

McCurdy Charter School Mission Goals (Academic)

Two main questions came into focus this school year regarding our short cycle assessment:

1. How do we appropriately and accurately measure proficiency as required by the stated goal?
2. The Galileo test has shifting “proficiency” requirements that can make it appear that a student is not progressing or is even declining. How do we accurately and fairly measure student progress if we are tied to using the “levels” to determine proficiency?

Question 1: The question about how to appropriately measure MCS Academic goals arises from the wording of the goals. Specifically: “_____ % students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve a math "passing" score...”

I have previously reported proficiency to the PEC including only the data students who were proficient on the EOY test. However, based on a data template from PED and their questions about our data, I believe that the goal should include (or could include) proficiency on any of the 3 short cycle assessments.

ELA	
Measure	Description of Target
Exceeds Standard	85% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve an ELA "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Meets Standard	60-84% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve an ELA "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Working to Meet Standard	40-59% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve an ELA "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Does not Meet Standard	0-39% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve an ELA "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment

Math	
Measure	Description of Target
Exceeds Standard	85% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve a math "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Meets Standard	60-84% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve a math "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Working to Meet Standard	40-59% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve a math "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment
Does not Meet Standard	0-39% or more of students in grades 3-12 that were enrolled during the full annual Galileo test administration cycle will achieve a math "passing" score (level 3 or 4) OR, if below passing, will increase their achievement level by at least one level between the Beginning of Year (BOY) and End of Year (EOY) assessment

An interpretation that includes proficiency at any point in the cycle significantly changes how the data would have been reported. If we agree that the BOY and MOY should be included, we will include it moving forward. (Using this lens, we have already met the goal for the current year in math and are within 1% in ELA.)

2023-24 ELA Data Comparison if ALL tests considered for proficiency								
	Proficient on BOY, MOY, or EOY	Moved at least one level, but never proficient	Proficient on EOY only	Difference in reported versus actual	Total Tested	Combined % if all tests and level movement considered	Charter Goal Level - BOY/MOY/EOY considered	Change in rating?
Grade 3	36	2	33	3	40	95.00%	Exceeds Standard	Yes
Grade 4	29	3	20	9	39	82.05%	Meets Standard	No
Grade 5	15	2	8	7	37	45.95%	Working to Meet Standard	Yes
Grade 6	29	5	20	9	45	75.56%	Meets Standard	Yes
Grade 7	29	2	25	4	47	65.96%	Meets Standard	Yes
Grade 8	20	4	19	1	41	58.54%	Working to Meet Standard	No
Grade 9	28	5	24	4	46	71.74%	Meets Standard	No

Grade 10	23	3	13	10	42	61.90%	Meets Standard	Yes
Grade 11	21	4	9	12	38	65.79%	Meets Standard	Yes
Grade 12	26	0	14	12	36	72.22%	Meets Standard	Yes
Totals	256	30	185	71	411	69.59%	Meets Standard	Yes

2023-24 Math Data Comparison if ALL tests considered for proficiency

	Proficient on BOY, MOY, or EOY	Moved at least one level, but never proficient	Proficient on EOY only	Difference in reported versus actual	Total Tested	Combined % if all tests and level movement considered	Charter Goal Level - BOY/MOY/EOY considered	Change in rating?
Grade 3	38	0	34	4	39	97.44%	Exceeds Standard	No
Grade 4	33	1	29	4	39	87.18%	Exceeds Standard	Yes
Grade 5	17	4	10	7	36	58.33%	Working to Meet Standard	Yes
Grade 6	25	5	23	2	45	66.67%	Meets Standard	No
Grade 7	27	6	21	6	49	67.35%	Meets Standard	Yes
Grade 8	25	3	16	9	41	68.29%	Meets Standard	Yes
Alg 1	23	6	19	4	43	67.44%	Meets Standard	Yes
Geometry	30	4	20	10	43	79.07%	Meets Standard	Yes

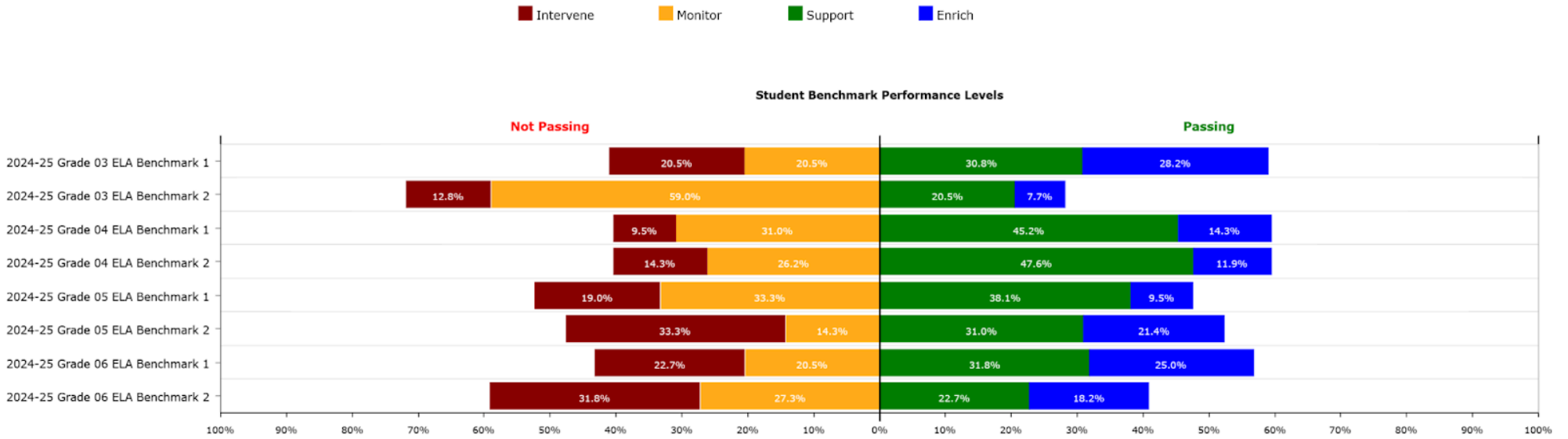
Alg 2	20	1	16	4	40	52.50%	Working to Meet Standard	No
Totals	238	30	188	50	375	71.47%	Meets Standard	Yes

If BOY and MOY should **not** be included, as previously reported, MCS is still seeing strong growth. With the data as reported and unchanged, we are within 4% of achieving “Meets Standard” for both ELA and Math goals. This coupled with our improving state level data is strong evidence that we are making progress towards our charter goals.

Question 2: During the current school year, a teacher who had completed MOY testing and was reviewing data from the second test felt greatly discouraged that although many of his students had met their “expected” growth, they either maintained or went down in level. Students were also discouraged, and the teacher took a deeper dive and reached out to the school admin for assistance. My look into the scores found that the scores for “expected” growth and the scores required to maintain or grow in proficiency are not aligned, particularly in some grade levels. For example, a student in grade 5 ELA was expected to have 38 points of growth on the MOY, but would need 40-60 points to maintain their BOY level or advance. A student in Grade 12 who was level 3 on the BOY test, would need over 100 points to maintain that level, but their expected growth was only 25. Also misleading, a student in Algebra was expected to grow more than 20 points, but could see a level change with only 5-10 points of growth.

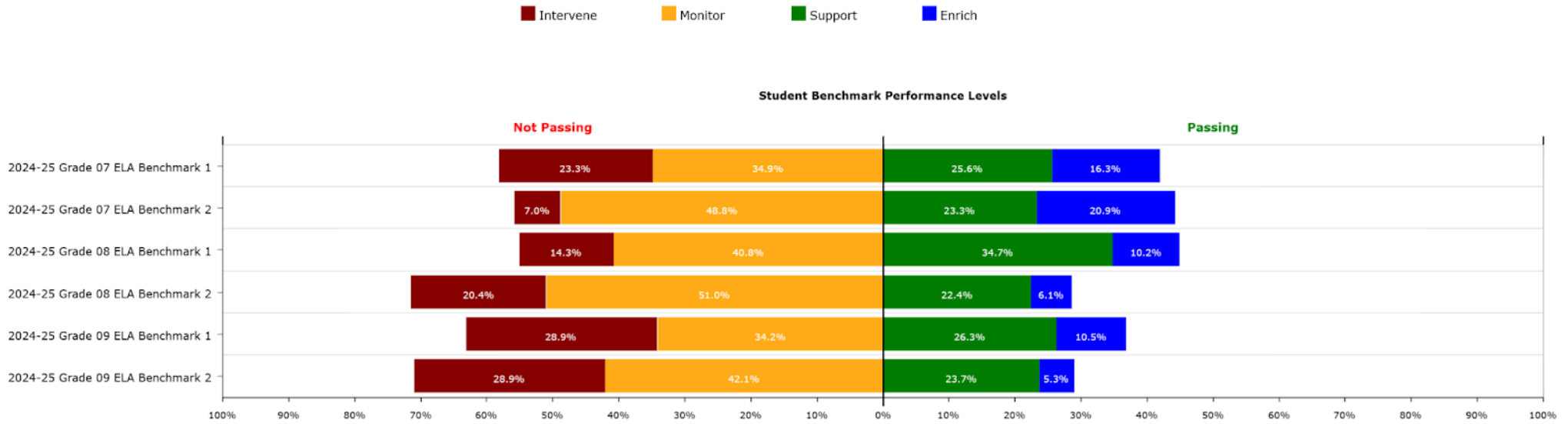
As a result, the levels of proficiency seem to show a decline in several grades where students met or exceeded expected growth.

Grades 3-6 ELA



Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
03 ELA Benchmark 1	523 - 651	652 - 704	705 - 798	799 - 1116	
03 ELA Benchmark 2	528 - 670	671 - 789 (+19)	790 - 884 (+85)	885 - 1123 (+86)	+44
04 ELA Benchmark 1	622 - 762	763 - 831	832 - 927	928 - 1230	
04 ELA Benchmark 2	638 - 781	782 - 880 (+19)	881 - 982 (+49)	983 - 1204 (+55)	+36
05 ELA Benchmark 1	708 - 846	847 - 939	940 - 1041	1042 - 1299	
05 ELA Benchmark 2	716 - 893	894 - 1001 (+47)	1002 - 1106 (+62)	1107 - 1299 (+65)	+38
06 ELA Benchmark 1	826 - 975	976 - 1083	1084 - 1179	1180 - 1431	
06 ELA Benchmark 2	823 - 1007	1008 - 1102 (+32)	1103 - 1198 (+19)	1199 - 1439 (+19)	+24

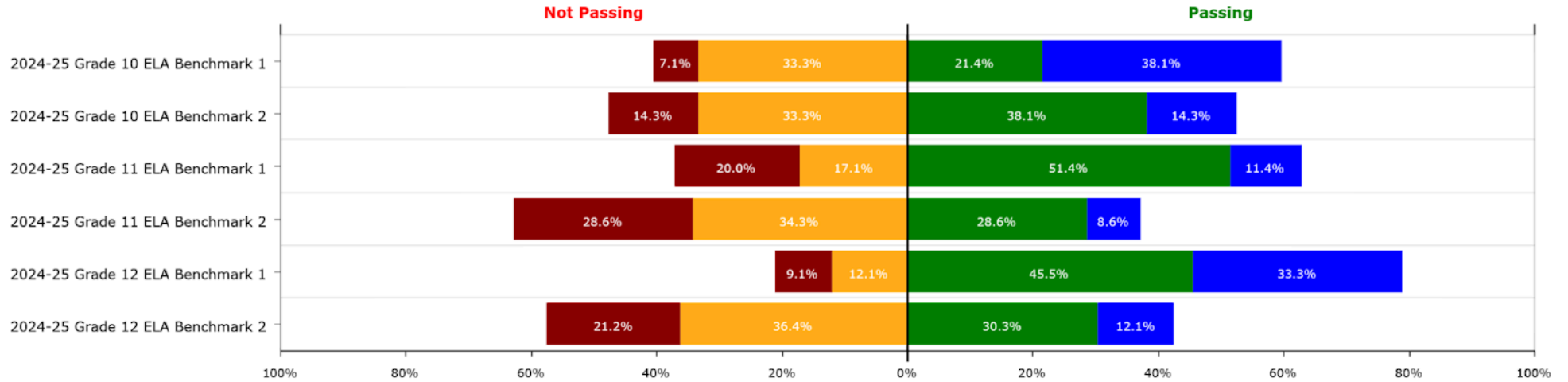
Grades 7-9 ELA



Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
07 ELA Benchmark 1	917 - 1088	1089 - 1181	1182 - 1276	1277 - 1533	
07 ELA Benchmark 2	930 - 1108 (+13)	1109 - 1221 (+20)	1222 - 1302 (+40)	1303 - 1519 (+26)	+10
08 ELA Benchmark 1	1017 - 1171	1172 - 1265	1266 - 1375	1376 - 1641	
08 ELA Benchmark 2	1022 - 1190 (+5)	1191 - 1285 (+19)	1286 - 1377 (+20)	1378 - 1641 (+2)	+21
09 ELA Benchmark 1	1177 - 1297	1298 - 1375	1376 - 1465	1466 - 1670	
09 ELA Benchmark 2	1176 - 1302 (-2)	1303 - 1393 (+5)	1394 - 1482 (+18)	1483 - 1658 (+17)	+12

Intervene Monitor Support Enrich

Student Benchmark Performance Levels

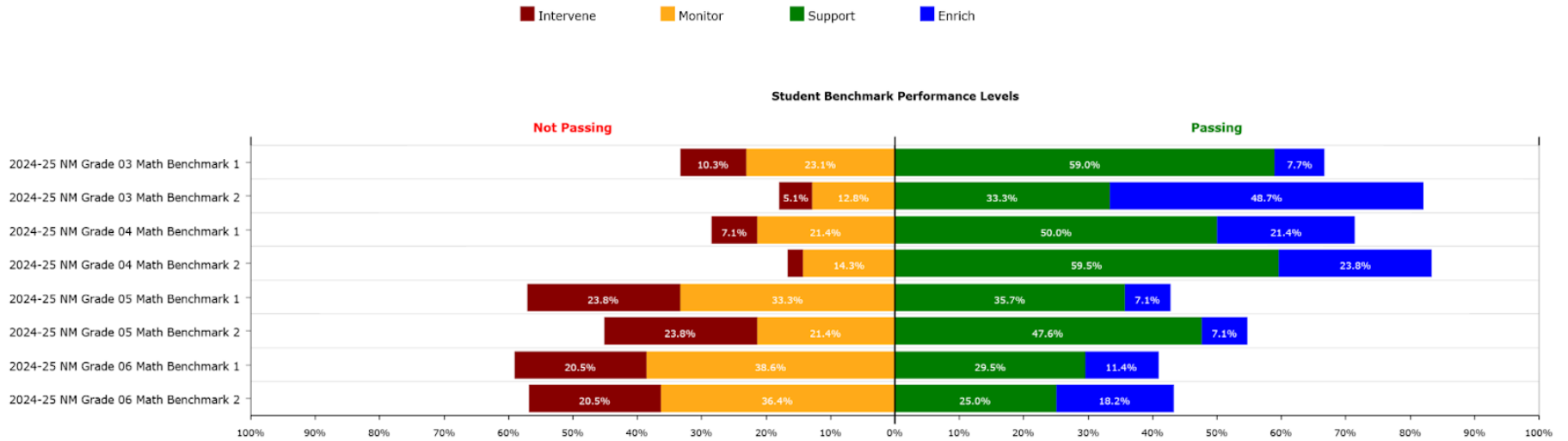


Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
10 ELA Benchmark 1	1269-1393	1394-1474	1475-1570	1571-1759	
10 ELA Benchmark 2	1264-1402 (-5)	1403-1508 (+9)	1509-1594 (+34)	1595-1781 (+24)	+18
11 ELA Benchmark 1	1369-1481	1482-1540	1541-1630	1631-1874	
11 ELA Benchmark 2	1393-1503 (+24)	1504-1590 (+22)	1591-1662 (+50)	1663-1882 (+32)	+19
12 ELA Benchmark 1	1469-1566	1567-1625	1626-1705	1706-1974	
12 ELA Benchmark 2	1493-1633 (+24)	1634-1739 (+67)	1740-1821 (+114)	1822-1982 (+116)	+25

ELA: Proficiency v. Growth

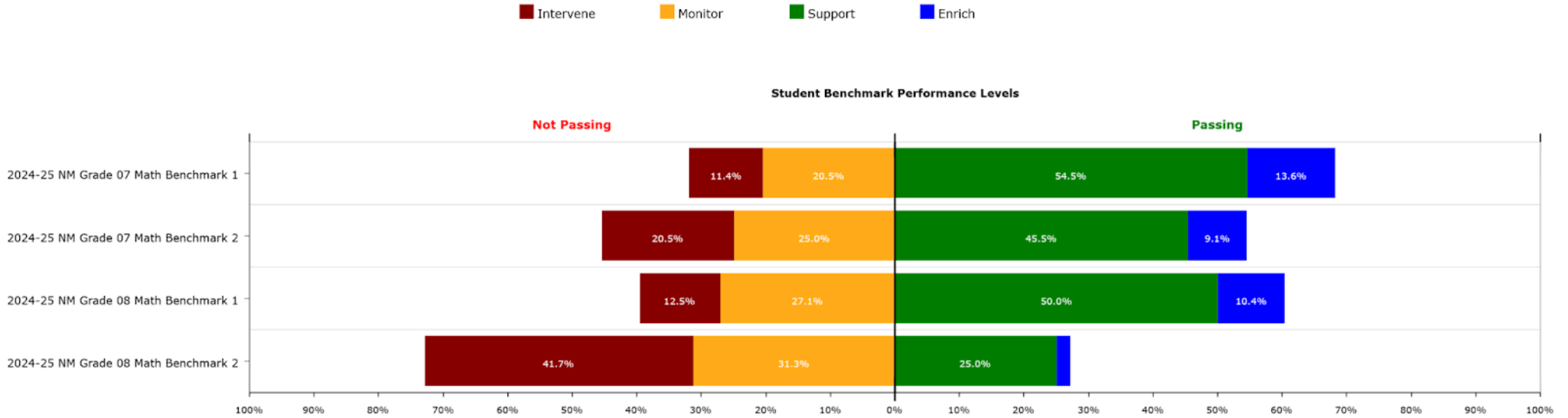
	Level 1	Level 2	Level 3	Level 4	Some growth (but did not meet target)	Met Growth Target	Negative Growth	Total tested	% positive growth
Grade 3 BOY	20.5%	20.5%	30.8%	28.2%		--	--		
Grade 3 MOY	12.8%	59%	20.5%	7.7%	13 students	16 students	10 students	39 students	74%
Grade 4 BOY	9.5%	31%	45.2%	14.3%					
Grade 4 MOY	14.3%	26.2%	47.6%	11.9%	10 students	19 students	13 students	42 students	69%
Grade 5 BOY	19%	33.3%	38.1%	9.5%					
Grade 5 MOY	33.3%	14.3%	31%	21.4%	4 students	28 students	10 students	42 students	76%
Grade 6 BOY	22.7%	20.5%	31.8%	25%					
Grade 6 MOY	31.8%	27.3%	22.7%	18.2%	13 students	11 students	20 students	44 students	45%
Grade 7 BOY	23.3%	34.9%	25.6%	16.3%					
Grade 7 MOY	7%	48.8%	23.3%	20.9%	4 students	28 students	11 students	43 students	74%
Grade 8 BOY	14.3%	40.8%	34.7%	10.2%					
Grade 8 MOY	20.4%	51.%	22.4%	6.1%	5 students	16 students	28 students	49 students	43%
Grade 9 BOY	28.9%	34.2%	26.3%	10.5%					
Grade 9 MOY	28.9%	42.1%	23.7%	5.3%	6 students	14 students	17 students	37 students	54%
Grade 10 BOY	7.1%	33.3%	21.4%	38.1%					
Grade 10 MOY	14.3%	33.3%	38.1%	14.3%	8 students	12 students	22 students	42 students	47%
Grade 11 BOY	20%	17.1%	51.4%	11.4%					
Grade 11 MOY	28.6%	34.3%	28.6%	8.6%	3 students	18 students	14 students	35 students	60%
Grade 12 BOY	9.1%	12.1%	45.5%	33.3%					
Grade 12 MOY	21.2%	36.4%	30.3%	12.1%	2 students	19 students	12 students	33 students	63%

Grade 3-6 Math



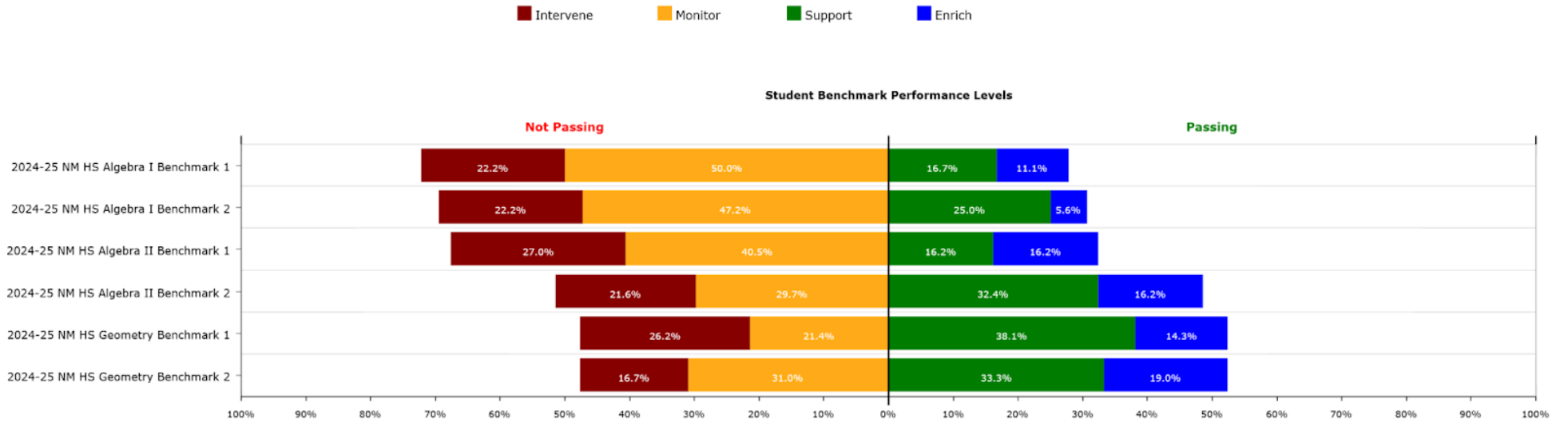
Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
03 Math Benchmark 1	518 - 601	602 - 650	651 - 705	706 - 1109	
03 Math Benchmark 2	525 - 668 (7)	669 - 723 (67)	724 - 815 (73)	816 - 1125 (110)	+71
04 Math Benchmark 1	616 - 722	723 - 766	767 - 845	846 - 1221	
04 Math Benchmark 2	628 - 746 (8)	747 - 817 (24)	818 - 908 (51)	909 - 1185 (63)	+58
05 Math Benchmark 1	730 - 821	822 - 863	864 - 945	946 - 1309	
05 Math Benchmark 2	725 - 858 (-5)	859 - 925 (37)	926 - 1027 (62)	1028 - 1312 (82)	+56
06 Math Benchmark 1	841 - 946	947 - 990	991 - 1052	1053 - 1439	
06 Math Benchmark 2	836 - 949 (-5)	950 - 1025 (3)	1026 - 1110 (35)	1111 - 1433 (58)	+44

Grades 7-8 Math



Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
07 Math Benchmark 1	966 - 1064	1065 - 1110	1111 - 1200	1201 - 1516	
07 Math Benchmark 2	943 - 1069 (-23)	1070 - 1140 (15)	1141 - 1244 (30)	1245 - 1553 (44)	+31
08 Math Benchmark 1	1053 - 1162	1163 - 1206	1207 - 1258	1259 - 1606	
08 Math Benchmark 2	1045 - 1174 (-8)	1175 - 1229 (12)	1230 - 1321 (23)	1322 - 1618 (63)	+36

Grades 9-11 Math



Test	Intervene Range	Monitor Range	Support Range	Enrich Range	Expected
Algebra I Benchmark 1	1263 - 1372	1373 - 1412	1413 - 1434	1435 - 1804	
Algebra I Benchmark 2	1260 - 1374 (-3)	1375 - 1415 (2)	1416 - 1459 (3)	1460 - 1795 (25)	+24
Algebra II Benchmark 1	1262 - 1362	1363 - 1402	1403 - 1436	1437 - 1825	
Algebra II Benchmark 2	1265 - 1385 (3)	1386 - 1424 (23)	1425 - 1477 (22)	1478 - 1804 (41)	+36
Geometry Benchmark 1	1281 - 1371	1372 - 1401	1402 - 1454	1455 - 1803	
Geometry Benchmark 2	1274 - 1377 (-7)	1378 - 1422 (6)	1423 - 1486 (21)	1487 - 1798 (32)	+31

Math Proficiency v. Growth

	Level 1	Level 2	Level 3	Level 4	Some growth (but did not meet target)	Met Growth Target	Negative Growth	Total tested	% positive growth
Grade 3 BOY	10.3%	23.1%	59%	7.7%					
Grade 3 MOY	5.1%	12.8%	33.3%	48.7%	4 students	34 students	1 student	39 students	97%
Grade 4 BOY	7.1%	21.4%	50%	21.4%					
Grade 4 MOY	2.4%	14.3%	59.5%	23.8%	14 students	26 students	2 students	42 students	95%
Grade 5 BOY	23.8%	33.3%	35.7%	7.1%					
Grade 5 MOY	23.8%	21.4%	47.6%	7.1%	14 students	22 students	6 students	42 students	86%
Grade 6 BOY	20.5%	38.6%	29.5%	11.4%					
Grade 6 MOY	20.5%	36.4%	25%	18.2%	12 students	20 students	12 students	44 students	73%
Grade 7 BOY	11.4%	20.5%	54.5%	13.6%					
Grade 7 MOY	20.5%	25%	45.5%	9.1%	10 students	13 students	21 students	44 students	52%
Grade 8 BOY	12.5%	27.1%	50%	10.4%					
Grade 8 MOY	41.7%	31.3%	25%	2%	7 students	7 students	28 students	42 students	33%
Alg I BOY	22.2%	50%	16.7%	11.1%					
Alg I MOY	22.2%	47.2%	25%	5.6%	3 students	12 students	21 students	36 students	42%
Geometry BOY	26.2%	21.4%	38.1%	14.3%					
Geometry MOY	16.7%	31%	33.3%	19%	7 students	23 students	12 students	42 students	71%
Alg II BOY	27%	40.5%	16.2%	16.2%					
Alg II MOY	21.6%	29.7%	32.4%	16.2%	9 students	21 students	7 students	37 students	81%