



A Community of Learners

Informational Memo - 2015 PARCC Analysis by School

TO: School Board
Superintendent Kocanda

FROM: Curriculum Department

DATE: January 26, 2016

Overview & Background

Winnetka Public Schools students participated in the PARCC Assessment for the first time in March and May of 2015. The District received the assessment results in late November of 2015. Since that time, principals have shared the results with teachers and spent time analyzing the available data to glean information that can inform preparation for the 2016 PARCC that will be administered in April.

On the next several pages, we have summarized the trends from each school's results. [Click here](#) for a more detailed analysis of each school's data by performance level.

Crow Island Trends

- ELA:
 - Vocabulary seems to be a relative strength for all groups. Informational text reading seems to be a relative weakness.
 - Written expression seems relatively low for all groups and lower overall than writing subclaims.
 - Typing is a big issue for Grade 3 students. How much instructional time should we invest in this?
 - We might want to think about asking students to use paper to plan first before they start to type.
 - There are writing samples available we could use to show our students prior to the testing to help them get a better idea of what the expectations are for volume and structure.
- Math:
 - Overall modeling was a strength
 - Performed weakest in reasoning in Grade 3

- Number Talks will address this
- Need to practice more complex, multi-step problems
- Performed weakest in major content. Need to gather more information from state as to how that breaks down in the major content areas and look at the curriculum to be sure major content areas are addressed before testing.

Greeley Trends

ELA:

- In Grades 3 and 4, Reading Literary and Informational texts and Vocabulary were strengths.
- In Grades 3 and 4, Written Expression and Conventions is the area that has the most room for improvement.
 - Typing is a big issue for Grade 3 students. How much instructional time should we invest in this?
 - We might want to think about asking students to use paper to plan first before they start to type.
 - There are writing samples available we could use to show our students prior to the testing to help them get a better idea of what the expectations are for volume and structure.

Math:

- The majority (91%) of Grade 3 students met or exceeded standards in all areas of the mathematics test (Major Content, Expression of Math Reasoning, Modeling Application, and Additional and Supporting Content).
 - Of these areas, Expression of Mathematical Reasoning has the most room for improvement. Number Talks will help address this area.
- In Grade 4, Modeling and Application and Additional was an area of strength.
- In Grade 4, there is room for improvement in the area of Major Math Content.
 - Need to gather more information from state as to how that breaks down in the major content areas and look at the curriculum to be sure major content areas are addressed before testing.

Hubbard Woods Trends

ELA:

- In Grades 3 and 4, Reading Literary and Informational texts and Vocabulary were strengths.
 - Exception: Grade 3 students who were Approaching scored weaker in Vocabulary and Grade 4 students who Did Not Meet scored weaker in Reading Literary.
- In Grades 3 and 4, Written Expression and Conventions is the area that has the most room for improvement.

- Typing is a big issue for Grade 3 students. How much instructional time should we invest in this?
- We might want to think about asking students to use paper to plan first before they start to type.
- There are writing samples available we could use to show our students prior to the testing to help them get a better idea of what the expectations are for volume and structure.

Math:

- Modeling was a strength in Grades 3 and 4 for students across the board, with the exception of Grade 4 students who scored a 3.
- In Grade 3, students who scored a 1, 2, or 3 were weaker in the areas of Major Content.
 - Need to gather more information from state as to how that breaks down in the major content areas and look at the curriculum to be sure major content areas are addressed before testing.
- In Grade 4, students who scored a 1, 2, 4, or 5 were not as strong in Major Content.
 - Need to gather more information from state as to how that breaks down in the major content areas and look at the curriculum to be sure major content areas are addressed before testing.

Skokie Trends

ELA

- For both 5th and 6th grade reading, the Literary and Informational components are in need of improvement
- For 5th and 6th grade writing, both components (Expression and Conventions) have room for improvement, with Expression have the most room for growth
- Overall, both 5th and 6th grade students performed best on vocabulary
- Overall, written expression has the greatest room for growth among both 5th and 6th graders
- Overall, literary and information components have the greatest (and relatively equal) room for growth
- For students earning a 4 or 5 (in both grades), the Literary component was the most common component to “nearly met expectations.”

Math

- In 5th grade, no student receiving a 1 or 2 met expectations for the Major Content component
- Overall, for both 5th and 6th grade, the Reasoning and Modeling components were strengths
- Overall, for both 5th and 6th grade, the Major Content and Supporting Content

components have the most room for growth

- Supporting Content has slightly more room for growth as a whole
- Supporting Content was the most common component to “nearly meet expectations” amongst students receiving a 4 or 5

Washburne Trends

ELA:

- 75% of our students met or exceeded expectations in English/Language Arts
- Our strongest areas in Grade 7 were Vocabulary and Written Expression
- Our strongest areas in Grade 8 were Reading Information and Writing Conventions
- Our greatest room for improvement for students not meeting expectations in both Grade 7 and Grade 8 is in Literary Text.
 - The current focus on Reading (School Improvement Plan) may help address this concern. Students have completed individual reading profiles and the school is increasing the volume of reading for all students.
 - The school can cross-check names of students below expectations in Literary Text to determine whether they are receiving assistance with reading

Math:

- 64% of our students met or exceeded expectations in Mathematics
- There were differences between the grade levels as to the number of students who met or exceeded expectations:
 - 57.6% of Grade 7 met or exceeded
 - 75.6% of Grade 8 met or exceeded
- Our strongest areas in Grade 7 were Major Content, Reasoning, and Modeling
- Our strongest areas in Grade 8 were Major Content, Supporting Content, and Reasoning
- Those students who did not meet or exceed expectations scored lowest in the areas of Major Content and Supporting Content
 - We may need to gather more information from the state as to the specific items that are reflected in these categories.
 - Were there patterns as to which items were missed most frequently?

In-Depth PARCC Analysis Process

The State is building a data warehouse platform to provide more in-depth analysis of the PARCC assessment. It is supposed to be accessible by the end of February 2016. The warehouse will allow districts to examine data at a drilldown level.

The School Improvement Teams will use the Reading and Math sub-content information to find relative strengths and weaknesses. If there needs to be any adjustment to the School Improvement Plans (SIP) based on this analysis, the revised action plans will be reflected in the February SIP updates. Given the limitations of the available data, however, SIP shifts are unlikely.

PARCC Communication

Date	Audience	Action
12/7/15	School Staff @ Staff Meeting	Principal reviewed results, how to read individual student reports, and answered questions. Teachers reviewed student results to find trends and glean information.
12/9/15	Community	<i>The Winnetka Wire</i> included an update on PARCC reports being mailed out on December 15.
12/15/15	Parents/Guardians of PARCC assessed students	Individual student reports mailed to families for review with an attached principal cover letter. Principals serve as the primary contact for parents about interpreting results.
1/28/16	School Board	An update of PARCC analysis by school will be shared.
2/23/16	School Board	2015-2016 School Improvement Plan Updates will be shared in a Board memo inclusive of any PARCC-related updates.

PARCC - Next Steps

The District will follow-through on the aforementioned communication plan. In addition, next spring the 2016 PARCC administration has been collapsed into one testing window in April resulting in an average of 90 minutes less testing; however, the State is adding new online 90-minute science tests in grades 5, 8, and 10. As far as the State's long-term commitment to PARCC, that is unknown at this time. According to the State

Superintendent, the State's contract with PARCC is up in 2017. It may be renewed at that point.

Although last year's PARCC rollout by the State was disjointed, we anticipate that much was learned to improve the 2016 PARCC implementation.