



# Acton Public Schools 2012 MCAS Analysis

Special Education fourth grade ELA and Math SGP are concerning

February 22, 2013

## Introduction

### Background

There is no question that the Acton Public School district is a high performing school district that provides a quality education to our aggregate student population. In 2012 the Acton district's aggregate student population ranked in the 73<sup>rd</sup> percentile across the state in English Language Arts and 92<sup>nd</sup> percentile in Math achievement. The district's special education subgroup ranked in the 75<sup>th</sup> percentile across the state in English Language Arts and 92<sup>nd</sup> percentile in Mathematics. However, available MCAS data for both student proficiency and student growth indicate that our fourth grade special education students are not performing to the same high standards as their typical classmates, peer districts, or earlier fourth grade subgroups. The Acton-Boxborough Special Education Parent Advisory Council (AB SpEd PAC) has focused our MCAS analysis on the subgroup of students within the APS school district who don't seem to be achieving at a level commensurate with the district's overall academic performance.

The PAC believes that MCAS data is a useful objective measure of student academic performance. The ability to compare Acton student performance with peer districts and to follow growth and achievement trends over multiple years provides valuable information. This year our MCAS analysis is informed by both the 2012 test data as well as discussions with the Director of Pupil Services, Liza Huber, and the Director of Curriculum, Deb Bookis. We appreciate the time they spent with us to discuss 2012 MCAS performance across the five Acton elementary schools. Unfortunately, our efforts to meet with the elementary school principals were unsuccessful. After delaying our meeting by a month to accommodate the principals' schedules, an hour before the scheduled meeting time all five elementary school principals became simultaneously unavailable to attend. We went ahead with the meeting since Deb Bookis and Liza Huber were still available and appreciate their efforts to answer our questions about student performance at each of the elementary schools.

This year we have also included a brief summary of best practices for improving outcomes for students with special needs. A Ph.D. student, Kalyani Krishnan, has volunteered some time to the AB SpEd PAC this fall as part of a graduate level class project. She has done a literature search of current best practices and we have included the highlights of her literature search in our report as a complement to the data analysis.

### Recent Changes in Federal Student Growth and Achievement Standards

As a result of Massachusetts' successful application for a waiver to No Child Left Behind (NCLB) the criteria have changed this year for measuring student progress using MCAS. NCLB used to require that the achievement gap between all students be completely closed by the year 2014, i.e., the goal was that all students achieve MCAS Proficiency by 2014. Because so many schools, states and districts across the country were unable to meet this goal the Obama Administration offered waivers to states who accepted alternate student performance criteria.

The Massachusetts NCLB Waiver system has introduced a more complex, multi-factor measurement system, which includes a new metric called "proficiency gap." The new system continues to use CPI, the Composite Performance Index, as the key measure of student success. A CPI of 100 indicates proficiency or better in any given MCAS subject. The new "proficiency gap" metric is defined as the difference between the 2011 CPI performance of any group of students and a CPI score of 100, which indicates subject proficiency. The new measurement target is for schools

to close the existing “proficiency gap” for each group of students by 50% by the year 2017. It is important to note that this system measures the progress of each group of students against itself over that time period not against other groups of students.

While the principal test for achieving a “Met Target” status for proficiency in the new system is described above, there are several exemptions that allow schools and districts to pass the “proficiency gap” test without actually doing so.

1. First, there is a modest 1.25-point “grace” amount that results in a school or district earning a “Met Target” grade if the actual CPI is within 1.25 points of the target.
2. Second, there is an exemption to the “proficiency gap” test if the CPI of the group being measured is 90<sup>th</sup> percentile or better of all students in that group. Basically there is no requirement to demonstrate improvement if a school or district is in the top 10% in the state.
3. Third, there is an exemption to the “performance gap” test if the group being measured is 80<sup>th</sup> percentile or better of *all* students in the relevant grade span. However, the DESE web site does not provide this data on the Accountability reports for each district and school.

The new NCLB Waiver system incorporates a Student Growth Percentile (SGP) test that requires each group of students to achieve a minimum SGP of 51-59 or show at least a ten-point improvement over the prior year to earn a “Met Target” grade. An SGP of 60 or higher or an improved SGP of more than 15 points from the previous year earns an “Above Target” mark. There is also an achievement exemption to the student growth target requirement. Schools that reduce the percentage of non-proficient students by 10% or more from the prior year automatically earn a “Met target” grade. Schools can also earn bonus points by increasing the percentage of students scoring “Advanced” or by reducing the percentage of students scoring “Warning/Failing.”

The new NCLB Waiver system also establishes and tracks a new subgroup of students called “High Needs,” which includes students with disabilities, English Language Learners and low-income students. The creation of a High Needs group replaces the previous NCLB requirement to meet achievement targets for each individual subgroup of students. This larger single pool of students allows for the possibility that a subgroup of students could progress at a below target rate as long as students in the other subgroups were making sufficient progress to offset that groups low performance. We believe it will continue to be important for the district to monitor the performance of all subgroups to ensure that no subgroup is inadvertently left behind.

Another change as part of the NCLB waiver system is that Annual Yearly Progress (AYP) has been replaced by a new performance measurement called Progress and Performance Index (PPI). Annual PPI is a combined score that takes into account progress towards narrowing proficiency gaps, SGP and bonus points in English Language Arts, Mathematics and Science each year. The previous system tracked Annual Yearly Progress for Math and ELA independently. Cumulative PPI is a four-year average of the combined ELA, Math and Science scores with greater weight given to the more recent years’ performance. For a group to be considered making progress, i.e., to be considered a Level 1 School, its Cumulative PPI must be 75 or higher.

## **2012 MCAS Performance Highlights**

### **New Proficiency Gap Data**

Using the new more complex, multi-factor measurement system defined by the Massachusetts NCLB Waiver system the APS special education subgroup achieved “Met Target” status for Math as a result of the exemption for schools that perform in the top 10% across the state even though the actual proficiency gap widened from 2011 to 2012. Unfortunately, this subgroup of students failed to meet proficiency gap targets in both English Language Arts and Science even with all of the exemptions built into the new assessment system. The proficiency gap actually widened for students with disabilities in all three MCAS subject areas tested, which is a troubling trend.

### **4<sup>th</sup> Grade English Language Arts and Mathematics Student Growth Concerns**

The AB SpEd PAC is most concerned about the weak performance in 2012 of 4<sup>th</sup> grade special education students in both English Language Arts and Mathematics as measured by MCAS Student Growth Percentiles (SGP). Fourth grade special education students had a median English Language Arts SGP of only 35.5, which is below the state average and more than ten points below Concord and Lexington’s medians. In the three years between 2008 and 2010 the APS special education subgroup’s median SGP ranged from 41-48. The decelerated growth experienced by the special education subgroup corresponds with a similar but less steep decline experienced by all students. This parallel performance trend suggests there may be a common underlying cause for the lower growth over the last two years. However, the trend also corresponds with reduced special education spending over the last two years so it’s possible that reduced services may be a contributing factor in the more dramatic performance decline experienced by special education students.

Fourth grade special education students had a median Math SGP of only 32.5 in 2012, which represents an 18-point drop from the prior year’s fourth grade subgroup. This performance is also 7.5 points below the state median for this subgroup, which we don’t believe is acceptable for a district of Acton’s caliber. In prior years the fourth grade’s Math median SGP never fell below 50.5 so this represents a significant drop in student growth. We hope the underlying cause of this sharp decline is temporary but believe it merits thorough district investigation. It appears to us that the steep decline in Math SGP among 4<sup>th</sup> grade special education students may be due largely to student performance at Douglas where Math SGP for 4<sup>th</sup> through 6<sup>th</sup> grade students declined 31 points to a median SGP of 39 in 2012.

### **Student Growth Concerns at Douglas**

Special education students at Douglas experienced a sharp decline in both ELA and Math SGP scores in 2012. For grades 4 through 6 ELA Student Growth Percentiles dropped 28.5 points to a median SGP of only 25, which is abysmal. In Math students in grades 4 through 6 dropped 31 points to a median SGP of 39. We find these growth percentiles alarming but recognize that the changes are based on a relatively small number of students. That being said we believe this dramatic drop in student growth merits a thorough district investigation to identify the underlying cause(s).

### **English Language Arts Proficiency Trends**

When you look at the percentage of special education students who achieve MCAS Proficiency in ELA from fourth to sixth grade across our peer districts (Concord, Lexington and Westford) an interesting trend emerges. For Concord 43% of 4<sup>th</sup> graders scored Proficient, 52% of 5<sup>th</sup> graders and 66% of 6<sup>th</sup> graders. Students in Westford and Lexington mirrored this steady upward trajectory in proficiency from 4<sup>th</sup> to 6<sup>th</sup> grade. In Westford 30% of 4<sup>th</sup> graders scored Proficient, 44% of 5<sup>th</sup>

graders and 60% of 6<sup>th</sup> graders. In Lexington 43% of 4<sup>th</sup> graders scored Proficient, 46% of 5<sup>th</sup> graders and 69% of 6<sup>th</sup> graders. However, in Acton the number of special education students achieving proficiency remained essentially flat from 4<sup>th</sup> to 6<sup>th</sup> grade with 47% of 4<sup>th</sup> graders, 53% of 5<sup>th</sup> graders and 52% of 6<sup>th</sup> graders scoring Proficient in 2012. By 6<sup>th</sup> grade all three of the peer districts reviewed had pulled away from Acton in terms of the percentage of special education students demonstrating proficiency in English Language Arts. This trend continues throughout junior high and high school. In 2012 78% of Acton's 10<sup>th</sup> grade special education students demonstrated proficiency compared to Concord, Lexington and Westford where 86%, 94% and 89% of special education students respectively demonstrated ELA proficiency by 10<sup>th</sup> grade.

## Summary

The Acton Public School district has recently implemented some positive changes to improve student outcomes including:

- Completing an in-depth MCAS analysis by learning strand in Mathematics for special education students.
- Implementing interventions and supports in Math for students at McCarthy-Towne.
- Initiating embedding writing across all curriculum areas to meet new Common Core requirements.
- Putting a new emphasis on informational and persuasive writing in addition to narrative writing.

We applaud the initiatives the district has under way to improve student outcomes. However, we think more needs to be done specifically for special education students to ensure the district is on target to close the proficiency gap 50% by 2017. We respectfully submit that it might be beneficial for the district to:

- Do an in-depth MCAS analysis by learning strand in English Language Arts for special education students as well as review individual student performance to identify individual and group areas of weakness as was done in Mathematics so successfully two years ago.
- Establish a SMART Goal and put together an action plan noting explicit interventions and timelines for increasing the growth and achievement of special education students over the next 5 years to ensure all of our students are on track to meet the new NCLB waiver requirements in 2017.
- Increase collaboration and planning time between regular and special education staff to annually review and modify curriculum and teaching strategies based on the incoming class' special education student needs.
- Introduce mandatory annual special education related professional development for regular education staff to increase teachers' tool kits of classroom strategies and techniques.

## How Have Recent Special Education Budget Cuts Impacted Student Performance?

While it is impossible to provide direct evidence that the weaknesses we're seeing in special education student growth and achievement are due to reduced resources from recent budget cuts, we are not convinced the two trends are unrelated. Our recent Acton Special Education Spending & Population Trends report noted that spending per special education student has decreased from FY 2009 to FY 2011. We note that since FY 2011 the district has made additional special education budget cuts related to special education classroom assistants – in both the overall number of assistants and compensation (i.e. hiring part-time assistants to save health insurance costs). As Dr. Mills has often stated, a “level service budget” requires increased spending to keep up with the cost

of inflation. Thus the absolute decrease in special education spending over the last few years reflects a larger decrease in services to special education students than the actual reduction in spending.

The spending cuts don't seem to have translated into noticeable changes in SGP or achievement for the overall special education subgroup. Math SGP has been consistently in the low to mid-50 range while ELA SGP has remained in the high-40 to low-50 range on average. The new NCLB student growth measure requires a median SGP of 51–59 for students to be considered on target to close the proficiency gap 50% by 2017. Although the overall district student growth for special education students has held up reasonably well, we are quite concerned about the unacceptably low 2012 student growth percentiles in both English Language Arts and Mathematics for fourth grade special education students.

We also note the substantial volatility in growth over the years for this subgroup of students across all elementary schools. It is not uncommon for special education students to demonstrate “crashes” and “recoveries” of more than ten points from year to year as the table below indicates. We don't understand why there should be such volatility from year to year and think the underlying cause(s) should be investigated and understood. We note that this pattern of growth volatility is consistent with a reactive “firefighting” model of intervention in which weak performance is only addressed when the “flames” become apparent. A preferable model would be a proactive, “fire prevention” model that emphasizes continual program review and improvement based on routine assessment of student performance, current research and best educational practices.

### Special Education Subgroup

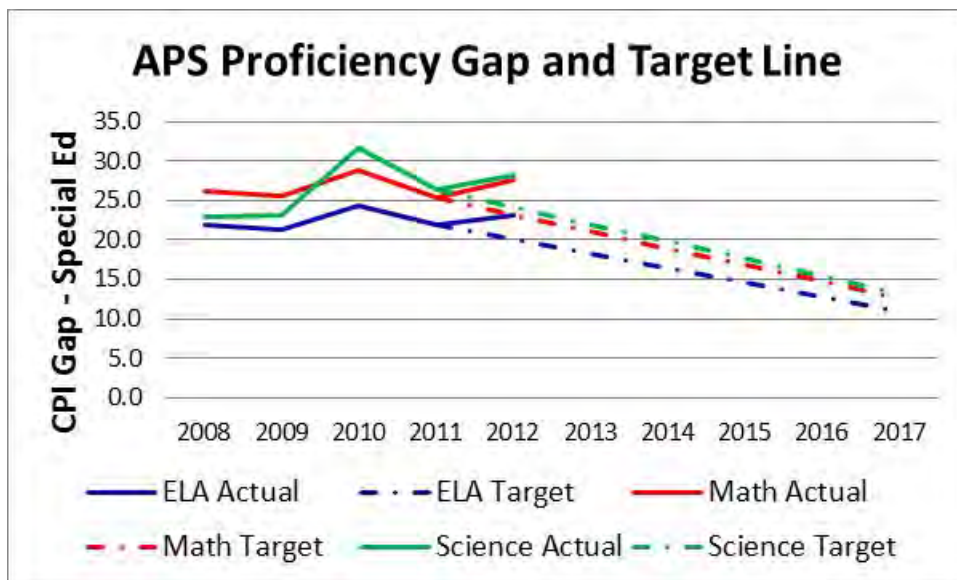
#### SGP Change >= 10 points vs. prior year

	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
ELA-McCarthy	-12.5		10.5	
ELA - Gates	-12.5	11.0		
ELA - Merriam		-15.0		
ELA - Douglas		-14.0	11.5	-28.5
ELA - Conant		15.0	-27.0	
Math - Merriam	-10.0			
Math - Douglas	10.0	-28.0	31.0	-31.0
Math - Conant				-15.5

### Analysis of New Proficiency Gap Data

The following charts show both historical data and a projected target line to meet the new NCLB waiver system requirement of closing the “proficiency gap” 50% by 2017. This chart represents the combined performance of 4<sup>th</sup> through 6<sup>th</sup> graders. As you can see from the chart below APS special education students only achieved “Met Target” status for Math as a result of the exemption for schools that perform in the top 10% across the state even though the actual proficiency gap widened from 2011 and 2012. This is a troubling trend. This subgroup of students unfortunately failed to meet proficiency gap targets in both English Language Arts and Science even with all of the

exemptions built into the new assessment system. As you can see from the charts below, the proficiency gap widened for students with disabilities in all three MCAS subject areas tested.



### Is APS Narrowing the Proficiency Gap for Special Education Students?

2012 Narrowing Gap?	<u>ELA</u>	<u>Math</u>	<u>Science</u>
On Target 50%?	No	No	No
Within 1.25 points?	No	No	No
Percentile in group	75	92	83
Exempt (90+)?	No	Yes	No
Percentile in aggregate	n/a	n/a	n/a
Exempt (80+)?	No	No	No
Met Target (or better)	FAIL	PASS	FAIL

## Analysis of English Language Arts MCAS Performance

### English Language Arts Student Growth Percentiles

While Acton students in aggregate demonstrated acceptable progress with ELA Student Growth Percentile medians (SGP) of 54 for 4<sup>th</sup> grade, 53 for 5<sup>th</sup> grade and 59 for 6<sup>th</sup> grade, each of these scores is the lowest of the academic peer group we reviewed (Concord, Lexington, and Westford) with the exception of Concord's 6<sup>th</sup> grade students.

Special education students received an ELA Student Growth Percentile of 35.5 for 4<sup>th</sup> grade, an SGP of 54 for 5<sup>th</sup> grade and an SGP of 53 for 6<sup>th</sup> grade. The 4<sup>th</sup> grade special education ELA SGP of 35.5 is below the state average and 10 or more points below Lexington and Concord's special education subgroup. In Acton 4<sup>th</sup> grade ELA special education student growth has consistently lagged behind. SGP for Acton's 4<sup>th</sup> grade subgroup has never reached 50 and has languished in the mid-30s for the last two years. We note that the special education subgroup's ELA SGP trended the

same direction as the aggregate group in all grades – up in fourth and sixth grades, down in fifth grade.

### English Language Arts Chart

The English Language Arts chart below shows Student Growth Percentiles by grade and class year for all students and for the special education subgroup. It also shows achievement and progress information including % Proficient, % Advanced and CPI for both groups. Aggregate student performance data is found on the left side of the chart and special education subgroup performance is found on the right side of the chart.

Acton Public School District  
ENGLISH LANGUAGE ARTS  
Student Growth Percentile by Grade and Class Year

All Students								Special Education							
Class Year	Grade*						Average	Class Year	Grade*						Average
	Fourth	Fifth	Sixth	Seventh	Eighth	Tenth			Fourth	Fifth	Sixth	Seventh	Eighth	Tenth	
2011						45	45.0	2011						48	48.0
2012					37	50	43.3	2012					36.5	50	43.3
2013				56	38	52	48.7	2013				48.5	30	60	46.2
2014			59	52.5	47	44	50.6	2014			63	43	51	47.5	51.1
2015		59.5	56.5	51	46		53.3	2015		51	56	34	38.5		44.9
2016	59	59	58	45	50		54.2	2016	48	52.5	49	48.5	47.5		49.1
2017	59	54	53	53			54.8	2017	41	50	45	37			43.3
2018	60	60	59				59.7	2018	45	55.5	53				51.2
2019	53	55					54.0	2019	34	54					44.0
2020	54						54.0	2020	35.5						33.5
Average	57.0	57.5	57.1	51.5	43.6	47.8	51.8	Average	40.7	52.6	53.2	42.2	40.7	51.4	45.5

Achievement and Progress Summary															
Class Year	SGP			% Advanced				Class Year	SGP			% Advanced			
	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth		Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth
Acton	54	55	59	24%	16%	22%	35%	Acton	35.5	54	53	8%	2%	8%	7%
Concord	72	58.5	45.5	32%	36%	38%	36%	Concord	46	53	38	5%	4%	9%	6%
Lexington	64	66	62	37%	33%	46%	47%	Lexington	45.5	58	60	14%	3%	4%	11%
Westford	60	60	63	29%	26%	33%	45%	Westford	32	53.5	43	4%	2%	3%	5%
State	50	50	50	15%	13%	17%	18%	State	37	43	44	3%	1%	2%	2%

Class Year	% Proficiency				CPI				Class Year	% Proficiency				CPI			
	Third	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth		Third	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth
Acton	80%	74%	82%	88%	93.5	89.3	93.7	95.5	Acton	53%	47%	53%	52%	82.1	65.1	75.8	82.3
Concord	86%	83%	85%	91%	95.2	92.3	94.6	95.9	Concord	43%	43%	52%	66%	78.8	73.0	73.0	73.0
Lexington	86%	83%	86%	92%	95.2	93.5	95.0	96.9	Lexington	53%	43%	46%	69%	82.8	75.3	77.9	88.2
Westford	78%	81%	84%	93%	92.3	92.2	94.5	97.3	Westford	24%	30%	44%	60%	66.1	66.7	78.0	80.6
State	61%	57%	61%	66%	84.1	80.0	82.5	84.8	State	24%	18%	21%	26%	64.7	57.6	60.5	62.9

  = 2012 MCAS Results      \* Data for Grades 4, 5, and 6 is Acton district only. Boxborough is not included.

Special education student SGP scores are not available on a by grade/by school basis because of the small size of the student subgroup. As a result we are unable to directly identify how performance at the individual schools is affecting the low fourth grade ELA SGP for the special education subgroup. However, we would direct attention to Douglas based on (a) the 16-point drop in aggregate fourth grade ELA SGP and (b) the 28.5-point drop in ELA SGP experienced by the Douglas special education students in 4<sup>th</sup> through 6<sup>th</sup> grades. We believe the ELA progress demonstrated by fourth grade special education students in Acton is unacceptably low when measured against aggregate student performance and the high educational standards set by our district.




We are also deeply concerned about the ELA Student Growth Percentile median of 25 earned by the 27 special education students at Douglas in 2012. Their performance is 15 points below the state average for this subgroup of students, which is the lowest median SGP reported by any school in the Acton Public School system over the five years that SGP data has been available. We understand that subgroup sizes are such that performance volatility is to be expected; that the range of performance among different disabilities is wide; and that students with similar disabilities may be grouped in one school; however, we believe a one-year 28.5-point drop to a median SGP of 25 warrants School Committee attention.

The chart below shows the student growth percentile change from 2011 to 2012 for each of the five elementary schools in the Acton Public School system.

### Special Education Subgroup School Summary - 2012 ELA

	<u>Conant</u>	<u>Douglas</u>	<u>Gates</u>	<u>McCarthy</u>	<u>Merriam</u>
Student Growth %	56.0	25.0	54.0	50.0	52.0
Change - Prior Year	20.0	-28.5	-8.0	4.0	7.0
CPI	70.4	73.0	77.9	76.8	82.5
Change - Prior Year	-1.5	-15.6	2.2	1.4	0.1
Proficiency % > or =	43.0%	38.0%	49.0%	50.0%	53.0%
Change - Prior Year	2.0%	-26.0%	-6.0%	4.0%	4.0%

 = highest in group.

0.0 = lowest in group.

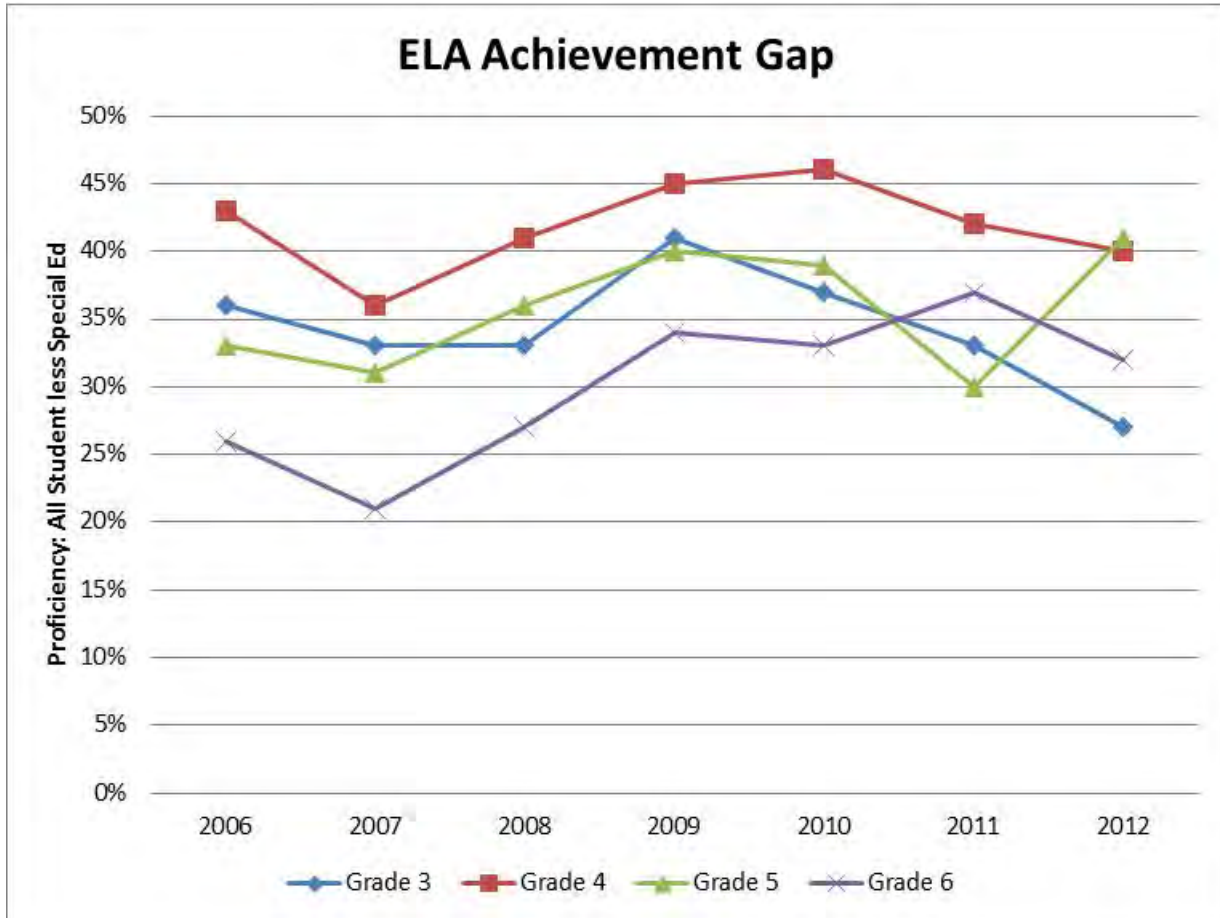
We also note that the new NCLB accountability system requires each subgroup of students to achieve an SGP of 51–59 to be considered on target to close the proficiency gap 50% by 2017. The new measurement system combines low income, English language learners and special education students into a single “High Needs” subgroup. Special education students make up about 2/3rds of the new High Needs group. In 2012 the special education subgroup and the larger High Needs subgroup both reported SGP growth in excess of 50.

### Traditional Achievement Gap Data

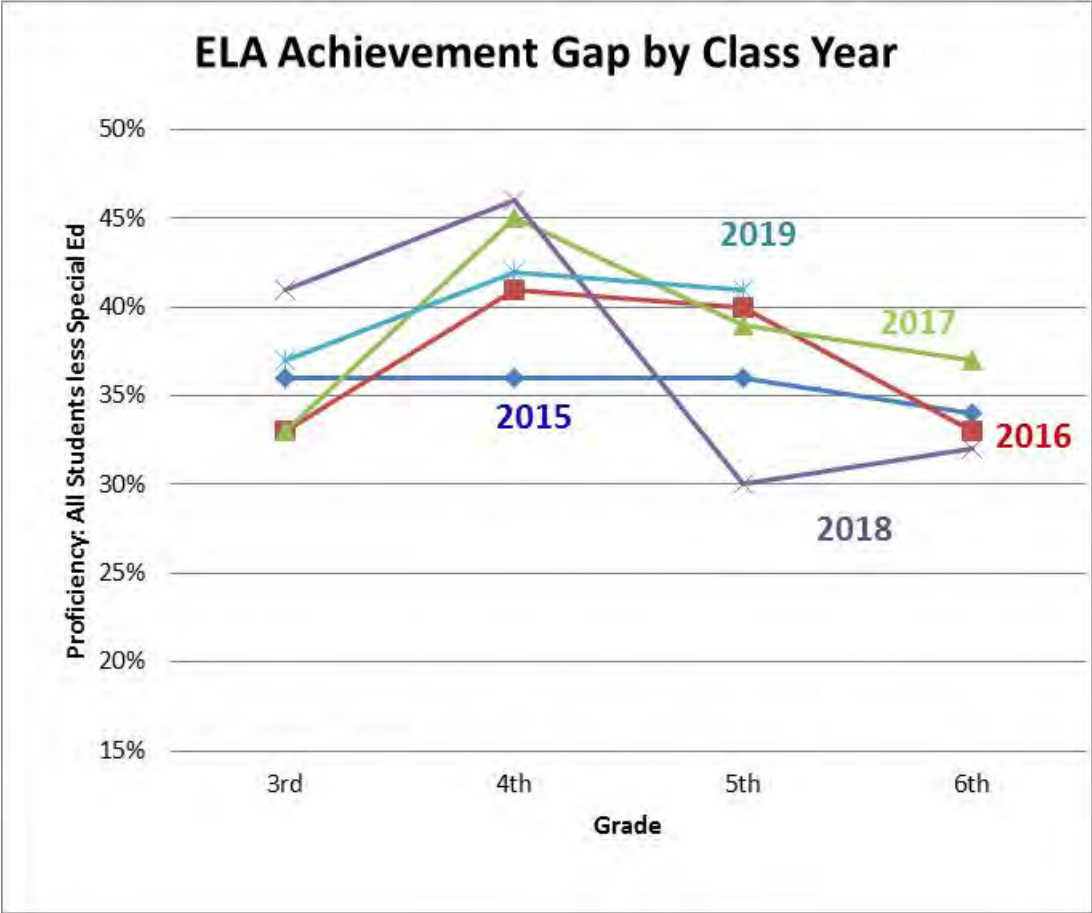
The following charts present the historical achievement gap trends between the aggregate student population and the special education student subgroup for English Language Arts and Mathematics from 2006 to 2012.

### English Language Arts Traditional Achievement Gap Scores\*

When you look at the traditional achievement gap in English Language Arts between the aggregate student population and students with special needs the achievement gap for the 4<sup>th</sup> grade has been essentially trendless. The 3<sup>rd</sup> grade has narrowed the achievement gap by 13 points since peaking in 2009. However, the 5<sup>th</sup> and 6<sup>th</sup> grades have increased the achievement gap by 10 and 11 points respectively since a low point in 2007.



\* It's important to note that our achievement gap charts don't reflect the true gap between regular education students and special education students. The gap is actually larger than shown because the aggregate student achievement numbers we've used include the lower special education subgroup performance. We have used the aggregate numbers because of the additional work it would take to tease out the actual data. We estimate that the actual achievement gap is probably 4-5% higher than shown in our charts.



**Analysis of Mathematics MCAS Performance**

**Mathematics Student Growth Percentiles**

In Mathematics we are concerned about the 18-point decline in the special education subgroup’s 4th grade Math SGP, which resulted in a poor median SGP of 32.5, which is 7.5 points below the state average for this student subgroup. We are also concerned about the 5<sup>th</sup> and 6<sup>th</sup> grade subgroups median SGP decline of 9 and 7 points respectively. Across the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades there was a broad based decline in Math progress for special education students. This decline across all three grades mirrored a more modest aggregate student body Math SGP decline. Notwithstanding the negative trend and problematic fourth grade special education performance, the Acton Public School district’s High Needs subgroup met its NCLB growth goal with an SGP of 52.

**Mathematics Chart**

The Mathematics chart below shows Student Growth Percentiles by grade and class year for all students and for the special education subgroup. It also shows achievement and progress information including % Proficient, % Advanced and CPI for both groups. Aggregate student performance data is found on the left side of the chart and special education subgroup performance is found on the right side of the chart.

Acton Public School District  
**MATHEMATICS**  
 Student Growth Percentile by Grade and Class Year

All Students							Special Education								
Class Year	Grade						Average	Class Year	Grade						Average
	Fourth	Fifth	Sixth	Seventh	Eighth	Tenth			Fourth	Fifth	Sixth	Seventh	Eighth	Tenth	
2011						54.5	54.5	2011						46	46.0
2012					51	63	57.0	2012					49	49	49.0
2013				60	44	65	56.3	2013				45	42	61.5	49.5
2014			63	44	53	73	58.3	2014			53	32	49	74	52.0
2015		61	67.5	58	53		59.9	2015		55	63.5	50	55		55.9
2016	65	58	68	73	50		62.8	2016	53.5	47	47	79	38.5		53.0
2017	66	59	72	63			65.0	2017	51	37.5	65	63			54.1
2018	60	66	68				64.7	2018	52	57	58				55.7
2019	64	65.5					64.8	2019	50.5	48					49.3
2020	59						59.0	2020	32.5						32.5
<b>Average</b>	63.8	61.9	67.7	59.6	50.2	63.9	61.2	<b>Average</b>	51.8	48.9	57.3	53.8	46.7	57.6	52.7

Achievement and Progress Summary

Class Year	SGP			% Advanced				Class Year	SGP			% Advanced			
	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth		Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth
Acton	59	65.5	68	46%	29%	52%	60%	Acton	32.5	48	58	17%	6%	18%	21%
Concord	68	69	41	52%	33%	60%	42%	Concord	34	63	36	10%	6%	25%	15%
Lexington	67	67	50.5	58%	47%	66%	57%	Lexington	55	58	49	20%	16%	23%	20%
Westford	61.5	69	67	51%	34%	54%	64%	Westford	34	60.5	55	11%	7%	5%	18%
State	50	50	50	27%	16%	25%	27%	State	40	40	41	7%	3%	5%	5%

Class Year	% Proficiency				CPI				Class Year	% Proficiency				CPI			
	Third	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth		Third	Fourth	Fifth	Sixth	Third	Fourth	Fifth	Sixth
Acton	82%	72%	82%	90%	93.5	89.3	93.7	95.5	Acton	41%	32%	43%	56%	82.1	65.1	75.8	82.3
Concord	86%	78%	68%	93%	94.8	90.6	94.0	93.1	Concord	53%	37%	54%	53%	80.0	70.9	79.3	79.2
Lexington	86%	83%	80%	95%	93.7	93.5	95.9	95.1	Lexington	47%	41%	52%	55%	75.0	75.0	82.1	81.0
Westford	80%	77%	96%	96%	90.9	92.2	93.8	95.9	Westford	33%	35%	43%	38%	62.2	71.8	73.9	69.4
State	61%	51%	57%	60%	80.9	79.2	78.4	80.5	State	26%	18%	20%	21%	60.2	60.0	54.6	55.9

= 2012 MCAS Results

\* Data for Grades 4, 5, and 6 is Acton district only. Boxborough is not included.

## Special Education Subgroup School Summary - 2012 Math

	2012 Math	Conant	Douglas	Gates	McCarthy	Merriam
Student Growth %	49.5	39.0	65.0	53.0	56.0	
Change - Prior Year	0.0	-31.0	-3.0	6.0	6.0	
CPI	65.6	77.7	72.9	69.8	78.3	
Change - Prior Year	-6.8	-6.4	-3.5	2.4	-3.8	
Proficiency % > or =	38.0%	54.0%	37.0%	39.0%	57.0%	
Change - Prior Year	-5.0%	-6.0%	-3.0%	8.0%	-1.0%	

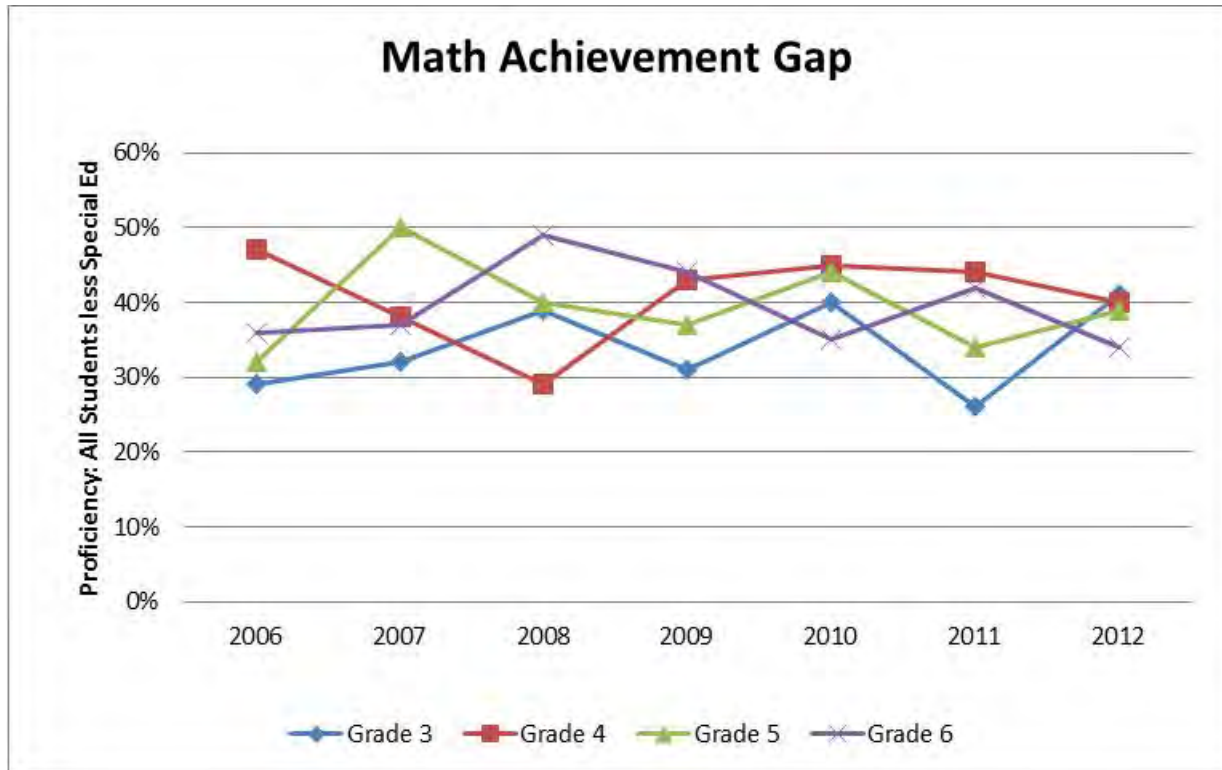
= highest in group.  
 0.0 = lowest in group.

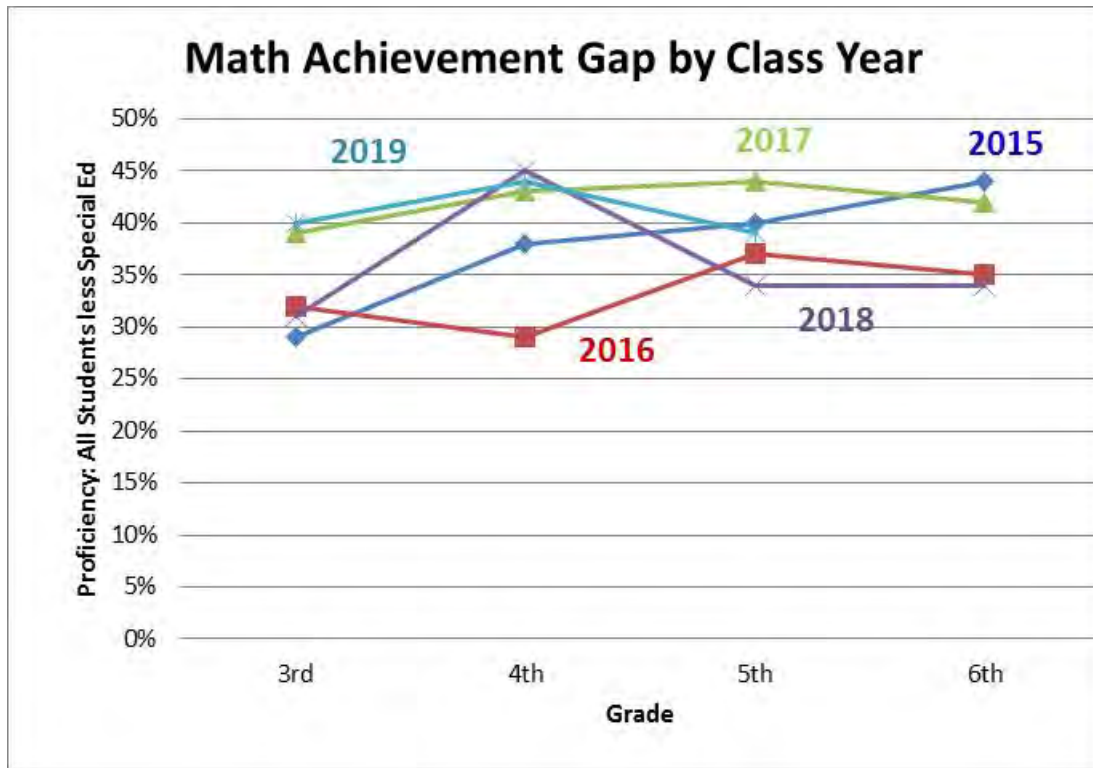
The decline in Math SGP among special education students seems to be due to student performance at Douglas where Math SGP declined 31 points to a median SGP of 39 in 2012. Unsurprisingly, Douglas' special education PPI and proficiency percentage also suffered material year-to-year declines as well.

**Mathematics Traditional Achievement Gap Scores\***

When you look at the achievement gap in Mathematics between the aggregate student population and students with special needs since 2006 there is a modest closing of the gap in the fourth grade. Sixth grade is essentially trendless over that period and the achievement gap has increased in third and fifth grade by 8-12 points. Overall the district's seven-year performance is trending more negatively than positively, which suggests to us that additional Administration attention is necessary to make effective progress on the promise of "no child left behind."

Acton's sixth grade subgroup showed the highest percentage of students Advanced and overall Proficient among the three peer districts (Concord, Lexington, and Westford) but Acton tended to lag this peer group in the three earlier grades.





## Summary of Best Practices Literature Search

The widespread acceptance of inclusion for special education students has highlighted the importance of creating appropriate learning opportunities for all students in the general education classroom. When a continuum of services, including a pullout model is available, strengthening of instruction in the general education classroom continues to be important to reduce referrals to special education, thus insuring against large caseloads, as well as to avoid fragmentation in the learning experience of special education students. These practices are also consistent with the mandate for placing students in the Least Restrictive Environment, as defined by IDEA and IDIEA. A review of the research literature and ‘best practices’ indicates that this can be done in several ways:

1. Hiring dual certified teachers who are able to address the needs of diverse students in a seamless and integrated fashion.
2. Increasing the regular education teacher’s capacity to reach a wide range of students through professional development that addresses the following:
  - a. An understanding of diverse learning styles
  - b. Development of a repertoire of effective techniques for differentiating instruction
  - c. Development of appropriate skills and strategies for infusing strategies throughout the curriculum
  - d. An understanding of effective behavior management techniques and
  - e. An understanding of the link between emotions, behavior and learning
3. Creating collaborative or co-teaching teams among the staff.
  - a. In the short-term, this provides diverse students in a single classroom with a general education teacher who is the ‘content specialist’ and a special educator who is the ‘process specialist.’

- b. In the long-term, when properly managed, a well-designed collaborative teaching model results in a staff where each individual teacher has a repertoire of content and process-related strategies so that each individual teacher has the capacity to address multiple needs, almost as if each teacher is ‘dual certified.’
- 4. Making full use of other resources including:
  - a. Technology
  - b. Para-professionals
  - c. Peer-tutoring
  - d. Home-school communication and collaboration
  - e. Flexible groupings of students and non-categorical supports that allow students to move between groupings on an as-needed basis
- 5. Proactively planning for the uniqueness of a particular cohort of students as it moves through the grades.
  - a. Use interdisciplinary teams including representatives from regular education, special education, curriculum, and guidance.
  - b. Meet once or twice a year to assess the progress and needs of high-needs and unique populations as the curriculum progresses.
  - c. Disseminate the information through a succinct report that targets the specific needs of these populations as they become evident, specifies strategies that are working well, and anticipates the needs of these populations in the future.
  - d. Use the same interdisciplinary, proactive mindset at team meetings for individual students and when negotiating major transitions within the school system (e.g. entry into upper elementary, middle school, high school, post-secondary education).
  - e. When a cohort with a ‘bubble population’ is making it’s way through the system, allocate sufficient time to plan proactively for this population so that by the time teachers receive these students, they are thoroughly familiar with their needs and the plan/program for addressing those needs.

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## **Addendum**

### **Individual School Charts**

The following charts show Student Growth Percentile data by individual school. The top half of the page shows SGP performance for all students in English Language Arts and Mathematics as well as the percent of students who scored Proficient and Advanced on MCAS. The bottom half of each page shows a more detailed breakdown of special education student performance that includes SGP, Composite Performance Index and percent of students who scored Proficient or better on MCAS. English Language Arts results are shown on the left half of the Special Education Results chart and Mathematics results are shown on the right half of that chart.



English Language Arts, All Douglas Students

Class Year	SGP by Grade			SGP B(W) District			% Advanced			
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Douglas	Acton	State	
2014			51			-8	Grade 3	23%	24%	15%
2015		57	48		-2.5	-8.5	Grade 4	14%	16%	13%
2016	57	54	48	-2	-5	-10	Grade 5	27%	22%	17%
2017	61	57	43	2	2	-10	Grade 6	23%	35%	18%
2018	54	69	44	-6	9	-15	All	22%	24%	19%
2019	53.5	56		0.5	1		% >= Proficient			
2020	37.5			-16.5			Grade 3	81%	80%	61%
Average	52.6	58.6	46.8	-4.4	0.9	-10.3	Grade 4	71%	81%	57%
							Grade 5	88%	73%	61%
							Grade 6	85%	77%	66%
							All	81%	78%	69%

Mathematics , All Douglas Students

Class Year	SGP by Grade			SGP B(W) District			% Advanced			
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Douglas	Acton	State	
2014			67			4	Grade 3	58%	46%	27%
2015		74	70		13	2.5	Grade 4	22%	29%	16%
2016	53	63	68	-12	5	0	Grade 5	65%	52%	25%
2017	67	59	71.5	1	0	-0.5	Grade 6	48%	60%	27%
2018	59	73	52	-1	7	-16	All	49%	47%	27%
2019	71	78		7	12.5		% >= Proficient			
2020	54.5			-4.5			Grade 3	92%	82%	73%
Average	60.9	69.4	65.7	-1.9	7.5	-2.0	Grade 4	80%	72%	51%
							Grade 5	93%	82%	57%
							Grade 6	89%	90%	60%
							All	89%	82%	59%

█ = 2012 MCAS results

Special Education Results

Douglas - Special Education

ELA Student Growth Percentile

Test Year	2008	2009	2010	2011	2012	Average
Douglas	49	56	42	53.5	25	45.1
District	54	48	47.5	47	51	49.5
State	39	40	41	42	43	41.0
<i>B (W) than</i>						
District	-5	8	-5.5	6.5	-26	-4.4
State	10	16	1	11.5	-18	4.1

Douglas - Special Education

Math Student Growth Percentile

Test Year	2008	2009	2010	2011	2012	Average
Douglas	57	67	39	70	39	54.4
District	53.5	56.5	52	59	52	54.6
State	40	43	43	43	43	42.4
<i>B (W) than</i>						
District	3.5	10.5	-13	11	-13	-0.2
State	17	24	-4	27	-4	12

Douglas - Special Education

ELA Composite Performance Index

Test Year	2008	2009	2010	2011	2012	Average
Douglas	77.1	85.5	85.1	88.6	73	81.9
District	78.1	78.7	75.7	78	76.8	77.5
State	65.9	67.8	67.3	68.3	67.3	67.3
<i>B (W) than</i>						
District	-1	6.8	9.4	10.6	-3.8	4.4
State	11.2	17.7	17.8	20.3	5.7	14.5

Douglas - Special Education

Math Composite Performance Index

Test Year	2008	2009	2010	2011	2012	Average
Douglas	73.4	78.3	70.9	84.1	77.7	76.9
District	73.9	74.4	71.2	74.7	72.4	73.3
State	55.4	56.9	57.5	43	56.9	53.9
<i>B (W) than</i>						
District	-0.5	3.9	-0.3	9.4	5.3	3.6
State	18	21.4	13.4	41.1	20.8	22.9

Douglas - Special Education

ELA - % Proficiency

Test Year	2008	2009	2010	2011	2012	Average
Douglas	45%	53%	62%	64%	38%	54%
District	51%	43%	44%	49%	46%	46%
State	27%	28%	28%	30%	31%	29%
<i>B (W) than</i>						
District	-6%	10%	18%	15%	-8%	6.6
State	18%	25%	34%	34%	7%	24%

Douglas - Special Education

Math - % Proficiency

Test Year	2008	2009	2010	2011	2012	Average
Douglas	43%	60%	44%	60%	54%	55%
District	40%	41%	38%	43%	44%	41%
State	19%	20%	21%	22%	21%	21%
<i>B (W) than</i>						
District	3%	19%	6%	17%	10%	11%
State	24%	40%	23%	38%	33%	32%

English Language Arts, All Gates Students

Class Year	SGP by Grade			SGP B(W) District			% Advanced		
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Grade 3	Grade 4	Grade 5
2014			51			-8	18%	24%	15%
2015		76	55		16.5	-1.5	15%	16%	13%
2016	68	56	63.5	9	-3	5.5	33%	22%	17%
2017	68	52.5	64	9	-2.5	11	49%	35%	18%
2018	63	74	64	3	14	5	29%	24%	19%
2019	71	56.5		18	1.5				
2020	65			11					
<b>Average</b>	67.0	63.0	59.5	10.0	5.3	2.4			

% >= Proficient			
Grade 3	74%	80%	61%
Grade 4	80%	81%	57%
Grade 5	84%	73%	61%
Grade 6	91%	77%	66%
All	83%	78%	69%

Mathematics , All Gates Students

Class Year	SGP by Grade			SGP B(W) District			% Advanced		
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Grade 3	Grade 4	Grade 5
2014			68			5	46%	46%	27%
2015		70	66		9	-1.5	31%	29%	16%
2016	84	53	62	19	-5	-6	63%	52%	25%
2017	84	52	75	18	-7	3	67%	60%	27%
2018	71	66	64	11	0	-4	52%	47%	27%
2019	82	68		18	2.5				
2020	60			1					
<b>Average</b>	76.2	61.8	67.0	13.4	-0.1	-0.7			

% >= Proficient			
Grade 3	80%	82%	73%
Grade 4	73%	72%	51%
Grade 5	81%	82%	57%
Grade 6	94%	90%	60%
All	82%	82%	59%

█ = 2012 MCAS results

Special Education Results

**Gates - Special Education**

**ELA Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Gates	56.5	44	55	62	54	54.3
District	54	48	47.5	47	51	49.5
State	39	40	41	42	43	41.0
<i>B (W) than</i>						
District	2.5	-4	7.5	15	3	4.8
State	17.5	4	14	20	11	13.3

**Gates - Special Education**

**Math Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Gates	59	57	55	68	65	60.8
District	53.5	56.5	52	59	52	54.6
State	40	43	43	43	43	42.4
<i>B (W) than</i>						
District	5.5	0.5	3	9	13	6.2
State	19	14	12	25	22	18.4

**Gates - Special Education**

**ELA Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Gates	79.6	82.1	73.1	75.7	77.9	77.7
District	78.1	78.7	75.7	78	76.8	77.5
State	65.9	67.8	67.3	68.3	67.3	67.3
<i>B (W) than</i>						
District	1.5	3.4	-2.6	-2.3	1.1	0.2
State	13.7	14.3	5.8	7.4	10.6	10.4

**Gates - Special Education**

**Math Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Gates	78.9	79.8	71.8	76.4	72.9	76.0
District	73.9	74.4	71.2	74.7	72.4	73.3
State	55.4	56.9	57.5	43	56.9	53.9
<i>B (W) than</i>						
District	5	5.4	0.6	1.7	0.5	2.6
State	23.5	22.9	14.3	33.4	16	22.0

**Gates - Special Education**

**ELA - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Gates	50%	50%	41%	55%	49%	49%
District	51%	43%	44%	49%	46%	46%
State	27%	28%	28%	30%	31%	29%
<i>B (W) than</i>						
District	-1%	7%	-3%	6%	3%	2.7%
State	23%	22%	13%	25%	18%	20%

**Gates - Special Education**

**Math - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Gates	48%	46%	39%	40%	37%	42%
District	40%	41%	38%	43%	44%	41%
State	19%	20%	21%	22%	21%	21%
<i>B (W) than</i>						
District	8%	5%	1%	-3%	-7%	1%
State	29%	26%	18%	18%	16%	21%

English Language Arts, All Merriam Students

Class Year	SGP by Grade			SGP B(W) District			Merriam	Acton	State
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth			
2014			67			8			
2015		67.5	62		8	5.5			
2016	47.5	62.5	56	-11.5	3.5	-2			
2017	28.5	57.5	54	-30.5	2.5	1			
2018	57	54	60	-3	-6	1			
2019	38	57		-15	2				
2020	50			-4					
<b>Average</b>	44.2	59.7	59.8	-12.8	2.0	2.7			

	Merriam	Acton	State
<b>% Advanced</b>			
Grade 3	25%	24%	15%
Grade 4	5%	16%	13%
Grade 5	16%	22%	17%
Grade 6	38%	35%	18%
All	23%	24%	19%
<b>% &gt;= Proficient</b>			
Grade 3	81%	80%	61%
Grade 4	64%	81%	57%
Grade 5	80%	73%	61%
Grade 6	88%	77%	66%
All	80%	78%	69%

Mathematics , All Merriam Students

Class Year	SGP by Grade			SGP B(W) District			Merriam	Acton	State
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth			
2014			67			4			
2015		74	70		13	2.5			
2016	53	63	68	-12	5	0			
2017	67	59	61	1	0	-11			
2018	59	74	63	-1	8	-5			
2019	61.5	67		-2.5	1.5				
2020	61			2					
<b>Average</b>	60.3	67.4	65.8	-2.5	5.5	-1.9			

	Merriam	Acton	State
<b>% Advanced</b>			
Grade 3	49%	46%	27%
Grade 4	37%	29%	16%
Grade 5	51%	52%	25%
Grade 6	68%	60%	27%
All	51%	47%	27%
<b>% &gt;= Proficient</b>			
Grade 3	84%	82%	73%
Grade 4	79%	72%	51%
Grade 5	88%	82%	57%
Grade 6	90%	90%	60%
All	85%	82%	59%

█ = 2012 MCAS results

Special Education Results

**Merriam - Special Education  
ELA Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	65	58	43	45	52	52.6
District	54	48	47.5	47	51	49.5
State	39	40	41	42	43	41.0
<i>B (W) than</i>						
District	11	10	-4.5	-2	1	3.1
State	26	18	2	3	9	11.6

**Merriam - Special Education  
Math Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	60	50	57	50	56	54.6
District	53.5	56.5	52	59	52	54.6
State	40	43	43	43	43	42.4
<i>B (W) than</i>						
District	6.5	-6.5	5	-9	4	0
State	20	7	14	7	13	12.2

**Merriam - Special Education  
ELA Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	85.6	82.3	74.1	82.4	82.5	81.4
District	78.1	78.7	75.7	78	76.8	77.5
State	65.9	67.8	67.3	68.3	67.3	67.3
<i>B (W) than</i>						
District	7.5	3.6	-1.6	4.4	5.7	3.9
State	19.7	14.5	6.8	14.1	15.2	14.1

**Merriam - Special Education  
Math Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	76.9	80	75.9	82.1	78.3	78.6
District	73.9	74.4	71.2	74.7	72.4	73.3
State	55.4	56.9	57.5	43	56.9	53.9
<i>B (W) than</i>						
District	3	5.6	4.7	7.4	5.9	5.3
State	21.5	23.1	18.4	39.1	21.4	24.7

**Merriam - Special Education  
ELA - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	60%	49%	44%	49%	53%	49%
District	51%	43%	44%	49%	46%	46%
State	27%	28%	28%	30%	31%	29%
<i>B (W) than</i>						
District	9%	6%	0%	0%	7%	4.8
State	33%	21%	16%	19%	22%	22%

**Merriam - Special Education  
Math - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Merriam	46%	43%	41%	58%	57%	49%
District	40%	41%	38%	43%	44%	41%
State	19%	20%	21%	22%	21%	21%
<i>B (W) than</i>						
District	6%	2%	3%	15%	13%	8%
State	27%	23%	20%	36%	36%	28%

English Language Arts, All McCarthy Towne Students

Class Year	SGP by Grade			SGP B(W) District			McCarthy	Acton	State	
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth				
2014			58			-1	Grade 3	26%	24%	15%
2015		34	50		-25.5	-6.5	Grade 4	14%	16%	13%
2016	59	46	44	0	-13	-14	Grade 5	16%	22%	17%
2017	60	44	47	1	-11	-6	Grade 6	27%	35%	18%
2018	55	45.5	57	-5	-14.5	-2	All	21%	24%	19%
2019	49	51		-4	-4		<b>% &gt;= Proficient</b>			
2020	44			-10			Grade 3	82%	80%	61%
<b>Average</b>	53.4	44.1	51.2	-3.6	-13.6	-5.9	Grade 4	71%	81%	57%
							Grade 5	75%	73%	61%
							Grade 6	87%	77%	66%
							All	79%	78%	69%

Mathematics , All McCarthy Towne Students

Class Year	SGP by Grade			SGP B(W) District			McCarthy	Acton	State	
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth				
2014			70			7	Grade 3	33%	46%	27%
2015		74	73		13	5.5	Grade 4	18%	29%	16%
2016	53	63	75	-12	5	7	Grade 5	22%	52%	25%
2017	67	59	76	1	0	4	Grade 6	59%	60%	27%
2018	59	47.5	77	-1	-18.5	9	All	34%	47%	27%
2019	38	40		-26	-25.5		<b>% &gt;= Proficient</b>			
2020	47.5			-11.5			Grade 3	73%	82%	73%
<b>Average</b>	52.9	56.7	74.2	-9.9	-5.2	6.5	Grade 4	50%	72%	51%
							Grade 5	69%	82%	57%
							Grade 6	90%	90%	60%
							All	71%	82%	59%

█ = 2012 MCAS results

Special Education Results

**McCarthy Towne - Special Education  
ELA Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	39.5	27	35.5	46	50	39.6
District	54	48	47.5	47	51	49.5
State	39	40	41	42	43	41.0
<i>B (W) than</i>						
District	-14.5	-21	-12	-1	-1	-9.9
State	0.5	-13	-5.5	4	7	-1.4

**McCarthy Towne - Special Education  
Math Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	50	51	48	47	53	49.8
District	53.5	56.5	52	59	52	54.6
State	40	43	43	43	43	42.4
<i>B (W) than</i>						
District	-3.5	-5.5	-4	-12	1	-4.8
State	10	8	5	4	10	7.4

**McCarthy Towne - Special Education  
ELA Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	73.2	76	73.4	75.4	76.8	75.0
District	78.1	78.7	75.7	78	76.8	77.5
State	65.9	67.8	67.3	68.3	67.3	67.3
<i>B (W) than</i>						
District	-4.9	-2.7	-2.3	-2.6	0	-2.5
State	7.3	8.2	6.1	7.1	9.5	7.6

**McCarthy Towne - Special Education  
Math Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	73.2	68.3	67.6	67.4	69.8	69.3
District	73.9	74.4	71.2	74.7	72.4	73.3
State	55.4	56.9	57.5	43	56.9	53.9
<i>B (W) than</i>						
District	-0.7	-6.1	-3.6	-7.3	-2.6	-4.1
State	17.8	11.4	10.1	24.4	12.9	15.3

**McCarthy Towne - Special Education  
ELA - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	51%	39%	39%	46%	50%	44%
District	51%	43%	44%	49%	46%	46%
State	27%	28%	28%	30%	31%	29%
<i>B (W) than</i>						
District	0%	-4%	-5%	-3%	4%	-2.9
State	24%	11%	11%	16%	19%	16%

**McCarthy Towne - Special Education  
Math - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
McCarthy	42%	31%	39%	31%	39%	35%
District	40%	41%	38%	43%	44%	41%
State	19%	20%	21%	22%	21%	21%
<i>B (W) than</i>						
District	2%	-10%	1%	-12%	-5%	-5%
State	23%	11%	18%	9%	18%	16%

**English Language Arts, All Conant Students**

Class Year	SGP by Grade			SGP B(W) District			% Advanced		
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Grade 3	Grade 4	Grade 5
2014			66			7	28%	24%	15%
2015		76	71		16.5	14.5	24%	16%	13%
2016	77	56	63.5	18	-3	5.5	19%	22%	17%
2017	76	52.5	56	17	-2.5	3	39%	35%	18%
2018	74	53	66	14	-7	7	27%	24%	19%
2019	59.5	52		6.5	-3				
2020	56			2					
<b>Average</b>	<b>68.5</b>	<b>57.9</b>	<b>64.5</b>	<b>11.5</b>	<b>0.2</b>	<b>7.4</b>			

% >= Proficient			
Grade 3	80%	80%	61%
Grade 4	78%	81%	57%
Grade 5	88%	73%	61%
Grade 6	92%	77%	66%
All	84%	78%	69%

**Mathematics, All Conant Students**

Class Year	SGP by Grade			SGP B(W) District			% Advanced		
	Fourth	Fifth	Sixth	Fourth	Fifth	Sixth	Grade 3	Grade 4	Grade 5
2014			61			-2	41%	46%	27%
2015		58	66		-3	-1.5	39%	29%	16%
2016	65	57	75	0	-1	7	57%	52%	25%
2017	65	71	82	-1	12	10	60%	60%	27%
2018	72	63	74	12	-3	6	49%	47%	27%
2019	62	68		-2	2.5				
2020	68			9					
<b>Average</b>	<b>66.4</b>	<b>63.4</b>	<b>71.6</b>	<b>3.6</b>	<b>1.5</b>	<b>3.9</b>			

% >= Proficient			
Grade 3	84%	82%	73%
Grade 4	76%	72%	51%
Grade 5	81%	82%	57%
Grade 6	89%	90%	60%
All	82%	82%	59%

  = 2012 MCAS results

**Special Education Results**

**Conant - Special Education**

**ELA Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Conant	56	48	63	36	56	51.8
District	54	48	47.5	47	51	49.5
State	39	40	41	42	43	41.0
<i>B (W) than</i>						
District	2	0	15.5	-11	5	2.3
State	17	8	22	-6	13	10.8

**Conant - Special Education**

**Math Student Growth Percentile**

Test Year	2008	2009	2010	2011	2012	Average
Conant	51	50.5	60	65	49.5	55.2
District	53.5	56.5	52	59	52	54.6
State	40	43	43	43	43	42.4
<i>B (W) than</i>						
District	-2.5	-6	8	6	-2.5	0.6
State	11	7.5	17	22	6.5	12.8

**Conant - Special Education**

**ELA Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Conant	74.4	72.7	79.8	71.9	70.4	73.8
District	78.1	78.7	75.7	78	76.8	77.5
State	65.9	67.8	67.3	68.3	67.3	67.3
<i>B (W) than</i>						
District	-3.7	-6	4.1	-6.1	-6.4	-3.6
State	8.5	4.9	12.5	3.6	3.1	6.5

**Conant - Special Education**

**Math Composite Performance Index**

Test Year	2008	2009	2010	2011	2012	Average
Conant	69.6	69.2	72.9	72.4	65.6	69.9
District	73.9	74.4	71.2	74.7	72.4	73.3
State	55.4	56.9	57.5	43	56.9	53.9
<i>B (W) than</i>						
District	-4.3	-5.2	1.7	-2.3	-6.8	-3.4
State	14.2	12.3	15.4	29.4	8.7	16.0

**Conant - Special Education**

**ELA - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Conant	55%	37%	51%	41%	43%	43%
District	51%	43%	44%	49%	46%	46%
State	27%	28%	28%	30%	31%	29%
<i>B (W) than</i>						
District	4%	-6%	7%	-8%	-3%	-2.0
State	28%	9%	23%	11%	12%	17%

**Conant - Special Education**

**Math - % Proficiency**

Test Year	2008	2009	2010	2011	2012	Average
Conant	38%	37%	38%	43%	38%	39%
District	40%	41%	38%	43%	44%	41%
State	19%	20%	21%	22%	21%	21%
<i>B (W) than</i>						
District	-2%	-4%	0%	0%	-6%	-2%
State	19%	17%	17%	21%	17%	18%