

## **MCAS Press Release**

### **2021 MCAS Scores Reveal a Mix of Improvements and Declines in APS Student Achievement**

When compared to 2019 MCAS results, Arlington Public School (APS) students in grades 3-8 and 10 exhibited a mix of improvements and declines in the percentages of students who met or exceeded standards. Results also demonstrated that a higher percentage of students who took the assessment remotely achieved meeting or exceeding when compared with students who took the assessment in person.

In Spring 2021, APS students in grades 3-8 and 10 took the MCAS. In response to the need to shut down schools to mitigate the spread of COVID-19, the state did not administer the MCAS in the spring of 2020.

To address the various learning models that were in place during the 2020-2021 school year, the state made slight modifications to the 2021 spring assessment. Modifications included the following:

- Extended administration timeline
- Students in grades 3-8 randomly assigned one session of a typically two-session test in ELA, Math and Science, Technology/Engineering
- Remote students in grades 3-8 could take computer based tests at home
  - Test administrators monitored administration using an audio/video-based platform
- Redesigned parent/guardian report for grades 3-8

#### **District Results**

##### **ELA**

Results for grades 3-8 show that students who are English Learners, high needs, Hispanic/Latino, male, have disabilities, and/or are White exhibited a 1-5 percent increase of students who met or exceeded standards. Students in the following groups exhibited a decline in the percentage of students who met or exceeded standards: African American/Black, economically disadvantaged, students with disabilities, and Former English Learners.

The following two tables demonstrate the change in achievement levels and average scaled scores for all students in grades 3-8:

Grades 3-8 ELA Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2021	Diff
All	+1%	-1%	0	0	+1%	511.9	510.9	+7
Af Am/Black	-2%	+6%	-4%	-11%	+7%	492.1	492.7	+6
Asian	+1%	0%	-2%	-6%	+5%	514.2	514.9	+7
Hisp/Latino	+4%	-8%	+4%	+2%	+2%	504.2	504.3	+1
Multi Race	+4%	-2%	-2%	+9%	-11%	515	509.2	-5.8
White	0	0	+1%	+1%	-1%	512.5	511.8	-7
Male	0	-2%	+2%	-1%	+3%	507	507.2	+2
Female	0	0	-1%	0	-1%	516.1	514.9	-1.2

Grades 3-8 ELA Change in Achievement Levels for Subgroups 2019 to 2021						Average Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2021	Diff
Econ Dis	+5%	0%	-5%	-5%	0%	495.2	491	-4.2
SWD	+1%	-6%	+5%	+4%	+2%	491.6	491.9	+3
EL	+4%	-9%	+5%	+4%	+1%	486.1	486.2	+1
High Needs	+2%	-4%	+2%	+1%	+1%	496	495	-1
Former EL	+2%	+2%	-3%	-7%	+3%	504.8	502.2	-2.6

In 10th grade, all students exhibited a 1% increase in the percentage of students who met or exceeded standards. Students who are Hispanic/Latino and multi-racial exhibited the biggest increase by posting a 15 and 16 percent increase respectively. However, students in the African American subgroup exhibited the largest decrease with a 48 percent decrease. Students in the economically disadvantaged subgroup exhibited the second largest decrease with a 11 percent decline.

The following tables demonstrate performance across groups in 10th grade ELA:

10th Grade ELA Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2021	Diff
All	+2%	-2%	+1%	-10%	+12%	516.6	519.2	+2.6
Af Am/Black	+18	+30	-48%	-45%	-2%	509.1	490	-19.1
Asian	-3%	+7%	-4%	+3%	-7%	519.6	518.2	-1.4
Hisp/Latino	+1%	-16%	+15%	-10%	+25%	500.9	518.9	+18
Multi Race	0%	-16%	+16%	0%	+16%	514.2	526.1	+11.9
White	+1%	-3%	+2%	-11%	+13%	518.2	520.7	+2.5
Male	+3%	-3%	0%	-7%	+7%	513.8	514.9	+1.1
Female	+0%	-1%	0%	-13%	+14%	519.4	522.5	+3.1

10th Grade ELA Change in Achievement Levels for Subgroups 2019 to 2021						Average Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2021	Diff
Econ Dis	+11%	+1%	-11%	-15%	+4%	506.8	504.2	-2.6
SWD	+13%	-6%	-8%	-3%	-3%	498.9	493	-5.9
EL	ND	ND	ND	ND	ND	ND	ND	ND
High Needs	+7%	-1%	-8%	-9%	+2%	503.2	500.5	-2.7
Former EL	ND	ND	ND	ND	ND	ND	498	ND

## MATH

The MCAS results for math exhibited a more dramatic change in both the percentage of students who achieved meeting or exceeding and average scaled score when compared to 2019.

Overall, all groups of students in grades 3-8 exhibited a significant decrease in the percentage of students who met or exceeded standards as well as a decline in average scaled scores. All students exhibited a 10 percent decline in the percentage of students who met or exceeded standards. Other groups of students who posted a double digit decline include students who are: economically disadvantaged, female, high needs, multi-racial, and/or white:

Grades 3-8 Math Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021						Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2021	Diff
All	+2%	+7%	-10%	-3%	-5%	509.9	504.3	-5.6
Af Am/Black	+12%	-3%	-9%	-8%	-1%	487.6	480.5	-7.1
Asian	+2%	0%	-2%	0%	-2%	516.5	514.9	-1.6
Hisp/Latino	+9%	-4%	-6%	-3%	-2%	501.8	495.4	-6.4
Multi Race	+3%	+10%	-13%	-7%	-6%	512.7	506.9	-5.8
White	+2%	+9%	-11%	-4%	-7%	510.5	504.1	-6.4
Male	+2%	+7%	-9%	-3%	-6%	509.9	504.7	-5.2
Female	+3%	+7%	-10%	-5%	-5%	509.9	503.8	-6.1

Grades 3-8 Math Change in Achievement Levels for Subgroups 2019 to 2021						Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2021	Diff
Econ Dis	+11%	+4%	-16%	-14%	-1%	492.4	484.5	-7.9
SWD	+6%	-2%	-5%	-5%	0%	490.8	486.4	-4.4
EL	+7%	+2%	-9%	-6%	-3%	492.5	486.2	-6.3
High Needs	+6%	+4%	-11%	-8%	-2%	495.9	490	-5.9
Former EL	0%	+8%	-8%	-4%	-5%	506.4	502.8	-3.6

In the 10th grade, all students exhibited a 1% decrease in the percentage of students who met or exceeded standards. Students who are Asian or multi-racial exhibited a double digit decrease in the percentage of students who achieved meeting or exceeding. African American students experienced a 48 percent decline.

10th Grade Math Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021						Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2021	Diff
All	-1%	+1%	-1%	-1%	0%	516.9	516.8	-.1
Af Am/Black	+24%	+1%	-25%	-22%	-2%	505.2	489.9	-15.6
Asian	-3%	-8%	+10%	+20%	-9%	522	523.8	+1.8
Hisp/Latino	-12%	+4%	+9%	-2%	+10%	510.3	499.4	-10.9
Multi Race	-7%	-4%	+11%	+3%	+9%	515.7	523.9	+8.2
White	0%	+3%	-3%	-3%	0%	518.4	517.6	-.8
Male	-1%	+6%	-5%	-7%	+2%	515.6	515.4	-.2
Female	+1%	-3%	+2%	+4%	-2%	517.8	517.8	0

10th Grade Math Change in Achievement Levels for Subgroups 2019 to 2021						Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2021	Diff
Econ Dis	-10%	+8%	+2%	-8%	+10%	499.2	506.5	+7.3
SWD	-1%	+6%	-5%	-3%	-1%	492.6	491.3	-1.3
EL	ND	ND	ND	ND	ND	ND	ND	ND
High Needs	-3%	-1%	+2%	-1%	+4%	498.9	501.6	+2.7
Former EL	ND	ND	ND	ND	ND	ND	502	ND

## Science, Technology/Engineering (STE)

In grades 5 and 8, there was no change in the percentage of students who met or exceeded standards. The majority of groups exhibited an increase in the percentage of students who met or exceeded standards. However, students who are economically disadvantaged exhibited the largest decline of 9%. African American and Hispanic/Latino students exhibited the largest decrease in scaled scores.

Grades 5 and 8 STE Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021						Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2021	Diff
All	+1%	-1%	0%	+6%	-6%	512.7	510.1	-2.6%
Af Am/Black	+18%	-17%	-1%	+1%	-2%	486.3	478.2	-8.1
Asian	+3%	-5%	+1%	+1%	0%	513.7	514.6	+0.9
Hisp/Latino	+11%	-8%	-4%	0%	-3%	503.7	495.3	-8.4
Multi Race	+2%	-12%	+9%	+14%	-4%	514.9	514.9	0
White	0%	+2%	-2%	+7%	-9%	514.9	511.9	-3
Male	-1%	+1%	0%	+10%	-10%	512.5	509.8	-2.7
Female	+4%	-3%	-1%	+3%	-3%	512.9	510.5	-2.4

Grades 5 and 8 STE Change in Achievement Levels for Subgroups 2019 to 2021						Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2021	Diff
Econ Dis	+10%	-1%	-9%	-9%	0%	493.4	486.5	-6.9
SWD	+4%	-5%	+1%	+2%	-1%	493.9	490.9	-3%
EL	+23%	-28%	+5%	+5%	0%	485.4	480	-5.4
High Needs	+5%	-7%	+1%	+2%	-1%	496.6	493.5	-3.1
Former EL	+2%	-10%	+7%	+18%	-10%	502.1	501.2	-0.9

Students in grades 9 and 10 took the Legacy MCAS for Introductory Physics, thus the achievement levels are advanced, proficient, needs improvement and warning/failing.

All students experienced a significant decrease in the percentage of students who achieved proficient or advanced. Students who are economically disadvantaged, who have disabilities, and who are high needs posted double digit decreases.

9th,10th Grade STE Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2021					
	Warning/ Failing	NI	Prof or Higher Trends	Prof	Advanced
All	+1%	+10%	-11%	+13%	-24%
Af Am/Black	ND	ND	ND	ND	ND
Asian	+5%	+15%	-19%	+23%	-42%
Hisp/Latino	-12%	+19%	-7%	-8%	+1%
Multi Race	-14%	+20%	-6%	+37%	-43%
White	+2%	+9%	-10%	+12%	-22%
Male	+1%	+11%	-11%	+9%	-21%
Female	+1%	+10%	-12%	+15%	-27%

9th,10th Grade STE Change in Achievement Levels for Subgroups 2019 to 2021					
	Warning/ Failure	NI	Prof or Higher Trends	Prof	Advanced
Econ Dis	0%	+31%	-32%	-11%	-21%
SWD	+4%	+22%	-26%	-14%	-11%
EL	ND	ND	ND	ND	ND
High Needs	+2%	+17%	-19%	-3%	-16%
Former EL	-2%	+14%	-12%	+17%	-29%

Despite showing a mix of improvements and declines in the percentage of students who met and exceeded standards, results exhibit a consistent opportunity gap. African American students scored lower than all other groups of students in each content area. In addition, students who come from economically disadvantaged homes, students with disabilities, English Learners, students who are high needs and former English Learners performed significantly lower than their peers.

The Department of Elementary and Secondary Education (DESE) will not use this year's results to determine accountability status for any school district within the state. The state intends for districts to use their results to determine which content standards were not covered last year.

Arlington Public Schools staff will analyze the results from the district, building and classroom level by triangulating this year's MCAS scores with local assessments, student work, and observational data. Our goal will be to use results to identify instructional trends and areas within the assessed content areas that need to be reviewed. Other actions include using this year's MCAS results to select goals for school improvement plans and individual teacher student learning and professional practice goals. The APS is also committed to using American Rescue Plan / ESSER III funds to accelerate our work around anti-racism and inclusion district-wide in order to remedy opportunity gaps exacerbated by the COVID-19 pandemic; we know from both experience and extensive educational research that attention to these efforts will improve instruction for all students from diverse backgrounds and with diverse learning needs.

An in-depth Outcomes Report will be presented during this week's School Committee meeting, scheduled for Thursday October 14 at 6:30 PM.