

State Assessments Spring 2018

CLIFTON PUBLIC SCHOOLS
September 26, 2018

Measuring
College and
Career
Readiness

NEW JERSEY'S STATEWIDE LANGUAGE ARTS AND MATHEMATICS ASSESSMENT PROGRAM

- 2018 marks the 4th administration of the Partnership for Assessment of Readiness for College and Careers (PARCC).
- 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

- 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

Comparison of Clifton Public School's Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations English Language Arts/Literacy - Percentages

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018
3	13	10	13	18	14	14	28	28	26	38	40	43	3	5	3
4	7	8	7	16	16	13	29	30	27	42	38	42	7	9	12
5	7	5	7	14	14	13	26	24	28	51	51	45	3	7	7
6	10	8	5	20	19	19	33	36	31	32	31	38	5	6	9
7	13	12	10	15	15	13	25	25	25	32	31	31	16	17	21
8	12	12	12	20	15	15	25	25	24	35	35	37	7	14	12
9	18	17	14	19	19	16	29	30	26	28	29	34	6	5	9
10	21	22	21	18	18	14	24	22	24	29	30	31	8	8	10
11*	16	14	15	18	16	14	28	27	28	36	36	37	3	7	7

*Grade 11 does not include students who took an AP/IB 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 Clifton Public School's Spring 2016, Spring 2017 & Spring 2018 PARCC Administrations Mathematics - Percentages

Grade	Level 1 2016	Level 1 2017	Level 1 2018	Level 2 2016	Level 2 2017	Level 2 2018	Level 3 2016	Level 3 2017	Level 3 2018	Level 4 2016	Level 4 2017	Level 4 2018	Level 5 2016	Level 5 2017	Level 5 2018
3	6	5	4	18	19	17	30	32	25	39	36	43	7	9	12
4	6	5	5	23	22	17	35	36	31	35	34	43	2	4	5
5	4	4	5	18	19	17	32	36	31	41	37	39	5	5	7
6	10	10	9	26	24	27	38	31	32	24	31	30	2	4	3
7	9	10	7	22	24	20	37	39	32	30	25	36	2	2	4
8*	23	25	23	28	19	22	27	29	26	21	26	28	2	1	1
ALG I	20	19	14	29	31	27	25	26	30	25	23	25	1	1	3
GEO	12	17	13	48	42	45	30	30	29	10	10	13	7	1	1
ALG II	44	36	30	28	25	34	17	21	20	11	18	16	4	1	1

*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.

ALG I is Algebra 1; GEO is Geometry; ALG II is Algebra 2.

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ELA- AVERAGE SCALE SCORES

	PARCC ELA AVERAGE SCORE 2016	PARCC ELA AVERAGE SCORE 2017	PARCC ELA AVERAGE SCORE 2018	NEW JERSEY ELA AVERAGE SCORE 2016	NEW JERSEY ELA AVERAGE SCORE 2017	NEW JERSEY ELA AVERAGE SCORE 2018	CLIFTON ELA AVERAGE SCORE 2016	CLIFTON ELA AVERAGE SCORE 2017	CLIFTON ELA AVERAGE SCORE 2018
Grade 3	738	738	739	746	749	750	741	744	745
Grade 4	742	742	744	751	753	756	748	747	752
Grade 5	742	743	742	751	755	755	749	753	751
Grade 6	741	741	742	750	752	754	739	742	748
Grade 7	742	743	745	753	756	760	746	746	753
Grade 8	743	742	743	753	757	759	742	748	747
Grade 9	738	741	746	746	748	751	735	725	741
Grade 10	737	741	744	740	741	748	735	733	738
Grade 11	737	741	736	737	741	735	737	733	741

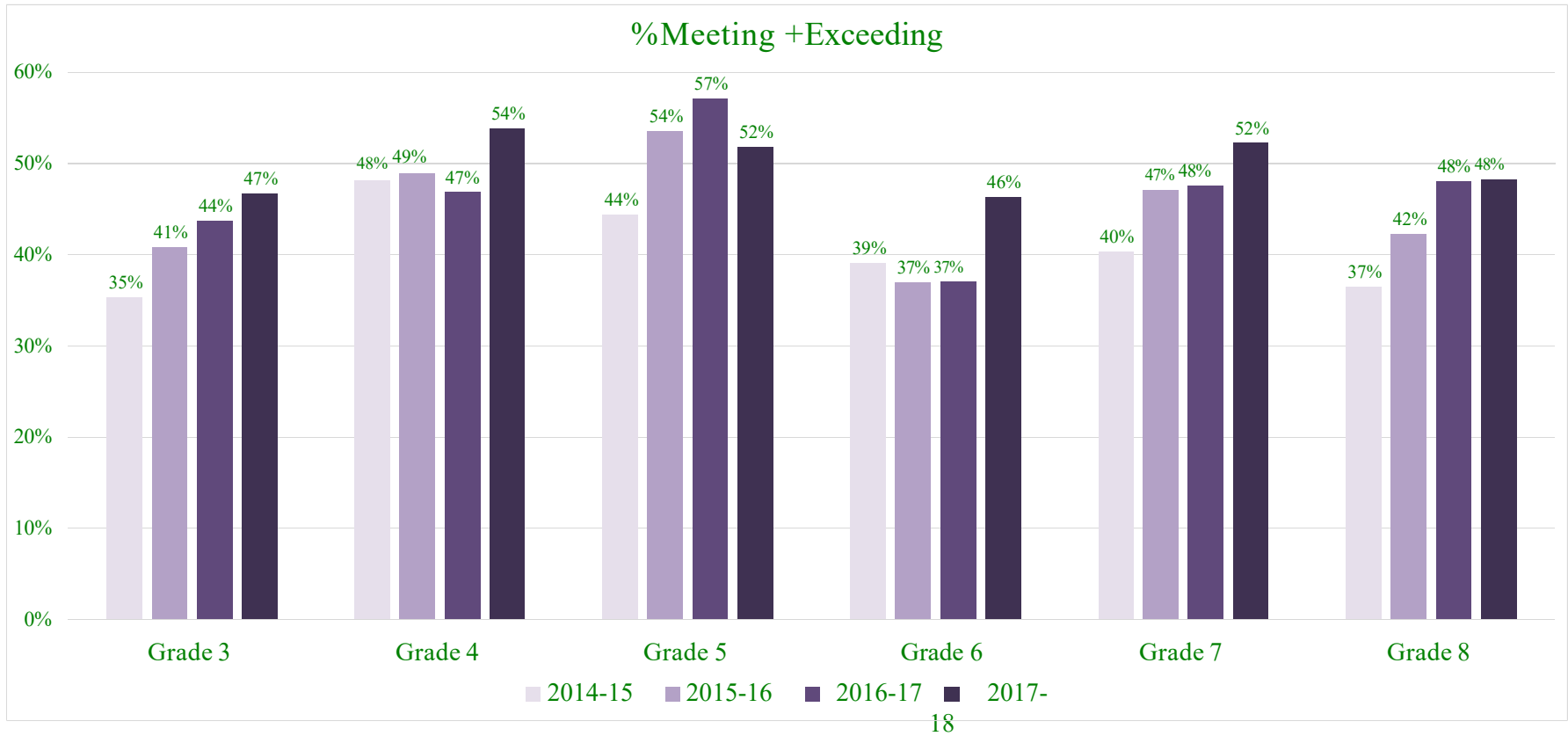
CLIFTON PUBLIC SCHOOLS

MATH AVERAGE SCALE SCORES

	PARCC MATH AVERAGE SCORE 2016	PARCC MATH AVERAGE SCORE 2017	PARCC MATH AVERAGE SCORE 2018	NEW JERSEY MATH AVERAGE SCORE 2016	NEW JERSEY MATH AVERAGE SCORE 2017	NEW JERSEY MATH AVERAGE SCORE 2018	CLIFTON MATH AVERAGE SCORE 2016	CLIFTON MATH AVERAGE SCORE 2017	CLIFTON MATH AVERAGE SCORE 2018
Grade 3	743	742	742	750	751	752	746	747	752
Grade 4	738	737	738	746	747	748	740	741	747
Grade 5	739	737	738	747	747	748	745	744	746
Grade 6	736	734	734	743	743	744	733	738	737
Grade 7	735	734	736	740	741	743	737	734	742
Grade 8	728	725	725	726	728	728	723	727	727
Algebra I	734	738	741	741	743	746	728	730	734
Algebra II	720	735	724	732	723	725	722	716	717
Geometry	732	723	734	721	734	734	707	720	723

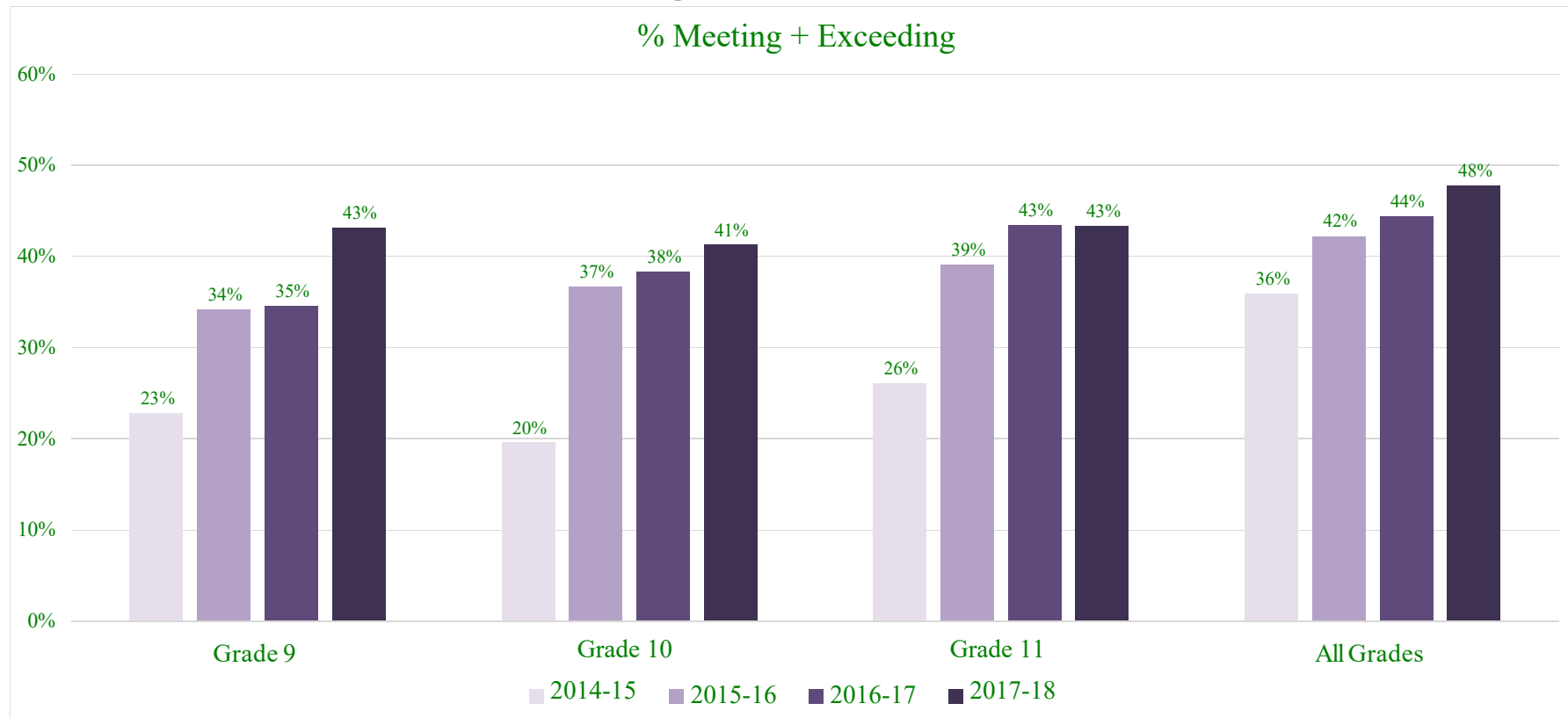
ELA Achievement and Growth (1/2)

Same grade, different students



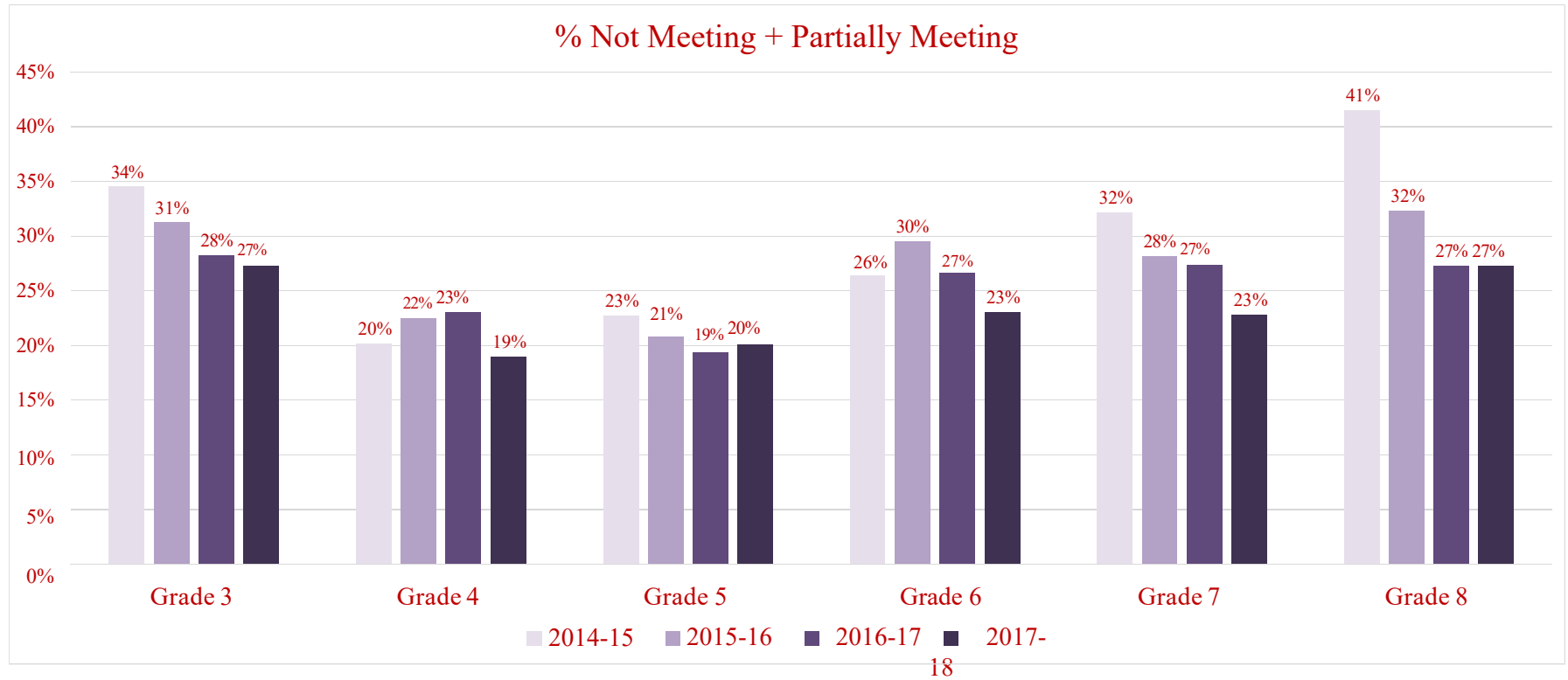
ELA Achievement and Growth (2/2)

Same grade, different students



ELA Achievement and Growth (1/2)

Same grade, different students

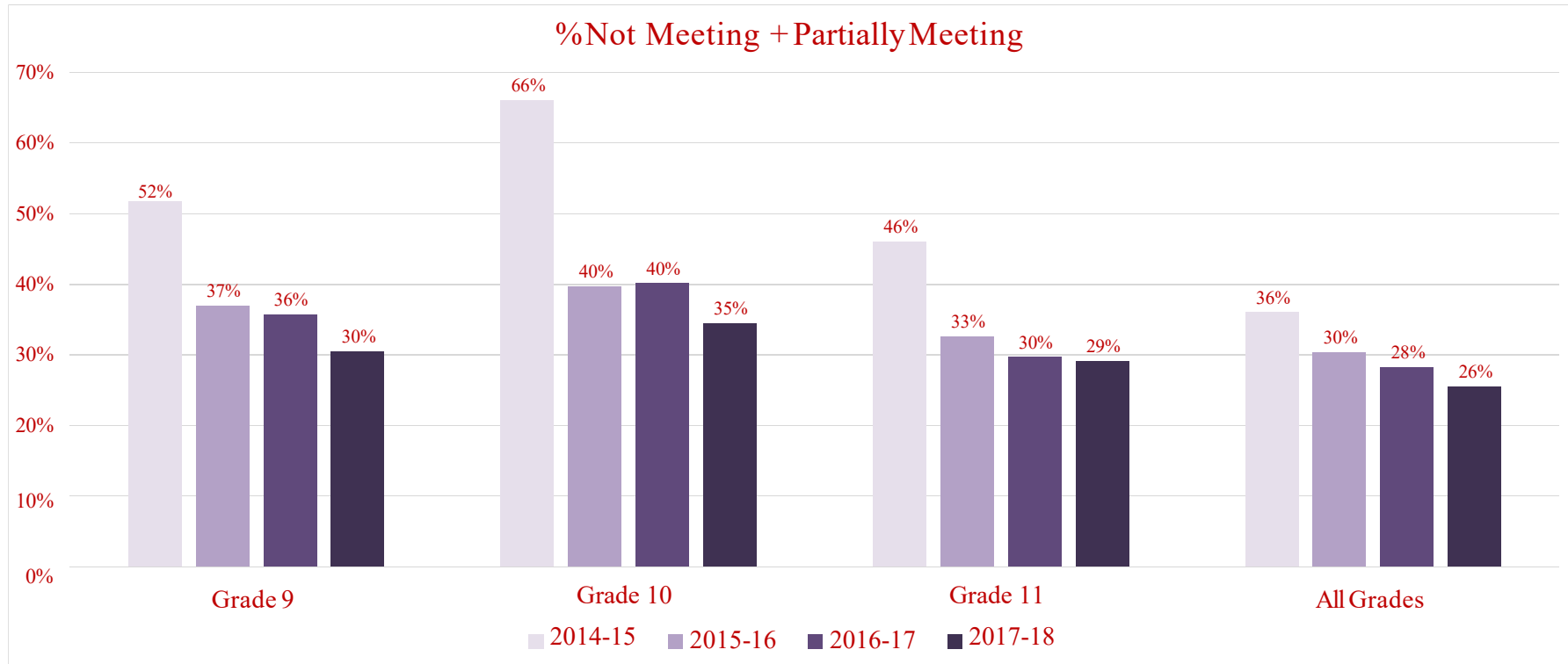


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ELA Achievement and Growth (2/2)

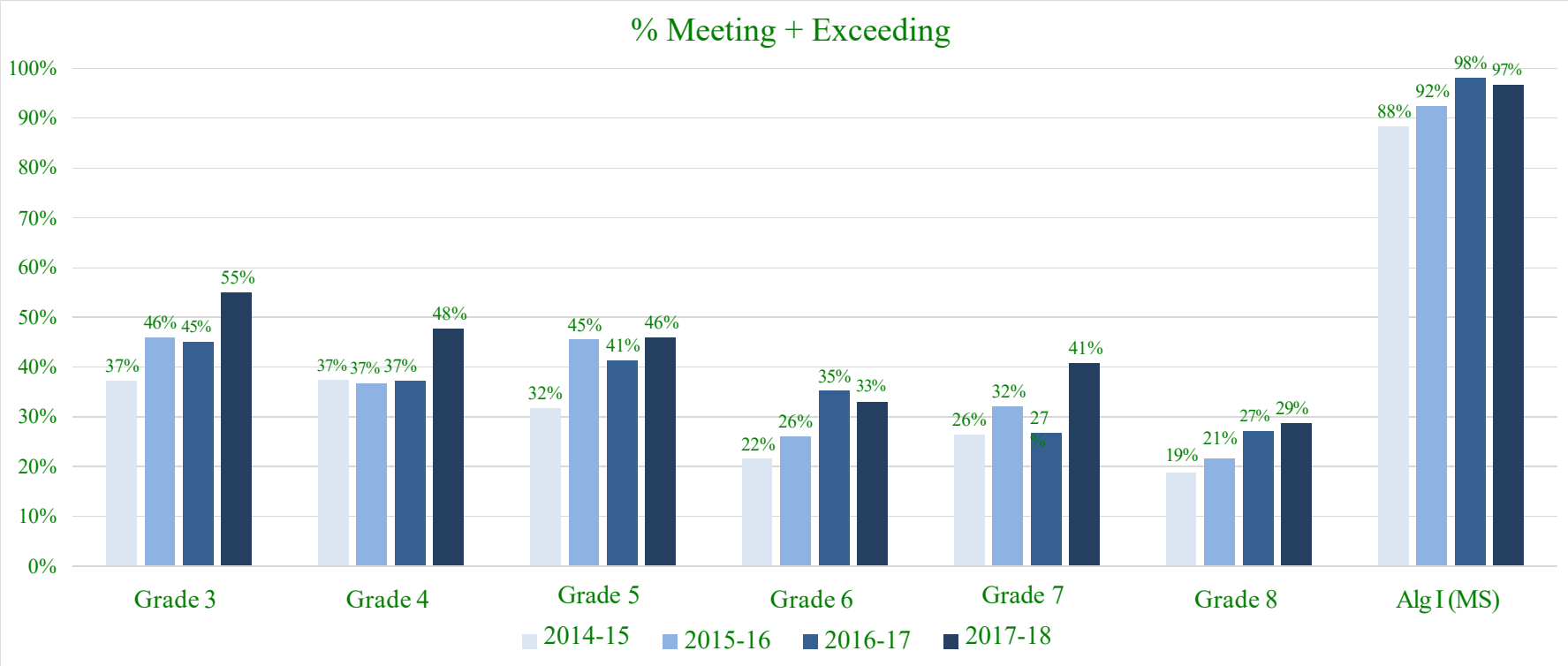
Same grade, different students

%Not Meeting + Partially Meeting



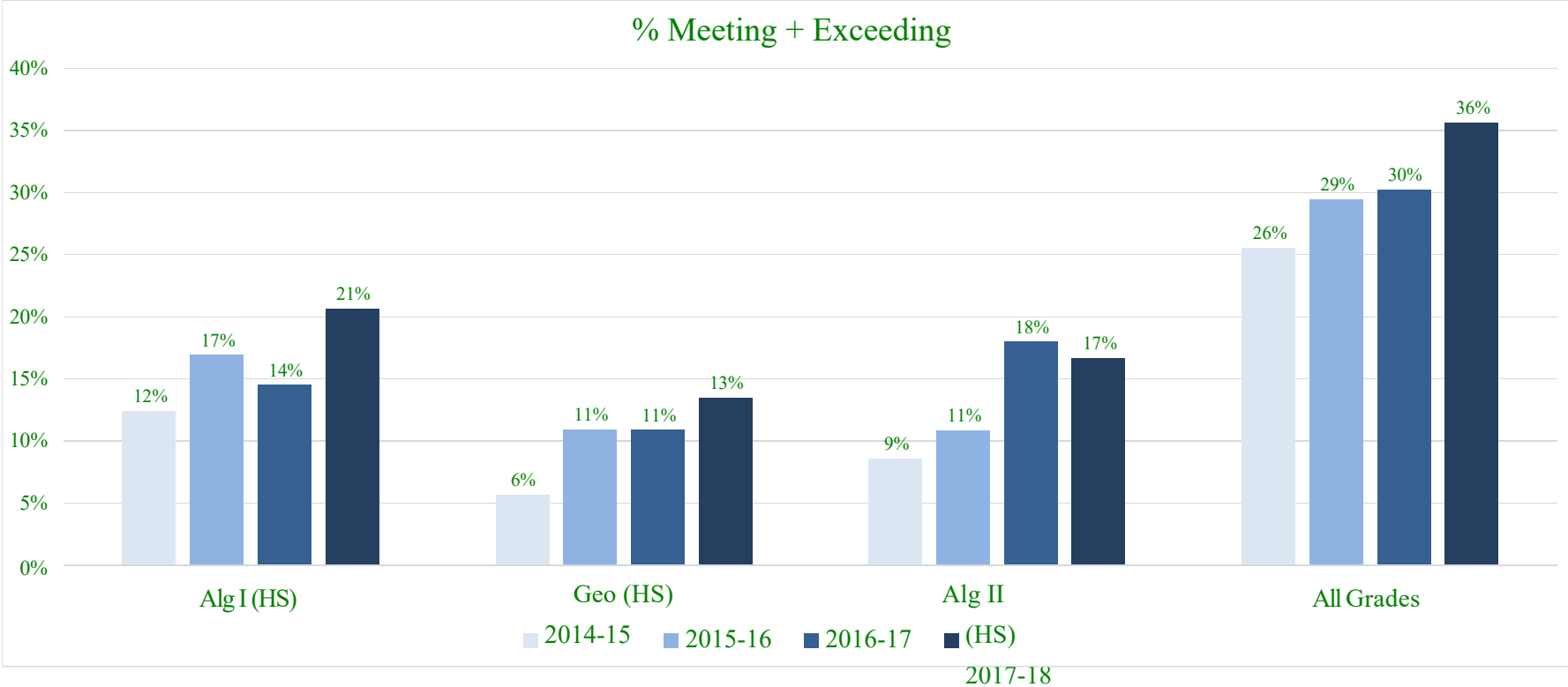
Math Achievement and Growth (1/2)

Same grade, different students



Math Achievement and Growth (2/2)

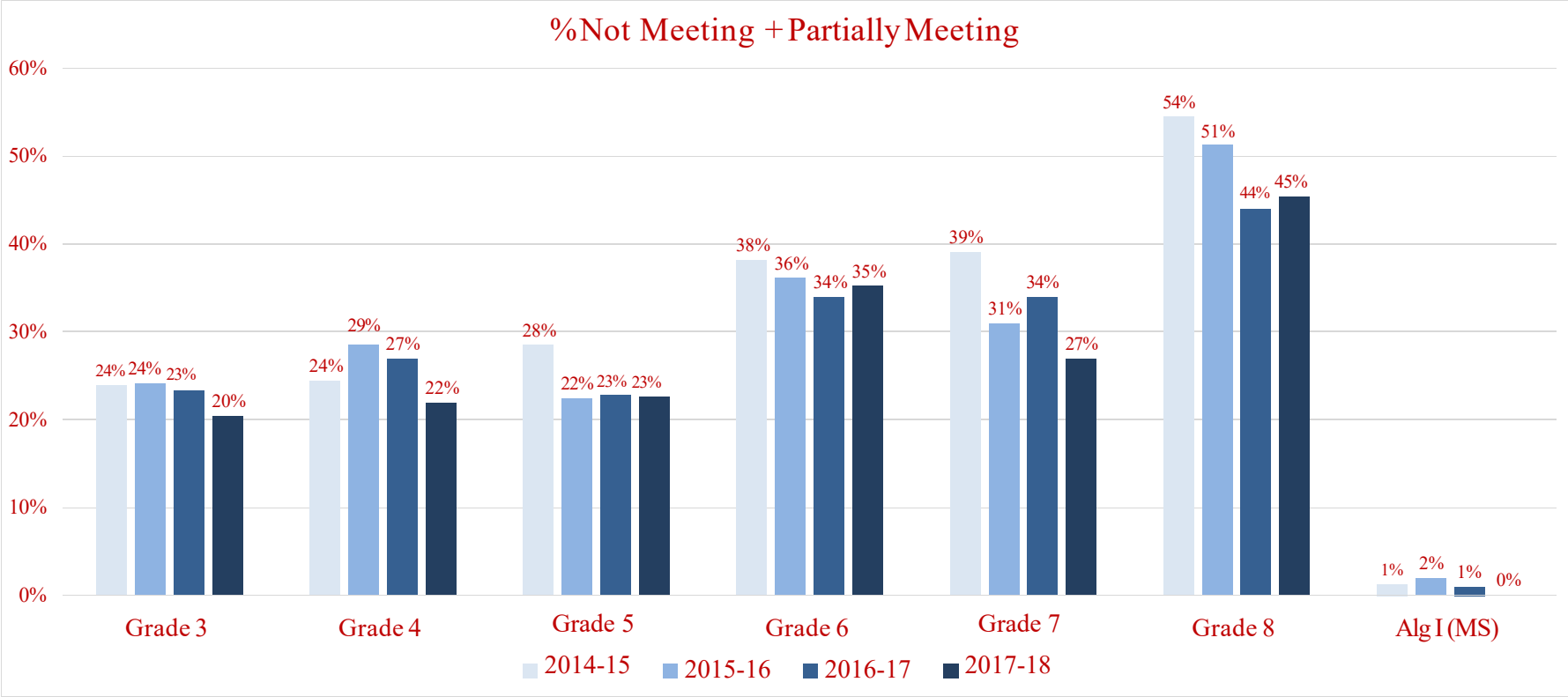
Same grade, different students



Math Achievement and Growth(1/2)

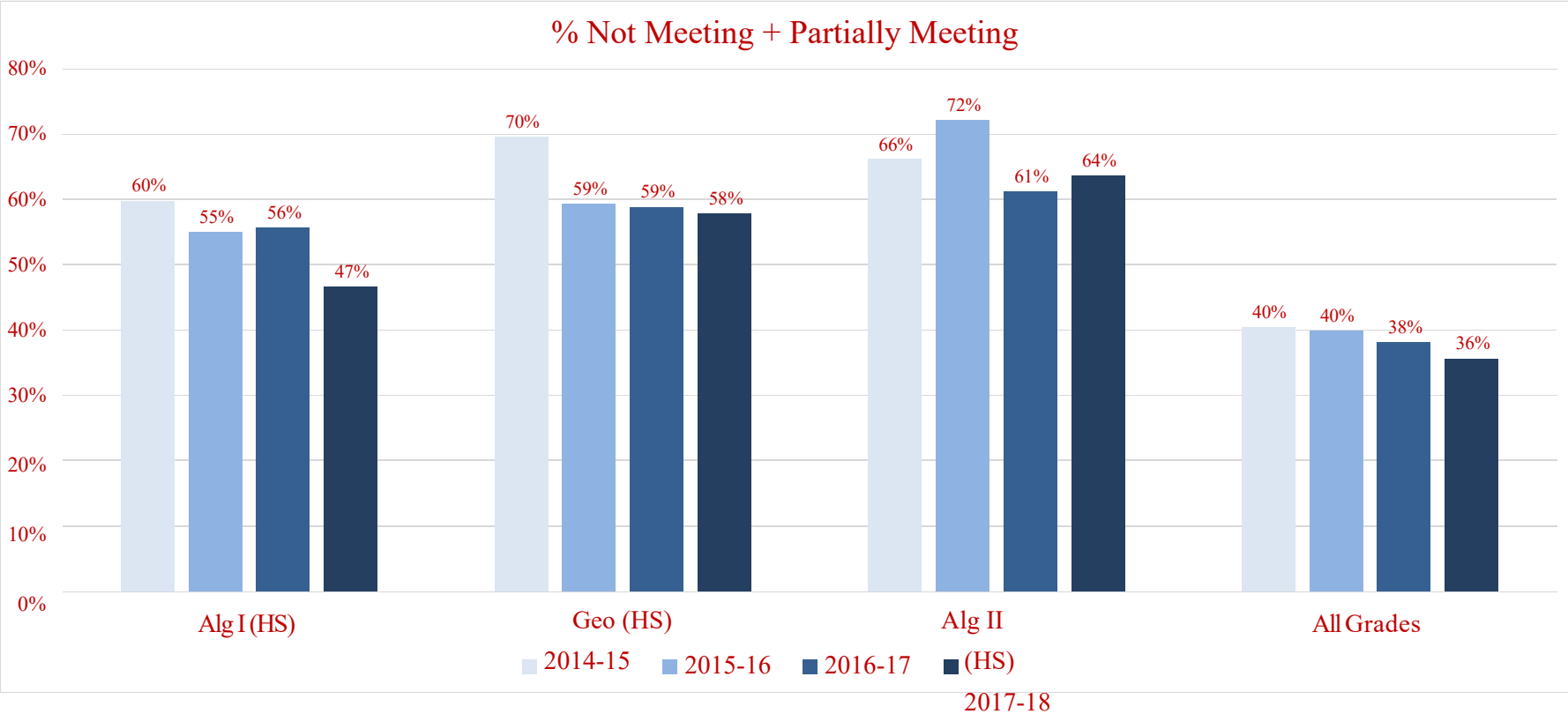
Same grade, different students

%Not Meeting + Partially Meeting



Math Achievement and Growth(2/2)

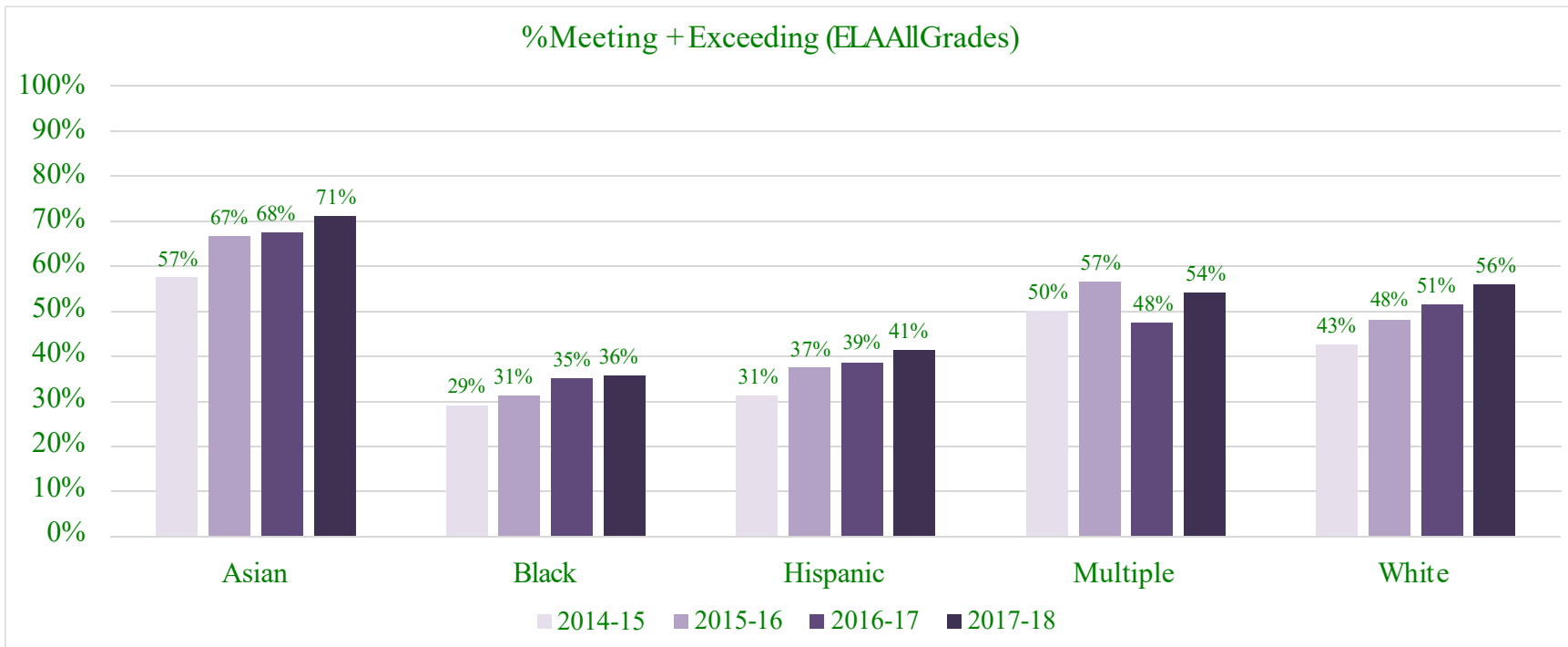
Same grade, different students



Proficiency by Race

Same grade, different students

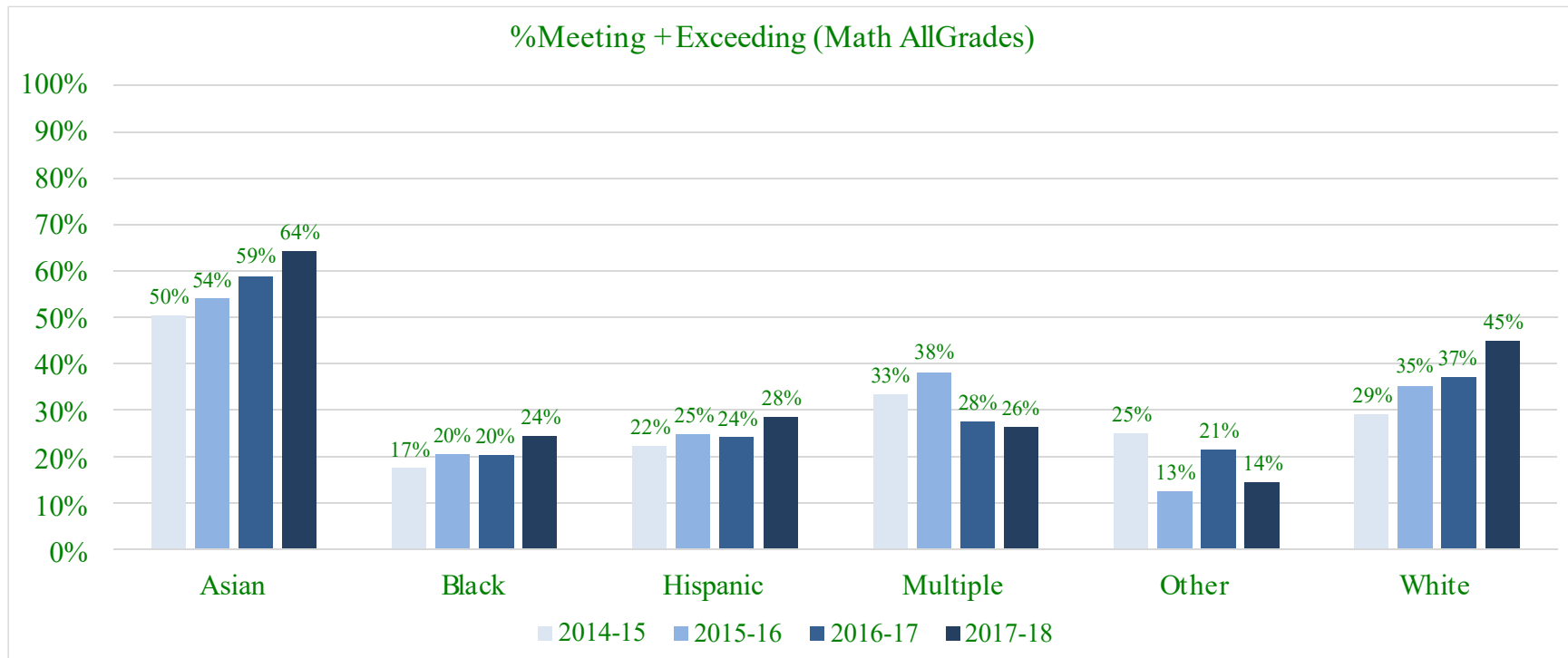
Subject	Grade	Race	N-Count		% of		N-Count		% of		% Meeting + Exceeding			
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2014-15 PARCC	2015-16 PARCC	2016-17 PARCC	2017-18 PARCC
ELA	All	Asian	348	6%	429	6%	468	7%	468	7%	57%	67%	68%	71%
ELA	All	Black	256	4%	324	5%	350	5%	327	5%	29%	31%	35%	36%
ELA	All	Hispanic	3,833	61%	4,121	58%	3,937	56%	3,938	56%	31%	37%	39%	41%
ELA	All	Multiple	4	0%	23	0%	40	1%	61	1%	50%	57%	48%	54%
ELA	All	Other	4	0%	10	0%	15	0%	21	0%	25%	20%	33%	33%
ELA	All	White	1,874	30%	2,174	31%	2,241	32%	2,200	31%	43%	48%	51%	56%
ELA	All	All	6,319		7,081		7,051		7,015		36%	42%	44%	48%



Proficiency by Race

Same grade, different students

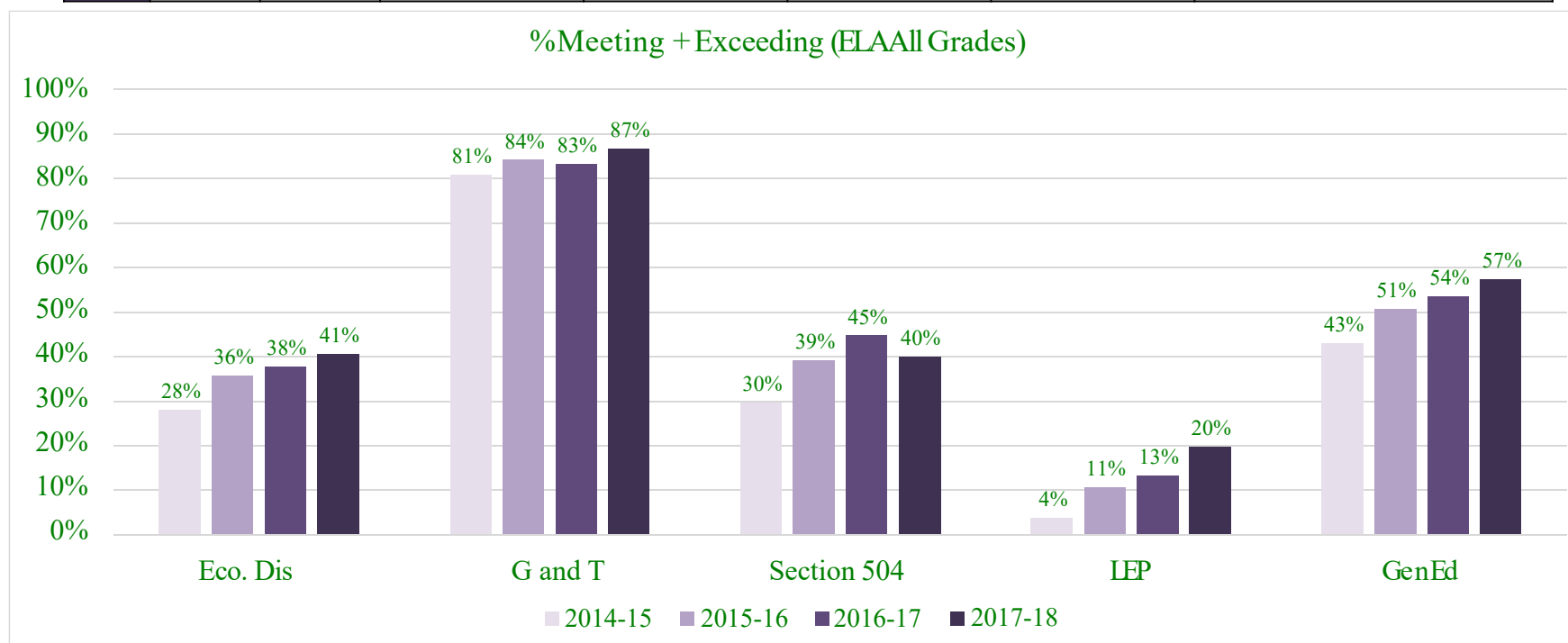
Subject	Grade	Race	N-Count		% of		N-Count		% of		% Meeting + Exceeding			
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2014-15 PARCC	2015-16 PARCC	2016-17 PARCC	2017-18 PARCC
Math	All	Asian	325	5%	411	6%	455	6%	456	7%	50%	54%	59%	64%
Math	All	Black	247	4%	318	5%	351	5%	324	5%	17%	20%	20%	24%
Math	All	Hispanic	3,692	61%	4,078	59%	3,999	56%	3,959	57%	22%	25%	24%	28%
Math	All	Multiple	3	0%	21	0%	40	1%	61	1%	33%	38%	28%	26%
Math	All	Other	4	0%	8	0%	14	0%	21	0%	25%	13%	21%	14%
Math	All	White	1,815	30%	2,130	31%	2,243	32%	2,179	31%	29%	35%	37%	45%
Math	All	All	6,086		6,966		7,102		7,000		26%	29%	30%	36%



Proficiency by Program

Same grade, different students

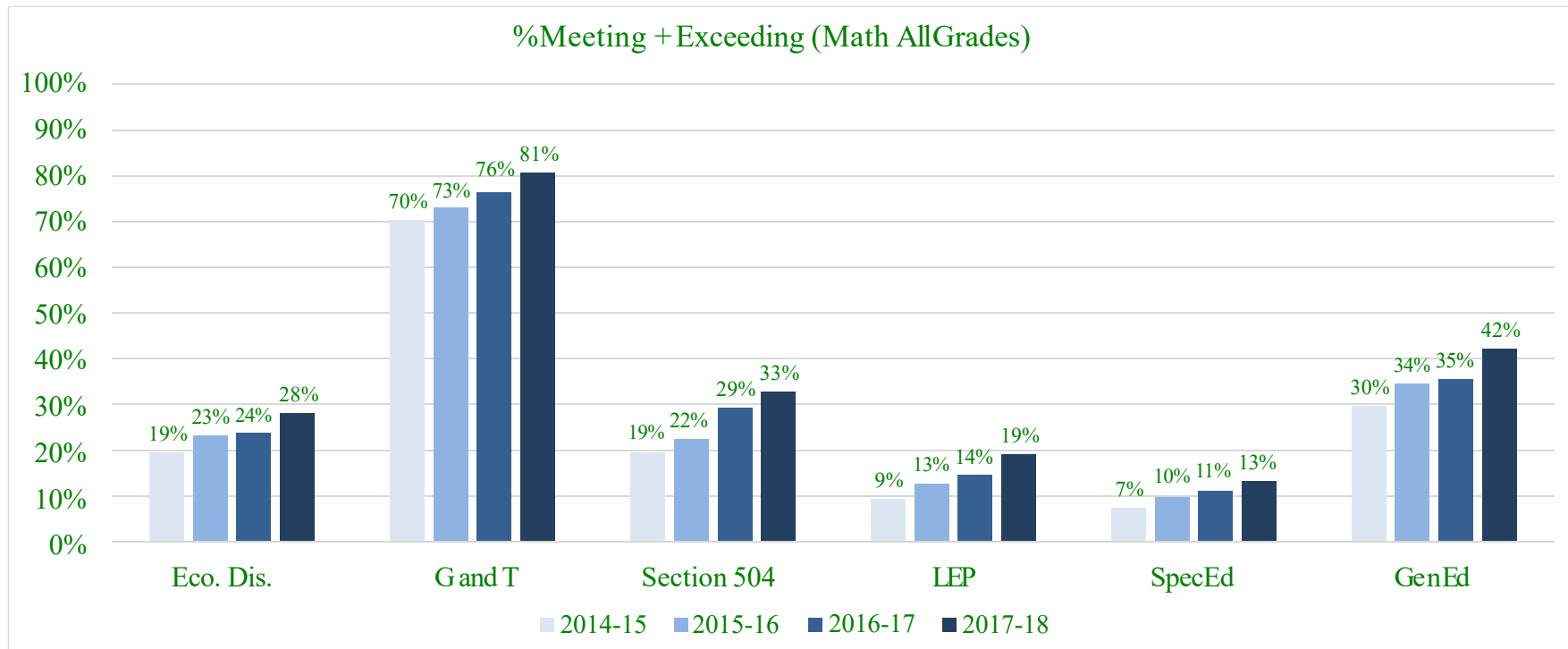
Subject	Grade	Program									% Meeting + Exceeding			
			N-Count	% of	N-Count	% of	N-Count	% of	N-Count	% of	2014-15	2015-16	2016-17	2017-18
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	PARCC	PARCC	PARCC	PARCC
ELA	All	F/R Lunch	3,723	59%	4,266	60%	4,277	61%	4,155	59%	28%	36%	38%	41%
ELA	All	Gifted	354	6%	404	6%	502	7%	581	8%	81%	84%	83%	87%
ELA	All	Section 504	189	3%	215	3%	197	3%	175	2%	30%	39%	45%	40%
ELA	All	LEP	347	5%	488	7%	531	8%	631	9%	4%	11%	13%	20%
ELA	All	SpecEd	920	15%	1,090	15%	1,132	16%	1,134	16%	8%	12%	14%	17%
ELA	All	GenEd	5,082	80%	5,544	78%	5,426	77%	5,291	75%	43%	51%	54%	57%
ELA	All	All	6,319		7,081		7,051		7,015		36%	42%	44%	48%



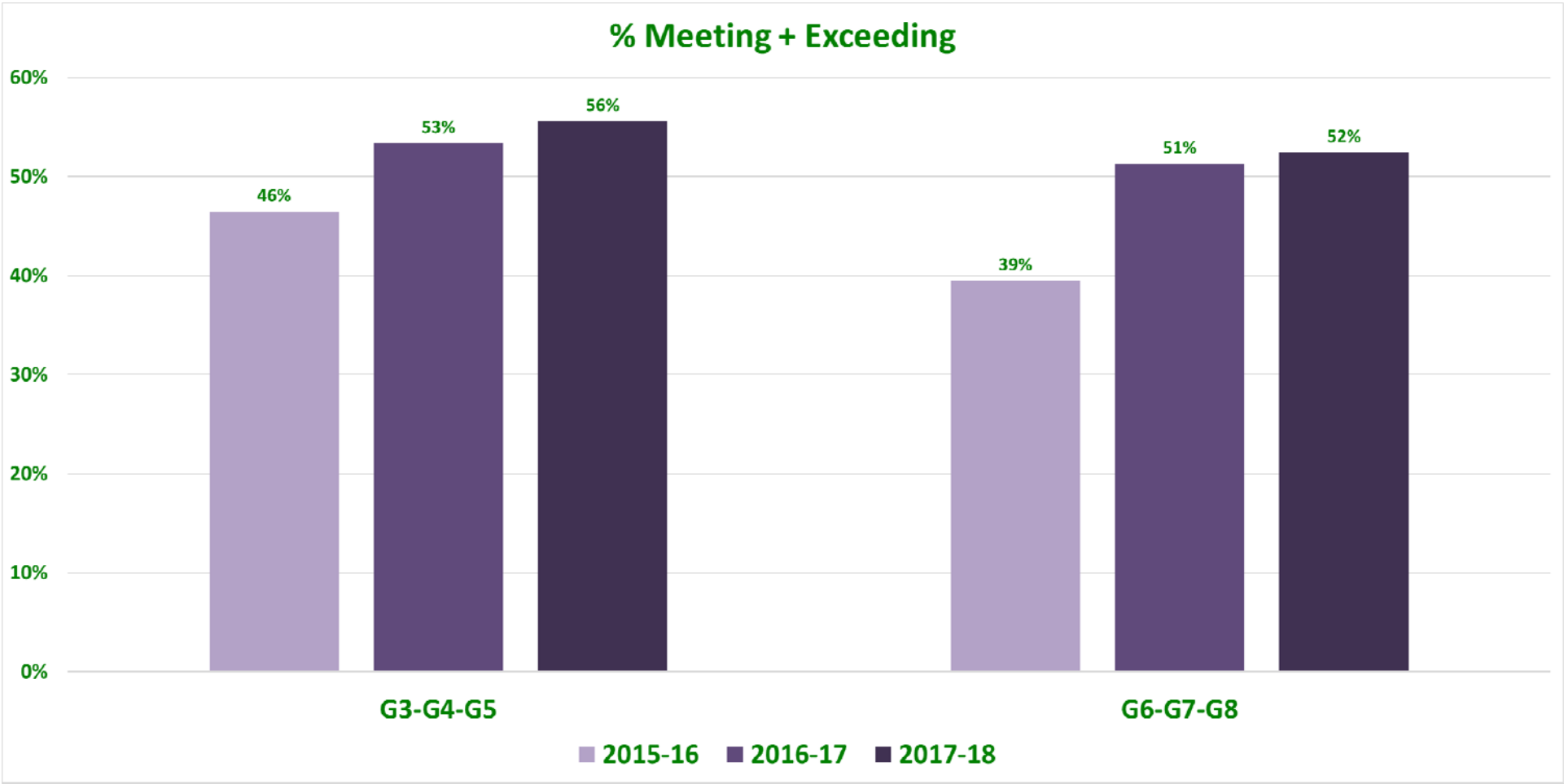
Proficiency by Program

Same grade, different students

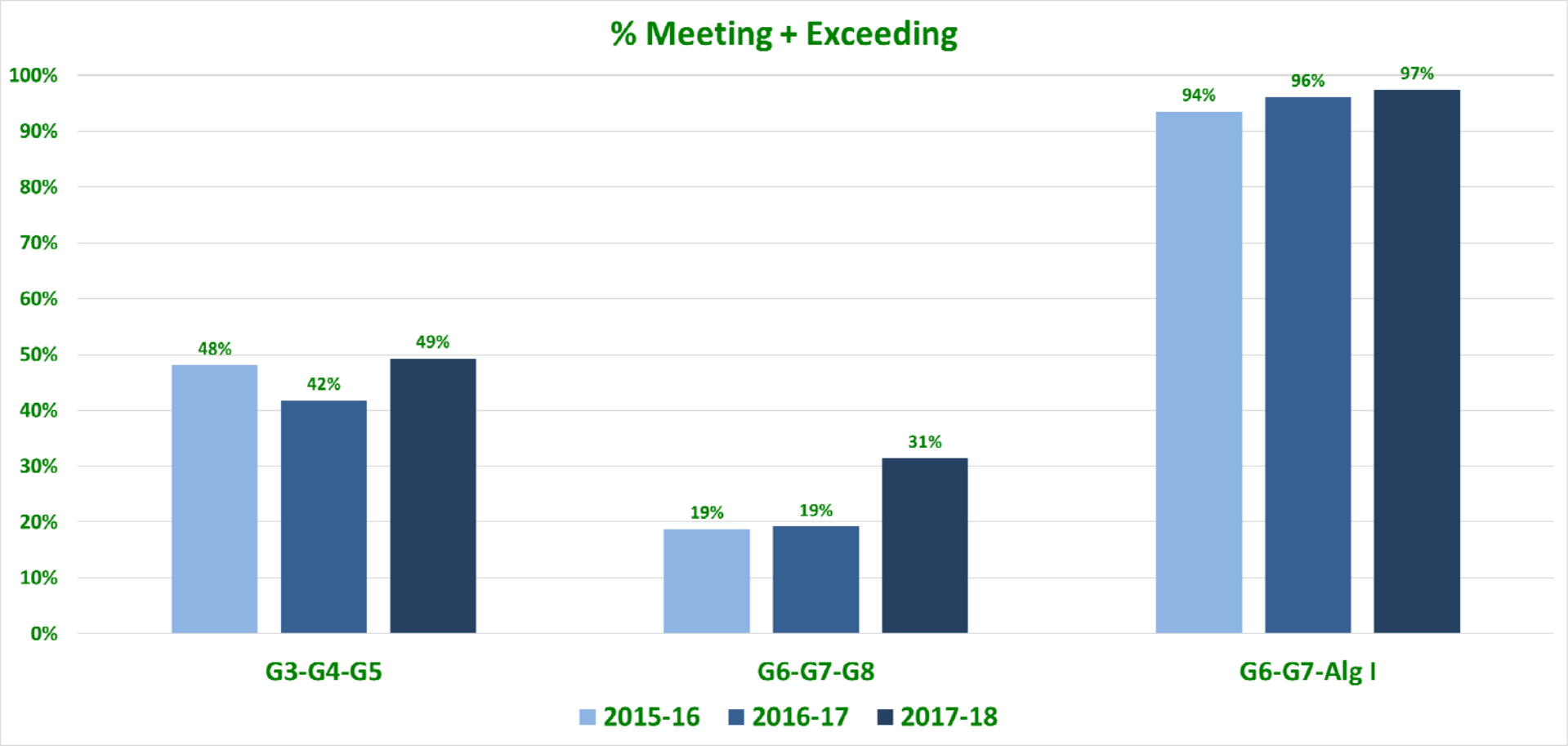
Subject	Grade	Program	N-Count		% of		N-Count		% of		% Meeting + Exceeding			
			2014-15	2014-15	2015-16	2015-16	2016-17	2016-17	2017-18	2017-18	2014-15 PARCC	2015-16 PARCC	2016-17 PARCC	2017-18 PARCC
Math	All	F/R Lunch	3,588	59%	4,209	60%	4,340	61%	4,164	59%	19%	23%	24%	28%
Math	All	Gifted	341	6%	392	6%	492	7%	569	8%	70%	73%	76%	81%
Math	All	Section 504	185	3%	214	3%	202	3%	174	2%	19%	22%	29%	33%
Math	All	LEP	270	4%	430	6%	545	8%	627	9%	9%	13%	14%	19%
Math	All	SpecEd	904	15%	1,071	15%	1,117	16%	1,135	16%	7%	10%	11%	13%
Math	All	GenEd	4,942	81%	5,504	79%	5,478	77%	5,280	75%	30%	34%	35%	42%
Math	All	All	6,086		6,966		7,102		7,000		26%	29%	30%	36%



ELA Cohort Summary



Math Cohort Summary



HOW WILL THE DISTRICT USE PARCC DATA

- Clifton uses PARCC together with locally developed and teacher made assessment data to identify strengths and gaps that exist in our curriculum and instruction
- PARCC evidence statements are used in conjunction with district assessments to review pacing of instruction and areas of focus.
- Student level state assessment data is used as a single point in time reference to student performance and is always just ONE of multiple measures of student progress taken in conjunction with district and teacher assessments, classwork and overall classroom performance
- With 4 years of data we are now able to complete a cohort analysis comparing student data to their own previous performance
- PARCC data drives the NJDOE New Jersey Quality School Accountability (NJQSAC) Continuum process

SUPPORT STRATEGIES ELA

- Continuous Curriculum Alignment and Professional Development related to NJSLS in English Language Arts
- Mandated use of close reading, explicit vocabulary instruction, literacy strategies and non-fiction text sets in Language Arts, Social Studies and Science
- Differentiated instruction using cross content leveled readers and novels
- Yearly adjustments to curricular pacing based on data from PARCC evidence statements and local measures of student performance
- Wilson FUNDATIONS Reading intervention in grades K through 3 embedded as part of the core reading instructional program
- Orton Gillingham and Wilson intervention expansion to 225 teachers as of August 2018
- Renaissance 360 STAR Reading used to guide instructional interventions
- Realignment of Basic Skills Instruction K-8

SUPPORT STRATEGIES MATH

- Continued Curriculum Alignment and Professional Development related to NJSLS for Mathematics
- Yearly adjustments to curricular pacing based on data from PARCC evidence statements and local measures of student performance
- Differentiated pacing for English Language Learners
- Implemented EnVisions Math 2.0 materials in grades K through 5 to increase student center based instructional options in Math
- All new teachers receive additional training in NJSLS and approaches to constructivist hands on math instruction
- Continued implementation of Study Island and intervention kits for small group remediation as indicated by student benchmark performance.
- Realignment of Basic Skills Instruction interventions K-8
- Defined STEM incorporate in grade 6-8 Math classes