PARCC RESULTS: YEAR TWO

Teaneck Public Schools
District Presentation

October 19, 2016

Measuring College and Career Readiness

PRESENTATION

- PARCC Results
- NJASK Science Results – Grades 4 and 8
- NJ Biology Competency

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- 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.

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**

2016 PARCC
GRADE-LEVEL OUTCOMES
ENGLISH LANGUAGE ARTS/LITERACY

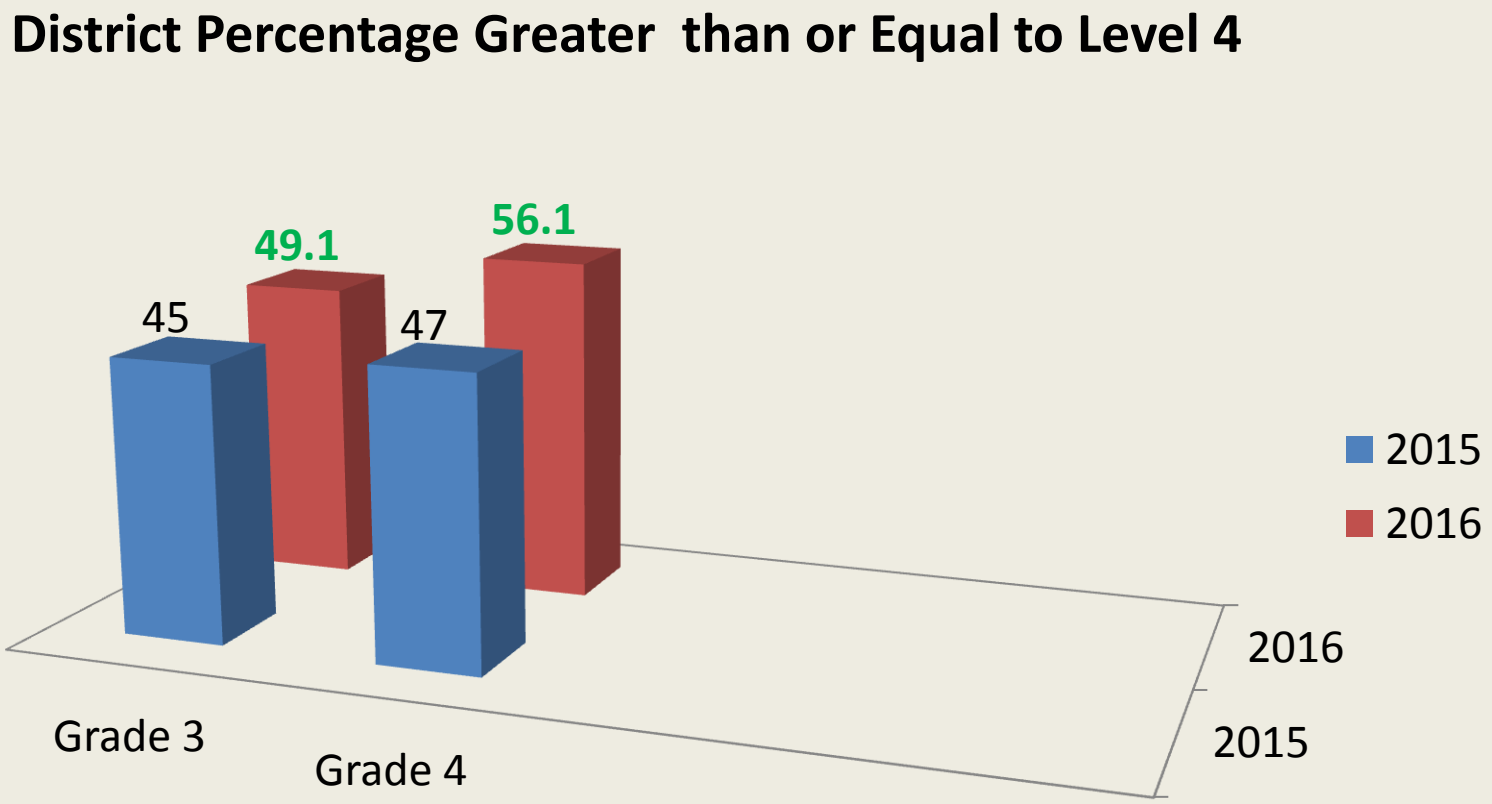
	Count of Valid Test Scores	Level 1	Level 2	Level 3	Level 4	Level 5	District % > = Level 4	NJ % > = Level 4	Cross-State % > = Level 4
Grade 3	226	8.4	15.0	27.4	42.0	7.1	49.1	47.6	39.7
Grade 4	237	3.4	16.5	24.1	38.8	17.3	56.1	53.5	43.1
Grade 5	260	5.0	15.4	31.5	45.4	2.7	48.1	53.2	42.4
Grade 6	248	7.7	11.7	21.4	46.0	13.3	59.3	52.3	41.2
Grade 7	240	7.5	11.7	25.8	37.1	17.9	55.0	56.3	43.8
Grade 8	246	7.7	12.2	22.8	50.0	7.3	57.3	55.2	44.2
Grade 9	293	13.7	13.3	21.5	37.2	14.3	51.5	48.5	39.0
Grade 10	327	30.6	15.6	16.2	26.3	11.3	37.6	43.3	40.4
Grade 11	263	29.3	16.3	21.3	27.4	5.7	33.1	39.1	38.4

COMPARISON OF PARCC SPRING 2015 AND SPRING 2016 RESULTS ENGLISH LANGUAGE ARTS/LITERACY

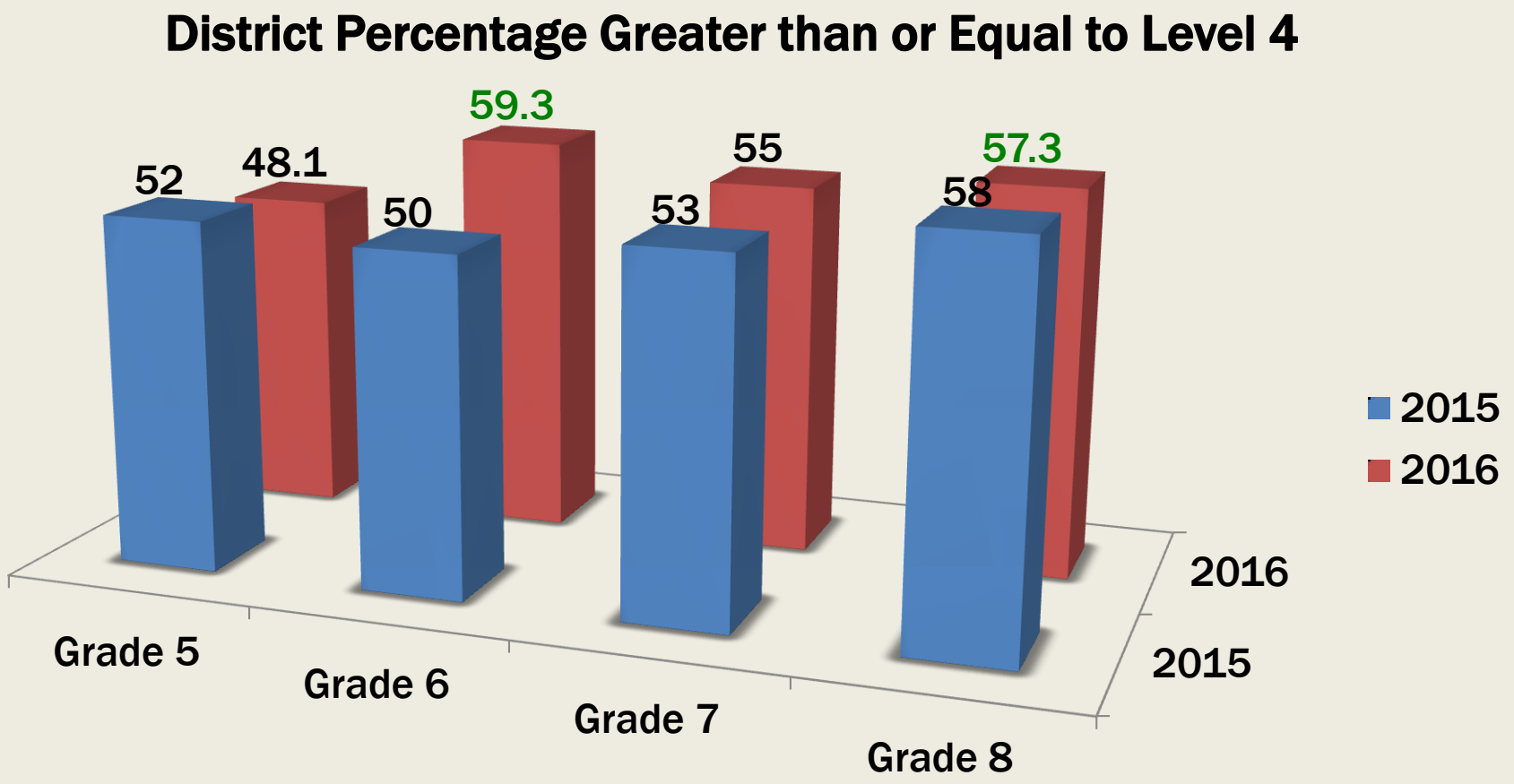
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Grade 3	9%	8.4%	17%	15.0%	29%	27.4%	38%	42.0%	7%	7.1%
Grade 4	8%	3.4%	15%	16.5%	30%	24.1%	39%	38.8%	8%	17.3%
Grade 5	6%	5.0%	16%	15.4%	26%	31.5%	47%	45.4%	5%	2.7%
Grade 6	8%	7.7%	14%	11.7%	29%	21.4%	43%	46.0%	7%	13.3%
Grade 7	9%	7.5%	14%	11.7%	24%	25.8%	41%	37.1%	12%	17.9%
Grade 8	9%	7.7%	12%	12.2%	20%	22.8%	45%	50.0%	13%	7.3%
Grade 9	23%	13.7%	22%	13.3%	23%	21.5%	27%	37.2%	5%	14.3%
Grade 10	30%	30.6%	25%	15.6%	18%	16.2%	21%	26.3%	6%	11.3%
Grade 11*	24%	29.3%	18%	16.3%	18%	21.3%	31%	27.4%	8%	5.7%

*Grade 11 does not include students who took an AP/IB test.
Notes: Percentages may not total 100 due to rounding.

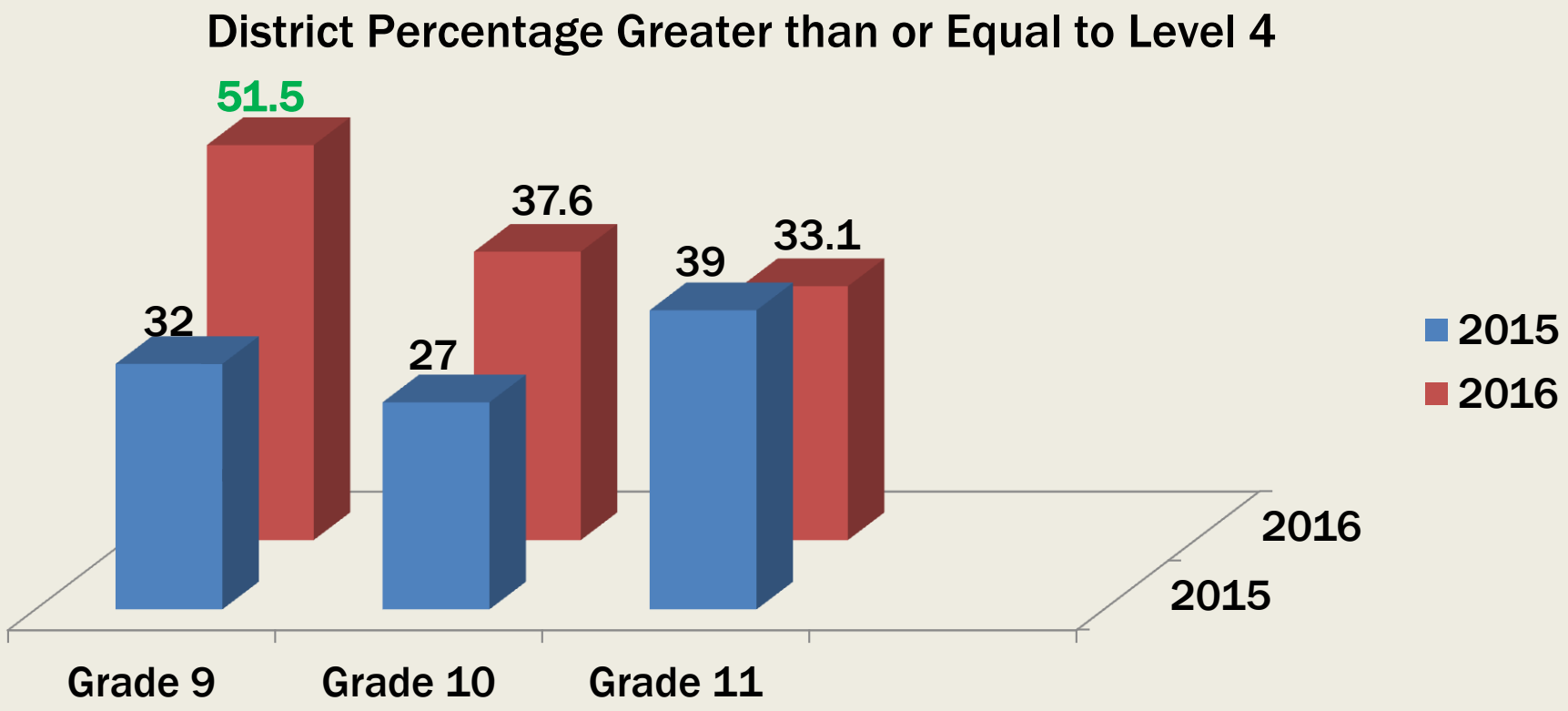
ENGLISH LANGUAGE ARTS/LITERACY COMPARISON
2015 – 2016
Grade 3 and 4



ENGLISH LANGUAGE ARTS/LITERACY COMPARISON
2015 – 2016
Grades 5 - 8



ENGLISH LANGUAGE ARTS/LITERACY COMPARISON
2015 - 2016
Grade 9 - 11



2016 PARCC GRADE-LEVEL OUTCOMES MATHEMATICS

	Count of Valid Test Scores	Level 1	Level 2	Level 3	Level 4	Level 5	District % > = Level 4	NJ % > = Level 4	Cross-State % > = Level 4
Grade 3	229	6.1	14.0	27.9	37.1	14.8	52.0	51.7	44.0
Grade 4	238	7.6	21.4	28.2	37.4	5.5	42.9	46.6	37.1
Grade 5	261	5.4	23.0	31.0	33.3	7.3	40.6	47.2	37.6
Grade 6	249	8.4	17.7	31.3	33.7	8.8	42.6	43.0	34.0
Grade 7	240	10.4	20.8	31.7	34.2	2.9	37.1	38.7	30.7
Grade 8*	205	17.1	18.0	31.2	32.7	1.0	33.7	25.6	28.7
Algebra I	319	15.0	16.6	27.9	37.9	2.5	40.4	41.2	33.1
Geometry	302	14.6	35.8	34.4	14.9	.3	15.2	27.0	27.0
Algebra II	263	41.8	26.2	16.0	16.0	0.0	16.0	25.0	23.1

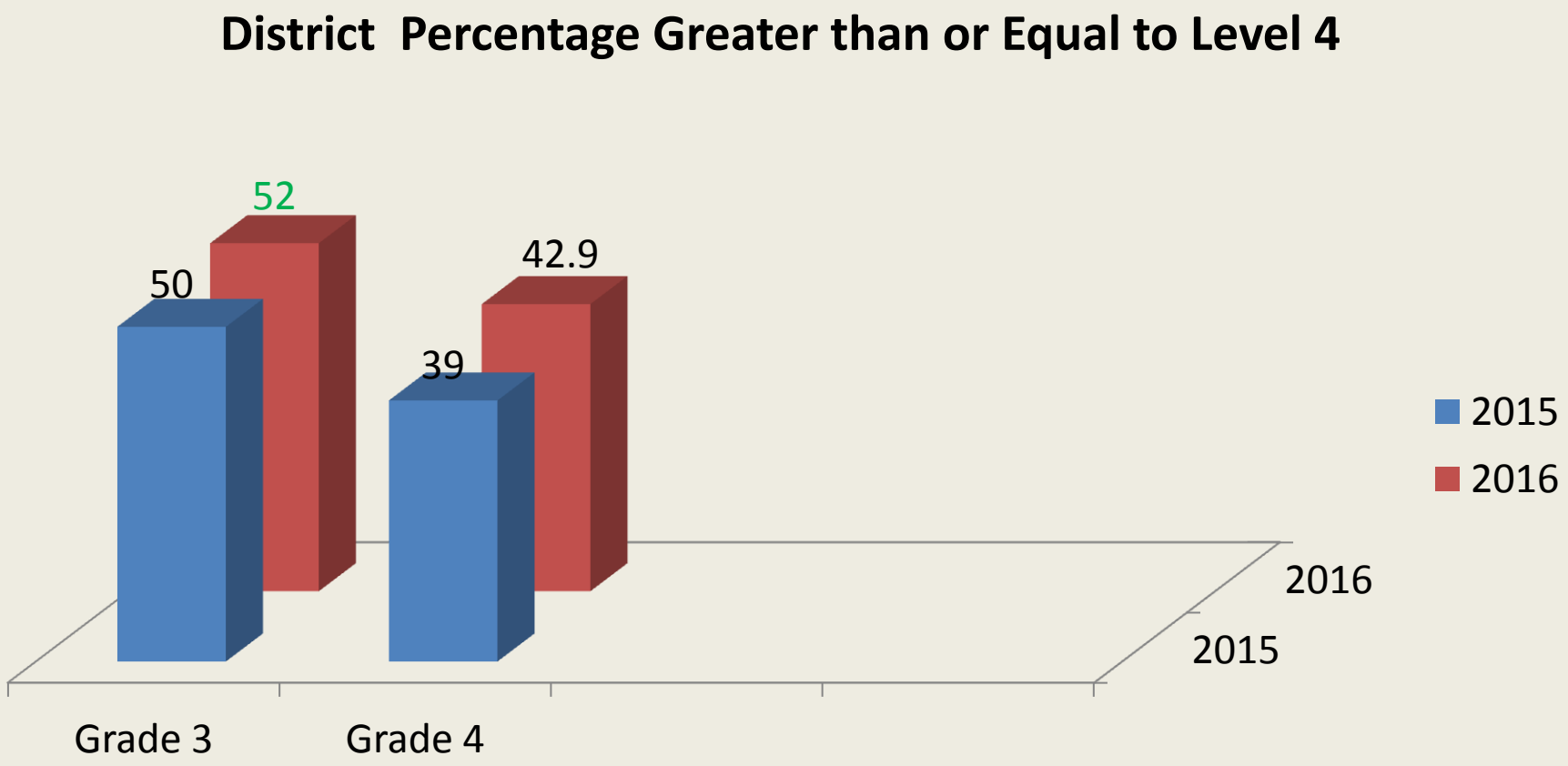
COMPARISON OF PARCC SPRING 2015 AND SPRING 2016 RESULTS MATHEMATICS

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Grade 3	3%	6.1%	16%	14.0%	31%	27.9%	9%	37.1%	9%	14.8%
Grade 4	5%	7.6%	28%	21.4%	29%	28.2%	36%	37.4%	3%	5.5%
Grade 5	5%	5.4%	21%	23.0%	29%	31.0%	41%	33.3%	4%	7.3%
Grade 6	6%	8.4%	21%	17.7%	31%	31.3%	35%	33.7%	6%	8.8%
Grade 7	7%	10.4%	21%	20.8%	36%	31.7%	33%	34.2%	2%	2.9%
Grade 8*	20%	17.1%	20%	18.0%	30%	31.2%	29%	32.7%	1%	1.0%
Algebra I	19%	15.0%	26%	16.6%	23%	27.9%	27%	37.9%	5%	2.5%
Geometry	14%	14.6%	41%	35.8%	32%	34.4%	12%	14.9 %	1%	.3%
Algebra II	43%	41.8%	29%	26.2%	14%	16.0%	13%	16.0%	0%	0.0%

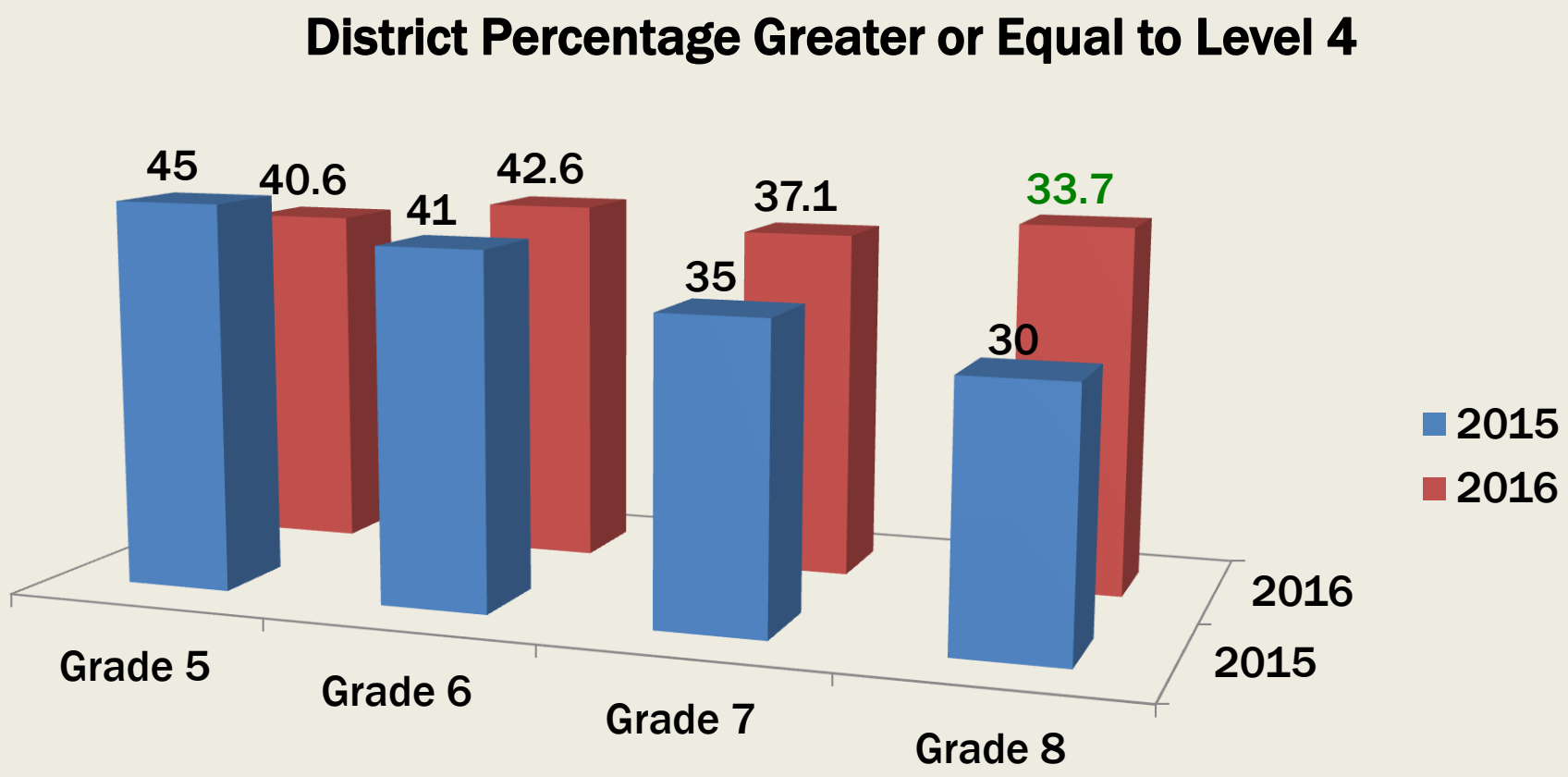
*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

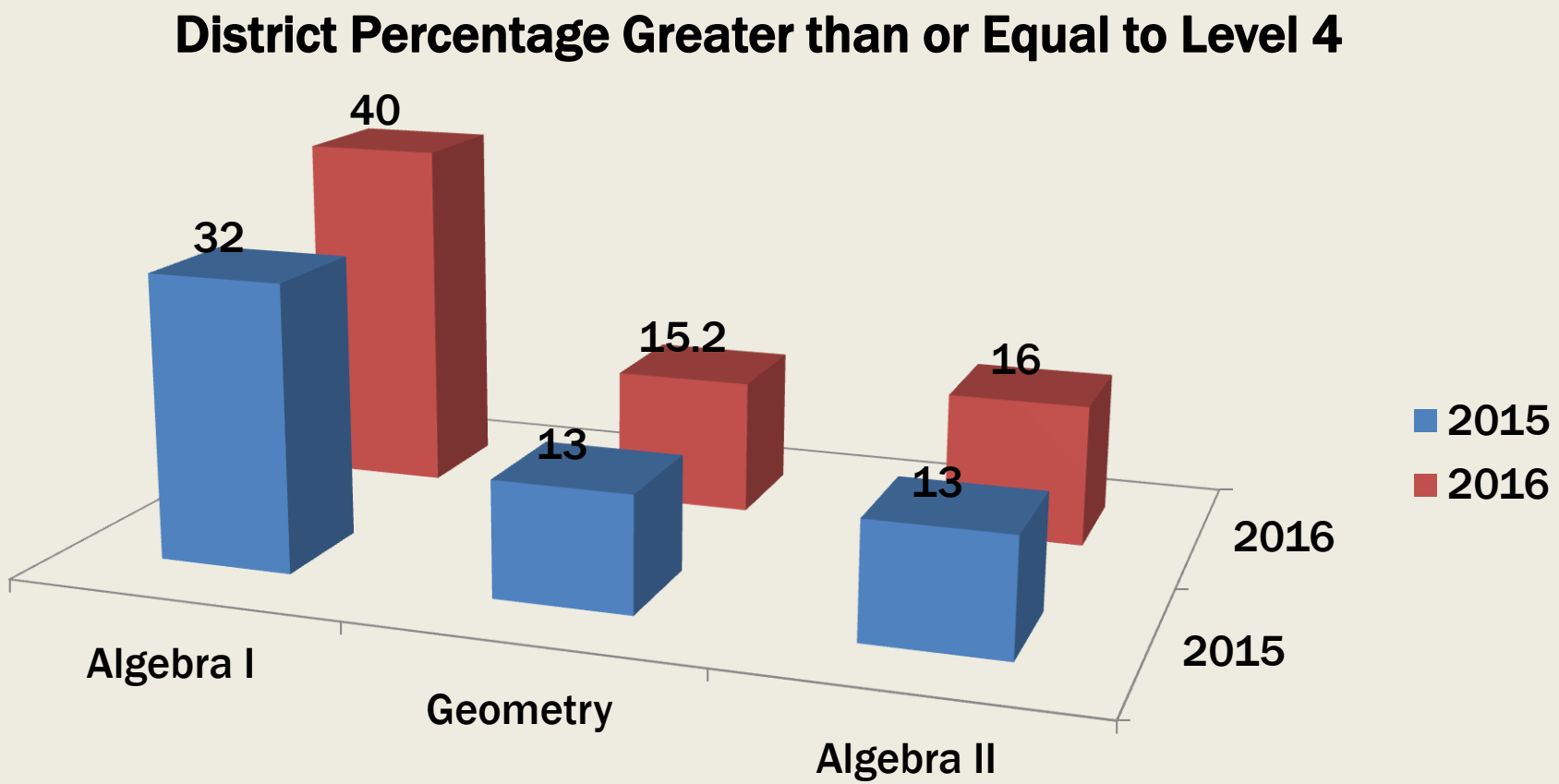
MATHEMATICS COMPARISON
2015 – 2016
Grade 3 - 4



MATHEMATICS COMPARISON
2015 – 2016
Grades 5 - 8



MATHEMATICS COMPARISON
2015 – 2016
ALGEBRA I, GEOMETRY, ALGEBRA II



ENGLISH LANGUAGE ARTS/LITERACY COHORT ANALYSIS GRADES 3 - 4

Percentage Greater than or Equal to Level 4

School	Grade 3 (2015) LAL	Grade 4 (2016) LAL
Hawthorne	47%	69.8%
Lowell	45%	38.8%
Whittier	41%	56.0%

ENGLISH LANGUAGE ARTS/LITERACY COHORT ANALYSIS GRADES 5 - 8

Percentage Greater than or Equal to Level 4

School	Grade 5 (2015)	Grade 6 (2016)	Grade 6 (2015)	Grade 7 (2016)	Grade 7 (2015)	Grade 8 (2016)
BFMS	51	**53.4**	48	55.0	48	53.1
TJMS	54	64.6	53	55.5	58	**60.9**

ENGLISH LANGUAGE ARTS/LITERACY COHORT ANALYSIS GRADES 9 - 11

Percentage Greater than or Equal to Level 4

School	Grade 9 (2015)	Grade 10 (2016)	Grade 10 (2015)	Grade 11 (2016)
THS	32	37.6	27	33.1

MATHEMATICS
COHORT ANALYSIS
GRADES 3 - 4

Percentage Greater than or Equal to Level 4

School	Grade 3 (2015) Math	Grade 4 (2016) Math
Hawthorne	55%	48.3%
Lowell	47%	38.8%
Whittier	46%	40.5%

MATHEMATICS
COHORT ANALYSIS
GRADES 5 - 8

Percentage Greater than or Equal to Level 4

School	Grade 5 (2015)	Grade 6 (2016)	Grade 6 (2015)	Grade 7 (2016)	Grade 7 (2015)	Grade 8 (2016)
BFMS	42%	38.1%	42%	37.5%	34%	38.8%
TJMS	47%	43.0%	41%	37.0%	37%	29.0%

MATHEMATICS
COHORT ANALYSIS
ALGEBRA I, GEOMETRY AND ALGEBRA II

Percentage Greater than or Equal to Level 4

School	Algebra I (2015)	Algebra I (2016)	Algebra II (2015)	Algebra II (2016)	Geometry (2015)	Geometry (2016)
THS	32.0%	40.4%	13.3%	16.0%	13.4%	15.2%

COMPARISON OF NUMBER OF STUDENTS WHO REFUSED TESTING FOR PARCC SPRING 2015 AND SPRING 2016 GRADES 3 AND 4

School	Grade	Students Who Refused Testing			
		2015 #	2015 %	2016 #	2016 %
Hawthorne	3	0	0	1	1.25%
	4	0	0	1	1.12%
Lowell	3	0	0	1	1.49%
	4	1	1.47%	1	1.39%
Whittier	3	6	7.5%	6	6.1%
	4	3	3.12%	4	4.5%

COMPARISON OF NUMBER OF STUDENTS WHO REFUSED TESTING FOR PARCC SPRING 2015 AND SPRING 2016 GRADES 5 - 8

School	Grade	Students Who Refused Testing			
		2015 #	2015 %	2016 #	2016 %
Benjamin Franklin	5	7	5.85%	8	6.11%
	6	4	3.47%	1	.80%
	7	5	4.34%	9	7.14%
	8	4	3.60%	7	5.65%
Thomas Jefferson	5	6	4.05%	5	3.62%
	6	4	2.85%	5	3.65%
	7	4	3.0%	4	3.08%
	8	11	10.0%	1	.73%

COMPARISON OF NUMBER OF STUDENTS WHO REFUSED TESTING FOR PARCC SPRING 2015 AND SPRING 2016 GRADES 9 – 11

School	Assessment	Students Who Refused Testing			
		2015 #	2015 %	2016 #	2016 %
Teaneck High School	English 9	9	2.82%	22	7.05%
	English 10	33	11.70%	17	5.06%
	English 11	49	17.94%	64	19.28%
	Algebra I	7	2.43%	21	12.1%
	Algebra II	28	10.37	51	29.14%
	Geometry	20	7.38%	15	5.88%

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?

PARCC YEAR TWO REFLECTIONS AND CELEBRATIONS

While we are still growing in our understanding of this assessment, we can celebrate the following:

- ***Better understanding of the Common Core State Standards and the content area shifts due to refined conversations, focused department meetings and strategic professional development offerings***
- ***Deeper understanding of the PARCC format, questions, task-types and scoring rubrics and are replicating those in our district-made assessments***
- ***Revised mathematics guides that meet the rigor of the standards***
- ***Heightened focus on the teaching of nonfiction texts and informative writing pieces***
- ***Sharpened focus on strategic instructional practices that are matched to the Common Core***
- ***Increased collaborative discussions by administrators and teachers regarding student engagement, questioning and assessment***

NEXT STEPS: ENGLISH LANGUAGE ARTS/LITERACY

Grades	Focus Areas: PARCC Sub-Claims	Action Plan	Professional Development
3-4	**Reading Informational Text:** • Use information gained from illustrations and the words in a text to demonstrate understanding of the text **Vocabulary Interpretation & Use:** • Demonstrate understanding of word relationships and nuances in word meanings **Writing Conventions:** • Demonstrate full command of the conventions of Standard English consistent with edited writing	• Review current reading resources and consider adopting a new reading program • Work with Literacy Enrichment Teachers/ Coaches on best practices for reading nonfiction text and understanding vocabulary in context for turn-key grade level trainings • Revisit protocols for providing meaningful feedback on published writing pieces • Analyze writing assessment results to ensure that student writing has adequate feedback	• Department meetings based on the District Evidence Statement Analysis • Professional development: Nonfiction Reading Comprehension Strategies & Text Structures • Professional development: Benchmark Assessments & EdConnect (Social Studies)

NEXT STEPS: ENGLISH LANGUAGE ARTS/LITERACY

Grades	Focus Areas: PARCC Sub-Claims	Action Plan	Professional Development
5-6	**Reading Informational Text:** • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently **Vocabulary Interpretation & Use:** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	• Adopted a new reading and writing program • Realigned curriculum documents to focus on academic vocabulary, word study and integrated text sets	• Department meetings based on the District Evidence Statement Analysis • Professional development: Differentiated instruction for fifth and sixth grade students • Professional development: Standards-based assessments

NEXT STEPS: ENGLISH LANGUAGE ARTS/LITERACY

Grades	Focus Areas: PARCC Sub-Claims	Action Plan	Professional Development
7-8	**Reading Informational Text:** • Reading: Science and Technical Subjects (RST)- Determine the meaning of symbols, key terms and other domain-specific words & phrases **Vocabulary Interpretation & Use** • Determine the meaning of words and phrases as they are used in a text and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts **Writing Conventions:** • Demonstrate full command of the conventions of Standard English consistent with edited writing	• Updated curriculum guide to include a stronger narrative nonfiction unit • Incorporate online benchmark assessments via EdConnect to monitor student progress	• Department meetings based on the District Evidence Statement Analysis • Department meeting: Protocols for providing meaningful feedback on published writing pieces • Professional development: Research and Educational Technology focused on reading and researching information

NEXT STEPS: ENGLISH LANGUAGE ARTS/LITERACY

Grades	Focus Areas: PARCC Sub-Claims	Action Plan	Professional Development
9-11	**Reading Informational Text:** • Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose • Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text **Vocabulary Interpretation & Use** • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings **Written Expression:** • Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	• Updated tenth grade curriculum guide to include texts of diversity and richer selections of informational texts	• Department meetings based on the District Evidence Statement Analysis • Professional development: Strategies for teaching nonfiction texts to high school students

NEXT STEPS: MATHEMATICS

Grades	Focus Areas PARCC Sub-Claims	Action Plan	Professional Development
3-4	• **Number and Operation-Fractions** • **Mathematical Reasoning and Modeling**	• PARCC Evidence Statement Analysis • SGO Assessment Revision K-4 • Fraction unit revision • Focus on pedagogical practice for fractions	• Department meetings based on the District Evidence Statement Analysis • Professional Development: SGO • Assessment-Task Rigor • METs attend and turnkey content specific pedagogical practices

NEXT STEPS: MATHEMATICS

Grades	Focus Areas: PARCC Sub-Claims	Action Plan	Professional Development
5	• **Number and Operation-Base Ten** • **Number and Operation-Fractions** • **Mathematical Reasoning and Modeling**	• PARCC Evidence Statement Analysis • Analyze the claim structures for modeling and reasoning to address challenges in problem solving • Implement Moby Max, an online learning platform designed to assess and create personalized learn paths for students	• Department meetings based on the District Evidence Statement Analysis • Professional Development: Problem Solving for Struggling Learners
6	• **Expressions and Equations** • **Mathematical Reasoning and Modeling**	• PARCC Evidence Statement Analysis • Focus on content-specific pedagogy, including working with integers and algebraic equations • Implement Moby Max, an online learning platform designed to assess and create personalized learn paths for students	• Department meetings based on the District Evidence Statement Analysis • Professional Development: Problem Solving for Struggling Learners • Professional Development: Developing Algebraic Thinking

NEXT STEPS: MATHEMATICS

Grades	Focus Areas PARCC Sub-Claims	Action Plan	Professional Development
7-8	• **Mathematical Reasoning and Modeling**	• PARCC Evidence Statement Analysis • Implement *Moby Max*, an online learning platform designed to assess and create personalized learn paths for students	• Department meetings based on the District Evidence Statement Analysis • Professional Development: Problem Solving for Struggling Learners • Professional Development: Differentiated Instruction

NEXT STEPS: MATHEMATICS

Grades	Focus Areas PARCC Sub-Claims	Action Plan	Professional Development
Algebra I, Geometry, Algebra II	• **Mathematical Reasoning and Modeling**	• PARCC Evidence Statement Analysis • Explore PARCC sample items and student performance expectations • Algebra I everyday for all students	• Department meetings based on the District Evidence Statement Analysis • Professional Development: Differentiated Instruction - Strategies for Working with Struggling Learners • Professional Development: Analyze benchmark assessment data to brainstorm interventions and make adjustments to instruction

RESOURCES FOR PARENTS

- **Information on the new 2015-16 PARCC Student Reports: www.state.nj.us/education/assessment/parcc/scores/**

- **Understanding the student score reports (with translations): understandthescore.org/**

NJASK SCIENCE: GRADES 4 AND 8

2014-2016

TEANECK 4TH GRADE SCIENCE ACHIEVEMENT
2014 - 2016
COMPARED TO NJ AND DISTRICT FACTOR GROUP

Grade Four	District Science 14	State Science 14	DFG Science 14	District Science 15	State Science 15	DFG Science 15	District Science 16	State Science 16	DFG Science 16
Total Students	89.2	88.6	94.4	90.4	90.6	95.5	88.9	89.8	95.4
General Ed.	94.7	92.4	97.2	94.8	94.4	97.8	93.0	93.7	97.8
Special Ed.	73.9	75.8	84.4	76.8	78.2	86.7	74.0	77.6	86.7
White	96.3	94.8	96.0	97.7	96.2	97.3	94.3	95.8	97.1
Black	86.7	76.3	87.8	86.2	80.2	87.8	89.7	80.0	90.1
Hispanic	87.5	80.6	87.9	92.5	84.2	90.4	82.0	82.5	89.7
Asian	92.6	96.3	97.1	91.4	97.3	97.8	96.7	96.6	97.1
Econ. Disadv.	85.3	79.2	86.1	90.4	82.9	89.0	81.0	81.1	88.0

TEANECK 8TH GRADE SCIENCE ACHIEVEMENT
2014 - 2016
COMPARED TO NJ AND DISTRICT FACTOR GROUP

Grade Eight	District Science 14	State Science 14	DFG Science 14	District Science 15	State Science 15	DFG Science 15	District Science 16	State Science 16	DFG Science 16
Total Students	77.8	78.9	87.1	78.5	77.0	85.5	74.9	72.9	82.5
General Ed.	86.2	86.5	93.6	87.5	84.4	91.8	87.0	81.1	89.2
Special Ed.	51.5	47.3	55.6	43.1	45.8	53.2	41.0	38.1	47.8
White	86.6	88.8	90.3	91.8	87.4	88.8	84.4	83.9	86.0
Black	68.2	58.4	70.7	71.2	56.2	70.4	72.4	49.9	62.4
Hispanic	81.2	65.4	75.9	75.6	62.4	72.6	76.0	57.9	70.0
Asian	95.7	93.2	94.9	97.5	92.5	93.4	73.3	91.0	91.6
Econ. Disadv.	65.3	62.5	71.0	64.4	46.6	69.0	67.1	54.5	64.7

NJ BIOLOGY COMPETENCY

2013-2016

NJ BIOLOGY COMPETENCY TEST RESULTS
2013 - 2016
COMPARED TO STATE AND DFG

Biology	THS 13	State 13	DFG 13	THS 14	State 14	DFG 14	THS 15	State 15	DFG 15	THS 16	State 16	DFG 16
Total Students	58.2	58.4	69.6	59.6	60.3	73.3	61.3	57.8	68.0	62.7	56.7	69.4
Gen. Ed.	65.5	65.9	76.9	62.2	67.6	80.5	68.2	64.9	75.2	70.3	64.9	77.3
Spec. Ed	22.3	23.2	30.4	40.0	25.0	32.2	34.7	23.5	30.1	28.0	22.1	29.5
White	79.2	70.5	73.8	78.0	72.3	77.7	81.8	69.0	71.9	69.8	68.4	72.2
Black	49.0	30.3	46.6	51.6	34.1	50.6	53.4	33.2	47.5	52.4	32.3	50.6
Hispanic	54.0	39.0	51.7	55.2	41.2	55.6	56.4	38.8	49.3	66.3	37.7	53.6
Asian	51.9	81.9	82.8	78.6	83.2	85.3	82.8	81.7	83.6	84.2	83.0	85.8
Econ. Disadv.	53.4	35.7	50.3	58.8	38.1	54.0	48.8	36.0	45.7	60.0	35.6	50.6

REFLECTIONS AND NEXT STEPS SCIENCE

- 2016 Summer Curriculum Revision: Environmental Science, Physics, Physical Science, Science 6, Science 7 and Science 8
- 2016-2017 Professional Development Focus:
  - Grades 6-12: New Jersey Student Learning Standards for Science(NJSLS-S), and Science and Engineering Practices
  - Grades K-5: Introduction of the NJSLS–S, Three-Dimensional Learning and 5E Instructional Model
- Implementation of *ScienceFusion* (new instructional resource) in grades 6-8 during the 2016-2017 school year.