



Date: July 9, 2007

To: Members of the Board of Education  
Howard County Public School System

From: Sandra Erickson  
Deputy Superintendent

Subject: Grade 2 Stanford Achievement Test Results for 2007

### Background Information

The Howard County Public School System (HCPSS) has historically given students a standardized test in the spring of Grade 2. Initially, the Comprehensive Tests of Basic Skills (CTBS) was mandated by the Maryland State Department of Education (MSDE.) When MSDE implemented the Maryland School Performance Assessment Program (MSPAP), it made Grade 2 testing an option for districts. Most districts, like HCPSS, continued the testing in Grade 2 as a means to give students an experience with a standardized test prior to the mandated tests in Grade 3. Schools also used the data from Grade 2 tests as another indicator of student's performance in reading and mathematics to guide instructional decisions.

The CTBS evolved into the TerraNova, which was the norm-referenced test used in the Maryland School Assessment (MSA) for Grades 3 to 8 in mathematics. (The reading portion of MSA was based on the Stanford Achievement Test, a test developed by Harcourt.) Thus, in spring 2005, the HCPSS began using the TerraNova test for Grade 2 since it was similar to the CTBS and aligned with the mathematics portion of the MSA.

In 2007, the MSDE decided to use the Stanford Achievement Test for both the reading and mathematics portions of the MSA. After discussion with curricular and assessment staff members, it was decided that it would be best to use the same test for students in Grade 2 that was used for the norm-referenced portions of the MSA. This would enable students to take a test in Grade 2 that was presented in the same format as the test they would take in Grade 3. It was also hoped that data from the Grade 2 test would serve as an indicator of performance on the Grade 3 tests. (Generally, it would take several years for HCPSS to be able to complete an analysis examining the relationship between Grade 2 scores and Grade 3 scores; however, several neighboring districts have been using the Stanford Achievement Test for several years and were willing to share the results of their studies with the HCPSS.)

Since the Stanford Achievement Test was given to second grade students for the first time in 2007, it is not valid to compare the scores to those of prior years when a different test was administered. Each standardized test is normed with different populations and includes

directions specific to the test publisher. Therefore, the Grade 2 results will not include trend data.

Additionally, the HCPSS local standards were designed to present the Grade 2 results in the same format as the MSA results—identifying the percent of students able to score proficient or above. In order to align the Grade 2 results with the Grade 3 results, the statistical analyses conducted by Anne Arundel and Frederick Counties served as a guide for HCPSS in defining a proficiency level aligned with MSA. After some study of the procedures and decisions of these counties, and some analysis and discussion of our own, we determined that for the total and subtest scores, a student has to score at or above the 5<sup>th</sup> stanine to be categorized as “proficient” in that area. There was no attempt to identify an advanced level of performance, since studies had not been conducted for this level.

## Results

Table 1 presents the percent of students able to score at a proficient level on the total reading and total mathematics portion of the Stanford Achievement Test in Grade 2. The local standard is for 70 percent of students to reach a proficient level of performance.

Table 1: Percent of Students Achieving Proficient in Reading and Mathematics

<b>Student Group</b>	<b>Number of Students</b>	<b>Total Reading</b>	<b>Total Mathematics</b>
Overall	3264	80.7%	78.1%
Male	1749	77.9%	77.6%
Female	1515	83.8%	78.7%
Asian	513	85.9%	86.1%
African American	708	63.7%	58.0%
White	1763	87.8%	86.1%
Hispanic	174	57.4%	54.6%
Am. Ind./Alaskan	7	71.4%	71.4%
Not Reported	9	88.8%	88.8%
ELL	182	46.7%	53.8%
FARMS	439	47.3%	45.5%
Special Education	259	37.8%	44.0%

The results for each elementary school in reading and mathematics are presented in Table 2. There were 30 schools able to reach the local standard of 70 percent in reading and 29 schools in mathematics, as noted by the shaded cells in the table.

Table 2: Percent of Students Achieving Proficient in Reading and Mathematics by School

Elementary School	Total Reading	Total Mathematics
Atholton	75.0%	66.6%
Bellows Spring	85.1%	81.8%
Bollman Bridge	54.4%	56.9%
Bryant Woods	66.1%	54.8%
Bushy Park	90.7%	89.6%
Centennial Lane	91.2%	92.3%
Clarksville	88.7%	88.7%
Clemens Crossing	89.7%	80.8%
Cradlerock	64.7%	60.5%
Dayton Oaks	89.2%	89.2%
Deep Run	69.0%	72.6%
Elkridge	88.7%	84.2%
Forest Ridge	77.9%	74.5%
Fulton	86.2%	88.5%
Gorman Crossing	66.2%	62.7%
Guilford	79.7%	72.1%
Hammond	88.6%	95.4%
Hollifield Station	84.2%	79.6%
Ilchester	95.3%	89.5%
Jeffers Hill	75.9%	72.1%
Laurel Woods	55.0%	47.8%
Lisbon	88.4%	86.9%
Longfellow	74.5%	80.0%
Manor Woods	89.4%	91.3%
Northfield	89.9%	84.4%
Phelps Luck	63.9%	48.8%
Pointers Run	91.1%	81.4%
Rockburn	82.7%	77.5%
Running Brook	63.8%	55.3%
St. John's Lane	70.0%	67.6%
Stevens Forest	73.8%	83.3%
Swansfield	61.4%	57.8%
Talbott Springs	75.4%	88.6%
Thunder Hill	91.4%	91.4%
Triadelphia Ridge	91.3%	86.9%
Waterloo	75.5%	86.0%
Waverly	92.1%	89.2%
West Friendship	89.7%	87.1%
Worthington	90.2%	81.9%

In addition to the overall results, schools receive data by student group as well as information on these subtests: word study, reading vocabulary, reading comprehension, problem solving, mathematics procedures, and language. These data can assist with school improvement planning efforts. Schools also receive information about individual student performance on these subtests

and for total reading and total mathematics. For total reading and total mathematics, the student's national percentile rank is also reported. These data are helpful to guide instructional decisions at the school level.

### Next Steps

Since this is a new test, it will be important to help administrators and teachers understand and effectively use the new information they are receiving particularly in the new subtest categories. It will also be important to examine the Stanford Achievement Test results in comparison to the information gathered through the local assessment program, as an additional source of data to guide improvement efforts.

There will also need to be considerable discussion and reflection around the use of the Grade 2 test in light of a recent decision by MSDE. The MSDE has decided that it will no longer include the norm-referenced component of the MSA in future administrations. This means that many of the items on the Stanford Achievement Test for Grades 3 to 8, which are used on the Maryland School Assessment, will be eliminated. These eliminated items will be those aligned to national content standards and norms, and which are not specific to the Maryland Content Standards. It will be important for the HCPSS to examine the Stanford Achievement Test for Grade 2 to see if the desired alignment to the MSA will continue with these changes.

If you have additional questions or need more information about the Grade 2 test results, please contact Terry Alban at 410-313-6685.

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