

2017-18 MCAS & Assessment Presentation

Prepared for the School Committee November 28, 2018

Vy Vu, Director of Data & Analytics



Agenda

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



Context

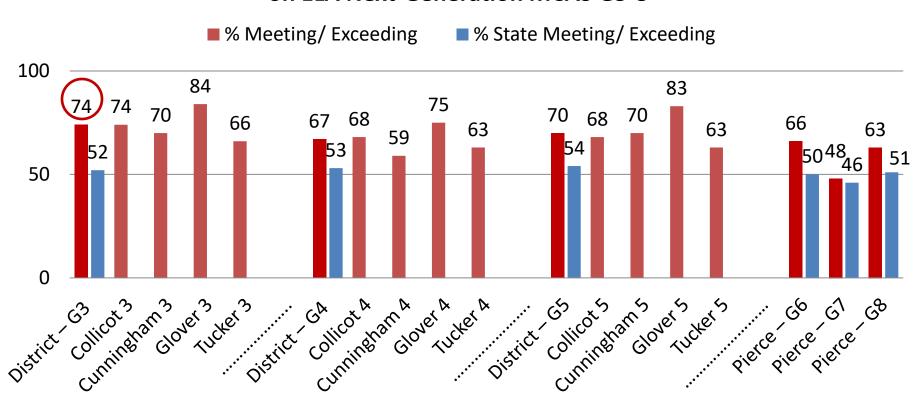
- The state recently updated the almost 20-year old MCAS testing and transitioned over to the next-generation MCAS.
 - We are cautioned against doing any trend analysis using legacy MCAS data because the next-generation MCAS is a different test with new data points (cut scores, performance levels etc.)
- 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

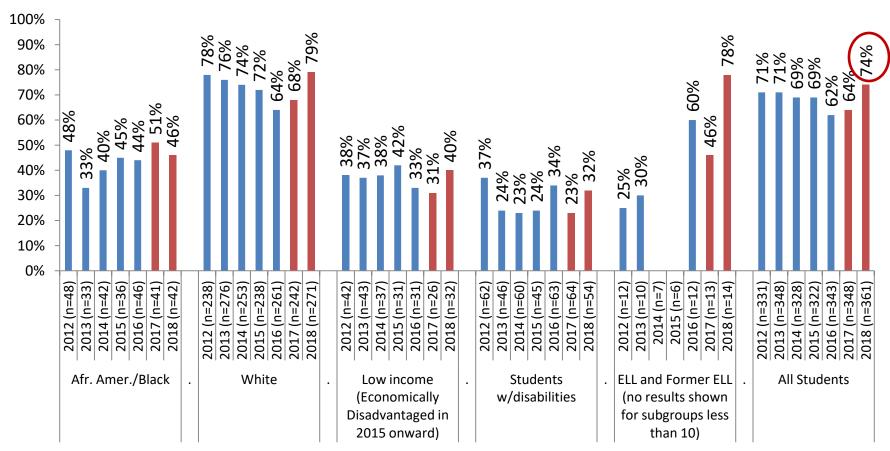




Promising Early Literacy Results

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)



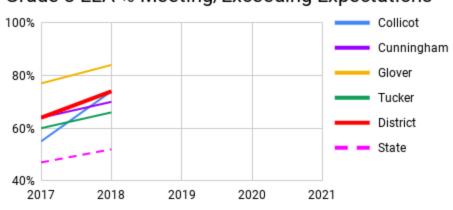


2017-18 was the first year of implementation of the new REACH literacy curriculum in grades K-5.

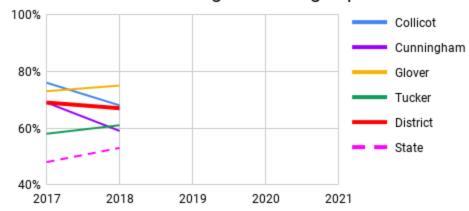


Next-generation ELA MCAS Results

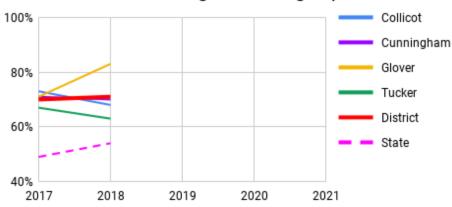
Grade 3 ELA % Meeting/Exceeding Expectations



Grade 4 ELA % Meeting/Exceeding Expectations



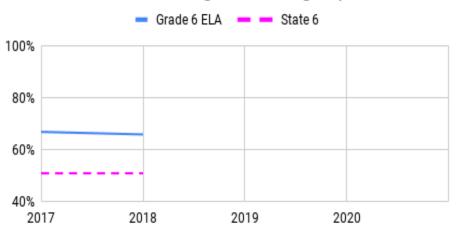
Grade 5 ELA % Meeting/Exceeding Expectations



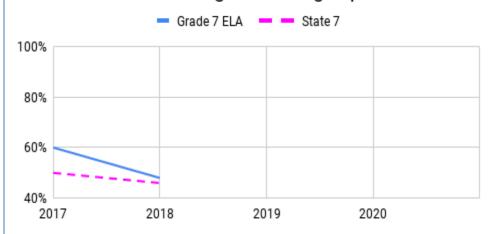


Next-generation ELA MCAS Results

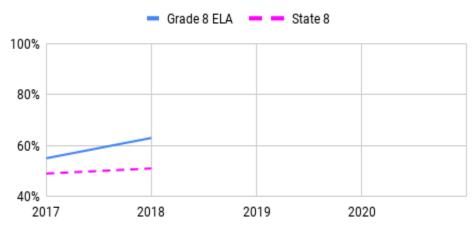
Grade 6 ELA % Meeting/Exceeding Expectations



Grade 7 ELA % Meeting/Exceeding Expectations



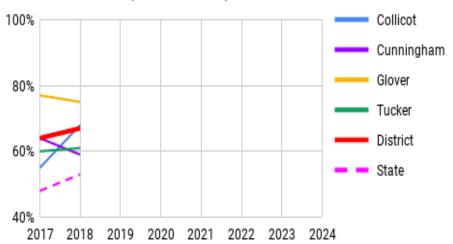
Grade 8 ELA % Meeting/Exceeding Expectations



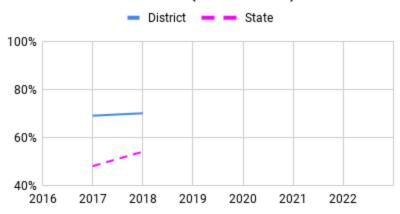


Next-generation ELA MCAS Results – by Cohort

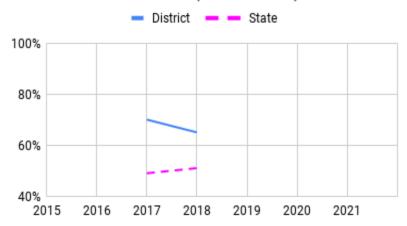
Class of 2026 (current G5) ELA



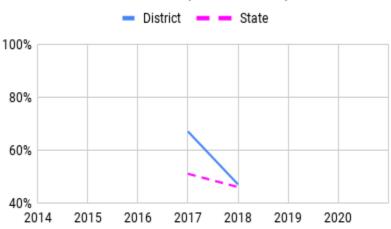
Class of 2025 (current G6) ELA



Class of 2024 (current G7) ELA



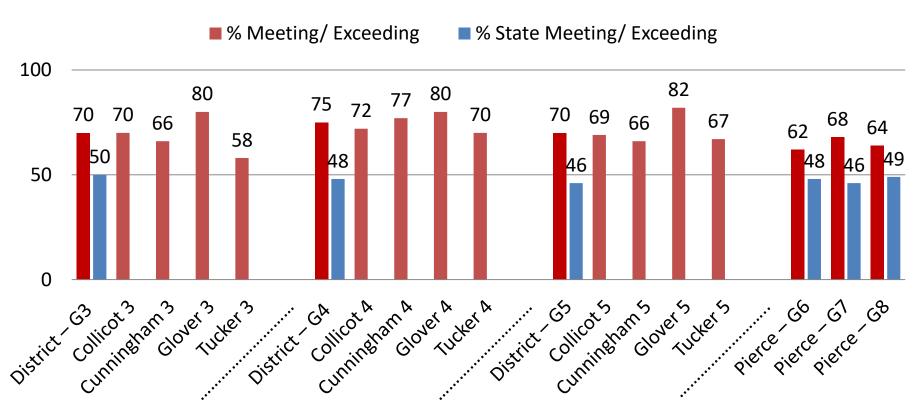
Class of 2023 (current G8) ELA





Next-generation Math MCAS Results

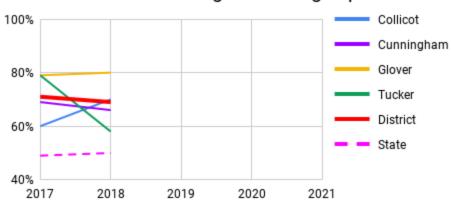
2018: Percentage of MPS students meeting/exceeding expectations on Math Next-Generation MCAS G3-8



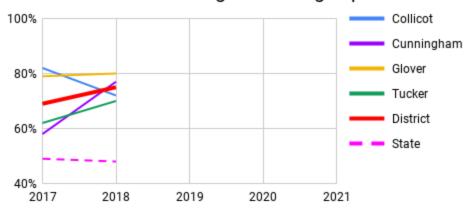


Next-generation Math MCAS Results

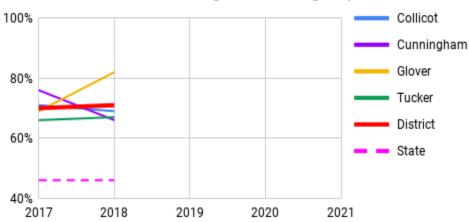
Grade 3 Math % Meeting/Exceeding Expectations



Grade 4 Math % Meeting/Exceeding Expectations



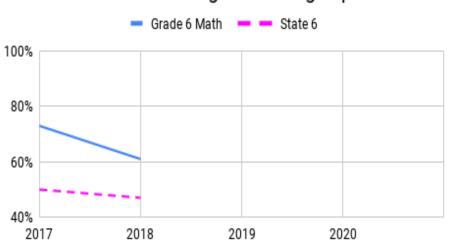
Grade 5 Math % Meeting/Exceeding Expectations



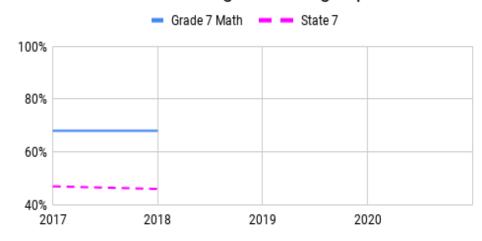


Next-generation Math MCAS Results

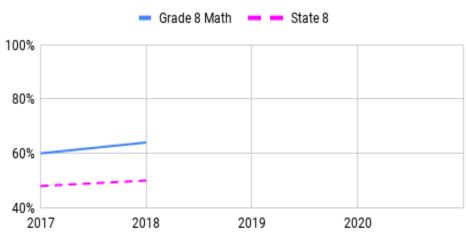




Grade 7 Math % Meeting/Exceeding Expectations

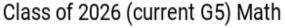


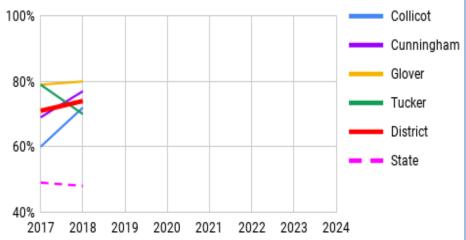
Grade 8 Math % Meeting/Exceeding Expectations



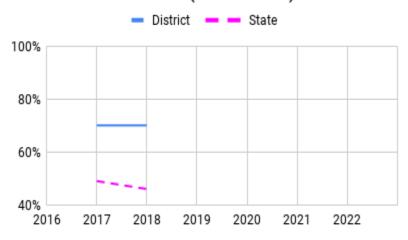


Next-generation Math MCAS Results — <u>by Cohort</u>

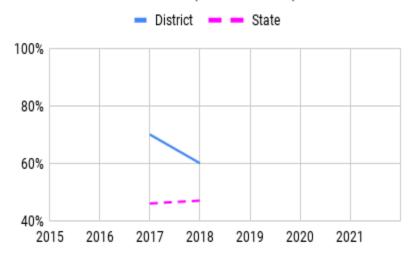




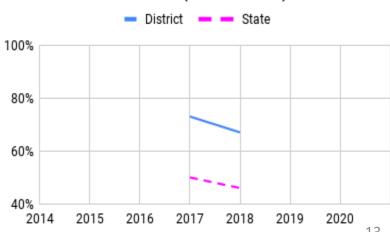
Class of 2025 (current G6) Math



Class of 2024 (current G7) Math



Class of 2023 (current G8) Math

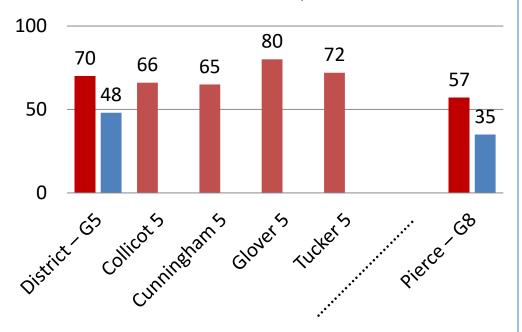




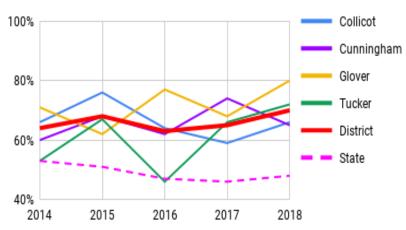
Legacy Science MCAS Results

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

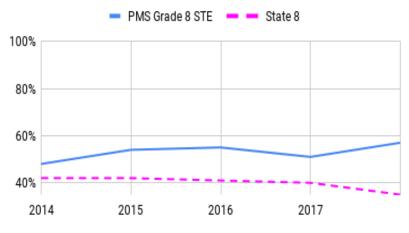
- % Proficient/Advanced
- % State Proficient/ Advanced



Grade 5 STE % Proficient/Advanced

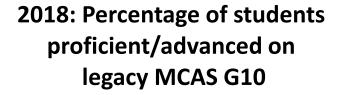


Grade 8 STE % Proficient/Advanced

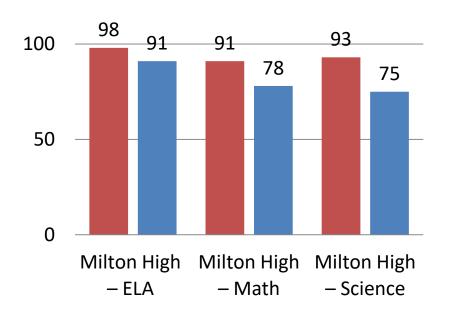


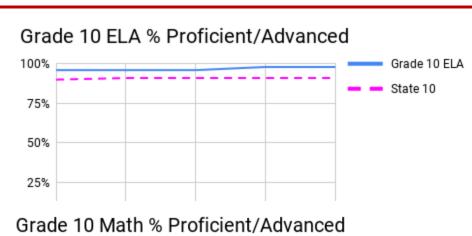


High School Legacy MCAS Results

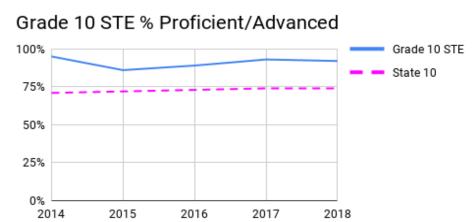


■ % Proficient/Advanced











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/Bl	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)	Account- ability 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

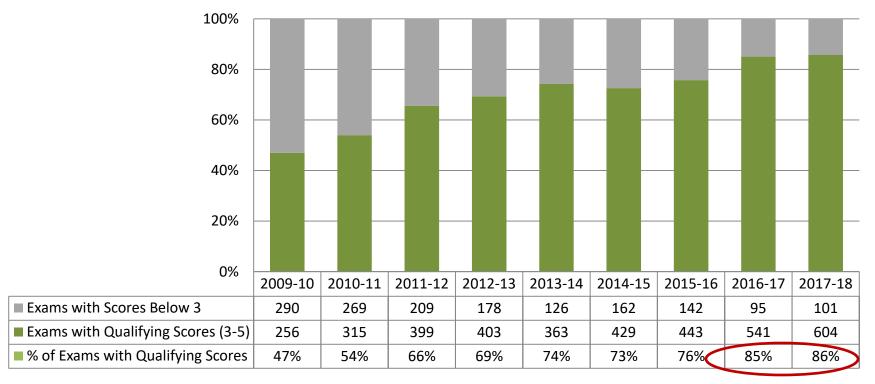
- MHS offered a total of 21 AP courses.
- AP classes are open to all juniors and seniors. Even some of our sophomores have the opportunity to take classes.
- About 60% of our juniors and seniors are enrolled in AP classes.
- 17 of 21 courses have a qualifying rate of 75% or above.
- Math/Business/Tech 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%.



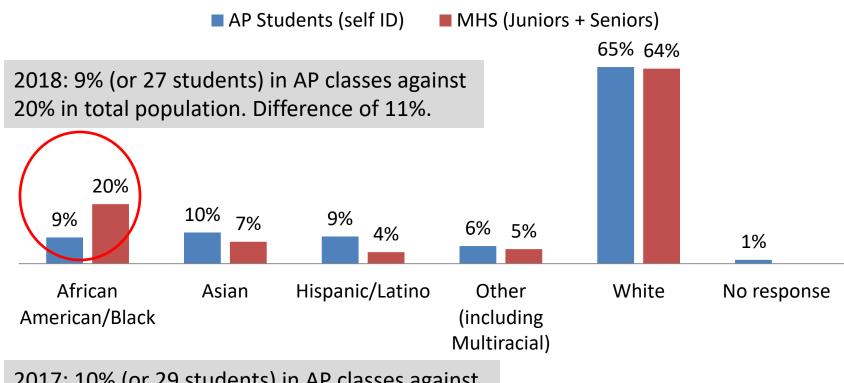




Participation: Percent of AP Students by Race

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.



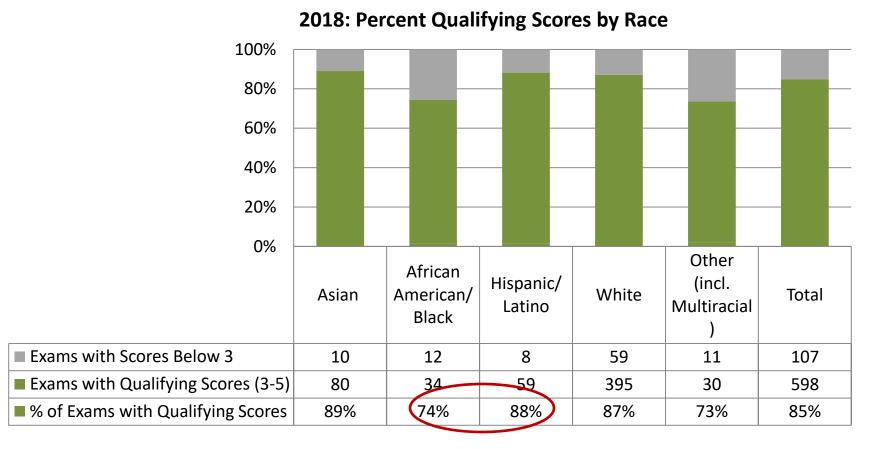


2017: 10% (or 29 students) in AP classes against 24% in total population. Difference of 14%.



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.





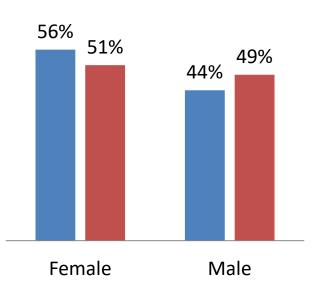
Participation & Performance by Gender

More girls are accessing the AP offerings than boys.

2018: Percent AP Students by Gender

AP Students

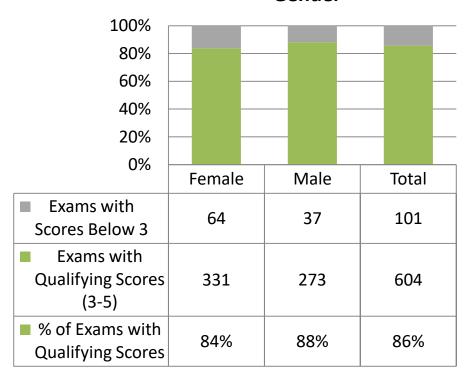
MHS (Juniors + Seniors)



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



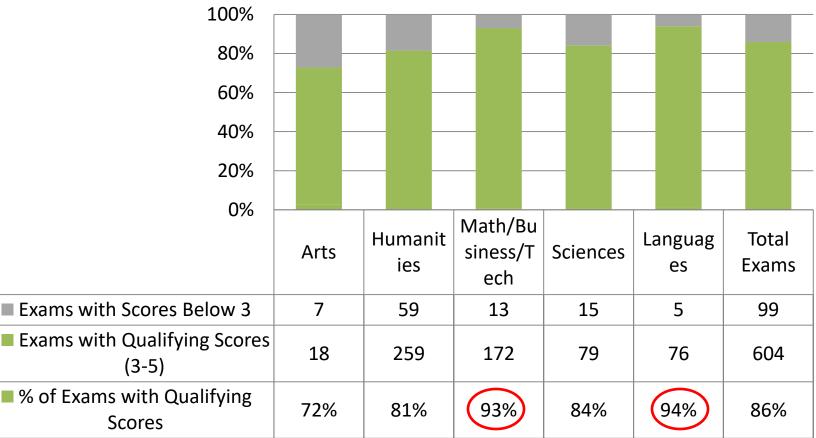
Note: In 2017, boys had a qualifying rate of 90% vs. 81% for girls.



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





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

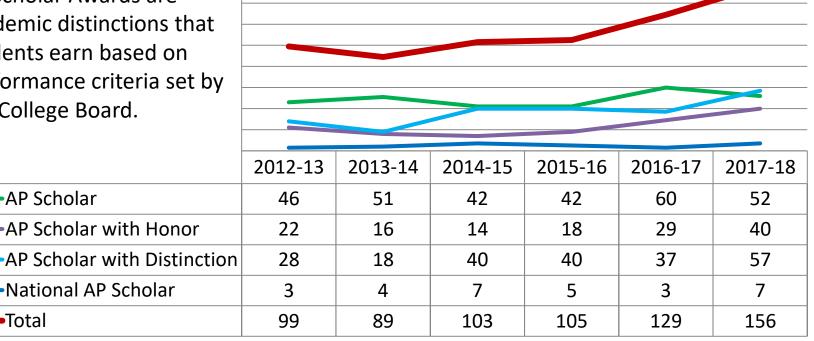
AP Scholar Awards are academic distinctions that students earn based on performance criteria set by the College Board.

-AP Scholar with Honor

National AP Scholar

AP Scholar

-Total



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

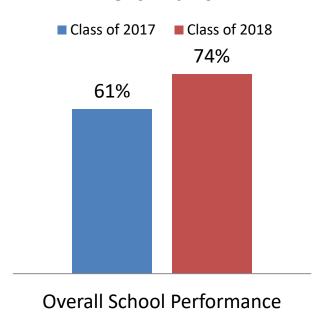
	# of students	
SAT	235	
MHS	241	



Overall participation rate 98%

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

Percentage Meeting College & Career Benchmarks*



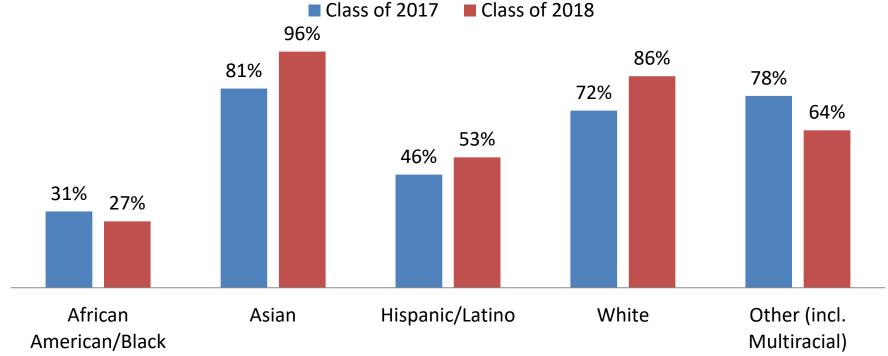
* The benchmark score represents a 75% likelihood of a student achieving at least a "C" grade in a first-semester, credit-bearing college course in a related subject.



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.

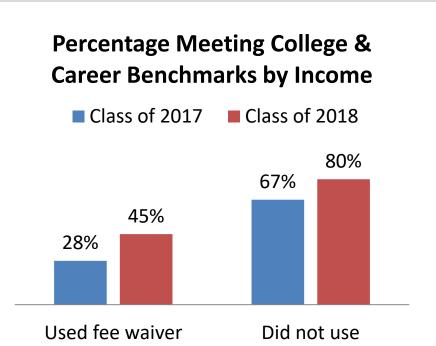
Percentage Meeting College & Career Benchmarks by Race ■ Class of 2017 ■ Class of 2018



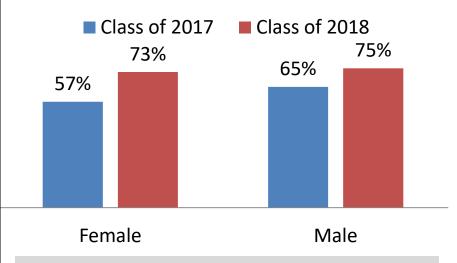


Class of 2018 SAT: Performance by Fee Waiver Status & Gender

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 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?