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Dear Parent or Guardian,

Enclosed please find your child's spring 2019 MCAS report. These MCAS scores, which include results from the next-generation MCAS tests, were given in English language arts and mathematics to students in grades 3-8 in spring 2019. This is the third year of next-generation MCAS. Due to the relatively new testing format and scoring, the Massachusetts Department of Elementary and Secondary Education (DESE) has identified some important information for parents and students to help provide context to the results which I am sharing below. Introduced last year, the Accountability System for all schools and districts is a complex measure of how schools and districts are improving and can be accessed in the links provided.

MCAS Results

The next-generation MCAS and its score reports are different from the former (legacy) MCAS, both in terms of format and in the information they contain. On the next-generation MCAS, the four scoring categories are Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. The new categories emphasize readiness for the next grade level.

The state results for the 2019 next-generation MCAS in grades 3-8 English language arts and math were similar to those from 2017 and 2018 in that approximately 50 percent of the students who took the test scored Meeting Expectations or above. The achievement categories were established in 2017 by a comprehensive group of Massachusetts educators in collaboration with DESE and are designed to reflect what students need to know to be successful in the next grade.

When reviewing student scores, please keep in mind that:

- In general, the standards for Meeting Expectations are more rigorous than the standards for reaching the Proficient level on the former legacy MCAS.
- Next-generation MCAS scores should not be compared to the legacy MCAS scores.
- The approximately 50 percent of grades 3-8 students who scored in the Meeting or Exceeding Expectations categories is not the result of a grading curve; they are reflective of the standards that educators established. The educators who set the scoring standards in 2017 valued both readiness for the next grade level and consistent expectations across grades.

Rigor~Relevance~Respectful Relationships

Massachusetts has the best public school system in the country, and providing students with an ongoing measure of their readiness for the next grade level is an important tool to support their learning and our work as educators. To learn more about the next-generation MCAS and to help understand your child's score, go to:

<http://www.doe.mass.edu/mcas/parents/>, <http://www.doe.mass.edu/mcas/results.html>.

Accountability and Assistance Levels

The state introduced a new accountability system in 2018 designed to measure how a school or district is progressing. This system is more comprehensive than the previous system and complies with the 2015 federal Every Student Succeeds Act (ESSA). The state has and will continue to do a thoughtful review of the results and monitor how well the new system is providing useful information to districts, schools, parents and the public.

The new accountability system designates schools and districts as Meeting or Partially Meeting targets and either requiring or not requiring assistance or intervention. In addition to MCAS data, the system considers:

- Student achievement
- Student growth
- High school completion
- English proficiency
- Chronic absenteeism, and
- Advanced coursework

Accountability data will be included in school and district profiles and included on redesigned school and district report cards that will be available in December. To learn more about the new Accountability system, go to: <http://profiles.doe.mass.edu/>, and <http://www.doe.mass.edu/accountability/lists-tools.html>.

General questions about MCAS results and supplemental resources can be directed to the Office of Student Assessment at mcas@doe.mass.edu.

If you have any questions or concerns about your child's results, please reach out to me or your child's teacher.

Sincerely,

Jane DeGrenier, Principal