



2018 State Assessment & Accountability Results

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2018 Accountability Results

Key Changes to Accountability System

Accountability Categories

- Four categories instead of five levels
- Districts no longer categorized by lowest-performing school
- Top 85% of schools categorized based on performance against targets (for all students and lowest 25% of students)

Metrics/Indicators

- Chronic absenteeism
- English language proficiency for ELs
- Extended engagement rate
- Completion of rigorous coursework (11th & 12th graders)
- Mean SGP instead of median SGP
- Average scaled score replaces CPI for ELA and Math (grades 3-8)

2018 designations and percentiles should not be compared to 2017

Accountability Indicators

Indicator	Measure	Weight	
		3-8	HS
Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement (scaled score or CPI) Mathematics achievement (scaled score or CPI) Science achievement (CPI) 	60%	40%
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP 	20%	20%
High School Completion	<ul style="list-style-type: none"> Four-year cohort graduation rate Extended engagement rate (five-year cohort graduation rate plus percentage students still enrolled) Annual dropout rate 	-	20%
English Language Proficiency	<ul style="list-style-type: none"> Progress toward English language proficiency (percentage of students meeting annual targets required to attain English proficiency in six years) 	10%	10%
Additional Indicator(s)	<ul style="list-style-type: none"> Chronic absenteeism (percentage of students missing 10%+ days in membership) Percentage of 11th & 12th graders completing advanced coursework 	10%	10%

Categorization of districts and schools

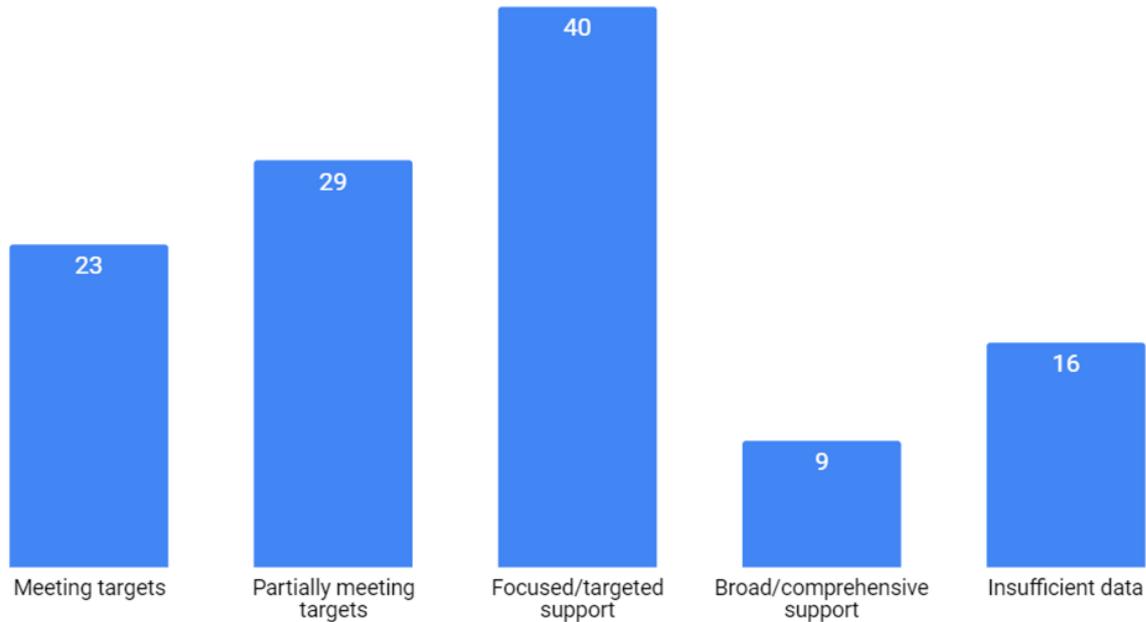
**Schools without required assistance or intervention
(approx. 85%)**

**Schools requiring assistance or
intervention (approx. 15%)**

<p>Schools of recognition</p> <p>Schools demonstrating high achievement, significant improvement, or high growth</p>	<p>Meeting targets</p> <p>Criterion-referenced target percentage 75-100%</p>	<p>Partially meeting targets</p> <p>Criterion-referenced target percentage 0-74%</p>	<p>Focused/targeted support</p> <ul style="list-style-type: none"> • Non-comprehensive support schools with percentiles 1-10 • Low graduation rate <ul style="list-style-type: none"> • Low subgroups • Low participation 	<p>Broad/comprehensive support</p> <ul style="list-style-type: none"> • Underperforming schools <ul style="list-style-type: none"> • Chronically underperforming schools
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Boston has been designated as Partially Meeting Targets with a target percentage of 58%

2018 School Accountability Designations



Reasons for Classification in Focused/Targeted Support

	Among bottom 10% of schools	Low graduation rate	Low subgroup performance	Low participation rate
Focused/Targeted Support Schools	27	3	0	10

* *Horace Mann Charter Schools excluded from all analysis in this presentation unless noted*

Accountability - Highlights

- **BPS met many 2018 targets**
 - Met ELA achievement targets for all students in grades 3-8 and for lowest-performing students in grades 3-8 and high school
 - Exceeded target for reducing dropout (decreased from 5.5% to 4.4%)
- **John Winthrop School** exited Level 4/Turnaround; now Meeting Targets
- Two schools designated as “**Schools of Recognition**”
 - Winship Elementary School** (for exceeding targets)
 - Joseph P Manning School** (for high growth and exceeding targets)
- **Other schools experiencing strong progress against targets include:**
James Otis in East Boston, Oliver W. Holmes Elementary School in Dorchester, Boston Latin School in Fenway, Michael J. Perkins Elementary School in South Boston, Edison K-8 in Brighton, Ellis Mendell Elementary School in Roxbury, Mozart Elementary in Roslindale, Joseph P. Tynan in South Boston, and Dante Alighieri Montessori School in East Boston.

Accountability - Areas for Growth

District performance was lowest on the newest indicators:

- Progress toward English Proficiency (for ELs)
 - declined from 58% to 53.7% in grades 3-8
 - declined from 34.7% to 25.4% in high school
- Chronic Absenteeism
 - increased from 19.1% to 19.7% in grades 3-8
 - increased from 35.4% to 36.1% in high school
- Advanced Coursework Completion (HS only)
 - declined from 57.1% to 51.6%

Science, in particular, remains an area of concern for the district

- 12% of students scored Proficient/Advanced in grade 8; 20% in grade 5

Historically marginalized groups made less progress against targets than the district as a whole (i.e., Econ. Disadvantaged, ELs & Former ELs, Students with Disabilities, African-American/Black students, and Hispanic/Latino students)

Spring 2018 Grades 3-8 MCAS Results

District 3-8 MCAS Highlights

ELA performance in grades 3-8 was strong overall

- Increase from 31% to 34% of students Meeting/Exceeding Expectations
- Every subgroup increased % Meeting/Exceeding Expectations
- Every subgroup improved mean student growth (SGP)

Former ELs generally outperformed the All Students subgroup

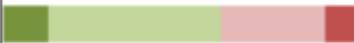
- ELA 3-8: Average scaled score of 502.4 (491.0 for all students)
- Math 3-8: Average scaled score of 500.1 (488.8 for all students)
- Science grade 5: Average CPI of 70.3 (57.3 for all students)
- Science grade 8: Average CPI of 56.7 (49.8 for all students)

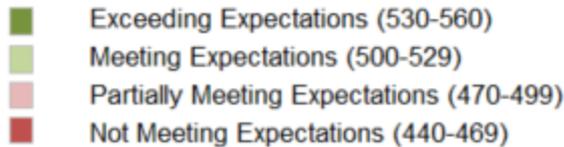
Grades 3-8 ELA: Grade Level Performance

	N Students Included	Average Scaled Score	Change from 2017	Achievement Level Distribution	% Met or Exceeded Expectations	Student Growth Percentile (SGP)	
						N	Mean
All Students	21,262	491.1	1.7		34%	14,775	49.2
Grade 3	4,121	493.3	3.9		34%	-	-
Grade 4	4,131	492.1	3.5		35%	3,612	46.7
Grade 5	3,611	493.7	3.6		37%	3,131	53.1
Grade 6	3,023	488.9	-0.8		31%	2,559	48.0
Grade 7	3,248	488.6	-0.5		34%	2,664	49.6
Grade 8	3,229	488.4	-1.3		35%	2,809	49.4

-  Exceeding Expectations (530-560)
-  Meeting Expectations (500-529)
-  Partially Meeting Expectations (470-499)
-  Not Meeting Expectations (440-469)

Grades 3-8 ELA: Subgroup Performance

	N Students Included	Average Scaled Score	Change from 2017	Achievement Level Distribution	% Met or Exceeded Expectations	Student Growth Percentile (SGP)	
						N	Mean
All Students	21,262	491.1	1.7		34%	14,775	49.2
African Amer./Black	6,510	485.4	1.3		24%	4,246	46.2
Asian	1,854	505.9	2.3		62%	1,378	55.4
Hispanic/Latino	9,336	486.6	1.0		26%	6,591	48.7
White	2,899	506.6	3.8		63%	2,050	53.2
Economically Disadvantaged	13,686	486.2	1.2		25%	9,230	47.9
Students w/ Disabilities	5,027	474.7	2.2		9%	3,110	43.7
ELL and Former ELL	8,857	486.4	3.3		27%	5,897	49.5
ELL	5,952	478.3	-0.3		14%	3,553	47.3
Former ELL	2,905	502.4	2.5		54%	2,344	52.8



Grades 3-8 Math: Grade Level Performance

	N Students Included	Average Scaled Score	Change from 2017	Achievement Level Distribution	% Met or Exceeded Expectations	Student Growth Percentile (SGP)	
						N	Mean
All Students	21,421	488.9	0.1		32%	14,805	47.3
Grade 3	4,133	490.6	1.2		33%	-	-
Grade 4	4,136	488.3	1.6		31%	3,614	46.7
Grade 5	3,639	489.9	-0.5		30%	3,141	53.2
Grade 6	3,014	486.7	-1.7		28%	2,546	42.6
Grade 7	3,252	488.2	-0.6		34%	2,667	45.9
Grade 8	3,247	488.9	-0.7		33%	2,837	46.9

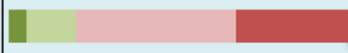
-  Exceeding Expectations (530-560)
-  Meeting Expectations (500-529)
-  Partially Meeting Expectations (470-499)
-  Not Meeting Expectations (440-469)

Grades 3-8 Math: Subgroup Performance

	N Students Included	Average Scaled Score	Change from 2017	Achievement Level Distribution	% Met or Exceeded Expectations	Student Growth Percentile (SGP)	
						N	Mean
All Students	21,463	488.8	0		32%	14,823	47.2
African Amer./Black	6,528	482.2	0.3		20%	4,261	46.0
Asian	1,857	509.7	-1.3		71%	1,381	48.7
Hispanic/Latino	9,363	484.2	-0.4		22%	6,592	46.7
White	2,912	503.9	1.2		60%	2,063	50.7
Economically Disadvantaged	13,720	483.9	-0.5		23%	9,238	46.5
Students w/ Disabilities	5,034	472.4	0.5		8%	3,108	43.0
ELL and Former ELL	8,900	486.3	1.2		27%	5,927	46.4
ELL	5,996	479.4	-1.8		16%	3,586	45.4
Former ELL	2,904	500.1	-0.3		51%	2,341	48.0

-  Exceeding Expectations (530-560)
-  Meeting Expectations (500-529)
-  Partially Meeting Expectations (470-499)
-  Not Meeting Expectations (440-469)

Grade 5: Legacy MCAS Science Performance

	N Students Included	Average CPI	Change from 2017	Achievement Level Distribution	% Proficient or Advanced
Grade 5 All Students	3,633	57.3	2.5		20%
African Amer./Black	1,063	51.8	2.3		12%
Asian	294	75.3	0.3		44%
Hispanic/Latino	1,694	52.2	2.0		13%
White	466	75.2	2.4		44%
Economically Disadvantaged	2,371	52.5	2.4		14%
Students w/ Disabilities	893	43.9	1.9		5%
ELL and Former ELL	1,561	52.1	1.6		15%
ELL	1,057	43.4	1.6		7%
Former ELL	504	70.3	2.9		33%

Composite Performance Index (CPI):

Advanced:

100 points

Proficient:

100 points

High Needs Improvement: 75 points

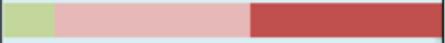
Low Needs Improvement: 50 points

High Warning:

25 points



Grade 8: Legacy MCAS Science Performance

	N Students Included	Average CPI	Change from 2017	Achievement Level Distribution	% Proficient or Advanced
Grade 8 All Students	3,237	49.8	-2.4		12%
African Amer./Black	975	44.1	-1.8		6%
Asian	341	68.3	-1.8		30%
Hispanic/Latino	1,360	42.8	-2.5		6%
White	445	67.7	-2.3		29%
Economically Disadvantaged	1,945	43.6	-3.1		6%
Students w/ Disabilities	709	37.0	-3.9		3%
ELL and Former ELL	1,151	41.7	5.1		7%
ELL	650	30.2	-3.0		0%
Former ELL	501	56.7	0.4		16%



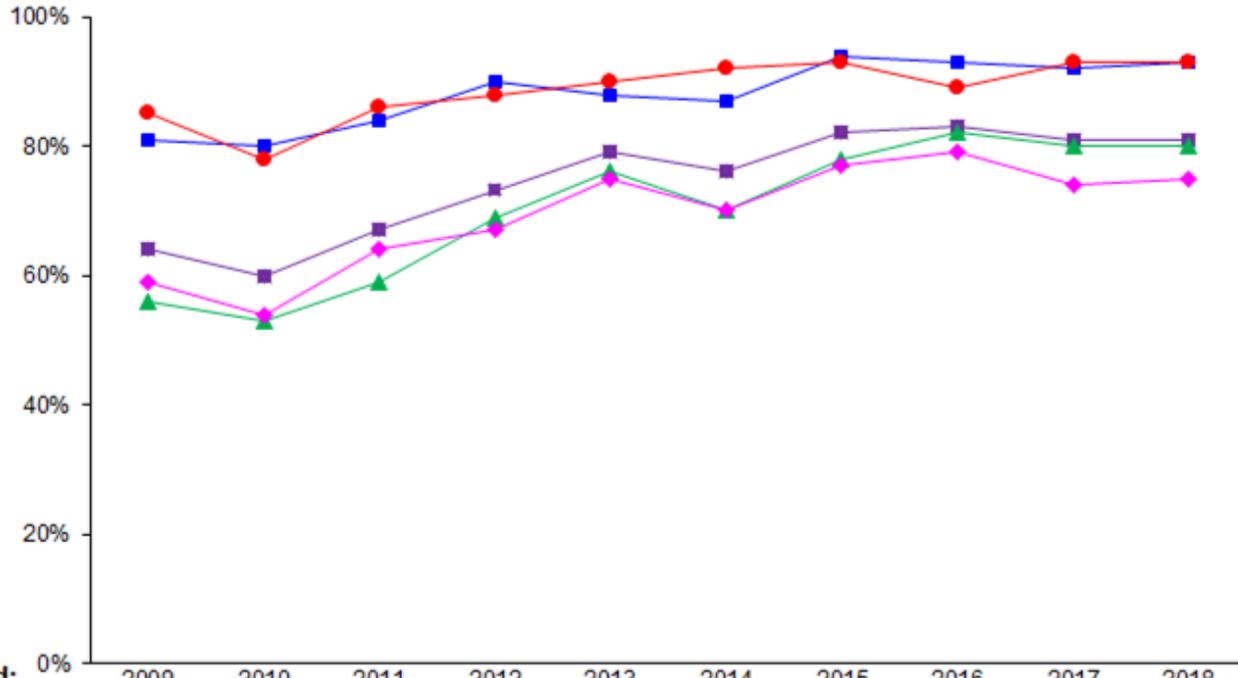
Spring 2018 Grades 10 MCAS Results

Grade 10 ELA: Percent Proficient & Advanced by Race/Ethnicity

No Change
Overall

1 pt. gain for
Latino students

1 pt. gain for
Asian students



2018 Students Included:

- All Students (N=3,256)
- ▲ Black (N=1,072)
- Asian (N=370)
- ◆ Latino (N=1,289)
- White (N=433)

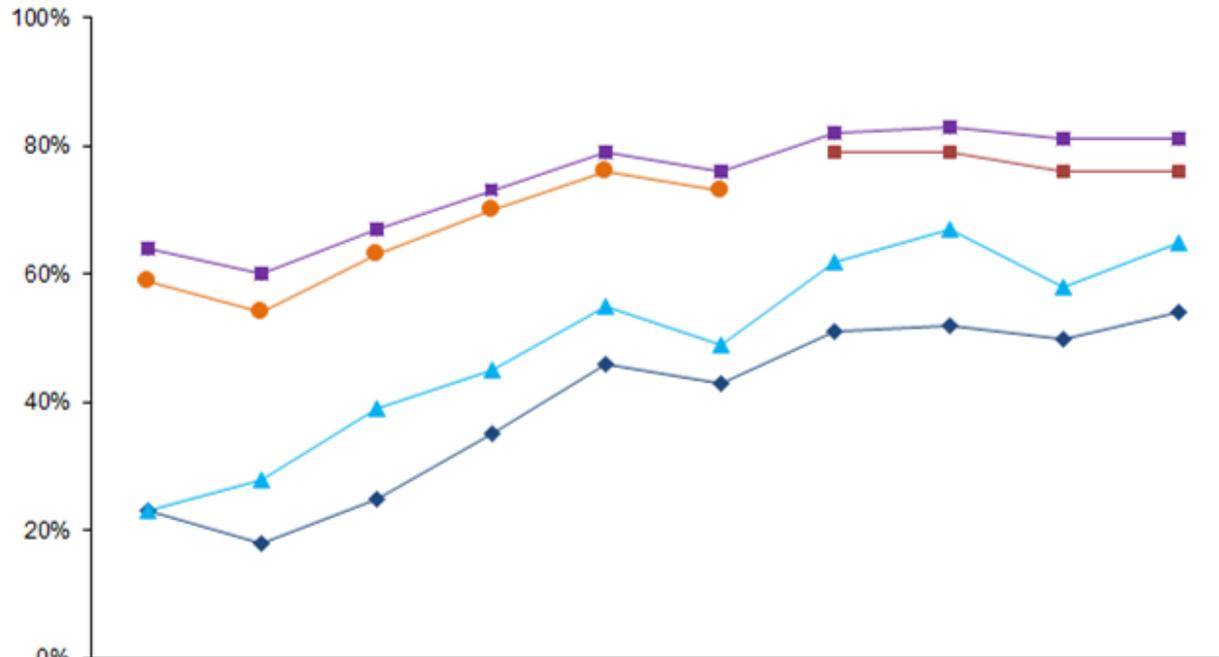
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
All Students (N=3,256)	64%	60%	67%	73%	79%	76%	82%	83%	81%	81%
Black (N=1,072)	56%	53%	59%	69%	76%	70%	78%	82%	80%	80%
Asian (N=370)	81%	80%	84%	90%	88%	87%	94%	93%	92%	93%
Latino (N=1,289)	59%	54%	64%	67%	75%	70%	77%	79%	74%	75%
White (N=433)	85%	78%	86%	88%	90%	92%	93%	89%	93%	93%

Grade 10 ELA: Percent Proficient & Advanced by Student Groups

No Change for all students

4 pt. gain for students with disabilities

7 pt. gain for EL/Former EL students

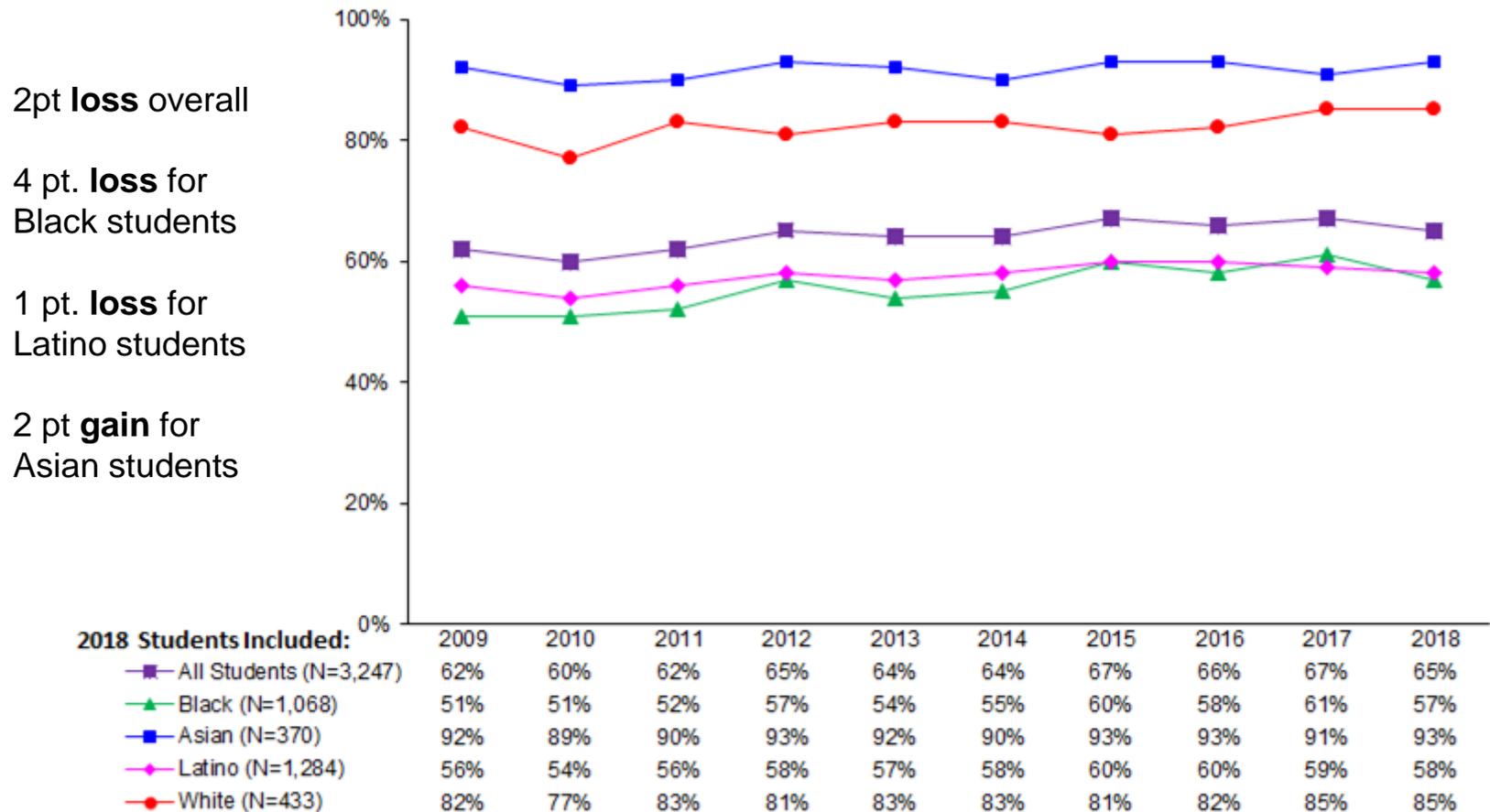


2018 Students Included:

- All Students (N=3,256)
- ◆ Students w/ Disab (N=602)
- ▲ ELL/Former ELL* (N=1,058)
- Low Income
- Economically Disadvantaged (N=1,889)

* Starting 2018, former ELL status goes back to prior 4 years

Grade 10 Math: Percent Proficient & Advanced by Race/Ethnicity



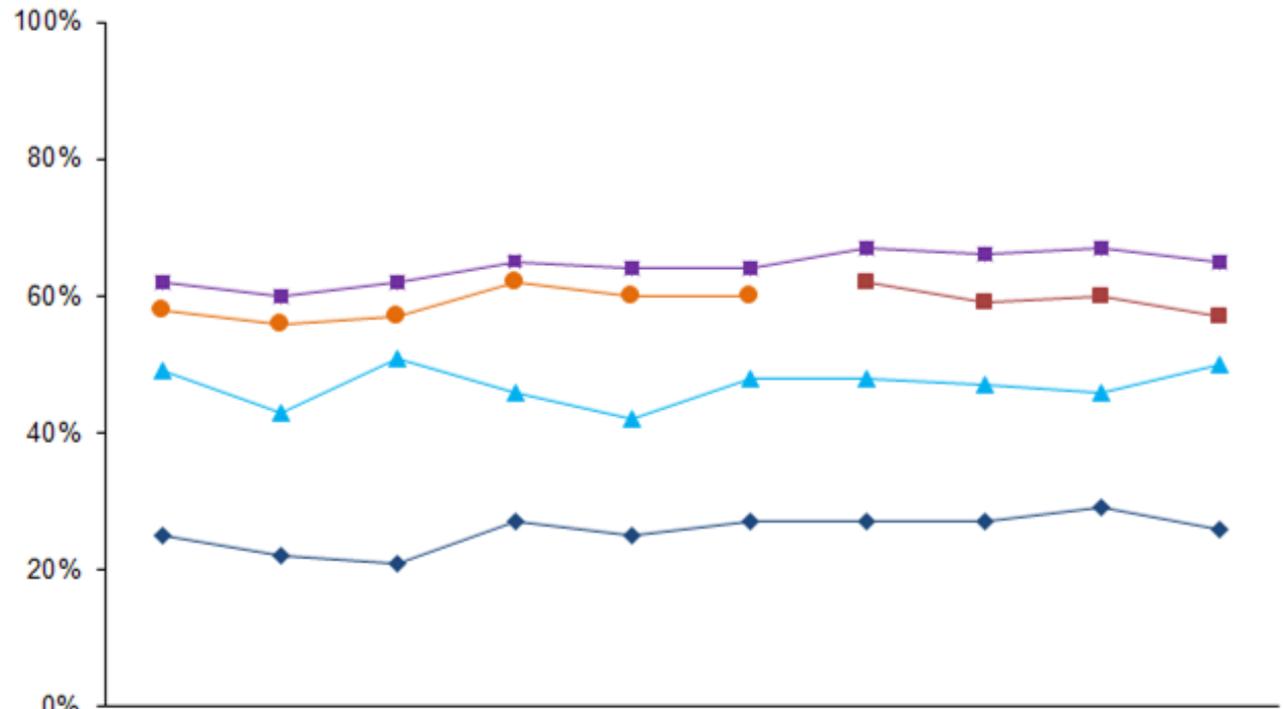
Grade 10 Math: Percent Proficient & Advanced by Student Groups

2pt **loss** overall

4 pt. **gain** for
EL/Former ELs

3pt. **loss** for students
with disabilities

3pt. **loss** for
economically
disadvantaged
students



2018 Students Included:

■ All Students (N=3,247)

◆ Students w/ Disab (N=595)

▲ ELL/Former ELL* (N=1,061)

● Low Income

■ Economically Disadvantaged (N=1,882)

* Starting 2018, former ELL status goes back to prior 4 years

Grade 10 Science: Percent Proficient & Advanced by Race/Ethnicity

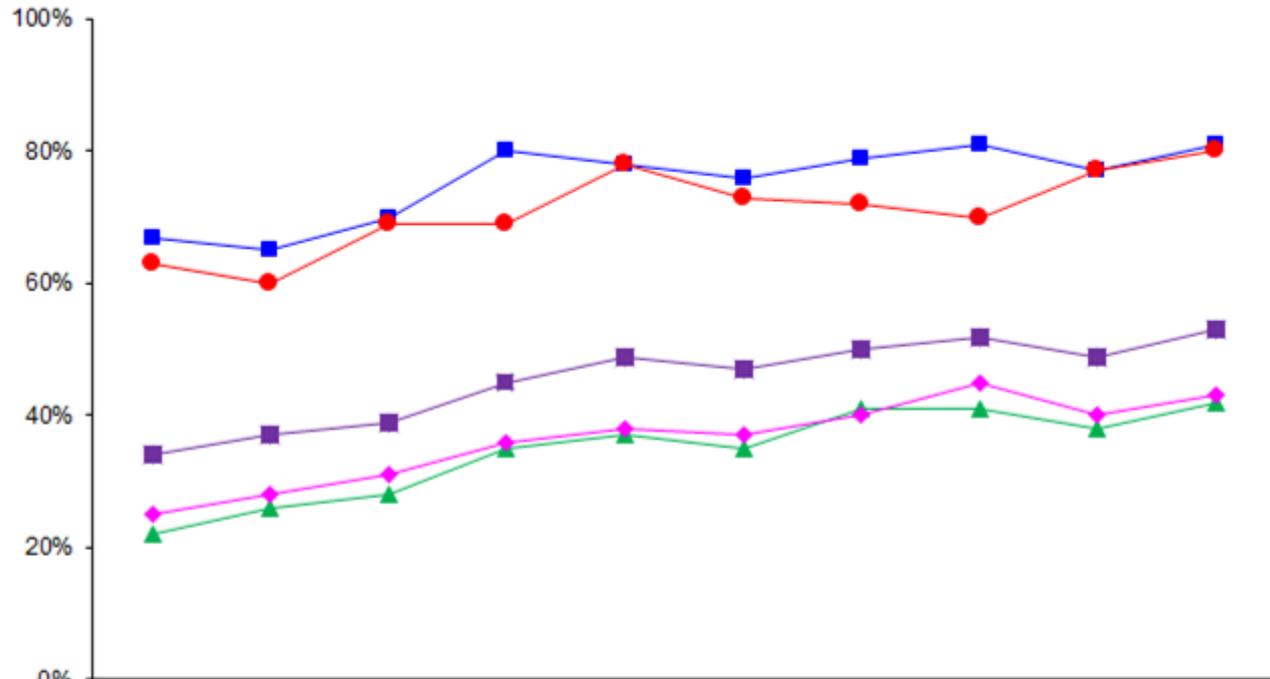
5pt **gain** overall

4pt. **gain** for
Black students

4pt. **gain** for
Asian students

3pt **gain** for
Latino students

3pt **gain** for White
students



2018 Students Included:

- All Students (N=2,942)
- ▲ AA/Black (N=912)
- Asian (N=357)
- ◆ Latino/Hispanic (N=1,171)
- White (N=420)

2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
34%	37%	39%	45%	49%	47%	50%	52%	49%	53%
22%	26%	28%	35%	37%	35%	41%	41%	38%	42%
67%	65%	70%	80%	78%	76%	79%	81%	77%	81%
25%	28%	31%	36%	38%	37%	40%	45%	40%	43%
63%	60%	69%	69%	78%	73%	72%	70%	77%	80%

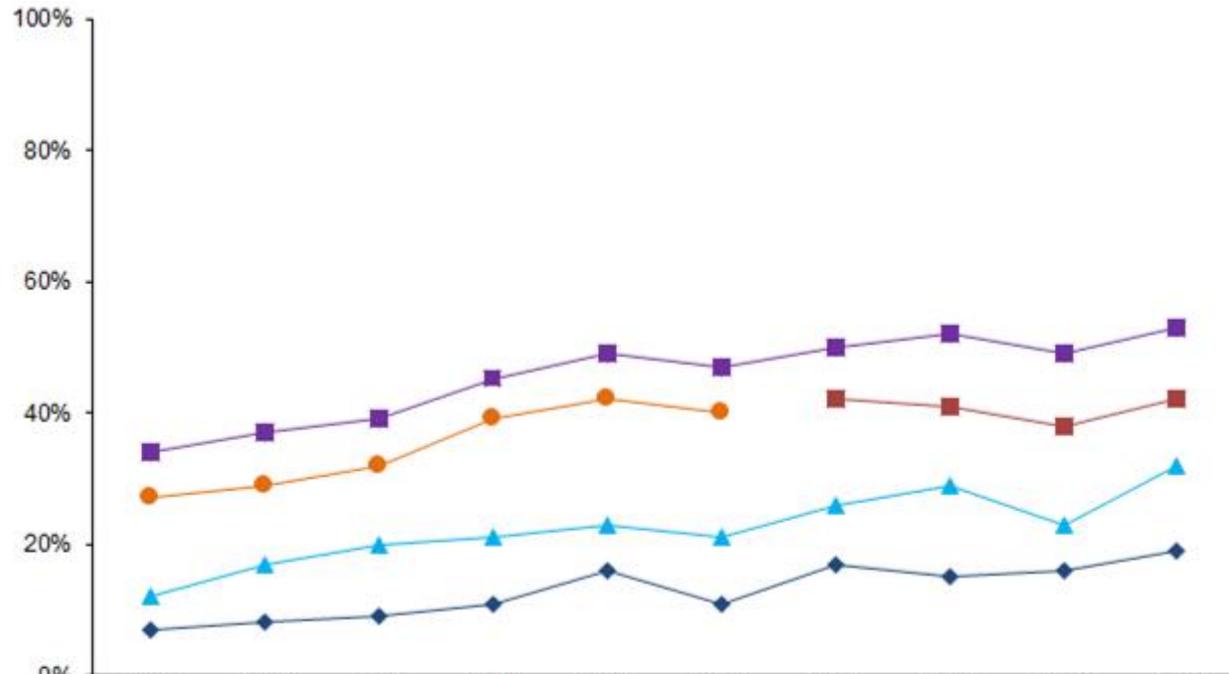
Grade 10 Science: Percent Proficient & Advanced by Student Groups

5pt **gain** for all students

3pt. **gain** for students with disabilities

9pt. **gain** for EL/Former ELs

4pt **gain** for economically disadvantaged students



2018 Students Included:

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
—■— All Students (N=2,942)	34%	37%	39%	45%	49%	47%	50%	52%	49%	53%
—◆— Students w/ Disab (N=597)	7%	8%	9%	11%	16%	11%	17%	15%	16%	19%
—▲— ELL/Former ELL* (N=912)	12%	17%	20%	21%	23%	21%	26%	29%	23%	32%
—●— Low Income	27%	29%	32%	39%	42%	40%				
—■— Economically Disadvantaged (N=1,673)							42%	41%	38%	42%

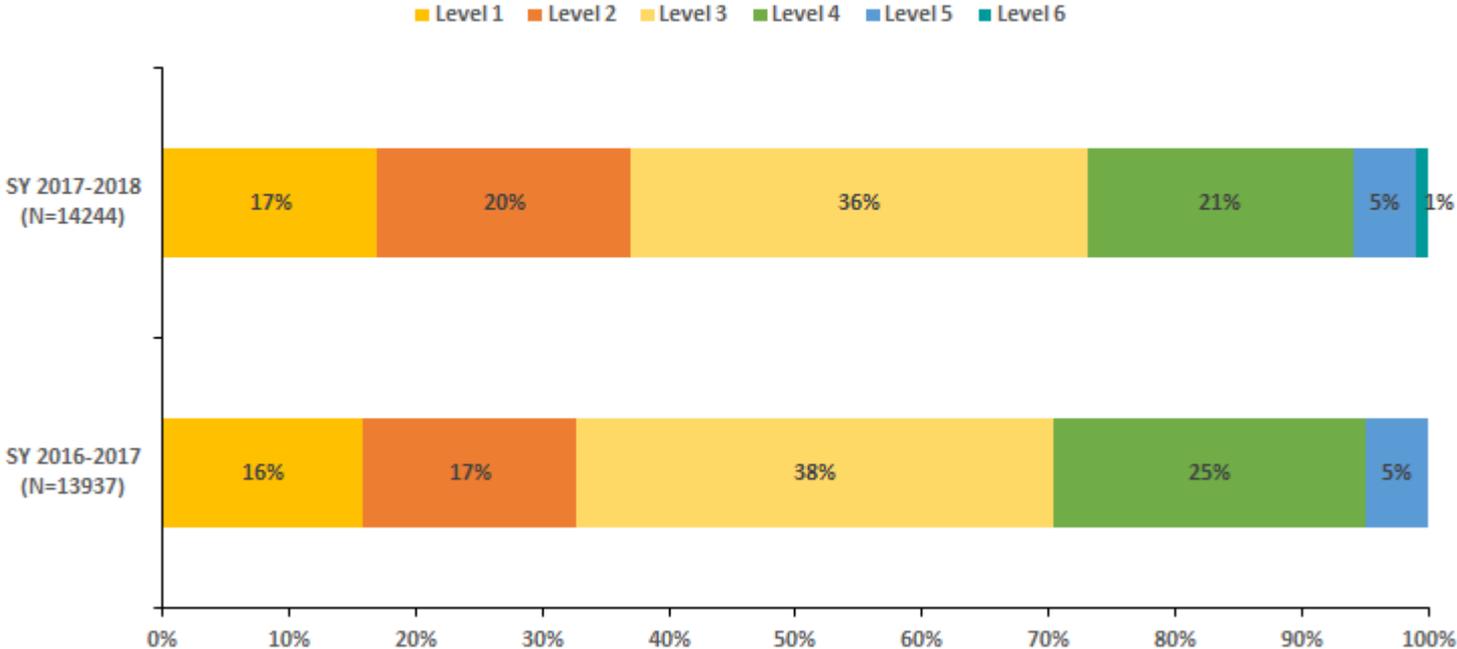
* Starting 2018, former ELL status goes back to prior 4 years

2017-2018

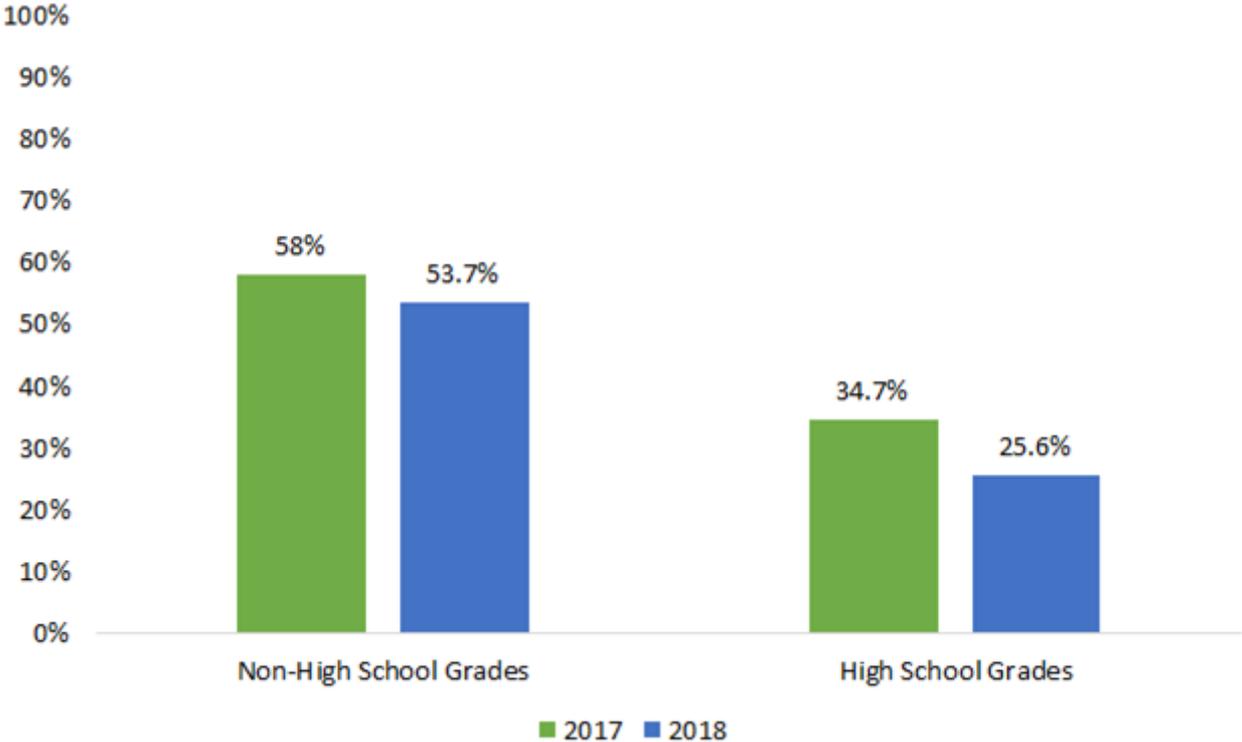
ACCESS for ELLs Results

ACCESS for ELLs Results

% BPS Students at WIDA English Language proficiency level over time



Progress toward attaining English proficiency



APPENDIX

Accountability: Criterion-Referenced Component

Targets set for each accountability indicator, for the school as a whole & for the lowest performing students in each school

Indicator	Non-high schools		High schools & middle/high/K-12 schools	
	All students	Lowest performing students	All students	Lowest performing students
ELA scaled score	✓	✓	✓	✓
Math scaled score	✓	✓	✓	✓
Science achievement	✓		✓	✓
ELA SGP	✓	✓	✓	✓
Math SGP	✓	✓	✓	✓
Four-year cohort graduation rate	N/A	N/A	✓	
Extended engagement rate	N/A	N/A	✓	
Annual dropout rate	N/A	N/A	✓	
EL progress	✓		✓	
Chronic absenteeism	✓	✓	✓	✓
Advanced coursework	N/A	N/A	✓	

Points assigned based on progress toward target for each indicator

Declined	No change	Improved	Met target	Exceeded target
0	1	2	3	4

Accountability: Categorization of Schools

School #1	
Accountability percentile	42
Criterion-referenced target percentage	75%
Participation rates	>95%
Low-performing subgroups	0
Graduation rate	66%
Accountability determination: Focused/targeted support	

School #2	
Accountability percentile	12
Criterion-referenced target percentage	76%
Participation rates	>95%
Low-performing subgroups	0
Graduation rate	70%
Accountability determination: Meeting targets	

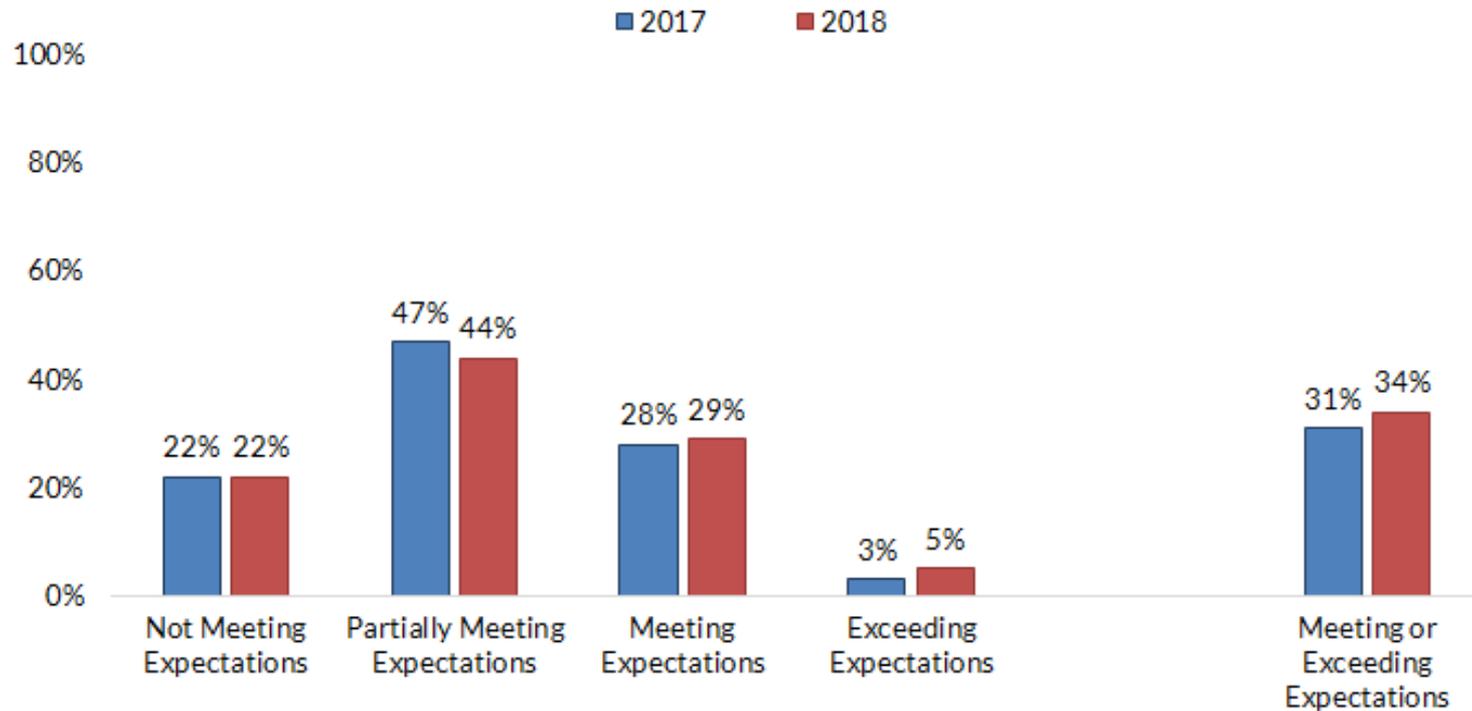
School #1 is categorized as in need of Focused/targeted support due to low graduation rate (<66.7%). School #2 is categorized as Meeting targets because its percentile is above 10 and the school does not have low participation rates, low-performing subgroups, or low graduation rates.

District progress toward improvement targets

Indicator	All students (Non-high school grades)			Lowest performing students (Non-high school grades)			All students (High school grades)			Lowest performing students (High school grades)		
	Points earned	Possible points	Weight	Points earned	Possible points	Weight	Points earned	Possible points	Weight	Points earned	Possible points	Weight
Achievement	7	12	60%	7	8	67.5%	5	12	40%	4	8	67.5%
Growth	4	8	20%	4	8	22.5%	5	8	20%	2	8	22.5%
High school completion	-	-	-	-	-	-	9	12	20%	-	-	-
Progress toward attaining English language proficiency	1	4	10%	-	-	-	1	4	10%	-	-	-
Additional indicators	0	4	10%	0	4	10%	0	8	10%	0	4	10%
Weighted total	5.1	9.6	-	5.6	7.6	-	4.9	10	-	3.2	7.6	-
% possible points	53%			74%			49%			42%		
% possible points by gradespan	64% Weight of non-high school results: 70%						46% Weight of high school results: 30%					
Overall Target percentage	58%											
	Partially meeting targets											

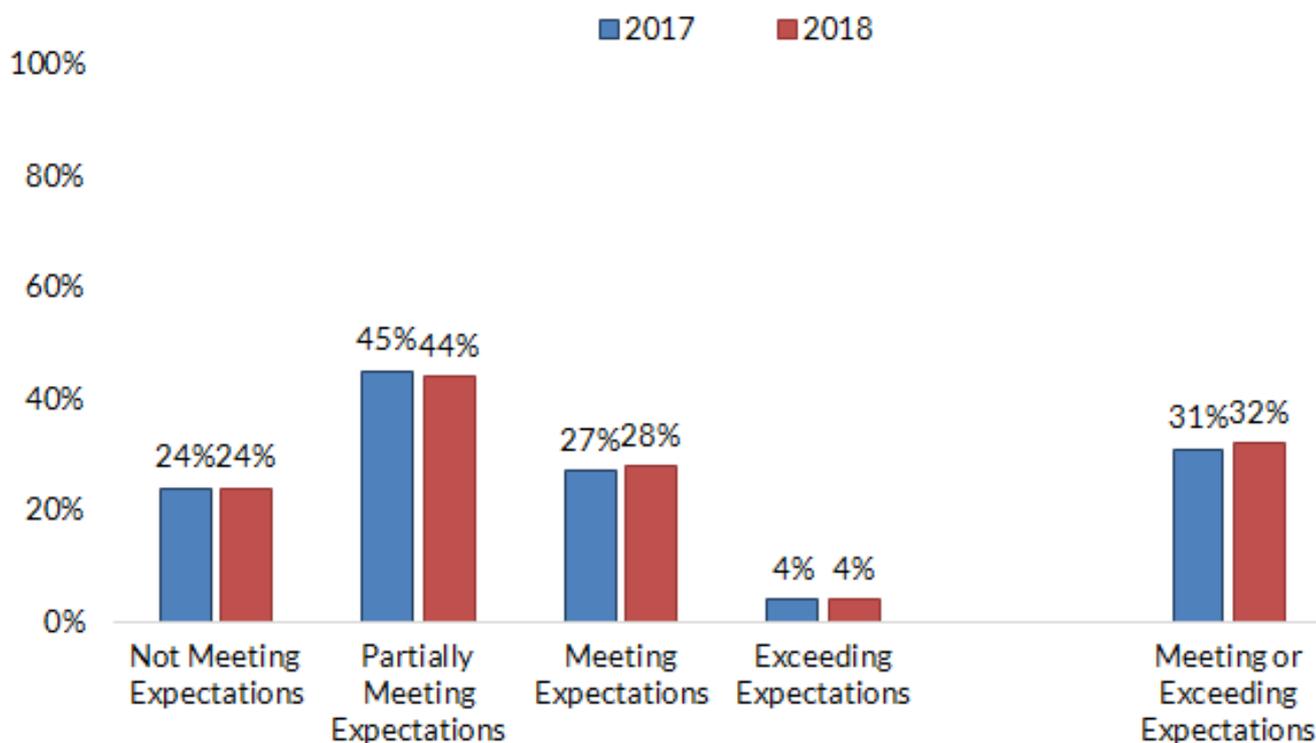
Grades 3-8 English Language Arts

Percent of students by achievement level



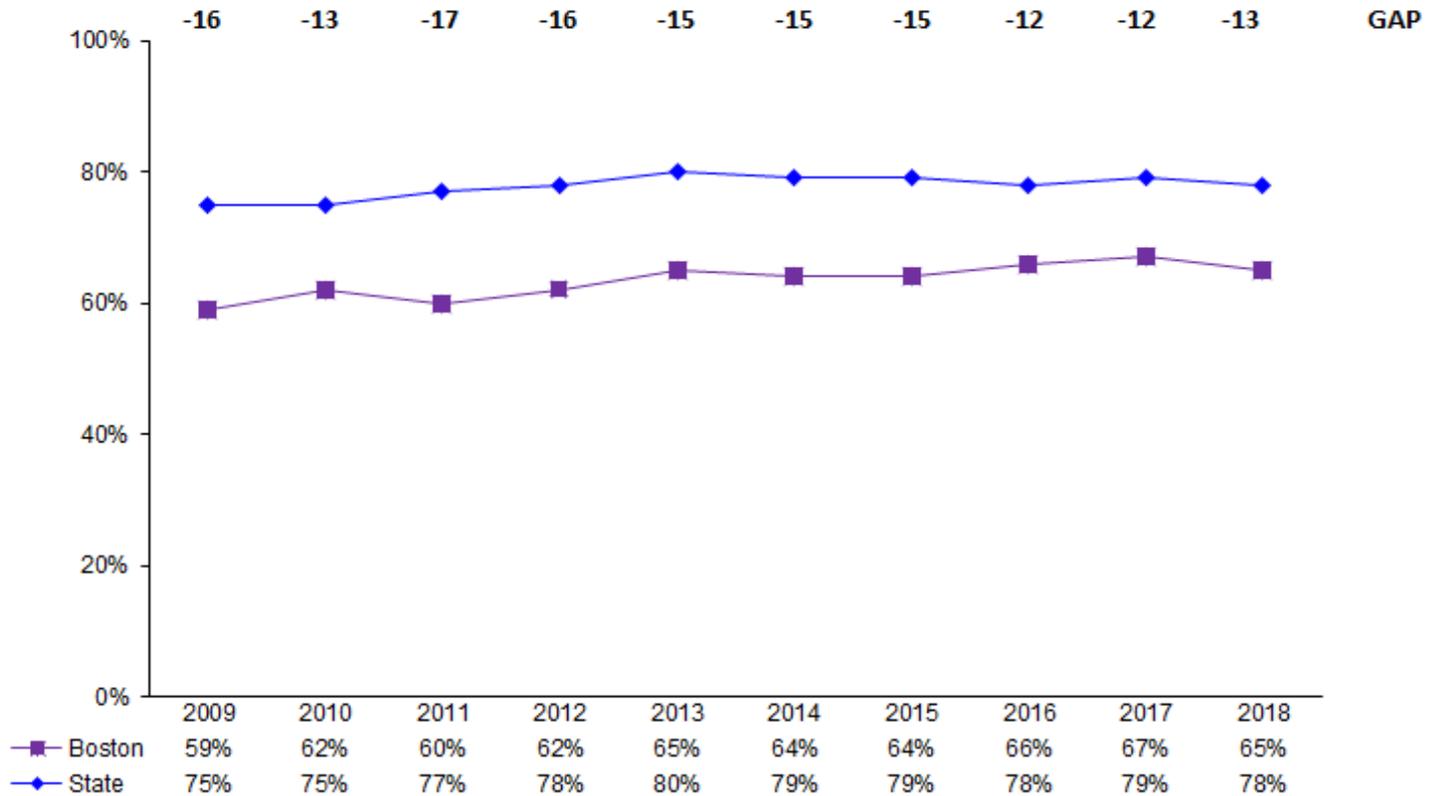
Grades 3-8 Mathematics

Percent of students by achievement level



Grade 10 Mathematics

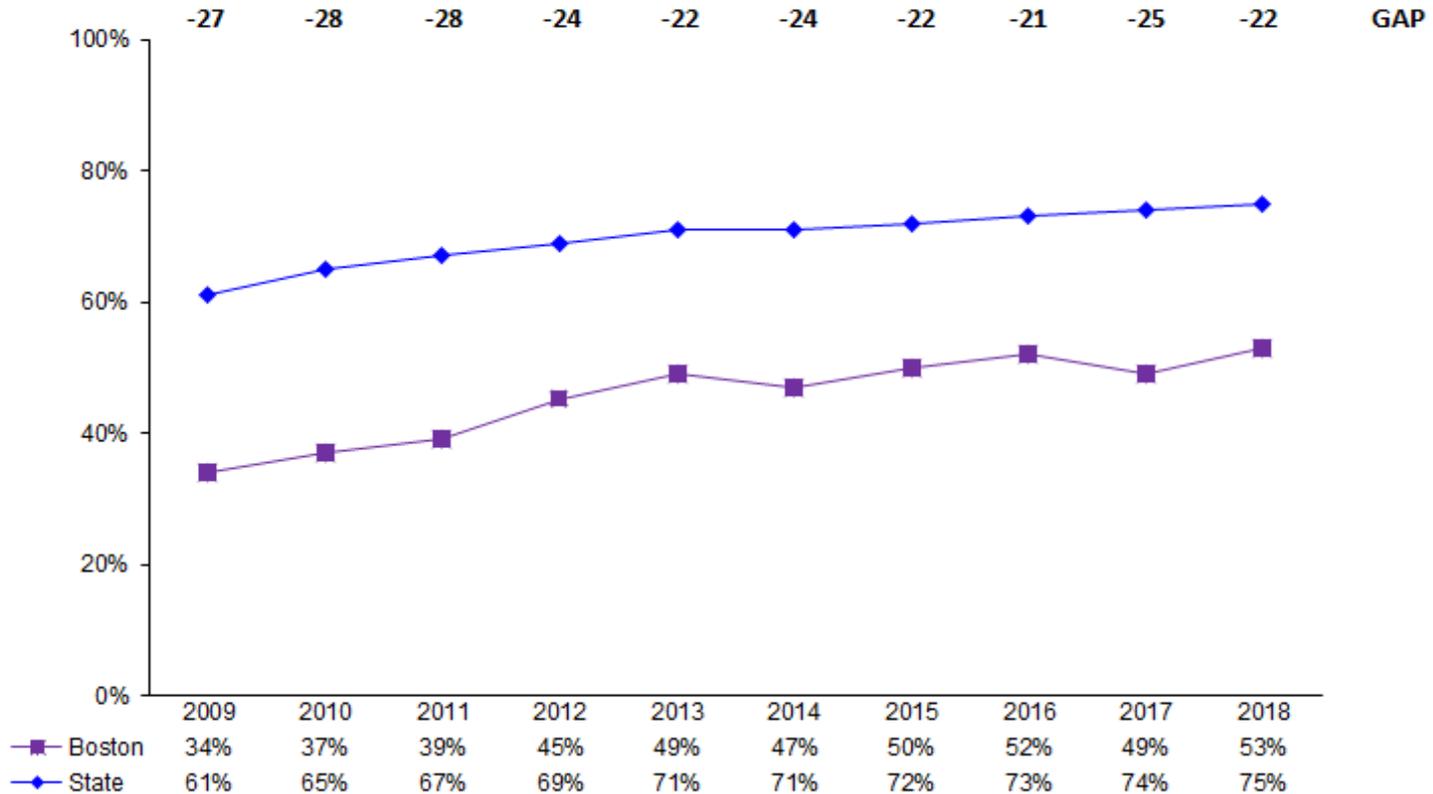
**MCAS Grade 10 Math: Percent Proficient & Advanced
Boston vs State**



Grade 10 Science

MCAS Grade 10 STE: Percent Proficient & Advanced

Boston vs State

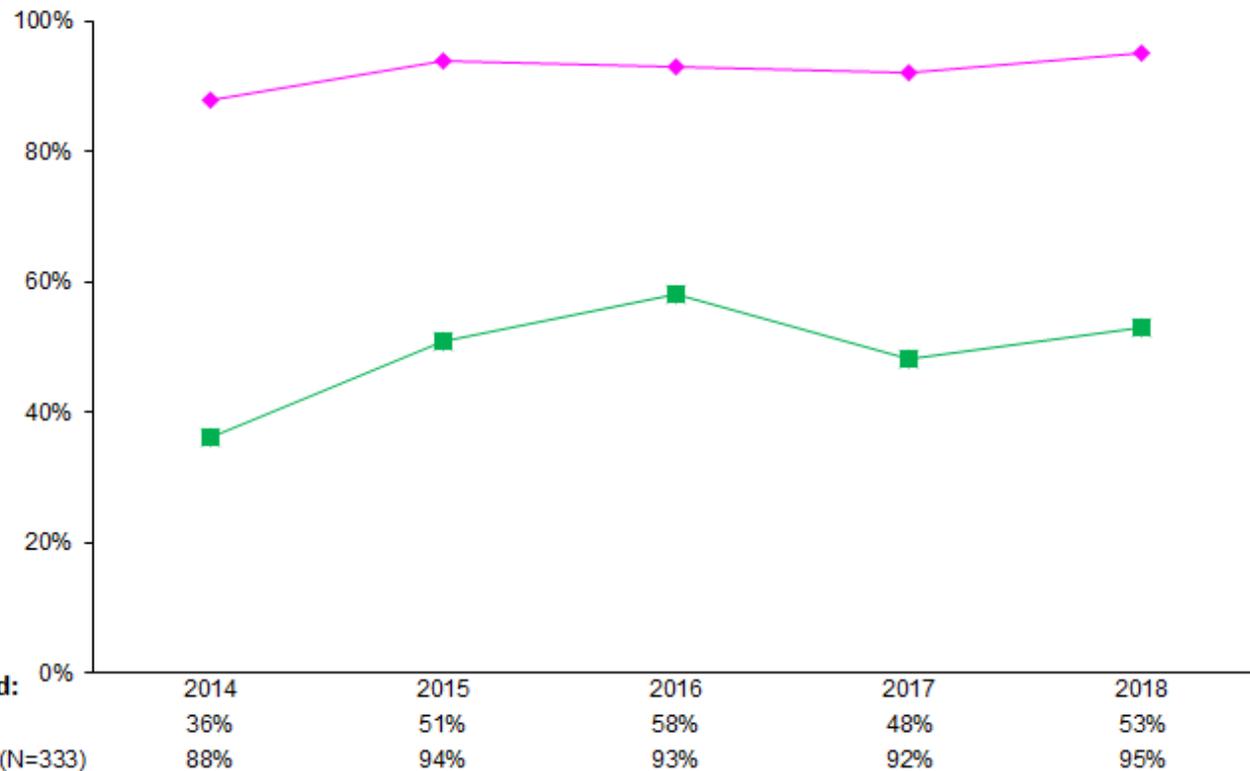


Grade 10 ELA - Performance of EL students

MCAS Grade 10 ELA Percent Proficient & Advanced By ELL vs Former ELL

Performance by ELD Level

2018 Students Included	Prof/ Adv	Diff 2018 - 2017
ELD 1 (N=36)	3%	-11
ELD 2 (N=151)	25%	+1
ELD 3 (N=169)	59%	+17
ELD 4 (N=193)	66%	+11
ELD 5 (N=173)	67%	-6



2018 Students Included:

- ELL (N=725)
- ◆ Former ELL* (N=333)

* Starting 2018, former ELL status goes back to prior 4 years

Grade 10 Math - Performance of EL students

**MCAS Grade 10 Math Percent Proficient & Advanced
By ELL vs Former ELL**

Performance by ELD Level

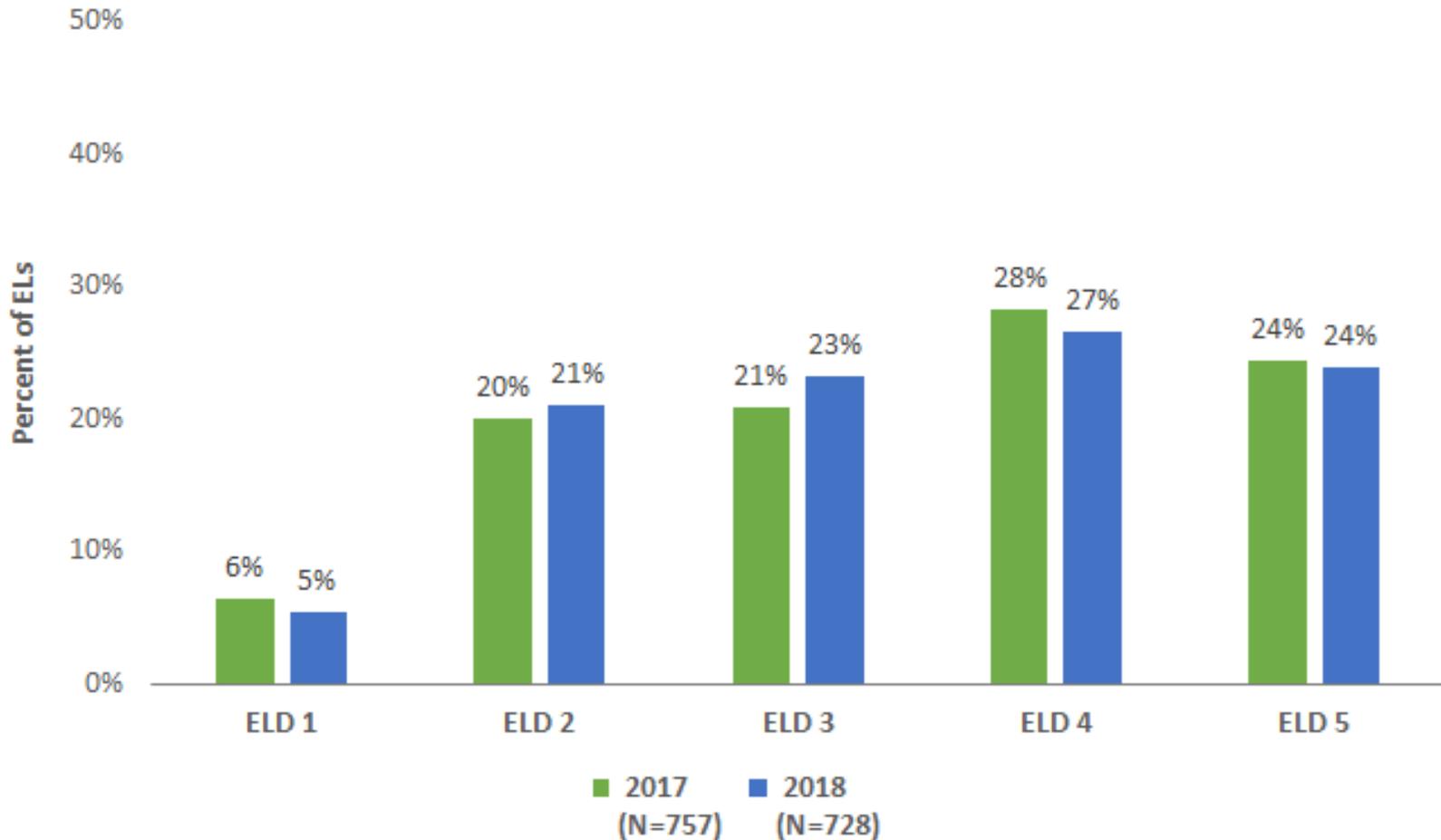
2018 Students Included	Prof/ Adv	Diff 2018 - 2017
ELD 1 (N=39)	23%	+10
ELD 2 (N=153)	28%	+1
ELD 3 (N=167)	46%	+10
ELD 4 (N=192)	40%	+1
ELD 5 (N=174)	40%	-9



* Starting 2018, former ELL status goes back to prior 4 years

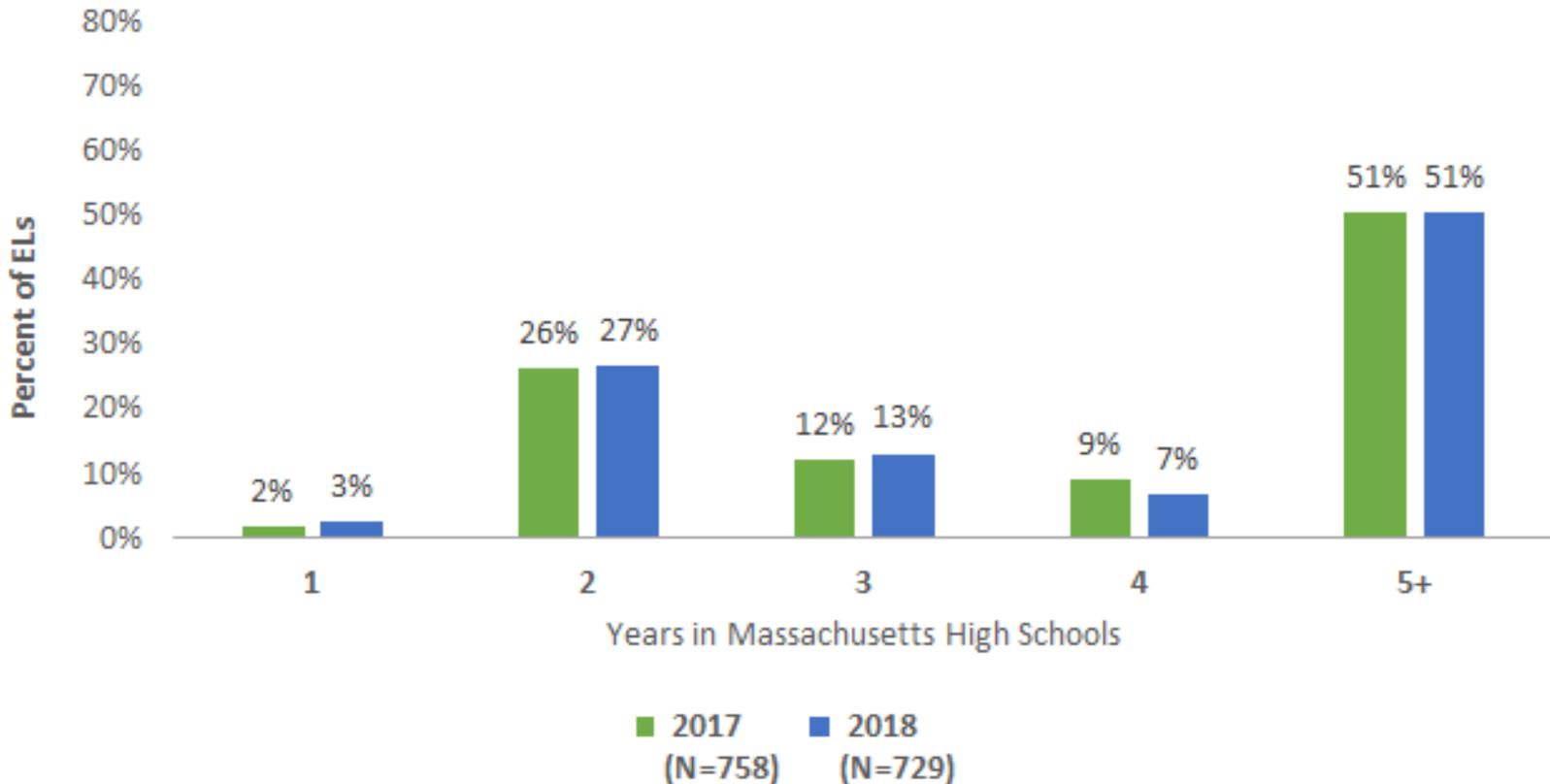
Grade 10 ELs: English Language Development Level

ELs who took Grade 10 ELA or Math by ELD Level: 2017 vs 2018



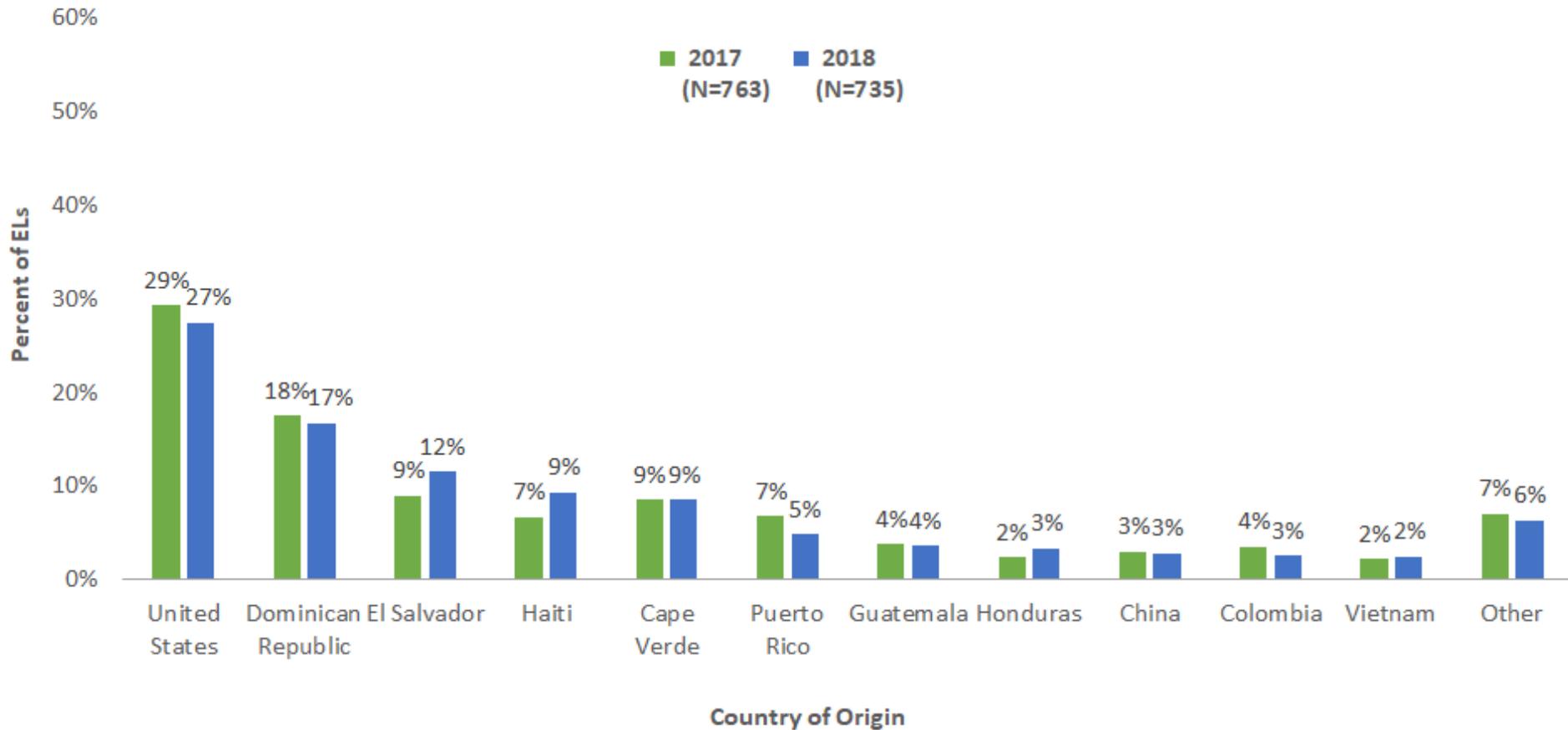
Grade 10 ELs: Years in Massachusetts

Number of Years ELs who took Grade 10 ELA or Math MCAS have Attended MA Schools: 2017 vs 2018



Grade 10 ELs: Country of Origin

Country of Origin of ELs who took Grade 10 ELA or Math MCAS: 2017 vs 2018



Schools Partially Meeting Targets (N=31)

School Name	Target Percentage	Accountability Percentile	School Name	Target Percentage	Accountability Percentile
Ellison Parks Early Ed School	50%	-	William E Russell	57%	22
Boston Latin Academy	65%	79	Henderson Upper	54%	21
Eliot Elementary	61%	67	Fenway High School	36%	21
Manassah E Bradley	74%	49	Another Course To College	44%	19
Warren-Prescott	70%	49	Boston Arts Academy	35%	18
Lyon K-8	71%	47	William Monroe Trotter	63%	18
Joyce Kilmer	63%	45	Gardner Pilot Academy	64%	17
Edward Everett	74%	39	Donald Mckay	49%	16
Joseph J Hurley	70%	37	Franklin D Roosevelt	46%	16
BTU School	50%	28	UP Academy Boston*	42%	16
E M Kennedy Academy*	39%	27	Patrick J Kennedy	38%	15
Boston Community Leadership Academy	66%	24	Phineas Bates	57%	15
William H Ohrenberger	60%	24	Mather	59%	14
Thomas J Kenny	61%	23	Samuel Adams	57%	13
Margarita Muniz Academy	25%	22	Mildred Avenue K-8	54%	11
			Samuel W Mason	74%	11

* **Horace Mann Charter School**

Schools In Need of Focused/Targeted Support (N=44)

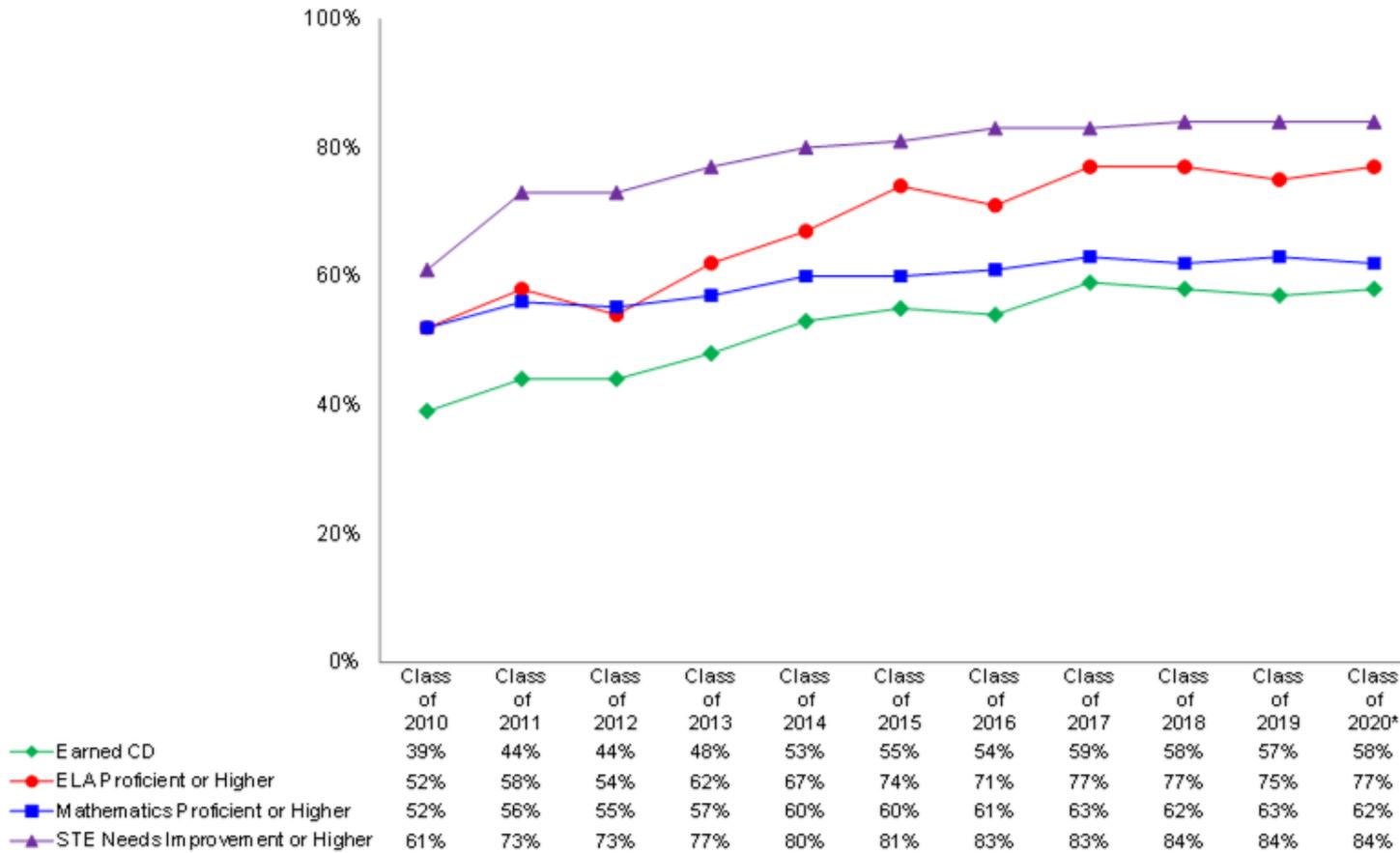
School Name	Target %	Percentile
Charles H Taylor	40%	10
Maurice J Tobin	79%	10
Blackstone	70%	9
Dudley Street Charter School*	67%	9
James J Chittick	57%	9
John D Philbrick	42%	8
Lyon Upper 9-12	25%	8
Young Achievers	31%	8
Charlestown High	11%	7
Condon K-8	58%	7
Community Acad Science and Health	39%	6
UP Academy Dorchester*	38%	6
TechBoston Academy	43%	6
Curley K-8 School	55%	5
Lilla G. Frederick Middle	62%	5
Orchard Gardens	62%	5
Roger Clap	64%	5
Boston Green Academy*	44%	5
King K-8	76%	4
Mario Umana Academy	26%	4
David A Ellis	52%	3
John F Kennedy	47%	3

School Name	Target %	Percentile
John W McCormack	44%	3
Mission Hill School	31%	3
West Roxbury Academy	59%	3
Higginson/Lewis K-8	61%	2
Clarence R Edwards Middle	18%	1
James P Timilty Middle	8%	1
Sarah Greenwood	42%	1
Washington Irving Middle	26%	1
Boston Day and Evening Academy*	75%	-
Boston International High School	54%	-
Boston Collaborative High School	-	-
William McKinley	-	-
Josiah Quincy	57%	53
George H Conley	70%	31
Richard J Murphy	35%	29
Jeremiah E Burke High	54%	23
Charles Sumner	87%	18
Urban Science Academy	65%	16
Quincy Upper School	29%	15
Jackson Mann	85%	13
Joseph Lee	69%	12
Snowden International School	19%	11

* **Horace Mann Charter School**

First-time meeting competency determination

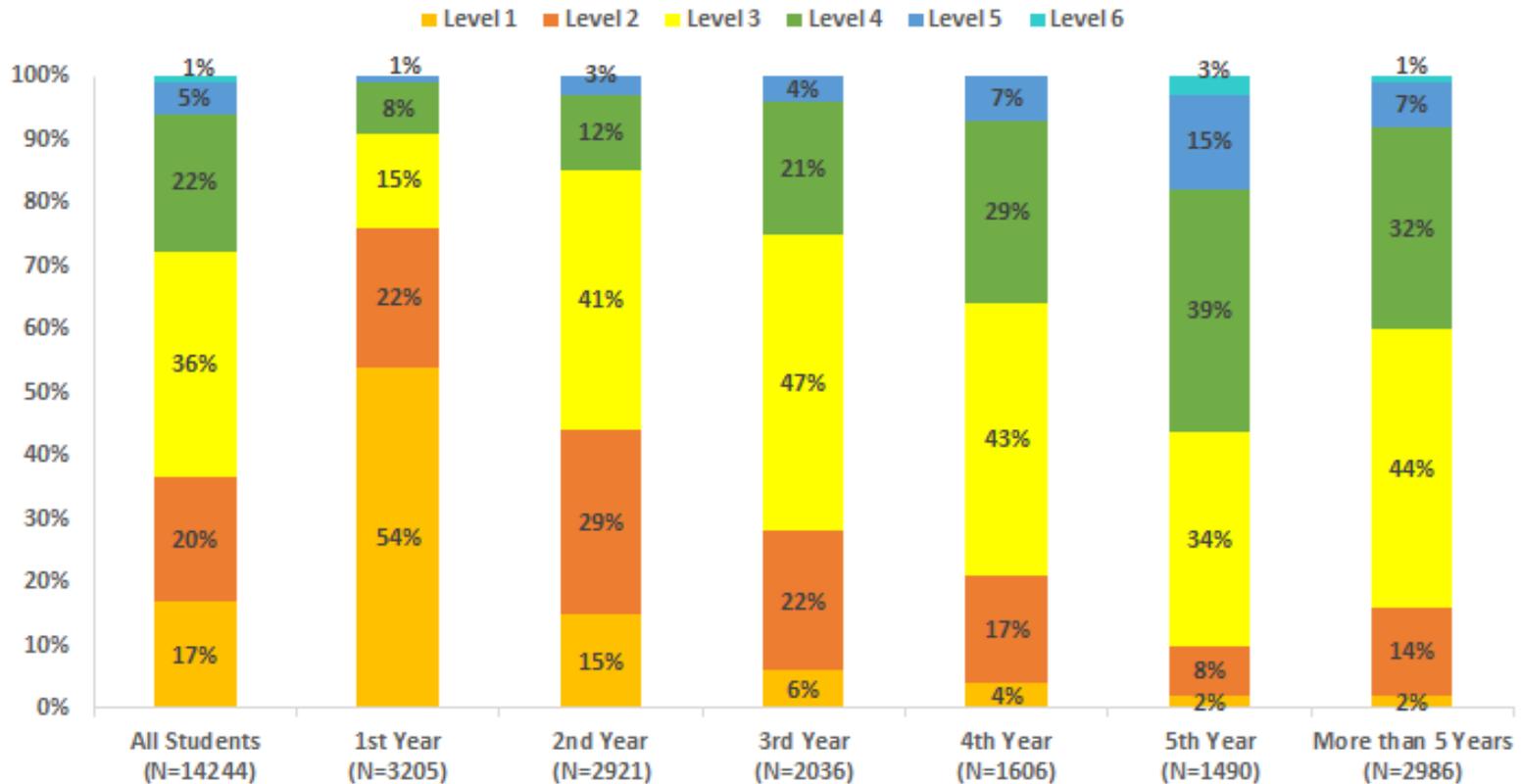
Percent of 10th Grade Students Meeting MCAS Graduation Requirements



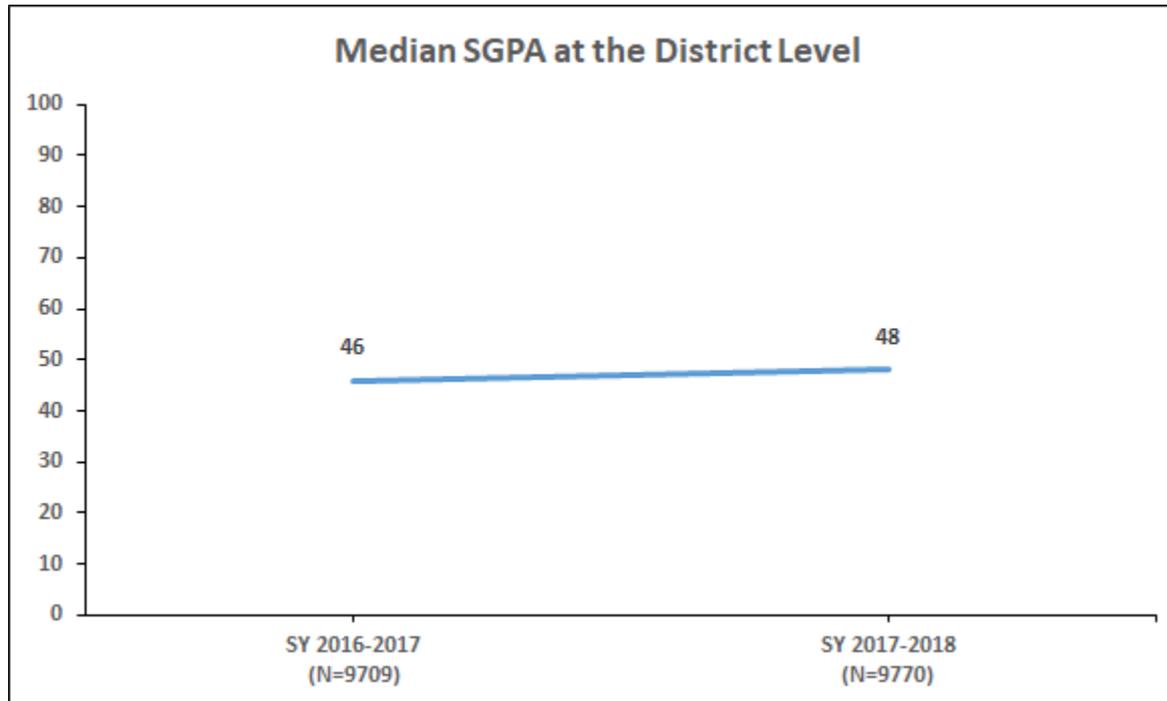
* 2018 results are based on August 2018 preliminary data

ACCESS for ELLs Performance by Years in MA

2018 WIDA English Language proficiency level by Years in MA



Student Growth Percentiles for ACCESS (SGPA)



SGPAs are computed using the overall ACCESS composite scores based on two years of ACCESS for ELLs test results. A student's percentile ranking shows how much the student grew over the previous year compared to academic peers, and indicates the movement from the beginning level of English proficiency toward the point at which the student can perform standards-based classroom work in English.

Standard Setting on ACCESS 2.0

In 2016, the WIDA consortium reset proficiency standards on its ACCESS for ELLs 2.0 assessment. The standards on ACCESS 2.0 are more rigorous than the standards on ACCESS 1.0, meaning that a higher level of achievement on the new test is required to earn the same proficiency level as on the ACCESS 1.0 tests, which were phased out after 2015. The new standards were applied to ACCESS scores for the first time in 2017.

Resetting the proficiency standards was intended by WIDA to ensure that ELL students were well-prepared to meet the rigor of the new College and Career Ready Standards now in place in Massachusetts and in other WIDA states. However, the resetting of standards had the effect of greatly reducing the number of students who qualified under the previous ACCESS 1.0 criteria to exit EL status.

Massachusetts subsequently elected to revise its criteria for eligibility to exit EL status to a level that was judged to be comparable to the exit criteria on the previous score scale.