

# MCAS Presentation

Board Presentation October 2021



# Overview

1. **MCAS History**
2. **20 - 21  
Administration**
3. **Marblehead Charter  
Data**

# Other Sources of Data

## Standardized Data

- i-Ready
- IXL
- NAEP

## Local Data

- Criteria for Excellence
- Projects
- Portfolios - Goal Setting
- Assignments, Quizzes, and Tests

# MCAS History

1993

**Paper Based  
MCAS**

2001

**NCLB**

2015

**ESSA**

2017 - 2021 -

**MCAS 2.0**

# MCAS History - MCAS 2.0

## Realignment of Performance Categories

- Advanced -> Exceeds Expectations
- Proficient -> Meets Expectations
- Needs Improvement -> Partially Meeting Expectations
- Warning -> Not Meeting Expectations

## Realignment of Scaled Scores

- Advanced (260 - 280) ->
- Exceeds Expectations (530 - 560)
- Proficient (240 - 259) ->
- Meets Expectations (500 - 529)
- Needs Improvement (220 - 239) -> Partially Meeting Expectations (470 - 499)
- Warning (200 - 219) ->
- Not Meeting Expectations (440 - 469)

# MCAS History - MCAS 2.0

Read the article and the memoir about an Antarctic expedition. Then answer the questions that follow.

This article describes how Ernest Shackleton's second attempt to explore the Antarctic ended in near disaster.

Shipwrecked!



Explorer Ernest Shackleton's ship *S.S. Endurance* is trapped by ice in the Weddell Sea during his second expedition to the

## Part A

Which of the following **best** states a central idea of "Shipwrecked!"?

- A. Great leaders listen to the advice of others.
- B. People are at the mercy of the power of nature.
- C. Taking necessary precautions ensures the safety of an expedition.
- D. Long journeys require a lot of preparation to make them successful.

## Part B

Which evidence from "Shipwrecked!" **best** supports the answer to Part A?

- A. "The ship was locked in ice for 10 months. By October 1915, the ice was crushing its thick wooden walls." (paragraph 9)

# Pandemic and Impact on MCAS Administration Spring 2020 and 2021

## March 2020

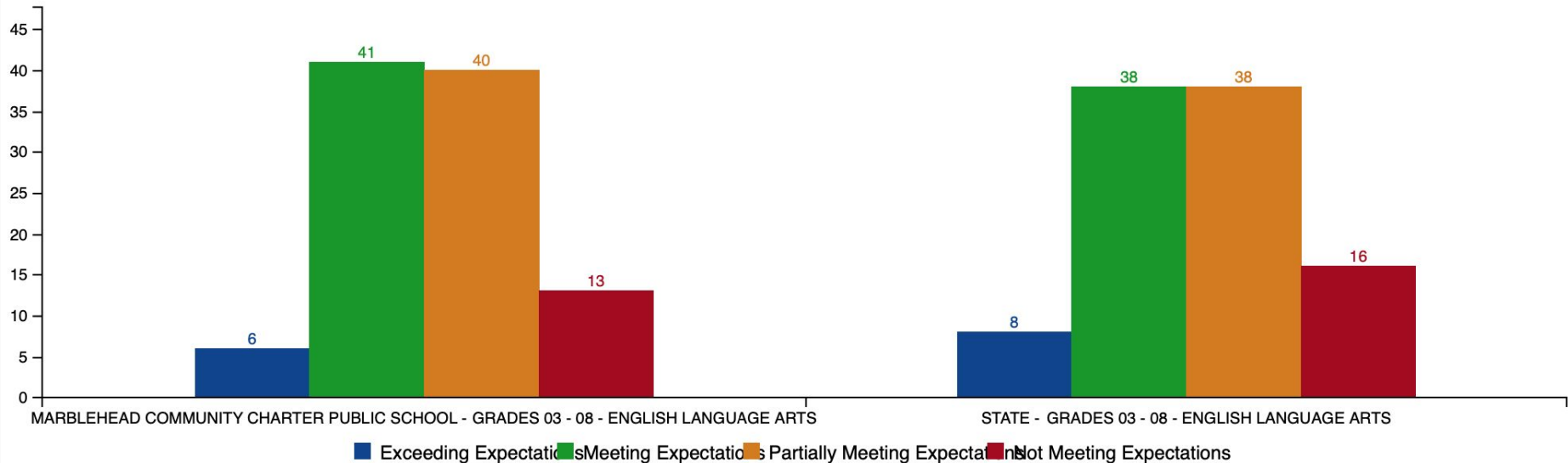
- School Closure
- Federal and State Waiver for Accountability Measures

## February 2021 - March 2021

- Confirmation of Testing for 2021
- Adjustment of Testing Window to May and June
- Testing Limited to One Session

# Marblehead Charter Data - ELA

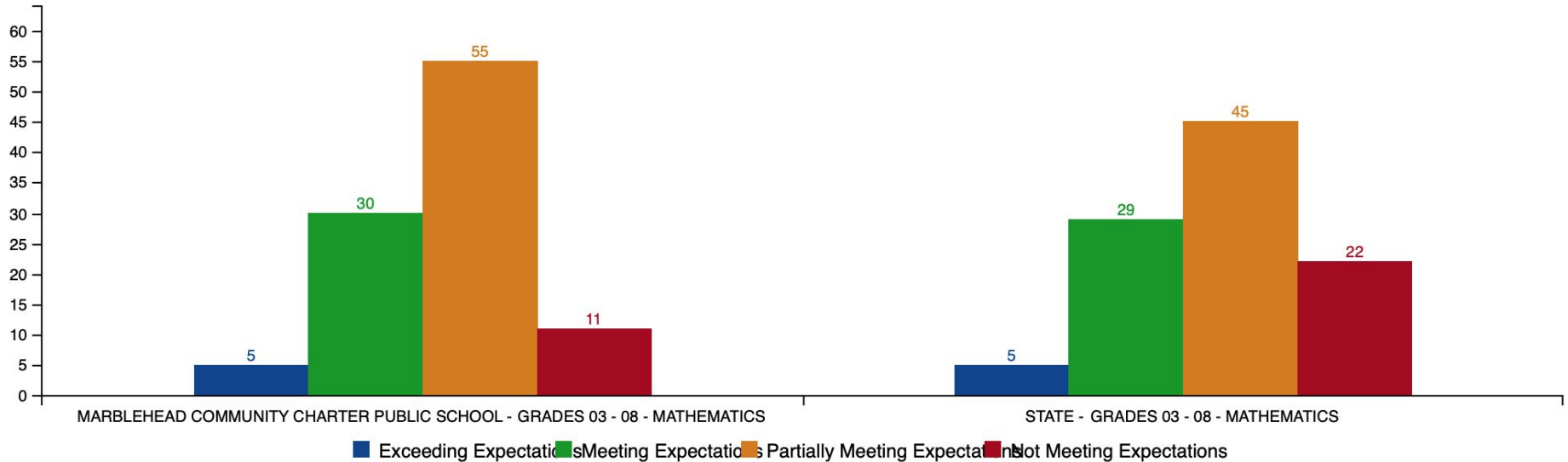
[profiles.doe.mass.edu](http://profiles.doe.mass.edu)





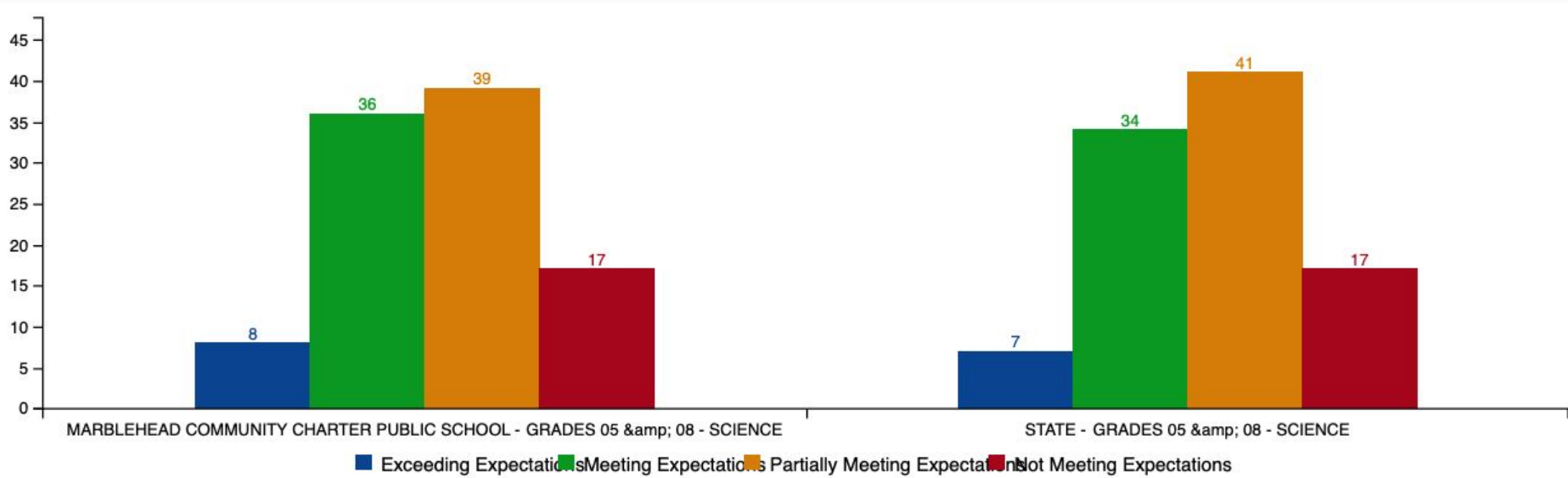
# Marblehead Charter Data - Math

profiles.doe.mass.edu



# Marblehead Charter Data - Science

profiles.doe.mass.edu



# Marblehead Charter Data - Accountability profiles.doe.mass.edu



Not requiring assistance or  
intervention

# Marblehead Charter Data

profiles.doe.mass.edu

School Name	2021 Enrollment				% Meeting or Exceeding Expectations					Growth ave	
	Total Enrollment #	Eco. Dis. %	SWD %	ELL %	Grades 3-8		Grade 10		Grades 5 and 8	Grades 3-8	
					ELA	Math	ELA	Math	Science	ELA	Math
<a href="#">Boston-Boston Teachers Union School*</a>	277	40.8	23.5	15.9	45%	52%			23%	46.6	58.6
<a href="#">Boston-Mission Hill School*</a>	228	49.6	26.8	14.9	27%	19%			11%	47.0	53.5
<a href="#">Boston-Oliver Hazard Perry*</a>	203	44.3	25.6	15.3	29%	32%			20%	44.3	46.5
<a href="#">Brookline-John D Runkle*</a>	504	8.7	21.8	10.5	76%	75%			61%	58.1	56.2
<a href="#">Brookline-William H Lincoln*</a>	513	15.2	20.9	14.8	72%	70%			70%	58.4	57.0
<a href="#">Hampden-Wilbraham-Green Meadows Elementary*</a>	324	27.5	20.7	2.8	49%	53%			51%	45.2	58.7
<a href="#">Hill View Montessori Charter Public (District)-Hill View Montessori Charter Public School*</a>	303	31.4	19.1	5.9	48%	20%			46%	51.2	38.8
<a href="#">Lincoln-Hanscom Middle*</a>	236	1.7	19.5	2.5	54%	49%			46%	54.2	41.2
<a href="#">Marblehead Community Charter Public (District)-Marblehead Community Charter Public School*</a>	208	17.3	24.0	8.7	53%	51%			70%	41.6	44.7
<a href="#">Maynard-Fowler School*</a>	456	21.5	20.2	3.9	47%	48%			62%	48.3	54.2
<a href="#">Up-Island Regional-West Tisbury Elementary*</a>	348	26.1	20.4	5.7	64%	59%			67%	47.2	49.4

# Readiness for Learning

## Student Services Support

- Added School Psychologist
- Developed Routines for SEL Support inside and outside the classroom

## Rebuilding Routines

- Executive Functioning Professional Development
- Dedicated Classroom Time to Establish Routines

# Next steps

**Teacher Goals**

**Review of Assessment Changes**

**Curriculum Changes**