

# PARCC RESULTS: YEAR ONE

HOLMDEL TOWNSHIP SCHOOLS  
DECEMBER 16, 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 21<sup>st</sup> 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.



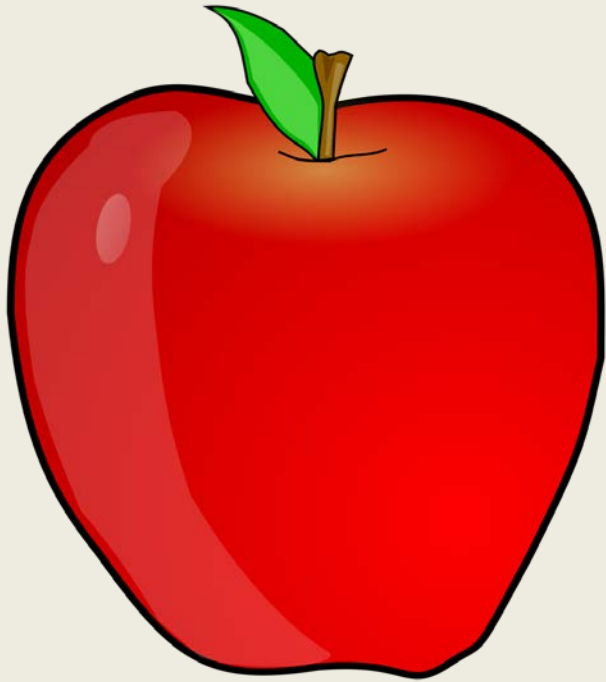
# NEW JERSEY'S 2015 PARCC OUTCOMES MATHEMATICS

	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%

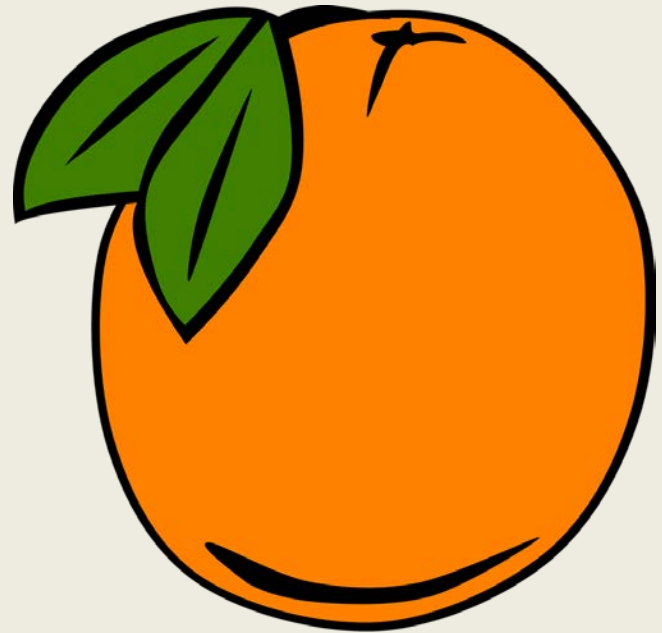
\* Note: Approximately 30,000 New Jersey students participated in the PARCC Algebra I assessment while in middle school. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Note: Numbers may not sum to 100% due to rounding.

APPLES ARE NOT ORANGES



≠



# HOLMDEL'S

## 2015 PARCC GRADE-LEVEL OUTCOMES: ELA

Grade	Valid Test Scores	Approx Enroll	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectation (Level 3)	Meeting Expectation (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
3	227	232	0%	7%	20%	59%	14%	73%	44%
4	208	214	0%	2%	13%	45%	40%	85%	51%
5	224	239	1%	5%	18%	66%	10%	76%	52%
6	249	254	1%	5%	18%	59%	17%	76%	49%
7	229	245	1%	9%	17%	39%	34%	73%	52%
8	263	286	3%	11%	14%	45%	27%	72%	52%
9	175	214	7%	13%	27%	45%	8%	53%	40%
10	133	228	14%	22%	30%	29%	5%	34%	37%
11	187	258	5%	10%	20%	47%	19%	65%	41%

# HOLMDEL'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	227	0%	6%	20%	50%	23%	73%	45%
Grade 4	207	1%	9%	23%	58%	9%	67%	41%
Grade 5	226	2%	12%	28%	46%	12%	58%	41%
Grade 6	251	2%	8%	27%	46%	16%	62%	41%
Grade 7	203	0%	7%	33%	54%	5%	59%	37%
Grade 8*	111	10%	17%	39%	34%	0%	34%	24%
Algebra I	225	4%	13%	15%	52%	16%	68%	36%
Geometry	140	3%	14%	35%	38%	10%	48%	22%
Algebra II	109	13%	28%	21%	36%	3%	39%	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**

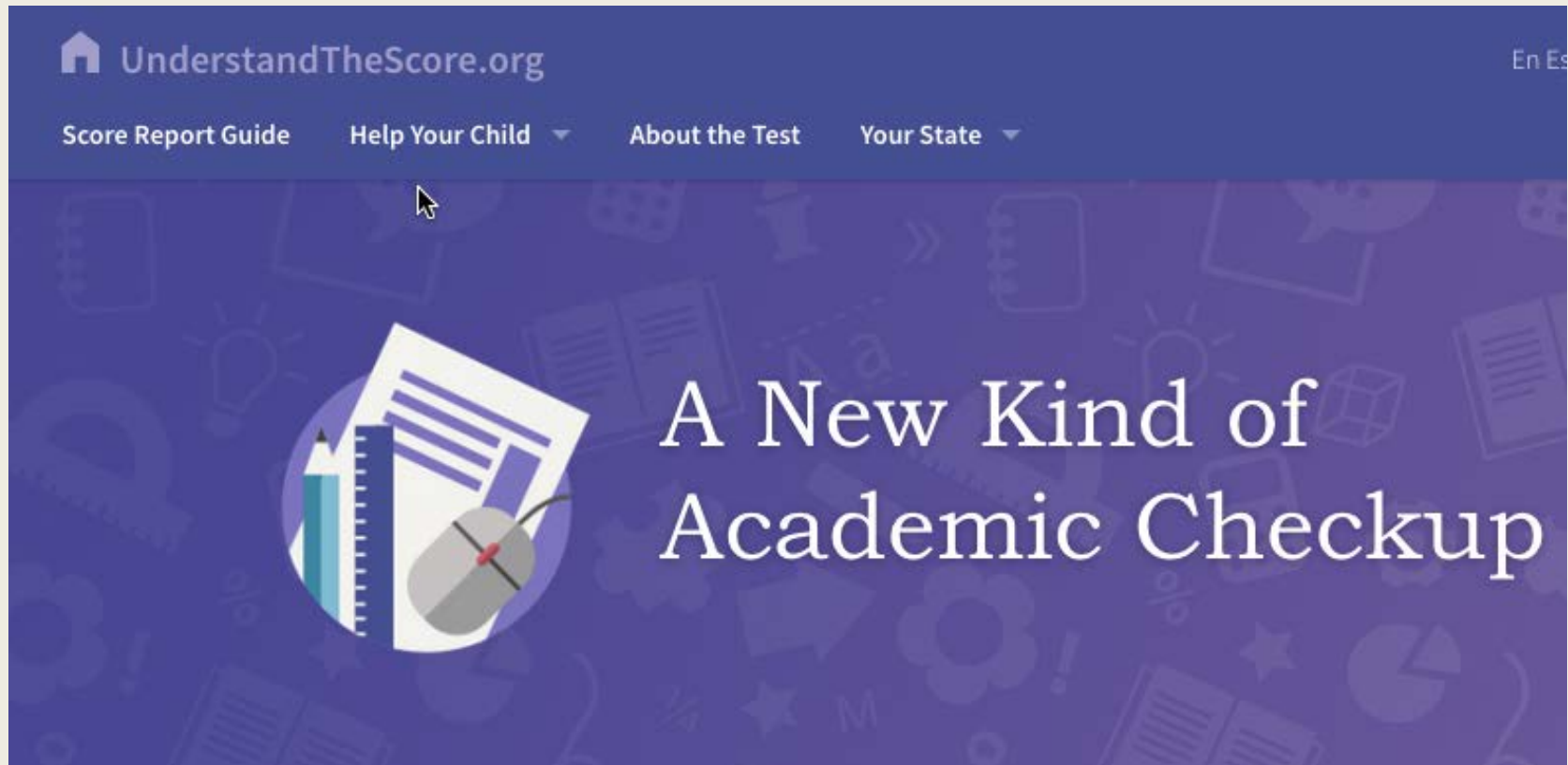
**Disaggregated data, by subgroups**

**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 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. 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.

UnderstandTheScore.org

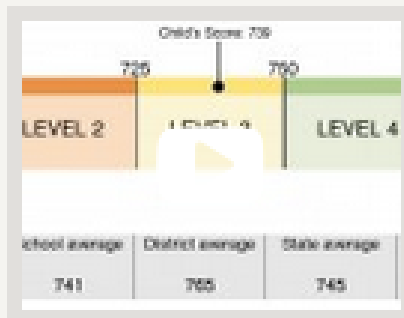
Score Report Guide Help Your Child About the Test Your State

A New Kind of Academic Checkup

<http://understandthescore.org/>

# VIDEO: UNDERSTANDING THE SCORE REPORT

## Top resources for parents



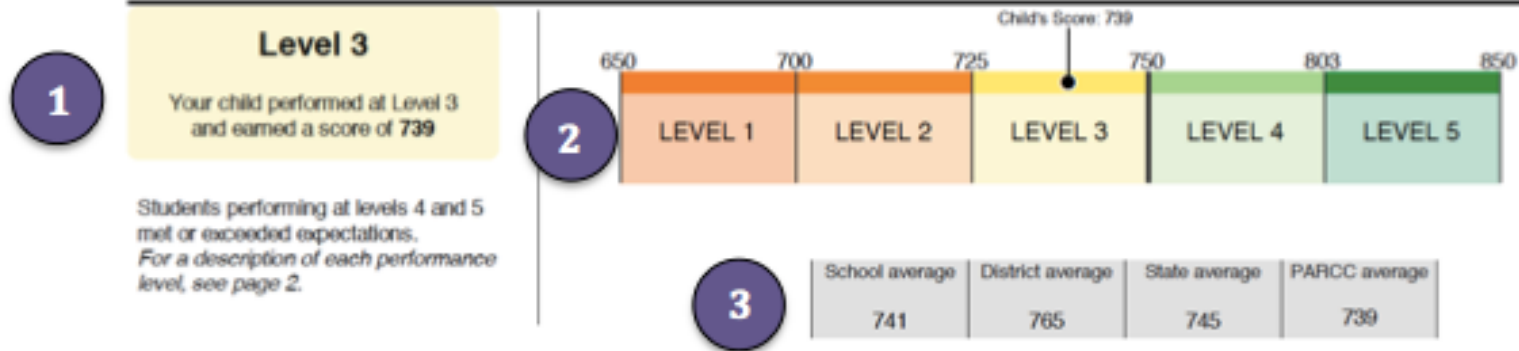
### New Video: Understanding the Score Report

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



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.

# 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/>

VISIT HOLMDEL'S PARCC  
READINESS WEBSITE  
FOR MORE REPORTS

PARCC  
Results:  
Year One

