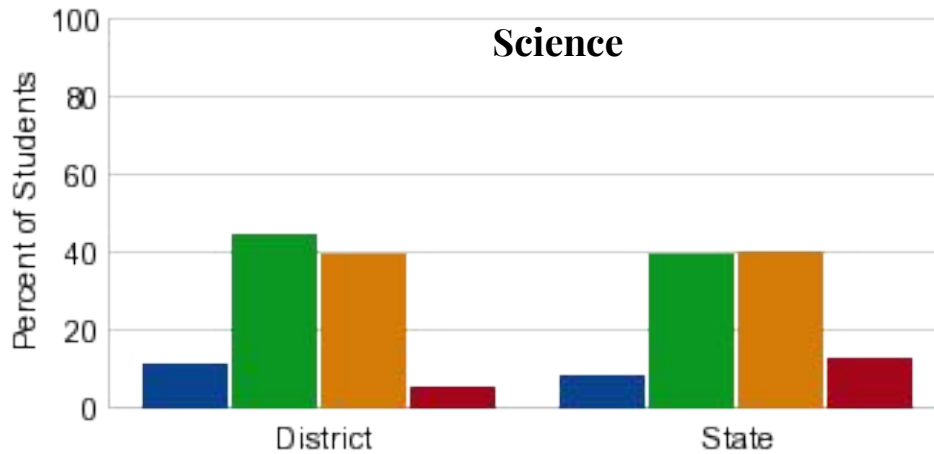
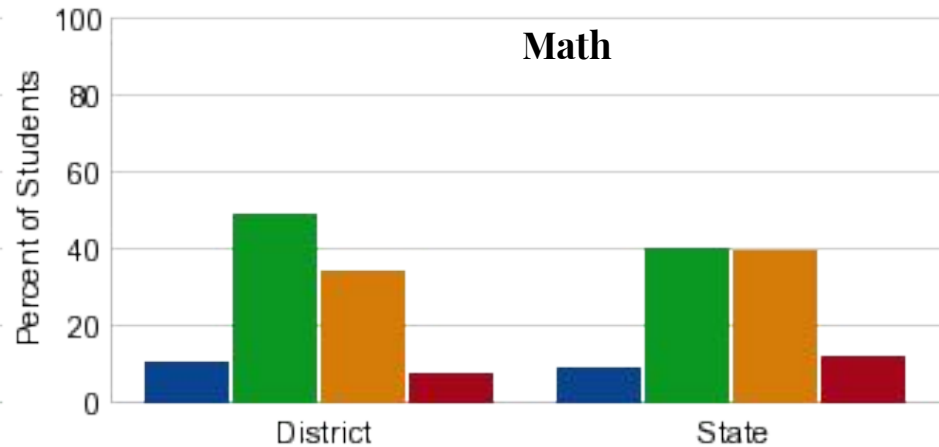
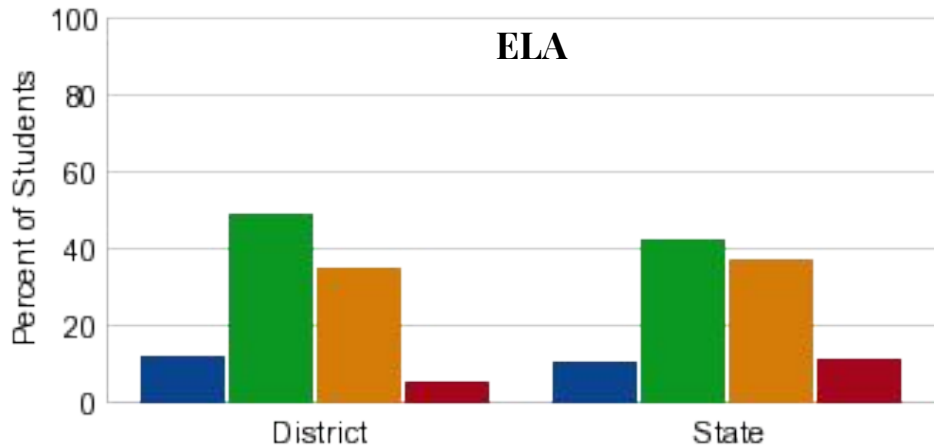


**MCAS &
Accountability 2019**

School Committee November 7, 2019

--MCAS--



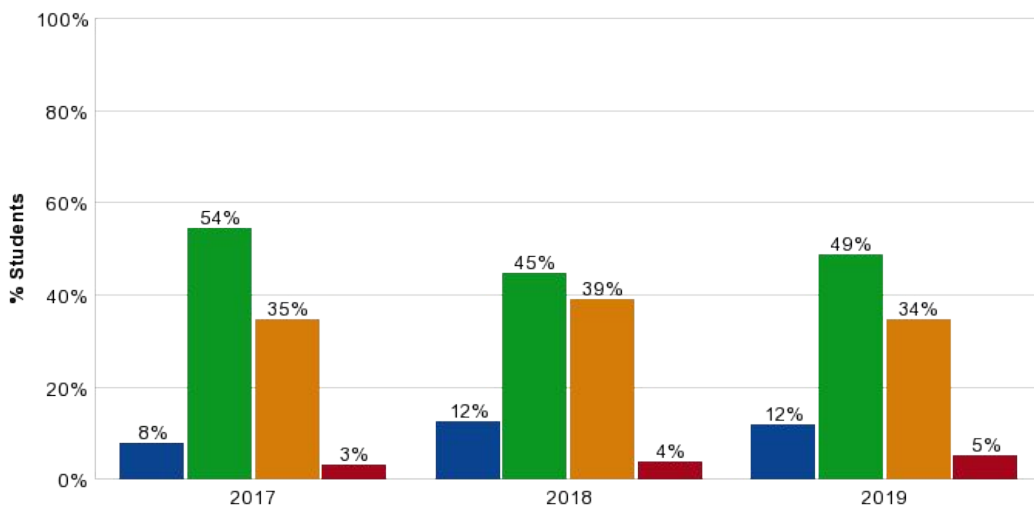
- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations

61% ELA
59% MATH
55% SCIENCE
Meeting or Exceeding
Expectations
LINCOLN DISTRICT Grades 3-8

52% ELA
49% MATH
47% SCIENCE
Meeting or Exceeding
Expectations
STATE-WIDE Grades 3-8

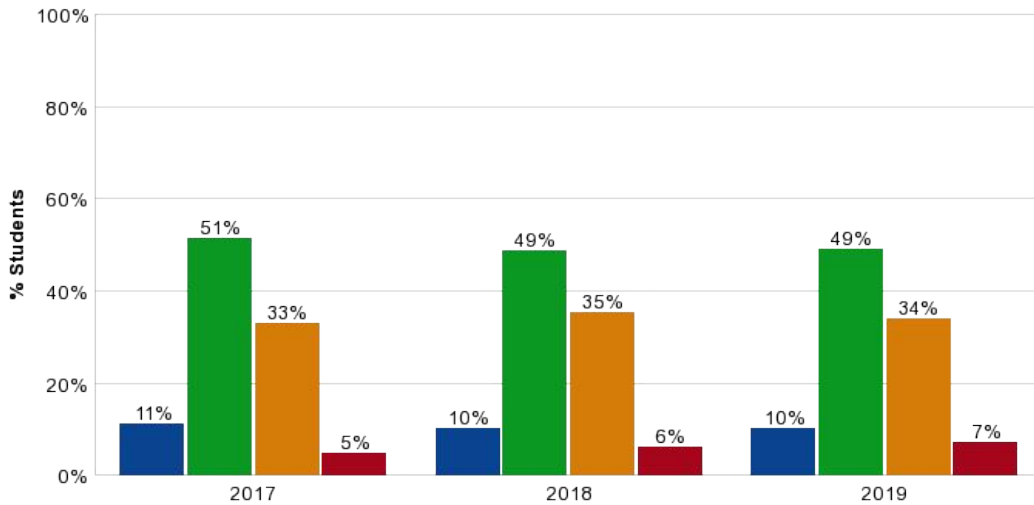
	ELA		Math		Science	
	% LPS	% MA	% LPS	% MA	% LPS	% MA
Exceeding Expectations	12	10	10	9	11	8
Meeting Expectations	49	42	49	40	44	39
Partially Meeting Expectations	34	37	34	39	39	40
Not Meeting Expectations	5	11	7	12	5	12

ELA

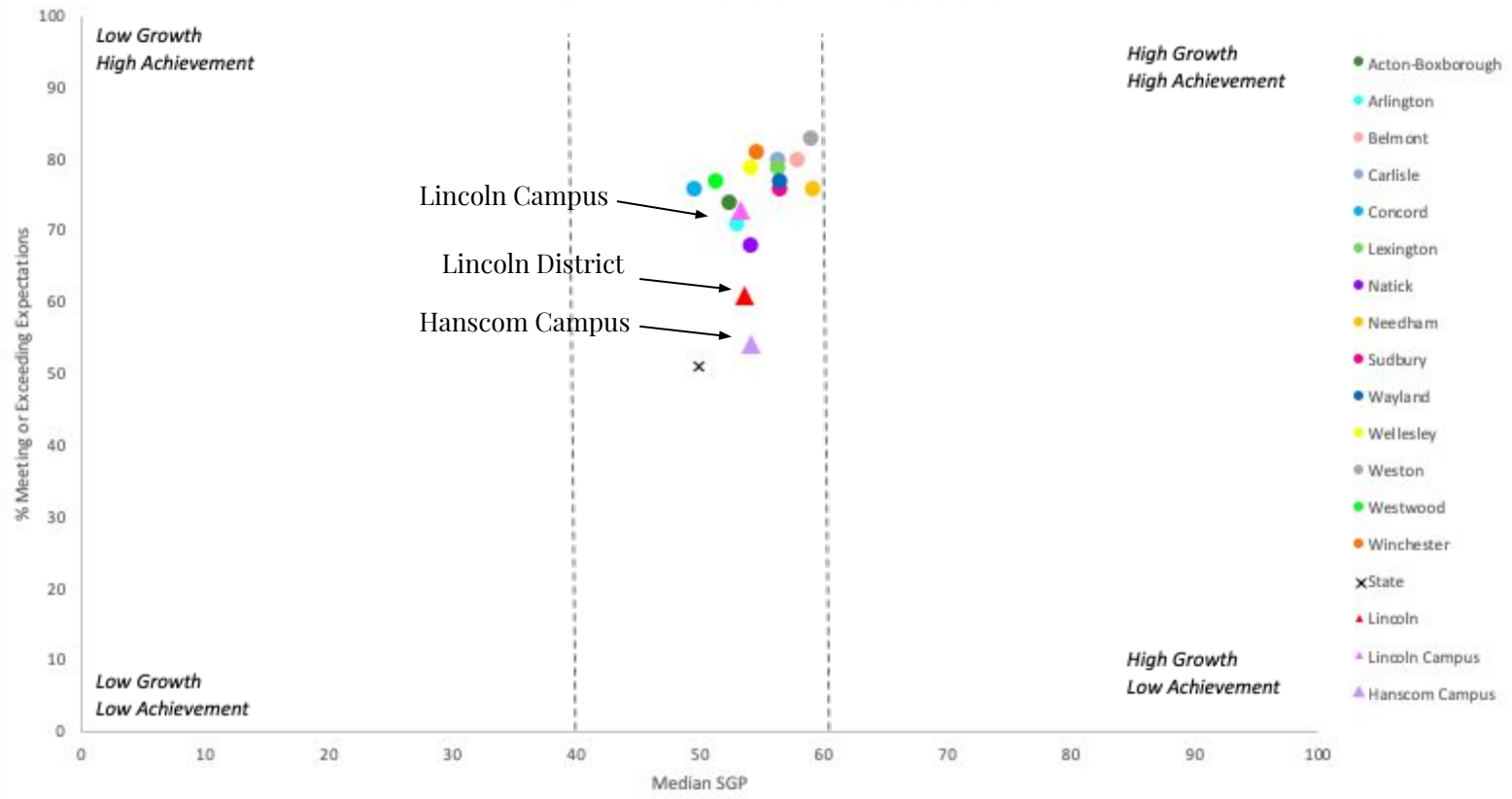


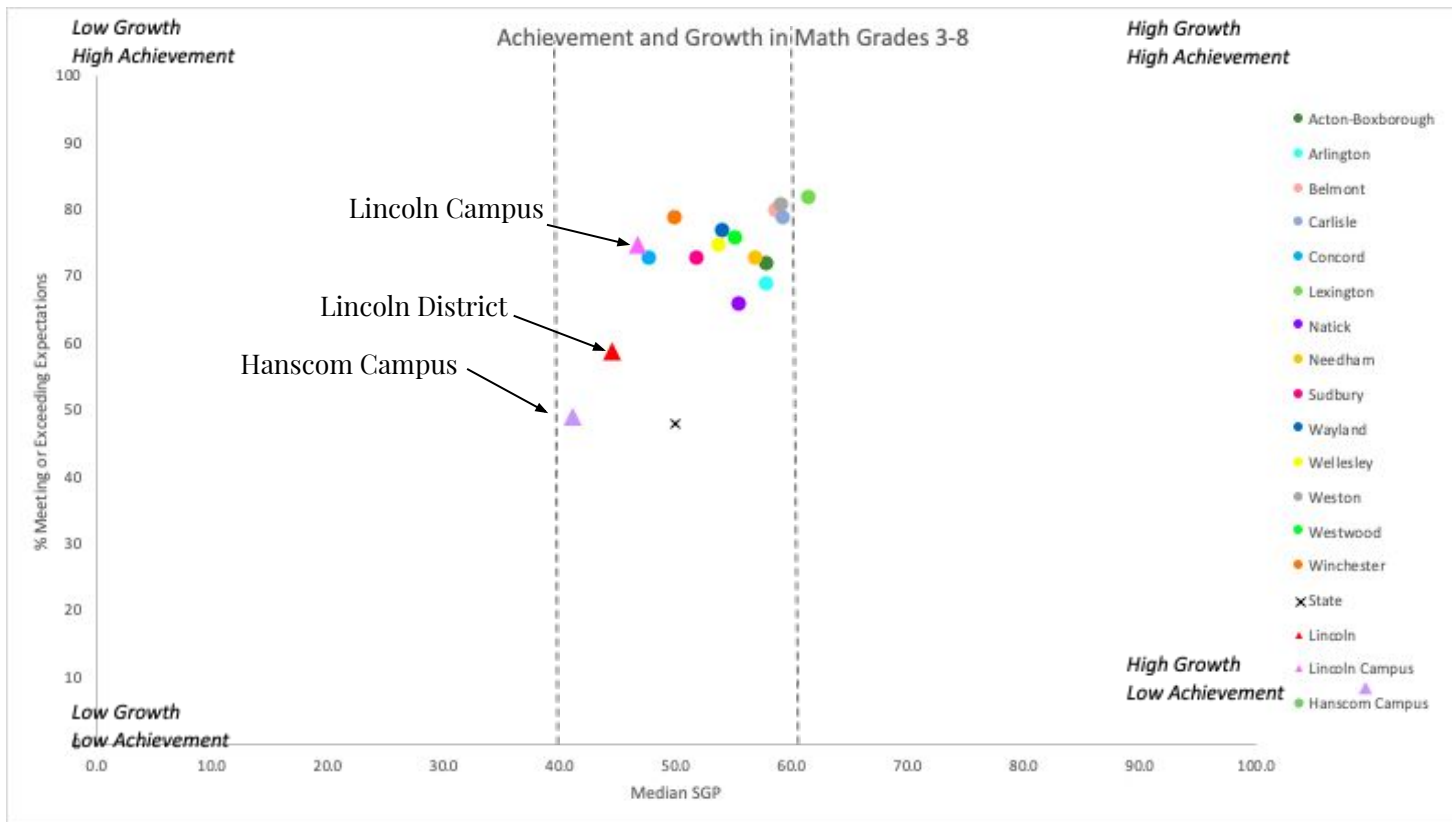
- Exceeding Expectations
- Meeting Expectations
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Math

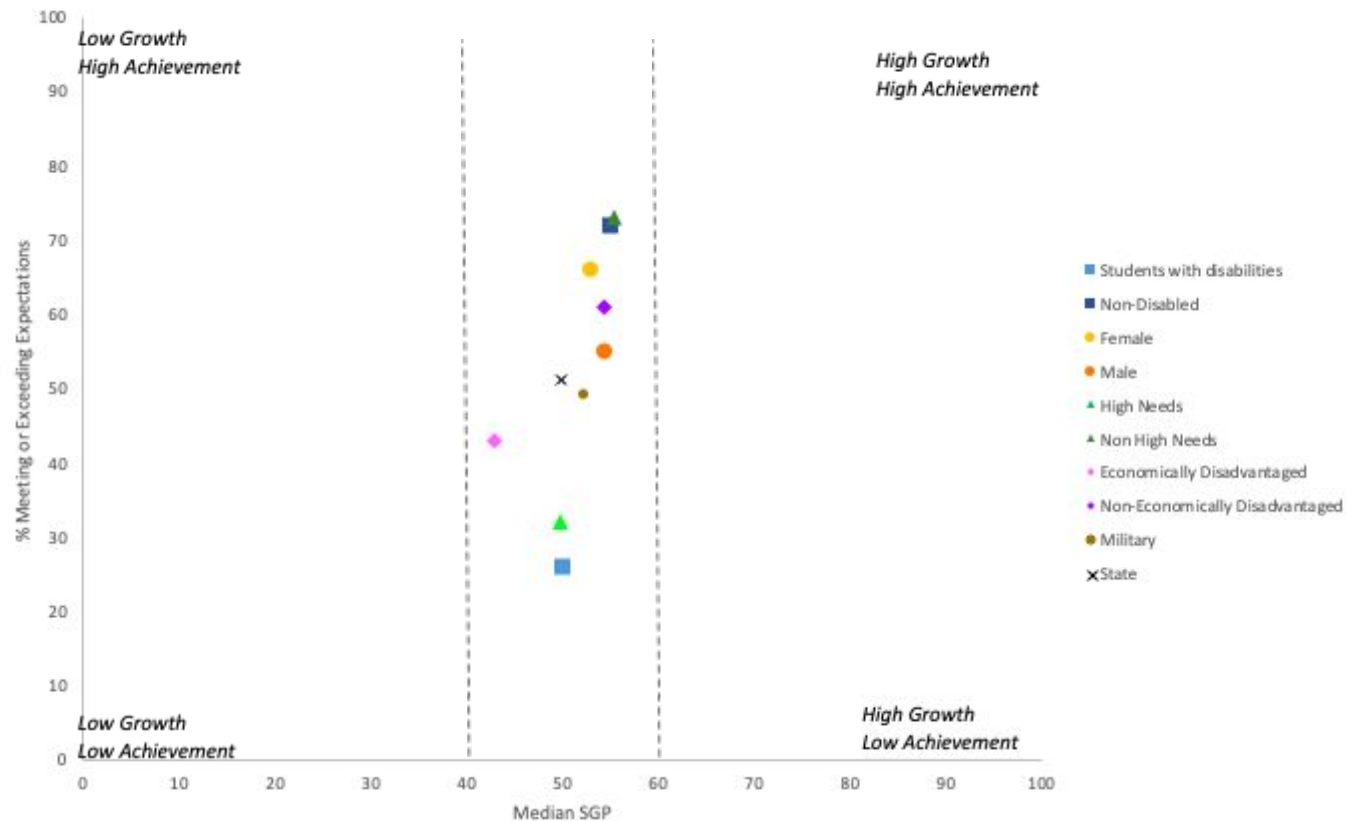


Achievement and Growth in ELA Grades 3-8

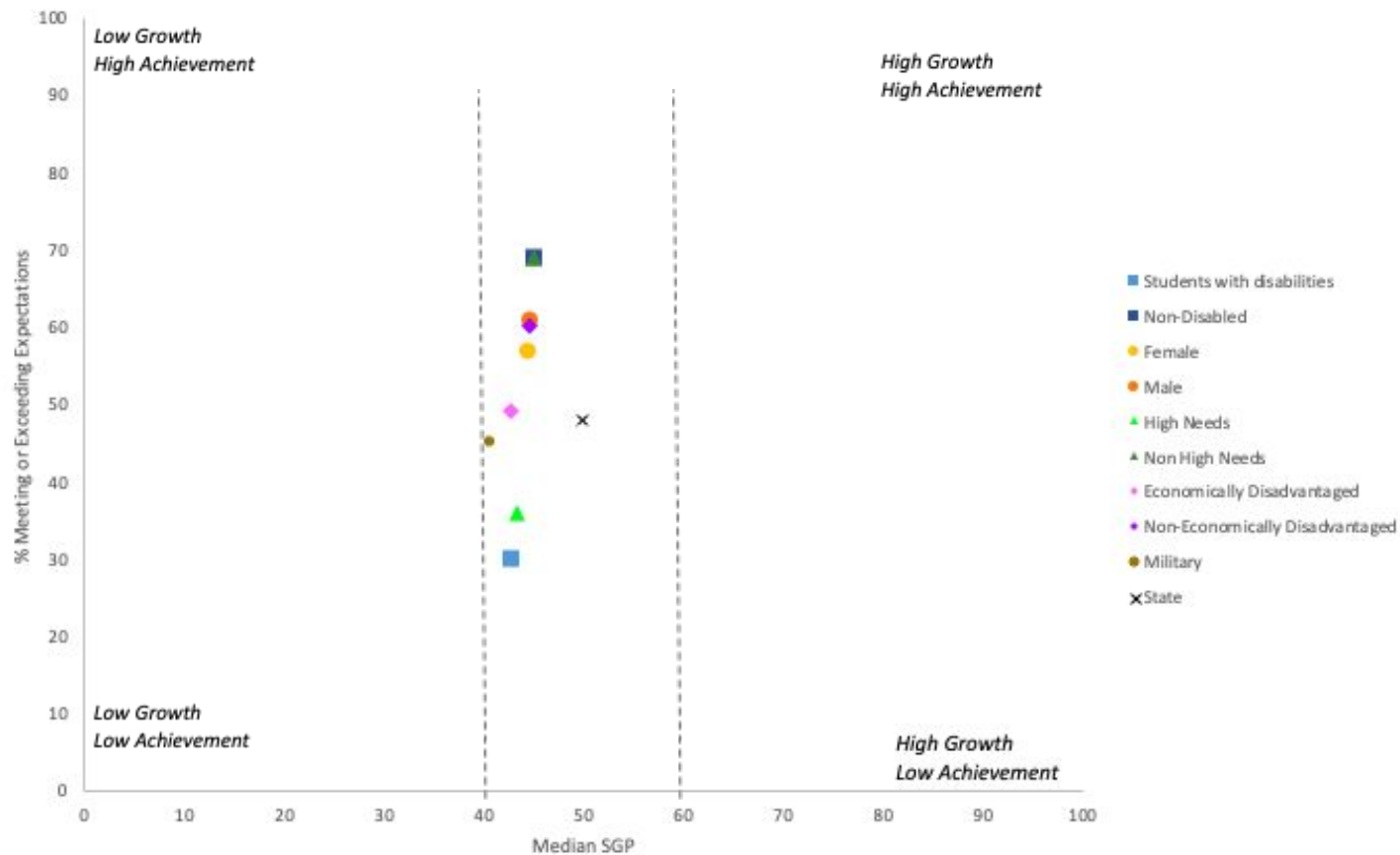




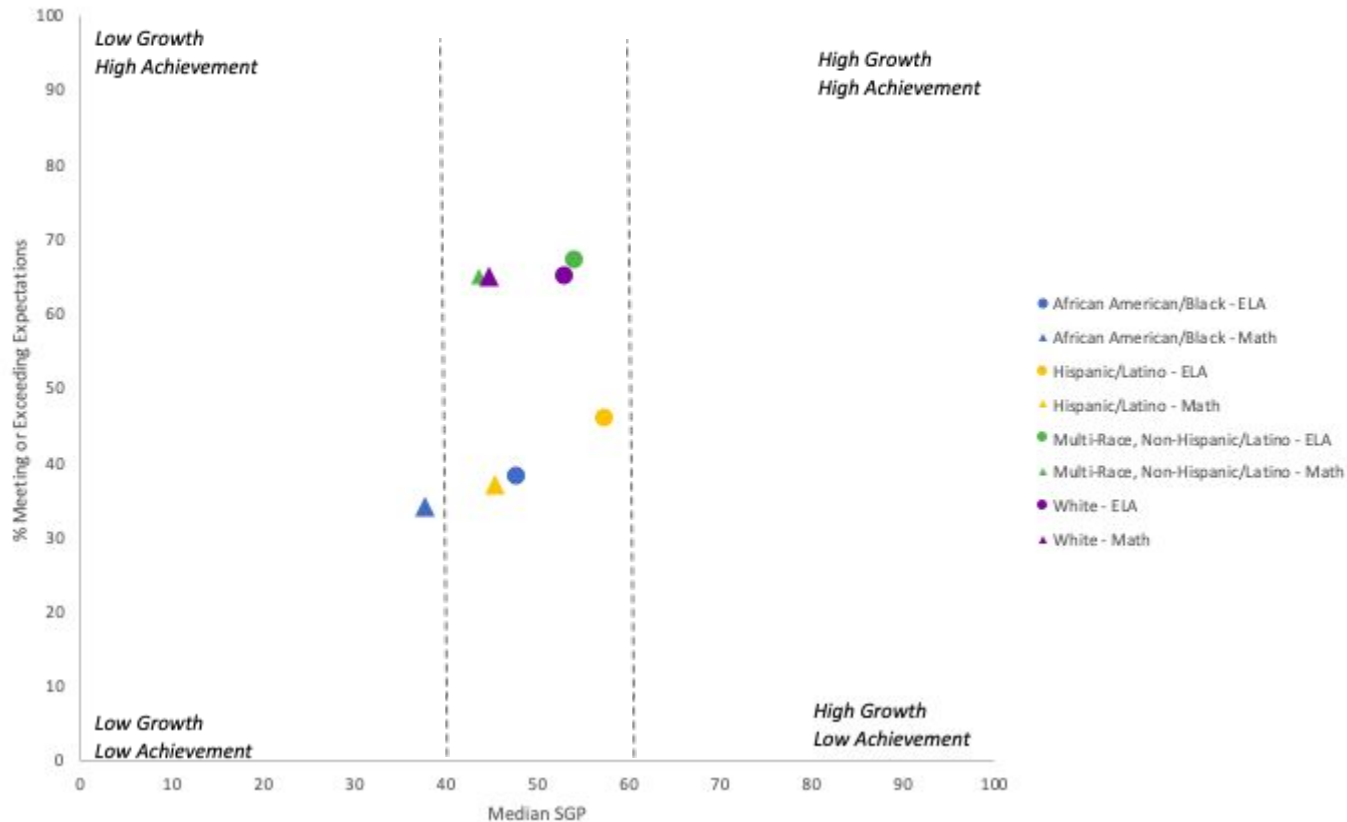
Subgroup Gaps in ELA Grades 3-8



Subgroup Gaps in Math Grades 3-8



Racial Subgroup Gaps in Growth and Achievement Grades 3-8



MCAS "Quick" Guide: Grade 8 @ Brooks

1

Introduction

2

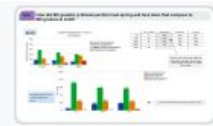
What are these guides and how do we use them?

These guides provide a snapshot of student performance on the MCAS tests. They are designed to help you understand the overall performance of your students and to identify areas where they may need additional support.

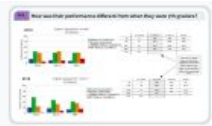
3

ELA

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16

What are the biggest trends we noticed?

- Overall performance is generally strong, with a high percentage of students performing at the Proficient and Advanced levels.
- There is a noticeable gap in performance between boys and girls, with girls consistently performing at higher levels than boys.
- Performance tends to improve from 7th to 8th grade across all subgroups.

17

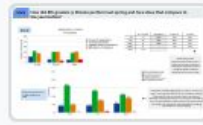
How can we best prepare students?

- Focus on reading and writing skills, as these are the primary areas of assessment.
- Provide additional support for students who are struggling, particularly boys and students from lower-performing subgroups.
- Encourage students to practice test-taking strategies, such as reading questions carefully and showing their work.

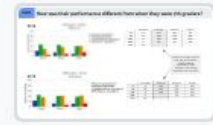
18

MATH

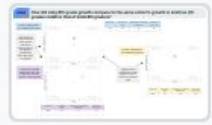
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32

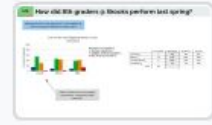
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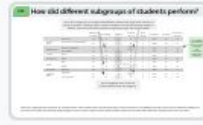
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SCIENCE

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--Accountability--

2019 Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-
	Mathematics achievement	0	4	-	2	4	-
	Science achievement	1	4	-	-	-	-
	Achievement total	4	12	67.5	4	8	67.5
Growth	English language arts growth	3	4	-	2	4	-
	Mathematics growth	2	4	-	2	4	-
	Growth total	5	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	0	4	10.0
Weighted total		3.8	10.3	-	3.6	7.6	-
Percentage of possible points		37%		-	47%		-
Criterion-referenced target percentage		42%					

At-a-glance

District/School	Overall Classification	Reason for classification	Progress toward improvement targets	Accountability percentile
District	Not requiring assistance or intervention	Moderate progress toward targets	42%	N/A
Lincoln School K-8	Not requiring assistance or intervention	Substantial progress toward targets	58%	82
HMS	Not requiring assistance or intervention	Moderate progress toward targets	32%	43
HPS	Not requiring assistance or intervention	Limited or no progress toward targets	22%	N/A