

# PARCC RESULTS: YEAR ONE

BERKELEY HEIGHTS PUBLIC  
SCHOOLS

DECEMBER 10, 2015

Measuring  
College and  
Career  
Readiness

# INITIAL PARCC PRESENTATION

## Today's presentation

- **District PARCC Scores in comparison to the NJ and PARCC Consortium**
- **Information about the PARCC assessments and Individual Score Reports (ISR)**
- **Plans for using this data to support students and improve instruction**

## Coming soon

- **Interactive/sortable reports that allow for in-depth analysis of sub claim performance**
- **Item analysis reports that allow for insight into how the standards will be assessed**
- **District comparative data to be included in the Data Dashboard**
- **Anticipated late January release date**

# NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

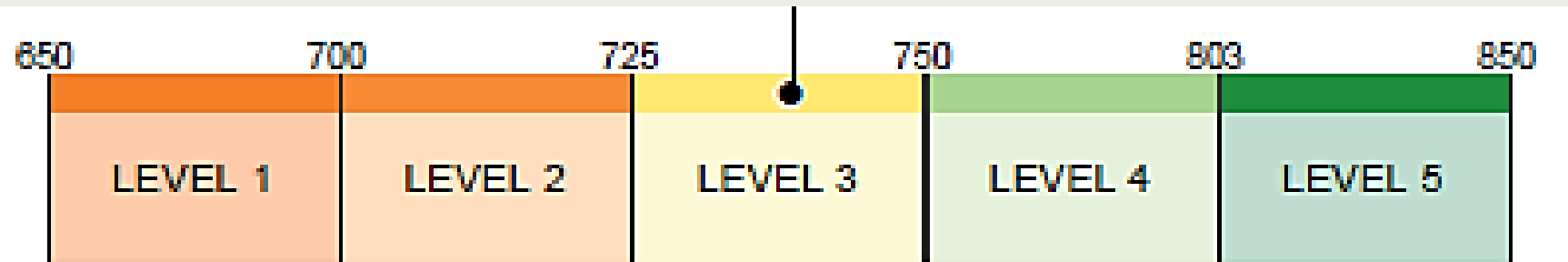
- In 2014, New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) to replace HSPA & ASK and assess the Common Core State Standards.
- Students took PARCC English Language Arts and Literacy Assessments (ELA) in grades 3 – 11.
- Students took PARCC Mathematics Assessments in grades 3 – 8 and End of Course Assessments in Algebra I, Geometry, and Algebra II.
- These assessments took place in March and May of the 2014-2015 school year.

# HOW ARE PARCC TESTS DIFFERENT FROM PREVIOUS ASSESSMENTS?

- **Computer-based assessments**
  - More interactive with student
  - Built-in student accommodations and tools
- **In 2014-2015, tests were administered in two sessions**
  - PBA-Performance Based Assessment
  - EOY-End of Year
- **In addition to traditional multiple choice type questions, students were asked to complete more complex critical-thinking questions that asked them to justify their work and explain their reasoning.**

# HOW IS STUDENT PERFORMANCE SCORED ON PARCC TESTS?

## PARCC Performance levels



<b>Not yet meeting grade-level expectations</b>	<b>Partially meeting grade-level expectations</b>	<b>Approaching grade-level expectations</b>	<b>Meeting grade-level expectations</b>	<b>Exceeding grade-level expectations</b>
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# HOW DID OUR DISTRICT PERFORM ON THE PARCC ASSESSMENTS?

## Grade 3-5 results

- Presented by Mrs. Nardi, Miss Gasparini and Mr. Morisseau

## Grade 6-8 results

- Presented by Ms. Scott, Mr. Ziobro, and Mr. Geiger

## Grade 9-11 ELA & Alg. 1, Geometry, and Alg. 2 results

- Presented by Ms. Scott, Mr. Ziobro, and Mr. Nixon

# BERKELEY HEIGHTS

## 2015 PARCC GRADE-LEVEL OUTCOMES

### ENGLISH LANGUAGE ARTS/LITERACY

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Grade 3 BH	3	6	19	61	10	71
Grade 3 NJ	15	18	24	39	5	44
Grade 3 PARCC	19	20	23	34	4	38
Grade 4 BH	4	2	16	53	25	78
Grade 4 NJ	8	15	27	39	12	51
Grade 4 PARCC	11	19	29	34	8	42
Grade 5 BH	2	3	13	64	17	81
Grade 5 NJ	7	15	26	45	6	51
Grade 5 PARCC	10	20	29	37	3	40

# BERKELEY HEIGHTS

## 2015 PARCC GRADE-LEVEL OUTCOMES

### MATHEMATICS

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Grade 3 BH	2	5	16	60	18	78
Grade 3 NJ	8	18	28	37	8	45
Grade 3 PARCC	12	22	28	32	6	38
Grade 4 BH	4	7	18	59	13	72
Grade 4 NJ	7	22	30	36	4	40
Grade 4 PARCC	12	26	30	29	3	32
Grade 5 BH	2	6	16	53	23	76
Grade 5 NJ	6	21	32	35	6	41
Grade 5 PARCC	11	26	30	28	4	32



# PRELIMINARY OBSERVATIONS AND ANALYSIS

- Our students at the elementary level far surpassed the PARCC and State proficiency rates (identified as 4 or 5)
- Each elementary school performed consistently with slight variations that are similar to the year to year fluctuations that occurred on previous assessments
- Looking ahead, closer analysis will be necessary especially in the areas of “Vocabulary” and “Writing” on the ELA assessments and “Reasoning” on the Mathematic assessments

# COLUMBIA MIDDLE SCHOOL'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Grade 6 BH	6	5	31	44	15	59
Grade 6 NJ	8	16	28	40	9	49
Grade 6 PARCC	10	20	31	34	5	39
Grade 7 BH	3	11	17	35	34	69
Grade 7 NJ	11	14	23	34	18	52
Grade 7 PARCC	14	18	26	31	11	42
Grade 8 BH	9	6	16	49	21	70
Grade 8 NJ	12	15	22	39	12	51
Grade 8 PARCC	14	18	26	35	7	42

# COLUMBIA MIDDLE SCHOOL'S 2015 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Grade 6 BH	4	9	33	45	9	54
Grade 6 NJ	8	21	30	35	6	41
Grade 6 PARCC	11	26	30	28	4	32
Grade 7 BH	3	16	39	41	1	42
Grade 7 NJ	8	22	33	33	4	37
Grade 7 PARCC	10	28	34	26	3	29
Grade 8 BH	21	19	38	22	0	22
Grade 8 NJ	22	26	28	23	1	24
Grade 8 PARCC	22	26	25	25	2	27

\*Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. PARCC Math 7 & 8 outcomes are not representative of grade level performance as a whole. 11

# MATH ASSESSMENTS

- While ELA is tested by grade levels from 3-11 grade, math is assessed from grades 3-8 but students are assessed in Algebra I, Geometry, and Algebra II in the year in which they take the course regardless of their grade level.
- 97% of NJ 7<sup>th</sup> graders took the grade 7 math assessment as compared to 74% of Berkeley Heights 7<sup>th</sup> graders.
- 66% of NJ 8<sup>th</sup> graders took the grade 8 math assessment as compared to 38% of Berkeley Heights 8<sup>th</sup> graders.

% of students taking	Grade Level Math	Algebra 1	Geometry	Algebra 2
Grade 7	74%	25%	1%	0%
Grade 8	38%	35%	28%	0%
Grade 9	DNA	39%	39%	16%
Grade 10	DNA	5%	39%	44%
Grade 11	DNA	1%	2%	51%

# PRELIMINARY OBSERVATIONS AND ANALYSIS

- Middle School scores surpass the state and PARCC averages in all areas except for 8<sup>th</sup> grade math.
- As noted on the previous slide, CMS students are taking higher level math classes including Algebra I and Geometry at a much higher rate than their peers throughout the state.
- Looking forward, it will be important to examine the sequencing and emphasis of our math courses as well as the Reading sub-claims on the ELA assessments.

# GOVERNOR LIVINGSTON'S 2015 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Grade 9 BH	8	8	19	39	26	65
Grade 9 NJ	18	19	23	30	9	39
Grade 9 PARCC	15	19	25	32	8	40
Grade 10 BH	12	10	17	32	28	60
Grade 10 NJ	26	18	20	25	11	36
Grade 10 PARCC	23	18	21	27	10	37
Grade 11 BH	6	15	21	37	21	58
Grade 11 NJ	17	19	23	30	11	41
Grade 11 PARCC	17	19	24	30	9	39

# BERKELEY HEIGHTS

## 2015 PARCC COURSE-LEVEL OUTCOMES

### MATHEMATICS

	% Not Yet Meeting (Level 1)	% Partially Meeting (Level 2)	% Approaching Expectations (Level 3)	% Meeting Expectations (Level 4)	% Exceeding Expectation (Level 5)	% >= Level 4
Algebra I BH	6	20	27	46	1	47
Algebra I NJ	14	25	25	33	3	36
Algebra I PARCC	13	28	28	29	2	31
Geometry BH	5	17	36	33	8	41
Geometry NJ	12	36	30	20	3	23
Geometry PARCC	10	32	31	24	3	27
Algebra II BH	20	20	19	40	1	41
Algebra II NJ	32	25	20	22	2	24
Algebra II PARCC	32	26	21	20	1	21

# PRELIMINARY OBSERVATIONS AND ANALYSIS

- The ELA 9, 10 & 11 and the Alg I, Geom. & Alg II scores surpass the PARCC and state averages in all areas.
- The decline in overall performance percentages at the high school level mirror the declines at the state and PARCC consortium.
- Looking forward, it appears that more emphasis may be needed in the areas of modeling and reasoning in all areas of mathematics.
- In ELA, further examination of the literary portion of the Reading sub claim as well as the expression portion of the Writing sub claim.



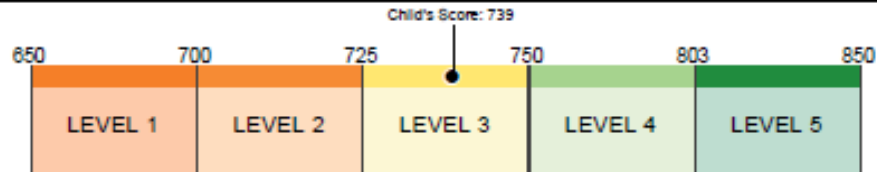
# WHAT DO THE INDIVIDUAL SCORE REPORTS (ISR) TELL US?

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

### Level 3

Your child performed at Level 3 and earned a score of 739

Students performing at levels 4 and 5 met or exceeded expectations. For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
741	765	745	739

## MATHEMATICS

### Grade 4 Assessment Report, 2014–2015

This report provides information about how your child performed on the PARCC mathematics assessment. It shows whether your child met grade-level expectations and if your child is on track for the next grade level.

This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback and scores on other tests will help determine your child's academic strengths and needs.

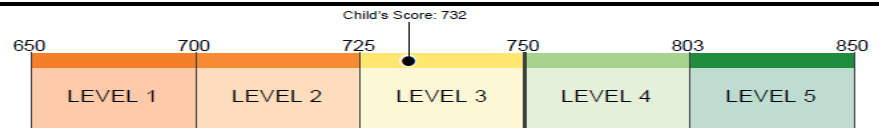
To learn more about the test, and to view sample questions and practice tests, visit [understandthescore.org](http://understandthescore.org).

## MATHEMATICS PERFORMANCE

### Level 3

Your child performed at Level 3 and earned a score of 732

Students performing at levels 4 and 5 met or exceeded expectations. For a description of each performance level, see page 2.



School average	District average	State average	PARCC average
761	759	758	747


# ELA SCORING

## WHAT ARE MASTER CLAIMS & SUB-CLAIMS?

### READING


Reading score range: 10 to 90	Average of students just meeting expectations 50	School average 52
Your child's score  44	District average 48	State average 45

#### LITERARY TEXT

 In this area, your child did not do as well as students who met the expectations.


Students meet expectations by showing they can read and analyze grade appropriate fiction, drama and poetry.

#### INFORMATIONAL TEXT

 In this area, your child did almost as well as students who met the expectations.

Students meet expectations by showing they can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music.

#### VOCABULARY


 In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can use context to determine what words and phrases mean in grade-appropriate texts.

### WRITING


Writing score range: 10 to 60	Average of students just meeting expectations 35	School average 39
Your child's score:  30	District average 35	State average 31

#### WRITING EXPRESSION

 In this area, your child did not do as well as students who met the expectations.




Students meet expectations by showing they can compose well-developed, organized, and clear writing, using details from what they have read.

#### KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS

 In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by showing they can compose writing using the rules of standard English, including those for grammar, spelling, and usage.

#### LEGEND

 Below Expectations     Nearly Meets Expectations     Meets or Exceeds Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

# MATH SCORING

## WHAT ARE MASTER CLAIMS & SUB-CLAIMS?

### ADDITIONAL INFORMATION ABOUT YOUR CHILD'S MATHEMATICS SCORE

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#### MAJOR CONTENT



In this area, your child did almost as well as students who met the expectations.

Students meet expectations by solving problems involving addition, subtraction, multiplication and division, place value, fraction comparisons, and addition and subtraction of fractions with same denominators.

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#### ADDITIONAL & SUPPORTING CONTENT



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving problems involving number and shape patterns, simple measurement conversions, angle measurements, geometric shapes classification, and representations of data.

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For a list of the major and additional content at each grade level, see [parconline.org/math](http://parconline.org/math).

#### EXPRESSING MATHEMATICAL REASONING



In this area, your child did as well as or better than students who met the expectations.

Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

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#### MODELING & APPLICATION



In this area, your child did not do as well as students who met the expectations.

Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively and strategically using appropriate tools.

#### LEGEND



Below  
Expectations



Nearly Meets  
Expectations

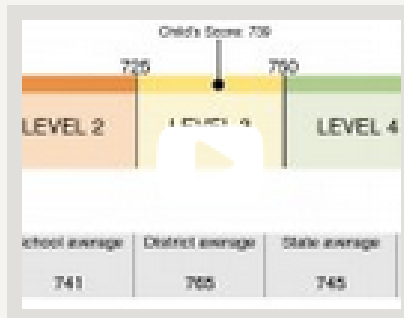


Meets or Exceeds  
Expectations

To see selected questions from the test, visit [understandthescore.org](http://understandthescore.org).

# ADDITIONAL PARENT RESOURCES

## 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 >](#)

# PARCC SCORES AND GRADUATION PATHWAYS

(CLASS OF 2016 ,2017, 2018 & 2019)

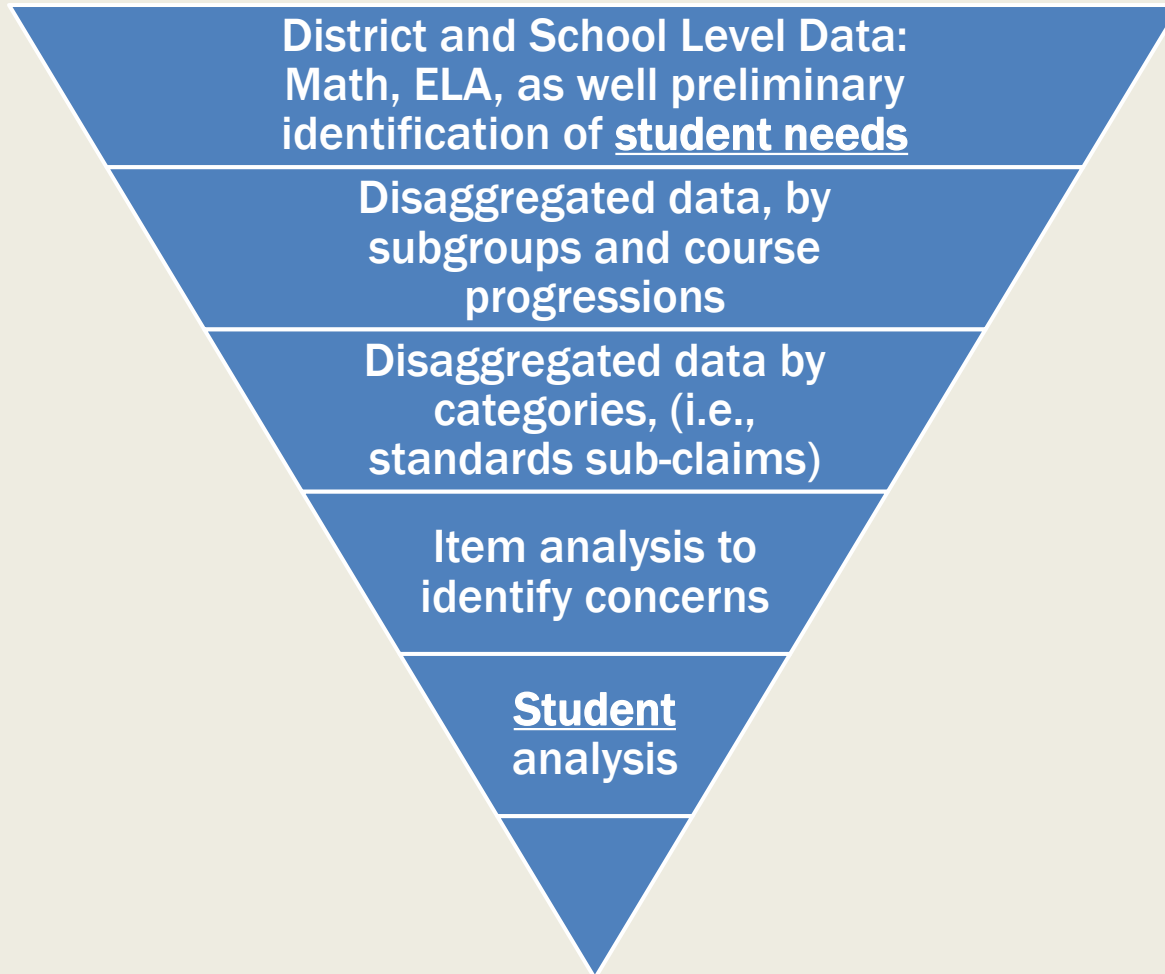
English Language Arts	Mathematics
PARCC ELA Grade 9 $\geq$ 750 (Level 4) <i>or</i>	PARCC Algebra I $\geq$ 750 (Level 4) <i>or</i>
PARCC ELA Grade 10 $\geq$ 750 (Level 4) <i>or</i>	PARCC Geometry $\geq$ 725 (Level 3) <i>or</i>
PARCC ELA Grade 11 $\geq$ 725 (Level 3) <i>or</i>	PARCC Algebra II $\geq$ 725 (Level 3) <i>or</i>
SAT Reading* $\geq$ 400 <i>or</i>	SAT Math* $\geq$ 400 <i>or</i>
ACT Reading or ACT PLAN Reading $\geq$ 16 <i>or</i>	ACT or ACT PLAN Math $\geq$ 16 <i>or</i>
Accuplacer Write Placer $\geq$ 6 <i>or</i>	Accuplacer Elementary Algebra $\geq$ 76 <i>or</i>
PSAT10 Reading or PSAT-NMSQT Reading** $\geq$ 40 <i>or</i>	PSAT10 Math or PSAT/NMSQT Math** $\geq$ 40 <i>or</i>
ACT Aspire Reading $\geq$ 422 <i>or</i>	ACT Aspire Math $\geq$ 422 <i>or</i>
ASVAB-AFQT Composite $\geq$ 31 <i>or</i>	ASVAB-AFQT Composite $\geq$ 31 <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Note: \* SAT taken prior to March 2016; \*\* PSAT taken prior to October 2015. The College Board will establish new 'cut scores' in December 2015 for the new PSAT and in May 2016 for the new SAT.

# SUMMARY

- The PARCC Assessments present the district with a new measure of student achievement tied to the Common Core State Standards.
- We have a great deal of new data that has created a new baseline for comparison of achievement and growth moving forward.
- This data will assist the district support to students and improve instruction as we gain more information through future PARCC administrations.

# YEAR ONE DATA ANALYSIS PLAN: DRILLING DOWN



- What did we learn about our students?
- Should we be concerned about any subgroup?
- Are there areas of concern in our curricula?
- Identify the actions that will support our student growth and achievement.

# HOW WILL OUR DISTRICT USE THESE RESULTS TO DRIVE INSTRUCTION AND HELP OUR STUDENTS?

## ■ Students

- Analyze the PARCC results alignment with other measures of student ability and achievement? (February 2016)
  - WRAP/F&P, COGATs, ASK, HSPA, Course grades, GPA, SAT, ACT, AP, etc.
- Distribute appropriate data to grade levels, departments and teaching staff members for reflection and to compare against other data points for in-depth analysis at district, building, classroom, & student level (March 2016)
- Incorporate PARCC test samples and resources into classroom instruction (As appropriate by course and sequence)
- Continue the remediation of students who have been identified as needing targeted interventions (ongoing)

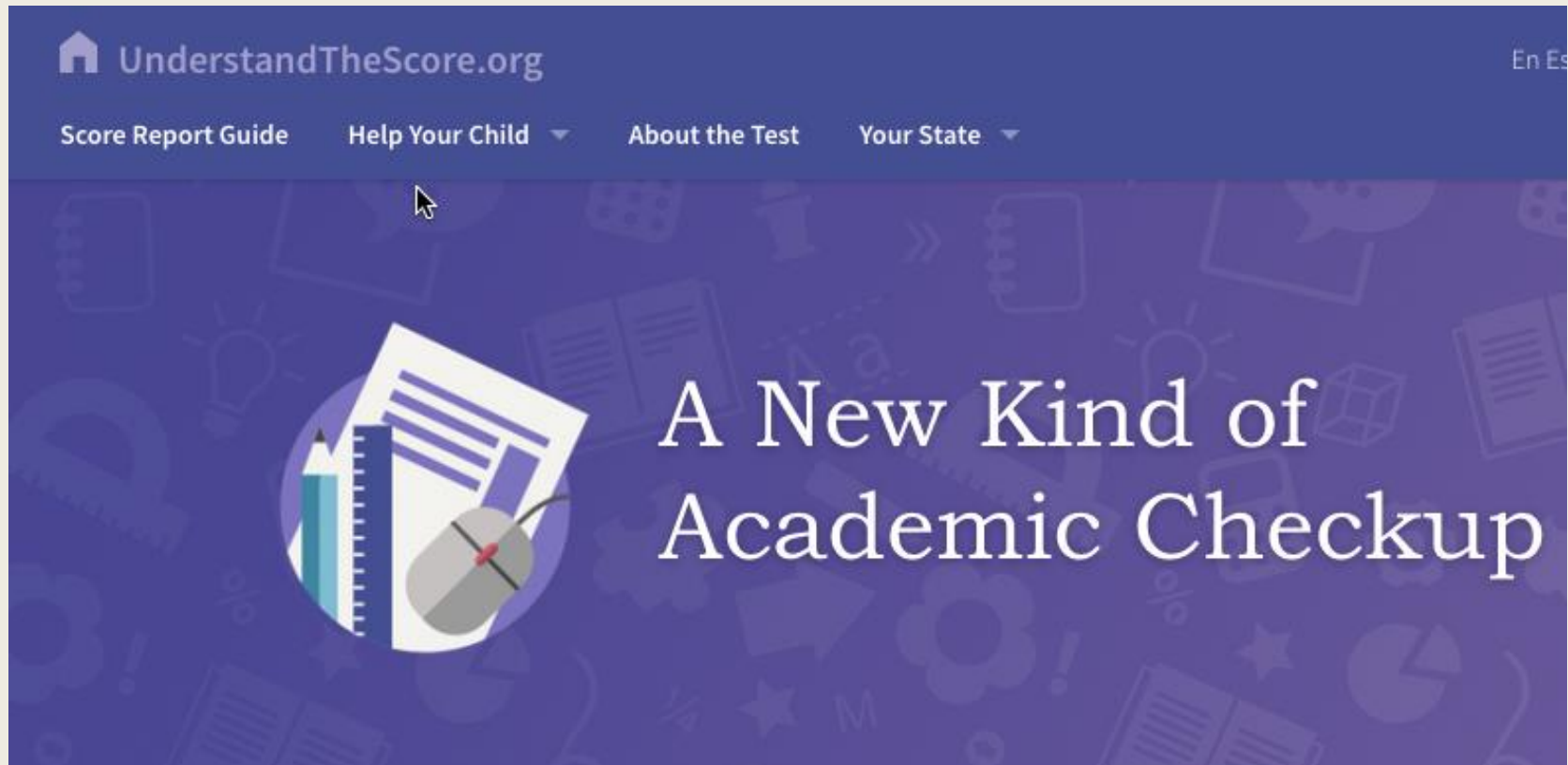


# HOW WILL OUR DISTRICT USE THESE RESULTS TO DRIVE INSTRUCTION AND HELP OUR STUDENTS?

- **Curriculum planning & Classroom Instruction**
  - Utilize item analysis data to identify strengths and areas of concern in tested areas (upon arrival, February 2016)
  - Sort interactive report data to analyze student/teacher/district performance in sub claim areas (upon arrival, February 2016)
    - Are there content areas that need greater emphasis?
    - Are there skills that need to be implemented, revised, or reviewed?
  - Provide opportunities for professional development for teaching staff members (as identified & available)

# **Links to additional resources for parents**

# RESOURCES FOR PARENTS



The image shows the homepage of the website UnderstandTheScore.org. 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 purple background with various educational icons like a pencil, notebook, lightbulb, and calculator. On the left, there is a circular graphic containing a pencil, a notebook, and a document. To the right of this graphic, the text 'A New Kind of Academic Checkup' is written 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/>

# 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/>

# 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/>

**QUESTIONS?**