

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

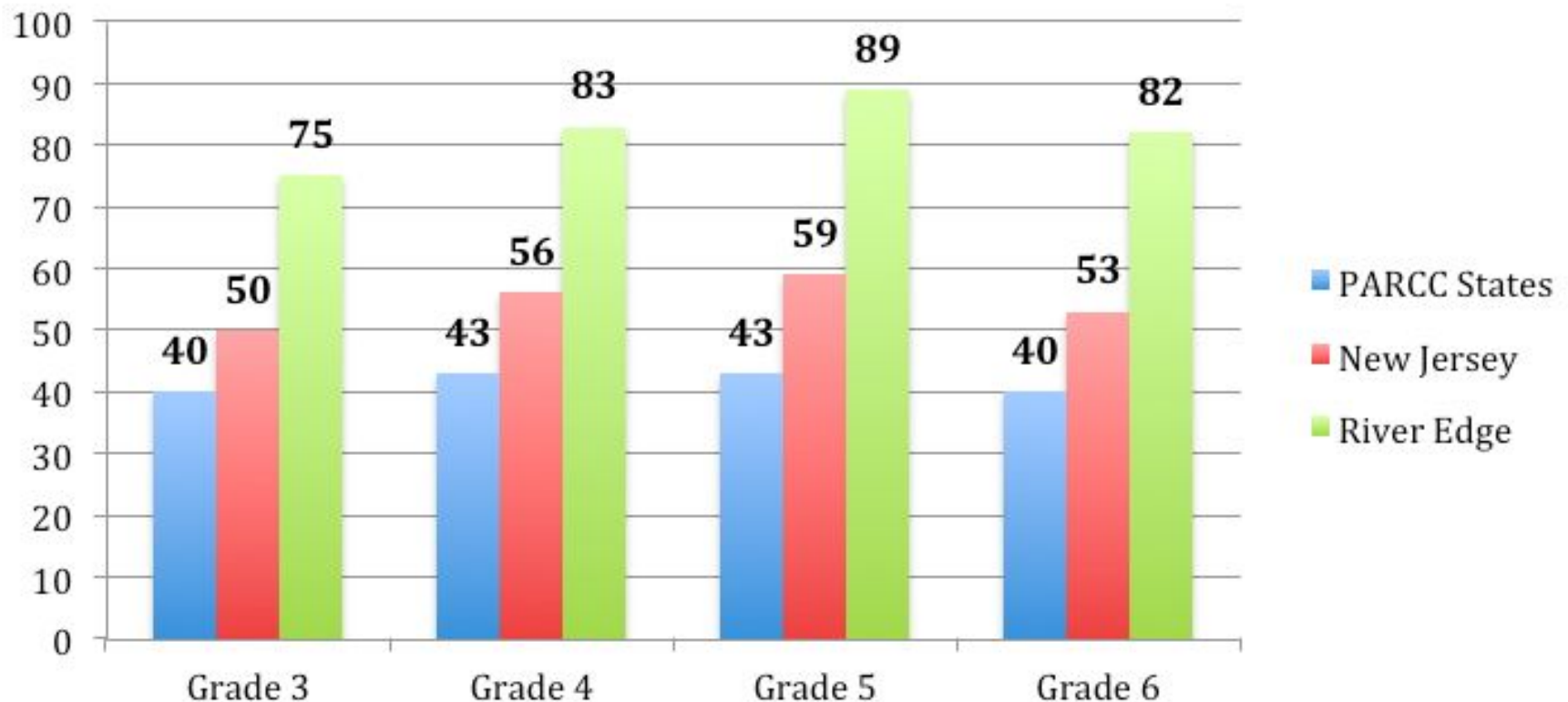
**Level 5:**  
Exceeded  
Grade Level  
Expectations

# 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

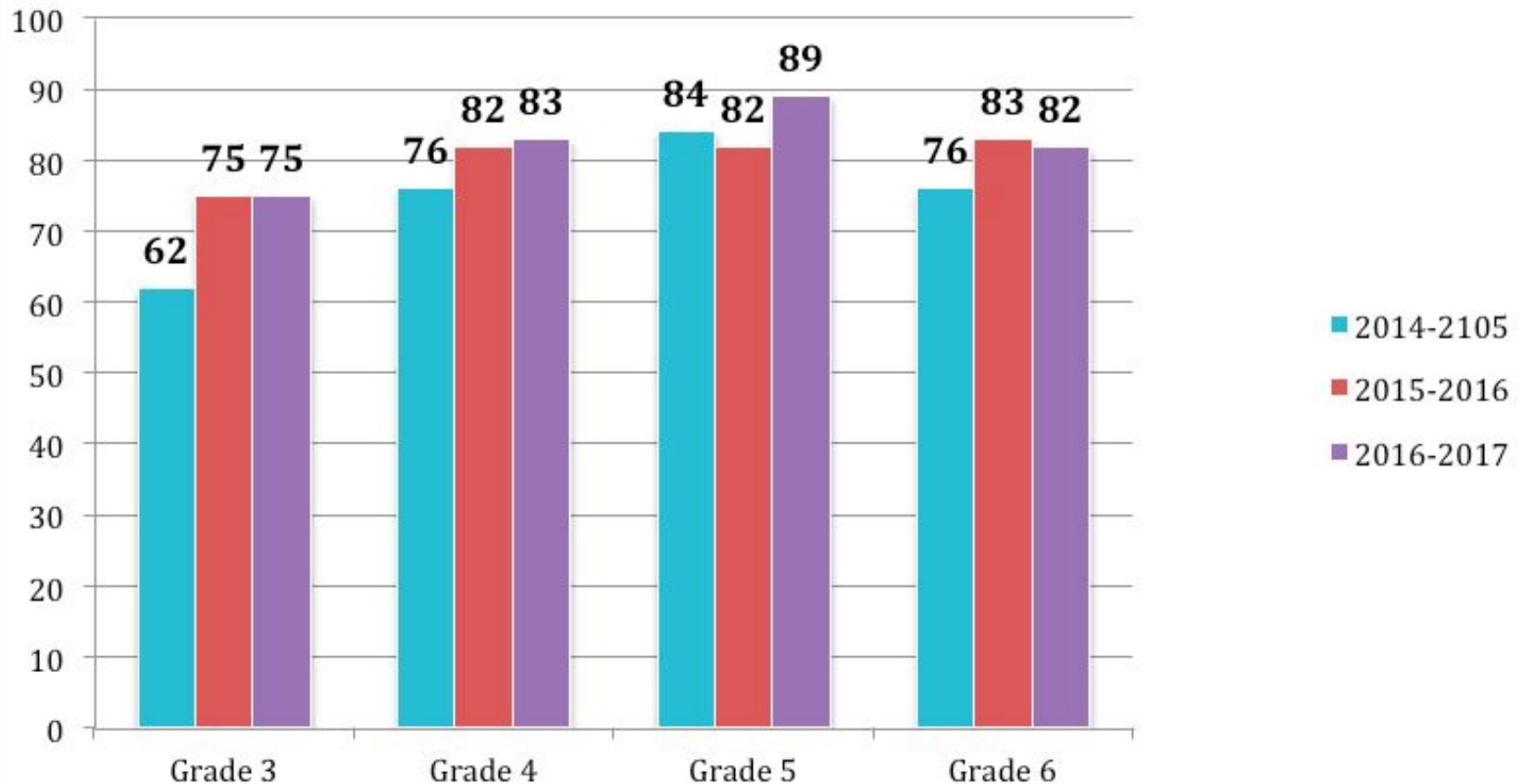
## 2017 PARCC GRADE-LEVEL OUTCOMES

### ENGLISH LANGUAGE ARTS/LITERACY

	Valid Test Scores	Not Yet Meeting <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	143	3%	5%	17%	63%	12%	<b>75%</b>	<b>50%</b>
Grade 4	165	2%	2%	13%	47%	36%	<b>83%</b>	<b>56%</b>
Grade 5	141	0%	4%	8%	63%	26%	<b>89%</b>	<b>59%</b>
Grade 6	176	1%	2%	15%	52%	30%	<b>82%</b>	<b>53%</b>

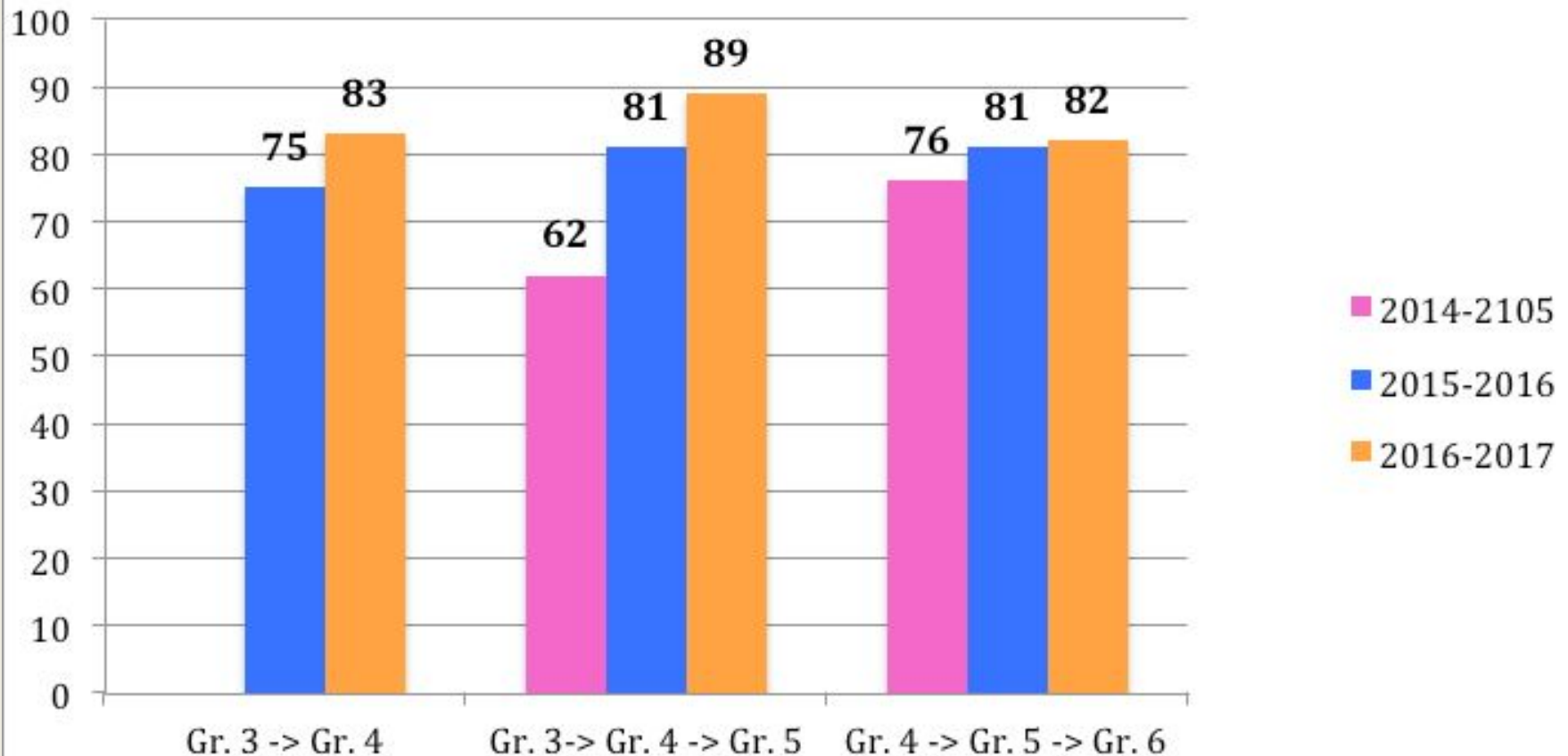
# Three-Year Comparison of Grade Level Results Percentage of Meeting/Exceeding Expectations ENGLISH LANGUAGE ARTS

## 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

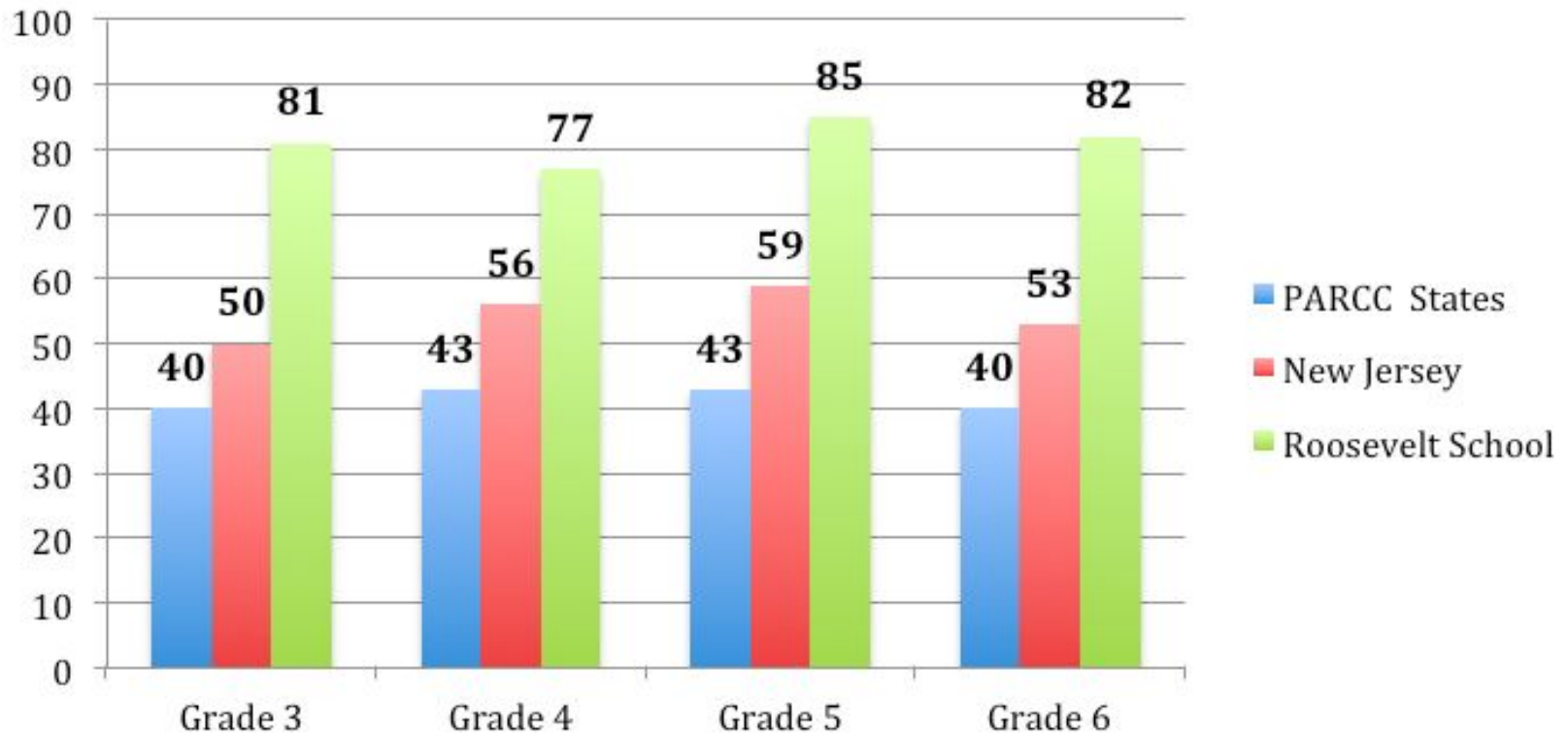
## 2017 SPRING PARCC ADMINISTRATIONS

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

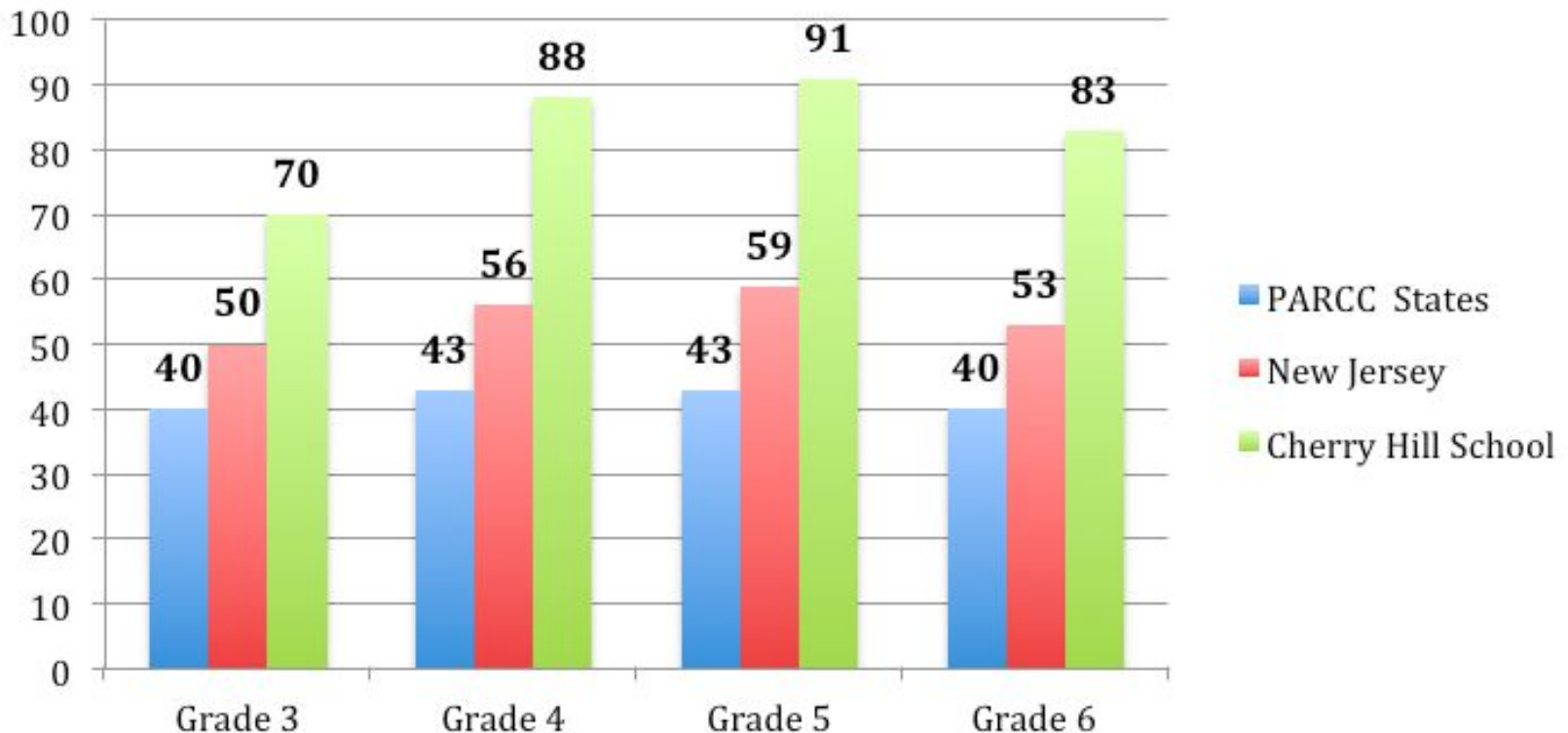
# ROOSEVELT SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

## English Language Arts/Literacy: Roosevelt School 2017



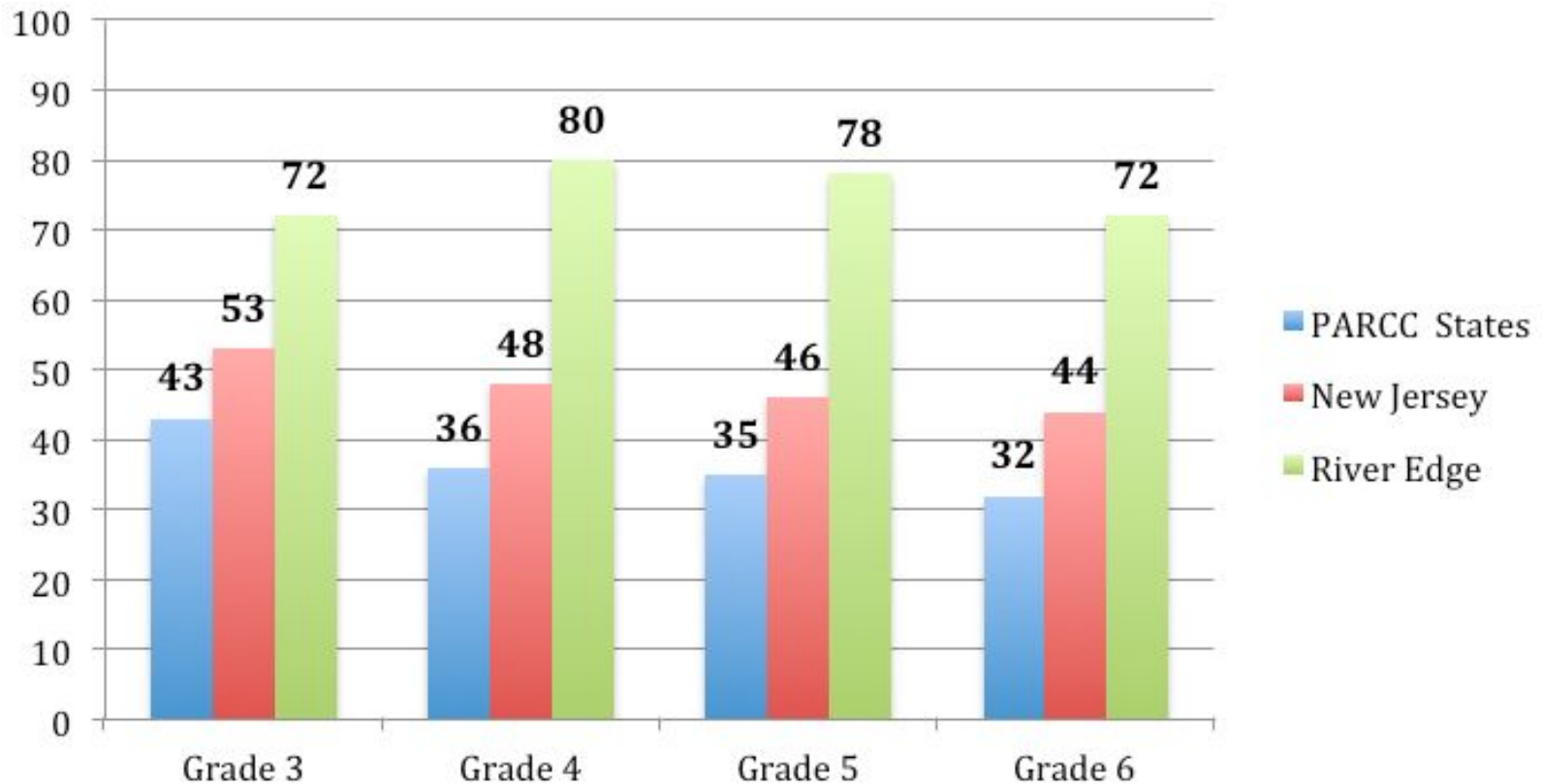
# CHERRY HILL SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

## English Language Arts/Literacy: Cherry Hill School 2017



# PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS MATHEMATICS

## MATH 2017



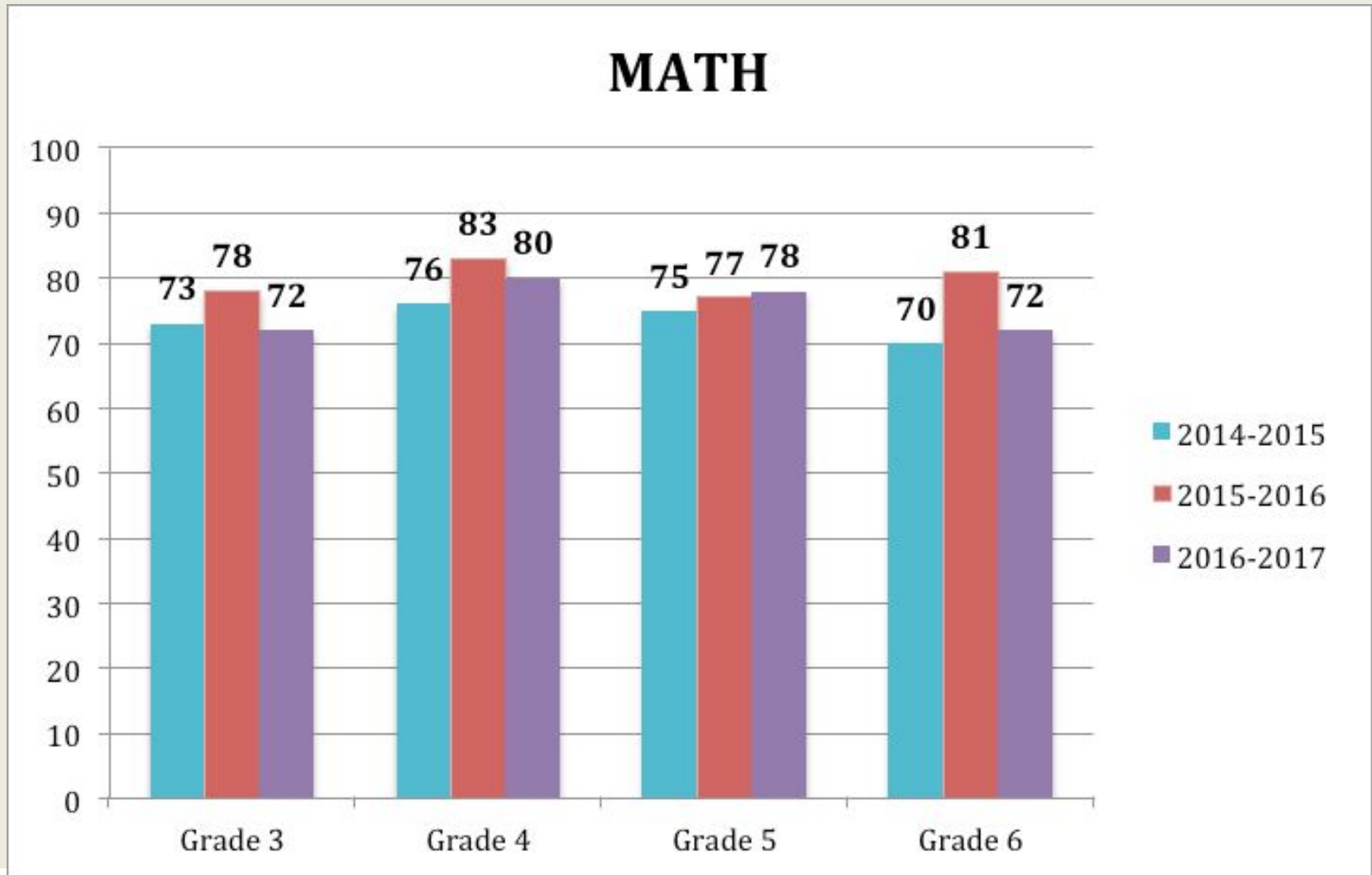
# RIVER EDGE SCHOOL DISTRICT

## 2017 PARCC GRADE-LEVEL OUTCOMES

### MATHEMATICS

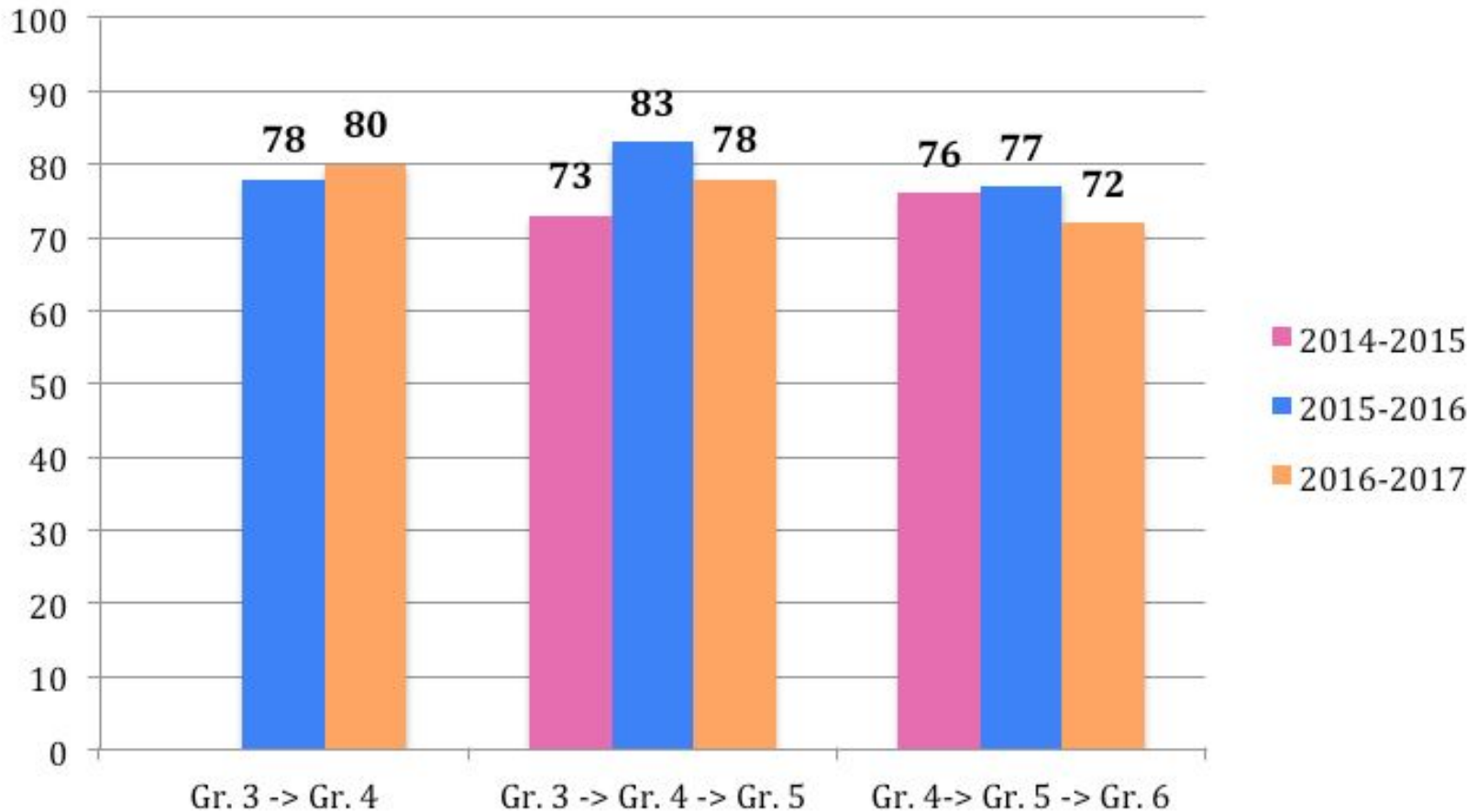
	Count of Valid Test Scores	Not Meeting Yet <b>Level 1</b>	Partially Meeting <b>Level 2</b>	Approaching Expectations <b>Level 3</b>	Meeting Expectations <b>Level 4</b>	Exceeding Expectations <b>Level 5</b>	District % $\geq$ Level 4	NJ % $\geq$ Level 4
Grade 3	143	1%	9%	18%	51%	21%	<b>72%</b>	<b>53%</b>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

# 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

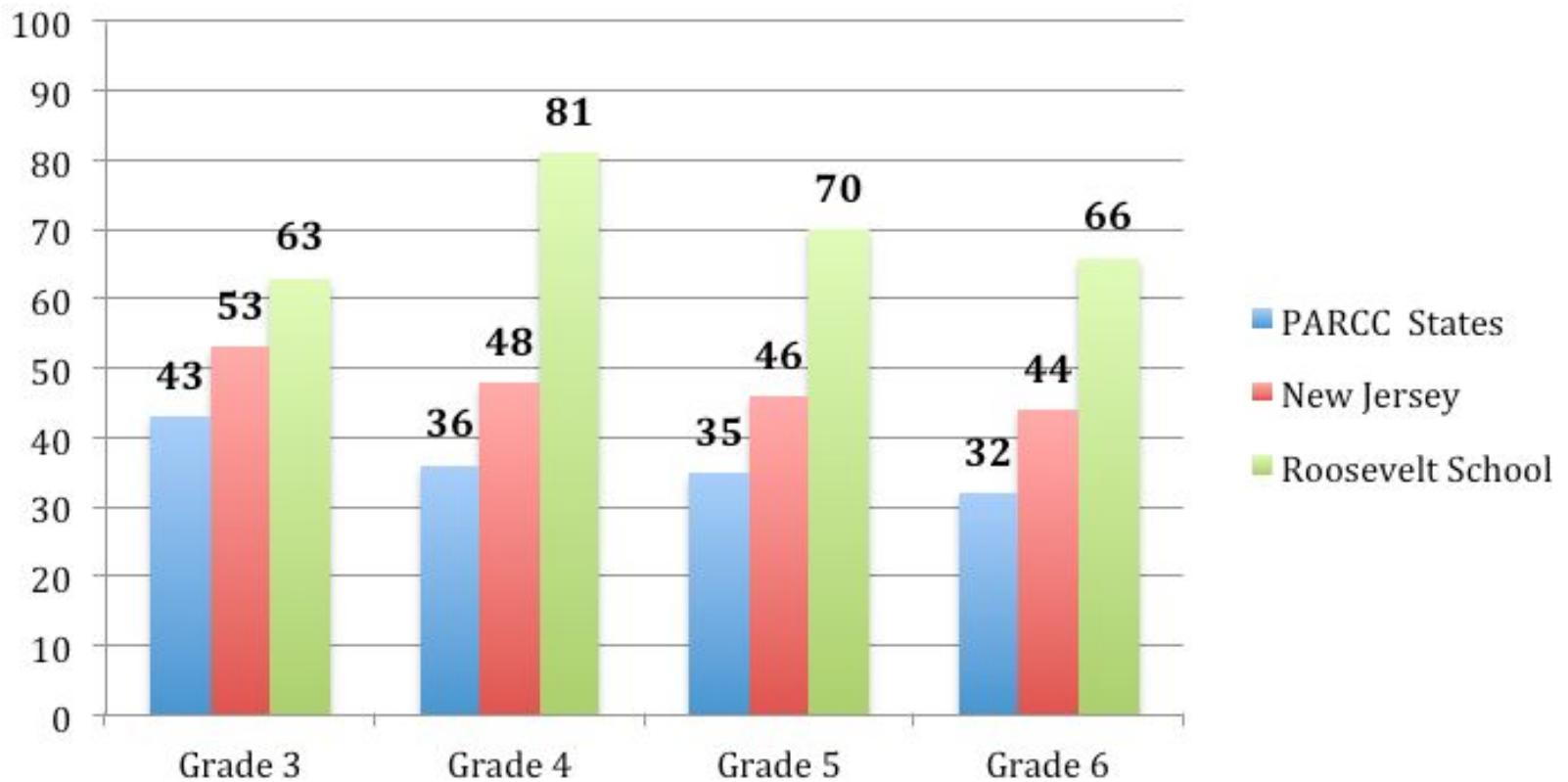
### MATHEMATICS

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



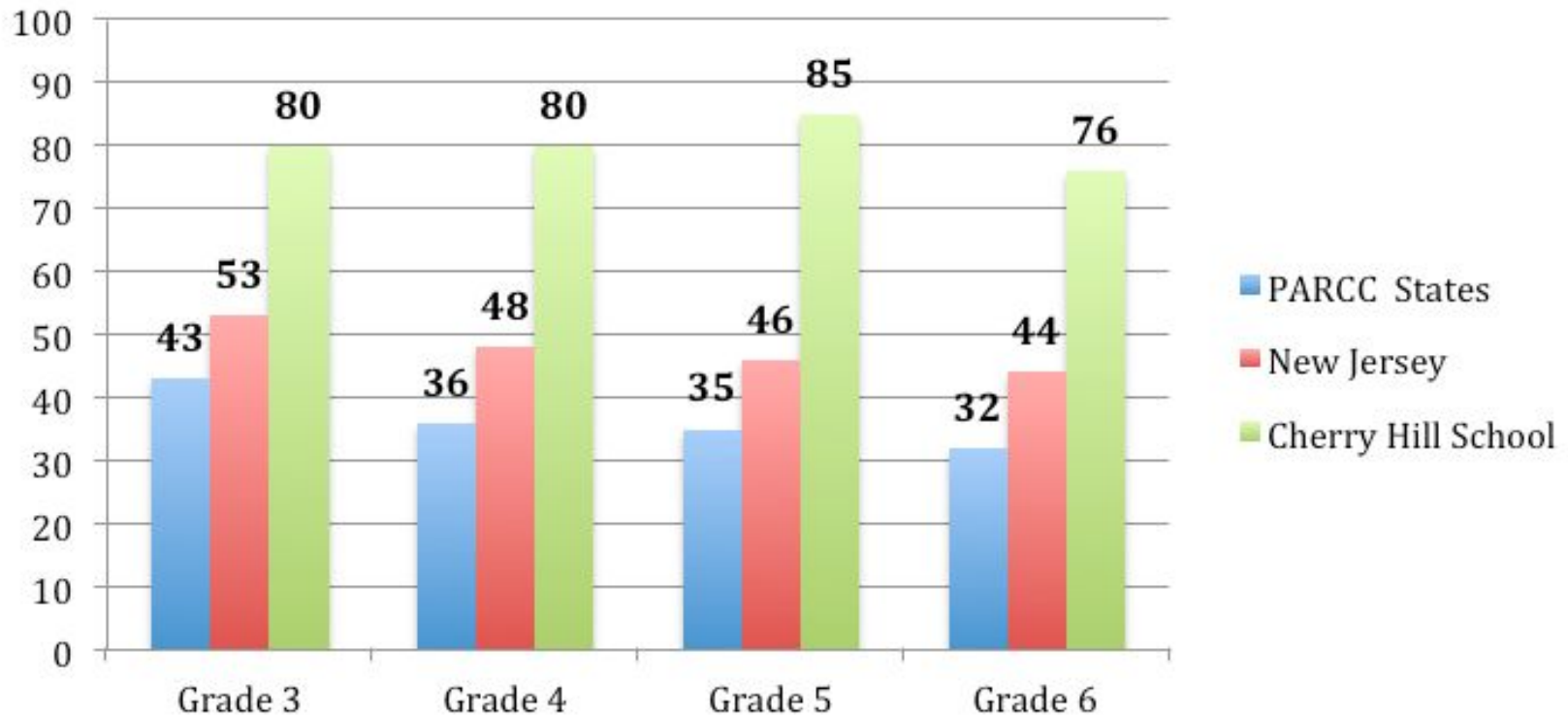
# ROOSEVELT SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

## Roosevelt School MATH 2017

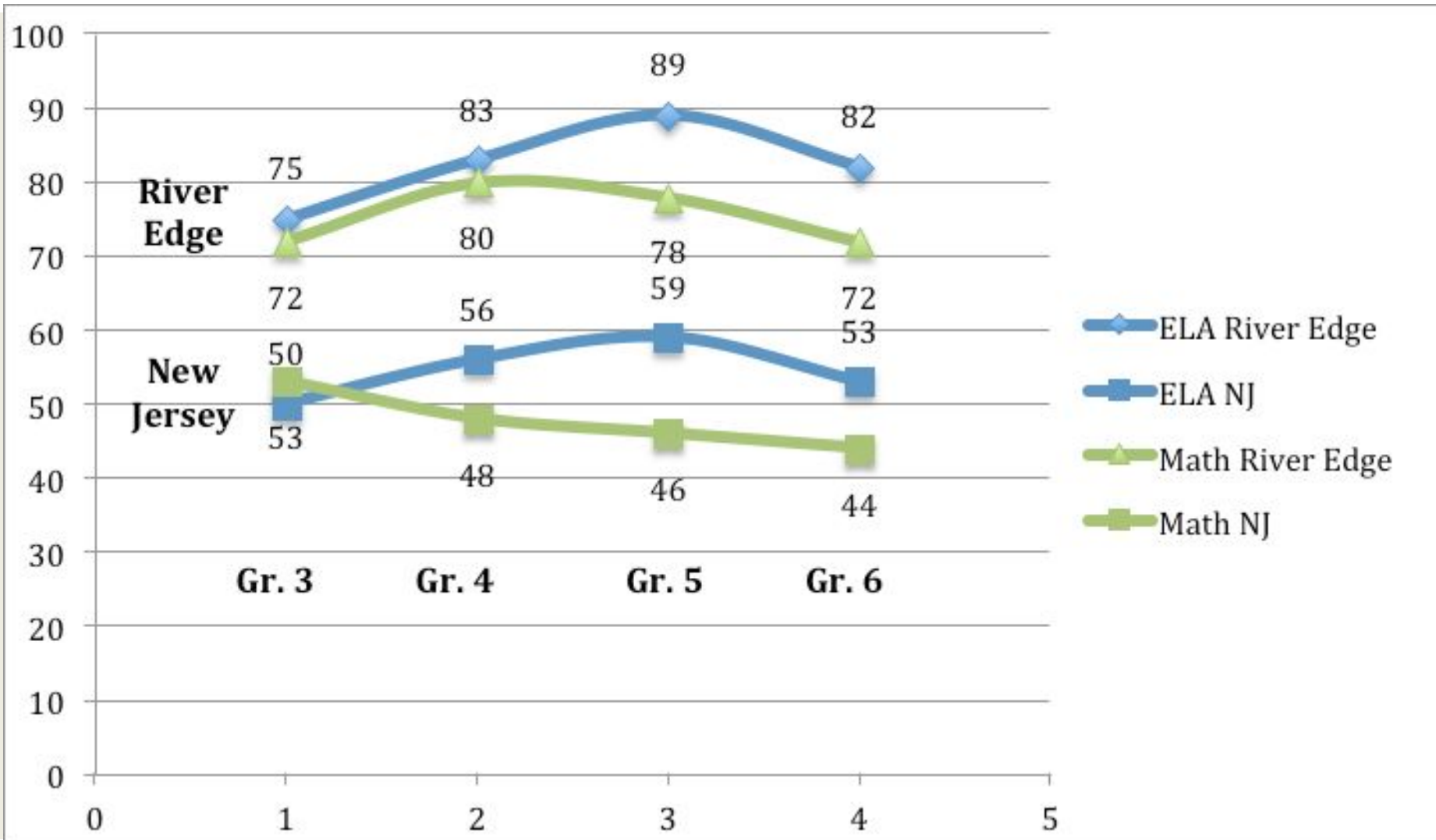


# CHERRY HILL SCHOOL PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED EXPECTATIONS

## 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/](http://www.state.nj.us/education/assessment/parcc/scores/)
- Understanding the student score reports (with translations): [understandthescore.org/](http://understandthescore.org/)

