



**School Committee  
Meeting Book**

**January 4, 2023  
7:00 pm**

**Town Hall -100 Maple Avenue  
Selectmen's Meeting Room**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**AGENDA**

**January 4, 2023 7:00pm  
Town Hall—Selectmen's Meeting Room  
100 Maple Avenue**

**Items**

**Suggested time allotments**

- |       |  |             |
|-------|--|-------------|
| I.    | Public Participation   |             |
| II.   | Chairperson's Report & Members' Reports  |             |
| III.  | Superintendent's Report  |             |
| IV.   | Time Scheduled Appointments:   |             |
|       | A. Sleep Health & School Start Times Survey Results: Report  | 7:05 – 7:20 |
|       | B. Sleep Health & School Start Times FAQ: Report   | 7:20 – 7:40 |
|       | C. Sleep Health & School Start Times: Public Hearing on Proposed Options   | 7:40 – 8:00 |
| V.    | Curriculum   |             |
|       | A. SHS Testing: Annual Report  | 8:00 – 8:20 |
|       | B. State MCAS Testing: Annual Report   | 8:20 – 8:45 |
| VI.   | Policy   |             |
| VII.  | Finance & Operations   |             |
|       | A. Designated Person for School-Based Asbestos Management: Vote  | 8:45 – 8:50 |
| VIII. | Old Business   |             |
| IX.   | New Business   |             |
| X.    | Approval of Minutes  | 8:50 – 8:55 |
| XI.   | Executive Session  | 8:55 – 9:15 |
|       | A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) "[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements" ("Purpose 7"), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes. |             |



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators, and/or the Superintendent of Schools (“Purpose 2”)

XII. Adjournment

9:15

**Next regular meeting: January 18, 2023**



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

### **ITEM NO: I Public Participation**

MEETING DATE: **01/04/23**

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

#### **BACKGROUND INFORMATION:**

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

### **ITEM NO: II. Chairperson's Report/Members' Reports**

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

#### **BACKGROUND INFORMATION:**

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

#### **STAFF AVAILABLE FOR PRESENTATION:**

School Committee Members  
Ms. Lynsey Heffernan, Chairperson  
Mr. Jason Palitsch, Vice Chairperson  
Mr. Jon Wensky, Secretary  
Ms. Erin Boucher, Committee Member  
Ms Sandra Fryc, Committee Member

### **ITEM NO: III. Superintendent's Report**

#### **SPECIFIC STATEMENT OR QUESTION:**

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

#### **BACKGROUND INFORMATION:**

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

#### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools

#### **ACTION RECOMMENDED FOR ITEMS I, II, & III:**

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **01/04/23**  
**A. Sleep Health & School Start Times Survey Results: Report**

### **BACKGROUND INFORMATION:**

At the December 2022 School Committee meeting representatives from the Sleep Health Advisory Committee presented two options for potential changes to school schedules next year, and from December 15-23 students, staff, and parents/caretakers had an opportunity to provide feedback regarding these potential schedule changes via stakeholder surveys. Dr. Lizotte and members of the Feedback Task Group will present a report summarizing the results of the surveys. The report and survey data will be provided under separate cover.

### **ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Dr. Jane O. Lizotte, Assistant Superintendent for Community Partnerships & Well-Being  
Sleep Health Advisory Committee Feedback Task Group members



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **01/04/23**  
**B. Sleep Health & School Start Times FAQ: Report**

### **BACKGROUND INFORMATION:**

Some recurrent questions and issues that were brought up through survey feedback from stakeholders have been consolidated and addressed in an FAQ report compiled by members of the Sleep Health Advisory Committee. Members of the Committee will present the report and highlight some of the questions and issues addressed. The report will be provided under separate cover.

### **ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Sleep Health Advisory Committee members



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: IV. Time Scheduled Appointments:**

**MEETING DATE: 01/04/23**

**C. Sleep Health & School Start Times: Public Hearing on Proposed Options**

**BACKGROUND INFORMATION:**

Tonight the public is invited to provide feedback to the Committee and the administration regarding the proposed options for changes to school start times being considered in advance of a vote by the School Committee in mid-January or February.

**ACTION RECOMMENDED:**

That the Committee hold a public hearing in order to listen to feedback on the topic of the proposed options for school start times under consideration.

**STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**A. SHS Testing: Annual Report**

MEETING DATE: **01/04/23**

**BACKGROUND INFORMATION:**

Each year, a report is presented that includes Shrewsbury High School student performance data on standardized tests, including the SAT and AP tests. Mr. Bazydlo and Ms. Flynn will summarize the report and be available to answer questions.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Mr. Todd Bazydlo, Shrewsbury High School Principal  
Ms. Angie Flynn, Director of School Counseling



# **Shrewsbury High School Testing Report**

**2021-2022 School year**



**Presented to the School Committee  
January 4, 2023**

**Todd Bazydlo, Principal  
Angie Flynn, Director of School Counseling**

# **Shrewsbury High School Testing Report Class of 2022**

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# Summary Statements

## **College Board Testing Administration and Score Reporting Changes**

- Beginning in 2021, the SAT no longer offered optional exams including the SAT Essay and SAT Subject tests.
- Covid-19 changed the landscape of standardized testing with two-thirds of the country's universities not requiring the SAT or ACT in the 2021-2022 application cycle.
- The 2022 SAT program results show that 1.7 million students in the high school class of 2022 took the SAT at least once, up from the 1.5 million in the class of 2021.

## **College Board SAT:**

Page 6

### **Average Scores—1600 scale (Figures 1)**

- The reporting of the redesigned SAT is in its sixth year. The score is based on two section scores: Evidence Based Reading & Writing and Math with a score range from 200-800. As a result of the redesigned SAT, scores are not directly comparable to the old SAT.
- Based on the 1600 scale, Shrewsbury's SAT score of 1222 remains well above the state and national averages of 1129 and 1050, respectively.
- From 2021, the average scores in Evidence Based Reading & Writing decreased by 14 points and in Math decreased by 21 points.
- In the spring of 2020, students took the SAT online however in the fall of 2020, the SAT was offered only in person.

Page 6-7

### **SAT: Individual Critical Reading, and Math scores & Participation Rate**

- On each individual section, Shrewsbury's scores are:
  - Math = 619 (**Figure 2**)
  - Evidence Based Reading & Writing = 603 (**Figure 3**)
- The SAT participation rate for the Class of 2022 is 81%, 372 test takers. (**Figure 4**)
- The SAT participation rate for the Class of 2021 is 52%, 239 test takers.
- Due to the pandemic, the participation rate for the Class of 2021 was smaller both at Shrewsbury High School and in the state of Massachusetts (27,255 test takers in 2021 and 43,576 test takers in 2022) and Nationally (1.5 million in 2021 and 1.7 million in 2022).
- Prior to the pandemic, 2.1 million students participated in SAT in 2018, while 2.2 million students participated in the SAT during 2019 and 2020.

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### **SAT: Critical Reading, Math scores by Gender (Figure 5)**

- In the Evidence Based Reading & Writing and Math scores, Shrewsbury females and males scored higher than the state and national trends.
- Shrewsbury females scored higher than males scored on the Evidence Based Reading & Writing section of the SAT (F/M – 607/596) similar to the state (M/F – both scored 567) and is similar with the national trend with females scoring higher (F/M - 531/526). Shrewsbury females scored lower than males (F/M – 628/611) in the Math section also similar to state (F/M – 548/576) and national (F/M – 512/530) trends.

- o Evidence Based Reading & Writing (F – 607; M – 596)
- o Math (F – 611; M – 628)

Page 9-11

### **SAT: Critical Reading, Math scores by Race/Ethnicity (Figures 6, 7, 8)**

- Students self-report race/ethnicity to the College Board. Percentages by race/ethnicity the SHS students who took the SAT are noted below with their average scores
  - o Asian students' average scores (30% of SHS test takers):
    - Evidenced Based Reading & Writing: 660
    - Math: 698
  - o Hispanic/Latino students' average scores (6% of SHS test takers):
    - Evidence Based Reading & Writing: 546
    - Math: 547
  - o White students' average scores (56% of SHS test takers):
    - Evidence Based Reading & Writing: 580
    - Math: 586
  - o Multi-race students' average scores (4% of SHS test takers):
    - Evidenced Based Reading & Writing: 634
    - Math: 636
  - o Students who did not report Race/Ethnicity (3% of SHS test takers):
    - Evidenced Based Reading & Writing: 585
    - Math: 603
  - o <3% of SHS test takers self-reported Black/African American; as a result of the small sample size of this group College Board did not report scores for the group to protect their anonymity

### **Advanced Placement Exams:**

Page 12

### **Appropriate Grade Levels for AP Courses**

- The College Board does not recommend students in the 9<sup>th</sup> grade for AP courses. Instead, students should "develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."
- Nationally, 97% of all AP Exams were taken by juniors and seniors.
- In the class of 2022, 23% of Shrewsbury students took three or more exams in their senior year.

Page 13

### **Participation Rates (Figure 9)**

- The number of exams administered increased by 111 exams to a total of 976 exams. The number of students who took AP exams increased by forty eight students.
- The total number of students who took at least one AP exam is 448.
  - o The number of seniors that took AP exams is 243.
  - o The number of Juniors that took an AP exam is 193.
  - o The number of sophomores that took an AP exam is 10.
  - o The number of freshmen that took an AP exam is 2.
  - o Sophomores and freshmen who took exams did so through self-study, not through an SHS course
- **Fifty-four percent (54%) of the students in the Class of 2022 took at least one AP exam during their high school years.**

Page 14

### **AP Scores by Subgroups as Self-Reported to the College Board (Figure 10)**

Page 15-16

### **Average Scores—Shrewsbury High School and Nationally (Figure 11 & 12)**

- Scored on a scale of 1 – 5, the average AP Exam scores of Shrewsbury students are particularly impressive. All but one of the seventeen AP courses at Shrewsbury had an average score above 3.0 — and nine had an average score of 4.0 and above. *All of the average AP exam scores were above the state and national averages.*

Pages 17-18 **Exam Results—Shrewsbury High School**

- The percentage of students in the Class of 2022 scoring 3 or above is 91%.
- Ten out of eighteen AP courses offered at Shrewsbury had at least 90% of their students scoring at a 3 or above.
- Twenty-nine percent (29%) of the exams administered resulted in a score of 5—the highest possible score available.

Page 19 **Scholars**

- The total number of AP scholars in 2022 is 174.
- One hundred thirty of the 243 seniors (53%), who took AP exams were named AP Scholars or above.

### **PSAT/NMSQT**

Page 20 - 21 **National Merit Scholarship Program**

- Three students from the Class of 2022 were named National Merit Finalists and one student was a Scholarship Recipient.

Scores for the Redesigned SAT begin with the 2017 year in the following 3 charts.

## SAT: Evidenced Based Reading & Writing and Math Combined Score (1600 Score)

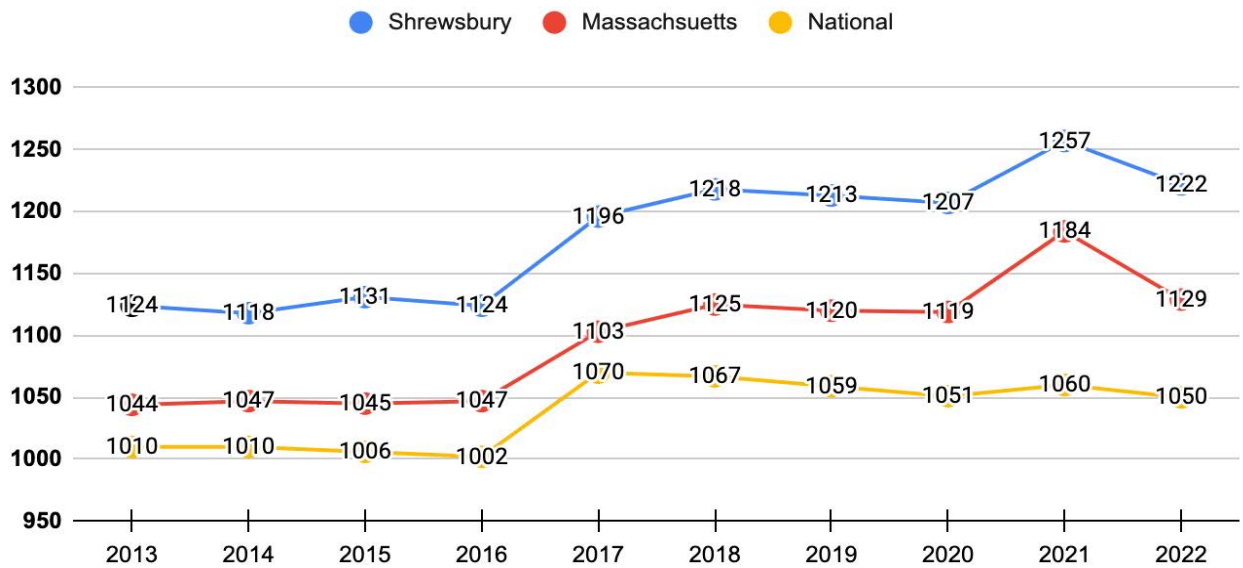


Figure 1

## SAT Math Score (800 Score)

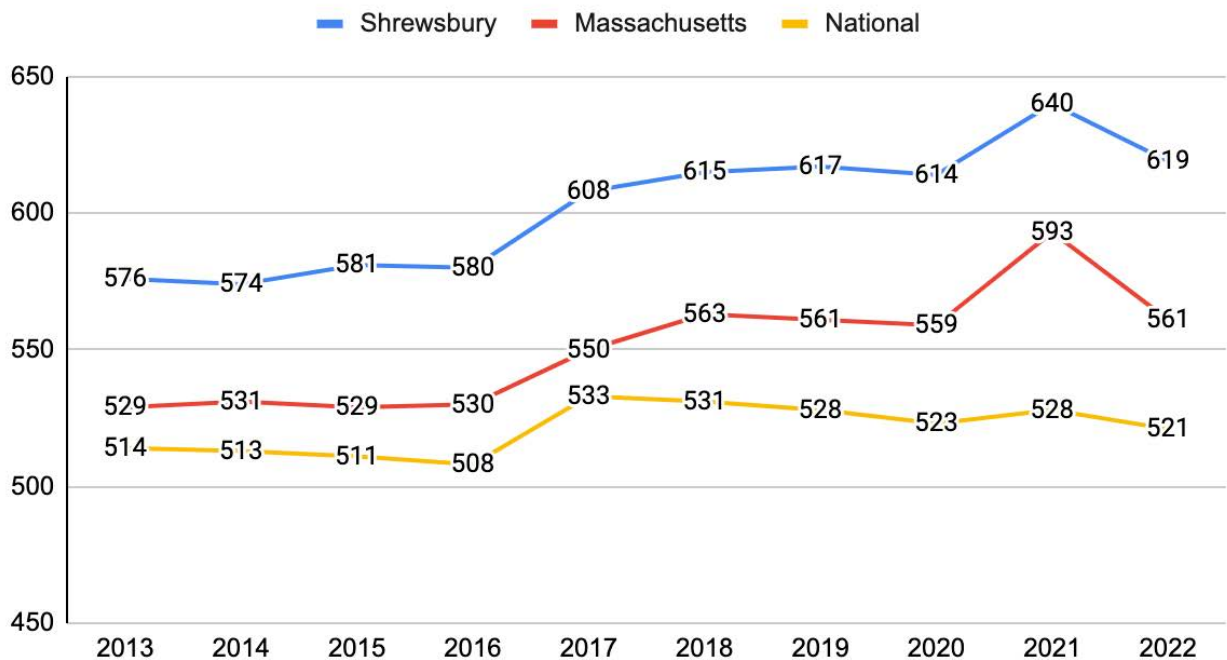


Figure 2

## SAT: Evidenced Reading & Writing (800 Score)

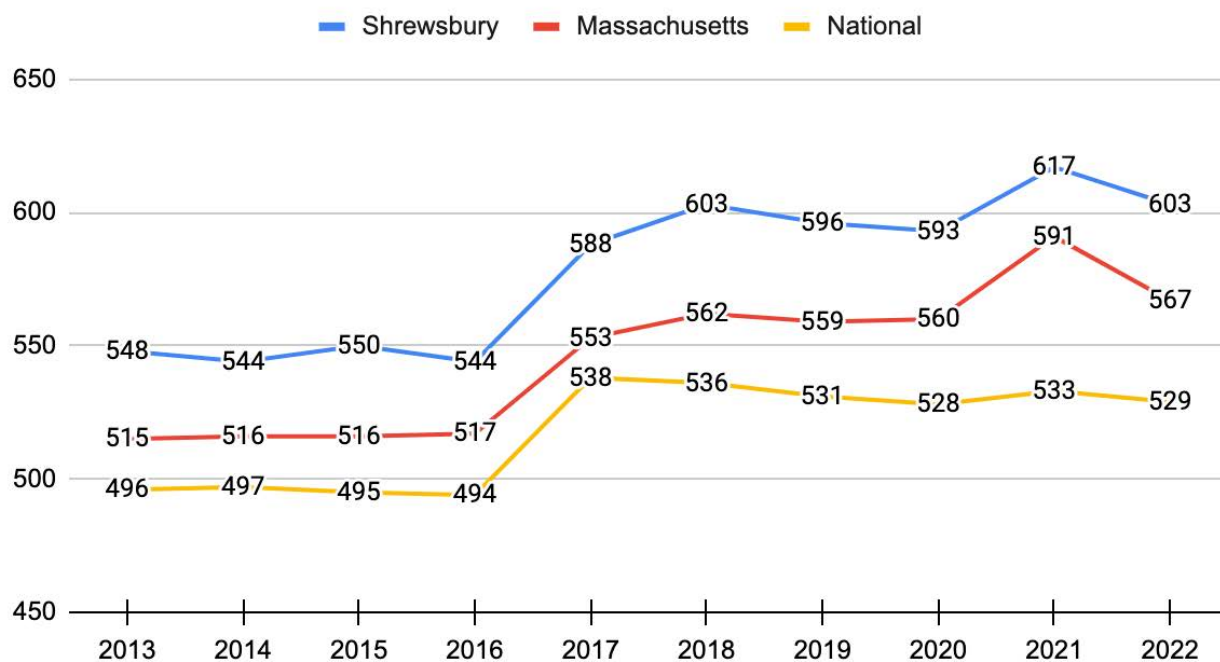


Figure 3

## Participation Rate

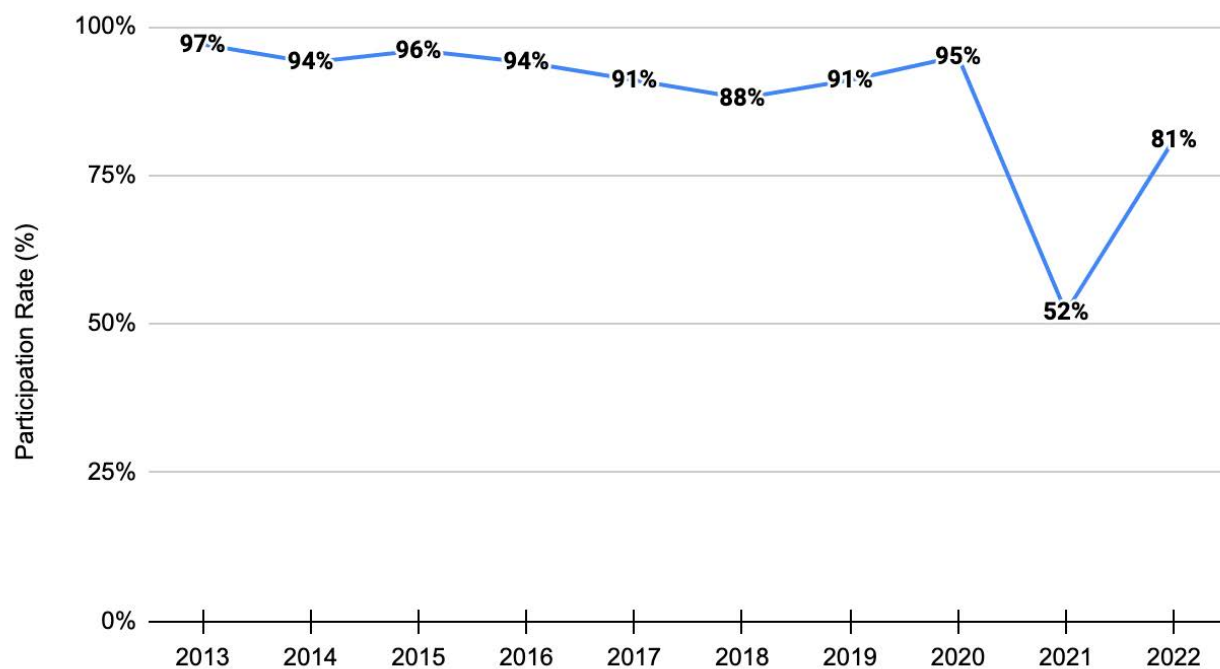


Figure 4

## Evidenced-Based Reading & Writing, and Math Scores by Gender Shrewsbury High School, Massachusetts, and Nationally

<b>E-B Reading &amp; Writing</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	596	567	526
Females	607	567	531
Male-to-Female Difference	-11	0	-5
<b>Math</b>	<b>SHS</b>	<b>Massachusetts</b>	<b>National</b>
Males	628	576	530
Females	611	548	512
Male-to-Female Difference	+17	+28	+18

## SAT—Scores by Gender 2022 Shrewsbury High School

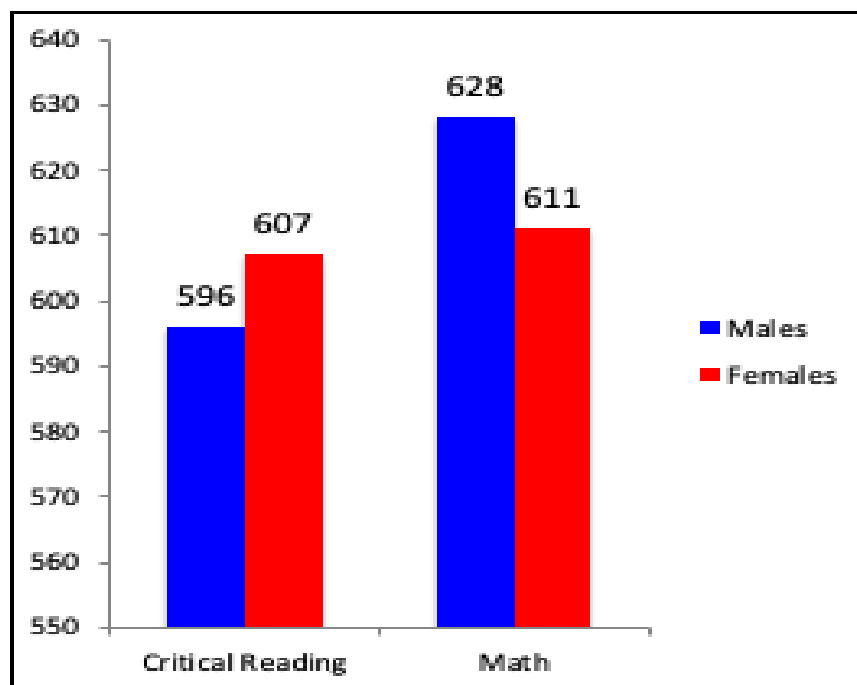


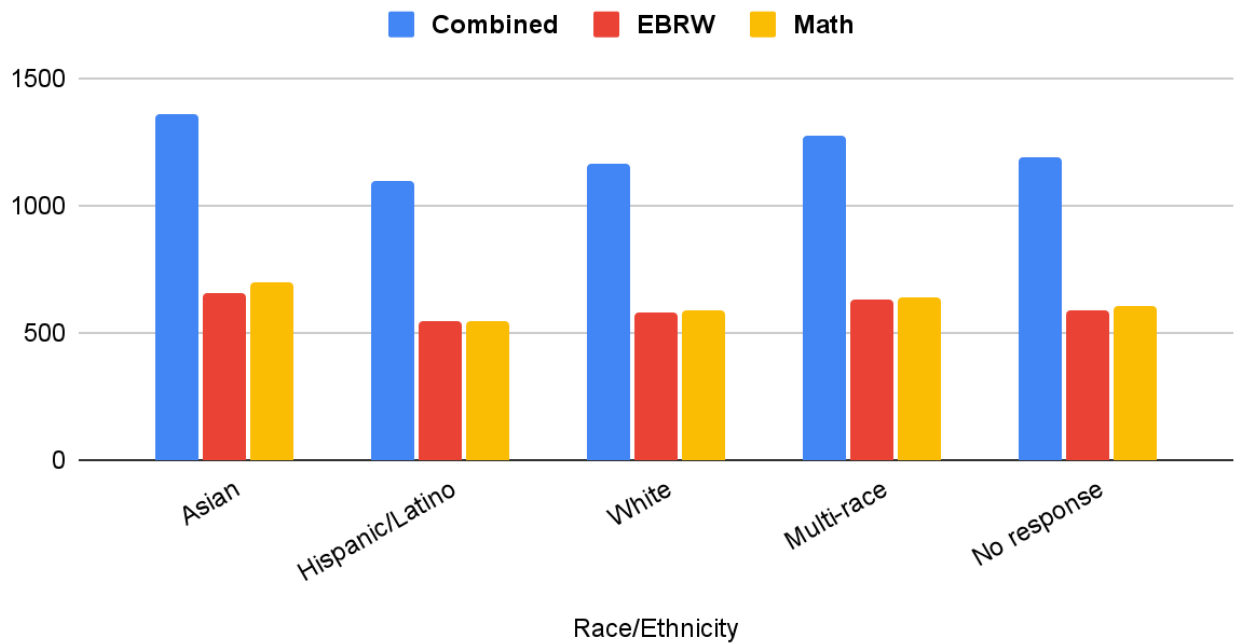
Figure 5



# Evidenced-Based Reading & Writing, and Math Scores by Race/Ethnicity Shrewsbury High School

Race/Ethnicity*	Percent	Combined	EBRW	Math
Asian	30%	1358	660	698
Black/African American	n/a	n/a	n/a	n/a
Hispanic/Latino	6%	1094	546	547
White	56%	1166	580	586
Multi-race	4%	1270	634	636
No response	3%	1188	585	603

\*Self reported by students to the College Board

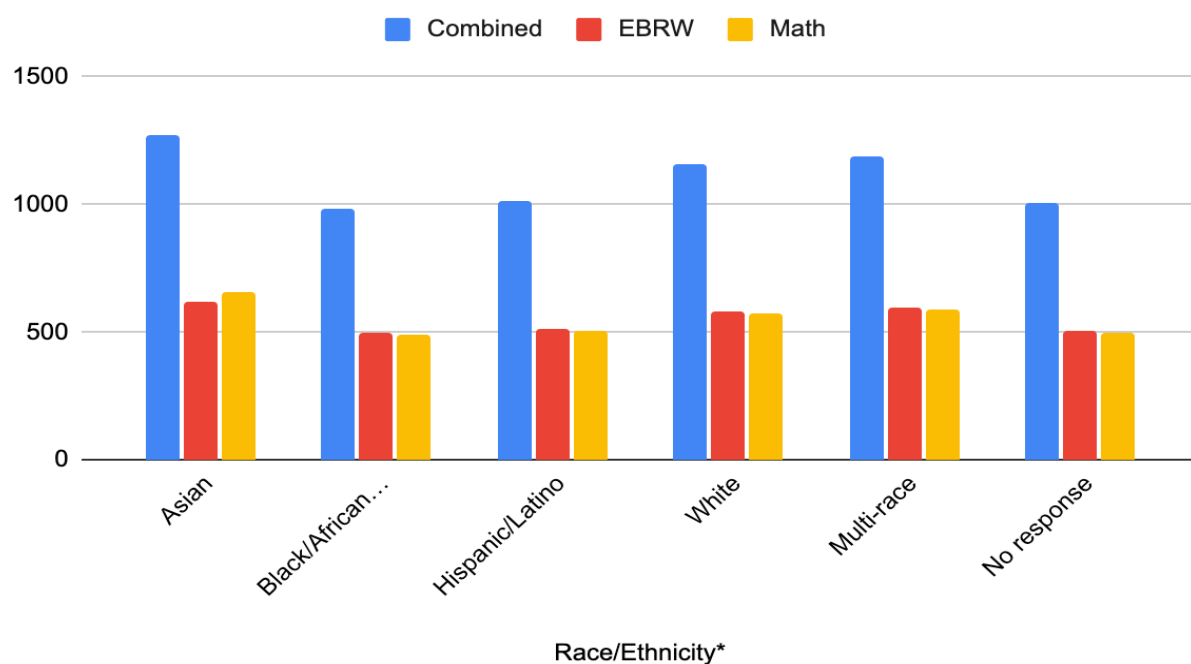


**Figure 6**

## Evidenced-Based Reading & Writing, and Math Scores by Race/Ethnicity Massachusetts

Race/Ethnicity*	Percent	Combined	EBRW	Math
Asian	10%	1270	617	654
Black/African American	7%	987	498	489
Hispanic/Latino	12%	1016	512	504
White	60%	1155	583	572
Multi-race	4%	1187	600	587
No response	7%	1004	505	499

\*Self reported by students to the College Board

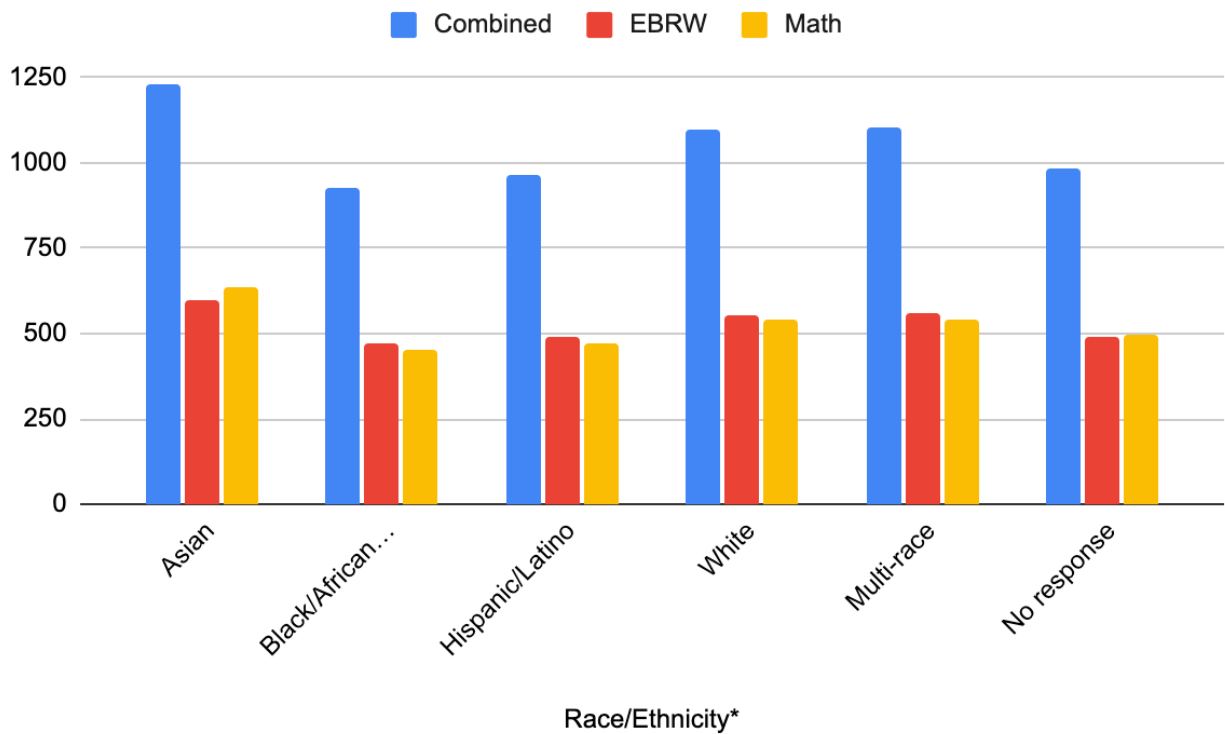


**Figure 7**

## Evidenced-Based Reading & Writing, and Math Scores by Race/Ethnicity National

Race/Ethnicity*	Percent	Combined	EBRW	Math
Asian	10%	1229	596	633
Black/African American	12%	926	474	452
Hispanic/Latino	23%	964	491	473
White	42%	1098	556	543
Multi-race	4%	1102	559	543
No response	8%	983	489	494

\*Self reported by students to the College Board



**Figure 8**

## **Advanced Placement Program**

The Advanced Placement (AP) Program consists of a series of college-level courses and exams for secondary school students. Satisfactory completion of an AP Exam makes it possible for a student to earn college credit or advanced standing in college prior to arrival on the college campus. AP Exams are rigorous, multiple-component tests that are administered each May.

Of the 458 students in the Class of 2022, 243 students (53% of the class) took at least one AP Exam, out of 448 total SHS students who took an exam. Overall, 976 exams were administered to participating SHS students in 2022.

The following AP courses were offered during the 2021 – 2022 school year:

Biology	Human Geography
Calculus AB	Psychology
Calculus BC	Physics 1
Chemistry	Physics C: Mechanics
Chinese Language	Spanish Language
English Language	Statistics
English Literature	Studio Art Drawing
Environmental Science	U.S. History
French Language	

### **Appropriate Grade Levels for AP Courses**

The College Board's policy related to the appropriate grade levels for AP courses reads as follows:

"The AP Program recognizes the autonomy of secondary schools and districts in setting the AP course participation policies that best meet their students' unique needs and learning goals. At the same time, AP courses are specifically designed to provide challenging, college-level coursework for willing and academically prepared high school students. Student performance on AP exams illustrate that in many cases, AP courses are best positioned as part of a student's 11<sup>th</sup> and 12<sup>th</sup> grade academic experience. Some subject areas, however, such as World History and European History, can be successfully offered to academically prepared 10<sup>th</sup> grade students.

Educators should be mindful of the following when considering offering AP to younger students. AP courses are rarely offered in 9<sup>th</sup> grade, and exam results show that, for the most part, 9<sup>th</sup> grade students are not sufficiently prepared to participate in a college-level course. Therefore, the College Board believes these students would be better served by coursework focusing on the academic building blocks necessary for later, successful enrollment in college-level courses. Many college admissions officers support this position, feeling that students should not be rushed into AP coursework, but should instead develop the necessary skills and conceptual understandings in foundational courses prior to enrolling in AP."

## Advanced Placement Participation Rates

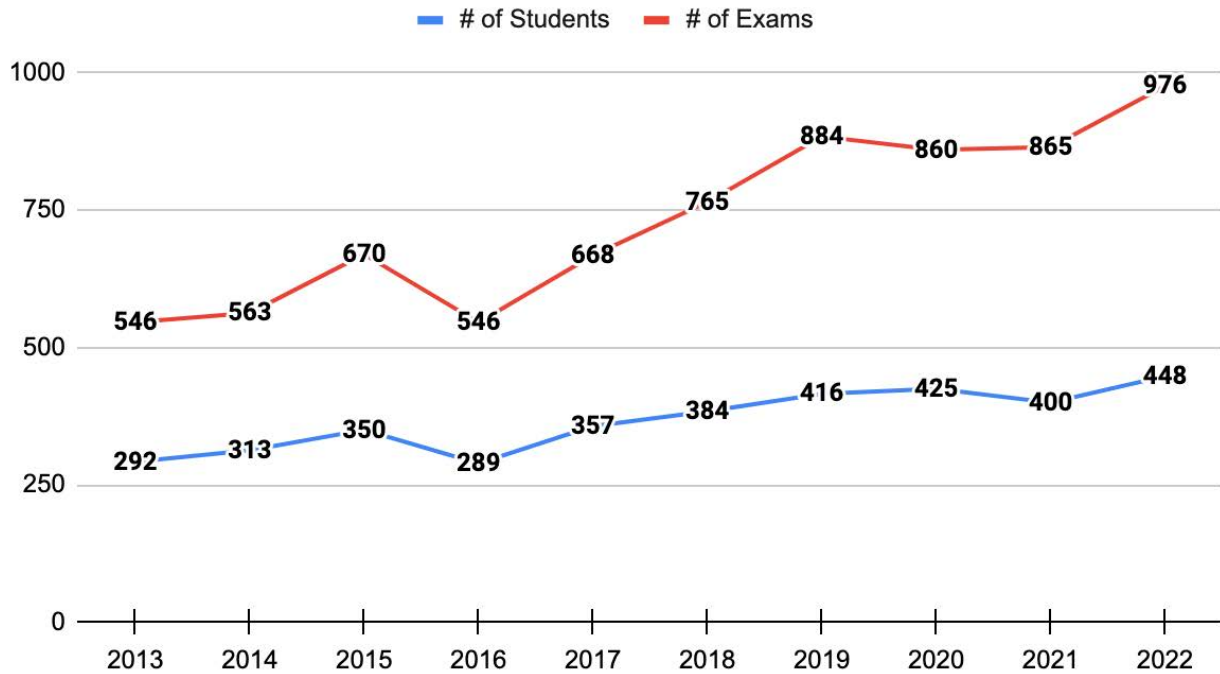


Figure 9

Of all the SHS students taking AP Exams, the percentage of students in each grade level is indicated below.

9th grade	<1.0%
10th grade	2.0%
11th grade	43.0%
12th grade	54.0%

# of Exams Taken by Students	SHS %	SHS # of Students Taking Exams
1	35.0%	158
2	30.0%	132
3	23.0%	101
4	8.0%	37
5 or more	4.0%	20

## AP Scores by Subgroups as Self-Reported to the College Board

Category	# of Students	# of Exams	Mean Score	Total # of Juniors & Seniors	Total # of Juniors & Seniors Taking at least 1 AP
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	n/a	n/a	n/a	n/a	n/a
Asian	200	544	3.63	252	79%
Black/African American	6	9	3.78	35	17%
Hispanic or Latino	18	29	3.55	87	21%
White	196	333	3.74	641	31%
Two or more races, non-Hispanic	16	32	3.88	26	44%
No response	11	28	3.57	N/A	N/A
<b>English Learners/Formal English Learners</b>	<5	Not reported	Not reported	Not reported	Not reported
<b>Students with Disabilities</b>	<5	Not reported	Not reported	Not reported	Not reported
<b>Low Income (Fee Reduction Granted)</b>	23	43	3.40	165	14%
<b>Gender</b>					
Male	176	393	3.84	454	39%
Female	268	575	3.55	522	51%
Another response	<5	Not reported	Not reported	Not reported	Not reported

**Figure 10**

**Advanced Placement Exams 2022  
Average Scores  
Shrewsbury High School, Massachusetts, and Nationally**

	<b># of Tests Taken</b>	<b>SHS</b>	<b>Mass</b>	<b>National</b>
<b>Biology</b>	<b>84</b>	<b>3.95</b>	<b>3.33</b>	<b>3.10</b>
<b>Calculus AB</b>	<b>51</b>	<b>3.71</b>	<b>2.98</b>	<b>2.91</b>
<b>Calculus BC</b>	<b>82</b>	<b>4.06</b>	<b>3.84</b>	<b>3.69</b>
<b>Chemistry</b>	<b>30</b>	<b>4.23</b>	<b>3.01</b>	<b>2.73</b>
<b>Chinese Language</b>	<b>6</b>	<b>4.17</b>	<b>3.88</b>	<b>3.94</b>
<b>Drawing</b>	<b>8</b>	<b>4.38</b>	<b>3.40</b>	<b>3.53</b>
<b>English Language</b>	<b>121</b>	<b>3.74</b>	<b>3.04</b>	<b>2.83</b>
<b>English Literature</b>	<b>39</b>	<b>4.10</b>	<b>3.52</b>	<b>3.31</b>
<b>Environmental Sci</b>	<b>48</b>	<b>3.88</b>	<b>2.92</b>	<b>2.79</b>
<b>French Language</b>	<b>10</b>	<b>4.10</b>	<b>3.45</b>	<b>3.14</b>
<b>Human Geography</b>	<b>30</b>	<b>3.80</b>	<b>2.85</b>	<b>2.70</b>
<b>Music Theory</b>	<b>4</b>	<b>3.75</b>	<b>3.32</b>	<b>3.02</b>
<b>Physics C</b>	<b>27</b>	<b>3.70</b>	<b>3.60</b>	<b>3.42</b>
<b>Physics 1</b>	<b>61</b>	<b>2.66</b>	<b>2.54</b>	<b>2.47</b>
<b>Psychology</b>	<b>169</b>	<b>3.95</b>	<b>2.86</b>	<b>2.86</b>
<b>Spanish Language</b>	<b>11</b>	<b>4.00</b>	<b>3.60</b>	<b>3.51</b>
<b>Statistics</b>	<b>104</b>	<b>3.52</b>	<b>2.96</b>	<b>2.89</b>
<b>US History</b>	<b>53</b>	<b>3.00</b>	<b>2.88</b>	<b>2.57</b>

Figure 11

## AP Average Scores: Shrewsbury, Massachusetts, & National

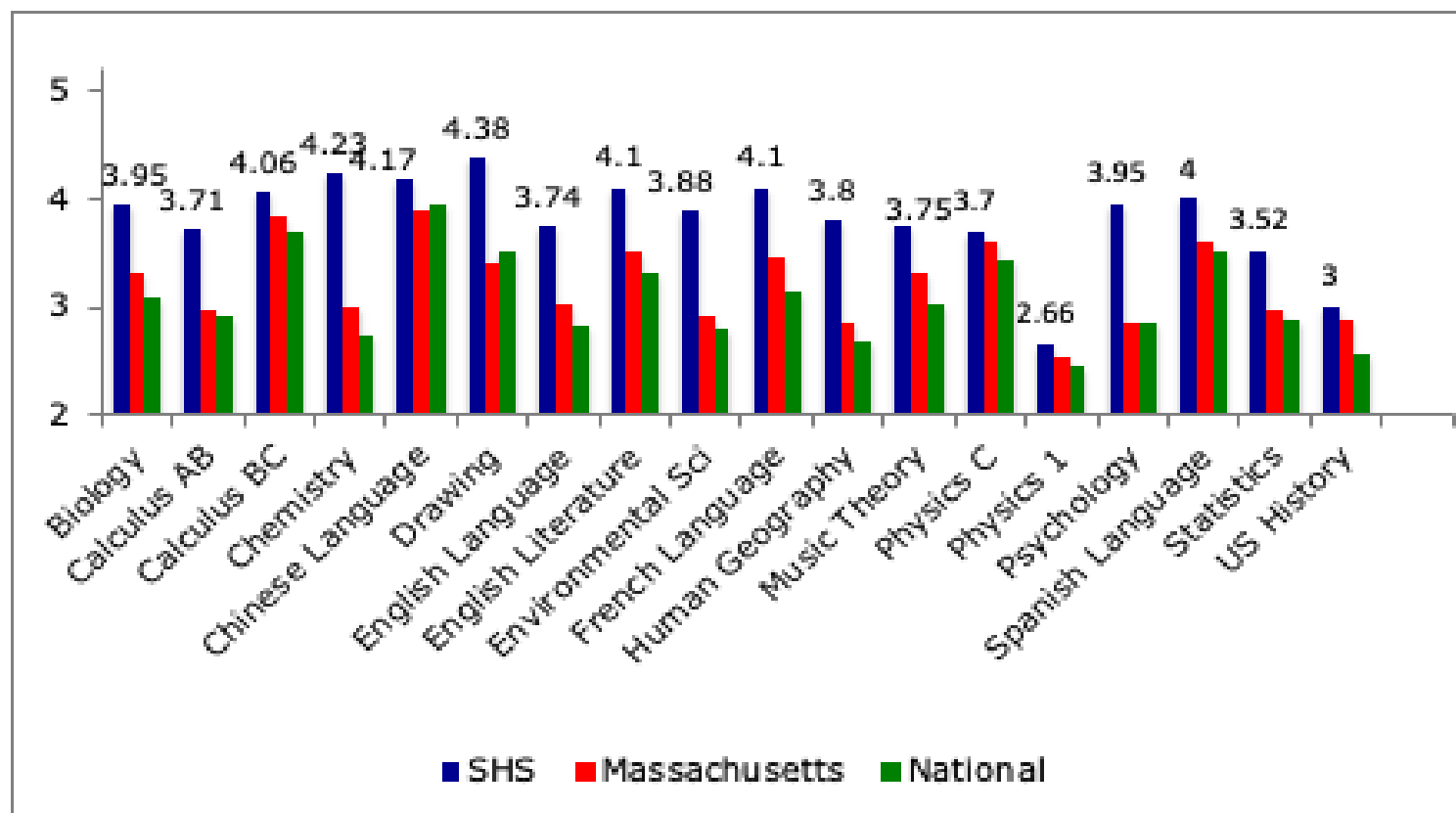


Figure 12



## 2022 Advanced Placement Exam Results

	5	4	3	2	1	# of tests administered	2022 % scoring 5	2022 % scoring 4 or above	2022 % scoring 3 or above	2021 % scoring 3 or above
<b>Biology</b>	30	26	23	4	1	84	36%	67%	94%	86%
<b>Calculus AB</b>	19	11	9	11	1	51	37%	59%	77%	70%
<b>Calculus BC</b>	37	21	16	8	0	82	45%	71%	91%	86%
<b>Chemistry</b>	12	14	3	1	0	30	40%	87%	97%	95%
<b>Chinese Language</b>	2	3	1	0	0	6	33%	83%	100%	89%
<b>Drawing</b>	4	3	1	0	0	8	50%	88%	100%	100%
<b>English Language</b>	31	42	34	14	0	121	26%	61%	89%	91%
<b>English Literature</b>	12	20	6	1	0	39	31%	82%	97%	75%
<b>Environmental Science</b>	12	25	7	1	3	48	25%	77%	92%	92%
<b>French Language</b>	3	5	2	0	0	10	30%	80%	100%	100%
<b>Human Geography</b>	7	12	9	2	0	30	23%	63%	93%	90%
<b>Music Theory</b>	2	0	1	1	0	4	50%	50%	75%	88%
<b>Physics C</b>	8	9	6	2	2	27	30%	63%	85%	73%
<b>Physics 1</b>	3	14	17	13	14	61	5%	28%	56%	57%
<b>Psychology</b>	68	55	25	12	9	169	40%	73%	88%	84%
<b>Spanish Language</b>	2	7	2	0	0	11	24%	54%	84%	100%
<b>Statistics</b>	23	28	34	18	1	104	22%	49%	82%	78%
<b>US History</b>	6	15	14	9	9	53	11%	39%	65%	86%
<b>Totals</b>	281	310	210	97	40	938	30%	63%	85%	84%

Figure 13

### Quick AP Highlights:

- The number of students taking AP exams is 448 (48 more than last year).
- The number of AP exams administered is 976 (111 more than last year).
- 53% of seniors took at least one AP exam, a particularly high percentage compared to most high schools.
- 29% of the exams administered resulted in a score of 5—the highest possible score available.

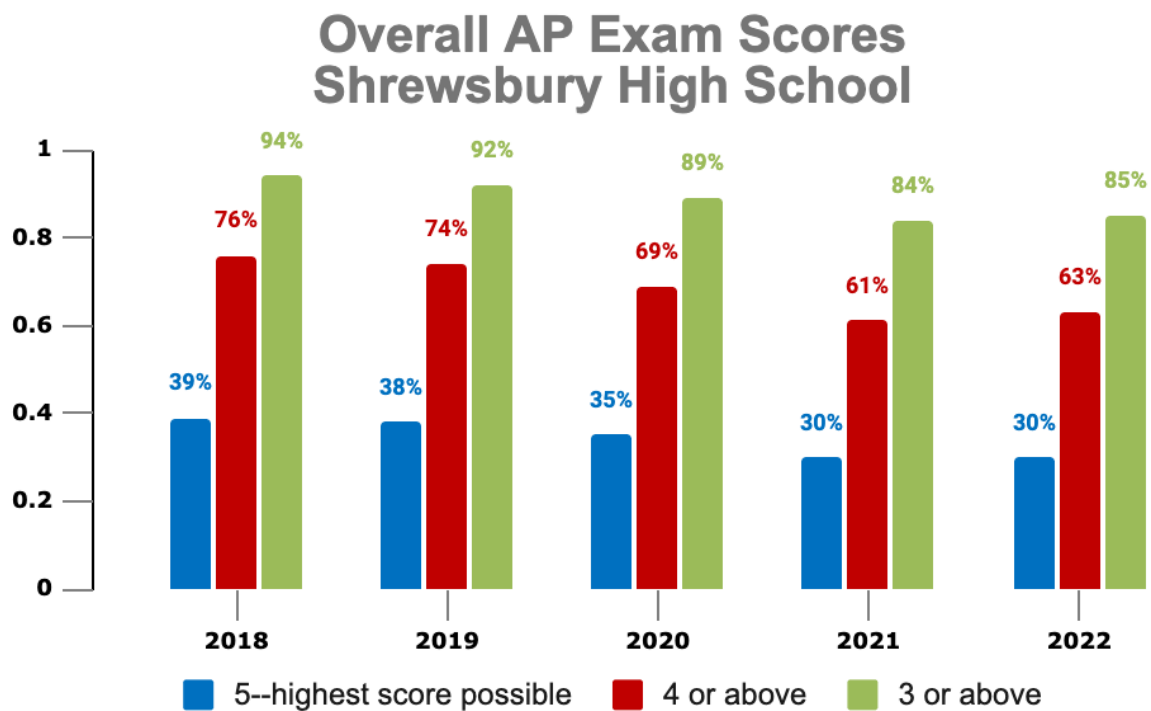


Figure 14

## Advanced Placement Scholars

The AP Program offers several AP Scholar Awards to recognize high school students who have demonstrated college-level achievement through AP courses and exams. Although there is no monetary award, in addition to receiving an award certificate, this achievement is acknowledged on any AP Score Report that is sent to colleges the following fall.

### Award Levels 2022

AP Scholar: Granted to students who receive scores of 3 or higher on three or more AP Exams over the course of their time in high school.

AP Scholar with Honor: Granted to students who receive an average score of at least 3.25 on all AP Exams taken, **and** scores of 3 or higher on four or more of these exams.

AP Scholar with Distinction: Granted to students who receive an average score of at least 3.5 on all AP Exams taken, **and** scores of 3 or higher on five or more of these exams.

National AP Scholar: Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, **and** scores of 4 or higher on eight or more of these exams. (Students are included in the scholar category.)

Year	AP Scholar	AP Scholar w/Honors	AP Scholar w/Distinction	AP National Scholar	Total # of AP Scholars
2022	81	26	67	0	174
2021	71	45	56	0	172
2020	58	34	72	3	167
2019	69	34	64	5	172
2018	66	20	49	6	141
2017	46	18	37	4	105
2016	47	21	33	6	107
2015	48	39	37	2	124
2014	29	25	31	1	85
2013	41	26	31	1	98
2012	19	25	44	2	88

## PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides first hand practice for the SAT. It also gives students a chance to enter the NMSC scholarship programs and gain access to college and career planning tools.

Similarly, to the SAT, the PSAT/NMSQT measures:

- Critical reading skills
- Math problem-solving skills
- Writing skills

### **National Merit Scholarship Program** **Shrewsbury High School**

Year	Commended	Finalist	Scholarship Recipient	Hispanic Recognition Program
2022	20	3	1	-
2021	27	4	1	-
2020	26	3	1	-
2019	24	4	1	-
2018	18	5	1	-
2017	15	1	1	-
2016	19	2	2	-
2016	19	2	2	-
2015	19	1	1	-
2014	14	1	1	-
2013	17	4	1	1
2012	19	4	1	-
2011	12	1	1	-
2010	16	4	1	-
2009	17	3	1	-
2008	18	2	1	-
2007	14	3	1	-
2006	10	3	-	1
2005	15	2	-	-
2004	8	2	1	-
2003	8	2	1	2
2002	5	3	-	-
2001	4	1	-	-

## **National Merit Scholarship Program**

**Program Recognition:** Of the 1.5 million juniors who take the PSAT, the top 2%-3% with the highest combined scores (Reading + Mathematics + Language and Writing Skills) qualify for recognition in the National Merit Scholarship Program.

**Commended Students:** students who score in the top 2% - 3% of all test takers.

**Semifinalists:** students who score in the top 1% - 1.5% of all test takers. To ensure that academically able young people from all parts of the United States are included in this talent pool, Semifinalists are designated on a state-by-state basis. That is, semifinalists are the highest scoring entrants in each state. To be considered for a National Merit Scholarship, Semifinalists must advance to Finalist standing in the competition by meeting high academic standards.

**Finalists:** Most students (approximately 90%) who complete the Semifinalist application process will be named National Merit Finalists.

**Scholarship Recipients:** All winners of Merit Scholarship awards (Merit Scholar® designees) are chosen from the Finalist group, based on their abilities, skills, and accomplishments—without regard to gender, race, ethnic origin, or religious preference. A variety of information is available for NMSC selectors to evaluate—the Finalist's academic record, information about the school's curricula and grading system, two sets of test scores, school official's written recommendation, information about the student's activities and leadership, and the Finalist's own essay.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**  
**B. State MCAS Testing: Annual Report**

MEETING DATE: **01/04/23**

**BACKGROUND INFORMATION:**

Each year, the administration provides a report on the district's performance on state exams. Ms. Clouter will summarize the enclosed report on MCAS exams and be available to answer questions.

**ACTION RECOMMENDED:**

That the School Committee accept the report and take whatever steps it deems necessary in the interests of the Shrewsbury Public Schools.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Amy B. Clouter, Assistant Superintendent for Curriculum, Instruction, & Assessment

# Post-Pandemic Student Performance

## *An Overview of 2022 State Assessment Results*

by Amy Clouter

Assistant Superintendent for Curriculum, Instruction & Assessment

### I. Introduction

The Massachusetts Comprehensive Assessment System - the test we know as MCAS - came into being with the Education Reform Act in 1993<sup>1</sup>. The passing of this legislation signaled an important moment for public schools and for the students and families they serve. Bipartisan support for a state assessment tied to curriculum standards was instrumental in raising academic expectations for all students. Moreover, the sustained attention on student growth as well as academic outcomes resulted in a renewed focus on achievement opportunity gaps. The effort to bring attention to the success of all students was particularly important for student groups that had been historically low performing and/or underserved. The continued use of common metrics across districts continues to guide our actions.

MCAS remains an important tool for school improvement. Our state leads the nation in educational excellence and Shrewsbury continues to be a leader in the state, in part because we use data to inform our decisions. As we contemplate the impact of the pandemic on the children in our community, an analysis of the performance of achievement scores is a helpful starting place. The analysis of student subgroup scores gives us a full picture of current strengths and future needs. This year this report has been configured differently to depict a more detailed look at low performing and/or underserved students in Shrewsbury.

The “next generation” MCAS was conceived to prepare students for the rigorous tasks they are likely to face in college and/or their careers. At this point, students at all levels have transitioned to this new version of the test. Unfortunately, the pandemic struck school districts at the beginning of this new assessment cycle.

### II. Overview

As we review the latest MCAS results, it’s important to note that, due to adjustments made by the Department of Elementary and Secondary Education (DESE) during the pandemic, 2022 results are best compared with 2019, not 2021. This is because in 2020 the exam was canceled altogether, and in 2021 students took a shortened version that was administered differently, with some students taking the exam remotely from home.

In consideration of recent changes to MCAS administration, DESE sought and received a [waiver of](#)

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<sup>1</sup> Building on 20 Years of Massachusetts Education Reform Massachusetts Board of Elementary and Secondary Education Report M. D. Chester, Ed. D. Commissioner November 2014

[federal accountability](#) requirements from the United States Department of Education. Shortly thereafter, the Massachusetts State Board of Elementary and Secondary Education amended state regulations. Due to the COVID-19 pandemic, most districts did not receive an accountability determination in 2022. More information about what to expect in the coming year can be found in the [District and School Accountability](#) section of the DESE website.

In general, while a single assessment is but one data point, the Department of Elementary and Secondary Education has affirmed the use of MCAS results as an indicator of where additional student support may be warranted. The data can also serve as a useful snapshot of the district as a whole, akin to the way a check up helps us monitor our health.

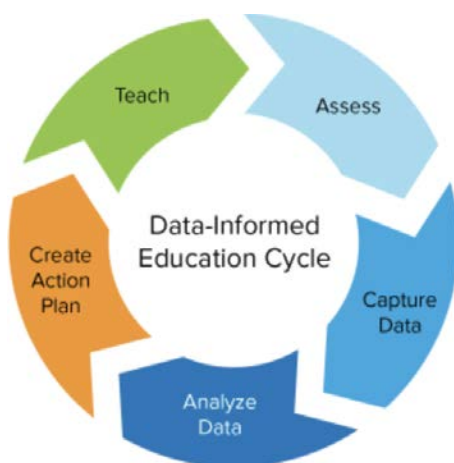
The section that follows will provide a snapshot of student achievement by grade and subject area. A link to Shrewsbury's district profile, including detailed information about student performance reports, can be found here: [MCAS Tests of Spring 2022 Percent of Students at Each Achievement Level - Shrewsbury](#)

What do Shrewsbury's results tell us? For one thing, we can expect that it will take time to fully regain the progress the district achieved in previous years. Moreover, progress may be uneven across subject areas and grade spans, because cohorts of students experienced the impact of the disruption differently.

### III. Achievement Data Analysis

This part of the report details achievement scores by subject area for each grade span.

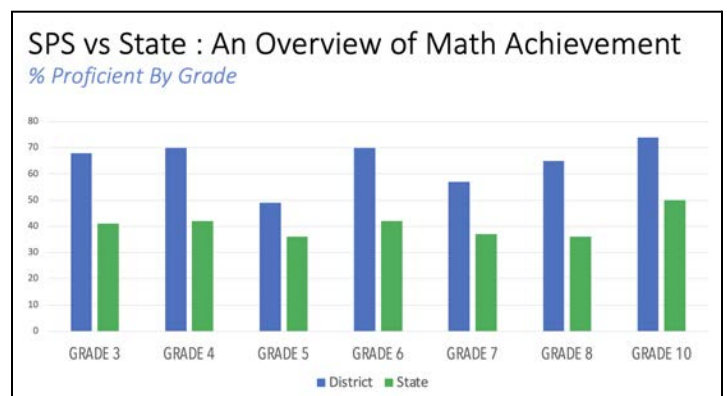
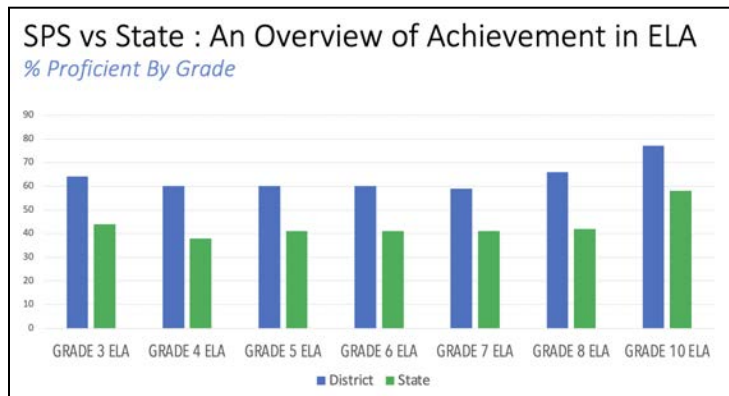
The graphs below provide a snapshot of 2022 student achievement scores by subject area compared to the state average. For most students in Grades 3-6, 2022 achievement scores were higher in Math than in English Language Arts. In the upper grades, however, English Language Arts achievement results were generally similar to Math scores.





## 2022 MCAS: District vs. State Comparison Data

A student is considered "Proficient" having earned a score of "Meeting" or "Exceeding".



Achievement scores for students in Grades 3-7 in English Language Arts (ELA) continue to reflect the impact of lost instructional time, with the most significant differences seen in Grades 3 and 4. The decline in ELA scores is likely linked to limited in-person opportunities for foundational literacy learning. Additionally, lower writing scores contributed to lower scores overall. While concerning, this finding makes sense. The impact of the pandemic on instructional time in school, taken together with the unusual administration of MCAS in 2021 had an outsized impact on elementary students in the district and across the state.

The table below, shared by the Department of Elementary and Secondary Education (DESE) depicts the difficulties Massachusetts students in Grades 3-8 had in meeting grade level benchmarks.

### Total impact of 20% loss in grades 3-8 students meeting expectations since 2019.

Grade	2019 % M/E	2021 % M/E	2022 % M/E	Change M/E 19-21	Change M/E 21-22	Change M/E 19-22
03	56	51	44	-5	-7	-12
04	52	49	38	-3	-11	-14
05	52	47	41	-5	-6	-11
06	53	47	41	-6	-6	-12
07	48	43	41	-5	-2	-7
08	52	41	42	-11	1	-10
<b>3-8</b>	<b>52</b>	<b>46</b>	<b>41</b>	<b>-6</b>	<b>-5</b>	<b>-11</b>
<b>10</b>	<b>61</b>	<b>64</b>	<b>58</b>	<b>+3</b>	<b>-6</b>	<b>-3</b>

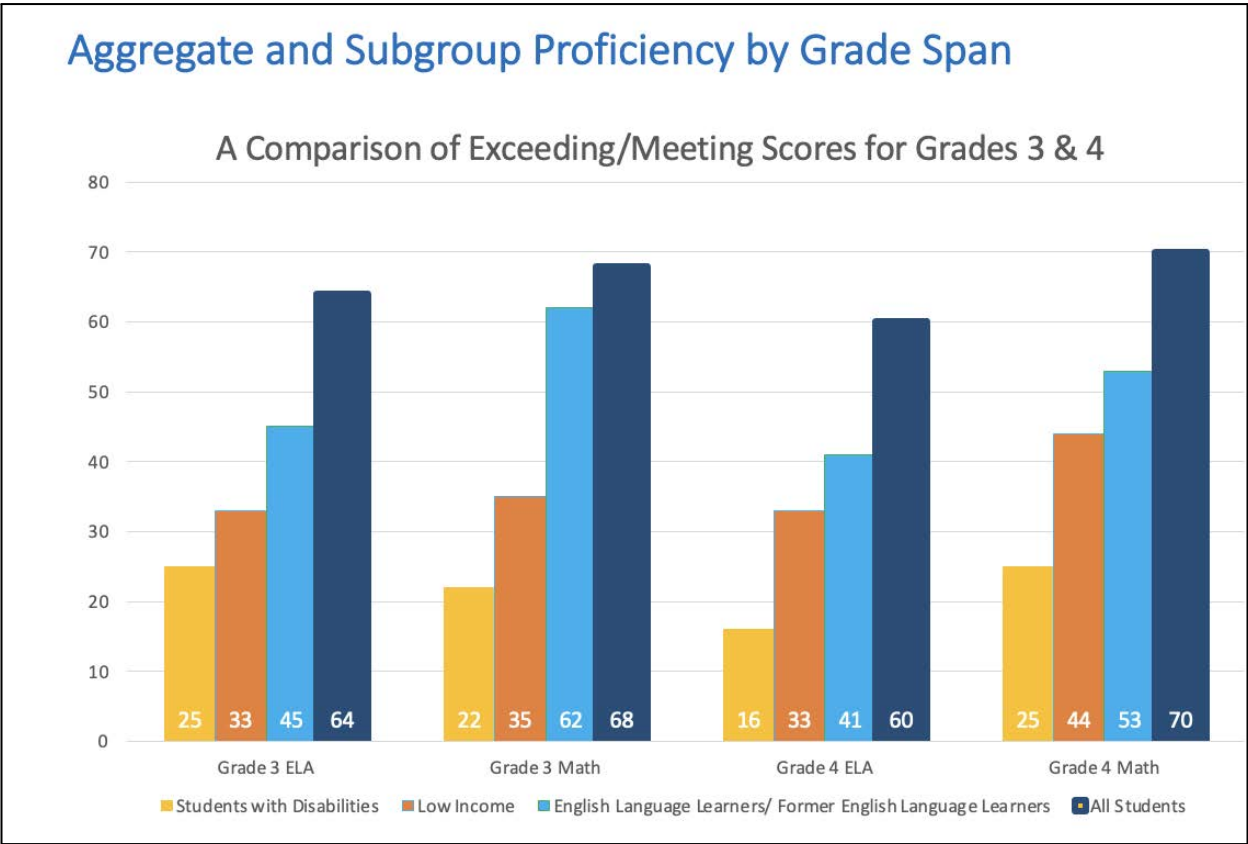
# Massachusetts State Data: Overall Trends

In the sections to follow, we see that Shrewsbury’s results reflect greater gains since 2021, suggesting that most students in the district are beginning to recover lost ground.

Looking at student needs across grade levels certainly helps curriculum leaders to adjust instruction in English Language Arts, Math, and Science and Engineering. However our primary focus this year has been to use MCAS results, together with district assessment data, to align instruction to meet individual student needs.

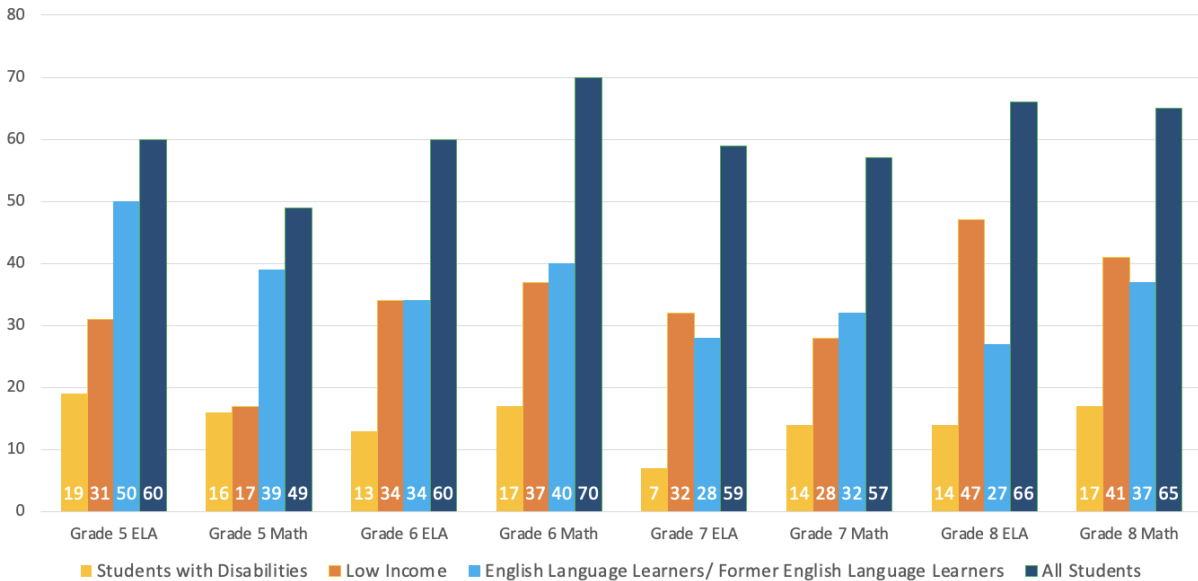
Just as achievement results vary across grade spans, it’s evident that there are differences in student scores within grade spans as well. Another important way we can understand assessment data is by monitoring groups of children. These cohorts are called “subgroups.” These results make plain that the disruption caused by COVID-19 had a disproportionate impact on students in need. Looking at trends for student subgroups suggests that achievement opportunity gaps that existed before the pandemic were exacerbated by school closure and other losses.

## Student Subgroup Analysis



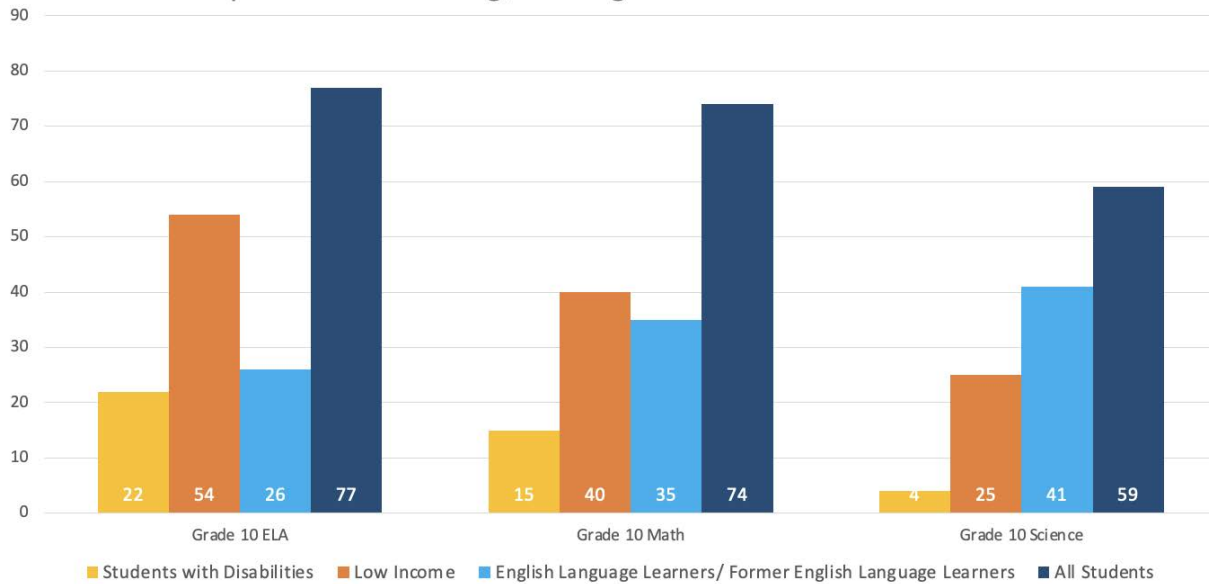
## Aggregate and Subgroup Proficiency by Grade Span

A Comparison of Exceeding/Meeting Scores for Grades 5-8



## Aggregate and Subgroup Proficiency by Grade Span

A Comparison of Exceeding/Meeting Scores for Grade 10



Finally, as we review Shrewsbury's MCAS scores, it's important to consider the data in context. and helpful to compare local trends to patterns across the state. For this reason, information about how our results compare with area districts is included for each grade span.

## SPS English Language Arts Scores By Grade Level

### Grade 3 Student Achievement Scores in English Language Arts

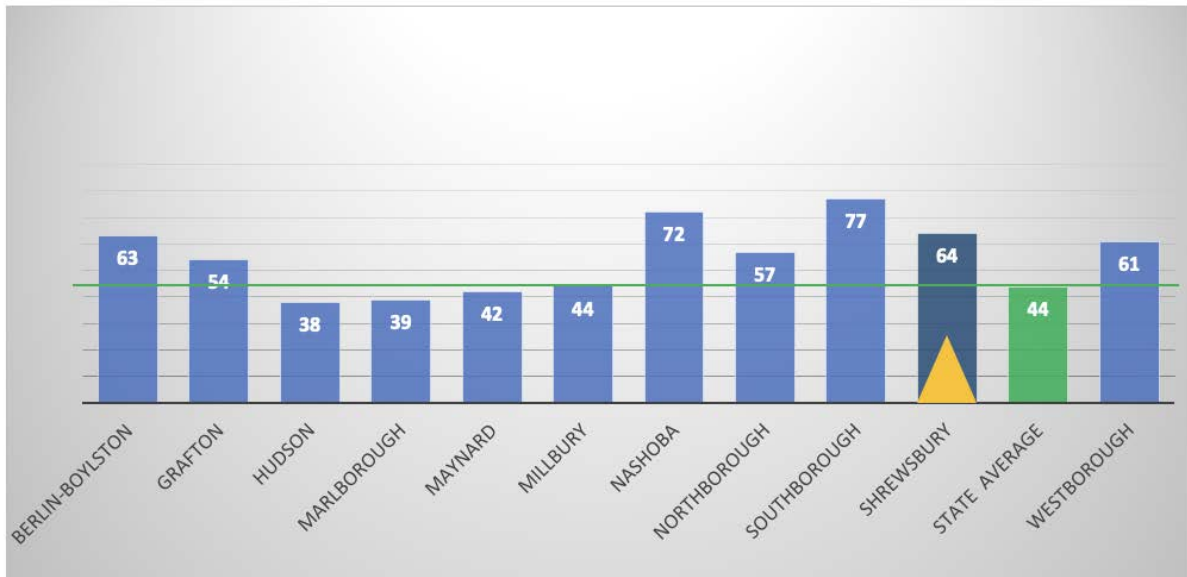
% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	74	80	74	64
Exceeding	23	28	19	19
Meeting	51	52	55	45
Partially Meeting	21	16	22	31
Not Meeting	5	3	4	5



As shown in the table above, compared with 2019, English Language Arts scores for third graders dropped by approximately 10% post pandemic, with fewer students scoring in the Exceeding range. In 2022, only 64% of Grade 3 students met the state benchmark for proficiency in English Language Arts. Clearly, the loss of instructional time in the early grades for students in this cohort continues to impact achievement.

Comparisons with other districts in our area provide perspective on how our data compares within the region. The chart below depicts results for Grade 3 as compared with area districts.

*Percentage of Students Meeting or Exceeding Expectations*  
**Next-Gen MCAS ELA / Grade 3**  
 Assabet Valley Collaborative District Comparisons



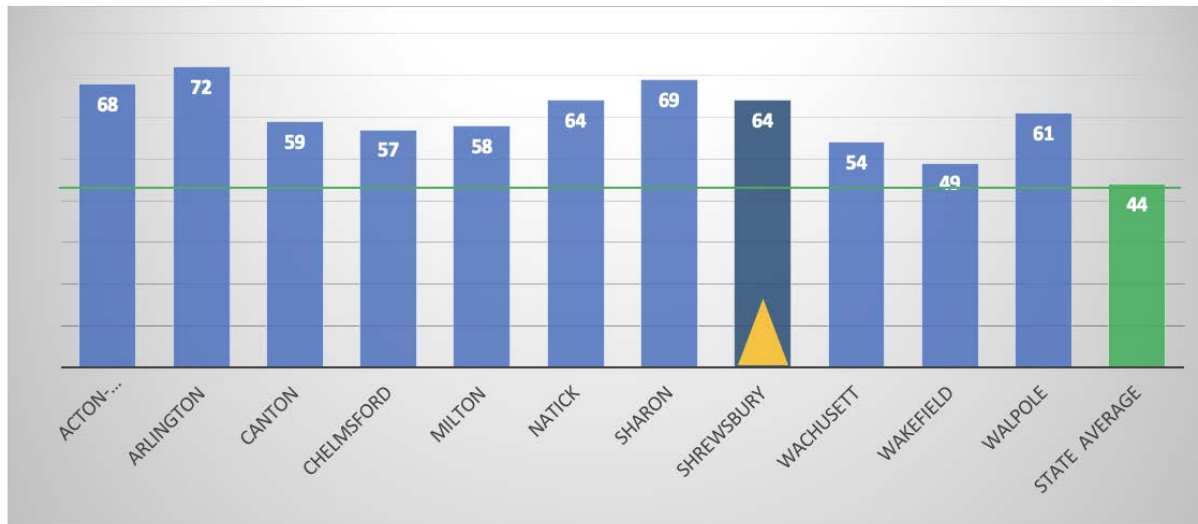
The Department of Secondary and Elementary education (DESE) also provides a wealth of comparative statistics. One helpful resource is DART, a district analysis and review tool that identifies districts most similar in terms of grade spans, total enrollment and special populations. The chart below shows that Shrewsbury's scores for Grade 3 are among the highest within our DART comparison districts.



*Percentage of students Meeting or Exceeding Expectations*

## Next-Gen MCAS ELA / Grade 3

### DART District Comparisons



## SPS ELA Grade 3 Subgroup Achievement Scores

A closer look at scores for third graders in various subgroups illustrates differences in rates of achievement. The Department of Elementary and Secondary Education calculates achievement level percentages for subgroups with ten or more students. For this reason, only subgroups that have available information are included.

Accountability Subgroups		% Proficient by Category			
		Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	25	3	22	48	28
EL and Former EL	45	7	38	51	4
Low Income	33	2	31	53	14
High Needs	41	4	37	46	13



Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American / Black	38	13	25	50	13
Asian	77	32	45	19	3
Hispanic / Latinx	51	4	47	42	7
Multi-Race, Non-Hispanic / Latinx	67	26	41	22	11
White	58	12	46	38	5

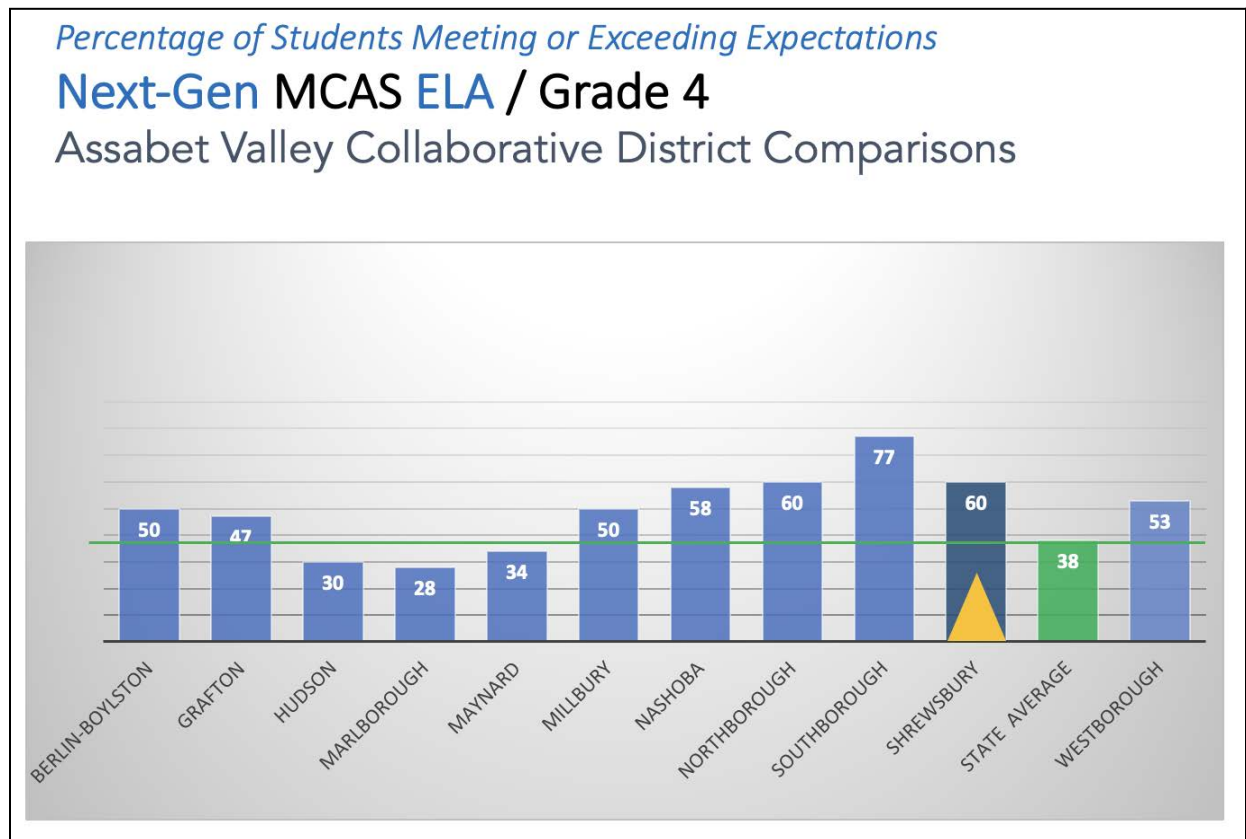
## Grade 4 Student Achievement Scores in English Language Arts

Results for Grade 4 are similar to the data for Grade 3, with 60% of students scoring in the proficient range or better.

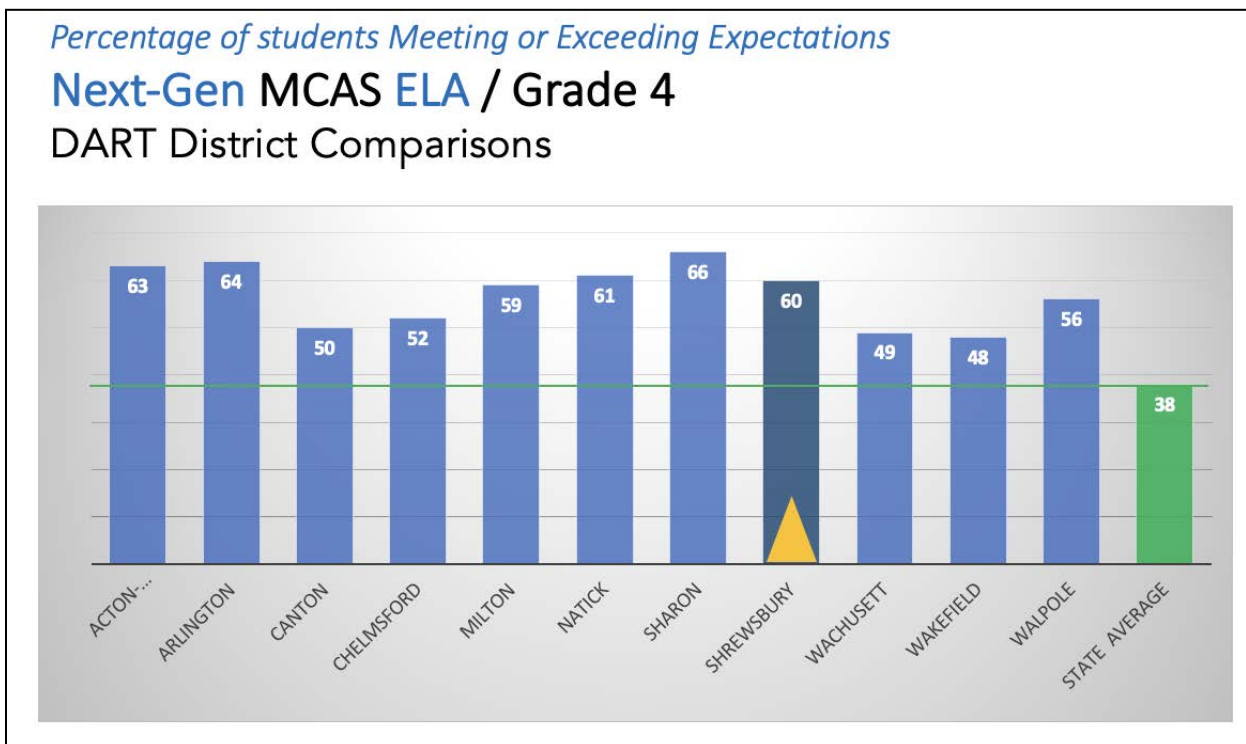
% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	78	75	72	60
Exceeding	23	21	11	11
Meeting	55	54	61	49
Partially Meeting	18	20	25	34
Not Meeting	4	4	4	6



This graph shows how our Grade 4 students compare with fourth grade readers in nearby districts.



Grade 4 student scores in English Language Arts compare well with DART districts as well.





## SPS ELA Grade 4 Subgroup Achievement Scores

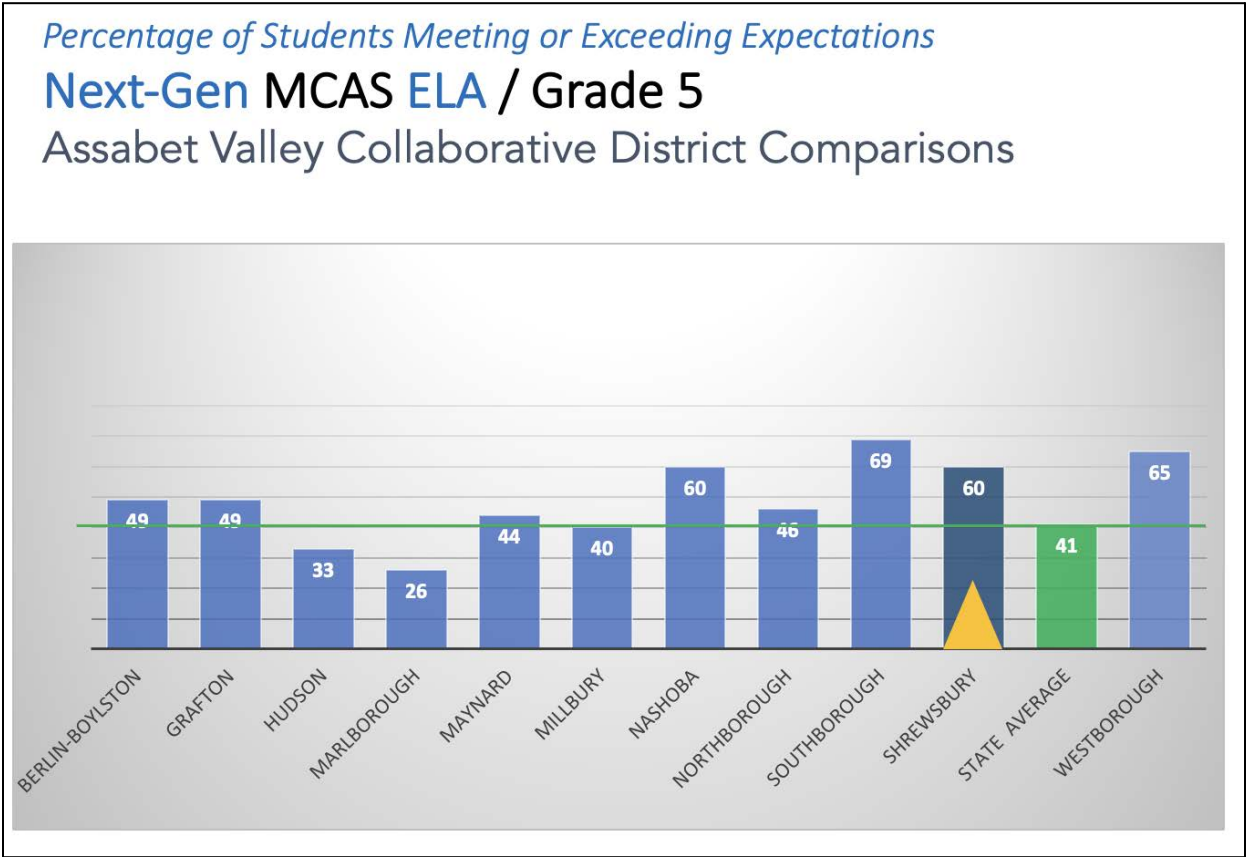
Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	16	0	16	53	31
EL and Former EL	41	4	37	49	10
Low Income	33	4	29	55	12
High Needs	33	3	30	51	15

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American / Black	47	7	40	53	0
Asian	68	16	52	29	3
Hispanic / Latinx	38	0	38	41	22
Multi-Race, Non-Hispanic / Latinx	81	19	62	15	4
White	57	9	48	38	6

## Grade 5 Student Achievement Scores in English Language Arts

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	74	70	62	59
Exceeding	15	13	13	7
Meeting	59	57	49	52
Partially Meeting	22	27	34	35
Not Meeting	3	3	5	5

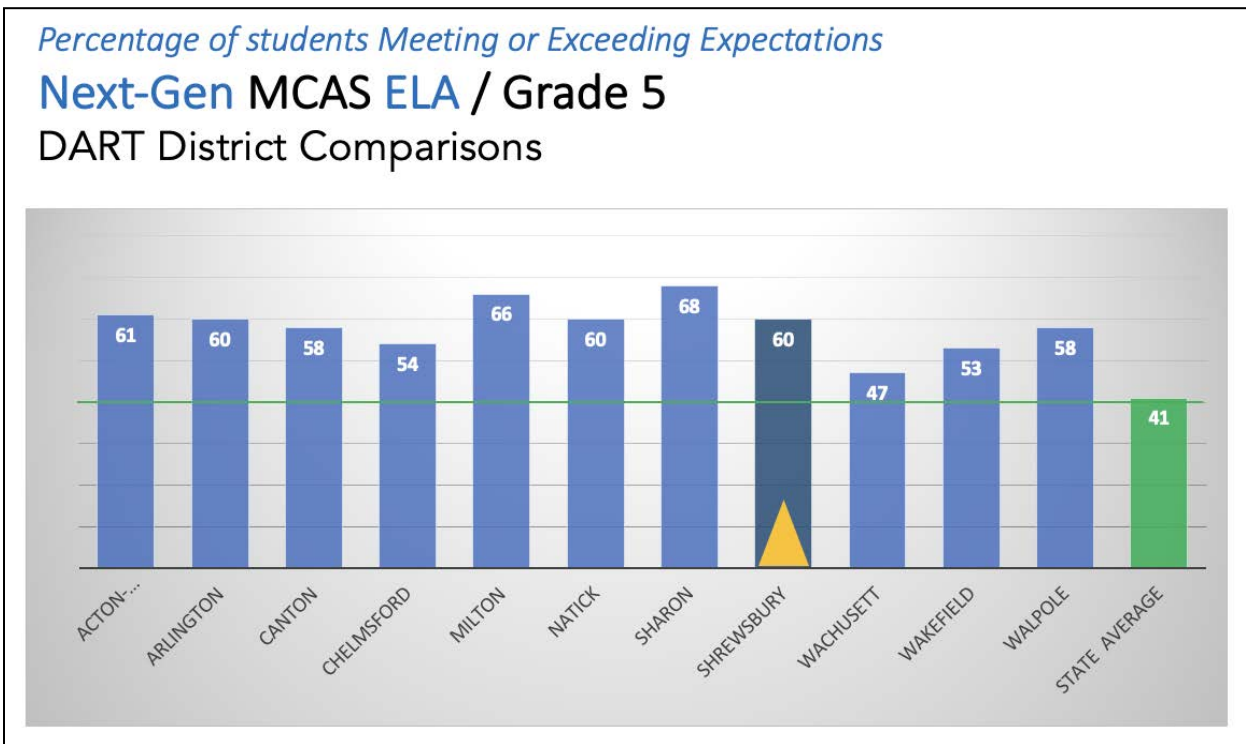
In Grade 5, 59 % of students reached proficiency benchmarks in 2022, with significantly fewer students scoring in the Exceeding range as compared to 2019. Overall the percentage of students in Shrewsbury scoring at or above the state benchmark remained relatively flat.



Please Note: Achievement score percentiles are rounded up, so for some grade spans there is a difference in the number of students reported for each scoring category and the total number of students earning “Exceeding / Meeting”. For example, if 7.4% of students earned a score in the “Exceeding” range and 52.4% of students earned a “Meeting” score, those numbers would be rounded to 7 and 52 respectively. However the total number of students scoring “Meeting” or better will total 60 to reflect the additional .8% adjustment by the Department of Elementary and Secondary Education. This is the case for both Grade 5 and Grade 6.



While Shrewsbury students continued to outperform the state average, the percentage of students in Shrewsbury that met or exceeded achievement goals in English Language Arts in fifth grade remained 10-15% lower than pre-pandemic scores.



## SPS ELA Grade 5 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	19	0	19	55	27
EL and Former EL	50	4	46	46	4
Low Income	31	4	27	55	13
High Needs	37	4	33	50	13

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American / Black	26	0	26	68	5
Asian	75	11	64	24	2
Hispanic / Latinx	37	4	33	55	8
Multi-Race, Non-Hispanic / Latinx	62	10	52	29	10
White	56	6	50	38	6

## Grade 6 Student Achievement Scores in English Language Arts

61% of students in Grade 6 met or exceeded state benchmarks in English Language Arts in 2022, down 6% from last year and 10% from 2019.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	73	73	67	61
Exceeding	22	27	22	17
Meeting	51	46	45	44
Partially Meeting	23	20	22	32
Not Meeting	4	7	11	8

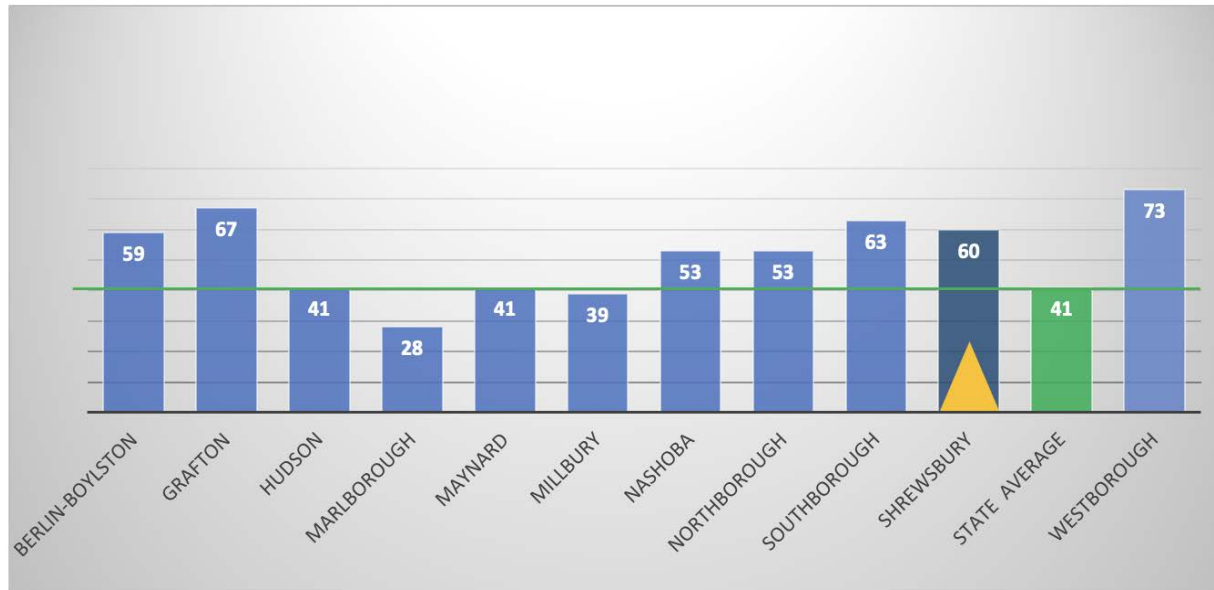


As shown below our students scored above the state average.

*Percentage of Students Meeting or Exceeding Expectations*

**Next-Gen MCAS ELA / Grade 6**

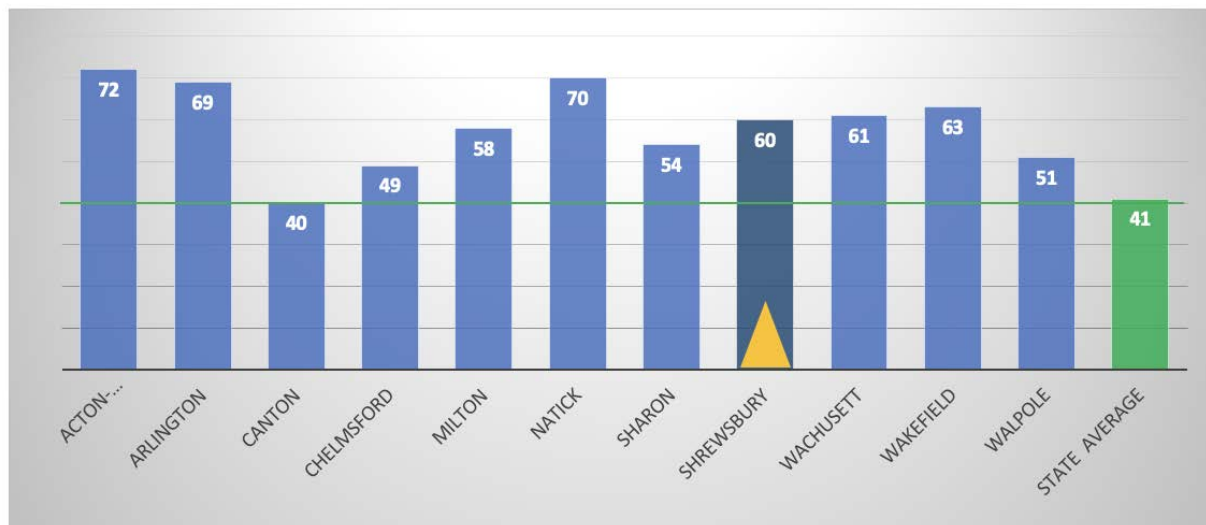
**Assabet Valley Collaborative District Comparisons**



*Percentage of students Meeting or Exceeding Expectations*

**Next-Gen MCAS ELA / Grade 6**

**DART District Comparisons**



## SPS Grade 6 ELA Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	13	1	12	49	38
EL and Former EL	34	2	32	39	27
Low Income	34	3	31	48	17
High Needs	32	3	29	45	24

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	44	13	31	50	6
Asian	75	29	46	19	6
Hispanic/Latinx	33	9	24	48	20
Multi-Race, Non-Hispanic/Latinx	67	17	50	33	0
White	55	9	46	37	8

## Grade 7 Student Achievement Scores in English Language Arts

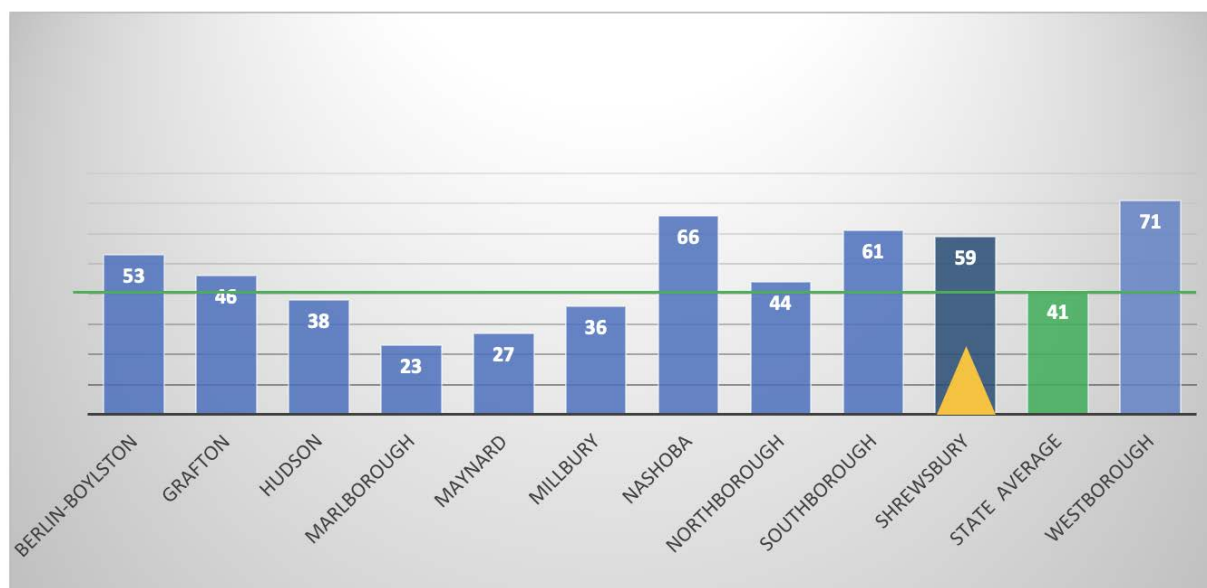
58% of students in Grade 7 met the state benchmark in Reading in 2022, the fourth year in a row where scores in English Language Arts declined for this grade.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	68	62	59	58
Exceeding	20	14	8	6
Meeting	48	48	51	52
Partially Meeting	23	31	32	32
Not Meeting	9	7	9	9

*Percentage of Students Meeting or Exceeding Expectations*

### Next-Gen MCAS ELA / Grade 7

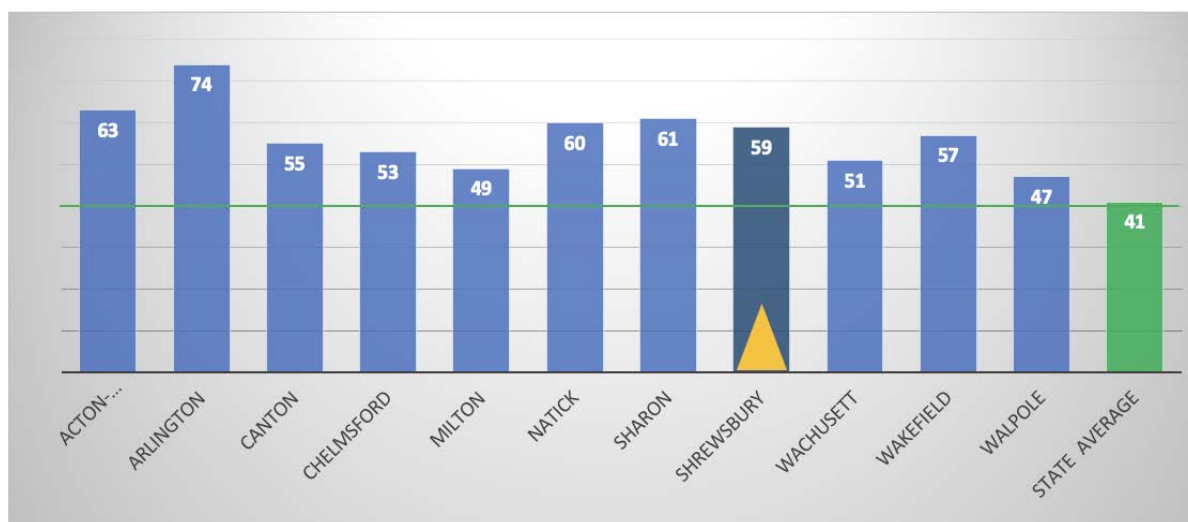
Assabet Valley Collaborative District Comparisons



*Percentage of students Meeting or Exceeding Expectations*

## Next-Gen MCAS ELA / Grade 7

### DART District Comparisons



## SPS ELA Grade 7 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	7	0	7	46	47
EL and Former EL	28	0	28	53	19
Low Income	32	1	31	49	19
High Needs	28	1	27	47	25



Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	40	0	40	33	27
Asian	78	16	62	15	7
Hispanic/Latinx	27	2	25	57	16
Multi-Race, Non-Hispanic/Latinx	58	8	50	31	12
White	54	1	53	38	8

## Grade 8 Student Achievement Scores in English Language Arts

66% of Shrewsbury students in Grade 8 scored in the “Meeting” or “Exceeding” range last spring. Although this result is relatively low when compared to pre-pandemic scores, this is an increase over 2021 and Shrewsbury’s scores continue to align with results seen in comparison districts for this grade span.

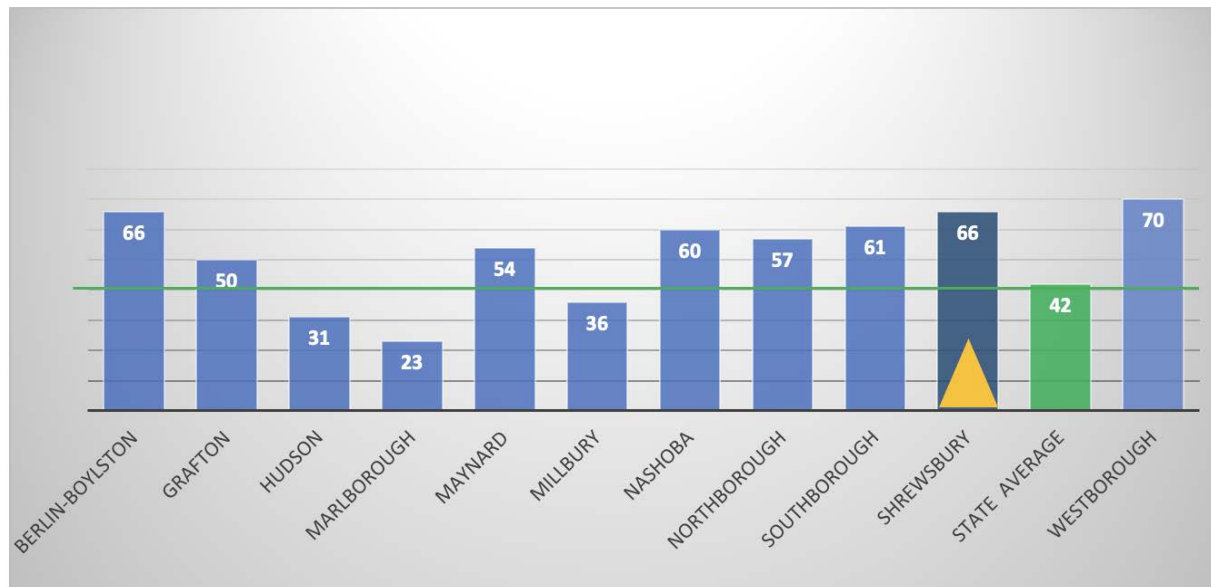
% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	70	72	62	66
Exceeding	18	26	16	19
Meeting	52	46	46	47
Partially Meeting	24	20	30	27
Not Meeting	6	7	8	7



*Percentage of Students Meeting or Exceeding Expectations*

**Next-Gen MCAS ELA / Grade 8**

**Assabet Valley Collaborative District Comparisons**

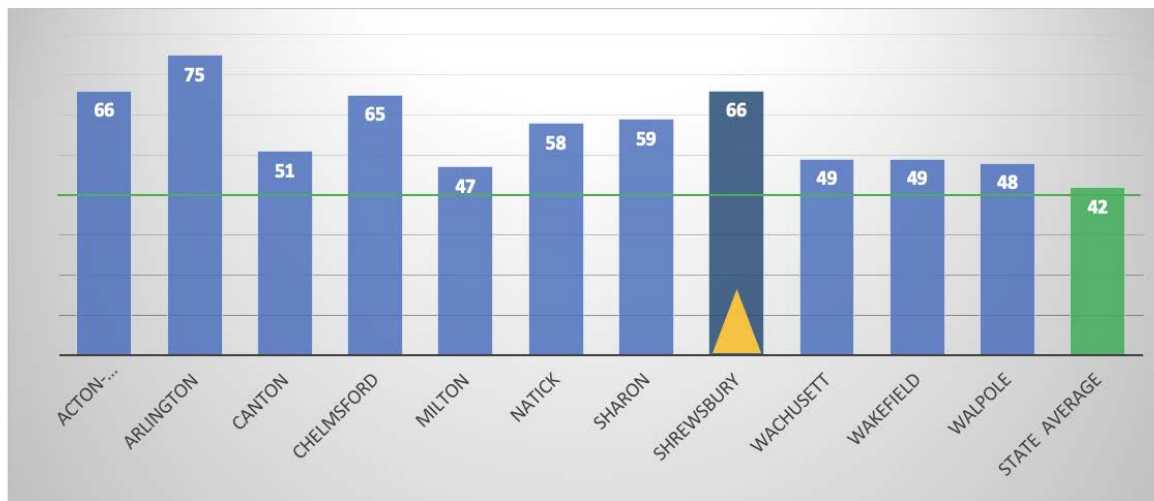


The graph above shows how Shrewsbury's eighth graders compare with students from districts with similar demographics.

*Percentage of students Meeting or Exceeding Expectations*

**Next-Gen MCAS ELA / Grade 8**

**DART District Comparisons**



## SPS ELA Grade 8 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	14	1	13	49	38
EL and Former EL	27	7	20	53	20
Low Income	47	10	37	33	20
High Needs	36	7	29	41	23

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	73	18	55	27	0
Asian	82	31	51	14	4
Hispanic/Latinx	44	7	37	35	21
Multi-Race, Non-Hispanic/Latinx	46	14	32	43	11
White	61	14	47	33	6

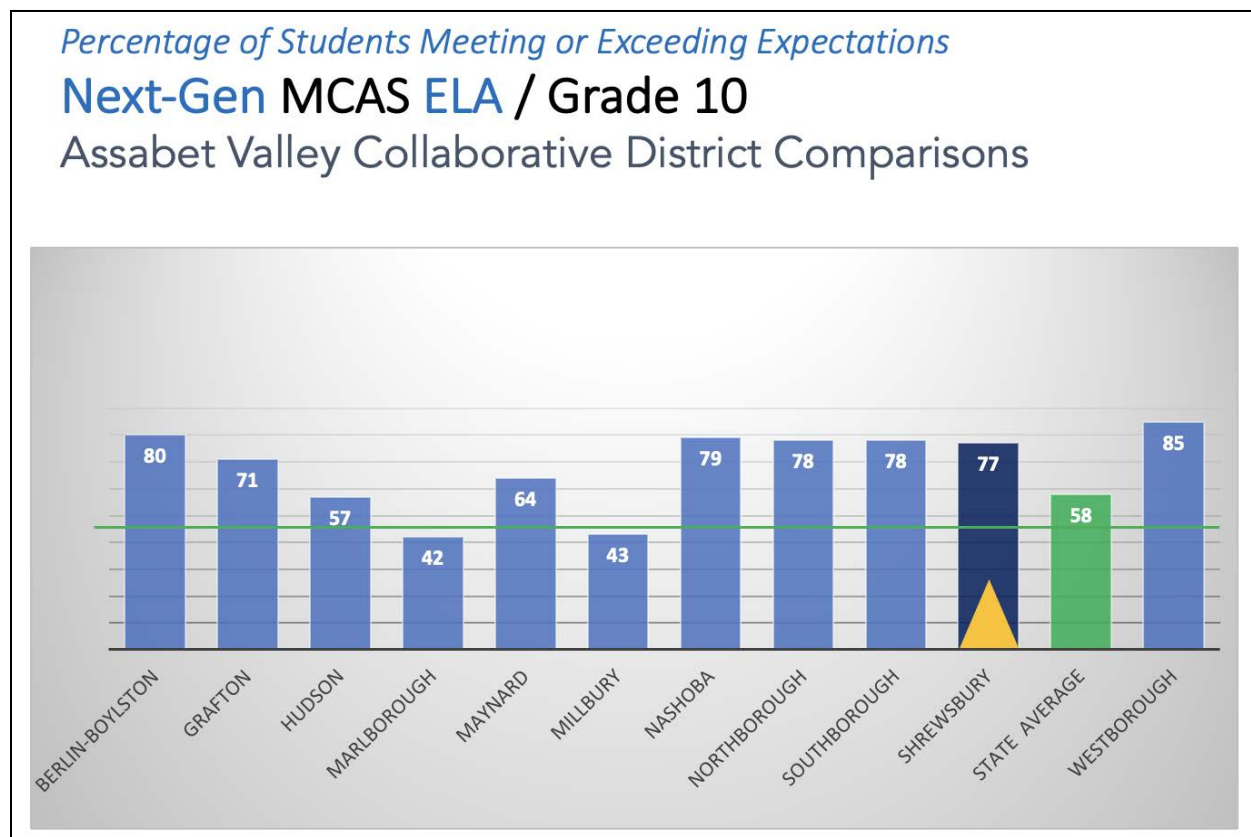


## Grade 10 Student Achievement Scores in English Language Arts

78% of students in Grade 10 earned a score of “Meeting” or “Exceeding” last spring. While the number of students considered proficient is similar to 2019, the difference in the number of students scoring in the “Exceeding” range is notable.

% by level	2019	2021	2022
Proficient (Exceeding + Meeting)	79	83	78
Exceeding	25	35	14
Meeting	54	48	64
Partially Meeting	18	12	19
Not Meeting	3	4	3

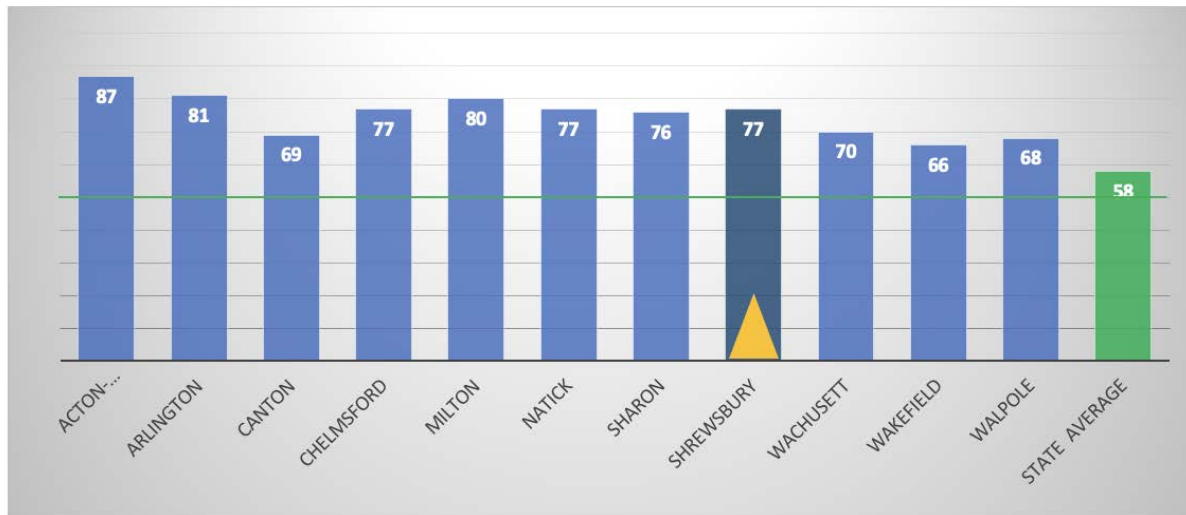
Looking at assessment information from area districts provides additional perspective on our results.



*Percentage of students Meeting or Exceeding Expectations*

## Next-Gen MCAS ELA / Grade 10

### DART District Comparisons



## SPS ELA Grade 10 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	22	0	22	54	24
EL and Former EL	26	0	26	57	17
Low Income	54	3	51	35	12
High Needs	46	2	44	42	13

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American./Black	75	15	60	15	10
Asian	93	24	69	7	1
Hispanic/Latinx	45	3	42	42	13
Multi-Race, Non-Hisp./Latinx	71	18	53	29	0
White	75	10	65	22	3

## Trends in English Language Arts

As shown below, it's clear that the disruption caused by the pandemic impacted achievement scores, especially for students in key transition years. At the same time, assessment results must be considered in context. Shrewsbury's scores have been consistently higher than state averages, and that trend held true in English Language Arts for 2022. Finally, aggregate scores for our district compared well with other districts that have similar demographics.

### *Percentage of Students Meeting or Exceeding Expectations*

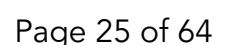
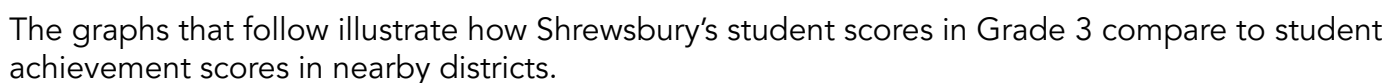
Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr. 10
Shrewsbury % E / M 2019	81%	76%	71%	73%	62%	72%	79%
State Results 2019	56%	52%	52%	53%	48%	52%	61%
Shrewsbury % E / M 2021	74%	72%	61%	67%	59%	62%	84%
State Results 2021	51%	49%	47%	47%	43%	41%	64%
Shrewsbury % E / M 2022	64%	60%	59%	61%	58%	66%	78%
State Results 2022	44%	38%	41%	41%	41%	42%	58%





## Grade 3 Student Achievement Scores in Mathematics

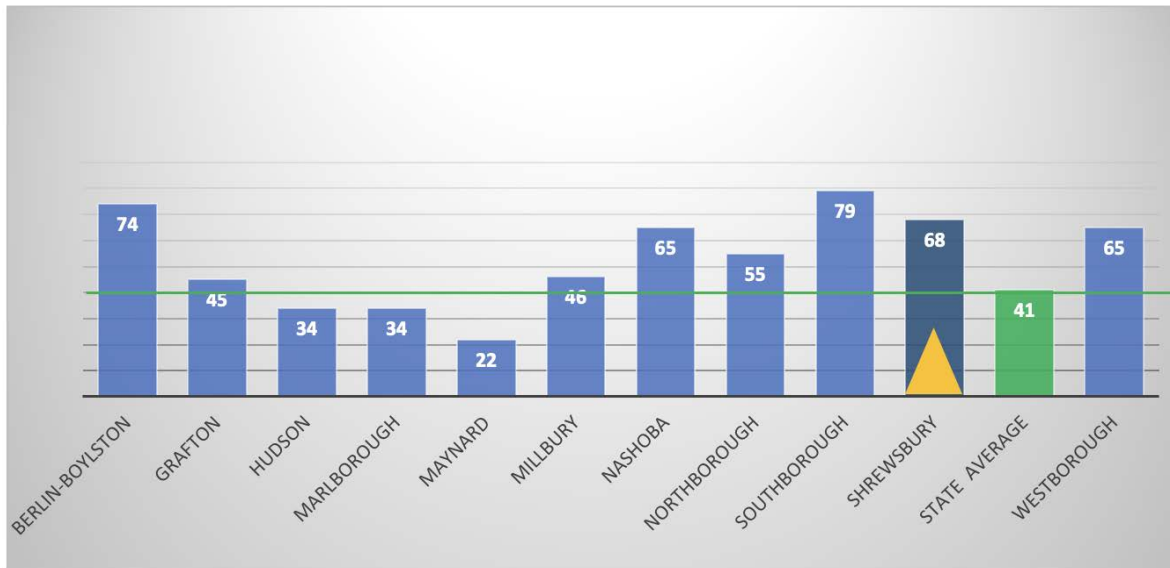
% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	73	75	62	68
Exceeding	23	22	14	16
Meeting	50	53	48	52
Partially Meeting	20	19	31	24
Not Meeting	8	5	7	8



*Percentage of Students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 3**

**Assabet Valley Collaborative District Comparisons**

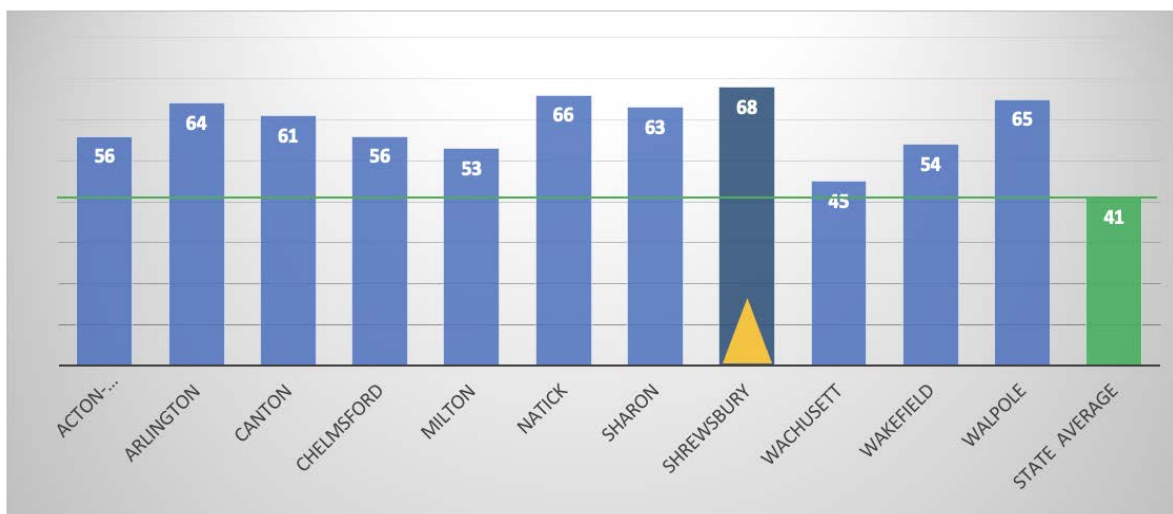


Across the Commonwealth, Math achievement scores are recovering faster than English Language Arts. This is true for Shrewsbury's students as well. Last spring Grade 3 student scores were the highest when compared to districts with similar enrollment.

*Percentage of students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 3**

**DART District Comparisons**





## SPS Math Grade 3 Subgroup Achievement Scores

Looking at subgroup trends provides another perspective on Math achievement scores.

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	22	8	14	45	34
EL and Former EL	62	6	56	33	6
Low Income	35	1	34	41	24
High Needs	43	5	38	36	21

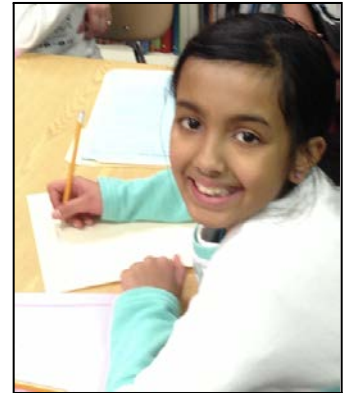
	% Proficient by Category				
Race & Ethnicity Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	47	7	40	33	20
Asian	82	27	55	14	5
Hispanic/Latinx	47	7	40	36	18
Multi-Race, Non-Hispanic/Latinx	59	15	44	33	7
White	64	10	54	29	7



## Grade 4 Student Achievement Scores in Mathematics

The number of Grade 4 students scoring in the “Meeting” category remained flat in Math. However the amount of students scoring in the “Exceeding” range increased in 2022. In the aggregate, 70% of students earned a score of “Meeting” or better.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	72	79	64	70
Exceeding	21	28	14	21
Meeting	51	51	50	49
Partially Meeting	25	16	29	25
Not Meeting	3	5	7	4



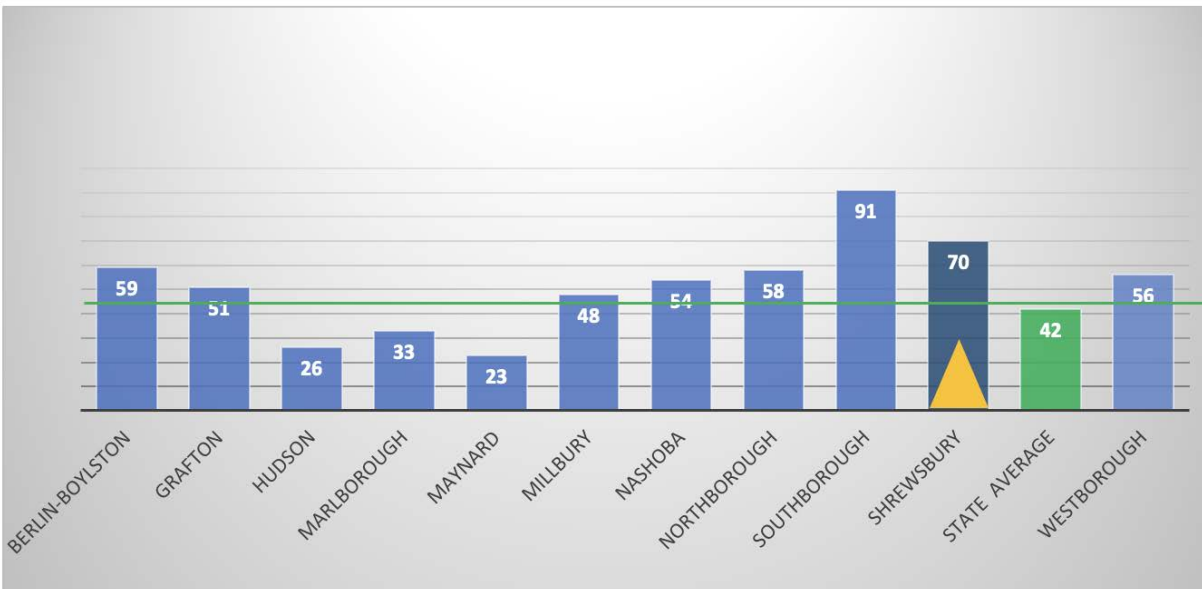
Shrewsbury’s Grade 4 Math scores are among the highest in the Assabet Valley Collaborative, and compare well with DART district results as well.



Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 4

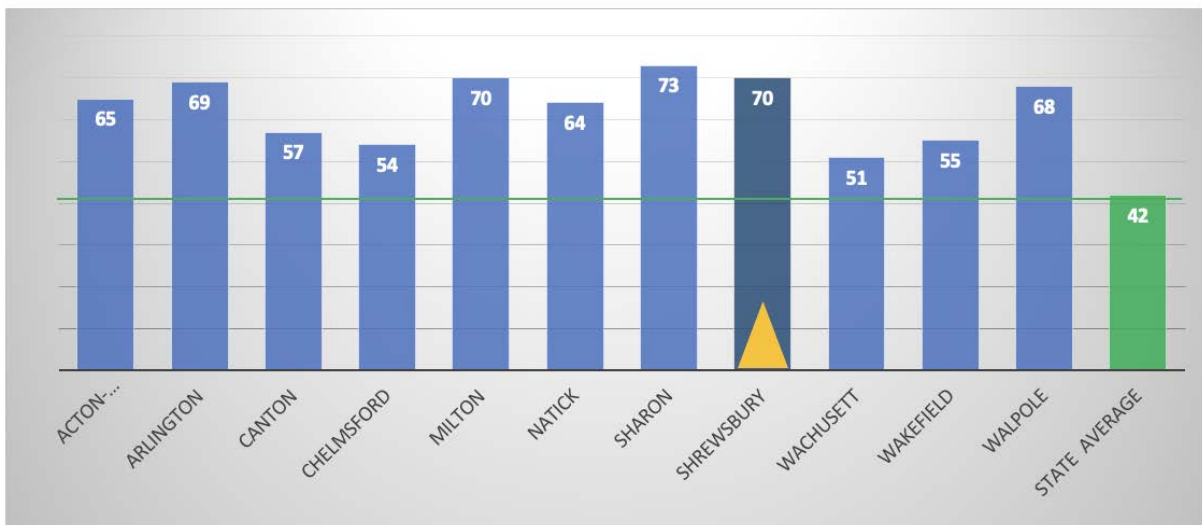
Assabet Valley Collaborative District Comparisons



Percentage of students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 4

DART District Comparisons



## SPS Math Grade 4 Subgroup Achievement Scores

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	25	6	19	49	26
EL and Former EL	53	10	43	43	4
Low Income	44	5	39	46	10
High Needs	46	8	38	43	11

	% Proficient by Category				
Race & Ethnic Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	57	7	50	43	0
Asian	81	32	49	16	3
Hispanic/Latinx	51	5	46	35	14
Multi-Race, Non-Hispanic/Latinx	69	27	42	27	4
White	66	15	51	30	5



## Grade 5 Student Achievement Scores in Mathematics

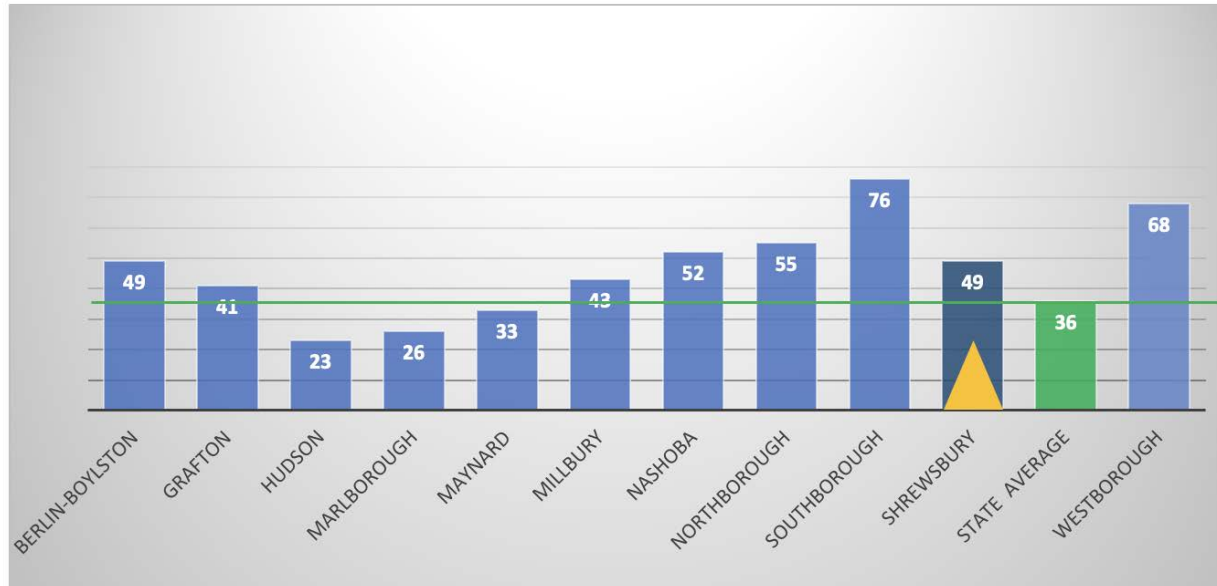
If MCAS is a checkup, scores for Grade 5 continue to merit extra attention. This year only 50% of students met that threshold. In contrast, 72% of Grade 5 students met or exceeded the state grade level benchmark in Math in 2019. The decrease is notable and important to monitor, particularly because Grade 5 students in several comparative districts fared better.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	70	72	54	50
Exceeding	15	14	10	8
Meeting	55	58	44	42
Partially Meeting	24	25	38	43
Not Meeting	6	2	7	8

*Percentage of Students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 5**

**Assabet Valley Collaborative District Comparisons**

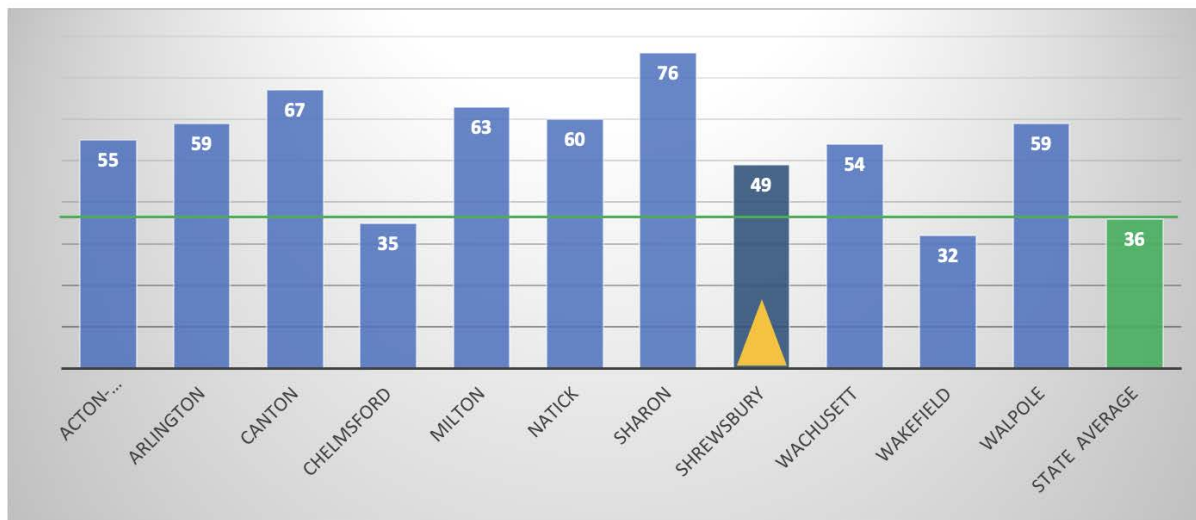


Shrewsbury's scores are much lower than Grade 5 scores for students in DART districts.

*Percentage of students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 5**

**DART District Comparisons**



Lower Math scores in the aggregate for Grade 5 students are also reflected in the differences seen between the average achievement scores and subgroup scores for the grade.

## SPS Math Grade 5 Subgroup Achievement Scores

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	16	2	14	42	42
EL and Former EL	39	4	35	48	13
Low Income	17	1	16	59	23
High Needs	26	2	24	52	22

	% Proficient by Category				
Race & Ethnicity Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	10	5	5	68	21
Asian	74	16	58	24	2
Hispanic/Latinx	20	2	18	61	18
Multi-Race, Non-Hispanic/Latinx	38	5	33	57	5
White	37	1	36	53	10



## Grade 6 Student Achievement Scores in Mathematics

At the middle level, most districts saw Math scores rebound in 2022. Last spring 70% of students at this level scored in the “Meeting” or “Exceeding” range, a significant increase from last year. This result aligns with pre-pandemic scores.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	70	69	57	70
Exceeding	14	22	12	17
Meeting	56	47	45	53
Partially Meeting	25	24	32	23
Not Meeting	5	7	11	7

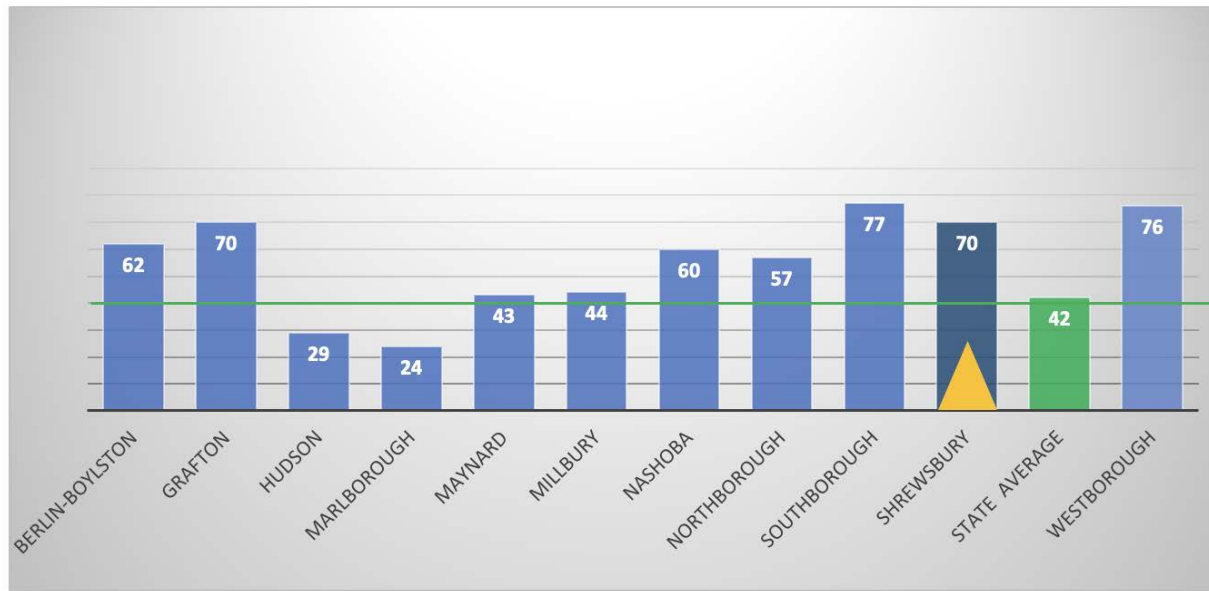




Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 6

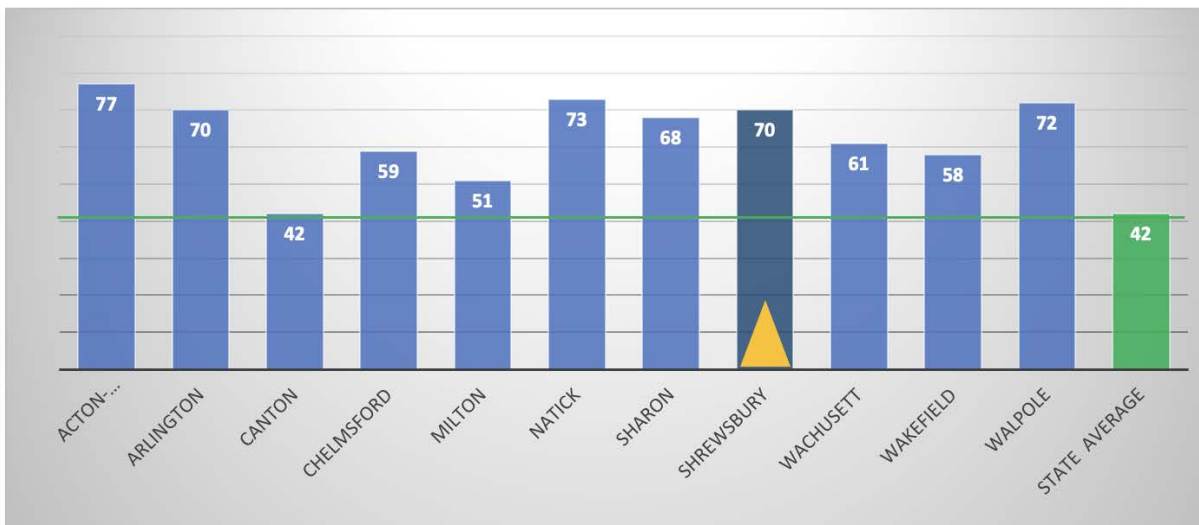
Assabet Valley Collaborative District Comparisons



Percentage of students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 6

DART District Comparisons



## SPS Math Grade 6 Subgroup Achievement Scores

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	17	1	16	41	42
EL and Former EL	40	5	35	45	15
Low Income	37	1	36	44	19
High Needs	38	3	35	40	22

	% Proficient by Category				
Race & Ethnicity Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	57	13	44	38	6
Asian	84	35	49	12	3
Hispanic/Latinx	41	4	37	37	22
Multi-Race, Non-Hispanic/Latinx	67	11	56	33	0
White	67	7	60	26	8

## Grade 7 Student Achievement Scores in Mathematics

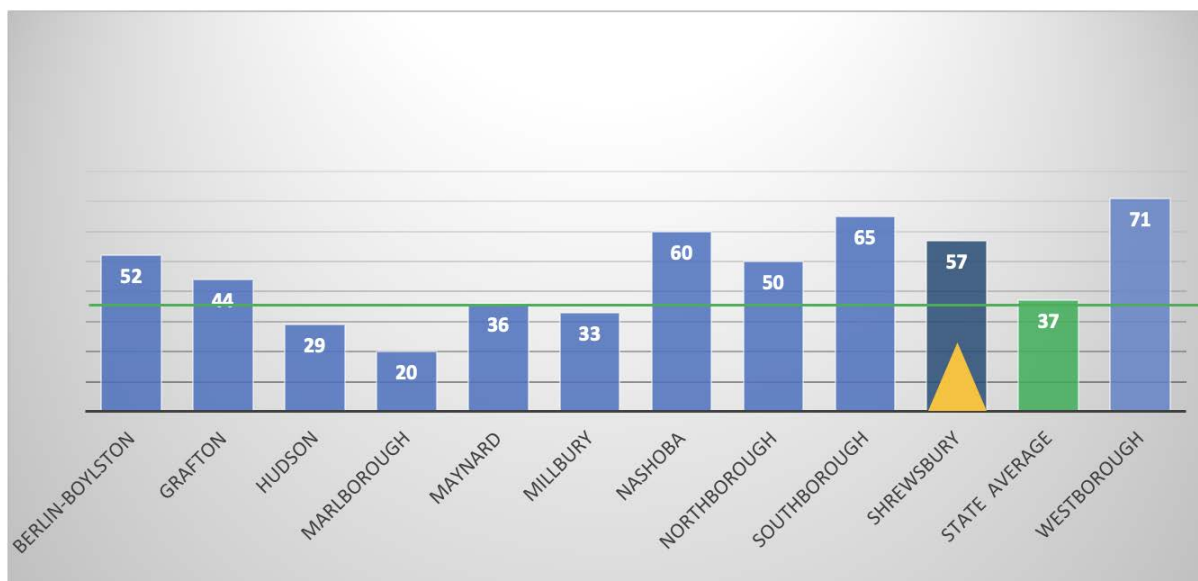
56% of students at this grade span scored in the “Meeting” range or better in 2022, compared to 62% in 2019. Although results for this grade span are lower overall, Shrewsbury’s scores remain significantly higher than the state average.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	65	62	59	56
Exceeding	14	17	17	14
Meeting	51	45	42	42
Partially Meeting	27	32	35	33
Not Meeting	8	6	7	10

*Percentage of Students Meeting or Exceeding Expectations*

### Next-Gen MCAS Math / Grade 7

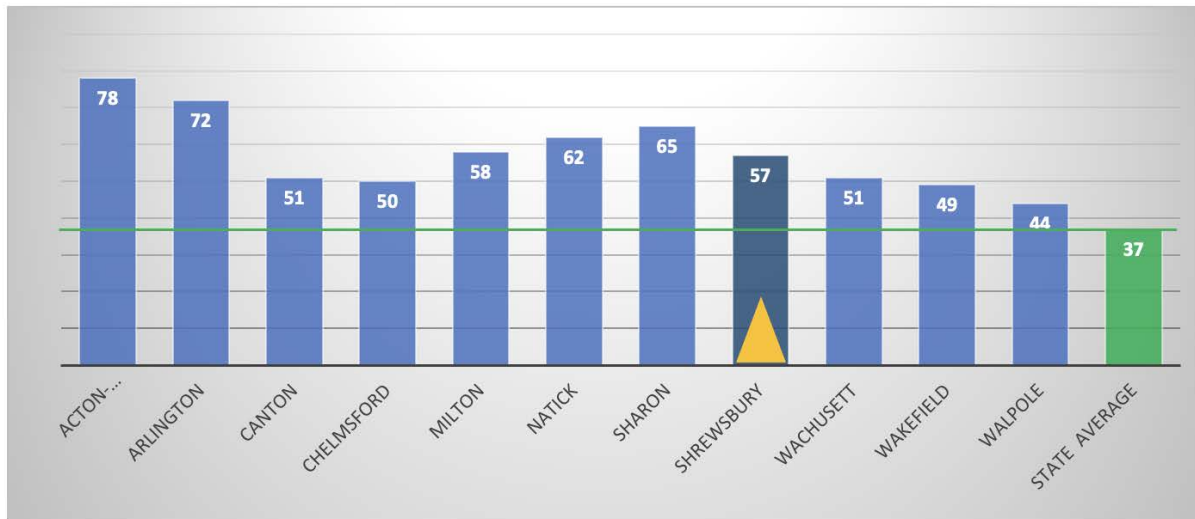
Assabet Valley Collaborative District Comparisons



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 7

DART District Comparisons



SPS Math Grade 7 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	14	1	13	36	50
EL and Former EL	32	4	28	53	15
Low Income	28	4	24	47	24
High Needs	28	4	24	43	28

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	27	0	27	53	20
Asian	81	34	47	13	6
Hispanic/Latinx	25	4	21	56	19
Multi-Race, Non-Hispanic/Latinx	77	8	69	15	8
White	47	5	42	42	11

## Grade 8 Student Achievement Scores in Mathematics

Math scores for students in Grade 8 increased slightly over last year. 65% of students met state benchmarks as compared to 68% in 2019.

% by level	2018	2019	2021	2022
Proficient (Exceeding + Meeting)	71	68	61	65
Exceeding	17	26	14	21
Meeting	54	42	47	44
Partially Meeting	25	27	29	28
Not Meeting	4	5	9	7



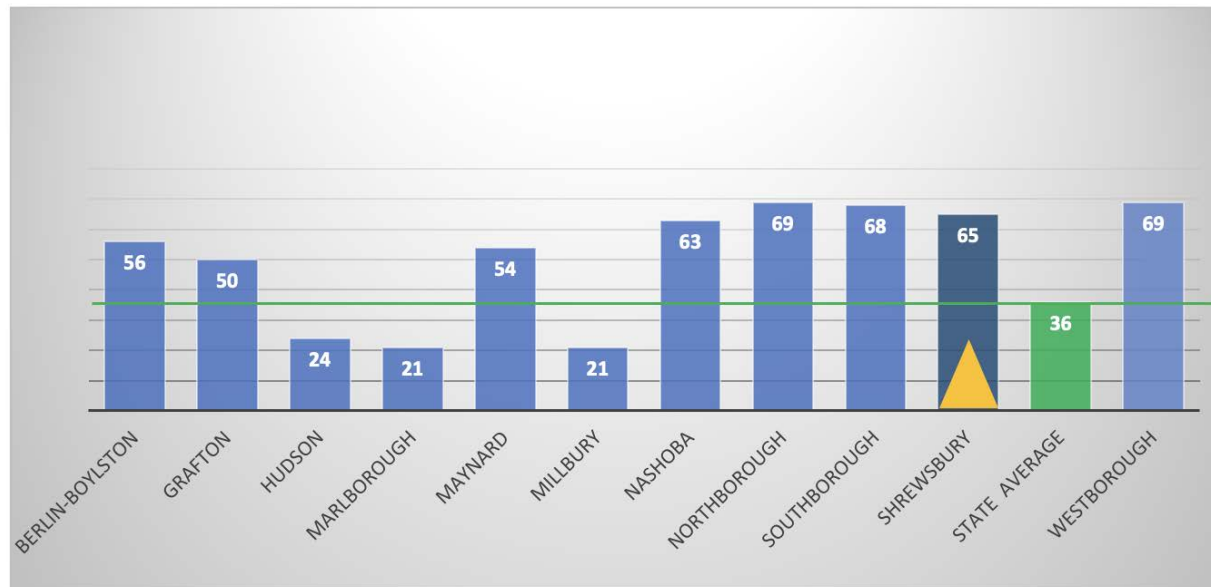
Shrewsbury's scores for this grade span are among the highest in the area.



*Percentage of Students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 8**

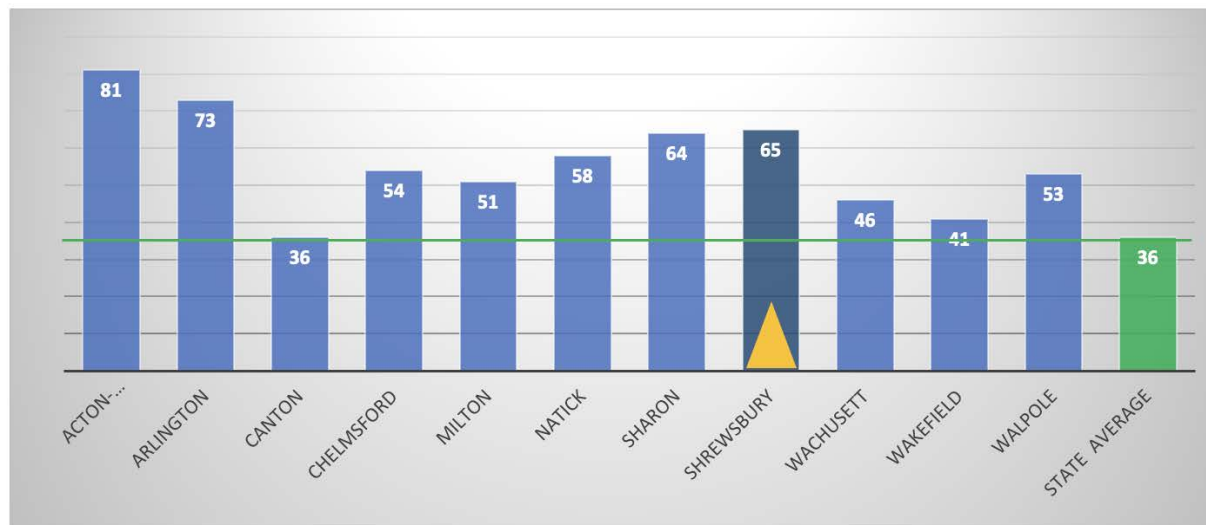
**Assabet Valley Collaborative District Comparisons**



*Percentage of students Meeting or Exceeding Expectations*

**Next-Gen MCAS Math / Grade 8**

**DART District Comparisons**



## SPS Math Grade 8 Subgroup Achievement Scores

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	17	1	16	49	34
EL and Former EL	37	7	30	50	13
Low Income	41	4	37	44	15
High Needs	34	4	30	47	20

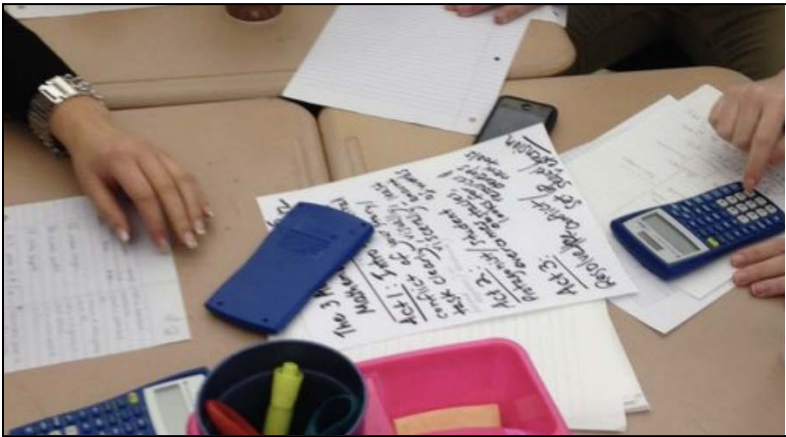
	% Proficient by Category				
Race & Ethnicity Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	59	17	42	25	17
Asian	89	45	44	9	2
Hispanic/Latinx	38	2	36	48	14
Multi-Race, Non-Hispanic/Latinx	55	14	41	31	14
White	56	9	47	37	7



# Grade 10 Student Achievement Scores in Mathematics

In 2019, high school students across the state took the “next generation” test in Mathematics for the first time. Scores for the old “legacy” test cannot be compared with scores on this exam, so comparisons for this grade span are limited. Seventy-four percent (74%) of students in Grade 10 met or exceeded state benchmarks in 2022.

% by level	2019	2021	2022
Proficient (Exceeding + Meeting)	80	77	74
Exceeding	29	32	27
Meeting	51	45	47
Partially Meeting	17	19	22
Not Meeting	3	4	4

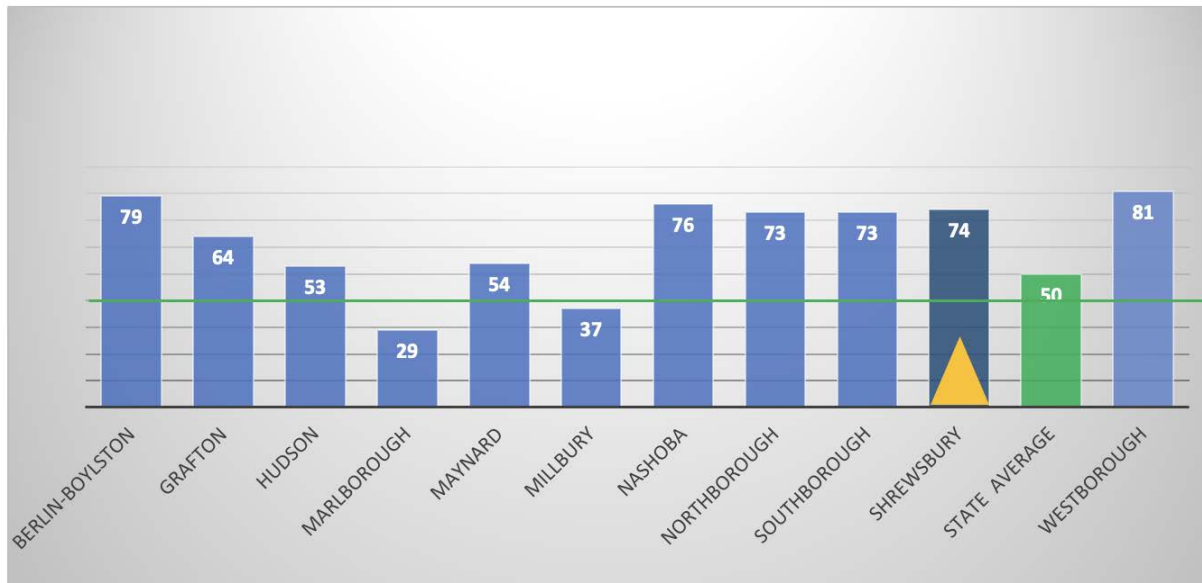




Percentage of Students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 10

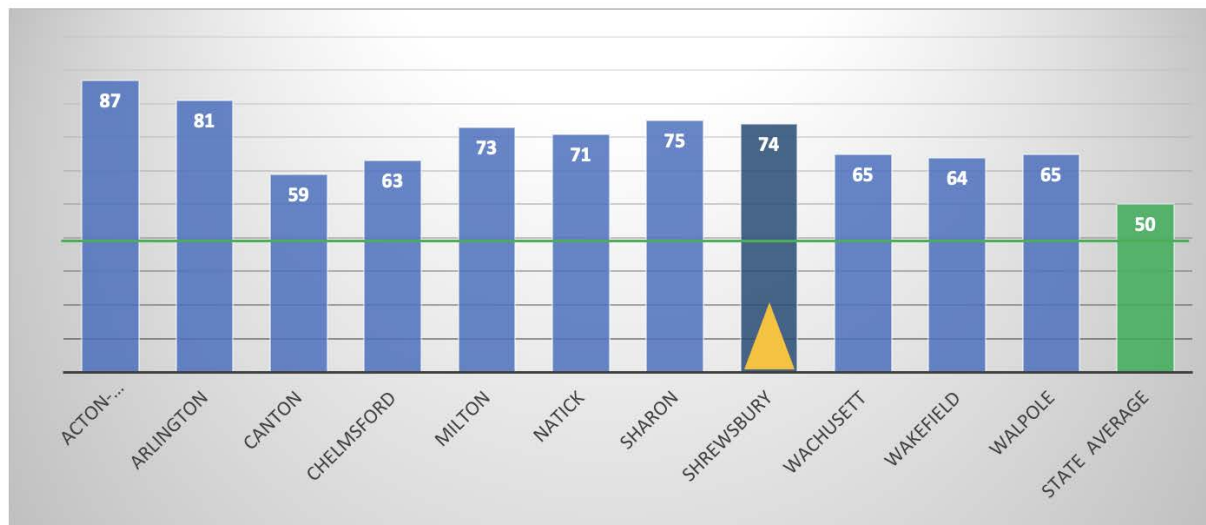
Assabet Valley Collaborative District Comparisons



Percentage of students Meeting or Exceeding Expectations

## Next-Gen MCAS Math / Grade 10

DART District Comparisons



## SPS Math Grade 10 Subgroup Achievement Scores

	% Proficient by Category				
Accountability Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	15	0	15	57	28
EL and Former EL	35	22	13	52	13
Low Income	40	7	33	51	9
High Needs	36	8	28	50	15

	% Proficient by Category				
Race & Ethnicity Subgroups	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American/Black	60	15	45	30	10
Asian	91	55	36	8	1
Hispanic/Latinx	29	5	24	55	16
Multi-Race, Non-Hispanic/Latinx	83	18	65	18	0
White	72	16	56	24	3



## Trends in Mathematics

Math scores rebounded at some grade levels this year, but we did not see gains across the board. In Shrewsbury and comparison districts, signs of recovery are best seen in the scores of our youngest students. These results suggest that the use of Math practice tools are good investments, and that a systemic approach to monitoring student progress is important.

### *Percentage of Students Meeting or Exceeding Expectations*

Grade and Subject	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr. 10
Shrewsbury % E / M 2019	75%	79%	73%	69%	63%	68%	80%
State Results 2019	49%	50%	48%	52%	48%	46%	59%
Shrewsbury % E / M 2021	62%	64%	54%	57%	59%	62%	77%
State Results 2021	33%	33%	33%	33%	35%	32%	52%
Shrewsbury % E / M 2022	68%	70%	50%	70%	56%	65%	74%
State Results 2022	41%	42%	36%	42%	38%	36%	49%

**All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. There is no conflict between equity and excellence.**

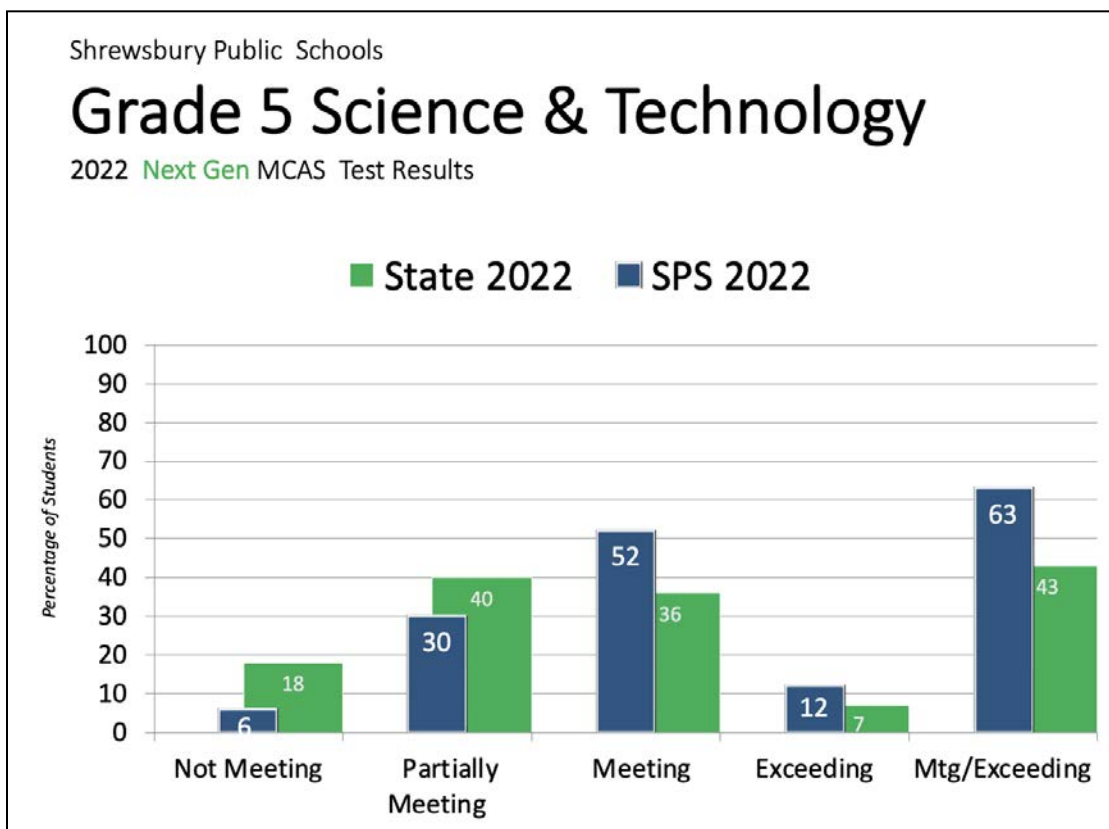
**National Council of Teachers of Mathematics**

## Science & Technology Scores by Grade Level

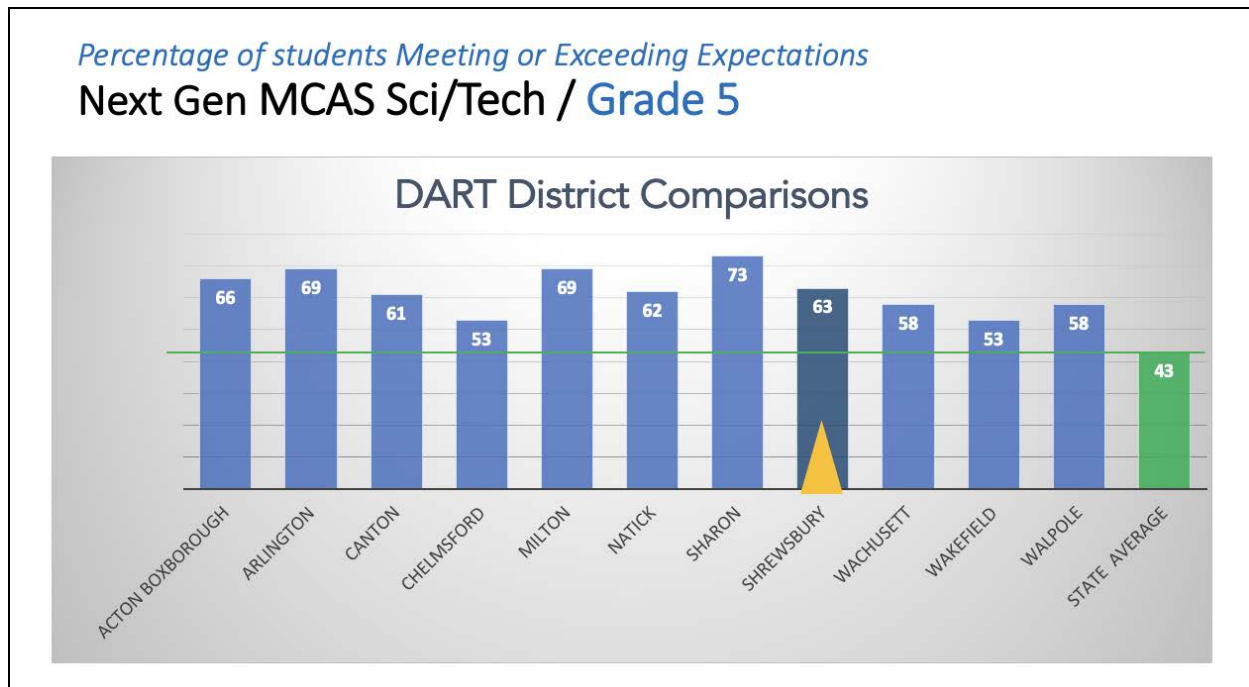
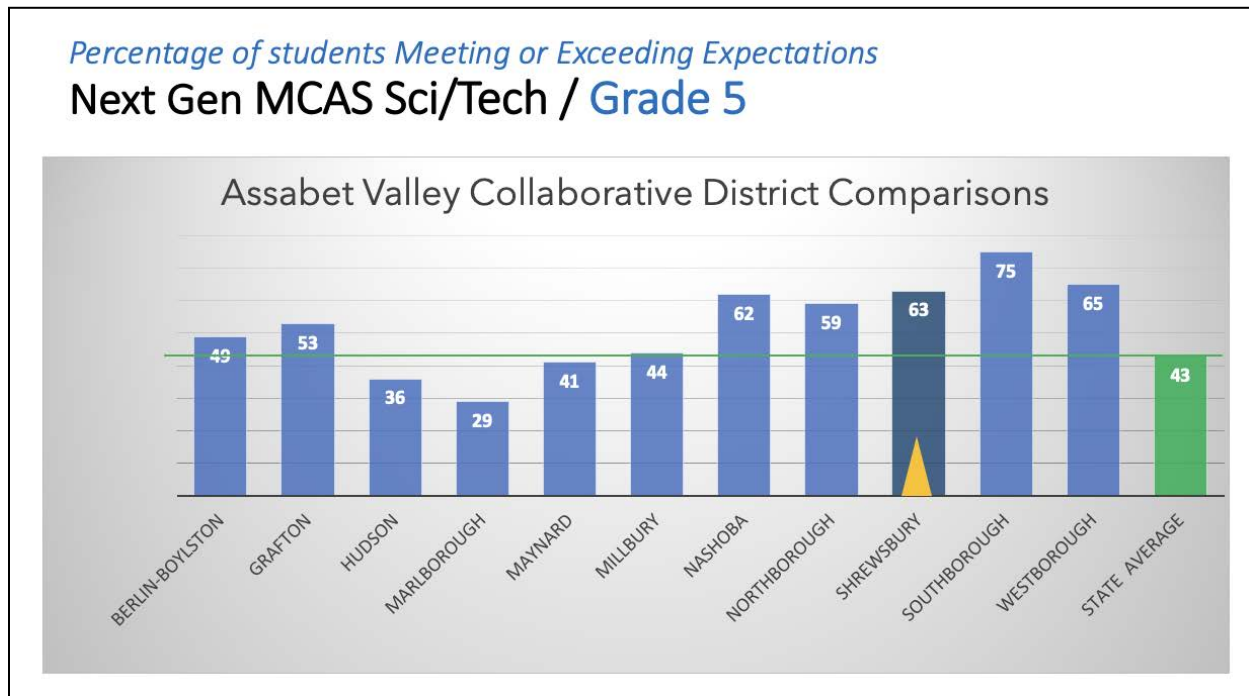
### Grade 5 Student Achievement Scores in Science

Students at this level took a new exam in 2019, thereby establishing a new baseline for the grade span. In 2022, 64% of students in Grade 5 met or exceeded state benchmarks in Science, an increase of 1% from 2019.

% by level	2019	2021	2022
Proficient (Exceeding + Meeting)	63	59	64
Exceeding	12	13	12
Meeting	51	46	52
Partially Meeting	31	34	30
Not Meeting	5	6	6



Here's how our Grade 5 results compared to nearby districts in 2022.



As mentioned in prior reports, the timing of curriculum units in Shrewsbury has an impact on student performance. For example, our Grade 5 students are tested cumulatively on content that is taught in earlier grades, especially fourth grade. Further, during remote learning, much of the Science content was adjusted for safety and in consideration of curriculum priorities, which means students may need additional time to build prerequisite knowledge in some Science subjects. It's likely that both factors continue to impact student achievement.

## SPS Science Grade 5 Subgroup Achievement Scores

Accountability Subgroups		% Proficient by Category			
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	24	2	22	46	30
EL and Former EL	48	9	39	43	9
Low Income	36	3	33	47	17
High Needs	40	5	35	43	17

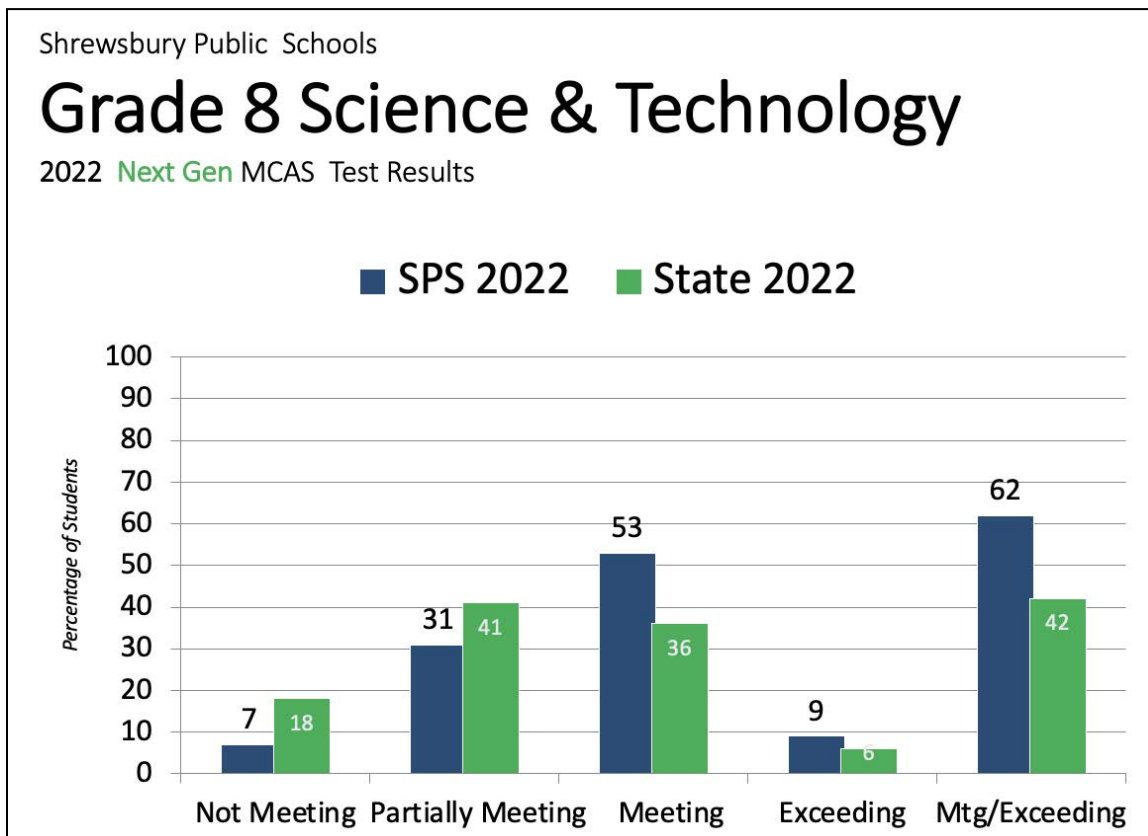
Race & Ethnicity Subgroups		% Proficient by Category			
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Asian	77	17	60	21	2
Hispanic / Latinx	41	6	35	45	14
Multi-Race, Non-Hispanic / Latinx	62	10	52	33	5
White	60	9	51	32	8

## Grade 8 Student Achievement Scores in Science

In 2019, students in Grade 8 took the “next generation” Science test for the first time as well. In 2022, 62% of students scored in the “Meeting” range or better, a result that reflects a 1% increase over 2021. While it is appropriate to compare performance of eighth graders over time, with such limited information it’s difficult to see trends at this point.

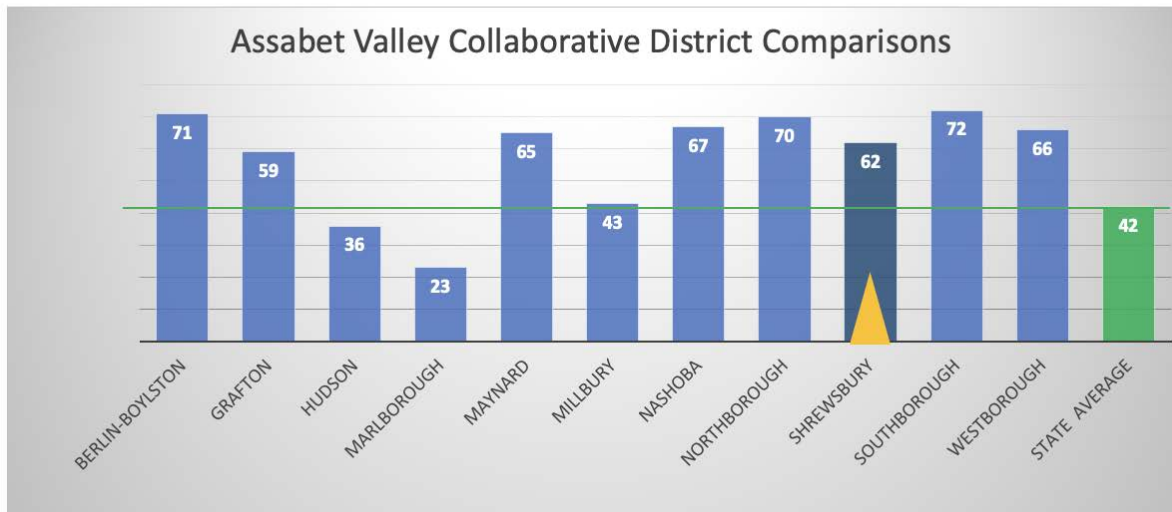
% by level	2019	2021	2022
Proficient (Exceeding + Meeting)	62	61	62
Exceeding	16	17	9
Meeting	46	44	53
Partially Meeting	33	33	31
Not Meeting	5	7	7

As shown below scores in Science for this grade band don’t compare as favorably as scores in Grade 5.

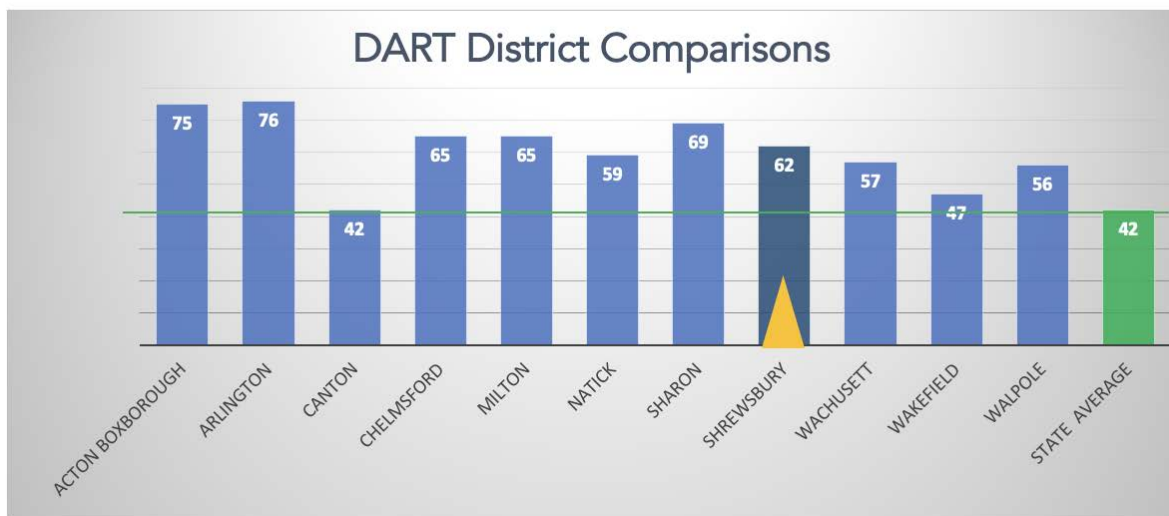




*Percentage of students Meeting or Exceeding Expectations*  
**Next Gen MCAS Sci/Tech / Grade 8**



*Percentage of students Meeting or Exceeding Expectations*  
**Next Gen MCAS Sci/Tech / Grade 8**





## SPS Science Grade 8 Subgroup Achievement Scores

Accountability Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	19	1	18	50	31
EL and Former EL	27	0	27	60	13
Low Income	42	4	38	43	15
High Needs	33	3	30	48	19

Race & Ethnicity Subgroups	% Proficient by Category				
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American / Black	67	17	50	25	8
Asian	80	14	66	18	2
Hispanic / Latinx	34	5	29	50	17
Multi-Race, Non-Hispanic / Latinx	58	3	55	31	10
White	56	7	49	37	7



## Grade 10 Science

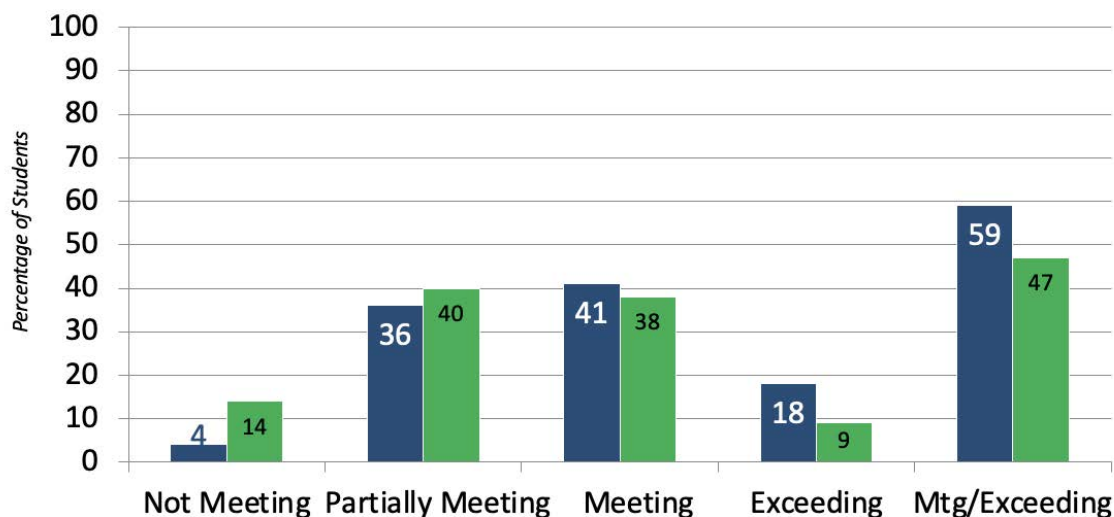
2019 was the last year that students in this grade span took the older (“legacy”) version of MCAS Science and Technology exam. As you know, the MCAS test was canceled in 2020. High school students were not required to take the Science exam in 2021. In 2022, 59% of Grade 10 students scored proficient or higher on the “next generation” version of the exam, completing the transition from the “legacy” version for all grade spans and subjects.

% by level	2021	2022
Proficient (Exceeding + Meeting)	NA	59
Exceeding	NA	18
Meeting	NA	41
Partially Meeting	NA	36
Not Meeting	NA	4

Shrewsbury Public Schools

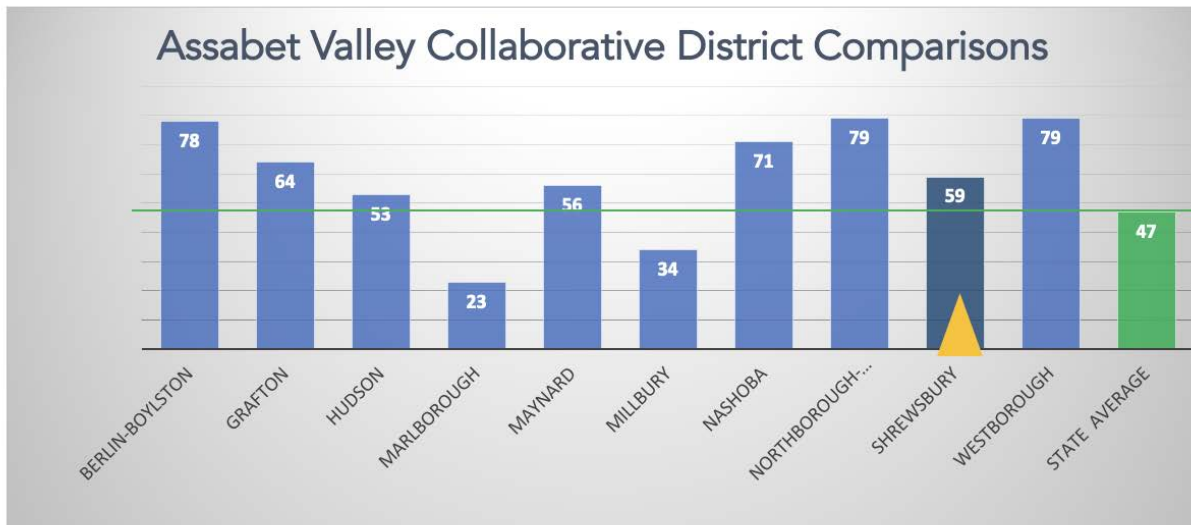
## Grade 10 Science & Technology

2022 **Next Gen** MCAS Test Results

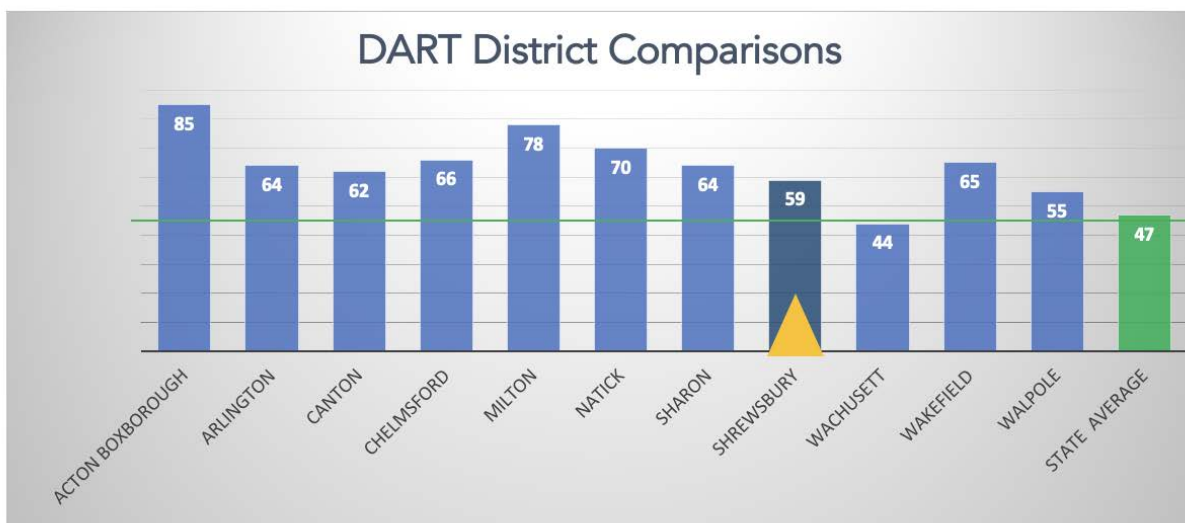


The chart below illustrates how comparison districts have transitioned to the latest version of the Science, Technology and Engineering (STE) exam.

*Percentage of students Meeting or Exceeding Expectations*  
**Next Gen MCAS Sci/Tech / Grade 10**



*Percentage of students Meeting or Exceeding Expectations*  
**Next Gen MCAS Sci/Tech / Grade 10**



## SPS Science Grade 10 Subgroup Achievement Scores

Accountability Subgroups		% Proficient by Category			
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
Students w/ Disabilities	4	0	4	63	33
EL and Former EL	41	0	41	41	18
Low Income	25	3	22	62	13
High Needs	23	2	21	61	17

Race & Ethnicity Subgroups		% Proficient by Category			
	E / M	Exceeding	Meeting	Partially Meeting	Not Meeting
African American / Black	53	16	37	37	11
Asian	80	40	40	18	1
Hispanic / Latinx	22	3	19	63	16
Multi-Race, Non-Hispanic / Latinx	65	12	53	29	6
White	53	45	8	43	4

## Trends in Science

Science achievement scores for Grades 5 and 8 show signs of recovery for most students. Scores for students in Grade 10 remain well below pre-pandemic achievement scores.

### *Percentage of Students Meeting or Exceeding Expectations*

Grade and Subject	Shrewsbury % Level M/E 2019	State Results 2019	Shrewsbury % Level M/E 2021	State Results 2021	Shrewsbury % Level M/E 2022	State Results 2022
Gr 5	63	49	60	42	63	43
Gr 8	62	46	60	41	62	42
Gr 10	88	74	N/A*	N/A	59	47


Note: Grade 10 results for spring 2021 STE are not provided because students in the class of 2023 were not required to take the STE test. Information about CD requirements is available at <https://www.doe.mass.edu/mcas/graduation.html>.

## II. Student Growth Percentile Scores (SGPs)

Assessment levels indicate how each student is achieving, relative to the state standards for that grade level and content area. Growth scores represent change in an individual student's MCAS performance from one exam to the next. By utilizing a growth measure, the state is attempting to answer the question, "How much academic progress did a student or group of students make in one year, as measured by MCAS?"

Massachusetts measures growth for individual students by comparing the change in their achievement on statewide assessments to that of their "academic peers" (all other students in the state who previously had similar historical assessment results). The comparison is expressed as a percentile, and represents how many students showed greater or lesser improvement on this year's test as compared to the performance of the cohort of students with the same achievement score history.

### Student Growth Percentiles (SGP)



- ✓ Massachusetts measures growth by comparing the change in a student's achievement scores on statewide assessments with all other students with similar test score histories.
- ✓ The rate of change is expressed as a percentile.
  - How much did Rishi improve in mathematics from 4<sup>th</sup> and 5<sup>th</sup> grade to 6<sup>th</sup> grade, relative to her academic peers?
  - If Rishi improved more than 65 percent of her academic peers, then her Student Growth Percentile (SGP) would be 65.

The state defines *moderate* (or expected) growth to be between the 40<sup>th</sup>-60<sup>th</sup> percentile, with *low* growth below the 40<sup>th</sup> percentile and *high growth* above the 60<sup>th</sup> percentile. In reviewing an individual student's result, teachers and parents might wonder, "How much did Rishi improve her math score on MCAS in 6<sup>th</sup> grade, relative to students who had the same math scores on the 4<sup>th</sup> and 5<sup>th</sup> grade math tests?" SGP scores help to answer that question: if Rishi had a higher score than 65 percent of her academic peers with the same score history, then her Student Growth Percentile (SGP) would be 65.

The growth model method operates independently of MCAS performance levels. As a result, all students may demonstrate growth. Growth percentiles are typically calculated in ELA and Mathematics for students in Grades 4 through 8 and 10, because the model requires at least two years of MCAS results to calculate growth percentiles. Therefore, no growth scores are available for Grade 3. This year The Department of Elementary and Secondary Education emphasized that districts should return to a pre-pandemic approach to calibrating student growth percentiles. For this reason SGP results for 2022 are best compared with statistics from 2019. Finally, because the Science and Technology test is only administered in grades five, eight, and nine/ten, there is no growth data produced for this test.

Analyzing student test scores over time provides us with additional information; this data helps us



monitor individual students and subgroups within the district. Importantly, it may also help us identify “bright spots,” instructional models, or grade level practices that yield exceptional outcomes for students.

### ***Aggregate Growth Percentiles***

While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles may also be aggregated to understand growth at the subgroup, school, or district level.

Initially the Department of Elementary and Secondary Education reported growth as a median percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). A typical school or district in the Commonwealth would have a median student growth percentile of 50. Beginning in 2018, the DESE moved to a growth model where the average student growth percentile replaces median SGP for school and district aggregations. Although there are areas to target for improvement that will take more time to achieve, given the scope of the impact of the pandemic our collective goal should be to accelerate student growth.

### Why measure growth?

- A way to measure progress for students at all performance levels
  - A student can achieve at a low level but still improve relative to his academic peers
  - Another could achieve well but not improve much from year to year
- Provides evidence of improvement even among those with low achievement
- Gives high achieving students and schools something to strive for beyond proficiency



Massachusetts Department of  
ELEMENTARY & SECONDARY  
EDUCATION

### ***Shrewsbury Public Schools Average SGP by Grade Span***

Results for the English Language Arts Assessment 2017-2022

Again, growth percentile scores are expected to fall within the 40-60 range. In 2022, students in all grade spans met or surpassed the state's benchmark for "moderate growth".

Given the modification of the MCAS test in 2021, student growth scores for 2022 are best compared with scores in 2019.

<b><i>ELA</i></b>	<b><i>2017</i></b>	<b><i>2018</i></b>	<b><i>2019</i></b>	<b><i>2021</i></b>	<b><i>2022</i></b>
Gr 4	58	58	56	N/A	54
Gr 5	49	52	47	30	52
Gr 6	51	53	52	39	53
Gr 7	39	55	43	34	47
Gr 8	52	54	55	38	62
Gr 10	48	58	56	52	55

### **Shrewsbury Public Schools Average SGP by Grade:**

Results for the Mathematics Assessment 2017-2022

Here again we see lower growth than is typical. Overall these statistics represent “low” growth overall, and “moderate” growth for Grade 8. Note the higher rates of growth for students in Grade 10.

<b>Math</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
Gr 4	58	58	64	N/A	58
Gr 5	47	48	51	34	37
Gr 6	44	45	42	28	61
Gr 7	40	52	43	37	42
Gr 8	54	61	61	40	57
Gr 10	57	59	63	53	68

### **V. District Subgroup Performance Trends**

As mentioned previously, comparing subgroup results to aggregate data helps educators to identify and close achievement opportunity gaps. In conducting this review it’s important to keep in mind that students may belong to multiple subgroups and therefore are counted more than once in terms of total numbers. Finally, it should be mentioned that the data we have relies on how families self-report when they register.

The table below was prepared with support from Focused Schools, a consultant group currently assisting the district with strategic planning. It serves as a helpful summary of “the big picture” because it shows how Shrewsbury’s results for most students compare to students with disabilities, students that are considered low income and students that are English learners. Why focus on these specific subgroups? Briefly, while we are resolved to monitor progress for all student subgroups, we see persistent gaps between achievement scores for students in these subgroups and aggregate scores across grade spans and administration years. Moreover, for some subgroups we see lower



rates of growth which are shaded in red in the chart below.

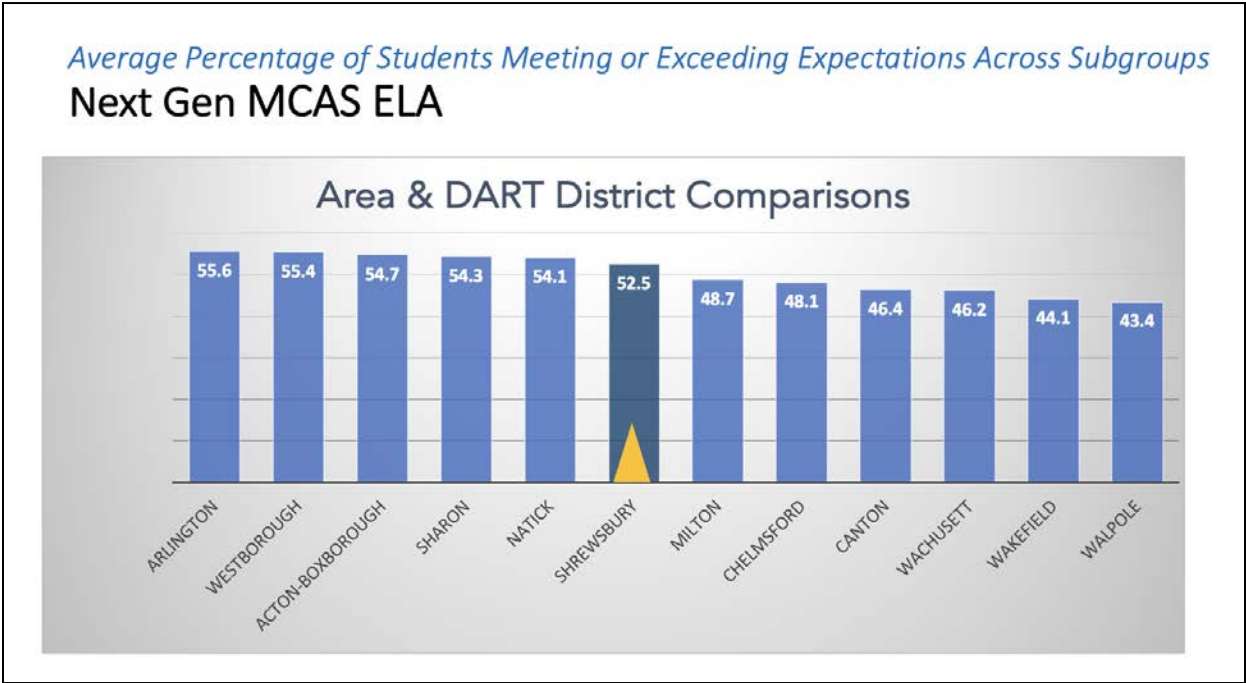
Grade Level & Subject	<i>SPS All Students</i>		<i>SPS Students with Disabilities</i>		<i>SPS Low Income</i>		<i>SPS English Learners and Former English Learners</i>	
	% E/M	SGP	% E/M	SGP	% E/M	SGP	% E/M	SGP
Gr 3 ELA	64	N/A	25	NA	33	NA	45	NA
Gr 3 Math	68	N/A	23	NA	35	NA	62	NA
Gr 4 ELA	60	54	16	41	33	49	41	46
Gr 4 Math	70	58	25	46	44	53	53	53
Gr 5 ELA	60	52	19	37	31	45	50	55
Gr 5 Math	49	37	16	27	17	31	39	37
Gr 5 Sci	63	N/A	24	NA	36	NA	48	NA
Gr 6 ELA	60	53	13	44	34	51	34	56
Gr 6 Math	70	61	17	41	37	56	40	62
Gr 7 ELA	59	47	7	36	32	50	28	48
Gr 7 Math	57	42	14	40	28	40	32	45
Gr 8 ELA	66	62	14	43	47	56	27	59
Gr 8 Math	65	57	17	47	41	47	37	56
Gr 8 Sci	62	N/A	19	NA	42	NA	27	NA
Gr 10 ELA	77	55	22	51	54	56	26	**
Gr 10 Math	74	68	15	59	40	65	35	**
Gr 10 STE	59	N/A	4	NA	25	NA	41	NA

\*Red cells denote growth rates below 50, the expected / moderate range per DESE guidelines.

Internally, Geoffrey Thayer, a district Data Specialist, conducted a more detailed analysis for all subgroups with the goal of identifying how student results in Shrewsbury compare with those of other districts. His findings show that Shrewsbury is on par with neighboring districts with regards to closing educational opportunity gaps. For example, students that identify as African American/Black in Shrewsbury generally perform better than students in the same subgroup in other districts. However, in some cases the performance of subgroups only compares well because results went down in the aggregate, so it’s important to look at trends over time.

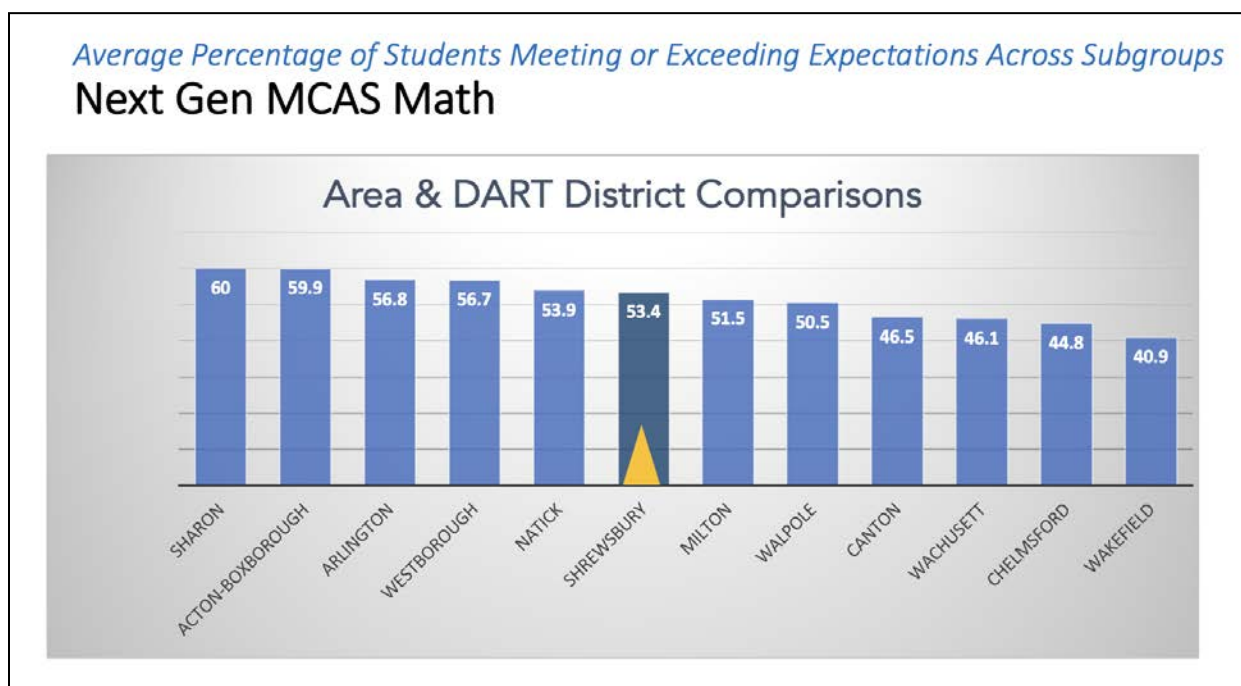
Looking across a comparison with DART districts, we can also see opportunities to improve our outcomes by learning from districts with similar enrollments. Scores for English Learners in Shrewsbury drop from Grade 3 to Grade 10, with fewer students receiving passing grades on the MCAS in the upper grades. There are some districts that do not experience this, including Acton-Boxborough and Westborough.

In 2022, 16% of Students with Disabilities in Shrewsbury (a portion of our “High Needs” group) met or exceeded expectations for the Grade 4 MCAS test in ELA, as compared to 33% of students in the “High Needs” subgroup and 60% of Grade 4 students overall. In contrast, 26% of Grade 4 Students with Disabilities in Westborough met the state benchmark in English Language Arts in 2022. The comparison data is illustrated in the charts below.



As mentioned previously, English Language Arts achievement scores were lower in 2022 than scores in Math. Additionally, scores for students in most groups were lower than the average score for the grade span. Here we see Shrewsbury as compared to districts with similar demographics. Many districts in the Assabet Valley Collaborative did not have subgroup achievement scores strong

enough to be included among the top 12 in either English Language Arts or Math.



Student data is useful only to the extent that it helps educators reflect on our practice. With the purchase of the Star screener tools we are better able to triangulate assessment information. Most importantly we are able to monitor students in Grades K-8 between MCAS administrations.

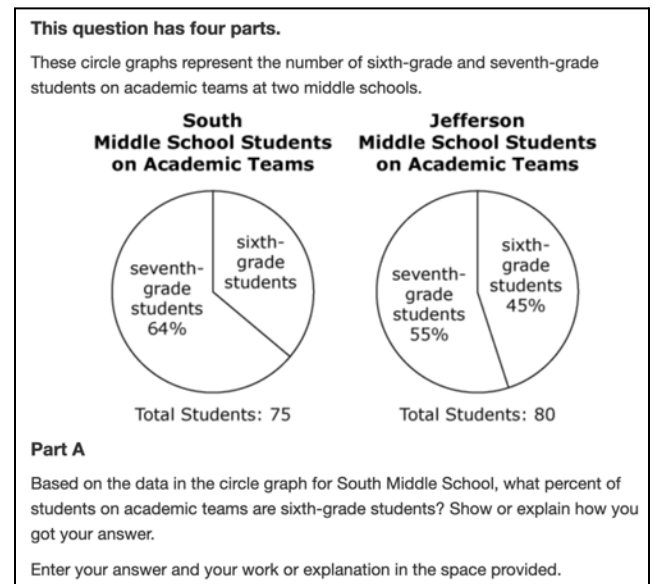
Staff look closely at the achievement gap between student subgroups as compared to the “All Students” group in various ways. As children address the content standards, students that struggle to achieve proficiency may still demonstrate high growth. For example, the growth percentiles for students with “High Needs” in English Language Arts is similar to those for most Grade 4 students. This suggests that students in both groups are growing at a similar rate.

Significantly, if students within our subgroups don’t exceed typical growth, achievement gaps between students with disabilities and typical students will widen over time. When we consider the performance of students in subgroups, there is a wide range of performance scores. It’s important to look at both achievement, which signals content mastery and growth. In Shrewsbury the rate of achievement among students in this group has increased gradually over time. Higher rates of growth will be needed to close achievement opportunity gaps, however.

## VI. Data-Informed Decision Making

Staff analyze MCAS data from the DESE portal to review student performance, identify strengths and weaknesses in specific standards, and also to examine released questions to determine how instructional planning might shift. The DESE district profile portal allows anyone to access data about standards, question types, and even to compare item scores across districts. Click [here](#) to see how it works.

Scrutinizing student results by question helps educators to align their practice with the expectations inherent in the assessment. Educators look at student work related to questions like the one depicted above/right to see which concepts they should revisit in class. Looking at the results in this way allows teacher teams to refine instructional plans together.



## VII. Next Steps

### *Using Data to Adjust Instruction*

The achievement our students experience is the result of a number of systems working together. In a typical year, partnerships between home and school, coupled with an engaging and rigorous curriculum, help students to meet rising expectations over time. Yet the past three years have been anything but typical. While data helped educators at all levels to make decisions, MCAS results took a back seat to managing absenteeism and addressing student behavioral and mental-health needs. Our educators continue to work hard to meet a variety of student needs. Increasingly, we are using data to focus specifically on academic goals.

### *Monitoring Student Progress*

The adoption of a universal screening tool for students in Grades K-8 has made it easier to monitor student progress in both English Language Arts and Mathematics in real time. Moreover, in addition to common assessment opportunities, the Star platform provides reports that empower educators to make decisions informed by recent assessment results. For example, classroom teachers can see which skills are most important for mastery, and adjust instruction accordingly. Forecasting reports enable district leaders and teacher teams alike to see which students are at the highest risk for not meeting state benchmarks. In this way we can identify individual students in need of extra support early and intervene accordingly.

For the second year in a row we noted that actual MCAS scores were within 5-10% of the scores predicted by the Star assessment. As depicted in the charts below, overall projections from last year aligned well with 2022 achievement results in each subject for most grade spans.

Grade	% Predicted to be Proficient in 2022 in Reading	Actual % Met / Exceeding in 2022 in ELA	% Difference
3	65	64	1
4	65	60	5
5	63	60	3
6	56	60	4
7	64	59	5
8	56	66	10

Grade	% Predicted to be Proficient in 2022 in Math	Actual % Met / Exceeding in 2022 in Math	% Difference
3	66	68	2
4	66	70	4
5	68*	50	18
6	36*	70	34
7	49	57	8
8	56*	66	56

\* Please note: Growth is calculated based on assessments given within the screening window. Students tested before or after that time are not included in growth statistics. Last year we adjusted test administration for some grade spans in the second trimester due to high rates of absenteeism, and results for some grades were affected.

Results from the first Star assessment given in late September of 2022 enabled us to address student needs in advance of this year's MCAS administration window. Looking at student data compels us to action. With assessment information in hand we can anticipate and respond to students in need sooner than we used to – and we should.

## *Triangulating Student Data*

The next administration of the Star assessment is scheduled to conclude on December 16, 2022. In the interim, students that scored below benchmark in September are being monitored individually. At all levels, educators are using the information they gain from common assessments to adjust instruction and to provide tiered support.

The table below reflects growth rates for current students between Star test administration windows this year. This assessment is nationally normed, so students are compared to their academic peers nationwide.

### Fall to Winter Student Growth Percentiles: Star Assessment Data

Grades	Star Early Literacy	Star Reading	Star Math
Kindergarten	62	91	N/A
Grade 1	48	61	68
Grade 2	53	60	65
Grade 3	64	61	63
Grade 4	N/A	51	71
Grade 5	N/A	50	45
Grade 6	N/A	47	59
Grade 7	N/A	44	47
Grade 8	N/A	51	64

## VIII. Conclusion

While there is still a lot of work to do, the district's commitment to using universal screening software means we need not wait to know how our students are faring. We have within our assessment tools the means to measure individual student growth and the performance of accountability subgroups in between MCAS administration. Responding effectively to data is the key to realizing the aspirations manifested within the Education Reform Act. With the pandemic behind us, I'm confident our educators will continue to see assessment data as a call to close opportunity gaps, and related tools as resources to ensure that we empower all our children.



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VI. Policy**

MEETING DATE: **01/04/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **VII. Finance & Operations**

MEETING DATE: **01/04/23**

### **A. Designated Person for School-Based Asbestos Management: Vote**

#### **BACKGROUND INFORMATION:**

All public and private K-12 schools must assign a person responsible for overseeing the management of asbestos containing materials in the school buildings. This responsible person is called the AHERA Designated Person. A bulletin summarizing the main duties of the Designated Person is enclosed. Mr. William Tuttle, Division Manager - Public Buildings, has attended the 8-hour *Asbestos Coordinator/LEA Designated Person* course at the Institute for Environmental Education, and the School Department recommends that the Committee vote to appoint Mr. Tuttle as the AHERA Designated Person for Shrewsbury Public Schools.

#### **ACTION RECOMMENDED:**

That the Committee vote to appoint Mr. William Tuttle the designated person for school-based asbestos management for all of the Shrewsbury Public Schools.

#### **STAFF AVAILABLE FOR PRESENTATION:**

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations



## **Asbestos in Schools - Guidance for AHERA Designated Persons**

### **Scope**

All public and private K-12 schools must assign a person responsible for overseeing the management of asbestos-containing materials in the school buildings. This responsible person is called the AHERA Designated Person. This bulletin summarizes the main duties of the Designated Person. Additional responsibilities and details are available in the EPA self-study guide at <http://www2.epa.gov/sites/production/files/2013-09/documents/e23.pdf>

### **General AHERA Designated Person Requirements**

The AHERA Designated Person is responsible for overseeing and ensuring that school occupants and employees are not exposed to asbestos. This means ensuring that asbestos-containing materials are maintained in good condition, and that activities which might disturb asbestos-containing materials are conducted in accordance with regulatory requirements.

#### **Identify Asbestos-Containing Materials (ACM):**

- Knowledge of ACM: the Designated Person must be familiar with the location, quantity and condition of ACM in the school.
- **Ensure suspect ACM is tested or assumed to be asbestos before it is disturbed.**
- Post warning labels in maintenance areas where ACM is located.

#### **Keep Asbestos-Containing Materials in Good Condition**

- Repair or Remove Damaged ACM: Review the school Asbestos Management Plan for consultant recommendations to repair, remove, enclose or maintain ACM in place. Implement consultant's recommendations in a timely manner.
- Implement an Operations & Maintenance (O&M) Plan to maintain ACM and prevent staff and occupant exposure.
- Conduct Periodic Surveillance of material condition every six months. Keep documentation in the Management Plan.
- Ensure a Reinspection is conducted every three years by a licensed Asbestos Inspector and Management Planner.

#### **Notify School Staff, Guardians and Contractors about ACM**

- Notify short-term workers (e.g., telephone repair workers, utility workers, HVAC, flooring, or exterminators) about the locations of ACM in their proposed work area, and restrictions to prevent disturbing the material.
- Provide annual written notification to all employees and guardians about the availability of the Asbestos Management Plan.
- Management Plans in each School Office: A copy of the school Management Plan must be kept in the school administrative office and the district administrative office for quick review by staff, vendors and guardians.

### **Ensure Activity which Disturbs Asbestos is Conducted by Qualified Workers**

- An Accredited Project Designer is required to design asbestos abatement projects.
- A Licensed Asbestos Contractor is required to conduct repair, removal or enclosure of ACM larger than 3 square/linear feet. Maintain worker sign-in logs and contractor documentation.
- 16-hour O&M training is required for abatement projects and protective measures smaller than 3 square/linear feet. Protective equipment and dust control equipment is also required.
- A Licensed Project Monitor is required to conduct clearance air samples. Maintain laboratory reports.

### **Ensure Custodial and Maintenance Staff are Trained**

- Custodial Staff who work in the vicinity of ACM must have 2-hour Asbestos Awareness Training.
- Maintenance and Custodial Staff who may disturb asbestos must have 16-hour O&M training and protective equipment.
- Designated Person must have AHERA Designated Person training.

### **Keep the Asbestos Management Plan Updated**

- The Management Plan must have a signed statement from the Designated Person affirming that the AHERA responsibilities have been, and will be met.
- Keep the Management Plan continuously updated with:
  - Periodic Surveillance documentation
  - O&M activity documentation
  - Fiber release episode documentation
  - Bulk sampling laboratory reports
  - Reinspection reports
  - Asbestos Abatement documentation, such as contractor records and clearance air sampling laboratory reports.
  - Training documentation for custodians, maintenance and Designated Person
  - Annual notification documentation

### **Resources for Designated Persons**

Self-Study Guide from EPA:

<http://www2.epa.gov/sites/production/files/2013-09/documents/e23.pdf>

Details about AHERA from EPA: <http://www2.epa.gov/asbestos/school-buildings#resources>

For more information about AHERA, please visit: [www.mass.gov/dols/ahera](http://www.mass.gov/dols/ahera), or contact Janet McKenna at 617-626-5673 with any questions or concerns.



*This is to certify that*

**William P Tuttle**

5 Sky Farm Ln, Sterling, MA 01564



*has attended the 8-hour course*

**Asbestos Coordinator/ LEA Designated Person**

Course Location

Institute for Environmental Education  
16 Upton Drive Wilmington, MA 01887

**December 12, 2022**

Course Dates

**22-4720-107-503556**

Certificate Number

Training Director

16 Upton Drive, Wilmington, MA 01887

Telephone 978.658.5272

[www.ieetrains.com](http://www.ieetrains.com)

**INSTITUTE FOR ENVIRONMENTAL EDUCATION**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

**ITEM NO: VII. Finance & Operations**

**MEETING DATE: 01/04/23**

**BACKGROUND INFORMATION:**

**ACTION RECOMMENDED:**

**STAFF AVAILABLE FOR PRESENTATION:**



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **01/04/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **01/04/23**

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **X. Approval of Minutes**

MEETING DATE: **01/04/23**

**BACKGROUND INFORMATION:**

The minutes from the School Committee Meeting held on December 14, 2022 will be provided under separate cover.

**ACTION RECOMMENDED:**

That the Committee accept the minutes from the School Committee Meeting held on December 14, 2022.

**STAFF AVAILABLE FOR PRESENTATION:**

Ms. Lynsey Heffernan, Chairperson

Mr. Jon Wensky, Secretary



## **SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **01/04/23**

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes.**
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association**
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators, and/or the Superintendent of Schools (“Purpose 2”)**

### **BACKGROUND INFORMATION:**

Executive Session is warranted for these purposes.

### **ACTION RECOMMENDED:**

Request a motion to adjourn to Executive Session:

- A. For the purpose of addressing G.L. c. 30A, § 21(a)(7) “[t]o comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements” (“Purpose 7”), Open Meeting Law, G.L. c. 30A, §§ 22(f), (g) – for the purpose of reviewing, approving, and/or releasing executive session minutes;
- B. For the purpose of addressing G.L. c. 30A, § 21(a)(3) “to discuss strategy with respect to collective bargaining or litigation if an open meeting may have a detrimental effect of the bargaining or litigating position of the public body and the chair so declares” (“Purpose 3”) - the Shrewsbury Education Association Units A and/or B, the Shrewsbury Paraprofessional Association, and/or the Cafeteria Workers Association; and
- C. For the purpose of addressing G.L. c. 30A, § 21(a)(2) “to conduct strategy sessions in preparation for negotiations with nonunion personnel or to conduct collective bargaining sessions or contract negotiations with nonunion personnel” – non-union administrators, and/or the Superintendent of Schools (“Purpose 2”) where deliberation in an open meeting may have a detrimental effect on the bargaining position of the public body; and return to Open Session only for the purpose of adjourning for the evening.

### **STAFF AVAILABLE FOR PRESENTATION:**

Dr. Joseph M. Sawyer, Superintendent of Schools  
Ms. Barbara A. Malone, Executive Director of Human Resources  
Mr. Patrick C. Collins, Assistant Superintendent for Finance and Operations





**SHREWSBURY PUBLIC SCHOOLS  
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**