Pentucket Regional School District
2022 MCAS & AP Report

District & School Accountability Reporting
MCAS Results with Action Plans
HS AP Results with Action Plans

October 2022

AGENDA

1. Moving back towards a system of accountability
2. Reporting & Categorization of Schools/Districts
3. MCAS Results & Action Steps – District
4. MCAS Results & Action Steps – by School
5. AP Results and Next Steps at PRHS

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State Accountability System –

Moving back to a similar system

Accountability Rating changes for 2022 – first time a change since 2019– but still no "designations" – just new percentiles

- No 2020 scores
- State-wide continued drop in student outcomes – some recovery in Math
- Pentucket largely held level with ELA but main great gains with Math
- No "Designations" this year – but goals have been set & Schools are categorized in percentiles again

- **2018 – The average Percentile Rank of our schools was 43%**
- **2022 – The average Percentile Rank of our schools is 64%**

accountability system

What is an accountability system?

An accountability system measures school and district performance. It helps schools improve the performance of all students, and helps communities and the state decide how to allocate resources. Accountability results answer two questions: *How is the school doing?* and *What kind of support does the school need?*

What are some highlights of the system?

Indicators that provide more information about school performance and student opportunity:
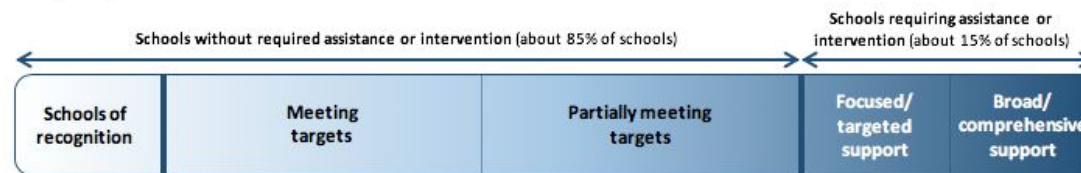- ✓ Achievement
- ✓ Student progress or growth
- ✓ High school completion
- ✓ Progress towards English proficiency for English learners
- ✓ Chronic absenteeism
- ✓ Advanced coursework completion

Information on each school's performance against improvement targets and how it is doing compared to other schools across the state

An increased focus on raising the performance of each school's lowest performing students

How will schools be classified?

Schools will be placed into categories that describe how they are doing and what kind of support they may receive from the state.

			Schools requiring assistance or intervention (about 15% of schools)	
	Schools without required assistance or intervention (about 85% of schools)			
Schools of recognition	Meeting targets	Partially meeting targets	Focused/ targeted support	Broad/ comprehensive support

What else should I know?

★ Detailed performance data will be reported for all districts, schools, and subgroups.
★ Accountability results will be used to recognize schools that are demonstrating success in addition to identifying schools in need of support.
★ Massachusetts is committed to monitoring the system's effectiveness in providing clear and actionable information to districts, schools, parents, and the public.

For more information, visit www.doe.mass.edu/accountability.

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Setting targets

- For 2022 reporting, targets worked off of 2021 for 2 years of data
  - Long-term targets set for 2023
- Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past
- Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement
- By and large – we improved on almost every indicator in all schools from 2021

DESE Pentucket Profile for MCAS and Accountability

Accountability

https://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=07450000&orgtypecode=5&

MCAS Results

https://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=07450000&orgtypecode=5&

2019 Points awarded

2019 Progress toward improvement targets

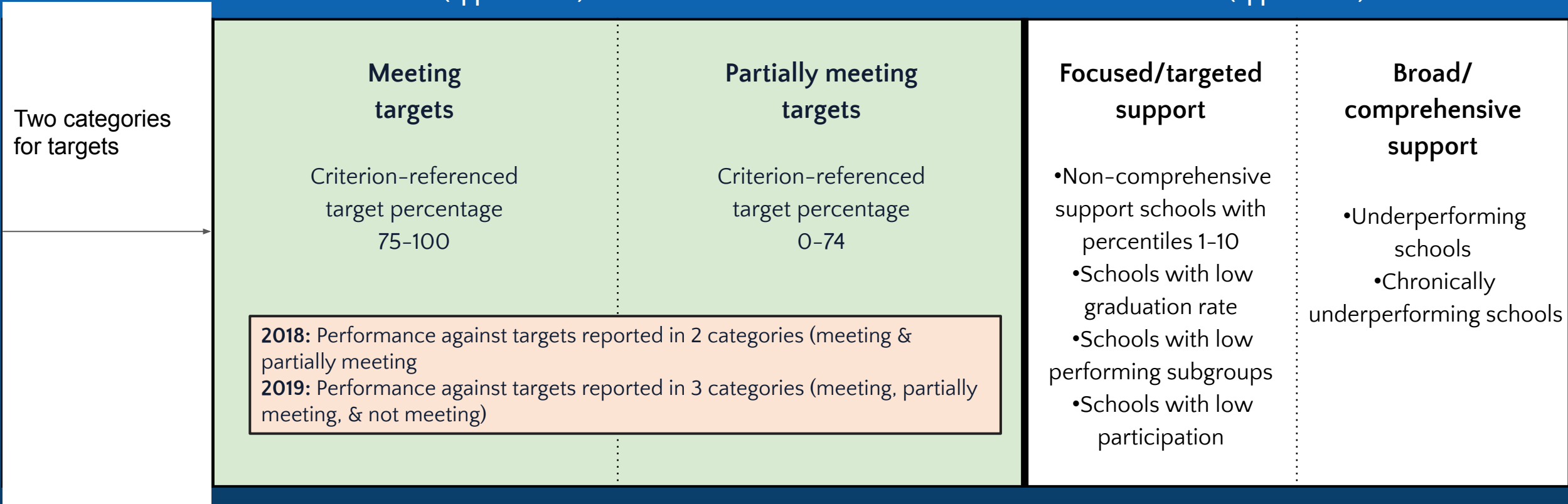| Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-	3	4	-	4	4	-
	Science achievement	3	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	**10**	**12**	**67.5**	**6**	**8**	**67.5**	**8**	**12**	**47.5**	**8**	**8**	**67.5**
Growth	English language arts growth	2	4	-	2	4	-	4	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-
	Growth total	**5**	**8**	**22.5**	**5**	**8**	**22.5**	**8**	**8**	**22.5**	**6**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	1	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	High school completion total	**-**	**-**	**-**	**-**	**-**	**-**	**7**	**12**	**20.0**	**-**	**-**	**-**
Progress toward attaining English language proficiency	**English language proficiency total**	-	-	-	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	2	4	-	0	4	-	2	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-
	Additional indicators total	**2**	**4**	**10.0**	**0**	**4**	**10.0**	**2**	**8**	**10.0**	**0**	**4**	**10.0**
Weighted total		8.1	10.3	-	5.2	7.6	-	7.2	10.7	-	6.8	7.6	-
Percentage of possible points			79%	-		68%	-		67%	-		90%	-
Percentage of possible points by gradespan			74% Weight of non-high school results: 66%						78% Weight of high school results: 34%				
2019 Annual criterion-referenced target percentage							75%						

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Categorization of schools
State is not issuing new categories
this year

Categorization of schools

Assistance level	Schools without required assistance or intervention (approx. 85%)		Schools requiring assistance or intervention (approx. 15%)	
Two categories for targets	**Meeting targets** Criterion–referenced target percentage 75–100	**Partially meeting targets** Criterion–referenced target percentage 0–74	**Focused/targeted support** • Non-comprehensive support schools with percentiles 1–10 • Schools with low graduation rate • Schools with low performing subgroups • Schools with low participation	**Broad/ comprehensive support** • Underperforming schools • Chronically underperforming schools

2018: Performance against targets reported in 2 categories (meeting & partially meeting
2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)

Notes:
• School percentiles & performance against targets will be reported for all schools

Categorization of schools

- Schools ending in grade 3 will be classified based on criterion–referenced component only
  - No student growth, therefore no accountability percentile
- Schools with no tested grades will be classified as "insufficient data"
- Schools with low assessment participation (below 95 percent) will be classified as needing focused/targeted support
  - By subgroup & by subject
  - Using a two–year participation rate average

Categorization of districts & schools

- Districts will be classified based on the performance of the district as a whole and no longer categorized based on performance of lowest performing school
- District accountability percentiles are calculated this year

	2022	2018
Page	71	55
Bagnall	56	37
Donaghue	45	21
Middle School	69	31
High School	79	74

- Classified based on criterion-referenced component
- Board may designate a district as underperforming or chronically underperforming

MCAS Results – District Overview – 2022

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What did we see happen across the state?

Some reverse data points from last year
- A drop in ELA scores - particularly in grades 3-5
- Writing scores in all grades fell - 25% since 2019
- Math generally rebounded
- Grade 8 showed greatest rebound across both subjects
- Science scores came up slightly
- HS students took new version of Biology test - drop in scores state-wide

Other data points that influenced performance
- 1.7 million days of school lost in 21-22 due to student covid absences
- 18% of students across state met threshold for "chronically absent"

District comparison 19 - 22
Percent of Meeting or Exceeding Expectations ELA

Grades	19 ELA	21 ELA	22 ELA	change from PY
3	69%	61%	56%	-5%
4	58%	59%	40%	-19%
5	44%	55%	38%	-17%
6	41%	44%	55%	11%
7	43%	40%	45%	5%
8	58%	35%	55%	20%
Gr. 3-8	52%	49%	48%	-1%
10	76%	82%	74%	-8%

District comparison 19 - 22
Percent of Meeting or Exceeding Expectations Math

Grades	19 math	21 math	22 math	change from PY
3	56%	44%	41%	-3%
4	52%	39%	38%	-1%
5	52%	32%	46%	14%
6	42%	38%	49%	11%
7	48%	44%	55%	11%
8	43%	34%	55%	21%
Gr. 3-8	48%	38%	48%	10%
10	64%	63%	58%	-5%

Percent of student Meeting or Exceeding - ELA
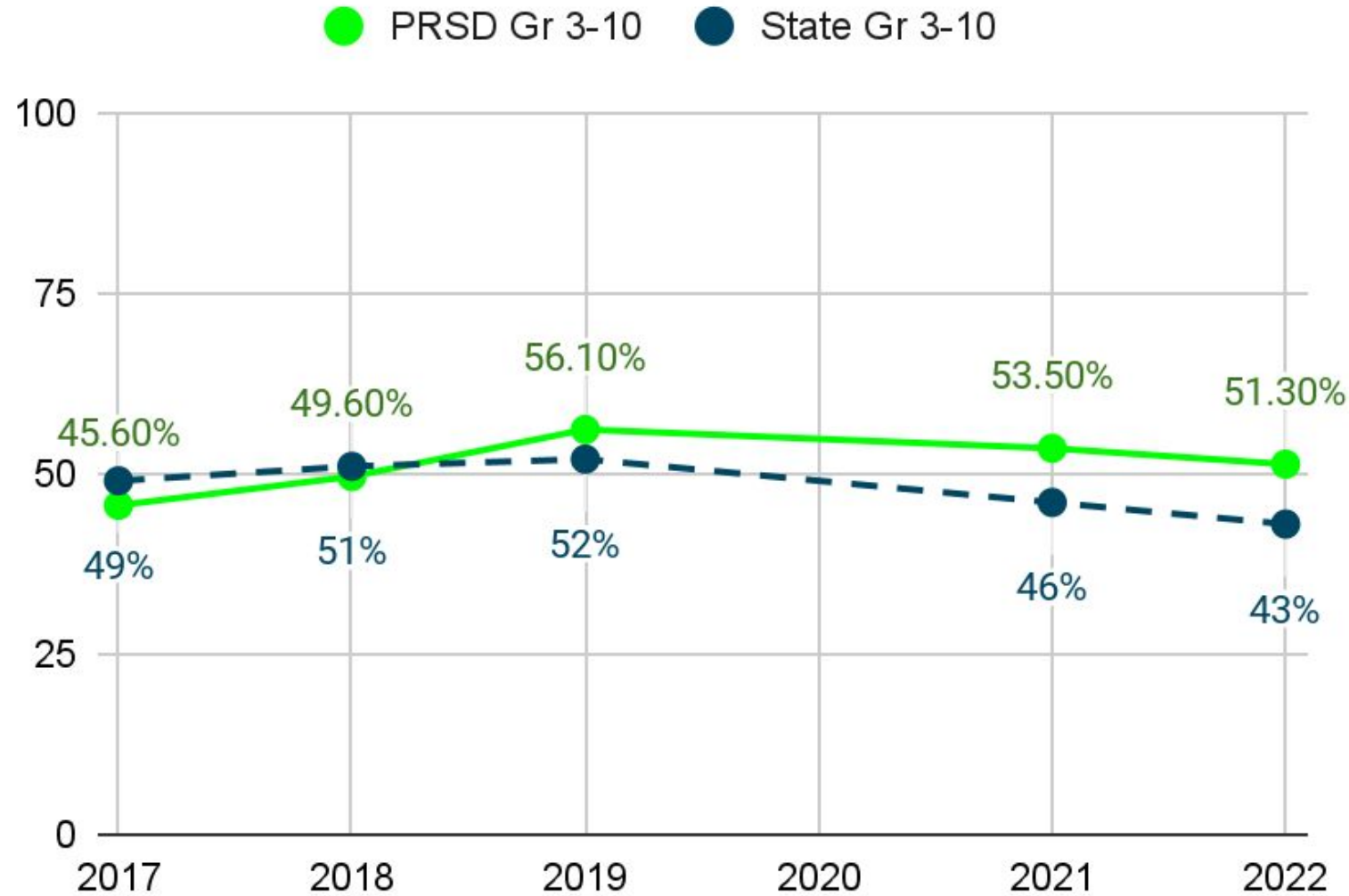
ELA since 2017

Since 2017 - PRSD has surpassed the state averages in ELA Proficiency rate and continues to increase the gap
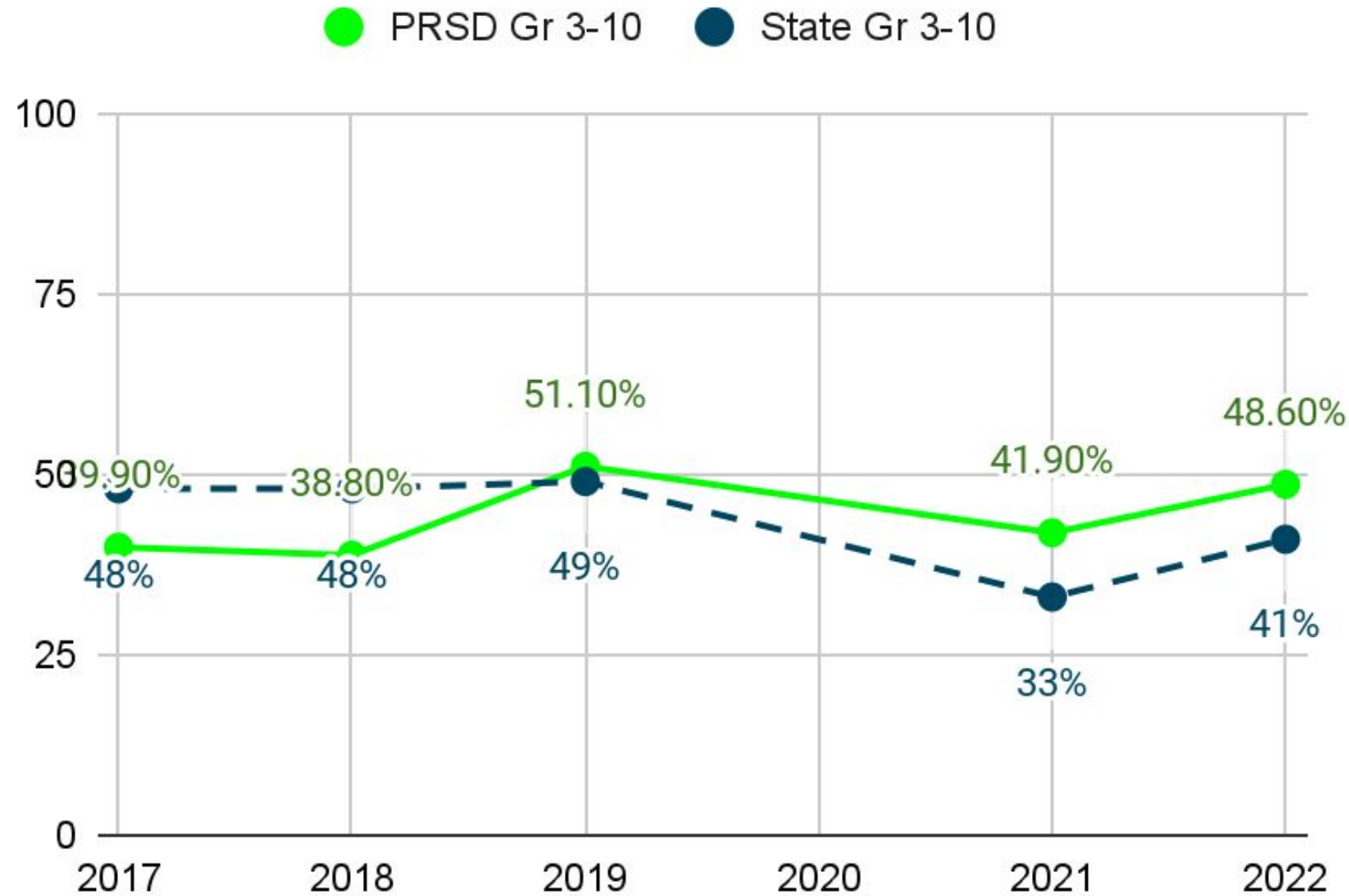
Math since 2017

Since 2017 - PRSD has surpassed the state averages in Math Proficiency rate and continues to increase the gap
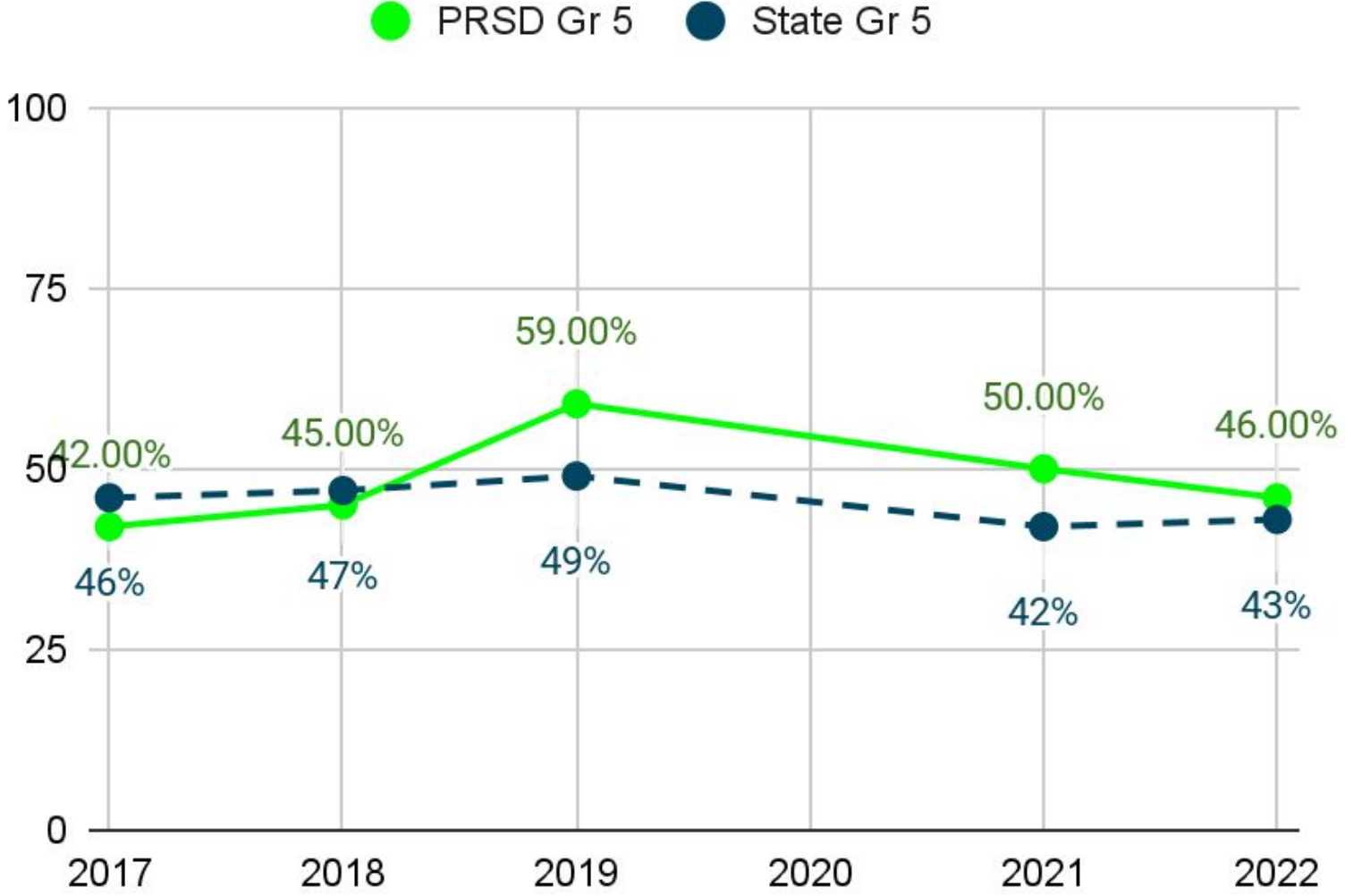
District comparison 18 - 22

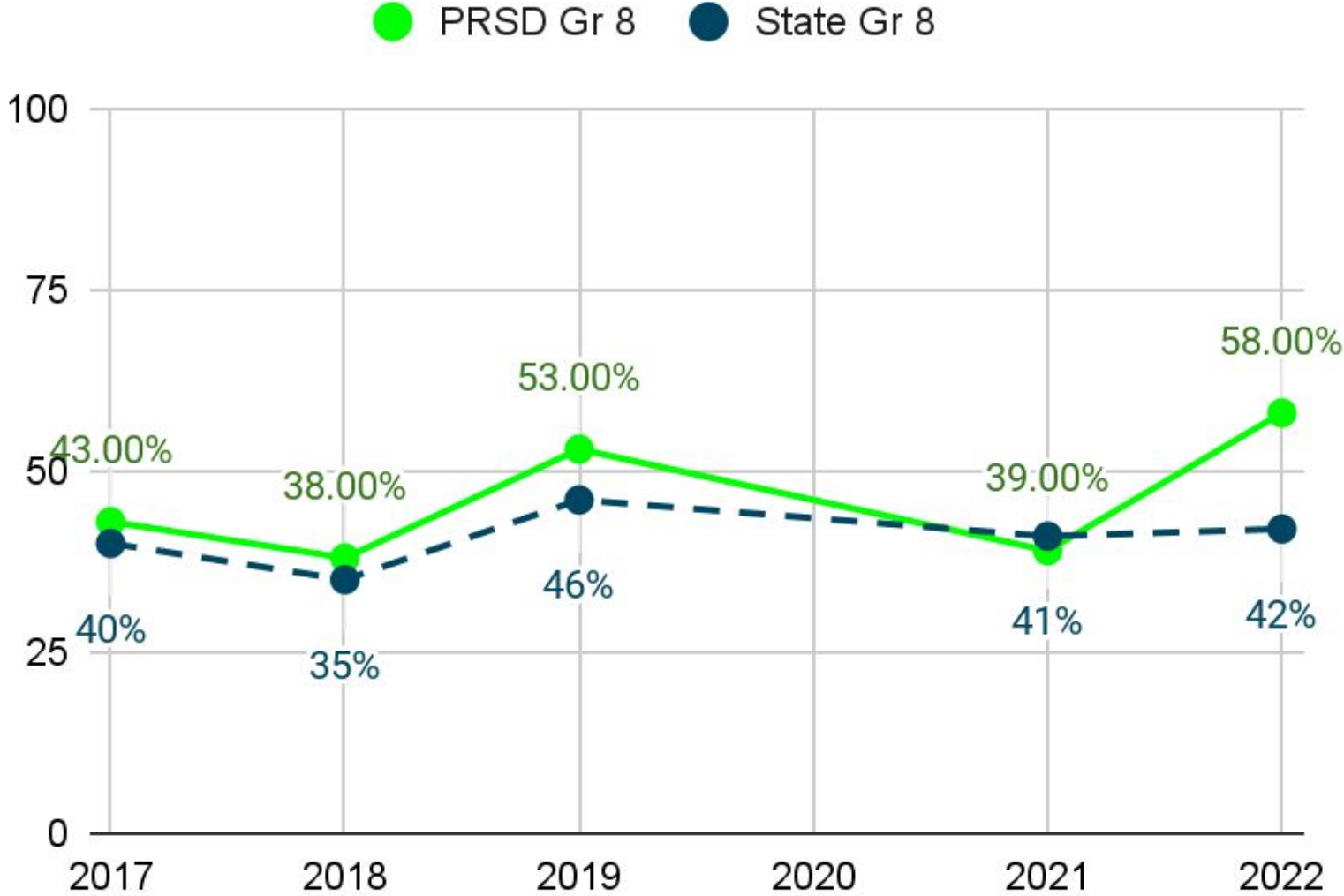**Percent of Meeting or Exceeding Expectations Science/Tech/Engineering**

*HS Biology test in 2022 was the first administration of the "Next Generation" test -

Grades	18 Sci	19 Sci	21 Sci	22 Sci	change
5	44	59	50	46	-4
8	38	53	39	58	+19
10 Biology	81	82	79	63*	N/A

Percent of student Meeting or Exceeding - Science Gr. 5

Percent of student Meeting or Exceeding - Science Gr. 8

District Comparison to the State Avg.
Percent of Meeting or Exceeding Expectations & Growth ELA

Grades	22 State ELA	22 PRSD ELA	Diff M/E %	22 State SGP ELA	22 PRSD SGP ELA
3	44%	56%	12%	N/A	N/A
4	38%	40%	2%	50	50
5	41%	38%	-3%	50	42
6	41%	55%	14%	50	51
7	41%	45%	4%	50	52
8	42%	55%	13%	50	70
Gr. 3-8	41%	48%	7%	50	53
10	58%	74%	16%	50	65

District Comparison to the State Avg.
Percent of Meeting or Exceeding Expectations & Growth Math

Grades	22 State Math	22 PRSD Math	Diff M/E %	22 State SGP Math	22 PRSD SGP Math
3	41%	41%	even	N/A	N/A
4	42%	38%	-4	50	41.6
5	36%	47%	+7	50	55.1
6	42%	49%	+4	50	50.2
7	37%	55%	+8	50	65.7
8	36%	56%	+20	50	63
Gr. 3-8	39%	48%	+9	50	55.1
10	50%	57%	+7	50	66.9

District Comparison to the State Avg.
Percent of Meeting or Exceeding Expectations Science

Grades	22 State Sci	22 Sci	Diff
5	43%	46%	+3
8	42%	58%	+16
10 (9) Biology	47%	63%	+16

MCAS Results – School Overview– 2022

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Bagnall 2022

Grade and Subject	Meeting/Exceeding %		
	School	State	Avg. SGP
GRADE 03 - ENGLISH LANGUAGE ARTS	61	44	N/A
GRADE 03 - MATHEMATICS	42	41	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	47	38	64
GRADE 04 - MATHEMATICS	36	42	64
GRADE 05 - ENGLISH LANGUAGE ARTS	35	41	51
GRADE 05 - MATHEMATICS	47	36	51
GRADE 05 - Science, Tech & Engineering	39	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	62	41	54
GRADE 06 - MATHEMATICS	42	42	43
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	52	41	50
GRADES 03 - 08 - MATHEMATICS	42	39	48

Bagnall Summary

Areas of Strength

The 3rd, 4th and 6th grade ELA scores were above the state averages.

The 3rd, 5th and 6th grade Math scores were above the state averages.

The achievement gap between special education students and general education students closed tremendously in both ELA and Math

Growth scores for Students with disabilities was very high in both Math and ELA

Focus Areas

Ensuring the co-taught model is robust and modeled.

Develop personalized and targeted educator goals to focus on underperformed subgroups and inclusive instructional practices

Targeted math fluency intervention using data to drive instruction

Comprehension and writing interventions using targeted strategies while utilizing W & W

Continue to monitor Performance gap with special education subgroup – scaffolds supported by coaching

Page 2022

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 03 - ENGLISH LANGUAGE ARTS	49	44	N/A
GRADE 03 - MATHEMATICS	41	41	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	53	38	62
GRADE 04 - MATHEMATICS	41	42	43
GRADE 05 - ENGLISH LANGUAGE ARTS	51	41	43
GRADE 05 - MATHEMATICS	56	36	51
GRADE 05 - Science & Tech./Eng	54	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	51	41	51
GRADE 06 - MATHEMATICS	63	42	67
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	51	41	52
GRADES 03 - 08 - MATHEMATICS	50	39	53

Page Summary

Areas of Strength

–Overall ELA performance– outperformed state in all grades

*SGP 51.9 compared to 34.9 the previous year

–Overall MATH performance– commensurate with state/outperformed state in all grades

*SGP 53 compared to 41.8 the previous year

–ELA growth scores increased significantly for general ed. students and students receiving special ed. services in all grades

–Strong proficiency AND growth scores in Gr.6 MATH for general ed. students and students receiving special ed. services

Focus Areas

–Writing standards – in response to text across all content areas

–Paired selection reading comprehension from W&W

–Performance gap with special education subgroup – scaffolds supported by coaching

–Individualized math instruction during targeted teaching block

–Focus on science standards and curriculum

Merrimac (Donaghue) 2022

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 03 - ENGLISH LANGUAGE ARTS	52	44	N/A
GRADE 03 - MATHEMATICS	40	41	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	23	38	42
GRADE 04 - MATHEMATICS	37	42	45
GRADE 05 - ENGLISH LANGUAGE ARTS	33	41	38
GRADE 05 - MATHEMATICS	40	36	48
GRADE 05 - Science & Tech/Eng	48	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	47	41	48
GRADE 06 - MATHEMATICS	49	42	48
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	39	41	43
GRADES 03 - 08 - MATHEMATICS	41	39	47

Merrimac Summary

Areas of Strength

3rd and 6th Grade ELA scores were above the state average.

5th and 6th grade Math scores were above the state average.

Overall number of students NM is below the state number.

Focus Areas

Essay Responses: connect to W&W content writing

Geometry Math Standards: take integrated curriculum approach in grades 4-6

Continue to monitor Performance Gap with special education subgroup by utilizing co-teaching model and providing targeted teaching time

Middle School

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 07 - ENGLISH LANGUAGE ARTS	46	41	52
GRADE 07 - MATHEMATICS	55	37	66
GRADE 08 - ENGLISH LANGUAGE ARTS	57	42	70
GRADE 08 - MATHEMATICS	56	36	63
GRADE 08 - Science Tech/Eng	58	42	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	51	39	60
GRADES 03 - 08 - MATHEMATICS	58	42	64

Middle School Summary

Areas of Strength

7th Grade Math – much higher growth than the state & very few in NM category
- targeted instruction during Math Labs
- Used iReady results to adapt curriculum maps and for added resources

8th Grade Math
- targeted instruction during Math Labs
- Used iReady results to adapt curriculum maps and for added resources

8th ELA
- Emphasis on tier 2 & 3 vocabulary across contents

8th Science
- Used Enrichment for projects and exposure to latin prefixes and roots

Focus Areas

Performance gap with special ed. subgroup vs. aggregate

Math: 24.7% vs. 61.7% proficient

ELA: 28.4% vs. 63.9% proficient

Performance gap with low-income subgroup vs. aggregate

Math: 28.7% vs. 53.1% proficient

ELA: 40.9% vs. 53.6% proficient

8th Grade ELA – unified content reading structures (Wit & Wisdom)

Paired Selection Responses

Writing and vocabulary across all content areas

Science – new curriculum being Implemented

High School Summary

Areas of strength

Maintaining high performance in ELA & Math & Science

ELA and Math proficiency and growth 15–32 points higher than state average

Strong growth for all students in ELA 65 and Math 66 (new test last year in Biology)

Strong high needs student growth in ELA 61 and Math 63

Focus Areas

Performance gap with special ed. subgroup vs. aggregate

Math: 25% vs. 75% proficient

ELA: 53.1% vs. 84.3% proficient

Performance gap with low-income subgroup vs. aggregate

Math: 35.3% vs. 64.7% proficient

ELA: 58.3% vs. 78.4% proficient

Collaboration between special educators and content specialists to strengthen curriculum in co-taught and substantially separate courses

Evidence supported writing in ELA and Social Studies

Focus on Geometry, Number and Quantity strands

Reading analysis using multiple texts

High School

Grade and Subject	Meeting or Exceeding *		Avg. SGP
	School	State	
GRADE 10 - ENGLISH LANGUAGE ARTS	73%	58%	65
GRADE 10 - MATHEMATICS	57%	50%	67
GRADE 10 (Grade 9)- SCIENCE AND TECH/ENG (Biology)	63%	47%	N/A

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AP – Results and Summaries– 2021

HS AP results – overall summary

- 2020 results were remote AP exams & 2021 were in person
- Improved results in almost all AP classes – when compared to '21 and '20
- Math results improved
- English results were extremely high
- History results all improved
- We continue to provide greater access to students who want to challenge themselves working to keep enrollments high
- Added resources and coaching for staff from MASS Insight
- Practice exams and Saturday Study Sessions for students from Mass Insight
- Updated AP texts in 7 different courses
- Some new instructors for some classes – all received intensive summer training
- Teachers receive a detailed curriculum & instructional report that allows them to more carefully analyze strengths and weakness within each area.

Science – AP results 2022

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Biology	44	3.23	81.8%	3.3	74%
Physics C	13	3.62	100%	3.6	78%
Comp. Sci A	26	2.77	61.5%	3.39	72%
Chemistry	17	3.06	64.7%	3.00	61.8%

Science – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.	2022 Avg
Biology	3.16	2.98	2.72	3.23
Physics C	4.07	3.45	3.00	3.62
Comp. Sci A	4.14	3.78	4.17	2.77
Chemistry	3.09	2.61	2.68	3.06

Science AP Summary and Next Steps

- AP Science classes remain a very popular choice for juniors and seniors
- Improvement in scores in AP Physics, AP Biology, and AP Chemistry from 2021
- AP Computer Science A had a large increase in enrollment this past school year and scores still remain strong
- AP Computer Science Principles is a new class for this school year
- Both AP Computer Science classes are open to 10th, 11th and 12th grade students
- AP science classes encourage access to all students

Science AP Summary and Next Steps Cont.

- Some AP science teachers attended a week of professional development with Mass Insight over the past summer and will attend a two day workshop in the fall that will help with teaching strategies and resources
- Mass Insight grant funds were used to buy new biotechnology equipment for the Biology labs
- All AP Science students will be encouraged to attend the 3 Mass Insight study sessions, including a mock exam, to prepare for the AP exams in May
- AP science teachers continue to use AP Classroom which is a tool provided by the College Board and is used for AP style quizzes and tests, unit progress checks, and review videos
- New AP Chemistry books have been ordered and online access is available to students

Math – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Calculus AB	17	2.76	52.9%	2.98	57.8%
Calculus BC	10	3.4	60%	3.84	81%
Calculus BC - AB Sub	10	3.7	70%	4.08	84.6%
Statistics	40	3.18	77.5%	2.96	62.5%

Math – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.	2022 Avg.
Calculus AB	2.44	2.8	2.18	2.76
Calculus BC	3.67	2.8	3.69	3.4
Calculus BC - AB Sub	4.27		4.08	3.7
Statistics	3.18	3.0	3.31	3.18

Math AP Summary and Next Steps

- Math AP enrollment has been flat over the last three years.
- Statistics AP performance continues to be strong
- Realignment of staffing to strengthen the AP program.
- Current AP teachers attended a week of professional development with Mass Insight over the past summer and will attend a two day workshop in the fall that will help with teaching strategies and resources
- New AP Calculus textbook/curriculum resource was purchased with online access for teachers and students.
- AP teachers will continue to use the College Board AP classroom regularly to make formative and summative assessments that are multiple choice and free response.
- Progress checks at the end of each unit will be used to review cyclically and identify any topics that should be revisited.
- Students will be encouraged to attend local review sessions and mock exam dates associated with Mass Insight

History– AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
US History	24	2.83	62.5%	2.88	58%
US Govt.	17	3.12	64.7%	2.77	54.8%
Psychology	42	3.45	77.3%	2.86	58.2%

History – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.	2022 Avg
US History	3.21	2.96	2.56	2.83
US Govt.	3.6	3.21	2.73	3.12
Psychology	3.65	3.41	2.62	3.45

History AP Summary and Next Steps

Enrollment this year In US History is 24 students – 9 units/time periods, 7 historical themes, 5 skills, and 3 reasoning processes.

AP US HIstory
Strengths:
- Making connections between time periods/events and identifying continuity and change over time
- Sourcing, synthesizing, and explaining primary sources - especially text based and visual stimulus
- Students scored above state and global average in utilizing all historical thinking skills and reasoning processes.

Weaknesses:
- Period 5 (1844-1877) & Contextualization and thesis writing in essay portion

Action Plan:
- Instructor attended St. Johnsbury AP Summer Institute in July, 2022
- Students will be working on thesis development as a common thread throughout the year
- WIth new schedule, more time flexibility is allotted for reading source material as a group
- Continued use of AP Classroom online platform utilizing knowledge checks and video content
- Full classroom set of current edition textbooks

History AP Summary and Next Steps

Enrollment this year in Psychology is 42 students – The AP Psych curriculum is focuses on 9 units and 3 skills.

AP Psychology:

Strengths:
- Curriculum reflects support for all learners.
- Hands-on, project-based learning provides students with opportunities to apply course content on a personal level
- All but one (13/14) Skill and Unit categories scored above state and global average.

Weaknesses:
- Instructional reports indicate Skill 3 (Scientific Investigation) needs to be addressed.

Action Plan:
- Continue using AP Classroom as a tool to support unit content and learning
- Additional class time will be utilized teaching students to effectively respond to FRQs - specifically Scientific Investigation
- Full classroom set of textbooks have been ordered reflecting the recent changes in the AP curriculum

History AP Summary and Next Steps

Enrollment this year in Government is 17 students – focuses on 5 units, 5 big ideas, 4 practices, and 4 reasoning processes

AP Gov:

Strengths:
- concept application and content/data/source analysis
- MCQ scores were above state and global average in all course units and reasoning processes

Weaknesses:
- BIG IDEA: Liberty and Order
- PRACTICE: Supreme Court (SCOTUS) comparisons

Action Plan:
- Utilize AP Classroom for review and support outside of classroom
- Utilize new AMSCO review book as a secondary source to the anchor text.
- Concept Application goal: Better utilize similar language used by The College Board when creating and administering unit tests.
- WIth new schedule, more time and flexibility is allotted for reading source material as a class / group.

English – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Eng Lit & Comp	25	3.96	96%	3.52	83.3%
Eng Lang & Comp	28	3.32	82.1%	3.04	63.6%

English– AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.	2022 Avg.
Eng Lit & Comp	3.70	3.29	2.75	3.96
Eng Lang & Comp	3.24	3.71	3.84	3.32

English AP Summary and Next Steps

- Language and Composition scores have declined slightly; Literature and Composition scores increased significantly
- Both test results remain well above state average
- Higher enrollment in 2022 (+3) – continue to work to increase enrollment
- In AP Lit, students earning scores of 4 and 5 increased significantly.
- In AP Lang, students earning scores of 4 and 5 decreased slightly
- Students will be encouraged to attend Mass Insight study sessions and mock exam.
- Some AP teachers attended week long training provided by Mass Insight this summer; all will attend two day workshop in October.
- AP Lit teacher served as AP exam reader in Salt Lake City in June, providing valuable insight into the assessment process and criteria for assessing student progress/proficiency
- AP teachers will meet monthly to discuss strategies for students and monthly during Q3.
- Throughout the school year, students will engage in biweekly activities to practice and reinforce areas for growth identified through exam instructional reports
- Teachers will continue to use AP Classroom assessments to target areas of need

Global Language & Art – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Spanish Lang & Culture	17	2.35	29.4%	3.62	84.5%
German Lang & Culture					

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Studio Art	5	3.20	100%	3.5	89.4%

Global Language & Art – AP results

	2019 Avg.	2020 Avg.	2021 Avg.	2022 Avg
Spanish Lang & Culture	2.67	3.67	1.75	2.35
German Lang & Culture	3.00	2.71	4.00	N/A

	2019 Avg.	2020 Avg.	2021 Avg	2022 Avg.
Studio Art	4.00	3.00	3.00	3.2

Global Language AP Summary

- AP Spanish data indicate that the themes Beauty and Aesthetics, Contemporary Life and Global challenges are areas of strength. The theme Science and Technology is an area of concern as well as Free–Response Performance/speaking and writing.
- A new instructor is teaching Spanish AP in 2022
- There were no German AP tests taken in 2022
- In preparation for the 2022 German AP tests –AAPPL data for German indicate that Interpretive Reading is an area of strength. Interpersonal Listening and Speaking, Interpretive Listening and Presentational Writing are areas of concern.
- AAPPL data for Spanish indicate that Interpretive Reading is an area of strength. Interpersonal Listening and Speaking, Interpretive listening and Presentational Writing are areas of concern.
- Next steps: A.Professional Development series for all Global Language teachers focusing on speaking and listening.

Global Language Next Step

- All classes will focus on staying in the target language 90% of the time in the classroom

- This will be a focus area for AP, as well as all other levels of world language classes

- All world language staff will participate in a course to develop strategies for using the target language 90% of the time

- This will support, interpersonal speaking, the area that was identified as needing the most improvement

- Rewriting curriculum to reflect the April 2021 approved MA World Languages curriculum frameworks based on ACTFL standards and AP themes

- Spiraling vocabulary and AP themes from levels I–AP in all World Languages

Studio AP Summary and Next Steps

- Studio Art
  - AP Art & Design is scheduled with Senior Studio and Portfolio Prep classes
  - 2020–21 Enrollment background: low enrollment hurts collaboration
  - 2021–22 AP Art enrollment is higher and are all scheduled during the same period. (4)
  - New for this year: 3 juniors, ready for the challenge of an advanced art class,have been invited into senior studio, this will better prepare them for AP Art as seniors.
  - Flexible built-in supports for students and families:
    - Virtual teacher conferencing and portfolio reviews (evening, afternoon, and weekends) as needed, throughout the year.
    - College Board Daily Videos and AP Classroom features are being utilized.

Overall Next Steps related to Curriculum and Instruction for Improved Student Outcomes

- Implementation with Supported PD of Wit and Wisdom for Language and Comprehension Curriculum
- Intensive focus on Writing with Wit and Wisdom & associated PD
- Continued, targeted professional development to support literacy
- Enhanced coaching and support for teachers through Literacy Instructional Coach and Coordinator
- Math Data meetings and instructional support for math curriculum
- I-Ready Math Intervention and targeted Instruction
- Piloting Eureka Squared for possible K–6 adoption as updated Math curriculum
- K–5 – Mystery Science as core curriculum – MA aligned with PD on science practices and instruction
- Curriculum Mapping for Social Studies

- Conduct 1 data meeting per month for Math and ELA teachers with targeted intervention plans for students
- Utilize the I-Ready and common assessments data to guide intervention with predictive measures
- Continued use of Math and ELA Labs for students who need additional targeted instruction
- Updated Curriculum Maps in all content areas
- Implementing Equitable Grading Policy and practices
- Analyze SPED subgroup gaps with relation to programming
- Grades 6-8 Science curriculum Implementation with associated PD
- Lego Robotics class to emphasize on the design process and coding

Next Steps – PRHS

- Analyze SPED subgroup gaps and design plans for improvement
- Implement Common Assessments and data review protocol to assess curriculum and instruction
- Common Assessments used for backwards planning
- Leverage DCAP and Inclusive Practices to engage students with content through access points
- Teachers will implement strategies focused on improving open responses and collect data using common assessments
- Partnership with MASS Insight for AP Training and student opportunities
- Updated Curriculum Maps
- Implementing Equitable Grading Policy and practices
- Begin NEASC accreditation process for programmatic structure review and self study