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TO: Members of the State Board of Education

FROM: Lillian M. Lowery, Ed.D. *L. Lowery*

DATE: July 23, 2013

SUBJECT: Maryland School Assessment Scores and School Progress Release

A briefing concerning the 2013 Maryland School Assessment (MSA) focusing on student performance and School Progress results for elementary and middle schools will be provided to you at the State Board meeting on July 23, 2013. The briefing will include State level results by level and subject (reading and mathematics) and disaggregated by special services. This memorandum provides you with highlights of the 2013 results.

Summary of Maryland School Assessment (MSA) Results

We are pleased that elementary and middle school students continue to demonstrate high rates of proficiency in reading and mathematics. Nearly 90 percent of elementary school students are demonstrating proficient or better performance in reading and more than 80 percent are demonstrating proficient or better performance in mathematics. Among our middle school students, more than 80 percent met the proficient standard in reading and 45.9 percent exceeded that standard. In mathematics, more than 70 percent of middle school students met the performance standard and 27.6 percent exceeded it. As Maryland students attain these high rates of proficiency, the steep increases that occurred in the early years of MSA have predictably leveled off and declined this year as Maryland teachers begin the Common Core Curriculum. Several important facts from this year's results are worth pointing out:

The Results

- **The percent of elementary students at Basic (not meeting performance standards) remains low, averaging 13.6 percent and 16.1 percent, respectively, for reading and mathematics.**
- **Middle school students are continuing to demonstrate high levels of proficient performance.** Fewer than 20 percent (16.6%) were at Basic in reading in any grade and 28 percent at Basic across the grades in math.
- **It is useful to examine changes in performance over time.** Since 2003, Maryland students have made great improvements in performance on the MSAs. They have improved 24.4 points in elementary reading and 23.9 points in elementary math. Improvement in middle school is at 23.5 points in reading and 32.6 points in mathematics. Therefore, while scores generally decreased this year, the improved performance overtime is substantial.

- **The percentages of students scoring advanced have improved significantly.** In 2013, 41 percent of the total proficient and advanced scores in elementary reading were advanced, 40 percent of elementary mathematics and 38 percent of middle school mathematics were advanced. Over 55 percent of all proficient/advanced scores in middle school reading were advanced scores. Compared to 2003, the percent of Advanced scores in reading in the elementary grades has doubled and the middle school percentage has increased by 20 percent. In mathematics, the percent of Advanced scores has increased by 22 percent in the elementary grades and by 14 percent in middle school. These data reveal an area of improvement normally hidden when we discuss only the percentage of proficient and advanced scores.
- **Special Services subgroups improving.** Students receiving FARMs services continued to close gaps with their non-FARMS peers at the elementary and middle level in both content areas from 2003-2013. Students with limited English skills (ELL) made progress on their achievement gaps in elementary reading and mathematics as well as middle school reading.
- **Race groups improving.** Since the new federal race codes for accountability were implemented in 2011, this required that we restart our trends since the new codes have resulted in significant changes in student assignment to racial groups. This has limited gap interpretations for race, but we can still see some improvement. Hispanic students closed gaps with their white peers in middle school reading. However, some racial groups still underperform which must continue to be addressed in our schools.

Data Tables

Although you will receive a more complete briefing at the State Board meeting, below are some data tables to provide an orientation to this year's MSA results.

Since 2003, State MSA scores have been steadily rising to levels where it is increasingly difficult to show significant yearly improvement. It is important to acknowledge the progress of Maryland's LEAs towards high levels of proficiency. In elementary reading, 21 of 24 LEAs reported proficiency rates in 2013 of 80 percent or better. Similarly, 19 of 24 LEAs reported 80 percent or better elementary mathematics proficiency in 2013. Improvement was more dramatic in the middle school reading grades. In reading, for instance, the number of LEAs with 80 percent or more students at proficient increased to 21 of 24 in 2013. In middle school mathematics, 7 of 24 LEAs reported 80 percent or better proficiency rates in 2013. It is important to recognize that the rate of statewide improvement is dependent, in part, on steady progress by the remaining lower performing LEAs and, even more, by continuing improvements among the most challenging populations of students.

The 2013 MSA results show evidence of continuing high performance between 2003 and 2013.

	2013 % Proficient	2012 % Proficient	2003% Proficient	2012- 2013 Growth	2003- 2013 Growth
Elementary					
Reading	86.4	88.2	62.0	-1.8	+24.4
Mathematics	83.9	87.7	60.0	-3.8	+23.9
Middle					
Reading	83.4	82.1	59.9	+1.3	+23.5
Mathematics	72.2	76.2	39.6	-4.0	+32.6

Subgroup Performance

The next table provides 2013 percent proficient data for all subgroups as well as improvement in the performance of the services and racial subgroups since 2012. Growth can be seen across subgroups in middle school reading with the exception of Special Education. The data do show a drop off in performance in elementary and middle school mathematics across subgroups.

Reading: In middle reading, FARMs and ELL groups showed improvement and Special Education showed a loss, whereas elementary school reading showed losses for FARMs, Special Education and ELL. As for the racial groups, there was a drop in performance across the board in elementary reading with the exception of Hawaiian/Pacific Islander, whereas middle school reading showed gain in every group.

Mathematics: In elementary and middle mathematics, all special service groups and racial categories posted a loss.

MSA 2013 Percent Proficient by Subgroup, Including Change Compared to 2012

Group	Elementary Reading		Middle Reading		Elementary Mathematics		Middle Mathematics	
	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth	% Prof.	Growth
Hispanic	81.8	-4.1	79	+1.5	77.9	-6.8	64.1	-5.0
Amer. Indian	84.9	-3.3	82	+2.7	79.2	-8.2	70.3	-3.8
Asian	94.5	-1.1	93.9	+0.6	94.7	-2.0	91.6	-2.0
African American	77.9	-1.8	73.3	+1.9	74	-4.3	56.3	-4.4
Hawaiian/Pacific Islander	87.4	+1.3	77.1	+3.2	85.7	-3.4	69.7	-3.5
White	93.1	-1.3	91.1	+0.8	91.9	-2.5	84.5	-3.4
Two or More Races	90.3	-1.5	88.3	+0.8	87.6	-3.8	78.4	-5.0
FARMS	77.9	-2.7	72.8	+2.2	74.6	-5.3	56.9	-4.9
ELL	71.2	-6.6	49.7	+5.9	67.6	-9.6	40.6	-5.6
Special Education	63.2	-6.5	47.1	-3.9	51.8	-9.9	33.2	-10.6

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ACTION:

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