Stoneham Public Schools 2023 State Accountability Overview / Review

School Committee Meeting

November 16th, 2023

Key takeaways from state data

- 2023 ELA and Math data indicate that the achievement slide from 2019 has halted and recovery is underway

- Science results remain relatively unchanged although slight decreases in achievement

- Grade 3 results signal a need to remain cautious about incoming testing grades (PK-K during pandemic)

- Still have significant ground to make up to reach pre-pandemic achievement levels in some areas

- State results mask varying district results

Important notes

- Accountability system run in full for the first time since 2019 because of the pandemic
- All schools:
  - Overall accountability classification
  - School and student group percentiles
  - Criterion-referenced percentage (progress towards targets)
- Some schools
  - Federal designation in compliance with ESSA
  - School of recognition

MCAS Test Administration 2019-2022

2023 school year was the second full MCAS administration for grades 3-8 since 2019.

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	**No tests administered**	**No tests administered**
2021	**Half-test administered**	Full test administered
2022	Full test administered	Full test administered
2023	Full test administered	Full test administered

Recent History of Accountability Measures

Reported Measure	2019	2020	2021	2022	2023
Accountability Percentile	✔	✘	✘	✔	✔
Progress Towards Targets	✔	✘	✘	✘	✔

2023 ELA Results by Grade

	2023										% M or E change compared to			
	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Grade 3	16	9	40	51	37	32	7	9	44	40	0	-28	-12	-19
Grade 4	17	9	43	36	34	46	5	10	40	56	+2	-5	-12	-8
Grade 5	16	11	40	42	39	40	5	7	44	48	+3	-6	-8	-24
Grade 6	24	16	34	45	34	33	8	6	42	39	+1	-5	-11	-40
Grade 7	19	12	40	44	33	38	8	6	40	44	+1	-9	-8	-20
Grade 8	22	14	34	28	34	45	10	13	44	58	+2	+8	-8	-7
Grades 3-8	19	12	39	41	35	39	7	8	42	47	+1	-6	-10	-20
Grade 10	11	3	30	21	43	49	15	27	58	76	0	+9	-3	-3

2023 ELA Results by Race/Ethnicity

Grades 3-8	% NM	% NM SPS	%PM	%PM SPS	% ME	SPS % ME	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Af.Am/Black	29	14	45	57	24	24	3	5	27	29	0	-3	-7	-36
Asian	9	9	27	30	47	53	17	8	64	61	+1	-13	-8	-25
Hispanic	34	25	44	42	20	29	2	4	22	33	0	-5	-11	-18
White	13	10	37	41	42	40	9	9	50	49	-2	-5	-9	-19

Grade 10	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Af.Am/Black	17	N/A	41	N/A	36	N/A	7	N/A	42	N/A	+1	N/A	+4	N/A
Asian	5	10	16	10	46	50	34	30	79	80	0	-10	+1	0
Hispanic	24	9	39	27	30	45	6	18	36	63	-2	+11	-1	+2
White	6	2	27	18	49	52	18	28	67	79	+2	+11	-2	-4

% M or E change compared to

2023 Math Results by Grade

	2023										% M or E change compared to			
	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Grade 3	20	15	39	37	33	40	8	8	41	48	0	-13	-8	-8
Grade 4	18	6	37	32	37	51	8	11	45	62	+3	+9	-5	+4
Grade 5	13	6	46	48	36	41	5	4	41	45	+5	-1	-7	-17
Grade 6	17	9	42	47	34	41	7	4	41	44	+1	+3	-11	-17
Grade 7	22	18	40	41	31	36	8	5	38	40	+1	-5	-10	-16
Grade 8	20	12	42	34	30	39	7	14	38	54	+2	+13	-8	0
Grades 3-8	18	11	41	40	33	41	7	7	41	49	+2	+2	-8	-17
Grade 10	9	3	42	36	40	46	10	14	50	61	0	+13	-9	-1

2023 Math Results by Race/Ethnicity

| | 2023 | | | | | | | | | | % M or E change compared to | | | |
Grades 3-8	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Af.Am/Black	32	24	47	57	19	10	2	10	21	20	+2	-12	-7	-23
Asian	6	8	23	19	45	62	26	11	71	73	+2	-5	-5	-16
Hispanic	34	20	47	49	18	30	2	1	19	31	+1	+1	-10	-8
White	11	10	40	40	41	43	8	8	49	51	+2	+2	-7	-8
Grade 10	% NM		%PM		% ME		% EE		% M or E		2022		2019	
Af.Am/Black	15	n/a	58	n/a	25	n/a	2	n/a	27	n/a	+1	n/a	-8	n/a
Asian	3	0	17	0	44	80	36	20	80	100	+2	+30	-2	+20
Hispanic	18	9	57	45	23	36	2	9	25	45	+1	+20	-8	-5
White	4	2	36	37	49	48	11	14	60	62	+1	+11	-7	-1

2023 STE Results by Grade

	2023										% M or E change compared to			
	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Grade 5	19	8	40	42	33	40	8	10	42	50	-1	-3	-7	-8
Grade 8	19	9	40	28	35	52	6	11	41	63	-1	+13	-5	+6
Grades 5 & 8	19	9	40	35	34	46	7	11	41	56	-1	+4	-7	-1
Grade 10	12	4	42	39	35	44	11	13	46	57	-1	+8	NA	*76

*2019 WAS Grade 10 Legacy MCAS / Should not be compared to 2023 and 2022

2023 STE Results by Race/Ethnicity

Grades 5 & 8	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
2023											**% M or E change compared to**			
Af. Am /Black	32	n/a	47	n/a	19	n/a	2	n/a	21	n/a	+1	n/a	-3	n/a
Asian	8	6	27	18	47	71	18	6	65	77	0	-10	-2	+3
Hispanic	35	17	45	47	18	36	2	0	20	36	-1	-8	-5	-8
White	11	8	38	33	42	47	8	12	50	59	-2	+7	-6	+1

Grade 10	% NM	% NM SPS	%PM	%PM SPS	% ME	% ME SPS	% EE	% EE SPS	% M or E	% M or E SPS	2022	2022 SPS	2019	2019 SPS
Af.Am. Black	21	n/a	54	n/a	23	n/a	3	n/a	25	n/a	0	n/a	NA	n/a
Asian	5	n/a	21	n/a	42	n/a	31	n/a	74	n/a	+5	n/a	NA	n/a
Hispanic	26	18	51	36	20	36	3	9	23	45	0	+12	NA	n/a
White	6	3	39	39	42	45	13	13	55	58	-1	+10	NA	n/a

2023 Chronic Absenteeism

Scale of Point Assignment

Points assigned based on progress toward target for each indicator for the **all students group** and **each student group** with sufficient data:

Category	Declined	No change	Improved below target	Met target	Exceeded target
Points	0	1	2	3	4

Target %	0%	25%	**50%**	**75%**	**100%**

2023 Chronic Absenteeism (Non High School)

Chronic absenteeism - Non-high school							About the Data
Group	2022 Rate (%)	2023 Rate (%)	Change	Target	N	Points	Reason
All Students	14.5	15.1	0.6	13.5	1,435	0	Declined
Lowest Performing	19.4	20.4	1.0	17.6	196	0	Declined
High needs	22.8	24.5	1.7	21.0	607	0	Declined
Low income	27.3	31.4	4.1	24.9	376	0	Declined
EL and Former EL	-	-	-	-	127	-	-
Students w/ disabilities	-	-	-	-	320	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	6	-	-
Asian	-	-	-	-	78	-	-
Afr. Amer./Black	-	-	-	-	37	-	-
Hispanic/Latino	-	-	-	-	190	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	63	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	13.5	13.1	-0.4	12.3	1,061	2	Improved Below Target

Non High School Chronic Absenteeism was higher than in 2022 across all sub groups except for the white subgroup.

2023 Chronic Absenteeism (High School)

Chronic absenteeism - High school							About the Data
Group	**2022 Rate (%)**	**2023 Rate (%)**	**Change**	**Target**	**N**	**Points**	**Reason**
All Students	24.9	25.1	0.2	23.3	637	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	43.7	43.2	-0.5	40.8	250	2	Improved Below Target
Low income	43.7	43.0	-0.7	39.2	186	2	Improved Below Target
EL and Former EL	-	-	-	-	41	-	-
Students w/ disabilities	-	-	-	-	115	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	-	-	-	-	36	-	-
Afr. Amer./Black	-	-	-	-	23	-	-
Hispanic/Latino	-	-	-	-	78	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	22	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	23.4	23.8	0.4	21.6	475	1	No Change

SHS had small improvements in Chronic Absenteeism.

Overall accountability classification

- All schools receive an overall accountability classification that describes the need for assistance or intervention

- Total of 1,830 schools in the 2022-23 school year
  - 223 received a classification of "Insufficient data" primarily because the school did not serve any tested grades (e.g. PK-2 school)

- The remaining 1,607 schools were classified as:
  - 1,328 (83%) classified as "Not requiring assistance or intervention"
  - 279 (17%) classified as "Requiring assistance or intervention" for one or more reasons

School and student group percentiles

- Normative indicator ranging from 1-99 showing a school or student group's standing as compared to other schools or groups in schools serving comparable grade spans

- Divided into three basic groupings
  - Schools serving only grades K-8
  - Schools serving a combination of K-8 and 9-12
  - Schools serving only 9-12

Schools of Recognition

- DESE identified 65 Schools of Recognition for high achievement, strong growth and meeting/targets

- Notation on accountability report

Criterion-referenced percentage results CP

Grade Span	0-24% Limited or No Progress Towards Targets	25-49% Moderate Progress Towards Targets	50-74% Substantial Progress Towards Targets	75-100% Meeting or Exceeding Targets
ES/MS	6.2%	29.8%	41.9%	22.1%
MS/HS	4.8%	46.2%	40.4%	8.7%
HS only	8.8%	34.9%	28.6%	27.7%
Total	6.5%	31.7%	39.8%	22.1%

2023 Official Accountability Report - Colonial Park

Organization Information

DISTRICT NAME Stoneham (02840000)	**TITLE I STATUS** Non-Title I School
SCHOOL Colonial Park (02840005)	**GRADES SERVED** PK,K,01,02,03,04
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
74% - Substantial progress toward targets	71

Criterion-referenced percentage results RH

Grade Span	0-24% Limited or No Progress Towards Targets	25-49% Moderate Progress Towards Targets	50-74% Substantial Progress Towards Targets	75-100% Meeting or Exceeding Targets
ES/MS	6.2%	29.8%	41.9%	22.1%
MS/HS	4.8%	46.2%	40.4%	8.7%
HS only	8.8%	34.9%	28.6%	27.7%
Total	6.5%	31.7%	39.8%	22.1%

2023 Official Accountability Report - Robin Hood

Organization Information

DISTRICT NAME	TITLE I STATUS
Stoneham (02840000)	Title I School
SCHOOL	**GRADES SERVED**
Robin Hood (02840025)	PK,K,01,02,03,04
REGION	**FEDERAL DESIGNATION**
Coastal	-

Accountability Information

Overall classification | Not requiring assistance or intervention

Reason for classification

Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
32% - Moderate progress toward targets	59

Criterion-referenced percentage results South

Grade Span	0-24% Limited or No Progress Towards Targets	25-49% Moderate Progress Towards Targets	50-74% Substantial Progress Towards Targets	75-100% Meeting or Exceeding Targets
ES/MS	6.2%	29.8%	41.9%	22.1%
MS/HS	4.8%	46.2%	40.4%	8.7%
HS only	8.8%	34.9%	28.6%	27.7%
Total	6.5%	31.7%	39.8%	22.1%

2023 Official Accountability Report - South

Organization Information

DISTRICT NAME Stoneham (02840000)	**TITLE I STATUS** Title I School
SCHOOL South (02840030)	**GRADES SERVED** PK,K,01,02,03,04
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
54% - Substantial progress toward targets	76

Criterion-referenced percentage results SCMS

Grade Span	0-24% Limited or No Progress Towards Targets	25-49% Moderate Progress Towards Targets	50-74% Substantial Progress Towards Targets	75-100% Meeting or Exceeding Targets
ES/MS	6.2%	29.8%	41.9%	22.1%
MS/HS	4.8%	46.2%	40.4%	8.7%
HS only	8.8%	34.9%	28.6%	27.7%
Total	6.5%	31.7%	39.8%	22.1%

2023 Official Accountability Report - Stoneham Central Middle School

Organization Information

DISTRICT NAME Stoneham (02840000)	**TITLE I STATUS** Title I School
SCHOOL Stoneham Central Middle School (02840405)	**GRADES SERVED** 05,06,07,08
REGION Coastal	**FEDERAL DESIGNATION** -

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Moderate progress toward targets

Progress toward improvement targets	Accountability percentile
49% - Moderate progress toward targets	60

Criterion-referenced percentage results SHS

Grade Span	0-24% Limited or No Progress Towards Targets	25-49% Moderate Progress Towards Targets	50-74% Substantial Progress Towards Targets	75-100% Meeting or Exceeding Targets
ES/MS	6.2%	29.8%	41.9%	22.1%
MS/HS	4.8%	46.2%	40.4%	8.7%
HS only	8.8%	34.9%	28.6%	27.7%
Total	6.5%	31.7%	39.8%	22.1%

2023 Official Accountability Report - Stoneham High

Organization Information

DISTRICT NAME
Stoneham (02840000)

TITLE I STATUS
Non-Title I School

SCHOOL
Stoneham High (02840505)

GRADES SERVED
09,10,11,12

REGION
Coastal

FEDERAL DESIGNATION
-

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
School of Recognition

Progress toward improvement targets	Accountability percentile
84% - Meeting or exceeding targets	59

Action Steps / Strategic Priorities

- Focus on students and sub groups with high rates of chronic absenteeism

- Focus on Prek – Grade 2 Early Literacy and Math Skills and Middle Grades

- Identification of Individual Students Requiring Additional Supports, using general education, student support team process – working with principals to identify individual students in sub groups who are under performing to assess what supports are in place and make sure every student is reviewed and provided any other supports as determined

- New and Additional Training and Supports for PK-12 Educators (UDL, Science of Reading, Assessment Frameworks, ST Math Grants and implementation of STE Math at SCMS as well as all elementary buildings

- Addition of 6 early release days

- Bi Monthly data Meetings al all elementary schools with big investment in The Hill For Literacy Training using date to inform instruction to focus in on what each individual child needs to perform at grade level

- Support / Common Planning Time for teachers at Elementary, Middle, and High School Levels

Action Steps / Strategic Priorities

- Implementation of Responsive Classroom Training for teachers and implementation across elementary and SOME Middle School Classes – currently evaluating Tier I SEL Supports and new Comprehensive Health and PE Frameworks – implications across all grade levels.

- Use of ESSER Grant Funds to Support Additional Interventionists, Social and Emotional Supports, teaching Fellows.

- Strategic use of Title I funding to fund ($20,000 for South School, $13,000 for High School, and $20,000 for SCM)S focused tutoring outside the school day

- Investment of an additional Title I funds ($60,000) to fund the Drop Out Prevention / SEL Support role at SHS

- Investment of $40,000 Title I funding to fund a Home-School Liaison – focus on students from South, SHS, and SCMS who are chronically absent and underperforming.

- Evaluating our current Special Education models, staffing structures and supports, and training for ESP/Support Staff as well as special education teachers in the Science of Reading

- Considering the use of ESSER funds originally earmarked for summer school and potentially re-allocate to our sub groups (African American and Hispanic students who are chronically underperforming)

Resources / More Information

Resources For parents

www.doe.mass.edu/mcas/parents

- Parent Guide to the MCAS (available in several languages

- Annotated Parent/Guardian Reports (PPT)

- Frequently Asked Questions (FAQs)

- What are the Achievement Level Descriptors?

- Item Descriptions for Grades 3-8 ELA and Mathematics

- Parent/guardian report templates and translations

District Report Card

https://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=02840000&orgtypecode=5&

THANK YOU

Stoneham Public Schools

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