



2016-17 Diversity and Annual Report

Prepared for the School Committee

November 2017



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District Diversity Policy

On November 9, 2016, the School Committee readopted the Diversity Policy as follows:

The Milton School Committee reaffirms the policy of the Milton Public Schools to strengthen recognition of the importance of diversity in the Milton Public Schools **(i)** by recognizing the importance of diversity, and acknowledging that it is an evolving and complex notion; **(ii)** by promoting a shared, thoughtful and sensitive understanding of diversity priorities among our administrative staff, teachers, students, parents and community; **(iii)** by seeking to link our diversity objectives to our organizational and educational structure, training and curriculum; **(iv)** by fostering a shared responsibility for constructive communication concerning diversity within the schools and our community and recognizing that change must often be achieved on multiple levels; **(v)** by acknowledging that our students (and our school system as a whole) will benefit greatly from contact with teachers and others who will serve as multicultural role models; **(vi)** by confirming that affording our students the widest possible interaction with staff of diverse backgrounds will immeasurably contribute to the success of our educational programs, and **(vii)** by expressing our intent to strive for the development of a staff which not only reflects the demographic composition of our school population but also reflects our community at large.



District-wide Diversity Initiatives

- **Cultural Competency Committee:** In school year 2015-16, the district assembled a group of teachers and administrators, with the support of a consultant, to oversee the development of a plan to support cultural competency in our schools, including the provision of PD for staff. The following initiatives grew out of this committee's work.
 - **World Café District PD:** On April 6, 2016, approximately 360 Milton educators came together to have group discussions and guided dialogue on key questions about what it means to be cultural competent at the district, school and classroom levels.
 - **Faculty of Color Affinity Group:** This group was formed in school year 2015-16 to provide a safe space for teachers of color district-wide to address issues of identity and equity within the Milton Public Schools community. The intention behind the group's formation is to promote hiring and retention of staff of color in the district.
 - **Minority Recruitment Fair:** In March 2017, Milton hosted the first ever minority recruitment fair in the South Shore in partnerships with several peer districts (Sharon, Braintree, Canton, Randolph, Easton) and colleges (Curry, Emmanuel, Cambridge) who were also focused on increasing the pool of minority candidates for teaching positions.



District-wide Diversity Initiatives

- **Book Club PD Strand:** In spring 2017, the Cultural Competency Committee formed a book club around the book *Blind Spot* by Banaji and Greenwald. Thirty educators participated in a seven hour professional development strand that took a deeper look at hidden biases and the implications on educational practices.
- **Recruitment partnerships with area colleges and universities:** To increase the pool of minority candidates in the teaching profession, Milton recognizes the need to establish relationships with colleges who are training the next generation of educators. The Faculty of Color Affinity Group led a concerted effort to partner with UMass Boston's teaching programs to attract more teaching interns to Milton Public Schools. We will continue to develop this relationship.
- **Educational Equity Professional Learning Network:** The district partnered with other Massachusetts districts and the Department of Elementary and Secondary Education to study various equity gaps in students' learning experiences—particularly their assignment to excellent educators—that are specific to their individual community, demographics, and/or school or district policies. With DESE's support, our leadership team came together to evaluate data and develop strategies for closing the equity gaps in Milton.



District-wide Diversity Initiatives

- **Partnership with Primary Source:** This organization provides professional development for K-12 educators with the purpose of advancing global education and promoting an understanding of the world from diverse perspectives. Online course offerings and a face-to-face workshop on Engaging Culturally and Linguistically Diverse Students and Families were provided to approximately 65 elementary and secondary teachers and administrators during the 2015-2016 school year.
- **Partnership with Teachers As Scholars:** This program links college and university faculty with K-12 teachers in content-based seminars in the humanities, arts and sciences and in many interdisciplinary topics of interest. Seminars are held during the school day and are led by faculty from Boston area colleges and universities such as Harvard, Boston University, Boston College, and Tufts. Our Milton educators participate every year in a wide range of topics of interest to them.
- **Partnership with Yale University, Social Cognitive Development Lab:** In school year 2017-18, the district will work with Dr. Yarrow Dunham and his team to focus on the issue of making the transition from elementary to middle school and also on assessing school climate to strengthen a culture of diversity and inclusion in all our schools.



District-wide Diversity Initiatives

- **Partnership with Citizens for a Diverse Milton (CDM):** Milton Public Schools has a long-standing relationship with CDM to examine issues of diversity, equity and student achievement; and to provide a public forum for discussions and actions. School-based Diversity Committees partner with CDM to plan two district-wide meetings every year. The meeting in January 2017 highlighted the issue of minority participation in school sports and performing arts programming.
 - Subsequent actions were taken by our schools, such as the Activities and Athletics Fair at Tucker in February, to address concerns around lack of knowledge in what is available in town.
 - Our Music Department has also created additional afterschool group lessons to introduce instrument lessons to students at Tucker.
- **Diversity Committees:** In addition to all the above district-wide initiatives and partnerships, each of our schools also has its own diversity committee made up of administrators, teachers, and parents to serve the particular needs of each school community. Diversity committees, in conjunction with PTO's and other stakeholders, plan events and activities that enhance knowledge and understanding of cultural differences and similarities among families in the school community. Examples from each school are provided in the following slides.



Collicot Diversity Initiatives

- Monthly Diversity Committee Meetings
- One Book One School Project & Adventure Night
- School-wide initiatives including cultural enrichment assemblies
- Opening the computer lab to provide equitable access for students in need of more technology opportunities
- Providing scholarships for students to attend Collicot After School Enrichment Sessions (CASS)
- Conduct bi-yearly survey to understand the population Collicot serves
- Incorporate Reading About Diversity program
- Adoption of Children Discovering Justice enrichment curriculum



Cunningham Diversity Initiatives

- **Mission:** *Understanding that diversity is visible and invisible, we strive to promote opportunities that sustain an environment of accountability, responsibility and recognition of all diversity to continuously move Cunningham School from being aware to valuing.*
- **Initiatives**
 - Reading About Diversity (RAD) program
 - Expanding the program to kindergarten and fifth grade
 - PTO meetings to inform and recruit parents
 - Two cultural assemblies
 - Celebrating Our Differences
 - Family Night/Discussion open forum meeting: November 30, 2017
 - Book Read focused on a diversity topic
 - Adoption of Children Discovering Justice enrichment curriculum



Glover Diversity Initiatives

- Re-established Diversity Committee
 - Opened membership to all families and CDM representative at each meeting
- Tucker/Glover Partnership
 - Joint meetings to support community collaboration
 - Targets: fundraising, joint events, social opportunities, communication
 - Grade 5 transition activity planning, including Pen Pals re-established in June 2017
- Partnered with PTO to increase participation in school events by providing childcare
- Full roll-out of the Reading About Diversity Program
- Adoption of Children Discovering Justice enrichment curriculum
- School-wide initiatives in planning: community building projects, mix-it-up lunches, world map project



Tucker Diversity Initiatives

Diversity Committee

- **Annual Social Studies Fair/UN Day celebration** - to celebrate through projects and research various cultures and to share cultural presentations from staff and students (music, history, language, dance, food)
- **Unity Night** event to celebrate diverse cultures through song and dance
- **Tucker/Glover Diversity Committee Partnership**
- **Annual Artist in Residence** - program to highlight a different culture and art form
- **Family Mentoring Program** – “veteran” families mentor and support new to Tucker families

School-wide

- **1647 Home visiting program** - for preschool and Kindergarten families
- **Tucker Cares** - PTO Community engagement and service program
- **Reading About Diversity & Meet the Artist** programs
- Partnership with Citizens for Diverse Milton, MPS and local community sports to enhance the diversity and participation rate of Tucker students in town and MHS sports and arts programming
- **Children Discovering Justice** enrichment curricula
- **Harvard Partnership** (*Reimagining Integration*): 1-2 interns work full year with the principal on engagement
 - 2015-Focus on preschool engagement resulting in the 1647 district home-visit pilot
 - 2016-Identification of strategies for classroom teachers to enhance family communication
 - 2017-Piloting surveys for immigrant families in Winter 2017 to enhance engagement



Pierce Diversity Initiatives

- Anti-Defamation League Peer Leader Program
- DOVE Peer Leader Program- *fostering healthy relationships*
- BOLD Program- *fostering positive sense of self among young women*
- Redesign of Pierce Student Council (Peace March **November 3, 2017**)
- Global Celebration
- Culturally Competency focused Professional Development (*Dr. Carlos Hoyt, Anti-Defamation League, Professional Learning Communities*)
- FUSE- Interest Based Learning in a STEAM Learning Community
- Data systems that support regular reflection on disaggregated common assessment and state level data
- Designing For Equity by Thinking in and about Mathematics- *3-year math equity PD partnership*
- Reflecting on and shifting our curriculum
 - Infusion of explicit lessons on social identity, bias, and justice beginning in SY 2017-2018
 - Exploring one's own identity, how others shape one's identity, what defines a community and some of the complexities of belonging and/or not
 - Explicit themes to frame the learning
 - **Grade 6** - Identity and Community
 - **Grade 7** - Understanding Hatred and Intolerance
 - **Grade 8** - Civic Dilemmas and Taking a Stand



Milton High Diversity Initiatives

- **2017-18 Initiatives:**
 - Closing the proficiency gap with The Calculus Project and Bridge
 - Second language friendly morning announcements
 - Diversity Committee Pay Day Breakfast
 - Courageous Conversations community events
 - Parent University – Sunday initiatives to get families involved
 - Continuing efforts to diversify our curriculum
 - Hosting a Harvard Principal Intern to develop concrete strategies to increase student of color participation in AP courses
 - Increasing the number of students of color in Athletics
 - Increasing the number of staff of color at the high school (9 hired this year)
- **Past initiatives that will continue to be implemented:**
 - Minority Educators' Job Fair
 - Young Men's Group/ Young Women's Group
 - Annual Heritage Festival
 - Gender neutral bathrooms
 - Diversity Committee Film Series
 - The Black Panthers - Vanguard of the Revolution
 - Maya Angelou - And Still I Rise

DATA: A REFLECTION OF THE CURRENT STATE OF THE MILTON PUBLIC SCHOOLS

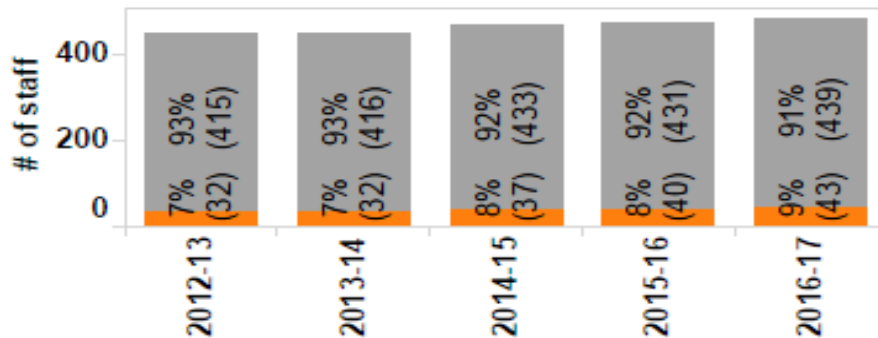
Staffing



District Data Dashboards: Staff, Race

Milton Public Schools: Staff Demographics

Race of Staff - District



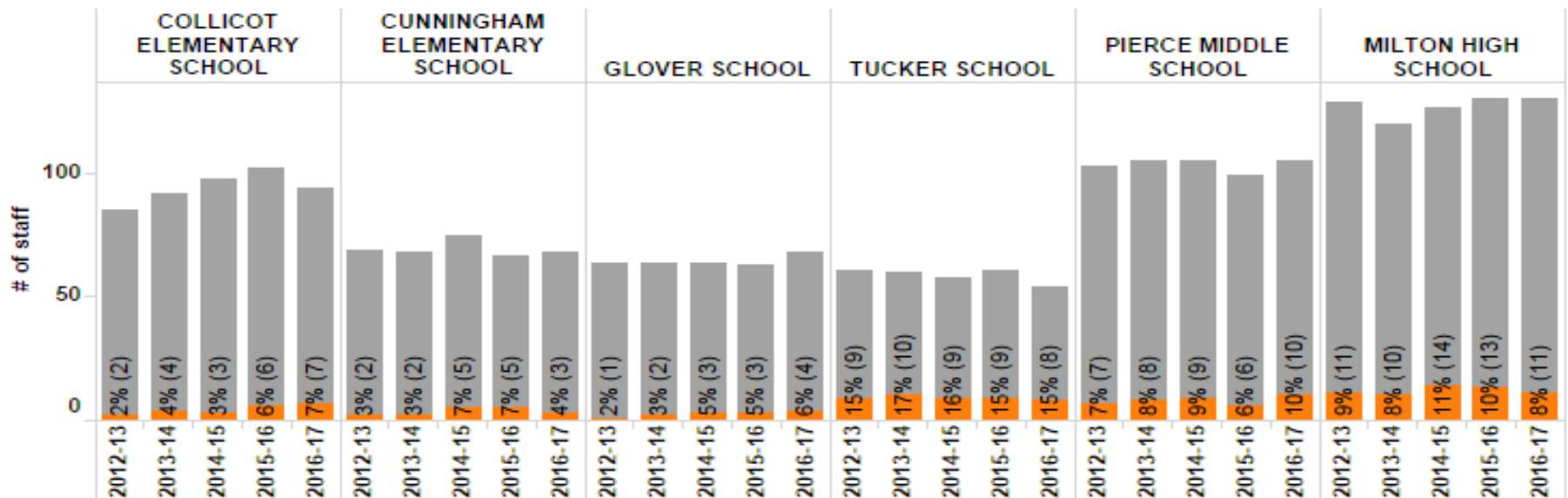
Race Key

White

Non-White

Note: Staff reported here are those who are also required to be reported to the state on the mandatory EPIMS report. These staff include teachers, aides, administrators, and administrative assistants/central office staff. These numbers do not include custodial, after school, food services or athletics staff.

Race of Staff - by School



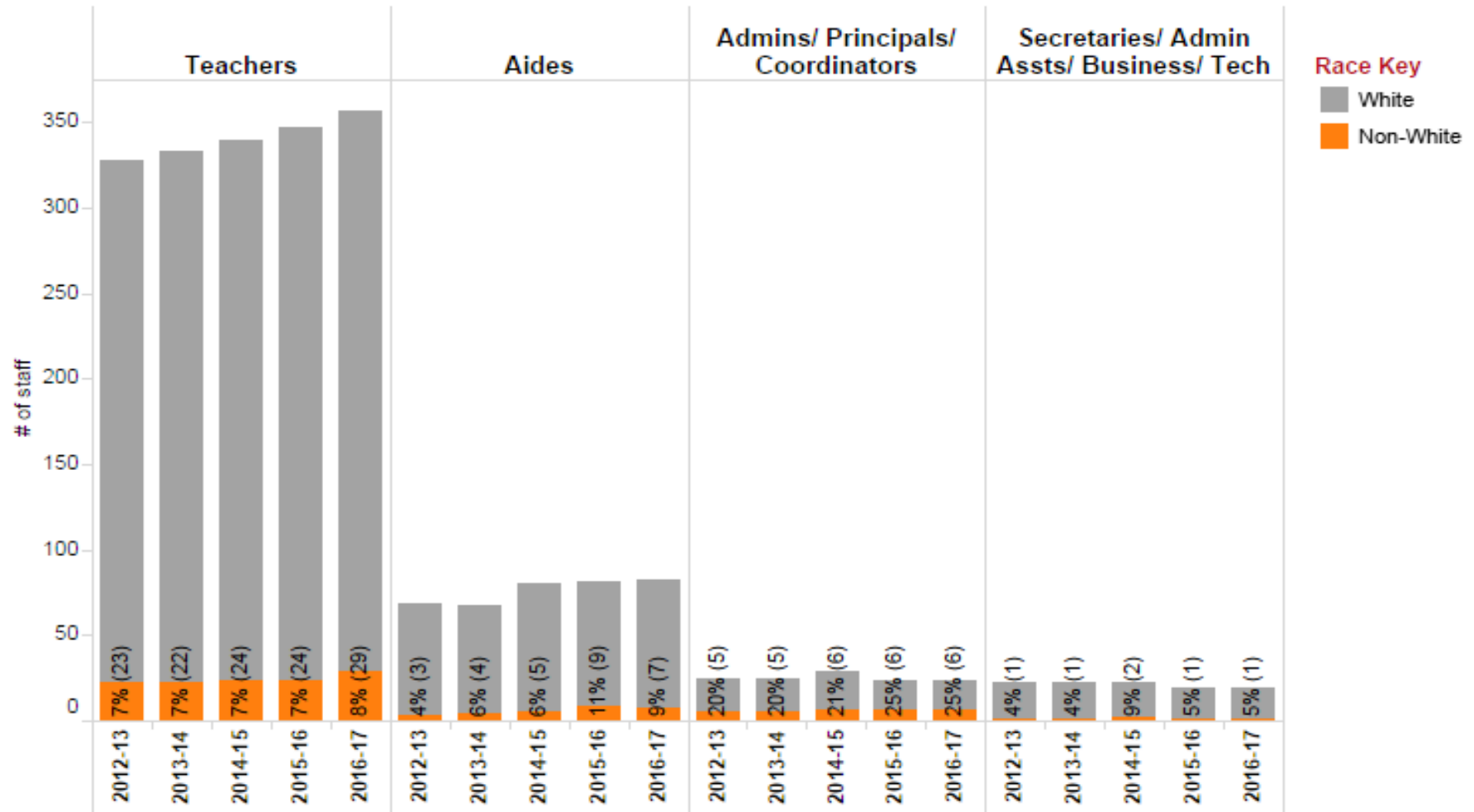
Note: In SY16-17, 90% of education staff at the state level are white.



District Data Dashboards: Staff, Race

Milton Public Schools: Staff Demographics

Race by Staff Type - District

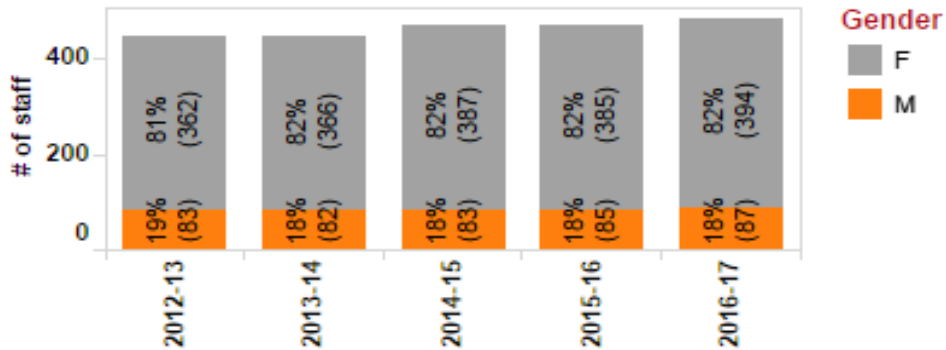




District Data Dashboards: Staff, Gender

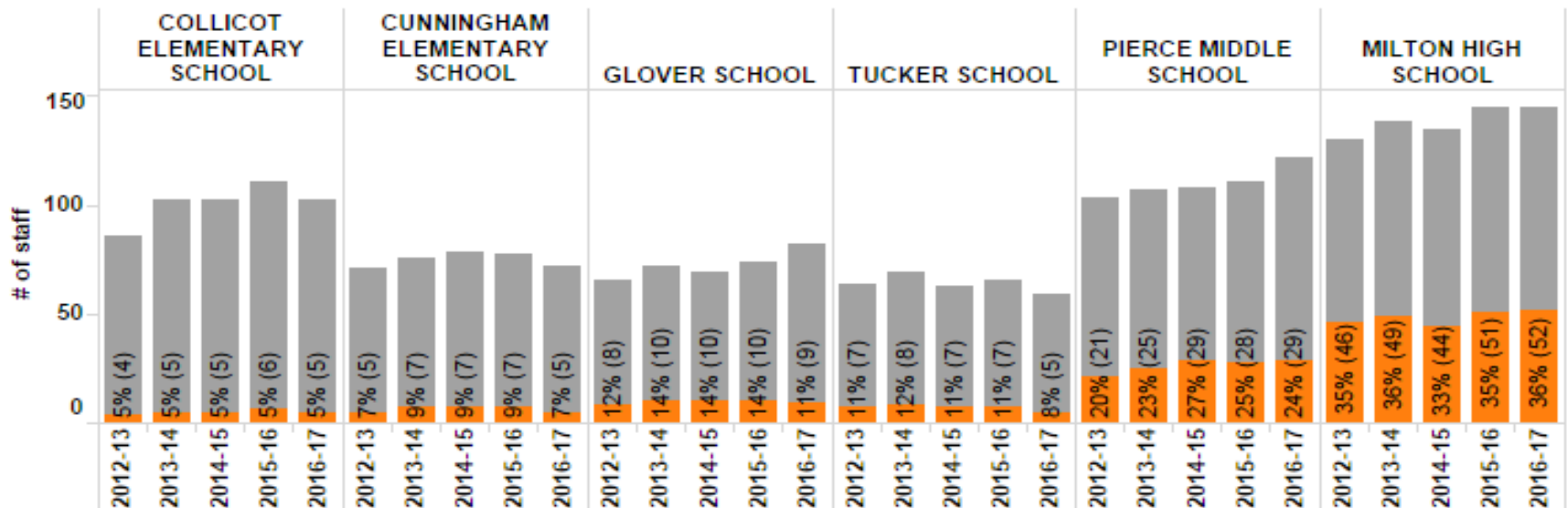
Milton Public Schools: Staff Demographics

Gender - District



Updated Feb. 2018
to correct for the
total number of staff
in SY 2016-17.

Gender - by School



Note: In SY16-17, 80% of education staff at the state level are female.

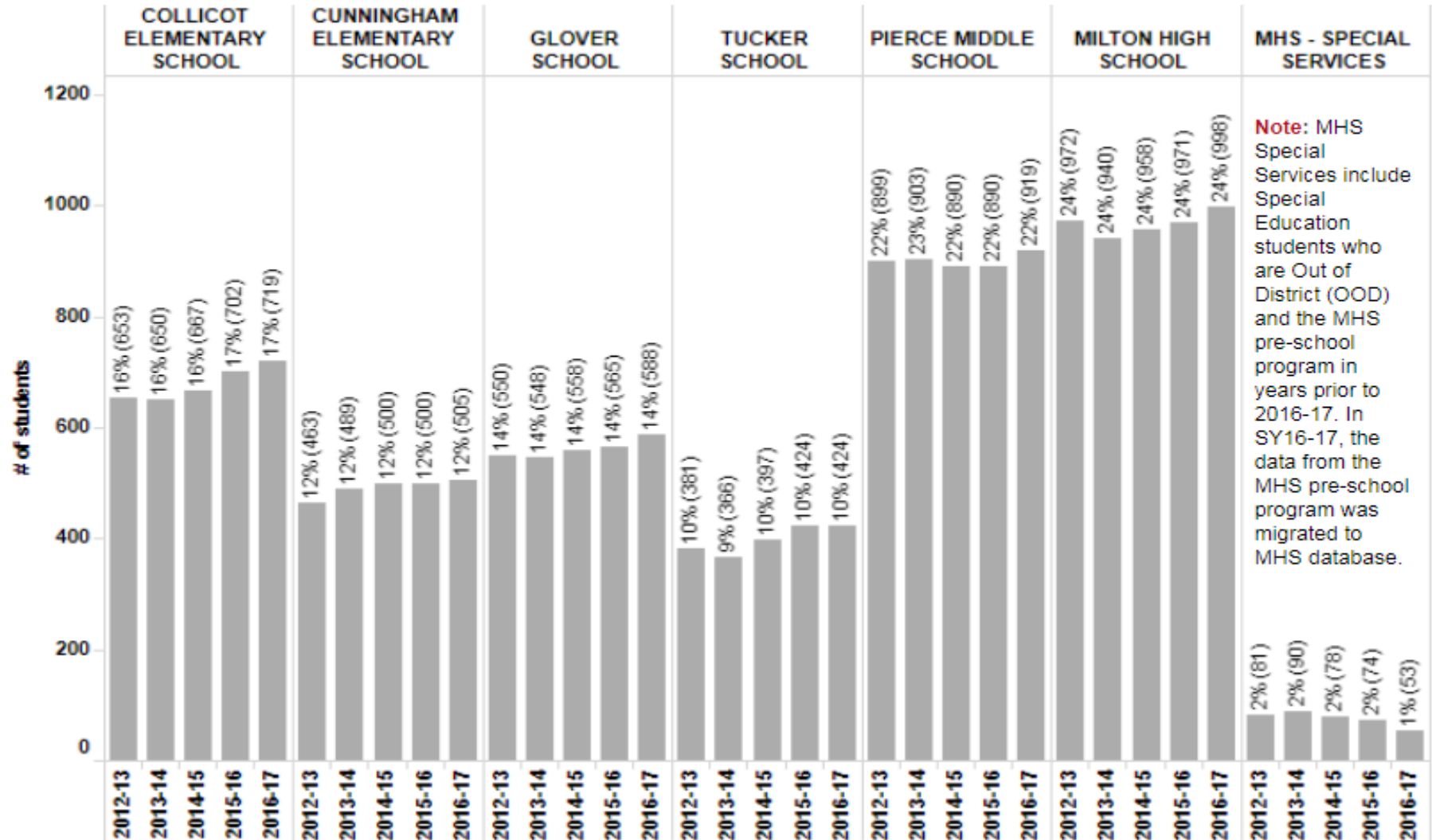
Student Demographics



District Data Dashboards: Enrollment

Milton Public Schools: Demographics

Total Enrollment by Year: by School

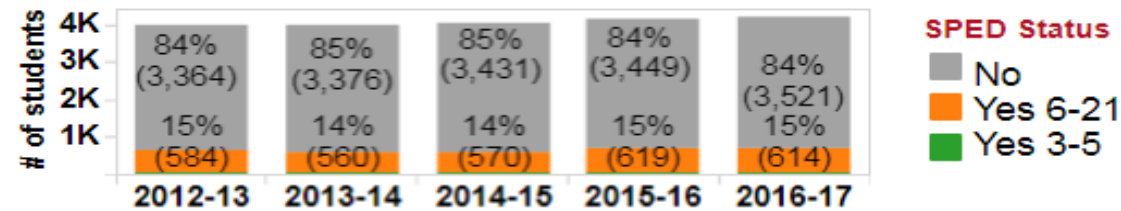




District Data Dashboards: SPED

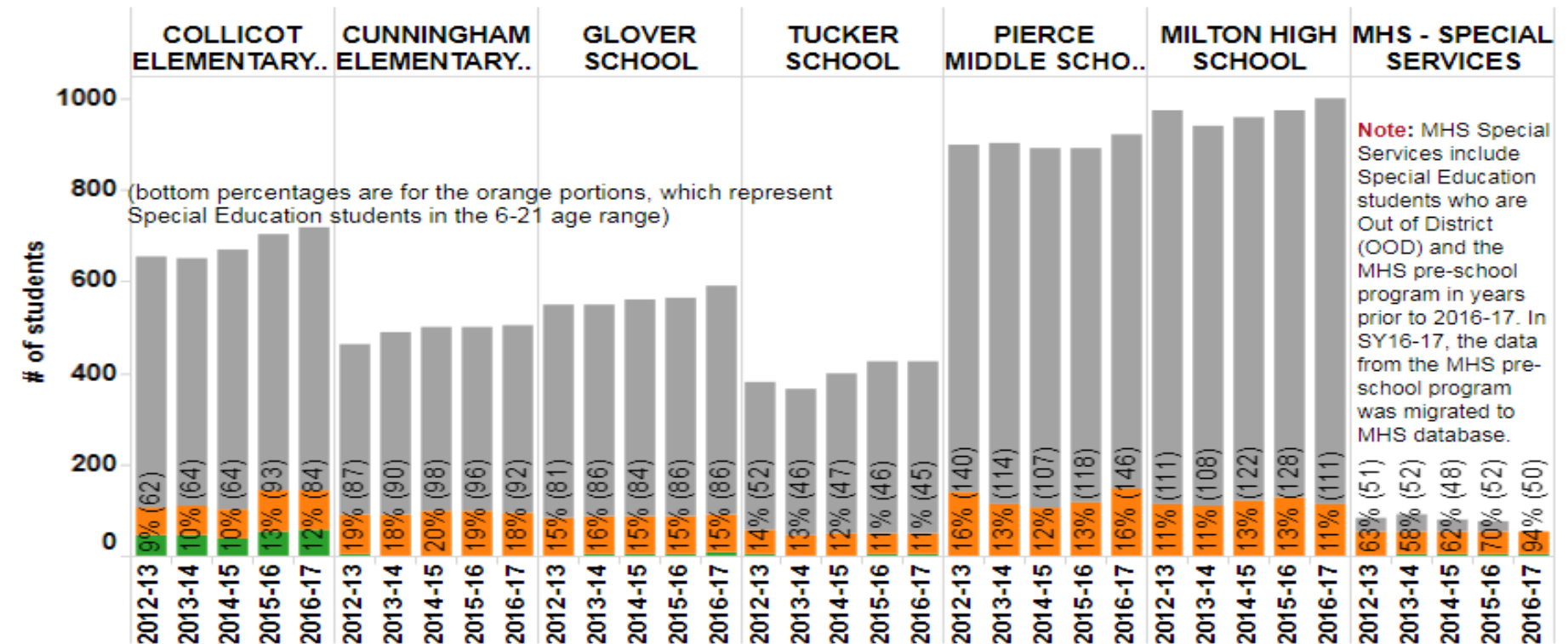
Milton Public Schools: Demographics

SPED Enrollment by Year: District



Note: SPED status here refers only to students on IEP's. This information is culled from the SIMS reporting to the state.

SPED Enrollment by Year: by School



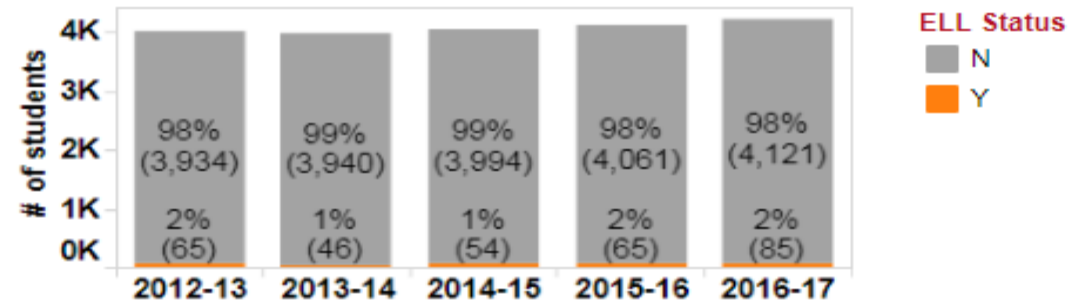
Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program in years prior to 2016-17. In SY16-17, the data from the MHS pre-school program was migrated to MHS database.



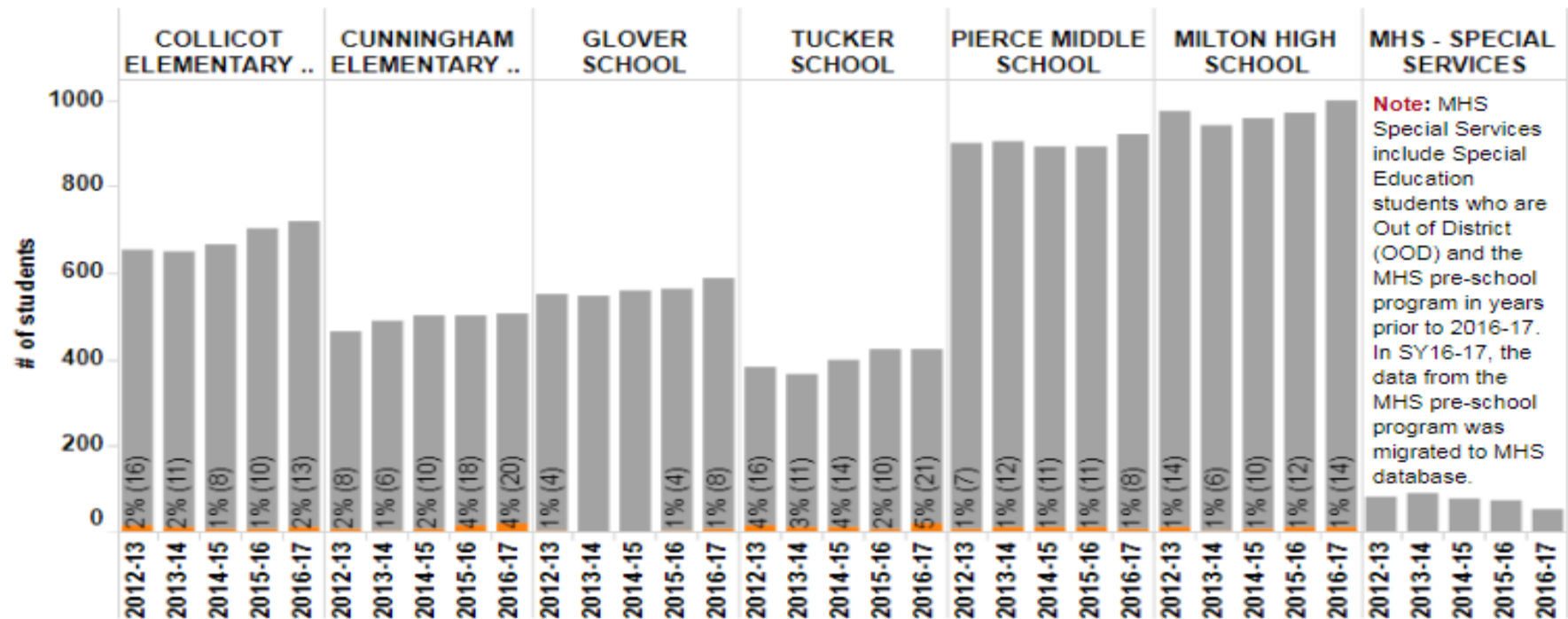
District Data Dashboards: English Language Learners

Milton Public Schools: Demographics

English Language Learner: District



English Language Learner: by School



Note: Percent of ELL students at the state level is 9.5% in SY16-17.



District Data Dashboards: Native Languages

Approximately **8%** of students in the district reported speaking another language other than English as their native language.

Native Languages

Native Language (group)	COLLICOT ELEMENT..	CUNNING HAM ELE..	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE S..	MILTON HIGH SC..	MHS - SPECIAL ..
Cantonese	4	4			1	4	
Chinese Languages	7	6	4	2	4	12	1
English	664	461	557	373	864	914	50
French	4	8	4	5	6	4	
Haitian Creole	3	1	5	11	10	20	
Mandarin	5				2	3	
Portuguese	2	4		1		5	
Spanish	5	6	8	9	7	11	
Turkish			1	1	2	1	
Vietnamese	15	6	6	12	13	16	1
Other	10	9	3	10	10	8	1

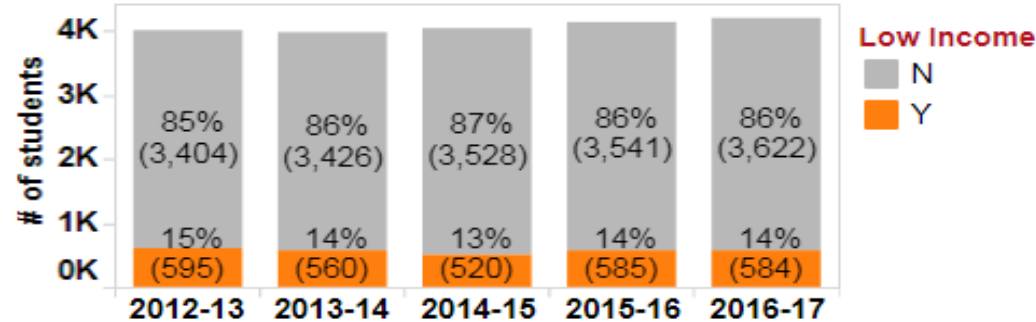
The chart above shows the number of students at each school speaking a variety of languages as their native tongue. The “Other” category includes students who speak languages such as Ibo, Bengali, Amharic, Cape Verdean and many others.



District Data Dashboards: Low Income

Milton Public Schools: Demographics

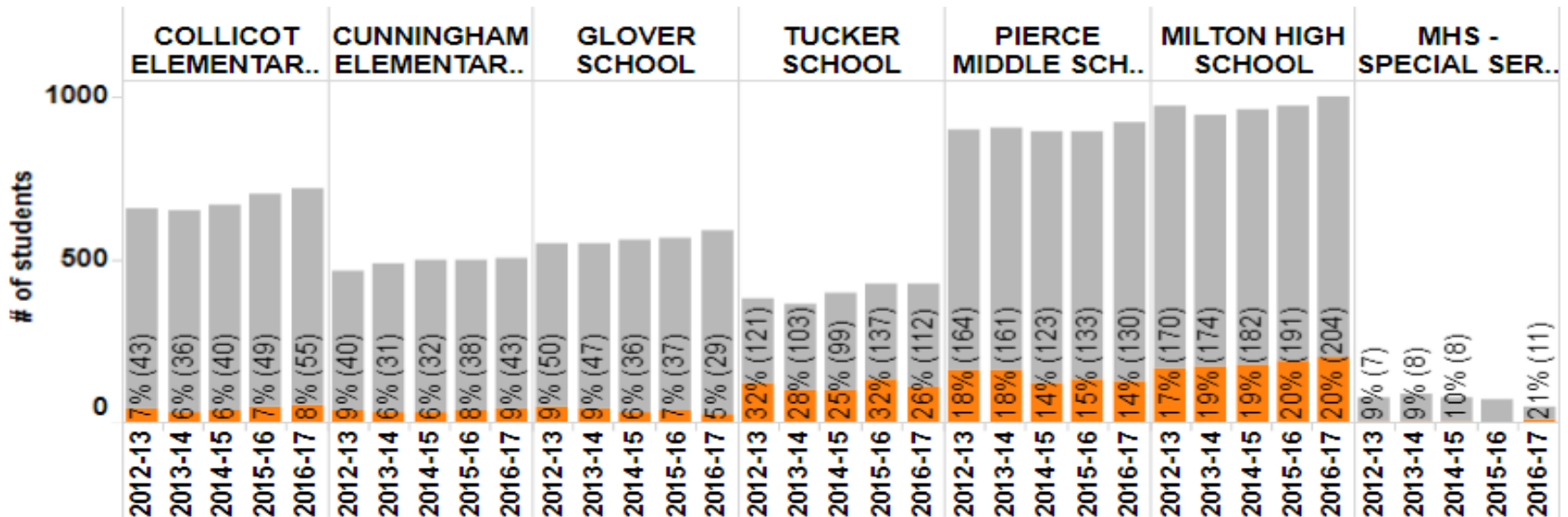
Low Income Enrollment by Year: District



Note: In school year 2014-15, DESE changed its low income designation to another measure called "economically disadvantaged." The "low income" data shown here is not equivalent to the "economically disadvantaged" from DESE, as DESE's measure is a subset of the low income data. In MPS, we still collect low income data to verify Free and Reduced Lunch status for federal reporting.

Note 2: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program in years prior to 2016-17. In SY16-17, the data from the MHS pre-school program was migrated to MHS database.

Low Income Enrollment by Year: by School



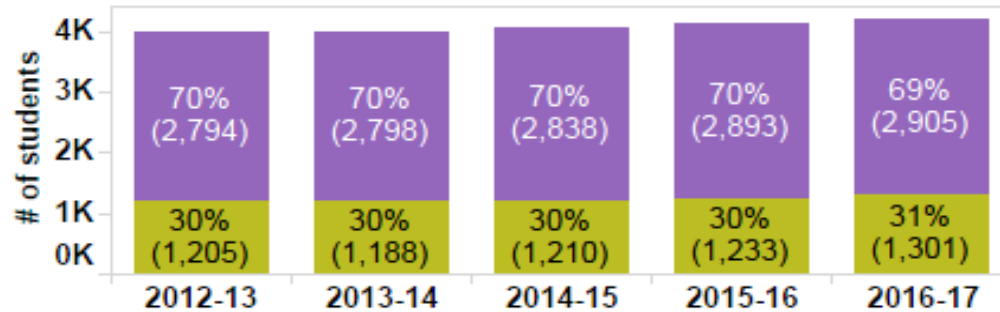
Note: To determine "Economically Disadvantaged" status, DESE pulls directly from the following state databases: Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid).



District Data Dashboards: Race

Milton Public Schools: Demographics

Race - District

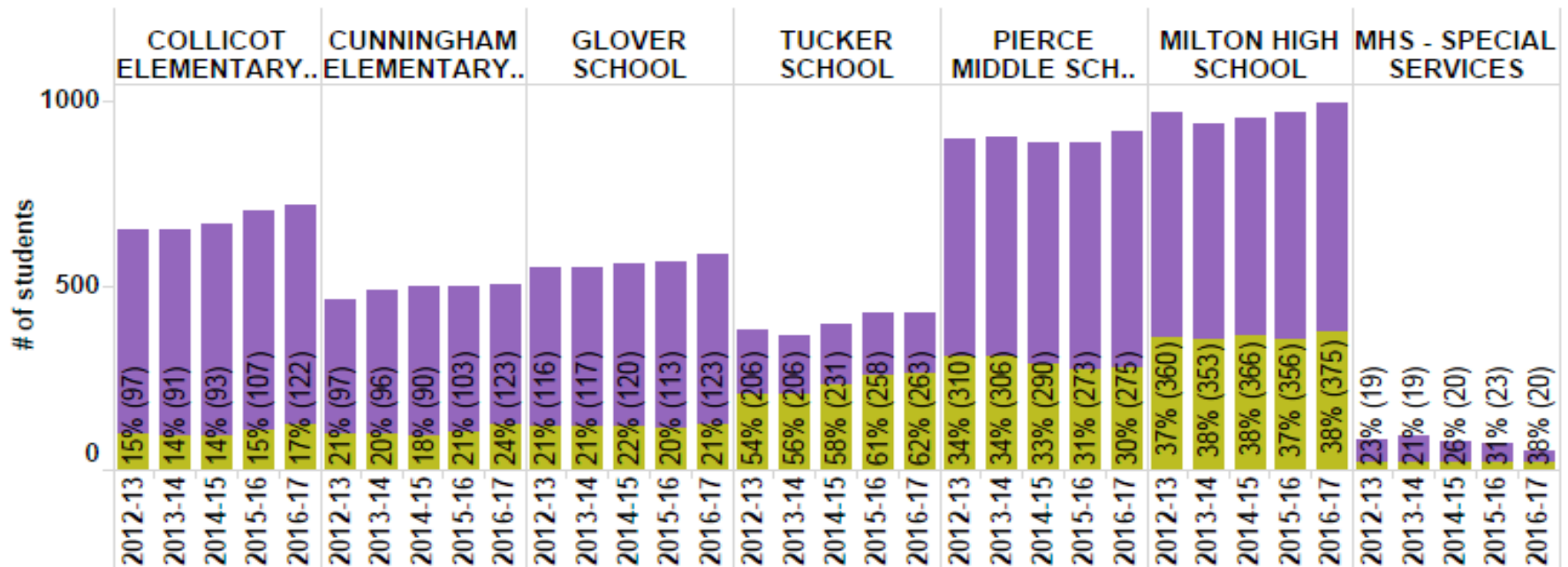


Race Key

- White
- Non-white

Note: MHS Special Services include Special Education students who are Out of District (OOD) and the MHS pre-school program in years prior to 2016-17. In SY16-17, the data from the MHS pre-school program was migrated to MHS database.

Race - by school by year

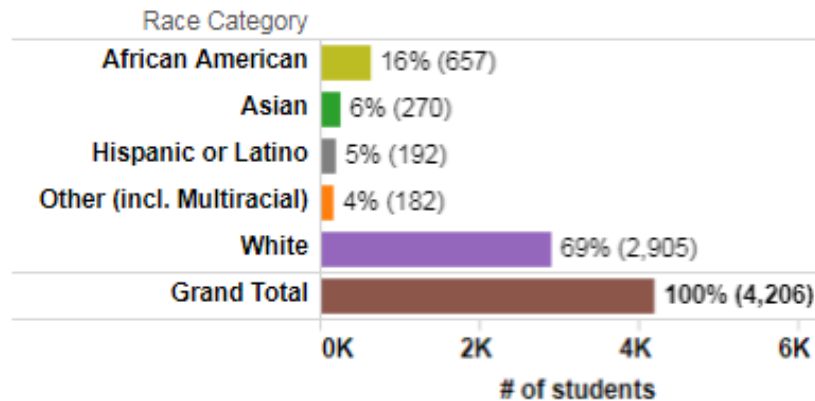




District Data Dashboards: Race

Milton Public Schools: Demographics

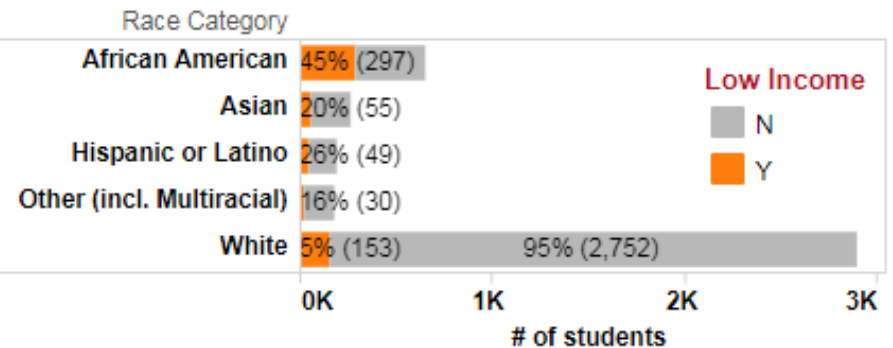
Race - District



Race & Low Income - District

Select School Year

2016-17



Race - by School

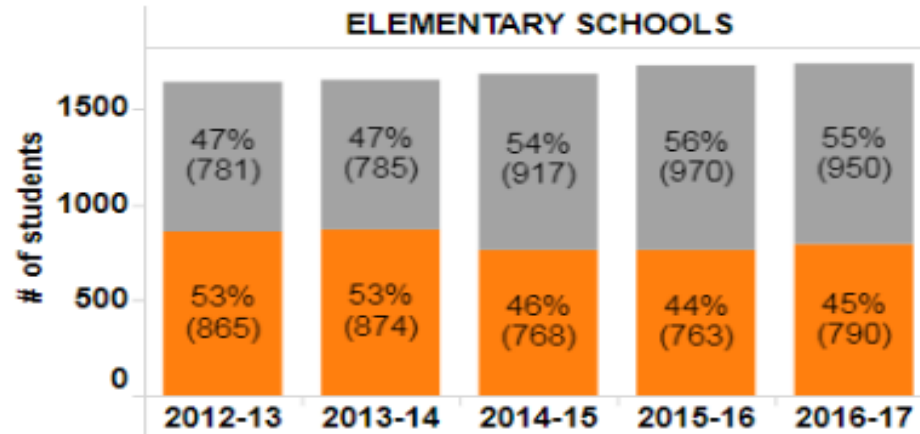
Race Category	COLLICOT ELEMENTARY SCHOOL	CUNNINGHAM ELEMENTARY SCHOOL	GLOVER SCHOOL	TUCKER SCHOOL	PIERCE MIDDLE SCHOOL	MILTON HIGH SCHOOL	MHS - SPECIAL SERVICES
African American	3% (25)	8% (41)	7% (44)	41% (175)	16% (149)	21% (211)	23% (12)
Asian	7% (53)	8% (41)	5% (27)	6% (27)	5% (47)	7% (72)	6% (3)
Hispanic or Latino	3% (22)	4% (20)	4% (23)	7% (30)	5% (45)	5% (50)	4% (2)
Other (incl. Multiracial)	3% (22)	4% (21)	5% (29)	7% (31)	4% (34)	4% (42)	6% (3)
White	83% (597)	76% (382)	79% (465)	38% (161)	70% (644)	62% (623)	62% (33)



District Data Dashboards: French Immersion

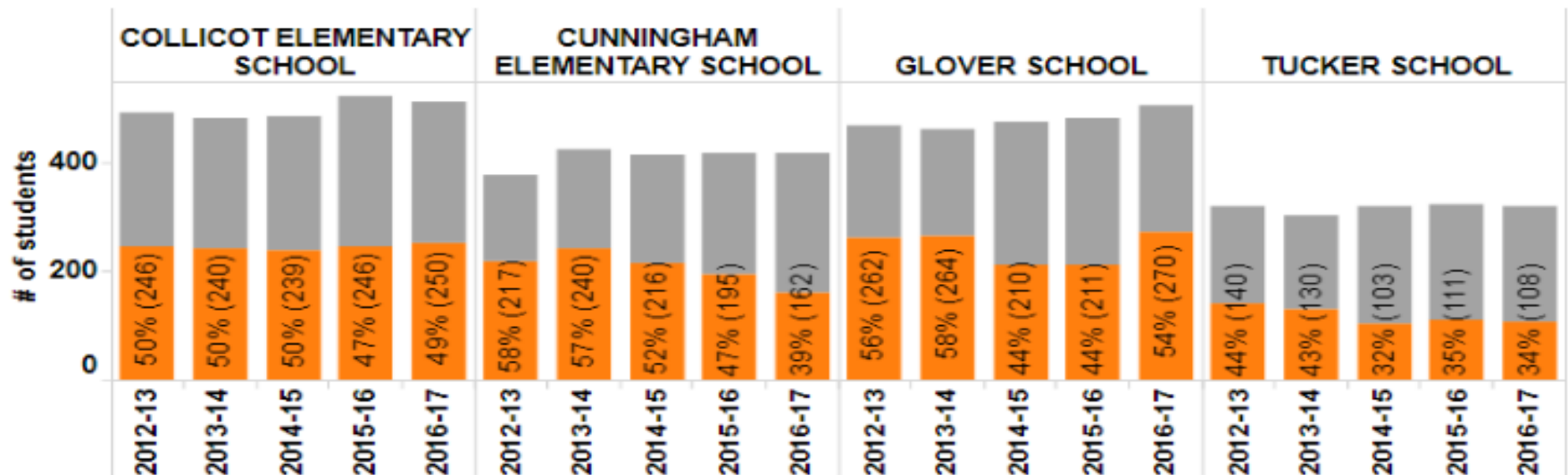
Milton Public Schools: Demographics

French Immersion Program Enrollment: District Elementary



Note: For these graphs looking at the French Immersion program in the Elementary Schools, pre-K and Kindergarten students were not counted.

French Immersion Program Enrollment by Year: by Elementary School



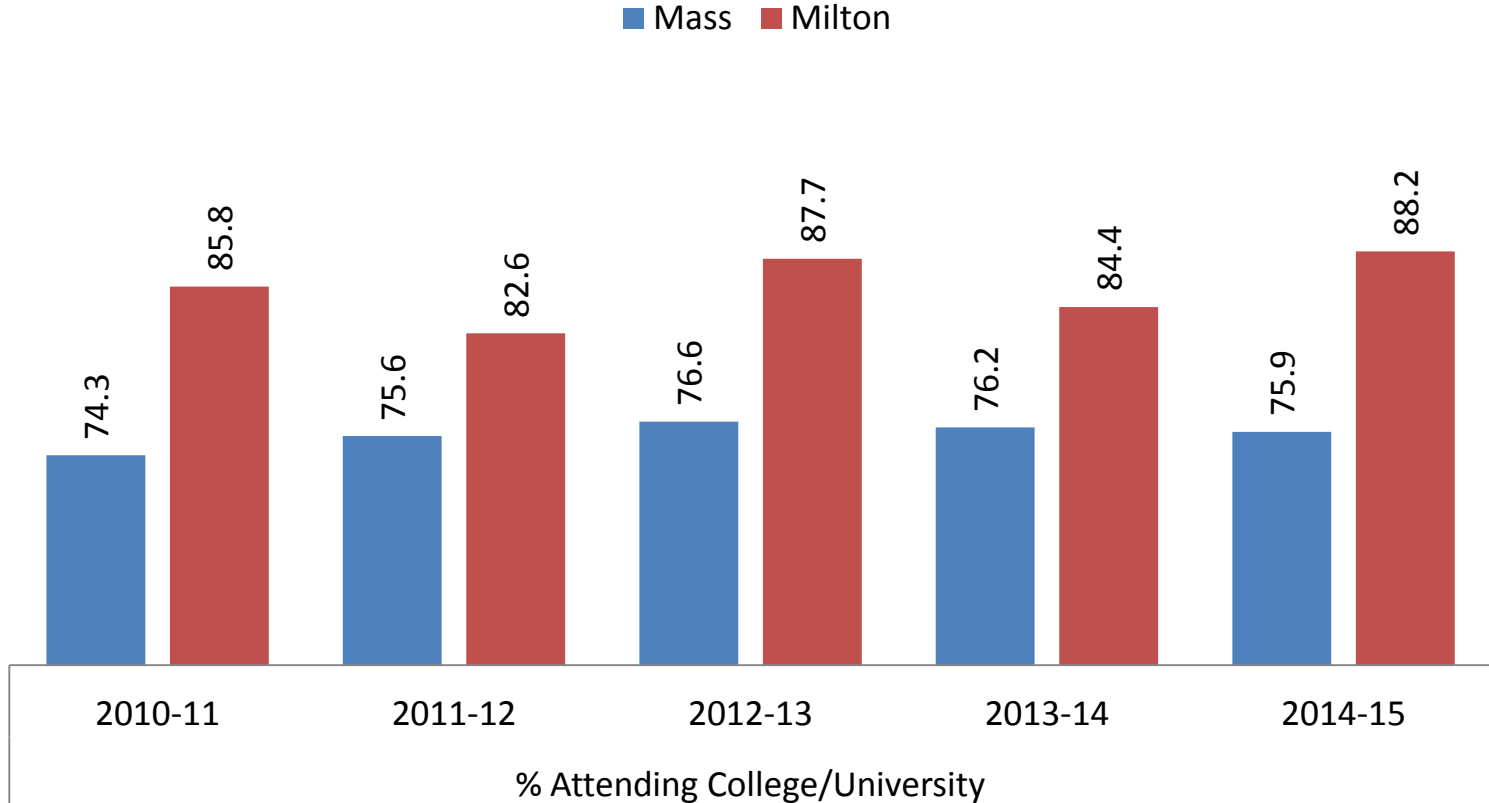
College Data



State Report: Percent of Graduates Attending Higher Education

The data presented here comes directly from the Department of Elementary and Secondary Education (DESE). It provides information about the enrollment of Massachusetts public high school graduates into institutions of higher education within 16 months of graduating high school. The source of higher education information is the National Student Clearinghouse, which receives data from "more than 3,600 colleges, enrolling 98% of US college students".

Percentage of Graduates Attending Higher Education



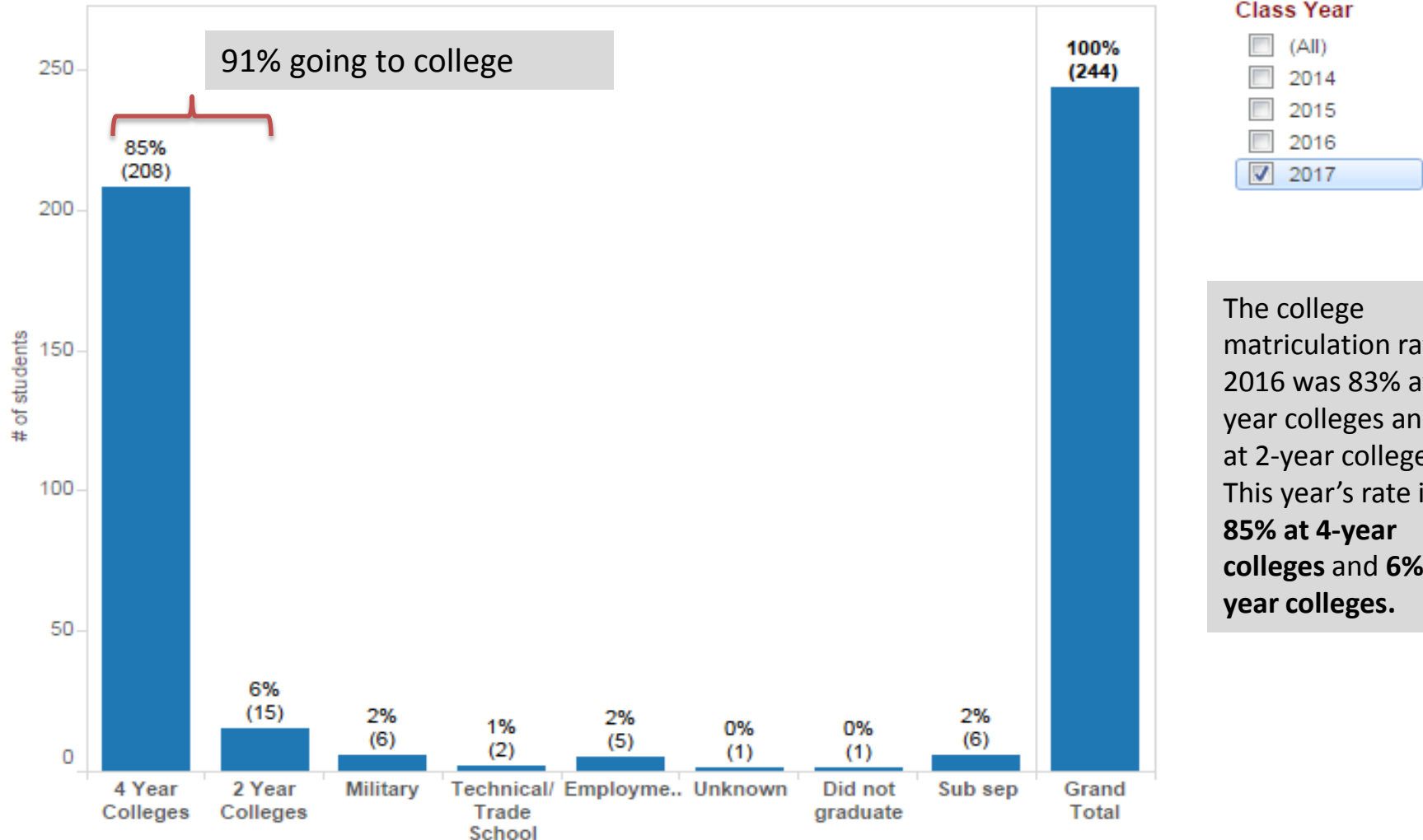
Note: DESE only has updated information up to the 2014-15 cohort.



District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

Summary of placement type

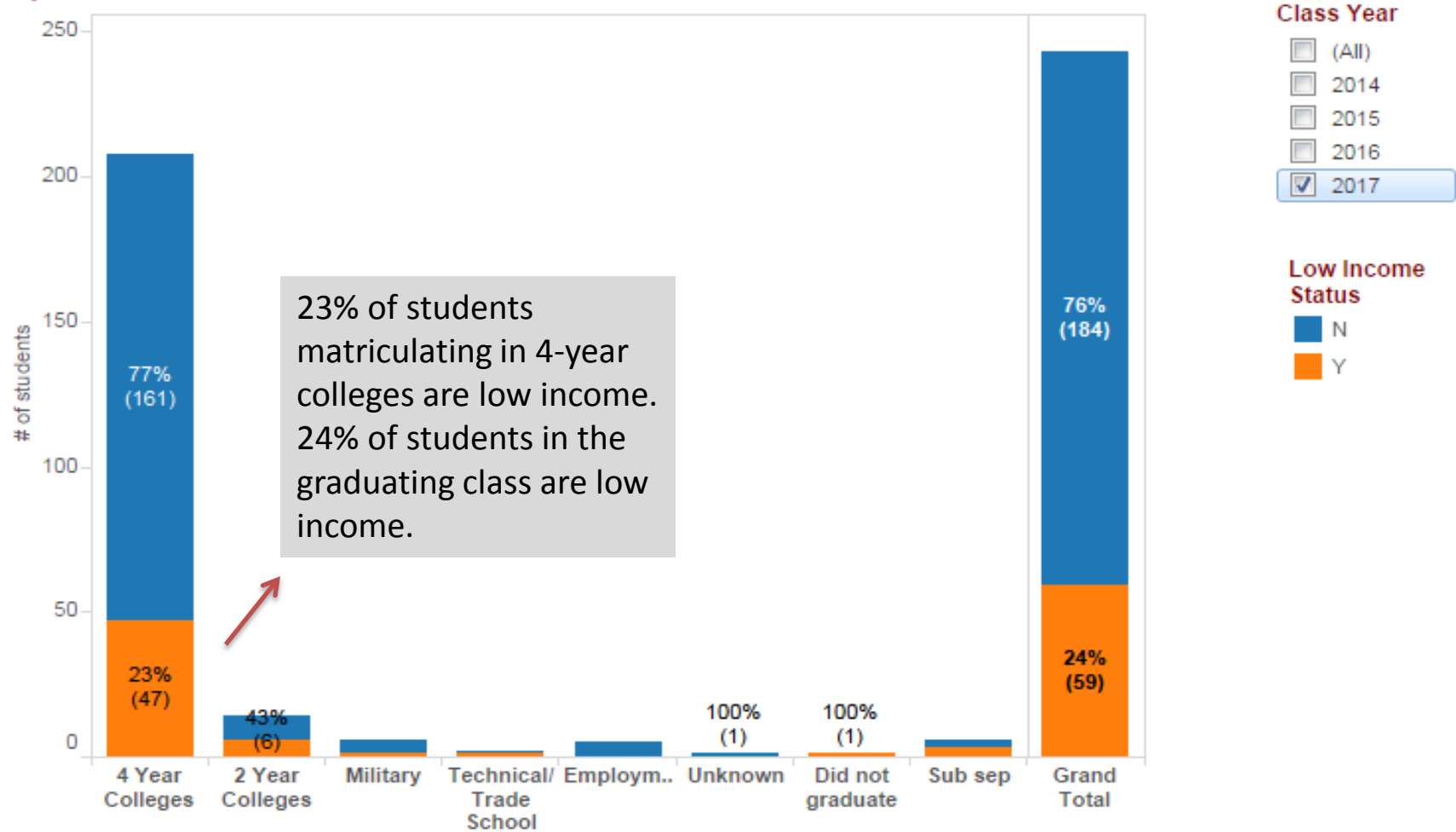




District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by Low Income

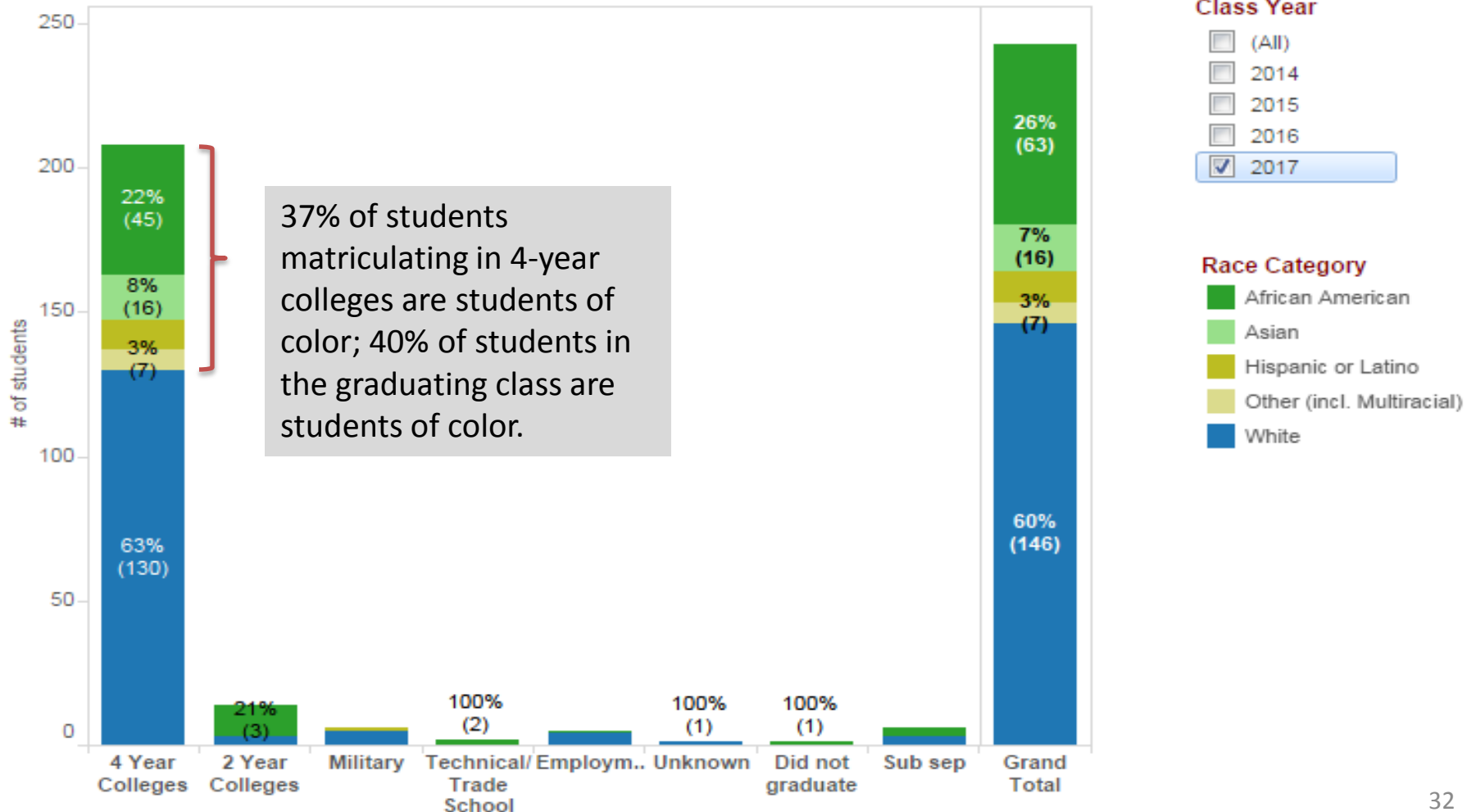




District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by Race

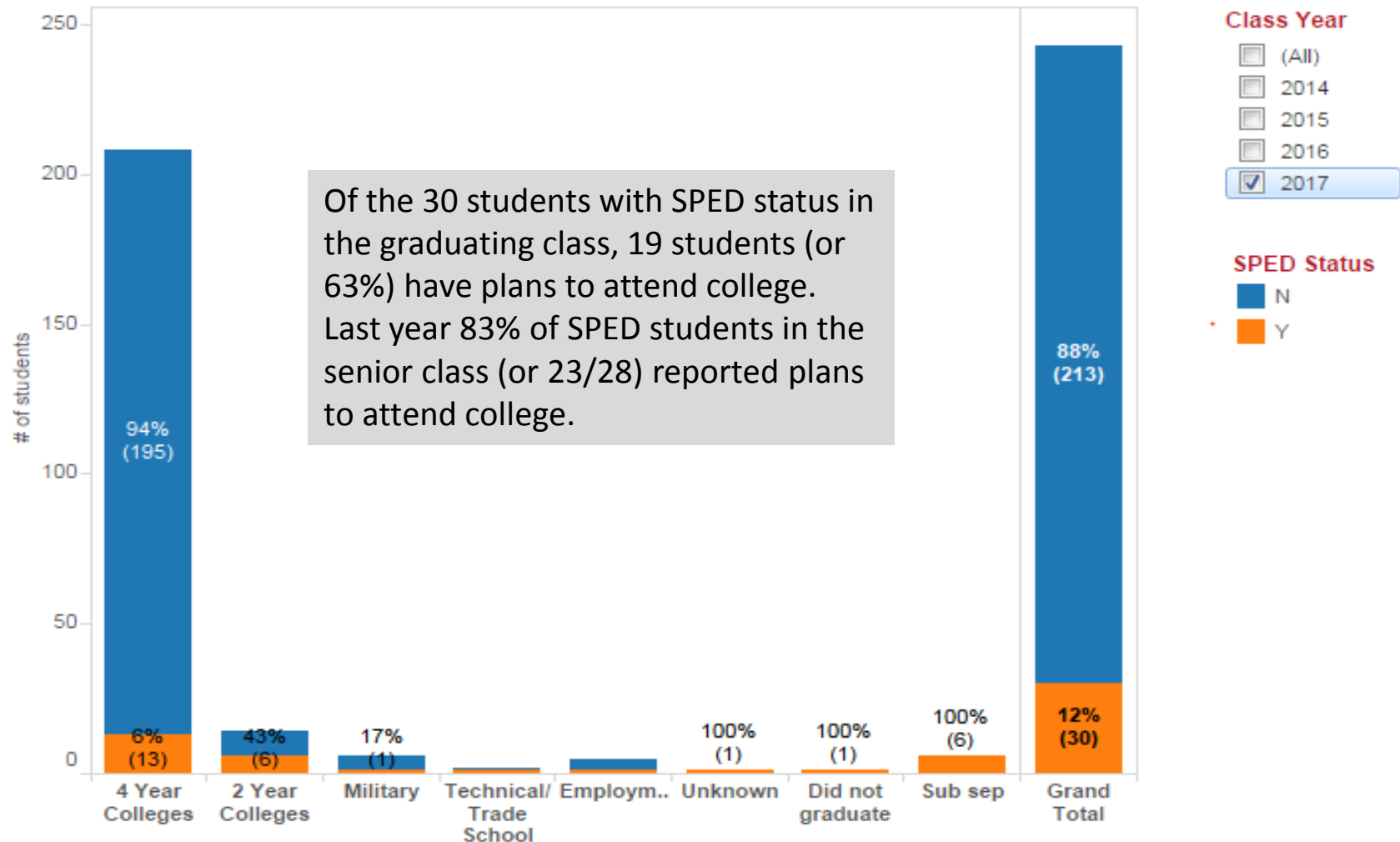




District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

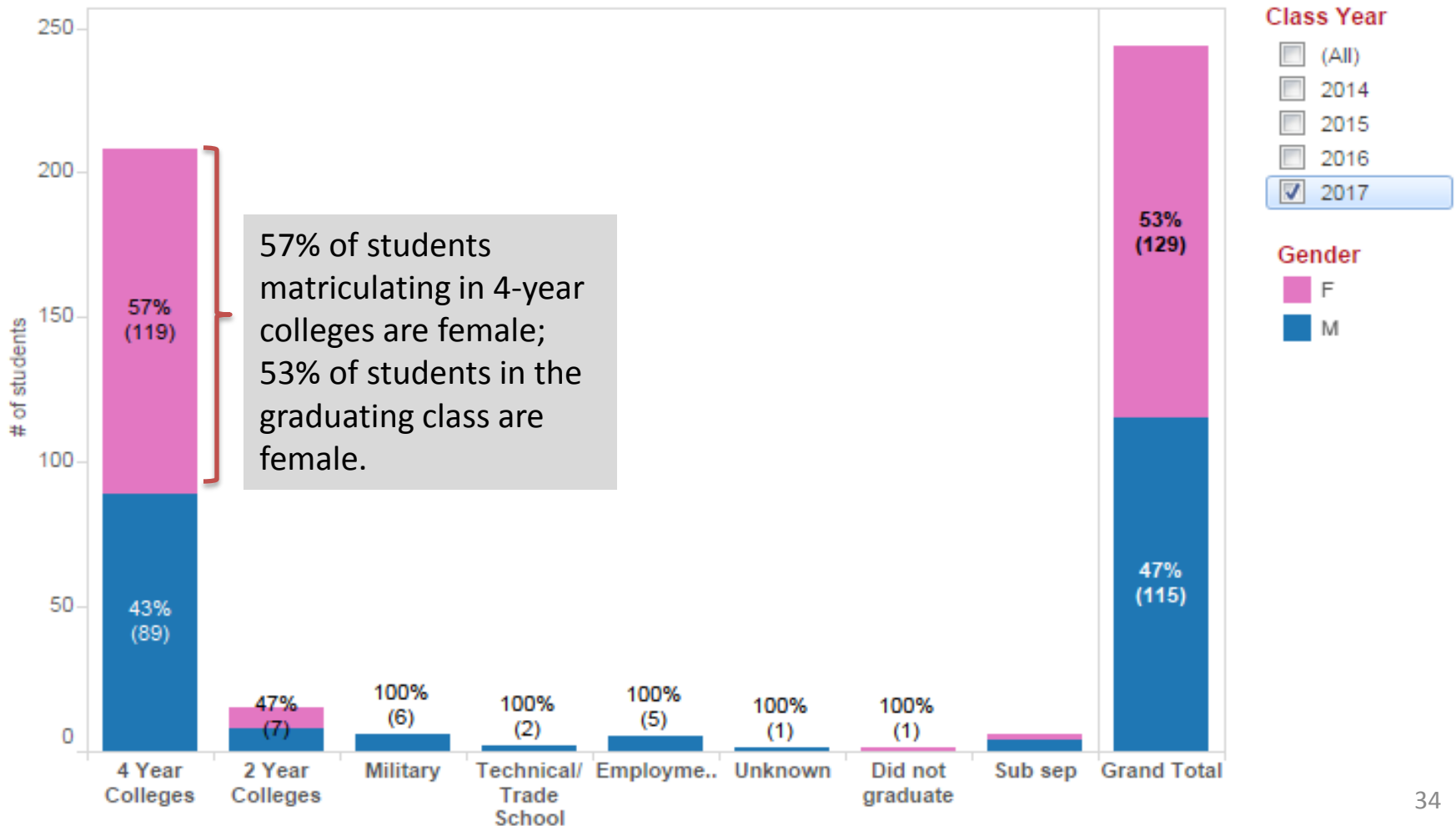
by SPED status



District Data Dashboards: College Matriculation

Milton Public Schools: College Matriculation

by Gender



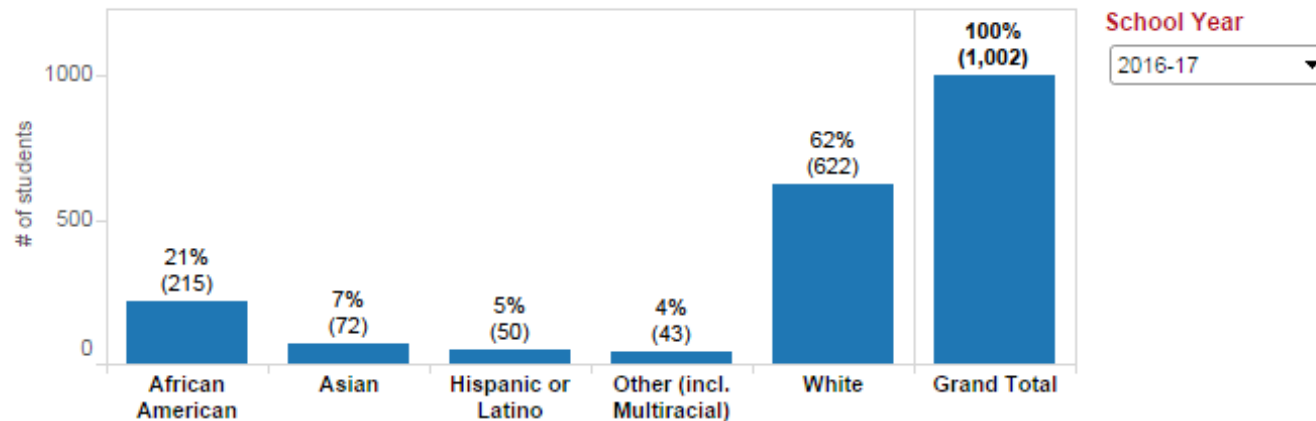
Athletics



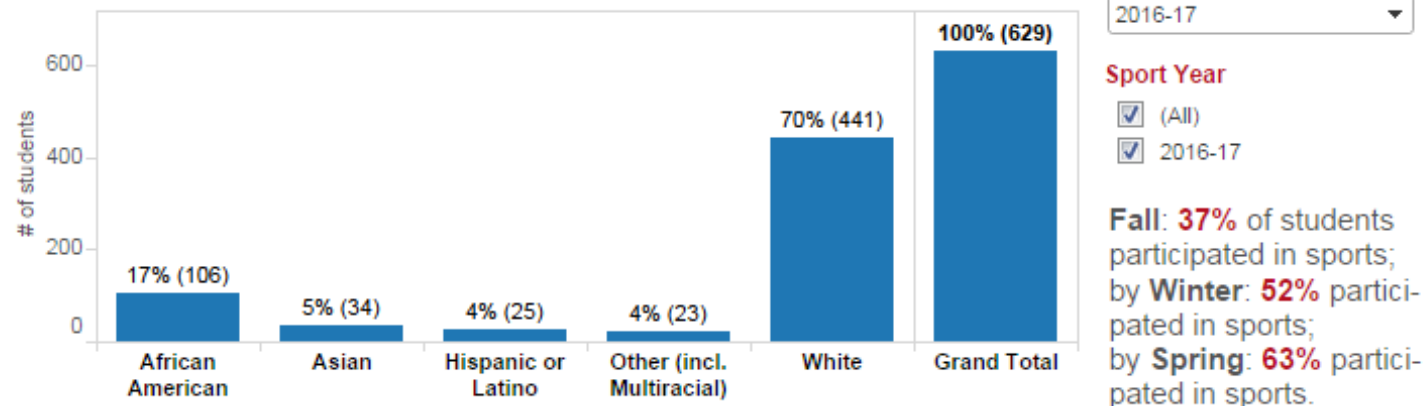
Athletics

Milton Public Schools: Athletics

Milton High School - Breakdown by Race



Sports Participation - Breakdown by Race (distinct students)



63% of high school students participated in a sport in SY16-17.



Athletics

Breakdown of Fall Sports

School Year

2016-17 ▼

Sport Year

☒ (All)

☒ 2016-17

Season

Fall ▼

Individual Sport Participation by Race

Season	Sport	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Fall	Boys Soccer	13% (8)	8% (5)	8% (5)	5% (3)	67% (42)	100% (63)
	Boys XC	9% (2)				91% (21)	100% (23)
	Fall Cheer	15% (4)	4% (1)		4% (1)	78% (21)	100% (27)
	Field Hockey		2% (1)		5% (2)	93% (40)	100% (43)
	Football	30% (27)		6% (5)	3% (3)	61% (54)	100% (89)
	Girls Soccer	6% (3)	11% (6)	4% (2)		80% (43)	100% (54)
	Girls XC	25% (5)				75% (15)	100% (20)
	Golf	9% (1)				91% (10)	100% (11)
	Volleyball	8% (3)		3% (1)	3% (1)	88% (35)	100% (40)
Grand Total		14% (53)	4% (13)	4% (13)	3% (10)	76% (281)	100% (370)

School Year and Sport Year have to match for data to line up correctly.

In the fall, 25% of students participating in sports are students of color.



Athletics

Breakdown of Winter Sports

School Year

2016-17 ▼

Sport Year

☒ (All)
☒ 2016-17

Season

Winter ▼

Individual Sport Participation by Race

Season	Sport	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Winter	Boys Basketball	28% (13)	6% (3)	4% (2)	9% (4)	53% (25)	100% (47)
	Boys Ice Hockey	5% (3)		2% (1)		93% (51)	100% (55)
	Boys Indoor Track	39% (15)	3% (1)	5% (2)		53% (20)	100% (38)
	Girls Basketball	9% (4)	5% (2)	5% (2)	5% (2)	77% (33)	100% (43)
	Girls Ice Hockey	4% (1)				96% (23)	100% (24)
	Girls Indoor Track	23% (15)	3% (2)		5% (3)	70% (46)	100% (66)
	Ski	9% (1)		9% (1)		82% (9)	100% (11)
	Swim	10% (2)	10% (2)	5% (1)	5% (1)	71% (15)	100% (21)
	Winter Cheer	21% (8)	5% (2)	5% (2)	3% (1)	67% (26)	100% (39)
	Wrestling	23% (7)		3% (1)	7% (2)	67% (20)	100% (30)
Grand Total		18% (69)	3% (12)	3% (12)	3% (13)	72% (268)	100% (374)

School Year and Sport Year have to match for data to line up correctly.

In the winter, 27% of students participating in sports are students of color.



Athletics

Breakdown of Spring Sports

School Year

2016-17

Sport Year

☒ (All)

☒ 2016-17

Season

Spring

Individual Sport Participation by Race

Season	Sport	African American	Asian	Hispanic or Latino	Other (incl. Multiracial)	White	Grand Total
Spring	Baseball	2% (1)		4% (2)	2% (1)	93% (53)	100% (57)
	Boys Crew	6% (1)		13% (2)		81% (13)	100% (16)
	Boys Lacrosse	19% (6)		6% (2)	6% (2)	69% (22)	100% (32)
	Boys Outdoor Track	30% (12)	3% (1)	5% (2)	5% (2)	58% (23)	100% (40)
	Boys Tennis	15% (2)	54% (7)			31% (4)	100% (13)
	Girls Crew	4% (1)	13% (3)	4% (1)	4% (1)	75% (18)	100% (24)
	Girls Lacrosse		2% (1)	7% (3)	2% (1)	88% (38)	100% (43)
	Girls Outdoor Track	23% (17)	5% (4)	1% (1)	5% (4)	65% (49)	100% (75)
	Girls Tennis	14% (3)	19% (4)	14% (3)		52% (11)	100% (21)
	Rugby	31% (11)	6% (2)	3% (1)		60% (21)	100% (35)
	Softball	18% (7)		3% (1)	5% (2)	75% (30)	100% (40)
Grand Total		15% (61)	6% (22)	5% (18)	3% (13)	71% (282)	100% (396)

School Year and Sport Year have to match for data to line up correctly.

In the spring, 29% of students participating in sports are students of color.

Standardized Assessment: 2016-2017 Advanced Placement



High School AP – Highlights

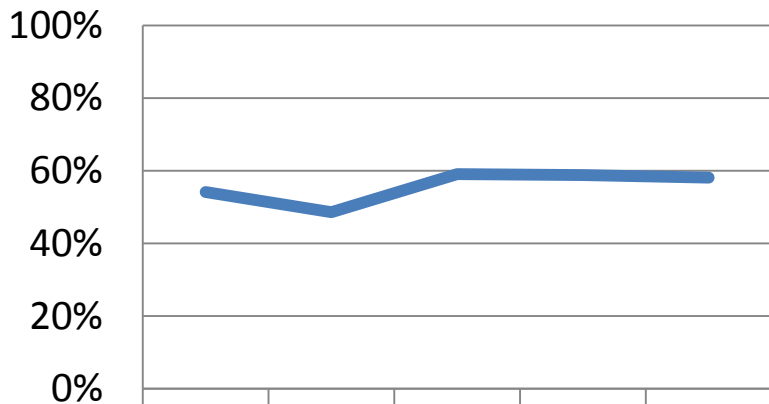
- MHS offered a total of 21 AP courses this past year.
 - **5 courses have a qualifying rate of 95 to 100%.** This means almost all students in these courses achieved a score of 3, 4, or 5 to qualify for college credit.
 - Music Theory, Studio Art, Statistics, French Language, Latin Lit,
 - Spanish Language is on the cusp at 94%
 - **18 of 21 courses have a qualifying rate of 75% or above.**
 - Last year, 7 courses fell below this threshold.
 - **13 of 21 courses saw an improvement in the qualifying rate from the previous year.**
 - **129 of 291 AP students (or 44%) are recognized for academic distinction as AP Scholars** – the highest percentage we have had in the last five years!
- **In 2017, 85% of all AP exams received a qualifying score of 3, 4 or 5; this is the highest overall AP qualifying rate we have ever achieved at MHS!**



Participation: Percent of Students Taking AP

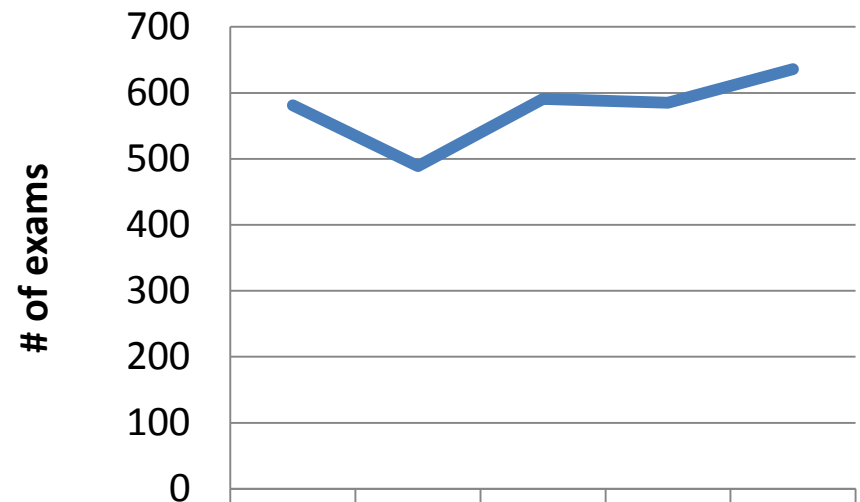
About **60%** of our juniors and seniors take AP classes, due to open enrollment.

2017: Percent of Juniors+Seniors Taking AP



<div><div></div><div>% of Juniors + Seniors Taking AP</div></div>	2012	2013	2014	2015	2016
	-13	-14	-15	-16	-17
	54%	49%	59%	59%	58%

2017: Total AP Exams Taken



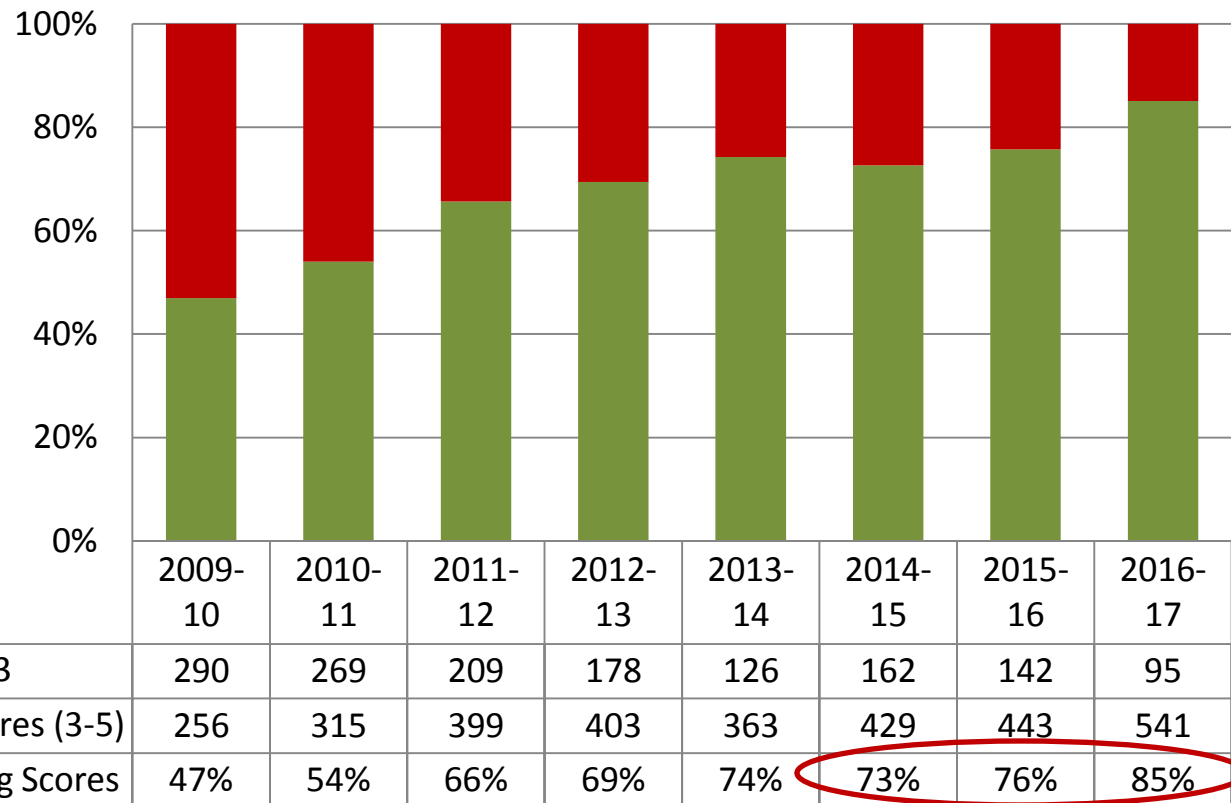
<div><div></div><div>Total AP Exams</div></div>	2012	2013	2014	2015	2016
	-13	-14	-15	-16	-17
	581	489	591	585	636



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 are at the highest percentage they have ever been at 85%!**

2017: Percent of AP Exams with Qualifying Scores



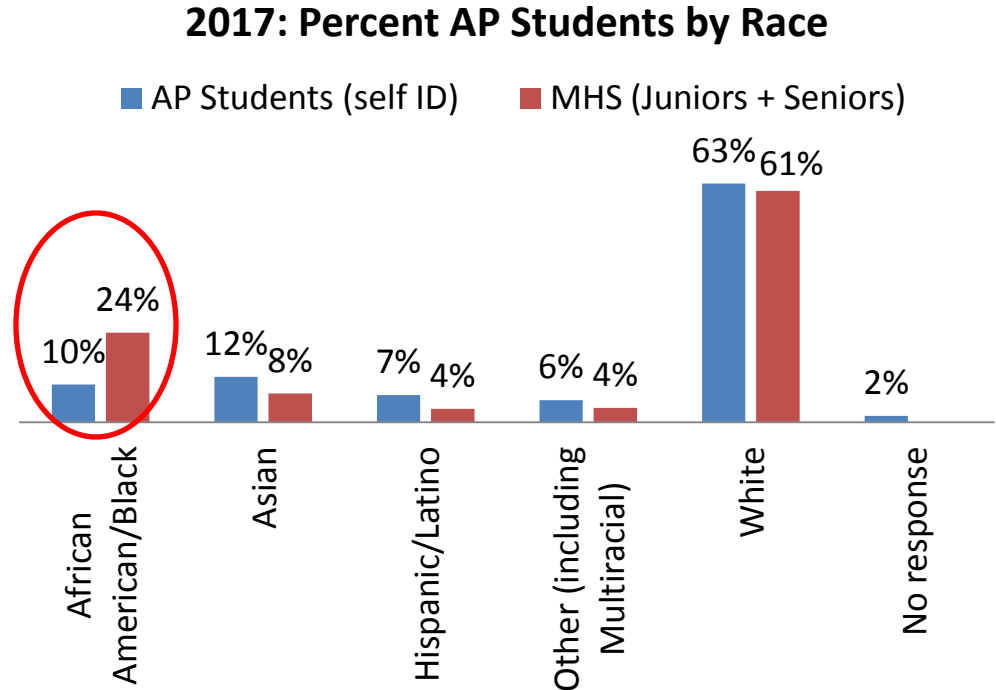
Note: Qualifying scores of 3,4, or 5 often allows students to receive college credit for related courses.



Participation: Percent of AP Students by Race

Except for African Americans, all other racial subgroups in AP classes actually exceed their proportions of the student population.

	AP (self ID)	MHS (Juniors + Seniors)
African American/Black	29	119
Asian	35	38
Hispanic/Latino	21	18
Other (incl. Multiracial)	17	19
White	184	307
No response	5	
Total	291	501

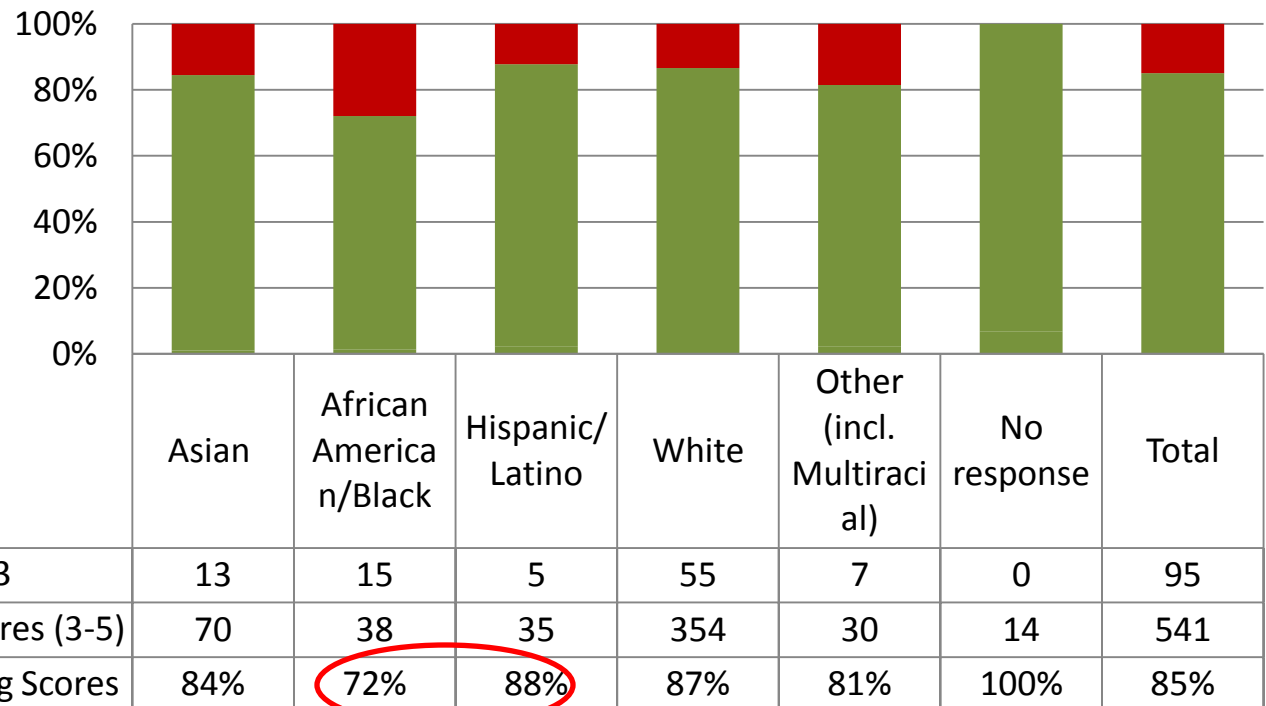





Performance: Qualifying Scores by Race

We are closing the achievement gaps for African American/Black and Hispanic/Latino students. In 2016, the qualifying rate for the African American/Black subgroup was 47%; this year it is 72%. The qualifying rate for Hispanic/Latino subgroup was 57%; now it is 88%.

2017: Percent Qualifying Scores by Race

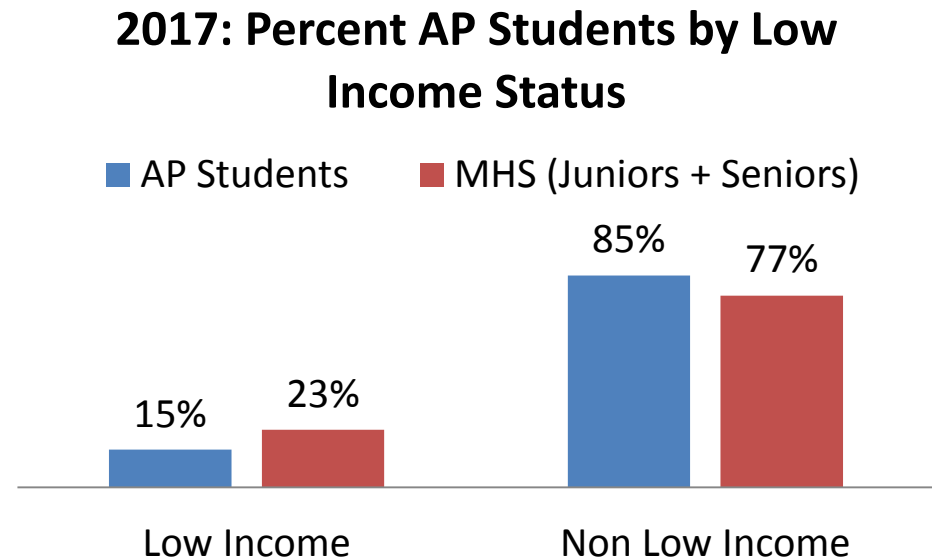




Participation: Percent of AP Students by Income Status

15% of our AP test takers were students who received fee waivers due to low income status. The percentage of low income students in the junior and senior class was 23%.

	AP Students	MHS (Juniors + Seniors)
Low Income	44	116
Non Low Income	247	385
Total	291	501



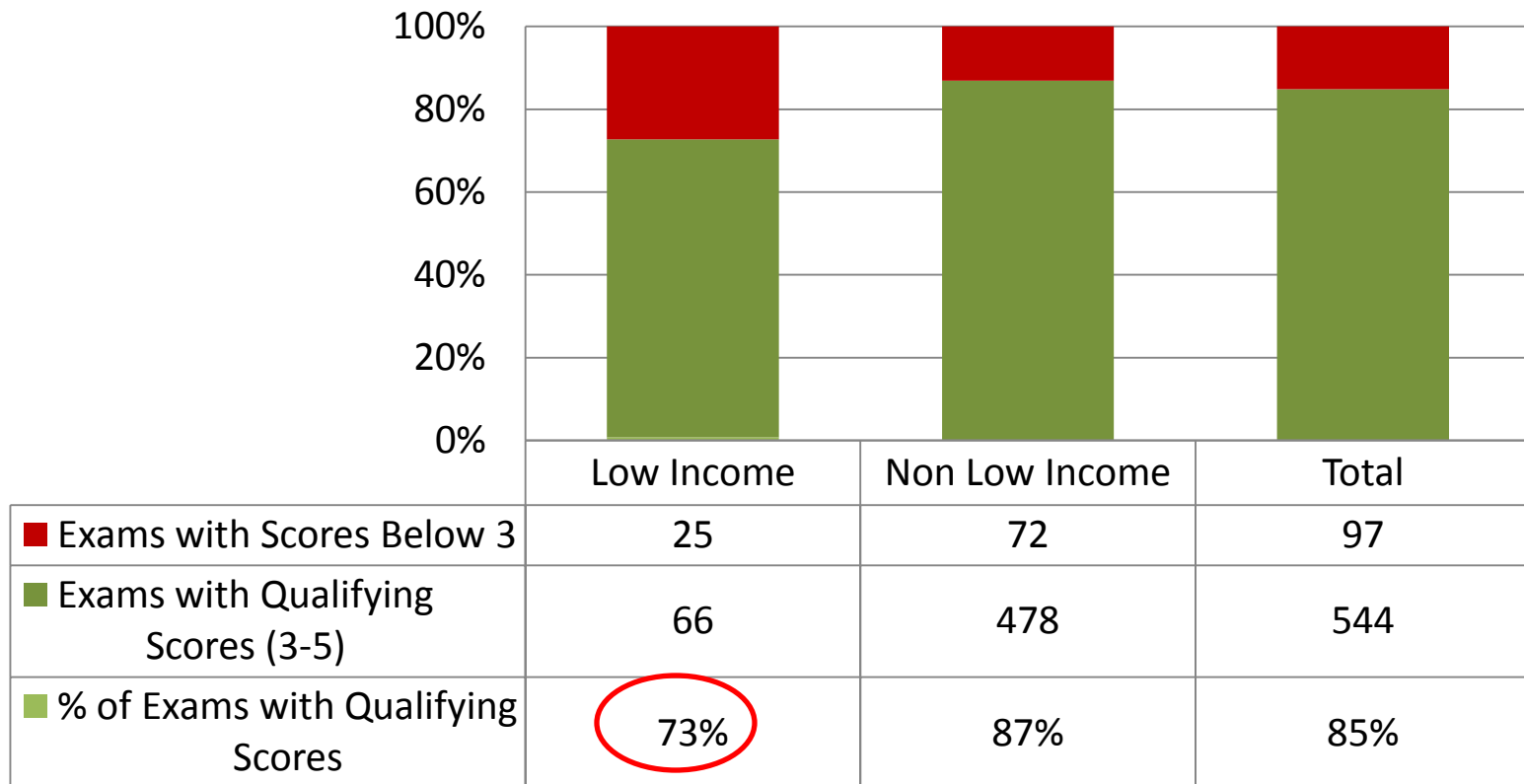
Note: In 2015-16, the difference between low income students taking the AP and low income students in the overall class was also 8%. Also note that not all students who are low income self identified as such to apply for the fee waivers they would be eligible for.



Performance: Qualifying Scores by Income Status

The qualifying rate for low income students is also rising – from 57% in 2015, to 63% in 2016, to 73% in 2017.

2017: Qualifying Scores by Low Income Status



Note: Total exam numbers here are pulled from the online AP reports, which differ slightly from the official released AP Integrated Report.

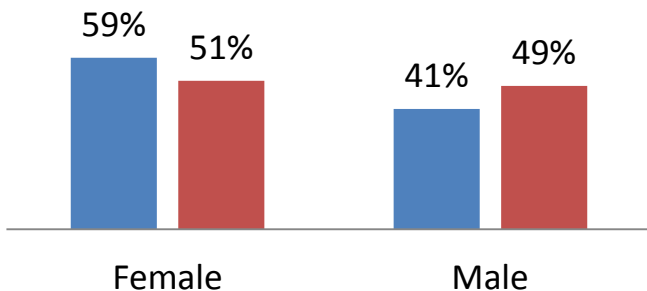
Participation & Performance by Gender

More girls are accessing the AP offerings than boys.

	AP Students	MHS (Juniors + Seniors)
Female	171	255
Male	120	246
Total	291	501

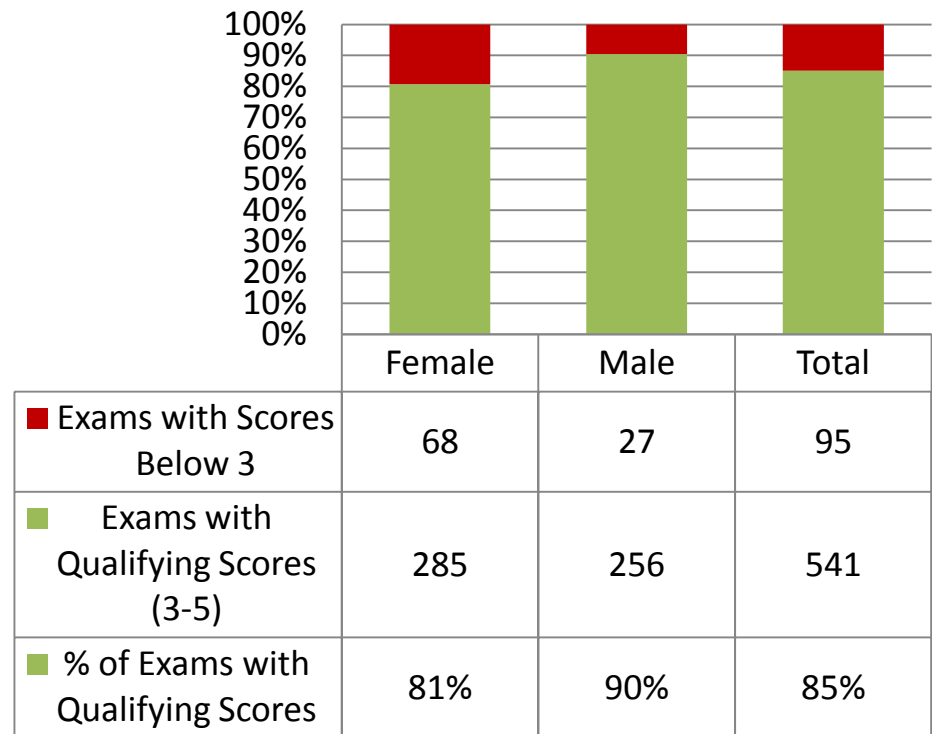
2017: Percent AP Students by Gender

■ AP Students ■ MHS (Juniors + Seniors)



But boys seem to be scoring better than girls overall.

2017: Percent Qualifying Scores by Gender



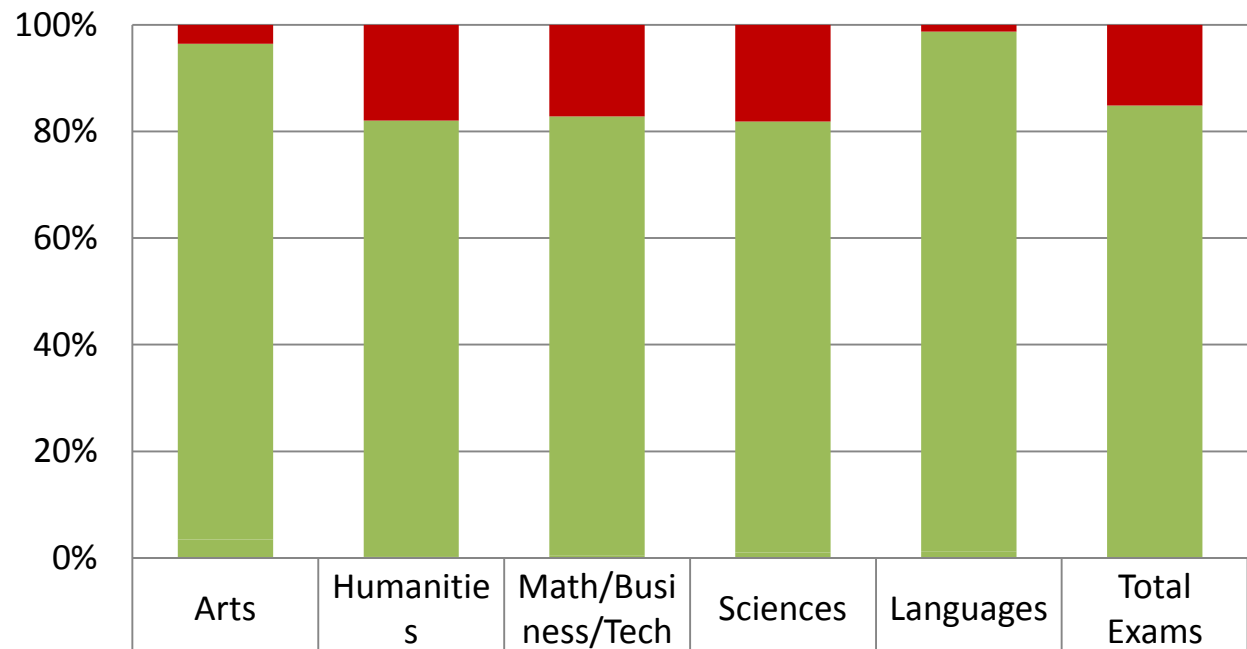
Note: In 2016, boys had a qualifying rate of 77% vs. 70% for girls.



Performance: Qualifying Scores by Subject Areas

As seen from the results below, the Arts and World Languages Departments at Milton High are truly high achieving!

2017: Percent Qualifying Scores by Subject Areas



■ Exams with Scores Below 3	1	44	36	15	1	97
■ Exams with Qualifying Scores (3-5)	26	200	173	67	78	544
■ % of Exams with Qualifying Scores	96%	82%	83%	82%	99%	85%

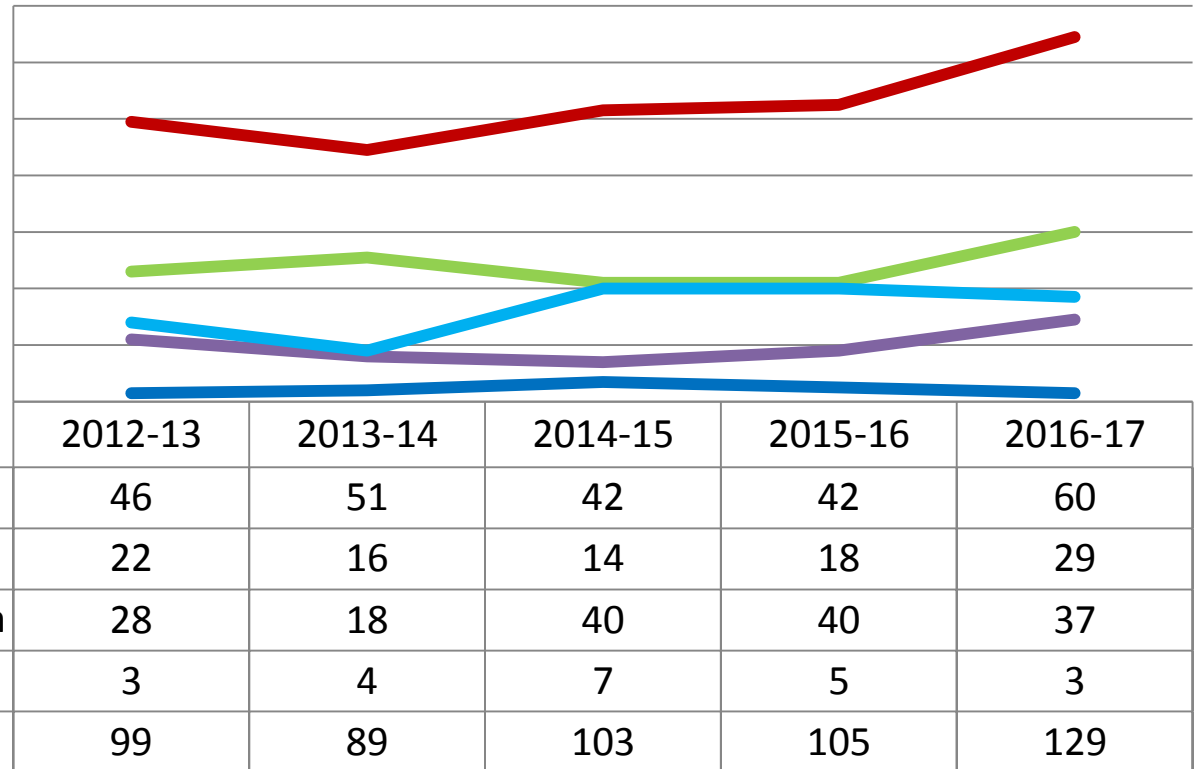


Performance: Number of AP Scholars

The number of AP Scholars has also risen consistently in the last five years, with 2017 having the highest number of recognized students!

2017: Number of AP Scholars

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





Criteria for AP Scholar Distinction

Award	Criteria
AP Scholar	Granted to students who receive scores of 3 or higher on three or more AP Exams.
AP Scholar with Honor	Granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams.
AP Scholar with Distinction	Granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams.
National AP Scholar	Granted to students in the United States who receive an average score of at least 4 on all AP Exams taken, and scores of 4 or higher on eight or more of these exams.

Standardized Assessment Data: Class of 2017 SAT

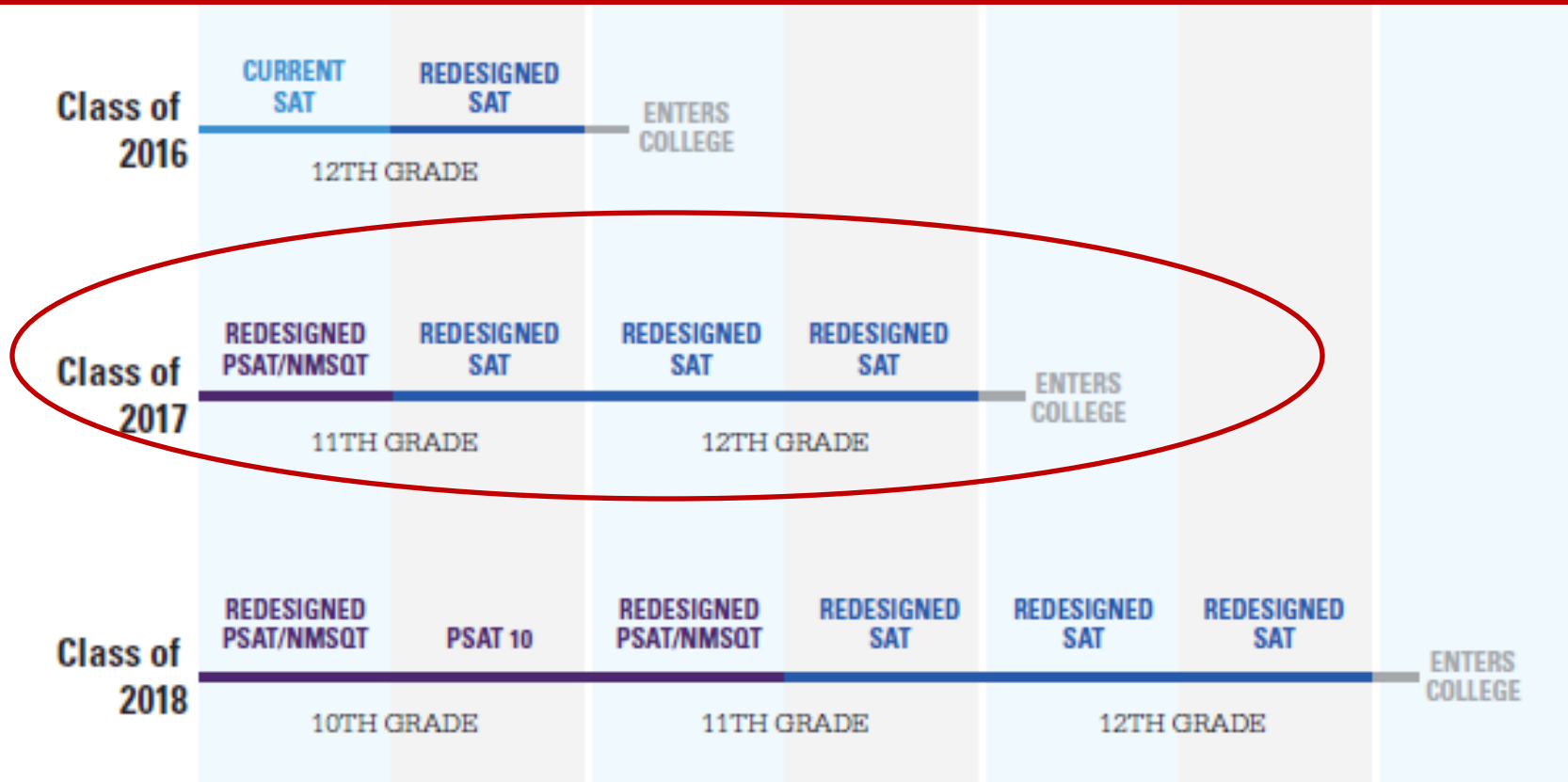


SAT Context

- For the past two years, the College Board has redesigned and implemented a **new suite of SAT assessments** aligned to research on what students need to be college and career ready.
 - Include the PSAT 8/9, PSAT 10, PSAT/ NMSQT and the SAT
 - Now all scored on a common scale that ties to the College Board's SAT College and Career Ready Benchmarks
- 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.**



SAT Context

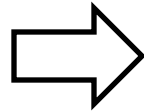


- Due to the staggered implementation of the new suite of College Board assessments, the reporting of results have been adjusted to reflect these major changes as well.
- **Scores on the redesigned assessments are not comparable to the old assessments.**
- We will continue to monitor the results to report out in a way that makes the most sense for purposes of tracking achievement over time.



Class of 2017 SAT: Overall Participation & Performance

	# of students
SAT	225
MHS	244

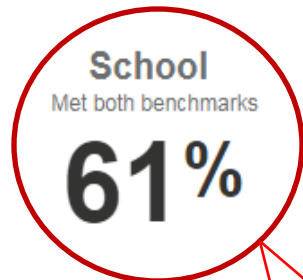


Overall participation rate: **92%**

Participation rate was 91% in 2015, and 90% in 2016.

SAT Class of 2017- Benchmarks by Institution

Numbers below represent the school vs. state vs. national (total group) rate of SAT takers who met both the ERW & Math Benchmarks for college and career readiness.



Mean Total Score = 1123

CONCORDED

District
Met both benchmarks

61%

Mean Total Score = 1123

CONCORDED

State
Met both benchmarks

56%

Mean Total Score = 1103

CONCORDED

Total Group
Met both benchmarks

48%

Mean Total Score = 1070

CONCORDED

Met **ERW**
Benchmark:
84%

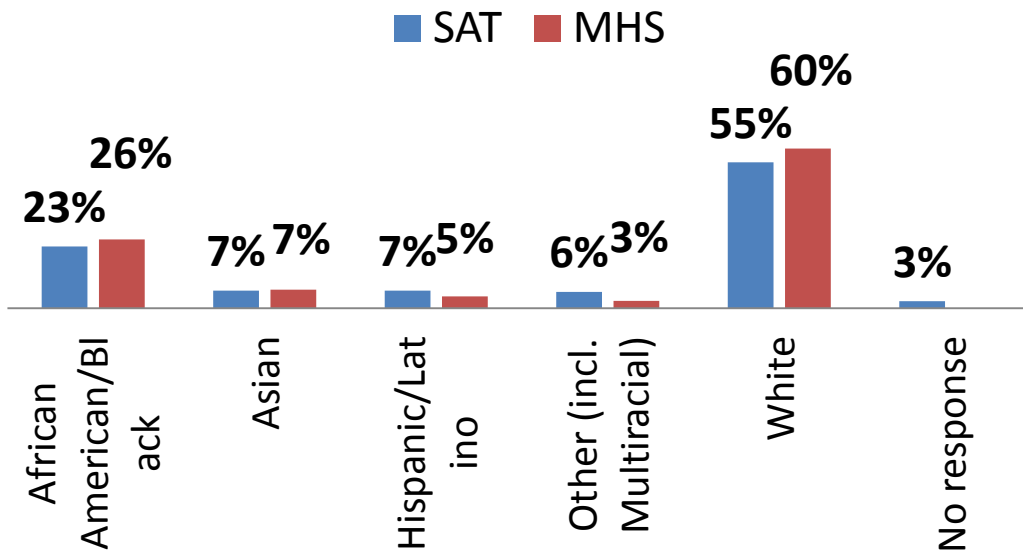
Met **Math**
Benchmark:
61%



Class of 2017 SAT: Participation & Performance by Race

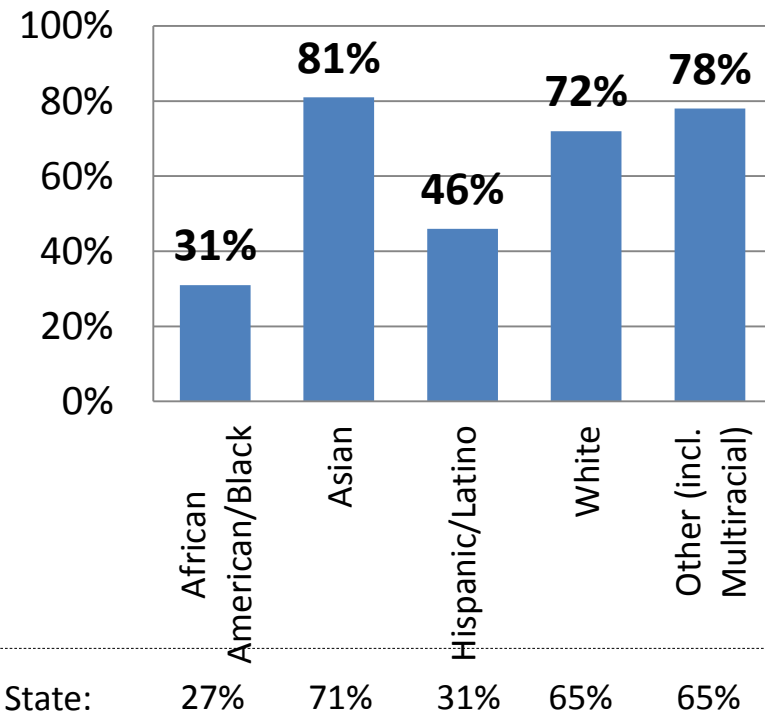
All subgroups are accessing the SAT.

Class of 2017: Percent SAT Students by Race



The African American/Black and Hispanic/Latino subgroups are underperforming their peers.

Class of 2017: Percent Meeting College & Career Benchmarks by Race



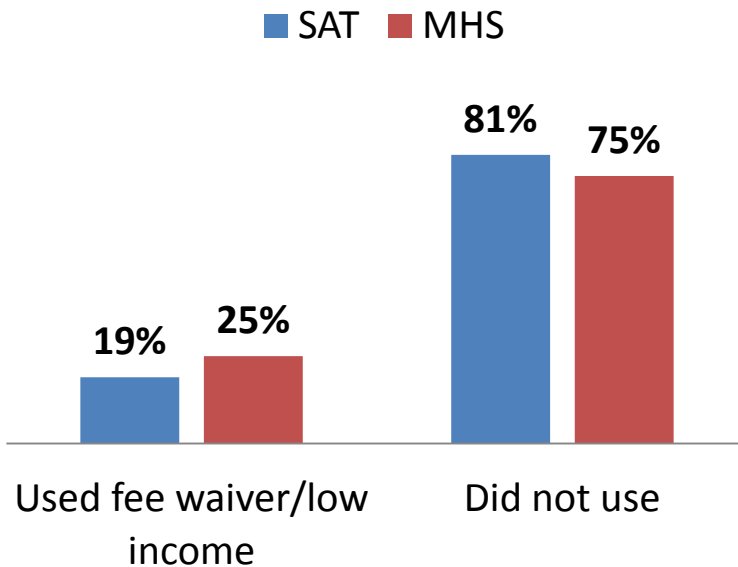


Class of 2017 SAT: Participation & Performance by Income Status

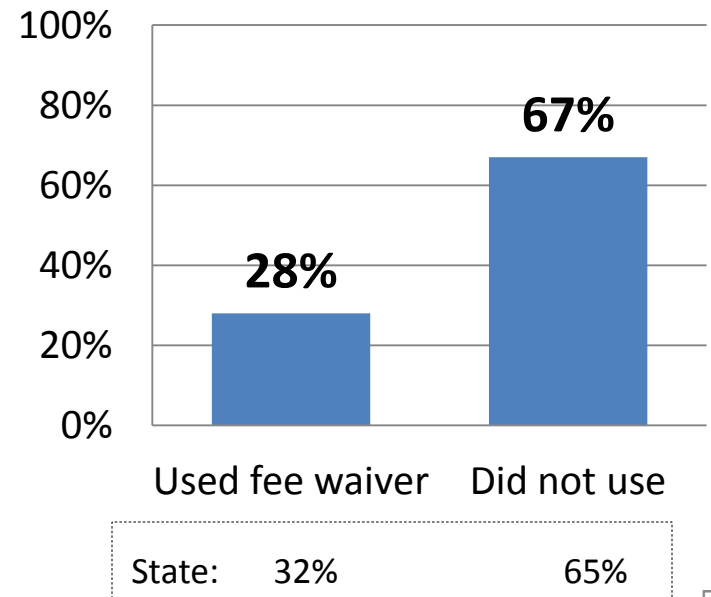
The percentage of low income students who participated in the exam might not be as accurate, since eligible students have to apply for a waiver and not all do.

Mirroring the trends in education at large, the performance of low income students is lower than that of their peers.

Class of 2017: Percent SAT Students by Fee Waiver/Low Income Status



Class of 2017: Percent Meeting College & Career Benchmarks by Income



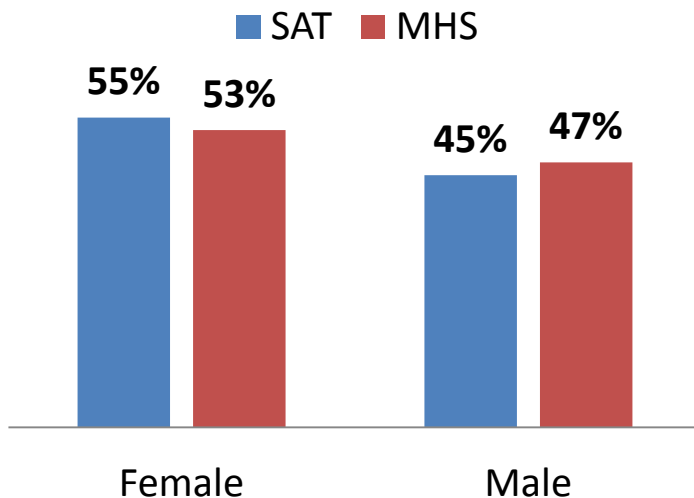


Class of 2017 SAT

Participation & Performance by Gender

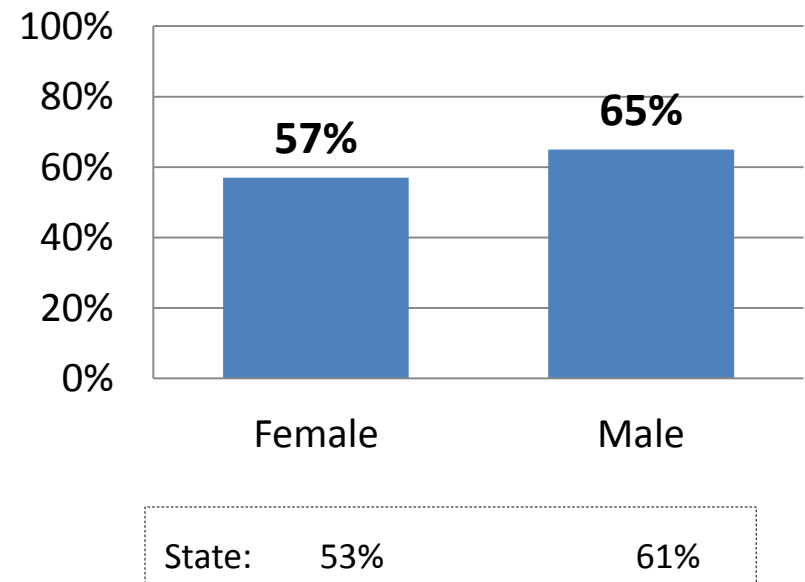
Girls took the SAT at a slightly higher rate than boys.

Class of 2017: Percent SAT Students by Gender



Boys are performing a bit better than girls on the SAT.

Class of 2017: Percent Meeting College & Career Benchmarks by Gender



Standardized Assessment Data: 2016-17 MCAS



MCAS Context

- In school year 2016-17, Massachusetts implemented a new state assessment for all students in Grades 3-8, known as the next-generation MCAS in both English language arts and mathematics.
- Grades 5 and 8 still have the legacy MCAS testing in science. Grade 10 also takes the legacy MCAS in ELA, Math, and Science. The Department of Elementary and Secondary Education (DESE) intends to change these tests over to the next-generation version in the next few years.
- DESE released official MCAS data to the public on October 18, 2017. The delay in the public release was due to a standard-setting process for the next-generation MCAS that took place over the summer and into the fall.
- DESE established that the new standards for Meeting Expectations on the next-generation MCAS are more rigorous than the previous standards for reaching Proficient on the legacy MCAS.
- The impetus for updating the MCAS assessment system is that 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.
- **Results from Spring 2017 are considered to be the new baseline for the next-generation MCAS, and scores should not be compared to previous years' scores.**

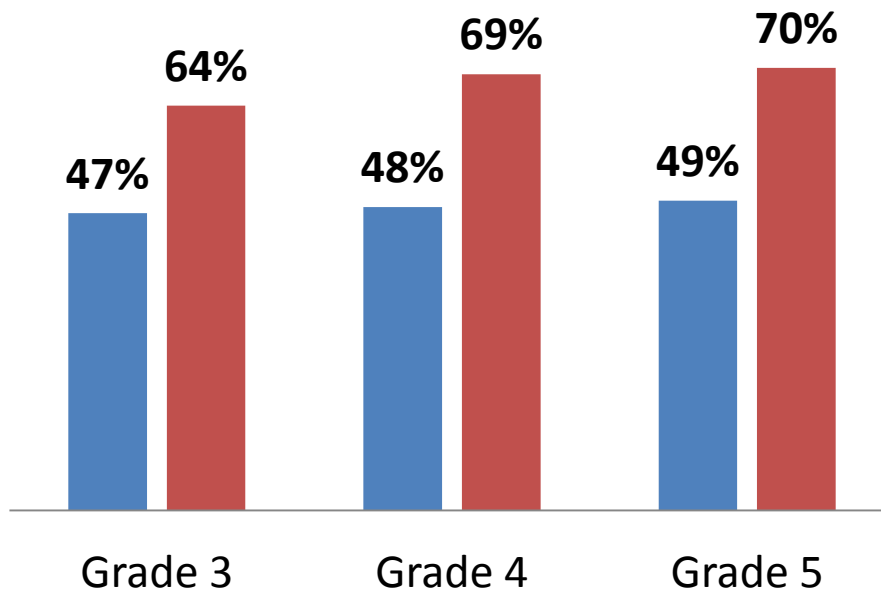
NEXT-GENERATION MCAS RESULTS



District Next-Generation ELA MCAS Results by Grade

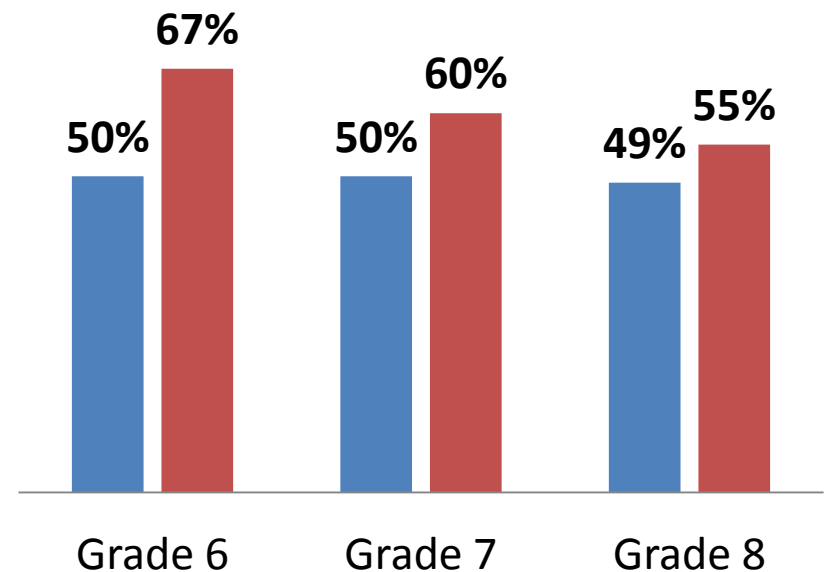
**2017: ELA - Percent of Students
Meeting/Exceeding Expectations
(Next-Gen MCAS)**

■ State ■ District

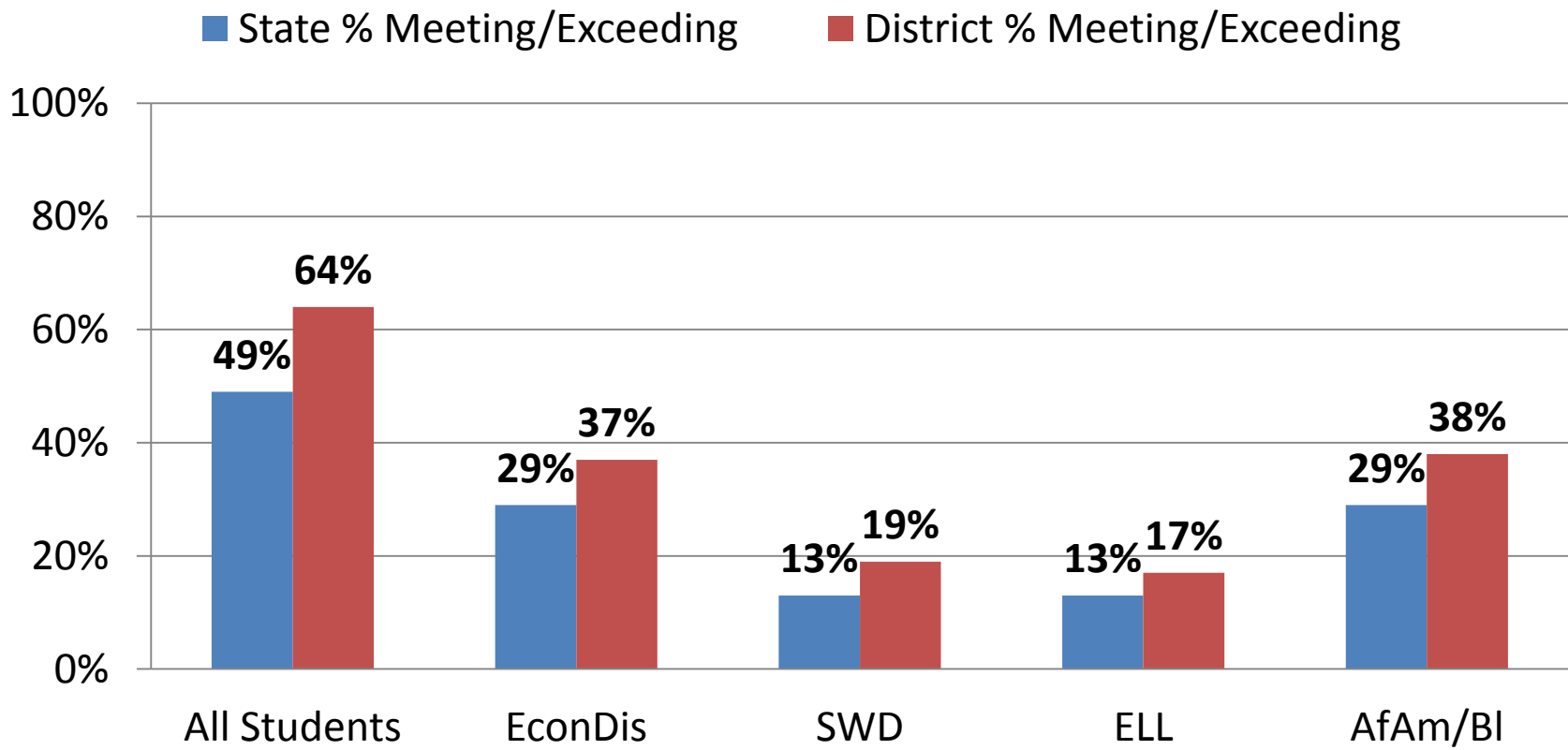


**2017: ELA - Percent of Students
Meeting/Exceeding Expectations
(Next-Gen MCAS)**

■ State ■ PMS



2017 Next-Generation MCAS Grades 3-8 ELA, District Subgroups



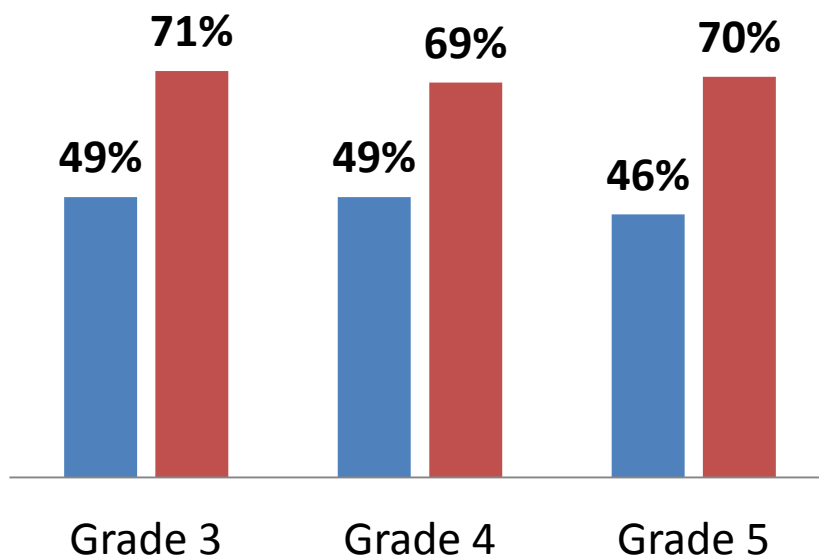
Note: EconDis = economically disadvantaged; SWD = students with disabilities; ELL = English language learners. Also note that district results include out-placement students, which totaled 53 students in 2016-17.



District Next-Generation Math MCAS Results by Grade

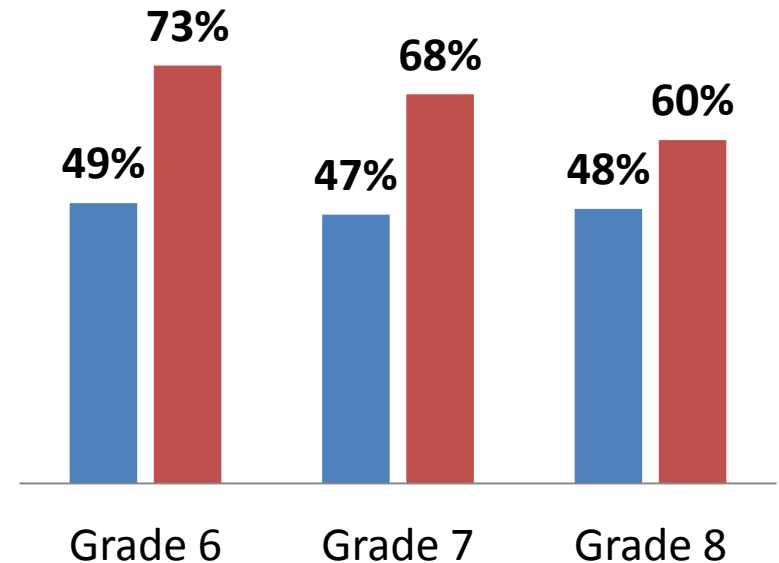
**2017: Math - Percent of Students
Meeting/Exceeding Expectations
(Next-Gen MCAS)**

■ State ■ District



**2017: Math - Percent of Students
Meeting/Exceeding Expectations
(Next-Gen MCAS)**

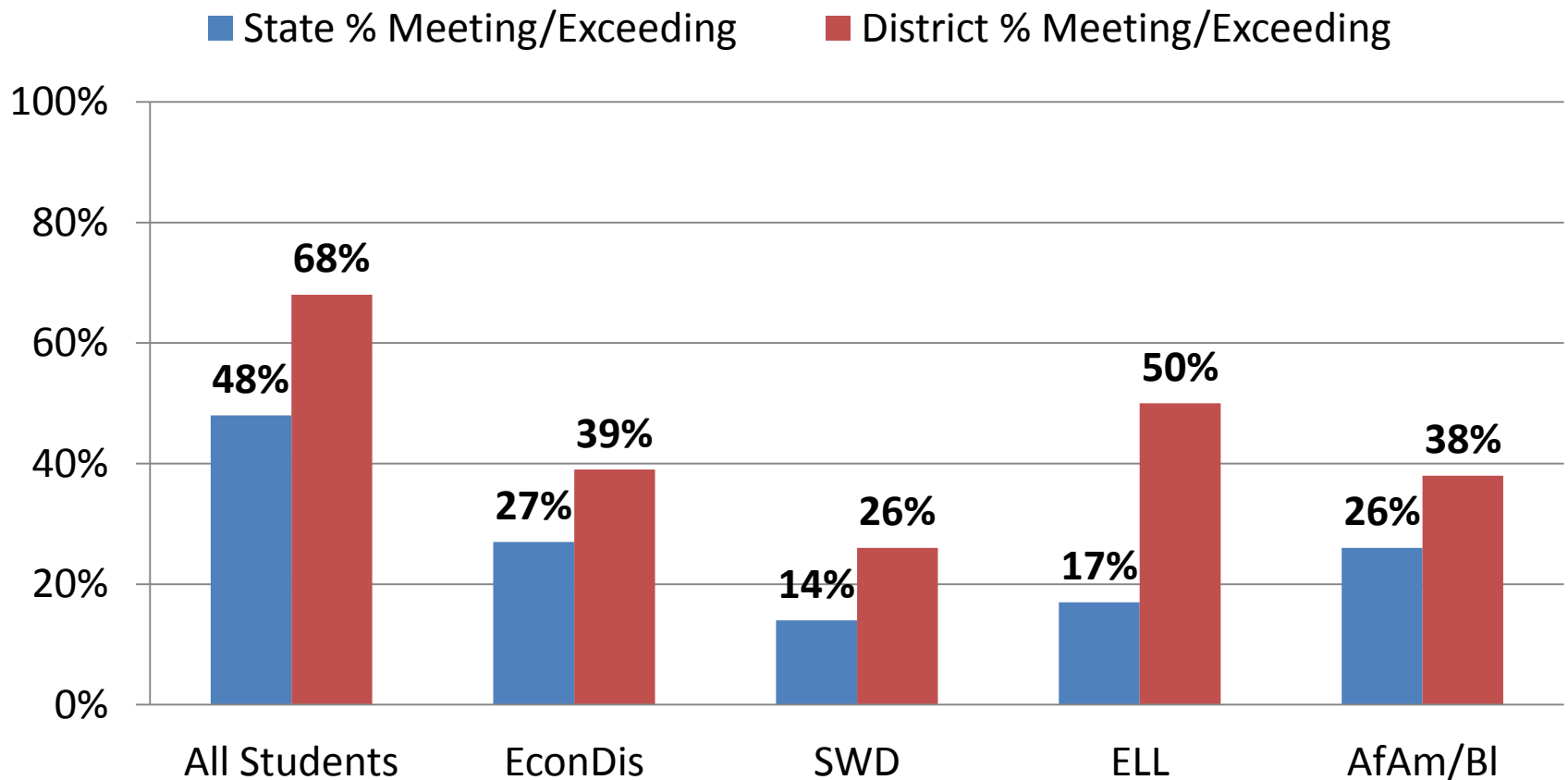
■ State ■ PMS





Next-Generation Math MCAS: State v. District Subgroups

2017 Next-Generation MCAS Grades 3-8 Math, District Subgroups



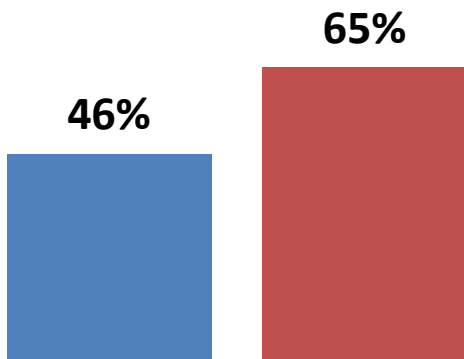
LEGACY MCAS RESULTS



District Legacy Science MCAS Results by Grade

2017: Science - Percent of
Students in
Proficient/Advanced
(Legacy MCAS)

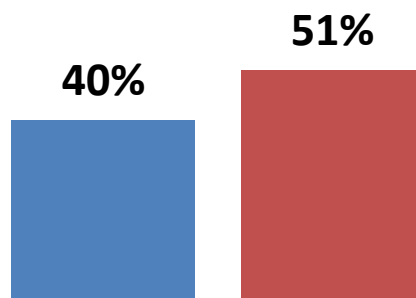
■ State ■ District



Grade 5

2017: Science - Percent of
Students in
Proficient/Advanced
(Legacy MCAS)

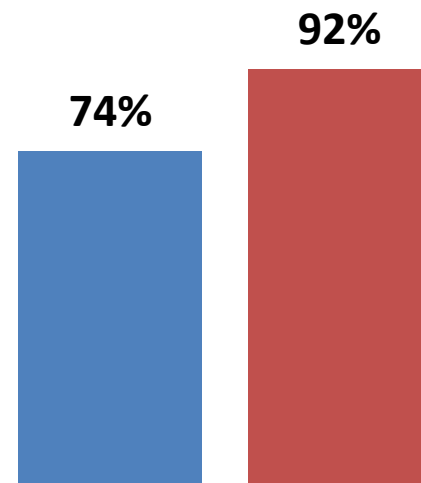
■ State ■ PMS



Grade 8

2017: Science - Percent of
Students in
Proficient/Advanced
(Legacy MCAS)

■ State ■ MHS

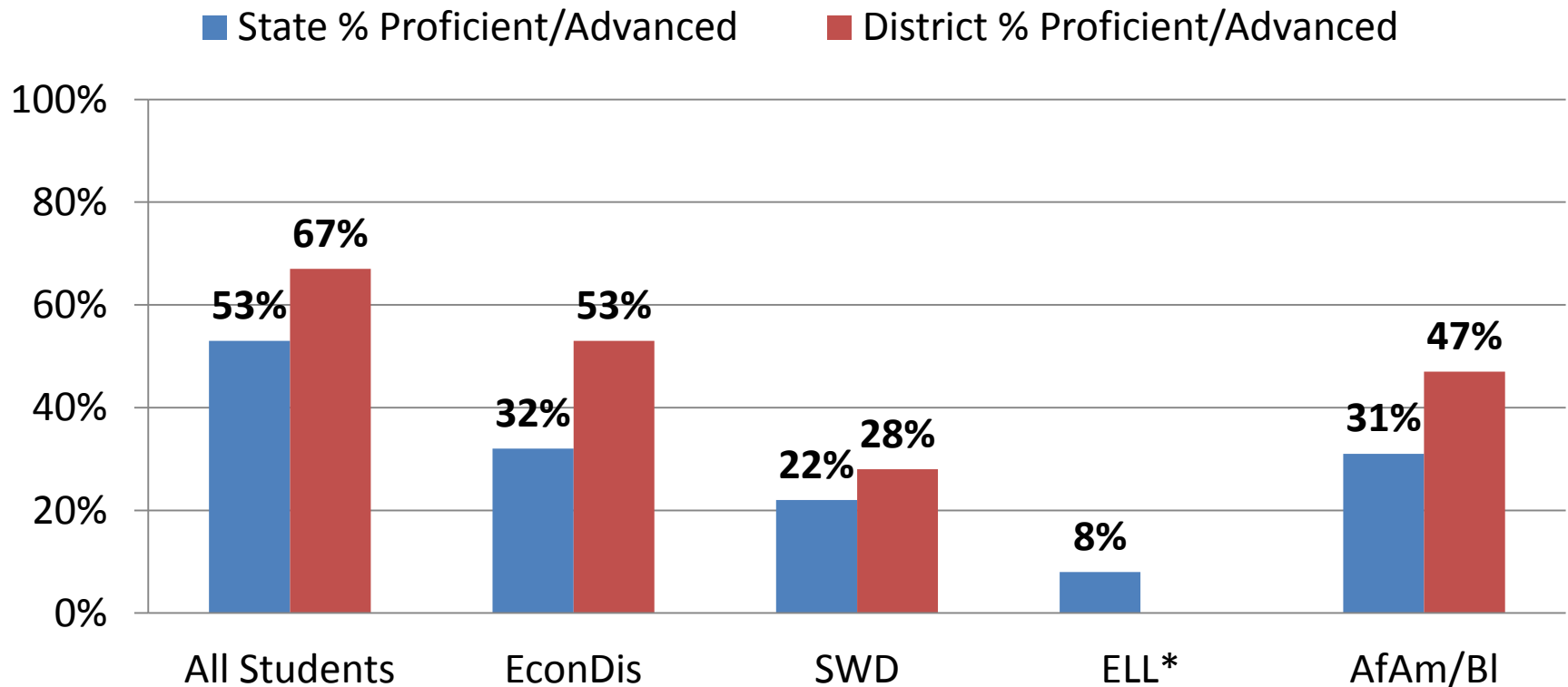


Grade 10 STE



Legacy Science MCAS: State v. District Subgroups

2017 Legacy MCAS Grades 5, 8, 10 Science, District Subgroups



* DESE only reports achievement levels percentages for groups of 10 or more. Our district had less than 10 ELL students taking the science MCAS in 2016-17.

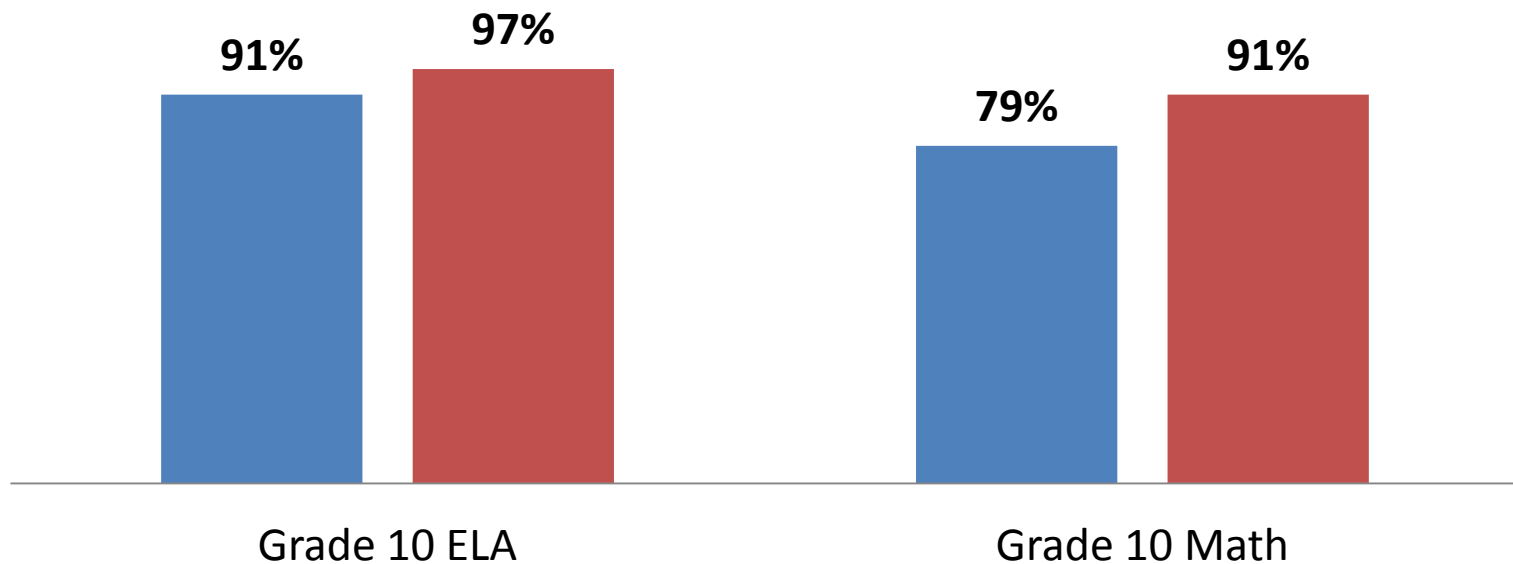


Grade 10 Legacy MCAS Results ELA & Math

In 2016-17, the state department of education only assigns schools an accountability level according to their performance and other key factors if they took the legacy MCAS. All high schools still take the legacy MCAS. Milton High School was designated Level 1, the highest level, in this legacy accountability system.

2017: Percent of Students in Proficient/Advanced (Legacy MCAS)

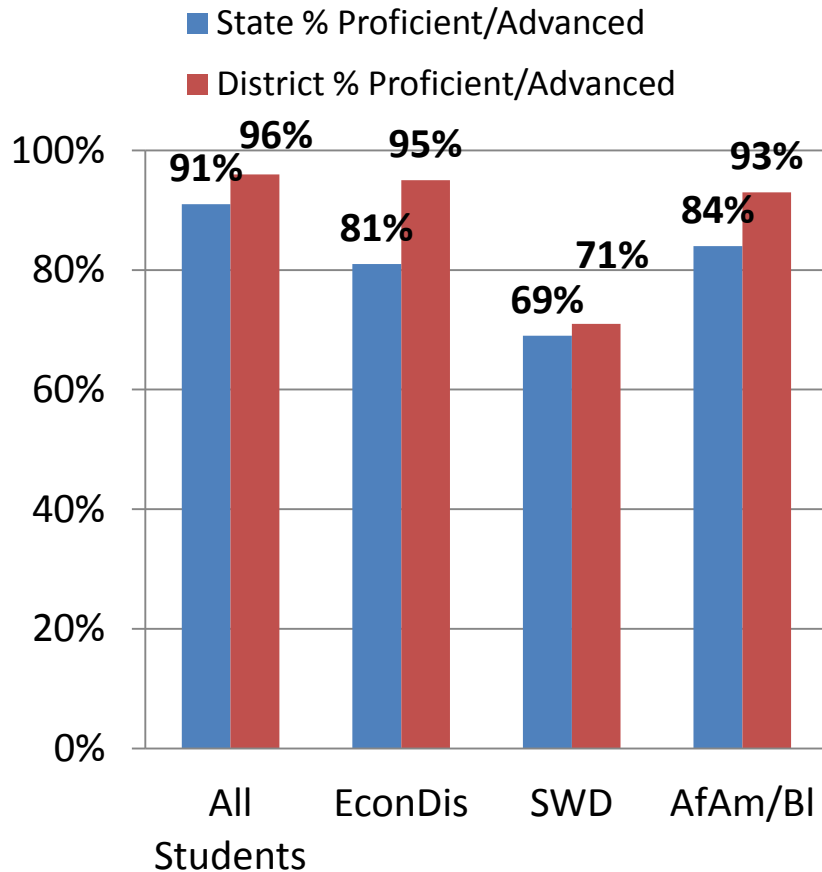
■ State ■ MHS



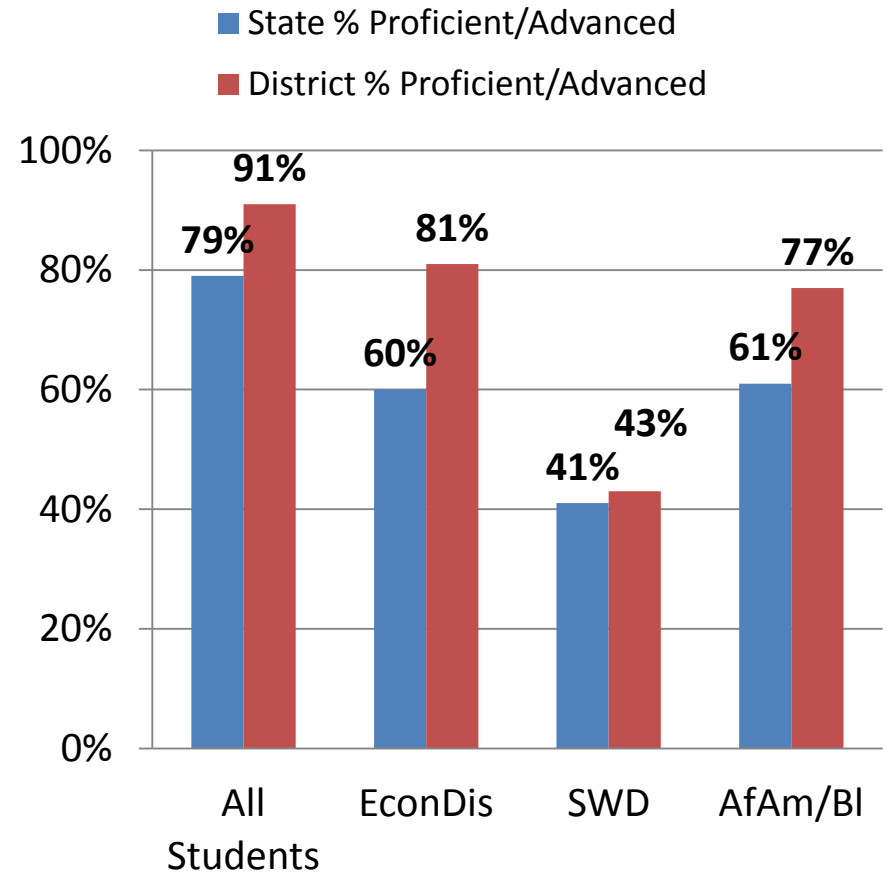


Grade 10 Legacy MCAS: State v. District Subgroups

**2017 Legacy MCAS
Grade 10 ELA,
District Subgroups**



**2017 Legacy MCAS
Grade 10 Math,
District Subgroups**



Note: There is no result for the ELL subgroup, because the district only had one student in this category.