

# MCAS 2022



*The hardest  
working  
district!*

# SOME CONTEXT



- MCAS was administered in person for all students
- DESE has stated that 2022 results are to be used as a baseline to create new growth and achievement goals for all districts
  - Districts will maintain accountability status designated from Spring 2019 MCAS administration
  - However, districts that improved can be removed from needs improvement status

AND.....



**GARDNER IS ONE OF THOSE DISTRICTS!**



# ACCOUNTABILITY PROGRESS



## ■ GES

- 2019 Accountability 9<sup>th</sup> percentile
- 2022 Accountability 15<sup>th</sup> percentile (67% increase)

## ■ GMS

- 2019 Accountability 11<sup>th</sup> percentile
- 2022 Accountability 13<sup>th</sup> percentile (18% increase)

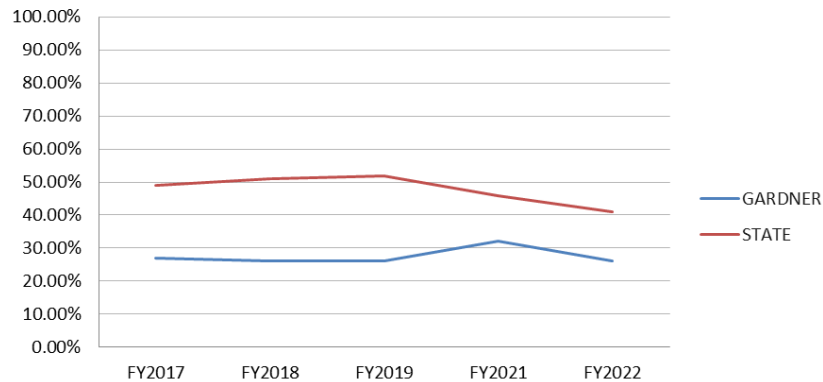
## ■ GHS

- 2019 Accountability 25<sup>th</sup> percentile
- 2022 Accountability 41<sup>st</sup> percentile (64% increase)

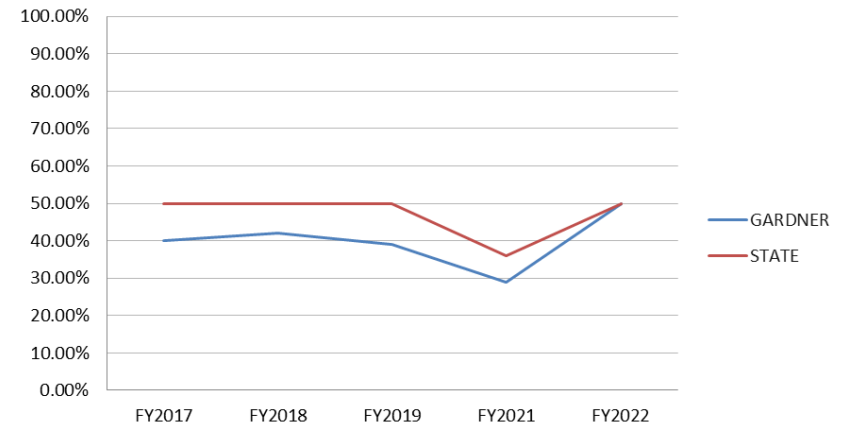
# TRENDS – ELA (GRADES 3-8)



GARDNER and STATE: ELA Grades 3-8  
Achievement



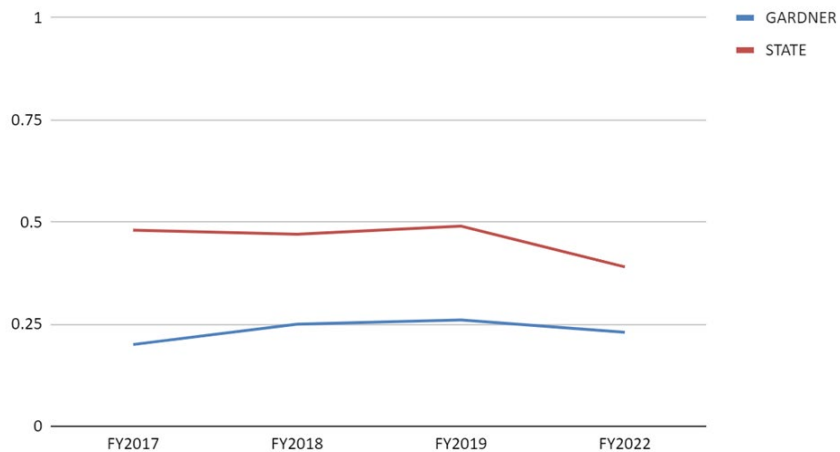
GARDNER and STATE: ELA Grades 3-8 Growth



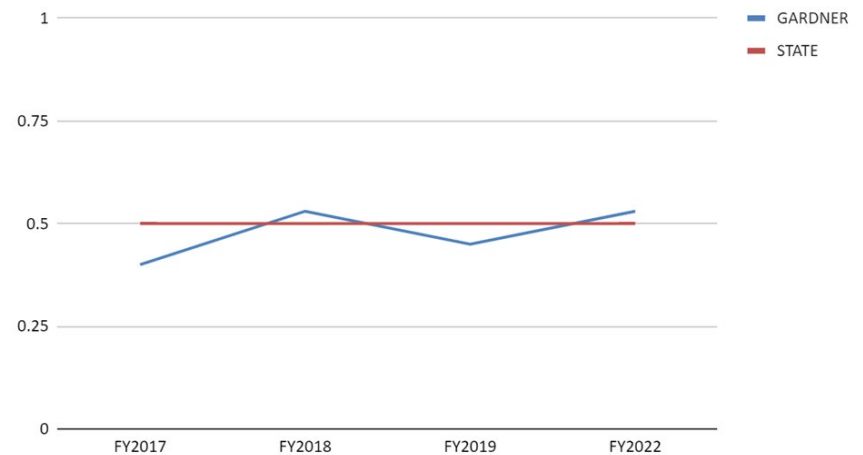
# TRENDS – MATH (GRADES 3-8)



GARDNER and STATE: Math Grades 3-8 Achievement



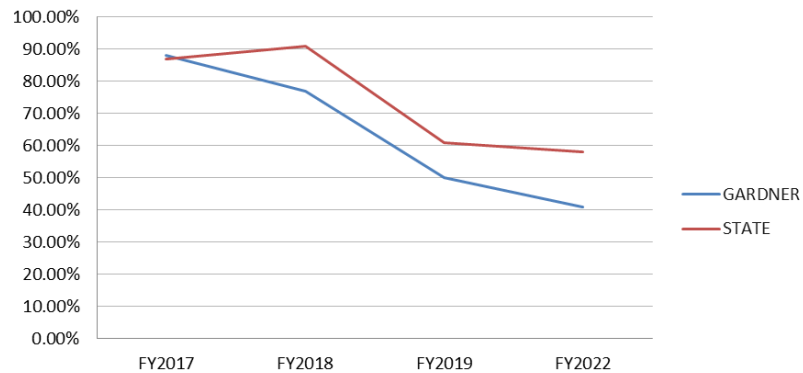
GARDNER and STATE: Math Grades 3-8 Growth



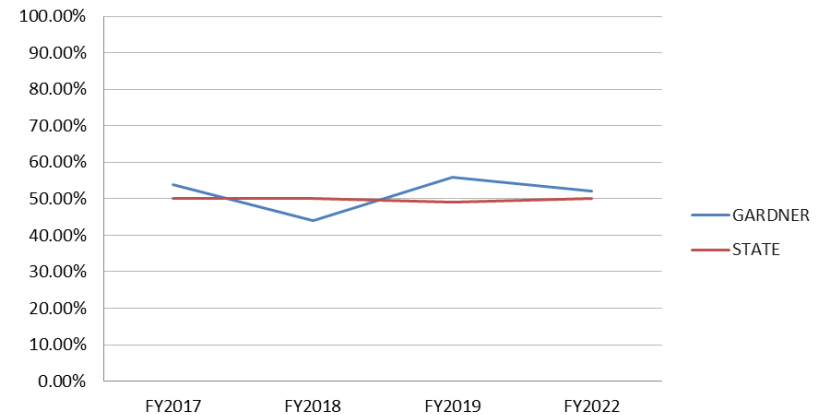
# TRENDS – ELA (GRADE 10)



GARDNER and STATE: ELA Grade 10  
Achievement



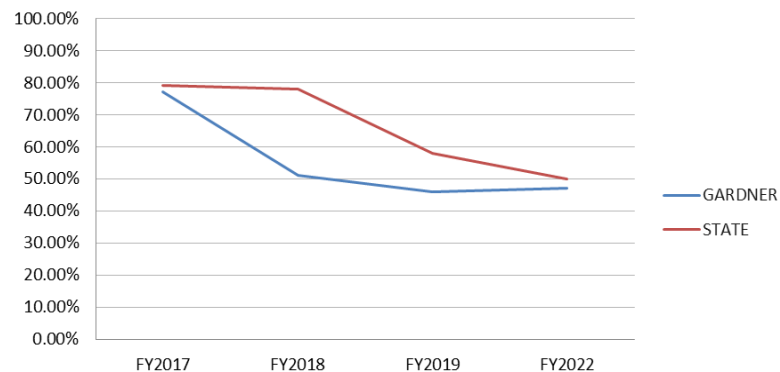
GARDNER and STATE: ELA Grade 10 Growth



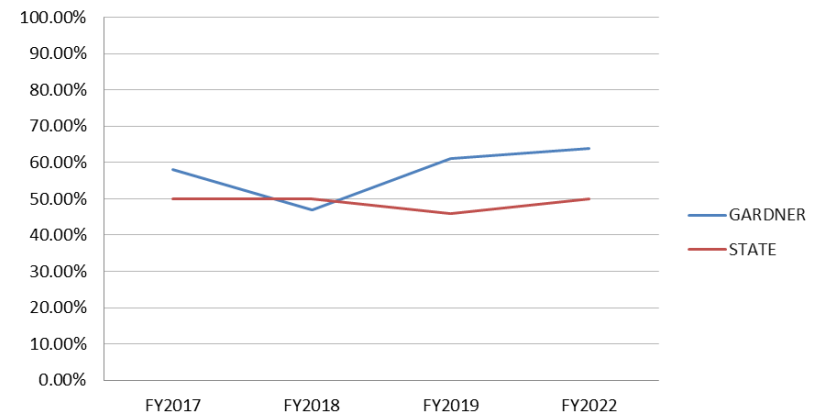
# TRENDS – MATH (GRADE 10)



GARDNER and STATE: Math Grade 10 Achievement



GARDNER and STATE: Math Grade 10 Growth





# DATA ANALYSIS FINDINGS



## General Findings

- Students in the following subgroups performed consistently lower than the aggregate in both ELA and Math at all grade levels:
  - Economically Disadvantaged
  - Students with Disabilities
  - English Learners
  
- In both ELA and Math students performed lower in areas where reasoning, explanation, and critical thinking are required

# ACTION STEPS



## ▪ Next Moves

- All staff are in the process of the following activities during common planning time
  - Reviewing and updating Unit/Lesson Plans to include grade level instructional practices and student tasks that meet the level of rigor aligned with MCAS/Benchmark Assessments
  - Implementing formative assessments to monitor student progress
  - Calibrating grading/evaluation of standards mastery at each grade level and in each content area
  - Identifying student groupings and implementing instructional supports/interventions based on progress monitoring data

# QUESTIONS OR THOUGHTS?

