

Shrewsbury Public Schools

MCAS Update 2017



Report to School Committee
December 6, 2017

Spring 2017: A Tale of 2 Tests

Legacy MCAS

- Science, Technology/Engineering test, *Grades 5 and 8*
- *ALL high school tests* (English Language Arts, Math, and Science, Technology/Engineering)

"Next-Generation" MCAS


- English Language Arts and Math
- *Grades 3-8*

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**
- Designed to be given on a **computer**
- Gives a **clearer signal of readiness** for the next grade level or college and career



NEW Achievement Levels

Legacy  "Next-Generation"

Advanced

demonstrated a **comprehensive and in-depth understanding** of rigorous subject matter, and provide sophisticated solutions to complex problems.

Proficient

demonstrate a **solid understanding** of challenging subject matter and solve a wide variety of problems.

Needs Improvement

Students at this level demonstrate a **partial understanding** of subject matter and solve some simple problems.

Warning

Students at this level demonstrate a **minimal understanding** of subject matter and do not solve simple problems.

Exceeding Expectations

exceeded grade-level expectations by demonstrating **mastery** of the subject matter.

Meeting Expectations

met grade-level expectations and is academically on track to succeed in the current grade in this subject.

Partially Meeting Expectations

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.**

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.

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

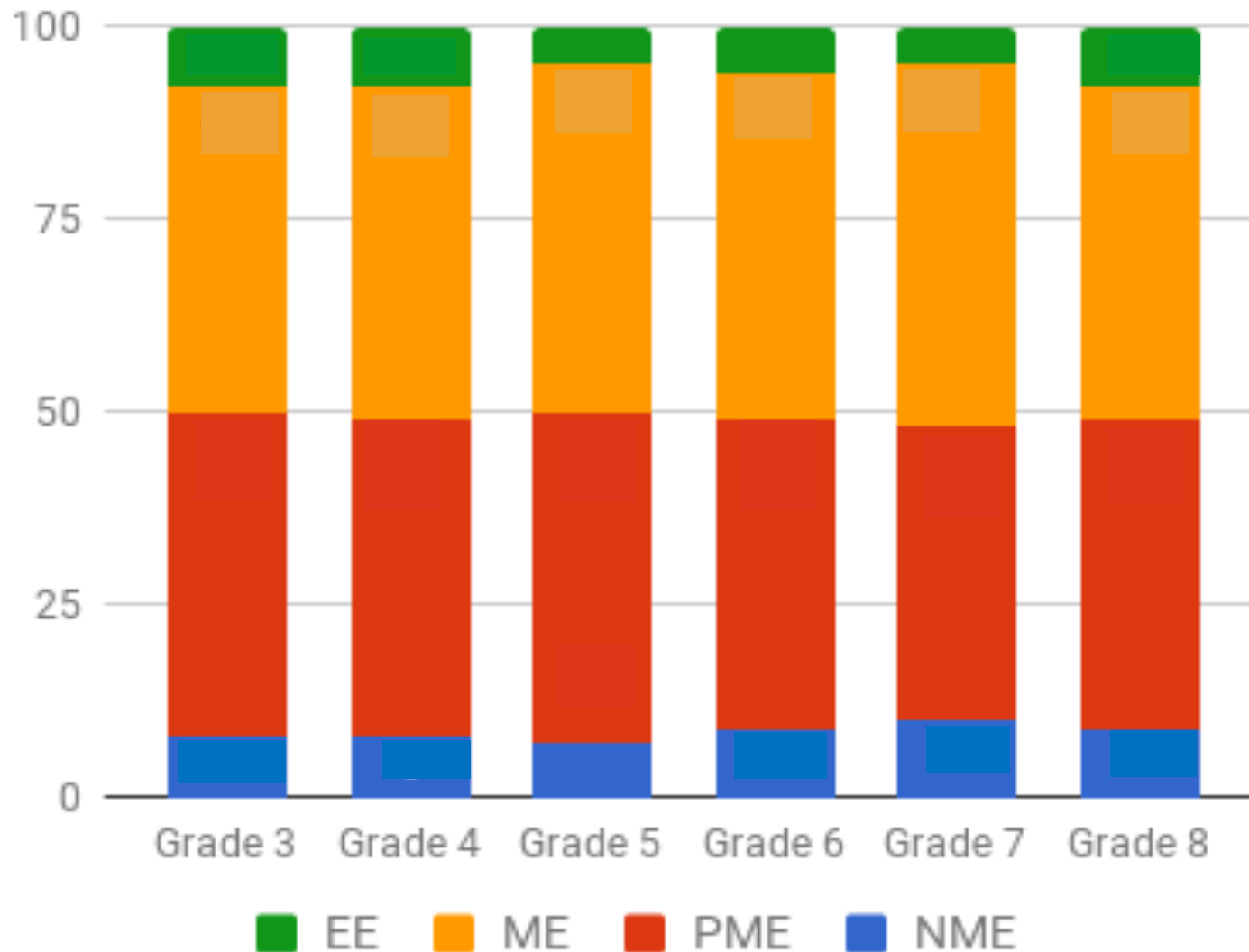
- Massachusetts educators set these standards, and they raised them in order to make sure our students will be college- and career- ready.
- The roughly equivalent proportion of students in each grade and subject area reflect:
 - a clear **progression** of learning expectations from grade to grade;
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



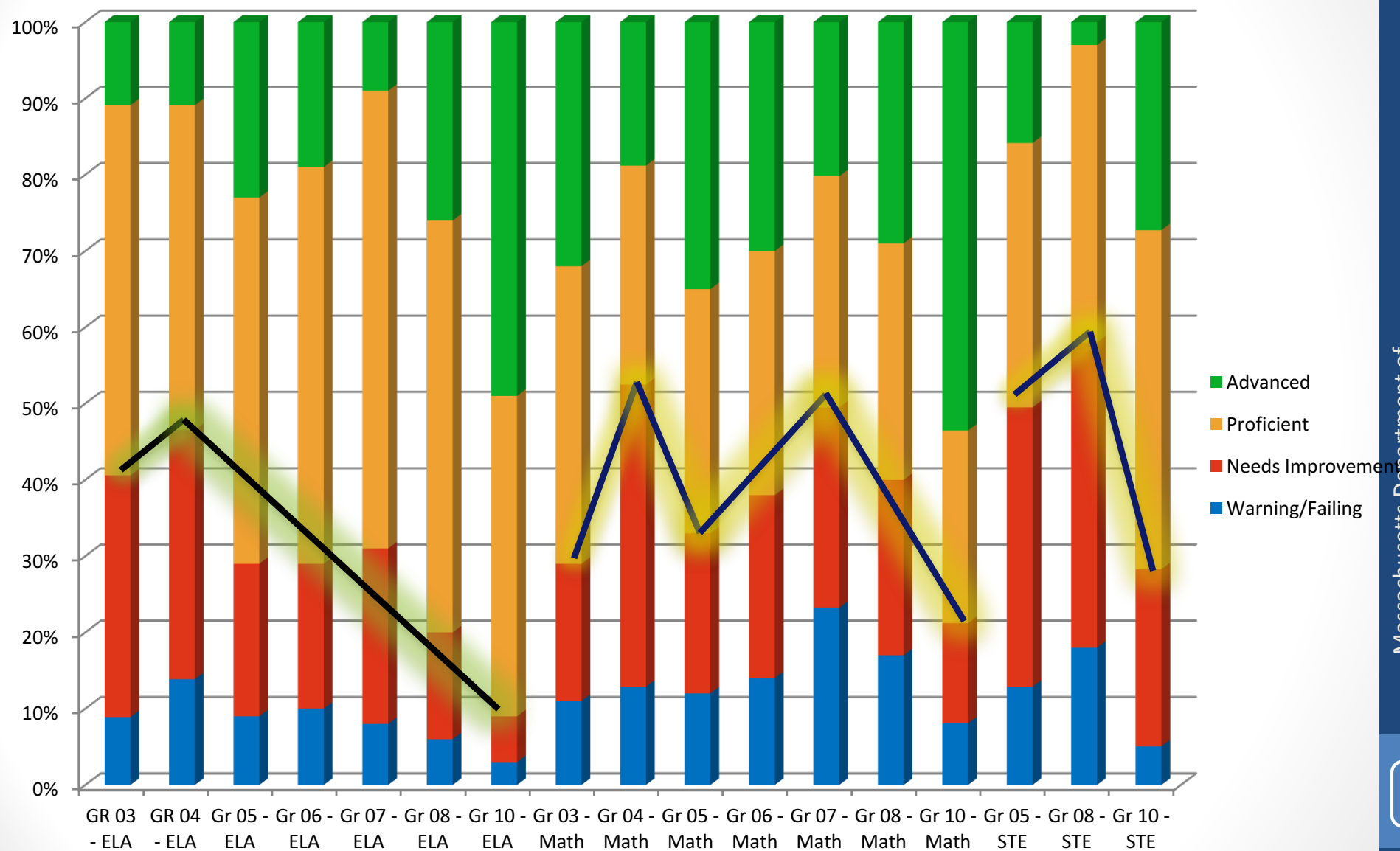
Projected Statewide 2017 Results for Grades 3-8 ELA and Math

Percent of students in each achievement level

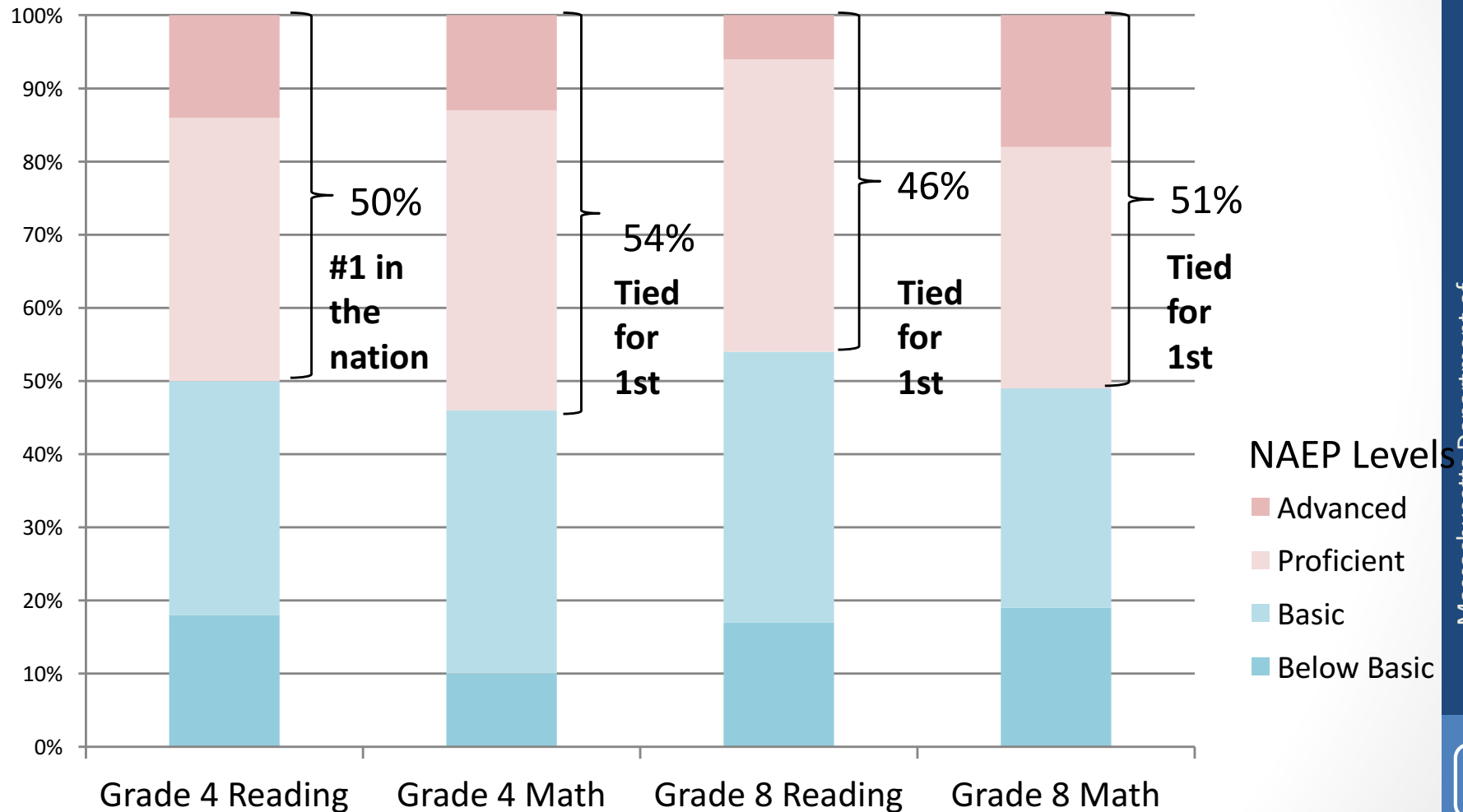
Massachusetts Department of Elementary and Secondary Education



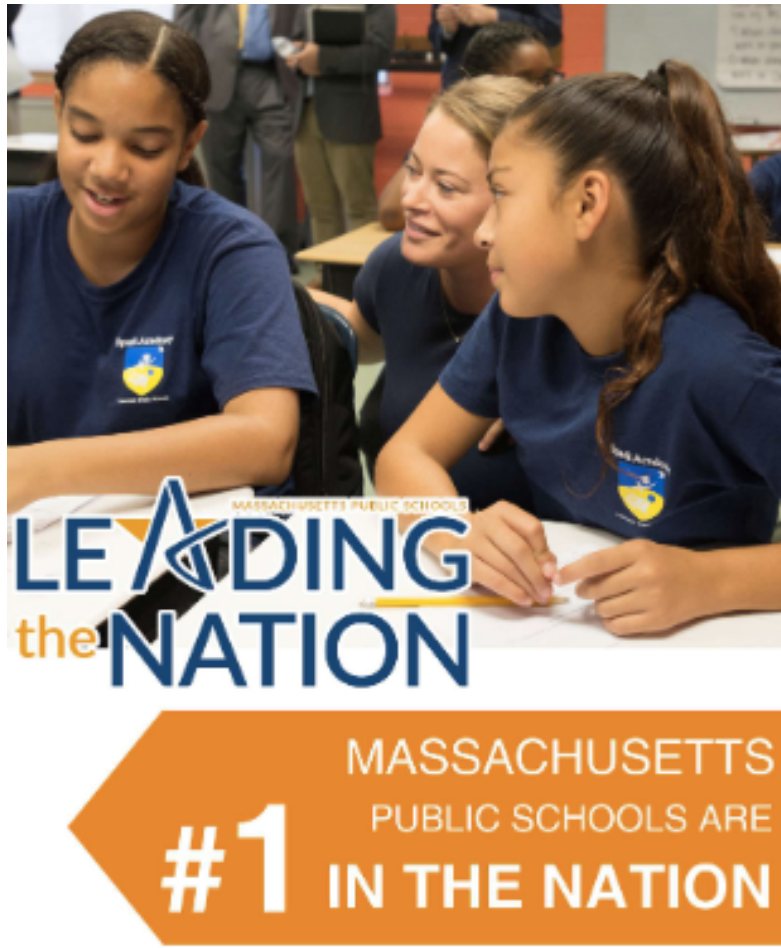
...and Less Like Legacy MCAS Results (2015)



Projected Next-Gen MCAS Results Look More Like Massachusetts's 2015 NAEP Results...



Leading the Nation



District Overview

- ❖ Achievement Levels by Content and Grade Levels
- ❖ District Comparisons
- ❖ Sub-Group Data
- ❖ Student Growth Percentile (SGP)



Achievement vs. Growth

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 indicates a *change in an individual student's test score* over time. . .

- *For instance, it tells how much a specific student improved on the Mathematics MCAS test from 4th and 5th grade to 6th grade*



Student Growth Percentiles (SGP)



- ✓ Massachusetts measures growth by comparing the change in a student's achievement scores on statewide assessments with all other students with similar test score histories.
- ✓ The rate of change is expressed as a percentile.
 - *How much did Rishi improve in mathematics from 4th and 5th grade to 6th grade, relative to her academic peers?*
 - *If Rishi improved more than 65 percent of her academic peers, then her Student Growth Percentile (SGP) would be 65.*



The state defines
moderate (or expected)
growth to be between
the 40-60 percentile

SGP 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 1st or 99th percentile*



Why look at growth?

✓ to monitor progress

- *A student may achieve currently at a lower level, but still make great progress relative to academic peers*
- *Another could achieve well but not improve much from year to year*

✓ to set meaningful goals

- *Because the growth model compares students to others with similar score histories, students at all levels of achievement can show growth.*

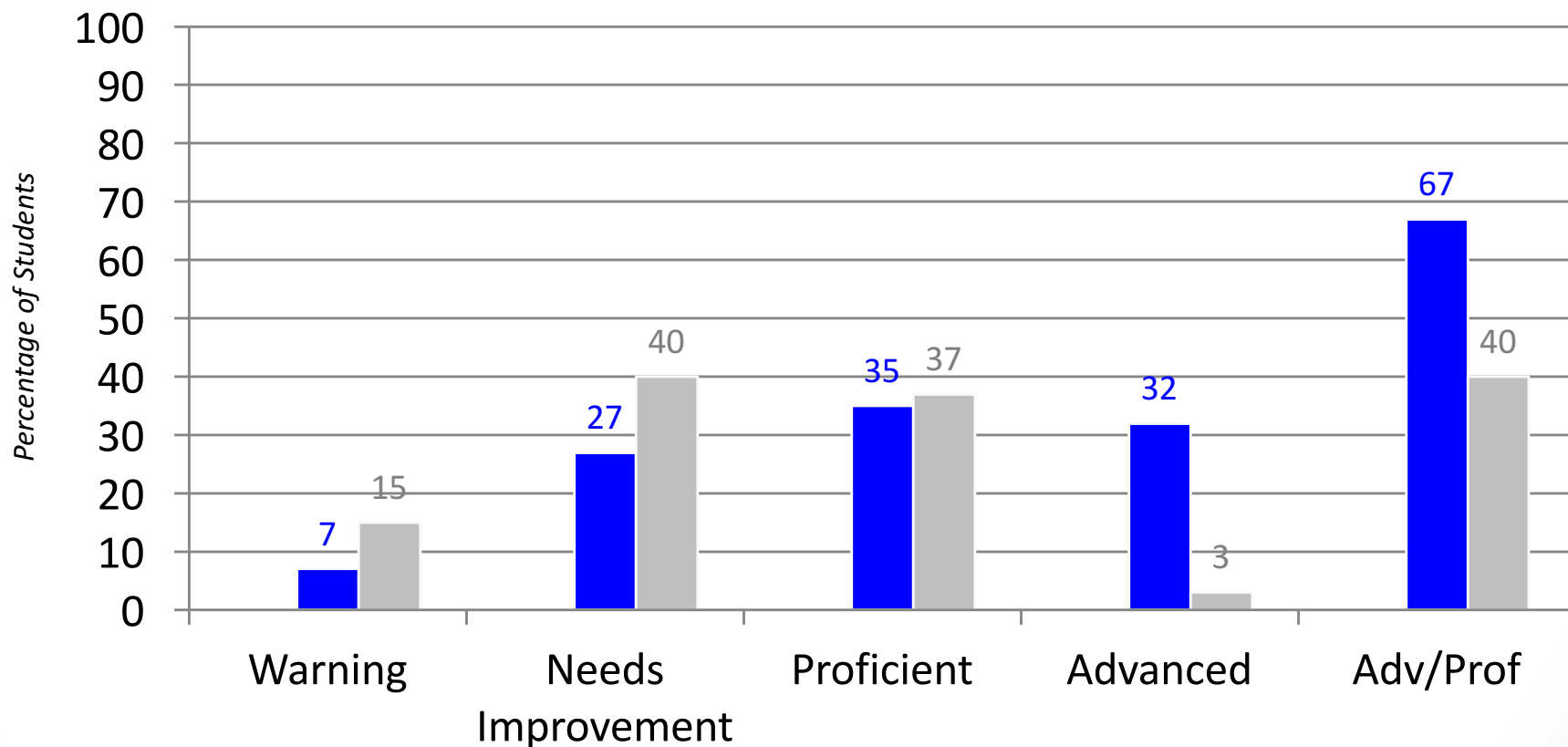
Science and Technology/Engineering



Grade 5 Science & Technology

2016-2017 (Legacy) MCAS

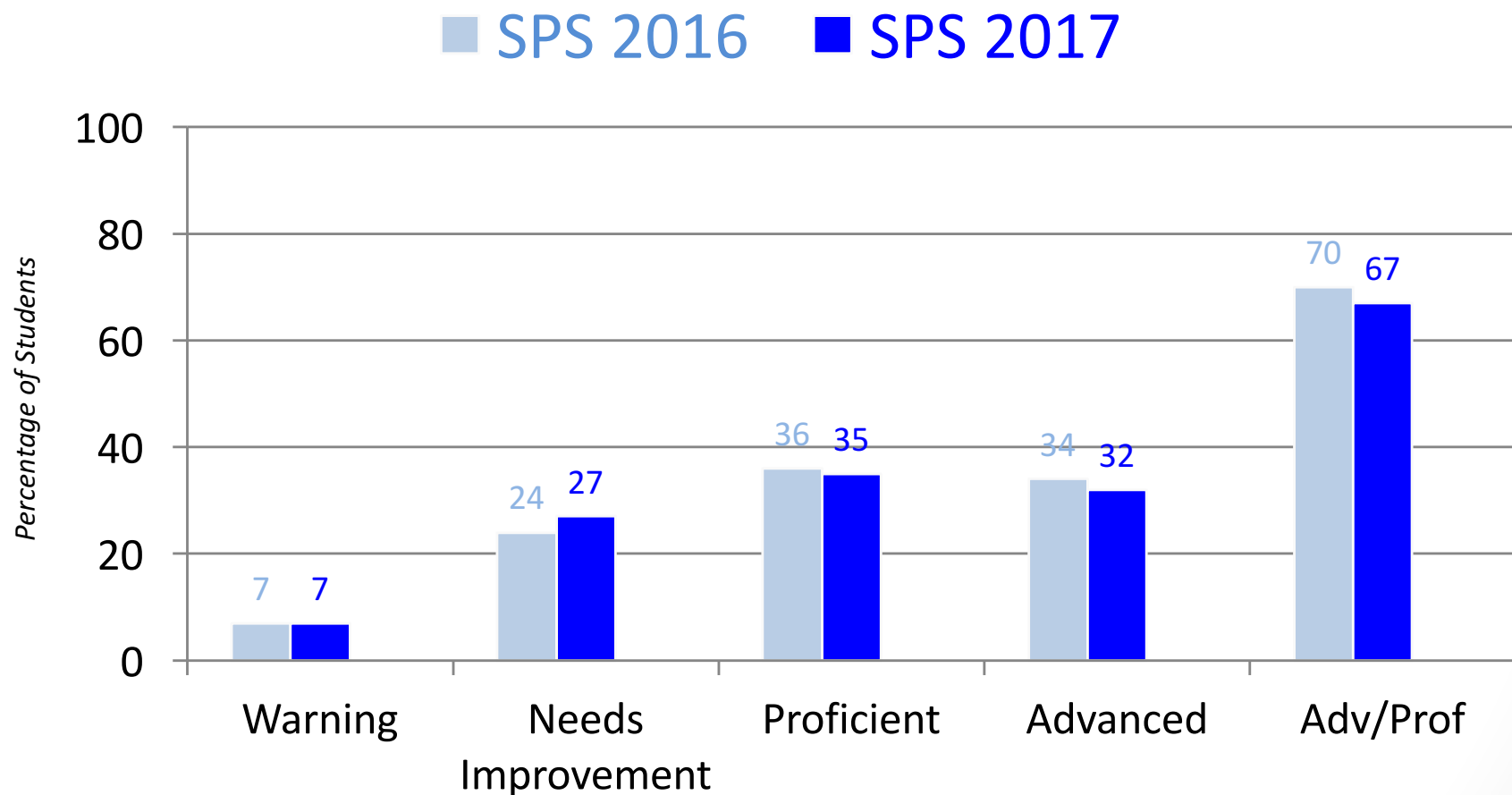
■ SPS 2017 ■ State 2017



Fewer students (2% less than last year) achieved at the Advanced level, resulting in a slight decrease in the percentage of students in the Adv/Prof levels. We saw a slight increase in the number of students scoring a Needs Improvement.

Grade 5 Science & Technology

2016-2017 (Legacy) MCAS

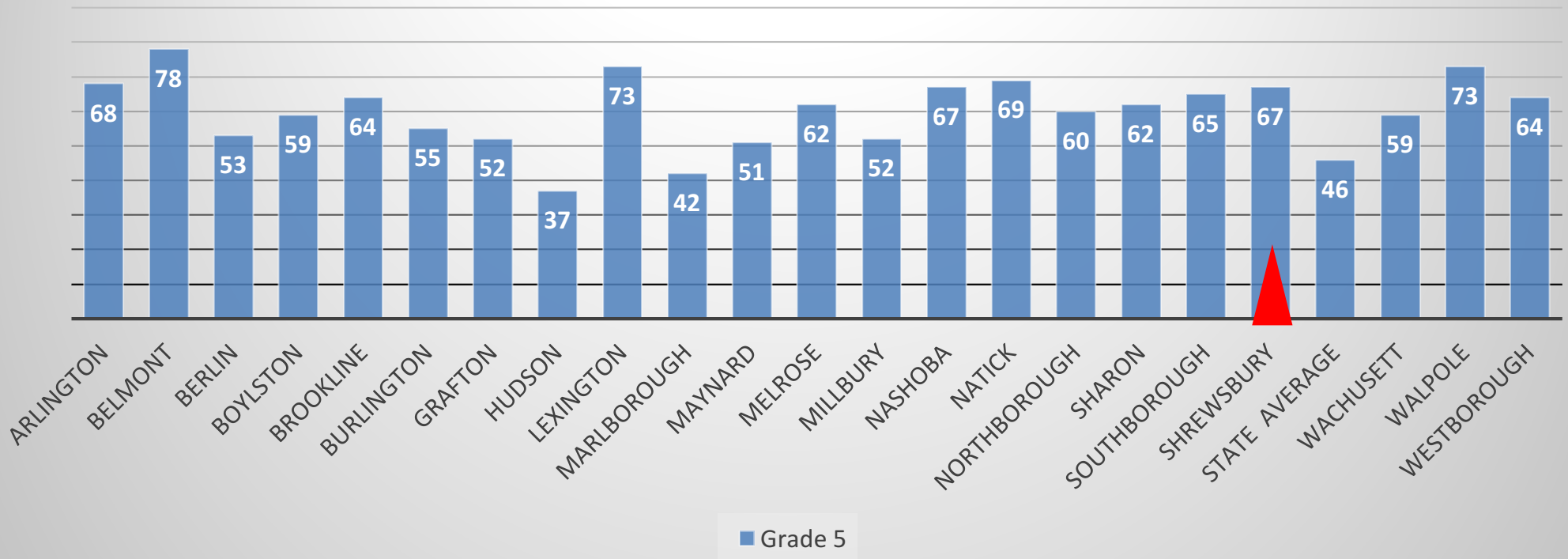


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Percentage of students Meeting or Exceeding Expectations

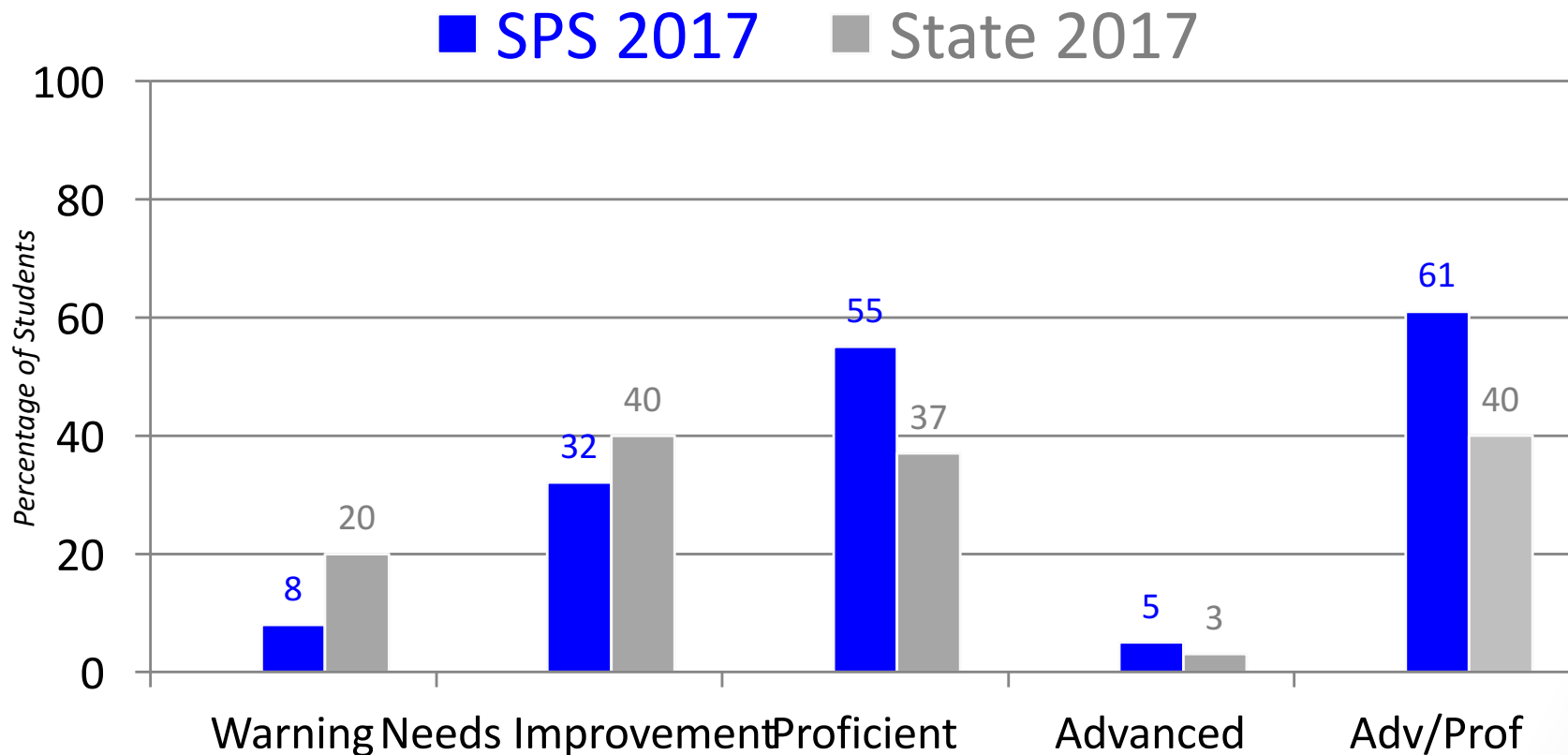
Legacy MCAS Sci/Tech / Grade 5

Comparable District Comparisons



Grade 8 Science & Technology

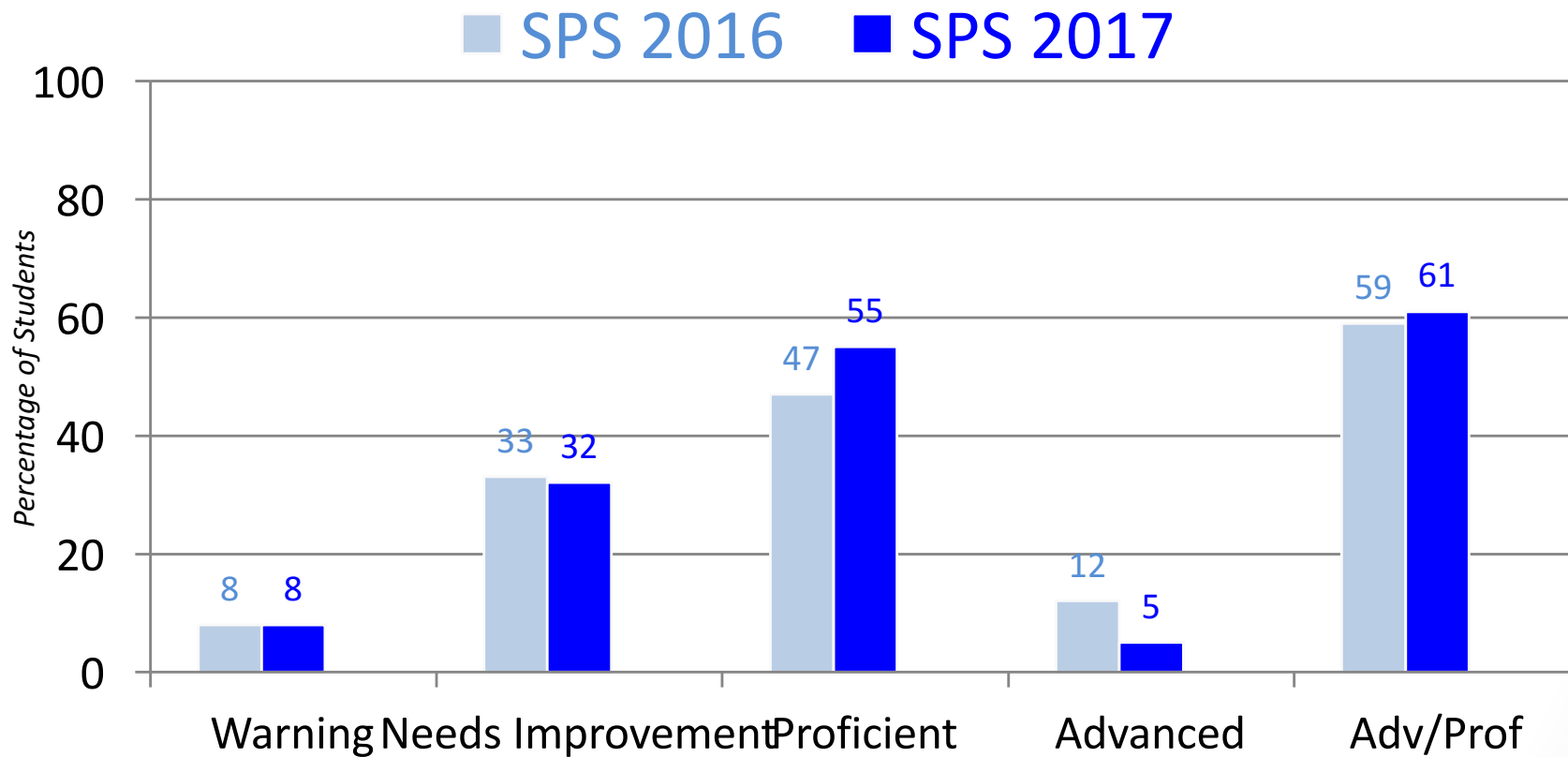
2016-2017 (Legacy) MCAS



There is a slight increase in the percentage of students in the Adv/Prof levels. Again, this is movement in the right direction, but we have progress to make in Science.

Grade 8 Science & Technology

2016-2017 (Legacy) MCAS

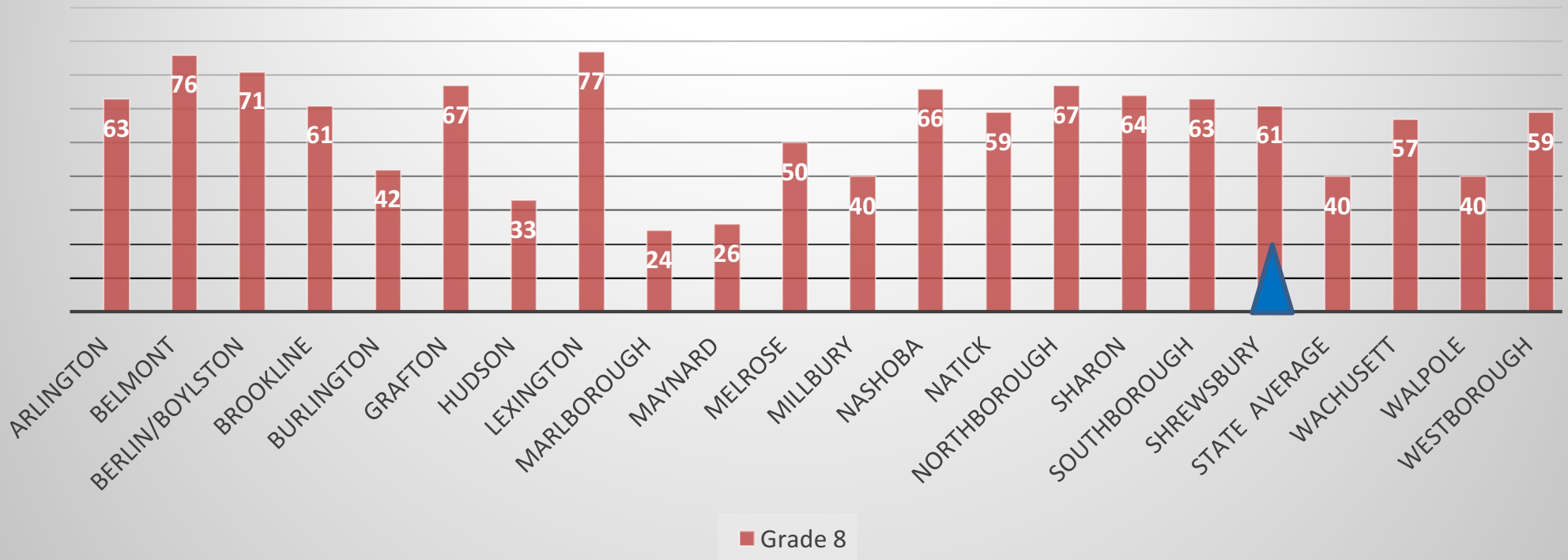


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Percentage of students Meeting or Exceeding Expectations

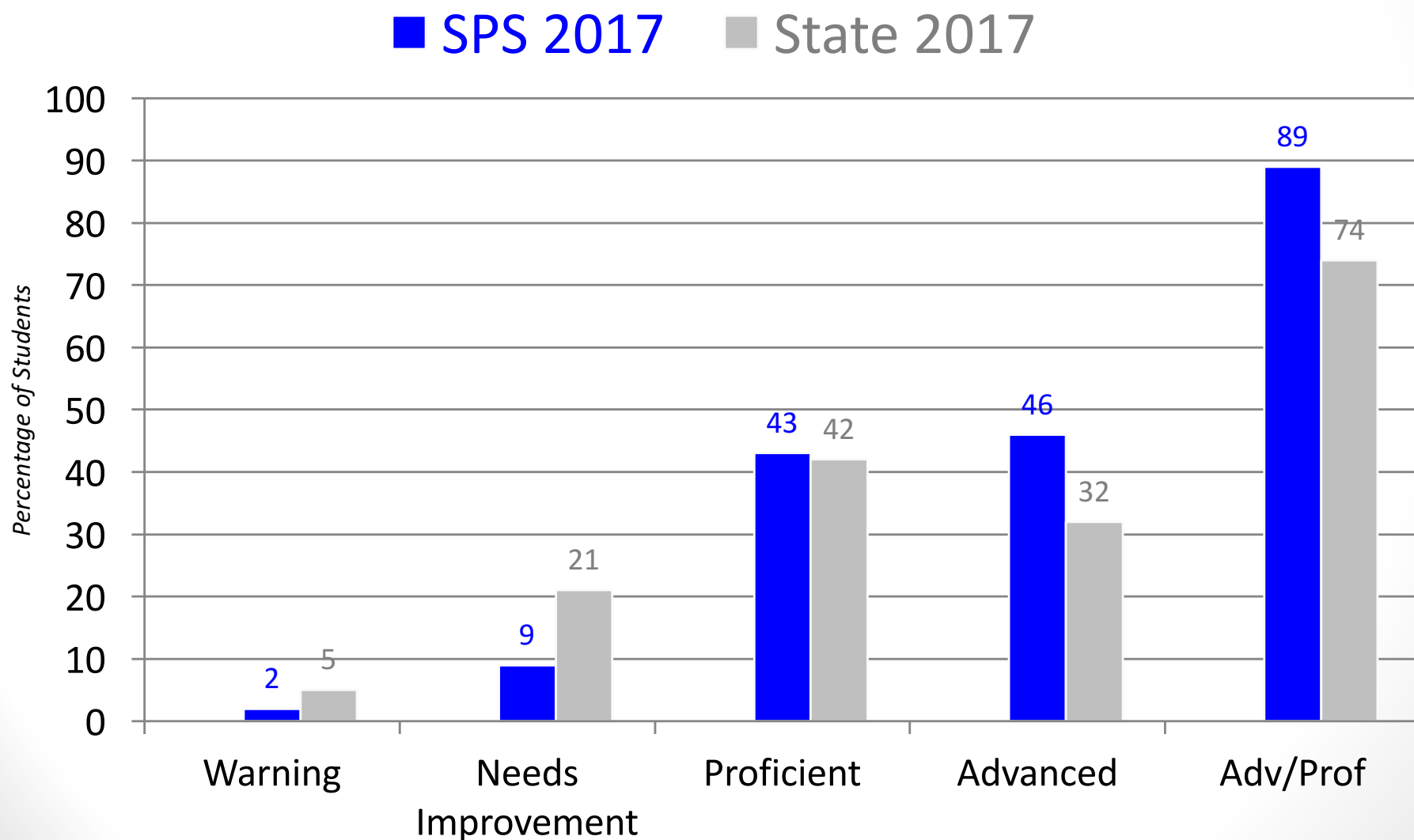
Legacy MCAS Sci/Tech / Grade 8

Comparable District Comparisons



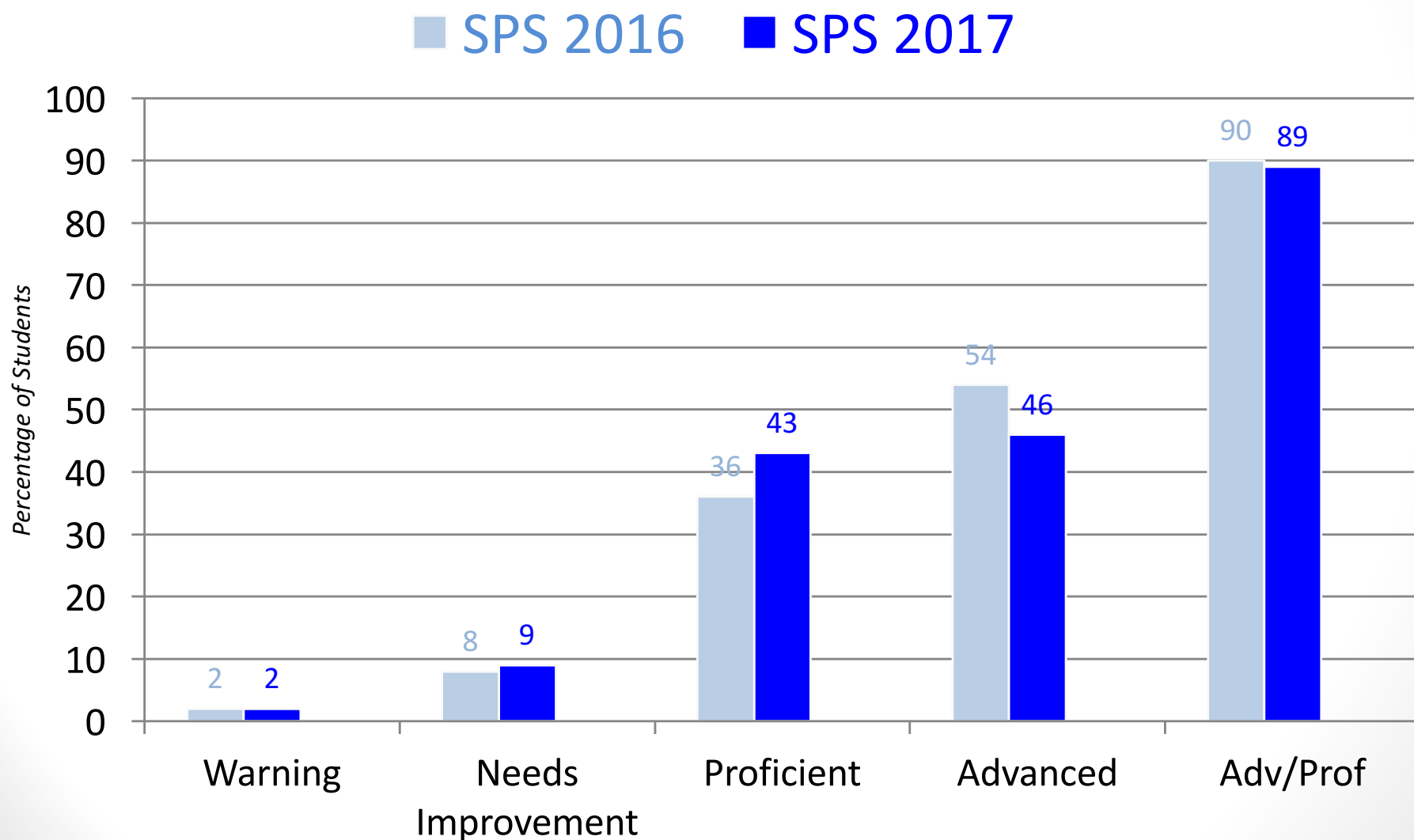
SHS Science & Technology

2016-2017 (Legacy) MCAS



SHS Science & Technology

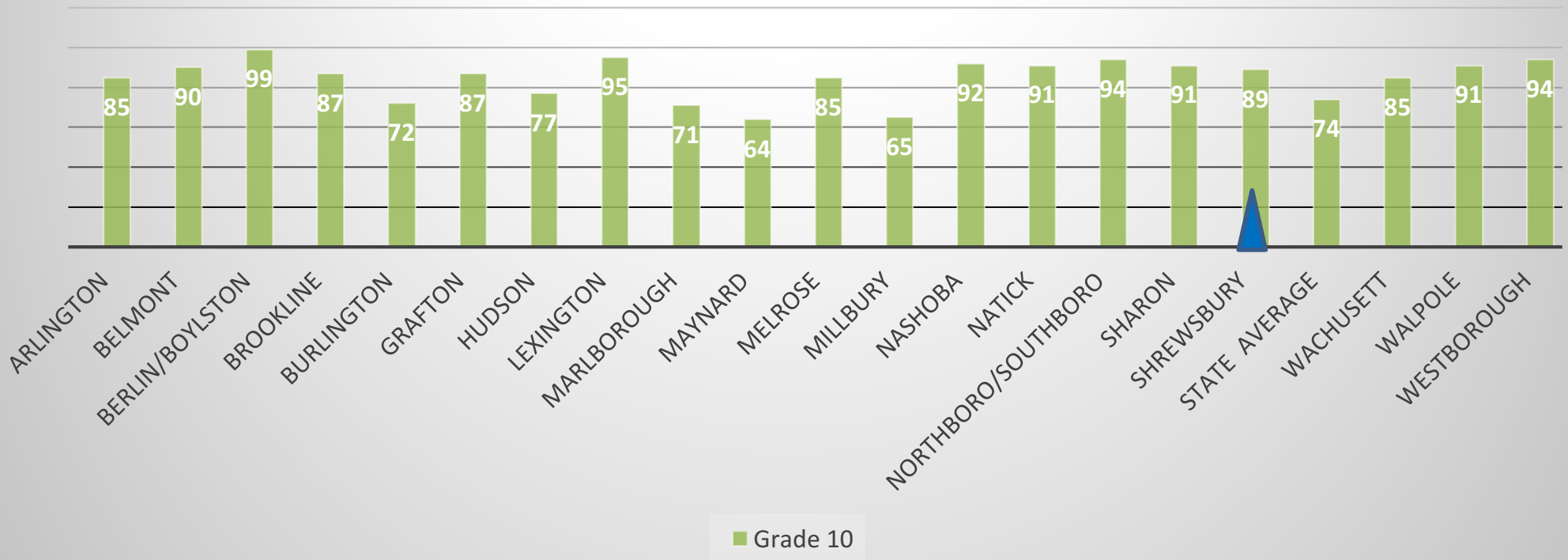
2016-2017 (Legacy) MCAS



Percentage of students Meeting or Exceeding Expectations

Legacy MCAS Sci/Tech / Grade 10

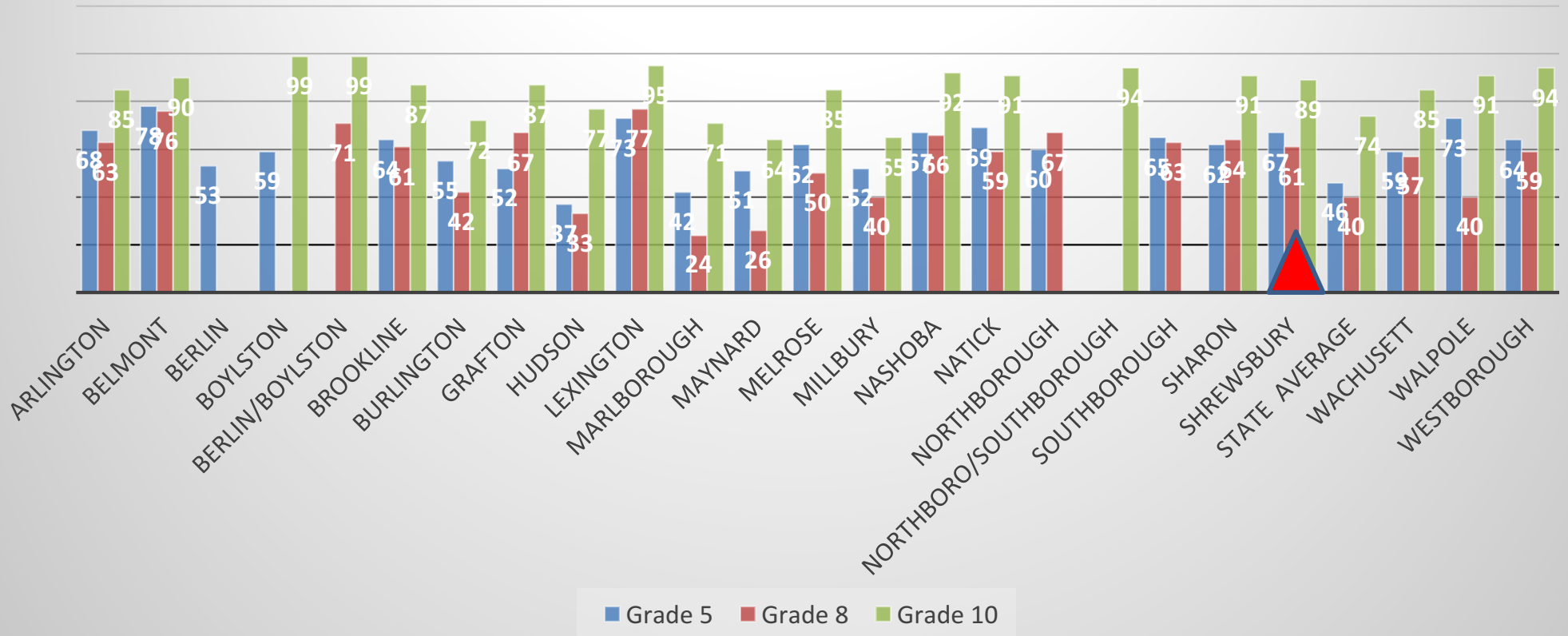
Comparable District Comparisons



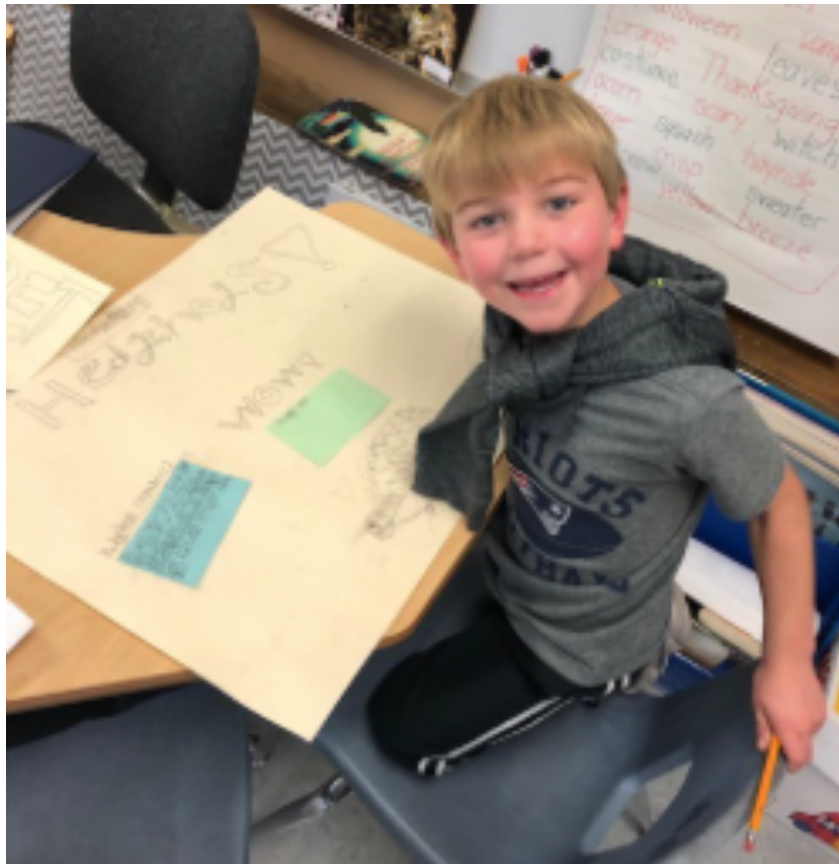
Percentage of students Meeting or Exceeding Expectations

Legacy MCAS Sci/Tech / Grades 5-8-10

Comparable District Comparisons

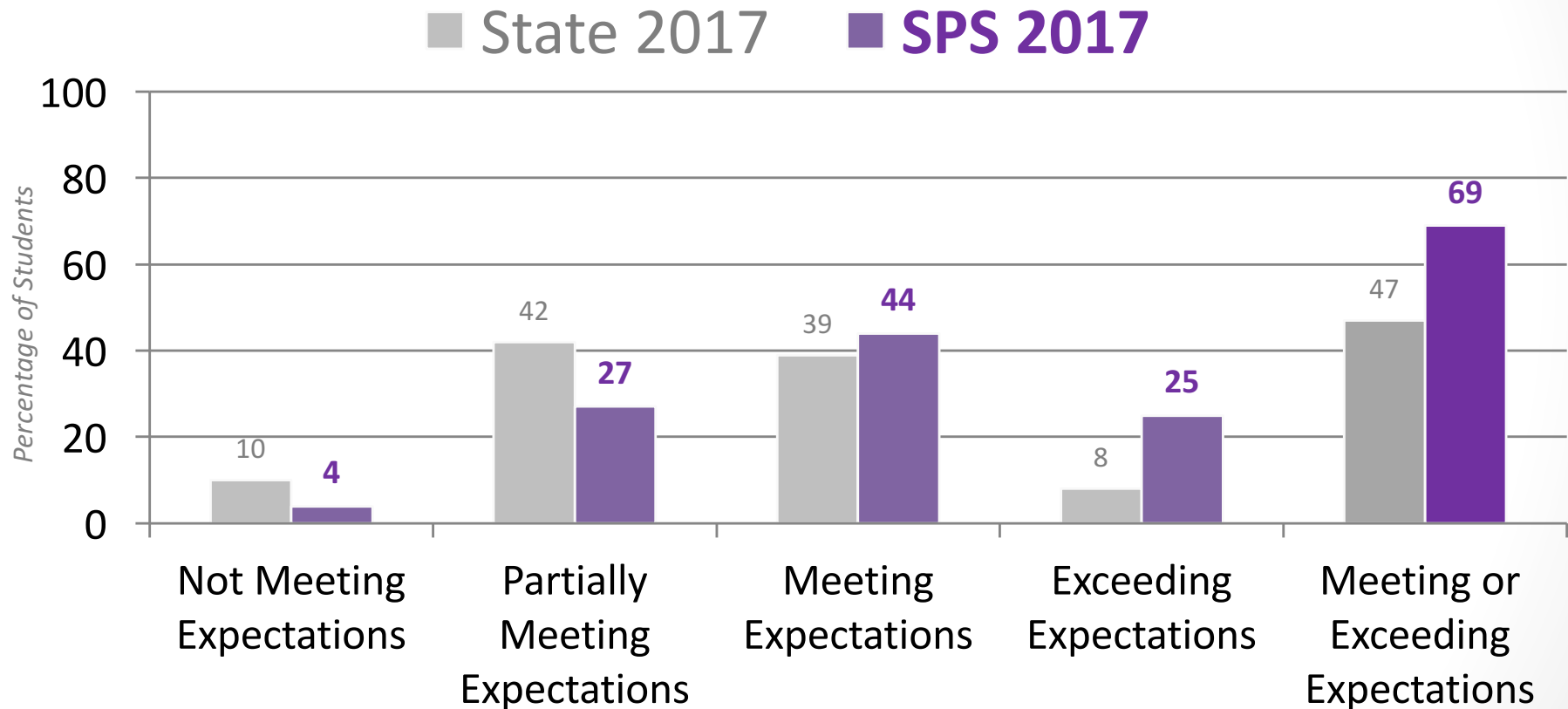


English Language Arts



Grade 3 English Language Arts

2017 Next-Generation MCAS

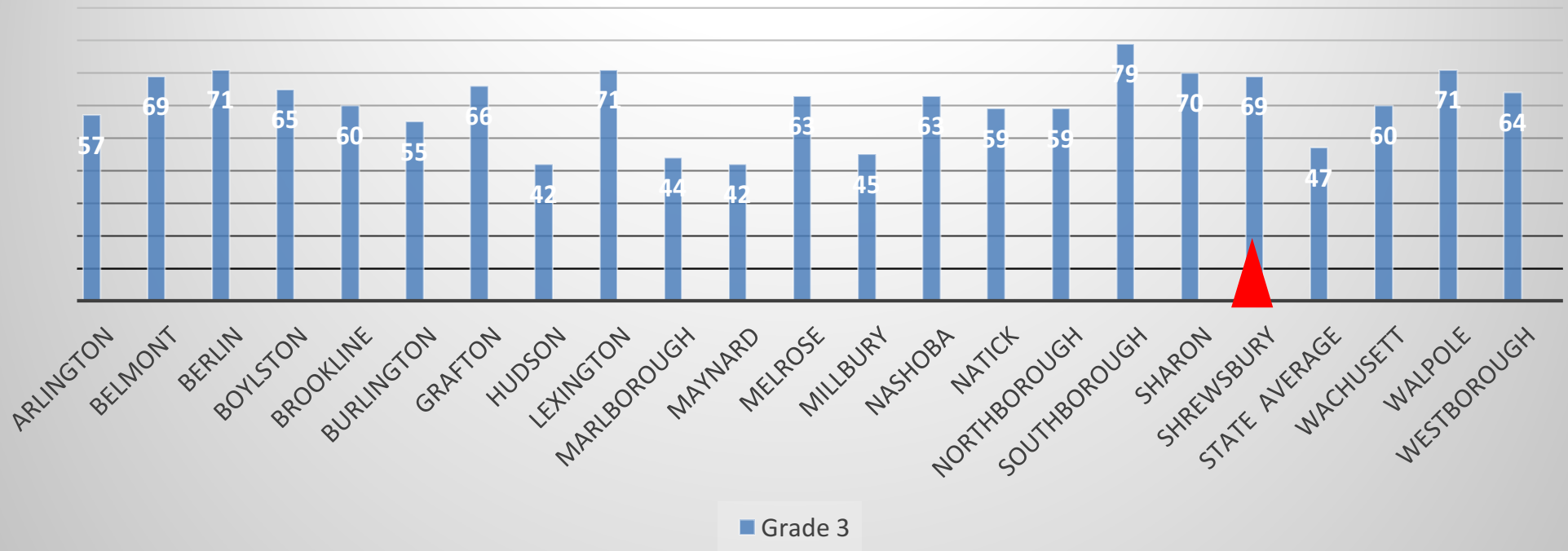


This slide (and the following slides for each grade level) indicate SPS grade-level results for the next-generation MCAS. The light gray bar indicates the 2017 state percentages, and the purple bar indicates Shrewsbury's percentages in each category.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 3

Comparable District Comparisons

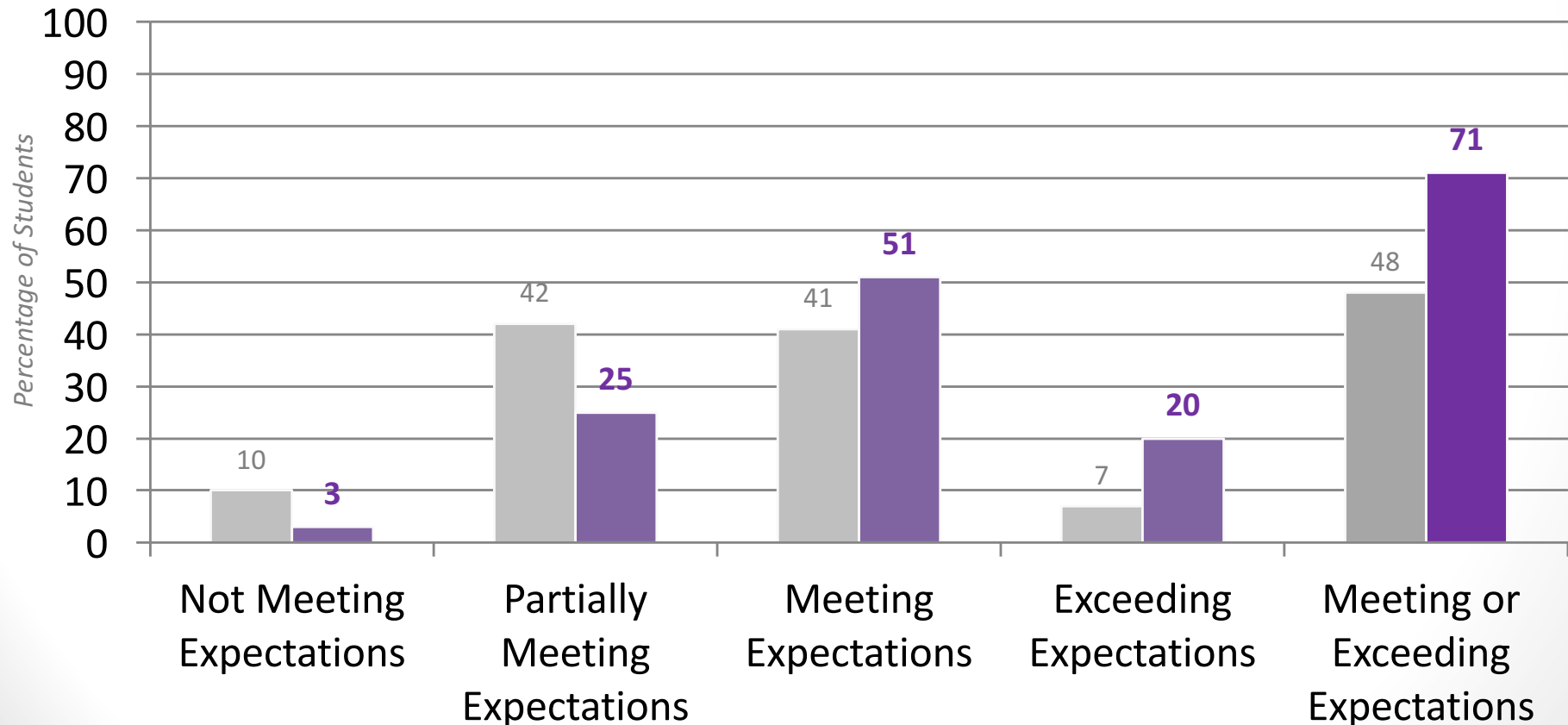


Shrewsbury Public Schools and State Results

Grade 4 English Language Arts

2017 Next-Generation MCAS

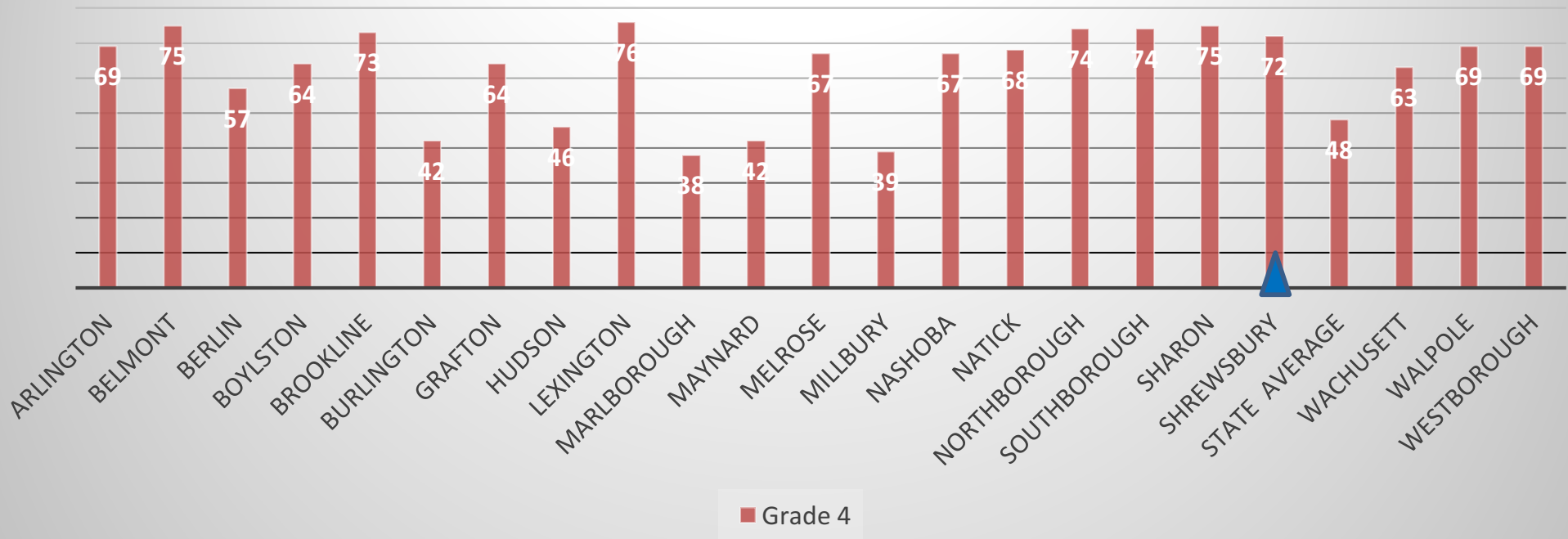
■ State 2017 ■ SPS 2017



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 4

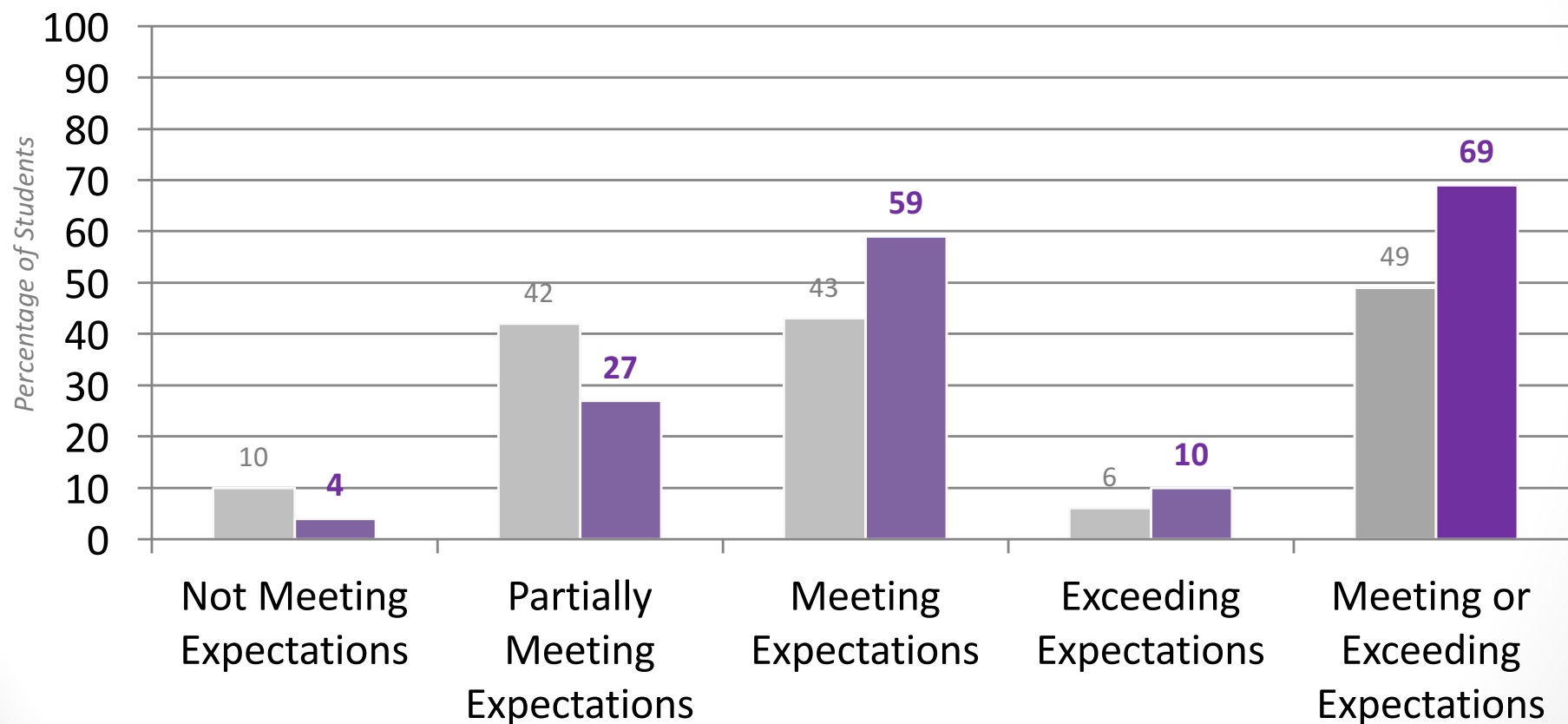
Comparable District Comparisons



Grade 5 English Language Arts

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

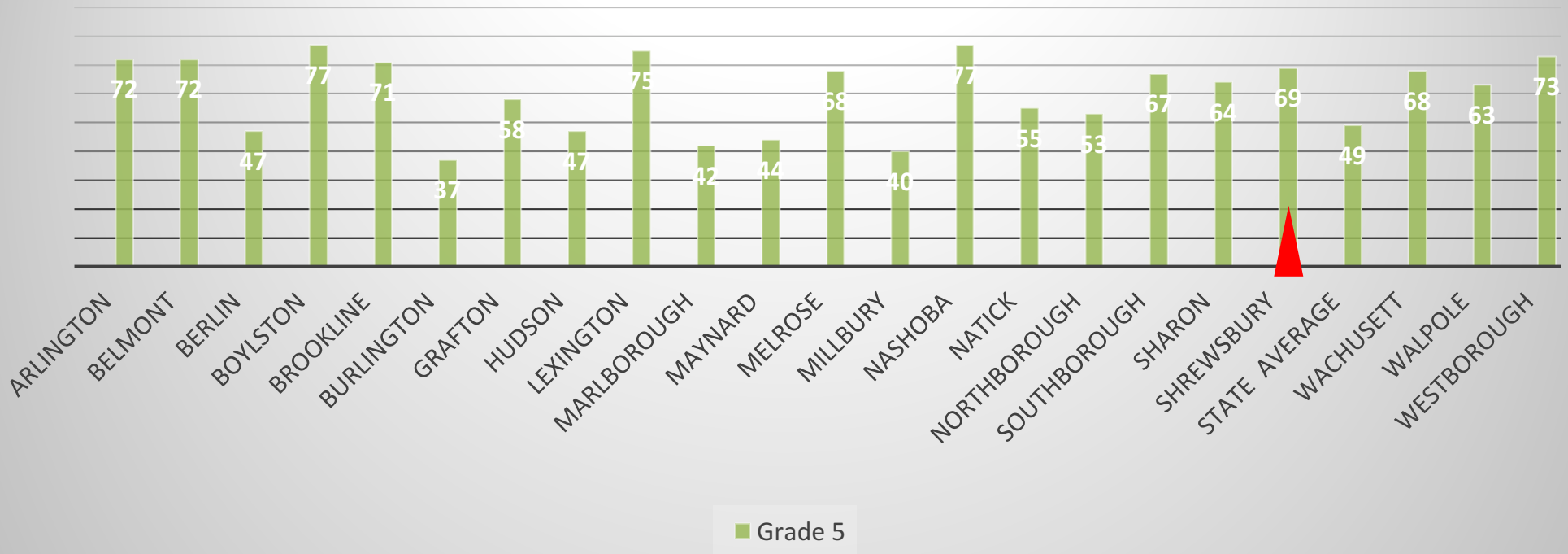


Grade 5's results look very similar to those of Grades 3 and 4.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 5

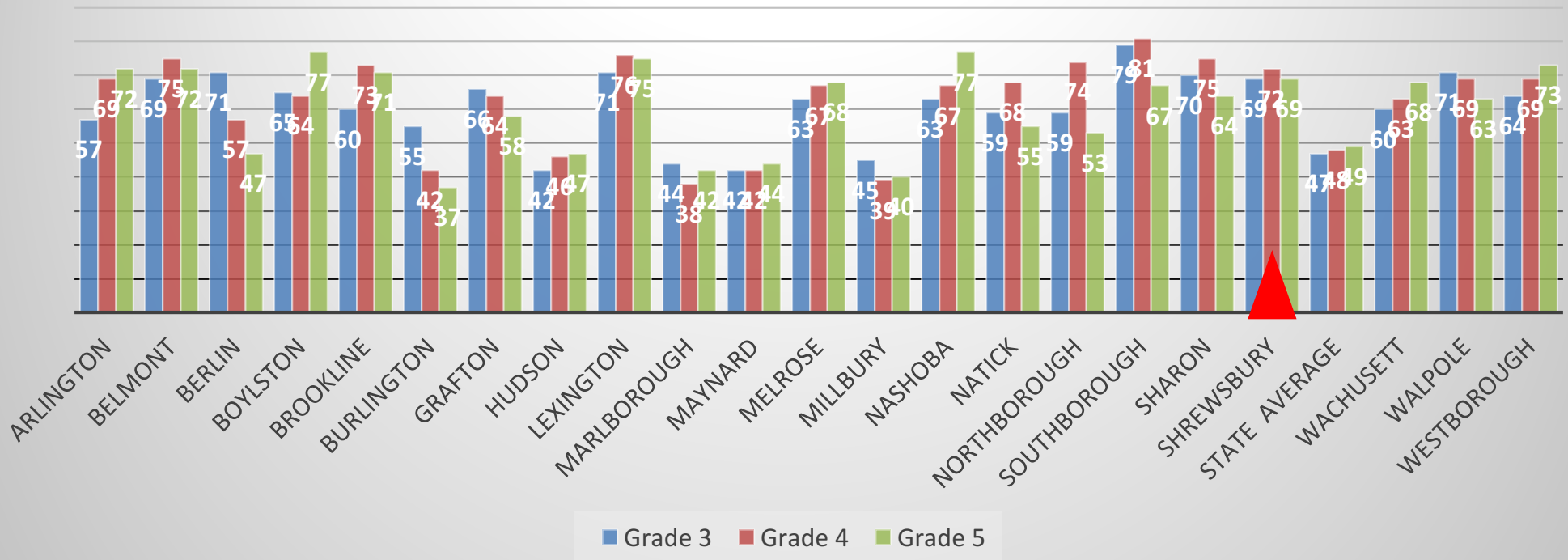
Comparable District Comparisons



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grades 3-4-5

Comparable District Comparisons

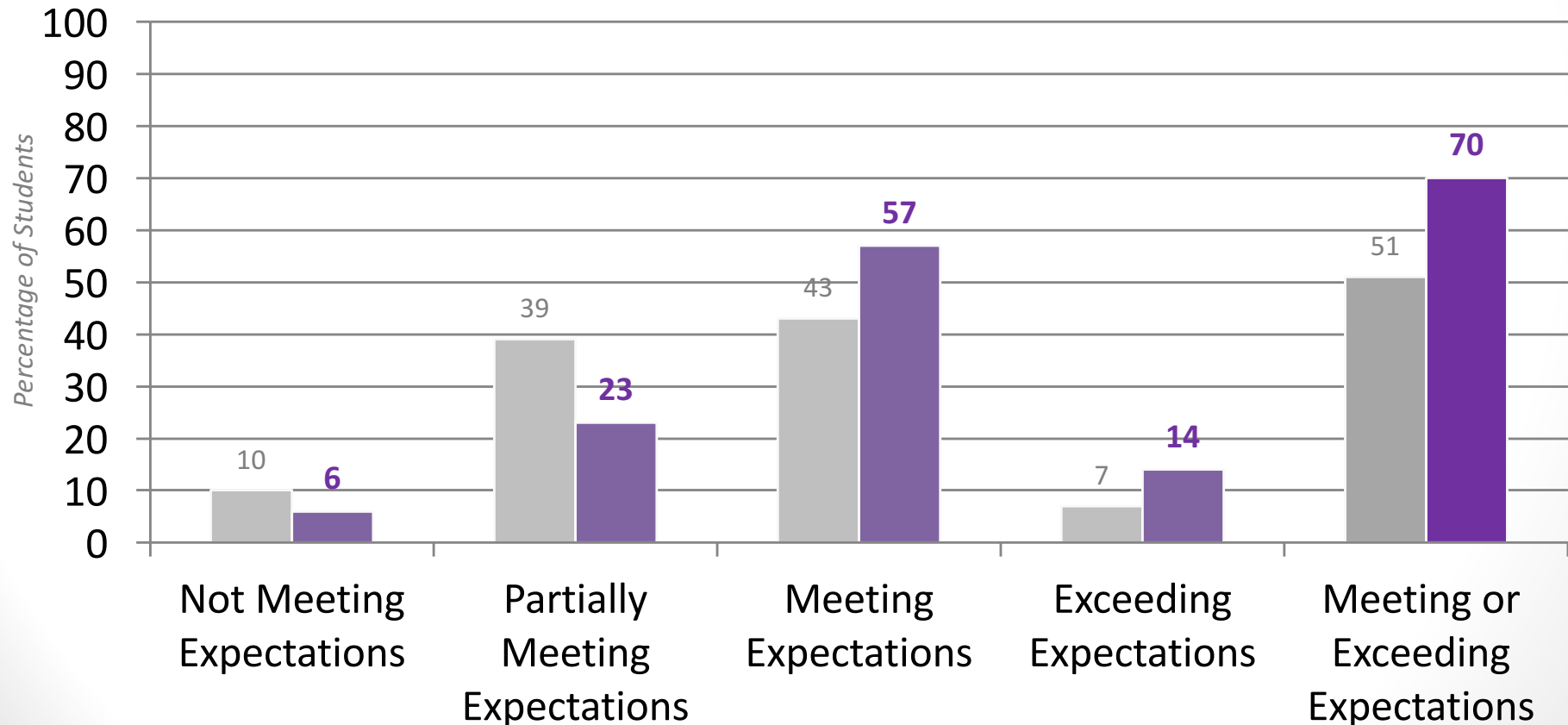


Shrewsbury Public Schools and State Results

Grade 6 English Language Arts

2017 Next-Generation MCAS

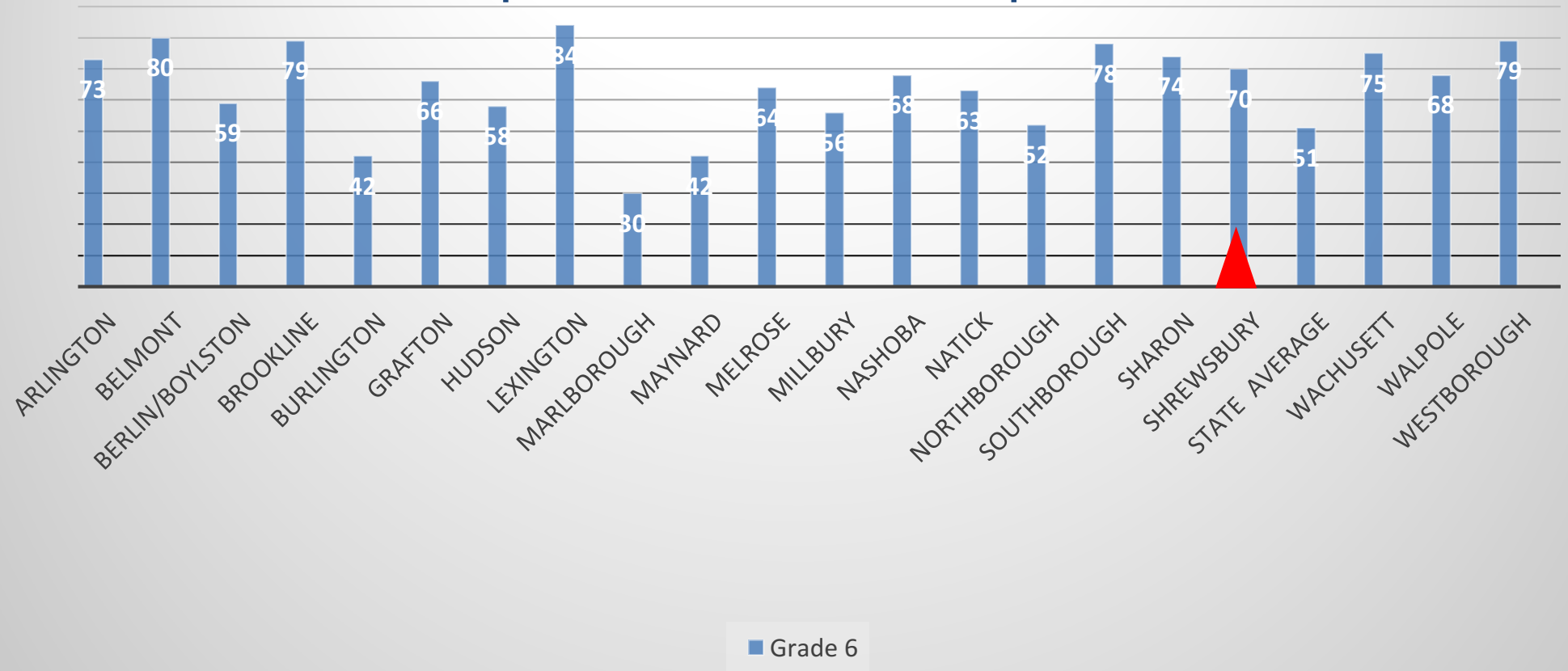
■ State 2017 ■ SPS 2017



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 6

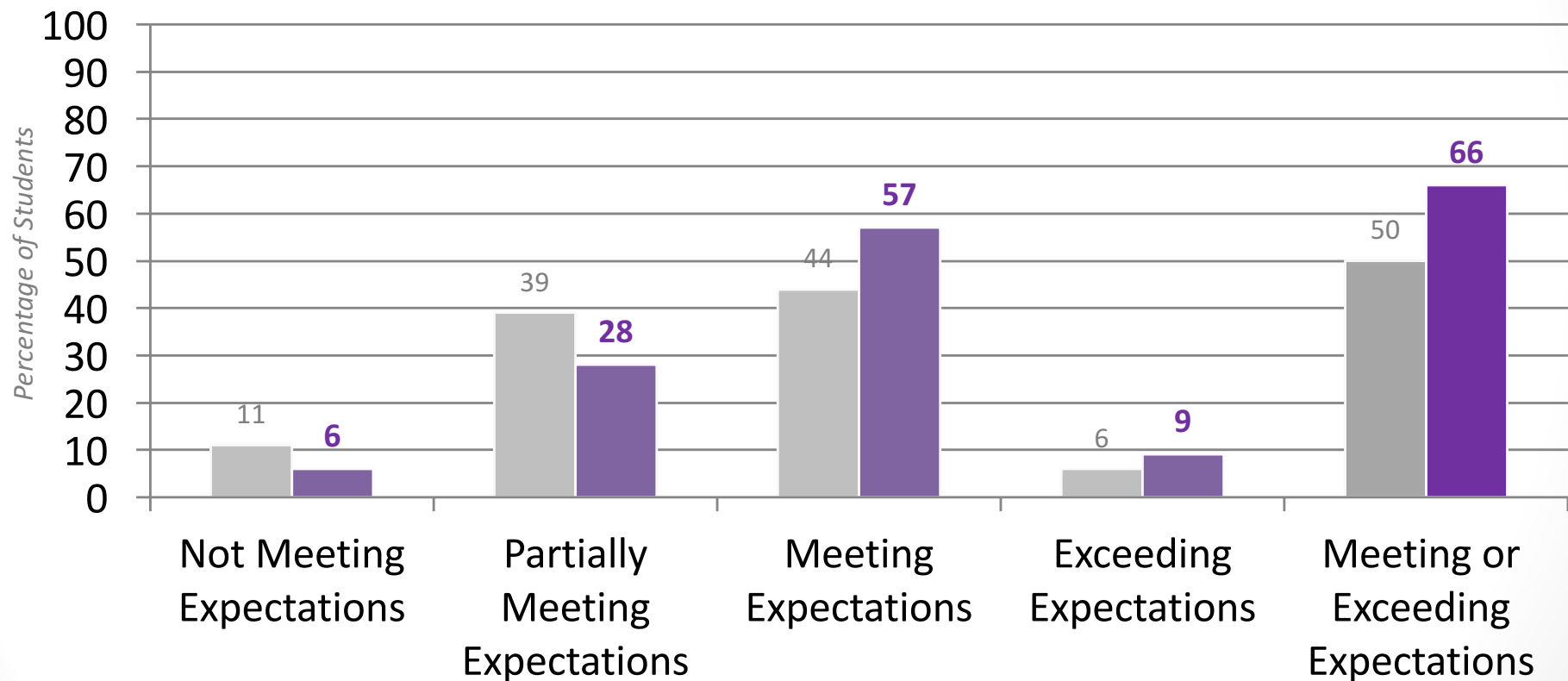
Comparable District Comparisons



Grade 7 English Language Arts

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

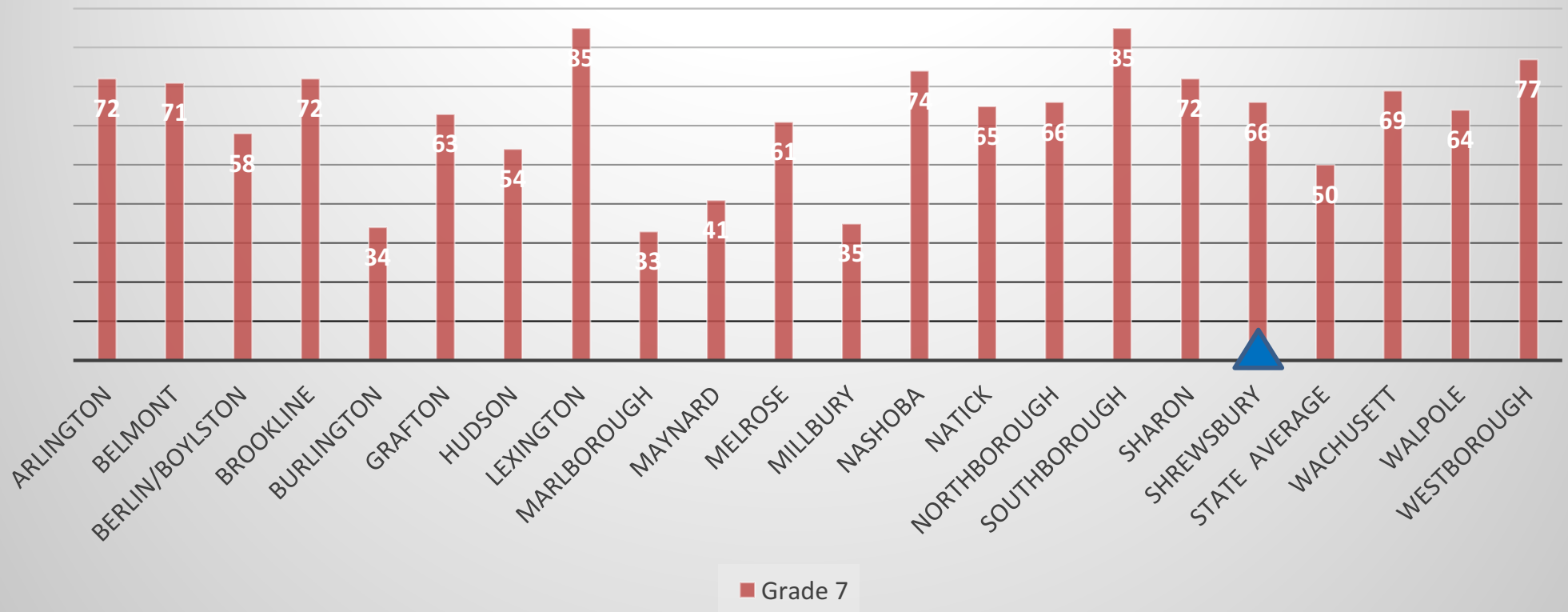


Grade 7 English Language Arts seems to be a good area to focus on in this first year of the next-generation MCAS. Staff are analyzing data to guide next steps.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 7

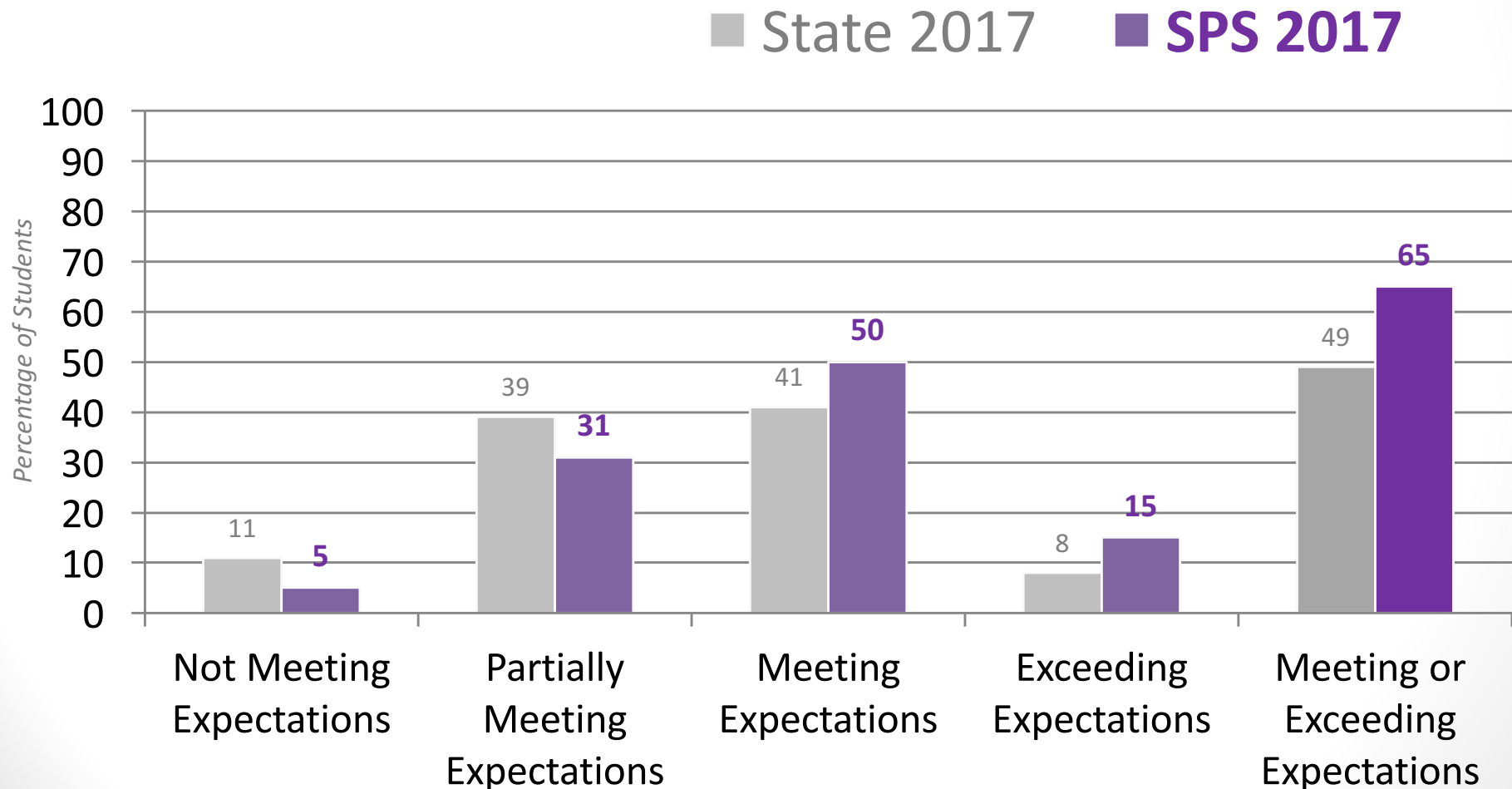
Comparable District Comparisons



Shrewsbury Public Schools and State Results

Grade 8 English Language Arts

2017 Next-Generation MCAS

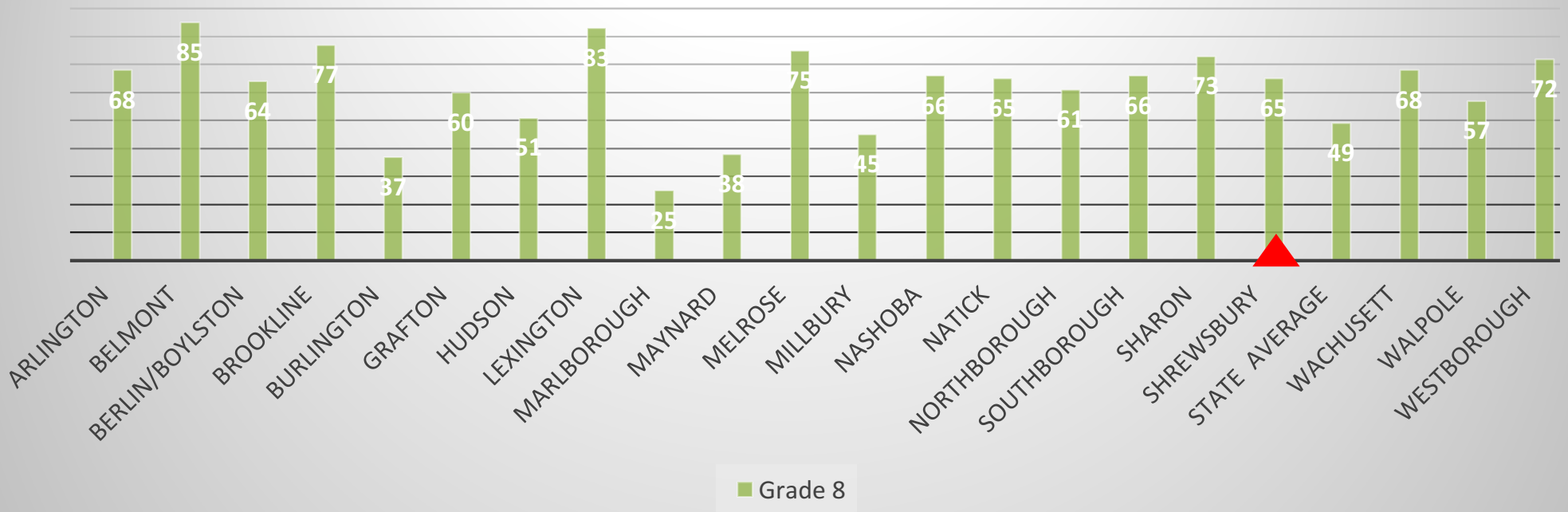


(40)

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grade 8

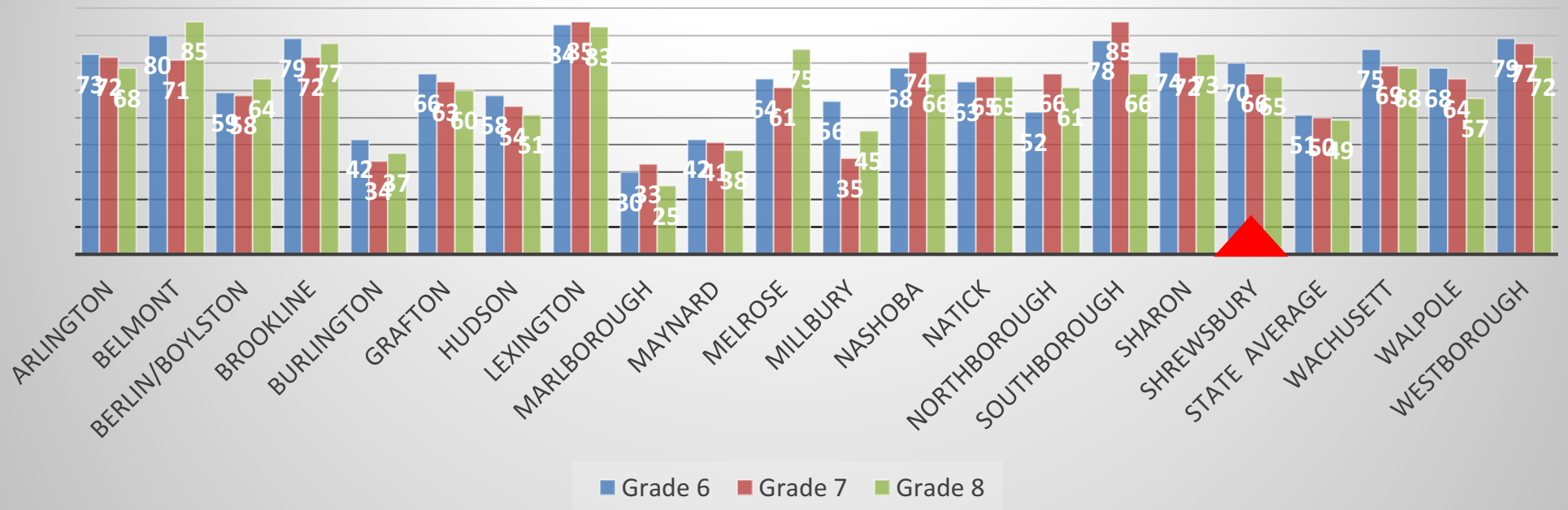
Comparable District Comparisons



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS ELA / Grades 6-7-8

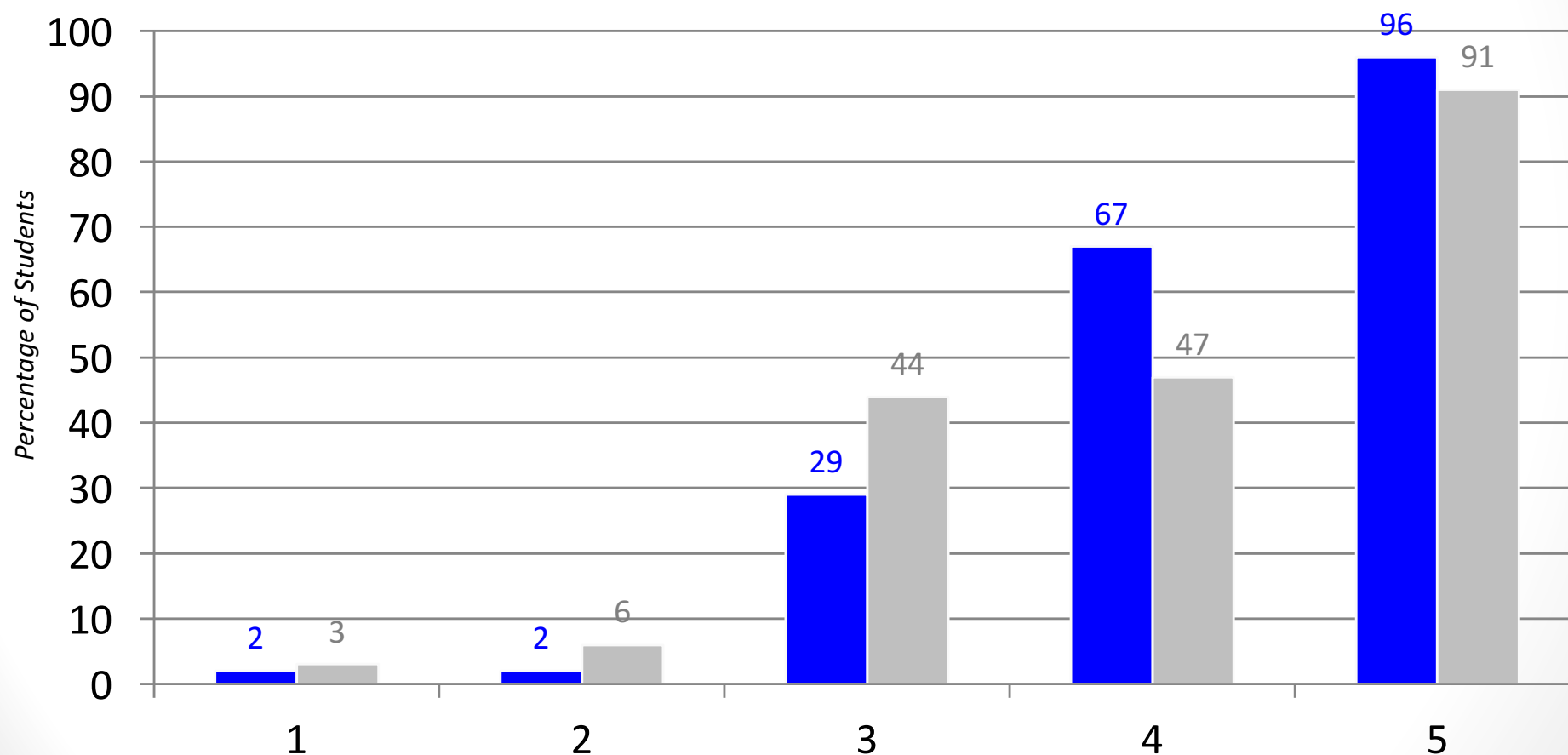
Comparable District Comparisons



SHS English Language Arts

2016-2017 (Legacy) MCAS

■ SPS 2017 ■ State 2017



In English, 96% of students performed at the Proficient or Advanced levels, with 67% in the Advanced category.

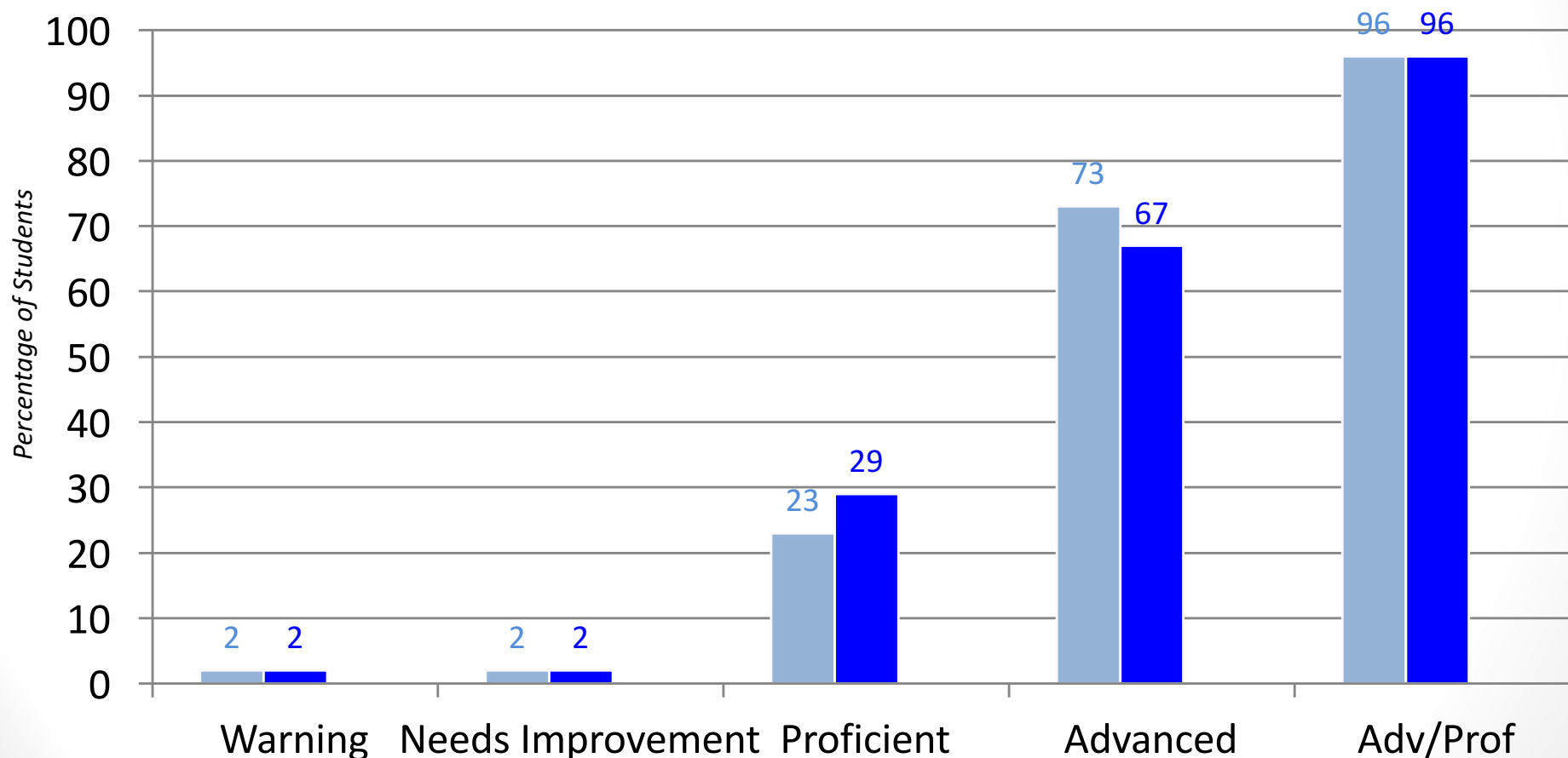
(43)

SHS English Language Arts

2016-2017 (Legacy) MCAS

■ SPS 2016

■ SPS 2017



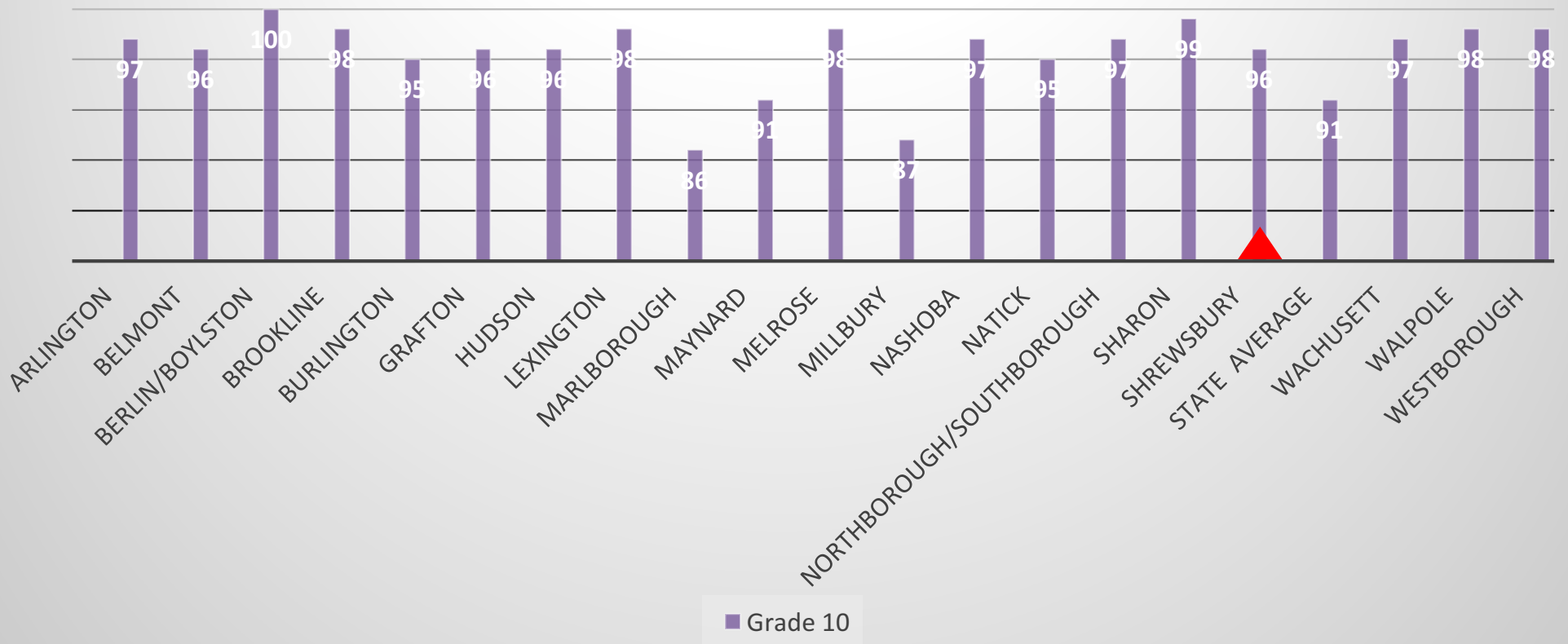
(44)

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Percentage of students Meeting or Exceeding Expectations

LEGACY MCAS ELA / SHS Grade 10

Comparable District Comparisons

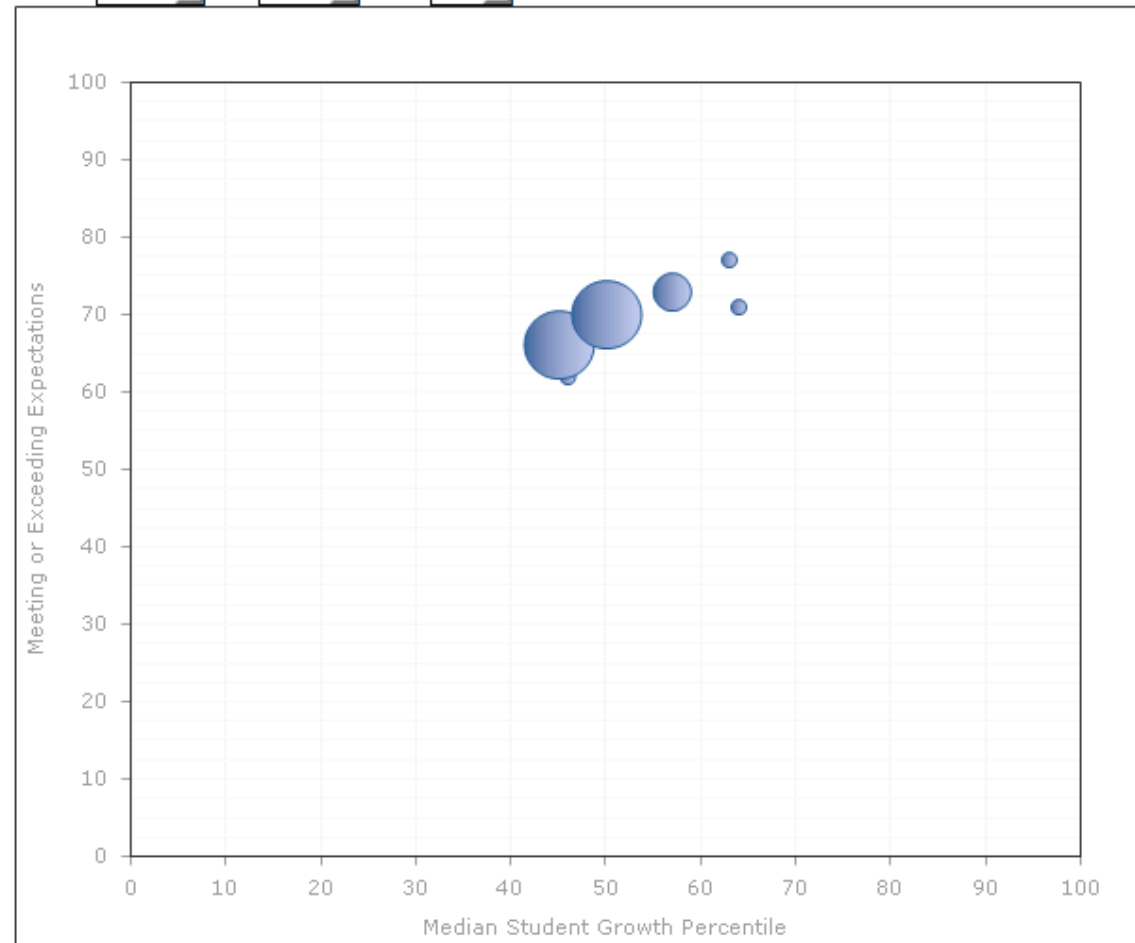


From DESE : ELA Growth Gr 3-8

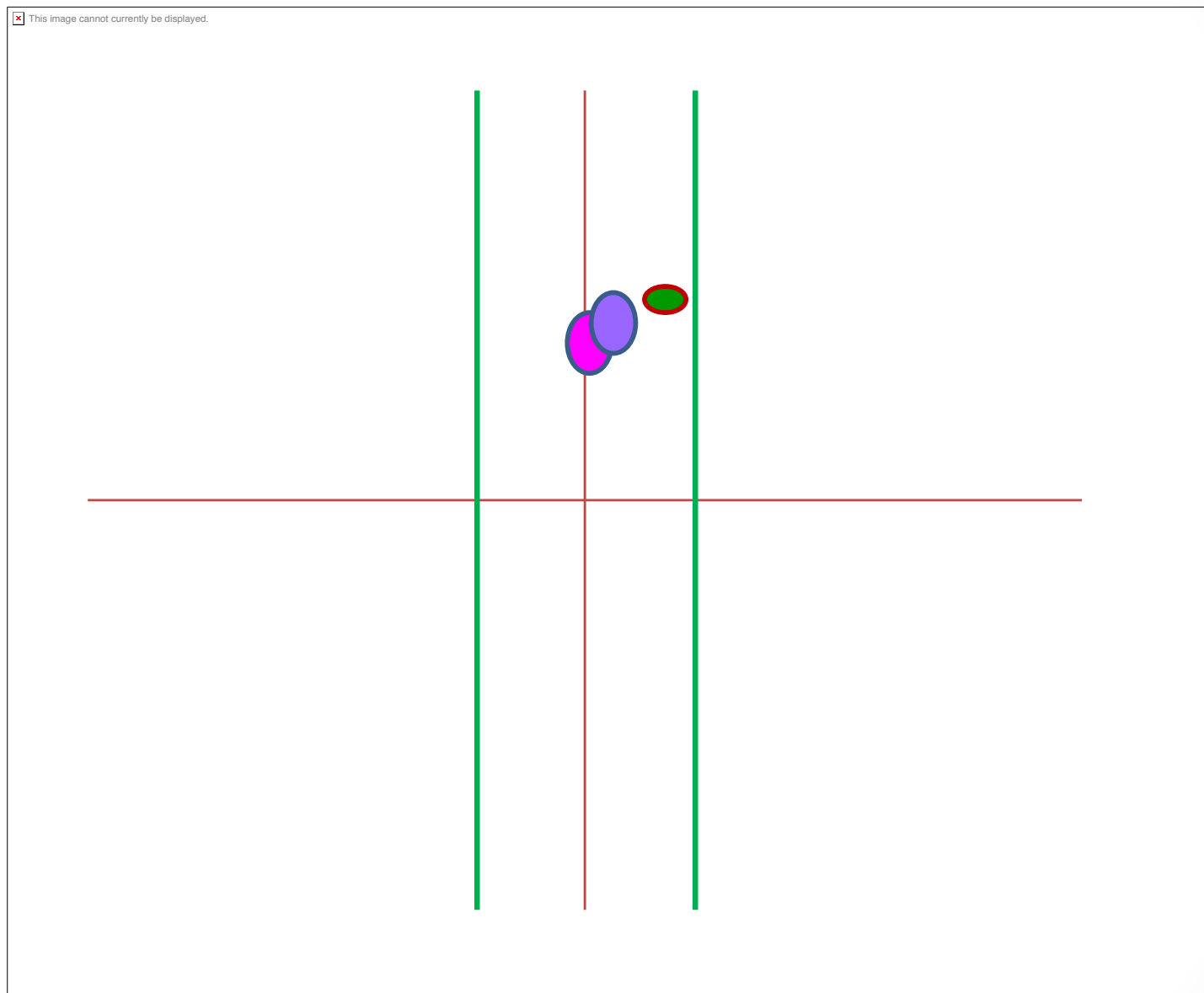
2017 Next Generation MCAS Student Growth Report - Shrewsbury (027100)

Subject: ELA - Grade:3-8

Subject: Year: Grade:



2017 SPS Achievement & Growth / English Language Arts (by level)

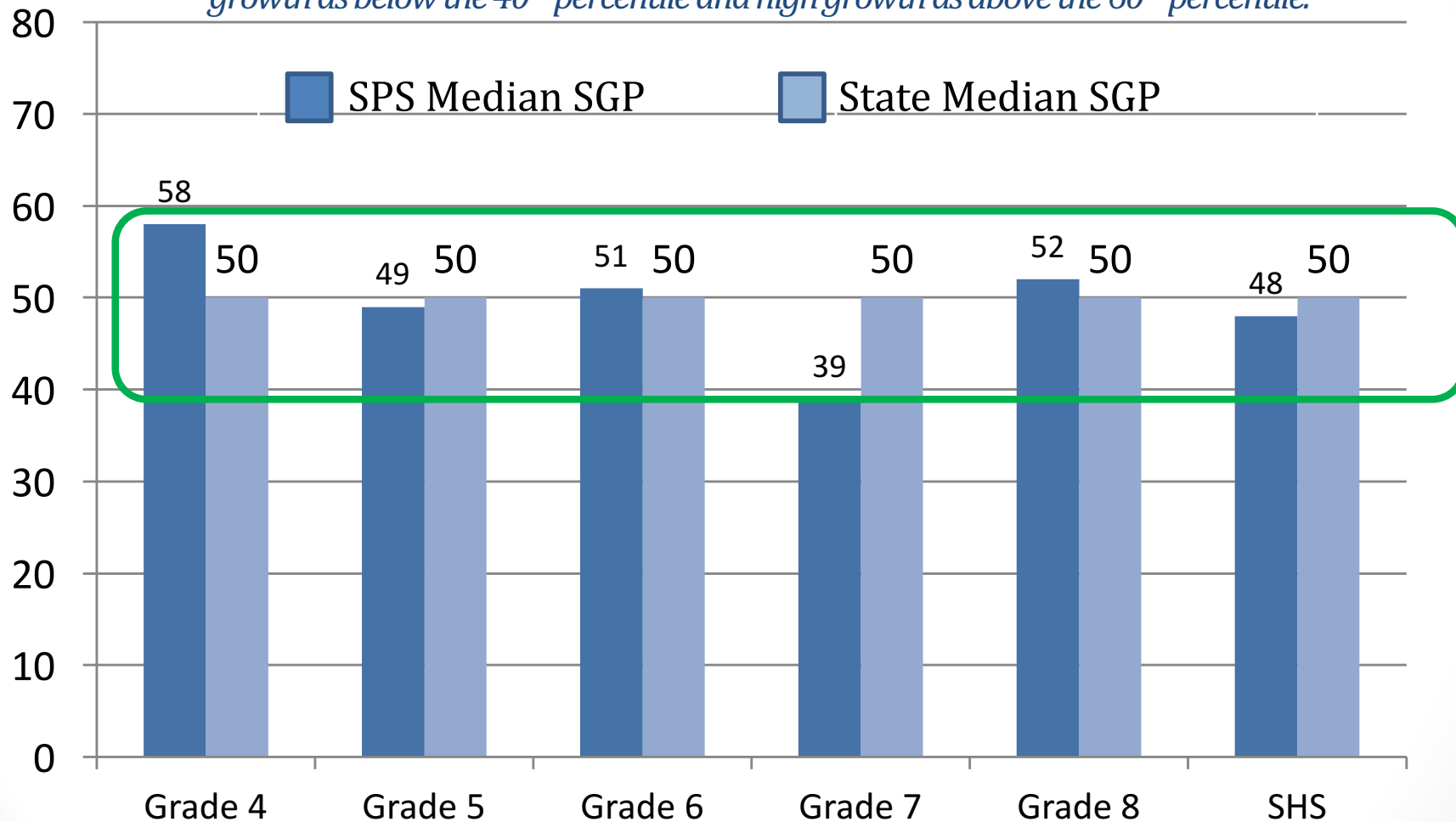


Elementary Gr. 4 / SMS / OMS / SHS

English Language Arts

2017 Student Growth Percentiles (SGP)

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



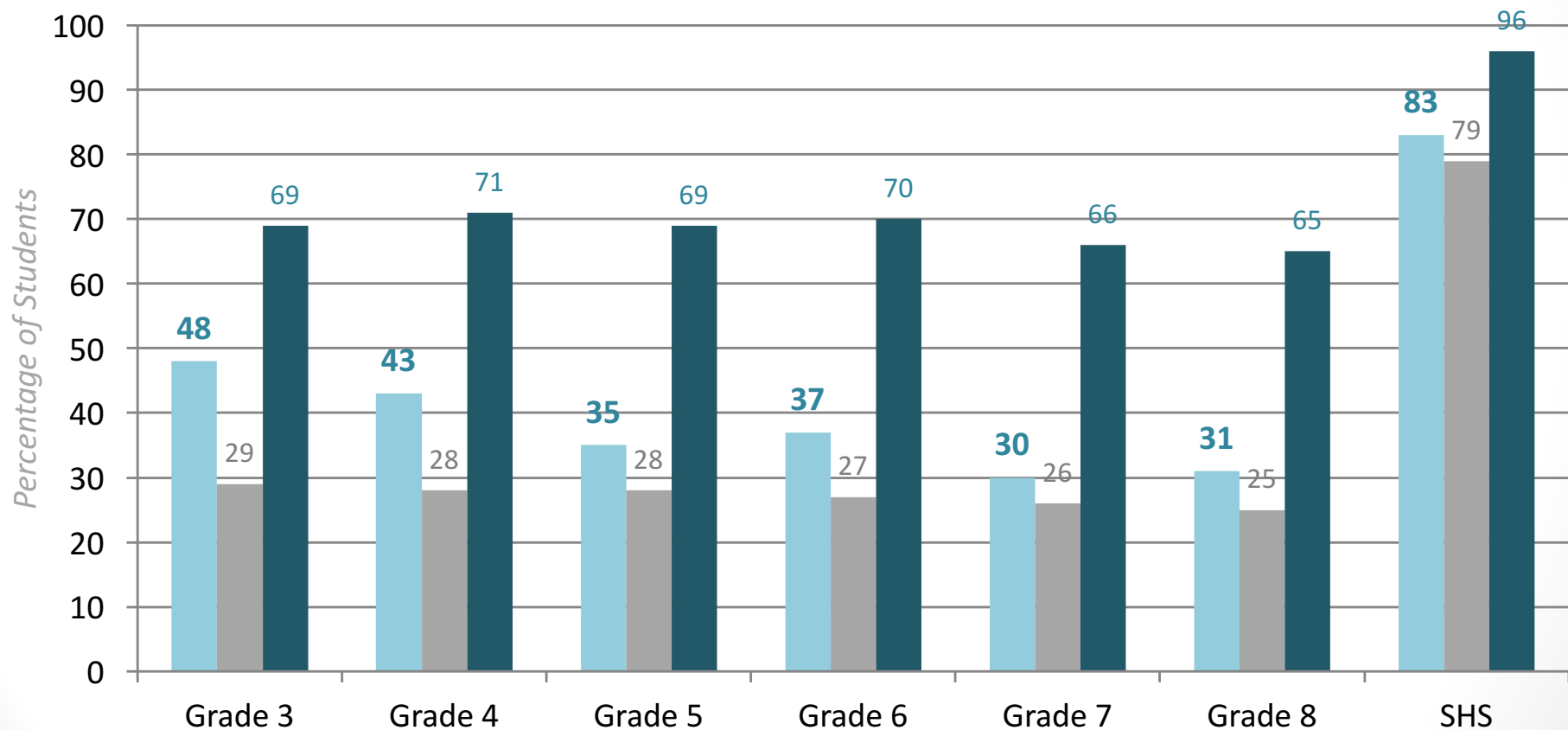
The growth percentiles for most grade level were all in the moderate (or expected) growth range. Staff look at this indicator when reviewing data for this specific cohort of students.

English Language Arts

High Needs Subgroup by Grade Level

2017 Percentage of Students Meeting or Exceeding Expectations

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



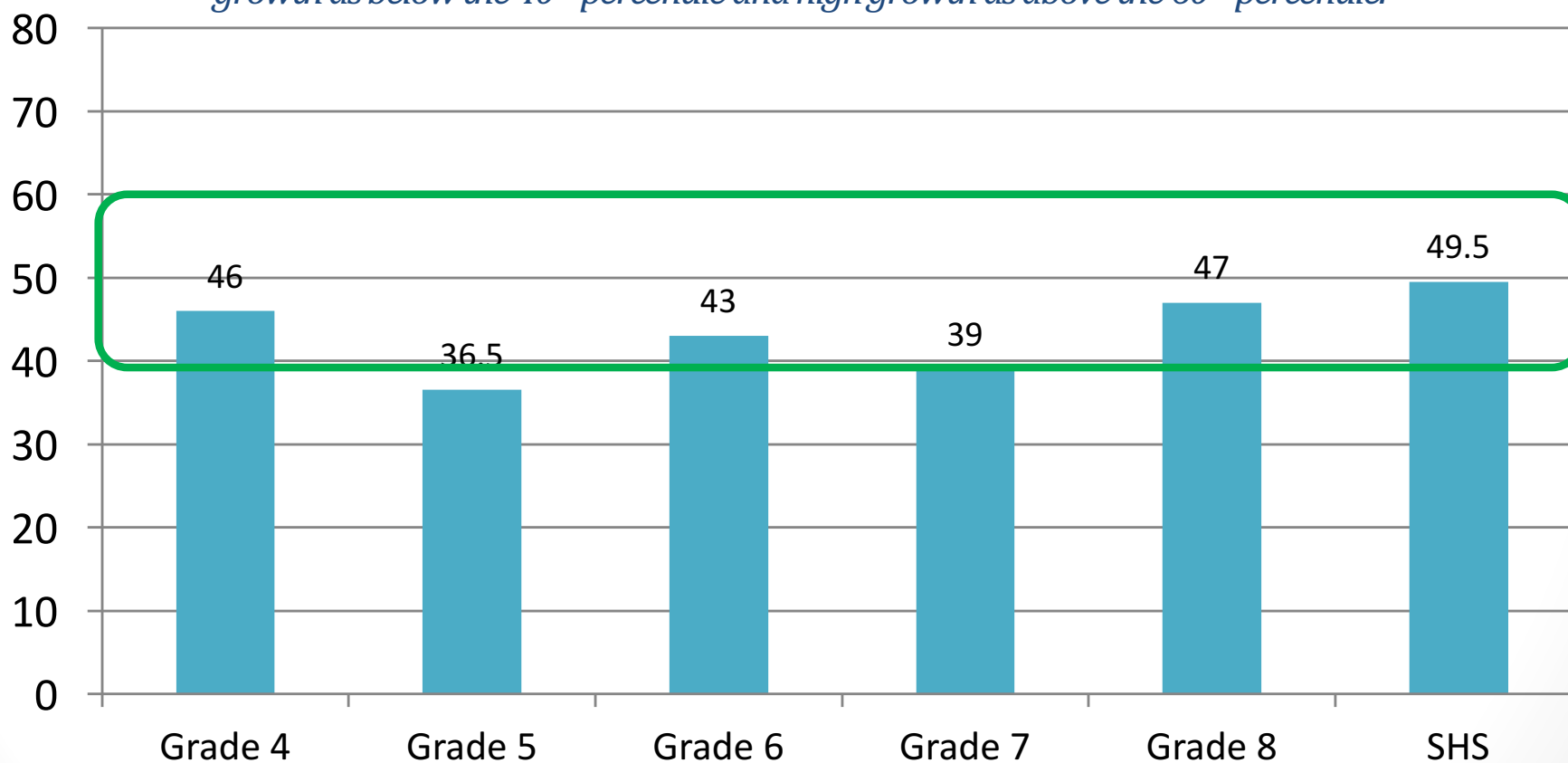
Staff look closely at the achievement gap between the high needs subgroup and the “all students” group. While the SPS high needs subgroup outperformed the state’s subgroup in a few grade levels, there is still a lot of progress to be made in this area.

English Language Arts

SPS High Needs Subgroups

2017 Student Growth Percentiles (SGP)

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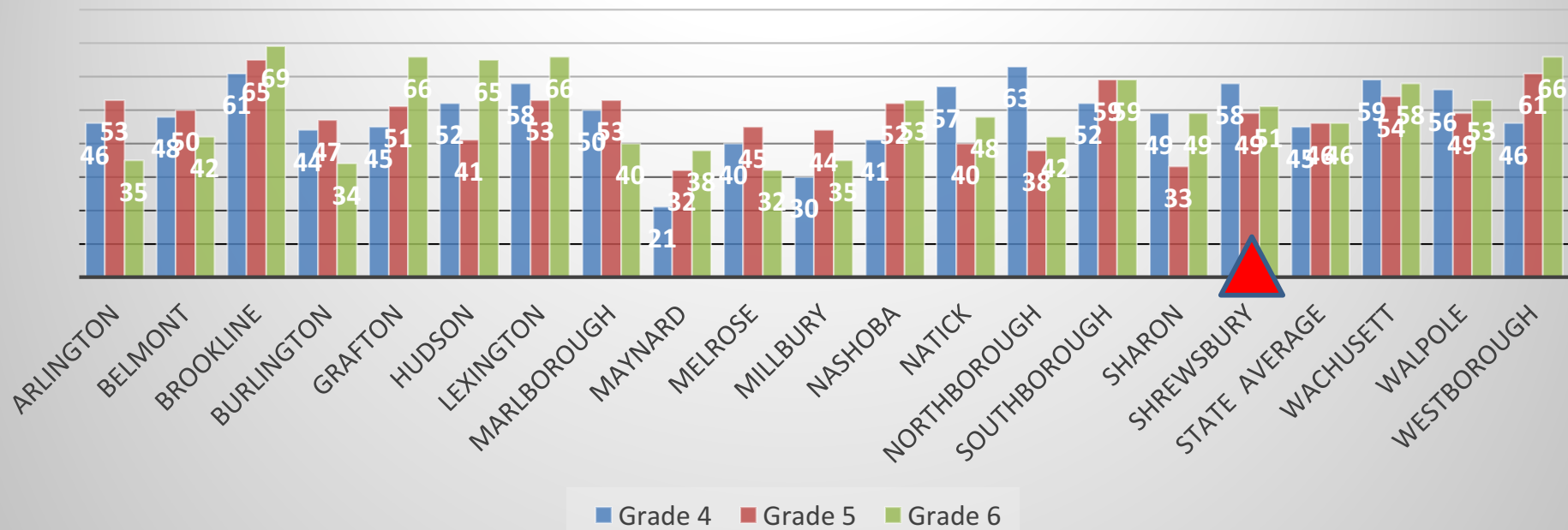


In all but one of the grade levels, it is a good indicator that the high need subgroup did fall into the moderate range for growth. With the high needs group, however, greater growth is ideal in order to make up ground on any deficits within the curriculum and to improve overall achievement levels.

SGP for High Needs students

Next-Gen MCAS ELA / Grades 4-5-6

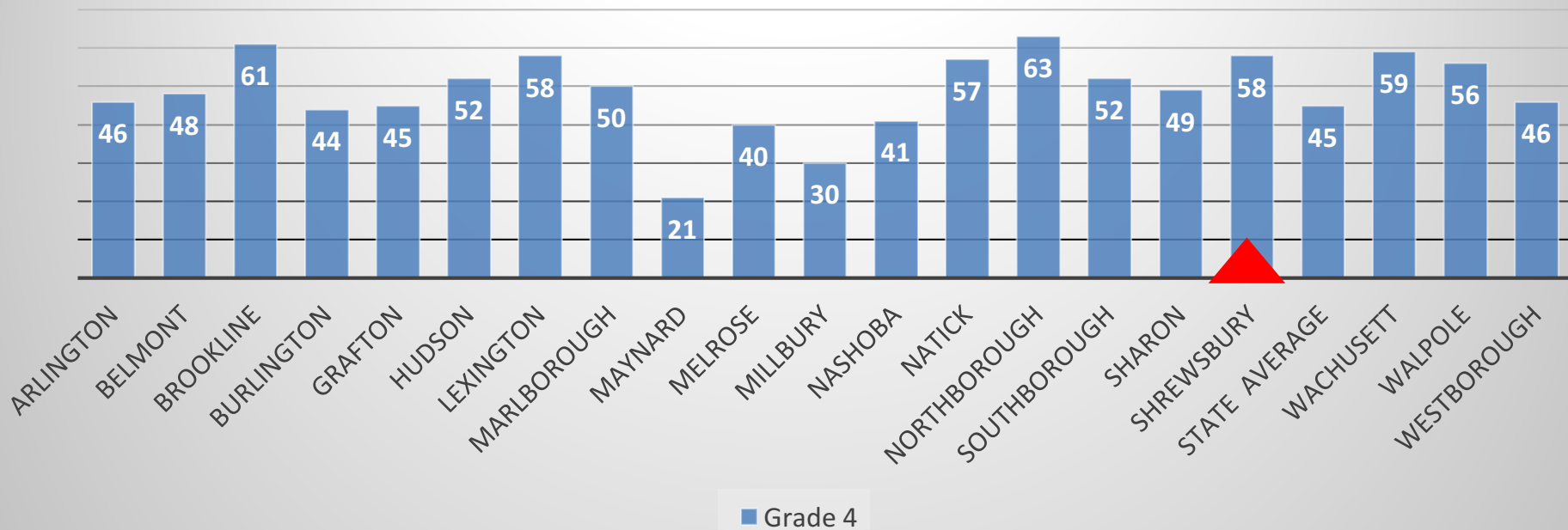
Comparable District Comparisons



SGP for High Needs students

Next-Gen MCAS ELA / Grade 4

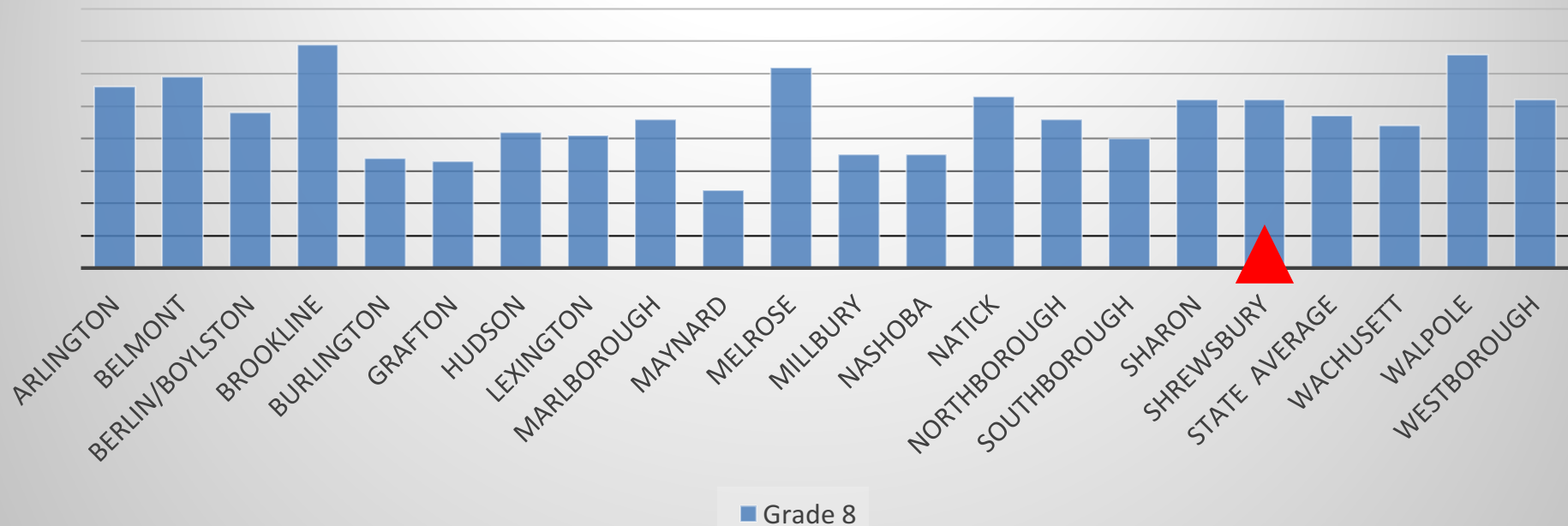
Comparable District Comparisons



SGP for High Needs students

Next-Gen MCAS ELA / Grade 8

Comparable District Comparisons



Mathematics

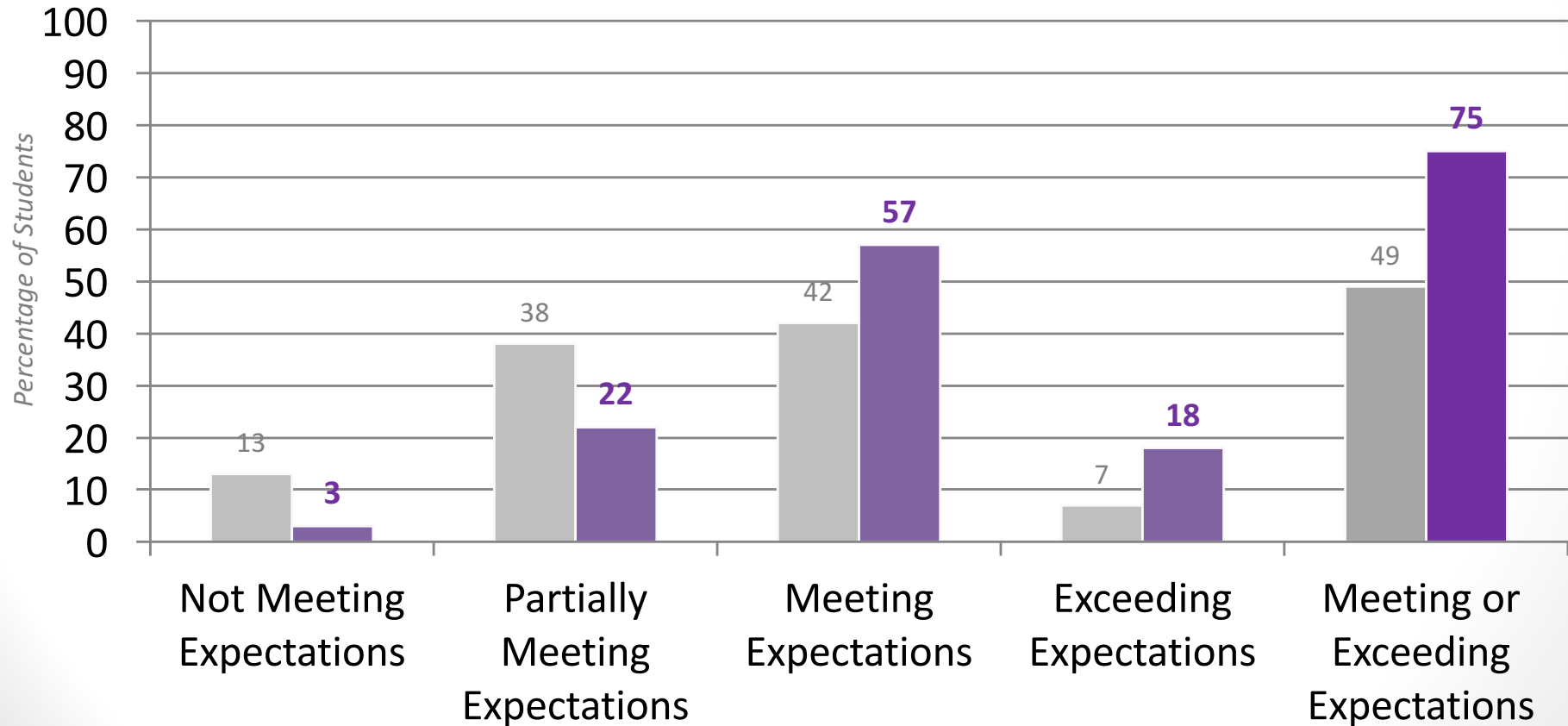


Shrewsbury Public Schools and State Results

Grade 3 Mathematics

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

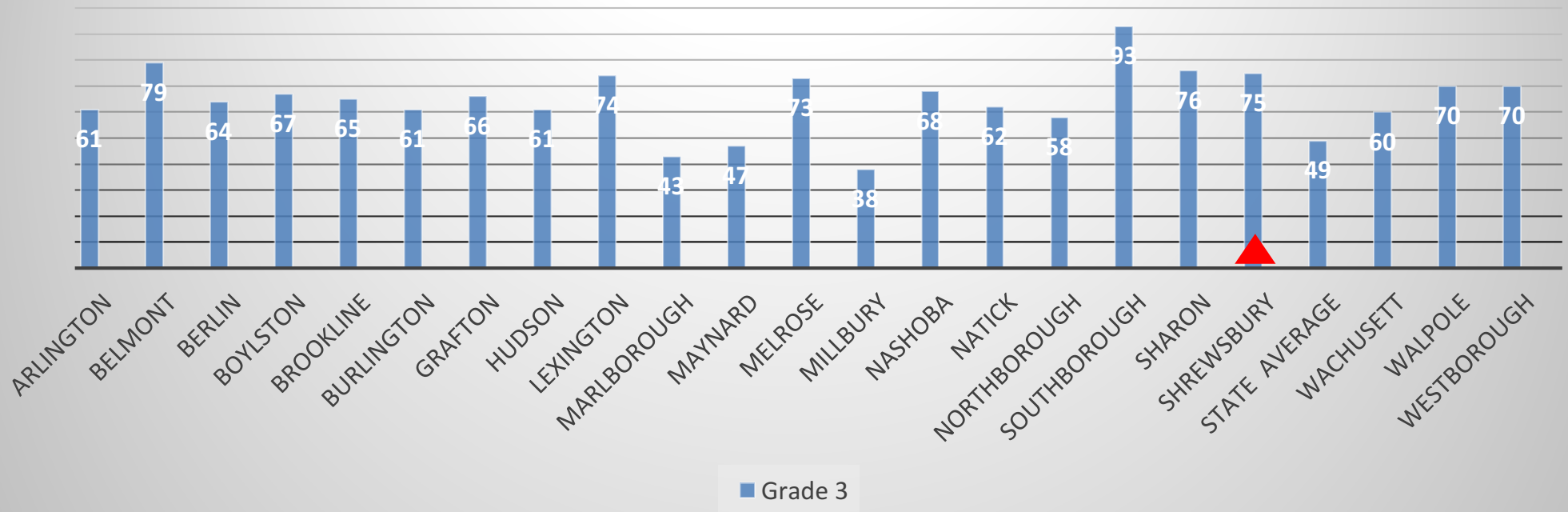


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Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 3

Comparable District Comparisons

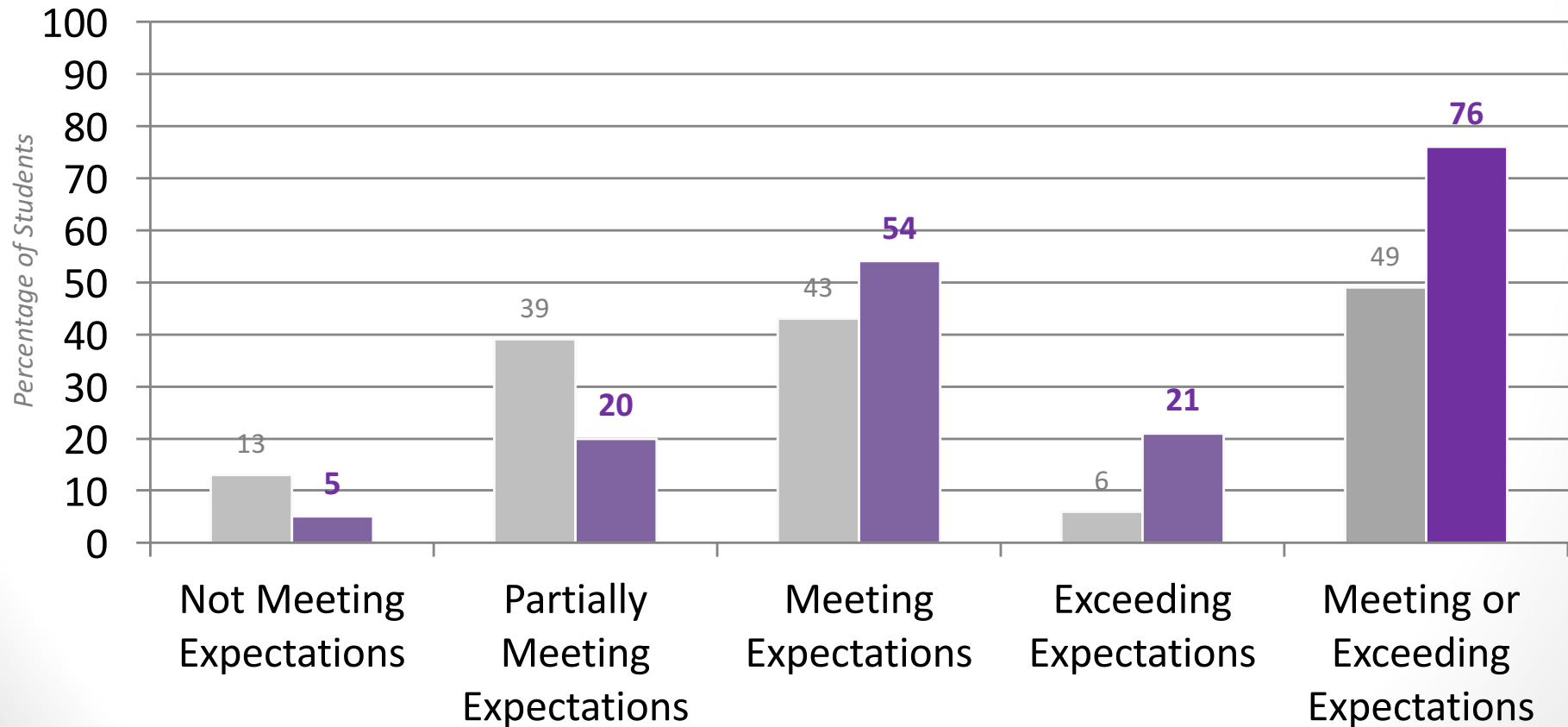


Shrewsbury Public Schools and State Results

Grade 4 Mathematics

2017 Next-Generation MCAS

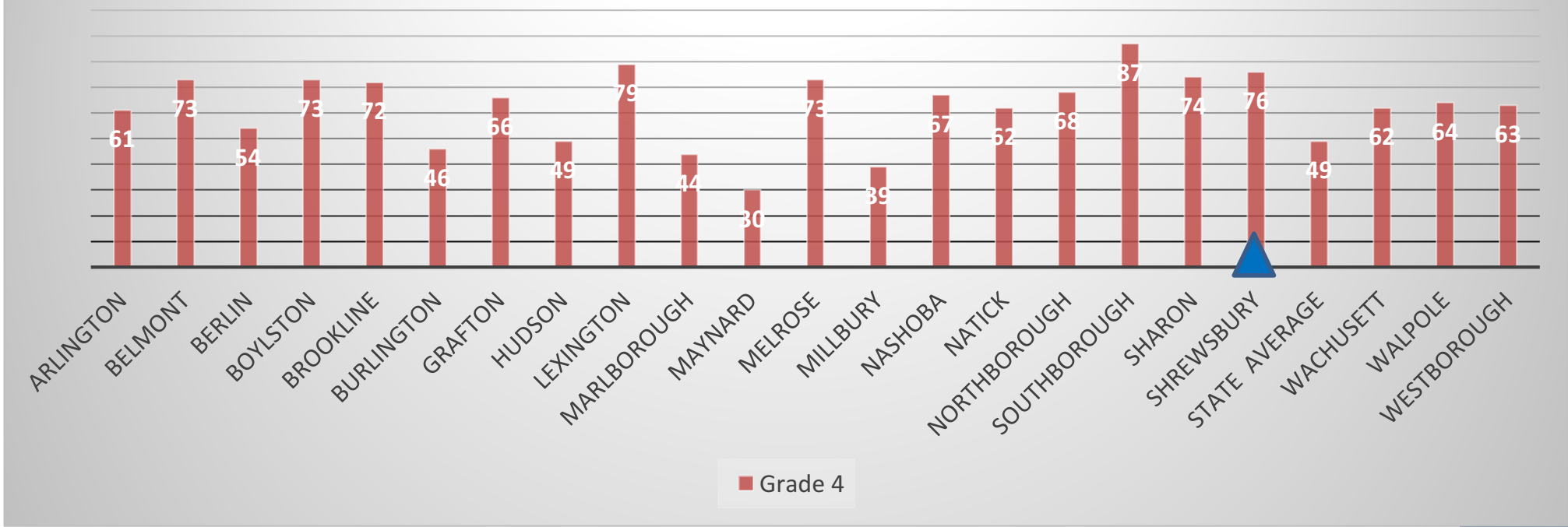
■ State 2017 ■ SPS 2017



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / **Grade 4**

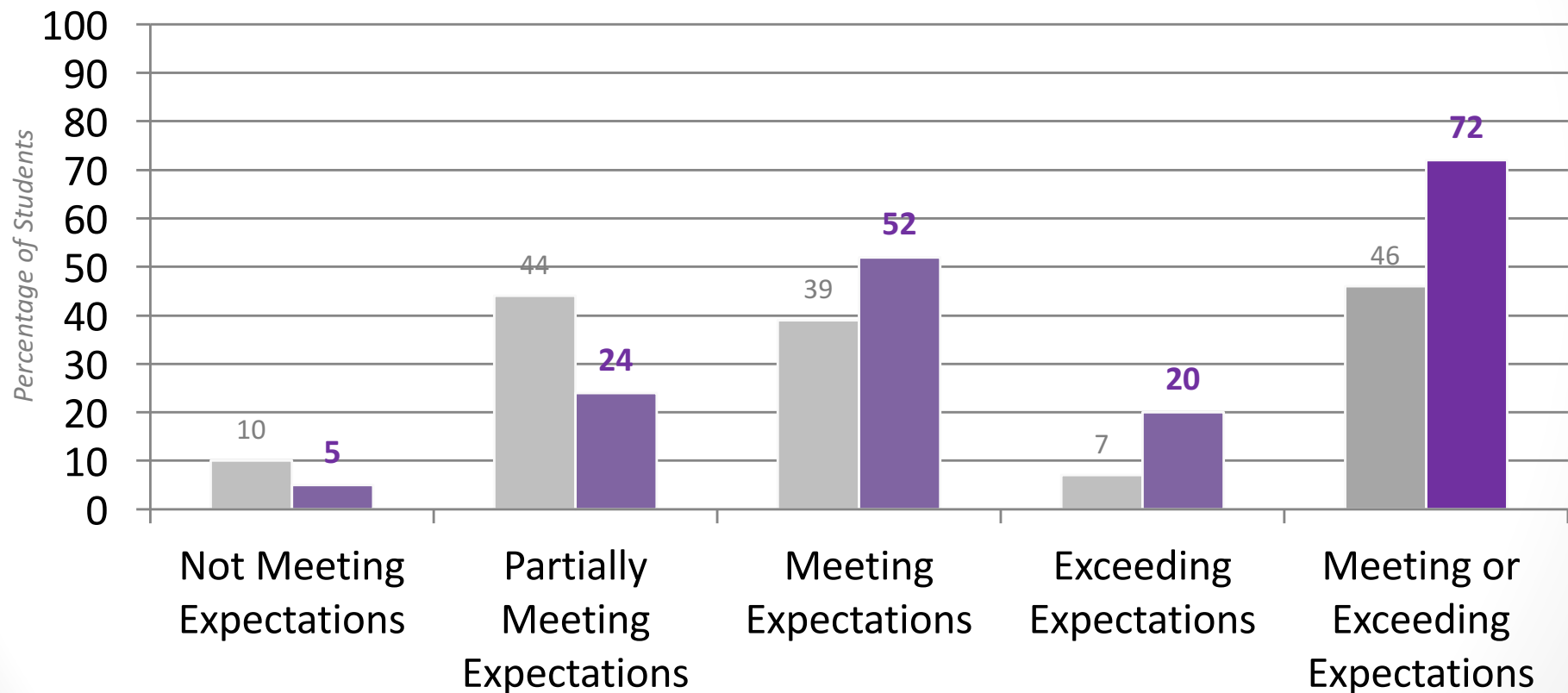
Comparable District Comparisons



Grade 5 Mathematics

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

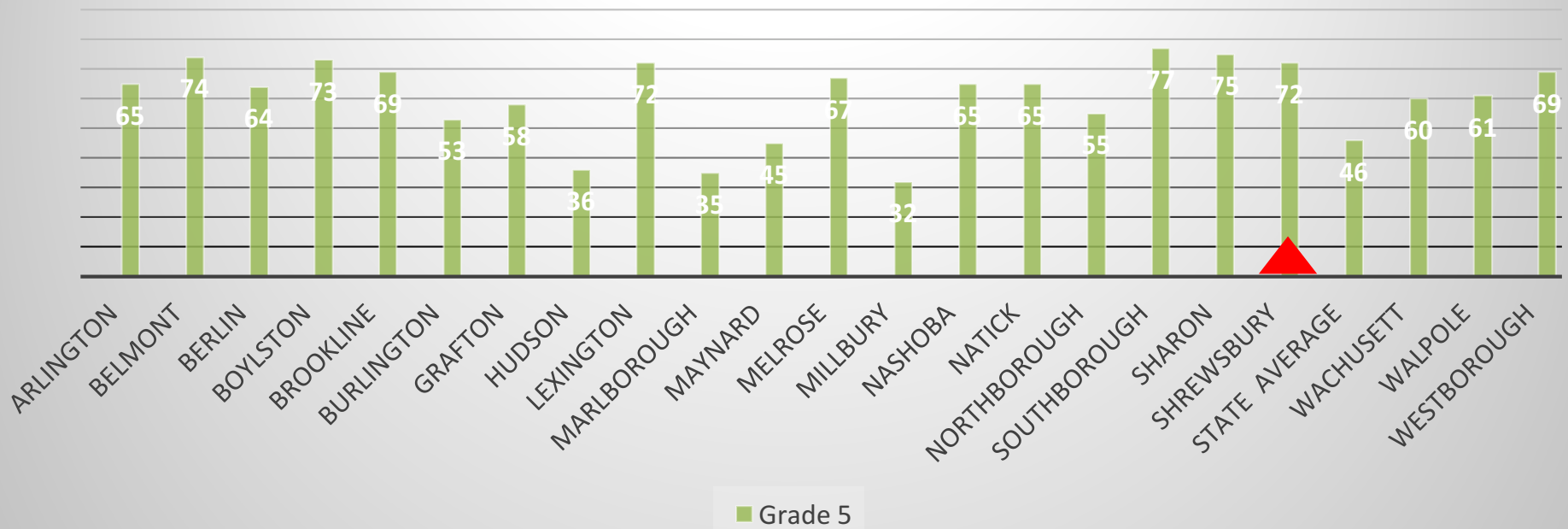


As with English Language Arts, Grade 5 is a focus area for improvement as staff review data.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 5

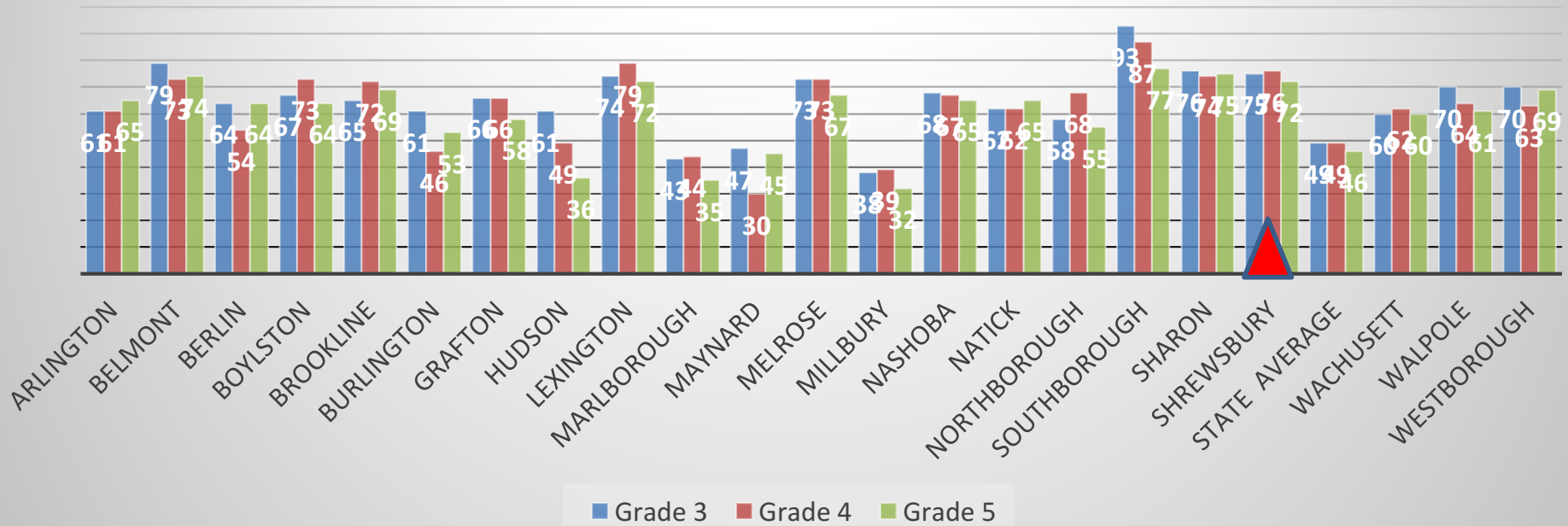
Comparable District Comparisons



Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grades 3-4-5

Comparable District Comparisons

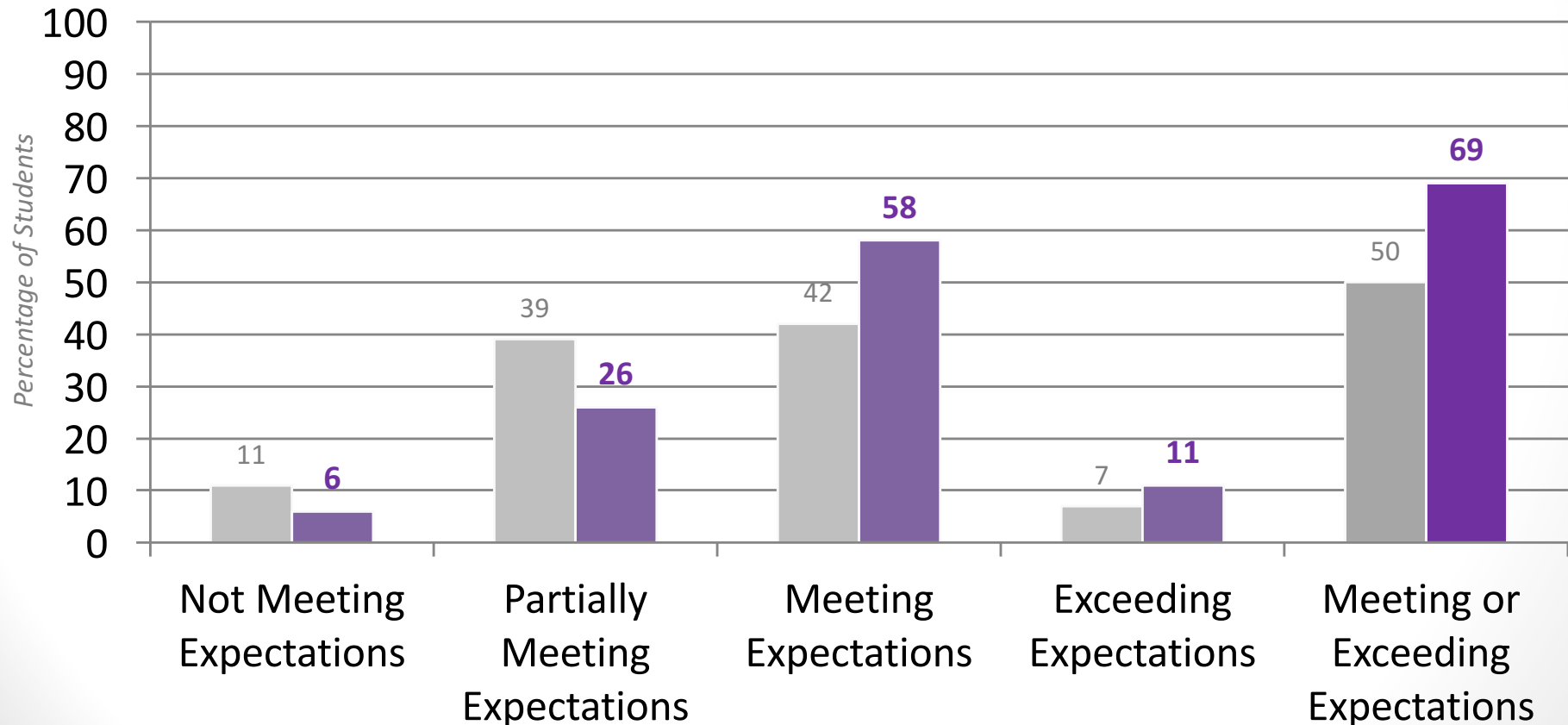


Shrewsbury Public Schools and State Results

Grade 6 Mathematics

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

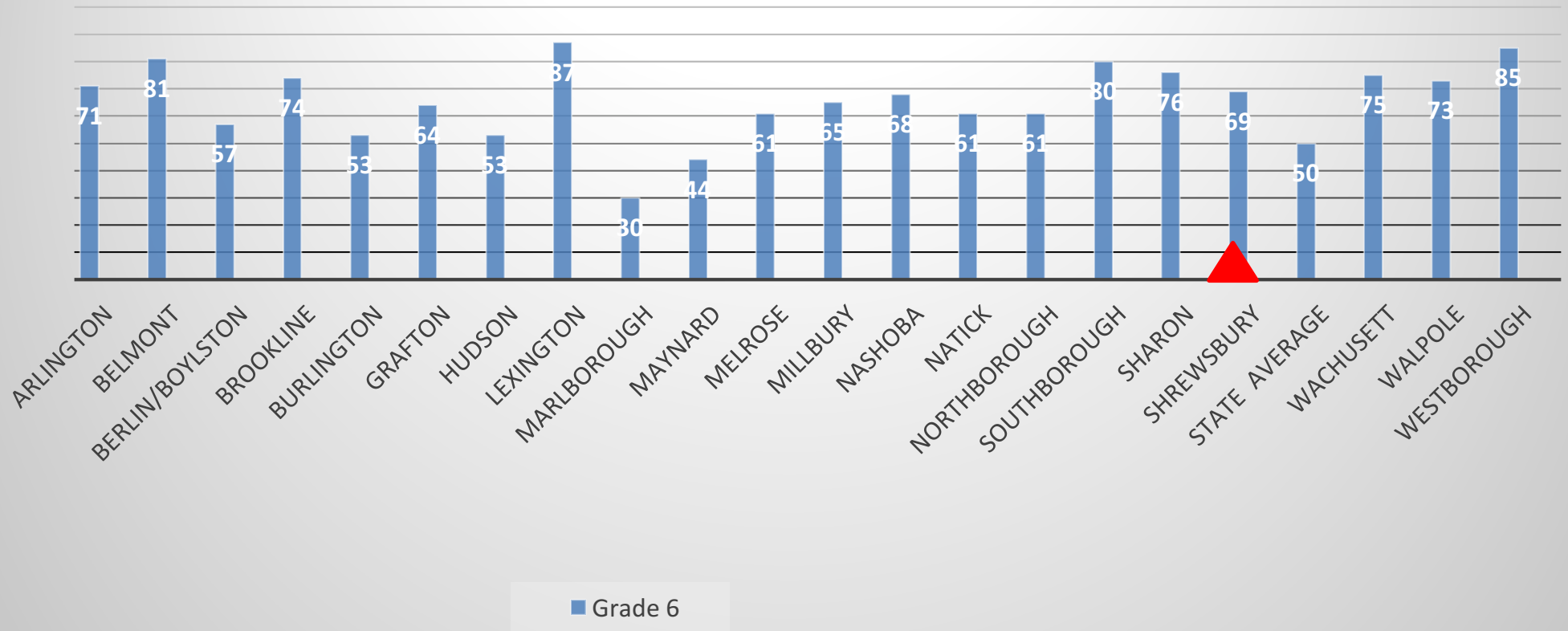


(62)

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 6

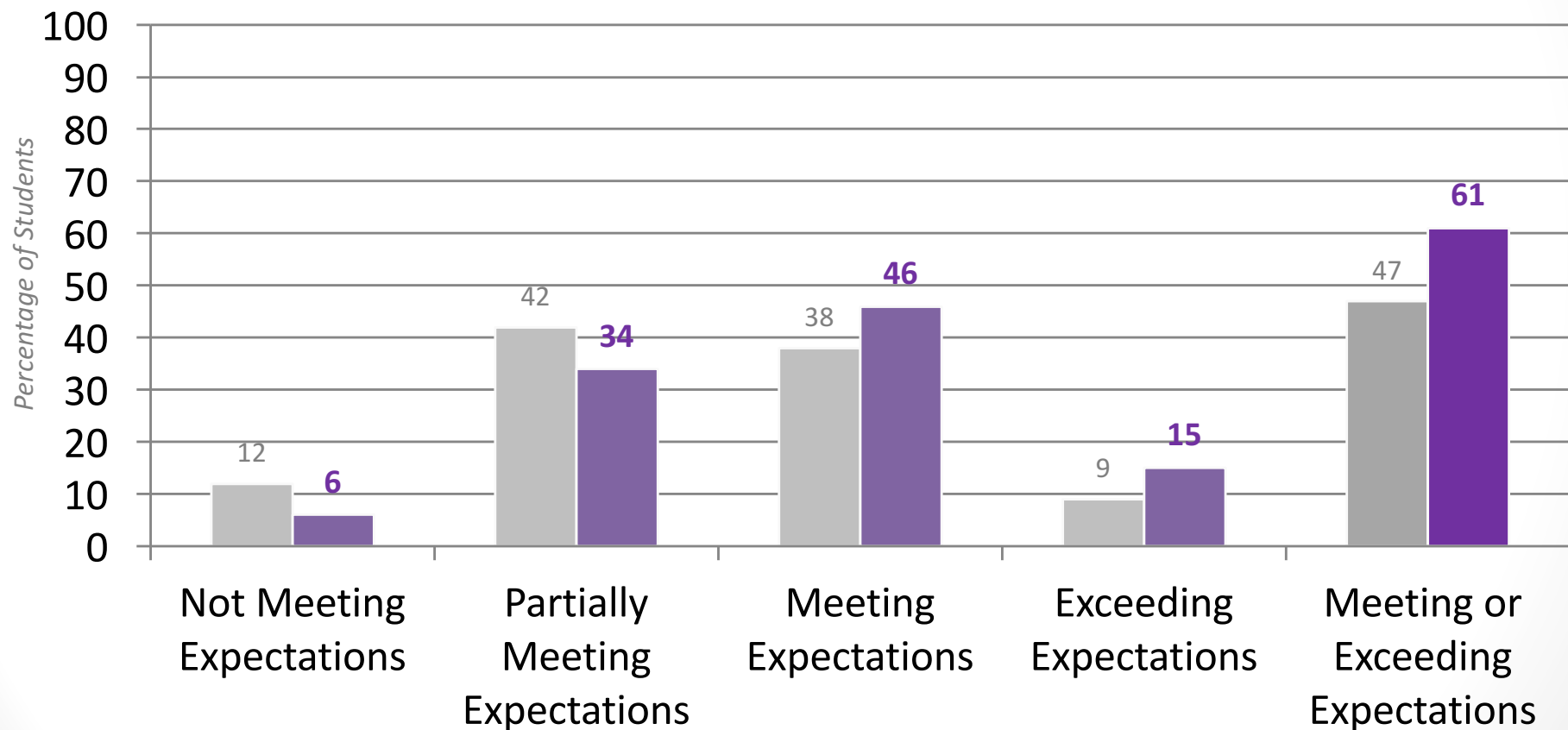
Comparable District Comparisons



Grade 7 Mathematics

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

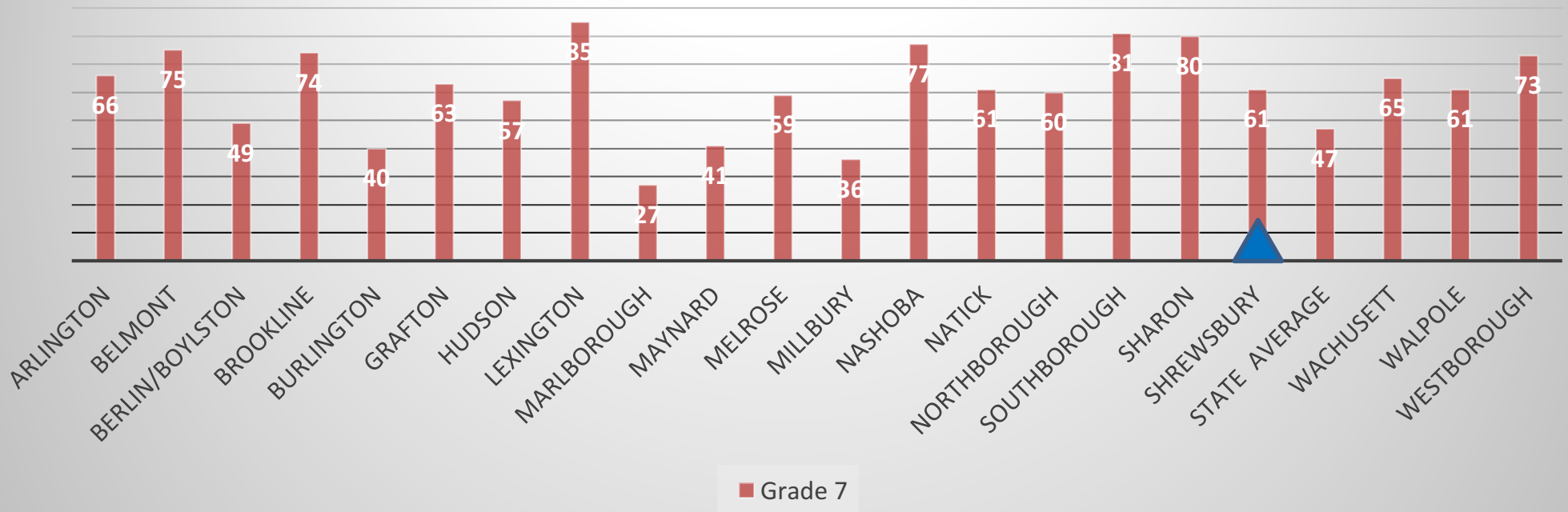


The relatively low number of students meeting or exceeding expectations at this grade level warrants additional study.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 7

Comparable District Comparisons

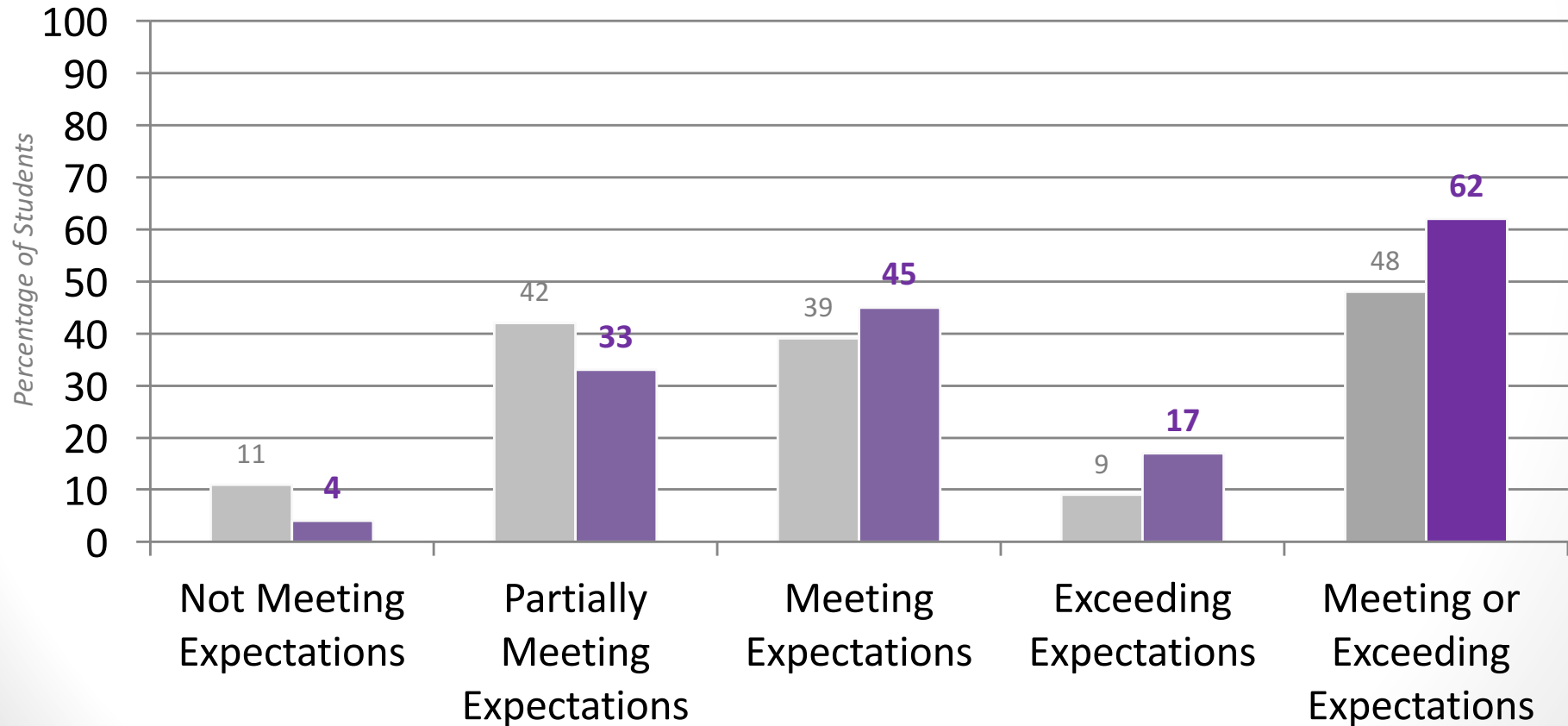


Shrewsbury Public Schools and State Results

Grade 8 Mathematics

2017 Next-Generation MCAS

■ State 2017 ■ SPS 2017

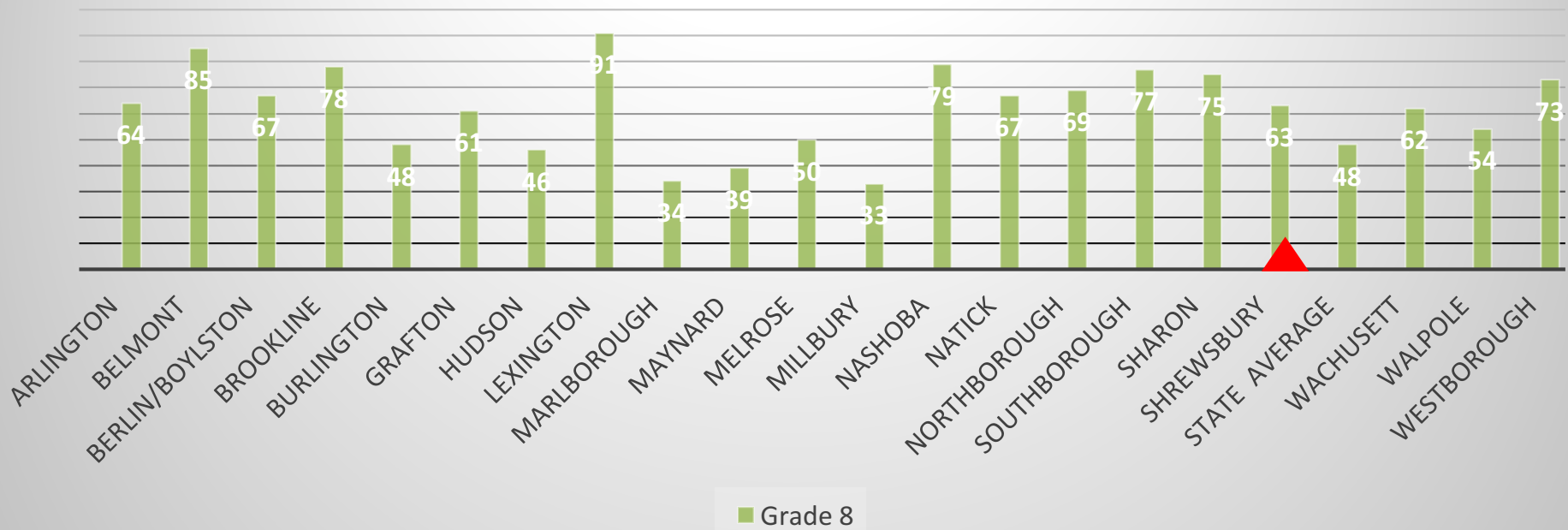


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Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grade 8

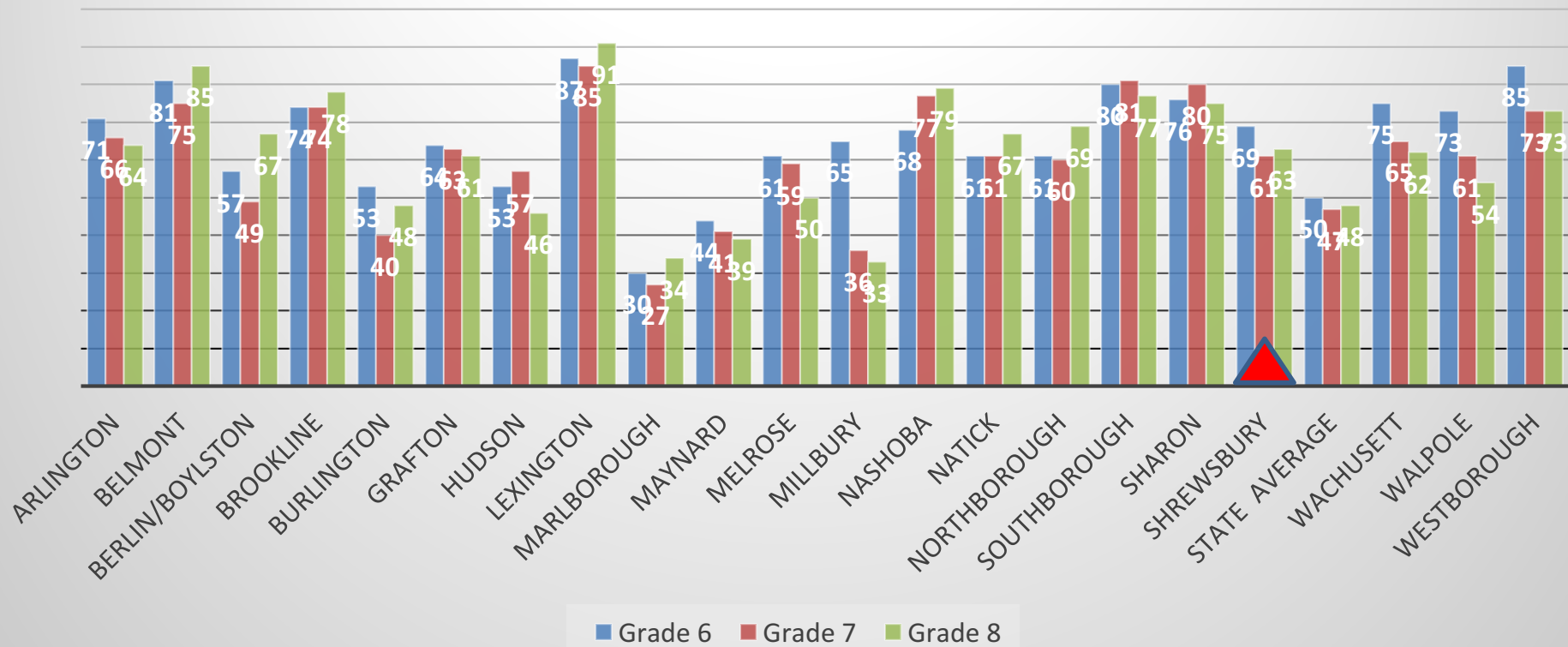
Comparable District Comparisons



Percentage of students Meeting or Exceeding Expectations

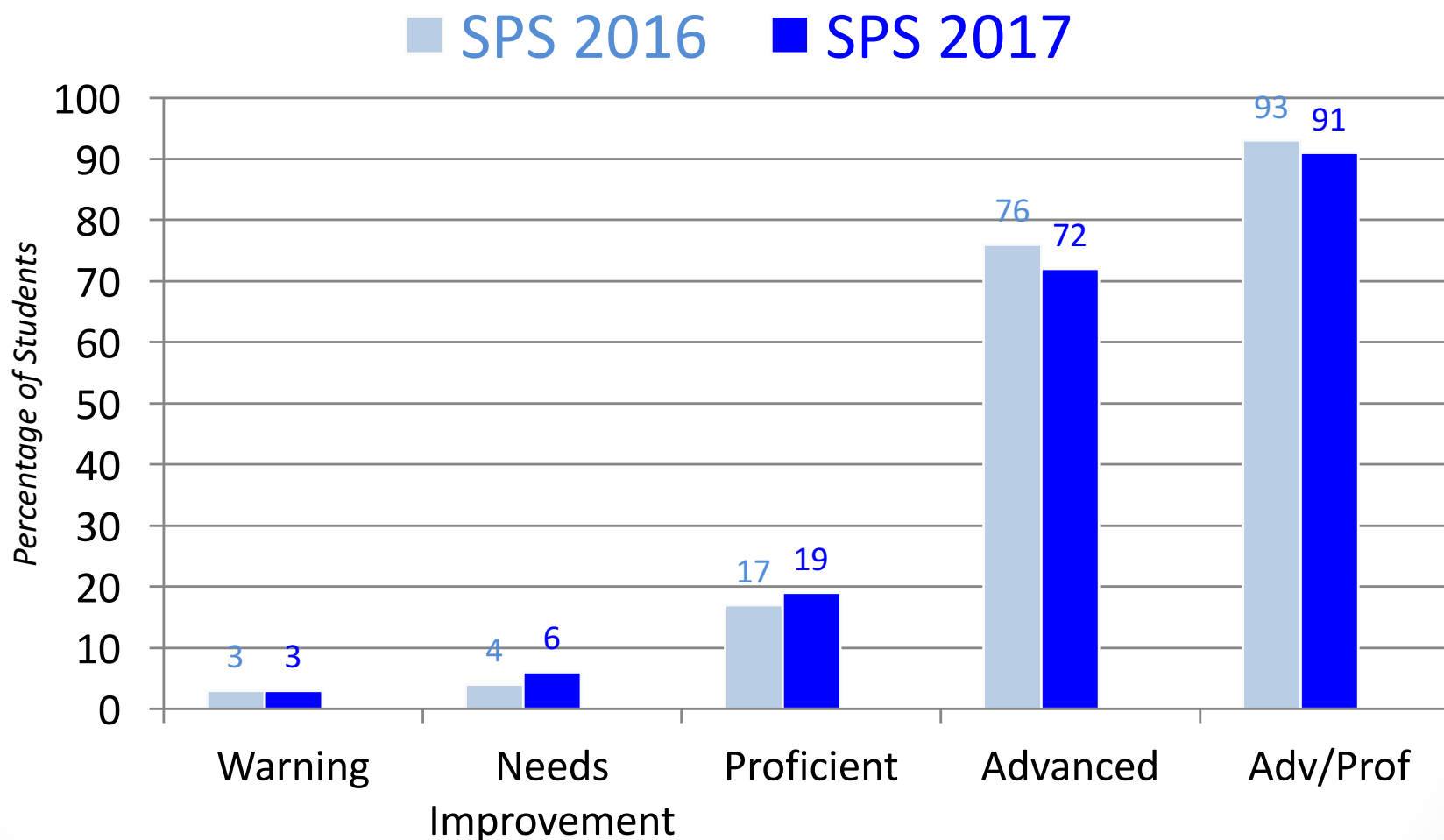
Next-Gen MCAS Math / Grades 6-7-8

Comparable District Comparisons



SHS Mathematics

2016-2017 (Legacy) MCAS

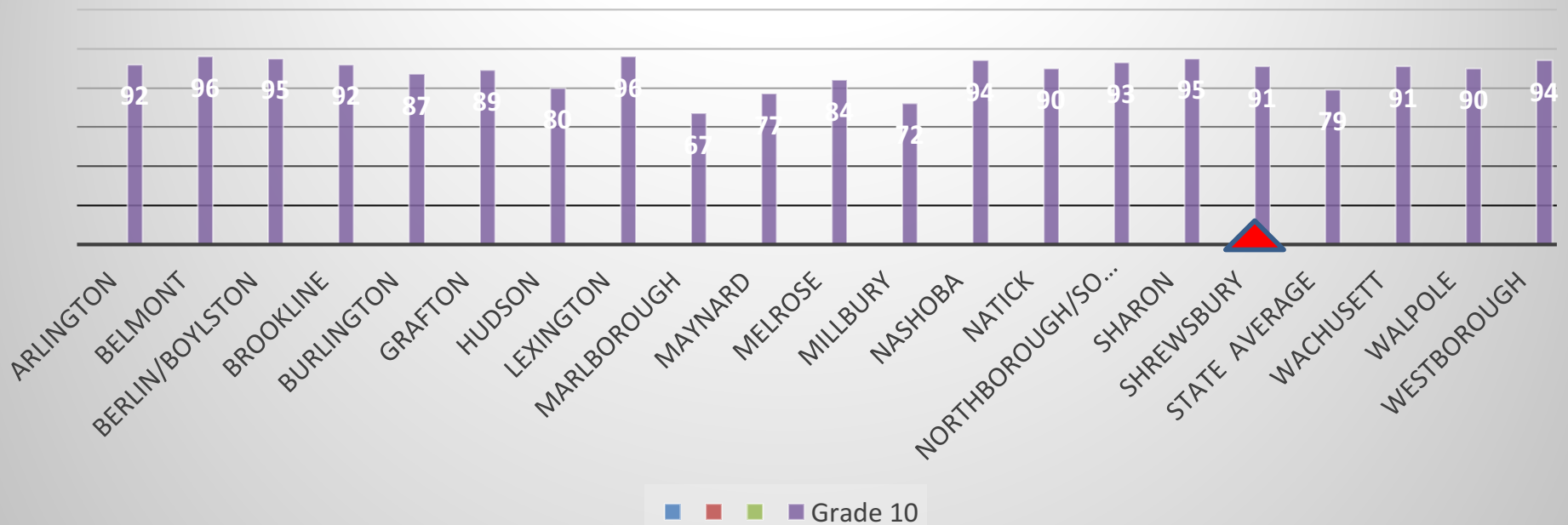


In Mathematics, 91% of Shrewsbury's high school students scored *Proficient or higher*, which includes 72% who scored at the *Advanced* level.

Percentage of students Meeting or Exceeding Expectations

LEGACY MCAS Math / SHS Grade 10

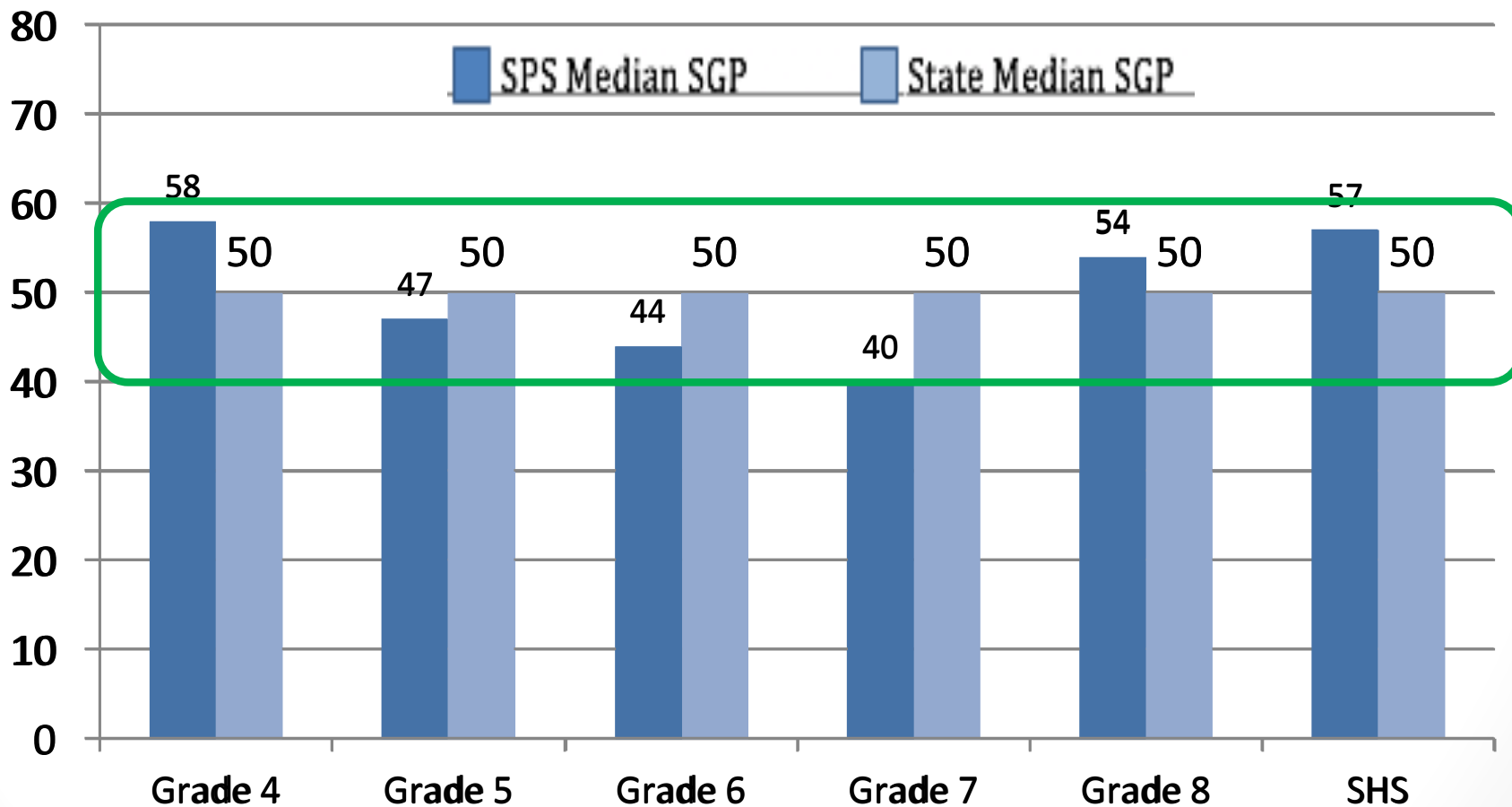
Comparable District Comparisons



Mathematics

2017 Student Growth Percentiles (SGP)

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



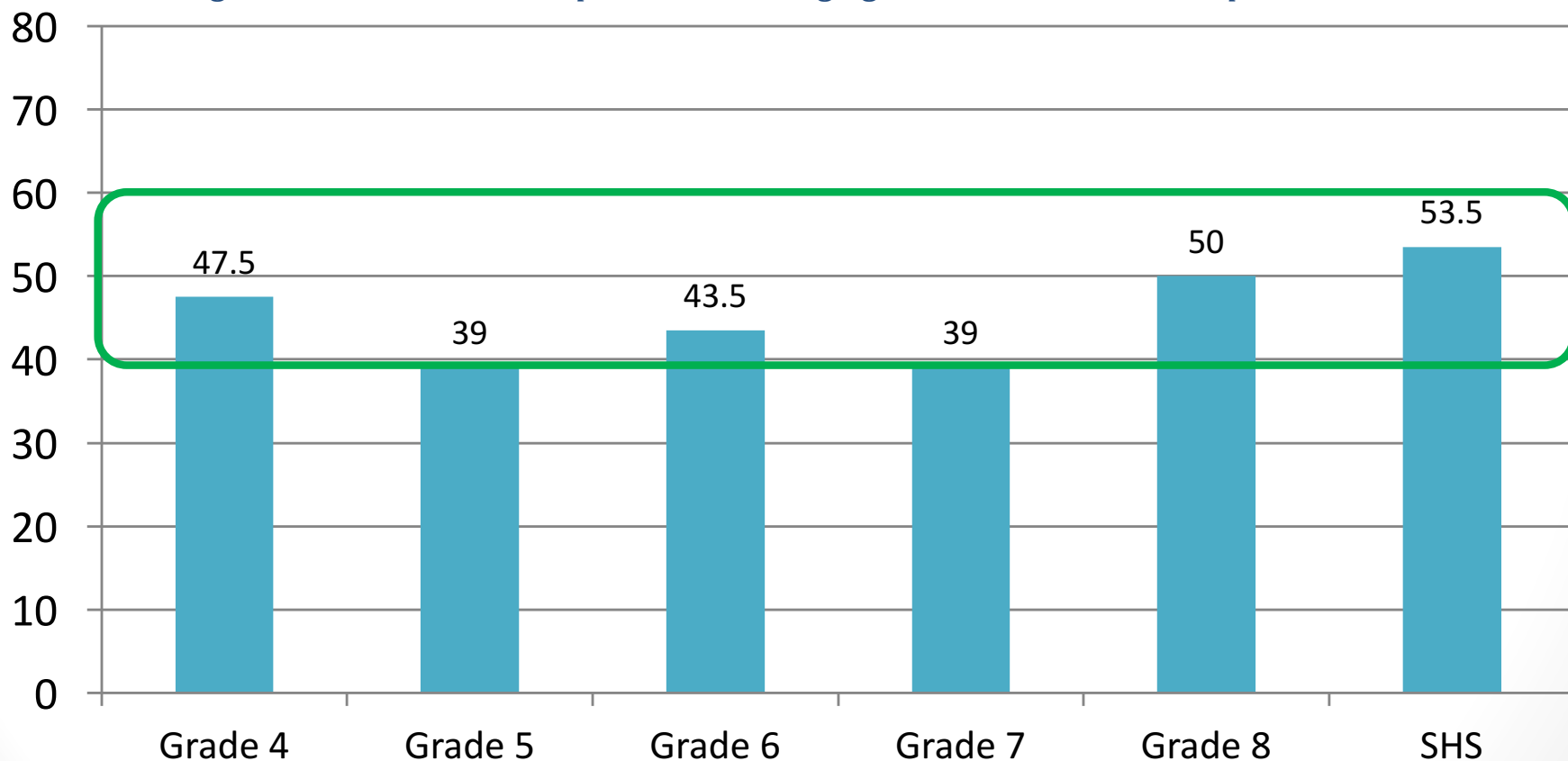
While we are working to raise achievement rates, Student Growth Percentiles seem strong in Mathematics at many grade levels, especially in Grade 4.

Mathematics

SPS High Needs Subgroups

2017 Student Growth Percentiles (SGP)

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



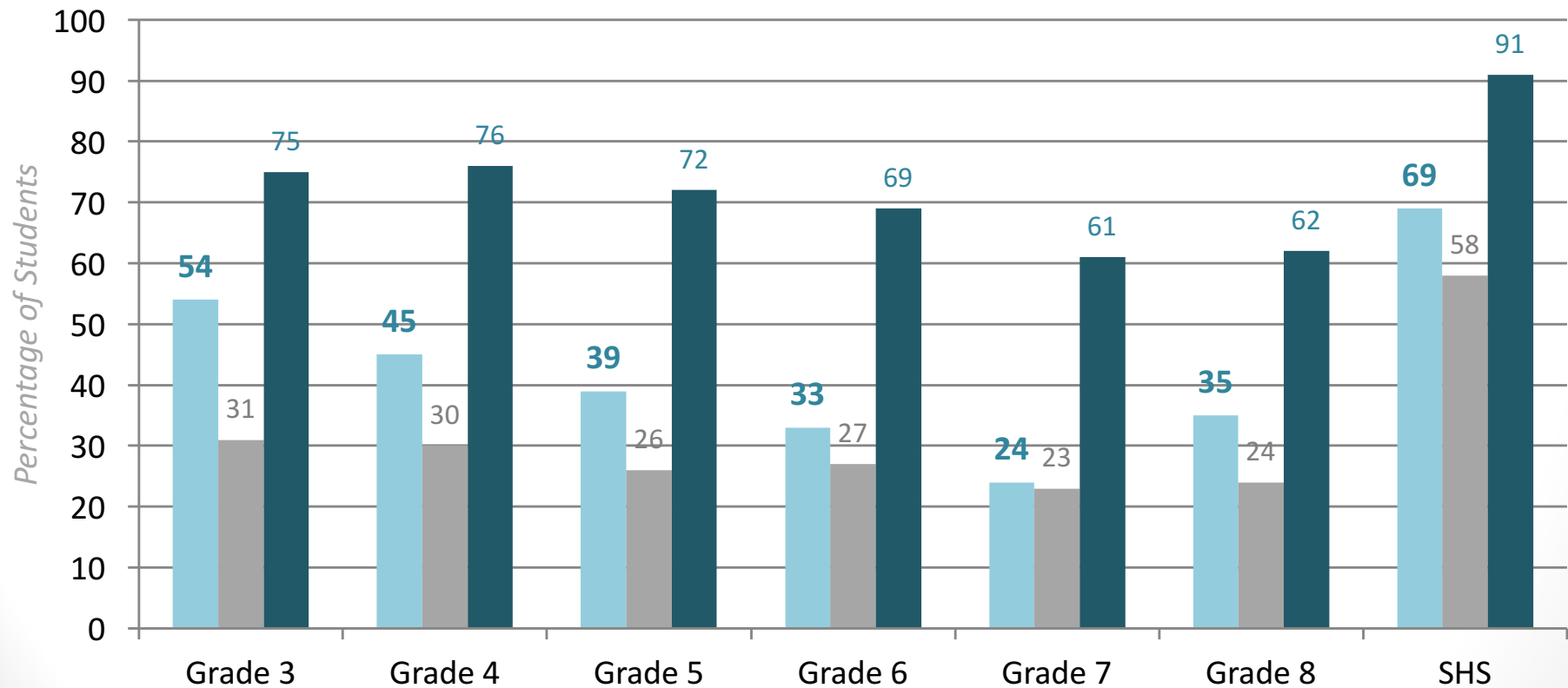
While there is still improvement to make in achievement levels for the high needs subgroups, the growth percentiles in several grade levels are promising.

Mathematics

High Needs Subgroup by Grade Level

2017 Percentage of Students Meeting or Exceeding Expectations

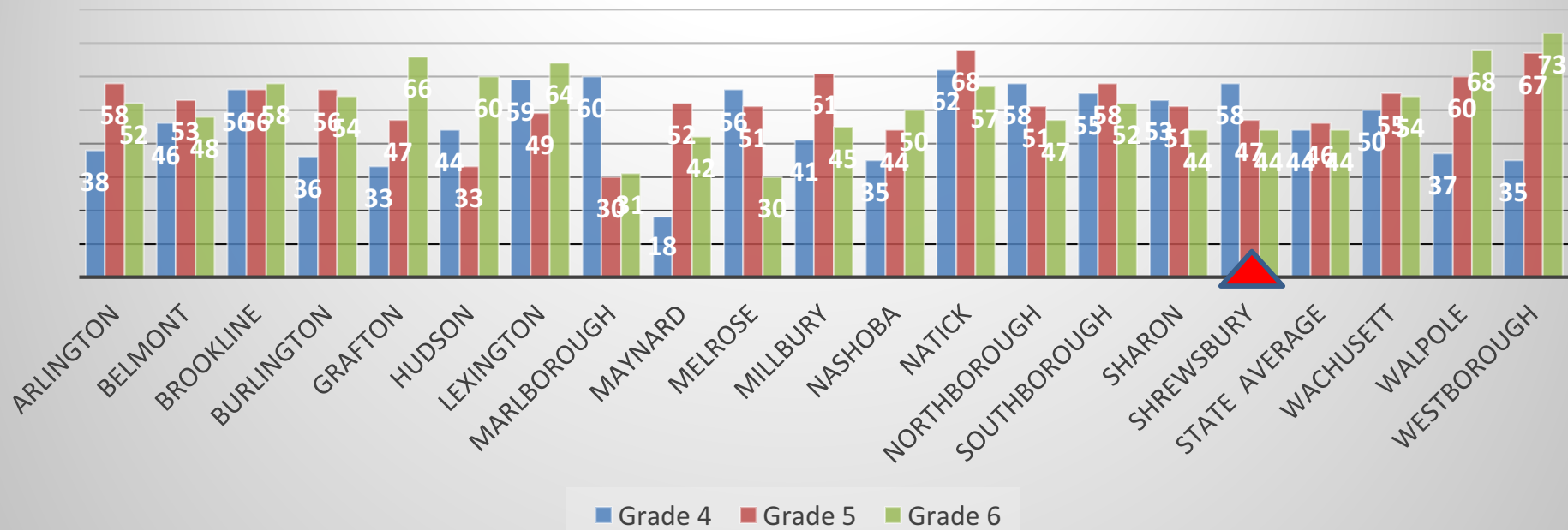
■ SPS High Needs Subgroup ■ State High Needs ■ SPS All Students



SGP for High Needs students

Next-Gen MCAS Math / Grades 4-5-6

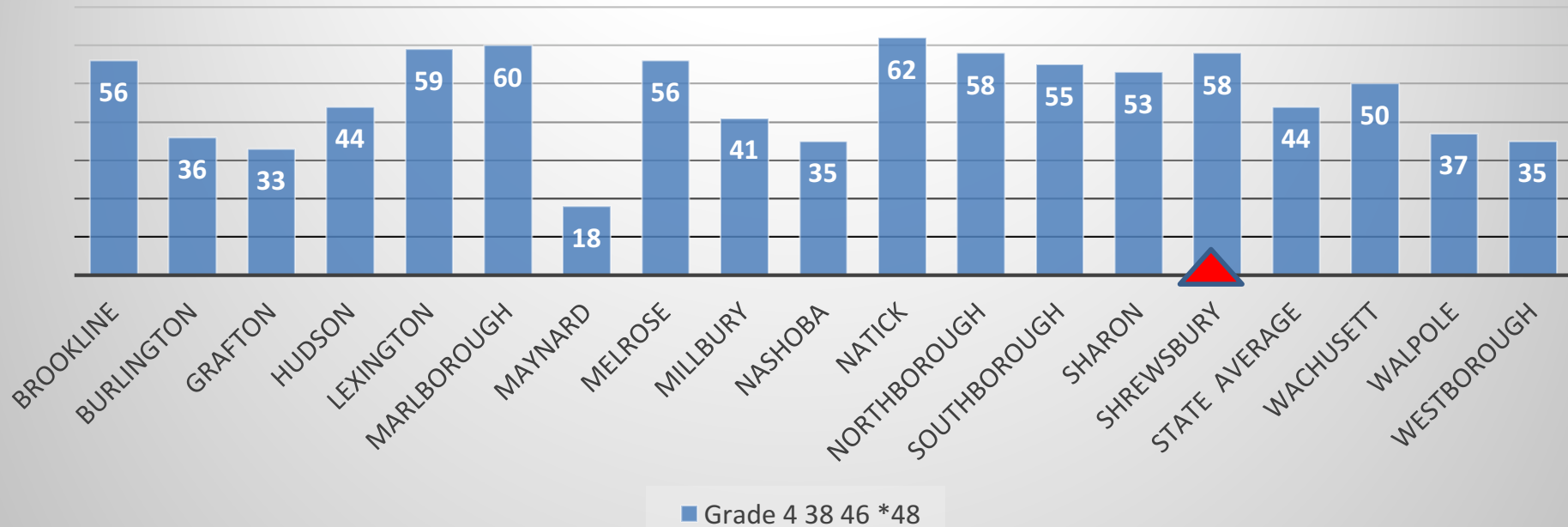
Comparable District Comparisons



SGP for High Needs students

Next-Gen MCAS Math / Grade 4

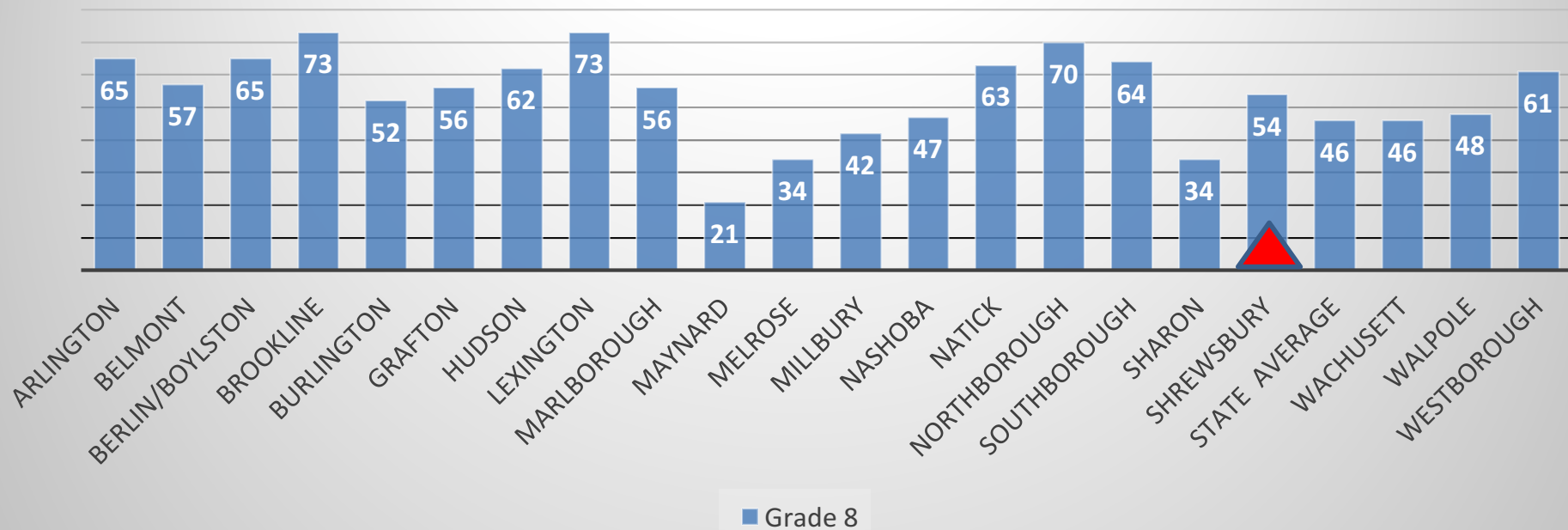
Comparable District Comparisons



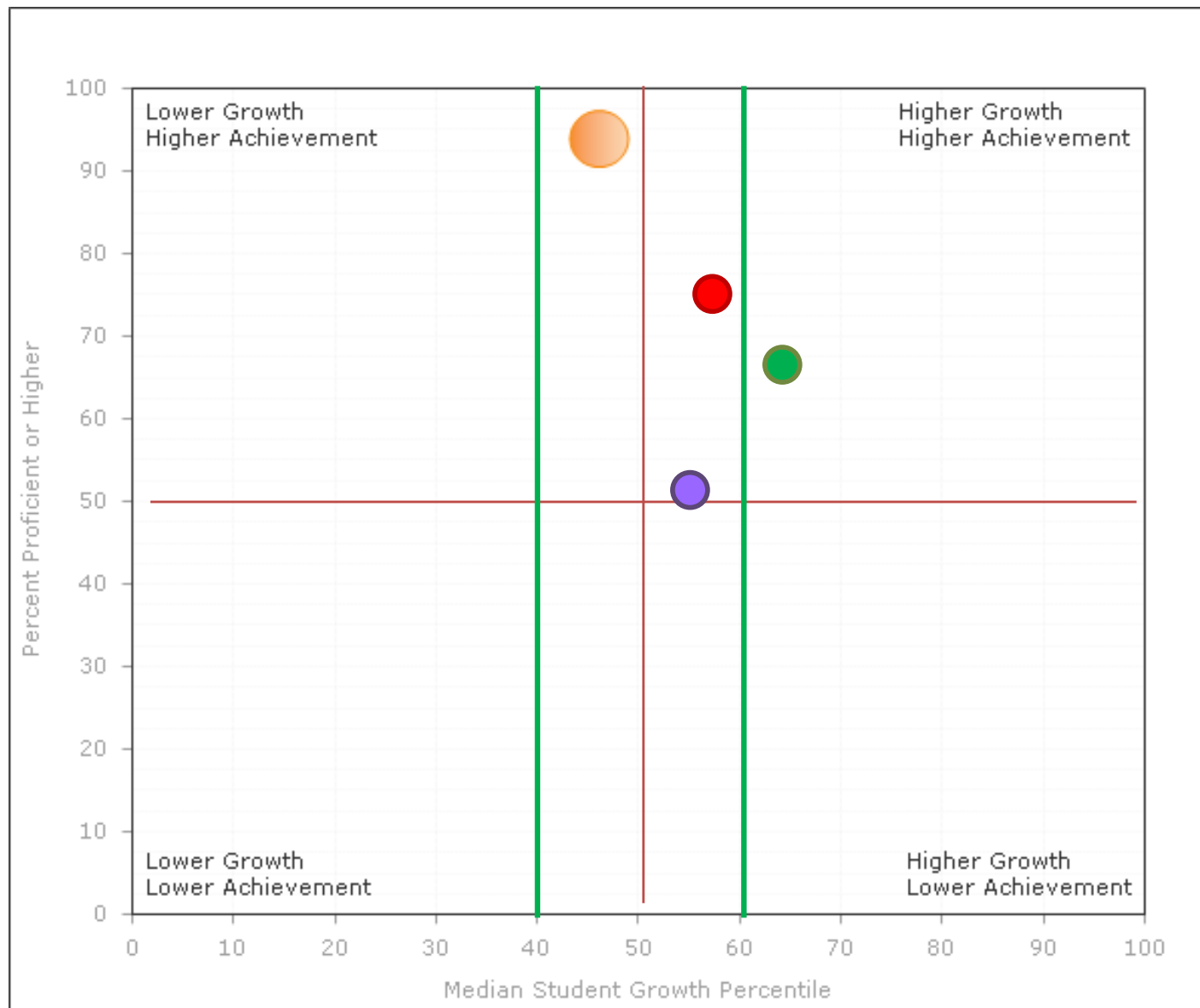
SGP for High Needs students

Next-Gen MCAS Math / Grade 8

Comparable District Comparisons



2017 SPS Achievement & Growth / Mathematics (by Level)



Grade 4 / SMS / OMS / SHS

Next Generation MCAS

Setting a new baseline

- *Examining data to prepare next steps*
- *Looking at comparable communities for some context, and perhaps consultation/collaboration*

Although there are many different variables to consider in examining results among districts, it is perhaps natural to explore how other communities performed—especially in this first year of a new assessment.

Percentage of students Meeting or Exceeding Expectations

Next-Gen MCAS Math / Grades 6-7-8

Comparable District Comparisons



Comparing districts can be challenging, as there are many different variables to consider . . .

- *Past performance of students (starting point for student growth)*
- *Curriculum, Instruction*
- *Professional Development focus areas*
- *Progress Monitoring of students / Intervention*
- *Student Data Practices*
- *Status of full day Kindergarten for all students*
- *Schedule (and staffing to support teacher planning)*
- *Leadership structure (Assistant Principals, Coordinators, Coaches)*
- *Per Pupil Spending (even a small difference can be significant)*
- *Salary scale*



✓ Use the data

- Use district, school, and student level results to identify our current strengths and weaknesses
- Calibrate expectations and standards for district assessments and report cards—to ensure close alignment with state standards

✓ Collaborate with other districts

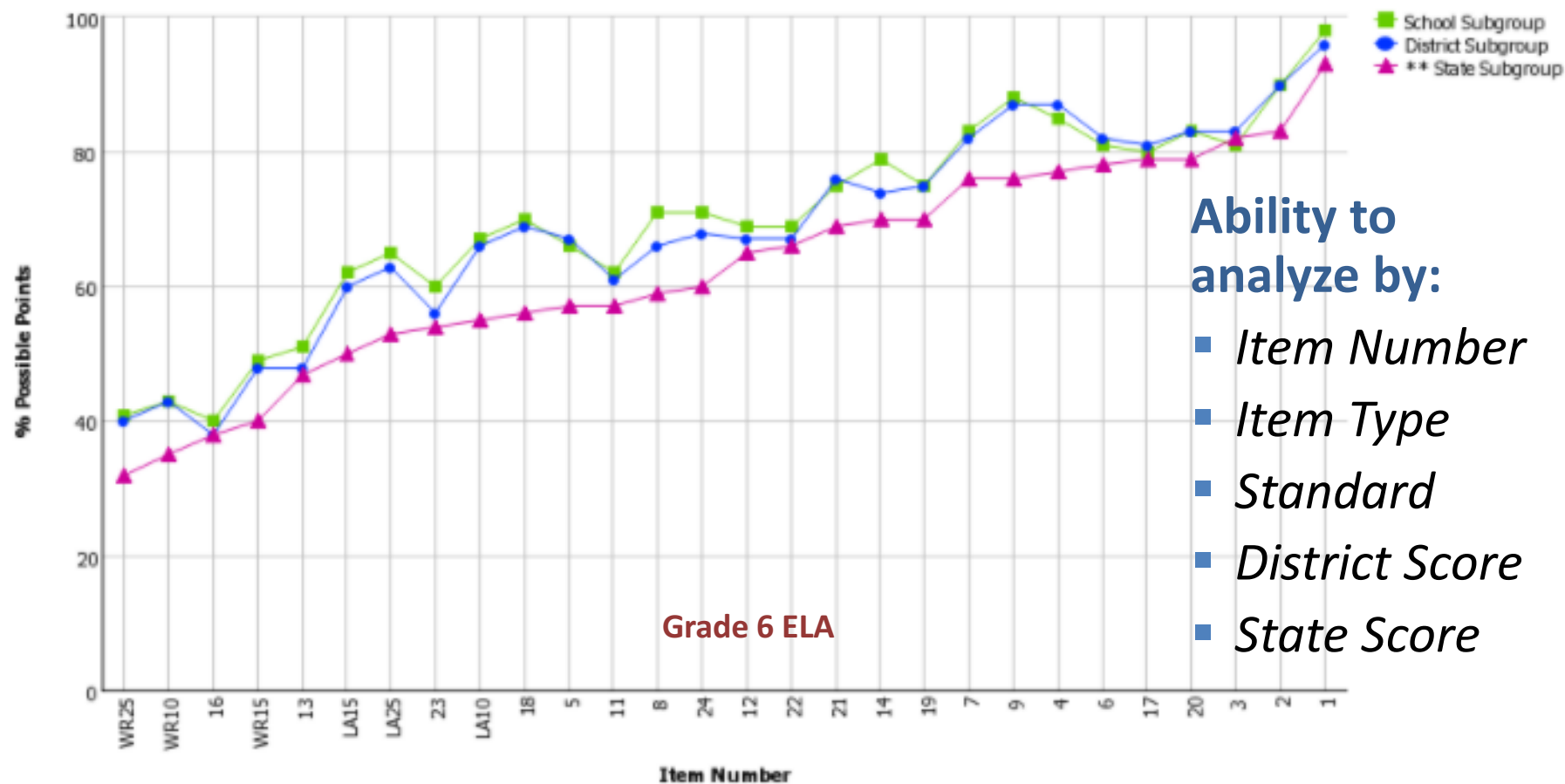
- Discuss best practices and share resources

✓ Work with district leaders to calibrate expectations for instruction.

- Continue to review all the assessment information we have to align the curriculum, improve instruction, and monitor student progress at *all* grade levels.

Staff Analysis of MCAS

All Students (200) Mode: Online



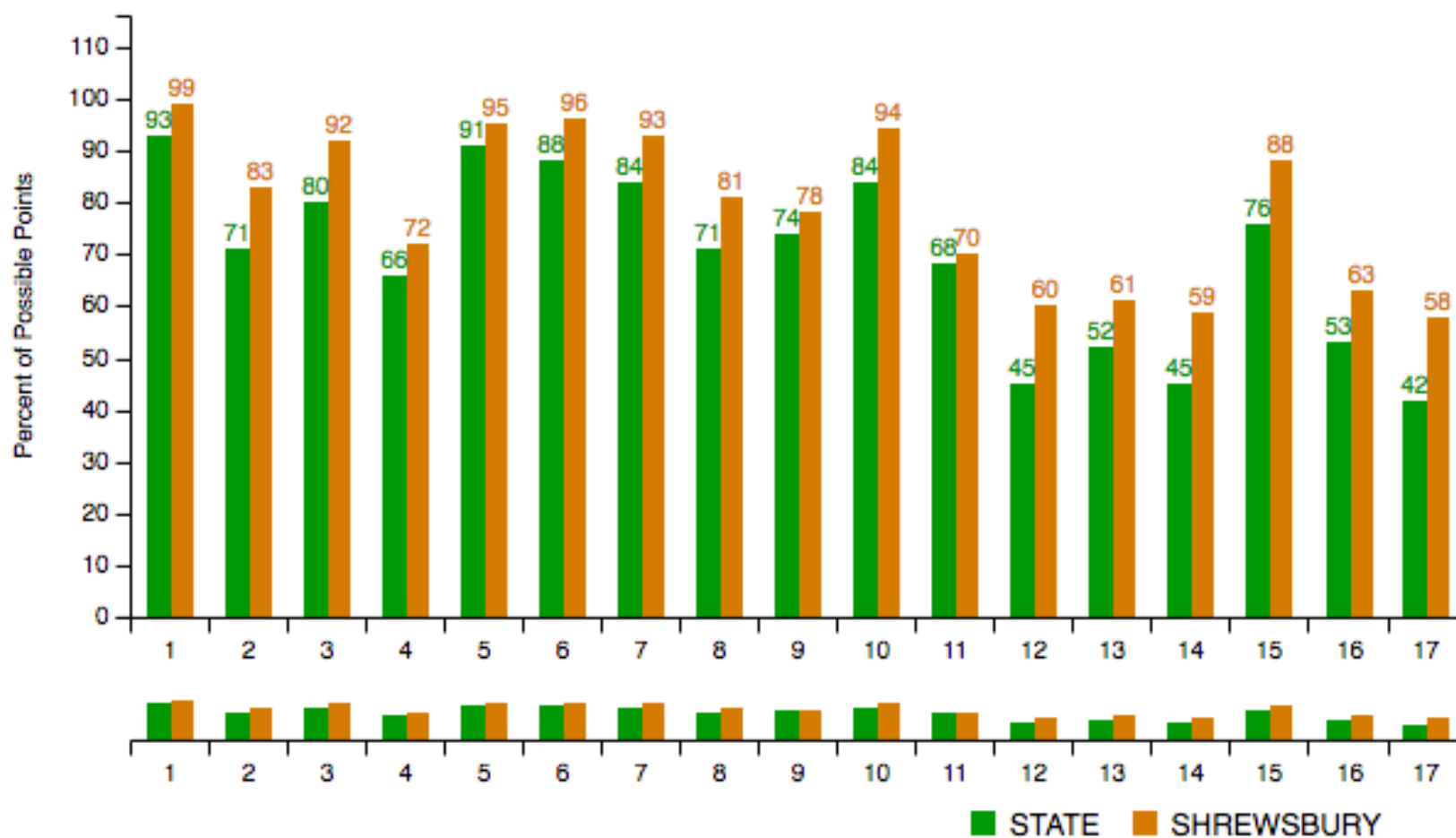
[WR25](#) [WR10](#) [16](#) [WR15](#) [13](#) [LA15](#) [LA25](#) [23](#) [LA10](#) [18](#) [5](#) [11](#) [8](#) [24](#) [12](#) [22](#) [21](#) [14](#) [19](#) [7](#) [9](#) [4](#) [6](#) [17](#) [20](#) [3](#) [2](#) [1](#)

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.

MCAS Test Item Analysis

Grade 3 Reading

Number of Students Included: 452 Mode: Paper



Why did my child score better last time?



- new standards for *Meeting Expectations* are **more rigorous**
- The score may be closer than you think. Look at where your child's scaled score falls within the category
- *From DESE: Spring 2017 is a **baseline year** for a new test in grades 3-8, and spring 2017 scores **should not be compared** to previous years' scores.*

Be aware and cautious



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/>

2017: New Baseline

- Participation and graduation rates remained high in Shrewsbury last year. For this reason, this year our current district accountability level is: No Level


2017 Official Accountability Data - Shrewsbury

District Information	
District:	Shrewsbury (02710000)
Region:	Central
Title I Status:	Yes

Accountability Information	
Accountability and Assistance Level	
No level	Students in grades 3-8 participated in 2017 Next Generation MCAS tests
This district's determination of need for special education technical assistance or intervention	
Meets Requirements-At Risk (MRAR)	



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

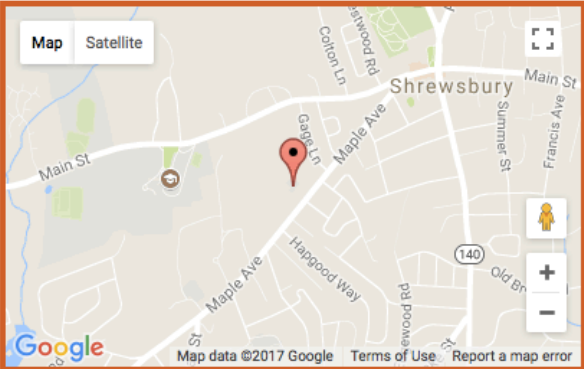
Shrewsbury

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

