

PARCC: A REFLECTION ON PERFORMANCE IN YEAR FOUR

RUMSON SCHOOL DISTRICT
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• A •
STUDENT
IS MORE THAN A TEST
SCORE.



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NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM



- 2018 marks the 4th administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) . The following slides provide an opportunity to compare performance over the course of three years
- 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, Algebra II and Geometry.
- 2017 was the last year the state administered NJ ASK Science. Students in grades 5 and 8 participated in the 2018 pilot of the NJSLA-S assessment. Scores are not reported to as last year's assessment was a pilot by the NJDOE.
- DLM alternate assessment for Special Education Students

Dynamic Learning Map

What is it-

- The DLM system is a Alternate Assessment System designed to map a student's learning throughout the year. Items and tasks are embedded in day-to-day instruction so that testing happens as part of instruction.

Who is this assessment for-

- Students with the most significant cognitive disabilities are the only students eligible to take the NJ Dynamic Learning Maps (DLM) alternate assessment. IEP teams must use the NJ DLM Participation Criteria Guidelines to make this determination. Student in grades 3 - 8 and grade 11 participate in the English language arts and math assessments. Students in grades 5, 8 and 11 participate in the science assessment.

When is it administered-

- Test administration occurs between April 4 to June 1, 2019

Results from last year in general-

- 75% of our students in Grades 5-7 who participated in the DLM scored within the target to advanced range in both ELA and Math.

PARCC Performance Levels for College and Career Readiness (CCR)

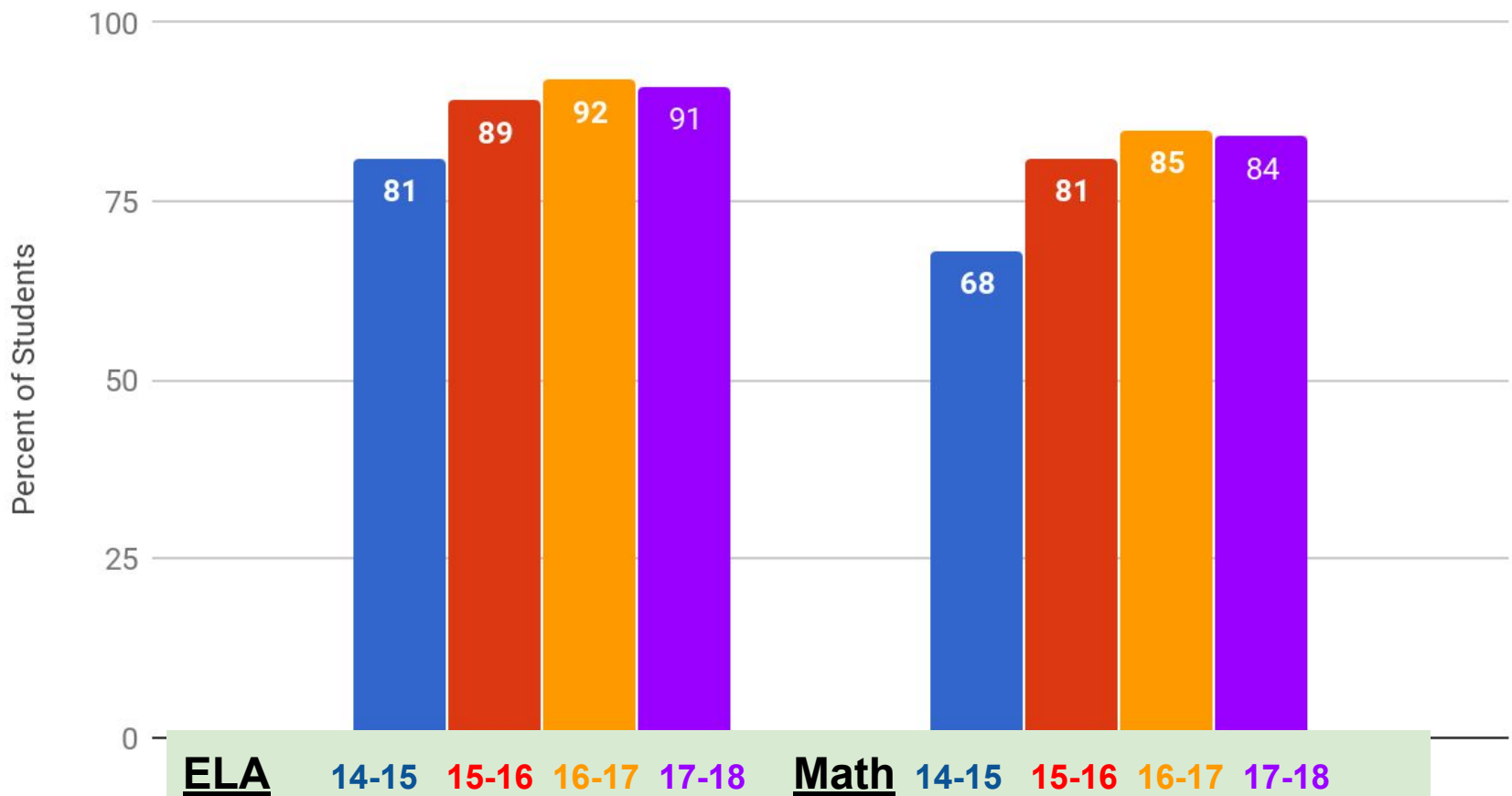


- Level 1: Not yet meeting grade-level expectations for CCR
- Level 2: Partially meeting grade-level expectations for CCR
- Level 3: Approaching grade-level expectations for CCR
- Level 4: Meeting grade-level expectations for CCR
- Level 5: Exceeding grade-level expectations for CCR

Four Year Comparison Percent of Students Meeting or Exceeding Expectations 3-8 ELA and Math



Four Year District Comparison- Percent of Students Meeting/Exceeding ELA and Math



COMPARISON OF RUMSON SCHOOL DISTRICT'S SPRING 2016, 2017 and 2018 PARCC ADMINISTRATION ENGLISH LANGUAGE ARTS/LITERACY



Grade Level	Working Toward Meeting Expectations			Meeting or Exceeding Expectations		
	2016	2017	2018	2016	2017	2018
Grade 3	11%	6%	14%	89%	94%	86%
Grade 4	15%	7%	5%	85%	93%	95%
Grade 5	17%	9%	10%	83%	91%	90%
Grade 6	10%	12%	11%	91%	88%	89%
Grade 7	9%	7%	4%	91%	93%	96%
Grade 8	13%	10%	10%	87%	90%	90%

Notes: Percentages may not total 100 due to rounding.

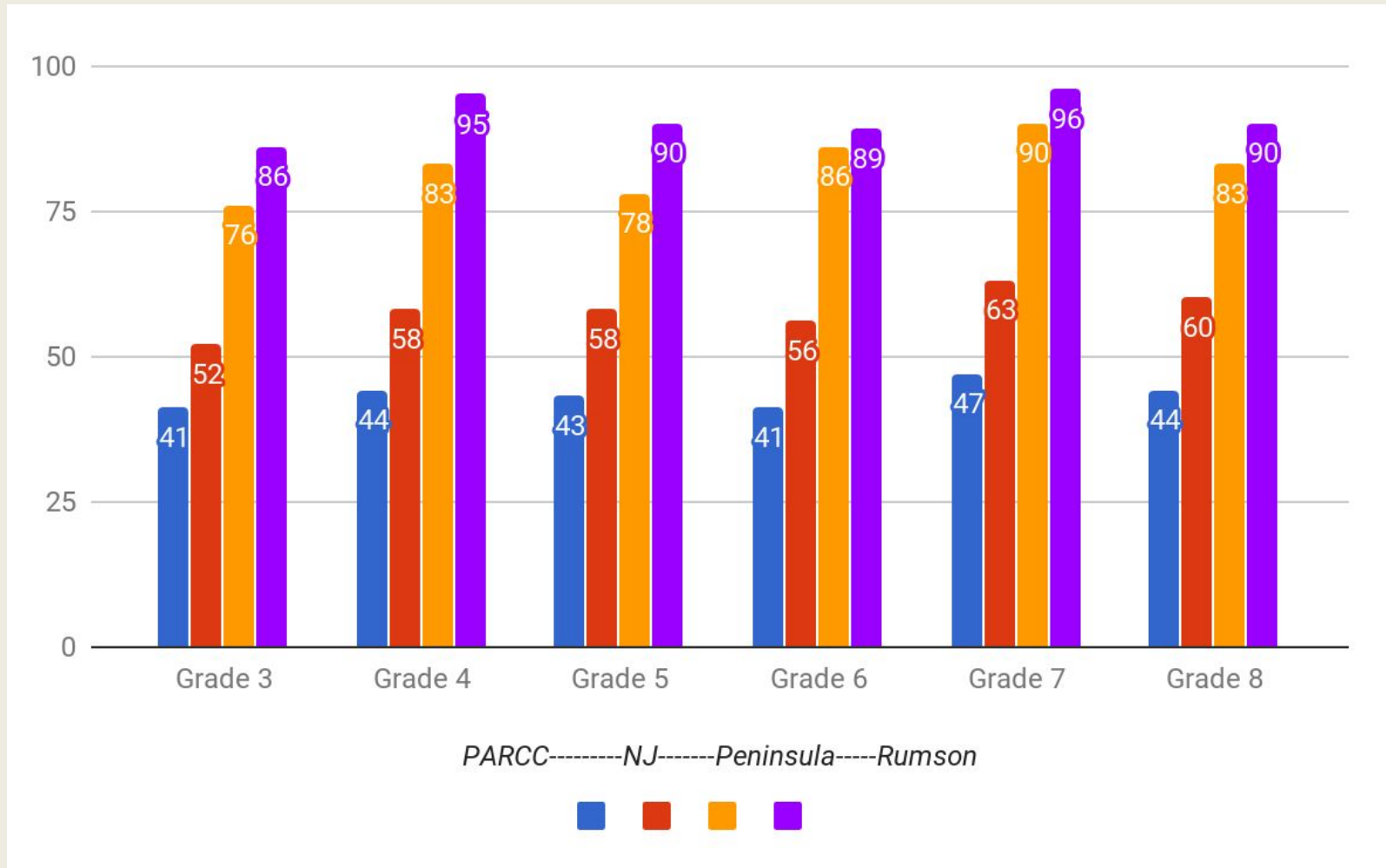
COMPARISON OF RUMSON SCHOOL DISTRICT'S SPRING 2016, 2017 and 2018 PARCC ADMINISTRATION MATHEMATICS



Grade Level	Working Toward Meeting Expectations			Meeting or Exceeding Expectations		
	2016	2017	2018	2016	2017	2018
Grade 3	8%	0%	13%	92%	100%	87%
Grade 4	20%	16%	9%	80%	84%	91%
Grade 5	21%	13%	17%	79%	87%	83%
Grade 6	17%	20%	19%	84%	80%	81%
Grade 7	32%	24%	27%	68%	76%	73%
Grade 8	88%	61%	38%	13%	39%	62%
Algebra I	6%	1%	0%	94%	99%	100%
Algebra II	N/A	N/A	0%	N/A	N/A	100%
Geometry	7%	0%	0%	93%	100%	100%

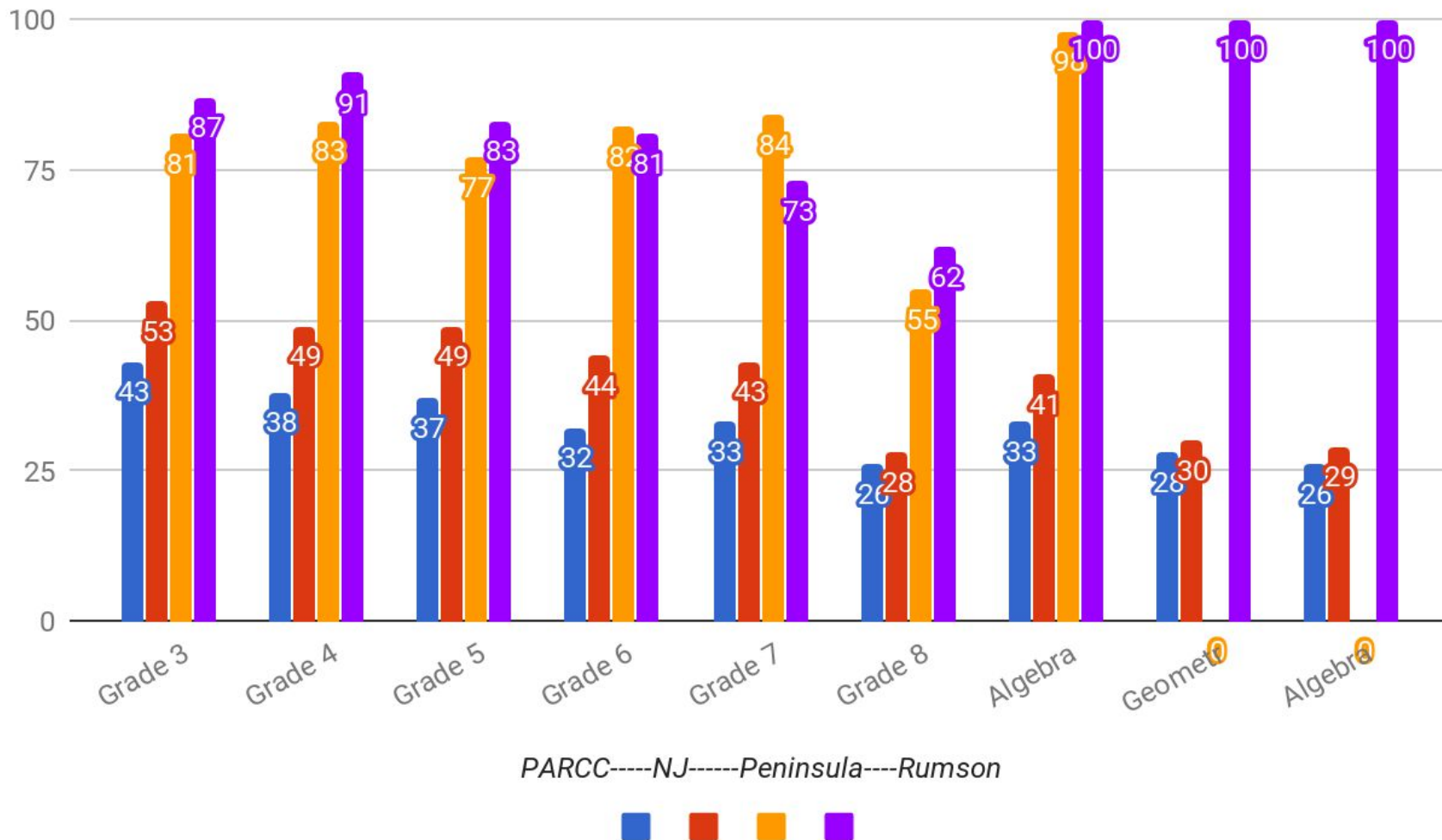
Notes: Percentages may not total 100 due to rounding.

PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS ELA GRADES 3 THROUGH 8



PERCENT OF STUDENTS THAT MET OR EXCEEDED EXPECTATIONS

MATHEMATICS GRADES 3- 8



ELA – READING LITERATURE COHORT



Reading and analyzing grade-appropriate fiction, drama, poetry

Grade in 17-18	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	77%
4	N/A	88%	94%
5	72%	86%	86%
6	76%	81%	83%
7	73%	76%	87%
8	79%	83%	84%

ELA – READING INFORMATION COHORT



Reading and analyzing grade-appropriate non fiction

Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	75%
4	N/A	91%	88%
5	77%	88%	86%
6	77%	85%	82%
7	74%	77%	90%
8	83%	87%	84%

ELA – READING VOCABULARY COHORT



Use context to determine what words and phrases mean

Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	69%
4	N/A	90%	82%
5	73%	77%	82%
6	77%	79%	69%
7	66%	74%	69%
8	68%	77%	76%

ELA – WRITING EXPRESSION COHORT



Compose well-developed, organized and clear writing using details from reading

Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	91%
4	N/A	99%	97%
5	88%	94%	91%
6	81%	93%	92%
7	88%	93%	98%
8	96%	96%	93%

ELA – WRITING CONVENTIONS COHORT

Compose writing using rules of standard English grammar, spelling and usage

Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	89%
4	N/A	94%	92%
5	92%	90%	89%
6	85%	91%	92%
7	88%	94%	98%
8	95%	93%	93%

MATH – MAJOR CONTENT COHORT



Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	85%
4	N/A	98%	87%
5	88%	81%	83%
6	75%	86%	78%
Grade 7 Math			73%
Grade 8 Math			58%
Algebra			100%
Geometry			100%
Algebra II			Data Suppressed

MATH – SUPPORTING CONTENT COHORT

Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	82%
4	N/A	95%	88%
5	90%	79%	73%
6	79%	88%	81%
Grade 7 Math			68%
Grade 8 Math			54%
Algebra			100%
Geometry			100%
Algebra II			Data Suppressed

MATH – REASONING COHORT



Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	88%
4	N/A	98%	84%
5	83%	82%	78%
6	72%	79%	74%
Grade 7 Math			74%
Grade 8 Math			62%
Algebra			95%
Geometry			100%
Algebra II			Data Suppressed

MATH – MODELING COHORT



Grade	Percent Meets or Exceeds 2016	Percent Meets or Exceeds 2017	Percent Meets or Exceeds 2018
3	N/A	N/A	89%
4	N/A	95%	88%
5	88%	82%	79%
6	75%	86%	70%
Grade 7 Math			68%
Grade 8 Math			63%
Algebra			99%
Geometry			100%
Algebra II			Data Suppressed



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?**

PLC Work Will Focus on Data Analysis and Protocols Professional Development



Teachers of ELA and Math in grades 3-8 will

1. Analyze the PARCC scores of students currently in their classes to identify need for support and enrichment
2. Identify patterns in PARCC scores to revise curriculum, instruction and programming
3. Correlate PARCC scores with other local assessment measures to ensure appropriate support, enrichment and revisions

Conclusions From Our Data



What does our data show?

What actions have we taken?

Vocabulary instruction continues to be an area of focus.

1. Reverted back to prior program this school year
2. Researching best practice/program that is strong in vocabulary in context
3. Professional Development focusing on vocabulary instruction

Special education students approaching expectations in ELA and Math continues to be an area of focus.

1. Sustain professional development in use of district data (SMI, IXL, RI, Achieve 3000, AIMS, F&P) to individualize instruction and identify measurable goals for our students.
2. Use progress monitoring tools to adjust instruction and develop instructional strategies.
3. Examine the development and monitoring of IEP goals

General education students approaching expectations in math and ELA continues to be an area of focus.

1. Provide identified students who are approaching proficiency in ELA and Math instructional interventions with dedicated staff
2. Utilize the Social Emotional Team to provided supports both academic and emotional for at risk students
3. Sustain professional development in the use of Data and how to make this data actionable to support specific student needs

Conclusions From Our Data



What does our data show?

ELA and Math proficiency levels continue to be a focus

- Reading vocabulary
- Supporting math content
- Math reasoning
- Math Modeling

Data collection on new student enrollment

What actions have we taken?

Examine areas not growing at certain grade levels and target in curriculum and lesson plans with follow-up monitoring and professional development

Screening of student records and administration of assessments prior to placement and start of school year.

How do we come to know our students as learners?



PARCC is just one of the many pieces of the puzzle used to understand our students as learners

- School Engagement and Climate
- Classroom performance
- Departmentally Designed Assessments
- Norm-based assessments
 - Ex: Aims Plus, Achieve 3000, SRI, SMI, CogAT

RESOURCES FOR PARENTS

- Information for parents to guide discussions with teachers and PARCC <http://www.nj.gov/education/assessment/parents/PARCCGuideforTeacherConversations.pdf>
- PARCC Resources for Parents from [NJDOE](#)
- Understanding the student score reports (with translations): understandthescore.org/

