

An Introduction to MCA Growth

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REA

Mining for Data Part I - August 2011



Release of 2011 MCA Data 2011

- Due to the Minnesota State Shutdown, MDE will not release 2011 MCA Reading and Math proficiency status results until late September 2011.
- MCA growth data is typically released several weeks after the proficiency status results are released.
- This presentation is an introduction to MCA Growth calculation and interpretation.
- We will use 2009-10 MCA data to learn a process for interpreting MCA growth results. You can use the same process to interpret your 2010-11 MCA growth results when they are released later this fall.

Why does growth matter?

- That's what we're all trying to produce, isn't it?
 - Growth is the first thing you see when you open the School Report Cards on the MDE website.
 - Growth measures are included on the District's Vision Cards.
- Beginning in 2013, growth will be part of the district's funding from the State.
 - based on a three-year average of 3rd graders moving to 4th grade

How does MDE calculate growth?

- Find all students in the state with test scores from two successive years.
- Select all students with a particular score one year (e.g. 350 in Grade 3) and look up their scores the next year.
- Calculate the mean and standard deviation of the second year's scores.

How does MDE calculate growth?

- Label $\frac{1}{2}$ standard deviation or more above the mean “High Growth”, $\frac{1}{2}$ standard deviation or more below the mean “Low Growth”, everyone else “Medium Growth”.
- This method puts approximately 1/3 of students into each category, no matter where they started.

An Example



Which students are included in MCA Growth data?

- Took MCA or MTELL (not MTAS) current year and prior year
- Have valid scores from both years
- Did not skip or get held back a grade level
- For grade 10 & 11 students, their “prior year” score is actually from grade 8

Where do I find growth data?

- On the Educator Portal
 - Educator Portal 101 Session and User's Guide
 - Educator Portal will give you
 - Summary data (overall, by grade, by NCLB subgroup, by NCLB subgroup/grade)
 - Individual student level data
- On MDE's School Report Card
 - Opening page of the School Report Card
 - Gives summary data by grade or NCLB subgroup for the whole school or district

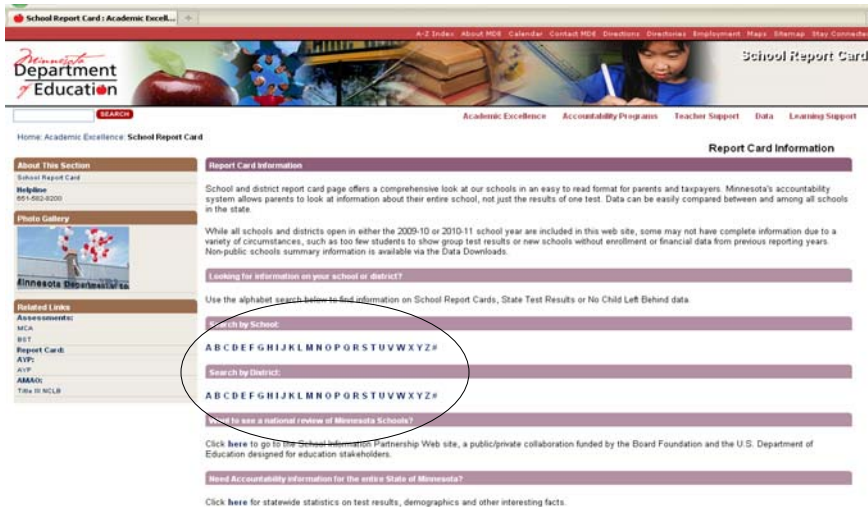
Getting to MDE School Report Card

1. Go to <http://education.state.mn.us>.
2. Click on "School Report Cards" from the Academic Excellence dropdown menu or the list on the right.



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3. Click on the first letter of your school or district.



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4. Scroll down, if needed, and click on the name of your school or district.

Minnesota Department of Education

Home: Academic Excellence: School Report Card: School and District Listing

School and District Listing

District	City	Schools in District
SAFE HAVEN	PRIOR LAKE	View Schools
SAGE ACADEMY CHARTER SCHOOL DISTRICT	BROOKLYN PARK	View Schools
SARTELL ST. STEPHEN SCHOOL DISTRICT	SARTELL	View Schools
SAUK CENTRE PUBLIC SCHOOL DISTRICT	SAUK CENTRE	View Schools
SAUK RAPIDS-RICE PUBLIC SCHOOLS	SAUK RAPIDS	View Schools
SCHOOLCRAFT LEARNING COMMUNITY CHTR DISTRICT	BEMIDJ	View Schools
SCOTT COUNTY JUVENILE ALTERNATIVE	JORDAN	View Schools
SCOTT COUNTY SCHOOLS NETWORK (SCSN)	SHAKOPEE	View Schools
SE MINNESOTA VIRTUAL ACADEMY (SEMVA)	LACROSCEINT	View Schools
SEBEKA PUBLIC SCHOOL DISTRICT	SEBEKA	View Schools
SERENITY MANOR	MORA	View Schools
SEVEN HILLS CLASSICAL ACADEMY DISTRICT	BLOOMINGTON	View Schools
SHAKOPEE PUBLIC SCHOOL DISTRICT	SHAKOPEE	View Schools
ST. MICHAEL ALBERTVILLE SCHOOL DIST	ALBERTVILLE	View Schools
ST. PAUL CITY SCHOOL DISTRICT	ST PAUL	View Schools
ST. PAUL PUBLIC SCHOOL DISTRICT	ST PAUL	View Schools
ST. PETER PUBLIC SCHOOL DISTRICT	ST. PETER	View Schools
ST. PETER REGIONAL HUMAN SERVICE CT	ST PETER	View Schools

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5. The first page of the School Report Card displays MCA Growth data for all students in the selected school or district. Scroll down to see summary growth results for Math and Reading.

Minnesota Department of Education

Home: Academic Excellence: School Report Card: ST. PAUL PUBLIC SCHOOL DISTRICT (0825-01):

ST. PAUL PUBLIC SCHOOL DISTRICT (0825-01)

Growing Toward Success - Minnesota's Growth Model

As part of Minnesota's assessment system, the Minnesota Department of Education measures whether or not students are meeting the state math and reading academic standards, which are what they should know and be able to do in a particular grade.

If a student meets those standards, they are considered to be proficient.

With input from educators, the Minnesota Department of Education has created a growth model. The growth model is designed to help parents and educators to track students' progress toward proficiency from year-to-year, in order to better determine whether they are gaining and maintaining skills necessary to be successful after high school.

The growth model chart below identifies the percent of students in your district who were proficient in 2009. The individual boxes show how all students progressed during the 2009-10 school year towards knowing and understanding the content of academic standards at their grade level.

- Proficient but made low growth
- Proficient and continued to grow
- Proficient and made exceptional growth
- Not proficient and made low growth toward proficiency
- Not proficient but made some growth toward proficiency
- Not proficient but made exceptional growth toward proficiency

Math

Growth Over the 2009-10 School Year

2009 Status	Low	Medium	High

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ST. PAUL PUBLIC SCHOOL DISTRICT (0625)
MCA Growth Over the 2009-10 School Year
All Students and All Grades

State
Assessment and Testing Programs:
Basic Skills Writing
English Language Learner Assessments
Minnesota Comprehensive Assessments Series-II
Data:
Assessment:
ATP
NCLB Programs:
AMAO - Title III

District Staffing
Staff Development Report
Student Enrollment
Student Teacher Ratios
Demographics
Graduation Indicators & Definitions
Annual Measurable Achievement Objectives (AMAO)
2010 AMAO Results Summary
2010 AMAO for Minnesota

Math

Growth Over the 2009-10 School Year

2009 Status	Low	Medium	High
Proficient	14% 1997 students were proficient but made low growth	21% 2978 students continued to grow	16% 2229 students made exceptional growth
Not Proficient	12% 1898 students were not proficient and made low growth	19% 2852 students were not proficient but made some growth	17% 2422 students were not proficient but made exceptional growth

View Math by Grade Level View Math by Subgroup View State Growth

Reading

Growth Over the 2009-10 School Year

2009 Status	Low	Medium	High
Proficient	15% 2091 students were proficient but made low growth	21% 2942 students continued to grow	17% 2335 students made exceptional growth
Not Proficient	11% 1628 students were not proficient and made low growth	21% 2887 students were not proficient but made some growth	15% 2128 students were not proficient but made exceptional growth

View Reading by Grade Level View Reading by Subgroup View State Growth

Interpretation of MCA Growth

District Vision Card and State Funding Calculation

- Percent of students making medium or high growth

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient			
Not Proficient			

- According to the SPPS District Vision Card, the district vision is to have greater than 90% of students making medium or high growth.
- Percent of students making medium or high growth will also be used in the new state funding calculation.

Activity

MCA Growth 2009-10
Interpretation Protocol

Ruby Level Analysis – District Vision Card and State Funding Calculation SUBJECT:

District Vision: >90% of students making medium or high growth

All Students School Name: _____

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient			
Not Proficient			

Total % making medium or high growth

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Digging Deeper

Group 1: _____

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient			
Not Proficient			

Group 2: _____

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient			
Not Proficient			

Total % making medium or high growth:
(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Total % making medium or high growth:
(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Thoughts for further digging

Tentative conclusion of student performance	Student Groups/Grades of Concern	Student Groups/Grades with Success

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Activity - District Example

MCA Growth 2009-10
Interpretation Protocol

Ruby Level Analysis – District Vision Card and State Funding Calculation SUBJECT: READING

District Vision: >90% of students making medium or high growth

All Students DISTRICTWIDE

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	15%	21%	17%
Not Proficient	11%	21%	15%

Activity - District Example

MCA Growth 2009-10
Interpretation Protocol

Ruby Level Analysis – District Vision Card and State Funding Calculation SUBJECT: READING

District Vision: >90% of students making medium or high growth

All Students DISTRICTWIDE

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	15%	21%	17%
Not Proficient	11%	21%	15%

Total % making medium or high growth

74%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

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Digging Deeper

6. On the MDE School Report Card first page, below the schoolwide or districtwide summary table, click on your desired comparison group type.

	1001 students were proficient but made low growth	2975 students continued to grow	4449 students made exceptional growth
Not Proficient	12%	19%	17%
	1690 students were not proficient and made low growth	2952 students were not proficient but made some growth	2402 students were not proficient but made exceptional growth

[View Math by Grade Level](#) [View Math by Subgroup](#) [View State Growth](#)

Reading

Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	15%	21%	17%
	2091 students were proficient but made low growth	2942 students continued to grow	2395 students made exceptional growth
Not Proficient	11%	21%	15%
	1808 students were not proficient and made low growth	2857 students were not proficient but made some growth	2126 students were not proficient but made exceptional growth

[View Reading by Grade Level](#) [View Reading by Subgroup](#) [View State Growth](#)

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7. The next page will show the schoolwide or districtwide summary table on top. Scroll down to the desired comparison group.

ST. PAUL PUBLIC SCHOOL DISTRICT (0625-01)

About This Section

Contact MDE
951-92-4200

About This District

Superintendent:
VALERIA SILVA
380 COLBORNE STREET
ST. PAUL, MN 56102
(651)707-1100

Photo Gallery

ST. PAUL PUBLIC SCHOOL DISTRICT

Minnesota Statewide Literacy

Related Links

Additional Report Cards:
School
State

Assessment and Testing Programs:
Measures of Student Learning
English Language Learner Assessments
Minnesota Comprehensive Assessments Series II

Data Assessment:
JAMP
NCLB Programs:
AAAC - Title III

Growing Toward Success - Minnesota's Growth Model

Reading

New State Report

All Students All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient	15% 2291 students were proficient but made low growth	21% 2942 students continued to grow but made some growth	17% 2335 students made exceptional growth
Not Proficient	11% 1508 students were not proficient and made low growth	21% 2827 students were not proficient but made some growth	15% 2120 students were not proficient but made exceptional growth

American Indian/Alaskan Native All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient	19% 41 students were proficient but made low growth	22% 48 students continued to grow	11% 23 students made exceptional growth
Not Proficient	12% 27 students were not proficient and made low growth	21% 45 students were not proficient but made some growth	16% 38 students were not proficient but made exceptional growth

Asian/Pacific Islander All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient			
Not Proficient			

Section Links

School Report Card

NCLB Data Report

NAEP

Minnesota State Tests

Analyze Your Results

2010 Adequate Yearly Progress

Your Schools

Your District

Your State

Minnesota's Growth Model

Your Growth

Q Comp

Q Comp Schools

Approval Letters

Professional Development

District Staffing

Staff Development Report

Student Enrollment

Student Teacher Ratios

Demographics

Graduation Indicators & Definitions

Annual Measurable Achievement Objectives (AMAO)

2010 AMAO Results Summary

2010 AMAO for Minnesota

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ST. PAUL PUBLIC SCHOOL DISTRICT (0625)
MCA Growth Over the 2009-10 School Year
All Students by Subgroup

2009 Status	Low	Medium	High
Not Proficient	12% 235 students were not proficient and made low growth	20% 373 students were not proficient but made some growth	17% 264 students were not proficient but made exceptional growth

Black, not of Hispanic origin All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient	14% 845 students were proficient but made low growth	17% 885 students continued to grow	11% 448 students made exceptional growth
Not Proficient	15% 885 students were not proficient and made low growth	25% 1012 students were not proficient but made some growth	19% 774 students were not proficient but made exceptional growth

White, not of Hispanic origin All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient	17% 873 students were proficient but made low growth	30% 1045 students continued to grow	34% 1171 students made exceptional growth
Not Proficient	4% 144 students were not proficient and made low growth	7% 285 students were not proficient but made some growth	7% 288 students were not proficient but made exceptional growth

Limited English Proficient All Grades Reading

2009 Status	Growth Over the 2009-10 School Year		
	Low	Medium	High
Proficient			
Not Proficient			

Activity - District Example

MCA Growth 2009-10
Interpretation Protocol

Ruby Level Analysis – District Vision Card and State Funding Calculation SUBJECT: READING

District Vision: >90% of students making medium or high growth

All Students DISTRICTWIDE

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	15%	21%	17%
Not Proficient	11%	21%	15%

Total % making medium or high growth

74%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Digging Deeper

Group 1: Caucasian

Group 2: African American

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	17%	30%	34%
Not Proficient	4%	7%	7%

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	14%	17%	11%
Not Proficient	15%	25%	19%

Total % making medium or high growth: 78%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Total % making medium or high growth: 72%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

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Activity - District Example

Not Proficient	11%	21%	15%
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(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Digging Deeper

Group 1: Caucasian

Group 2: African American

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	17%	30%	34%
Not Proficient	4%	7%	7%

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	14%	17%	11%
Not Proficient	15%	25%	19%

Total % making medium or high growth: 78%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Total % making medium or high growth: 72%

(Prof. Medium + Prof. High + Not Prof. Medium + Not Prof. High)

Thoughts for further digging

Tentative conclusion of student performance	Student Groups/ Grades of Concern	Student Groups/ Grades with Success
Districtwide on the 2010 MCA-II Reading, we did not meet the district vision of more than 90% of students making medium or high growth	The percent of African American students making medium or high growth was lower than Caucasian students	Both groups had more than 70% of students making medium or high growth

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Interpretation of MCA Growth

Closing the Gap

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient			
Not Proficient			

Growth Toward Proficiency



Prof. Medium + Prof. High+
Not Prof. High

Falling Behind



Prof. Low + Not Prof. Low +
Not Prof. Medium

Diamond Level Analysis – District Example

Diamond Level Analysis – Closing the Gap SUBJECT: READING

DISTRICTWIDE

Group 1: Caucasian

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	17%	30%	34%
Not Proficient	4%	7%	7%

Total % making growth toward proficiency:
(Prof. Medium + Prof. High + Not Prof. High)

71%

Total % falling behind:
(Prof. Low + Not Prof. Low + Not Prof. Medium)

28%

Group 2: African American

MCA Growth Over the 2009-10 School Year			
2009 Status	Low	Medium	High
Proficient	14%	17%	11%
Not Proficient	15%	25%	19%

Total % making growth toward proficiency:
(Prof. Medium + Prof. High + Not Prof. High)

47%

Total % falling behind:
(Prof. Low + Not Prof. Low + Not Prof. Medium)

54%