

Student Achievement Presentation

October 30, 2024

**Curriculum Subcommittee Presentation
School Committee**



Statewide Trends for the Spring 2024 MCAS Results



- ELA results show ***lower achievement in all grades from 2023***
- Math results show ***improved achievement in 3rd grade amongst relatively flat results in most grades***
- Science results show ***improved achievement in grades 5 and 10 with lower achievement in grade 8***
- ***Middle schools continue to struggle across the state***

ELA is an area of concern for the State given the lower achievement across all grade levels.

In our district we had a similar decline but, in contrast, saw gains in 3rd and 4th grade ELA and had the same level of achievement at grade 10.



Danvers Trends for the Spring 2024 MCAS Results

Danvers results trended with the State results with the majority of our data (11/17 results) at or above the State average.

	Significantly Above State Ave	Above State Ave	At State Ave	Below State Ave
ELA		4 th	6 th , 7 th , 8 th , 10 th	3 th , 5 th
Math	4 th , 5 th	3 th	7 th	6 th , 8 th , 10 th
Science	8 th , 10 th			5 th



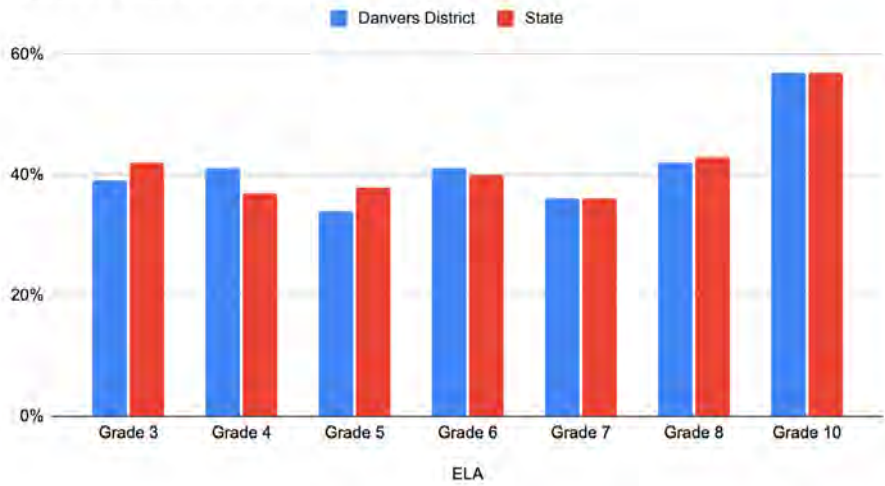
Aggregate Data Spring 2024 MCAS



ELA MCAS Data 2024

Grades 3-8 & 10

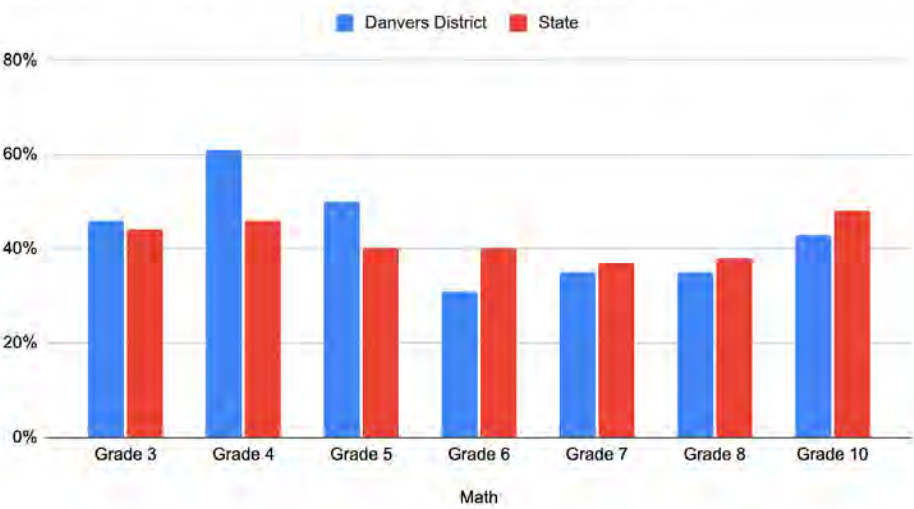
Danvers District and State ELA By Grade Level



Math MCAS Data 2024

Grades 3-8 & 10

Danvers District and State Math MCAS By Grade Level



Elementary Aggregate Data

Spring 2024



Elementary **ELA** MCAS 2024 Percent Meeting or Exceeding Expectations

	District	State
Grade 3	39%	42%
Grade 4	41%	37%
Grade 5	34%	38%

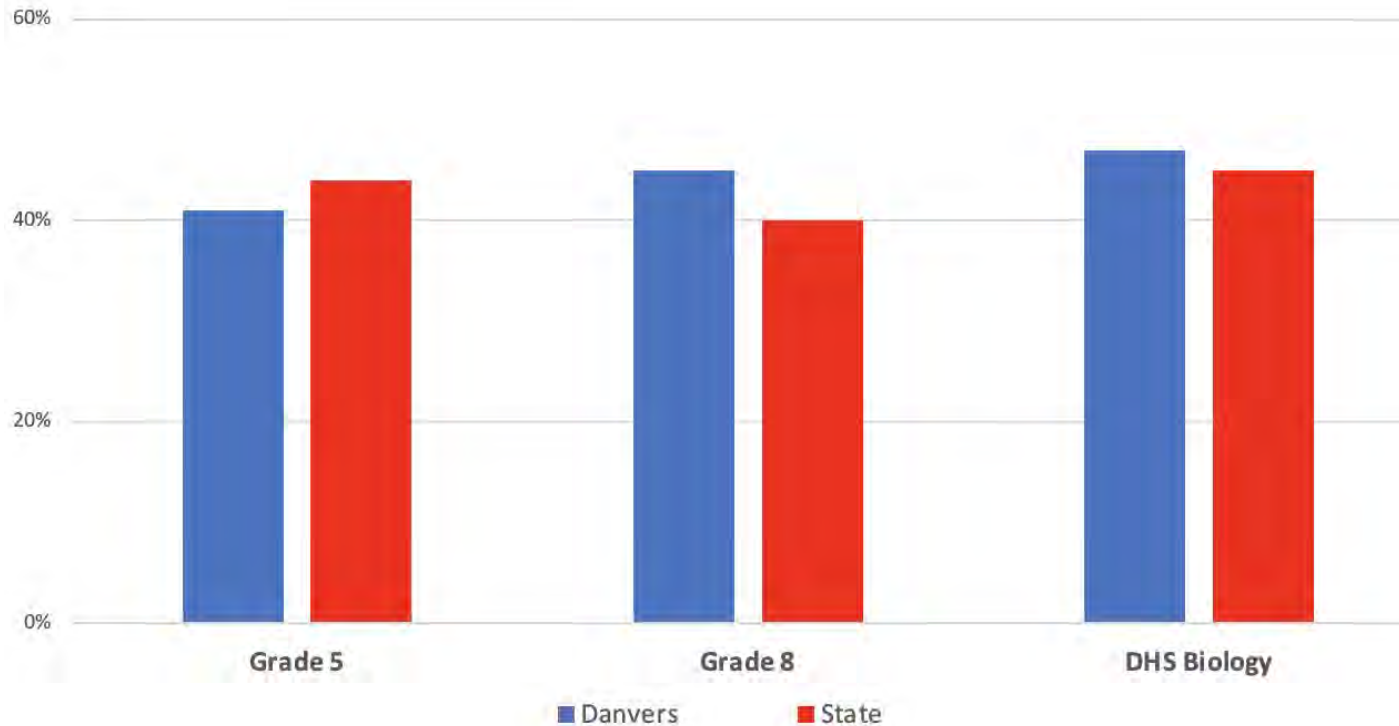
Elementary **Math** MCAS 2024 Percent Meeting or Exceeding Expectations

	District	State
Grade 3	46%	44%
Grade 4	61%	46%
Grade 5	50%	40%

Science MCAS Data 2024



Danvers Science MCAS Assessments 2024



Secondary Aggregate Data

Spring 2024



Secondary ELA MCAS 2024 Percent Meeting or Exceeding Expectations			Secondary Math MCAS 2024 Percent Meeting or Exceeding Expectations		
	District	State		District	State
Grade 6	41%	40%	Grade 6	31%	40%
Grade 7	36%	36%	Grade 7	35%	37%
Grade 8	42%	43%	Grade 8	35%	38%
Grade 10	57%	57%	Grade 10	43%	48%



Disaggregate Data Spring 2024 MCAS

*Does our Tier 1 curriculum and instruction effectively meet
the diverse needs of all our students?*

Demographic Groups In Danvers



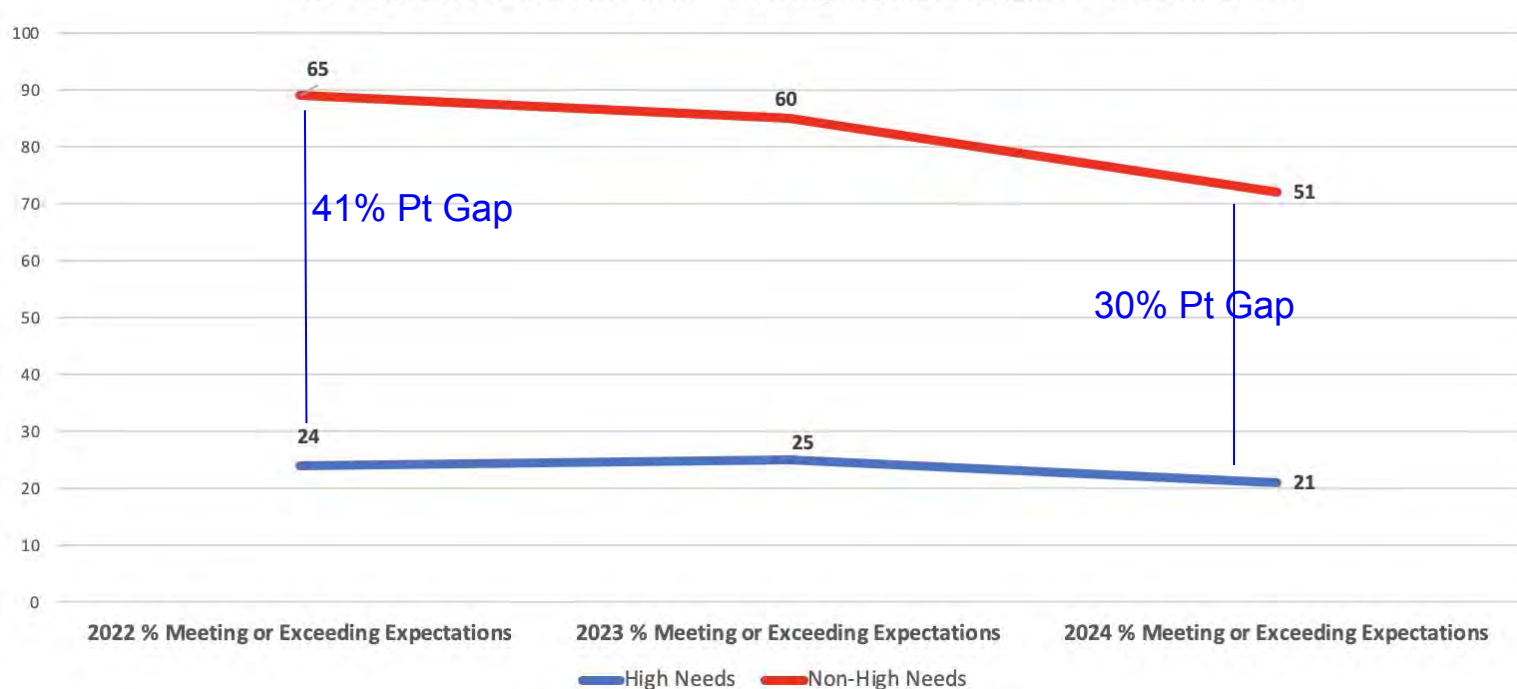
	2024	2014	% Change
English Language Learner	4.3%	1.0%	330%
Low Income	25.9%	19.8%	31%
Students w/ Disabilities	21.0%	17.7%	19%
High Needs (all three)	41.5%	32.2%	29%

ELA Subgroup Performance



Massachusetts DESE created a group called, High Needs Students which includes Low Income Students, Students with Disabilities, and English Language Learners

DPS High Needs Students Versus Non High Needs Students - Grades 3-8 ELA



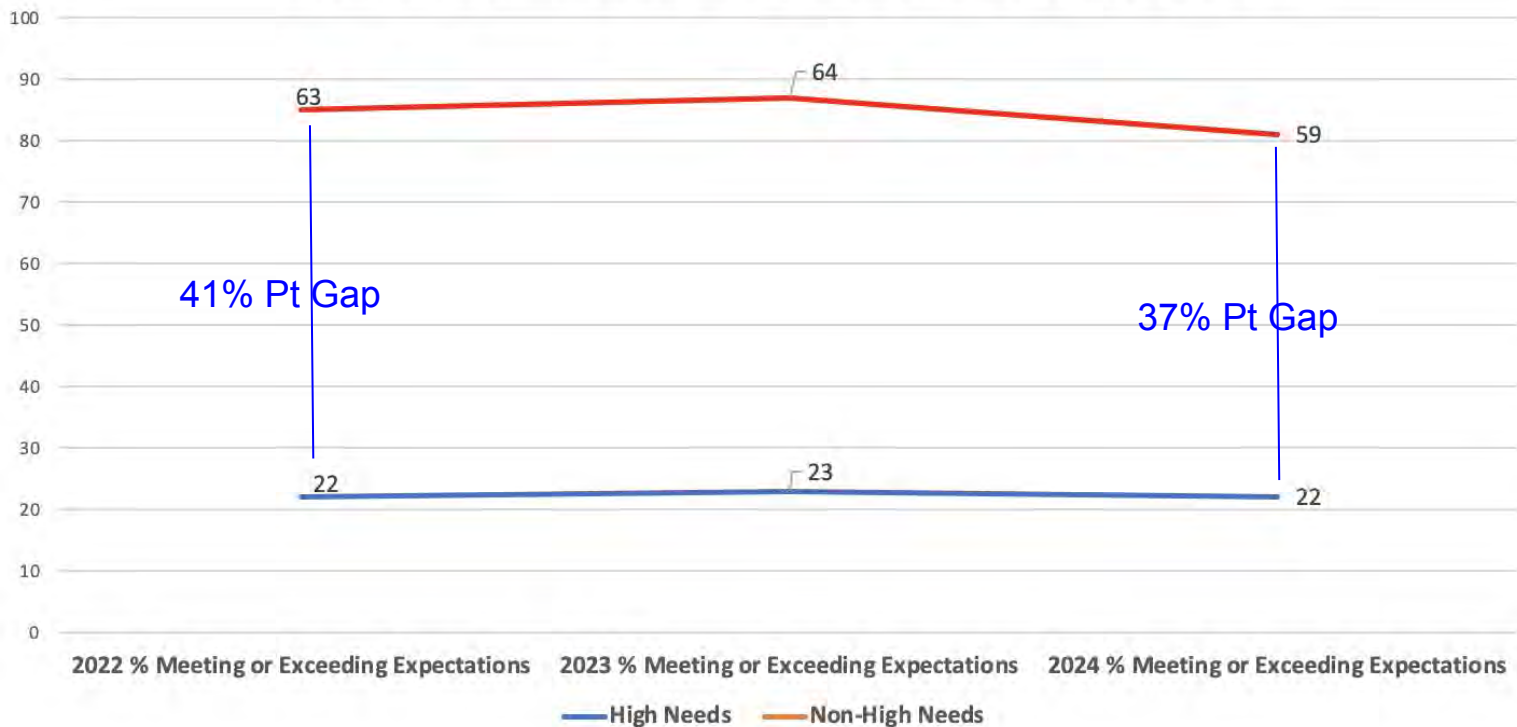
Two
Out of
Every
Five DPS
Students are
High Needs
41.5%

Math Subgroup Performance



Massachusetts DESE created a group called, High Needs Students which includes Low Income Students, Students with Disabilities, and English Language Learners

DPS High Needs Students Versus Non High Needs Students - Grades 3-8 Math



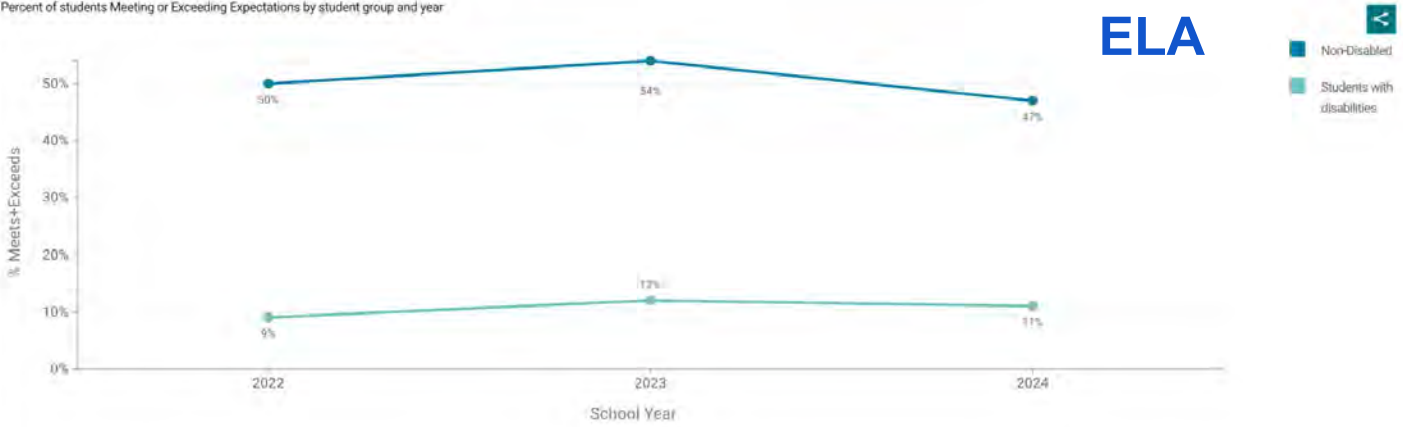
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Subgroup Performance



ELA

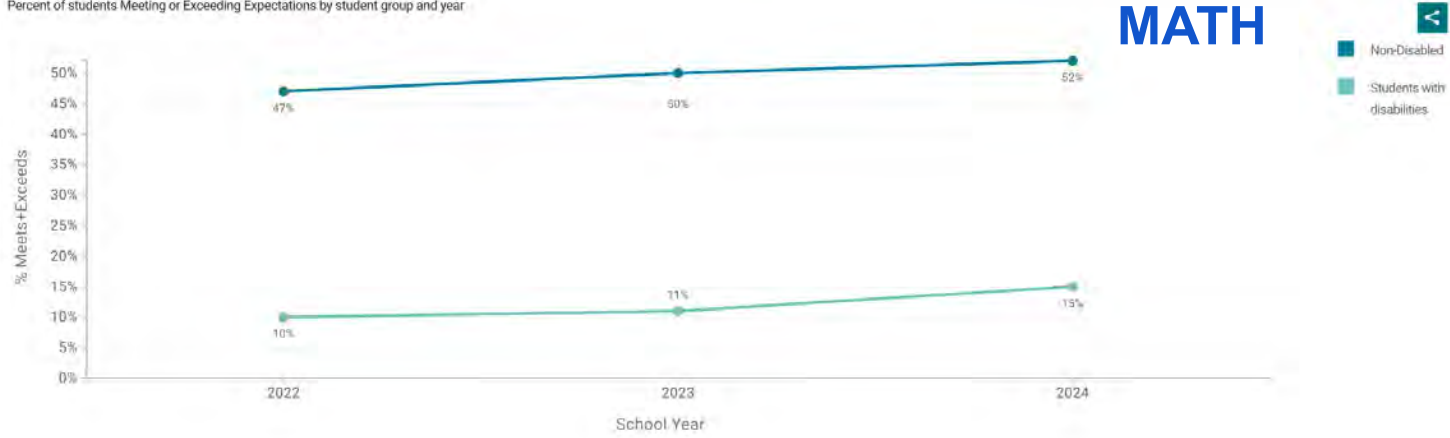
MCAS Results by Student Group
Percent of students Meeting or Exceeding Expectations by student group and year



Students With Disabilities Versus Non-Disabled

MATH

MCAS Results by Student Group
Percent of students Meeting or Exceeding Expectations by student group and year



MCAS Curriculum Data



- ELA Strand Data (Essays and Reading) trended with the State with all strands at the State Average
- Essay results for Danvers (and State) need to improve - however, we see a progressive improvement in essay scores in grades 3-8 which culminate with DHS students achieving 58% of the maximum points (same as State) on the essay
- Math - Elementary is strong against (above the average) the State in all content strands and constructed response items
- Math - Middle School - some Algebraic concepts were a strength for MS but struggled with constructed responses (slightly below the State)
- Math - High School - strength was Geometry (taught at gr 10) weaker in Algebra (due content in 9th grade not 10th) and constructed response questions were a challenge



Aggregate **Local** Data Fall 2024

Grades K-5 Reading Data

SY 2023 -2024

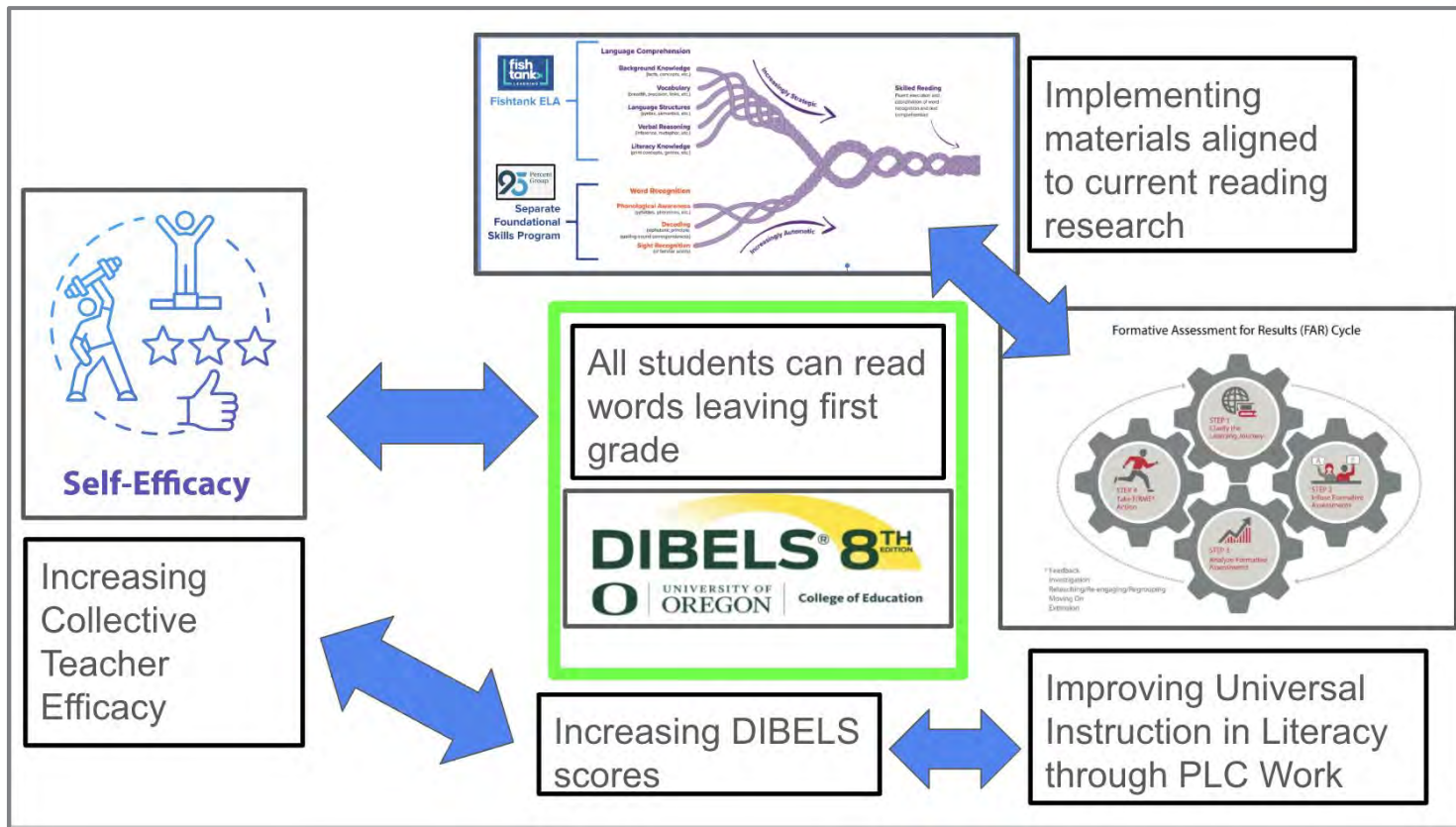


Percent of Students Meeting/Exceeding Grade Level in K-3 Percent of Students Meeting/Exceeding Benchmark on DIBELS ORF in G4 and G5.	Percent of Students Meeting/Exceeding Grade Level in K-3 Percent of Students Meeting/Exceeding Benchmark on DIBELS ORF in G4 and G5.	Percent of Students Meeting/Exceeding Grade Level in K-3 Percent of Students Meeting/Exceeding Benchmark on DIBELS ORF in G4 and G5.
September 2023	January 2024	June 2024
K-3: 55%	K-3:63.5 %	K-3: 73.25%
4-5: 66.29%	4-5: 92.5 %	4-5: 90.3%

SY 2024 - 2025

First Cycle of Data: The elementary schools are seeing improvement in their first round of progress monitoring after their collection of baseline data.

Elementary Next Steps



HRMS Benchmarks and Intervention



- **September 2024:** Administered i-Ready Fall Benchmark Assessment in Math and Reading
- **September - October:** Analyzed fall benchmark data to create targeted intervention groups based on student skill deficits
- **Grade 6 WIN Block:** i-Ready data was used to create 22 different intervention groups, each targeting specific skills to support the needs of the selected students
- **Progress Monitoring:** Mid-year i-Ready assessment to be administered in January
- **Continuing Intervention:** New cycle of WIN interventions to begin in January based on mid-year data

HRMS Next Steps



- ELA curriculum pilot: In progress
 - Fishtank Learning
 - EL Education
- Science curriculum review
- Math Carnegie Learning coaching, focusing on productive struggle and appropriate scaffolding
- WIN block and RISE block for math and reading intervention
 - Use i-Ready benchmark data to plan targeted intervention groups
- Professional learning focus on Tier 1 instruction

DHS MCAS - Cohort Data



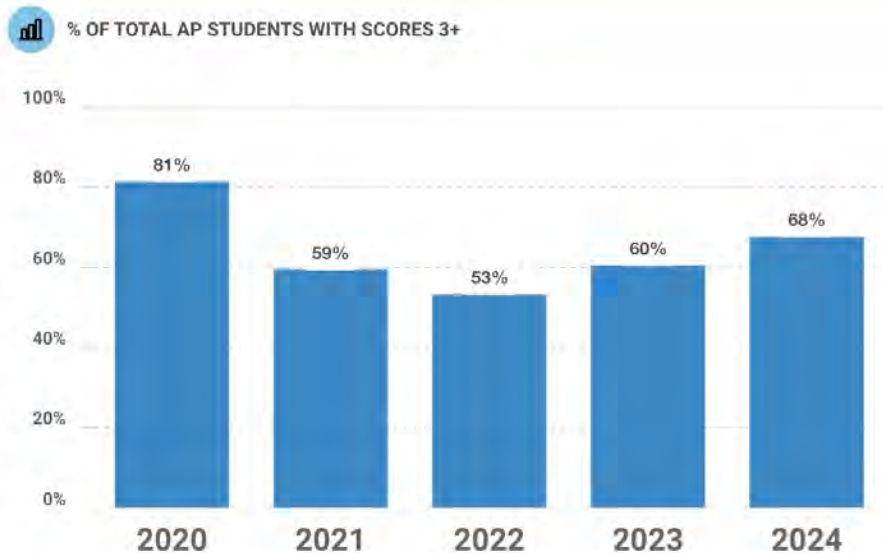
Grade and Subject	Grade 8 Meeting or Exceeding Expectations	Grade 10 Meeting or Exceeding Expectations	SGP
	HRMS	DHS	HRMS to DHS
GRADE 10 - ENGLISH LANGUAGE ARTS	37%	57%	50
GRADE 10 - MATHEMATICS	27%	42%	48

Student Growth Percentile (SGP): 40-60 = Average Growth

DHS: Other Outcomes like Advanced Placement



Note: 2020 was a different year of AP testing



SCHOOL SUMMARY

	2020	2021	2022	2023	2024
Total AP Students	214	187	218	225	213
Number of Exams	460	362	482	486	494
AP Students with Scores 3+	174	111	116	136	144
% of Total AP Students with Scores 3+	81.31	59.36	53.21	60.44	67.61

DHS: AP Instructional Planning Report



AP English Literature & Composition

STUDENTS TAKING EXAM

YOUR GROUP	MA	GLOBAL
18	3,904	113,046

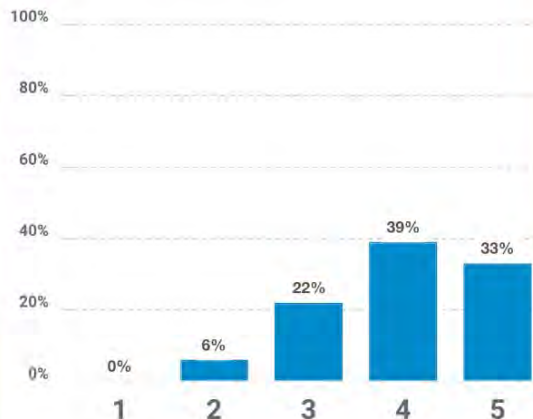
MEAN SCORE

YOUR GROUP	MA	GLOBAL
4.00	3.40	3.19

% SCORES 3 OR HIGHER

YOUR GROUP	MA	GLOBAL
94.4%	78.8%	73.2%

GROUP DISTRIBUTION



SCORE DISTRIBUTIONS

SCORE	YOUR GROUP		MA	GLOBAL
1	0 Students	--	8.8%	10.8%
2	1 Student	5.6%	12.4%	16.1%
3	4 Students	22.2%	28.1%	30.9%
4	7 Students	38.9%	31.4%	28.2%
5	6 Students	33.3%	19.2%	14.1%

18 students total in your group

DHS: AP Instructional Planning Report



Reporting Category Type	Reporting Category	# of Questions	Mean Number of Correct Answers			Notes
			Group	MA	Global	
UNITS	1, 4, AND 7: SHORT FICTION	24	19.1	17.5	17.0	↑ Above MA and Global
UNITS	2, 5, AND 8: POETRY	21	13.5	11.7	11.3	↑ Above MA and Global
UNITS	3, 6, AND 9: NOVEL/DRAMA	10	6.6	5.7	5.5	↑ Above MA and Global
BIG IDEAS	1: CHARACTER; AND 2: SETTING	13	10.7	9.7	9.5	↑ Above MA and Global
BIG IDEAS	3: STRUCTURE	10	6.6	5.5	5.3	↑ Above MA and Global
BIG IDEAS	4: PERSPECTIVE	13	9.1	8.4	8.1	↑ Above MA and Global
BIG IDEAS	5: FIGURATIVE LANGUAGE	14	9.5	8.7	8.4	↑ Above MA and Global
BIG IDEAS	6: LITERARY ANALYSIS	5	3.3	2.6	2.5	↑ Above MA and Global
SKILLS	1: FUNCTION OF CHARACTER; AND 2: FUNCTION OF SETTING	13	10.7	9.7	9.5	↑ Above MA and Global
SKILLS	3: FUNCTION OF PLOT AND STRUCTURE	10	6.6	5.5	5.3	↑ Above MA and Global

DHS: PSAT Data



Section Scores (160-760)



Evidence-Based Reading and Writing ⓘ

Mean Score 464



[See Students in Each Performance Group](#)

Math ⓘ

Mean Score 446



[See Students in Each Performance Group](#)

DHS: Additional Local Data



IXL Diagnostic Action Plan

Your most recent levels and recommendations as of April 29, 2024

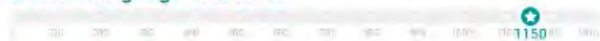


Student: Abdul Sharif

The IXL Real-Time Diagnostic shows you what you know and what you're ready to learn next. Work on your personalized skill recommendations until you reach excellence (90%). Visit the Real-Time Diagnostic often to see how your stats change and to get new recommendations!

Have questions about the Real-Time Diagnostic? Visit www.ixl.com/diagnostic-help

Overall language arts level



Overall reading level



Language arts strand levels and recommendations

Reading Strategies



1 recommended skill

☐ Domain-specific vocabulary in context (science and technical subjects) (Level M) => JBA

Vocabulary



2 recommended skills

☐ Determine the meanings of words with Greek and Latin roots (Level L) => 29W

☐ Use context as a clue to the meanings of foreign expressions (Level M) => RPM



MATHia Data

FOR DATE RANGE
09/02/2024 - 10/30/2024

WORKSPACES COMPLETED	AVERAGE PERFORMANCE SCORE	Geometry Bicycle 1			Geometry B...			Geometry Bicycle 3					Geometry		
		Unit 1	Unit 2	Unit 1	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 1	Unit 2	Unit 3
18 of 71 (25.4%)	93	1	2	3	1	2	3	1	2	3	4	5	1	2	3
18 of 71 (25.4%)	91	1	2	3	1	2	3	1	2	3	4	5	1	2	3
18 of 71 (25.4%)	94	1	2	3	1	2	3	1	2	3	4	5	1	2	3
4 of 71 (5.6%)	82	1	2	3	1	2	3	1	2	3	4	5	1	2	3
16 of 71 (22.5%)	97	1	2	3	1	2	3	1	2	3	4	5	1	2	3
6 of 71 (8.5%)	92	1	2	3	1	2	3	1	2	3	4	5	1	2	3
18 of 71 (25.4%)	93	1	2	3	1	2	3	1	2	3	4	5	1	2	3
17 of 71 (23.9%)	87	1	2	3	1	2	3	1	2	3	4	5	1	2	3



DHS Next Steps Curriculum

- ELA - implement diagnostic assessment to get feedback on student progress towards grade level standards (IXL) – students generated individualized action plans to support skills
- Math - Continued focus on Algebra skills throughout Geometry curriculum. First year of implementation of Algebra Review class, taken concurrently with Geometry 10.
- Biology- Revised Biology curriculum for 24-25 school year, with driving questions based on scientific phenomena for each unit. Unit based proficiency scales aligned to each standard created. Pilot of Open Sci Ed (OSE) unit in Spring 2025.



Accountability Data 2024

Details of Massachusetts' school and district accountability system



Massachusetts' accountability system is designed to measure how a school or district is doing and what kind of support it may need. The accountability system considers:

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets in order to reach English proficiency in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th graders completing advanced coursework (Advanced Placement, International Baccalaureate, Project Lead the Way, dual enrollment courses, and other selected rigorous courses)

The system sorts schools and districts into categories to recognize success and identify where support is most needed:



Measures in DESE's Accountability System



How are the accountability percentages calculated?

Table 7: Setting Targets for Accountability Indicators

Indicator	Non-High School Grades		High School Grades	
	All Students	Lowest Performing Students	All Students	Lowest Performing Students
ELA achievement	✓	✓	✓	✓
Math achievement	✓	✓	✓	✓
Science achievement	✓	-	✓	✓ ⁶
ELA SGP	✓	✓	✓	✓
Math SGP	✓	✓	✓	✓
Four-year cohort graduation rate	-	-	✓	-
Extended engagement rate	-	-	✓	-
Annual dropout rate	-	-	✓	-
EL progress	✓	-	✓	-
Chronic absenteeism	✓	✓	✓	✓
Advanced coursework completion	-	-	✓	-

Points and Weights in the System

Normative:

- 2022 (weighted at 15%)
- 2023 (weighted at 25%)
- 2024 (weighted at 60%)

Criterion-Referenced:

- Two annual criterion-referenced percentages:
 - Progress from 2022 to 2023
 - Progress from 2023 to 2024
- One cumulative criterion-referenced percentage (with 2023 weighted at 40%, 2024 weighted at 60%)



2024 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	0	4	-	0	4	-	2	4	-	4	4	-
	Mathematics achievement	2	4	-	4	4	-	0	4	-	2	4	-
	Science achievement	0	4	-	-	-	-	4	4	-	-	-	-
	Achievement total	2	12	60.0	4	8	67.5	6	12	47.5	6	8	67.5
Growth	English language arts growth	2	4	-	2	4	-	3	4	-	2	4	-
	Mathematics growth	2	4	-	3	4	-	2	4	-	3	4	-
	Growth total	4	8	20.0	5	8	22.5	5	8	22.5	5	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	0	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	6	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	4	4	-	0	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	4	4	10.0	4	4	10.0	3	8	10.0	0	4	10.0
Weighted total		2.4	9.6	-	4.2	7.6	-	5.5	10.7	-	5.2	7.6	-
Percentage of possible points		25%		-	55%		-	51%		-	68%		-
Percentage of possible points by gradespan		40%						60%					
		Weight of non-high school results:73%						Weight of high school results:27%					
2024 Annual criterion-referenced target percentage		46%											

Points reflect how the school/district improved from one year to the next



Accountability: Danvers Schools

Criterion-Reference

School	Overall Classification	Overall progress toward improvement targets	Achievement
Danvers High	Not requiring assistance or intervention	49% Moderate progress toward targets	41
Great Oak	Not requiring assistance or intervention	48% Moderate progress toward targets	58
Highlands	Not requiring assistance or intervention	46% Moderate progress toward targets	31
Holten Richmond Middle School	Not requiring assistance or intervention	38% Moderate progress toward targets	35
Ivan G Smith	Not requiring assistance or intervention	70% Substantial progress toward targets	65
Riverside	Not requiring assistance or intervention	62% Substantial progress toward targets	46
Willis E Thorpe	Requiring assistance or intervention	61% Substantial progress toward targets	73
Danvers District	Not requiring assistance or intervention	41% Moderate progress toward targets	—

Normative

Thorpe's accountability rating is due to a 94% participation rate in the Special Education subgroup. The threshold is 95%.

On the other hand, Thorpe's School Accountability Percentile is the highest in the district at 73.



Danvers Trends:

Chronic Absenteeism

Danvers Chronic Absenteeism

Chronic absenteeism is defined as the percentage of students missing 10 percent or more of their days in membership. In a typical 180-day school year, this is the percentage of students who miss 18 or more days.

School	Chronic Absenteeism Rate
Danvers High	27.20%
Great Oak	14.60%
Highlands	Not available
Holten Richmond Middle School	14.70%
Ivan G Smith	9.70%
Riverside	11.50%
Willis E Thorpe	12.80%