

Pentucket Regional School District 2021 MCAS & AP Report



District & School Accountability
Reporting
MCAS Results with Action Plans
HS AP Results with Action Plans

October 2021

AGENDA

1. A very different Accountability System this year
2. Reporting & Categorization of Schools/Districts
3. MCAS Results & Action Steps - District
4. MCAS Results & Action Steps - by School
5. AP Results and Next Steps at PRHS

1

State Accountability System -

A very different picture this year

No Accountability Rating changes from 2021 MCAS – but some important things to note about State-Wide results

- No 2020 scores
- Grades 3–8 – 96% participation rate
- ELA meeting or exceeding rates dipped slightly from 2019 in Gr. 3–7, bigger decline in grade 8 (not alarming results)
- Grade 10 actually saw an increase in statewide Proficiency rates
- Grade 3–10 Math same much more pronounced drops in proficiency rates (Approximately 33% grades 3–8)
- Calculated Growth Scores differently too – state-wide SGP in the 30s
- Sets baseline for accountability moving forward



accountability system

What is an accountability system?

An accountability system measures school and district performance. It helps schools improve the performance of all students, and helps communities and the state decide how to allocate resources. Accountability results answer two questions: *How is the school doing?* and *What kind of support does the school need?*

What are some highlights of the system?

Indicators that provide more information about school performance and student opportunity:

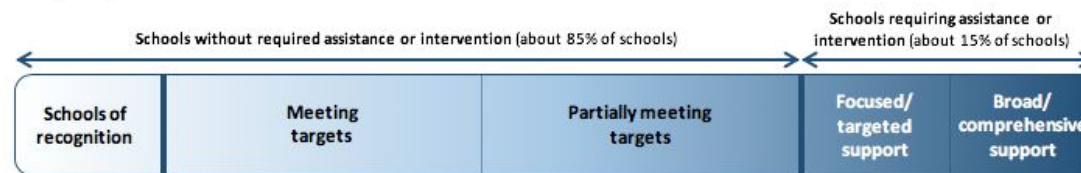
- ✓ Achievement
- ✓ Student progress or growth
- ✓ High school completion
- ✓ Progress towards English proficiency for English learners
- ✓ Chronic absenteeism
- ✓ Advanced coursework completion

Information on each school's **performance against improvement targets** and how it is doing **compared to other schools across the state**

An increased focus on raising the performance of each school's **lowest performing students**

How will schools be classified?

Schools will be **placed into categories** that describe how they are doing and what kind of support they may receive from the state.



What else should I know?

- ★ **Detailed performance data** will be reported for all districts, schools, and subgroups.
- ★ Accountability results will be used to **recognize schools that are demonstrating success** in addition to identifying schools in need of support.
- ★ Massachusetts is committed to **monitoring the system's effectiveness** in providing clear and actionable information to districts, schools, parents, and the public.

Setting targets

- For 2021 reporting, targets will be set for one year
 - Long-term targets will be set in the future
- Targets for achievement indicators will be based on the assessment performance of schools that have demonstrated improvement in the past
- Targets for non-assessment indicators will be based on analysis of past trends & reasonable expectations for improvement

DESE Pentucket Profile for MCAS and Accountability

Accountability

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=07450000&orgtypecode=5&>

MCAS Results

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=07450000&orgtypecode=5&

Criterion-referenced component calculation –

2019 Points awarded

2019 Progress toward improvement targets													
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	3	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-	3	4	-	4	4	-
	Science achievement	3	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	10	12	67.5	6	8	67.5	8	12	47.5	8	8	67.5
Growth	English language arts growth	2	4	-	2	4	-	4	4	-	3	4	-
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-
	Growth total	5	8	22.5	5	8	22.5	8	8	22.5	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	1	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-	-	-	-	-	-	
Additional indicators	Chronic absenteeism	2	4	-	0	4	-	2	4	-	0	4	-
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-
	Additional indicators total	2	4	10.0	0	4	10.0	2	8	10.0	0	4	10.0
Weighted total		8.1	10.3	-	5.2	7.6	-	7.2	10.7	-	6.8	7.6	-
Percentage of possible points		79%		-	68%		-	67%		-	90%		-
Percentage of possible points by gradespan		74%						78%					
		Weight of non-high school results: 66%						Weight of high school results: 34%					
2019 Annual criterion-referenced target percentage		75%											

2

Categorization of schools
State is not issuing new categories
this year

Categorization of schools

Assistance level

Schools without required assistance or intervention
(approx. 85%)

Schools requiring assistance or intervention
(approx. 15%)

Two categories for targets

Meeting targets

Criterion-referenced target percentage
75-100

Partially meeting targets

Criterion-referenced target percentage
0-74

Focused/targeted support

- Non-comprehensive support schools with percentiles 1-10
- Schools with low graduation rate
- Schools with low performing subgroups
- Schools with low participation

Broad/comprehensive support

- Underperforming schools
- Chronically underperforming schools

2018: Performance against targets reported in 2 categories (meeting & partially meeting)
2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)

Notes:

- School percentiles & performance against targets will be reported for all schools



Categorization of schools

- Schools ending in grade 3 will be classified based on criterion-referenced component only
 - No student growth, therefore no accountability percentile
- Schools with no tested grades will be classified as “insufficient data”
- Schools with low assessment participation (below 95 percent) will be classified as needing focused/targeted support
 - By subgroup & by subject
 - Using a two-year participation rate average

Categorization of districts

- Districts will be classified based on the performance of the district as a whole and no longer categorized based on performance of lowest performing school
- District accountability percentiles will not be calculated
- Classified based on criterion-referenced component
- Board may designate a district as underperforming or chronically underperforming

3

MCAS Results - District Overview - 2021

District comparison 18 - 21

Percent of Meeting or Exceeding Expectations ELA & Math

Grades	18 ELA	19 ELA	21 ELA	change	18 math	19 math	21 math	change
3	61%	69%	61%	0	42%	56%	44%	+2
4	55%	58%	59%	+4	39%	52%	39%	0
5	41%	44%	55%	+14	25%	52%	32%	+7
6	50%	41%	44%	-6	38%	42%	38%	0
7	39%	43%	40%	+2	43%	48%	44%	+1
8	53%	58%	35%	-18	43%	43%	34%	-9
Gr. 3-8	49%	52%	49%	0	38%	48%	38%	0
10		76%	82%	+6		64%	63%	-1

District comparison 18 - 21
Percent of Meeting or Exceeding Expectations
Science/Tech/Engineering

Grades	18 Sci	19 Sci	21 Sci	change
5	44	59	50	+6
8	38	53	39	+1
10 Biology	81	85	80	-1

District Comparison to the State Avg.

Percent of Meeting or Exceeding Expectations & Growth ELA

Grades	21 State ELA	21 PRSD ELA	Diff M/E %	21 State SGP ELA	21 PRSD SGP ELA
3	51%	61%	+10	N/A	N/A
4	49%	59%	+10	N/A	N/A
5	47%	55%	+8	34.9	33.9
6	47%	44%	-3	37.3	30
7	43%	40%	-3	36.1	35.1
8	41%	35%	-6	34.8	42
Gr. 3-8	46%	48%	+2	35.8	35.5
10	64%	82%	+18	52.5	65.3

District Comparison to the State Avg.

Percent of Meeting or Exceeding Expectations & Growth Math

Grades	21 State Math	21 PRSD Math	Diff M/E %	21 State SGP Math	21 PRSD SGP Math
3	33%	44%	+11	N/A	N/A
4	33%	39%	+6	N/A	N/A
5	33%	32%	-1	31.9	29.6
6	33%	38%	+5	26.2	33.8
7	35%	44%	+9	35.8	49.5
8	32%	34%	+2	27.4	41.2
Gr. 3-8	33%	38%	+5	30.4	38.3
10	52%	63%	+11	36.5	38.3

District Comparison to the State Avg. Percent of Meeting or Exceeding Expectations Science

Grades	21 State Sci	21 Sci	Diff
5	43%	50%	+7
8	41%	35%	-6
10 Biology	67%	79%	+12

4

MCAS Results - School Overview- 2021

Bagnall 2021

Grade and Subject	Meeting/Exceeding %		Avg. SGP
	School	State	
GRADE 03 - READING	75	51	N/A
GRADE 03 - MATHEMATICS	56	33	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	54	49	N/A
GRADE 04 - MATHEMATICS	27	33	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	61	47	41.4
GRADE 05 - MATHEMATICS	32	33	24.6
GRADE 05 - Science, Tech & Engineering	47	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	29	47	22.9
GRADE 06 - MATHEMATICS	22	34	25.9
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	54	46	31.6
GRADES 03 - 08 - MATHEMATICS	34	34	25.3

Bagnall Summary

Areas of Strength

The 3rd, 4th and 5th grade ELA scores were above the state average

The 3rd and 5th grade Math scores were above the state average

Focus Areas

Develop personalized and targeted educator goals to focus on underperformed subgroups and inclusive instructional practices

Teacher coaching with co-taught model

Targeted math fluency intervention

Paired selection reading comprehension from W&W

Performance gap with special education subgroup – scaffolds supported by coaching

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 03 - READING	54	51	N/A
GRADE 03 - MATHEMATICS	43	33	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	73	49	N/A
GRADE 04 - MATHEMATICS	55	33	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	60	47	33.0
GRADE 05 - MATHEMATICS	35	33	38.6
GRADE 05 - Science & Tech./Eng	72	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	56	47	36.1
GRADE 06 - MATHEMATICS	53	34	43.8
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	60	46	34.9
GRADES 03 - 08 - MATHEMATICS	47	34	41.8

Page Summary

Areas of Strength

Science performance continues to be a strength– growth from 2019

Overall ELA performance– outperformed state in all grades

Written response– Grade 4

Focus Areas

EGL work and strategies

Writing standards – in response to text

Grade 5 math standards

Paired selection reading comprehension from W&W

Performance gap with special education subgroup – scaffolds supported by coaching

Merrimac (Donaghue) 2021

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 03 - READING	51	51	N/A
GRADE 03 - MATHEMATICS	31	33	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	54	49	N/A
GRADE 04 - MATHEMATICS	38	33	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	50	47	26.6
GRADE 05 - MATHEMATICS	32	33	29.8
GRADE 05 - Science & Tech/Eng	43	43	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	53	47	33.8
GRADE 06 - MATHEMATICS	47	34	33.8
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	52	46	29.5
GRADES 03 - 08 - MATHEMATICS	36	34	31.5

Merrimac Summary

Areas of Strength

4th and 6th Grade performance in Math and ELA was strong

6th Grade Math E/M showed large gains

Overall number of students NM is well below the state number

Focus Areas

EGL work and strategies shared school wide

Written essay response – W&W content writing

Performance gap with High Needs Subgroup – lower growth ELA – Scaffolds for students from teacher coaching

Math Standards – Operations and Algebraic Thinking

Paired selection reading comprehension from W&W

Middle School

Grade and Subject	Meeting or Exceeding Expectations		Avg.SGP
	School	State	
GRADE 07 - ENGLISH LANGUAGE ARTS	41	43	35.2
GRADE 07 - MATHEMATICS	45	35	49.8
GRADE 08 - ENGLISH LANGUAGE ARTS	35	41	42.0
GRADE 08 - MATHEMATICS	35	32	41.3
GRADE 08 - Science Tech/Eng	40	41	N/A
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	38	46	39.1
GRADES 03 - 08 - MATHEMATICS	39	33	44.9

Middle School Summary

Areas of Strength

7th Grade Math – much higher growth than the state & very few in NM category

7th Gr. Lab classes were effective

Focus Areas

8th Grade ELA – unified content reading structures

Paired Selection Responses

Performance gap with special ed. subgroup

Writing and vocabulary across all content areas

Science – curriculum review process for consistent aligned content

High School

Grade and Subject	Meeting or Exceeding *		Avg. SGP
	School	State	
GRADE 10 - ENGLISH LANGUAGE ARTS	83%	64%	65.7
GRADE 10 - MATHEMATICS	63%	52%	51.0
GRADE 10 - SCIENCE AND TECH/ENG	81%	67%	N/A

High School Summary

Areas of strength

Maintaining high performance in ELA & Math

High Needs student growth

Focus Areas

SPED Performance Gap in Math & ELA

SPED Performance Gap in Biology

Addressing structure of level classes to maintain high expectations

5

AP - Results and Summaries- 2021

HS AP results

- 2020 results were remote AP exams & 2021 were in person
- Dips in performance across the state and Pentucket reflects that in most subjects
- In general – Classes with higher enrollments – had a lower average score than the state
- However – many of those classes had a greater % of students scoring a 3 or higher
- We continue to provide greater access to students who want to challenge themselves working to keep enrollments high
- Some notable drops in performance in some areas. Will review for PD opportunities for teacher preparation.
- Teachers receive a detailed curriculum & instructional report that allows them to more carefully analyze strengths and weakness within each area.

Science – AP results 2021

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Biology	58	2.72	58.6%	3	65.3%
Physics C	14	3.00	64.3%	3.5	75.5%
Comp. Sci A	12	4.17	91.7%	3.23	68.3%
Chemistry	19	2.68	57.9%	2.81	55.9%

Science – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.
Biology	3.16	2.98	2.72
Physics C	4.07	3.45	3.00
Comp. Sci A	4.14	3.78	4.17
Chemistry	3.09	2.61	2.68

Science AP Summary and Next Steps

- The AP Science classes – very popular choice for juniors and seniors
- Implementing new AP Biology Text with online text access and Mastering Biology online tools (data analysis, online quizzes, and questions)
- Double blocks for in person labs will be beneficial for increasing the rigor in the AP science scores this school year. AP Biology, AP Chemistry, and AP Physics are 7.5 credit classes with a double block period every other day; last school year they were only able to have a one double block per week most of the year due to hybrid scheduling.
- Full summative assessments in class as opposed to at-home/open notes assessments. These are important for accurate data for teachers and for students practicing for the AP exam.
- Formative assessments will be used more frequently to monitor student understanding
- AP Classroom is a tool provided by the College Board and is used by all AP science teachers for remediation and re-teaching.

Math – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Calculus AB	11	2.18	36.4%	2.91	55.3%
Calculus BC	13	3.69	76.9%	3.76	79.9%
Calculus BC - AB Sub	13	4.08	92.3%	4.04	85.2%
Statistics	35	3.31	82.9%	2.87	58.7%

Math – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.
Calculus AB	2.44	2.8	2.18
Calculus BC	3.67	2.8	3.69
Calculus BC - AB Sub	4.27		4.08
Statistics	3.18	3.0	3.31

Math AP Summary and Next Steps

- Calculus AP enrollment is up in 2021–22
- Statistics AP performance continues to be strong
- Scheduling changes made to adjust section assignments for AP classes
- At the end of each unit, students will complete progress checks in the AP Classroom to identify curriculum that need to be reviewed more or explained.
- Multiple choice and free response questions from the AP classroom will be implemented on formative and summative assessments regularly.
- In the process of reviewing a new AP Calculus textbook/curriculum resource

History- AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
US History	36	2.56	44.4%	2.85	58%
US Govt.	14	2.73	53.3%	2.87	57.8%
Psychology	39	2.62	56.9%	2.83	56.9%

History – AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.
US History	3.21	2.96	2.56
US Govt.	3.6	3.21	2.73
Psychology	3.65	3.41	2.62

History AP Summary and Next Steps

- All three AP classes saw declines from 2019. Enrollment this year In US History is 26 students

AP US History

Areas of Strength:

- Recognizing and explaining continuity and change over the periods of American History
- Reflecting on and explaining visual stimulus
- Most responses to written questions (SAQ, LEQ) were above average
- Making connections between periods and events and sourcing

Areas of Weakness:

- Text based stimulus
- Period 7 (1890 - 1945)
- Period 8 (1945 - 1980)

Action Plan:

- Students will be working with more text-based stimulus in class (primary and secondary source readings).
- Time and flexibility to dig into reading the source material in the classroom as opposed to at home.
- Students have also been working within the AP Classroom online platform utilizing knowledge checks and video content.
- A greater focus will be placed on periods 7 and 8 of the course which has been limited by content coverage for the past 2 years.
- The 2020 test was *only* a DBQ

History AP Summary and Next Steps

- All three AP classes saw declines from 2019. Enrollment this year in Psychology is 48 students

AP Psychology:

Strengths:

- Curriculum is created to support all learners.
- Hands-on, project-based learning provides students with opportunities to apply course content on a personal level
- Historically prior to 2017, the majority of AP Psychology students have scored better than the state, national and international averages, ranging from 60 % to 88 % of scores earned as a 3 or better

Weaknesses:

- Instructional reports indicate weaker comprehension in units on Motivation and Emotion, Methods, Social Psychology, Abnormal and Treatment
- Skills to be reinforced include application of theories and perspectives in authentic contexts

Action Plan:

- Formative assessments will be constructed to reinforce theories and perspectives applications.
- Weekly AP Classroom quizzes will be administered to support unit content and learning
- Students will be given more time in class to effectively respond to FRQs

History AP Summary and Next Steps

- All three AP classes saw declines from 2019. Enrollment this year in Government is 18 students

AP Gov:

- -Target area FRQ (short answer style questions): In order to address FRQ Supreme Court questions, we recently purchased AMSCO review books which contain practice questions. Breaking down Supreme Court decisions by issue, the holding, the contemporary effect, and other relevant cases.
- -Target Area FRQ-concept application: Review books listed above, include these on the Unit Tests (4x a year) in order for students to have more familiarity with the language including how to answer specific vocab like define, explain, analyze, which AP Gov via College Board focuses on.
- -Target Area FRQ-Data analysis: Typically requires AP Gov students to interpret a graph, table, pie chart (like on government spending) and then specifically refer it to a concept, or trend like in the past 50 years, etc. In addition to the newly purchased text, including them on the unit tests, & students make up their own with a graph of their choosing

English – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Eng Lit & Comp	20	2.75	60%	2.69	52.4%
Eng Lang & Comp	31	3.84	90.3%	3.1	66.7%

English– AP results – 3 year overview

	2019 Avg.	2020 Avg	2021 Avg.
Eng Lit & Comp	3.70	3.29	2.75
Eng Lang & Comp	3.24	3.71	3.84

English AP Summary and Next Steps

- Language and Composition scores have improved
- Both test results remain above state average
- Higher enrollment in 2021 – continue to work to increase enrollment
- In AP Lit, students earning a 2 or 3 increased significantly while scores of 4 and 5 decreased significantly.
- Throughout the school year, students will engage in biweekly activities to practice and reinforce synthesis and analysis of short passages
- Students and teacher will assess written work using AP rubrics, highlighting areas of strength and identifying areas for improvement
- More class time will be devoted to on demand writing

Global Language & Art – AP results

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Spanish Lang & Culture	12	1.75	8%	2.87	82.9%
German Lang & Culture	2	4.00	100%	3.79	89.8%

	# of students	Avg.	% 3+	MA Avg.	MA % 3+
Studio Art	2	3.00	100%	3.51	89.3%

Global Language & Art – AP results

	2019 Avg.	2020 Avg.	2021 Avg.
Spanish Lang & Culture	2.67	3.67	1.75
German Lang & Culture	3.00	2.71	4.00

	2019 Avg.	2020 Avg.	2021 Avg
Studio Art	4.00	3.00	3.00

Global Language AP Summary

- AP German Educators Data indicate that these areas need improvement: Skills/Make Meaning, Reading Stimulus/Letter, Listening Stimulus/Interview and Themes/Personal and Public Identities
- AP Spanish data indicate that Multiple Choice/ interpretive communication and Free-Response Performance/interpersonal speaking were the areas of concern
- AAPPL data for German indicate that of the four categories tested: Interpersonal Listening and Speaking, Presentational Writing, Interpretive Reading and Interpretive Listening-Interpersonal Speaking is the greatest concern
- AAPPL data for Spanish indicate that of the four categories tested: Interpersonal Listening and Speaking, Presentational Writing, Interpretive Reading and Interpretive Listening-Interpersonal Speaking is the greatest concern
- Professional Development series for all Global Language teachers focusing on speaking and listening.

Global Language Next Step

- All classes will focus on staying in the target language 90% of the time in the classroom
- This will be a focus area for AP, as well as all other levels of world language classes
- All world language staff will participate in a course to develop strategies for using the target language 90% of the time
- This will support, interpersonal speaking, the area that was identified as needing the most improvement
- Rewriting curriculum to reflect the April 2021 approved MA World Languages curriculum frameworks based on ACTFL standards and AP themes
- Spiraling vocabulary and AP themes from levels I-AP in all World Languages

Studio AP Summary and Next Steps

- Studio Art
 - AP Art & Design is scheduled with Senior Studio and Portfolio Prep classes
 - 2020–21 Enrollment background: low enrollment hurts collaboration
 - 2021–22 AP Art enrollment is higher and are all scheduled during the same period. (4)
 - New for this year: 3 juniors, ready for the challenge of an advanced art class, have been invited into senior studio, this will better prepare them for AP Art as seniors.
 - Flexible built-in supports for students and families:
 - Virtual teacher conferencing and portfolio reviews (evening, afternoon, and weekends) as needed, throughout the year.
 - College Board Daily Videos and AP Classroom features are being utilized.

Overall Next Steps related to Curriculum and Instruction for Improved Student Outcomes

Next Steps – K–6 for 2021–2022

- Implementation with Supported PD of Wit and Wisdom for Language and Comprehension Curriculum
- Literacy Instructional Coach and Coordinator
- Continued participation in DESE Early Literacy Grant PD
- Additional Literacy Interventionists
- Instructional Walkthrough with Admin team
- Math Data meetings and instructional support for math curriculum
- I-Ready Math Intervention and targeted Instruction
- After School Tutoring Program
- K–12 Science Curriculum Review is next in cycle
- Ongoing focus for Cultural Competency and PD

Next Steps – PRMS for 2021–2022

- Conduct 3 data meetings for Math and ELA teachers with targeted intervention plans for students
- Utilize the I-Ready and common assessments data to guide intervention with predictive measures
- Math and ELA Labs for students who need additional targeted instruction
- Addition of Instructional Coach to support classroom planning and effective instructional routines
- PD and professional study groups on grading practices
- Analyze SPED subgroup gaps with relation to programming
- After School Tutoring Program
- K–12 Science Curriculum Review

Next Steps – PRHS

- Analyze SPED subgroup gaps with relation to programming
- Further revise to effectively implement Common Assessments and data review protocol to assess curriculum and instruction
- Leverage DCAP and Inclusive Practices to engage students with content through access points
- Expand Early College Program as possible avenue for students
- Implement updated Biology Text
- K-12 Science Curriculum Review
- Begin NEASC accreditation process for programmatic structure review and self study