
Milton Public Schools Self-Evaluation: Data, Drivers, & Needs

Milton Public Schools
School Committee Presentation
December 16, 2020

Agenda

- Explanation of Process
 - Selected Observations of Available District Data
 - Summary of MA DESE Self-Assessment Findings
 - Seeking Root Causes: Linking Self-Assessment Findings to Observations in Data
 - Next Steps
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Self-Assessment Process

- [MA DESE District Self-Assessment Tool](#)
 - Leadership & Governance
 - Curriculum & Instruction
 - Assessment
 - Human Resources & Professional Development
 - Student Support
 - Financial and Asset Management
 - Leaders representing all levels provided individual responses
 - Members from each school-based Site Council were invited to provide feedback on family engagement and community partnerships
 - Areas of strength and areas for growth were formed based on and revised in light of collective feedback
 - Available/relevant data were analyzed
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MPS Available Data Observations

Highlights and Growth Opportunities

Data Observations- Enrollment District & Model

Historical:

- MPS enrollment has steadily increased over time- 4052 in FY16 to 4454 in FY20. *(see slide #5 of District Data Overview slides)*

This Year:

- The percentage of students who chose the Full Remote Model is approximately 20%, but varies by school, race, low income status, and English language learner status. *(see slide #19; 22-24 of the District Data Overview slides)*
 - The percentage of students of color in the Full Remote Model is 61% as compared to our student population, which is 31% students of color. *(see slide #22 of the District Data Overview slides)*
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Data Observations- Proportionality

Highlights:

- Two schools, Collicot (5.4% in SY16 to 10.8% in SY20) and Pierce Middle School (6.6% in SY16 -12.0% in SY20) have shown consistent increases in the % of staff of color over the last 5 years. *(see slide #16 of District Data Overview slides)*

Growth Opportunity:

- The district percentage of staff of color is about 11.1% as compared to a student population of 31% students of color. *(see slide #16 of District Overview slides)*
 - The percentage of students of color has remained at about 31% for the last 5 years. However, the percentage of students with special needs who are students of color has remained at about 37% for the last 5 years. *(see slide #8 of District Data Overview slides)*
 - The percentage of students of color who enrolled in the French Immersion program SY21 is only 23% as compared to 33% grade 1 students of color. *(see slide #15 of District Data Overview slides)*
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Data Observations- Attendance (2020-21)

Highlights:

- The attendance rate varies by grade level for grades K-12 from 97.4% to 98.8%. *(see slide #19 of the District Data Overview slides)*
- When analyzed by school, race, and instructional model few subgroups have attendance rates that fall below 95%. None fall below 90%. The Full Remote Model has the fewest subgroups with a rate below 95%. *(see slide #22 of the District Data Overview slides)*

Growth Opportunity:

- Differences in rates of attendance are observed when considering students in the low income subgroup as compared to their counterparts. However, none of those groups at any of the six schools falls below 90%. *(see slide #23 of the District Data Overview slides)*
 - The same is true for our English Language Learner group with one group at one school falling slightly below 90%. *(see slide #24 of the District Data Overview slides)*
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Data Observations- Standardized Assessments

Highlights:

- Half of the graduating senior class (52%) have experienced success in at least one AP course during their high school career where they scored at least a 3.
- 139 out of 325 AP students (or 43%) are recognized for academic distinction as AP Scholars. Some students received multiple awards. *(see slide #28 of District Data Overview slides)*
- In SY 2019-20, 88% of all AP students received a qualifying score of 3, 4 or 5 on at least one of their exams. *(see slide #28 of District Data Overview slides)*
- 96% of the Class of 2020 took the SAT. *(see slide #40 of District Data Overview slides)*

Growth Opportunity:

- 67% of students in the Class of 2020 met both the Evidence-based Reading and Writing and the Math benchmark on the SAT. *(see slide # 41 of District Data Overview slides)*
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Data Observations- Standardized Assessments Proportionality

Highlights:

- The percentage of AP exams that earned a 3 or more and were taken by students who qualified for a reduced fee was only 2% points less than the percent for those who did not receive a reduced fee. This difference has been 11% or more in previous years. (slide #34 District Data Overview slides)
- Participation in the SAT exam is or almost is proportionate for all subgroups. (slide #40 District Data Overview slides)
- The percentage of AP exams that earned a 3 or more and were taken by African-American students and Hispanic/Latino students increased from Spring 2019 to Spring 2020 (+8% and +5%, respectively). (slide #33 District Data Overview slides)

Growth Opportunity:

- African-American students are not participating in AP courses at the rate of their share of the population (less than half the percentage). (slides #31& 32 District Data Overview slides)
 - Performance on SAT for students of color and students who qualified for a reduced fee was notably disproportionate (35% and 40%, respectively as compared to 67%). (see slides #42&43 of District Data Overview slides)
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Preliminary Early Reading Data Observations

Preliminary elementary English literacy data suggest:

- Progress towards grade level expectations in Phonemic Awareness and Reading Comprehension skills is slower as compared to Fall 2019-2020
 - Some Notes:
 - Phonemic Awareness and Reading Comprehension data was collected for students in grades 1 and 2 respectively
 - Reading Specialist supported asynchronous instruction and now working with targeted groups based on collected data
 - Progress monitoring is done consistently

Preliminary elementary French Immersion reading data suggest:

- A smaller than anticipated language acquisition gap in decoding/phonics and reading comprehension
 - Some Notes:
 - Reading records were administered through GB+ for all Grades 1-5 Remote and Hybrid students.
 - Groups for literacy support (decoding/phonics and comprehension) were formed based on data and teacher recommendations in Grade 1 & 2.
 - Reading Specialists continue to support whole class, asynchronous instruction in Grades 1 and 2
 - Progress monitoring is done consistently
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Insights from DESE Self-Assessment Tool Reflection

Leadership and Governance

School committee members and district and school leaders work collaboratively and strategically to improve all students' performance, opportunities, and outcomes. They establish, implement, and evaluate policies, procedures, systems, and budgets with a primary focus on achieving district-wide improvement goals, in part through equitable and effective use of resources.

Areas of Strength:

- Articulated vision
- Advocacy for funding

Areas for Growth:

- Clearly articulated, data driven goals to guide work at all levels of the district especially those related to closing achievement/opportunity gaps
 - Provide frequent updates linked to goals
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Curriculum and Instruction

The district ensures effective implementation of high-quality, standards-aligned curricular materials; instruction that challenges and supports all students to meet Massachusetts standards; and a variety of academic offerings preparing all students for college, career, and civic participation.

Areas of Strength:

- Consistent implementation
- Instruction that allows access to grade-level text, real world applications, and fostering of SEL competencies

Areas for Growth:

- Full implementation of a rigorous review and alignment process inclusive of all stakeholders
 - Using data to inform instruction
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Assessment

The district establishes and supports a culture that values the use of data in improving teaching, learning, and decision-making. District and school leaders ensure that systems are in place for the efficient and purposeful collection, use, and sharing of data from a variety of assessments to guide decision making at the district, school and classroom levels and to improve all students' performance, opportunities, and outcomes.

Areas of Strength:

- Use of informal and formal methods of assessment
- Internal sharing of data

Areas for Growth:

- Use of multiple sources of data for a comprehensive picture
 - Use of data to set and track goals
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Human Resources & Professional Development

The district strategically designs, implements and oversees human resource and inclusive professional development efforts in a way that supports an aligned human capital management system and results in the employment, development and retention of effective educators who are successful in advancing all students' performance, opportunities, and outcomes.

Areas of Strength:

- Induction and mentoring
- Recognition, leadership development, and advancement

Areas for Growth:

- Hiring and recruitment systems
 - Professional development/growth systems
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Student Support

The district ensures that schools support students' safety, well-being, and sense of belonging; systematically identify and address students' needs; and engage families and community partners to improve all students' performance, opportunities, and outcomes.

Areas of Strength:

- Safe and supportive school environment
- Engagement with families

Areas for Growth:

- Evidence based practices, programs, and systems for students by tier
 - Process to ensure equitable distribution and effectiveness of supports
 - Dismantling systemic inequities
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Financial and Asset Management

District leaders manage the equitable allocation and effective use of funding and other resources to improve all students' performance, opportunities, and outcomes, support the district's improvement plan, and secure community support.

Areas of Strength:

- Business office processes
- Clear budget documents
- Forecasting needs

Area for Growth:

- Linking all funds to student opportunities and outcomes
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Next Steps (Immediate & Long Term) and Needs

Next Steps: Data Collection

- Attendance follow up tracking (ongoing)
 - Kindergarten – collect data with ESGI (December)
 - Grades 1 & 2 – selected Lexia Rapid subtests- phonemic awareness and early literacy skills (January)
 - Grades 3-8 – Lexia Rapid (December)
 - Grades 1-5 (French Immersion)- GB+ (February/March)
 - Grades K-8 Math- implement identified tool in January
 - SEL survey (Gr. 6-12- December; Gr. K-5- February)
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Next Steps: Long Term Planning

- Prioritize areas for growth from the District Self-Assessment tool
 - Engage in district Equity Audit (facilitated by Cambridge Education), which will further assist in prioritization
 - Reflect on self-assessment process and its role in our district strategic planning process
 - Articulate clear, measurable action steps linked to identified priorities
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Needs

- Needs fulfilled: recently awarded positions (Reading Specialist, Math Interventionist, Educational Technology, Technology Support, MS World Language, HS Science)
 - Funds are needed for continued professional development for remote learning.
 - Funds will be needed to purchase new elementary mathematics curriculum.
 - Funds will be needed to purchase additional technology, including data and assessment platforms.
 - Funds will be needed for the next phase of cultural proficiency professional development.
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