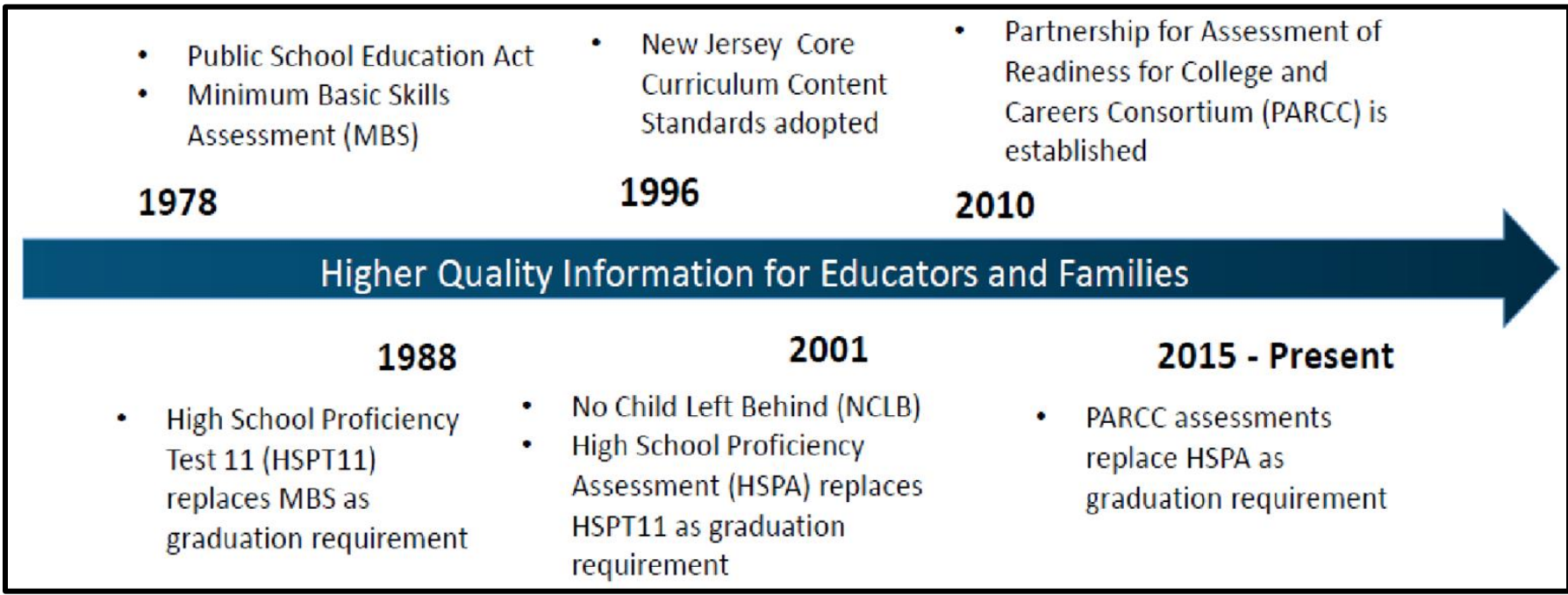


PARCC TESTING RESULTS TRENTON PUBLIC SCHOOLS

Kelly Creque, Special Assistant for Performance and Accountability
Elizabeth DeJesus, Chief Academic Officer

Statewide Assessments Continually Evolve

• Since 1978, state and federal laws have required that New Jersey administer statewide assessments in public schools to ensure that all students are making progress through educational standards



From NJ DOE document <https://www.nj.gov/education/assessment/SAP.pdf>

State Assessment and Graduation Requirements

- Class of 2019 – Current Seniors
 - Three routes:
 - (1) Pass any ELA and any math PARCC test
 - (2) Pass any of the alternate assessments
 - (3) Portfolio appeals
- Class of 2020 – Current Juniors
 - Still Three Routes – slight changes
 - PARCC Pass ELA Grade 10 and Algebra 1
 - List of alternate tests is narrower
 - Students must take all PARCC tests to be eligible for other routes: Portfolio or alternate assessment

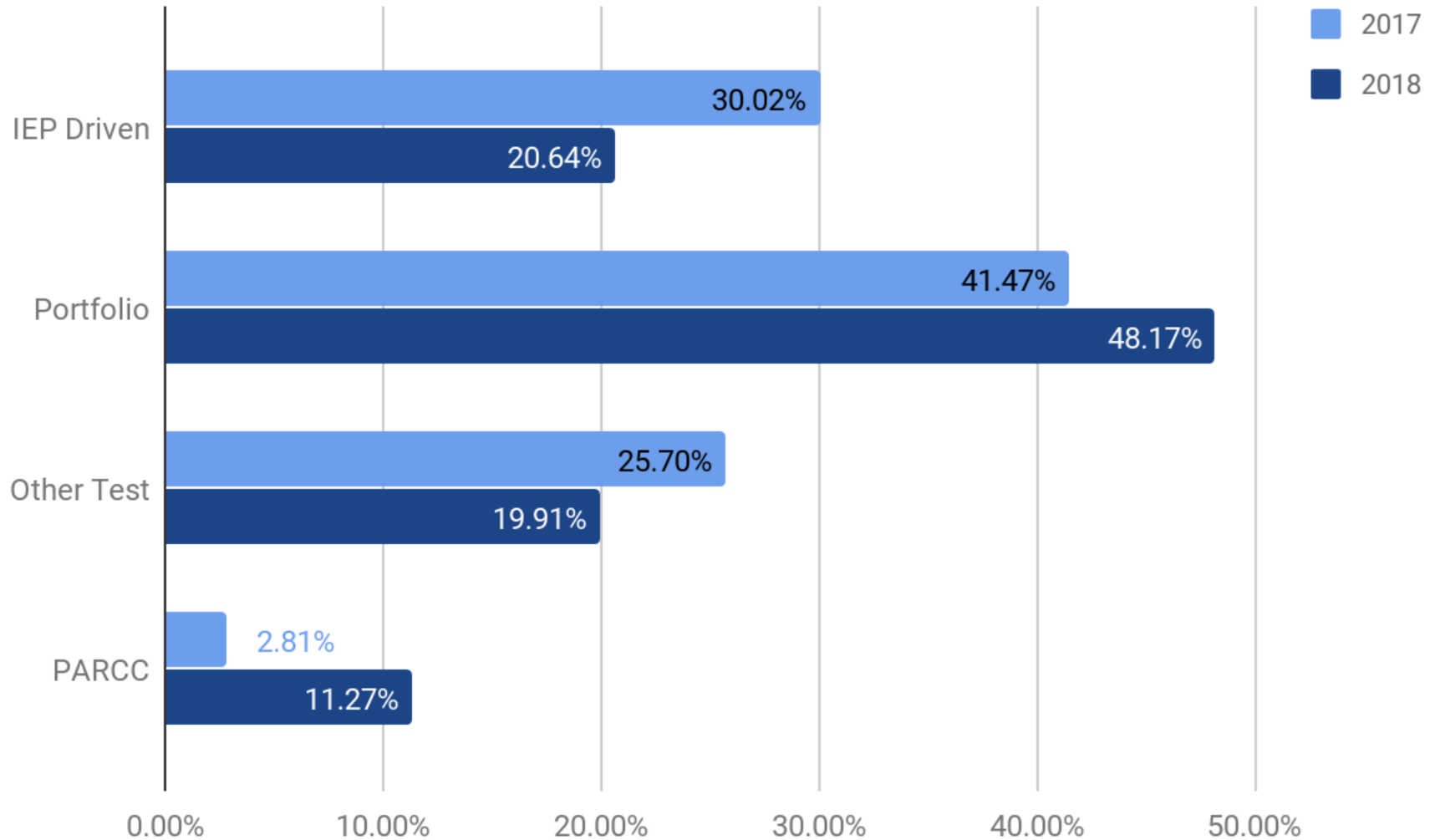
State Assessment and Graduation Requirements con't

- Class of 2021 – Current Sophomores
 - Two routes:
 - (1) Pass PARCC ELA Grade 10 and Algebra 1
 - (2) Portfolio appeals
 - Students must take all PARCC tests to be eligible for portfolio
- Some SWD students' IEPs establish the graduation requirements.

Graduation Rates

Year	Graduation Percentage
2015	68.8
2016	66.5
2017	70.1
2018	67.8

Graduation Pathways



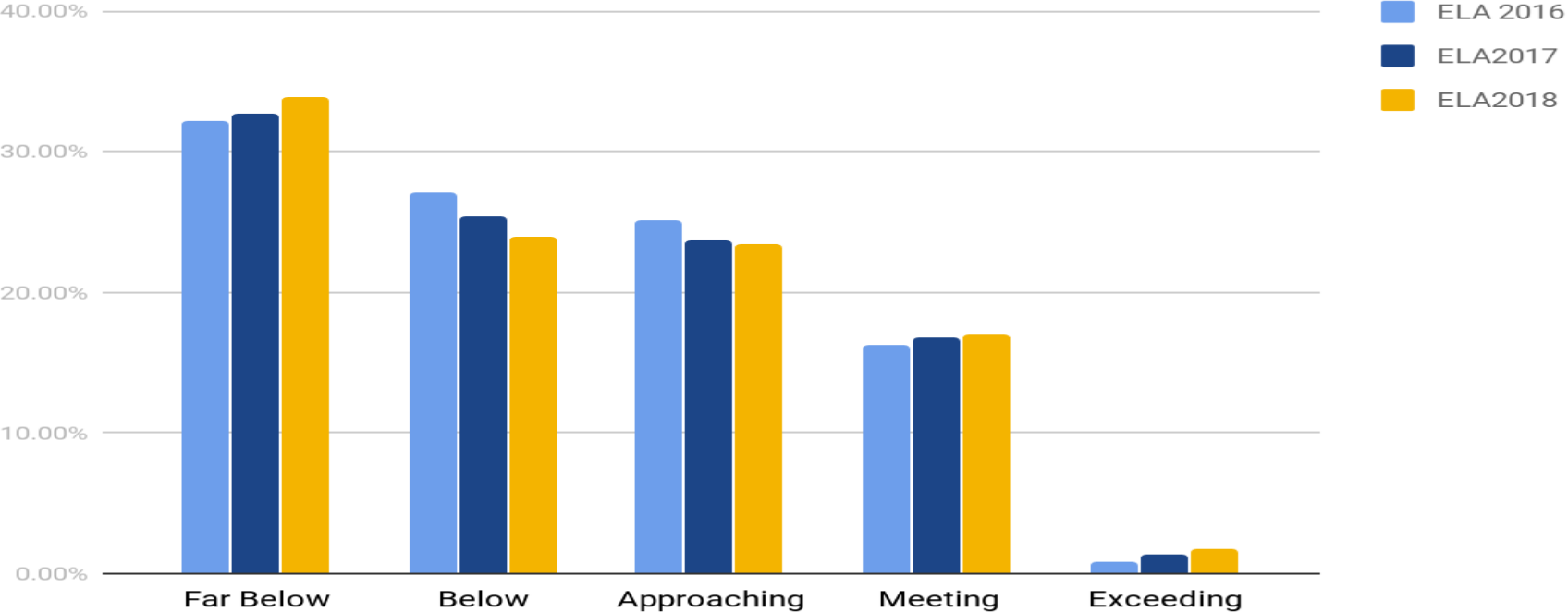


Overview of 2017-2018 PARCC Results



English Language Arts

District-wide Language Arts Performance



	Far Below	Below	Approaching	Meeting	Exceeding
ELA 2016	32.2%	27.1%	25.1%	16.3%	0.8%
ELA2017	32.7%	25.4%	23.7%	16.8%	1.4%
ELA2018	33.9%	23.9%	23.4%	17.0%	1.8%

2018 ELA Performance by Race/Ethnicity

	Far Below	Below	Approaching	Meets	Exceeds	Pass Rate
American Indian/ Alaskan Native	0.0%	60.0%	20.0%	20.0%	0.0%	20.0%
Asian	20.0%	10.0%	30.0%	33.3%	3.3%	36.7%
African-American	30.0%	23.4%	22.4%	14.0%	1.4%	15.3%
Hispanic	32.5%	20.6%	20.3%	16.8%	2.0%	18.9%
White	50.0%	25.0%	25.0%	0.0%	0.0%	0.0%
Hawaiian Native/pacific Islander	26.1%	17.0%	28.4%	17.0%	0.0%	17.0%
Two or more Races	10.5%	21.1%	23.7%	28.9%	2.6%	13.2%

ELA Pass Rate Trend by Race Ethnicity

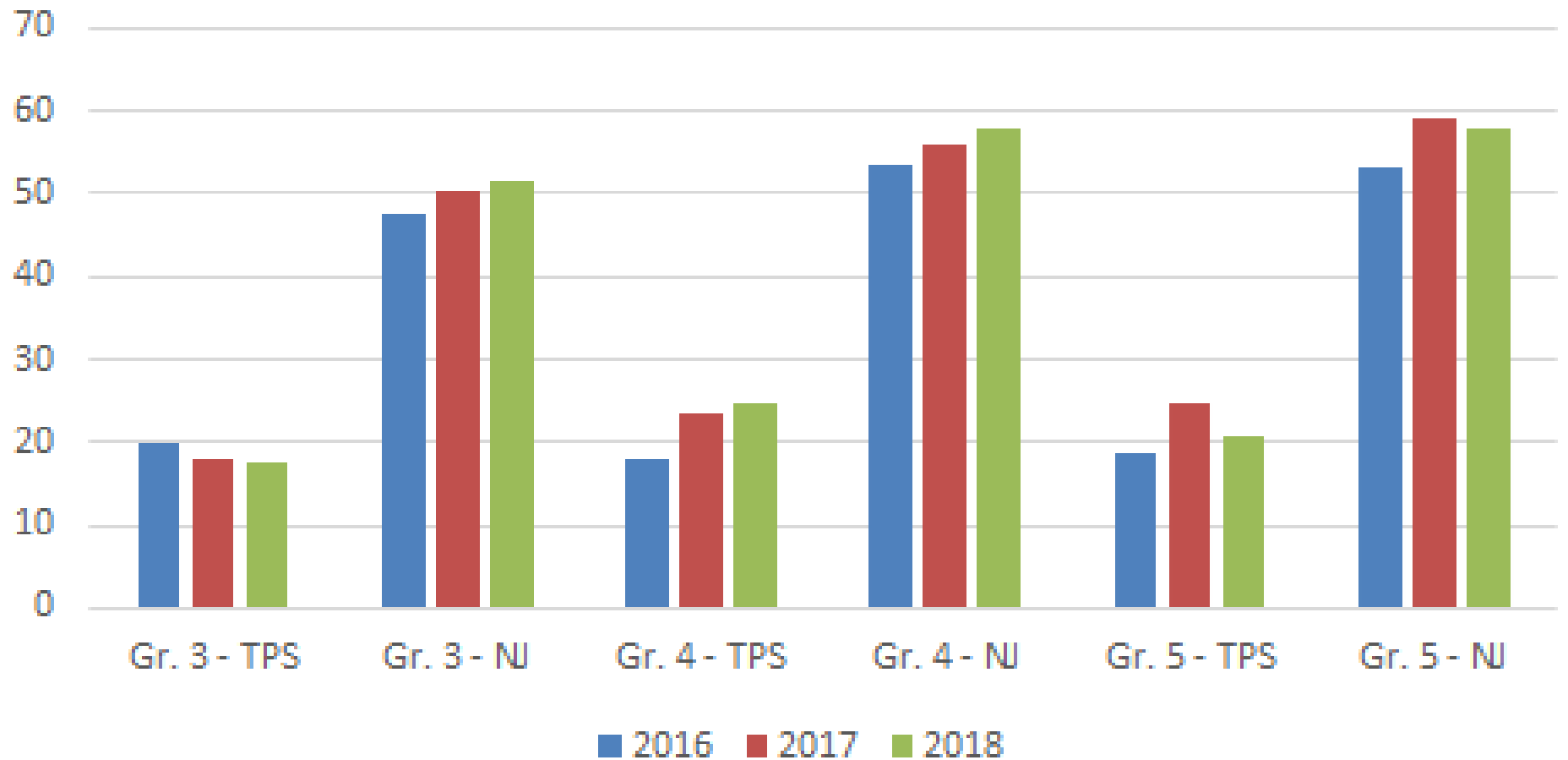
Row Labels	2015	2018
American Indian/ Alaskan Native	40.0%	20.0%
Asian	22.2%	40.0%
African-American	11.4%	16.7%
Hispanic	16.3%	20.9%
White	7.0%	0.0%
Hawaiian Native/Pacific Islander	0.0%	17.0%
Two or more Races	18.2%	13.2%

English Language Arts Performance

	Level 1 Did Not Yet Meet			Level 2 Partially Met			Level 3 Approaching			Level 4 Meets			Level 5 Exceeds			Diff 1 & 2	Diff 4 & 5
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
Grade 3	35	36.5	40.2	24.2	24.4	21.6	20.7	21.4	20.8	19	16.2	16.8	1.1	1.5	0.7	2.6	-2.6
Grade 4	26.2	25.2	25.5	27.9	25.5	23.6	27.8	26.1	26.1	17.1	21.2	20.8	1	2.1	4	-5	6.7
Grade 5	21.1	22.3	25.3	32.7	25.8	25.6	27.4	27	28.5	18.6	24	19.1	0.2	0.9	1.5	-2.9	1.8
Grade 6	26.6	26.1	25.1	31.1	34.1	32.5	28.6	26.8	24.7	13.3	12.8	16.2	0.4	0.3	1.4	-0.1	3.9
Grade 7	27.4	28	29.7	28.5	24.9	23.1	27.5	27.1	26.7	15.2	18	17.9	1.4	1.9	2.6	-3.1	3.9
Grade 8	29.5	29.2	27.3	22.9	27.1	25.1	26.3	24.4	26.3	20.7	16.8	19	0.6	2.6	2.2	0	-0.1
Grade 9	45.2	49	54.1	22.5	21	21	20	19.9	14.8	11.2	10.2	9.4	0.6	0.7	0.5	7.4	-1.9
Grade 10	46.7	44.3	43.3	21.4	21	21	20	16.9	19	10.6	15.6	14.8	1.5	1.8	2	-3.8	4.7
Grade 11	32.5	37.8	40.9	26.5	23	17	22	22.5	21.2	17.7	16	20	1.2	1.1	1.1	-1.1	2.2

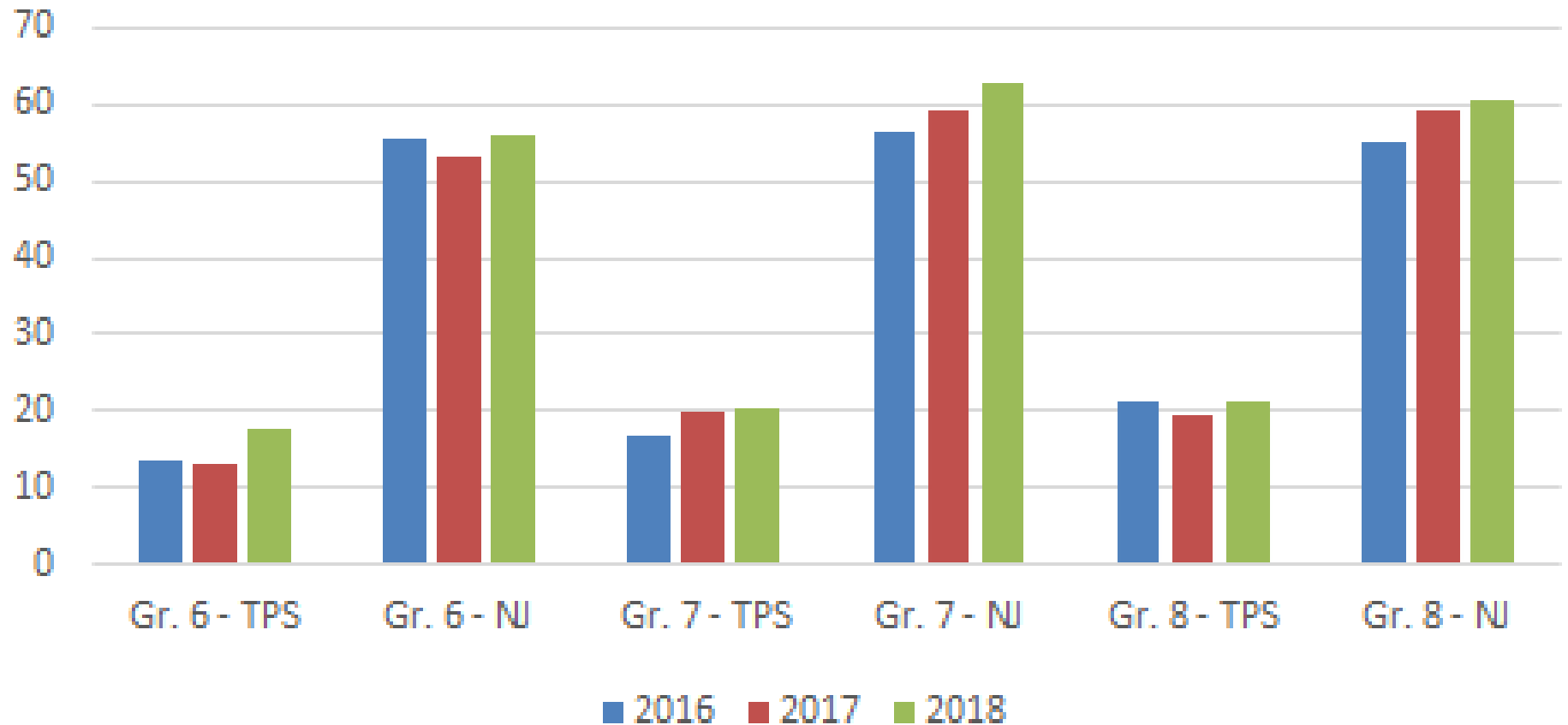
ELA Grades 3 through 5

Grades 3 - 5 ELA



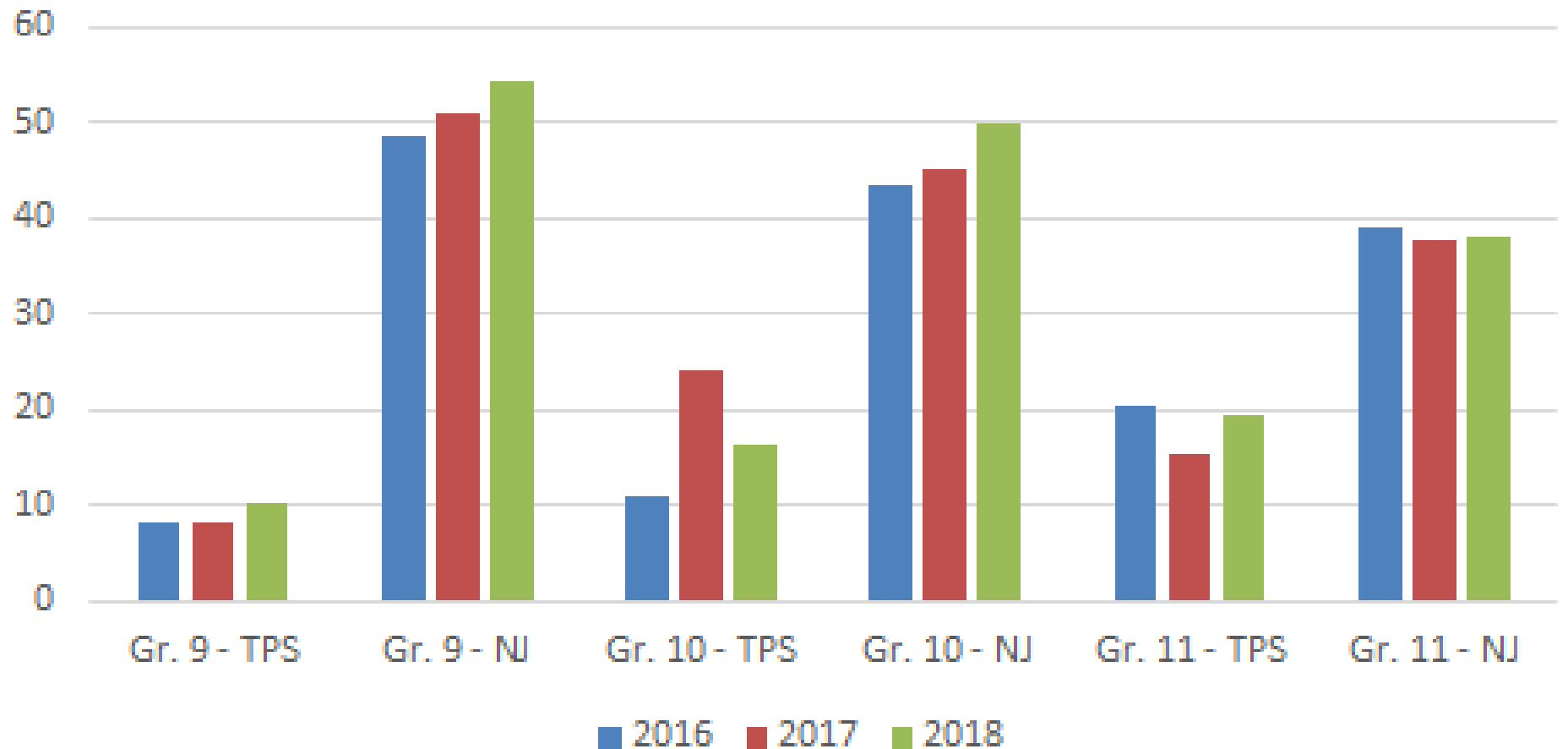
ELA Grades 6 through 8

Grades 6 - 8 ELA



ELA Grades 9 through 11

Grade 9 - 11 - ELA








English Language Arts Performance

	Level 1 Did Not Yet Meet			Level 2 Partially Met			Level 3 Approaching			Level 4 Meets			Level 5 Exceeds			Diff 1 & 2	Diff 4 & 5
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
Grade 3	35	36.5	40.2	24.2	24.4	21.6	20.7	21.4	20.8	19	16.2	16.8	1.1	1.5	0.7	2.6	-2.6
Grade 4	26.2	25.2	25.5	27.9	25.5	23.6	27.8	26.1	26.1	17.1	21.2	20.8	1	2.1	4	-5	6.7
Grade 5	21.1	22.3	25.3	32.7	25.8	25.6	27.4	27	28.5	18.6	24	19.1	0.2	0.9	1.5	-2.9	1.8
Grade 6	26.6	26.1	25.1	31.1	34.1	32.5	28.6	26.8	24.7	13.3	12.8	16.2	0.4	0.3	1.4	-0.1	3.9
Grade 7	27.4	28	29.7	28.5	24.9	23.1	27.5	27.1	26.7	15.2	18	17.9	1.4	1.9	2.6	-3.1	3.9
Grade 8	29.5	29.2	27.3	22.9	27.1	25.1	26.3	24.4	26.3	20.7	16.8	19	0.6	2.6	2.2	0	-0.1
Grade 9	45.2	49	54.1	22.5	21	21	20	19.9	14.8	11.2	10.2	9.4	0.6	0.7	0.5	7.4	-1.9
Grade 10	46.7	44.3	43.3	21.4	21	21	20	16.9	19	10.6	15.6	14.8	1.5	1.8	2	-3.8	4.7
Grade 11	32.5	37.8	40.9	26.5	23	17	22	22.5	21.2	17.7	16	20	1.2	1.1	1.1	-1.1	2.2






Cohort View 2017-2018

- Reductions in lowest Performance Level (1)- ELA

	2017		2018
3 to 4	36.5		25.5
4 to 5	25.2		25.3
5 to 6	22.3		25.1
6 to 7	26.1		29.7
7 to 8	28		27.3

Cohort View 2017-2018





- Increases in Pass rates (Levels 4 & 5) - ELA

	2017		2018
3 to 4	17.8		24.8
4 to 5	23.3		20.6
5 to 6	24.8		17.6
6 to 7	13		20.5
7 to 8	20		21.3



Overview of Fall 2018 ELA District Diagnostic Assessments and Programming

STAR Early Literacy Assessment

Grade	Tested	Early Emergent 	Late Emergent 	Transitional 	Probable 
K	999	678 (67.9 percent)	285 (28.6 percent)	28 (2.8 percent)	7 (.7 percent)
1	761	228 (30 percent)	435 (57.2 percent)	77 (10.1 percent)	21 (2.7 percent)

STAR Reading Assessment

Participation and Scores by Grade Level

Grade	Tested	Scale Score	Normed Scale (P ₅₀)*	Grade Level	Percentile	Lexile
1	396	68	75	0.7	33	BR
2	960	137	219	1.7	19	BR
3	1049	233	362	2.3	18	70
4	977	300	465	2.9	15	159
5	914	378	570	3.5	14	288
6	745	409	684	3.7	9	356
7	751	474	811	4.2	11	481
8	785	540	921	4.8	10	606
9	620	581	1026	5.1	8	690

*average score of students across nation at the 50th percentile

STAR Reading Assessment

Participation Rates by Grade Level

Grade	Percent Tested
K	93%
1*	95%
2	90%
3	95%
4	96%

Grade	Percent Tested
5	93%
6	96%
7	96%
8	94%
9	91%

*includes STAR Reading and STAR Early Literacy

Intervention Programs - ELA

- ❑ Waterford K-2 (Special Education Students)
- ❑ Wilson Reading (2-12 Special Education)
- ❑ Lexia Core 5/Power Up (Pilot at Rivera and TNGA)
- ❑ Read 180/System 44

Methods of Instruction

- Readers/Writers Workshop
- Word Study/Language Development
- Project Based Learning
- Inquiry Based Learning
- Gradual Release
- Blended Learning

Secondary Professional Development



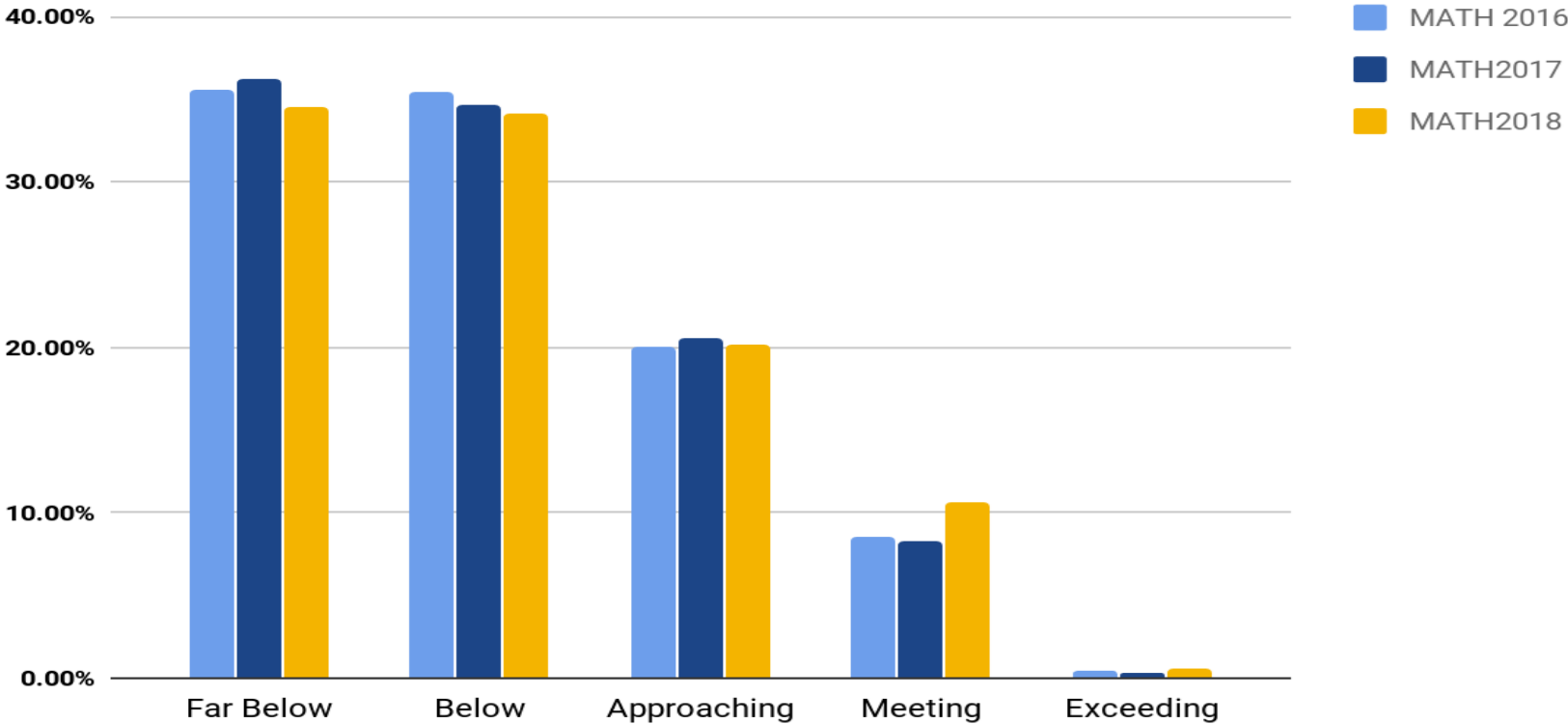
English Language Arts

- *myPerspectives* ~ All high school English teachers have received 23 hours of professional development in the content and delivery of the new core resource. Job embedded coaching is scheduled February to June.



Mathematics

District-wide Math Performance



	Far Below	Below	Approaching	Meeting	Exceeding
MATH 2016	35.6%	35.5%	20.0%	8.5%	0.4%
MATH2017	36.2%	34.6%	20.6%	8.3%	0.3%
MATH2018	34.5%	34.1%	20.2%	10.6%	0.6%

2018 Math Performance by Race/ Ethnicity

Row Labels	Far Below	Below	Approaching	Meets	Exceeds	Pass Rate
American Indian/ Alaskan Native	40.0%	20.0%	20.0%	20.0%	0.0%	20.0%
Asian	21.9%	31.3%	15.6%	21.9%	3.1%	25.0%
African-American	34.1%	30.9%	16.2%	7.2%	0.3%	7.4%
Hispanic	29.9%	31.1%	18.4%	10.0%	0.7%	10.7%
White	25.0%	75.0%	0.0%	0.0%	0.0%	0.0%
Hawaiian Native/pacific Islander	38.6%	20.5%	18.1%	8.4%	0.0%	8.4%
Two or more Races	23.8%	28.6%	19.0%	16.7%	2.4%	19.0%

Math Pass Rate Trend by Race Ethnicity

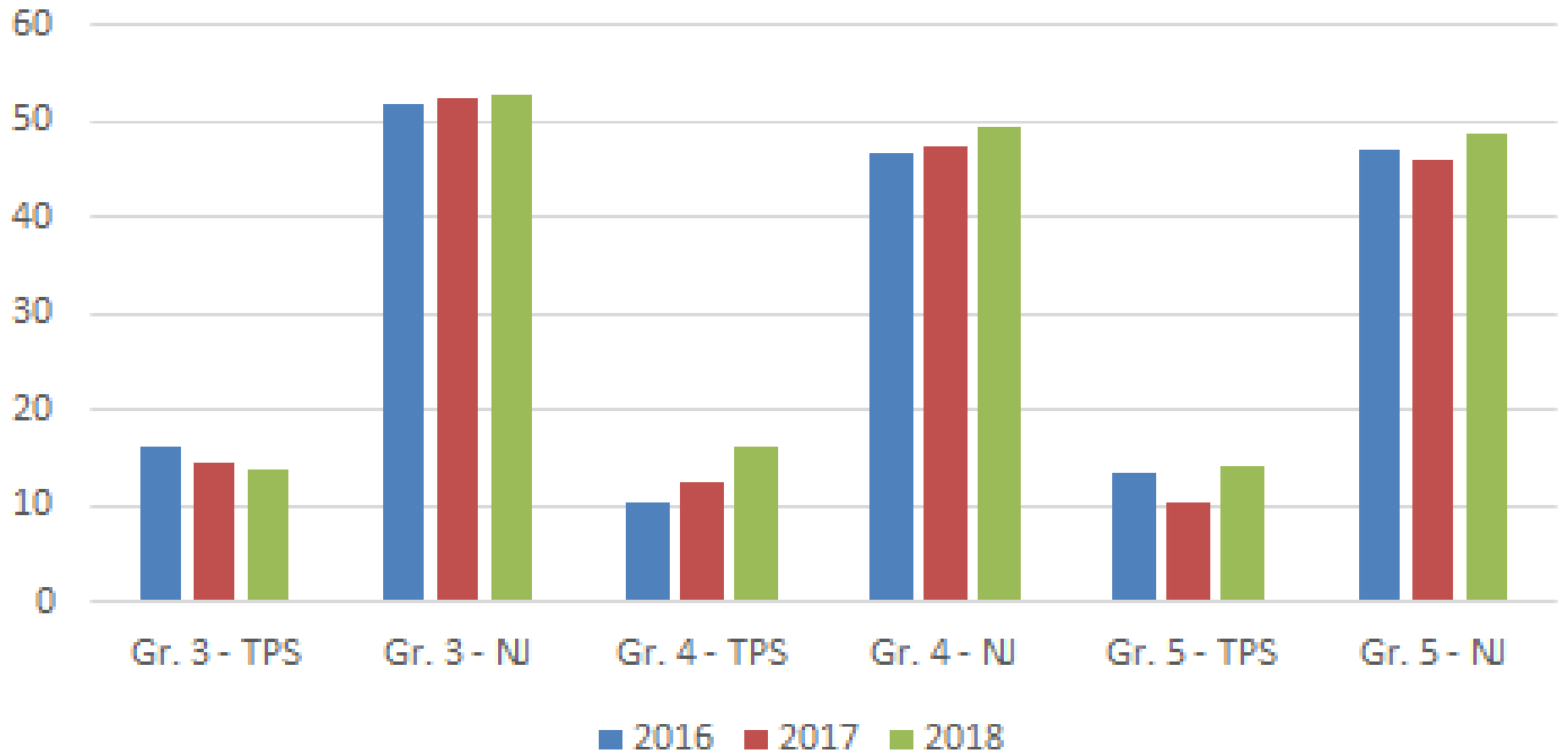
Row Labels	2015	2018
American Indian/ Alaskan Native	0.0%	20.0%
Asian	35.3%	26.7%
African-American	6.0%	8.4%
Hispanic	9.2%	11.9%
White	4.7%	0.0%
Hawaiian Native/pacific Islander	100.0%	9.9%
Two or more Races	8.3%	21.1%

Mathematics Performance

	Level 1 Did Not Yet Meet			Level 2 Partially Met			Level 3 Approaching			Level 4 Meets			Level 5 Exceeds			Diff 1 & 2	Diff 4 & 5
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
Grade 3	28.5	31.4	33.9	33.4	30.9	30.2	21.9	23	21.9	14.5	13.5	11.7	1.7	1.3	2.2	2.2	-2.3
Grade 4	30.3	33.5	30.9	37.2	32.6	30.7	21.9	21.4	22.3	10.6	12.3	15.8	0	0.2	0.3	-5.9	5.5
Grade 5	25.4	26	32.2	36.1	39.5	34.2	25.1	24	19.4	13	10.1	13.4	0.3	0.4	0.8	4.9	0.9
Grade 6	37.9	29.6	31.9	35.6	32.4	39.8	19.1	21.3	19.9	7.4	6.6	8	0	0.1	0.4	-1.8	1
Grade 7	31	32.3	29.7	39.5	38.1	41.9	23.6	23.4	21.2	5.5	6.2	7.3	0.5	0	0	1.1	1.3
Grade 8	52.1	55.7	51.6	31.1	23.8	30.1	14.1	17.4	13.4	2.8	3.1	4.9	0	0	0	-1.5	2.1
Algebra 1	37.7	35.5	39.9	36.6	41	31	18	16.3	19.1	7.5	7.2	9.6	0.2	0	0.1	-3.4	2
Algebra 2	63.4	65	74.6	25	22	20	10	10	4.8	2	2.8	0.6	0	0	0	6.2	-1.4
Geometry	22	33	34	50	48	51	24	16	13.6	4.3	3.3	1.6	0	0	0	13	-2.7

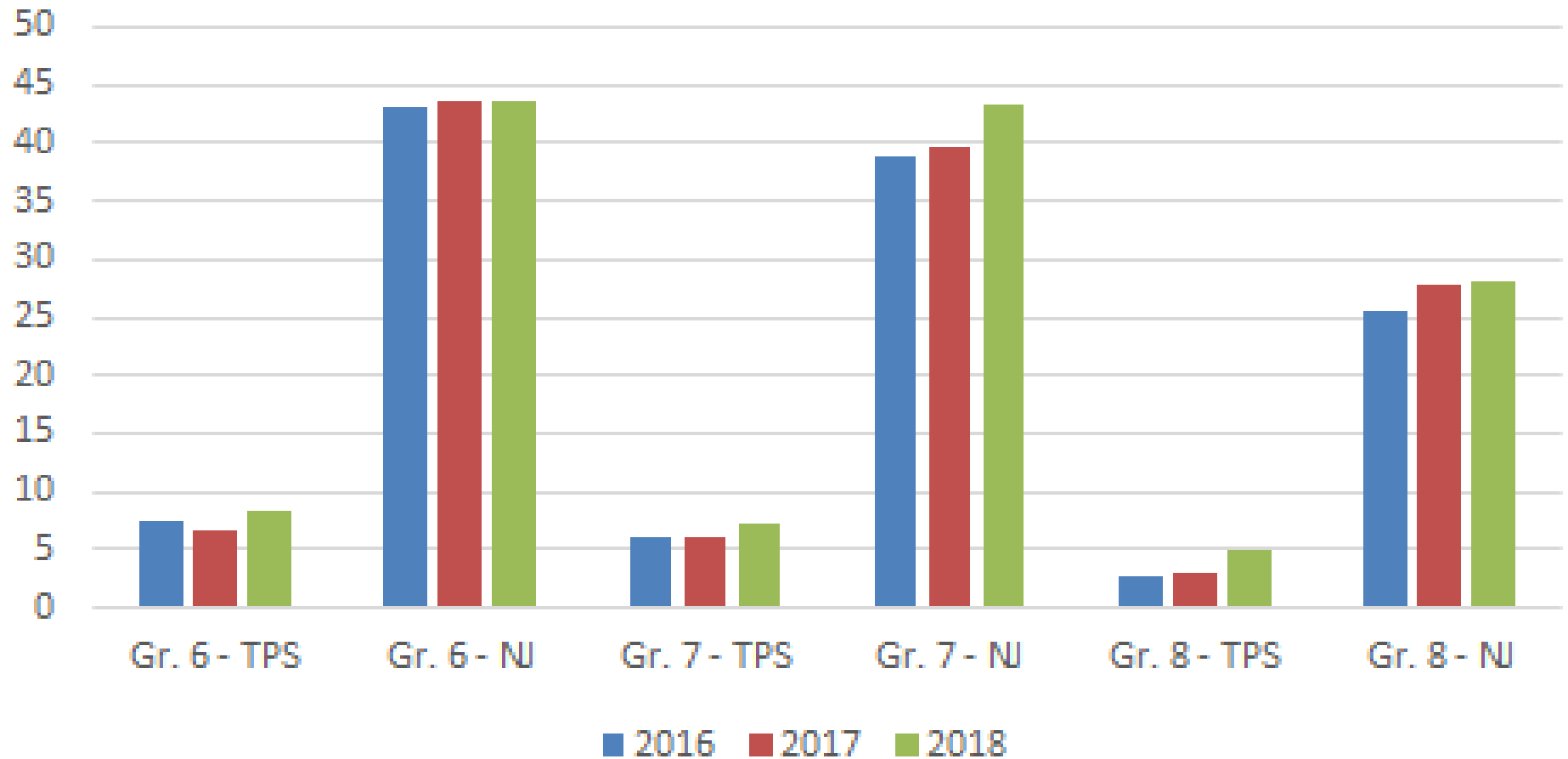
Math Grades 3 through 5

Math Grades 3 - 5



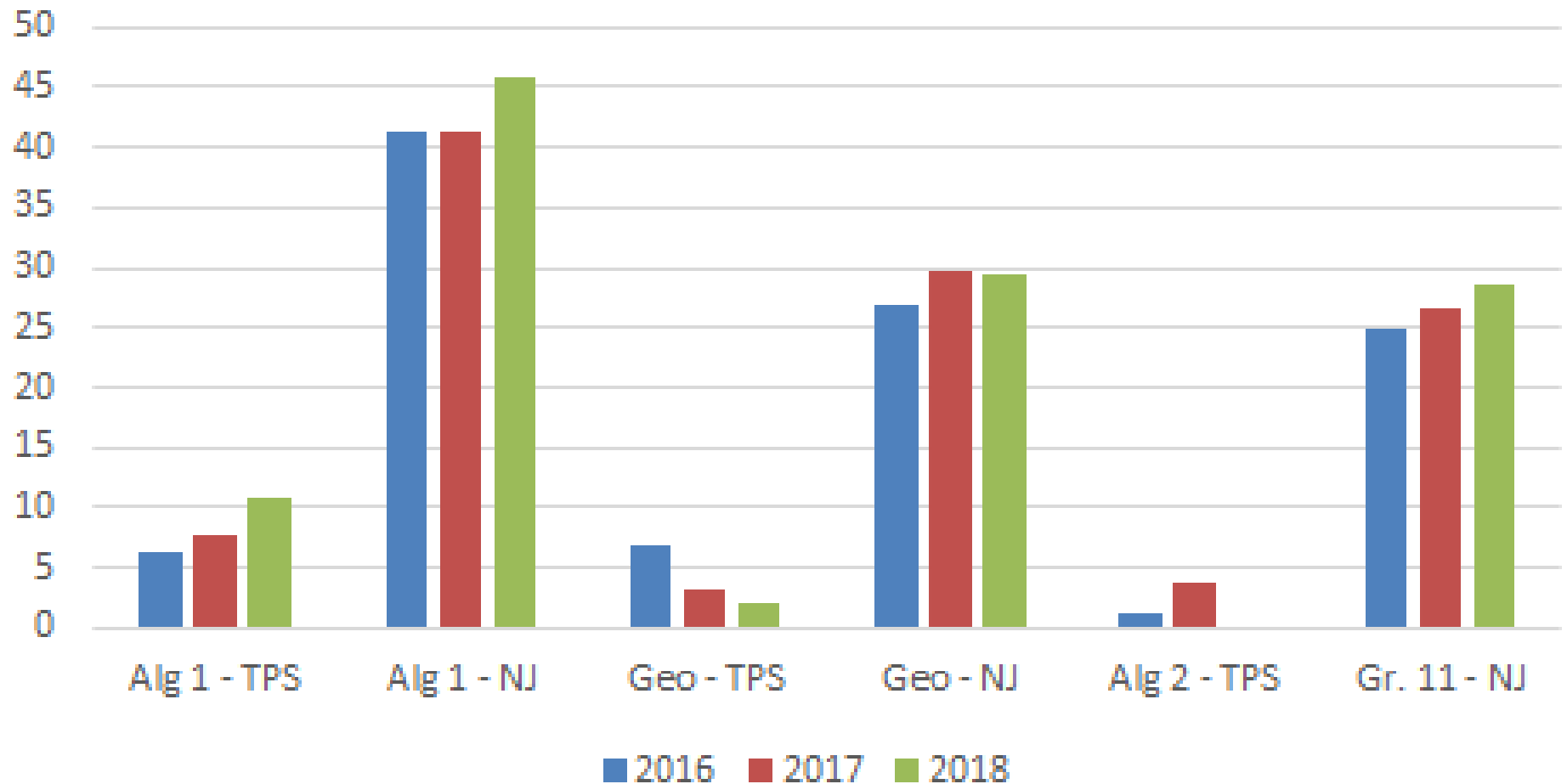
Math – Grades 6 through 8

Grades 6 - 8



Math Grades 8 through 11

Grades 8 - 11 Math







Mathematics Performance

	Level 1 Did Not Yet Meet			Level 2 Partially Met			Level 3 Approaching			Level 4 Meets			Level 5 Exceeds			Diff 1 & 2	Diff 4 & 5
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
Grade 3	28.5	31.4	33.9	33.4	30.9	30.2	21.9	23	21.9	14.5	13.5	11.7	1.7	1.3	2.2	2.2	-2.3
Grade 4	30.3	33.5	30.9	37.2	32.6	30.7	21.9	21.4	22.3	10.6	12.3	15.8	0	0.2	0.3	-5.9	5.5
Grade 5	25.4	26	32.2	36.1	39.5	34.2	25.1	24	19.4	13	10.1	13.4	0.3	0.4	0.8	4.9	0.9
Grade 6	37.9	29.6	31.9	35.6	32.4	39.8	19.1	21.3	19.9	7.4	6.6	8	0	0.1	0.4	-1.8	1
Grade 7	31	32.3	29.7	39.5	38.1	41.9	23.6	23.4	21.2	5.5	6.2	7.3	0.5	0	0	1.1	1.3
Grade 8	52.1	55.7	51.6	31.1	23.8	30.1	14.1	17.4	13.4	2.8	3.1	4.9	0	0	0	-1.5	2.1
Algebra 1	37.7	35.5	39.9	36.6	41	31	18	16.3	19.1	7.5	7.2	9.6	0.2	0	0.1	-3.4	2
Algebra 2	63.4	65	74.6	25	22	20	10	10	4.8	2	2.8	0.6	0	0	0	6.2	-1.4
Geometry	22	33	34	50	48	51	24	16	13.6	4.3	3.3	1.6	0	0	0	13	-2.7




Cohort View 2017-2018

- Reductions in lowest Performance Level (1) - Math

	2017		2018
3 to 4	31.4		30.9
4 to 5	33.5		32.2
5 to 6	26		31.9
6 to 7	29.6		29.7
7 to 8	32.3		51.6

Cohort View 2017-2018

□ Increases in Pass Rates (Levels 4 & 5) - Math

	2017		2018
3 to 4	14.7		16.2
4 to 5	12.5		14.2
5 to 6	10.5		8.4
6 to 7	6.7		7.3
7 to 8	6.2		4.9

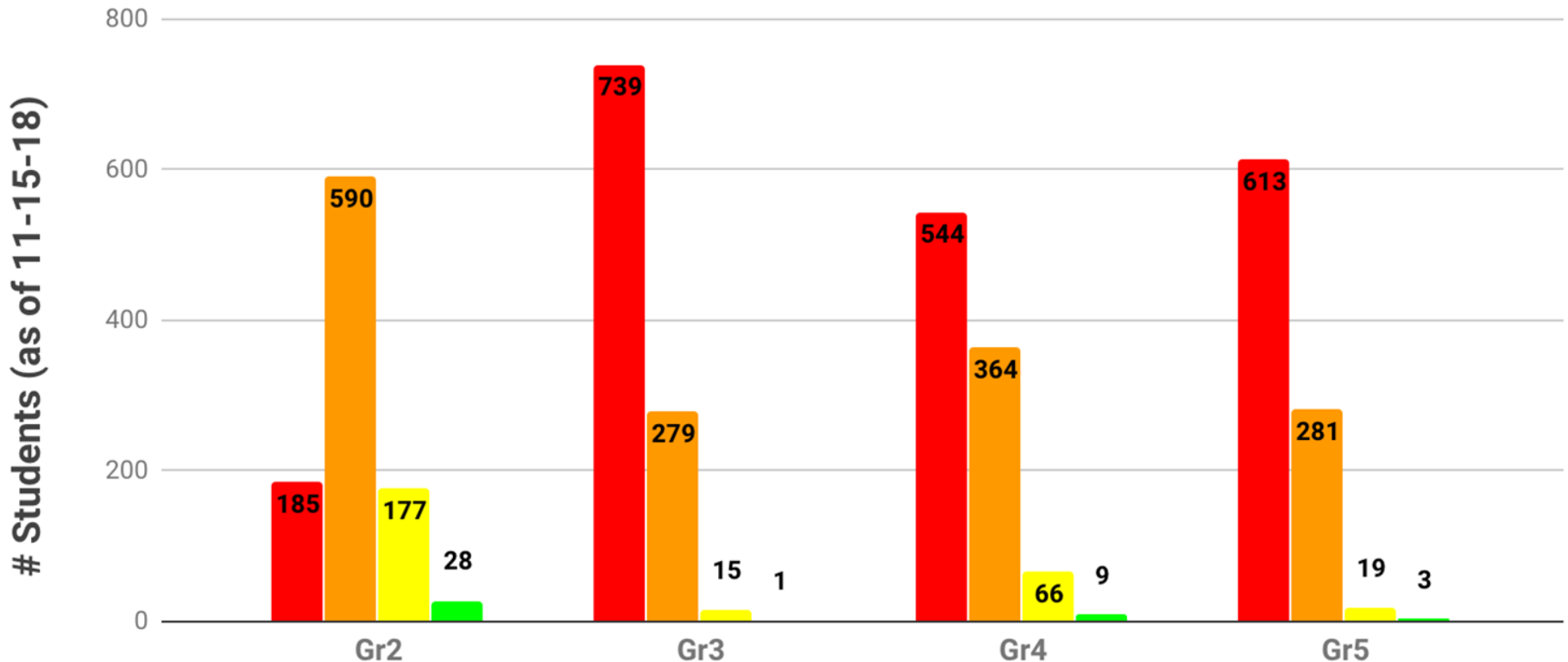


Overview of Fall 2018 Math District Diagnostic Assessments and Programming

Elementary Math Cumulative Pre-Assessments

Gr2-5 Math Cumulative Pre-Assessment scores

■ Far Below Basic 0-23.9% correct ■ Below Basic 24-48.9% correct ■ Basic 49-68.9% correct
■ Proficient 69 - 100% correct



Performance bands by grade level

Secondary Math Cumulative Pre-Assessments

Grades 6 - 12

Test Name	Average Score
Grade 6 Cumulative (662 Students)	12%
Grade 7 Cumulative (815 students)	14%
Grade 8 Cumulative (624 students)	9%
Grade 8 Algebra 1 (71 students)	10%
Grade 9 Algebra 1 (675 students)	10%
Grade 9 Honors' Algebra 1 (61 students)	14%
Geometry (150 students)	15%
Algebra 2 (189 students)	8%

Core Programs

Program Adoptions aligned to New Curriculum

- Foundations (Wilson Program) K-1
- Kid Writing K-1
- Math: K-5 Eureka, 6-8 Carnegie, 9-12 Agile Mind
- English: 9-12 *myPerspectives*

Blended learning is any time a student learns in part at a supervised brick-and-mortar location away from home (school building) and at least in part through digital delivery (online) with some element of student control over time, place, path, or pace.

Core Programs (continued)

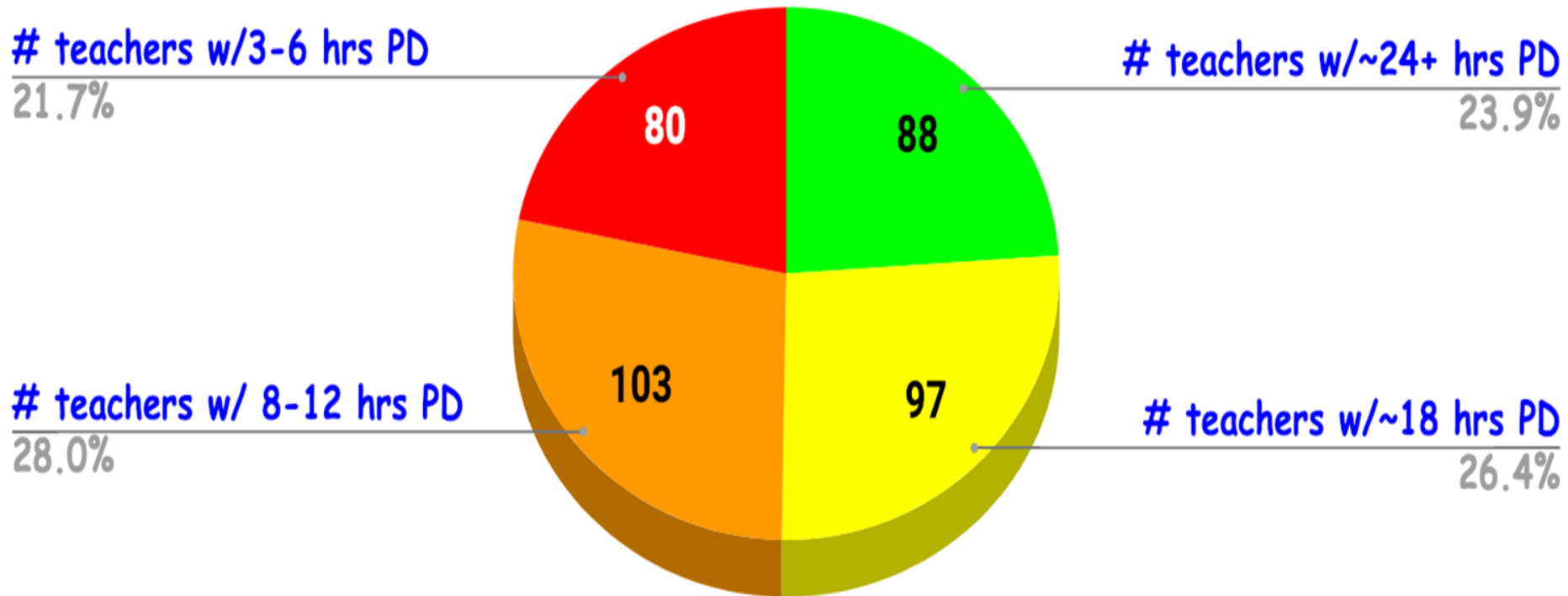
- Progressive Science Initiative (PSI) ~ K-12
- Social Studies TCI (Teachers Curriculum Initiative) History Alive 4-12.

Intervention Programs - Math

- ❑ TenMarks, K-5
- ❑ Mathia, 6-8 (Response to Intervention)

Elementary Professional Development - Eureka Math

368 K-5 Teachers completed Eureka Math PD hrs, as of Nov 8th



Secondary Professional Development



Mathematics

- Carnegie ~ 60 teachers have received 47 hours PD with embedded coaching
- Agile Mind ~ 45 teachers have received 44 hours PD with embedded coaching

Implications

- ❑ Creating systems to support a data culture
- ❑ Figuring out ways to keep moving in the right direction at a faster rate
- ❑ Seeking multiple ways to assess student progress
- ❑ Discussing scheduling options for key academic courses
- ❑ Increasing focused coaching and professional development to improve instructional practices



Thank You