

# PARCC RESULTS: YEAR ONE

PLUMSTED TOWNSHIP SCHOOL  
DISTRICT  
DECEMBER 9, 2015

Measuring  
College and  
Career Readiness

# VISION FOR PUBLIC EDUCATION IN NEW JERSEY

*“New Jersey will educate all students to prepare them to lead productive, fulfilling lives. Through a public education system that is seamlessly aligned from pre-school to college, students will gain the requisite academic knowledge and technical and critical thinking skills for life and work in the 21<sup>st</sup> century.”*



About **32%** of NJ students entering 4-year colleges and **70%** of first-time students entering 2-year colleges require one or more remedial classes before they can begin taking credit-bearing coursework.

## The Need

Students were not prepared for college

# College and Career Ready Standards

*“Align New Jersey high school standards and graduation requirements to college and workforce entry requirements.”* – NJ High School Redesign Steering Committee (HSRSC - 2008)

*New Jersey has adopted standards that “are widely recognized as appropriate standards for college and career readiness.”* - College and Career Ready Taskforce (CCRT - 2012)

## RAISING STANDARDS

2009: New Jersey adopted higher course taking requirements for all students.

2010: New Jersey adopted the Common Core State Standards in English Language Arts and Mathematics.



The New Jersey High School  
Redesign Steering Committee

*“Currently the New Jersey High School Proficiency Assessment (HSPA) does not measure college or work readiness...Further, New Jersey colleges and universities do not use scores from the HSPA for admissions or placement, because the test does not reflect postsecondary placement requirements.” (HSRSC - 2008)*

NEXT STEPS:  
REPLACE HSPA



The New Jersey High School  
Redesign Steering Committee

# A System of Aligned Assessments

*“Replace HSPA with a series of end of course assessments in math... and a proficiency exam in language arts literacy that are aligned with the expectations of higher education and the workplace.” (HSRSC - 2008)*

*Current tests should be “replaced with a system of end-of-course assessments.” (CCRT - 2012)*

IMPROVING  
STUDENT  
ASSESSMENT

2015: New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English Language Arts/Literacy and Mathematics.



The New Jersey High School  
Redesign Steering Committee

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- In 2015, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA and previous assessments in the elementary and middle school in language arts and mathematics.
- Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11.
- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.

# PARCC PERFORMANCE LEVELS

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations



# 2015 PARCC GRADE-LEVEL OUTCOMES

## English Language Arts

	Count of Valid Test Scores	Not Yet Meeting (Level 1)		Partially Meeting (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectation (Level 5)		District % >= Level 4	NJ % >= Level 4
		PTSD	State	PTSD	State	PTSD	State	PTSD	State	PTSD	State		
Grade 3	<b>84</b>	6%	15%	19%	18%	26%	24%	45%	39%	4%	5%	<b>49%</b>	<b>44%</b>
Grade 4	<b>82</b>	11%	8%	7%	15%	21%	27%	45%	39%	16%	12%	<b>61%</b>	<b>51%</b>
Grade 5	<b>95</b>	7%	7%	17%	15%	28%	26%	44%	45%	3%	6%	<b>47%</b>	<b>52%</b>
Grade 6	<b>110</b>	5%	8%	11%	16%	33%	28%	44%	40%	7%	9%	<b>51%</b>	<b>49%</b>
Grade 7	<b>118</b>	8%	11%	7%	15%	25%	23%	36%	34%	24%	18%	<b>60%</b>	<b>52%</b>
Grade 8	<b>138</b>	7%	12%	14%	15%	13%	22%	51%	39%	16%	13%	<b>67%</b>	<b>52%</b>
Grade 9	<b>69</b>	19%	18%	20%	19%	29%	24%	29%	30%	3%	10%	<b>32%</b>	<b>40%</b>
Grade 10	<b>55</b>	36%	25%	16%	18%	22%	20%	20%	26%	5%	11%	<b>25%</b>	<b>37%</b>
Grade 11	<b>19</b>	11%	17%	21%	19%	47%	24%	16%	30%	5%	11%	<b>21%</b>	<b>41%</b>

# 2015 PARCC GRADE-LEVEL OUTCOMES

## Mathematics

	Count of Valid Test Scores	Not Yet Meeting (Level 1)		Partially Meeting (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectation (Level 5)		District % >= Level 4	NJ % >= Level 4
		PTSD	State	PTSD	State	PTSD	State	PTSD	State	PTSD	State		
Grade 3	84	5%	8%	24%	19%	26%	28%	39%	37%	6%	8%	45%	45%
Grade 4	82	4%	7%	20%	22%	24%	30%	51%	36%	1%	4%	52%	41%
Grade 5	96	10%	6%	14%	21%	30%	32%	39%	35%	7%	6%	46%	41%
Grade 6	110	5%	8%	19%	21%	35%	30%	36%	35%	5%	6%	41%	41%
Grade 7	118	5%	8%	26%	22%	34%	33%	31%	33%	3%	4%	34%	37%
Grade 8	86	20%	22%	22%	26%	34%	28%	24%	23%	0%	1%	24%	24%
Algebra I (District)	96	8%	14%	23%	25%	16%	25%	53%	33%	0%	3%	53%	34%
Algebra I (Grade 8)	49	0	N/A	2%	N/A	6%	N/A	92%	N/A	0	N/A	92%	*70%
Algebra I (NEHS)	47	17%	14%	45%	25%	26%	25%	13%	33%	0	3%	13%	*19%
Geometry	61	13%	12%	28%	36%	36%	30%	23%	20%	0	3%	23%	22%
Algebra II	22	9%	32%	18%	25%	45%	20%	27%	22%	0	2%	27%	24%

# 2015 PARCC GRADE-LEVEL OUTCOMES

Grades 3-5

## English Language Arts

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	84	6%	19%	26%	45%	4%	49%	44%
Grade 4	82	11%	7%	21%	45%	16%	61%	51%
Grade 5	95	7%	17%	28%	44%	3%	47%	52%

# 2015 PARCC GRADE-LEVEL OUTCOMES

Grades 6-8

## English Language Arts

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 6	110	5%	11%	33%	44%	7%	51%	49%
Grade 7	118	8%	7%	25%	36%	24%	60%	52%
Grade 8	138	7%	14%	13%	51%	16%	67%	52%

# 2015 PARCC GRADE-LEVEL OUTCOMES

Grades 9-11

## English Language Arts

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
ELA 9	69	19%	20%	29%	29%	3%	32%	40%
Grade 10	55	36%	16%	22%	20%	5%	25%	37%
Grade 11	19	11%	21%	47%	16%	5%	21%	41%

# 2015 PARCC GRADE-LEVEL OUTCOMES

## Grades 3-5

### Mathematics

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	84	5%	24%	26%	39%	6%	45%	45%
Grade 4	82	4%	20%	24%	51%	1%	52%	41%
Grade 5	96	10%	14%	30%	39%	7%	46%	41%

# 2015 PARCC GRADE-LEVEL OUTCOMES

Grades 6-8

## Mathematics

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 6	110	5%	19%	35%	36%	5%	41%	41%
Grade 7	118	5%	26%	34%	31%	3%	34%	37%
Grade 8	86	20%	22%	34%	24%	0%	24%	24%
ALG I	49	N/A	N/A	N/A	N/A	N/A	92%	72%

# 2015 PARCC GRADE-LEVEL OUTCOMES

## Grades 9-11

### Mathematics

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % $\geq$ Level 4	NJ % $\geq$ Level 4
ALG I (HS)	47	17%	45%	26%	13%	0	13%	18%
GEO	61	13%	28%	36%	23%	0	23%	22%
ALG II	22	9%	18%	45%	27%	0	27%	24%



# District

## 2015 PARCC SUBGROUP OUTCOMES

### ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4
General Education Students	653	5.5%	9.3%	25.7%	46.7%	12.7%	59.4%
Hispanic Students	64	21.9%	25%	28.1%	15.6%	9.4%	25%
Economically Disadvantaged	153	17%	22.2%	33.3%	23.5%	3.9%	27.4%
Students with Disabilities	118	38.1%	36.4%	19.5%	5.9%	0%	5.9%
African American Students	14	7.1%	28.6%	42.9%	14.3%	7.1%	21.4%

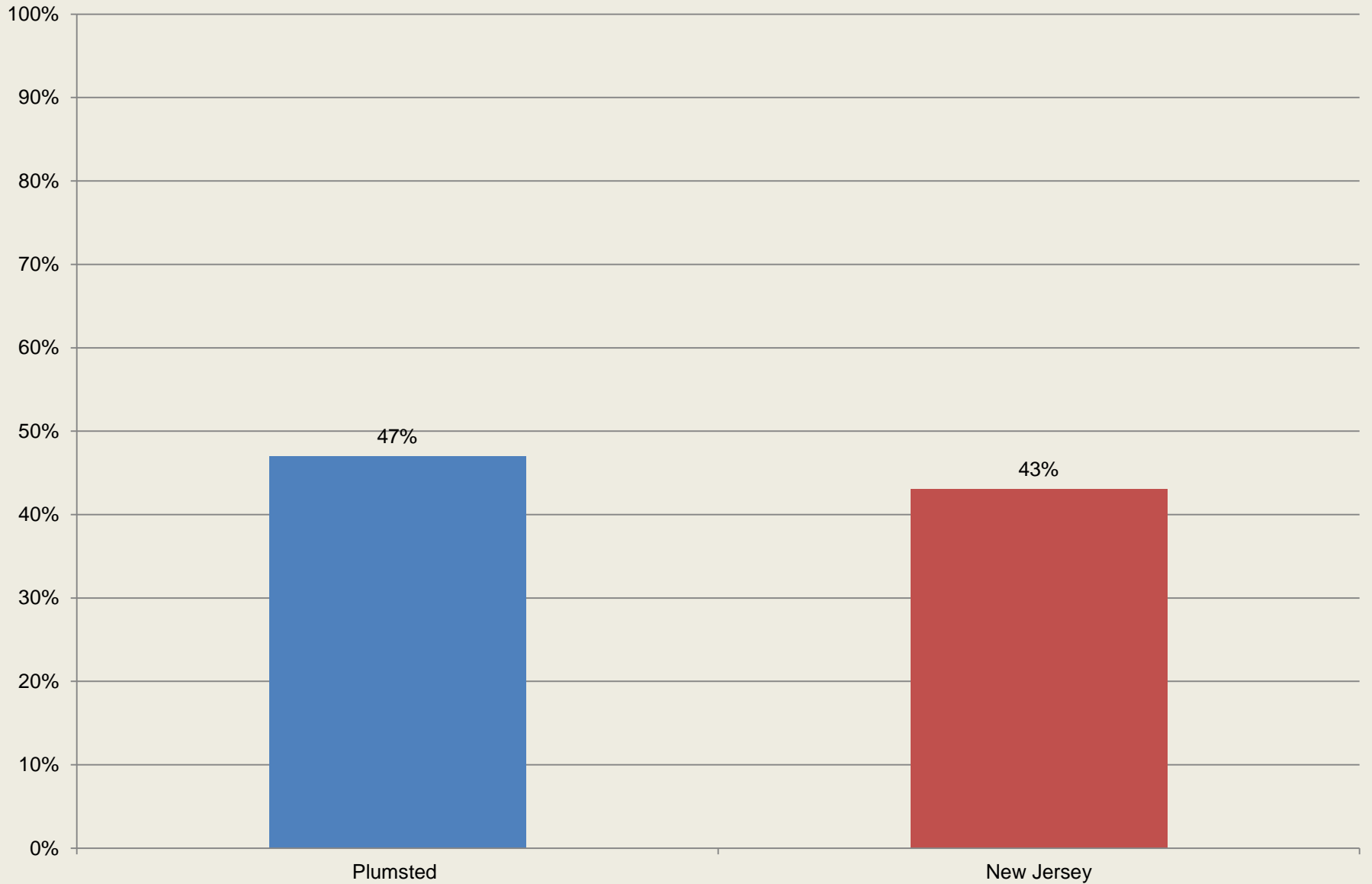
# District

## 2015 PARCC SUBGROUP OUTCOMES

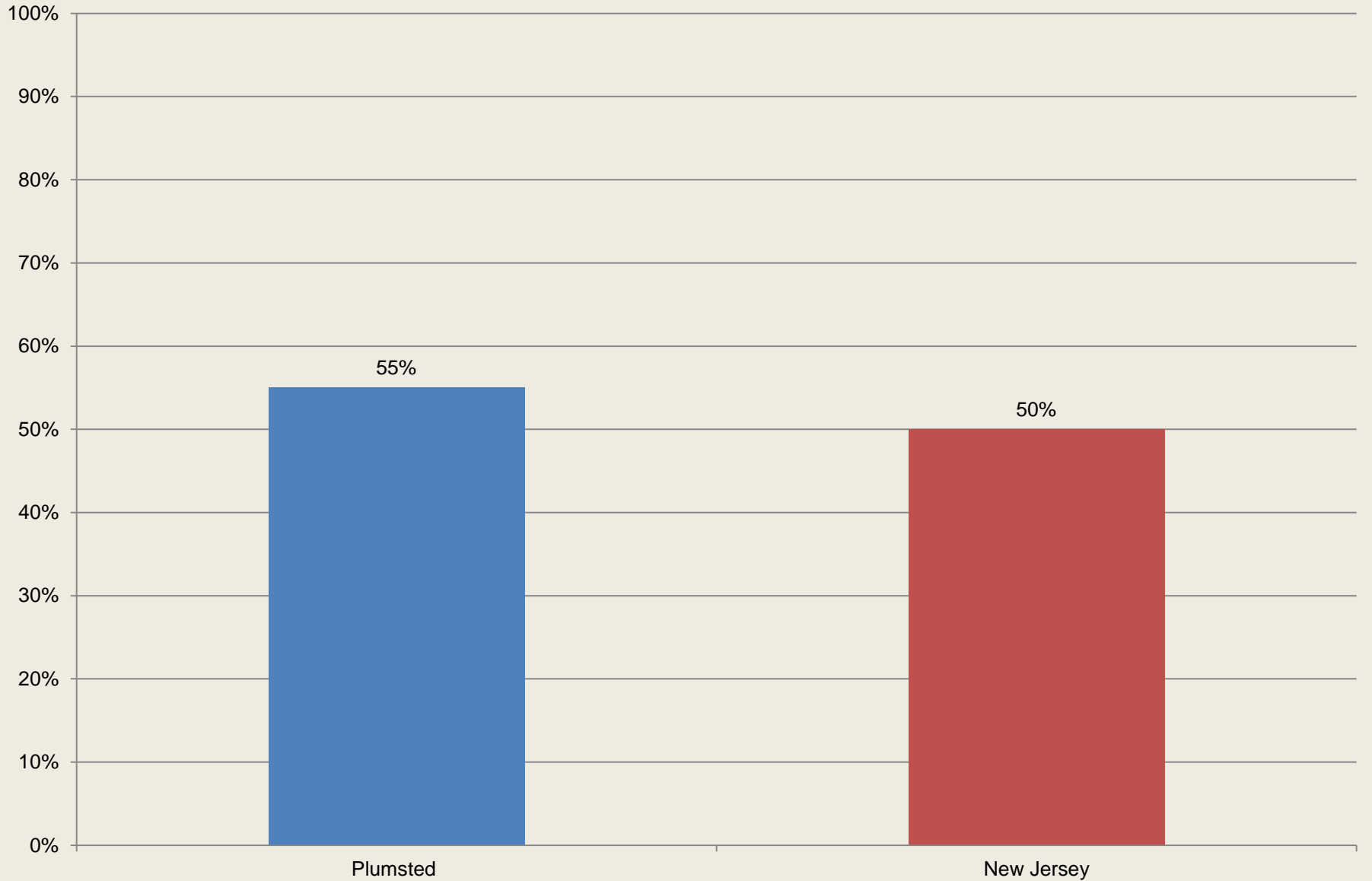
### MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % $\geq$ Level 4
General Education Students	<b>647</b>	<b>4.2%</b>	<b>17.9%</b>	<b>31.4%</b>	<b>43.1%</b>	<b>3.4%</b>	<b>46.5%</b>
Hispanic Students	<b>63</b>	<b>14.3%</b>	<b>34.9%</b>	<b>34.9%</b>	<b>15.9%</b>	<b>0%</b>	<b>15.9%</b>
Economically Disadvantaged	<b>153</b>	<b>11.1%</b>	<b>35.9%</b>	<b>34.6%</b>	<b>18.3%</b>	<b>0</b>	<b>18.3%</b>
Students with Disabilities	<b>111</b>	<b>33.3%</b>	<b>42.3%</b>	<b>20.7%</b>	<b>2.7%</b>	<b>0.9%</b>	<b>3.6%</b>
African American Students	<b>14</b>	<b>7.1%</b>	<b>21.4%</b>	<b>28.6%</b>	<b>35.7%</b>	<b>7.1%</b>	<b>42.8%</b>

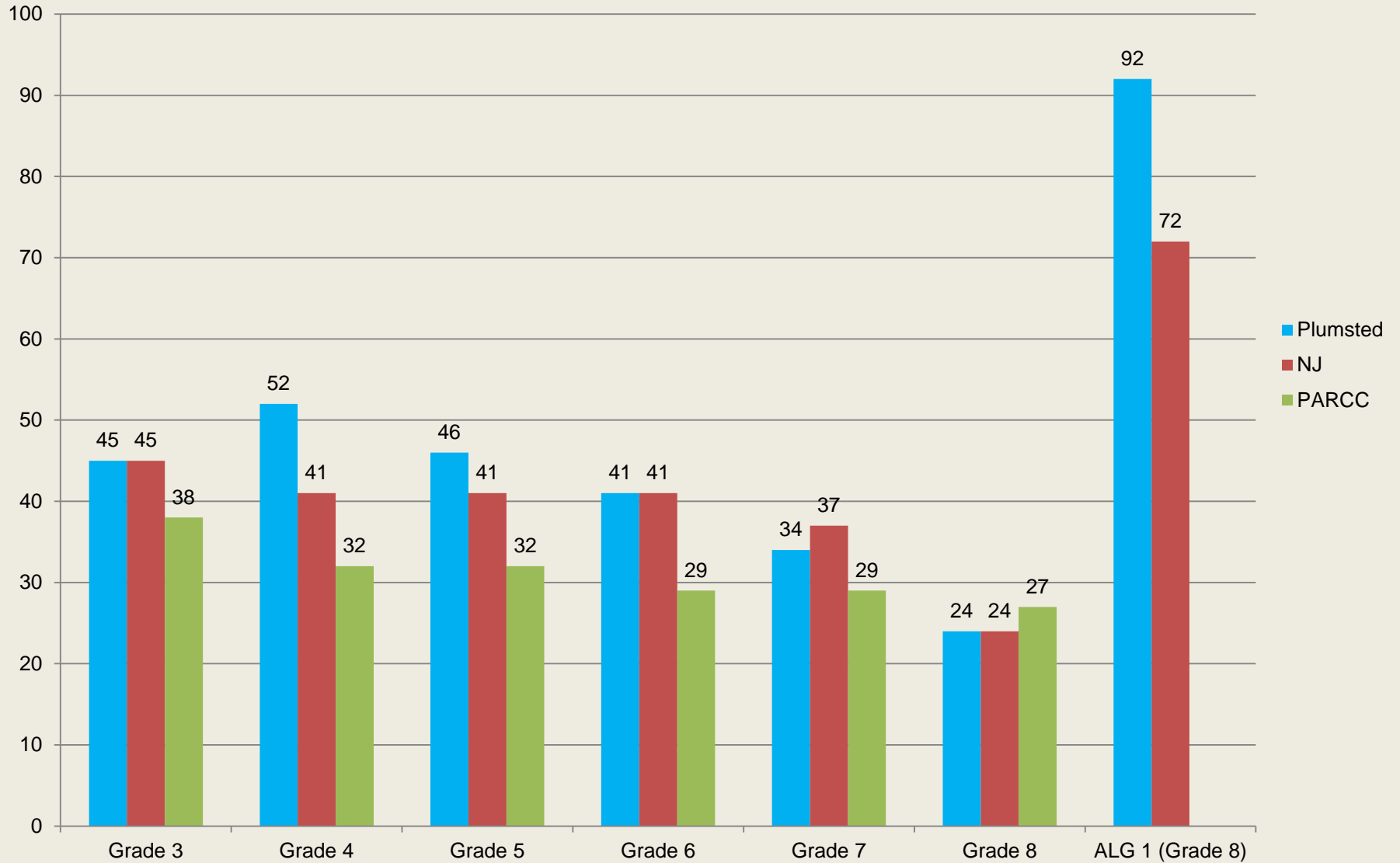
## Average Passing Rate Grades 3-8 Mathematics



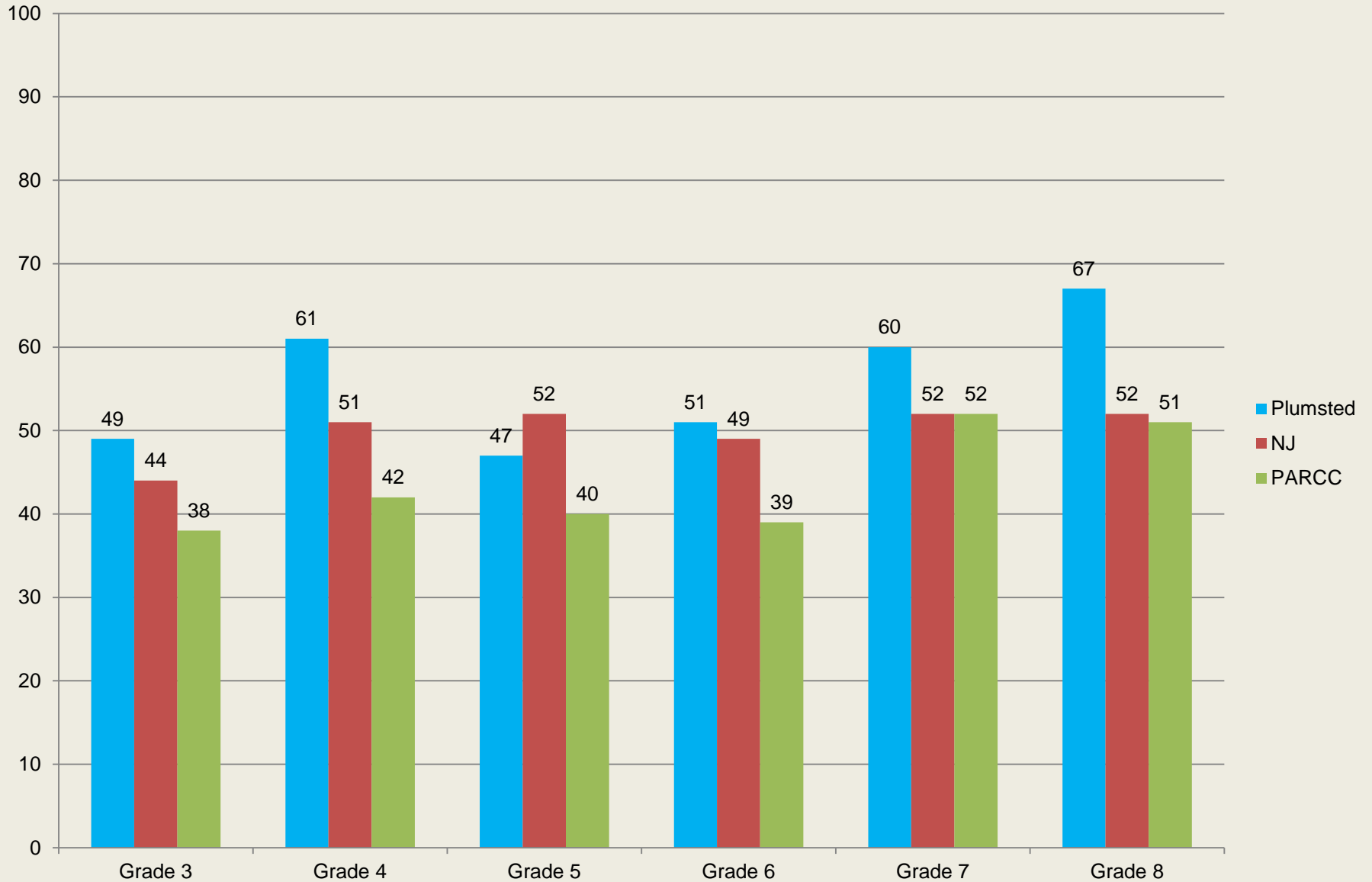
# Average Passing Rate Grades 3-8 ELA



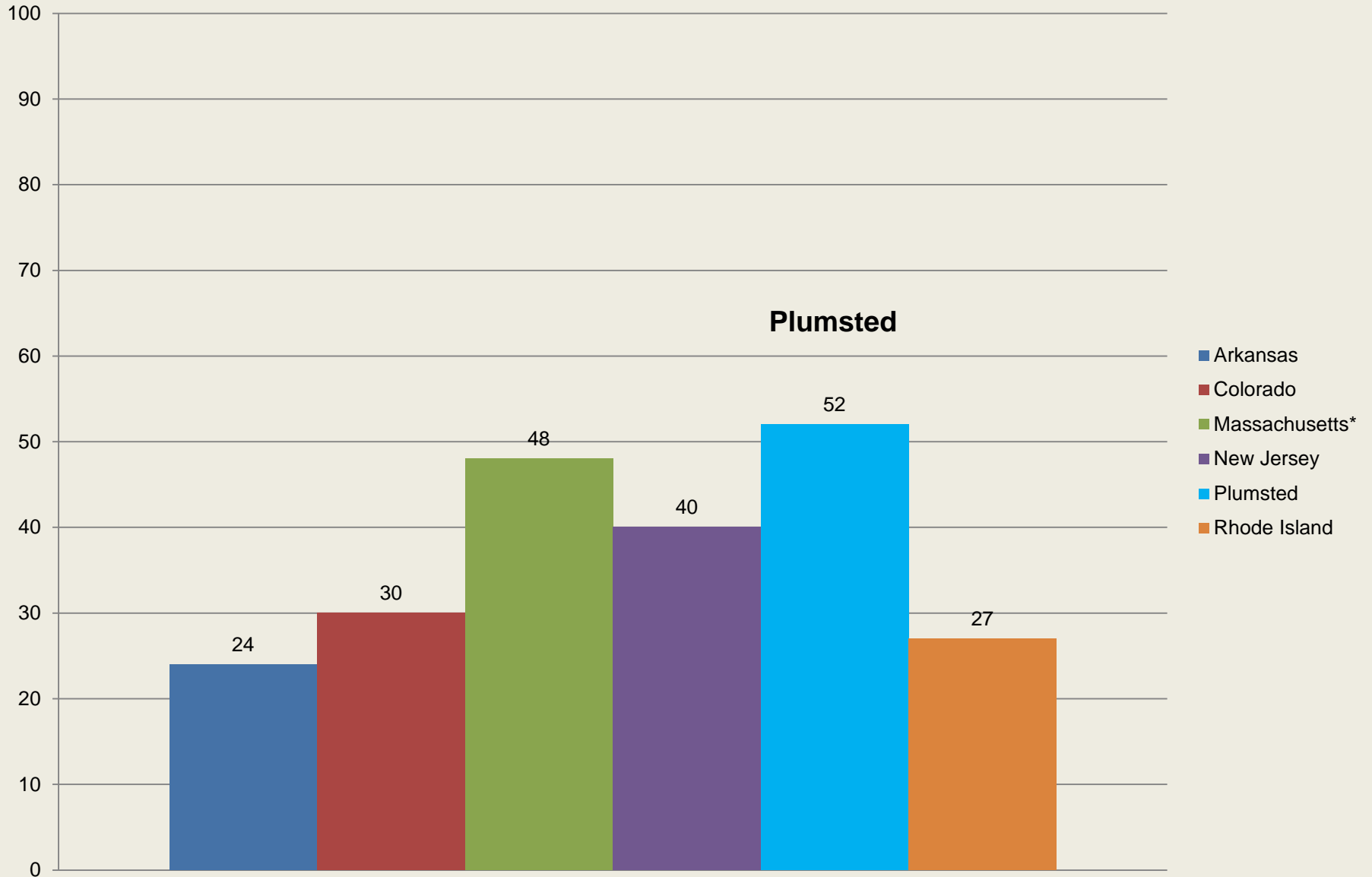
# Percent of Students that MET or EXCEEDED Expectations Mathematics Grades 3-8



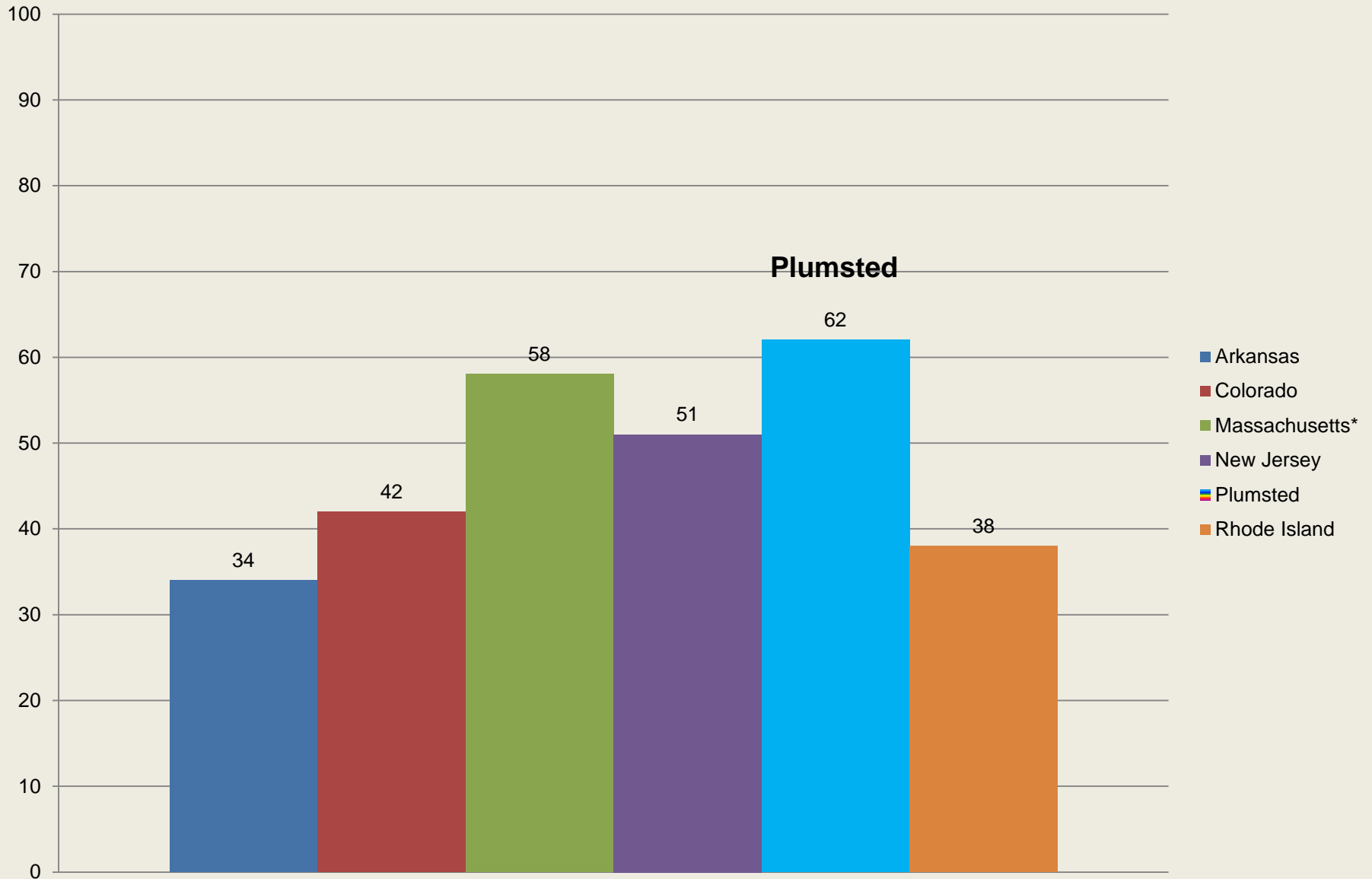
# Percent of Students that MET or EXCEEDED Expectations English Language Arts Grades 3-8



# Percent of Students that MET or EXCEEDED Expectations Grade 4 Mathematics



# Percent of Students that MET or EXCEEDED Expectations Grade 4 ELA





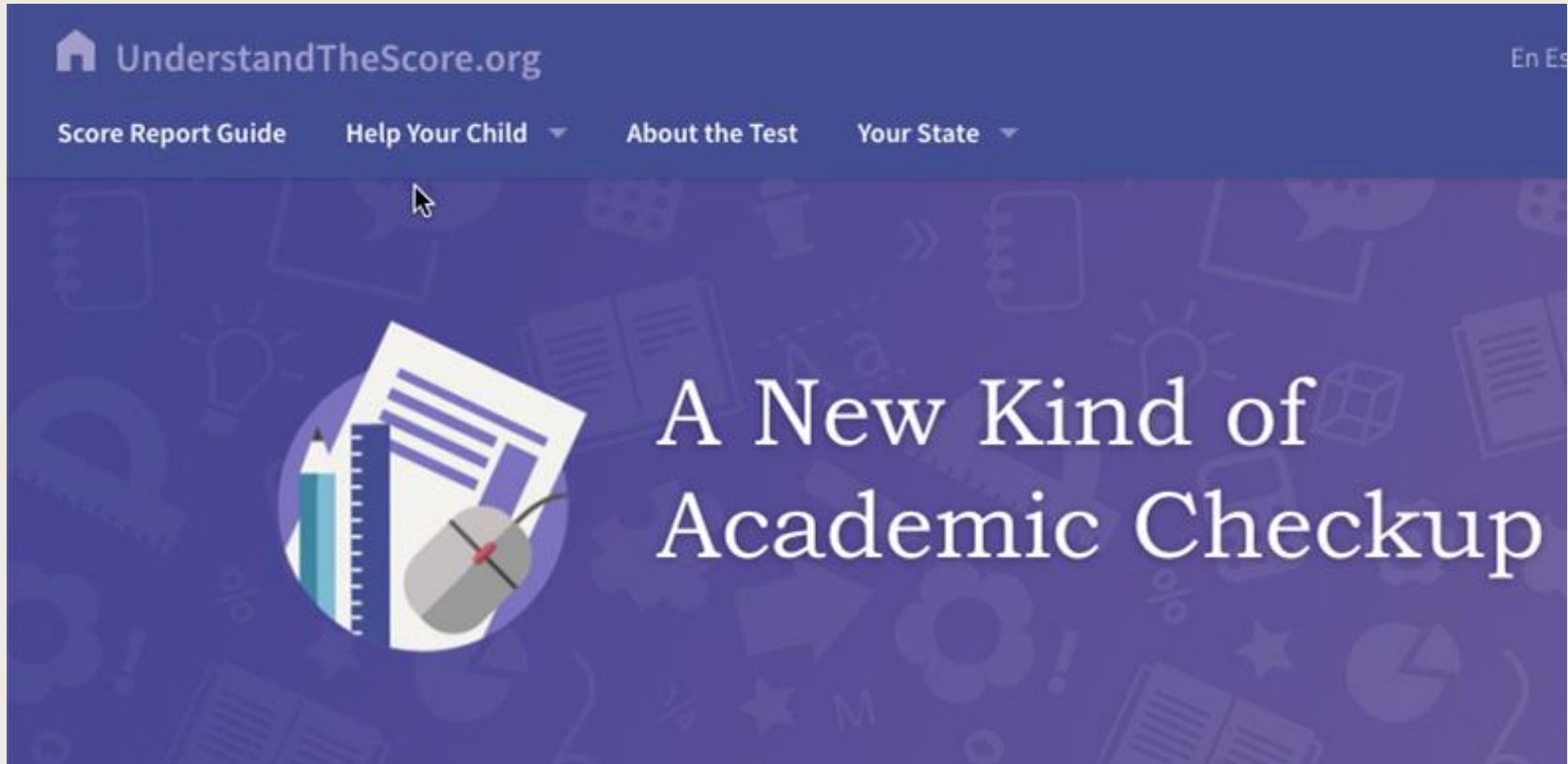
# QUESTIONS TO GUIDE PARCC DATA REFLECTION

- How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?**
- How will we use PARCC data to inform the conversations of our educators?**
- What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

# YEAR ONE DATA ANALYSIS PLAN: DRILLING DOWN

- District and School Level Data: Math, ELA, reading and writing, and also by grade levels
- Disaggregated data, by subgroups
- Disaggregated data by categories, (i.e., standards sub-claims)
- Item analysis
- Student-level analysis

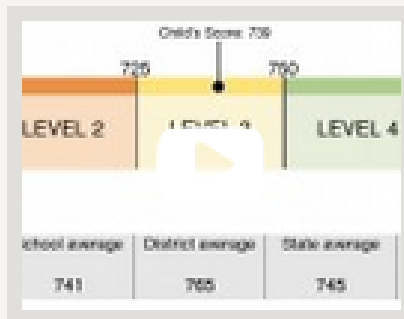
# RESOURCES FOR PARENTS



<http://understandthescore.org/>

# VIDEO: UNDERSTANDING THE SCORE REPORT

## Top resources for parents

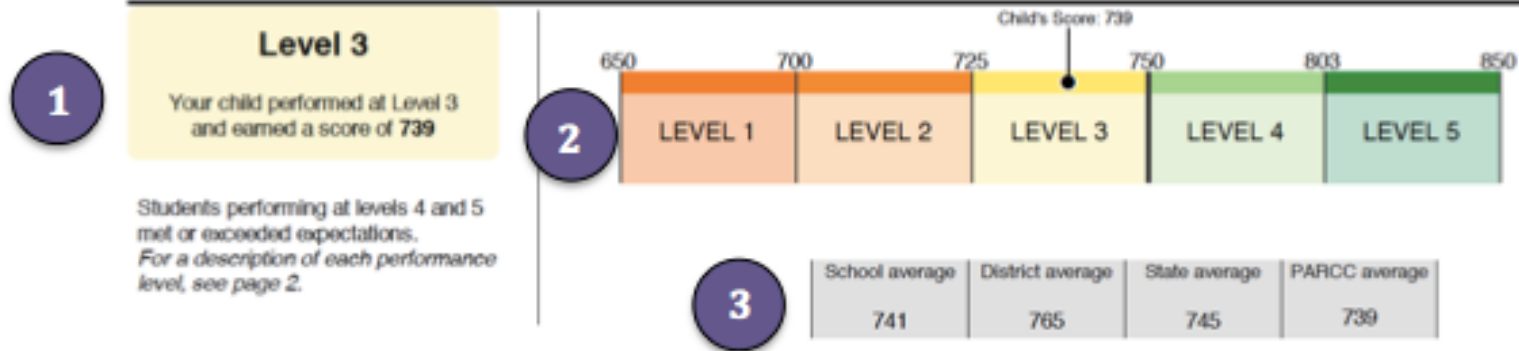


### New Video: Understanding the Score Report

Teachers walk through the score report step-by-step. They let parents know what to expect and provide tips on how they can support their child. [▶ Watch the video >](#)

# PARENT GUIDE TO THE SCORE REPORTS

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



### Key Information Provided in the Score Report

**1 Overall Student Performance** – This section of the report shows your student’s overall numerical score and the performance level achieved based on that score. Level 1 indicates a student is not yet meeting grade level expectations and Level 5 indicates the student has a strong understanding of grade level material.

Page two of the score report provides additional information about your child’s score and level of performance. Level 4 and above indicates that a student meets or exceeds grade level expectations and is well prepared for the next grade level.

**2 Score Graph** – The colored graph shows the score ranges for each performance level and where your child’s score falls within that range. This gives you an indication of how close your child is to achieving the next level.

# HOW TO HELP YOUR CHILD

**Where is my child doing well? Where does he or she need additional support? And, how can I help?**

The score reports provide more than just number scores; they also provide information about subsets of skills that show where your child excels and where he or she may need more support. You can use this information to support your child every day at home. For example, if your child is excelling in reading, you might challenge him or her to read more challenging books, to analyze and report to you on the day's news from the newspaper or to research and dig deeper into subjects of interest. If your child needs to improve in a certain subject area, talk to his or her teacher about additional support and materials, or use our online resources to locate activities you can use to reinforce learning at home. You can also use everyday moments as educational opportunities to enhance your child's learning. For example, if your child is struggling with fractions, have him or her help you in the kitchen and use measuring cups or pizza slices to help explain the relationship of parts to a whole.


<http://understandthescore.org/>

[Continue Reading](#)

# ADDITIONAL RESOURCES FOR PARENTS

## Be a Learning Hero Learning Tools

Helpful tools to support your child's learning at home in English

Language Arts and math, as well as links to great resources.  Visit

[website >](#)

<http://understandthescore.org/>