

MCAS and MEPA Administration Training Session

February 2012

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION



Presenters

★ **Dan Wiener**

Administrator of Inclusive Assessment

★ **Jodie Zalk**

Coordinator of MCAS Test Administration

★ **Bob Lee**

Chief Data Analyst



Today's Agenda

- ❑ Review Materials Provided
- ❑ What's New for 2012?
- ❑ Test Security and Test Administration Protocols
 - ❑ One School's Perspective
- ❑ Participation Requirements
 - ❑ Students with Disabilities
 - ❑ ELL Students
 - ❑ MEPA Overview and Future Directions
- ❑ Reporting of Results



What's New for 2012?

- ★ New tips and tools to maintain test security
- ★ Participation guidelines
 - ★ Students in grades 11 and 12 may participate in HS STE testing for Koplik Award
 - ★ Post-concussion “graduated reentry plan”
- ★ Changes to reporting and accountability
- ★ MA is participating in three consortia
 - ★ PARCC, NCSC (Alternate Assessment), WIDA



Test Security Requirements



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Why Is MCAS Security So Important?

- ★ To protect the validity of test results



Increased Emphasis on Test Security

★ National level:

- ★ Numerous examples of widespread cheating
- ★ June 24, 2011, letter from Secretary Duncan

“...even the hint of testing irregularities and misconduct in the test administration process could call into question school reform efforts and undermine the State accountability systems that you have painstakingly built over the past decade.”

★ Massachusetts: April 29, 2011, letter from Commissioner Chester

“...to enlist your leadership and support in reminding your staff of their responsibilities for adhering to all MCAS security requirements...”



Consequences for Test Security Violations

- ★ Delay in reporting results
- ★ Invalidation of results
- ★ Prohibiting school personnel from participating in future MCAS test administrations
- ★ Licensure sanctions for licensed educators

Consequences/sanctions imposed by the Department do not limit a local district's authority to impose its own sanctions.



Invalidations of MCAS Results

Year	# of Student Score Invalidations because of Student Cheating, Accommodation(s) Given to Ineligible Students, Teacher Coaching
2008	312
2009	598
2010	1,350
2011	354*

* Of these students, **111** had results invalidated because they used electronic devices, including cell phones.



Importance of Leadership

- ★ **NEW:** Superintendents must review their principals' test security plans
 - ★ Superintendent's Assurance of Proper Test Administration (optional) — See PAM page 110
- ★ Principals must certify appropriate test administration
 - ★ PCPA statements — See PAM pages 108–109
 - ★ Ensure test administrators and others comply with requirements
 - ★ Maintain the security of testing environment and all test materials



Maintain a Secure Testing Environment

- ★ Develop local policies to ensure maximum test security.
 - ★ Breaks (lunch, restroom)
 - ★ Students who need extra time
 - ★ No visitors



Account for All Test Materials

- ★ Store all test materials in a central location each day.
 - ★ Locked 24/7; restricted access
- ★ Maintain chain of custody of materials during test administration.
 - ★ Reconcile quantities of test materials shipped/received.
 - ★ Do not remove test materials from school.
 - ★ Do not leave test materials unattended.
- ★ **NEW:** Retain your school's test administration files for three years.
 - ★ Records may be requested if a report of testing irregularities or security breach results in an investigation.
 - ★ See the list in the PAM for materials to retain (pages 46–47 and 64–65).



Confidentiality of Booklets

Do not

- ★ Review the content in any test booklets or answer booklets before, during, or after testing.
 - ★ Exceptions: Braille, signing the test, large-print transcription
- ★ Provide students access to tests before testing.
- ★ Duplicate test materials.
- ★ Retain, recycle, remove, or destroy test materials.

*** Both MEPA test booklets and MEPA *Test Administrator's Manuals* (TAMs) are secure. TAMs contain some test questions.**



Other Tips and Tools to Maintain Security

- ★ Use seating charts.
- ★ Have an empty seat between students.
- ★ Have test administrators proctor other teachers' classes.
- ★ Have two test administrators in each room.



Train Test Administrators

- ★ All individuals involved in test administration must participate in training.
 - ★ Topics listed in PAM on pages 22–24.
- ★ New forms requiring signoff by test administrators
 - ★ Participated in training
 - ★ Received their TAMs — See PAM, page 116
 - ★ Signed a nondisclosure agreement, if providing accommodation 11, 12, 14, 16, 17, 19, 23, 24, 26, 27, or 29 — See PAM, page 113



Test Administrator Responsibilities

- ★ Follow directions in TAMs and read scripts verbatim.
- ★ Cover/remove classroom displays.
- ★ Prevent use of unapproved materials.
 - ★ No cell phones
- ★ Monitor testing process.
- ★ Supervise students at all times to prevent cheating.
- ★ Do not coach students or alter responses.
 - ★ Write on board the question #s and read this as part of the script.
 - ★ Do not check students' booklets for completeness.



Meet with Students Before Testing

- ★ Remind students to
 - ★ Try their best.
 - ★ Work until stop sign on test booklet pages.
 - ★ Respond directly to the MCAS ELA Composition prompt.
- ★ Student responsibilities during testing (new sample form in PAM on page 123)
- ★ Students must not
 - ★ Preview test materials
 - ★ Copy others' work
 - ★ Accept any coaching or let someone else answer for them
 - ★ Use unapproved materials



Results are **invalidated** for students using any electronic device during testing.



**Please contact the Department
at 781-338-3625
IMMEDIATELY
to report testing irregularities.**

- ★ See the PAM for more information about reporting testing irregularities.



Test Administration Protocols



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Planning Ahead

- ★ Plan logistics.
 - ★ Security plan
 - ★ Testing dates and deadlines
 - ★ Testing locations and staffing plan
 - ★ Prepare record of test administrators and students
- ★ Check Department's website.
 - ★ Commissioner's Update – 5th and 20th each month
 - ★ Practice tests from MCAS webpage
- ★ Review student data for March SIMS report.
 - ★ Students' names (e.g., name changes)
 - ★ Demographic information (e.g., LEP, IEP, and **[new]** 504 status)
 - ★ Grade levels



Highlights of High School Participation Guidelines

Administration	Eligibility	Dates
March <u>ELA</u> Retest	Students who have not yet earned <i>240/Proficient</i> (for EPP purposes)	Feb. 29–March 2, 2012
March <u>Math</u> Retest	Students who have not yet earned <i>220/Needs Improvement</i> (not for EPP purposes)	March 5 and 7, 2012 * No testing on March 6 (presidential primary)
EPP/MCAS Math Test	Students seeking to complete the math assessment portion of their EPPs	April 23–May 4, 2012



June HS STE Participation Guidelines

Eligibility	Details	Grade
Required to participate	Students who have not yet earned CD in STE	Grade 10 (Class of 2014)
Eligible	Students enrolled in STE course and have not yet earned CD in STE	Grade 9 (Class of 2015)
	Students who have not yet earned CD in STE <i>OR</i> Students who wish to attempt to qualify for Koplik Award (NEW)	Grades 11 and 12 (Classes of 2013 and 2012)
	Individuals attempting to earn CD in STE	Adults who exited HS
Not eligible	Students who have earned their CD in STE and are not participating for Koplik Award purposes	All classes



Delay of STE CD Requirement for Some Students

- ★ Delay of the STE CD requirement for individuals who were originally members of the class of 2009 (or earlier) who:
 - ★ Scored *Needs Improvement* or higher on grade 10 ELA and Mathematics (or were granted an MCAS Performance Appeal) **AND**
 - ★ Have not taken an MCAS test or submitted an MCAS-Alt portfolio in STE prior to February 2010.

Beginning July 2, 2012, all students must meet the 2010 CD requirements.



Receive Test Materials

- ★ Complete forms.
 - ★ Internal tracking forms
 - ★ Materials Summary
 - ★ PCPA
- ★ Prepare materials for files.
- ★ Store materials **securely** when not in use.
- ★ Order **additional materials** if necessary.
- ★ Affix **Student ID Labels** to answer booklets.
- ★ Prepare materials for distribution.



Materials Summary

Purpose:

- ★ To document your inventory of test materials

Procedures:

- ★ One for each grade (or subject, for high schools)
- ★ *Before testing*
 - ★ Inventory materials upon receipt
 - ★ Record inventory on form; check against quantities listed as shipped (if discrepancies, record on PCPA)
- ★ *After testing* (complete once, regardless of return option)
 - ★ Record quantities of materials being returned
 - ★ Retain counts for PCPA



Principal's Certification of Proper Test Administration (PCPA)

Purpose: To certify that

- ★ All students participated in testing as required.
- ★ Test security requirements and test administration protocols were followed.

Procedures

- ★ Online at mcasservicecenter.com; one for each grade
- ★ *Before testing*
 - ★ Acknowledge materials received
 - ★ Report discrepancies if necessary
- ★ *After testing* (complete once, regardless of return option)
 - ★ Record quantities of secure materials being returned
 - ★ Certify that test security requirements were met and protocols were followed



Internal Tracking Forms

- ★ **Purpose:** To determine the location of materials not in secure storage
- ★ Sample in PAM on page 111
- ★ **Required:**
 - ★ Test administrator's specific count of materials
 - ★ at the time of distribution and return
 - ★ Principal/designee's specific count of materials
 - ★ at the time of distribution and return
- ★ **Suggested:**
 - ★ Date, time, signatures



Return Test Materials

- ★ Complete forms
 - ★ Internal tracking forms
 - ★ Materials Summary
 - ★ PCPA
 - ★ Signature must match the name of the principal in School/District Profiles (<http://profiles.doe.mass.edu>).
- ★ Retain materials in school files
- ★ Pack shipments for return
- ★ Schedule pickup
 - ★ Two early return options to facilitate reporting in June



Options for Returning MCAS Test Materials (March–April and May)

① A Complete Early Shipment

- Early pickup of **all scorable and nonscorable materials**

② A Partial Early Shipment

- Early pickup of **used standard answer booklets** *AND*
- Pickup of **remaining scorable and nonscorable materials** as soon as testing has been completed

③ A Regular Shipment

- Pickup of **all scorable and nonscorable materials** as soon as all testing has been completed (by deadline)



Schedule Your School's Pickup

- ★ Two methods:
 - ★ Online at mcasservicecenter.com
 - ★ One day prior, and by 3:00 p.m.
 - ★ Or give cartons to your regular UPS driver
 - ★ Notify MCAS Service Center (800-737-5103)
- ★ Grade 10: Cancel early pickup if using regular return (option 3).
- ★ Do **not** take materials to UPS.
- ★ Do **not** leave materials unattended.



How to Pack Answer Booklets

★ Return Envelope

- ★ Used/unassigned standard answer booklets (ABs)

★ Special Handling Envelope

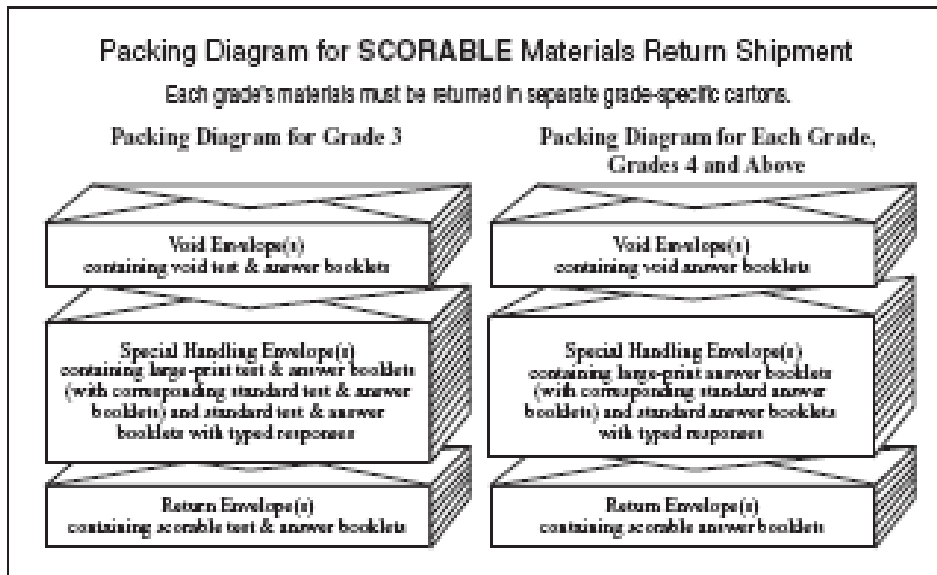
- ★ Typed responses inserted into ABs
- ★ Large-print ABs with **transcribed** standard ABs

★ Void Envelope

- ★ ABs assigned to students but **should not be scored**
- ★ Fill in “VOID” circle on back cover



Pack Return Shipments



- ★ Use the diagrams in the PAM to help pack materials.
- ★ Note differences between MCAS and MEPA
- ★ MEPA has combined scorable/nonscorable shipment
- ★ MEPA TAMs are secure
- ★ When ready for shipment, use UPS labels specific for each administration.



Questions & Answers



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

MCAS and MEPA Participation Requirements for **Students with Disabilities**



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Students with Concussions

- ★ Per new DPH regs, students must be placed on a “graduated reentry plan”
 - ★ Instructions for student’s gradual return to academic and extracurricular activities
- ★ Student may be excused from MCAS testing if participation would impede recovery or endanger health
 - ★ Student will be reported as “medically documented absence”
- ★ View details at:
www.doe.mass.edu/mcas/participation/?section=sped



Eligibility for Test Accommodations for Students with Disabilities

- ★ IEP or 504 plan must list the accommodation
OR
- ★ 504 plan is currently **being developed** for student with recently occurring disability
 - ★ Parent must be notified, but no signature required.



Data Collection for Students with Disabilities

- ★ 504 information is now collected through SIMS, instead of on the answer booklet.
- ★ Accommodations that are not applicable for a specific test are not listed on the answer booklet for that test.
 - ★ e.g., accommodation 30 (calculator) is not listed for ELA tests



Designate Accommodations *for Assessment*

- ★ Team bases selection of accommodations on those that were used successfully during instruction (with some exceptions).
- ★ For each subject, determine whether the accommodation is **appropriate and allowed for MCAS testing**.
- ★ **Develop/amend IEP or 504 plan**, listing instructional and assessment accommodations separately.
- ★ Accommodations must be provided if listed in IEP or 504 plan.



Selecting Appropriate Accommodations *for Instruction*

1. Gather information on **student's learning style** and preferences.
2. Look at student's **classroom performance**, not just the type of disability.
3. Try out prospective **accommodations** during instruction.
4. Evaluate instructional accommodations and revise as needed.



Prohibitions for Test Accommodations

- ★ Providing student with altered or photocopied test
- ★ Allowing student to take a different grade-level test
- ★ Coaching or providing clues or other assistance (e.g., simplified vocabulary)
- ★ Making use of unapproved materials (e.g., thesaurus)
- ★ Violating test security



Providing Accommodations on Test Day

- ★ Review IEPs and 504 plans, and PAM Appendix B ahead of time.
 - ★ Determine staff and test settings.
 - ★ Prepare accommodations spreadsheet: Who, what, where?
- ★ Ensure sufficient quantities of special test editions (large-print, Braille, Kurzweil, ASL DVD).
- ★ Provide only Department-approved ELA graphic organizers and individualized Math reference sheets.
- ★ Train all test administrators who will provide accommodations.



Accommodation 20: Organizers and Checklists

- ★ Pre-approved **ELA graphic organizers**
 - ★ Available on Department's website
- ★ **Mathematics reference sheets**
 - ★ Formulas, checklists, steps in solving problems
 - ★ No graphics, definitions, examples
- ★ Use approval cover sheet to request approval if not using posted materials
 - ★ **Feb. 1** deadline for **ELA** tests
 - ★ **April 6** deadline for **May** tests
 - ★ **May 1** deadline for **HS STE** tests
 - ★ Not necessary to resubmit if approved in 2010 or 2011



If a Student Refuses an Accommodation

- ★ Document refusal in student's file.
- ★ Make accommodation available, if requested, for remainder of test administration.
- ★ Amend IEP/504 plan for future testing.
 - ★ It may be appropriate to list the accommodation in IEP/504 plan "as requested by student."
- ★ Do not fill in accommodations that were refused on the student's answer booklet.



Nonstandard Accommodations (NSAs)

- ★ NSAs may be provided **only** if student:
 - ★ Is virtually unable to decode, calculate, write, or spell; *AND*
 - ★ Receives ongoing intervention in this area.
- ★ NSA **may not be provided** if student is simply performing skills “below grade level.”
 - ★ Score may be invalidated if ineligible student was provided an NSA.



Accommodations Data Sent to Districts

- ★ Use of NSAs by school and district
 - ★ Read-aloud of Reading Comprehension test (#26)
 - ★ Scribe on ELA Composition test (#29)
 - ★ Calculator on noncalculator Math test session (#30)
- ★ List of students who appear to be “ineligible,” but received accommodations on MCAS tests
 - ★ i.e., students with no reported IEP or 504 status



Follow-up Needed by Districts

- ★ Familiarize teams with criteria for providing accommodations, particularly NSAs.
- ★ Review IEPs of students receiving NSAs.
- ★ Apply criteria uniformly for NSA use.
- ★ Review and update the status of “ineligible” students, if any were included in report.
 - ★ Report corrected IEP and 504 status in SIMS.
 - ★ Do not give accommodations to non-disabled students.
- ★ Plan for improvement needed for selected districts above state average for NSA use over the last 1–3 years.



MCAS-Alt General Requirements

- ★ Only IEP/504 teams may designate students for MCAS-Alt.
 - ★ Okay to participate in MCAS test in one subject, MCAS-Alt in another
 - ★ Team revisits assessment decisions annually.
- ★ School in which student is enrolled on date of submission (April 2) must submit portfolio.
- ★ Evidence must be each student's own work.
- ★ Complete MCAS-Alt PCPA online.
- ★ Encourage teachers to review Educator's Manual and attend Department training.



Planning Ahead for Student Portfolios

- ★ Data charts, work samples, photos and other evidence are collected **over time** for each student.
- ★ Consider building flexibility into schedules to allow teachers to work on portfolios.
 - ★ 86% are responsible for 1-6 portfolios.
 - ★ 13% are responsible for 7 or more portfolios.
 - ★ 50% of 2,800 surveyed say they do not have structured time to work on portfolios.



MCAS and MEPA Participation Requirements for **ELL Students**



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Participation by ELL Students

Year(s) in School in the U.S.	Required Tests	Optional Tests (at school's discretion)
1*	<ul style="list-style-type: none">•MCAS Mathematics•MCAS STE•MEPA (MEPA-R/W and MELA-O)	MCAS ELA
2 or more	<ul style="list-style-type: none">•All MCAS tests•MEPA	None

* A **first-year** LEP student was enrolled for the first time in U.S. schools **after March 1, 2011**, SIMS (i.e., was not included in March SIMS report). A student may be reported as **“first-year”** only once.



Accommodations for ELL Students

- ★ List of bilingual word-to-word dictionaries authorized for use on MCAS tests posted at www.doe.mass.edu/mcas/participation/?section=ell
 - ★ New languages added annually
 - ★ Specialized translations (glossaries) for Math and STE
 - ★ Selected publishers/distributors and online resources included
- ★ Accommodations used on MCAS by ELL students with disabilities (per IEP/504 plan) must also be provided for MEPA.
 - ★ Approx. 16% of students reported as LEP in SIMS have an IEP or 504 plan.



MCAS Test Administration for ELLs

Assigning Testing Spaces for ELLs

- ★ Principals may assign testing groups and spaces other than regular classrooms, as long as other conditions and staffing requirements are met.

Policy on “Stop Testing”

- ★ If an ELL student does not seem to be responding to test questions, the test administrator may ask the student if he/she is finished.
- ★ If so, collect materials and have student sit quietly.



MEPA-R/W Tests/Levels

Grade Span	Which Test/Session to Administer?
K–2	Level A (one session for Reading and one for Writing) <i>OR</i> Level B (one session for Reading and one for Writing)
3–12 (grade span tests 3–4, 5–6, 7–8, and 9–12)	Sessions 1 and 2 <i>OR</i> Sessions 2 and 3

* Use **practice test** and **locator test/survey** to identify which test to administer.



Which MEPA-R/W Test Should Be Administered — *Grades 3–12?*

★ Make decisions **separately** for Reading and Writing for each student, based on:

★ Scores on local and state reading assessments

★ Observations of student

★ Previous MEPA test scores

★ Locator test results (optional)

(Locator tests available online at:

www.doe.mass.edu/mcas/mepa/testadmin)



Which MEPA-R/W Test Should Be Administered — *Grades K–2?*

- ★ **Level A:** For most kindergarten students and those with low English proficiency in grades 1–2
- ★ **Level B:** For most grade 2 students and those with higher English proficiency and literacy skills in grades K–1
- ★ Plan ahead for **variable group sizes:**
 - ★ **Level A:** 1–5 students
 - ★ **Level B:** up to 15 students
 - ★ Consider student’s social/behavioral skills, ability to concentrate, need to scribe responses.



Spring 2012 MEPA Schedule

	Paper-and-Pencil	Online Testing
MELA-O	Feb. 13–March 16	same
MEPA-R/W	<ul style="list-style-type: none">- <i>Receive materials:</i> Feb. 27- <i>Administer:</i> March 5–16	<ul style="list-style-type: none">- <i>Receive materials:</i> Feb. 13- <i>Administer:</i> Feb. 27–March 16



MEPA Participation Requirements

Must test:

- ★ **All ELL** students in grades K–12 reported as LEP in either Oct. 2011 **or** March/June 2012 SIMS, regardless of
 - ★ Program or services (including those in mainstream classrooms)
 - ★ Number of years enrolled in U.S. schools
 - ★ When they entered your school
- ★ **All FLEP** students in grades K–12 who were reported as **LEP** in Oct. 2011 SIMS



ELL Students with Disabilities

MEPA-R/W

- ★ Must participate, *unless* IEP or 504 plan indicates:
 - ★ Braille test
 - ★ Alternate assessment
 - ★ Deaf or hard of hearing
 - ★ Electronic text reader (if no human reader is available)

MELA-O

- ★ Must participate *unless* IEP indicates student is deaf or hard of hearing



MELA-O: Listening and Speaking

- ★ Local observational assessment
- ★ Skills evaluated on a 6-point scale (0–5) for
 - ★ Listening (comprehension)
 - ★ Speaking (production)
 - ★ Fluency, vocabulary, pronunciation, grammar
- ★ All MELA-O QMAs/QMTs must have passed a qualifying test by Jan. 31, 2012 to administer MELA-O in spring 2012.



Reporting MELA-O Scores (K–12)

- ★ Mark MELA-O scores on answer booklet.
- ★ Performance levels will be assigned **only** if students took both MEPA-R/W and MELA-O.

Answer Booklet Sample Outside Back Cover

TO BE COMPLETED BY PRINCIPAL OR DESIGNEE

Refer to the *Principal's Administration Manual* for instructions on completing these sections on the inside and outside back covers of the answer booklet.

MELA-O STUDENT SCORES

Record this student's spring 2011 MELA-O Listening and Speaking scores below.

Listening	Speaking
MELA-O Listening (Comprehension) Score	MELA-O Speaking (Production) Score
<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	Fluency <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Vocabulary <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Pronunciation <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
	Grammar <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5



Return Answer Booklets for All ELL Students in March SIMS

- ★ Return answer booklets assigned for students who were reported as enrolled in the March 1 SIMS submission, but **did not participate in testing because they transferred out before** the school's testing dates.
- ★ See MEPA PAM page 38 for instructions.



Spring 2012 MEPA-R/W Online Testing

- ★ Year 3 of computer-based testing for grades 3–12
- ★ Voluntary participation by schools with ELLs
 - ★ More testing time allowed (5 more days)
- ★ 6,600 ELLs expected to participate



Transition to New English Language Proficiency Standards and Assessments in 2013

RATIONALE

- ★ ELPBOs are outdated.
 - ★ Aligned to 2001 ELA frameworks
 - ★ Aligned to prior MEPA performance level descriptors
 - ★ Not aligned to other content area frameworks
- ★ Title III requires states to align English language proficiency (ELP) standards with current standards in *all* content areas, not just ELA.
- ★ All Massachusetts students, including ELLs, will transition to the 2011 Massachusetts ELA and Mathematics *Curriculum Frameworks* by 2013–2014.



MA Will Join the WIDA Consortium

- ★ World-Class Instructional Design and Assessment (WIDA.us) is a consortium of 27 states that
 - ★ Provides a common set of English language development standards and assessments supporting academic language development for ELL students
 - ★ Will provide MA with professional development, technical assistance, and other resources, including a network of language development experts



Transition to New ELL Assessments (Anticipated Timeline)

**Feb.–
March
2012**

- Final admin. of MEPA-R/W and MELA-O

**Sept.–
Dec.
2012**

- Training on administering “ACCESS for ELLs” tests
- Administer W-APT screener test (optional)

**Jan.–May
2013**

- *Jan.–Feb.:* First admin. of WIDA “ACCESS for ELLs” tests
- *May:* Results reported

Ongoing professional development on new standards and assessments.



Features of WIDA Assessments

★ Reduction in testing time

- ★ Shorter sessions
- ★ No fall assessments for new ELLs

★ Earlier testing and release of results

- ★ To inform decisions on student placement and services

★ Comparability of tests and results

- ★ For students who move to MA from another WIDA consortium states



Questions & Answers



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Reporting of Results



Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

Reporting of Results

- ★ Reporting schedule
- ★ What's new for reporting this year?
 - ★ ELL students who do not participate in **both** MCAS and MEPA (in both MEPA-R/W and MELA-O) will be reported as nonparticipants for ELA in accountability reporting.
 - ★ New unified state and federal accountability systems
 - ★ New reports available in the District Analysis Review Tool (DART)
 - ★ New search tools based on 2011 *Curriculum Frameworks*
 - ★ EDW improvements
 - ★ Student questionnaire and school climate research
- ★ Growth model: Common misconceptions



February Biology and March Retest Reporting Schedule

(all dates tentative)

March 19	Access February Biology data files at DropBox Central (rosters available March 20)
April 20	Access March Retest data files and rosters at DropBox Central
May 8	Districts receive February Biology and March Retest <i>P/G Reports</i>



Spring 2012 MCAS and MEPA Reporting Schedule — *June*

(all dates tentative)

June 7	Schools receive shipment of MEPA <i>P/G Reports</i> <ul style="list-style-type: none">• Districts access MEPA results at www.mcasservicecenter.com
Mid-June	Districts access preliminary MCAS student results at DropBox Central <ul style="list-style-type: none">• ELA (MC, SR, OR, Composition), Math (MC), Grades 5 and 8 STE (MC), MCAS-Alt
Mid-June	Districts access MCAS ELA Compositions at www.mcasservicecenter.com



Spring 2012 MCAS Reporting Schedule — *July–August*

(all dates tentative)

July 5–Aug. 6	MCAS discrepancy reporting by phone (800-737-5103)
August 6	Districts access preliminary MCAS results at DropBox Central <ul style="list-style-type: none">• MCAS ELA, Math, STE
August 6–10	MCAS discrepancy reporting online (mcasservicecenter.com)



Spring 2012 MCAS Final Results Reporting Schedule — *September*

(all dates tentative)

Sept. 17	Districts access official MCAS student, school, and district results on Department's Security Portal
Sept. 18	<ul style="list-style-type: none">• Districts receive shipment of MCAS and MCAS-Alt <i>P/G Reports</i>• Schools access official MCAS student, school, and district results on Department's Security Portal
Mid-Sept.	Public release of official school and district results by the Department



A sunset scene with a bright yellow sun in the center, surrounded by a gradient of orange and red. Silhouettes of trees and a fence are visible in the foreground. The letters "AYP" are superimposed on the sun.

AYP

ESEA Waiver Request

Massachusetts Department of Elementary and Secondary Education



NCLB Requirements (2001–2011)

- ★ 100% proficiency by 2013–14
- ★ Adequate Yearly Progress (AYP) determinations for all schools and districts
- ★ Schools and districts identified for improvement, corrective action, and restructuring
- ★ Required actions linked to NCLB status
 - ★ 20% reservation for school choice and supplemental educational services (SES)
 - ★ 10% reservation for professional development



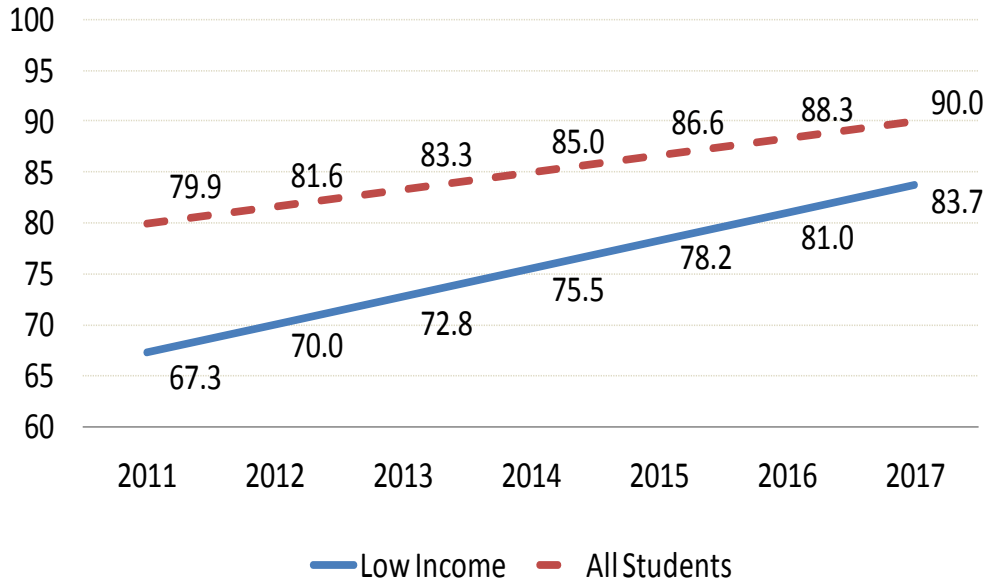
Why Did We Seek Flexibility?

- ★ NCLB targets can be misleading
 - ★ **Federal:** 81% of schools, 90% of districts not making AYP
 - ★ **State:** 20% of schools targeted for assistance
- ★ Unrealistic goals do not motivate improvement
- ★ 96% of surveyed stakeholders (n=5,038) urged us to apply for flexibility
- ★ Opportunity to recognize continuous improvement, while cutting proficiency gaps



Vision Statement

Example: Math CPI – All Grades, Low Income



- ★ Reduce proficiency gap by half by 2016–17
- ★ Require greater progress for students furthest behind



Annual Measureable Objectives (AMOs)

★ Participation

- ★ ELA, Math, STE

★ Achievement

- ★ Reduce proficiency gaps in ELA, Mathematics, STE
- ★ Increase % of students at *Advanced* in ELA and Math
- ★ Decrease % of students at *Warning/Failing* in ELA and Math

★ Growth in ELA and Math

★ Additional indicators

- ★ High school cohort graduation rate, annual dropout rate
- ★ Attendance will not be an indicator for K–8 schools

★ Determinations based on four years of data



New DART Reports

www.doe.mass.edu/apa/dart

DART: ELLs

- ★ MCAS and MEPA detailed test results
- ★ Demographic breakdowns
- ★ First language data
- ★ Changes over time
- ★ School level details

DART: Staffing and Finance

- ★ Per pupil expenditures on staff, administration, and capital projects
- ★ Historical expenses
- ★ Detailed breakdowns by source of funding
- ★ Allows comparisons by category with similar districts



Transition to Reporting New Standards

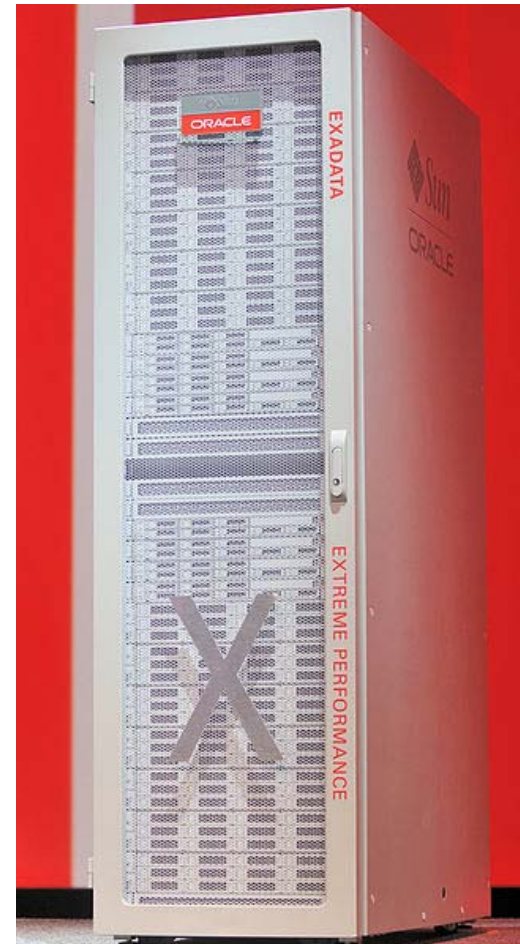
AVERAGE ITEM SCORE				
ITEM	TYPE	REPORTING CATEGORY	2000-04 Standard	2011 Standard
01	MC	SP	8.D.3	F.TF.3
02	MC	NS	8.N.12	S.ID.1
03	MC	NS	8.N.2	G.CO.7
04	MC	PR	8.P.4	G.CO.7
05	MC	PR	8.P.4	G.CO.7

This year's reports for grades 3–8 will show the 2001/04 ELA framework and 2000/04 Mathematics framework, with an option to view 2011 frameworks where available.



Education Data Warehouse (EDW) Redesign – version 3.0

- ★ Increased speed
- ★ Easier to access basic reports
- ★ Different views for frequently sought reports
- ★ Student Claiming tool to access student results



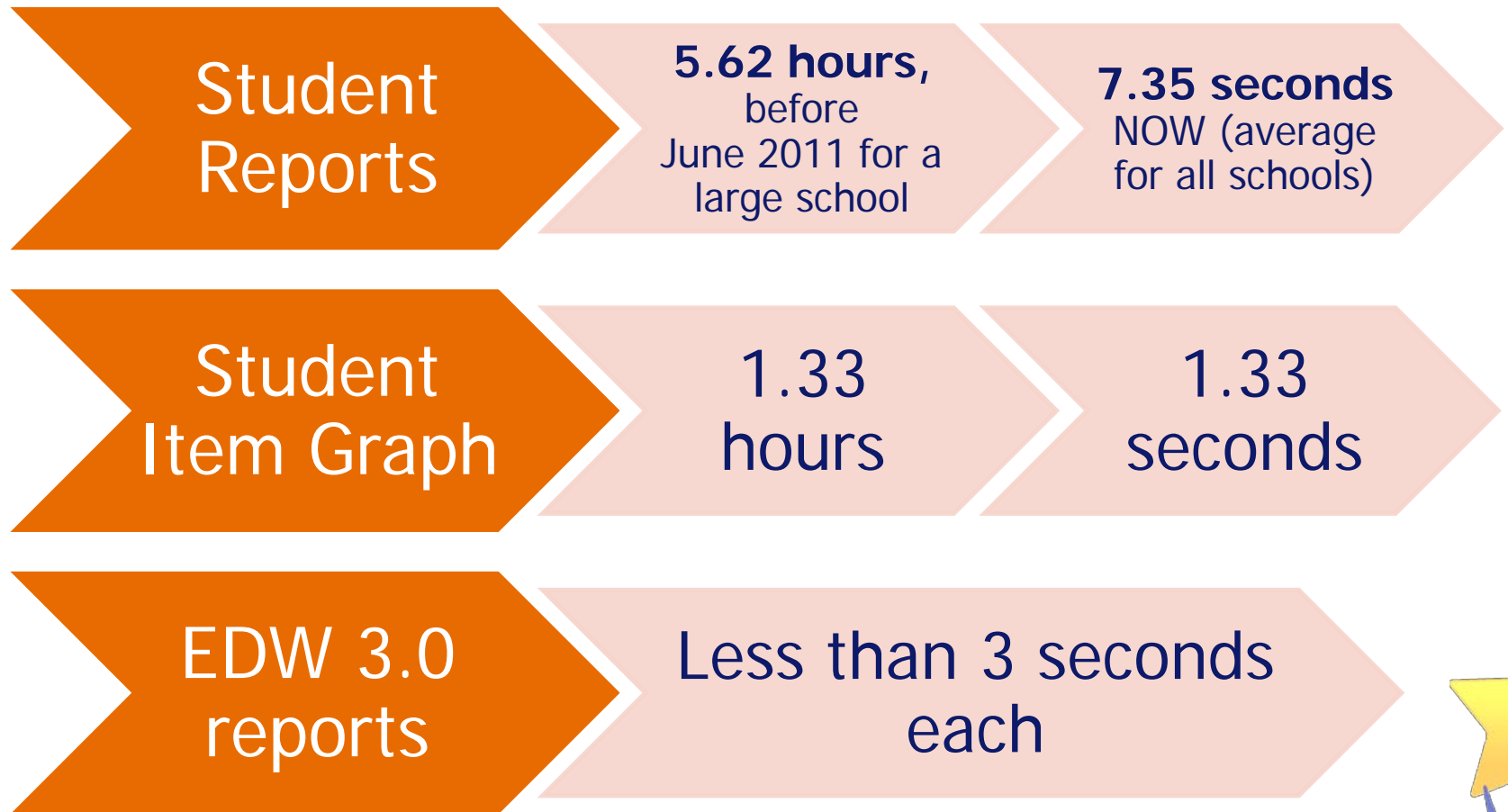
Then...



And Now...



EDW Improved Performance



Claiming Students in EDW

- ★ Access all historical SIMS and MCAS records
- ★ Commonly used by middle schools and high schools to view incoming students
- ★ Can view historical MEPA and Competency Determination reports
- ★ See your district technology coordinator or Data Warehouse Contact for help.



MCAS Student Questionnaires

- ★ Strict confidentiality maintained (no student, school, or district results)
- ★ Questionnaires used to try out questions.
- ★ In 2012, 20 questions will be asked about school climate and teaching practices.
- ★ Adapted from Tripod Project operated by Cambridge Education (LLC) and designed by Dr. Ron Ferguson of Harvard University



Do Students Feel Encouraged to Give Opinions During Class Discussions?

★ **No, in none or a few of my classes**

★ *Grade 8: 29%*

Student growth percentile: 49
MCAS Math scaled score: 235

★ *Grade 10: 29%*

Student growth percentile: 48
MCAS Math scaled score: 247

★ **Yes, in the majority or all of my classes**

★ *Grade 8: 71%*

Student growth percentile: 51
MCAS Math scaled score: 243

★ *Grade 10: 71%*

Student growth percentile: 52
MCAS Math scaled score: 253



Student Growth Percentiles

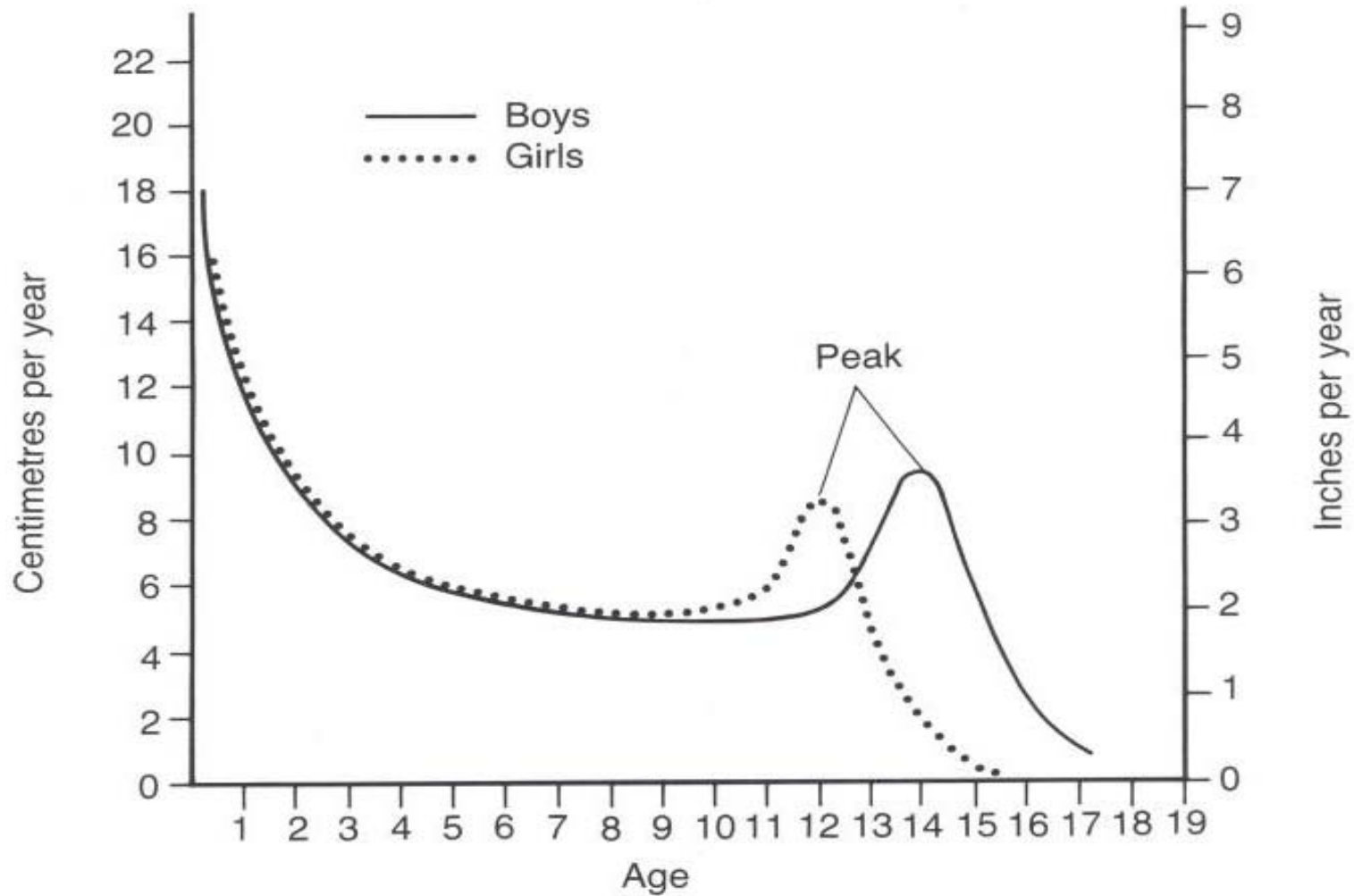


Birth: 19"
(37th percentile)

30 months: 35"
(34th percentile)



Changes in height vary by age and gender.



Rate of height increase

Source: www.coach.org



Conceptualizing Percentiles

Percentiles (Compared to All)

- ★ birth: 19" (37th percentile)
- ★ 6 months: 27" (50th percentile)
- ★ 18 months: 32" (55th percentile)
- ★ 30 months: 35" (34th percentile)

Percentiles of Change (Compared to Peers of the Same Height)

- ★ 8 inches during first 6 months: **63rd percentile**
- ★ 5 inches during the next 12 months: **60th percentile**
- ★ 3 inches during the next 12 months: **37th percentile**



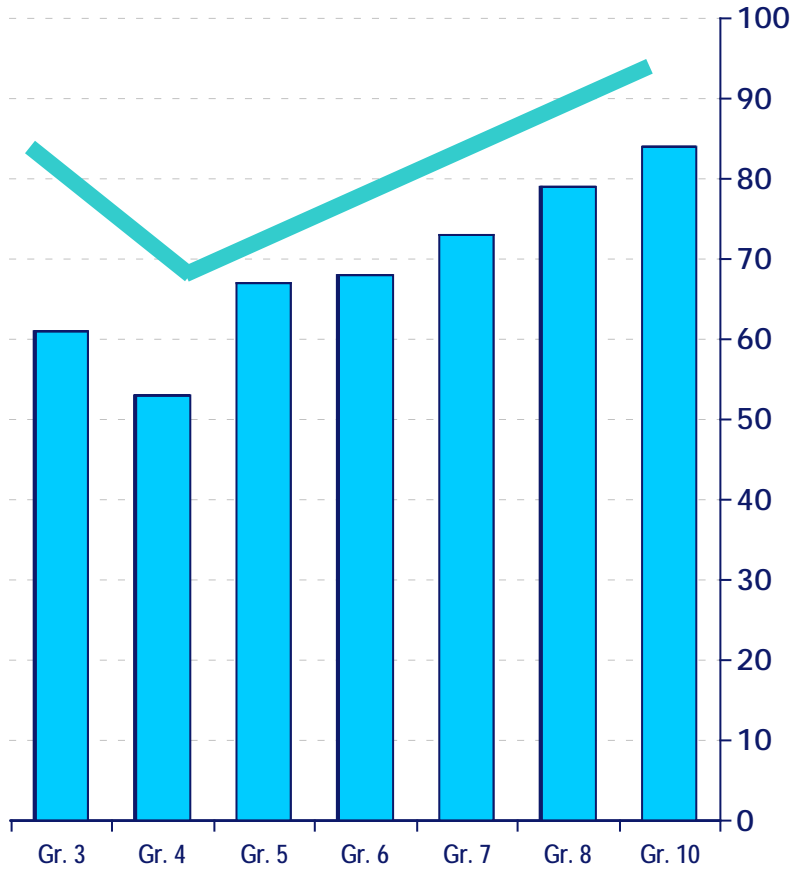
Key Concepts

- ★ Growth is *distinct from achievement*.
 - ★ A student can achieve at a low level but grow quickly, and vice versa.
 - ★ Student Growth Percentiles (SGPs) are the percentile of *change in achievement*, not the percentile of achievement.
- ★ Each student is compared to his or her *statewide academic peers*.
 - ★ Others with a similar test score history
 - ★ Any student can potentially grow at the 1st or 99th percentile.
- ★ Growth is *subject-, grade-, and year-specific*.
 - ★ Different academic peer groups for each subject, grade, and year
 - ★ Therefore, the same change in scaled scores can yield different student growth percentiles.

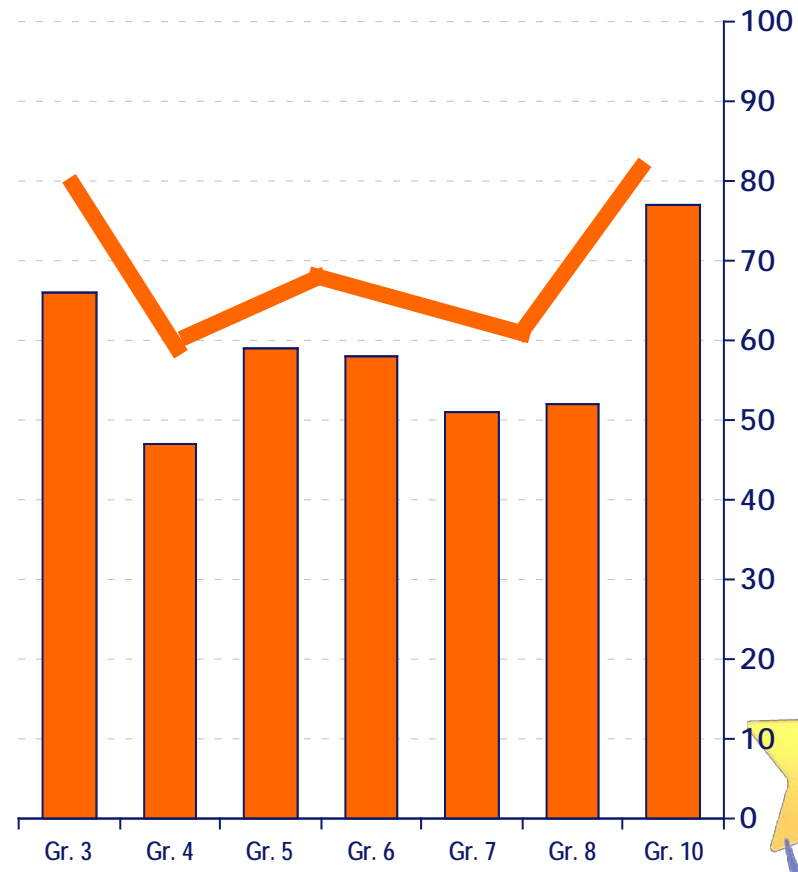


2011 MCAS Percent *Proficient* by Grade

ELA

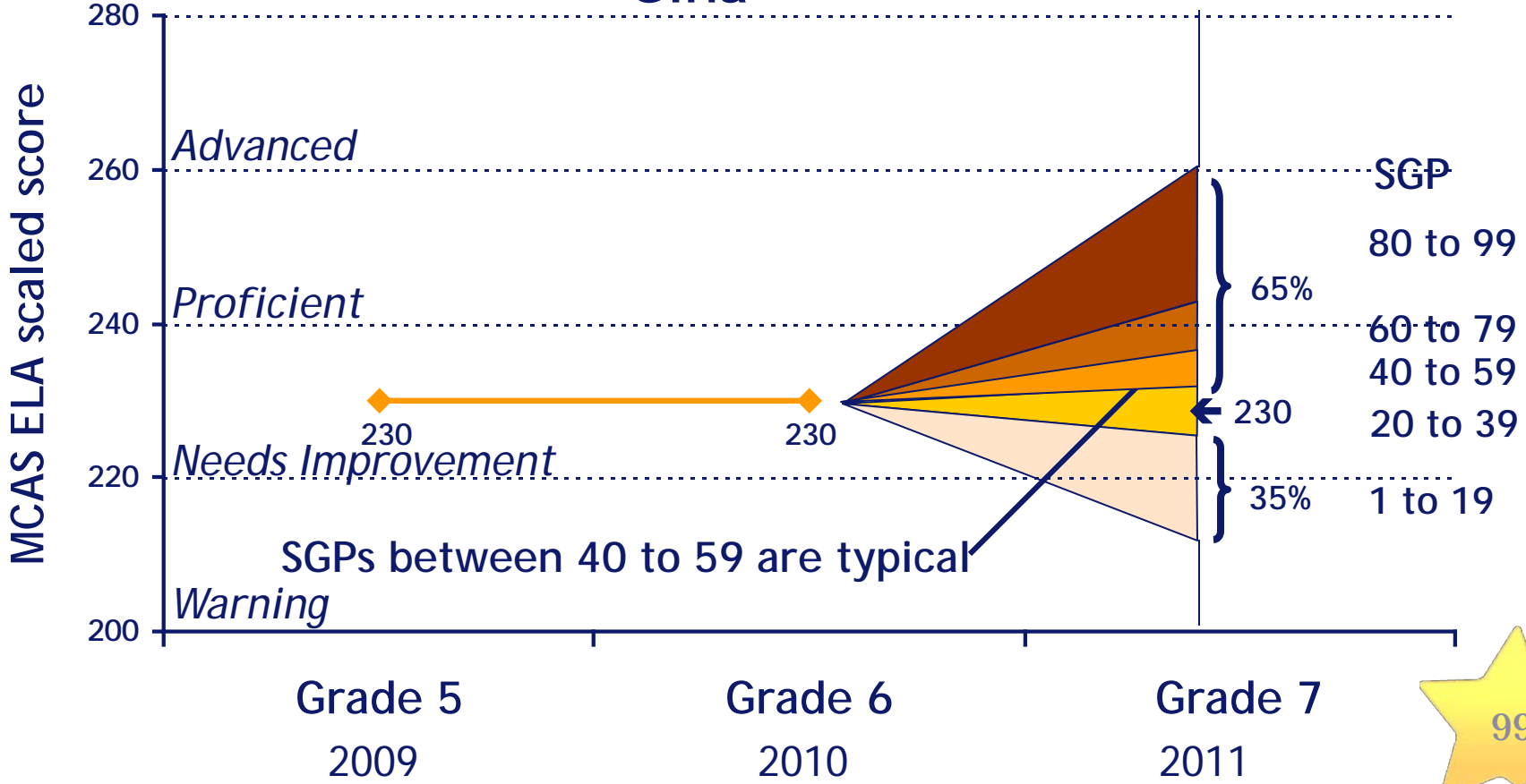


Mathematics



Growth to Grade 7

Gina



How would you help a fellow principal interpret a school's 5th grade Mathematics student growth percentile (SGP) of 60.0?

The median fifth grade growth percentile is 60.

22% **Correct**

The fifth graders grew as much or more than 59% of the other students in the state.

53% **Incorrect**



Median Student Growth Percentile

Last name	SGP
Lennon	6
McCartney	12
Starr	21
Harrison	32
Jagger	34
Richards	47
Crosby	60
Stills	61
Nash	63
Young	74
Joplin	81
Hendrix	88
Clapton	95

Imagine these are students in your 5th grade. Note that they are sorted from lowest to highest SGP.

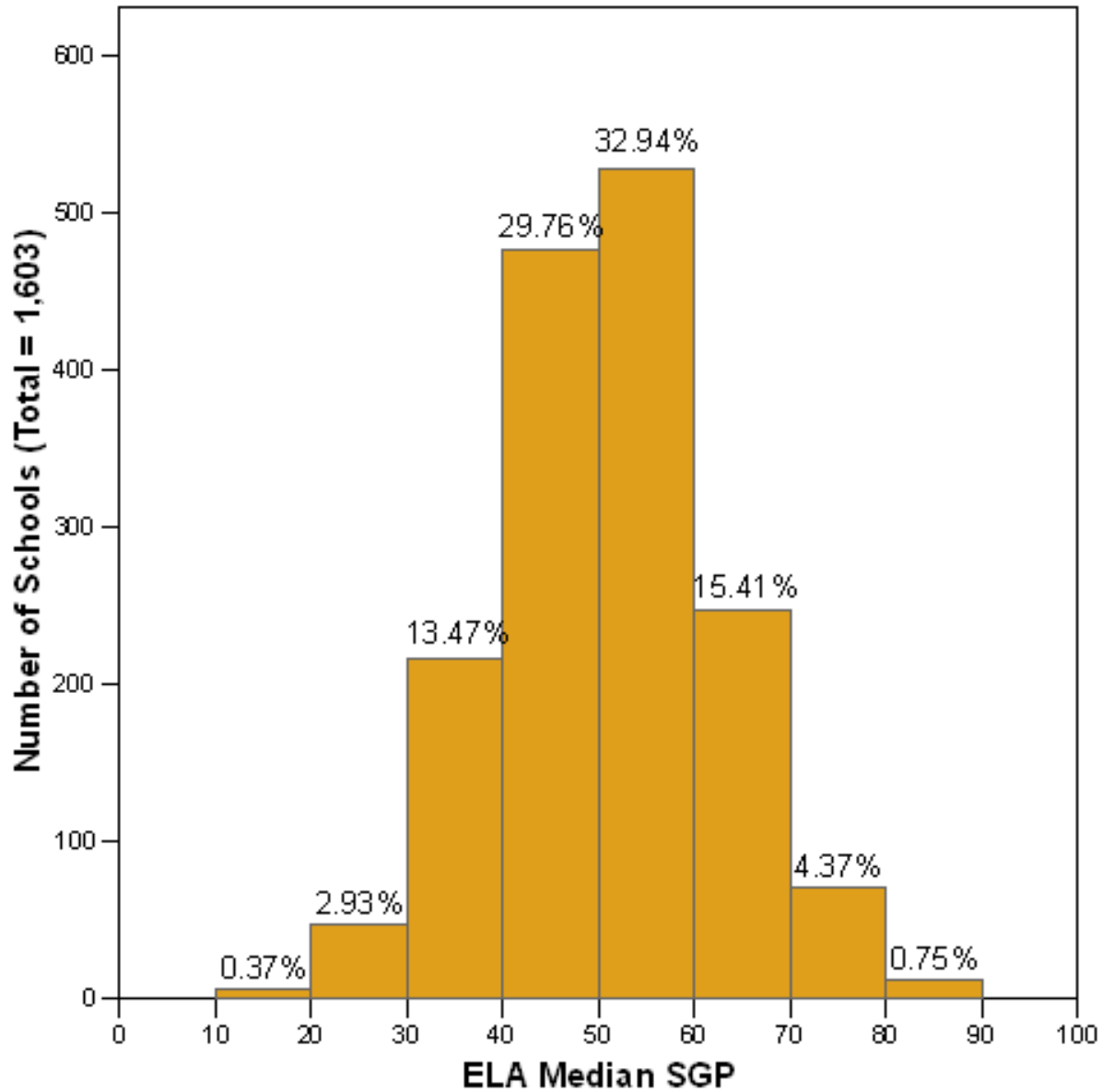
The point where 50% of students have a higher SGP and 50% have a lower SGP is the median.

Median SGP for the 5th grade class

The Department does not calculate medians for groups <20.



School Medians for All Grades



Most medians are between 40 and 60.



Who Would You Recommend for Extra Tutoring?

Student A

- MCAS scaled score of 270
- SGP of 38

Student B

- MCAS scaled score of 220
- SGP of 80



Student A—MCAS score of 270 and a Growth Percentile of 38

- ★ Perfect scores on relatively difficult tests in the past, but missed five or six points this year
- ★ Used to get 4's on all open-responses, but is now getting 3's and some 2's
- ★ **Let's reflect on what we could have done to keep students like Student A engaged and ready for advanced work in the future.**



Student B—MCAS score of 220 and a Growth Percentile of 80

- ★ Scored around 212 in the past
 - ★ Made good progress
 - ★ Answered approximately 60% of questions incorrectly
- ★ **Let's find out what worked well last year and see if students like Student B can benefit from similar supports.**



Summary



- ★ Most median growth percentiles are between 40 and 60 on most tests.
- ★ Differences of fewer than 10 SGP points are not likely to be educationally meaningful.
- ★ Growth and achievement scores are descriptive statistics. Attributing the cause of low or high growth requires careful analysis.



How Should Principals Use Growth Data?

- ★ Growth scores, along with other evidence, can point to practices that are working well and opportunities for improvement.
- ★ Growth and achievement scores together can help identify students who may need additional help.



Questions & Answers

Please fax your completed **Evaluation Forms** posted at (www.doe.mass.edu/mcas/conferencecall/) to 781-338-3630.

Thank you for participating.

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

