



2017 MCAS Report for Arlington Public Schools

School Committee Meeting, Thursday October 26, 2017



Objectives

- Share facts about the Next Generation MCAS 2.0
- Accountability
- Explanation of results
- Arlington's 2017 MCAS district results
- Identify next steps for analysis of data



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



The Next-Generation MCAS 2.0 (ELA and Math)

➤ **Other important facts:**

- First given in spring 2017 in grades 3-8, will eventually replace all older, legacy MCAS tests in grades 3-10
- Gives a clearer signal of readiness for the next grade level, college, and a career
- Designed to be given as a computer-based test, however, paper versions remain available



The Next-Generation MCAS 2.0

Schedule for implementation of Computer Based Test:

- Spring 2017: Grades 4 and 8 - ELA and Math
- Spring 2018: Grades 4-5 and 7-8 in ELA and Math; in Grades 5 and 8 in Science and Technology/Engineering
- Spring 2019: all Grades 3-8 and Grade 10 ELA and Math

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



Accountability

➤ **What will be reported this year at the high school level:**

- All accountability indicators: achievement, growth, ACCESS growth, graduation rates, dropout rates, and dropout reengagement
- Progress & Performance Index (PPI) data
- School percentiles
- Accountability and assistance levels (1-5)



Accountability

➤ Reporting in 2018 and Beyond:

- 2017 results will serve as a baseline for target setting
- 2018 determinations will reflect participation from 2017 & 2018
- 2017 spring Next-Generation results will not negatively impact accountability results in 2018 or the future
- The Board of Elementary and Secondary Education is still deliberating about subsequent details

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



Computer Based (CBT)/Paper Based Tests (PBT)

➤ **Equating scores from both tests:**

- Ensure fairness regardless of test form
- Applied in grades where schools could choose to administer CBT or PBT (grades 3, 5, 6 and 7)
- Used the results from parts of the test that are similar to help adjust the scoring on parts of the test that vary by format.



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.



Accountability

➤ **What will be reported for elementary and middle schools:**

- Next-Generation MCAS achievement results
- Growth percentiles by grade, subject, and school

Elementary and Middle schools that administered the Next-Generation MCAS will not receive an accountability level for 2017

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



Parent/Guardian Reports

➤ What is reported:

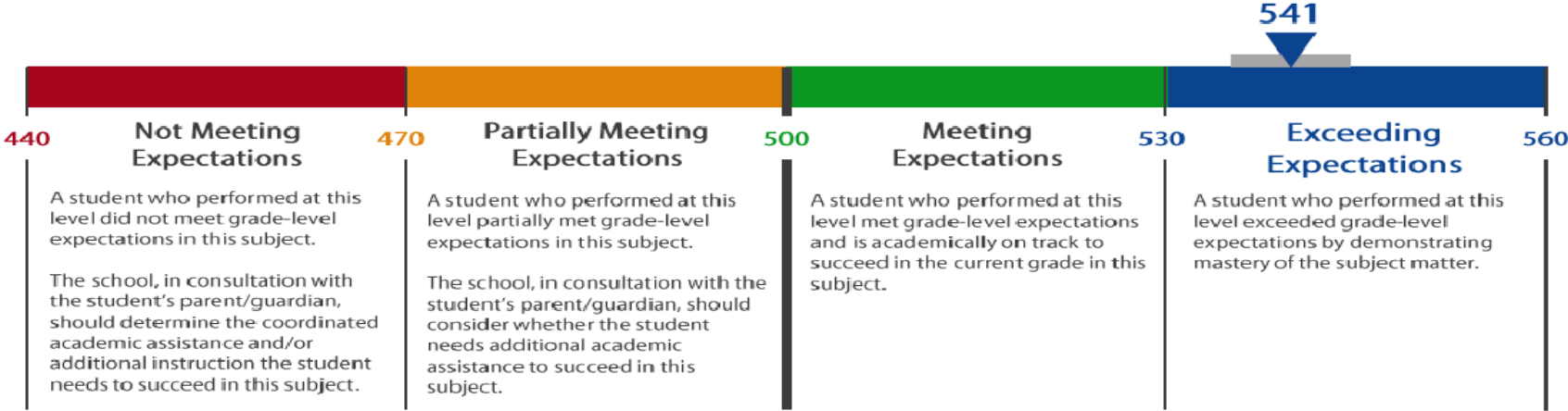
- Student scaled score
- Explanation of achievement level
- Explanation of range of scores for each achievement level
- Comparison of scaled score with district and state
- Explanation of performance on each strand within the content area

Mathematics Results

Computer-based test

Your Child's Achievement Level: **Exceeding Expectations**

Your Child's Score: **541**








In the figure above, the triangle indicates your child's score on the test. The gray bar shows the range of likely scores your child would receive if he or she took the test multiple times.

How your child performed compared to the school, district, and state

Your Child's Score	Average Score		
	School	District	State
541	485	502	515

How your child performed on the test in each reporting category and on each individual test question

Reporting Category	Points earned by your child	Average number of points earned by Meeting Expectations students who scored close to 500.
Operations & Algebraic Thinking 	7 out of 10	6.0 out of 10
Numbers & Operations in Base Ten 	10 out of 10	6.8 out of 10
Numbers & Operations - Fractions 	5 out of 5	4.0 out of 5
Measurement & Data 	8 out of 9	6.1 out of 9
Geometry 	3 out of 4	2.5 out of 4

Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Points Earned	1/2	3/4	0/1	0/1	3/3	1/4	1/1	1/1	1/1	0/1	1/1	1/2	1/2	1/1	1/1	0/1	4/4	3/4	0/4	1/1	1/1	1/1	0/1	0/1	0/1	2/3	5/6	0/1	1/1	1/1

Key

x/y = x points earned out of y possible points

Blank space/y = no answer provided

Go online to see a description of every test question at
www.doe.mass.edu/mcas/parents.



Why Did My Child Score Proficient on the older MCAS but Only Partially Meeting Expectations This Year?

- 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 student's readiness** for the next grade level.
- Spring 2017 is a **baseline year** for the new test in Grades 3-8, and spring 2017 scores **should not be compared** to previous years' scores.

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



Interpreting the results

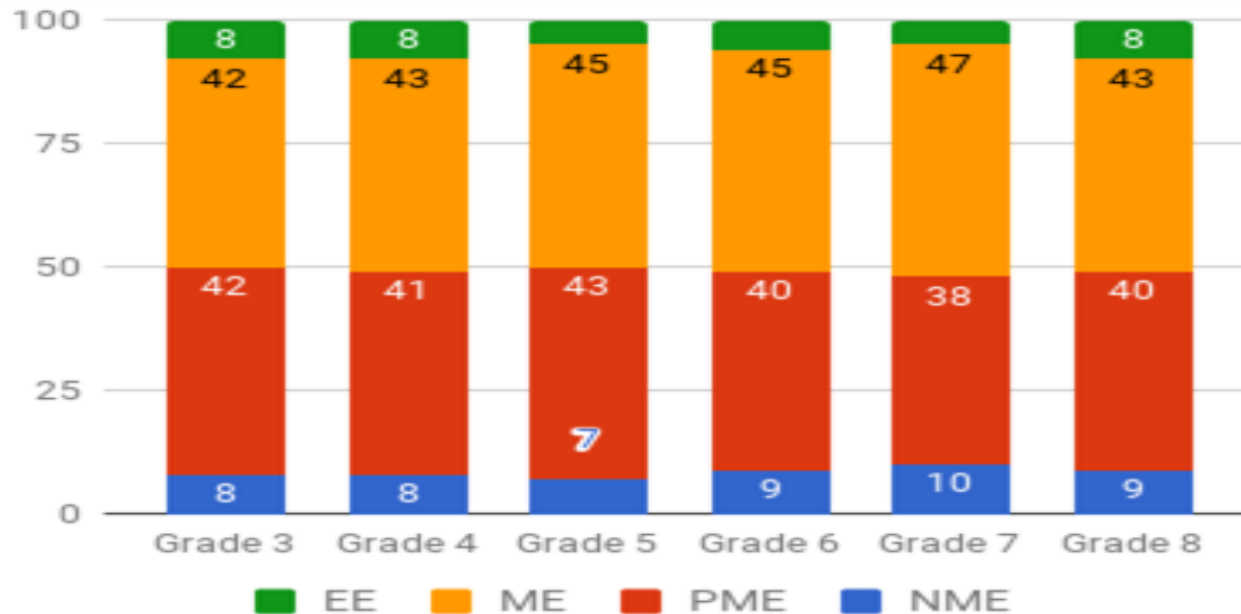
- Results do not mean that students learned less; the Next-Generation MCAS measures in a different way
- Scores are expected to change over time as did the scores did when the legacy MCAS was debuted in 1998
- In Grade 4 ELA and Math, Grade 7 Math, the percent of students *Meeting Expectations* will likely be similar to the percent of students previously *Proficient*. In other grades such as Grade 8 ELA, the percent of students who are in *Meeting Expectations* is expected to be lower.



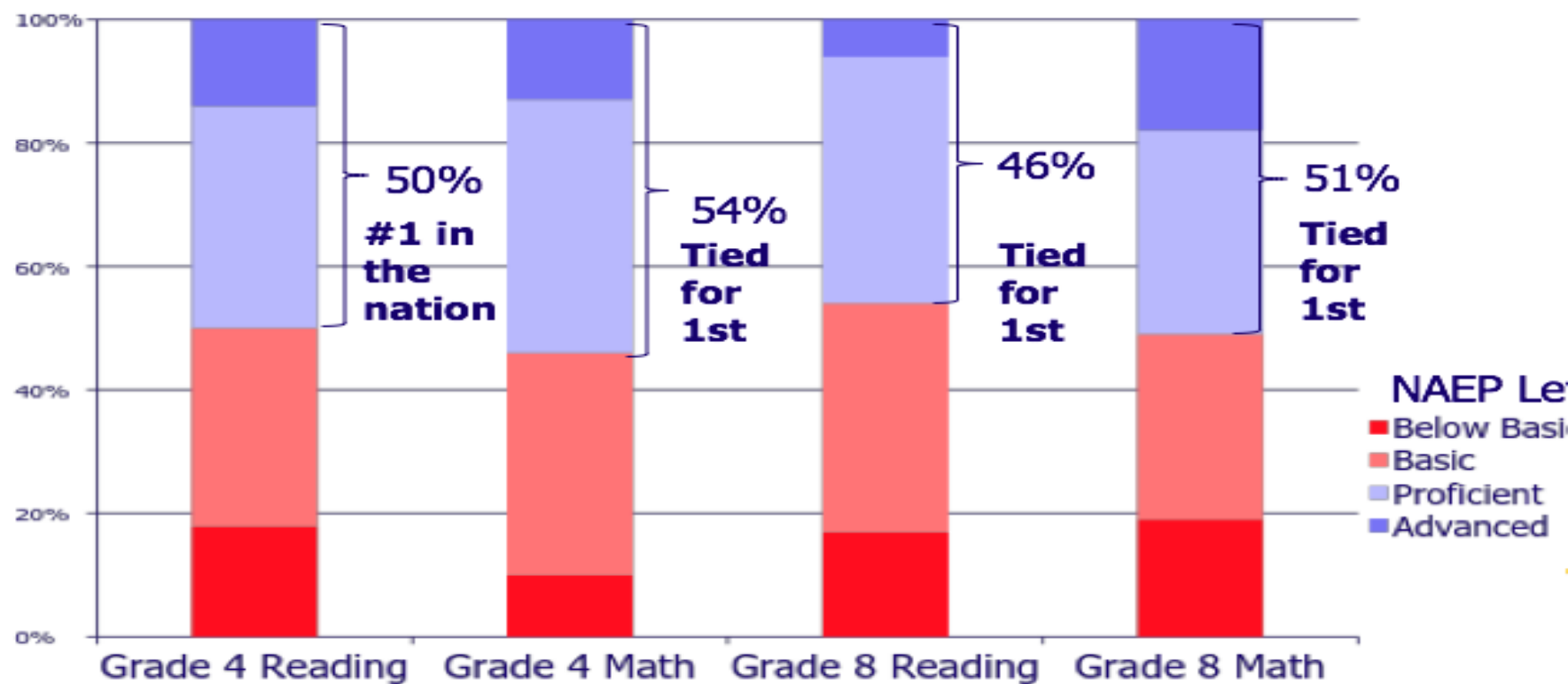
Interpreting the results

- The roughly equivalent proportion of students in each grade and subject matter reflect:
 - A standard setting process by a panel of educators that valued a clear progression of learning expectations from grade to grade;
 - Alignment of standards by panelists as they set achievement levels on the new test;
 - Standards for each test were set at the same time unlike the legacy MCAS

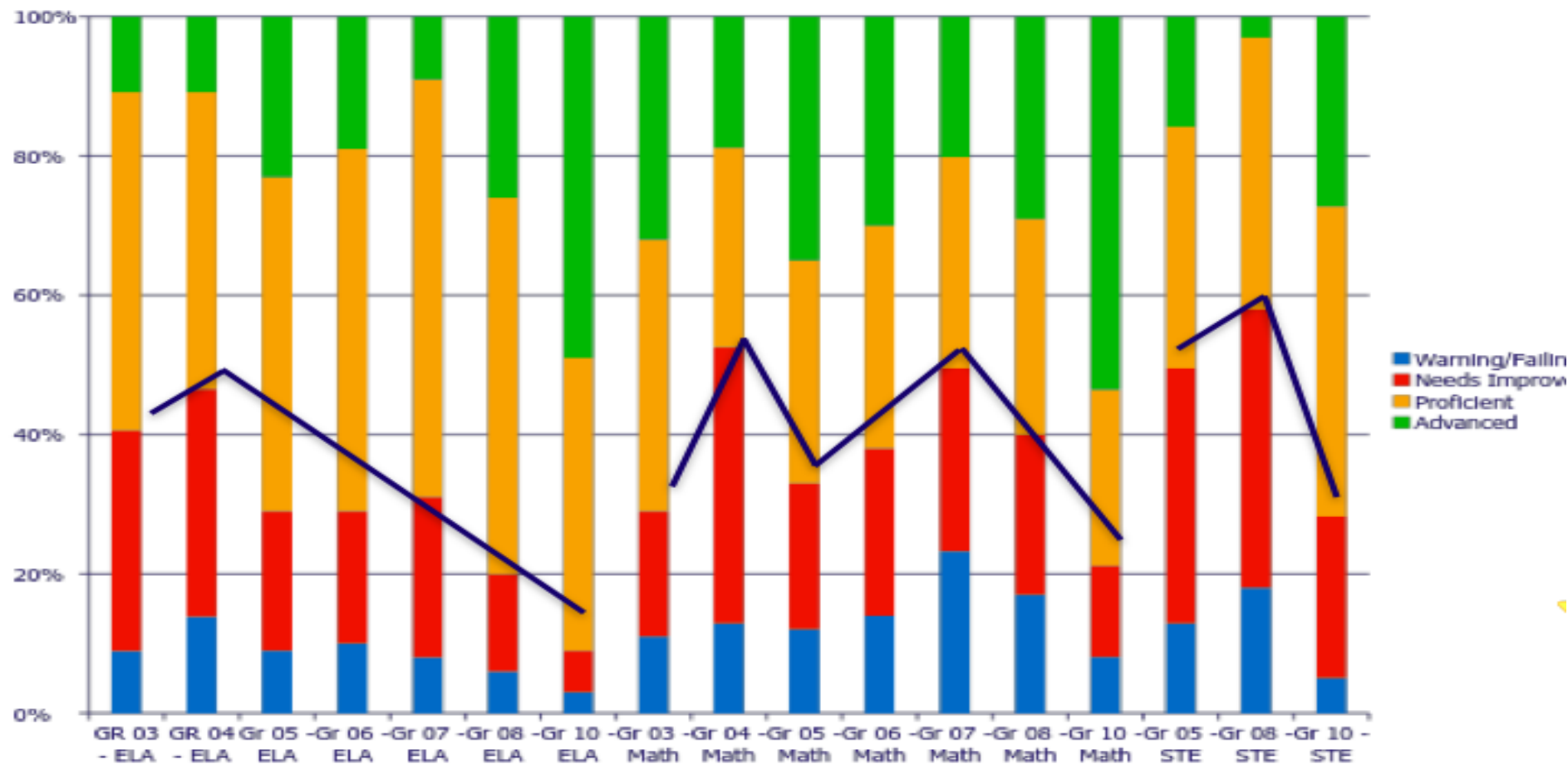
Projected statewide 2017 Results for Grades 3-8, ELA and Math



Projected Next-Gen MCAS Results Look More Like Massachusetts's 2015 NAEP Results...



...and Less Like Legacy MCAS Results (2015)



Arlington District Results (Grades 3-8 ELA and Math)

Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Included	Avg. Scaled Score	SGP	Included in SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 03 - READING	57	47	10	8	47	39	38	42	5	10	471	504.9	N/A	N/A
GRADE 03 - MATHEMATICS	61	49	11	7	50	42	33	38	7	13	472	504.9	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	69	48	23	7	47	41	28	42	3	10	458	512.4	58.0	426
GRADE 04 - MATHEMATICS	61	49	9	6	52	43	34	39	6	13	459	504.5	45.0	425
GRADE 05 - ENGLISH LANGUAGE ARTS	72	49	12	6	60	43	25	42	3	10	459	509.9	55.0	435
GRADE 05 - MATHEMATICS	65	46	15	7	50	39	31	44	4	10	461	509.2	58.0	434
GRADE 06 - ENGLISH LANGUAGE ARTS	73	51	15	7	58	43	22	39	5	10	427	510.9	50.0	391
GRADE 06 - MATHEMATICS	71	50	10	7	61	42	24	39	5	11	426	509.3	51.0	388
GRADE 07 - ENGLISH LANGUAGE ARTS	72	50	13	6	59	44	24	39	4	11	405	509.9	58.0	377
GRADE 07 - MATHEMATICS	66	47	13	9	53	38	30	42	4	12	405	507.8	57.0	377
GRADE 08 - ENGLISH LANGUAGE ARTS	68	49	15	8	54	41	27	39	5	11	386	508.0	61.0	357
GRADE 08 - MATHEMATICS	64	48	14	9	50	39	31	42	5	11	387	507.8	61.0	357
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	68	49	15	7	54	42	28	41	4	10	2,606	509.3	56.0	1,986
GRADES 03 - 08 - MATHEMATICS	64	48	12	8	52	40	31	41	5	12	2,610	507.2	54.0	1,981

Arlington District Results (Grades 5, 8 STE, Grade 10 ELA, Math and STE)

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Included	CPI	SGP	Included in SGP
	District	State	District	State	District	State	District	State	District	State				
GRADE 05 - SCIENCE AND TECH/ENG	68	46	36	17	32	29	28	39	4	15	462	88.4	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	63	40	11	3	52	37	29	40	8	20	386	83.6	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	97	91	70	47	27	44	3	6	1	3	349	98.5	46.0	303
GRADE 10 - MATHEMATICS	92	79	70	53	22	26	5	14	3	8	342	95.8	54.0	295
GRADE 10 - SCIENCE AND TECH/ENG	85	74	45	32	40	42	14	21	1	5	328	94.5	N/A	N/A



Impact on scores

➤ **Review of scores will help us to consider various barriers to learning:**

- Socio-economic status,
- Culturally competent teaching practices,
- Discipline practices and its impact on certain groups of students,
- Brain-based research on how stress can impede learning
- Homeless status of students,



Next steps

- Identify protocols we can use to disaggregate data with district leaders
- Provide all principals with a data binder that contains specific reports
- Use data to inform us about specific areas of need, as well as, specific groups of students who may need support, which has been the practice
- Provide PD for building staff to access data directly



MCAS Resources

- MCAS Parents Page <http://www.doe.mass.edu/mcas/parents/>
- Resources include:
 - Annotated Parent/Guardian Report
 - Frequently Asked Questions (FAQs)
 - Item Descriptions
 - MCAS Parent Guide (available in several languages):
<http://www.doe.mass.edu/commissioner/Back-to-School/>



Questions