

2022 Outcomes Report to the Arlington School Committee

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Agenda



Purpose, Vision, and Mission

Arlington Wins from 2021-22 Outcomes

Arlington Challenges from 2021-22 Outcomes

Next Steps for Success in 2022-23

Q&A

Purpose



The purpose of this presentation is to share areas of success and future growth for the Arlington Public Schools across various outcome areas, using multiple measures to highlight:

- (1) Areas where APS is demonstrating success and a commitment to equity,
- (2) Areas where we can continue to adjust patterns of practice in order to achieve our shared mission, and
- (3) The steps we will take in 2022-23 to address our areas of challenge and growth.

Arlington Public Schools Vision Statement

The vision of the Arlington Public Schools is to be an **equitable educational community** where all learners feel a **sense of belonging**, experience **growth and joy**, and are **empowered** to shape their own futures and contribute to a better world.

Arlington Public Schools Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

State Results and Trends

MCAS Test Administration 2019-2022 (STATE of MA)

**2022 school year was the first full MCAS administration for grades 3-8 since 2019.
Grade 10 students in 2022 had not taken an MCAS test since 2019 (grade 7).**

Year	Grades 3-8	Grade 10
2019	Full test administration	Full test administration
2020	No tests administered	No tests administered
2021	Half-test administered	Full test administered
2022	Full test administered	Full test administered

2022 MCAS summary notes (STATE DATA)

- The 2022 MCAS showed mixed results compared with 2021 scores:
 - Math scores increased
 - English Language Arts (ELA) scores declined
 - Science scores increased slightly
- When we compare these results to pre-pandemic levels, we have a ways to go across all subject areas to fully recover learning losses
- In ELA, two focus areas for improvement
 - Impact of lower writing scores
 - Early literacy challenges
- Student absenteeism remains a challenge across the board for recovery efforts

Understanding Student Growth

Student Growth

- Availability of data allows for return to cohort model for student growth percentile calculations
- Should not be compared to 2021
- Old standards for understanding the means are applicable
 - Mean SGP of 1-19 = Very low growth
 - Mean SGP of 20-39 = Low growth
 - Mean SGP of 40-59 = Typical growth
 - Mean SGP of 60-79 = High growth
 - Mean SGP of 80-99 = Very high growth

APS 21-22 ELA Outcomes Wins and Challenges

Grades 3-8 ELA Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2022						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2022	Diff
All	+2%	+1%	-2%	+3%	-5%	512	508	-4
Af Am/Black	+2%	+8%	-10%	-11%	+1%	492	488	-4
Asian	+1%	+3%	-4%	+2%	-6%	514	510	-4
Hisp/Latino	+7%	-2%	-5%	-2%	-3%	504	499	-5
Multi Race	+4%	-1%	-3%	+9%	-11%	515	508	-7
White	0	+1%	-1%	+5%	-6%	513	509	-4
Male	+1%	+1%	+2%	+2%	-4%	507	504	-3
Female	+1%	+1%	-1%	+4%	-6%	516	512	-4

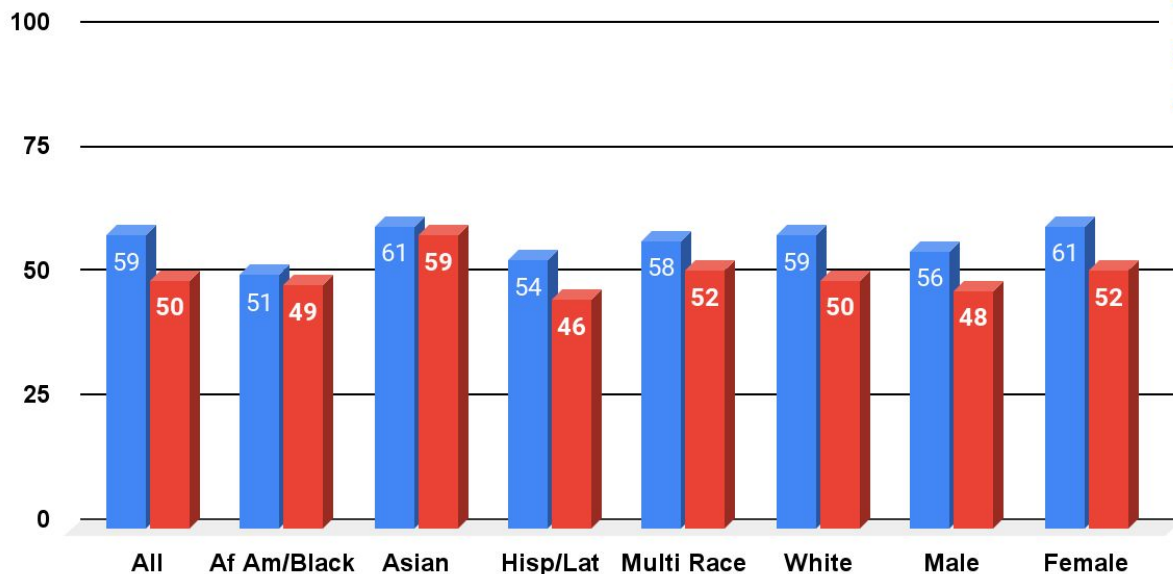
10th Grade ELA Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2022						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2022	Diff
All	-1%	-1%	-1%	+4%	-3%	517	515	-2
Af Am/Black	-	-	-	-	-	-	-	-
Asian	-10%	+13%	-10%	+6%	-17%	520	511	-9
Hisp/Latino	+14%	-18%	+14%	0%	+14%	501	509	+8
Multi Race	-9%	+9%	-9%	-5%	-4%	514	513	-1
White	+2%	-2%	+2%	+5%	-3%	518	516	-2
Male	-1%	-2%	-1%	+8%	-9%	514	511	-3
Female	+2%	-2%	+2%	0%	+2%	519	518	-1



Typical-High Growth for All in Grades 3-8 ELA

Grades 3-8 ELA Race/Ethnicity/Gender SGP Data

■ 2022 District ■ 2022 State



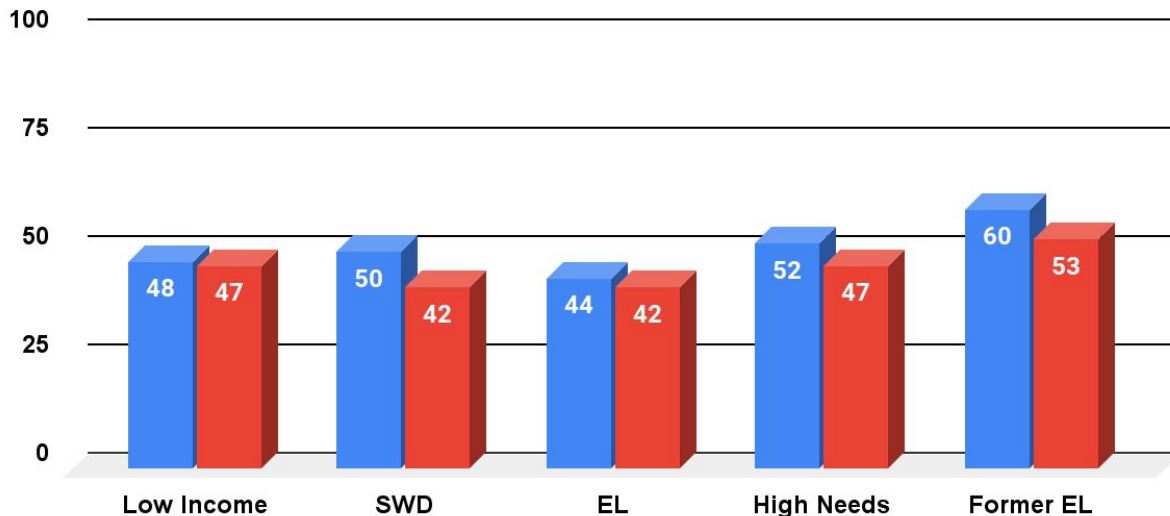
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- Mean SGP of 60-79 = High growth
- Mean SGP of 80-99 = Very high growth



Typical-High Growth for All in Grades 3-8 ELA

Grades 3-8 ELA Econ Dis, SWD, EL, High Needs, and Former EL SGP Data

2022 District 2022 State

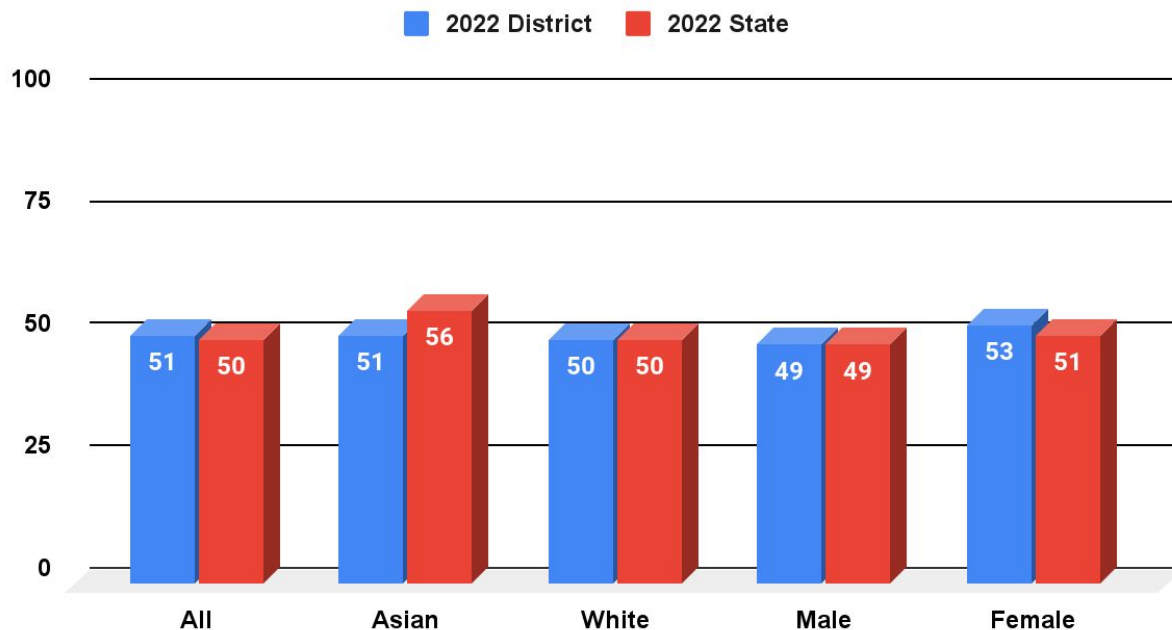


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Typical-High Growth for All in Grades 3-8 ELA

10th Grade ELA Race/Ethnicity/Gender SGP Data



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- Mean SGP of 60-79 = High growth
- Mean SGP of 80-99 = Very high growth

APS 21-22 Math Outcomes Wins and Challenges

Grades 3-8 Math Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2022						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2022	Diff
All	-1%	0%	-1%	0%	0%	510	509	-1
Af Am/Black	+10%	-9%	-0%	0%	0%	488	483	-5
Asian	-1%	-3%	+2%	-3%	+5%	517	519	+2
Hisp/Latino	+1%	0%	-2%	-1%	0%	502	498	-4
Multi Race	+5%	0%	-4%	0%	-4%	513	510	-3
White	-1%	0%	-2%	0%	-2%	511	510	-1
Male	-2%	-2%	-1%	0%	0%	510	510	0
Female	+1%	+2%	-3%	-1%	-1%	510	508	-2

Grades 3-8 Math Change in Achievement Levels for Econ Dis/Low Income SWD, EL, High Needs and Former EL 2019 to 2022						Average Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2022	Diff
Econ Dis/Low Income	+9%	-2%	-7%	-6%	0%	492	488	-4
SWD	+3%	-3%	0%	-2%	-2%	491	489	-2
EL	+4%	+6%	-10%	-7%	-2%	493	487	-6
High Needs	+3%	-1%	-3%	-1%	-2%	496	494	-2
Former EL	0%	-1%	+1%	+3%	-2%	506	506	0

10th Grade Math Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2022						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2022	Diff
All	-1%	0%	+1%	-6%	+8%	517	521	+4
Af Am/Black	-	-	-	-	-	-	-	-
Asian	-3%	+2%	0%	+1%	0%	522	521	-1
Hisp/Latino	-7%	-1%	+9%	-6%	+15%	499	505	+6
Multi Race	-2%	+2%	0%	-4%	+5%	516	518	+2
White	-2%	+2%	0%	-8%	+8%	518	523	-5
Male	-2%	+3%	-1%	-13%	+12%	516	522	+6
Female	0%	-3%	+3%	0%	+3%	518	520	+2

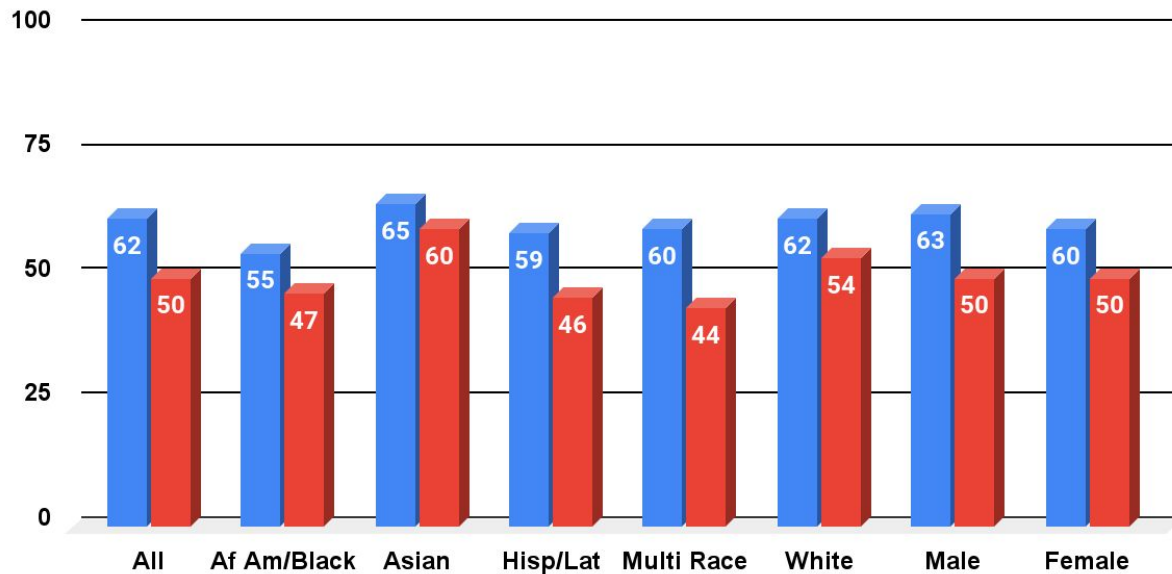
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Econ Dis/Low Income	-5%	+18%	-13%	-17%	+4%	499	502	+3
SWD	-6%	+13%	-8%	-10%	+4%	493	498	+5
EL	-	-	-	-	-	-	-	-
High Needs	-6%	+5%	0%	-5%	+7%	499	505	+6
Former EL	-	-	-	-	-	-	522	-



Typical-High Growth for All Students in Math

Grades 3-8 Math Race/Ethnicity/Gender SGP Data

2022 District 2022 State



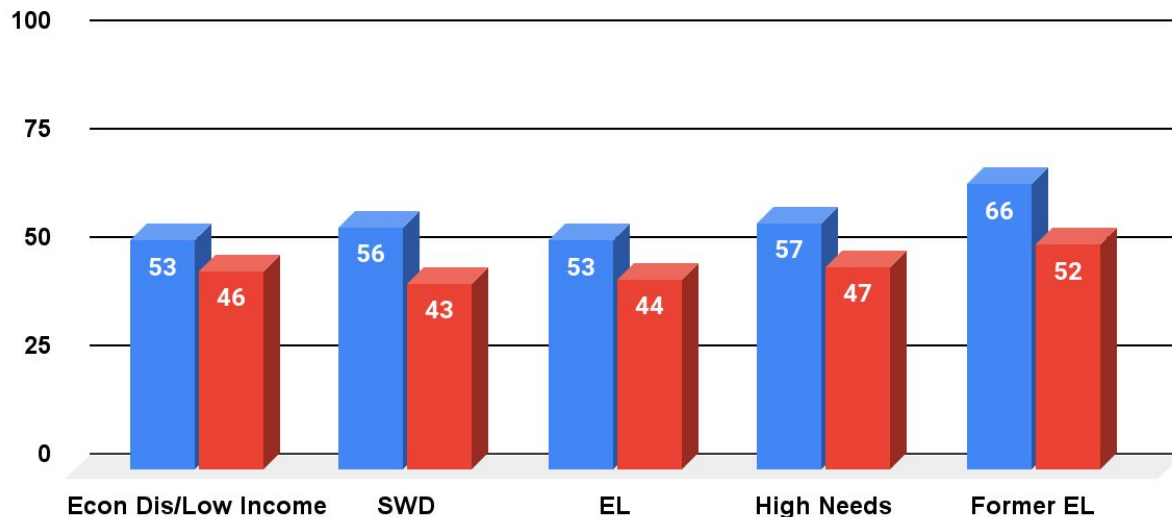
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Typical-High Growth for All Students in Math

Grades 3-8 Math Econ Dis, SWD, EL, High Needs, and Former EL SGP Data

2022 District 2022 State



- Mean SGP of 1-19 = Very low growth
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APS 21-22 STE Outcomes Wins and Challenges

Grades 5 and 8 STE Change in Achievement Levels for Race/Ethnicity/Gender 2019 to 2022						Average Scaled Score		
	NM	PM	M/E Trends	Meeting	Exceeding	2019	2022	Diff
All	+0%	-4%	+4%	+8%	-5%	513	512	-1
Af Am/Black	+6%	-22%	+16%	+18%	-2%	486	488	+2
Asian	-1%	-8%	+8%	+2%	+6%	514	518	+4
Hisp/Latino	+2%	-14%	+12%	+6%	-6%	504	505	+1
Multi Race	+1%	-7%	+5%	+15%	-9%	515	511	-4
White	0%	0%	+1%	+9%	-8%	515	513	-2
Male	+1%	-5%	+4%	+11%	-7%	513	511	-2
Female	0%	-2%	+2%	+7%	-4%	513	512	-1

Grades 5 and 8 STE Change in Achievement Levels for Econ Dis, SWD, EL, High Needs, and Former EL 2019 to 2022						Average Scaled Score		
	NM	PM	M&E Trends	Meeting	Exceeding	2019	2022	Diff
Econ Dis/Low Income	+4%	-4%	-1%	-2%	+1%	493	490	-3
SWD	+1%	-5%	+5%	+4%	0%	494	493	-1
EL	+4%	+8%	-12%	-12%	0%	485	481	-4
High Needs	+1%	-4%	+3%	+2%	+1%	495	496	+1
Former EL	-2%	-15%	+16%	+21%	-4%	502	506	+4

Additional Accountability Outcomes Wins and Challenges

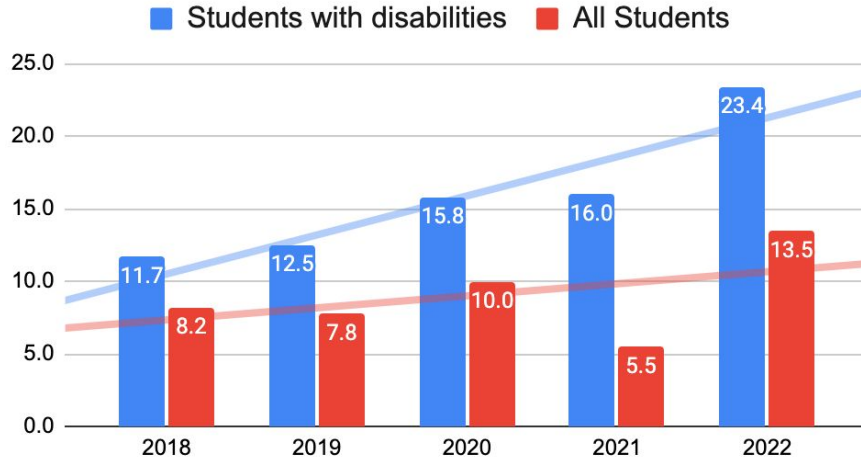
School Accountability Percentiles



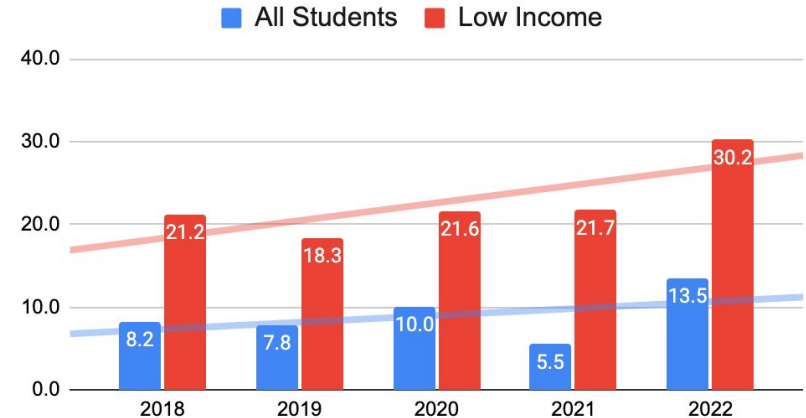
Schools	2019 Percentiles	2022 Percentiles
AHS	79	83
Brackett	84	84
Dallin	87	89
Gibbs	86	90
Hardy	72	84
Bishop	85	94
Stratton	76	88
Ottoson	90	97
Peirce	73	75
Thompson	85	87

Chronic Absenteeism Trends

2018-2022 District Chronic Absenteeism: Students



2018-2022 District Chronic Absenteeism: Students



Chronic Absenteeism is defined as missing 10% or more school days during the school year (18+ days). These graphs represent the % of students by IEP status (left) and income status (right) who missed 10% or more of school days. For accountability purposes, the state is only counting students who missed 20% or more in 2022; however, this is expected to return to 10% in 2023 and we are reporting the 10% level in this graph for 2022.

Advanced Coursework Completion



Advanced coursework completion - High school			About the Data
Group	2021 Rate (%)	2022 Rate (%)	N
All Students	78.2	76.5	757
High needs	45.7	46.2	184
Low income	47.4	52.7	110
EL and Former EL	50.0	45.8	24
Students w/ disabilities	36.5	27.8	90
Amer. Ind. or Alaska Nat.	-	-	-
Asian	87.2	81.1	74
Afr. Amer./Black	50.0	40.0	35
Hispanic/Latino	55.3	50.0	44
Multi-race, Non-Hisp./Lat.	75.0	65.9	41
Nat. Haw. or Pacif. Isl.	-	-	-
White	80.3	81.0	563

Climate and Culture: Student Belonging



Fall 2021 Panorama Student Survey (School-Level)
Grades 3-5

Student Sense of Belonging by Race

Group Name	Group Size	Cultural Awareness and Action	Rigorous Expectations	School Climate	School Safety	Sense of Belonging	Teacher-Student Relationships
All respondents	1,350	33%	74%	65%	74%	69%	66%
Student Race							
A	201	-2	-2	+3	-2	0	0
A, W	69	-5	+2	-7	-1	-10	-2
B	40	-8	-6	-10	-14	-18	-8
B, H	5	+7	+10	-2	-10	+16	+12
B, W	15	0	-1	+11	-11	+3	+10
W	928	+1	+1	+2	+2	+1	+1
W, H	63	-1	-1	-7	-5	-1	-1
Confidentiality protected	29	+3	-1	0	-9	+1	-2

Group Name

Group Size

Cultural Awareness and Action
Rigorous Expectations
School Climate
School Safety
Sense of Belonging
Teacher-Student Relationships

All respondents	1,350	33%	74%	65%	74%	69%	66%
Do you identify as transgender?							
Yes	37	-5	-15	-8	-12	-12	-7
No	1,087	+1	+2	+1	+2	+1	+2
I'm not sure	141	-4	-9	-1	-9	-6	-7
rather not answer this qu...	80	+7	+1	-4	-9	-10	-1

Student Sense of Belonging by transgender identification

Climate and Culture: Staff Belonging

QUESTION



How much respect do colleagues in your school show you?

78% 
responded
favorably

QUESTION



How well do your colleagues at school understand you as a person?

53% 
responded
favorably

QUESTION



How connected do you feel to other adults at your school?

49% 
responded
favorably

QUESTION



How much do you matter to others at your school?

54% 
responded
favorably

APS Action Steps to Improve Outcomes Aligned with Strategic Priorities 1-4

Actions for 2022-23: Priority Area 1 Ensuring Equity and Excellence



1. Continued assessment of Elementary Literacy Curriculum Resources for initial implementation in 2023-24;
2. Completion of Comprehensive Equity Audit; using findings to integrate recommendations into strategic planning for Priority 1 and school improvement planning;
 - a. Common theme in School Improvement Plans: increasing belonging through a focus on student discourse in academic content areas;
 - b. Common theme in secondary department: focus on equitable grading practices;
 - c. Continued work increasing representation in curriculum materials based on previous SEL and Curriculum audit.
3. Reformatted Professional Learning to include a menu, with a focus on Tier I Universal Instructional Practice.

Actions for 2022-23: Priority Area 2

Valuing All Staff



1. DEI Office implementation of opt-in affinity groups for all staff;
2. Reformatting of Professional Learning to prioritized choice-based, sustained engagement in topics of interest and relevance to staff;
3. Implementation of options for NPTS educators to meet new 18 hours of racial identity professional learning requirement;
4. DEI and HR office: Checking in with new staff members at the start of the school year;
5. Focus on building belonging for staff through small actions: a continuation of Opening Day invitations to:
 - a. Greet everyone,
 - b. Follow up,
 - c. Give specific gratitudes liberally, and
 - d. Take learning risks in order to facilitate growth and joy.

Actions for 2022-23: Priority Area 3
Improving Infrastructure, Operations, and Sustainability



- Accelerated update of playground in partnership with Town Department of Recreation;
- Continued work on new AHS, including collaboration on a supportive start to the 2023-24 school year for all AHS students;
- Refinement of budget proposal and planning process to include more opportunities for stakeholders to provide input on budget proposals;
- Early planning for eventual improvements to Ottoson Middle School; and
- HVAC upgrades at Dallin Elementary School.

Actions for 2022-23: Priority Area 4 Sustaining Collaborative Partnerships



1. 4 fall community forums for all interested stakeholders to learn about equity audit recommendations and provide feedback on strategic initiative drafts;
2. Staff forums for teachers to learn about equity audit recommendations and provide feedback on strategic initiative drafts;
3. Continued design work on APS website and migration of school sites to new content management system;
4. Pilot Before School Care Program; and
5. Continued expansion and accessibility updates for APS communication systems.

Q&A