# PARCC Results: Spring 2018 <br> Administration 

Measuring
College and
Career
Readiness

Branchburg School District October 4, 2018

## New Jersey's Statewide Assessment Program

- In 2015, PARCC replaced NJASK as the elementary and middle school level assessment in English Language Arts and Mathematics.
- Students completed PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3-8.
- Students completed PARCC Mathematics Assessments in grades 3 - 8 and End of Course Assessments in Algebra I and Geometry.
- This report contains the results of the fourth year of administration of the PARCC assessment.


## PARCC Performance Levels

PARCC defines five levels in characterizing whether a student's performance on the assessment meets the expectations of the grade level standards:

- 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

Each level has a specific cut score which is displayed on individual student reports.

## PARCC Scale Score Cut Scores

| Grade | Content | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{3}$ | ELA | $<700$ | 700 | 725 | 750 | 810 |
| $\mathbf{3}$ | Math | $<700$ | 700 | 725 | 750 | 790 |
| $\mathbf{4}$ | ELA | $<700$ | 700 | 725 | 750 | 790 |
| $\mathbf{4}$ | Math | $<700$ | 700 | 725 | 750 | 796 |
| $\mathbf{5}$ | ELA | $<700$ | 700 | 725 | 750 | 799 |
| $\mathbf{5}$ | Math | $<700$ | 700 | 725 | 750 | 790 |
| $\mathbf{6}$ | ELA | $<700$ | 700 | 725 | 750 | 790 |
| $\mathbf{6}$ | Math | $<700$ | 700 | 725 | 750 | 788 |
| $\mathbf{7}$ | ELA | $<700$ | 700 | 725 | 750 | 785 |
| $\mathbf{7}$ | Math | $<700$ | 700 | 725 | 750 | 786 |
| $\mathbf{8}$ | ELA | $<700$ | 700 | 725 | 750 | 794 |
| $\mathbf{8}$ | Math | $<700$ | 700 | 725 | 750 | 801 |
|  | Algebra I | $<700$ | 700 | 725 | 750 | 805 |
|  | Geometry | $<700$ | 700 | 725 | 750 | 783 |

## Branchburg Student Participation

An overall increase in participation was evident during the Spring 2018 PARCC administration.

Possible influences:

- Continuation of state-mandated Graduation Requirements in ALG I \& ELA 10
- Explanation of the value PARCC data provides the district and individual teachers to help improve instructional practices and meet student needs
- Encouragement from teachers/community


## 2018 Participation in PARCC

| Grade/Test | Total Population | Number Tested | Percentage Tested |
| :---: | :---: | :---: | :---: |
| Grade 3 ELA | 137 | 130 | $95 \%$ |
| Grade 3 Math | 137 | 130 | $95 \%$ |
| Grade 4 ELA | 169 | 168 | $99 \%$ |
| Grade 4 Math | 169 | 168 | $99 \%$ |
| Grade 5 ELA | 174 | 161 | $93 \%$ |
| Grade 5 Math | 174 | 162 | $93 \%$ |
| Grade 6 ELA | 150 | 142 | $95 \%$ |
| Grade 6 Math | 150 | 143 | $95 \%$ |
| Grade 7 ELA | 170 | 142 | 136 |
| Grade 7 Math | 178 | 73 | $95 \%$ |
| Grade 8 ELA | 77 | 99 | $94 \%$ |
| Grade 8 Math | 102 | 26 | $95 \%$ |
| Algebra I | 26 | $97 \%$ |  |
| Geometry |  |  | $100 \%$ |

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## Branchburg's 2018 Spring PARCC English Language Arts/Literacy Results

|  | Count <br> of Valid <br> Test <br> Scores | Not Yet <br> Meeting <br> Expectations <br> (Level 1) | Partially <br> Meeting <br> Expectations <br> (Level 2) | Approaching <br> Expectations <br> (Level 3) | Meeting <br> Expectations <br> (Level 4) | Exstrict <br> Expectations <br> (Level 5) | State <br> \% of <br> students of <br> at Level <br> $4 \& 5$ | students <br> at Level <br>  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | 130 | $11.5 \%$ | $10.8 \%$ | $35.4 \%$ | $39.2 \%$ | $3.1 \%$ | $\mathbf{4 2 . 3 \%}$ | $51.7 \%$ |
| Grade 4 | 168 | $6.0 \%$ | $10.1 \%$ | $16.7 \%$ | $45.2 \%$ | $22.0 \%$ | $\mathbf{6 7 . 3 \%}$ | $58.0 \%$ |
| Grade 5 | 161 | $2.5 \%$ | $11.2 \%$ | $21.7 \%$ | $52.2 \%$ | $12.4 \%$ | $\mathbf{6 4 . 6 \%}$ | $58.0 \%$ |
| Grade 6 | 142 | $0.7 \%$ | $2.8 \%$ | $12.7 \%$ | $46.5 \%$ | $37.3 \%$ | $\mathbf{8 3 . 8 \%}$ | $56.2 \%$ |
| Grade 7 | 162 | $4.9 \%$ | $7.4 \%$ | $13.6 \%$ | $37.7 \%$ | $36.4 \%$ | $\mathbf{7 4 . 1 \%}$ | $62.7 \%$ |
| Grade 8 | 168 | $2.4 \%$ | $3.0 \%$ | $13.1 \%$ | $39.9 \%$ | $41.7 \%$ | $\mathbf{8 1 . 5 \%}$ | $60.4 \%$ |

## Comparison of Branchburg's Spring 2018 PARCC Administration to New Jersey Percentages English Language Arts/Literacy

| Grade | Level 1, <br> District | Level 1, <br> State | Level 2, <br> District | Level 2, <br> State | Level 3, <br> District | Level 3, <br> State | Level 4, <br> District | Level 4, <br> State | Level 5, <br> District | Level 5, <br> State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{3}$ | 11.5 | $\mathbf{1 3 . 5}$ | 10.8 | $\mathbf{1 3 . 5}$ | 35.4 | $\mathbf{2 1 . 4}$ | 39.2 | $\mathbf{4 3 . 5}$ | 3.1 | $\mathbf{8 . 1}$ |
| $\mathbf{4}$ | 6.0 | $\mathbf{7 . 6}$ | 10.1 | $\mathbf{1 2 . 3}$ | 16.7 | $\mathbf{2 2 . 1}$ | 45.2 | $\mathbf{3 9 . 1}$ | 22.0 | $\mathbf{1 8 . 9}$ |
| $\mathbf{5}$ | 2.5 | $\mathbf{6 . 9}$ | 11.2 | $\mathbf{1 2 . 6}$ | 21.7 | $\mathbf{2 2 . 4}$ | 52.2 | $\mathbf{4 7 . 2}$ | 12.4 | $\mathbf{1 0 . 8}$ |
| $\mathbf{6}$ | 0.7 | $\mathbf{6 . 2}$ | 2.8 | $\mathbf{1 3 . 6}$ | 12.7 | $\mathbf{2 4 . 0}$ | 46.5 | $\mathbf{4 1 . 3}$ | 37.3 | $\mathbf{1 4 . 9}$ |
| $\mathbf{7}$ | 4.9 | $\mathbf{8 . 6}$ | 7.4 | $\mathbf{1 0 . 2}$ | 13.6 | $\mathbf{1 8 . 5}$ | 37.7 | $\mathbf{3 4 . 1}$ | 36.4 | $\mathbf{2 8 . 6}$ |
| $\mathbf{8}$ | 2.4 | $\mathbf{8 . 7}$ | 3.0 | $\mathbf{1 1 . 1}$ | 13.1 | $\mathbf{1 9 . 8}$ | 39.9 | $\mathbf{3 9 . 9}$ | 41.7 | $\mathbf{2 0 . 4}$ |

## Branchburg's 2018 Spring PARCC Mathematics Results

|  | Count <br> of Valid <br> Test <br> Scores | Not Yet <br> Meeting <br> Expectations <br> (Level 1) | Partially <br> Meeting <br> Expectations <br> (Level 2) | Approaching <br> Expectations <br> (Level 3) | Meeting <br> Expectations <br> (Level 4) | Experict <br> Expectations <br> (Level 5) | State <br> \% of <br> students <br> at Level <br>  | of <br> students <br> at Level <br> $4 \& 5$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | 130 | $6.9 \%$ | $11.5 \%$ | $17.7 \%$ | $48.5 \%$ | $15.4 \%$ | $\mathbf{6 3 . 8 \%}$ | $53.0 \%$ |
| Grade 4 | 168 | $3.0 \%$ | $7.7 \%$ | $13.7 \%$ | $58.9 \%$ | $16.7 \%$ | $\mathbf{7 5 . 6 \%}$ | $49.4 \%$ |
| Grade 5 | 162 | $3.1 \%$ | $4.9 \%$ | $22.2 \%$ | $54.9 \%$ | $14.8 \%$ | $\mathbf{6 9 . 8 \%}$ | $48.8 \%$ |
| Grade 6 | 143 | $0.0 \%$ | $9.1 \%$ | $21.0 \%$ | $62.2 \%$ | $7.7 \%$ | $\mathbf{6 9 . 9 \%}$ | $43.5 \%$ |
| Grade 7 | 136 | $2.9 \%$ | $7.4 \%$ | $34.6 \%$ | $52.9 \%$ | $2.2 \%$ | $\mathbf{5 5 . 1 \%}$ | $43.4 \%$ |
| Grade 8 | 73 | $17.8 \%$ | $16.4 \%$ | $32.9 \%$ | $32.9 \%$ | $0.0 \%$ | $\mathbf{3 2 . 9 \%}$ | $28.2 \%$ |
| Algebra I | 99 | $0.0 \%$ | $2.0 \%$ | $12.1 \%$ | $80.8 \%$ | $5.1 \%$ | $\mathbf{8 5 . 9 \%}$ | $45.8 \%$ |
| Geometry | 26 | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $73.1 \%$ | $26.9 \%$ | $\mathbf{1 0 0 \%}$ | $29.5 \%$ |

## Comparison of Branchburg's Spring 2018 PARCC Administration to New Jersey Percentages Mathematics

| Grade | Level 1, District | Level 1, State | Level 2, District | Level 2, State | Level 3, District | Level 3, State | Level 4, District | Level 4, State | Level 5, District | Level 5, State |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3 | 6.9 | 8.0 | 11.5 | 15.3 | 17.7 | 23.7 | 48.5 | 37.8 | 15.4 | 15.2 |
| 4 | 3.0 | 7.5 | 7.7 | 16.8 | 13.7 | 26.3 | 58.9 | 41.8 | 16.7 | 7.6 |
| 5 | 3.1 | 7.5 | 4.9 | 17.0 | 22.2 | 26.7 | 54.9 | 38.5 | 14.8 | 10.4 |
| 6 | 0.0 | 8.5 | 9.1 | 20.1 | 21.0 | 27.9 | 62.2 | 35.6 | 7.7 | 7.9 |
| 7* | 2.9 | 7.7 | 7.4 | 20.4 | 34.6 | 28.6 | 52.9 | 36.0 | 2.2 | 7.4 |
| 8* | 17.8 | 22.0 | 16.4 | 22.7 | 32.9 | 27.1 | 32.9 | 27.2 | 0.0 | 1.0 |
| Algebra I | 0.0 | 11.3 | 2.0 | 18.6 | 12.1 | 24.3 | 80.8 | 39.3 | 5.1 | 6.5 |
| Geometry | 0.0 | 9.4 | 0.0 | 31.5 | 0.0 | 29.6 | 73.1 | 24.6 | 26.9 | 4.9 |

## 2018 District Results: Level 1

- Level 1 data from the 2018 administration identified the following percentages of students that did not meet expectations in English Language Arts/Literacy and Mathematics.
- All percentages remain below the State of NJ averages in each grade level.
**A Level 1 score is an indication that a student does not yet meet expectations at the given grade level.

Percentage of Students who Did Not Yet Meet Expectations**

|  | English Language <br> Arts/Literacy | Mathematics |
| :--- | :---: | :---: |
| Grade 3 | 11.5 | 6.9 |
| Grade 4 | 6.0 | 3.0 |
| Grade 5 | 2.5 | 3.1 |
| Grade 6 | 0.7 | 0.0 |
| Grade 7* | 4.9 | 17.8 |
| Grade 8* | -- | 0.0 |
| Algebra I | -- | 0.0 |
| Geometry |  |  |

## 2015-2018 Spring PARCC Grade-Level Outcome Comparison English Language Arts/Literacy

## Percentage of Students Meeting Expectations



## 2015-2018 Spring PARCC Grade-Level Outcome Comparison Mathematics

## Percentage of Students Meeting Expectations



## 2015-2018 PARCC Comparison Grade 3



## 2015-2018 PARCC Comparison Grade 4



## Grade 4 ELA





## Grade 4 Mathematics


$\square$ Level 5

- Level 4
- Level 3
- Level 2
$\square$ Level 1


## 2015-2018 PARCC Comparison Grade 5




Cross-State
New Jersey

- Branchburg


Grade 5 ELA


Grade 5 Mathematics


## 2015-2018 PARCC Comparison Grade 6



Grade 6 ELA



Grade 6 Mathematics


Cross-State
New Jersey
Branchburg

## 2015-2018 PARCC Comparison Grade 7



Grade 7 ELA


$\square$ New Jersey
Branchburg


Grade 7 Mathematics

*Some students in grade 7 \& 8 participated in the PARCC Algebra I or Geometry assessments in place of the $7^{\text {th }} \& 8^{\text {th }}$ grade Math assessments. Thus, PARCC Math 7 \& 8 outcomes are not representative of grade $7 \& 8$ performance as a whole.

## 2015-2018 PARCC Comparison Grade 8



Cross-State
New Jersey - Branchburg

Grade 8 ELA


*Some students in grade 7 \& 8 participated in the PARCC Algebra I or Geometry assessments in place of the $7^{\text {th }} \& 8^{\text {th }}$ grade Math assessments. Thus, PARCC Math $7 \& 8$ outcomes are not representative of grade $7 \& 8$ performance as a whole.

## 2015-2018 PARCC Comparison Algebra I \& Geometry




Geometry


# Longitudinal Comparison of Branchburg's Class of 2022 Cohort Spring PARCC Scores, Level 4+ 

English Language Arts/Literacy


## Grade 3: 16-17 <br> Grade 4: 17-18



# Longitudinal Comparison of Branchburg's Class of 2021 Cohort Spring PARCC Scores, Level 4+ 

English Language Arts/Literacy


- Cross-State
- New Jersey
- Branchburg

Mathematics


# Longitudinal Comparison of Branchburg's Class of 2020 Cohort Spring PARCC Scores, Level 4+ 

English Language Arts/Literacy

$25-$ Mathematics
Grade 3: 14-15 Grade 4: 15-16 Grade 5: 16-17 Grade 6: 17-18

| $100 \times$ Cross-State |  |
| :--- | :--- |
|  | $=$ New Jersey |
|  | $=$ Branchburg |

# Longitudinal Comparison of Branchburg's Class of 2019 Cohort Spring PARCC Scores, Level 4+ 

English Language Arts/Literacy


- Cross-State
- New Jersey
- Branchburg

Mathematics


# Longitudinal Comparison of Branchburg's Class of 2018 Cohort Spring PARCC Scores, Level 4+ 

## English Language Arts/Literacy



- New Jersey
- Branchburg


## Mathematics

Performance of Branchburg's Ethnicity Subgroups 2018 Spring PARCC English Language Arts/Literacy


Performance of Branchburg's Ethnicity Subgroups 2018 Spring PARCC Mathematics


## Branchburg's 2018 Spring PARCC

 English Language Arts/Literacy Results Students with Disabilities Subgroup|  | Count <br> of Valid <br> Test <br> Scores | Not Yet <br> Meeting <br> Expectations <br> (Level 1) | Partially <br> Meeting <br> Expectations <br> (Level 2) | Approaching <br> Expectations <br> (Level 3) | Meeting <br> Expectations <br> (Level 4) | Exceeding <br> Expectations <br> (Level 5) | District <br> \% of <br> students <br> at Level <br> \& 5 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | 19 | $42.1 \%$ | $15.8 \%$ | $21.0 \%$ | $21.0 \%$ | $0.0 \%$ | $\mathbf{2 1 . 0 \%}$ |
| Grade 4 | 28 | $14.3 \%$ | $28.6 \%$ | $25.0 \%$ | $25.0 \%$ | $7.1 \%$ | $\mathbf{3 2 . 1 \%}$ |
| Grade 5 | 40 | $7.5 \%$ | $27.5 \%$ | $42.5 \%$ | $20.0 \%$ | $2.5 \%$ | $\mathbf{2 2 . 5 \%}$ |
| Grade 6 | 22 | $4.5 \%$ | $9.0 \%$ | $22.7 \%$ | $45.5 \%$ | $18.2 \%$ | $\mathbf{6 3 . 7 \%}$ |
| Grade 7 | 37 | $18.9 \%$ | $27.0 \%$ | $24.3 \%$ | $16.2 \%$ | $13.5 \%$ | $\mathbf{2 9 . 7 \%}$ |
| Grade 8 | 44 | $9.0 \%$ | $6.8 \%$ | $29.5 \%$ | $40.9 \%$ | $13.6 \%$ | $\mathbf{5 4 . 5 \%}$ |

## Branchburg's 2018 Spring PARCC Mathematics Results Students with Disabilities Subgroup

|  | Count <br> of Valid <br> Test <br> Scores | Not Yet <br> Meeting <br> Expectations <br> (Level 1) | Partially <br> Meeting <br> Expectations <br> (Level 2) | Approaching <br> Expectations <br> (Level 3) | Meeting <br> Expectations <br> (Level 4) | Expeeding <br> Expectations <br> (Level 5) | District <br> \% of <br> students <br> at Level <br> \& 5 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 3 | 19 | $42 \%$ | $5.3 \%$ | $10.5 \%$ | $26.3 \%$ | $15.8 \%$ | $\mathbf{4 2 . 1 \%}$ |
| Grade 4 | 28 | $14.3 \%$ | $17.9 \%$ | $28.6 \%$ | $32.1 \%$ | $7.1 \%$ | $\mathbf{3 9 . 2 \%}$ |
| Grade 5 | 41 | $12.2 \%$ | $9.8 \%$ | $41.5 \%$ | $34.1 \%$ | $2.4 \%$ | $\mathbf{3 6 . 5 \%}$ |
| Grade 6 | 23 | $0.0 \%$ | $34.8 \%$ | $21.7 \%$ | $39.1 \%$ | $4.3 \%$ | $\mathbf{4 3 . 4 \%}$ |
| Grade 7 | 36 | $11.1 \%$ | $25 \%$ | $36.1 \%$ | $27.8 \%$ | $0.0 \%$ | $\mathbf{2 7 . 8 \%}$ |
| Grade 8 | 33 | $39.4 \%$ | $21.2 \%$ | $18.2 \%$ | $21.2 \%$ | $0.0 \%$ | $\mathbf{2 1 . 2 \%}$ |
| Algebra I | 12 | $0.0 \%$ | $8.3 \%$ | $25.0 \%$ | $66.7 \%$ | $0.0 \%$ | $\mathbf{6 6 . 7 \%}$ |
| Geometry | 1 | $--\%$ | $--\%$ | $--\%$ | $--\%$ | $--\%$ | $\mathbf{- - \%}$ |

## Challenges

- Understanding the reasons for the low scores in third grade so that we can support student learning more specifically for current third and fourth grade students.
- Understanding the reasons for the low scores for our Students with Disabilities so that curriculum adjustments can be made.
- Analysis of aggregate and disaggregate data from Link-It to review the connections of student performance across PARCC, MAP and in-district assessments.
- Utilizing District Evidence Statements to monitor trends across specific standards


## Successes

- Branchburg PARCC scores continue to be above NJ State averages (data from "like" groups is not shared by the State). Third grade LA is an exception to this for 2018.
- Advanced math students are meeting with very high levels of success.
- Multi-year data will allow for more accurate trend analysis and the ability to correct our course where needed.
- Strong plan already in place to support our Students with Disabilities
- Greater alignment of Student Growth Objectives to standardized norms.


## PARCC Updates for the 2018-2019 School Year

On July 10, 2018, the NJDOE shared short and long-term changes to advance a transition to the next generation assessment.

Immediate changes that affect Branchburg students and staff include:

- A reduction in the length of the testing for all grades by $25 \%$
- A reduction in the weight of the assessment on teacher evaluations

| Type of Educator | Old Evaluation Component Weights | New Evaluation Component Weighting |
| :--- | :--- | :--- |
| mSGP Teacher | - Teacher Practice: 55\% <br> - SGO: $15 \%$ | - Teacher Practice: $70 \%$ <br> - mSGP: 30\% |
| SGO: $25 \%$ |  |  |
| Non-mSGP Teacher | - Teacher Practice: $85 \%$ <br> - SGO: $15 \%$ | - Teacher Practice: $85 \%$ <br> - SGO: $15 \%$ |

Graduation requirements remain the same:

- Passing Algebra I and ELA 10 assessments


## PARCC Resources for Parents

- Valuable PARCC resources for Parents: http://www.state.nj.us/education/assessment/parents/ Understanding the student score reports (with translations): understandthescore.org/

How Did xxxx Perform Overall?

```
Performance Level 3
```

```
Level 5 Exceeded Expectations
Level }4\mathrm{ Met Expectations
Level }3\mathrm{ Approached Expectations
Level }2\mathrm{ Partially Met Expectations
Level }1\mathrm{ Did Not Yet Meet Expectations
```




[^0]:    *Some students in grade 7 and 8 participated in the PARCC Algebra I or Geometry assessment. Thus, PARCC Math 7 and Math 8 outcomes are not representative of grade level performance as a whole.

