



2021 Statewide Assessment Results: One Piece of COVID-19 Academic Recovery Efforts

Medford Public Schools
October 18, 2021

Agenda

- Welcome
- Highlights of 2020-21 school year
- What's different this year regarding assessment
- Building a comprehensive, balanced assessment system
- Overview of Minnesota's statewide assessments
- Our students
- Our assessment results
- Questions

Highlights of 2020-21 School Year

- The situation that Covid put us in provided reflection and positive outcomes.
- Examples:
 - Teachers connected with students and parents immediately due to the technology already in use.
 - More time was available to address student needs through small group or individual meetings.
 - Recognition of the need for differentiated instruction to meet the needs of each child.
 - Implementation of PRESS in the Elementary
 - Implementation of Enrichment Days in HS



What's different this year?

- Many factors impacted student learning data this year and should be kept in mind when looking at 2021 assessment results from the state, district, and school.
- It is important to keep these changes in mind, as they are reflected in student scores but are difficult to account for accurately.

Instructional Changes

- Distance Learning Nov. - Dec. for all PreK-12
- Extended Distance Learning 7-12
- Large Group Instruction
- Hybrid Learning throughout year
- Science and Social Studies were not explicitly taught in K-4

Our school's and/or district's assessment changes

- More teacher created assessments
- Limited Collaboration and Data Analysis
- Assessments Completed at Home
- Lack of Fidelity on Assessments

Participation in Statewide Assessments

- 6% less students were assessed on the MCAs
- 43% of 11th graders did not test due to Covid
- 9% of 5th graders did not test due to Covid

Our District's Assessment System

- The statewide assessments are one piece of our district's assessment system.
- Our assessment system is balanced and comprehensive because it:
 - Includes a variety of assessment types that work together across the state, district, and classrooms
 - Provides evidence of student learning to guide supports and opportunities for students, educators, and schools across our district
- Our goal is to use the statewide assessment results to help COVID-19 school recovery efforts so we can create a stronger and more equitable education system.
- This data is informing our efforts to:
 - Reach individual student academic, social, and emotional needs through school-wide intervention strategies and programming
 - Student Success Team
 - Response to Intervention- Tier 2,3
 - PRESS interventions/ Enrichment Days

Overview of Minnesota's Statewide Assessments

Results are collected from two assessments:

1.) MCA and MTAS

- Results are a snapshot of student learning in reading, mathematics and science
- Based on the Minnesota K-12 Academic Standards

2.) ACCESS and Alternate ACCESS

- Results represent Minnesota's English learners progress in learning academic English
- Based on WIDA English Language Development (ELD) Standards

Who takes MCA or MTAS and when?

All students take MCA or MTAS each spring in the following grades:

Subject	Grade Levels Assessed	Standards Assessed
Reading	3-8 and 10	2010 Minnesota K–12 Academic Standards in English Language Arts
Mathematics	3-8 and 11	2007 Minnesota K–12 Academic Standards in Mathematics
Science	5, 8 and once in high school	2009 Minnesota K–12 Academic Standards in Science

Who takes ACCESS or Alternate ACCESS and when?

- ❑ Students who are English learners (ELs), take ACCESS or Alternate ACCESS in addition to MCA or MTAS.
- ❑ ELs take ACCESS and Alternate ACCESS in grades K-12 (no Alternate ACCESS in Kindergarten).
- ❑ Most ELs take ACCESS, but ELs who also receive special education services and meet eligibility requirements take Alternate ACCESS instead.

More Context for Results

- Before looking at our results, we will view our enrollment and participation rates.
- It is important to remember who was in school, who took the tests and who did not take the tests, because it affects what the results mean.
 - 7% Less Special Education Students were assessed
 - 9% More Free/ Reduced students were assessed
 - 9% Less white students were assessed
 - Overall 6% less students were assessed on MCAs in K-12
- This data comes from our students, but we want to avoid jumping to conclusions about students. Rather, let's focus our discussions on questions and factors in our control like:
 - What additional evidence of student learning do we have?
 - Are we seeing similar trends or results?
 - How are educators eliciting evidence of student learning of the standards and benchmarks during lessons, after lessons, and across lessons?

Our Students – Enrollment by Student Group

	SY 2018-2019		SY 2020-2021	
	Number Enrolled	Percent Enrolled	Number Enrolled	Percent Enrolled
All Students	891	100%	894	100%
English learner	25	3%	24	3%
Special education	121	14%	134	15%
Free/Reduced-Price meals	305	34%	218	24%
Homeless	2	0.2%	0	0
Hispanic or Latino	146	16%	141	16%
American Indian or Alaska Native	1	0.1%	0	0
Asian	9	1%	7	0.8%
Black or African-American	7	0.8%	7	0.8%
Native Hawaiian or other Pacific Islander	0	0	0	0
White	700	79%	709	79%
Two or more races	28	3%	30	3%

8/17/2021

Our Students - Assessment Participation (Math)

	SY 2018-2019			SY 2020-2021		
	Number Assessed	Percent Assessed	Percent Taking MTAS	Number Assessed	Percent Assessed	Percent taking MTAS
All Students	484	54%	1%	425	48%	0.5%
English learner	13	52%	0	13	54%	8%
Special education	60	50%	8%	58	43%	3%
Free/Reduced-Price meals	168	55%	1%	137	64%	1%
Homeless	2	100%	0	NA	NA	NA
Hispanic or Latino	77	53%	3%	71	50%	1%
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	4	45%	0	3	43%	0
Black or African-American	4	57%	0	3	43%	0
Native Hawaiian or other Pacific Islander	NA	NA	NA	NA	NA	NA
White	384	55%	.5%	327	46%	0
Two or more races	15	54%	13%	21	70%	5%

8/17/2021

Our MCA Results - All Grades

Percent Meets and Exceeds Grade Level Standards

	SY 2018-2019			SY 2020-2021		
	Math	Reading	Science	Math	Reading	Science
All Students	49%	53%	46%	38%	48%	31%
English learner	15%	8%	0%	15%	15%	0%
Special education	27%	25%	33%	14%	20%	13%
Free/Reduced-Price meals	36%	45%	35%	26%	31%	11%
Homeless	0%	0%	0%	NA	NA	NA
Hispanic or Latino	31%	27%	31%	20%	33%	12%
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA
Asian	25%	25%	50%	67%	50%	50%
Black or African-American	0%	50%	33%	33%	33%	0%
Native Hawaiian or other Pacific Islander	NA	NA	NA	NA	NA	NA
White	53%	59%	49%	41%	53%	37%
Two or more races	47%	50%	60%	48%	45%	0%

8/17/2021

Our MCA Results by Grade

Percent Meets and Exceeds Grade Level Standards

2019 STATE PROFICIENCY

	MATH	READING	SCIENCE
ALL:	55 %	59%	51%
3:	66%	55%	
4:	64%	55%	
5:	52%	66%	55%
6:	51%	63%	
7:	52%	58%	
8:	55%	58%	43%
HS:	45%	60%	54%

2021 STATE PROFICIENCY

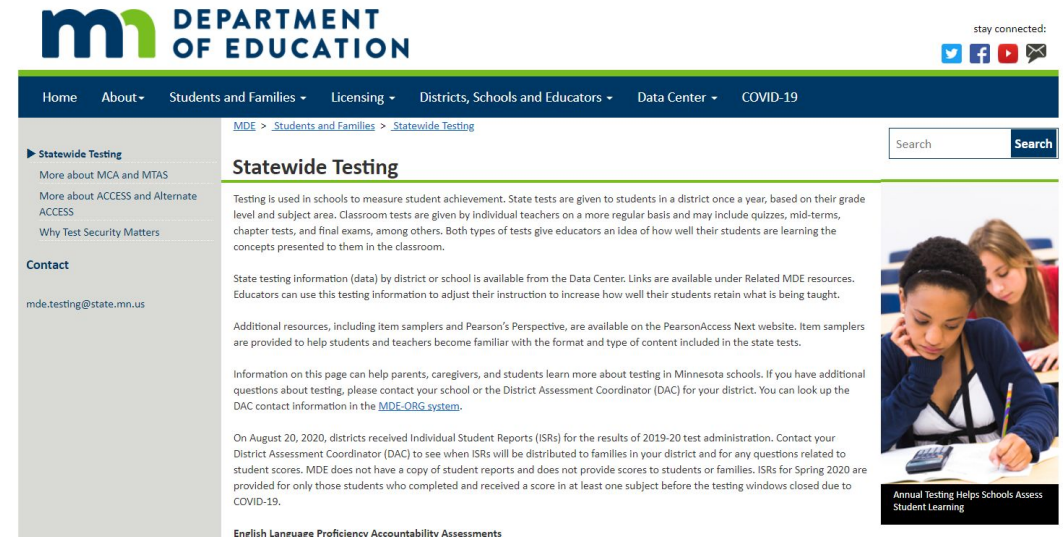
	MATH	READING	SCIENCE
ALL:	44 %	53%	43%
3:	57%	49%	
4:	54%	49%	
5:	41%	59%	48%
6:	37%	55%	
7:	37%	48%	
8:	40%	50%	34%
HS:	41%	58%	48%

8/17/2021

	SY 2018-2019			SY 2020-2021		
Grade	Math	Reading	Science	Math	Reading	Science
All	49%	53%	46%	38%	48%	31%
3	62%	49%	NA	66%	45%	NA
4	69%	46%	NA	52%	54%	NA
5	46%	53%	59%	31%	50%	38%
6	34%	46%	NA	31%	55%	NA
7	44%	42%	NA	26%	31%	NA
8	49%	63%	28%	25%	42%	17%
High School	37%	70%	54%	28%	58%	44%

Communicating with Families

- Parents and families have received an individual student report detailing their student's performance along with summary information about the school, district, and state performance.
- For families, results provide a check for where their child is excelling and where they may need support.
- We encourage parents to consider their child's results within the context of the variety of changes to learning this year.



The screenshot shows the MDE website's 'Statewide Testing' page. The header includes the MDE logo and navigation links for Home, About, Students and Families, Licensing, Districts, Schools and Educators, Data Center, and COVID-19. A search bar is located in the top right. The main content area is titled 'Statewide Testing' and contains several paragraphs of text explaining the purpose of state tests, where they are used, and how they help educators and students. It also mentions that testing information is available from the Data Center and that additional resources like item samplers and Pearson's Perspective are available on the PearsonAccess Next website. A sidebar on the left provides links for 'Statewide Testing', 'More about MCA and MTAS', 'More about ACCESS and Alternate ACCESS', and 'Why Test Security Matters'. A 'Contact' section at the bottom of the sidebar lists the email address mde.testing@state.mn.us. On the right side of the page, there is a photo of two students working together at a desk, with a caption that reads 'Annual Testing Helps Schools Assess Student Learning'.

Visit MDE's [Family page](#) on MDE's Statewide Testing site to download the Family Toolkit, containing resources for families

Additional Resources

Visit Testing 1, 2, 3 to learn more about the following topics:

- [Use Statewide Assessment Data](#)
- [Comprehensive, Balanced Assessment Systems](#)
- [Interpret Statewide Assessment Scores](#)
- [Join an Educator MCA Review Committee](#)

The screenshot shows the TESTING 123 website interface. At the top, the logo 'TESTING 123' is displayed in blue and green, with the tagline 'Test data in the classroom: Assessing, analyzing and taking action' below it. To the right is the Minnesota Department of Education logo and a search bar. A navigation bar contains 'Plan and Teach', '1 Assess', '2 Analyze', '3 Take Action', and 'Get Involved'. The main content area is titled 'Use Statewide Assessment Data'. It includes a 'Quick Links' sidebar with categories like 'Science Standards and Assessment Updates', 'English Language Arts Standards Review Updates', 'Join an Educator MCA Review Committee', 'Sign up for the Newsletter', 'Request Professional Development', and 'PearsonAccess Next'. The main text explains that when reviewing statewide assessment results, it is important to remember the following:

- Results are one piece of a district's [assessment system](#). Information from each system layer (classroom, district, state) works together to guide teaching and learning of the standards.
- Results represent a snapshot of student learning of the standards. They are broader in scope than information produced in the classroom, where the learning takes place.
- Results should be used at the summarized level (across student groups, grades, school buildings) to help identify underlying inequities and highlight promising practices.
- Results should always be used alongside additional evidence of student learning when used for data based decision-making.

Below this, a section titled 'New! One-Page Resources for Using 2021 Statewide Assessment Results' lists several links:

- [Using Preliminary Results](#) - Purpose and uses of preliminary results. *Updated April 2021*
- [Using District and School Student Results \(DSR and SSR\) Files](#) - Purpose and uses of the detailed, final student-level data files. *Updated June 2021*
- [Using Test Results Summary](#) - Purpose and uses of the final summary data interactive reports. *Updated July 2021*
- [Using Public Results](#) - Outlines purpose and uses of results found on the Minnesota

On the right side of the page, there is a video player for 'Minnesota Assessment Life Cycle Course - Module 5: Scoring and Reporting'. The video player shows a play button and a progress bar. Below the video player is the caption 'Assessment Life Cycle Module 5: Scoring and Reporting'.

Questions?