

MCAS And Accountability Results Spring 2019

Franklin Public Schools
School Committee Presentation
December 10, 2019



► Agenda

- ▶ Brief History and Overview
- ▶ Accountability
- ▶ Proficiency Ratings
- ▶ Overview of MCAS results
- ▶ Next Steps



Brief History and Overview

- ▶ State testing began over 20 years ago to comply with Federal mandates
 - ▷ NCLB and ESSA
- ▶ In 2019 students took MCAS 2.0
 - ▷ Grades 3-8 take ELA and Math
 - ▷ Grades 5, 8, 9 take Science
- ▶ Legacy MCAS HS Biology (Current Grade 11)
 - ▷ Changed to MCAS 2.0 (Current Grade 10)



Brief History and Overview

- ▶ The next generation of computer testing (MCAS 2.0) focuses on critical thinking, applying knowledge, and making connections
- ▶ Better aligns with Portrait of a Graduate
- ▶ One data point of many used in the district
- ▶ It is a different assessment than the legacy MCAS
- ▶ Cannot compare results

Brief History and Overview

- ▶ State provides data for accountability and test achievement/growth
 - ▷ Accountability includes test achievement/growth with other indicators including participation
 - ▷ Calculations based on two years of data
 - ▷ 60/40 split with most recent year more heavily weighted
 - ▷ Achievement reported as scaled scores and student growth percentile

Accountability

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

Accountability is a complex formula that includes normative and criterion referenced measures

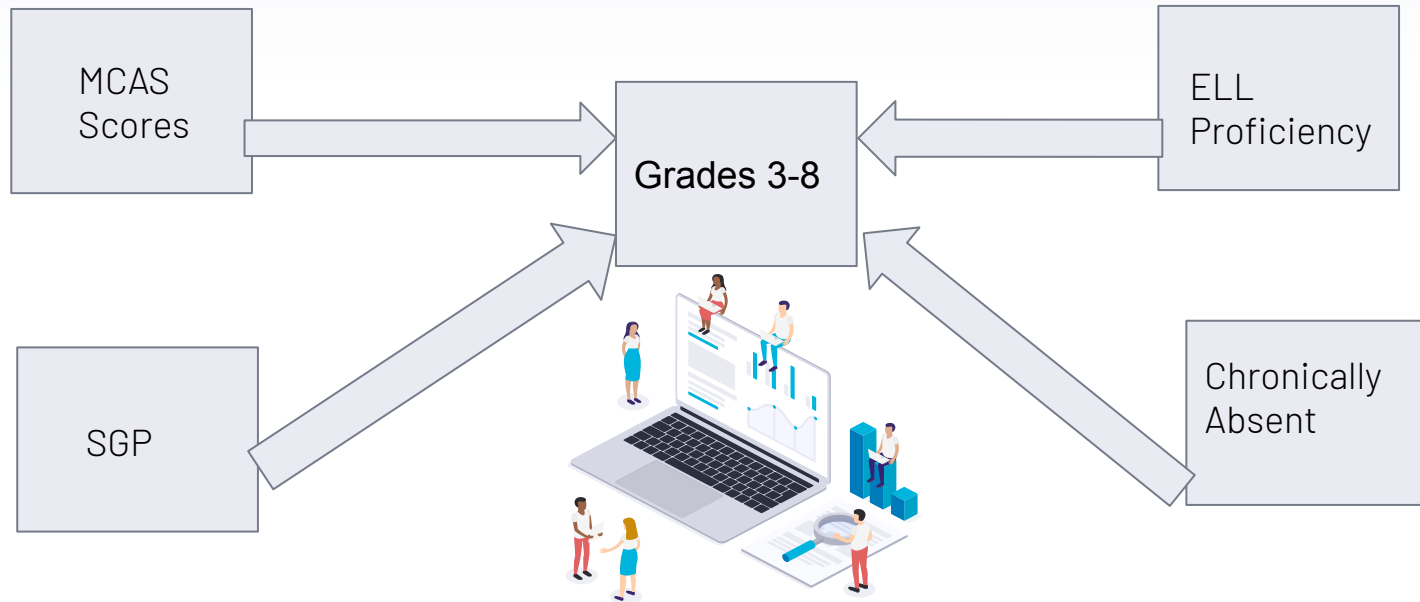
- ▶ Baseline year is 2018
- ▶ Normative measure for schools only, not district



Accountability

- ▶ Normative Component: Accountability Percentile—a value from 1 to 99 that measures student performance as compared to all similar schools across the state
- ▶ Criterion-Referenced Component: A percentage value that measures a school's and the district's progress toward meeting ALL *targets* in the aggregate and every subgroup
 - ▷ Values are from 1-99 with 75 meaning that a school/district is meeting all targets

Accountability Factors Grades 3-8



► Franklin Results - Grades 3-8

MCAS Achievement and Student Growth

Percentile (SGP) later in presentation

ELL results not reported publicly

- Suppressed due to small numbers (must be 10%)

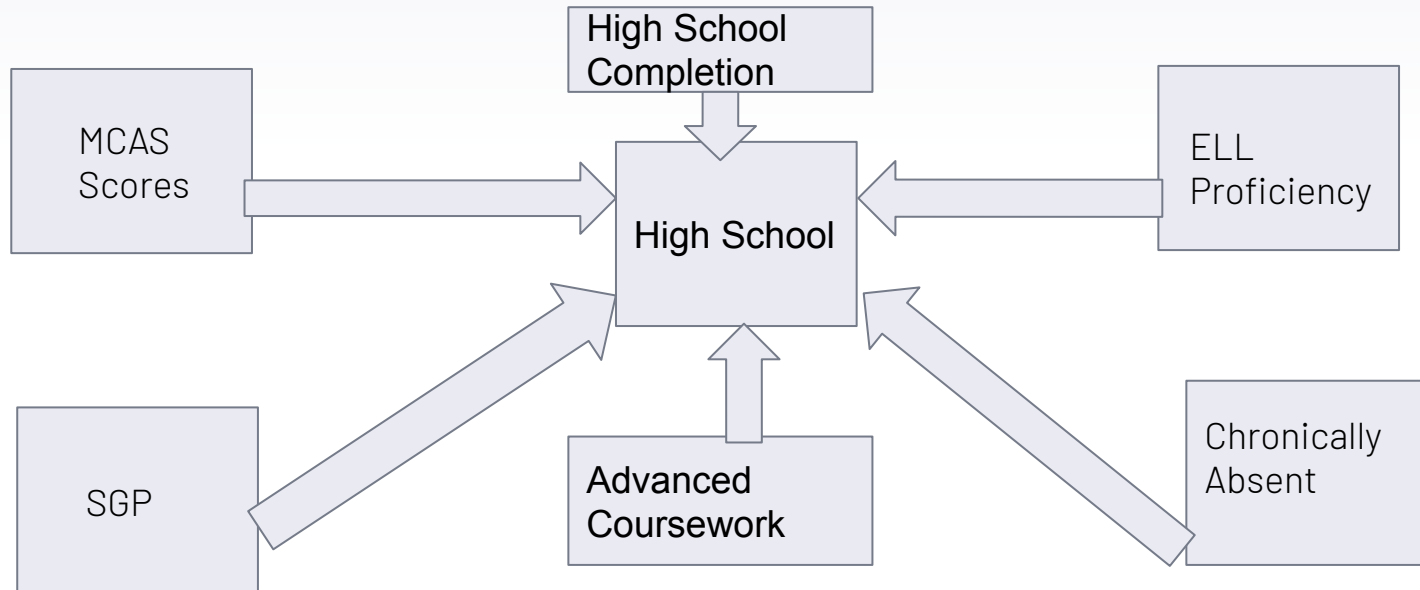
Absenteeism

- No change from previous year

Accountability Indicators Grades 3-8

- ▶ Achievement = ELA, Math, and Science scaled scores
- ▶ Student Growth (SGP) = ELA and Math mean student growth percentiles
 - ▶ not same student
- ▶ ELL Proficiency = Progress made by students attaining English proficiency within 6 years
- ▶ Chronic Absenteeism = Students missing more than 10% of school
- ▶ Performance of Sub-groups counted in the aggregate and in the sub-group
 - ▶ Lowest performing 25% in a school can be counted in the aggregate, lowest 25%, and sub-groups

Accountability Factors High School



► Franklin Results - HS

MCAS Achievement and Student Growth Percentile (SGP) later in presentation

Graduation Rate increased 1.5% - Met target

ELL - no results - no students took the tests

Absenteeism

- ▶ Declined 1.7% from previous year - Met target

Advanced coursework

- ▶ Declined due to how we are calculating this result
- ▶ Actual enrollment similar to previous years
- ▶ Will be more accurate in future with better guidance from DESE

Accountability Indicators High School

Achievement = ELA, Math, and Science CPI

Student Growth = ELA and Math mean student growth percentiles

Language Proficiency = Progress made by students attaining English proficiency, meeting targets within 6 years

Chronic Absenteeism = Students missing more than 10% of school days

High School Completion = 4 and 5 year graduation rates and dropout rate

Advanced Work = % of students in grades 11 and 12 completing advanced coursework

Accountability

- ▶ Criterion Referenced Component
 - ▷ Meeting targets assigned by DESE for achievement, growth, and other indicators by subject, school, and district
 - ▷ Different elements carry different percentages of weight in the formula



Accountability Weights

Accountability Indicator Weightings – Non-High Schools

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> ELA, math, & science achievement 	60%	67.5%
Student Growth	<ul style="list-style-type: none"> ELA & math 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%

Accountability Indicator Weightings – High Schools & Middle-High/K-12 Schools

Indicator	Measures	Weighting (3:1)	
		With EL	No EL
Achievement	<ul style="list-style-type: none"> ELA, math, & science achievement 	40%	47.5%
Student Growth	<ul style="list-style-type: none"> ELA & math 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 Advanced coursework completion 	10%	10%

Accountability

- ▶ Points are assigned for each indicator according to how the data changed from the previous year
- ▶ Uses data from all students in district or school (50% weight) and the lowest 25% performing students (50% weight) to determine overall progress towards targets

Categories of Schools

Schools of Recognition – Schools demonstrating high achievement, significant improvement or high growth

Meeting Targets – Criterion-referenced target percentage 75-100

Partially Meeting Targets – Criterion-referenced target percentage 0-74

Focused/Targeted Support – Percentiles in the lowest 10%, low graduation rates, low performing sub-groups, low participation including sub-groups

Broad Comprehensive Support – Underperforming schools

*School percentiles against targets reported for schools/not district

Franklin Accountability



Overall Progress Towards Targets:

- ▶ District Aggregate = 56%
 - ▷ Substantial progress towards targets
 - ▷ Not requiring assistance or intervention
- ▶ Subgroup Results = 56%
 - ▷ Substantial progress towards targets
 - ▷ Not requiring assistance or intervention

► Franklin Celebrations

No school requires intervention or assistance

- Meeting or partially meeting targets

Kennedy Elementary School

- Exceeding all targets

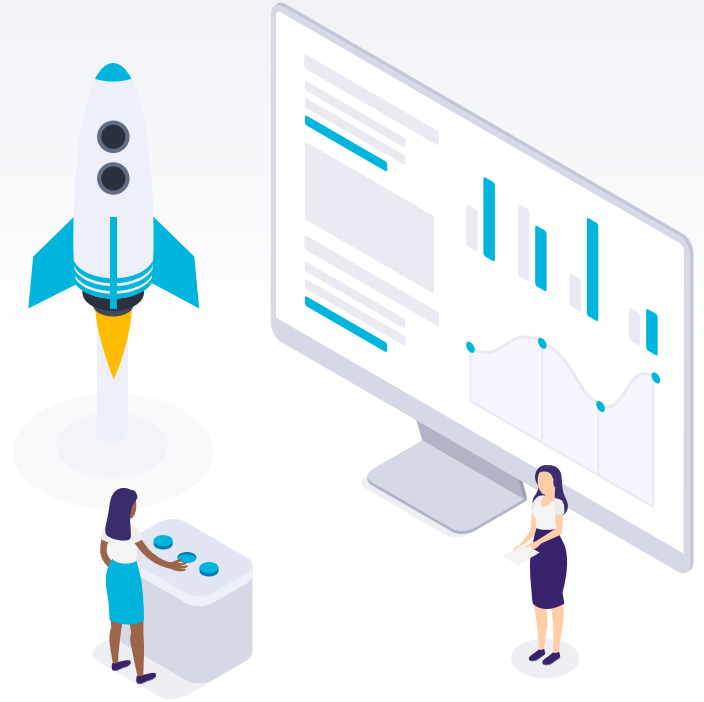
Davis Thayer Elementary School

- High Growth

Kudos to all!



MCAS Results



Proficiency Ratings

Exceeding Expectations (EE): A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter. (530-560)

Meeting Expectations (ME): 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. (500-529)

Partially Meeting Expectations (PM): 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. (470-499)

Not Meeting Expectations (NM): 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. (440-469)

MCAS

- ▷ Test results include achievement, growth, item analysis, test question analysis, and other tools for analysis
- ▷ Aggregate and sub-groups
- ▷ Reported by subject for each student, school, and district

Elementary M+

	District % M+	State % M+	% Above State M+
Grade 3 ELA	75	56	19
Grade 3 Math	69	49	20
Grade 4 ELA	70	52	18
Grade 4 Math	71	50	19
Grade 5 ELA	66	52	14
Grade 5 Math	63	48	15
Grade 5 Science	63	49	14

ES Scores Including High Needs Students

Subject	Grade	District Average Scaled Score ALL	District Average SS High Needs
ELA	3	514.4	498.3
Math	3	509.4	494.0
ELA	4	509.0	495.3
Math	4	509.5	495.8
ELA	5	509.0	495.7
Math	5	506.9	494.3
Science	5	506.8	494.4

Student Growth Percentile (SGP)

	SGP ALL	SGP High Needs
Grade 4 ELA	51.6	43.6
Grade 4 Math	57.0	51.1
Grade 5 ELA	54.3	51.5
Grade 5 Math	55.1	52.8

Analysis - Elementary

Strengths

- ▶ All tests were a minimum of 14% ahead of the state M+
- ▶ All tests were above the state average scaled score of 500
- ▶ All six tests at this level had higher % of students in M+ compared to last year
- ▶ First year of MCAS 2.0 Science and implemented StemScopes
- ▶ SGP in desired range in aggregate and high needs

► Analysis - Elementary

Opportunities

- Sub-group performance
 - ▷ Students with disabilities
 - ▷ EL and former EL
 - ▷ Economically disadvantaged

Middle Schools M+

	District % M+	State % M+	% Above State
Grade 6 ELA	64	53	11
Grade 6 Math	63	52	11
Grade 7 ELA	59	48	11
Grade 7 Math	64	48	16
Grade 8 ELA	69	52	17
Grade 8 Math	63	46	17
Grade 8 Science	64	46	18

MS Scores Including High Needs Students

Subject	Grade	District Average Scaled Score ALL	District Average Scaled Score High Needs
ELA	6	506.7	492.0
Math	6	506.5	492.9
ELA	7	505.2	486.9
Math	7	508.8	489.6
ELA	8	507.9	491.2
Math	8	508.4	490.6
Science	8	507.6	493.0

Student Growth Percentile (SGP)

	SGP ALL	SGP High Needs
Grade 6 ELA	42.4	44.0
Grade 6 Math	43.3	46.5
Grade 7 ELA	46.0	43.4
Grade 7 Math	52.0	45.4
Grade 8 ELA	50.9	50.3
Grade 8 Math	50.6	46.6

Analysis -Middle Schools

Strengths

- ▶ All tests were a minimum of 11% ahead of the state M+
- ▶ All tests were above the state average scaled score of 500
- ▶ Grade 8 had higher % of M+ students than previous year
- ▶ First year of MCAS 2.0 Science and implemented StemScopes
- ▶ First year of Illustrative Math in grades 6-8
- ▶ SGP in desired range in aggregate and high needs

► Analysis - Middle Schools

Opportunities

- ▶ Grade 6 and 7 stagnant results compared to last year in ELA and Math although significantly higher than state
 - ▷ First year of Illustrative Math grades 6-8
- ▶ Sub-group performance
 - ▷ Students with disabilities
 - ▷ EL and former EL
 - ▷ Economically disadvantaged

High School M+

	District % M+	State % M+	% Above State
Grade 10 ELA	75	61	14
Grade 10 Math	69	59	10

	District % P+	State % M+	% Above State
Biology (from grade 9) *Legacy MCAS results	88	74	14

HS Scores Including High Needs Students

Subject	Grade	District Average Scaled Score ALL	District Average Scaled Score High Needs
ELA	10	513.6	496.5
Math	10	510.0	490.8

Student Growth Percentile (SGP)

	SGP ALL	SGP High Needs
Grade 10 ELA	52.8	49.5
Grade 10 Math	51.9	49.1

Analysis -High School

Strengths

- ▶ All tests were a minimum of 10%-14% ahead of the state M+
- ▶ All tests were above the state average scaled score of 500
- ▶ SGP in desired range in aggregate and high needs

► Analysis - High School

Opportunities

- ▶ First year of MCAS 2.0
 - ▷ Results are a baseline
- ▶ Sub-group performance
 - ▷ Students with disabilities
 - ▷ EL and former EL
 - ▷ Economically disadvantaged

► Next Steps

One data point among many

Will continue analysis of data by student, subject, grade, school

DIP:

- Strategies for intervention
- Absenteeism
- Curriculum alignment

Questions?



Credits

Special thanks to all the people who made and released these awesome resources for free:

- ▶ Presentation template by [SlidesCarnival](#)
- ▶ Illustrations by [Sergei Tikhonov](#)
- ▶ Photographs by [Unsplash](#)