**Transcript**

**Early Release Data Webinar**

**June 23, 2025**

**The transcript was generated by Zoom and was reviewed by DESE’s Office of Student Assessment Services.**

1

00:00:00.010 --> 00:00:07.480

Shannon Cullen: Hi, everyone, and welcome to this webinar, which is the webinar for using MCAS early release data.

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00:00:08.290 --> 00:00:27.400

Shannon Cullen: My name is Shannon Cullen. I am the MCAS Test Administration coordinator here at DESE. I'm joined today by Scott Kelley, who is the reporting specialist here from DESE. And here's our agenda for today. We are going to start by talking about what is and is not included in the MCAS Early Release.

3

00:00:27.790 --> 00:00:33.089

Shannon Cullen: Scott will then do a demonstration on opening your data and using the item analysis templates.

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00:00:33.590 --> 00:00:42.869

Shannon Cullen: He'll also talk through early release preliminary results and discrepancy reporting. And then we will finish up this webinar with some resources and support.

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00:00:43.890 --> 00:00:46.440

Shannon Cullen: and with that I will hand this over to Scott.

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00:00:47.830 --> 00:01:05.069

Scott Kelley: Thank you, Shannon. So today is a stripped-down version of what we would normally do. And so we're going to run through the steps of working with your data, and you can at any time pause the recording and rerun it so that

7

00:01:05.200 --> 00:01:09.840

Scott Kelley: so that you are able to review anything at the time that you need to see.

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00:01:10.230 --> 00:01:13.989

Scott Kelley: So, starting off, what's new for 2025,

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00:01:14.150 --> 00:01:33.429

Scott Kelley: we have a breaking news here that we are able to provide in version 2 of the data provisional achievement levels along with scaled scores for certain grades and subjects, not every grade, but certain grades below. In those bullets. ELA and Math.

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00:01:33.950 --> 00:01:40.520

Scott Kelley: All grades will have scaled scores and provisional achievement levels in v 2

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00:01:40.970 --> 00:01:44.459

Scott Kelley: SGP is not going to be there until September.

12

00:01:44.720 --> 00:01:48.289

Scott Kelley: and also, we have grade 5 and 8 science

13

00:01:48.570 --> 00:01:53.380

Scott Kelley: who are also going to have provisional achievement levels and scaled scores. In version 2,

14

00:01:54.760 --> 00:02:03.960

Scott Kelley: we call them provisional because they are. Obviously, they're pre preliminary. And they're far from being official.

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00:02:04.139 --> 00:02:18.689

Scott Kelley: So that means that some of these achievement levels could change when we are able to process the data using our end-of-year June SIMS. So please keep that in mind when you look at the scores and levels

16

00:02:20.190 --> 00:02:29.230

Scott Kelley: new this year is also, we are providing you with the civics grade 8 v1 file. This is the 1st operational year for civics.

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00:02:30.350 --> 00:02:41.319

Scott Kelley: and v2 is going to be ready just about the time that preliminary results are ready. So we're only providing v1 at this time.

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00:02:42.020 --> 00:02:45.870

Scott Kelley: along with the civics raw scores

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00:02:46.120 --> 00:02:50.149

Scott Kelley: we'll have reporting and practice categories as well.

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00:02:51.620 --> 00:03:05.469

Scott Kelley: also new for 2025. The competency determination status is not provided. We're not providing that after we're not updating that after January 31st, 2025.

21

00:03:05.590 --> 00:03:12.239

Scott Kelley: And that's the date that the new CD determination ballot question went into effect.

22

00:03:12.620 --> 00:03:23.159

Scott Kelley: So there's a good FAQ on the link there. If you need to review those details about the CD

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00:03:23.380 --> 00:03:29.189

Scott Kelley: and so we'll look at that. We'll take the next slide, please.

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00:03:31.250 --> 00:03:38.469

Scott Kelley: Continuing, what's new for 2025, we have a new subcontract

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00:03:38.780 --> 00:03:48.850

Scott Kelley: and a new MCAS Resource Center, landing page and resources. This is these are available on the MCAS Portal.

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00:03:49.080 --> 00:03:53.940

Scott Kelley: and for those of you who were here previously.

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00:03:54.080 --> 00:04:03.280

Scott Kelley: This replaces PearsonAccess Next, the test administration and the reporting platform.

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00:04:04.300 --> 00:04:15.769

Scott Kelley: another new item for 2025. We hope this is an enhancement for you is that we're able to provide outplaced students in your district .CSV file.

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00:04:16.079 --> 00:04:34.730

Scott Kelley: Ordinarily those outplaced students were not there. You couldn't see who was tested outside of your outside of your district until August. But now that that is available in these 2 in these .CSV files in the portal.

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00:04:35.620 --> 00:04:50.070

Scott Kelley: The reporting category updates the. The reporting categories are not changing, right? The standards and frameworks are the same, but the order that they are coded in the in the file is different.

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00:04:50.180 --> 00:04:59.500

Scott Kelley: So just keep in mind that if you have any automatic software that does item analysis based on the reporting category number.

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00:04:59.950 --> 00:05:10.600

Scott Kelley: You'll need to verify and make sure that it's pointing to the correct reporting category, which is which is listed in the item group column here.

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00:05:10.790 --> 00:05:14.510

Scott Kelley: and when I open up the item analysis templates.

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00:05:14.890 --> 00:05:21.320

Scott Kelley: I will show you that tab. So you can take a look at that next slide.

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00:05:22.760 --> 00:05:28.570

Scott Kelley: So just a review of what is and is not included in the MCAS Early Release.

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00:05:30.150 --> 00:05:43.629

Scott Kelley: this is this is very much the same as previous administrations. v1 is computer-based-CBT, machine scored items, item results.

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00:05:44.490 --> 00:05:51.300

Scott Kelley: And we also do are able to score like we were previously short answer math questions.

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00:05:51.930 --> 00:06:02.720

Scott Kelley: V2, similarly, includes paper-based test, as it did before, and it includes all hand scored and machine scored items

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00:06:04.800 --> 00:06:19.920

Scott Kelley: in the file there are which you can see what the particular values mean in each one of those cells. You have these details, total score possible points

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00:06:20.070 --> 00:06:27.250

Scott Kelley: for the test percent possible. And then, if you see blanks, that means the student didn't answer the question.

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00:06:27.570 --> 00:06:32.670

Scott Kelley: and if there's a dash, then the item has not yet been scored which applies to v1.

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00:06:33.980 --> 00:06:50.929

Scott Kelley: And also, we also are able to provide reporting category results for each of the reporting categories for each subject. So, what's not available? This is unchanged from prior years. We are not able to provide test status

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00:06:51.170 --> 00:07:04.690

Scott Kelley: because we need the end of year Sims to process that. So those test statuses, you see, there are not going to be available until the preliminary file which we're projecting for August.

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00:07:05.630 --> 00:07:14.190

Scott Kelley: Next slide in the early release data that we have in the portal

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00:07:14.360 --> 00:07:20.159

Scott Kelley: which we're going to see. Here we have the PDF of student rosters. These are available at the school level.

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00:07:20.550 --> 00:07:32.740

Scott Kelley: and, like the old rosters, they have item, score total points, and they have a flag indicating whether the test was voided

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00:07:32.850 --> 00:07:37.200

Scott Kelley: or whether it was indicated as a not tested because of medical reasons.

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00:07:38.060 --> 00:07:44.209

Scott Kelley: And obviously, we're adding scaled score to provisional levels to those v2 rosters.

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00:07:44.550 --> 00:07:51.029

Scott Kelley: You will likely certainly, in v1 data, see duplicate records.

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00:07:51.310 --> 00:07:58.660

Scott Kelley: Those will be resolved in August. So, you could have, for example, 2 rows for the same student.

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00:07:58.820 --> 00:08:12.009

Scott Kelley: I think most cases there. The session is a session. One is populated with data and session 2 is not. So. We're going to put those together in the background. You'll have complete tests.

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00:08:13.420 --> 00:08:17.370

Scott Kelley: In subsequent deliveries.

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00:08:18.540 --> 00:08:19.900

Scott Kelley: Next slide, please.

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00:08:21.480 --> 00:08:35.670

Scott Kelley: So, this is just an indication of the test design. And just to show you that that v1 data is useful. It's worthwhile to have a look at it. And as you see.

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00:08:36.277 --> 00:08:42.829

Scott Kelley: in the percentage, a percent machine scored column under v1, you know, between

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00:08:43.020 --> 00:08:48.300

Scott Kelley: 2 thirds and 3 fourths of your data will be scored by machines.

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00:08:48.580 --> 00:09:00.620

Scott Kelley: So do you have a fair amount of information here. This slide is 3–8 ELA, 3–8 and 10 ELA. And on the next slide we have math

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00:09:01.297 --> 00:09:05.169

Scott Kelley: and we have the grades 5 and 8 science. So

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00:09:05.390 --> 00:09:08.450

Scott Kelley: you know, a good deal of data provided.

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00:09:08.600 --> 00:09:17.199

Scott Kelley: and which you know would hopefully, it's going to be worth your time to take a look at this data before we get the preliminary results.

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00:09:18.440 --> 00:09:19.579

Scott Kelley: Next slide.

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00:09:20.940 --> 00:09:32.880

Scott Kelley: Okay? So, during the data embargo which we're, we're under the embargo from the 1st release of data until official release, which is late September.

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00:09:33.616 --> 00:09:41.210

Scott Kelley: You are able to use these results for educational planning purposes within your school and your district

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00:09:41.380 --> 00:09:50.490

Scott Kelley: and this includes educational planning purposes includes using data for summer acceleration plans.

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00:09:51.276 --> 00:09:56.040

Scott Kelley: helping students with their helping the IEP team

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00:09:56.310 --> 00:09:59.410

Scott Kelley: develop plans for students over the summer.

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00:09:59.910 --> 00:10:07.049

Scott Kelley: But it's not for sharing results outside your organization. So, parents are curious.

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00:10:07.480 --> 00:10:09.679

Scott Kelley: It's not appropriate to share at this point.

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00:10:09.890 --> 00:10:16.240

Scott Kelley: as it is not appropriate for school committees and other external stakeholders.

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00:10:16.940 --> 00:10:18.259

Scott Kelley: Next slide, please.

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00:10:20.350 --> 00:10:30.119

Scott Kelley: So, what you can do with this data, you can start to identify potential discrepancies, even though that official period

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00:10:30.220 --> 00:10:38.509

Scott Kelley: it is going to come later in the summer; you can do things like report a missing test. So, if you know, a student was tested

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00:10:38.920 --> 00:10:40.890

Scott Kelley: and they're not showing up in your data.

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00:10:41.020 --> 00:10:45.850

Scott Kelley: there could be some kind of a mismatch

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00:10:46.040 --> 00:11:02.320

Scott Kelley: that prevented that student from showing. So, reach out to the MCAS Service Center immediately. If you do see those because they can begin that research now and have that have that data ready for you in August.

76

00:11:02.540 --> 00:11:12.350

Scott Kelley: Other discrepancies, such as you know, you need to change an absence to a medically documented absence.

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00:11:12.480 --> 00:11:34.169

Scott Kelley: You know you have a 1st year EL. That shows up as absent those kinds of discrepancies that your data doesn't agree with what we have. Hang on to those and save those for the discrepancy reporting period which we're projecting like prior years, is within about the 1st

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00:11:34.550 --> 00:11:40.470

Scott Kelley: 12 to 14 days of August. No to caution. This is a provisional date.

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00:11:40.740 --> 00:11:48.949

Scott Kelley: so, put an asterisk on that and keep abreast of the student assessment updates

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00:11:49.240 --> 00:11:53.189

Scott Kelley: which will confirm those dates when they're available.

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00:11:54.197 --> 00:12:02.789

Scott Kelley: Demographic mismatches are an important part of your review at this time. So, any name changes

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00:12:02.930 --> 00:12:12.459

Scott Kelley: that do any names in your data in your local student info system that don't agree with what we have.

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00:12:12.950 --> 00:12:26.560

Scott Kelley: Please contact your district SIMS person and make sure that we have the same name and demographic information that you're providing many student names do change.

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00:12:26.760 --> 00:12:36.660

Scott Kelley: So, we want to reflect those before the end of year. June SIMS collection, which, as it's coming up. It's about the last day of school

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00:12:37.020 --> 00:12:45.810

Scott Kelley: is when the reporting period ends for that. So please check that as soon as you're able to.

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00:12:46.530 --> 00:12:53.330

Scott Kelley: and your district, SIMS person. If you're in a school, and you don't know who that is, you can go on profiles and find that

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00:12:53.670 --> 00:13:06.980

Scott Kelley: and final note, we just want to remind folks that the MCAS Portal, the records in the portal cannot be changed and they cannot be updated. So, when test admin window is done

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00:13:08.550 --> 00:13:23.369

Scott Kelley: The testing contractor grabs that data, grabs the full slice of data, and then they don't return to the portal after that. So please don't make any changes in the portal, as they will not be reflected later.

89

00:13:25.080 --> 00:13:26.429

Scott Kelley: Next slide, please.

90

00:13:27.650 --> 00:13:40.288

Scott Kelley: Okay, so now, I'm going to run through a demonstration of what you will do, what you, what you can do, and

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00:13:40.930 --> 00:13:42.690

Scott Kelley: what you should be able to do

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00:13:43.020 --> 00:13:47.169

Scott Kelley: when you are reviewing your early release data.

93

00:13:47.580 --> 00:13:49.750

Scott Kelley: So is my screen showing Shannon.

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00:13:51.230 --> 00:13:51.800

Shannon Cullen: Yes.

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00:13:52.290 --> 00:13:53.714

Scott Kelley: My MCAS Portal. Okay.

96

00:13:54.360 --> 00:14:14.240

Scott Kelley: So, I'm just going to break this into 2 pieces. The 1st part is just logging onto the portal and finding those resources that you need. And later, after that I'm going to open up a sample .CSV file and demonstrate populating that.

97

00:14:14.400 --> 00:14:31.070

Scott Kelley: So, sign into the portal. If you're not a high school, this will probably be new to you, because the reporting side, because we this is the 1st results, we have for grades 3–8.

98

00:14:41.410 --> 00:14:45.030

Scott Kelley: Okay. So, in the portal you would select the reporting icon.

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00:14:49.100 --> 00:14:54.389

Scott Kelley: And as soon as you select the reporting icon, you're gonna need to click a data privacy agreement.

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00:14:54.590 --> 00:14:59.089

Scott Kelley: And you need to agree to that because we're looking at student level data at this point.

101

00:14:59.680 --> 00:15:03.949

Scott Kelley: So, here's the landing page of the download center

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00:15:04.430 --> 00:15:08.049

Scott Kelley: which they've named up here, which is currently what we're looking at.

103

00:15:08.620 --> 00:15:26.670

Scott Kelley: And this interface allows you to select different reports that are available as they become available right now. The default is the ISRs for the February and March High School tests. So, we're going to jump down to the early release data files.

104

00:15:27.330 --> 00:15:35.550

Scott Kelley: And it's going to show us what's available. Right now, the latest version of data is available. And you can see we have individual grades

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00:15:35.650 --> 00:15:41.260

Scott Kelley: 3–8 and 10. Then we have a grade 3–8 file.

106

00:15:41.670 --> 00:15:47.340

Scott Kelley: This is v1. And obviously ELA is the only thing available as of this date.

107

00:15:47.600 --> 00:15:51.390

Scott Kelley: So, if you're if you're a district user.

108

00:15:51.660 --> 00:16:00.910

Scott Kelley: you, I guess if you're district or school user, you would probably want to grab the largest slice of data, and that'll be 3–8

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00:16:01.080 --> 00:16:06.680

Scott Kelley: if you serve those grades, and when you come down to select the organization

110

00:16:07.180 --> 00:16:14.560

Scott Kelley: You can select, either. If you're a district user, you can select your district. You can select all records for your district.

111

00:16:14.930 --> 00:16:16.930

Scott Kelley: And if you're a school user.

112

00:16:17.230 --> 00:16:25.910

Scott Kelley: You can select results for your school that fall within that, that that grade range.

113

00:16:26.400 --> 00:16:35.950

Scott Kelley: So, you would just click the box, click the data. You want to access a download button will appear

114

00:16:36.220 --> 00:16:41.119

Scott Kelley: and you'll get a dialog that says, What do you want to do? Save it

115

00:16:41.280 --> 00:16:47.719

Scott Kelley: open, save as I recommend, save as that way you can save it on your computer. You know where it is.

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00:16:47.850 --> 00:16:51.970

Scott Kelley: and you won't need to be looking for it.

117

00:16:54.750 --> 00:16:59.909

Scott Kelley: The other resource I want to show you here the early release rosters.

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00:17:00.490 --> 00:17:03.430

Scott Kelley: These are only available at the school level.

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00:17:03.720 --> 00:17:07.280

Scott Kelley: So again, you can grab that 3 through 8 versions.

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00:17:07.930 --> 00:17:10.699

Scott Kelley: you'll need to select a school

121

00:17:11.430 --> 00:17:14.900

Scott Kelley: in order to get that data.

122

00:17:16.130 --> 00:17:36.300

Scott Kelley: And let's say we go to Abington. We can see that the two 3–8 schools in Abington show we can select that and similarly open and save that file, not going to open that up that student level data. But I am going to show you a redacted version when we get over to look at the files.

123

00:17:36.960 --> 00:17:41.640

Scott Kelley: Now, the final resource here on the portal that you need

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00:17:42.170 --> 00:17:47.340

Scott Kelley: is the item analysis template

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00:17:48.290 --> 00:18:04.199

Scott Kelley: and the instructions. So, we will post the templates as the data becomes available, we'll update the templates with the state level average points possible.

126

00:18:05.402 --> 00:18:11.400

Scott Kelley: And we'll remove the old one. So, you don't have to pick between the

127

00:18:12.497 --> 00:18:14.440

Scott Kelley: most current template.

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00:18:14.550 --> 00:18:31.839

Scott Kelley: We do have the item analysis, template instructions, which is, I'll also open that up when we get to the other side. But that's just a 6-page, step by step, of exactly what we're doing today, so that can help walk you through this process.

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00:18:33.250 --> 00:18:37.721

Scott Kelley: So, with that, I am ready to

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00:18:38.630 --> 00:18:43.779

Scott Kelley: go over to my files. I'm assuming that I've downloaded the data file I need.

131

00:18:44.120 --> 00:18:47.820

Scott Kelley: and I'm ready to open it up and start working with it.

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00:18:48.160 --> 00:18:51.070

Scott Kelley: So, I'm going to log out of the portal

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00:18:52.530 --> 00:18:56.519

Scott Kelley: and I'm going to go over to my

134

00:18:57.020 --> 00:18:58.859

Scott Kelley: drive where I save my file.

135

00:19:02.240 --> 00:19:06.460

Scott Kelley: And I'm going to open up my .CSV file. It's going to say.

136

00:19:06.600 --> 00:19:13.040

Scott Kelley: MCAS 2025. It'll have your organization, your 8-digit organization number.

137

00:19:13.340 --> 00:19:19.270

Scott Kelley: and it'll be a .CSV, and it'll show grades. This particular one is a grade 3 through 8.

138

00:19:19.440 --> 00:19:20.310

Scott Kelley: So

139

00:19:22.200 --> 00:19:34.909

Scott Kelley: this is an important message. If you, if your program provides it to you, it's asking, do you want to remove the leading zeros? And the answer is, no, you should not remove those leading zeros.

140

00:19:37.010 --> 00:19:45.790

Scott Kelley: those are your leading zeros for your organization codes and also for your grades. So that's not a good idea to remove those.

141

00:19:46.270 --> 00:19:52.950

Scott Kelley: So here we have the .CSV file. It's a long file, and it's also a wide file.

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00:19:54.096 --> 00:19:59.820

Scott Kelley: As you see it goes, it goes through the testing code.

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00:20:00.360 --> 00:20:02.700

Scott Kelley: It has your raw scores.

144

00:20:03.020 --> 00:20:06.310

Scott Kelley: your percentage and total points available.

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00:20:06.750 --> 00:20:10.349

Scott Kelley: and it has your reporting categories, which I'll come back to.

146

00:20:10.850 --> 00:20:18.780

Scott Kelley: And then over here it starts in column BE

147

00:20:19.240 --> 00:20:28.079

Scott Kelley: starts your item level results, and that just stretches through to the to the last question on the test. This is a single subject obviously grades 3 through 8.

148

00:20:28.900 --> 00:20:33.480

Scott Kelley: And the 1st step you're going to do is we need to add a formula

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00:20:33.630 --> 00:20:41.340

Scott Kelley: to this spreadsheet so that we can generate the average points per item.

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00:20:41.510 --> 00:20:45.539

Scott Kelley: So, I'm going to select. I'm going to go up here. I'm going to select

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00:20:46.298 --> 00:20:52.670

Scott Kelley: the about 5 rows with this program. This is Excel.

152

00:20:52.900 --> 00:21:01.150

Scott Kelley: and I'm going to insert those 5. Insert the rows. And just as a point of reference, I like to throw a little bit of color on this line.

153

00:21:01.510 --> 00:21:03.959

Scott Kelley: So, I'm working in the same

154

00:21:04.690 --> 00:21:13.290

Scott Kelley: cell across all my data. So, I'm going to go right to my 1st item

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00:21:14.000 --> 00:21:17.999

Scott Kelley: and going to demonstrate the formula that we need to enter here.

156

00:21:18.180 --> 00:21:22.560

Scott Kelley: I should mention what we're doing here is, we're grabbing your

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00:21:22.660 --> 00:21:30.320

Scott Kelley: state, your district level and your school level average item scores. And we're going to paste those into the template.

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00:21:30.570 --> 00:21:43.289

Scott Kelley: And that's going to allow you to see how your school did, how your district did in comparison to the State. So, it's going to require users to grab this data and paste it into the templates.

159

00:21:43.620 --> 00:21:50.630

Scott Kelley: So, the formula we want to use is a subtotal formula, and we're going to type it in. This is all in the guide equals subtotal.

160

00:21:52.290 --> 00:21:59.500

Scott Kelley: subtotal, and the kind of subtotal I want is average. So that's a 1. And I put a comma in there.

161

00:21:59.790 --> 00:22:07.870

Scott Kelley: Then I go down to my 1st cell of data and I'm going to hold down the shift key and control key and I'm going to go arrow down.

162

00:22:08.070 --> 00:22:11.020

Scott Kelley: And that's whoops.

163

00:22:11.540 --> 00:22:16.029

Scott Kelley: Let me try that again when we arrow down. That's going to select

164

00:22:16.170 --> 00:22:25.029

Scott Kelley: all the data in that column. So let me run that subtotal formula again. The one

165

00:22:25.450 --> 00:22:27.070

Scott Kelley: number one is average.

166

00:22:27.530 --> 00:22:35.259

Scott Kelley: And I put the cursor in the 1st row. 1st cell of data. Hold down the shift control, and then I'm going to arrow down.

167

00:22:36.180 --> 00:22:41.309

Scott Kelley: So, if there are blanks there, most likely will be blanks in your data.

168

00:22:41.910 --> 00:22:45.035

Scott Kelley: So, here's an example. The

169

00:22:45.810 --> 00:22:50.959

Scott Kelley: formula stops at a blank. You just need to hold down the shift control and just continue

170

00:22:51.310 --> 00:22:56.380

Scott Kelley: pressing down arrow until you get to the end and scroll down. See, there's a little bit more

171

00:22:56.600 --> 00:22:58.432

Scott Kelley: data to grab there.

172

00:23:03.950 --> 00:23:08.590

Scott Kelley: And here we are. We've grabbed that entire column of data.

173

00:23:09.200 --> 00:23:12.119

Scott Kelley: including the blanks. And I'm just going to hit enter.

174

00:23:12.470 --> 00:23:15.859

Scott Kelley: And that's gonna generator formula

175

00:23:16.720 --> 00:23:32.070

Scott Kelley: that we're going to copy to all the other cells. You don't have to. You don't have to do the same procedure for the 1st column, because we already have the formula we need. So, what we’re going to do is copy that formula. I'm going to do Ctrl-C,

176

00:23:32.770 --> 00:23:39.190

Scott Kelley: and I'm gonna cursor to the right over to the last item.

177

00:23:39.320 --> 00:23:43.379

Scott Kelley: And for these tests, that's item 31.

178

00:23:47.320 --> 00:23:50.389

Scott Kelley: Well, I must not have had that copied. So

179

00:23:51.620 --> 00:23:53.929

Scott Kelley: try that again. I'm gonna copy that formula.

180

00:23:55.300 --> 00:24:02.039

Scott Kelley: I'm going to go over to Item 31. And then my shortcut key, which I forgot is Ctrl-V to paste.

181

00:24:02.350 --> 00:24:08.860

Scott Kelley: So, there we have it, formulas in all those cells.

182

00:24:10.300 --> 00:24:14.320

Scott Kelley: And there's even an error here. We want to leave that alone. We don't want to

183

00:24:14.770 --> 00:24:19.020

Scott Kelley: see, and we don't want to remove any divide by 0 errors yet.

184

00:24:19.380 --> 00:24:21.279

Scott Kelley: so, we'll leave those in there, for now

185

00:24:23.300 --> 00:24:25.390

Scott Kelley: now that we have our formulas in.

186

00:24:25.790 --> 00:24:28.550

Scott Kelley: we're ready to set some filters.

187

00:24:29.120 --> 00:24:36.600

Scott Kelley: so, we can select only the relevant items for copying into the

188

00:24:36.860 --> 00:24:43.719

Scott Kelley: into the template. So just to turn on your formulas. I'm sorry to turn on your filter.

189

00:24:44.050 --> 00:24:51.339

Scott Kelley: Put your cursor in any row of data and click. I'm doing this in Excel click data and then turn on your filter

190

00:24:51.450 --> 00:24:55.750

Scott Kelley: and your filter icon will show up here with a with a down arrow.

191

00:24:56.290 --> 00:24:59.919

Scott Kelley: And now we can start removing records that we don't need

192

00:25:00.180 --> 00:25:05.279

Scott Kelley: this particular. So those are voids. We want to remove any voids.

193

00:25:05.520 --> 00:25:08.860

Scott Kelley: This data set does not have any voids.

194

00:25:10.160 --> 00:25:13.240

Scott Kelley: We also want to remove any not tested

195

00:25:14.041 --> 00:25:19.989

Scott Kelley: reason any records with a not tested reason. That’s not the case here. There's none.

196

00:25:20.170 --> 00:25:27.600

Scott Kelley: There's no not tested codes here, and the final code for grades 3 through 8.

197

00:25:27.970 --> 00:25:32.229

Scott Kelley: The final filter you want to apply is this special form. This is on.

198

00:25:32.440 --> 00:25:34.419

Scott Kelley: This is our column DD,

199

00:25:34.580 --> 00:25:39.510

Scott Kelley: and there were a few dozen tests

200

00:25:39.790 --> 00:25:46.630

Scott Kelley: where the data is different than the operational test. So, we just want to remove that Y,

201

00:25:47.050 --> 00:25:49.730

Scott Kelley: and we don't want to include those records in our subtotal.

202

00:25:51.680 --> 00:25:57.379

Scott Kelley: And so here we have our data is ready

203

00:25:57.740 --> 00:26:03.170

Scott Kelley: ready to be copied and pasted across into the into the template.

204

00:26:06.410 --> 00:26:08.619

Scott Kelley: So, let's go ahead and open up the template.

205

00:26:10.960 --> 00:26:15.270

Scott Kelley: I'm going to be working with the grades 3 through 8 and 10 version one.

206

00:26:15.850 --> 00:26:19.750

Scott Kelley: This template is already posted on the resource center.

207

00:26:20.690 --> 00:26:24.679

Scott Kelley: and what we have here is just a tab for each grade.

208

00:26:25.440 --> 00:26:28.889

Scott Kelley: We have reporting category tab, and we have the file layout.

209

00:26:31.960 --> 00:26:35.679

Scott Kelley: I said. I was going to show you the reporting categories. They are here.

210

00:26:37.336 --> 00:26:44.329

Scott Kelley: Note that specifically for math. These reporting category numbers

211

00:26:44.570 --> 00:27:01.039

Scott Kelley: fall in alphabetical order by the item group. So GMNNNO, that's the order. It's different than last year. Just a heads up. If you have any automated procedures, you want to recheck those

212

00:27:01.990 --> 00:27:09.210

Scott Kelley: fire layout as well here defines every field in the data file that we just opened.

213

00:27:09.660 --> 00:27:15.255

Scott Kelley: But we're going to be working with the grades 3 through 8

214

00:27:16.420 --> 00:27:23.669

Scott Kelley: file, and I'll just go through what we have here. These come by default, sorted in item number.

215

00:27:23.910 --> 00:27:28.850

Scott Kelley: ordered from lowest to highest, one to 31,

216

00:27:29.100 --> 00:27:38.329

Scott Kelley: the reporting category item type. You'll see some item types that are in v1 that are in blue. These are items that are not yet scored.

217

00:27:38.750 --> 00:27:41.950

Scott Kelley: This is a grade 3 essay.

218

00:27:42.630 --> 00:27:46.430

Scott Kelley: and it's not scored. So, we don't have data here.

219

00:27:47.470 --> 00:27:55.559

Scott Kelley: We have the release. We have the correct answer. The points release status. And this year we are able to return to releasing

220

00:27:55.710 --> 00:28:00.869

Scott Kelley: about 50% of grades 3–8. That wasn't the case last year. So good news.

221

00:28:01.470 --> 00:28:06.310

Scott Kelley: You’ll be able to see much more about the data that we do have.

222

00:28:06.430 --> 00:28:13.510

Scott Kelley: Now, these are the columns that schools and districts need to add. Column I and column J. These are blank.

223

00:28:13.960 --> 00:28:23.010

Scott Kelley: and what you need to do is grab that data from the file and paste it in. Here we have populated column K, which are the state average points

224

00:28:23.280 --> 00:28:28.990

Scott Kelley: for the v1 data. So, let's start working with this data. Let's grab.

225

00:28:29.110 --> 00:28:32.569

Scott Kelley: Let's go back to the let's go back to data file.

226

00:28:35.290 --> 00:28:38.369

Scott Kelley: And let's see, I'm going to work with

227

00:28:39.111 --> 00:28:41.280

Scott Kelley: I'm gonna work with grade 3.

228

00:28:41.880 --> 00:28:44.619

Scott Kelley: So, I'm going to set my test code filter here.

229

00:28:45.310 --> 00:28:50.409

Scott Kelley: which I can see there's this district has serves all grades 3–8.

230

00:28:50.610 --> 00:28:55.379

Scott Kelley: I'm going to just select grade 3, so we can only do one tab at a time.

231

00:28:56.210 --> 00:29:05.479

Scott Kelley: So, here's grade 3 for this district, and here are the schools

232

00:29:05.810 --> 00:29:08.869

Scott Kelley: within that district school, A through E.

233

00:29:09.060 --> 00:29:16.280

Scott Kelley: So, 1st thing I want to do is grab the district wide results for grade 3 ELA.

234

00:29:16.500 --> 00:29:23.289

Scott Kelley: And all I'm gonna do is just copy these cells, one of mine.

235

00:29:25.160 --> 00:29:33.770

Scott Kelley: On my clipboard, including the error, the divide by 0 errors, my shortcut Ctrl-C to copy.

236

00:29:34.380 --> 00:29:41.040

Scott Kelley: And here, at this, in the grade 3 template.

237

00:29:41.160 --> 00:29:43.810

Scott Kelley: I'm going to go up to the 1st item

238

00:29:44.180 --> 00:29:50.440

Scott Kelley: of my district column, and I'm going to paste those values in. And I have to use a special command

239

00:29:51.695 --> 00:29:57.210

Scott Kelley: cut paste is special, and we have to stipulate that we want the values.

240

00:29:57.370 --> 00:30:07.640

Scott Kelley: We don't want the formulas. We want the values, and we want to transpose those values from the horizontal to the vertical orientation.

241

00:30:08.620 --> 00:30:12.430

Scott Kelley: So, with that, we'll click. Ok.

242

00:30:13.170 --> 00:30:17.010

Scott Kelley: And those data are now populated into the district column.

243

00:30:17.870 --> 00:30:22.709

Scott Kelley: You'll see you do have your divide by zeros. Here, we can leave them in for now.

244

00:30:23.630 --> 00:30:27.740

Scott Kelley: And that puts data in from row one to 31.

245

00:30:28.340 --> 00:30:29.840

Scott Kelley: Now let's go back.

246

00:30:30.940 --> 00:30:35.979

Scott Kelley: I'm assuming that I'm a district. I'm gonna prepare this for one of my schools.

247

00:30:36.800 --> 00:30:43.269

Scott Kelley: So, let's go back. Let's leave this data selected. I'm just going to go right back to my filter.

248

00:30:43.620 --> 00:30:45.159

Scott Kelley: And I'm going to select.

249

00:30:47.550 --> 00:30:49.820

Scott Kelley: I'm gonna work with school E,

250

00:30:50.470 --> 00:30:55.400

Scott Kelley: the last school in this group that serves a grade 3 through 8.

251

00:30:55.560 --> 00:30:57.729

Scott Kelley: I'm gonna click okay.

252

00:30:58.210 --> 00:31:03.369

Scott Kelley: And this is only going to show me this particular school's data.

253

00:31:04.780 --> 00:31:09.470

Scott Kelley: And if you'll notice, the data are already highlighted.

254

00:31:09.690 --> 00:31:12.709

Scott Kelley: So, a quick step. You don't have to reselect that

255

00:31:13.515 --> 00:31:22.100

Scott Kelley: that range. You just have to execute your copy command, Ctrl-C, and go back to

256

00:31:22.590 --> 00:31:23.780

Scott Kelley: your template.

257

00:31:24.580 --> 00:31:29.960

Scott Kelley: Make sure you're in the school average point column where an item one

258

00:31:31.400 --> 00:31:40.970

Scott Kelley: and we're going to do that again. We're going to execute that same paste using values

259

00:31:41.910 --> 00:31:43.600

Scott Kelley: and clicking transpose.

260

00:31:45.050 --> 00:31:48.270

Scott Kelley: So, there you have it.

261

00:31:48.410 --> 00:31:54.139

Scott Kelley: That is a completed template for one grade.

262

00:31:55.470 --> 00:31:56.830

Scott Kelley: At this point

263

00:31:57.510 --> 00:32:04.739

Scott Kelley: What we can do is remove those divided by 0 errors. You can only get these for v1.

264

00:32:06.150 --> 00:32:10.050

Scott Kelley: If you want to clean those up, you can second

265

00:32:10.270 --> 00:32:12.939

Scott Kelley: hand. Scored items are not reported in v1,

266

00:32:14.160 --> 00:32:18.049

Scott Kelley: and that allows this formula to generate your average

267

00:32:18.781 --> 00:32:22.510

Scott Kelley: points for school district and state.

268

00:32:23.160 --> 00:32:36.429

Scott Kelley: So just a quick look at this. We're going to look a little more detail. This particular district outperformed the state by basically 4 percentage points

269

00:32:36.780 --> 00:32:43.479

Scott Kelley: on grade 3. ELA, the state average points were 20 and the district

270

00:32:44.060 --> 00:32:50.310

Scott Kelley: and I'm sorry the school got 21 points.

272

00:33:03.920 --> 00:33:12.169

Scott Kelley: So, we have removed the divide by 0 errors from these non-scored items, and that allows us to see

273

00:33:12.300 --> 00:33:16.830

Scott Kelley: How the school and district, compared to the state.

274

00:33:17.300 --> 00:33:24.810

Scott Kelley: So, this particular school and district did outperform the State. The state got an average of 20 points.

275

00:33:25.060 --> 00:33:27.549

Scott Kelley: District got 22.7,

276

00:33:27.970 --> 00:33:33.760

Scott Kelley: and the school got 21. So, the far-right column is the school state difference.

277

00:33:33.960 --> 00:33:40.200

Scott Kelley: So, the statewide students got approximately 59%

278

00:33:40.400 --> 00:33:45.710

Scott Kelley: of the items correct, 59% of available points. And the district

279

00:33:46.100 --> 00:33:53.489

Scott Kelley: got 67, and the school got 63. So that's your 4-point difference between school and state.

280

00:33:54.530 --> 00:34:01.509

Scott Kelley: So also on this template is an item analysis graph.

281

00:34:02.060 --> 00:34:07.169

Scott Kelley: And of course, we are still sorted by item number and the real power of this

282

00:34:07.743 --> 00:34:13.189

Scott Kelley: resource, just like the Admin report comes when you resort it, you sort it differently.

283

00:34:13.469 --> 00:34:18.159

Scott Kelley: So, I'm going to get rid of these gaps. There's item 12 here. There's item 31.

284

00:34:18.330 --> 00:34:27.839

Scott Kelley: These are my hand scored items. So, I'm going to filter out the essays and a constructive response.

285

00:34:29.770 --> 00:34:33.510

Scott Kelley: And now I have a graph showing all my items and

286

00:34:33.710 --> 00:34:45.180

Scott Kelley: the sort the sorting order you want to want to use here, at least as a 1st pass through these data is you want to sort by state percent correct

287

00:34:45.500 --> 00:34:55.690

Scott Kelley: and sorting the data by smallest. To largest puts this graph down here and state item difficulty.

288

00:34:56.160 --> 00:35:04.160

Scott Kelley: So, we have 3 sets of data. Here we have. The school is blue, the school that we just copied the district wide results

289

00:35:04.350 --> 00:35:11.800

Scott Kelley: are red and the state results. State percent correct is the green line.

290

00:35:11.920 --> 00:35:20.940

Scott Kelley: Now, the graph goes from lowest to highest. That means the average points students earned on each item.

291

00:35:21.070 --> 00:35:25.310

Scott Kelley: and it goes from most difficult to least difficult.

292

00:35:25.480 --> 00:35:29.759

Scott Kelley: So, the most difficult question was 18

293

00:35:30.030 --> 00:35:35.770

Scott Kelley: for Grade 3 ELA. And just under 40% of students got that right. I think if we hover.

294

00:35:35.890 --> 00:35:40.390

Scott Kelley: yeah, 39% all the way to the highest

295

00:35:40.810 --> 00:35:50.169

Scott Kelley: scoring item, which is the easiest one. And that was item 9 for this test. And it looks like it's right at 80%.

296

00:35:50.800 --> 00:36:01.529

Scott Kelley: So, what what's instructive here is looking at the difference between your district and school compared to the state, this particular school?

297

00:36:02.990 --> 00:36:06.440

Scott Kelley: Well, 1st of all, let's look at the district. The district, as we saw

298

00:36:06.740 --> 00:36:14.350

Scott Kelley: in the table up above district, consistently outperforms, students statewide.

299

00:36:15.250 --> 00:36:19.700

Scott Kelley: So that's I think good data point to take

300

00:36:19.820 --> 00:36:22.529

Scott Kelley: when we begin looking at the school levels.

301

00:36:22.700 --> 00:36:35.510

Scott Kelley: we'll see a lot of variation. Here we see some. We see some dips below the state line below the state and district lines specifically, items 30, 13,15, 6.

302

00:36:36.162 --> 00:36:40.479

Scott Kelley: You know those on the more difficult side of the scale.

303

00:36:40.930 --> 00:36:51.480

Scott Kelley: Those are areas where there are good candidates for further inquiry. So, we're wondering, you know, we might ask, okay, what's going on in this school compared to

304

00:36:51.610 --> 00:36:55.199

Scott Kelley: the other 4 schools

305

00:36:55.300 --> 00:37:01.169

Scott Kelley: in the district? What's going on differently? Is there anything different going on for these particular standards?

306

00:37:04.110 --> 00:37:08.870

Scott Kelley: So, let's all that. 30, 13 and 15. Let's go up and see what that is.

307

00:37:09.640 --> 00:37:10.720

Scott Kelley: 30.

308

00:37:11.310 --> 00:37:15.089

Scott Kelley: I'm gonna highlight 30, 13 and 15.

309

00:37:16.450 --> 00:37:19.529

Scott Kelley: So, there's the

310

00:37:20.610 --> 00:37:24.580

Scott Kelley: 2 of these items are reading. One of them is a language reporting category.

311

00:37:25.100 --> 00:37:29.629

Scott Kelley: Select the response, obviously. And on the release status, good news.

312

00:37:30.090 --> 00:37:31.900

Scott Kelley: 2 of these items are released.

313

00:37:32.030 --> 00:37:36.610

Scott Kelley: 13 and 15, and you can see there's a large difference.

314

00:37:36.800 --> 00:37:39.579

Scott Kelley: Largest between number 13.

315

00:37:42.770 --> 00:37:48.359

Scott Kelley: The state did 14 percentage points average points better

316

00:37:48.530 --> 00:37:52.120

Scott Kelley: than the school did. So that's a good candidate for further inquiry.

317

00:37:54.230 --> 00:37:58.479

Scott Kelley: You can also select different curriculum frameworks

318

00:37:58.760 --> 00:38:00.519

Scott Kelley: if you want to isolate those.

319

00:38:01.290 --> 00:38:06.498

Scott Kelley: and that is, that is pretty much the

320

00:38:07.390 --> 00:38:19.539

Scott Kelley: The beginning of a conversation that you can have with this, with this early data, other parts, that of note. There's some gaps between the district and the school.

321

00:38:20.409 --> 00:38:24.630

Scott Kelley: Here, let's see, we have items 24, 7,

322

00:38:24.840 --> 00:38:31.909

Scott Kelley: and 2. The school didn't do as well on those compared to the district. Another area for potential inquiry.

323

00:38:32.090 --> 00:38:40.519

Scott Kelley: So, your data will look different. But this is a good way to start a conversation about your data.

324

00:38:40.650 --> 00:39:00.249

Scott Kelley: Finally, last point to mention here v1, we do not have full reporting category results. So, we didn't. We didn't calculate those. We didn't tally those up for you, because it's not a high enough number to justify looking at that data and making any assumptions or decisions.

325

00:39:02.940 --> 00:39:08.539

Scott Kelley: One, that when v2 data do become available, let me just jump back here

326

00:39:08.700 --> 00:39:13.500

Scott Kelley: and quickly show you where we're going to put that formula.

327

00:39:20.400 --> 00:39:28.210

Scott Kelley: Here we go, file layout. We're showing you what this is. We have rep cat one, rep cat 2

328

00:39:28.690 --> 00:39:31.670

Scott Kelley: and rep cat 3. So, when we do have

329

00:39:32.040 --> 00:39:38.500

Scott Kelley: V2 data, what we'll, what we'll do is just copy this formula, do a Ctrl-C,

330

00:39:39.070 --> 00:39:46.010

Scott Kelley: come back over here and paste that formula

331

00:39:46.240 --> 00:39:51.009

Scott Kelley: into these 3 cells. I'm going to shortcut Ctrl-V,

332

00:39:52.120 --> 00:39:56.439

Scott Kelley: and there's our average points for that reporting category.

333

00:39:56.660 --> 00:40:04.949

Scott Kelley: Of course, the divide by 0 won't be there in v2. So that is the extent of the demonstration.

334

00:40:05.440 --> 00:40:14.490

Scott Kelley: and I believe I will return the presentation to Shannon.

335

00:40:30.810 --> 00:40:36.640

Scott Kelley: So, what we're gonna do is just advance through these slides. They have

336

00:40:36.830 --> 00:40:41.810

Scott Kelley: snips of what we just demonstrated for reference.

337

00:40:42.604 --> 00:40:49.259

Scott Kelley: And to assist you with reviewing these static slides

338

00:40:50.110 --> 00:40:54.930

Scott Kelley: in your leisure when you're when you're ready to start working with the with these files.

339

00:40:55.900 --> 00:41:09.790

Scott Kelley: So finally, our wrap up section here, we're going to give you some a few details, a few details that we do have about the early and preliminary and preliminary release. So next slide

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00:41:11.766 --> 00:41:15.029

Scott Kelley: considerations. When you're working with this data.

341

00:41:15.570 --> 00:41:24.509

Scott Kelley: please be aware that all students who attempted at least one item are included. So, there's no business rules

342

00:41:25.050 --> 00:41:30.780

Scott Kelley: applied to these data yet. So, data will likely change.

343

00:41:31.690 --> 00:41:39.709

Scott Kelley: most likely not significantly. But I just realize that these results are raw at this point.

344

00:41:41.567 --> 00:41:46.139

Scott Kelley: So also keep in mind that the early release data

345

00:41:47.830 --> 00:42:03.359

Scott Kelley: includes results for students who will be removed or not included later on in the preliminary and official. And this, of course, is your 1st year ELs,

346

00:42:04.504 --> 00:42:11.719

Scott Kelley: and your void or your medical absences, these records, we were able to filter them out.

347

00:42:11.860 --> 00:42:16.029

Scott Kelley: But just realize that the students are there in the file.

348

00:42:16.140 --> 00:42:20.860

Scott Kelley: also partially tested. Students that are partially tested are included.

349

00:42:20.990 --> 00:42:29.369

Scott Kelley: and these will be these will not be reported, or they'll be reported as either absent or medically documented. Absent.

350

00:42:30.820 --> 00:42:35.519

Scott Kelley: When we get the final preliminary and official data.

351

00:42:36.050 --> 00:42:50.319

Scott Kelley: Also, the test status codes will appear in the preliminary August file. But not yet. That's again, that's just a reminder that we don't have that data, those statuses for you yet.

352

00:42:51.010 --> 00:42:57.729

Scott Kelley: Next slide, is it just a couple of sides saying, What's coming up? What's ahead?

353

00:42:58.080 --> 00:43:01.790

Scott Kelley: We expect preliminary results to be available

354

00:43:02.130 --> 00:43:08.100

Scott Kelley: sometime in early August we normally would have a date. But we're just being cautious

355

00:43:08.250 --> 00:43:21.830

Scott Kelley: about being able to be specific and provide reliable information. So, we're keeping a general saying early August. That's what it's been in in prior years. And those data are going to be available in the

356

00:43:22.020 --> 00:43:26.890

Scott Kelley: 2025 data dropboxes in the DESE Security Portal.

357

00:43:27.910 --> 00:43:37.379

Scott Kelley: and about a week after that data show up in the portal, you'll have your 1st view in mid-August of reports and Edwin Analytics

358

00:43:37.610 --> 00:43:55.280

Scott Kelley: and these are the most reports are available. Obviously, we don't have growth yet, but we'll have achievement. We'll have item analysis reports, and we will have classroom reports as well that can be viewed with this with the

359

00:43:55.550 --> 00:43:57.809

Scott Kelley: with the preliminary data

360

00:43:58.590 --> 00:44:03.390

Scott Kelley: in mid-September. We're gonna make growth available to you.

361

00:44:04.177 --> 00:44:19.280

Scott Kelley: With the official embargo results that will include civics. So, all subjects will be available. In mid-September. This is still this is before official release, and it'll also be in the in the date, and the DESE

362

00:44:19.540 --> 00:44:26.219

Scott Kelley: MCAS 2025 dropbox in the security portal next slide

363

00:44:26.980 --> 00:44:31.630

Scott Kelley: and discrepancy reporting, as usual every year. We ask you to set aside time

364

00:44:31.900 --> 00:44:42.269

Scott Kelley: to look at your data as we mentioned before. So that date will be forthcoming in an up in a student assessment update

365

00:44:42.430 --> 00:44:47.260

Scott Kelley: in a future student assessment update next slide.

366

00:44:48.830 --> 00:44:52.410

Scott Kelley: Okay, I think at this point I'll pass it back over to Shannon.

367

00:44:52.940 --> 00:44:54.610

Scott Kelley: Wrap up for us.

368

00:44:56.860 --> 00:45:01.350

Shannon Cullen: Thanks so much, Scott. So, we just have a few last slides here for you.

369

00:45:02.230 --> 00:45:17.170

Shannon Cullen: We've listed some resources here that you may find helpful. In addition to what Scott has pointed out earlier today, we have the link here for the MCAS Resource Center, which includes sorry. The link to the MCAS Resource Center.

370

00:45:17.420 --> 00:45:27.660

Shannon Cullen: which includes links to the MCAS Portal as well as Portal user guides, including a reporting guide. So, you may want to bookmark those pages, if you have not already.

371

00:45:27.660 --> 00:45:50.860

Shannon Cullen: There's links as well to previous modules and trainings released items. And then Scott has mentioned the student assessment update several times throughout today's presentation. If you don't already subscribe to it, you may want to subscribe so that you receive the updates about reporting and about other updates to the MCAS program. So, the subscribe link is here. And there's also a link to previously shared student assessment updates.

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00:45:53.380 --> 00:46:06.790

Shannon Cullen: If you have questions after watching today's presentation, you can contact the MCAS Service Center for any questions on logistics or technology. Their contact information is available here.

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00:46:07.050 --> 00:46:19.079

Shannon Cullen: Or if you have questions in regard to policy. We ask that you contact us at DESE, and you can reach us by email or phone, both of which are listed on this slide.

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00:46:20.690 --> 00:46:32.190

Shannon Cullen: We want to thank you for taking the time to watch today's presentation. I hope that you found this information helpful again. We are here for you to answer your questions as they come up. Thank you again so much for watching.