

Steele CMAS-PARCC English Language Arts and Math Data

Last week during our Back to School presentation, I shared these two charts reflecting the percentage of students in English Language Arts (ELA) and Math achieving at each performance level: Approached Expectations, Met Expectations, and Exceeded Expectation.

English Language Arts Assessment Results

Grade	Approached Expectation	Met Expectation	Exceeded Expectation	Meets & Exceeds
3	25.3%	55.4%	6%	61.4% (51)
4	17.3%	54.7%	22.7%	77.3% (58)
5	18.4%	59.2%	15.8%	75% (57)
ALL	20.5%	56.4%	14.5%	70.9% (166)

Math Assessment Results

Grade	Approached Expectation	Met Expectation	Exceeded Expectation	Meets & Exceeds
3	18.1%	48.2%	24.1%	72% (60)
4	18.7%	53.3%	13.3%	67% (50)
5	26.3%	50%	15.5%	66% (50)
ALL	20.9%	50.4%	17.9%	68% (160)

Our target for this year is for 80% of our students earning Met or Exceeded Expectations.

This chart reflects the percentage of students at each grade level scoring **Meets or Exceeds Expectation** over the last three years.

	ELA 2014-15	ELA 2015-16	ELA 2016-17	Math 2014/15	Math 2015-16	Math 2016-17
3rd grade	64.6%	76.4%	61.4%	75.9%	81.9%	72%
4th grade	63.9%	77.9%	77.3%	60.2%	62.3%	67%
5th grade	73.4%	71.6%	75%	64.1%	73%	66%
Overall	68.6%	75.1%	70.9%	66.8%	72.3%	68%

It's important to remember students' performance on a standardized assessment is one piece of data that reflects their level of academic achievement. We work to collect a body of evidence for students that is representative of their progress toward the mastery of the Colorado Academic Standards. For example, progress demonstrated through students' daily class work is a evidence of academic achievement. Students' understanding of a skill or concept and the ability to apply what they have learned to create a high quality project is evidence of academic achievement. How students talk about their learning is evidence of their understanding of a particular skill or concept. A body of evidence provides us with the clearest picture of students' academic performance.