2017 MCAS Data
Cambridge Public Schools

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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?

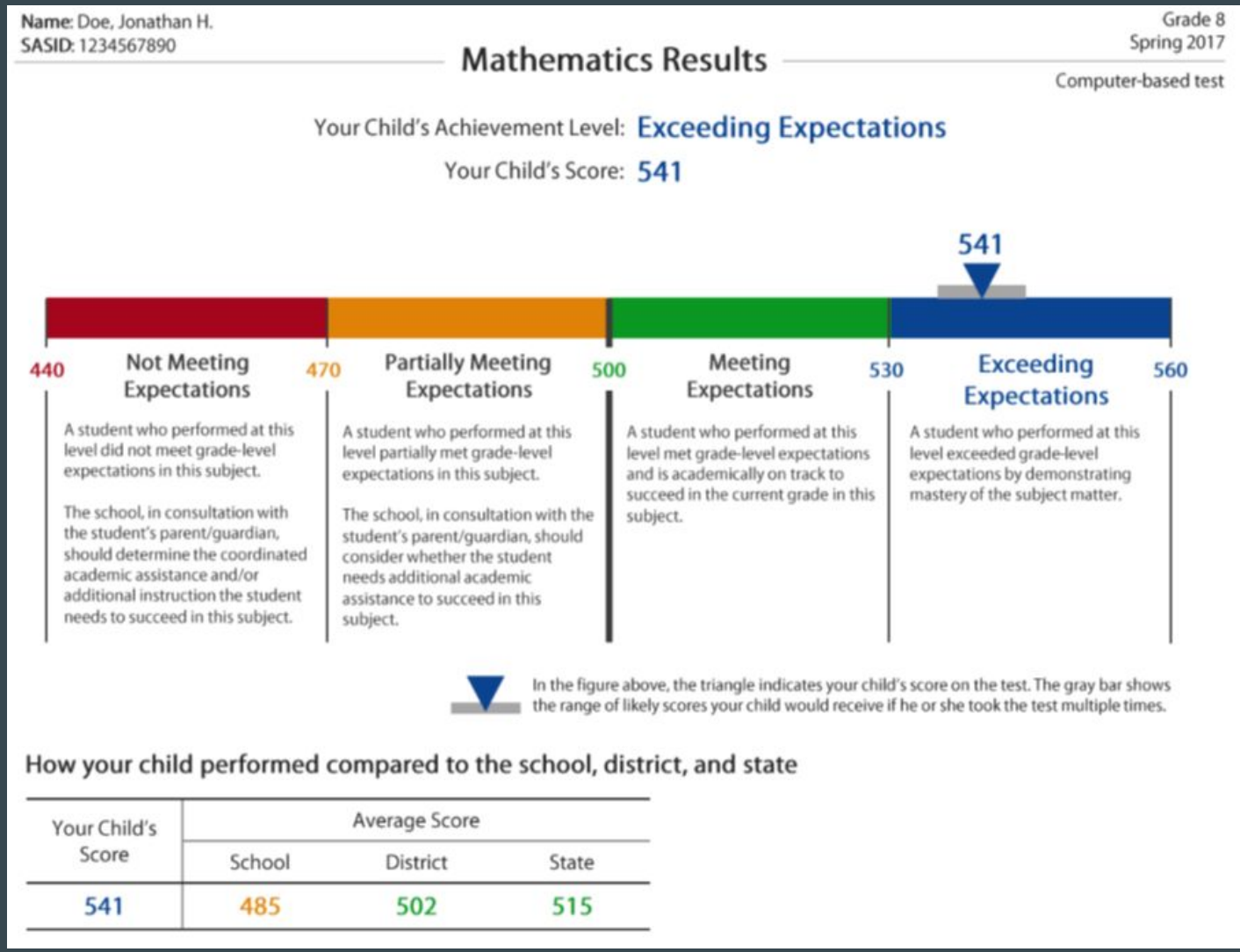
- Reflects higher standards and expectations for students with a focus on readiness for next grade and college/career
- 1st time many students took this type of test on computers
- New performance levels (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations) 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



Name: Doe, Jonathan H.
SASID: 1234567890

Grade 8
Spring 2017

Mathematics Results

Computer-based test

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

Your Child's Score: **541**

541

440	Not Meeting Expectations	470	Partially Meeting Expectations	500	Meeting Expectations	530	Exceeding Expectations	560
	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.		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.		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.		A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.	

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

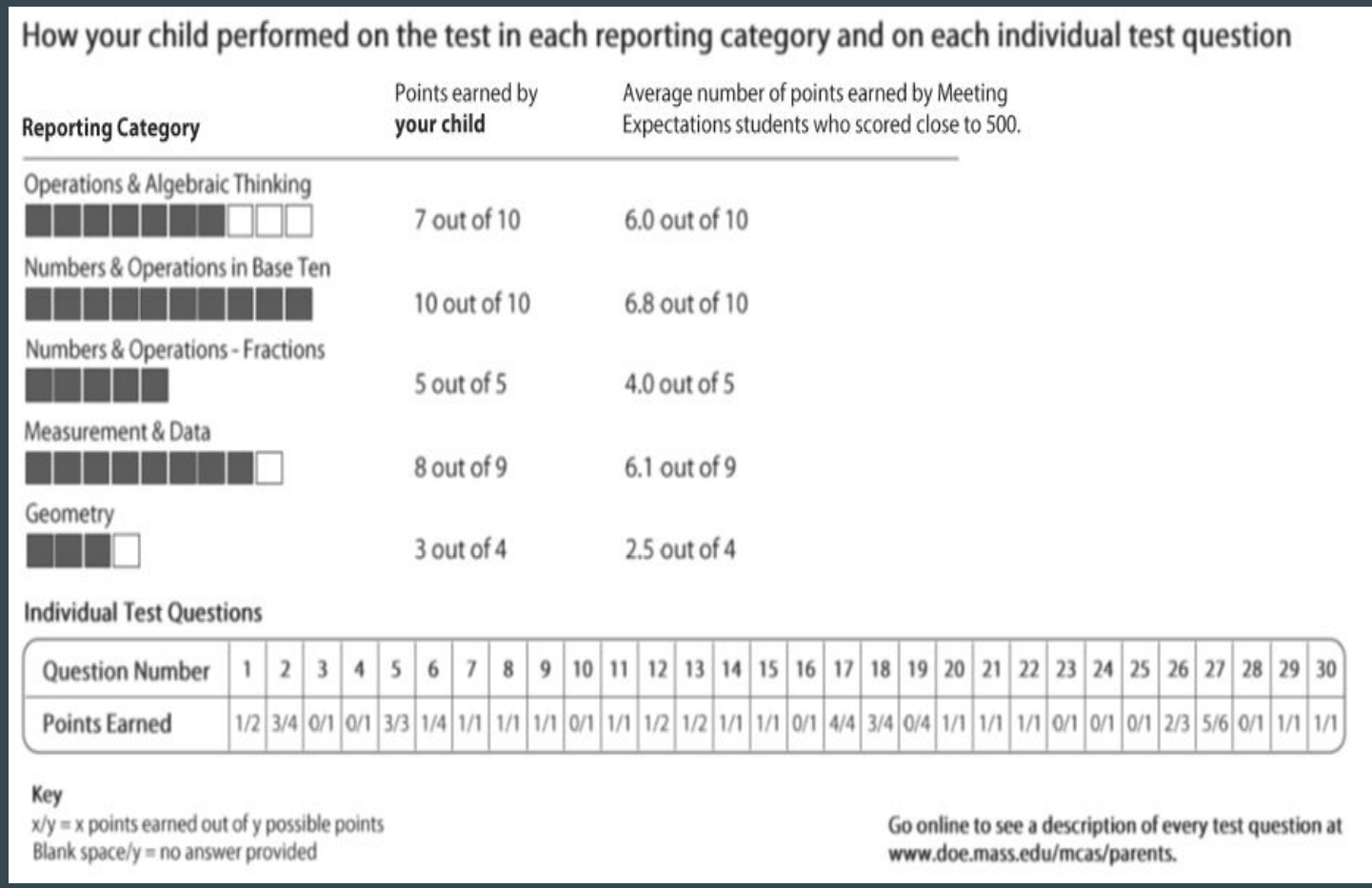
Your Child's Score	Average Score		
	School	District	State
541	485	502	515

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

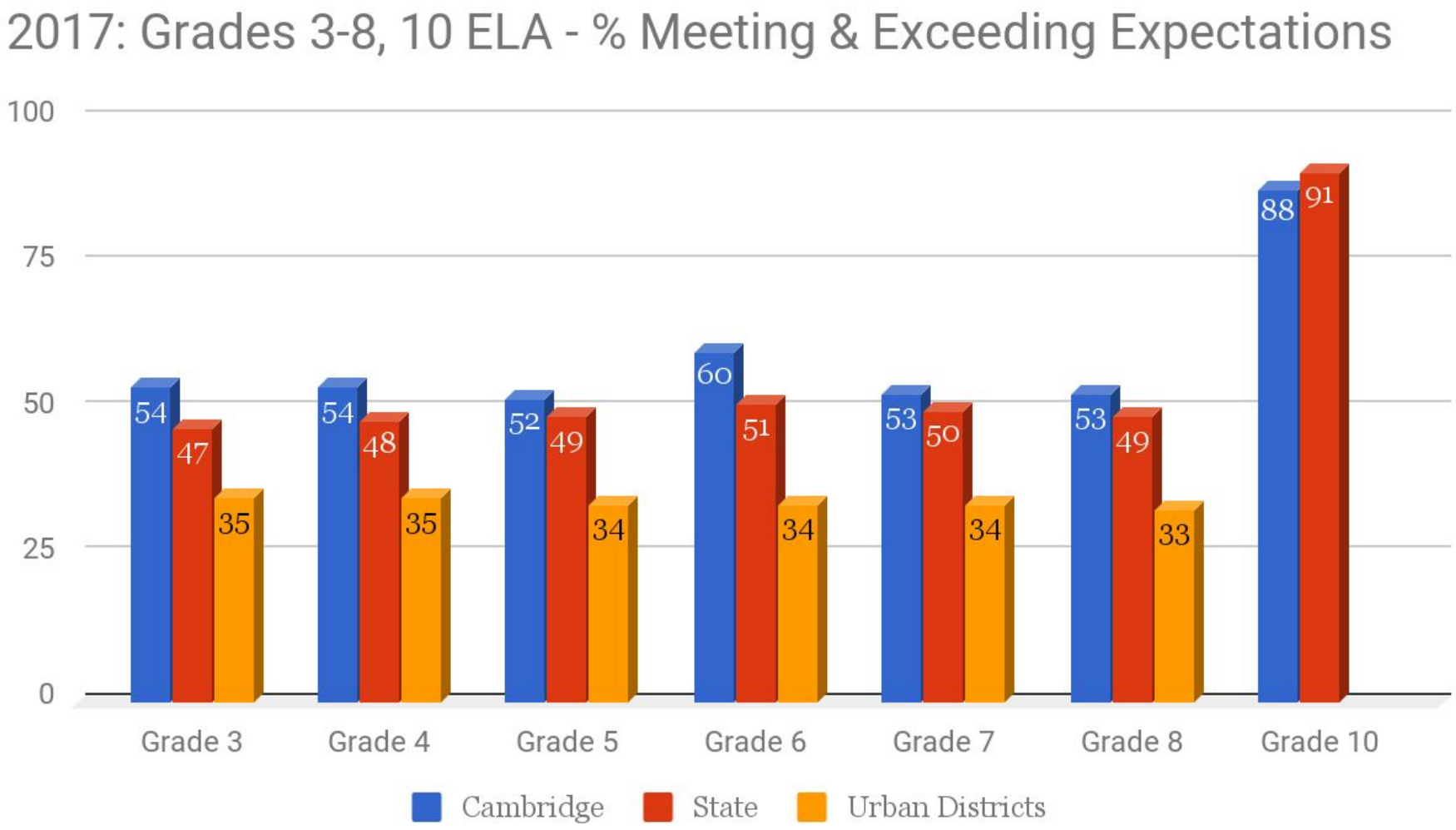
- District/school level results in report sent to School Committee - we will answer/research questions from SC members

Important Notes to Remember

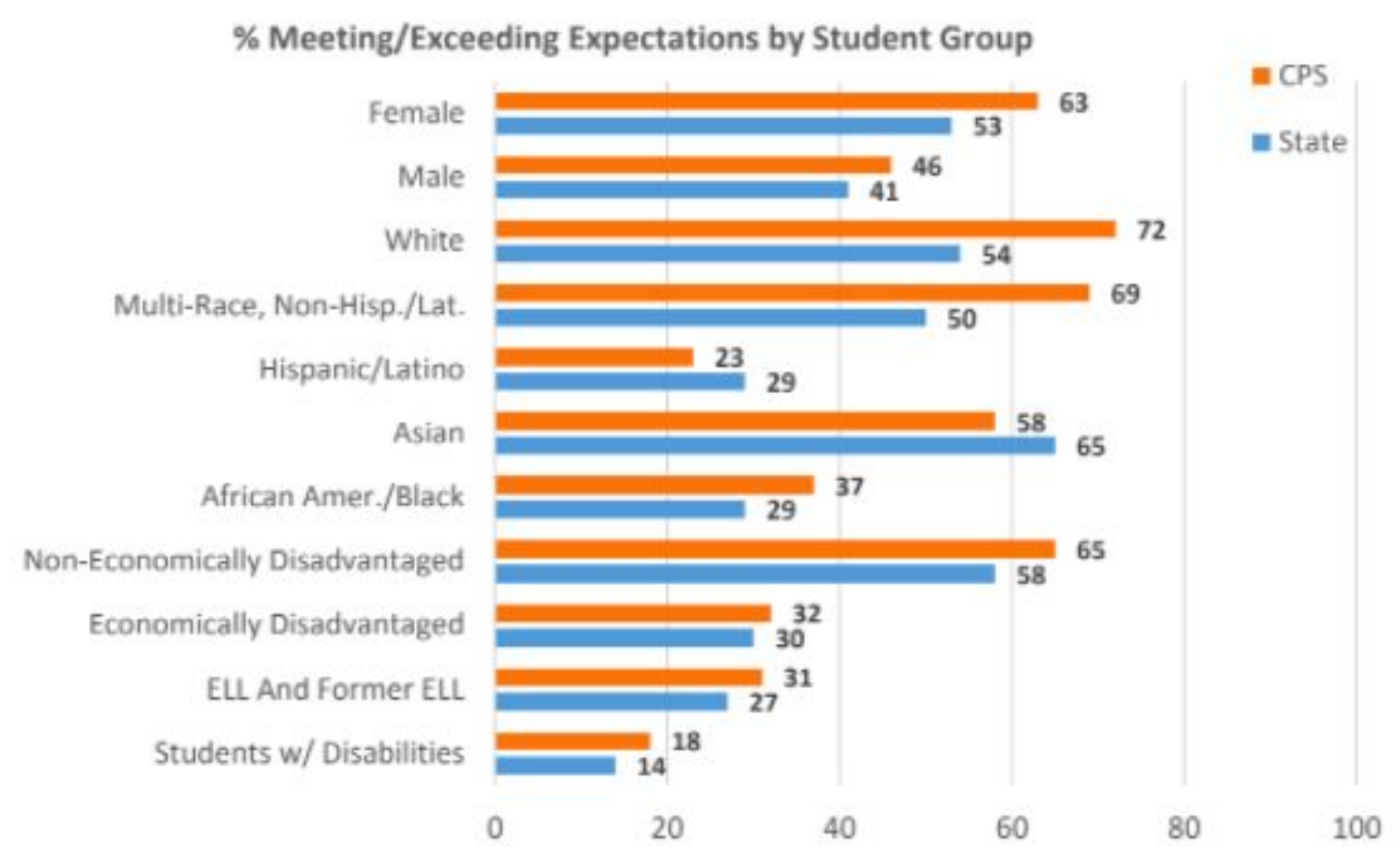
- *On subgroups:*
  - Racial/ethnic descriptors and gender categories are self-identified by families at the time of school registration
  - Economic status is determined by participation in one or more state-administered programs (SNAP, TAFDC, DCF, MassHealth)

- *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

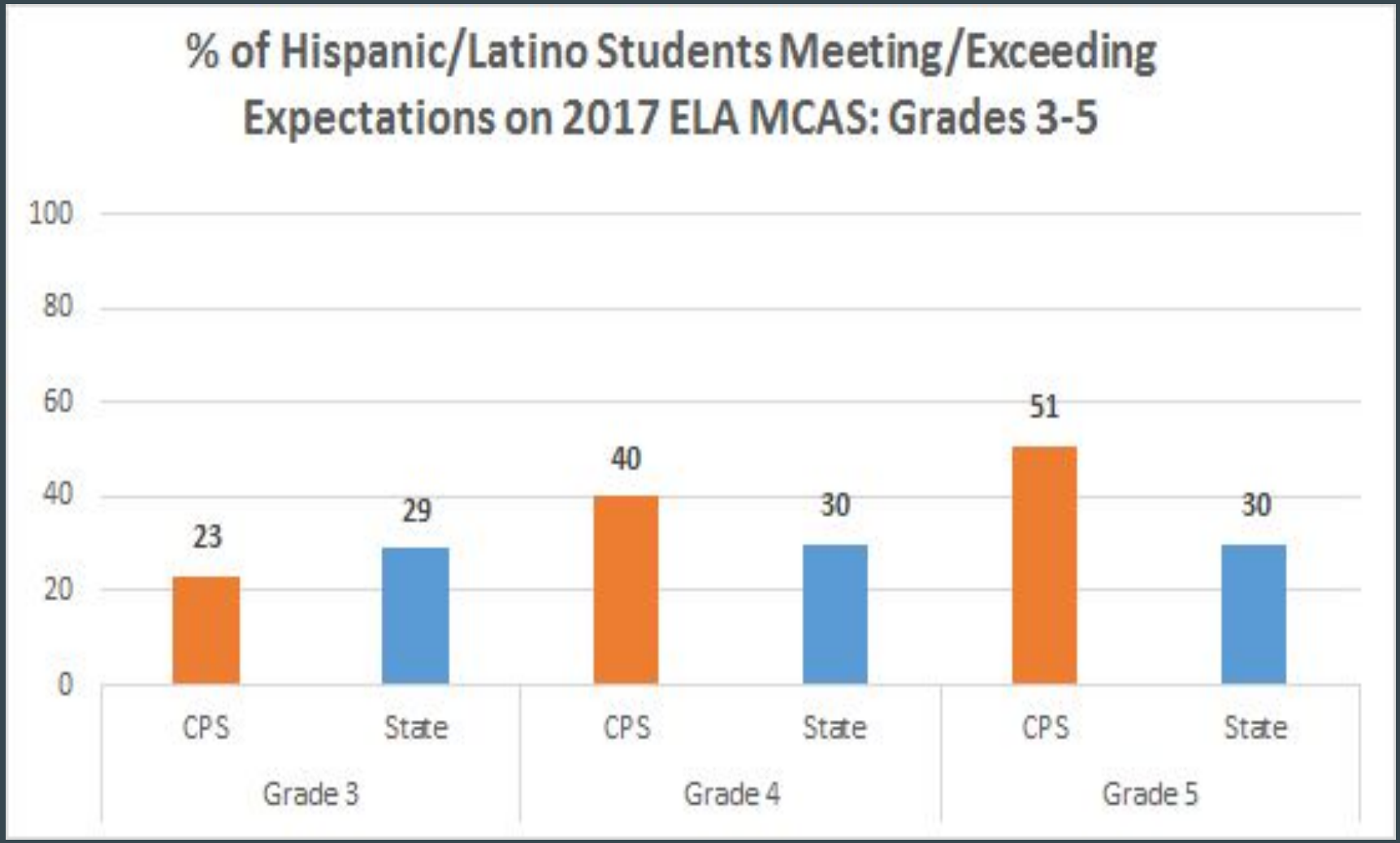
ELA: Cambridge, State & Urban District Averages



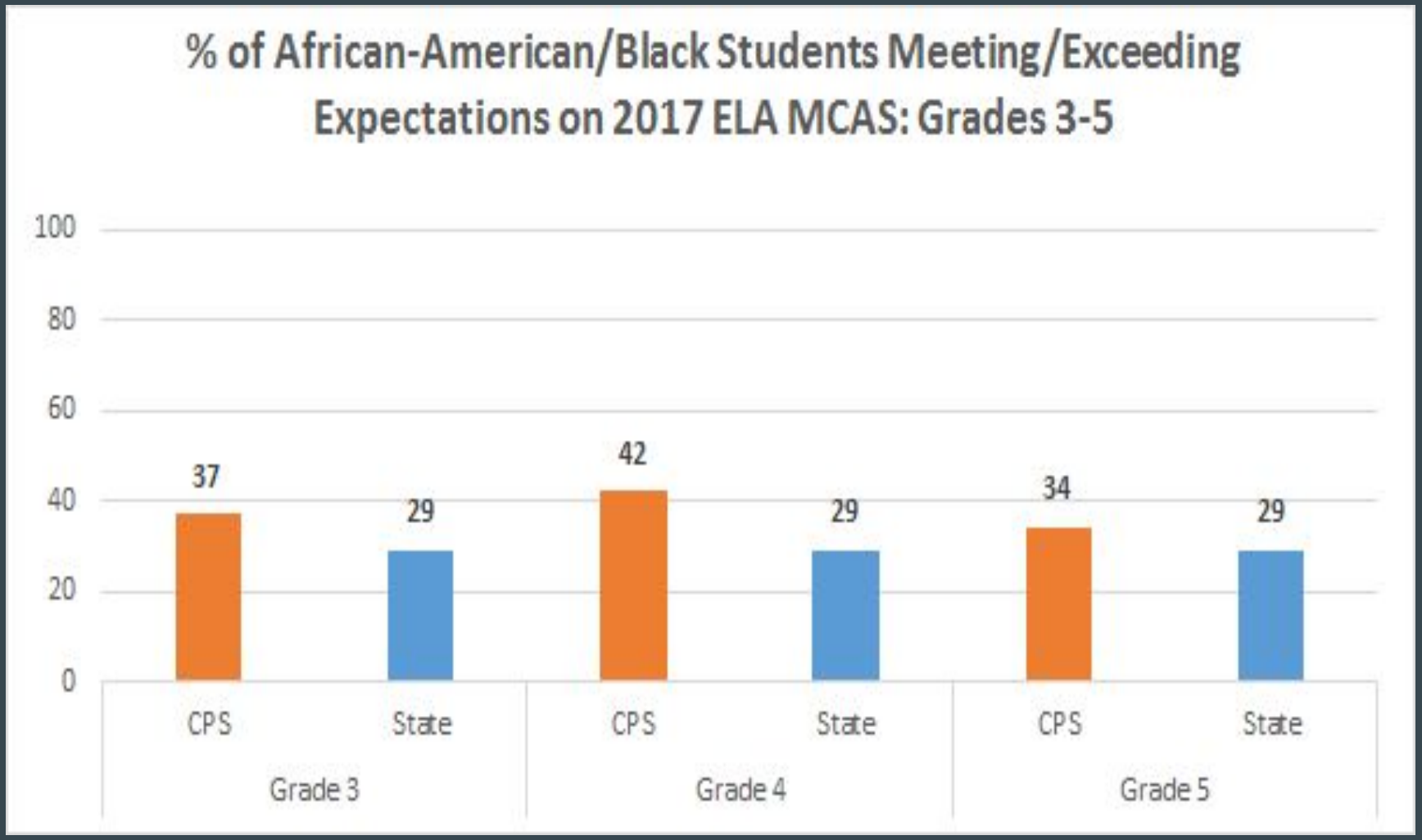
3rd Grade ELA



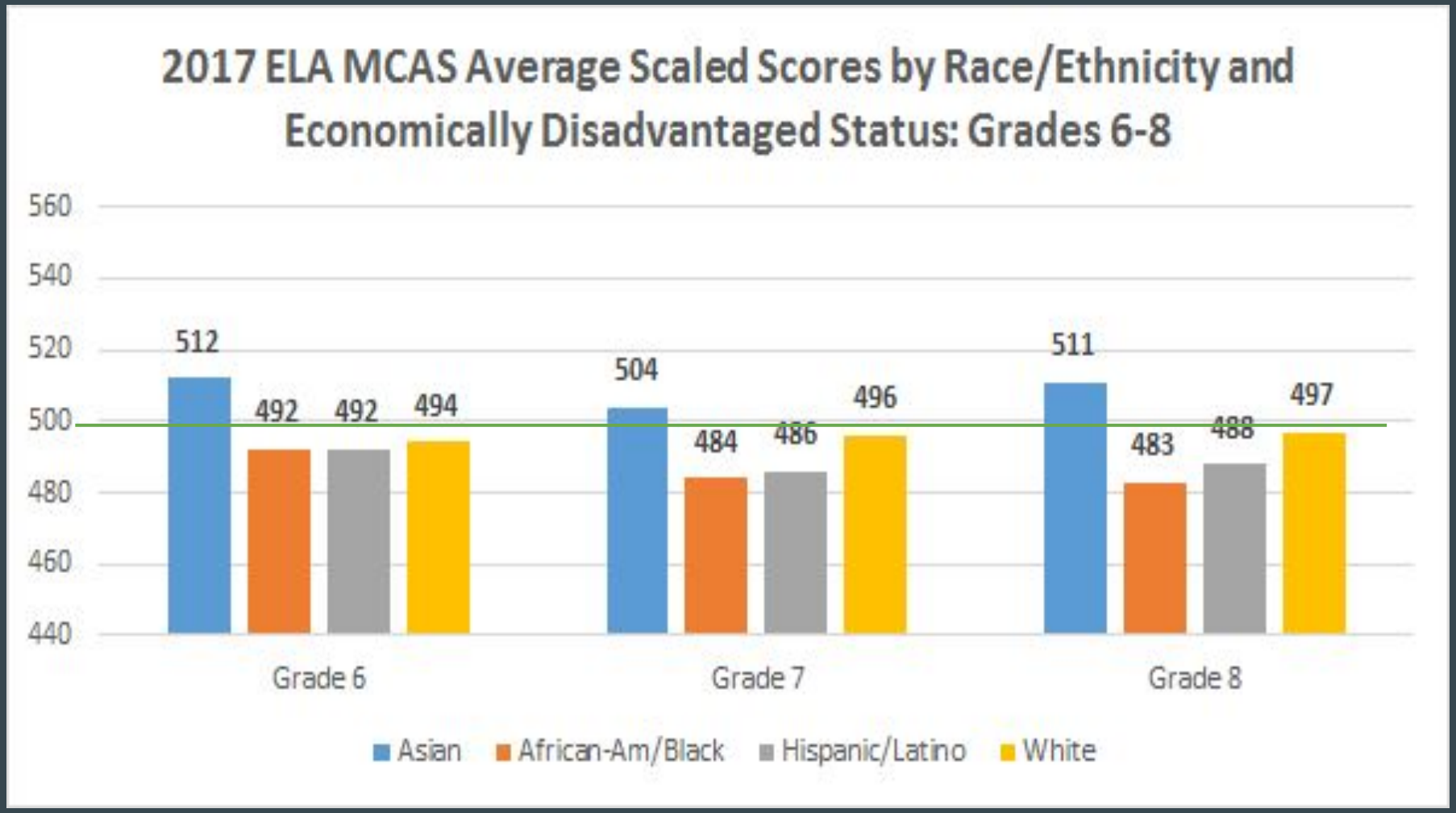
Elementary ELA



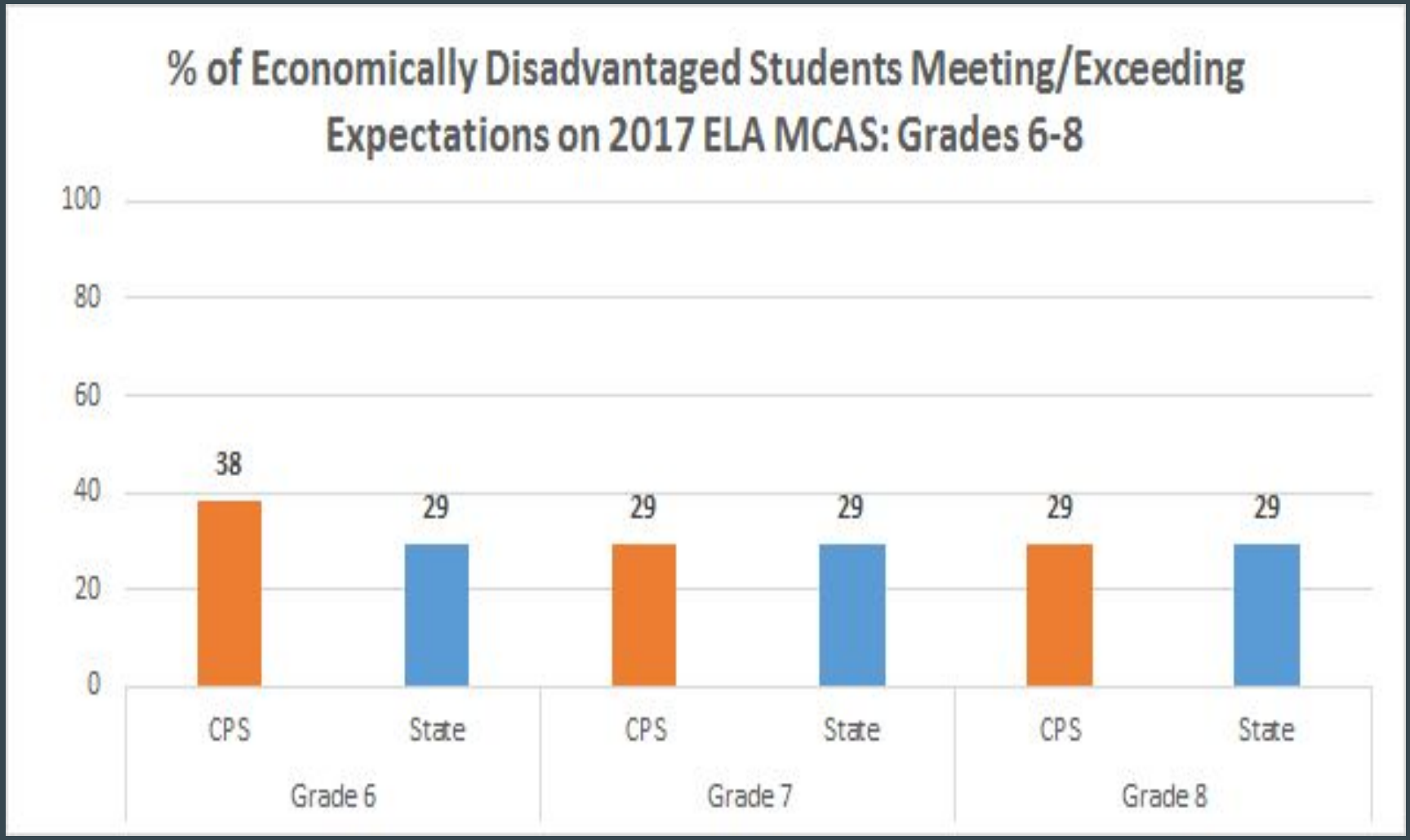
Elementary ELA



Upper School ELA



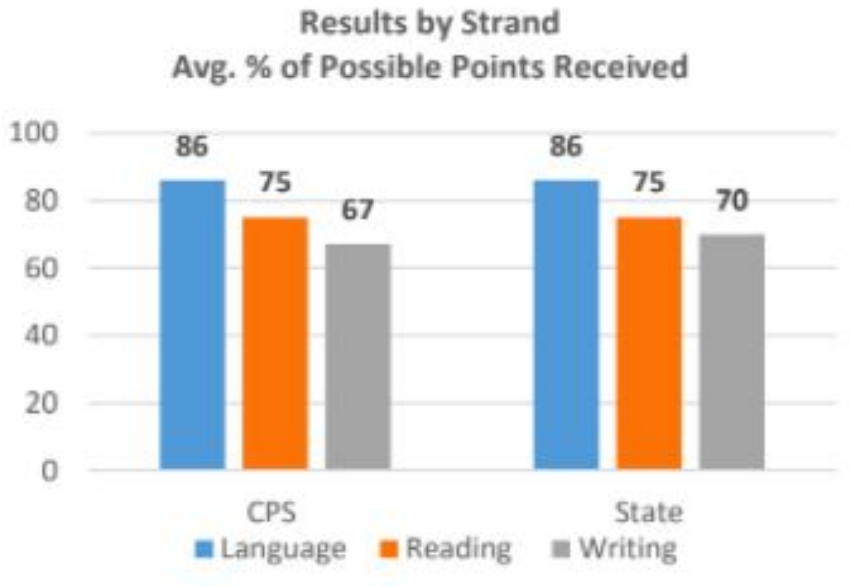
Upper School ELA



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

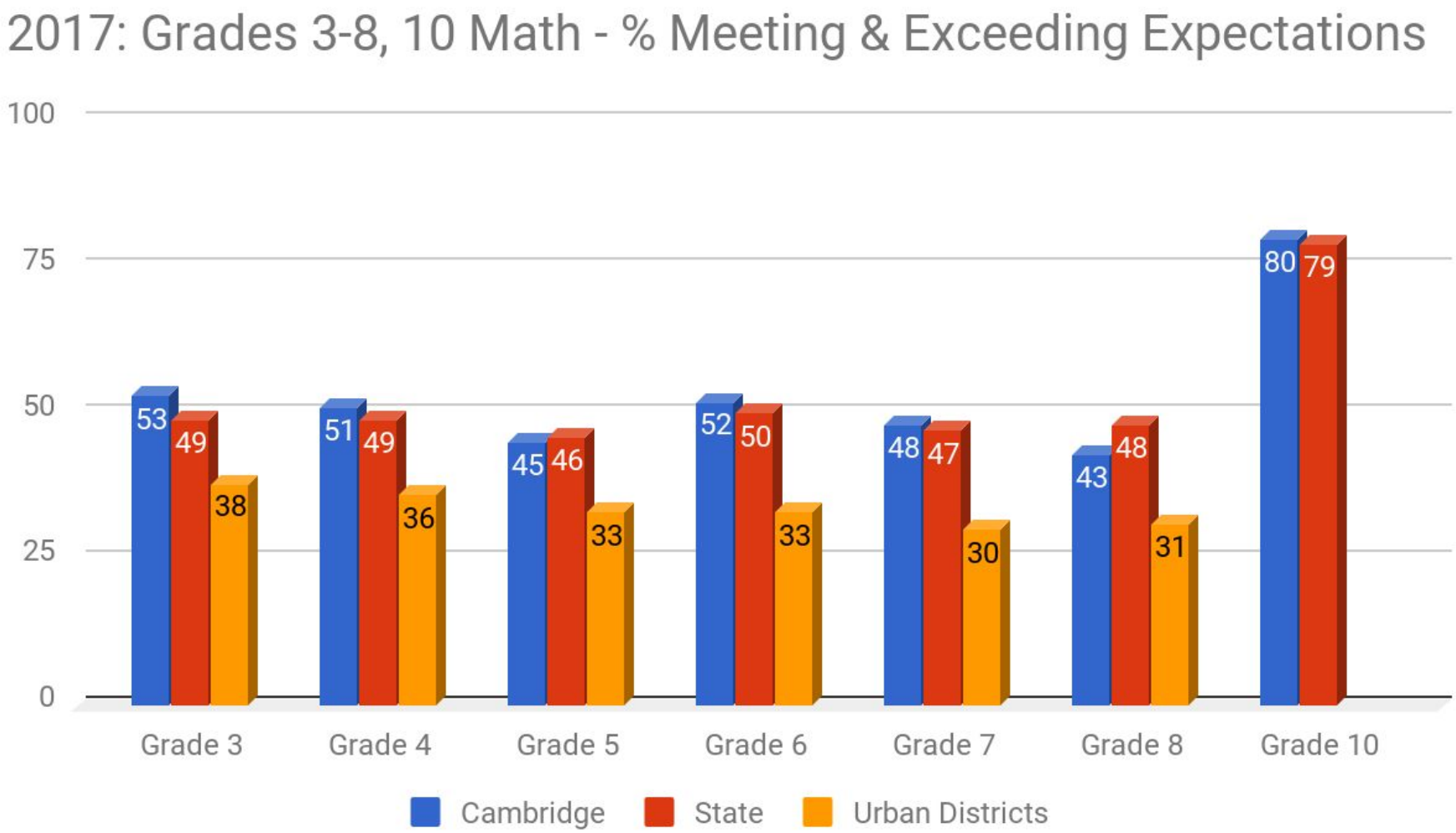
Writing

New writing units

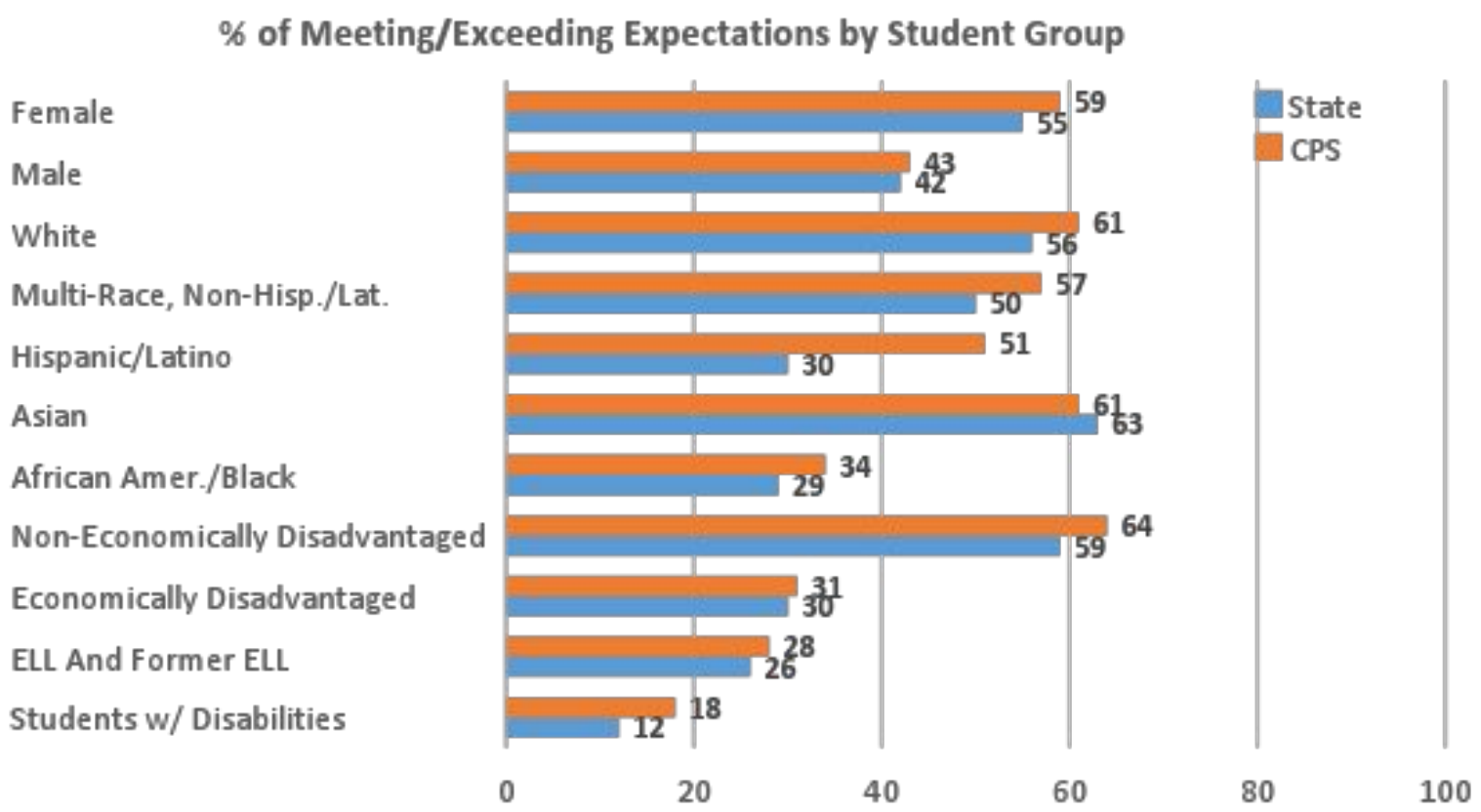
Success criteria

Computer-based

Math: Cambridge, State & Urban District Averages



Elementary Math: 5th Grade



Upper School Math Growth

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

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		•

Using MCAS Results to Inform Curriculum, Instruction, Support: JK-12 Math

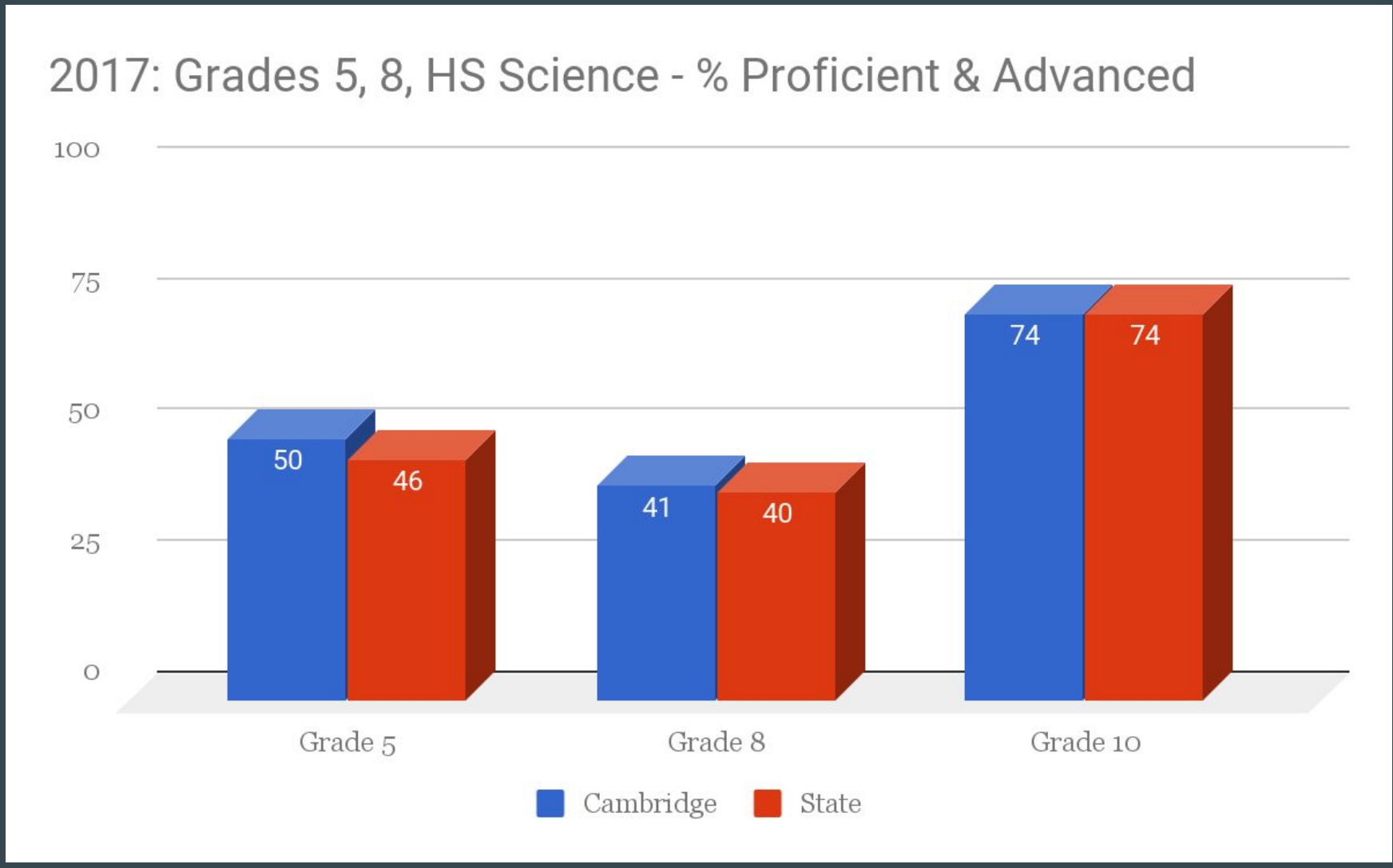
Intervention
Using multiple data sources on student performance

Instruction
Pedagogy that supports ambitious instruction

Assessment
Lower performance items Inform interim assessments

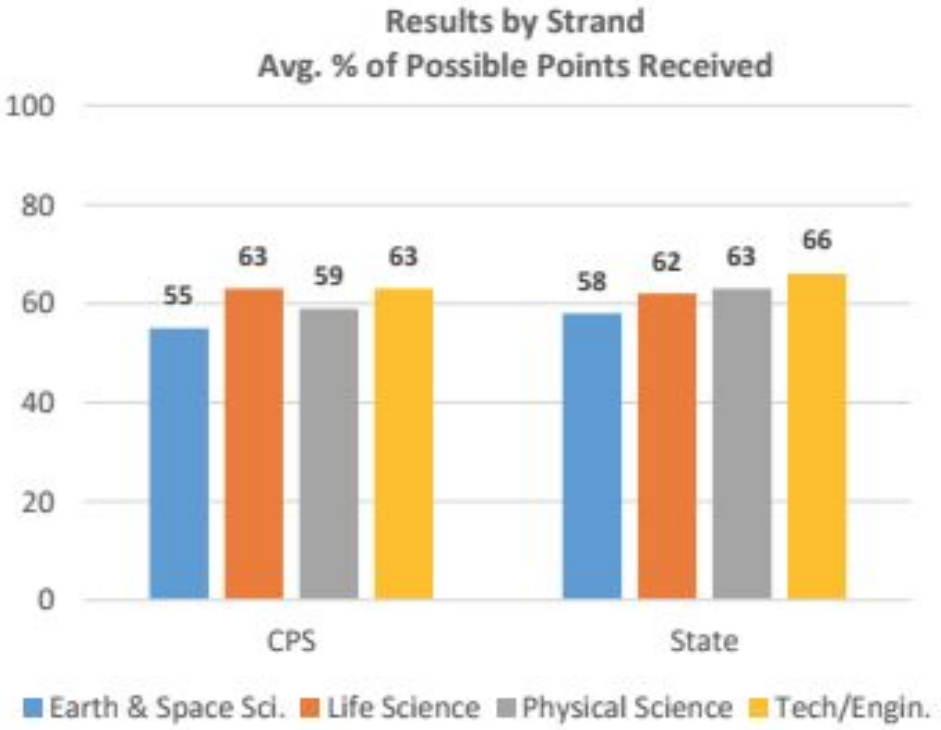
Curriculum
Revising curriculum maps + adding curricular resources

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



Science, Technology, Engineering

Strand results inform instructional and curricular support



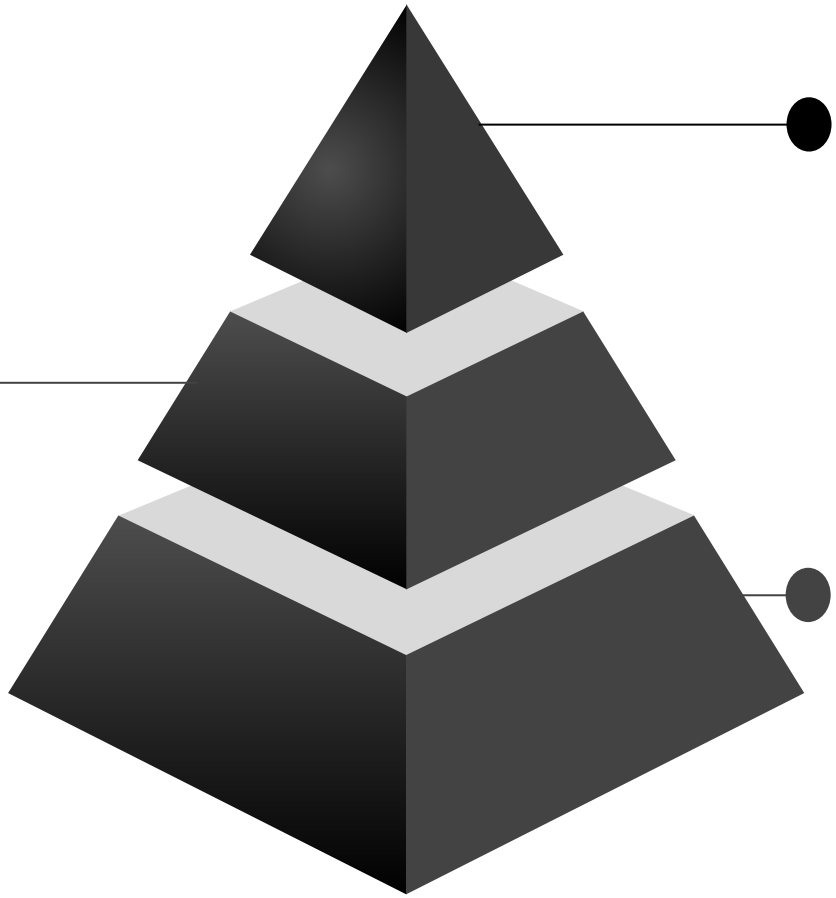
Using MCAS Results to Inform Curriculum, Instruction, Support: JK-12 Science, Technology, Engineering

Analyzing Student Work

Focus on providing scientific evidence (CER)

Assessment

MCAS item analysis informs selection of interim assessment questions.



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	

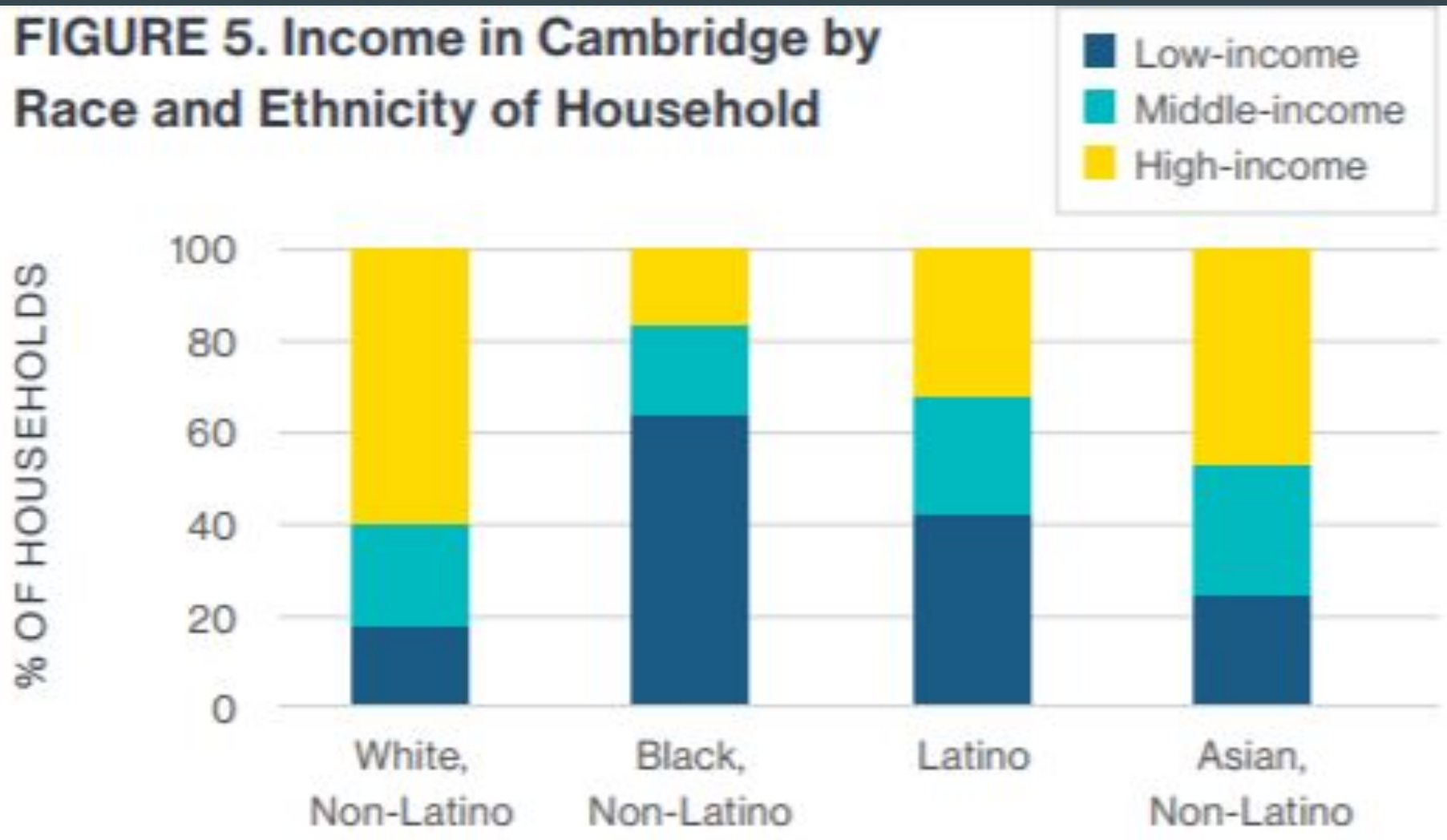
What Are We Doing About It?

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



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.