

PARCC 2015

Preview of Results



November 18, 2015

Anne S. Wilson, PhD
Superintendent of Schools

What do standardized assessment results tell us and how do we use results?

We DO:

Review results in depth at the school, grade level, and individual student level

Identify areas of strength and challenge

Triangulate with other sources of data to inform instruction, intervention and professional development

Adjust curriculum alignment as needed

We DO NOT:

Make sweeping generalizations or wholesale changes based on standardized assessment results - especially one year of data

Judge students as learners or groups of learners

Judge teachers as practitioners

PARCC/MCAS Participation

Assessment	# of Districts (including public charters)	%
PARCC (3-8)	194	54%
MCAS (3-8)	165	46%

PARCC Administration Mode		
Paper/Pencil	Computer	Mix (P&P and Computer)
31%	50%	19%

PARCC Participation at SPS

	ELA	Math
All Grades	96%	96%
03	98%	98%
04	94%	94%
05	99%	99%
06	94%	92%
07	96%	96%
08	96%	77% Math 8
08		97% Algebra I

PARCC/MCAS Achievement Levels

PARCC Level	MCAS Level
5 Exceeded Expectations	Advanced
4 Met Expectations	Proficient
3 Approached Expectations	Needs Improvement
2 Partially Met Expectations	
1 Did not yet meet Expectations	Warning

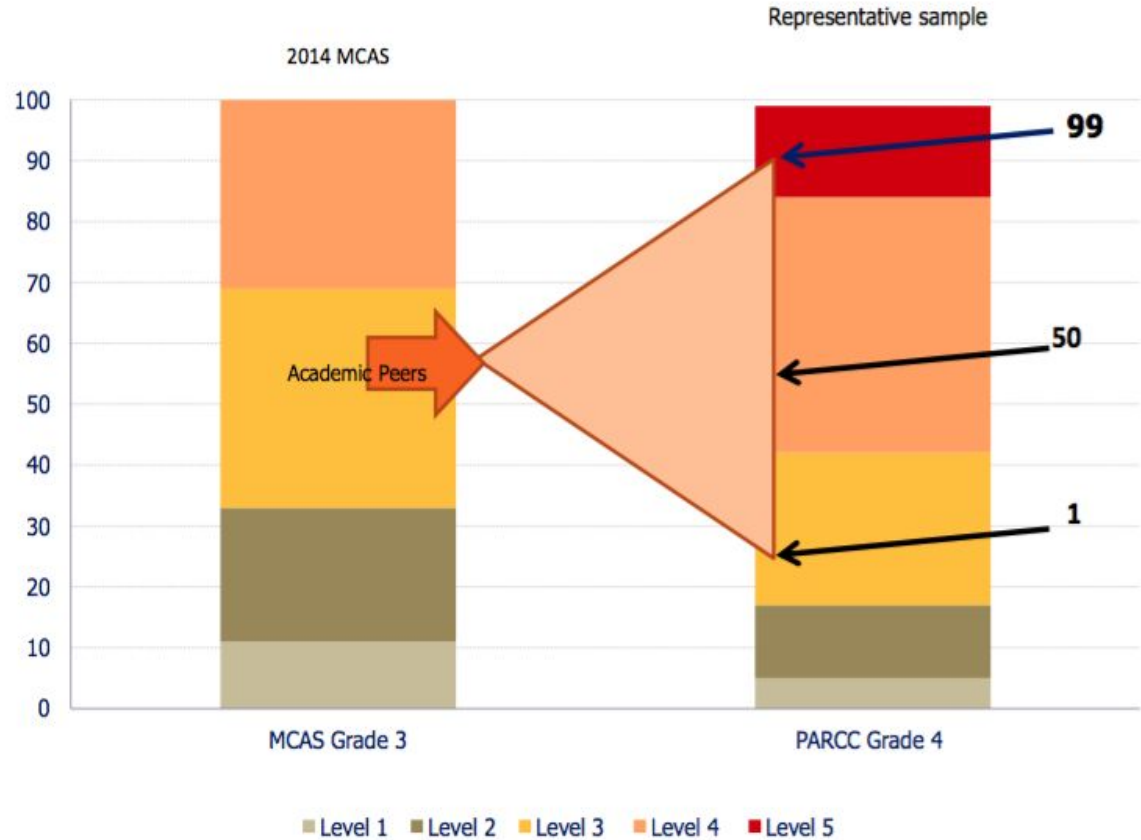
Transitional Growth Percentiles and CPI

Transitional Student Growth Percentile (SGP): generated using current PARCC and prior MCAS scores. Focus is on the change in achievement of students and groups of students over time. Growth is determined relative to performance of statewide academic peers - students or groups with similar performance histories. $SGP > 60$ is considered “high” growth.

Transitional CPI (Transitional Composite Performance Index): generated using linked PARCC and MCAS. This is a non-cohort achievement “snapshot” applicable to individuals and groups.

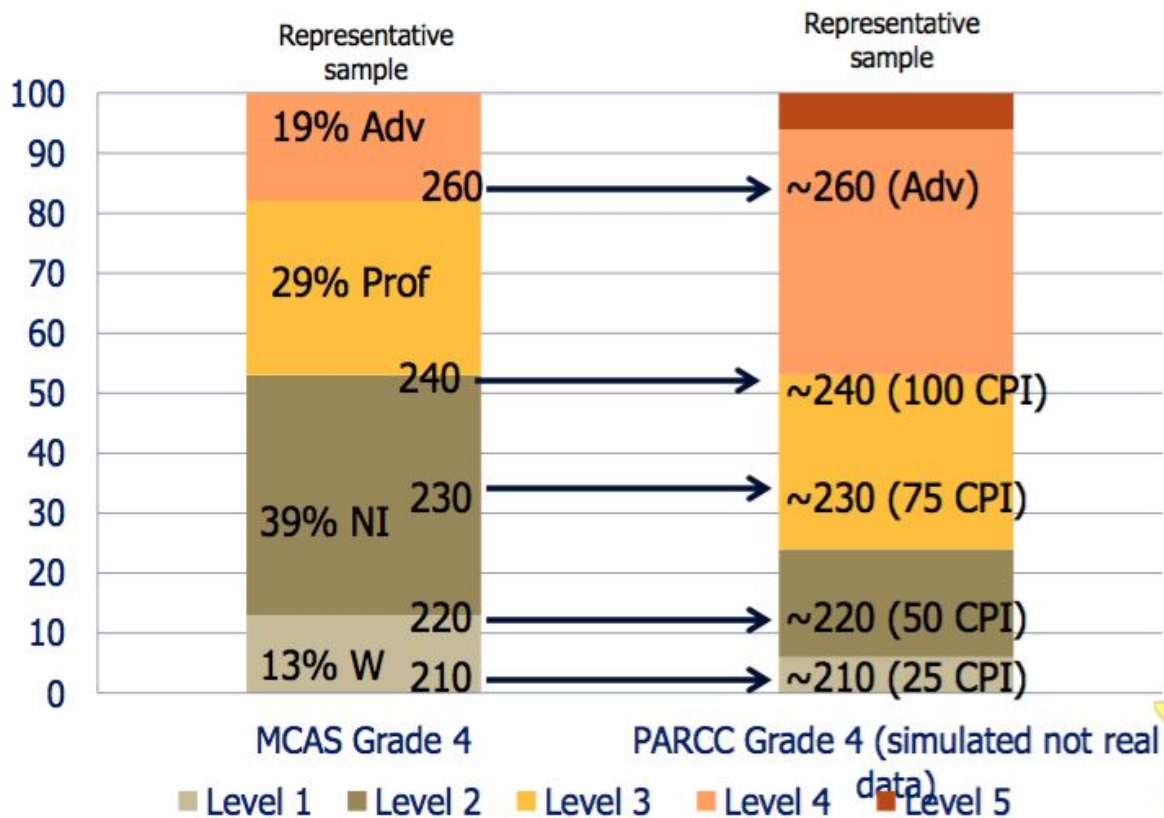
2015 PARCC Transitional Student Growth Percentiles

2015 PARCC Growth Percentiles



Transitional CPI

Equipercntile Linking



SPS Individual School Results - ELA

SCHOOL	% at levels 4&5	% at level 5	SGP median	CPI	Participation
ECMS	88	40	64	97.4	95%
Haynes	89	31	73	96.1	97%
Loring	83	23	76	93.6	98%
Nixon	88	29	66	95.7	98%
Noyes	86	28	67	95.7	96%

SPS Individual School Results - Math

SCHOOL	% at levels 4&5	% at level 5	SGP median	CPI	Participation
ECMS	74	26	69	89.9	94%
Haynes	85	23	60	95.8	98%
Loring	85	29	77	96.1	98%
Nixon	81	28	82	95.3	98%
Noyes	81	28	71	94.7	96%

Algebra I

- 86% of students met or exceeded standards on PARCC Algebra I assessment
- 302/340 (approximately 89%) 8th graders took the Algebra I course and the Algebra I assessment
- Only 39 districts (19.5%) participated in the 8th grade Algebra I assessment
- *Currently approximately 85% of 8th graders are taking the Algebra I course*

High Needs Subgroup Results - ELA

	High Needs	
	2015	2014
% at Level 4&5	58	55
CPI	85.8	81.8
Median SGP	64	42
Participation	94%	99%

High Needs Subgroup Results - Math

	High Needs	
	2015	2014
% at Level 4&5	42	44
CPI	76	73.3
Median SGP	56	49
Participation	94%	99%

ELA Growth YOY

Grade/Year	2013	2014	2015
04	74	66	78
05	55	48	62
06	52	45	53
07	43	49	67
08	40.5	46	70
ALL	52	50	67

Math Growth YOY

Grade/Year	2013	2014	2015
04	79	76	78
05	53	57	70.5
06	38	35	46
07	57	54	74
08	50	42	52
08 Algebra I	N/A	N/A	83
ALL	55	55	71

SPS ELA District Results w/Comps

District	Agg. % at Level 4&5	Agg. CPI	Agg. Median SGP	High Needs % at Level 4&5	High Needs CPI	High Needs Median SGP
Sudbury	87	96.1	67	58	85.8	64
Concord	82	94.3	53	47	82.1	41
Wayland	79	94.2	50	48	83.5	46.5
Weston	78	93.8	41	46	82.8	37
Belmont	89	96.6	69	62	87.8	65

SPS Math District Results w/Comps

District	Agg. % at Level 4&5	Agg. CPI	Agg. Median SGP	High Needs % at Level 4&5	High Needs CPI	High Needs Median SGP
Sudbury	78	92.1	71	42	76	56
Concord	76	92	53	43	77.2	45
Wayland	78	92.9	67	48	75	57
Weston	78	92	60	42	76.6	52
Belmont	81	94.1	71	52	81.7	61

Initial Impressions

- Exceptional growth in most grade levels/both content areas
- Encouraging ELA strength and gains across district
- 4th highest % of 4&5 in the State for PARCC ELA
- 7th highest % of 4&5 in State for PARCC Math
- Algebra I results
- High Needs Subgroup continues to be an area of challenge
- Our district focus/goals are “on track”
 - Inclusion (broad definition)
 - Review of special education

MA Assessments 2016

MA DESE Board voted (8-3) the following on November 17, 2015:

MA will move forward with development of next generation MCAS assessment to be administered in 2017, drawing on strengths from both PARCC and MCAS

All districts to implement computer based assessments in 2019

MCAS remains HS Exit Exam through 2019

Sudbury students will:

Participate in PARCC assessments for ELA and Math in 2016

Participate in MCAS assessments for Science, Engineering, and Technology (5 & 8)