



PARCC 2018

Test Results, Comparisons, and Action Steps

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Overview

2018 PARCC results for Mathematics & English Language Arts

- Analysis
 - Review and compare results of individual PARCC assessments over time
 - Compare how cohorts of students perform over time
 - Elucidate performance of various subgroups as compared to their peers
- Action Steps
 - Determine areas of need
 - Determine actions to meet that need
 - Determine appropriate steps to monitor progress



Positive Results and Trends

Notable progress and measures for the district to celebrate



Positive Results and Trends

- Madison Public Schools has excellent passing rates overall
 - The majority of remaining students are “Approaching Expectations”
- Trends indicate positive growth over time
 - 4-year performance improvements can be seen across most assessments
- Cohort performance improves from 3rd grade to 10th grade*
 - Trends among student groups show improvement
- Economically disadvantaged students improves in grades 3-6
 - Other areas also show growth

**Note: Cohort performance is not a perfect measure due to variations between assessments, but does provide useful information regarding how students are able to perform on each test.*



Positive Results and Trends: Overall Assessment Results

- Excellent passing rates overall with remaining students “Approaching Expectations”

Mathematics Assessment	Passing (Level 4 or 5)	Approaching (Level 3)
Grade 3	67%	19%
Grade 4	67%	23%
Grade 5	67%	23%
Grade 6	73%	19%
Grade 7	73%	18%
Grade 8*	59%	19%
Algebra 1	81%	12%
Geometry	74%	18%
Algebra 2*	55%	28%

ELA Assessment	Passing (Level 4 or 5)	Approaching (Level 3)
Grade 3	67%	19%
Grade 4	73%	17%
Grade 5	75%	15%
Grade 6	82%	14%
Grade 7	87%	7%
Grade 8	82%	10%
Grade 9	80%	15%
Grade 10	76%	12%
Grade 11*	66%	19%



Positive Results and Trends: Growth Over Time

- Performance improvements seen over 4-years across most assessments

Mathematics				
	2015	2016	2017	2018
Grade 3	59%	62%	70%	67%
Grade 4	61%	61%	66%	67%
Grade 5	62%	71%	68%	67%
Grade 6	68%	69%	67%	73%
Grade 7	75%	71%	74%	73%
Grade 8	15%	37%	45%	59%
Algebra 1	67%	78%	75%	81%
Geometry	44%	47%	59%	74%
Algebra 2	60%	59%	53%	55%

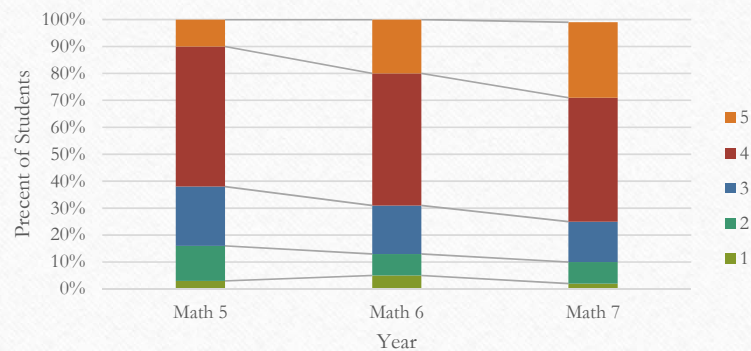
English Language Arts				
	2015	2016	2017	2018
Grade 3	68%	57%	72%	77%
Grade 4	74%	73%	70%	73%
Grade 5	70%	75%	82%	75%
Grade 6	72%	77%	79%	82%
Grade 7	82%	81%	84%	87%
Grade 8	83%	83%	85%	82%
Grade 9	54%	67%	81%	80%
Grade 10	55%	53%	67%	76%
Grade 11	56%	47%	60%	66%



Positive Results and Trends: Cohort Improvements in Mathematics

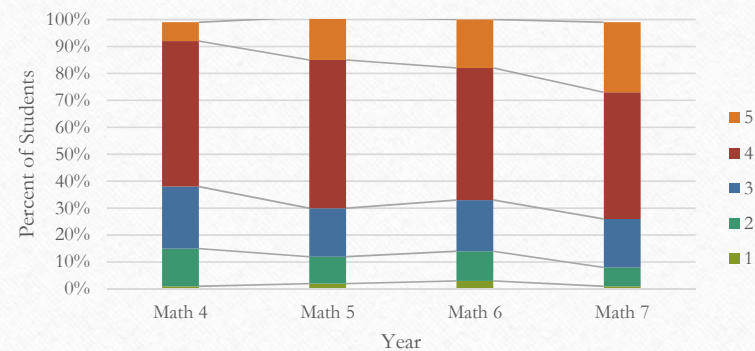
- Cohort analysis shows improvement trends for many groups of students

Cohort Analysis Mathematics
Class of 2022



(Current 9th Grade Students)

Cohort Analysis Mathematics
Class of 2023



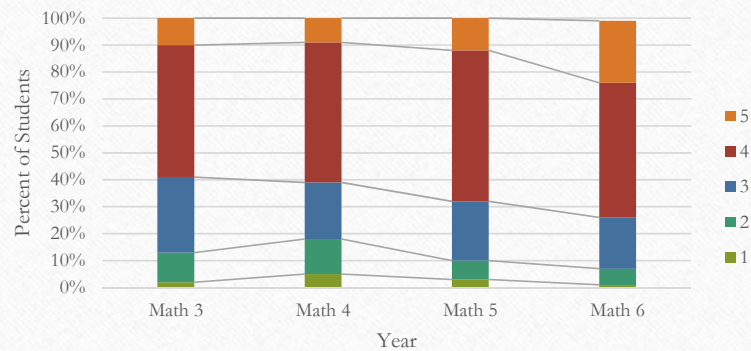
(Current 8th Grade Students)



Positive Results and Trends: Cohort Improvements in Mathematics

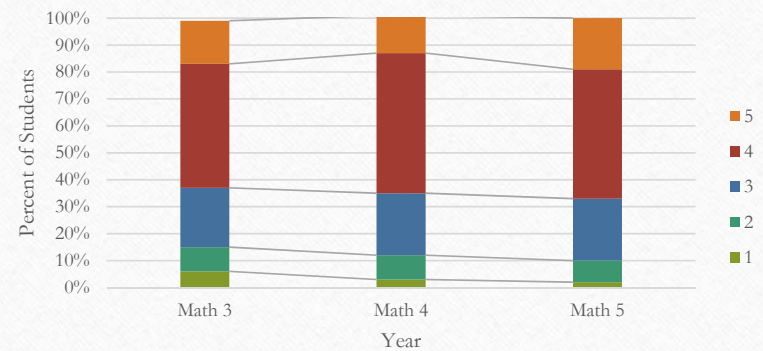
- Cohort analysis shows improvement trends for many groups of students

Cohort Analysis Mathematics
Class of 2024



(Current 7th Grade Students)

Cohort Analysis Mathematics
Class of 2025

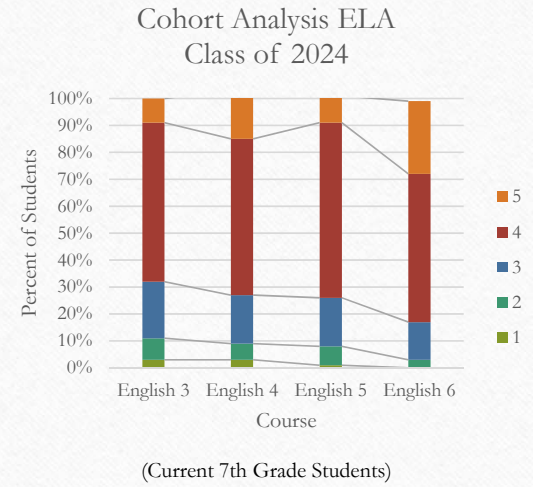
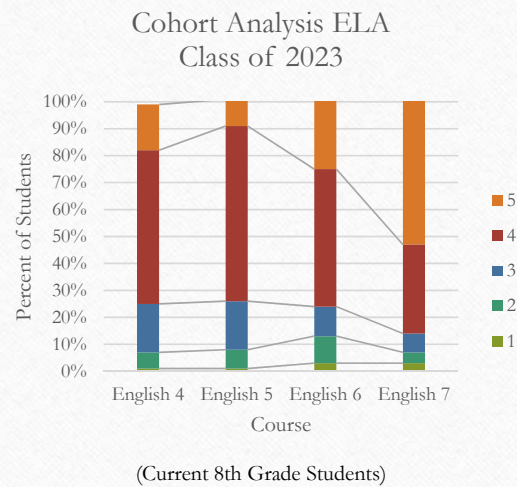
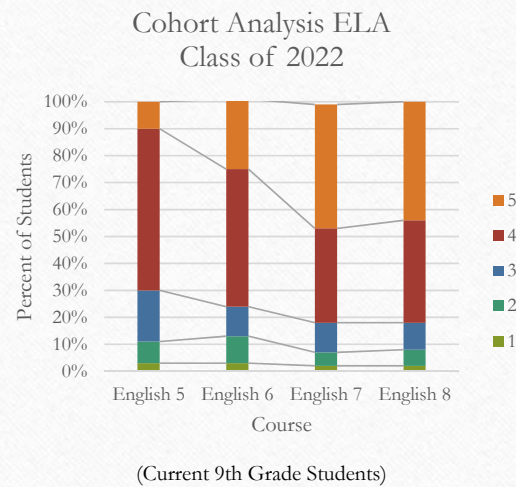


(Current 6th Grade Students)



Positive Results and Trends: Cohort Improvements in ELA

- Cohort analysis shows improvement trends for many groups of students





Positive Results and Trends: Subgroup Performance Improvements

- Economically disadvantaged students gains in performance in grades 3-6

Mathematics		
	Average Score 2016-17	Average Score 2017-18
Grade 3	738	752
Grade 4	722	737
Grade 5	719	729
Grade 6	721	740
Grade 7	734	732
Grade 8	726	721
Algebra 1	742	742
Geometry	762	734
Algebra 2	740	743

English Language Arts		
	Average Score 2016-17	Average Score 2017-18
Grade 3	742	770
Grade 4	735	753
Grade 5	739	740
Grade 6	742	751
Grade 7	745	739
Grade 8	748	740
Grade 9	751	747
Grade 10	749	743
Grade 11	722	750



Areas for Improvement

Notable performance measures requiring further action



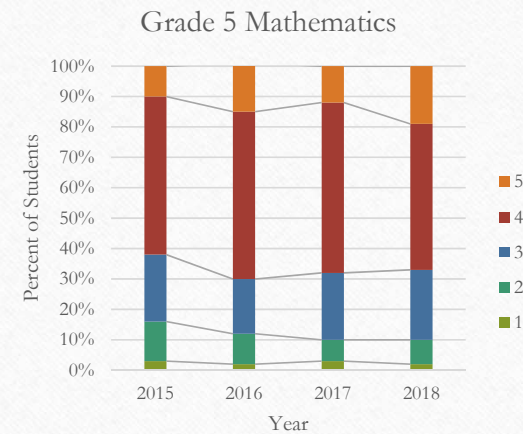
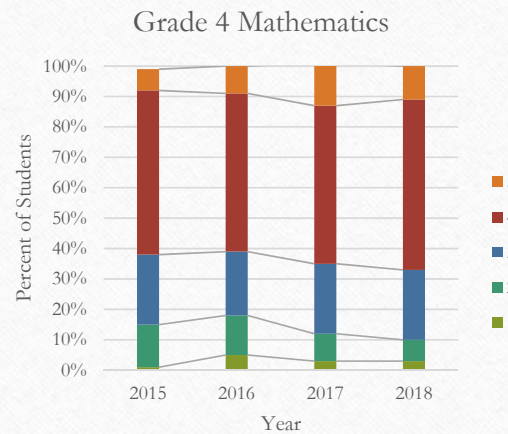
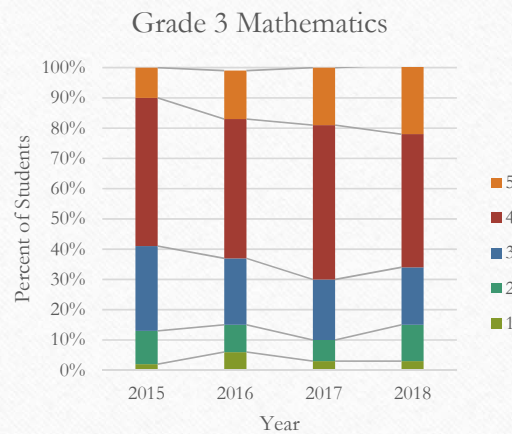
Areas for Improvement

- Mathematics scores continue to lag behind ELA scores, most notably in grades 3-5.
- ELA scores in grades 3-5 need improvement as compared to scores for students in grades 6-11
- Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students



Areas for Improvement: Mathematics and ELA Comparison

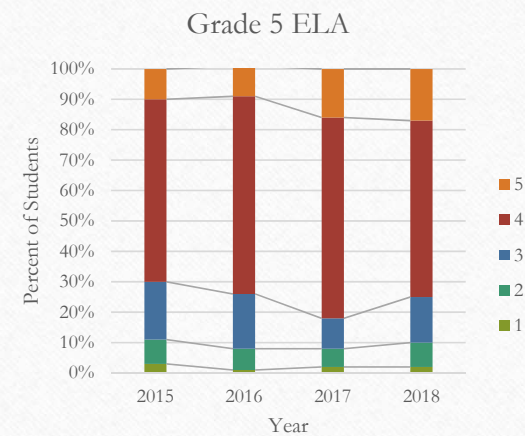
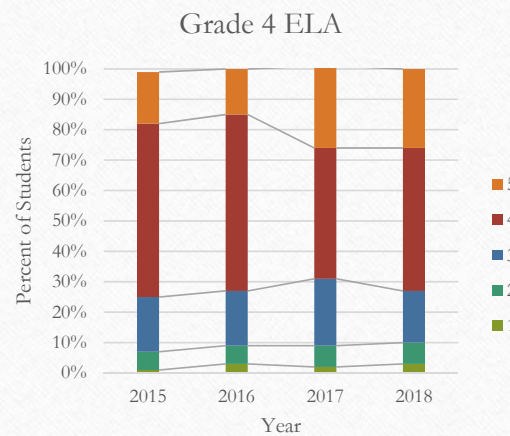
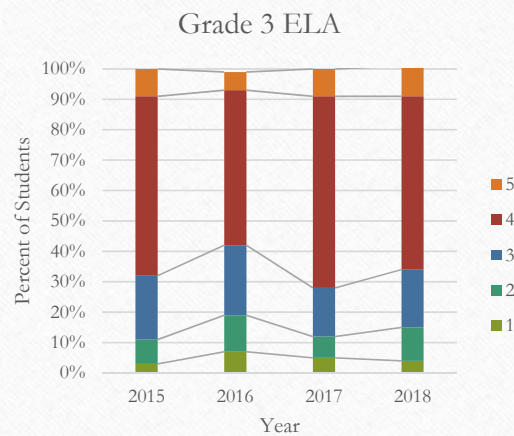
Mathematics scores lag behind ELA scores, most notably in grades 3-5.





Areas for Improvement: Mathematics and ELA Comparison

Mathematics scores lag behind ELA scores, most notably in grades 3-5.





Areas for Improvement/Action Steps

Mathematics scores lag behind ELA scores, most notably in grades 3-5.

- New K-5 mathematics curriculum written for 2018-19
 - Focuses on building inquiry
 - Provides a workshop approach that allows for better differentiation and intervention
- Elementary Mathematics Coach
 - Align practices across all three buildings
 - Ensure appropriate implementation of new curriculum and pedagogical framework
- Star Assessment
 - Administered to all students in grades K-8 to provide better assessment and monitoring of student performance and growth



Areas for Improvement/Action Steps

Mathematics scores lag behind ELA scores, most notably in grades 3-5.

- New K-5 mathematics curriculum written for 2018-19
 - Focuses on building inquiry
 - Provides a workshop approach that allows for better differentiation and intervention
- **Progress monitoring**
 - Analysis completed on areas in need of focus for 2018-19
 - New assessment practices in place to monitor student progress
 - *Curriculum oversight will be ongoing with revisions outlined to Board for 2019-20*



Areas for Improvement/Action Steps

Mathematics scores lag behind ELA scores, most notably in grades 3-5.

- Elementary Mathematics Coach
 - Align practices across all three buildings
 - Ensure appropriate implementation of new curriculum and pedagogical framework
- **Progress Monitoring**
 - Regular meetings between coach, supervisor, and building principals
 - Co-observations of staff to determine areas of excellence or areas in need of focus
 - *Elementary Coaches presentation to Board in February 2019*



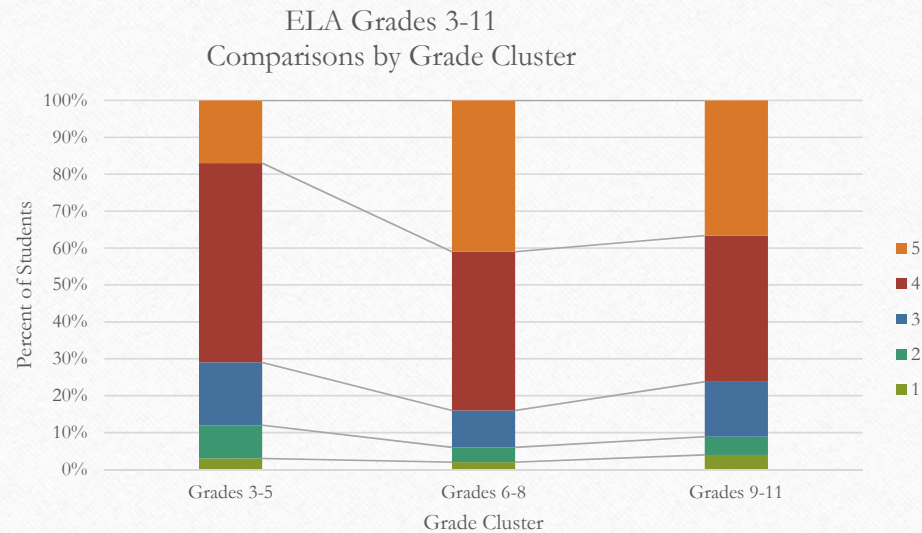
Areas for Improvement/Action Steps

Mathematics scores lag behind ELA scores, most notably in grades 3-5.

- **Star Assessment**
 - Administered to all students in grades K-8 to provide better assessment and monitoring of student performance and growth
- **Progress Monitoring**
 - Administrations in September, December, and March with ongoing analysis completed by supervisors and building principals
 - *Preliminary data will be provided to Board in January with additional data to follow in April*

Areas for Improvement: ELA Performance in Grades 3-5

- ELA scores in grades 3-5 need improvement as compared to scores for students in grades 6-11





Areas for Improvement/Action Steps

ELA scores for students in grades 3-5 are below scores in grades 6-11

- Elementary ELA Coach
 - Align practices across all three buildings
 - Identify curricular issues with grammar and vocabulary instruction
 - Work with Humanities Supervisor and building principals to provide appropriate professional development for all staff
- Star Assessment
 - Administered to all students in grades K-8 to provide better assessment and monitoring of student performance and growth



Areas for Improvement/Action Steps

ELA scores for students in grades 3-5 are below scores in grades 6-11

- Elementary ELA Coach
 - Align practices across all three buildings
 - Identify curricular issues with grammar and vocabulary instruction
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Areas for Improvement/Action Steps

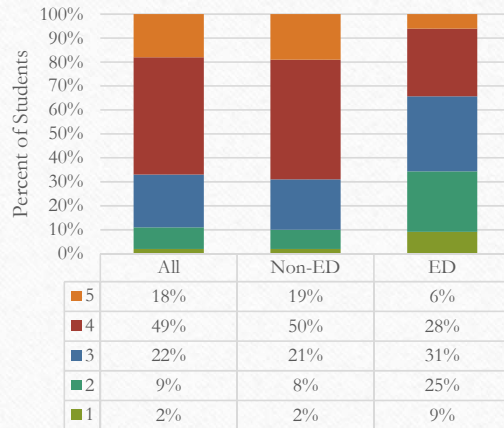
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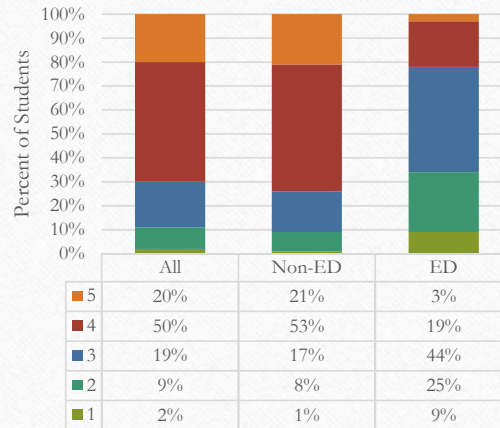


Areas for Improvement: Identified Subgroup Performance

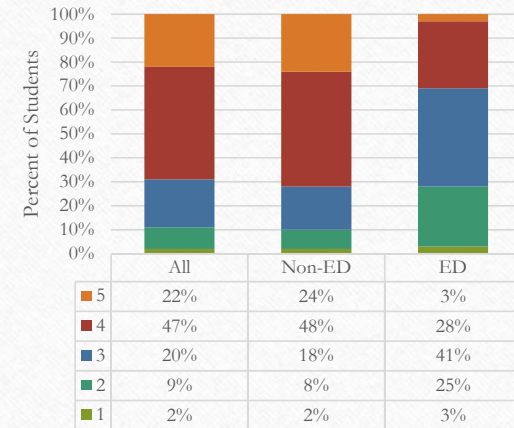
Mathematics Grades 3-5
Comparison by Socioeconomic
Status



Mathematics Grades 6-8
Comparison by Socioeconomic
Status



Algebra 1, Geometry, Algebra 2
Comparison by Socioeconomic
Status

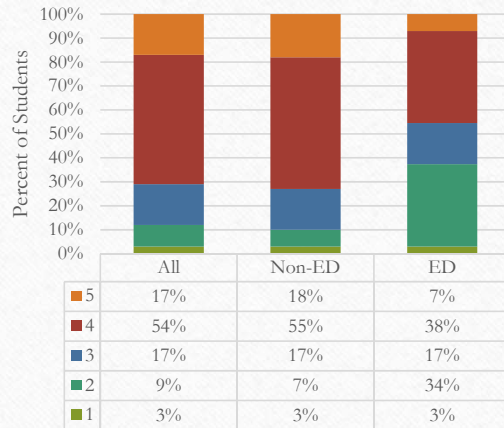


Note: "ED" indicates students who meet the criteria of "Economically Disadvantaged"

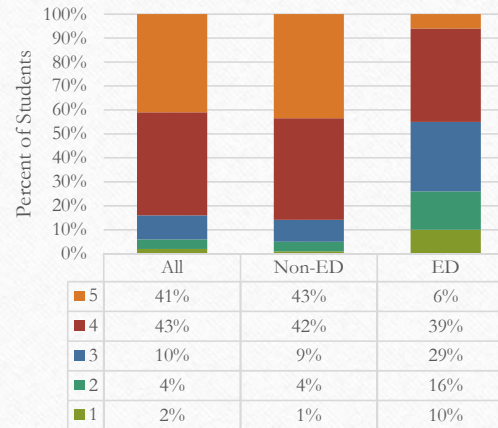


Areas for Improvement: Identified Subgroup Performance

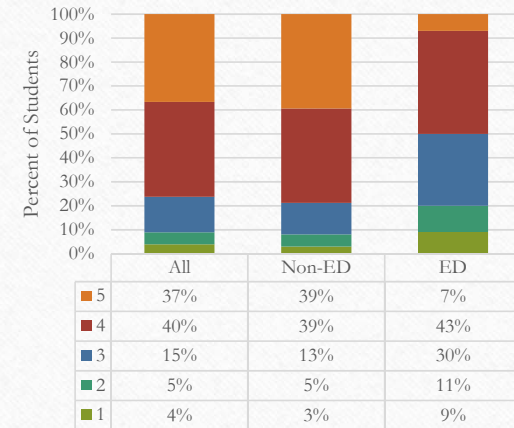
ELA Grades 3-5
Comparison by Socioeconomic
Status



ELA Grades 6-8
Comparison by Socioeconomic
Status



ELA Grades 9-11
Comparison by Socioeconomic
Status

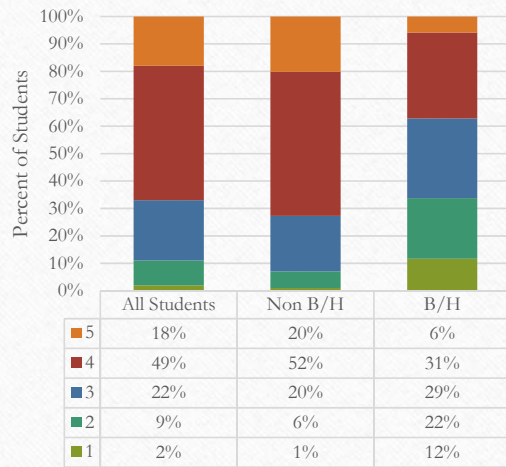


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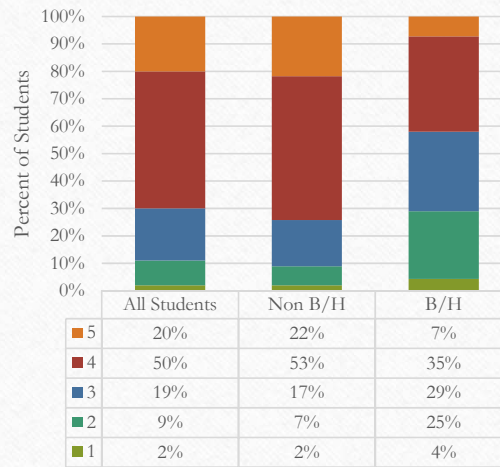


Areas for Improvement: Identified Subgroup Performance

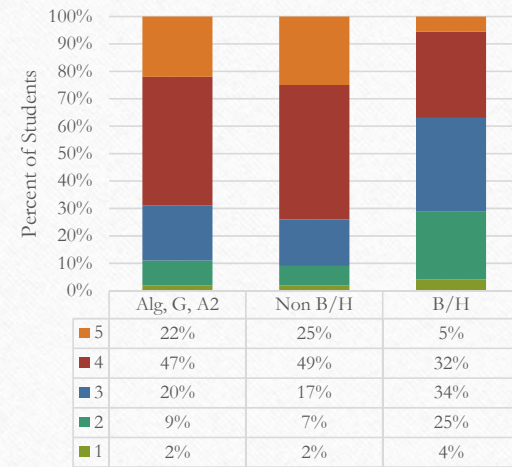
Mathematics Grades 3-5
Comparison by Race



Mathematics Grades 6-8
Comparison by Race



Algebra 1, Geometry, Algebra 2
Comparison by Race

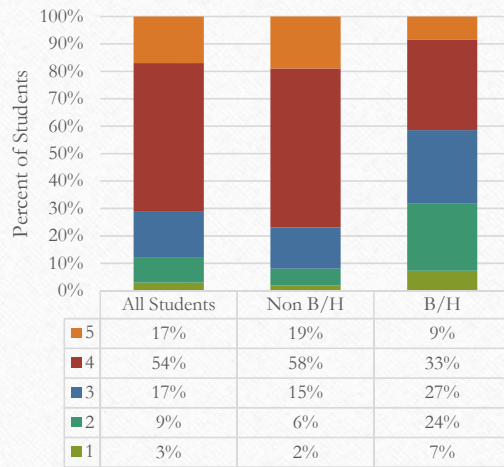


Note: "B/H" represents students who are identified as either "Black" or "Hispanic" according to state assessment categories

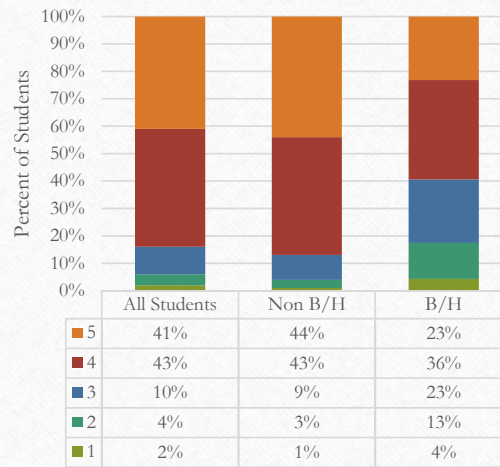


Areas for Improvement: Identified Subgroup Performance

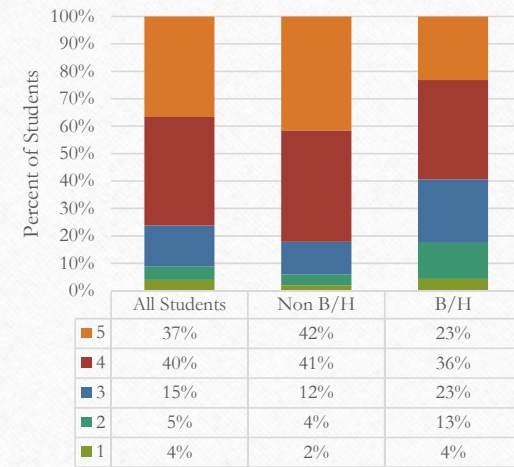
ELA Grades 3-5
Comparison by Race



ELA Grades 6-8
Comparison by Race



ELA Grades 9-11
Comparison by Race



Note: "B/H" represents students who are identified as either "Black" or "Hispanic" according to state assessment categories



Areas for Improvement/Action Steps

Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students

- **Assessment and Data Tracking Improvements**
 - Use of Star, benchmarking, and other assessments allows for improved data tracking
- **Teaching and Learning Framework**
 - Supports improved differentiation, intervention, and feedback within the classroom
- **Title I supports**
 - Opportunities at CAS and MJS for students who need additional academic supports
- **Focus on social/emotional well-being and character education at all levels**
 - Promotes diversity and inclusivity to ensure that students are comfortable in school



Areas for Improvement/Action Steps

Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students

- **Assessment and Data Tracking Improvements**
 - Use of Star, benchmarking, and other assessments allows for improved data tracking
- **Progress Monitoring**
 - Ongoing identification of students who may be at risk
 - Star administrations in September, December, and March with ongoing analysis completed by supervisors and building principals
 - Preliminary data provided to Board in January with additional data to follow in April



Areas for Improvement/Action Steps

Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students

- Teaching and Learning Framework
 - Supports improved differentiation, intervention, and feedback within the classroom
- **Progress Monitoring**
 - Evaluation calibration and continual feedback to staff
 - Providing Professional Development on improving student engagement
 - *Ongoing updates to Board through committee meetings*



Areas for Improvement/Action Steps

Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students

- Title I supports
 - Opportunities at CAS and MJS for students who need additional academic supports
- **Progress Monitoring**
 - Review and refine Title I grant opportunities for students
 - Identify and recruit students to attend programs at schools
 - Work with families to ensure their participation and partnership in improving student outcomes
 - *Ongoing updates to Board through committee meetings*



Areas for Improvement/Action Steps

Performance among economically disadvantaged and Black/Hispanic students lags significantly as compared to that of other students

- Focus on social/emotional well-being and character education at all levels
 - Promotes diversity and inclusivity to ensure that students are comfortable in school
- **Progress Monitoring**
 - Improve articulation of social-emotional learning and character education programs throughout the district
 - Identify areas of concern through surveys and working with student representatives
 - *Ongoing updates to Board based on information related to achievement of District Goals*



District Goals: Alignment and Framing

- All action steps and progress monitoring will be undertaken under the umbrella of one of the two student-centered district goals.
- Make Learning Personal
 - Meet every student's individual and changing needs
 - Use real-world experiences as the conduit for learning
 - Empower students with ownership of their learning paths
- Empower the Whole Child
 - Knowing their stories, promoting their strengths and meeting their needs
 - Ensuring dignity and kindness for all, in every situation
 - Enabling every student to reach their maximum potential



Closing

- The district has much to celebrate and also areas that need further focus
- Progress monitoring on action steps will be ongoing and reported to the Board and community as outlined
- All metrics related to prominent rankings systems will continue to be explored to ensure that Madison is represented accordingly
- **As we tell our students and staff, reflection is the key to continued growth. We will continue to reflect on our practices and processes to ensure the success of all of our students.**



Questions?

