

Reading School
Committee
Meeting
October 18, 2018

MCAS Presentation

Agenda for Evening

- Updates of System
- MCAS Results
- Student Growth
- Accountability Report
- Questions

Updates of System

- Year 2 of Next Generation MCAS
 - Grades 3-8 Math and ELA
- Last year of Legacy MCAS
 - Grade 5 and 8 Science
 - Grade 9 Science
 - Grade 10 Math and ELA
- New Accountability System
 - Aligns with Federal ESSA Law

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Next Generation MCAS Results

General Achievement Level Definitions Next Generation MCAS

Achievement Level	Scaled Score	Definition
Exceeding Expectations	530-560	A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.
Meeting Expectations	500-529	A student who performed at this level met grade-level expectations and is academically on track to succeed in the current grade in this subject.
Partially Meeting Expectations	470-499	A student who performed at this level partially met grade-level expectations in this subject.
Not Meeting Expectations	440-469	A student who performed at this level did not meet grade-level expectations in this subject.

Highlights

- Strong Scores in ELA
 - Grade 3, 5, 6, 8
- Strong Scores in Math
 - Grade 3, 5, 6, 8

Next Generation MCAS Tests 2018

Percent of Students at Each Achievement Level for RPS

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg. SGP
	District	State	District	State	District	State	District	State	District	State			
GRADE 03 - READING	66	52	12	9	54	43	32	41	2	7	330	507.6	N/A
GRADE 03 - MATHEMATICS	61	50	8	10	53	40	35	38	4	12	329	505.0	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	59	53	10	10	49	43	36	38	5	9	301	504.8	48.6
GRADE 04 - MATHEMATICS	61	48	7	7	53	41	31	39	8	13	301	503.9	53.1
GRADE 05 - ENGLISH LANGUAGE ARTS	72	54	14	6	57	48	25	38	3	8	307	510.3	55.9
GRADE 05 - MATHEMATICS	58	46	8	5	50	41	37	44	5	10	306	503.1	49.4
GRADE 06 - ENGLISH LANGUAGE ARTS	69	51	19	10	50	40	26	37	4	12	361	510.9	62.6
GRADE 06 - MATHEMATICS	61	47	8	7	53	41	35	42	4	11	357	505.8	61.6
GRADE 07 - ENGLISH LANGUAGE ARTS	70	46	15	8	55	38	23	39	7	15	350	509.2	60.9
GRADE 07 - MATHEMATICS	66	46	14	7	52	39	29	40	5	14	350	507.2	68.3
GRADE 08 - ENGLISH LANGUAGE ARTS	73	51	20	10	53	41	23	34	4	15	324	513.1	52.8
GRADE 08 - MATHEMATICS	72	50	15	8	58	41	24	38	4	12	323	510.2	52.1
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	68	51	15	9	53	42	27	38	4	11	1,973	509.4	56.5
GRADES 03 - 08 - MATHEMATICS	63	48	10	7	53	40	32	40	5	12	1,966	505.9	57.4

MCAS Changes in Scaled Scores (2017 to 2018)

Assessment	Change in RPS	Change in State
Grade 8 ELA	+8.2	+.3
Grade 7 ELA	-2.2	-2.1
Grade 6 ELA	+3.7	+1.6
Grade 5 ELA	+7.8	+3.0
Grade 4 ELA	-1.2	+2.6
Grade 3 ELA	+4.2	+3.4
Grade 8 Math	+2.2	-.8
Grade 7 Math	-3.3	-1.1
Grade 6 Math	+3.1	-.6
Grade 5 Math	+.2	-1.1
Grade 4 Math	-1.5	-.1
Grade 3 Math	+1.2	+1.1

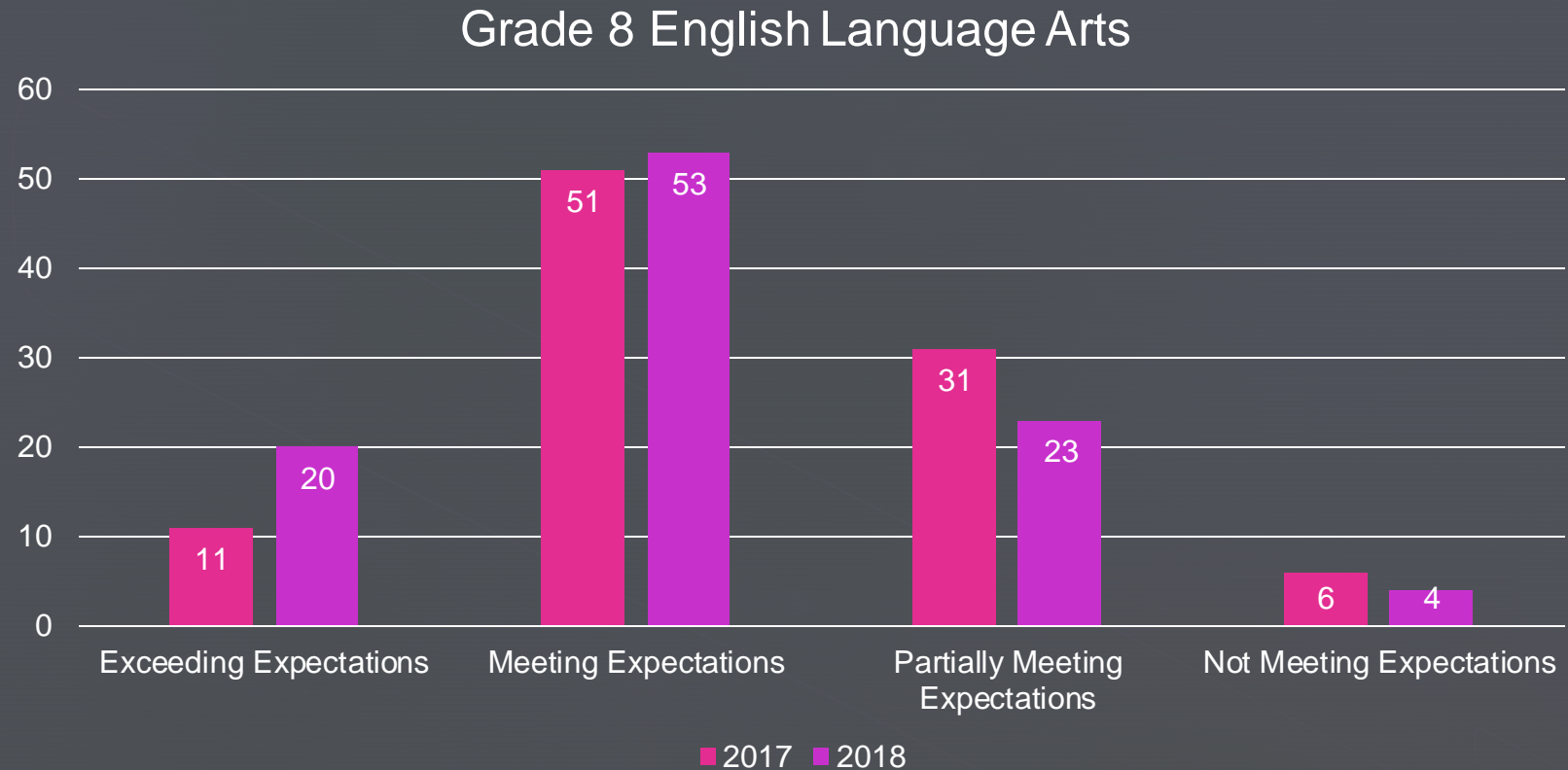
Assessment	Change
Grade 8 ELA	+11
Grade 7 ELA	-5
Grade 6 ELA	+4
Grade 5 ELA	+16
Grade 4 ELA	-2
Grade 3 ELA	+8
Grade 8 Math	+13
Grade 7 Math	-11
Grade 6 Math	-1
Grade 5 Math	+7
Grade 4 Math	-4
Grade 3 Math	-1

MCAS Changes in Exceeding/Meeting Expectations (2017 to 2018)

MCAS Changes in Advanced/Proficient
(2017 to 2018)

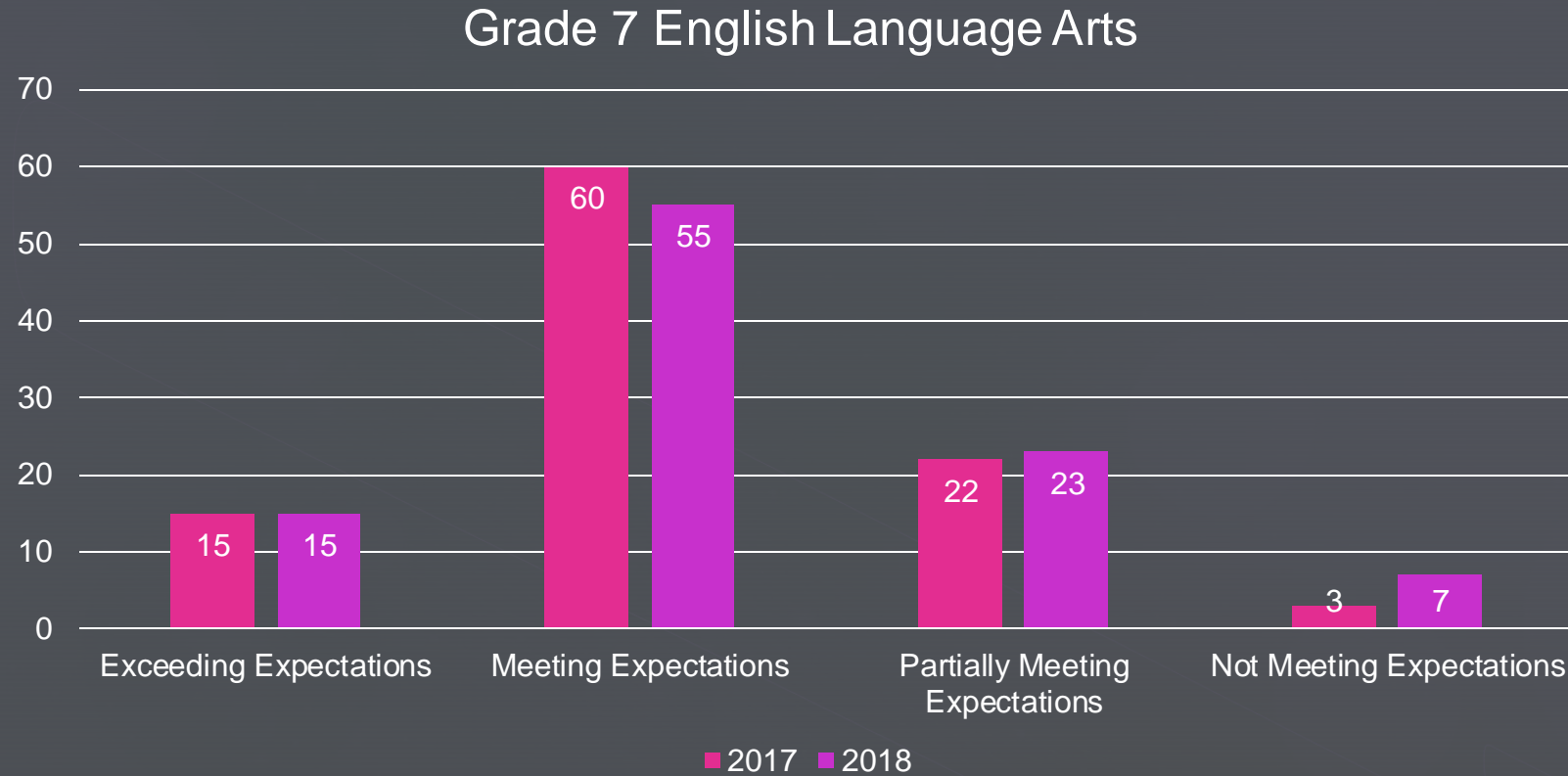
Assessment	Change
Grade 10 ELA	+1
Grade 10 Mathematics	-5
Grade 9 Science	-6
Grade 8 Science	-4
Grade 5 Science	+11

Grade 8 English Language Arts



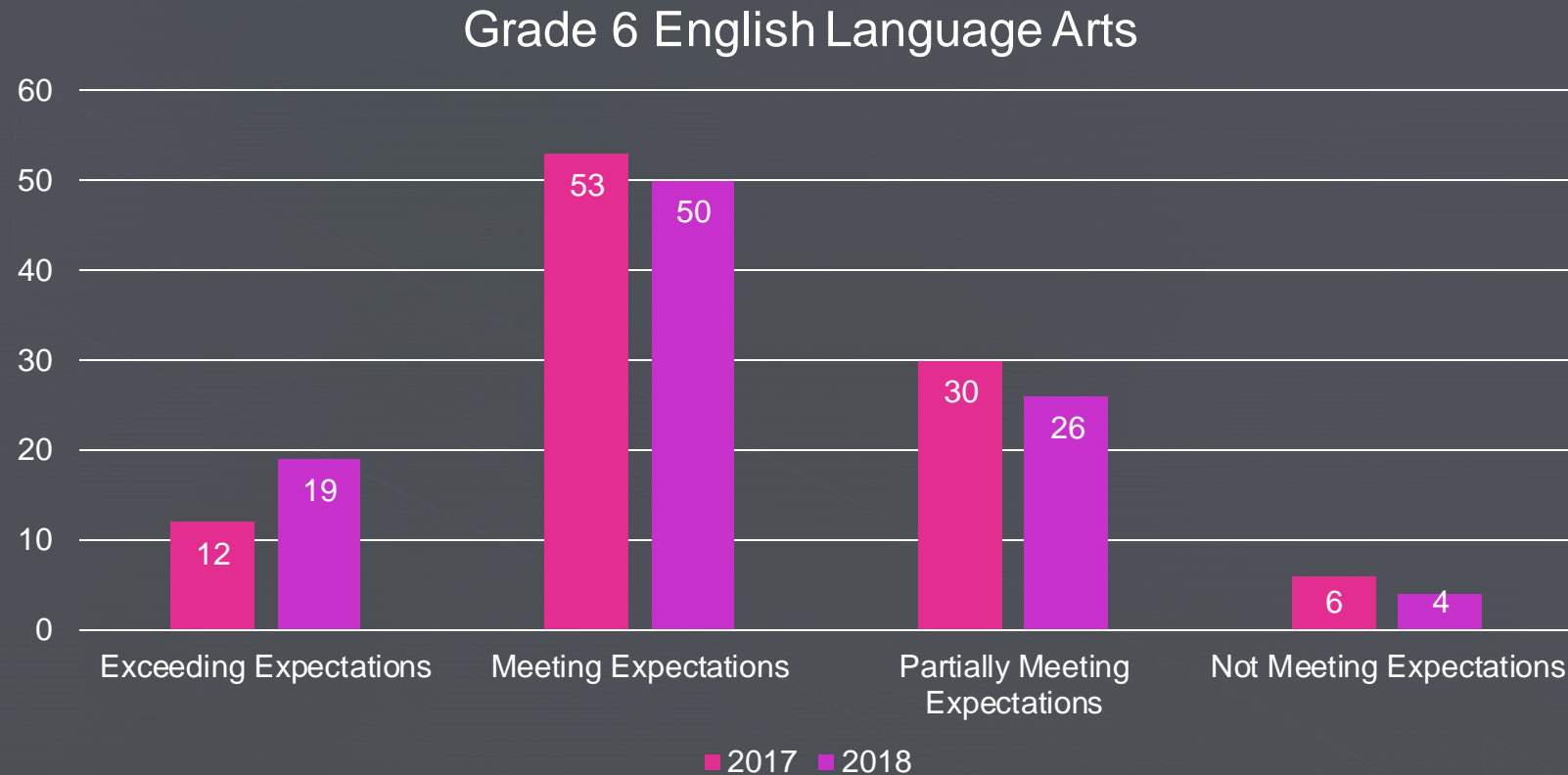
Exceeding/Meeting Change: +11 %

Grade 7 English Language Arts



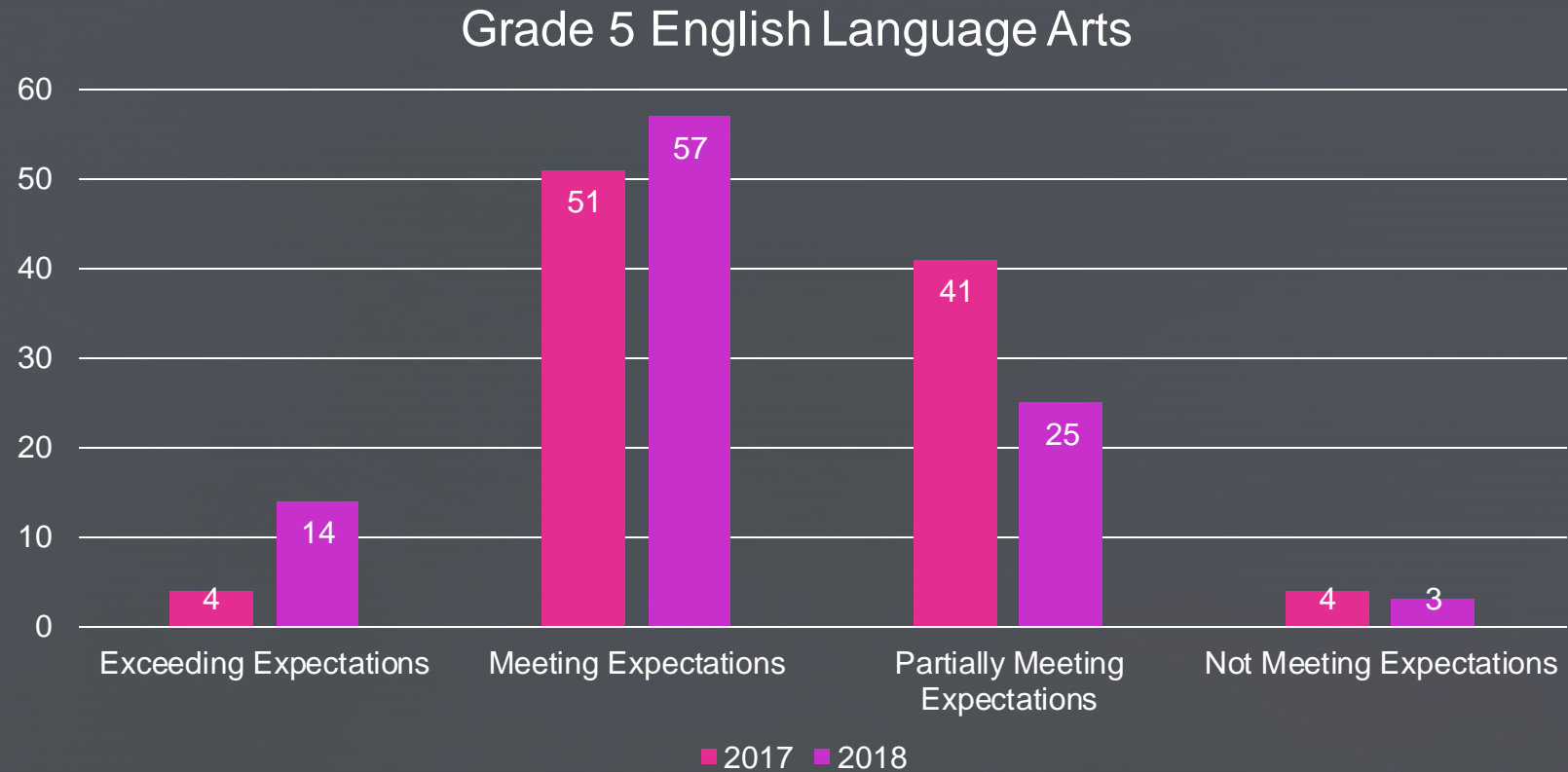
Exceeding/Meeting Change: -5 %

Grade 6 English Language Arts



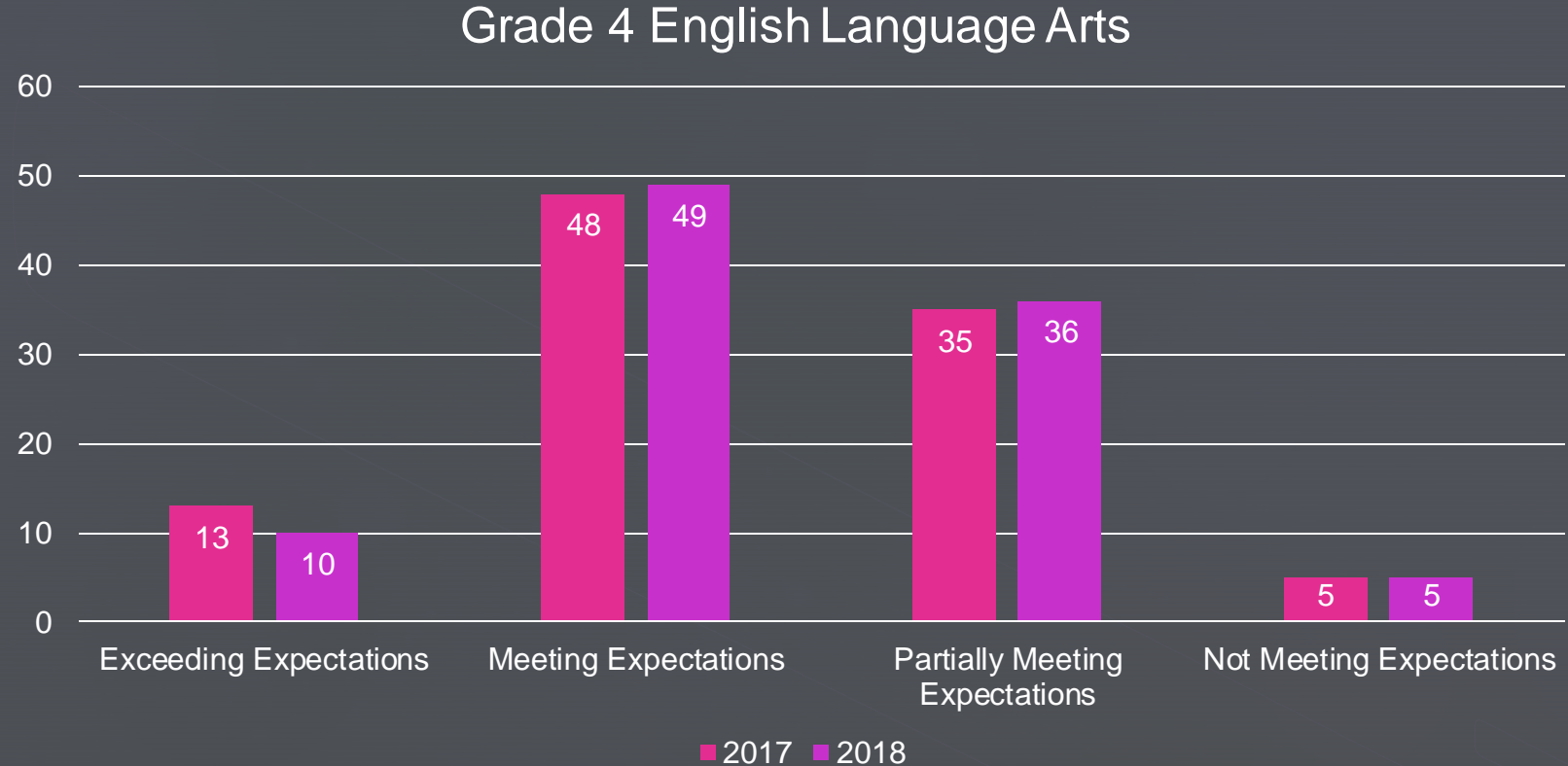
Exceeding/Meeting Change: +4%

Grade 5 English Language Arts



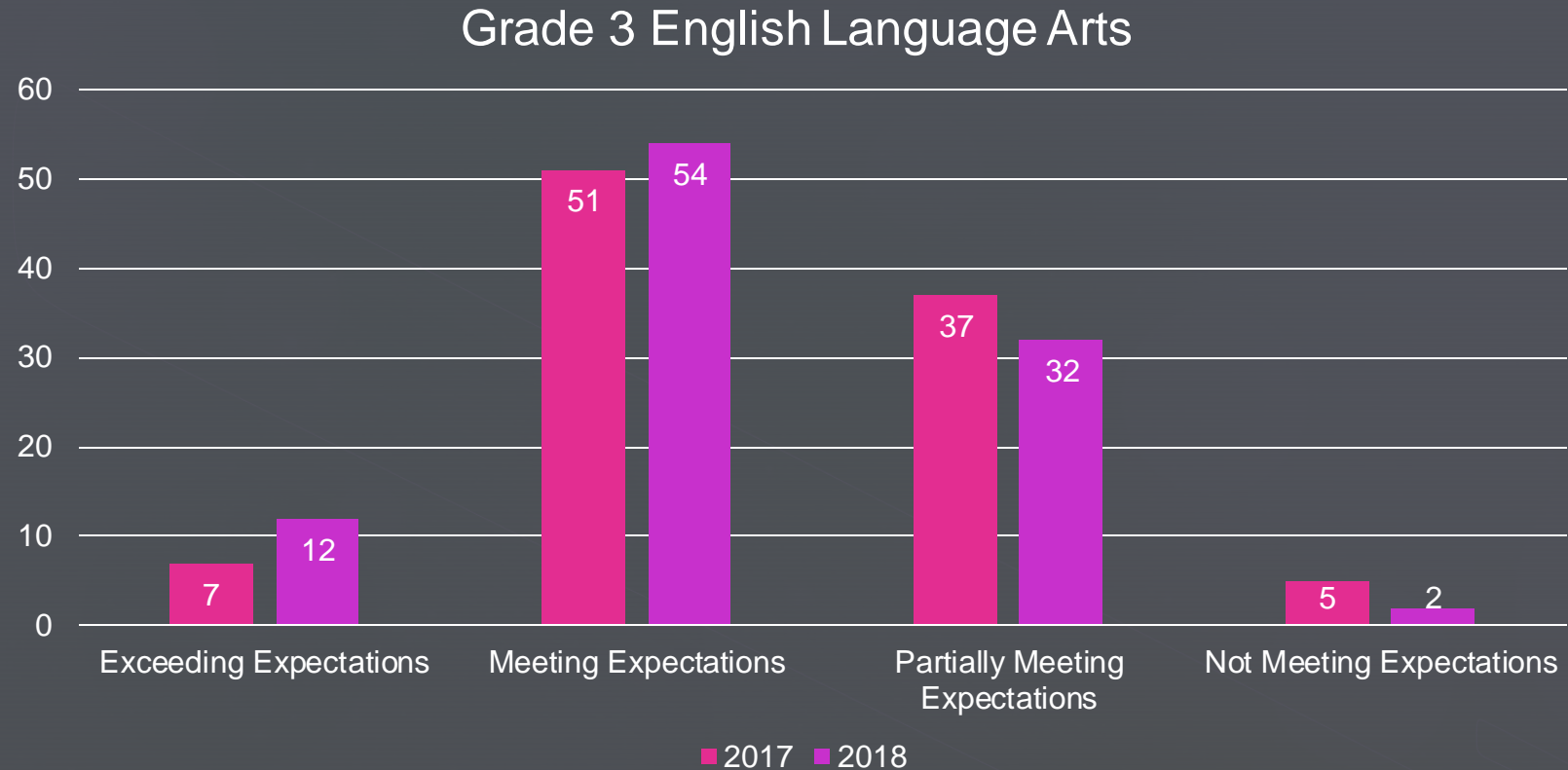
Exceeding/Meeting Change: +16%

Grade 4 English Language Arts



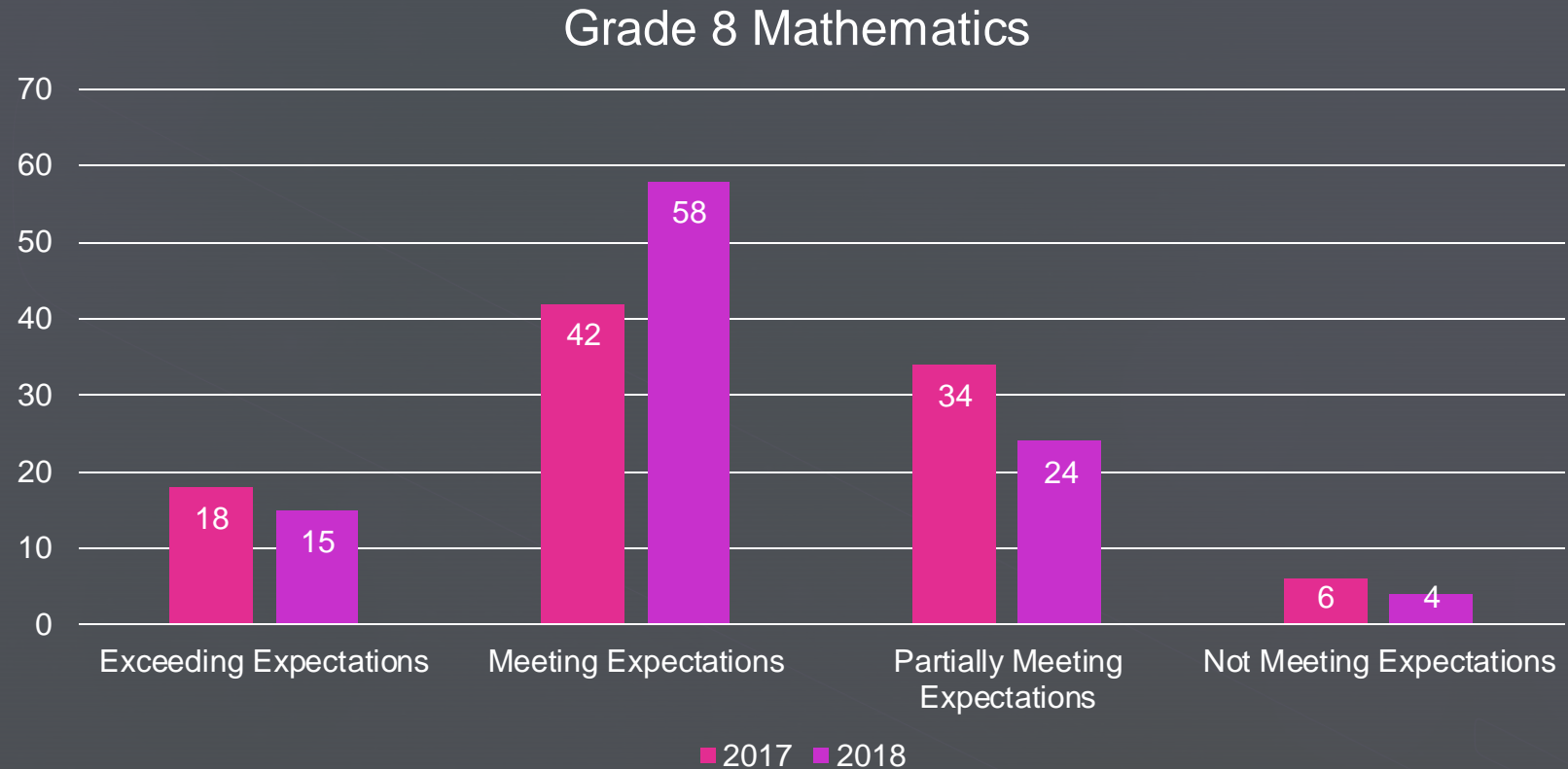
Exceeding/Meeting Change: -2%

Grade 3 English Language Arts



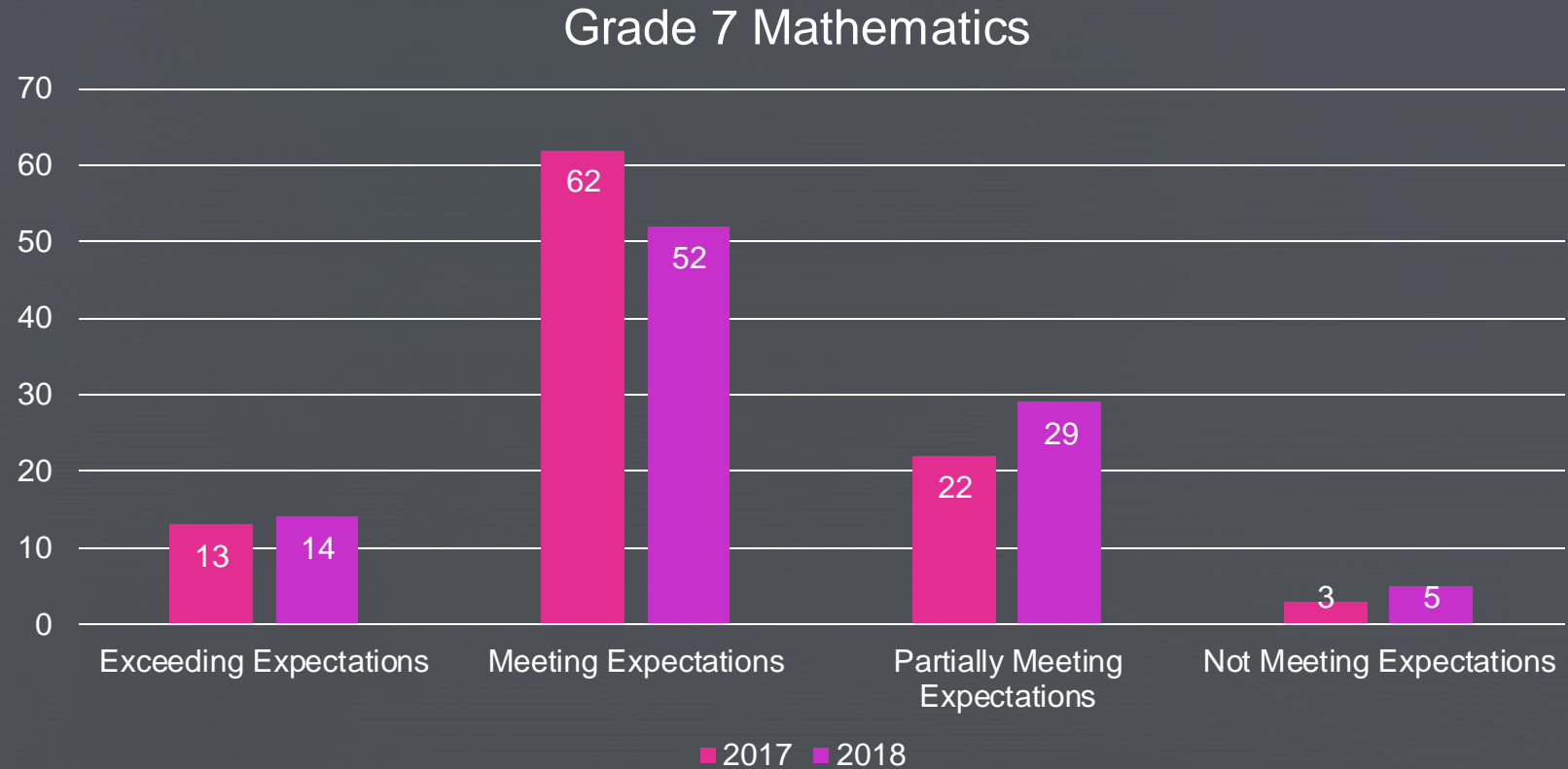
Exceeding/Meeting Change: +8%

Grade 8 Mathematics



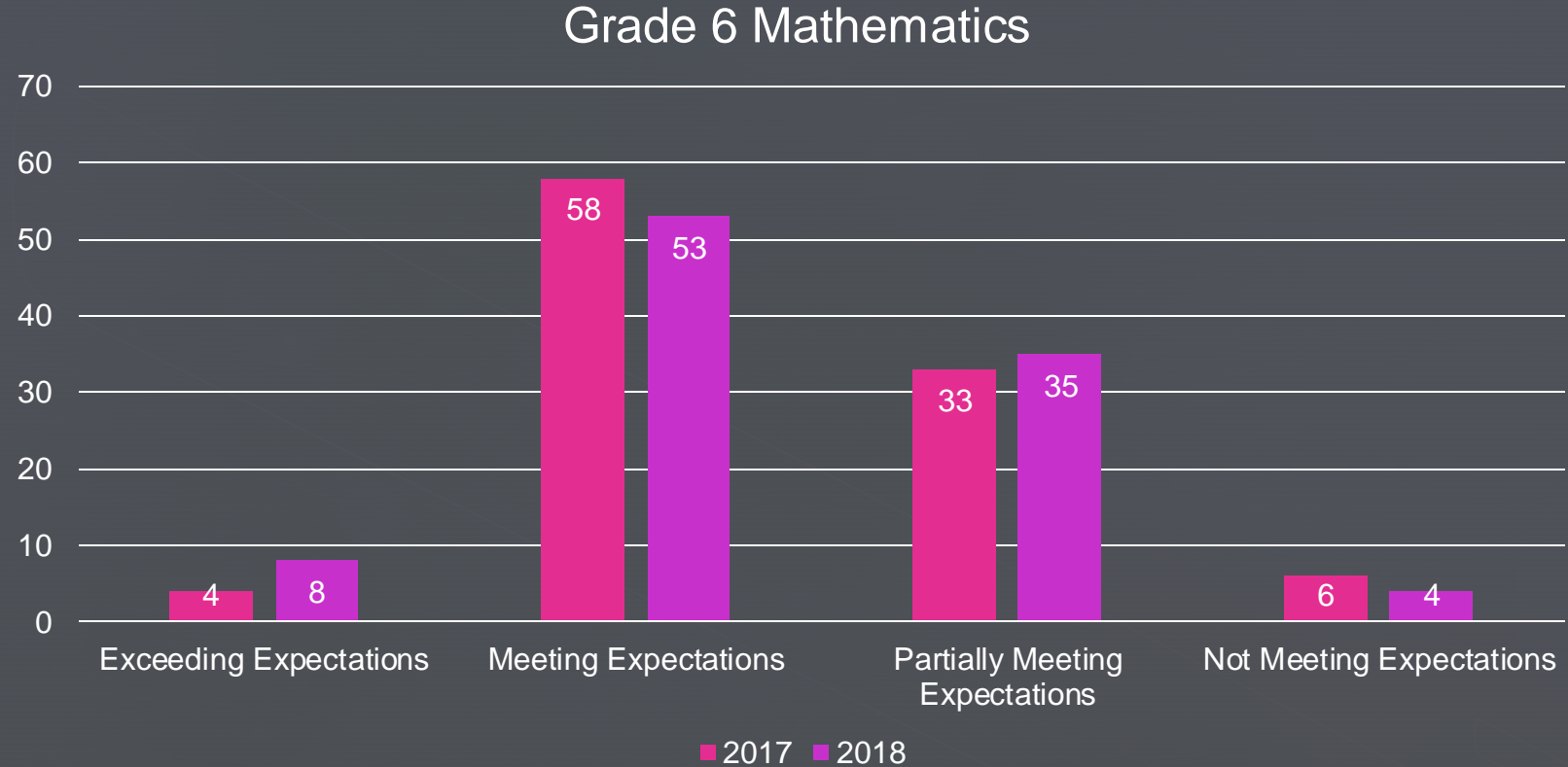
Exceeding/Meeting Change: +13%

Grade 7 Mathematics



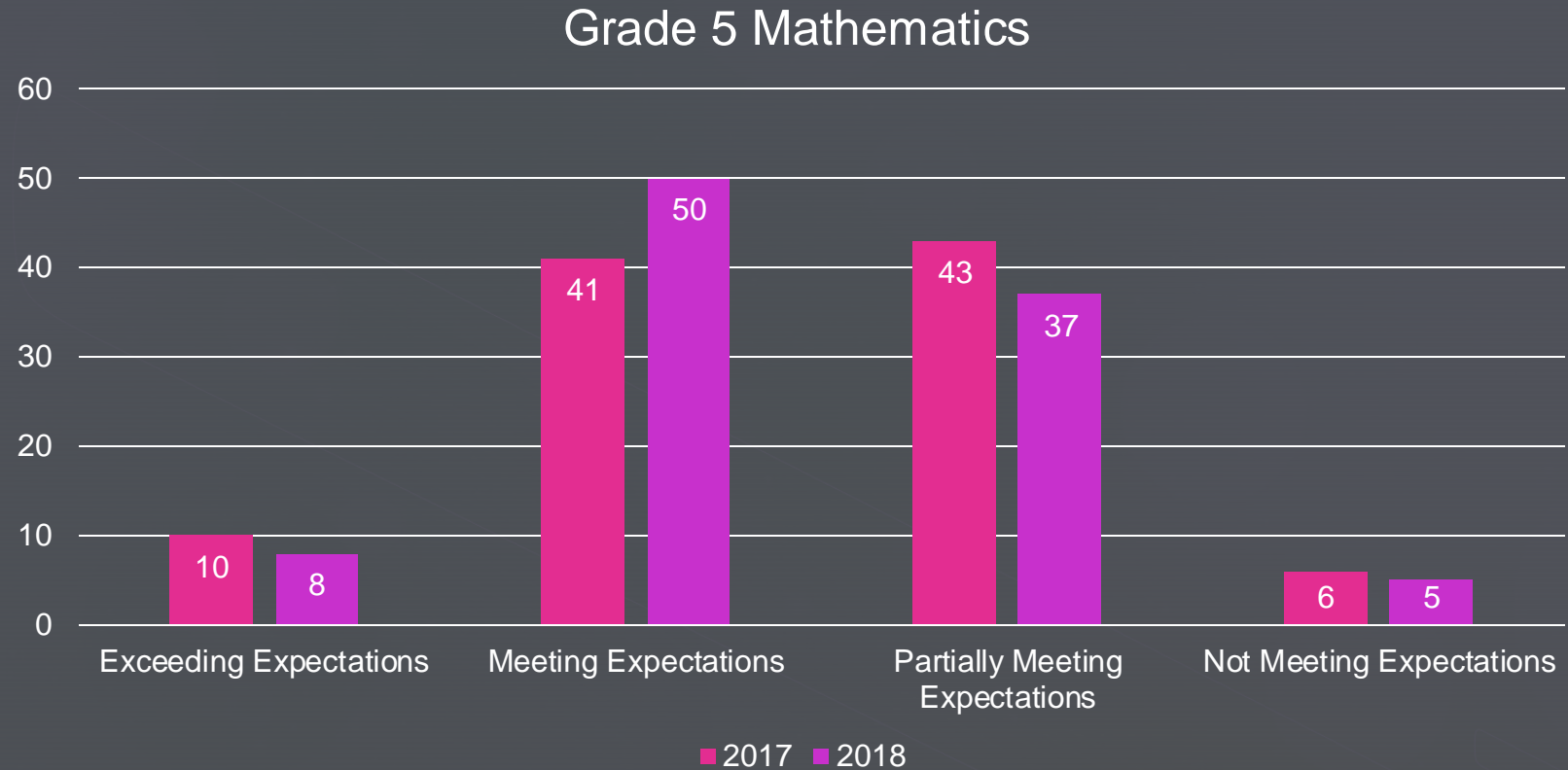
Exceeding/Meeting Change: -11%

Grade 6 Mathematics



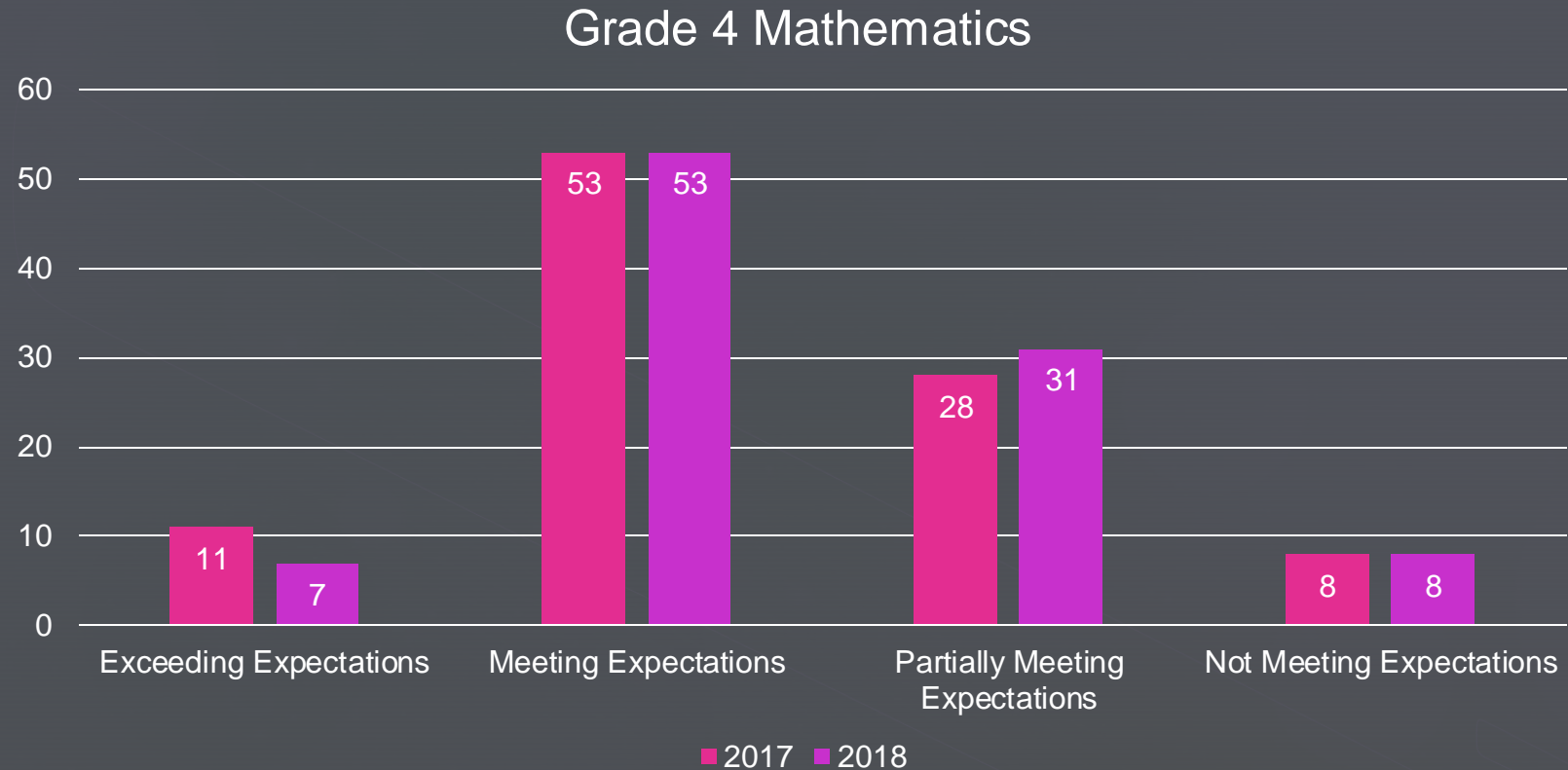
Exceeding/Meeting Change: -1%

Grade 5 Mathematics



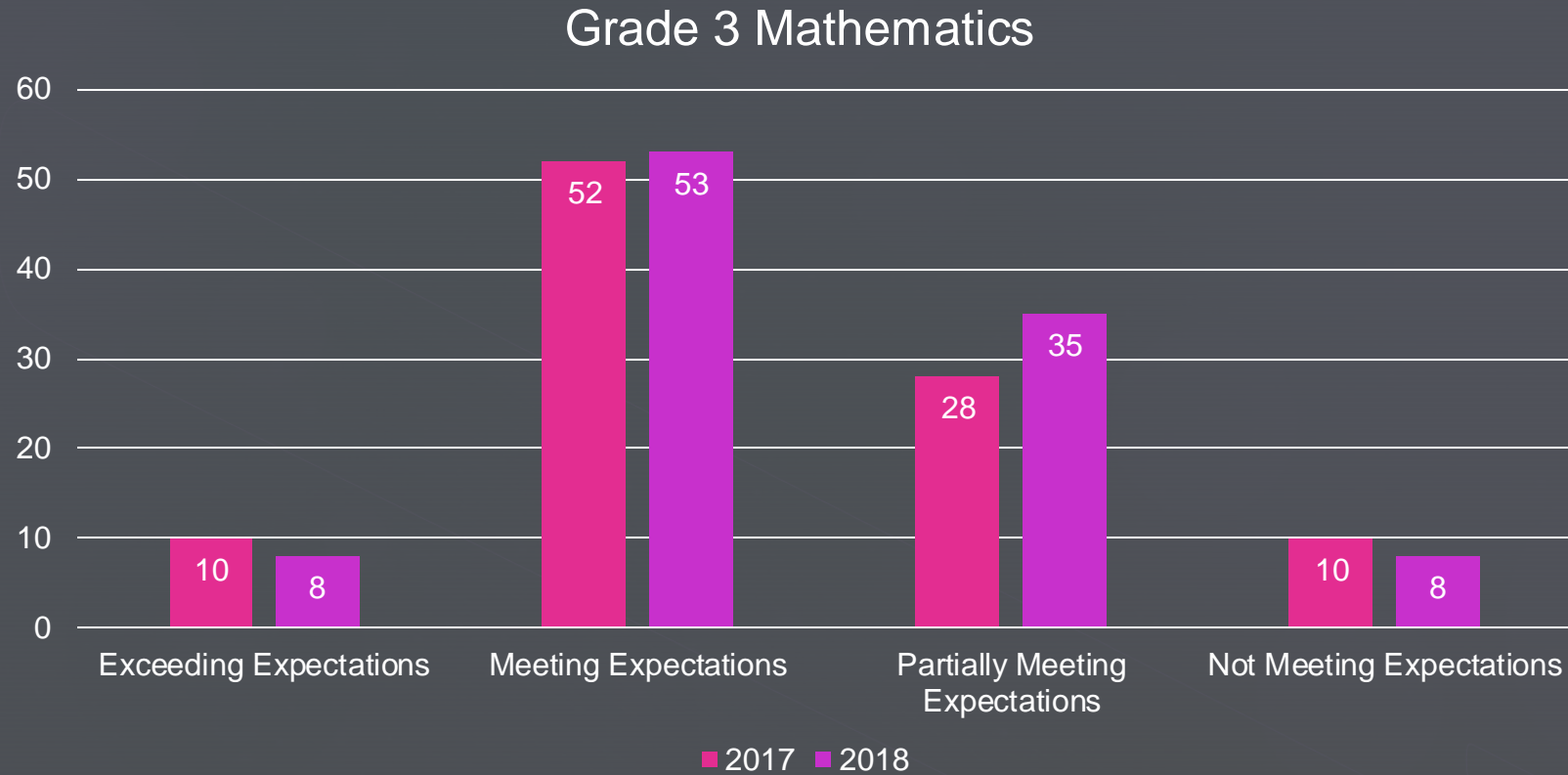
Exceeding/Meeting Change: +7%

Grade 4 Mathematics



Exceeding/Meeting Change: -4%

Grade 3 Mathematics



Exceeding/Meeting Change: -1%

Questions

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Legacy MCAS Results

Highlights

- Strong Scores
 - Grade 5 Science
 - Grade 10 ELA

Achievement Level	Scaled Scores	Definition
Advanced	260-280	Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.
Proficient	240-258	Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
Needs Improvement	220-238	Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.
Warning (Grades 3-8) Failing (High School)	200-218	Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

General Achievement Level Definitions MCAS Legacy Tests

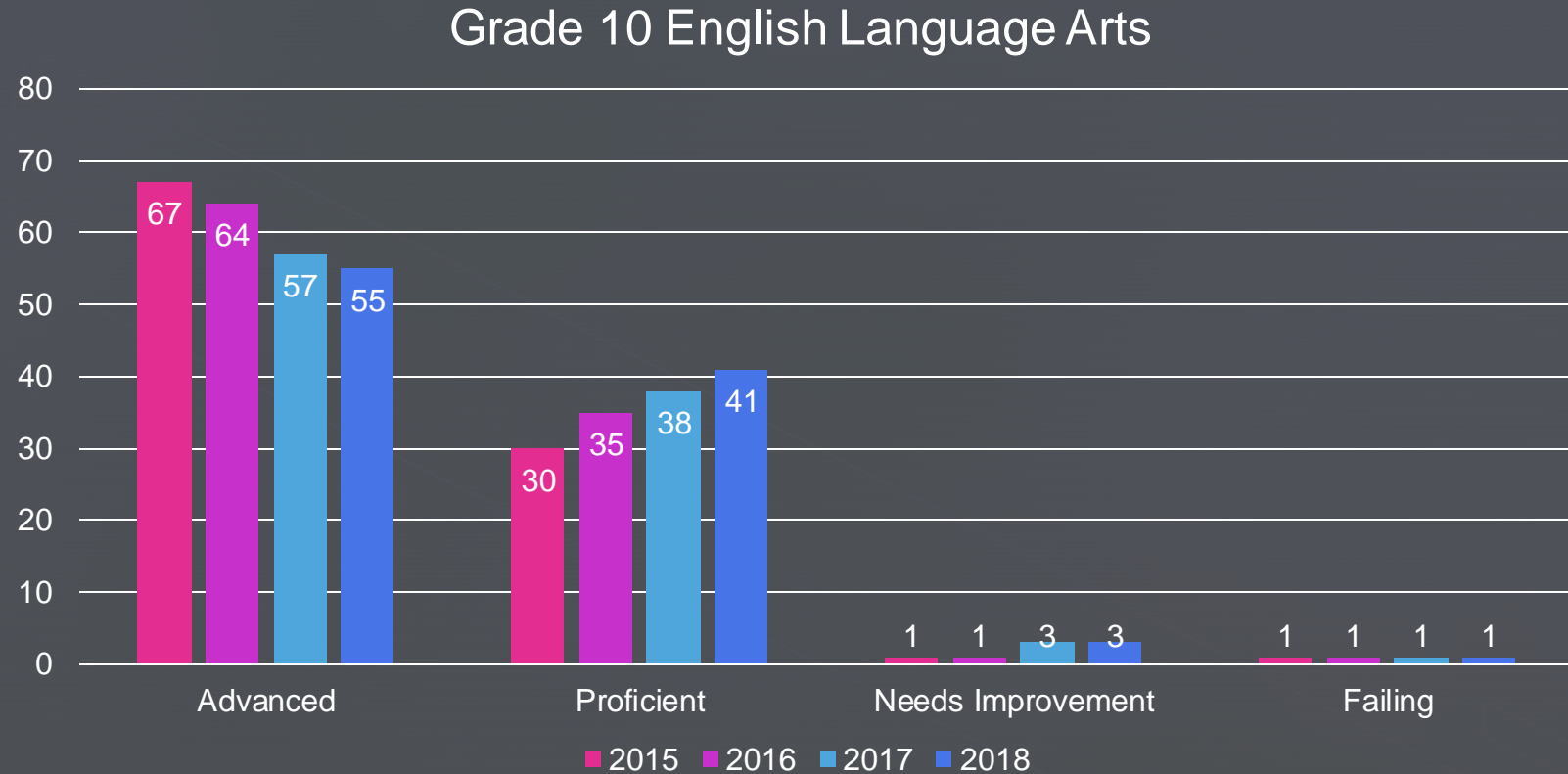
MCAS Tests of Spring 2018

Percent of Students at Each Achievement Level for Reading Public Schools

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 05 - SCIENCE AND TECH/ENG	70	47	30	18	39	30	23	39	7	13	306	86.1	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	52	35	6	4	47	31	39	44	8	21	322	80.4	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	96	91	55	51	41	40	3	6	1	3	305	98.3	33.5	286
GRADE 10 - MATHEMATICS	88	78	65	51	22	27	10	14	3	8	304	94.5	40.2	284
GRADE 10 - SCIENCE AND TECH/ENG	81	74	33	32	48	43	18	21	1	5	298	93.0	N/A	N/A

NOTE: Grade 10 STE results are reported based on students' best performance on any STE test taken in grade 9 or grade 10; only students continuously enrolled in the state, district, or school from fall of grade 9 through spring of grade 10 are included in state, district, or school results.

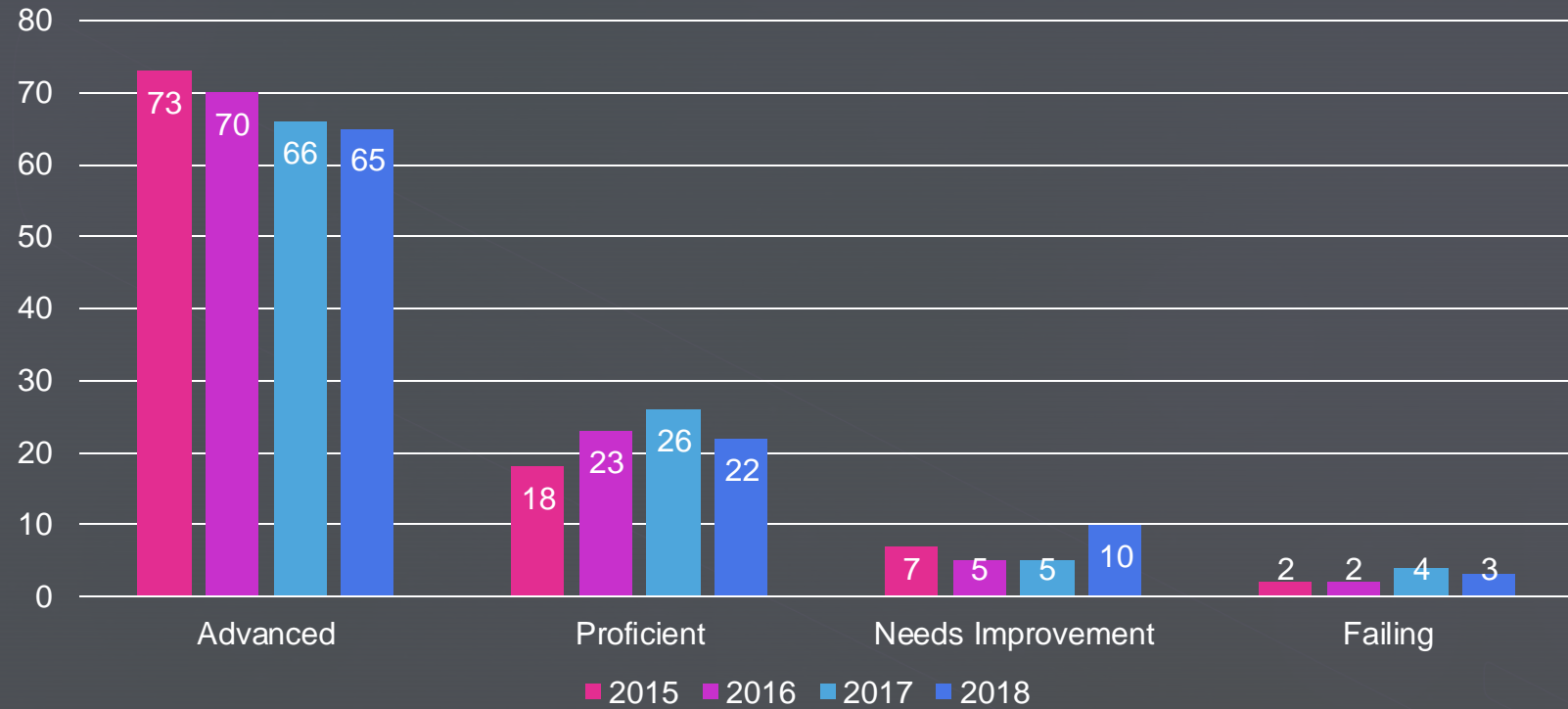
Grade 10 English Language Arts



Advanced/Proficient Change: +1%

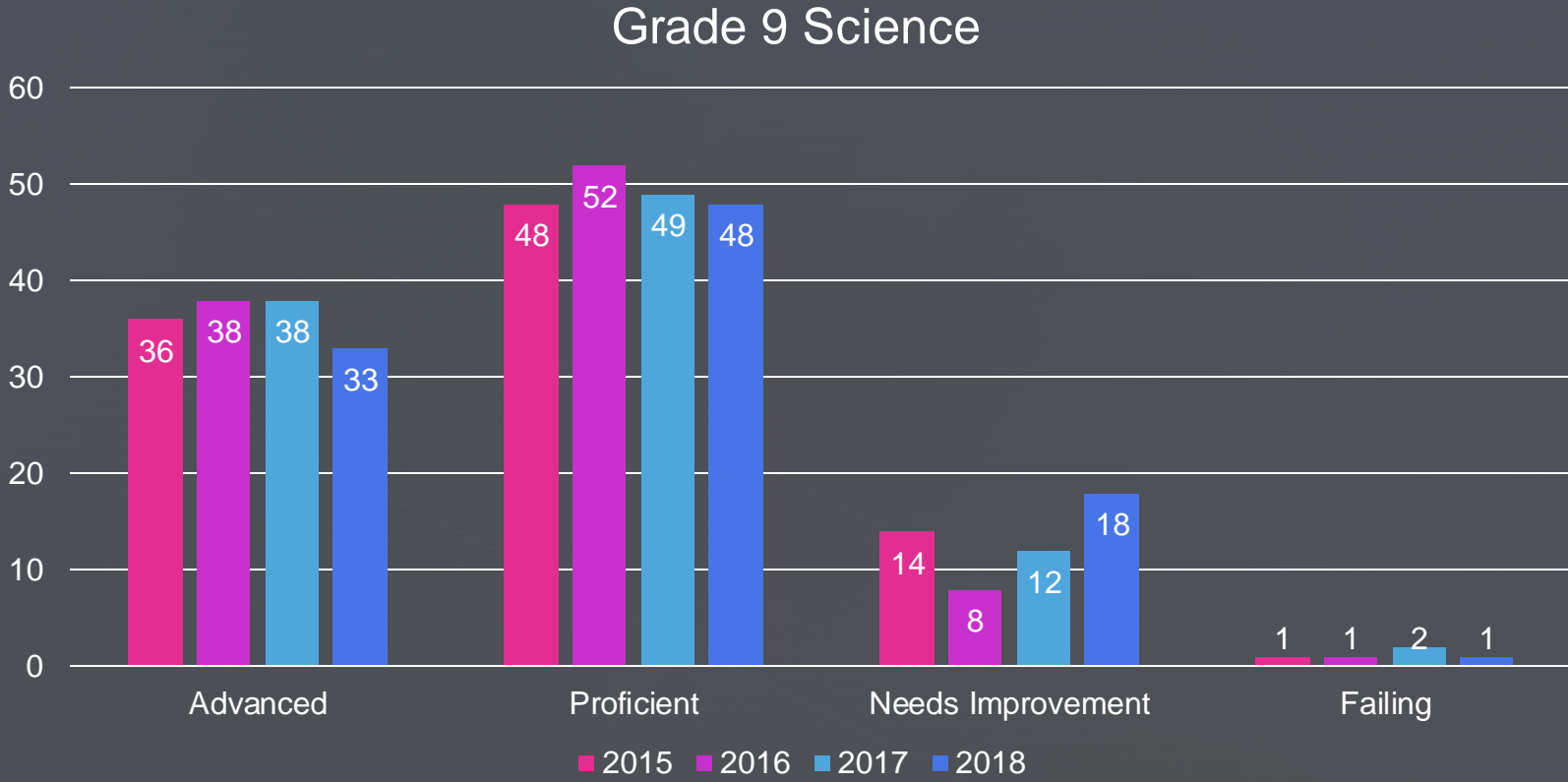
Grade 10 Mathematics

Grade 10 Mathematics



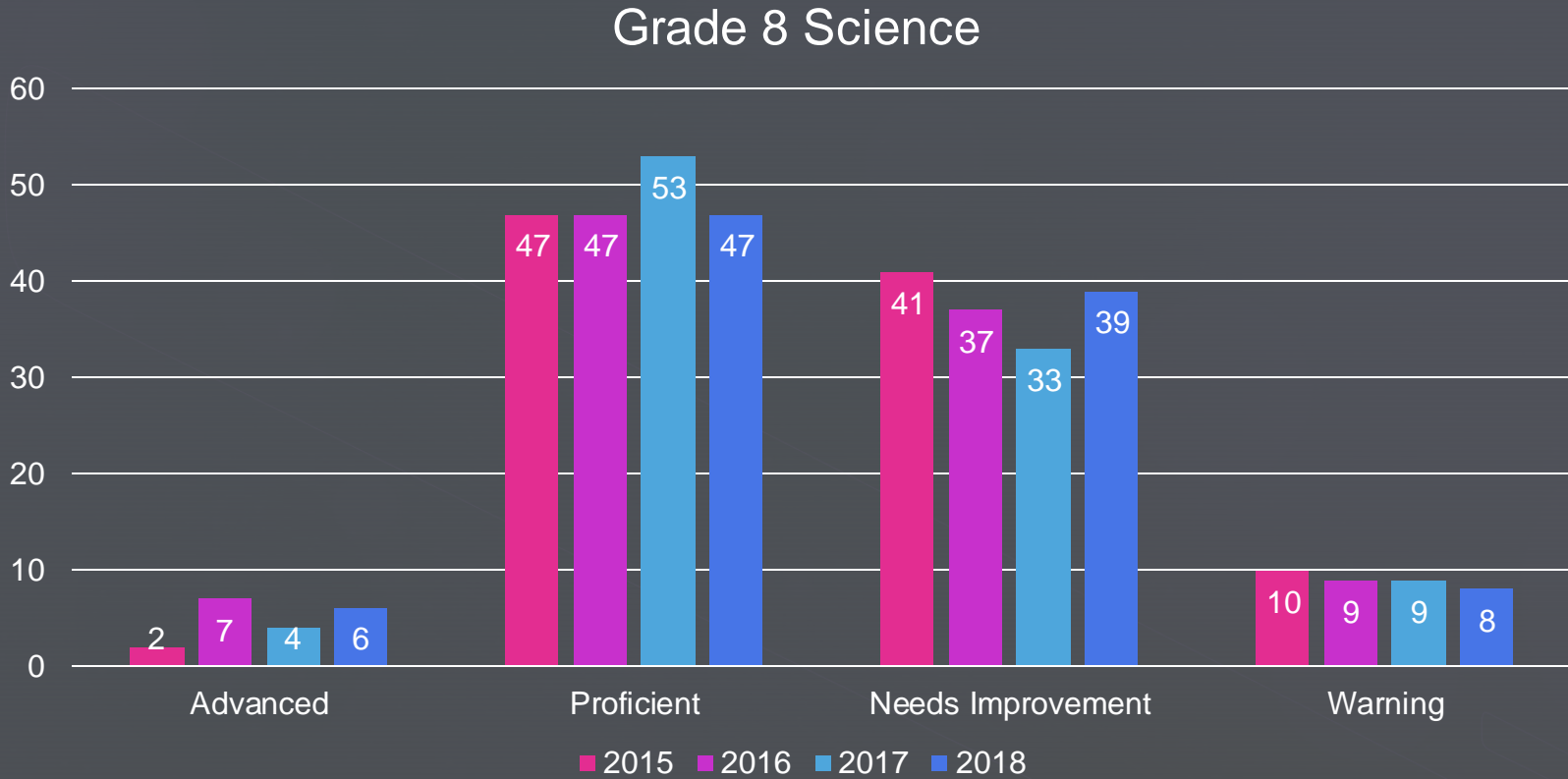
Advanced/Proficient Change: -5%

Grade 9 Science



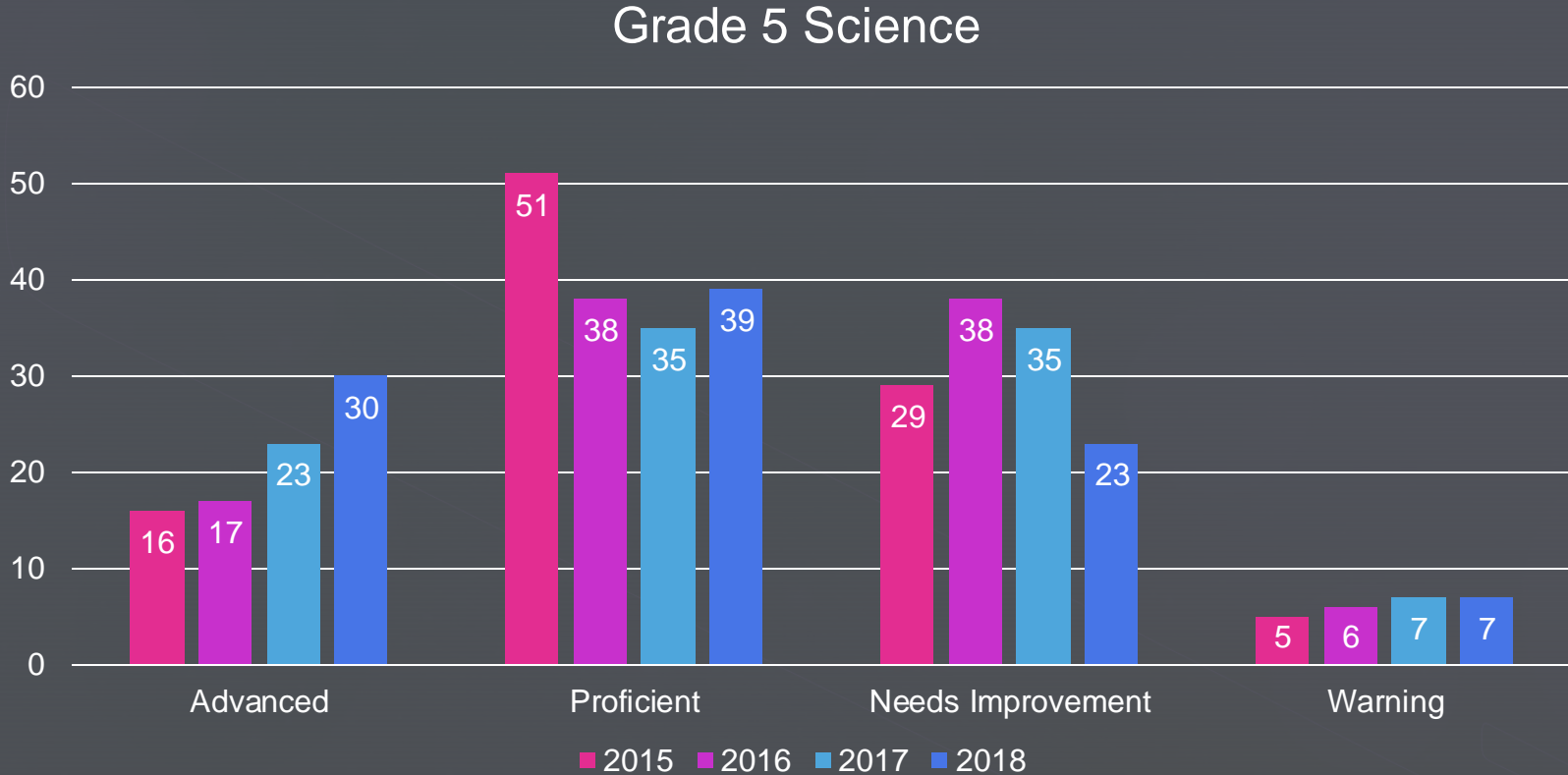
Advanced/Proficient Change: -6%

Grade 8 Science



Advanced/Proficient Change: -4%

Grade 5 Science



Advanced/Proficient Change: +11%

Questions

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Student Growth

English Language Arts Average Student Growth Percentile

School	Avg. SGP%	% Meeting or Exceeding Expectations
Barrows	43.8	67
Coolidge	67.3	77
Birch Meadow	49.8	70
Killam	52.8	66
Eaton	60.7	65
Parker	51.9	67
RMHS	33.3	96 (% Advanced/Proficient)
Wood End	52.0	63

School	Avg. SGP%	% Meeting or Exceeding Expectations
Barrows	48.2	62
Coolidge	65.2	73
Birch Meadow	45.5	63
Killam	53.3	55
Eaton	58.3	62
Parker	57.5	62
RMHS	40.2	88 (% Advanced/Proficient)
Wood End	49.5	63


Mathematics
Average Student Growth Percentile

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New School and District 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?
 - What kind of support does the school need?

System highlights

- Additional accountability indicators
 - Provide information about school performance & student opportunities beyond test scores
- Normative & criterion-referenced components
 - Accountability percentiles & progress toward targets
- Focus on raising the performance of each school's lowest performing students
 - In addition to the performance of the school as a whole
- Discontinuation of accountability & assistance levels 1-5
 - Replaced with accountability categories that define the progress that schools are making & the type of support they may receive from the Department

Required accountability indicators

- ESSA requires states to include the following indicators in an accountability system
 - Academic achievement based on annual assessments in English language arts (ELA), math, & science
 - A measure of student growth or progress for elementary & middle schools
 - Graduation rates for high schools
 - Progress in achieving English proficiency for English learners
 - At least one measure of school quality or student success

Massachusetts' accountability indicators – Non-high schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) average scaled score Mathematics average scaled score Science achievement (Composite Performance Index (CPI))
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

Massachusetts' accountability indicators – High schools

Indicator	Measure
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement (Composite Performance Index (CPI)) Mathematics achievement (CPI) Science achievement (CPI)
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus the percentage of students still enrolled) Annual dropout rate
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets required in order to attain English proficiency in six years)
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership) Percentage of 11th & 12th graders completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, &/or other selected rigorous courses)

Old vs. new percentiles

- 2018 accountability percentiles should not be compared to school percentiles from 2012-2017
 - Different comparison “universe”
 - Inclusion of additional indicators
 - Fewer years of data used in calculation

Categorization of schools

- Schools will no longer be placed in a vertical hierarchy of levels 1-5
- Number of schools that will be placed into a category based upon a relative standing will be cut in half from previous system
 - Approximately 90 percent of schools could be categorized based on their own performance against targets
- Most schools will have 50 percent of its categorization based on students that have been in the school for at least two years
- Category labels are primarily tied to the level of required assistance or intervention
- Stronger emphasis on schools commended for success

Categorization of schools

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

Schools requiring assistance or
intervention (approx. 15%)

Schools of recognition	Meeting targets	Partially meeting targets	Focused/targeted support	Broad/comprehensive support
<p>Schools demonstrating high achievement, significant improvement, or high growth</p>	<p>Criterion-referenced target percentage 75-100</p>	<p>Criterion-referenced target percentage 0-74</p>	<ul style="list-style-type: none"> • Non-comprehensive support schools with percentiles 1-10 • Schools with low graduation rate • Schools with low performing subgroups • Schools with low participation 	<ul style="list-style-type: none"> • Underperforming schools • Chronically underperforming schools
<p>2018: Performance against targets reported in 2 categories (meeting & partially meeting) 2019: Performance against targets reported in 3 categories (meeting, partially meeting, & not meeting)</p>				

Notes:

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

Categorization of districts

- Districts will be classified based on the performance of the district as a whole
 - No longer categorized based on performance of lowest performing school
- District accountability percentiles will not be calculated
- Classified based on criterion-referenced component
 - Adjustments made for low graduation rates & low assessment participation
- Board may designate a district as underperforming or chronically underperforming

Weighting of Accountability Indicators

Federal requirements

- “Substantial weight” on achievement, progress, EL proficiency, & graduation rate
 - Together, they must be given “much greater weight” than any measures of school quality or student success

Considerations for weighting achievement & growth

- All indicators need to be included in the weighting
- Progress towards English language proficiency only applies to a subset of schools, & weighting needs to be flexible
- Ratio between achievement & growth can be held constant between non-high schools & high schools but actual weightings will differ
- ESE intends to apply the same weighting rules to both the normative & criterion-referenced components of the system
- **For 2018 reporting, ESE will maintain the current ratio of achievement to growth (3:1)**

Proposed weighting of indicators in non-high schools

Indicator	Measures	Current Weighting 3:1	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement values (based on scaled score) 	60%	67.5%
Student Growth	<ul style="list-style-type: none"> • ELA/Math Student Growth Percentile (SGP) 	20%	22.5%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism 	10%	10%

Proposed weighting of indicators in high schools & middle/high/K-12 schools

Indicator	Measures	Current Weighting 3:1	
		With ELL	No ELL
Achievement	<ul style="list-style-type: none"> • ELA, math, & science achievement 	40%	47.5%
Student Growth	<ul style="list-style-type: none"> • ELA/Math Student Growth Percentile (SGP) 	20%	22.5%
High School Completion	<ul style="list-style-type: none"> • Four-year cohort graduation rate • Extended engagement rate • Annual dropout rate 	20%	20%
English Language Proficiency	<ul style="list-style-type: none"> • Progress made by students towards attaining English language proficiency 	10%	
Additional Indicators	<ul style="list-style-type: none"> • Chronic absenteeism • Percentage of students completing advanced coursework 	10%	10%

Normative component

- Accountability percentile 1-99, calculated using all available indicators for a school
- Compares schools administering similar statewide assessments
- Used to identify the lowest performing schools in the state
- Same calculation used at the subgroup level to identify low-performing subgroups

Comparisons

- Schools will be grouped & compared based on the assessment(s) administered in 2018
 - Non-high schools
 - Serving only a combination of grades 3-8
 - Administering only Next-Generation MCAS tests in ELA & math
 - Middle/high/K-12 schools
 - Serving grade 10 & at least one other grade 3-8
 - Administering a combination of Next-Generation & legacy MCAS tests in grades 3-8 & 10
 - High schools
 - Schools in which the only tested grade is grade 10
 - Administering only legacy MCAS tests
- Separate comparison categories will not be necessary once all grades/tests have transitioned to Next-Generation MCAS

Criterion-referenced component

- Focus on closing the achievement gap by raising the “achievement floor”
 - Gap-closing can occur as a result of a decline in performance by the high-performing group
- In addition to meeting targets for the school as a whole, the performance of the lowest performing students in each school will be measured
 - Every school has a group of lowest performers
 - Identified from cohort of students who were enrolled in the school for more than one year

Criterion-referenced component

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

- Points assigned based on progress toward target for each indicator, for both the aggregate & the lowest performing students

Highlights

- Schools and District Receive Overall Classification of “Not Requiring Assistance or Intervention”
- Receive a Designation for Special Education of “Meets Requirements”-No Technical Assistance Needed

> Accountability Report

Related Links:

- [Statewide Accountability Report](#)



2018 Official Accountability Report - Reading

Organization Information	
DISTRICT NAME Reading (02460000)	TITLE I STATUS Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification
Partially meeting targets

Progress toward improvement targets	Accountability percentile
66% - Partially meeting targets	-

This district's determination of need for special education technical assistance or intervention
Meets requirements (MR)

Overall results

District

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	4	4	-	3	4	-	4	4	-	1	4	-
	Mathematics achievement	2	4	-	4	4	-	1	4	-	0	4	-
	Science achievement	3	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	9	12	60.0	7	8	67.5	6	12	47.5	1	8	67.5
Growth	English language arts growth	3	4	-	3	4	-	1	4	-	0	4	-
	Mathematics growth	3	4	-	3	4	-	2	4	-	1	4	-
	Growth total	6	8	20.0	6	8	22.5	3	8	22.5	1	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	9	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	2	4	10.0	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	2	4	-	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	0	4	-	-	-	-
	Additional indicators total	4	4	10.0	2	4	10.0	3	8	10.0	4	4	10.0
Weighted total		7.2	9.6	-	6.3	7.6	-	5.6	10.7	-	1.3	7.6	-
Percentage of possible points		75%		-	83%		-	52%		-	17%		-
Percentage of possible points by gradespan		79%						35%					
		Weight of non-high school results:70%						Weight of high school results:30%					
Criterion-referenced target percentage		66%											
		Partially meeting targets											

School	Overall Classification- Partially Meeting Targets-66%	Progress toward Improvement targets	Accountability Percentile
Barrows	Not requiring assistance or intervention	71% Partially Meeting Targets	74%
Birch Meadow	Not requiring assistance or intervention	72% Partially Meeting Targets	75%
Eaton	Not requiring assistance or intervention	93% Meeting Targets	81%
Killam	Not requiring assistance or intervention	90% Meeting Targets	79%
Wood End	Not requiring assistance or intervention	72% Partially Meeting Targets	77%
Coolidge	Not requiring assistance or intervention	87% Meeting Targets	91%
Parker	Not requiring assistance or intervention	55% Partially Meeting Targets	77%
RMHS	Not requiring assistance or intervention	31% Partially Meeting Targets	52%

School Accountability Results

Overall classification Not requiring assistance or intervention

Reason for classification

Partially meeting targets

Progress toward improvement targets	Accountability percentile
31% - Partially meeting targets	52

OVERALL AND SUBGROUP DATA

DETAILED DATA FOR EACH INDICATOR

Overall results

Progress toward improvement targets							
Indicator	All students (High school grades)			Lowest performing students (High school grades)			
	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	
Achievement	English language arts achievement	4	4	-	1	4	-
	Mathematics achievement	1	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	Achievement total	5	12	47.5	1	12	67.5
Growth	English language arts growth	1	4	-	0	4	-
	Mathematics growth	2	4	-	1	4	-
	Growth total	3	8	22.5	1	8	22.5
High school completion	Four-year cohort graduation rate	3	4	-	-	-	-
	Extended engagement rate	3	4	-	-	-	-
	Annual dropout rate	3	4	-	-	-	-
	High school completion total	9	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	4	4	-	2	4	-
	Advanced coursework completion	0	4	-	-	-	-
	Additional indicators total	4	8	10.0	2	4	10.0
Weighted total		5.3	10.7	-	1.1	10.3	-
Percentage of possible points		50%			11%		
Criterion-referenced target percentage		31%					
		Partially meeting targets					

Overall results

Coolidge-Accountability Percentile = 91

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-
	Science achievement	1	4	-	-	-	-
	Achievement total	8	12	67.5	8	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	8	8	22.5	8	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	3	4	10.0	4	4	10.0
Weighted total		7.5	10.3	-	7.6	7.6	-
Percentage of possible points		73%		-	100%		-
Criterion-referenced target percentage		87%					
		Meeting targets					

Focus Areas

- Aligning Grade Level Standards and Practices to Each Grade Level
- Inclusionary Practices through RADAR grant and SCTG
- Reader's Workshop Training at Elementary Level
- Math Perspectives Training at Elementary Level
- RMHS NEASC Process
- PRIDE School Climate Data Analysis
- MCAS Data Analysis
- Implement Bridge Action Plan

Questions