Spring 2017 MCAS Results for ELs and Former ELs

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Boston Public Schools
Agenda:

- 2017 Grade 3—8 ELA & Math MCAS and 10\textsuperscript{th} Grade ELA & Math MCAS For English Learner Students

- Discussion of BPS English Learner Enrollment Numbers

- Next Generation MCAS
Recommended question and answer format

• All participants have a note taking template:
  • Record “low inference” notes as “noticings”
  • Record questions that the data raises for you as “wonderings”
  • Record hypotheses that spring from the data as “inferences”

• After each section of the presentation, we will stop to listen for “noticings”, “wonderings”, and “inferences”

• We may not have answers for every question, but the notes taken by the group should guide a healthy discussion and help us to get back to the Task Force regarding specific follow-ups
2017 Grades 3—8 MCAS
For English Learner Students
This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.

* - LEP status as it was when a student was assessed.

** - Former EL students includes all active BPS students who have ever been reclassified from ELs.
Spring 2017 MCAS vs. Spring 2016 PARCC Grades 3-8 Transitional SGP By EL Status

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* - LEP status as it was when a student was assessed.
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Spring 2017 MCAS Grades 3-8 Achievement Level By ELD Level* and EL Status**

This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.

* - ELD Level as it was when a student was assessed.
BPS ELD levels are assigned through the initial screener and updated annually based on the annual English proficiency results (ACCESS for ELL) as well as teacher input and other school-level data.

** - LEP status as it was when a student was assessed.

*** - Former EL students includes all active BPS students who have ever been reclassified from ELs.

English Language Arts 2017 MCAS

- Partially Meeting Expectations
- Not Meeting Expectations
- Meeting Expectations
- Exceeding Expectations

<table>
<thead>
<tr>
<th>ELD Level</th>
<th>Partially Meeting</th>
<th>Not Meeting</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 1 (N=190)</td>
<td>1.1%</td>
<td>46%</td>
<td>5%</td>
<td>31%</td>
</tr>
<tr>
<td>ELD 2 (N=464)</td>
<td>4%</td>
<td>22%</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>ELD 3 (N=1123)</td>
<td>4%</td>
<td>46%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>ELD 4 (N=2155)</td>
<td>2%</td>
<td>15%</td>
<td>16%</td>
<td>71%</td>
</tr>
<tr>
<td>ELD 5 (N=1978)</td>
<td>0.4%</td>
<td>11%</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>Former EL (N=3050)</td>
<td>0.3%</td>
<td>11%</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>Never EL (N=12762)</td>
<td>0.5%</td>
<td>2%</td>
<td>46%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Mathematics 2017 MCAS

- Partially Meeting Expectations
- Not Meeting Expectations
- Meeting Expectations
- Exceeding Expectations

<table>
<thead>
<tr>
<th>ELD Level</th>
<th>Partially Meeting</th>
<th>Not Meeting</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 1 (N=217)</td>
<td>24%</td>
<td>38%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>ELD 2 (N=472)</td>
<td>0.4%</td>
<td>10%</td>
<td>23%</td>
<td>52%</td>
</tr>
<tr>
<td>ELD 3 (N=1139)</td>
<td>1%</td>
<td>48%</td>
<td>53%</td>
<td>39%</td>
</tr>
<tr>
<td>ELD 4 (N=2165)</td>
<td>1%</td>
<td>16%</td>
<td>57%</td>
<td>30%</td>
</tr>
<tr>
<td>ELD 5 (N=1980)</td>
<td>2%</td>
<td>23%</td>
<td>44%</td>
<td>17%</td>
</tr>
<tr>
<td>Former EL (N=3045)</td>
<td>3%</td>
<td>12%</td>
<td>43%</td>
<td>6%</td>
</tr>
<tr>
<td>Never EL (N=12748)</td>
<td>73%</td>
<td>52%</td>
<td>46%</td>
<td>21%</td>
</tr>
</tbody>
</table>
### Spring 2017 MCAS Grades 3-8 Achievement Level By EL & Disability Status*

#### English Language Arts MCAS

- **Partially Meeting Expectations**
  - All Students (N=21722): 3%  
  - EL SWD (N=1375): 3%  
  - Not EL SWD (N=3011): 0.3%  
  - EL Not SWD (N=4535): 0.7%  
  - Not EL Not SWD (N=12801): 5%

- **Not Meeting Expectations**
  - All Students (N=21722): 28%  
  - EL SWD (N=1375): 49%  
  - Not EL SWD (N=3011): 48%  
  - EL Not SWD (N=4535): 57%  
  - Not EL Not SWD (N=12801): 47%

- **Meeting Expectations**
  - All Students (N=21722): 49%  
  - EL SWD (N=1375): 53%  
  - Not EL SWD (N=3011): 44%  
  - EL Not SWD (N=4535): 27%  
  - Not EL Not SWD (N=12801): 7%

- **Exceeding Expectations**
  - All Students (N=21722): 19%  
  - EL SWD (N=1375): 47%  
  - Not EL SWD (N=3011): 16%  
  - EL Not SWD (N=4535): 16%  
  - Not EL Not SWD (N=12801): 9%

#### Mathematics 2017 MCAS

- **Partially Meeting Expectations**
  - All Students (N=21766): 4%  
  - EL SWD (N=1387): 28%  
  - Not EL SWD (N=2996): 0.1%  
  - EL Not SWD (N=4586): 1%  
  - Not EL Not SWD (N=12797): 2%

- **Not Meeting Expectations**
  - All Students (N=21766): 28%  
  - EL SWD (N=1387): 47%  
  - Not EL SWD (N=2996): 45%  
  - EL Not SWD (N=4586): 42%  
  - Not EL Not SWD (N=12797): 53%

- **Meeting Expectations**
  - All Students (N=21766): 47%  
  - EL SWD (N=1387): 22%  
  - Not EL SWD (N=2996): 51%  
  - EL Not SWD (N=4586): 49%  
  - Not EL Not SWD (N=12797): 25%

- **Exceeding Expectations**
  - All Students (N=21766): 22%  
  - EL SWD (N=1387): 5%  
  - Not EL SWD (N=2996): 9%  
  - EL Not SWD (N=4586): 9%  
  - Not EL Not SWD (N=12797): 11%

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Alternative test results did not include in analysis.
* - LEP status as it was when a student was assessed.
** - Not EL students include Never EL and Former EL students.
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* Grade Level as it was when a student was assessed.
This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.
Spring 2017 MCAS ELs Grades 3-8 Achievement Level By First Language

<table>
<thead>
<tr>
<th>Language</th>
<th>English</th>
<th>Arabic</th>
<th>French</th>
<th>Bengali</th>
<th>Other</th>
<th>Greek</th>
<th>Amharic</th>
<th>Albanian</th>
<th>Russian</th>
<th>Tigrinya</th>
<th>Italian</th>
<th>Pushtu/ Pashtu</th>
<th>Swahili</th>
<th>Cambodian</th>
<th>Kurdish</th>
<th>Tagalog</th>
<th>Hindi</th>
<th>Ibo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># EL Students</strong></td>
<td>143</td>
<td>84</td>
<td>34</td>
<td>24</td>
<td>23</td>
<td>13</td>
<td>11</td>
<td>10</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

| Language          | Nepali | Afrikaans | Bulgarian | Burmese | Dutch | French/ African Patois | Hausa | Khmer/ Khmer | Krah  | Krio | Niger- Congo | Pilipino | Polish | Taiwan | Thai | Tibetan | Turkish | Twi |
|-------------------|--------|-----------|-----------|---------|-------|------------------------|-------|------------|-------|------|-------------|----------|--------|---------|-----|---------|--------|
| **# EL Students** | 2      | 1         | 1         | 1       | 1     | 1                       | 1     | 1          | 1     | 1    | 1           | 1        | 1      | 1       | 1   | 1       | 1      |

This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.
Spring 2017 MCAS ELs Grades 3-8 Achievement Level By Years in Massachusetts

This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.
2017 10 Grade MCAS
For English Learner Students
Spring 2017 MCAS 10 Grade Achievement Level By EL Status*

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Spring 2017 ELA & Math 10 Grade MCAS SGP and CPI By EL Status*

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Spring 2017 MCAS 10 Grade Achievement Level By ELD Level*

This analysis contains the Horace Mann Charter Schools.
Alternative test results did not include in analysis.
* - ELD Level as it was when a student was assessed.
BPS ELD levels are assigned through the initial screener and updated annually based on the annual English proficiency results (ACCESS for ELL) as well as teacher input and other school-level data.
### Spring 2017 MCAS 10 Grade Achievement Level By EL & Disability Status*

#### English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Failing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Grade 10 (N=3551)</td>
<td>32%</td>
<td>51%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>EL SWD (N=149)</td>
<td>1%</td>
<td>44%</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>Not EL SWD (N=418)</td>
<td>11%</td>
<td>54%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>EL Not SWD (N=586)</td>
<td>3%</td>
<td>50%</td>
<td>50%</td>
<td>2%</td>
</tr>
<tr>
<td>Not EL Not SWD (N=2398)</td>
<td>44%</td>
<td>42%</td>
<td>38%</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### Mathematics

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Failing</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students Grade 10 (N=3568)</td>
<td>41%</td>
<td>27%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>EL SWD (N=156)</td>
<td>21%</td>
<td>19%</td>
<td>35%</td>
<td>29%</td>
</tr>
<tr>
<td>Not EL SWD (N=415)</td>
<td>11%</td>
<td>35%</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>EL Not SWD (N=591)</td>
<td>34%</td>
<td>28%</td>
<td>35%</td>
<td>23%</td>
</tr>
<tr>
<td>Not EL Not SWD (N=2406)</td>
<td>55%</td>
<td>26%</td>
<td>35%</td>
<td>14%</td>
</tr>
</tbody>
</table>

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Spring 2017 MCAS ELs 10 Grade Achievement Level By Years in Massachusetts

**English Language Arts**

- **Needs Improvement**: 33% (1st year in MA), 44% (2nd year in MA), 43% (3rd year in MA), 44% (4th year in MA), 34% (5+ years in MA)
- **Failing**: 3% (1st year in MA), 13% (2nd year in MA), 15% (3rd year in MA), 12% (4th year in MA), 6% (5+ years in MA)
- **Proficient**: 1% (1st year in MA), 33% (2nd year in MA), 51% (3rd year in MA), 40% (4th year in MA), 34% (5+ years in MA)
- **Advanced**: 2% (1st year in MA), 2% (2nd year in MA), 2% (3rd year in MA), 2% (4th year in MA), 2% (5+ years in MA)

**Mathematics**

- **Needs Improvement**: 15% (1st year in MA), 15% (2nd year in MA), 15% (3rd year in MA), 15% (4th year in MA), 15% (5+ years in MA)
- **Failing**: 31% (1st year in MA), 26% (2nd year in MA), 35% (3rd year in MA), 32% (4th year in MA), 34% (5+ years in MA)
- **Proficient**: 9% (1st year in MA), 22% (2nd year in MA), 38% (3rd year in MA), 38% (4th year in MA), 34% (5+ years in MA)
- **Advanced**: 9% (1st year in MA), 21% (2nd year in MA), 35% (3rd year in MA), 38% (4th year in MA), 23% (5+ years in MA)

This analysis contains the Horace Mann Charter Schools. Alternative test results did not include in analysis.
Discussion of BPS English Learner Enrollment Numbers

1. How many ELs are there in BPS for SY17-18?
2. How many ELs are there by school type and by grade level?
3. What percentage of all students do ELs represent by school type?
Data reflects active, non-DNR students as of 12/2/17 via Aspen SIS. Data includes in-district Horace Mann charter schools and Level 5 schools but excludes outplacements and Re-Engagement Center. FELs include students who are in the 4-year monitoring period and beyond.
Data reflects active, non-DNR students as of 12/2/17 via Aspen SIS. Data includes in-district Horace Mann charter schools and Level 5 schools but excludes outplacements and Re-Engagement Center. K0 & K1 students are flagged as potential ELs based on Home Language Survey responses until assessed in March. FELs include students in the 4-year monitoring period and beyond.
### SY17-18 EL Enrollment by School Type

<table>
<thead>
<tr>
<th>School Type</th>
<th># ELs</th>
<th>% of school type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total BPS</td>
<td>17,628</td>
<td>32%</td>
</tr>
<tr>
<td>“Traditional” BPS Schools</td>
<td>16,598</td>
<td>32%</td>
</tr>
<tr>
<td>In-District Horace Mann Charter Schools</td>
<td>577</td>
<td>21%</td>
</tr>
<tr>
<td>Level 5 Schools</td>
<td>453</td>
<td>41%</td>
</tr>
</tbody>
</table>

Data reflects active, non-DNR students as of 12/2/17 via Aspen SIS. Data includes in-district Horace Mann charter schools and Level 5 schools but excludes outplacements and Re-Engagement Center.
## SY17-18 EL Enrollment: Level 5 & In-District Charter Schools

### In-District Horace Mann Charter Schools

<table>
<thead>
<tr>
<th>School</th>
<th># ELs</th>
<th>% of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Day/Evening Academy</td>
<td>42</td>
<td>10%</td>
</tr>
<tr>
<td>Boston Green Academy</td>
<td>58</td>
<td>12%</td>
</tr>
<tr>
<td>Dudley Street Neighborhood School</td>
<td>80</td>
<td>27%</td>
</tr>
<tr>
<td>Kennedy Academy for Health Careers</td>
<td>67</td>
<td>18%</td>
</tr>
<tr>
<td>UP Academy Boston</td>
<td>130</td>
<td>26%</td>
</tr>
<tr>
<td>UP Academy Dorchester</td>
<td>200</td>
<td>27%</td>
</tr>
</tbody>
</table>

### Level 5 Schools

<table>
<thead>
<tr>
<th>School</th>
<th># ELs</th>
<th>% of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dever Elementary</td>
<td>173</td>
<td>48%</td>
</tr>
<tr>
<td>UP Academy Holland</td>
<td>280</td>
<td>37%</td>
</tr>
</tbody>
</table>

Data reflects active, non-DNR students as of 12/2/17 via Aspen SIS.
# EL Reporting

<table>
<thead>
<tr>
<th>Data Source</th>
<th># ELs</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESE Oct 2017 SIMS*</td>
<td>16,349</td>
</tr>
<tr>
<td><strong>BPS K0-12</strong> as of 12/02/17 Aspen SIS</td>
<td>17,628</td>
</tr>
<tr>
<td><strong>BPS K2-12</strong> as of 12/02/17 Aspen SIS</td>
<td>15,980</td>
</tr>
<tr>
<td><strong>October 2017 Paragraph 54 Report Summary Analysis</strong></td>
<td>13,373</td>
</tr>
</tbody>
</table>

*DESE data excludes in-district Horace Mann Charter Schools.
** Data excludes schools reported separately to DOJ/OCR. See note on the following slide for additional information.
EL Reporting (cont.)

DESE numbers and BPS numbers may differ for two main reasons:

❖ DESE enrollment data comes from the SIMS file that districts report to DESE three times per year (Oct 1, March 1, June 1). This is static data whereas our enrollment fluctuates daily;
❖ DESE considers our in-district Horace Mann charter schools as their own LEAs. Therefore when DESE reports BPS data, these schools are excluded. BPS traditionally requests student outcomes data directly from our in-district Horace Mann charter schools to include in our own analysis.

Number of EL students presented in Paragraph 54 Summary Analysis:

❖ Our Paragraph 54 report is structured such that we have one “main” list of K2-12 English Learner students in one tab (n = 13,373 as of Oct. 2017 report) and in other separate tabs we include students in our “separately” reported schools (24 schools in our Oct. 2017 report). These “separately” reported schools follow a different instructional model (e.g., dual language schools), do not use Aspen, and/or report to a different local educational agency (LEA).
❖ For ease of reporting, we include only the “main list” of students in our summary analysis of our level of service, but services for all EL students are reported to the US Department of Justice and Office for Civil Rights.
Massachusetts Testing Update
MA State Board of Education voted to develop a next-generation MCAS

MA “test drove” PARCC, introducing districts to a computer-based assessment aligned to college- and career-ready standards

MA Board voted in November 2015 to develop next-generation MCAS, using the best of MCAS and PARCC
What does “next-generation” mean?

- Computer-based
- Stronger alignment to the Massachusetts learning standards
- New item types that more deeply assess both skills and knowledge
- Sending clear signals to students, parents, and educators about readiness for work at the next level
### Performance Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeding Expectations</strong></td>
<td>Students performing at this level on this test exceed grade-level expectations for knowledge, skills, and understanding and are academically well prepared to succeed at the next grade level.</td>
</tr>
<tr>
<td><strong>Meeting Expectations</strong></td>
<td>Students performing at this level on this test meet grade-level expectations for knowledge, skills, and understanding and are academically prepared to succeed at the next grade level.</td>
</tr>
<tr>
<td><strong>Partially Meeting Expectations</strong></td>
<td>Students performing at this level on this test partially meet grade-level expectations for knowledge, skills, and understanding. These students may need coordinated assistance and/or additional instruction to succeed at the next grade level.</td>
</tr>
<tr>
<td><strong>Not Yet Meeting Expectations</strong></td>
<td>Students performing at this level on this test did not meet grade-level expectations for knowledge, skills, and understanding. These students need substantial coordinated intervention and/or additional instruction to succeed at the next grade level.</td>
</tr>
</tbody>
</table>
Transition to computer-based testing

- **2017:** Grades 4 and 8 ELA and Math
- **2018:** Grades 4, 5, 7, and 8 ELA, Math and STE
- **2019:** Grades 3-8 & 10 ELA and Math, plus 5 & 8 STE

- Paper based tests will continue to be available as an individual student accommodation
ELA and math test content

★ Combination of legacy MCAS items, PARCC items, and new items to be developed

★ All items reviewed by Massachusetts educators for curriculum alignment

★ Test designs have been published on website:
  ★ http://www.doe.mass.edu/mcas/tdd/ela.html?section=testdesign
  ★ http://www.doe.mass.edu/mcas/tdd/math.html?section=testdesign
Decisions regarding high school testing program

- Legacy 10th-grade MCAS extended to class of 2020

- Class of 2021 first cohort to take next-generation MCAS as graduation requirement – this year’s 8th graders