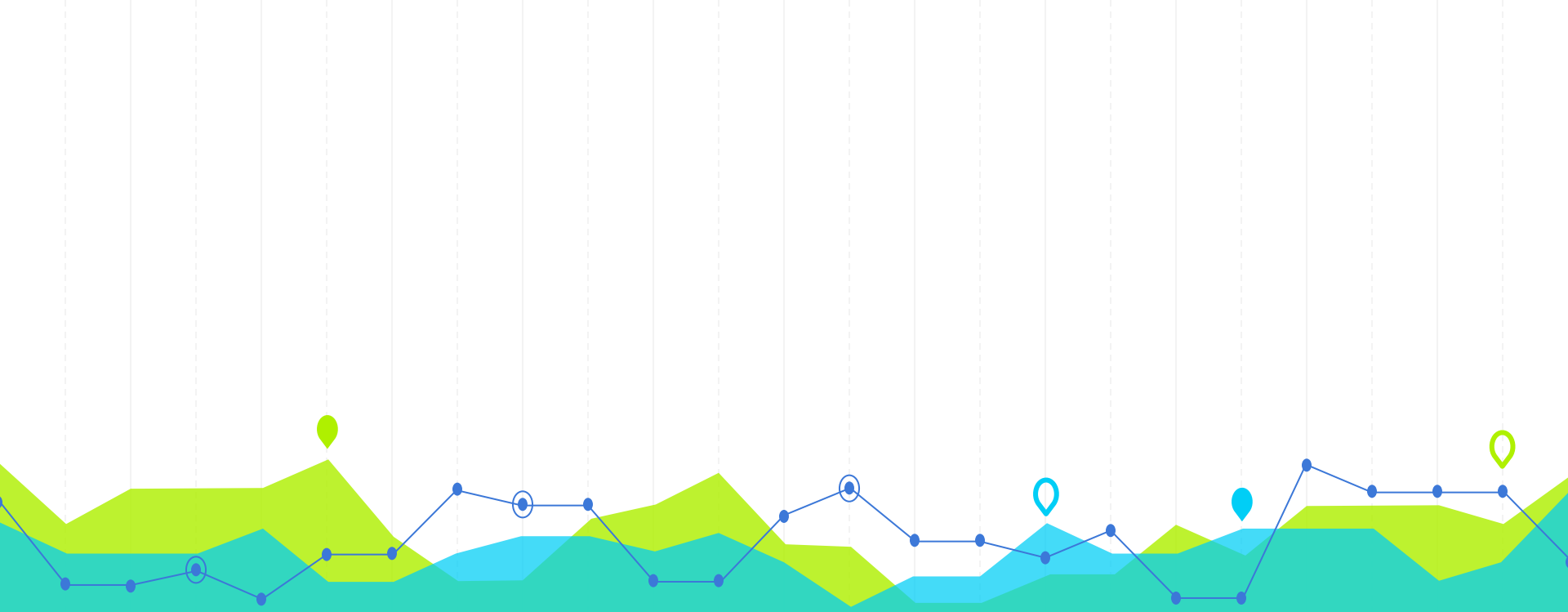


PARCC

2017-2018 Results

Delran Township School District
Presentation to the Board of Education 9/4/18



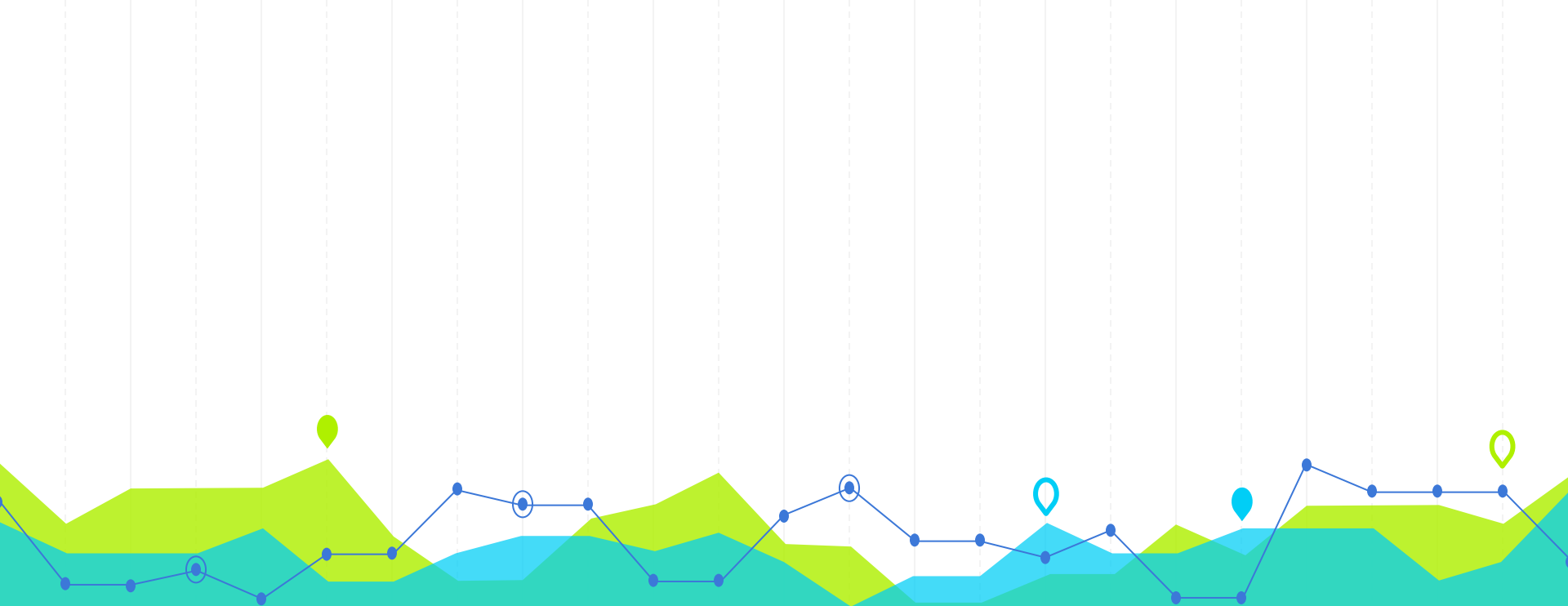
2017 PARCC Mathematics Fall Block Results

Mary Jo Hutchinson, K-12 Supervisor of Mathematics,
Business, Robotics & Co-Coordinator of STEM Programming

ALGEBRA I: TAKE TWO

- 9th grade students who had achieved level 3 in 8th grade, or refused to test, were invited: 8 invited (6 participated)
- Learning Module Created “Algebra Applications & Techniques”
 - blend of online and in-person sessions
 - tailored to students’ areas of weakness based on previous PARCC results
 - eligible to retake the Algebra I PARCC in the Fall Block administration window.
- 6 students successfully completed the Algebra Applications & Techniques Learning Module
- 5 of the 6 achieved a passing score of Level 4 after re-taking the Algebra I PARCC.



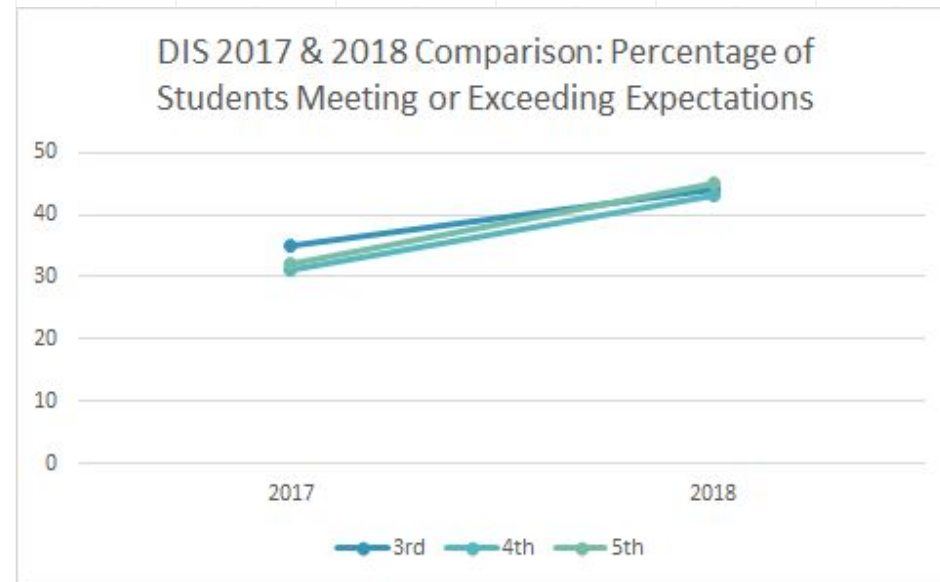


2018 PARCC Mathematics Results

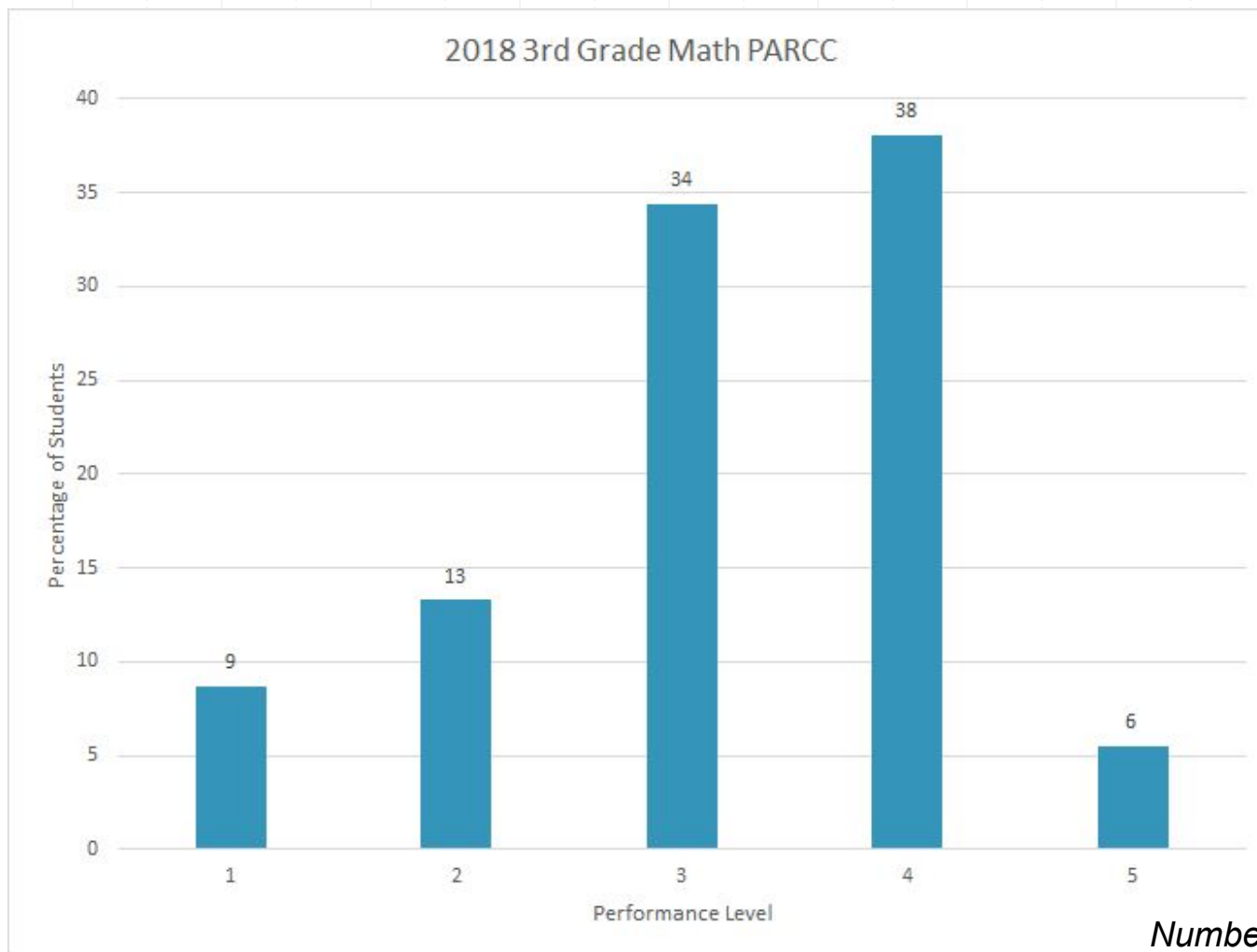
Mary Jo Hutchinson, K-12 Supervisor of Mathematics,
Business, Robotics & Co-Coordinator of STEM Programming

THE STORY IN THE NUMBERS: DELRAN INTERMEDIATE SCHOOL

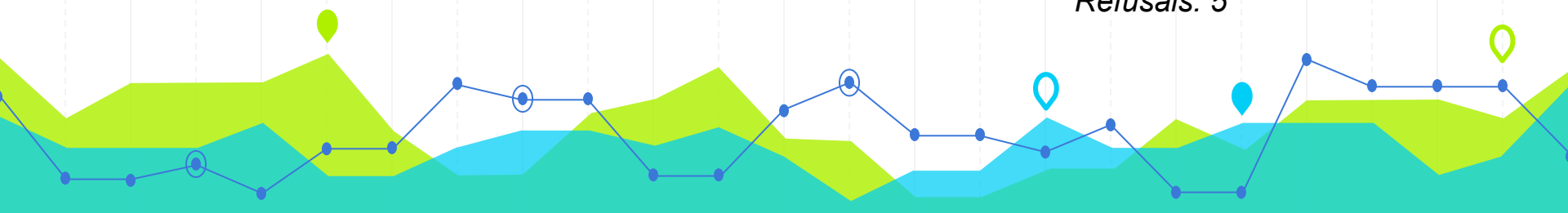
- Increase in students meeting or exceeding grade level expectations (“passing”)
- Increased instructional rigor and a strong focus on the standards provided by our new math materials is realizing results, as evidenced by “passing” percentages increasing by 9-13 percentage points over 2017 results in grades 3-5 (see graph below)
- Decrease in students at Level 1 “Did Not Yet Meet Expectations,” and Level 2 “Partially Met Expectations”
- A large percentage of students achieving a Level 3 “Approached Expectations” at each grade level, in comparison to NJ and multi-state averages. There is a need to explore why a large number of our students are coming close to, but not quite, meeting expectations and achieving what is considered a “passing” score.



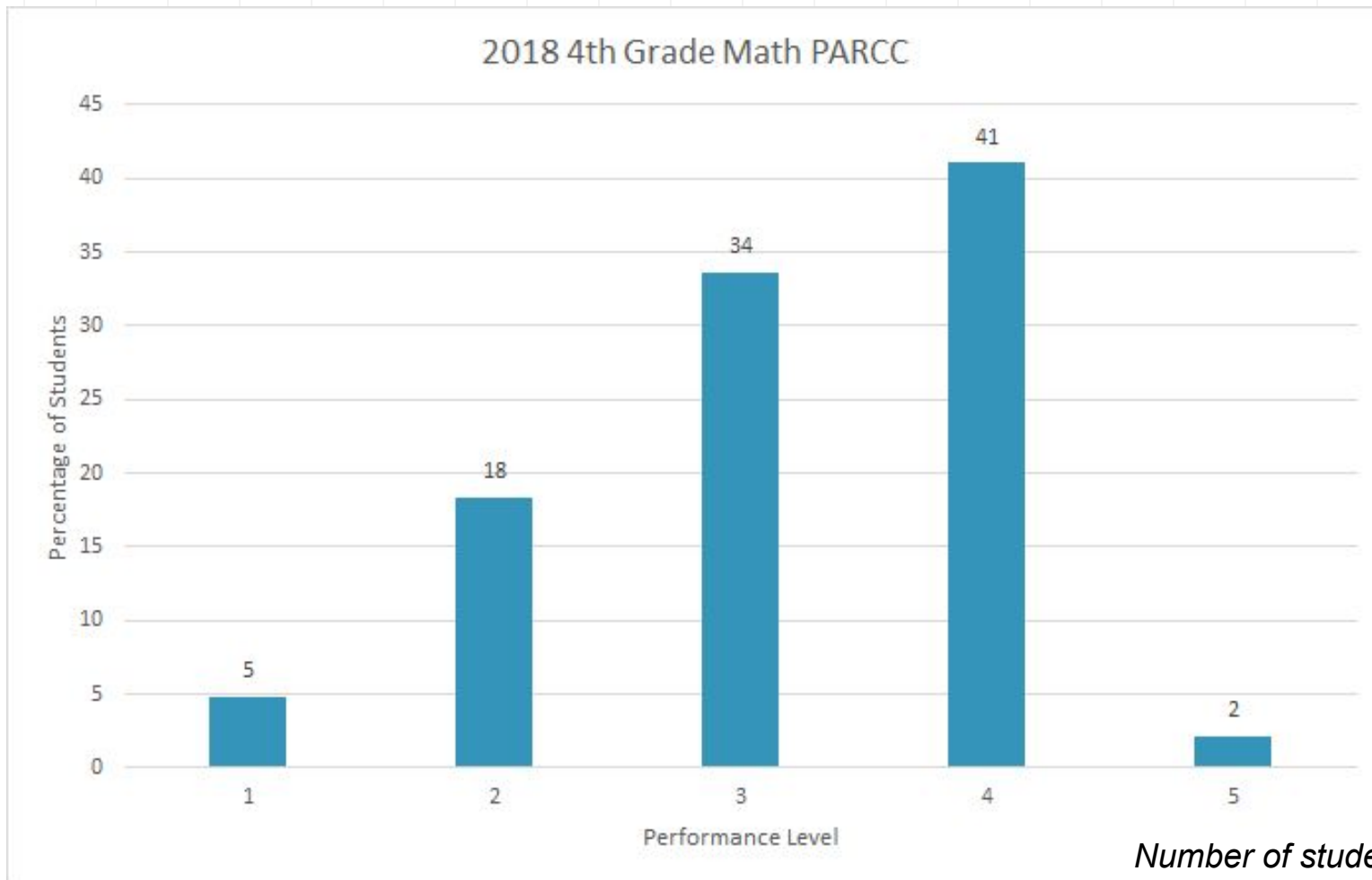
Grade 3 Mathematics



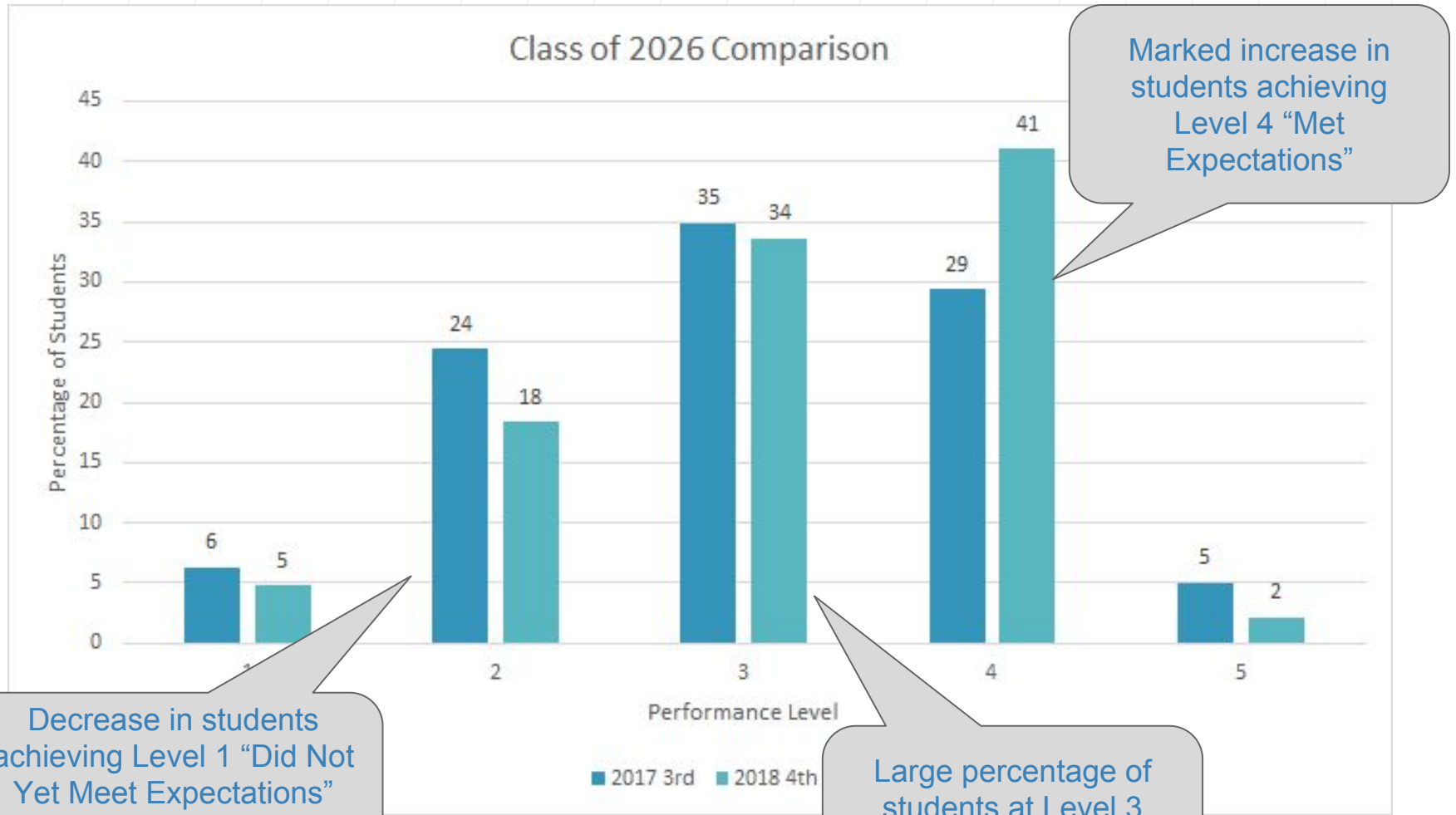
Number of students tested: 218
Refusals: 5



Grade 4 Mathematics



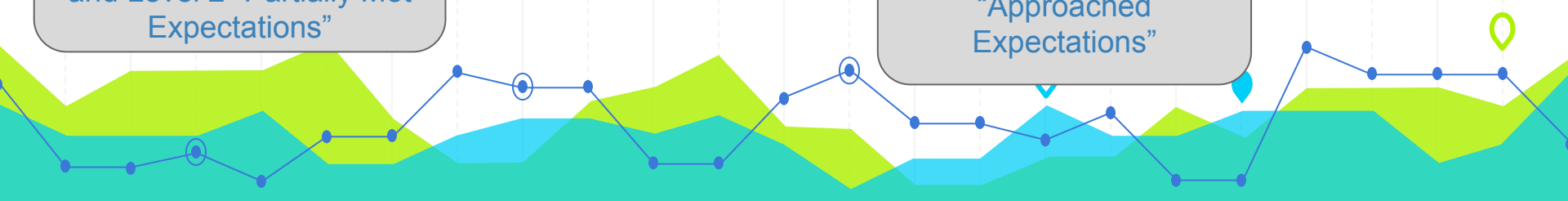
Group Comparison for the Class of 2026



Decrease in students achieving Level 1 "Did Not Yet Meet Expectations" and Level 2 "Partially Met Expectations"

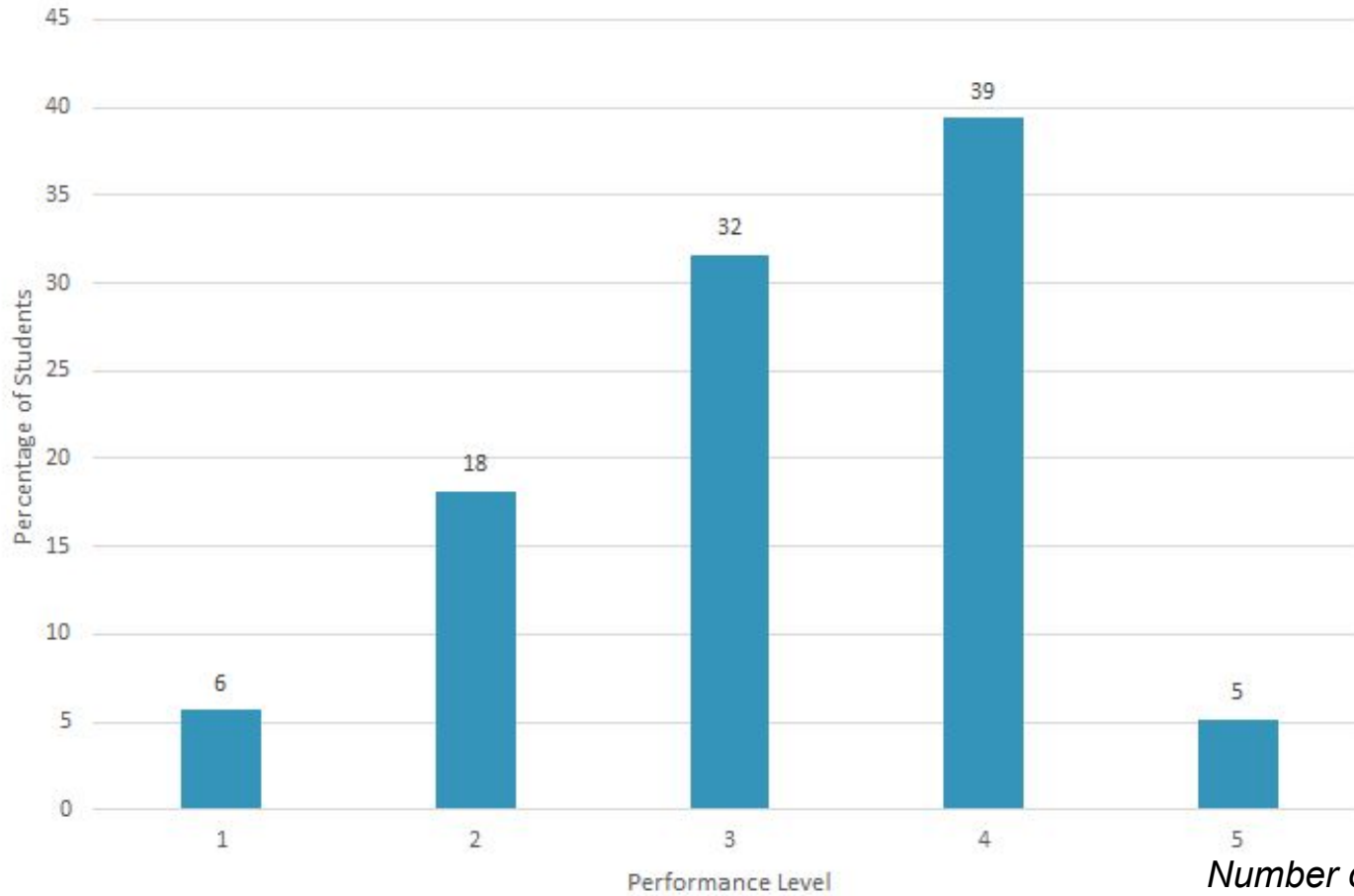
Marked increase in students achieving Level 4 "Met Expectations"

Large percentage of students at Level 3 "Approached Expectations"



Grade 5 Mathematics

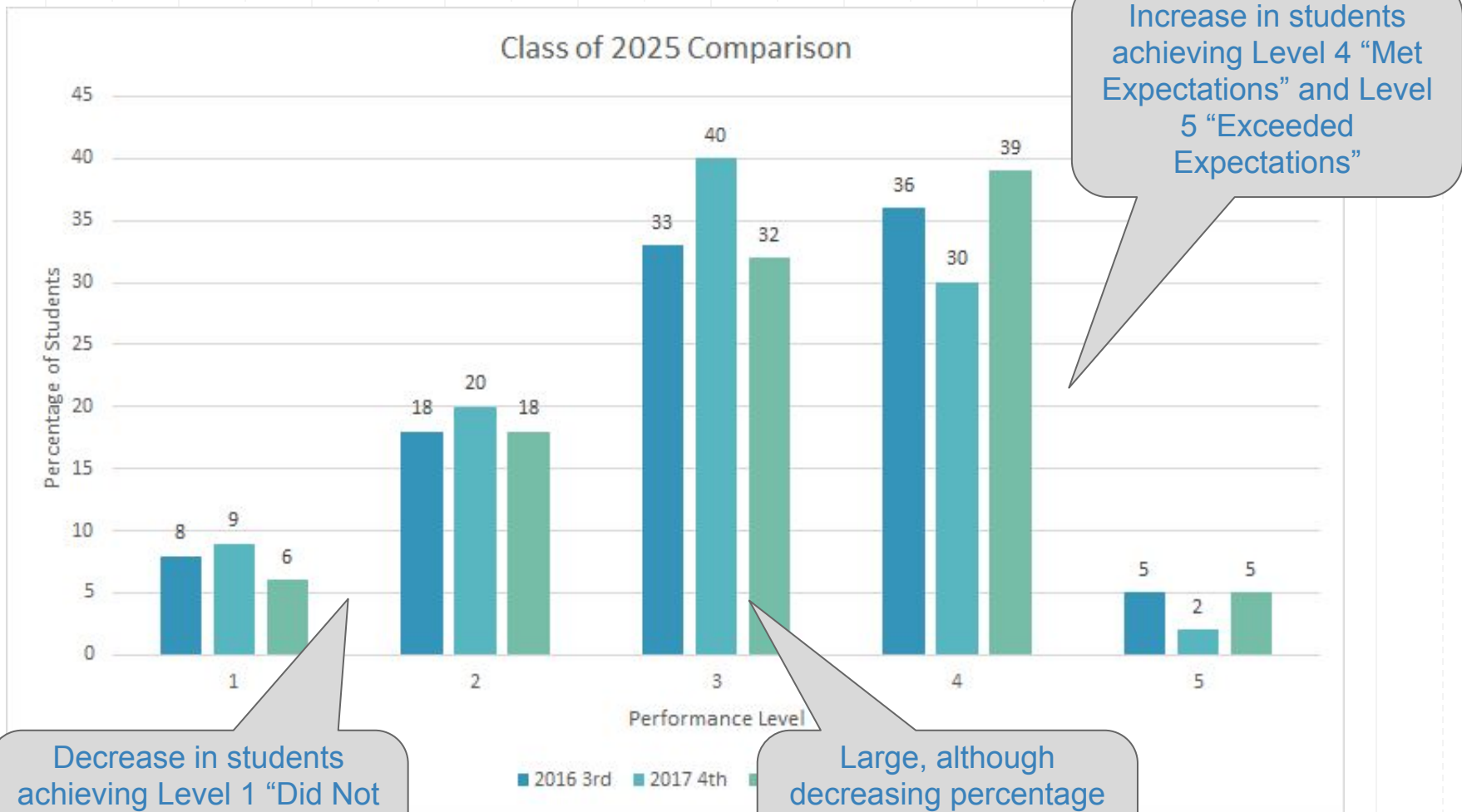
2018 5th Grade Math PARCC



*Number of students tested: 193
Refusals: 19*



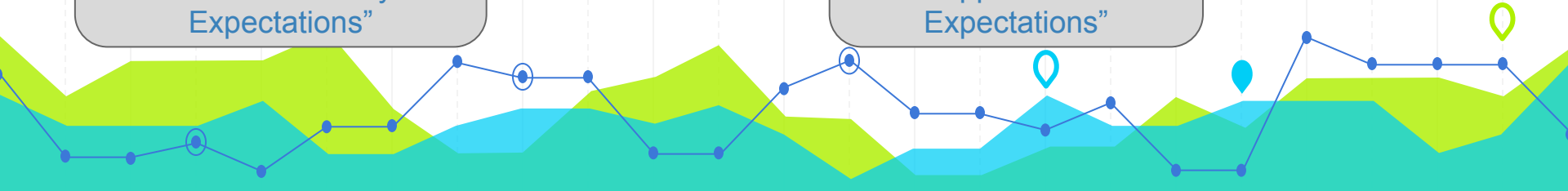
Group Comparison for the Class of 2025



Increase in students achieving Level 4 “Met Expectations” and Level 5 “Exceeded Expectations”

Decrease in students achieving Level 1 “Did Not Yet Meet Expectations” and Level 2 “Partially Met Expectations”

Large, although decreasing percentage of students at Level 3 “Approached Expectations”



DISAGGREGATED SUBGROUPS: DELRAN INTERMEDIATE SCHOOL

Gender: Comparable

Ethnicity: Somewhat comparable, with Black and Hispanic/Latino students achieving an average scale score 8-27 points lower than White students

Economically Disadvantaged: Average scale score 12-29 points lower, passing rates 14-22% lower than non-economically disadvantaged peers

Students with Disabilities: Average scale score 20-25 points lower than non-disabled peers

English Language Learners: Average scale score 4-31 points lower than native English speakers



NEXT STEPS FOR MATH: DELRAN INTERMEDIATE SCHOOL

- Work with teachers to analyze student performance data at the classroom level, including PARCC results and Benchmark Assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.
- Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.
- Continue to focus on multi-step problem solving exercises.
- Continue to elevate the rigor of our instruction and assessment through our new math program and resources: McGraw-Hill My Math and the related intervention program, Number Worlds.
- Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and define and implement strategies close gaps.
- Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.



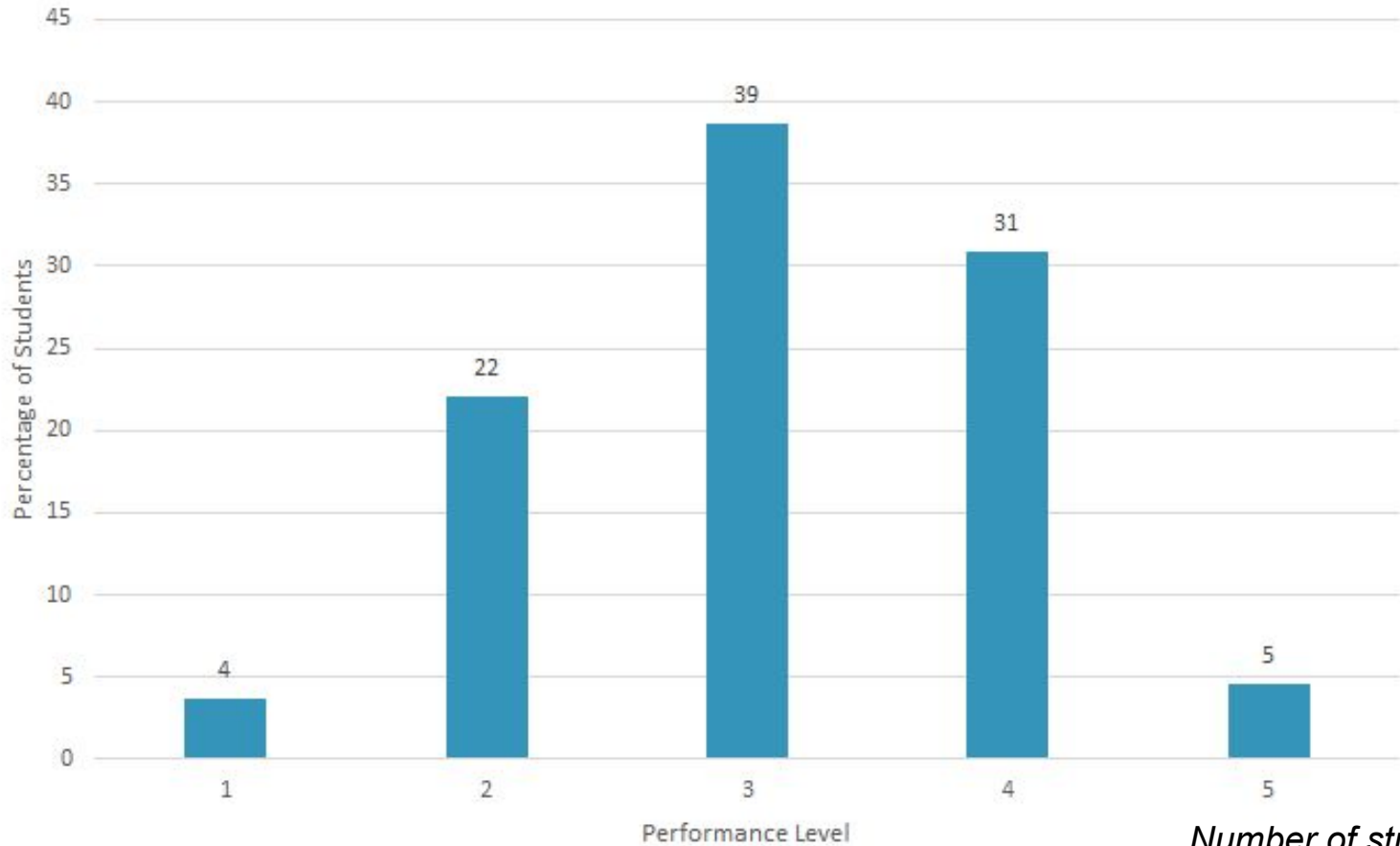
THE STORY IN THE NUMBERS: DELRAN MIDDLE SCHOOL

- Steady increase in students meeting or exceeding grade level expectations (“passing”)
- Steady decrease in students at Level 1 “Did Not Yet Meet Expectations,” and Level 2 “Partially Met Expectations”
- A large percentage of students achieving a Level 3 “Approached Expectations” at each grade level in comparison to NJ and multi-state averages. There is a need to explore why a large number of our students are coming close to, but not quite, meeting expectations and achieving what is considered a “passing” score.

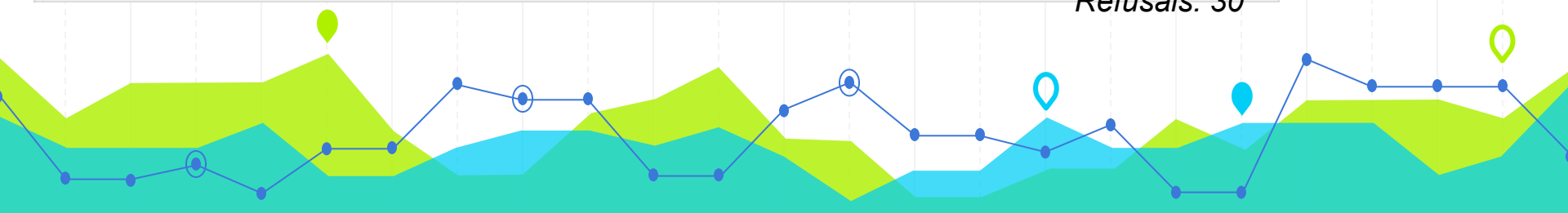


Grade 6 Mathematics

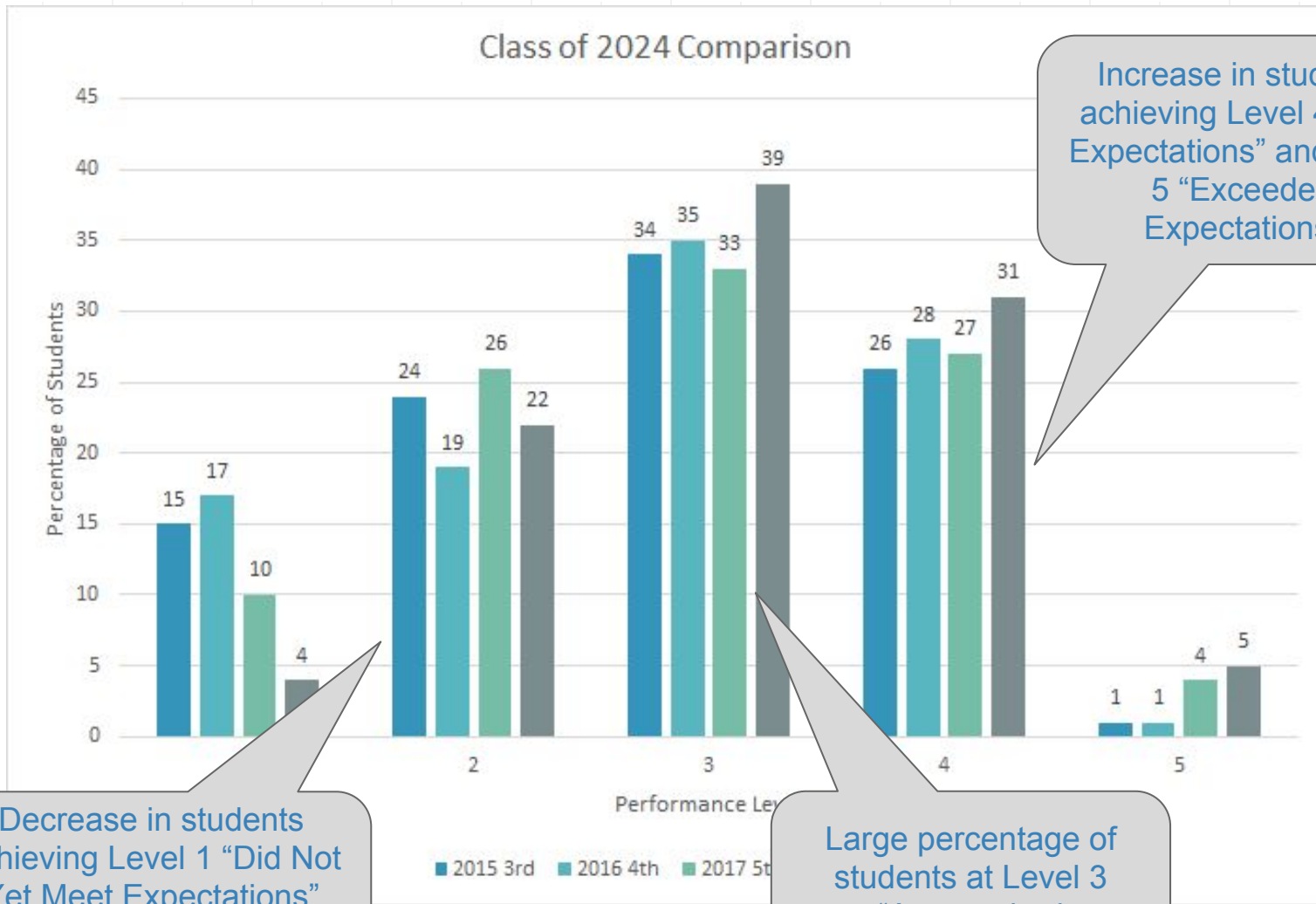
2018 6th Grade Math PARCC



*Number of students tested: 217
Refusals: 30*



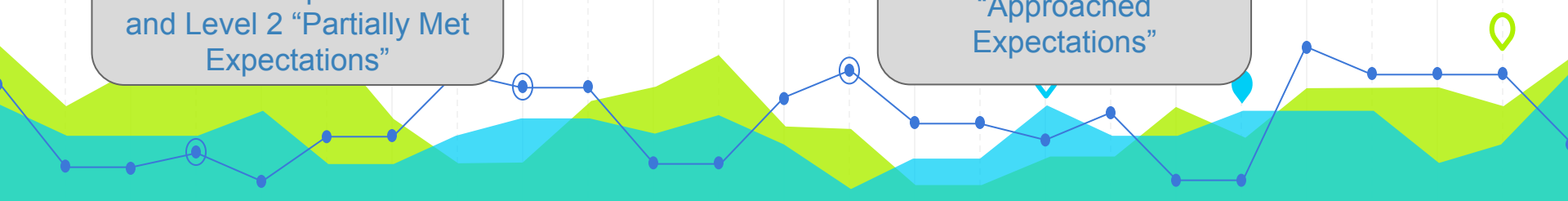
Group Comparison for the Class of 2024



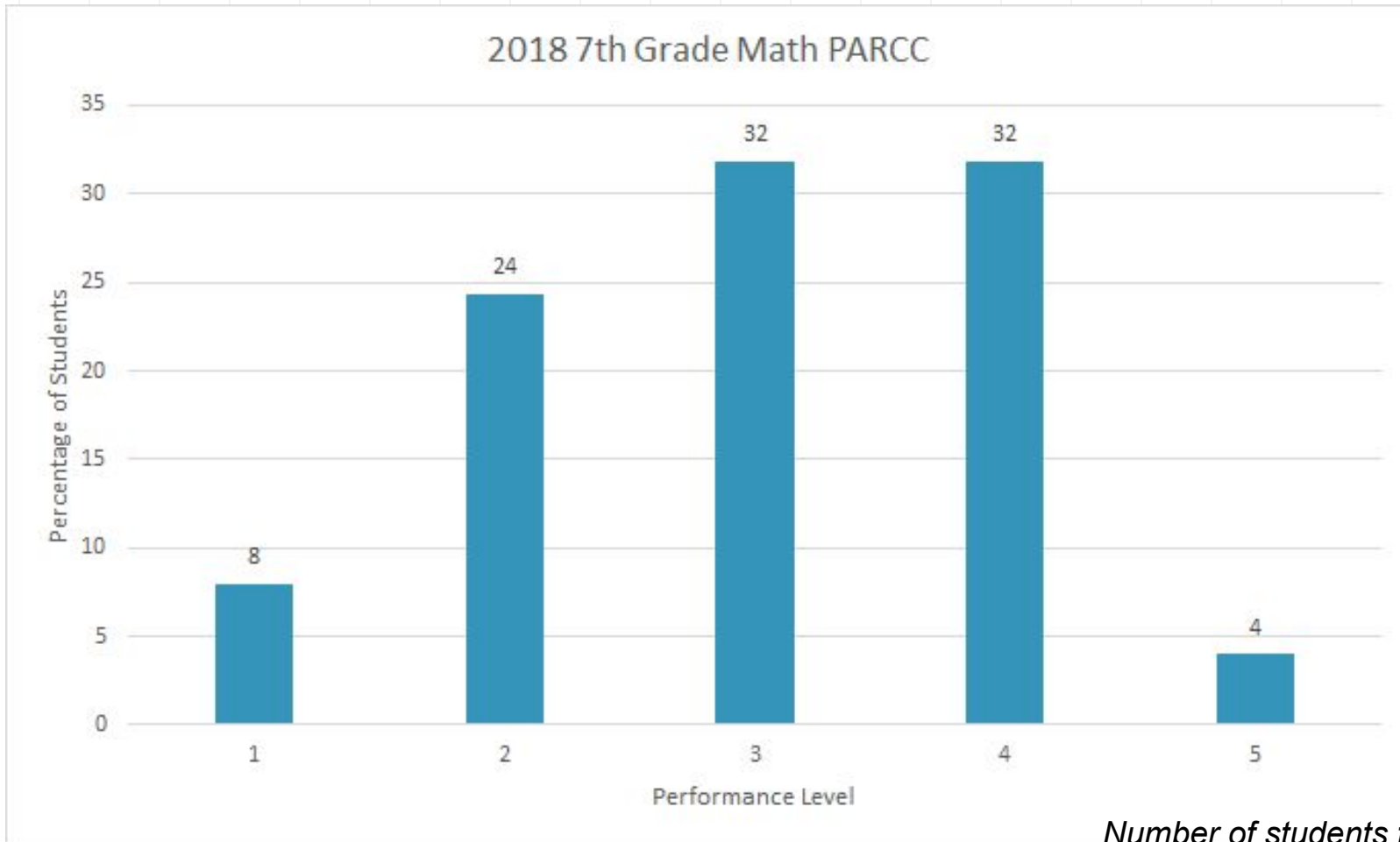
Increase in students achieving Level 4 “Met Expectations” and Level 5 “Exceeded Expectations”

Decrease in students achieving Level 1 “Did Not Yet Meet Expectations” and Level 2 “Partially Met Expectations”

Large percentage of students at Level 3 “Approached Expectations”



Grade 7 Mathematics



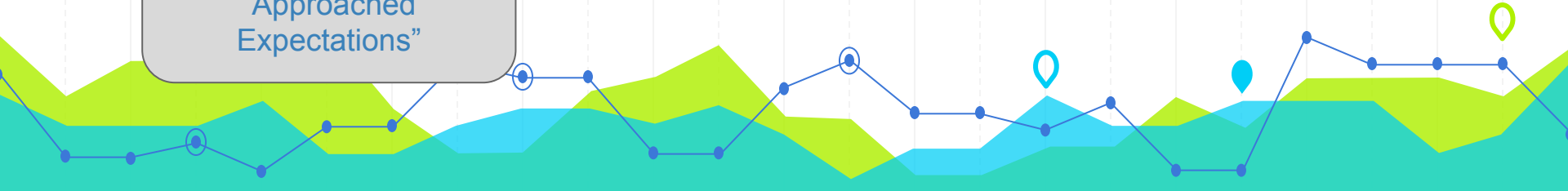
*Number of students tested: 201
Refusals: 15*

Group Comparison for the Class of 2023

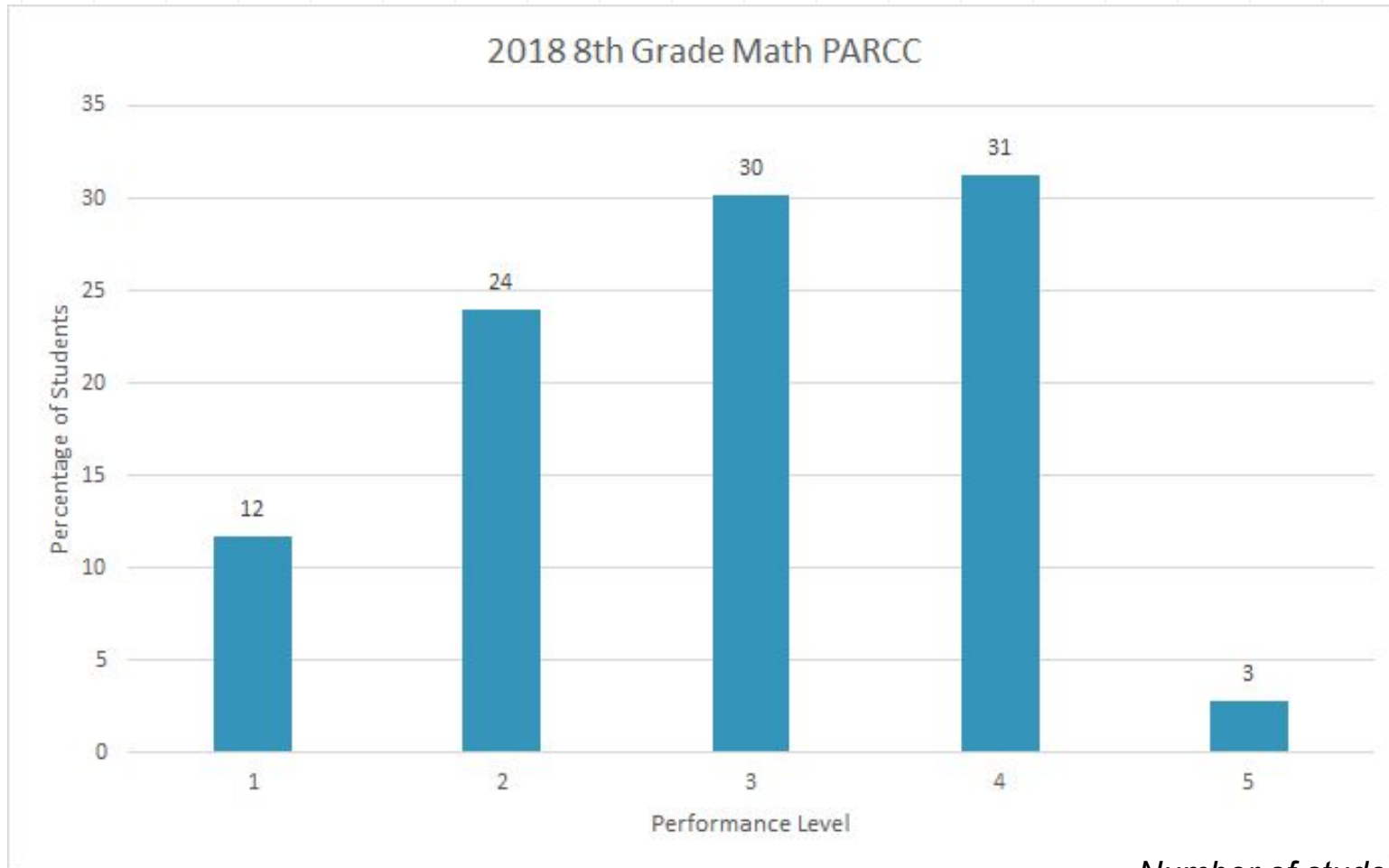


Marked increase in students achieving Level 4 "Met Expectations"

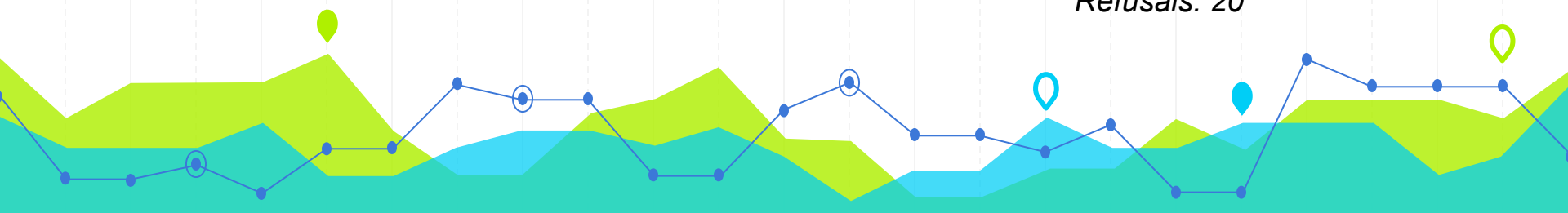
Large percentage of students at Level 3 "Approached Expectations"



Grade 8 Mathematics



*Number of students tested: 179
Refusals: 20*



DISAGGREGATED SUBGROUPS: DELRAN MIDDLE SCHOOL

Gender: Comparable in 6th & 7th grade, with a drop in female students' scores in on-level 8th grade math (average scale scores 12 points lower than males; 18% of girls passing as compared to 46% of boys)

Ethnicity: Somewhat comparable, with Black and Hispanic/Latino students achieving an average scale score 9-19 points lower than White students in 6th and 7th grades, and Black students achieving an average scale score 7 points higher than White students in 8th grade on-level math


Economically Disadvantaged: Average scale score 11-12 points lower, passing rates 11-19% lower than non-economically disadvantaged peers

Students with Disabilities: Average scale score 24-30 points lower than non-disabled peers

English Language Learners: Average scale score 20-38 points lower than native English speakers



NEXT STEPS FOR MATH: DELRAN MIDDLE SCHOOL

- Work with teachers to analyze student performance data at the classroom level, including PARCC results and Benchmark Assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.
 - Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.
 - Continue to focus on multi-step problem solving exercises.
 - Monitor how the implementation of a new program and resources at the K-5 level (My Math and its corresponding intervention program) impacts the performance of students entering DMS over the next few years.
 - Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and 8th grade girls, and define and implement strategies close gaps.
 - Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.
- 

Cohort Comparison for the Class of 2022 or Algebra I

*Cohort Comparison data is not available for the Class of 2022 (Rising 9th graders).

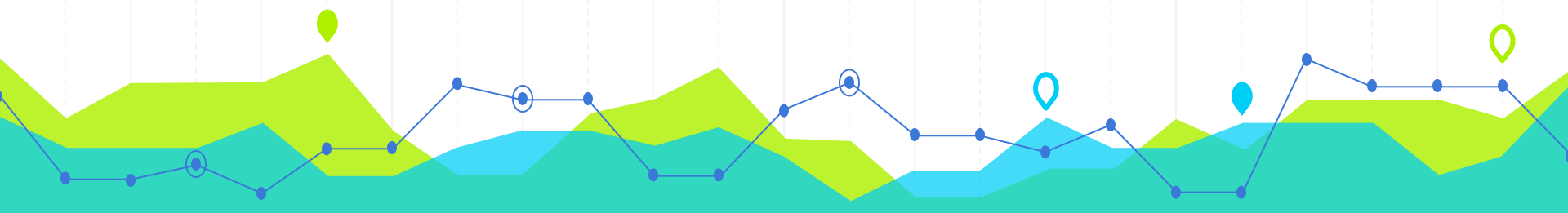
Students follow one of two course sequences from 7th grade into 8th grade math:

7th Grade Accelerated Math in 2017 > Algebra I in 2018 (58 students)

7th Grade On-Level Math in 2017 > 8th Grade On-Level Math in 2018 (179 students)

The 8th grade (2018) data for Grade 8 Mathematics includes ONLY those students who took 8th Grade On-Level Math. Students who took Algebra I as 8th graders took the Algebra I PARCC test, and their scores are included in the Algebra I results.

Algebra I results include all students taking Algebra I, some of whom took the course at DMS as 8th graders, and some of whom took the course at DHS as 9th graders or higher.

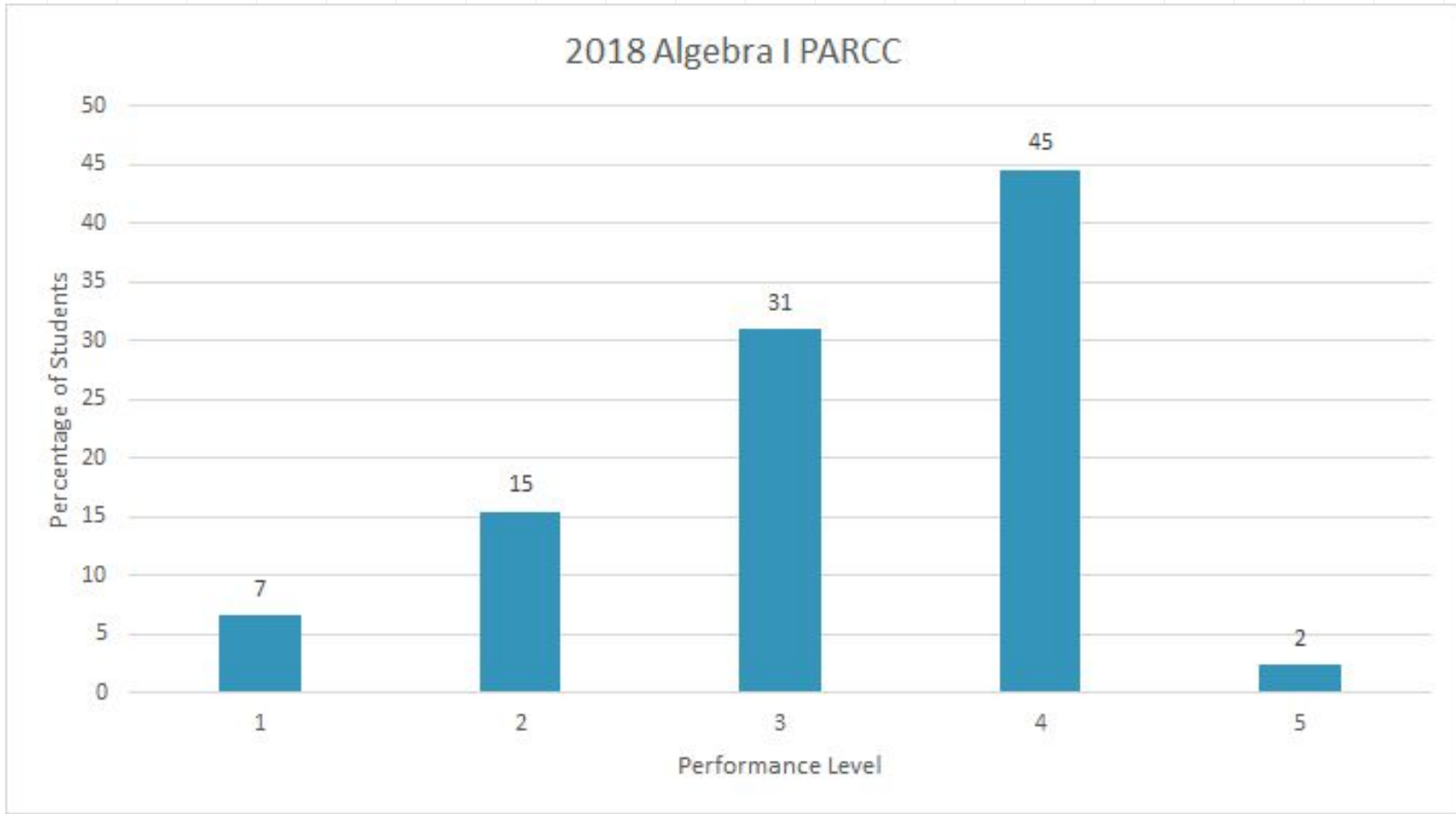


THE STORY IN THE NUMBERS: DELRAN HIGH SCHOOL

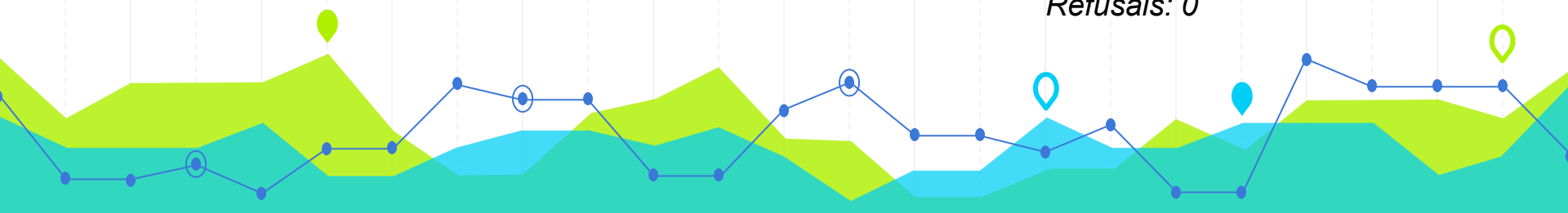
- Large increase in percentage of students “passing” Algebra I assessment with a score of level 4 or 5.
- 0 refusals for Algebra I (graduation requirement), but high levels of refusals for Algebra II (mostly 10th and 11th graders who have already met their graduation requirement another way).
- A large percentage of students achieving a Level 3 “Approached Expectations” at each grade level in comparison to NJ and multi-state averages. There is a need to explore why a large number of our students are coming close to, but not quite, meeting expectations and achieving what is considered a “passing” score.
- Low passing rates on both Geometry and Algebra II reflect the anti-testing climate in our district, especially among students who view the PARCC as inconsequential to them personally.



Algebra I



Number of students tested: 213
Refusals: 0



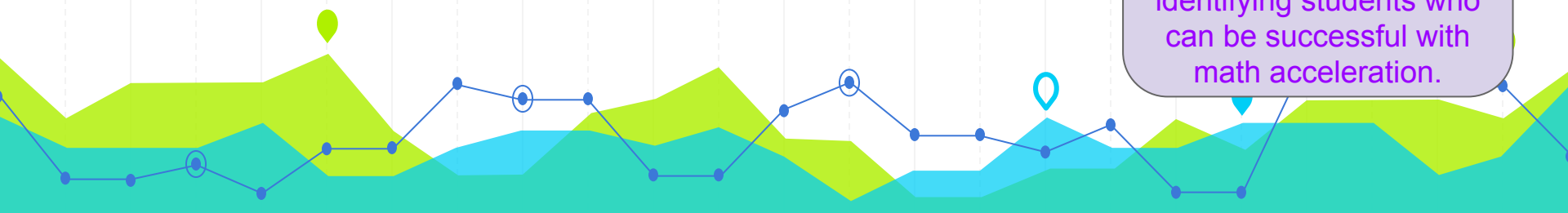
MATHEMATICS

Algebra I Assessment, 2017–2018

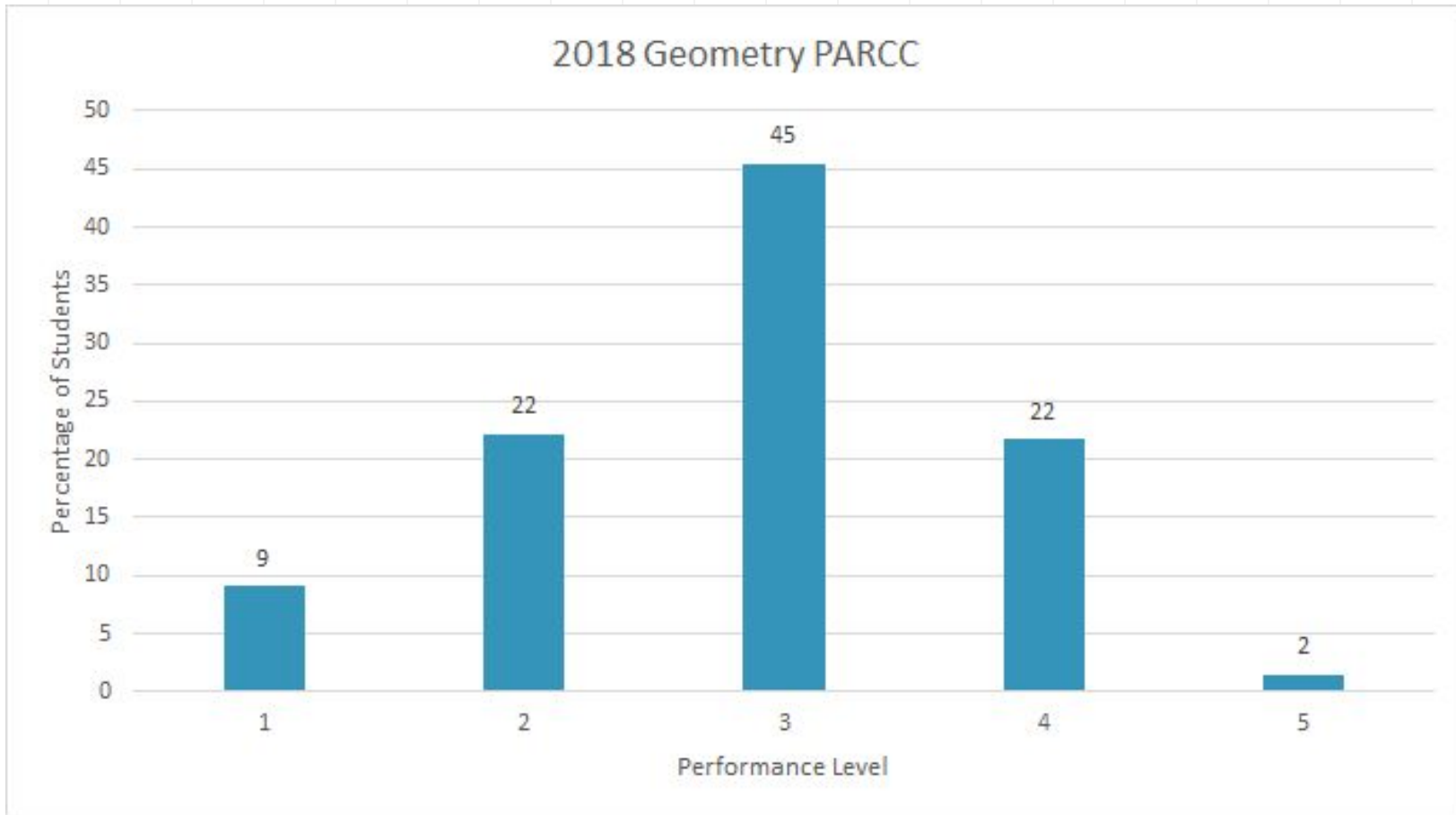
PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	MATH AVG OVERALL SCORE
CROSS-STATE 14 22 25 34 5	223,497	741
STATE 11 19 24 39 6	110,972	
DISTRICT 7 15 31 45 2	213	
DELTRAN HIGH SCHOOL 9 21 41 28 0	155	735
DELTRAN MIDDLE SCHOOL 0 0 3 88 9	58	

Our percentage of Algebra I students at DHS achieving Levels 4 & 5 more than doubled, from 13% to 28%.

97% of students taking Algebra I in 8th grade score Level 4 & 5. Our rubrics are successfully identifying students who can be successful with math acceleration.



Geometry



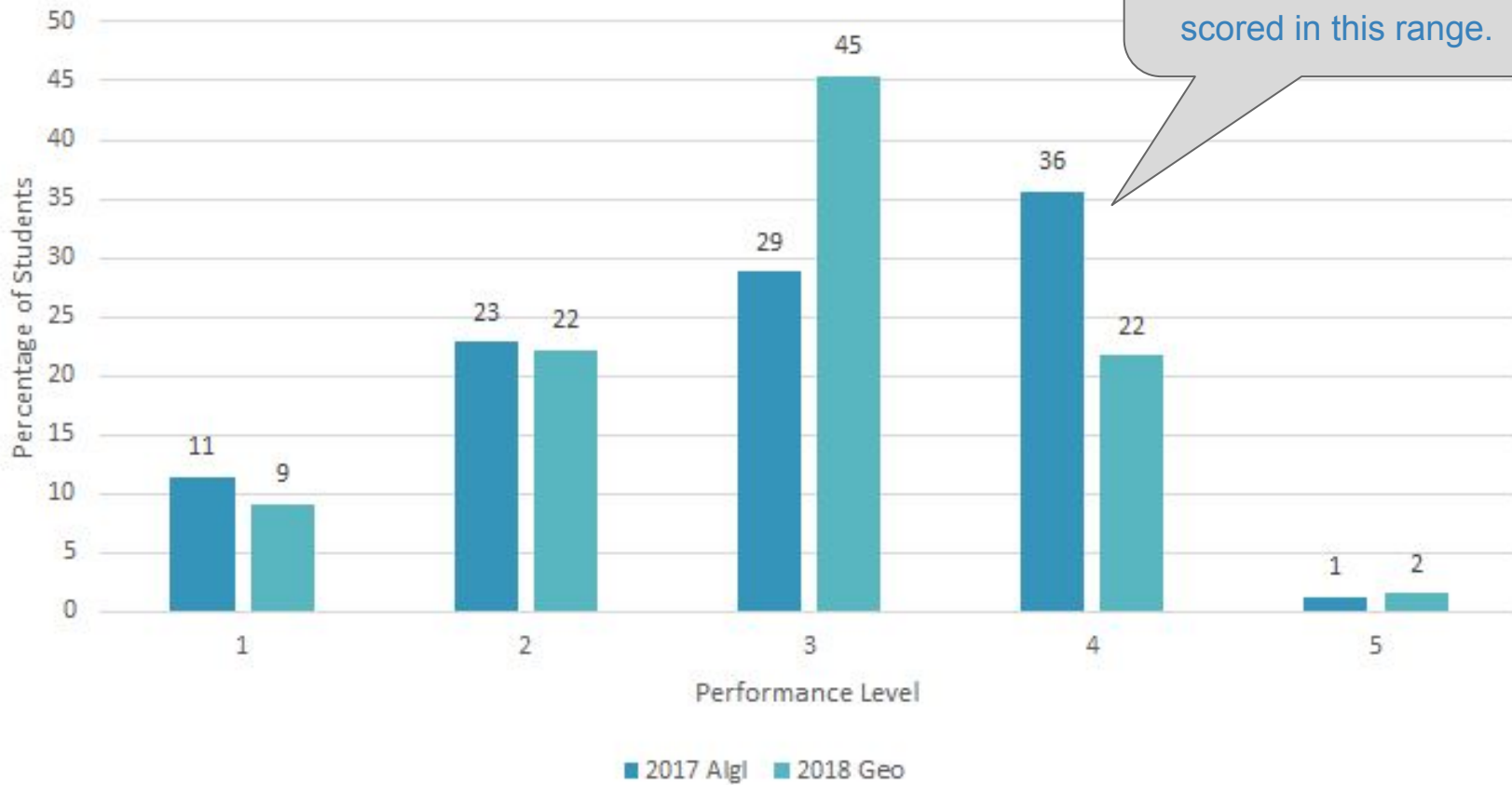
**Level 3 & above is considered "passing" for Geometry & Algebra II.*

*Number of students tested: 198
Refusals: 3*

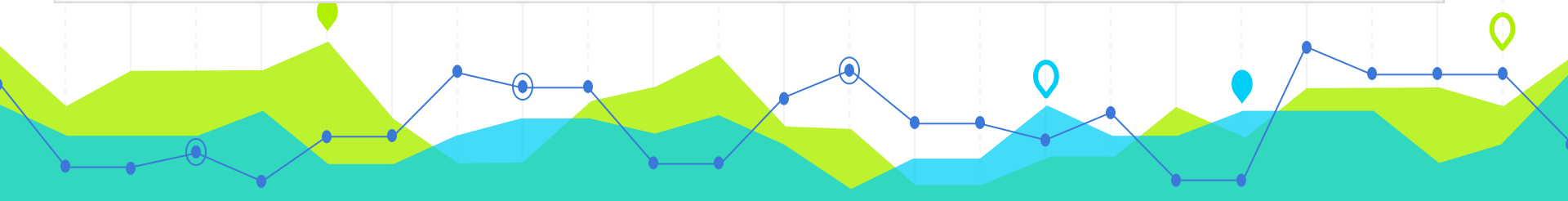


Group Comparison for Geometry

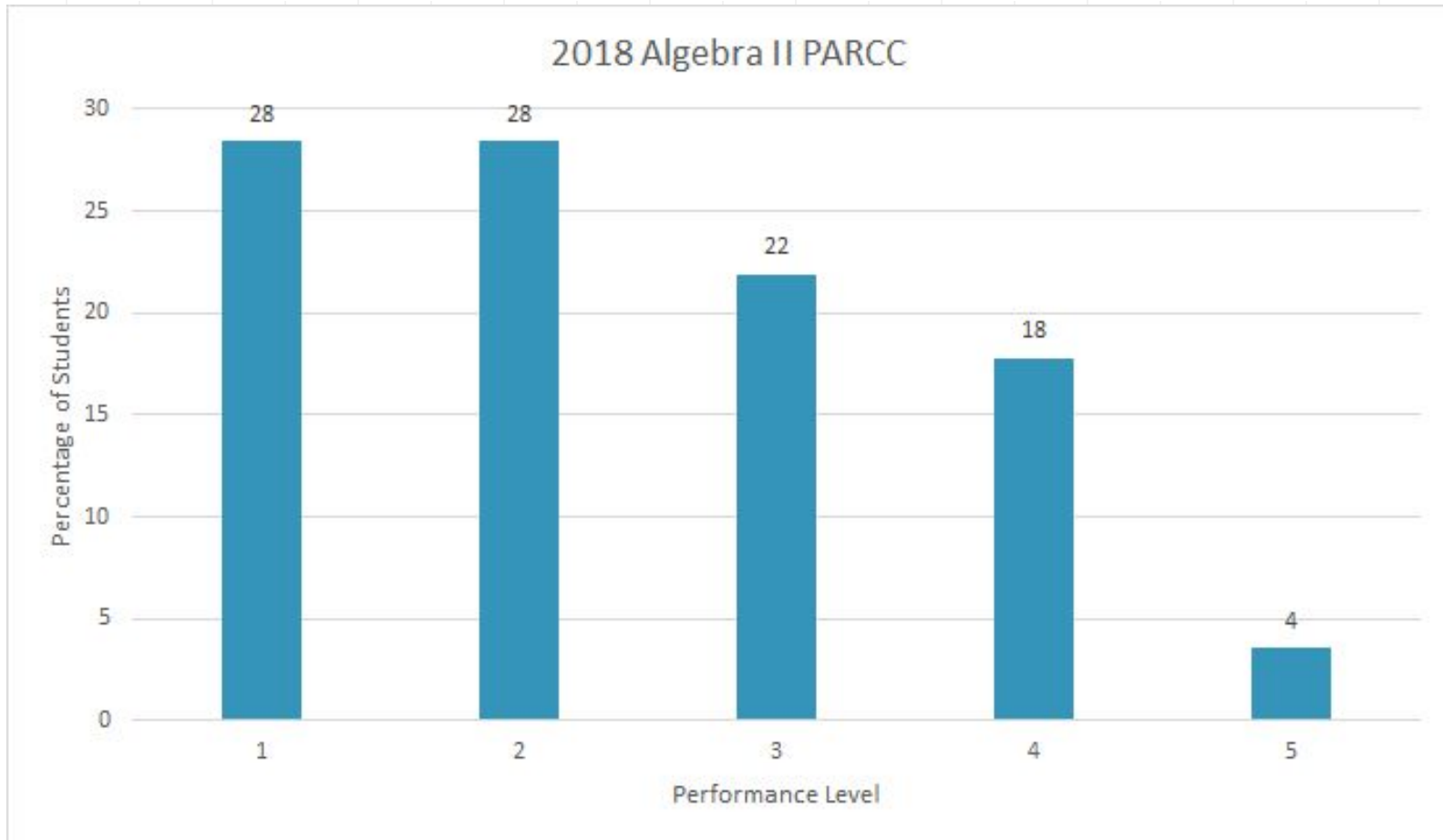
Algebra I to Geometry Comparison



Levels 3, 4, and 5 are considered passing. 69% of our students scored in this range.



Algebra II

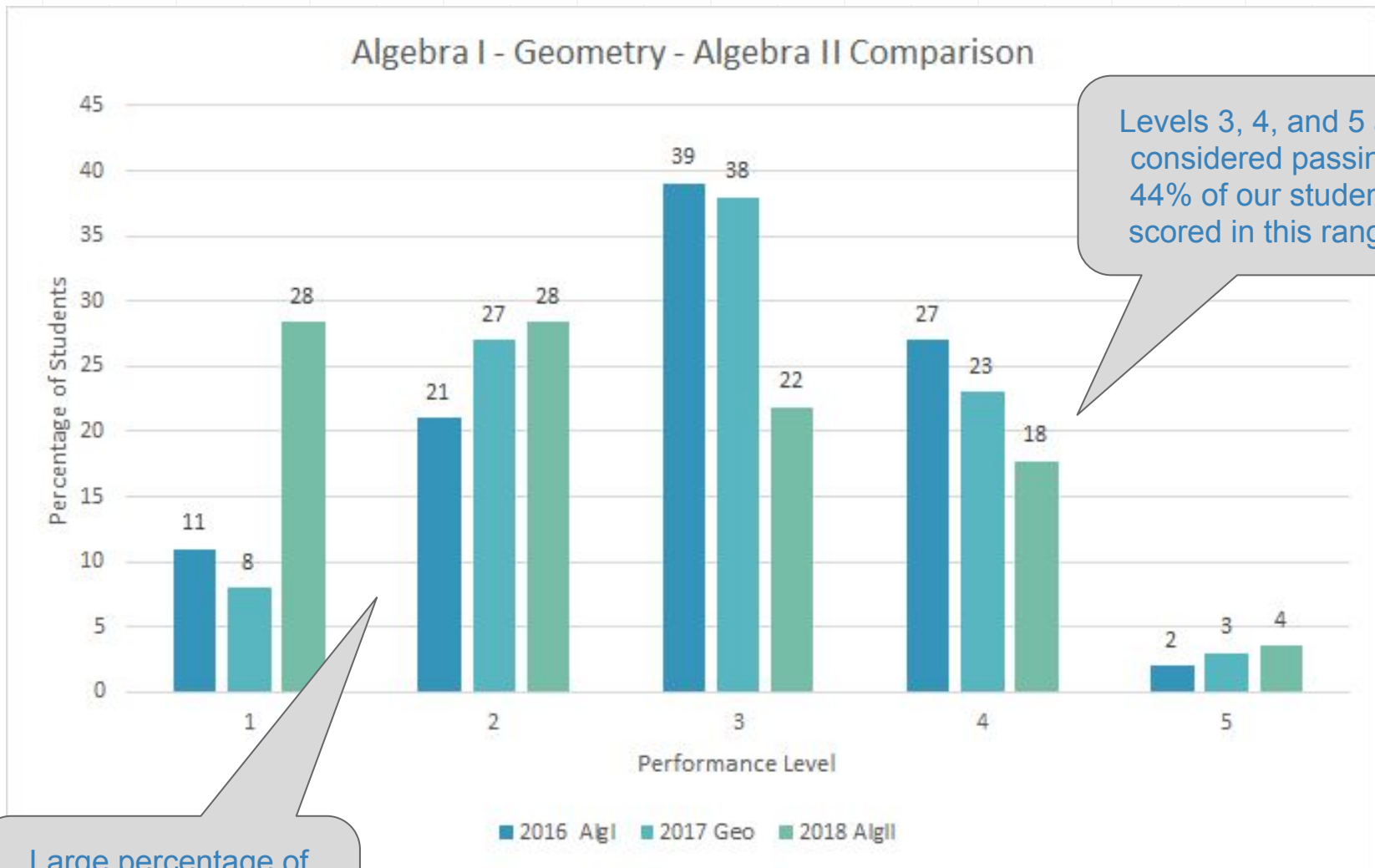


**Level 3 & above is considered "passing" for Geometry & Algebra II.*

*Number of students tested: 169
Refusals: 54*



Group Comparison for Algebra II



Levels 3, 4, and 5 are considered passing. 44% of our students scored in this range.

Large percentage of students at Levels 1 & 2, which are not "passing."



DISAGGREGATED SUBGROUPS: DELRAN HIGH SCHOOL

Gender: Comparable

Ethnicity: Somewhat comparable, with Black and Hispanic/Latino students achieving an average scale score 9-24 points lower than White students

Economically Disadvantaged: Average scale score 14-20 points lower, passing rates 8-36% lower than non-economically disadvantaged peers

Students with Disabilities: Average scale score 24-34 points lower than non-disabled peers

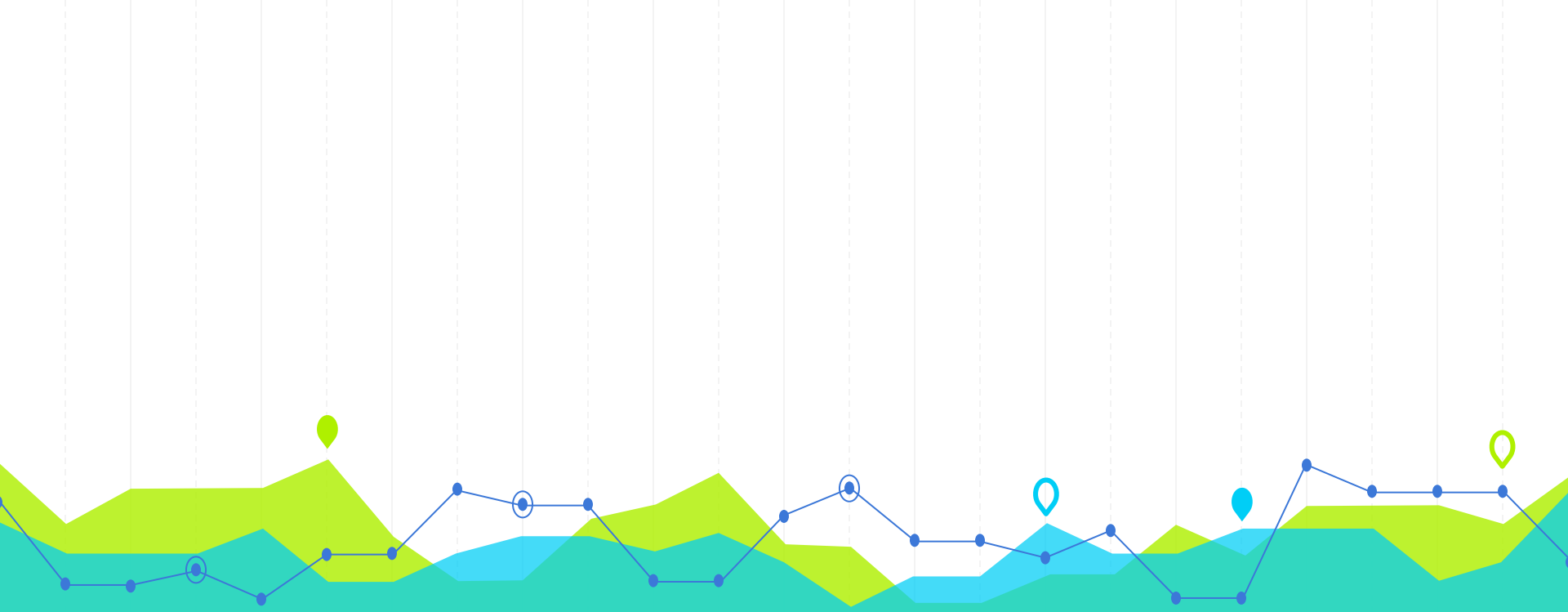
English Language Learners: Average score scale 32-37 points lower than native English speakers



NEXT STEPS FOR MATH: DELRAN HIGH SCHOOL

- Work with teachers to analyze student performance data at the classroom level, including PARCC results, Benchmark Assessments, and common assessments, to identify students with particular skill weaknesses, and tailor instruction to remediate.
- Continue to focus on retention of math content, from one course to the next, through targeted skill review exercises.
- Increase focus on Math Content Standards, and instructional practices to support them, through Professional Learning Community meetings and Professional Development with consultant David Ginsburg.
- Work with teachers and building administration to discuss potential causes of achievement gaps among minority and economically disadvantaged students, and define and implement strategies close gaps.
- Math Supervisor, Math Subject Area Leaders, and teachers will analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year, and determine if there is a curricular cause, or a need for greater instructional focus.





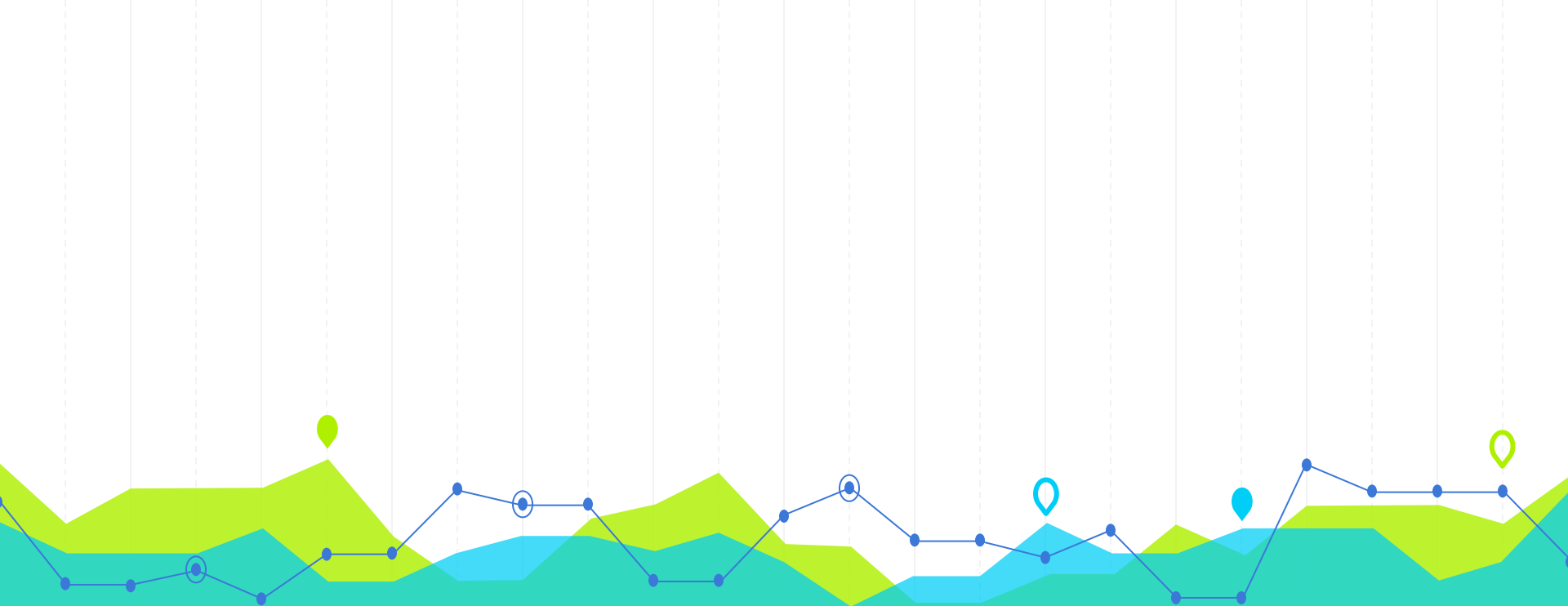
2018 PARCC Mathematics Summer Administration Results

Mary Jo Hutchinson, K-12 Supervisor of Mathematics, Business, Robotics & Co-Coordinator of STEM Programming

ALGEBRA I: TAKE TWO (AGAIN)

- 66 students scored at Level 3, “approaching expectations” on the 2018 Algebra I PARCC, within 25 points of a Level 4 passing score.
- 44 students accepted our invitation to participate in a four-day intensive version of the Algebra Applications & Techniques Learning Module this summer.
- 43 completed the PARCC summer administration window of the Algebra I assessment.
- Results expected sometime in September, 2018.





2017 PARCC English Language Arts Results

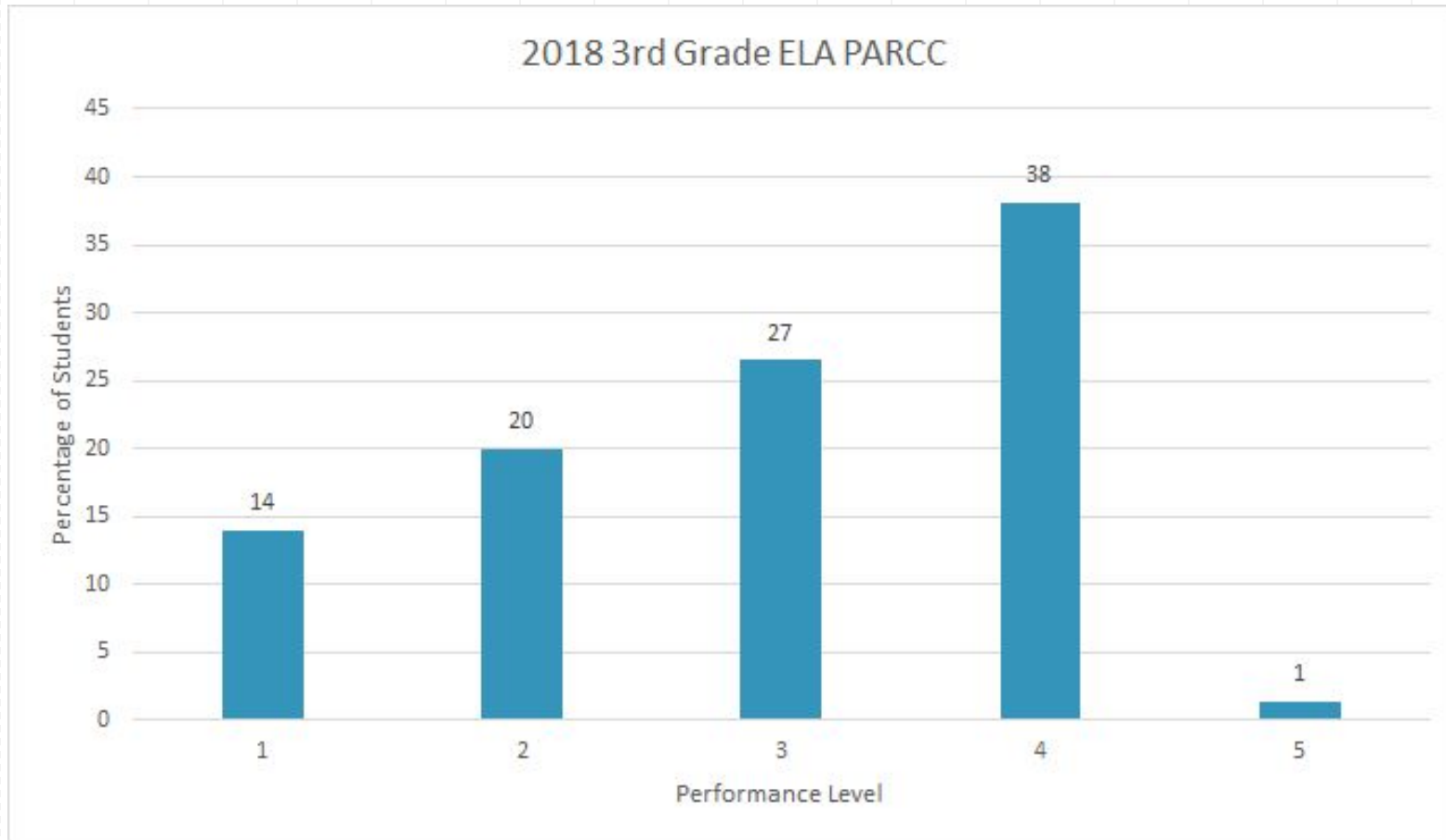
Prepared by Eileen Baker, K-12 Supervisor of English Language Arts, World Language, ESL, and Media Specialists

THE STORY IN THE NUMBERS: DELRAN INTERMEDIATE SCHOOL

- Overall, fewer students are performing at levels one and two.
- Greatest percentage of students performing at Level 4- Met Expectations
- Increase in 4th grade in number of students at level five.
- Consistently scoring above other states (average) in our performance and within two points of NJ average scores.



Grade 3 English Language Arts



Number of students tested :215

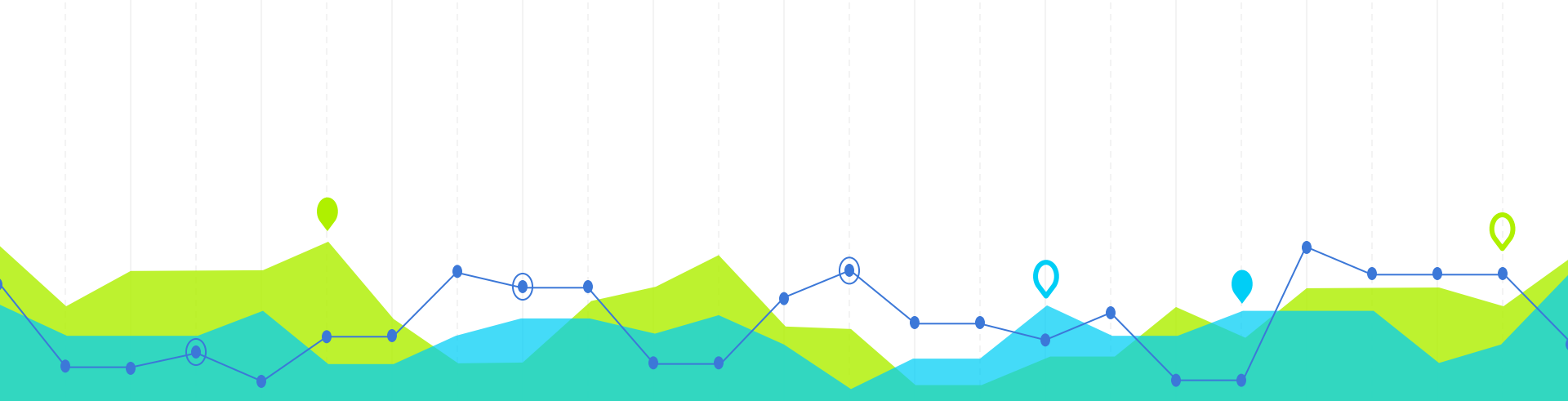
Refusals: 5



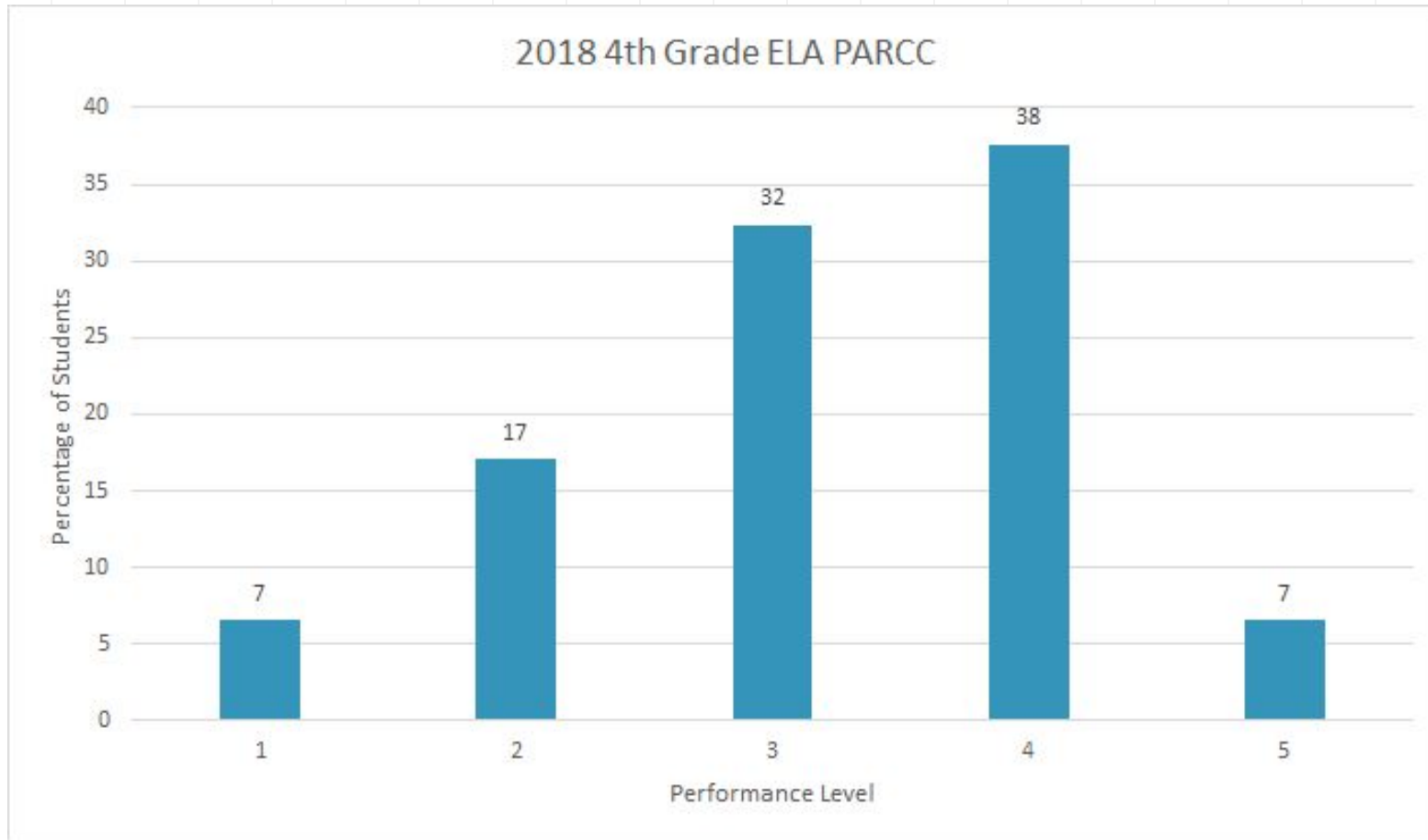
ENGLISH LANGUAGE ARTS / LITERACY

Grade 3 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN*	WRITING*
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE 20 17 23 36 5	339,398	739	45	 40 19 40	 43 19 38	 36 22 41	31	 36 19 45	 37 15 48
STATE 13 13 21 44 8	98,314	750	49	 34 19 48	 35 20 45	 29 23 47	35	 25 16 58	 25 13 62
DISTRICT 14 20 27 38 1	215	739	47	 33 24 42	 37 25 38	 33 23 43	30	 36 24 40	 40 17 43
DELTRAN INTERMEDIATE SCHOOL 14 20 27 38 1	215	739	47	 33 24 42	 37 25 38	 33 23 43	30	 36 24 40	 40 17 43



Grade 4 English Language Arts

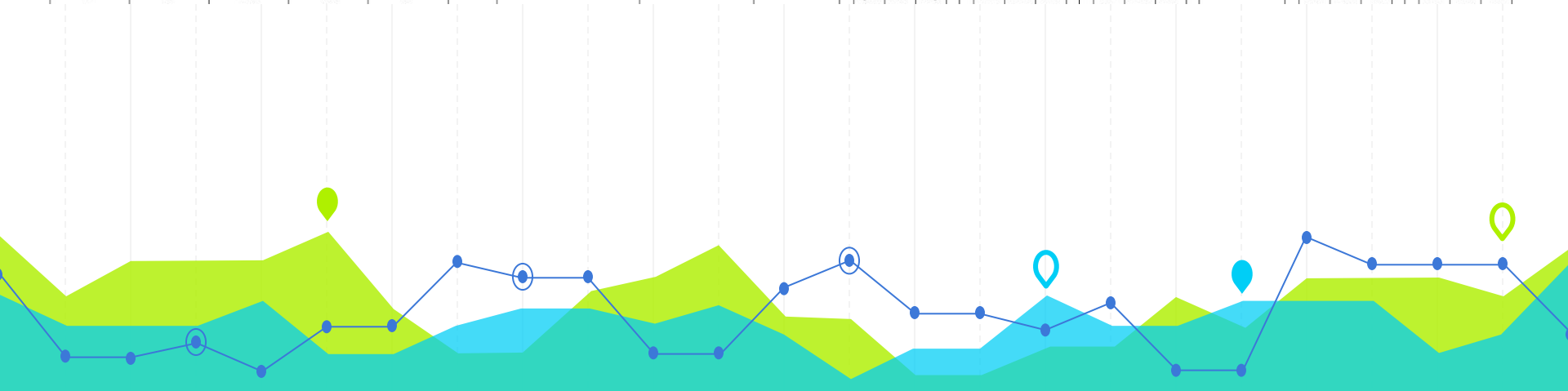


Number of students tested: 229
Refusals: 15

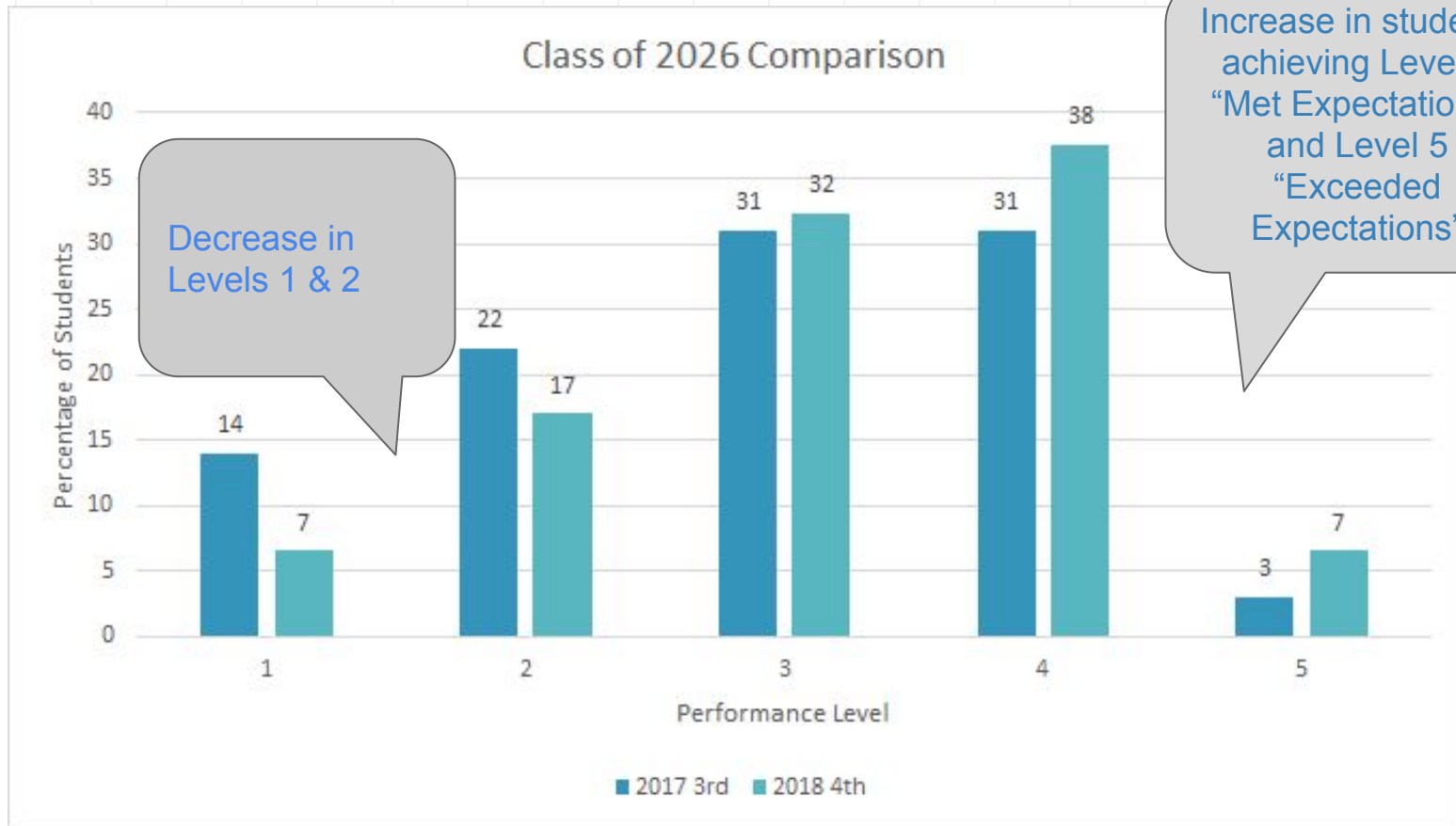
ENGLISH LANGUAGE ARTS / LITERACY

Grade 4 Assessment, 2017–2018

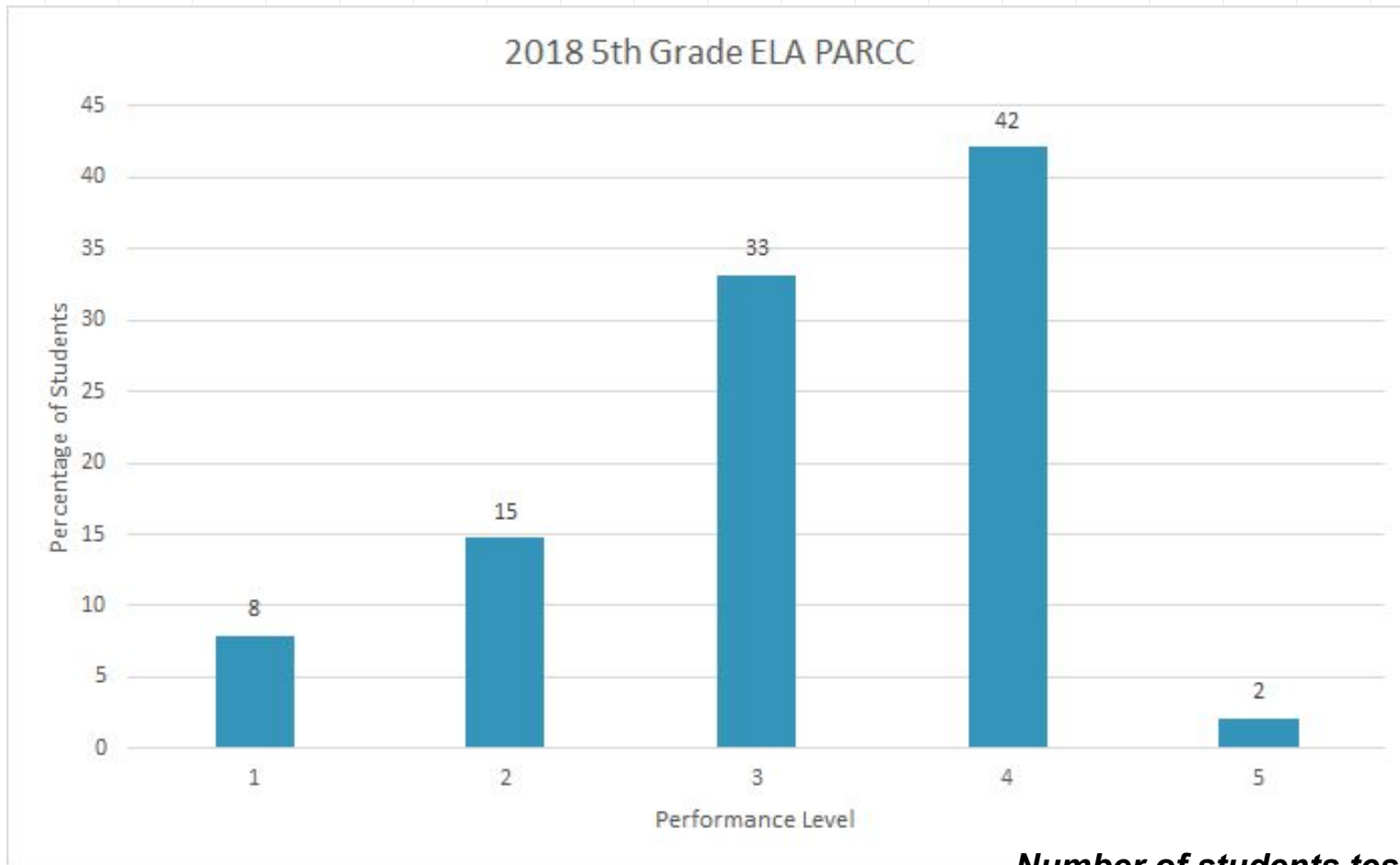
PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION	VOCABULARY			
 13 18 25 33 11	345,891	744	47	 34 21 45	 38 17 44	 32 25 43	32	 34 16 50	 27 34 39
 8 12 22 39 19	99,447	756	51	 25 20 55	 30 16 55	 24 25 51	36	 22 13 65	 16 28 57
 7 17 32 38 7	229	745	49	 32 21 46	 28 22 50	 27 24 50	32	 34 22 43	 20 40 40
 7 17 32 38 7	229	745	49	 32 21 46	 28 22 50	 27 24 50	32	 34 22 43	 20 40 40



Group Comparison for the Class of 2026

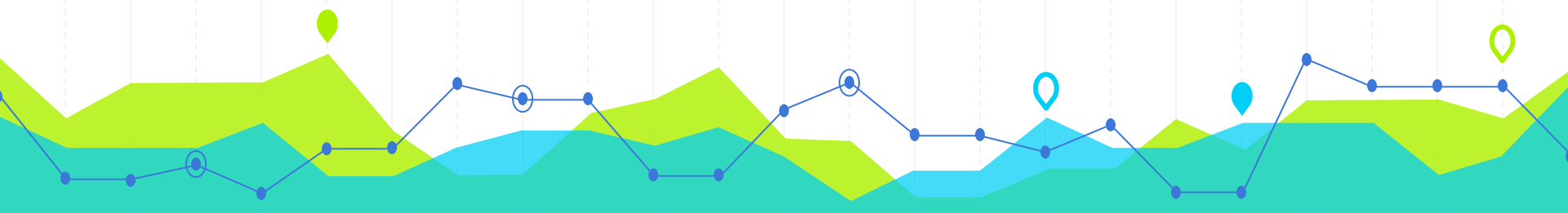


Grade 5 English Language Arts

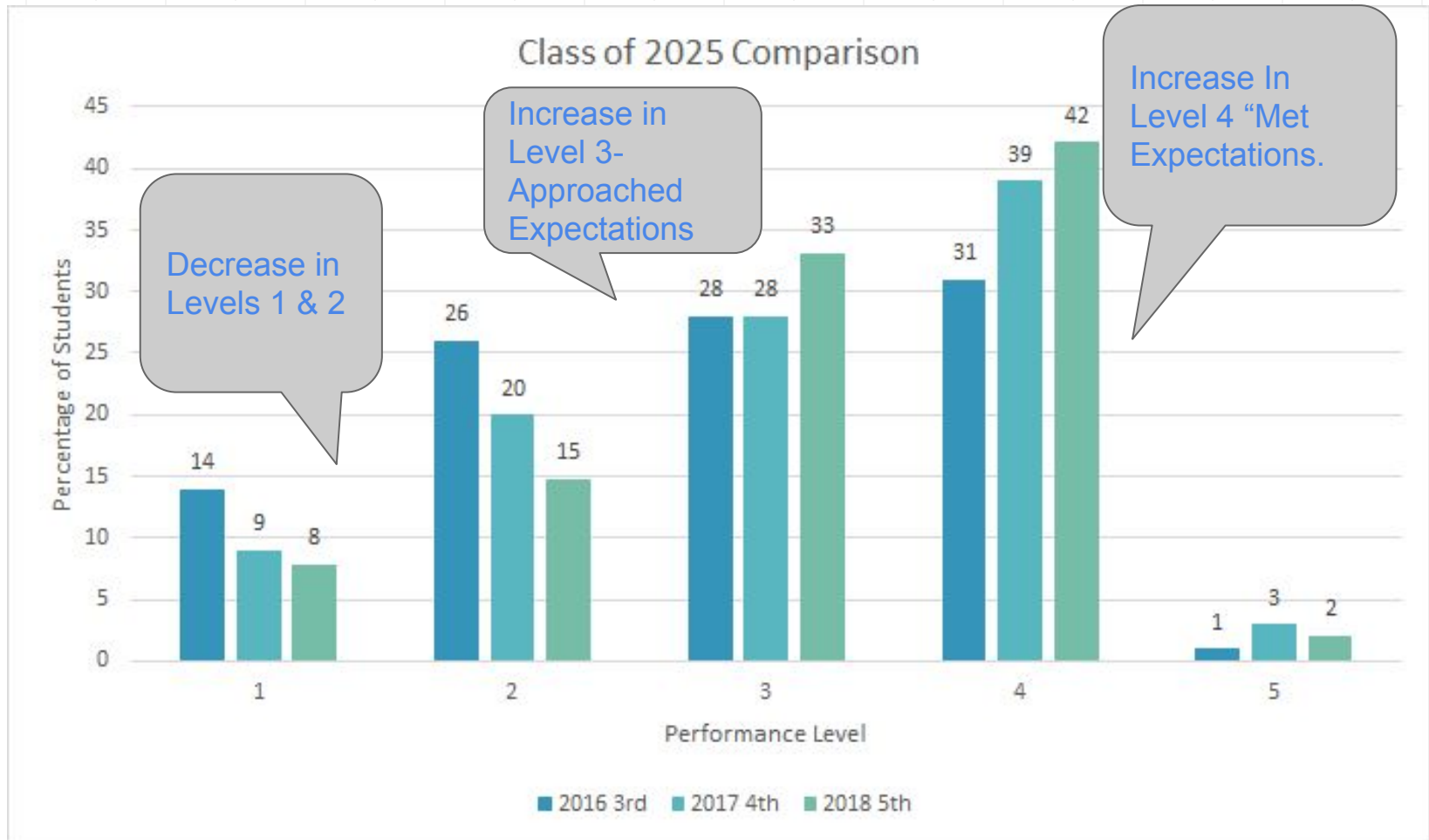


Number of students tested: 190

Refusals: 15



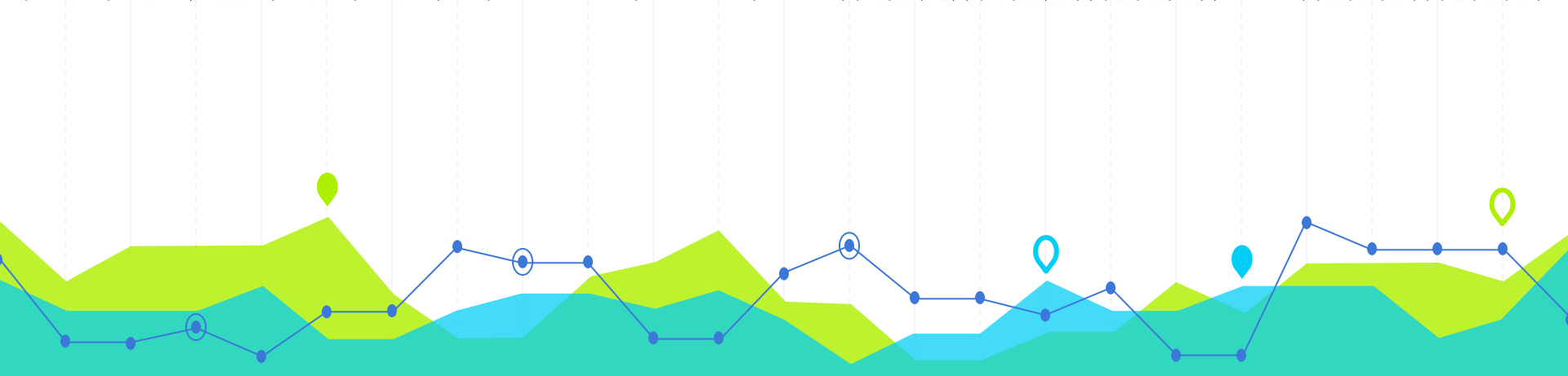
Group Comparison for the Class of 2025



ENGLISH LANGUAGE ARTS / LITERACY

Grade 5 Assessment, 2017-2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN*	WRITING*
				LITERARY	INFORMATION	VOCABULARY		EXPRESSION	CONVENTIONS
CROSS-STATE 12 19 26 38 5	349,130	742	47	 32 23 44	 36 22 43	 35 21 44	32	 35 15 50	 32 27 41
STATE 7 13 22 47 11	101,065	755	51	 24 22 55	 27 20 53	 28 21 52	36	 20 13 67	 18 22 60
DISTRICT 8 15 33 42 2	190	744	49	 24 27 49	 27 22 51	 26 18 56	32	 31 19 50	 27 32 41
DELTRAN INTERMEDIATE SCHOOL 8 15 33 42 2	190	744	49	 24 27 49	 27 22 51	 26 18 56	32	 31 19 50	 27 32 41



DISAGGREGATED SUBGROUPS: DELRAN INTERMEDIATE SCHOOL

Gender: Comparable in 3rd & 4th grade, with a higher average scale score of females in all three grades, with a significant increase in 5th grade (19 points higher)

Ethnicity: Somewhat comparable, with Black and Hispanic/Latino students achieving an average scale score 9-14 points lower than White students in 4th and 5th grades; however significantly lower in 3rd grade with Black students achieving an average scale score 29 points lower than White students in 3rd grade ELA

Economically Disadvantaged: Average scale score 14-17 points lower, passing rates approx. 18-24% lower than non-economically disadvantaged peers

Students with Disabilities: Average scale score points 28 (average) lower than non-disabled peers

English Language Learners: Average scale score 37 points lower than native English speakers in 5th, 18 pts. lower in 4th & 19 in 3rd



NEXT STEPS FOR ELA: DELRAN INTERMEDIATE SCHOOL

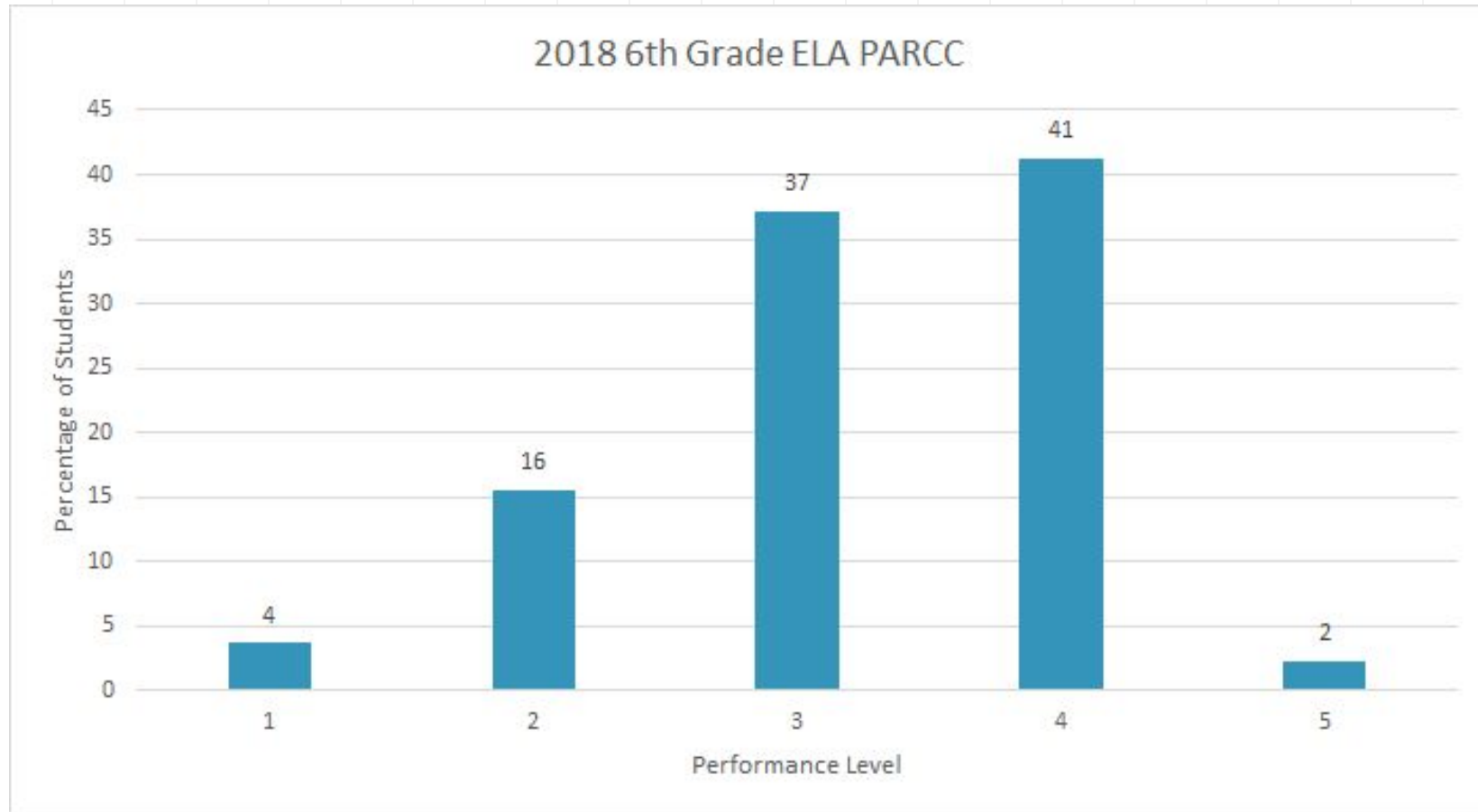
- Work together to analyze student performance data at the classroom/grade level.
 - This will continue to be done at grade level articulations
 - Norming our students' writing
 - Identifying standards in reading that may need more focus
- Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics/standards from year to year to determine if there is a curricular cause.
 - Work together at grade level articulations to identify strength & needs
 - Use this data to drive our instruction
- Continue to focus on building stamina in both reading and writing.
- Continue to integrate grammar and vocabulary via authentic means.
 - Resources/guides were developed this summer to assist in 4th & 5th grade
 - Full implementation of Foundations this year in 3rd grade
 - Holding students accountable
- Continue to elevate the rigor of our instruction and assessment.
- Build background knowledge for our ELLs and Black/African American students; added additional PT staff for ESL
- Celebrate our successes!

THE STORY IN THE NUMBERS: DELRAN MIDDLE SCHOOL

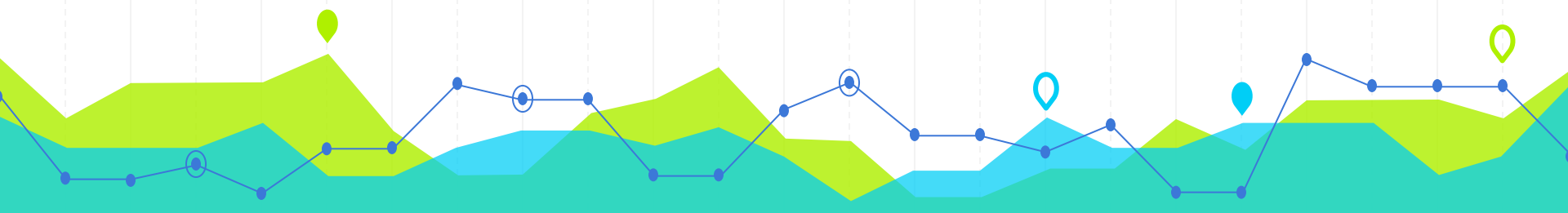
- Significant increase in performance at levels four and five in 7th and 8th grade
 - Above the State in both reading and writing as well as the average score in 8th grade
- Strong performances in 6th & 7th grade compared to the State average (one point lower than the State)
- Performed above the average scores in all three grades compared to other states.
- Decreases in levels one and two
- Evidence of improvement in nonfiction proficiency in all three grades
- Demonstration of strength in writing in 8th grade (above the State)



Grade 6 English Language Arts



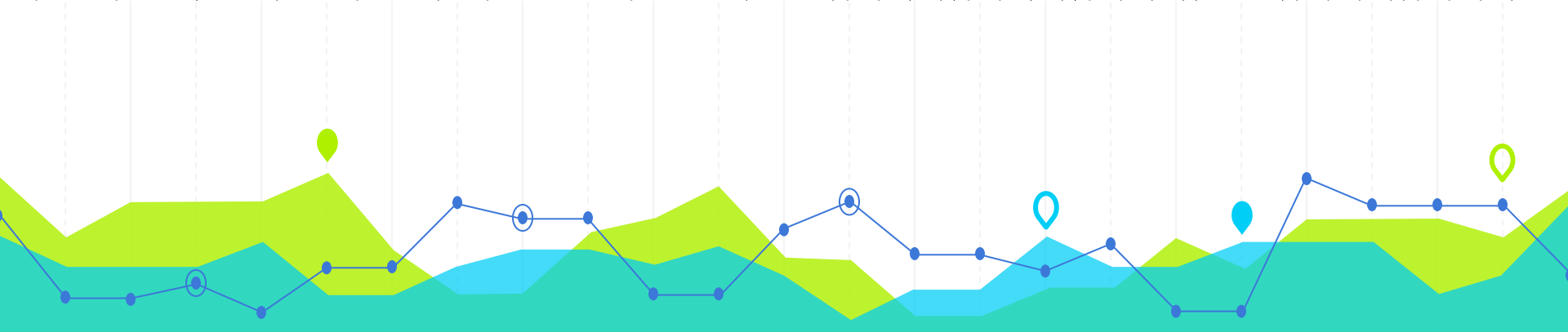
Number of students tested: 218
Refusals: 29



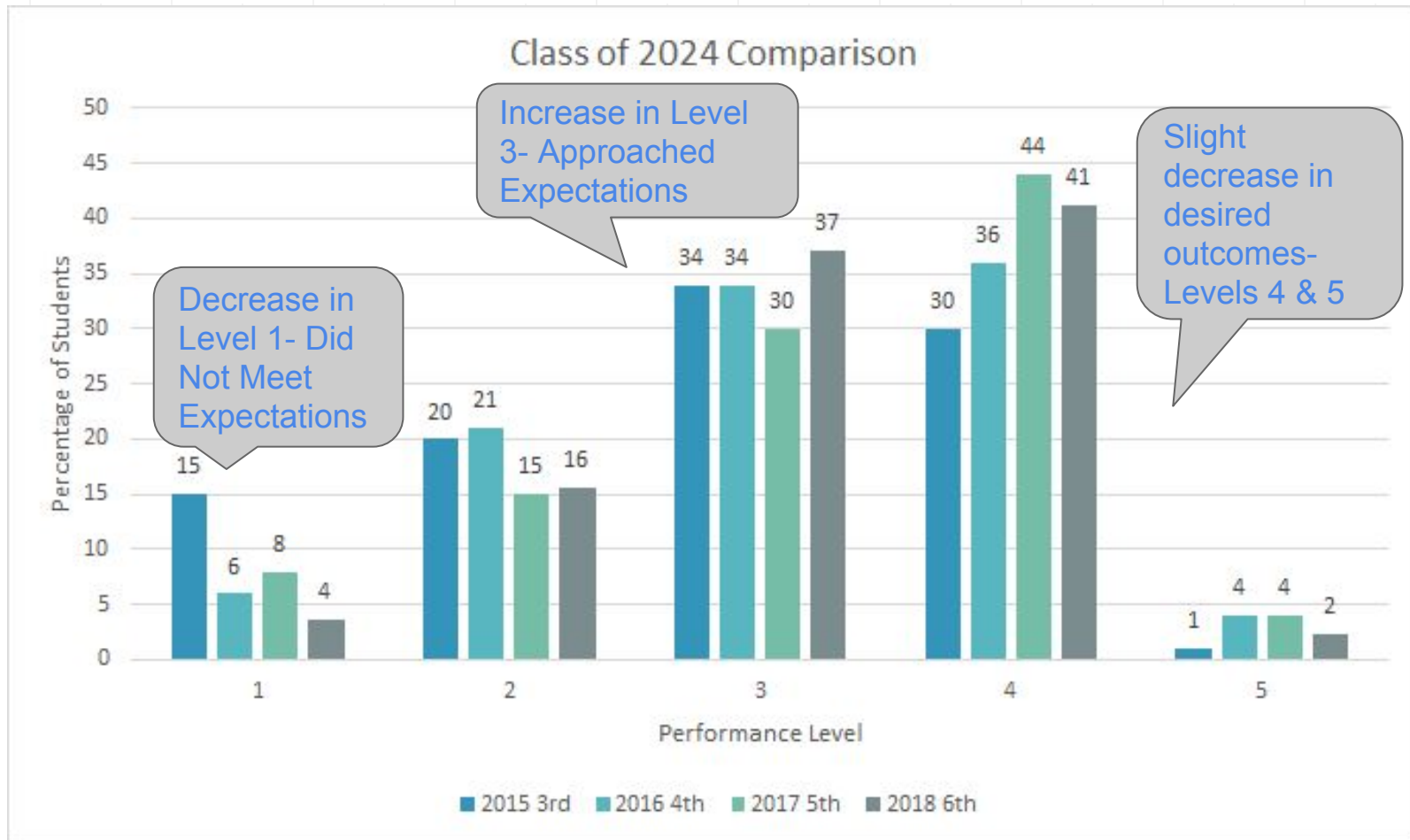
ENGLISH LANGUAGE ARTS / LITERACY

Grade 6 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION	VOCABULARY			
CROSS-STATE 11 20 28 33 8	345,435	742	47	 33 26 41	 33 28 38	 37 23 40	31	 39 19 43	 34 26 40
STATE 6 14 24 41 15	99,421	754	50	 24 24 51	 25 27 49	 31 24 46	35	 23 15 62	 19 22 59
DISTRICT 4 16 37 41 2	218	744	49	 25 32 44	 19 33 48	 28 30 43	31	 36 25 39	 29 36 35
DELRAN MIDDLE SCHOOL 4 16 37 41 2	218	744	49	 25 32 44	 19 33 48	 28 30 43	31	 36 25 39	 29 36 35

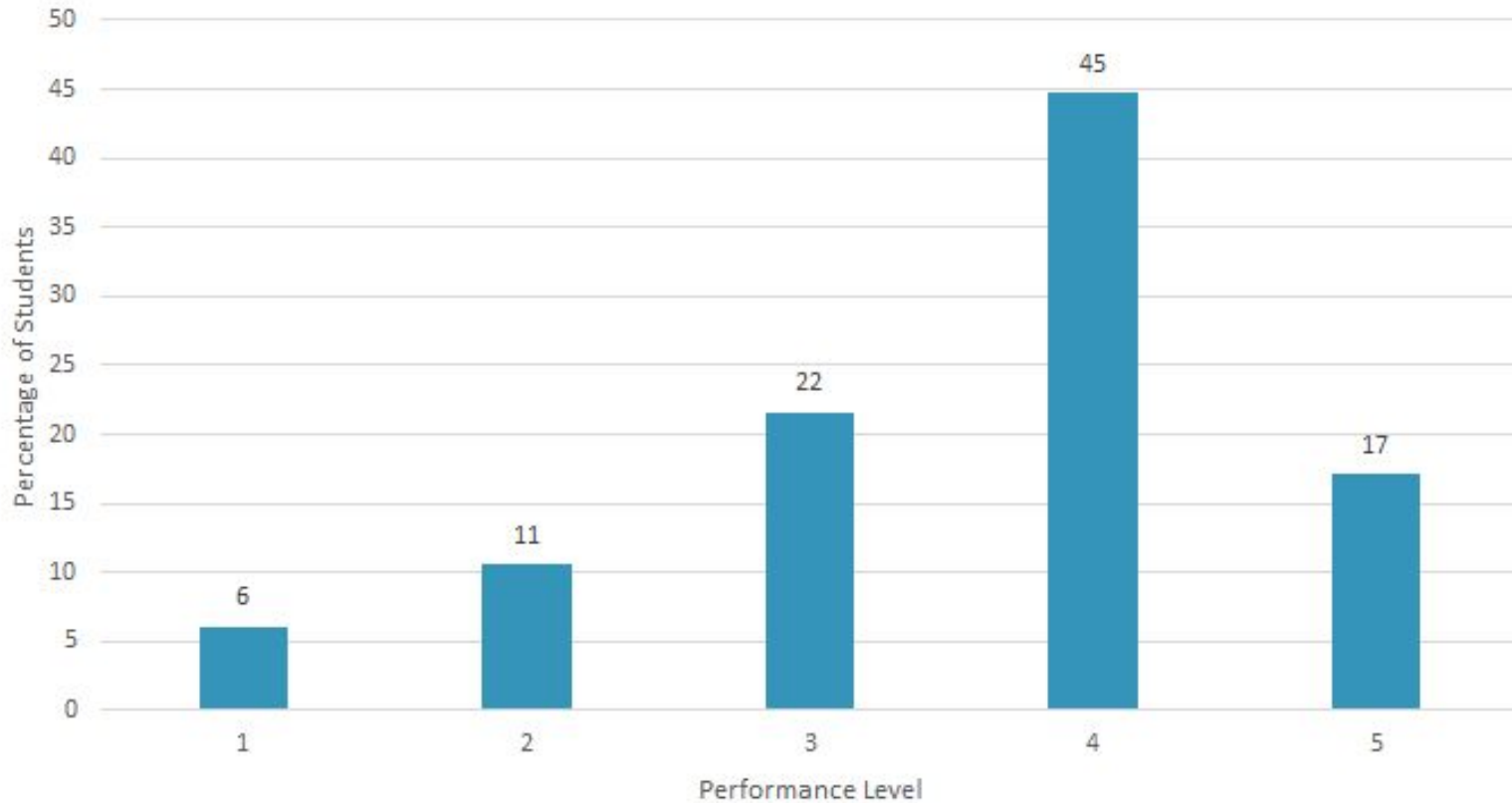


Group Comparison for the Class of 2024



Grade 7 English Language Arts

2018 7th Grade ELA PARCC



Number of students tested: 199

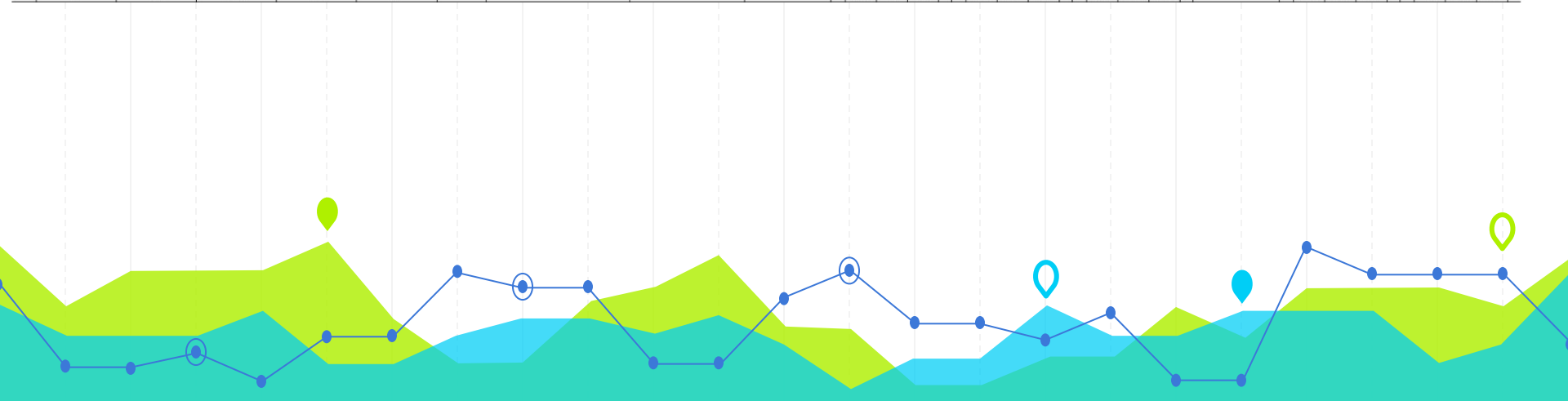
Refusals: 15

No score: 2

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment, 2017–2018

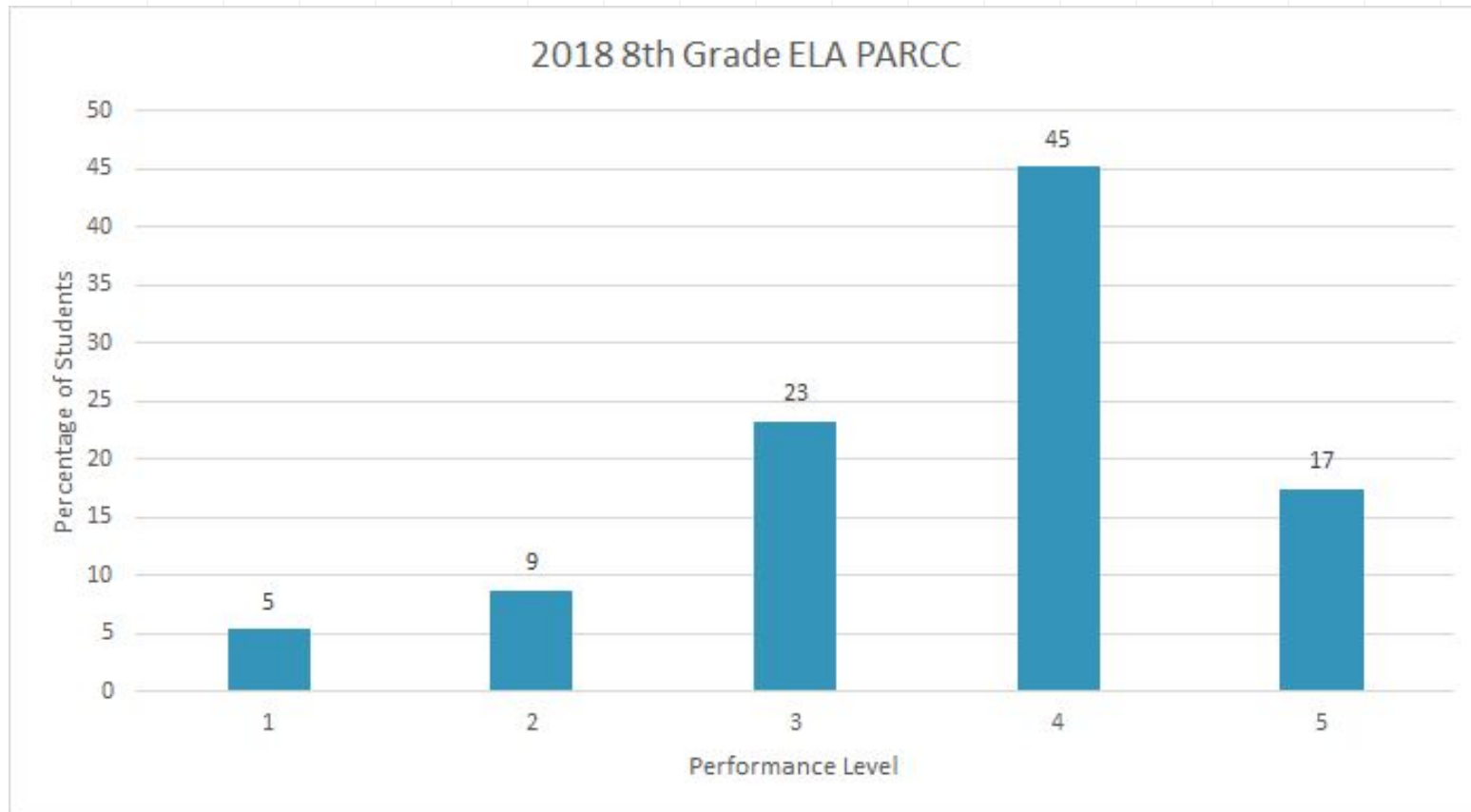
PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION	VOCABULARY			
<p>14 16 23 30 16</p>	339,954	745	48	 35 17 49	 31 22 46	 34 22 44	32	 32 21 47	 31 20 48
<p>9 10 18 34 29</p>	98,295	760	52	 26 16 58	 24 20 56	 28 22 51	37	 18 16 66	 17 16 67
<p>6 11 22 45 17</p>	199	756	51	 29 15 56	 23 24 54	 24 24 52	36	 16 23 61	 15 23 63
<p>6 11 22 45 17</p>	199	756	51	 29 15 56	 23 24 54	 24 24 52	36	 16 23 61	 15 23 63



Group Comparison for the Class of 2023



Grade 8 English Language Arts



Number of students tested: 241
Refusals: 20
No score: 1

ENGLISH LANGUAGE ARTS / LITERACY

Grade 8 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION	VOCABULARY			
CROSS-STATE 16 17 24 33 11	340,522	743	47	 33 23 44	 36 22 42	 39 20 41	32	 36 21 43	 35 20 45
STATE 9 11 20 40 20	100,150	759	51	 25 21 54	 26 21 52	 34 20 47	38	 19 16 64	 19 16 65
DISTRICT 5 9 23 45 17	241	762	52	 22 23 55	 22 28 50	 31 19 50	39	 14 17 69	 12 17 71
DELTRAN MIDDLE SCHOOL 5 9 23 45 17	241	762	52	 22 23 55	 22 28 50	 31 19 50	39	 14 17 69	 12 17 71



Cohort Comparison for the Class of 2022



DISAGGREGATED SUBGROUPS: DELRAN MIDDLE SCHOOL

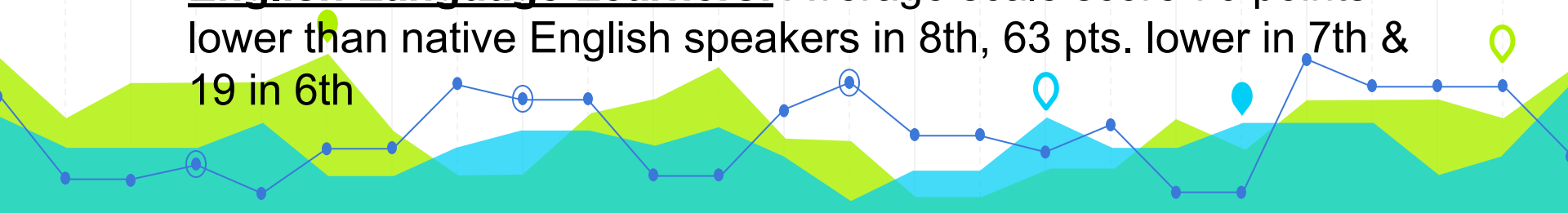
Gender: Comparable in 6th & 8th grade, with a higher average scale score of females in all three grades, with a significant increase in 7th grade (19 points higher)

Ethnicity: Somewhat comparable, with Black and Hispanic/Latino students achieving an average scale score 7-13 points lower than White students in 6th and 7th grades, and Black students achieving an average scale score 4 points higher than White students in 8th grade ELA (82% of Black Ss passed vs.60% of White Ss). Asian Ss consistently scored higher; significantly in 6th & 7th (21 pts. in 6th & 34 pts. in 7th)

Economically Disadvantaged: Average scale score 16 (average) points lower, passing rates approx. 15-20% lower than non-economically disadvantaged peers

Students with Disabilities: Average scale score points 28 (average) lower than non-disabled peers

English Language Learners: Average scale score 76 points lower than native English speakers in 8th, 63 pts. lower in 7th & 19 in 6th



NEXT STEPS FOR ELA: DELRAN MIDDLE SCHOOL

- Work together to analyze student performance data at the classroom/grade level.
 - Use common assessments to identify areas of strength & need
 - Norm our students' writing- use data gained to drive instruction
 - Use small group instruction to hone in on specific needs (Dept. goal)
- Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year to determine if there is a curricular cause.
 - Use the data to drive our instruction
- Continue to focus on building stamina in both reading and writing.
 - Prioritize time for students to authentically read and write
- Continue to integrate grammar and vocabulary via authentic means.
- Continue to elevate the rigor of our instruction and assessment.
 - Adding additional Units of Study as they become available
 - Use our newly created common reading assessments and articulate areas of need if necessary(living document)
- We have increased the SEI teachers to help with ELLs

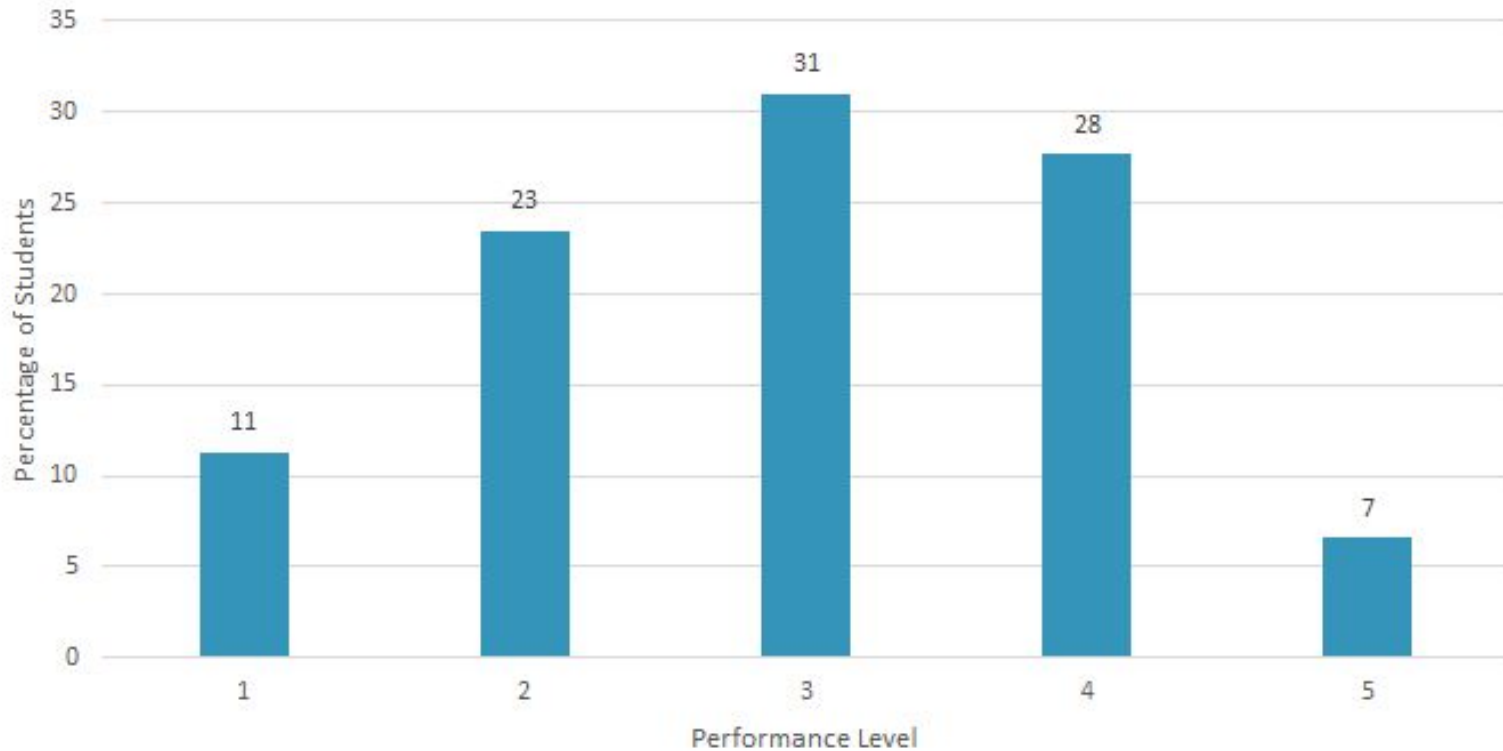
THE STORY IN THE NUMBERS: DELRAN HIGH SCHOOL

- Female students demonstrate significant strength overall, especially in 11th grade (average scale score 31 pts. higher)
- Decrease in level five in 9th & 11th grades
 - higher rate of refusals in these grades
 - 92 refusals in 11th
 - 4 refusals in 10th
 - 24 refusals in 9th
- Overall decrease in desired performance in 10th grade except for level five
- We need to acknowledge/recognize the lower scores as compared to the State and other states to determine if it's culture or curricular.
 - Our next steps will help us analyze and remediate



Grade 9 English Language Arts

2018 9th Grade ELA PARCC



Number of students tested: 213

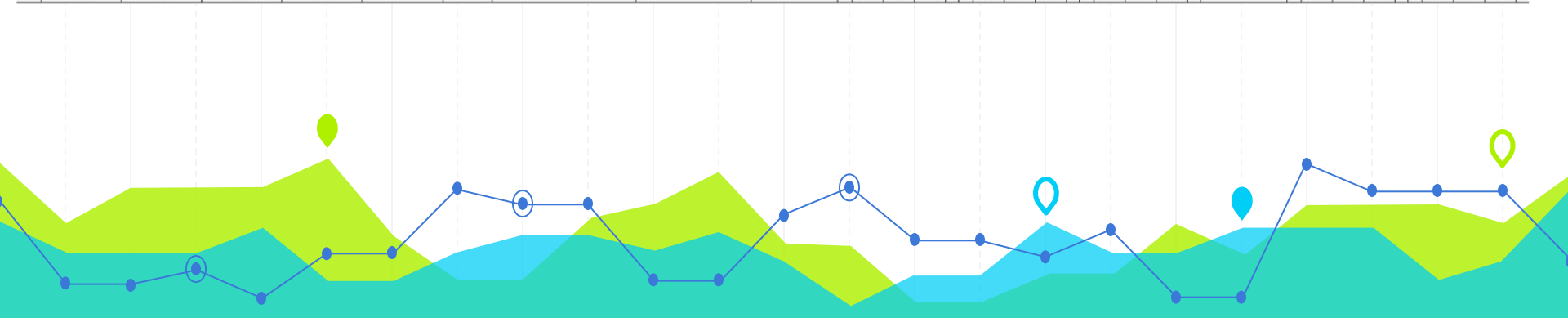
Refusals: 24

No score: 1

ENGLISH LANGUAGE ARTS / LITERACY

Grade 9 Assessment, 2017–2018

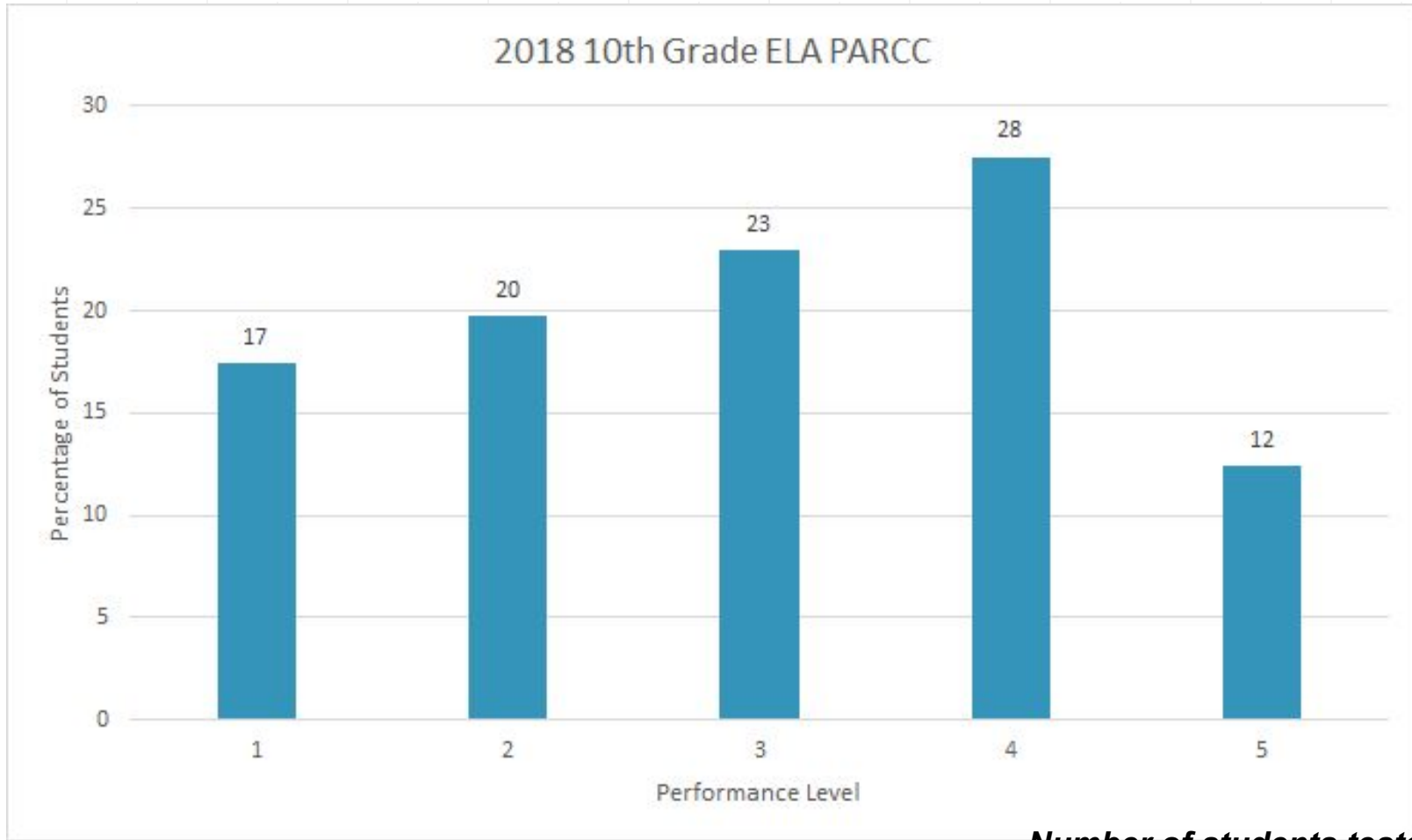
PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION VOCABULARY				
CROSS-STATE 14 15 23 35 13	129,057	746	49	 30 22 48	 29 23 47	 33 18 50	32	 30 20 51	 29 21 50
STATE 12 13 21 38 16	99,370	751	50	 27 21 53	 26 22 52	 30 17 53	33	 25 18 57	 25 19 56
DISTRICT 11 23 31 28 7	213	738	47	 31 27 43	 38 27 34	 30 17 53	28	 40 28 32	 38 31 32
DELTRAN HIGH SCHOOL 11 23 31 28 7	213	738	47	 31 27 43	 38 27 34	 30 17 53	28	 40 28 32	 38 31 32



Group Comparison for the Class of 2021



Grade 10 English Language Arts



Number of students tested: 218

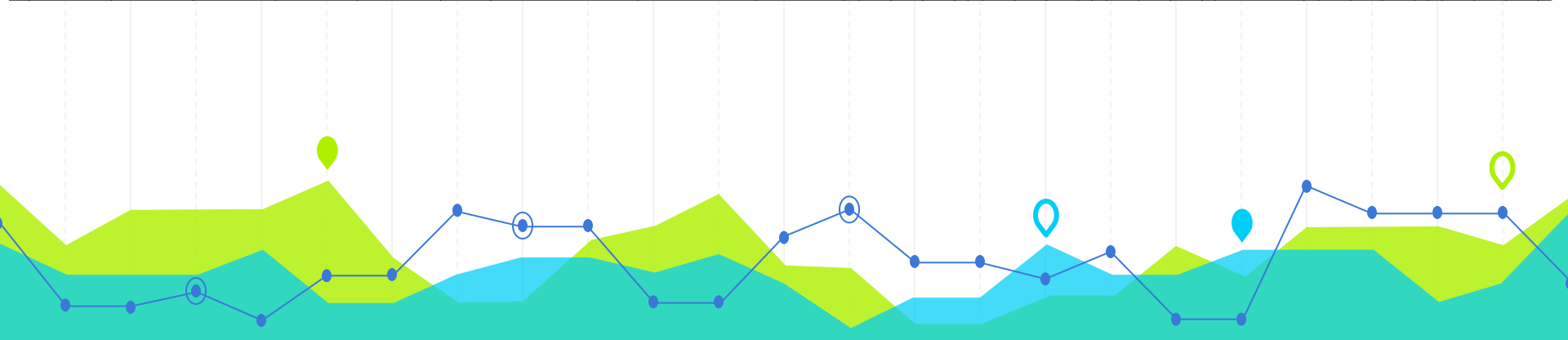
Refusals: 4

No score: 3

ENGLISH LANGUAGE ARTS / LITERACY

Grade 10 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION VOCABULARY				
CROSS-STATE 20 14 19 31 16	190,651	744	48	 37 14 50	 37 18 46	 37 20 43	32	 36 16 49	 35 20 44
STATE 18 13 19 32 18	95,296	748	49	 35 13 52	 35 17 47	 35 20 45	33	 33 15 52	 32 19 49
DISTRICT 17 20 23 28 12	218	739	47	 34 18 47	 41 19 40	 33 28 39	30	 42 17 40	 41 24 35
DELTRAN HIGH SCHOOL 17 20 23 28 12	218	739	47	 34 18 47	 41 19 40	 33 28 39	30	 42 17 40	 41 24 35

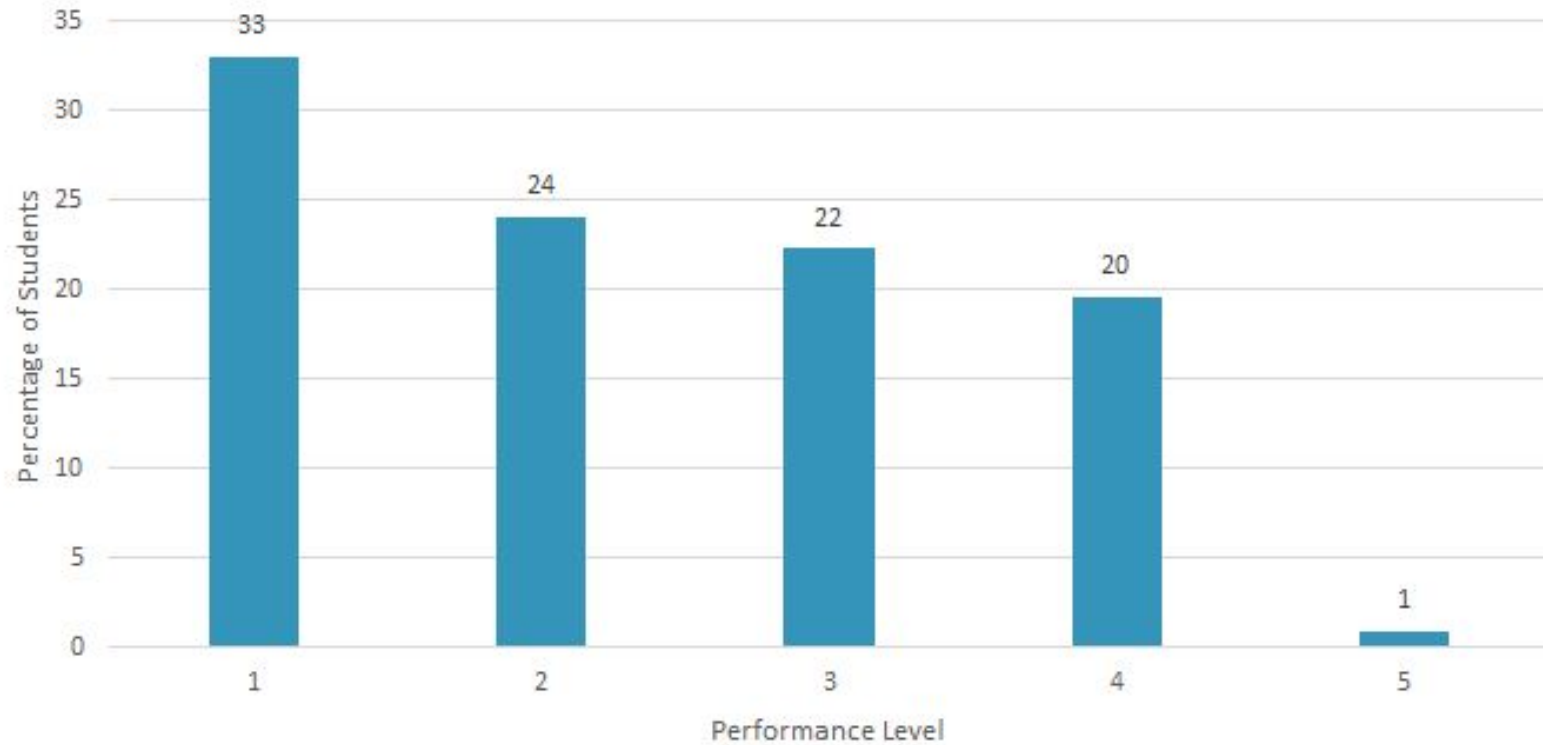


Group Comparison for the Class of 2020



Grade 11 English Language Arts

2018 11th Grade ELA PARCC

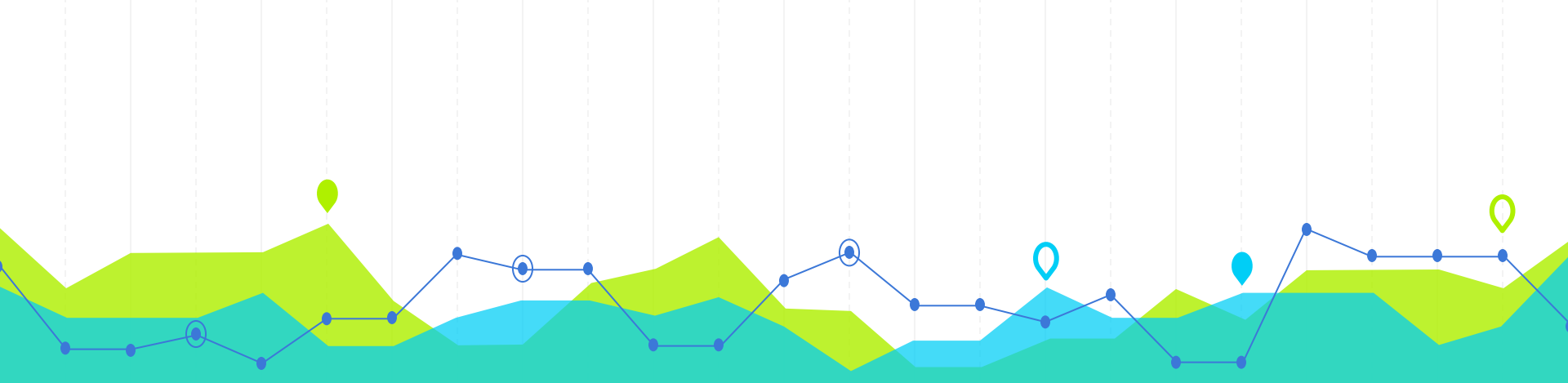


Number of students tested: 112
Refusals: 92
No score: 0

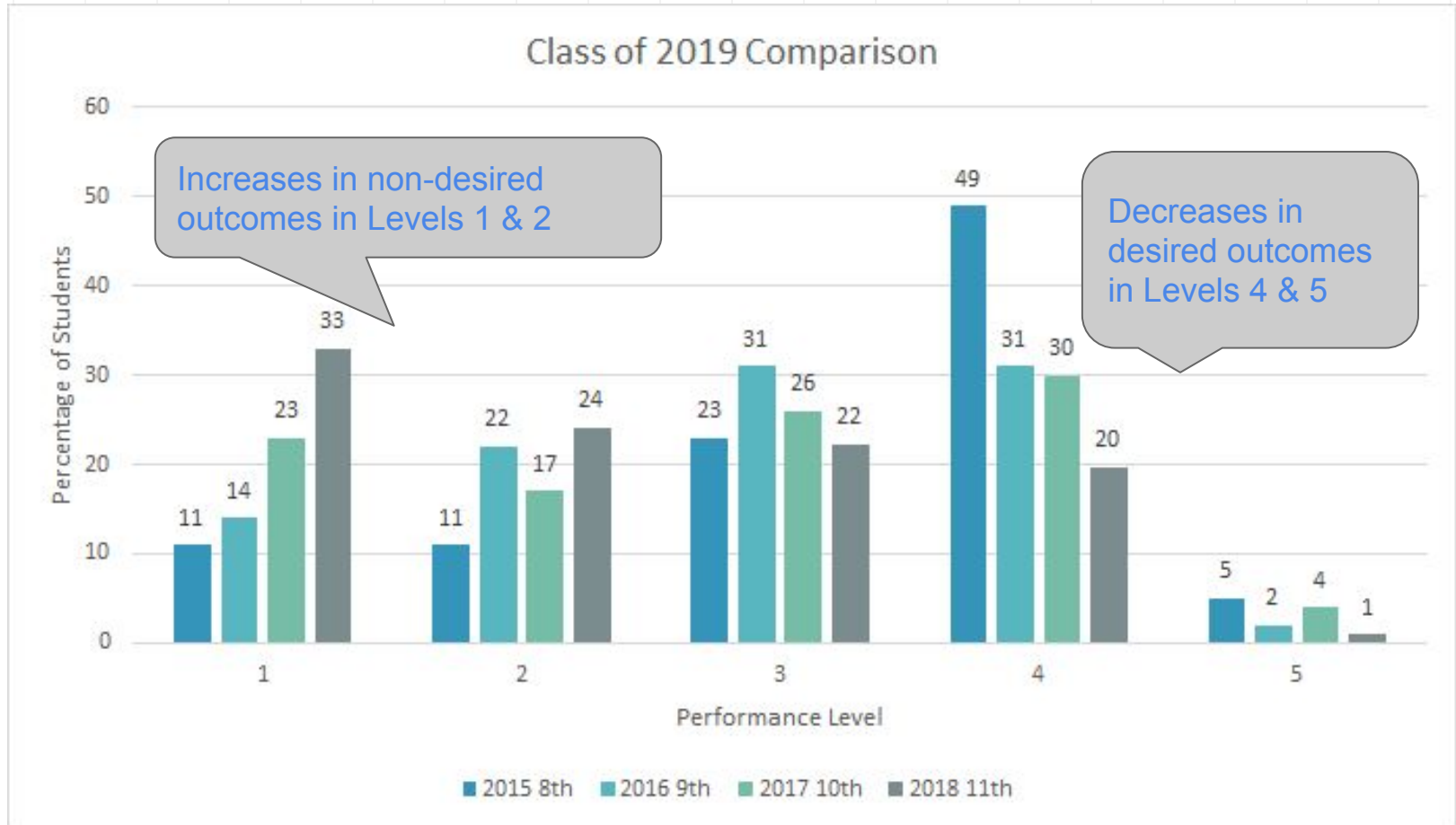
ENGLISH LANGUAGE ARTS / LITERACY

Grade 11 Assessment, 2017–2018

PERFORMANCE DISTRIBUTION BY %	NUMBER OF STUDENTS	ELA/L AVG OVERALL SCORE	AVG SCORE	READING*			AVG SCORE	WRITTEN* EXPRESSION	WRITING* CONVENTIONS
				LITERARY	INFORMATION	VOCABULARY			
CROSS-STATE 21 17 23 31 8	104,429	736	45	 38 21 41	 41 20 39	 39 25 36	29	 42 16 42	 42 22 37
STATE 23 17 22 29 9	69,346	735	44	 40 20 40	 42 19 38	 39 24 37	28	 45 15 40	 44 20 36
DISTRICT 33 24 22 20 1	112	719	39	 46 28 26	 61 19 21	 48 22 29	23	 65 12 23	 66 15 19
DELTRAN HIGH SCHOOL 33 24 22 20 1	112	719	39	 46 28 26	 61 19 21	 48 22 29	23	 65 12 23	 66 15 19



Group Comparison for the Class of 2019



DISAGGREGATED SUBGROUPS: DELRAN HIGH SCHOOL

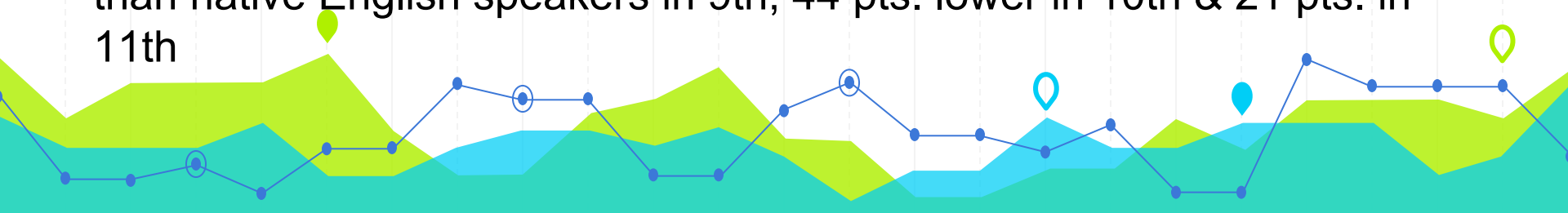
Gender: Comparable in 9th & 10th grade, with a higher average scale score of females in all three grades, with a significant increase in 11th grade (31 points higher)

Ethnicity: Slightly comparable with Black & Hispanic students scoring 12-21 pts. lower than White Ss in 9th grade; comparable in 10th between Black and White students; however they achieved an average scale score 15-20 pts. higher than Hispanic students; comparable between Black & Hispanic Ss in 11th grade scoring between 10-12 pts. lower than White Ss.

Economically Disadvantaged: Average scale score 17-24 points lower than non-disadvantaged

Students with Disabilities: Average scale score points range from 24 lower in 9th, 41 pts. lower in 10th & 4 pts. in 11th than non-disabled peers

English Language Learners: Average scale score 53 points lower than native English speakers in 9th, 44 pts. lower in 10th & 21 pts. in 11th



NEXT STEPS FOR ELA: DELRAN HIGH SCHOOL

- Work together to analyze student performance data at the classroom/course/grade level. Use Benchmarks & other common assessments. Use PLC time to articulate and generate solutions.
- Analyze the Evidence Statement Reports, once available, to look for patterns in commonly missed topics from year to year to determine if there is a curricular cause.
- Continue to focus on building stamina in both reading and writing.
 - Work in PLCs to analyze our time spent in books and the number of writing pieces expected
 - Generate expectations for improvement; organic goal for Dept.
 - Book Club- *A Novel Approach* to begin the process of infusing Reader's Workshop with whole class novels
- Continue to integrate grammar and vocabulary via authentic means.
- Continue to increase the number of teachers trained in Sheltered Instruction (four teachers trained during the summer) for our ELLs
- Continue to elevate the rigor of our instruction and assessment.

2017-2018 PARCC Results

Board Discussion

