

State Board of Education

Maryland School Assessment (MSA) 2009 Results

Leslie Wilson, Assistant State Superintendent
Division of Accountability and Assessment
July 21, 2009

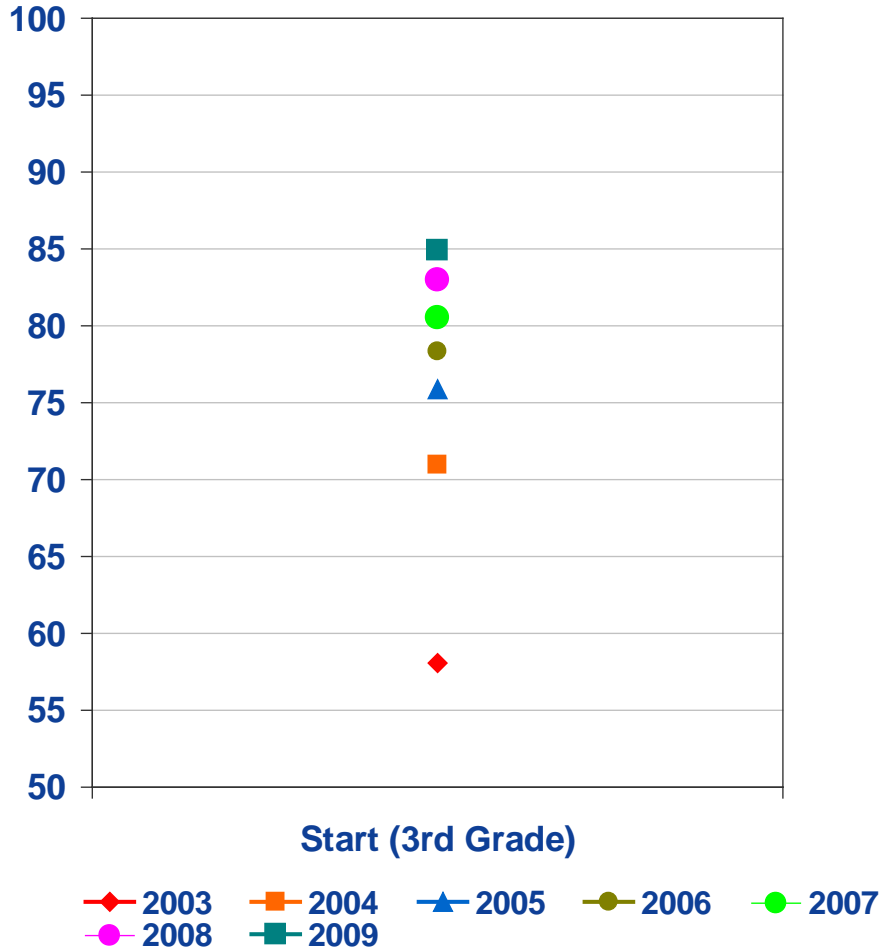
2009 Maryland School Assessment

- **Assesses reading and mathematics**
- **Administered in Grades 3-8**
 - 364,119 students
- **Students receive a score of *Basic, Proficient* or *Advanced***
- **Fulfills No Child Left Behind requirements, used to determine school Adequate Yearly Progress (AYP)**
- **100% of students must score proficient by 2014**

Third-Grade Cohorts

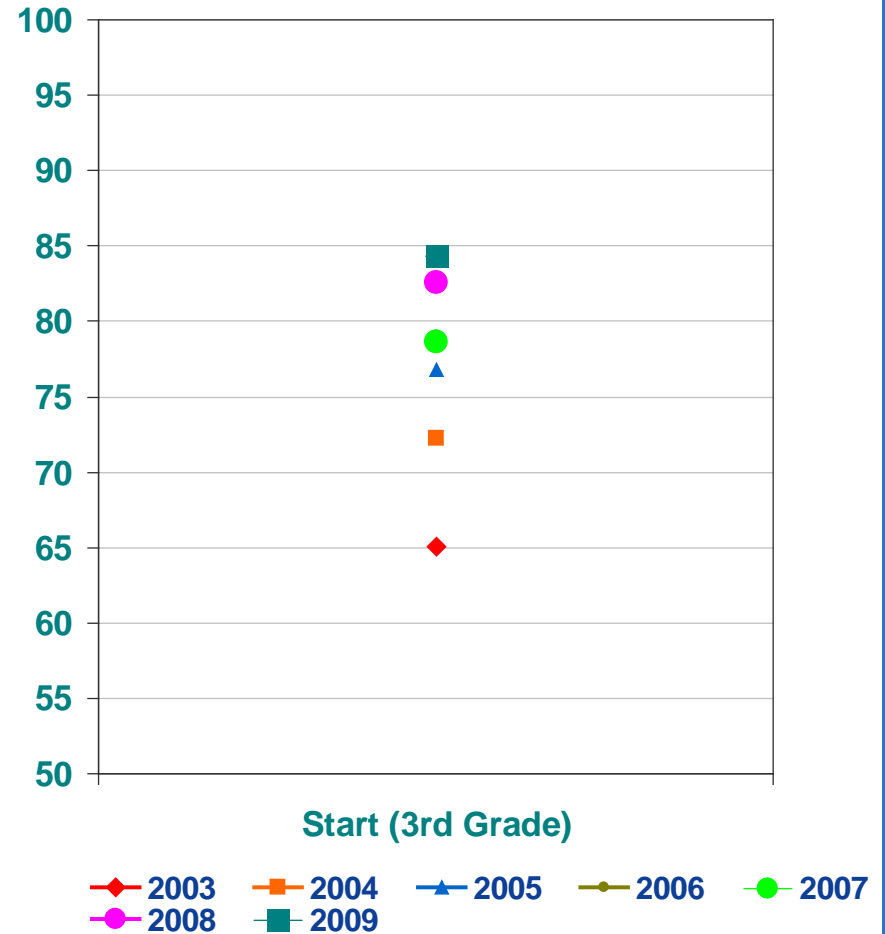
Reading

% Proficient + Advanced



Math

% Proficient + Advanced



Early Learning Foundations for Success

<u>Third Grade MSA Results</u> (<i>proficient or better</i>)	2003	2009
Reading	58.1%	84.9%
Mathematics	65.1%	84.3%

Readiness Programs

Pre-kindergarten for 4-year olds from <i>“economically disadvantaged backgrounds”</i>	Limited	Yes
Kindergarten	Half-day	Full-day
All Early Learning Programs coordinated by MSDE	No	Yes
Prepared to Enter First Grade Ready to Learn <i>(Maryland Model for School Readiness)</i>	52% ready	73% ready

Early Learning Impact on Third Grade Results

<u>Third Grade MSA Results</u> (<i>proficient or better</i>)		2003	2009
Reading		58.1%	84.9%
Mathematics		65.1%	84.3%

Did these third graders enter first grade ready to learn?

Kindergarten Year	1999-00	2005-06
Maryland Model for School Readiness (MMSR) Assessment	Test not available	Students tested
MMSR Fully Ready Composite Score	NA	60% ready

State Curriculum Assures Continuity

Statewide K-12 Curriculum Standards

<u>Third Grade MSA Results</u> (<i>proficient or better</i>)		2003	2009
Reading		58.1%	84.9%
Mathematics		65.1%	84.3%

Cumulative Impact of State Curriculum on Teaching and Learning

Grades students experiencing instructional continuity with State Curriculum	3	K-3
Teachers Experienced with State Curriculum	1 year	7 years

Bridge to Excellence (BTE)

<u>Third Grade MSA Results</u> (<i>proficient or better</i>)	2003	2009
Reading	58.1%	84.9%
Mathematics	65.1%	84.3%

Cumulative Impact of Bridge to Excellence on Teaching and Learning

State Education Aid	\$ 2.5 bil.	\$4.5 bil.
Local School System Master Plans	1 year	7 years

Highly Qualified Teachers (HQT)

		2003	2009
	Reading	58.1%	84.9%
	Mathematics	65.1%	84.3%

		2004	2009
Classes Taught by Highly Qualified Teachers (HQT)			
	All Classes	66.9%	88.5%
	Elementary – High Poverty Schools	46.6%	79%
Nationally Board Certified Teachers		158	302

Elementary Gains:

Continued progress 2008-2009

Elementary Reading

- Gains at Grades 3 & 5,
- 1.9 point decrease in Grade 4
- All subgroups show gains.

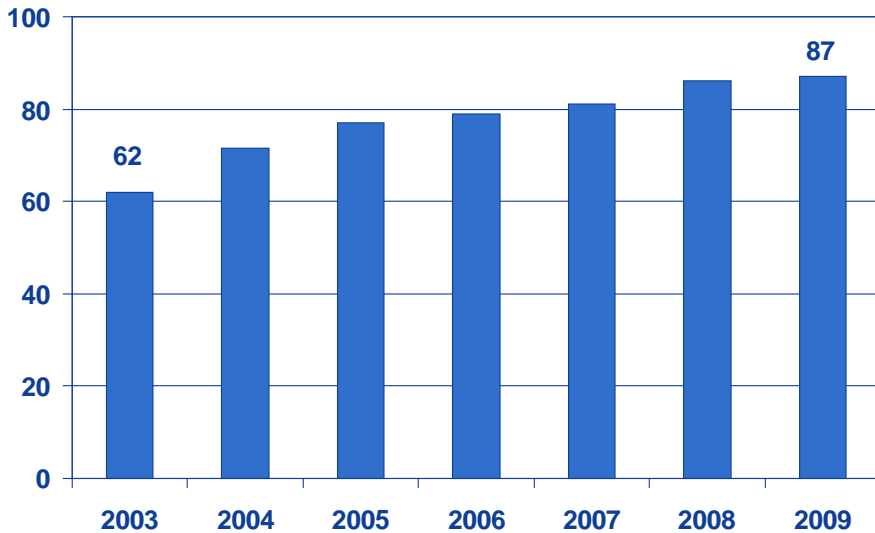
Elementary Math

- Gains at all three grade levels (Gr. 3, 4, & 5)
- All subgroups show gains.

Elementary Gains

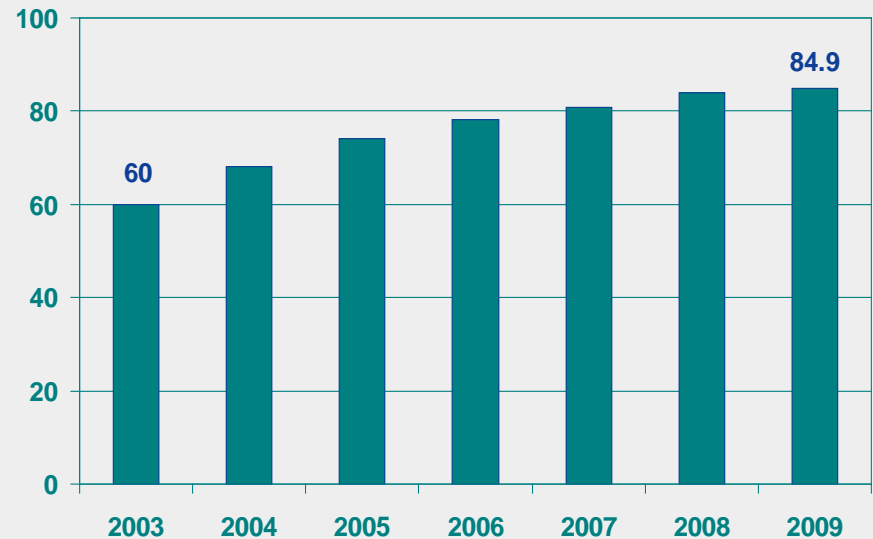
Reading and Math

Reading 2003-2009



25-point gain since 2003

Math 2003-2009



25-point gain since 2003

Middle School Progress

2008 to 2009

Middle School Reading

- Gains at all three grade levels (Gr. 6, 7, & 8)
- All subgroups show gains.

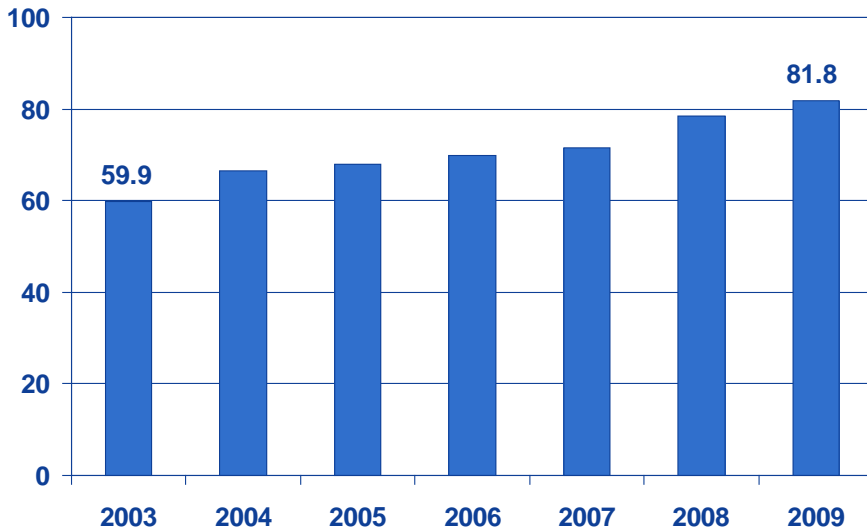
Middle School Math

- Gains at all grade levels (Gr. 6, 7, & 8)
- All subgroups show gains.

Middle School

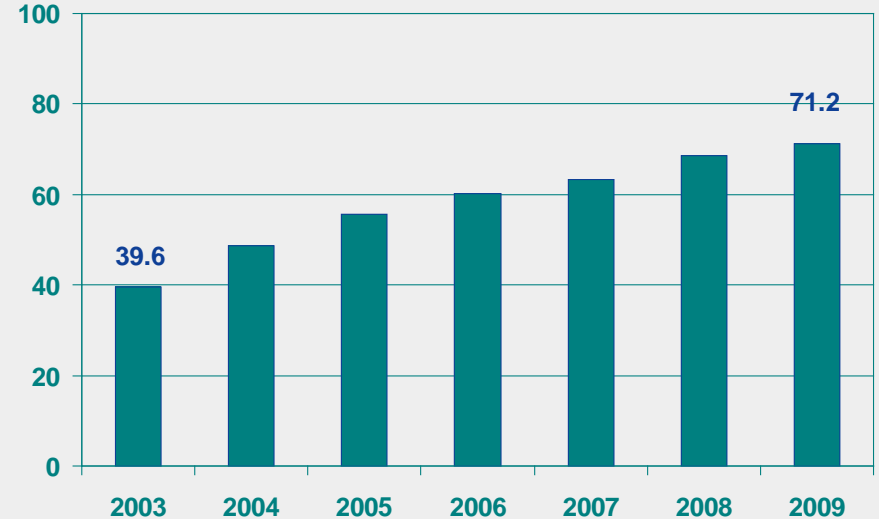
Gains continue to close Reading-Math gap

Reading 2003-2009



22-point gain since 2003

Math 2003-2009



32-point gain since 2003

2009 MSA

Services groups making greatest gains

- **All subgroups made progress.**
- **Continue to close achievement gaps**
 - Most pronounced in early grades
- **Most significant gains**
 - Elementary ELL and FARMs group
- **Early learning has lasting effects.**
- **It is harder to erase early deficits in later years.**

Elementary Reading: Summary of Achievement Gap Reductions

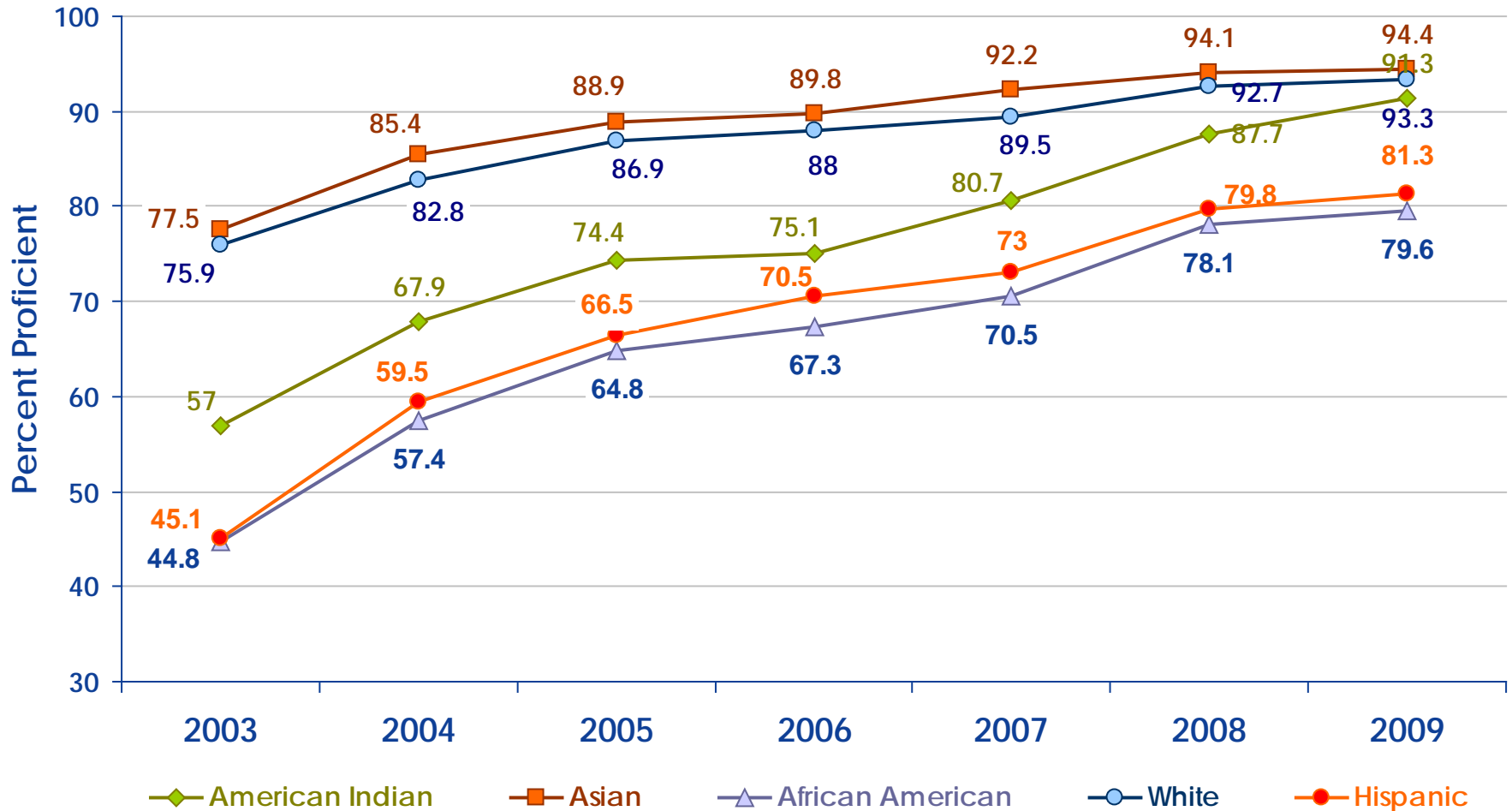
Group	Gap Reduction	2009 Percent Proficient
FARMS	19.5	78.5
Special Ed	16.1	69.5
ELL	27.5	72.1
African American	17.5	79.6
Hispanic	18.7	81.3

Middle Math: Summary of Achievement Gap Reduction

Group	Gap Reduction	2009 Percent Proficient
FARMs	6.9	53.9
Special Ed	+0.8	38.6
ELL	+6.4	45.4
African American	6.9	54.5
Hispanic	5.5	62.3

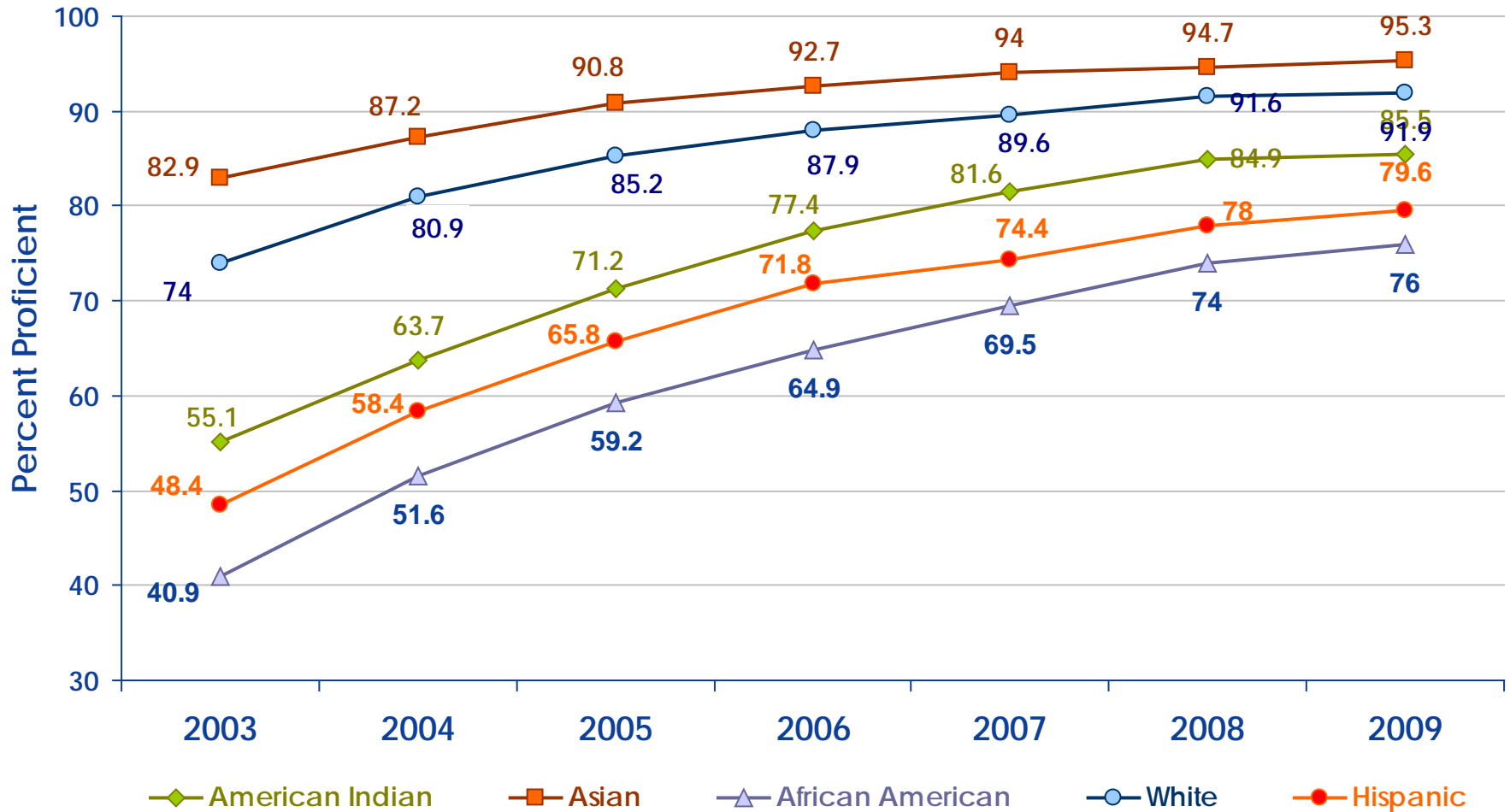
Elementary Reading

Closing achievement gaps for all races



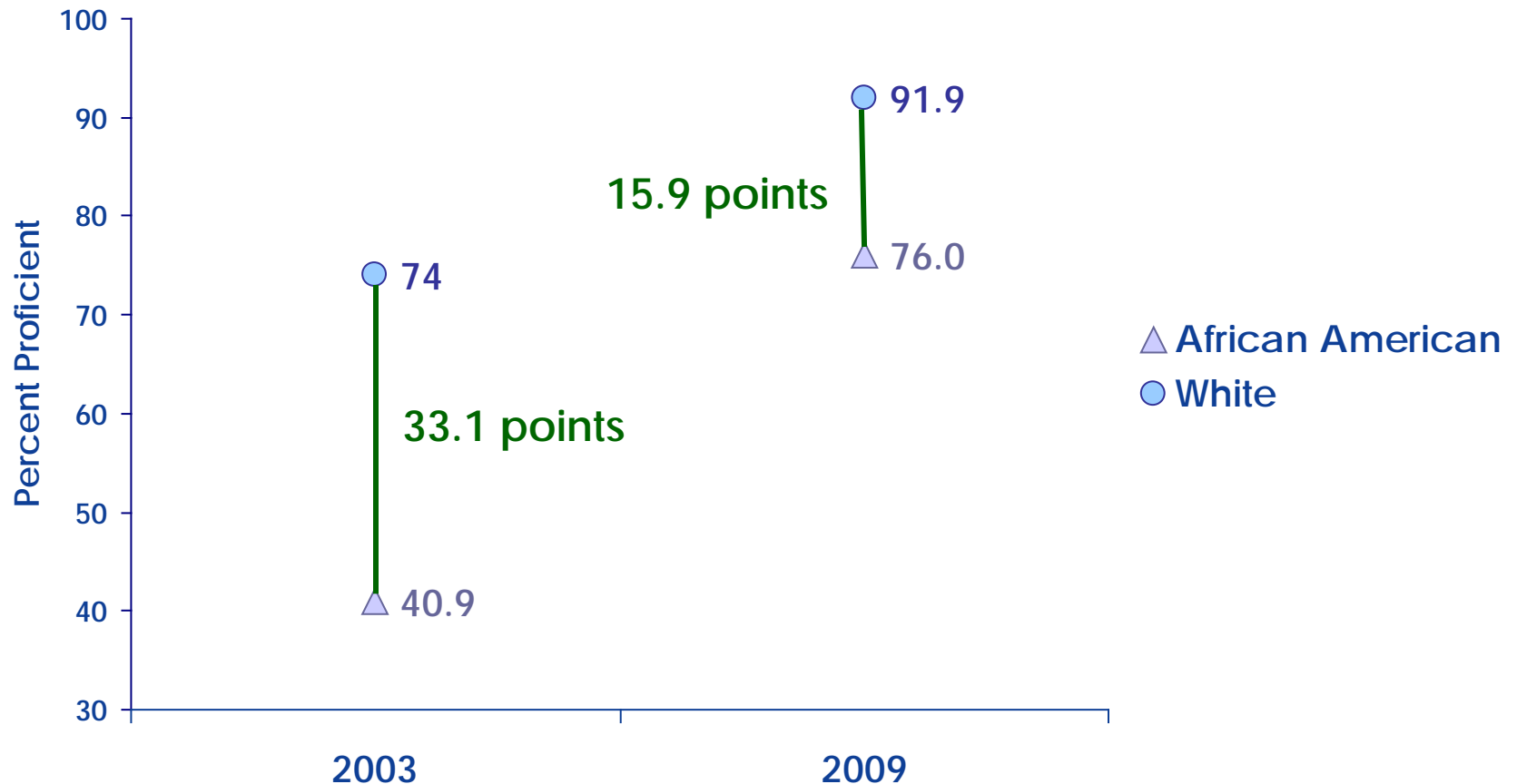
Elementary Math

Closing achievement gaps for all races

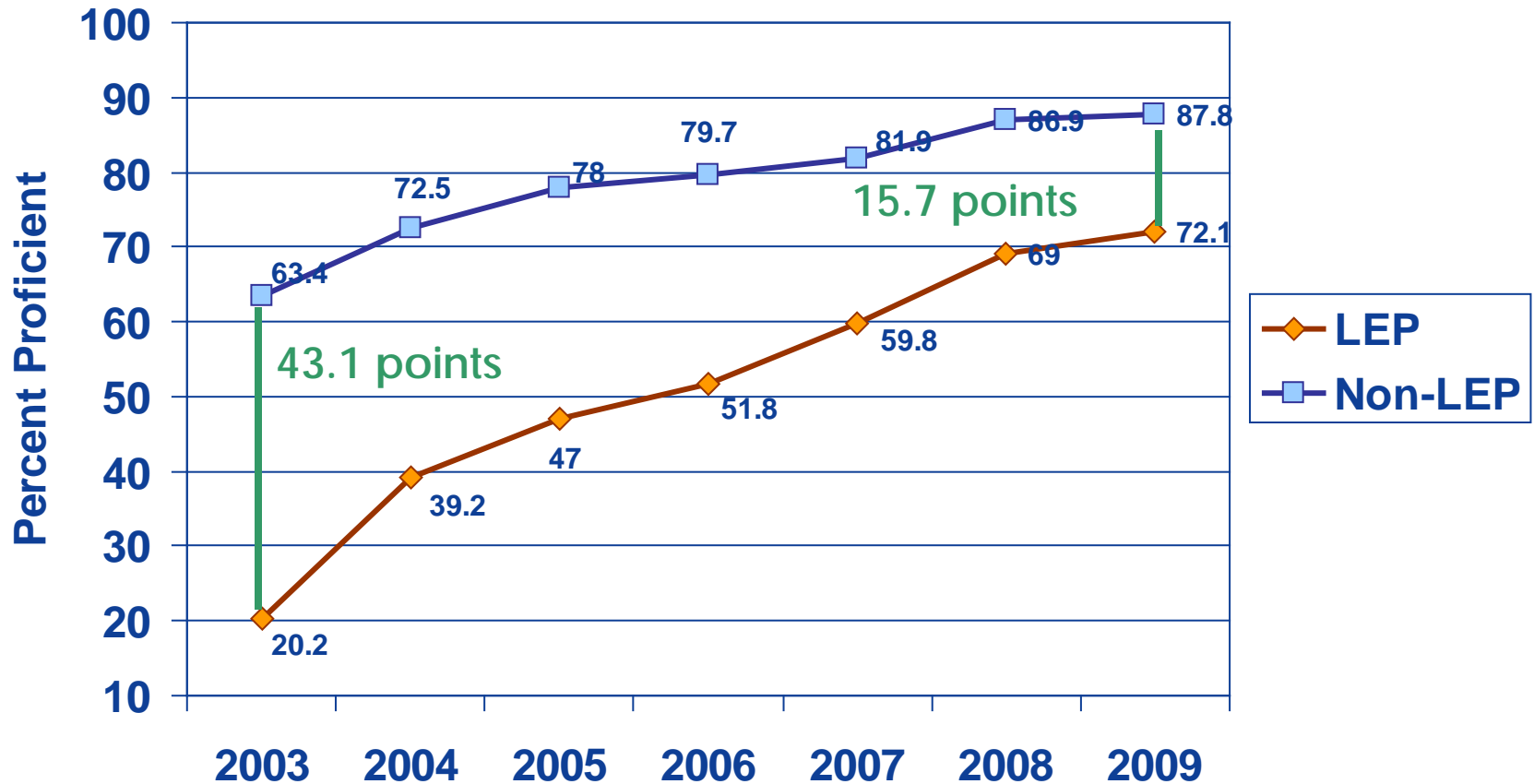


African American Students

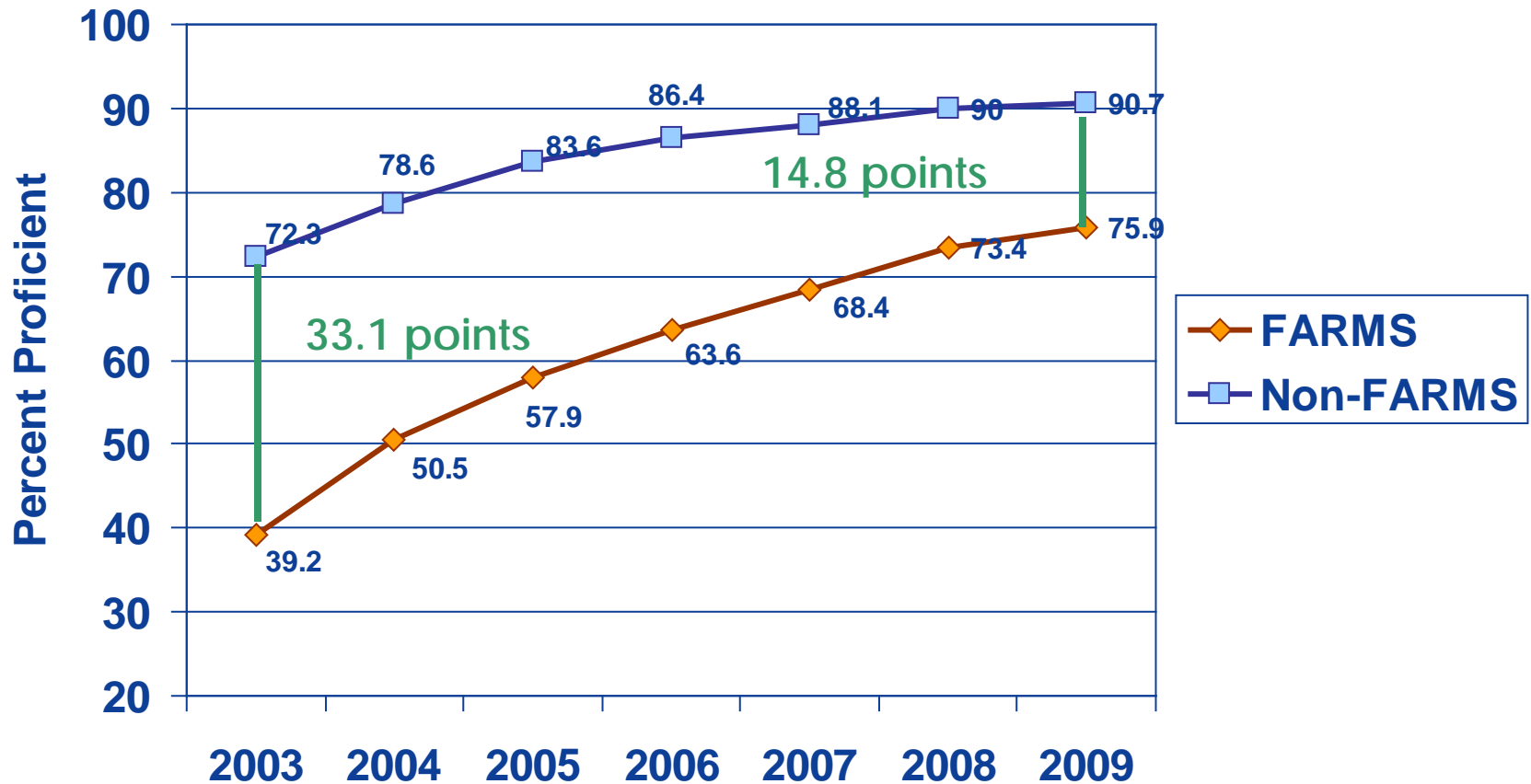
7 in 10 proficient in Elementary Math



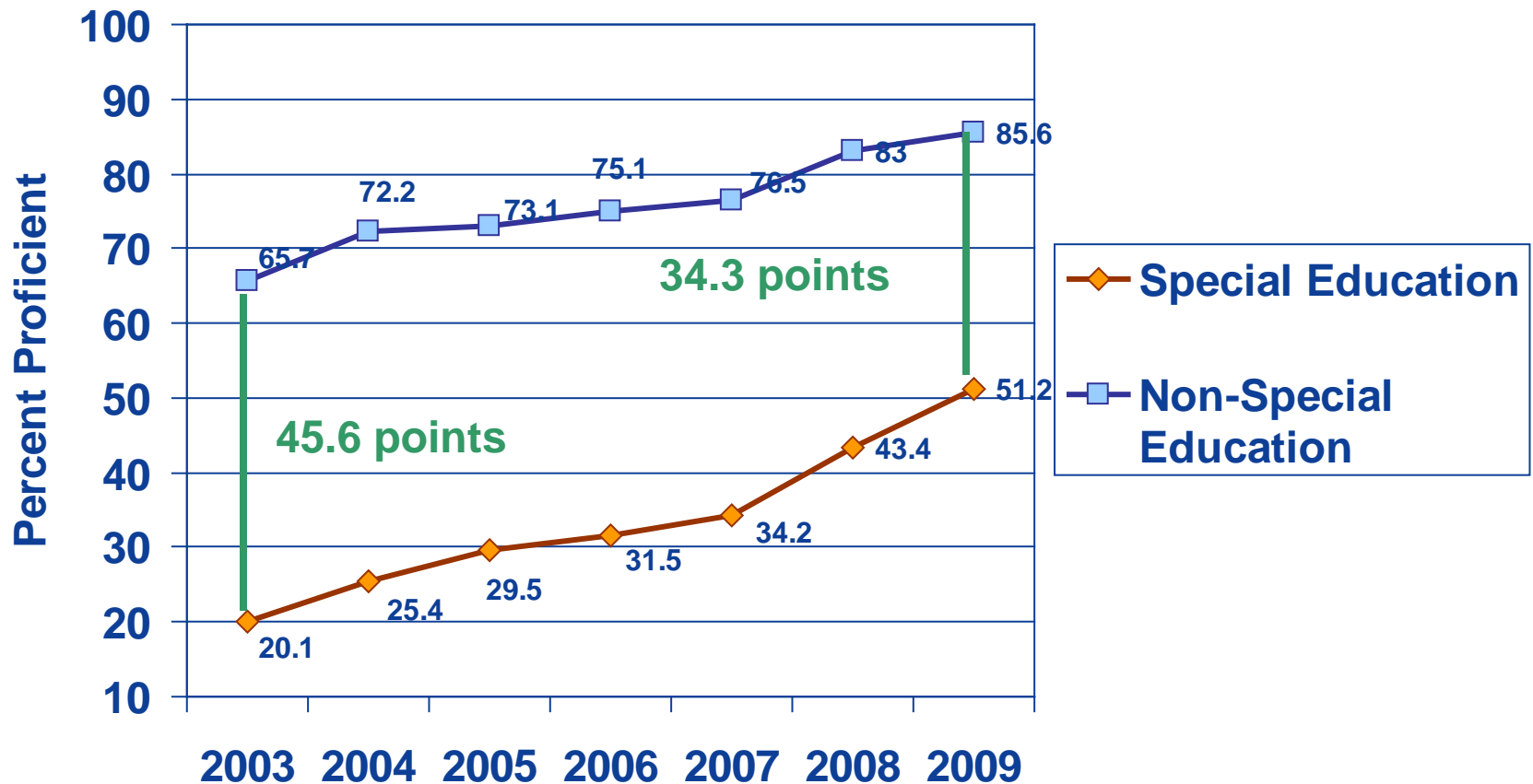
The Achievement Gap: ELL, Elementary Reading



The Achievement Gap: FARMS, Elementary Math



The Achievement Gap: Special Education, Middle School Reading



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Adequate Yearly Progress (AYP) 2009 Results

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What is "AYP"

- **Adequate Yearly Progress – sufficient progress toward the goal of 100% proficient by 2014.**
- **Determination of school success based on No Child Left Behind**
- **Uses MSA results and attendance data**
- **Schools must meet a yearly target (AMO)**
- **Must meet target for each of 8 subgroups**

Sample AYP Chart

RESULTS BY: > **STATE** > **COUNTY** > **SCHOOL**
 AYP: ADEQUATE YEARLY PROGRESS

County: Middle (ID:)

> AYP > Assessments > Demographics

2009 AYP:

[▶ Show Trends](#)

Not Met

All indicators must be "Met" to make AYP. For details, click on the links below.

	Reading		Mathematics		Attendance
	▶Percent Proficient	▶Participation Rate	▶Percent Proficient	▶Participation Rate	
All Students	Met	Met	Met	Met	Met
American Indian/ Alaskan Native	na	na	na	na	
Asian/Pacific Islander	Met	Met	Met	Met	
African American	Met	Met	Met	Met	
White (not of Hispanic origin)	Met	Met	Met	Met	
Hispanic	Met	Met	Met	Met	
Free/Reduced Meals	Met	Met	Not Met	Met	
Special Education	Met	Met	Not Met	Met	
Limited English Proficient	Met	na	Met	na	

'na' indicates too few students for AYP rules.

Challenges to Achieving AYP

- **Target rises each year**
- **All subgroups must achieve targets**
 - Subgroups with 5 students or more counted
 - Confidence interval shrinks each year
- **Students receiving special services**
 - Challenged to achieve targets

School Improvement Categories

STAGES	PATHWAYS	
	<i>Comprehensive Needs Pathway</i>	<i>Focused Needs Pathway</i>
<i>Developing Stage</i>	Failing: -All students or	Failing: -1 to 2 subgroups
<i>Priority Stage</i>	-3+ subgroups	-

School Improvement Categories

STAGES	PATHWAYS	
	<i>Comprehensive Needs Pathway</i>	<i>Focused Needs Pathway</i>
<i>Developing Stage</i>	Schools enter after not achieving AYP two times	Schools enter after not achieving AYP two times
<i>Priority Stage</i>	Schools enter when AYP failed fifth time	Schools enter when AYP failed fifth time

Schools in Improvement

STAGES	PATHWAYS	
	<i>Comprehensive Needs Pathway</i>	<i>Focused Needs Pathway</i>
<i>Developing Stage</i>	40 schools	37 schools
<i>Priority Stage</i>	72 schools	9 schools

AYP Results

- 19 schools Exit
- 158 schools currently in Sch. Improvement
 - 12 fewer than 2008
- 134 schools missing AYP first time
 - “Not Met” – 134 schools
 - 2/3 of these schools missed 1 to 2 cells
 - Special Education subgroup most missed

Summary

- Student performance continues to improve
- Achievement gaps closing
- Lasting early learning benefits
- State Curriculum improving teaching
- Students needing services have challenges
- Fewer schools in School Improvement
- Maryland well positioned for the Common Core of State Standards

Vision for the Future: Common Core Standards

- Md. has signed on to the move toward national standards
 - Allow valid comparison among states
 - Ensure students are college or work ready
- Md. is an American Diploma Project state with aligned standards
- MSA test results show MD teachers and students are ready to raise the bar
- More Highly Qualified Teachers in high poverty schools.

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Questions and Discussion