standard. However, educators also see areas where most students could *not* answer a question. They would use this information to evaluate what instructional or curriculum changes should be made.

### *Individual Data Impacts Intervention Planning*

Educators also look at the individual students who are not meeting or partially meeting expectations. Using a range of information, intervention plans are created. The goal is to accelerate the growth of these students so they can be in the Meeting or Exceeding categories by grade 10.

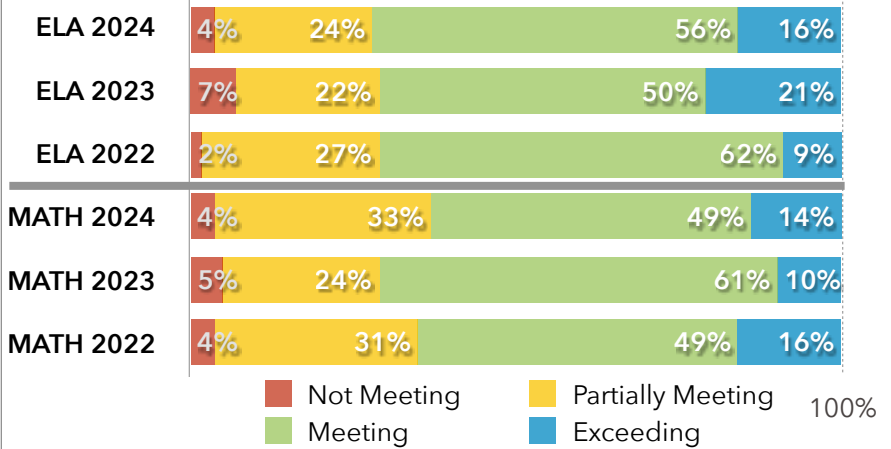
# 2024 Grade 10 MCAS

**71%** **ELA**  
Met/Exceeding  
Expectation

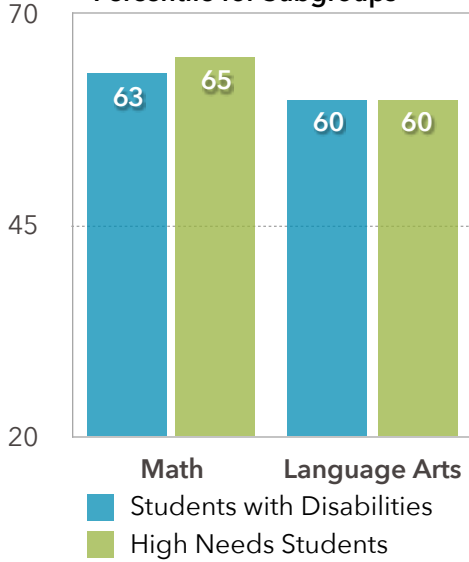
**63%** **MATH**  
Met/Exceeding  
Expectation

**63%** **STE**  
Met/Exceeding  
Expectation

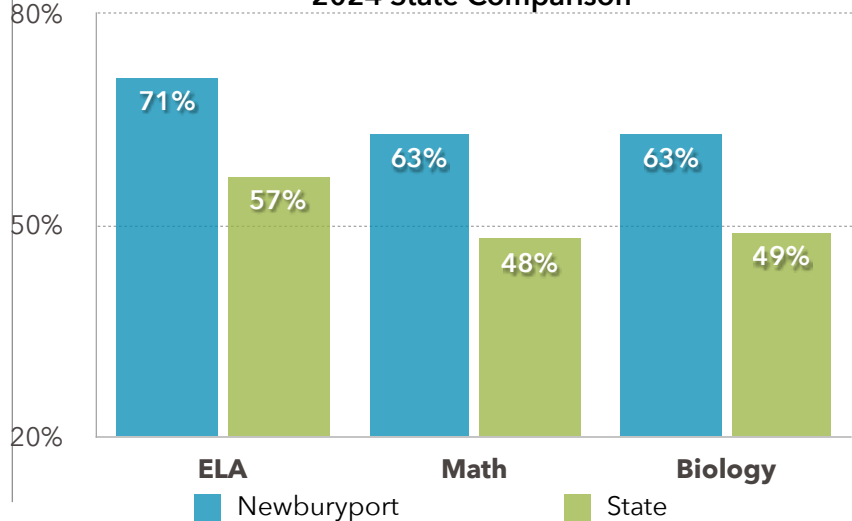
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

	Students with Disabilities		High Needs Students	
	ELA (44)	MATH (45)	ELA (60)	MATH (60)
Meeting/Exceeding	29% (13)	18% (8)	39% (23)	28% (17)
Partially Meeting	59% (26)	69% (31)	50% (30)	60% (36)
Not Meeting	11% (5)	13% (6)	12% (7)	12% (7)

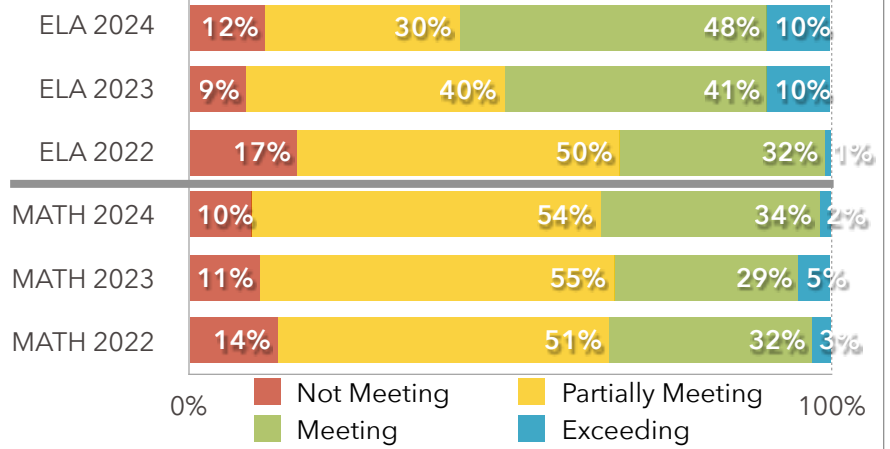
# 2024 Grade 8 MCAS

**58%** **ELA**  
Met/Exceeding  
Expectation

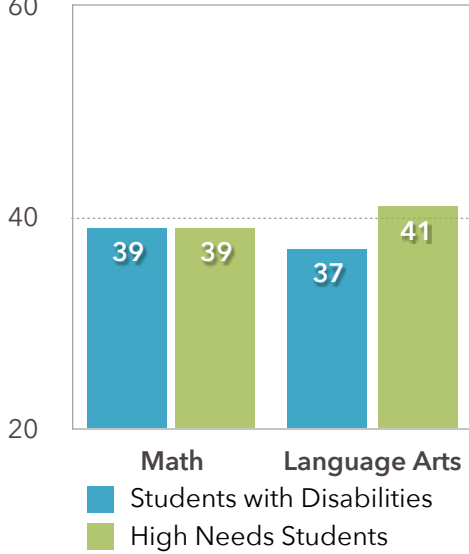
**36%** **MATH**  
Met/Exceeding  
Expectation

**50%** **STE**  
Met/Exceeding  
Expectation

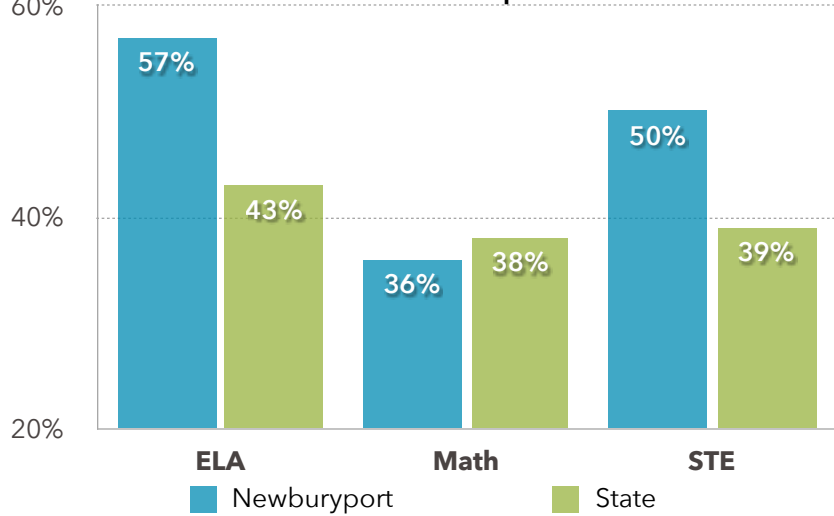
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

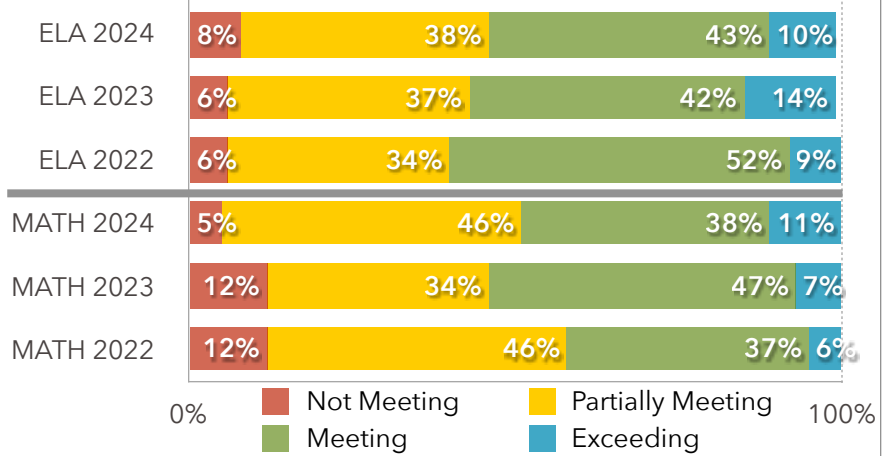
	Students with Disabilities (30)		High Needs Students (44)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	13% (4)	7% (2)	18% (8)	7% (3)
Partially Meeting	43% (13)	60% (18)	41% (18)	66% (29)
Not Meeting	43% (13)	33% (10)	41% (18)	27% (12)

# 2024 Grade 7 MCAS

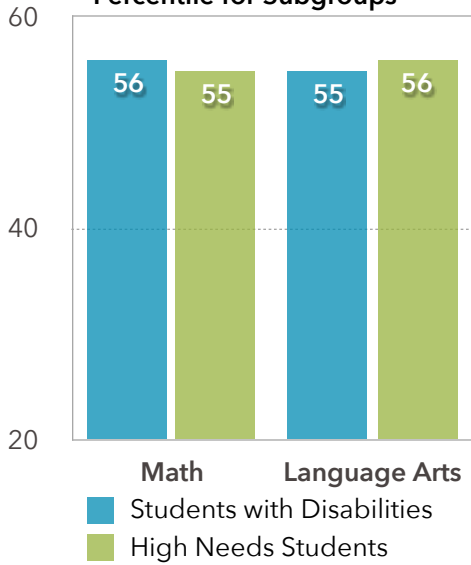
**53%** **ELA**  
Met/Exceeding  
Expectation

**49%** **MATH**  
Met/Exceeding  
Expectation

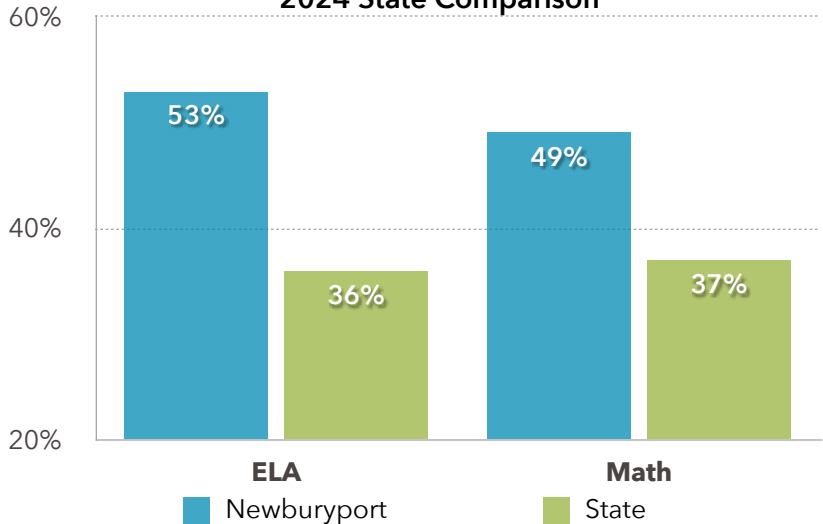
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

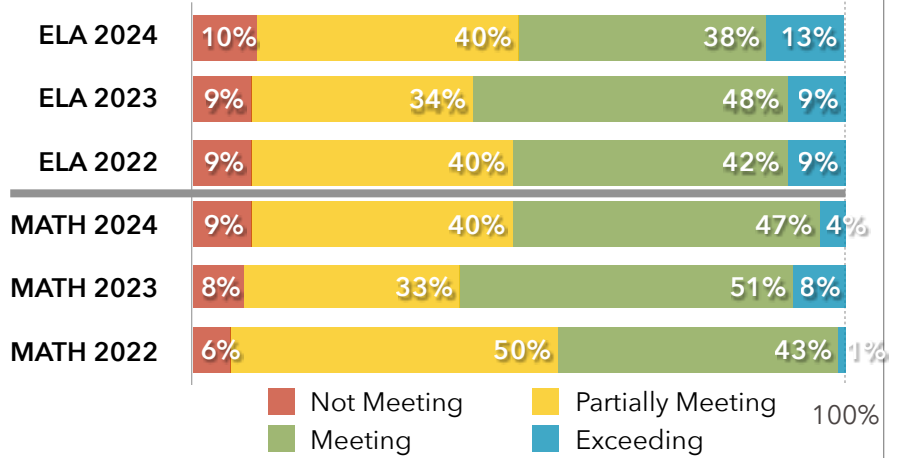
	Students with Disabilities (37)		High Needs Students (59)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	33% (12)	19% (7)	30% (18)	23% (14)
Partially Meeting	46% (17)	70% (26)	47% (28)	63% (37)
Not Meeting	22% (8)	11% (4)	22% (13)	14% (8)

# 2024 Grade 6 MCAS

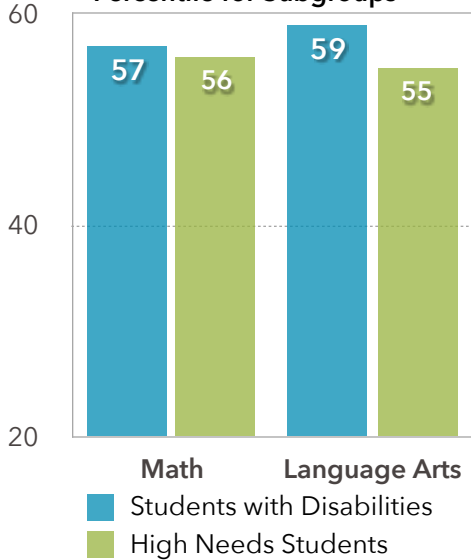
**51%** **ELA**  
Met/Exceeding Expectation

**51%** **MATH**  
Met/Exceeding Expectation

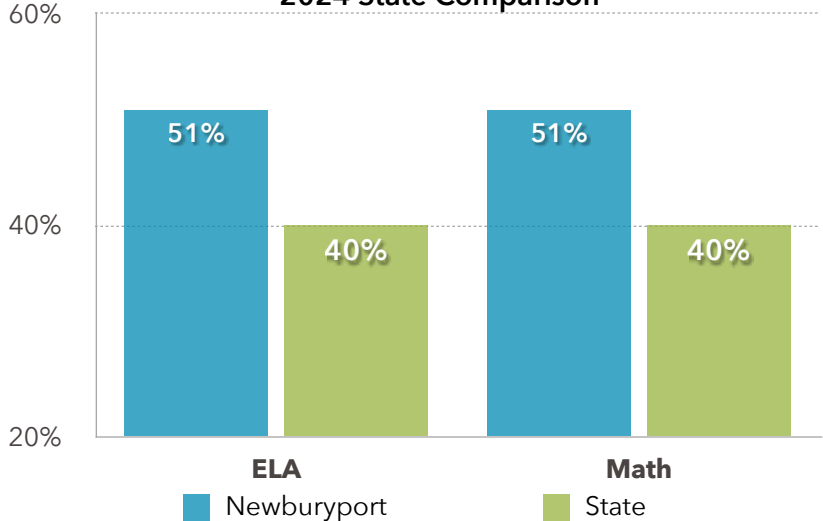
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

	Students with Disabilities (39)		High Needs Students (54)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	23% (9)	23% (9)	24% (13)	22% (12)
Partially Meeting	54% (21)	51% (20)	52% (28)	56% (30)
Not Meeting	23% (9)	26% (10)	24% (13)	22% (12)

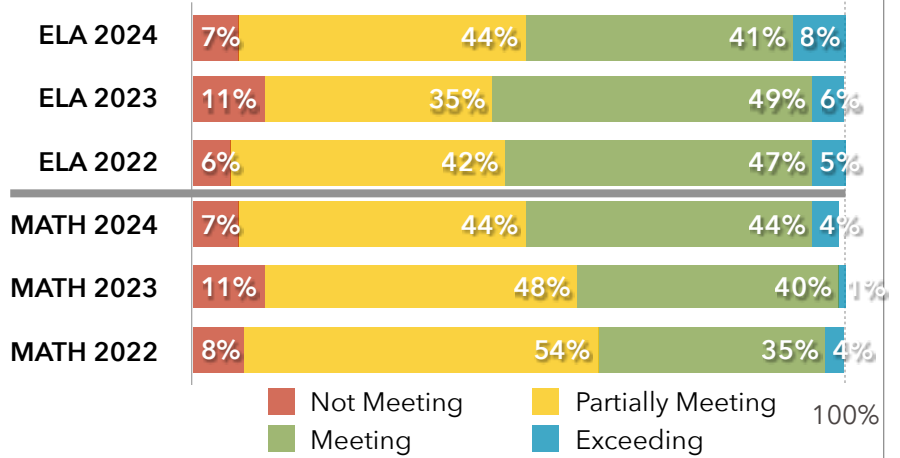
# 2024 Grade 5 MCAS

**49%** **ELA**  
Met/Exceeding Expectation

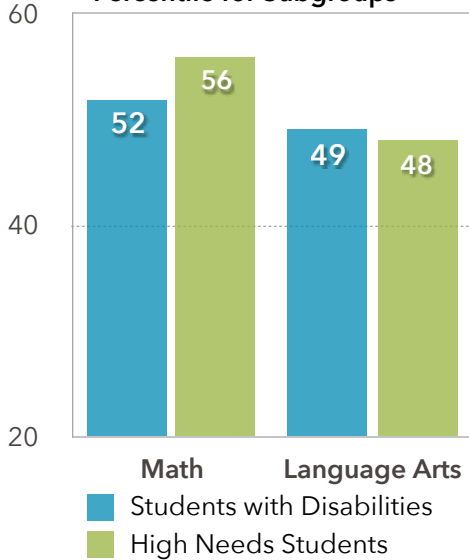
**48%** **MATH**  
Met/Exceeding Expectation

**44%** **STE**  
Met/Exceeding Expectation

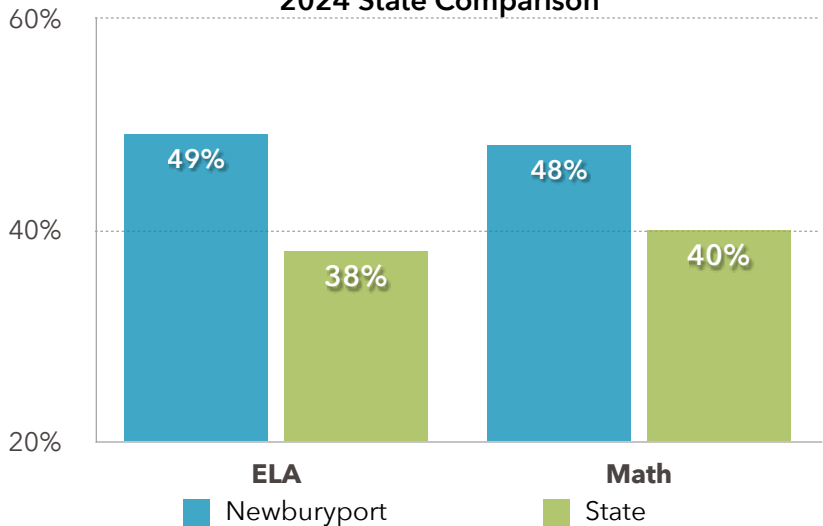
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

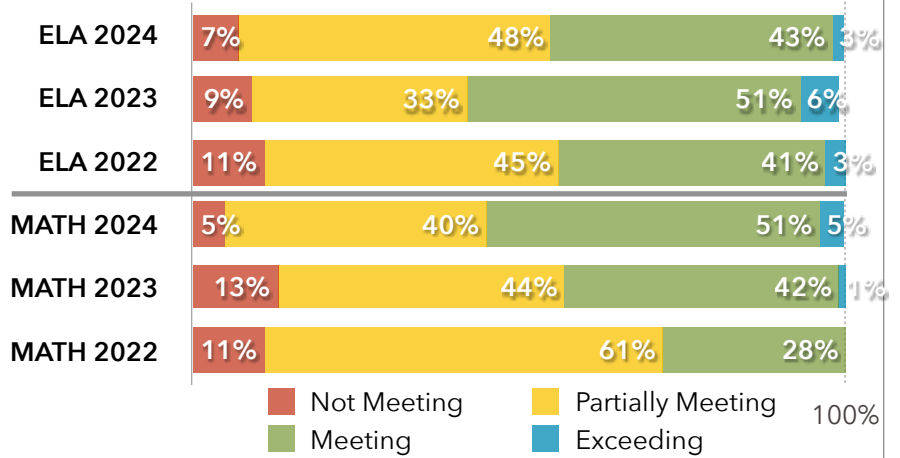
	Students with Disabilities (36)		High Needs Students (51)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	20% (7)	14% (5)	24% (12)	22% (11)
Partially Meeting	61% (22)	67% (24)	59% (30)	61% (31)
Not Meeting	19% (7)	19% (7)	18% (9)	18% (9)

# 2024 Grade 4 MCAS

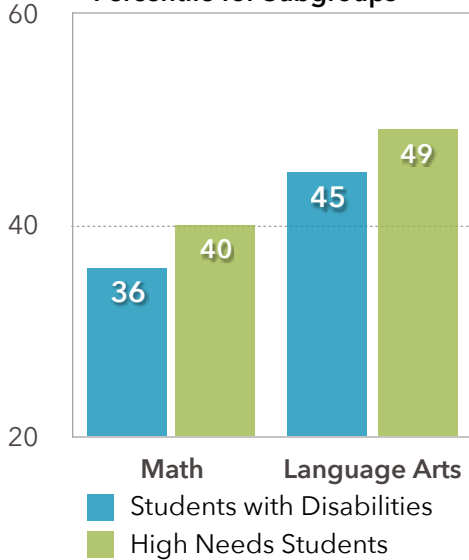
**46%** **ELA**  
Met/Exceeding  
Expectation

**56%** **MATH**  
Met/Exceeding  
Expectation

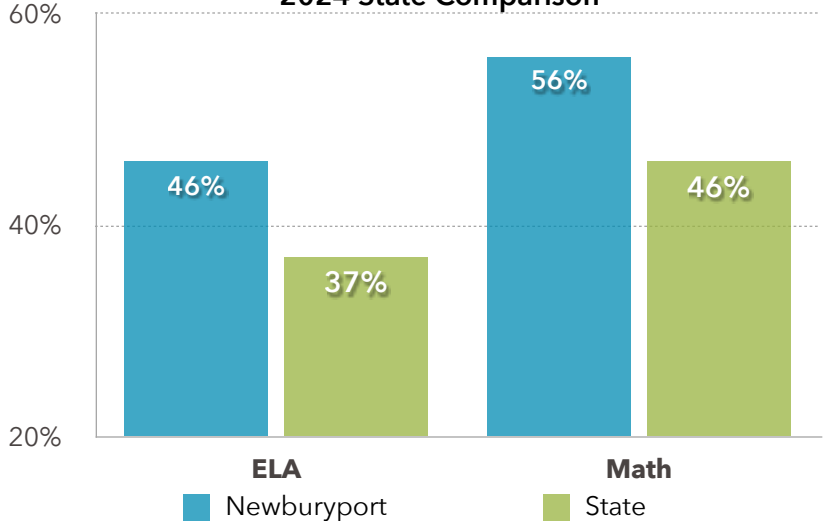
**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Average Student Growth Percentile for Subgroups**



**Percent of Students Meeting/Exceeding Expectations**  
2024 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

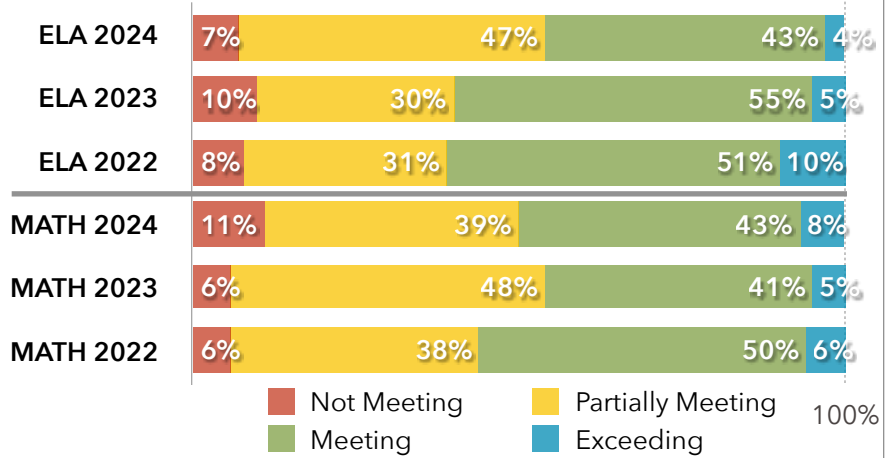
	Students with Disabilities (29)		High Needs Students (47)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	14% (4)	21% (5)	23% (11)	27% (13)
Partially Meeting	66% (20)	66% (20)	55% (26)	57% (27)
Not Meeting	21% (5)	14% (4)	21% (10)	15% (7)

# 2024 Grade 3 MCAS

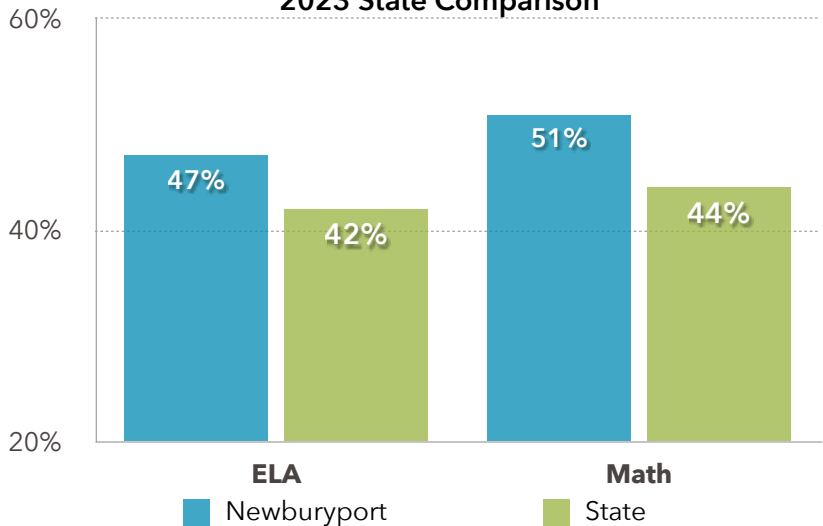
**47%** **ELA**  
Met/Exceeding  
Expectation

**51%** **MATH**  
Met/Exceeding  
Expectation

**ELA and Math Achievement**  
Percent of Students by Achievement Level, 2024



**Percent of Students Meeting/Exceeding Expectations**  
2023 State Comparison



**Achievement of Students with Disabilities and High Needs Students**  
Percentage (actual number of students)

	Students with Disabilities (37)		High Needs Students (55)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	24% (9)	28% (10)	29% (16)	28% (15)
Partially Meeting	59% (22)	44% (16)	55% (30)	50% (28)
Not Meeting	16% (6)	28% (11)	16% (9)	22% (12)

# Understanding Your Child's Individual MCAS Report

MCAS reports are developed by DESE and mailed to families. If your child took the MCAS in Newburyport in the spring of 2024, you should have received a report.

DESE provides parents with information on how to read the reports and understand the information. Below are a few helpful links:

- [Understanding the grade 3-8 report](#)
- [Understanding the high school report](#)

You can also reach out to your child's teacher with questions.

**VI. QUOTE PRICING SHEET**

**NOTE: FOR FISCAL YEAR 2025 (November 15, 2024 TO February 28, 2025)  
PLEASE QUOTE A MONTHLY PRICE**

**TOTAL CONTRACT PRICE:** Thirteen Thousand and 00/100 per month  
(\$13,000/month)

**TOTAL HOURLY RATE ADDITIONAL PROJECTS:** **\$200/HR** \_\_\_\_\_

Respectfully submitted,

*Andrew Paquette*

President and CEO  
TMSolution, Inc./TMS  
10.29.24

## **DATA AND RECORDS RETENTION**

The School Committee recognizes that, as an entity of local government, every District record is presumed to be public unless it may be withheld under a specific exemption. The custodian of public records of the District is the designated Public Records Officer; contact information for this position will be placed in a prominent position on the District website.

The District is responsible for a myriad of records which vary in the length of time retention is required. The Superintendent is responsible for ensuring such retention requirements are followed.

Under the Public Records Law, electronic messages between public officials, including public employees, may be considered public records. As such, all District employees and the School Committee will be given District email addresses, with which they are to conduct all District business, so the District may comply with public records requirements.

LEGAL REFS.: M.G.L.4:7; 66:10

REF: A Guide to the Massachusetts Public Records Law (Secretary of the Commonwealth)

CROSS REFS.: BHE - USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

## **USE OF TECHNOLOGY IN INSTRUCTION**

The School Committee recognizes the need for students to be prepared to contribute to and excel in a connected, global community. To that end, the District provides ongoing student instruction that develops digital citizenship skill sets. Information and communication technology are integrated into the curriculum across subjects and grades in developmentally appropriate ways and are aligned with the Massachusetts Curriculum Frameworks, including seeking knowledge and understanding; thinking critically and solving problems; listening, communicating, and interacting effectively; and engaging and competing in a global environment.

Students shall use digital resources in a responsible, efficient, ethical, and legal manner.

CROSS REF: JICJ - STUDENT USE OF TECHNOLOGY IN SCHOOLS

## **STUDENT USE OF TECHNOLOGY IN SCHOOLS**

The School Committee recognizes that the use of technology is an important part of students being prepared for adult life. As such, the student use of technology part of their education is to be encouraged, as teaching students appropriate use of technology is part of the responsibility of the district.

Students shall utilize digital resources in a responsible, efficient, ethical, and legal manner. Students are required to abide by the district Code of Conduct in their use, both on and offline, of district digital resources, which should be regarded as an extension of the classroom.

Students are reminded that there is no expectation of privacy in their use of district digital resources.

Failure to abide by district policies and procedures regarding the use of district digital resources will be met with consequences.

LEGAL REF: 47 USC § 254

CROSS REF: ACAB – SEXUAL HARRASSMENT  
JICFB – BULLYING PREVENTION  
JK – STUDENT CONDUCT  
INJD – ACCESS TO DIGITAL RESOURCES  
IJNDB – USE OF TECHNOLOGY IN SCHOOLS  
INJDC – ACCEPTABLE USE OF DIGITAL RESOURCES

## PUBLIC GIFTS TO THE SCHOOLS

The Superintendent will have authority to accept on behalf of the School District grants and gifts (including and offers of equipment or money) from outside groups and organizations with longstanding affiliations with the District (e.g. NEF, PTO, Alumni Association) for the schools when the gift is of educational value. The Superintendent will inform the School Committee, via the Finance Subcommittee, of any gifts received that exceed \$2,500. Any grant or gift from a group or organization without a longstanding affiliation with the District and/or if the donor wishes to be anonymous shall be subject to School Committee approval.

Extensive advertising, promotion or naming opportunities involved with any donation may shall be subject to School Committee approval.

Gifts that would involve changes in school facilitiesplants (such as a new cafeteria) or sites (such as a modified playground) will be subject to School Committee approval. ~~The Superintendent will inform the School Committee, via the Finance Subcommittee, of gifts received that exceed \$2500.~~

Gifts will automatically become the property of the school system. Any gift of cash, whether or not intended by the donor for a specific purpose, will be handled as a separate account and expended at the discretion of the Superintendent or School Committee, as provided by law. The Superintendent and School Committee will honor the wishes of the donor as much as possible and notify the donor if the money is needed for a different purpose.

~~The Superintendent has authority to accept anonymous donations. In the event that the Superintendent is uncertain about the desirability of accepting an anonymous gift, they will consult with the Sschool Ccommittee. Anonymous donations will be recorded publicly as "Anonymous."~~

The School Committee directs the Superintendent to assure that an appropriate expression of thanks is given to all donors.

LEGAL REFS.: M.G.L. 44:53A, 71:37A

CROSS REFS.: DD, Grants, Proposals, and Special Projects  
GBEBD, Online Fundraising and Solicitation--Crowdfunding

**Adopted: 11/6/2017**

## BHE: USE OF ELECTRONIC MESSAGING BY SCHOOL COMMITTEE MEMBERS

As elected public officials, School Committee members shall exercise caution when communicating between and among themselves via electronic messaging services including, but not limited to, electronic mail (e-mail), text messages, social media postings, internet web forums, and internet chat rooms.

Under the Open Meeting Law, deliberation by a quorum of members constitutes a meeting. Deliberation is defined as movement toward a decision including, but not limited to, the sharing of an opinion regarding business over which the Committee has supervision, control, or jurisdiction. A quorum may be arrived at sequentially using electronic messaging without knowledge and intent by the author.

School Committee members should use electronic messaging between and among members only for housekeeping purposes such as requesting or communicating agenda items, meeting times, or meeting dates. Electronic messaging should not be used to discuss Committee matters that require public discussion under the Open Meeting Law.

Under the Public Records Law, electronic messages between public officials may be considered public records. Therefore, in order to ensure compliance the district shall provide district e-mail addresses, which are archived.

~~Therefore, in order to ensure compliance, the School Committee Chair, in consultation with the Superintendent of Schools, shall annually designate a member of the central office staff who shall be copied on all electronic mail correspondence between and among members of the School Committee, or the district shall provide district e-mail addresses, which are archived. School Committee members who do not have a computer or access to these messages shall be provided copies on a timely basis.~~

LEGAL REFS.: M.G.L.4:7; 30A:18-25; 66:10

**Adopted: September 6, 2016**

**Revised: May 15, 2023**

## **DISTRICT SECURITY RELATING TO TECHNOLOGY**

The protection of sensitive data and technology is vital in supporting teaching and learning through access to resources, information, learning activities, interpersonal communications, research, training, collaboration, curriculum, and materials.

The School Committee recognizes data and information as resources that must be protected from unauthorized access or use, and, as such, supports a balance of security and access. The Committee expects district staff, student, and family data to be protected by adequate controls commensurate with the sensitivity of the data.

The Committee directs the Superintendent to develop and maintain an effective district data protection system of procedures for the protection of sensitive district information. Such procedures should protect the confidentiality, availability, and integrity of district information.

SOURCE: MASC 2023