

MCAS 2022: Haverhill's Ongoing Recovery



Haverhill Public Schools
School Committee Meeting
November 17, 2022



Context Setting for the 2022 MCAS Assessment

The pandemic altered education and the MCAS assessment in different ways, most crucially impacting social emotional health of our students.

Some things to keep in mind as we dig through the data...

- 2021 MCAS was a shortened version (remote students tested at home)
- 2022 MCAS was a return to full scale in-school version
- Students had not had a “normal” year of school since SY 2018-2019

As expected, the results were not ideal; not just in Haverhill, but across the state.



Statewide 2022 MCAS showed mixed results compared with 2021 scores:

- o Math scores increased
- o English Language Arts (ELA) scores declined
- o Science scores increased slightly

In ELA, two focus areas have been identified for improvement:

- o Impact of lower writing scores
- o Early literacy challenges

Student absenteeism remains a challenge across Massachusetts.

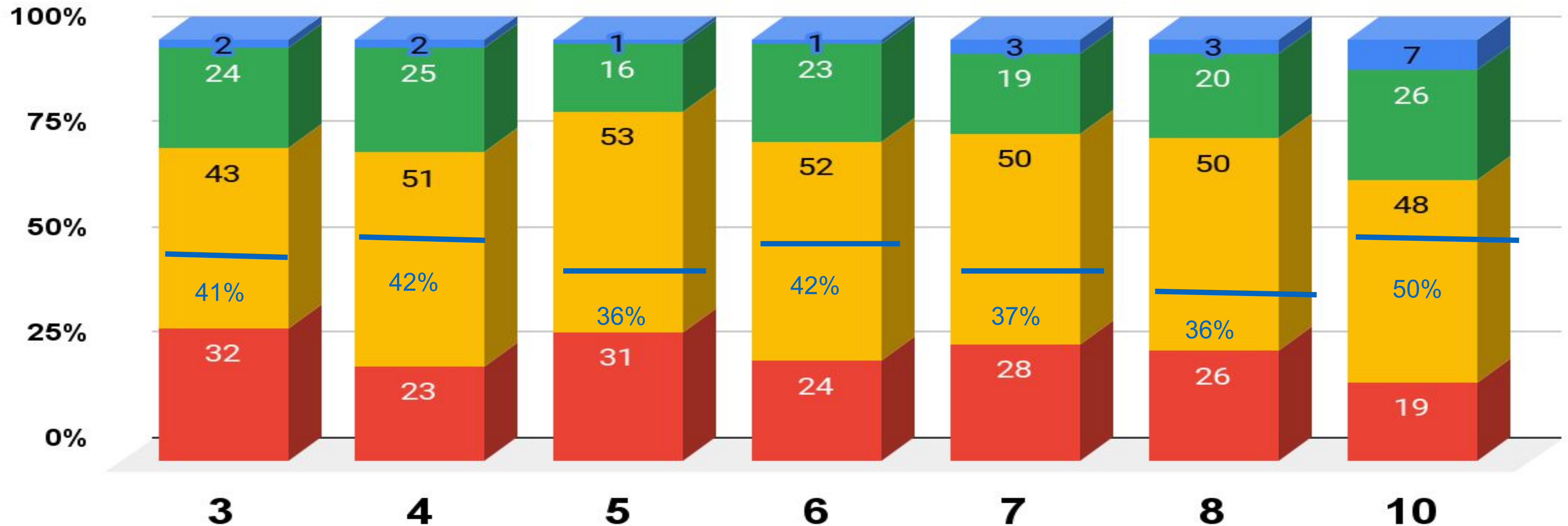
Each statewide challenge exists in Haverhill and is magnified by our community needs.



Statewide 2022 Mathematics MCAS Achievement Levels by Grade

2022 Math MCAS Haverhill Only by Grade Level (Percent)

Exceeding Meeting Partially Meeting Not Meeting



**Blue line in stacked bar indicates the 2022 Meeting and Exceeding Expectations level state wide



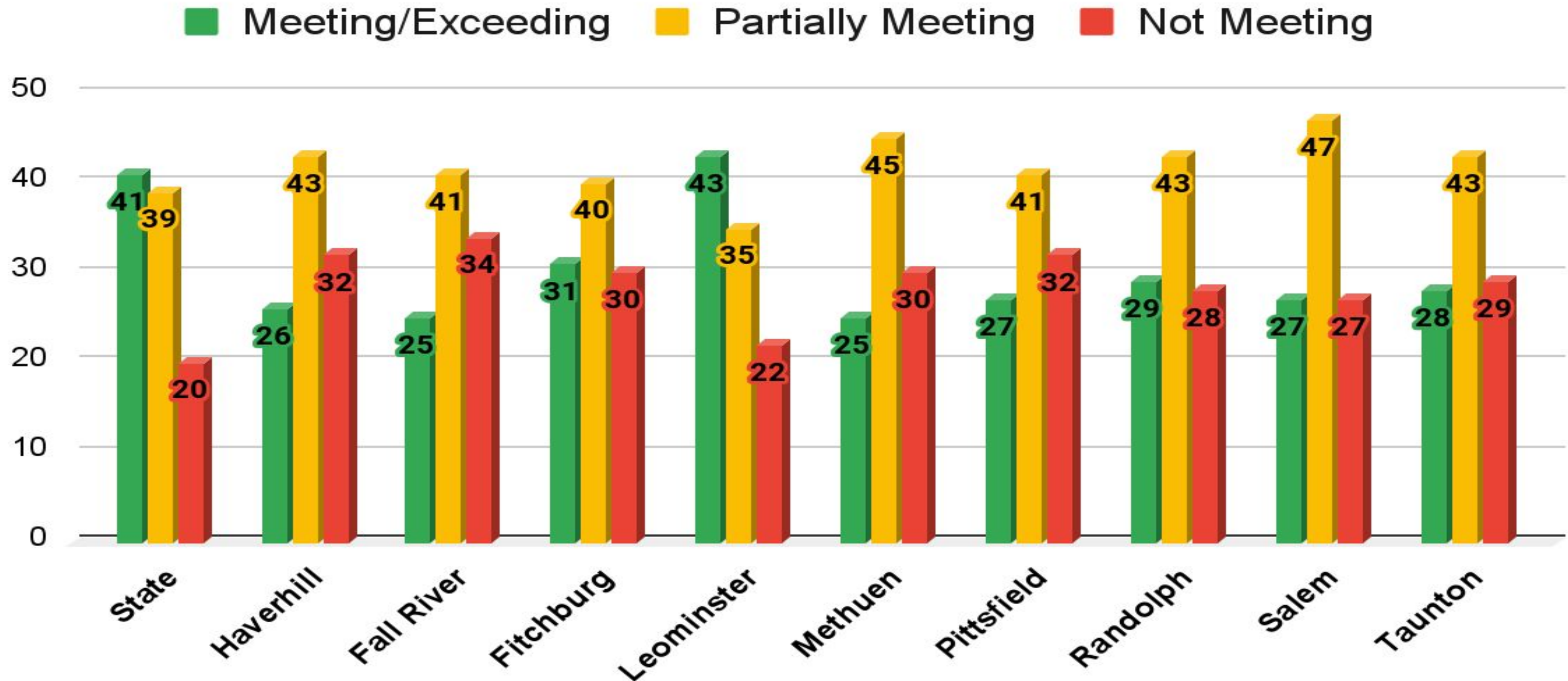
Mathematics

| Grade | 2019 | | 2021 | | 2022 | | 19 - 21 Change | | 21 - 22 Change | |
|-------|-------|-------|-------|-------|-------|-------|----------------|-------|----------------|-------|
| | % M/E | | % M/E | | % M/E | | M/E | | M/E | |
| | HPS | STATE | HPS | STATE | HPS | STATE | HPS | STATE | HPS | STATE |
| 3 | 39 | 49 | 17 | 33 | 26 | 41 | -22 | -16 | 9 | 8 |
| 4 | 43 | 50 | 17 | 33 | 27 | 42 | -26 | -17 | 10 | 9 |
| 5 | 25 | 48 | 19 | 33 | 17 | 36 | -6 | -15 | -2 | 3 |
| 6 | 36 | 52 | 18 | 33 | 24 | 42 | -18 | -19 | 6 | 9 |
| 7 | 38 | 48 | 21 | 35 | 22 | 37 | -17 | -13 | -1 | 2 |
| 8 | 36 | 46 | 18 | 32 | 23 | 36 | -18 | -14 | 5 | 4 |
| 3 - 8 | 37 | 49 | 18 | 33 | 23 | 39 | -19 | -16 | 5 | 6 |
| 10 | 41 | 59 | 34 | 52 | 33 | 50 | -7 | -7 | -1 | -2 |



DESE Comparable Districts Math MCAS 2022

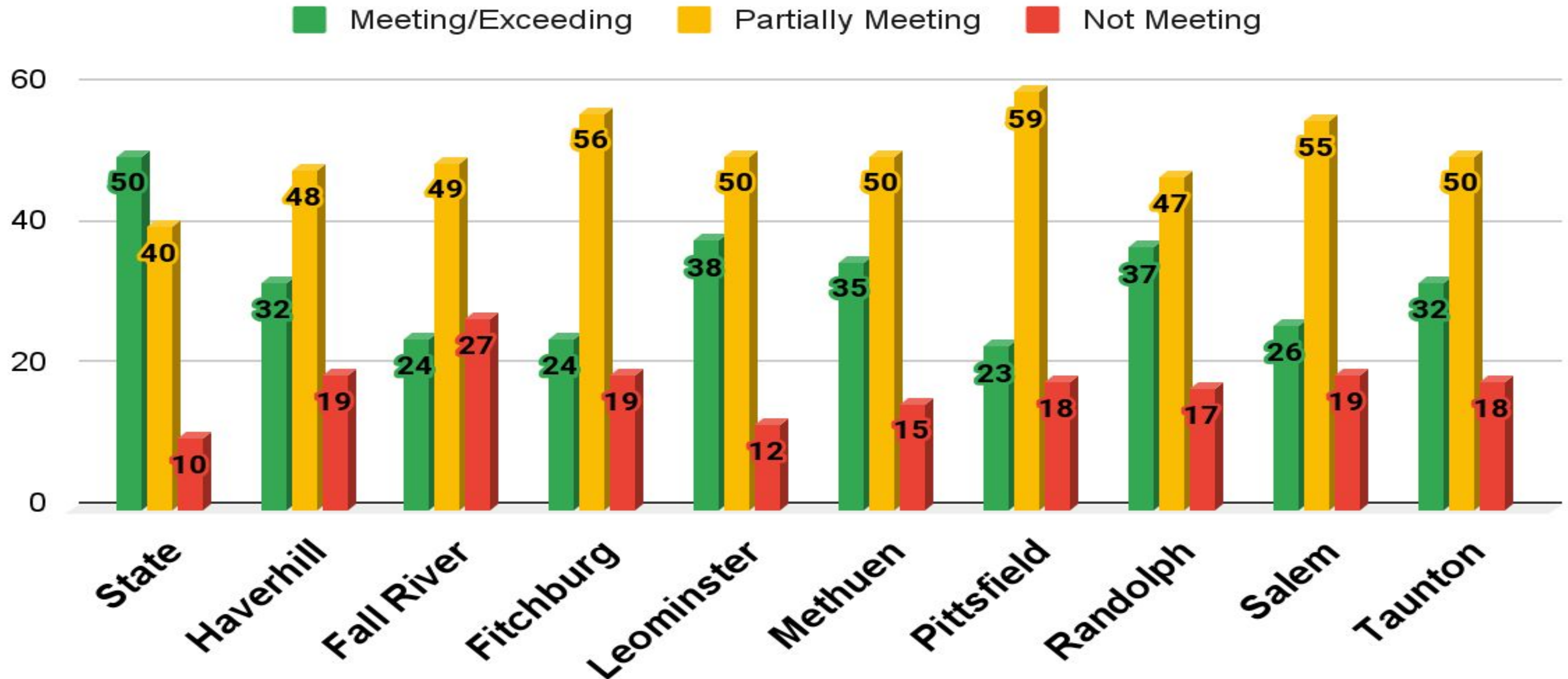
2022 Math MCAS Grade 3 (Percent)





DESE Comparable Districts Math MCAS 2022

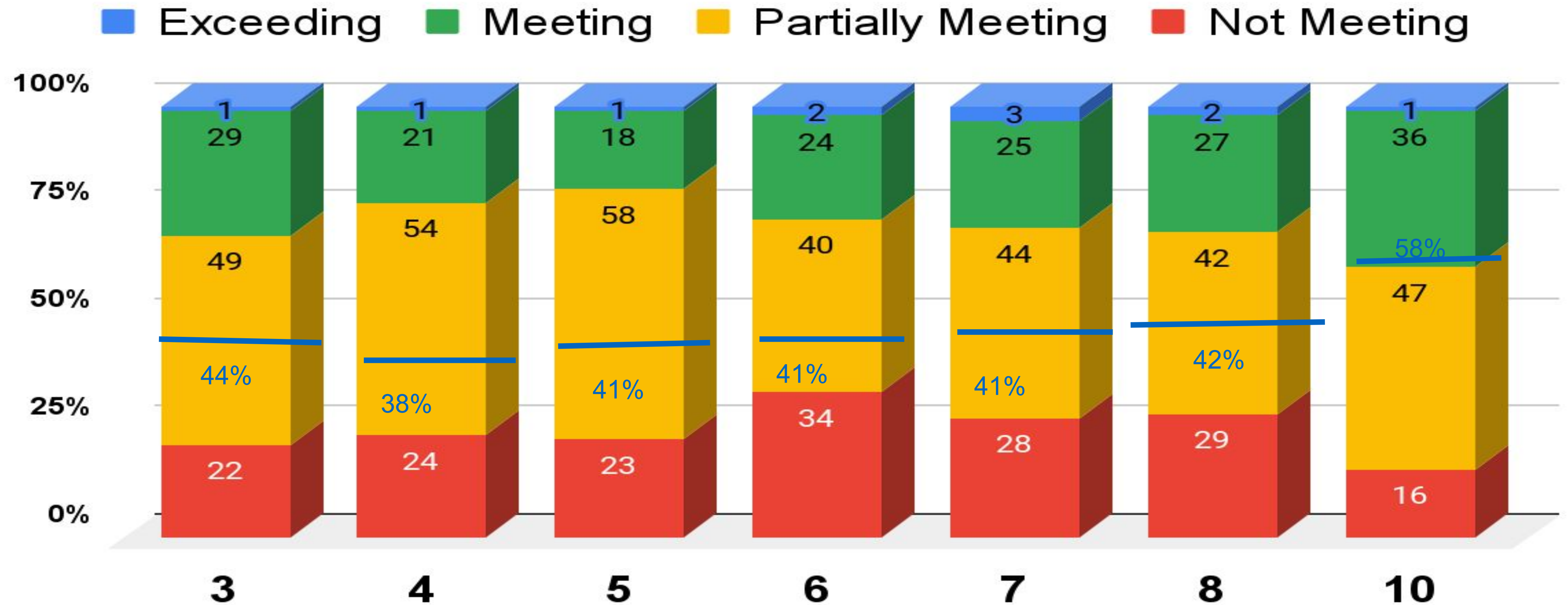
2022 Math MCAS Grade 10 (Percent)





Statewide 2022 ELA MCAS Achievement by Grade Level

2022 ELA MCAS Result by Grade Level Haverhill Only (Percent)



**Blue line in stacked bar indicates the 2022 Meeting and Exceeding Expectations state level





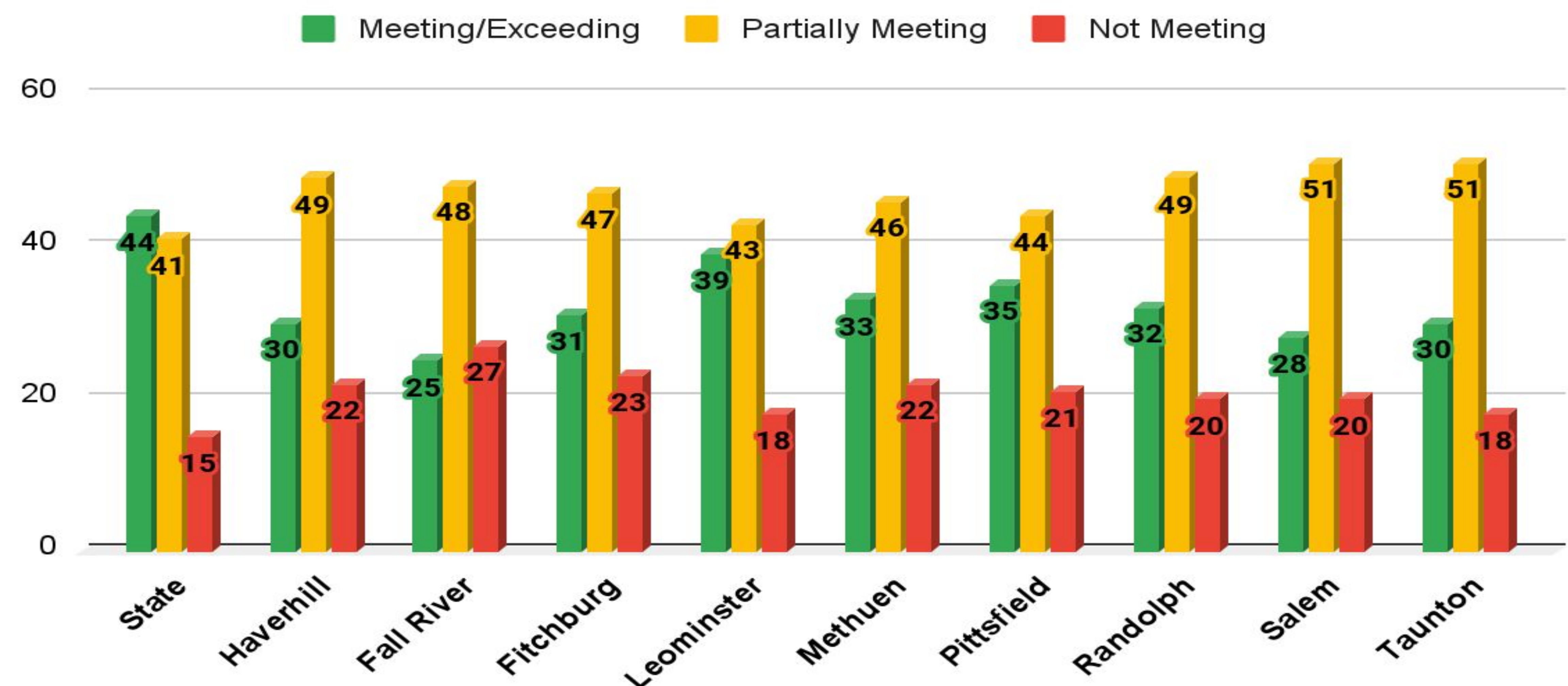
English Language Arts

| Grade | 2019 | | 2021 | | 2022 | | 19 - 21 Change | | 21 - 22 Change | |
|-------|-------|-------|-------|-------|-------|-------|----------------|-------|----------------|-------|
| | % M/E | | % M/E | | % M/E | | M/E | | M/E | |
| | HPS | STATE | HPS | STATE | HPS | STATE | HPS | STATE | HPS | STATE |
| 3 | 43 | 56 | 38 | 51 | 30 | 44 | -5% | -5 | -8% | -7 |
| 4 | 45 | 52 | 37 | 49 | 22 | 38 | -8% | -3 | -15% | -9 |
| 5 | 34 | 52 | 30 | 47 | 19 | 41 | -4% | -5 | -11% | -6 |
| 6 | 35 | 53 | 31 | 47 | 26 | 41 | -4% | -6 | -5% | -6 |
| 7 | 38 | 48 | 31 | 43 | 28 | 41 | -7% | -5 | -3% | -2 |
| 8 | 38 | 52 | 24 | 41 | 29 | 42 | -14% | -11 | +5% | 1 |
| 3 - 8 | 39 | 52 | 32 | 46 | 25 | 41 | -7% | -6 | -7% | -5 |
| 10 | 45 | 61 | 50 | 64 | 37 | 58 | -5% | 3 | -13% | -6 |



DESE Comparable Districts ELA MCAS 2022

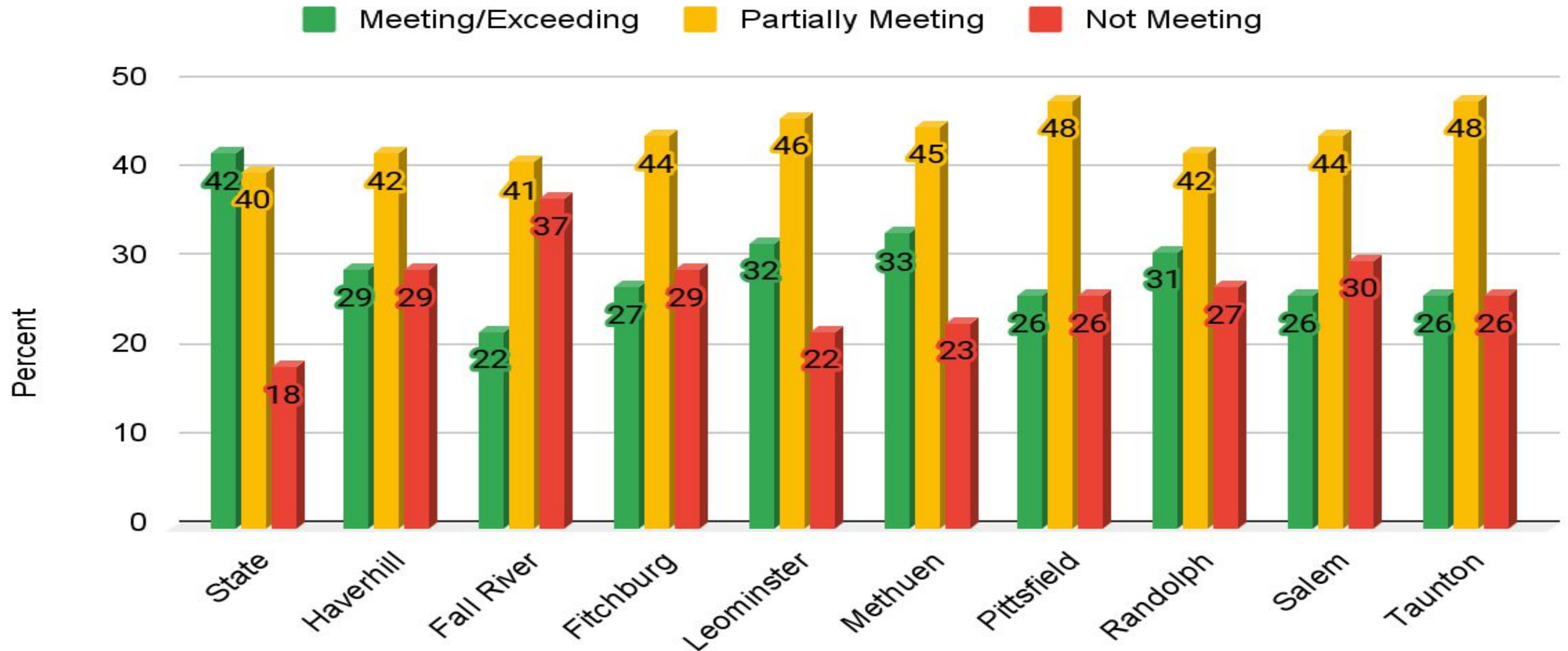
2022 ELA MCAS Grade 3 (Percent)





DESE Comparable Districts ELA MCAS 2022

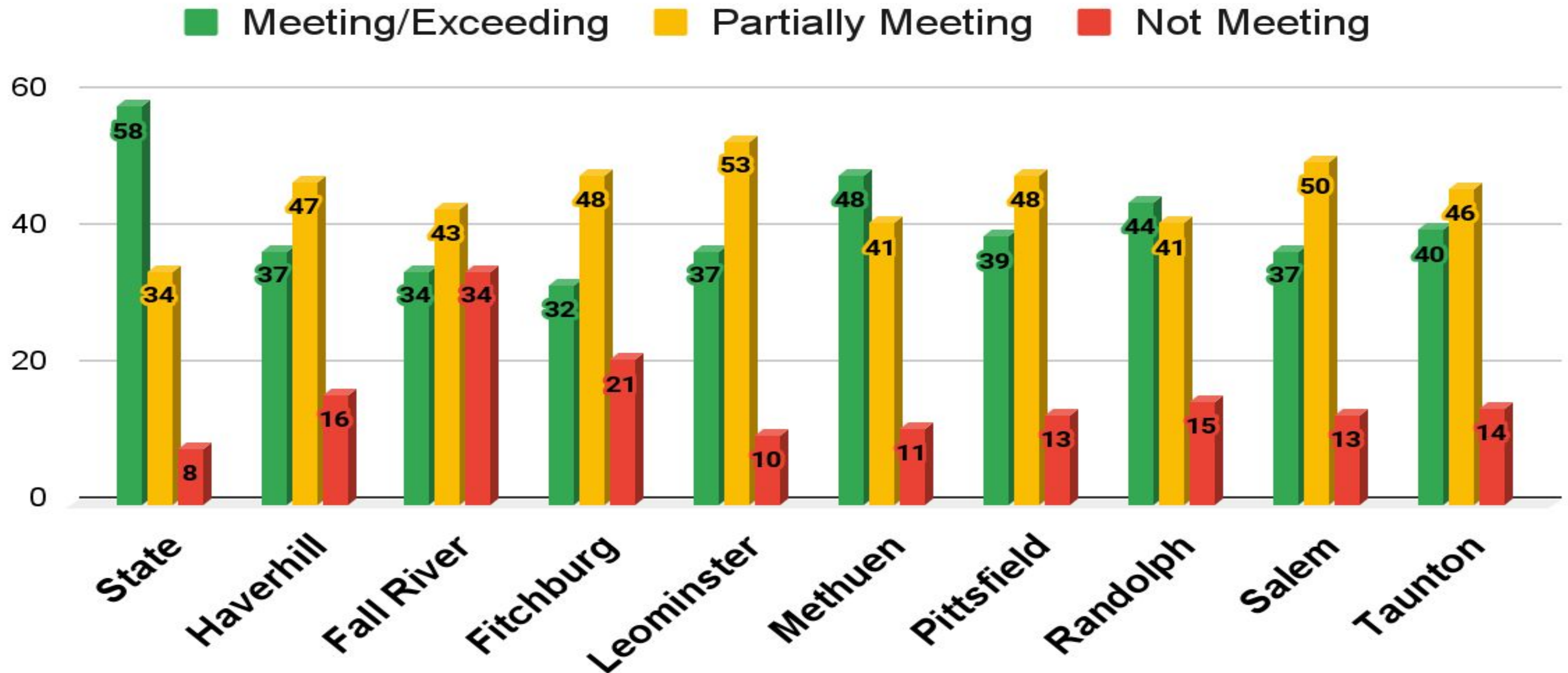
2022 ELA MCAS Grade 08 (Percent)





DESE Comparable Districts ELA MCAS 2022

2022 ELA MCAS Grade 10 (Percent)

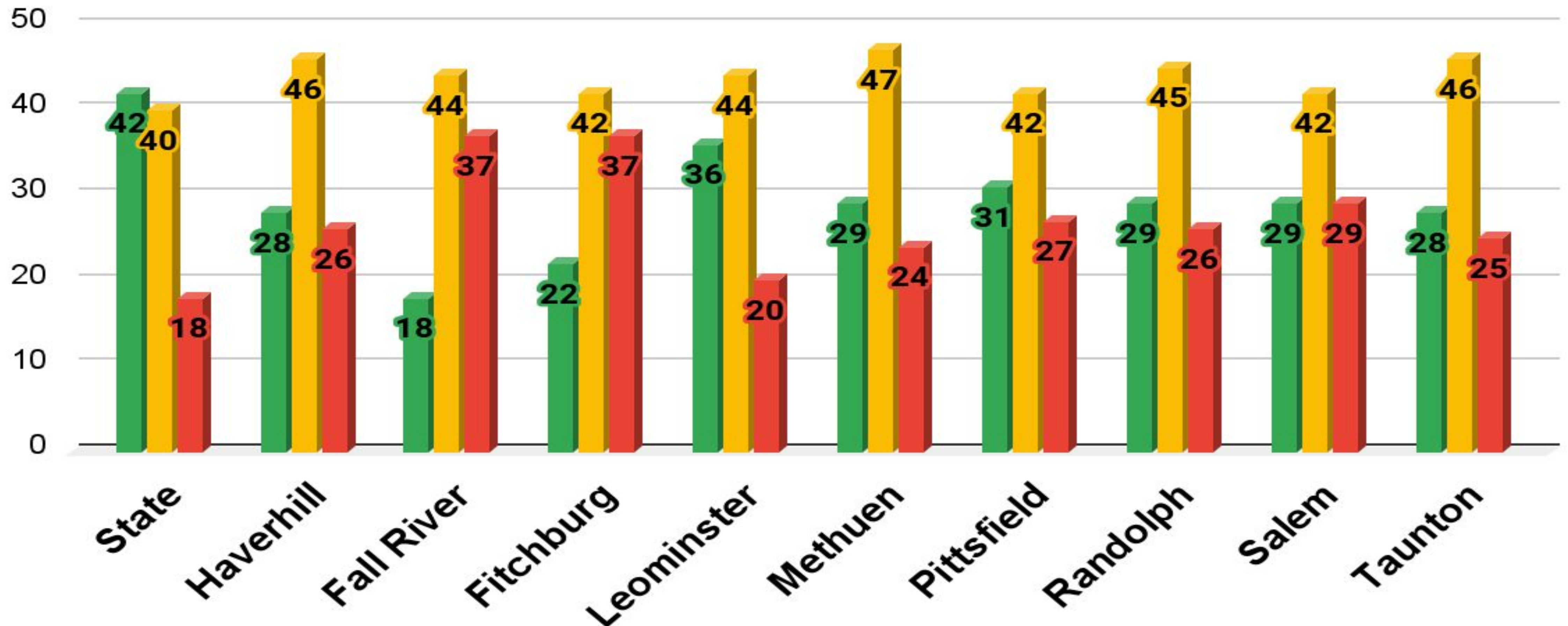




Science MCAS 2022 - DESE Comparable Districts

2022 Science MCAS Grade 5&8 (Percent)

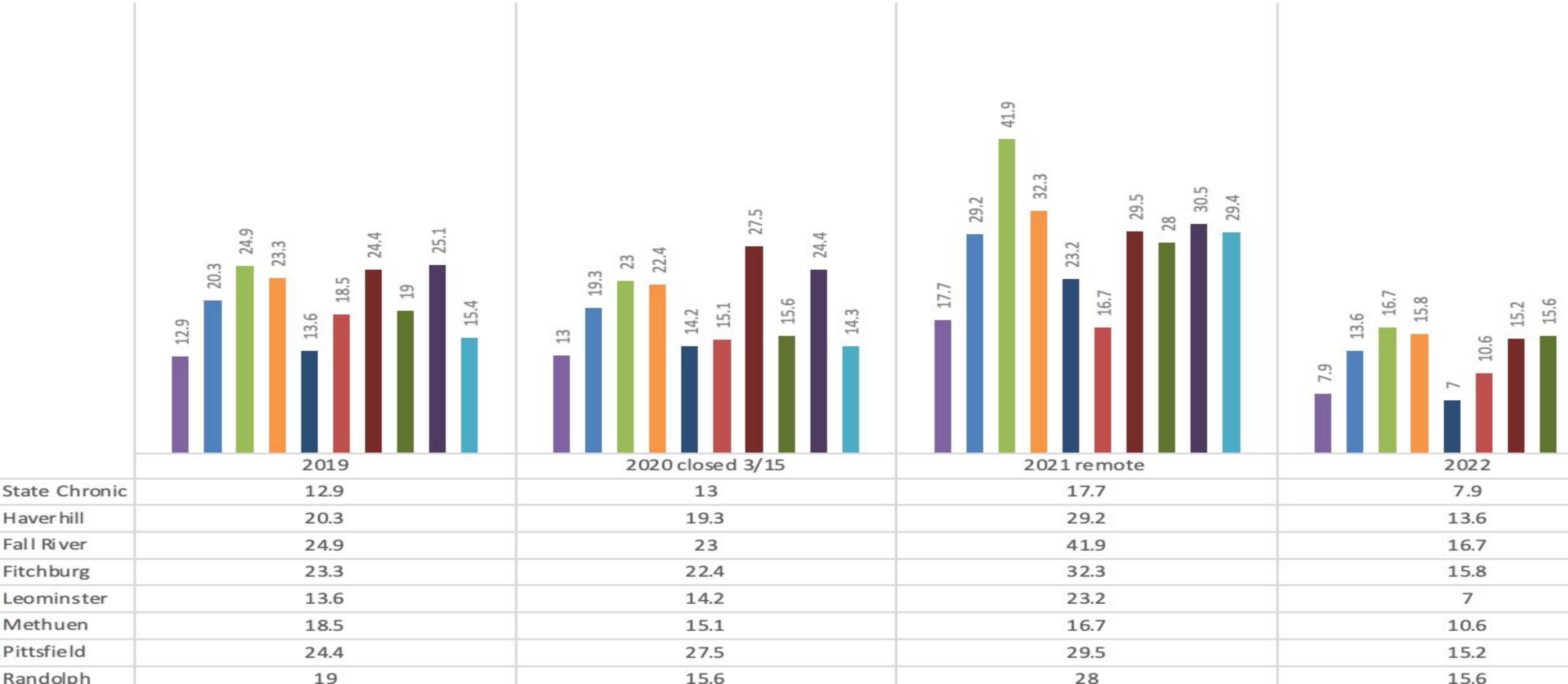
■ Meeting/Exceeding ■ Partially Meeting ■ Not Meeting





Attendance Data

CHRONIC ABSENTEEISM ACROSS THE STATE





Highlights: To boost achievement

ELA:

- At the HS, we have added a full time Reading Specialist to support typical students that are in an English Intervention Block. (iReady scores helped identify additional intervention students.)
- At the MS, 6th, 7th, & 8th grade teachers are all explicitly teaching an extended writing project after each StudySync Module. District wide assessments were also created to go along with each of the modules.
- At ES, In order to build a strong Reading & Writing Foundation, Coaches are instructing teachers during monthly curriculum meetings as well as during PLC time in the Keys to Beginning Reading & Early Writing. The district is working to incorporate more writing during science & social studies time as well as during ELA.

MATH:

- The district has doubled the amount of interventionists in schools and created hyper-focused targeted cycles to meet more student needs.
- Grades 2 - 8 have had benchmarks revamped to be shorter and unit aligned, but more rigorous and standards aligned with suggested teachable misconceptions. K & 1 is aligned well with foundational skills and will now provides a comparison point from year to year.
- MS Math PD has focused on collaboration and sharing of successful strategies amongst district-wide grade level teams. Coaches have specialized in a grade level to allow for continuity and follow up. Teachers have been excited to implement new successful processes within their classrooms.



Highlights: To boost achievement

Science:

- Grades K-12 have begun implementing common assessments in science that focus on targeted Science, Technology, & Engineering practices, and utilize existing instructional resources
- Time in the HPS PD calendar has been strategically dedicated toward ongoing analysis of assessment data. Student performance will be disaggregated by subgroup populations.
- Technology teachers in grades 5-8 have implemented new units for students to explore deep concepts in robotics and forensics that will prepare them for opportunities at HHS

Social Studies

- At the high school, we have quarterly common assessments that require students to analyze non-fiction texts and write about their reading.
- In the middle schools, the Social Studies teachers revised the DBQ rubric to provide a stronger measurement of student strengths and weaknesses in their analysis of nonfiction texts and writing. Teachers calibrated scoring using the new rubric during PD to maintain consistency throughout the district. These fall scores will be used to create action plans and interventions for students to target weaknesses and improve scores by spring.
- In the elementary schools, the IMPACT program offers many opportunities to access nonfiction texts, draw meaning from the texts, and write about what students are reading. ELA coaches have begun to work with SS teachers to promote more writing in the Social Studies block. SS teachers also use iReady data to form small groups for targeted instruction around nonfiction texts as part of their Tier 2 instruction.



Thank you

If you have any further questions, we have representatives from each school and curriculum supervisors present to answer those questions.