

State Release of Spring 2019 MCAS Data

An Update from the Assistant Superintendent for Learning & Teaching-Chris Kelley
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MCAS Results Released by DESE

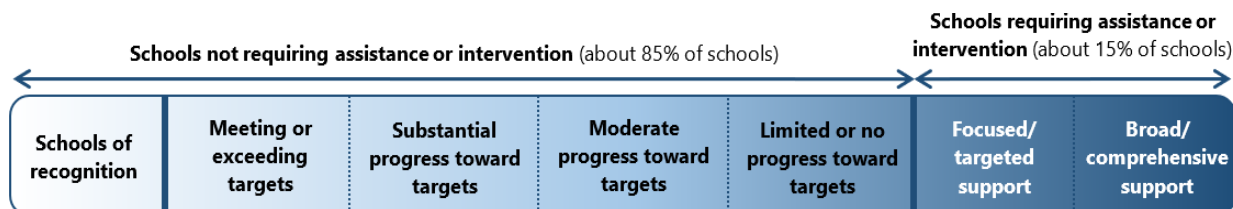
The Massachusetts Department of Secondary and Elementary Education (DESE) released results today for last spring's state assessments. This includes Grades 3-8 "Next-Generation" MCAS results for both English Language Arts and Mathematics, and Science and Technology/Engineering. High School testing for English Language Arts and Mathematics used the new "Next-Generation" MCAS. However, the Science Tests used in 2019 were still in the old "Legacy" format. You will 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 MCAS: Accountability results, MCAS results for English Language Arts, Math and Science, and Student Growth Percentiles.

Accountability Results

This year DESE will continue to report accountability results under its new framework for district and school accountability and assistance that was introduced last year. As a result, there are differences in the way the state is now reporting out. Scores at the High School level can not be compared to other years as this is their first year with the "Next Generation" testing. Additionally, at the elementary and middle school level, we are only in the second year of this new Accountability System.

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



- *Broad/comprehensive support, Focused/targeted support, Limited or no progress toward targets, Moderate progress toward targets, Substantial progress toward targets, Meeting or exceeding 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 through three determinations:
 - Non-High Schools (schools serving a combination of grades 3-8)
 - High Schools (schools serving a combination of grades 9-12), and
 - Middle/High Schools or K-12 Schools (schools serving grade 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).

- High School determination also looks 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 year. Also included in accountability is the *Annual Drop Out Rate*, *Progress Toward English Proficiency* and *Chronic Absenteeism*. They also look at *Coursework Completion*. *Coursework Completion* looks at the percentage of enrolled).

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 be</u> 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)

- High school students participated in the Next Generation/Computer model testing in ELA and Math in 2019. The next-generation tests will next be introduced at the high school level Biology exam in spring 2020.
- The next-generation MCAS uses a scale of 440 to 560 and should not be directly compared to the legacy MCAS, which used a scale of 200–280.
- 2019 Assessment results were based on targets set by last year’s data as a baseline. DESE has not yet determined how they will set targets in the future.
- In addition to meeting targets for each school as a whole, the school (and district) has DESE targets set for the *Lowest Performing Students* as well as in 11 subgroups. Subgroup results are reported if there are more than 20 students within them at the school and at the district level. In Reading, we are not given reports in all the categories due to our lower numbers in some subgroup categories. The group called *Lowest Performing Students* is not a subgroup, but that group is also factored into accountability determinations.

School	Overall Classification	Progress Toward Improvement Targets	Accountability Percentile
District	Not Requiring Assistance or Intervention	67% Substantial Progress Toward Targets	
Barrows	Not Requiring Assistance or Intervention	78% Meeting or Exceeding Targets	82%
Birch Meadow	Not Requiring Assistance or Intervention	58% Substantial Progress Toward Targets	72%
Joshua Eaton	Not Requiring Assistance or Intervention	86% Meeting or Exceeding Targets	86%
Killam	Not Requiring Assistance or Intervention	83% Meeting or Exceeding Targets	81%
Wood End	Not Requiring Assistance or Intervention	50% Substantial Progress Towards Targets	75%
Coolidge Middle School	Not Requiring Assistance or Intervention	87% Meeting or Exceeding Targets	92%
Parker Middle School	Not Requiring Assistance or Intervention	45% Moderate Progress Towards Targets	67%
RMHS	Not Requiring Assistance or Intervention	62% Substantial Progress Towards Targets	62%

Boldened Accountability Percentiles were improved from last year's Percentiles.

As the final full data sets have 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 all 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 student response to inform our practice. Our district met 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 17, 2019. Each school will also be doing its own school-level presentation in order 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 website for further information about Reading's results and the next-generation MCAS.

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 median Student Growth Percentiles, as that data also provides 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 (other students statewide with similar achievement results in prior years).

[Reading Public Schools / DESE Assessment Profile](#)

[Parents' Guide to the Massachusetts Comprehensive Assessment System \(MCAS\)](#)

[Frequently Asked Questions \(FAQs\) about next-generation MCAS Results](#)

[MCAS Results](#)

[2019 English Language Arts](#)

Next Generation MCAS Achievement Levels:

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

2019 ELA % of students by school and grade level, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2019 Meeting & Exceeding Expectations	2018 Meeting & Exceeding Expectations
State	Gr 3	8	36	46	10	56	52
	Gr 4	9	39	43	9	52	59
	Gr 5	9	39	45	7	52	71
Barrows	Gr 3	3	20	62	15	77	74
	Gr 4	3	25	58	13	71	67
	Gr 5	0	36	59	5	64	58
Birch Meadow	Gr 3	3	19	65	13	78	70
	Gr 4	2	40	54	5	59	58
	Gr 5	2	36	56	6	62	83
Eaton	Gr 3	1	24	64	10	74	57
	Gr 4	5	29	51	14	65	66
	Gr 5	3	33	48	16	64	72
Killam	Gr 3	1	31	55	13	68	74
	Gr 4	4	34	52	11	63	49
	Gr 5	2	38	52	8	60	75
Wood End	Gr 3	6	24	57	12	69	58
	Gr 4	6	40	42	12	54	63
	Gr 5	7	29	53	11	64	71
State	Gr 6	13	33	41	13	54	50
	Gr 7	13	38	40	8	48	46
	Gr 8	14	35	40	11	51	51
Coolidge	Gr 6	6	17	46	32	78	73
	Gr 7	4	20	54	22	76	75
	Gr 8	6	16	49	28	77	83
Parker	Gr 6	1	22	54	22	76	67
	Gr 7	4	39	50	6	56	67
	Gr 8	4	34	50	12	62	65
State	Gr 10	8	31	48	13	61	n/a
RMHS	Gr 10	3	26	54	17	71	n/a

2019 Mathematics

Next Generation MCAS Achievement Levels:

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

2019 Math % of students by school and grade level, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2019 Meeting & Exceeding Expectations	2018 Meeting & Exceeding Expectations
State	Gr 3	13	38	40	9	49	50
	Gr 4	12	39	41	8	49	48
	Gr 5	10	42	43	6	49	46
Barrows	Gr 3	8	29	48	15	63	61
	Gr 4	0	30	55	15	70	77
	Gr 5	3	21	67	9	76	46
Birch Meadow	Gr 3	5	21	56	18	74	61
	Gr 4	2	44	52	2	54	58
	Gr 5	2	38	50	11	61	68
Eaton	Gr 3	3	30	52	15	67	63
	Gr 4	5	30	59	5	64	71
	Gr 5	0	31	54	15	69	54
Killam	Gr 3	3	41	45	12	57	60
	Gr 4	0	30	57	12	69	43
	Gr 5	5	45	45	5	50	60
Wood End	Gr 3	10	33	49	8	57	58
	Gr 4	8	51	37	5	42	63
	Gr 5	9	13	60	18	78	70
State	Gr 6	10	38	41	10	51	48
	Gr 7	13	39	37	11	48	46
	Gr 8	12	41	37	10	47	49
Coolidge	Gr 6	6	21	53	20	73	66
	Gr 7	6	25	50	18	68	73
	Gr 8	7	16	54	23	77	82
Parker	Gr 6	2	36	51	11	62	62
	Gr 7	3	38	49	10	59	62
	Gr 8	3	36	50	10	60	65
State	Gr 10	9	33	45	13	58	n/a
RMHS	Gr 10	3	22	56	19	75	n/a

2019 Science, Technology, and Engineering

Next Generation MCAS Achievement Levels:

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

2019 STE % of students by school and grade level, at each Achievement level		Not Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Exceeding Expectations	2019 Meeting & Exceeding Expectations
State	Gr 5	12	39	40	8	48
Barrows	Gr 5	2	16	67	16	83
Birch	Gr 5	3	30	58	9	67
Eaton	Gr 5	2	20	59	19	78
Killam	Gr 5	3	33	58	6	64
Wood End	Gr 5	9	24	51	16	67
State	Gr 8	13	41	38	8	46
Coolidge	Gr 8	2	26	58	14	72
Parker	Gr 8	3	36	50	10	60

2019 Science, Technology, and Engineering – High School Biology – Legacy MCAS

Legacy MCAS Achievement Levels

- Advanced
- Proficient
- Needs Improvement
- Warning/Failing

2019 STE % of students by school and grade level, at each Achievement level		Warning/ Failing	Needs Improvement	Proficient	Advanced	2019 Proficient & Advanced	2018 Proficient & Advanced
State	HS	5	20	44	30	74	75
RMHS	HS	1	15	48	37	85	81

Student Growth (SGP)

Massachusetts measures growth for individual students by comparing their change in achievement on statewide assessments to that of their peers (all other students in the state who previously had similar historical assessment results). The state sets a goal of 50 for each growth. Last year, the state converted using the MEAN SGP and not the Median SGP. The mean is the true average. Therefore, comparisons on SGP should not be made prior to 2018 for Elementary and Middle School results. This year, the ELA/MATH grade 10 is the Next Generation MCAS so it can not be compared to the previous Legacy test. Included in the SGP is the average for each grade for Reading as we are looking at district data and how close we are to the state goal of 50.

	ELA SGP 2019	Math SGP 2019	ELA SGP 2018	Math SGP 2018
Grade 4- District Average	48.5	52.1		
Barrows	49.2	64.2	50.3	69.6
Birch	42	38.1	39.8	37.3
Eaton	56.4	54.2	52.6	64
Killam	48.9	62.6	46.8	54.7
Wood End	44.9	42.8	54.7	39.9
Grade 5 – District Average	52.6	58.8		
Barrows	41.2	56.9	36.8	24.6
Birch	50.4	52.6	61.5	55.1
Eaton	58.2	62.2	66.8	53.9
Killam	58.8	55.1	58	52.2
Wood End	53.4	71.2	48.9	60.8
Grade 6 – District Average	60.6	49.7		
Coolidge	64.5	57.2	67.7	65.8
Parker	57.6	43.7	58.2	58
Grade 7 – District Average	55.4	54.4		
Coolidge	65.2	61.5	70.2	69.6
Parker	46.8	47.9	53.9	67.4
Grade 8 – District Average	49.3	55.6		
Coolidge	61	65.4	63.9	59.9
Parker	40.7	48.9	42.6	45.5
Reading Gr 10	46.8	49.9	N/A Can't compare	N/A Can't compare