

Statewide Assessment Presentation Part I

Office of Curriculum & Instruction
August 24, 2017



Overview

PARCC

- Grades 3-11 ELA
- Grades 3-8 Math, Algebra I, Geometry, Algebra II
- Access for ELLs
- Dynamic Learning Maps and Science Alternate Proficiency Assessment

NJASK Science and NJBCT

AP/SAT/ACT

Partnership for Assessment of Readiness for College and Careers

PARCC

PARCC Performance Levels

Level 1: Not yet meeting grade-level expectations

Level 2: Partially meeting grade-level expectations

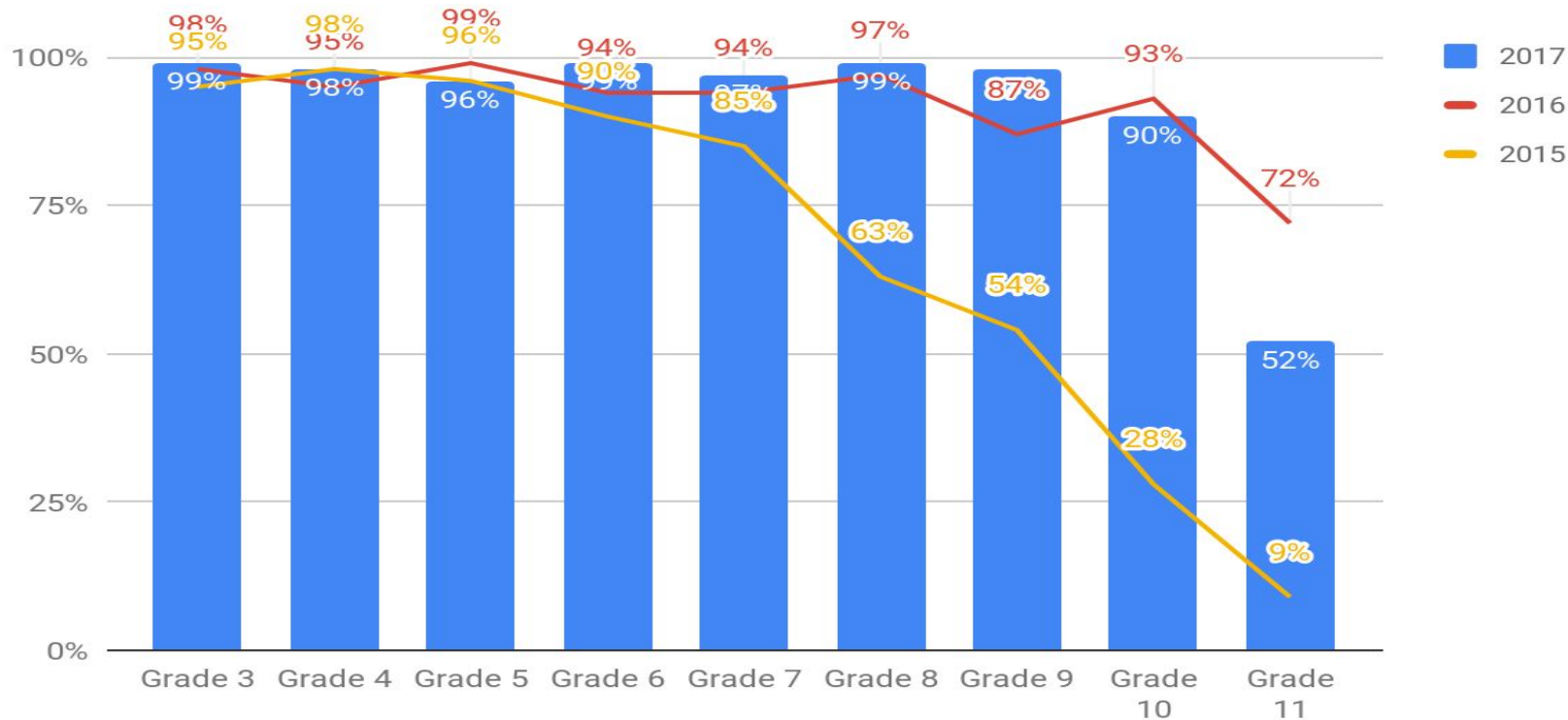
Level 3: Approaching grade-level expectations

Level 4: Meeting grade-level expectations

Level 5: Exceeding grade-level expectations

English Language Arts

Percentage of Students Tested: ELA



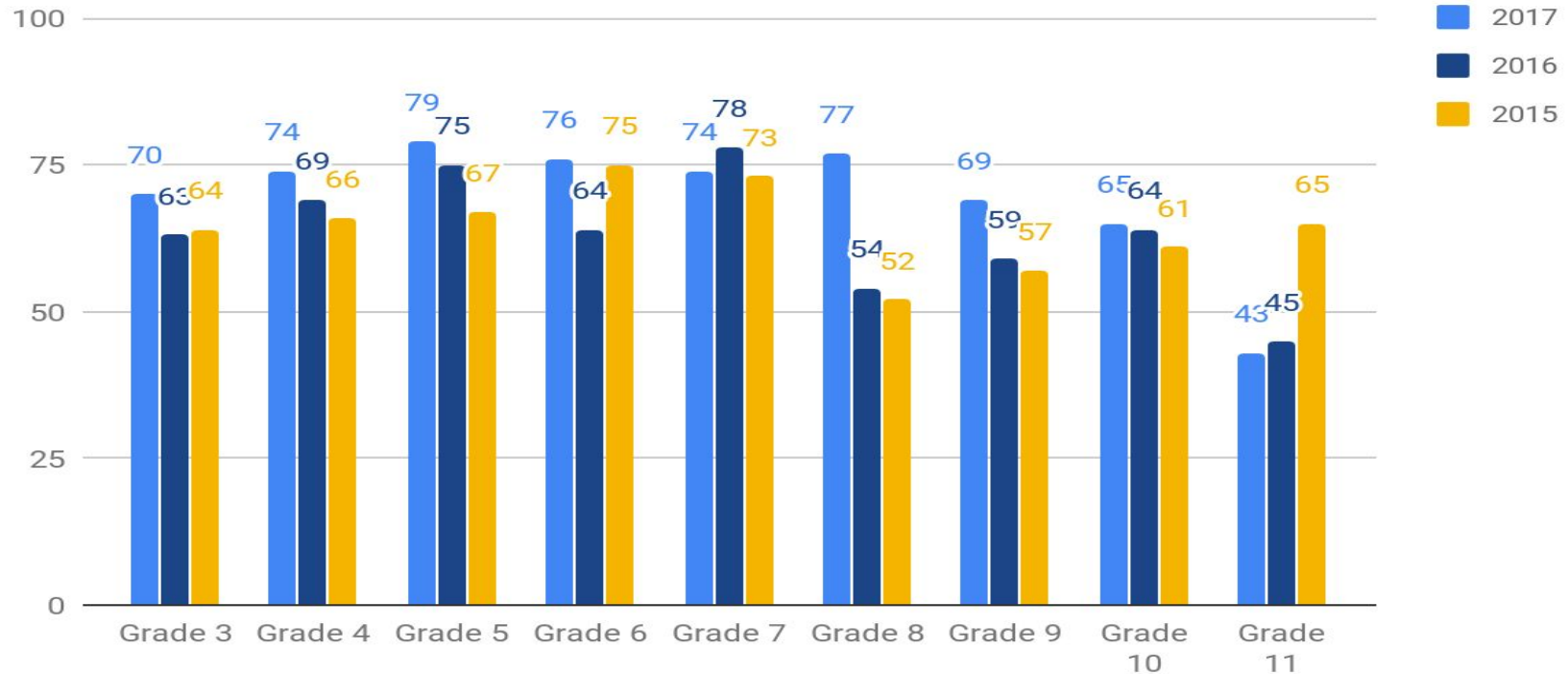
2017 ELA Grade-Level Outcomes

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Grade 9 % >= Level 4	Grade 10 % >= Level 4	Grade 11 % >= Level 4
State	50%	56%	59%	53%	59%	59%	51%	45%	37%
District	70%	74%	79%	76%	74%	77%	69%	65%	43%
Berkeley	87%	84%	82%						
Brookside	70%	73%	81%						
George	61%	67%	82%						
Washington	67%	68%	73%						
WRMS				76%	74%				
High						77%	69%	65%	43%

ELA Year-to-Year by Level

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Grade 3	4%	4%	9%	11%	17%	21%	53%	50%	17%	13%
Grade 4	4%	1%	6%	7%	16%	23%	42%	49%	32%	20%
Grade 5	1%	2%	5%	3%	14%	19%	53%	58%	26%	17%
Grade 6	1%	4%	6%	9%	18%	24%	61%	54%	15%	10%
Grade 7	5%	3%	8%	6%	13%	11%	38%	35%	36%	43%
Grade 8	3%	6%	8%	13%	13%	26%	44%	41%	33%	13%
Grade 9	3%	7%	7%	9%	21%	26%	50%	43%	19%	16%
Grade 10	10%	9%	12%	8%	14%	18%	49%	40%	16%	24%
Grade 11	21%	12%	15%	19%	22%	25%	35%	35%	8%	10%

ELA %Year-to-Year 4 or Above



ELA Subgroups % at 4 or Above

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
Female	74%	84%	89%	81%	87%	84%	78%	75%	65%
Male	67%	65%	70%	71%	64%	66%	60%	55%	30%
Hispanic	54%	57%	74%	56%	57%	55%	56%	40%	37%
Asian	80%	100%	90%	89%	87%	93%	80%	88%	---
Black	---	---	---	---	50%	---	50%	---	---
White	74%	78%	80%	78%	78%	78%	73%	68%	39%
Econ Dis-N	72%	77%	81%	78%	76%	79%	73%	67%	44%
Econ Dis-Y	59%	50%	65%	47%	53%	43%	21%	47%	36%
SWD - Y	33%	19%	21%	27%	26%	17%	19%	27%	8%
SWD-N	76%	85%	87%	81%	82%	86%	79%	72%	58%

Elementary ELA

ELA Conclusions and Intervention Strategies

Conclusions:

- District schools scored above State Average
- % students meeting or exceeding grade level expectations continues to increase
- Continued support for students with disabilities in ELA is needed

Interventions:

- Implementation of Readers and Writers Workshop with targeted differentiation of instruction for all students
- K - 2 implementation of Orton Gillingham strategies to focus on multisensory approach to reading
- K - 5 Literacy Coach to provide staff development with a focus on best practice and 21st Century Skills
- Basic Skills instruction
- Analysis of PARCC Evidence Statements to support school-based actions

WRMS ELA

ELA Conclusions and Intervention Strategies

Conclusions

- Continued increase in number of students participating
- Well above state averages
 - ELA 6 - 23%
 - ELA 7 - 15%
- Trends of % ≥ 4 :
 - 6th: 12% increase from 2016-2017
 - 7th: 4% decrease from 2016-2017
- Economically disadvantaged and special education subgroups need continued focus
- Grade 7 male subgroup needs focus

Interventions

- Reading and Writing Workshop
 - Grade 6 - second year of implementation
 - Grade 7 - first year of implementation
- 21st Century Literacy
 - Writing workshop strategies to align with ELA core and improve pedagogy
 - Focus on three writing domains: research, argumentative & narrative
- Addition of MSU Consultants to support Co-Teaching
- Basic Skills, Homework Club, Student Intervention & Support
- Increased targeted support through improved team structure and focus

Jr/Sr High ELA

ELA Conclusions and Intervention Strategies

Conclusions

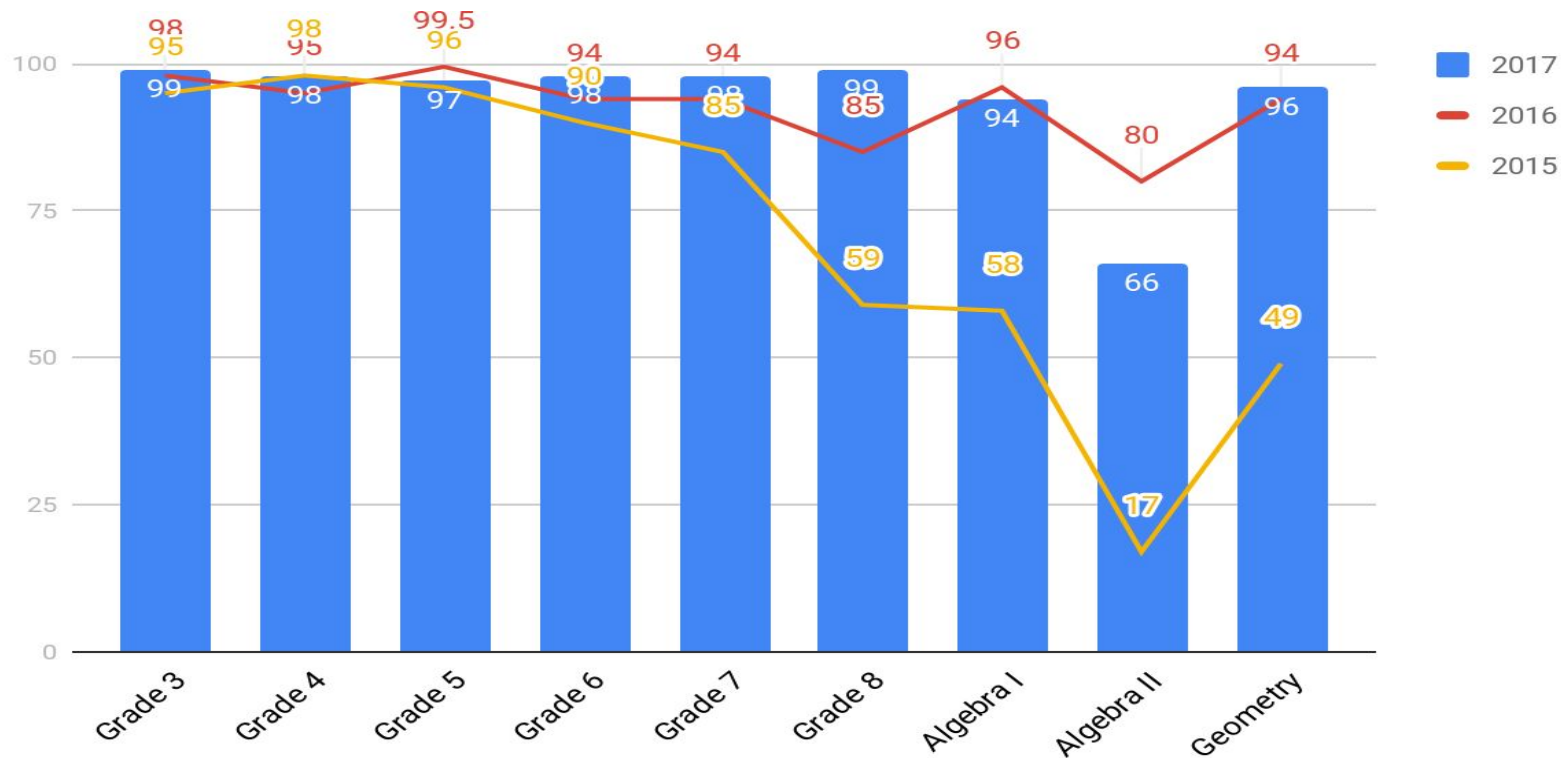
- Above State Average in Grades 8-11
- Percentages of students receiving a level 4 or 5 in grades 8-10 increased. In Grade 11 it stayed the same at level 4 and decreased by 2% for level 5
- Continue support for students with disabilities in ELA.

Interventions

- Addition of MSU Consultants to support Co-Teaching
- Read 180 Program for struggling students
- Targeted Professional Development on Differentiation
- Further analysis of PARCC evidence statements during ELA department meetings
- Integration of cross-curricular learning activities in electives, Science and Social Studies

Mathematics

Percentage of Students Tested: Math



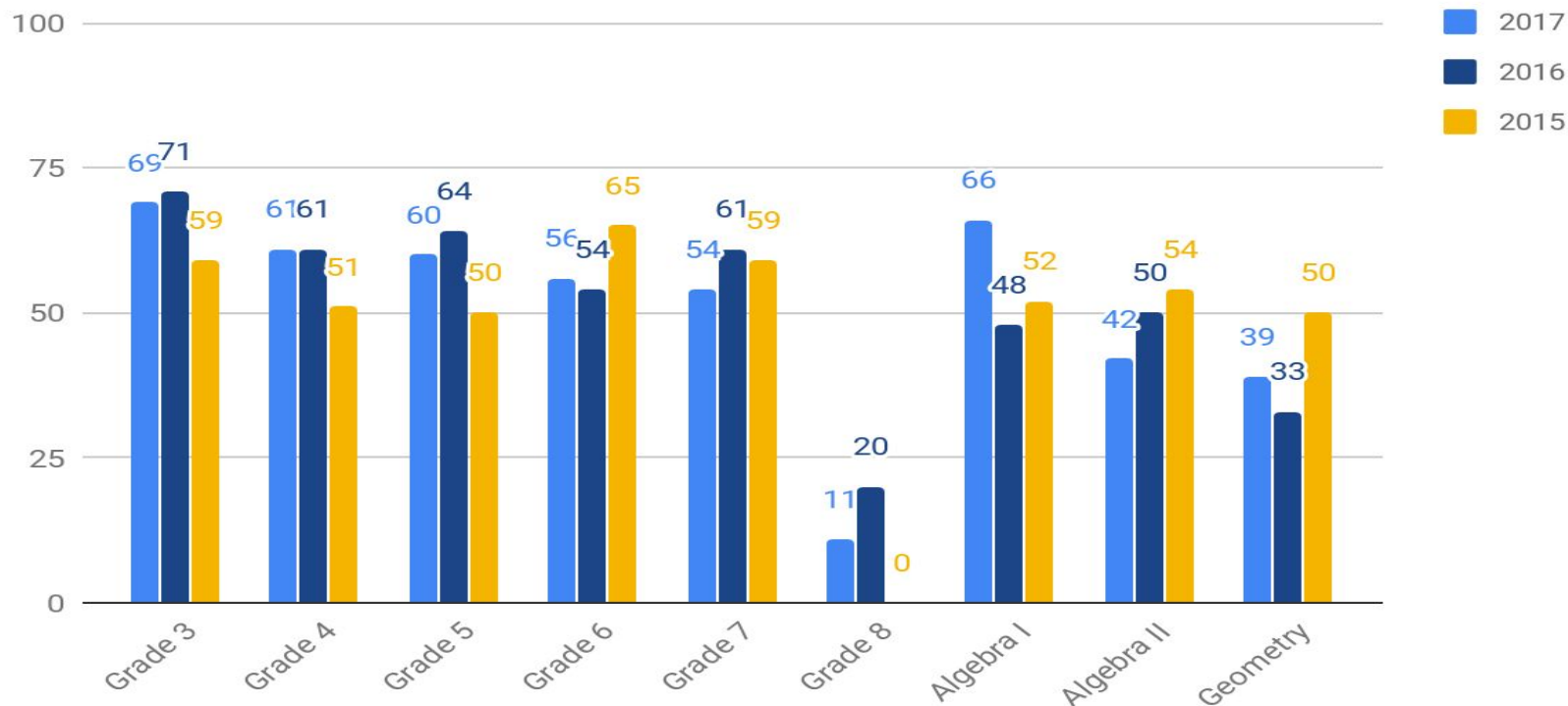
2017 Math Grade-Level Outcomes

	Grade 3 % >= Level 4	Grade 4 % >= Level 4	Grade 5 % >= Level 4	Grade 6 % >= Level 4	Grade 7 % >= Level 4	Grade 8 % >= Level 4	Algebra I % >= Level 4	Algebra II % >= Level 4	Geometry % >= Level 4
State	53%	48%	46%	44%	40%	28%	42%	27%	30%
District	69%	61%	60%	56%	54%	11%	66%	42%	39%
Berkeley	80%	69%	67%						
Brookside	60%	64%	59%						
George	74%	58%	57%						
Washington	65%	59%	58%						
WRMS				56%	54%				
High						11%	66%	42%	39%

Math Year-to-Year by Level

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Grade 3	4%	5%	7%	7%	20%	17%	47%	51%	22%	20%
Grade 4	6%	3%	10%	12%	23%	24%	52%	55%	9%	6%
Grade 5	2%	3%	7%	10%	30%	23%	49%	54%	11%	10%
Grade 6	4%	5%	9%	8%	32%	35%	47%	47%	9%	7%
Grade 7	4%	3%	13%	10%	30%	26%	46%	48%	8%	13%
Grade 8	15%	12%	30%	36%	44%	32%	11%	19%	0	1%
Algebra I	3%	10%	11%	18%	20%	25%	60%	43%	6%	5%
Algebra II	22%	10%	19%	17%	18%	24%	39%	48%	3%	2%
Geometry	8%	6%	25%	20%	28%	40%	35%	31%	4%	2%

% Year-to-Year Math 4 or Above



Math Subgroups % at 4 or Above

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Alg. I	Alg. II	Geom.
Female	68%	72%	64%	49%	53%	12%	68%	48%	46%
Male	69%	52%	56%	62%	55%	11%	62%	37%	33%
Hispanic	46%	39%	57%	37%	39%	7%	24%	20%	29%
Asian	73%	100%	70%	---	75%	---	84%	79%	70%
Black	---	---	---	---	20%	---	---	---	---
White	73%	68%	60%	58%	57%	13%	74%	40%	39%
Econ Dis N	71%	65%	63%	59%	56%	13%	70%	44%	41%
Econ Dis Y	50%	38%	38%	20%	33%	0	19%	21%	10%
SWD - Y	30%	9%	25%	27%	11%	0	13%	0	6%
SWD-N	74%	72%	65%	59%	60%	16%	74%	49%	48%

Elementary Math Conclusions and Intervention Strategies

Conclusions:

- District schools scored above State Average
- Additional focus on scope and sequence to address timing and skills.
- Continue support for students with disabilities in Math

Interventions:

- Continued targeted professional development based on grade level and NJSLs.
- Analysis and possible restructuring of scope and sequence calendar.
- Analysis of PARCC Evidence Statements to support school-based actions.

WRMS

Math Conclusions and Intervention Strategies

Conclusions

- Continued increase in number of students participating
- Above state averages
 - Math 6 - 12%
 - Math 7 - 14%
- Trends of % ≥ 4 :
 - 6th: 2% increase from 2016-2017
 - 7th: 7% decrease from 2016-2017
- Economically disadvantaged and special education subgroups need continued focus

Interventions

- IXL and Gizmos programs
- Addition of MSU Consultants to support Co-Teaching
- Basic Skills, Homework Club, Student Intervention & Support
- Analysis of PARCC Evidence Statements to support school-based actions and cross-curricular focus
- Increased targeted support through improved team structure and focus

Jr/Sr High Math Conclusions and Intervention Strategies

Interventions

Conclusions

- Grade 8 Continues to be a concern
- Scored above the state average in Algebra 1, Algebra 2, Geometry
- Continue support for students with disabilities in Math

- Form a Committee to evaluate/analyze the 8th grade curriculum
- Revising the Math Curriculum this year
- Implementation of MSU Consultants (Co-Teaching)
- Continue targeted PD towards differentiation
- Analysis of Scope and Sequence of Curricular calendar
- Analysis of PARCC Evidence Statements during department meetings
- Vertical articulation of skills across grade levels
- Increased emphasis on written explanations on assessments and class assignments

ACCESS for ELL Scores

English Language Proficiency Test

Proficiency Level	K	1	2	3	4	5	6	7	9	10	11	12
Entering	36%	0	0	0	0	0	0	0	0	50%	0	0
Emerging	0	7%	20%	0	13%	33%	0	0	0	0	0	100%
Developing	18%	50%	47%	29%	0	0	0	50%	67%	25%	100%	0
Expanding	45%	43%	20%	71%	50%	67%	100%	50%	33%	0	0	0
Bridging	0	0	13%	0	38%	0	0	0	0	25%	0	0
Reaching	0	0	0	0	0	0	0	0	0	0	0	0

Questions on Part I?

