Accountability and MCAS Results Spring 2018

Franklin Public Schools
School Committee Presentation
November 27, 2018

Agenda

Brief History and Overview

Accountability

Proficiency Ratings

Overview of MCAS results for Grades 3-5 with Analysis

Overview of MCAS results for Grades 6-8 with Analysis

Overview of MCAS results for FHS with Analysis

Next Steps

Brief History and Overview

State testing in Massachusetts to comply with Federal mandates began almost 20 years ago

Grades 3-8

In Spring of 2018 students in Grades 3-8 took MCAS 2.0 in ELA and Math

Science was administered by computer, but will transition to MCAS 2.0 in Spring 2018

The testing focuses the ability to think critically, apply knowledge, and make connections between reading and writing

Brief History and Overview

Grades 3-8

Accountability data using MCAS 2.0 has been generated for the first time

Comparing data to previous tests or accountability systems is not advised

This is to be considered a baseline year for results in these tests and grades

The data will be more reliable in future years

Brief History and Overview

Franklin High School

Traditional (legacy) MCAS testing for the high school has remained unchanged

- Students at FHS take the Biology MCAS test in Grade 9
- Students at FHS take the ELA and Math MCAS tests in Grade 10

Spring of 2019, students will be taking the MCAS 2.0 version of the tests

- Scoring will change
- Tests will be administered by computer

Accountability

Accountability is a complex formula that includes:

- Criterion referenced elements - meeting targets
  - School, grade, and content targets are based on 2017 data
- Norm referenced elements - percentile for each school but not district
  - Cannot be compared to previous year's percentiles
- Different elements carry different percentages of weight in the formula
  - All students = 50% of accountability calculation
  - Lowest 25% of students =50% of accountability

Accountability

Data from 2018 should **NOT** be compared to other years

- Different data is compared than in previous years
- Data indicators have been added to this year's formulas
- Fewer years used in the calculation than in the past

State is reviewing accountability system and it will likely change in the near future

Accountability Indicators Grades 3-8

Achievement = ELA and Math Scaled Scores 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

- Performance of Sub-groups counted in the aggregate and in the sub-group
- Lowest performing 25% in a school counted in the aggregate and this group
  - Can also be part of sub-groups

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 = Percentage of students in grade 11 and 12 completing advanced course work

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

Note: School percentiles against targets reported for schools/not district

Analysis

District Accountability

Overall Classification - Not requiring assistance or intervention

- Reason - Partially meeting targets at 58%

No determination of needing special education technical assistance or intervention

- Reason - Meeting requirements

Proficiency Ratings

Legacy

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

<u>Proficient:</u> Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

<u>Needs Improvement:</u> Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.

<u>Warning:</u> Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.

MCAS 2.0

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

<u>Meeting Expectations (ME):</u> 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)

<u>Partially Meeting Expectations (PM):</u> 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)

<u>Not Meeting Expectations (NM):</u> 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)

Results for Grades 3-5

Percentage of Students Meeting or Exceeding Expectations

	District % M+	State % M+	% Above State
Grade 3 ELA	67	52	15
Grade 3 Math	67	50	17
Grade 4 ELA	67	53	14
Grade 4 Math	64	48	16
Grade 5 ELA	71	54	17
Grade 5 Math	63	46	17

Scaled Scores Including High Needs Students

Elementary (State average set at 500)

Subject	Grade	District Average Scaled Score ALL	District Average Scaled Score High Needs
ELA	3	509.5	495.8
Math	3	508.8	493.8
ELA	4	508.5	494.1
Math	4	505.4	492.5
ELA	5	510.2	497.3
Math	5	506.3	493.9

Analysis

- All tests were a minimum of 14% ahead of the state result for the M+ category
- All tests were above the state average scaled score of 500
- Five out of six tests at this level showed improvement over last year
- Growth data formula changed and is not presented this year
- Have significant work to do with our High Needs population
  - Data analysis at the district and school levels will be done to identify students at risk and determine appropriate steps
- Results varied by school
  - Data analysis at the district and school levels will be done to identify the specific learning standards and items that were both successful and challenging for our students

Analysis

Kennedy- *School of Recognition*

- Demonstrated high achievement and growth
- ELA and Math M+ increased 7%

Parmenter

- ELA M+ increased 10%, Math M+ increased 8%

Davis Thayer

- ELA M+ increased 1%, Math M+ increased by 10%

Analysis

Jefferson

- Designated as needing targeted support - participation percentage
- ELA M+ increased 4%, Math M+ decreased 2%

Keller

- ELA M+ increased 3%, Math M+ decreased 12%

Oak

- ELA M+ decreased 1%, Math M+ decreased 12%

Results for Grades 6-8

Percentage of Students Meeting or Exceeding Expectations

	District M+	State M+	% Above State M+
Grade 6 ELA	64	50	14
Grade 6 Math	65	48	17
Grade 7 ELA	60	46	14
Grade 7 Math	63	46	17
Grade 8 ELA	66	51	15
Grade 8 Math	60	49	11

Scaled Scores Including High Needs Students

Middle Schools (State average set at 500)

Subject	Grade	District Average Scaled Score ALL	District Average Scaled Score High Needs
ELA	6	508.3	491.0
Math	6	506.1	490.5
ELA	7	505.1	488.0
Math	7	506.9	488.9
ELA	8	506.8	488.9
Math	8	505.0	490.3

Analysis

- All tests were a minimum of 11% ahead of the state result for the M+ category (compared to 5% last year)
- All tests were above the state average scaled score of 500
- District results compared to last year varied, but mirrored the fluctuations in the state shifts
- Growth data formula changed and is not presented this year
- Have significant work to do with our High Needs population
  - Data analysis at the district and school levels will be done to identify students at risk and determine appropriate steps
- Results varied by school
  - Data analysis at the district and school levels will be done to identify the specific learning standards and items that were both successful and challenging for our students

Analysis

ASMS

- ELA M+ increased 1%, Math M+ increased 1%
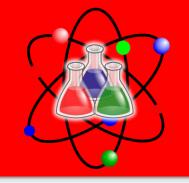
HMMS

- ELA M+ increased 2%, Math M+ decreased 1%

RMS

- ELA M+ decreased 2%, Math M+ increased 3%

Legacy Science MCAS Results

Legacy MCAS Science for Grades 5 and 8

Grade	District ALL P+	State ALL P +	Above State % All P+
5	60	48	12
8	46	34	12

Analysis

- All tests were ahead of the state result for the P+ category
- The MA Science and Technology Standards of 2016 are being phased in over a 3-4 year period in Franklin
- Have work to do with our High Needs population
- Results varied by school
  - Data analysis at the district and school levels will be done to identify the specific learning standards and items that were both successful and challenging for our students
- The Science MCAS was administered electronically for the first time but was not the MCAS 2.0
- State transitions to MCAS 2.0 with the new proficiency ratings for Spring 2019

Analysis

Grade 5 results have been declining slowly over four years (-4%)

- Expectation is that alignment with the new standards will yield improvement over the next two years

Grade 8 results have been declining more significantly over 4 years (-13%)

- Expectation is that alignment with the new standards will yield improvement this year

MCAS Results for Franklin High School Percentage of Students Proficient and Advanced-Historical Comparison

	2018 District P+	2018 State P+	2018 % Above State P+	2017 District P+	2017 State P+	2017 % Above State P+	2016 District P+	2016 State P+	2016 % Above State P+
Grade 10 ELA	98	91	7	99	91	8	99	92	7
Grade 10 Math	89	78	11	89	79	10	92	78	14
Science	93	75	18	93	74	19	93	73	20

Analysis

FHS

- Continued data analysis will be conducted including the analysis of dropout data, attendance, and target goals set by the state
- Continued data analysis will be conducted with regard to our High Needs population to continue to identify students at risk and determine appropriate next steps
- Continued item and strand data analysis will be conducted to determine possible adjustments in curriculum, instruction, or materials to drive improvement

Next Steps

MCAS is one measure of student achievement among others such as local assessments and other standardized tests

- We engage in extensive data analysis to get the most information from MCAS so that we can work with students and staff
- The analysis is done by test, by grade, by school, and by department
- Changes to curriculum, instruction, and/or assessment result from this in-depth analysis
  - Implementation of new Science curriculum/materials
  - Implementation of new Middle School Math program/materials

Testing in 2019 and Beyond

Students in Grades 3-8 will take the computer based MCAS 2.0 in ELA, Math, and Science

- Middle Schools will be fully aligned to new Science standards this year
- Elementary Schools will be fully aligned next year

All testing will be computer based tests

FHS begins MCAS 2.0 computer based testing this year in all subjects

Questions?