



2015 PARCC RESULTS

February 9, 2016



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DATA SHARING PROCESS

- Develop spreadsheets for district leaders with high level descriptive statistics
- Develop more detailed analyses
 - PowerPoint presentations with overall information and/or tailored to audiences or meetings
 - Research Briefs
- Data for schools
 - Principal Portal
 - Teacher Portal
- Performance Dialogues



PARTICIPATION RATES

RESULTS SUMMARY

- **Lower Participation Rates:** At the state level, participation rates are lower than what we used to see with CSAP/TCAP. DPS participation rates are quite a bit higher than the state in all grade levels but are much lower than TCAP participation rates. The lower the participation rate, the more caution one should exercise when interpreting results. **The federal expectation is 95% participation.**
 - **English Language Arts (ELA):** DPS participation rate 91.5%, State rate 81.9%
 - **Math:** DPS participate rate 91.8%, State rate 82.4%
 - Similar to statewide trends, DPS participation rates dropped significantly in higher grades: 85.1% in grade 9, 82.6% in grade 10 and 67.7% in grade 11

DPS PARTICIPATION RATES ARE HIGHER THAN THE STATE RATES IN ALL TESTS

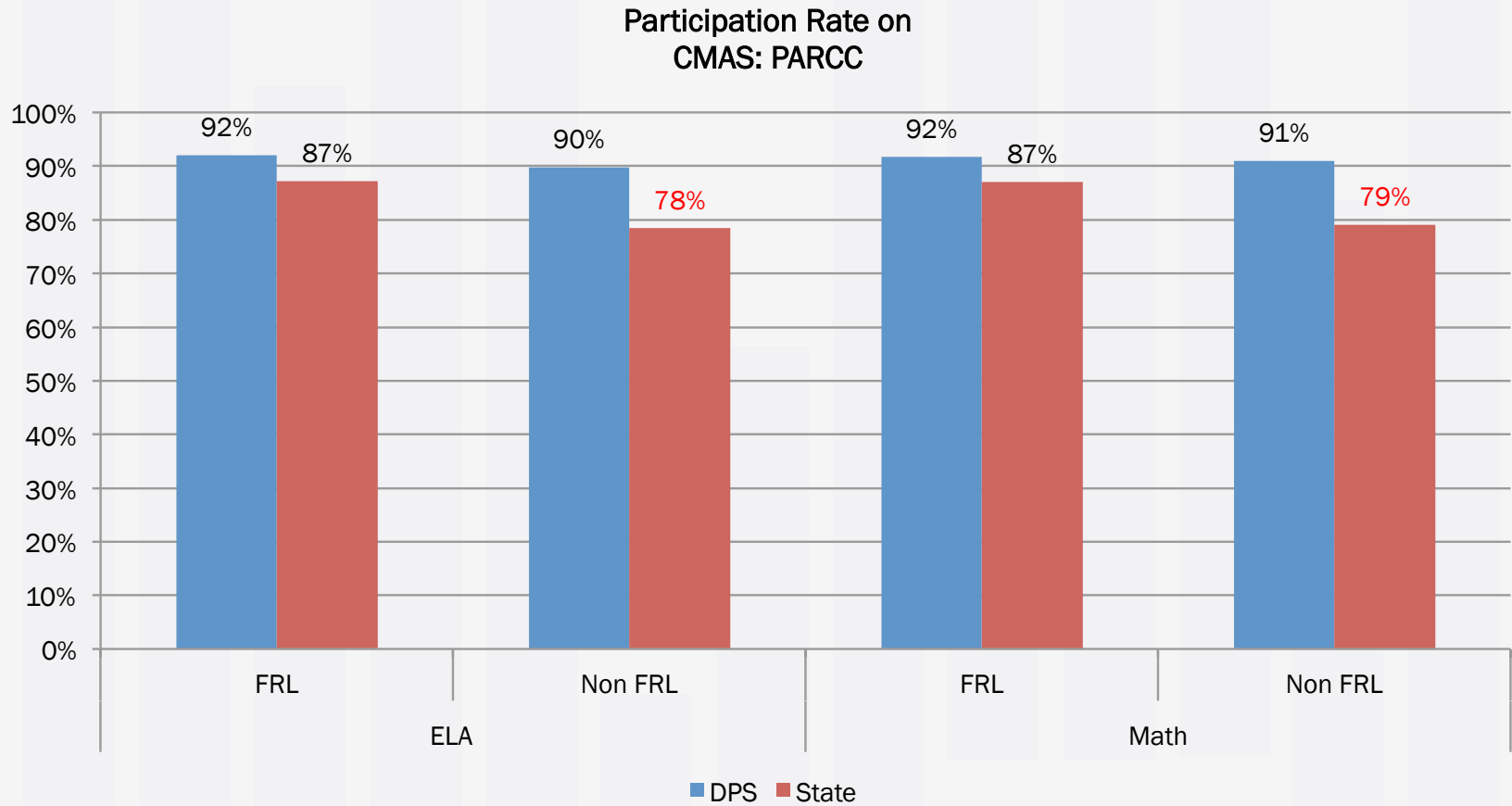
- However, the participation rates in the higher grade levels are very low.

English Language Arts		
Test	DPS	State
Grade 3	97.0%	95.0%
Grade 4	97.5%	94.9%
Grade 5	97.9%	94.6%
Grade 6	97.0%	92.4%
Grade 7	95.3%	88.7%
Grade 8	94.9%	85.0%
Grade 9	85.1%	70.5%
Grade 10	82.6%	61.8%
Grade 11	67.7%	50.4%
All	91.5%	81.9%

Math		
Test	DPS	State
Grade 3	97.6%	95.2%
Grade 4	97.8%	94.8%
Grade 5	98.0%	94.6%
Grade 6	95.9%	92.3%
Grade 7	95.2%	88.4%
Grade 8	94.6%	85.4%
Algebra I	80.6%	70.6%
Geometry	81.6%	61.9%
Algebra II	71.1%	50.6%
Integrated I	96.0%	78.1%
Integrated II	94.6%	68.2%
Integrated III	95.1%	57.2%
All	91.8%	82.4%

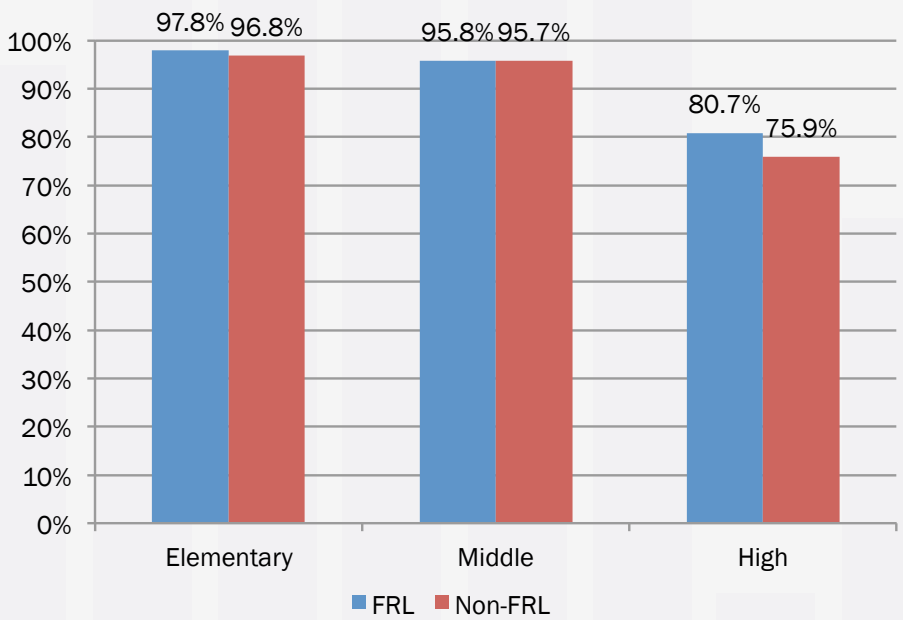
Note: 1) On 2014 TCAP, the participation rates were in the upper 90s across all grade levels.
 2) Integrated I, II and III are courses where algebra and geometry standards were taught together. Only a few schools offer these courses in DPS and the N-size is much smaller than the Algebra and Geometry tests.

GIVEN THE DIFFERENCES IN PARTICIPATION RATES BETWEEN FRL AND NON-FRL STUDENTS AT THE STATE LEVEL, STATE RESULTS ARE LIKELY ARTIFICIALLY LOW

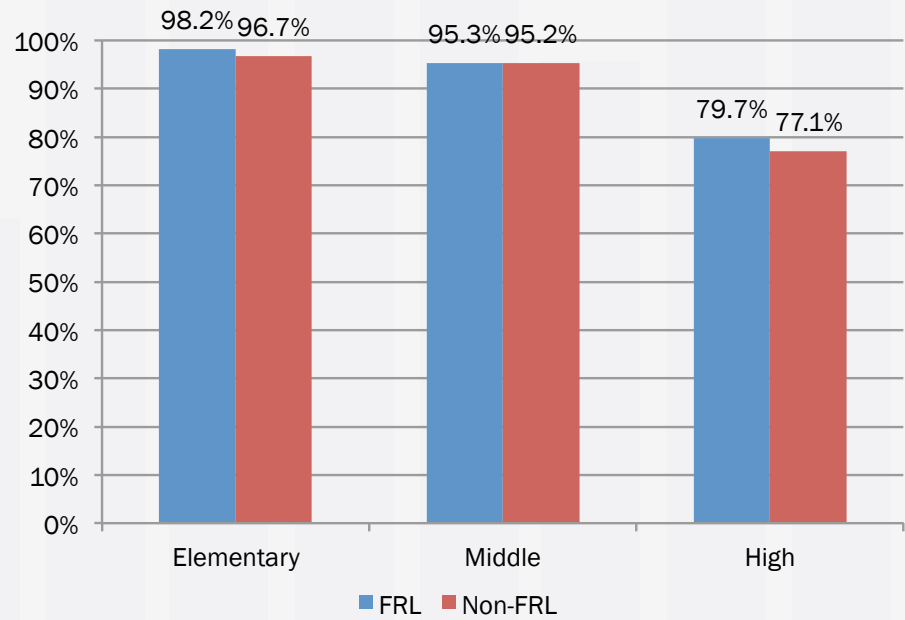


IN DPS, ELEMENTARY AND MIDDLE SCHOOL TESTS IN BOTH ELA AND MATH SAW LITTLE DIFFERENCE BETWEEN NON-FRL AND FRL STUDENTS' PARTICIPATION RATES. HOWEVER, IN HIGH SCHOOL TESTS, FRL STUDENTS HAD HIGHER PARTICIPATION RATES COMPARED TO NON-FRL STUDENTS

CMAS: PARCC ELA Participation Rate by Ed Level and FRL Status



CMAS: PARCC Math Participation Rate by Ed Level and FRL Status



CMAS PARCC NON-PARTICIPANT REASONS

- Test Interrupted/Not Completed
- Misadministration
- Student Test Refusal
- Parent Refusal
- Absent
- Did not meet attemptedness criteria

WHAT DPS IS DOING TO INCREASE PARTICIPATION RATES THIS YEAR

- ARE and CSO are working together to provide schools with scheduling guidance for the spring semester. Guidance includes example testing calendars, efficient ways to administer make-up tests, and appropriate ways to arrange for accommodations.
- Communicate to schools, parents, community, and students, especially in high schools, that the CMAS PARCC is part of the suite of College/Career Readiness exams.
- Central office is ensuring that schools are technologically ready by conducting school visits, infrastructure trials, and readiness checks
- In addition to the efforts above, this year, the CMAS PARCC will be administered in one single testing window - instead of two separate windows.
- **Question for the group:** How can we communicate the value of these assessments and data? How are these seen within the community?

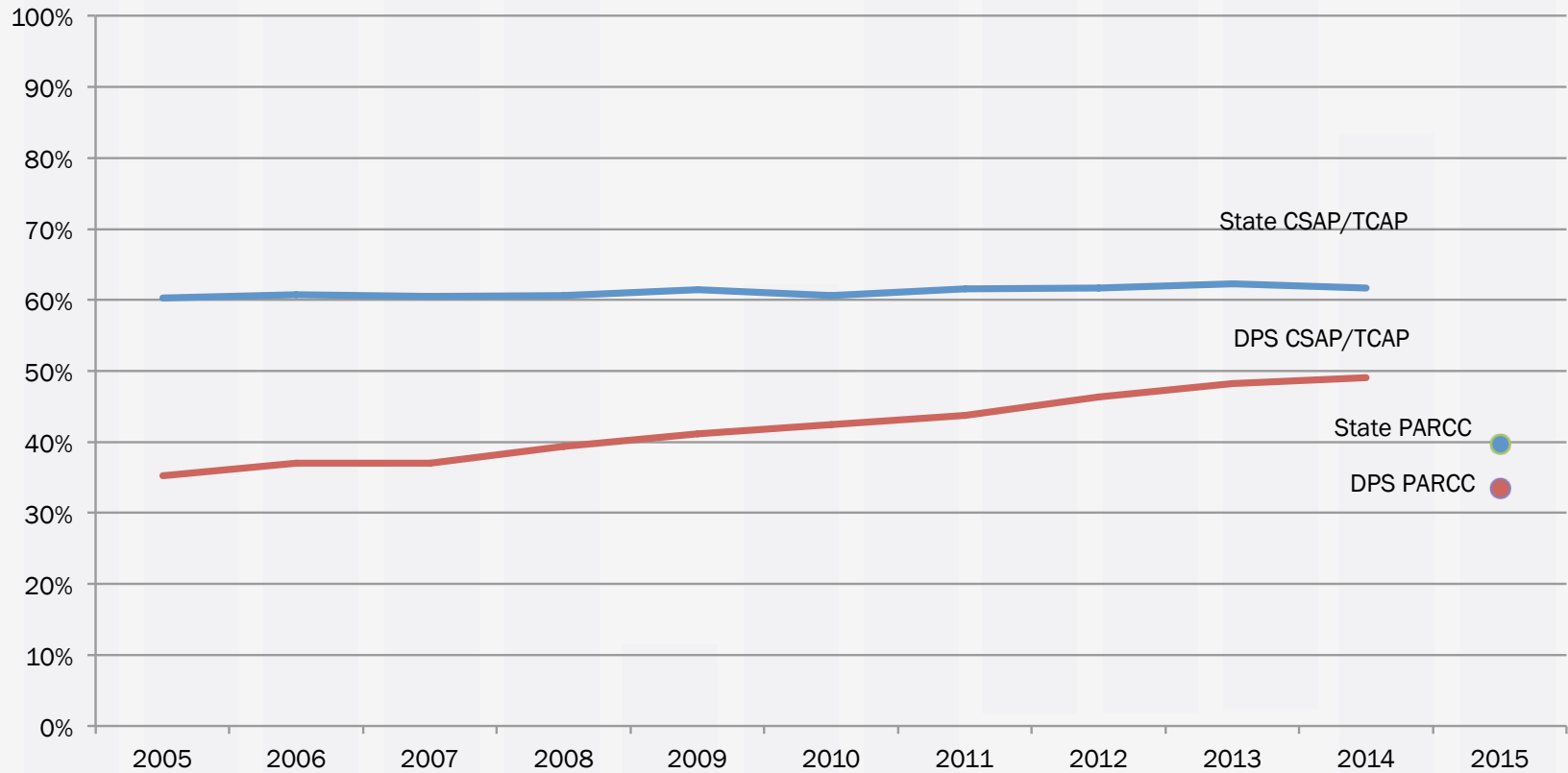
DISTRICT AND STATE RESULTS

RESULTS SUMMARY

- **Continuing to reduce gaps with the state, but increasing internal gaps:** DPS continued the trend of reducing the gap with the state on both English Language Arts (ELA) and Math. This is also true when looking at specific subgroups (e.g., DPS FRL vs. State FRL). However, within DPS, the FRL vs. Non-FRL gap is still very large on CMAS PARCC ELA and Math.
- **Relative performance of DPS increased:** Compared to similar districts, the performance of DPS students increased in ELA and Math for all education levels.
- **Results Summary:**
 - ELA: 33.5% of DPS students met or exceeded expectations compared to 39.7% of students statewide.
 - Math: 24.8% of DPS students met or exceeded expectations compared to 29.1% of students statewide.
 - The gap between DPS and the state is smaller on both CMAS PARCC ELA and Math than on TCAP Reading/Writing and Math in previous years. Note that this gap tends to be wider in the earlier grades and narrower in middle school.

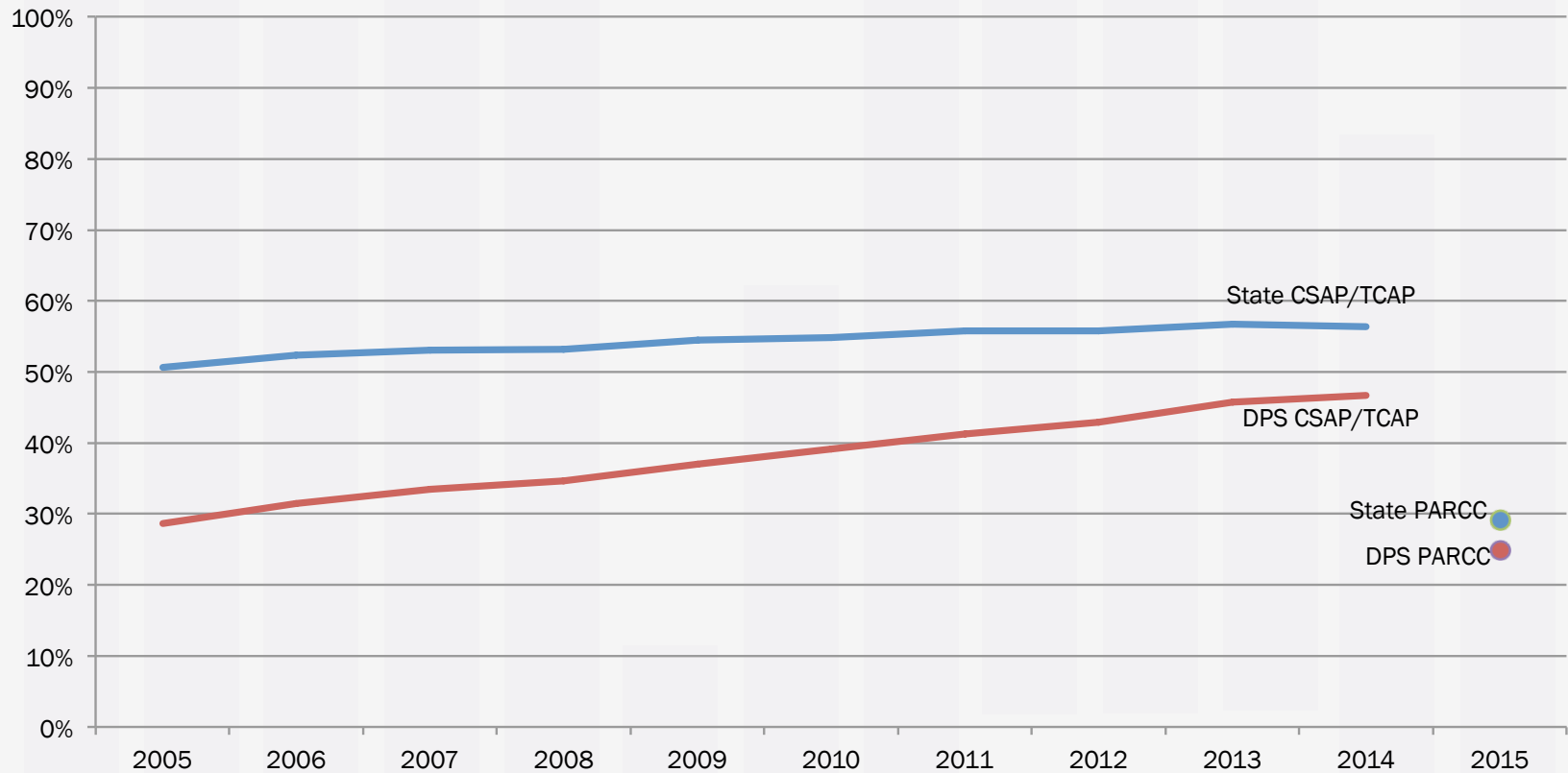
THE GAP BETWEEN DPS AND THE STATE IS SMALLER ON CMAS PARCC ELA THAN ON TCAP READING/WRITING COMBINED IN PREVIOUS YEARS

Historical State and DPS Performance on ELA



THE GAP BETWEEN DPS AND THE STATE IS SMALLER ON CMAS PARCC MATH THAN ON TCAP MATH IN PREVIOUS YEARS

Historical State and DPS Performance on Math



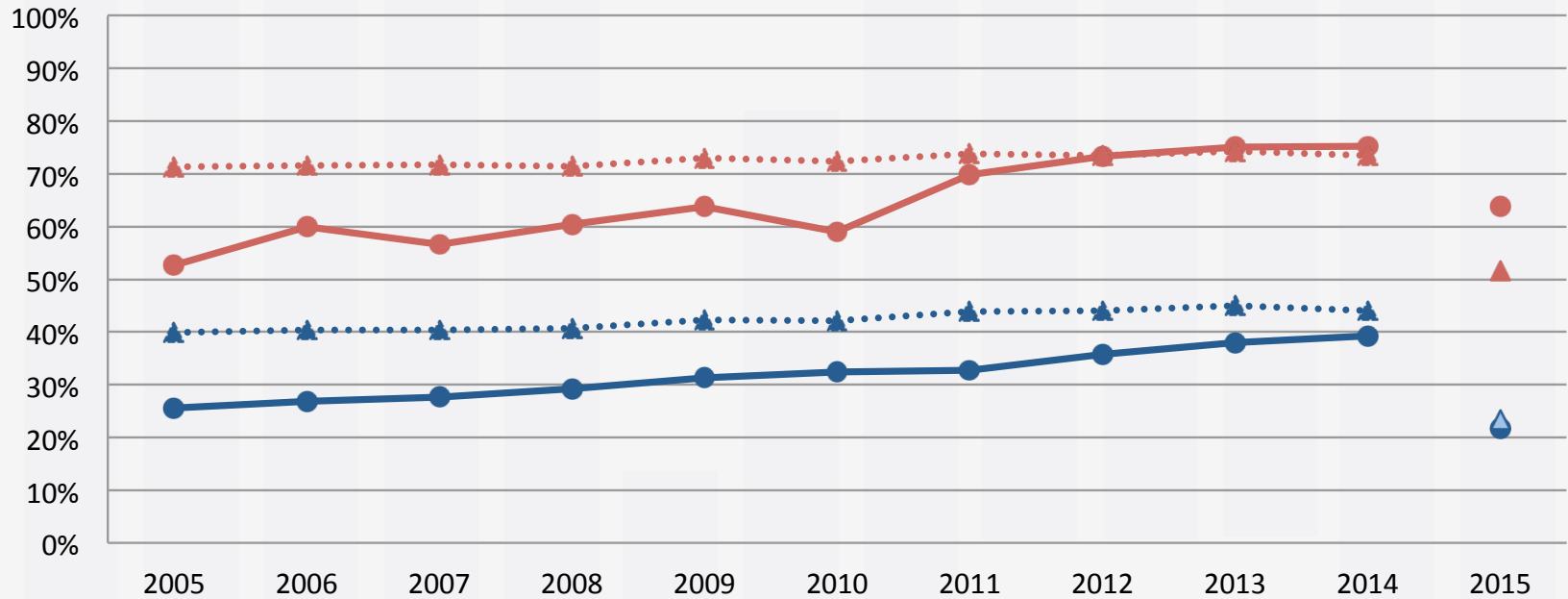
RESULTS SUMMARY

- **Poverty:** DPS students eligible for free and reduced-price lunches (FRL) performed similarly to FRL students statewide in both ELA and Math.
 - DPS non-FRL students substantially outperformed non-FRL students statewide in both ELA and Math.
 - However, the gap between FRL and non-FRL students in DPS increased slightly from TCAP to CMAS PARCC in both ELA and Math.
- **Students of color:** DPS students of color performed similarly to students of color statewide in both ELA and Math.
 - DPS white students substantially outperformed white students statewide in both ELA and Math.
 - However, the gap between white students and students of color in DPS increased slightly from TCAP to CMAS PARCC in both ELA and Math.
- **English Learners:** DPS English Learners outperformed the rest of state ELL's which includes current, redesignated and exited ELLs.

ON CMAS: PARCC ELA - DPS FRL STUDENTS PERFORMED SIMILARLY TO STATE FRL STUDENTS. DPS NON-FRL STUDENTS OUTPERFORMED STATE NON-FRL STUDENTS SUBSTANTIALLY. HOWEVER, THE GAP BETWEEN FRL AND NON-FRL STUDENTS IN DPS INCREASED FROM TCAP TO CMAS.

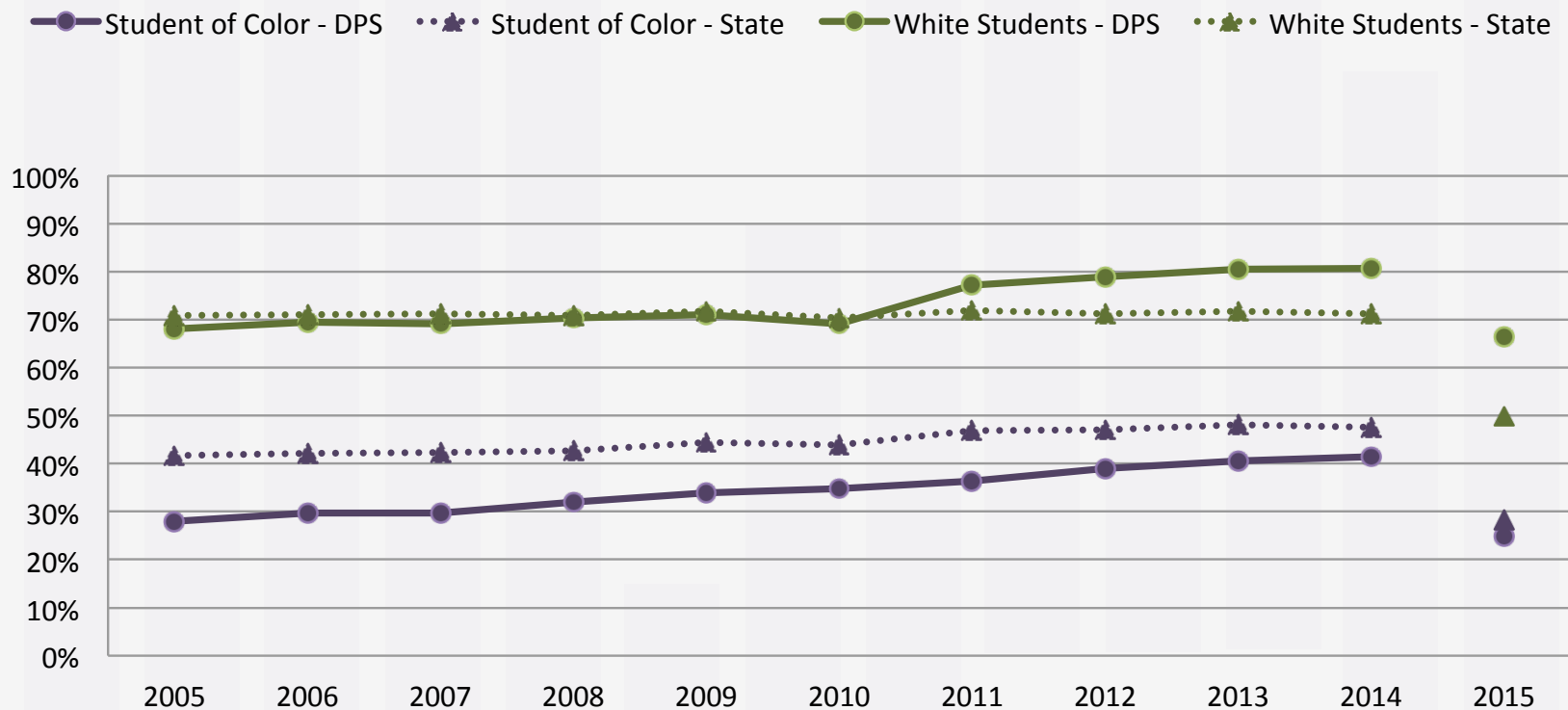
**Historical State and DPS performance on ELA for FRL Students
(State calculations exclude DPS students)**

FRL - DPS FRL - State Non-FRL - DPS Non-FRL - State



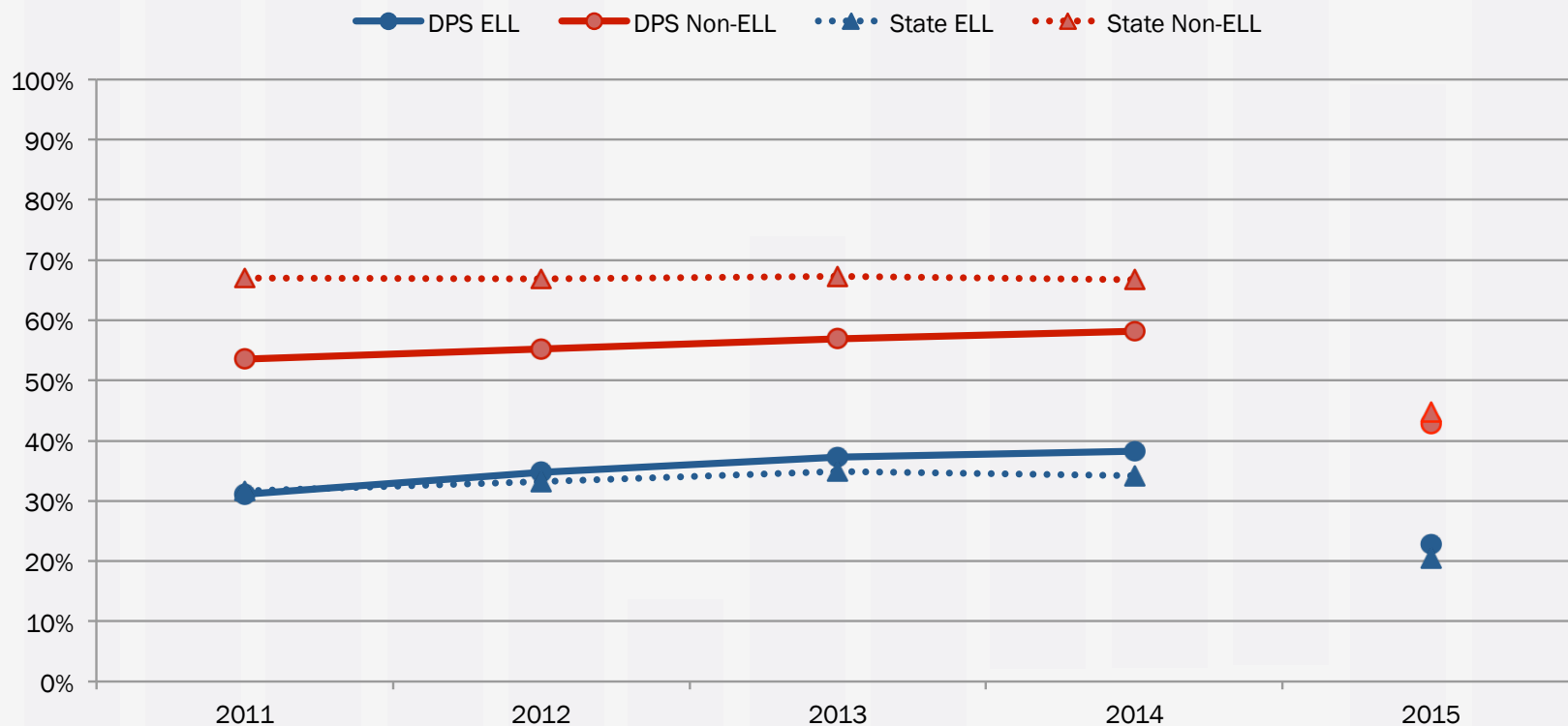
ON CMAS: PARCC ELA - DPS STUDENTS OF COLOR PERFORMED SIMILARLY TO STATE STUDENTS OF COLOR. DPS WHITE STUDENTS OUTPERFORMED STATE WHITE STUDENTS SUBSTANTIALLY. HOWEVER, THE GAP BETWEEN WHITE AND STUDENTS OF COLOR IN DPS INCREASED SLIGHTLY FROM TCAP TO CMAS.

**Historical State and DPS performance on ELA for Students of Color
(State calculations exclude DPS students)**



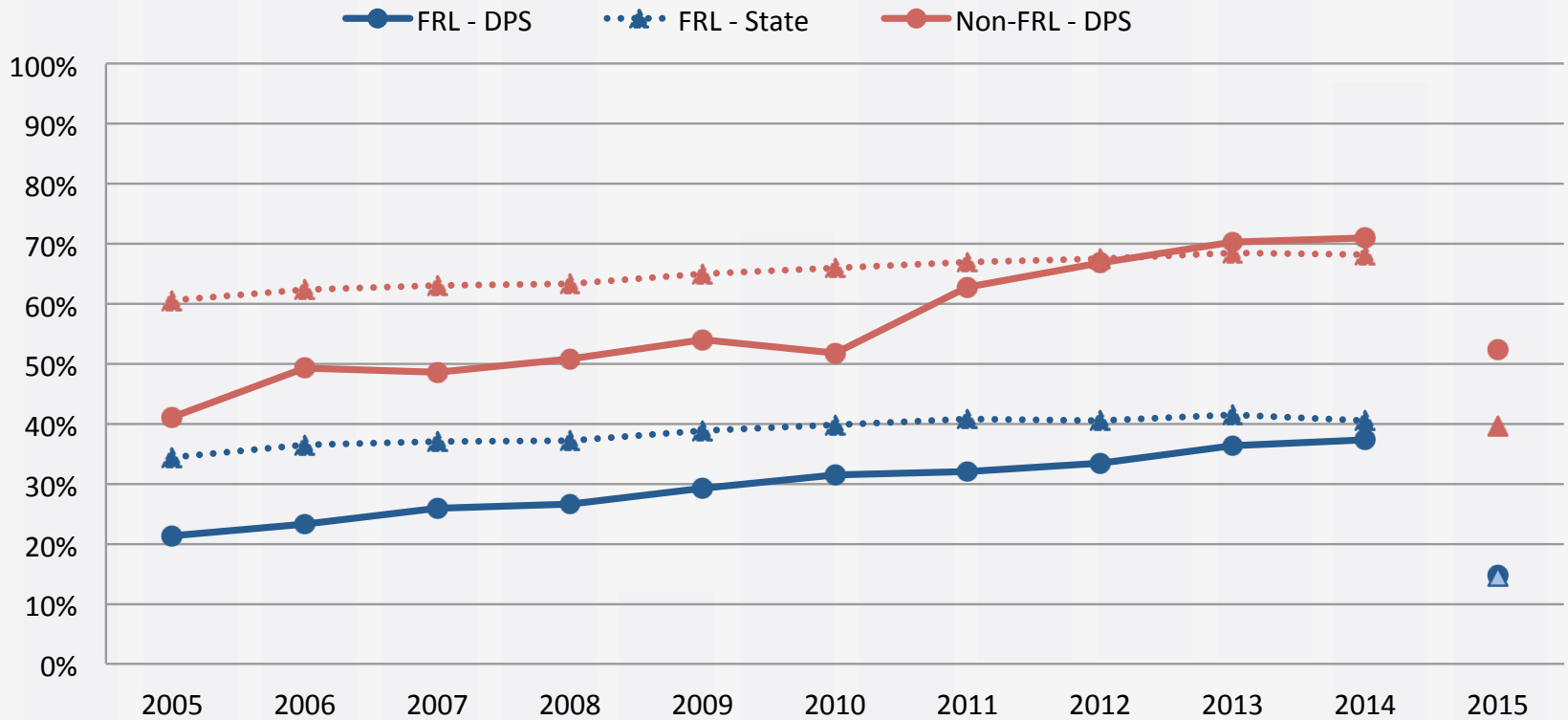
CMAS: PARCC ELA - THE GAP BETWEEN DPS ELL AND NON-ELL STUDENTS ON CMAS PARCC WAS SIMILAR TO THE GAP ON THE 2014 TCAP

Historical State and DPS performance on ELA for ELL Students (State calculations exclude DPS students)



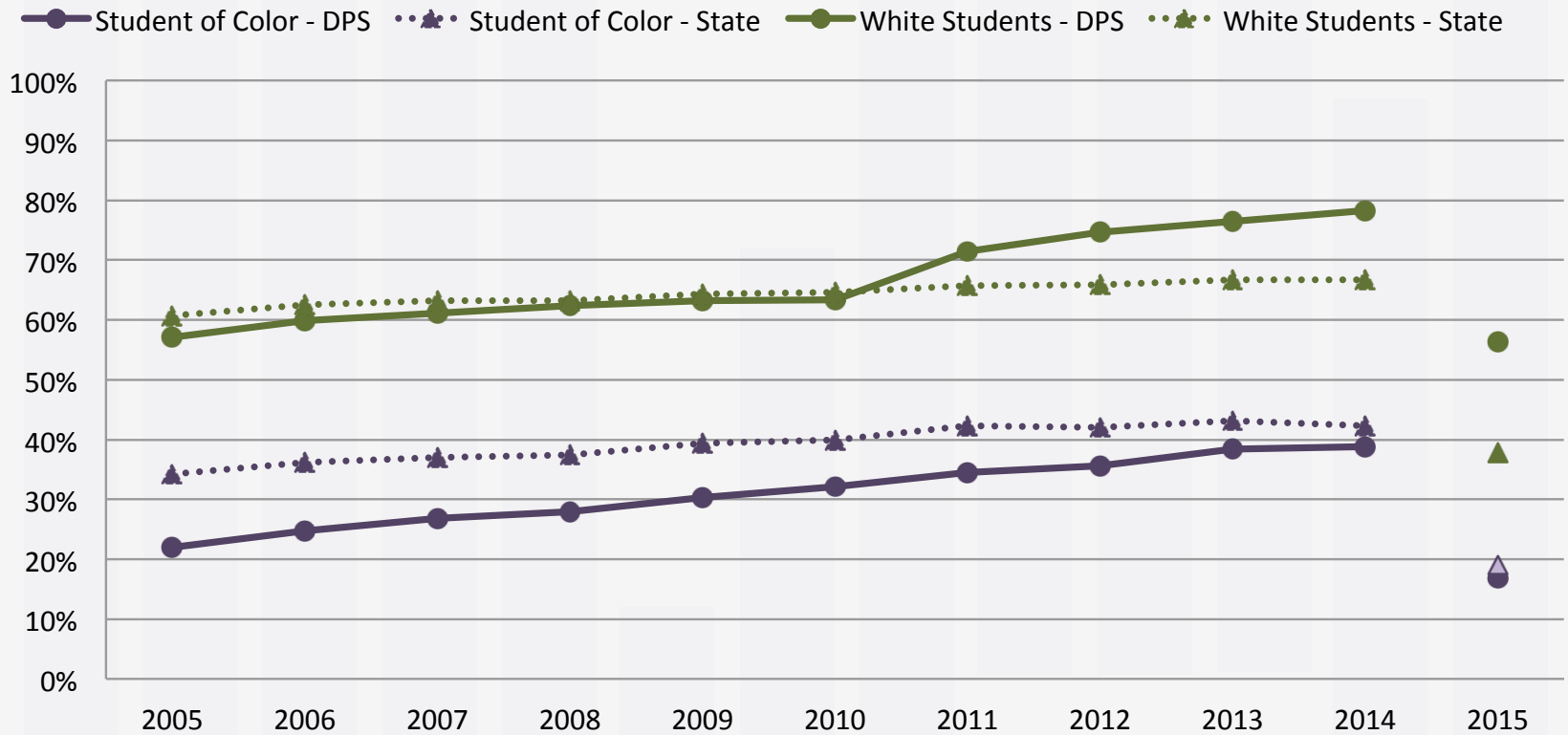
CMAS: PARCC MATH - DPS FRL STUDENTS PERFORMED SIMILARLY TO STATE FRL STUDENTS. DPS NON-FRL STUDENTS OUTPERFORMED STATE NON-FRL STUDENTS SUBSTANTIALLY. HOWEVER, THE GAP BETWEEN FRL AND NON-FRL STUDENTS IN DPS INCREASED FROM TCAP TO CMAS.

**Historical State and DPS performance on Math for FRL Students
(State calculations exclude DPS students)**



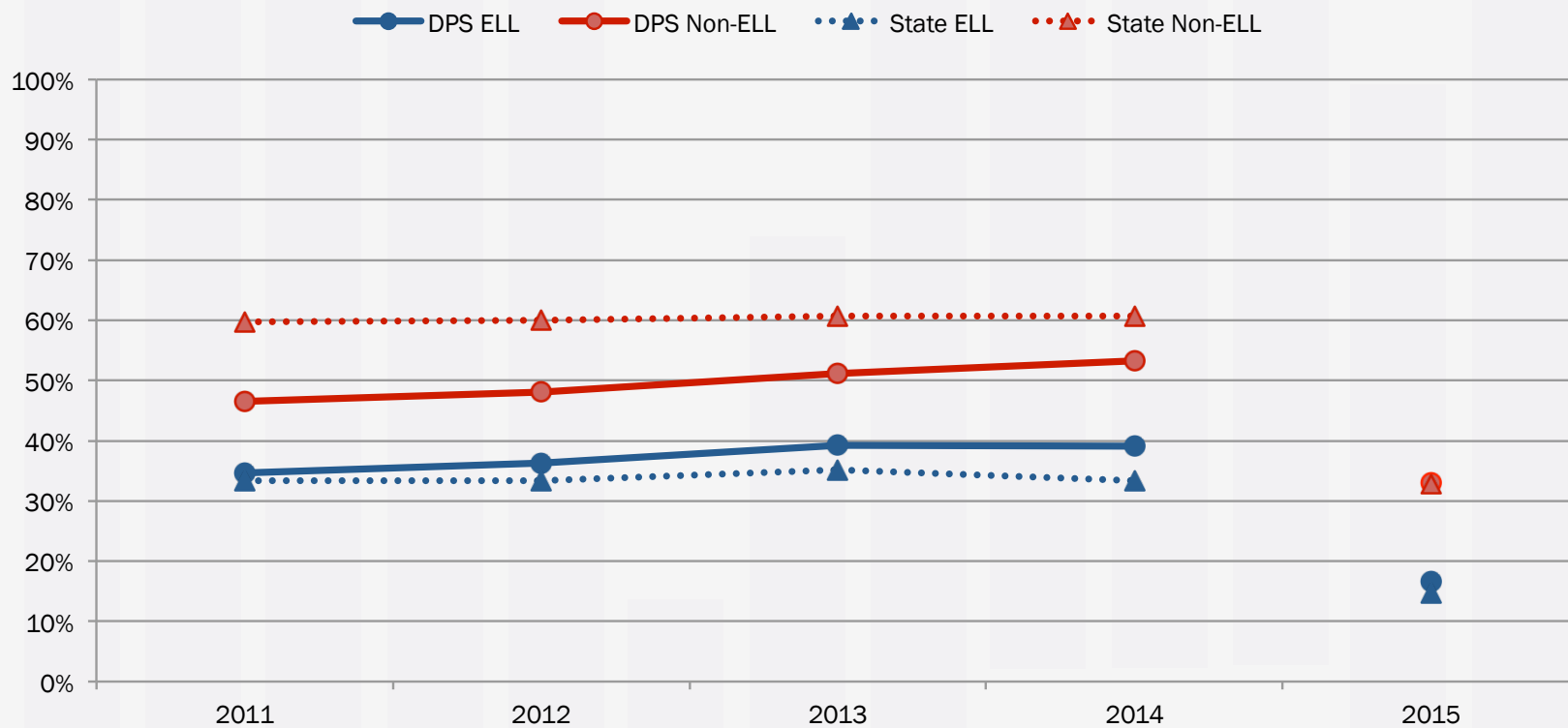
CMAS: PARCC MATH - DPS STUDENTS OF COLOR PERFORMED SIMILARLY TO STATE STUDENTS OF COLOR. DPS WHITE STUDENTS OUTPERFORMED STATE WHITE STUDENTS SUBSTANTIALLY. THE GAP BETWEEN WHITE AND STUDENTS OF COLOR IN DPS REMAINED SIMILAR FROM TCAP TO CMAS.

**Historical State and DPS performance on Math for Students of Color
(State calculations exclude DPS students)**



CMAS: PARCC MATH - THE GAP BETWEEN DPS ELL AND NON-ELL STUDENTS WAS SLIGHTLY LARGER ON CMAS PARCC THAN ON THE 2014 TCAP

Historical State and DPS performance on Math for ELL Students (State calculations exclude DPS students)





APPENDIX

OVERVIEW OF THE CMAS PARCC

- The new tests provide our students and families a much clearer and more accurate picture about how students are performing on higher academic standards, and they should not be compared to results of the previous state exams.
- The results provide an important baseline on which we can build and move forward.

CMAS PARCC—A NEW ASSESSMENT

- Who took the test?
 - Students in Grades 3-11 took the English Language Arts tests in English
 - Some students in Grades 3 and 4 participated in the Spanish field test (no scores released)
 - Students in Grades 3-8 took the Math tests
 - High school students took the Math tests if enrolled in Algebra I, Geometry, or Algebra II.
 - Note: There are no growth data currently, so there is no ability to see year-to-year improvement
- How was the test administered?
 - The test was administered online with the exception of some students who received accommodations and two schools that submitted waivers (Academy 360 and DDES)
 - Two windows: Performance Based Assessment (March) and End of Year (May) → combined to yield one final score
- What was the format of the test?
 - Some multiple choice questions and some technology enhanced items such as highlighting, drag and drop, and media-embedded items
- Are there any released PARCC test items?
 - Yes, they are published here:
<https://prc.parcconline.org/assessments/parcc-released-items>

TCAP, CMAS PARCC, AND CMAS SCIENCE AND SOCIAL STUDIES HAVE DIFFERENT PROFICIENCY BANDS

CSAP/TCAP
Advanced
Proficient
Partially Proficient
Unsatisfactory

CDE has informally indicated they will shift CMAS Science/Social Studies PARCC in the future.

CMAS PARCC	CMAS Science/Social Studies
Exceeded Expectations	Distinguished Command
Met Expectations	Strong Command
Approached Expectations	Moderate Command
Partially Met Expectations	Limited Command
Did Not Yet Meet Expectations	

HOW IS DISTRICT PARTICIPATION RATE DEFINED?

All students *who scored in levels 1-5* except students who withdrew before test completion, exempt for medical reasons, or homeschooled

District Participation Rate =

All students *who were rostered* to take the test except students who withdrew before test completion, exempt for medical reasons, or homeschooled

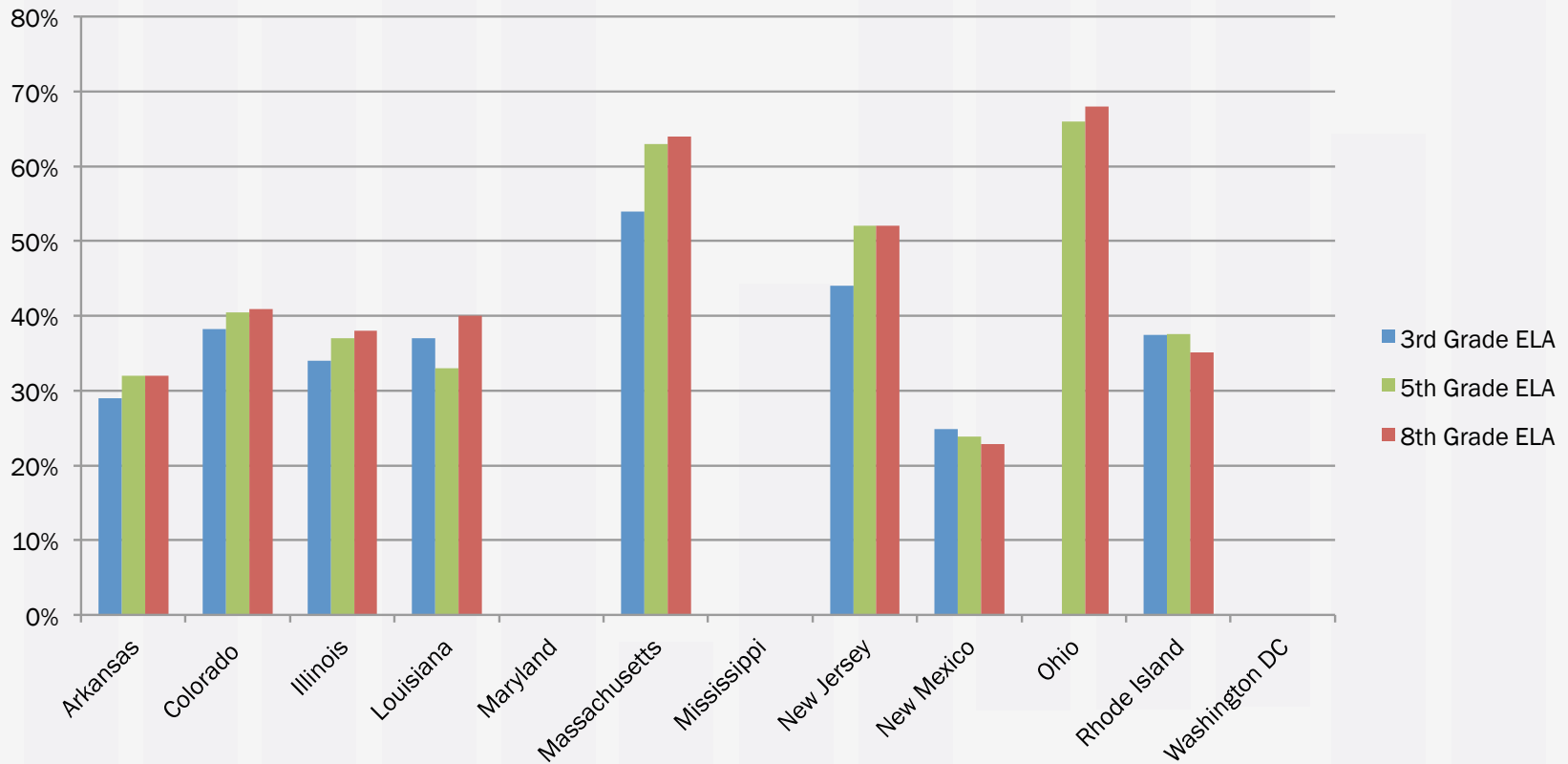
All students *who scored in levels 1-5* except students who withdrew before test completion, exempt for medical reasons, expelled, or and homeschooled

School Participation Rate =

All students *who were rostered* to take the test except students who withdrew before test completion, exempt for medical reasons, expelled, or homeschooled

COLORADO PERFORMANCE ON PARCC ELA RANKS IN THE MIDDLE OF THE PARCC STATES

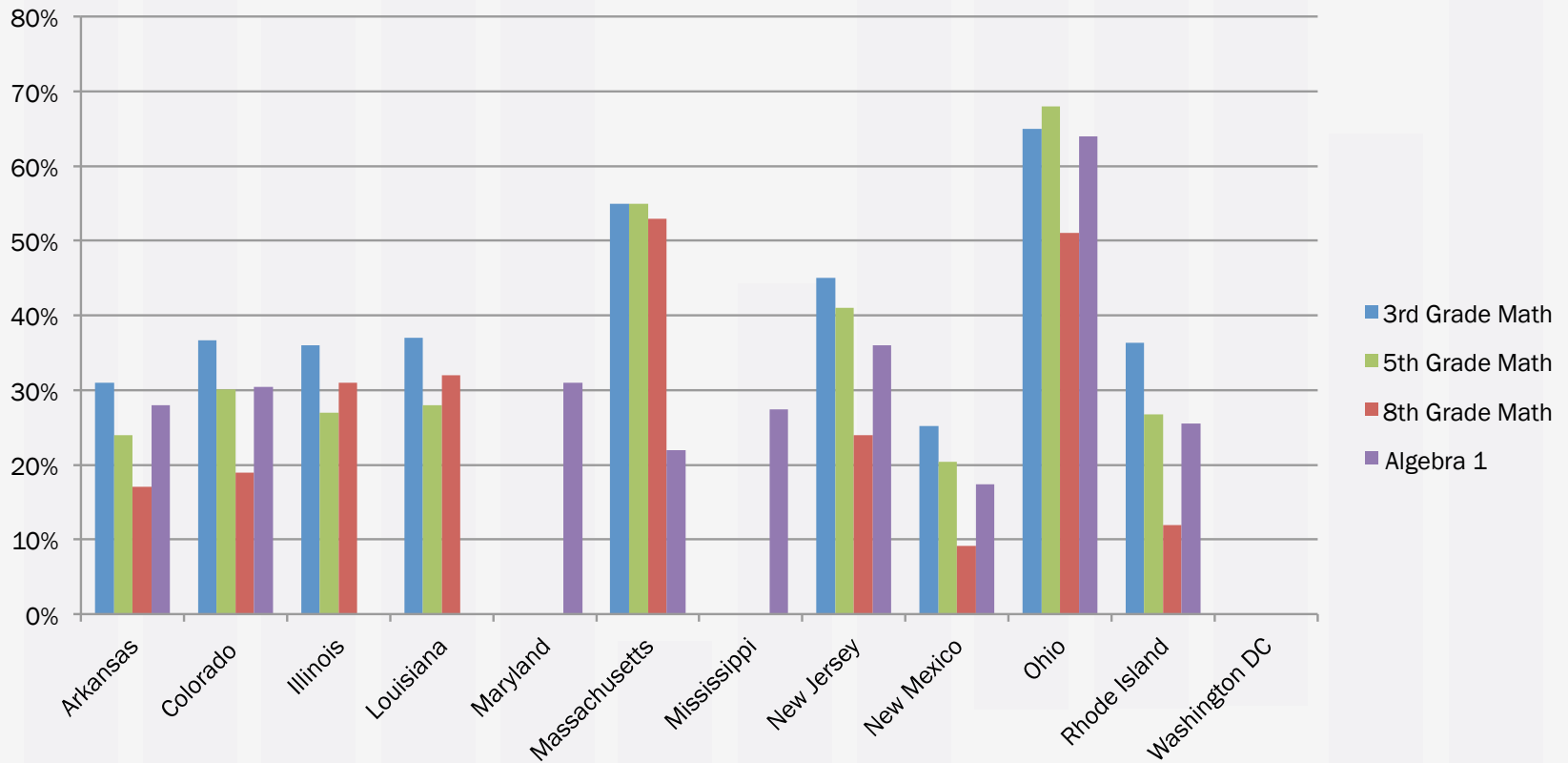
CMAS: PARCC ELA % Met Expectations or Above



Note: Data are reported differently by state; therefore not all data are represented in the chart.

COLORADO PERFORMANCE ON PARCC MATH RANKS IN THE MIDDLE OF THE PARCC STATES

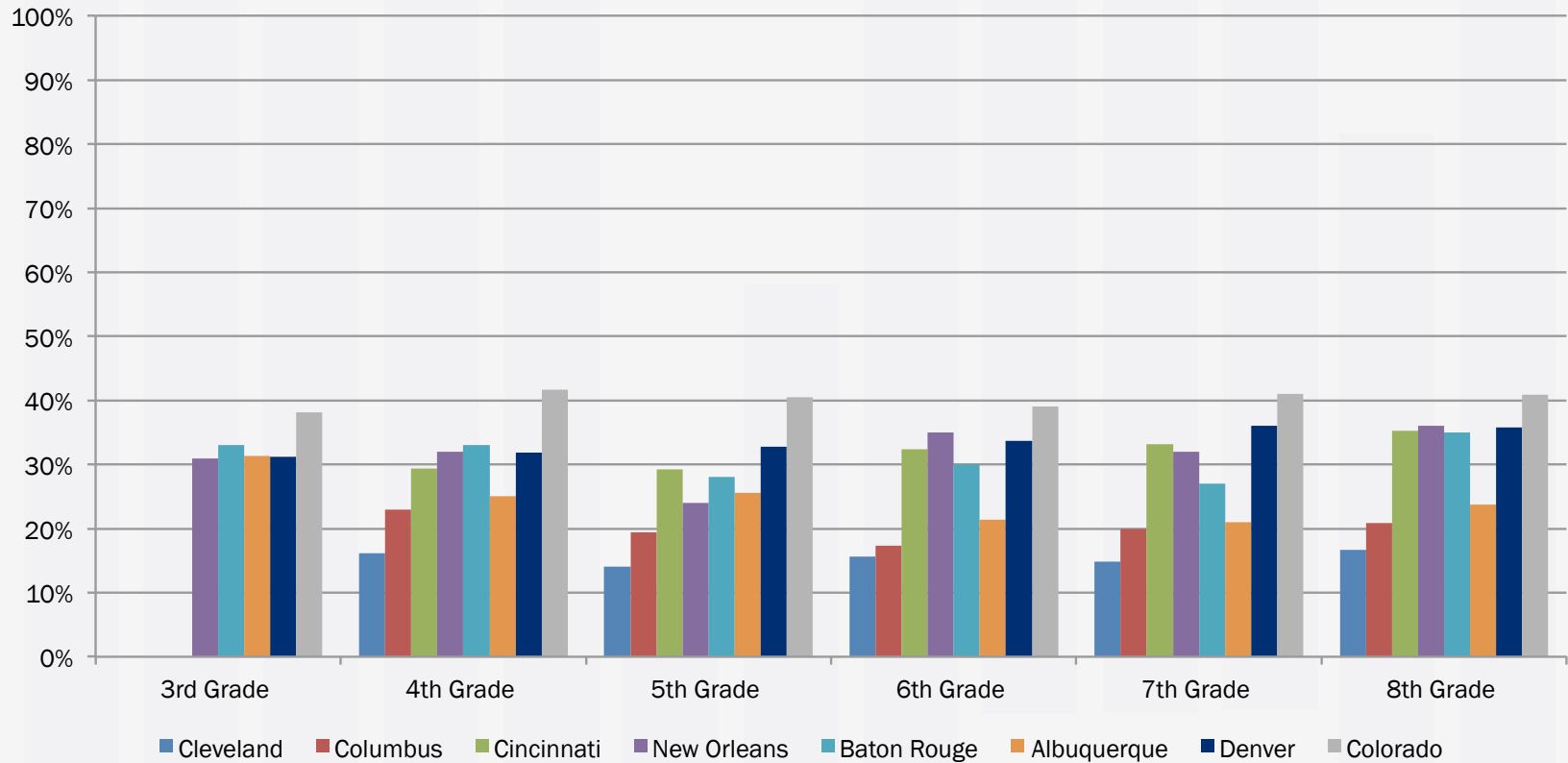
CMAS: PARCC Math % Met Expectations or Above



Test administration guidelines may differ across the states on whether 8th grade Math or Algebra 1 is administered to 8th grade students.

DPS OUTPERFORMED MANY OTHER LARGE PARCC DISTRICTS, BUT FEWER THAN 40% OF STUDENTS IN EACH DISTRICT MET EXPECTATIONS.

CMAS: PARCC ELA % Met Expectations or Above

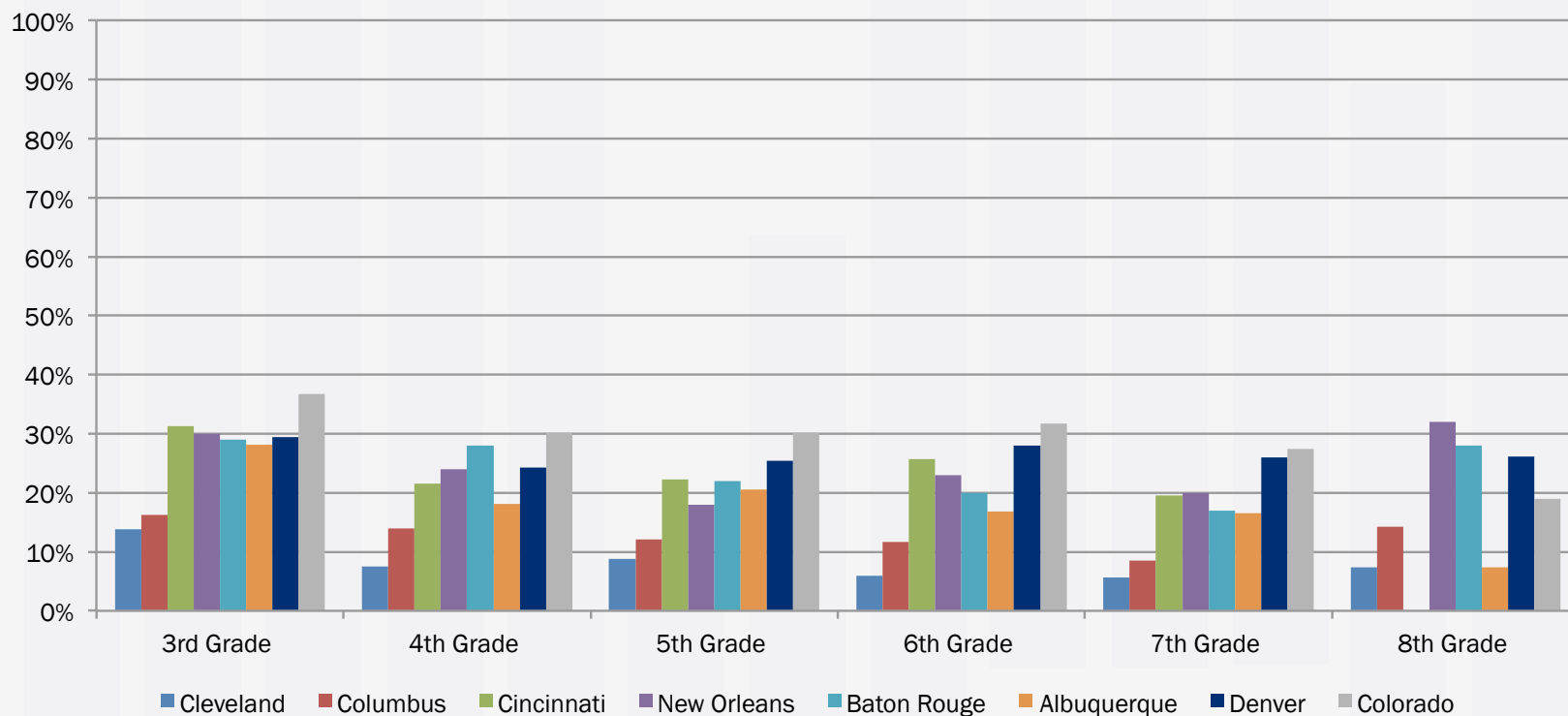


High school tests are not displayed due to low participation rates in DPS

Note: Some districts have not yet reported PARCC results and some (e.g., Boston) report the results without breaking out by grade level, and therefore are not represented in the chart.

DPS OUTPERFORMED MANY OTHER LARGE PARCC DISTRICTS, BUT FEWER THAN 40% OF STUDENTS IN EACH DISTRICT MET EXPECTATIONS.

CMAS: PARCC Math % Met Expectations or Above



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