

Testing Report: PARCC, NJSLA-S & WIDA

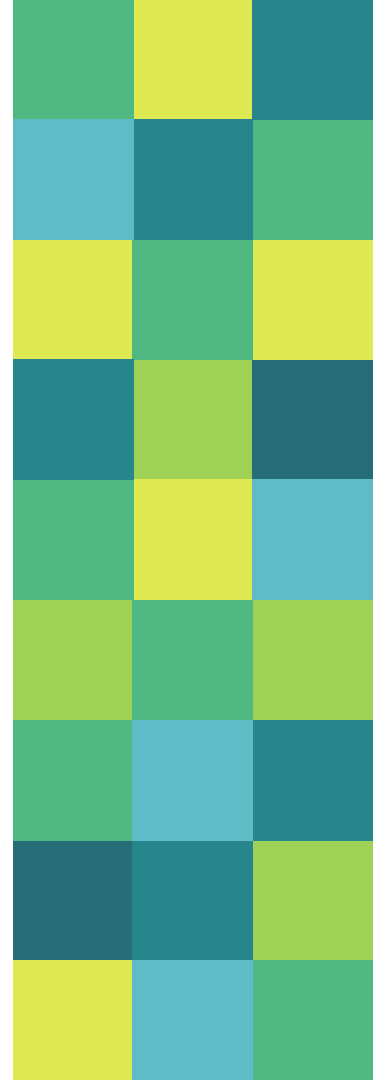
Hillsdale October 8, 2018

Presented to the Hillsdale BOE

by

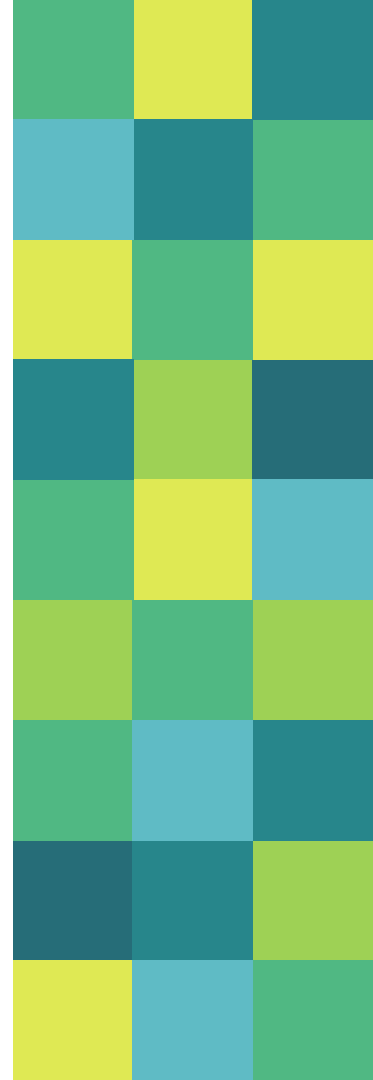
Robert Lombardy, Superintendent of Schools &

Dominique Vetrano, Supervisor of Curriculum, Instruction & Assessment



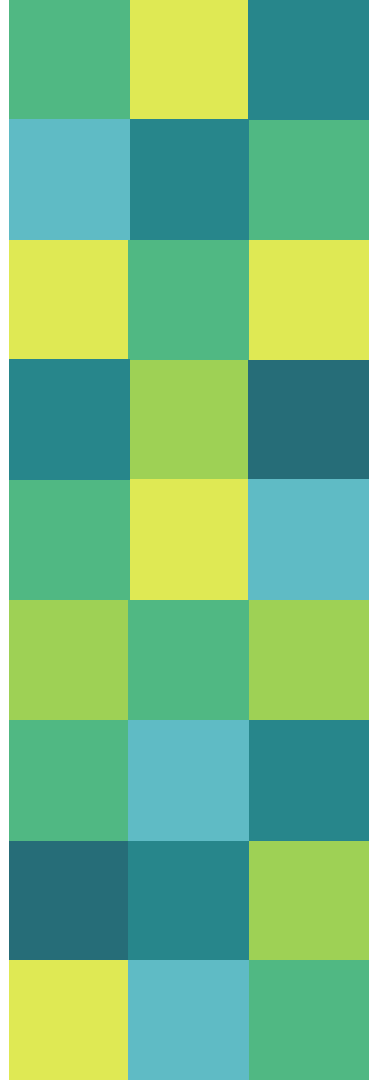
New Jersey's Statewide Assessment Program

- 2018 marks the 4th administration of the Partnership for Assessment of Readiness for College and Careers (PARCC)
- Hillsdale students took PARCC English Language Arts & Literacy assessments in grades 3-8
- Hillsdale students took PARCC Mathematics assessments in grades 3-8 and/or the End of Course Assessment in Algebra



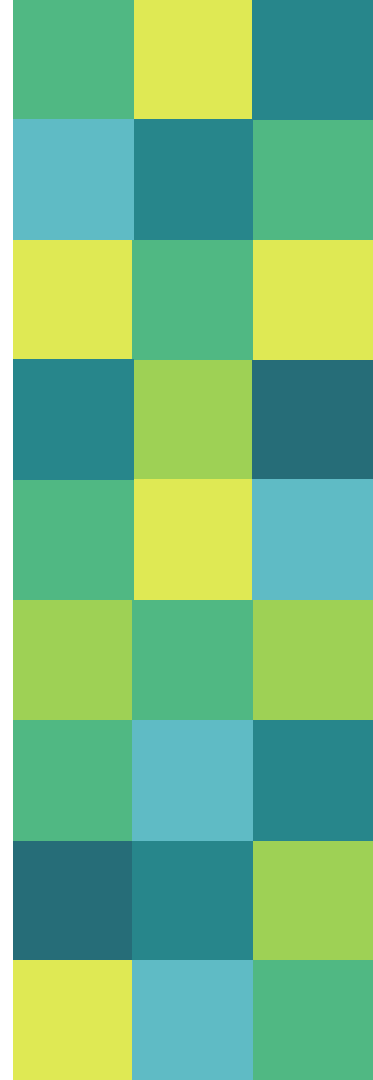
Parent Communication

- PARCC score reports were mailed to parents on September 17th, 2018.
- NJSLA-S reports were not included in this correspondence. The Spring 2018 administration was a field test and District will not receive scores.
- A cover letter accompanied the reports to assist in their understanding and direct them toward further resources.



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



Resources for Parents

Understanding student score reports:

understandthescore.org

How Did xxxx Perform Overall?

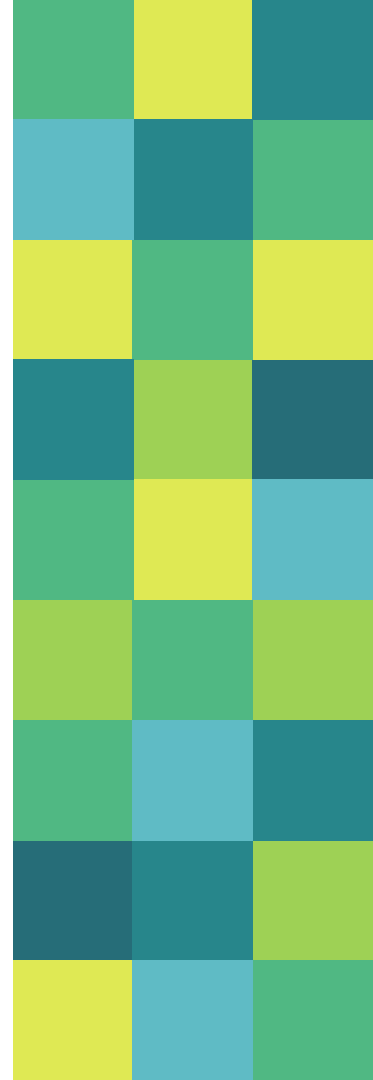
Performance Level 3

- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations



Questions to Guide PARCC DATA Reflection

- How will we use PARCC data to identify strengths and gaps that exist in our curriculum and instruction?
- How will we use PARCC data as a tool to address areas in need of improvement or enhancement?
- How can we provide additional resources and support for our educators to meet the learning needs of all our students?



Comparison of Hillsdale Students Tested Spring 2017 & Spring 2018 - PARCC - ELA

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	116	115	-1
Grade 4	113	118	+5
Grade 5	117	120	+3
Grade 6	135	120	-15
Grade 7	141	143	+2
Grade 8	146	149	+3

Comparison of Hillsdale Students Tested Spring 2017 & Spring 2018 - PARCC - Math

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	116	116	0
Grade 4	113	117	+4
Grade 5	117	119	+2
Grade 6	136	120	-16
Grade 7	140	142	+2
Grade 8	86	96	+10
Algebra	58	53	-5

Hillsdale PARCC Performance 2018: English Language Arts/Literacy

	Count of Valid Scores	Level 1 Not Yet Meeting	Level 2 Partially Meeting	Level 3 Approaching Expectations	Level 4 Meeting Expectations	Level 5 Exceeding Expectations	District % Levels 4 & 5	NJ % Levels 4 & 5
Grade 3	115	3	10	21	63	18	71%	52%
Grade 4	118	0	7	23	56	32	75%	58%
Grade 5	120	0	10	33	59	18	64%	58%
Grade 6	120	3	16	33	52	16	57%	56%
Grade 7	143	6	7	22	61	47	76%	63%
Grade 8	149	12	8	20	63	46	73%	60%

Hillsdale PARCC Performance 2018: ELA Yearly Comparison - Percent Meeting or Exceeding

	2016	2017	2018
Grade 3	72%	74%	71%
Grade 4	64%	84%	75%
Grade 5	68%	62%	64%
Grade 6	73%	79%	57%
Grade 7	77%	68%	76%
Grade 8	62%	77%	73%

Hillsdale PARCC Performance 2016-2018: ELA Longitudinal Analysis -Percent Meeting or Exceeding

2016 Grade	2016 Meet/ Exceed	2017 Grade	2017 Meet/ Exceed	2018 Grade	2018 % Meet/ Exceed
1st	N/A	2nd	N/A	3rd	71%
2nd	N/A	3rd	74%	4th	75%
3rd	72%	4th	84%	5th	64%
4th	64%	5th	62%	6th	57%
5th	68%	6th	79%	7th	76%
6th	73%	7th	68%	8th	73%
7th	77%	8th	77%	9th	N/A

Hillsdale PARCC Performance 2018: Math

	Count of Valid Scores	Level 1 Not Yet Meeting	Level 2 Partially Meeting	Level 3 Approaching Expectations	Level 4 Meeting Expectations	Level 5 Exceeding Expectations	District % Levels 4 & 5	NJ % Levels 4 & 5
Grade 3	116	2	13	28	55	18	63%	53%
Grade 4	117	1	10	28	64	14	67%	49%
Grade 5	119	1	8	34	60	16	64%	49%
Grade 6	120	2	22	43	44	9	44%	44%
Grade 7	142	4	14	35	66	23	63%	44%
Grade 8	96	12	11	32	40	1	43%	29%
Algebra	53	0	0	0	34	19	100%	46%

Hillsdale PARCC Performance 2018: Math-Yearly Comparison - Percent Meeting or Exceeding

	2016	2017	2018
Grade 3	70%	66%	63%
Grade 4	57%	68%	67%
Grade 5	48%	45%	64%
Grade 6	62%	57%	44%
Grade 7	58%	49%	63%
Grade 8	44%	37%	43%
Algebra	100%	97%	100%

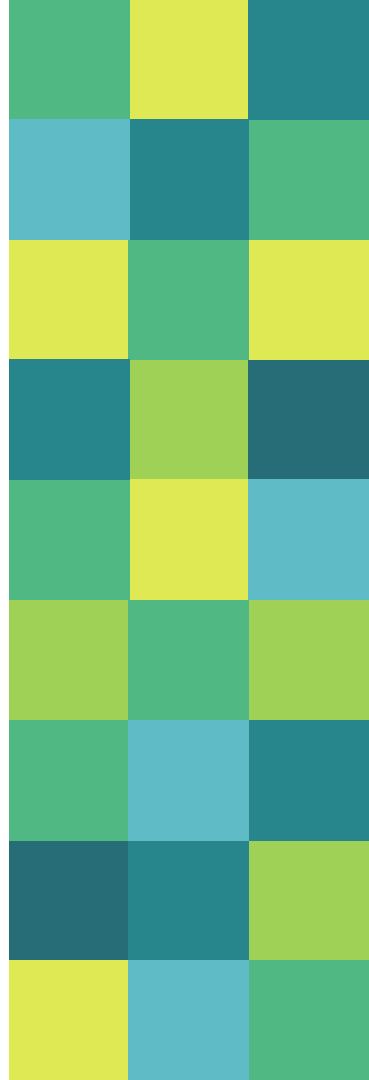
Hillsdale PARCC Performance 2016-2018: Math Longitudinal Analysis -Percent Meeting or Exceeding

2016 Grade	2016 Meet/ Exceed	2017 Grade	2017 Meet/ Exceed	2018 Grade	2018 % Meet/ Exceed
1st	N/A	2nd	N/A	3rd	63%
2nd	N/A	3rd	66%	4th	67%
3rd	70%	4th	68%	5th	64%
4th	57%	5th	45%	6th	44%
5th	48%	6th	57%	7th	63%
6th	62%	7th	49%	8th	43%
7th	58%	8th	37%	9th	N/A

WIDA/ACCESS 2.0 Assessment

ACCESS for ELLs 2.0 is an **English language proficiency assessment** for students in Kindergarten-Grade 12. The test is administered every year to help school districts monitor the English **language development** of students identified as *English language learners (ELLs)*.

- Students' ACCESS scores reflect proficiency levels ranging from Level 1 (Entering) and Level 6 (Reaching)
- Students who score between a 4.5 (Expanding-Bridging) and 6.0 (Reaching) will be considered for exiting the program



WIDA Scores

1= **Entering**- knows and uses minimal social language and minimal academic language with visual and graphic support

2= **Emerging**- knows and uses some English and general academic language with visual and graphic support

3= **Developing**-knows and uses social English and some specific academic language with visual and graphic support

4= **Expanding**-knows and uses social English and some technical academic language

5= **Bridging**- knows and uses social and academic language working with grade level material

6= **Reaching**- knows and uses social and academic language at the highest level measured by this test



Multiple Measures/Exited Program

- TCRWP Running Record Reading Level Assessment
- Writing Samples
- Classroom teacher recommendation(s)
- ESL teacher feedback
- Standardized Test Scores i.e. PARCC, MAP

7/24 or approximately 29% of Hillsdale ESL students exited the program at the end of the 2017-2018 school year.

- ★ ELL learners are monitored for two years after exiting the ESL program



NJSLA-S - 5th and 8th Grade

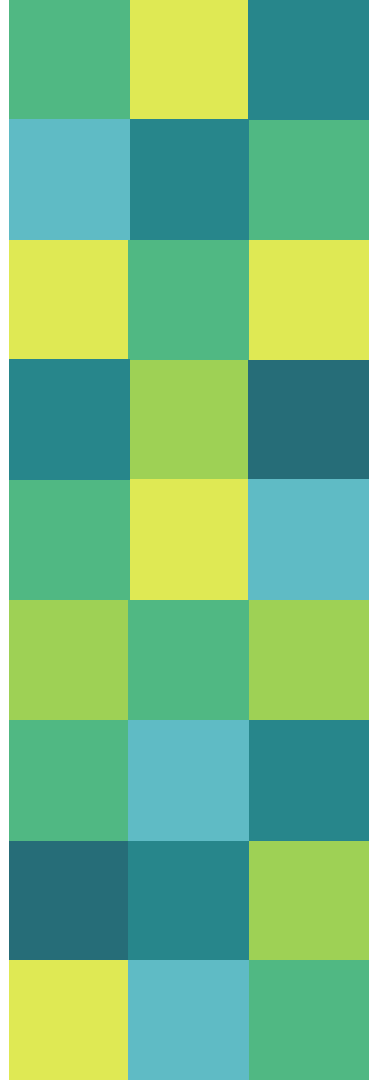
NJSLA- S was a Field Test for the 2017-2018 school year. There was no reporting of scores to the Hillsdale School District or parents and children.

At this point in time the 2018-2019 administration of this test will be reportable and the District along with parents and children will receive data.



PARCC Communication with Teachers

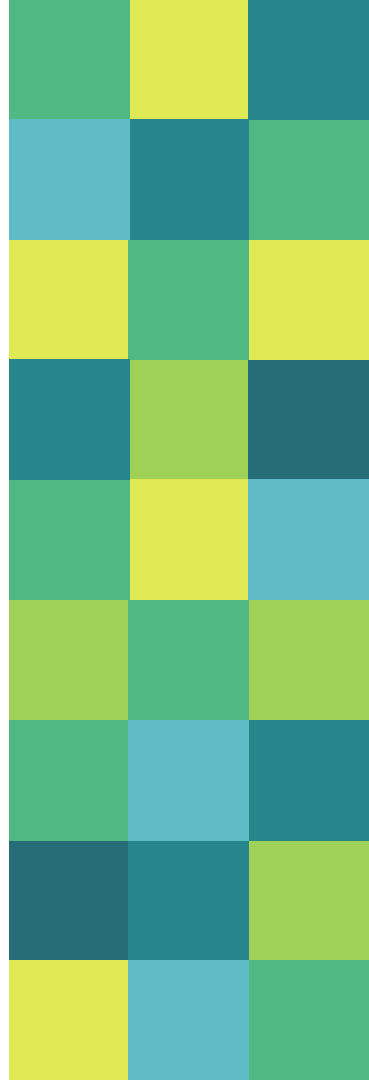
PARCC scores have been shared with teachers and building level administrators. Teachers are using this data to review the performance of past and current students to inform both general and targeted instruction for learners.



PARCC Communication with Teachers

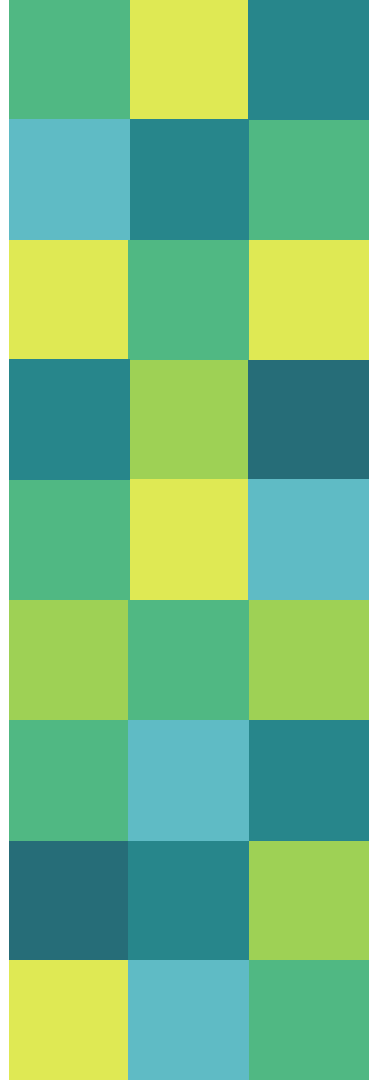
Discussions

- Celebrations
- Surprises
- Weakness at a grade level? How can we address moving forward?
- Performance of incoming students and areas of strength and weakness?
- Additional resources/supports



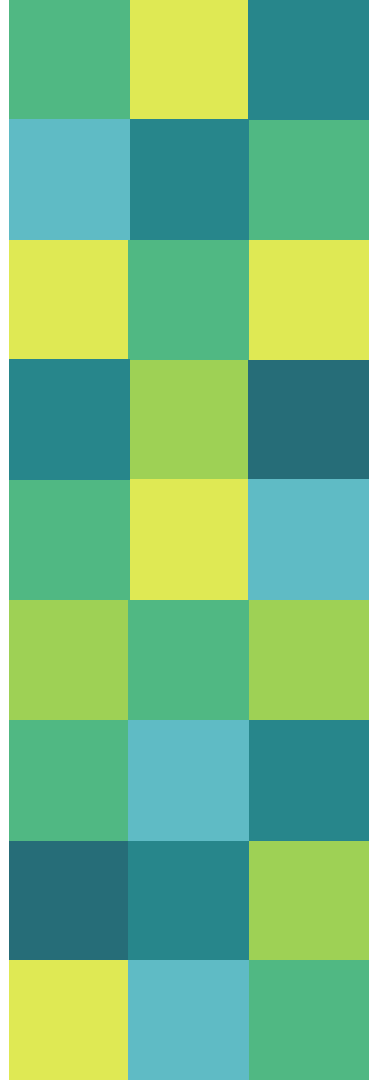
PARCC in Perspective

- PARCC is “snapshot” of student performance over 6 or 7 days
- “Multiple Measures”
- The Future of PARCC . . .



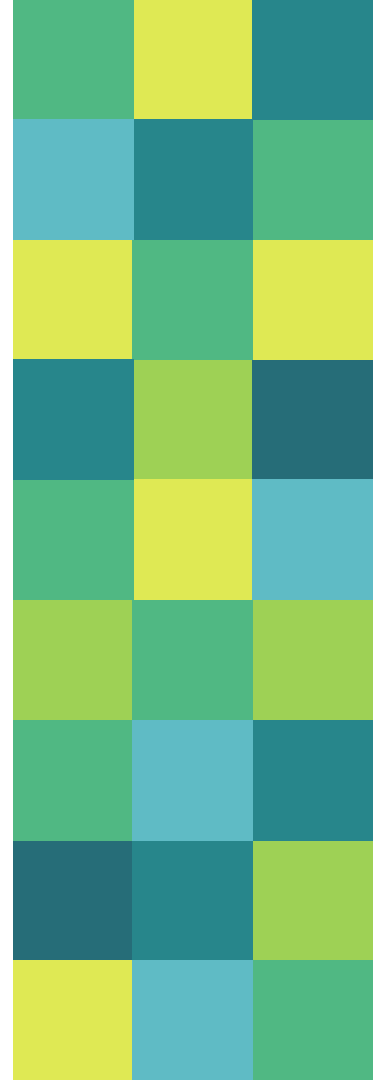
No More PARCC -ing?

- NJ has ended its membership with the interstate consortium that created PARCC
- Same online platform to exist this year.
- Renaming the test-
 - New Jersey Student Learning Assessments - ELA (NJSLA - ELA)&
 - New Jersey Student Learning Assessments - Math (NJSLA - M)



No More PARCC -ing?

- 1 ELA Unit(75 minutes) reduction in testing time for Grade 3.
- 1 ELA Unit(90 minutes) reduction in testing time for Grades 4-HS.
- 1 Math Unit(60 minutes) reduction in testing time for Grade 3-5.
- Grade 8- 3 units will remain, but the time of each unit will be reduced from 80 to 60 minutes.
- Algebra will be reduced by 1 unit lessening the testing time by 90 minutes.

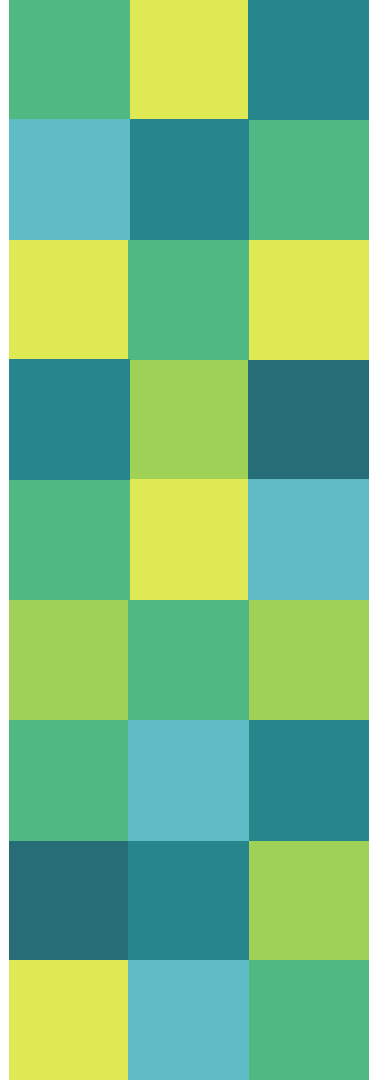


2018-2019 District Instructional Goals

1. To support our **balanced literacy** framework in English Language Arts (ELA) and in our **content areas** in order to identify and address areas of instruction and student achievement in need of improvement.
2. To facilitate the implementation of our newly written *NJSLS mathematics curriculum* which focuses on a **growth mindset, conceptual understanding, productive struggle, connection** and **collaboration**, and **assessment**.
3. To continue to **tier instructional practices** in *remedial and intervention programs* to support the needs of all learners.
4. **Build capacity of teachers** to engage in continuous growth by using *regional collaboration, teacher leadership, job-embedded professional development, and learning communities*.
5. To continue to support the **effective and responsible use of instructional technology** in pre-k through 8th grade.

District Assessments

- Formative assessments
- Teacher College Running Record Reading Level Assessment K-5
- MAP Growth Assessment 5-8
- Benchmark/End of Unit Assessments
- Tests/quizzes/projects
- Rubric based assessments
- Performing Art Events



Areas to Address & Plans to Address

English Language Arts

- Continued Content Area Literacy Development
- Vocabulary Development
- Written Expression and Language Conventions
- Reading Intervention Program
 - Tiered Instructional Strategies



Areas to Address & Plans to Address

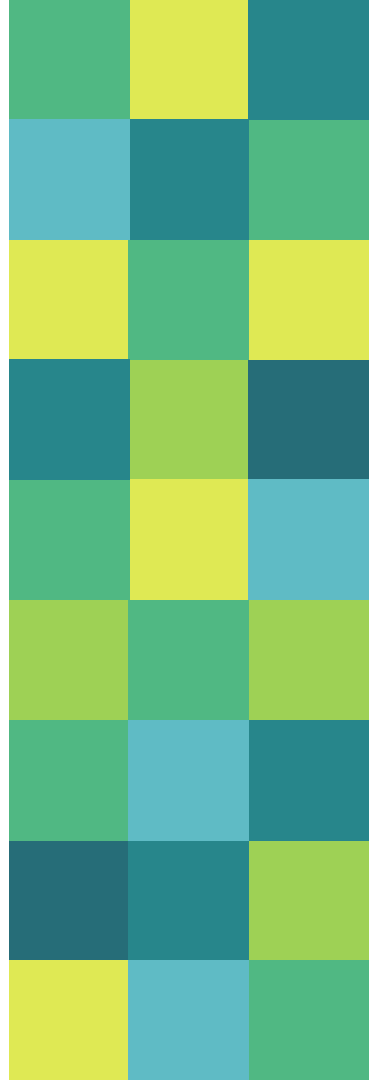
Mathematics

- Growth Mindset
- Conceptual Understanding
 - Major & Supporting Content
- Flexible Number Sense
- Multiple entry points into a problem
- 8 Mathematical Practices
 - Make sense of problems and persevere in solving them
 - Reason abstractly and quantitatively
 - Construct viable arguments and critique the reasoning of others
 - Model with mathematics
 - Use appropriate tools strategically
 - Attend to precision
 - Look for and make sure of structure
 - Look for and express regularity in repeated reasoning



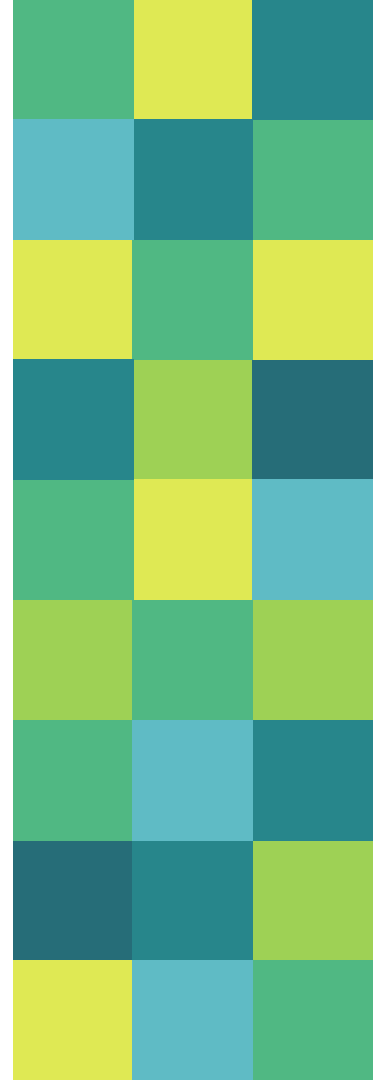
Professional Learning for Staff

- Differentiated Instruction
- Common Planning and Department Time
- Professional Learning Communities
- Ongoing formative and summative assessment
- Ongoing Professional Development to support teaching and learning
- Instructional Modeling and Coaching



PARCC Dates Spring 2019

Grade 3	May 13- May 21
Grade 4	May 13- May 21
Grade 5	May 13- May 21
Grade 6	May 13- May 20
Grade 7	May 13- May 20
Grade 8	May 13- May 20



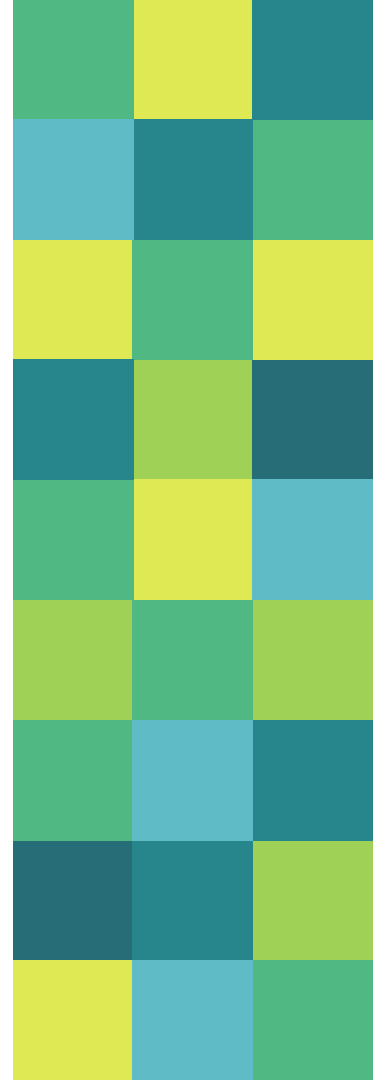
Proposed Changes

The first proposed changes which are intended to apply to the class of 2019, include:

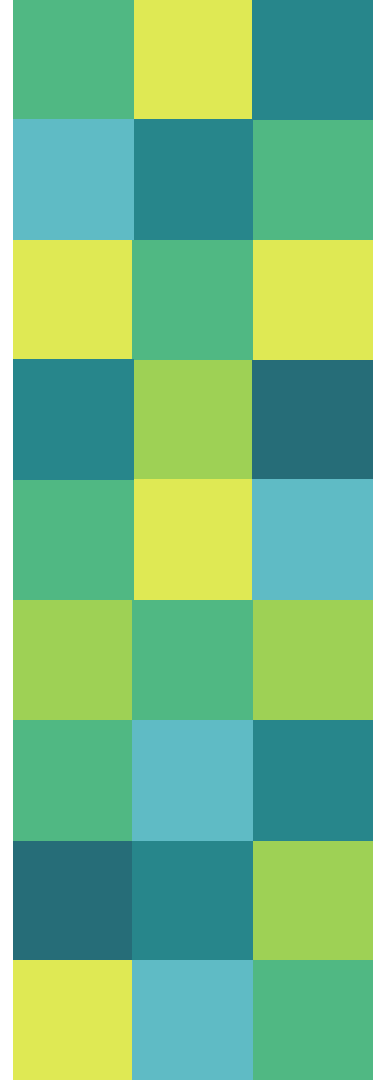
- Reducing the number of tests required for high school graduation from six to two. The two tests that will remain are Algebra I and English Language Arts 10;
- Maintaining multiple pathways currently available to show proficiency, including the SAT among other available options;
- Ensuring a timely dissemination of assessment results to educators and parents; thereby closing feedback loops;
- Allowing for English Language Learners to substitute a NJDOE-approved English language proficiency test in lieu of the current statewide assessment and;
- A reduction of the length of assessments across all grades by 25%, returning valuable time to students and educator that should be spent learning.

Additional Information about the PARCC assessment, in its current state, is available through the [PARCC website](#) including:

- [About PARCC](#)
- [Parent Resources](#)
- [Practice Tests](#)



Appendix A - Subgroup Reporting Spring 2018



Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 3 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	5	4	7	14	13	23	60	56	12	4
Female	0	2	10	3	16	14	57	53	20	28
Hispanic/ Latino	0	8	21	8	7	25	64	33	7	25
White	3	1	7	9	17	19	58	57	15	14
IEP	8	11	25	30	25	26	38	26	54	7

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 3 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	8	2	5	12	22	32	48	44	17	11
Female	0	2	9	10	23	17	48	51	20	20
Hispanic/ Latino	14	0	21	25	29	8	36	58	0	8
White	3	1	3	10	23	26	53	48	16	14
IEP	13	7	21	25	21	42	38	25	8	0

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 4 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	0	0	2	7	14	23	62	49	22	21
Female	0	0	6	5	10	16	62	46	22	33
Hispanic/ Latino	0	0	11	0	11	33	67	47	11	20
White	0	0	3	7	13	18	62	52	22	24
IEP	0	0	15	18	35	43	50	25	0	14

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 4 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	0	0	2	9	29	21	62	57	8	13
Female	0	2	12	8	22	26	58	53	8	12
Hispanic/ Latino	0	7	22	20	22	33	56	40	0	0
White	0	0	4	7	28	25	60	58	8	10
IEP	0	4	30	25	50	36	20	32	0	4

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 5 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	0	0	13	8	37	38	48	43	3	11
Female	4	0	6	9	17	16	61	56	13	19
Hispanic/ Latino	6	0	13	33	44	33	38	25	0	8
White	1	0	10	6	28	28	53	51	8	15
IEP	4	0	36	20	50	65	11	15	0	0

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 5 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	0	0	11	6	41	27	40	51	8	16
Female	2	2	15	7	41	30	35	50	7	11
Hispanic/ Latino	6	8	44	17	31	42	19	17	0	17
White	0	0	8	7	47	28	40	53	6	13
IEP	4	5	25	25	54	35	18	30	0	5

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 6 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	5	3	5	18	16	25	63	40	12	13
Female	2	2	2	8	13	30	52	47	32	13
Hispanic/ Latino	12	6	6	24	12	53	65	18	6	0
White	2	2	3	13	15	26	59	45	221	14
IEP	14	10	14	47	31	33	41	7	0	3

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 6 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	2	2	12	18	31	37	40	33	16	10
Female	2	2	7	19	32	34	46	42	13	4
Hispanic/ Latino	6	6	18	35	35	47	41	12	0	0
White	1	1	9	17	32	37	45	37	13	8
IEP	7	7	45	43	24	37	17	13	7	0

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 7 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	9	7	8	8	27	21	38	43	18	64
Female	0	1	3	1	19	10	41	42	37	87
Hispanic/ Latino	12	17	12	0	35	17	18	56	24	67
White	4	3	3	5	22	16	45	44	27	76
IEP	19	20	12	13	50	27	15	33	4	40

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Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 7 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	6	4	15	13	32	22	40	46	6	15
Female	3	1	17	7	28	27	41	47	11	17
Hispanic/ Latino	6	0	29	22	35	17	29	61	0	0
White	4	4	14	8	30	28	43	45	8	16
IEP	15	13	50	37	23	33	12	10	0	7

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - ELA Grade 8 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	1	15	10	10	15	17	61	43	14	15
Female	1	1	7	1	13	10	43	41	36	46
Hispanic/ Latino	0	17	46	11	36	22	9	28	9	22
White	2	8	6	4	13	12	56	45	24	32
IEP	4	33	35	10	27	27	35	30	0	0

Subgroups with a sample size of 10 or less are not reported publicly to protect the confidentiality of those learners

Hillsdale Subgroup Spring 2017 & Spring 2018 PARCC - Math Grade 8 - %

	Level 1		Level 2		Level 3		Level 4		Level 5	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Male	10	16	21	10	31	39	38	33	0	35
Female	14	9	18	13	32	28	36	51	0	51
Hispanic/ Latino	27	21	18	7	36	43	18	29	0	29
White	10	12	20	13	30	29	41	45	0	46
IEP	28	38	28	17	24	28	20	17	0	17

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