

PARCC/MCAS 2016 Summary of Results

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How do we use standardized assessment results?

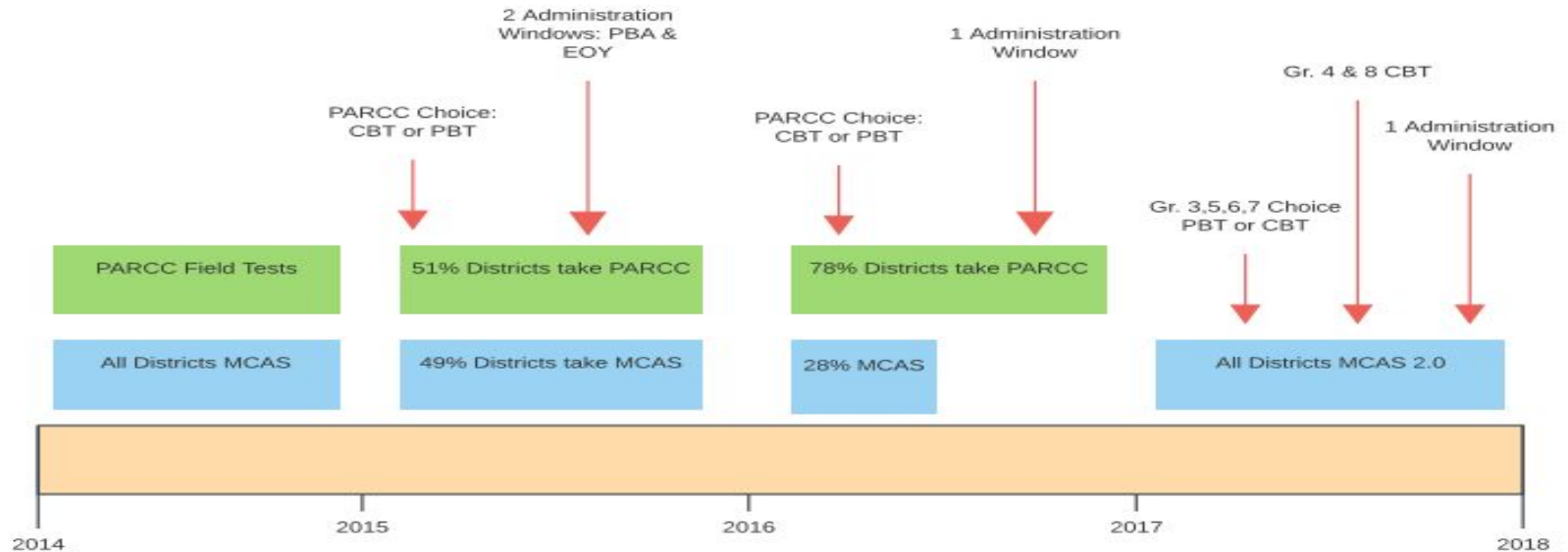
We DO:

- 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

We DO NOT:

- Make sweeping generalizations or wholesale changes based only on standardized assessment results
- Judge students as learners or groups of learners
- Judge teachers as practitioners

Timeline



Statewide Participation

- Grades 3-8: 72% PARCC, 28% MCAS
- Uneven demographic distribution
- ESE was unable to create a valid representative sample

THEREFORE: no statewide aggregate results are being reported in ELA and Math in 2016

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.

SPS Individual School Results - ELA

School	% at levels 4 & 5	% at level 5	Trans SGP median	Trans CPI	Participation
ECMS	86	37	50	97.3	97%
Haynes	88	24	72	94.3	99%
Loring	84	25	72	94.3	100%
Nixon	85	22	39	94.8	99%
Noyes	82	23	47	94.4	98%

SPS Individual School Results - Math

School	% at levels 4 & 5	% at level 5	Trans SGP median	Trans CPI	Participation
ECMS	75	24	53.0	91.1	96%
Haynes	84	28	62.5	95.4	99%
Loring	83	31	51.0	93.4	100%
Nixon	82	30	53.0	95.2	99%
Noyes	80	29	47.5	94.5	99%

Algebra I

- 89% of SPS students scored at level 4 & 5 on PARCC Algebra I assessment
- 254/299 (approximately 85%) 8th graders took the Algebra I course and the Algebra I assessment
- Out of the districts that took the Alg. I assessment, SPS had the third highest participation (Boston-526 w/70% at 4&5; Duxbury-263 w/44% at 4&5)

SPS Individual School Results - STE

School	% at Prof /Adv	% at Adv	CPI	Participation
ECMS	56	12	82.6	99%
Haynes	73	32	91.2	100%
Loring	89	42	95.5	100%
Nixon	76	37	90.3	99%
Noyes	67	24	86.3	100%

Subgroups: Enrollment by School

School	% High Needs (SWD, Economically Disadvantaged, English Language Learners)	SWD
District	19.9%	15.6%
ECMS	19.5%	15.8%
Nixon	17.2%	11.9%
Loring	18.3%	13.0%
Haynes	21.1%	17.6%
Noyes	20.5%	15.5%

High Needs Subgroup Results - ELA

PARCC	High Needs	
	2016	2015
% at Level 4 & 5	54	58
Trans CPI	85.1	85.8
Median Trans SGP	41	64
Participation	97%	94%

High Needs Subgroup Results - Math

PARCC	High Needs	
	2016	2015
% at Level 4 & 5	42	42
Trans CPI	76	76
Median Trans SGP	45	56
Participation	97%	94%

Subgroups Level 4 & 5 %

PARCC 2016	All Students	HN (SWD, ED, ELL)	SWD	Non-SWD	ED	ELL
ELA Gr 3-8	85%	54%	48%	93%	64%	<20 st
Math Gr 3-8	78%	42%	36%	87%	46%	<20 st
# st assessed	1943	432	342	1601	111	<20

High Needs Subgroup Results - STE

MCAS	High Needs	
	2016	2015
% at Prof & Adv	27	37
CPI	67.3	74.7
Participation	99	100

SPS Overall Performance relative to other schools in same school type (1-99%)

Curtis Middle School	92%	Level 2 (part./gaps-SWD)
Haynes Elementary	99%	Level 1
Loring Elementary	93%	Level 2 (gaps)
Nixon Elementary	95%	Level 1
Noyes Elementary	90%	Level 2 (part./gaps-SWD)

SPS ELA District Results w/Comps

District	Agg. % at Level 4 & 5	Trans. CPI Mean	Trans. SGP Median	High Needs % at Level 4 & 5	High Needs Trans. CPI	High Needs Median Trans. SGP
Sudbury	85	95.8	53	54	85.1	41
Concord	84	95.8	59	54	85.8	55
Wayland	77	94.0	47	43	82.6	42
Weston	81	95.5	47	50	86.5	46
Belmont	87	96.7	60	64	89.6	54

SPS Math District Results w/Comps

District	Agg. % at Level 4 & 5	Trans. CPI Mean	Trans. SGP Median	High Needs % at Level 4 & 5	High Needs Trans. CPI	High Needs Median Trans. SGP
Sudbury	78	92.7	53	42	76.0	45
Concord	83	94.3	65	55	81.6	61
Wayland	79	92.8	64	45	78.0	58
Weston	82	92.0	60	53	81.4	51
Belmont	82	93.8	56	55	83.4	50

SPS STE District Results w/Comps

District	Agg. % Prof & Adv	Agg. CPI	High Needs Agg. % Prof & Adv	High Needs CPI
Sudbury	65	86.3	27	67.3
Concord	72	88.2	39	70.4
Wayland	81	93.1	51	80.2
Weston	78	91.4	49	78.0
Belmont	80	91.7	54	80.0

MA Assessments 2017: MCAS 2.0

- Grades 4 and 8 -- CBT Grades 3, 5, 6, and 7 -- PBT
- Grades 3-8 -- ELA and Math Grades 5 and 8 + STE
- Testing window: April 26-May 26
- MCAS 2.0 is untimed for all students
- No changes to MCAS ALT
- MCAS 2.0 will consist of PARCC items and new items specifically created to assess MA Learning Standards
- CBT for all by 2019

Next steps

- Site based data meetings to review data at the cohort and student levels
- Development of ISSPs for qualifying students.
- Item and strand analysis by curriculum teams
- Development of student/teacher tutorials to support navigation of MCAS 2.0 online testing platform
- Infrastructure trials of computer based testing platform
- Participation in DESE sponsored trainings. Train building staff.

