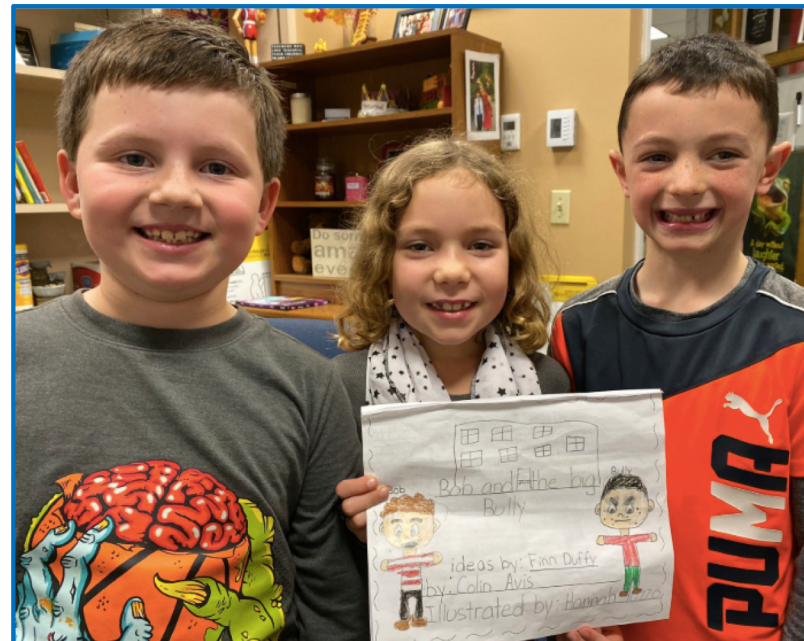
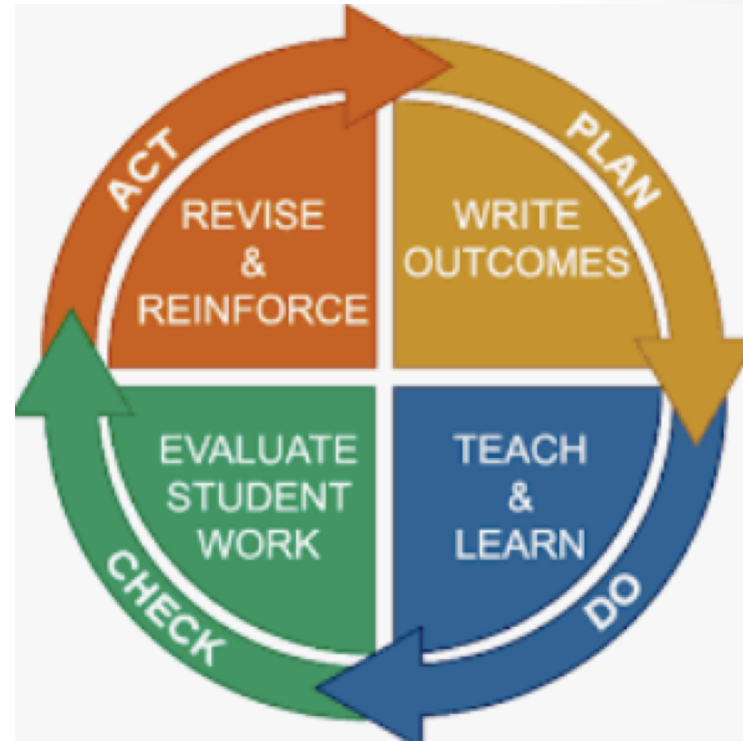


# State Testing Update

Report to School Committee  
November, 2019





# The Vision

## SHREWSBURY PUBLIC SCHOOLS PORTRAIT OF A GRADUATE



# What is the Next-Gen MCAS?

- Increased rigor: Focuses on students' **critical thinking abilities, application of knowledge**, and ability to make **connections between reading and writing**
- Administered on a **computer**
- Designed to send a **clearer signal of readiness** for the next grade level or college and career



# Achievement & Growth Scores

**Assessment scores** indicate how each student is *achieving* relative to the state standards for that grade level.

- This is helpful in determining a student's proficiency in a given content area, like Math

**Growth** measures how an individual student's test score compares to others who performed the same on previous years' tests

- For instance, it tells how a specific student's score on the 6<sup>th</sup> grade MCAS Math test compares to the scores of all the students in the state who had the same scores on the 4<sup>th</sup> and 5<sup>th</sup> grade MCAS Math tests, in terms of what percentage of those students scored higher or lower than that student





# Growth Score Reminders

## ✓ Growth is distinct from achievement

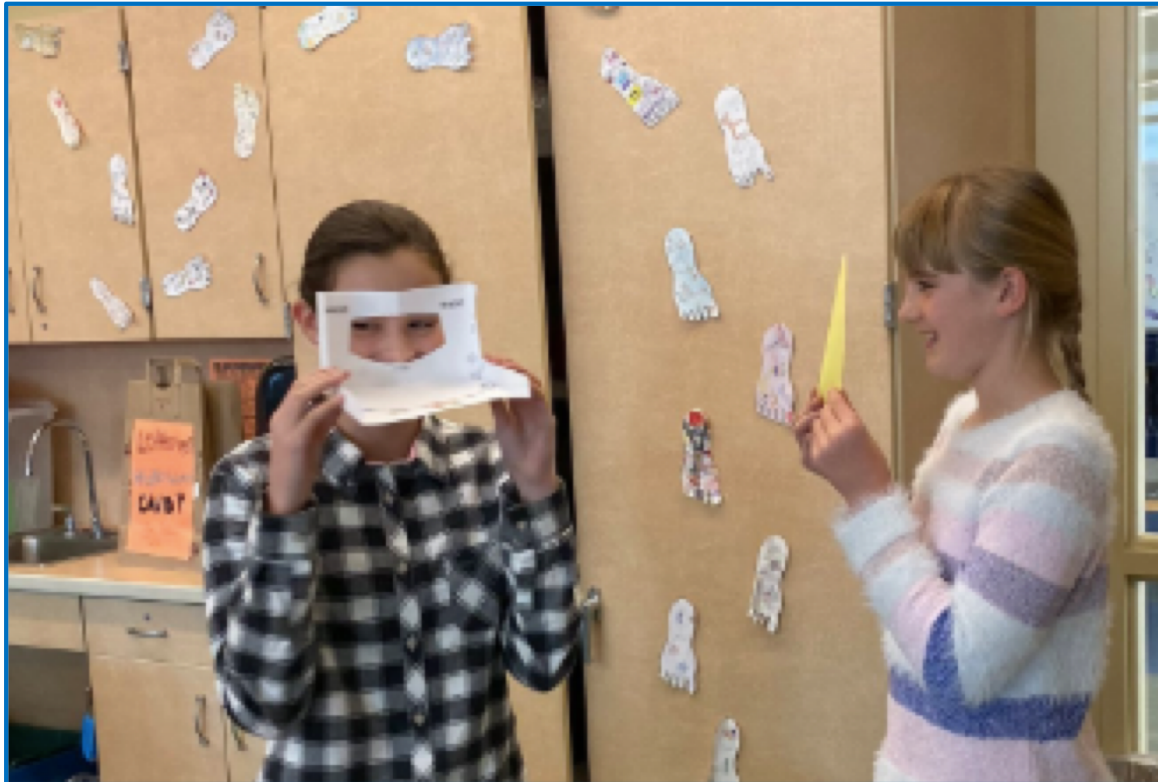
- *A student can achieve at a low level but demonstrate high growth, or achieve at a high level but demonstrate low growth*

## ✓ Students are compared only to their statewide academic peers, not to all students statewide

- *All students can potentially grow at the 1<sup>st</sup> or 99<sup>th</sup> percentile*



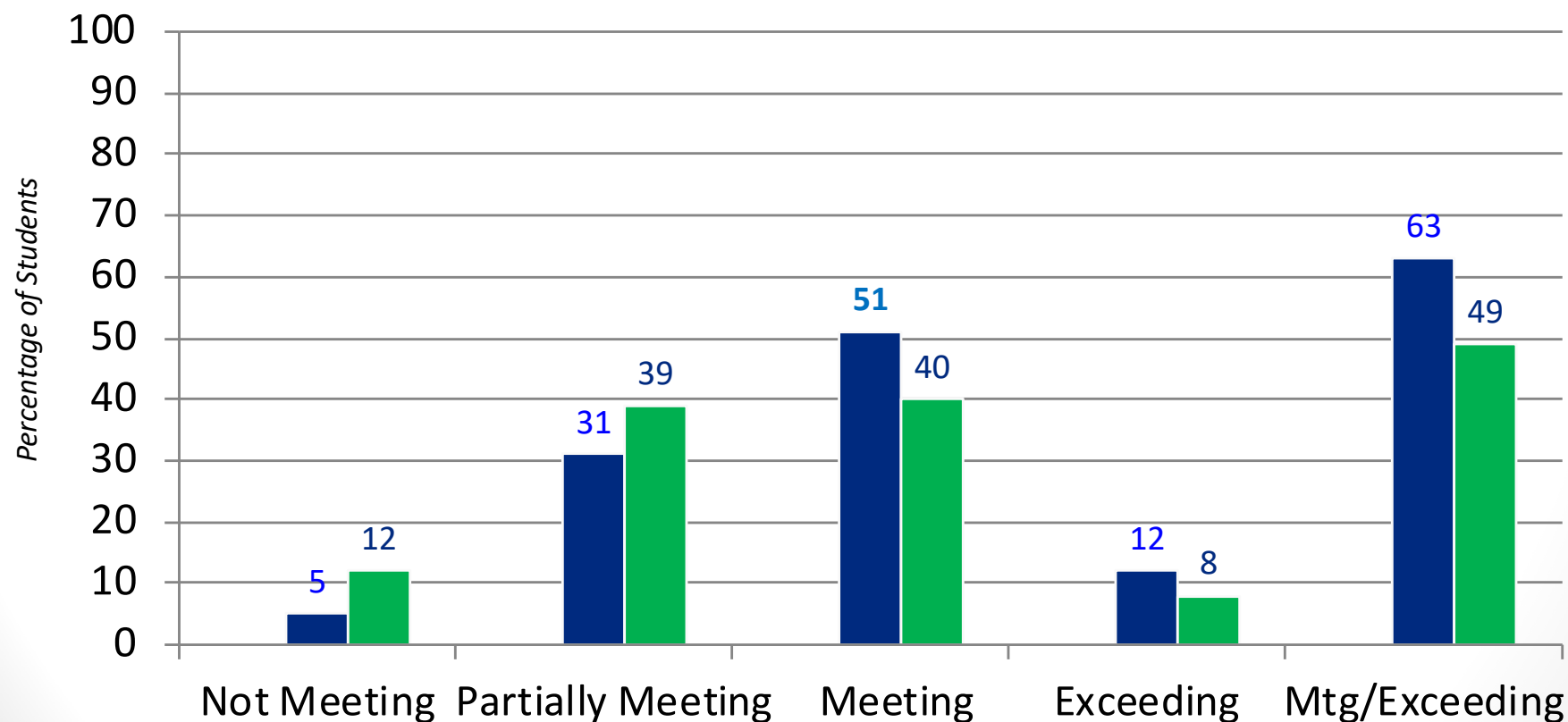
# Science and Technology/Engineering



# Grade 5 Science & Technology

2019 **Next Gen** MCAS Test Results

■ SPS 2019 ■ State 2019

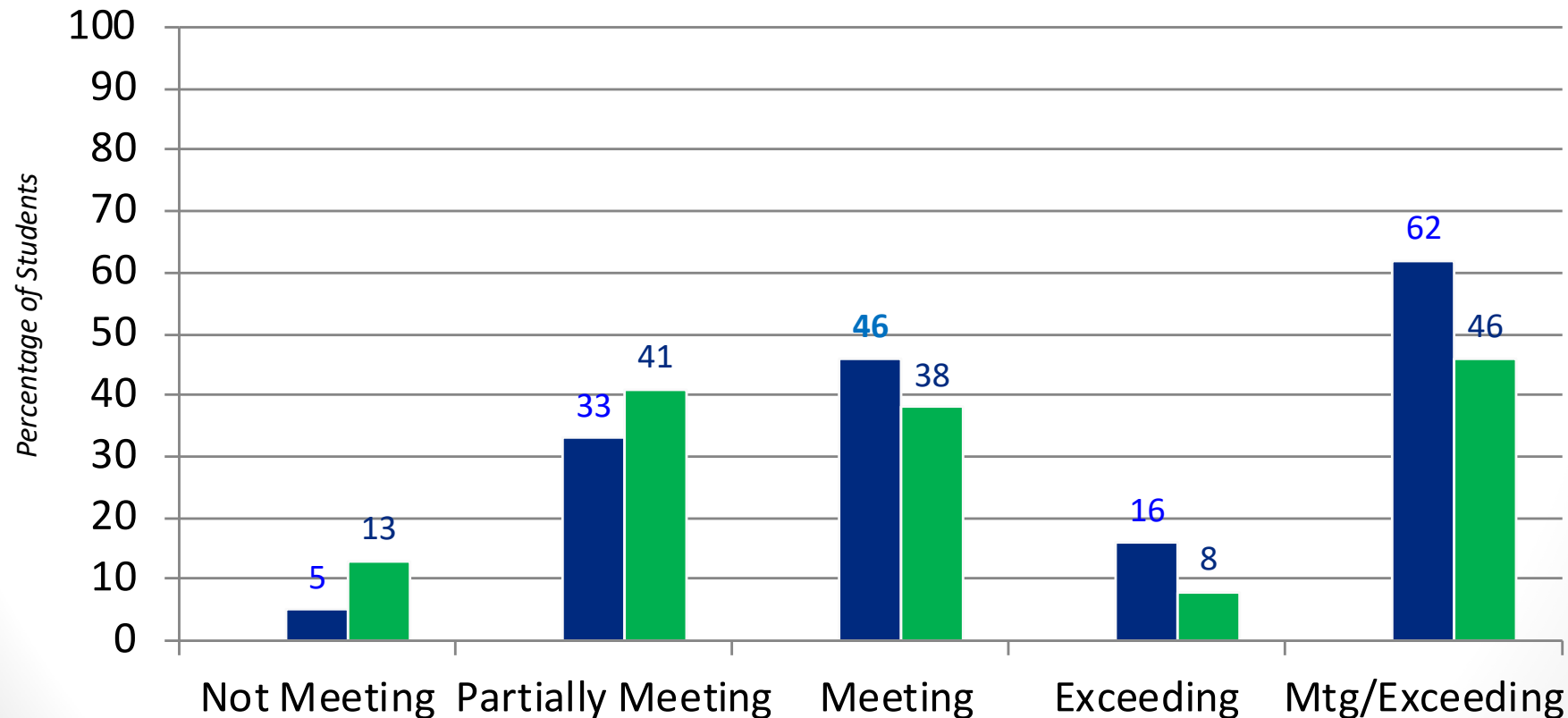




# Grade 8 Science & Technology

2019 **Next Gen** MCAS Test Results

■ SPS 2019 ■ State 2019

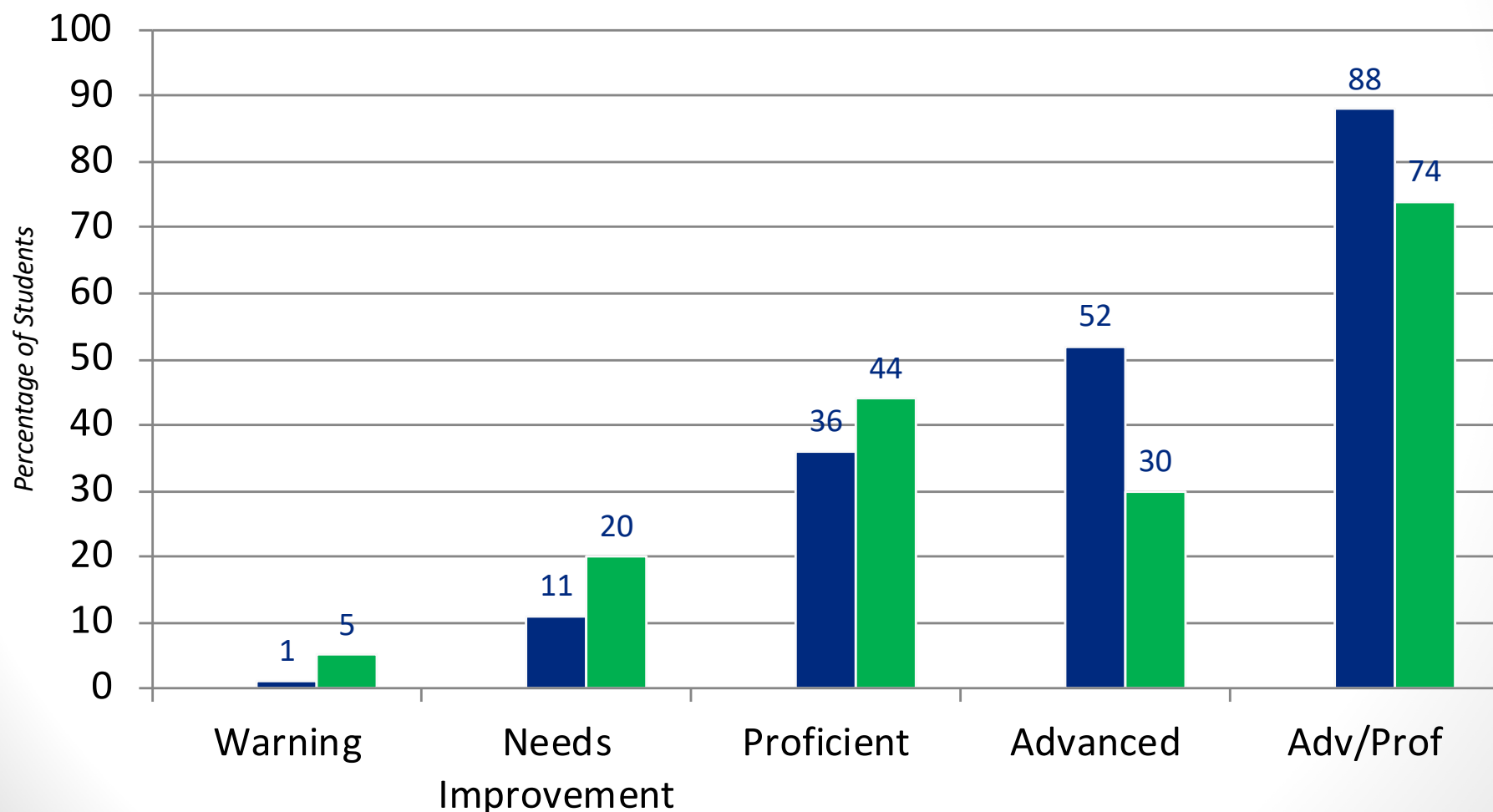


# SHS Science & Technology

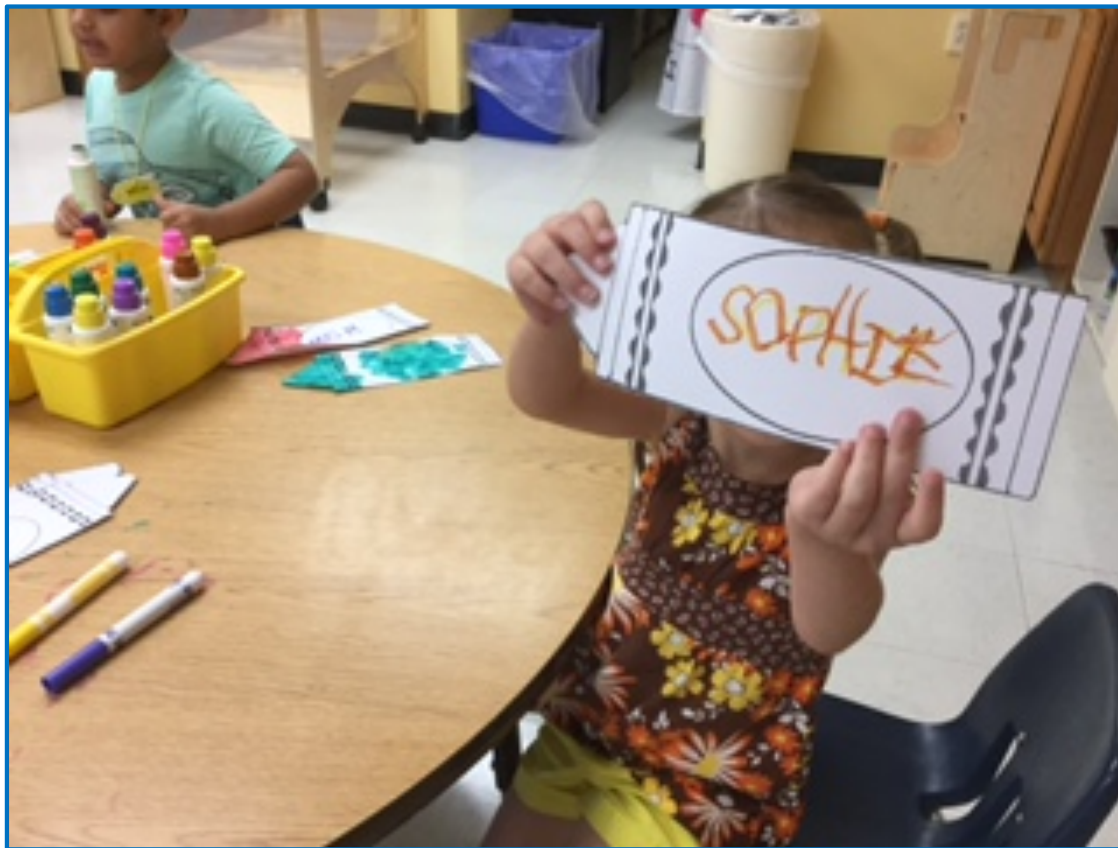
2019 (*Legacy*) MCAS.

State Assessment Results

■ SPS 2019 ■ State 2019



# English Language Arts



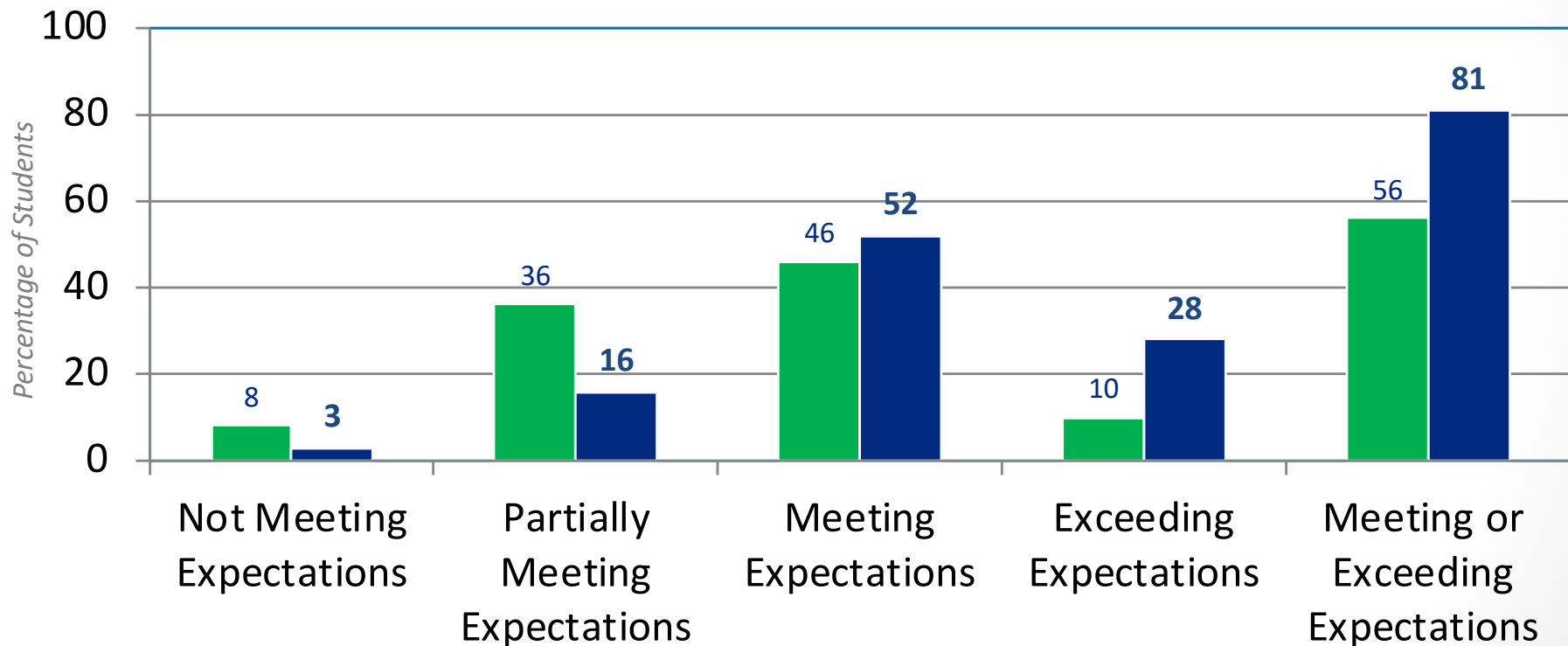


# Grade 3 English Language Arts

2019 Next-Generation MCAS

State Assessment Results

■ State 2019 ■ SPS 2019



*This slide (and the following slides for each grade level) indicate SPS grade-level results for the next-generation MCAS. The light green bar indicates the 2018 state percentages, and the blue bar indicates Shrewsbury's percentages in each category.*

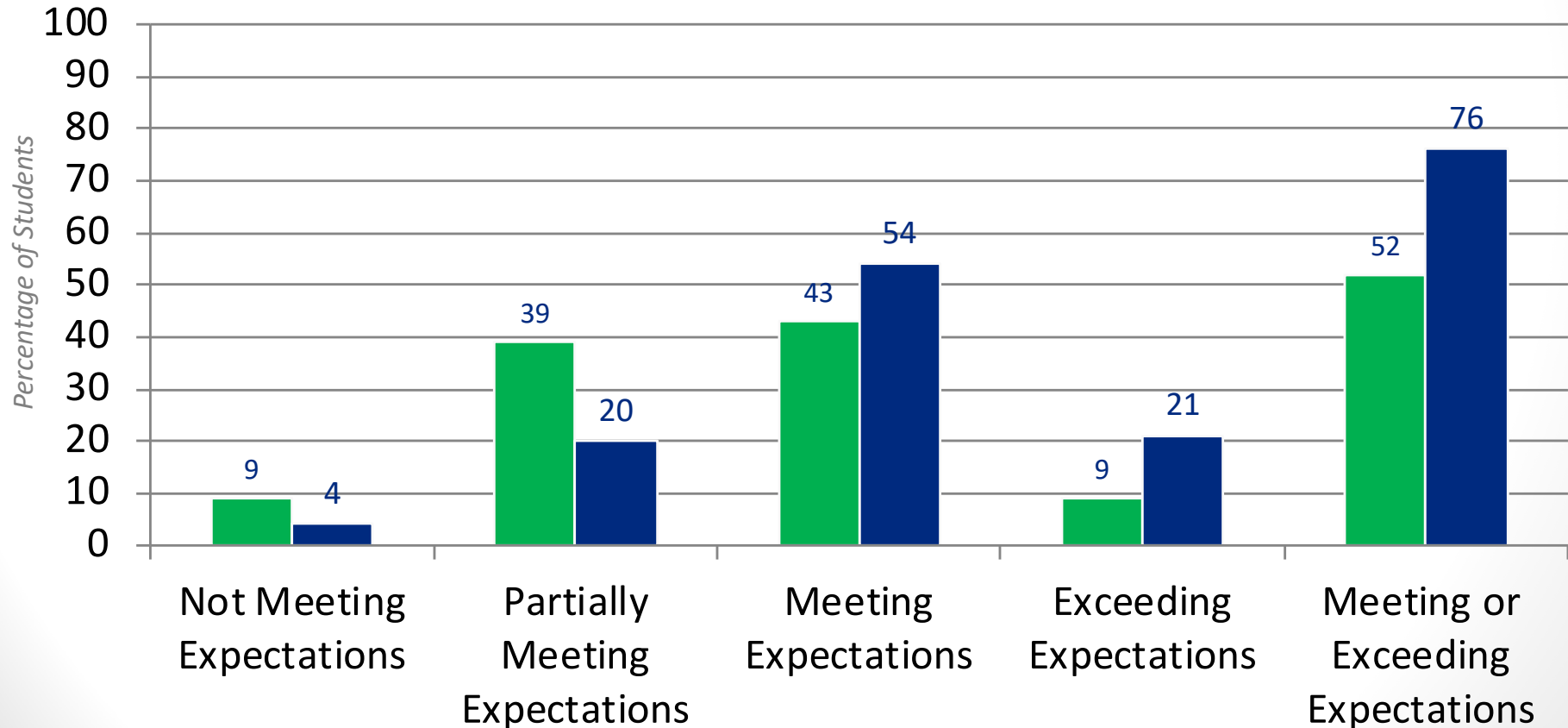
Shrewsbury Public Schools

# Grade 4 English Language Arts

2019 *Next-Generation MCAS*

State Assessment Results

■ State 2019 ■ SPS 2019

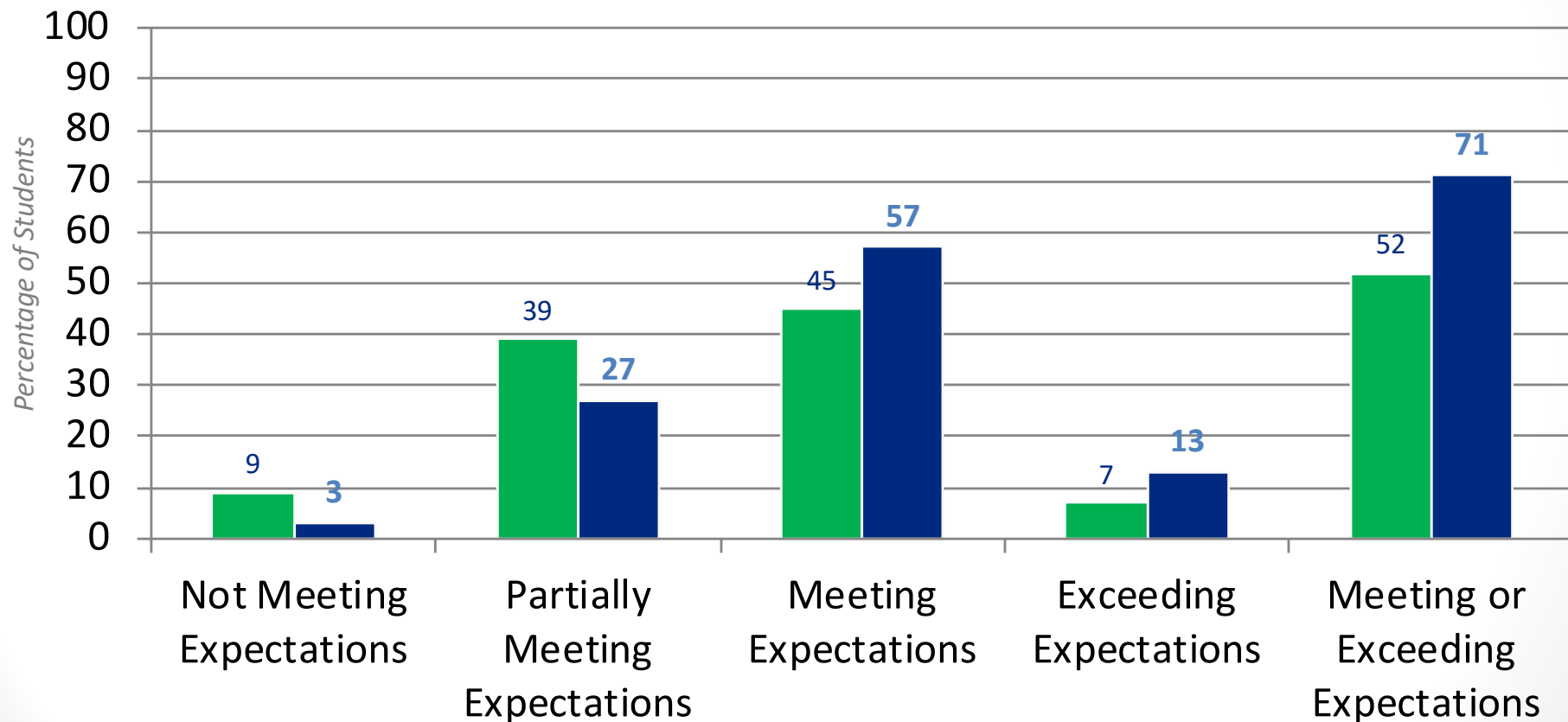


# Grade 5 English Language Arts

2019 Next-Generation MCAS

State Assessment Results

■ State 2019 ■ SPS 2019



*As before, Grade 5's results look very similar to those of Grades 3 and 4.*



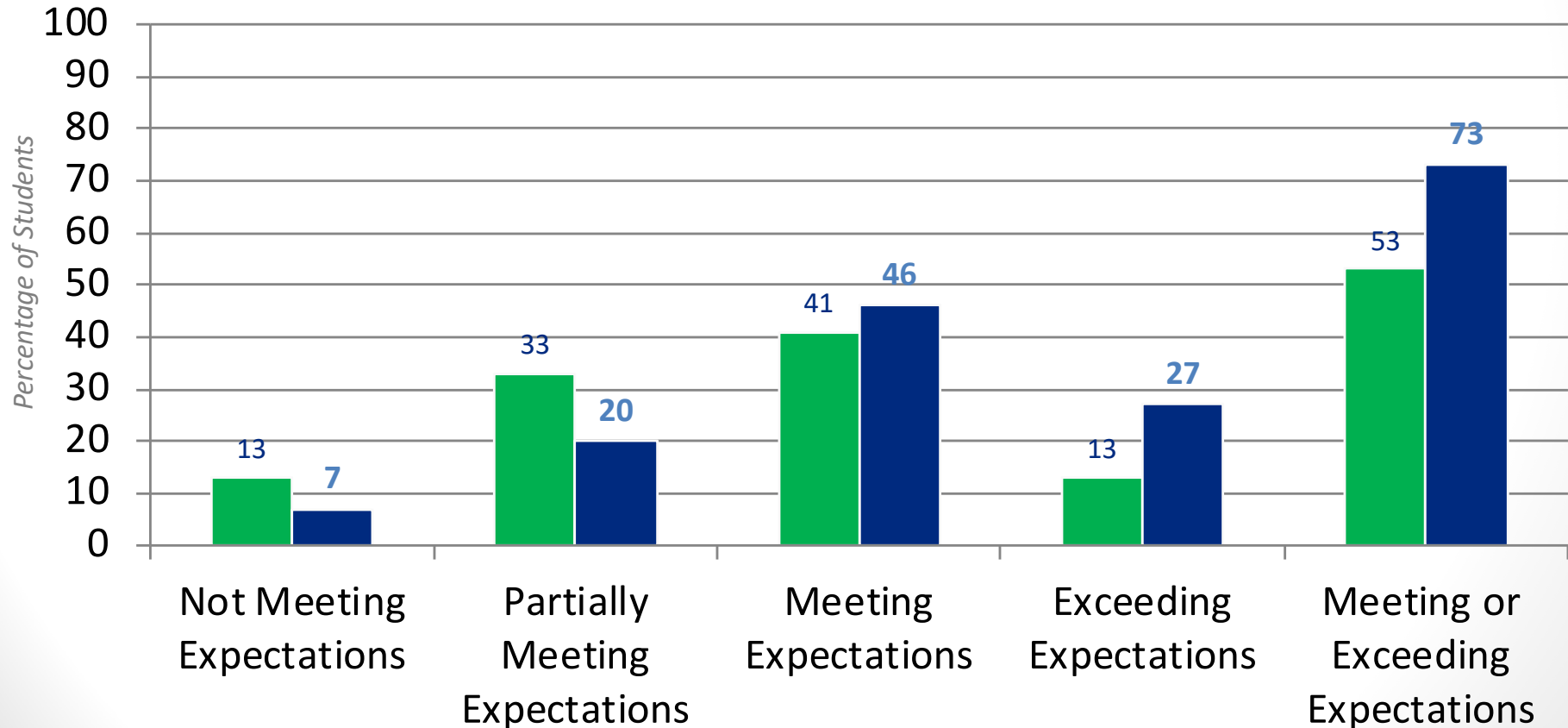
Shrewsbury Public Schools

# Grade 6 English Language Arts

2019 *Next-Generation MCAS*

State Assessment Results

■ State 2019 ■ SPS 2019

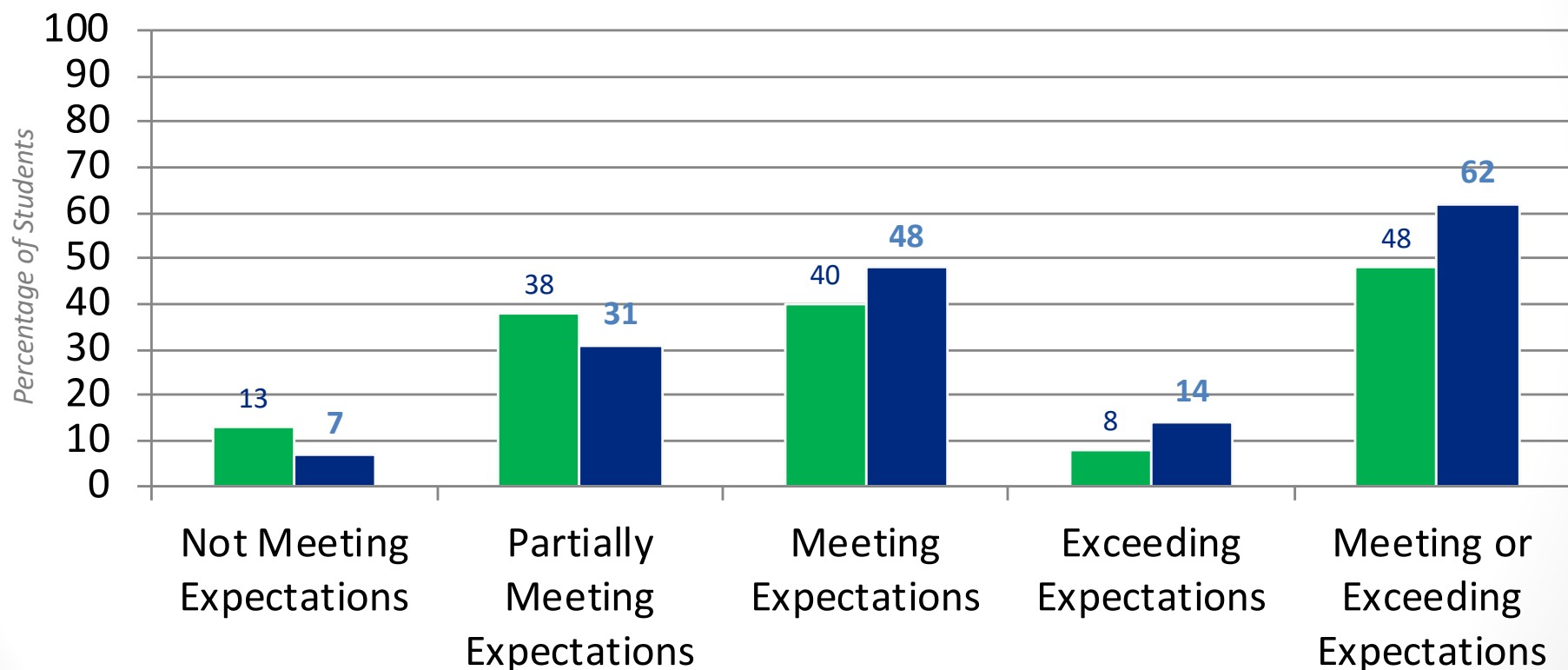


# Grade 7 English Language Arts

2019 Next-Generation MCAS

State Assessment Results

■ State 2019 ■ SPS 2019



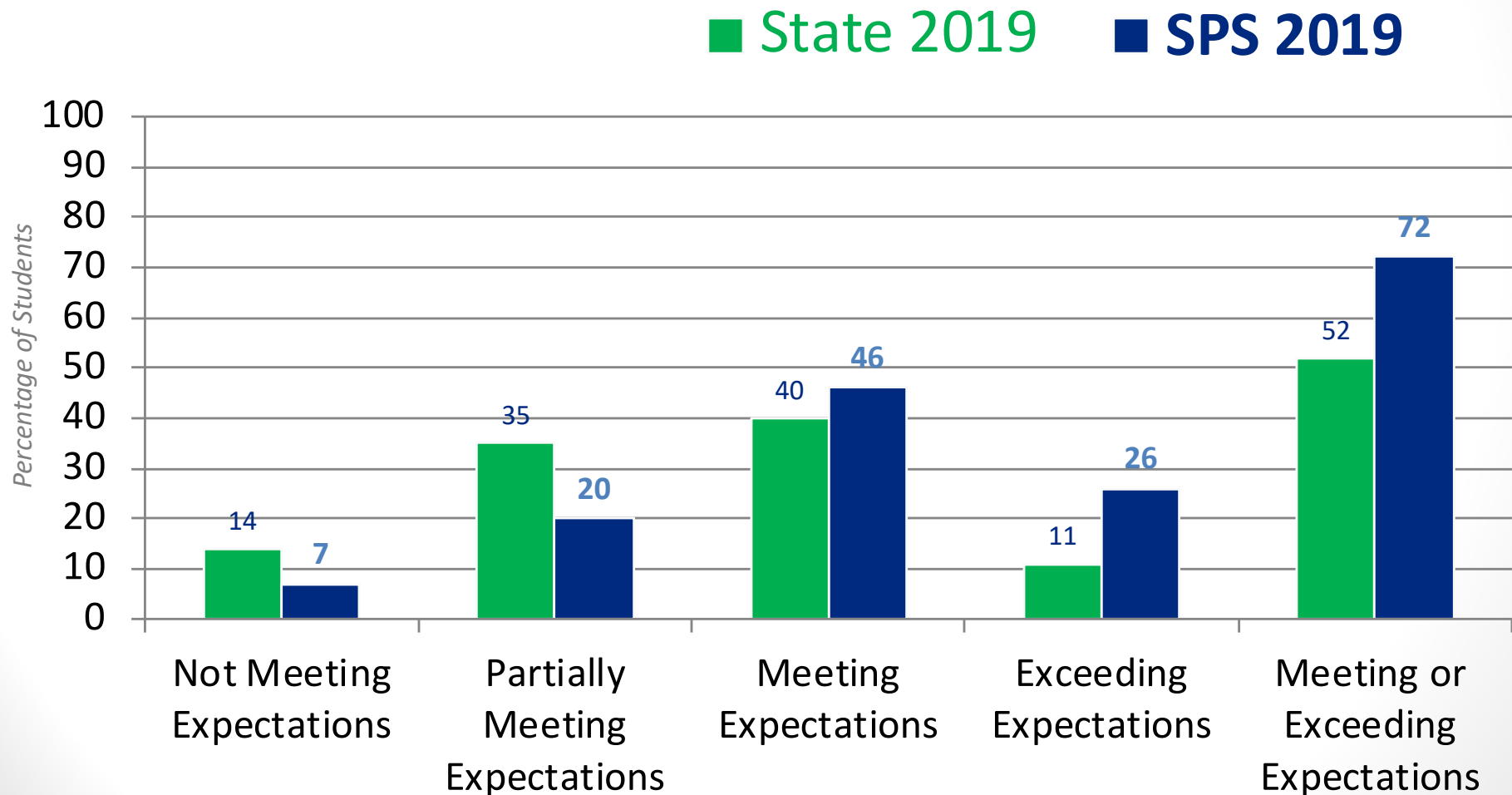
*Given how similar this year's results are to last year for Grade 7, student performance on the English Language Arts assessment seems to be a good area for further study. Our Curriculum coaches, administrators and teacher leaders are analyzing data to guide next steps.*

Shrewsbury Public Schools

# Grade 8 English Language Arts

2019 Next-Generation MCAS

State Assessment Results



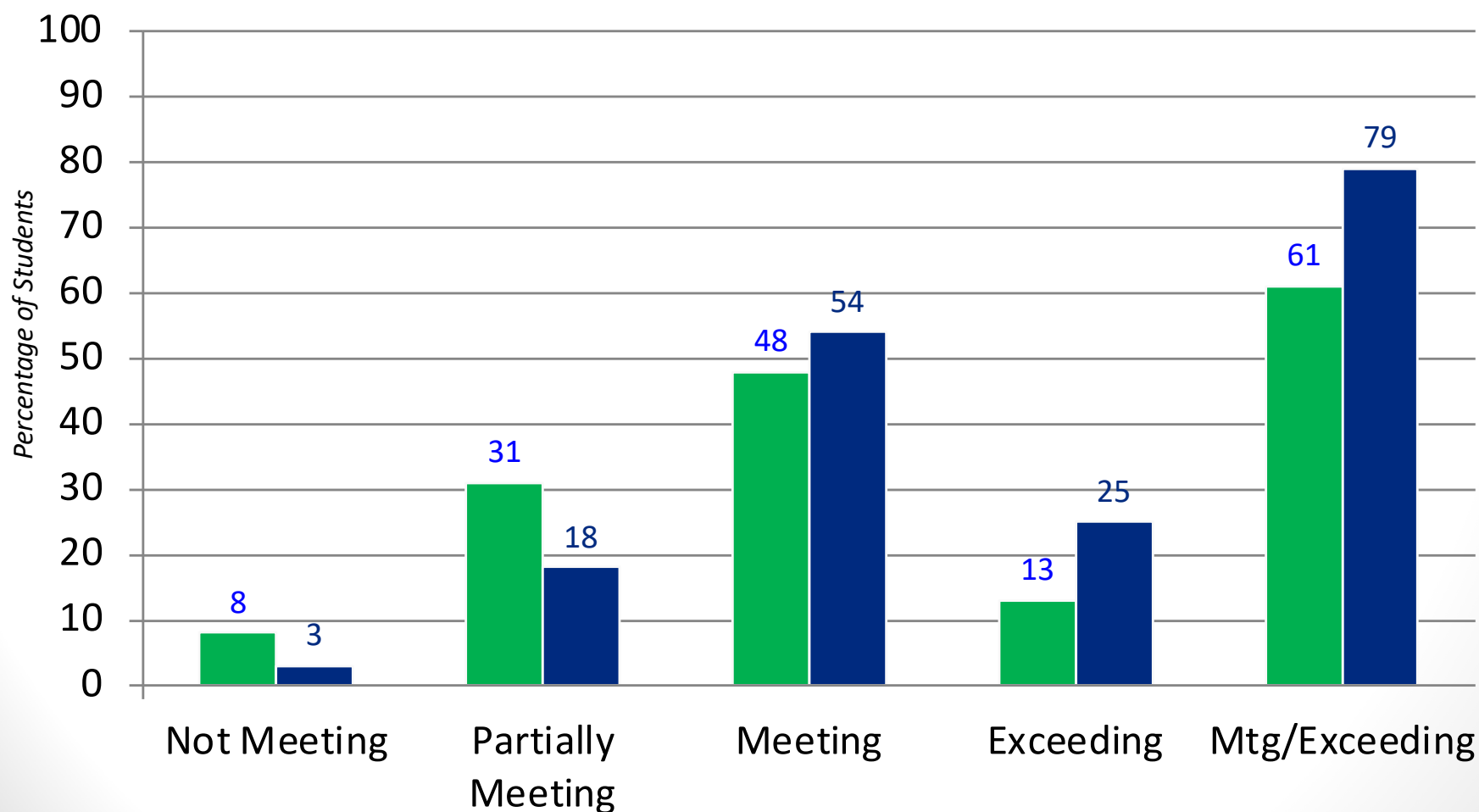


# SHS English Language Arts

2019 Next Gen MCAS

State Assessment Results


■ State 2019 ■ SPS 2019

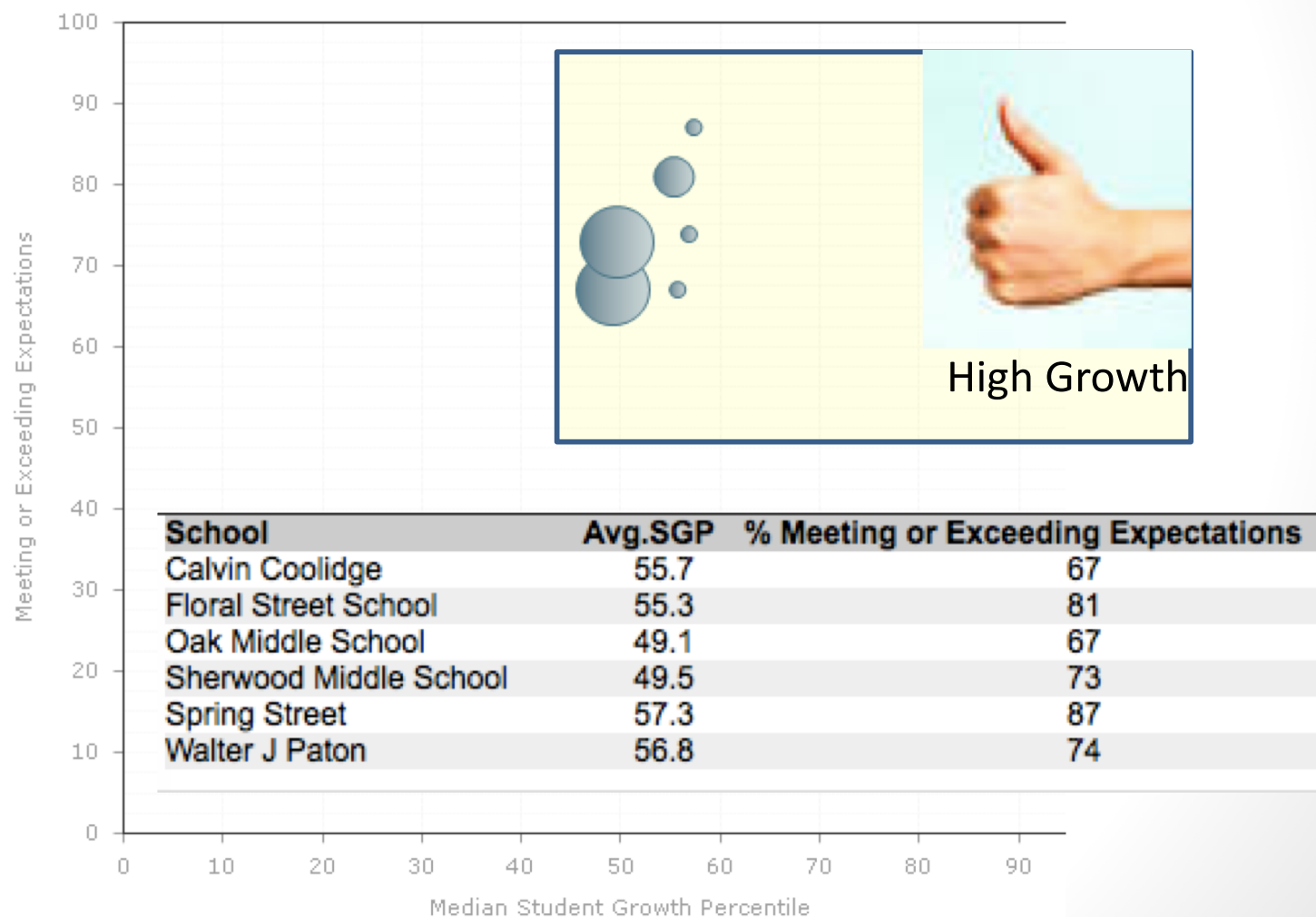


# From DESE : ELA Growth Gr 3-8

2019 Next Generation MCAS Student Growth Report - Shrewsbury

Subject: ELA - Grade:3-8

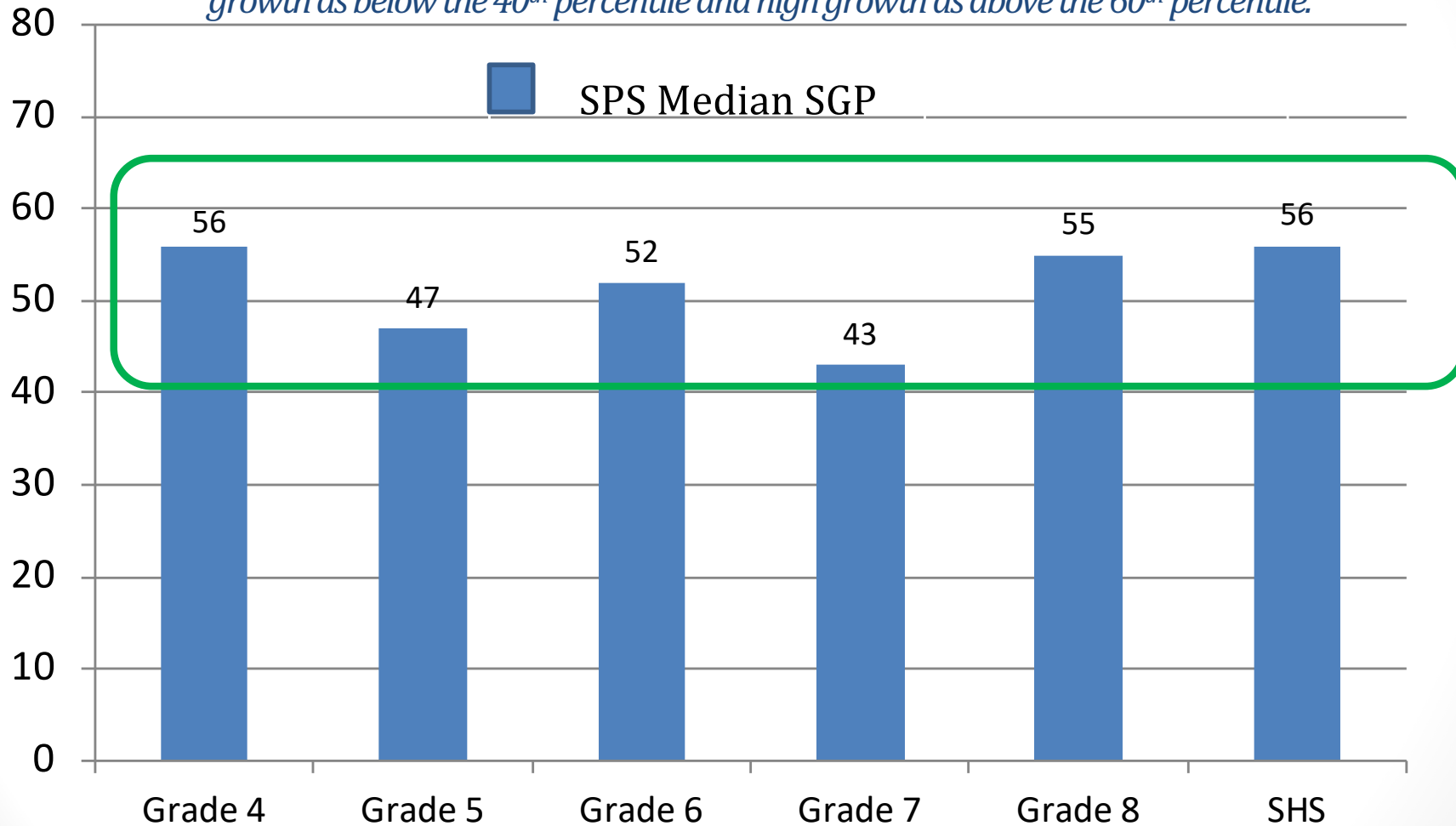
Subject:  Year:  Grade:  



# English Language Arts

## 2019 Student Growth Percentiles (SGP)

*The state defines moderate (or expected) growth to be between the 40-60 percentile, with low growth as below the 40<sup>th</sup> percentile and high growth as above the 60<sup>th</sup> percentile.*

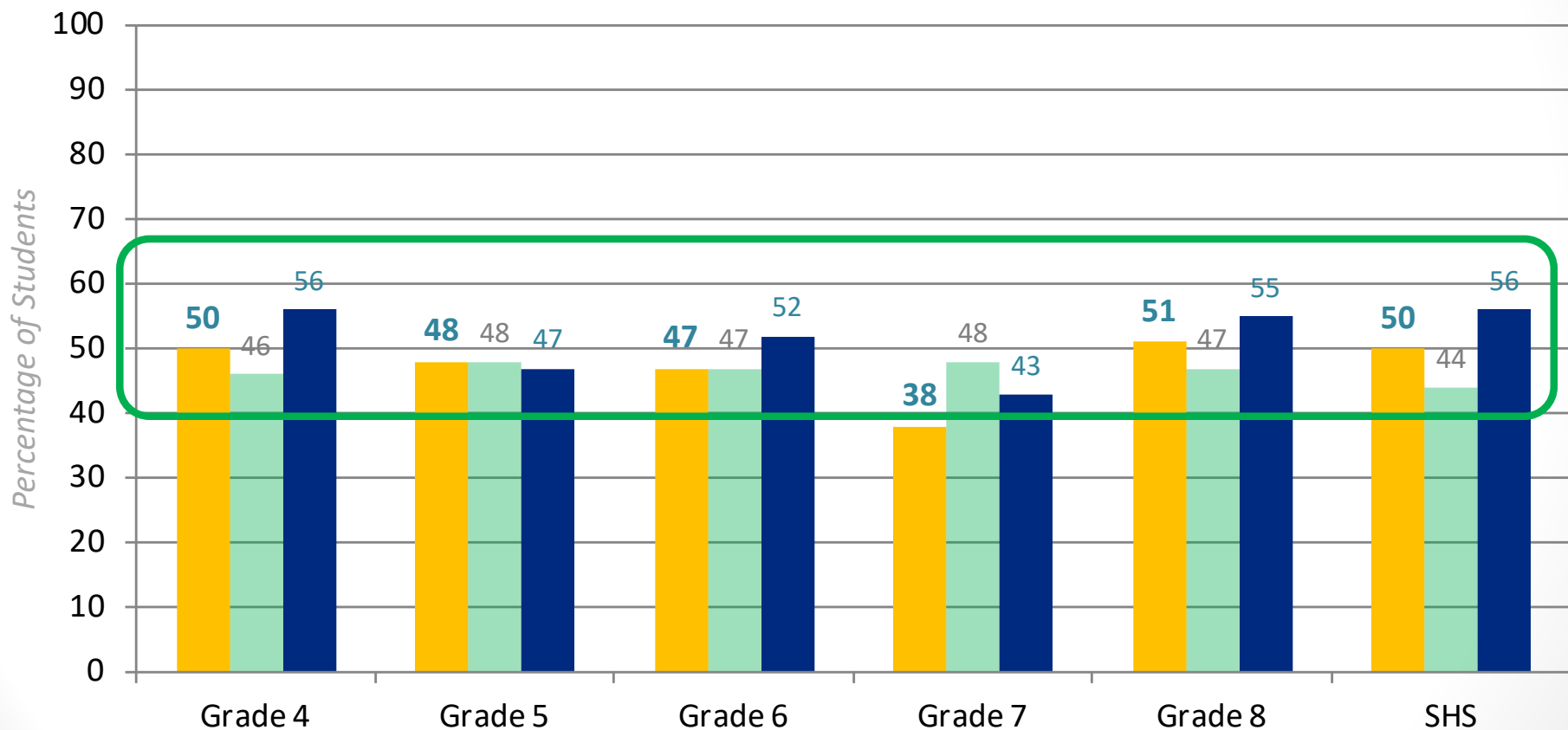


# English Language Arts

## High Needs Subgroup by Grade Level

### *2019 Student Growth Percentiles (SGP)*

■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students



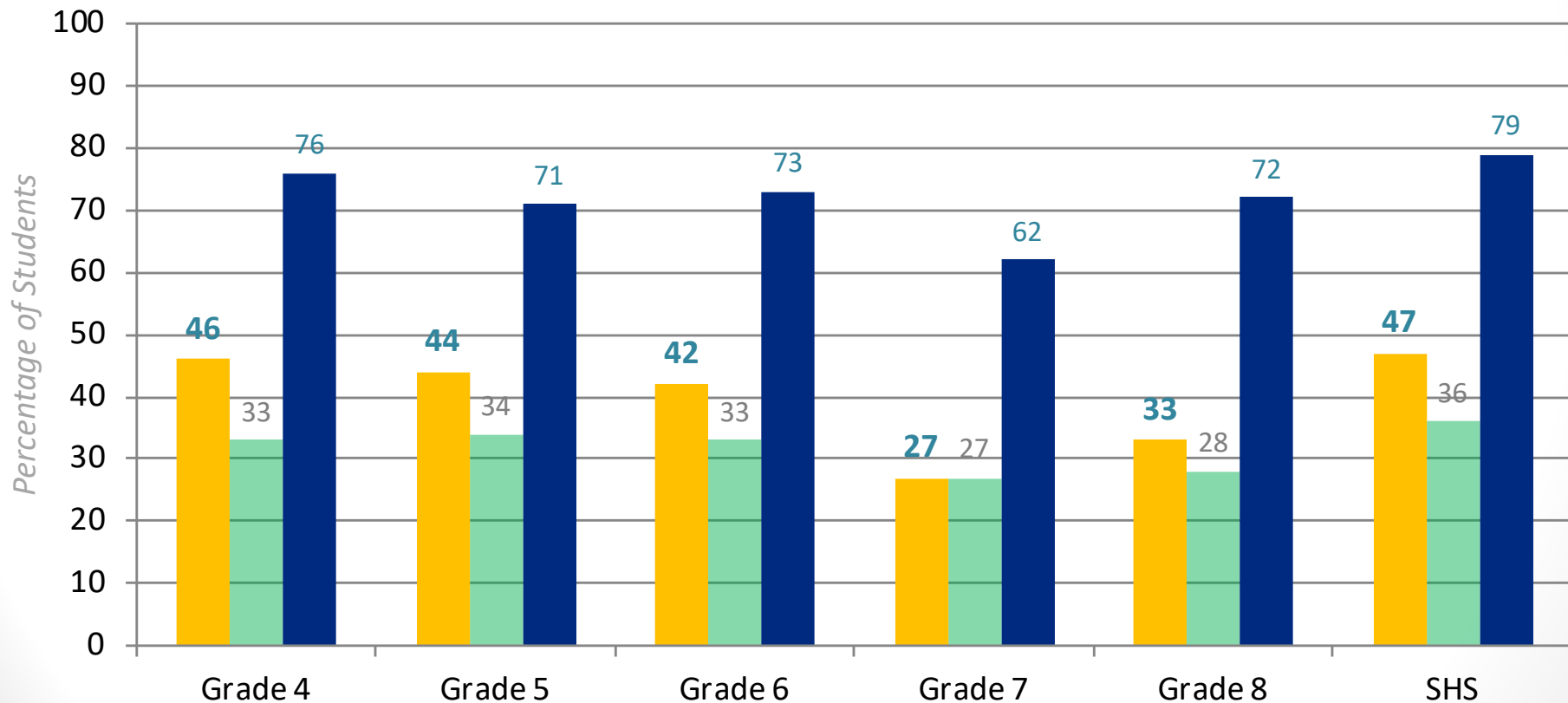
Staff look closely at the achievement gap between the high needs subgroup and the “all students” group. While the SPS high needs subgroup consistently outperformed the state,, there is still a lot of progress to be made in this area.

# English Language Arts

## High Needs Subgroup by Grade Level

*2019 Percentage of Students Meeting or Exceeding Expectations*

■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students



# Mathematics





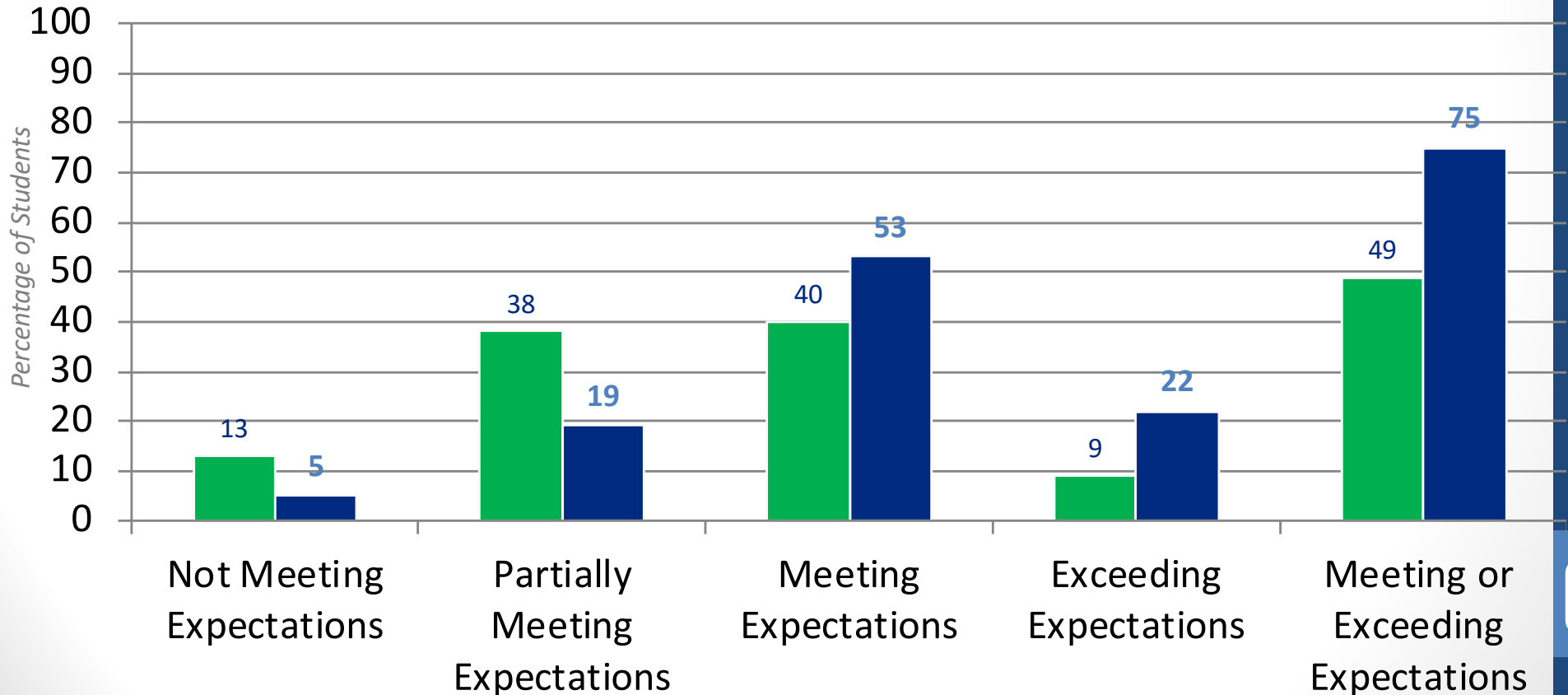
Shrewsbury Public Schools

# Grade 3 Mathematics

2019 *Next-Generation MCAS*

State Assessment Results

■ State 2019 ■ SPS 2019



( 24 )

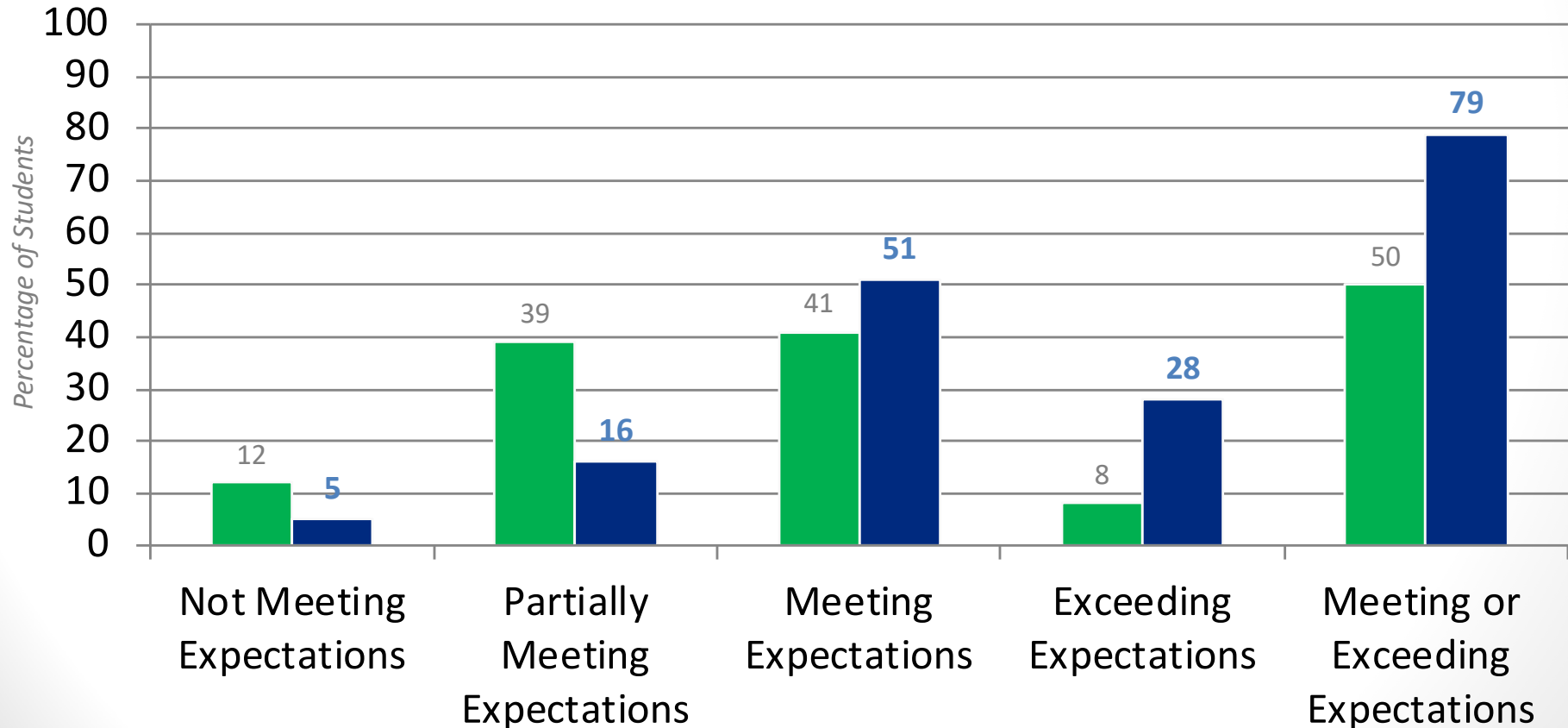
Shrewsbury Public Schools

# Grade 4 Mathematics

2019 Next-Generation MCAS

State Assessment Results

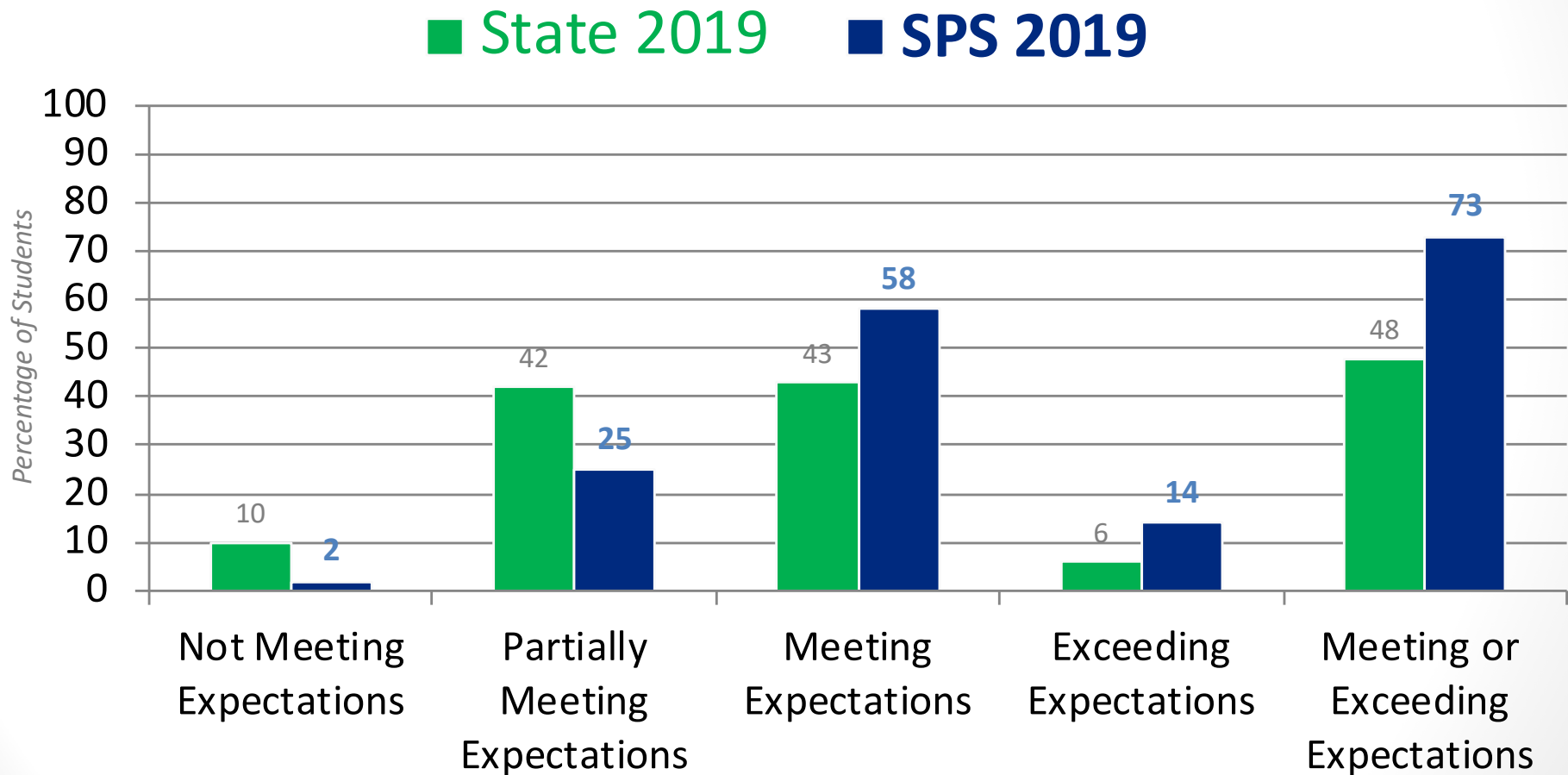
■ State 2019 ■ SPS 2019



# Grade 5 Mathematics

2019 Next-Generation MCAS

State Assessment Results



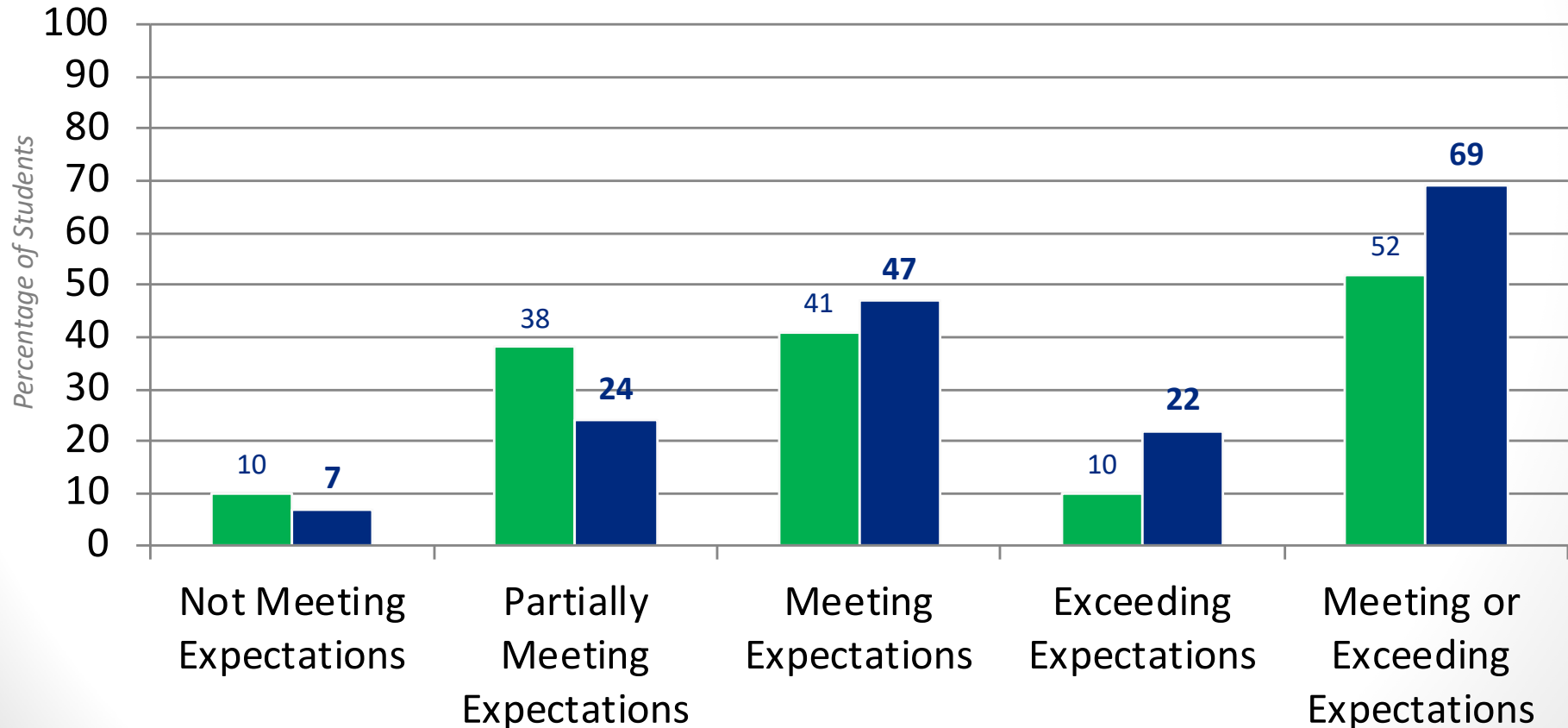
Shrewsbury Public Schools

# Grade 6 Mathematics

2019 *Next-Generation* MCAS

State Assessment Results

■ State 2019 ■ SPS 2019

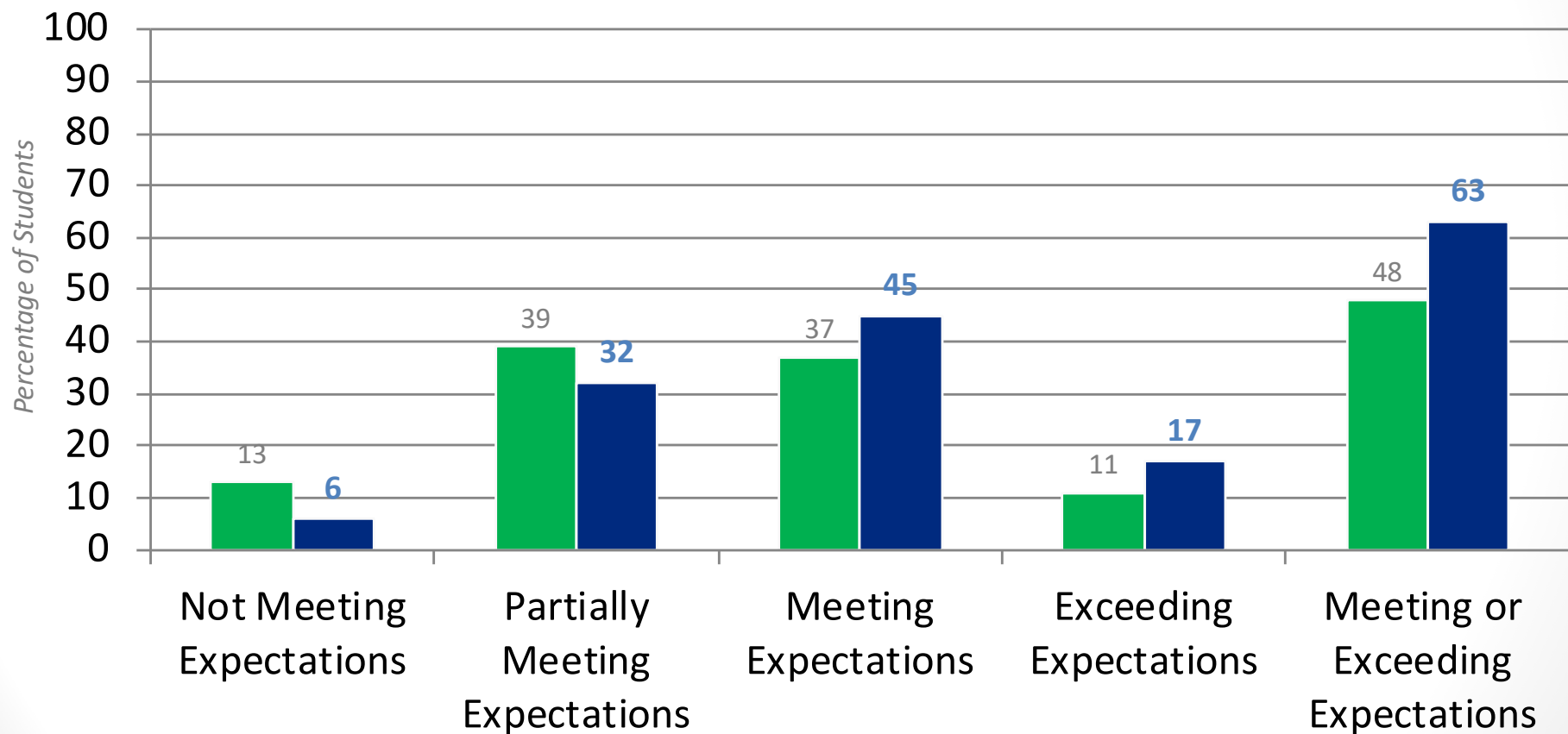


# Grade 7 Mathematics

2019 *Next-Generation MCAS*

State Assessment Results

■ State 2019 ■ SPS 2019

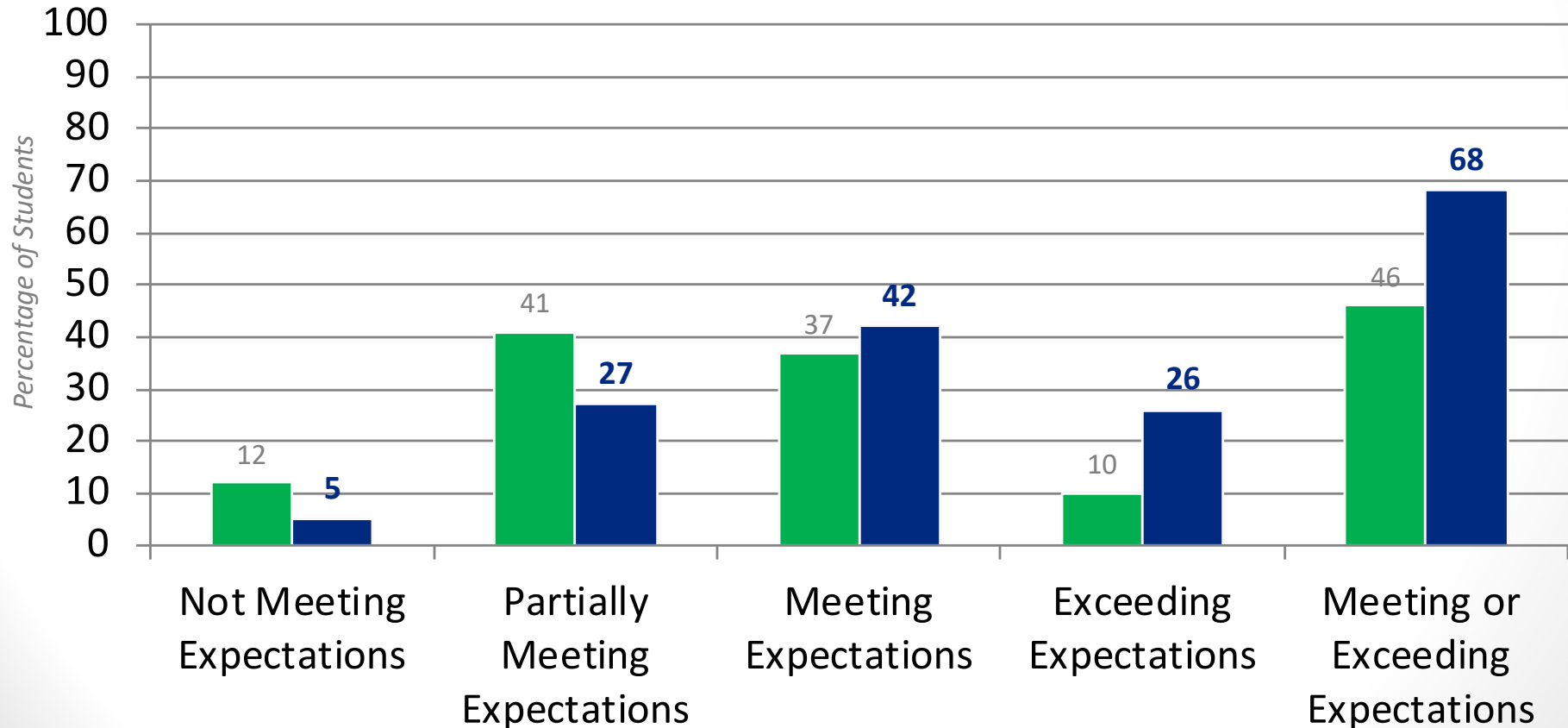


# Grade 8 Mathematics

2019 *Next-Generation MCAS*

State Assessment Results

■ State 2019 ■ SPS 2019





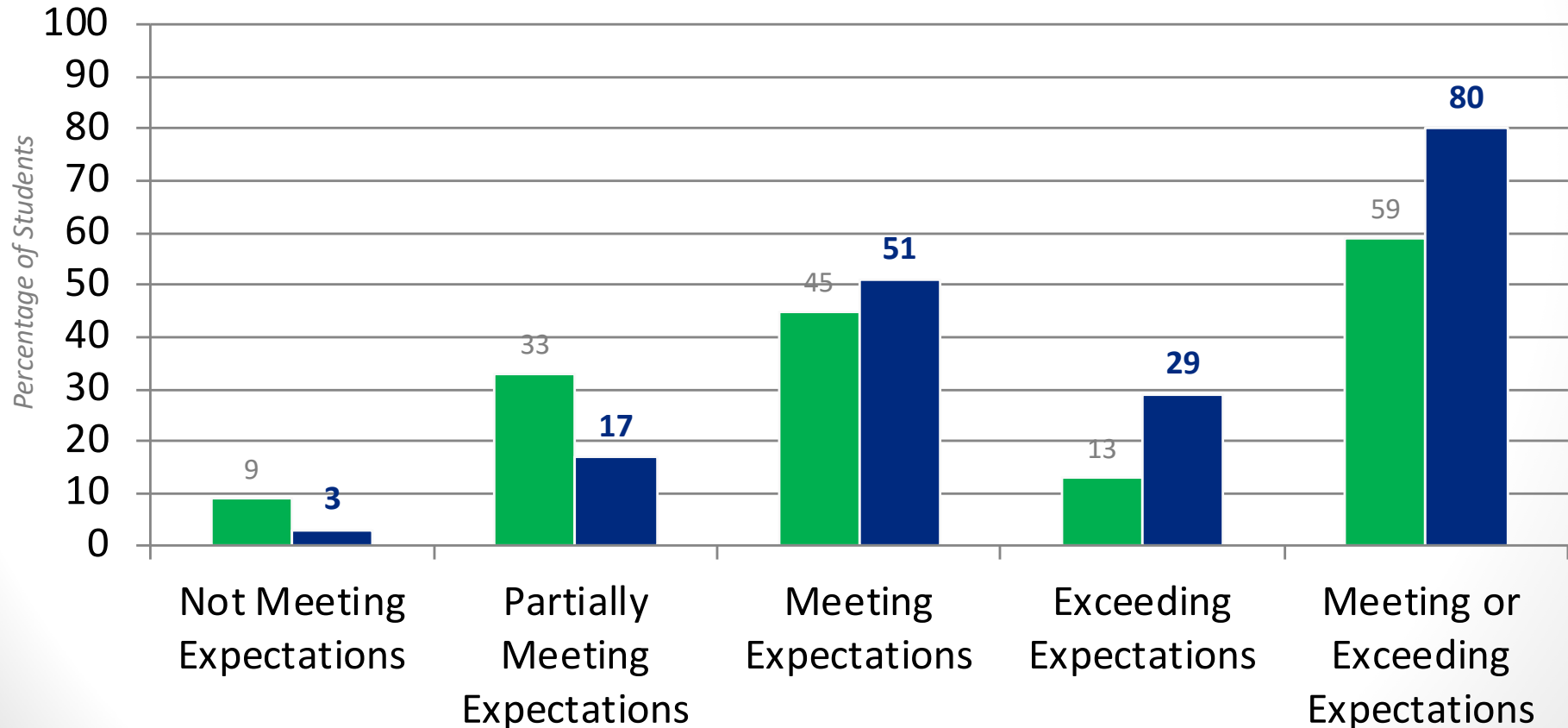
Shrewsbury Public Schools

# Grade 10 Mathematics

2019 *Next-Generation* MCAS

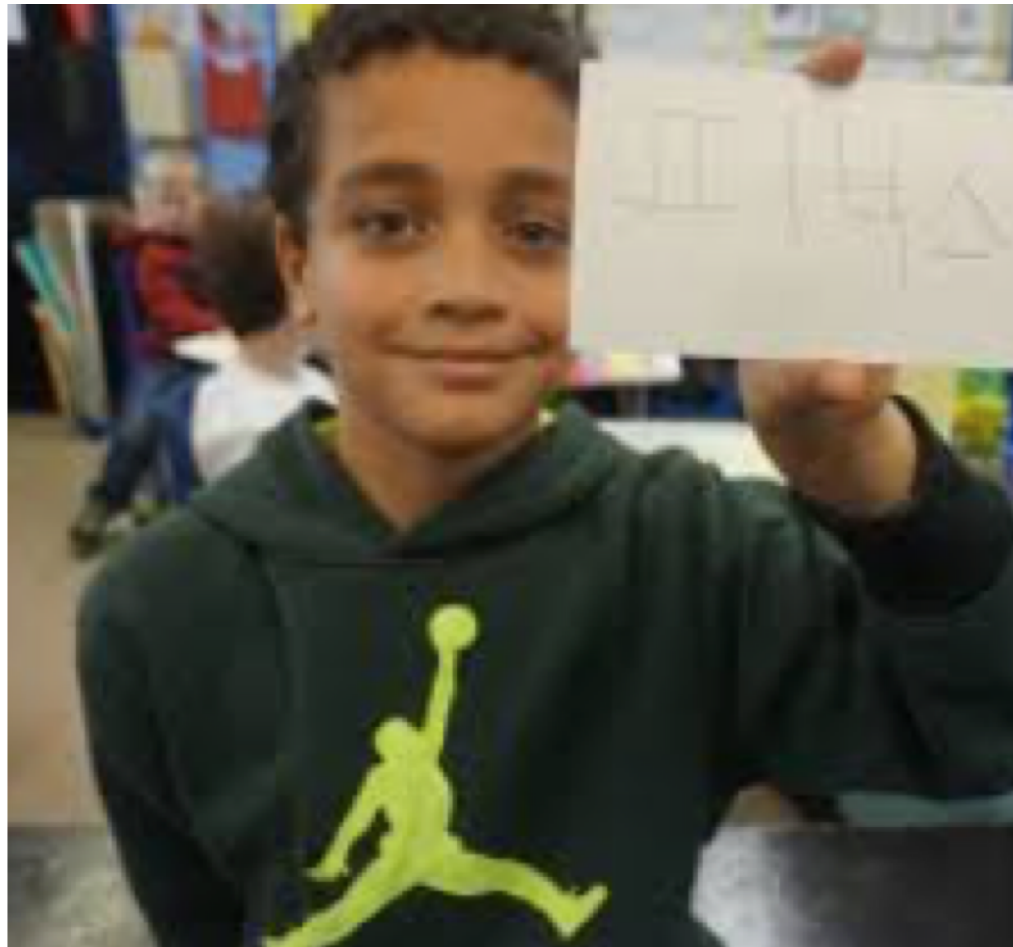
State Assessment Results

■ State 2019 ■ SPS 2019



( 30 )

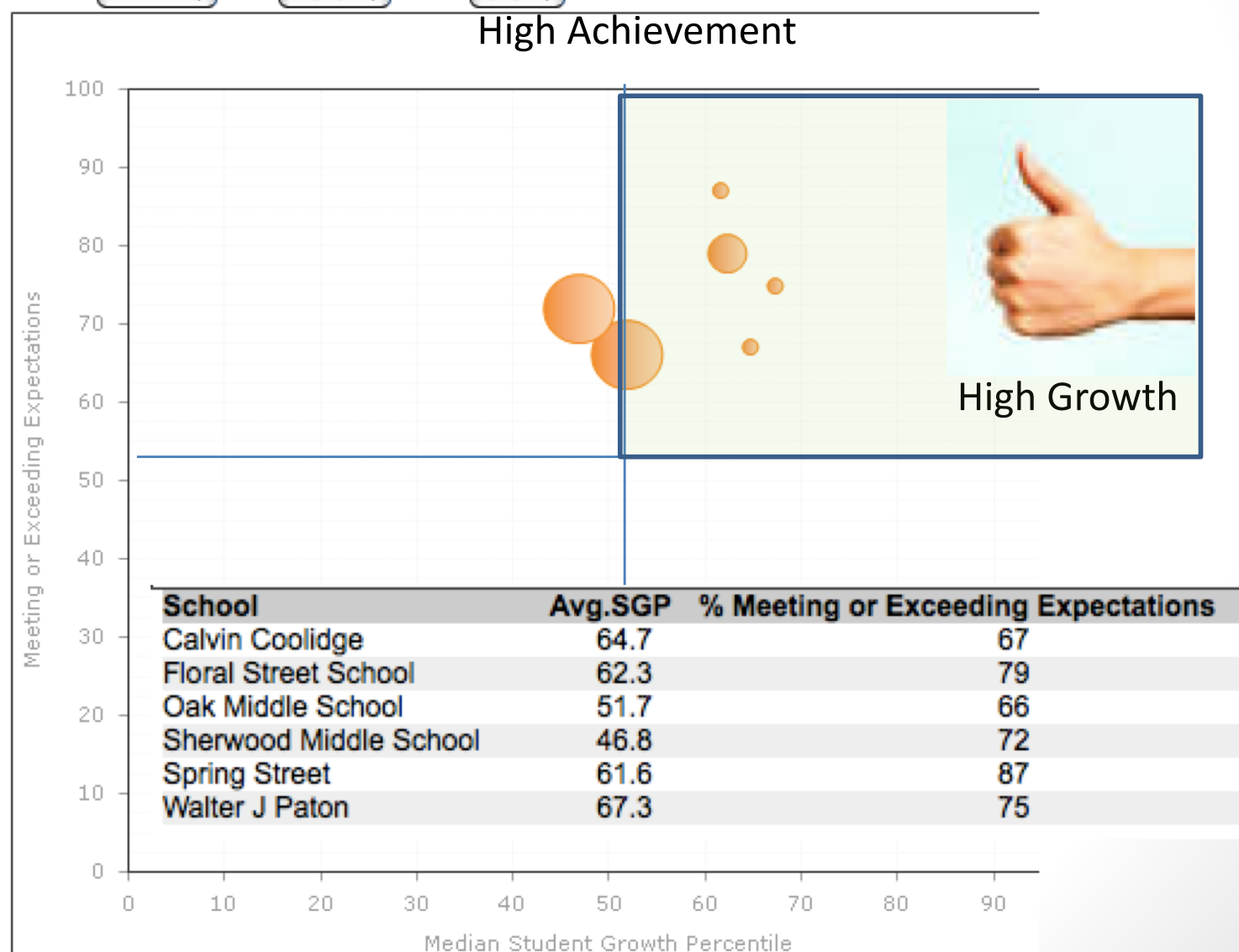
# Getting smarter



# From DESE : Math Growth Gr 3-8

## 2019 Next Generation MCAS Student Growth Report - Shrewsbury MATH - Grade:3-8

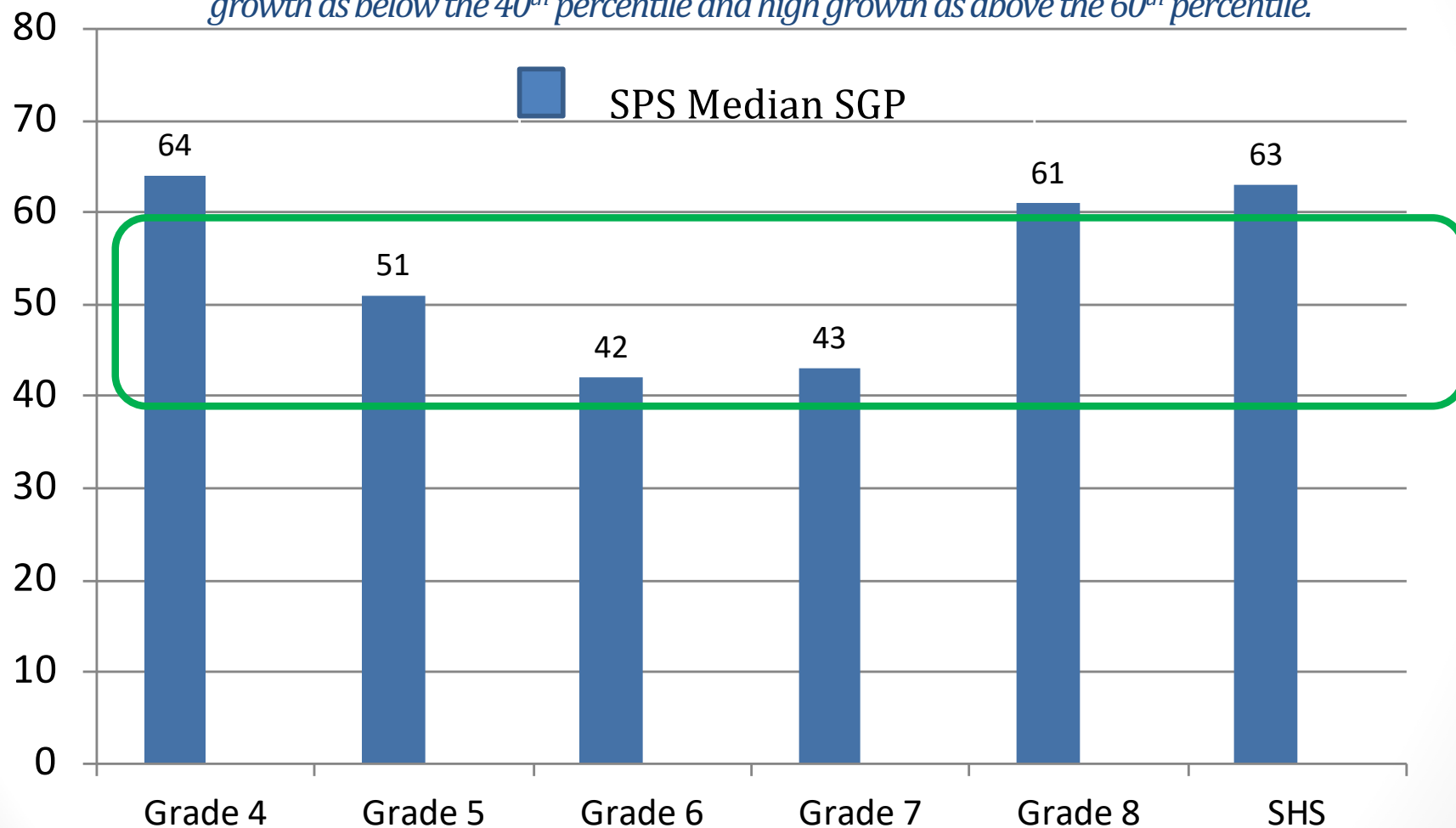
Subject: **MATH** Year: **2019** Grade: **3-8**



# Mathematics

## 2019 Student Growth Percentiles (SGP)

*The state defines moderate (or expected) growth to be between the 40-60 percentile, with low growth as below the 40<sup>th</sup> percentile and high growth as above the 60<sup>th</sup> percentile.*

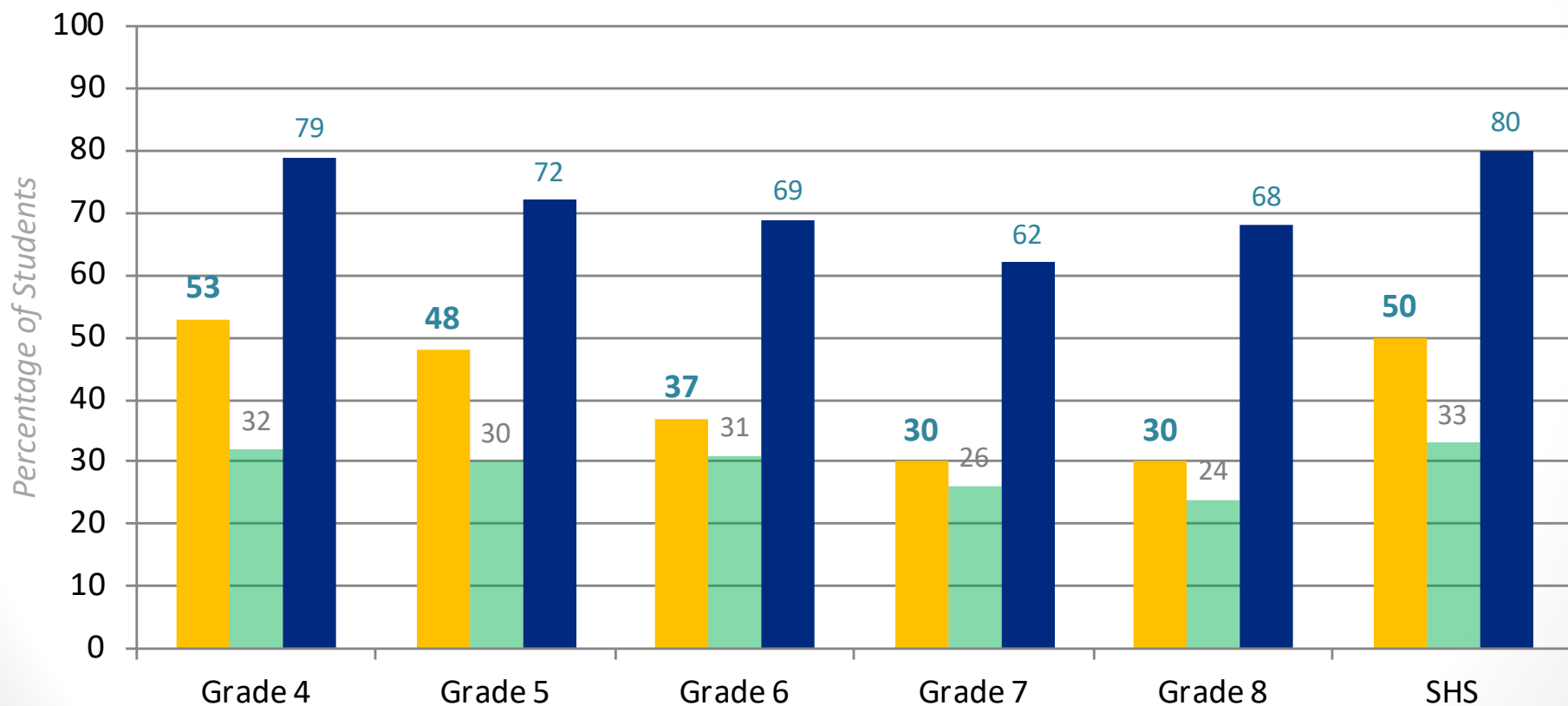


# Mathematics

## High Needs Subgroup by Grade Level

*2019 Percentage of Students Meeting or Exceeding Expectations*

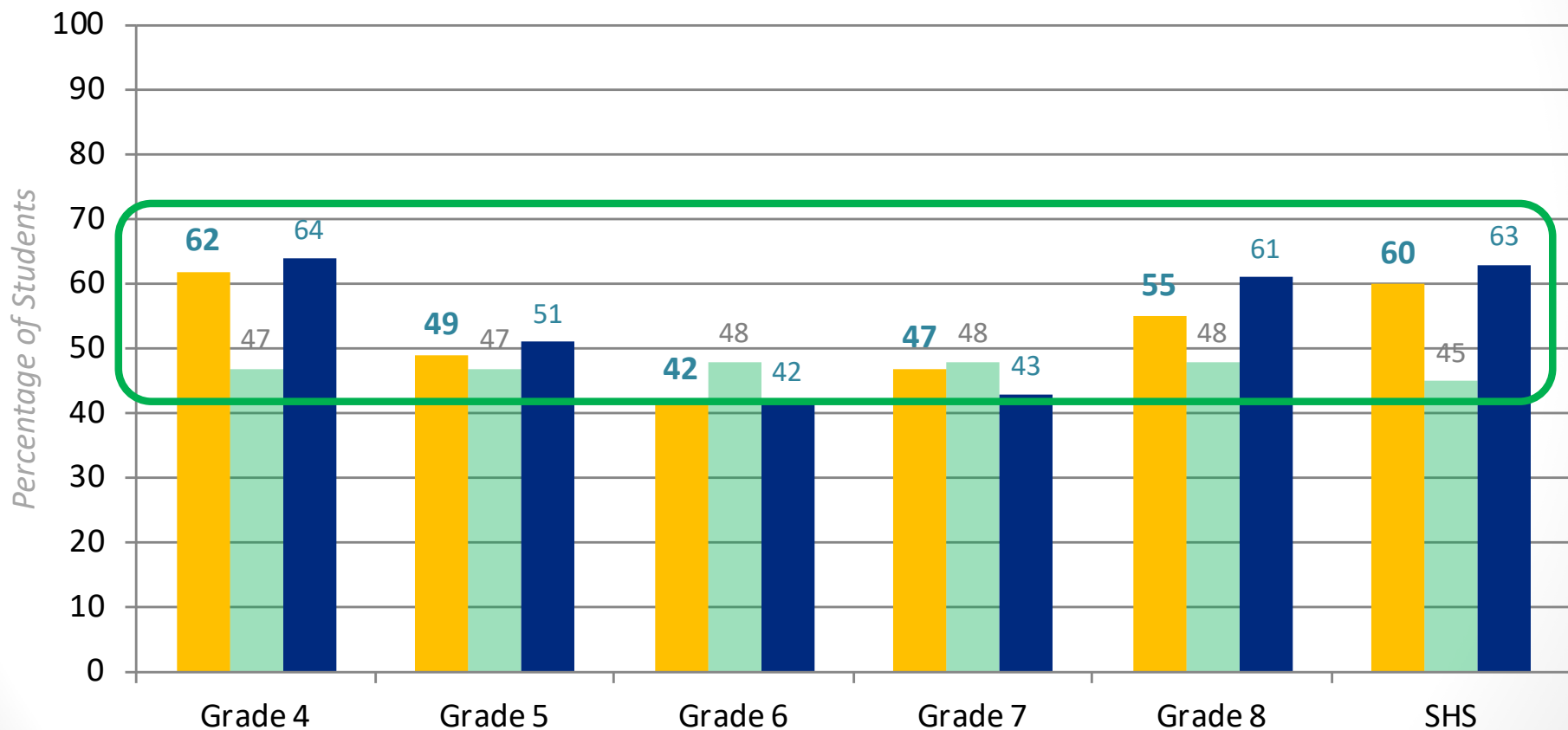
■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students



# Mathematics

## High Needs Subgroup by Grade Level *2019 Student Growth Percentiles (SGP)*

■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students

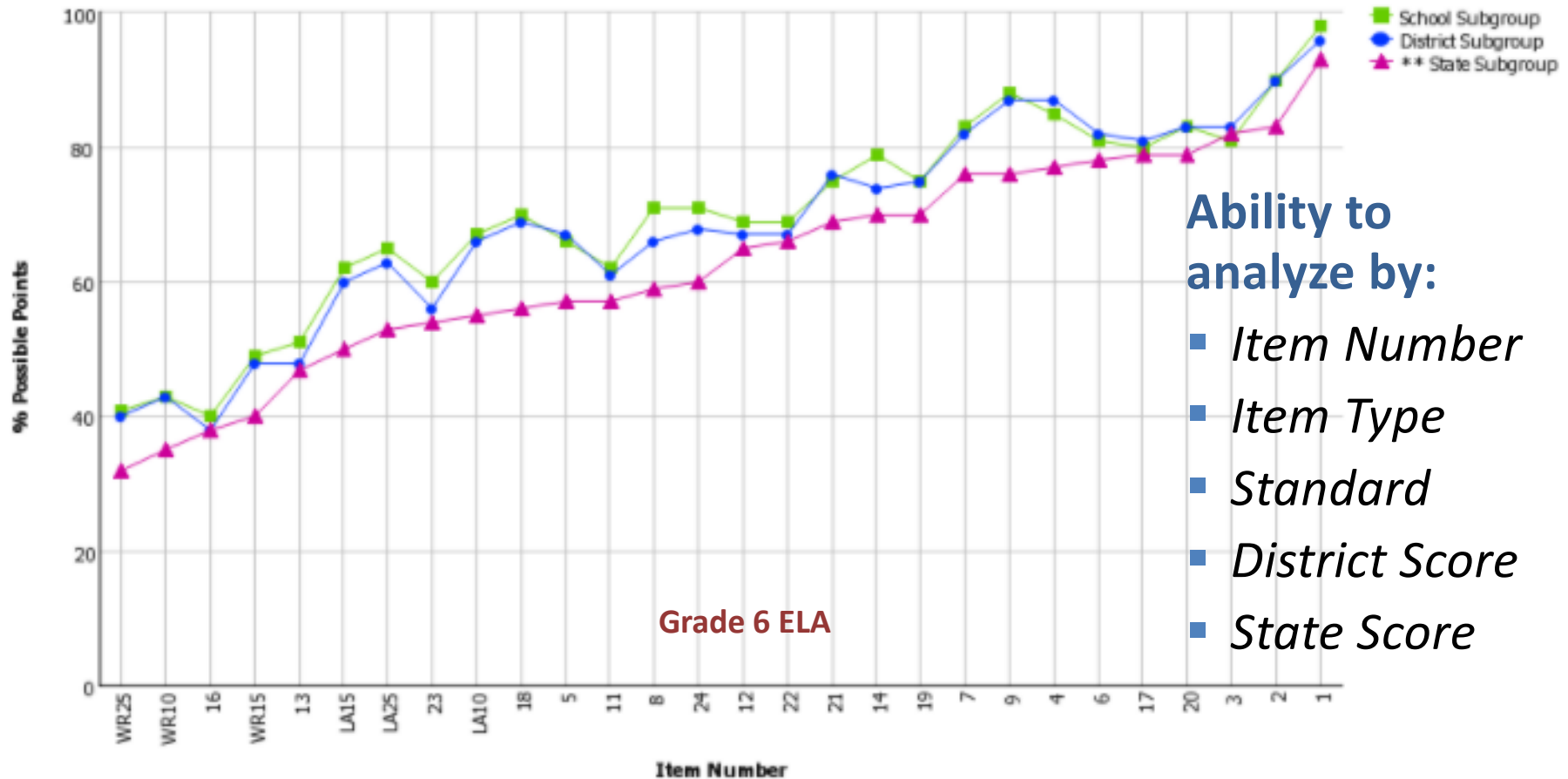


Staff look closely at the achievement gap between the high needs subgroup and the “all students” group. While the SPS high needs subgroup consistently outperformed the state,, there is still a lot of progress to be made in this area.



# Staff Analysis of MCAS

All Students (200) Mode: Online



[WR25](#) [WR10](#) [16](#) [WR15](#) [13](#) [LA15](#) [LA25](#) [23](#) [LA10](#) [18](#) [5](#) [11](#) [8](#) [24](#) [12](#) [22](#) [21](#) [14](#) [19](#) [7](#) [9](#) [4](#) [6](#) [17](#) [20](#) [3](#) [2](#) [1](#)

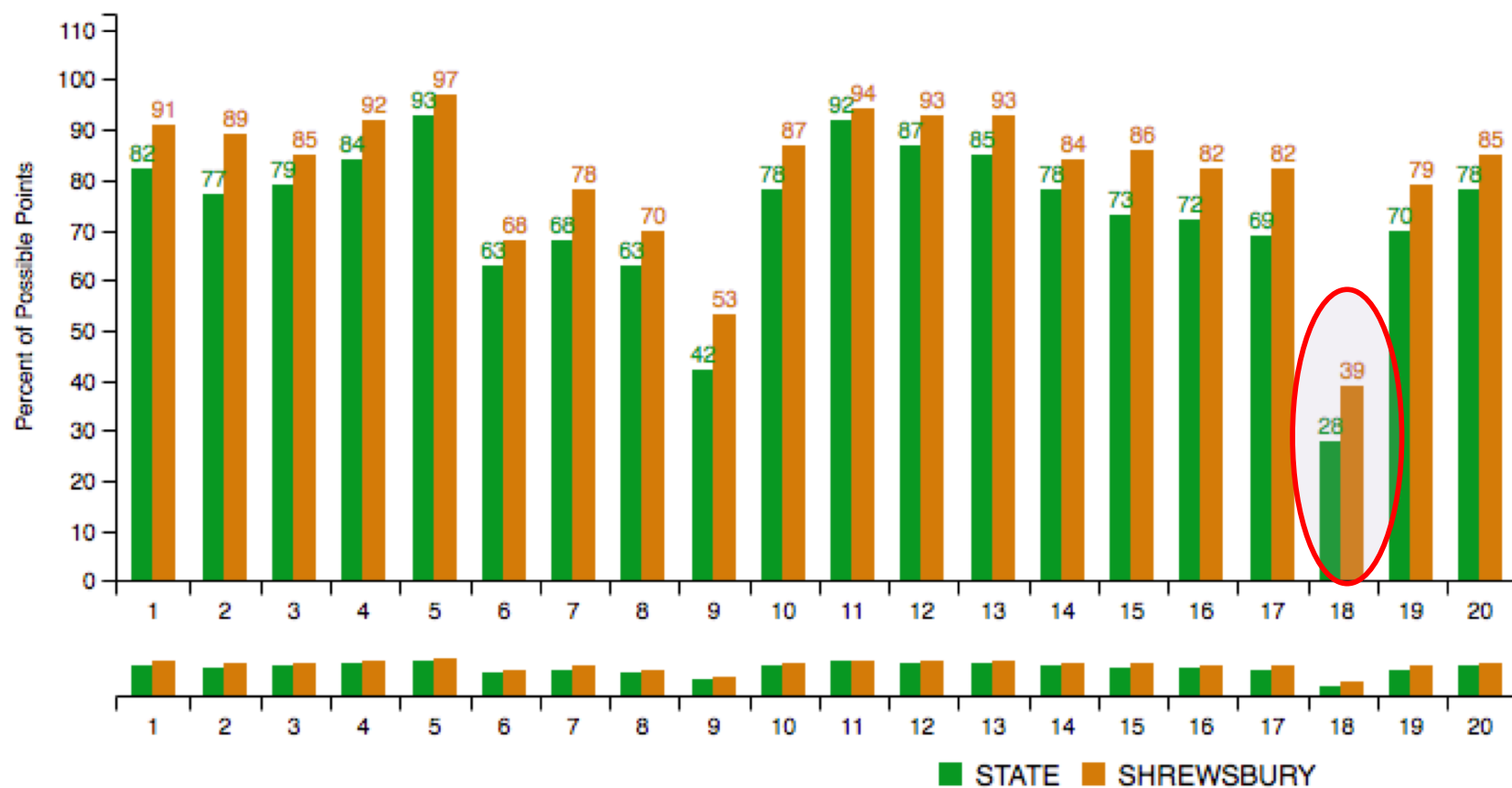
Staff will utilize the MCAS data from the DESE portal to review student performance, identify strengths and weaknesses in specific standards, and also examine released questions to determine how students need to specifically apply their understanding of concepts.

Looking at Data at the School Level

# MCAS Test Item Analysis

## Grade 3 Reading

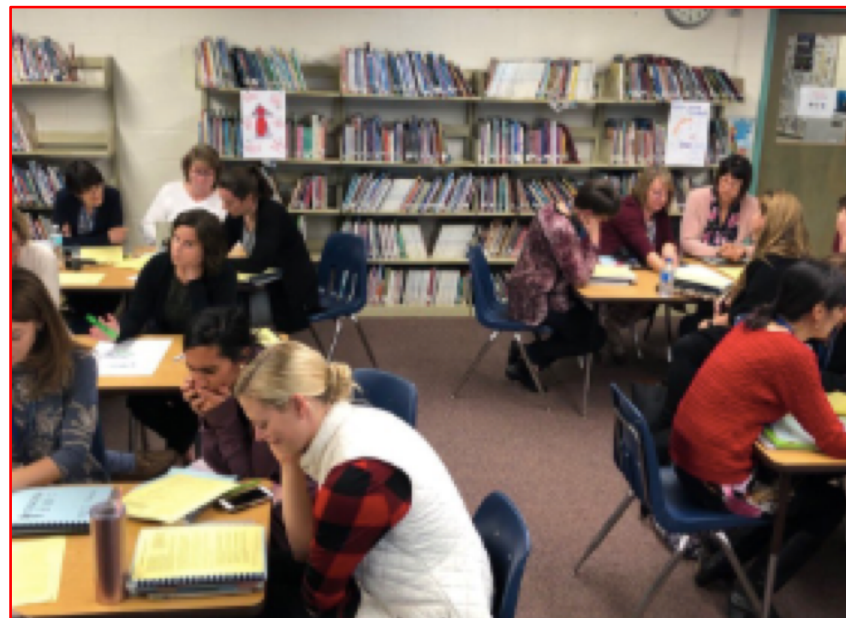
Number of Students Included: 454 Mode: Paper



An

# Curriculum Work

Item	Grade	Subject	Standard	Item Description	Points	2012	2013	2014
22	SR	LA	CCSS.ELA-Literacy.CCRA.L.1	Determine the part of speech of two words used in the poem. common.	1	60%	52%	8
23	SR	LA	CCSS.ELA-Literacy.CCRA.L.1	Determine the part of speech of a word used in the poem.	1	31%	40%	-9
24	SR	LA	CCSS.ELA-Literacy.CCRA.L.2	Determine the purpose of punctuation used in words from the poem. Write a paragraph that explains what the speaker is	1	57%	48%	9





## ✓ Use the data.

- Use district, school, and student level results to identify skills and needs
- Calibrate district assessments and report cards—to align with state standards

## ✓ Collaborate across levels.

- Discuss best practices and share resources

## ✓ Work with district leaders to calibrate expectations for instruction.

- Assessment information helps to align the curriculum, improve instruction, and monitor student progress across all grade levels.

Our people empower.



# Questions?





# How Do I Learn More?

## MCAS Parents Page

<http://www.doe.mass.edu/mcas/parents/>


- Resources include:
  - Annotated Parent/Guardian Report
  - Frequently Asked Questions (FAQs)
  - Item Descriptions

## MCAS Parent Guide

*(available in several languages)*

<http://www.doe.mass.edu/commissioner/Back-to-School/>

# Massachusetts DESE Online Information

**School and District Profiles**  
Massachusetts Department of Elementary and Secondary Education

Massachusetts Department of  
Elementary and Secondary Education

Profiles Home Directories Statewide Reports State Profile Profiles Help

Search > Massachusetts > Public School Districts >

Districts Schools

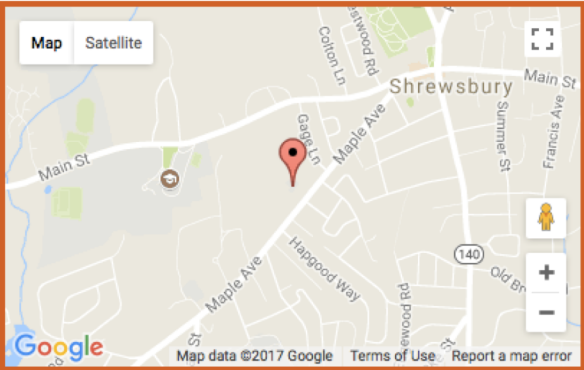
Shrewsbury

Shrewsbury (02710000)

General Students Teachers Finance Assessment Accountability Trends - DART

**Contact Information**  
> People  
> Grades Offered  
> Relationships/Membership  
> Additional Information  
> About Public School Districts

**Related Links:**  
ESE Website



Map Satellite

Shrewsbury

Map data ©2017 Google Terms of Use Report a map error

**Shrewsbury**  
100 Maple Avenue  
Shrewsbury, MA, 01545 5398  
508-841-8400 508-841-8490  
jsawyer@shrewsbury.k12.ma.us  
http://schools.shrewsburyma.gov  
Superintendent : Joseph M Sawyer

Print

## School Accountability Information

### School

[Calvin Coolidge](#)

[Floral Street School](#)

[Walter J Paton](#)

[Spring Street](#)

[Sherwood Middle School](#)

[Oak Middle School](#)

[Shrewsbury Sr High](#)

[Beal School](#)

[Parker Road Preschool](#)

There are lots of resources on the web at:

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=02710000&orgtypecode=5&>

# Looking Beyond Scores

- Scores can identify areas where students need academic support, but scores can also reflect **non-academic barriers to learning**.
- ESE and districts continue to work together to:
  - teach with diverse student needs in mind,
  - build cultural competency, and
  - address the need for continued work with data analysis



# Assessment → Instruction



## **Not Meeting Expectations**

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.

## **Partially Meeting Expectations**

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.

# Interpreting the Results

- Massachusetts educators set these standards, and they raised them in order to make sure our students will be college- and career- ready.
- The roughly equivalent proportion of students in each grade and subject area reflect:
  - a clear **progression** of learning expectations from grade to grade;
  - **Panelists' consistent application of the standards**
  - Achievement targets were set for all these tests **at the same time**



# ...and Less Like Legacy MCAS Results (2015)

