

# Milton Public Schools



## REPORT TO SCHOOL COMMITTEE

2012 Accountability Data

November 7, 2012

# Agenda

- School and District Progress and Performance Index
- Review of 2012 MCAS Highlights and Challenges
- How do we measure student success?

# Summary of Major Changes to the Annual Yearly Progress (AYP) Target

- AYP is being replaced with a new value called **PPI**: Progress & Performance Index
- Schools and districts categorized by Level 1-5 instead of NCLB categories (e.g., Needs Improvement, etc.)
- NCLB goal of 100 percent proficient replaced with new goal of reducing proficiency gaps by half by 2017

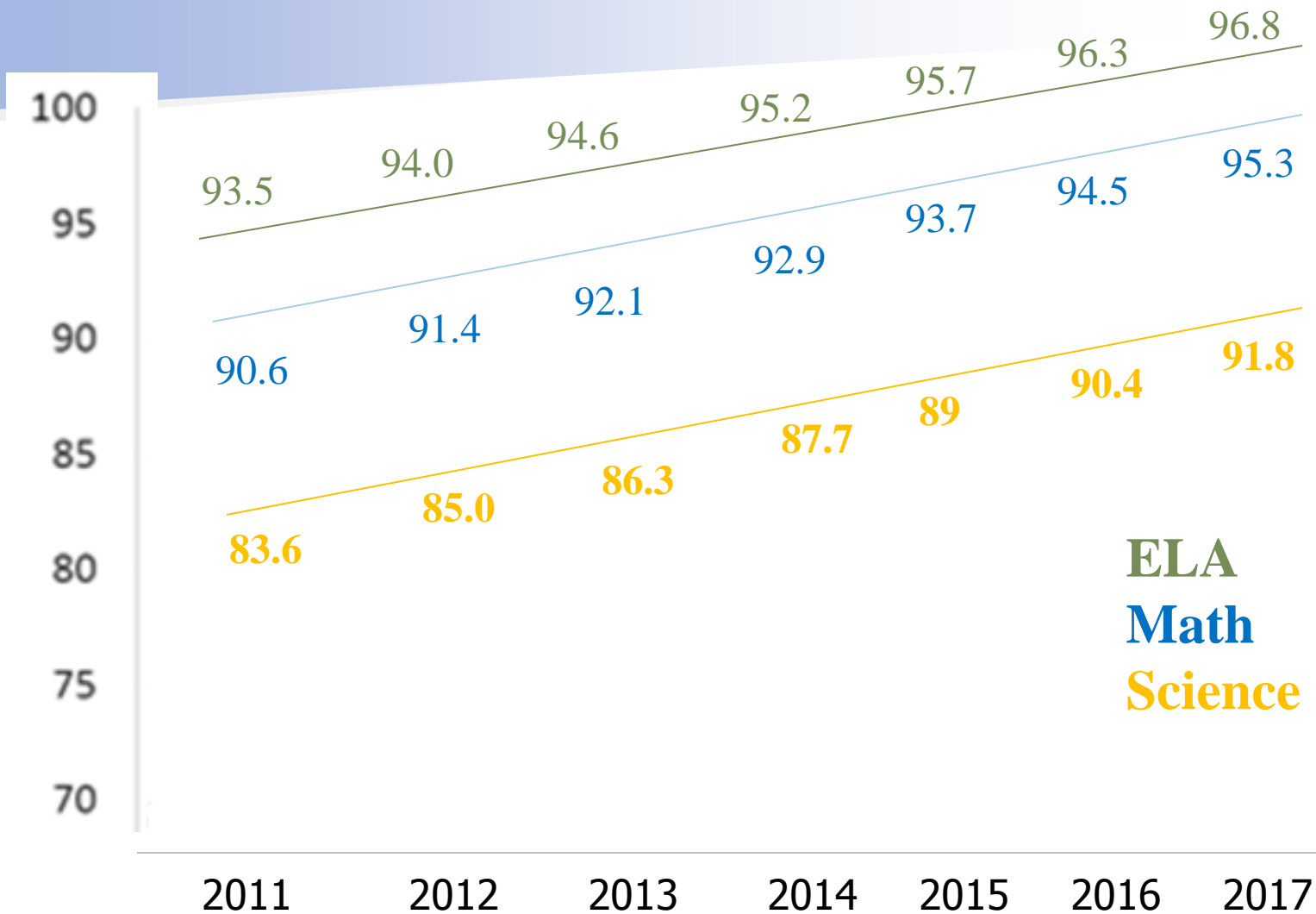
# Summary of Major Changes Continued

- PPI calculation includes student growth (in ELA and math) along with achievement (CPI)
- Achievement (CPI) portion **includes science!**
- Measures for a new “High Needs” subgroup will be calculated
- PPI calculation now gives credit for increasing the percentage of students in Advanced and/or moving students out of the Failing categories

# Level 1 Status

- Milton School District = Level 1
- This status has earned Milton a spot in the top 25% of all public and charter school districts.

# DISTRICT CPI TARGETS



# Accountability Levels

- **Level 1** – A school scoring a PPI of 75 or higher in both the aggregate and high needs subgroup.
- **Level 2** – A school whose PPI fell below 75 in either the aggregate or high needs subgroup.
- **Level 3** – A school scoring in the lowest 20% relative to other schools in the same grade span statewide for the aggregate or for one or more subgroups.
- **Level 4** – A school among the lowest-achieving and least-improving Level 3 schools statewide based on common grade levels.
- **Level 5** – A school who has failed to make improvements as outlined in its' redesign plan.


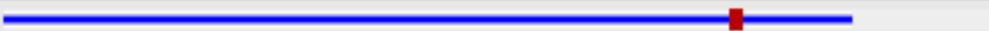




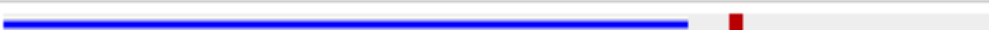



# Subgroups

PPI calculations will be made at all levels: state, district, school, and subgroup. The subgroups below are reported for groups of 30 or more students:

1. All students (“the aggregate”)
2. High needs students (an unduplicated count of students belonging to at least one of the following subgroups):
  - a) students with disabilities,
  - b) English language learners or former English language learners, or
  - c) Economically disadvantaged students (eligible for free/reduced price school lunch)
3. Students with disabilities
4. English language learners or former English language learners
5. Economically disadvantaged students
6. African American/Black students
7. Asian students
8. Hispanic/Latino students
9. White students
10. Multi-race Non-Hispanic/Latino students
11. Native Hawaiian/Pacific Islander students
12. Native American students.



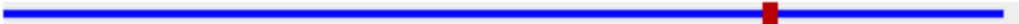



# DISTRICT Cumulative PPI





This district's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View
	Less progress	More progress		
<a href="#">All students</a>			93	Met Target
<a href="#">High needs</a>			85	Met Target
<a href="#">Low income</a>			79	Met Target
<a href="#">ELL and Former ELL</a>			84	Met Target
<a href="#">Students w/disabilities</a>			81	Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>				-
<a href="#">Asian</a>			100	Met Target
<a href="#">Afr. Amer./Black</a>			70	Did Not Meet Target
<a href="#">Hispanic/Latino</a>			100	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>			92	Met Target
<a href="#">Nat. Haw. or Pacif. Isl.</a>				-
<a href="#">White</a>			100	Met Target

# Collicot Cumulative PPI





This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			
	Less progress	More progress		
<a href="#">All students</a>			98	Met Target
<a href="#">High needs</a>			88	Met Target
<a href="#">Low income</a>			-	-
<a href="#">ELL and Former ELL</a>			-	-
<a href="#">Students w/disabilities</a>			96	Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-	-
<a href="#">Asian</a>			-	-
<a href="#">Afr. Amer./Black</a>			-	-
<a href="#">Hispanic/Latino</a>			-	-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-	-
<a href="#">White</a>			100	Met Target


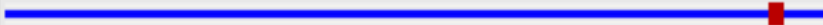

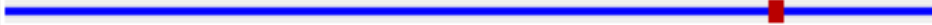

# Cunningham Cumulative PPI

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
<a href="#">All students</a>			100 Met Target
<a href="#">High needs</a>			88 Met Target
<a href="#">Low income</a>			-
<a href="#">ELL and Former ELL</a>			-
<a href="#">Students w/disabilities</a>			100 Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>			-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>			100 Met Target


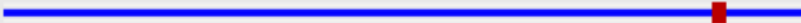
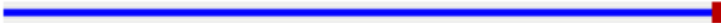





# Glover Cumulative PPI

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		
	Less progress	More progress	
<a href="#">All students</a>			100 Met Target
<a href="#">High needs</a>			89 Met Target
<a href="#">Low income</a>			-
<a href="#">ELL and Former ELL</a>			-
<a href="#">Students w/disabilities</a>			94 Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>			-
<a href="#">Asian</a>			-
<a href="#">Afr. Amer./Black</a>			-
<a href="#">Hispanic/Latino</a>			-
<a href="#">Multi-race, Non-Hisp./Lat.</a>			-
<a href="#">Nat. Haw. or Pacif. Isl.</a>			-
<a href="#">White</a>			100 Met Target



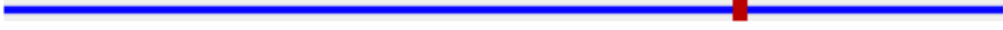
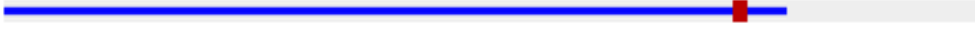

# Tucker Cumulative PPI

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			
	Less progress	More progress		
<a href="#">All students</a>			78	Met Target
<a href="#">High needs</a>			78	Met Target
<a href="#">Low income</a>			78	Met Target
<a href="#">ELL and Former ELL</a>				-
<a href="#">Students w/disabilities</a>				-
<a href="#">Amer. Ind. or Alaska Nat.</a>				-
<a href="#">Asian</a>				-
<a href="#">Afr. Amer./Black</a>			89	Met Target
<a href="#">Hispanic/Latino</a>				-
<a href="#">Multi-race, Non-Hisp./Lat.</a>				-
<a href="#">Nat. Haw. or Pacif. Isl.</a>				-
<a href="#">White</a>			100	Met Target

# Pierce Cumulative PPI

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			View
	Less progress	More progress		
<a href="#">All students</a>			92	Met Target
<a href="#">High needs</a>			82	Met Target
<a href="#">Low income</a>			74	Did Not Meet Target
<a href="#">ELL and Former ELL</a>				-
<a href="#">Students w/disabilities</a>			89	Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>				-
<a href="#">Asian</a>			91	Met Target
<a href="#">Afr. Amer./Black</a>			76	Met Target
<a href="#">Hispanic/Latino</a>			100	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>				-
<a href="#">Nat. Haw. or Pacif. Isl.</a>				-
<a href="#">White</a>			95	Met Target

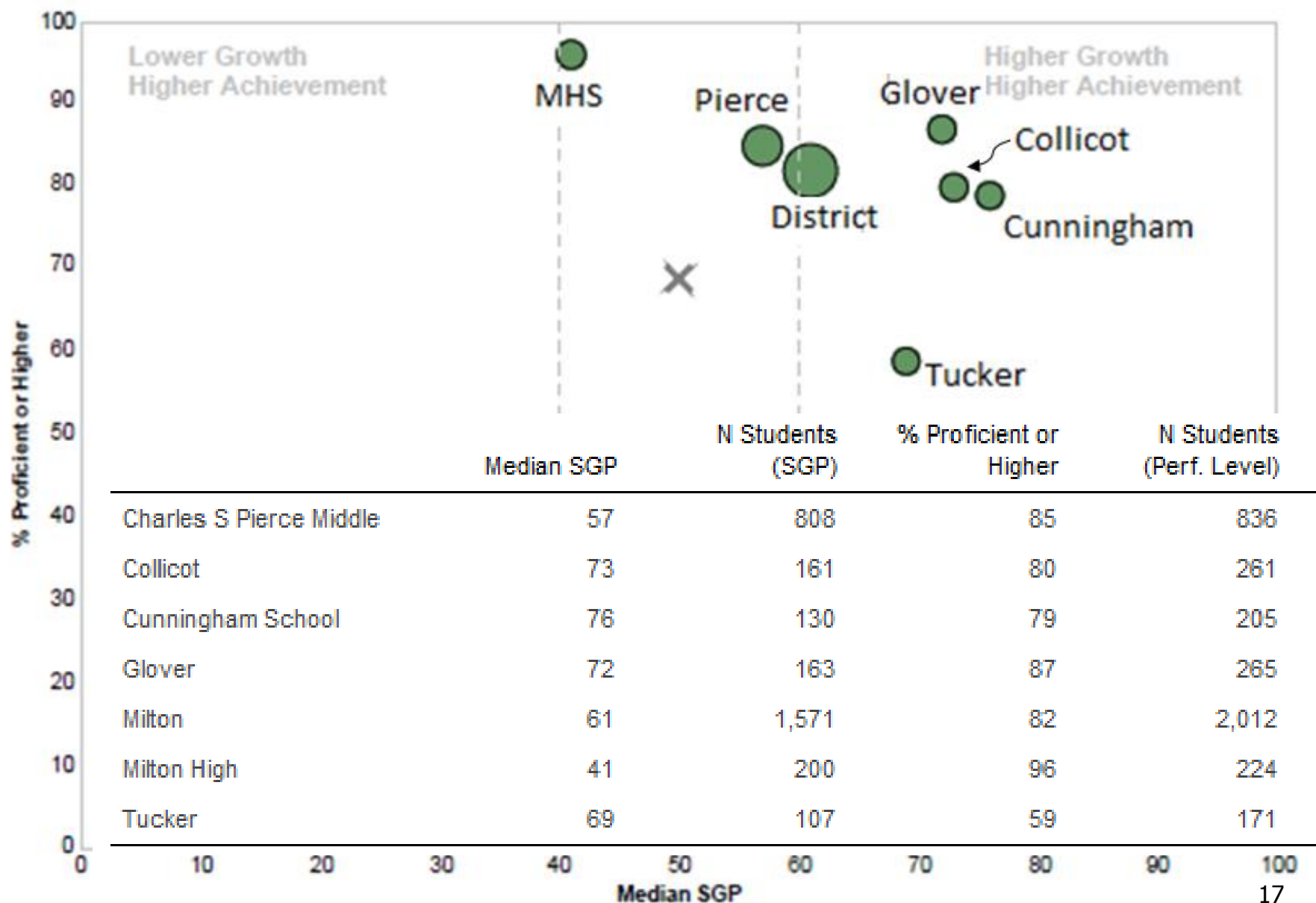
# Milton High School Cumulative PPI

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)				
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■			
	Less progress	More progress		
<a href="#">All students</a>			97	Met Target
<a href="#">High needs</a>			87	Met Target
<a href="#">Low income</a>			100	Met Target
<a href="#">ELL and Former ELL</a>				-
<a href="#">Students w/disabilities</a>				-
<a href="#">Amer. Ind. or Alaska Nat.</a>				-
<a href="#">Asian</a>				-
<a href="#">Afr. Amer./Black</a>			78	Met Target
<a href="#">Hispanic/Latino</a>				-
<a href="#">Multi-race, Non-Hisp./Lat.</a>				-
<a href="#">Nat. Haw. or Pacif. Isl.</a>				-
<a href="#">White</a>			100	Met Target

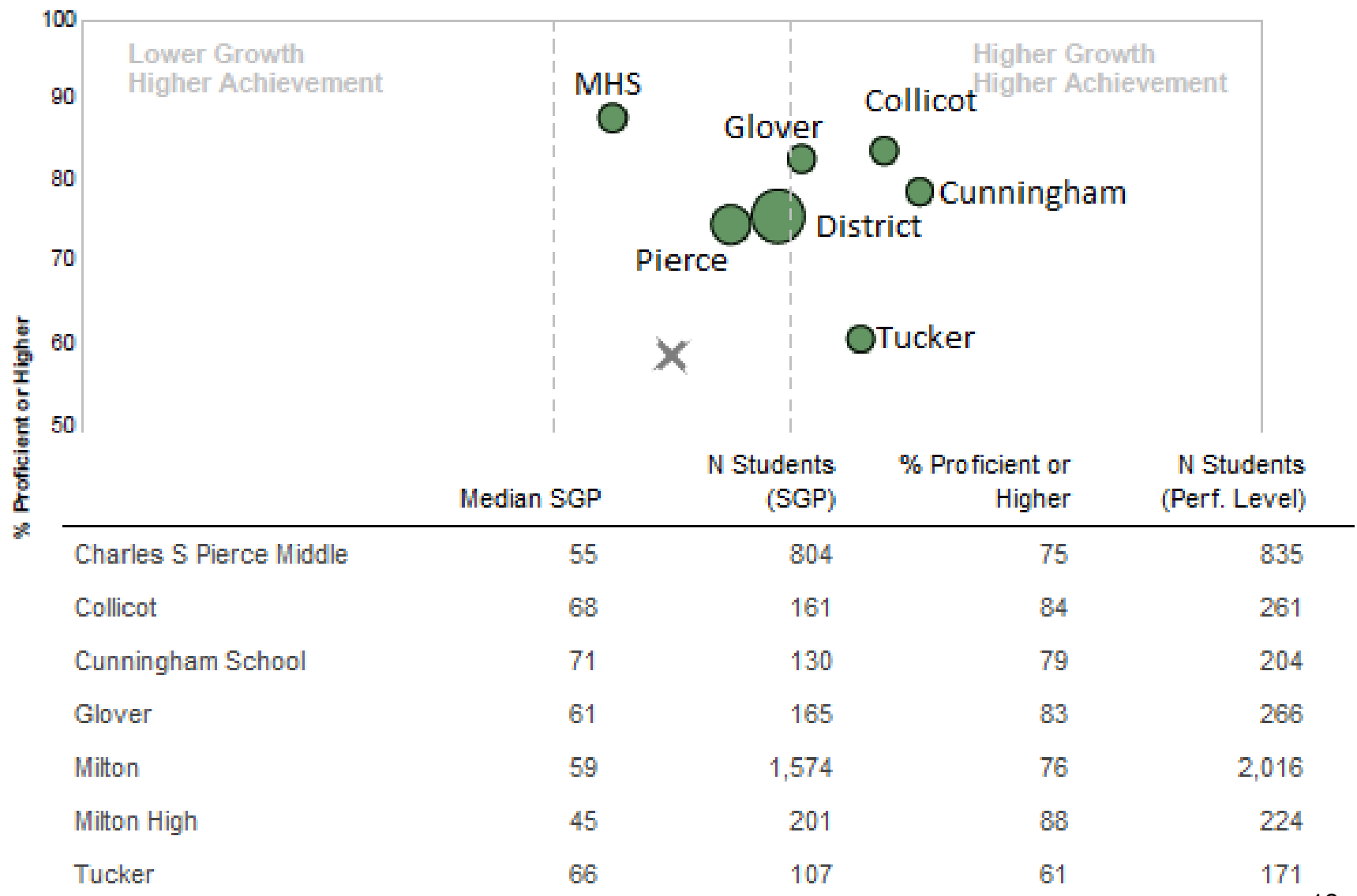
# MCAS Data Student Growth Percentile



# 2012 DISTRICT Growth by School - ELA



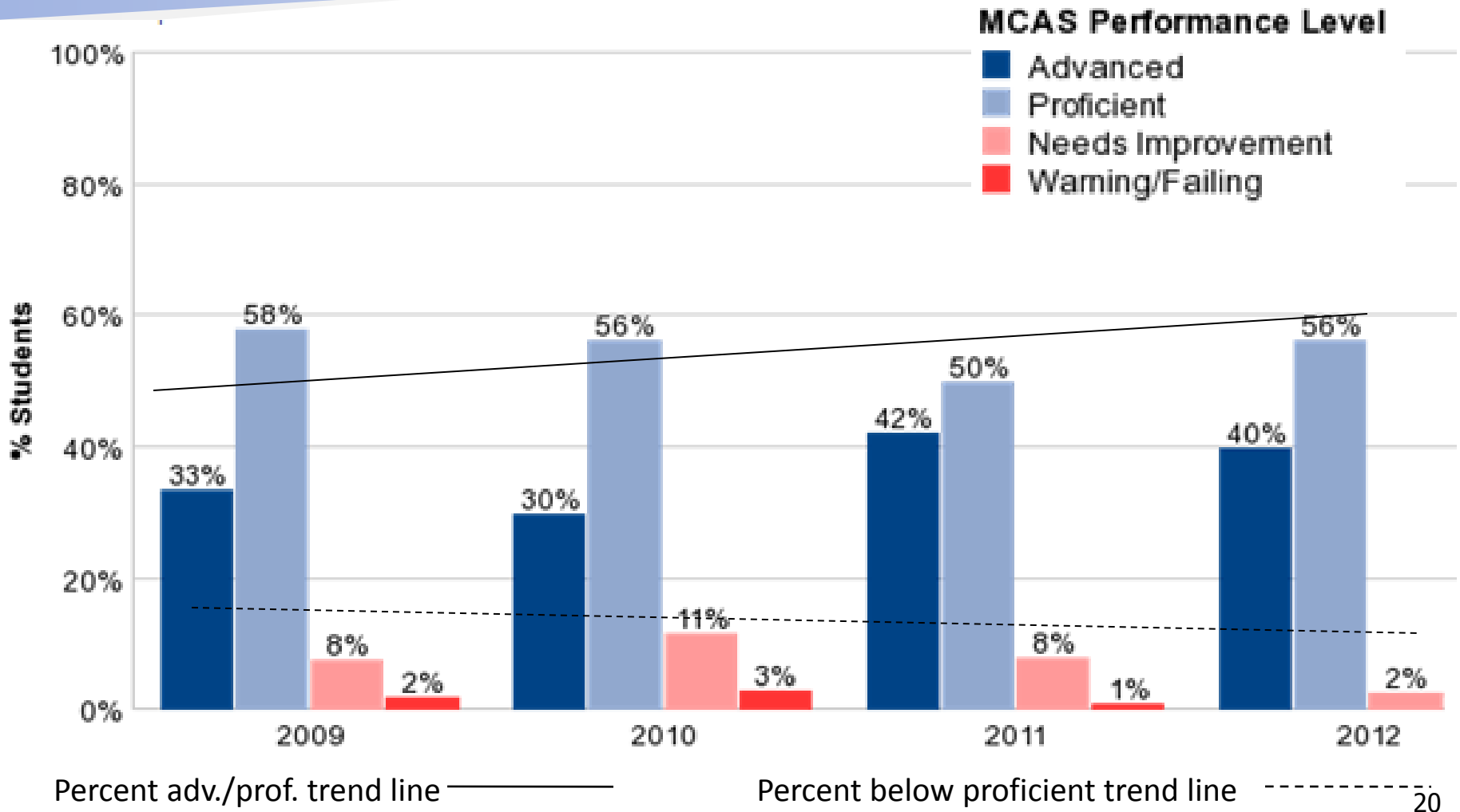
# 2012 DISTRICT Growth by School - Math



# MCAS Data

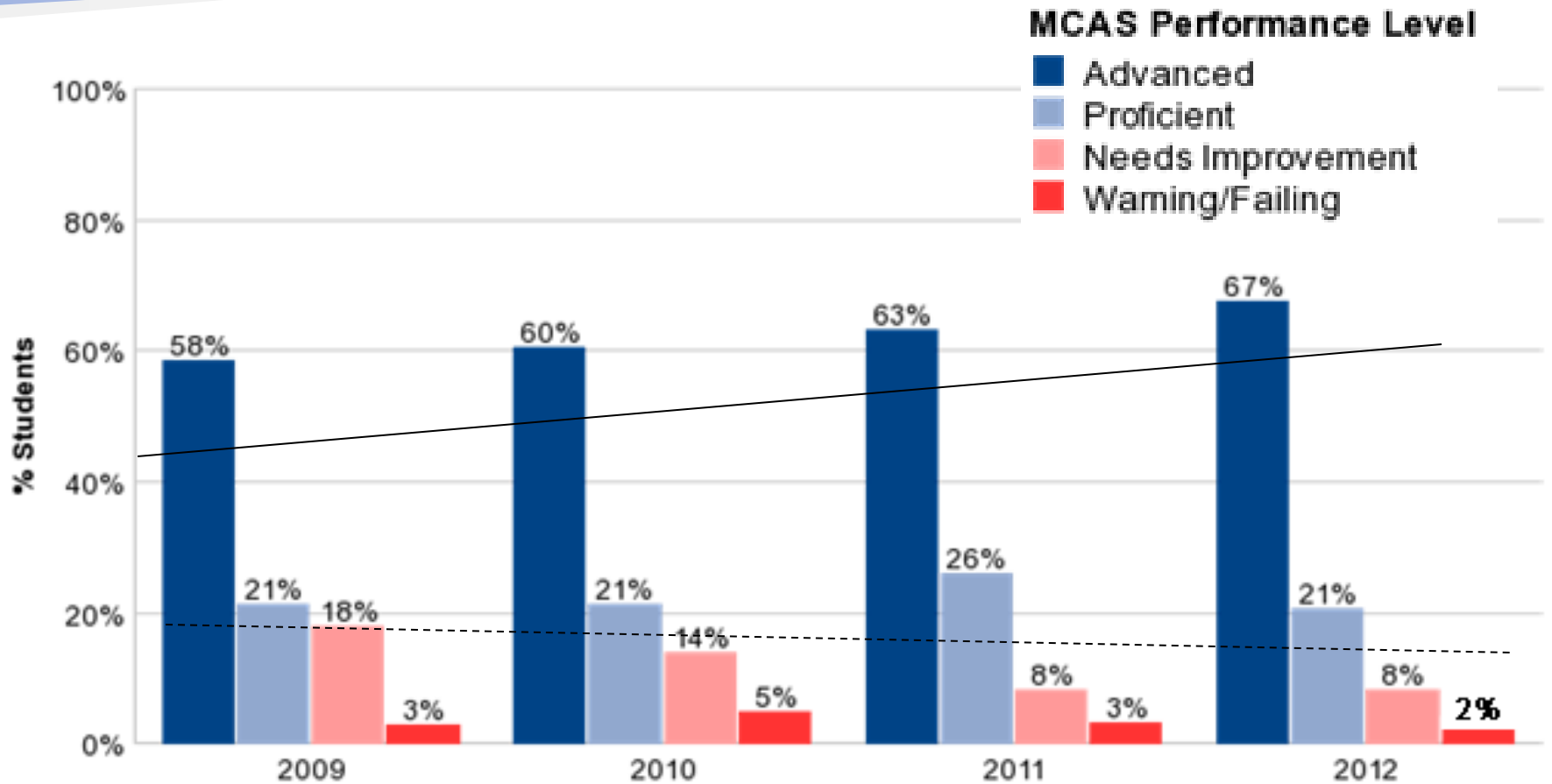
## Performance Level Trends Over Time

# ELA Grade 10



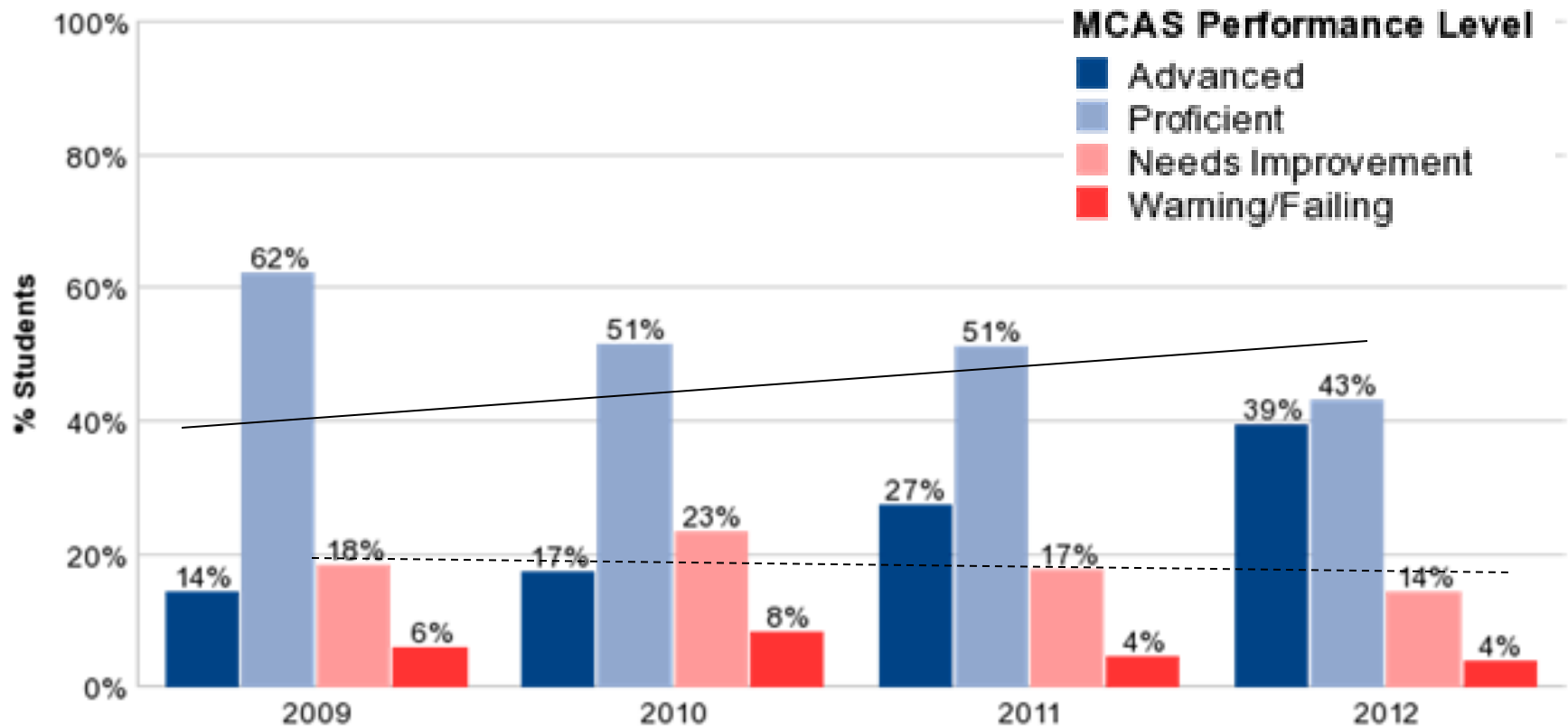
# MATH

## Grade 10



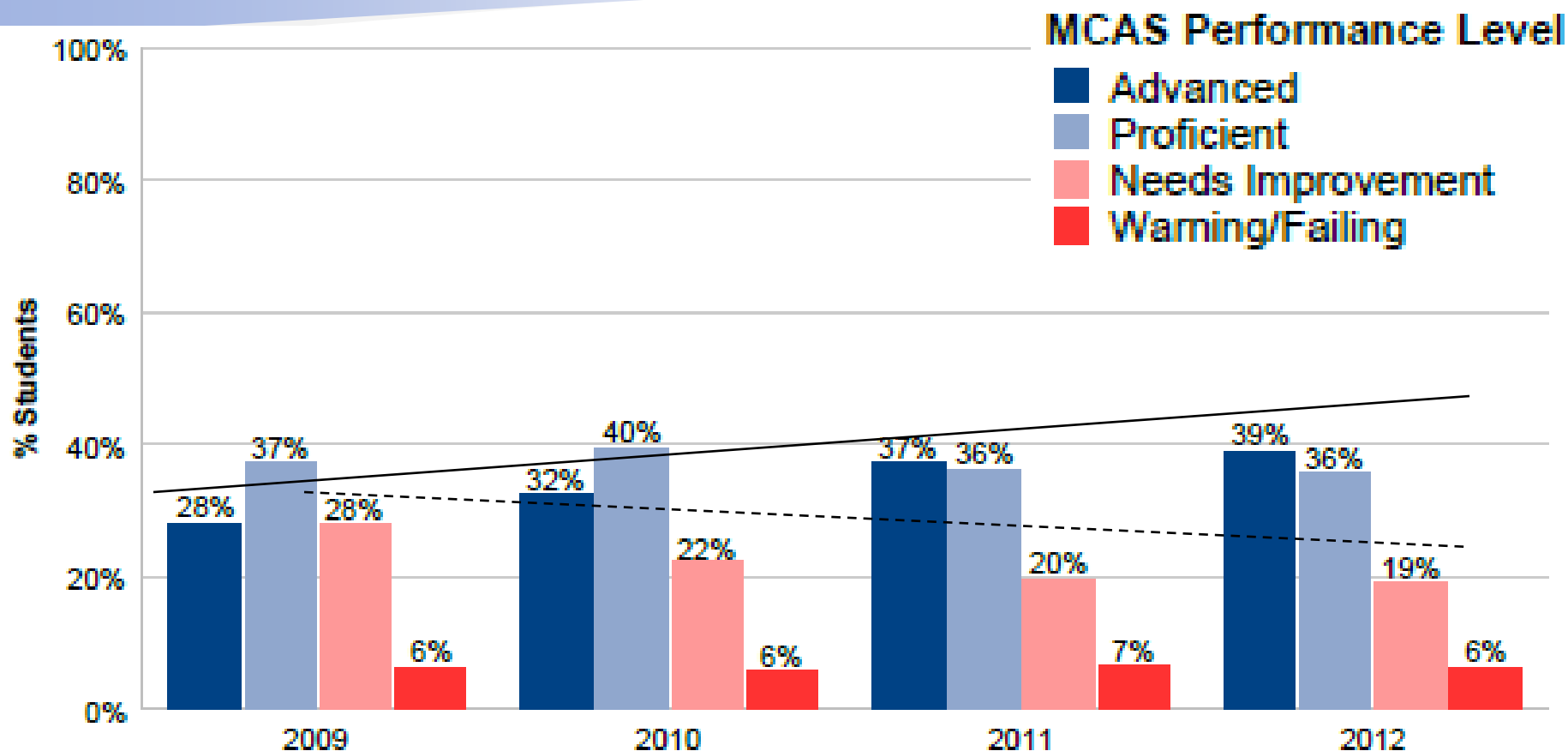
# Biology

## Grades 9 and 10



# Math

## Grades 6, 7, 8

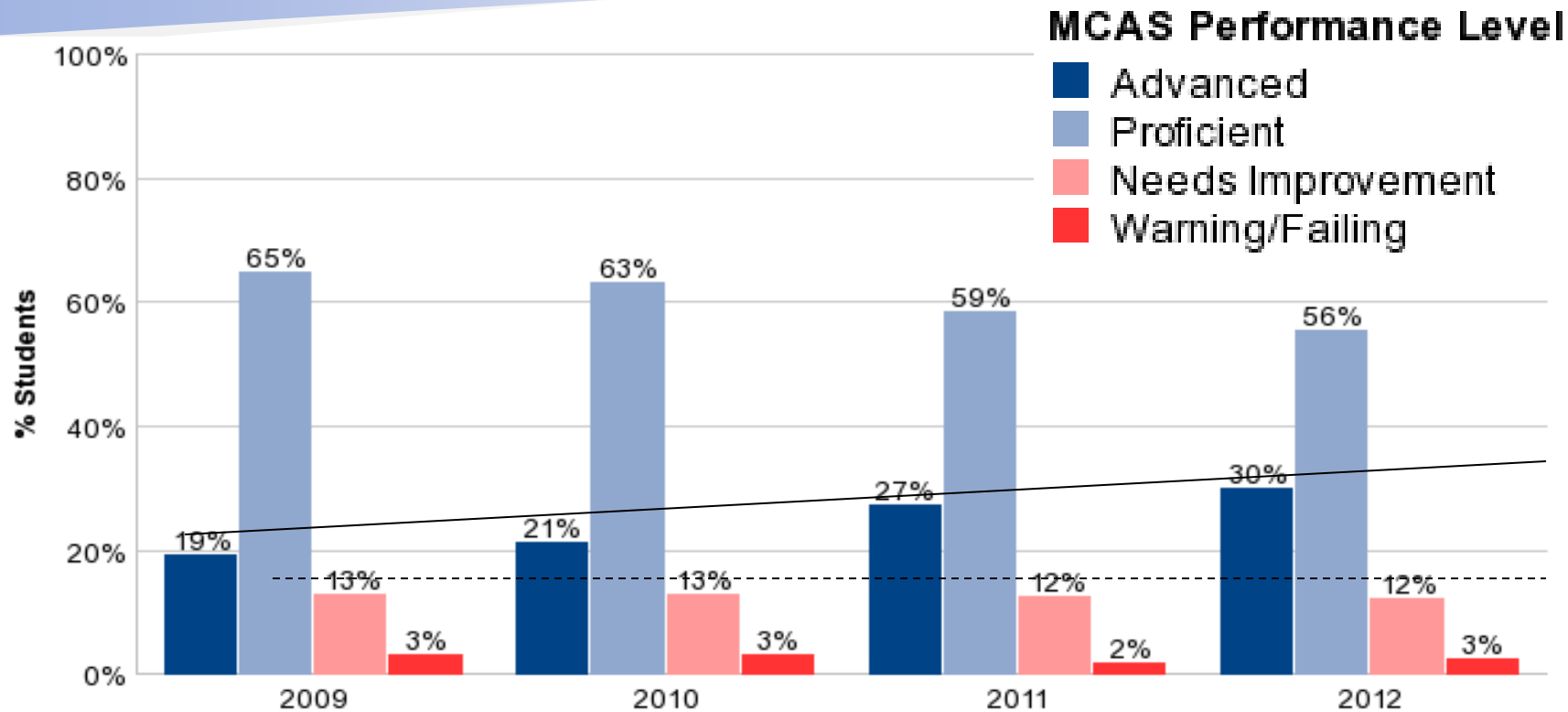


Percent adv./prof. trend line —————

Percent below proficient trend line - - - - - 23

# ELA

## Grades 6, 7, 8

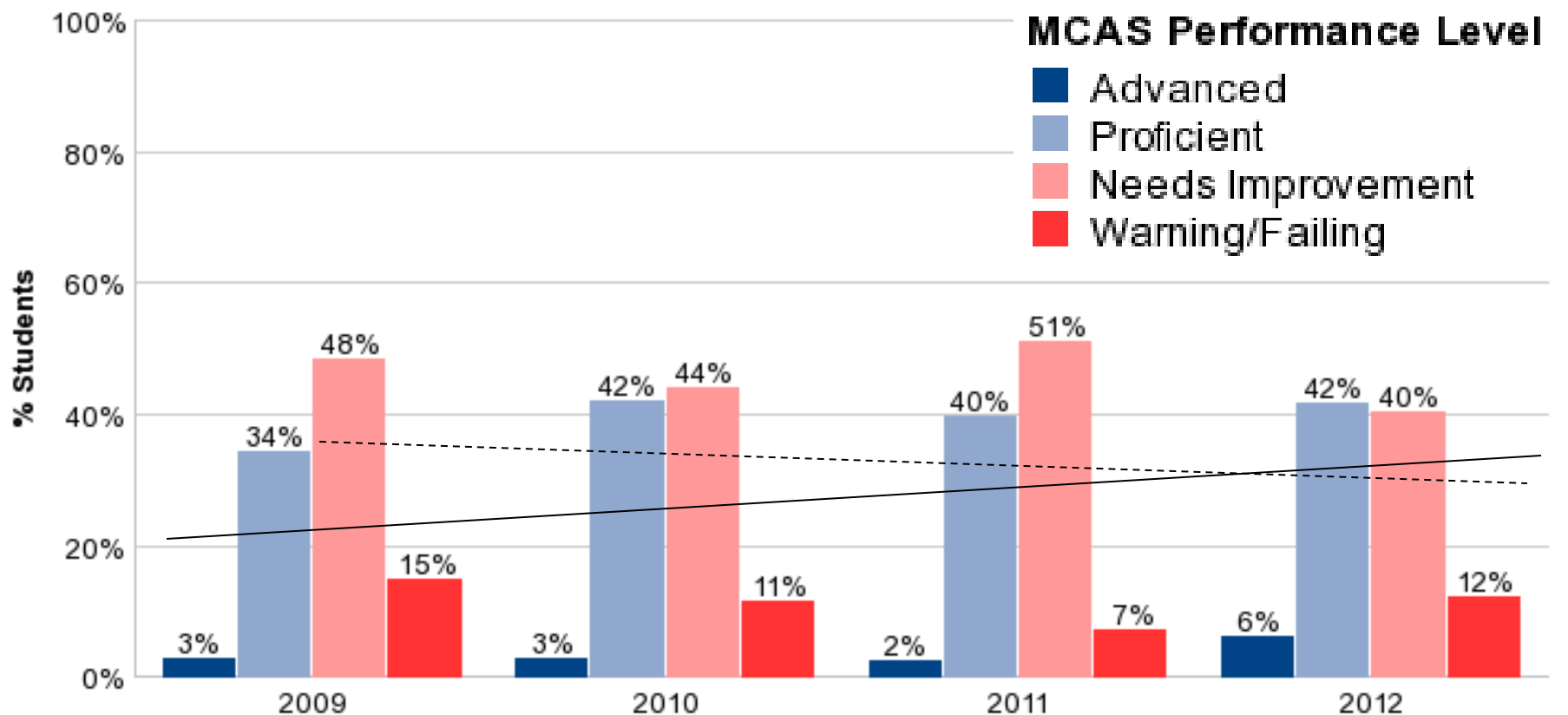


Percent adv./prof. trend line —————

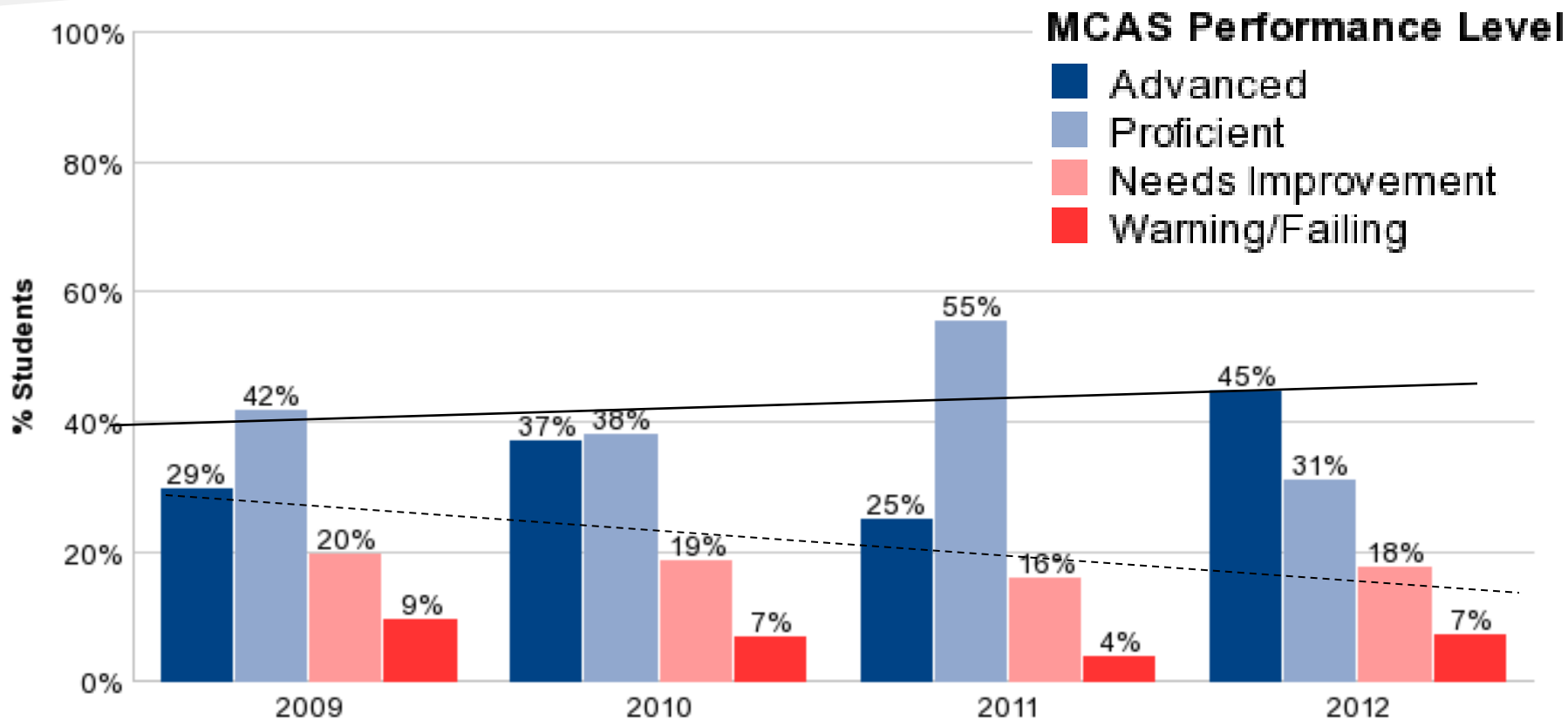
Percent below proficient trend line - - - - - 24



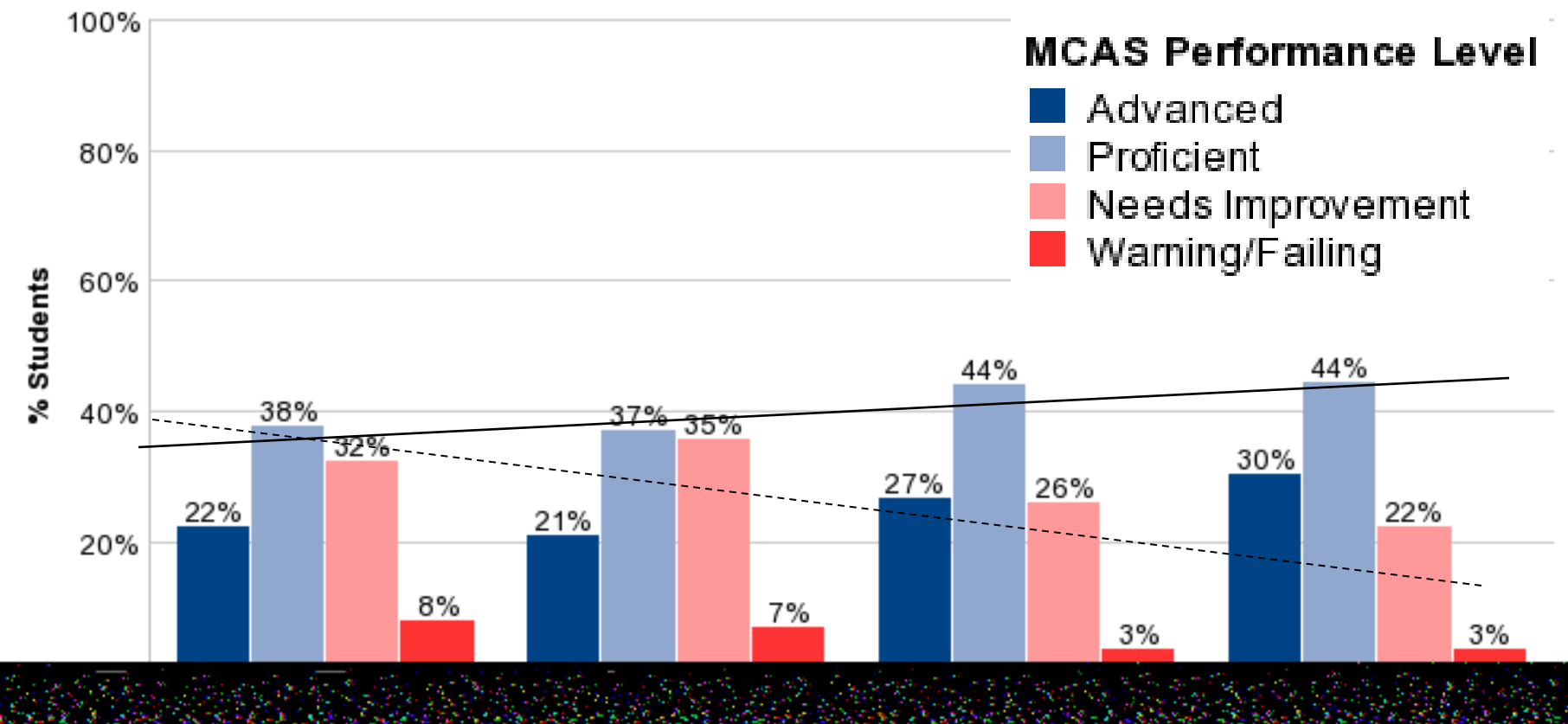
# Science Grade 8



# Math Grade 3



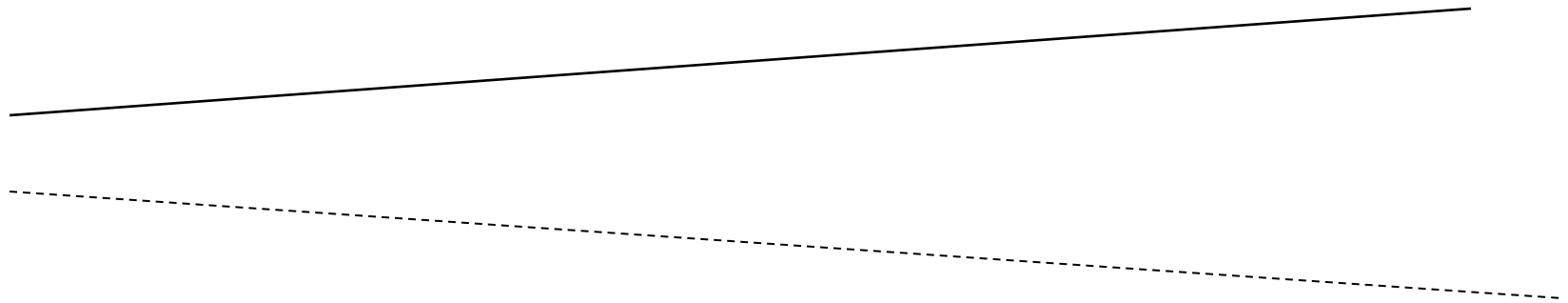
# Math Grade 4



# Math Grade 5

## MCAS Performance Level

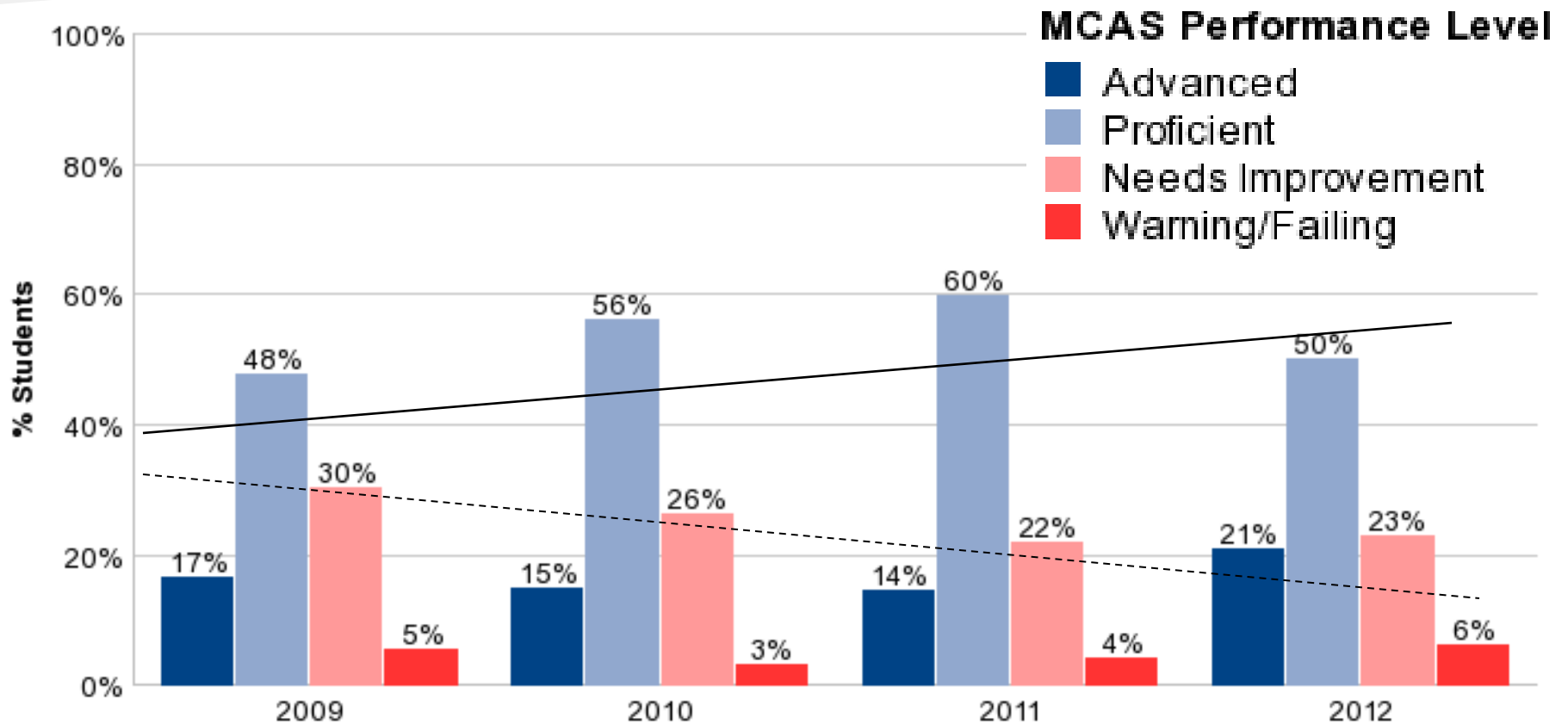
- Advanced
- Proficient
- Needs Improvement
- Warning/Failing



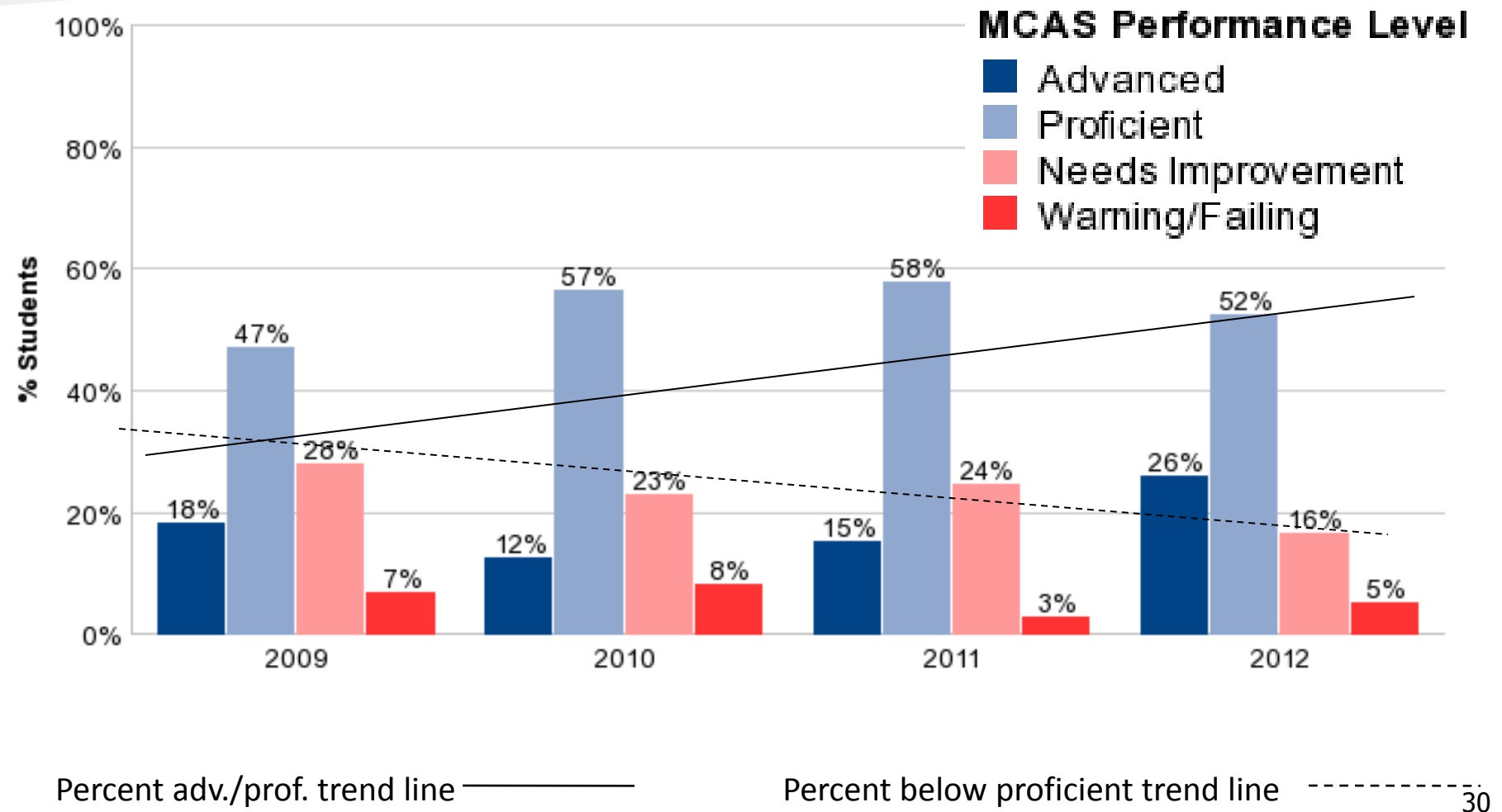
Percent adv./prof. trend line —————

Percent below proficient trend line - - - - - 28

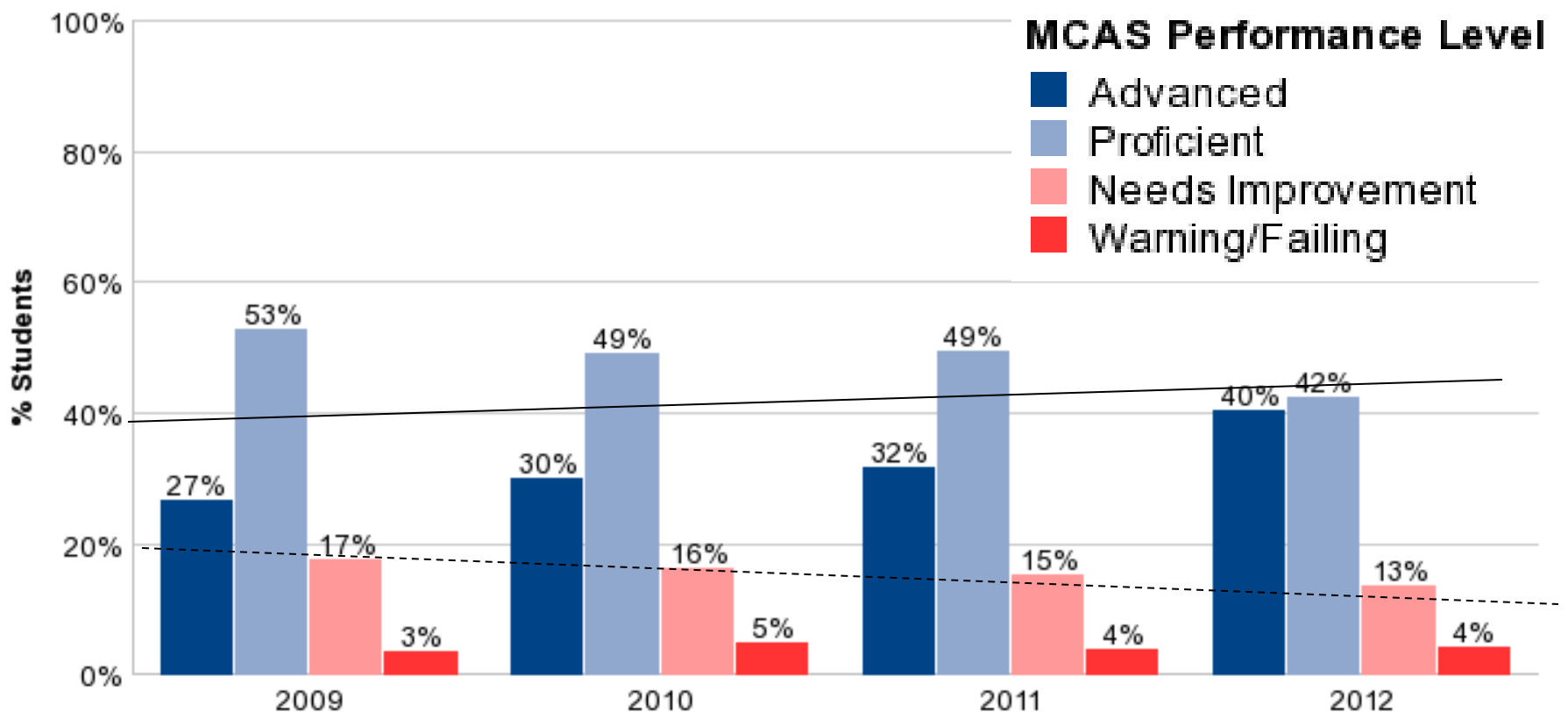
# ELA Grade 3



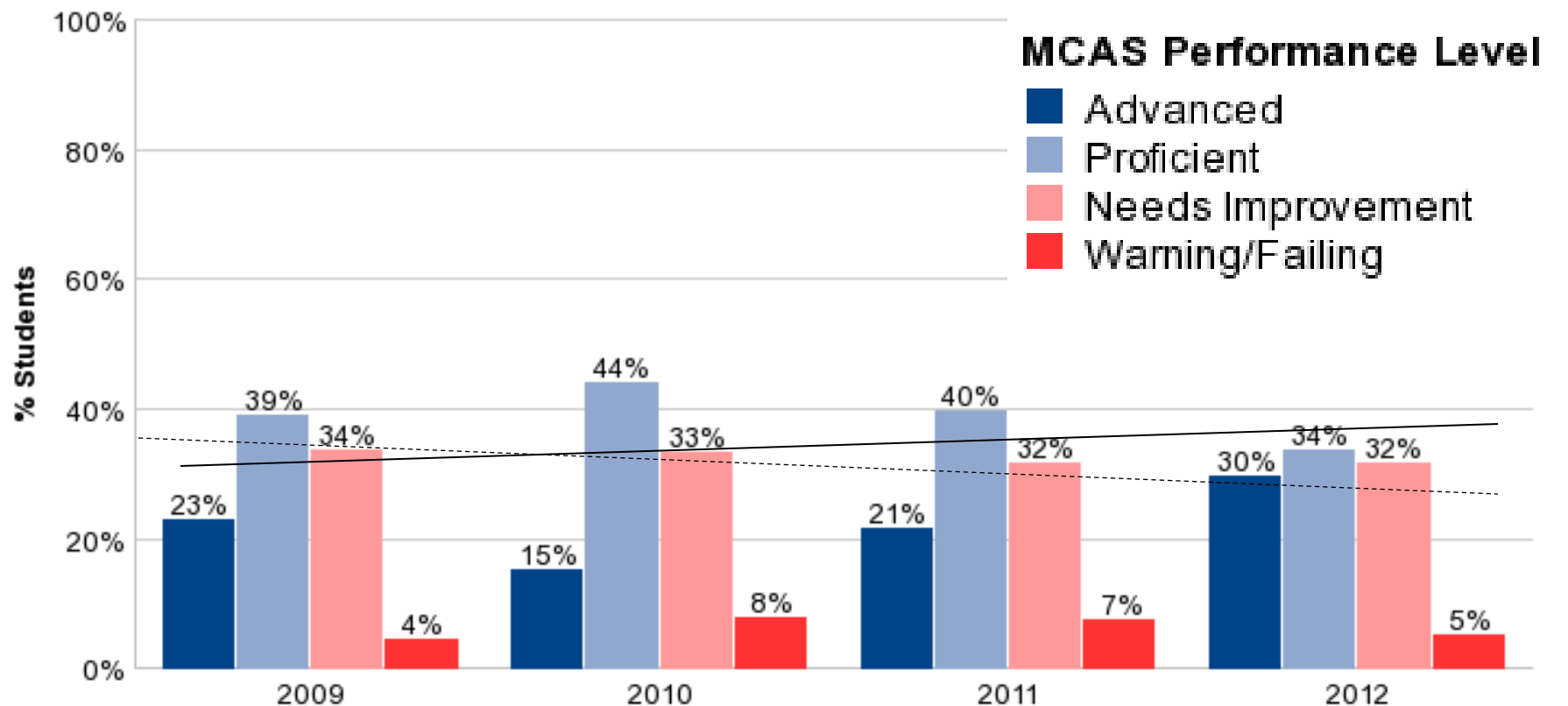
# ELA Grade 4



# ELA Grade 5



# Science Grade 5





# Sub Group Data

## State and Subject Comparison

# District/State ELA Comparison

## High Needs Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	40	40	0
4	45	34	+11
5	61	39	+22
6	49	43	+6
7	58	50	+8
8	67	63	+4
10	81	76	+5

# District/State STE High Needs Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
5	<b>37</b>	<b>29</b>	<b>+8</b>
8	<b>23</b>	<b>19</b>	<b>+4</b>
9,10 (BIO)	<b>49</b>	<b>46</b>	<b>+3</b>

# District/State Math Comparison

## High Needs Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	47	41	+6
4	41	30	+11
5	59	35	+24
6	49	38	+11
7	25	28	-3
8	33	29	+4
10	64	59	+5

# District/State ELA Comparison African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	48	38	+10
4	37	32	+5
5	58	40	+18
6	50	42	+9
7	63	52	+11
8	71	66	+5
10	88	76	+12

# District/State Math Comparison African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
3	50	38	+12
4	35	24	+11
5	47	31	+16
6	54	38	+16
7	38	28	+10
8	39	27	+12
10	65	59	+6

# District/State STE

## African American/Black Subgroup

Grade	% Proficient or Higher (district)	% Proficient or Higher (state)	Difference
5	36	22	+14
8	19	17	+2
9,10 (BIO)	75	45	+30

# Level 1 Status

- Milton School District = Level 1
- This status has earned Milton a spot in the top 25% of all public and charter school districts.



# District Levels

Bay-State League Districts	Level	Additional Comparable Districts	Level
<b>Braintree</b>	<b>2</b>	<b>Belmont</b>	<b>2</b>
<b>Brookline</b>	<b>2</b>	<b>Hingham</b>	<b>2</b>
<b>Dedham</b>	<b>2</b>	<b>Holliston</b>	<b>1</b>
<b>Framingham</b>	<b>3</b>	<b>North Andover</b>	<b>2</b>
<b>Natick</b>	<b>2</b>	<b>Reading</b>	<b>2</b>
<b>Needham</b>	<b>2</b>	<b>Scituate</b>	<b>2</b>
<b>Newton</b>	<b>2</b>	<b>Sharon</b>	<b>2</b>
<b>Norwood</b>	<b>2</b>	<b>Westborough</b>	<b>2</b>
<b>Walpole</b>	<b>2</b>	<b>Westford</b>	<b>2</b>
<b>Wellesley</b>	<b>2</b>	<b>Westwood</b>	<b>2</b>
<b>Weymouth</b>	<b>3</b>		

# How do we measure overall student success?

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



# SAT Reasoning Test Average Scores

- The following chart shows average scores of Milton High School seniors on the 2002 to 2012 SAT Reasoning Test. Students can score between 200 and 800 points on each part of the test.

SAT Reasoning Test	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Verbal	528	528	535	526	~	~	~	~	~	~	~
Math	496	507	524	526	519	534	535	520	509	527	529
Critical	~	~	~	~	520	530	533	518	499	515	514
Writing	~	~	~	~	511	527	533	511	497	508	506
Combined Score	1024	1035	1059	1052	1550	1591	1601	1549	1505	1550	1549
Class Size	232	230	246	225	220	240	241	231	272	243	234
# of Seniors taking	210	216	236	204	220	240	229	228	255	240	234
% of Seniors taking	90%	94%	96%	91%	100%	100%	95%	99%	94%	99%	100%

# MILTON HIGH SCHOOL ADVANCED PLACEMENT (A.P.) TEST RESULTS

- The following chart shows the Advancement Placement (AP) test scores of Milton High School juniors and seniors from 2001-2012. Advanced Placement tests are scored from 5 (top score) to 1 (low score). Students who qualify for college credit score 3, 4, or 5 on the test.

Year	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Number of Test Takers	167	144	158	137	145	194	230	239	248	276	276	299
Number of Tests Taken	313	249	284	289	268	369	459	484	496	546	584	608
Percent Qualifying	50%	57%	62%	66%	58%	58%	58%	54%	49%	46%	54%	66%

# MHS Students – Post Graduation Plans

Class of	Class Size	Four Year Colleges	Two Year Colleges	Employment	Military
2006	220	78%	16%	4%	2%
2007	233	86%	8%	6%	0%
2008	241	80%	14%	5%	1%
2009	250	81%	15%	3%	1%
2010	272	81%	14%	4%	1%
2011	243	83%	11%	6%	0%
2012	241	81%	15%	3%	<1%

# District Data Highlights

- The Milton Public Schools is a LEVEL 1 DISTRICT – Top 25% in the Commonwealth of Massachusetts
  - Tucker – Level 1 School
  - Cunningham – Level 1 School
  - Pierce - Level 1 School
  - Glover – Level 1 School
  - Collicot – Level 1 School
  - Milton High – Level 1 School
- Two of the MPS schools received Commendations from the Commonwealth of Massachusetts:
  - Glover School - High Progress
  - Collicot Schools – High Progress and Narrowing the Proficiency Gaps
- 100% of 2011-2012 eligible seniors participated in the SAT exam while continuing to out perform the national average
- Participation in AP exams has increased while the percent of qualifying scores on the AP exams increased from 54% to 66%

# District Data Challenges

- ❑ Continue the Level 1 Status of each School and District in All Students and High Needs
- ❑ Continue to raise the number of all students who achieve at the level of advanced/proficient for all three MCAS subjects; while reducing those students in the warning
- ❑ Increase the K-12 “rigor” to provide all students with the skill-set to take part in high level programming at MHS (AP, SAT)
- ❑ Reduce the achievement gap for students in the subgroups of high needs and African American/Black

# End of Presentation