DATA REPORT

2023 | 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 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.

School Trends 2022-2023

	Areas of Strength	Areas of Growth
High School	✦ Achievement data shows positive movement in the number of students *Meeting* or *Exceeding Expectations*. ✦ Average student growth percentiles show strong growth. ✦ Student subgroups scores show strong growth in math, typical growth in ELA, and a decrease in students *Not Meeting Expectations*.	✦ Continued focus on increasing the achievement levels of all students. ✦ Focused attention on increasing the achievement levels of students with disabilities and high needs students.
Middle School	✦ Strong student growth percentiles for most subjects and subgroups. ✦ Achievement data show more students Exceeding expectations and a decrease in the number of students Not Meeting Expectations. ✦ Subgroup data indicates early success of intervention and special education programs.	✦ Continued focus on increasing the achievement levels of all students. ✦ Attention to areas of lower growth areas including grade 8 math and ELA. ✦ Ongoing development of interventions to impact achievement of subgroups (e.g, students with disabilities and high needs students).
Elementary	✦ Achievement data show positive movement in the number of students Meeting or Exceeding Expectations. ✦ Subgroup scores show increase in students Exceeding Expectations and typical growth in ELA.	✦ Continued focus on increasing the achievement levels of all students. ✦ Attention to lower achievement and growth in math. ✦ Attention to areas of lower achievement and growth for students in subgroups.

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
✦ Increase the achievement level of all students ✦ Strengthen areas of lower growth ✦ Decrease achievement gaps	✦ iReady Diagnostic progress monitoring (year 2) ✦ Intervention teachers and programs at every grade level ✦ Targeted after-school and vacation intervention and acceleration camps for all ✦ Special Education Program Development	✦ PK-12 well-articulated, engaging curricula ✦ Effective selection and roll out of curricular resources (e.g., *iReady Math*, *Fundations* Structured Literacy Program, MyView Literacy) ✦ Ongoing Educator Professional Development	✦ Investments in research-based curriculum resources ✦ Investment in district teacher leadership for curriculum and data work ✦ Investment in personnel to support implementation of intervention models for all students including subgroups



Seeing the Whole Child

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

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.

Intervention programs including MCAS Bootcamps, vacation programs, and in-school interventionists are a few of the many supports we have in place.



Analysis

Overall the district is rated as making substantial progress towards the DESE targets. (See 2023 Official Accountability Report for Newburyport).

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

School Accountability Data

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

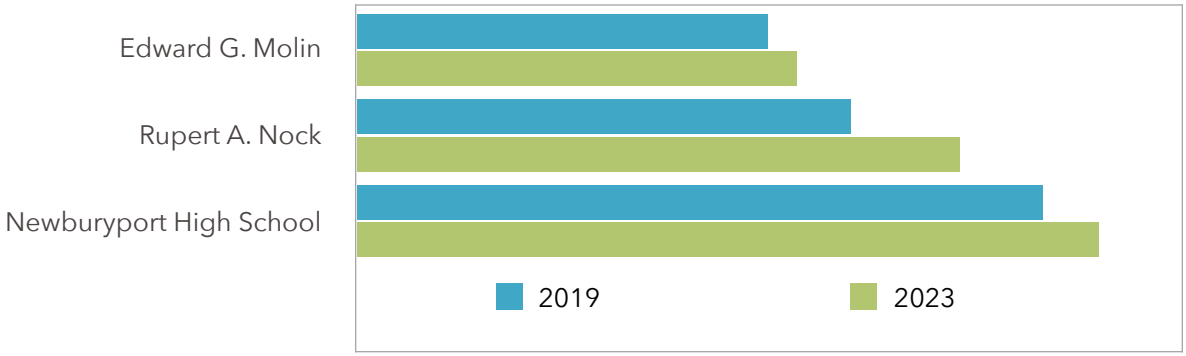
Each district and individual school is rated using a range of indicators for all grades:

- 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)

NPS Accountability Percentiles–2019-2023 Comparison



Advanced Coursework

High school accountability data measures the number of juniors and seniors who take advanced courses (e.g., dual enrollment, AP courses). Although the DESE report indicates a decrease in students taking advanced courses, the actual number of NHS students taking Advanced Placement courses increased from 174 students in 2019 to 196 in 2022 to 226 in 2023. NHS has made it easier for students to begin advanced coursework before junior year; however, only juniors and seniors are counted in the DESE formula.

Accountability Data Continued

Attendance

The accountability report also considers school and district attendance rates.

During the pandemic, DESE adjusted the definition of chronic absenteeism to any student who missed more than 20% of the school year (36 days in a 180 day school year).

This year, DESE has returned to a 10% measurement. **Any student who misses 18 or more school days is considered chronically absent—this includes both excused and unexcused absences.** The NPS chronic absenteeism rates are 12.3% for K-8 and 11.8% for 9-12.

The district and all our schools hit our targets for attendance this year. However, our chronic absenteeism rates remain above the 2019 levels.

Each school has a team who tracks student attendance and problem-solves with students (and their parents/guardians) who are on track to miss 18 or more days of school.

The district has clearly defined expectations for attendance outlined in our Student Handbooks. Principals and their attendance teams will continue to communicate with families about the importance of regular school attendance.

High School Graduation, Extended Engagement, and Drop Out Rates

NPS exceeded our DESE targets for four-year graduation rate and extended engagement rate, and met out target for annual drop out rate.

- **Graduation Rate**: percent of student in a cohort who graduate in four years or less. Accountability data reflects the 2022 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. 2023 accountability data looks at the 2022 rate.

The four year graduation rate for NHS is 97.7%, exceeding the state target of 95%.

The annual drop out rate from 2022 is 1%, which is a slight increase that reflects some of the struggles during the pandemic. The rate for students with disabilities decreased, while the rate for high needs and low income students increased.





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.

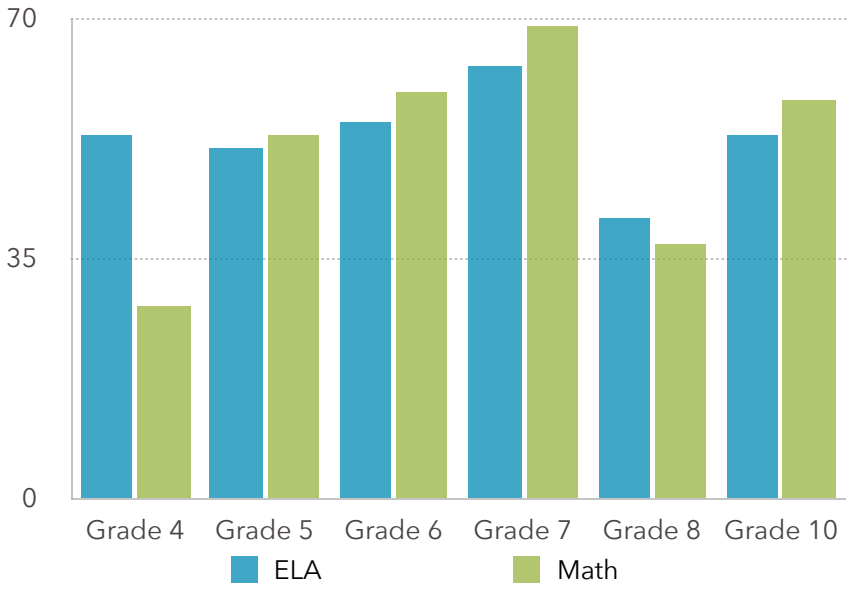
There are no student growth percentiles for the grade 5 and 10 science tests.

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). Growth scores in grades 10 and combined 3-8 are above the pre-COVID levels of 2019 in both mathematics and language arts.

2023 SGP by Grade and Test Area



Analysis of Overall Growth Scores

- Across the district, most students are showing moderate to high growth.
- **Highlights**: The SGP for grades 5, 6, and 10 math is in the high-typical range. Grade 7 students showed high growth in both ELA and math.
- **Challenge Areas**: Growth scores in grade 4 and 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.

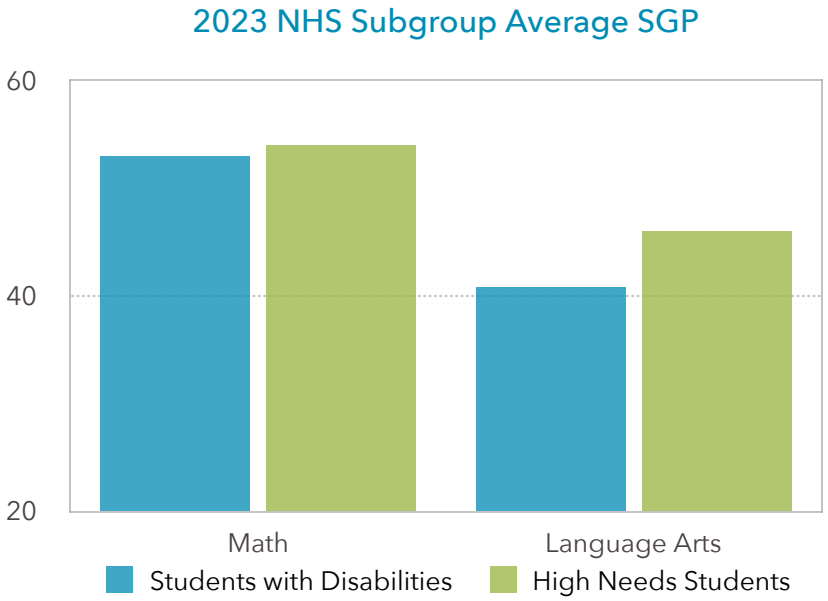
Low Income: students whose participated in one or more state-administered programs (Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); Department of Children and Families' (DCF) foster care program; expanded MassHealth) as well as students 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 (39 students) and High Needs Students (61 students) cohorts showed above typical growth in Math and low typical growth in Language Arts.
- Both groups have SGPs well above the state level in Math.



Middle School, grades 6-8

- Students with Disabilities (117 students) and High Needs Students (162) at all grades in all test areas showed average to high average growth.
- There was high average growth in grade 7 math for both subgroups (58 Average SGP) and grade 7 ELA (58 SGP SD and 56 SGP HN).

Elementary (grades 4-5)

- Students with Disabilities (72 students) and High Needs Students (105) at grades 4 and 5 showed typical growth in ELA.
- Both cohorts showed low growth in grade 4 math .
- Both cohorts showed typical growth in grade 5 math.

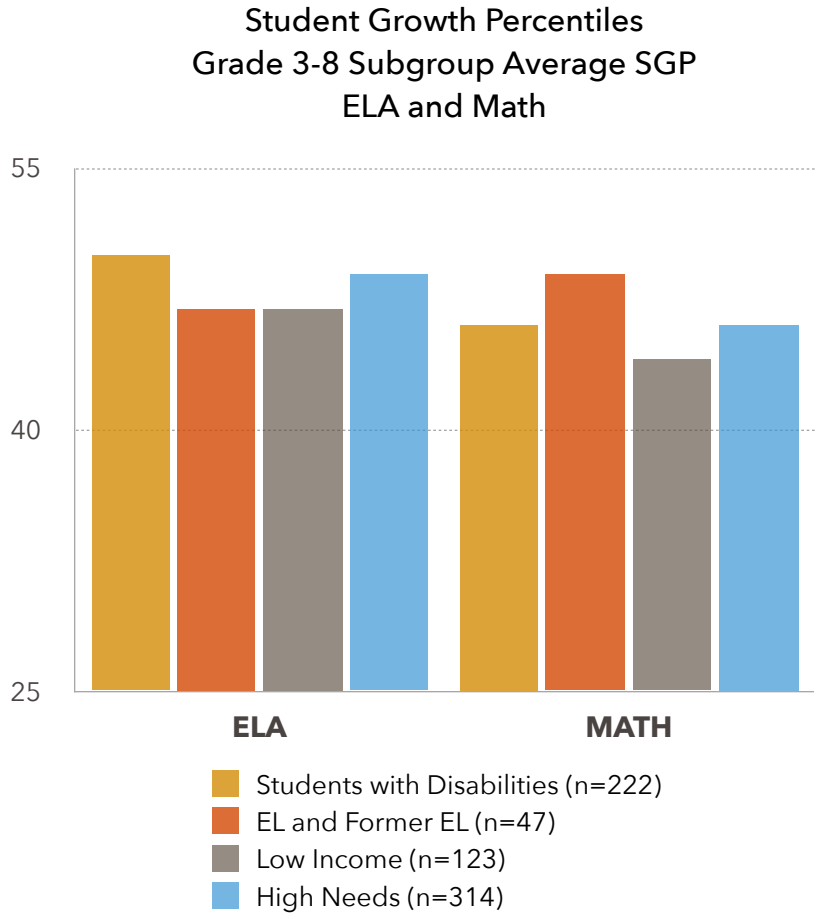
3-8 Average Subgroup Growth Analysis

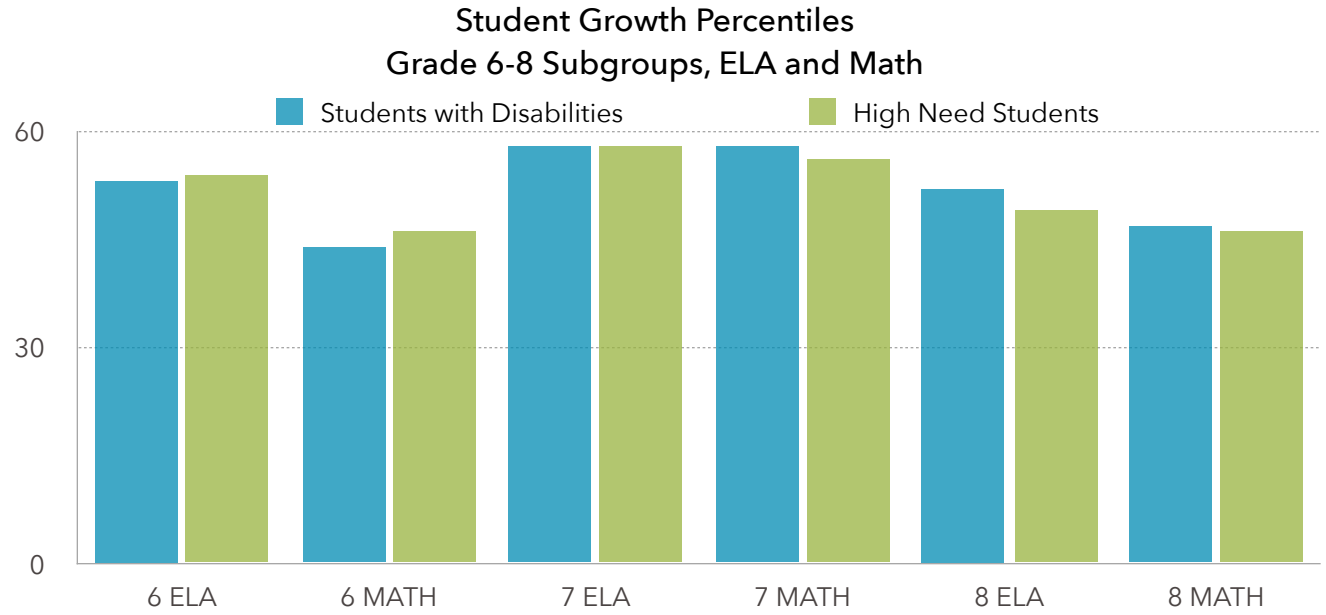
In addition to looking at the subgroups by school and grade level, we can also look at the subgroup averaged into one grade 3-8 cohort.

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

- ELA growth for students with disabilities is especially strong.
- Math growth scores for subgroups in grade 8 are well above the aggregate average SGP
- There are 47 EL students in grades 3-8 (an average of 7-10 EL or former EL students at each grade level). These, and other small subgroups, are analyzed by grade level educators to allow for better understanding of student strengths and weaknesses.

Grade 3-8 Average Subgroup Growth Scores







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 7 ELA and math, grade 6 ELA and math, grade 5 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, 99% of Newburyport 4th graders correctly answered this question that measures operations and algebraic thinking:

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 may also see areas where most students could not answer a question. They would use this information to evaluate whether instructional or curriculum changes should be made.

Individual Data Impacts Intervention Planning

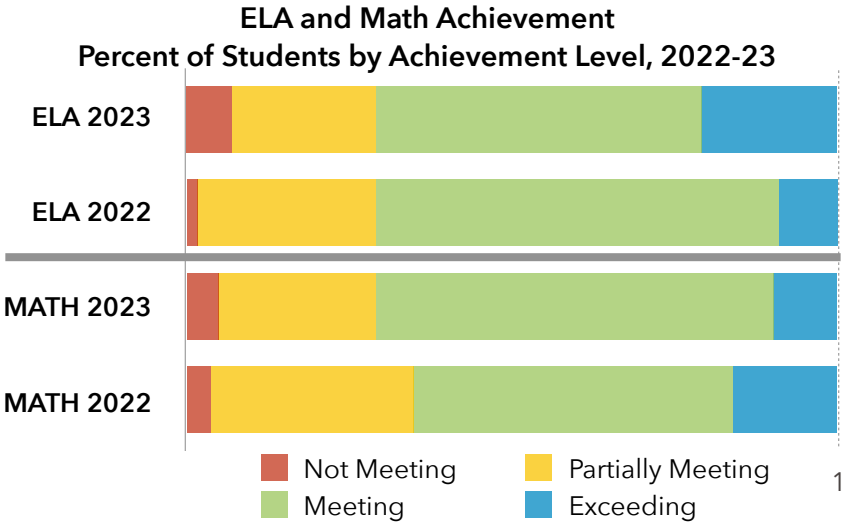
Educators also look at the individual students who are not meeting or partially meeting expectations. Using a range of information, intervention plans are created. The goal is to accelerate the growth of these students so they can be in the Meeting or Exceeding categories in grade 10.

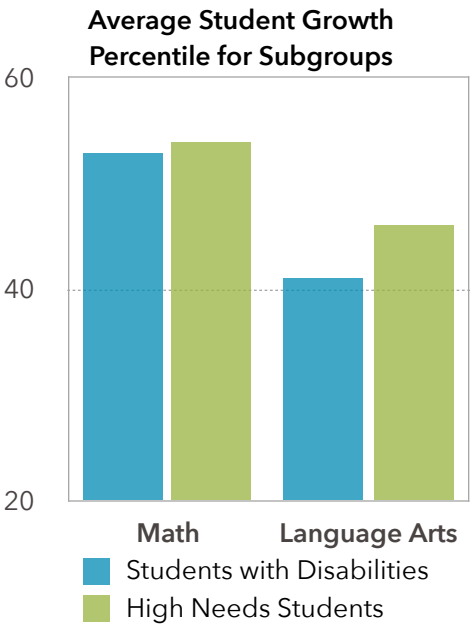
2023 Grade 10 MCAS

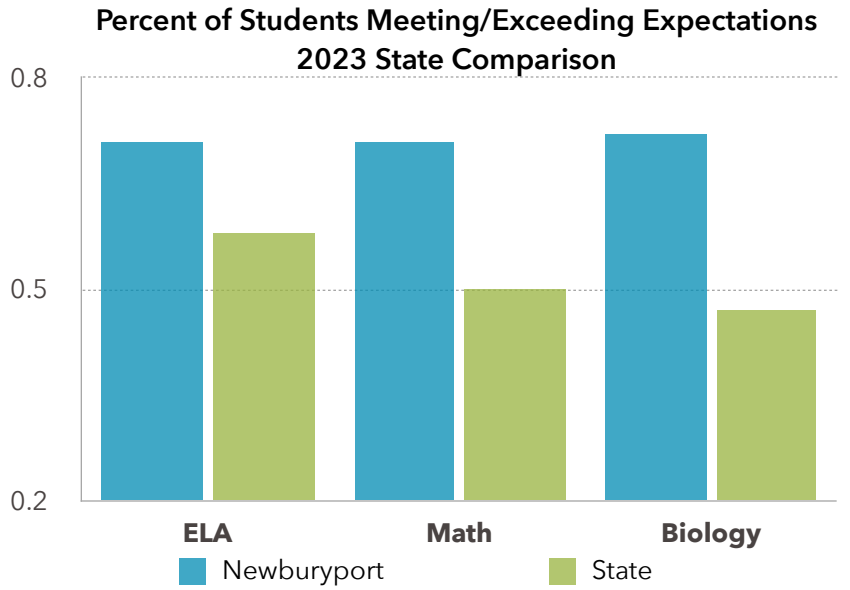
71% **ELA** Met/Exceeding Expectation

71% **MATH** Met/Exceeding Expectation

72% **STE** Met/Exceeding Expectation







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

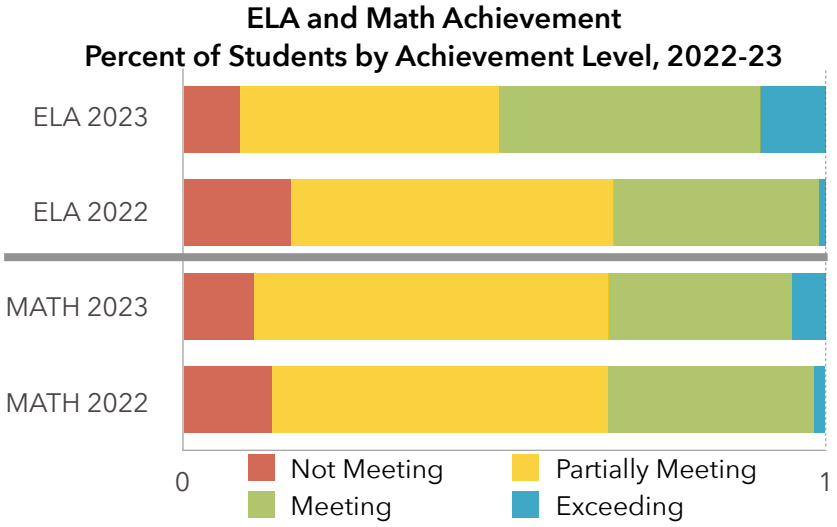
	Students with Disabilities		High Needs Students	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	31% (12)	33% (13)	36% (22)	37% (23)
Partially Meeting	59% (23)	60% (24)	41% (25)	47% (29)
Not Meeting	10% (14)	8% (3)	23% (14)	16% (10)

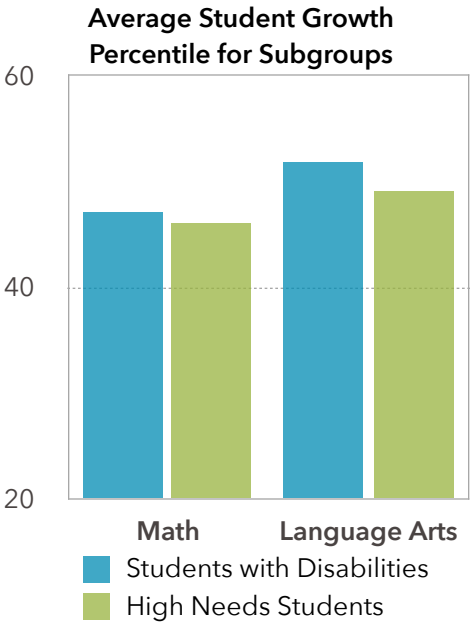
2023 Grade 8 MCAS

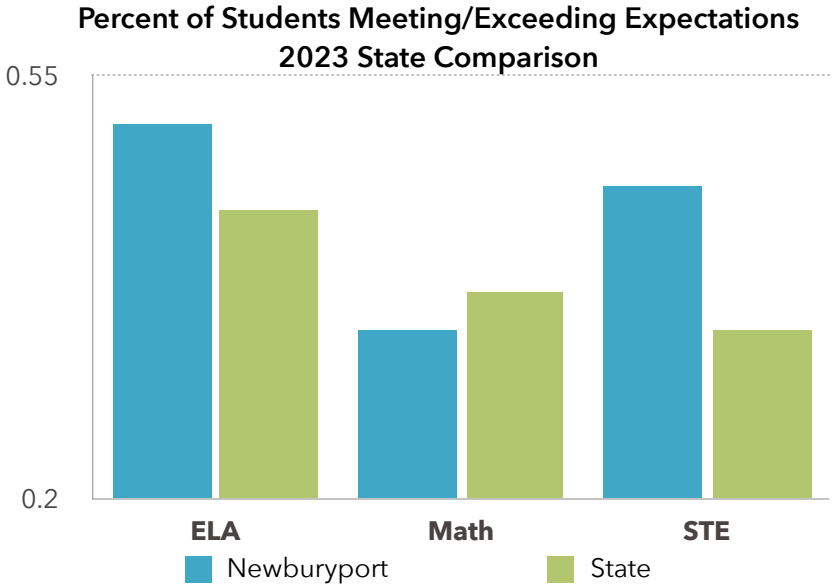
51% **ELA** Met/Exceeding Expectation

34% **MATH** Met/Exceeding Expectation

56% **STE** Met/Exceeding Expectation







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

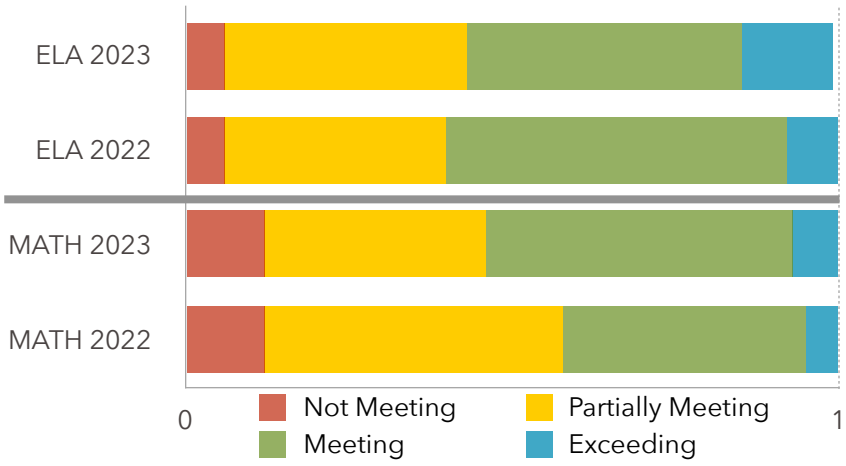
	Students with Disabilities		High Needs Students	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	22% (10)	11% (15)	25% (14)	16% (9)
Partially Meeting	57% (25)	57% (25)	50% (28)	54% (30)
Not Meeting	20% (9)	32% (14)	25% (14)	30% (17)

2023 Grade 7 MCAS

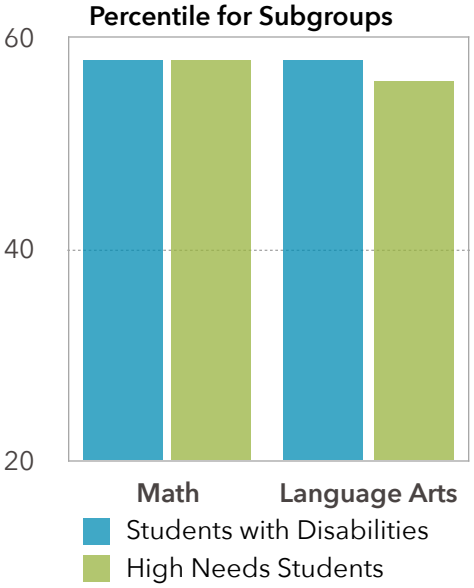
56% **ELA** Met/Exceeding Expectation

54% **MATH** Met/Exceeding Expectation

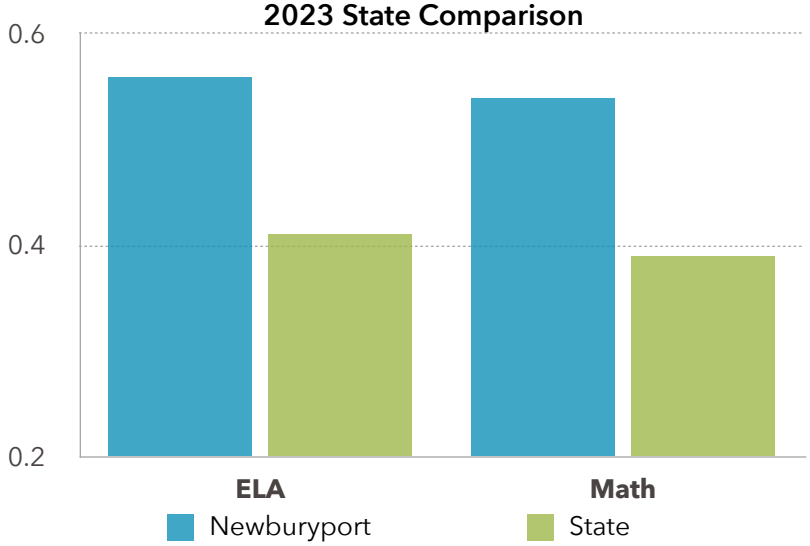
ELA and Math Achievement
Percent of Students by Achievement Level, 2022-23



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2023 State Comparison



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

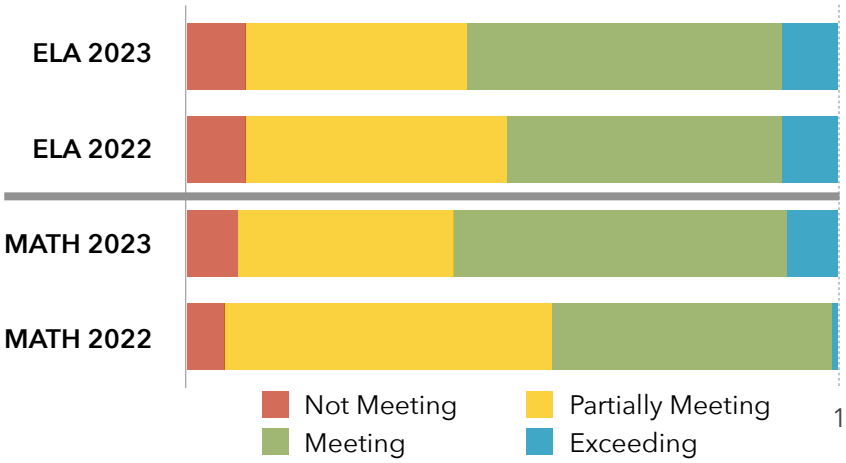
	Students with Disabilities		High Needs Students	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	18% (6)	12% (4)	20% (10)	12% (6)
Partially Meeting	68% (23)	56% (19)	60% (30)	54% (27)
Not Meeting	15% (5)	32% (11)	20% (10)	34% (17)

2023 Grade 6 MCAS

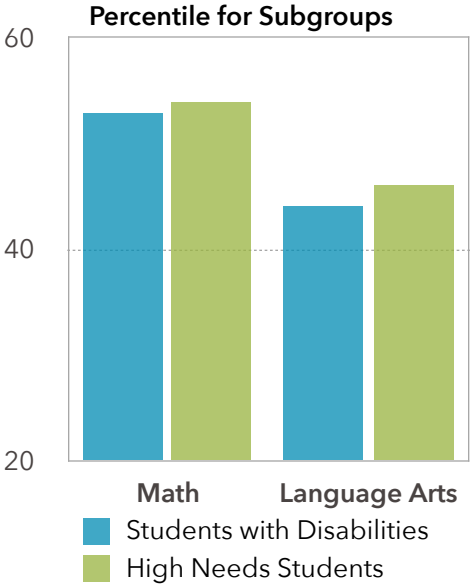
58% **ELA** Met/Exceeding Expectation

59% **MATH** Met/Exceeding Expectation

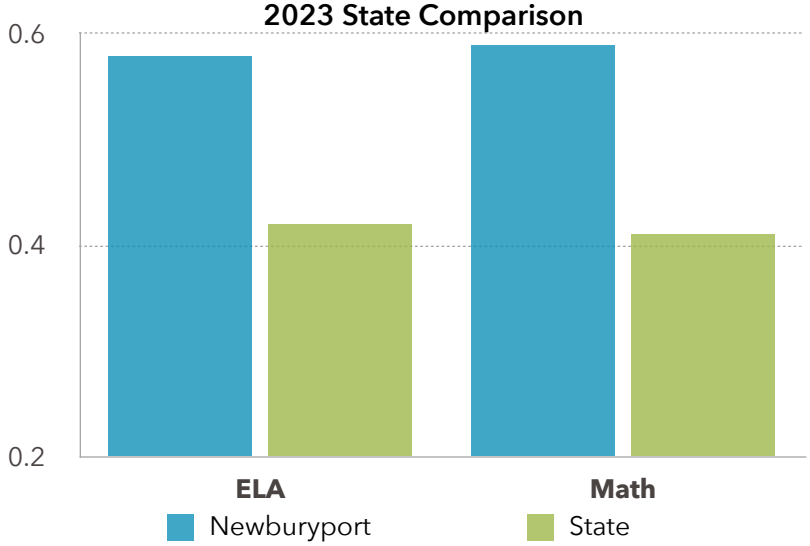
ELA and Math Achievement
Percent of Students by Achievement Level, 2022-23



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2023 State Comparison



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

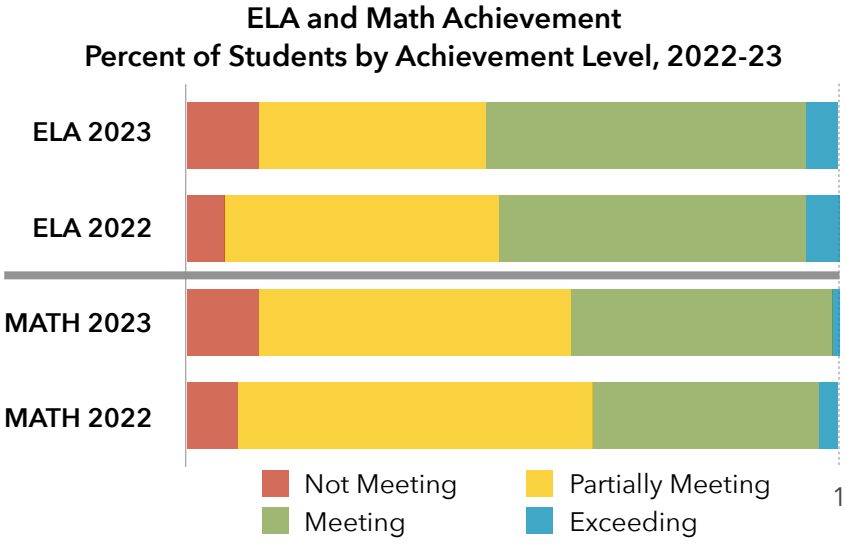
	Students with Disabilities		High Needs Students	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	24% (9)	35% (13)	24% (13)	33% (18)
Partially Meeting	56% (22)	46% (17)	52% (29)	44% (24)
Not Meeting	21% (8)	19% (7)	25% (14)	22% (12)

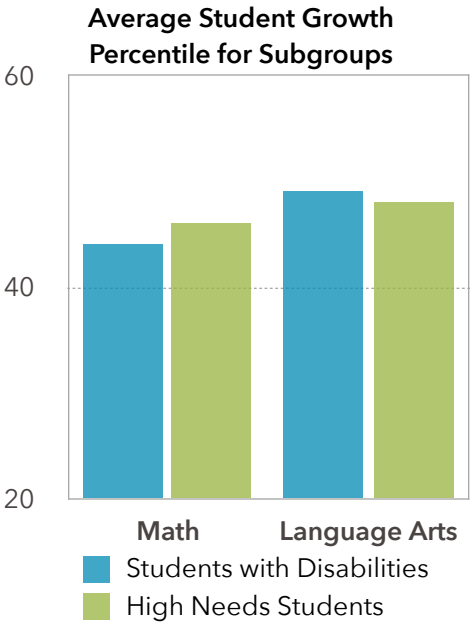
2023 Grade 5 MCAS

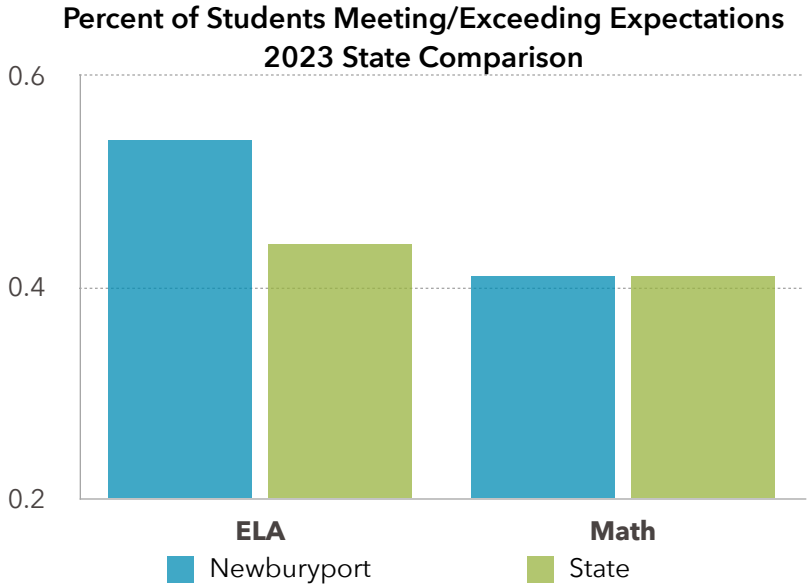
54% **ELA** Met/Exceeding Expectation

41% **MATH** Met/Exceeding Expectation

42% **STE** Met/Exceeding Expectation







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

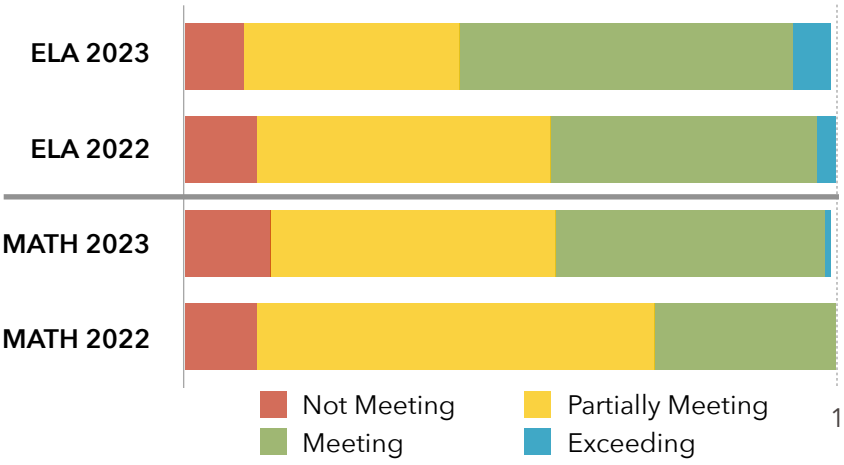
	Students with Disabilities (39)		High Needs Students (54)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	28% (11)	15% (6)	28% (15)	15% (8)
Partially Meeting	41% (16)	54% (21)	46% (25)	59% (32)
Not Meeting	31% (12)	31% (12)	26% (14)	26% (14)

2023 Grade 4 MCAS

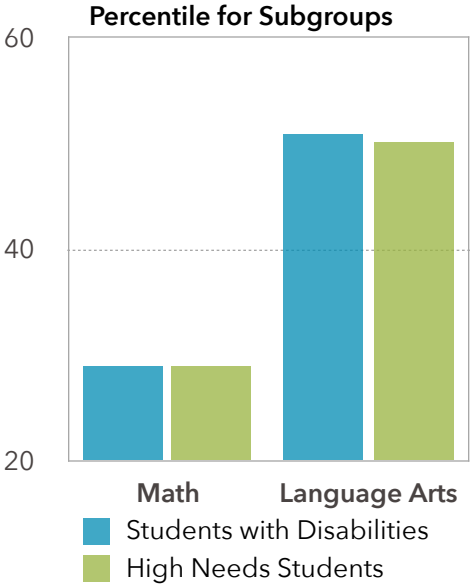
57% **ELA** Met/Exceeding Expectation

42% **MATH** Met/Exceeding Expectation

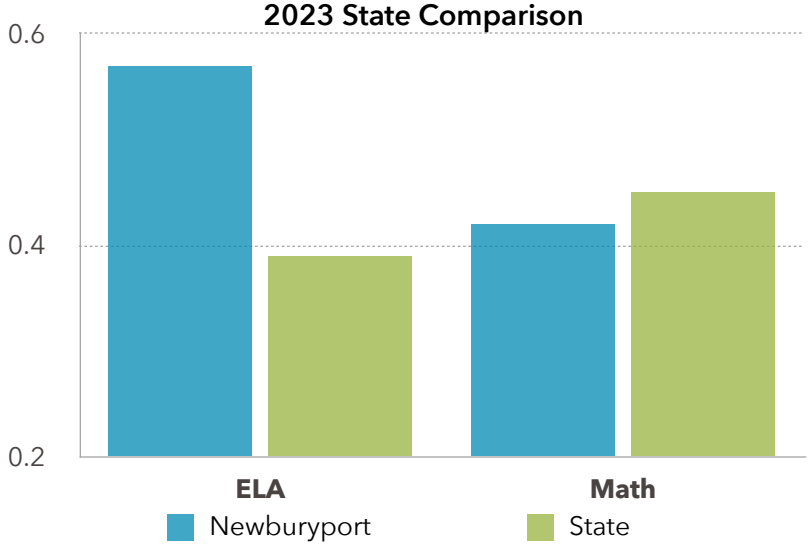
ELA and Math Achievement
Percent of Students by Achievement Level, 2022-23



Average Student Growth Percentile for Subgroups



Percent of Students Meeting/Exceeding Expectations
2023 State Comparison



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

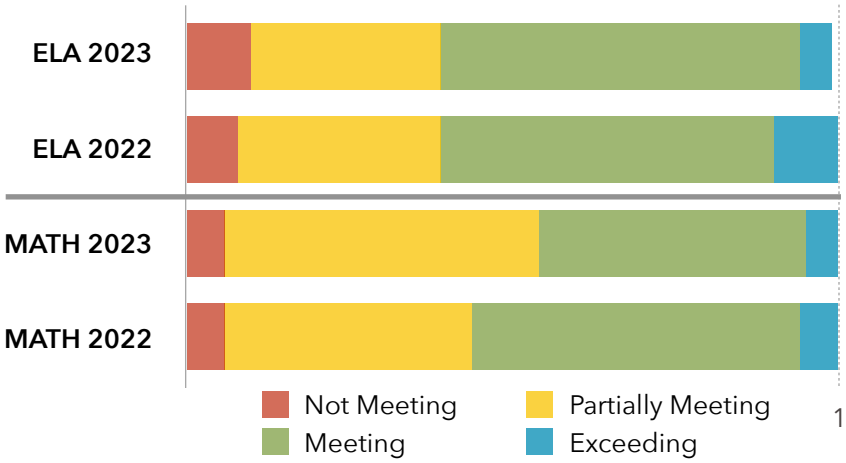
	Students with Disabilities (39)		High Needs Students (54)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	21% (7)	15% (5)	27% (14)	19% (10)
Partially Meeting	55% (18)	56% (19)	49% (25)	50% (26)
Not Meeting	24% (8)	29% (10)	24% (12)	31% (16)

2023 Grade 3 MCAS

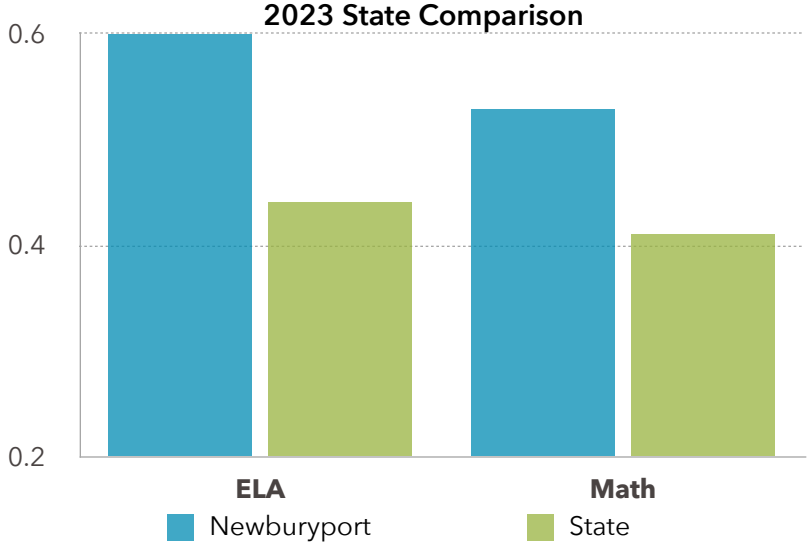
60% **ELA** Met/Exceeding Expectation

46% **MATH** Met/Exceeding Expectation

ELA and Math Achievement
Percent of Students by Achievement Level, 2022-23



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 (33)		High Needs Students (47)	
	ELA	MATH	ELA	MATH
Meeting/Exceeding	42% (14)	27% (9)	38% (18)	21% (10)
Partially Meeting	27% (9)	64% (21)	28% (13)	62% (29)
Not Meeting	30% (10)	9% (3)	34% (16)	17% (8)

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 2023, 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.