

PARCC RESULTS: YEAR THREE

LIVINGSTON PUBLIC SCHOOLS
OCTOBER 9, 2017

Measuring
College and
Career
Readiness



Livingston
PUBLIC SCHOOLS

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

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

Level 1:
Did Not Yet
Meet
Expectations

Level 2:
Partially Met
Expectations

Level 3:
Approached
Expectations

Level 4:
Met
Expectations

Level 5:
Exceeded
Expectations

PARCC PARTICIPATION LEVELS

	2014-2015	2015-2016	2016-2017		
	Percentage	Percentage	Enrolled	Participated	Percentage
Grade 3	83.3%	96.5%	459	457	99.6%
Grade 4	80.8%	94.3%	457	444	97.2%
Grade 5	82.8%	94.6%	470	448	95.3%
Grade 6	69.9%	96.1%	464	458	98.7%
Grade 7	70.4%	91.8%	467	456	97.6%
Grade 8	66.2%	92.3%	491	477	97.1%

PARCC PARTICIPATION LEVELS

	2014-2015	2015-2016	2016-2017		
Course	Percentage	Percentage	Enrolled	Participated	Percentage
Algebra I	HMS – 77.7% LHS – 37.9%	HMS –97.3% LHS – 78.0%	HMS – 291 LHS - 200	HMS- 291 LHS – 200	HMS – 100% LHS – 100%
Geometry	HMS – 85.4% LHS - 39.8%	HMS –100% LHS – 59.5%	HMS – 25 LHS - 432	HMS-24 LHS-367	HMS – 96% LHS – 84.9%
Algebra II	LHS – 33.7%	LHS – 45.1%	LHS – 445	LHS - 280	LHS – 62.9%
English I	48.4%	91.1%	492	484	98.4%
English II	31.8%	60.9%	450	378	84.0%
English III	11.8%	26.8%	496	159	32.1%

**GRADES 3-5 ELA & MATH
PERCENTAGE LEVEL 4/5
2015-2017**

	ELA 2015	ELA 2016	ELA 2017	Math 2015	Math 2016	Math 2017
Grade 3	78	78	83	72	79	82
Grade 4	81	84	84	69	72	75
Grade 5	82	82	83	68	71	69

**GRADES 6-8 ELA & MATH
PERCENTAGE LEVEL 4/5
2015 - 2017**

	ELA 2015	ELA 2016	ELA 2017	Math 2015	Math 2016	Math 2017
Grade 6	71	80	81	68	74	72
Grade 7	75	73	89	57	60	68
Grade 8	75	74	88	36	18	57

**GRADES 9-11 ELA & MATH
PERCENTAGE LEVEL 4/5
2015 - 2017**

ELA 2015	ELA 2016	ELA 2017	Math 2015	Math 2016	Math 2017
Grade 9 65	Grade 9 68	Grade 9 78	Algebra I 65	Algebra I 56	Algebra I 67
Grade 10 69	Grade 10 54	Grade 10 63	Geometry 64	Geometry 60	Geometry 58
Grade 11 56	Grade 11 40	Grade 11 56	Algebra II 74	Algebra II 66	Algebra II 64

ANALYZING THE DATA

- Collaborative process between principals, supervisors, teachers
- What do we see? Engage in an inquiry process:
 - Groups gather to identify:
 - What happened in this current year?
 - How does it compare to previous performance – year to year comparison?
 - How did particular cohorts perform? (following a grade level over time)
- Develop action plans for moving forward

NEXT STEPS - ELA

- Identified trends in the data: Reading Informational Text and Vocabulary are areas of need across the continuum.
 - Introduction of LHS “Humanities” course provides access to cross-content, interdisciplinary, non-fiction texts to students, including primary/secondary sources.
 - Emphasize the development of PARCC-like questions and systematically integrate into instruction and assessment.

- Emphasize explicit and embedded vocabulary instruction

- Continue to emphasize Written Expression & Conventions in all grades, significant growth realized in scores as a result of sustained focus

- New/reimagined positions in Grades 6 -8 – Reading Specialists provide support at MPM and HMS

- Utilize new/existing resources in creative ways to meet student needs:
 - More targeted supplemental instruction (BSI) based on specific skills
 - On-line diagnostic testing/targeted instruction
 - Being a Writer, School-wide Reading Fundamentals (integrated ELA/Soc. Studies Unit)

NEXT STEPS - MATH

- Identified trends in the data: Modeling/Reasoning and Measurement/Data (Statistics/Data Analysis) are areas of need across the continuum
- Emphasize the development of modeling/reasoning and critical thinking questions to systematically integrate into instruction and assessment
- Use “close reading” strategies to approach multi-step math problems
- Utilize new/existing resources in creative ways to meet student needs:
 - More targeted supplemental instruction (BSI)
 - On-line diagnostic testing/targeted instruction
 - Algebra I Hybrid Course at LHS