

APS Spring 2019 MCAS & Accountability Results

October 10, 2019



Roadmap

- APS Achievement Results
- Comparative District Data
- Grade 10 Transition from Legacy to Next-Gen
- APS Accountability
- Highlights and Areas of Focus

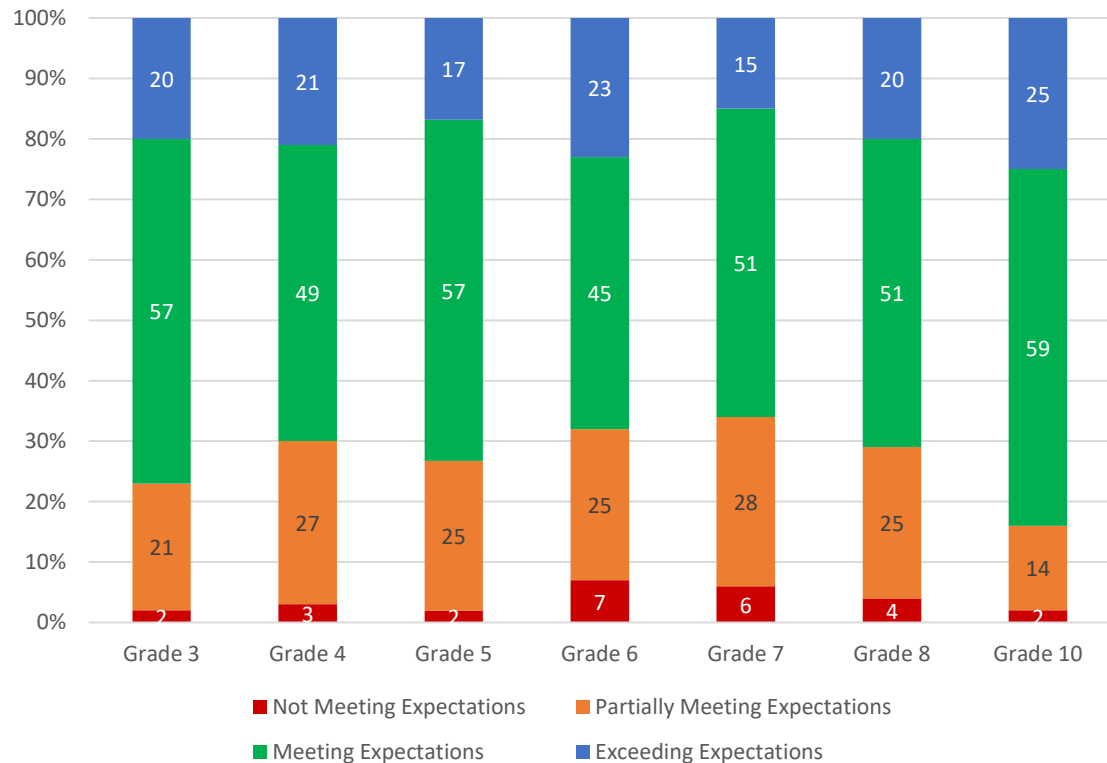


APS MCAS Achievement Results



APS English Language Arts Achievement Results

2019 ELA by Grade



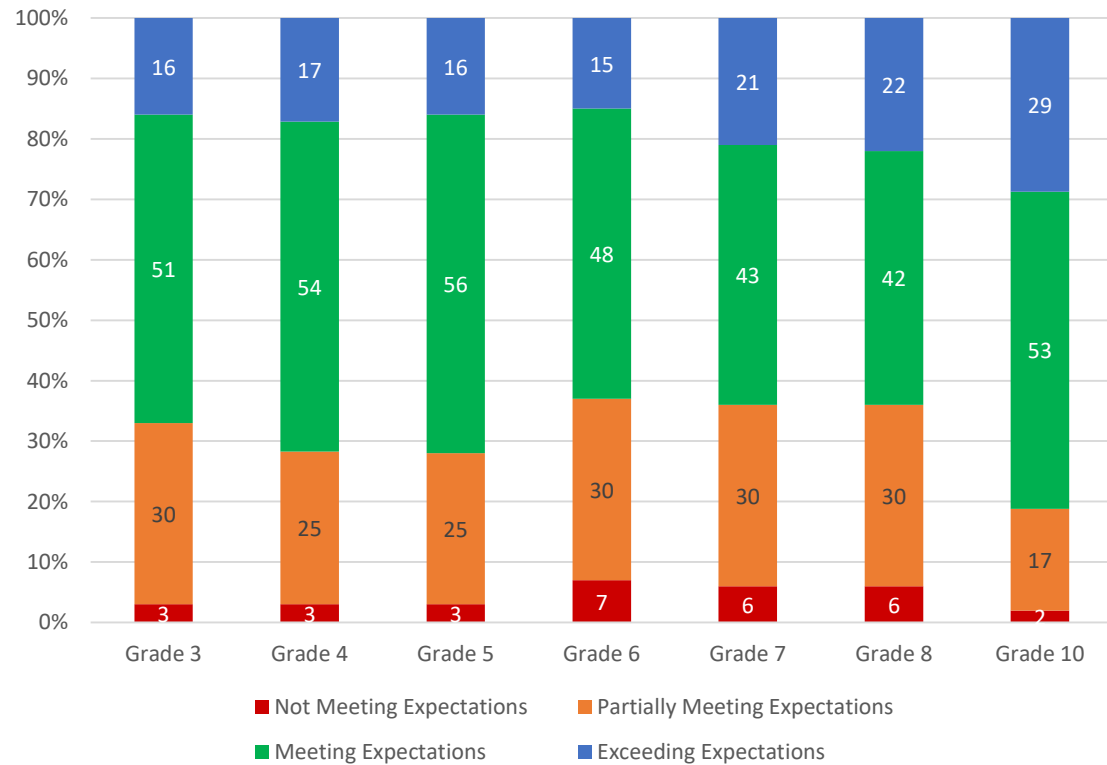
2017–2019 Change - ELA

Grade	Average Scaled Scores			Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	508.0	510.6	514.4	+6.4
Grade 4	503.7	509.3	512.6	+8.9
Grade 5	506.1	510.3	513.0	+6.9
Grade 6	504.1	513.8	511.1	+7
Grade 7	505.7	502.3	508.1	+2.4
Grade 8	510.8	510.3	511.1	+0.3
Grades 3-8	506.4	509.4	511.6	+5.2
Grade 10			518.7	



APS Mathematics Achievement Results

2019 Mathematics by Grade



2017–2019 Change - Math

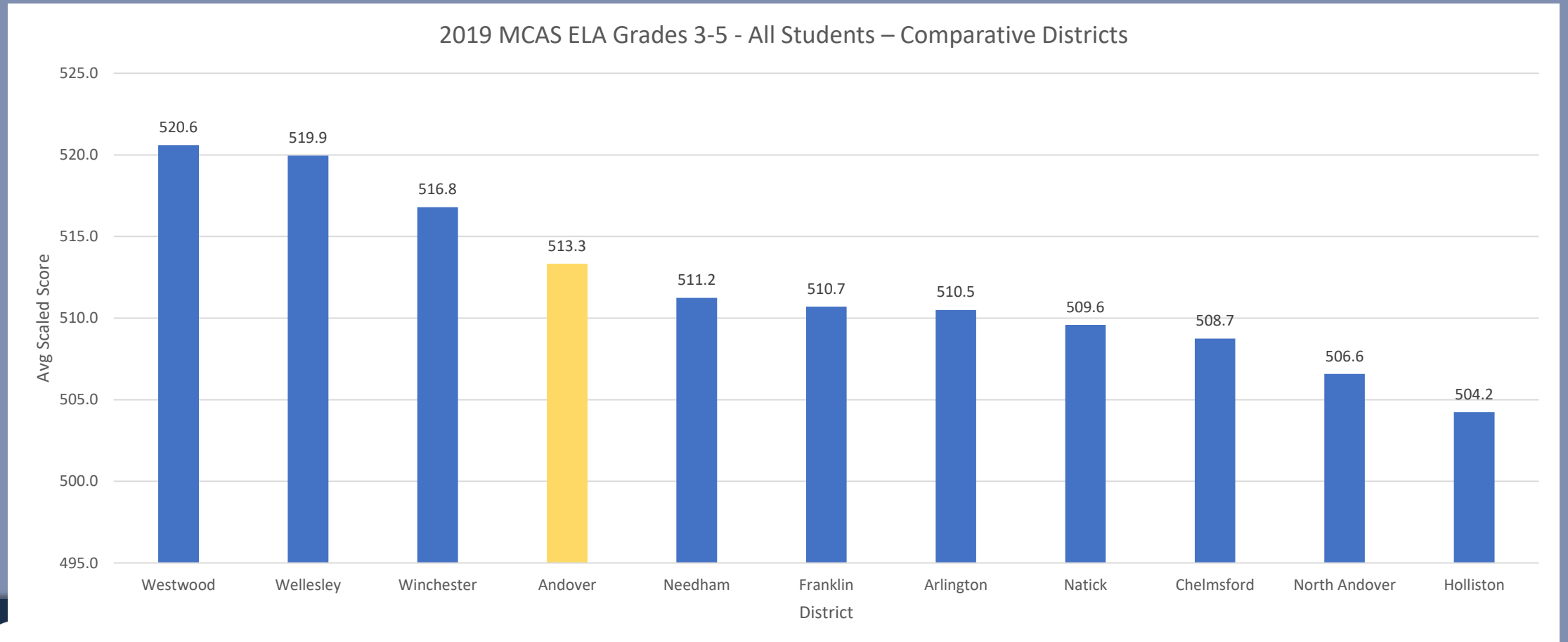
Grade	Average Scaled Scores			Scaled Score Change, 2017 to 2019
	2017	2018	2019	
Grade 3	504.6	507.4	508.3	+3.7
Grade 4	505.1	506.5	510.8	+5.7
Grade 5	508.2	507.3	511.8	+3.6
Grade 6	505.1	508.8	507.4	+2.3
Grade 7	509.2	507.7	508.2	-1
Grade 8	509.7	509.5	509.8	+0.1
Grades 3-8	507.0	507.9	509.4	+2.4
Grade 10			518.8	



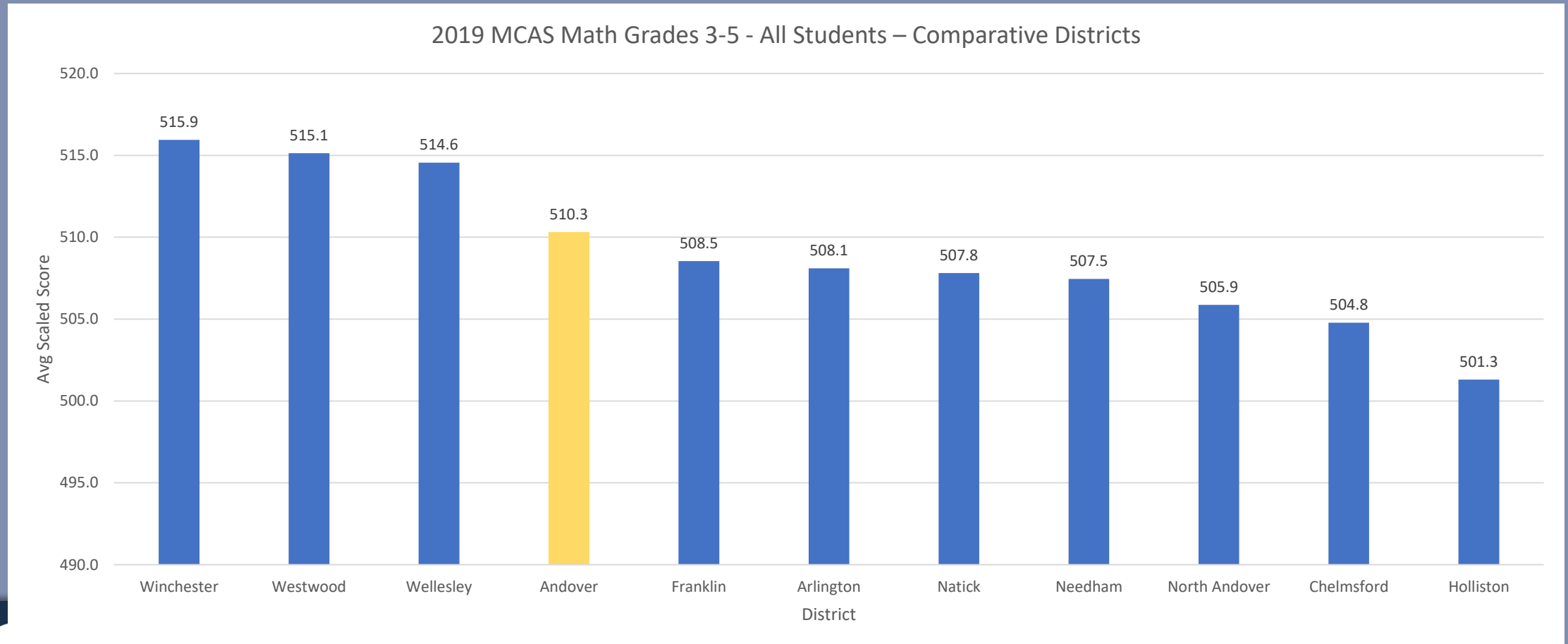
Comparative Data



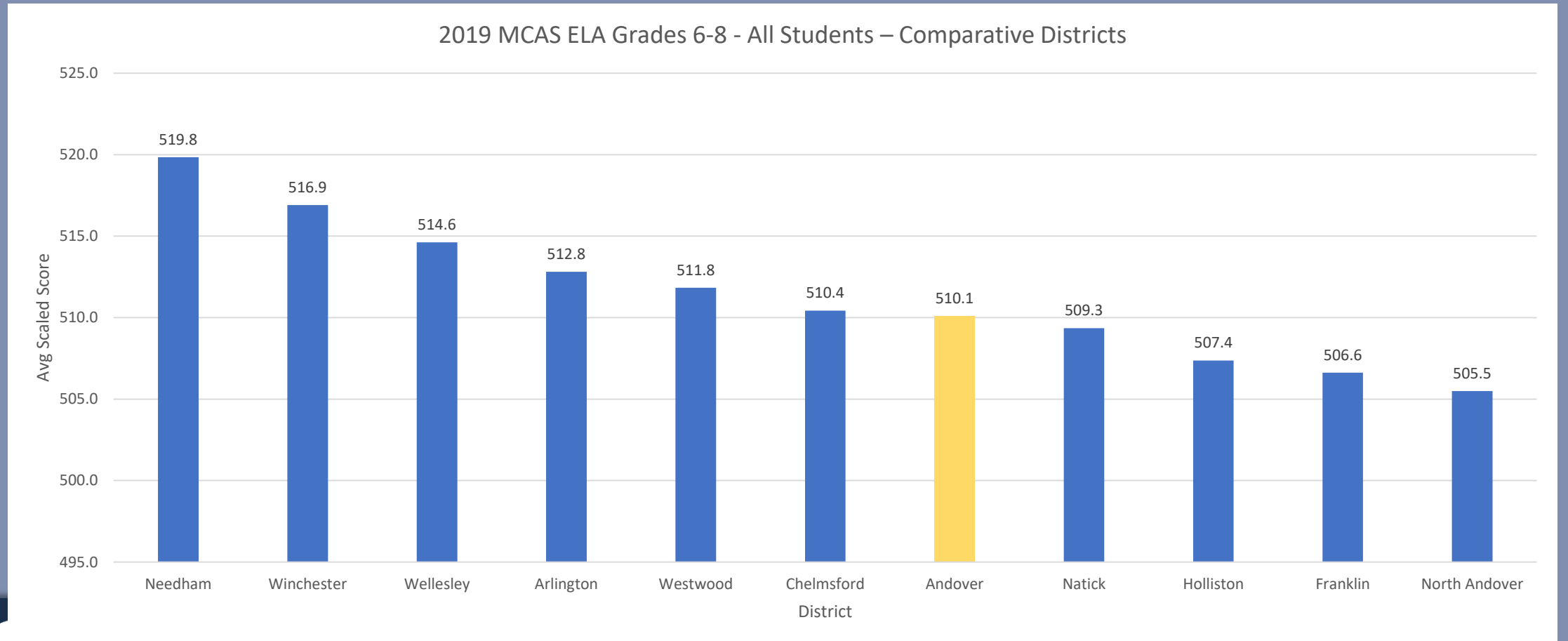
2019 MCAS ELA Grades 3-5 Comparative Districts – All Students



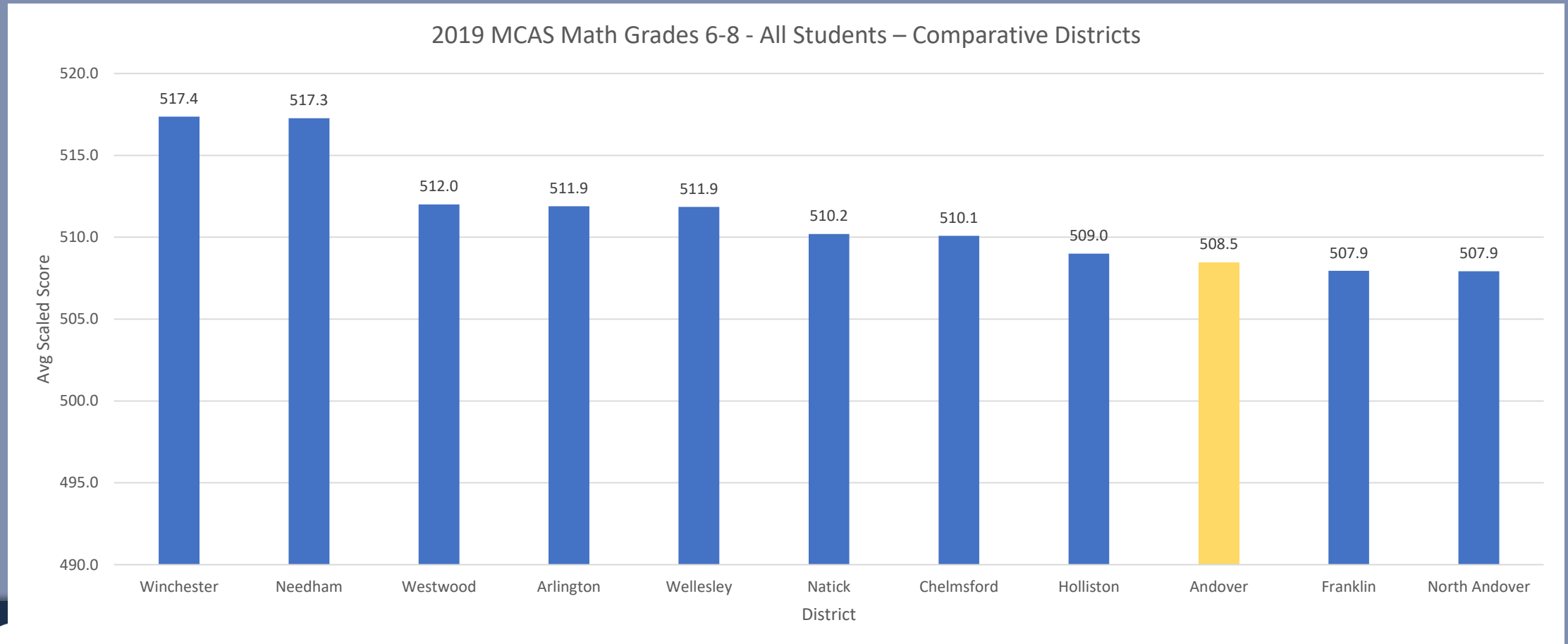
2019 MCAS Math Grades 3-5 Comparative Districts – All Students



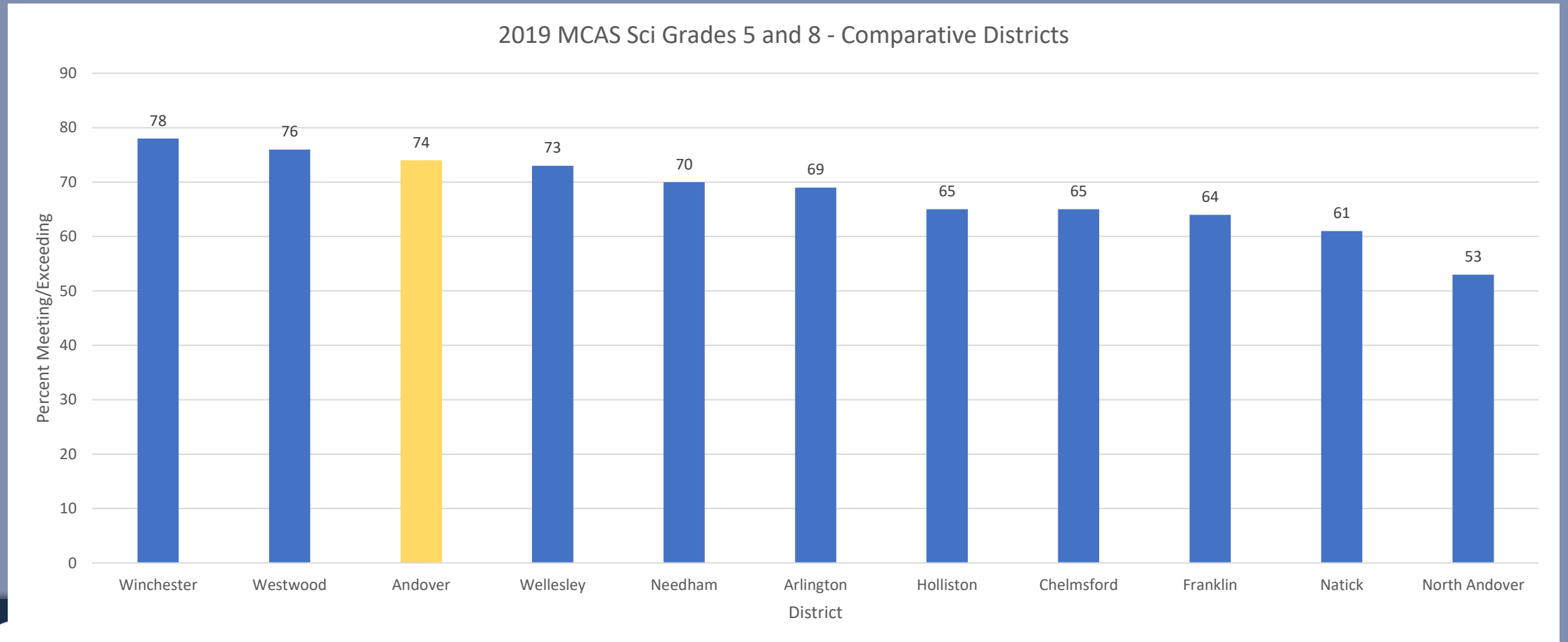
2019 MCAS ELA Grades 6-8 Comparative Districts – All Students



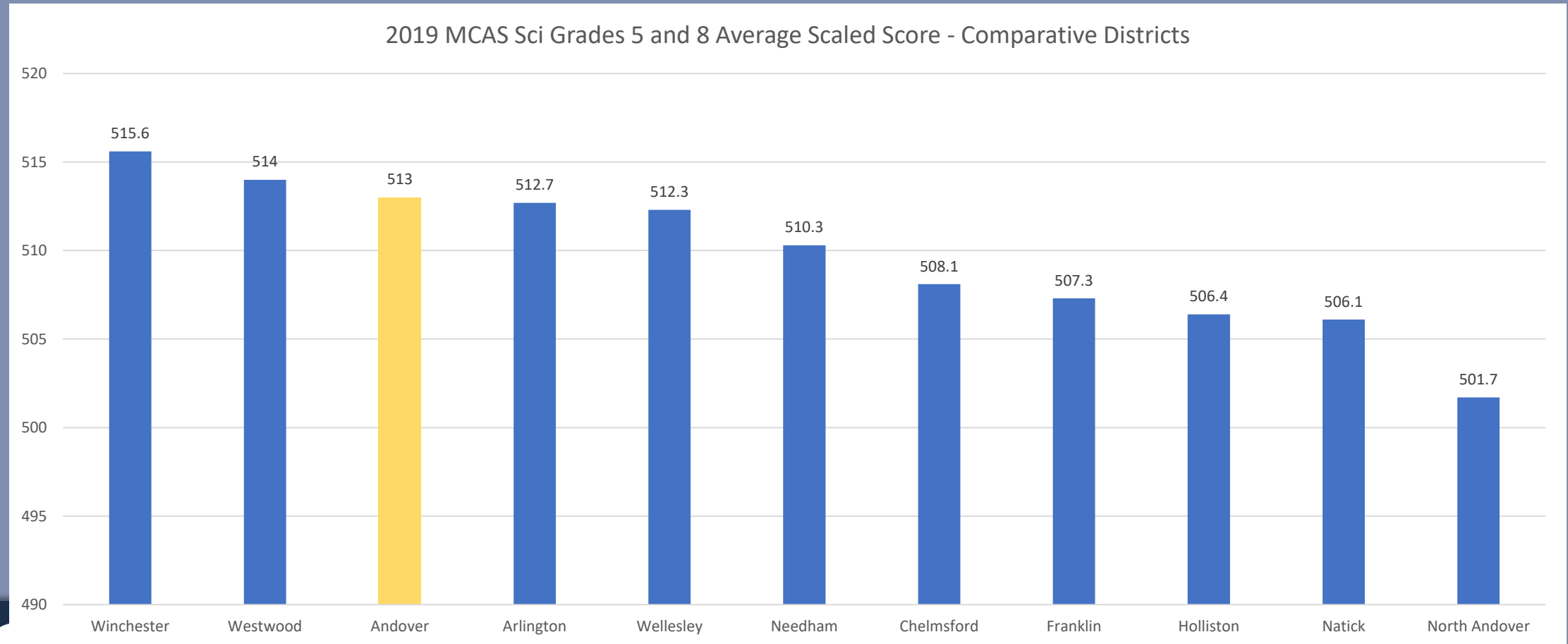
2019 MCAS Math Grades 6-8 – Comparative Districts – All Students



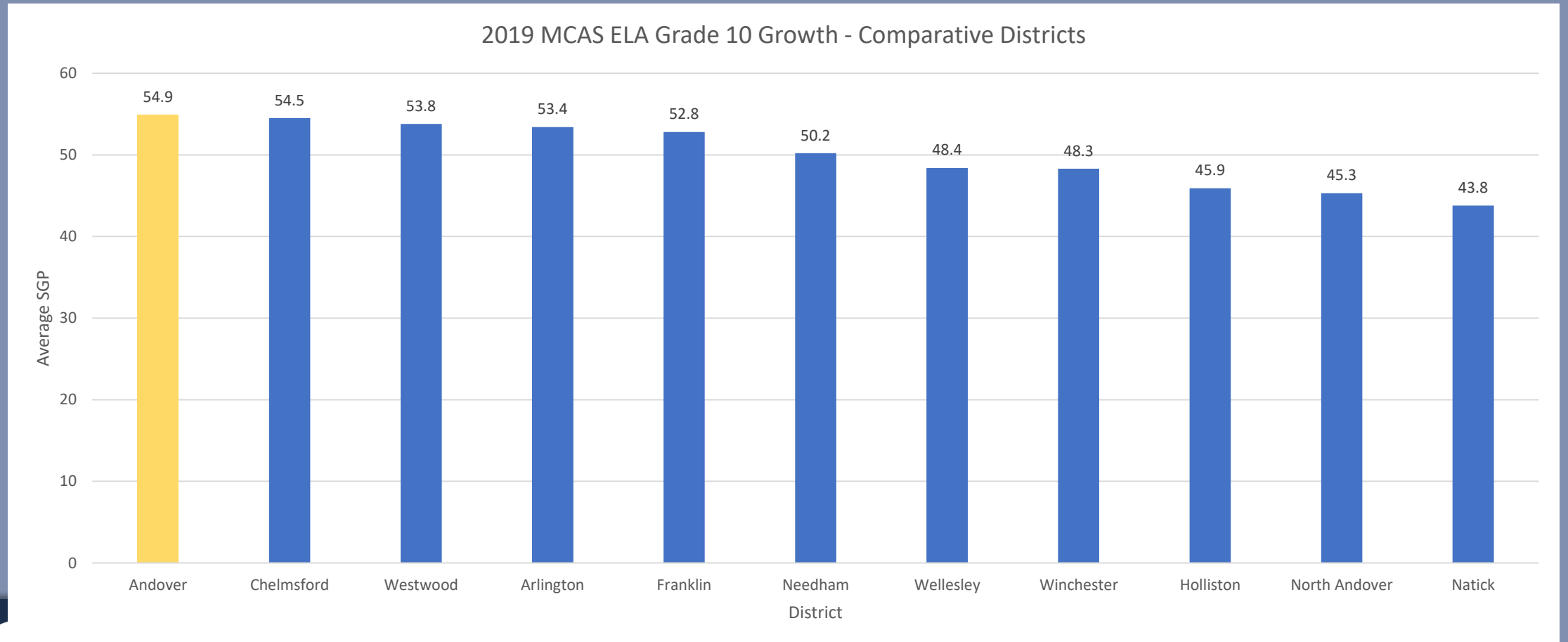
2019 Science Grades 5 and 8 Comparative Data – Percent of Students Meeting or Exceeding



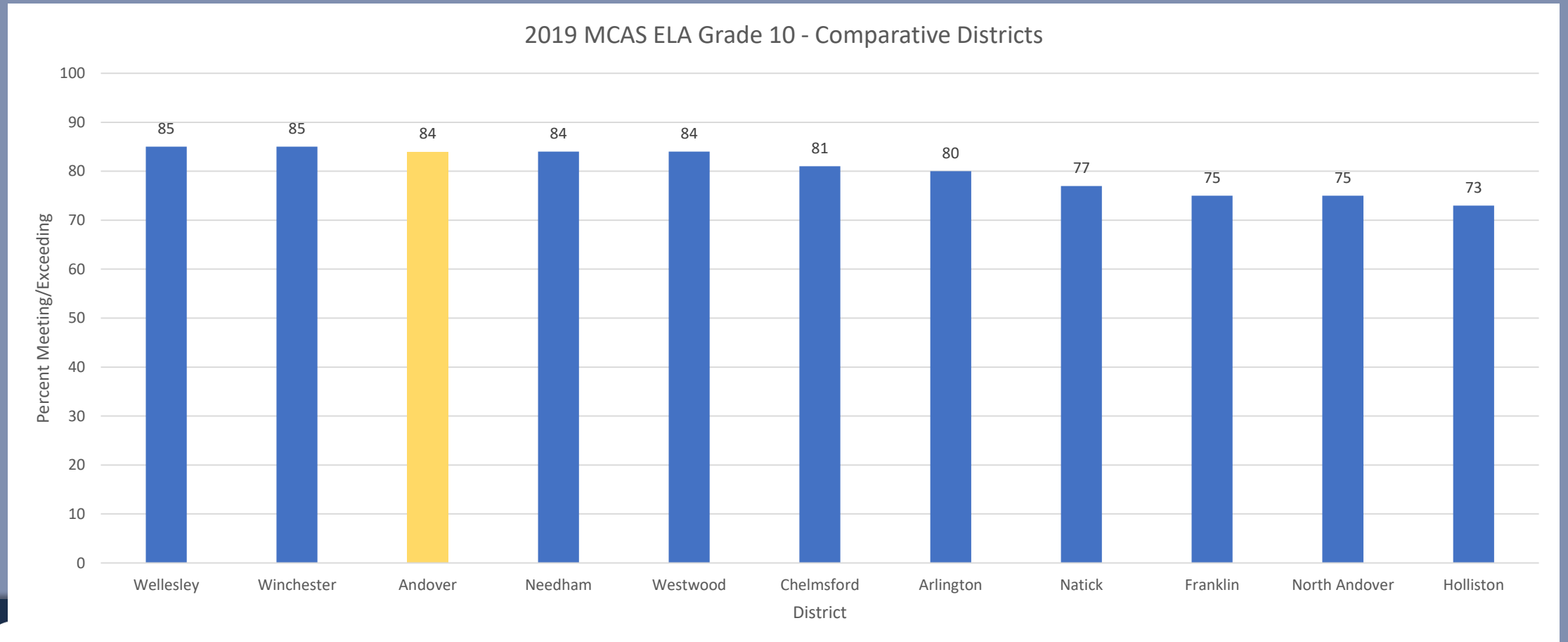
2019 MCAS Science Grades 5 and 8 Comparative Data – Average Scaled Scores



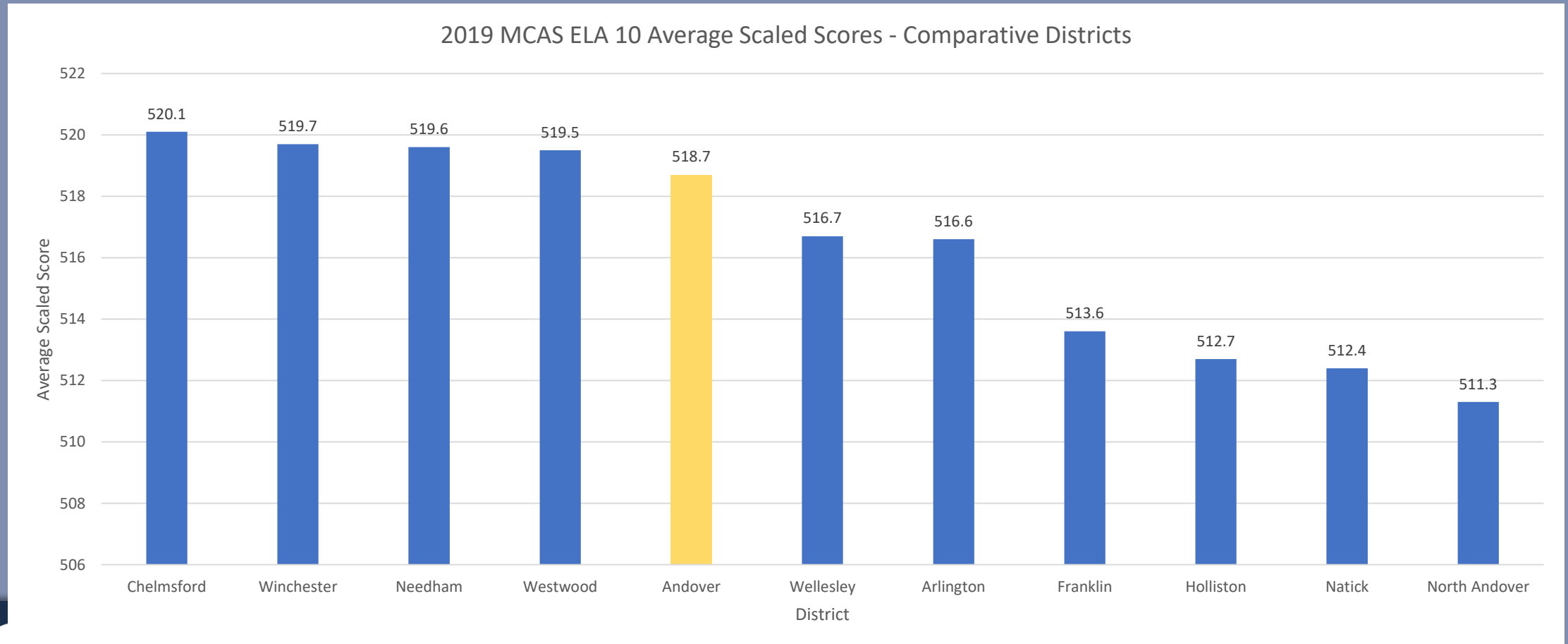
2019 MCAS ELA Grade 10 Comparative Districts – Average SGP



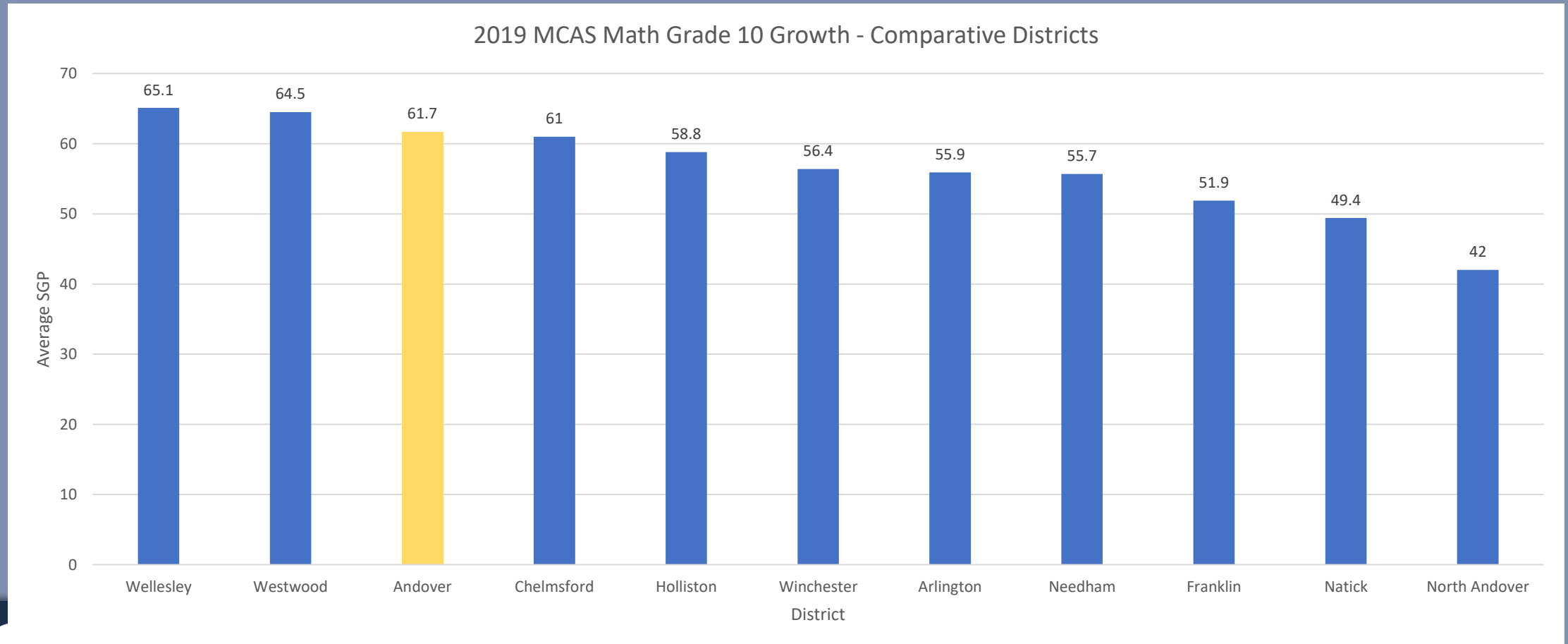
2019 MCAS ELA Grade 10 Comparative Data – Percent of Students Meeting or Exceeding



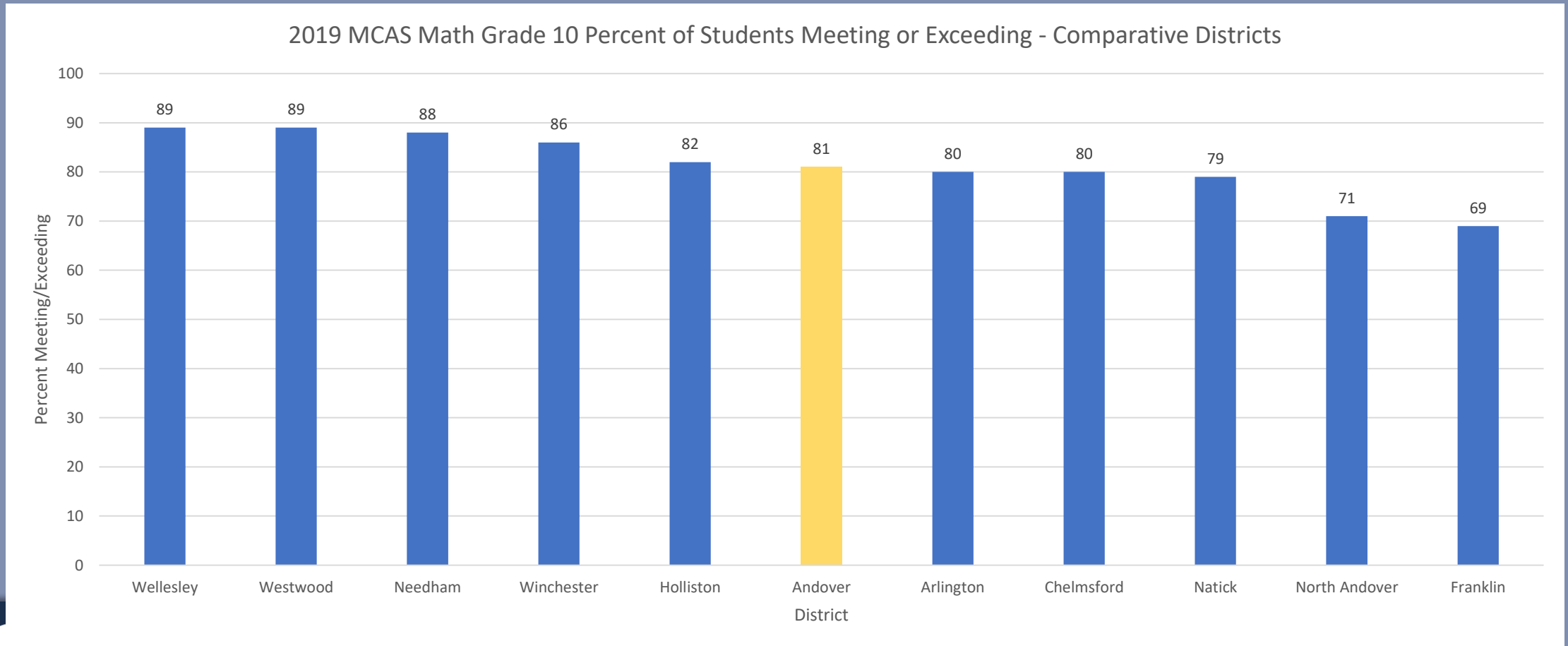
2019 MCAS ELA Grade 10 Comparative Data – Average Scaled Scores



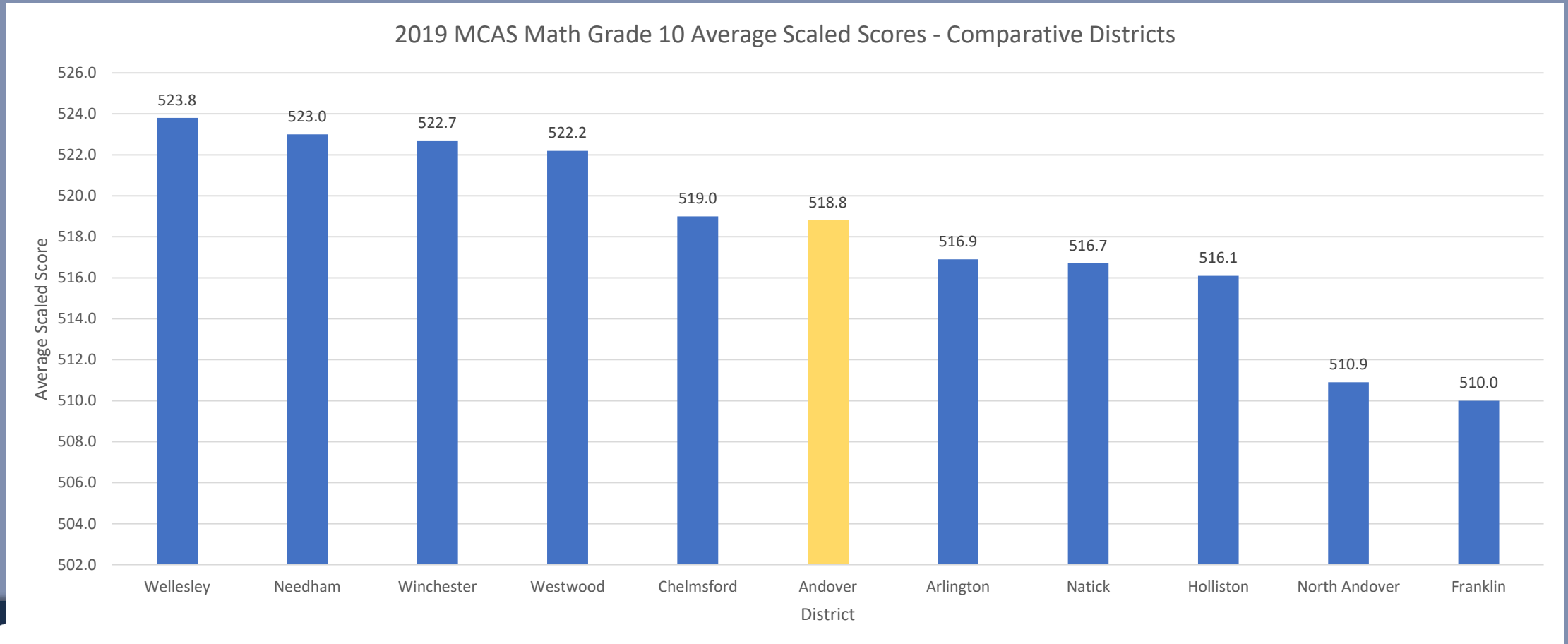
2019 MCAS Math Grade 10 Comparative Data – Average SGP



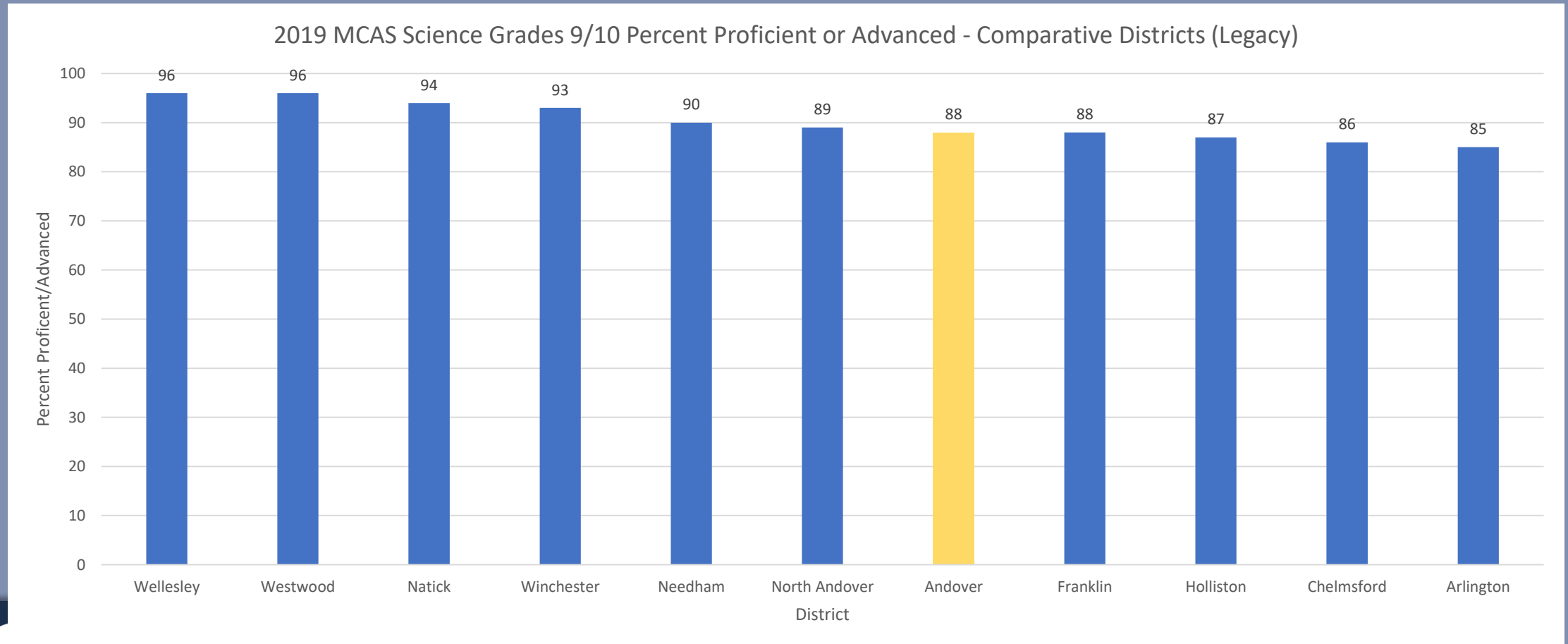
2019 MCAS Math Grade 10 Comparative Data – Percent of Students Meeting or Exceeding



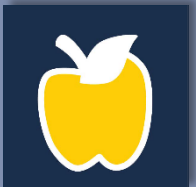
2019 MCAS Math Grade 10 Comparative Data – Average Scaled Scores



2019 MCAS HS Science Comparative Data – Percent of Students Proficient or Advanced



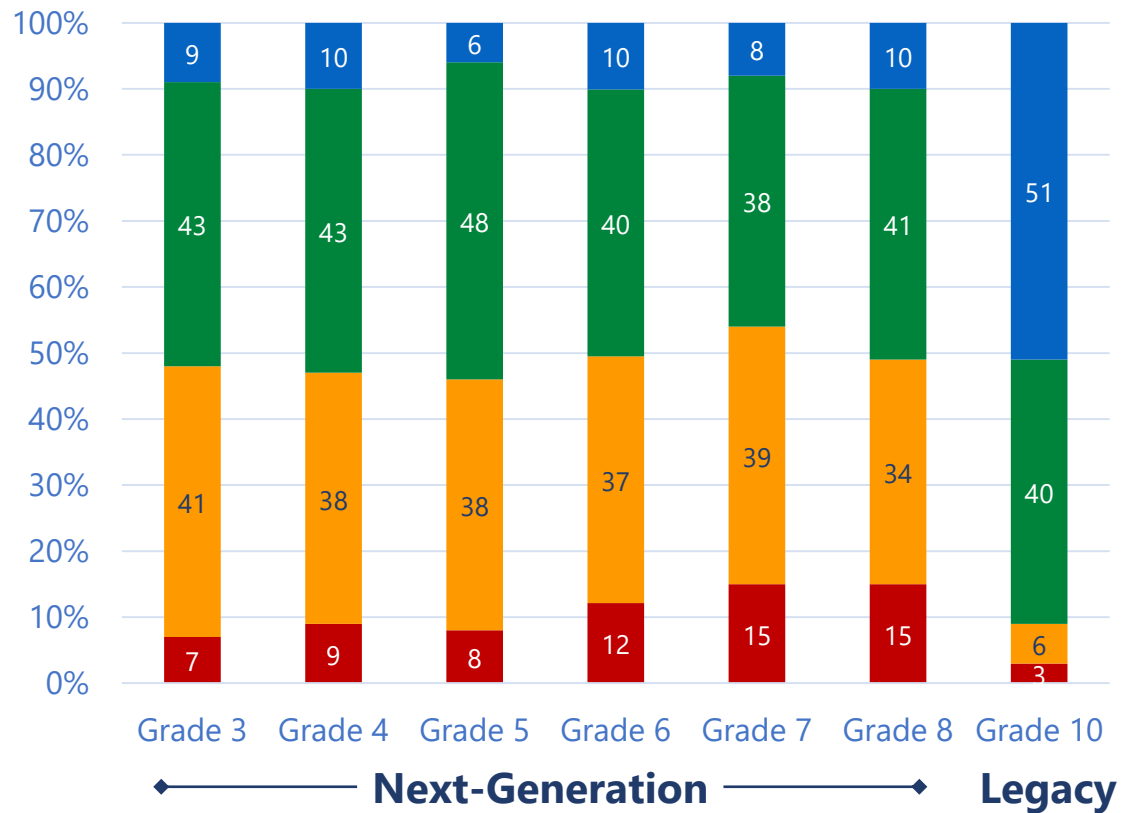
Grade 10 Transition to Next-Gen



Grade 10 Transition: Legacy Compared to Grades 3–8 (2018)

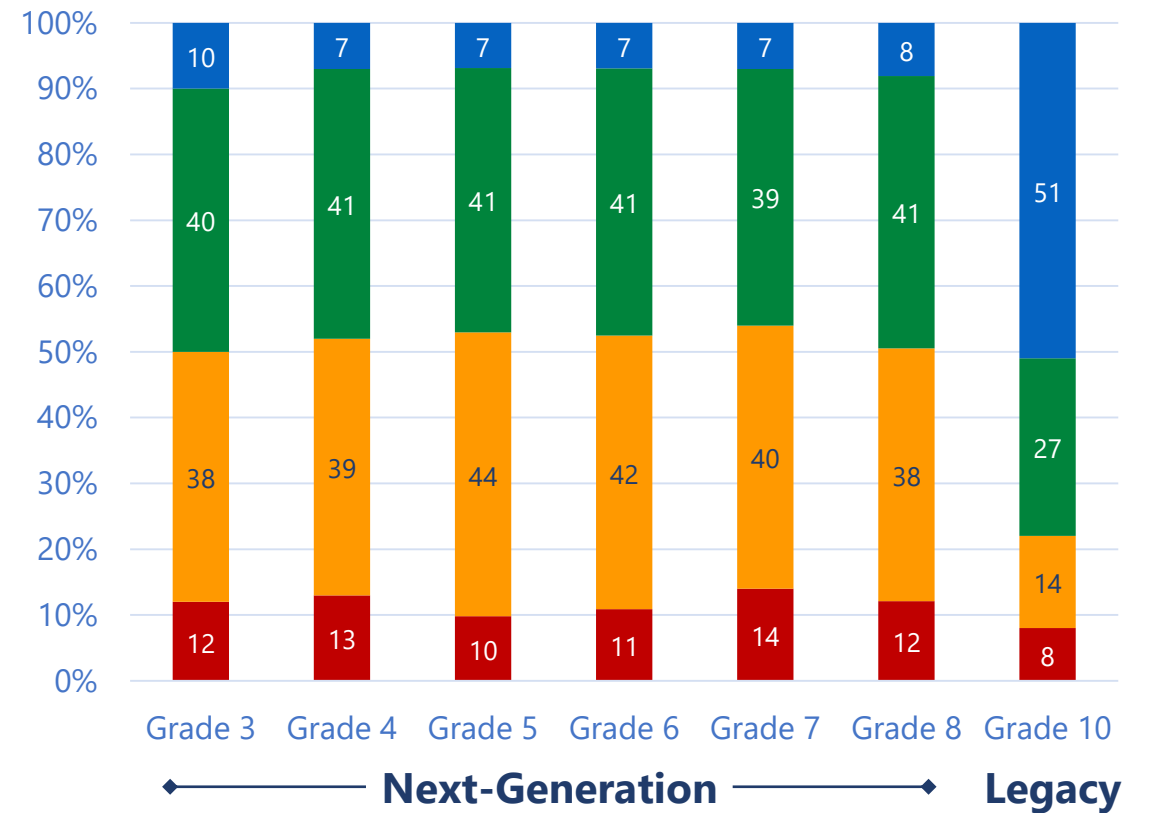
ELA

Percent of Students by Achievement Level

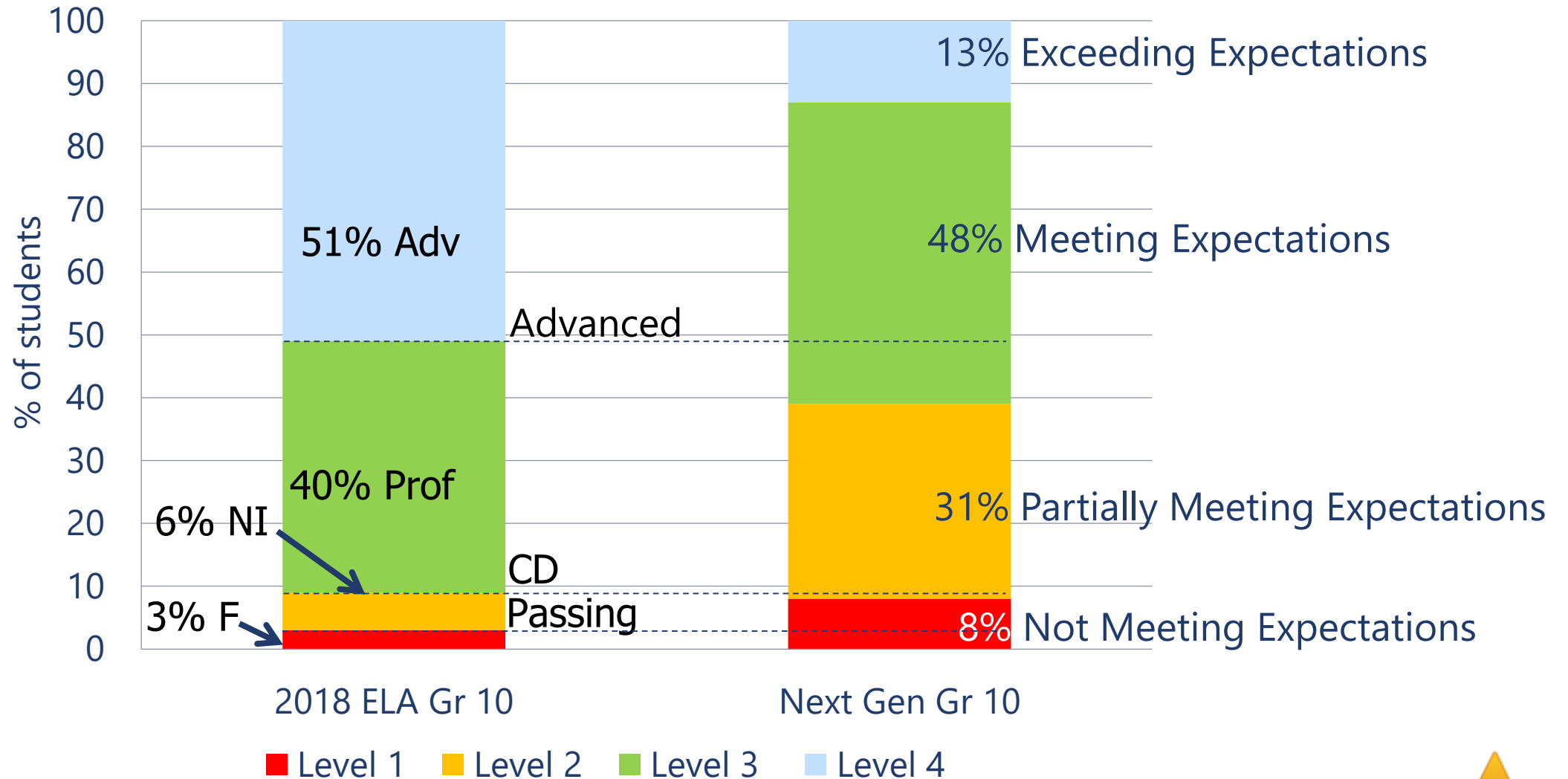


Mathematics

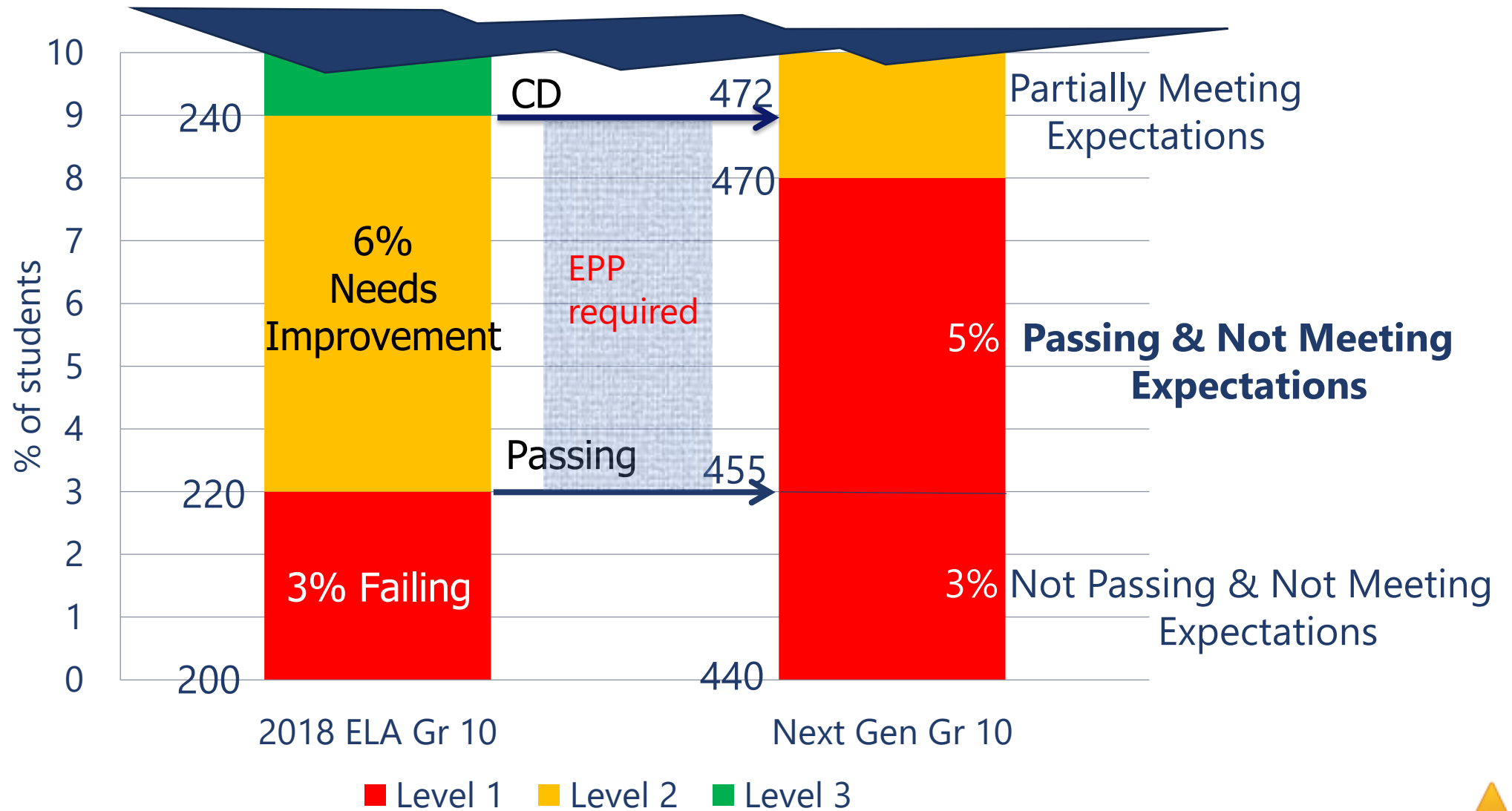
Percent of Students by Achievement Level



Statistical Linking Model (ELA)



Zooming in on the Pass/Fail Line (ELA)



Interim CD Standard for the Classes of 2021 and 2022

	Legacy PASSING but requires an Educational Proficiency Plan (EPP) in ELA/math only	Legacy PASSING and met the MCAS graduation requirement	Next Gen PASSING but requires an EPP	Next Gen PASSING and met the MCAS graduation requirement
ELA	220–238	240+	455–471	472+
Mathematics	220–238	240+	469–485	486+
STE	220	220+	TBD - Summer 2020	

Competency Determination Requirements

	Class of 2020		Classes of 2021 and 2022	
	Option 1	Option 2	Option 1	Option 2
ELA	Earn a score of 240 or higher	Earn a score between 220 and 238 and Fulfill the requirements of an Educational Proficiency Plan	Earn a score of 472 or higher	Earn a score between 455 and 471 and Fulfill the requirements of an Educational Proficiency Plan
Math	Earn a score of 240 or higher	Earn a score between 220 and 238 and Fulfill the requirements of an Educational Proficiency Plan	Earn a score of 486 or higher	Earn a score between 469 and 485 and Fulfill the requirements of an Educational Proficiency Plan
STE	Earn a score of 220 or higher	N/A	Earn a score of 220 or higher	N/A

Additional information about graduation requirements can be found on the Spring 2019 MCAS Tests Parent/Guardian Report and at <http://www.doe.mass.edu/mcas/graduation.html>



Interim Adams and Koplik Cut Scores for the Classes of 2021 and 2022

	Legacy Proficient	Legacy Advanced	Next-Gen Proficient Equivalent	Next-Gen Advanced Equivalent
ELA	240-258	260-280	472-500	501-560
Math	240-258	260-280	486-503	504-560
STE	240-258	260-280	N/A	

Accountability



Target percentage

Category	Declined	No change	Improved	Met target	Exceeded target
Points	0	1	2	3	4
Target %	0%	25%	50%	75%	100%

- 71% of schools received a 2019 cumulative target percentage of 50% or higher **indicating that the school is improving**
- Only 2% of schools with sufficient data had a 2019 cumulative target percentage of less than 25% indicating that the school declined overall from 2018



2019 Official Accountability Report - Andover

Organization Information

DISTRICT NAME Andover (00090000)	TITLE I STATUS Title I District
REGION Coastal	GRADES SERVED PK,K,01,02,03,04,05,06,07,08,09,10,11,12

Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

Meeting or exceeding targets

Progress toward improvement targets	Accountability percentile
77% - Meeting or exceeding targets	-

OVERALL RESULTS

SUBGROUP RESULTS

DETAILED DATA FOR EACH INDICATOR

SCHOOLS IN THIS DISTRICT

Overall progress toward improvement targets

	2018	2019
Annual criterion-referenced target percentage	77%	77%
Weight	40%	60%
Cumulative criterion-referenced target percentage (2018 x 40%) + (2019 x 60%)	77%	
	Meeting or exceeding targets	



2019 Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	2	4	-	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-	3	4	-	2	4	-
	Science achievement	4	4	-	-	-	-	3	4	-	-	-	-
	Achievement total	11	12	60.0	6	8	67.5	10	12	47.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-	3	4	-	1	4	-
	Mathematics growth	3	4	-	3	4	-	4	4	-	3	4	-
	Growth total	6	8	20.0	6	8	22.5	7	8	22.5	4	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	0	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	4	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	7	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	0	4	10.0	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	3	4	-	1	4	-	4	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	3	4	10.0	1	4	10.0	7	8	10.0	4	4	10.0
Weighted total		8.1	9.6	-	5.5	7.6	-	8.4	10.7	-	5.4	7.6	-
Percentage of possible points		84%			72%			79%			71%		
Percentage of possible points by gradespan		78%						75%					
		Weight of non-high school results:68%						Weight of high school results:32%					
2019 Annual criterion-referenced target percentage		77%											



2018 Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-	4	4	-	4	4	-
	Mathematics achievement	3	4	-	4	4	-	1	4	-	2	4	-
	Science achievement	3	4	-	-	-	-	1	4	-	-	-	-
	Achievement total	10	12	60.0	8	8	67.5	6	12	47.5	6	8	67.5
Growth	English language arts growth	3	4	-	3	4	-	1	4	-	1	4	-
	Mathematics growth	3	4	-	3	4	-	3	4	-	2	4	-
	Growth total	6	8	20.0	6	8	22.5	4	8	22.5	3	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-	3	4	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-	3	4	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-	3	4	-	-	-	-
	High school completion total	-	-	-	-	-	-	9	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	1	4	-	0	4	-	0	4	-	2	4	-
	Advanced coursework completion	-	-	-	-	-	-	3	4	-	-	-	-
	Additional indicators total	1	4	10.0	0	4	10.0	3	8	10.0	2	4	10.0
Weighted total		7.6	9.6	-	6.8	7.6	-	5.9	10.7	-	4.9	7.6	-
Percentage of possible points		79%			89%			55%			64%		
Percentage of possible points by gradespan		84%						60%					
		Weight of non-high school results:70%						Weight of high school results:30%					
2018 Annual criterion-referenced target percentage		77%											



Highlights and Areas of Focus



APS Highlights

- Two Schools of Recognition
 - High Plain – High Growth and Exceeding Targets
 - South – High Achievement
- Improved Reading Performance



Elementary MCAS ELA Performance

MCAS ELA RESULTS 2017, 2018 & 2019				
% Students Meeting or Exceeding Expectations				
Grades 3-5	2017	2018	2019	Change
All	63%	71%	73%	10%
Econ Dis	38%	48%	47%	9%
SWD	19%	34%	40%	20%
EL	38%	49%	55%	16%
High Needs	31%	46%	52%	21%

MCAS ELA RESULTS 2017, 2018 & 2019				
% Students Not Meeting Expectations				
Grades 3-5	2017	2018	2019	Change
All	5%	2%	2%	-2%
Econ Dis	17%	9%	7%	-10%
SWD	23%	10%	9%	-14%
EL	10%	5%	5%	-5%
High Needs	16%	7%	6%	-10%

MCAS ELA RESULTS 2017, 2018 & 2019				
Change in Average Scaled Score				
Grades 3-5	2017	2018	2019	Change
All	505.9	510.1	513.3	7.4
Econ Dis	492.5	499.4	499.4	6.9
SWD	485.9	492.9	496.6	10.7
EL	495.2	499.4	500.5	5.3
High Needs	491.2	498.4	501.8	10.5



Elementary MCAS ELA - SWD

MCAS READING RESULTS 2017, 2018 & 2019				
% All Students Meet or Exceed Expectations				
Grade	2017	2018	2019	% Point Change
3	62%	71%	77%	15%
4	61%	71%	70%	9%
5	65%	70%	74%	9%
3-5	63%	71%	73%	10%

MCAS READING RESULTS 2017, 2018 & 2019				
% Students with Disabilities Meet or Exceed Expectations				
Grade	2017	2018	2019	% Point Change
3	19%	33%	49%	30%
4	19%	40%	35%	16%
5	20%	29%	33%	13%
3-5	19%	34%	39%	20%

MCAS READING RESULTS 2017, 2018 & 2019				
% Students with Disabilities Not Meeting Expectations				
Grade	2017	2018	2019	% Point Change
3	15%	5%	7%	-8%
4	28%	14%	10%	-18%
5	24%	12%	10%	-14%
3-5	23%	11%	9%	-14%



Achievement, Knowledge, and Opportunity Gaps

When thinking about achievement and knowledge:

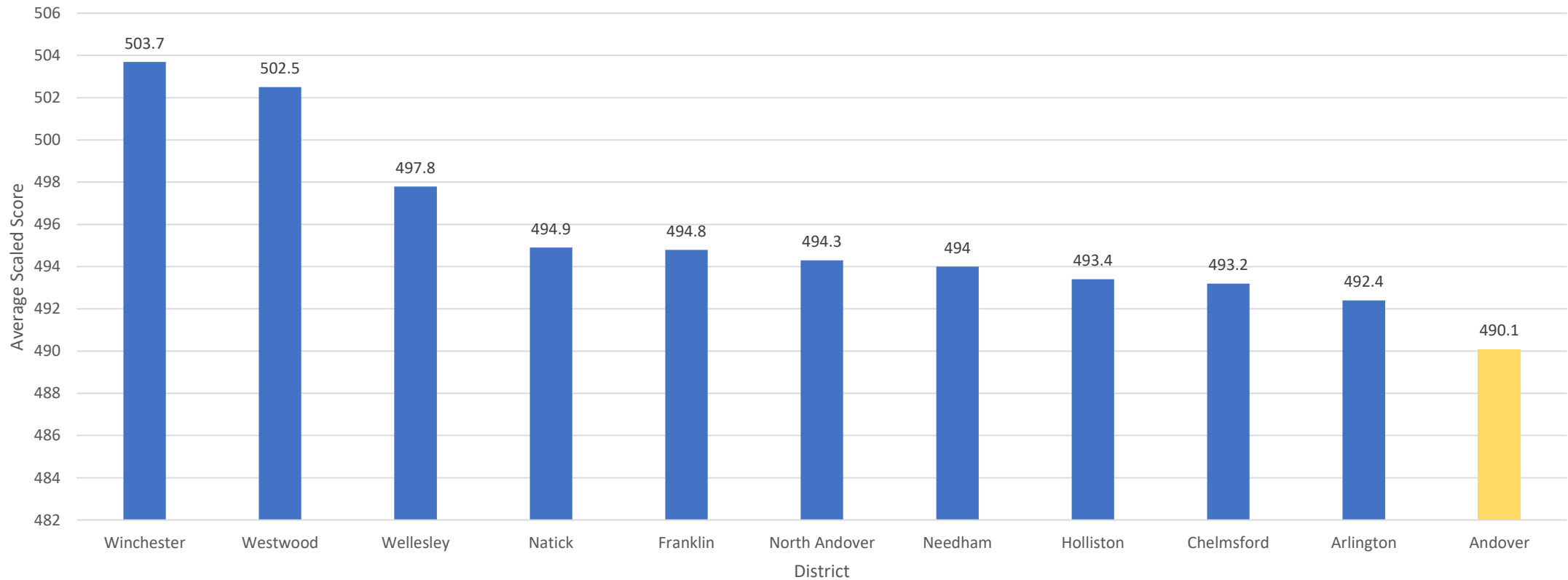
- To what extent is achievement synonymous with learning?
- What does it mean for one group of students to learn and achieve in one school community in comparison to another?
- Who decides what it means to achieve, why, and how do we know?
- How do we address the kind of learning and knowledge that never show up on achievement measures – including high-stakes tests?

Source: Milner, H. R. (2012). Beyond a Test Score. *Journal of Black Studies*, 43(6), 693–718.

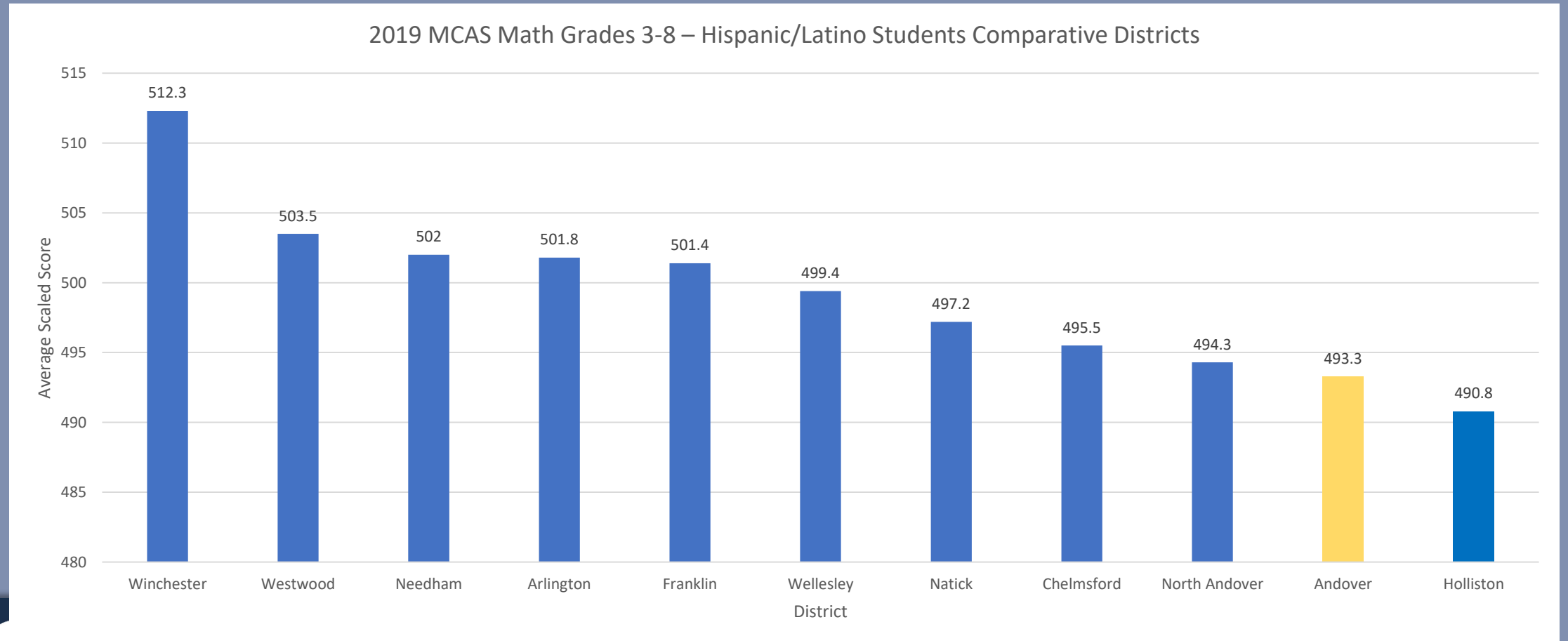


2019 MCAS Math Grades 3-8 – Comparative Districts - Economically Disadvantaged Students

2019 MCAS Math Grades 3-8 – Economically Disadvantaged Students Comparative Districts



2019 MCAS Math Grades 3-8 – Comparative Districts – Hispanic/Latino Students



Selection of Additional Resources

- Parent/Guardian Reports – mailed home
- MA DESE School and District Profiles
 - <http://profiles.doe.mass.edu/>

