



PARCC RESULTS:

Spring 2015 to Spring 2017

Kingsway Regional School District

Patricia Calandro, Chief Academic Officer

Robert Rosenheim, Data and Assessment Supervisor

NJ's Statewide Assessment



- 2017 marks the **3rd 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.
- Student performance tied to teacher evaluation (30%) in ELA 7 & 8 and MATH 8
- Multiple pathways to graduation for high school (*excluding current 9th grade and beyond*)

The Performance Levels

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

Level 1:
Not Yet Meeting Expectations

650 – 699

Level 2:
Partially Meeting Expectations

700 – 724

Level 3:
Approaching Expectations

725 – 749

Level 4:
Meeting Expectations

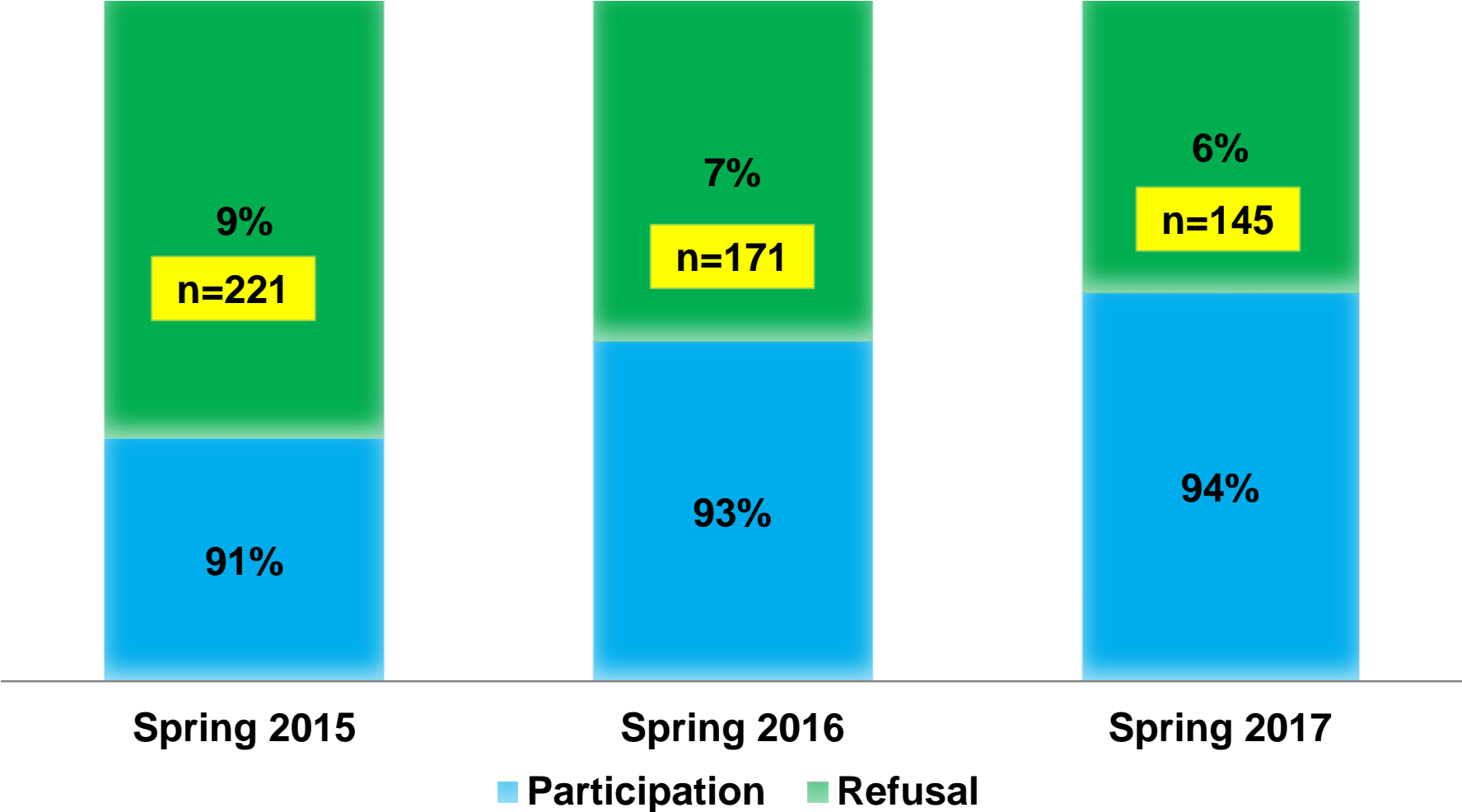
750 – vary

Level 5:
Exceeding Expectations

Ranges Vary

College & Career Ready

Kingsway's PARCC Participation Rates























Comparison of Kingsway's Spring 2015, Spring 2016, & Spring 2017 PARCC Administrations (ELA – 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)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
7	5%	4%	2.7% N=13	12%	10%	7.8% N=37	33%	21%	12.9% N=61	37%	46%	35.3% N=167	14%	19%	41.2% N=195
8	10%	7%	4.5% N=19	16%	9%	7.4% N=31	25%	20%	18.2% N=76	42%	47%	49.3% N=206	7%	17%	20.6% N=86
9	9%	9%	8.8% N=40	17%	17%	12% N=55	28%	29%	28% N=128	38%	36%	41.1% N=188	7%	9%	10.1% N=46
10	20%	27%	26.5% N=108	17%	16%	18.7% N=76	23%	23%	22.4% N=91	32%	28%	21.9% N=89	7%	7%	10.6% N=43
11*	17%	23%	30.4% N=80	15%	18%	29.3% N=77	23%	28%	25.1% N=66	33%	31%	15.2% N=40	11%	1%	0% N=0

*Grade 11 does not include students who took an AP 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 Kingsway's 2015 to 2017 PARCC Administrations English Language Arts

	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Kingsway Regional School District		State of NJ		Kingsway Regional School District		State of NJ	
Grade 7		6.5%		5.0%		25.5%		7.6%
Grade 8		14.1%		5.5%		20.9%		7.5%
Grade 9		5.2%		11.0%		6.2%		11.7%
Grade 10		8.2%		8.8%		6.5%		9.7%
Grade 11*		27.7%		3.7%		28.8%		2.6%

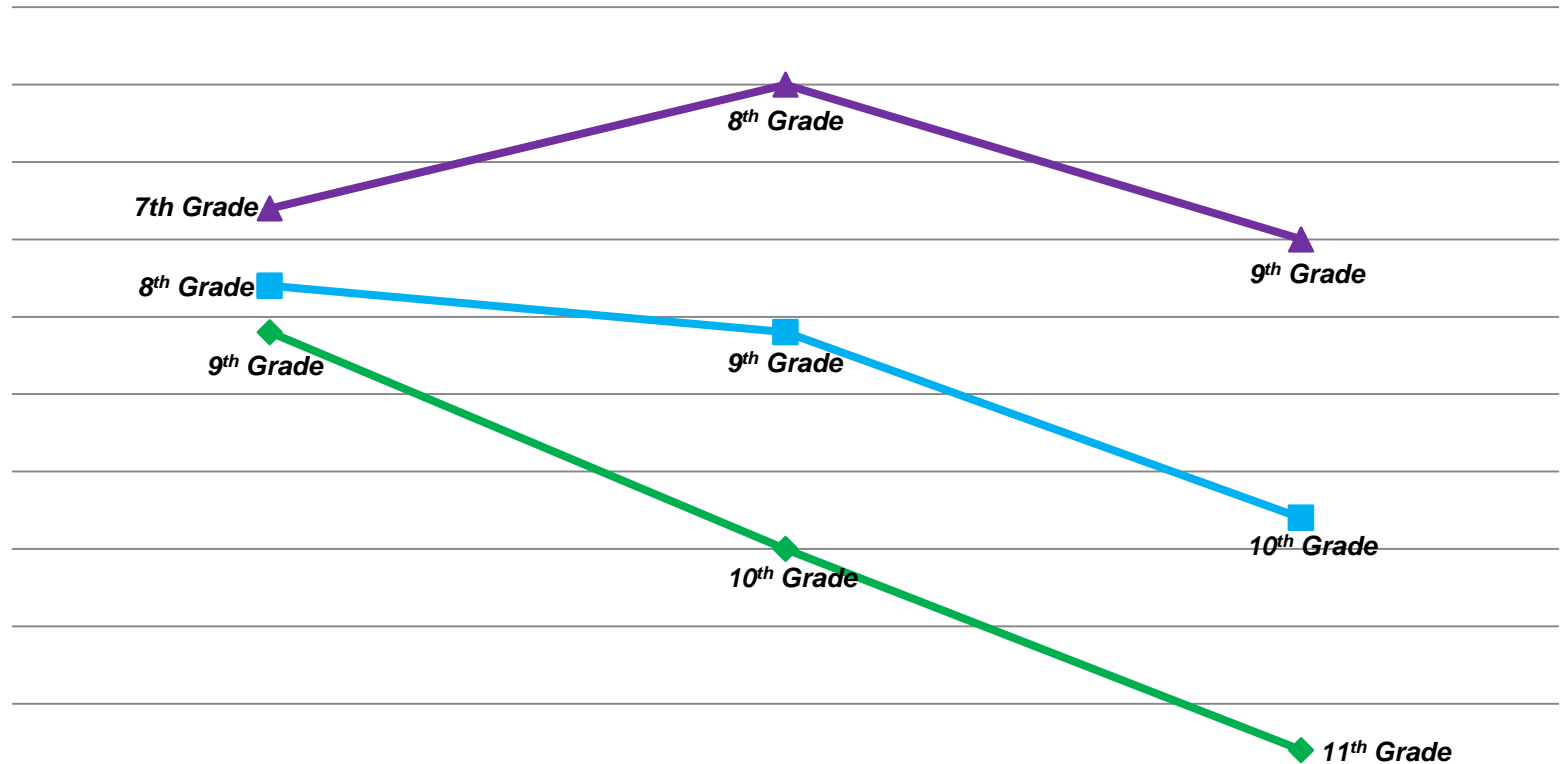
*Grade 11 does not include students who took an AP test.

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.

Analysis of Kingsway's PARCC ELA Performance by Cohort (Mean Scale Score of Cohort)

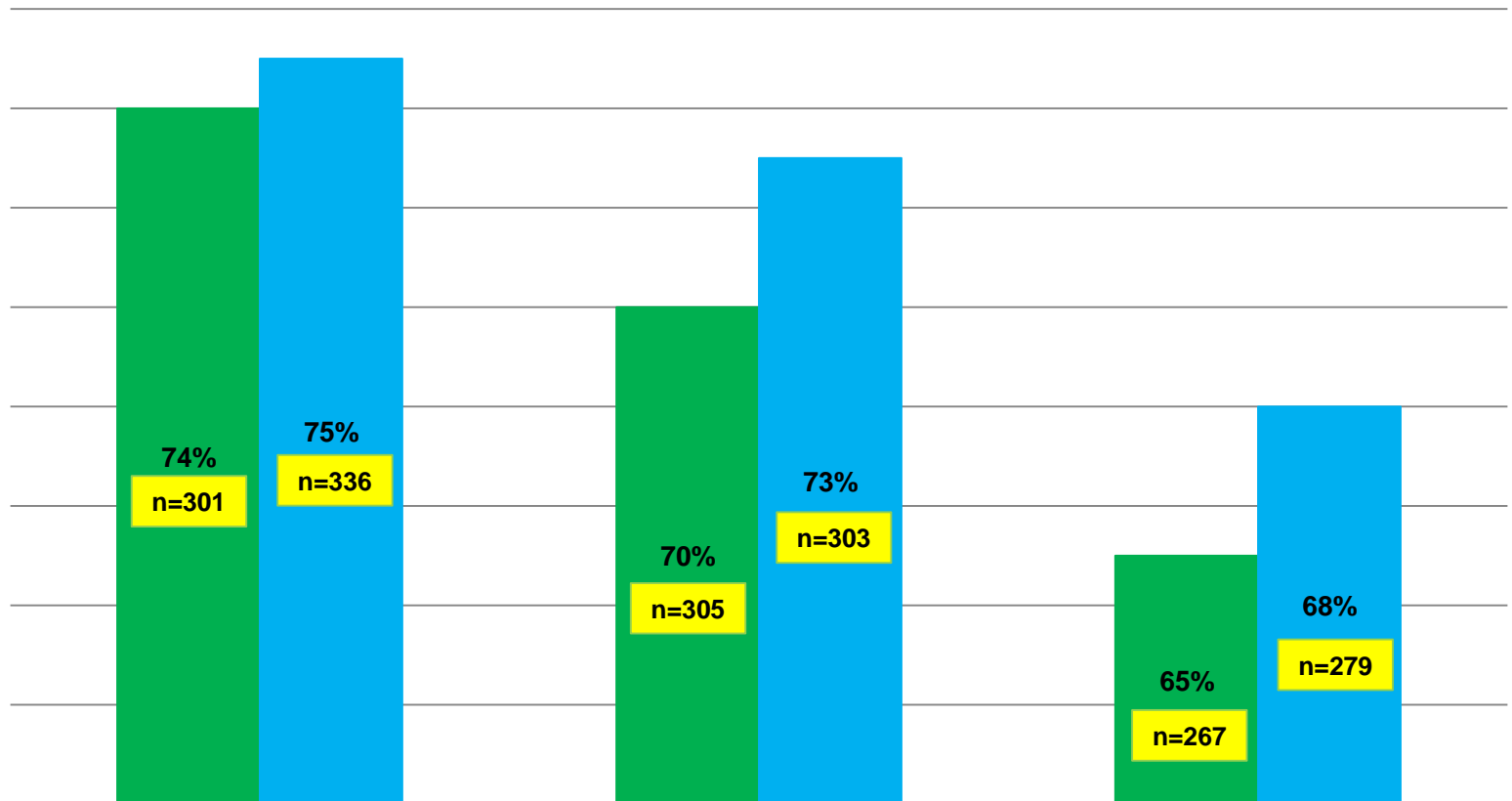
◆ Class of 2018
 ■ Class of 2019
 ▲ Class of 2020



	PARCC 2015	PARCC 2016	PARCC 2017
◆ Class of 2018	744	730	717
■ Class of 2019	747	744	732
▲ Class of 2020	752	760	750

Comparison of Kingsway's 2015 & 2016 PSAT Administrations - ELA (Percentage of Students Meeting/Exceeding Benchmark)

■ KRSD (Fall 2015) ■ KRSD (Fall 2016)



	Grade 9	Grade 10	Grade 11
■ KRSD (Fall 2015)	74	70	65
■ KRSD (Fall 2016)	75	73	68

Comparison of Kingsway's Spring 2015, Spring 2016, & Spring 2017 PARCC Administrations (MATH – 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)		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
7	2%	4%	3.2% N=15	16%	11%	9.9% N=47	38%	35%	24.2% N=115	40%	40%	51.5% N=245	4%	10%	11.3% N=54
8*	21%	15%	11.2% N=31	35%	25%	16.6% N=46	33%	39%	35% N=97	11%	22%	36.8% N=102	0%	0%	0.4% N=1
ALG I*	5%	6%	5% N=22	23%	12%	10% N=44	36%	30%	26.5% N=117	35%	50%	53.5% N=236	0%	2%	5% N=22
GEO	9%	3%	4.5% N=17	33%	22%	25.4% N=95	33%	47%	40.6% N=152	24%	27%	28.6% N=107	2%	1%	0.8% N=3
ALG II	17%	13%	27.8% N=93	29%	28%	19.4% N=65	27%	24%	24.5% N=82	27%	34%	26.3% N=88	1%	1%	2.1% N=7

*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 Kingsway's 2015 to 2017 PARCC Administrations Mathematics

	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Kingsway Regional School District		State of NJ		Kingsway Regional School District		State of NJ	
Grade 7	↓	4.9%	↓	2.1%	↑	18.8%	↑	2.8%
Grade 8*	↓	28.2%	↓	3.8%	↑	26.2%	↑	4.2%
Algebra I*	↓	13%	↓	4.8%	↑	23.5%	↑	5.4%
Geometry	↓	12.1%	↑	0.4%	↑	3.4%	↑	2.7%
Algebra II	↑	1.2%	↓	9.0%	↑	0.4%	↑	7.4%

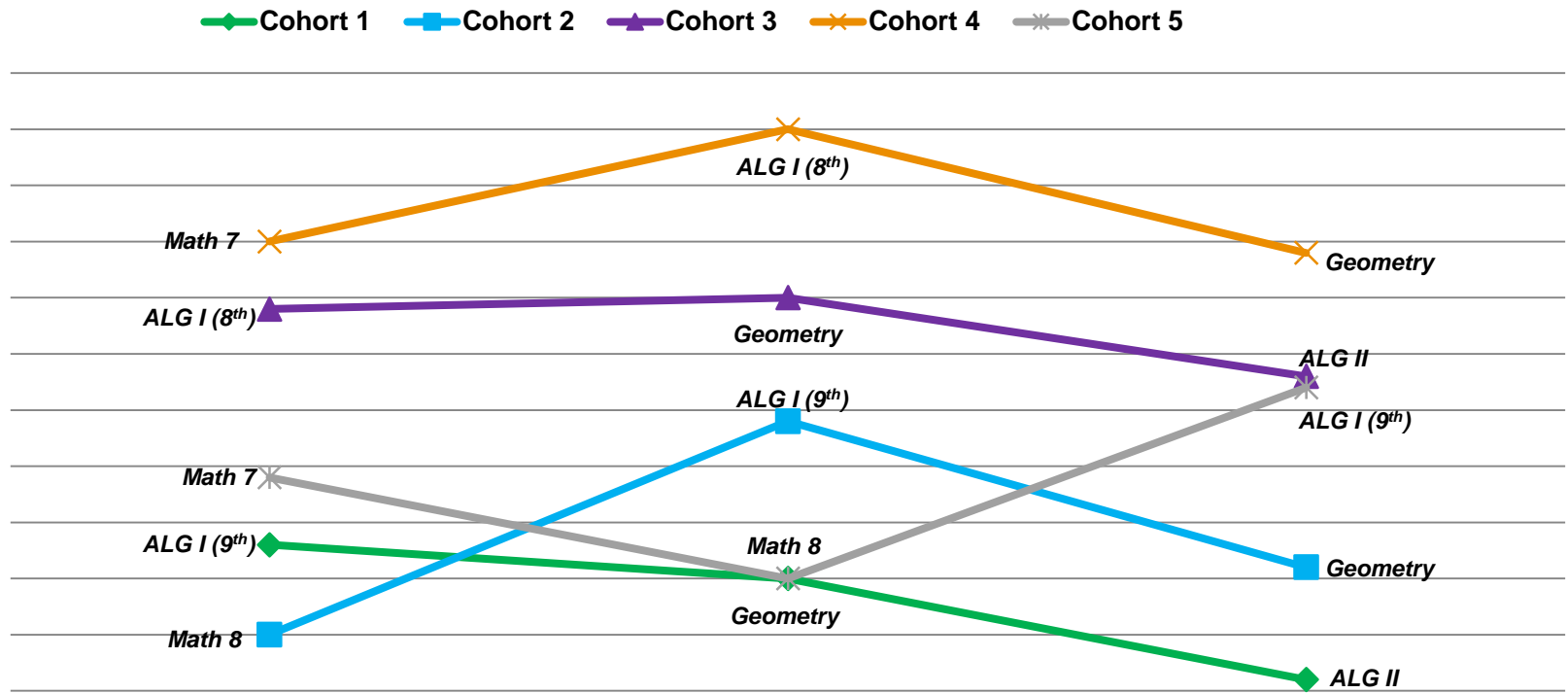
*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

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.

Analysis of Kingsway's PARCC MATH Performance by Cohort

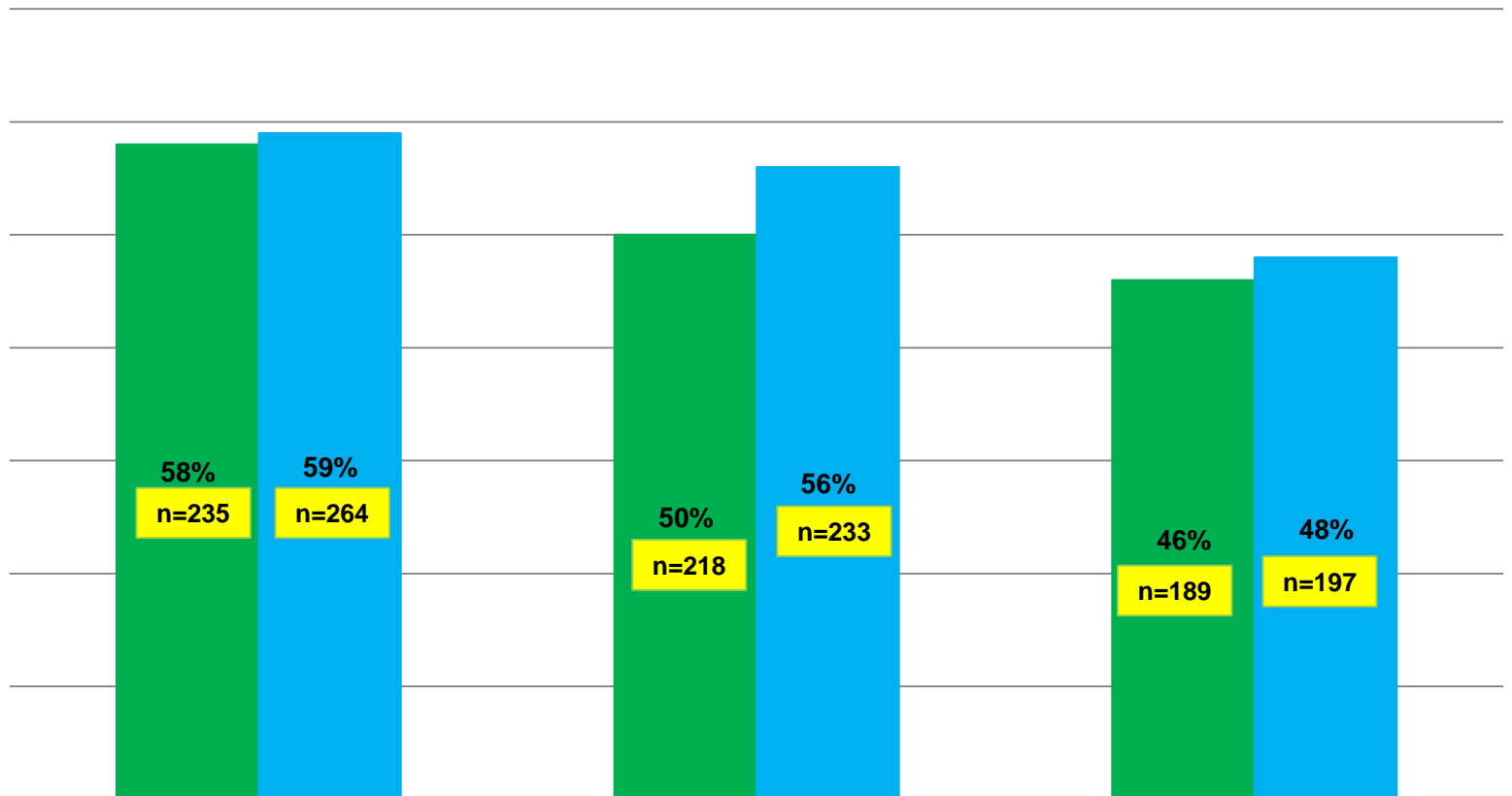
(Mean Scale Score of Cohort)



	PARCC 2015	PARCC 2016	PARCC 2017
◆ Cohort 1	733	730	721
■ Cohort 2	725	744	731
▲ Cohort 3	754	755	748
✕ Cohort 4	760	770	759
✱ Cohort 5	739	730	747

Comparison of Kingsway's 2015 & 2016 PSAT Administrations - MATH (Percentage of Students Meeting/Exceeding Benchmark)

■ KRSD (Fall 2015) ■ KRSD (Fall 2016)



	Grade 9	Grade 10	Grade 11
■ KRSD (Fall 2015)	58	50	46
■ KRSD (Fall 2016)	59	56	48

Subgroup Comparison of Kingsway's 2016 and 2017 PARCC Administrations – ELA

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017 N	2016	2017 N	2016	2017 N	2016	2017 N	2016	2017 N	
Students with Disabilities	44.8%	34.6% N=109	24.8%	26.6% N=90	21%	21.8% N=76	8%	14.2% N=52	1.4%	2.8% N=10	+7.6%
Economically Disadvantaged	29%	25.8% N=58	16.8%	22.6% N=49	26.2%	23.6% N=54	25%	23% N=50	3%	5% N=11	No Change
African American	21%	23.2% N=57	21.8%	18.8% N=45	21.2%	22.6% N=55	31.6%	26.6% N=64	4.8%	8.2% N=20	-1.6%
Hispanic	25.2%	23.2% N=27	16.8%	16% N=18	25.4%	18.6% N=23	27%	32.8% N=39	6.2%	9.4% N=11	+9%
Asian	3%	3.8% N=4	8.6%	18.4% N=7	22.6%	6.2% N=6	39%	34% N=30	26.8%	38% N=40	+6.2%
White	13%	12.8% N=168	13.4%	15.2% N=206	24.4%	22.2% N=331	39.2%	33.4% N=543	10.2%	16.1% N=292	+0.1%

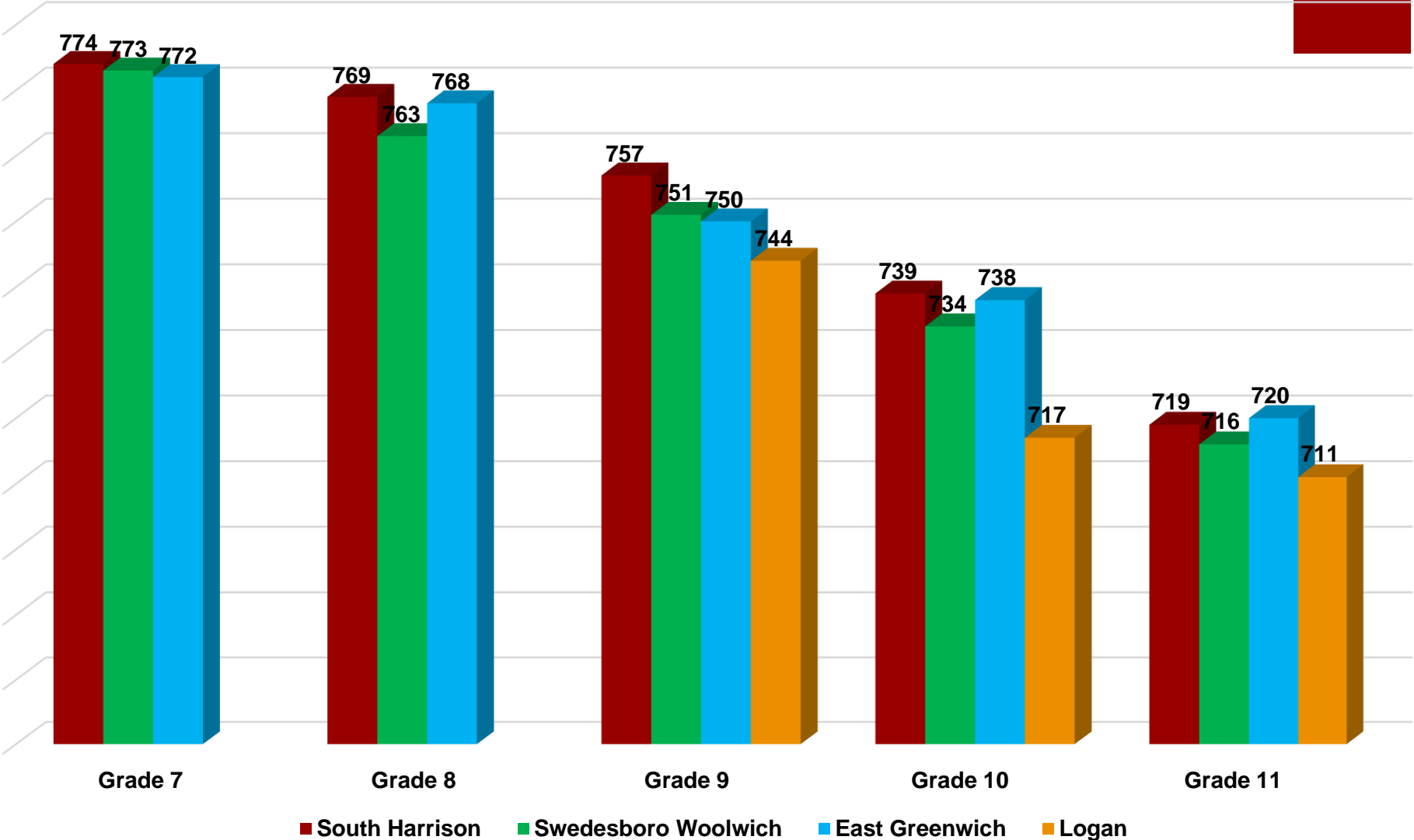
Notes: Percentages may not total 100 due to rounding.

Subgroup Comparison of Kingsway's 2016 and 2017 PARCC Administrations – MATH

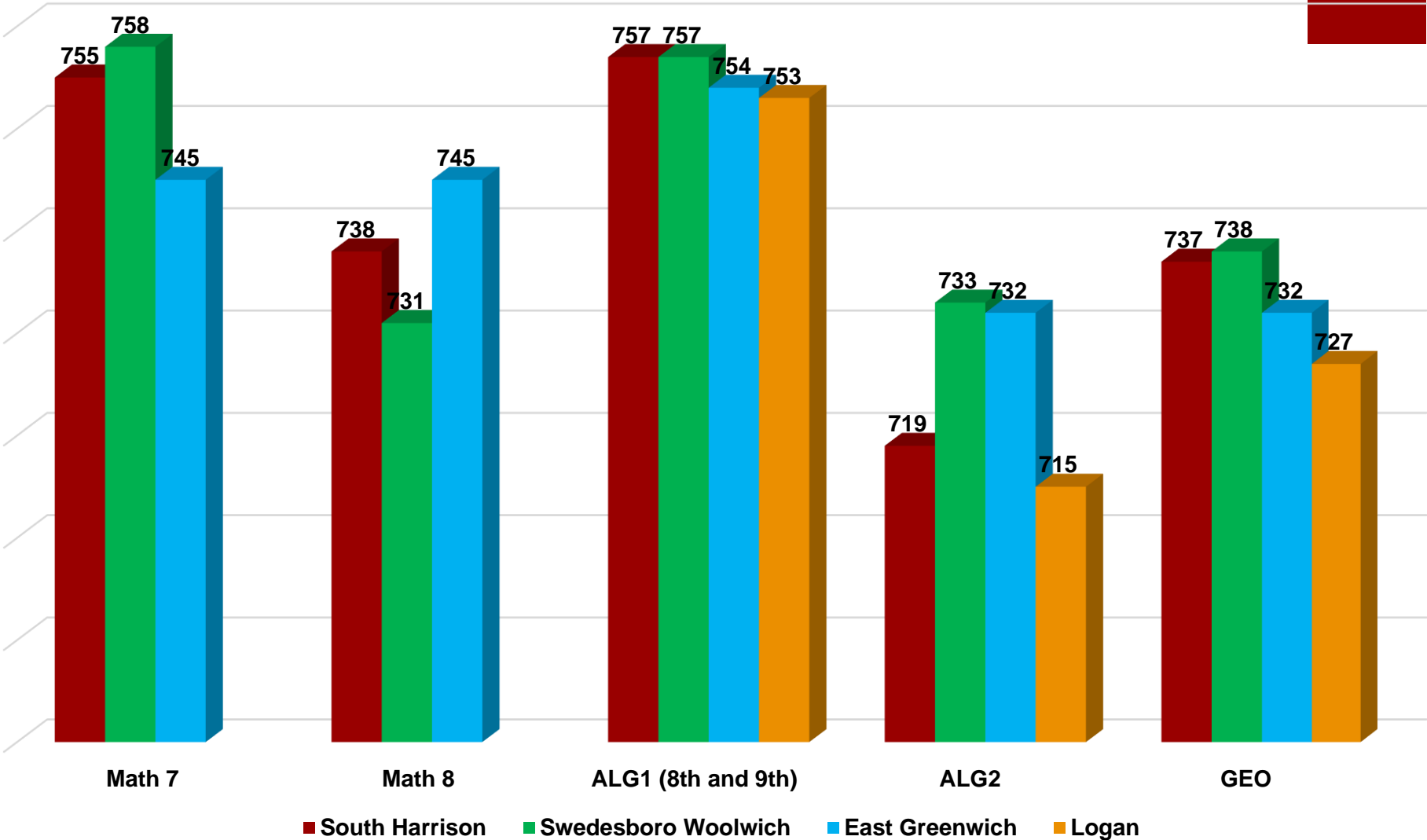
	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)		% Difference >= Level 4
	2016	2017 N	2016	2017 N	2016	2017 N	2016	2017 N	2016	2017 N	
Students with Disabilities	29.4%	27.6% N=74	37.6%	36% N=109	23.6%	21% N=67	8.6%	14.4% N=45	0.6%	1.4% N=4	+6.6%
Economically Disadvantaged	14.8%	20.2% N=43	26.4%	27.4% N=59	41.6%	31% N=67	17%	20.6% N=47	0%	0.8% N=2	+4.4%
African American	13%	19.6% N=41	30%	25.6% N=57	37.6%	33% N=75	19.4%	21.4% N=50	0%	0.4% N=1	+2.4%
Hispanic	13.4%	18.2% N=18	27%	23.4% N=27	35%	31.2% N=35	24.4%	25.4% N=30	0%	1.6% N=2	+2.6%
Asian	3.4%	0% N=0	4.4%	5% N=4	22.8%	17.4% N=11	58.2%	66.4% N=53	11.4%	11.2% N=12	+8%
White	7.4%	9% N=117	18%	14.4% N=203	35.6%	30.4% N=433	36.4%	41.8% 633	2.6%	4.9% N=71	+7.7%

Notes: Percentages may not total 100 due to rounding.

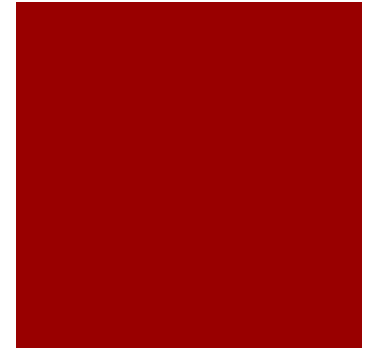
PARCC Mean Scale Score by Sending District: ELA 2017



PARCC Mean Scale Score by Sending District: Math 2017



Goals of the PARCC Conversation



- ✓ To inform the conversations of all stakeholders
- ✓ To identify strengths and gaps that exist in curriculum and programming (*over time*)
- ✓ To guide professional support and learning to support instruction

Continuing to Support Student Progress toward Proficiency: ELA



- Targeted, small group supports for students during the day – middle school push-in; high school additional class in schedule
- High school focus on Writing Across the Curriculum as a school-level goal ([District Professional Development Plan](#))
- ELA writing articulation 7-12 focus with support of instructional supervisor
- Addition of an ESL teacher in the district and supports for Level 1 & 2 ESL students

Continuing to Support Student Progress toward Proficiency: Math



- Middle School: Restructured math 7&8 support during the day to ensure specific targeting of student needs and progress monitoring
- High School: Working this year to evaluate current math support courses to ensure students' individual needs are being met; addition of a progress monitoring tool
- Middle School: Focus on math reasoning (*critical thinking*) as a school-level goal ([District Professional Development Plan](#))
- Working with sending districts to establish a placement assessment as an additional measure for students to ensure appropriate placement at the 7th grade level.

Continued Development of Our District Culture

■ Valuing All Learners

- Continue to work to embed a District Culture of Differentiated Instruction
- Continued development of SPED programs and inclusive career electives

■ Use of Data to Inform Decision Making

- Continuation of Harvard's Data Wise Process into professional learning teams
- Measurable District and School Goals (Professional Development Plans, Vision 2019)

■ Opportunities for Professional Learning

- Daily Schedule to Facilitate Professional Collaboration
- Various avenues available for professional learning tied to our [District Professional Development Plan](#)

“The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students.”

Sanders (2000)

PARCC Resources

KINGSWAY REGIONAL SCHOOL DISTRICT

COMMITTED TO EXCELLENCE

ASSESSMENTS

Home

Assessment Calendar

Common Summative Assessments

Grading at Kingsway

Graduation Requirements

NJ Biology Competency Test

NJASK Science

PARCC

PSAT & NMSQT

SAT

Home / Academics / Assessments

PARCC

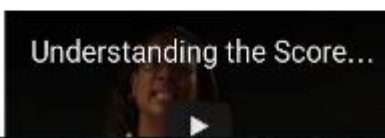
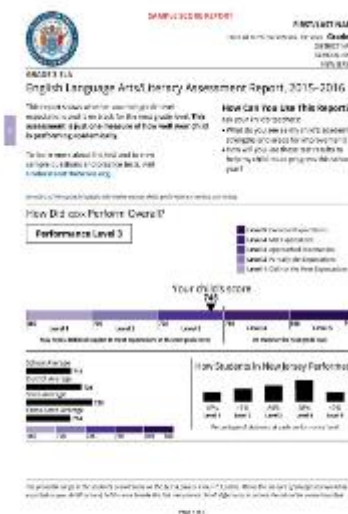
The State of New Jersey joined the Partnership for Assessment of Readiness for College and Career PARCC in 2010. PARCC's mission is to develop common assessments that effectively evaluate student performance in mathematics and English/language arts (ELA) in accordance with the Common Core State Standards.

Independent Studies Reaffirm PARCC as One of Nation's Premier Tests

By David Connerty-Marin, parcconline.org, Feb. 12, 2016

Two recently released independent studies found the PARCC assessment to be one of the strongest systems to assess student readiness for college and careers. The studies, conducted by the Thomas B. Fordham Institute (elementary and middle school) and the Human Resources Research Organization (HumRRO, high school) are just the latest in a string of independent studies that have found PARCC to be a national leader in quality assessments. To read the article click [here](#).

[Read the Fordham Institute Study - Grades 5-8](#)





QUESTIONS?