

# 2018 MCAS Report for Arlington Public Schools

School Committee Presentation  
Thursday October 25, 2018

Presenters:

Dr. Roderick MacNeal, Jr., Assistant  
Superintendent

Mrs. Paula O'Sullivan, District Data Coach





# Objectives

- Definition of Next Generation MCAS 2.0
- Review Achievement levels
- Definition of SGP
- Review 2018 district-wide Next Generation MCAS data
- Questions



# The Next Generation MCAS 2.0

- Updated version of the traditional MCAS that is nearly 20 years old
- **What is measured:**
  - Critical thinking abilities
  - Application of knowledge
  - Ability to make connections between reading and writing

**Source:** *Understanding the Next-Generation MCAS and 2017 Accountability Results* (DESE 2017)



# Achievement Levels

## Legacy

### **Advanced**

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

### **Proficient**

Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

### **Needs Improvement**

Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

### **Warning**

Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

## Next Generation

### **Exceeding Expectations**

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

### **Meeting Expectations**

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**

A student who performed at this level partially met grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should consider whether the student needs additional academic assistance to succeed in this subject.


### **Not Meeting Expectations**

A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.




# Student Growth Percentile (SGP)

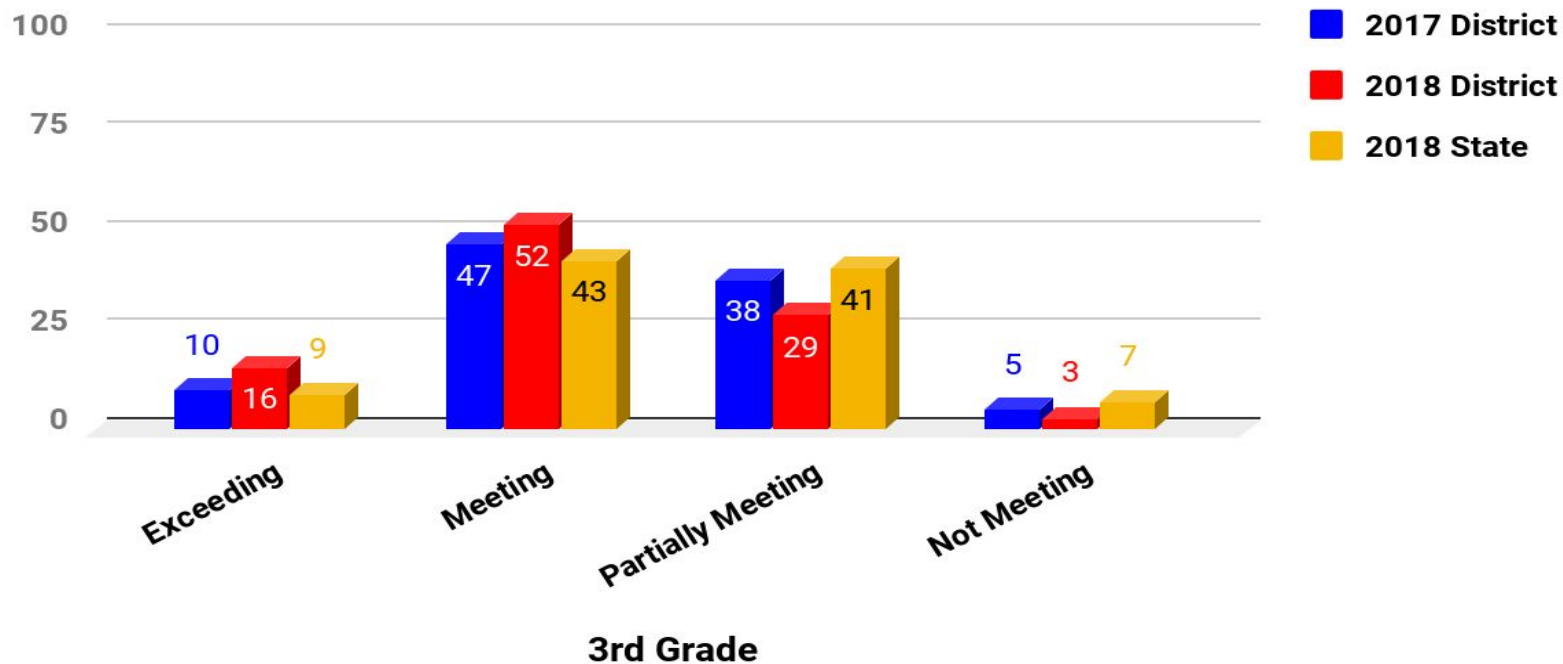
SGPs are percentiles (ranging from 1 to 99) calculated by comparing one student's history of MCAS scores to the scores of all the other students in the state with a similar history of MCAS scores. We refer to this group of all other students with similar score histories as a student's *academic peers*. In simple terms, students earning high growth percentiles answered more questions correctly on the spring 2010 MCAS test than their academic peers; conversely, students earning low growth percentiles answered fewer questions correctly than their academic peers.



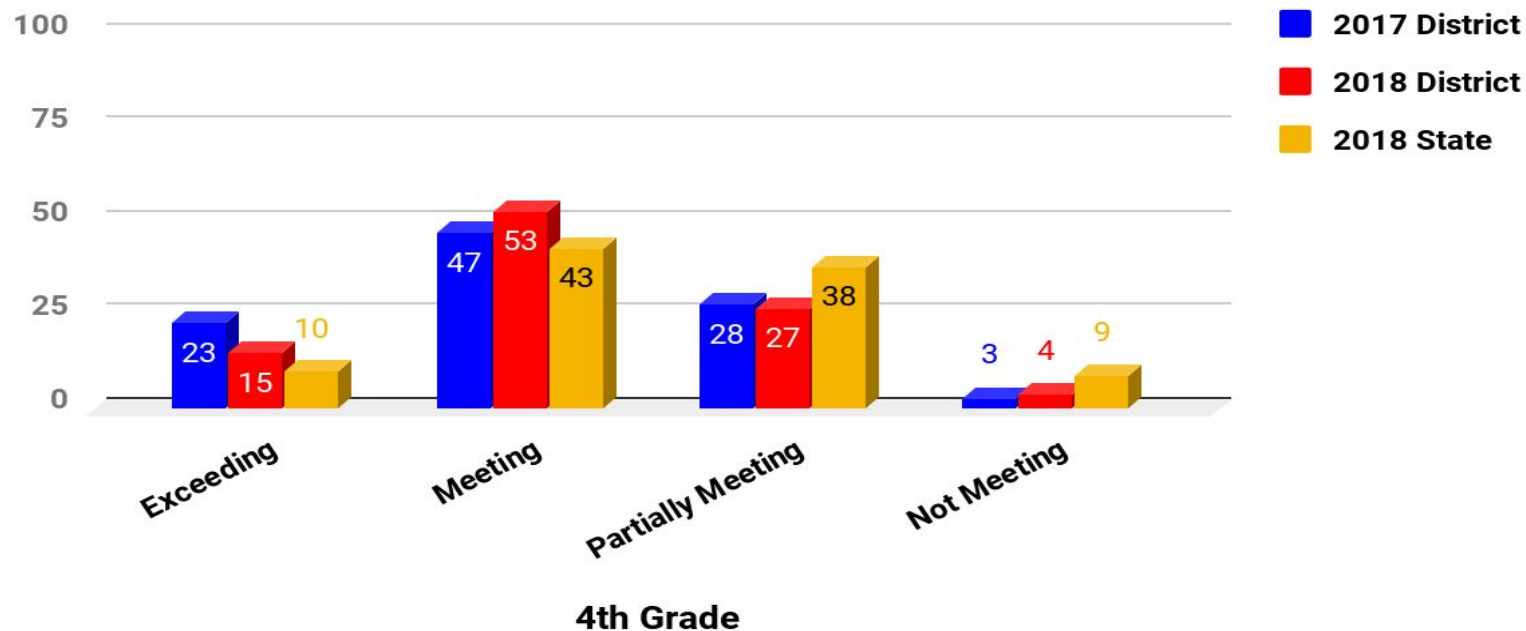
# **Grades 3-8 District and State ELA MCAS Results**



### 3rd Grade District and State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting

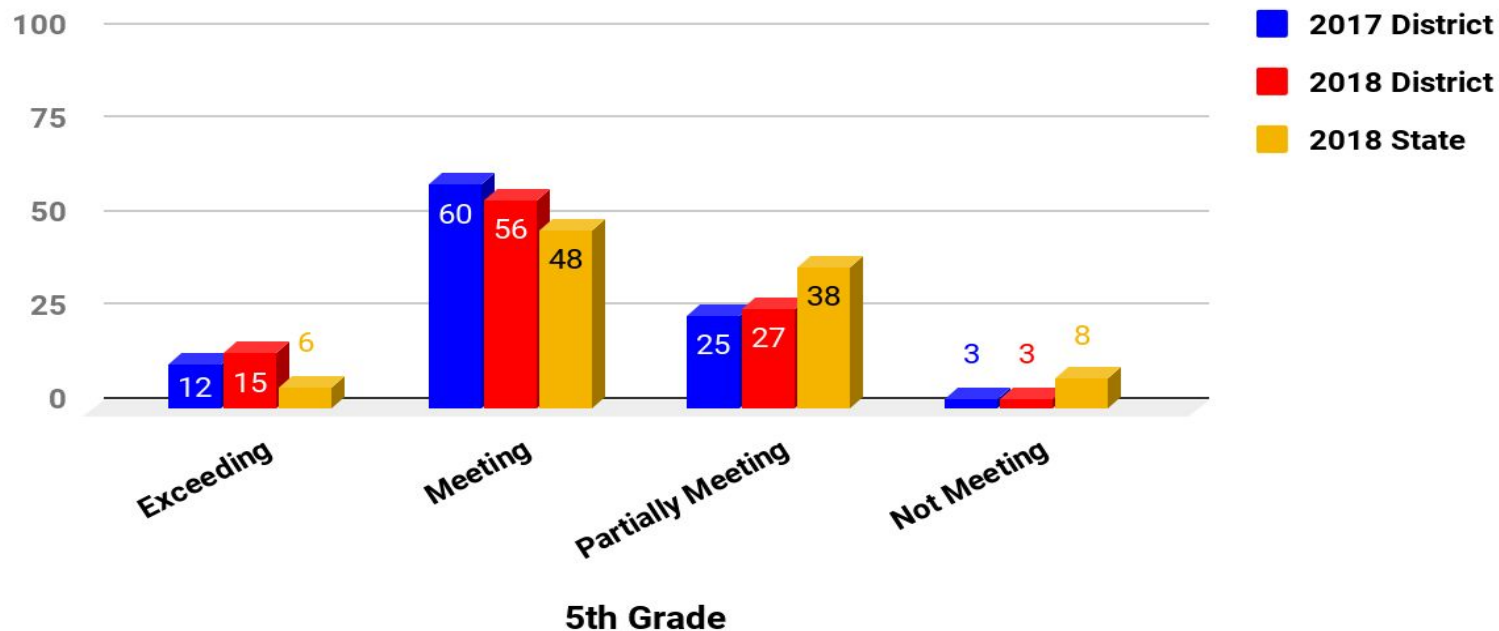


## 4th Grade District State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting

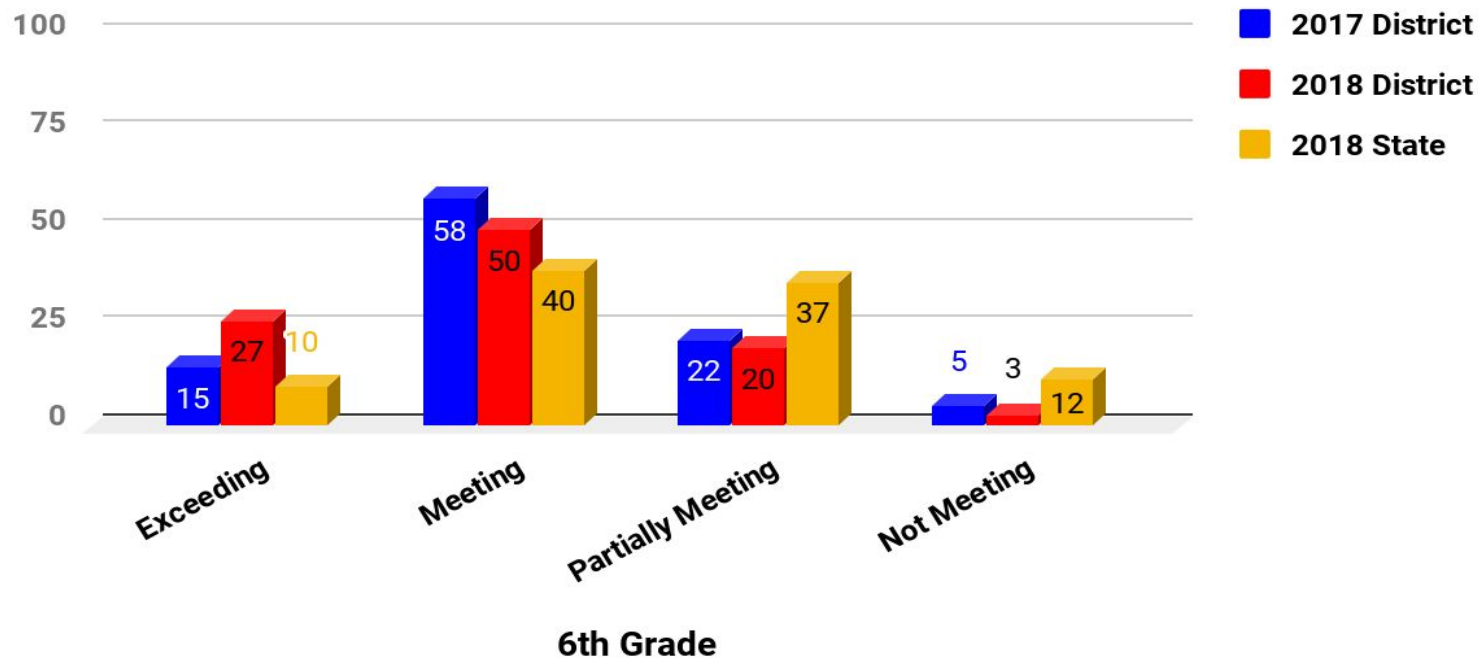




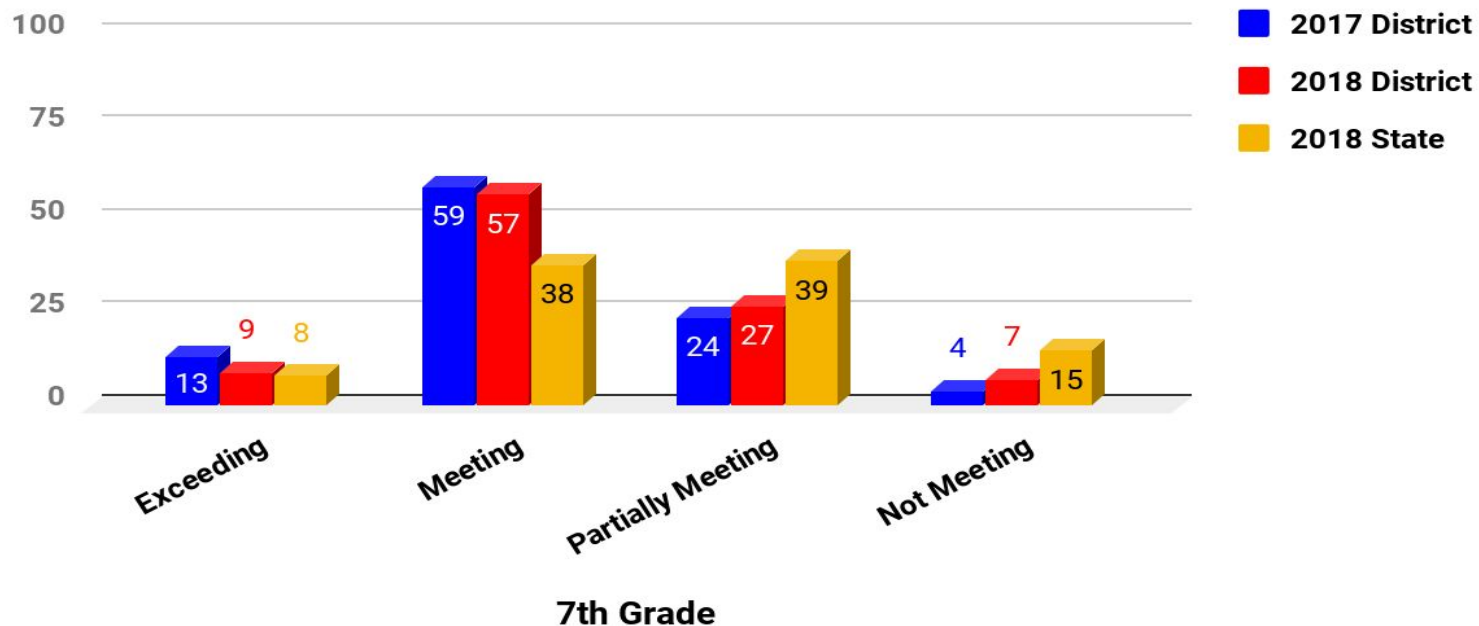
## 5th Grade District and State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting



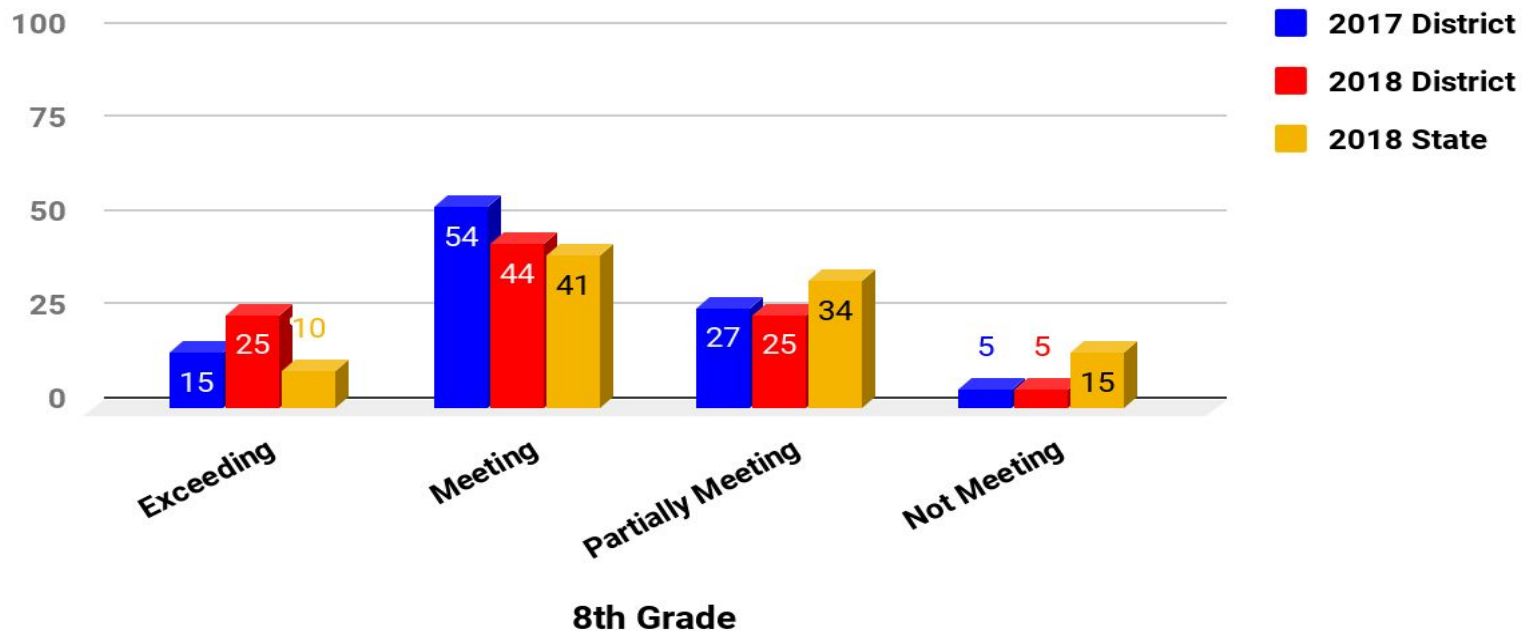
## 6th Grade District and State ELA % Exceeding/Meeting/Partially Meeting/Meeting



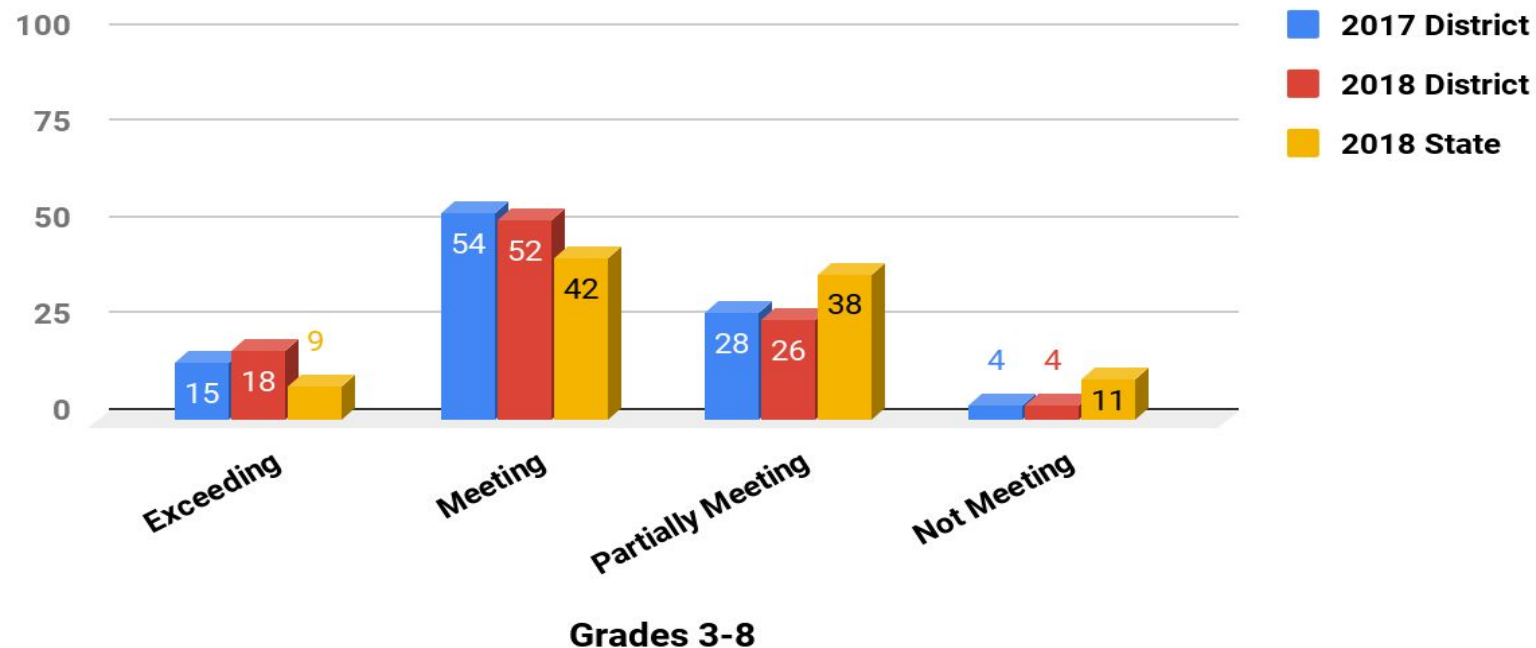
## 7th Grade District and State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting



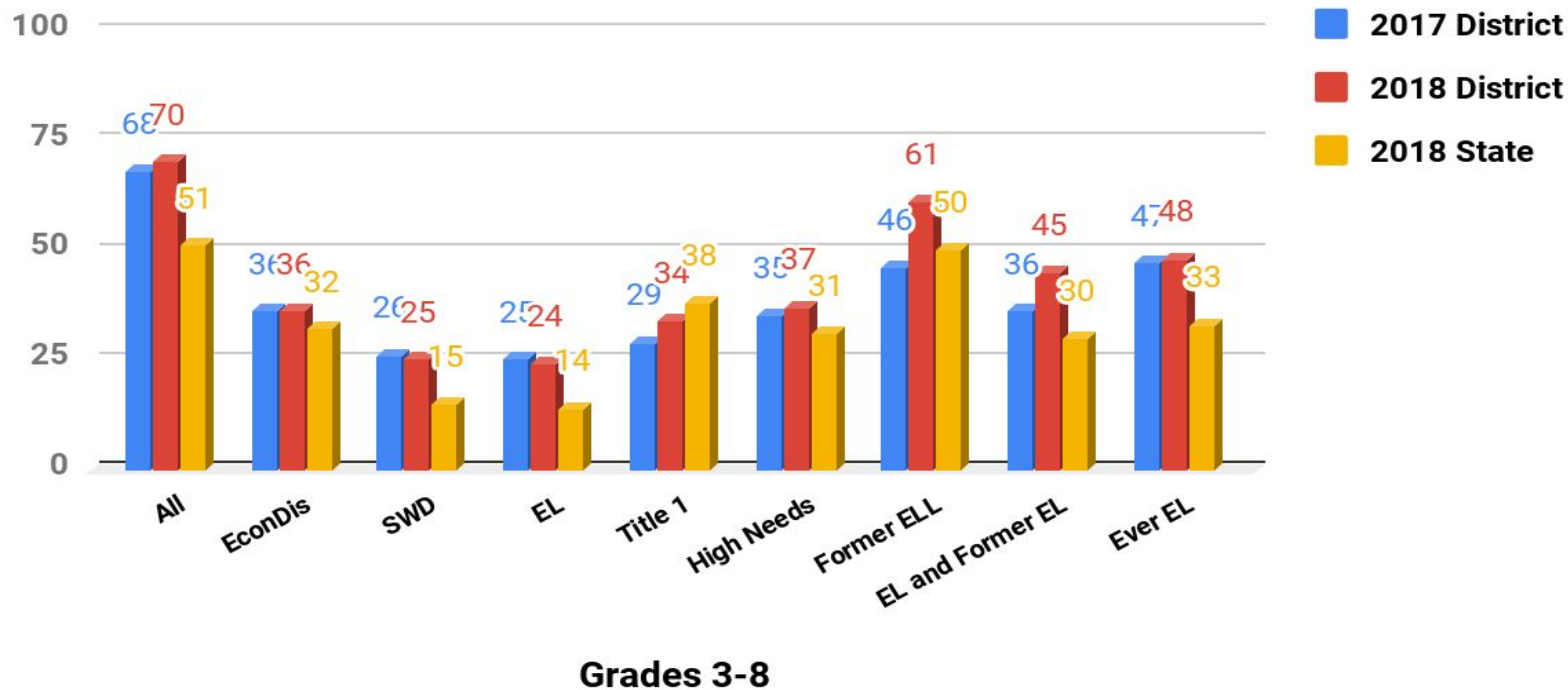
## 8th Grade District and State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting



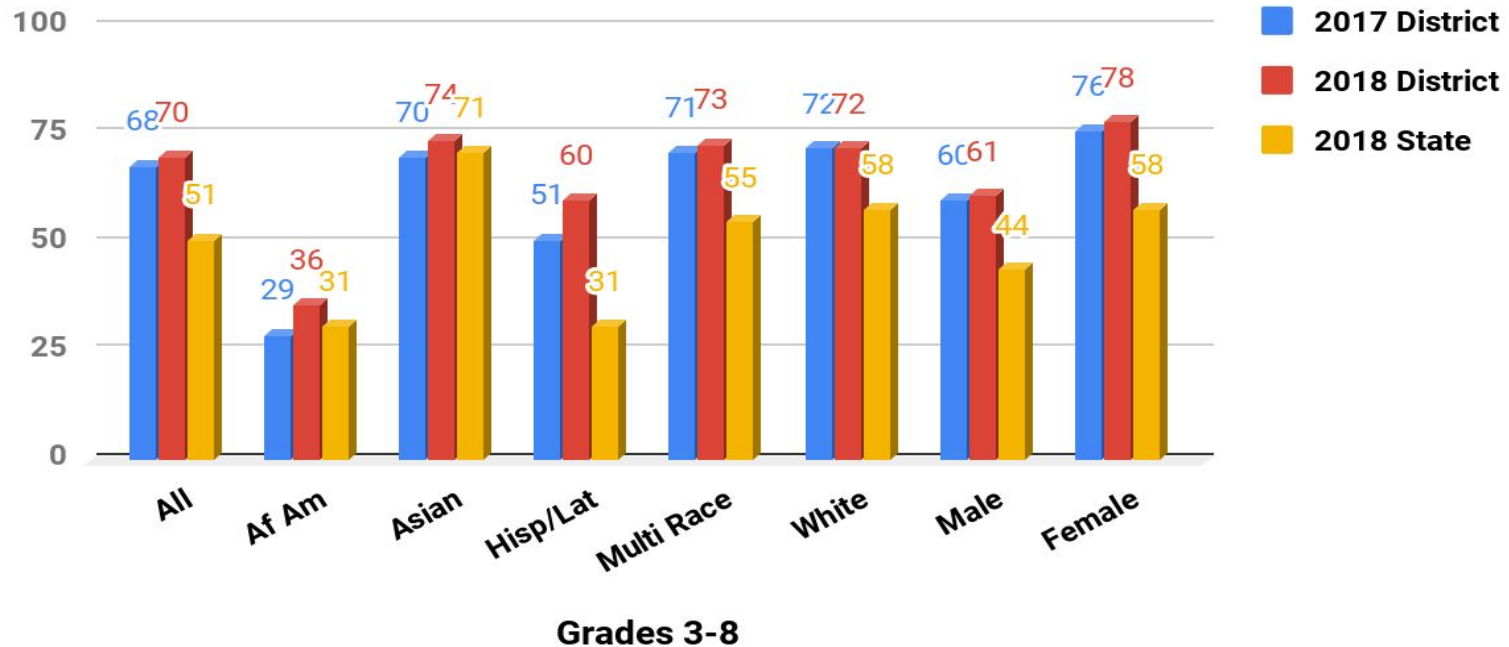
## Grades 3-8 District and State ELA % Exceeding/Meeting/Partially Meeting/Not Meeting



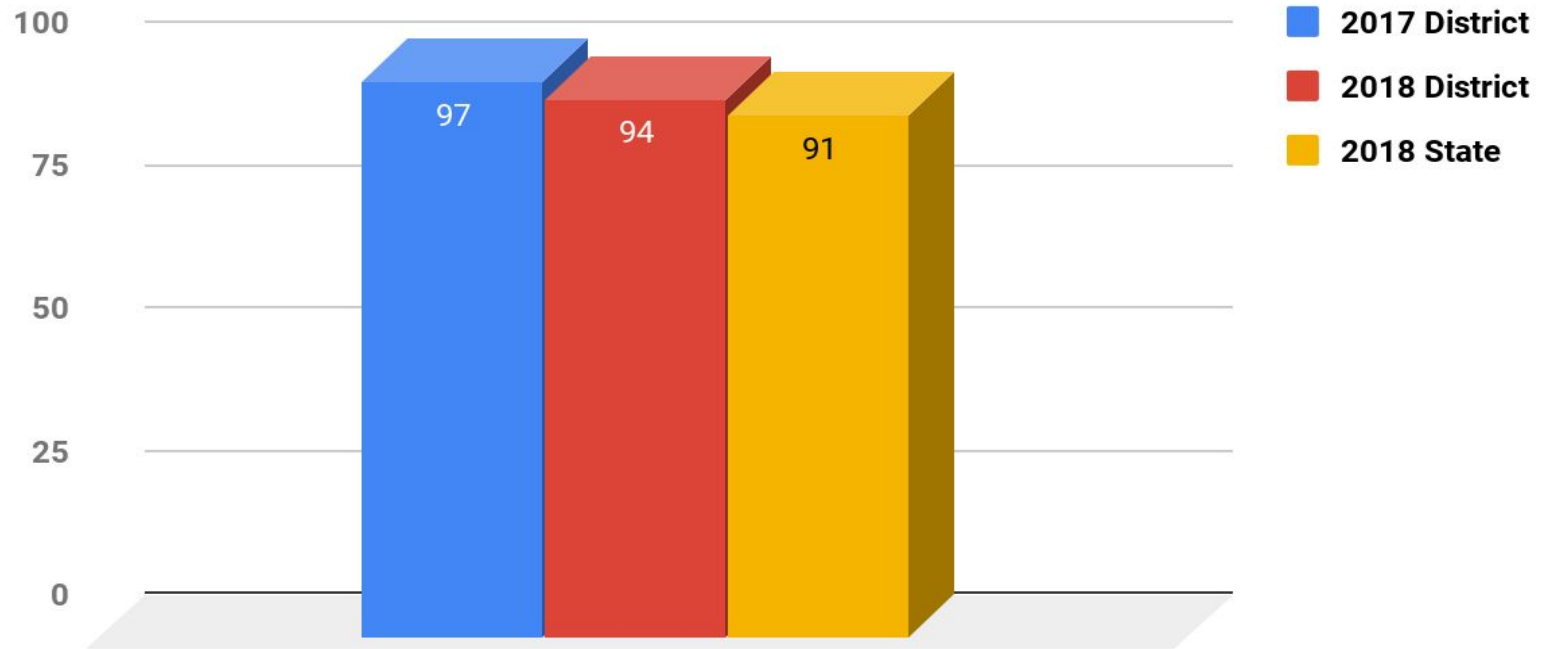
## District and State ELA % Meeting/Exceeding by Subgroup (3-8)



## District and State ELA % Meeting/Exceeding by Race/Ethnicity/Gender (3-8)



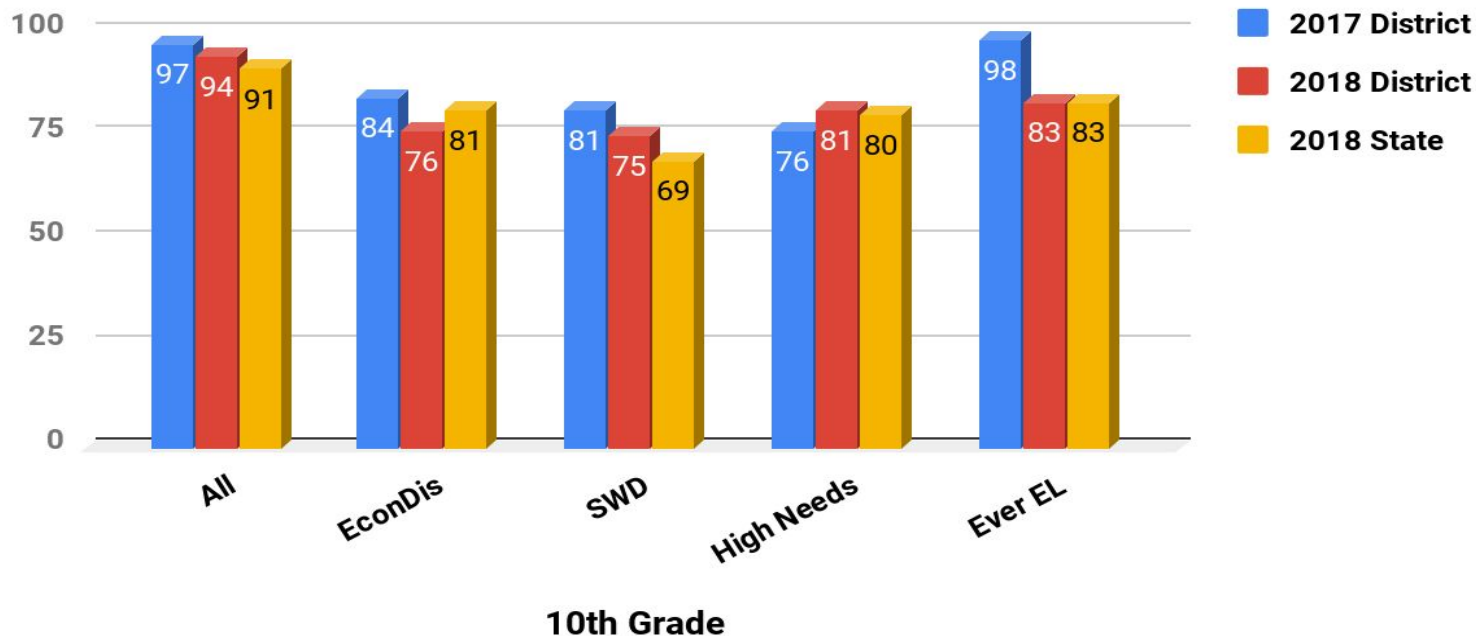
## 10th Grade District and State ELA % Advanced/Proficient



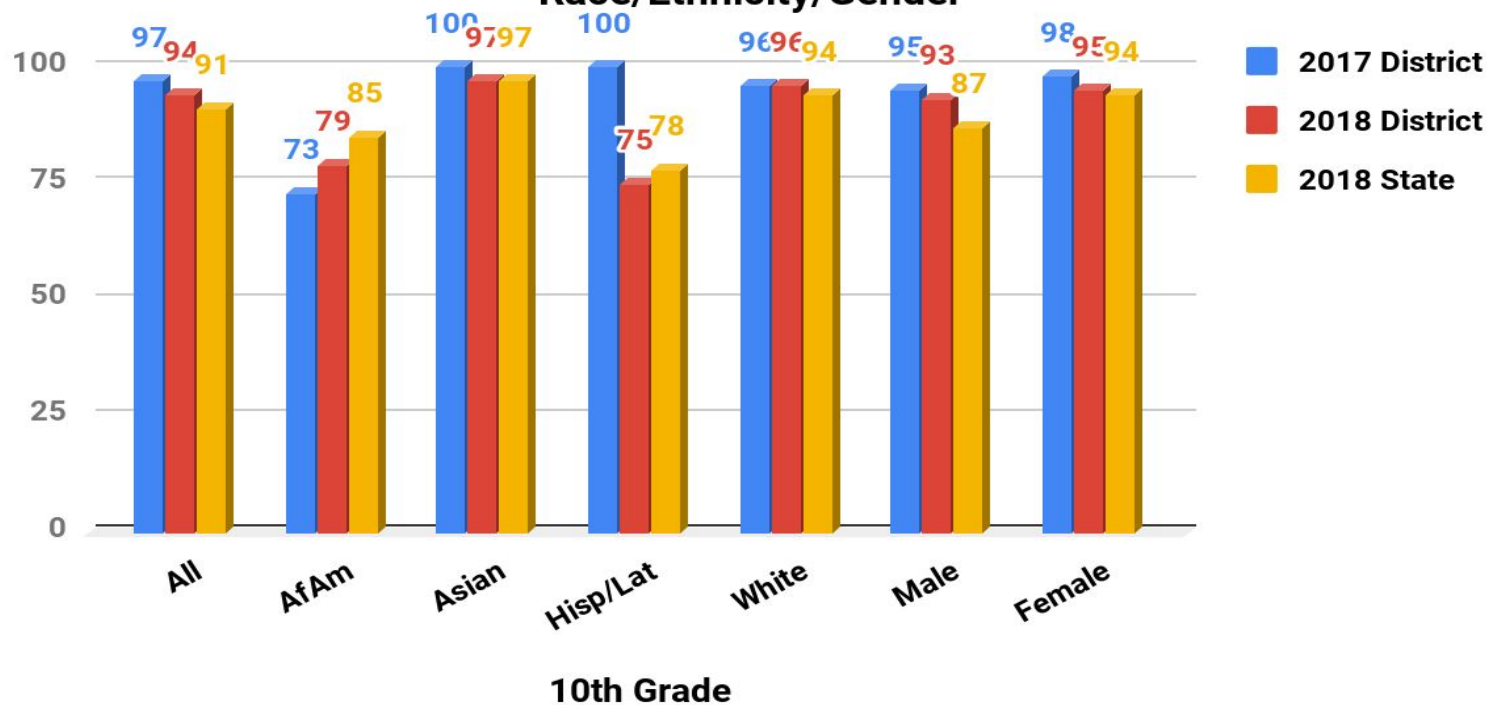
Grade 10 All Students



## 10th Grade District and State ELA % Advanced/Proficient by Subgroup



# 10th Grade District and State ELA % Advanced/Proficient by Race/Ethnicity/Gender

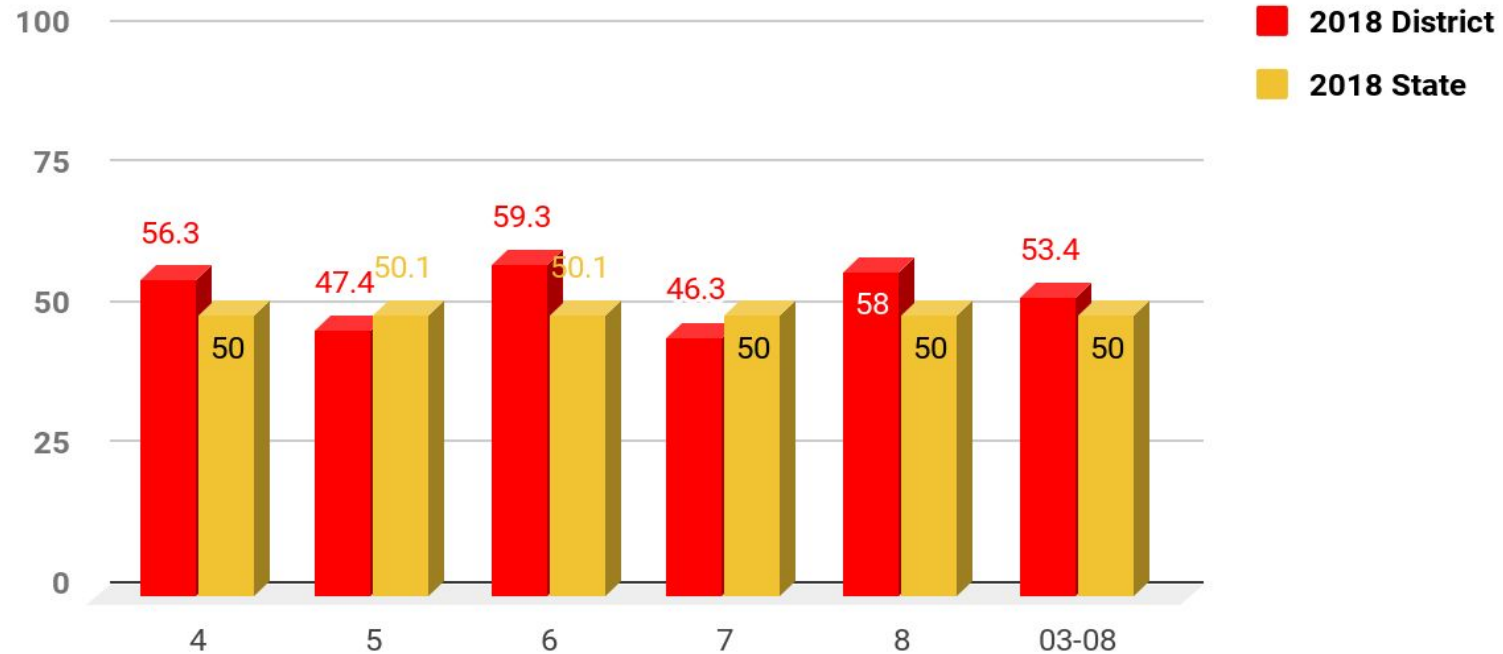




# **District and State ELA Growth Percentile**

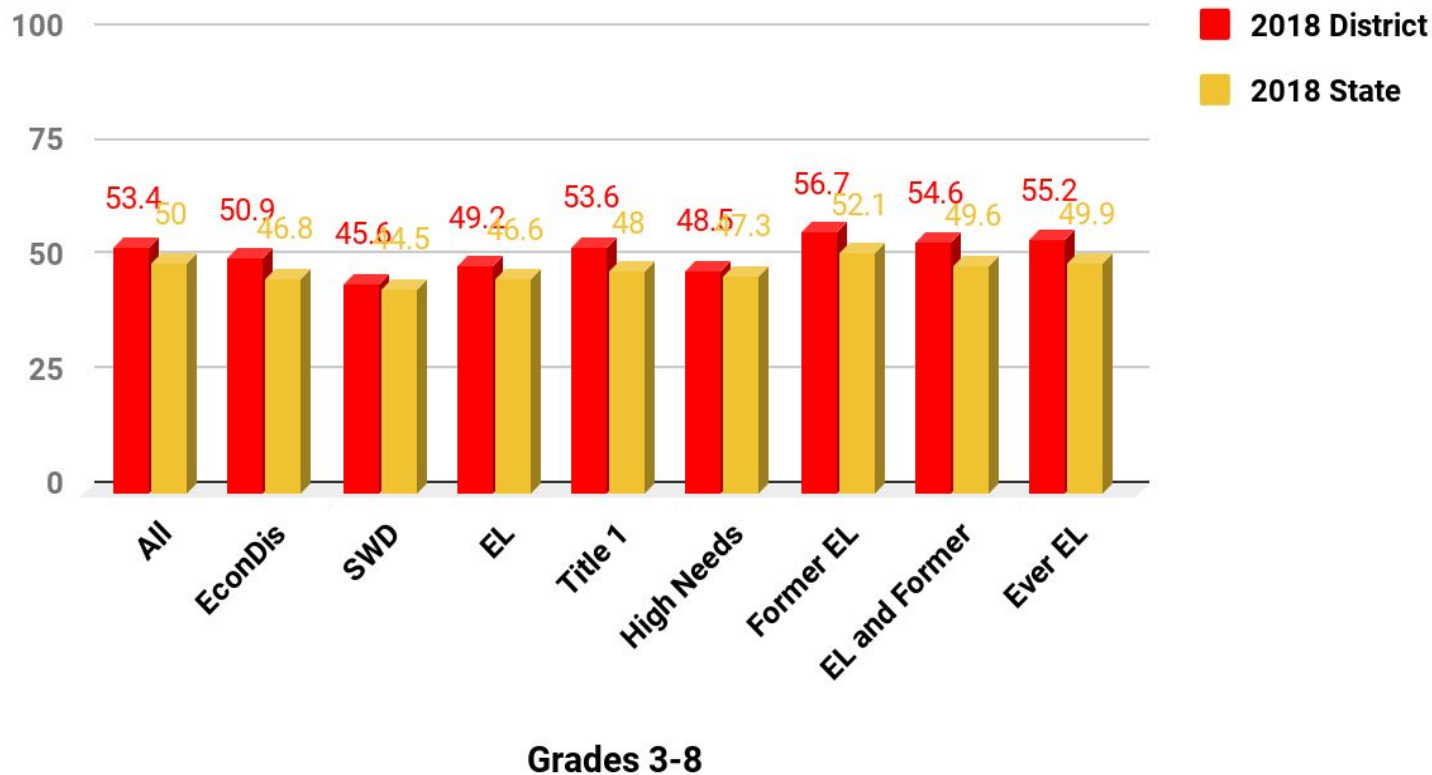


## District and State ELA Student Growth Percentile (4-8)

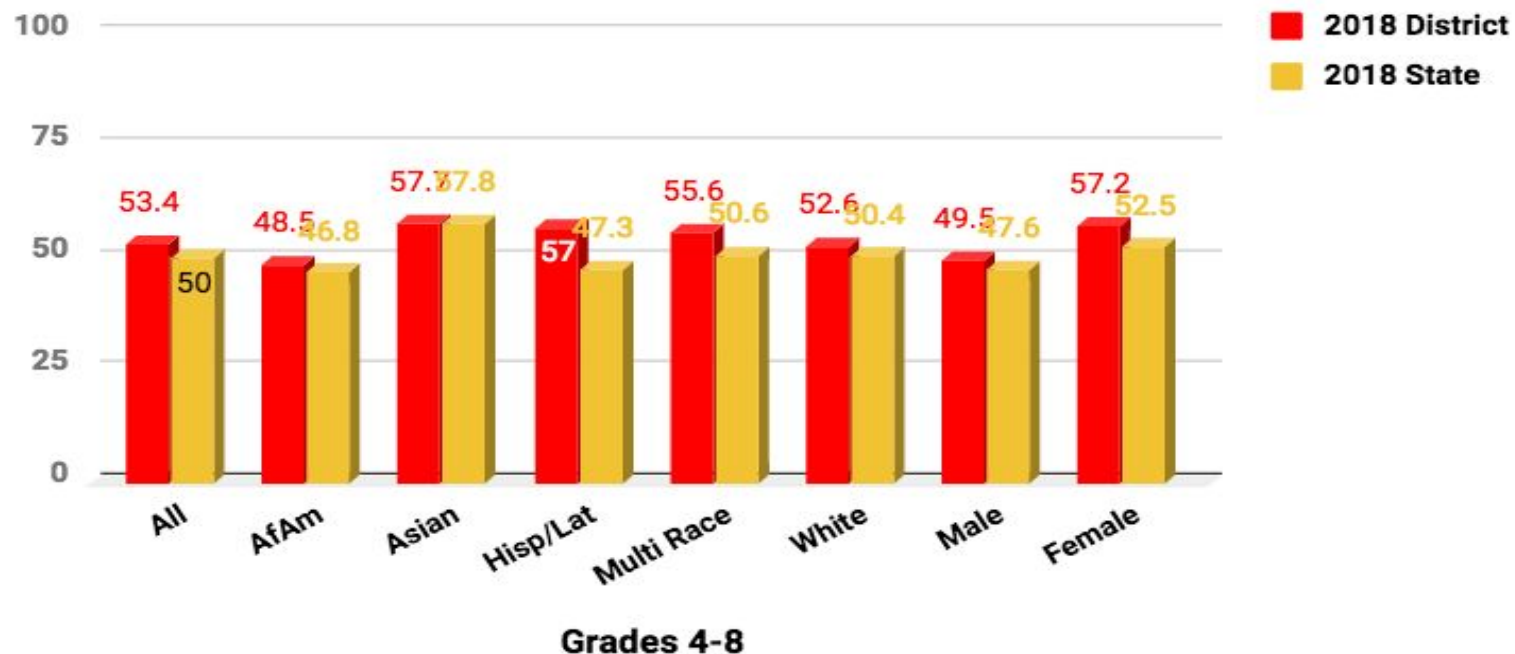


**Grades 4-8**

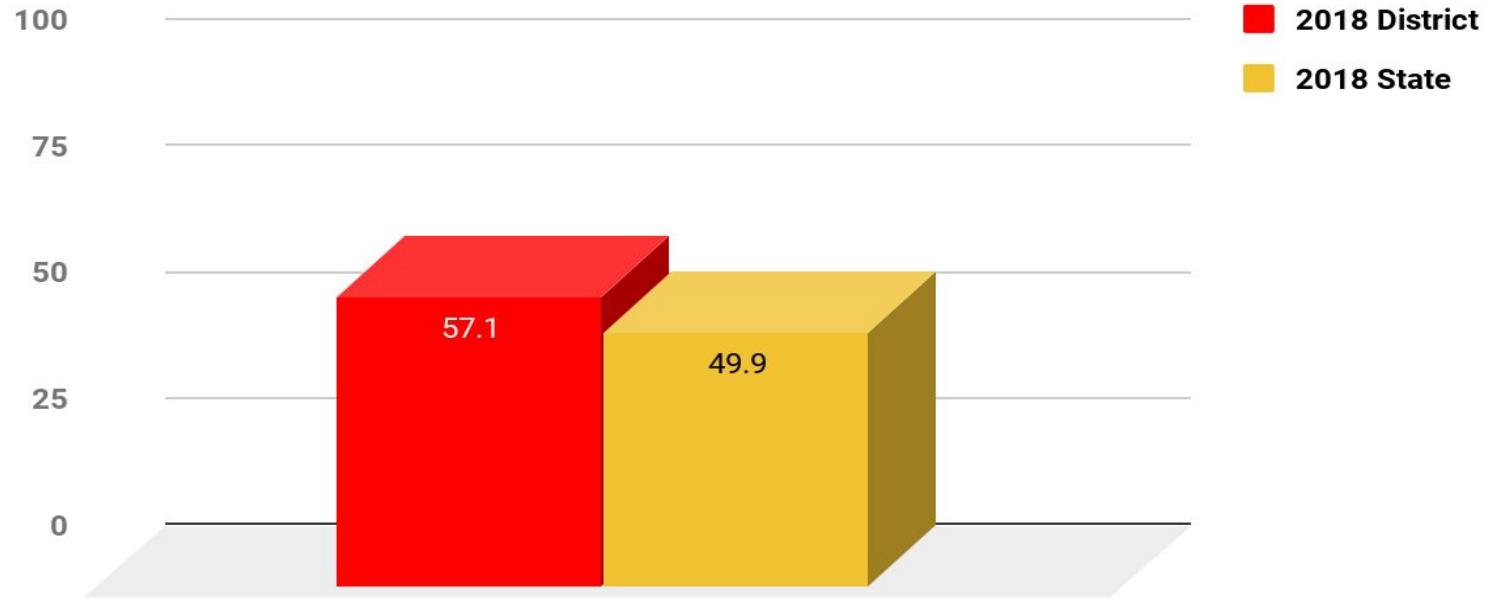
## District and State ELA Growth Percentile by Subgroup (4-8)



## District and State ELA Growth Percentile by Race/Ethnicity/Gender (4-8)

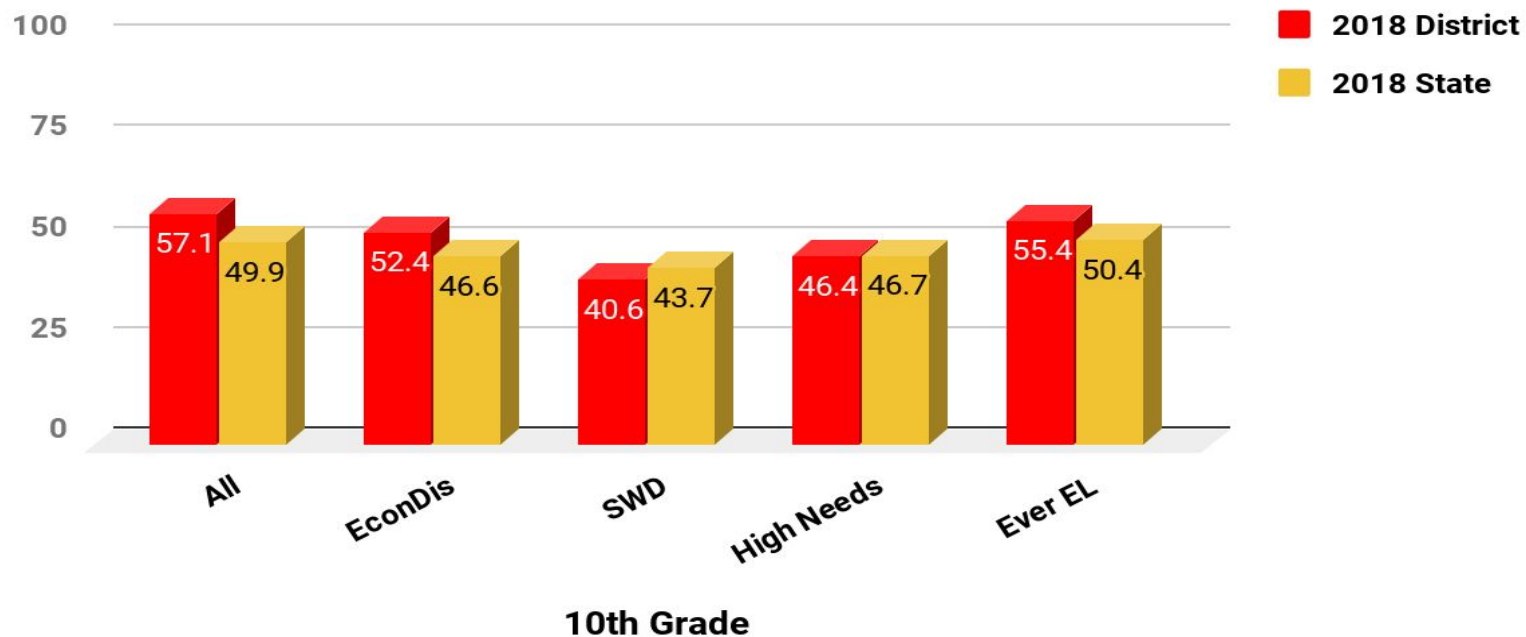


## 10th Grade District and State ELA Student Growth Percentile



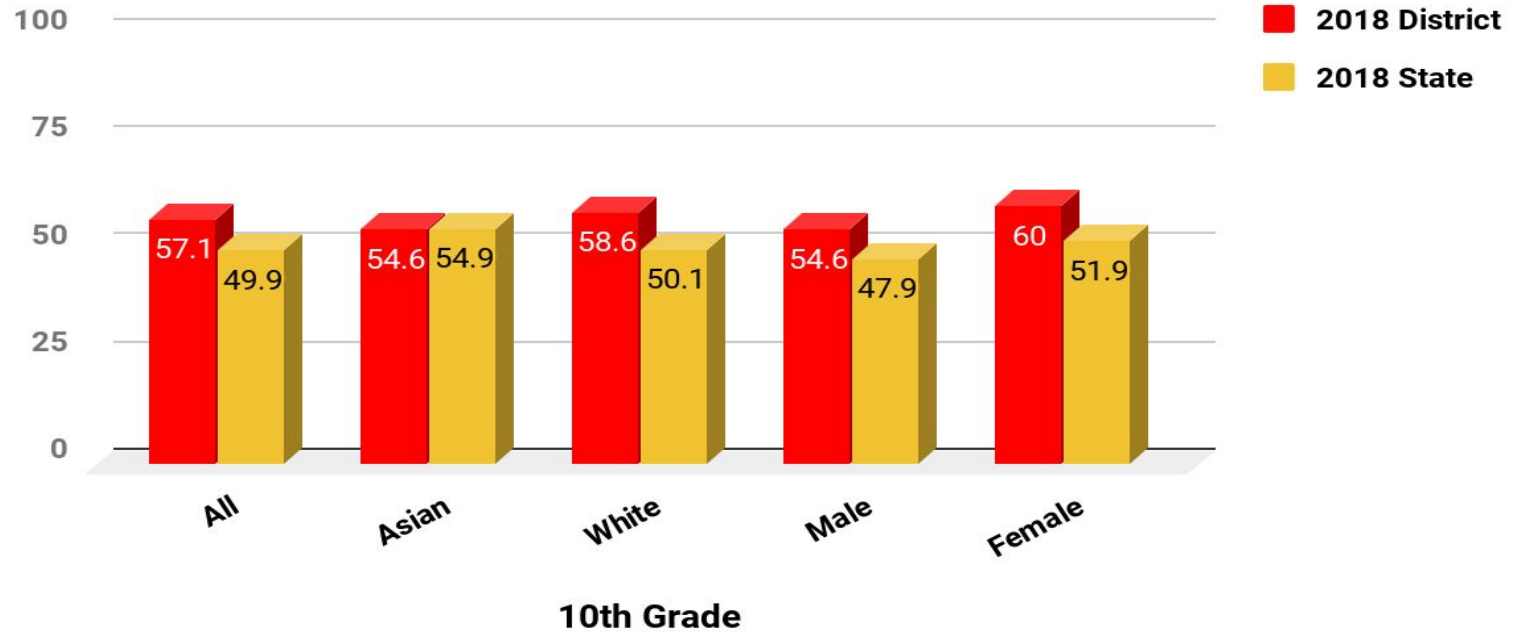
Grade 10 All Students

## 10th Grade District and State ELA Growth Percentile by Subgroup





## 10th Grade District and State ELA Growth Percentile by Race/Ethnicity/Gender

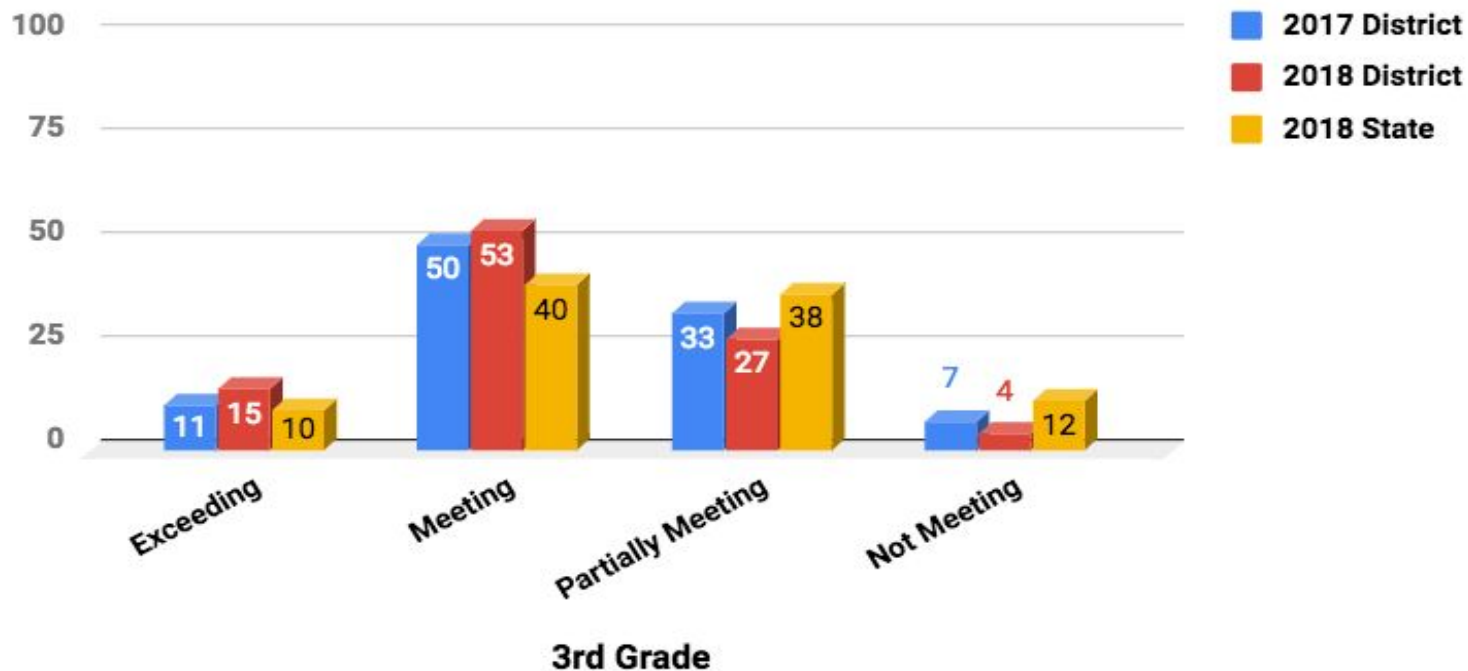




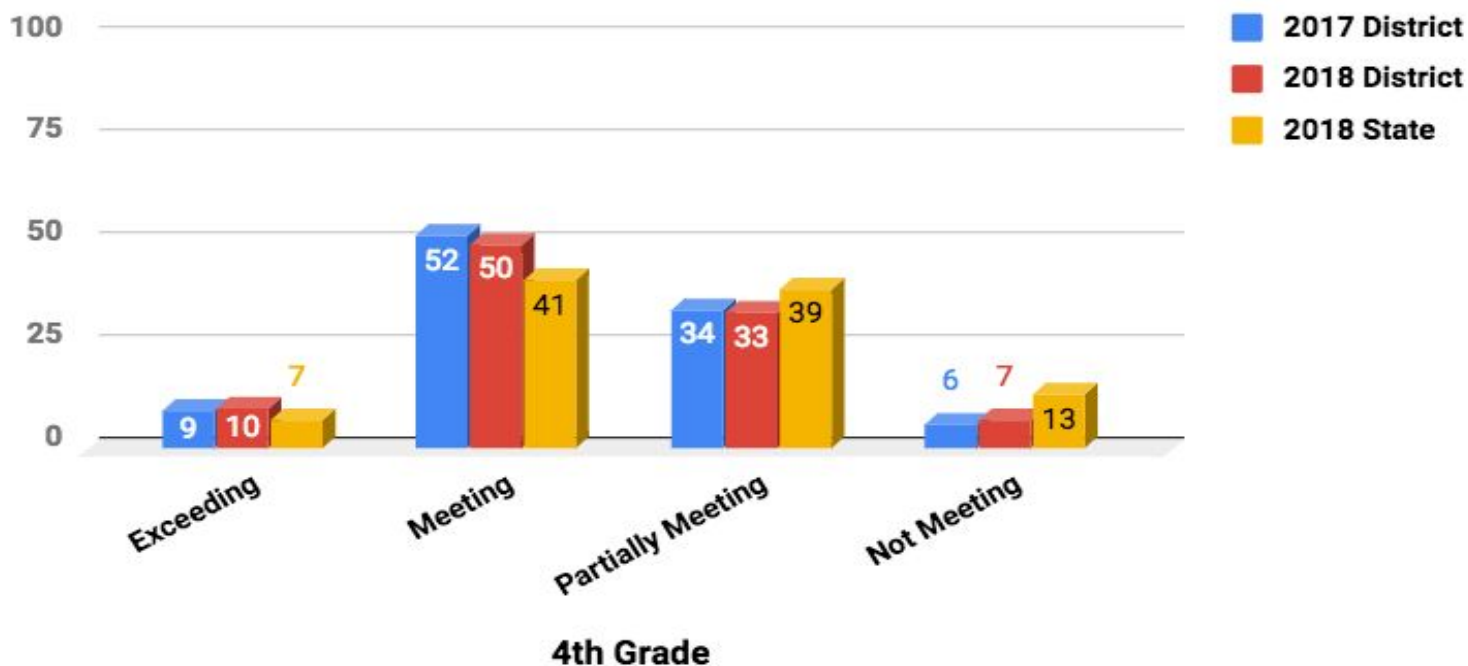
# **Grades 3-8 District and State Math MCAS Results**



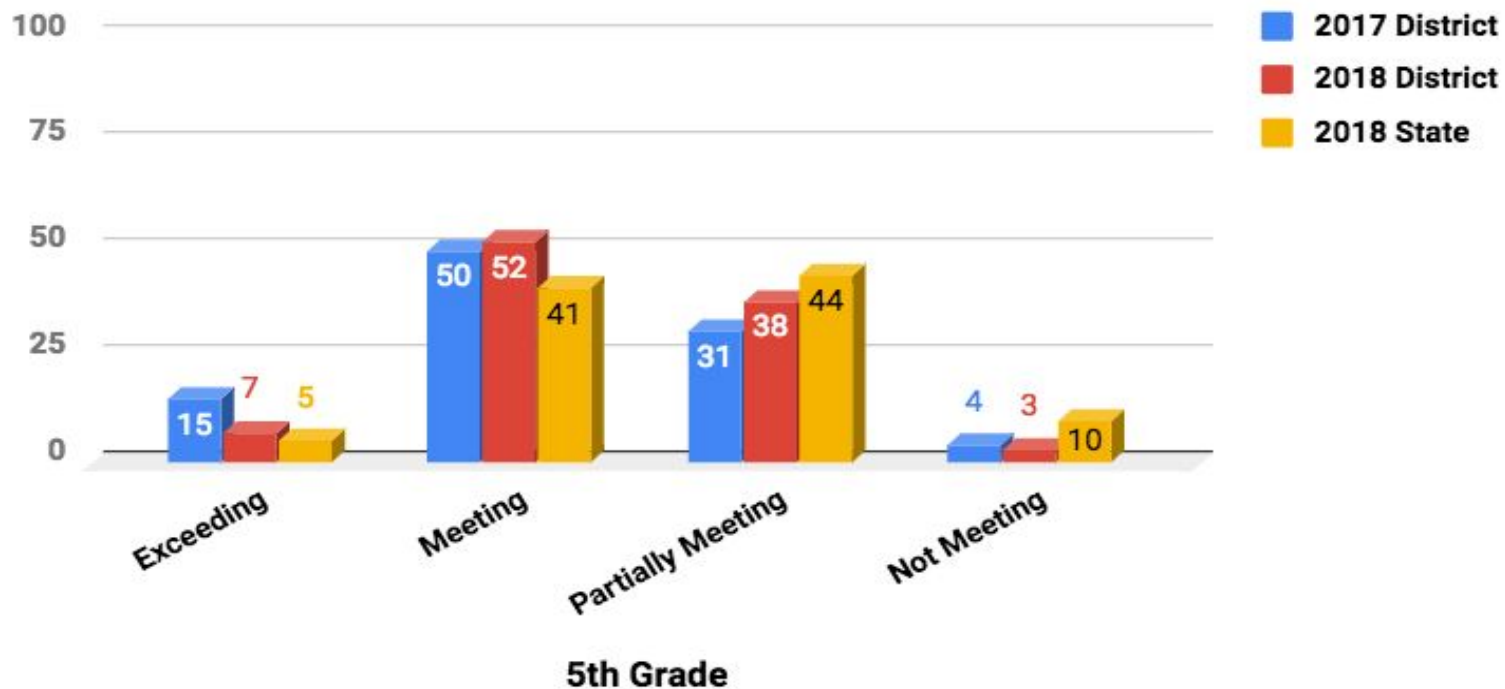
### 3rd Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting



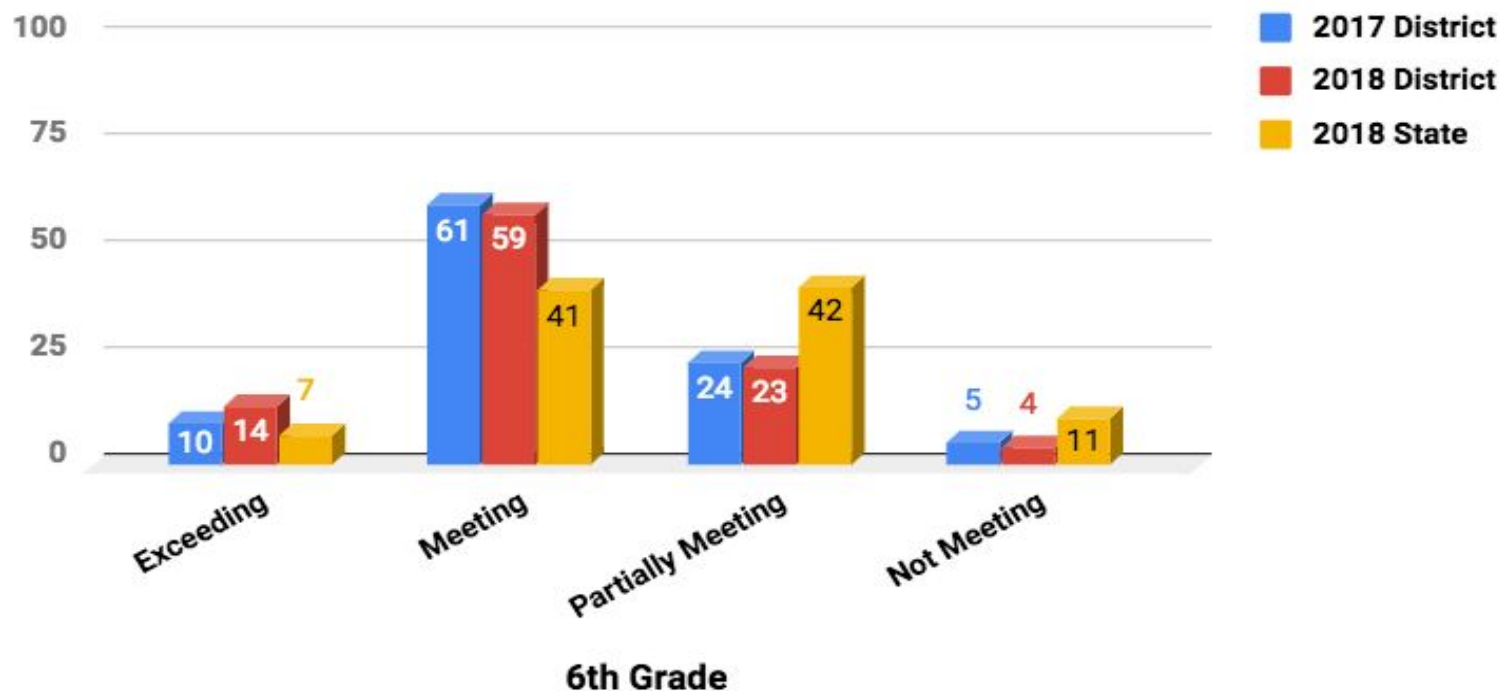
## 4th Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting



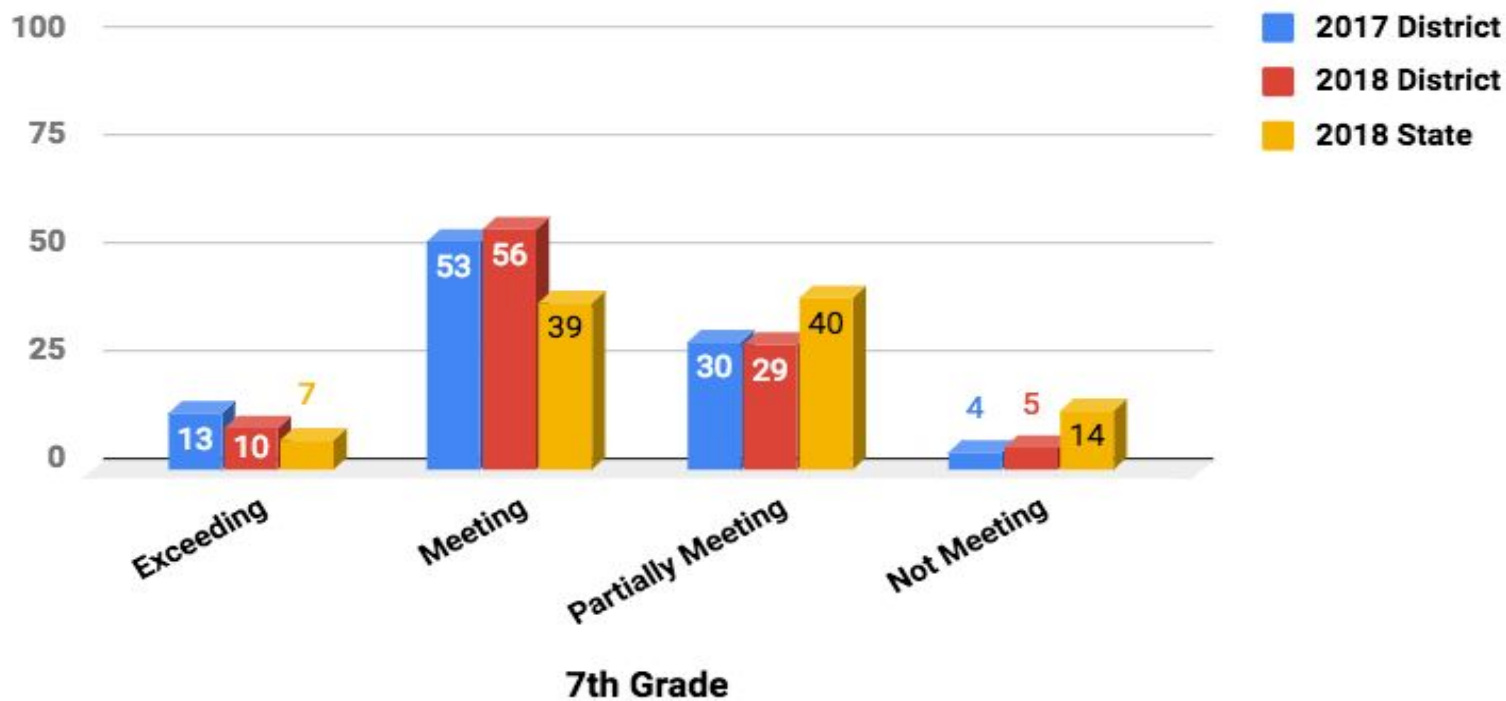
## 5th Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting



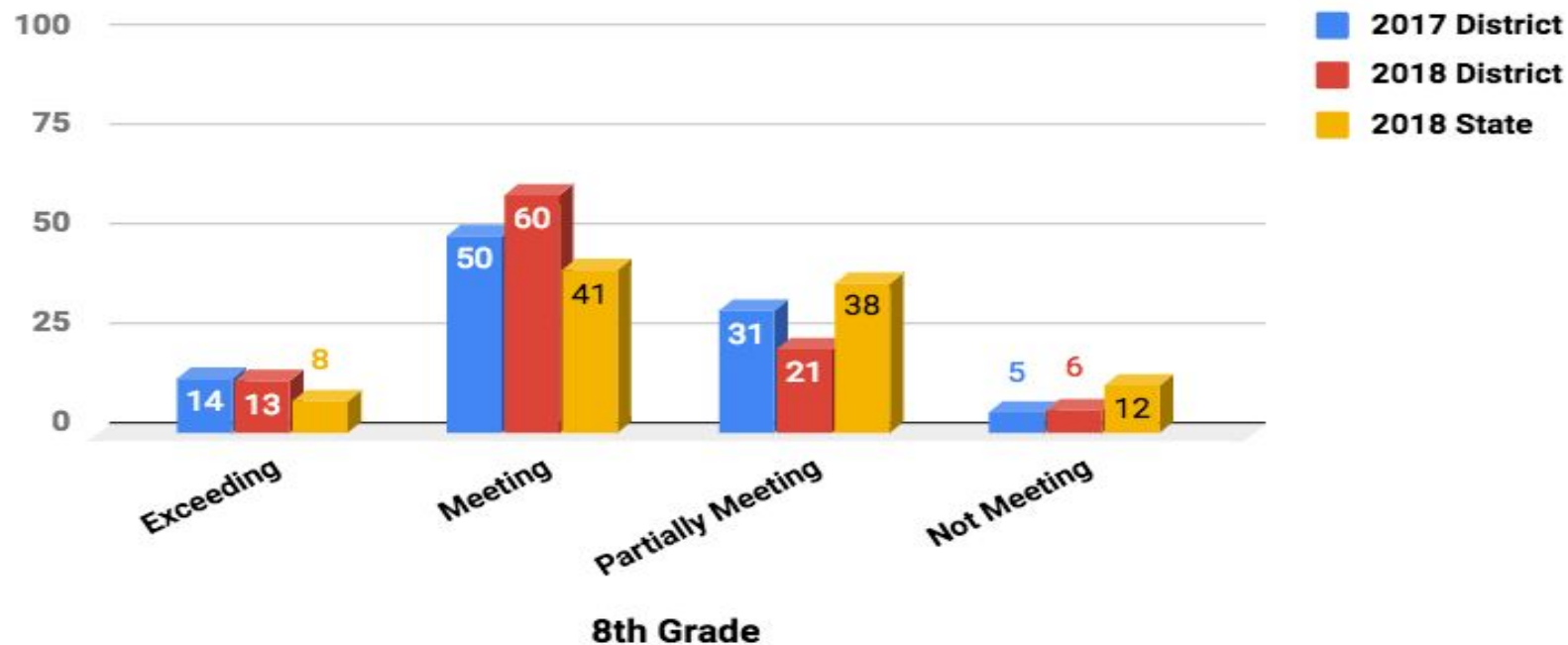
## 6th Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting



## 7th Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting

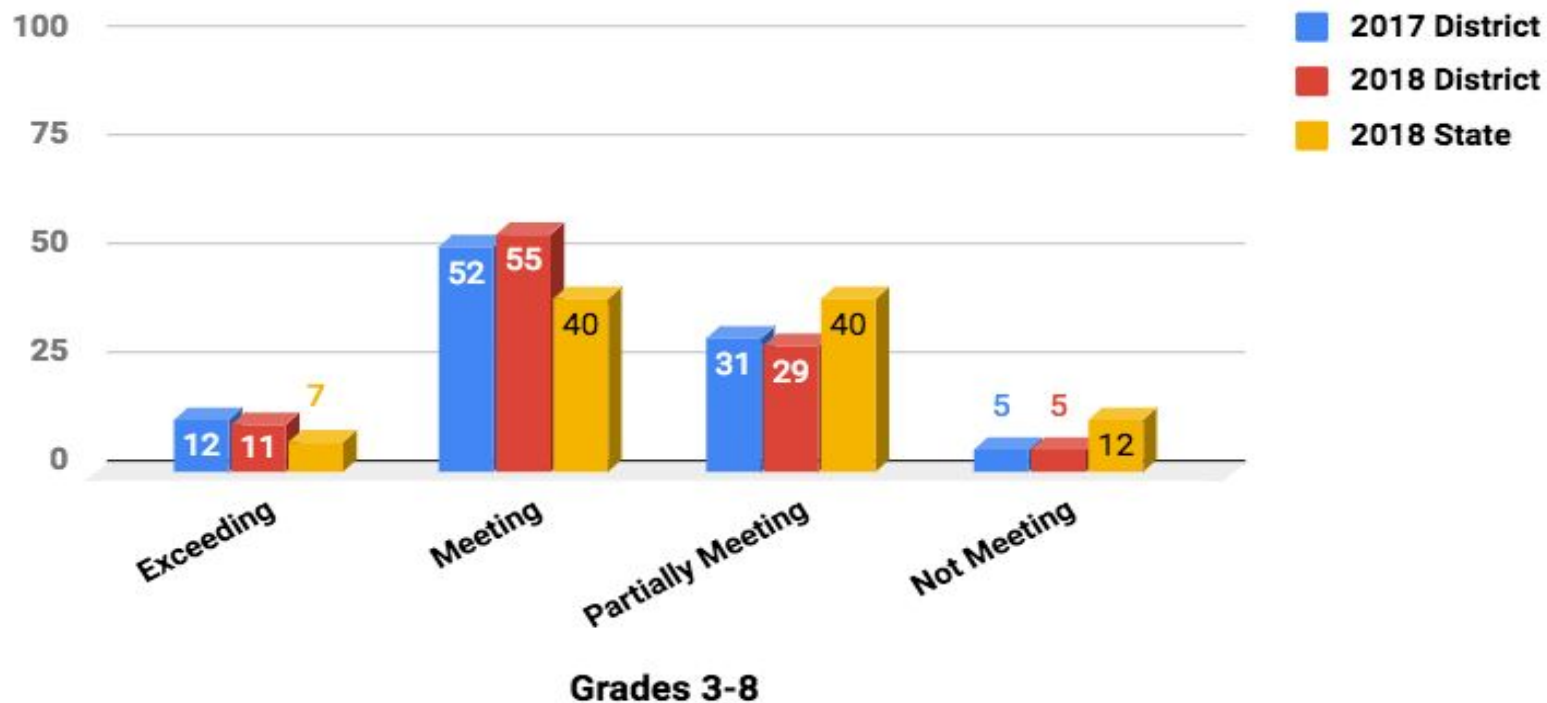


## 8th Grade District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting

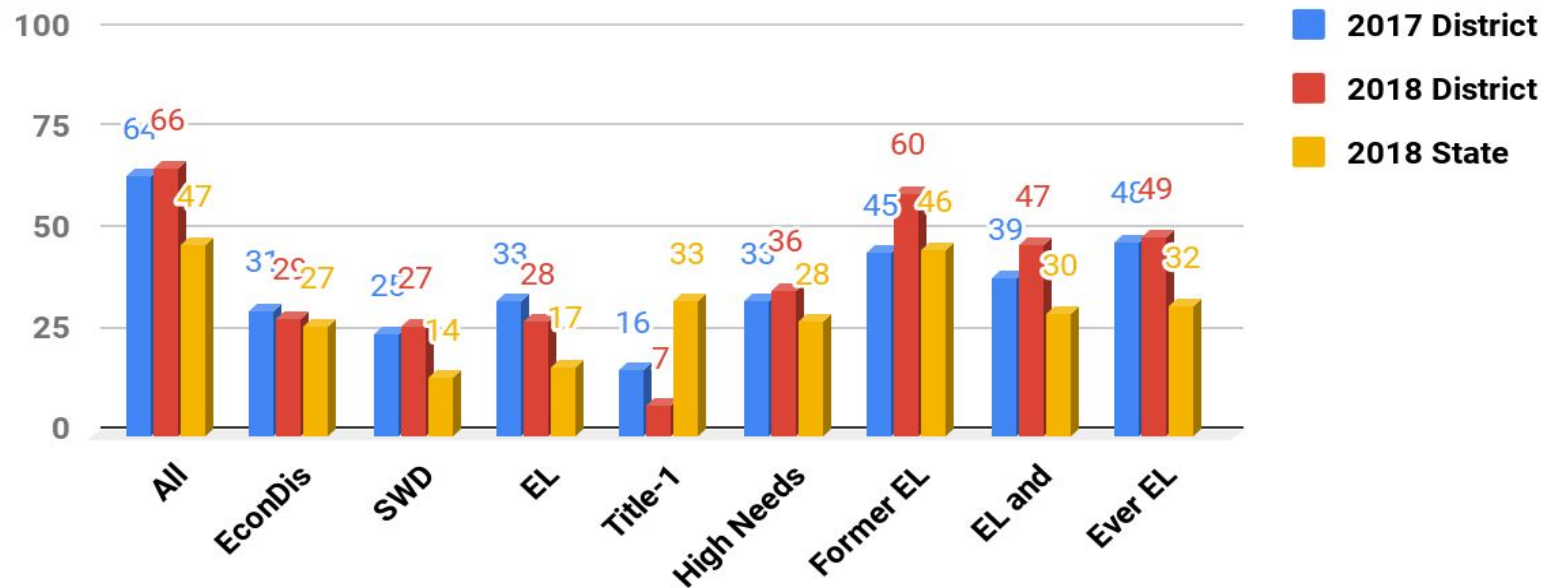




## Grades 3-8 District and State Math % Exceeding/Meeting/Partially Meeting/Not Meeting

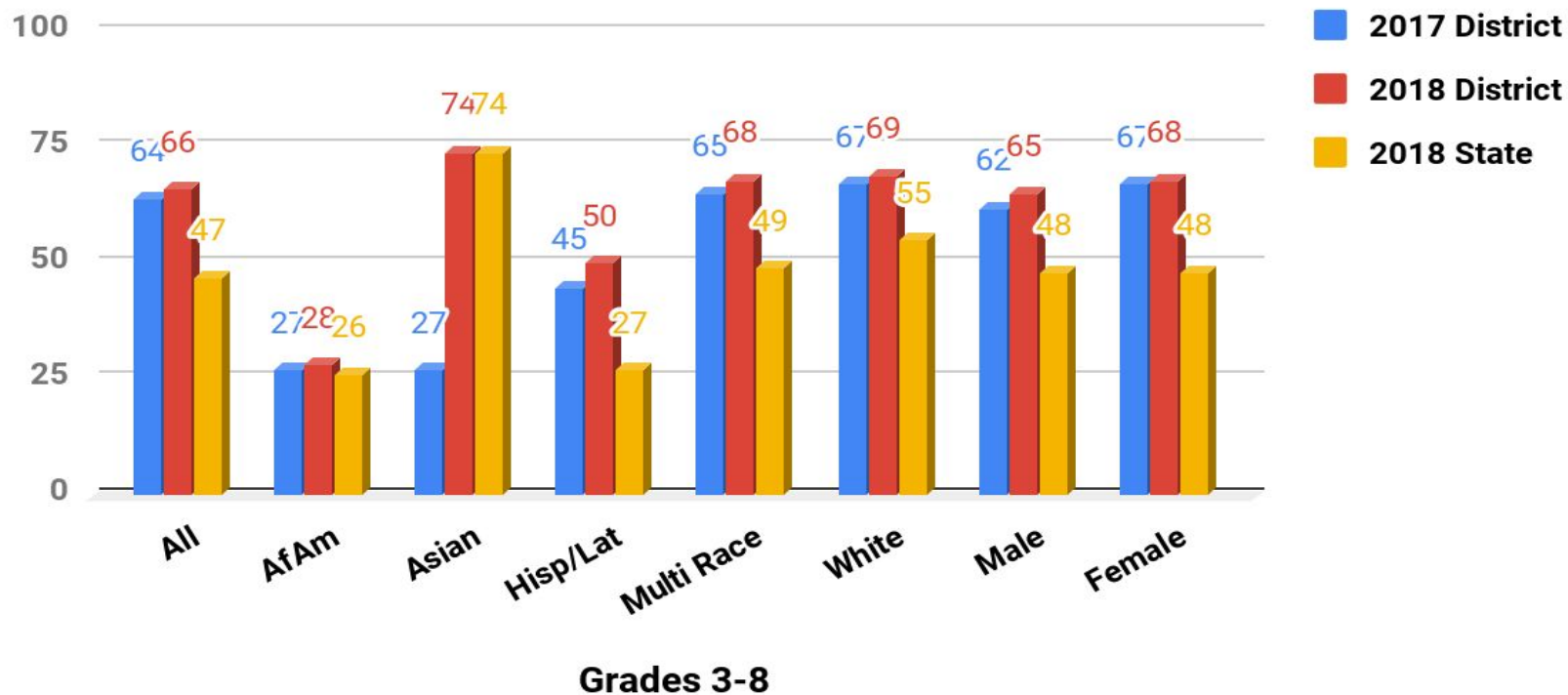


## District and State Math % Meeting/Exceeding by Subgroup (3-8)

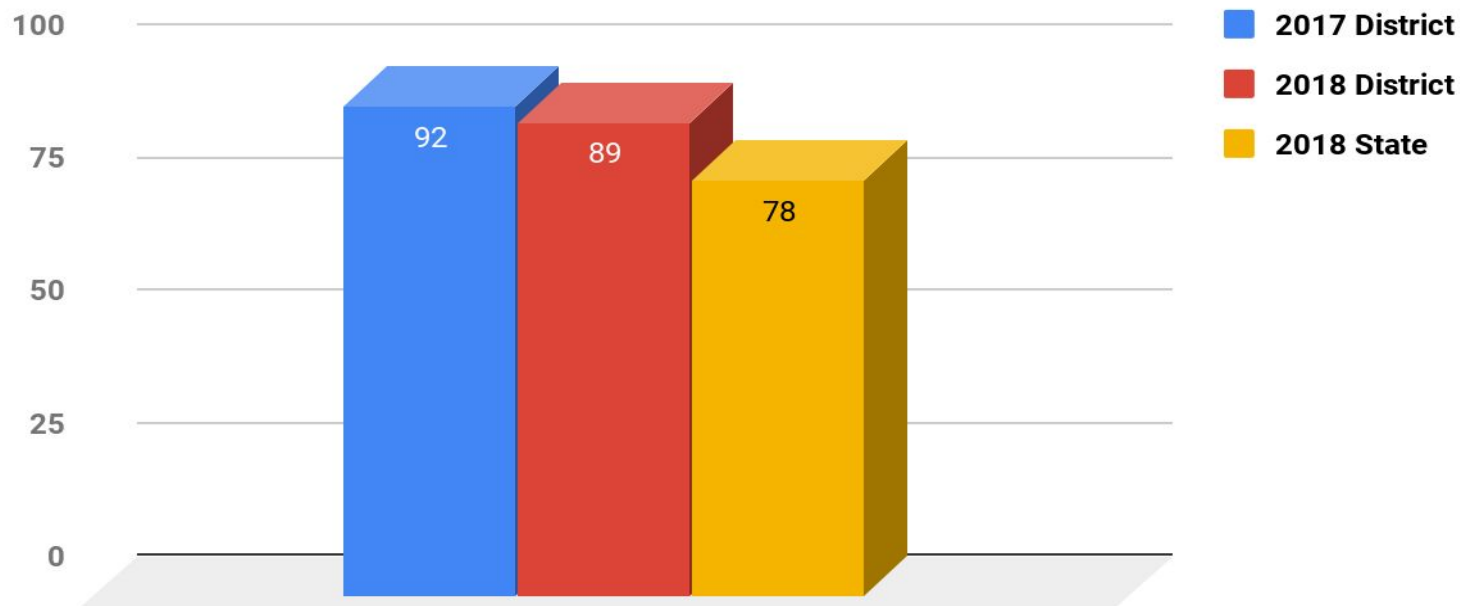


Grades 3-8

## District and State Math % Meeting/Exceeding by Race/Ethnicity/Gender (3-8)

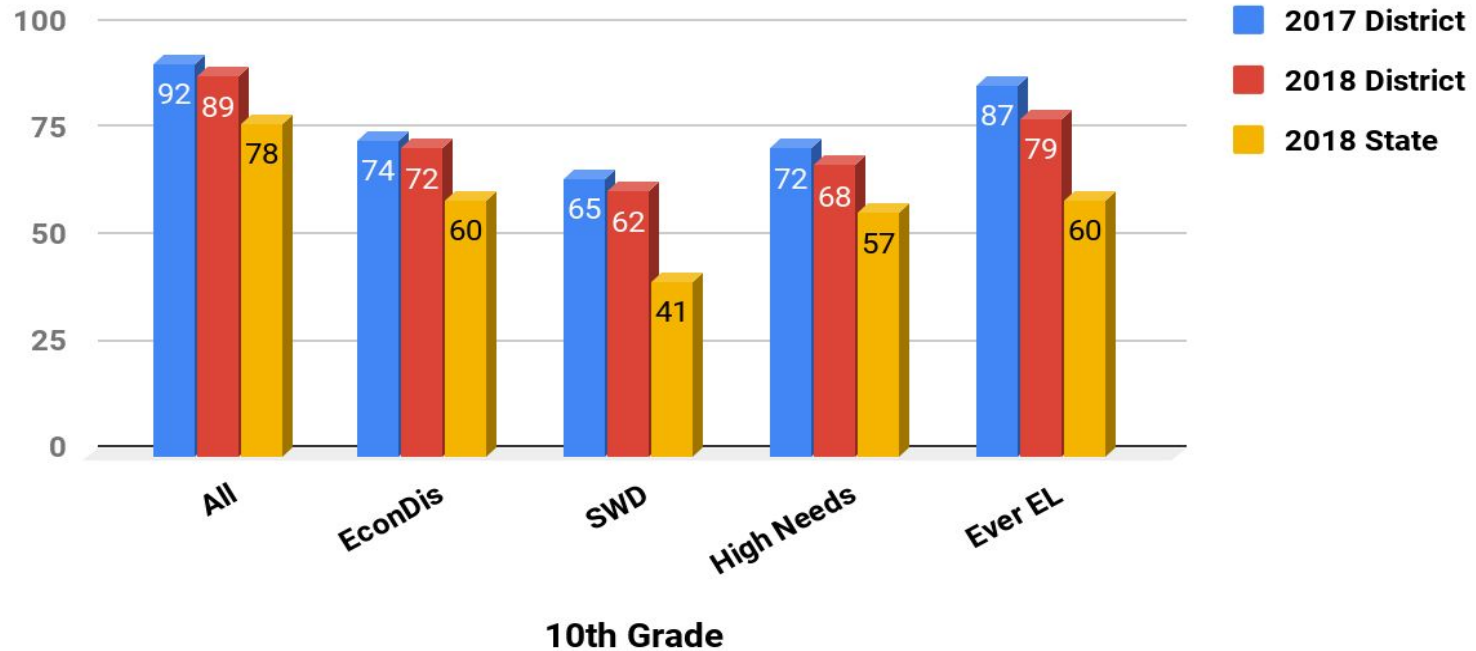


## 10th Grade District and State Math % Advanced/Proficient

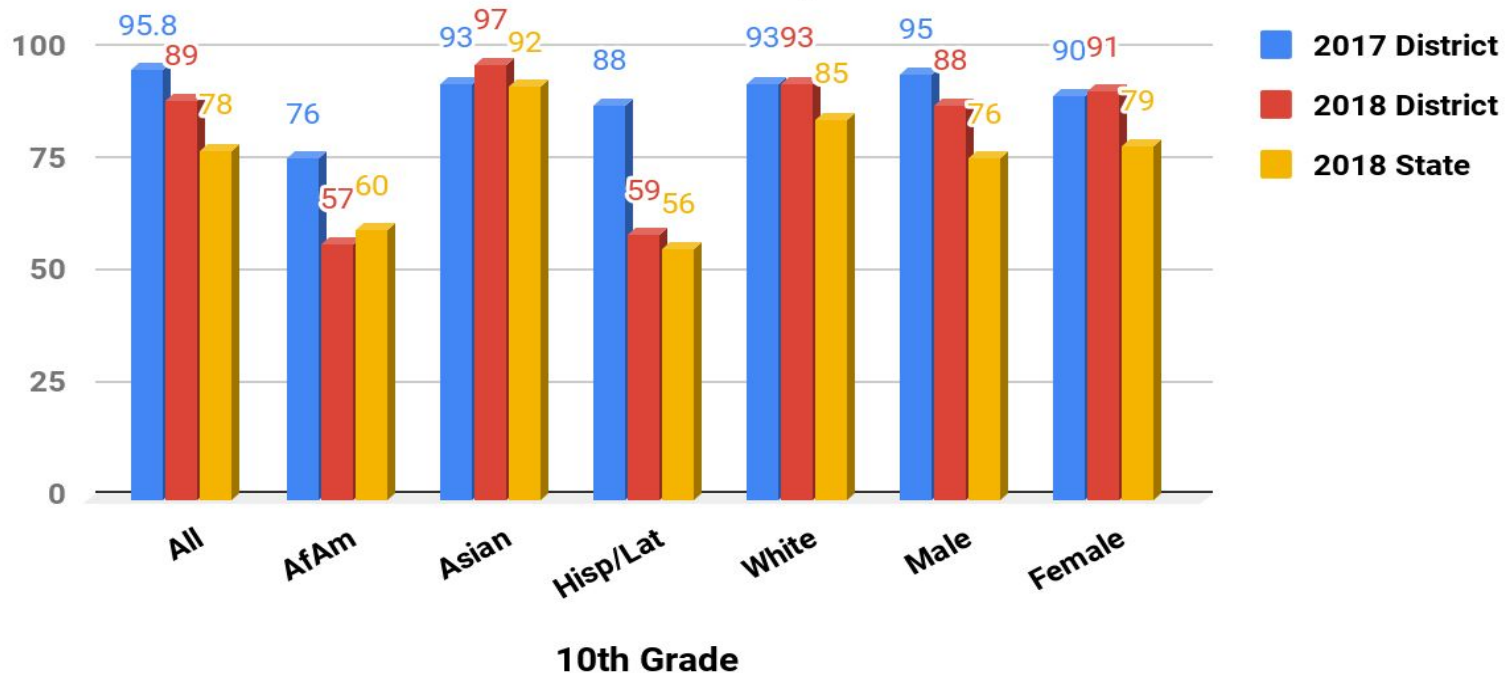


Grade 10 All Students

## 10th Grade District and State Math % Advanced/Proficient by Subgroup



## 10th Grade District and State Math % Advanced/Proficient by Race Ethnicity/Gender

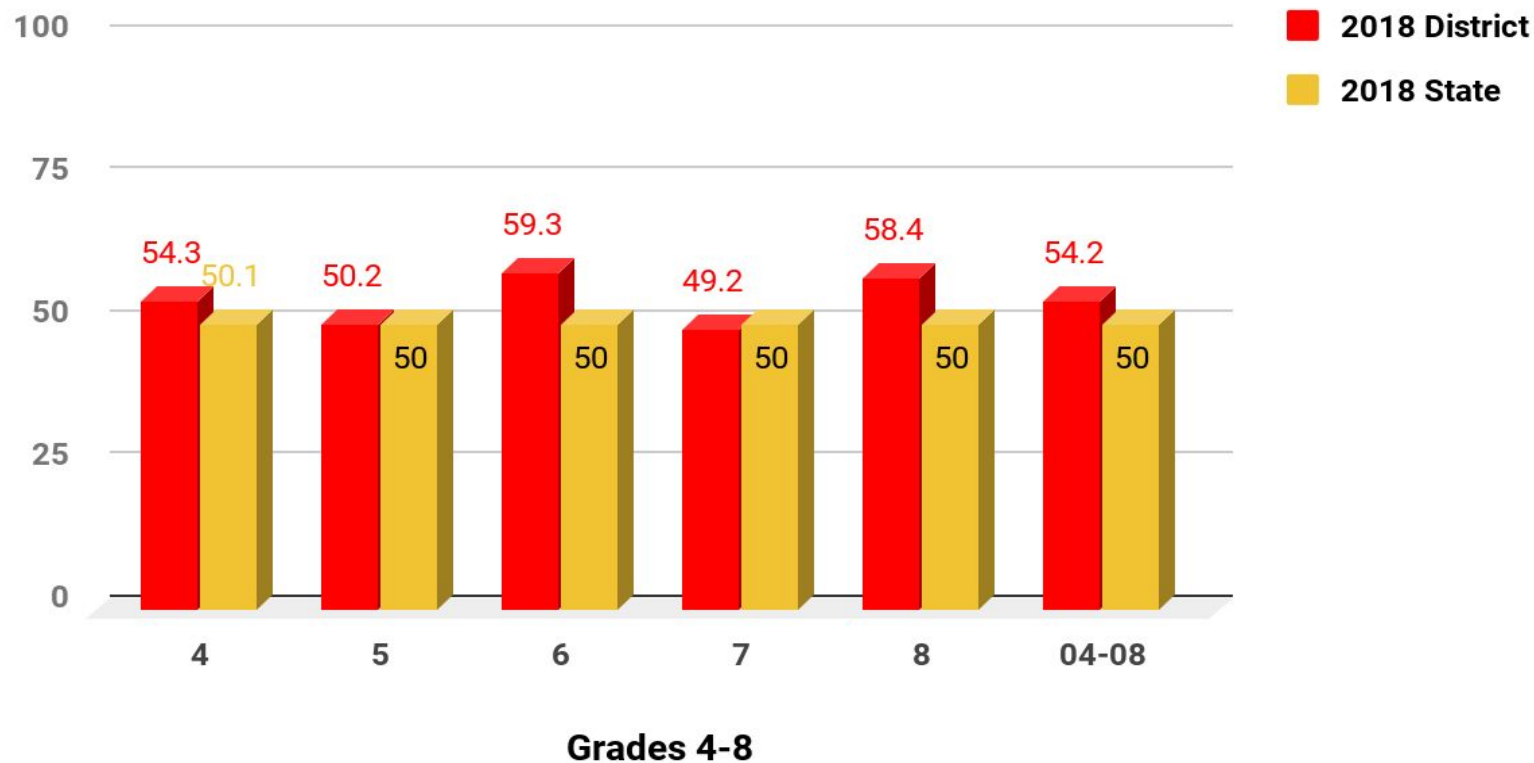




# **District and State Math Growth Percentile**

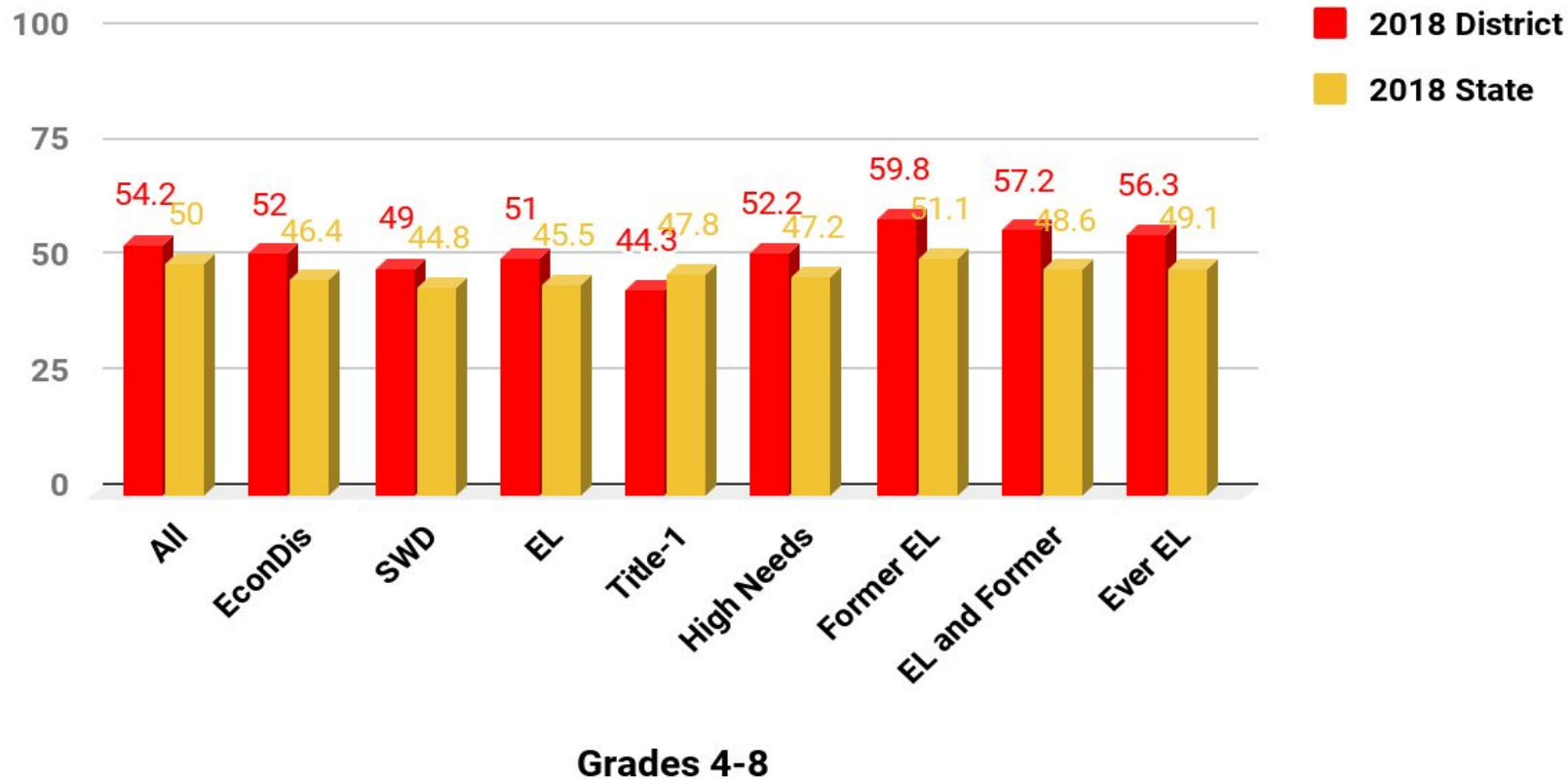


## District and State Math Growth Percentile (4-8)

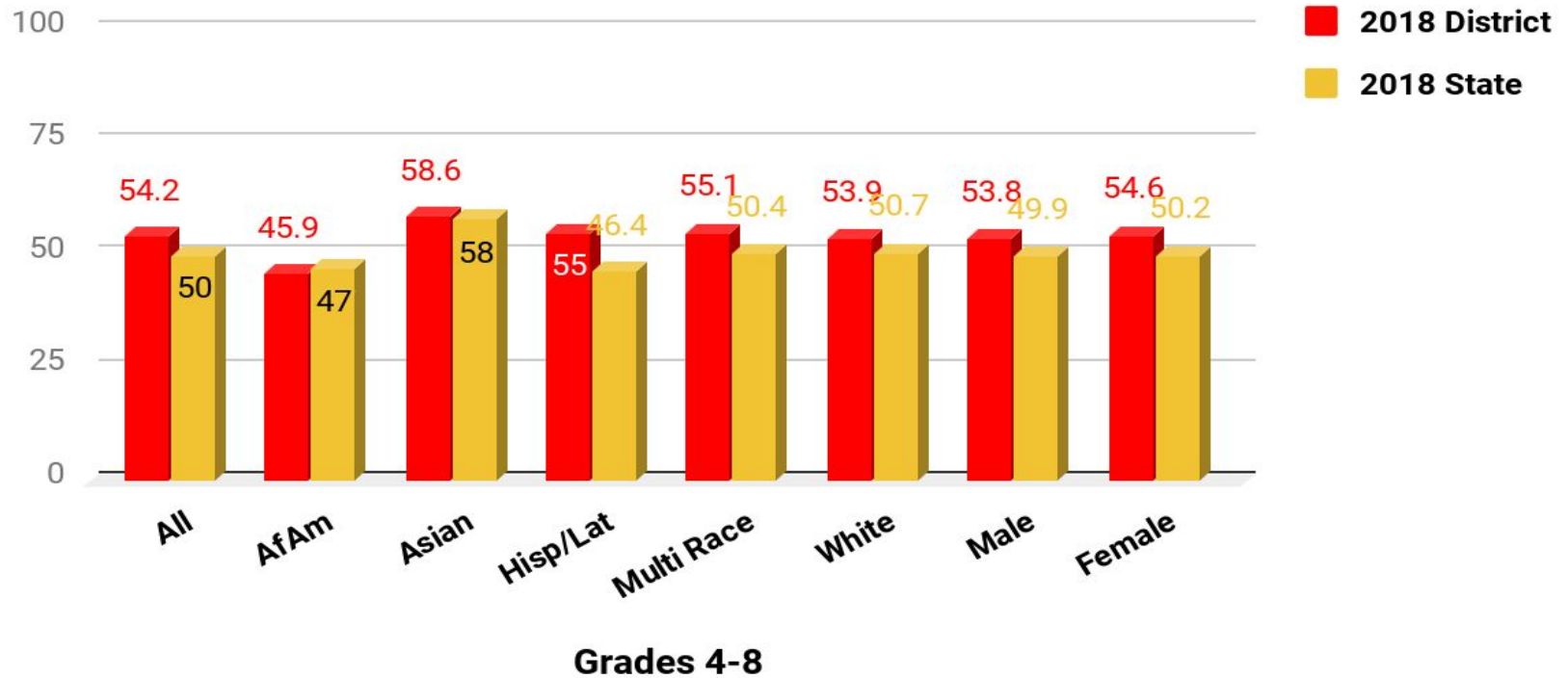




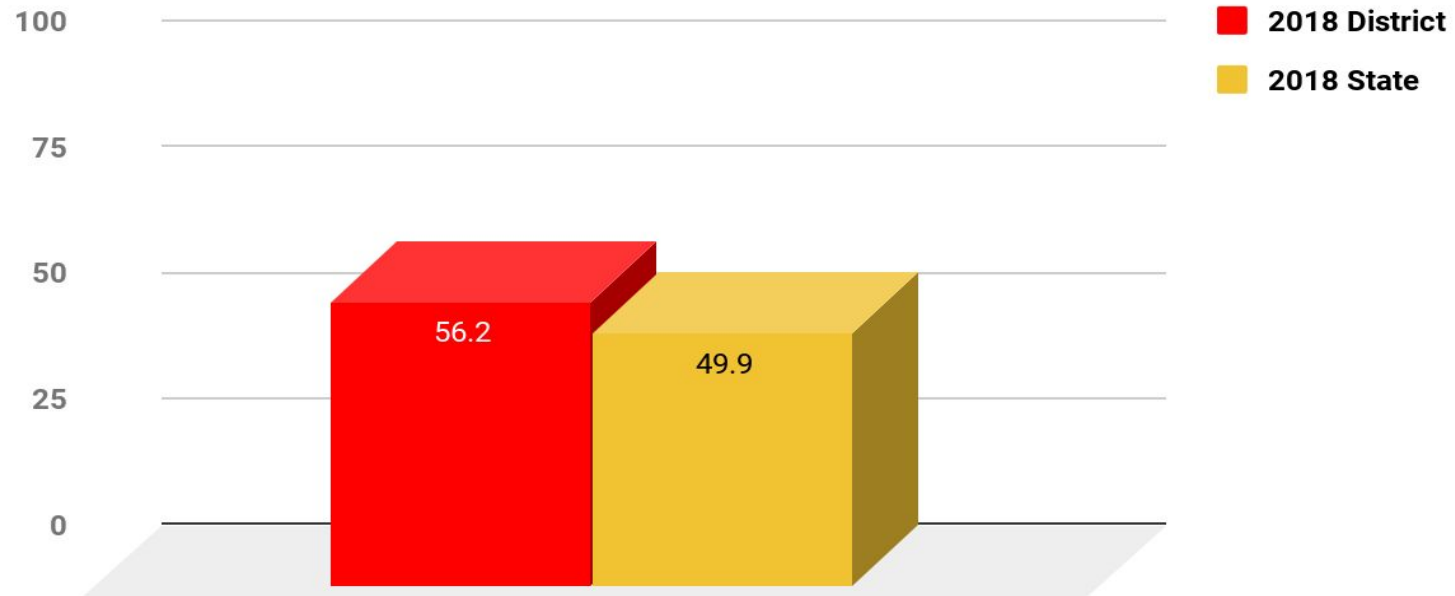
## District and State Math Growth Percentile by Subgroup (4-8)



## District and State Math Growth Percentile by Race/Ethnicity/Gender (4-8)

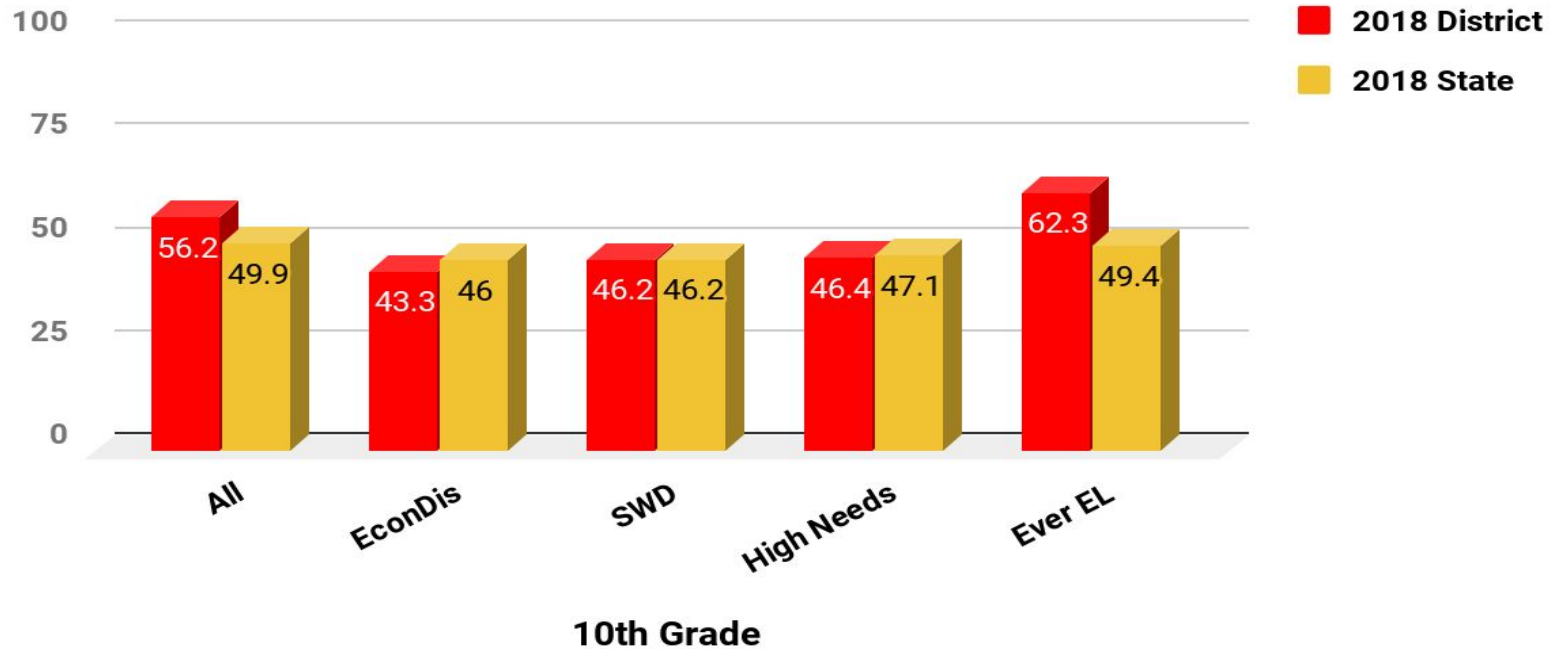


## 10th Grade District and State Math Growth Percentile

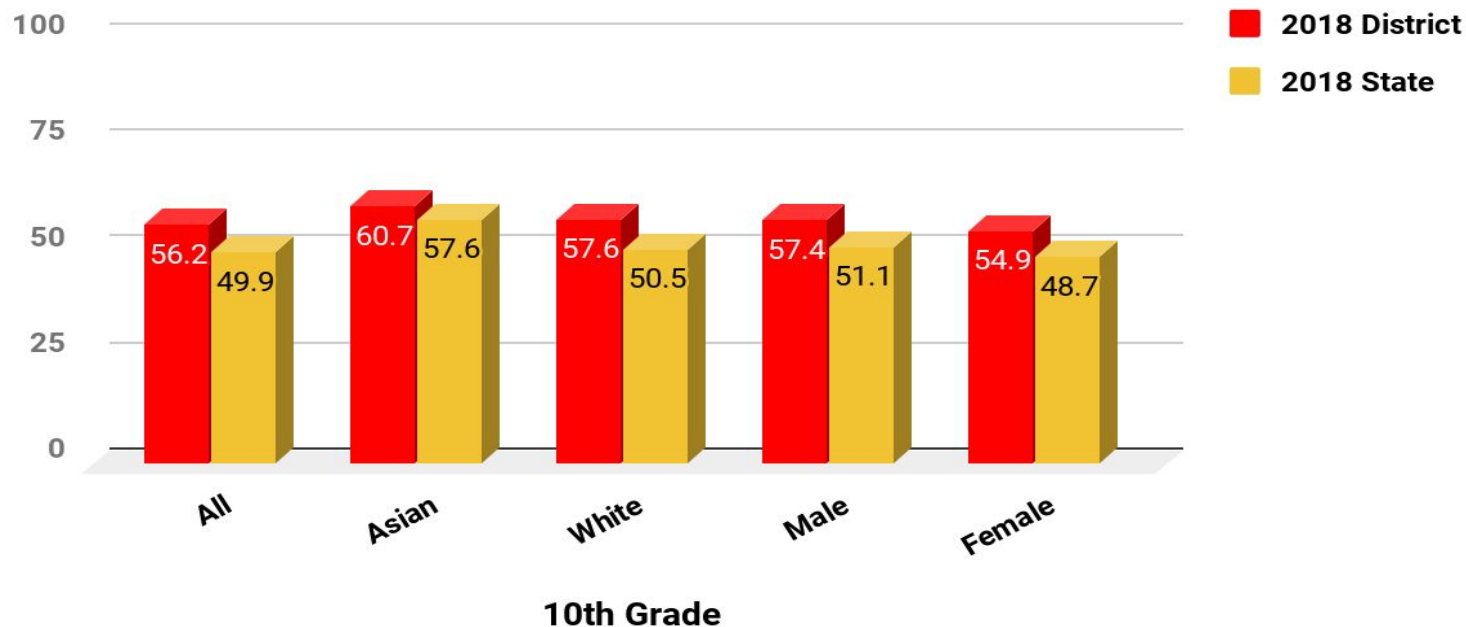


**Grade 10 All Students**

## 10th Grade District and State Math Growth Percentile by Subgroup



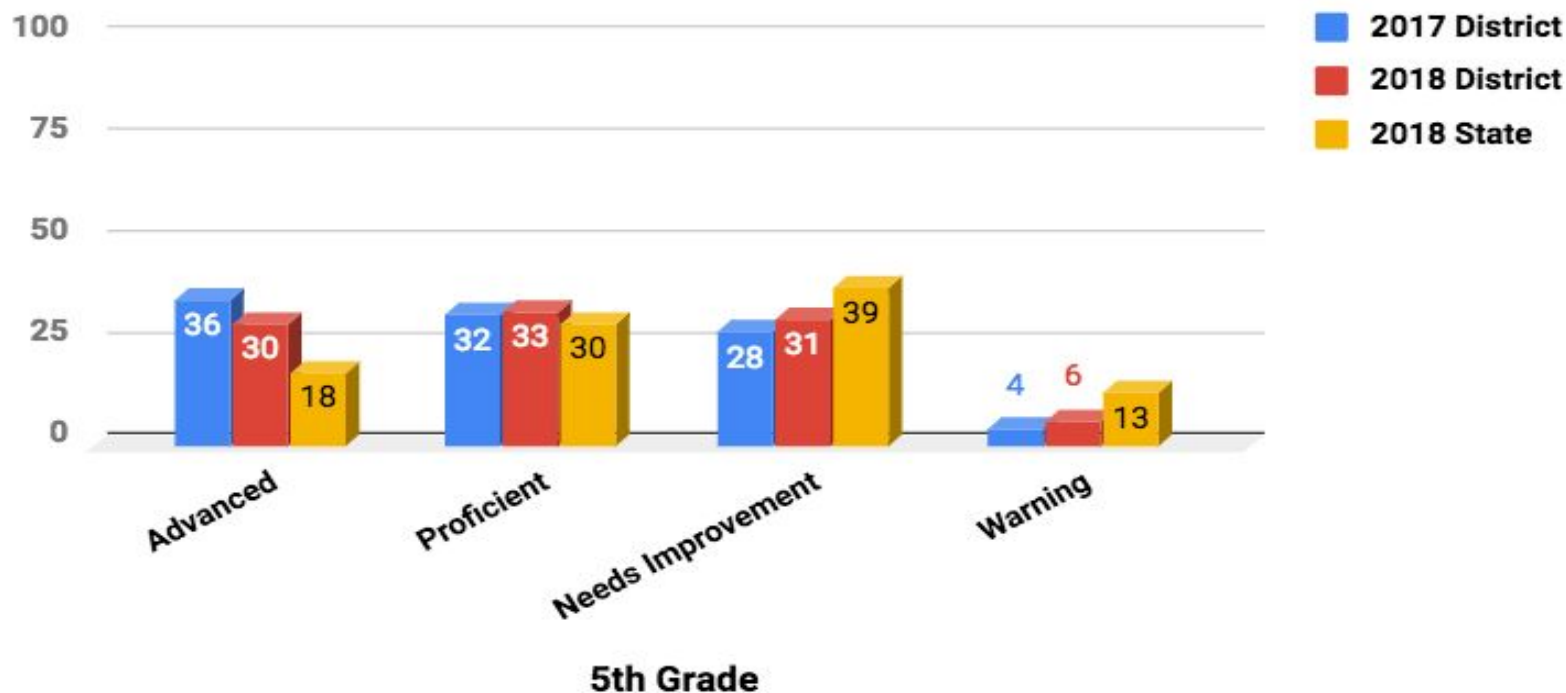
## 10th Grade District and State Math Growth Percentile by Race/Ethnicity/Gender



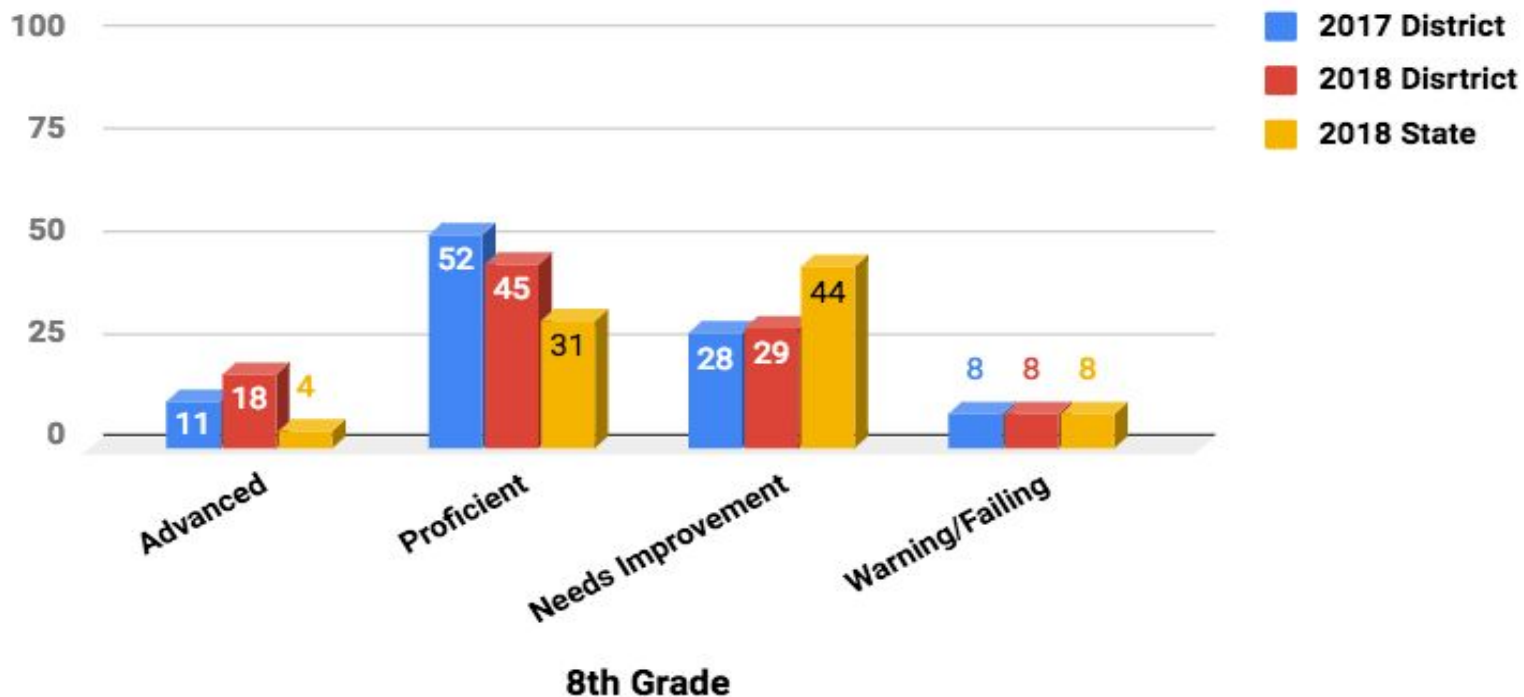


# **District and State Science/Technology/ Engineering MCAS Results**

## 5th Grade District and State Science/Technology/Engineering % Advanced/Proficient/Needs Improvement/Warning

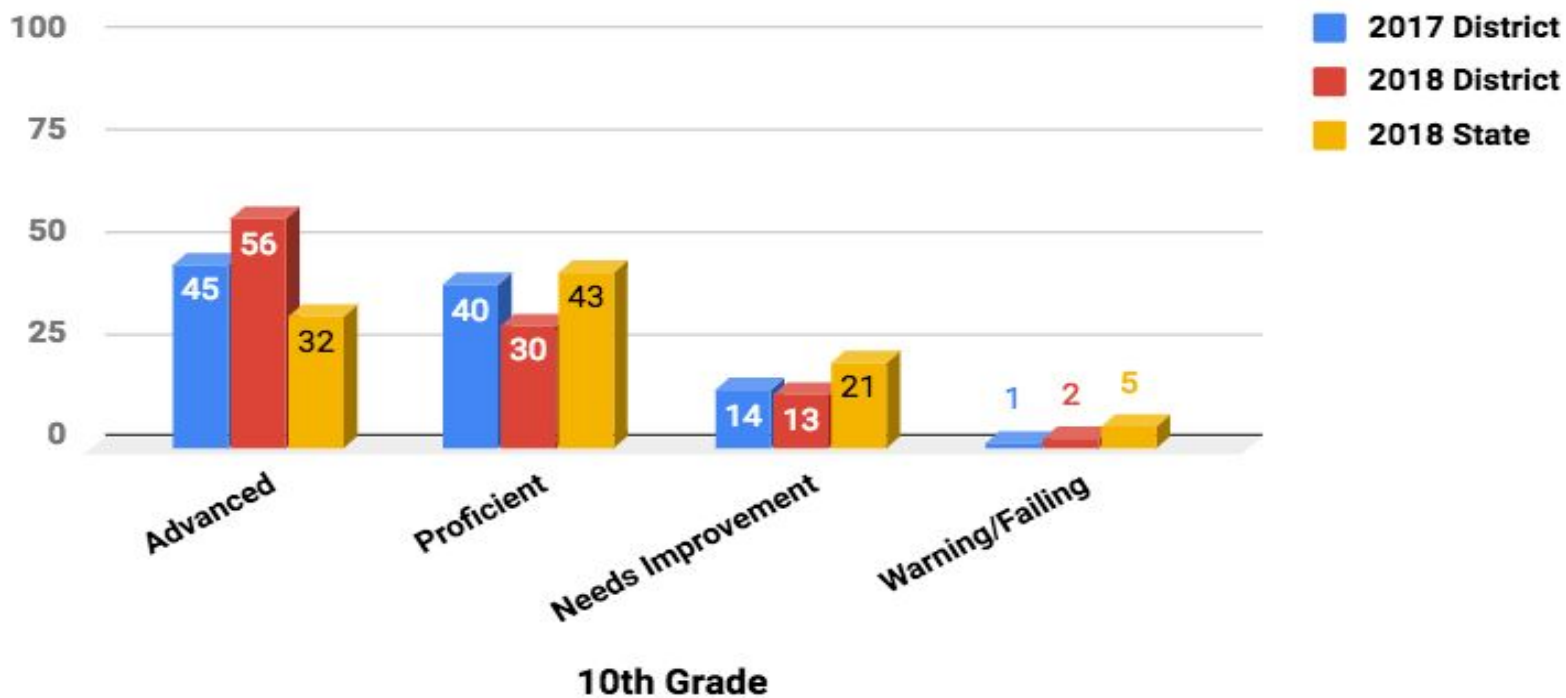


## 8th Grade District and State Science/Technology/Engineering % Advanced/Proficient/Needs Improvement/Warning

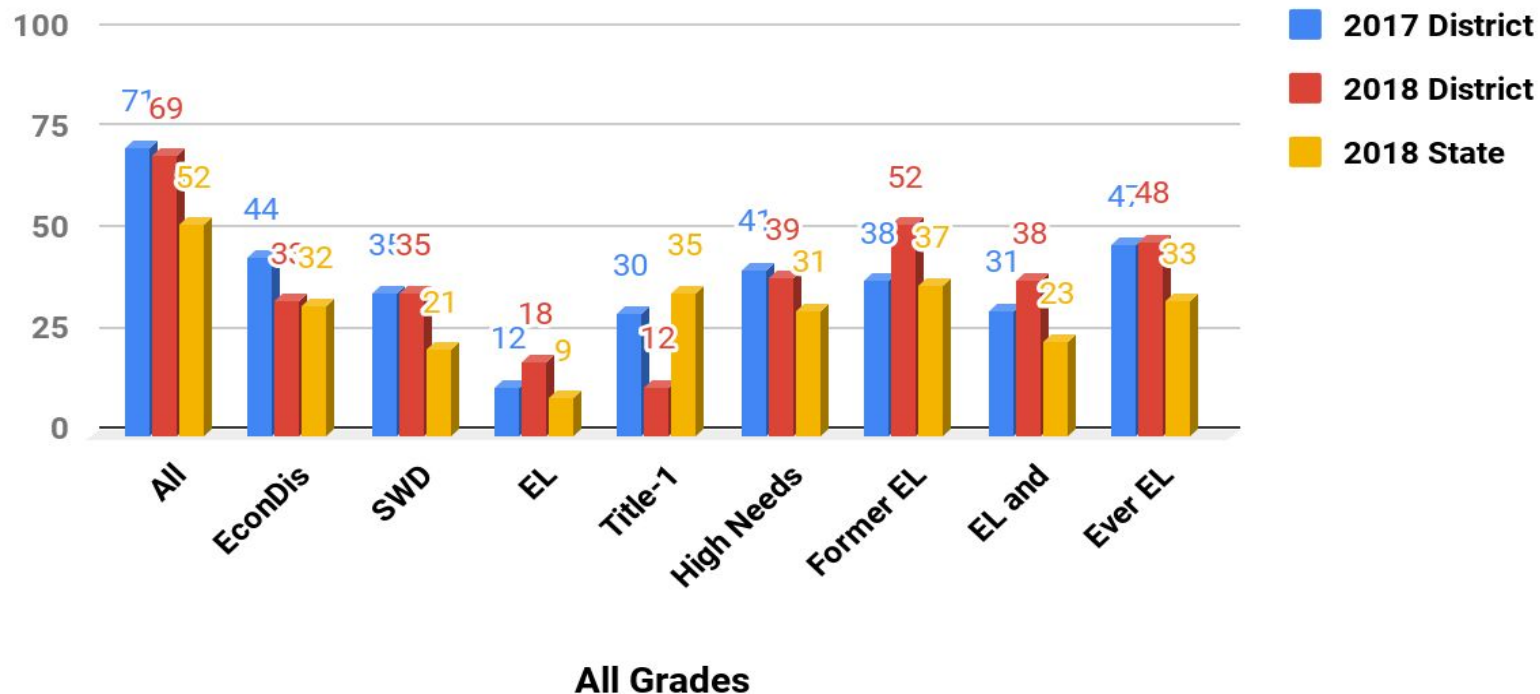




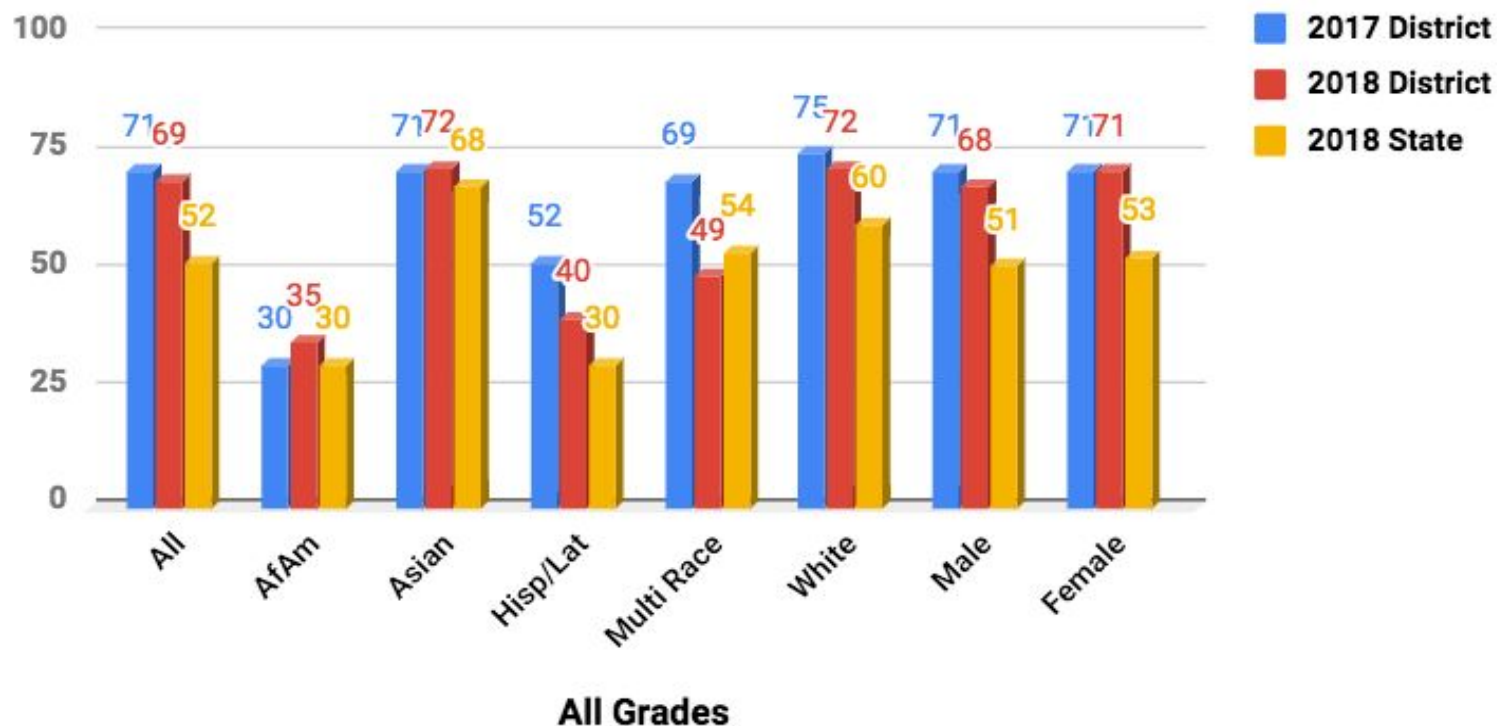
## 10th Grade District and State Science/Technology/Engineering % Advanced/Proficient/Needs Improvement/Warning



## All Grades District and State Science Technology/Engineering % Advanced/Proficient by Subgroup



## District and State Science Technology/Engineering % Advanced/Proficient by Race/Ethnicity/Gender





# **Lowest Performing Student Quartile**





# Lowest Performing Student Quartile

- Determined for each school AND for the district.
- Elementary Schools & OMS: DESE uses the “cohort model”
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in current school in 2017 & 2018; &
  - Not a first- or second-year English learner in 2018
- High School: DESE uses “year-to-year” model
  - Officially enrolled in current school for two consecutive years;
    - October 1, 2016 through October 1, 2017 (SIMS)
  - Tested in grade 10 in current school in 2018, & attended grade 9 in the same school or district in 2017; &
  - Not a first- or second-year English learner in 2018



# Lowest Performing Student Quartile

## Grades 3-8 - 503 Students in the LPQ

40% Female

60% Male

65% High Needs

9% Asian

11% Af. Am./Blk

9% Hispanic

5% Multi-race

66% White

92% received *Partially Meeting* or *Not Meeting* in ELA and/or Math.

ELA SGP for group = 50.6

Math SGP for group = 54.4

*Note, these students are now in grades 5-9.*



# Planning for the Future



## Next Steps

- Create student profiles of the students who have been identified in the lowest 25% of each school and the district.
- Conduct an item analysis to understand which standards are causing challenges for our students.
- Hire full time specialists for the elementary level which will provide more flexibility with scheduling common prep time and team time.
- Continue to focus on updating Tier One curriculum and instructional practice to ensure consistency across the district.
- Focus on SEL and cultural competency to ensure that all students are learning in a welcoming and supportive environment in which they feel safe.
- Examine how Tier 2 and 3 interventions are applied to ensure that all students are learning in the least restrictive environment and have maximum exposure to the general education curriculum and opportunities to collaborate with their peers.
- Examine middle and high school schedules to ensure that staff are receiving time to analyze data





# Questions