

**PARCC Results:
Spring 2017 Administrations**

**Charles Seipp
Assistant Superintendent
Roxbury Public Schools**

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**Measuring
College and
Career
Readiness**

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 2017 marks the 3rd administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the second opportunity to compare year-to-year results.
- 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 in Algebra I, Geometry, and Algebra II.
- As of May 2017, HS Graduation requirements are related to PARCC (ELA 10 and Algebra I), but continue to be revisited by the NJDOE

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**

ROXBURY STRATEGIC PLANNING GOAL #1

- Enhance an active, inclusive and multifaceted learning experience that maximized each student's potential and empowers individual achievement
 - Instructional Leadership Training for Administration (Teacher feedback and ELLs)
 - Implementation of AP Capstone Program
 - Curricular improvements at all levels including adoption of FOSS Science in Grades K - 2
 - **Data analysis:** Renaissance, **PARCC**, WIDA ACCESS 2.0, and district-created benchmark assessments
 - Mindfulness initiative to support SEL and self-care

COMPARISON OF ROXBURY'S SPRING 2015, SPRING 2016, & SPRING 2017 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES

	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 From 2015 to 2017	Change In Level 4 and Level 5 From 2015 to 2017**
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017		
3	10%	5%	6%	13%	15%	12%	25%	25%	27%	49%	50%	43%	3%	5%	7%	↓ 5%	↓ 2%
4	3%	4%	8%	21%	8%	13%	34%	28%	24%	37%	51%	41%	6%	9%	15%	↓ 3%	↑ 13%
5	3%	4%	4%	18%	19%	14%	30%	33%	25%	47%	42%	51%	2%	1%	5%	↓ 3%	↑ 7%
6	6%	4%	4%	9%	13%	10%	32%	33%	30%	48%	39%	49%	5%	11%	7%	↓ 1%	↑ 3%
7	7%	6%	3%	12%	6%	7%	26%	19%	23%	39%	44%	44%	16%	25%	23%	↓ 9%	↑ 12%
8	10%	8%	7%	15%	8%	8%	27%	27%	19%	45%	46%	47%	2%	12%	20%	↓ 10%	↑ 20%
9	15%	8%	9%	21%	14%	10%	26%	33%	28%	29%	40%	44%	9%	5%	9%	↓ 17%	↑ 18%
10	38%	35%	19%	24%	18%	18%	20%	21%	29%	14%	20%	29%	5%	7%	5%	↓ 25%	↑ 15%
11*	31%	51%	45%	13%	26%	25%	24%	14%	16%	16%	8%	12%	16%	1%	2%	↑ 26%	↓ 18%

*Grade 11 does not include students who took an AP/IB test. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.





































COMPARISON OF ROXBURY'S SPRING 2015, SPRING 2016, & SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

Grade	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 From 2015 to 2017	Change in Level 4 and Level 5 From 2015 to 2017**
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017		
3	5%	6%	7%	8%	13%	12%	27%	35%	21%	42%	37%	50%	8%	10%	10%	↑ 6%	↑ 10%
4	5%	6%	4%	31%	15%	12%	29%	29%	32%	33%	46%	46%	2%	3%	6%	↓ 20%	↑ 17%
5	3%	4%	2%	16%	17%	12%	39%	38%	32%	38%	36%	49%	3%	5%	5%	↓ 5%	↑ 13%
6	3%	5%	5%	15%	20%	14%	35%	32%	29%	45%	37%	44%	3%	6%	8%	↓ 1%	↑ 4%
7	3%	5%	4%	15%	13%	14%	34%	33%	34%	44%	42%	41%	5%	7%	7%	↔ 0%	↓ 1%
8*	18%	12%	14%	24%	23%	17%	36%	32%	37%	22%	32%	31%	0%	0%	0%	↓ 11%	↑ 9%
Alg I	13%	7%	5%	30%	18%	20%	19%	25%	27%	36%	48%	43%	3%	3%	6%	↓ 18%	↑ 10%
Alg II	30%	34%	37%	21%	20%	21%	21%	15%	19%	27%	29%	22%	1%	1%	2%	↑ 7%	↓ 4%
Geom	7%	10%	5%	26%	33%	28%	38%	38%	36%	29%	19%	30%	1%	0%	1%	↔ 0%	↑ 1%

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S 2015 TO 2017 SPRING PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY





































	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Roxbury		State		Roxbury		State	
Grade 3	 5%	 5.8%	 2%	 6.9%				
Grade 4	 3%	 1.8%	 13%	 4.8%				
Grade 5	 3%	 3.3%	 7%	 7.4%				
Grade 6	 1%	 2.3%	 3%	 4.5%				
Grade 7	 9%	 5.0%	 12%	 7.6%				
Grade 8	 10%	 5.5%	 20%	 7.5%				
Grade 9	 17%	 11.0%	 15%	 11.7%				
Grade 10	 25%	 8.8%	 15%	 9.7%				
Grade 11*	 26%	 3.7%	 18%	 2.6%				

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

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

COMPARISON OF ROXBURY'S 2015 TO 2017 SPRING PARCC ADMINISTRATIONS MATHEMATICS

	% Change in Level 1 and Level 2		% Change in Level 4 and Level 5	
	Roxbury	State	Roxbury	State
Grade 3	 6%	 4.4%	 10%	 7.5%
Grade 4	 20%	 3.5%	 17%	 6.7%
Grade 5	 5%	 2.5%	 13%	 5.2%
Grade 6	 1%	 0.2%	 4%	 2.8%
Grade 7	 0%	 2.1%	 1%	 2.8%
Grade 8	 11%	 3.8%	 9%	 4.2%
Algebra I*	 18%	 4.8%	 10%	 5.4%
Algebra II	 7%	 0.4%	 4%	 2.7%
Geometry	 0%	 9.0%	 1%	 7.4%

*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.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

ROXBURY'S 2017 SPRING PARCC SCHOOL- & GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Grade 9 % >= Level 4	Grade 10 % >= Level 4	Grade 11 % >= Level 4
State	50	56	59	53	59	59	51	45	37
Franklin	35	50							
Jefferson	66	76							
Kennedy	57	66							
Nixon	65	62							
L/R			57	56					
EMS					67	67			
RHS							53	34	14

ROXBURY'S 2017 SPRING PARCC SCHOOL- & GRADE-LEVEL OUTCOMES MATHEMATICS

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Algebra I % >= Level 4	Algebra II % >= Level 4	Geometry % >= Level 4
State	53	58	46	44	40	28	42	27	30
Franklin	33	41							
Jefferson	66	72							
Kennedy	63	49							
Nixon	78	45							
L/R			54	52					
EMS					48	31	97		
RHS							31	24	31

**COMPARISON OF ROXBURY'S
STUDENTS TESTED
SPRING 2015 AND SPRING 2016 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY**

	Students Tested		Year to Year Increase
	2016	2017	
Grade 3	213	224 (99%)	+11
Grade 4	224	224 (98%)	—
Grade 5	213	249 (97%)	+36
Grade 6	238	233 (97%)	-5
Grade 7	283	261 (97%)	-22
Grade 8	236	305 (95%)	+69
Grade 9	336	304 (65%)	-32
Grade 10	304	316 (89%)	+12
Grade 11*	151	243 (68%)	+92
TOTAL	2198	2359	+161

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

COMPARISON OF ROXBURY'S STUDENTS TESTED SPRING 2015 AND SPRING 2016 PARCC ADMINISTRATIONS MATHEMATICS

	Students Tested		Year to Year Increase
	2016	2017	
Grade 3	215	225 (99%)	+10
Grade 4	225	224 (98%)	-1
Grade 5	214	251 (98%)	+37
Grade 6	238	235 (98%)	-3
Grade 7	284	261 (97%)	-23
Grade 8*	157	221	+64
Algebra I	343	332	-11
Algebra II	208	251	+43
Geometry	290	317	+27
TOTAL	2174	2317	+143

*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: "Students Tested" represents individual valid test scores for Mathematics.

COMPARISON OF ROXBURY'S SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017
Grade 3	6%	12.7	12%	14.4	27%	22.5	43%	42.9	7%	7.5
Grade 4	8%	7.7	13%	12.8	24%	23.7	41%	40.5	15%	15.4
Grade 5	4%	6.8	14%	12.2	25%	22.1	51%	48.2	5%	10.7
Grade 6	4%	6.5	10%	14.6	30%	25.6	49%	41.0	7%	12.3
Grade 7	3%	8.9	7%	11.4	23%	20.5	44%	35.4	23%	23.8
Grade 8	7%	9.0	8%	11.6	19%	20.3	47%	40.5	20%	18.6
Grade 9	9%	12.8	10%	12.8	28%	22.9	44%	37.7	9%	13.8
Grade 10	19%	20.3	18%	13.9	29%	19.5	29%	32.2	5%	14.1
Grade 11*	45%	21.1	25%	18.0	16%	22.4	12%	29.7	2%	8.7

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

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF <INSERT DISTRICT NAME>'S SPRING 2016 AND SPRING 2017 PARCC ADMINISTRATIONS MATHEMATICS TO NEW JERSEY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
	2017	2017	2017	2017	2017	2017	2017	2017	2017	2017
Grade 3	7%	7.8	12%	14.6	21%	25.1	50%	38.7	10%	13.7
Grade 4	4%	8.1	12%	17.5	32%	27.1	46%	40.6	6%	6.7
Grade 5	2%	6.5	12%	17.8	32%	29.6	49%	37.3	5%	8.9
Grade 6	5%	9.7	14%	19.1	29%	27.7	44%	35.0	8%	8.6
Grade 7	4%	8.0	14%	19.9	34%	32.5	41%	33.9	7%	5.7
Grade 8*	14%	22.9	17%	21.4	37%	28.0	31%	26.9	0%	0.8
Algebra I	5%	12.2	20%	22.1	27%	24.2	43%	36.9	6%	4.5
Algebra II	37%	34.4	21%	21.4	19%	17.6	22%	23.6	2%	3.0
Geometry	5%	10.0	28%	29.0	36%	31.3	30%	25.8	1%	4.0

*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.

ROXBURY'S 2017 SPRING PARCC ADMINISTRATIONS

ONE BIG HIGHLIGHT

- Nixon –81% of third graders met or exceeded expectations on the modeling and application component of the Math PARCC.
- Franklin –Grade 4 in both Mathematics and ELA, the overall average score surpassed the cross-state average
- Jefferson – Grade 3 was meeting or exceeding writing expression at 83% and Grade 4 was meeting or exceeding writing expression at 91%
- Kennedy –Improvement in almost every area of math and ELA, many significantly attributed to a focus on having students “show their thinking”
- L/R – There were significant gains in both ELA and Math in both 5th and 6th grades.
- EMS – EMS continues to outperform state and cross state averages on all tests and in many cases, much higher
- RHS – Geometry was an area of focus last year and the percentage of students meeting or exceeding expectations almost doubled.

ROXBURY'S 2017 SPRING PARCC ADMINISTRATIONS

ONE BIG GOAL

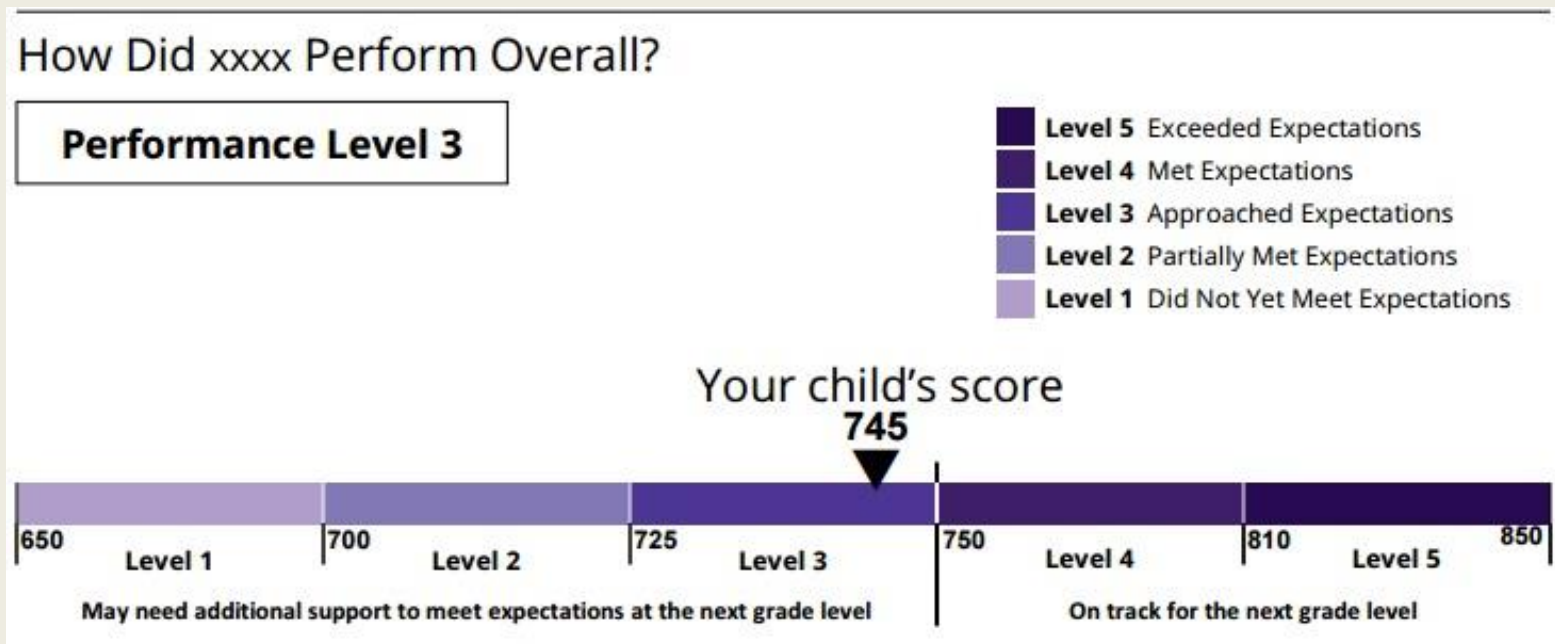
- Nixon – For at least 50% of Nixon School's fourth graders to meet or exceed expectations in the area of modeling and application.
- Franklin – At least 80% of the fourth graders will maintain or improve their overall score in Math and ELA
- Jefferson – Focus on increasing ELA scores by honing in on reading informational text in grade 3 (currently meeting standards at 51%).
- Kennedy – an increase of at least 10% of students meeting or exceeding expectations in the area of Informational Text in both third and fourth grades.
- L/R – an increase of at least 5% in Written Expression and Writing Conventions in both 5th and 6th grades.
- EMS – Utilize cross-curricular and interdisciplinary focus on modeling and reasoning to support mathematics performance
- RHS – With Algebra I and English 10 counting toward graduation, we will focus on participation of all students as well as standards driven instruction as to support student success.

QUESTIONS TO GUIDE PARCC DATA REFLECTION

- What trends exist in sub-groups, sub-clusters, and in year-to-year performance?
- How will we use PARCC data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use PARCC data as a tool to address areas in need of improvement or enhancement?
- How does PARCC performance align with Renaissance data and how does that performance influence curricular implementation?

RESOURCES FOR PARENTS

- Information on the 2016-17 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/
- Understanding the student score reports (with translations): understandthescore.org/



Sample report