

PARCC RESULTS:
SPRING 2017
ADMINISTRATIONS

River Edge School District
October 11, 2017

Measuring
College and
Career Readiness

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2017 marks the third administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the opportunity to compare results over a course of three years.
- 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

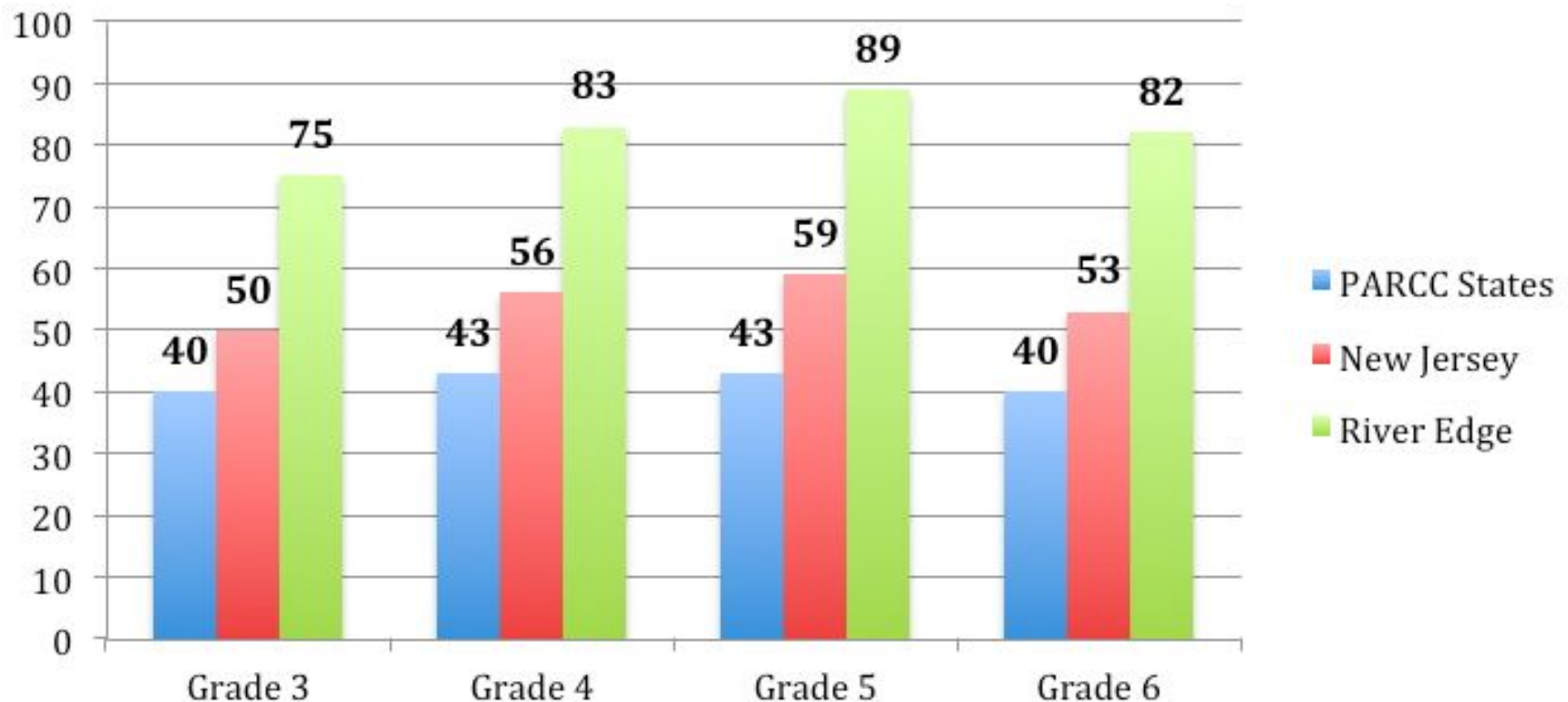
Level 5:
Exceeded
Grade Level
Expectations

RIVER EDGE SCHOOL DISTRICT PARCC GRADE-LEVEL PARTICIPATION RATES

PARCC TEST	EXPECTED PARTICIPATION			# OF PARCC SCORES			PARTICIPATION RATE		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 3	141	168	146	136	163	143	96%	97%	98%
Grade 4	172	138	170	168	135	166	98%	98%	98%
Grade 5	170	177	146	164	171	142	96%	97%	97%
Grade 6	177	164	177	174	161	176	98%	98%	99%

PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS ENGLISH LANGUAGE ARTS

English Language Arts/Literacy 2017



RIVER EDGE SCHOOL DISTRICT

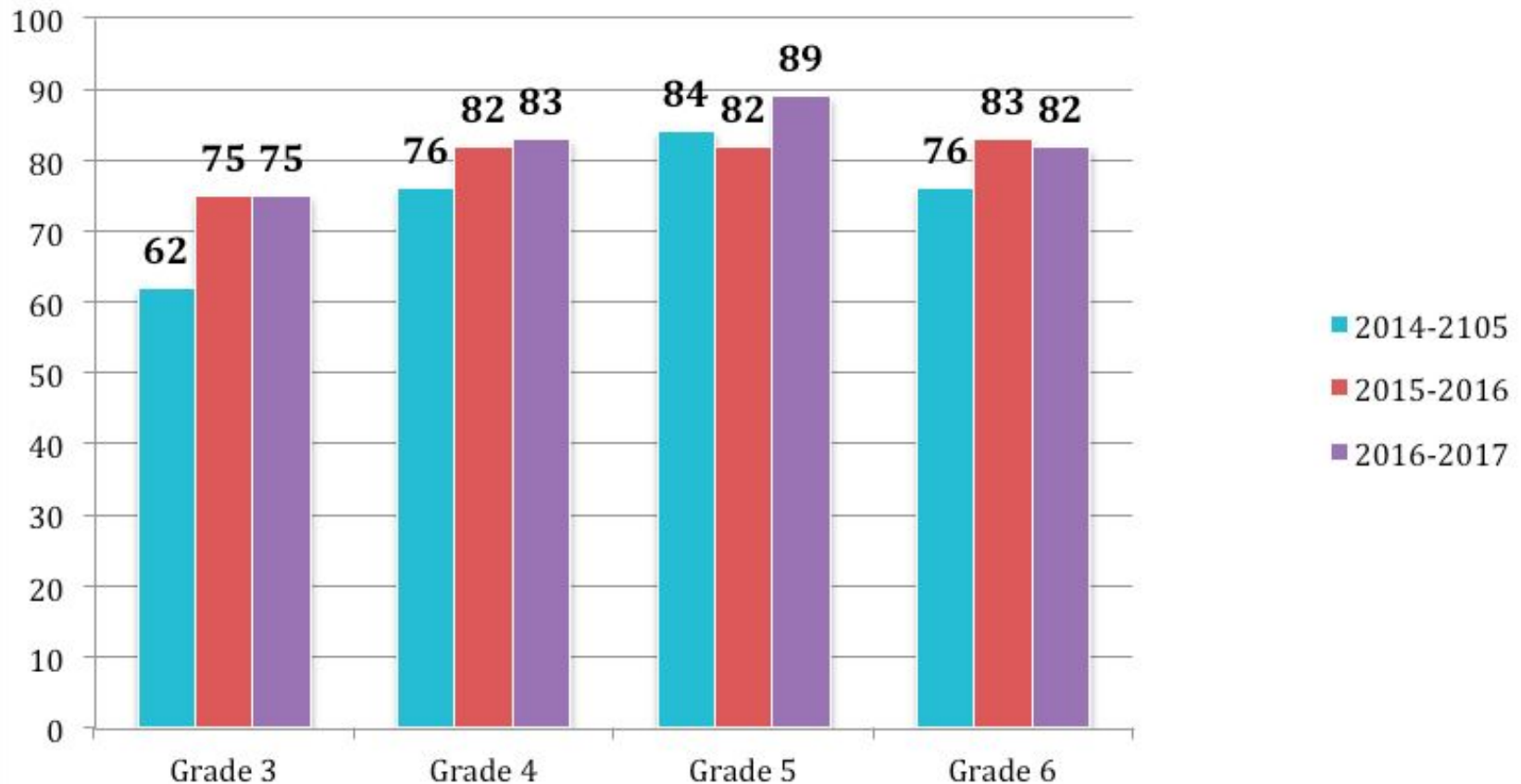
2017 PARCC GRADE-LEVEL OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

	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	143	3%	5%	17%	63%	12%	75%	50%
Grade 4	165	2%	2%	13%	47%	36%	83%	56%
Grade 5	141	0%	4%	8%	63%	26%	89%	59%
Grade 6	176	1%	2%	15%	52%	30%	82%	53%

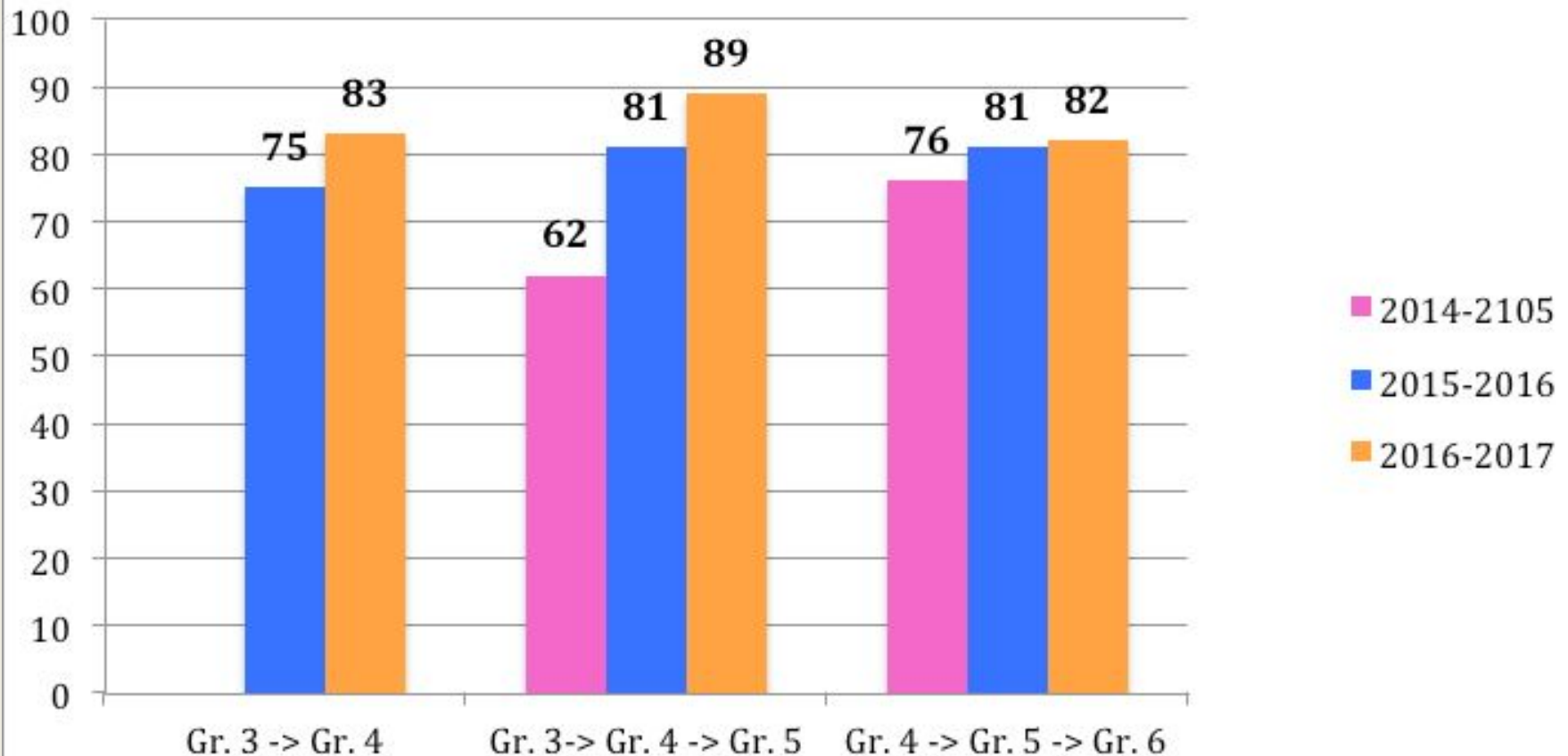
Three-Year Comparison of Grade Level Results Percentage of Meeting/Exceeding Expectations ENGLISH LANGUAGE ARTS

English Language Arts/Literacy



Comparison of Same Cohort Students Percentage of Meeting/Exceeding Expectations SPRING 2014 → SPRING 2017

English Language Arts/Literacy



RIVER EDGE SCHOOL DISTRICT'S SUBGROUPS

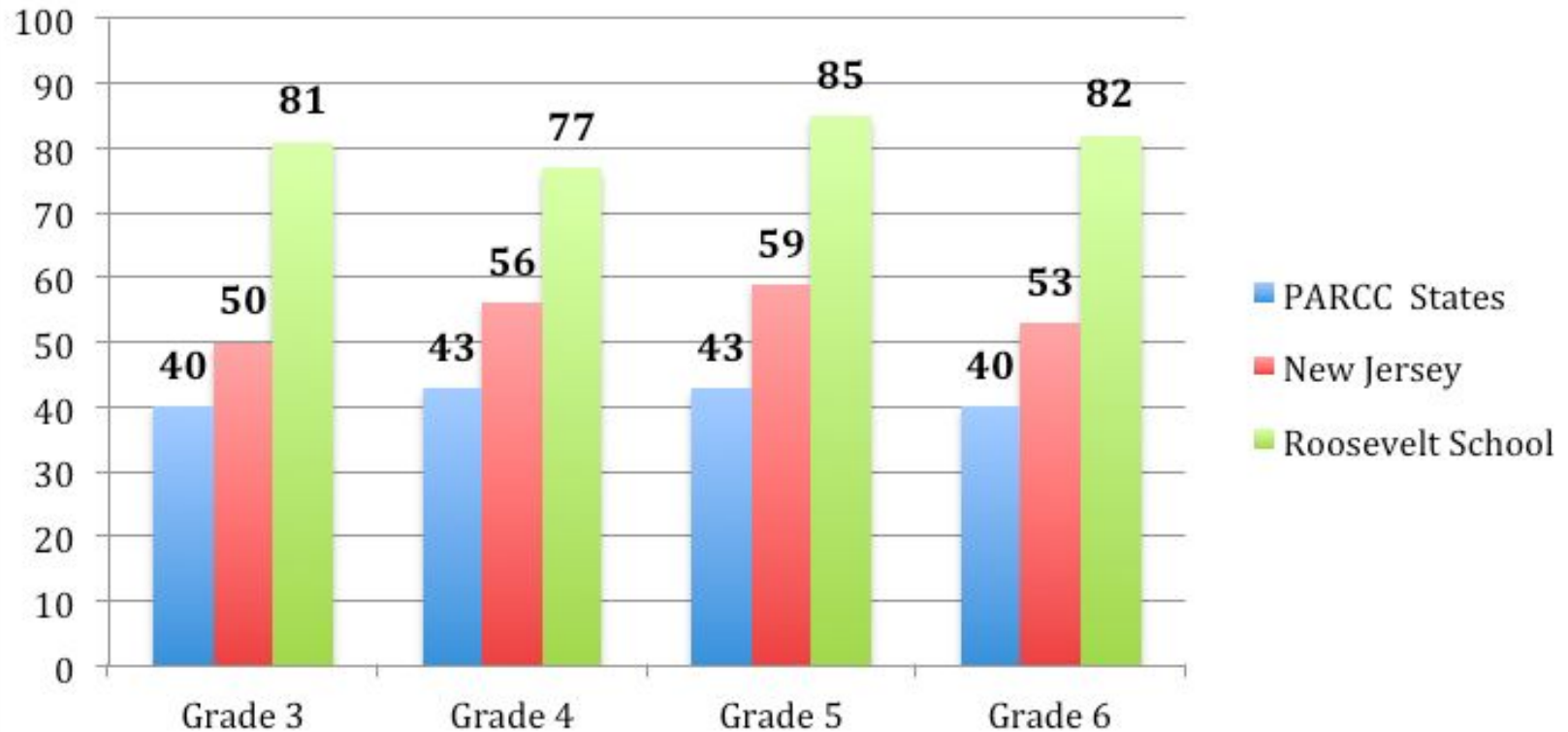
2017 SPRING PARCC ADMINISTRATIONS

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
Grade 3 General Education	0%	2.5%	19%	66.9%	11.6%	78.5%	74.8%
Grade 3 Students with Disabilities	18.2%	18.2%	9.1%	40.9%	13.6%	54.5%	
Grade 4 General Education	0%	0%	9.9%	51%	39.1%	90%	83%
Grade 4 Students with Disabilities	15%	20%	40%	20%	5%	25%	
Grade 5 General Education	0%	.6%	5.8%	63.6%	29.8%	93.3%	88.7%
Grade 5 Students with Disabilities	0%	19%	29%	61.9%	0%	61.9%	
Grade 6 General Education	0%	1.9%	11.8%	53.4%	32.9%	86.3%	82.6%
Grade 6 Students with Disabilities	8.7%	0%	43.5%	43.5%	4.3%	47.8%	

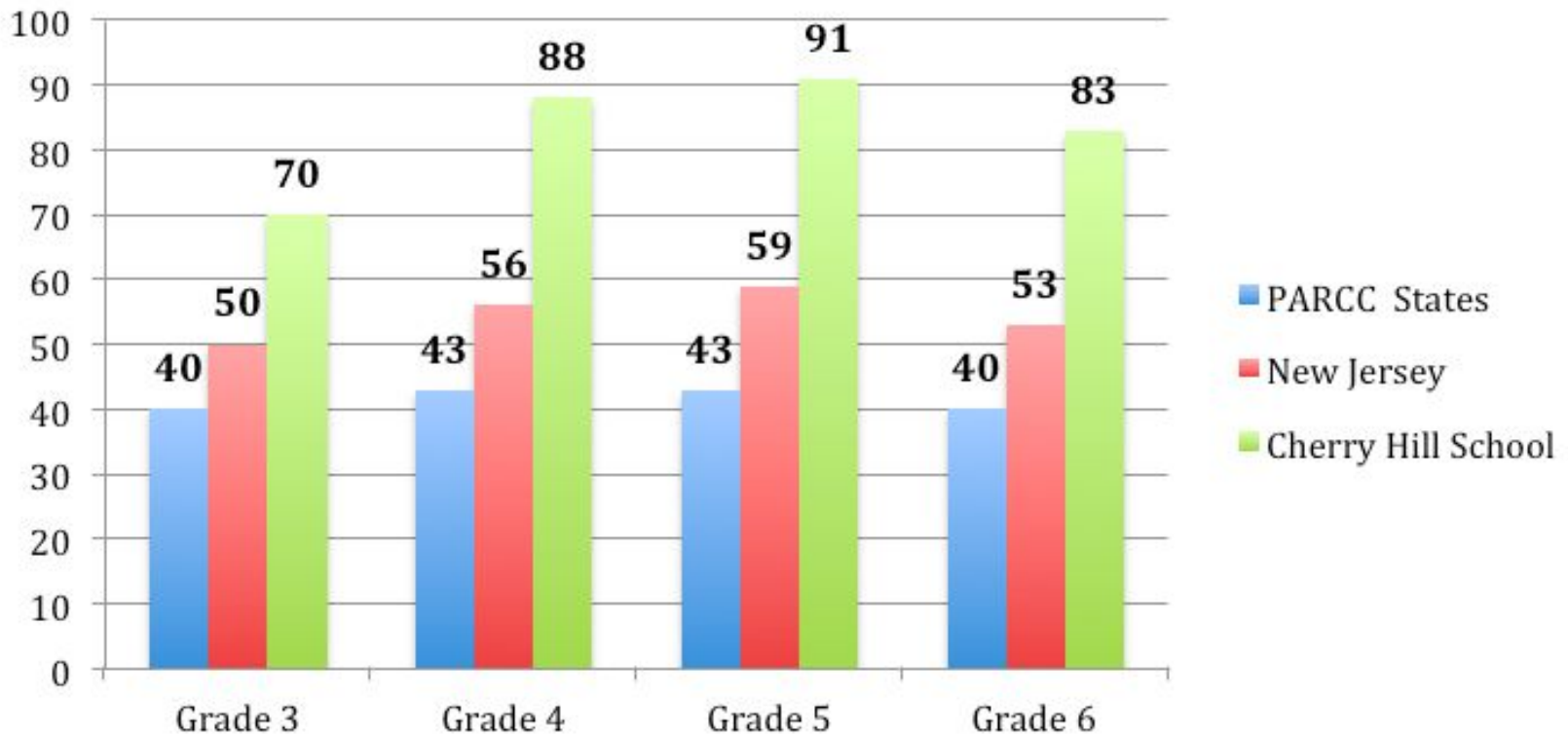
ROOSEVELT SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

English Language Arts/Literacy: Roosevelt School 2017



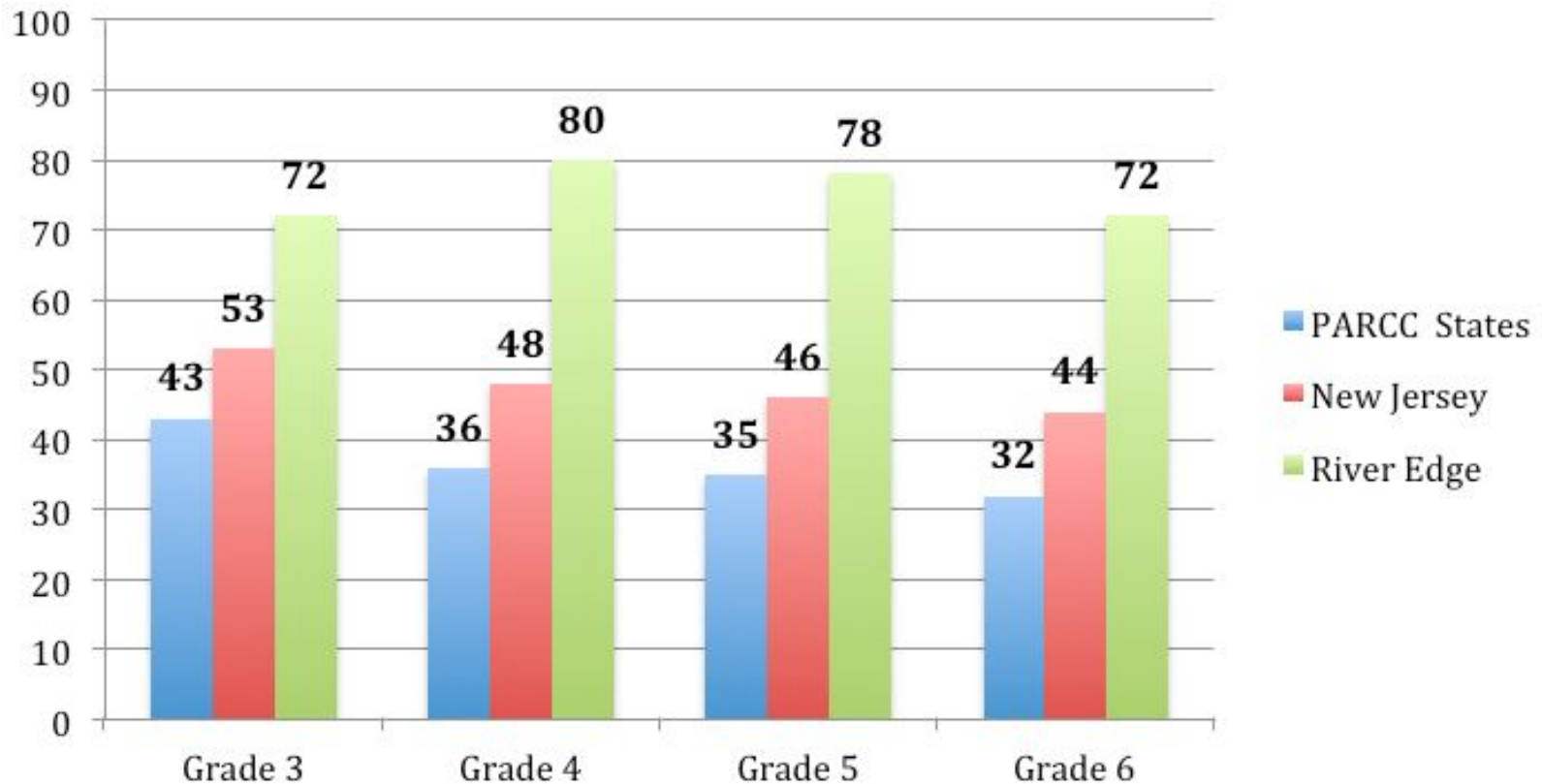
CHERRY HILL SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

English Language Arts/Literacy: Cherry Hill School 2017



PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS MATHEMATICS

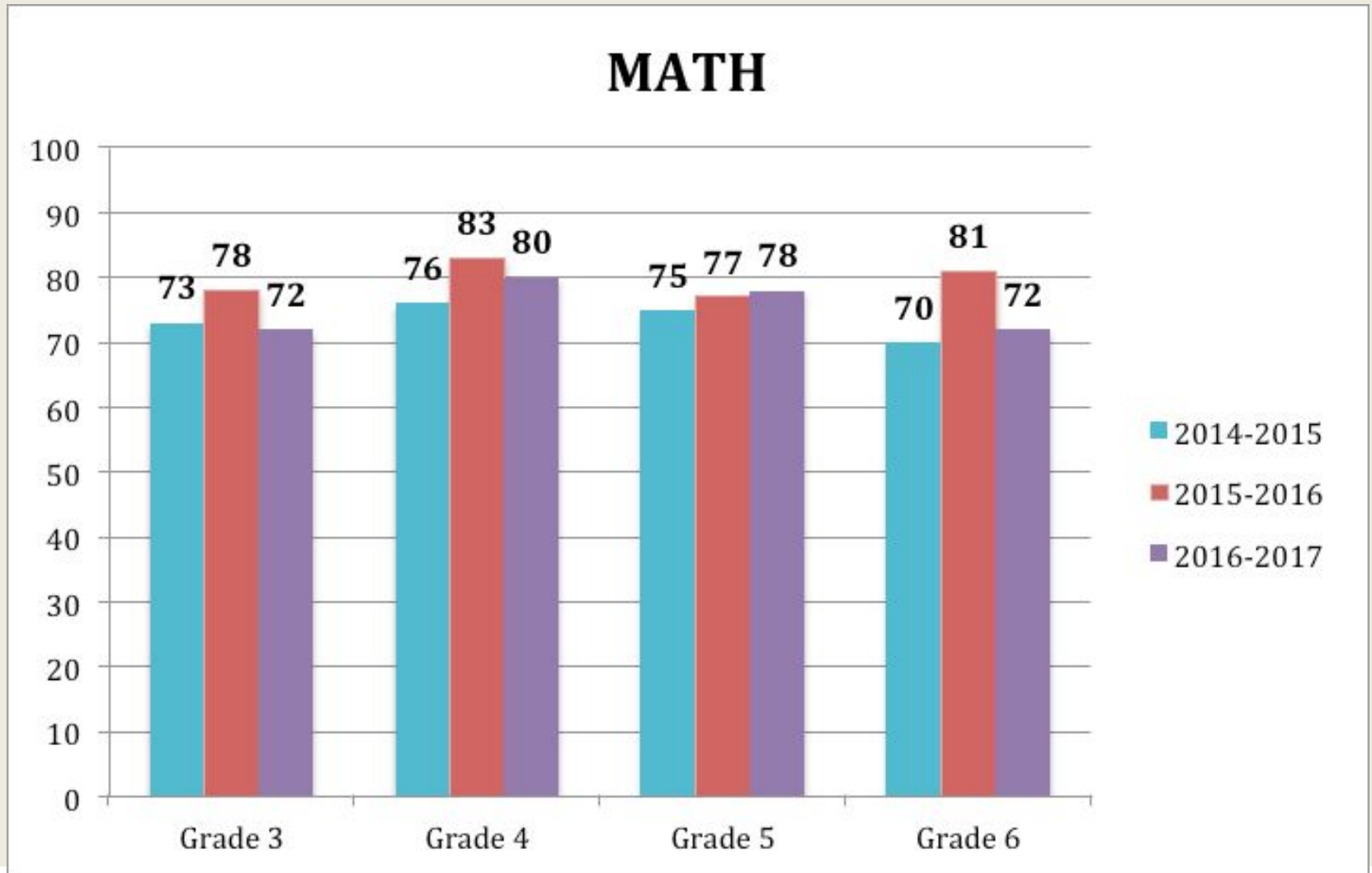
MATH 2017



RIVER EDGE SCHOOL DISTRICT 2017 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

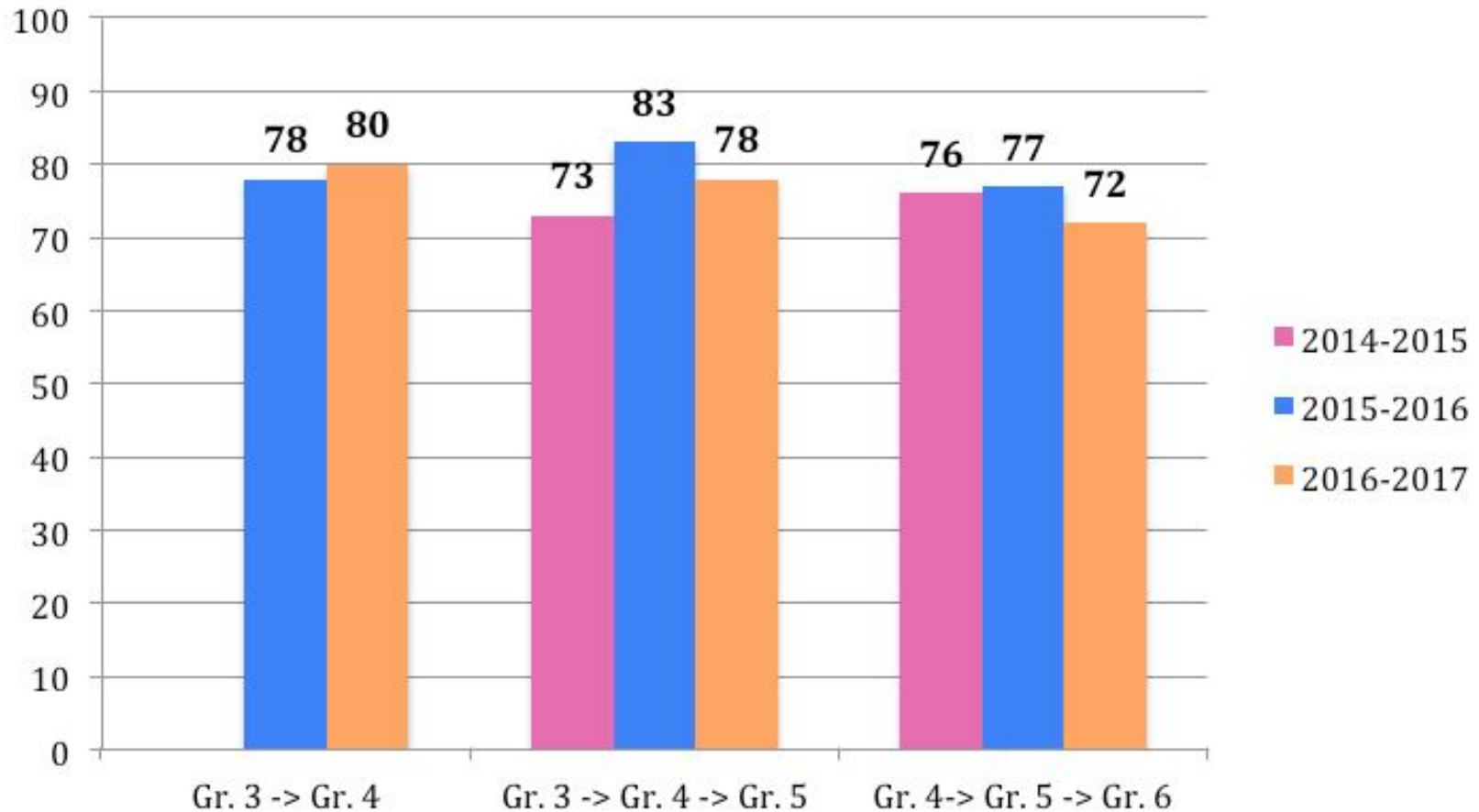
	Count of Valid Test Scores	Not Meeting Yet Level 1	Partially Meeting Level 2	Approaching Expectations Level 3	Meeting Expectations Level 4	Exceeding Expectations Level 5	District % \geq Level 4	NJ % \geq Level 4
Grade 3	143	1%	9%	18%	51%	21%	72%	53%
Grade 4	166	0%	3%	17%	60%	20%	80%	48%
Grade 5	142	1%	4%	18%	61%	17%	78%	46%
Grade 6	176	1%	7%	20%	56%	16%	72%	44%

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



Comparison of Same Cohort Students Percentage of Meeting/Exceeding Expectations SPRING 2014 → SPRING 2017

MATH



RIVER EDGE SCHOOL DISTRICT'S SUBGROUPS

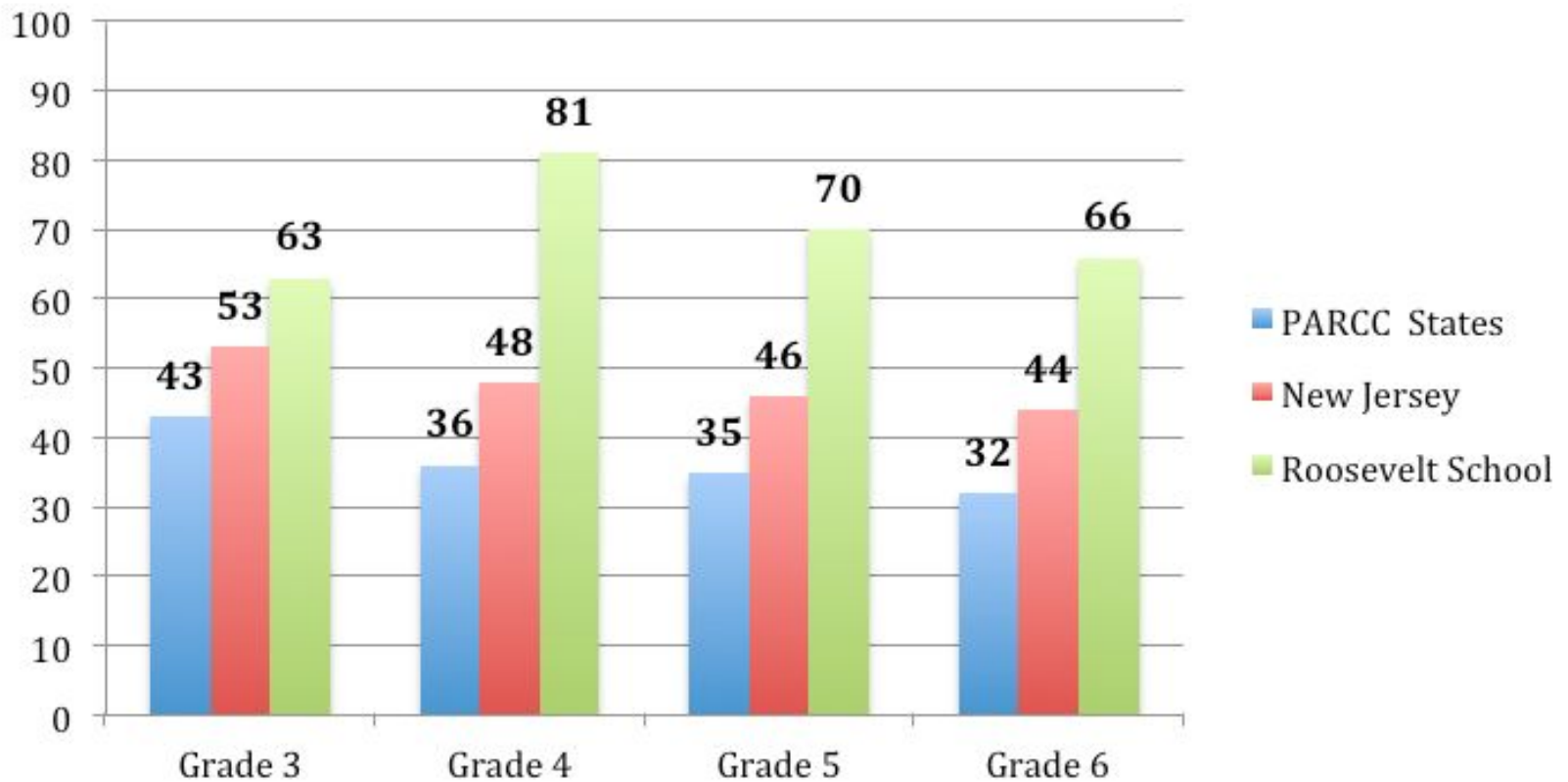
2017 SPRING PARCC ADMINISTRATIONS

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
Grade 3 General Education	.8%	4.7%	17.3%	56%	21.2%	77.2%	72%
Grade 3 Students with Disabilities	0%	31.8%	22.7%	31.8%	13.6%	45.5%	
Grade 4 General Education	0%	1.3%	15.1%	61.8%	21.7%	83.6%	80.1%
Grade 4 Students with Disabilities	0%	15%	40%	40%	5%	45%	
Grade 5 General Education	0%	1.6%	16.4%	62.3%	19.7%	82%	78.2%
Grade 5 Students with Disabilities	4.8%	14.3%	23.8%	52.4%	4.8%	57.1%	
Grade 6 General Education	0%	5.6%	18.6%	57.1%	18.6%	75.8%	72.2%
Grade 6 Students with Disabilities	4.3%	21.7%	34.8%	34.8%	4.3%	39.1%	

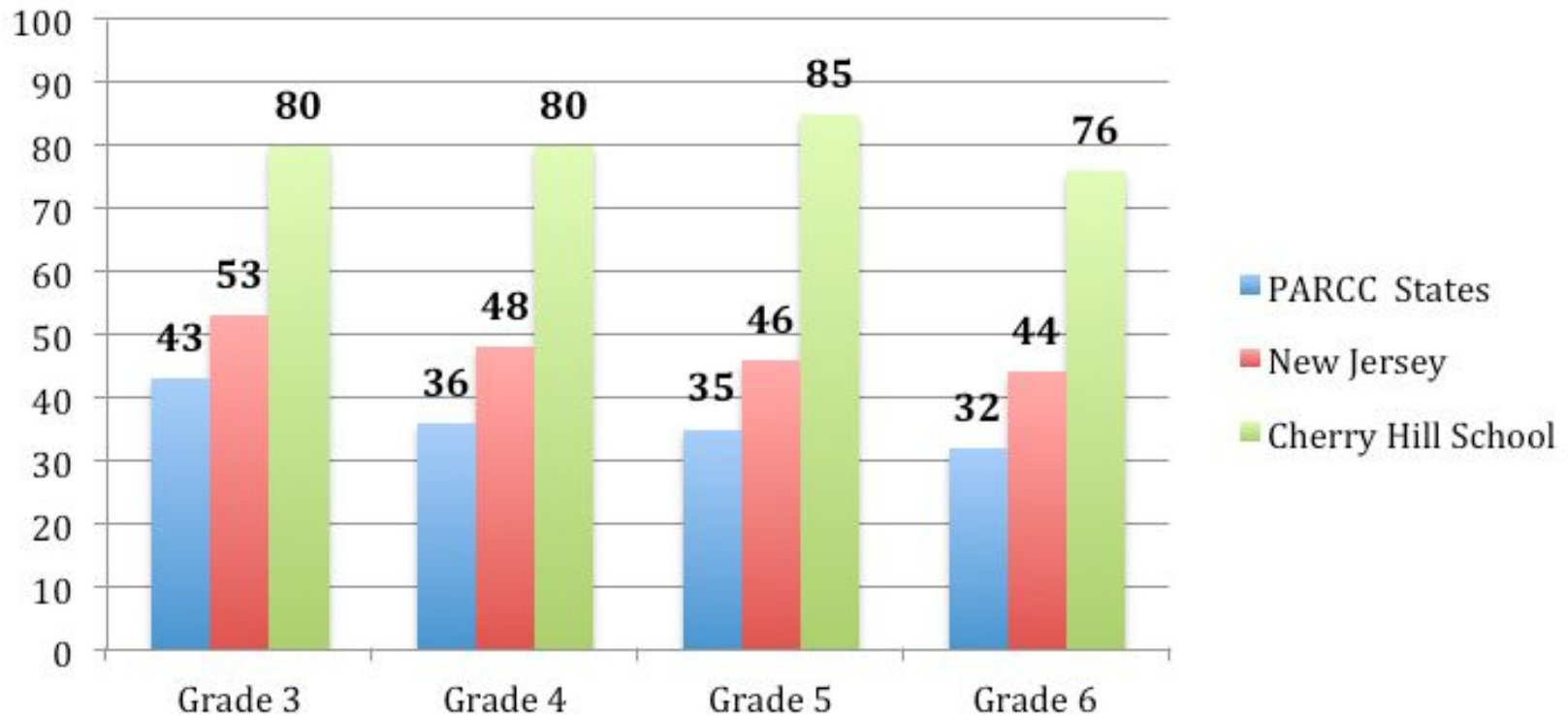
ROOSEVELT SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

Roosevelt School MATH 2017

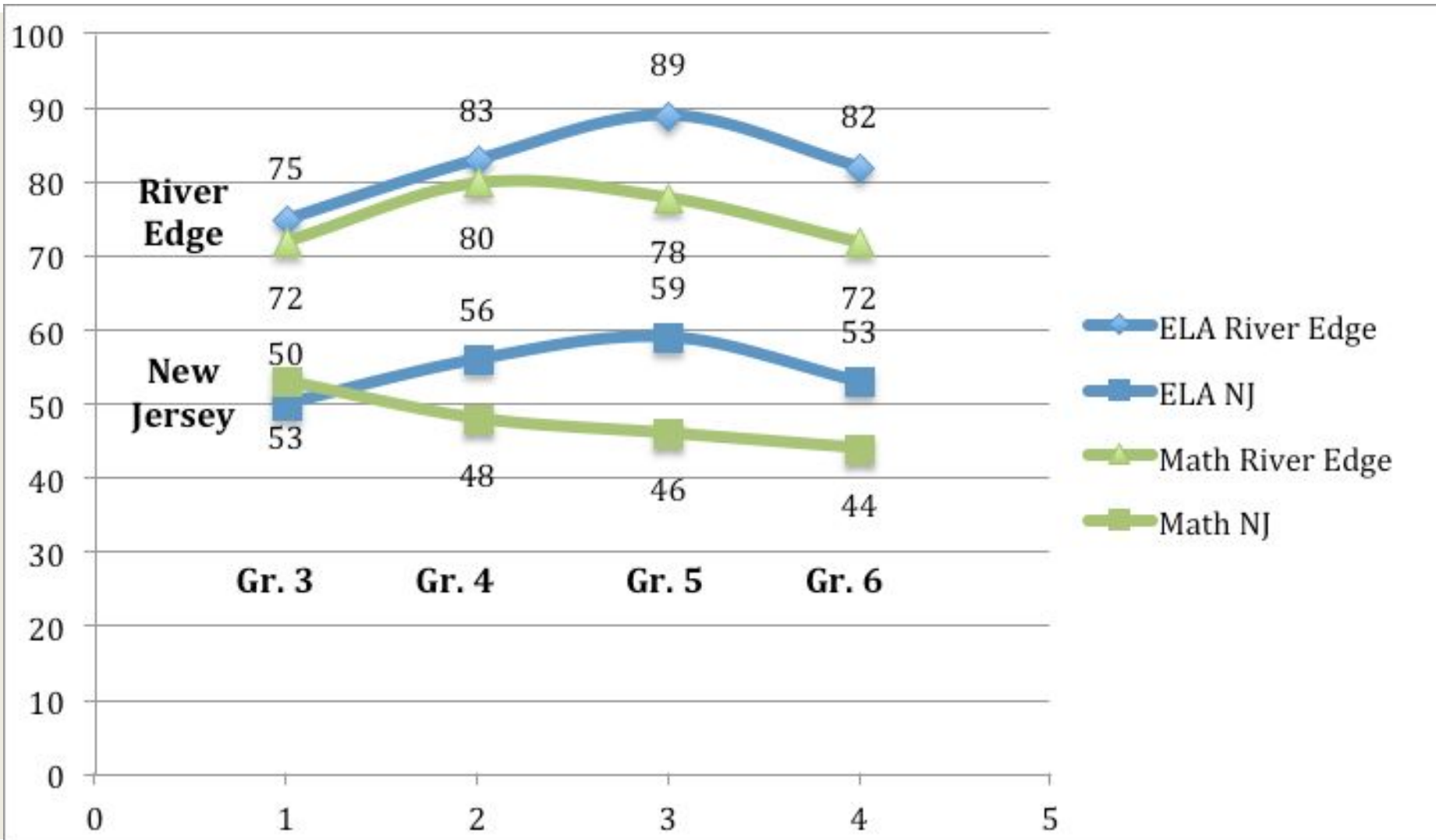


CHERRY HILL SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

Cherry Hill School MATH 2017



Comparison of English Language Arts and Mathematics Percentage of Students Meeting/Exceeding Expectations



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

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

ELA & MATHEMATICS OBSERVATIONS

Based on District Evidence Statement Analyses in each grade level...

- Over the last 3 years of administering PARCC, each grade level has shown a higher percentage of students meeting or exceeding expectations than both the state of New Jersey and PARCC Consortium States
- In 2017, the rate of proficiency in English Language Arts was about 7% higher than the Math proficiency rate for both the district of River Edge and the state of New Jersey.

ELA & MATHEMATICS OBSERVATIONS

Based on District Evidence Statement Analyses in each grade level...

English Language Arts

- District wide, all grade levels performed higher in the area of *Writing Conventions* than the other English Language Arts components.
- The area most in need of targeted instruction for all grades in Reading is *Vocabulary Interpretation and Use*.

Math

- District wide, all grade levels performed higher in the area of *Expressing Mathematical Reasoning* than in the other Math components on the 2017 PARCC.
- For grades 4-6, Modeling & Application is the area most in need of continued targeted instruction
- The area most in need of targeted instruction for 3rd grade is Measurement & Data and Geometry (Supporting Content)

RESOURCES FOR PARENTS

- Information on the new 2016-17 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/
- Understanding the student score reports (with translations): understandthescore.org/

