



**ABINGTON**  
PUBLIC SCHOOLS



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# **MCAS 2025 Review**

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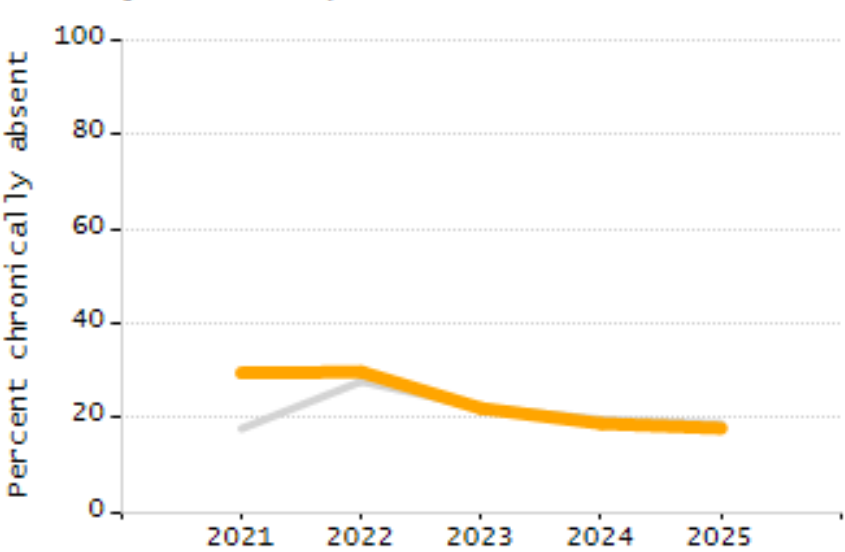
**Jason Scott, *History and Business Department Head***

# STATE MCAS Results

| Subject | Grade | 2025 %<br>M/E | % M/E change<br>compared to<br>2024 | % M/E change<br>compared to<br>2019 |
|---------|-------|---------------|-------------------------------------|-------------------------------------|
| ELA     | 3-8   | 42            | +3                                  | -10                                 |
| ELA     | HS    | 51            | -6                                  | -10                                 |
| Math    | 3-8   | 41            | 0                                   | -8                                  |
| Math    | HS    | 45            | -3                                  | -14                                 |
| Science | 5 & 8 | 42            | +1                                  | -3                                  |
| Science | HS    | 46            | -3                                  | N/A                                 |
| Civics  | 8     | 39            | N/A                                 | N/A                                 |

# APS vs. State Attendance Data

Chronically absent rate (% of students absent 10% or more each year)



| Org Name | Absent rate          | 2021    | 2022    | 2023    | 2024    | 2025    |
|----------|----------------------|---------|---------|---------|---------|---------|
| Abington | Students Incl        | 2,217   | 2,266   | 2,245   | 2,233   | 2,235   |
|          | Chronically absent # | 653     | 674     | 493     | 419     | 397     |
|          | Chronically absent % | 29.5%   | 29.7%   | 22.0%   | 18.8%   | 17.8%   |
| State    | Students Incl        | 937,090 | 947,168 | 946,517 | 949,726 | 944,518 |
|          | Chronically absent # | 165,632 | 262,191 | 210,358 | 187,102 | 177,218 |
|          | Chronically absent % | 17.7%   | 27.7%   | 22.2%   | 19.7%   | 18.8%   |

Massachusetts defines **Chronically Absent** as missing at least 10% of days enrolled (e.g., 18 days absent if enrolled for 180) regardless of whether the absences are considered excused, unexcused and/or for disciplinary reasons. Being chronically absent can have a significant impact on a student's ability to read at grade level, perform academically, and graduate on time.

# HEALTHY ATTENDANCE PRACTICES



## See You in Class!

- ☒ Have a runny nose or a little cough, **but no other symptoms**
- ☒ No fever-reducing medicine for 24-hours, and **no fever** (temp. of 100.4 or higher) during that time
- ☒ No throwing up or diarrhea for 24-hours

### HEADING TO SCHOOL!

#### What should I know?

Missing just one day of school every two-weeks is equal to 20-days per year, which is 4-weeks per year, and would equal 1.5 years of missed learning from Kindergarten to grade 12.

A day of missed school is a lost opportunity for academic growth and social development. By coming to school **every day they're not sick**, your child is gaining the academic and social skills to be successful in life.



## Best to Stay Home.

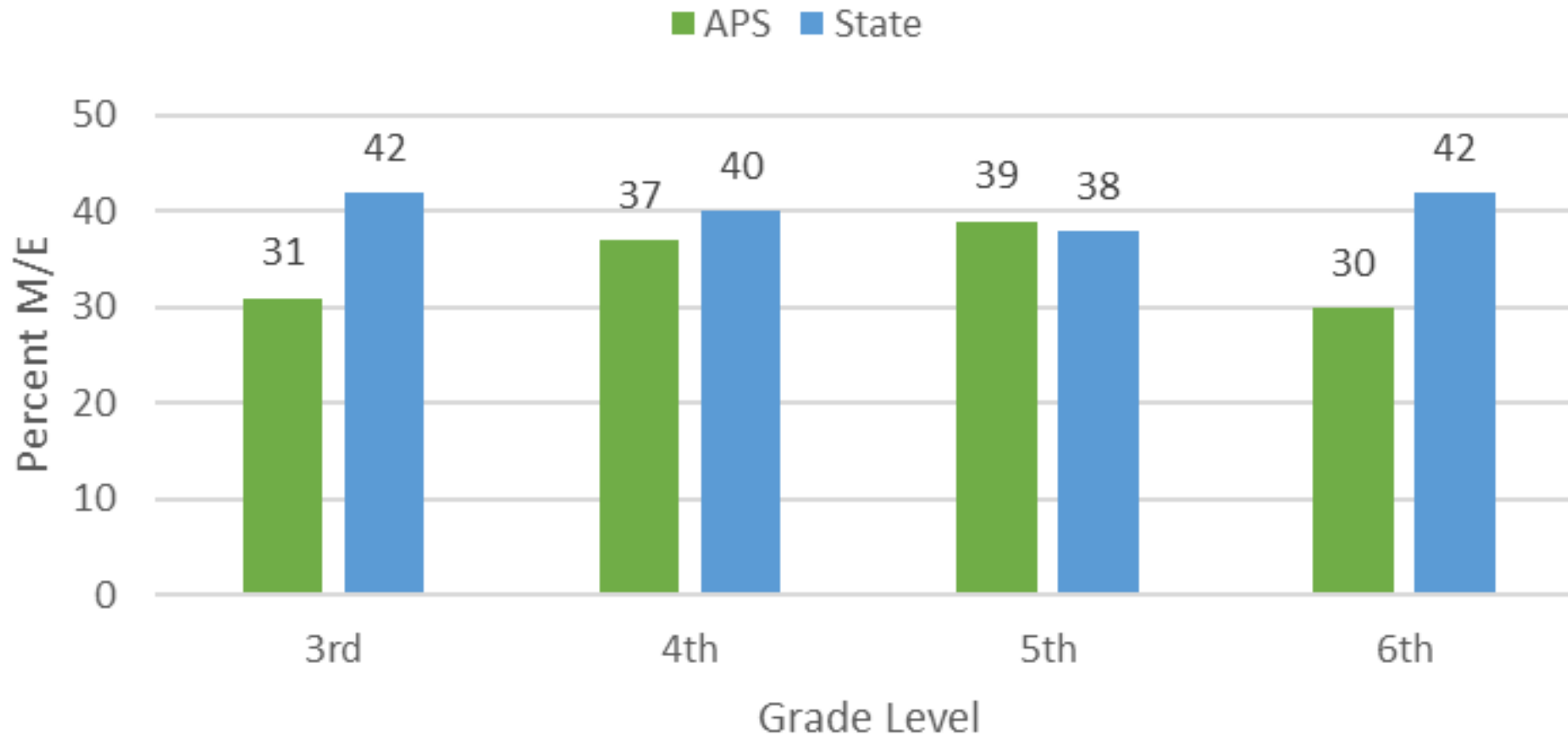
- ☒ Temperature higher than 100.4 (with or without medicine)
- ☒ Persistent cough
- ☒ Throwing up or diarrhea
- ☒ Eyes are pink and crusty
- ☒ Instructed by doctor to isolate from others

### MY STUDENT IS STAYING HOME.

#### What should I do next?

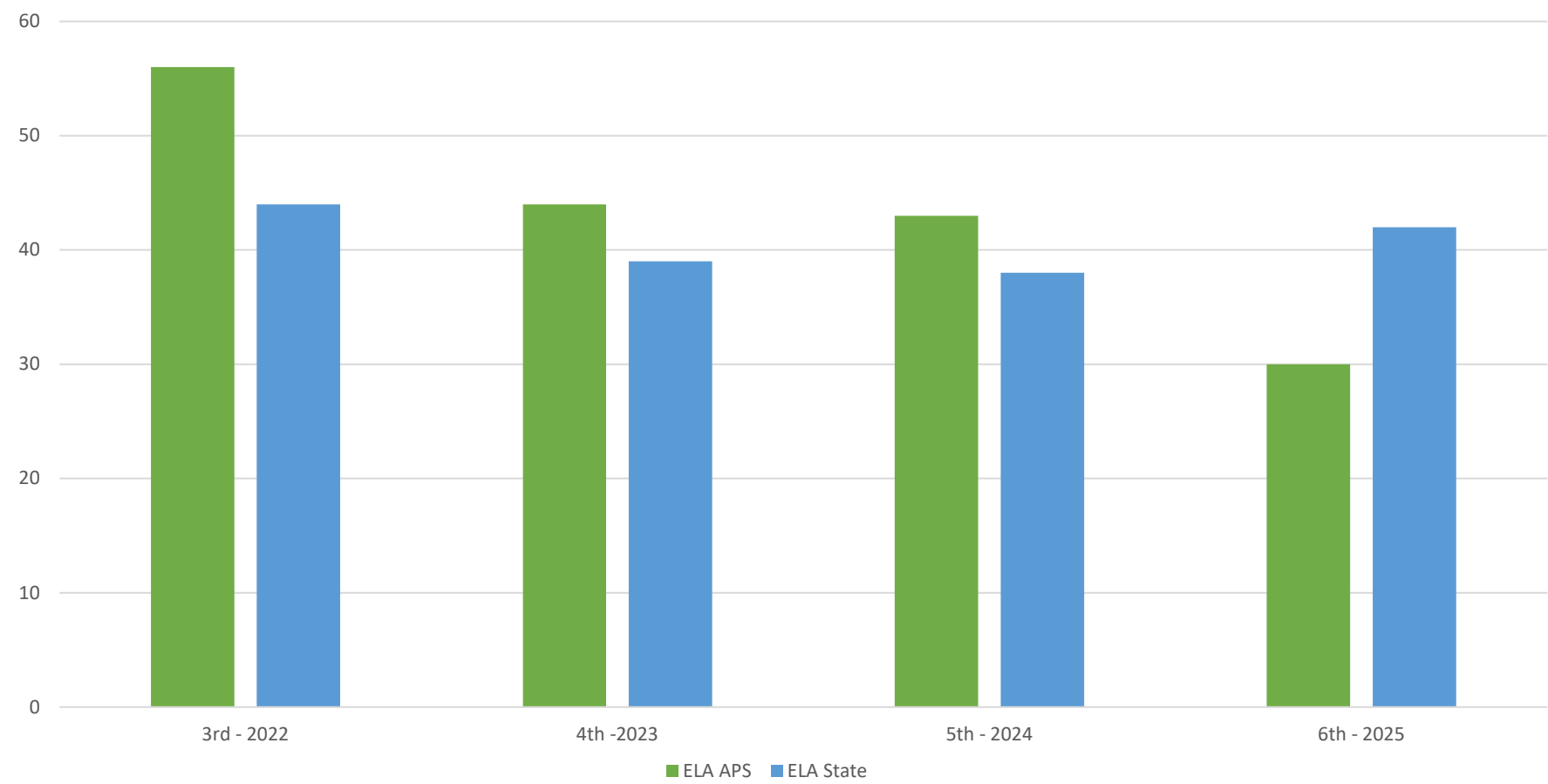
- 1** Notify the school by phone as soon as possible (phone numbers and times noted below)
- 2** Repeat this checklist every morning. We hope to see your student back soon!

## ELA MCAS: School vs. State 2025 Meeting/Exceeding Expectations



| Abington<br>vs. State | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|-----------------------|---------|---------|---------|---------|
|                       | -11     | -3      | +1      | -12     |

Current Grade 7 ELA

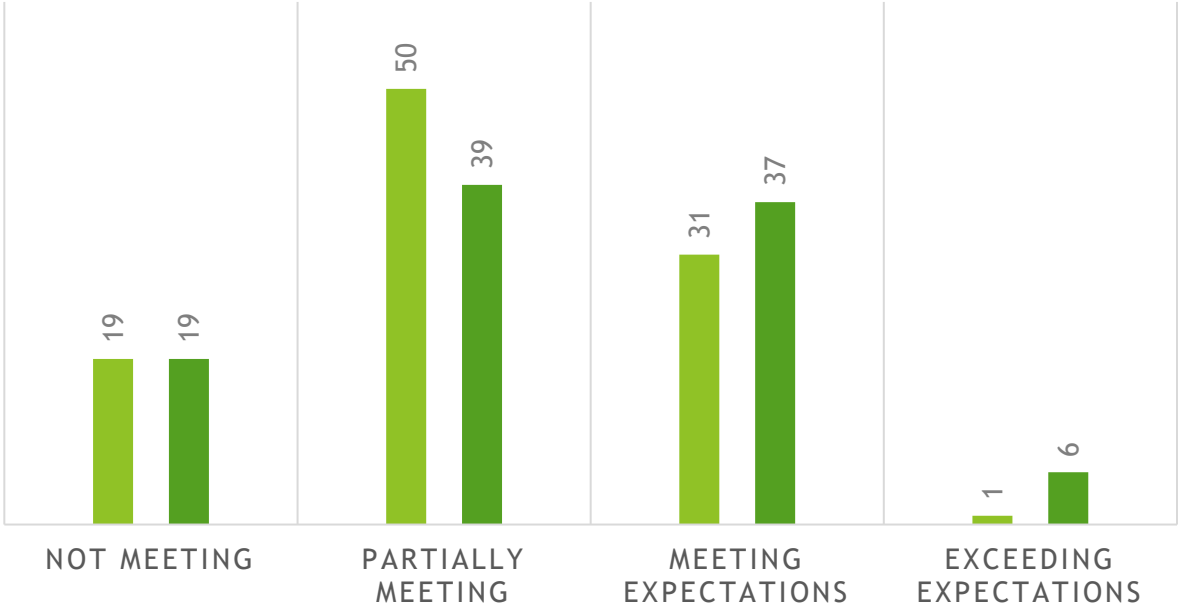


Current Grade 7 Cohort’s Annual Performance (Does not account for move ins/outs)

| Abington vs. State | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--------------------|---------|---------|---------|---------|
|                    | +12     | +5      | +5      | -12     |

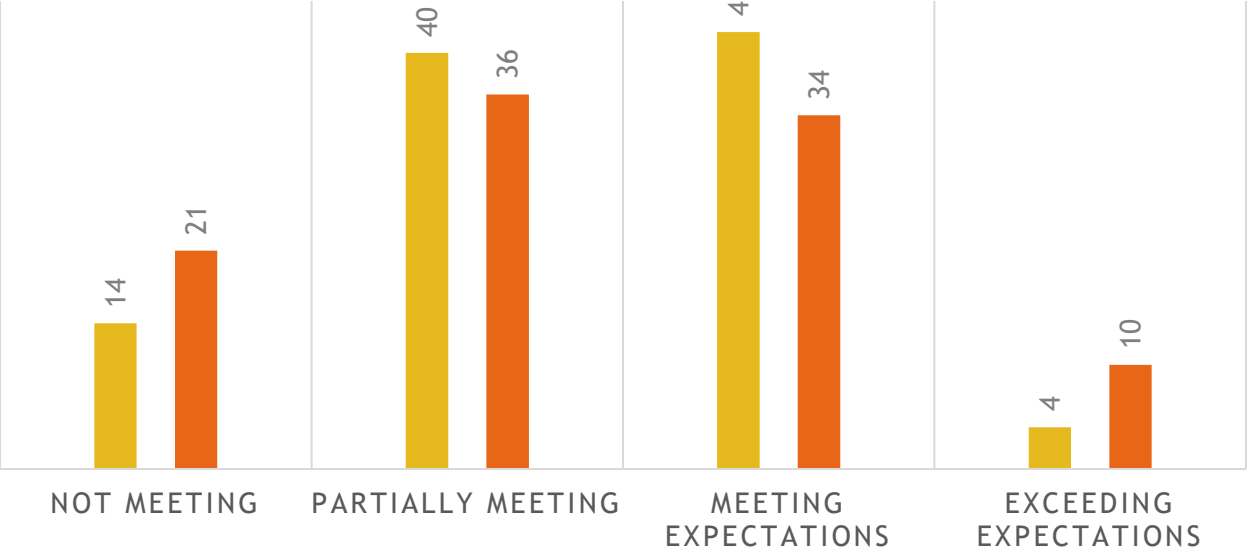
# GRADE 3 ELA

■ ELA ■ State ELA



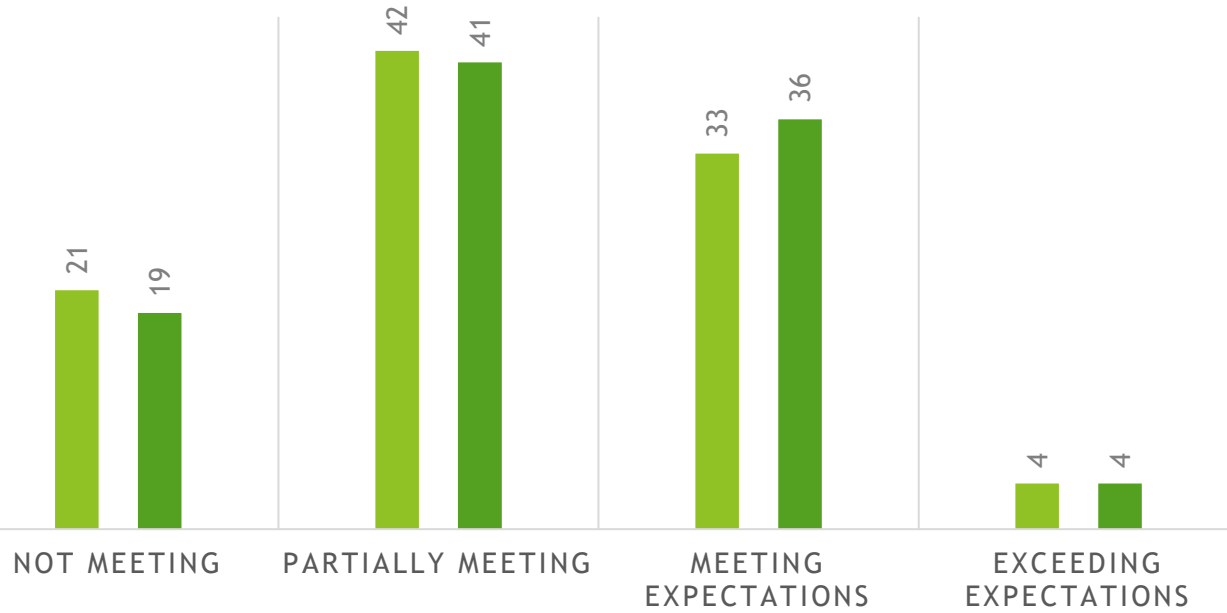
# GRADE 3 MATH

■ Math ■ State Math



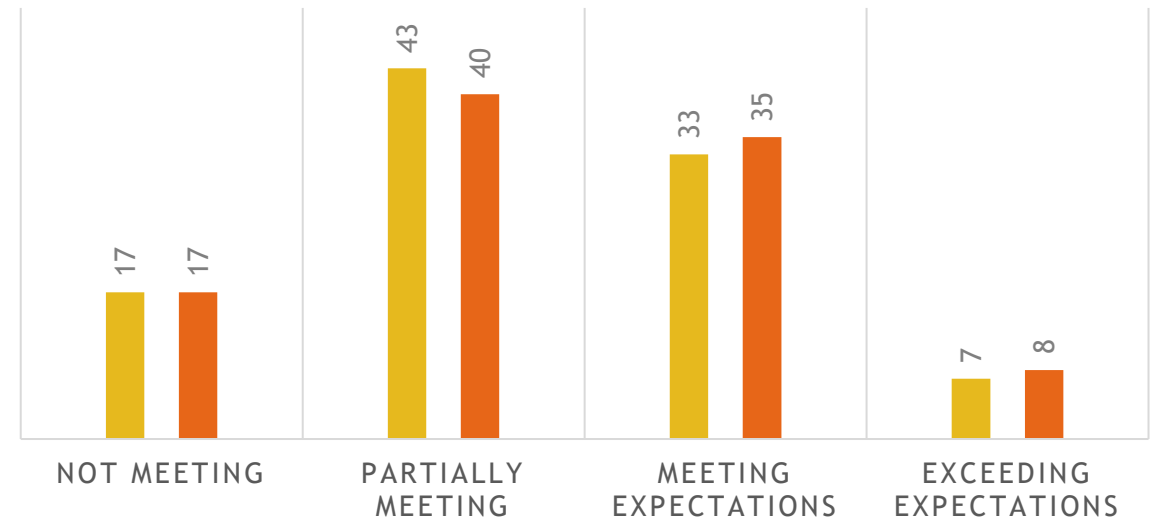
## GRADE 4 ELA

■ ELA ■ State ELA



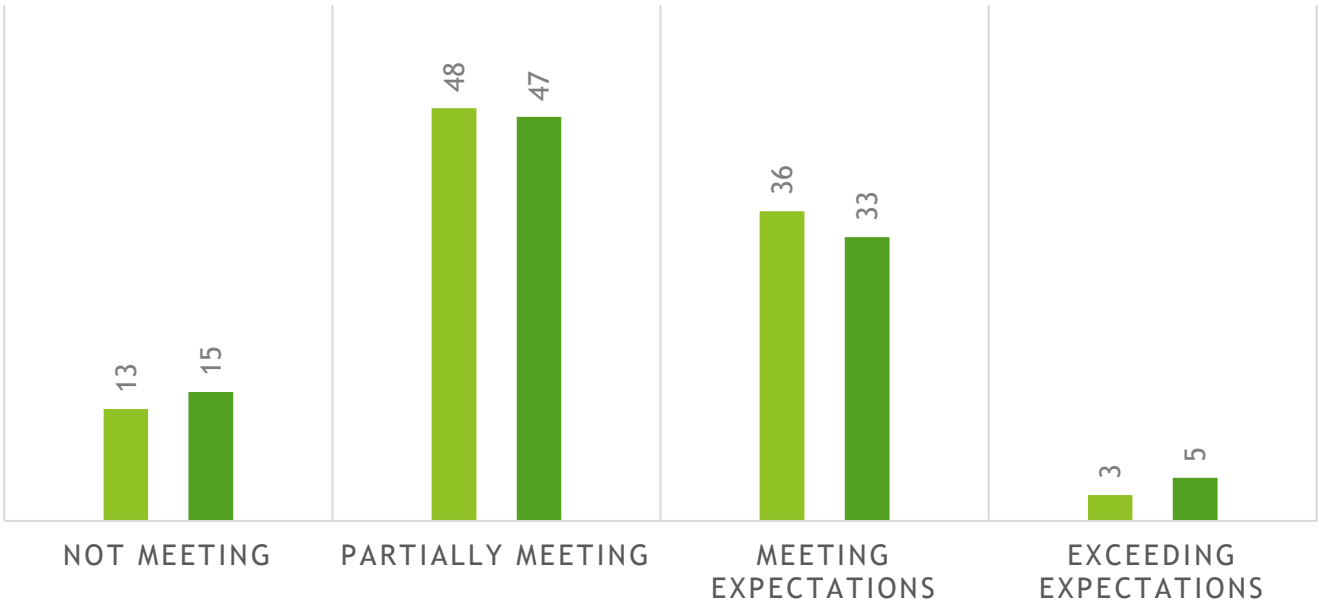
## GRADE 4 MATH

■ Math ■ State Math



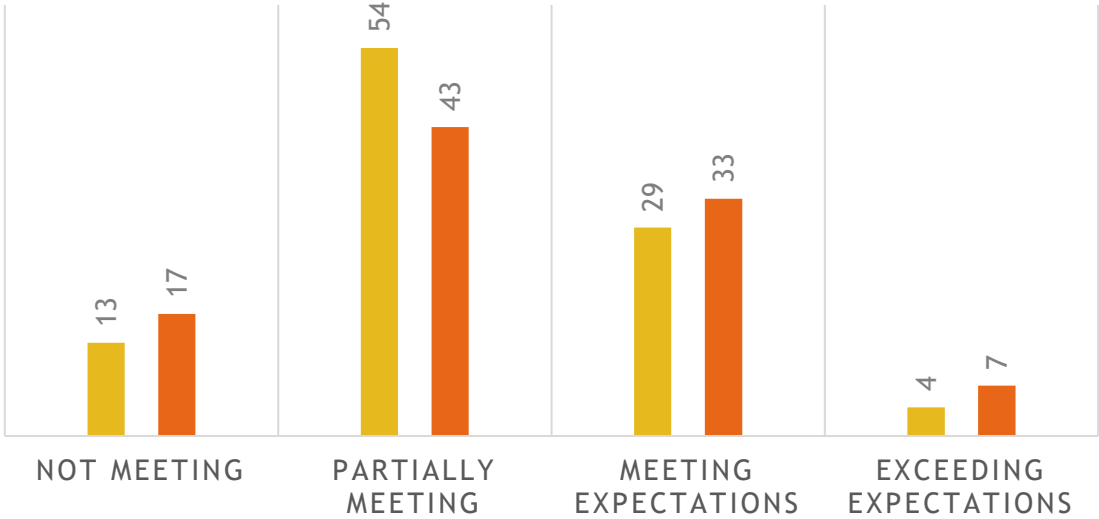
# GRADE 5 ELA

■ ELA ■ State ELA



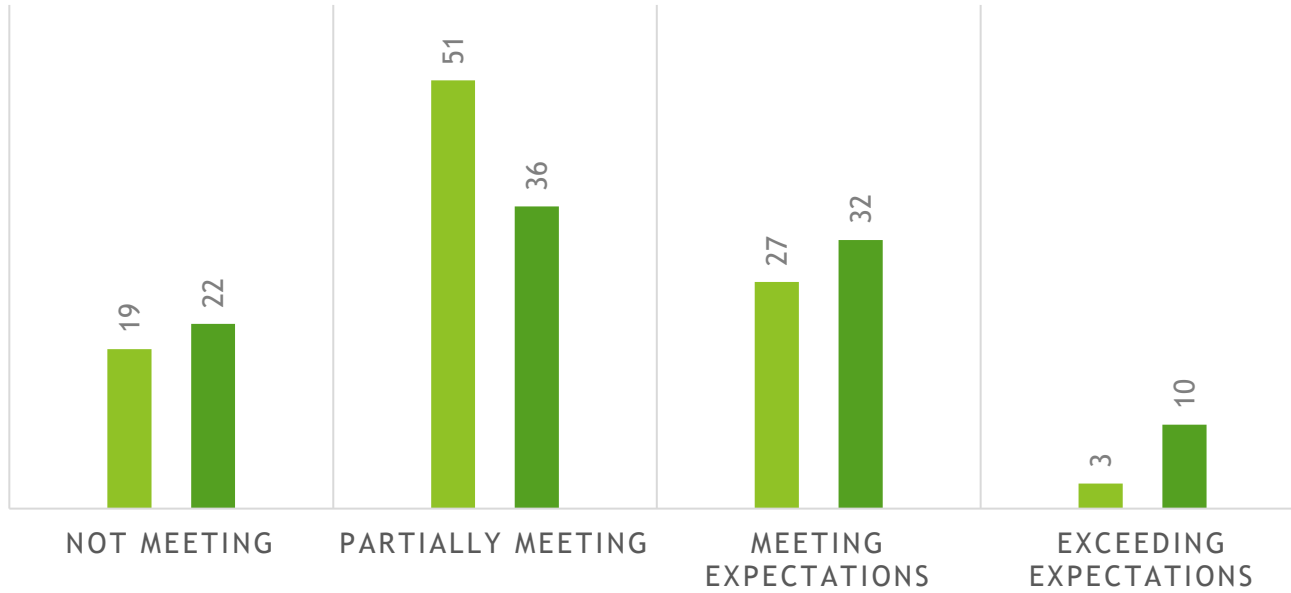
# GRADE 5 MATH

■ Math ■ State Math



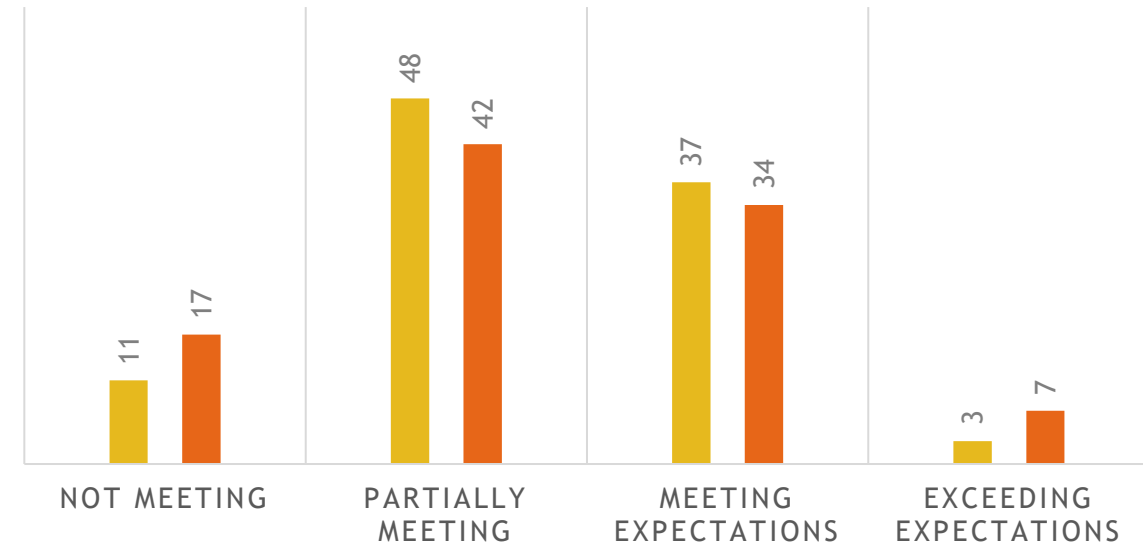
## GRADE 6 ELA

■ ELA ■ State ELA



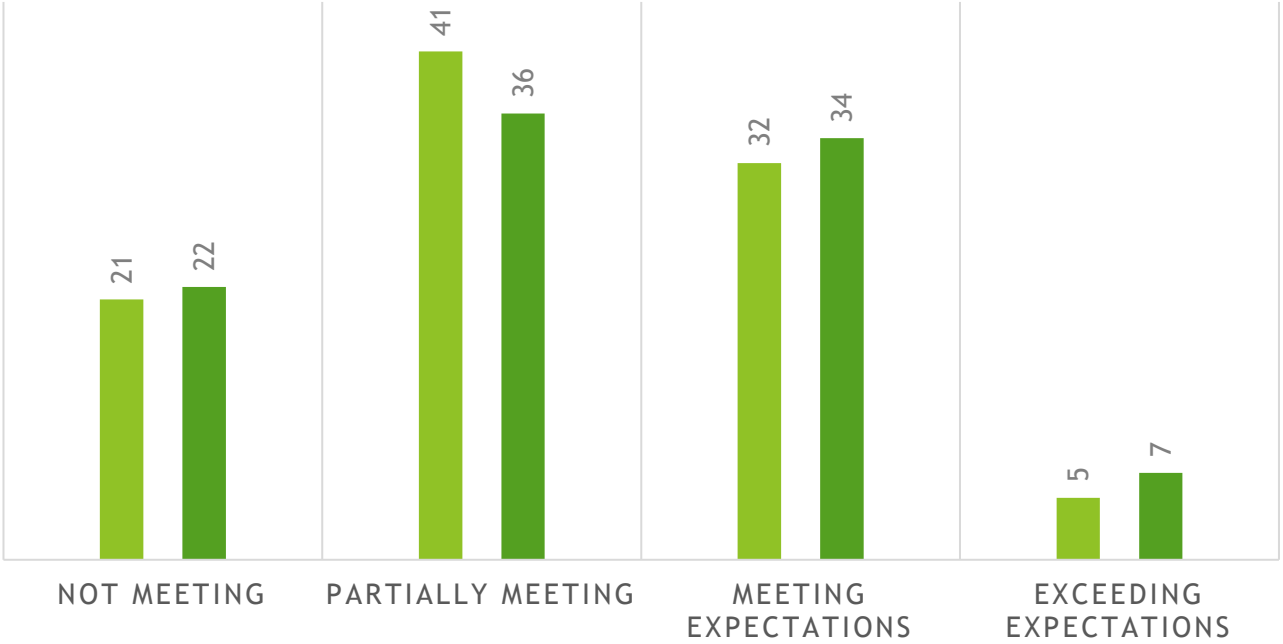
## GRADE 6 MATH

■ Math ■ State Math



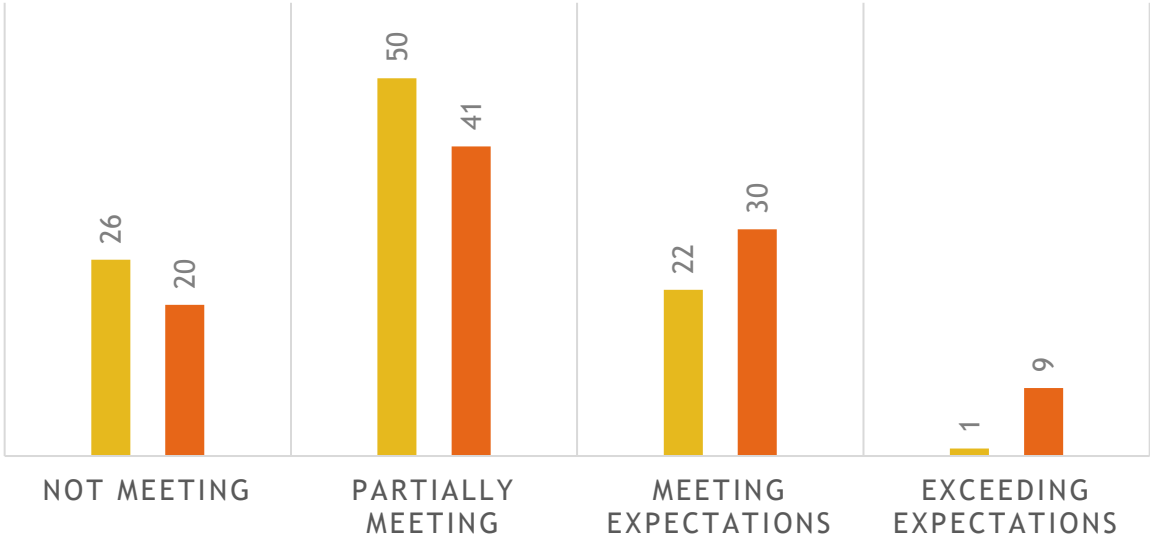
# GRADE 7 ELA

■ ELA ■ State ELA



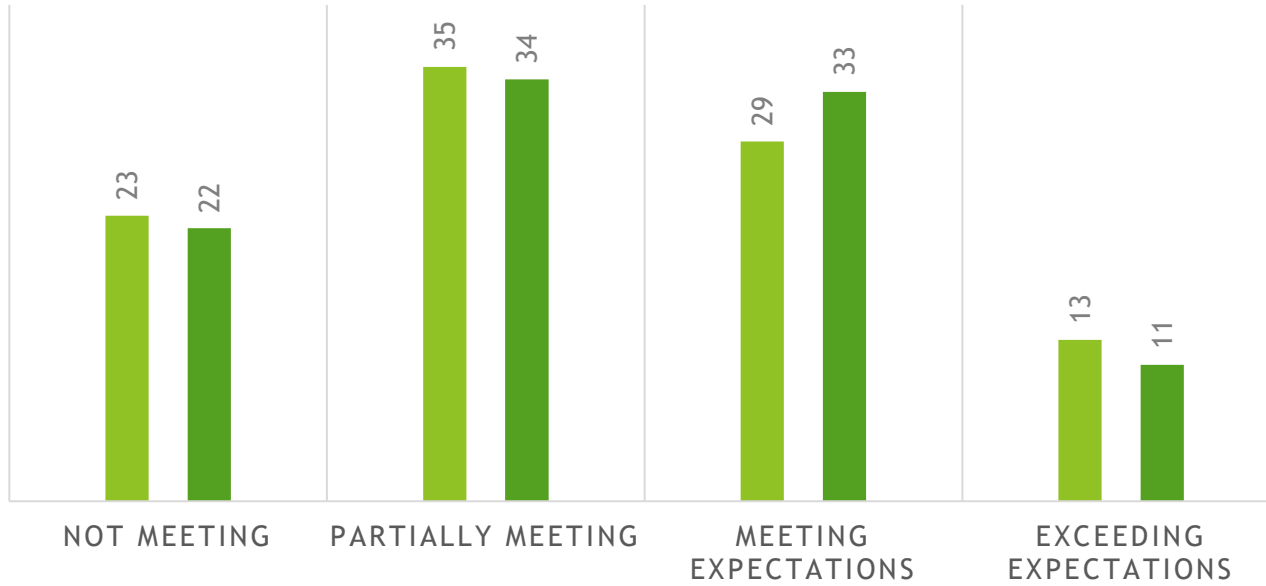
# GRADE 7 MATH

■ Math ■ State Math



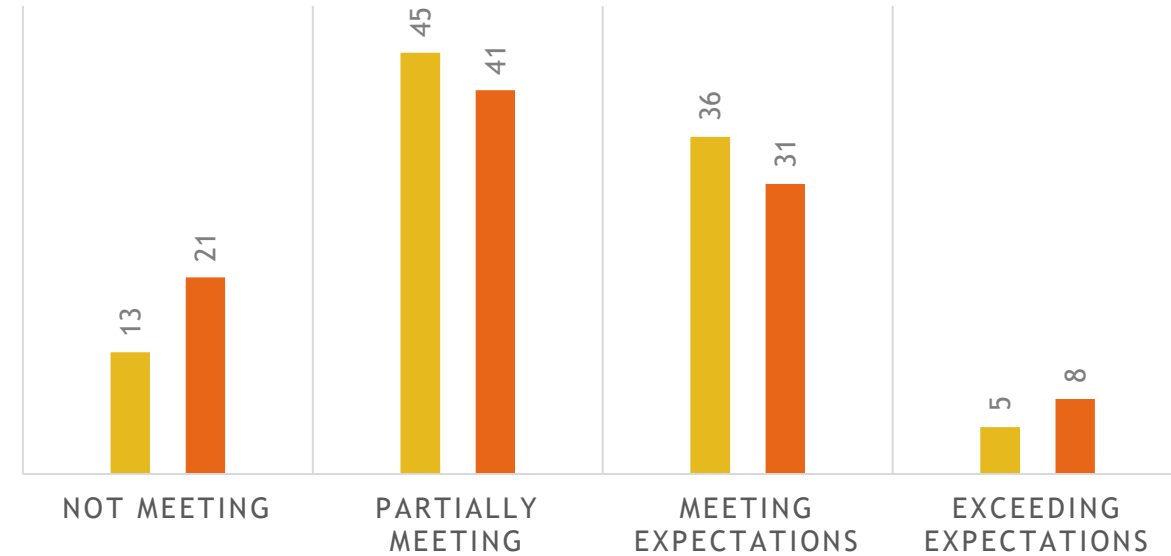
## GRADE 8 ELA

■ ELA ■ State ELA



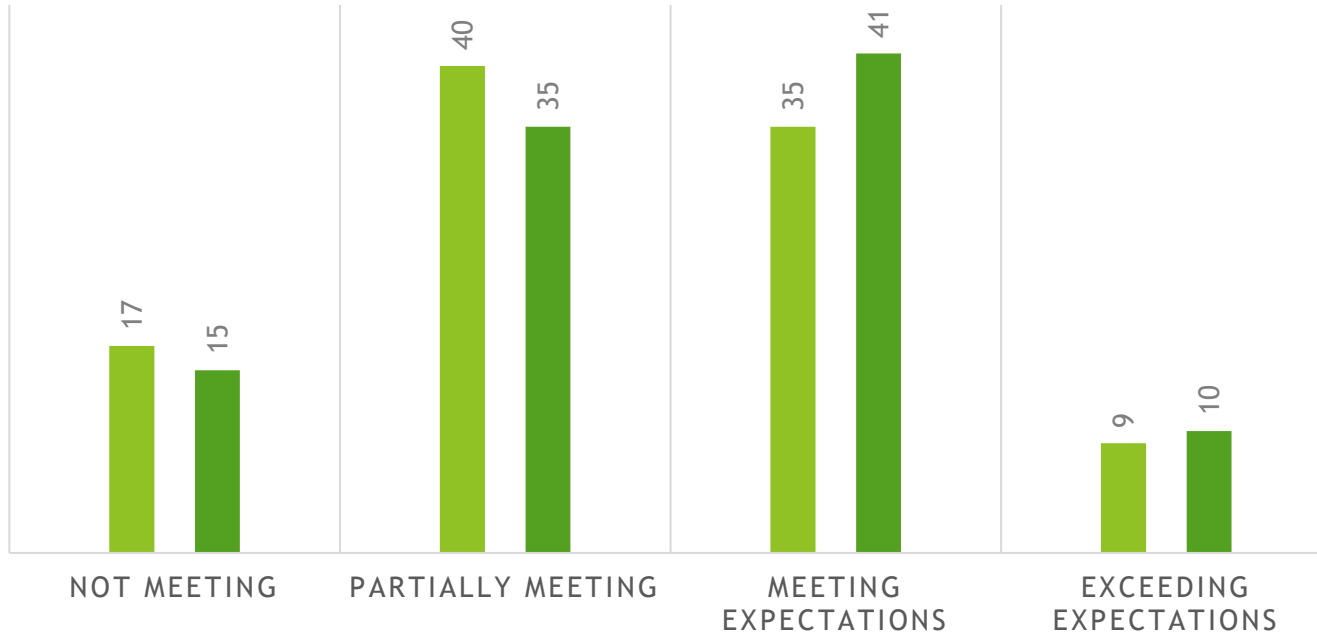
## GRADE 8 MATH

■ Math ■ State Math



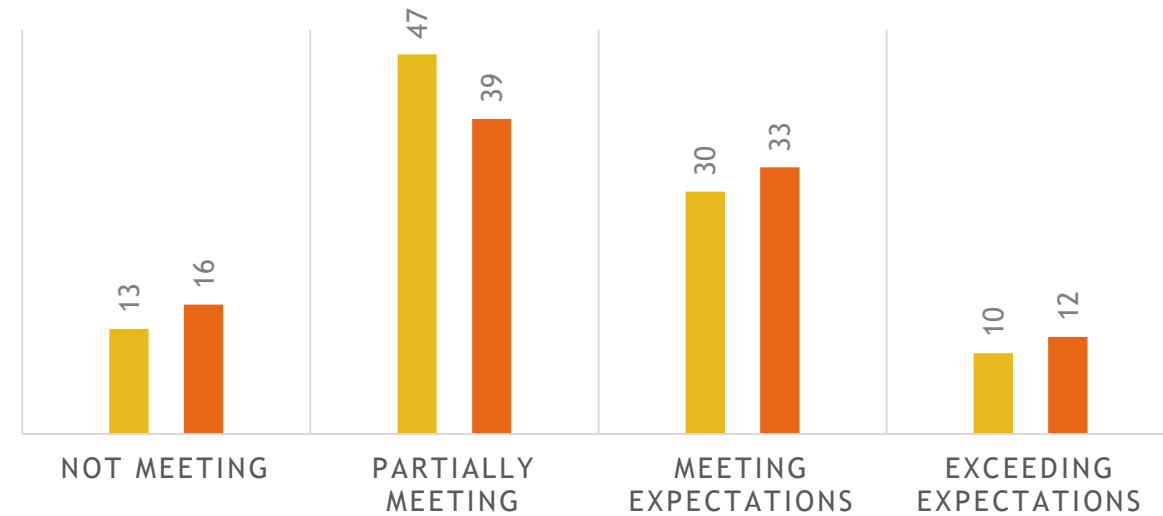
## HS ELA

■ ELA ■ State ELA



## HS MATH

■ Math ■ State Math



# i-Ready Reading Results Spring 2025

| Grade   | Overall Grade-Level Placement                                                      |  |  |  |  |  | Students Assessed/Total |
|---------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|
| Grade 3 |  | 32%                                                                                 | 32%                                                                                 | 19%                                                                                 | 14%                                                                                 | 3%                                                                                  | 177/179                 |
| Grade 4 |  | 35%                                                                                 | 17%                                                                                 | 35%                                                                                 | 6%                                                                                  | 7%                                                                                  | 194/194                 |
| Grade 5 |  | 27%                                                                                 | 24%                                                                                 | 24%                                                                                 | 16%                                                                                 | 9%                                                                                  | 161/167                 |
| Grade 6 |  | 41%                                                                                 | 11%                                                                                 | 29%                                                                                 | 9%                                                                                  | 9%                                                                                  | 169/173                 |

# 3-6 ELA Areas of Strength and Growth

## Strengths:

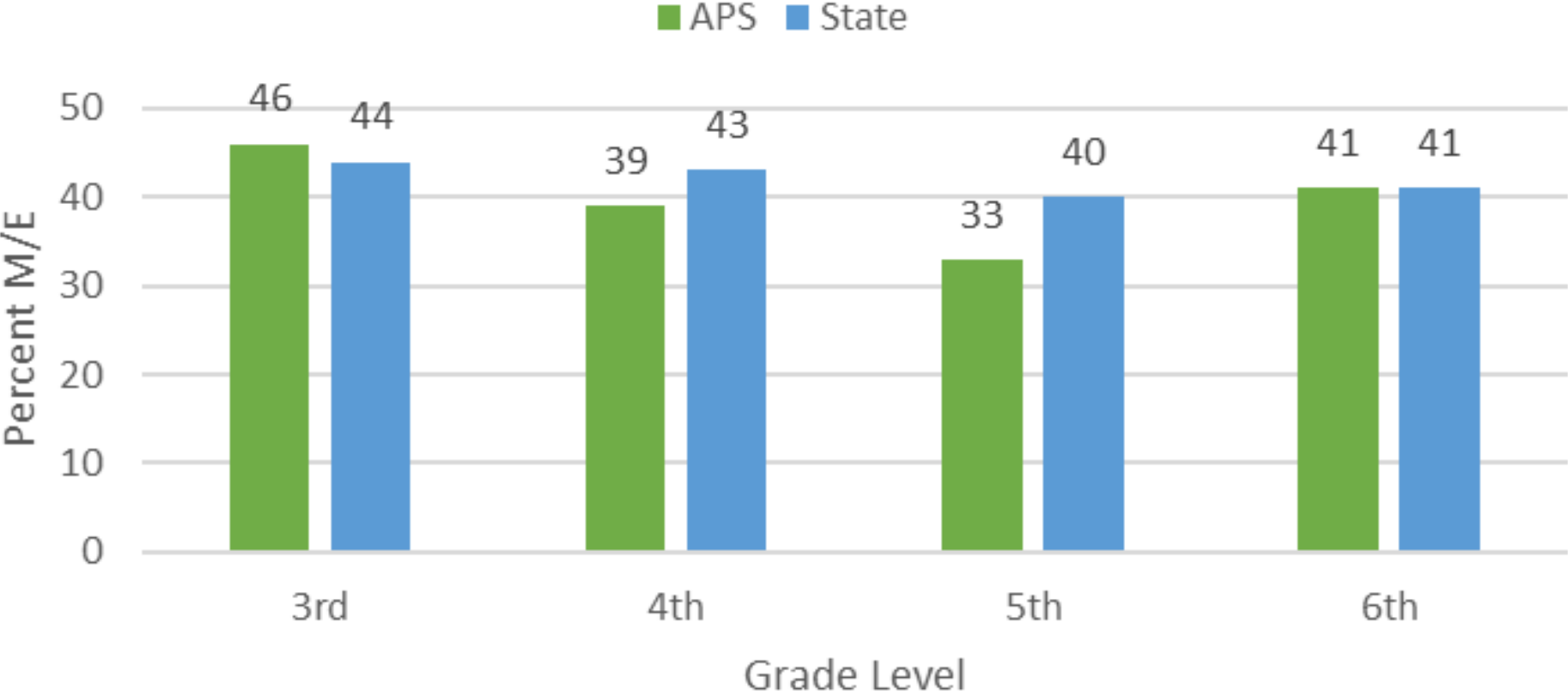
- ✓ Intervention supports for all students
- ✓ Systematic/explicit phonics instruction K-4
- ✓ i-Ready Diagnostic Assessment data informs small group instruction

## Recommendations:

- Increase family engagement from teachers and schools related to the value of MCAS testing as one snapshot measure of student performance
- Enhance student engagement through small groups, stations, and independent work
- Ensure all K-6 teachers are using i-Ready data effectively
- Continue K-5 ELA curriculum review/selection process via PRISM II Grant for SY26-27 Implementation

# Math MCAS: School vs. State 2025

## Meeting/Exceeding Expectations



| Abington<br>vs. State | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|-----------------------|---------|---------|---------|---------|
|                       | +2      | -4      | -7      | -       |

# i-Ready Math Results Spring 2025

| Grade   | Overall Grade-Level Placement                                                      |  |  |  |  |  | Students Assessed/Total |
|---------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------|
| Grade 3 |  | 34%                                                                                 | 28%                                                                                 | 30%                                                                                 | 7%                                                                                  | 1%                                                                                  | 176/178                 |
| Grade 4 |  | 42%                                                                                 | 20%                                                                                 | 29%                                                                                 | 6%                                                                                  | 4%                                                                                  | 194/194                 |
| Grade 5 |  | 29%                                                                                 | 30%                                                                                 | 30%                                                                                 | 7%                                                                                  | 4%                                                                                  | 165/167                 |
| Grade 6 |  | 36%                                                                                 | 27%                                                                                 | 24%                                                                                 | 2%                                                                                  | 10%                                                                                 | 172/173                 |

# 3-6 Math Areas of Strength and Growth

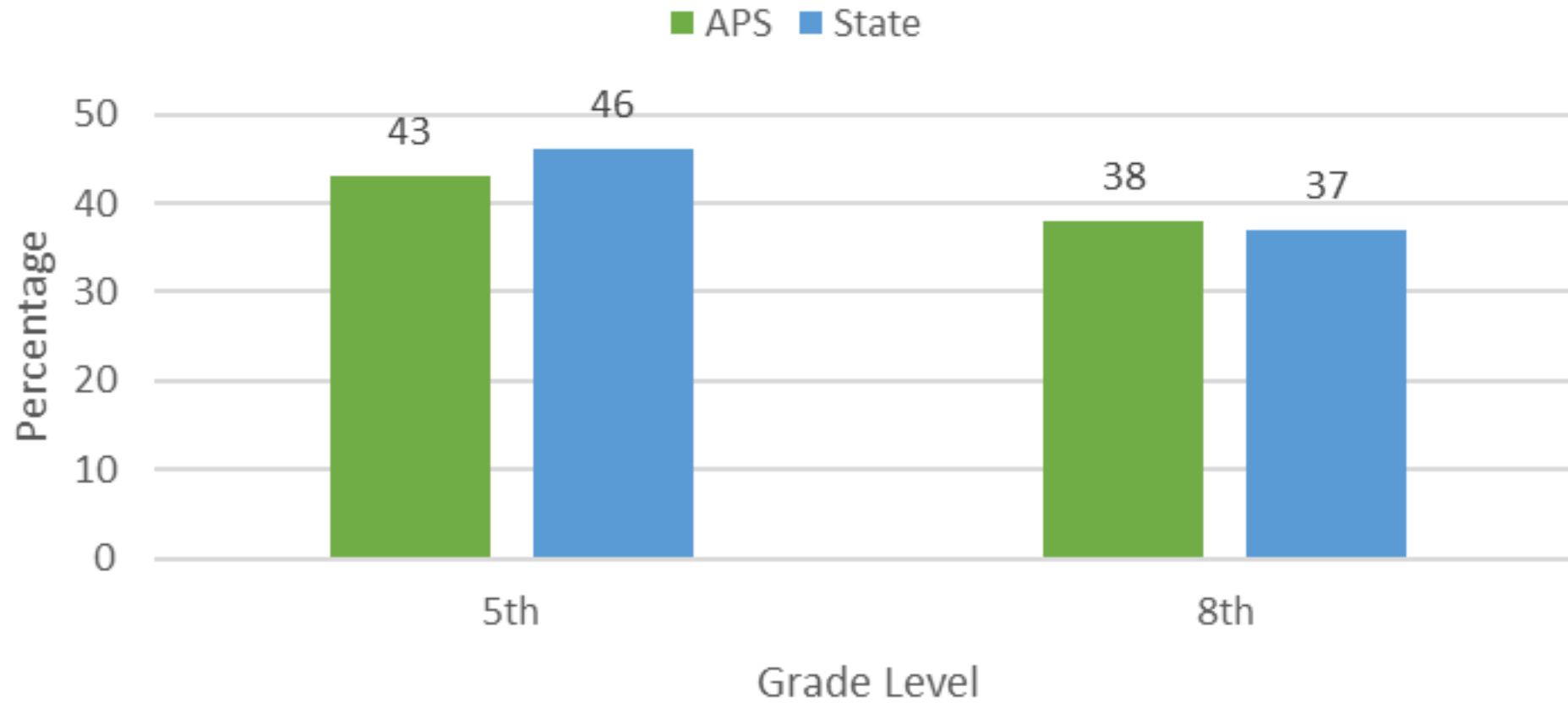
## Strengths:

- ✓ Intervention supports for all students
- ✓ i-Ready Diagnostic Assessment data informs small group instruction

## Recommendations:

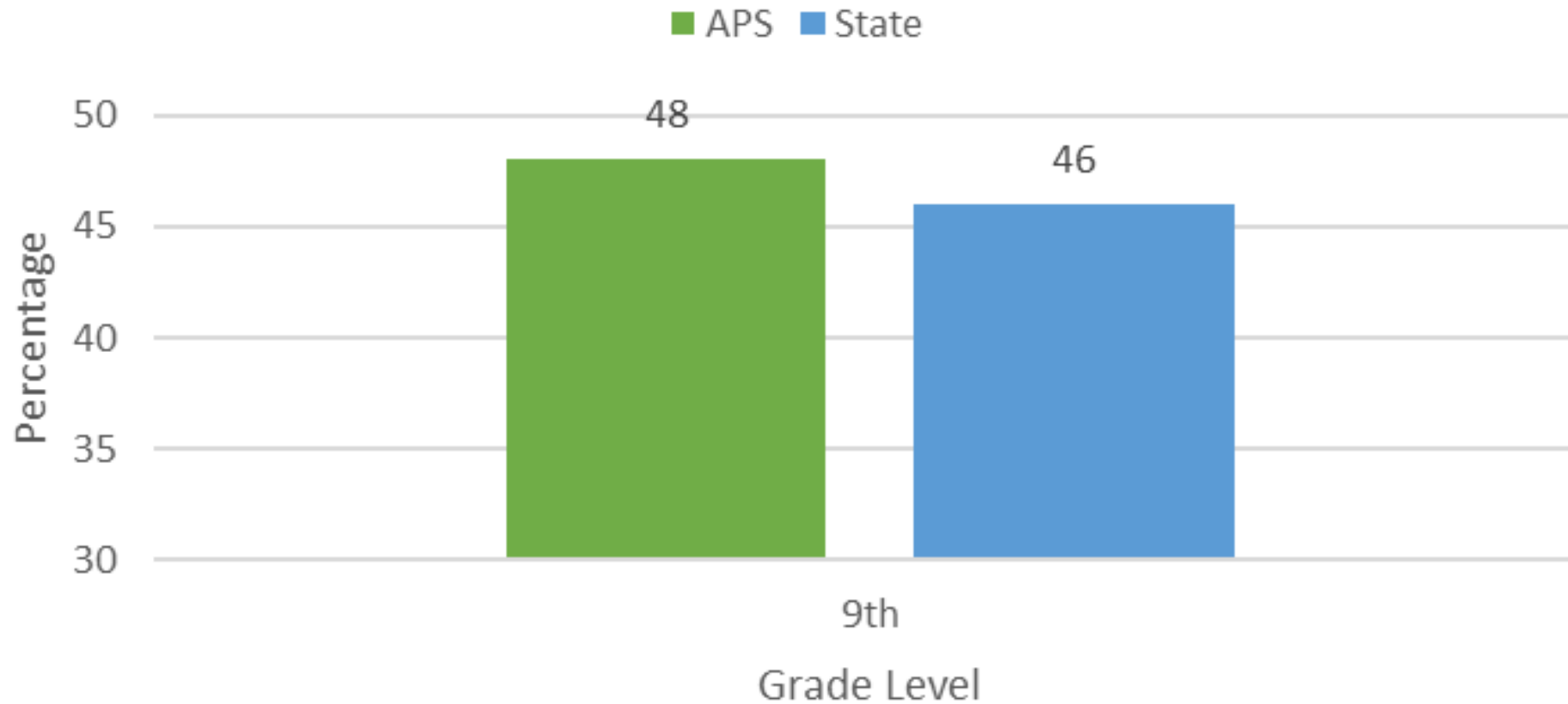
- Enhance student engagement through small groups, stations, and independent work
- Incorporate Professional Development on data-informed small group instruction in Math
- Embed more strategies in grades 5 & 6 from Building Thinking Classrooms
- Lay groundwork for a K-6 Math curriculum review that will take place in SY26-27

## Science MCAS: School vs. State 2025 Meeting/Exceeding Expectations



| Abington<br>vs. State | Grade 5 | Grade 8 |
|-----------------------|---------|---------|
|                       | -3      | +1      |

# HS Biology MCAS: School vs. State 2025 Meeting/Exceeding Expectations



**Abington  
vs. State**

**HS  
+2**

# Science Areas of Strength and Growth

## Strengths:

- ✓ Grades 8 and 9 both exceeded state average regarding percent of students meeting/exceeding expectations

### Last year:

8th grade: 15 percentage points above the state

9th grade: 6 percentage points below state

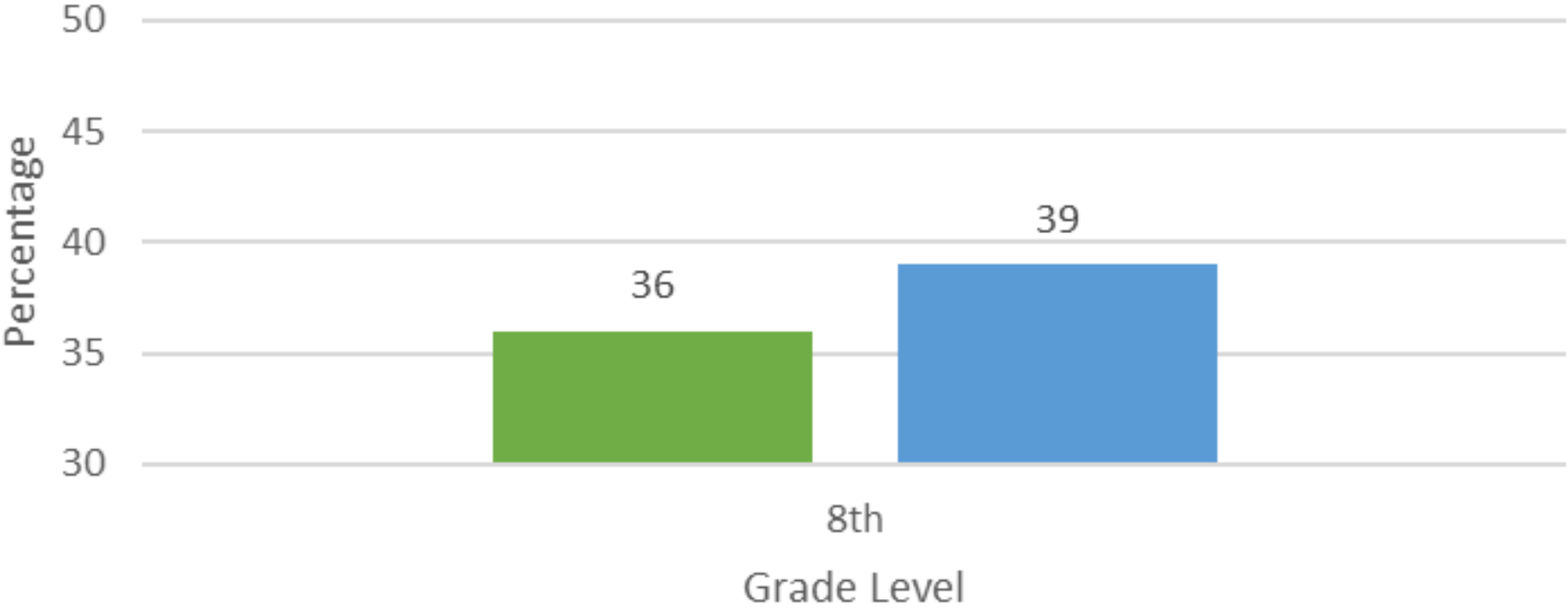
- ✓ Biology Bootcamp continued for a third year to review MCAS materials with students before the test
- ✓ New teachers teach same classes as at least one "veteran" department teacher

## Recommendations:

- Spending PD and CPT reviewing curricula/content delivery best practices
- Working on updating curriculum guides and connecting them to Vision of the Graduate pillars
- Using MCAS data to identify areas of the curricula that require more emphasis and supporting materials in order to improve student outcomes
- Continue to emphasize importance of putting one's best effort into taking exam with students and the community

# Civics MCAS: School vs. State 2025 Meeting/Exceeding Expectations

■ APS ■ State



***Abington  
vs. State***

**Grade 8**

**-3**

# 7-8 Civics Areas of Strength and Growth

## Strengths:

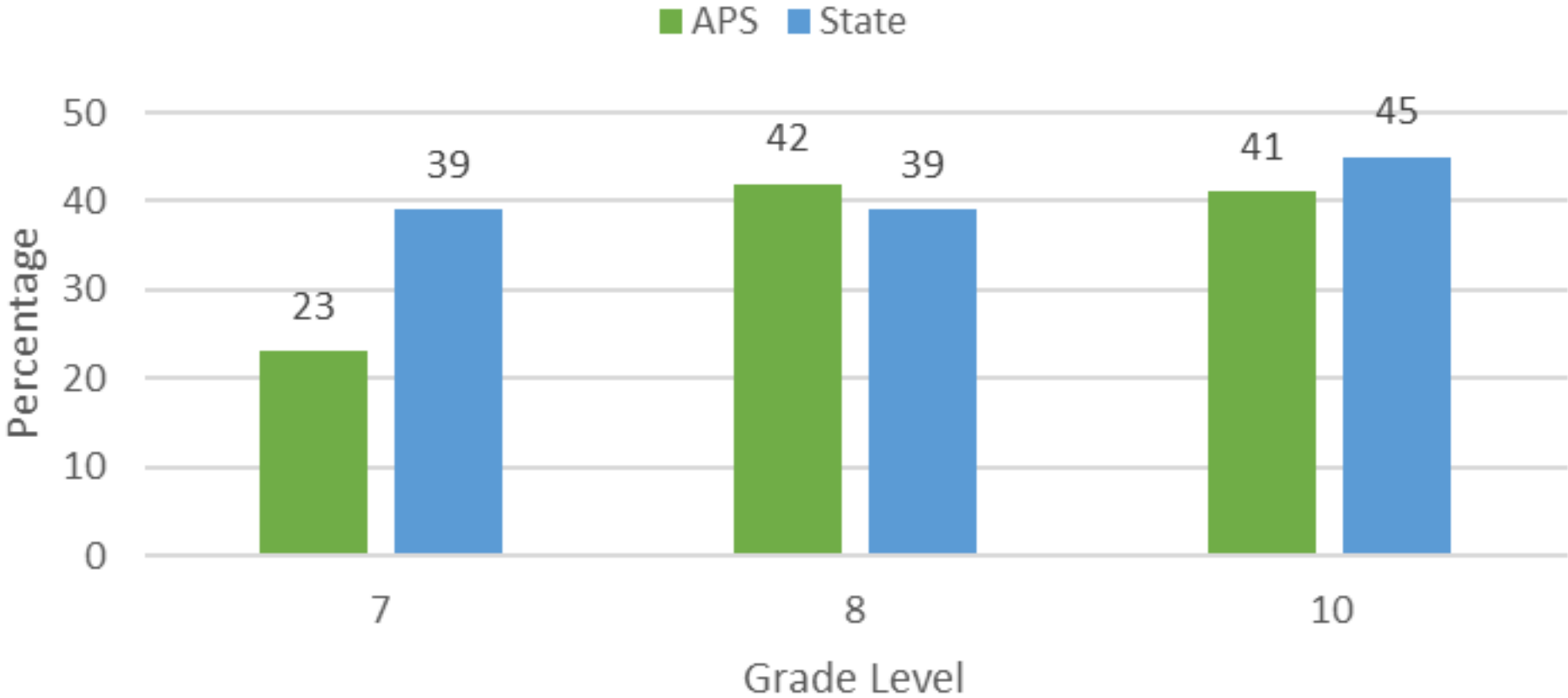
- ✓ Intervention supports for all students
- ✓ I-Civics website is used for curriculum materials and instruction strategies
- ✓ Utilization of critical thinking and argumentative writing strategies

## Recommendations:

- Enhance student engagement through small group and independent work
- Incorporate Professional Development on data-informed small group instruction in Civics
- Develop additional practice opportunities to increase exposure to MCAS Civics-style prompts

# Secondary Math MCAS: School vs. State 2025

## Meeting/Exceeding Expectations



| Abington<br>vs. State | Grade 7 | Grade 8 | HS |
|-----------------------|---------|---------|----|
|                       | -16     | +3      | -4 |

# AMS/AHS Math Areas of Strength and Growth

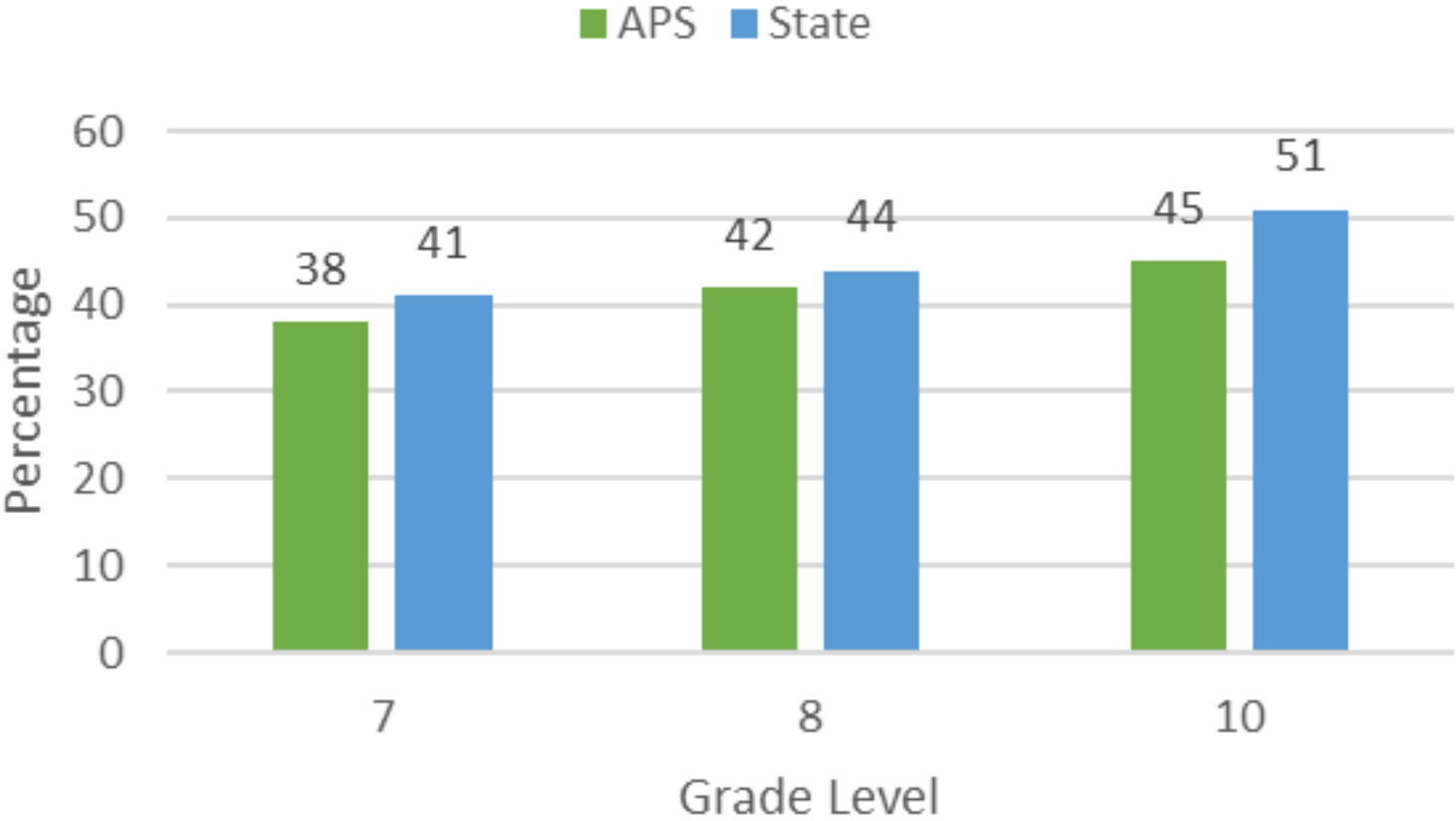
## Strengths:

- ✓ Last year, our Exceeding Expectations category for grade 10 was 10% below the state. This year it was 1% below the state.
- ✓ Grade 10 went from 11% below the state in EE/ME last year to 4 % below this year.
- ✓ Grade 8 was above the state by 3% in EE/ME

## Recommendations:

- Continue the work begun in 2019 in creating a curriculum and resources that foster independent thinking, mathematical discourse, and perseverance in problem solving
- Professional development to support teachers in creating a problem-based classroom where math becomes the tool to solve the problem
- Continue work in identifying and closing gaps and in creating supports for our most vulnerable subgroups
- Incorporate more targeted work in constructed response in grade 7 and probability in grade 10.
- Time dedicated to coaching and teacher-to-teacher observations to promote discourse about best practices in teaching and learning
- Explore our curriculum and see why we have fewer students in “Exceeding Expectations” category than the state across the secondary level

# Secondary ELA MCAS: School vs. State 2025 Meeting/Exceeding Expectations



| Abington<br>vs. State | Grade 7 | Grade 8 | HS |
|-----------------------|---------|---------|----|
|                       | -3      | -2      | -6 |

# AMS/AHS Areas of ELA Strength & Growth

## Strengths

- 7: 79% passed (MA 78) Both AMS 7 & MA earned 54% of available points.**
- 8: 77% passed (MA 78) AMS 8 earned more points (58%) than MA (57%).**
- 10: 83% passed (MA 85) AHS earned fewer points (64%) than MA (66%).**

Most students who didn't meet expectations were in the High Needs subgroup, which includes low-income students, students with disabilities, & English Learners. Some of these students didn't complete the writing tasks or skipped questions.

## Recommendations

- Teach students to meet/exceed standards, targeting grades of A/B ( 5/4 on rubric).
- Shift focus beyond "passing" classes, increasing use of audio books, multiple drafts, more writing, translated texts, and scores in line with standards-based grading.
- Continue work on student engagement & persistence at the high school.



Additional questions?

Thank you!