

State Release of *Spring 2017* MCAS Data

An Update from the Assistant Superintendent for Learning & Teaching

October 2017

MCAS Results Released by DESE

As you may know, the Massachusetts Department of Secondary and Elementary Education (DESE) released results today for last spring's state assessments. This includes Grades 3-8 "Next-Generation" MCAS results for both English Language Arts and Mathematics, the Science and Technology/Engineering MCAS results for Grades 5/8/10, as well as the high school MCAS results for English Language Arts and Mathematics.

The MCAS assessment data are assembled in several different tables below. In addition to the achievement levels in each content area, we have also created tables to review the median Student Growth Percentiles, as that data also provide us important information. The Student Growth Percentile (SGP) measures how much a student's performance has improved from one year to the next relative to his or her academic peers (other students statewide with similar achievement results in prior years).

Below are some important points from the DESE regarding the results for the "next-generation" MCAS . . .

- The results released this week include scores from the next-generation MCAS, an updated version of the test that was given for the first time in spring 2017 to students in grades 3-8 in English language arts and mathematics. Eventually, all MCAS tests will be next-generation MCAS.
- The next-generation MCAS was developed after the Board of Elementary and Secondary Education voted in November 2015 to create a next-generation, computer-based, and Massachusetts-specific test. It is an updated version of the nearly 20-year-old MCAS assessment and focuses on students' critical thinking abilities, ability to apply their knowledge and ability to make connections between reading and writing. It gives a clearer signal of readiness for the next grade level, and the majority of students in grades 3-8 took the next-generation MCAS on a computer. The DESE expects that the move to computer-based testing should be complete by spring 2019.
- The achievement score levels for the next-generation MCAS are different from those of the legacy MCAS. Next-generation MCAS scores fall into these four categories: ***Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations.***
- Approximately fifty percent of grades 3-8 students in the state are already scoring in the *Meeting* or *Exceeding Expectations* categories on the new test. Some students will find, however, that they scored *Proficient* on the legacy MCAS in 2016 but only *Partially Meeting Expectations* on the next-generation MCAS in 2017. Students, parents and educators should keep in mind that:
 - In general, the new standards for Meeting Expectations are **more rigorous** than the standards for reaching the Proficient level on the legacy MCAS.
 - **Massachusetts educators** set the new standards to help signal students' readiness for the next grade level and indicate when students might need additional help to succeed. Ultimately, this will give students a better sense of what they need to do to be prepared for college or other post-secondary training.
 - Spring 2017 is a **baseline year** for a new test in grades 3-8, and spring 2017 scores *should not be compared* to previous years' scores.

- The fact that approximately 50 percent of students were *Meeting Expectations* or above in each of the next-generation MCAS grades and subjects reflects the scoring standards that 125 Massachusetts educators set this summer when they reviewed test questions and student responses and compared them to what students need to know to be successful in the next grade.
 - The 50 percent is not a grading curve; it is where the scores fell after educators set the standards. The educators valued both readiness for the next grade level and consistent expectations across grades.
 - A higher percentage of students are likely to score *Meeting Expectations* or above in future years as students and schools become more familiar with the tests' expectations.
 - The consistency of the scoring standards is one benefit of creating the entire grades 3-8 next-generation MCAS at once. The legacy MCAS began in isolated grades and was introduced in other grades in subsequent years, each time requiring a separate standard setting process for that specific test. That meant that while, for instance, the fourth-grade scoring standards were the same every year, they did not necessarily reflect the same level of expectations as the third- or fifth-grade scoring standards.

- High school students are still taking the legacy MCAS tests. The next-generation tests will be introduced at the high school level in spring 2019.

- All “Next-Generation” MCAS schools (Grade 3-8 schools) who meet participation and graduation rate requirements will not receive an accountability level.

- 2017 Assessment results will serve as the new baseline for target-setting in 2018 and beyond.

- Parents should receive their child's scores from their school district in late October or early November.

As all the data has just been made released, staff are continuing to review all the information that is now available for each school, grade level, and content area. We are also, of course, continuing to improve the curriculum, instruction, and assessment in *all* content areas and grade levels in order to better align with the “next-generation” state assessments. In upcoming weeks, the district, school, and student results will be used to identify our current strengths and weaknesses, review curriculum and instructional alignment, and identify appropriate interventions for students where applicable. We will also utilize released assessment items—including test questions, scoring rubrics, and examples of scored student responses—to inform our practice.

An overview presentation of the district assessment data will be given for the School Committee later this fall, and each school will also be doing its own school-level presentation in order to more fully discuss and identify each school’s individual progress.

If you have any questions, feel free to contact your school Principal or the district administration offices. Below also are several links to the DESE website for further information about Reading’s results and the next-generation MCAS.

Reading Public Schools / DESE Assessment Profile

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=02460000&orgtypecode=5&

Parents’ Guide to the Massachusetts Comprehensive Assessment System (MCAS)

<http://www.doe.mass.edu/odl/e-learning/mcas-parentguide/content/index.html#/? k=e82zj7>

Frequently Asked Questions (FAQs) about next-generation MCAS Results

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

English Language Arts & Mathematics MCAS

For Reading Memorial High School (with overall state data and also 2016/2015 results)

2017 High School English Language Arts and Mathematics MCAS (Percentage of Students at each achievement score level)						2016					2015				
	<i>Prof or Higher</i>	Adv	Prof	NI	W	<i>Prof or Higher</i>	Adv	Prof	NI	W	<i>Prof or Higher</i>	Adv	Prof	NI	W
RMHS ELA	97	59	38	3	0	99	64	35	1	0	98	69	29	1	1
RMHS Math	94	68	26	4	2	93	70	23	5	2	92	74	18	7	2
State HS ELA	91	47	44	6	3	92	47	45	6	3	91	49	42	6	3
State HS Math	79	53	26	14	8	78	54	24	15	8	78	53	25	13	8

Adv=Advanced / Prof=Proficient / NI=Needs Improvement / W=Warning (Failing)

2017 High School Student Growth Percentiles (SGP)						2016		2015	
	% High Growth	% Moderate Growth	% Low Growth	% Moderate to High Growth	Median SGP	% Moderate to High Growth	Median SGP	% Moderate to High Growth	Median SGP
RMHS ELA	36	19	45	55	44	57	48	58	46
RMHS Math	34	22	45	56	46	62	55	64	54.5

Massachusetts measures growth for 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 state defines *moderate* (or expected) growth to be between the 40-60 percentile, with *low* growth as below the 40th percentile and *high* above the 60th percentile.

Science and Technology/Engineering MCAS

For all Reading Public Schools (with overall state data and also 2016/2015 results)

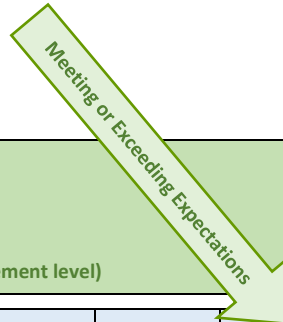
2017 Science and Technology/Engineering MCAS (Percentage of Students, by school, at each achievement score level)						2016					2015				
	<i>Prof or Higher</i>	Adv	Prof	NI	W	<i>Prof or Higher</i>	Adv	Prof	NI	W	<i>Prof or Higher</i>	Adv	Prof	NI	W
Barrows	69	27	42	30	1	47	8	39	47	6	61	15	46	32	7
Birch Meadow	44	21	23	44	13	57	18	39	36	6	60	15	45	36	4
Eaton	55	22	33	38	7	54	21	33	43	3	78	20	58	20	3
Killam	57	15	42	38	6	53	18	35	38	9	61	8	53	32	6
Wood End	71	31	40	24	6	72	19	53	26	2	72	20	52	25	3
Coolidge	55	7	48	32	14	46	5	41	39	14	38	1	37	51	12
Parker	62	3	59	33	5	61	8	53	34	5	58	2	56	35	7
RMHS	89	39	50	11	1	92	40	52	8	0	86	37	49	13	1
State Gr 5	46	17	29	39	15	47	16	31	38	14	51	16	35	37	13
State Gr 8	40	3	37	40	20	41	6	35	40	19	42	3	39	40	18
State HS	74	32	42	21	5	73	29	44	21	5	71	27	44	23	5

Adv=Advanced / Prof=Proficient / NI=Needs Improvement / W=Warning (Failing)

2017 English Language Arts

Next-Generation MCAS Achievement Levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



2017 English Language Arts / MCAS

(Percentage of students, by school and grade level, at each achievement level)

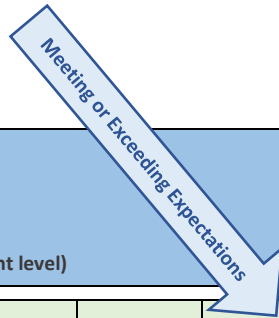
		Not meeting expectations	Partially Meeting expectations	Meeting expectations	Exceeding expectations	2017 Meeting or Exceeding Expectations
State	Grade 3	10	42	39	8	47
	Grade 4	10	42	41	7	48
	Grade 5	10	42	43	6	49
Barrows	Grade 3	0	31	57	11	68
	Grade 4	4	26	53	17	70
	Grade 5	1	37	55	6	61
Birch Meadow	Grade 3	2	30	59	10	69
	Grade 4	4	39	44	13	57
	Grade 5	7	45	42	6	48
Eaton	Grade 3	8	39	47	5	52
	Grade 4	5	36	51	5	56
	Grade 5	6	46	36	13	49
Killam	Grade 3	4	49	44	3	47
	Grade 4	1	39	45	15	60
	Grade 5	0	44	53	3	56
Wood End	Grade 3	9	26	57	9	66
	Grade 4	7	27	46	20	66
	Grade 5	4	34	57	4	61
State	Grade 6	10	39	43	7	50
	Grade 7	11	39	44	6	50
	Grade 8	11	39	41	8	49
Coolidge	Grade 6	6	30	55	10	65
	Grade 7	3	15	63	19	82
	Grade 8	6	28	48	18	66
Parker	Grade 6	3	30	53	14	67
	Grade 7	3	27	58	12	70
	Grade 8	6	34	54	6	60

(See next page for Math results)

2017 Mathematics

Next-Generation MCAS Achievement Levels:

- Exceeding Expectations
- Meeting Expectations
- Partially Meeting Expectations
- Not Meeting Expectations



2017

Mathematics / MCAS

(Percentage of students, by school and grade level, at each achievement level)

		<i>Not meeting expectations</i>	<i>Partially Meeting expectations</i>	<i>Meeting expectations</i>	<i>Exceeding expectations</i>	2017 Meeting or Exceeding Expectations
State	Grade 3	13	38	42	7	49
	Grade 4	13	39	43	6	49
	Grade 5	10	44	39	7	46
Barrows	Grade 3	10	28	52	10	62
	Grade 4	4	21	57	19	76
	Grade 5	3	34	55	7	62
Birch Meadow	Grade 3	2	19	65	14	79
	Grade 4	7	26	63	4	67
	Grade 5	10	45	35	10	45
Eaton	Grade 3	14	26	52	9	61
	Grade 4	13	27	51	10	61
	Grade 5	6	46	36	13	49
Killam	Grade 3	10	43	43	4	47
	Grade 4	3	40	44	13	57
	Grade 5	4	56	31	10	41
Wood End	Grade 3	9	20	52	20	72
	Grade 4	10	22	61	7	68
	Grade 5	4	34	51	10	61
State	Grade 6	11	39	42	7	49
	Grade 7	12	42	38	9	47
	Grade 8	11	42	39	9	48
Coolidge	Grade 6	7	24	64	5	69
	Grade 7	2	20	64	14	78
	Grade 8	8	28	38	26	64
Parker	Grade 6	3	40	54	4	58
	Grade 7	2	24	62	13	75
	Grade 8	4	38	46	12	58

(See next page for SGP information)

Student Growth Percentiles (SGP)

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 state defines moderate (or expected) growth to be between the 40-60 percentile, with low growth as below the 40th percentile and high growth as above the 60th percentile.

English Language Arts / Mathematics

Student Growth Percentiles (Median SGP)

School/Grade		English Language Arts 2017 MCAS 2016 PARCC / 2015 PARCC			Mathematics 2017 MCAS 2016 PARCC / 2015 PARCC		
		2017 SGP	2016 SGP	2015 SGP	2017 SGP	2016 SGP	2015 SGP
Barrows	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	54.0	60.5	54.0	69.0	51.5	83.0
	Grade 5	34.0	31.0	62.0	38.0	30.0	46.0
Birch	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	47.0	58.5	62.0	59.0	54.0	76.0
	Grade 5	37.0	53.0	49.0	44.0	49.0	62.0
Eaton	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	62.0	41.0	60.0	65.5	58.0	69.0
	Grade 5	53.0	65.5	68.5	57.0	59.0	90.0
Killam	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	46.0	55.0	44.5	55.5	50.0	47.0
	Grade 5	48.0	64.0	53.5	52.0	54.0	48.0
Wood End	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	57.0	56.0	50.5	57.0	31.0	64.0
	Grade 5	53.0	47.0	67.0	77.0	78.0	93.0
Coolidge	Grade 6	50.0	53.0	62.0	48.0	68.0	60.0
	Grade 7	72.0	62.0	70.5	58.0	72.5	68.0
	Grade 8	61.5	68.0	58.5	65.5	69.0	53.5
Parker	Algebra I	N/A	N/A	N/A	N/A	70.0	84.0
	Grade 6	60.5	67.0	65.0	48.0	72.0	73.0
	Grade 7	48.5	56.0	69.0	55.5	57.0	54.0
	Grade 8	31.0	45.0	48.0	35.0	29.0	33.0
	Algebra I	N/A	N/A	N/A	N/A	65.0	81.5

School	2017 Accountability Level
RMHS	Level 2
Coolidge	N/A
Parker	N/A
Barrows	N/A
Birch Meadow	N/A
Eaton	N/A
Killam	N/A
Wood End	N/A