

State Release of Spring 2018 MCAS Data

An Update from the Assistant Superintendent for Learning & Teaching
September 27, 2018

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 "Legacy" MCAS results for Grades 5/8/10, as well as the high school "Legacy" MCAS results for English Language Arts and Mathematics. You should be receiving your child's individual scores by mail in the next few weeks as DESE should be sending them to our district soon.

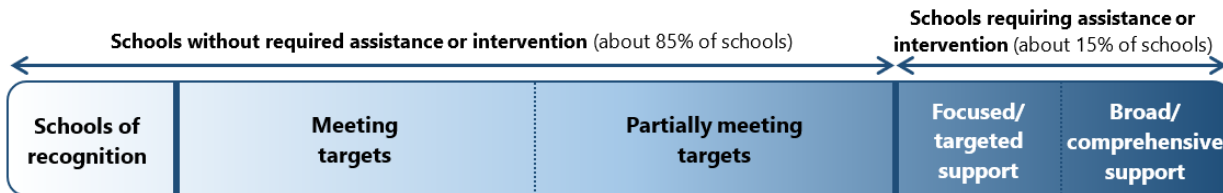
In this update, you will receive three sections of data related to the MCAS: Accountability results, MCAS results for Science, English Language Arts, and Mathematics, and Student Growth Percentiles.

Accountability Results

This year, DESE will report accountability results under its *new* framework for district and school accountability and assistance. As a result, there are MANY differences in the way state is now reporting out.

Below are some important points from the DESE regarding the results for the new Accountability System and the MCAS results, in general:

- We have been asked by DESE-**NOT TO COMPARE this year's accountability ratings to prior years as they include new indicators and comparison groups.** In addition, there are no crosswalks between the former 1-5 ranking for schools and districts as **DESE has dropped the numeric ranking.** Instead they will be using the following criteria in recognizing success and identifying where support is needed:



- **Broad/Comprehensive Support, Focused/targeted support, Partially meeting targets, Meeting targets and Schools of Recognition.**
- **Schools are given an Overall Classification and Reason for that Classification as well as a percentage of Progress toward improvement targets as well as an Accountability percentile.**
- This new accountability system looks at schools and compares them into three determinations: **Non-High Schools** (schools serving a combination of grades 3-8)
High Schools (schools serving a combination of grades 9-12)
Middle/High Schools or K-12 Schools (schools serving gr 10 and at least one other grade 3-8).

Reading's schools fall into the first two determinations. Barrows, Birch Meadow, Coolidge, Joshua Eaton, Killam, Parker and Wood End Schools are compared to other Non-High Schools. RMHS is compared to other high schools serving grades 9-12 only.

- **Non-High Schools** determinations are measured in **Achievement** in ELA, Math and Science as well as **Growth** in ELA and Math. In addition, the state looks at **Progress Towards English Proficiency** (only measured at the district level for Reading due to low numbers), and Chronic Absenteeism. **Chronic Absenteeism** is defined as the percentage of students who miss 10% or more of their school days (for a full year, that would be 18 days or more).
- **High School** determinations also look at **Achievement** in ELA, Math and Science as well as **Growth** in ELA and Math. In addition, they look at the **Four-year cohort graduation rate**. This represents the percentage of the cohort that graduates in four years or less. They also look at **Extended engagement rate** which is the total of the five-year cohort graduation rate plus the percentage of students from the cohort that remain in schools after five years. Also included in accountability is the **Annual Drop Out Rate, Progress toward English proficiency and Chronic absenteeism**. They have added another category to determination that looks at **Advance Coursework completion**. This determination looks at the percentage of enrolled 11th and 12th grade students that achieve a passing score on at least one advanced course (such as AP) and other state determined rigorous mathematics and science courses.

Achievement	MCAS scores in English language arts, math, and science
Student Growth	Student growth percentiles in English language arts and math
High School Completion	Four-year cohort graduation rate
	Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
	Annual dropout rate
Progress Towards English Proficiency	Percentage of English learners meeting annual targets <u>in order to</u> be English proficient in six years
Chronic Absenteeism	Percentage of students missing 10 percent or more of the days they were enrolled at a given school during a school year
Advanced Coursework Completion	Percentage of 11 th and 12 th <u>graders</u> completing advanced coursework (Advanced Placement, International Baccalaureate, dual enrollment courses, and other selected rigorous courses)

- 2018 Assessment results were based on **targets set by comparing last year's results to this year**. Moving forward, DESE hopes to have targets based on four years of data.
- In addition to meeting targets for the school as a whole, the school (and district) is set targets for the **Lowest Performing Students** as well as in 11 subgroups. Subgroups are reported if there are more than 20 students within them at the school and at the district level. In Reading, as a district, we are not given reports in all categories due to our lower numbers in some subgroup categories. The new group called **Lowest Performing Students** is not a subgroup but the data is factored into the new accountability determinations.
- 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

Accountability Determinations

(Based on new Accountability System)

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	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%

As all the final data has just been released, staff are continuing to review all the information that is now available for each school, grade level, and content area. We are also working at the district level to align our coursework and curriculum so that our students will continue to make gains. Our district is already using this data in order to identify 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. We also just found out that our district meets the requirements and is not in need of Assistance or Intervention in Special Education.

An overview presentation of the district assessment data will be given for the School Committee on October 18th, and each school will also be doing its own school-level presentation 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 websites for further information about Reading's results and the next-generation MCAS and new accountability system.

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 mean 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 during 2017-18.

Reading Public Schools / DESE Assessment Profile~

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=02460000&orgtypecode=5>
(click on assessment tab)

Accountability Tools that help to understand the Massachusetts Comprehensive Assessment System (MCAS)

<http://www.doe.mass.edu/accountability/lists-tools.html>

MCAS Results

2018 English Language Arts

Next Generation MCAS Achievement Levels:

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

2018 ELA % of students, by school and grade, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2018 Meeting and Exceeding Expectations*
State	Grade 3	7	41	43	9	52
	Grade 4	9	38	43	10	59
	Grade 5	8	38	48	6	71
Barrows	Grade 3	0	26	58	16	74
	Grade 4	2	31	59	9	67
	Grade 5	2	40	47	11	58
Birch Meadow	Grade 3	0	30	59	11	70
	Grade 4	3	38	46	12	58
	Grade 5	0	17	70	13	83
Eaton	Grade 3	3	41	45	12	57
	Grade 4	8	25	56	10	66
	Grade 5	5	22	58	14	72
Killam	Grade 3	3	23	66	8	74
	Grade 4	3	48	42	7	49
	Grade 5	3	22	60	16	75
Wood End	Grade 3	4	37	43	15	58
	Grade 4	4	33	50	13	63
	Grade 5	7	22	54	17	71
State	Grade 6	12	37	40	10	50
	Grade 7	15	39	38	8	46
	Grade 8	15	34	41	10	51
Coolidge	Grade 6	4	23	50	23	73
	Grade 7	7	18	51	24	75
	Grade 8	2	15	56	27	83
Parker	Grade 6	4	29	52	16	67
	Grade 7	6	27	58	9	67
	Grade 8	5	29	51	15	65

*All bold results show that this year's % of Meeting and Exceeding Expectations increased from last year's percentage.

2018 English Language Arts – High School -- Legacy MCAS

		Prof or Higher	Advanced	Proficient	Needs Improvement	Warning/Failing
RMHS	Grade 10	96	55	41	3	1
State	Grade 10	91	51	40	6	3

2018 Mathematics

Next Generation MCAS Achievement Levels:

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

2018 Mathematics % of students by school and grade level, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2018 Meeting and Exceeding Expectations *
State	Grade 3	12	38	40	10	50
	Grade 4	13	39	41	7	48
	Grade 5	10	44	41	5	46
Barrows	Grade 3	2	37	53	8	61
	Grade 4	3	19	67	10	78
	Grade 5	4	51	40	6	45
Birch Meadow	Grade 3	0	37	51	13	63
	Grade 4	5	37	52	6	58
	Grade 5	2	30	64	4	68
Eaton	Grade 3	8	29	54	9	63
	Grade 4	12	17	56	15	71
	Grade 5	6	39	48	6	55
Killam	Grade 3	2	38	57	3	61
	Grade 4	9	48	42	1	43
	Grade 5	4	36	48	12	60
Wood End	Grade 3	6	36	52	6	58
	Grade 4	2	35	59	4	63
	Grade 5	8	22	60	10	70
State	Grade 6	11	42	41	7	48
	Grade 7	14	40	39	7	46
	Grade 8	12	38	41	8	49
Coolidge	Grade 6	6	28	57	9	66
	Grade 7	6	21	56	17	73
	Grade 8	1	16	63	19	83
Parker	Grade 6	2	41	49	8	58
	Grade 7	3	34	50	12	63
	Grade 8	5	30	54	11	65

*All bold results show that this year's % of Meeting and Exceeding Expectations increased from last year's percentage

2018 Mathematics – High School -- Legacy MCAS

		Prof or Higher	Advanced	Proficient	Needs Improvement	Warning/Failing
RMHS	Grade 10	88	66	22	9	3
State	Grade 10	78	51	27	14	8

2018 Science and Technology/Engineering Achievement

Legacy MCAS Achievement Levels:

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

2018 STE % of students by school and grade level, at each Achievement level		2018 Advanced/ Proficient*	Advanced	Proficient	Needs Improvement	Warning/ Failing
Barrows	Grade 5	76	38	38	19	6
Birch Meadow	Grade 5	74	21	53	19	8
Eaton	Grade 5	59	27	32	35	5
Killam	Grade 5	74	26	38	18	8
Wood End	Grade 5	75	30	45	20	5
Coolidge	Grade 8	46	8	38	48	6
Parker	Grade 8	59	4	55	31	9
RMHS Gr. 9 or 10	Grade 10	81	33	48	18	1
State Gr. 5	Grade 5	48	18	30	39	13
State. Gr. 8	Grade 8	35	4	31	44	22
State High School	Grade 9,10	74	32	43	21	5

*All bold results show that this year's % of Advanced/Proficient increased from last year's percentage

Student Growth Percentile (SGP)

Massachusetts measures growth for individual students by comparing their change in their achievement on statewide assessments to that of their peers (all other students in the state who previously had similar historical assessment results). The state has set a goal of 50 for each growth.

This year, the state is using the MEAN SGP and not the MEDIAN SGP. The Mean is the true average while the Median is the middle score after removing outliers. As a result, we cannot compare this year's Student Growth Percentile to previous year's SGPs. DESE provided the following rationale for this shift:

- Means are more sensitive and representative than medians in describing group performance, according to recent research
- Means align better with the Department's guiding philosophy that all students contribute to accountability results.
- The opportune time for the change is now, as the Department transitions to the next-generation MCAS assessments.

These bullet points are excerpted from "Replacing Medians with Means when Summarizing MCAS Student Growth Percentiles". Find the document in full under Technical Documents at <http://www.doe.mass.edu/accountability/lists-tools.html>.

School/Grade		English Language Arts	Mathematics 2018
		2018 SGP	2018 SGP
Barrows	Grade 3	N/A	N/A
	Grade 4	50.3	69.6
	Grade 5	36.8	24.6
Birch Meadow	Grade 3	N/A	N/A
	Grade 4	39.8	37.3
	Grade 5	61.5	55.1
Eaton	Grade 3	N/A	N/A
	Grade 4	52.6	64.0
	Grade 5	66.8	53.9
Killam	Grade 3	N/A	N/A
	Grade 4	46.8	54.7
	Grade 5	58.0	52.2
Wood End	Grade 3	N/A	N/A
	Grade 4	54.7	39.9
	Grade 5	48.9	60.8
Coolidge	Grade 6	67.7	65.8
	Grade 7	70.2	69.6
	Grade 8	63.9	59.9
Parker	Grade 6	58.2	58.0
	Grade 7	53.9	67.4
	Grade 8	42.6	45.5
RMHS	Grade 10	33.3	40.2