

**MCA Growth
Interpretation Protocol
District Example**

Ruby Level Analysis – District Vision Card and State Funding Calculation	SUBJECT: READING	SCHOOL YEAR: 2009-10
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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)

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.

MCA Growth Interpretation Protocol District Example

Diamond Level Analysis – Closing the Gap

SUBJECT: READING
SCHOOL YEAR: 2009-10

DISTRICTWIDE

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

71%

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

47%

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

28%

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

54%

Thoughts for further digging

Tentative conclusion of student performance	Student Groups/Grades of Concern	Student Groups/Grades with Success
There is a bigger difference between Caucasian student growth and African American student growth on the MCA Reading when looking only at growth toward proficiency.	In the African American student group, 54% are falling behind. They are not likely to remain proficient or become proficient if they continue their current level of growth.	In the Caucasian student group, 71% are making growth toward proficiency. They are likely to remain proficient or become proficient if they continue their current level of growth.