



2017-18 MCAS & Assessment Presentation

Prepared for the School Committee
November 28, 2018

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Agenda

- Review of district MCAS data
- High school standardized assessments
 - 2017-18 Advanced Placement
 - Class of 2018 SAT
- Conclusion; Next steps



Context

- The state recently updated the almost 20-year old MCAS testing and transitioned over to the next-generation MCAS.
 - We are cautioned against doing any trend analysis using legacy MCAS data because the next-generation MCAS is a different test with new data points (cut scores, performance levels etc.)
- DESE will continue to transition all remaining grades and subjects over to the next-generation test.
- In this current wave of change, the state has implemented a brand new accountability system to reflect the new testing data. This new system is still under review by the state.
- Why all these changes?
 - Because despite being the top public school system in the nation, Massachusetts still sends students to college who need remedial courses to catch up and engage in college-level work.
 - Not only Mass, but nationally, the College Board also redesigned and implemented a new suite of SAT assessments in 2015-16 that aligns to research on what students need to be college and career ready.

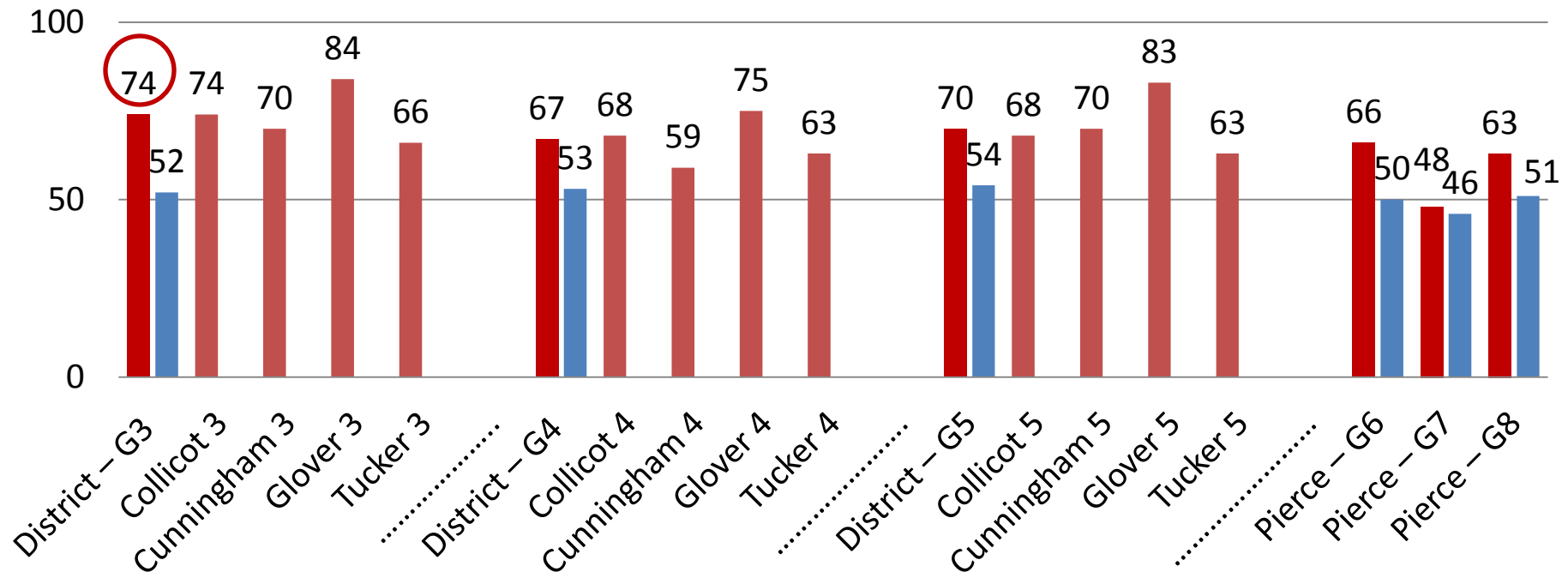
Standardized Assessment Data: 2017-18 MCAS



Next-generation ELA MCAS Results

**2018: Percentage of MPS students meeting/exceeding expectations
on ELA Next-Generation MCAS G3-8**

■ % Meeting/ Exceeding ■ % State Meeting/ Exceeding

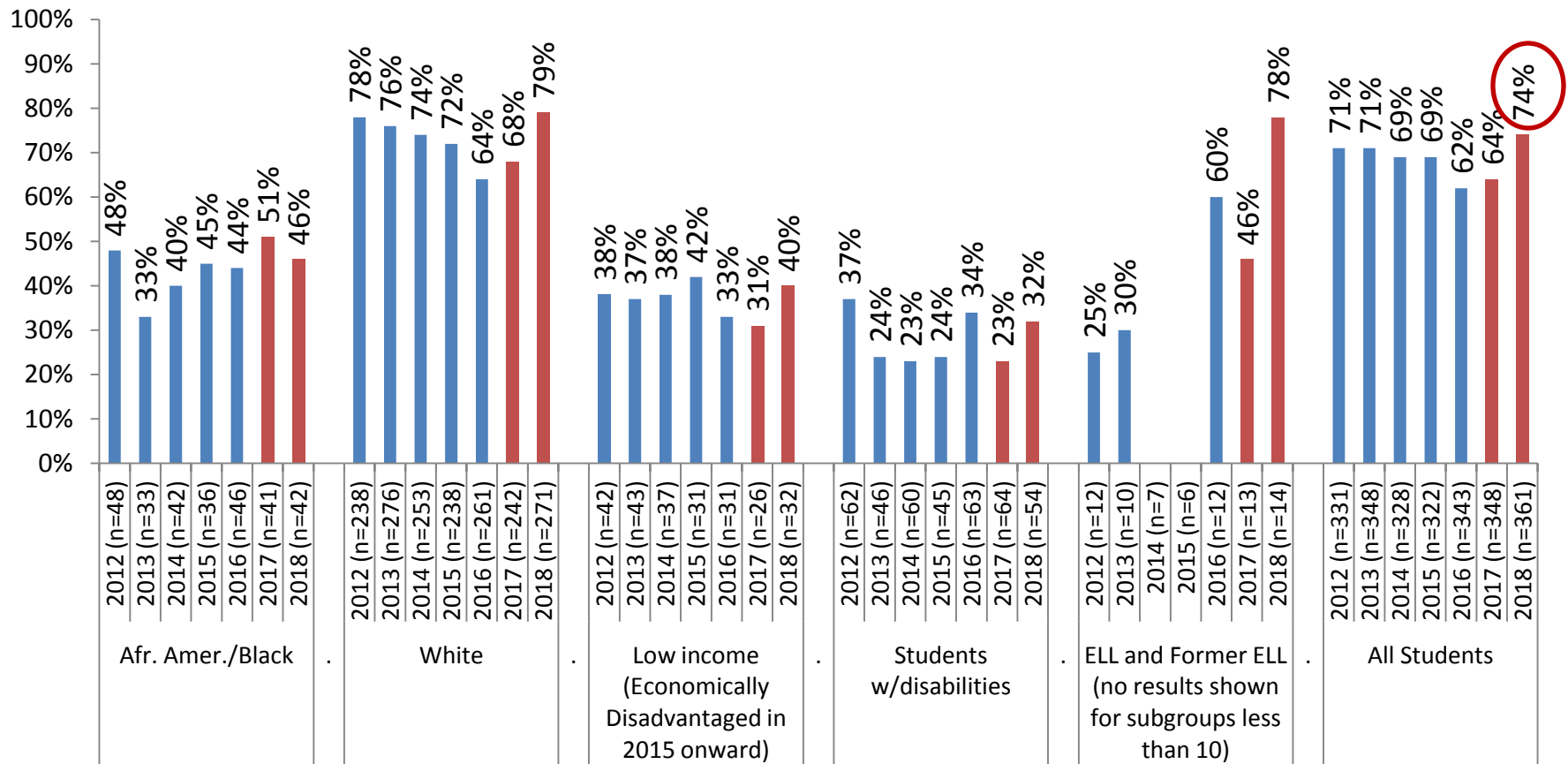




Promising Early Literacy Results

Milton District: Percent of Students in Meeting/Exceeding on Grade 3 ELA MCAS

(Next-generation MCAS given in 2017 and 2018; PARCC in 2015 and 2016; legacy MCAS before that)

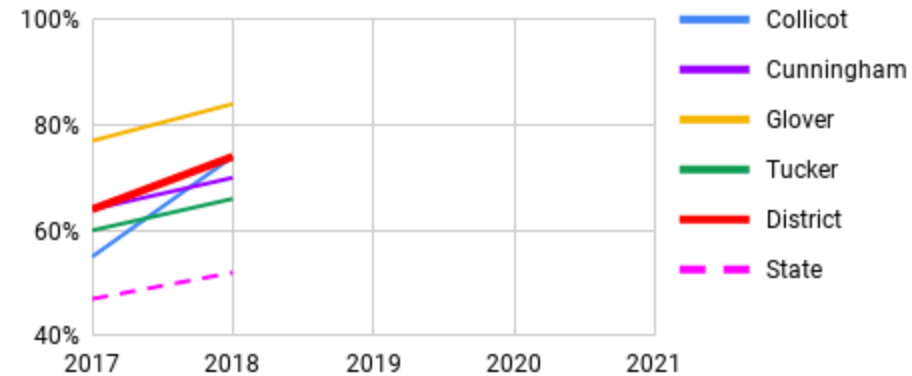


2017-18 was the first year of implementation of the new REACH literacy curriculum in grades K-5.

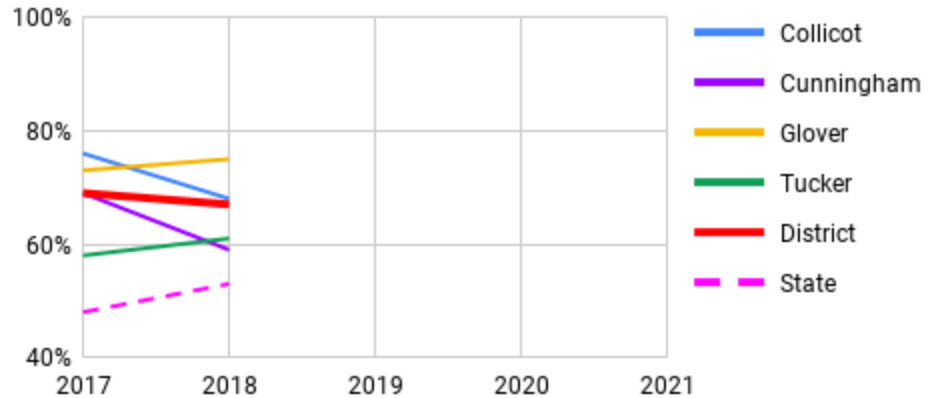


Next-generation ELA MCAS Results

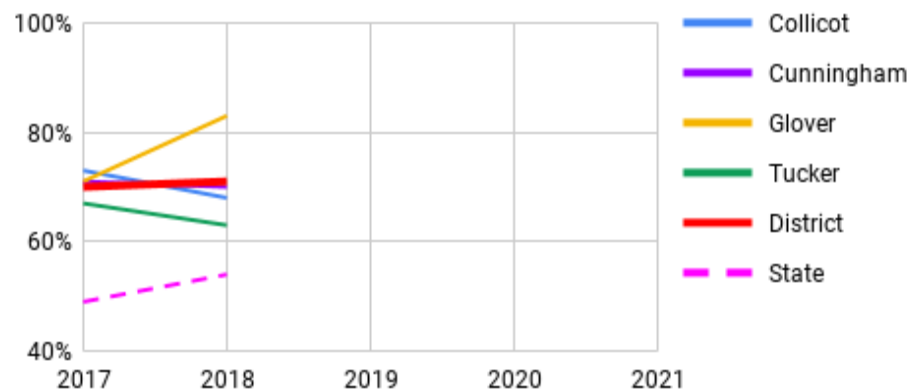
Grade 3 ELA % Meeting/Exceeding Expectations



Grade 4 ELA % Meeting/Exceeding Expectations



Grade 5 ELA % Meeting/Exceeding Expectations

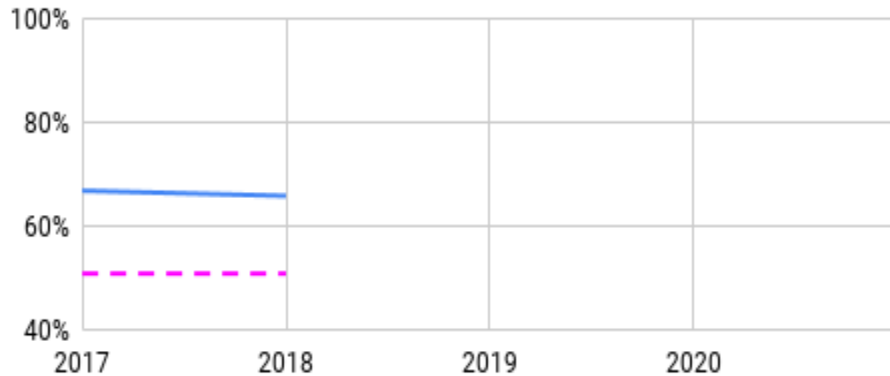




Next-generation ELA MCAS Results

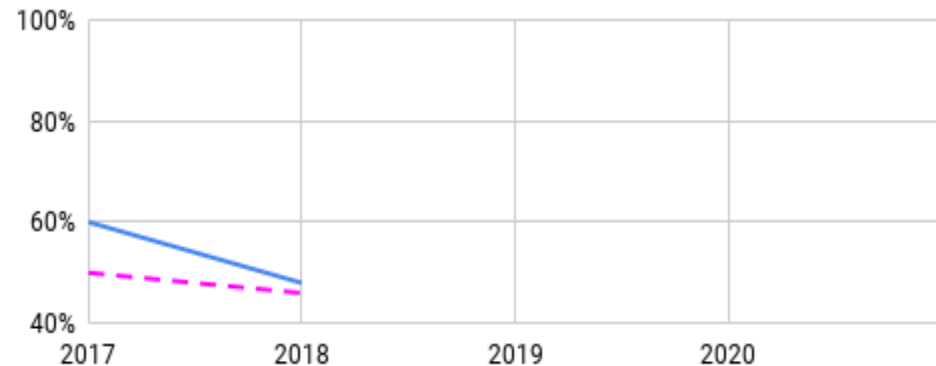
Grade 6 ELA % Meeting/Exceeding Expectations

Grade 6 ELA State 6



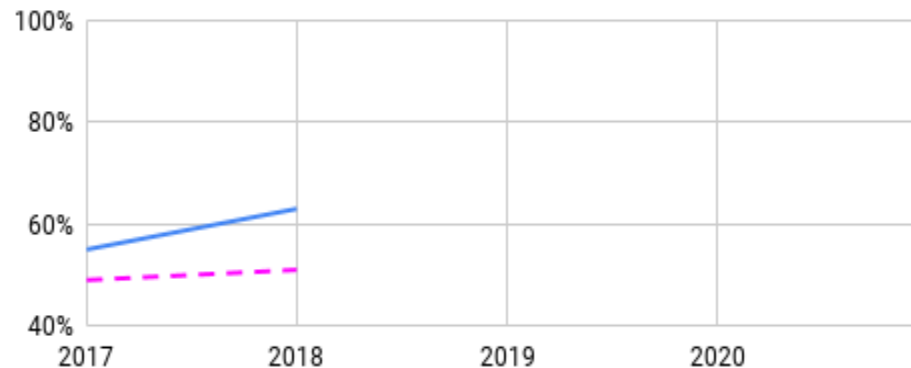
Grade 7 ELA % Meeting/Exceeding Expectations

Grade 7 ELA State 7



Grade 8 ELA % Meeting/Exceeding Expectations

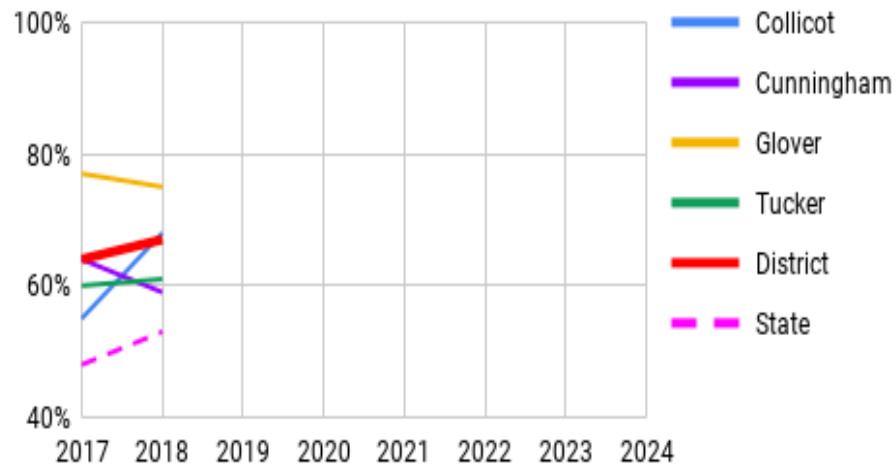
Grade 8 ELA State 8



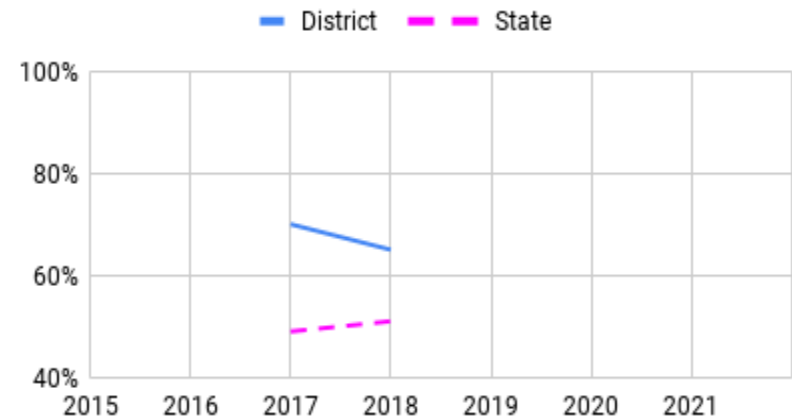


Next-generation ELA MCAS Results – by Cohort

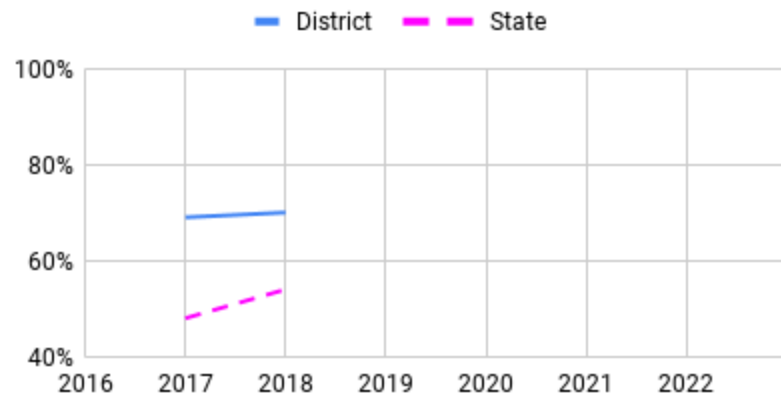
Class of 2026 (current G5) ELA



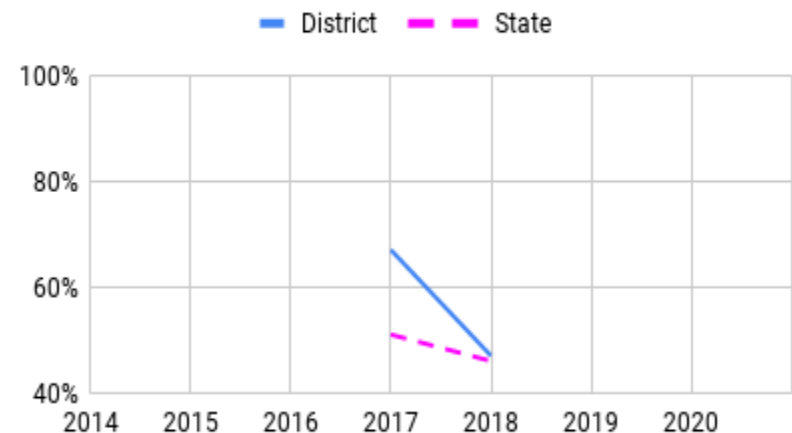
Class of 2024 (current G7) ELA



Class of 2025 (current G6) ELA



Class of 2023 (current G8) ELA

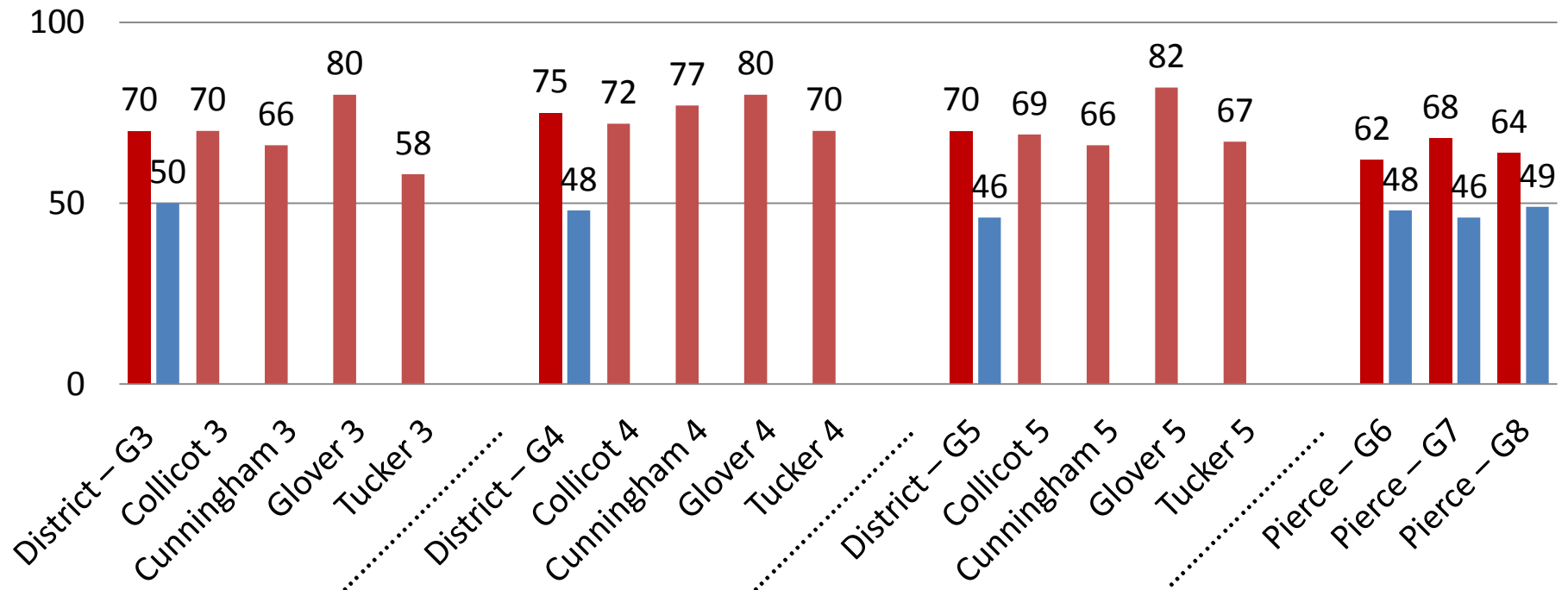




Next-generation Math MCAS Results

**2018: Percentage of MPS students meeting/exceeding expectations
on Math Next-Generation MCAS G3-8**

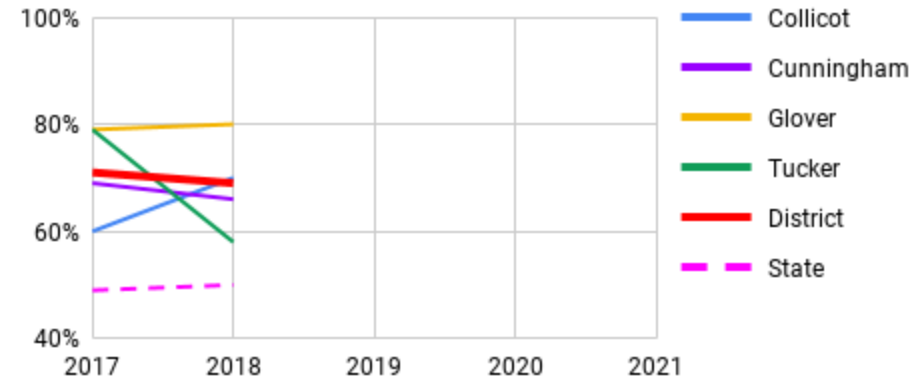
■ % Meeting/ Exceeding ■ % State Meeting/ Exceeding





Next-generation Math MCAS Results

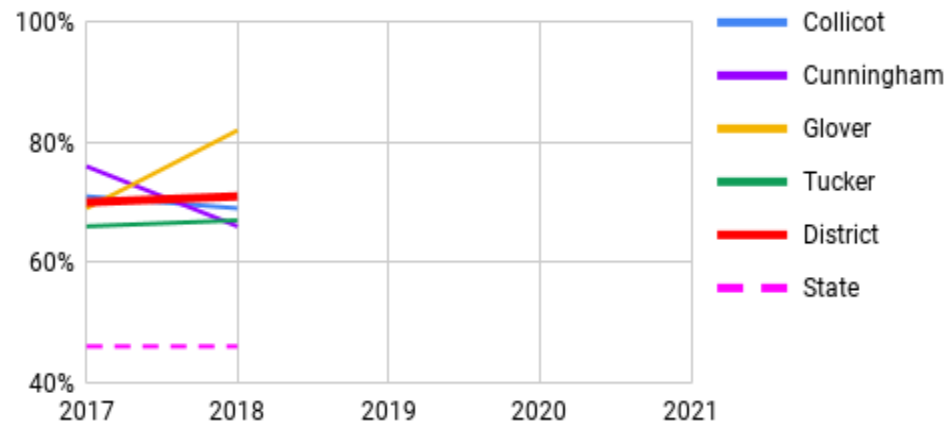
Grade 3 Math % Meeting/Exceeding Expectations



Grade 4 Math % Meeting/Exceeding Expectations



Grade 5 Math % Meeting/Exceeding Expectations

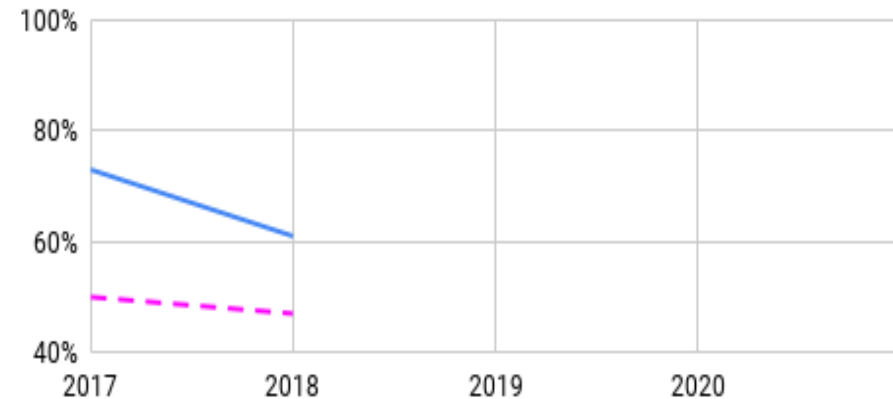




Next-generation Math MCAS Results

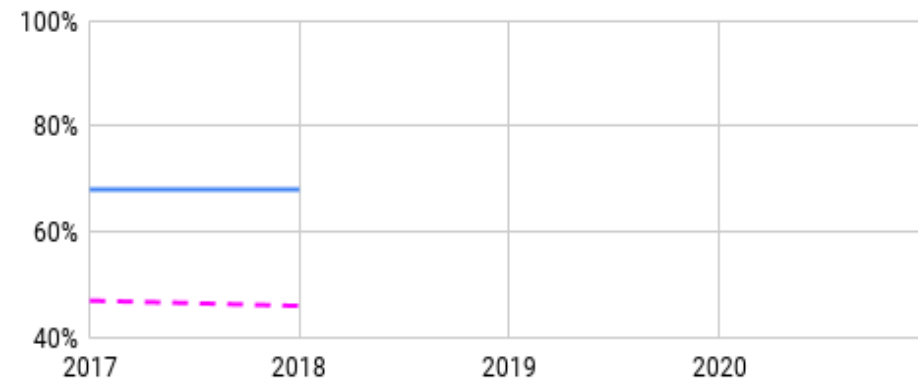
Grade 6 Math % Meeting/Exceeding Expectations

Grade 6 Math State 6



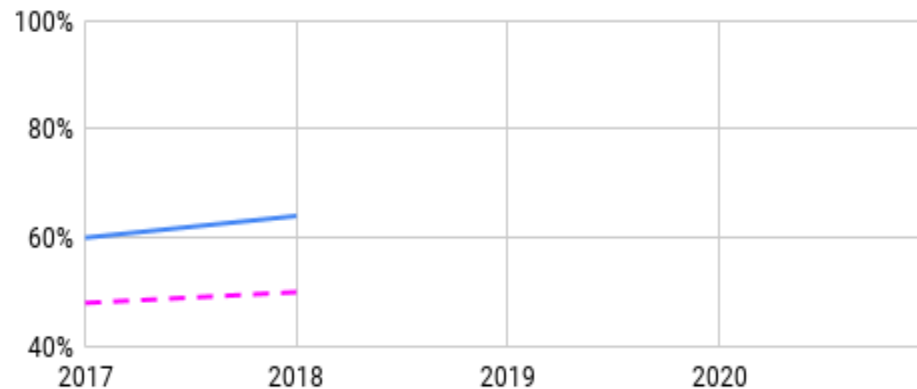
Grade 7 Math % Meeting/Exceeding Expectations

Grade 7 Math State 7



Grade 8 Math % Meeting/Exceeding Expectations

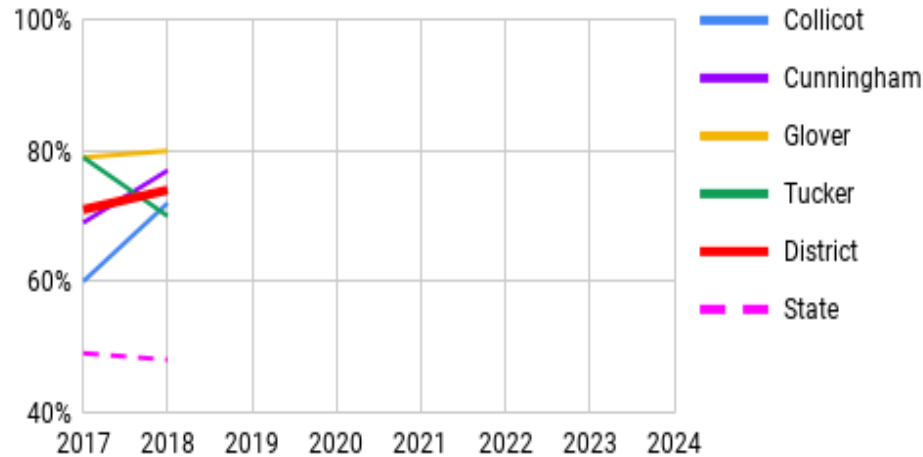
Grade 8 Math State 8



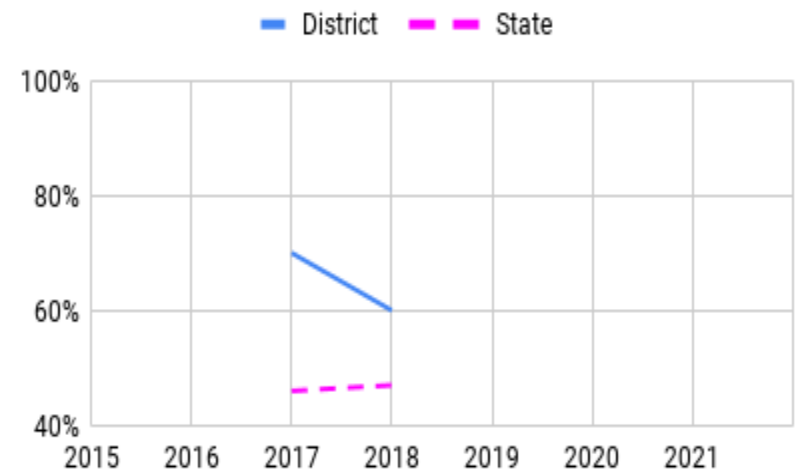


Next-generation Math MCAS Results – by Cohort

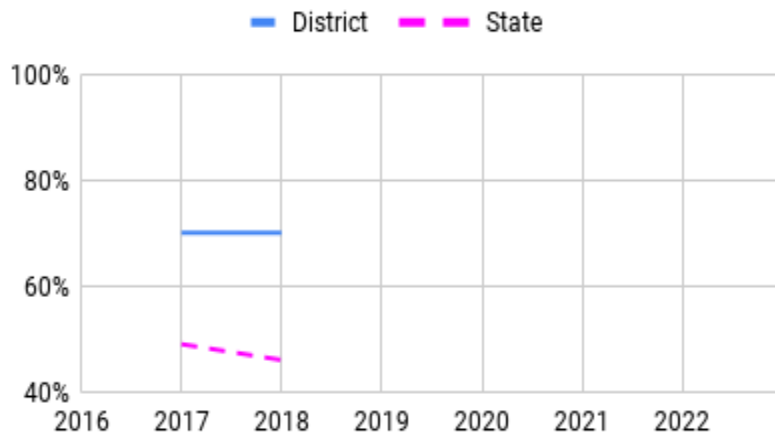
Class of 2026 (current G5) Math



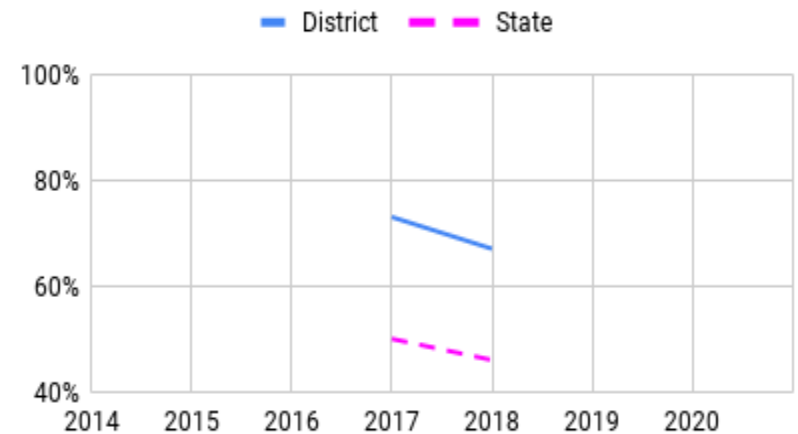
Class of 2024 (current G7) Math



Class of 2025 (current G6) Math



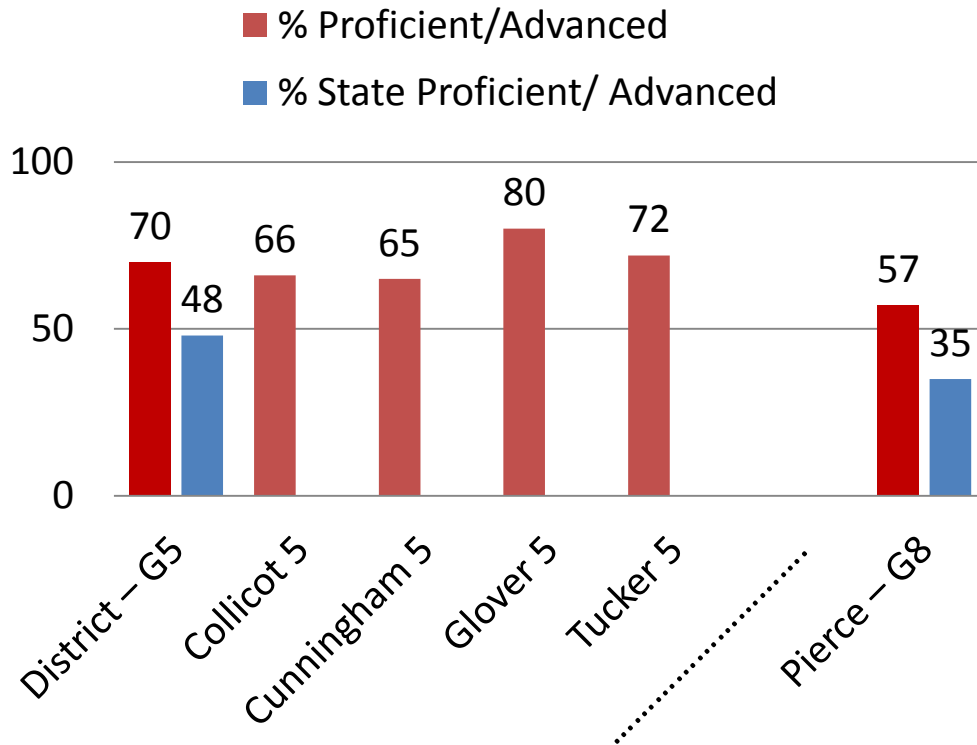
Class of 2023 (current G8) Math



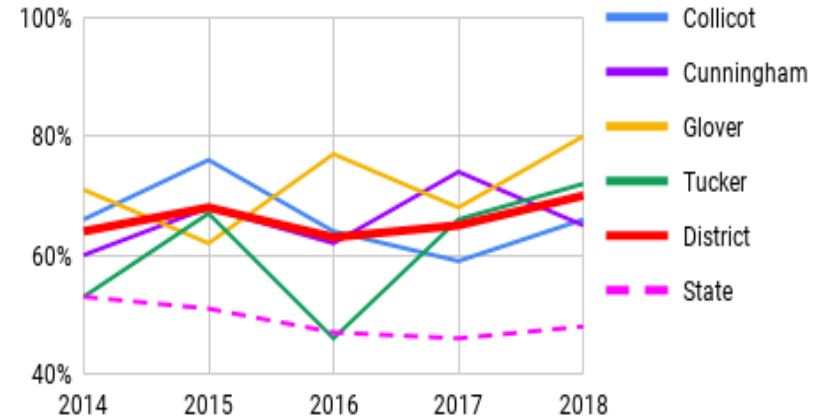


Legacy Science MCAS Results

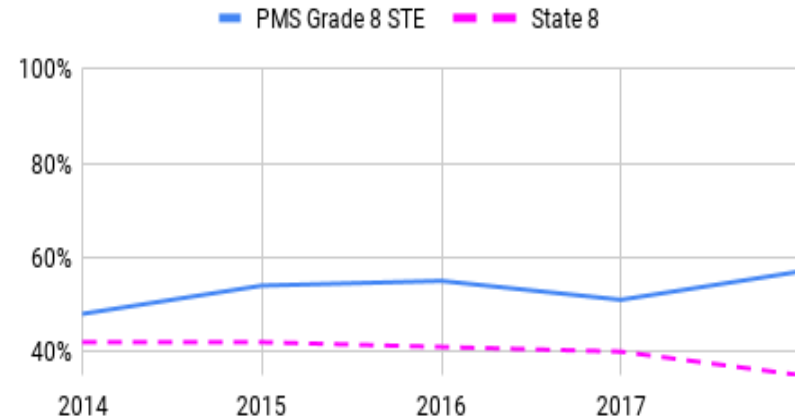
2018: Percentage of students proficient/advanced on legacy Science MCAS G5 & G8



Grade 5 STE % Proficient/Advanced



Grade 8 STE % Proficient/Advanced

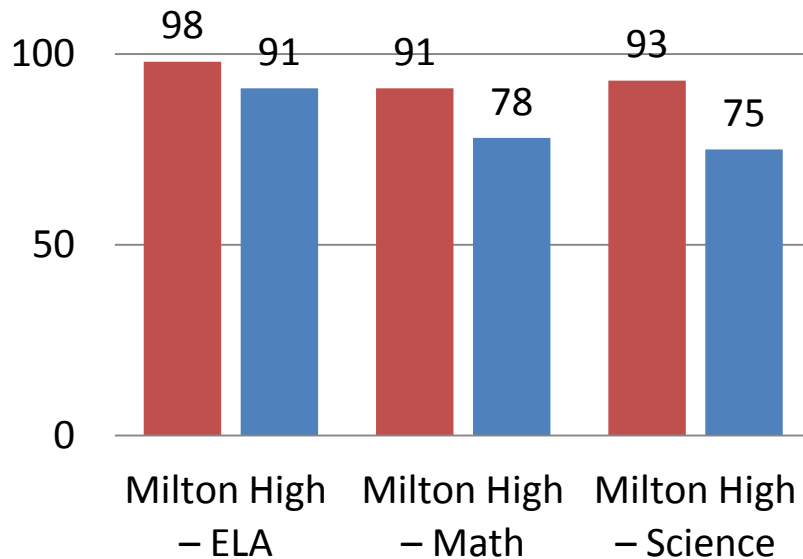




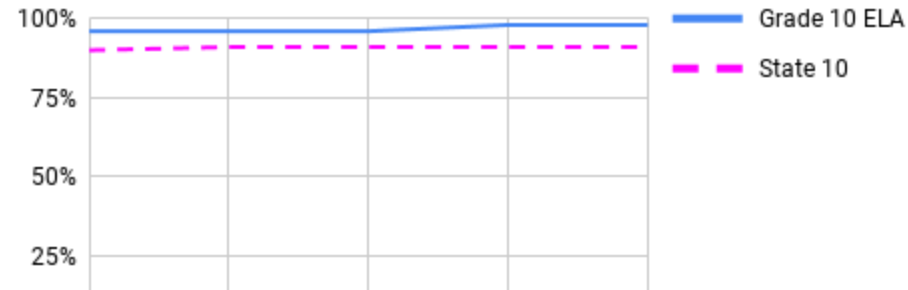
High School Legacy MCAS Results

2018: Percentage of students proficient/advanced on legacy MCAS G10

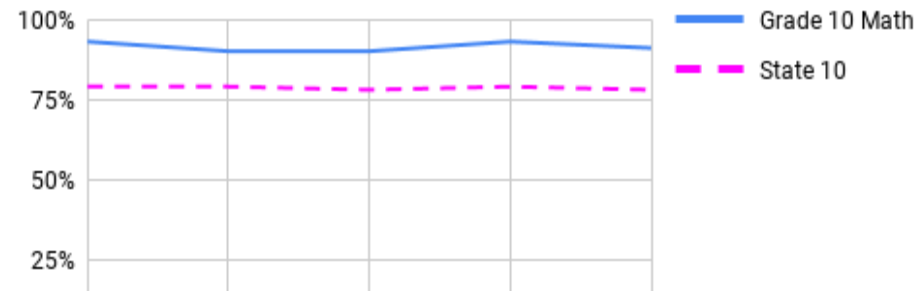
■ % Proficient/Advanced



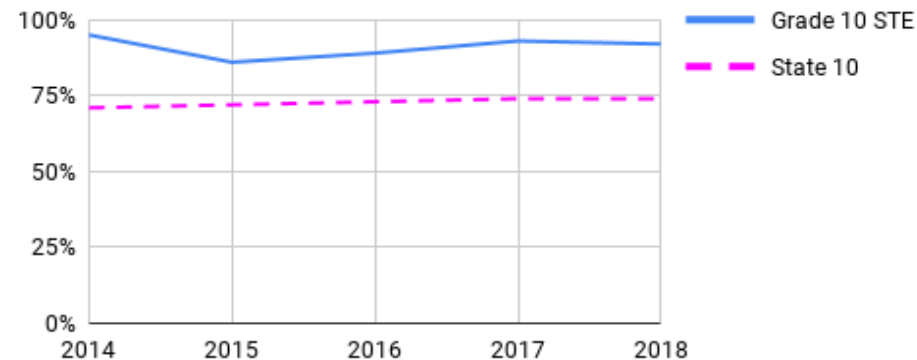
Grade 10 ELA % Proficient/Advanced



Grade 10 Math % Proficient/Advanced



Grade 10 STE % Proficient/Advanced





New Accountability System

- The brand new state accountability system, implemented this year, uses next-generation and legacy data from spring 2017 as the baseline.
 - There are a couple of new indicators not used before (English learners progress and chronic absenteeism).
 - There's a focus on closing the achievement gap by raising the achievement of the lowest 25% of students, regardless of subgroups.
 - In fact, overall accountability results for a school or a district are the average of all students' performance on the set of accountability indicators and the performance of the lowest 25%.
 - Schools will no longer be classified as Levels 1 through 5.
 - Instead, schools (and districts) will be assigned two scores – the target percentage (indicating progress towards meeting improvement goals) and the accountability percentile (performance ranking against peers who took the same set of tests in 2017).
- Grade 10 graduation requirements will be a critical issue moving forward for DESE when 10th graders take the new next-generation MCAS this spring.



Milton Public Schools 2018 Accountability Results

	District progress toward improvement targets*	non high school	high school
Overall	64%	64%	63%
All Students	-	75%	65%
Lowest Performers	-	53%	61%
EconDis	35%	37%	30%
ELL/Former ELL	-	-	-
SWD	49%	54%	36%
Afam/BI	29%	25%	37%
Hisp/Lat	-	-	-
Asian	-	-	-
Multi-Race	-	-	-
White	87%	87%	87%

* Based on 2017 baseline results, 2018 improvement targets were set for schools and districts. 2018 results were then used to evaluate whether schools/districts made progress toward their targets.

25 - 49% means overall, no change in performance

75% or above means meeting improvement targets



Milton Public Schools 2018 Accountability Results

2018 Overall Accountability Results	Progress % toward meeting improvement targets (2017 vs. 2018)	Accountability percentile (2018 only)	Accountability classification
District	64% - Partially meeting	n/a	Not requiring assistance or intervention
Collicot	93% - Meeting	91	Not requiring assistance or intervention
Cunningham	84% - Meeting	89	Not requiring assistance or intervention
Glover	94% - Meeting	92	Not requiring assistance or intervention
Tucker	90% - Meeting	93	Not requiring assistance or intervention
Pierce	26% - Partially meeting	59	Not requiring assistance or intervention
Milton High	67% - Partially meeting	76	Not requiring assistance or intervention

- Accountability categories for schools state-wide:
 - 31% categorized as “Meeting targets”
 - 53% categorized as “Partially meeting targets”
 - 14% categorized as “In need of focused/targeted support” (*<95% participation on the MCAS or ACCESS for any subgroup would automatically put a school in this category*)
 - 2% categorized as “In need of broad/comprehensive support”

Standardized Assessment: 2017-2018 Advanced Placement



High School AP – Highlights

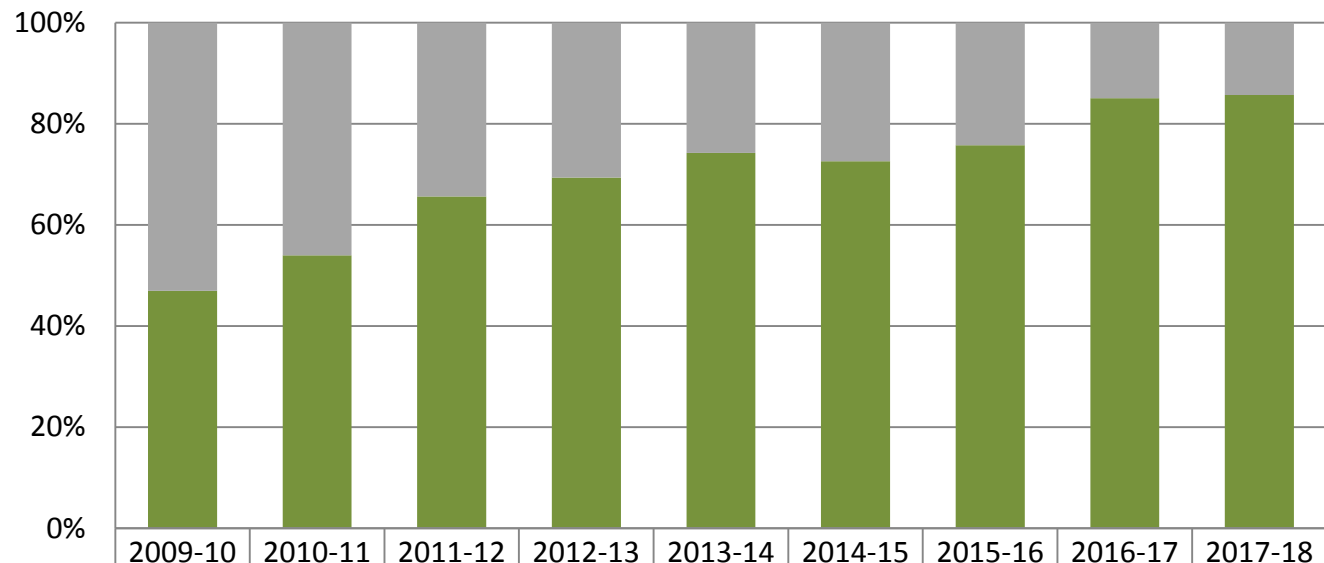
- MHS offered a total of 21 AP courses.
- AP classes are open to all juniors and seniors. Even some of our sophomores have the opportunity to take classes.
- About 60% of our juniors and seniors are enrolled in AP classes.
- 17 of 21 courses have a qualifying rate of 75% or above.
- Math/Business/Tech this year had all their courses achieved above the 75% qualifying rate.
- 156 of 311 AP students (or 50%) are recognized for academic distinction as AP Scholars – even higher than our last year's high of 44%.
- **In 2017, 85% of all AP exams received a qualifying score of 3, 4 or 5; this was the highest overall AP qualifying rate we had ever achieved at MHS. This year, we maintained this rate at 86%.**



Performance: Percent of AP Exams with Qualifying Scores

Even with our open enrollment for AP, students are consistently getting more and more qualifying scores year after year. **In 2017, AP qualifying* scores were at the highest percentage they have ever been at 85%. This year, the rate is steady at 86%.**

2018: Percent of AP Exams with Qualifying Scores



■ Exams with Scores Below 3	290	269	209	178	126	162	142	95	101
■ Exams with Qualifying Scores (3-5)	256	315	399	403	363	429	443	541	604
■ % of Exams with Qualifying Scores	47%	54%	66%	69%	74%	73%	76%	85%	86%

Note: Qualifying scores of 3,4, or 5 often allows students to receive college credit for related courses.



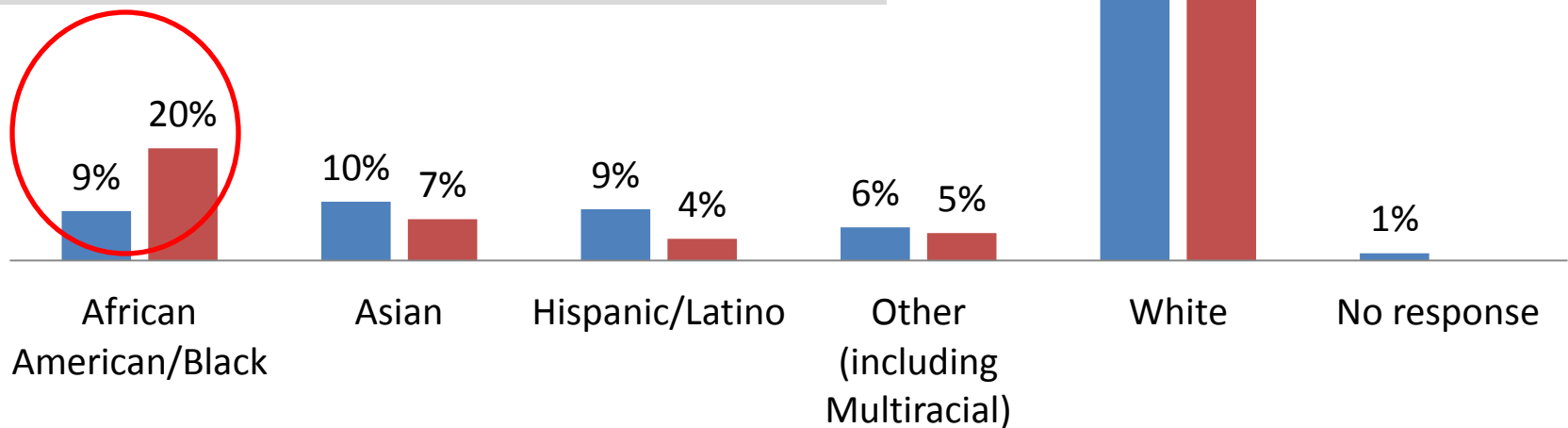
Participation: Percent of AP Students by Race

The African American/Black subgroup is the only one not participating at their percentage of the population. However, this 2018 participation rate is actually an incremental improvement over last year's rate.

2018: Percent AP Students by Race

■ AP Students (self ID) ■ MHS (Juniors + Seniors)

2018: 9% (or 27 students) in AP classes against 20% in total population. Difference of 11%.



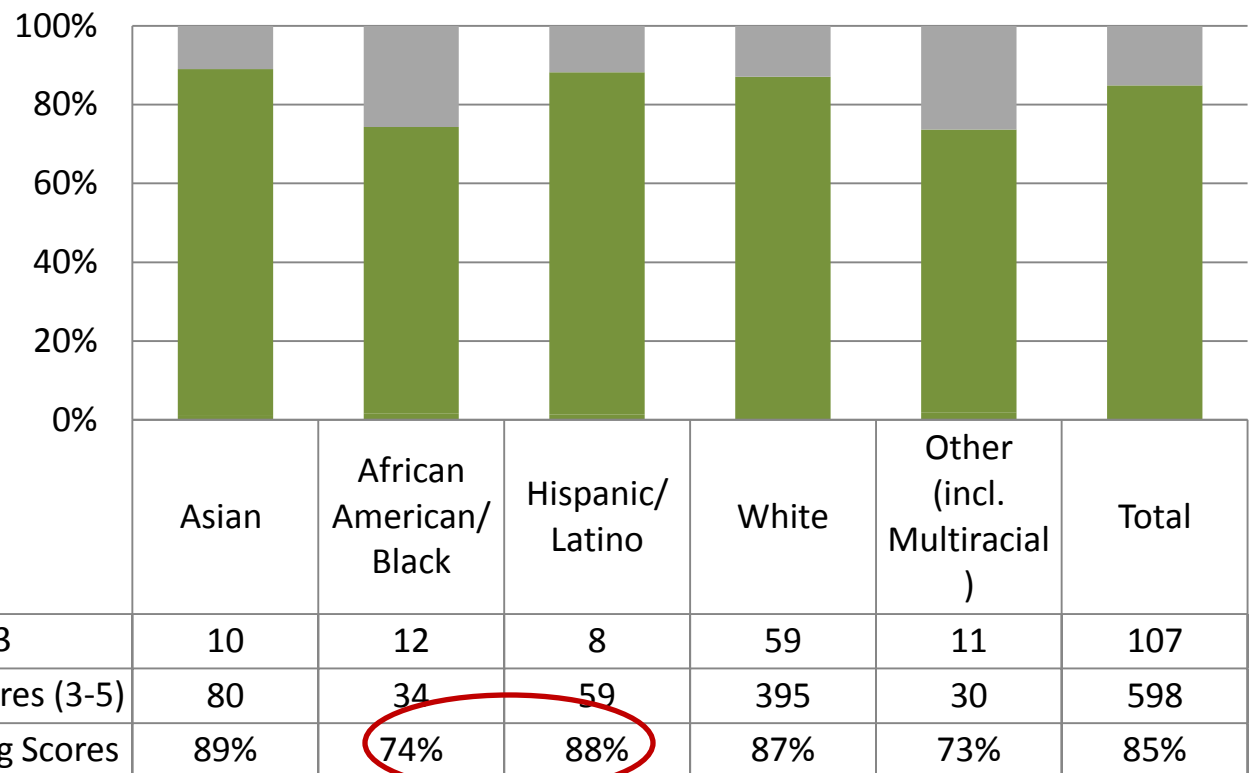
2017: 10% (or 29 students) in AP classes against 24% in total population. Difference of 14%.



Performance: Qualifying Scores by Race

In 2016, the qualifying rate was 47% for the African American/Black subgroup and 57% for the Hispanic/Latino subgroup. Similar to results from 2017, both subgroups are still achieving on par with their peers this year.

2018: Percent Qualifying Scores by Race

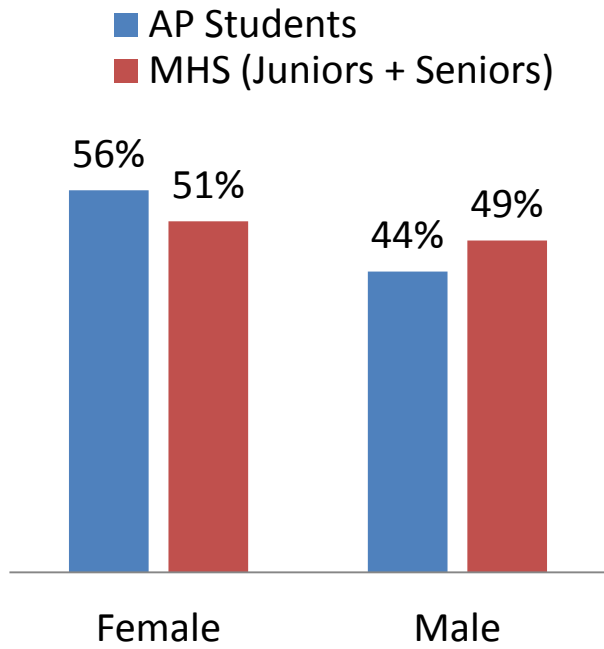


Note: The College Board did not provide performance data by fee waiver status for the AP this year.

Participation & Performance by Gender

More girls are accessing the AP offerings than boys.

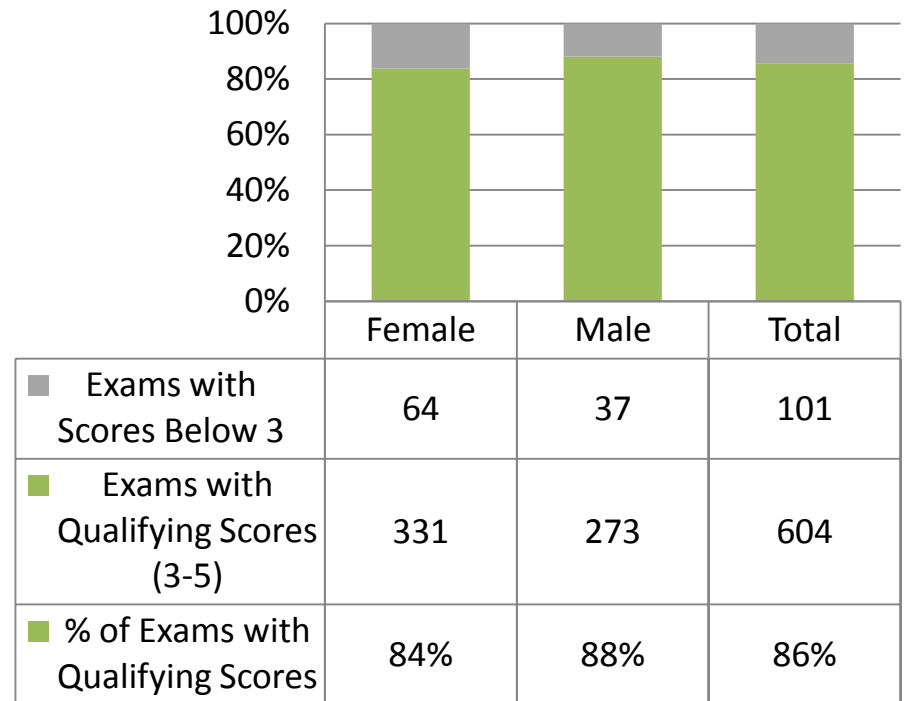
2018: Percent AP Students by Gender



Note: In 2017, girls' participation was at 59% vs. boys at 41%.

Boys and girls are performing on par with each other overall.

2018: Percent Qualifying Scores by Gender



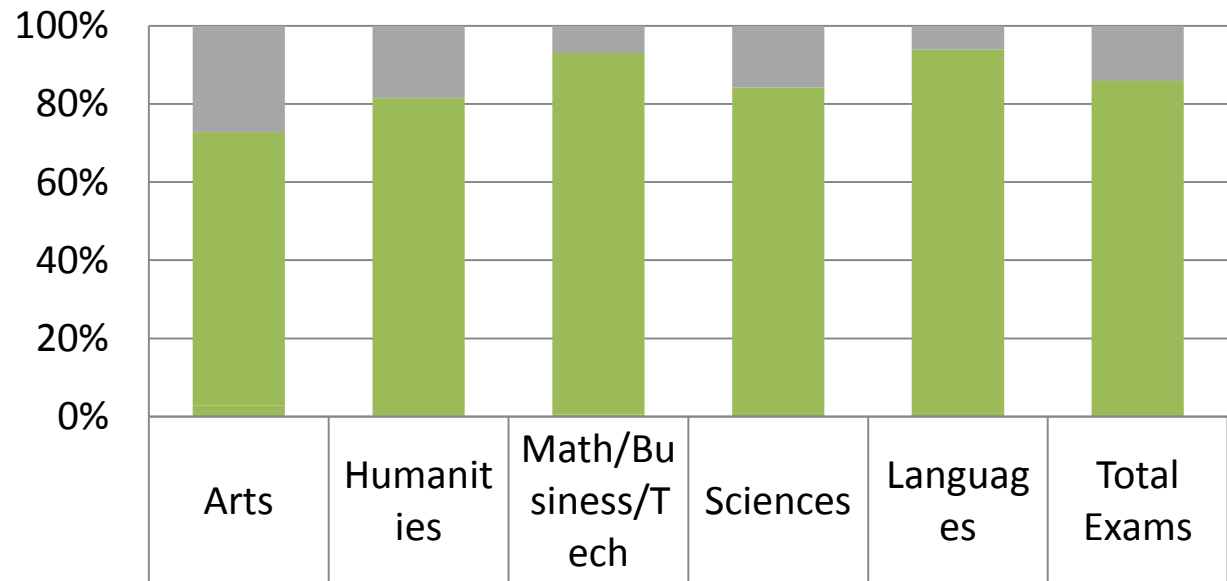
Note: In 2017, boys had a qualifying rate of 90% vs. 81% for girls.



Performance: Qualifying Scores by Subject Areas

The Math and World Languages Departments have the highest percentages of qualifying scores this year.

2018: Percent Qualifying Scores by Subjects Areas



■ Exams with Scores Below 3	7	59	13	15	5	99
■ Exams with Qualifying Scores (3-5)	18	259	172	79	76	604
■ % of Exams with Qualifying Scores	72%	81%	93%	84%	94%	86%

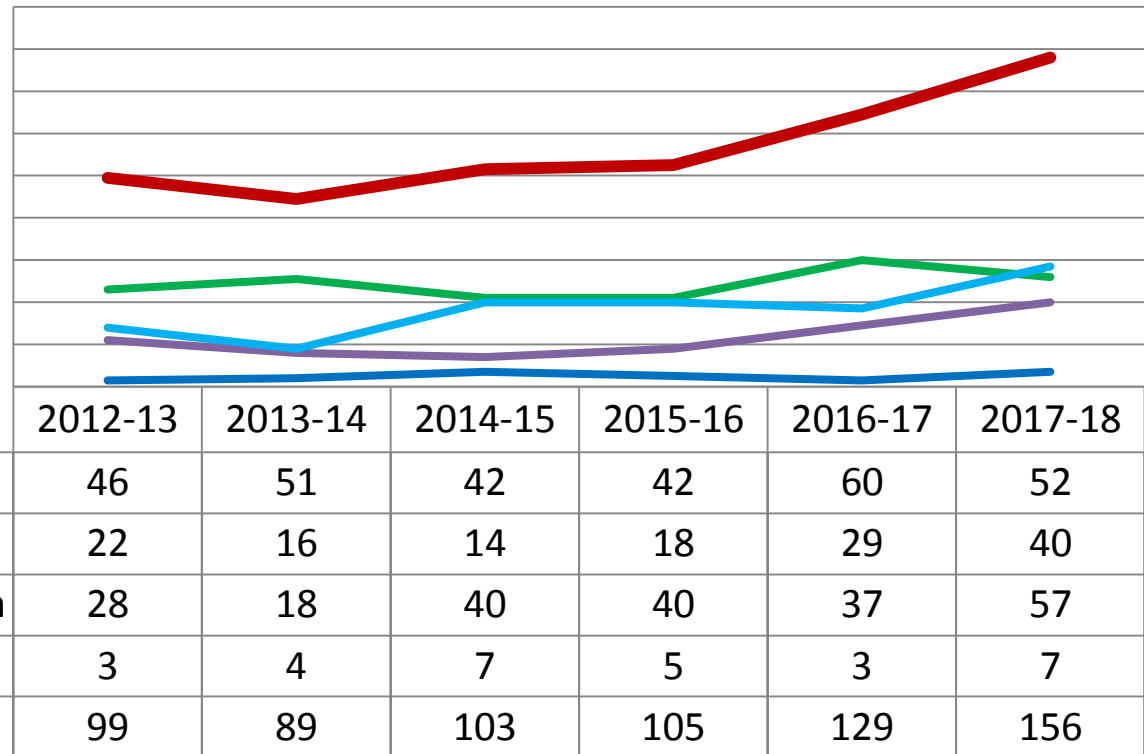


Performance: Number of AP Scholars

The number of AP Scholars has also risen consistently in the last six years, with 2018 having the highest number of recognized students!

2018: Number of AP Scholars

AP Scholar Awards are academic distinctions that students earn based on performance criteria set by the College Board.



Standardized Assessment Data: Class of 2018 SAT



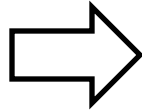
SAT Context

- Much like DESE, the College Board has also spent the past few years redesigning and implementing a **new suite of SAT assessments** aligned to research on what students need to be college and career ready.
- The College Board's **SAT College and Career Readiness Benchmarks** are the minimum SAT scores that studies show are necessary for students to be ready for college and career.
 - Based on actual student success in entry-level college courses.
 - Specifically, the benchmark score represents a 75% likelihood of a student achieving at least a “C” grade in a first-semester, credit-bearing college course in a related subject.
- **Overall college and career readiness is defined as achieving both of the benchmarks – Evidence-based Reading and Writing (ERW) and Math – on a given assessment.**
- The Class of 2018 is the first class that experienced all the redesigned components of PSAT and SAT testing.



Class of 2018 SAT: Overall Participation & Performance

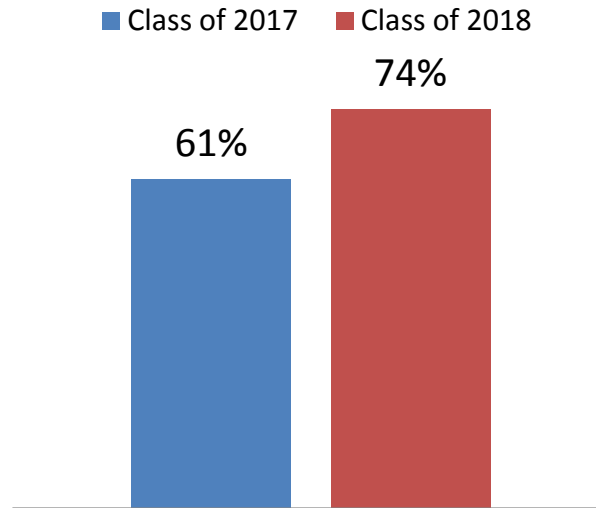
	# of students
SAT	235
MHS	241



Overall participation rate: **98%**

Participation rate was 91% in 2015; 90% in 2016; 92% in 2017.

Percentage Meeting College & Career Benchmarks*



Overall School Performance

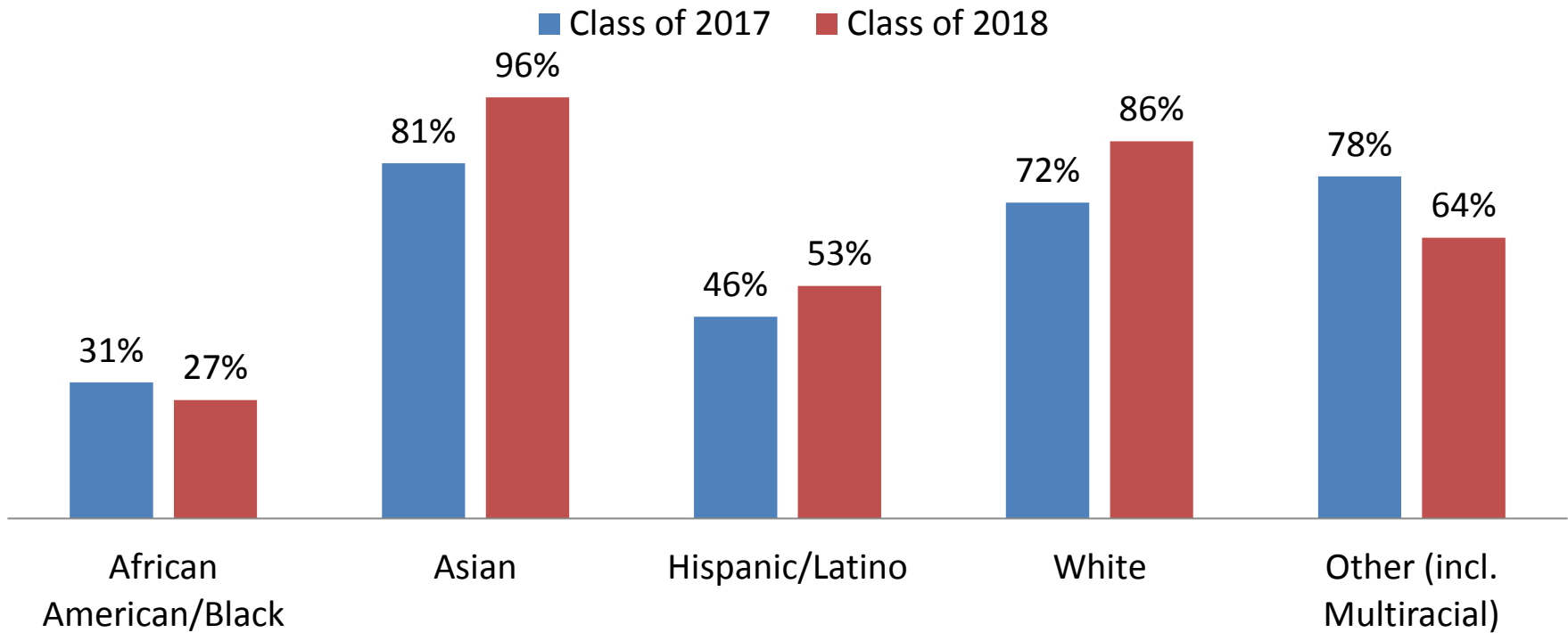
* The benchmark score represents a 75% likelihood of a student achieving at least a “C” grade in a first-semester, credit-bearing college course in a related subject.



Class of 2018 SAT: Performance by Race

The African American/Black and Hispanic/Latino subgroups are underperforming their peers. However, the Hispanic/Latino subgroup actually improved this year.

Percentage Meeting College & Career Benchmarks by Race

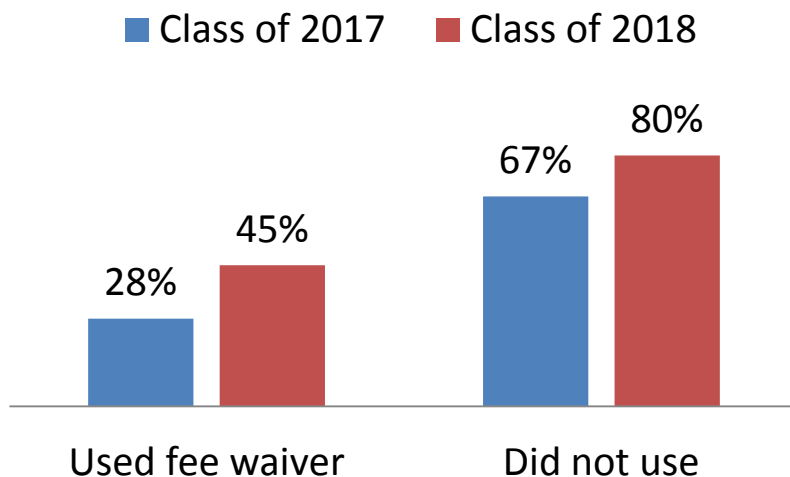




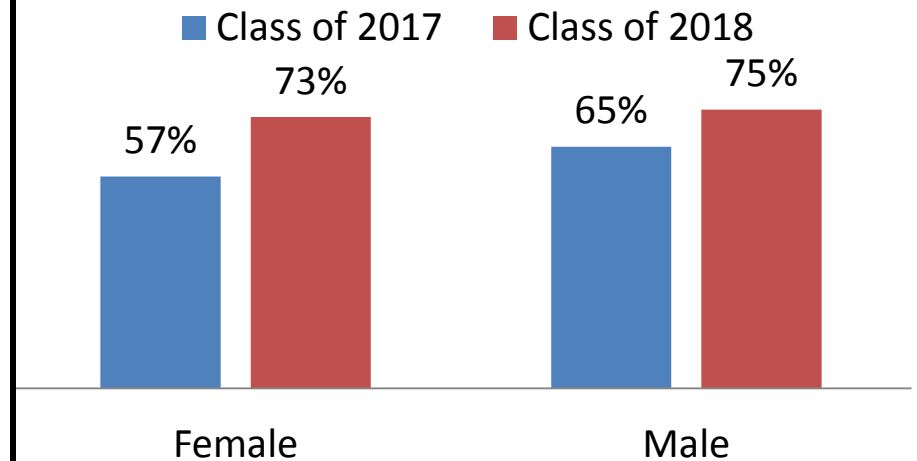
Class of 2018 SAT: Performance by Fee Waiver Status & Gender

The performance of low income students is lower than that of their peers. However, the low income subgroup did improve this year.

Percentage Meeting College & Career Benchmarks by Income



Percentage Meeting College & Career Benchmarks by Gender



The performance of boys and girls is fairly even this year.



Conclusion

- Considering all the major academic indicators, our school system is doing a great job preparing students to do well academically.
 - In every grade level and tested MCAS subject, the district is above the state average.
 - Our district Grade 3 ELA score is at 74% meeting/exceeding this year – the highest it has been in the last seven years.
 - About 60% of our juniors and seniors are enrolled in our open enrollment AP courses. Yet, they still managed to have an overall qualifying rate of 86% - the highest rate in MHS history of AP testing.
 - Our SAT scores are showing that 74% of our students are reaching the College Board's college and career readiness benchmarks.
- We still struggle with the achievement gaps for subgroups; but we also see improvements across various assessments (AP, SAT).



Next Steps – Strategic Planning

- Since we are in the midst of a strategic plan for the district, are there other key indicators we should track to evaluate the success of our school system in a one-stop big picture district dashboard?
 - Social-emotional learning (Youth Risk Behavior Survey)?
 - School climate?
 - Participation in sports? Arts, music? Extra-curriculars?
 - College matriculation?
 - Other ideas?