



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

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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: September 19, 2017

SUBJECT: Partnership for Assessment of Readiness for College and Careers (PARCC)
Results 2017; Detailed Results

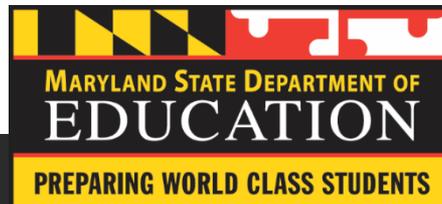
PURPOSE:

This presentation contains information on 2017 PARCC results requested by the Board of Education at the previous meeting, as well as detailed information regarding achievement gaps statewide and by school system.

ACTION:

No action is requested. This is for information and discussion.

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



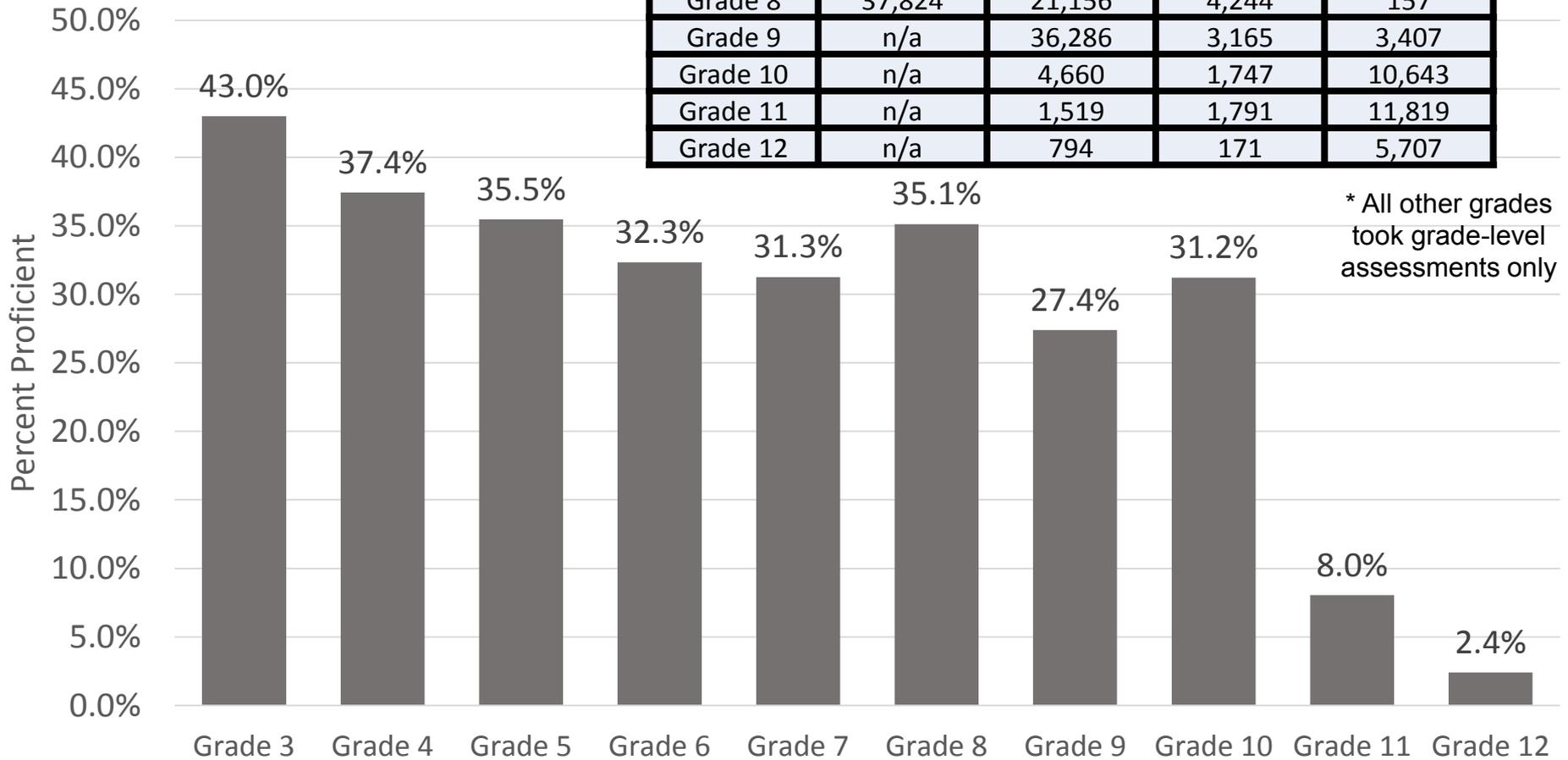
STATE BOARD MEETING
September 19, 2017

Overview

1. Math percent proficient by grade level
2. Change in performance levels
3. Percent proficient and trends by LEA
4. Achievement gaps and trends

Percent Proficient by Grade Level, Math

2017 Tested Counts*				
	Grade Level Assessment	Algebra I	Geometry	Algebra II
Grade 6	63,737	111	N < 10	N < 10
Grade 7	57,195	6,498	40	13
Grade 8	37,824	21,156	4,244	157
Grade 9	n/a	36,286	3,165	3,407
Grade 10	n/a	4,660	1,747	10,643
Grade 11	n/a	1,519	1,791	11,819
Grade 12	n/a	794	171	5,707



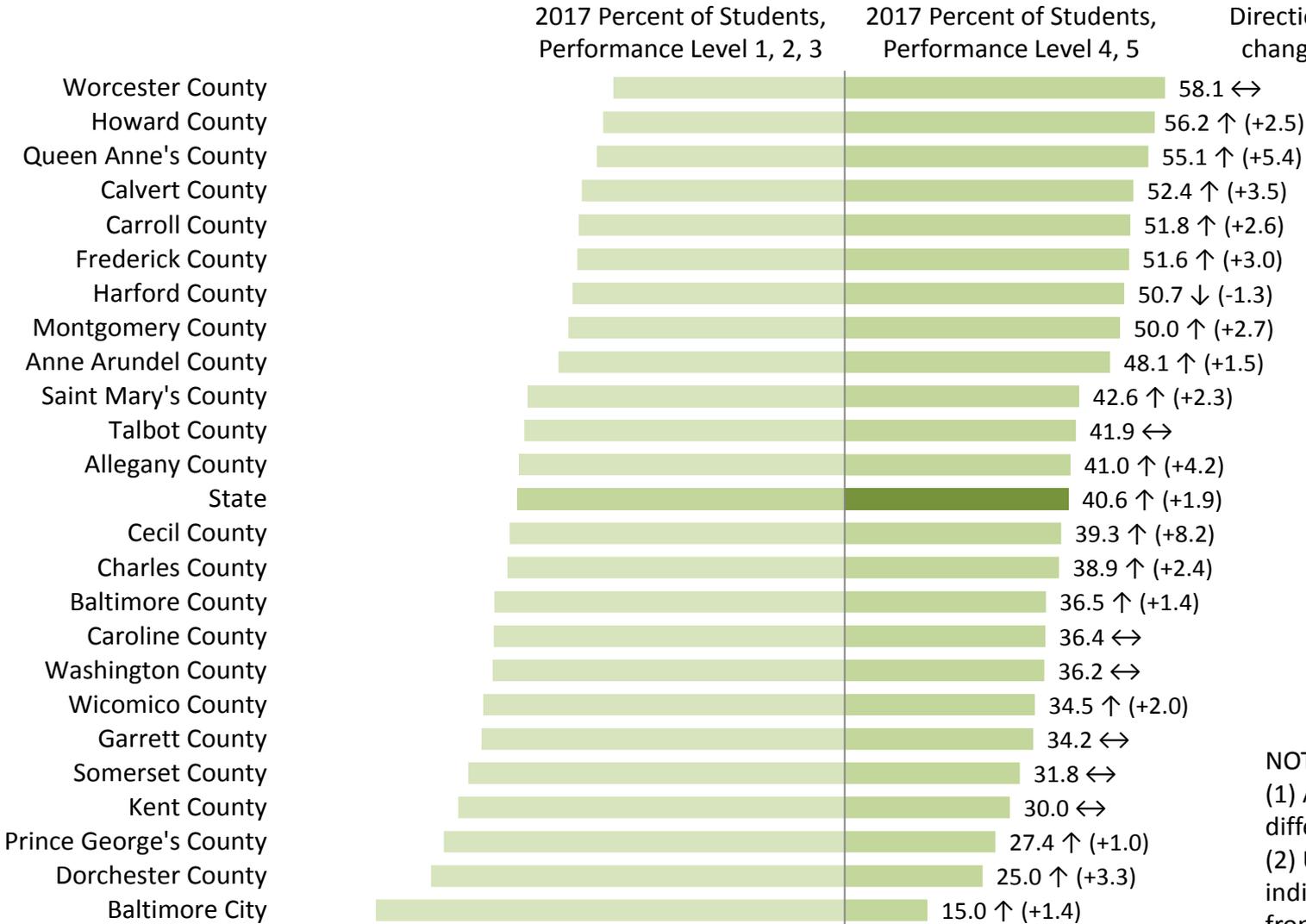
Change in Performance Levels: 2016 to 2017

	2016			2017			Percentage point change		
	PL 1 or 2	PL 3	PL 4 or 5	PL 1 or 2	PL 3	PL 4 or 5	PL 1 or 2	PL 3	PL 4 or 5
MAT03	32.7%	23.2%	44.0%	32.5%	24.5%	43.0%	-0.2	1.2*	-1.0*
MAT04	38.1%	24.9%	37.0%	36.9%	25.6%	37.4%	-1.2*	0.7*	0.4
MAT05	36.9%	26.5%	36.6%	37.3%	27.2%	35.5%	0.4	0.7*	-1.1*
MAT06	40.5%	26.9%	32.6%	41.3%	26.5%	32.2%	0.8*	-0.4	-0.4
MAT07	43.3%	32.5%	24.2%	42.1%	32.5%	25.3%	-1.2*	0.0	1.1*
MAT08	56.6%	21.5%	21.9%	61.1%	22.1%	16.8%	4.5*	0.6	-5.1*
ALG01	40.0%	24.3%	35.6%	39.5%	24.0%	36.5%	-0.5*	-0.3	0.9*
ELA03	40.6%	21.9%	37.5%	38.4%	21.8%	39.8%	-2.3*	-0.1	2.3*
ELA04	33.2%	26.4%	40.4%	32.7%	25.4%	41.9%	-0.5*	-1.0*	1.6*
ELA05	34.1%	26.5%	39.4%	33.4%	25.2%	41.4%	-0.7*	-1.3*	2.0*
ELA06	33.7%	29.3%	37.1%	34.0%	27.6%	38.4%	0.3	-1.6*	1.3*
ELA07	35.3%	25.2%	39.5%	32.8%	24.1%	43.1%	-2.5*	-1.1*	3.6*
ELA08	36.9%	24.5%	38.6%	37.9%	23.2%	38.9%	1.0*	-1.3*	0.3
ELA10	36.4%	19.2%	44.4%	33.2%	17.5%	49.3%	-3.2*	-1.7*	4.9*

* indicates a significant change at the $p < .05$ level.

Green text indicates a “desirable” change (a decrease in the percentage of PL 1’s and 2’s, or an increase in the percentage of PL 4’s and 5’s). Red text indicates an “undesirable” change (an increase in the percentage of PL 1’s and 2’s, or a decrease in the percentage of PL 4’s and 5’s).

Percent proficient and change in percent proficient by LEA, ELA 3-8



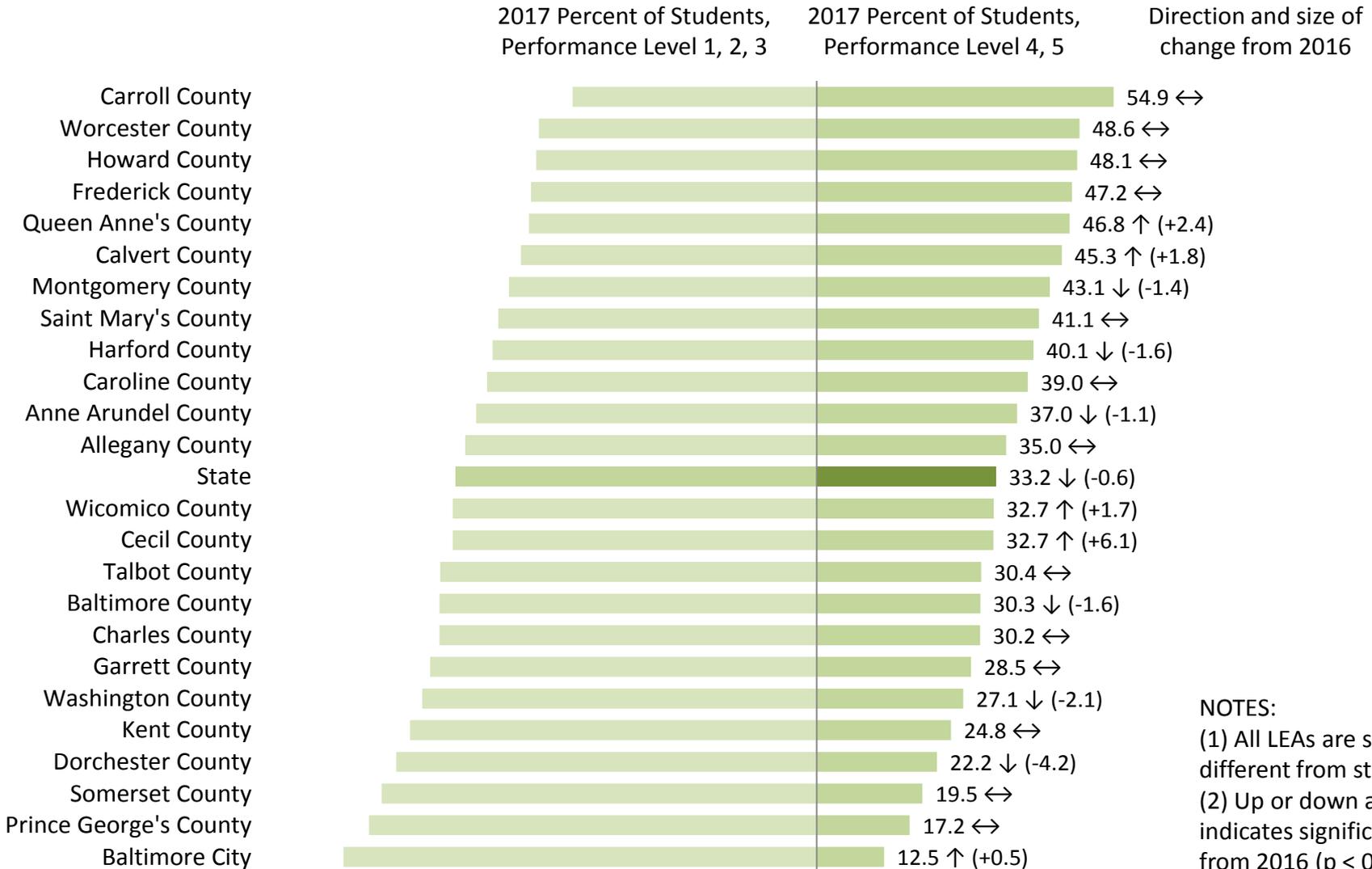
NOTES:
 (1) All LEAs are significantly different from state average
 (2) Up or down arrow indicates significant change from 2016 ($p < 0.05$).
 Left/right arrow indicates no significant change.

Percent proficient and change in percent proficient by LEA, ELA 10



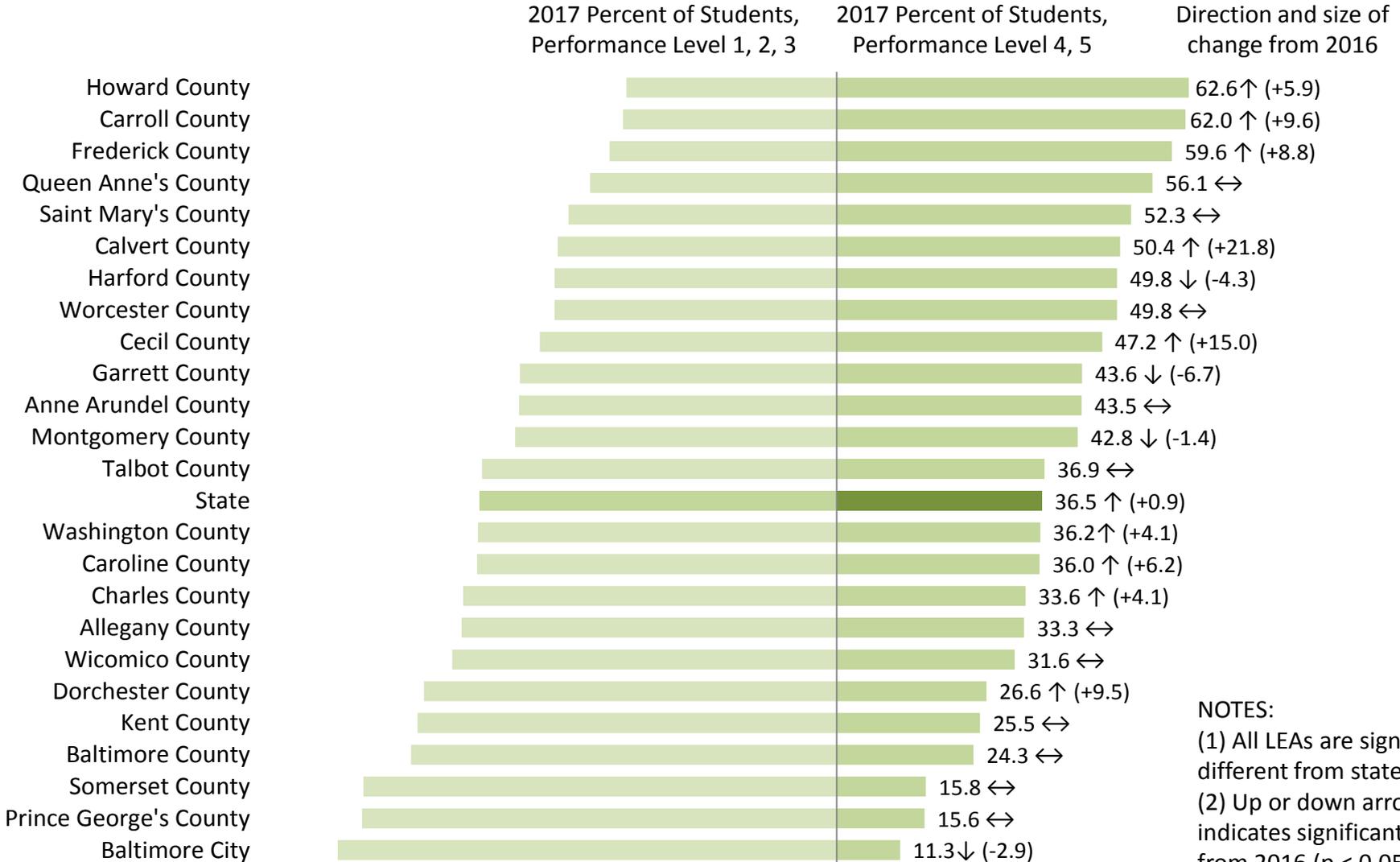
NOTES:
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Percent proficient and change in percent proficient by LEA, Math 3-8



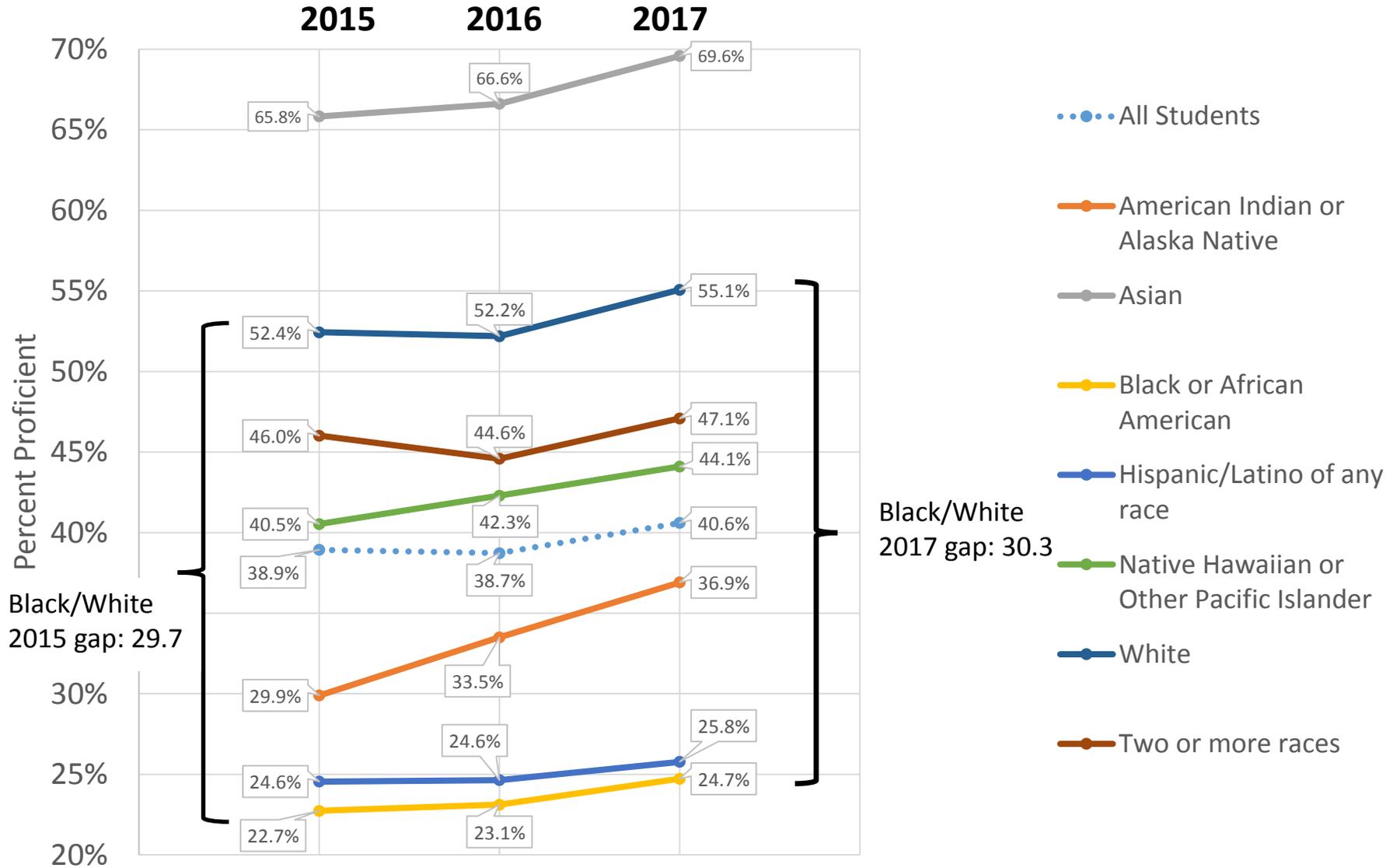
NOTES:
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Percent proficient and change in percent proficient by LEA, Algebra I

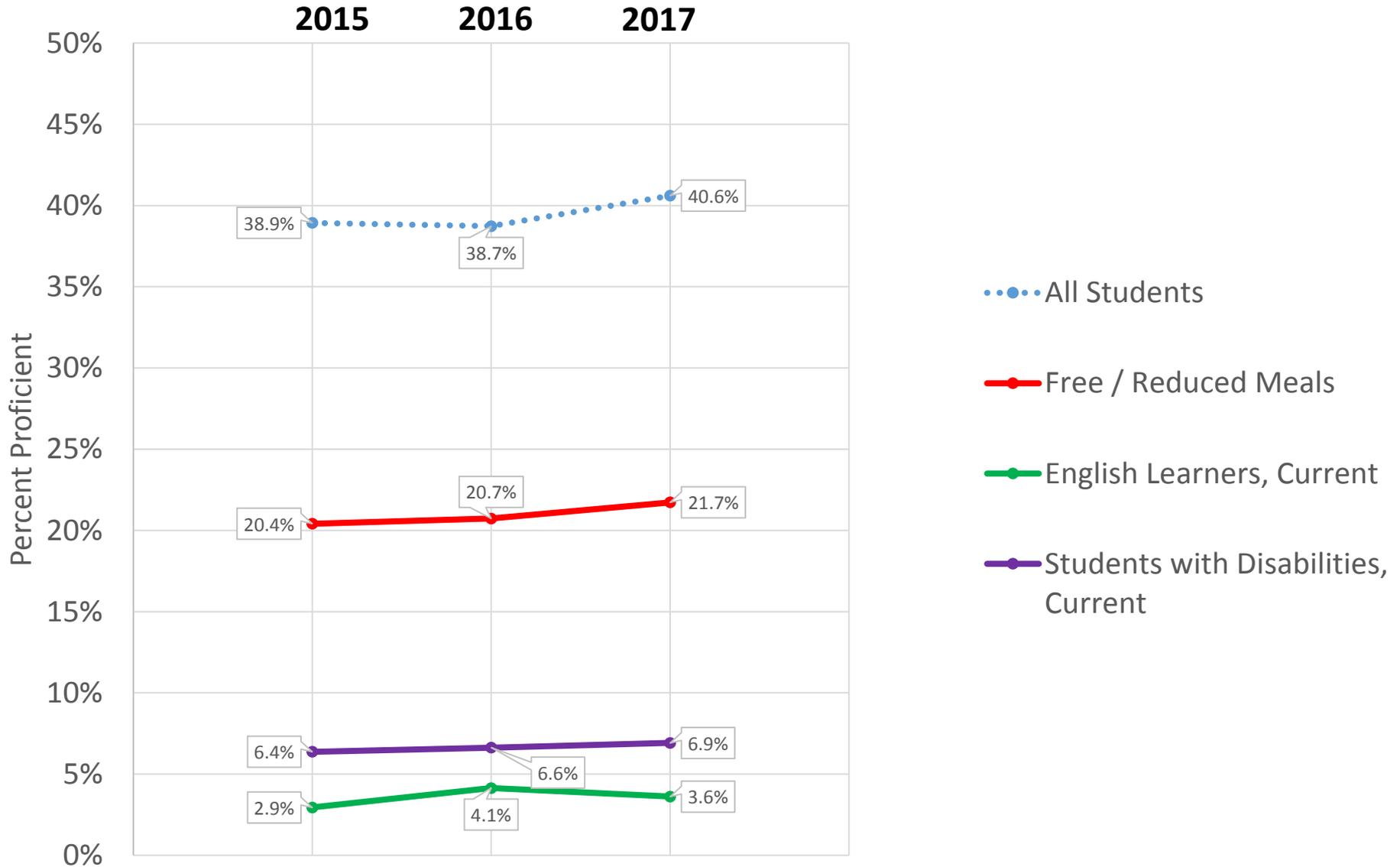


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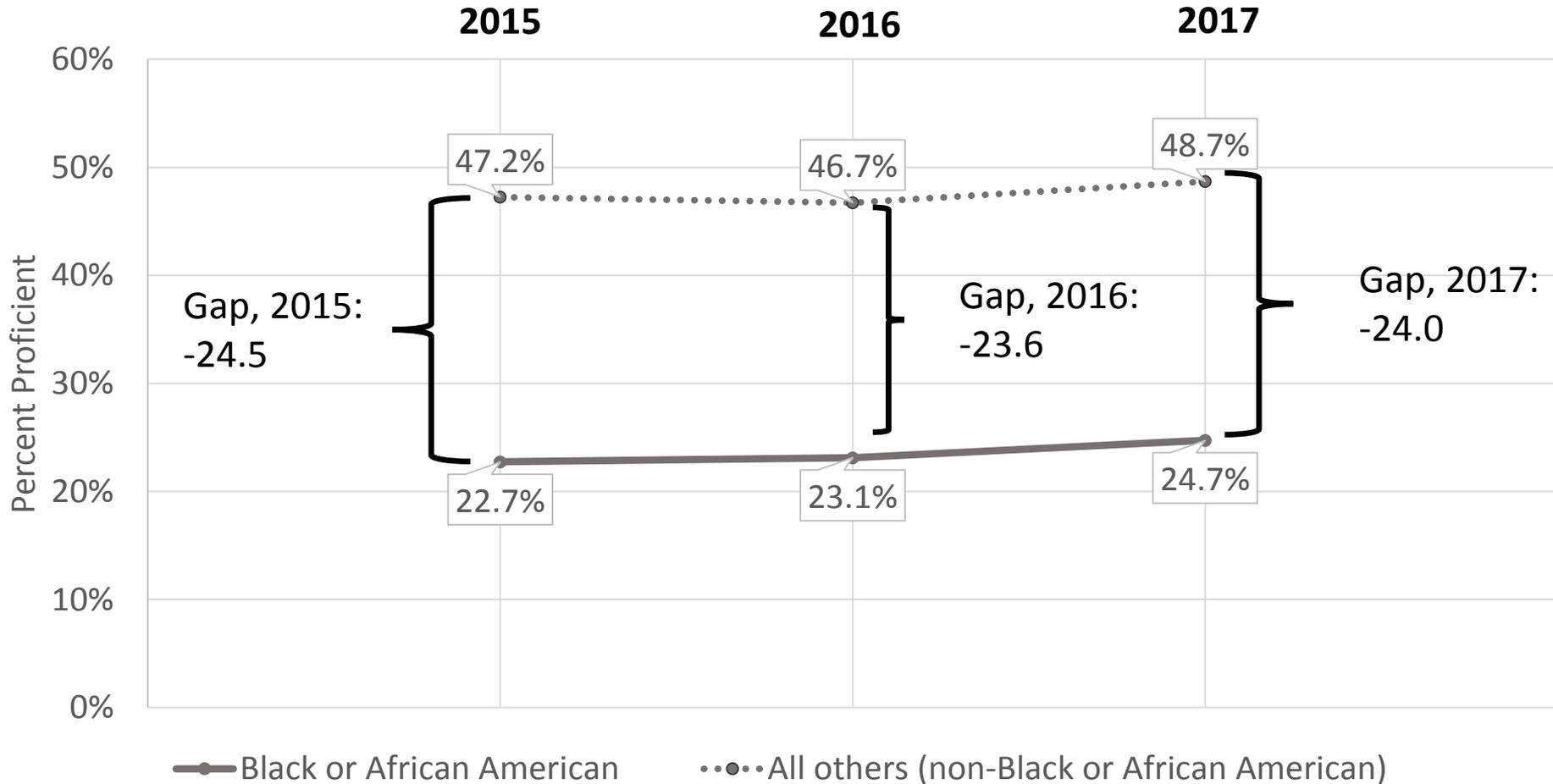
Proficiency Rates by Student Group, ELA 3-8



Proficiency Rates by Student Group, ELA 3-8



Gap in Percent Proficient, Black or African American Students Compared to All Other Students (Non-Black or African American), ELA 3-8



Gap in Proficiency Rate and Change from 2016 (in Percentage Points), Comparing Group to “Non”-Group, ELA 3-8

Student Group	ELA 3-8 2017 Gap*	Change from 2016**
American Indian or Alaska Native	Negative gap of 3.7 points	Gap narrowed by 1.5 points
Asian	Positive gap of 31.0 points	Gap widened by 1.1 points
Black or African American	Negative gap of 24.0 points	Gap widened by 0.4 points
Hispanic/Latino of any race	Negative gap of 17.7 points	Gap widened by 1.1 points
Native Hawaiian or Other Pacific Islander	No significant gap	Gap narrowed by 0.1 points
White	Positive gap of 23.5 points	Gap widened by 1.2 points
Two or more races	Positive gap of 6.8 points	Gap widened by 0.7 points
Free / Reduced Meals	Negative gap of 32.8 points	Gap widened by 0.7 points
English Learners	Negative gap of 39.3 points	Gap widened by 2.8 points
Students With Disabilities	Negative gap of 37.8 points	Gap widened by 1.8 points
Female	Positive gap of 14.2 points	Gap narrowed by 0.4 points

* All gaps are significant at $p < 0.05$ except Native Hawaiian or Other Pacific Islander

** Description of trend; does not imply statistical significance. Change in gap has different weights depending on the size of the student group.

Gap in Proficiency Rate and Change from 2016 (in Percentage Points), Comparing Group to “Non”-Group, ELA 10

Student Group	ELA 10 2017 Gap*	Change from 2016**
American Indian or Alaska Native	No significant gap	Gap widened by 1.0 points
Asian	Positive gap of 30.0 points	Gap widened by 5.1 points
Black or African American	Negative gap of 31.4 points	Gap widened by 5.6 points
Hispanic/Latino of any race	Negative gap of 17.7 points	Gap widened by 1.9 points
Native Hawaiian or Other Pacific Islander	No significant gap	Gap widened by 5.2 points
White	Positive gap of 29.9 points	Gap widened by 5.8 points
Two or more races	Positive gap of 11.4 points	Gap widened by 3.2 points
Free / Reduced Meals	Negative gap of 34.0 points	Gap widened by 4.0 points
English Learners	Negative gap of 49.4 points	Gap widened by 6.5 points
Students With Disabilities	Negative gap of 44.0 points	Gap widened by 3.0 points
Female	Positive gap of 14.2 points	Gap narrowed by 1.6 points

* All gaps are significant at $p < 0.05$ except Native Hawaiian or Other Pacific Islander and American Indian or Alaska Native

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Gap in Proficiency Rate and Change from 2016 (in Percentage Points), Comparing Group to “Non”-Group, Math 3-8

Student Group	Math 3-8 2017 Gap*	Change from 2016**
American Indian or Alaska Native	Negative gap of 5.2 points	Gap narrowed by 2.6 points
Asian	Positive gap of 35.4 points	Gap narrowed by 0.3 points
Black or African American	Negative gap of 25.7 points	Gap narrowed by 0.6 points
Hispanic/Latino of any race	Negative gap of 15.7 points	Gap widened by 0.1 points
Native Hawaiian or Other Pacific Islander	Positive gap of 4.5 points	Gap widened by 0.7 points
White	Positive gap of 24.9 points	Gap widened by 0.5 points
Two or more races	Positive gap of 5.6 points	Gap widened by 0.5 points
Free / Reduced Meals	Negative gap of 30.2 points	Gap narrowed by 1.0 points
English Learners	Negative gap of 27.7 points	Gap widened by 0.8 points
Students With Disabilities	Negative gap of 29.3 points	Gap narrowed by 0.5 points
Female	Positive gap of 1.2 points	Gap narrowed by 1.0 points

* All gaps are significant at $p < 0.05$

** Description of trend; does not imply statistical significance. Change in gap has different weights depending on the size of the student group.

Gap in Proficiency Rate and Change from 2016 (in Percentage Points), Comparing Group to “Non”-Group, Algebra I

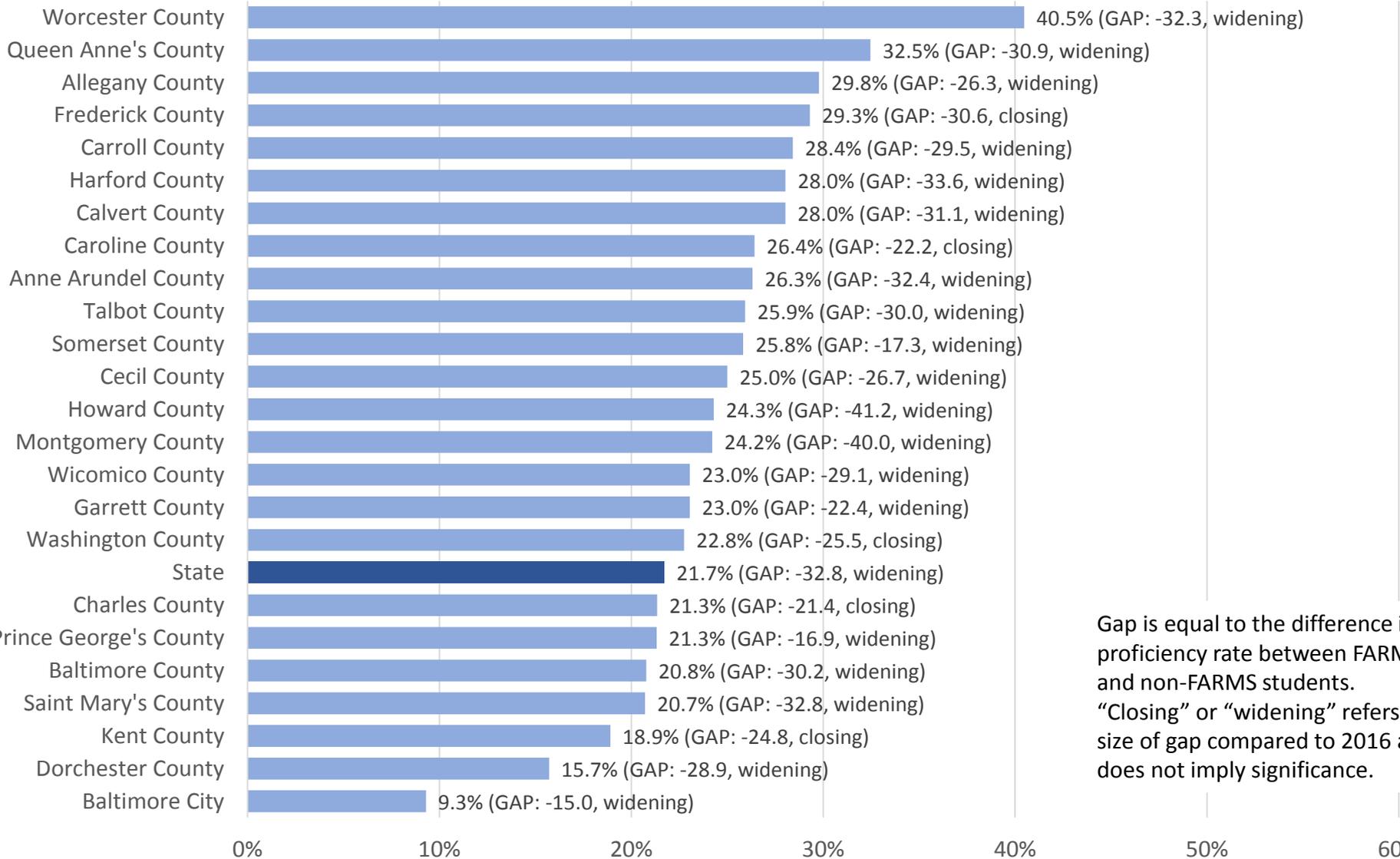
Student Group	Math 3-8 2017 Gap*	Change from 2016**
American Indian or Alaska Native	Negative gap of 10.3 points	Gap widened by 4.2 points
Asian	Positive gap of 33.8 points	Gap narrowed by 3.0 points
Black or African American	Negative gap of 31.3 points	Gap widened by 2.5 points
Hispanic/Latino of any race	Negative gap of 21.6 points	Gap widened by 2.0 points
Native Hawaiian or Other Pacific Islander	No significant gap	Gap widened by 3.2 points
White	Positive gap of 32.0 points	Gap widened by 4.6 points
Two or more races	Positive gap of 10.3 points	Gap widened by 4.2 points
Free / Reduced Meals	Negative gap of 32.4 points	Gap narrowed by 0.03 points
English Learners	Negative gap of 33.5 points	Gap widened by 2.8 points
Students With Disabilities	Negative gap of 31.4 points	Gap narrowed by 0.5 points
Female	Positive gap of 2.1 points	Gap narrowed by 1.4 points

* All gaps are significant at $p < 0.05$ except for Native Hawaiian or Other Pacific Islander

** Description of trend; does not imply statistical significance. Change in gap has different weights depending on the size of the student group.

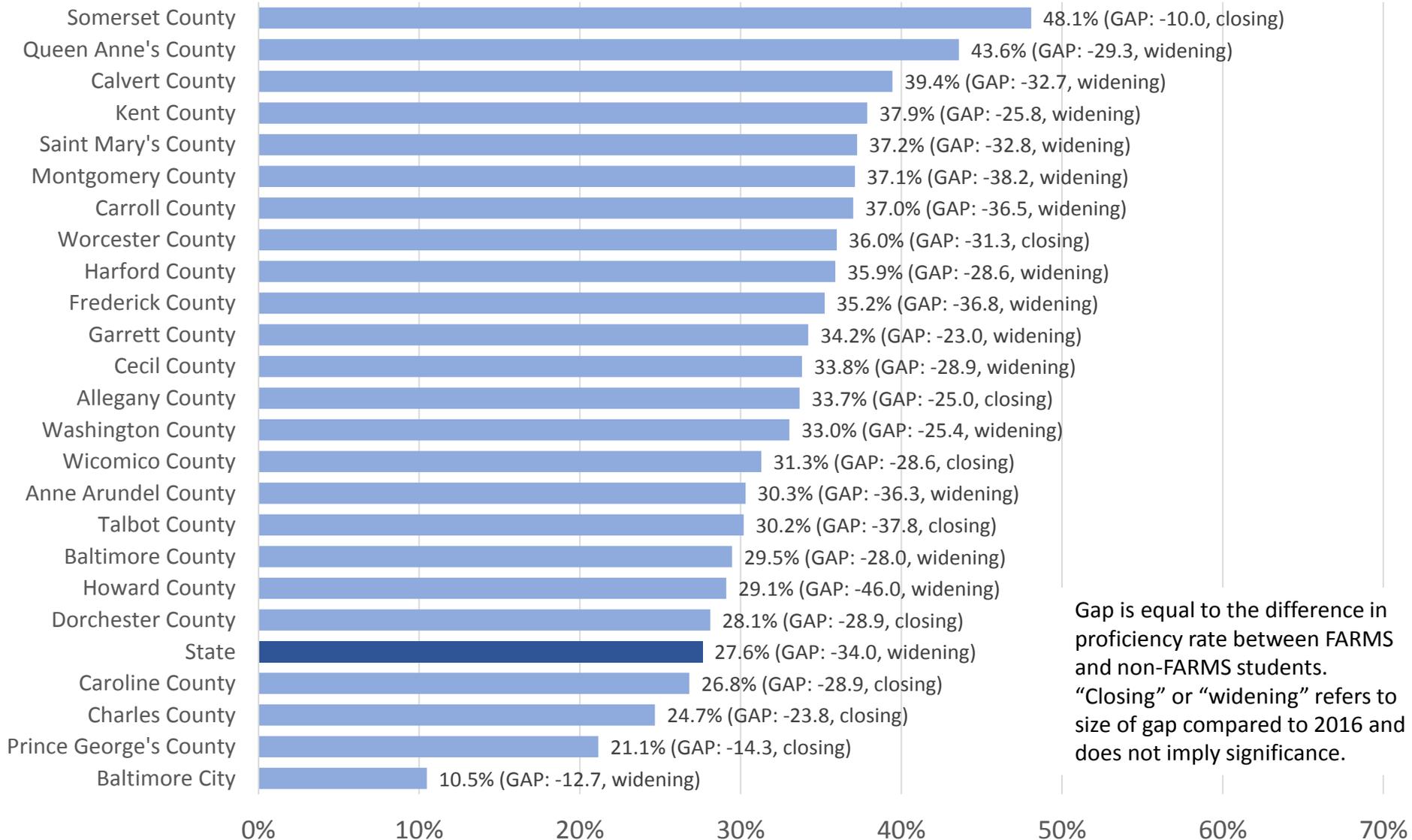


Proficiency Rate and Gap (in Percentage Points), FARMS Students by LEA, ELA 3-8



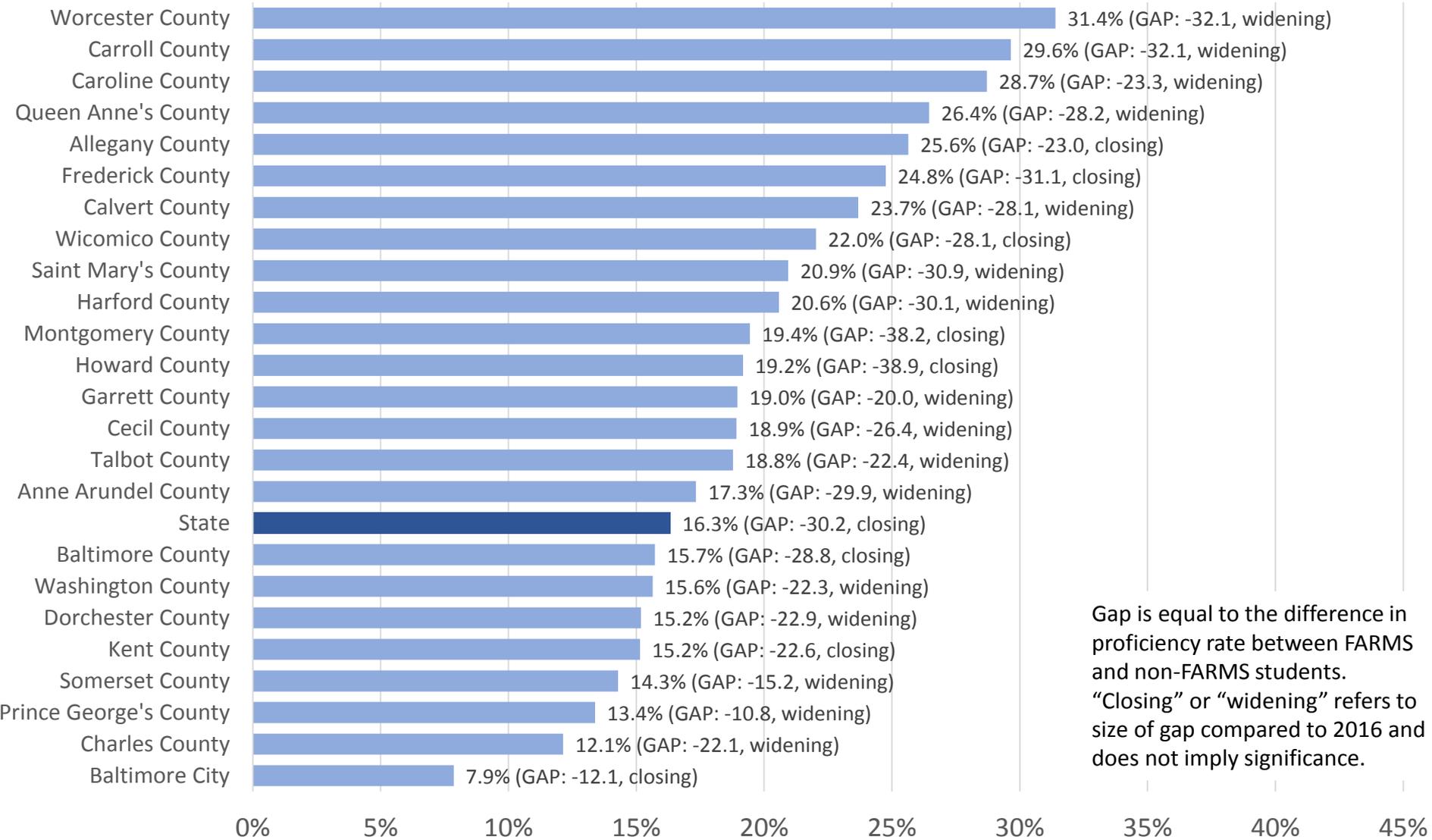
Gap is equal to the difference in proficiency rate between FARMS and non-FARMS students. "Closing" or "widening" refers to size of gap compared to 2016 and does not imply significance.

Proficiency Rate and Gap (in Percentage Points), FARMS Students by LEA, ELA 10



Gap is equal to the difference in proficiency rate between FARMS and non-FARMS students. "Closing" or "widening" refers to size of gap compared to 2016 and does not imply significance.

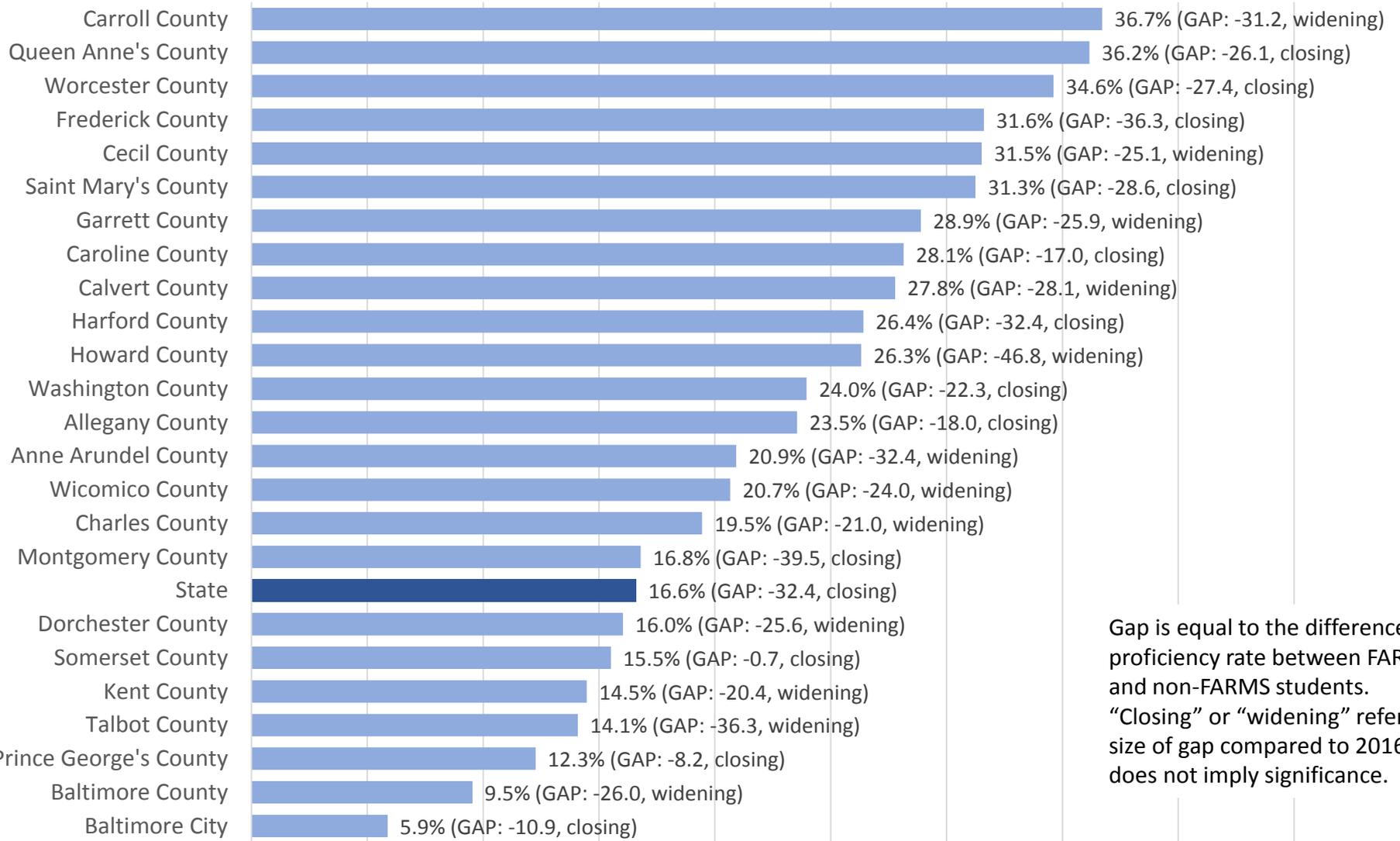
Proficiency Rate and Gap (in Percentage Points), FARMS Students by LEA, Math 3-8



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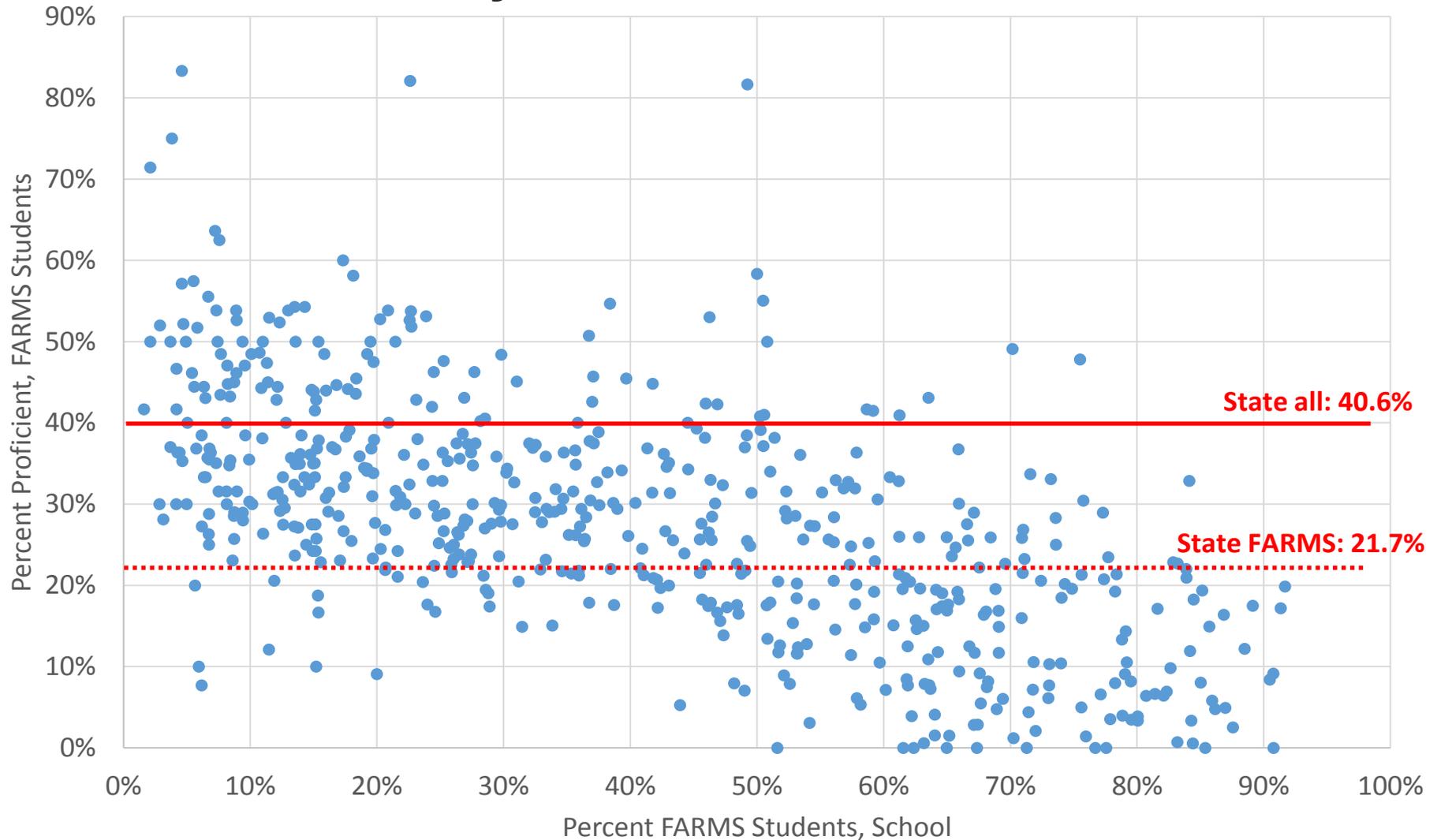


Proficiency Rate and Gap (in Percentage Points), FARMS Students by LEA, Algebra I

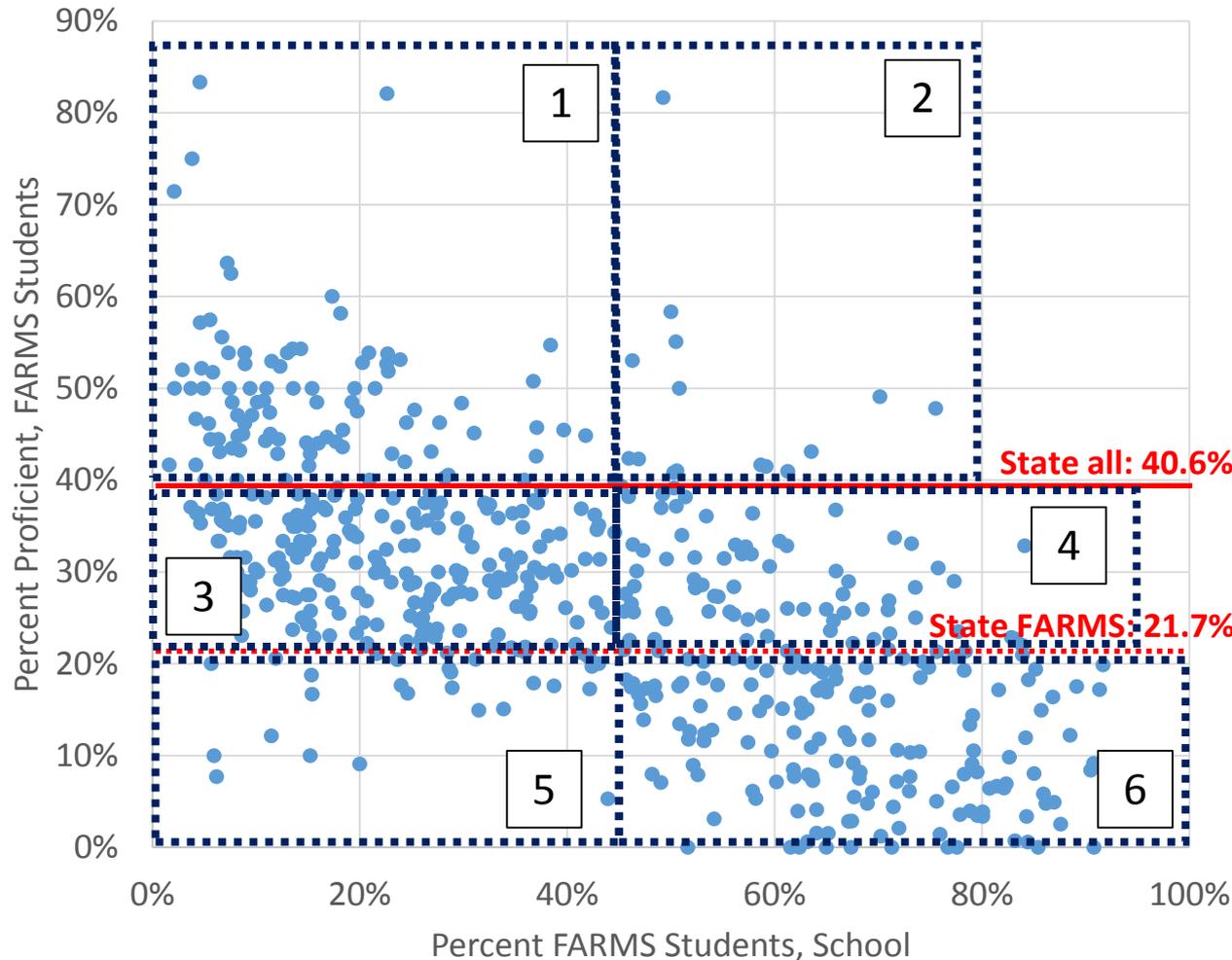


Gap is equal to the difference in proficiency rate between FARMS and non-FARMS students. "Closing" or "widening" refers to size of gap compared to 2016 and does not imply significance.

Proficiency Rate and Student Population, FARMS Students by School, ELA 3-8



Proficiency Rate and Student Population, FARMS Students by School, ELA 3-8



- 1: low FARMS, high proficiency
- 2: high FARMS, high proficiency
- 3: low FARMS, proficiency higher than statewide FARMS but lower than statewide "all"
- 4: high FARMS, proficiency higher than statewide FARMS but lower than statewide "all"
- 5: low FARMS, low proficiency
- 6: high FARMS, low proficiency

Proficiency Rate and Student Population, FARMS Students by School, Math 3-8

