

PARCC RESULTS: YEAR ONE

LOWER CAPE MAY REGIONAL
SCHOOL DISTRICT
DECEMBER 17, 2015

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 21st century.”



College and Career Ready Standards

“Align New Jersey high school standards and graduation requirements to college and workforce entry requirements.” – NJ High School Redesign Steering Committee (HSRSC - 2008)

New Jersey has adopted standards that “are widely recognized as appropriate standards for college and career readiness.” - College and Career Ready Taskforce (CCRT - 2012)

RAISING STANDARDS

2009: New Jersey adopted higher course taking requirements for all students.

2010: New Jersey adopted the Common Core State Standards in English Language Arts and Mathematics.



The New Jersey High School
Redesign Steering Committee

“Currently the New Jersey High School Proficiency Assessment (HSPA) does not measure college or work readiness...Further, New Jersey colleges and universities do not use scores from the HSPA for admissions or placement, because the test does not reflect postsecondary placement requirements.”
(HSRSC - 2008)

**NEXT STEPS:
REPLACE
HSPA**



**The New Jersey High School
Redesign Steering Committee**

A System of Aligned Assessments

“Replace HSPA with a series of end of course assessments in math... and a proficiency exam in language arts literacy that are aligned with the expectations of higher education and the workplace.” (HSRSC - 2008)

Current tests should be “replaced with a system of end-of-course assessments.” (CCRT - 2012)

IMPROVING
STUDENT
ASSESSMENT

2015: New Jersey adopted the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in English Language Arts/Literacy and Mathematics.



The New Jersey High School
Redesign Steering Committee

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**

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)	% >= 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.

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%

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	92%				
Grade 7	3,001	94%	3,536	93%				
Grade 8	29,715	70%	27,498	72%	2,973	92%	459	73%
Grade 9	61,177	21%	53,656	18%	20,279	47%	4,720	70%
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	18%	44,923	67%
Grade 10	5,542	4%	3,170	48%
Grade 11	1,398	4%	623	46%

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.

LOWER CAPE MAY REGIONAL'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								44%
Grade 4								51%
Grade 5								52%
Grade 6								49%
Grade 7	235	14%	26%	29%	26%	6%	32%	52%
Grade 8	215	23%	26%	28%	22%	0%	22%	52%
Grade 9	206	14%	30%	29%	27%	1%	28%	40%
Grade 10	183	22%	34%	18%	22%	4%	26%	37%
Grade 11	149	15%	26%	25%	28%	7%	35%	41%

LOWER CAPE MAY REGIONAL'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 % \geq Level 4	NJ % \geq Level 4
Grade 3								45%
Grade 4								41%
Grade 5								41%
Grade 6								41%
Grade 7	234	9%	25%	35%	30%	2%	32%	37%
Grade 8*	180	33%	26%	23%	18%	0%	18%	24%
Algebra I	185	11%	32%	31%	25%	0%	25%	36%
Geometry	110	5%	37%	46%	11%	0%	11%	22%
Algebra II	92	25%	30%	21%	24%	0%	24%	24%

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?**

YEAR ONE DATA ANALYSIS PLAN: DRILLING DOWN

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

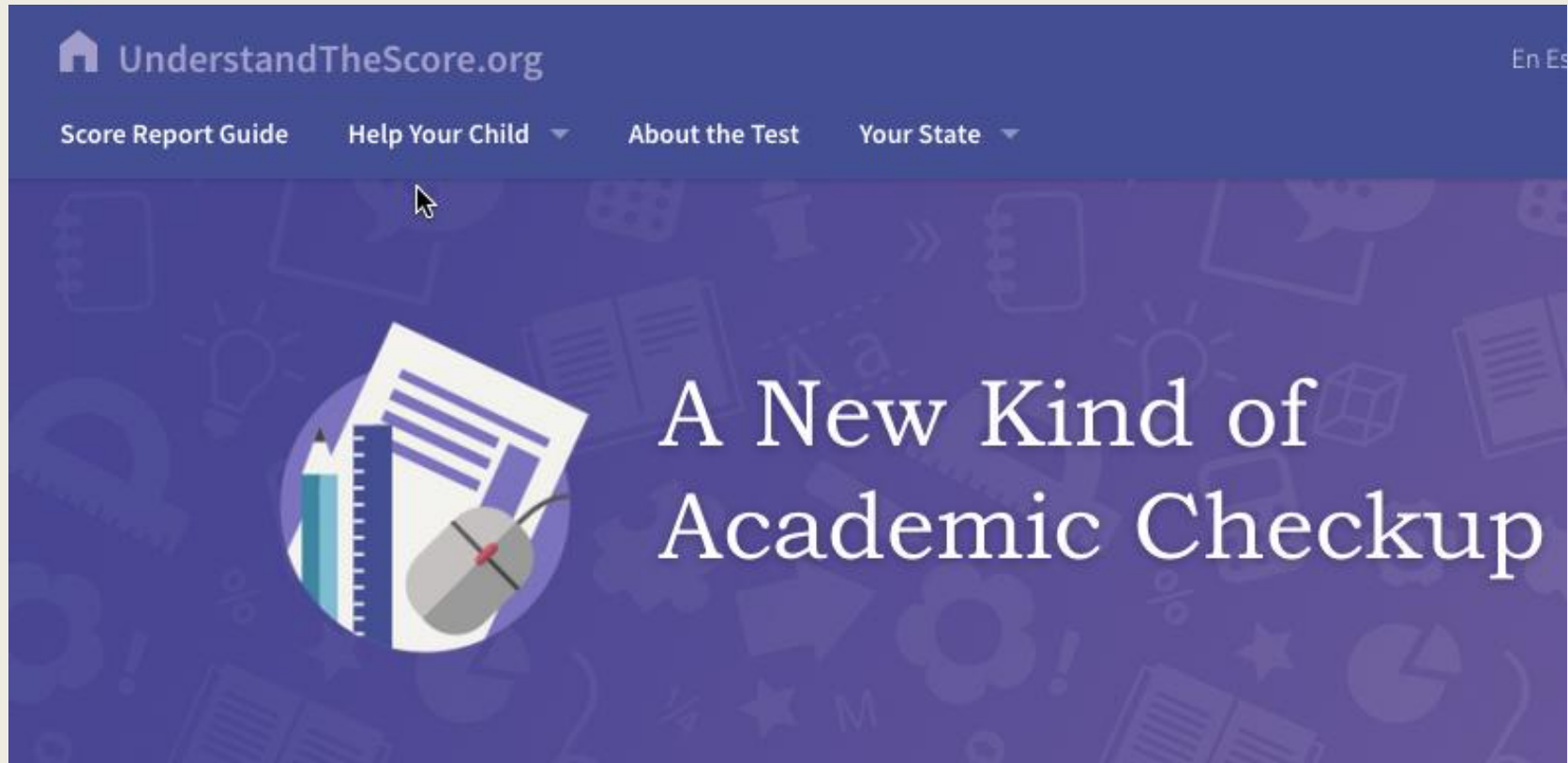
Disaggregated data, by subgroups

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

Item analysis

**Student-level
analysis**

RESOURCES FOR PARENTS

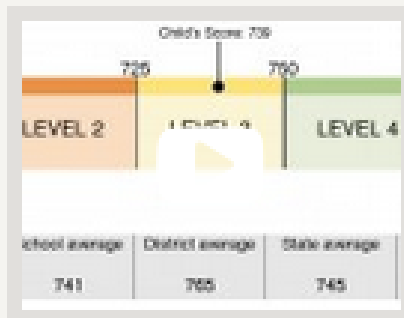


The image shows a screenshot of the UnderstandTheScore.org website. The header is dark blue with the site name and a home icon on the left, and 'En Es' on the right. Below the header is a navigation bar with links for 'Score Report Guide', 'Help Your Child' (with a dropdown arrow), 'About the Test', and 'Your State' (with a dropdown arrow). The main content area has a dark blue background with a pattern of educational icons. On the left, there is a circular graphic containing a pencil, a spiral notebook, and a computer mouse. 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

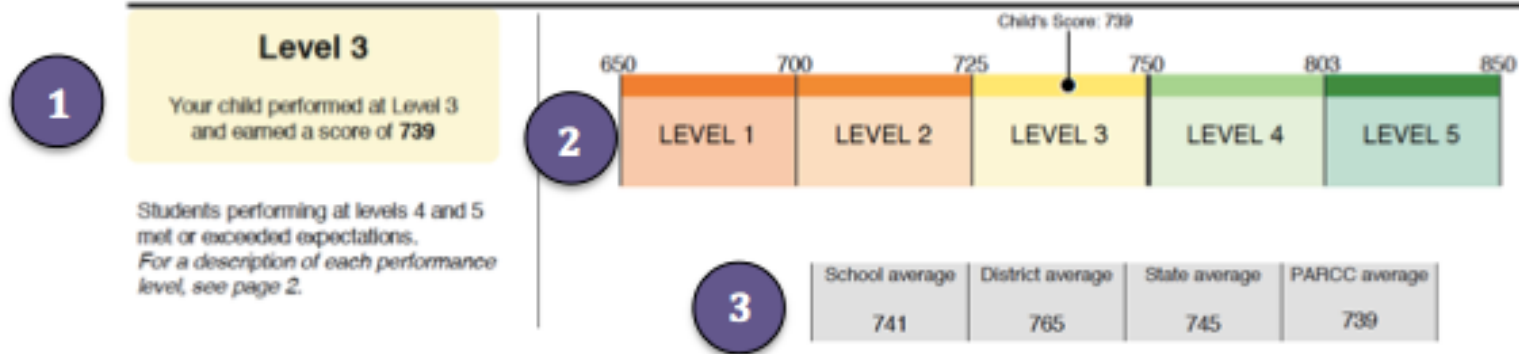


New Video: Understanding the Score Report

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 >](#)

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.

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

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/>

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 7TH GRADE ELA/L

	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 % \geq Level 4
White	197	13%	25%	28%	28%	6%	34%
African American	19	37%	21%	26%	11%	5%	16%
Hispanic	18	17%	39%	39%	5%	0%	5%
Sp. Ed.	44	36%	34%	23%	5%	2%	7%
ED	115	17%	30%	29%	21%	3%	24%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 8 GRADE ENGLISH E/LA

	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 % \geq Level 4
White	179	22%	24%	30%	24%	.006%	24.006%
African American	11	18%	64%	9%	9%	0%	9%
Hispanic	25	40%	24%	20%	16%	0%	16%
Sp. Ed.	53	36%	34%	23%	5%	0%	5%
ED	120	29%	35%	23%	13%	0%	13%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 9TH GRADE ELA/L

	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 % \geq Level 4
White	190	17%	27%	30%	25%	1%	26%
African American	NR						
Hispanic	NR						
Sp. Ed.	43	28%	47%	19%	6%	0%	6%
ED	86	20%	39%	21%	20%	0%	20%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 10TH GRADE ELA/L

	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
White	183	20%	33%	16%	29%	4%	33%
African American	NR						
Hispanic	15	22%	34%	18%	22%	4%	26%
Sp. Ed.	65	43%	48%	6%	3%	0%	3%
ED	93	31%	32%	16%	16%	4%	20%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 11TH GRADE ELA/L

	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 % \geq Level 4
White	127	16%	24%	24%	28%	8%	36%
African American	12	0%	58%	25%	17%	0%	17%
Hispanic	12	17%	17%	33%	33%	0%	33%
Sp. Ed.	23	26%	35%	30%	9%	0%	9%
ED	68	13%	28%	32%	26%	1%	27%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 7TH GRADE 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 % \geq Level 4
White	197	7%	26%	32%	32%	4%	34%
African American	19	21%	21%	42%	16%	0%	16%
Hispanic	18	22%	17%	50%	11%	0%	11%
Sp. Ed.	45	27%	51%	18%	4%	0%	4%
ED	114	11%	31%	33%	23%	2%	25%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES 8TH GRADE 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 % \geq Level 4
White	145	30%	26%	24%	20%	0%	20%
African American	10	40%	20%	30%	10%	0%	10%
Hispanic	25	42%	33%	12.5%	12.5%	0%	12.5
Sp. Ed.	54	72%	17%	5.5%	5.5%	0%	5.5 %
ED	113	41%	26%	18%	15%	0%	15%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES ALGEBRA I

	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
White	163	10%	33%	32%	26%	0%	26%
African American	12	17%	42%	8%	33%	0%	33%
Hispanic	13	16%	31%	37%	16%	0%	16%
Sp. Ed.	31	16%	58%	16%	10%	0%	10%
ED	79	16%	58%	16%	10%	0%	10%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES GEOMETRY

	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 % \geq Level 4
White	94	2%	38%	48%	12%	0%	12%
African American	NR						
Hispanic	NR						
Sp. Ed.	24	4%	75%	13%	8%	0%	8%
ED	43	11%	47%	35%	7%	0%	7%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							

LOWER CAPE MAY REGIONAL'S 2015 PARCC SUBGROUP OUTCOMES ALGEBRA II

	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 % \geq Level 4
White	78	26%	28%	19%	27%	0%	27%
African American	NR						
Hispanic	NR						
Sp. Ed.	NR						
ED	39	31%	33%	15%	21%	0%	21%
Subgroup							
Subgroup							
Subgroup							
Subgroup							
Subgroup							