Karen B. Salmon, Ph.D.
State Superintendent of Schools

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TO: Members of the Maryland State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: August 14, 2017

SUBJECT: English Language Arts and Mathematics Assessment Results.

PURPOSE:

To provide English Language Arts and Mathematics assessment results for the 2016-2017 administration.

BACKGROUND:

PARCC assessments were administered for the third year during 2016-2017. These assessments were the state assessments for English Language Arts and Mathematics in grades 3-8. High school assessments offered included Algebra I, Algebra II, Geometry, English 9, 10, and 11. The PARCC assessments set goals for our students; ones that are aligned to the Maryland College and Career Ready Standards. The new Maryland assessments are a continuation of a long history in the evolution of statewide assessments to meet higher standards that promote college and career readiness for all students.

The 2016-2017 Results for English Language Arts and Mathematics

Statewide and school-level results are provided in the PowerPoint and additional Board materials. They provide a summary of the data for each assessment at the state and district level.

While no single test shows a complete picture of achievement, annual assessments provide important information about student strengths and areas for improvement, especially when combined with student grades and teacher reports. Parents and teachers can use this information to make sure students get the help they need to succeed.

Assessment results will be reported on the Maryland Report Card website at 4:00 p.m. on August 22, 2017. Additional items reported on the Maryland Report Card website include enrollment, special services counts, attendance rate and multi-state alternate assessment results for English Language Arts and Mathematics.

ACTION:

For information only. No action required.

Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment 2017

MARYLAND STATE DEPARTMENT OF EDUCATION

PREPARING WORLD CLASS STUDENTS

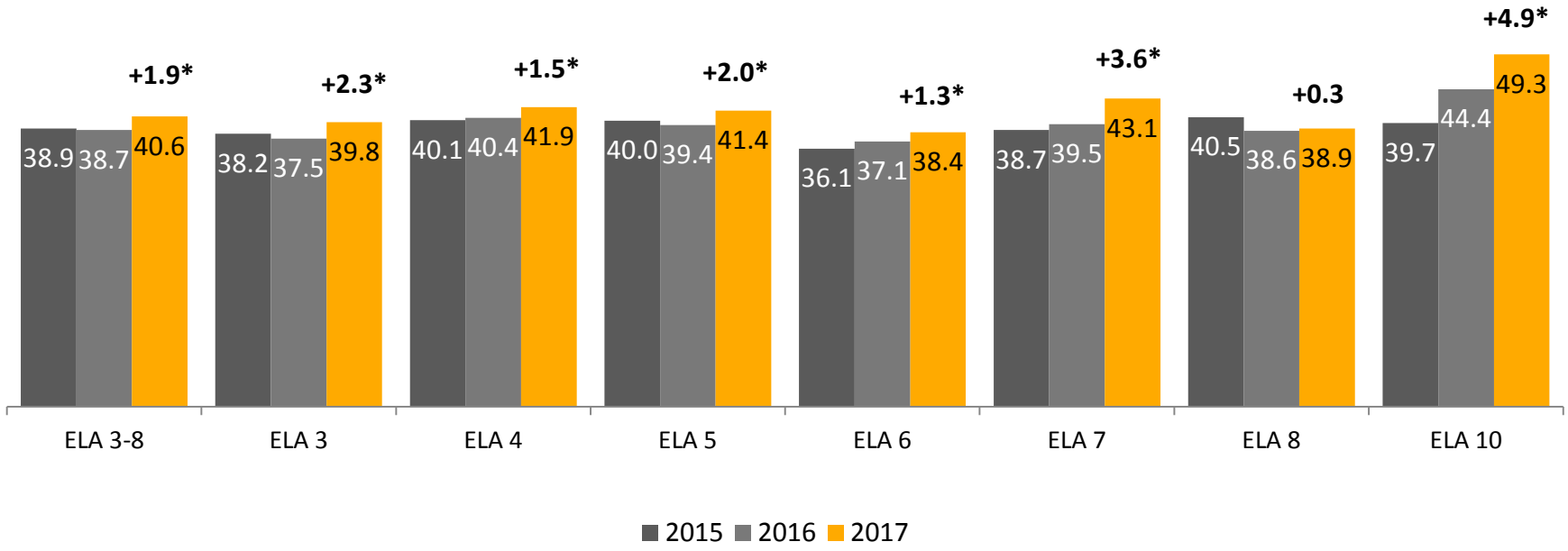
STATE BOARD MEETING

August 22, 2017

ENGLISH LANGUAGE ARTS RESULTS

ENGLISH LANGUAGE ARTS:
Percent Proficient

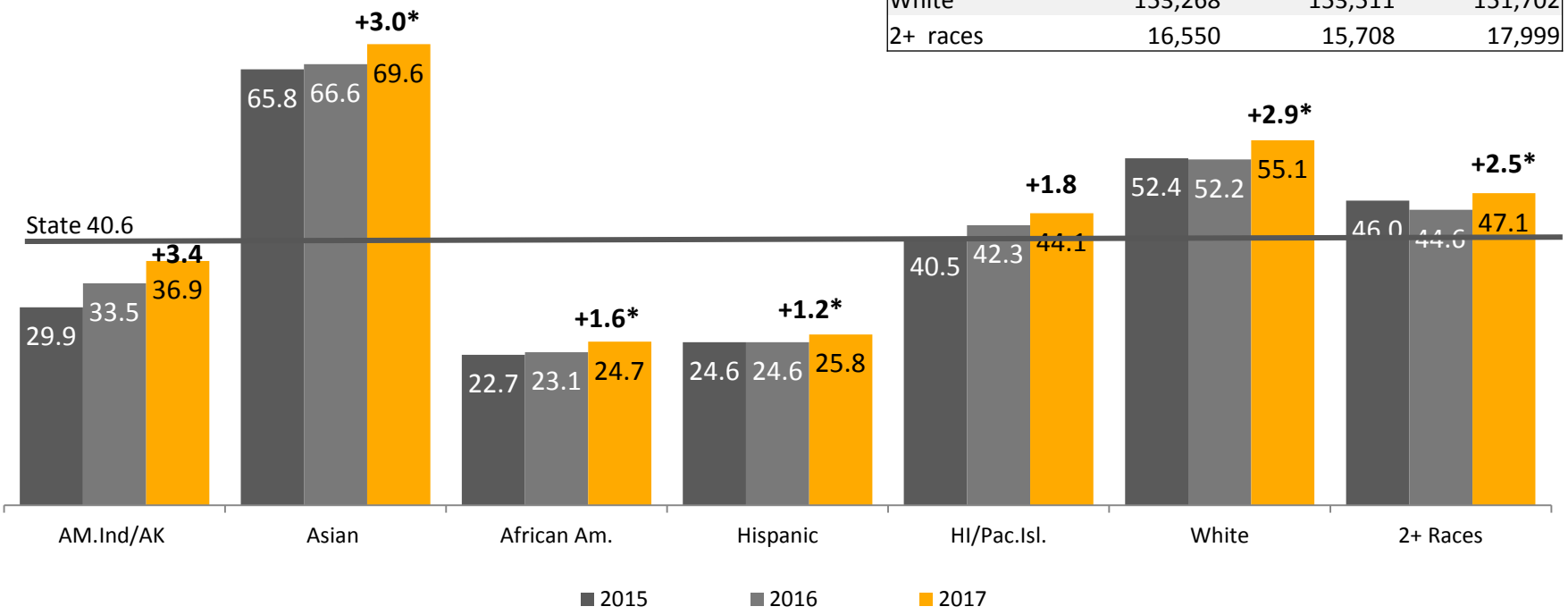
	Tested Count 2015	Tested Count 2016	Tested Count 2017
ELA 3-8	374,801	385,823	393,123
ELA 3	65,088	67,758	68,779
ELA 4	63,792	65,915	68,070
ELA 5	63,331	64,302	66,143
ELA 6	62,055	63,151	63,573
ELA 7	61,200	62,649	63,515
ELA 8	59,335	62,048	63,043
ELA 10	55,651	63,105	63,712



Note: Numbers above bars present percentage point change 2016 to 2017;
** Statistically significant at p < .05*

ENGLISH LANGUAGE ARTS 3 – 8 Combined: Percent Proficient by Race

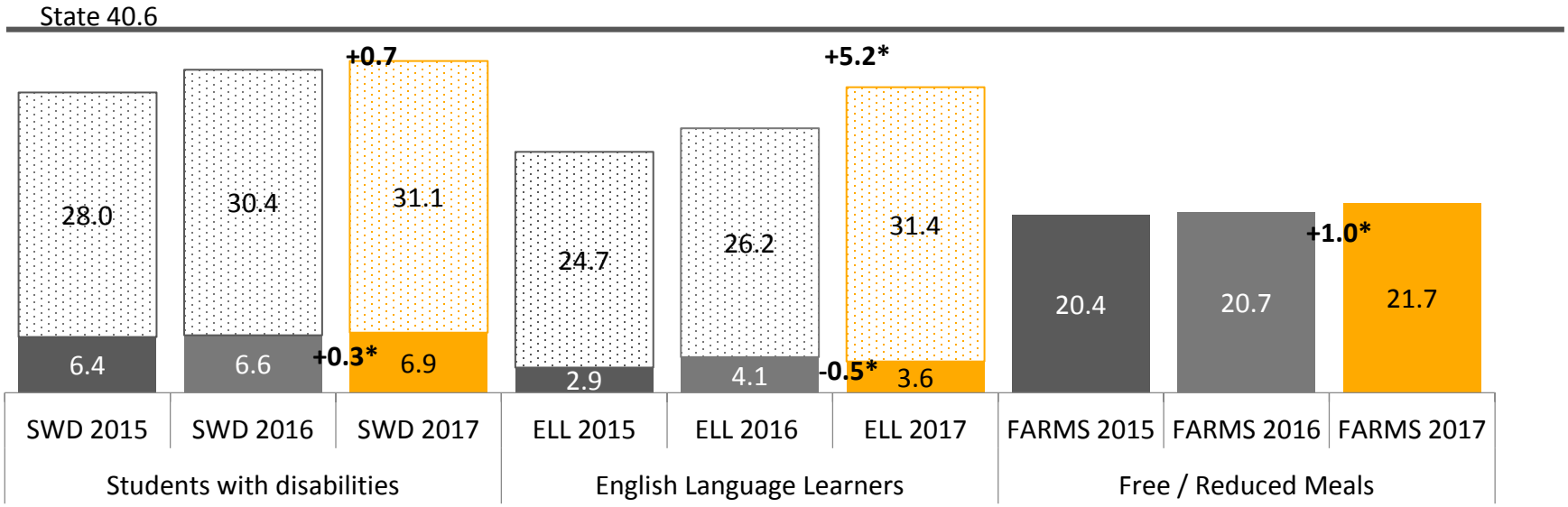
	Tested Count 2015	Tested Count 2016	Tested Count 2017
AM. Ind/AK	1,000	1,167	1,100
Asian	23,720	25,554	25,550
African Am.	127,188	130,679	132,700
Hispanic	52,589	58,620	63,496
HI/Pac Isl.	486	584	576
White	153,268	153,511	151,702
2+ races	16,550	15,708	17,999



Note: Numbers above bars present percentage point change 2016 to 2017;
** Statistically significant at p < .05*

ENGLISH LANGUAGE ARTS 3-8 Combined: Percent Proficient by Student Group

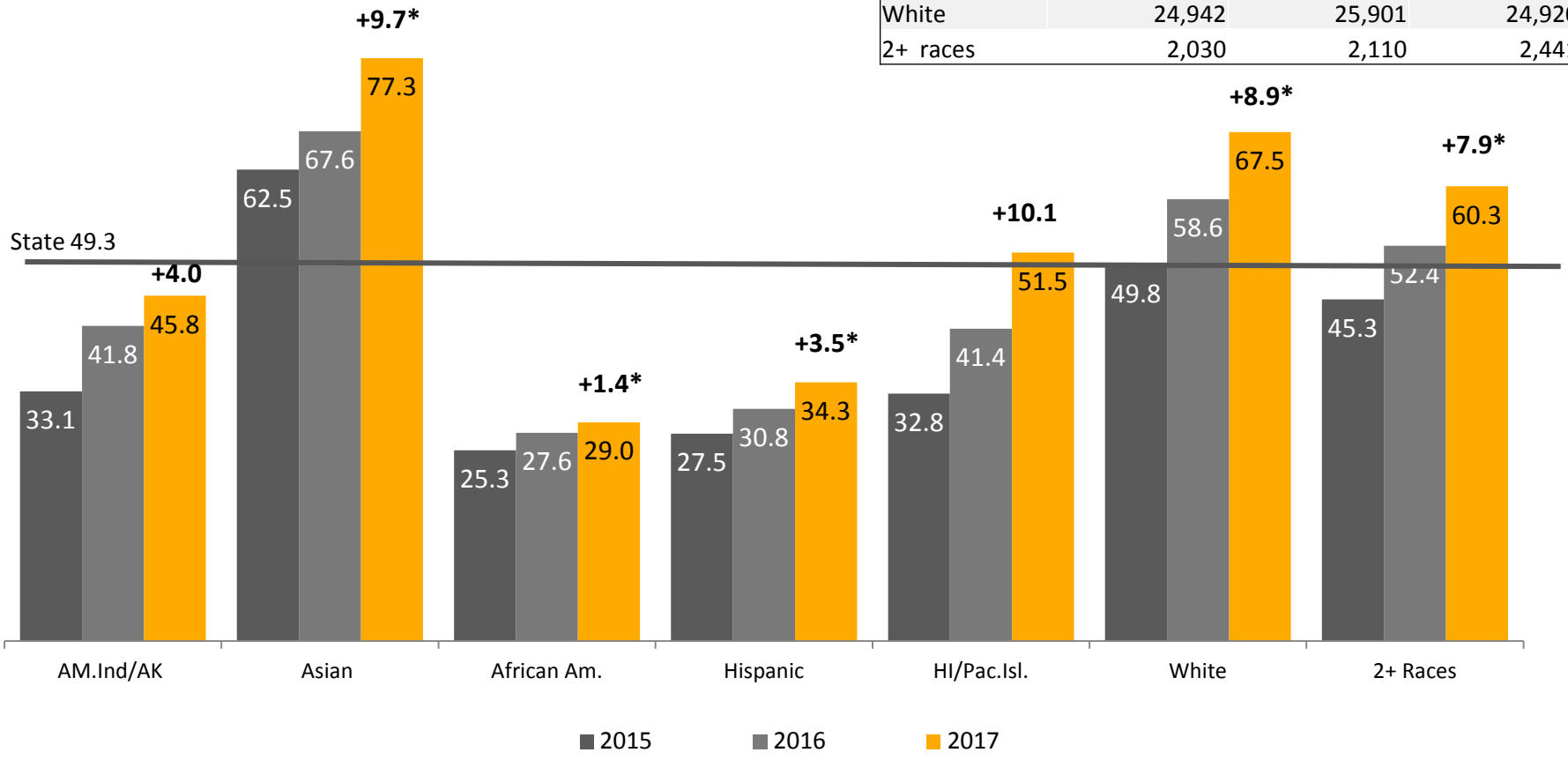
Student Group	Tested Count 2015	Tested Count 2016	Tested Count 2017
FARMS	171,645	169,689	166,679
ELL	16,716	20,331	22,828
Redesignated ELL	17,601	15,283	14,381
SWD	41,710	41,523	42,975
SWD - Exited	5,576	4,705	5,016



*Note: Numbers above bars present percentage point change 2016 to 2017; Dotted bars represent Exited SWD and Redesignated ELL.; * Statistically significant at p < .05*

ENGLISH LANGUAGE ARTS 10: Percent Proficient by Race

Race	Tested Count 2015	Tested Count 2016	Tested Count 2017
AM. Ind/AK	136	189	153
Asian	3,642	4,382	4,247
African Am.	18,662	21,827	22,470
Hispanic	6,175	8,609	9,415
HI/Pac Isl.	64	87	66
White	24,942	25,901	24,920
2+ races	2,030	2,110	2,441



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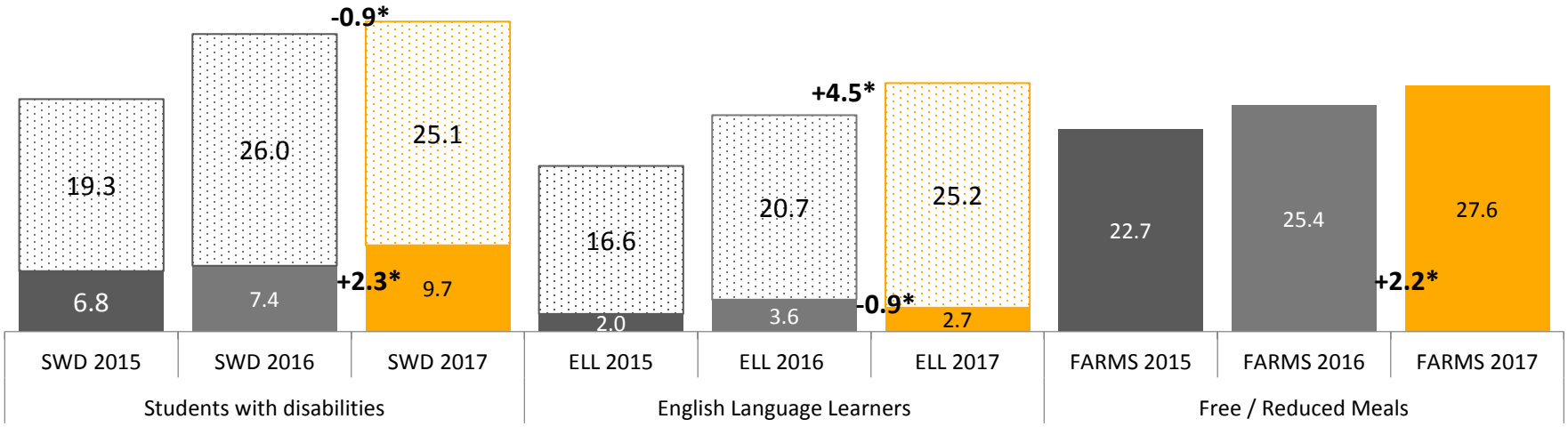
ENGLISH LANGUAGE ARTS 10: Percent Proficient by Student Group

	Tested Count 2015	Tested Count 2016	Tested Count 2017
FARMS	19,979	23,085	22,998
ELL	1,076	3,050	3,463
Redesignated ELL	986	1,349	1,339
SWD	5,245	6,097	6,353
SWD - Exited	347	342	443

State 49.3



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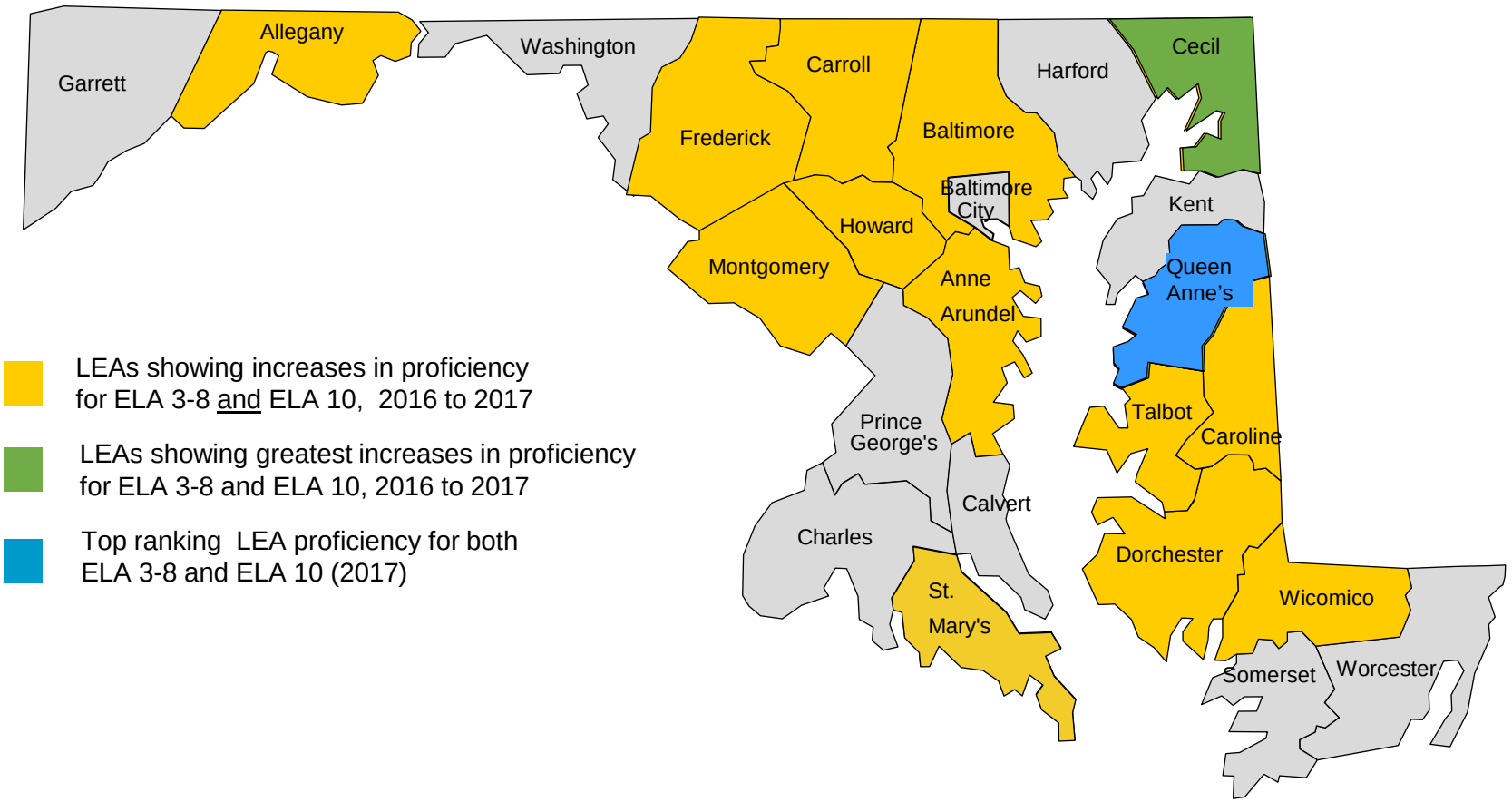
English Language Arts 3-8 (combined) & ELA10



ENGLISH LANGUAGE ARTS Successes

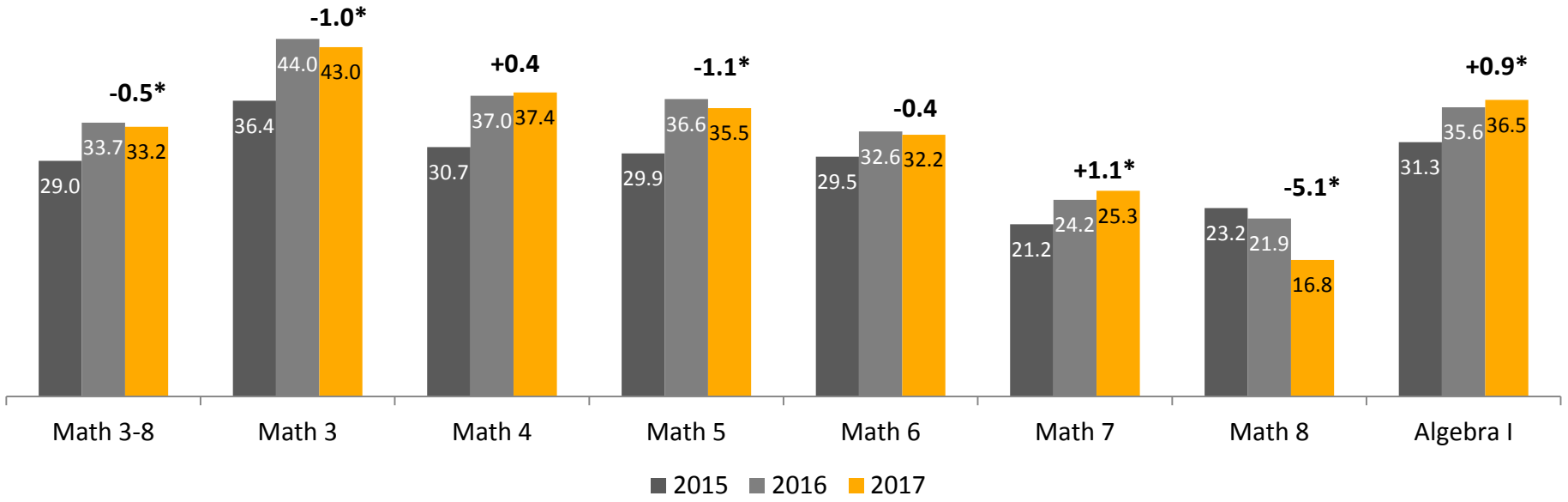
- Small Class Size
- Instructional Leadership Development
- Instructional Coaching
- Writer's Workshop and Unpacking Standards
- System-wide Guided Reading PD
- Development and Use of Formative Assessments
- Monitoring Instruction and Providing Feedback
- Top Performing Schools for ELA
  - Bannockburn Elementary School – ELA 4 – 97.7%% (Montgomery County)
  - Clarksville Middle School – ELA 8 – 87.9% (Howard County)
  - Walt Whitman High School– ELA 10 – 90.9% (Montgomery County)
- Top Performing Title I Schools for ELA
  - Cash Valley Elementary – ELA 4 – 67.6% – (Allegany County)
  - Hampstead Hill Academy – ELA 7 – 64.2% – (Baltimore City)

MATHEMATICS

RESULTS

MATHEMATICS: Percent Proficient

	Tested Count 2015	Tested Count 2016	Tested Count 2017
Math 3-8	352,082	358,435	362,630
Math 3	65,594	67,892	69,107
Math 4	64,290	66,022	68,355
Math 5	63,828	64,423	66,413
Math 6	62,194	63,022	63,697
Math 7	55,010	53,710	57,190
Math 8	41,166	43,366	37,868
Algebra I	61,842	67,151	71,025



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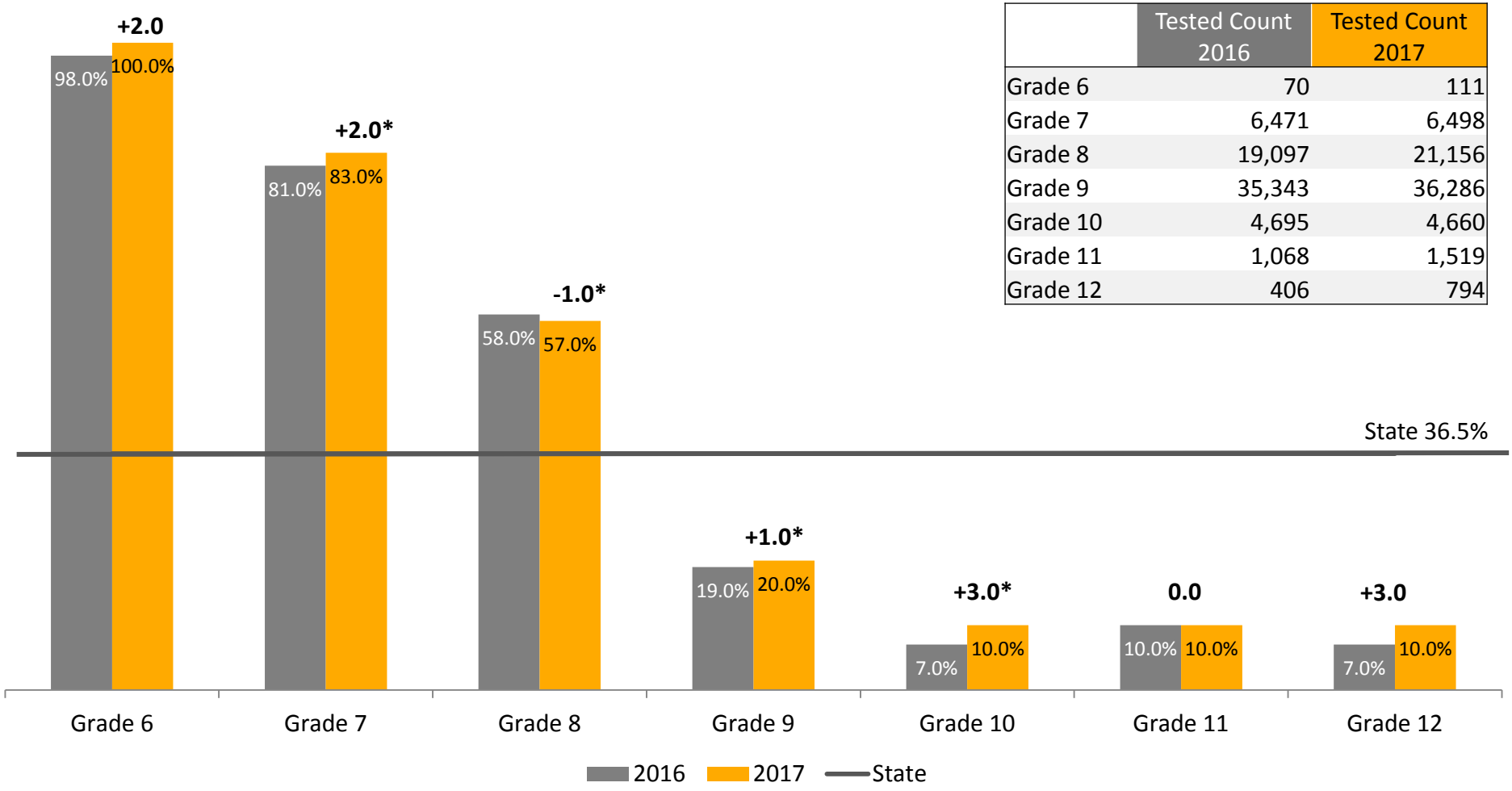
ALGEBRA I: Percent Proficient by Grade

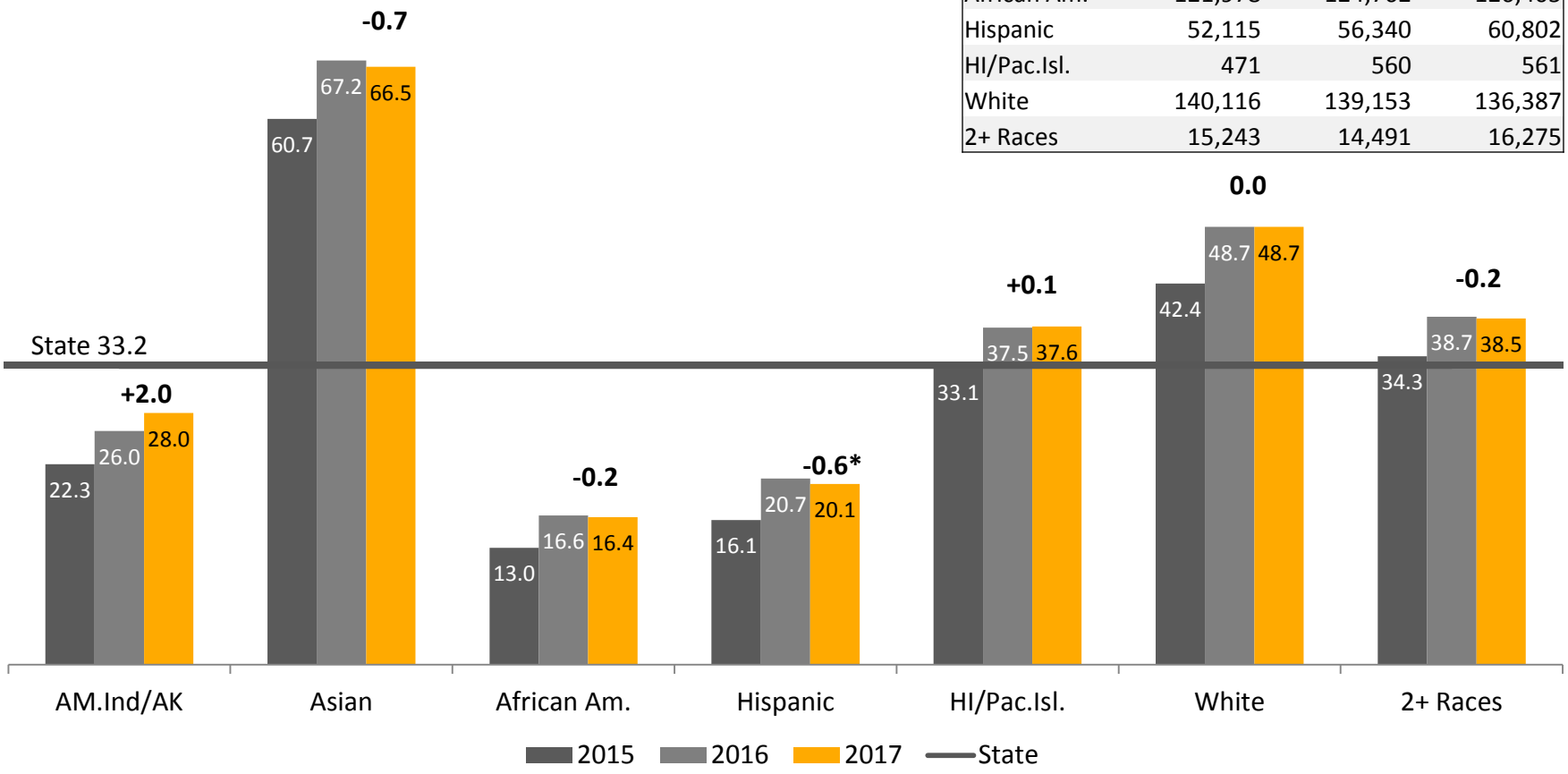


	Tested Count 2016	Tested Count 2017
Grade 6	70	111
Grade 7	6,471	6,498
Grade 8	19,097	21,156
Grade 9	35,343	36,286
Grade 10	4,695	4,660
Grade 11	1,068	1,519
Grade 12	406	794

Note: Numbers above bars present percentage point change 2016 to 2017;
** Statistically significant at $p < .05$*

MATHEMATICS 3 – 8 Combined: Percent Proficient by Race

	Tested Count 2015	Tested Count 2016	Tested Count 2017
AM.Ind/AK	959	1,092	1,054
Asian	21,200	22,037	21,146
African Am.	121,978	124,762	126,405
Hispanic	52,115	56,340	60,802
HI/Pac.Isl.	471	560	561
White	140,116	139,153	136,387
2+ Races	15,243	14,491	16,275



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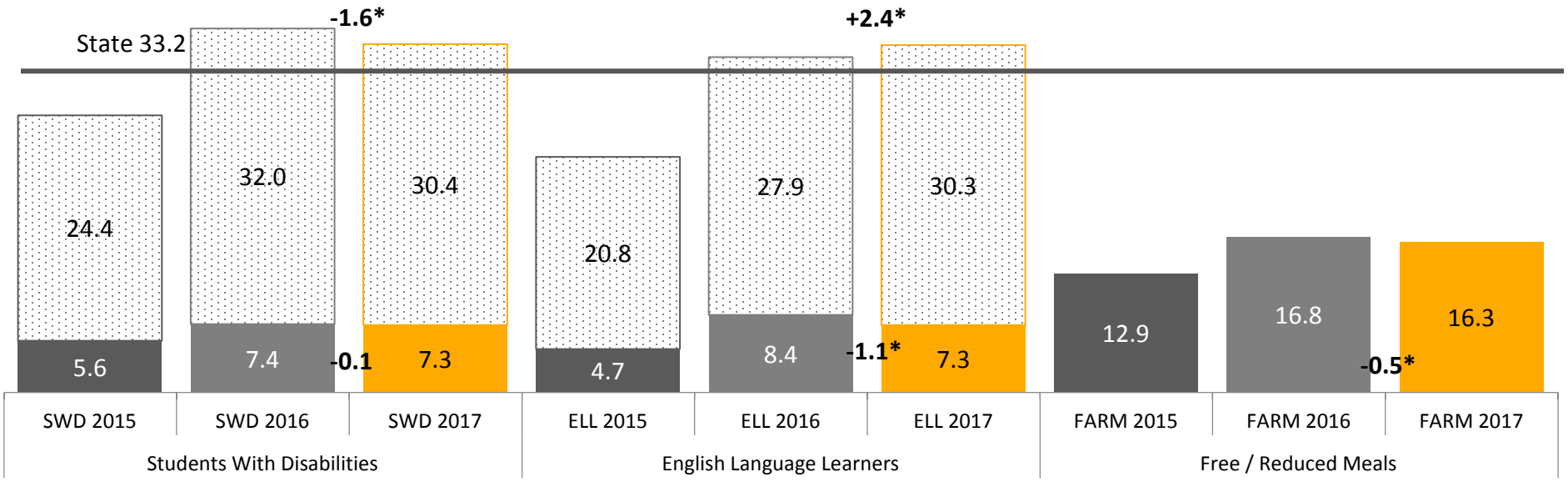
MATHEMATICS 3 – 8 Combined: Percent Proficient by Student Group

	Tested Count 2015	Tested Count 2016	Tested Count 2017
FARMS	167,682	163,479	160,556
ELL	19,719	20,867	24,039
Redesignated ELL	17,279	15,049	14,074
SWD	41,201	40,902	42,281
SWD - Exited	5,405	4,507	4,832



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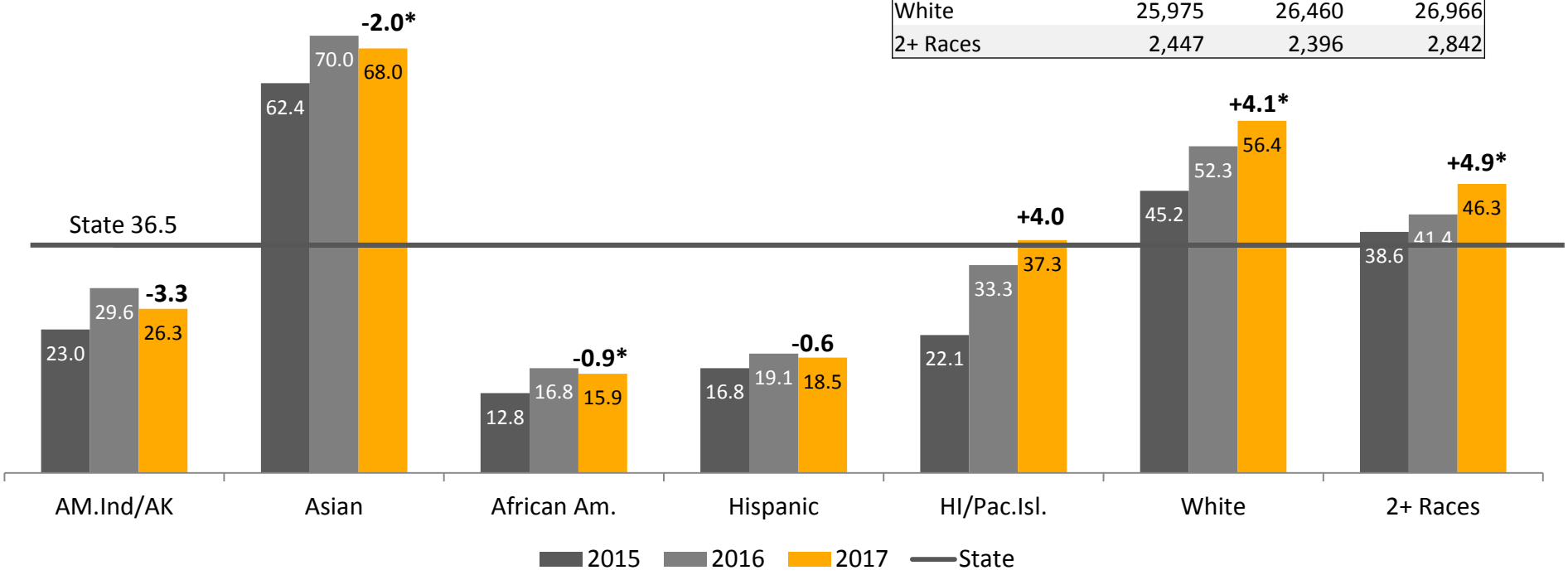
ALGEBRA I:
Percent Proficient by Race

	2015 Count	2016 Count	2017 Count
AM.Ind/AK	165	206	179
Asian	4,067	4,498	4,787
African Am.	20,811	23,167	24,265
Hispanic	8,300	10,331	11,903
HI/Pac.Isl.	77	93	83
White	25,975	26,460	26,966
2+ Races	2,447	2,396	2,842



Note: Numbers above bars present percentage point change 2016 to 2017;
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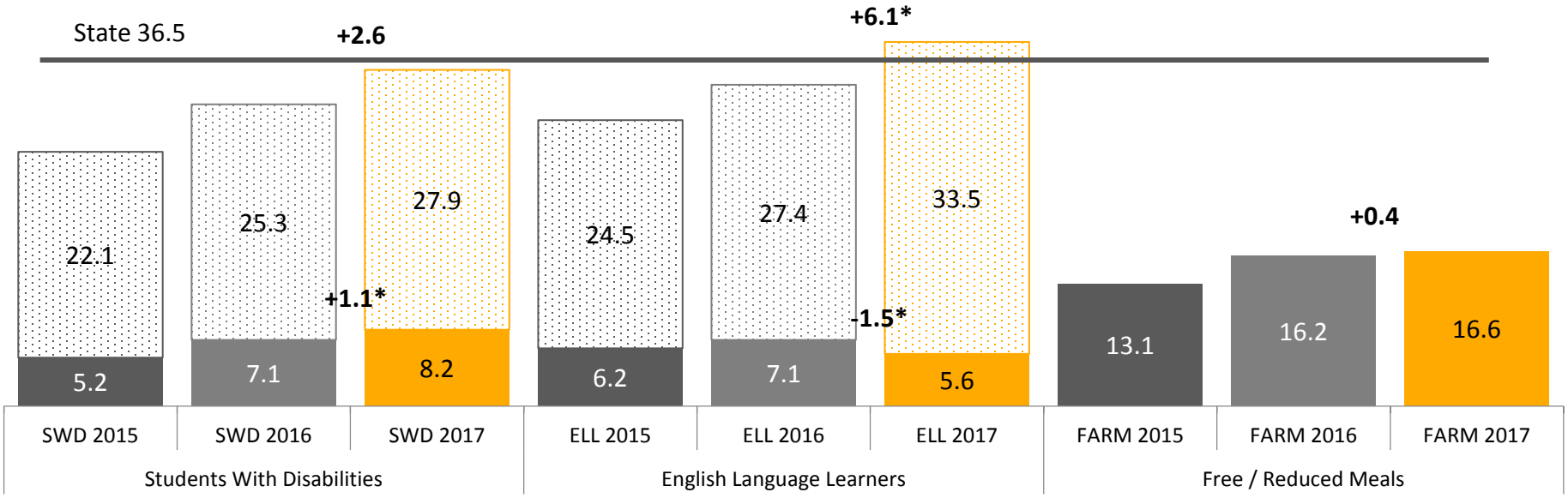
ALGEBRA I: Percent Proficient by Student Group

	Tested Count 2015	Tested Count 2016	Tested Count 2017
FARMS	25,118	26,912	27,467
ELL	3,092	4,638	5,425
Redesignated ELL	880	748	753
SWD	6,348	7,159	7,142
SWD - Exited	603	588	602



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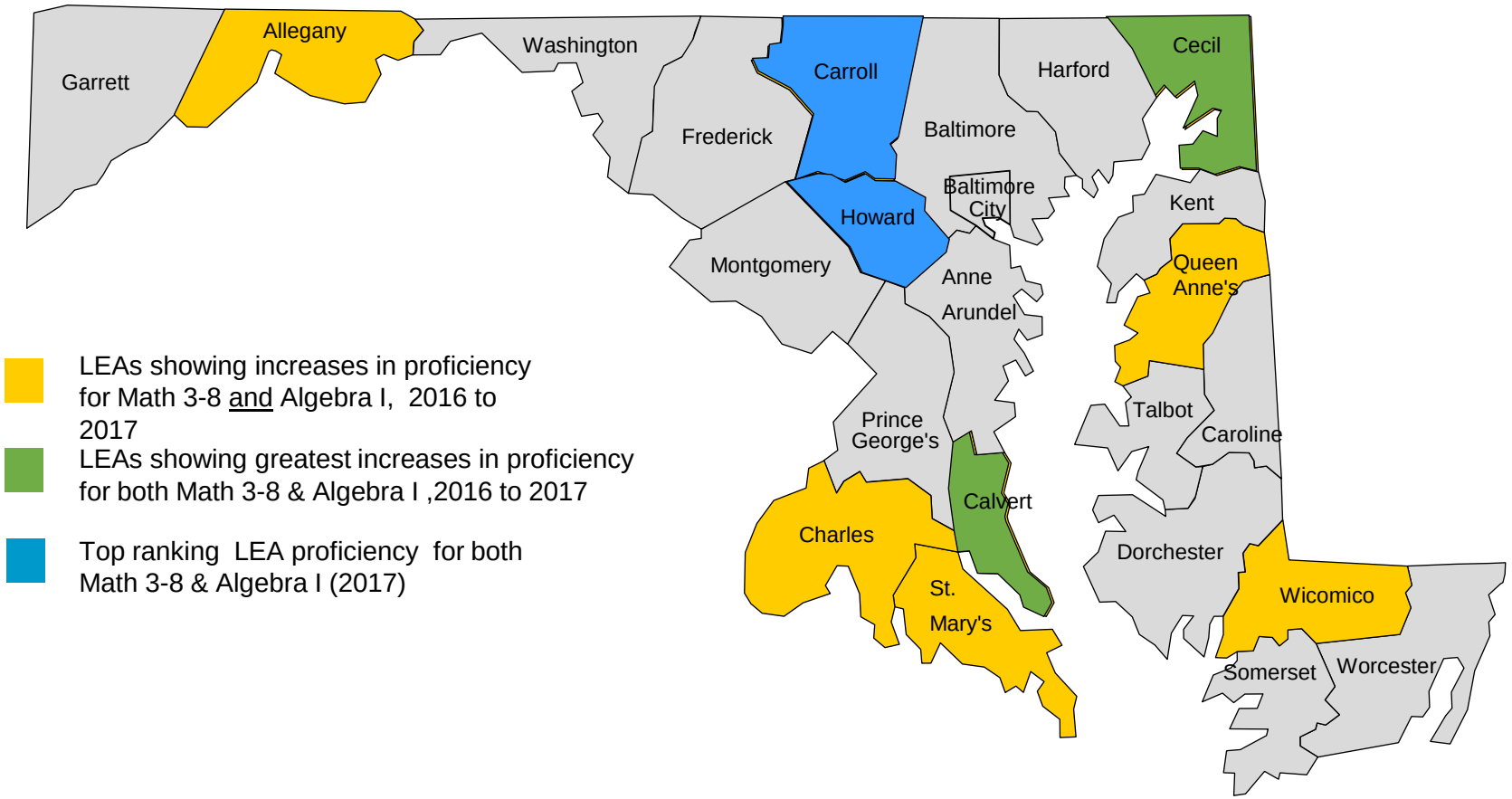
Mathematics 3-8 (combined) & Algebra I



MATHEMATICS Successes

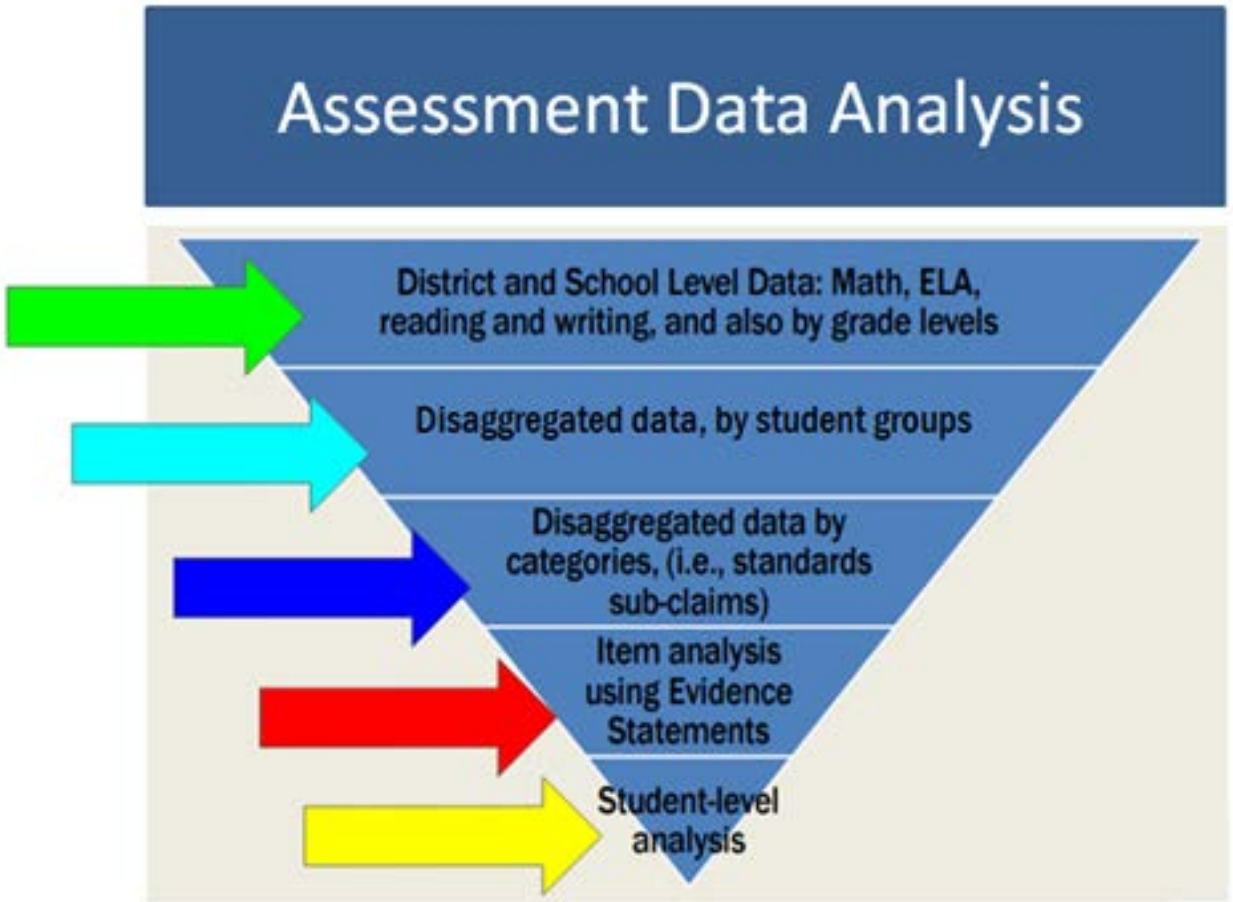
- Small Class Sizes
- Universal Screeners
- Instructional Coaches/Math Resource Teachers
- Monitoring Instruction and Providing Feedback
- Top Performing Schools for Math
  - Shipley's Choice Elementary School MAT 03– 96.4% (Anne Arundel County)
  - Clarksville Middle School – MAT 06 – 85.1% (Howard County)
  - Urbana High School – Algebra I – 71.2% (Frederick County)
- Top Performing Title I Schools for Math
  - Pocomoke Elementary– MAT 03 – 79.7% - (Worcester County)
  - Cash Valley Elementary– MAT 04 – 64.7% - (Allegany County)

MSDE SUPPORTS TO LOCAL SCHOOL SYSTEMS

Data Analysis

- Our Accountability, Assessment and Research departments provide individualized support to LEAs based on need and LEA request.

- System level trainings are provided to show how to interpret and utilize the data to help guide and plan instruction.


Assessment Data Analysis
District and School Level Data: Math, ELA, reading and writing, and also by grade levels
Disaggregated data, by student groups
Disaggregated data by categories, (i.e., standards sub-claims)
Item analysis using Evidence Statements
Student-level analysis

Instructional Support from the Office of Teaching and Learning

- Guidance in doing a self-assessment and support in analyzing data to identify specific areas of concern
- Examine practices in high performing districts and share with all LEAs
- Onsite Training of LEA teams on the different Data Analysis Tools
- Research evidence-based curriculum and interventions and disseminate to local school systems

Instructional Support from the Office of Teaching and Learning

- Conduct monitoring visits to any LEA performing below the state average. Focus visit on the alignment of the curriculum, instruction and formative assessments
- Conduct a review of alignment of local benchmark assessments with the Maryland College and Career Ready Standards for all systems performing below the state average.

Leadership Support

- Specialized/Differentiated support for systems performing below the state average based on Assistant Superintendents of Instruction needs assessment
- System level trainings that include teacher leader and administrator teams for LEAs performing below the state average

Additional Support through the Research Department

- Provide technical support to local school systems on how to describe and analyze their own data
- Provide to LEAs program evaluation services of programs currently in use
- Provide training and technical support to LEAs on how to select programs or interventions using strong standards of evidence
- Explore research practice partnerships to augment funding and conduct research for adopting an evidence-based learning approach to school improvement.