

Understanding the Next- Generation MCAS and 2017 Accountability Results



DESE Data Reported in 2017

High School = Legacy MCAS Test aka “Old MCAS”

- ★ Performance on all accountability indicators
- ★ Progress & Performance Index (PPI) data
- ★ School accountability percentiles
- ★ Accountability & assistance levels (1-5)
- ★ Schools identified for low or very low assessment participation
- ★ Schools identified for persistently low graduation rates

Gr. 3-8 = Next-Generation MCAS Test aka “New MCAS”

- ★ Next-Generation MCAS achievement percentiles (ELA & math, by grade & subgroup)
- ★ Transitional student growth percentiles
- ★ Accountability & assistance levels
 - ★ No Level = “accountability pause”
 - ★ Level 3 schools only if very low attendance on MCAS
- ★ Current Level 4 & 5 schools = stay put

What is the Next Generation MCAS?

- Updated version of the nearly 20-year-old MCAS assessment
- Focuses on students' **critical thinking abilities, application of knowledge**, and ability to make **connections between reading and writing**
- Gives a **clearer signal of readiness** for the next grade level or college and career
- Designed to be given on a **computer**
- First given in **spring 2017** in grades 3-8 in English Language Arts and Math
- Will replace "old MCAS" for high school in 2019

Next Generation MCAS Transition

- Higher, but achievable, expectations
 - New achievement levels (Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations)
 - New scale (440-560)
- Educator participation and involvement
 - Framework revisions, test item review, standard setting
- Coherence across grade spans
 - Expectations are similar across grades
- Aligned to readiness at the next level
 - Signaling preparedness for college and career
- Next-gen MCAS(new MCAS) results **cannot be directly compared to Legacy MCAS** (old MCAS) results
 - “Accountability Pause” = this year only

MCAS Achievement Levels: Old vs. New

Advanced

Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems.

Proficient

Students at this level 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

A student who performed at this level exceeded grade-level expectations by demonstrating mastery of the subject matter.

Meeting Expectations

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.

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.

Not Meeting Expectations

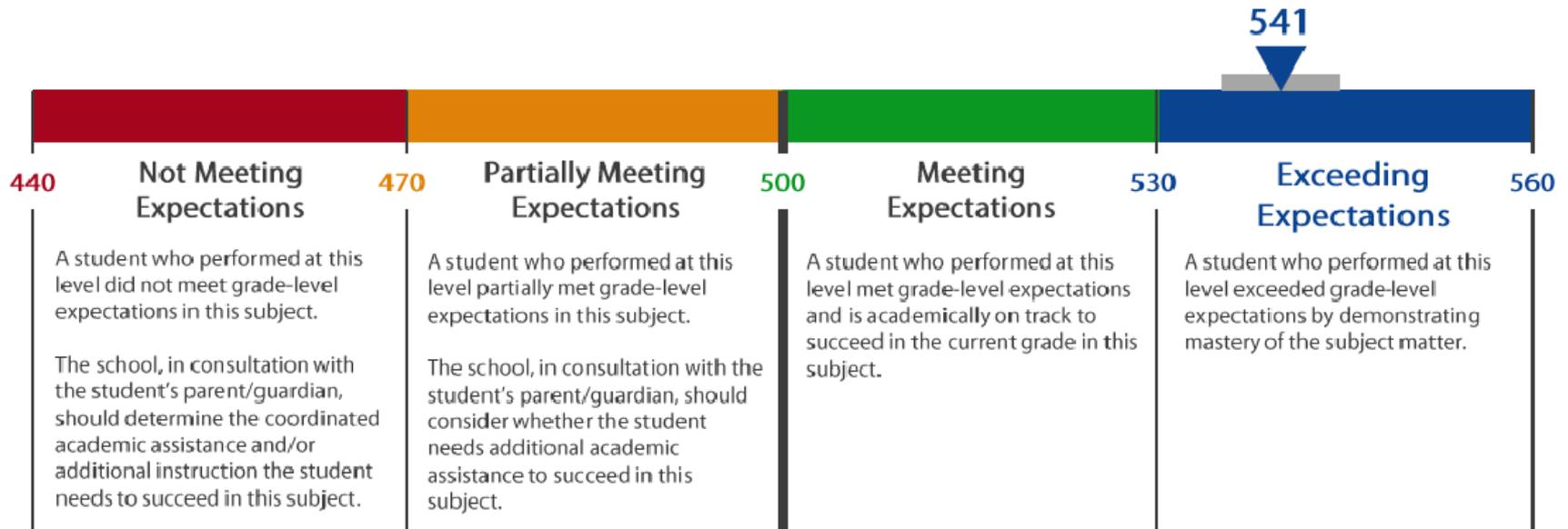
A student who performed at this level did not meet grade-level expectations in this subject. The school, in consultation with the student's parent/guardian, should determine the coordinated academic assistance and/or additional instruction the student needs to succeed in this subject.

Mathematics Results

Computer-based test

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

Your Child's Score: **541**



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

SAMPLE

Interpreting the “new” MCAS Results (Pt. 1)

- ★ In general, the new standards for Meeting Expectations are **more rigorous** than the standards for reaching the Proficient level on the Legacy MCAS.
- ★ **The results do NOT mean that students learned more or less;** the Next-Generation MCAS **measures in a different way.**
- ★ **2017 is a baseline year** — the first year of a new assessment—and we expect scores to change over time, as occurred when the Legacy MCAS debuted in 1998.
- ★ **Massachusetts educators** set these standards, and they raised them in order to make sure our students will be college-and-career ready.

Interpreting the “new” MCAS Results (Pt. 2)

- ★ **The results do NOT mean that students learned less;** the Next-Generation MCAS **measures in a different way**
- ★ **The Next-Generation MCAS is a reformatted test from the old MCAS, and the scores are not comparable to the prior tests your child has taken.** On the Legacy MCAS, the four scoring categories were Advanced, Proficient, Needs Improvement, and Warning/Failing. On the Next-Generation MCAS, the four scoring categories are Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, and Not Meeting Expectations. The new categories emphasize readiness for higher-level work at the next grade level.
- ★ **Remember: 2017 is the baseline year** — the first year of a new assessment — and we expect scores to change over time, as occurred when the Legacy MCAS debuted in 1998.

Why Did My Child Score Proficient on the Older MCAS but Only Partially Meeting Expectations This Year?

- ★ In general, the new standards for Meeting Expectations are **more rigorous** than the standards for reaching the Proficient level on the Legacy MCAS.
- ★ **Massachusetts educators** set the new standards to help **signal students' readiness** for the next grade level.
- ★ **Look closely at where your child's score falls** within the Partially Meeting Expectations category. If it isn't close to Meeting Expectations, talk with your child's teacher about how you can work together to help your child catch up.
- ★ 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.

Reporting in 2018 & Beyond

- ★ 2017 results will serve as the baseline for target setting for 2018 & beyond = “accountability pause”
- ★ 2018 determinations will reflect participation from 2017 & 2018
- ★ Additional details are still being developed & are subject to further deliberation by the Board of Elementary & Secondary Education
- ★ Consistent with the Board’s November 2015 vote, test scores from the spring 2017 Next-Generation MCAS administration in grades 3-8 will not negatively impact accountability results in 2018, & going forward

Resources/ more information (posted on DESE website)

For parents

www.doe.mass.edu/mcas/parents

- Parent Guide to the MCAS (available in several languages)
- Annotated Parent/Guardian Reports (PPT)
- Frequently Asked Questions (FAQs)
- What are the Achievement Level Descriptors?
- Item Descriptions for Grades 3-8 ELA and Mathematics
- Parent/guardian report templates and translations

For educators

www.doe.mass.edu/mcas/results-supplement.html

- Links to Released Items, Answer Keys, and Item Descriptions
- Information about the Next-Generation Achievement Levels
- Sample Letter for Districts to Families
- Understanding the Next-Generation MCAS (PPT)
- Recording of October 16 Reporting Session for Grades 3-8 ELA and Mathematics Results
- Board of Elementary and Secondary Education October Meeting Materials