



PARCC RESULTS: 2014/2015

VALLEY ROAD SCHOOL
DECEMBER 7, 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 21st century.”



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

- Previously, NJ ASK categorized students as:
 - Partially Proficient
 - Proficient
 - Advanced Proficient

NEW JERSEY'S 2015 PARCC OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
Grade 3	15%	18%	24%	39%	5%	44%
Grade 4	8%	15%	27%	39%	12%	51%
Grade 5	7%	15%	26%	45%	6%	52%
Grade 6	8%	16%	28%	40%	9%	49%
Grade 7	11%	15%	23%	34%	18%	52%
Grade 8	12%	15%	22%	39%	13%	52%
Grade 9	18%	19%	24%	30%	10%	40%
Grade 10	25%	18%	20%	26%	11%	37%
Grade 11	17%	19%	24%	30%	11%	41%

Note: Numbers may not sum to 100% due to rounding.

STANHOPE'S

2015 PARCC GRADE-LEVEL 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	NJ % >= Level 4
Grade 3	33	6%	15%	39%	39%	0%	39%	44%
Grade 4	46	12%	15%	27%	46%	0%	46%	51%
Grade 5	33	9%	18%	27%	42%	3%	45%	52%
Grade 6	24	4%	8%	33%	46%	8%	54%	49%
Grade 7	38	8%	13%	24%	42%	13%	55%	52%
Grade 8	39	3%	8%	21%	59%	10%	69%	52%

NEW JERSEY'S 2015 PARCC OUTCOMES MATHEMATICS

	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
Grade 3	8%	19%	28%	37%	8%	45%
Grade 4	7%	22%	30%	36%	4%	41%
Grade 5	6%	21%	32%	35%	6%	41%
Grade 6	8%	21%	30%	35%	6%	41%
Grade 7	8%	22%	33%	33%	4%	37%
Grade 8*	22%	26%	28%	23%	1%	24%
Algebra I	14%	25%	25%	33%	3%	36%
Geometry	12%	36%	30%	20%	3%	22%
Algebra II	32%	25%	20%	22%	2%	24%

* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Note: Numbers may not sum to 100% due to rounding.

STANHOPE'S 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
Grade 3	33	3%	21%	33%	42%	0%	42%	45%
Grade 4	26	12%	35%	8%	42%	4%	46%	41%
Grade 5	33	0%	12%	39%	45%	3%	48%	41%
Grade 6	24	0%	17%	38%	38%	8%	46%	41%
Grade 7	38	3%	34%	26%	37%	0%	37%	37%
Grade 8*	X	X	X	X	X	X	X	24%
Algebra I**	31	10%	39%	19%	32%	0%	32%	36%

* Only 8 students at VRS took the 8th grade math assessment. This data has been suppressed to protect student privacy.

** During the 2014/15 school year, 8th grade students were leveled into a high and low group. Although all students took the Algebra assessment, only 15 would have if it were this year. Therefore, 10 of those 15 students met expectations at 67%.

ALGEBRA I PARCC OUTCOMES AND COURSE GRADES

	PARCC Algebra I (2015)		Percent "C" or higher in Algebra I course AY1415	
	Count	% Meeting or Exceeding	Count*	% \geq C
Grade 6	66	92%	62	100%
Grade 7	3,536	93%	3,305	94%
Grade 8	27,498	72%	24,944	89%
Grade 9	53,656	18%	44,923	67%
Grade 10	5,542	4%	3,170	48%
Grade 11	1,398	4%	623	46%

Looking for mismatches between outcomes and expectations is an important first step, i.e., roughly 18% of freshman met or exceeded expectations in PARCC Algebra I yet 67% received Cs or better in their course.

* Based on an overall 84% match rate at a student-level between NJSMART course roster collection and PARCC Algebra I assessment data.

CURRENT GRADE 5 COHORT CLOSING THE GAP

Language Arts

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 3)	51.9%	65.5%	-13.6%	8.6% GROWTH
2014/2015 (Grade 4)	46%	51%	-5%	

Mathematics

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 3)	59.2%	75.5%	-16.3%	22.3% GROWTH
2014/2015 (Grade 4)	46%	40%	+6%	

CURRENT GRADE 6 COHORT CLOSING THE GAP

Language Arts

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 4)	51.4%	59.8%	-8.4%	2.4% GROWTH
2014/2015 (Grade 5)	45%	51%	-6%	

Mathematics

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 4)	86.5%	74.9%	+11.6%	4.6% Decrease
2014/2015 (Grade 5)	48%	41%	+7%	

CURRENT GRADE 7 COHORT CLOSING THE GAP

Language Arts

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 5)	75%	62.3%	+12.7	7.7% Decrease
2014/2015 (Grade 6)	54%	49%	+5%	

Mathematics

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 5)	92.9%	79.8%	+13.1	8.1% Decrease
2014/2015 (Grade 6)	46%	41%	+5%	

CURRENT GRADE 8 COHORT CLOSING THE GAP

Language Arts

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 6)	66.7%	66.9%	-0.2%	2.8% GROWTH
2014/2015 (Grade 7)	55%	52%	+3%	

Mathematics

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 6)	74.3%	79.3%	-5%	5% GROWTH
2014/2015 (Grade 7)	37%	37%	EVEN	

CURRENT GRADE 9 COHORT CLOSING THE GAP

Language Arts

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 7)	67.5%	64%	+3.5%	14.5% GROWTH
2014/2015 (Grade 8)	69%	51%	+18%	

Mathematics

	VRS % > or = Level 4/Proficient	State of NJ % > or = Level 4/Proficient	Differential	
2013/2014 (Grade 7)	47.5%	66.8%	-19.3%	X
2014/2015 (Grade 8)	X	X	X	

QUESTIONS TO GUIDE PARCC DATA REFLECTION

- **How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?**
 - 1. Data will be shared and compared with local districts to identify potential areas of strength and weakness.**
 - 2. Draw generalizations centered on core skills and use Rubicon to identify areas of the curriculum that might need examination.**
 - 3. Year by year, comparing the results of each cohort to that of the state will help us assess our current initiatives and focus future PD and programming.**

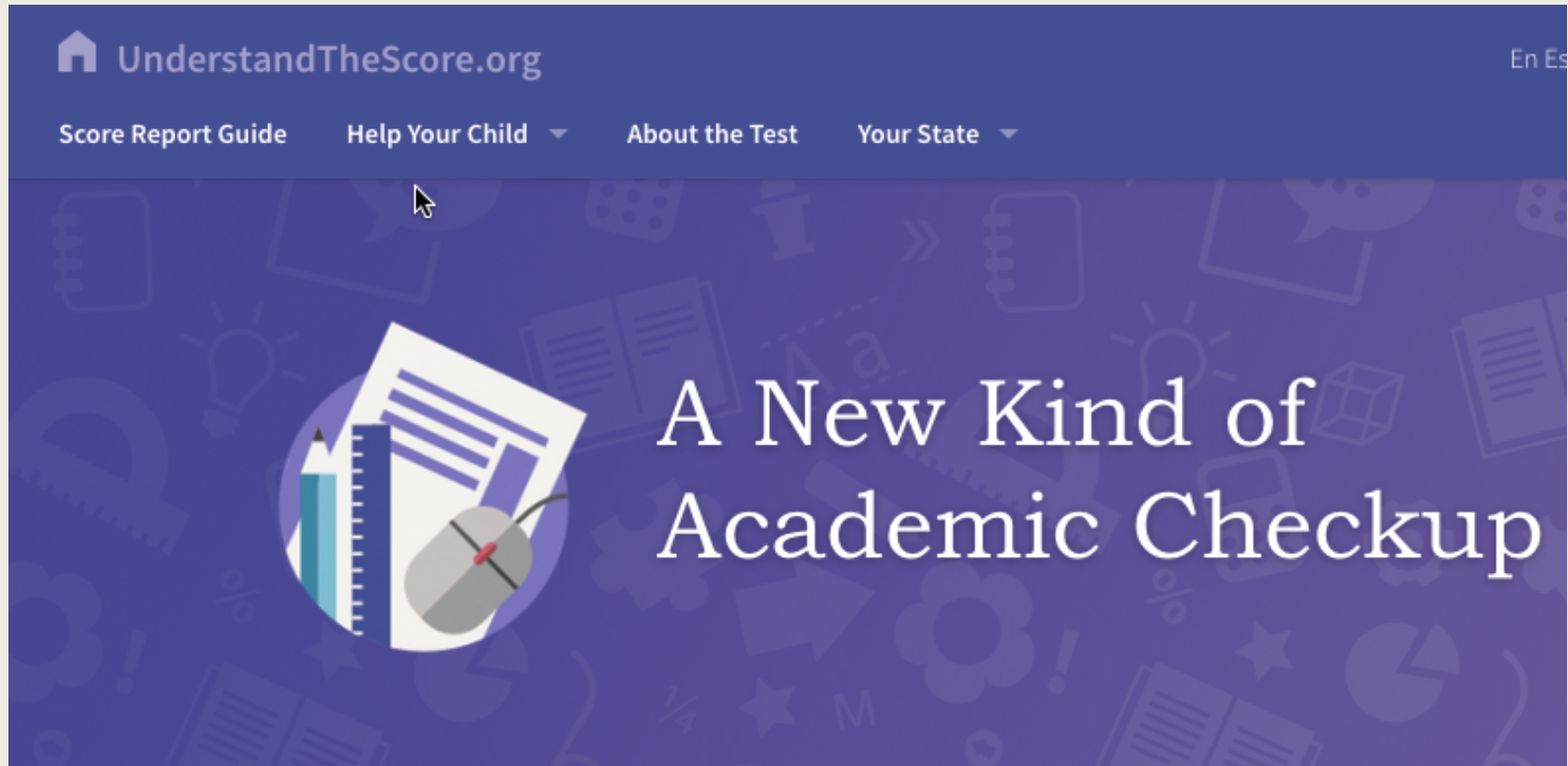
QUESTIONS TO GUIDE PARCC DATA REFLECTION

- **How will we use PARCC data to inform the conversations of our educators?**
 - 1. Teachers and administration will analyze scores and data during PLC's.**
 - 2. Released test questions will be reviewed to determine how proficiency is measured and what our students can expect on the 2016 assessment.**
 - 3. Analyze question format so that teachers can use this in their 'day to day' assessment strategies to familiarize students.**

QUESTIONS TO GUIDE PARCC DATA REFLECTION

- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**
 - 1. By aligning our curriculum and lesson plans to the Common Core, we can continue to examine resources that further this mission.**
 - 2. Resources that we are currently utilizing, in addition to our focus on professional development, will continue to help us meet the learning needs of our students.**

RESOURCES FOR PARENTS



The image shows a screenshot of the UnderstandTheScore.org website. The header is dark blue with the site name and a home icon on the left, and "En Es" on the right. Below the header is a navigation menu with four items: "Score Report Guide", "Help Your Child" (with a dropdown arrow), "About the Test", and "Your State" (with a dropdown arrow). The main content area has a dark blue background with a pattern of faint educational icons. On the left, there is a circular graphic containing a pencil, a spiral notebook, and a mouse. To the right of this graphic, the text "A New Kind of Academic Checkup" is displayed in a large, white, serif font.

UnderstandTheScore.org

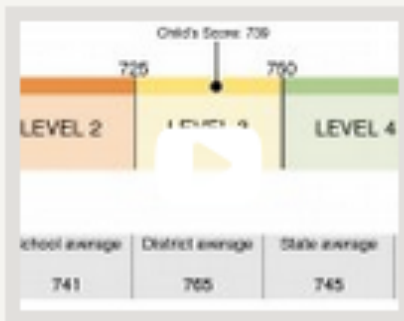
Score Report Guide Help Your Child About the Test Your State

A New Kind of Academic Checkup

<http://understandthescore.org/>

VIDEO: UNDERSTANDING THE SCORE REPORT

Top resources for parents

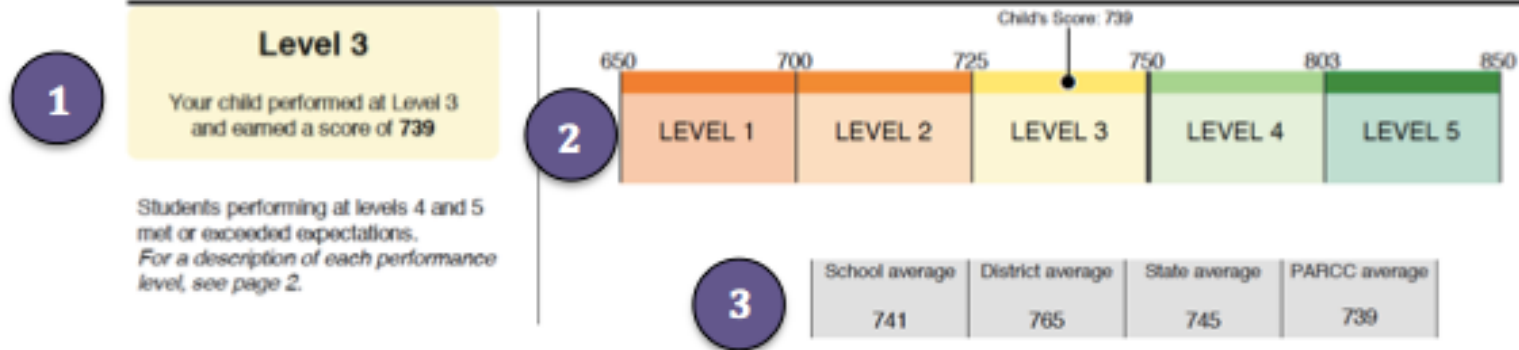


New Video: Understanding the Score Report

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/>