



# PARCC RESULTS:

*Spring 2016 to Spring 2018*

**South Harrison Township Elementary School**

Patricia Calandro, Chief Academic Officer

Corinne Sannino, Principal

# The Performance Levels

PARCC uses five performance levels that delineate the knowledge, skills, and practices students are able to demonstrate:

**Level 1:**  
Not Yet  
Meeting  
Expectations

**650 – 699**

**Level 2:**  
Partially  
Meeting  
Expectations

**700 – 724**

**Level 3:**  
Approaching  
Expectations

**725 – 749**

**Level 4:**  
Meeting  
Expectations

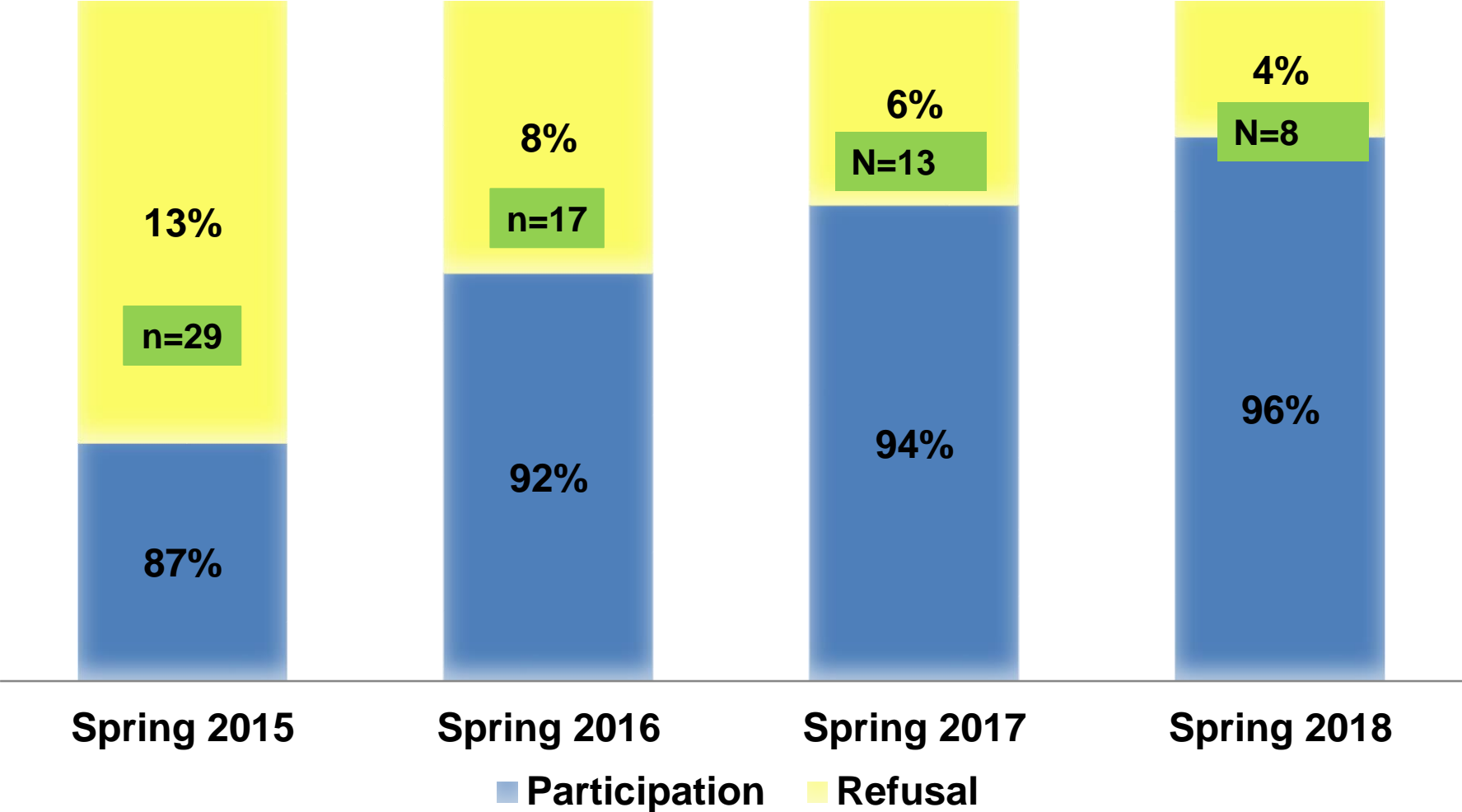
**750 – vary**

**Level 5:**  
Exceeding  
Expectations

**Ranges Vary**

**College & Career Ready**

# South Harrison's PARCC Participation Rates



















# Comparison of South Harrison's Spring 2016, Spring 2017, & Spring 2018 PARCC Administrations (ELA –Percentages)

GR	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
	16	17	18	16	17	18	16	17	18	16	17	18	16	17	18
3	4% N= 2	16% N=8	14% N=7	17% N=9	8% N=4	6% N=3	13% N=7	12% N=6	20.4% N=10	55% N=29	60% N=30	55.1% N=27	11% N=6	4% N=2	4.1% N=2
4	6% N=3	2% N=1	4% N=2	8% N=4	12% N=6	10% N=5	14% N=7	12% N=6	25% N=12	52% N=26	58% N=29	47.9% N=23	20% N=10	16% N=8	12.5% N=6
5	8% N=4	1.9% N=1	4% N=2	24% N=12	9.6% N=5	4% N=2	35% N=18	25% N=13	16% N=8	29% N=15	52% N=27	46% N=23	4% N=2	11.5% N=6	30% N=15
6	2% N=1	3.7% N=2	1.7% N=1	13% N=7	16.7% N=9	6.9% N=4	25% N=13	33.3% N=18	29.3% N=17	52% N=27	40.7% N=22	53.4% N=31	8% N=4	5.6% N=3	8.6% N=5

\*\*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 South Harrison's 2016 to 2018 PARCC Administrations English Language Arts

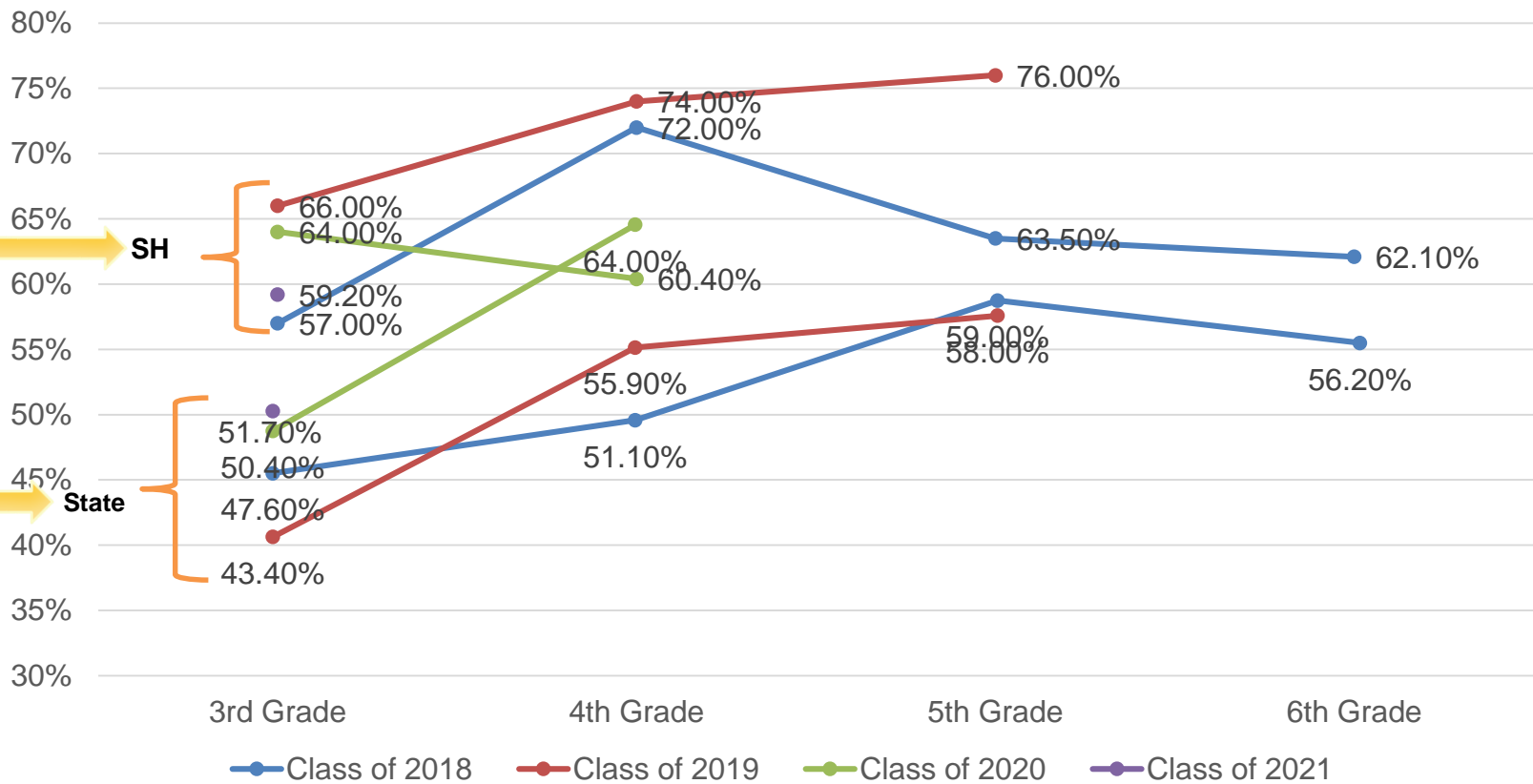
	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	South Harrison Township Elementary School District		State of NJ		South Harrison Township Elementary School District		State of NJ	
<b>Grade 3</b>		0%		2.4%		6.8%		4.1%
<b>Grade 4</b>		0%		1.8%		11.6%		4.5%
<b>Grade 5</b>		23.3%		1.9%		42.7%		4.7%
<b>Grade 6</b>		6.8%		1.8%		2.5%		4.5%

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

# Analysis of South Harrison's PARCC ELA Performance by Cohort: SH Cohort Versus the State Cohort

(Percentage of Cohort Meeting/Exceeding Expectations)



# Comparison of South Harrison's Spring 2016, Spring 2017, & Spring 2018 PARCC Administrations (MATH – Percentages)

GR	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)		
	16	17	18	16	17	18	16	17	18	16	17	18	16	17	18
3	0%	10%	2%	13%	10%	16.3%	26%	22%	32.7%	47%	50%	38.8%	13%	8%	10.2%
		N=5	N=1	N=7	N=5	N=8	N=14	N=11	N=16	N=25	N=25	N=19	N=7	N=4	N=5
4	0%	0%	0%	2%	9.8%	8.3%	30%	33.3%	27.1%	64%	49%	58.3%	4%	7.8%	6.3%
		N=0	N=0	N=1	N=5	N=4	N=15	N=17	N=13	N=32	N=25	N=28	N=2	N=4	N=3
5	0%	0%	2%	16%	7.7%	8%	43%	36.5%	40%	37%	53.8%	42%	4%	1.9%	8%
		N=0	N=1	N=8	N=4	N=4	N=22	N=19	N=20	N=19	N=28	N=21	N=2	N=1	N=4
6	2%	3.7%	1.8%	8%	16.7%	15.8%	35%	27.8%	38.6%	50%	42.6%	43.9%	6%	9.3%	0%
	N=1	N=2	N=1	N=4	N=9	N=9	N=18	N=15	N=22	N=26	N=23	N=25	N=3	N=5	N=0

\*\*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 South Harrison's 2016 to 2018 PARCC Administrations Mathematics

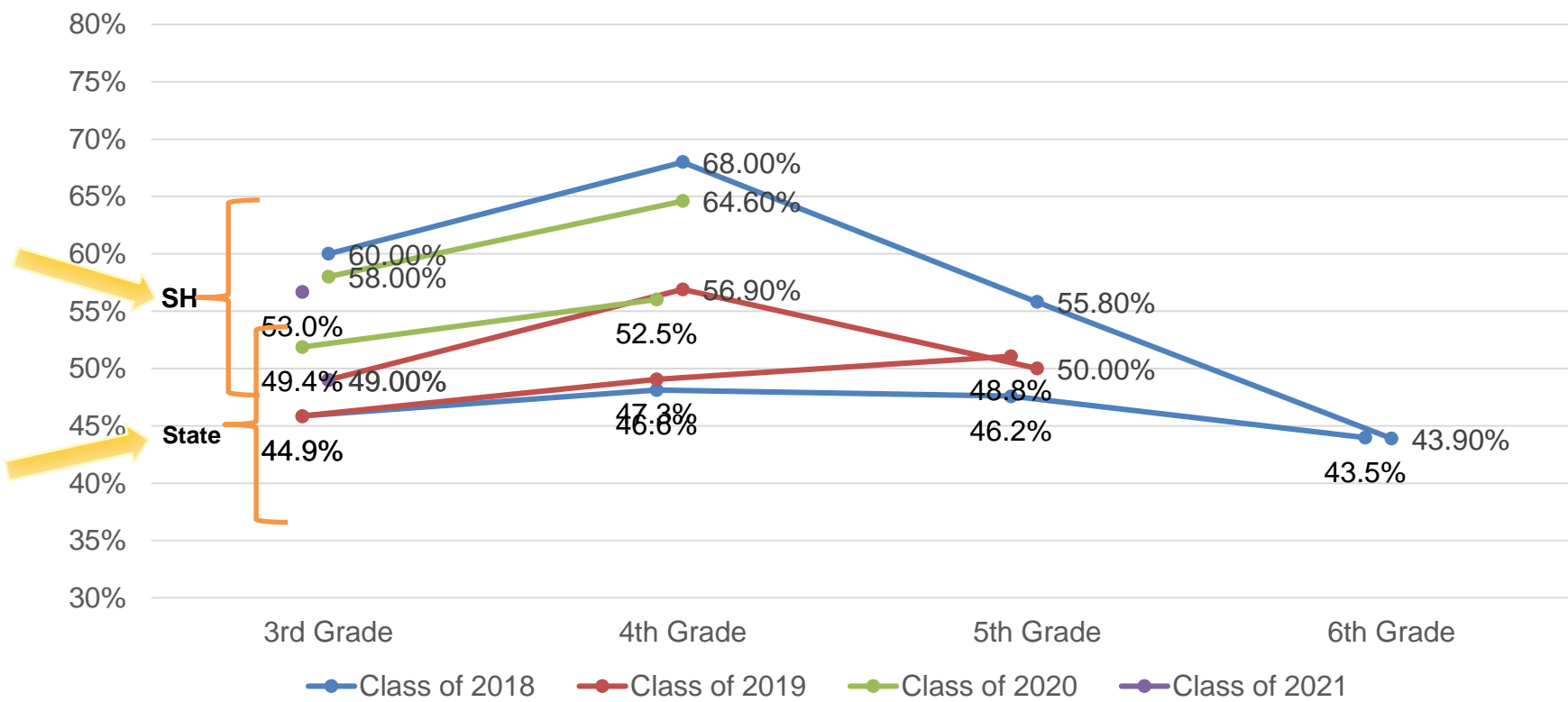
	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	South Harrison Township Elementary School District		State of NJ		South Harrison Township Elementary School District		State of NJ	
<b>Grade 3</b>	↑	5.1%	↓	0.8%	↓	11.4%	↓	1.3%
<b>Grade 4</b>	↑	6.3%	↓	7.7%	↓	3.4%	↓	2.8%
<b>Grade 5</b>	↓	4.7%	↔	0%	↑	8.8%	↓	1,6%
<b>Grade 6</b>	↑	8%	↑	0.6%	↓	0.9%	↑	0.5%

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.



# Analysis of South Harrison's PARCC MATH Performance by Cohort: SH Cohort Versus the State Cohort (Percentage of Cohort Meeting/Exceeding Expectations)



\*\*Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary.

# Subgroup Comparison of South Harrison's 2016, 2017, & 2018 PARCC Administrations – ELA

	Not Yet Meeting (Level 1)			Partially Meeting (Level 2)			Approaching (Level 3)			Meeting (Level 4)			Exceeding (Level 5)			% Diff>= Level 4
	16	17	18	16	17	18	16	17	18	16	17	18	16	17	18	
<b>SWD</b>	20.3%	17% N=8	<b>16% N=6</b>	39.4%	24.5% N=11	<b>11% N=4</b>	14.8%	26.8% N=12	<b>27.7% N=10</b>	23.4%	24.5% N=11	<b>27.7% N=10</b>	2%	6.8% N=3	<b>2.7% N=1</b>	<b>+5%</b>
<b>ED</b>	8.3%	14% N=5	<b>10% N=2</b>	13.3%	11% N=3	<b>15% N=3</b>	39.1%	26% N=7	<b>25% N=5</b>	27.9%	41.3% N=12	<b>45% N=9</b>	11.2%	7.7% N=2	<b>5% N=1</b>	<b>+10.9%</b>
<b>Non-White</b>	7.4%	9% N=3	<b>13.7% N=4</b>	11.1%	12.5% N=4	<b>10.3% N=3</b>	40.7%	20.8% N=7	<b>10.3% N=3</b>	37%	55.5% N=19	<b>55.1% N=16</b>	3.7%	2.1% N=1	<b>6.8% N=2</b>	<b>+21.2%</b>
<b>White</b>	4.4%	5% N=8	<b>4.5% N=8</b>	16.2%	12.2% N=21	<b>6.2% N=11</b>	18.9%	21% N=36	<b>24.4% N=43</b>	48.6%	52% N=89	<b>50% N=88</b>	11.7%	10.3% N=18	<b>14.7% N=26</b>	<b>+4.4%</b>

# Subgroup Comparison of South Harrison's 2016, 2017, and 2018 PARCC Administrations – MATH

	Not Yet Meeting (Level 1)			Partially Meeting (Level 2)			Approaching (Level 3)			Meeting (Level 4)			Exceeding (Level 5)			% Diff >= Level 4
	16	17	18	16	17	18	16	17	18	16	17	18	16	17	18	
<b>SWD</b>	0%	4.1% N=2	<b>2.7%</b> <b>N=1</b>	31.7%	34.4% N=16	<b>27.7%</b> <b>N=10</b>	38.3%	33% N=15	<b>30.5%</b> <b>N=11</b>	27.7 %	24.5% N=11	<b>33.3%</b> <b>N=12</b>	2.1%	4% N=2	<b>5.5%</b> <b>N=2</b>	<b>+9</b>
<b>ED</b>	0%	6.6% N=2	<b>0%</b> <b>N=0</b>	21.6%	20% N=6	<b>25%</b> <b>N=5</b>	41.2%	40% N=12	<b>55%</b> <b>N=11</b>	37.1 %	33.3% N=10	<b>20%</b> <b>N=4</b>	0%	0% N=0	<b>0%</b> <b>N=0</b>	<b>-17.1%</b>
<b>Non-White</b>	0%	2.7% N=1	<b>0%</b> <b>N=0</b>	22.2%	15.2% N=5	<b>17.2%</b> <b>N=5</b>	44.4%	45% N=15	<b>51.7%</b> <b>N=15</b>	29.6 %	33% N=11	<b>27.5%</b> <b>N=8</b>	3.7%	4.1% N=2	<b>34%</b> <b>N=1</b>	<b>+4%</b>
<b>White</b>	0.5%	3.4% N=6	<b>1.7%</b> <b>N=3</b>	7.8%	10.4% N=18	<b>11.4%</b> <b>N=20</b>	31.8%	29.4% N=51	<b>32%</b> <b>N=56</b>	52.5 %	49.7% N=86	<b>48.5%</b> <b>N=67</b>	7.2%	6.9% N=12	<b>6.2%</b> <b>N=11</b>	<b>-2.4%</b>

Notes: "NonWhite" comprises Hispanic, African American, Asian, and Multi-race subgroups. Percentages may not total 100 due to rounding.

# SWD Subgroup Comparison 2017 and 2018 ELA /Math

Name	2017 – ELA	2018 – ELA		2017 – Math	2018 - Math	
Student A**	695 (Level 1)	742(Level 3)	↑	735 (Level 3)	741(Level 3)	-
Student B**	665 (Level 1)	735(Level 3)	↑	661 (Level 1)	717(Level 2)	↑
Student C**	698 (Level 1)	718(Level 2)	↑	683 (Level 1)	712 (Level 2)	↑
Student D**	670 (Level 1)	723(Level 2)	↑	727 (Level 3)	780(Level 4)	↑
Student E**	701 (Level 2)	668(Level 1)	↓	709 (Level 2)	727 (Level 3)	↑
Student F	734 (Level 3)	743(Level 3)	-	743 (Level 3)	745 (Level 3)	-
Student G	713 (Level 2)	695(Level 1)	↓	706 (Level 2)	715 (Level 2)	-
Student H**	683 (Level 1)	692(Level 1)	-	706 (Level 2)	721 (Level 2)	-
Student I**	710 (Level 2)	760(Level 4)	↑	724 (Level 2)	719 (Level 2)	-
Student J**	721 (Level 2)	711(Level 2)	-	719 (Level 2)	728 (Level 3)	↑
Student K**		661(Level 1)			705(Level 2)	
Student L**		724(Level 2)			741(Level 3)	
Student M**		751(Level 4)			731 (Level 3)	
Student N		744(Level 3)			724 (Level 2)	
Student O		724(Level 2)			716 (Level 2)	
Student P**		730(Level 3)			755 (Level 4)	
Student Q**		695(Level 1)			704 (Level 2)	
Student R**		743(Level 3)			766 (Level 4)	
Student S		Opted Out			Opted Out	

# Continuing to Support Student Progress toward Proficiency

## ELA

- Job-embedded supports through Reading Specialist Continue literacy series and job-embedded PD this year:  
*SchoolWide Units of Study*
- Continued growth of writing series: *Lucy Calkins*
- Literacy Committee
- New locally-developed ELA assessments & rubrics (Grades K-4) in 2018

## Math

- Job-embedded supports through Instructional Coach
- Continuing the evaluation of our current math series (up for re-adoption in the 2019-2020 SY)
- New locally-developed math assessments & rubrics (Grades K-4) in 2018
- Exploration of Math Centers and Rocket Math (fluency).

# How are we using Data to Support our District's goals?

## ELA

- Grade Level Teams (GLTs):
  - On-Demand Writing Tasks- item analysis & lesson planning
  - Grouping Practices
  - Goal Setting for students and Teachers
- Professional Learning Teams (PLTs):
  - Analyzing Text Levels & determining benchmark criteria
  - Item Analysis – Running Records
- PA & Phonics Diagnostic
- Data Meetings – Analyzing progress monitoring probes
  - S.M.A.R.T. Goals
  - Planning for strategy instruction

## Math

- Group Mathematics Assessment & Diagnostic Evaluation (GMADE)
- Locally developed K-2 Diagnostic
- Locally developed Math Reasoning Rubric
- Formative Tasks – Drive lesson planning and instruction
- Grade Level Teams & PLTs:
  - Unpacking Math Practice standards & embed into instruction
  - Math in Practice – gain a deeper understanding of the standards

# Continued Development of Our District Culture

## ■ Valuing All Learners

- Inclusive Setting and Access to General Education Curriculum for Students with Disabilities
- Continuation of Interventions and Enrichment During RTI

## ■ Use of Data to Inform Decision Making

- Ongoing conversations with teacher teams
- Common Formative Assessment Development
- Continued Use of Mix of Local and State Assessments

## ■ Opportunities for Professional Learning

- Schedule Shifts to Facilitate Professional Collaboration
- Professional Learning Communities/Grade Level Teams
- Strategic Professional Learning After School tied to our [District Professional Development Plan](#)

*“The difference in teacher effectiveness is the single largest factor affecting academic growth of populations of students.”*

*Sanders (2000)*



**QUESTIONS?**