



# **PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC) RESULTS AND RESPONSE**

**Trenton Board of Education**

**Ms. Lucy Feria, Interim Superintendent**

**Mr. Wilfredo Ortiz, Interim Chief Academic Officer**

**Edward P. Ward, Supervisor of Instructional Technology & Accountability  
Curriculum, Instruction, Professional Development, Assessment and  
Accountability**

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**“Children come first, Los niños son primero”**





# PRESENTATION PURPOSE



- Examine 2014-2015 NJ PARCC Baseline Outcomes
- Examine 2014-2015 Trenton PARCC Baseline Outcomes
- Analyze Year One Data Analysis Plan
- Discuss Graduation Testing Requirement
- Review Instructional Response





# CONSIDERATIONS



- **1<sup>st</sup> Year of the new PARCC Assessments**
- **1<sup>st</sup> Year students are taking a computer based assessment**
- **TBOE High Schools are on a Semester Block Schedule**





# 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
<b>Grade 3</b>	<b>15%</b>	<b>18%</b>	<b>24%</b>	<b>39%</b>	<b>5%</b>	<b>44%</b>
<b>Grade 4</b>	<b>8%</b>	<b>15%</b>	<b>27%</b>	<b>39%</b>	<b>12%</b>	<b>51%</b>
<b>Grade 5</b>	<b>7%</b>	<b>15%</b>	<b>26%</b>	<b>45%</b>	<b>6%</b>	<b>51%</b>
<b>Grade 6</b>	<b>8%</b>	<b>16%</b>	<b>28%</b>	<b>40%</b>	<b>9%</b>	<b>49%</b>
<b>Grade 7</b>	<b>11%</b>	<b>15%</b>	<b>23%</b>	<b>34%</b>	<b>18%</b>	<b>52%</b>
<b>Grade 8</b>	<b>12%</b>	<b>15%</b>	<b>22%</b>	<b>39%</b>	<b>13%</b>	<b>52%</b>
<b>Grade 9</b>	<b>18%</b>	<b>19%</b>	<b>24%</b>	<b>30%</b>	<b>10%</b>	<b>40%</b>
<b>Grade 10</b>	<b>25%</b>	<b>18%</b>	<b>20%</b>	<b>26%</b>	<b>11%</b>	<b>37%</b>
<b>Grade 11</b>	<b>17%</b>	<b>19%</b>	<b>24%</b>	<b>30%</b>	<b>11%</b>	<b>41%</b>

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
<b>Grade 3</b>	<b>8%</b>	<b>19%</b>	<b>28%</b>	<b>37%</b>	<b>8%</b>	<b>45%</b>
<b>Grade 4</b>	<b>7%</b>	<b>22%</b>	<b>30%</b>	<b>36%</b>	<b>4%</b>	<b>40%</b>
<b>Grade 5</b>	<b>6%</b>	<b>21%</b>	<b>32%</b>	<b>35%</b>	<b>6%</b>	<b>41%</b>
<b>Grade 6</b>	<b>8%</b>	<b>21%</b>	<b>30%</b>	<b>35%</b>	<b>6%</b>	<b>41%</b>
<b>Grade 7</b>	<b>8%</b>	<b>22%</b>	<b>33%</b>	<b>33%</b>	<b>4%</b>	<b>37%</b>
<b>Grade 8*</b>	<b>22%</b>	<b>26%</b>	<b>28%</b>	<b>23%</b>	<b>1%</b>	<b>24%</b>
<b>Algebra I</b>	<b>14%</b>	<b>25%</b>	<b>25%</b>	<b>33%</b>	<b>3%</b>	<b>36%</b>
<b>Geometry</b>	<b>12%</b>	<b>36%</b>	<b>30%</b>	<b>20%</b>	<b>3%</b>	<b>23%</b>
<b>Algebra II</b>	<b>32%</b>	<b>25%</b>	<b>20%</b>	<b>22%</b>	<b>2%</b>	<b>24%</b>

\* 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.

# TRENTON PUBLIC SCHOOLS'

## 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	877	38%	30%	19%	12%	0%	12%	44%
Grade 4	818	23%	35%	29%	14%	0%	14%	51%
Grade 5	761	22%	36%	28%	14%	0%	14%	51%
Grade 6	715	27%	33%	29%	9%	1%	10%	49%
Grade 7	767	34%	28%	25%	12%	1%	13%	52%
Grade 8	674	34%	25%	23%	16%	1%	17%	52%
Grade 9	533	41%	29%	19%	11%	1%	12%	40%
Grade 10	233	53%	21%	13%	11%	2%	12%	37%
Grade 11	220	32%	23%	25%	19%	1%	20%	41%

# TRENTON PUBLIC SCHOOLS'

## 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 % >= Level 4	NJ % >= Level 4
Grade 3	895	27%	32%	28%	13%	1%	14%	45%
Grade 4	846	25%	41%	25%	9%	0%	9%	40%
Grade 5	780	27%	42%	23%	9%	0%	9%	41%
Grade 6	741	27%	44%	22%	7%	0%	7%	41%
Grade 7	786	28%	45%	23%	4%	0%	4%	37%
Grade 8*	609	48%	33%	15%	4%	0%	4%	24%
Algebra I	575	33%	41%	18%	7%	0%	7%	36%
Geometry	275	22%	52%	24%	2%	0%	2%	23%
Algebra II	112	79%	19%	3%	0%	0%	0%	24%





# TRENTON PUBLIC SCHOOLS' MIDDLE SCHOOL ALGEBRA 1

	Number of Students	Algebra % = Level 3	Algebra I % $\geq$ Level 4
<b>Middle Schools</b>	<b>88</b>	<b>51%</b>	<b>32.6%</b>
District	*575	18%	7%
State	91,740	25%	36%



# QUESTIONS TO GUIDE PARCC DATA REFLECTION

- **How will we use baseline PARCC data with our educators to identify strengths and gaps that exist in instructional practices?**
- **How will we use PARCC data to inform the conversations with our educators?**
- **What can we learn about where additional professional resources are needed to meet the learning needs of all students?**



# OUR INSTRUCTIONAL RESPONSE

- **Continue Academic Data Review Protocol**
- **Use of Data, Item Analysis and Instructional Time**
- **Focus on Early Literacy**
- **Use of the Intervention Framework**
- **Use of Instructional Framework**
- **Use of PARCC Eligible Content Items**
- **Revisit and Revise Assessment Plan and Calendar**





# FINAL THOUGHTS



**Statewide scores on new tests are traditionally low and should serve as a baseline for future comparisons.**

**Districts - the 2015 PARCC data can serve as an important starting point for an ongoing discussion about improving instruction.**

**For the community and families, the more telling numbers will come in December - January, when individual students and schools get more detailed results.**



# Questions

