

Milton Public Schools



REPORT TO SCHOOL COMMITTEE

2011 MCAS & AYP Data

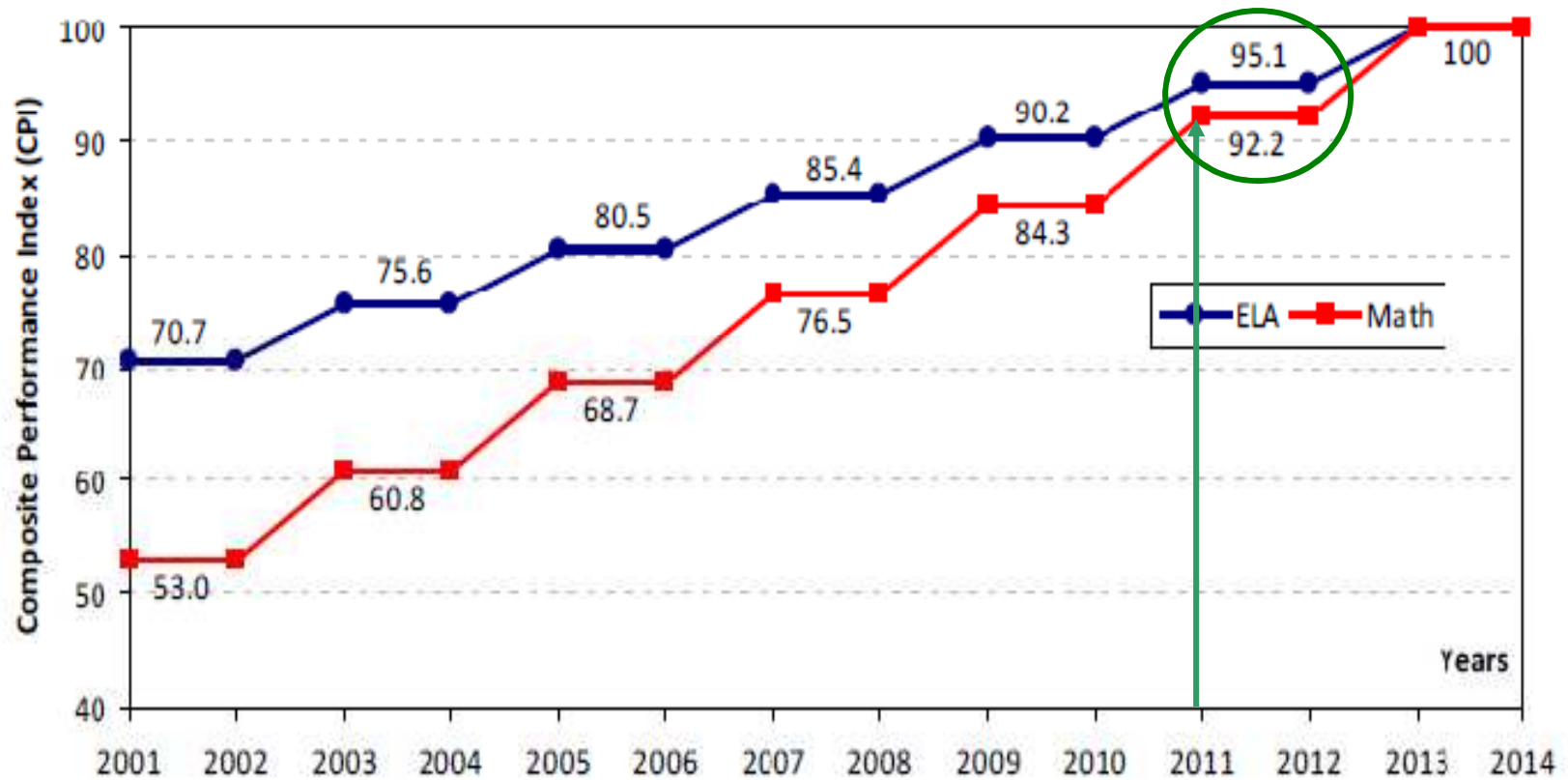
October 6, 2011

Agenda

- School and District Adequate Yearly Progress Data
- Review of 2011 MCAS Highlights and Challenges
- How do we measure student success?
- Next Steps

STATE PERFORMANCE TARGETS

Chart 1: State Performance Targets, 2001-2014



NCLB TERMINOLOGY

NCLB Accountability Status Terms

A school or district's No Child Left Behind (NCLB) Accountability Status refers to the category to which it is assigned, based on 2 or more years of Adequate Yearly Progress (AYP) data, to define the required course of action that must be taken to improve performance. Accountability status designations include *No Status*, *Improvement*, *Corrective Action* and *Restructuring*.

When a school is identified for improvement, corrective action, or restructuring, it must promptly provide parents or guardians of each student enrolled in the school:

- An explanation of what the identification means;
- The reason(s) for the identification;
- What the district and school are doing to address the problem of low achievement;
- How parents/guardians can become involved in addressing the academic issues that led to identification; and
- For Title I schools only – information on NCLB School Choice and supplemental educational services (SES).

When the district is identified for improvement or corrective action, it must promptly provide the parents or guardians of each student enrolled in the schools served by the district:

- An explanation of what the identification means;
- The reason(s) for the identification;
- What corrective actions the district will take to improve student performance; and
- How parents/guardians can participate in improving the district.

Schools that make AYP in a subject for all student groups for two or more consecutive years are assigned to the positive No Status category.

NCLB TERMINOLOGY

Improvement Rating Terms

Descriptive term corresponding to the amount of aggregate CPI gain a school or district achieved in one year, from 2010 to 2011. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target, but as a target range, CPI scores required for a district, school or student group to remain on target toward NCLB's goal of 100% proficiency by the year 2014

The **five** improvement rating categories are:

- **Above Target** - improved above target range
- **On Target** - improved within target range
- **Improved Below Target** - improved above the baseline but below the target range
- **No Change** - gain was equivalent to baseline plus or minus the target range
- **Declined** - gain was below baseline and below the target range

What is a Subgroup ?

- AYP determinations are issued yearly based on the performance of all students in the school or district (the "aggregate") and for individual student groups ("subgroups").
- Students are included in the aggregate and in each student group to which they belong.
- In accordance with NCLB, ESE issues AYP determinations for the following student groups:

students with disabilities,
students with limited English proficiency,
economically disadvantaged students,
and racial and ethnic groups.

Student Group
Aggregate
Lim. English Prof.
Special Education
Low Income
Afr. Amer. Black
Asian or Pacif. Isl.
Hispanic
Native American
White

COLLICOT & CUNNINGHAM AYP

COLLICOT

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	Improvement Year 2 - Subgroups	On Target

		Adequate Yearly Progress History									NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 2 - Subgroups	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	No	Yes		

CUNNINGHAM

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	No Status	On Target

		Adequate Yearly Progress History									NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status	
	All Subgroups	Yes	Yes	Yes	Yes	No	Yes	No	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes		

GLOVER & TUCKER AYP

GLOVER

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	No Status	Above Target

		Adequate Yearly Progress History								NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes	

TUCKER

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Corrective Action - Subgroups	No Change
MATHEMATICS	No Status	On Target

		Adequate Yearly Progress History								NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	No	Yes	No	Yes	Corrective Action - Subgroups
	All Subgroups	Yes	No	No	Yes	No	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	No	No	Yes	Yes	

PIERCE MIDDLE SCHOOL & MILTON HIGH SCHOOL AYP

PIERCE

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Restructuring Year 2 - Subgroups	On Target
MATHEMATICS	Restructuring Year 2 - Subgroups	On Target

		Adequate Yearly Progress History								NCLB Accountability Status	Subgroups
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups	Low Income
	All Subgroups	Yes	No	No	No	No	No	No	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Restructuring Year 2 - Subgroups	Special Education, Low Income, Afr. Amer./Black
	All Subgroups	No	No	No	No	No	No	Yes	No		

MILTON HIGH SCHOOL

	NCLB Accountability Status	Improvement Rating
ENGLISH LANGUAGE ARTS	Improvement Year 1 - Subgroups	On Target
MATHEMATICS	No Status	On Target

		Adequate Yearly Progress History								NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 1 - Subgroups
	All Subgroups	Yes	Yes	Yes	Yes	Yes	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	No	Yes	No	Yes	Yes	

DISTRICT SUMMARY AYP

DISTRICT

	<u>NCLB Accountability Status</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	On Target
MATHEMATICS	No Status	On Target

ENGLISH LANGUAGE ARTS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	No	Yes	Yes	Low Income -
	All Subgroups	No	No	No	
Grades 6-8	Aggregate	Yes	Yes	Yes	Afr American/Black -Low Income -
	All Subgroups	No	Yes	No	
Grades 9-12	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	No	Yes	

MATHEMATICS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	No	Yes	
Grades 6-8	Aggregate	Yes	Yes	No	Afr American/Black -Special Education - Low Income -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	Yes	Yes	

		Adequate Yearly Progress History									NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	No	No	Yes	Yes	Yes	No	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	No	No	Yes	Yes	Yes	No	Yes	Yes		

District Data

Highlights

- Collicot School: Made AYP in the aggregate and all subgroups in ELA & MATH, **Commendation – High Growth**
- Cunningham School: Made AYP in the aggregate and all subgroups in ELA & MATH
- Glover School: Made AYP in the aggregate and all subgroups in ELA & MATH, **Commendation – Narrowing the Proficiency Gap & Exiting NCLB Accountability Status**
- Tucker: Made AYP in the aggregate and all subgroups in ELA & MATH, **Commendation – High Growth**
- Pierce Middle School: Made AYP in the aggregate in ELA and MATH. Subgroups did not make AYP – ELA Low Income, MATH – Low Income, Special Education and African American/ Black
- MHS: Made AYP in the aggregate and all subgroups in ELA & MATH

District Data

Challenges

- Making Adequate Yearly progress for all groups in all content areas.
- Sustaining achievement and growth.
- Addressing specific grade level or school areas of concern.
- Addressing specific content and curricular issues related to the standards.
- Continue aligning curriculum to new 2011 Massachusetts Curriculum Frameworks and corresponding internal assessments.

Good News Stories

Three of the 127 schools in Massachusetts (out of 1875) to receive a commendation from the state are Milton Public Schools!

Collicot School



Tucker School



Glover School



Commendation Schools

Collicot School & Tucker School

Commendation for: High Growth

School that demonstrates median growth of 60% or higher for two consecutive years.

The School must have:

1. Have an aggregate median growth percentile of 60 or greater in both ELA and MATH for two consecutive years (2010-2011);
2. Meet 2011 AYP participation rate and additional indicator (attendance/ graduation rate) requirement for all reportable student groups in both subjects
3. Carry the same school code from 2008-2011, assess 20 or more students in the aggregate in the current year and be eligible to receive a medial SGP in 2011

Collicot School

Commendation for: High Growth

		ELA	MATH
1. Aggregate Median SGP	2010	60	65
	2011	64.0	83.0

2. Meet 2011 AYP Participation & additional indicator

2011	Participation Rate Did at least 95% of students participate in MCAS?		Attendance Did student group meet attendance rate target?	
	ELA	MATH	ELA	MATH
Aggregate	100%	100%	Yes	Yes
Sped	100%	100%	Yes	Yes
White	100%	100%	Yes	Yes

3. Carry same school code for 2008-2011 and assess 20 or more in Aggregate in the current year

YES, 257 students assessed in grade 3-5 in 2011

Tucker School

Commendation for: High Growth

		ELA	MATH
1. Aggregate Median SGP	2010	78.0	80.0
	2011	70.0	81.5

2. Meet 2011 AYP Participation & additional indicator

2011	Participation Rate Did at least 95% of students participate in MCAS?		Attendance Rate Did student group meet attendance rate target?	
	ELA	MATH	ELA	MATH
Aggregate	100%	100%	Yes	Yes
Low Income	100%	100%	Yes	Yes
Af. American /Black	100%	100%	Yes	Yes

3. Carry same school code for 2008 -2011 and assess 20 or more in Aggregate in the current year

YES, 165 students assessed in grade 3-5 in 2011

Commendation Schools cont.

Glover School

Commendation for: Narrowing Proficiency Gap and Exiting NCLB Accountability Status

- A school that substantially narrowed proficiency gaps for high needs students (i.e., students belonging to one or more of the following groups: low income, limited English proficient, formerly limited English proficient, and/or special education) over a two-year period may be eligible for commendation for narrowing proficiency gaps.
- A school that exited its NCLB Accountability Status based on current year AYP determinations will be commended for exiting that status.

Glover School

Commendation for: Narrowing Proficiency Gap and Exiting NCLB Accountability Status

➤ Positive CPI change for high need group

Special Education

	2009-2010			2010-2011		
ELA	66.3	74.6	+8.3	74.6	81.9	+7.3
MATH	57.1	62.9	+5.8	62.9	82.8	+19.9

➤ Over all CPI change of 5 points or greater

YES

➤ Increase % of high needs scoring Proficient and Advanced

Special Education

	2009-2010			2010-2011		
ELA	26%	26%	0	26%	48%	+22
MATH	26%	39%	+13	39%	55%	+16

Glover School

Commendation for: Narrowing Proficiency Gap and Exiting NCLB Accountability Status

➤ Meet 2011 AYP Participation & additional indicator

2011	Participation Rate Did at least 95% of students participate in MCAS?		Attendance Did student group meet attendance rate target?	
	ELA	MATH	ELA	MATH
Aggregate	100%	100%	Yes	Yes
Sped	100%	100%	Yes	Yes
White	100%	100%	Yes	Yes

➤ Carry same school code for 2008-2011 and assess 20 or more in Aggregate in the current year

YES, 282 students assessed in grade 3-5 in 2011

Exiting NCLB Accountability Status

		Adequate Yearly Progress History									NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	Yes	Yes	Yes	Yes	No	No	Yes	Yes		

How do we measure overall student success?

- Student involvement in activities and athletics
- Academic Achievement
 - SAT
 - Advanced Placement
 - MCAS
- Graduation Rate
- College Acceptance

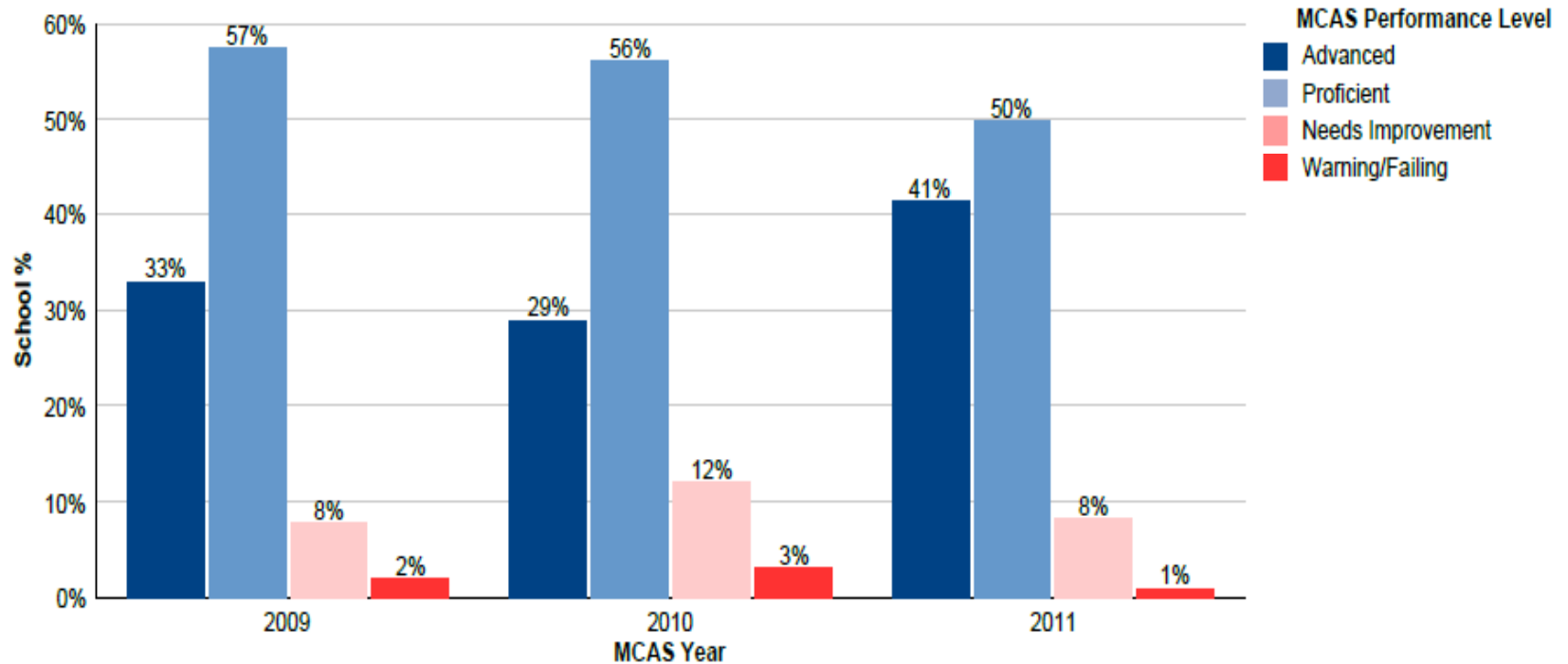


Grade 10 ELA



School Performance Distribution by Year Milton, Milton High - MCAS Grade 10 English Language Arts

Students Included: On or after Oct 1



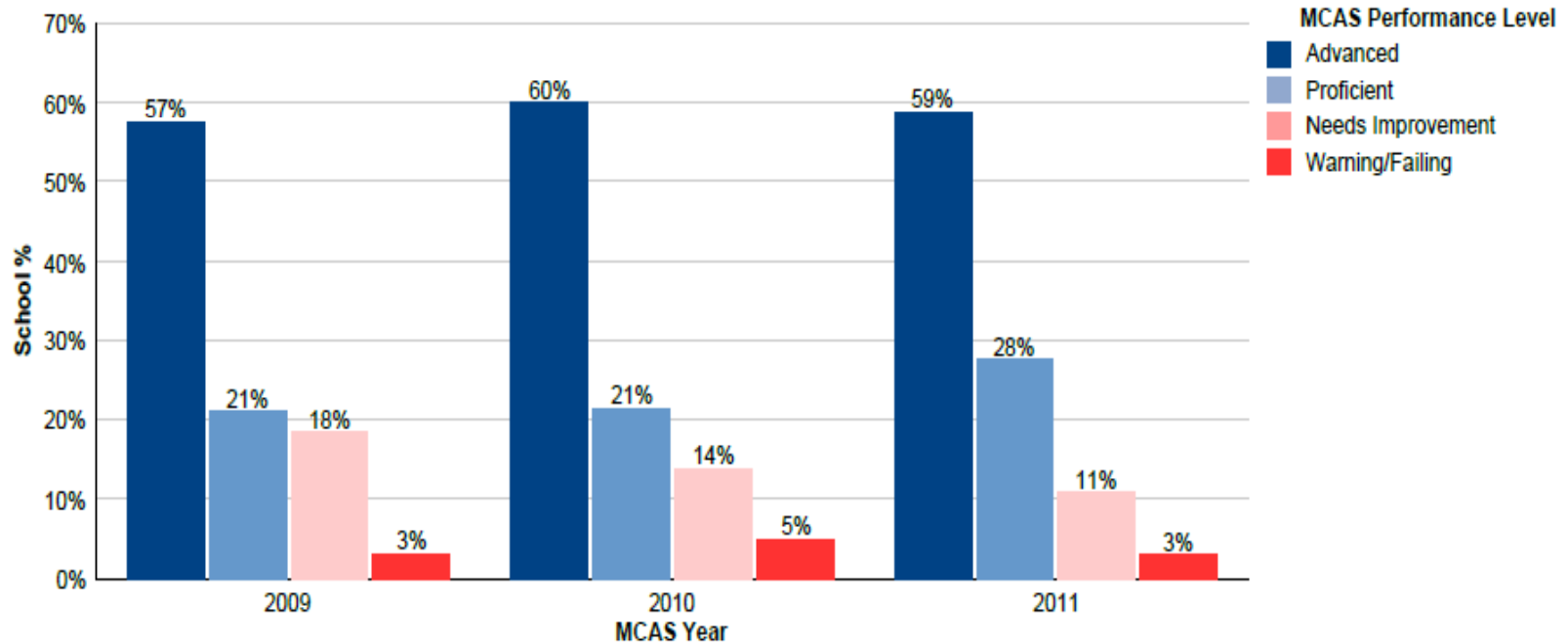
Grade 10 MATH

** Updated state data 10/6/11



School Performance Distribution by Year Milton, Milton High - MCAS Grade 10 Mathematics

Students Included: On or after Oct 1



Growth Model

Growth offers a more complete picture of student performance



Student Growth Percentiles

- Each Students' Rate of Change is compared to other students with a similar test score history (academic peers)
- The rate of change is expressed as a percentile

Growth for groups

- How to report growth for groups of students?
 - Districts, schools, grades, subgroups, classrooms
- Median student growth percentile
 - The point at which half of the students in the group have a higher growth percentile and half lower
- Growth distribution charts
 - The percentage of students in the group growing less than, similar to, or more than their academic peers

Key Concepts

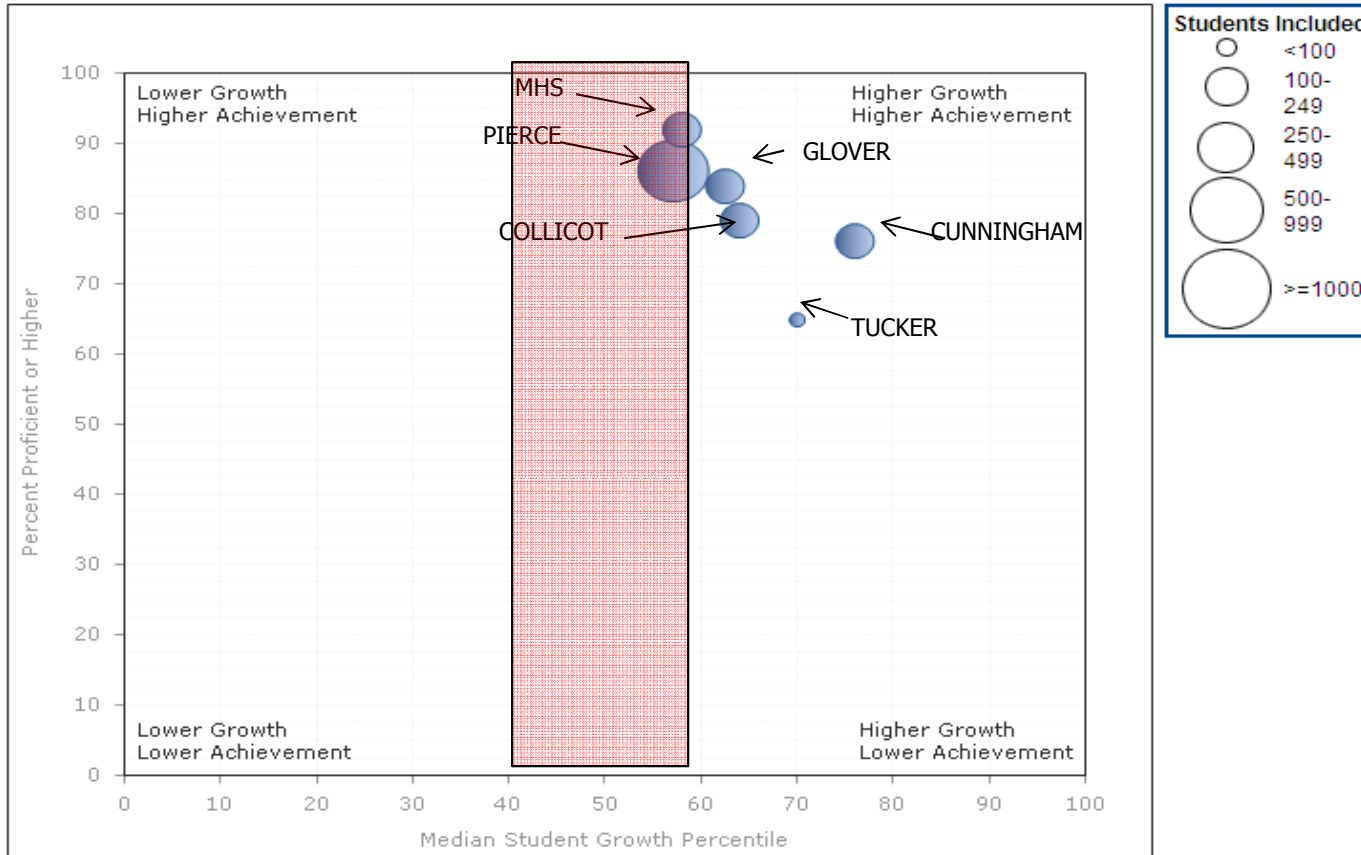
- Growth is distinct from achievement
 - A student can achieve at a low level but grow quickly, and vice versa
- Each Student is compared only to their statewide academic peers, not to all students statewide
 - Others with a similar test score history
 - All students can potentially grow at the 1st or 99th percentile
- Growth is subject, grade, and year specific
 - Different academic peer groups for each subject, grade, and year
 - Therefore, the same change in scaled scores can yield different student growth percentiles

2011 DISTRICT Growth by School - ELA

MCAS Student Growth Report - Milton

Subject: Year: Grade:

PRINT

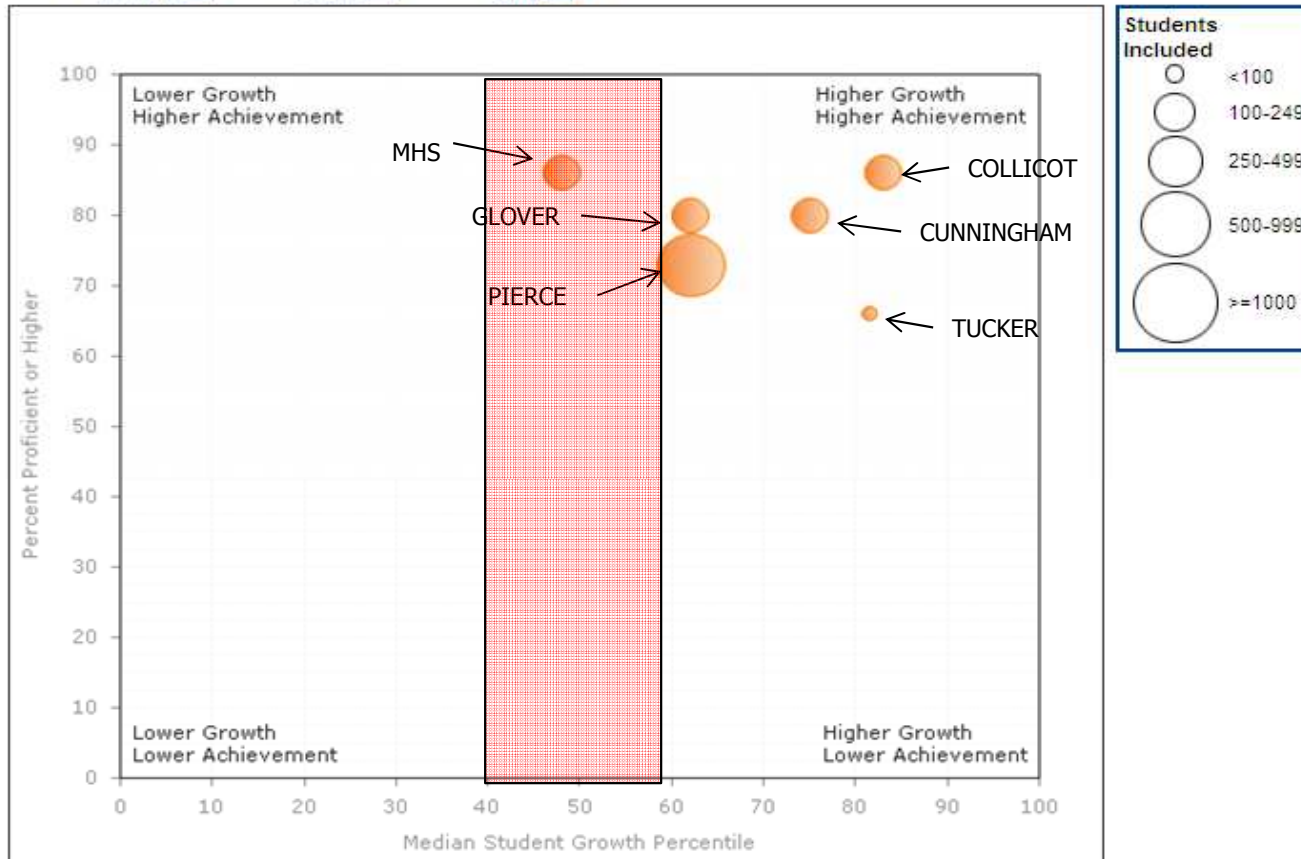


School	Median SGP	% Proficient or Higher	Included in SGP
Charles S Pierce Middle	57.0	86	804
Collicot	64.0	79	159
Cunningham School	76.0	76	177
Glover	62.5	84	186
Milton High	58.0	92	233
Tucker	70.0	65	99

2011 DISTRICT Growth by School - MATH

MCAS Student Growth Report - Milton

Subject: **MATH** Year: **2011** Grade: **All**



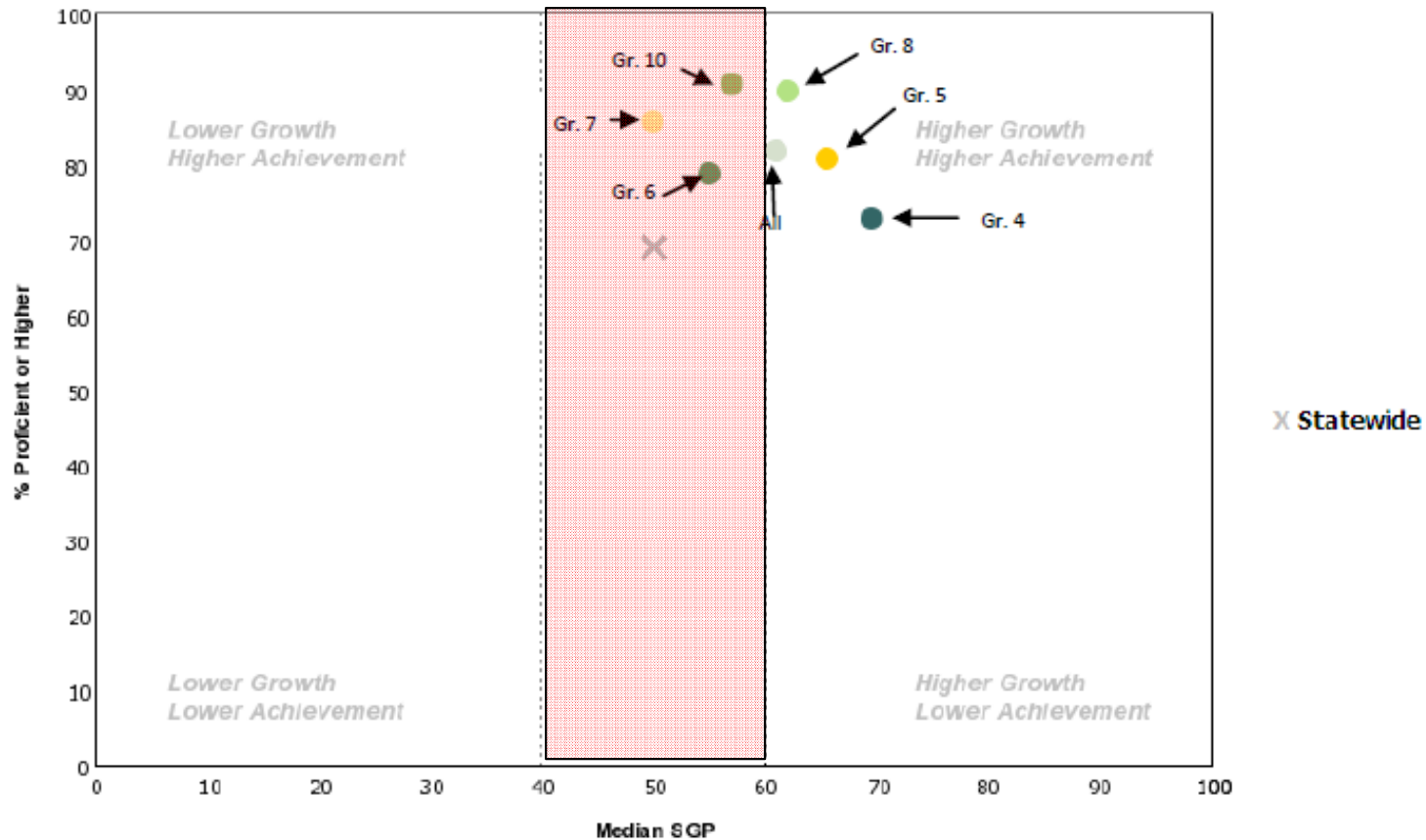
School	Median SGP	% Proficient or Higher	Included in SGP
Charles S Pierce Middle	62.0	73	802
Collicot	83.0	86	159
Cunningham School	75.0	80	177
Glover	62.0	80	188
Milton High	48.0	86	233
Tucker	81.5	66	98

Comparison of 2011 Growth & % Proficient or Higher by SCHOOL

ELA						
	MSGP 2010	MSGP 2011	Diff.	% Proficient or Higher 2010	% Proficient or Higher 2011	Diff.
Collicot	60.0	64.0	4.0	76	79	3
Cunningham	57.0	76.0	19.0	72	76	4
Glover	56.0	62.5	6.5	80	84	4
Tucker	78.0	70.0	-8.0	60	65	5
PMS	52.0	57.0	5.0	84	86	2
MHS	46.0	58.0	12.0	86	92	6

MATH						
	MSGP 2010	MSGP 2011	Diff.	% Proficient or Higher 2010	% Proficient or Higher 2011	Diff.
Collicot	65.0	83.0	18.0	74	86	12
Cunningham	48.0	75.0	27.0	69	80	11
Glover	49.0	62.0	13.0	67	80	13
Tucker	80.0	81.5	1.5	62	66	4
PMS	55.0	62.0	7.0	72	73	1
MHS	58.0	48.0	-10.0	81	86	5

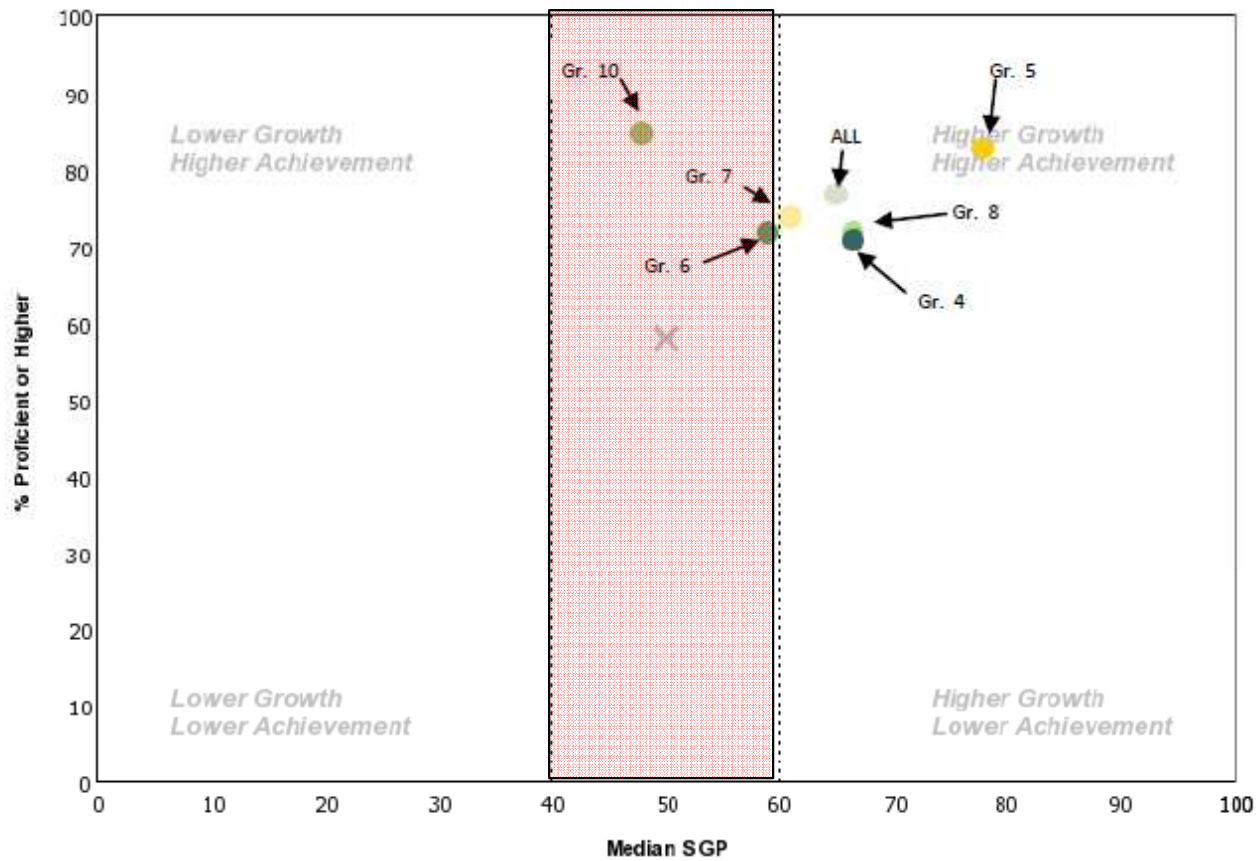
2011 School Growth by Grade ELA



	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
03 - Milton			74	293
04 - Milton	69.5	300	73	315
05 - Milton	65.5	322	81	334
06 - Milton	55	275	79	288
07 - Milton	50	268	86	282
08 - Milton	62	264	90	273
10 - Milton	57	238	91	274
All Grades - Milton	61	1,667	82	2,059

Median student growth percentiles (SGP) is not calculated if the number of students included in SGP is less than 20.

2011 School Growth by Grade MATH



	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)
03 - Milton			80	292
04 - Milton	66.5	300	71	315
05 - Milton	78	323	83	336
06 - Milton	59	274	72	287
07 - Milton	61	267	74	281
08 - Milton	66.5	264	72	274
10 - Milton	48	238	85	274
All Grades - Milton	65	1,666	77	2,059

Median student growth percentiles (SGP) is not calculated if the number of students included in SGP is less than 20.

Comparison of 2011 Growth & % Proficient or Higher by GRADE

ELA						
	MSGP 2010	MSGP 2011	Diff.	% Proficient or Higher 2010	% Proficient or Higher 2011	Diff.
Grade 4	58	69.5	11.5	69	73	4
Grade 5	59	65.5	6.5	79	81	2
Grade 6	55	55	0	81	79	-2
Grade 7	50	50	0	83	86	3
Grade 8	51	62	11	87	90	3
Grade 10	45.5	57	11.5	83	91	8
All Grades	54	61	7	79	82	3

MATH						
	MSGP 2010	MSGP 2011	Diff.	% Proficient or Higher 2010	% Proficient or Higher 2011	Diff.
Grade 4	51	66.5	15.5	58	71	13
Grade 5	61	78	17	71	83	12
Grade 6	51	59	8	75	72	-3
Grade 7	48	61	13	63	74	11
Grade 8	67	66.5	-0.5	74	72	-2
Grade 10	56	48	-8	80	85	5
All Grades	55	65	10	71	77	6

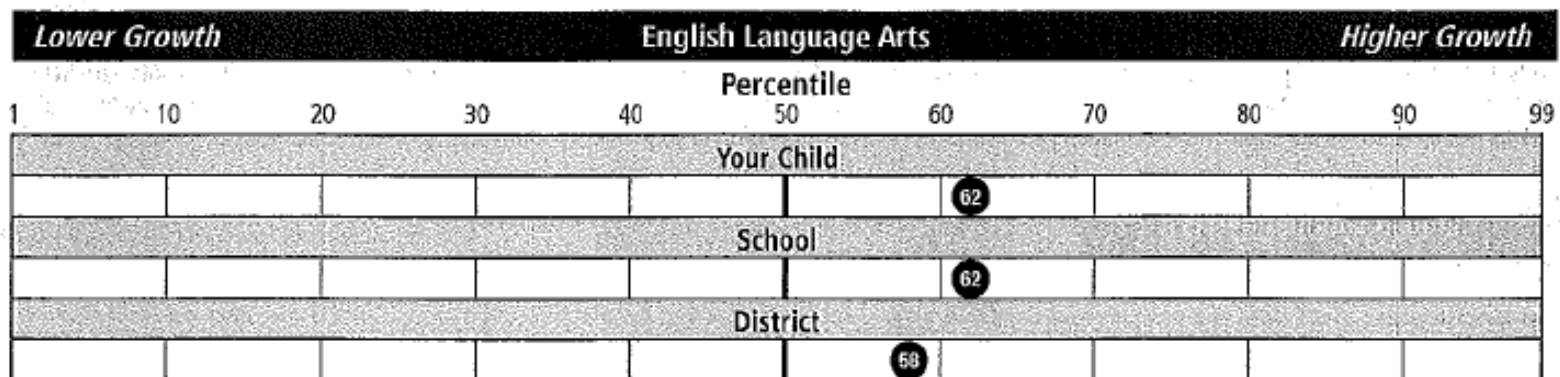
Parent Report

- Parent reports for students who participated in MCAS in 2011 will be mailed the week of October 3, 2011
- 4 page document:
 - Page 1- Letter from Commissioner Mitchell Chester & MCAS Explanation
 - Page 2- Child's performance levels and scores
 - Page 3 - Performance compare to school district & state, and Growth Percentile
 - Page 4 - How child did on individual test questions and content areas
 - Due to a reported State data error we will delay the mailing of our high school scores until updated scores are confirmed

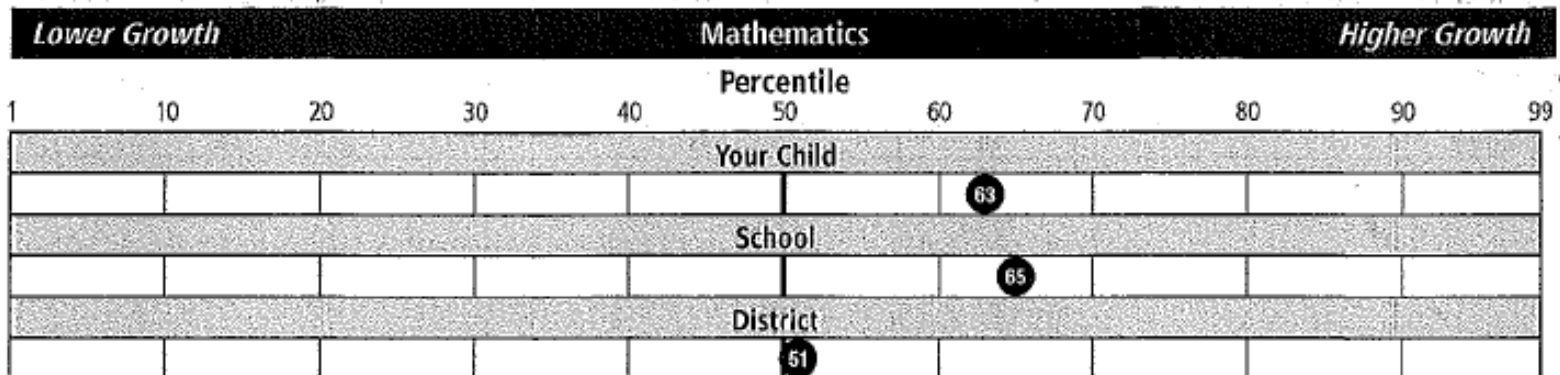
Growth Percentile Chart Parent Report

Growth Percentile

Your child's 2010 growth percentile compares his or her MCAS progress with the progress of all students in the state who received similar MCAS scores in prior years. The school, district, and state growth percentiles represent the growth of the median, or middle, student in your child's grade. The state median is always 50. Growth percentiles below 40 suggest that your child's progress is low compared to most students. Growth percentiles between 40 and 60 represent average progress. Growth percentiles above 60 represent better progress than most students with similar prior achievement have accomplished.



▶ Your child's 2010 English Language Arts MCAS growth percentile is **62.0**. Your child's 2010 English Language Arts MCAS score is **higher** than the scores of **62.0%** of the students in the state who received similar English Language Arts MCAS scores in prior years.

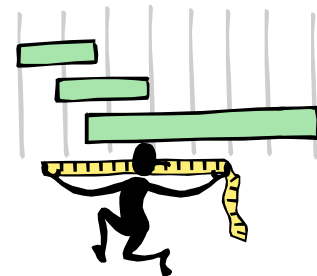


▶ Your child's 2010 Mathematics MCAS growth percentile is **63.0**. Your child's 2010 Mathematics MCAS score is **higher** than the scores of **63.0%** of the students in the state who received similar Mathematics MCAS scores in prior years.



Initiatives

1. Aligning Curriculum to 2011
Massachusetts Curriculum Frameworks
2. Further Development of internal
Assessments
3. Continued support of teachers to expand
their repertoire of skills to engage all
learners



Next Steps

- Each School will present MCAS/AYP Information
- Parent Reports mailed week of October 3, 2011
- Teacher Conference Schedules
- Support teacher collaboration, and learning to continue the GREAT work being done in our district's classrooms.



How do we measure overall student success?

- Student involvement in activities and athletics
- Academic Achievement
 - SAT
 - Advanced Placement
 - MCAS
- Graduation Rate
- College Acceptance

