

PARCC RESULTS: SPRING 2015 AND SPRING 2016 ADMINISTRATIONS

HADDONFIELD PUBLIC SCHOOLS NOVEMBER 2016



Measuring
College and
Career
Readiness

VISION FOR PUBLIC EDUCATION IN NEW JERSEY

PARCC

“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 21st century.”

WHAT ARE THE PRIMARY OBJECTIVES OF THE PARCC ASSESSMENT SYSTEM?

PARCC

- ✓ **Determine whether students are college- and career-ready or “on track”**
- ✓ **Provide tools to assess student learning and support instruction *during* the school year**
- ✓ **Report growth in performance as well as absolute achievement**
- ✓ **Report comparable results across schools, districts and member states**
- ✓ **Generate valid and reliable information to inform instruction and accountability decisions**



- ✓ **Use technology for a range of purposes including increasing student access, providing accommodations, engaging students, and creating efficiencies in administration, scoring and reporting**

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

PARCC

- 2016 marks the 2nd administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the first opportunity to compare year-to-year results as the following slides will show.
- 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.



[Click here to learn about PARCC](#)

STUDENT PARTICIPATION IN STATE ASSESSMENT

- New Jersey Code requires the administration of a statewide assessment program and the participation of all students in grades 3 -11 to demonstrate understanding of the common core standards for language arts and math.
 - There is no test “Opt Out” process permitted by the New Jersey Department of Education
- A school must ensure the state assessment is taken by 95% of students in the tested grades to achieve Adequate Yearly Progress (AYP)
- Some New Jersey Community Colleges considering using PARCC scores for admission.
- Haddonfield students refusing testing will be supervised in a non-academic setting.
- Student Score Report provides parents and teachers with detailed score information.

HADDONFIELD PUBLIC SCHOOLS

STUDENT PARTICIPATION

ENGLISH/LANGUAGE ARTS

PARCC

Grade Level	Number of Student Refusals/Invalid Test Scores (April 2016)	Number of Enrolled Students (April 2016)	2015 Percent Student Refusals/Invalid Test Scores	2016 Percent Student Refusals/Invalid Test Scores
3	4	194	8%	2%
4	15	201	4%	8%
5	18	208	5%	9%
6	23	237	16%	10%
7	28	220	24%	13%
8	22	217	17%	10%
9	25	218	33%	12%
10	33	211	43%	16%
11	9	193	73%	5%
Totals	177	1899	25%	9%

PARCC PERFORMANCE LEVELS

PARCC

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

Level 1: Did Not Yet Meet Expectations	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations
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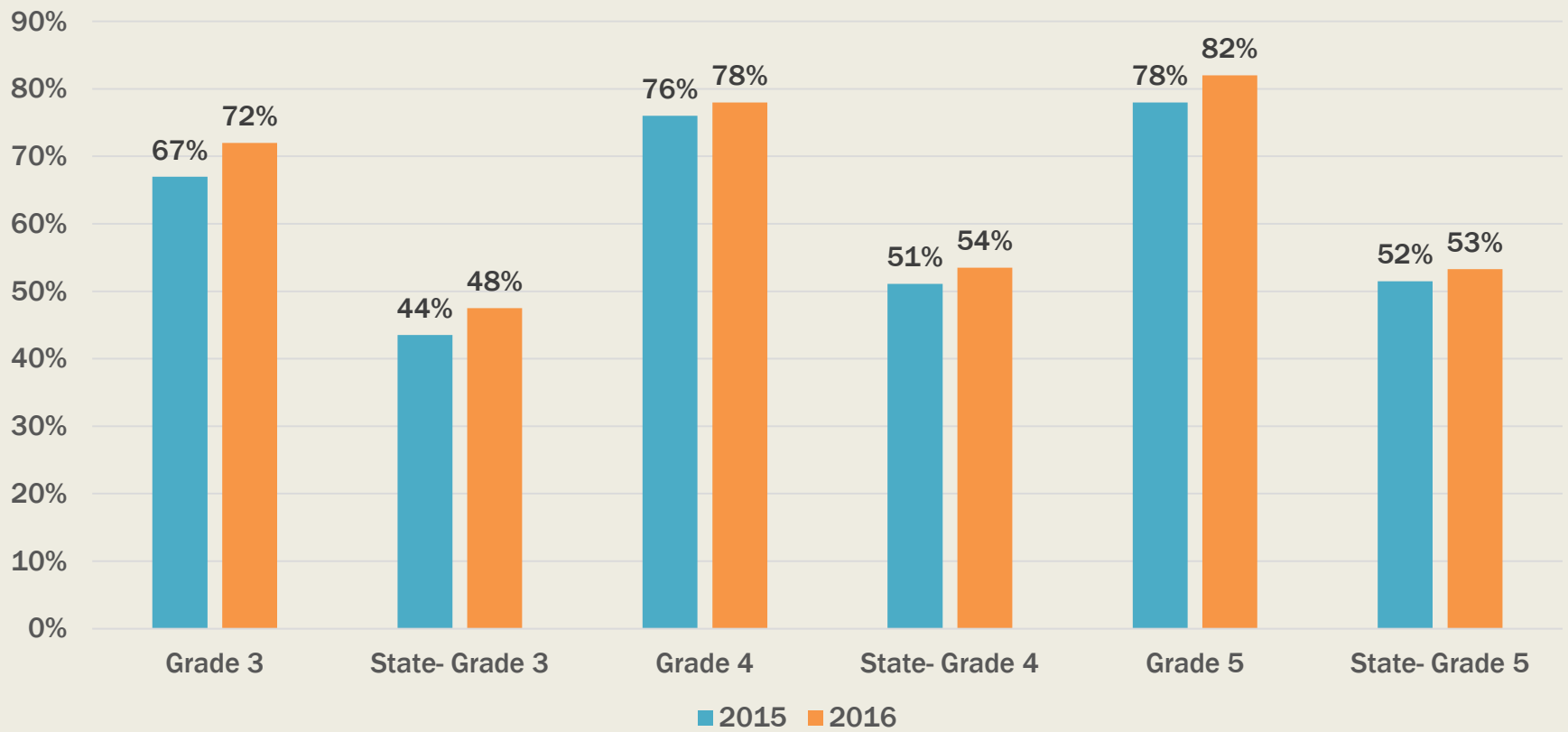


[Click here to understand performance levels](#)

2015 AND 2016 ELA DISTRICT COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

PARCC

English Language Arts

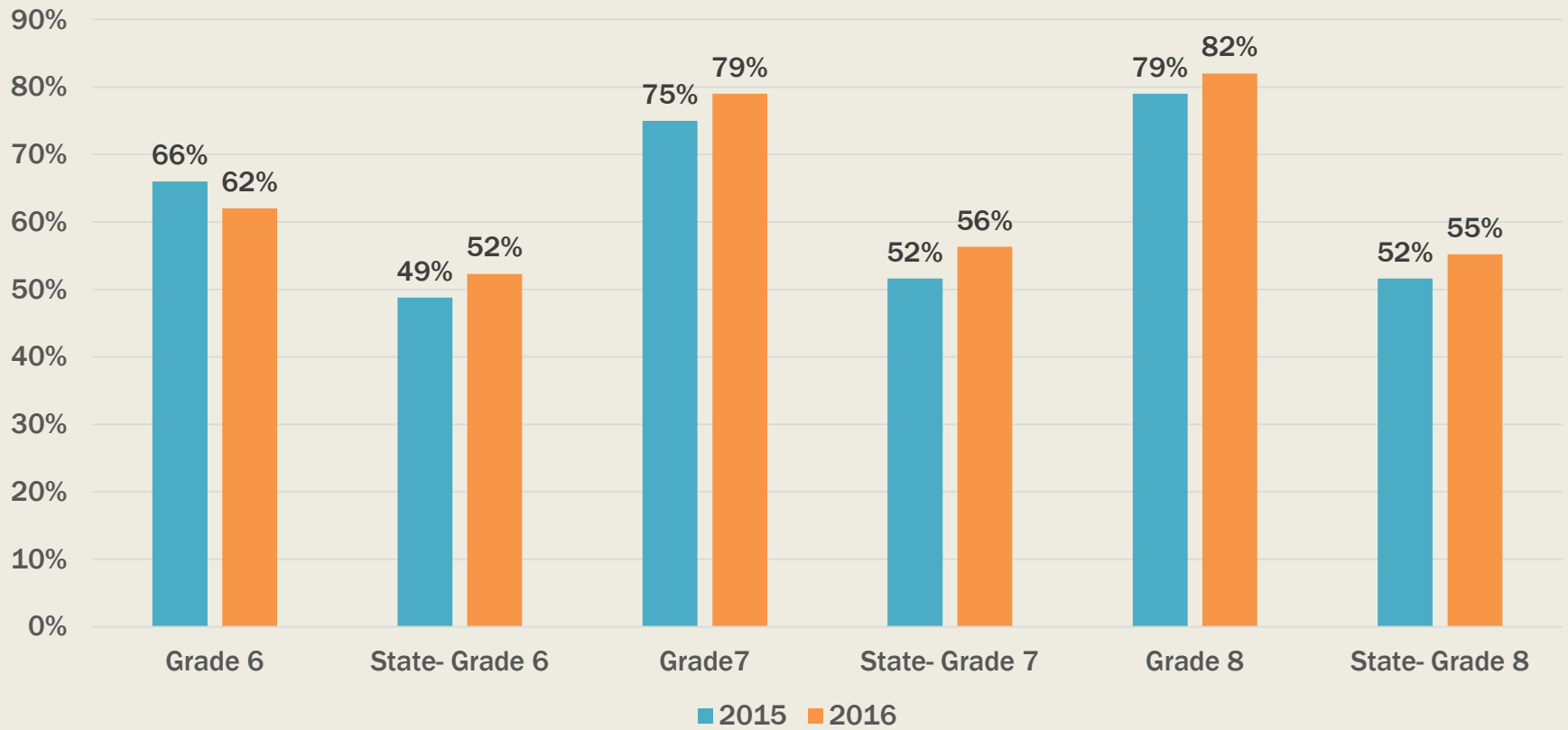


Students must score in performance levels 4 or 5 to be considered meeting or exceeding expectations.

2015 AND 2016 ELA DISTRICT COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

PARCC

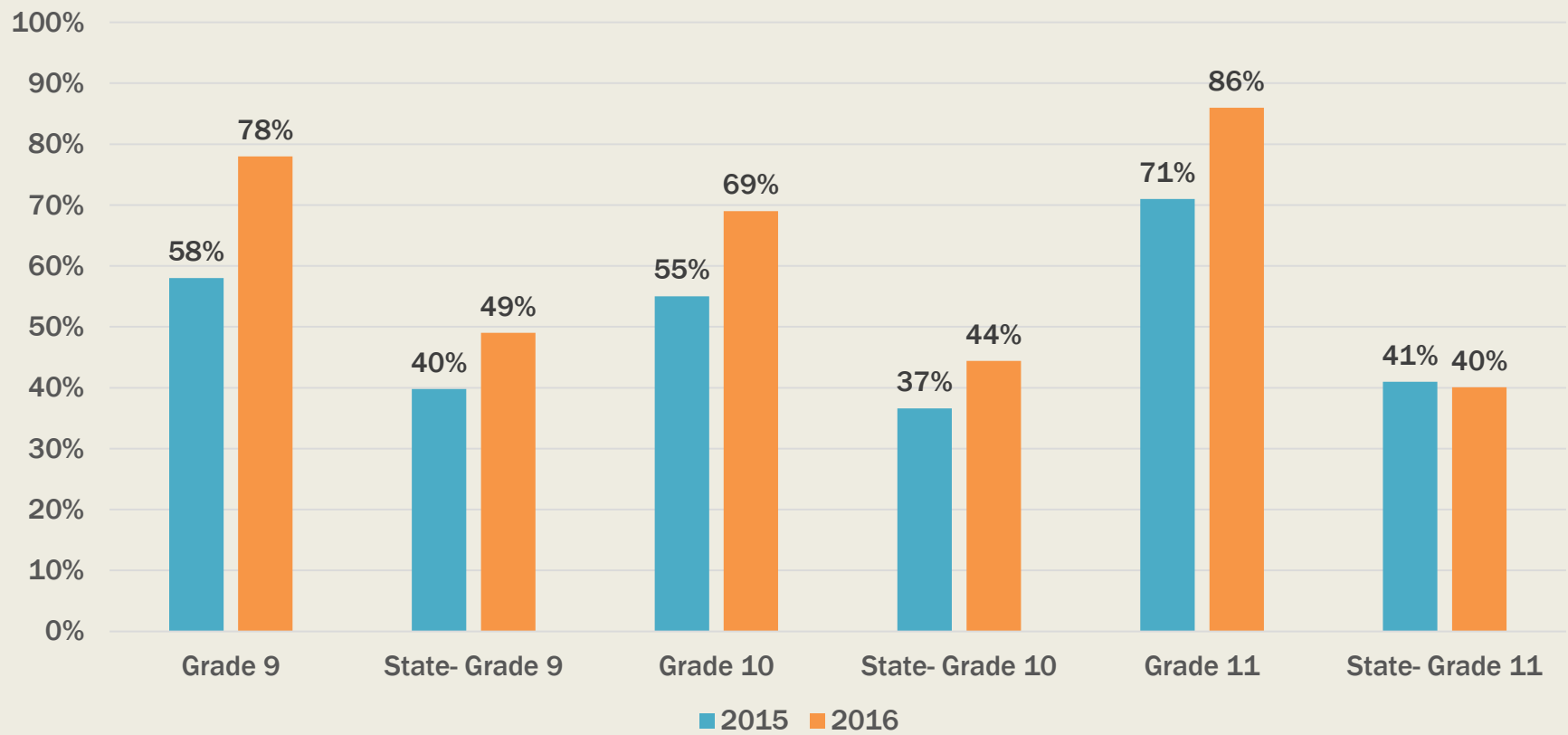
English Language Arts



2015 AND 2016 ELA COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

PARCC

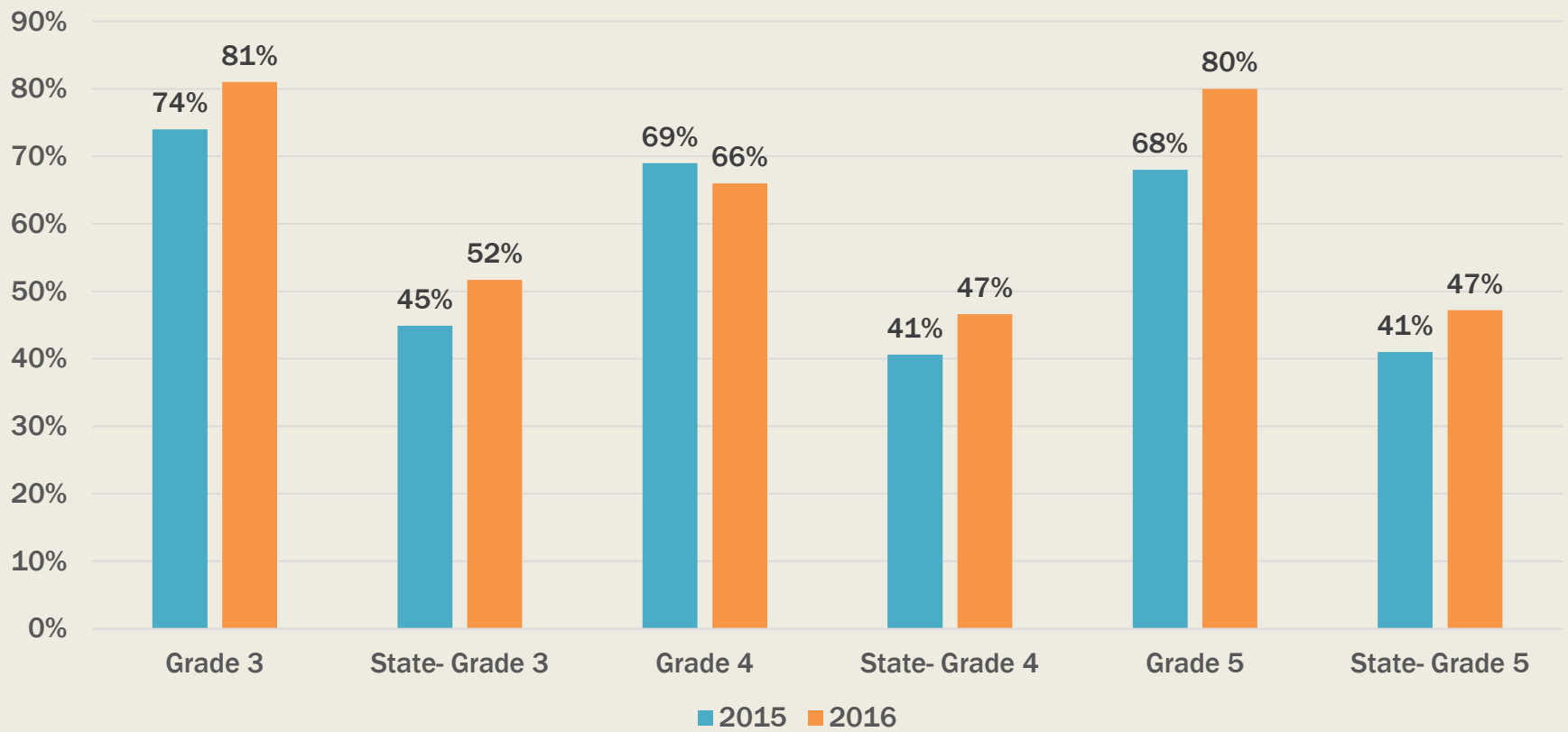
English Language Arts



2015 AND 2016 MATH COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

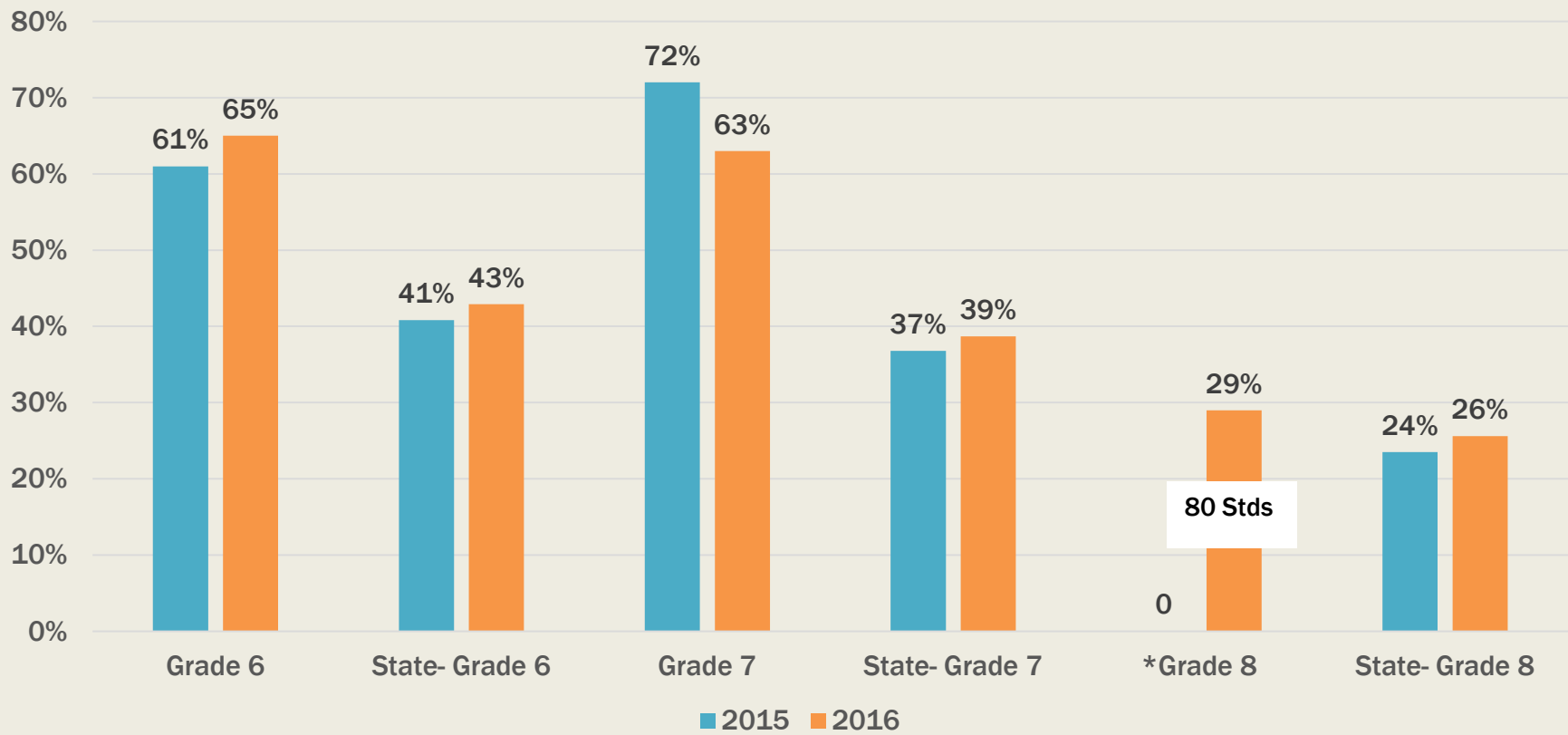
PARCC

Mathematics



2015 AND 2016 MATH COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

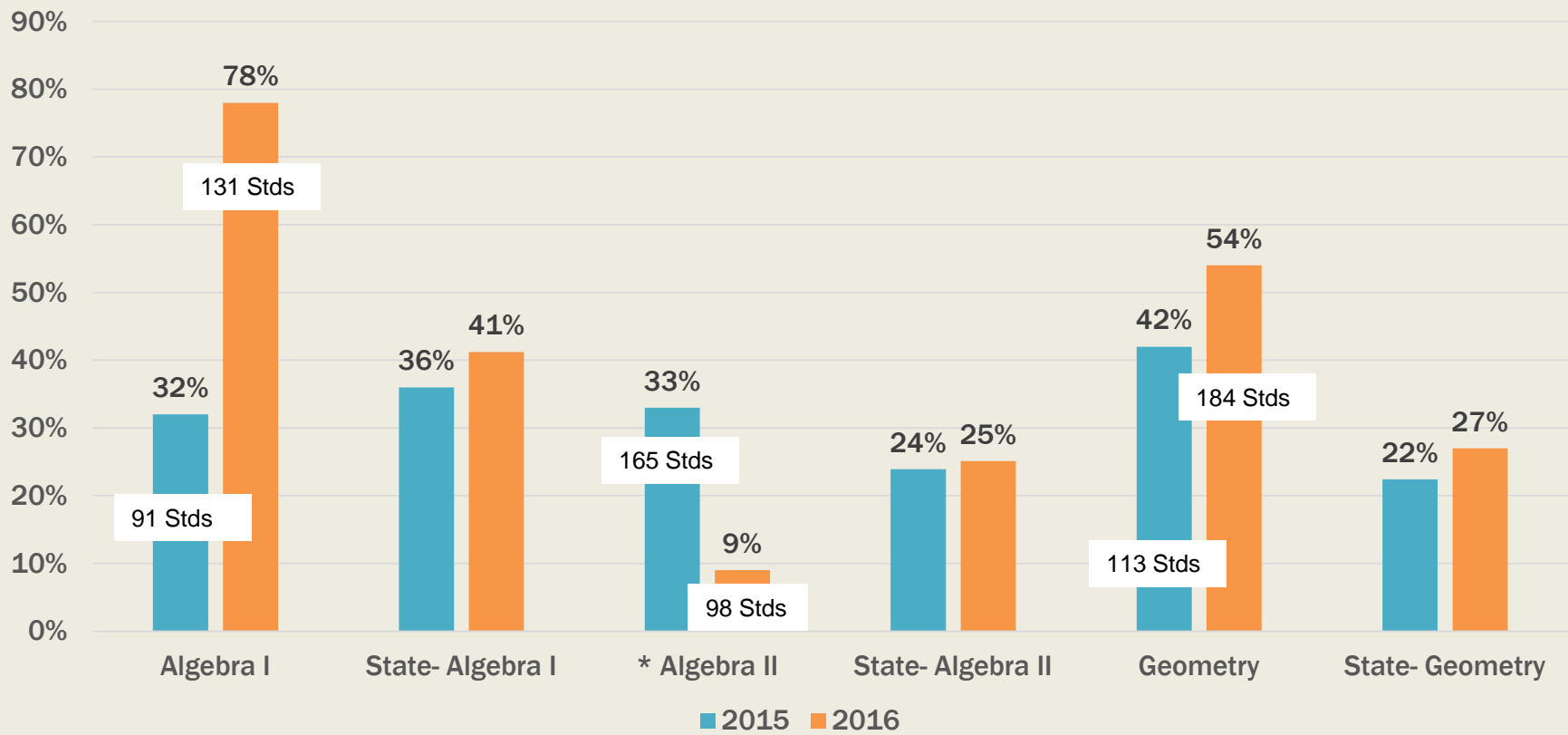
Mathematics



❖ All 8th grade students were enrolled in Algebra I in 2015

2015 AND 2016 MATH COMPARISONS PERCENTAGE OF STUDENTS MET OR EXCEEDED EXPECTATIONS

Mathematics



❖ Course reconfiguration in 2016 changed the student composition enrolled in Algebra I & II

COMPARISON OF HADDONDFIELD'S SPRING 2015 AND SPRING 2016 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY

PARCC

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016		
Grade 3	4%	3%	7%	8%	21%	17%	59%	59%	8%	13%	0%	↑ 5%
Grade 4	2%	1%	8%	4%	15%	17%	51%	58%	25%	20%	↓ -5%	↑ 2%
Grade 5	2%	2%	6%	2%	14%	15%	72%	71%	6%	11%	↓ -4%	↑ 4%
Grade 6	1%	2%	3%	10%	30%	26%	56%	56%	10%	6%	↑ 8%	↓ -4%
Grade 7	1%	0%	2%	5%	21%	17%	46%	52%	29%	27%	↑ 2%	↑ 4%
Grade 8	1%	2%	3%	3%	17%	13%	54%	56%	25%	26%	↑ 1%	↑ 3%
Grade 9	4%	4%	16%	4%	23%	15%	40%	53%	18%	25%	↓ -12%	↑ 20%
Grade 10	14%	7%	19%	7%	12%	17%	32%	47%	23%	22%	↓ -19%	↑ 14%
Grade 11*	6%	0%	12%	1%	12%	14%	38%	54%	33%	32%	↓ -17%	↑ 15%

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF HADDONFIELD'S SPRING 2015 AND SPRING 2016 PARCC ADMINISTRATIONS MATHEMATICS

PARCC

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Change in Level 1 and Level 2	% Change in Level 4 and Level 5
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016		
Grade 3	2%	2%	5%	4%	20%	14%	59%	51%	15%	30%	↓ -1%	↑ 7%
Grade 4	1%	2%	10%	5%	21%	27%	62%	59%	7%	7%	↓ -4%	↓ -3%
Grade 5	1%	0%	6%	5%	26%	16%	55%	64%	13%	16%	↓ -2%	↑ 12%
Grade 6	0%	2%	12%	6%	27%	27%	54%	58%	7%	7%	↓ -4%	↑ 4%
Grade 7	2%	1%	4%	5%	21%	30%	60%	47%	12%	16%	0%	↓ -9%
Grade 8*		8%		25%		39%		29%		0%		
Algebra I	4%	2%	18%	7%	46%	13%	32%	76%	0%	2%	↓ -13%	↑ 46%
Algebra II	21%	11%	19%	39%	28%	41%	32%	9%	1%	0%	↑ 10%	↓ -24%
Geometry	1%	2%	22%	15%	38%	30%	39%	48%	0%	6%	↓ -6%	↑ 15%

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

HADDONFIELD PUBLIC SCHOOLS

2016 SCHOOL & GRADE-LEVEL OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

PARCC

	2015 Grade 3 Met/Exceeded	2016 Grade 3 Met/Exceeded	2015 Grade 4 Met/Exceeded	2016 Grade 4 Met/Exceeded	2015 Grade 5 Met/Exceeded	2016 Grade 5 Met/Exceeded
Central School	69%	73%	79%	85%	91%	78%
E. Haddon School	70%	83%	78%	73%	79%	81%
JF Tatem School	64%	61%	72%	74%	64%	83%
District	68%	72%	76%	77%	78%	81%
State	44%	47%	51%	54%	52%	53%

HADDONFIELD PUBLIC SCHOOLS

2016 SCHOOL & GRADE-LEVEL OUTCOMES

ENGLISH LANGUAGE ARTS/LITERACY

PARCC

	2015 Grade 6 Met/Exceeded	2016 Grade 6 Met/Exceeded	2015 Grade 7 Met/Exceeded	2016 Grade 7 Met/Exceeded	2015 Grade 8 Met/Exceeded	2016 Grade 8 Met/Exceeded
Middle School	66%	62%	75%	79%	79%	82%
State	49%	52%	52%	57%	52%	56%
	2015 Grade 9 Met/Exceeded	2016 Grade 9 Met/Exceeded	2015 Grade 10 Met/Exceeded	2016 Grade 10 Met/Exceeded	2015 Grade 11 Met/Exceeded	2016 Grade 11 Met/Exceeded
High School	58%	78%	55%	69%	71%	86%
State	40%	48%	37%	43%	41%	39%

HADDONFIELD PUBLIC SCHOOLS

2016 SCHOOL & GRADE-LEVEL OUTCOMES

MATHEMATICS

PARCC

	2015 Grade 3 Met/Exceeded	2016 Grade 3 Met/Exceeded	2015 Grade 4 Met/Exceeded	2016 Grade 4 Met/Exceeded	2015 Grade 5 Met/Exceeded	2016 Grade 5 Met/Exceeded
Central School	77%	87%	71%	80%	79%	86%
E. Haddon School	73%	89%	66%	53%	69%	79%
JF Tatem School	72%	65%	68%	62%	56%	75%
District	74%	80%	69%	65%	68%	80%
State	45%	52%	40%	46%	41%	47%

HADDONFIELD PUBLIC SCHOOLS 2016 SCHOOL & GRADE-LEVEL OUTCOMES MATHEMATICS

PARCC

	2015 Grade 6 Met/Exceeded	2016 Grade 6 Met/Exceeded	2015 Grade 7 Met/Exceeded	2016 Grade 7 Met/Exceeded	2015 Grade 8 Met/Exceeded	2016 Grade 8 Met/Exceeded
Middle School	61%	65%	72%	63%	❖ N/A	29%
State	41%	43%	37%	38%		26%
	2015 Algebra I Met/Exceeded	2016 Algebra I Met/Exceeded	2015 Algebra II Met/Exceeded	2016 Algebra II Met/Exceeded	2015 Geometry Met/Exceeded	2016 Geometry Met/Exceeded
Middle School	36%	▪ 91%	49%	N/A	N/A	N/A
High School	N/A	▪ 5%	15%	9%	39%	54%
State	36%	48%	24%	43%	23%	27%

- ❖ All 8th grade students were enrolled in Algebra I in 2015
- Nineteen students enrolled in Algebra I in the high school as a result of the Algebra course reconfiguration in the middle school in 2016

YEAR TWO DATA ANALYSIS PLAN DRILLING DOWN

**District and School Level Data: Math, ELA,
reading and writing, and also by grade levels**

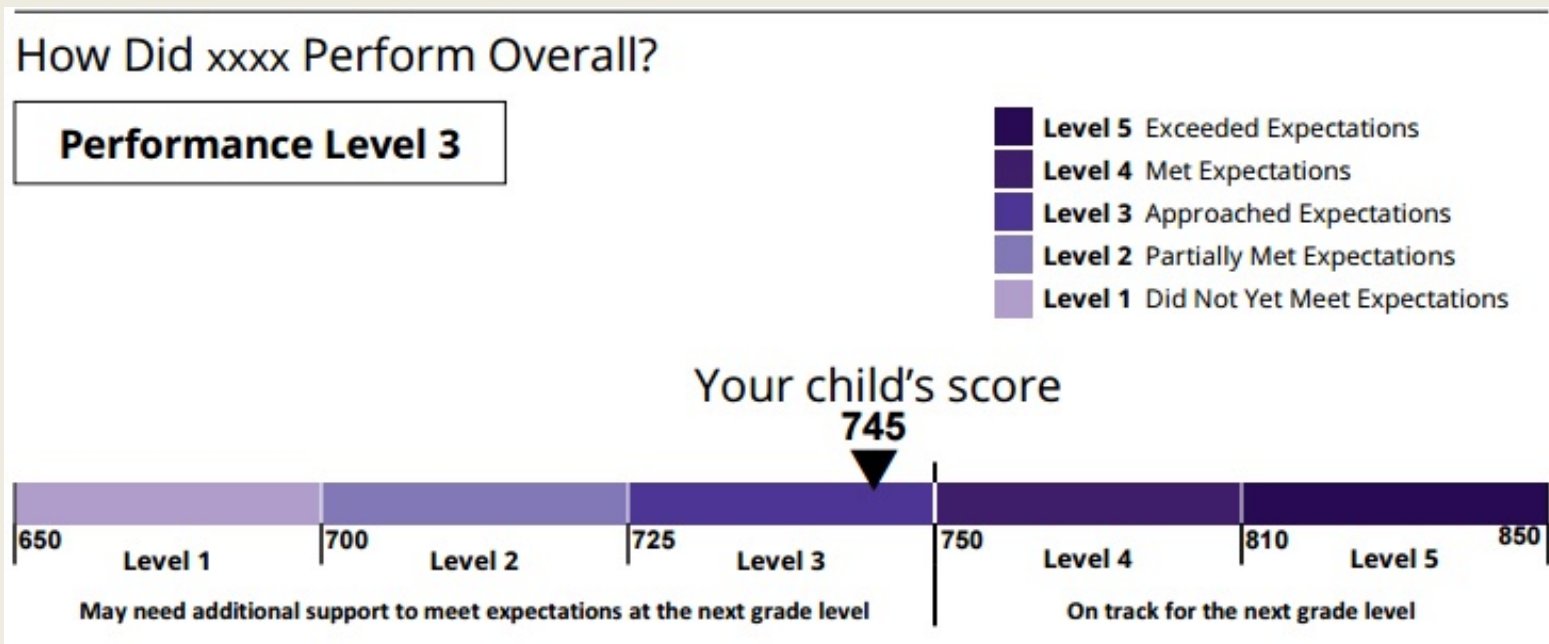
Disaggregated data, by subgroups

**Disaggregated data by
categories, (i.e., standards
sub-claims)**

Item analysis

**Student-level
analysis**

- Information on the new 2015-16 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/
- Understanding the student score reports (with translations): <http://understandthescore.org/score-report-guide/>



Sample report

QUESTIONS

