

*Adequate Yearly Progress (AYP)  
and Massachusetts  
Comprehensive Assessment  
System (MCAS)*

*Arlington Public Schools*

*MCAS Analysis*

*2011*

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Prepared by: LeiLanie D'Agostino, Director of Data Integration*

# *Preface*

- District scores include the scores of students in out-of-district placements.
- Scores are reported as Advanced + Proficient = A+P
- Presentation will examine the following data:
  - District grade level performance
  - Cohort performance
  - High Needs Student results
  - Growth data
- Adequate Yearly Progress results

## *District 2011 MCAS Overview*

- Arlington is overall a high achieving district with moderate to very high student growth
- The vast majority of district grade level scores are in the top 20% in the state.
- Students consistently score well above the state average on all measures of achievement.

## *Arlington Public Schools Ranking on 2011 MCAS*

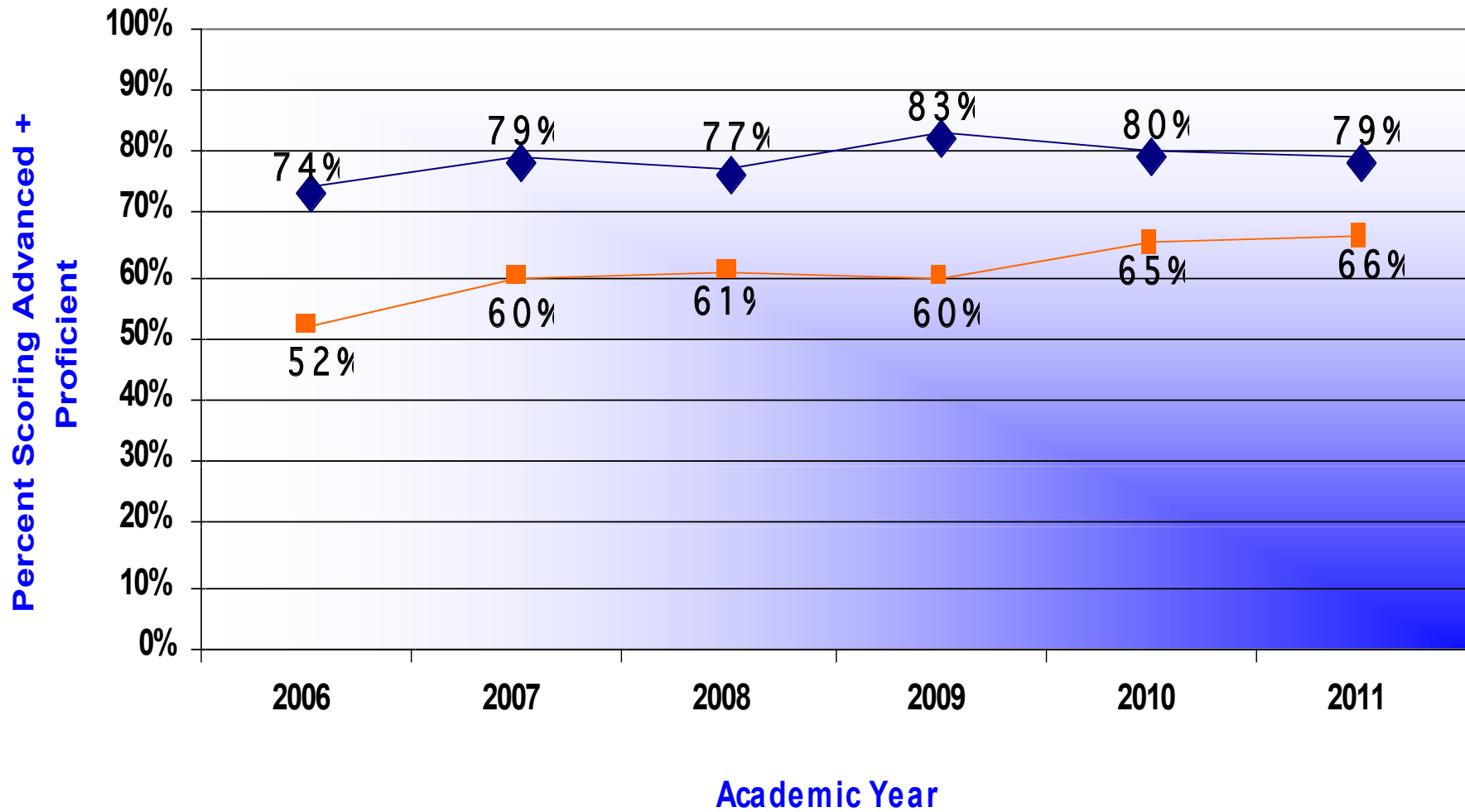
<b>Grade Level</b>	<b>ELA Rank</b>	<b>% (top)</b>	<b>Math Rank</b>	<b>% (top)</b>	<b>Science Rank</b>	<b>% (top)</b>
<b>3</b>	<b>34/301</b>	<b>11%</b>	<b>56/301</b>	<b>19%</b>		
<b>4</b>	<b>35/303</b>	<b>12%</b>	<b>47/304</b>	<b>16%</b>		
<b>5</b>	<b>22/306</b>	<b>7%</b>	<b>45/306</b>	<b>15%</b>	<b>17/306</b>	<b>6%</b>
<b>6</b>	<b>113/556</b>	<b>20%</b>	<b>97/556</b>	<b>17%</b>		
<b>7</b>	<b>17/468</b>	<b>4%</b>	<b>154/469</b>	<b>33%</b>		
<b>8</b>	<b>68/468</b>	<b>15%</b>	<b>55/468</b>	<b>12%</b>	<b>31/468</b>	<b>6%</b>
<b>10</b>	<b>33/356</b>	<b>9%</b>	<b>41/358</b>	<b>11%</b>	<b>98/346</b>	<b>31%</b>

# *District Mathematics* *2011*

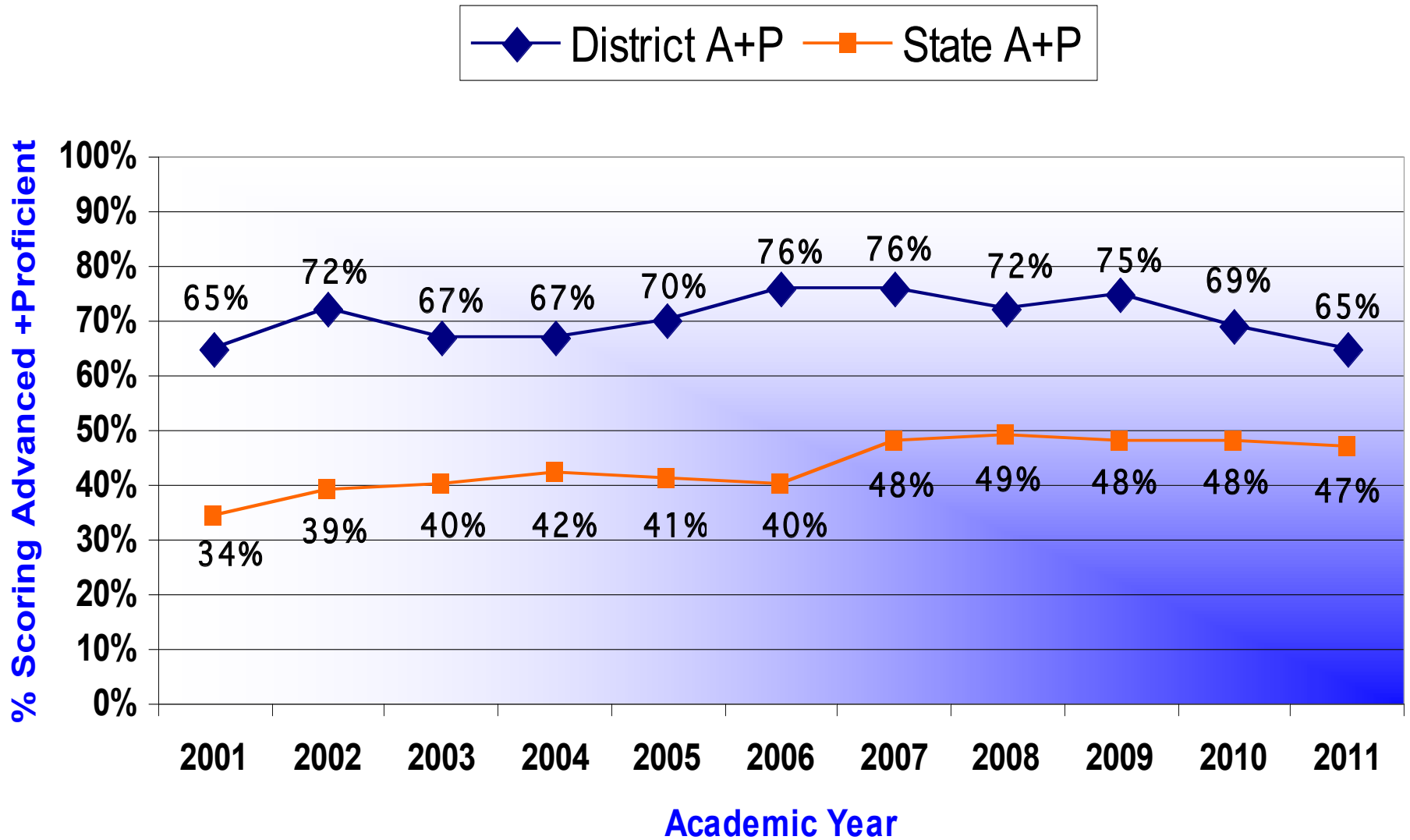
APS students perform 6-24% above  
state averages

### APS 2006-2011 Grade 3 Math: Percent Proficient or Advanced

◆ District A+P %    ■ State A+P%

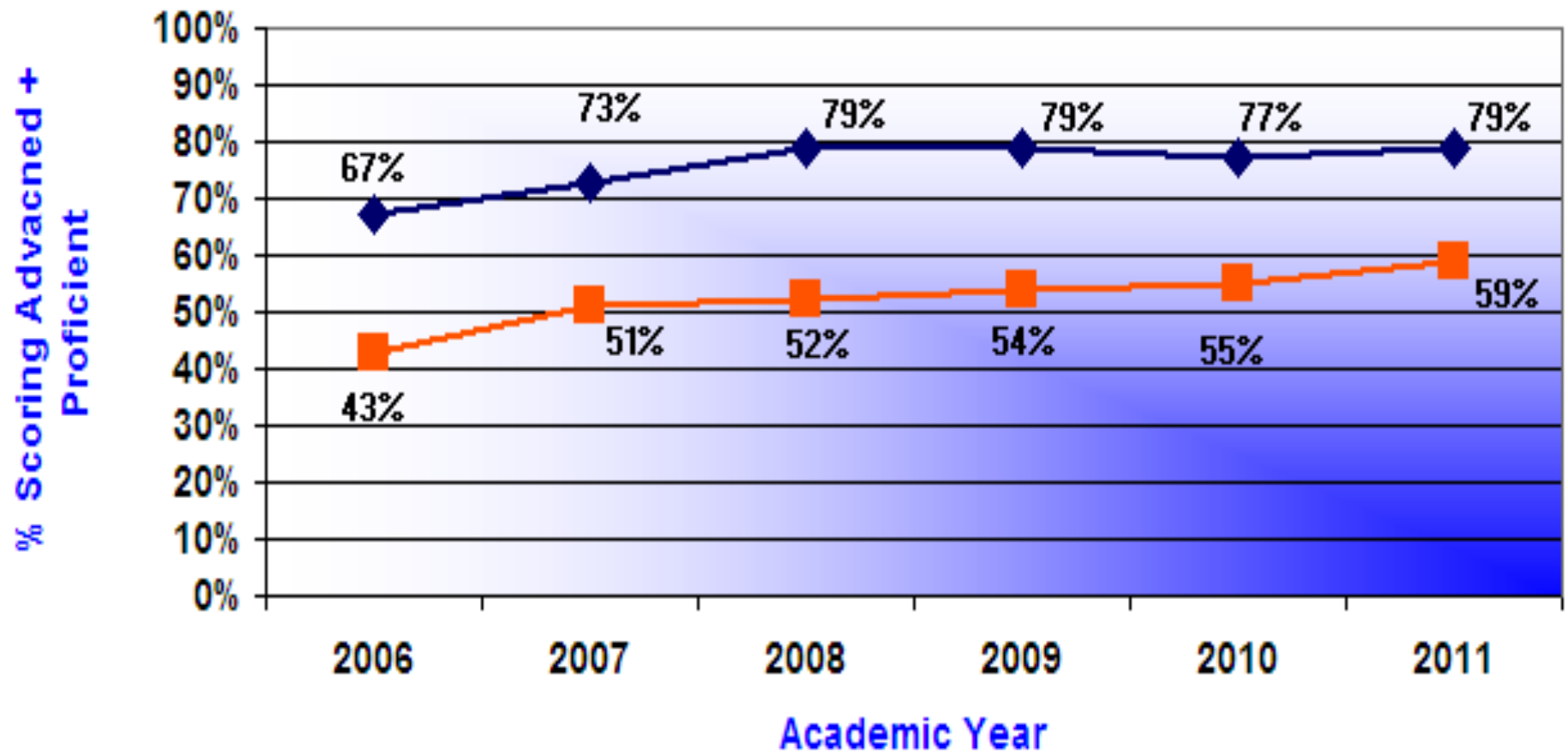


## APS 2001-2011 Grade 4 Mathematics: Percent Proficient + Advanced

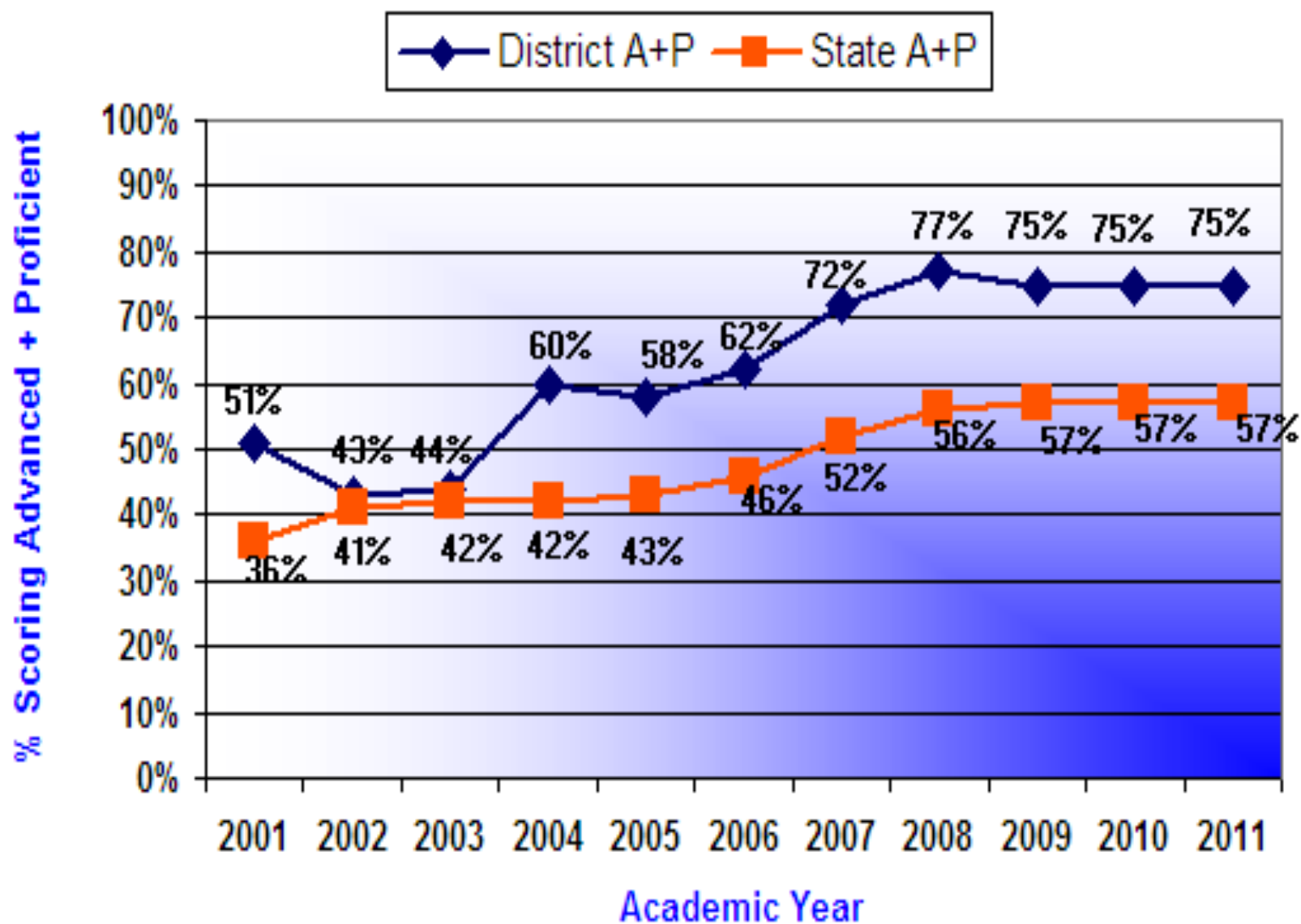


## APS 2006-2011 Grade 5 Mathematics: Percent Proficient + Advanced

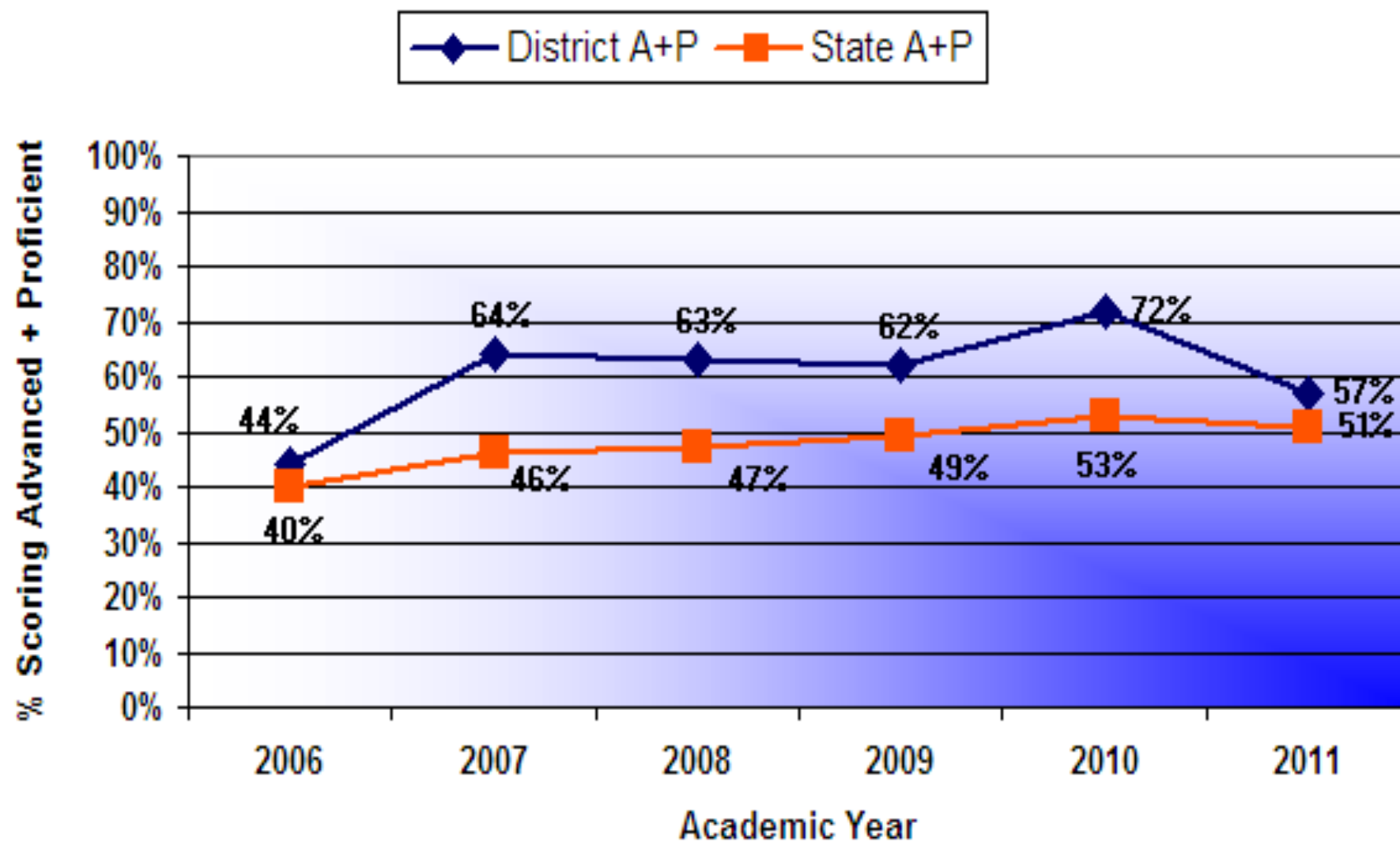
◆ District A+P    ■ State A+P



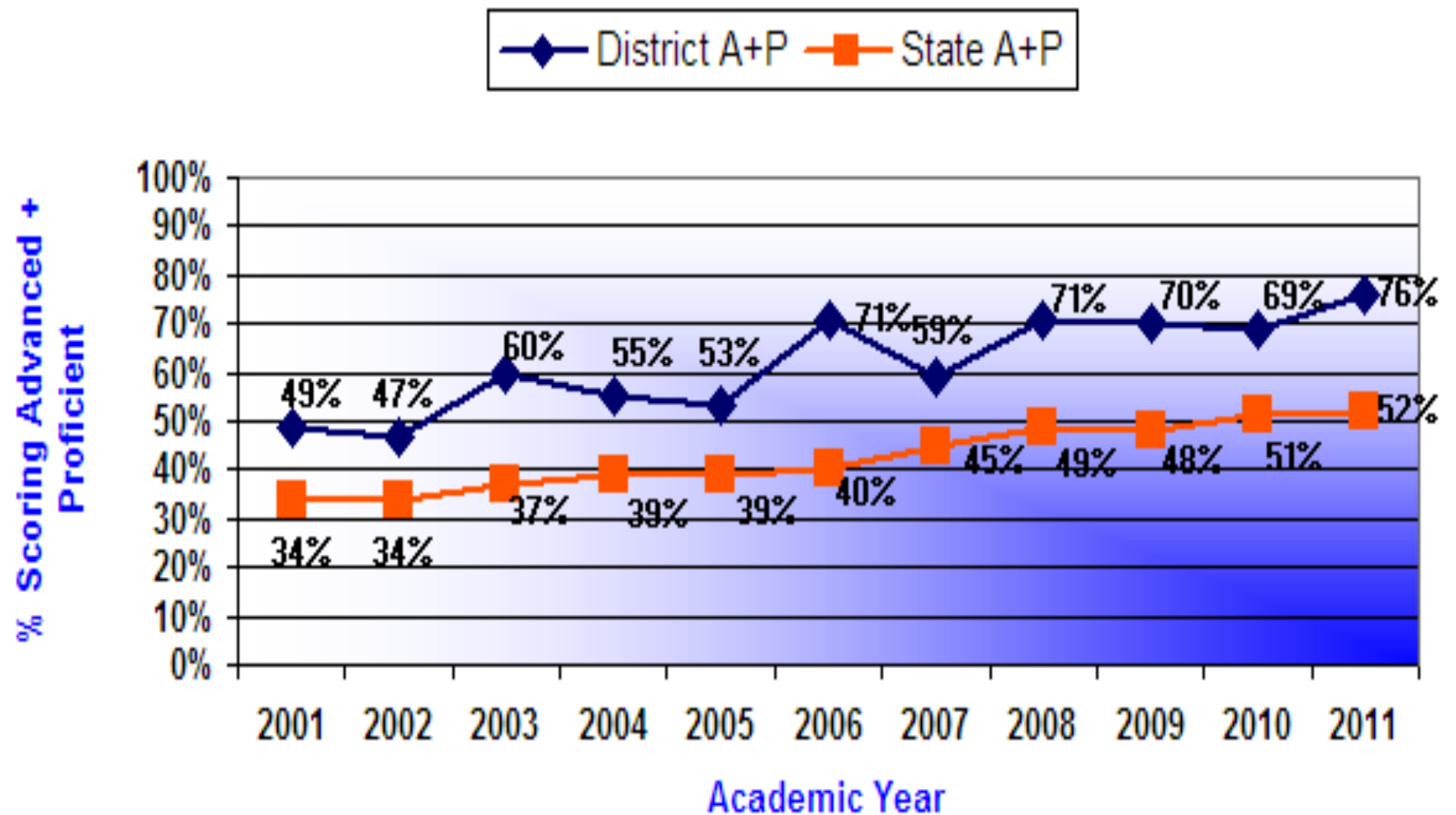
## APS 2001-2011 Grade 6 Mathematics: Percent Proficient + Advanced



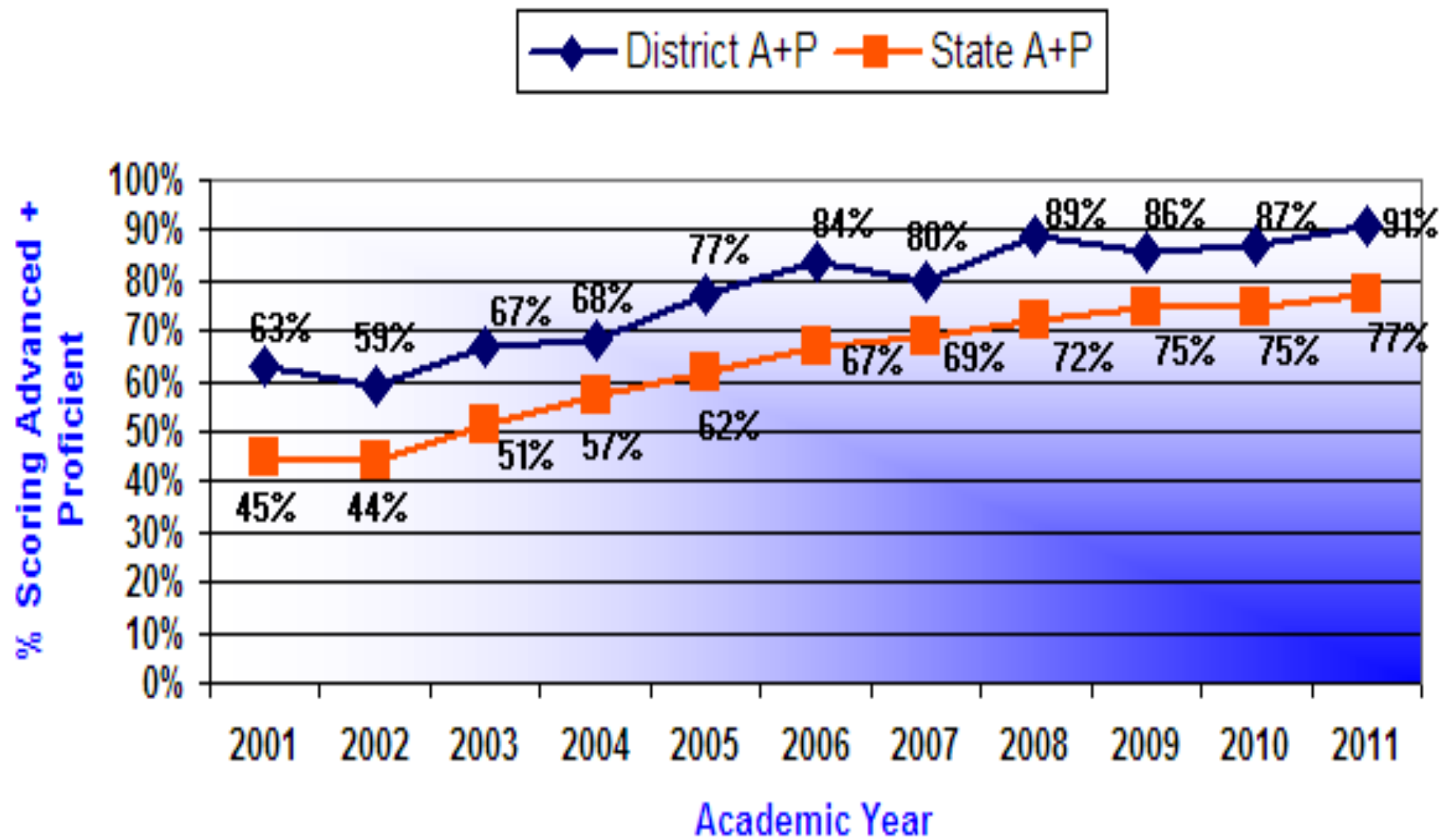
## APS 2006-2011 Grade 7 Mathematics: Percent Proficient + Advanced



## APS 2001-2011 Grade 8 Mathematics: Percent Proficient + Advanced



## APS 2001-2011 Grade 10 Mathematics: Percent Proficient + Advanced



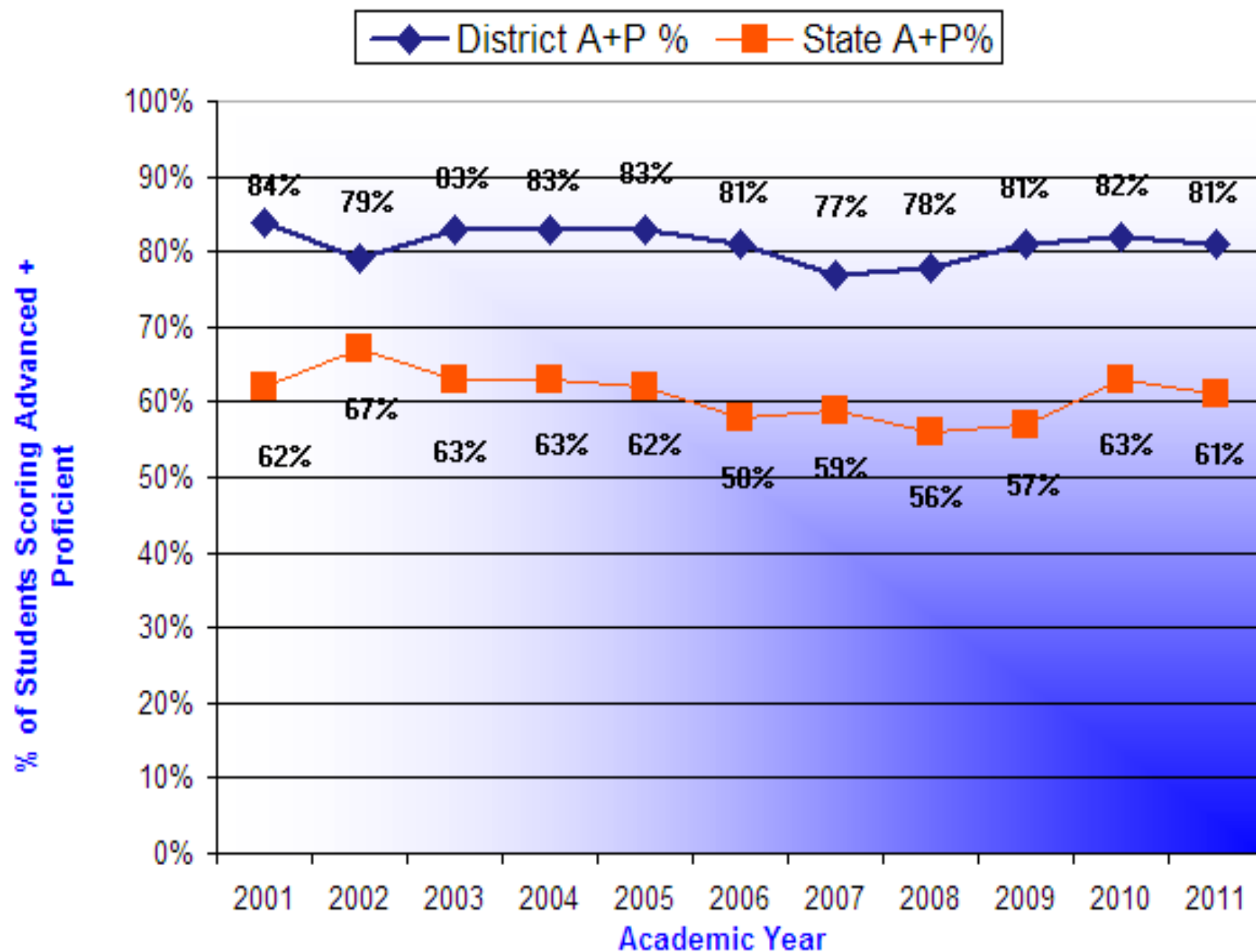
# *2011 Math Summary Highlights*

- Brackett ranked top 5% in Gr. 4
- Stratton ranked top 5% in Gr. 5
- Notable gain in A & P scores in Gr. 10
- 72% Advanced in Gr. 10

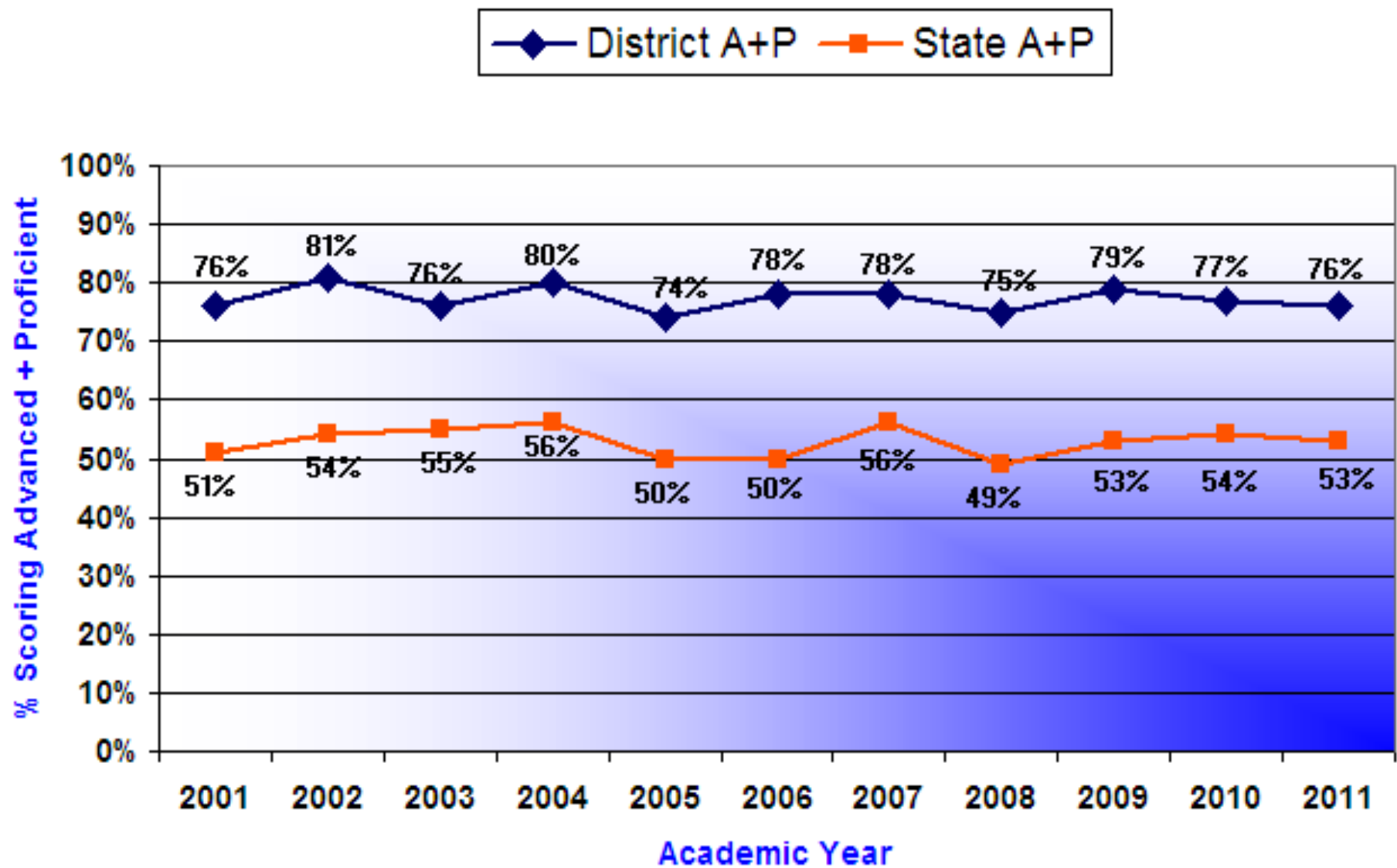
## *2011 District ELA*

Historically at every grade level, APS students consistently score 20-23% above state averages and are making continuous improvement.

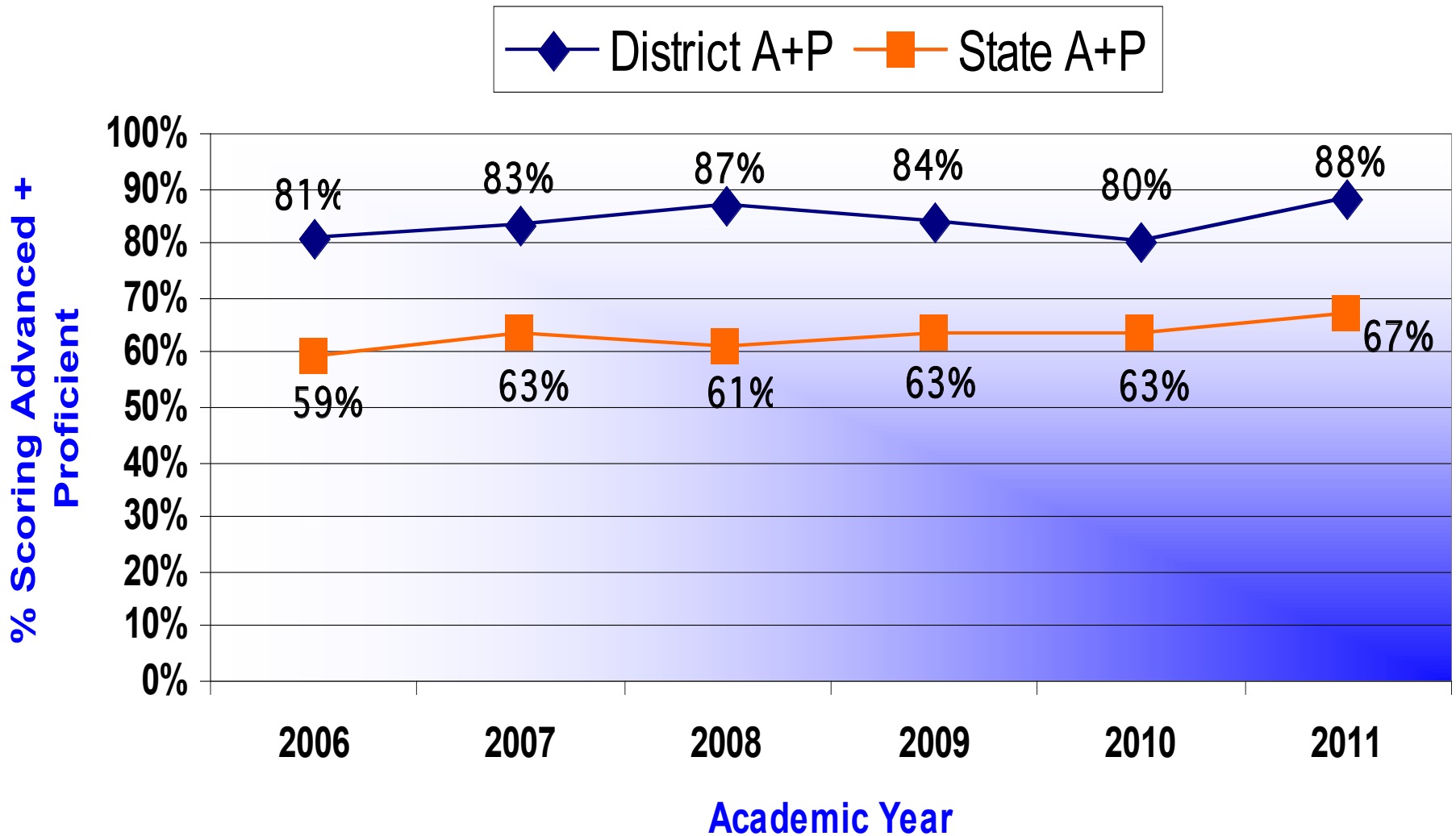
### APS 2001-2011 Grade 3 ELA: Percent Proficient or Advanced



### APS 2001-2011 Grade 4 ELA: Percent Proficient or Advanced

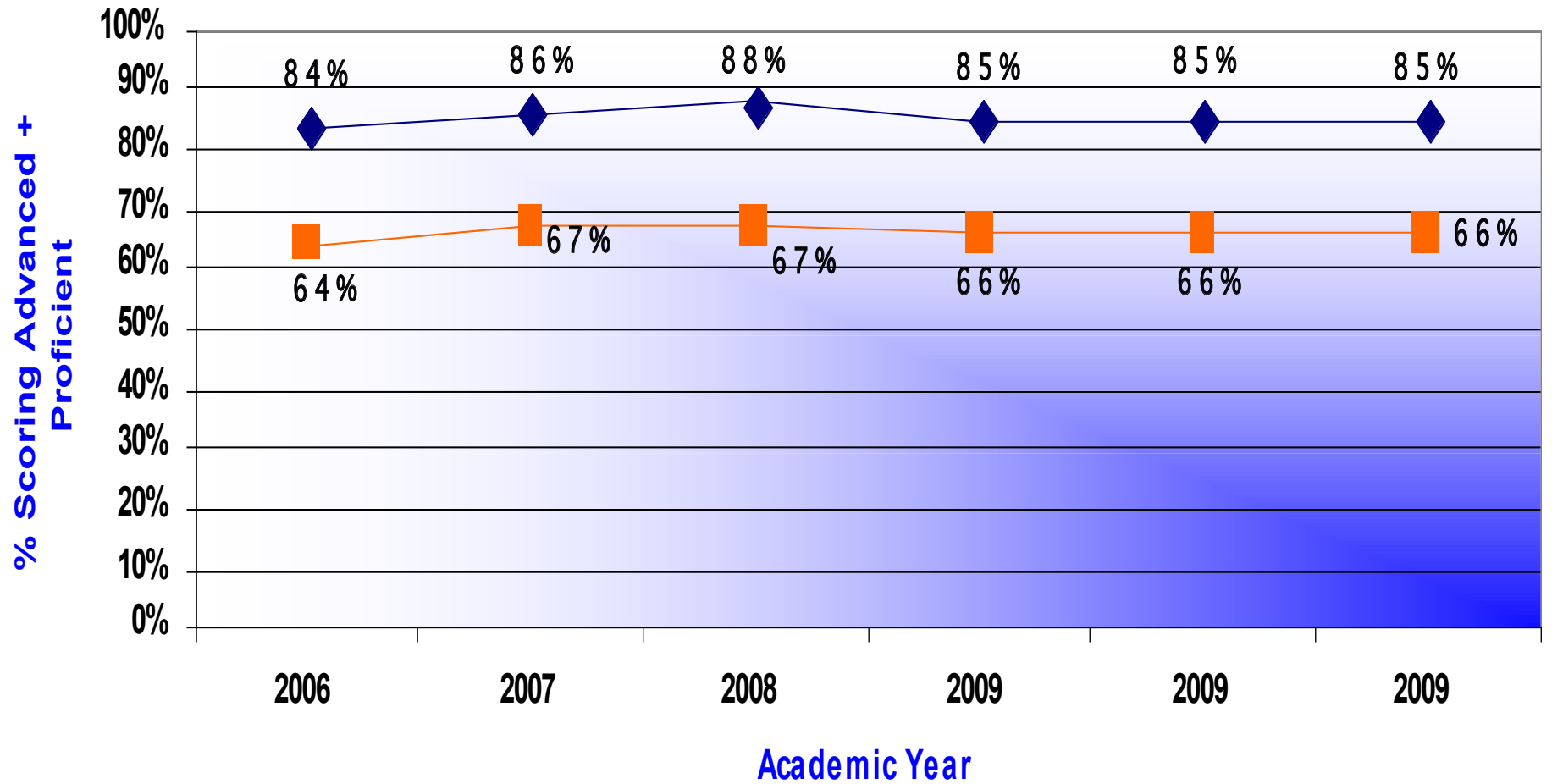


# APS 2006-2011 Grade 5 ELA: Percent Proficient + Advanced

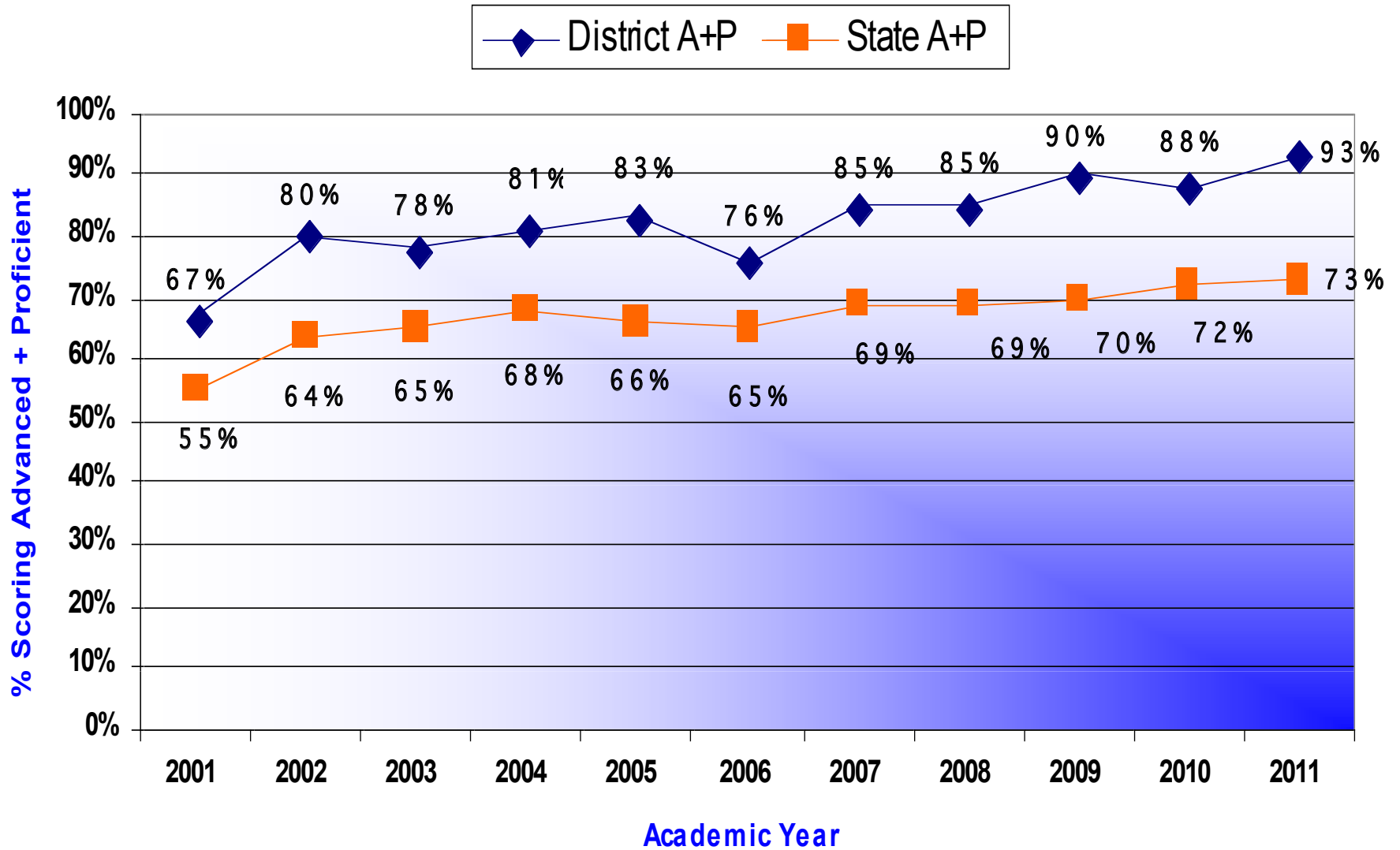


# APS 2006-2011 Grade 6 ELA: Percent Proficient + Advanced

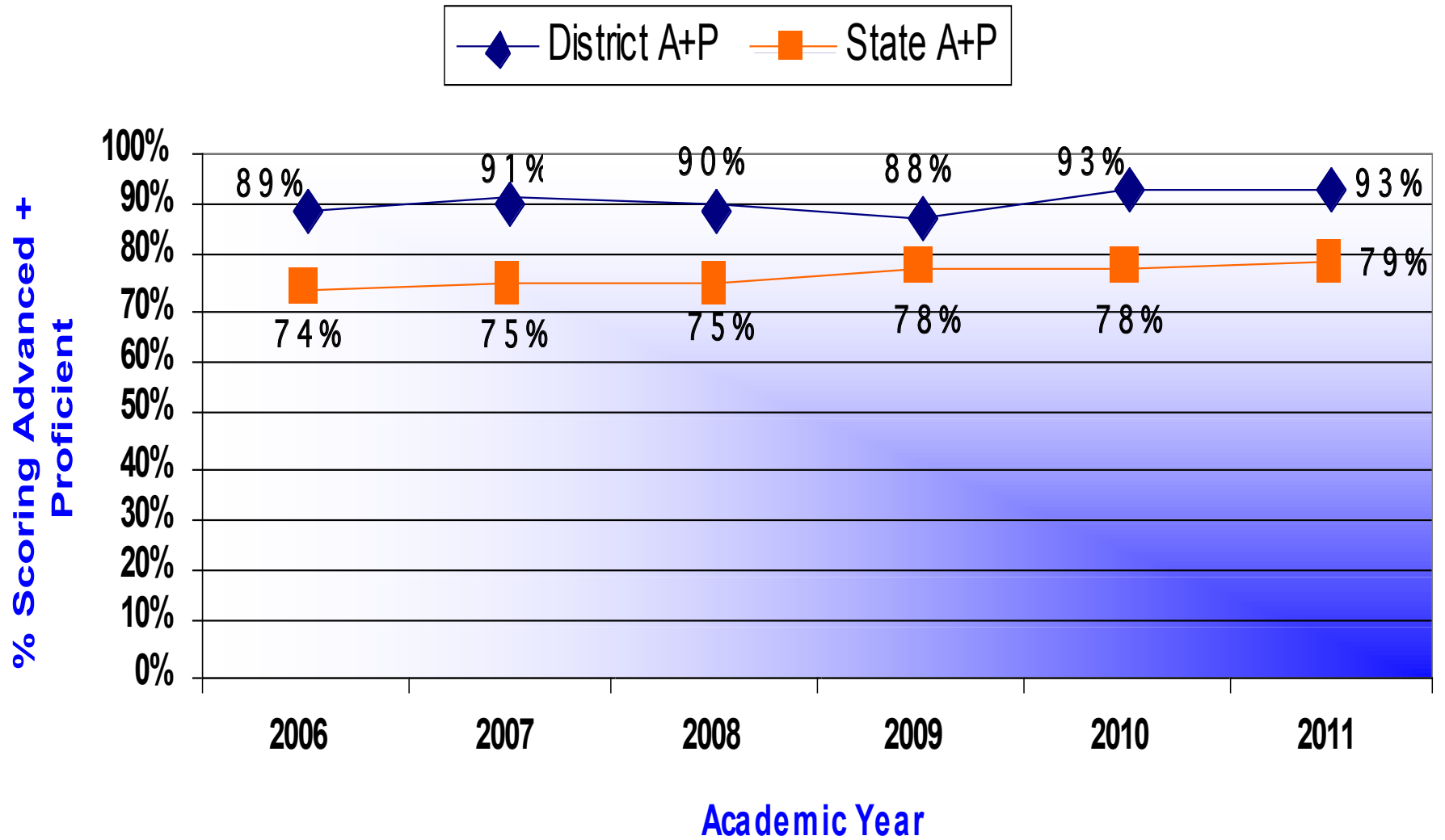
◆ District A+P    ■ State A+P



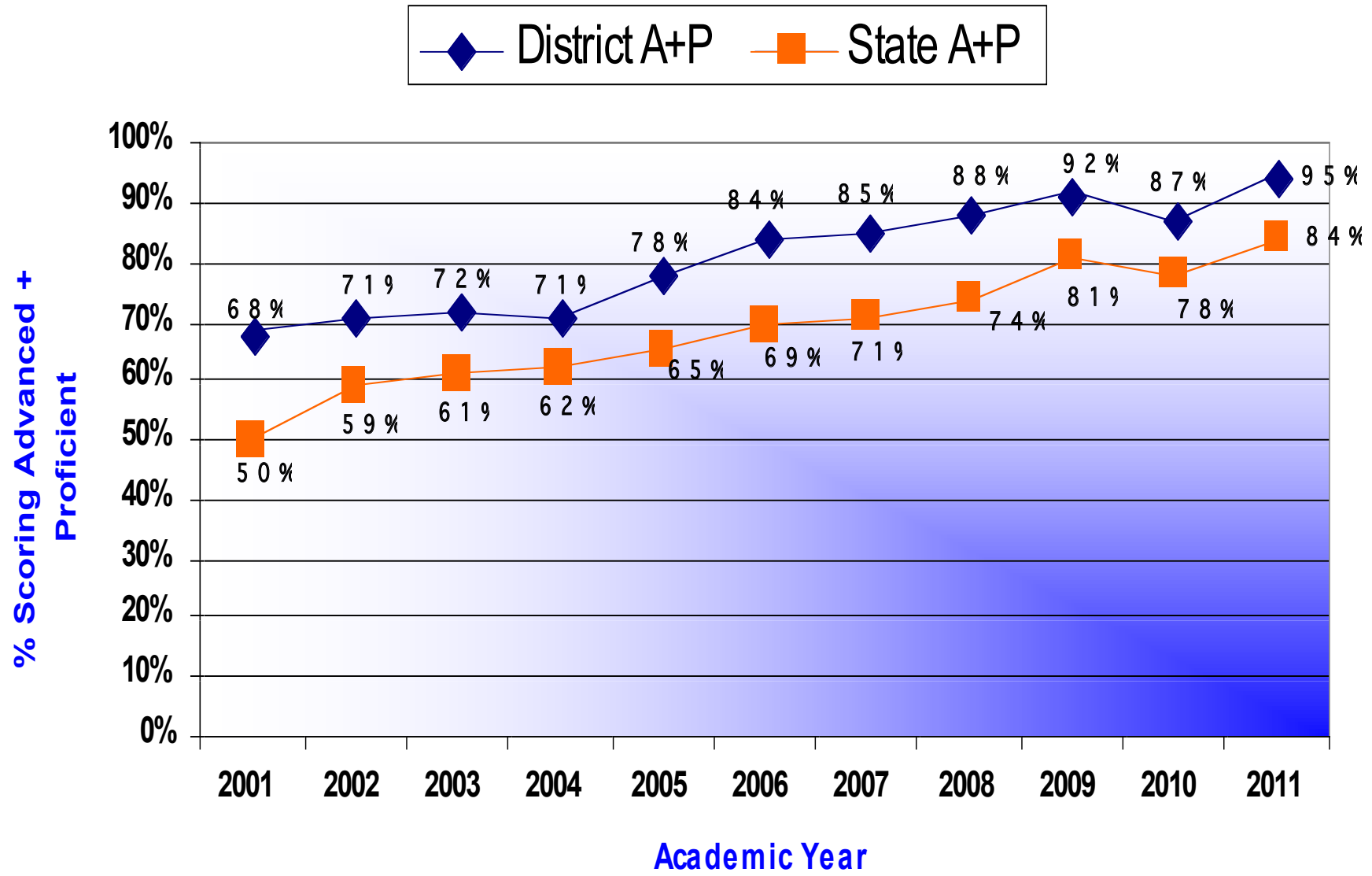
## APS 2001-2011 Grade 7 ELA: Percent Proficient + Advanced



## APS 2006-2011 Grade 8 ELA: Percent Proficient + Advanced



## APS 2001-2011 Grade 10 ELA: Percent Proficient + Advanced



# APS Reading/ELA

## Percentage of Students Scoring Advanced

	Gr. 3		Gr. 4*		Gr. 5		Gr. 6		Gr. 7*		Gr. 8		Gr. 10*	
	District	State	District	State	District	State	District	State	District	State	District	State	District	State
<b>2006</b>	35%	18%	19%	8%	30%	15%	20%	10%	10%	10%	23%	12%	39%	16%
<b>2007</b>	26%	14%	24%	10%	31%	15%	21%	9%	16%	9%	29%	12%	41%	22%
<b>2008</b>	37%	15%	18%	8%	30%	13%	32%	15%	24%	12%	23%	12%	48%	23%
<b>2009</b>	27%	12%	31%	11%	37%	15%	31%	16%	25%	14%	35%	15%	54%	29%
<b>2010</b>	29%	14%	33%	11%	43%	16%	30%	15%	23%	11%	42%	17%	53%	26%
<b>2011</b>	22%	11%	20%	10%	<b>40%</b>	<b>17%</b>	<b>39%</b>	<b>17%</b>	<b>36%</b>	<b>14%</b>	<b>45%</b>	<b>20%</b>	<b>62%</b>	<b>33%</b>
<b>% increase over 5 years</b>					<b>&lt;10%</b>	<b>&lt;2%</b>	<b>&lt;19%</b>	<b>&lt;7%</b>	<b>&lt;26%</b>	<b>&lt;4%</b>	<b>&lt;22%</b>	<b>&lt;8%</b>	<b>&lt;23%</b>	<b>&lt;17%</b>

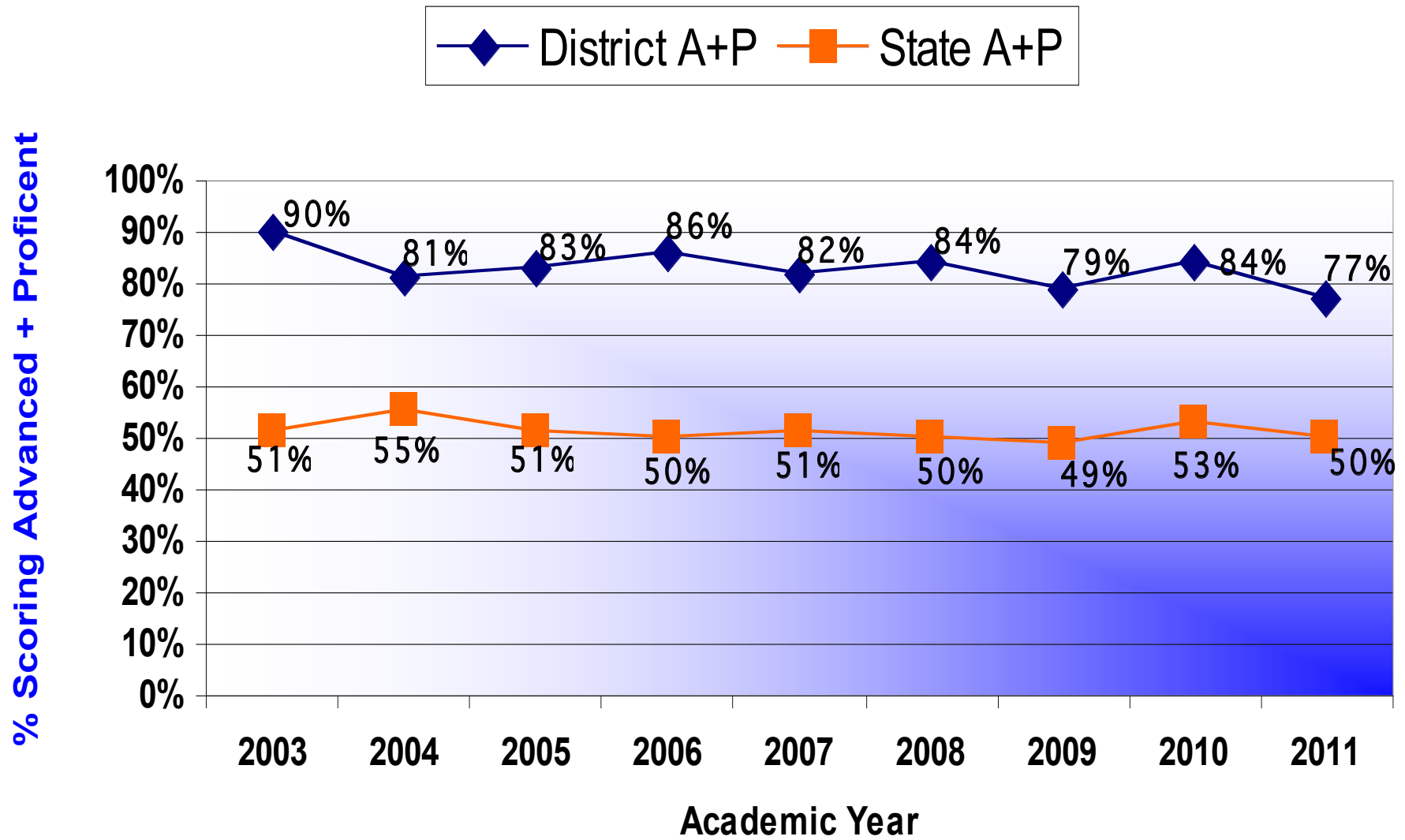
## *2011 ELA Summary Highlights*

- Stratton ranked 11<sup>th</sup> in the state in Gr. 3
- Dallin ranked 5<sup>th</sup> in the state in Gr. 5
- Brackett ranked 14<sup>th</sup> in the state in Gr. 5
- OMS ranked 17<sup>th</sup> in the state in Gr. 7
- Notable gains in grades 5, 7, & 10
- Increase in students scoring “Advanced” has grown significantly over the last five years

*District Science*  
*2011*

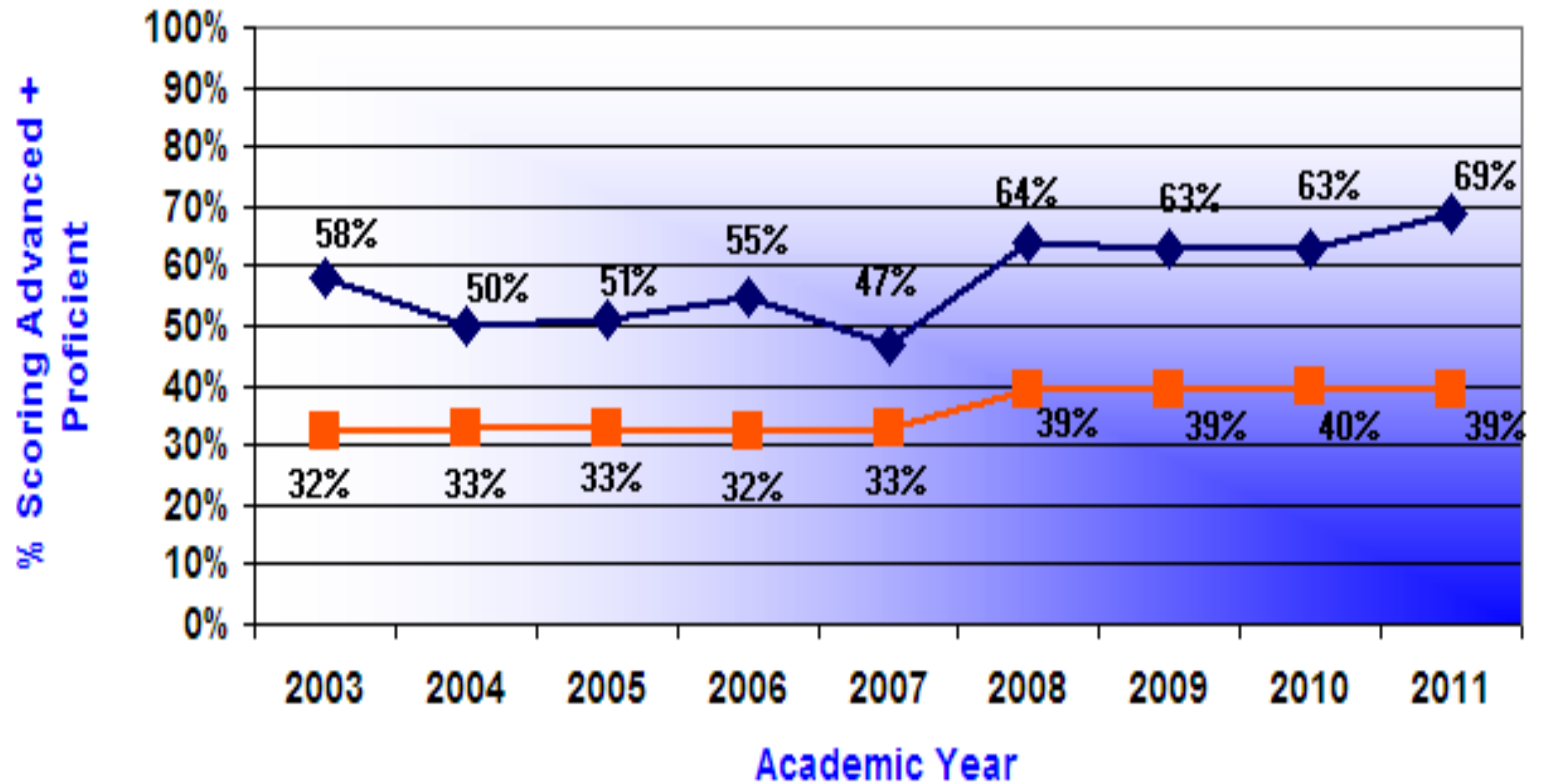
APS students perform 15-30% above state averages

## APS 2003-2011 Grade 5 Science: Percent Proficient + Advanced

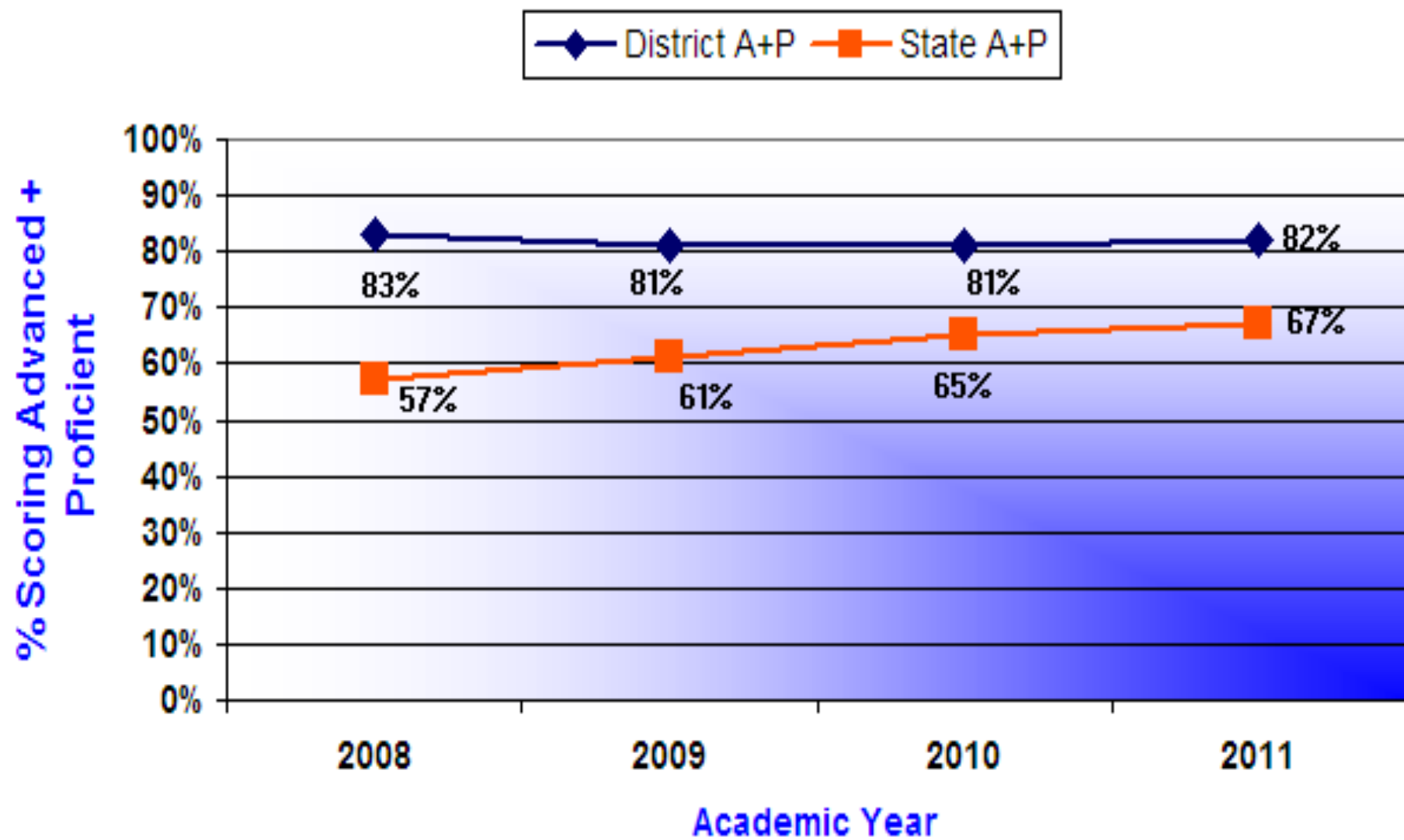


# APS 2003-2011 Grade 8 Science: Percent Proficient + Advanced

◆ District A+P    ■ State A+P



## APS 2008-2011 Grade 10 Science: Percent Proficient + Advanced



# *2011 Science Summary*

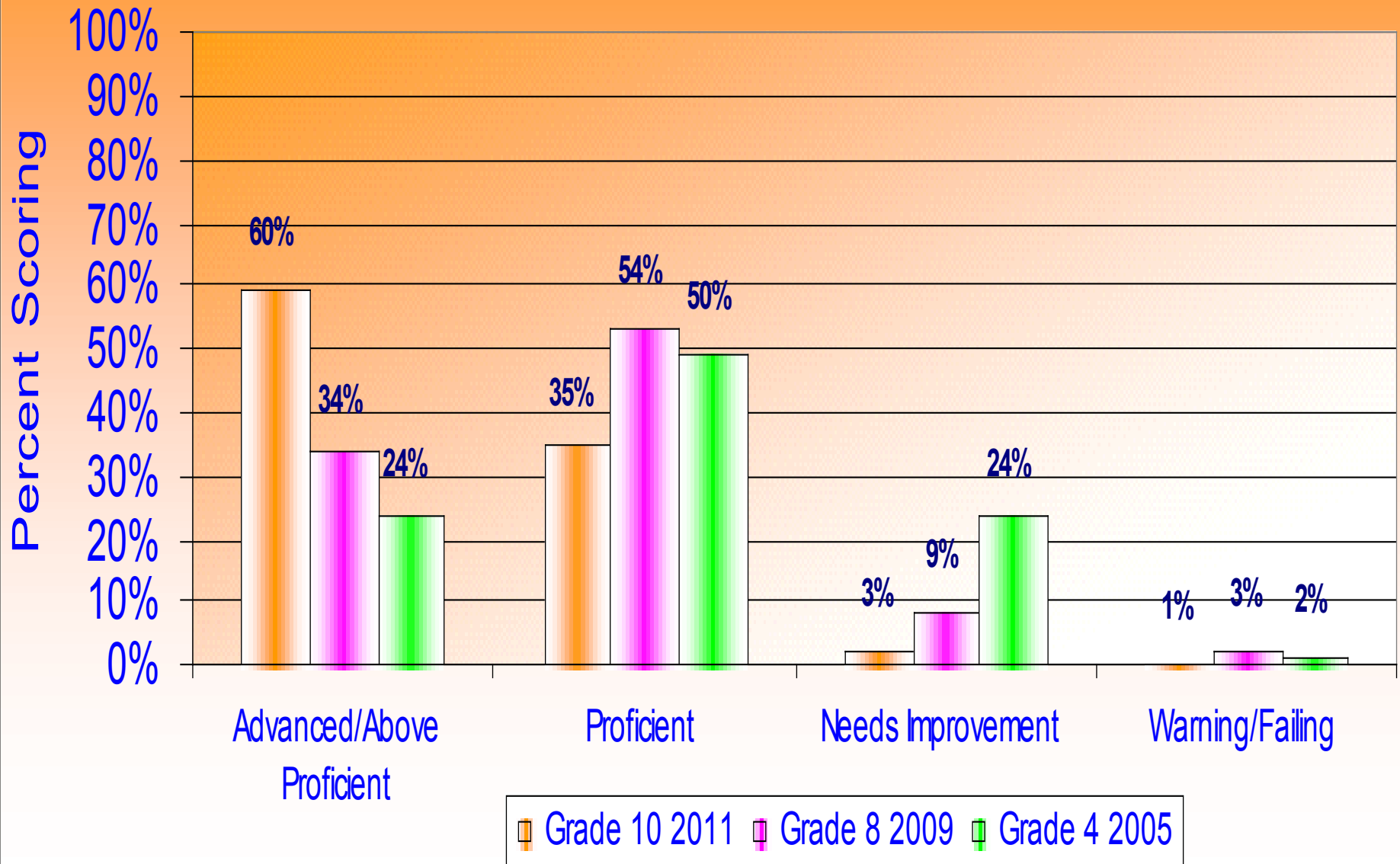
## *Highlights*

- Brackett ranked 6<sup>th</sup> in state in Gr. 5
- Bishop ranked 12<sup>th</sup> in state in Gr. 5
- Dallin top 5% in state Gr. 5.
- Hardy top 4% in state Gr. 5
- Peirce top 7% in state Gr. 5
- Stratton top 9% in state Gr. 5
- OMS top 7% in state in Gr. 8
- Gr. 10 improvement in A + P & A

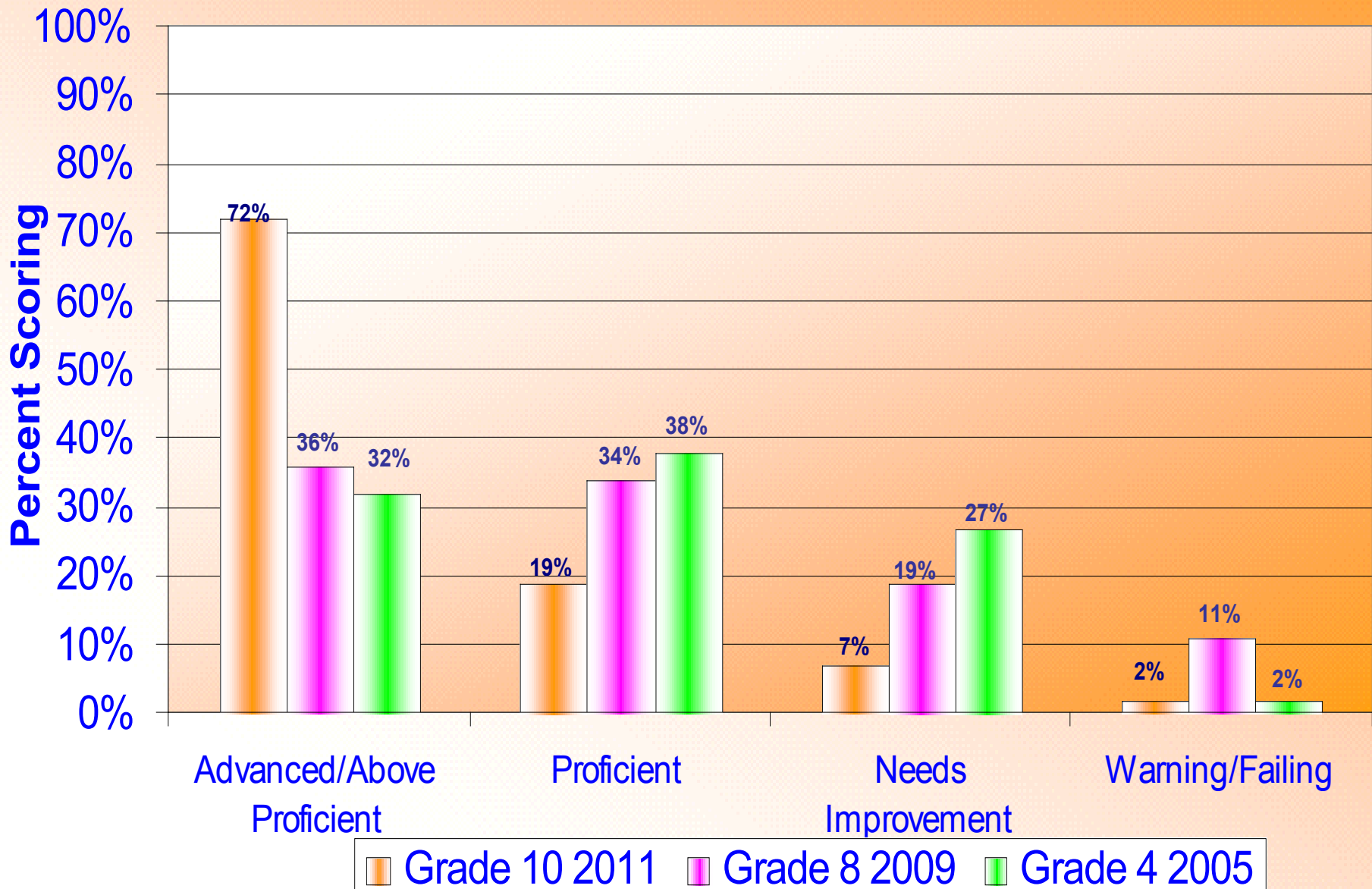
# *2011 Cohort Summary Data*

- APS cohorts perform well beginning in the early grades, while their scores show marked improvement by high school.
- There is a notable trend towards increased students scoring Advanced.
- All AHS students passed MCAS in 2011.

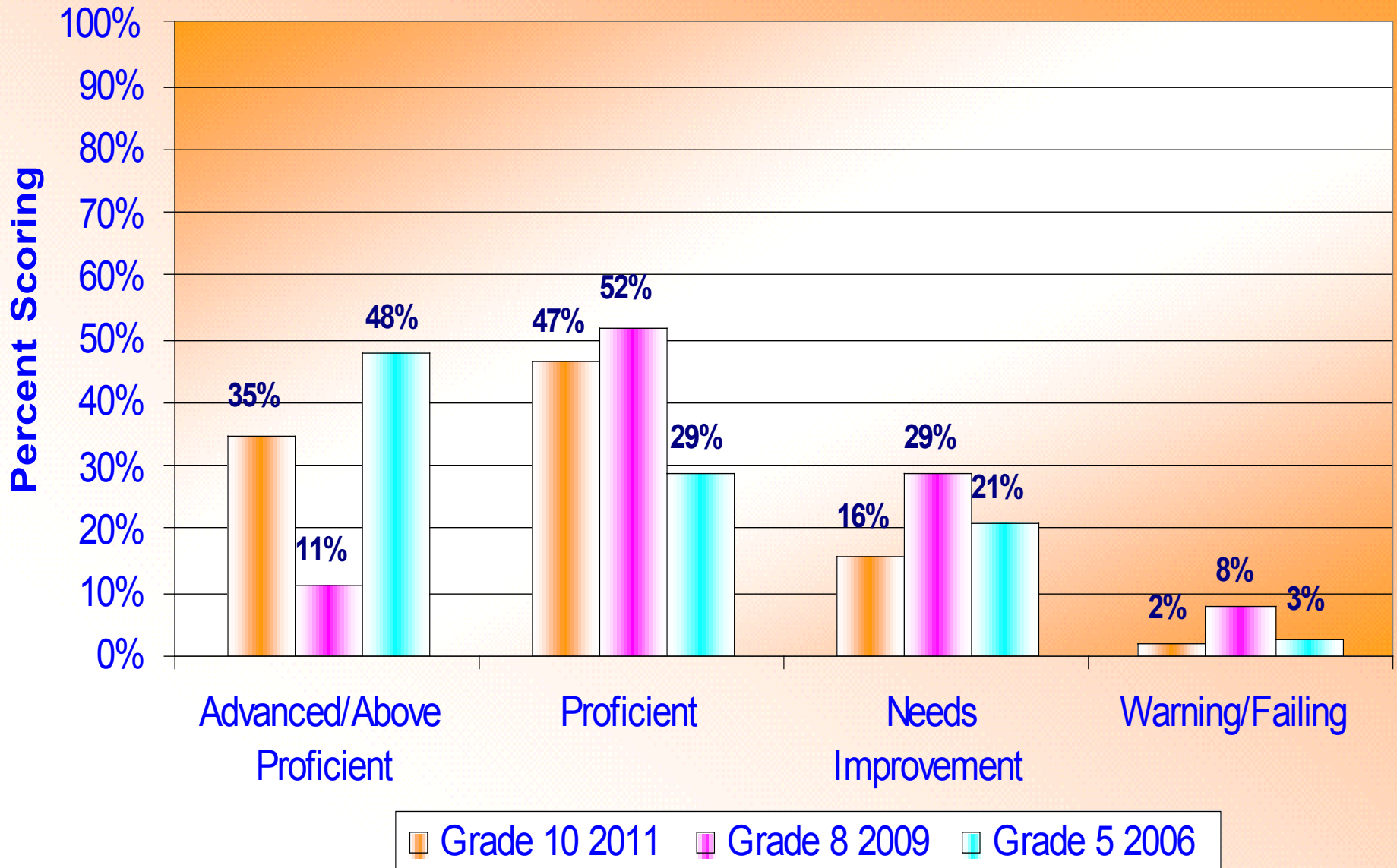
## Current Grade 11 Cohort ELA MCAS Results Over Time



# Current Grade 11 Cohort: Math MCAS Results Over Time



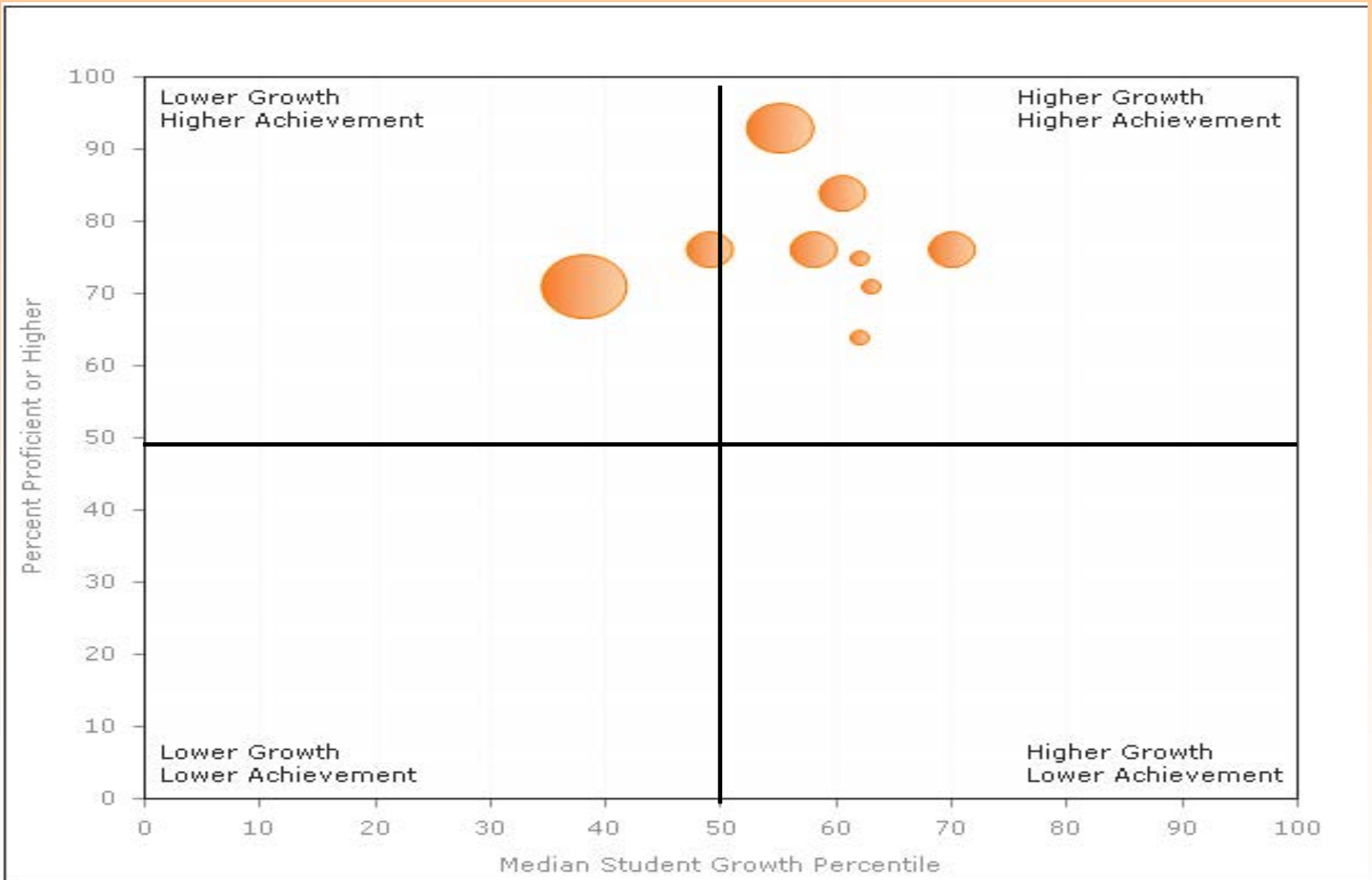
# Current Grade 11 Cohort Science MCAS Results Over Time



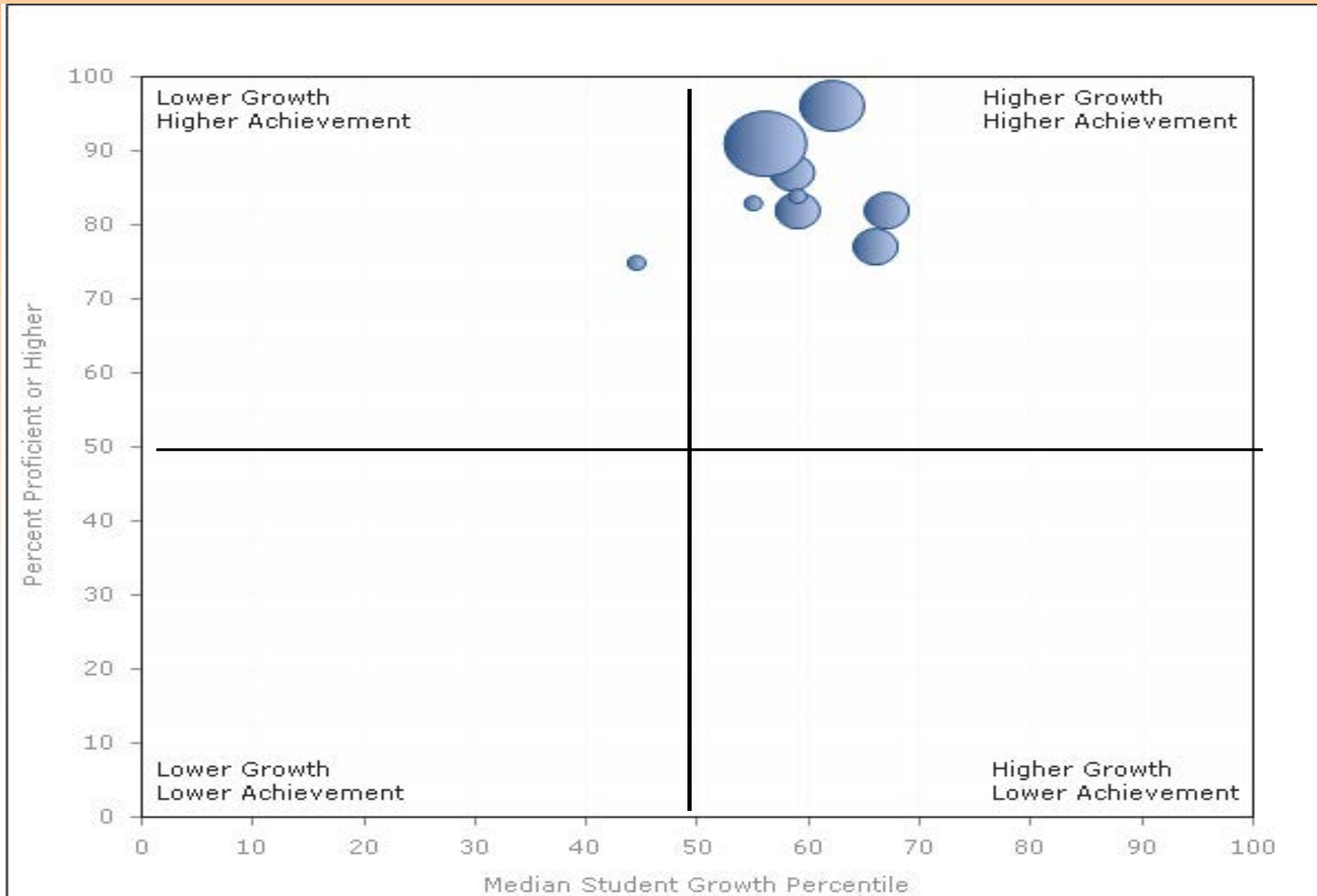
# *District MCAS 2011 Growth Data*

High achievement coupled with moderate to very high growth is evident at all grade levels in ELA and Math.

# Growth Data: Math All Grades



# Growth Data: ELA All Grades



## 2011 Mathematics MCAS Achievement and Growth for Comparable Districts

District	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)	% Low Income
Arlington	49	2,016	74	2,550	12
Belmont	58	1,626	81	2,074	6
Brookline	64	2,439	81	3,210	13
Lexington	64	2,796	87	3,508	6
Natick	52	2,041	76	2,584	9
Needham	56	2,433	79	3,002	7
Newton	61	4,895	81	6,332	10
Wayland	62	1,237	80	1,497	7
Wellesley	59	2,141	76	2,708	4
Weston	51	1,041	81	1,276	4

Massachusetts Department of Elementary and Secondary Education  
Education Data Warehouse

# 2011 English Language Arts MCAS Achievement and Growth for Comparable Districts

District	Median SGP	N Students (SGP)	% Proficient or Higher	N Students (Perf. Level)	% Low Income
Arlington	59	2,006	87	2,540	12
Belmont	64	1,628	90	2,075	6
Brookline	57	2,429	84	3,195	13
Lexington	65	2,785	91	3,495	6
Natick	52	2,048	83	2,583	9
Needham	58	2,439	86	3,002	7
Newton	60	4,890	86	6,313	10
Wayland	62	1,230	89	1,490	7
Wellesley	54	2,127	88	2,700	4
Weston	52	1,041	89	1,274	4

Massachusetts Department of Elementary and Secondary Education  
Education Data Warehouse

## *2011 District High Need Students*

Overall the achievement gap persists but narrows dramatically for Arlington's High Needs students over the years.

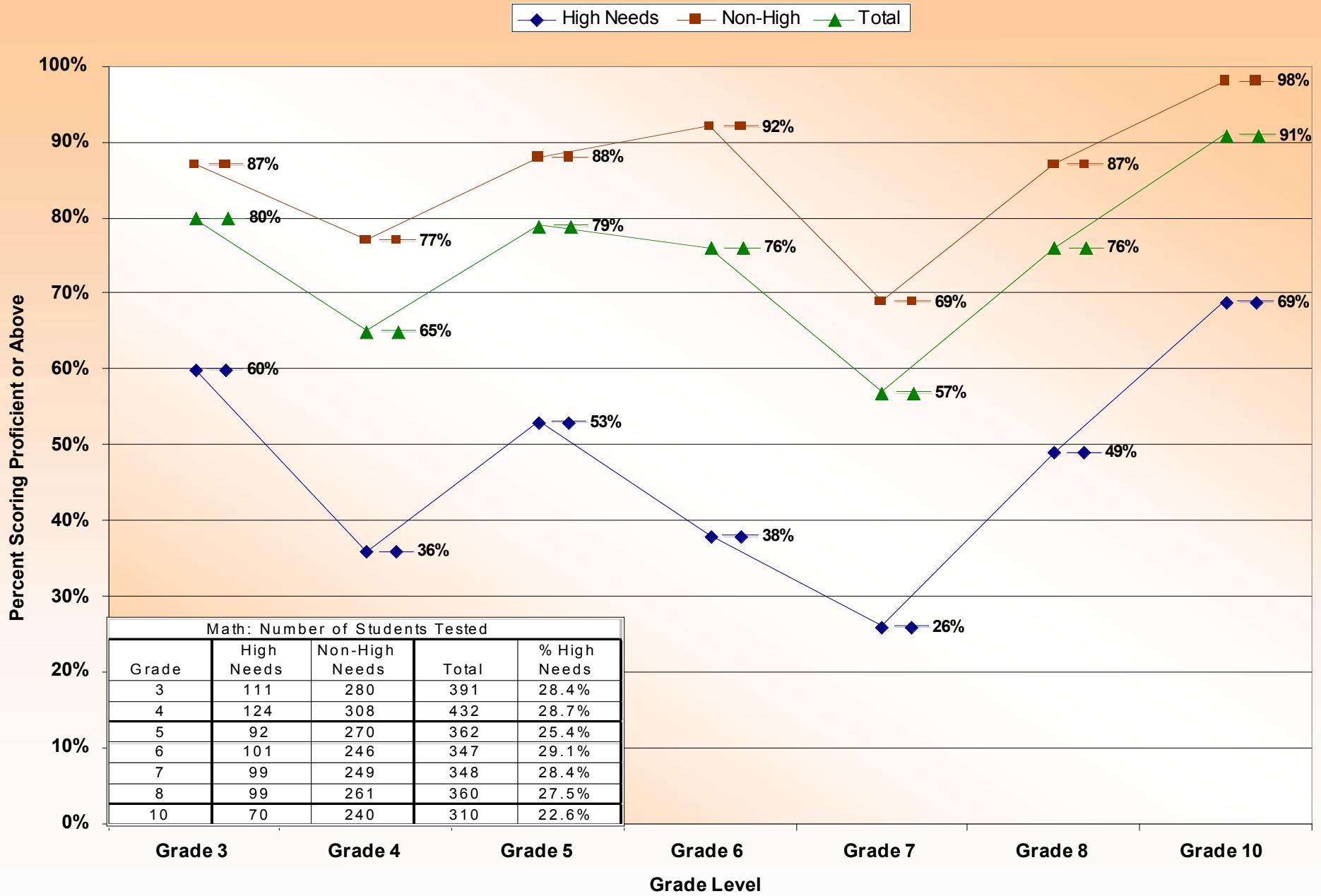
## *High Needs Group Includes Students:*

- On an IEP, and/or
- Identified as LEP or FLEP, and/or
- Eligible for free/reduced lunch

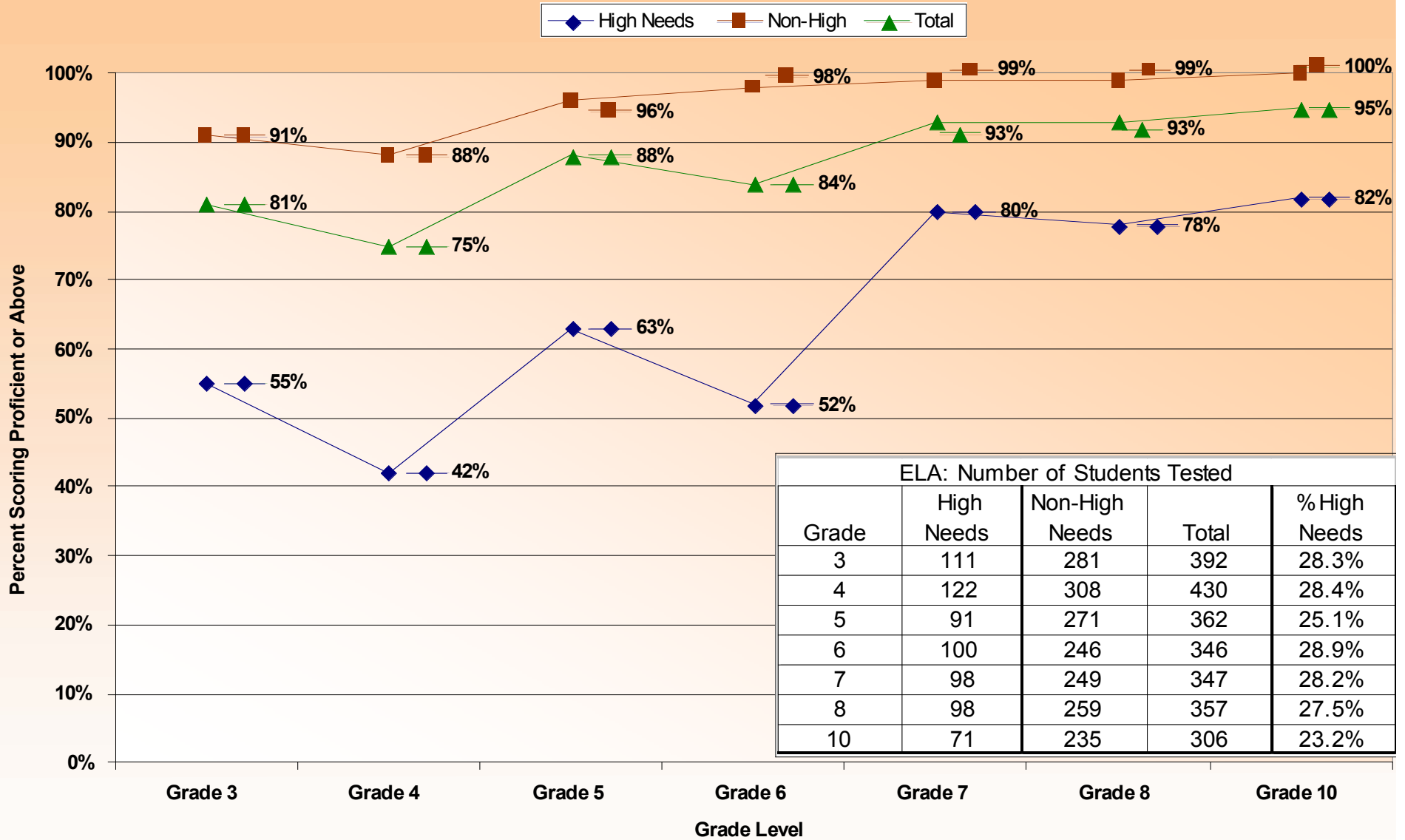
## *APS High Needs Students.....*

- Make up approximately 27% of the total population of students.
- Have an achievement gap that varies between 20-38 percentage points.
- Narrow the achievement gap as they go through the system showing value added by instruction in APS.

### 2011 Mathematics MCAS:APS Students Reaching Proficiency



## 2011 ELA MCAS: APS Students Reaching Proficiency



# ***AYP: Adequate Yearly Progress***

- NCLB law requires that all school districts measure the progress of all students in the Aggregate as well as in Subgroups: special education, Limited English Proficiency, and race/ethnicity.
- AYP in ELA and Math is based on meeting or exceeding targets in:
  - ✓ Participation in MCAS
  - ✓ Performance
  - ✓ Improvement
  - ✓ Attendance or graduation.

# ***AYP: Adequate Yearly Progress***

- If individual schools or districts do not meet one or more of the aggregate and/or Subgroup improvement targets set by the state in ELA and Math for 2 years in a row, that school or district is assigned an NCLB Improvement Status.

# *District AYP History*

		Adequate Yearly Progress History								NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Improvement Year 1 - Subgroups
	All Subgroups	Yes	No	Yes	Yes	Yes	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	Yes	No	Yes	Yes	Yes	Yes	No	Yes	

**A district is newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.**



# Arlington - 2011 Accountability Data

District: Arlington (00100000)  
Title I District: Yes  
Accountability & Assistance Level: Level 2

## 2011 Adequate Yearly Progress (AYP) Data - Summary

[Summary Data](#) | [Detailed Data](#)

	<a href="#">NCLB Accountability Status</a>	<a href="#">Improvement Rating</a>
ENGLISH LANGUAGE ARTS	Improvement Year 1 - Subgroups	On Target
MATHEMATICS	No Status	No Change

# *District AYP Status: ELA*

ENGLISH LANGUAGE ARTS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	No	Asian/Pac Islander -Special Education -Low Income -F/LEP -
	All Subgroups	No	No	No	
Grades 6-8	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	No	Yes	
Grades 9-12	Aggregate	Yes	Yes	Yes	
	All Subgroups	No	No	Yes	

# *District AYP Status: Mathematics*

MATHEMATICS					
Grade Spans		2009	2010	2011	2011 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	No	Asian/Pac Islander -White -Special Education -Low Income -
	All Subgroups	Yes	No	No	
Grades 6-8	Aggregate	Yes	Yes	No	Asian/Pac Islander -White -Special Education -Low Income -Hispanic/Latino -
	All Subgroups	No	No	No	
Grades 9-12	Aggregate	Yes	Yes	Yes	
	All Subgroups	Yes	No	Yes	

## *NCLB Improvement Status*

- Majority of our schools met AYP and/or are “On Target” for improvement for the year.
- As we approach 2014 and the NCLB target of 100% proficient and advanced gets closer, it becomes increasingly more difficult to make AYP targets for performance and improvement.

# ***2011 School AYP Status***

***Schools that made AYP in **ELA** and **Math**:***

- ✓ **Arlington High School**
- ✓ **Brackett Elementary School**
- ✓ **Hardy Elementary School**
- ✓ **Thompson Elementary School**

# ***2011 School AYP Status***

***Schools that made significant improvement and change from 2010, exceeding target in **ELA** and/or **Math**:***

- ✓ **Arlington High School – ELA**
- ✓ **OMS – ELA –SpEd**
- ✓ **Dallin - ELA**
- ✓ **Hardy School –ELA & Math**
- ✓ **Thompson School – ELA & Math**

# ***AYP District and School Improvement Status***

- **District** – Improvement Year 1 ELA-Subgroups
- **Ottoson**
  - ELA Improvement Yr. 2 – Subgroup (Low Income)
  - Math Restructuring Year 2 – Subgroups
- **Thompson**
  - ELA Improvement Year 2 - Subgroups

# *State NCLB Waiver Request*

- In 2011 the NCLB federal metric identified 81 % of Massachusetts schools and 90 % of districts as not making AYP even though at the same time, Massachusetts 4<sup>th</sup> and 8<sup>th</sup> graders outscored their peers in the other 49 states on the National Assessment of Educational Progress (NAEP) in reading and mathematics for the fourth consecutive time.
- NCLB's rising targets toward its requirement that ALL students score Proficient or above in ELA and Math by 2014 have made the federal metric misleading and not helpful in identifying schools and districts most in need of intervention.

# *Summary Points*

- Areas of Overall Improvement:
  - Gr. 5, 7, 10 ELA achievement
  - Increase in Advanced students in ELA
  - Gr. 8 & 10 Math achievement
  - Gr.5 & 8 Science achievement
- Areas in Need of Improvement:
  - Overall growth in Math
  - Gr. 4 & 7 Math achievement
  - Gr. 4 ELA -Writing topic development

## *Next Steps: Math*

- Continue building content expertise for new teachers, ELL and special educators.
- Identify and increase math tutoring for all High Needs students (Title 1)
- AMC “Math Practice Guides” for K-1
- Gr. 3 Revised TERC math program professional development and implementation
- Peirce pilot to increase math practice using *Symphony* program for Gr.3-5.

# *Next Steps: Math*

- Progress monitoring High Needs students with Scantron program at OMS & AHS
- Pilot same teacher for math class and math support at OMS
- CLTs data focus in Gr. 6-8 math
- Grades 6 Math, Special Education, and Math Support teachers
  - ✓ Increased common planning time
  - ✓ Ongoing collaborative professional development

## *Next Steps: ELA*

- RazKids reading program for tiered instruction K-3
- Progress monitoring using Scantron for Gr. 6-12 special education, reading & math intervention students
- Targeted reading intervention for all Warning, most Needs Improvement, and targeted SLC students in Gr. K-8.
- OMS reading program expansion
- Expanded teaching and assessing Open Response Questions (Gr. 3-8)

## *Next Steps: ELA*

- CLT on OR questions for special education students in Gr. 8
- Continue to expand & implement Lucy Calkins writing program in grade 3, 4, & 5 to address topic development
- History Alive resources and professional development in grade 4 & 5 for non-fiction reading and writing
- Elementary TA training in reading program

## *Next Steps: Science*

- Content institutes for Elementary teachers
- Engineering introduced and integrated into Gr. 1 & 2 curriculum
- Common end of the year assessments
- Monitoring of specific students in Subgroups
- More rigorous course selection in science encouraged for Subgroup students

**2011 MCAS data shows that APS students are achieving and growing at high levels over time regardless of their entry point into the schools and their special circumstances.**

*High Achievement and Growth for  
ALL Students Require  
Continued.....*

- **High standards for all students** coupled with appropriate supports and approaches to ensure success.
- Ongoing **Collaboration** among special educators, ELL, METCO, support personnel, administrators, department chairs and classroom teachers to share expertise and knowledge as well as Professional Development.
- **Support** for students.

# *Presentation References*

Massachusetts Department of Elementary and Secondary Education School District Profiles:

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=00100000&orgtypecode=5&>

Massachusetts Department of Elementary and Secondary Education Statewide Reports:

[http://profiles.doe.mass.edu/state\\_report/mcas.aspx](http://profiles.doe.mass.edu/state_report/mcas.aspx)

Massachusetts Department of Elementary and Secondary Education Data Warehouse (EDW):

<https://www4.doemass.org/auth/Login>