

# PARCC RESULTS: YEAR ONE

ROSELLE PARK SCHOOL DISTRICT  
JANUARY 19, 2016

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 21<sup>st</sup> 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**

## PARCC OUTCOMES IN CONTEXT

2015 SAT: 44%  
met College  
and Career  
Ready  
Benchmark

2015 ACT: 43%  
met College  
and Career  
Ready  
Benchmark.

2015 PARCC ELA/L Grade 4	51%
2013 NAEP Reading Grade 4	42%

2015 PARCC Math Grade 4	41%
2013 NAEP Math Grade 4	49%

2015 PARCC ELA/L Grade 8	52%
2013 NAEP Reading Grade 8	46%

2015 PARCC ELA/L Grade 11	41%
2013 NAEP Reading Grade 12	41%

2015 PARCC Algebra I	36%
2011 ADP Algebra I	35%

# 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.

# 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)	% $\geq$ 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.

# END-OF-COURSE MATH OUTCOMES, % MEETING/EXCEEDING EXPECTATIONS

	ADP Algebra I (2011)		PARCC Algebra I (2015)		PARCC Geometry (2015)		PARCC Algebra II (2015)	
	Count	%	Count	%	Count	%	Count	%
Grade 6	39	79%	66	<b>92%</b>				
Grade 7	3,001	94%	3,536	<b>93%</b>				
Grade 8	29,715	70%	27,498	<b>72%</b>	2,973	<b>92%</b>	459	<b>73%</b>
Grade 9	61,177	21%	53,656	18%	20,279	47%	4,720	<b>70%</b>
Grade 10	8,969	5%	5,542	4%	41,930	8%	20,710	39%
Grade 11	2,182	4%	1,398	4%	5,895	2%	32,092	7%



# 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	<b>18%</b>	44,923	<b>67%</b>
Grade 10	5,542	<b>4%</b>	3,170	<b>48%</b>
Grade 11	1,398	<b>4%</b>	623	<b>46%</b>

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.

# YEAR ONE 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**

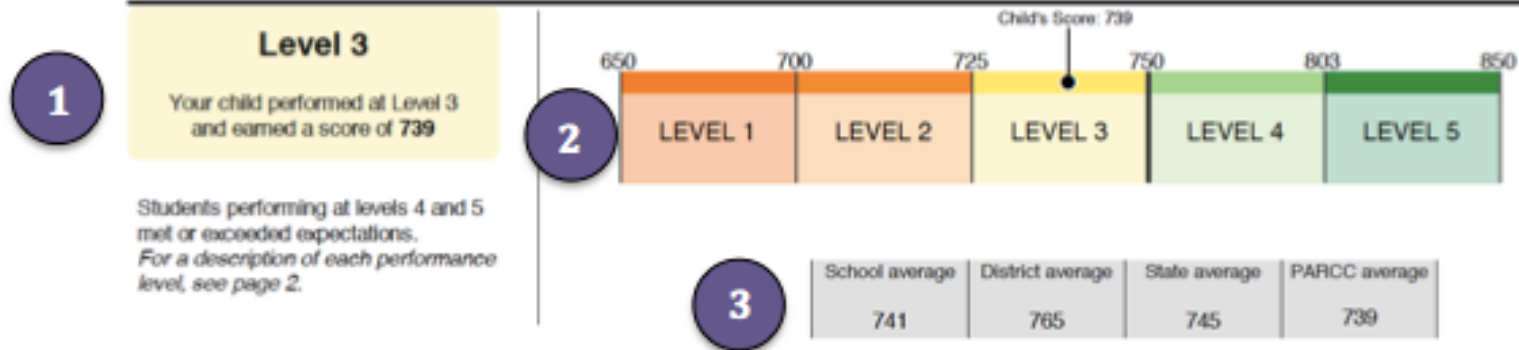
**Student-level  
analysis**

# QUESTIONS TO GUIDE PARCC DATA REFLECTION

- **How will we use PARCC data to identify strengths and gaps that exist in curriculum and instruction?**
- **How will we use PARCC data to inform the conversations of our educators?**
- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**

# 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.

# ROSELLE PARK'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	143	8%	13%	28%	49%	2%	51%	44%
Grade 4	147	4%	10%	33%	39%	14%	53%	51%
Grade 5	147	1%	14%	29%	55%	2%	57%	52%
Grade 6	133	3%	17%	42%	33%	5%	38%	49%
Grade 7	162	6%	12%	33%	38%	10%	48%	52%
Grade 8	169	7%	9%	20%	54%	9%	63%	52%
Grade 9	137	9%	23%	36%	28%	3%	31%	40%
Grade 10	147	15%	18%	29%	33%	5%	38%	37%
Grade 11	146	17%	18%	21%	41%	3%	44%	41%

# ROSELLE PARK'S

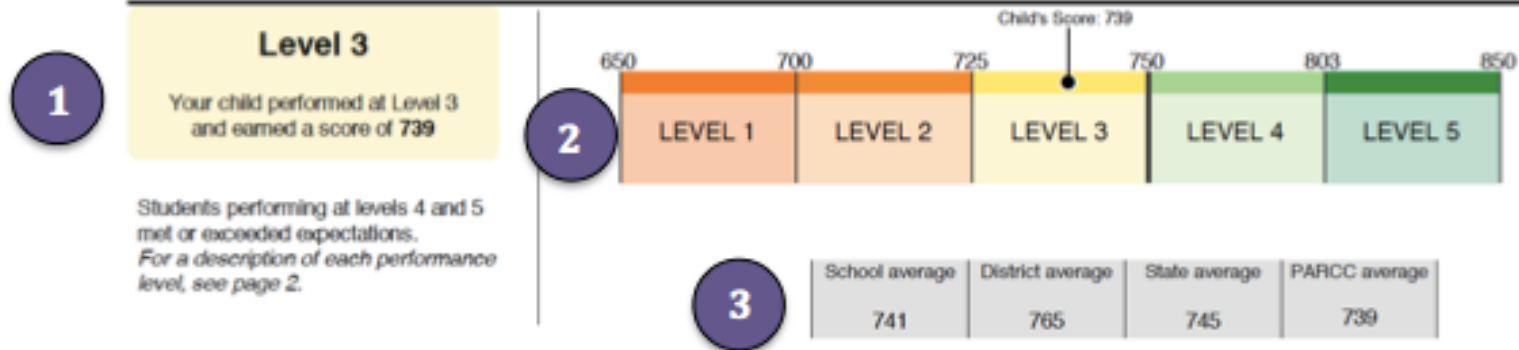
## 2015 PARCC GRADE-LEVEL OUTCOMES

### 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	<b>146</b>	<b>8%</b>	<b>18%</b>	<b>31%</b>	<b>38%</b>	<b>4%</b>	<b>42%</b>	<b>45%</b>
Grade 4	<b>148</b>	<b>6%</b>	<b>25%</b>	<b>31%</b>	<b>34%</b>	<b>4%</b>	<b>38%</b>	<b>41%</b>
Grade 5	<b>150</b>	<b>2%</b>	<b>21%</b>	<b>42%</b>	<b>34%</b>	<b>1%</b>	<b>35%</b>	<b>41%</b>
Grade 6	<b>134</b>	<b>1%</b>	<b>20%</b>	<b>39%</b>	<b>35%</b>	<b>4%</b>	<b>39%</b>	<b>41%</b>
Grade 7	<b>163</b>	<b>4%</b>	<b>21%</b>	<b>37%</b>	<b>37%</b>	<b>1%</b>	<b>38%</b>	<b>37%</b>
Grade 8*	<b>125</b>	<b>15%</b>	<b>25%</b>	<b>36%</b>	<b>24%</b>	<b>0%</b>	<b>24%</b>	<b>24%</b>
Algebra I <small>(MS-44*HS-101)</small>	<b>145</b>	<b>6%</b>	<b>37%</b>	<b>22%</b>	<b>32%</b>	<b>3%</b>	<b>35%</b>	<b>36%</b>
Geometry	<b>134</b>	<b>14%</b>	<b>58%</b>	<b>23%</b>	<b>4%</b>	<b>0%</b>	<b>4%</b>	<b>22%</b>
Algebra II	<b>122</b>	<b>34%</b>	<b>36%</b>	<b>20%</b>	<b>9%</b>	<b>0%</b>	<b>9%</b>	<b>24%</b>

# PARENT GUIDE TO THE SCORE REPORTS

## ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE



1

**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.

2

3

### 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.

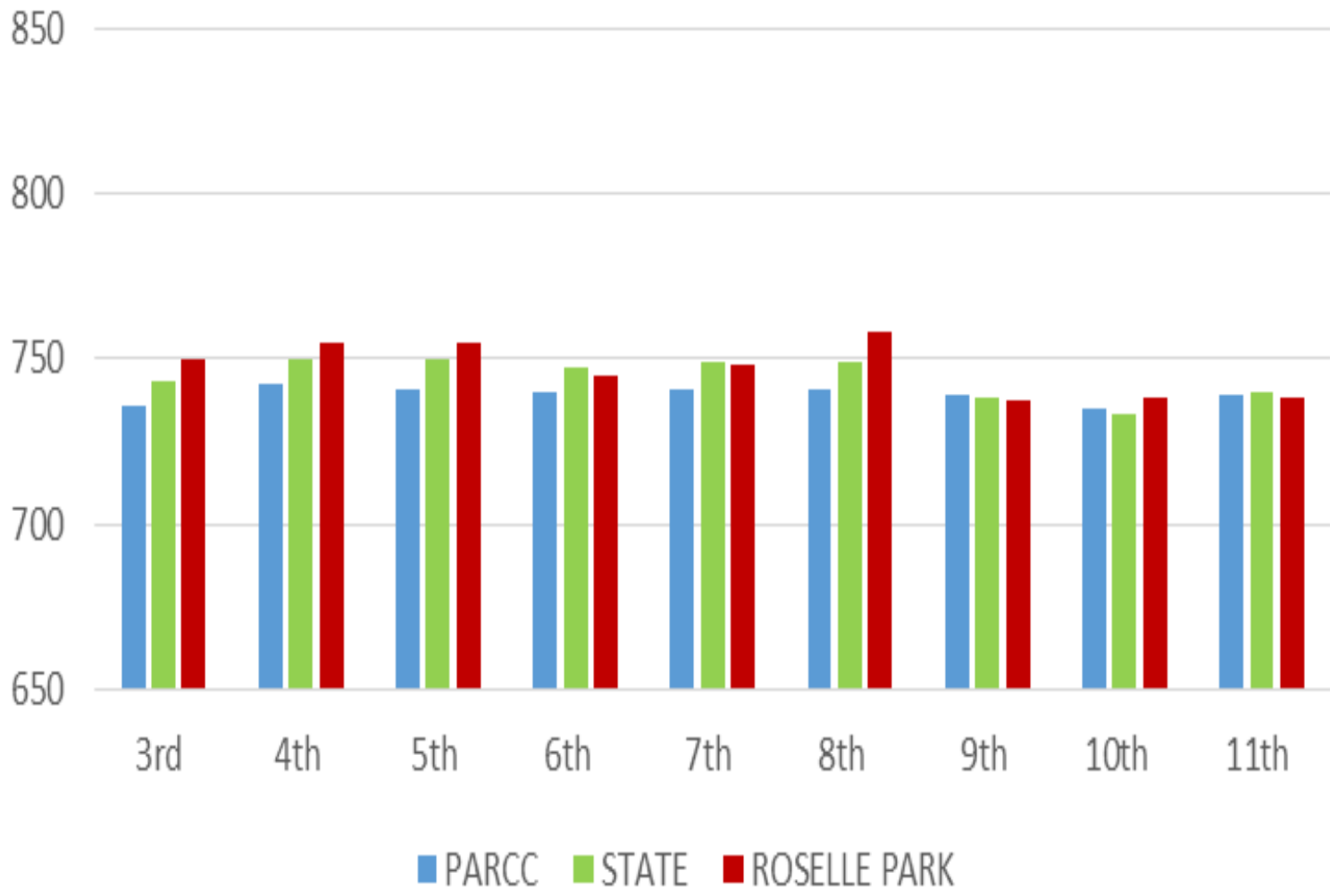
Page two of the score report provides additional information about your child’s score and level of performance. Level 4 and above indicates that a student meets or exceeds grade level expectations and is well prepared for the next grade level.

2

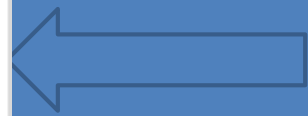
**Score Graph** – The colored graph shows the score ranges for each performance level and where your child’s score falls within that range. This gives you an indication of how close your child is to achieving the next level.

# Overall Score Comparison

## English Language Arts

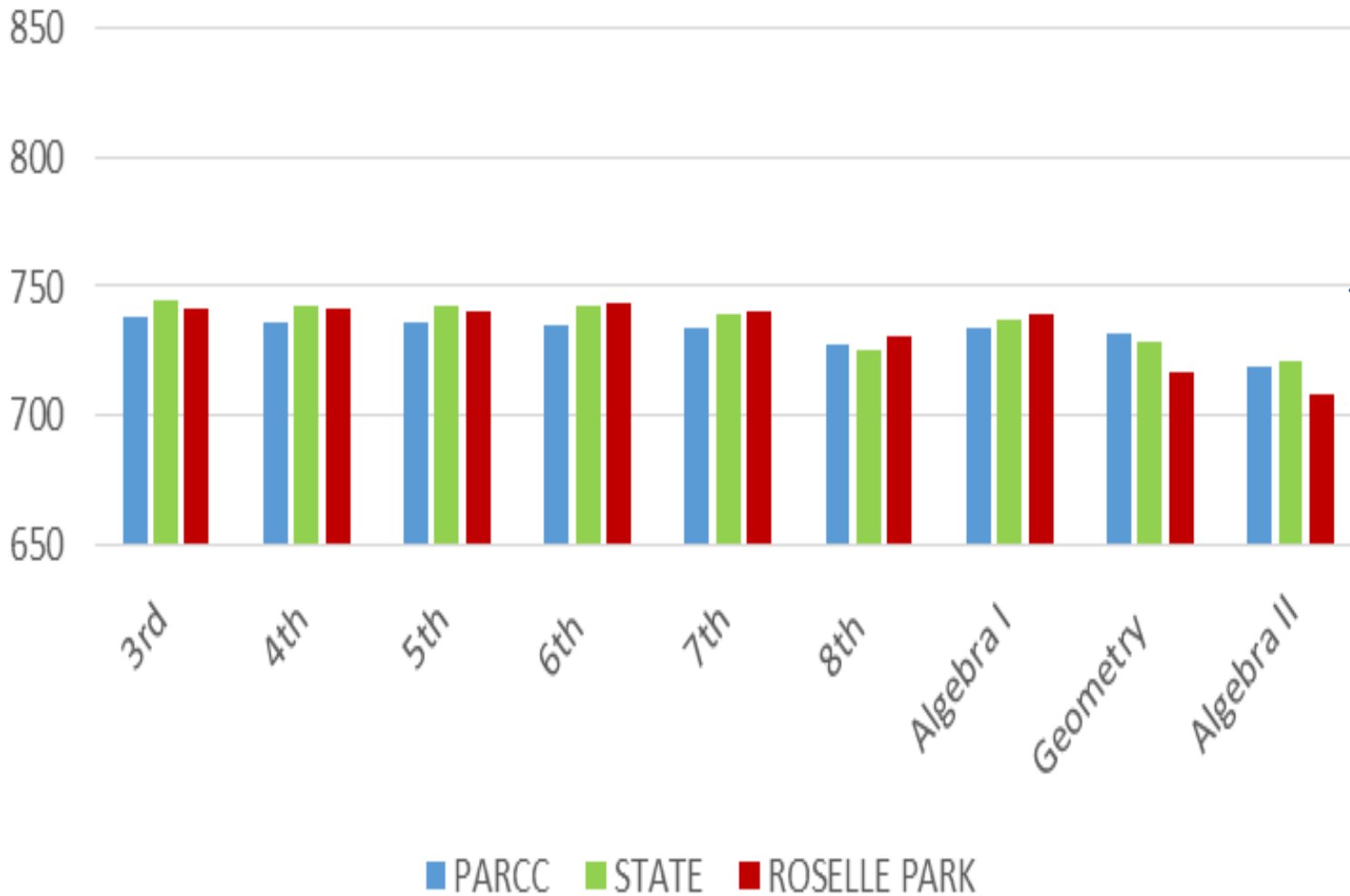


**PASSING  
SCORE  
IS 750**



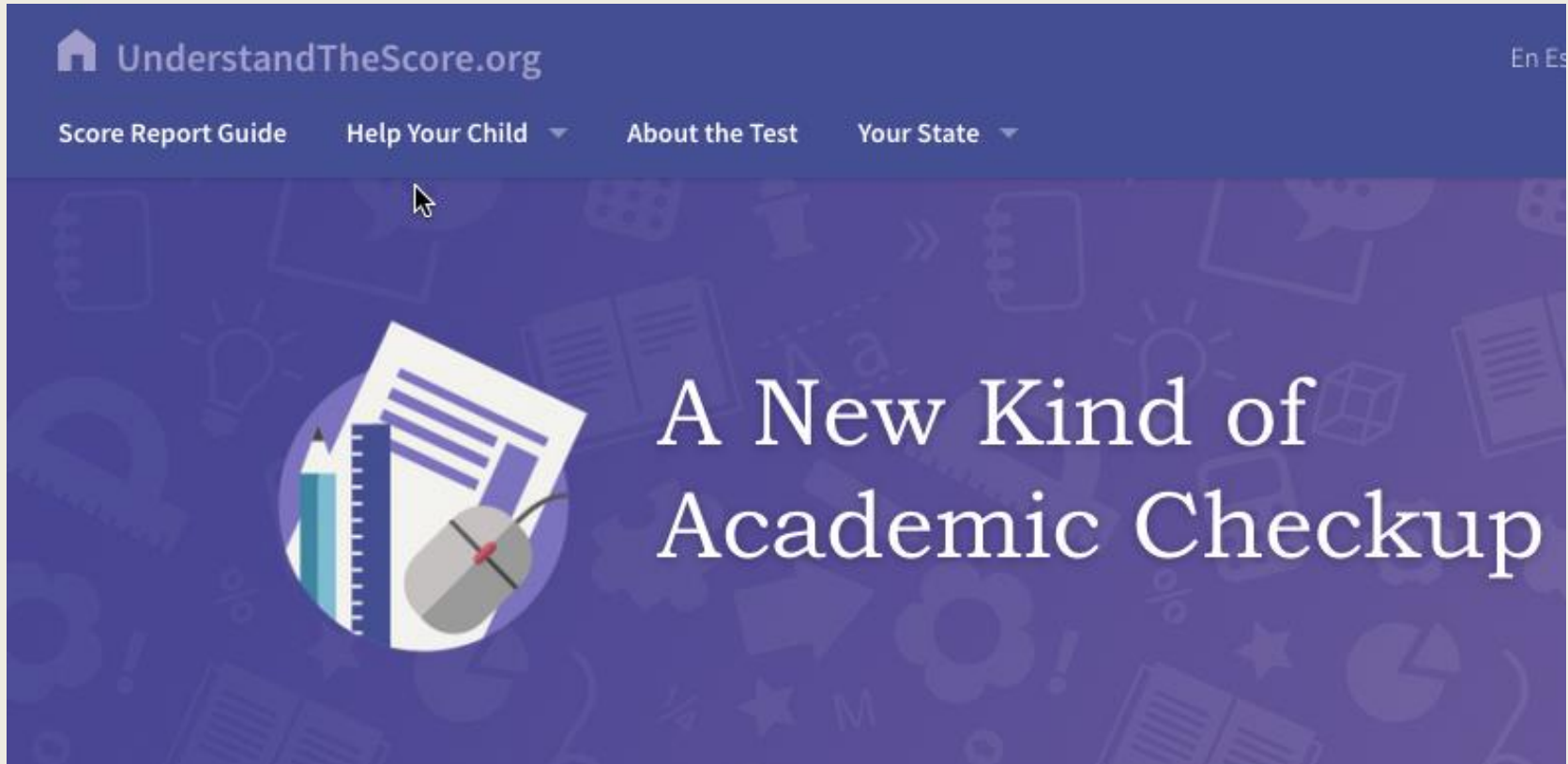


# Overall Score Comparison Mathematics



**PASSING  
SCORE  
IS 750**

# RESOURCES FOR PARENTS

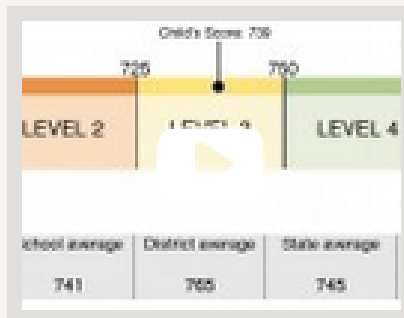


The image shows the homepage of UnderstandTheScore.org. The website has a dark blue header with a home icon and the text "UnderstandTheScore.org" on the left, and "En Es" on the right. Below the header is a navigation menu with four items: "Score Report Guide", "Help Your Child" (with a dropdown arrow), "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 document. 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 displayed in a large, white, serif font.

<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 >](#)

# 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

# THANK YOU FOR JOINING US TONIGHT!

Tonight's presentation is available on the district website

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