

2017 MCAS Data Cambridge Public Schools



Presentation to the Cambridge School Committee
Special Meeting
December 12, 2017

Tonight's Goals

- Be able to explain how the Next Generation MCAS (MCAS 2.0) is different from prior tests
- View the information families receive
- Examine patterns in CPS performance by grade level, subject area, and subgroups
- Learn how MCAS results are informing current work in schools and departments

Vision of Assessment in CPS

Assessment is the process of gathering evidence of student understanding to inform instructional decisions.

Most instructionally powerful assessments are daily formative assessments aligned to instructional objectives.

Common district and state assessments, including MCAS, are used to determine how all students are performing on cumulative subject matter and how student subgroups are progressing relative to all students, as well as provide information about curricular gaps and professional learning needs.

What is Different about MCAS 2.0?

- Reflects higher standards and expectations for students with a focus on readiness for next grade and college/career
- 1st time many students took this type of test on computers
- New performance levels (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations) and new scaled score range (440-540)
- Scores cannot be compared to prior year scores; represents a new baseline

Accountability Pause

- 2017 is new baseline for MCAS 2.0 → this year's accountability determinations are based on participation
- All CPS elementary & upper schools met the participation threshold → “No Level” designation
- CRLS is **Level 2** under the legacy accountability system
- District and school accountability determinations under new system will take place in Fall 2018 - details TBD

Communication with Families

Letter from State
Commissioner

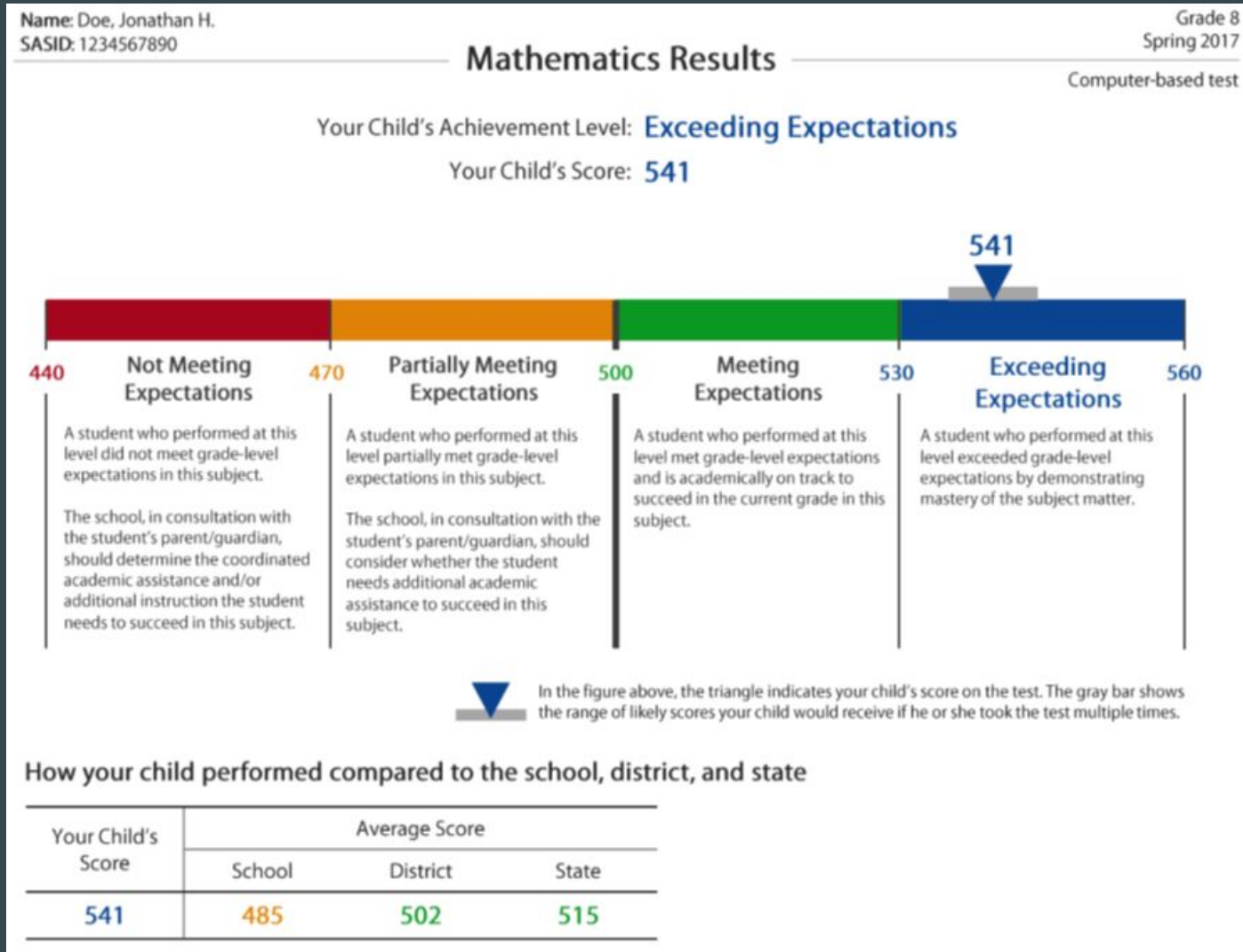
Letter from
Dr. Salim

Individual
Student Report
in all tested
subjects

November
Conferences

School Council
Presentations

Title 1 Newsletter








Communication with Families

Results by strand (groups of standards)

Benchmark performance for Meeting Expectations by strand

Individual question results by points earned

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.

Looking at 2017 MCAS Results Together

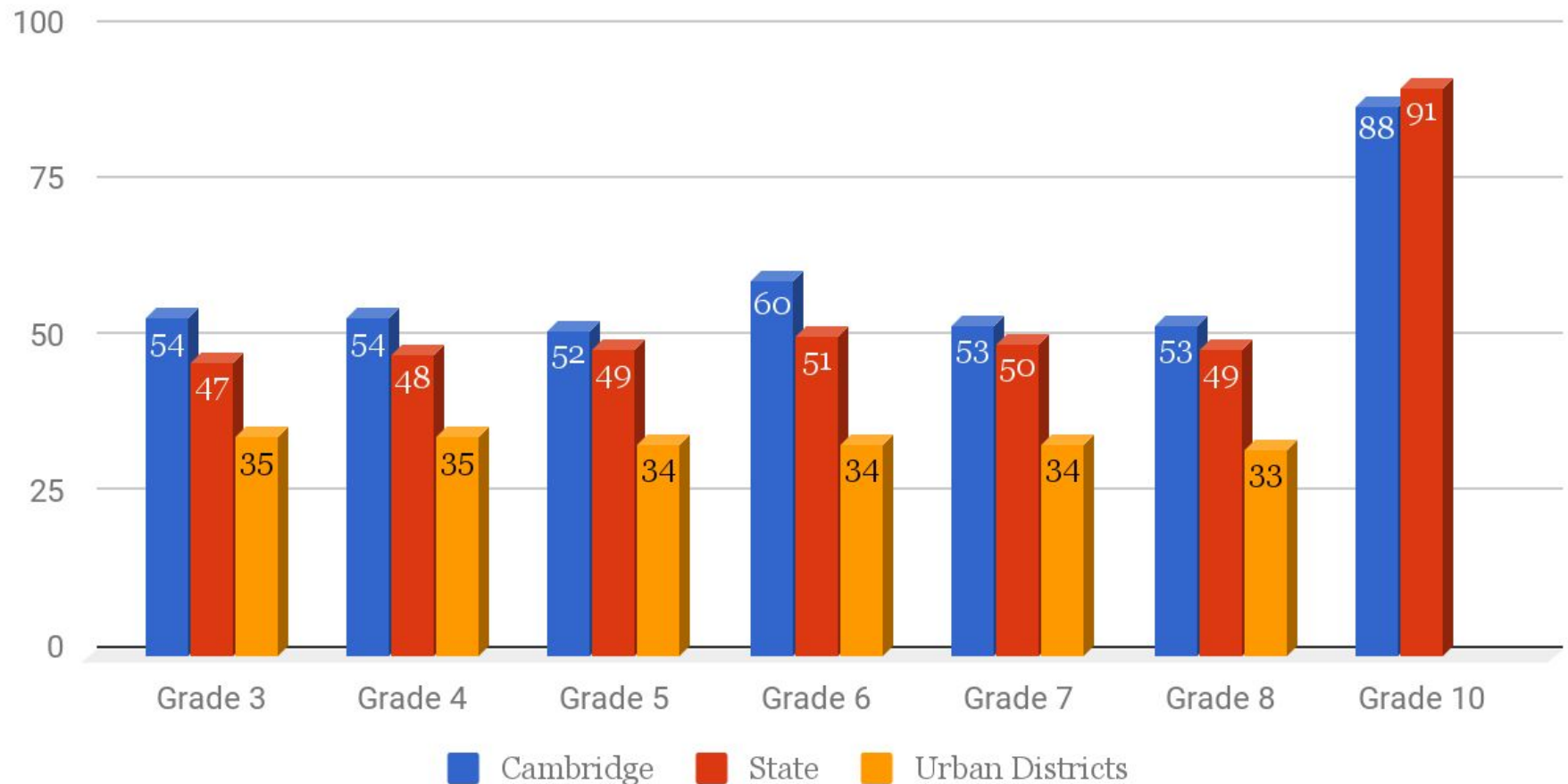
- Focus tonight is on key findings from content areas (ELA, Math, Science) and grade bands that are informing our work this year
- District/school level results in report sent to School Committee - we will answer/research questions from SC members

Important Notes to Remember

- *On subgroups:*
 - Racial/ethnic descriptors and gender categories are self-identified by families at the time of school registration
 - Economic status is determined by participation in one or more state-administered programs (SNAP, TAFDC, DCF, MassHealth)
- *On Student Growth Percentiles (SGPs)*
 - Measure relative growth of student w/ similar performance histories
 - Need two consecutive years of data to calculate so no 3rd Grade SGP, no Science SGPs, and # of students is less than whole

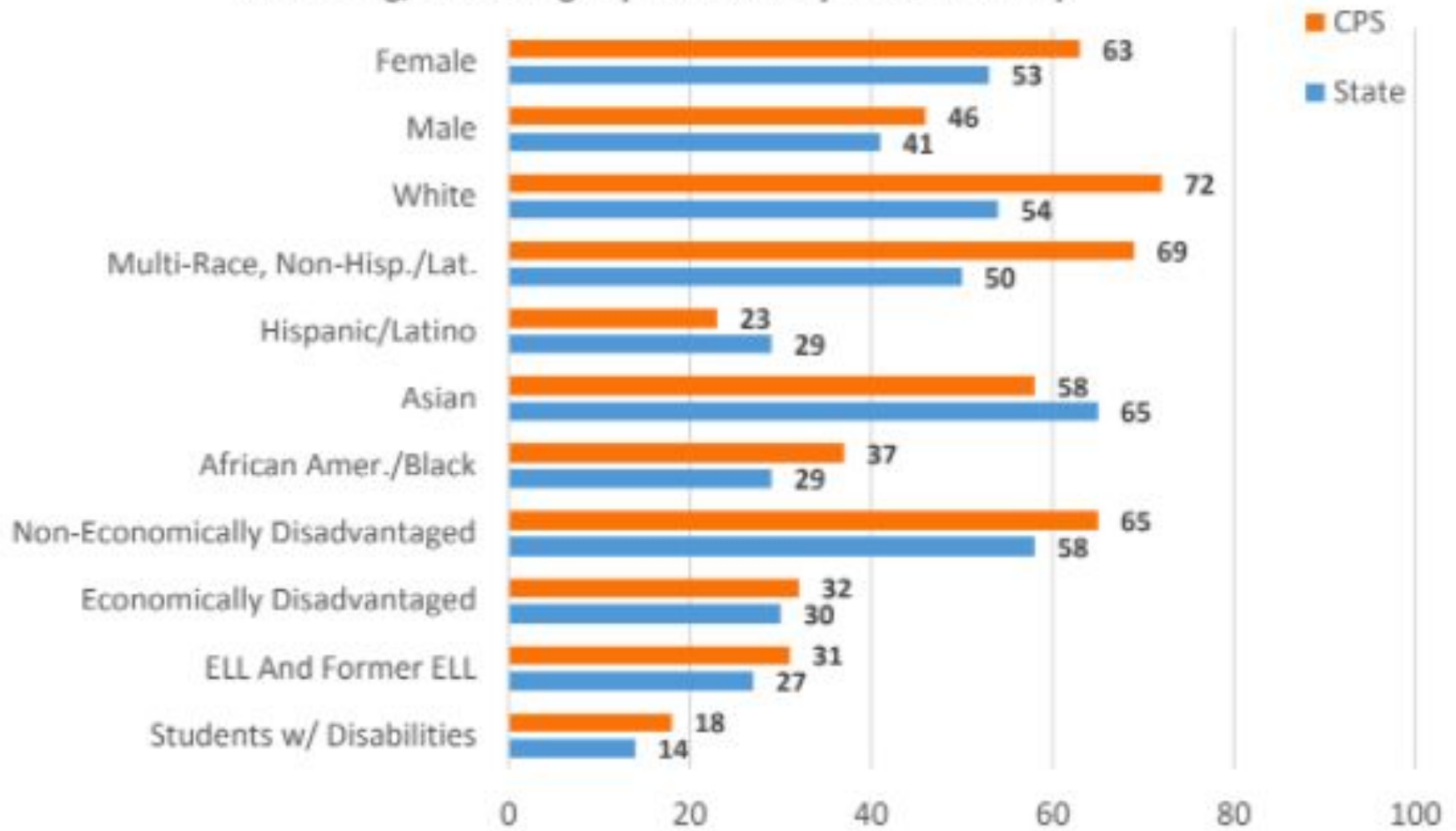
ELA: Cambridge, State & Urban District Averages

2017: Grades 3-8, 10 ELA - % Meeting & Exceeding Expectations



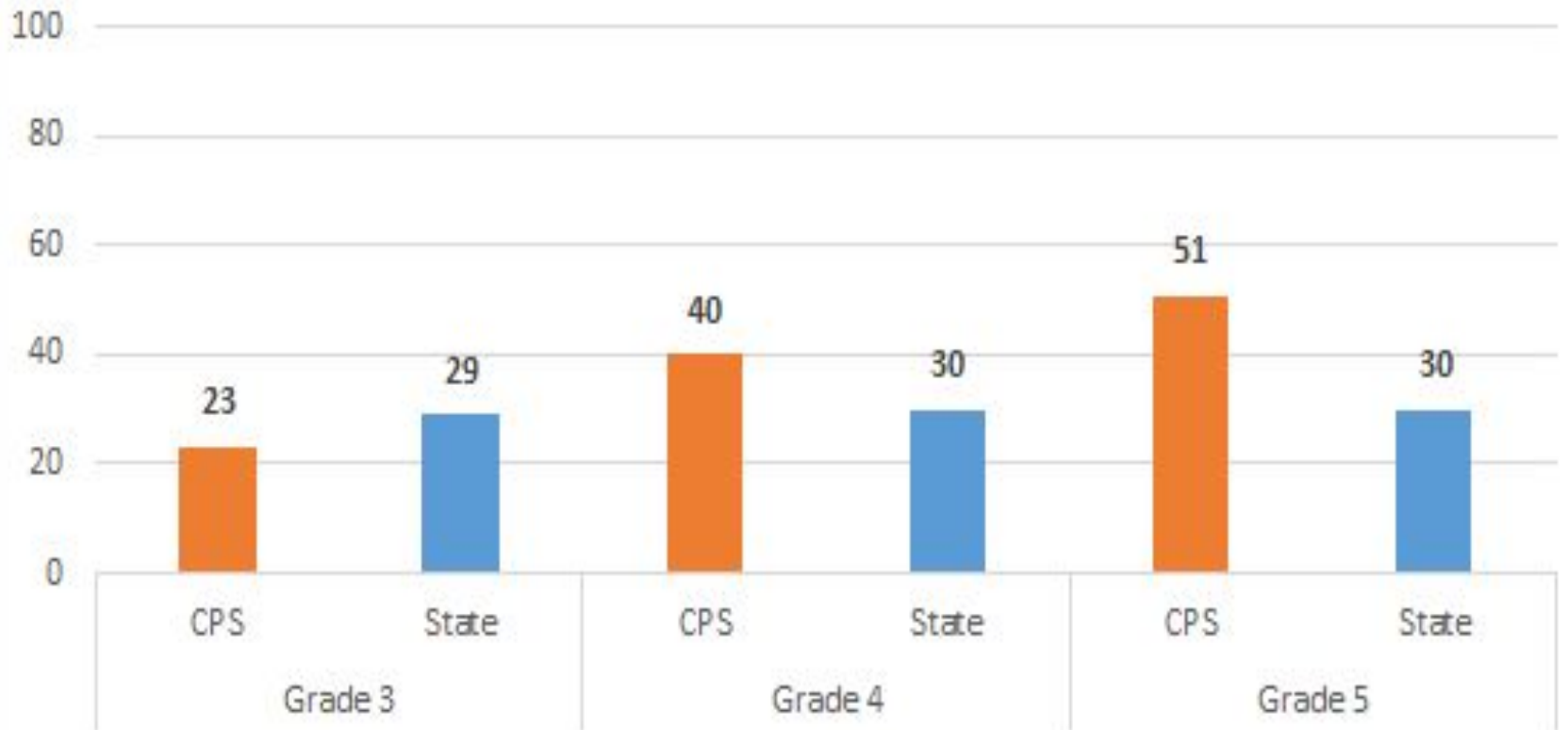
3rd Grade ELA

% Meeting/Exceeding Expectations by Student Group



Elementary ELA

% of Hispanic/Latino Students Meeting/Exceeding Expectations on 2017 ELA MCAS: Grades 3-5



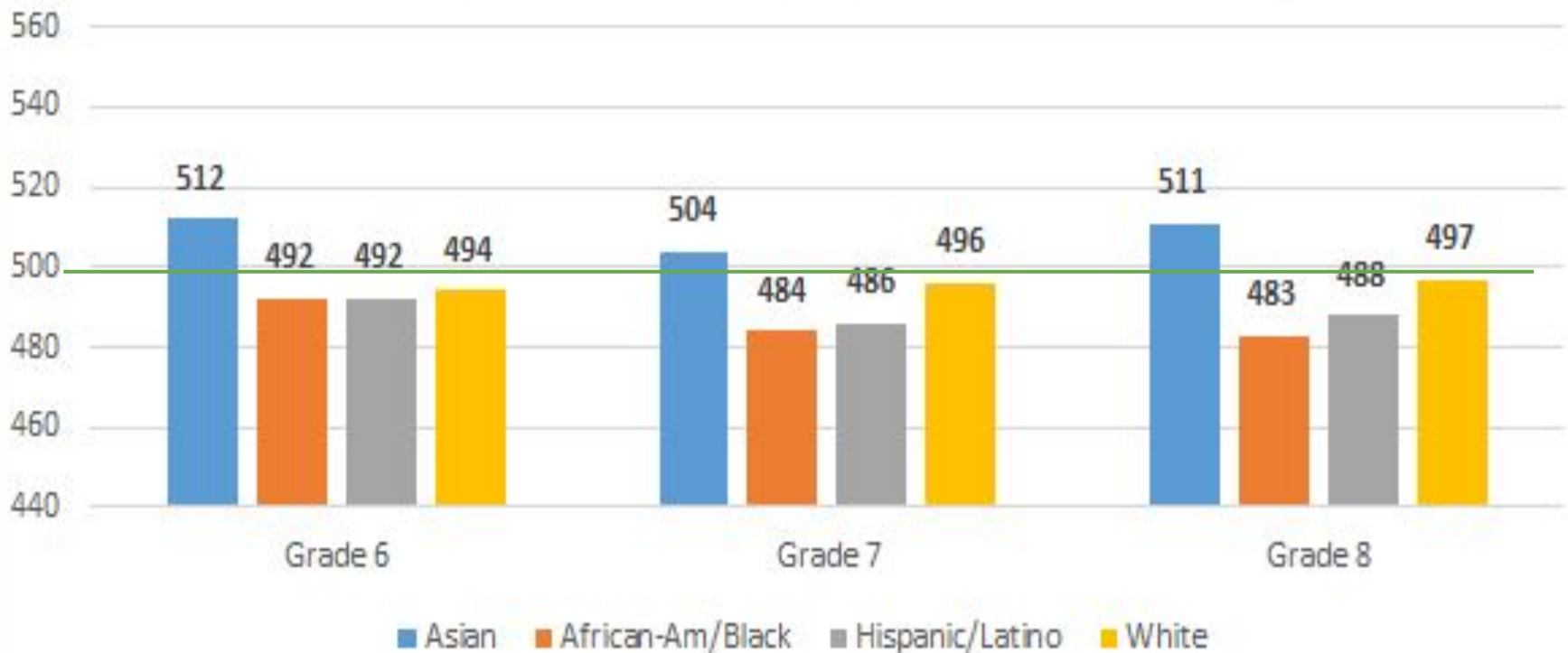
Elementary ELA

% of African-American/Black Students Meeting/Exceeding Expectations on 2017 ELA MCAS: Grades 3-5



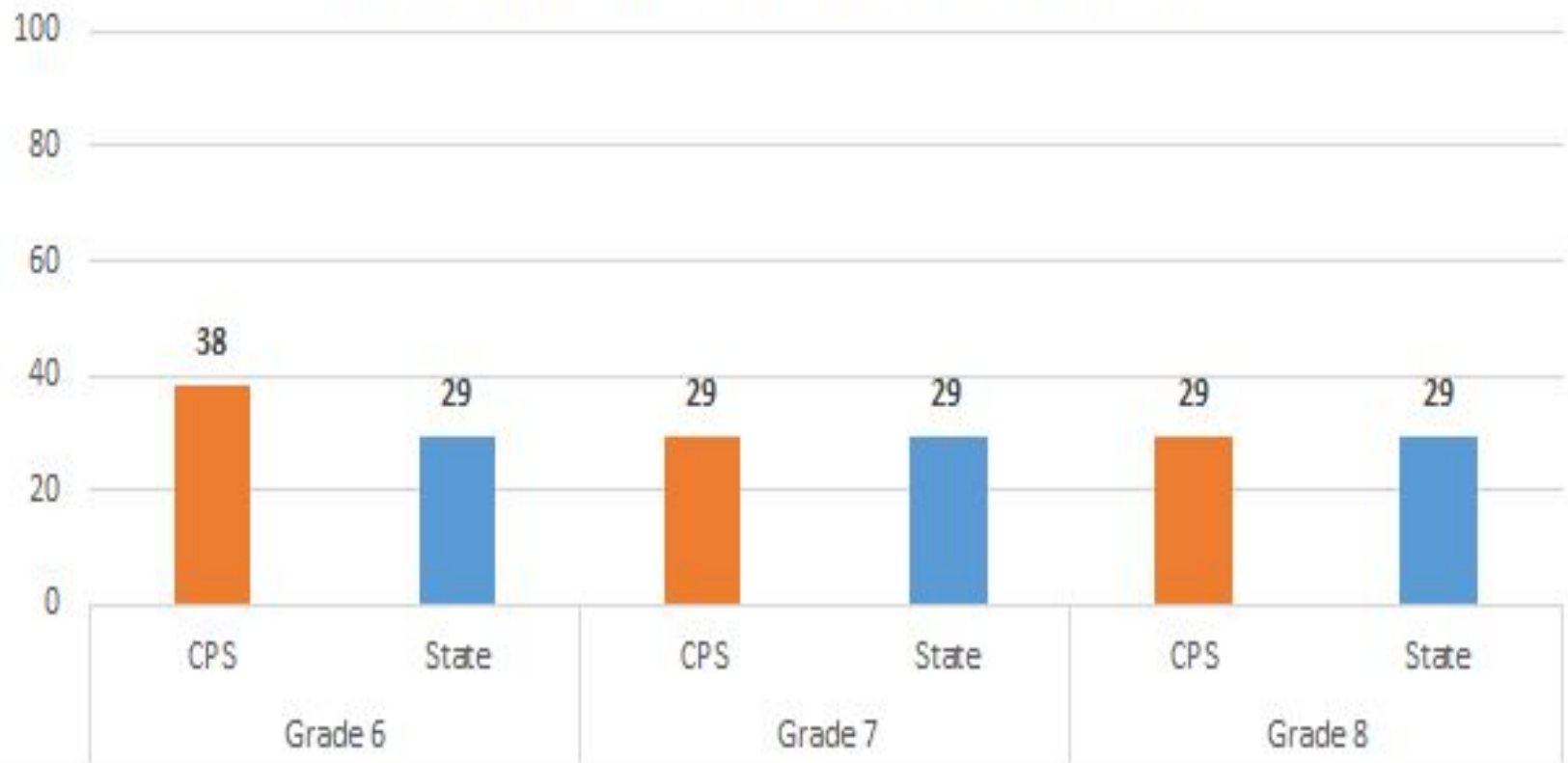
Upper School ELA

2017 ELA MCAS Average Scaled Scores by Race/Ethnicity and Economically Disadvantaged Status: Grades 6-8



Upper School ELA

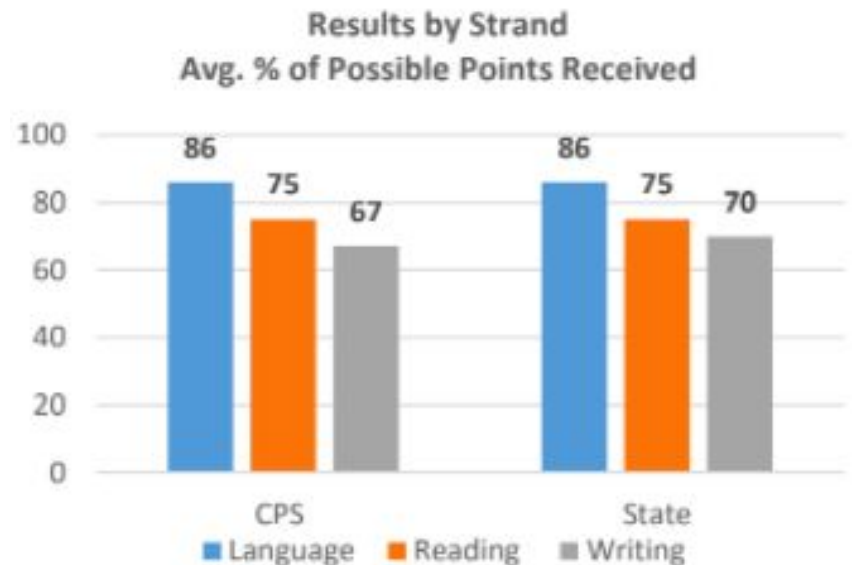
% of Economically Disadvantaged Students Meeting/Exceeding Expectations on 2017 ELA MCAS: Grades 6-8



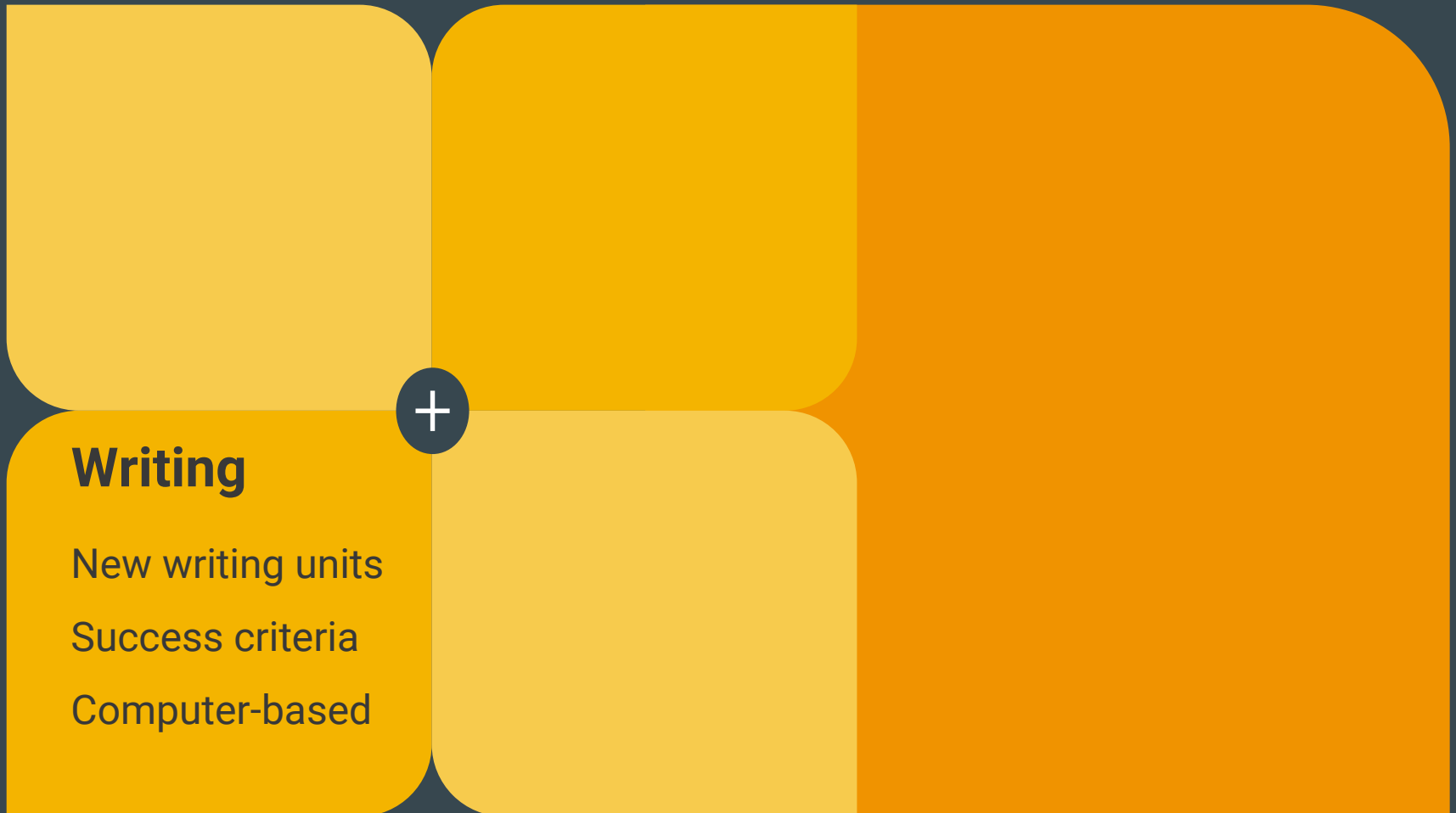
High School ELA

Overall performance consistent over past 4 years

Analysis by Strand (groups of standards together) shows average performance equal to the state in **Language** and **Reading** but below the state in **Writing**.

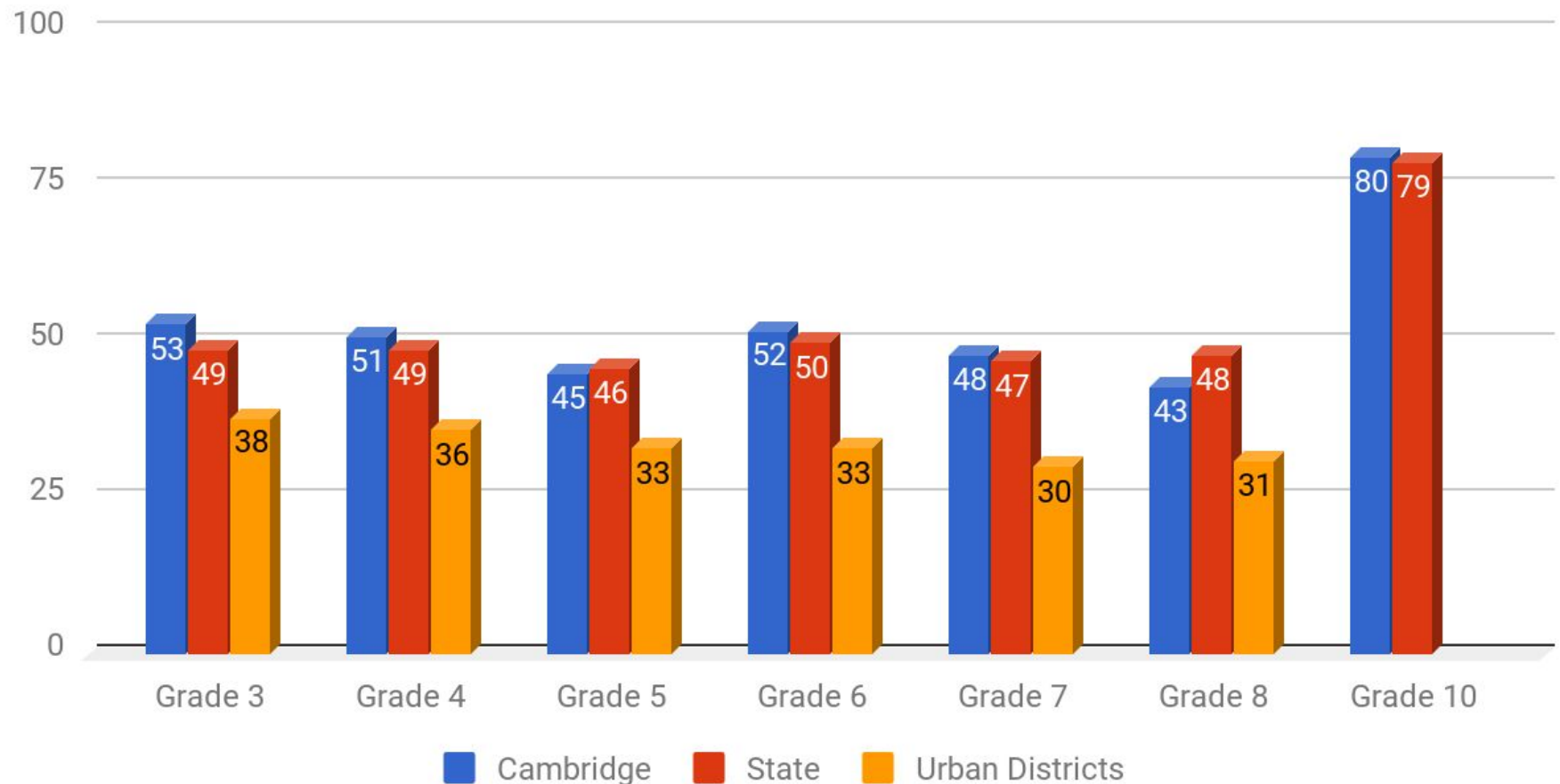


Using MCAS Results to Inform Curriculum, Instruction, Support: JK-12 English Language Arts



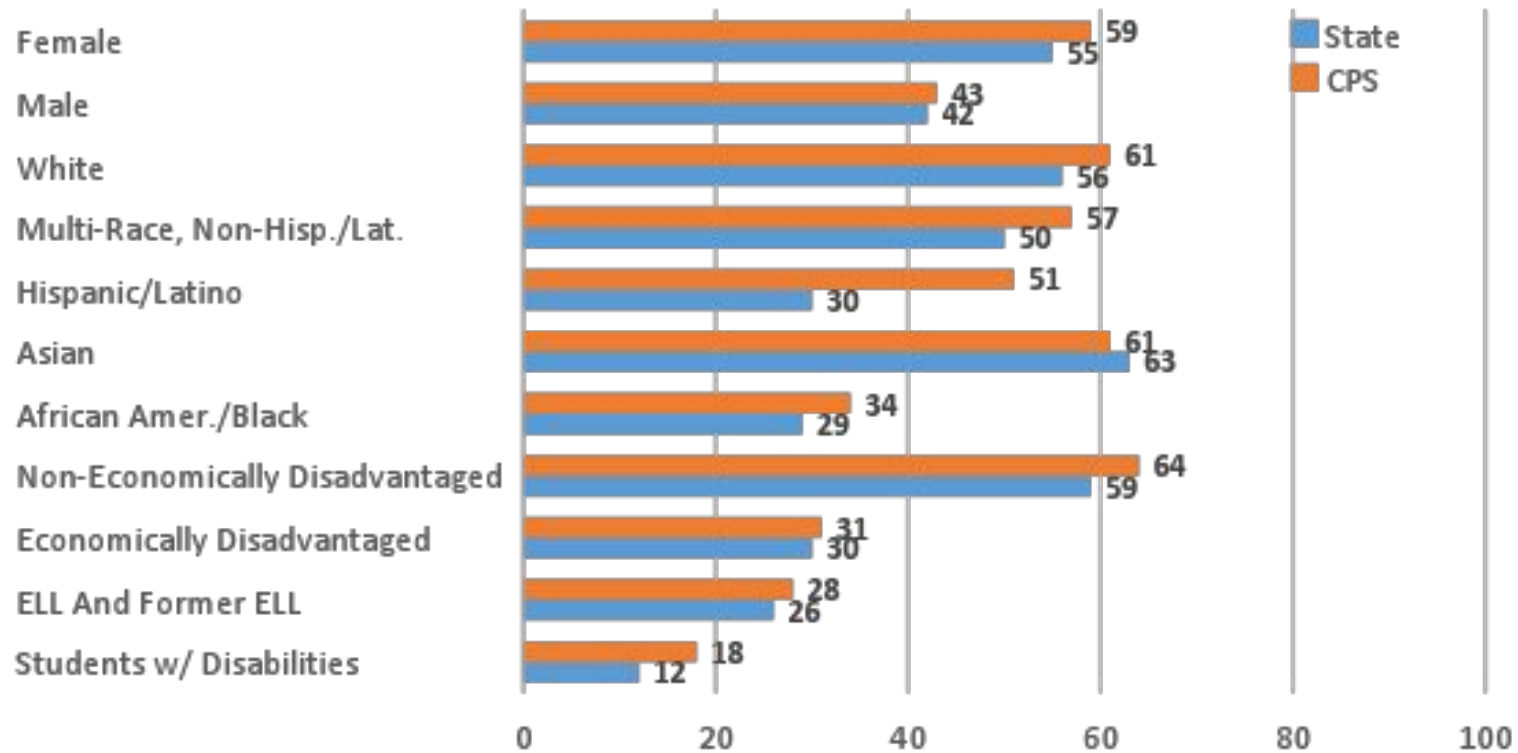
Math: Cambridge, State & Urban District Averages

2017: Grades 3-8, 10 Math - % Meeting & Exceeding Expectations



Elementary Math: 5th Grade

% of Meeting/Exceeding Expectations by Student Group



Upper School Math Growth

	Grade 6	Grade 7	Grade 8
Female	Low Growth	Expected Growth	High Growth
Male	High Growth	Expected Growth	High Growth
White	Expected Growth	Expected Growth	Expected Growth
Multi-Race, Non-Hisp./Lat.	High Growth	Expected Growth	High Growth
Hispanic/Latino	High Growth	Expected Growth	High Growth
Asian	Expected Growth	Expected Growth	Expected Growth
African Am/Black	High Growth	Expected Growth	High Growth
Non-Econ. Disadv.	Expected Growth	Expected Growth	Expected Growth
Econ. Disadv.	High Growth	Expected Growth	High Growth
Students w/ Dis.	High Growth	Expected Growth	High Growth
Table Key	Low Growth	Expected Growth	High Growth

High School Math

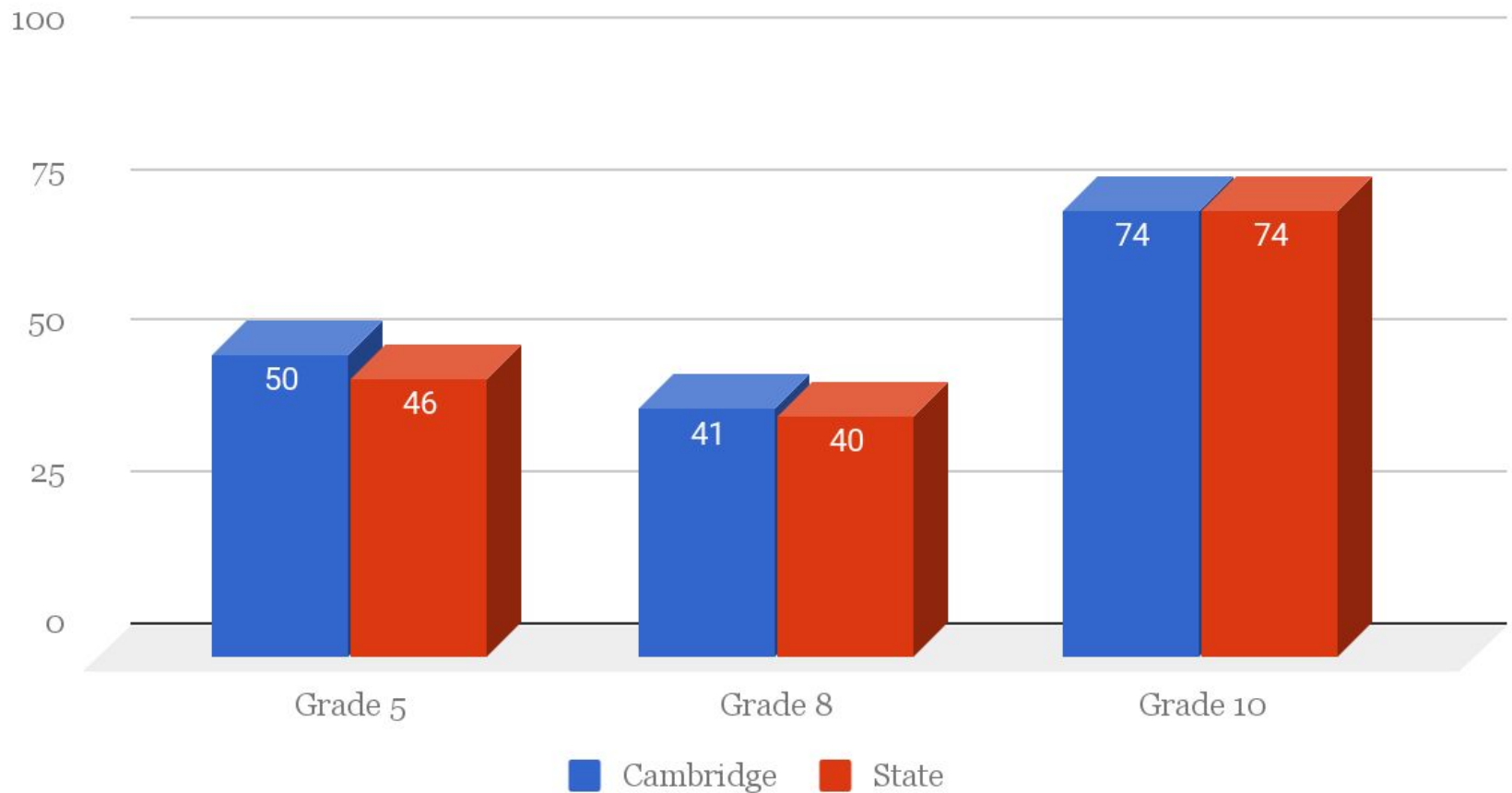
High and Expected Student Growth for all subgroups

High Growth for Students with Disabilities, Economically Disadvantaged, African American/Black, Asian, White, and Male subgroups

Growth by Student Group	Expected Growth	High Growth
Female	•	
Male		•
White		•
Multi-Race, Non-Hisp./Lat.		
Hispanic/Latino	•	
Asian		•
African Amer./Black		•
Non-Economically Dis.	•	
Economically Dis.		•
ELL and Former ELL		
Students with Disabilities		•

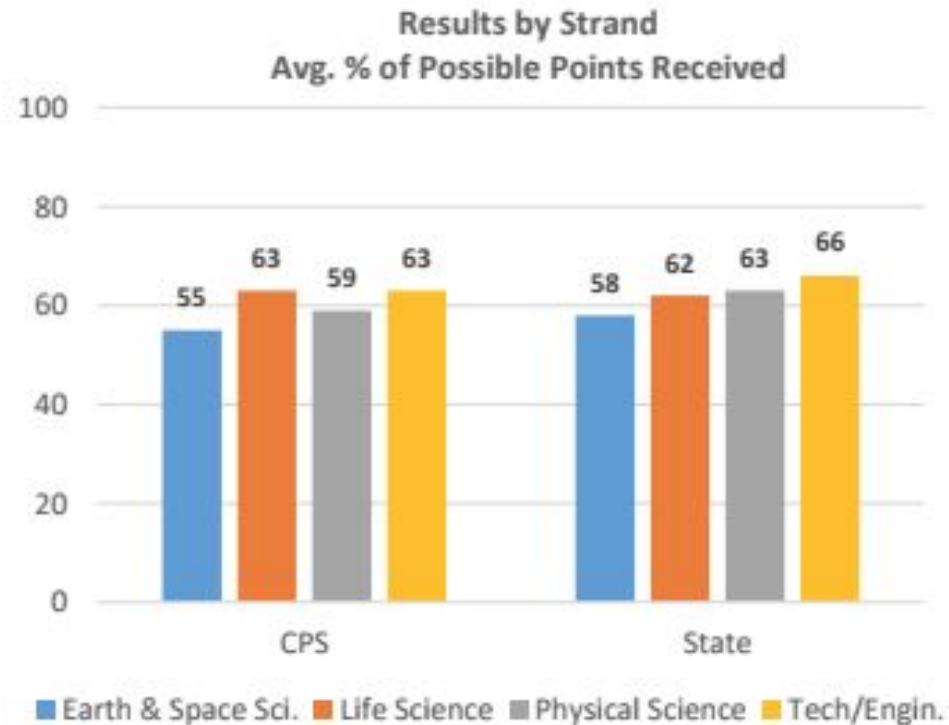
Science: Cambridge & State Averages (Urban Averages N/A)

2017: Grades 5, 8, HS Science - % Proficient & Advanced



Science, Technology, Engineering

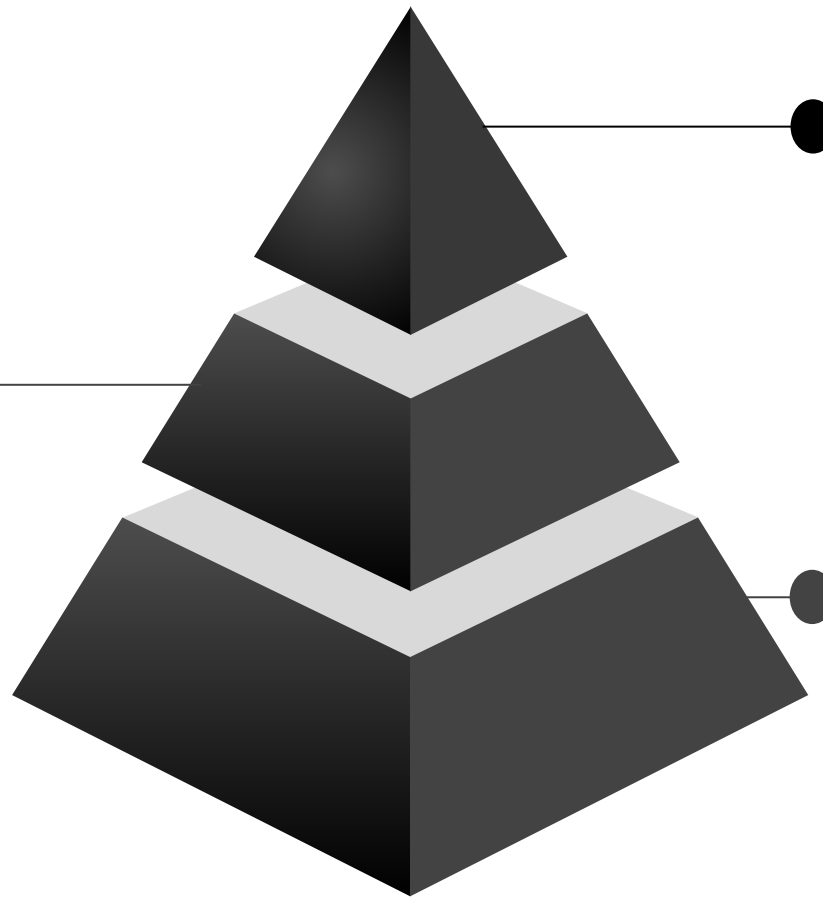
*Strand results inform
instructional and curricular
support*



Using MCAS Results to Inform Curriculum, Instruction, Support: JK-12 Science, Technology, Engineering

Assessment

MCAS item analysis informs selection of interim assessment questions.



Analyzing Student Work

Focus on providing scientific evidence (CER)

Instruction

Focus on the science practices to support students in the new standards

How Does This Information Fit with Other Data?

Count of absences (thru 10/31/17)	Count of tardies (thru 10/31/17)	Fall 2017 FAST aReading Score	Fall 2017 FAST aReading Risk Level National Percentile	FAST aReading Risk Level District Percentile	Fall 2017 FAST aReading Risk Level	Fall 2017 SPS aReading Risk Level	2017 MCAS ELA Scaled Score	2017 MCAS ELA Performance Level	2017 MCAS ELA SGP
0	0	505	19	30	Some Risk	Low Avg.	480	Partially Meeting	86
4	0	511	22	42	Low Risk	Avg.	493	Partially Meeting	85
1	1	524	46	71	College Pathway	Avg.	498	Partially Meeting	63
2	3	508	21	37	Some Risk	Low Avg.	489	Partially Meeting	52
0	0	506	20	33	Some Risk	Low Avg.	481	Partially Meeting	11
2	4	520	37	63	Low Risk	Avg.	510	Meeting	88
3	0	526	48	75	College Pathway	Above Avg.	498	Partially Meeting	35
0	6	514	27	49	Low Risk	Avg.	496	Partially Meeting	39
0	8	541	75	99	College Pathway	Well Above Avg.	510	Meeting	57
7	2						503	Meeting	65
1	0	525	46	73	College Pathway	Avg.	501	Meeting	64
4	8	522	42	67	Low Risk	Avg.	506	Meeting	84
0	3	541	75	99	College Pathway	Well Above Avg.	518	Meeting	66
0	1	538	69	96	College Pathway	Well Above Avg.	514	Meeting	43
4	11	536	64	93	College Pathway	Well Above Avg.	527	Meeting	95
0	1	523	45	71	College Pathway	Avg.	501	Meeting	46
0	0	519	35	61	Low Risk	Avg.	518	Meeting	93
4	1	541	76	99	College Pathway	Well Above Avg.	556	Exceeding	99
0	0	533	59	89	College Pathway	Well Above Avg.	522	Meeting	41
0	2	543	83	99	College Pathway	Well Above Avg.	527	Meeting	74
0	4	542	79	99	College Pathway	Well Above Avg.	518	Meeting	66
0	0	533	60	90	College Pathway	Well Above Avg.	510	Meeting	38
0	4	598	0	99	College Pathway	Well Above Avg.	560	Exceeding	92
8	1	591	0	99	College Pathway	Well Above Avg.	560	Exceeding	92
0	1	578	100	99	College Pathway	Well Above Avg.	556	Exceeding	
1	2	564	98	99	College Pathway	Well Above Avg.	556	Exceeding	96
0	0	551	93	99	College Pathway	Well Above Avg.	532	Exceeding	67
8	1	545	87	99	College Pathway	Well Above Avg.	556	Exceeding	95
0	0	521	57	87	College Pathway	Above Avg.	490	Partially Meeting	
0	1	518	32	57	Low Risk	Avg.	487	Partially Meeting	7
1	0	516	47	77	College Pathway	Above Avg.	480	Partially Meeting	
1	0	515	45	75	College Pathway	Avg.	493	Partially Meeting	
0	2	515	45	75	College Pathway	Avg.	498	Partially Meeting	
0	1	514	43	72	College Pathway	Avg.	488	Partially Meeting	
2	3	511	39	66	Low Risk	Avg.	498	Partially Meeting	
1	0	502	26	43	Low Risk	Avg.	490	Partially Meeting	
1	6	501	24	42	Low Risk	Avg.	475	Partially Meeting	
4	3	501	24	41	Low Risk	Avg.	495	Partially Meeting	
2	0	498	19	34	Some Risk	Low Avg.	495	Partially Meeting	
0	1	498	18	34	Some Risk	Low Avg.	483	Partially Meeting	
0	1	496	16	30	Some Risk	Low Avg.	475	Partially Meeting	
4	2	494	13	26	Some Risk	Low Avg.	470	Partially Meeting	
0	1	464	3	1	High Risk	Well Below Avg.	475	Partially Meeting	
0	10	457	2	1	High Risk	Well Below Avg.	485	Partially Meeting	

What Are We Doing About It?

Know

Supporting schools and departments in accessing, understanding, analyzing and acting on their data

Plan

Developing SIPs with Action Plans informed by data
Working with peers who had specific successes
TLT meetings with every school

Act

Address writing results through instruction
Design Lab to problem solve
Looking at Student Work with teaching teams
Professional learning - action research, collaboration, observing each other

Support

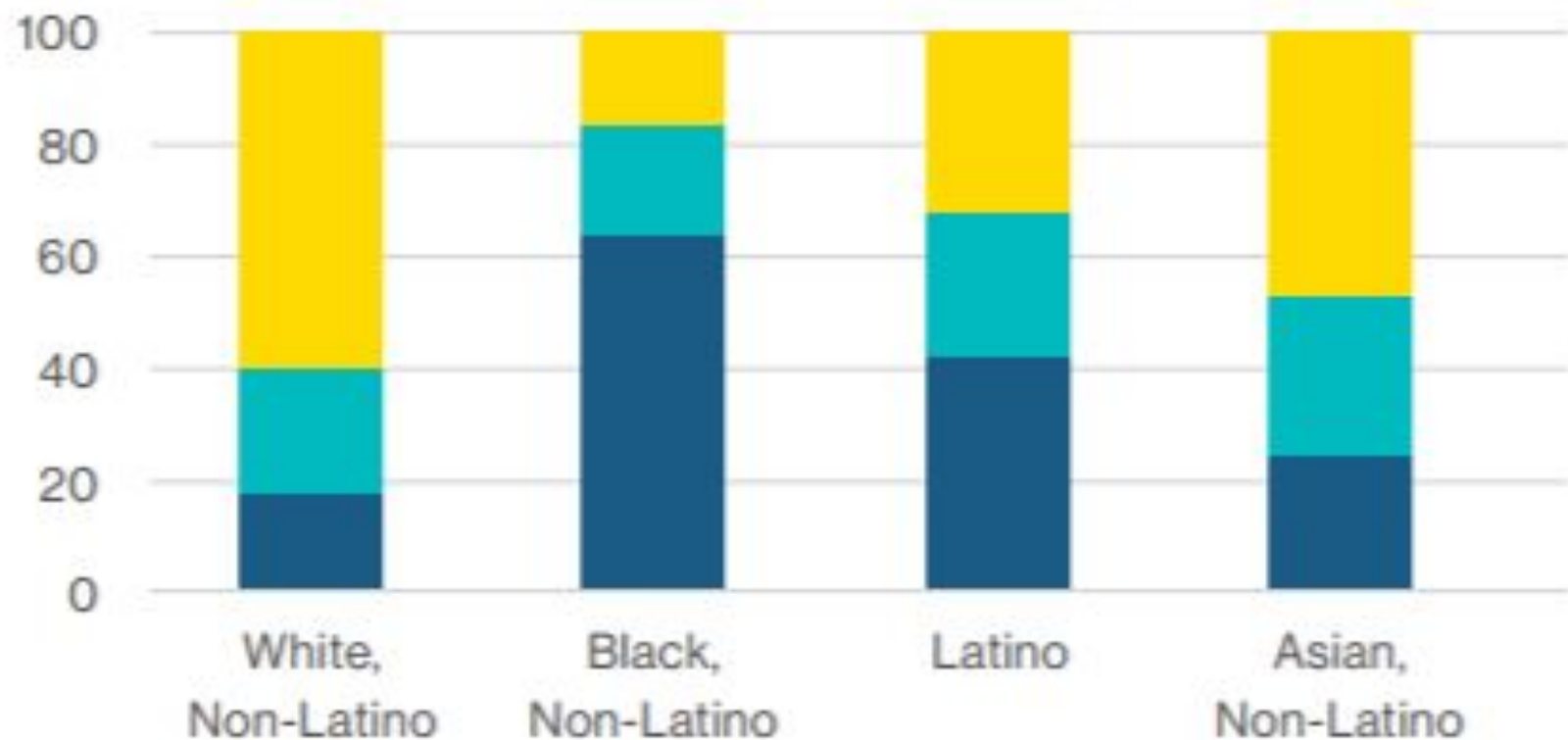
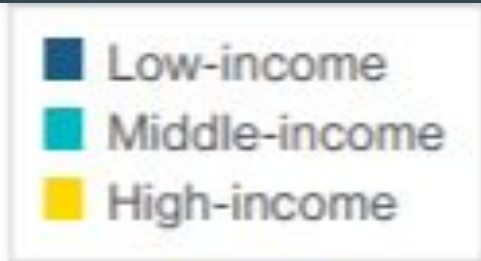
Tiered School Support Fund utilized to address needs that arise during the school year

Discussion

Reference Slides

FIGURE 5. Income in Cambridge by Race and Ethnicity of Household

% OF HOUSEHOLDS



The portion of all Cambridge working households in each income group (defined above), for each racial/ethnic group. SOURCE: MAPC Analysis of U.S. Census Bureau Public Use Microdata Sample 2000-2014.