Spring 2018 MCAS Results for ELs and Former ELs

Mary Dillman, Executive Director, Office of Data and Accountability,
Elena Lanin, Senior Analyst, Office of Data and Accountability

Presentation to the English Language Learner Task Force of the Boston School Committee
December 20, 2018
Agenda:

➢ 2018 Grade 3–8 ELA & Math MCAS Results
➢ 2018 Grade 10 ELA & Math MCAS Results
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 the presentation, participants will discuss “noticings”, “wonderings”, and “inferences” in small groups, and then we will discuss as a whole group.

• 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
2018 Grades 3–8 MCAS Results For English Learner Students
Headlines: Grades 3–8 MCAS results for ELs

- While similar proportion of All students Meet/Exceed Expectations in ELA and Math, ELs have higher proficiency rates in Math whereas non-ELs have higher proficiency rates in ELA.
- EL MCAS proficiency rates increase by ELD level. Former ELs outperform non-ELs.
- When comparing ELs and Non-ELs by disability status:
  - larger proficiency gaps exist between non-SWDs than SWDs
  - larger proficiency gaps exist in ELA than in Math regardless of disability status
- Proficiency rates for ELs are higher in Grades 3-5 than in Grades 6-8. We do not see this pattern for All Students.
- There are significant achievement gaps for ELs by program.
- There are significant achievement gaps for ELs by race/ethnicity, following a similar pattern as the All Students MCAS results.
- There are significant achievement gaps for ELs by first language.
Spring 2018 MCAS Grades 3–8 Achievement Levels By EL Status

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.

* LEP status as it was when a student was assessed.
** The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).
Spring 2018 MCAS Grades 3–8 Achievement Levels By ELD Level* and EL Status**

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.

* EL and ELD status as they were 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 ELLs) as well as teacher input and other school-level data.

** The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).
Spring 2018 MCAS Grades 3–8 Achievement Levels By EL & Disability Status*

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.

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

** The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).
Spring 2018 MCAS Grades 3–8 Achievement Levels for ELs by Grade

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grades 3–8 ELA Achievement Levels for ELs by Program

This analysis contains the Horace Mann Charter Schools.
MCAS-Alt results not included in analysis.
### Spring 2018 MCAS Grades 3–8 Mathematics Achievement Levels for ELs by Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Partially Meeting Expectations</th>
<th>Not Meeting Expectations</th>
<th>Meeting Expectations</th>
<th>Exceeding Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Grades 3–8 (N=5993)</td>
<td>1%</td>
<td>15%</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>AWC (N=40)</td>
<td>88%</td>
<td>5%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>HILT for SLIFE Haitian (N=16)</td>
<td>13%</td>
<td>100%</td>
<td>82%</td>
<td>5%</td>
</tr>
<tr>
<td>HILT for SLIFE Cape Verdean (N=17)</td>
<td>100%</td>
<td>100%</td>
<td>59%</td>
<td>2%</td>
</tr>
<tr>
<td>HILT for SLIFE Multilingual (N=12)</td>
<td>12%</td>
<td>33%</td>
<td>47%</td>
<td>8%</td>
</tr>
<tr>
<td>SEI Chinese (N=122)</td>
<td>10%</td>
<td>9%</td>
<td>49%</td>
<td>3%</td>
</tr>
<tr>
<td>SEI Haitian (N=59)</td>
<td>10%</td>
<td>34%</td>
<td>49%</td>
<td>4%</td>
</tr>
<tr>
<td>SEI Cape Verdean (N=91)</td>
<td>27%</td>
<td>17%</td>
<td>61%</td>
<td>4%</td>
</tr>
<tr>
<td>SEI Multilingual (N=468)</td>
<td>2%</td>
<td>44%</td>
<td>56%</td>
<td>4%</td>
</tr>
<tr>
<td>SEI Spanish (N=549)</td>
<td>1%</td>
<td>25%</td>
<td>61%</td>
<td>4%</td>
</tr>
<tr>
<td>SEI-Vietnamese (N=41)</td>
<td>29%</td>
<td>17%</td>
<td>56%</td>
<td>4%</td>
</tr>
<tr>
<td>General Ed (N=3660)</td>
<td>14%</td>
<td>46%</td>
<td>44%</td>
<td>4%</td>
</tr>
<tr>
<td>Spec Ed (N=612)</td>
<td>61%</td>
<td>14%</td>
<td>56%</td>
<td>4%</td>
</tr>
<tr>
<td>TwoWay English (N=184)</td>
<td>10%</td>
<td>46%</td>
<td>44%</td>
<td>4%</td>
</tr>
<tr>
<td>Two-Way Spanish (N=113)</td>
<td>10%</td>
<td>46%</td>
<td>44%</td>
<td>4%</td>
</tr>
</tbody>
</table>

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grades 3–8 Achievement Levels for ELs by Subgroup

This analysis contains the Horace Mann Charter Schools.
MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grades 3–8 Achievement Levels For ELs By First Language

English Language Arts 2018 MCAS
- Partially Meeting Expectations
- Not Meeting Expectations
- Meeting Expectations
- Exceeding Expectations

Mathematics 2018 MCAS
- Partially Meeting Expectations
- Not Meeting Expectations
- Meeting Expectations
- Exceeding Expectations

Other Languages
- English
- Arabic
- French
- Other
- Bengali
- Albanian
- Amharic
- Greek
- Tigrinya
- Cambodian
- Italian
- Pushtu/Pashtu
- Swahili
- Russian
- Kurdish
- Tagalog
- Hindi
- Ibo

# EL Students
- Spanish (N=3,830)
- Other (N=489)
- Cape Verdean (N=443)
- Haitian (N=395)
- Chinese (N=320)
- Vietnamese (N=237)
- Portuguese (N=130)
- Somali (N=102)

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grades 3–8 Achievement Levels for ELs by Years in Massachusetts

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
2018 Grade 10 MCAS Results
For English Learner Students
Headlines: Grade 10 MCAS results for ELs

- On average, proficiency rates on Grade 10 MCAS are higher in ELA than in Math for All Students, ELs, non-ELs, and Former ELs.
- ELA MCAS proficiency rates increase by ELD level, whereas Math proficiency rates are more flat. Former ELs outperform non-ELs in ELA and Math.
- When comparing ELs and Non-ELs by disability status, larger proficiency gaps exist between non-SWDs than SWDs.
- There are significant achievement gaps for ELs by program.
- There are significant achievement gaps for ELs by race/ethnicity, following a similar pattern as the All Students MCAS results.
- There are significant achievement gaps for ELs by first language. Gaps are largest in Math.
- While ELA proficiency rates for ELs who have been in MA for 4 or more years are higher than for ELs who have been in MA for 1-3 years, there is no clear pattern in Math by years in MA.
Spring 2018 MCAS Grade 10 Achievement Level by EL Status*

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
* LEP status as it was when a student was assessed.
** The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).
Spring 2018 MCAS 10 Grade Achievement Levels By ELD Level*

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
* EL and ELD status as they were 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 ELLs) as well as teacher input and other school-level data.
** The “Former EL” subgroup includes all active BPS students who were reclassified within the past four years (June 2014 onward).
Spring 2018 MCAS Grade 10 Achievement Levels By EL & Disability Status*

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
* LEP status as it was when a student was assessed.
Spring 2018 MCAS Grade 10 ELA Achievement Levels for ELs by Program

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grade 10 Mathematics Achievement Levels for ELs by Program

This analysis contains the Horace Mann Charter Schools.
MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grade 10 Achievement Levels For ELs By Subgroups

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grade 10 Achievement Levels For ELs By First Language

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
Spring 2018 MCAS Grade 10 Achievement Levels For ELs By Years in Massachusetts

This analysis contains the Horace Mann Charter Schools. MCAS-Alt results not included in analysis.
APPENDIX A:
Next Gen MCAS Testing Details
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
★ 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
**Performance Descriptors**

<table>
<thead>
<tr>
<th>Exceeding Expectations</th>
<th>Meeting Expectations</th>
<th>Partially Meeting Expectations</th>
<th>Not Yet Meeting Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<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>
<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>
<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 Grades 5 & 8 STE

★ Paper-based tests will continue to be available as an individual student accommodation
★ Class of 2021 first cohort to take next-generation MCAS as graduation requirement – this year’s 10th graders
APPENDIX B: Spring 2018 MCAS Results for All Students in Grades 3-8
### Grades 3-8 ELA: Grade Level Performance

<table>
<thead>
<tr>
<th></th>
<th>N Students Included</th>
<th>Average Scaled Score</th>
<th>Change from 2017</th>
<th>Achievement Level Distribution</th>
<th>% Met or Exceeded Expectations</th>
<th>Student Growth Percentile (SGP) N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>21,363</td>
<td>491.1</td>
<td>1.7</td>
<td></td>
<td>34%</td>
<td>14,775</td>
<td>49.3</td>
</tr>
<tr>
<td><strong>Grade 3</strong></td>
<td>4,121</td>
<td>493.3</td>
<td>3.9</td>
<td></td>
<td>34%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Grade 4</strong></td>
<td>4,131</td>
<td>492.1</td>
<td>3.5</td>
<td></td>
<td>35%</td>
<td>3,612</td>
<td>46.7</td>
</tr>
<tr>
<td><strong>Grade 5</strong></td>
<td>3,611</td>
<td>493.7</td>
<td>3.6</td>
<td></td>
<td>37%</td>
<td>3,131</td>
<td>53.1</td>
</tr>
<tr>
<td><strong>Grade 6</strong></td>
<td>3,023</td>
<td>488.9</td>
<td>-0.8</td>
<td></td>
<td>31%</td>
<td>2,559</td>
<td>48.0</td>
</tr>
<tr>
<td><strong>Grade 7</strong></td>
<td>3,248</td>
<td>488.6</td>
<td>-0.5</td>
<td></td>
<td>34%</td>
<td>2,664</td>
<td>49.6</td>
</tr>
<tr>
<td><strong>Grade 8</strong></td>
<td>3,229</td>
<td>488.4</td>
<td>-1.3</td>
<td></td>
<td>35%</td>
<td>2,809</td>
<td>49.4</td>
</tr>
</tbody>
</table>

- **Exceeding Expectations (530-560)**
- **Meeting Expectations (500-529)**
- **Partially Meeting Expectations (470-499)**
- **Not Meeting Expectations (440-469)**
# Grades 3-8 ELA: Subgroup Performance

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>N Students Included</th>
<th>Average Scaled Score</th>
<th>Change from 2017</th>
<th>Achievement Level Distribution</th>
<th>% Met or Exceeded Expectations</th>
<th>Student Growth Percentile (SGP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>21,353</td>
<td>491.1</td>
<td>1.7</td>
<td>26%</td>
<td>34%</td>
<td>14,775</td>
</tr>
<tr>
<td>African Amer./Black</td>
<td>6,510</td>
<td>485.4</td>
<td>1.3</td>
<td>24%</td>
<td>62%</td>
<td>4,246</td>
</tr>
<tr>
<td>Asian</td>
<td>1,864</td>
<td>505.9</td>
<td>2.3</td>
<td>26%</td>
<td>62%</td>
<td>1,378</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9,336</td>
<td>485.6</td>
<td>1.0</td>
<td>26%</td>
<td>62%</td>
<td>6,691</td>
</tr>
<tr>
<td>White</td>
<td>2,899</td>
<td>505.6</td>
<td>3.8</td>
<td>63%</td>
<td>63%</td>
<td>2,050</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>13,886</td>
<td>485.2</td>
<td>1.2</td>
<td>26%</td>
<td>26%</td>
<td>9,230</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>5,027</td>
<td>474.7</td>
<td>2.2</td>
<td>9%</td>
<td>9%</td>
<td>3,110</td>
</tr>
<tr>
<td>ELL and Former ELL</td>
<td>8,657</td>
<td>486.4</td>
<td>3.3</td>
<td>27%</td>
<td>27%</td>
<td>5,697</td>
</tr>
<tr>
<td>ELL</td>
<td>5,952</td>
<td>478.3</td>
<td>-0.3</td>
<td>14%</td>
<td>14%</td>
<td>3,563</td>
</tr>
<tr>
<td>Former ELL</td>
<td>2,905</td>
<td>502.4</td>
<td>2.5</td>
<td>54%</td>
<td>54%</td>
<td>2,344</td>
</tr>
</tbody>
</table>

- Exceeding Expectations (530-660)
- Meeting Expectations (500-529)
- Partially Meeting Expectations (470-499)
- Not Meeting Expectations (440-469)
# Grades 3-8 Math: Grade Level Performance

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

Legend:
- Exceeding Expectations (530-560)
- Meeting Expectations (500-529)
- Partially Meeting Expectations (470-499)
- Not Meeting Expectations (440-469)
# Grades 3-8 Math: Subgroup Performance

<table>
<thead>
<tr>
<th></th>
<th>N Students Included</th>
<th>Average Scaled Score</th>
<th>Change from 2017</th>
<th>Achievement Level Distribution</th>
<th>% Met or Exceeded Expectations</th>
<th>Student Growth Percentile (SGP)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>All Students</td>
<td>21,421</td>
<td>488.9</td>
<td>0.1</td>
<td>[bar graph]</td>
<td>32%</td>
<td>14,805</td>
</tr>
<tr>
<td>African Amer./Black</td>
<td>6,528</td>
<td>482.2</td>
<td>-0.3</td>
<td>[bar graph]</td>
<td>20%</td>
<td>4,261</td>
</tr>
<tr>
<td>Asian</td>
<td>1,857</td>
<td>509.7</td>
<td>-1.3</td>
<td>[bar graph]</td>
<td>71%</td>
<td>1,381</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9,363</td>
<td>484.2</td>
<td>-0.4</td>
<td>[bar graph]</td>
<td>22%</td>
<td>6,592</td>
</tr>
<tr>
<td>White</td>
<td>2,912</td>
<td>503.9</td>
<td>1.2</td>
<td>[bar graph]</td>
<td>60%</td>
<td>2,063</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>13,720</td>
<td>483.9</td>
<td>-0.5</td>
<td>[bar graph]</td>
<td>23%</td>
<td>9,238</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>5,034</td>
<td>472.4</td>
<td>0.5</td>
<td>[bar graph]</td>
<td>8%</td>
<td>3,108</td>
</tr>
<tr>
<td>ELL and Former ELL</td>
<td>8,900</td>
<td>486.3</td>
<td>1.2</td>
<td>[bar graph]</td>
<td>27%</td>
<td>5,927</td>
</tr>
<tr>
<td>ELL</td>
<td>5,996</td>
<td>479.4</td>
<td>-1.8</td>
<td>[bar graph]</td>
<td>16%</td>
<td>3,586</td>
</tr>
<tr>
<td>Former ELL</td>
<td>2,904</td>
<td>500.1</td>
<td>-0.3</td>
<td>[bar graph]</td>
<td>61%</td>
<td>2,341</td>
</tr>
</tbody>
</table>

- Exceeding Expectations (530-560)
- Meeting Expectations (500-529)
- Partially Meeting Expectations (470-499)
- Not Meeting Expectations (440-469)
APPENDIX C:
Spring 2018 MCAS Results for English Learner Students with Disabilities
Spring 2018 SWD participation on MCAS-Alt vs. Standard MCAS by LEP Status

This analysis contains the Horace Mann Charter Schools.
LEP status as it was when a student was assessed.
Former EL subgroup includes students who have been reclassified within the past 4 years.
Performance of Students with Disabilities on the MCAS-Alt

To meet federal requirements for reporting disaggregated and aggregated results of statewide assessments for all students, the Massachusetts Department of Elementary and Secondary Education includes results of the MCAS-Alt assessment in school, district, and statewide reports of MCAS results as achievement levels only. The alternate achievement levels of Incomplete, Awareness, Emerging, and Progressing will be included in the lowest achievement level for the purpose of school and district reporting.

Therefore, 100% of students in Grades 3-8 who took the MCAS-Alt were designated as Not Meeting Expectations in 2018 and 100% of students in Grade 10 who took the MCAS-Alt were designated as Failing.
2018 Grades 3–8 MCAS Results
For English Learner Students with Disabilities
Spring 2018 MCAS Grades 3–8 Achievement Levels By ELL & Disability Status*

This analysis contains the Horace Mann Charter Schools. Alternative test results are not included in this analysis.

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

** Non-EL students include Never EL and Former EL students.
This analysis contains the Horace Mann Charter Schools. Alternative test results are not included in the analysis.

BPS ELD levels are assigned through the initial screener and updated annually based on English proficiency results (ACCESS for ELLs) as well as teacher input and other school data.

* ELD Level as it was when a student was assessed.
** LEP status as it was when a student was assessed.
*** Non-EL students include Never EL and Former EL students.
This analysis contains the Horace Mann Charter Schools. Alternative test results are not included in the analysis. BPS ELD levels are assigned through the initial screener and updated annually based on English proficiency results (ACCESS for ELLs) as well as teacher input and other school data.

* ELD Level as it was when a student was assessed.
** LEP status as it was when a student was assessed.
*** Non-EL students include Never EL and Former EL students.
2018 Grade 10 MCAS Results
For English Learner Students with Disabilities
This analysis contains the Horace Mann Charter Schools. Alternative test results are not included in the analysis.

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

** Non EL students include Never EL and Former EL students.
This analysis contains the Horace Mann Charter Schools. Alternative test results are not included in the analysis.

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