

# PARCC RESULTS: SPRING 2015 AND SPRING 2016 ADMINISTRATIONS

River Edge School District  
October 19, 2016

Measuring  
College and  
Career Readiness

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2016 marks the second administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the first opportunity to compare year-to-year results.
- Students took PARCC English Language Arts in grades 3-6.
- Students took PARCC Mathematics Assessments in grades 3-6.

# FIVE PERFORMANCE LEVELS

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

**Level 1:**  
Did Not Yet  
Meet Grade  
Level  
Expectations

**Level 2:**  
Partially Met  
Grade Level  
Expectations

**Level 3:**  
Approached  
Grade Level  
Expectations

**Level 4:**  
Met Grade  
Level  
Expectations

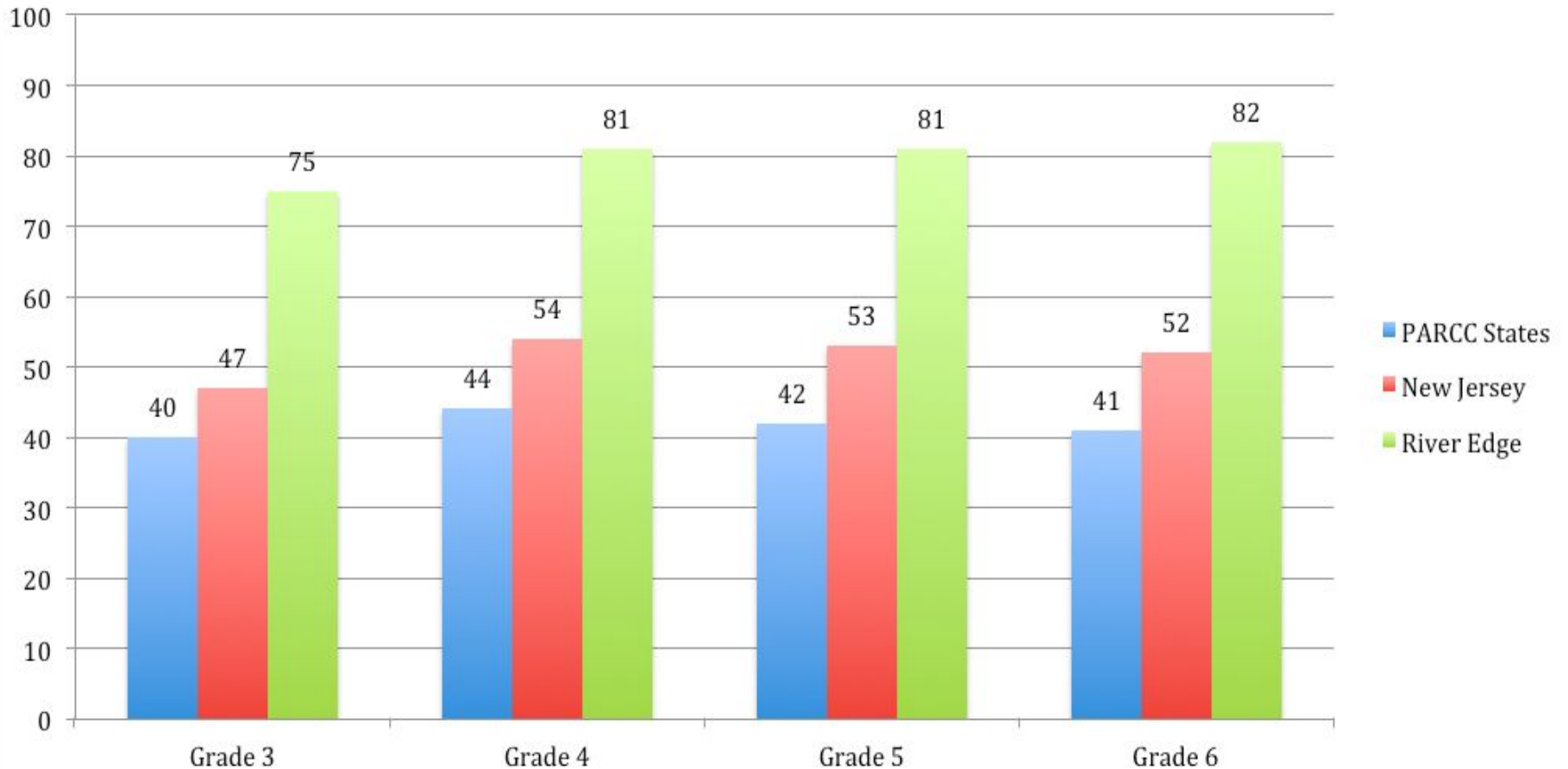
**Level 5:**  
Exceeded  
Grade Level  
Expectations

# RIVER EDGE SCHOOL DISTRICT PARCC GRADE-LEVEL PARTICIPATION RATES

PARCC TEST	EXPECTED PARTICIPATION		# OF PARCC SCORES		PARTICIPATION RATE	
	2015	2016	2015	2016	2015	2016
Grade 3	141	168	136	163	96%	97%
Grade 4	172	138	168	135	98%	98%
Grade 5	170	177	164	171	96%	97%
Grade 6	177	164	174	161	98%	98%

# PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS ENGLISH LANGUAGE ARTS

## English Language Arts



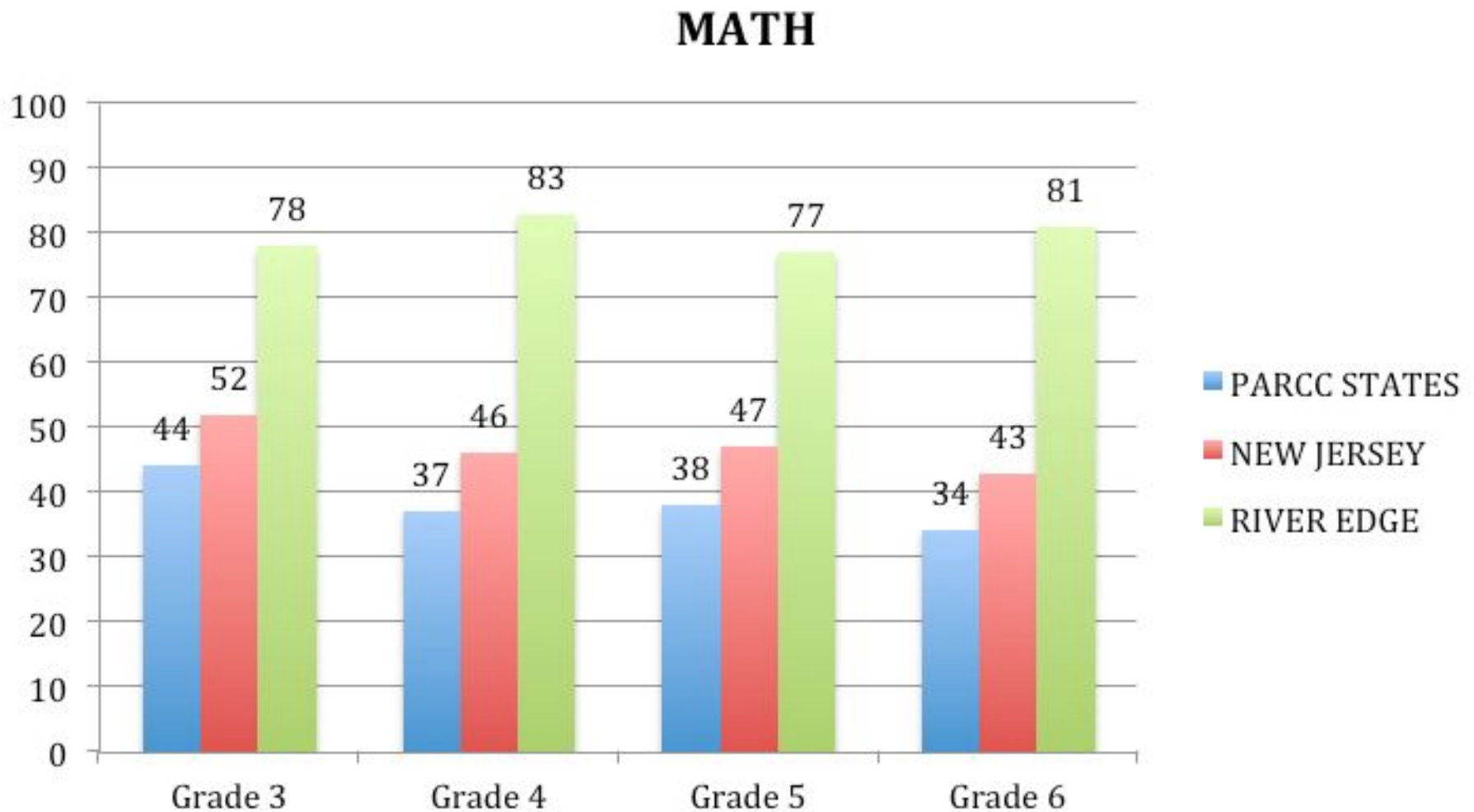
# RIVER EDGE SCHOOL DISTRICT

## 2016 PARCC GRADE-LEVEL OUTCOMES

### ENGLISH LANGUAGE ARTS/LITERACY

	Valid Test Scores	Not Yet Meeting <b>Level 1</b>	Partially Meeting <b>Level 2</b>	Approaching Expectations <b>Level 3</b>	Meeting Expectations <b>Level 4</b>	Exceeding Expectations <b>Level 5</b>	District % >= Level 4	NJ % >= Level 4
Grade 3	162	4%	5%	16%	57%	18%	<b>75%</b>	<b>48%</b>
Grade 4	135	1%	6%	12%	53%	28%	<b>82%</b>	<b>54%</b>
Grade 5	170	0%	3%	16%	65%	16%	<b>81%</b>	<b>53%</b>
Grade 6	161	2%	2%	13%	53%	29%	<b>83%</b>	<b>52%</b>

# PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS MATHEMATICS



# RIVER EDGE SCHOOL DISTRICT

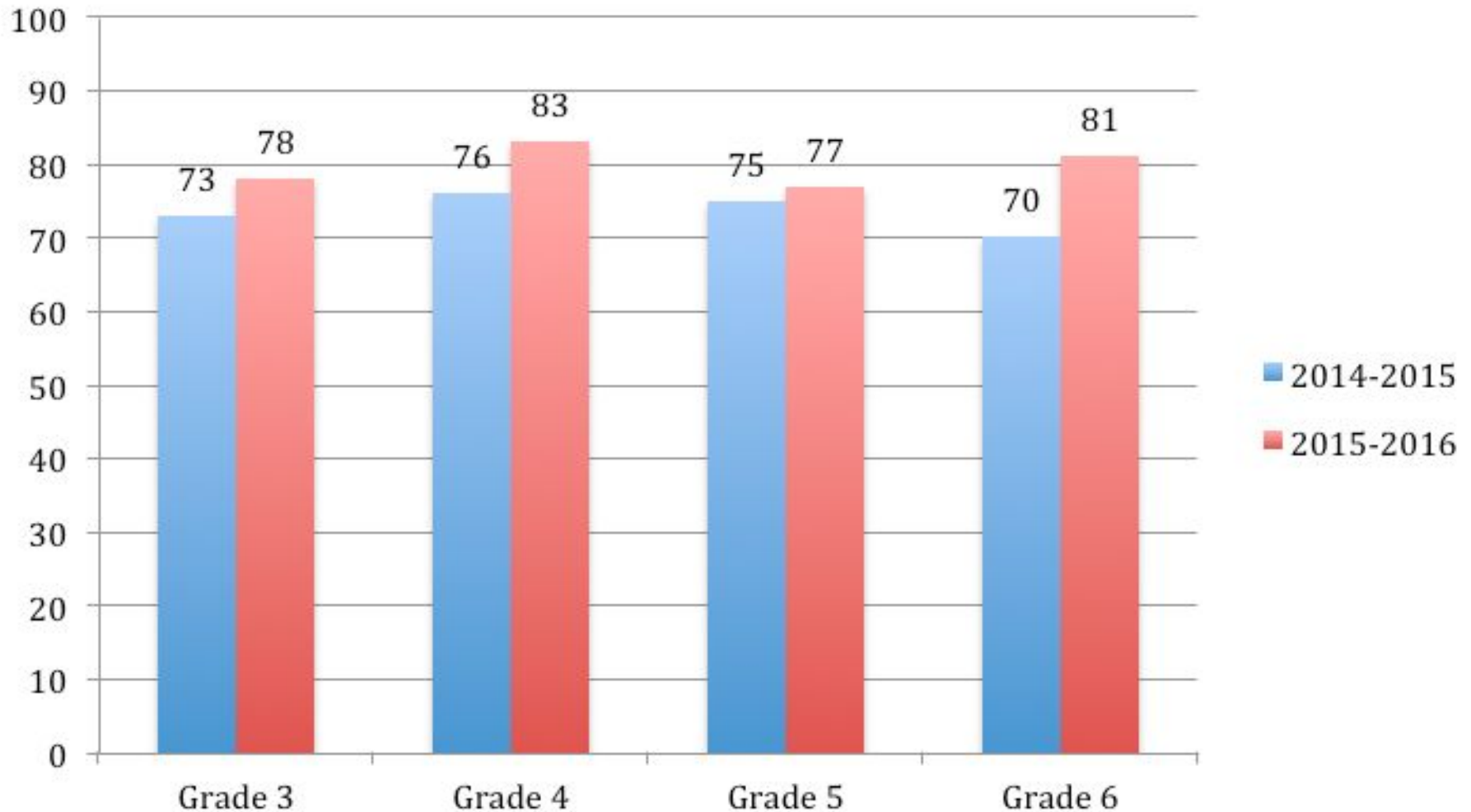
## 2016 PARCC GRADE-LEVEL OUTCOMES

### MATHEMATICS

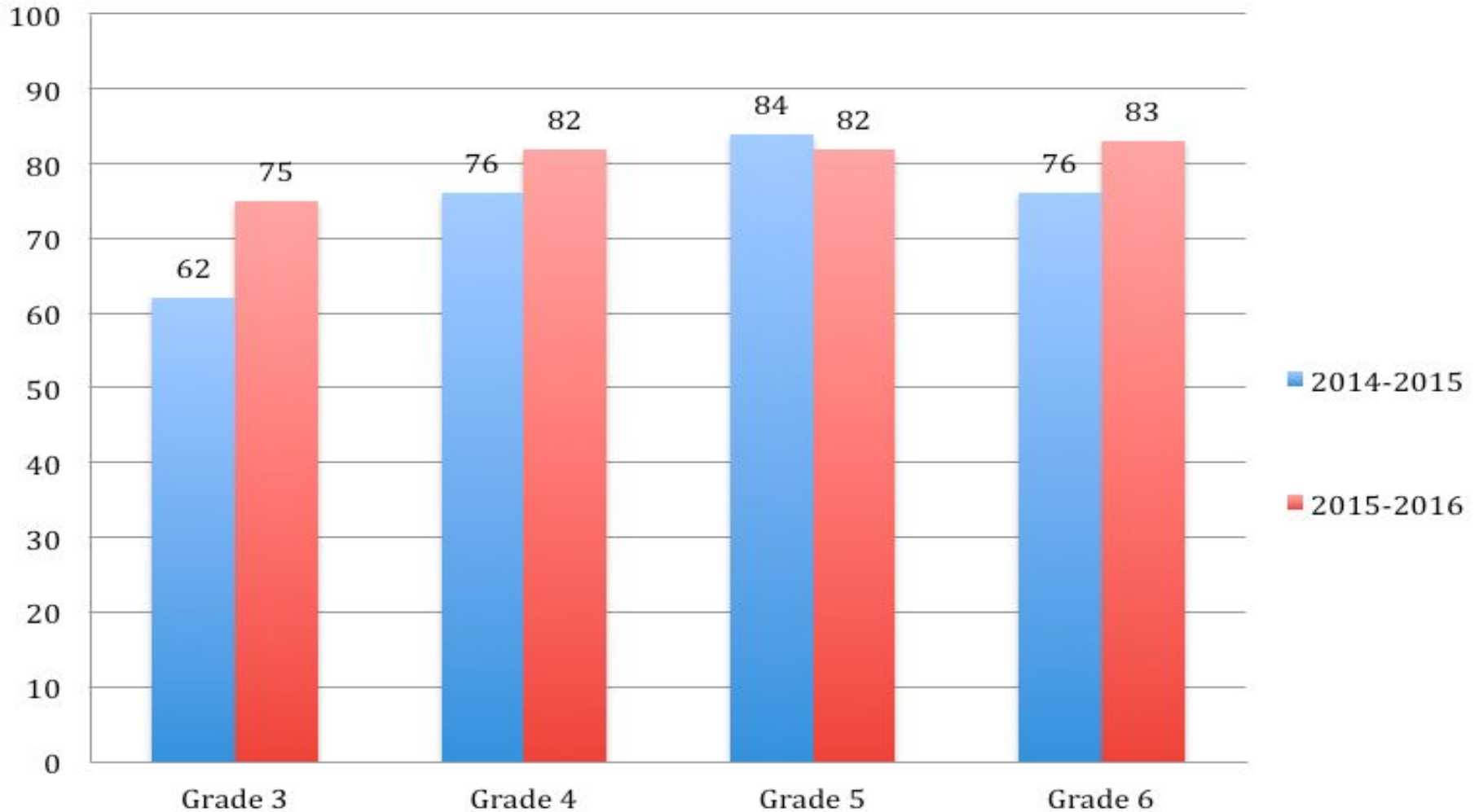
	Count of Valid Test Scores	Not Meeting Yet <b>Level 1</b>	Partially Meeting <b>Level 2</b>	Approaching Expectations <b>Level 3</b>	Meeting Expectations <b>Level 4</b>	Exceeding Expectation <b>Level 5</b>	District % $\geq$ Level 4	NJ % $\geq$ Level 4
Grade 3	163	1%	1%	21%	53%	25%	<b>78%</b>	<b>52%</b>
Grade 4	135	0%	2%	15%	67%	16%	<b>83%</b>	<b>46%</b>
Grade 5	171	0%	4%	19%	53%	24%	<b>77%</b>	<b>47%</b>
Grade 6	161	1%	4%	15%	53%	28%	<b>81%</b>	<b>43%</b>



# Two-Year Comparison of Grade Level Results Percentage of Meeting/Exceeding Expectations MATHEMATICS

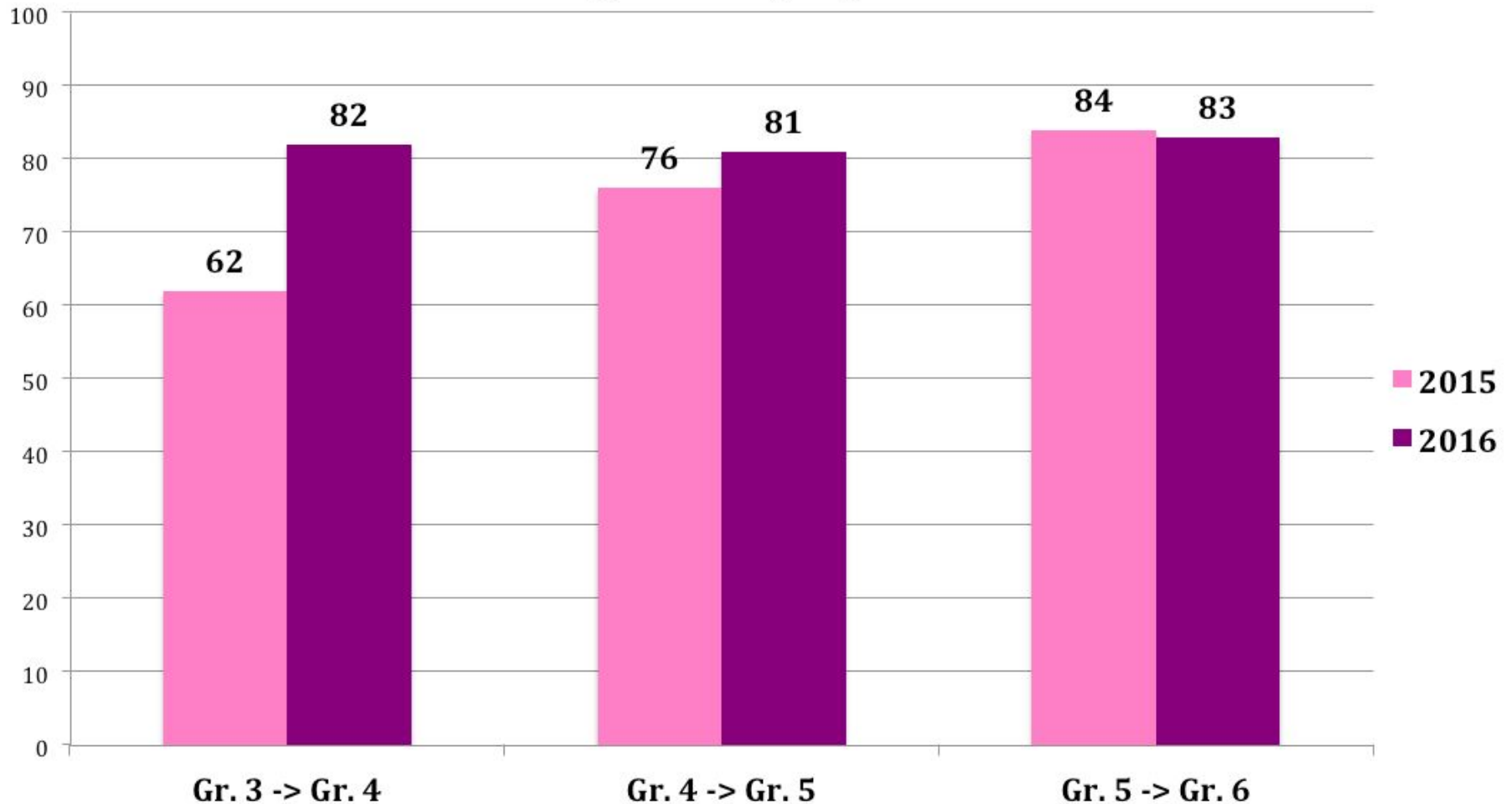


# Two-Year Comparison of Grade Level Results Percentage of Meeting/Exceeding Expectations ENGLISH LANGUAGE ARTS

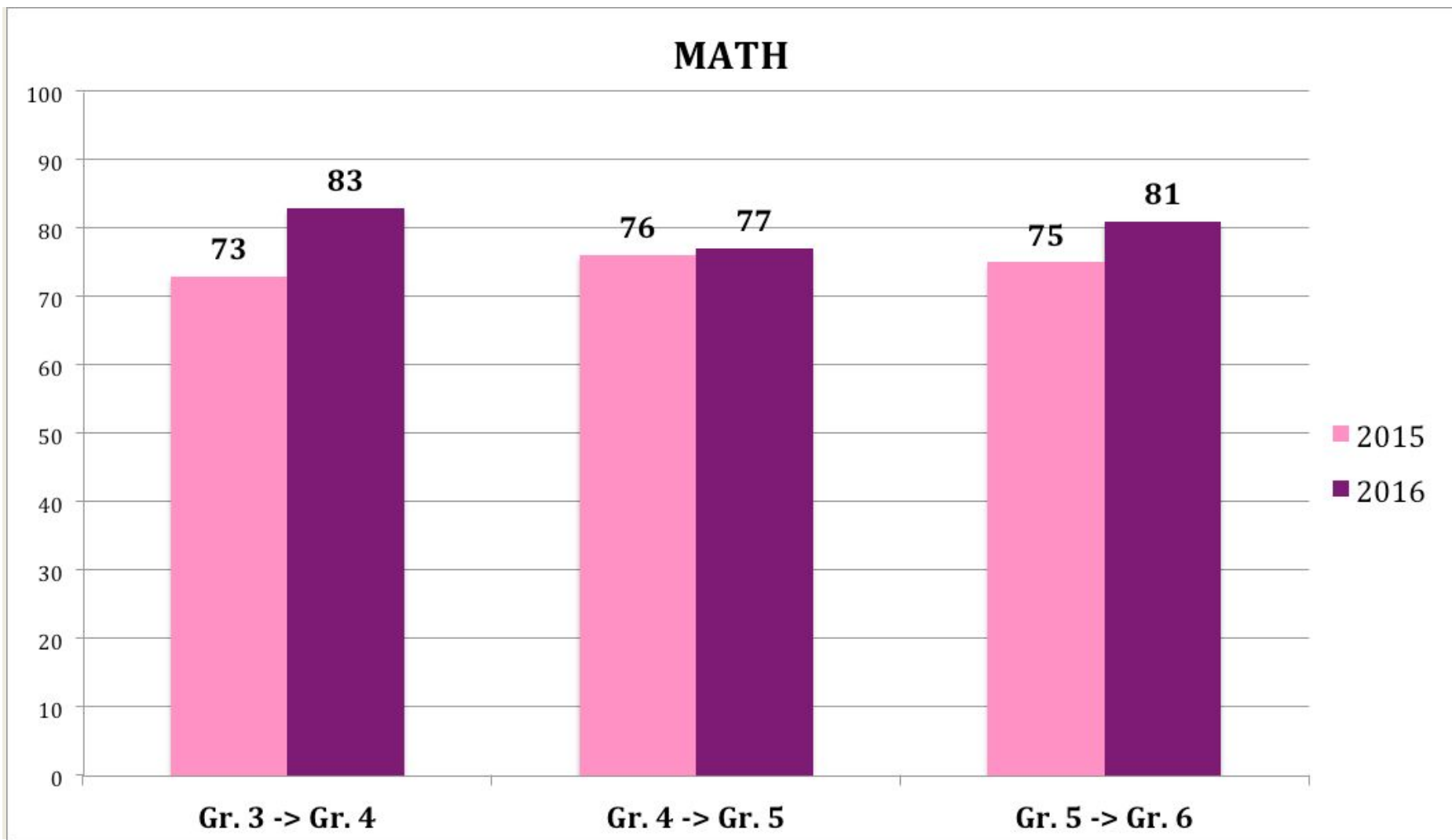


# Two-Year Comparison of Same Cohort Students Meeting/Exceeding Expectations Meeting/Exceeding Expectations SPRING 2015 → SPRING 2016

## English Language Arts



# Two-Year Comparison of Same Cohort Students Percentage of Meeting/Exceeding Expectations SPRING 2015 → SPRING 2016



# 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

# RIVER EDGE SCHOOL DISTRICT'S SUBGROUPS 2016 SPRING PARCC ADMINISTRATIONS 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	District % >= Level 4
<b>Grade 3</b> General Education	1.4%	2.8%	16.6%	59.3%	20%	<b>79.3%</b>	<b>74.7%</b>
<b>Grade 3</b> Students with Disabilities	29.4%	23.5%	11.8%	35.3%	0%	<b>35.3%</b>	
<b>Grade 4</b> General Education	0%	1.7%	8.6%	57.8%	31.9%	<b>89.7%</b>	<b>81.5%</b>
<b>Grade 4</b> Students with Disabilities	5.3%	31.6%	31.6%	26.3%	5.3%	<b>31.6%</b>	
<b>Grade 5</b> General Education	0%	2.1%	11.6%	68.5%	17.8%	<b>86.3%</b>	<b>81.2%</b>
<b>Grade 5</b> Students with Disabilities	0%	8.3%	41.7%	45.8%	4.2%	<b>50%</b>	
<b>Grade 6</b> General Education	0%	2.1%	12.7%	54.9%	30.3%	<b>85.2%</b>	<b>82.6%</b>
<b>Grade 6</b> Students with Disabilities	15.8%	5.3%	15.8%	42.1%	21.1%	<b>63.2%</b>	

# RIVER EDGE SCHOOL DISTRICT'S SUBGROUPS 2016 SPRING PARCC ADMINISTRATIONS MATHEMATICS

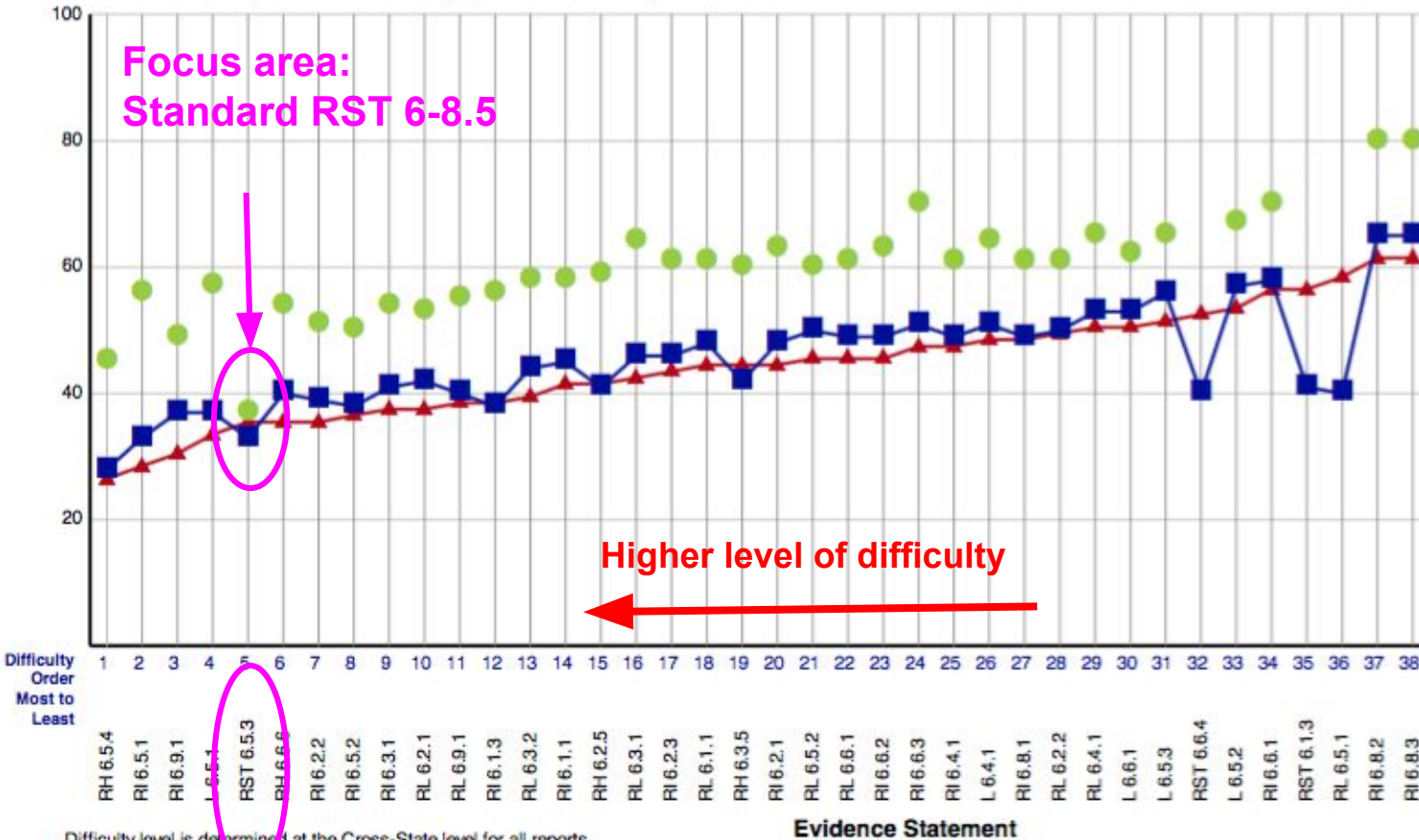
	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4	District % >= Level 4
<b>Grade 3</b> General Education	.7%	.7%	19.2%	52.1%	27.4%	<b>79.5%</b>	<b>77.9%</b>
<b>Grade 3</b> Students with Disabilities	0%	0%	35.3%	64.7%	0%	<b>64.7%</b>	
<b>Grade 4</b> General Education	0%	1.7%	10.3%	70.7%	17.2%	<b>87.9%</b>	<b>83%</b>
<b>Grade 4</b> Students with Disabilities	0%	5.3%	42.1%	47.4%	5.3%	<b>52.6%</b>	
<b>Grade 5</b> General Education	0%	3.4%	15%	55.8%	25.9%	<b>81.6%</b>	<b>77.2%</b>
<b>Grade 5</b> Students with Disabilities	0%	8.3%	41.7%	37.5%	12.5%	<b>50%</b>	
<b>Grade 6</b> General Education	.7%	2.1%	12.7%	54.9%	29.6%	<b>84.5%</b>	<b>80.7%</b>
<b>Grade 6</b> Students with Disabilities	0%	15.8%	31.6%	36.8%	15.8%	<b>52.6%</b>	

## ENGLISH LANGUAGE ARTS / LITERACY

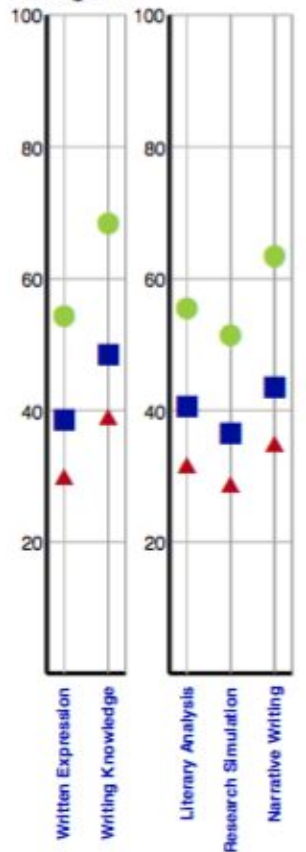


### Students with Valid Scores

**Purpose:** This report presents the average percent correct by Evidence Statement for district, state and Cross-State.



### Writing Categories PCR Task



Difficulty level is determined at the Cross-State level for all reports  
Evidence Statements not tested in district or school are left blank

This report is NOT for public review. Distribution within your school/district must be in accordance with state and federal privacy laws, and local school board policy.



# How will we use PARCC data to identify strengths and gaps that may exist in curriculum and instruction?

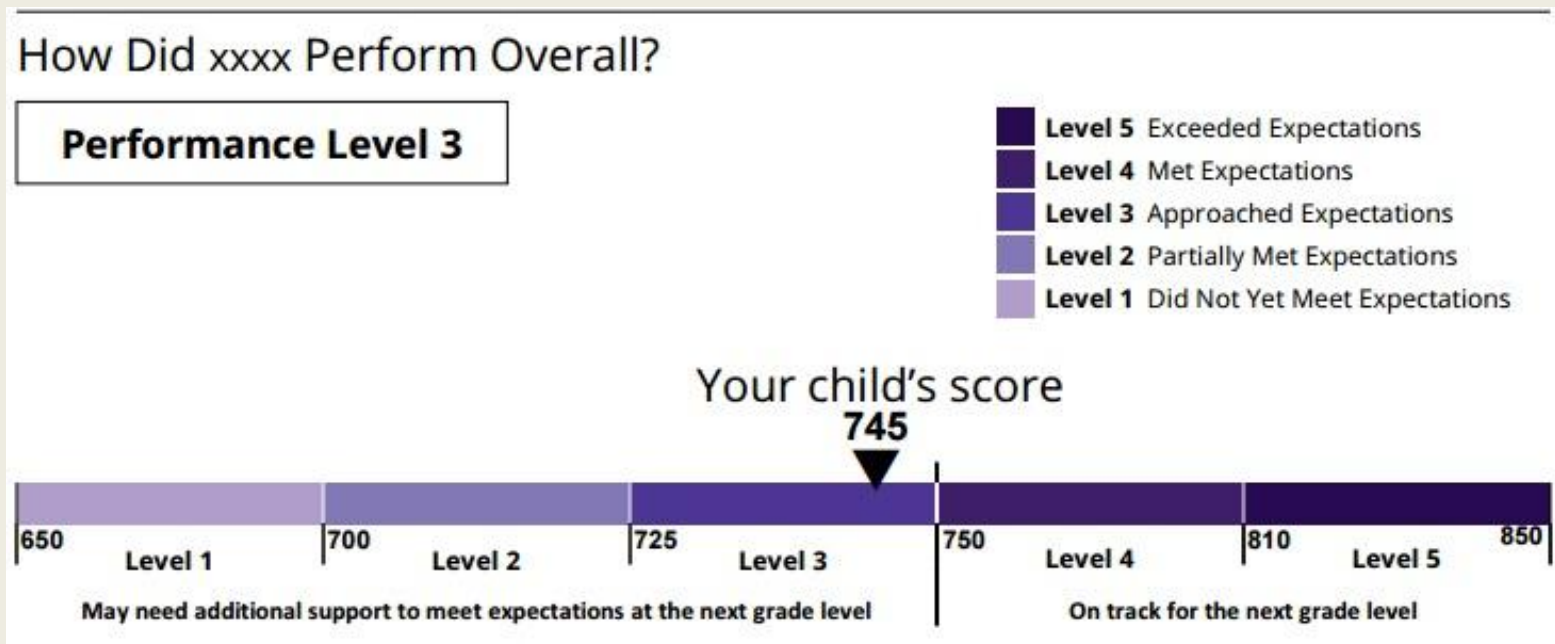
- Review performance in categories of skills and content
  - Utilize item analysis to identify strengths and areas for improvement
- Reflect on our units of study in Math and ELA-
  - Review scope and sequence of unit topics
  - Were all skills taught in a timely manner? –  
Look at pacing guides
- Reflect on standards being taught using online lesson planner
  - Are all standards being taught?

# How will we use PARCC data to inform the conversations of our educators?

- Look for commonalities in scores based on skills and content over the course of two years
- Build conversations for Common Planning around data from Evidence Statement Analysis
- Instructional Supervisors will plan PD based on data analysis
- Reach out to neighboring districts to discuss curriculum and resources
- Offer Parent Academy evenings which will promote strategies to support students at home

# RESOURCES FOR PARENTS

- Information on the new 2015-16 PARCC Student Reports: [www.state.nj.us/education/assessment/parcc/scores/](http://www.state.nj.us/education/assessment/parcc/scores/)
- Understanding the student score reports (with translations): [understandthescore.org/](http://understandthescore.org/)



# 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.

Continue Reading

<http://understandthescore.org>

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