2019 and 2021 MCAS Results
for English Learners

October 2021
MCAS Data Overview

1. 2021 MCAS Context
2. Slide Overview
3. Grades 3-8 MCAS Data Breakout Rooms and Group Share Out
4. Grade 10 MCAS Data Breakout Rooms and Group Share Out
2021 Changes to MCAS Administration and Data

- In 2021, the following adjustments were made to MCAS due to COVID-19:
  - In grades 3-8, students took only one session of the MCAS, with a goal of approximately half of students taking session 1 and half taking session 2. Students were also permitted to take MCAS remotely.
  - In grade 10, students were required to take the MCAS in-person, due to the competency determination graduation requirement. Students who did not take the MCAS in spring 2021 will have the opportunity to take the retest in fall of 2021. The length of the 10th grade MCAS was not shortened.
- The intention of the 2021 MCAS administration was to provide diagnostic data to schools and districts. Accountability determinations will not be made in the fall of 2021.
- Science results from grade 8 are incomplete and do not include students who tested remotely.
- DESE changed the methodology for calculating student growth from a cohort-referenced growth model to a baseline-referenced growth model. This new approach allows schools and districts to better estimate the impact of the conditions during the pandemic on student learning and progress over the past eighteen months.
31% of tested students met or exceeded expectations in grades 3-8 in ELA, a decrease of 4 percentage points from 2019. All grade levels saw a decrease or no change.
2021 Math MCAS Results by Grade Level

20% of tested students met or exceeded expectations in grades 3-8 in Math, a decrease of 13 percentage points from 2019, with all grade levels seeing a decrease.
## Comparison with Large Urban MA Districts

Performance statewide and in other large urban districts also declined, with Boston experiencing smaller declines than the state and other districts.

### Percentage of Students Meeting or Exceeding Expectations

<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
<th>Grade 3-8</th>
<th>Grade 10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2019</td>
<td>2021</td>
<td>Change</td>
</tr>
<tr>
<td>Boston</td>
<td>48,112</td>
<td>35</td>
<td>31</td>
<td>-4</td>
</tr>
<tr>
<td>Springfield</td>
<td>24,239</td>
<td>30</td>
<td>24</td>
<td>-6</td>
</tr>
<tr>
<td>Worcester</td>
<td>23,986</td>
<td>37</td>
<td>28</td>
<td>-9</td>
</tr>
<tr>
<td>Brockton</td>
<td>15,384</td>
<td>27</td>
<td>21</td>
<td>-6</td>
</tr>
<tr>
<td>Lynn</td>
<td>15,587</td>
<td>38</td>
<td>24</td>
<td>-14</td>
</tr>
<tr>
<td>Lowell</td>
<td>14,023</td>
<td>38</td>
<td>27</td>
<td>-11</td>
</tr>
<tr>
<td>Lawrence</td>
<td>12,842</td>
<td>30</td>
<td>18</td>
<td>-12</td>
</tr>
<tr>
<td>State</td>
<td>911,465</td>
<td>52</td>
<td>46</td>
<td>-6</td>
</tr>
</tbody>
</table>
Data Protocol: Noticings and Wonderings

‘Noticings’ are your observations

What do I/we notice?

- What do we notice about the data?
- What trends do we see?
- What subgroup of ELs, if any, seem to have different outcomes than others?

‘Wonderings’ are probing questions

What do I/we wonder?

- What might be the underlying factors contributing to the trends we see?
- What might be the connection between … and …?
- What seems to be one of the key challenges in our district or schools?
## 2019 and 2021 MCAS Participation rate per Subject and EL Status

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>EL Status</th>
<th>ELA 2019</th>
<th>ELA 2021</th>
<th>Math 2019</th>
<th>Math 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number of Students</td>
<td>Percent Tested</td>
<td>Total Number of Students</td>
<td>Percent Tested</td>
<td>Total Number of Students</td>
</tr>
<tr>
<td></td>
<td>Highschool</td>
<td>Current EL</td>
<td>934</td>
<td>93.0%</td>
<td>886</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Former EL</td>
<td>366</td>
<td>98.9%</td>
<td>389</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never EL</td>
<td>2,552</td>
<td>97.7%</td>
<td>2,666</td>
</tr>
<tr>
<td></td>
<td>Non-Highschool</td>
<td>Current EL</td>
<td>7,090</td>
<td>98.5%</td>
<td>5,624</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Former EL</td>
<td>2,770</td>
<td>99.8%</td>
<td>3,915</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Never EL</td>
<td>13,096</td>
<td>99.4%</td>
<td>12,236</td>
</tr>
</tbody>
</table>

Source: 2019 and 2021 MCAS data file (BPS)
Includes Horace Mann charter schools
MCAS ELA Results Analysis
Grade 03-08
**Note:**
- This analysis contains the Horace Mann Charter Schools.
- MCAS Alt results not included in the analysis.
- EL status as it was when a student was assessed.
- The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years.
This analysis contains the Horace Mann Charter Schools.

MCAS Alt results not included in the analysis.

EL status and ELD Level as it was when a student was assessed.
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- EL status and ELD Level as it was when a student was assessed.
MCAS ELA Results Analysis
Grade 10
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MCAS Math Results Analysis
Grade 03-08
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