

PARCC RESULTS:

ORANGE BOARD OF EDUCATION
2018

October 9,
2018

ELA

Grade/ Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 Orange % Met Expectations/ Exceeded Expectations	2018 New Jersey % Met Expectations/ Exceeded Expectations	Orange Difference	NJ Difference
3	14%	23%	28%	30.0%	51.7%	+2	+1.7
4	24%	24%	30%	34.5%	58.0%	+4.5	+2
5	24%	30%	31%	31.8%	58.0%	+0.8	-1
6	25%	30%	37%	38.4%	56.2%	+1.4	+3.2
7	30%	34%	37%	55.8%	62.7%	+18.8	+3.7
8	31%	34%	36%	34.6%	60.4%	-1.4	+1.4
9	24%	25%	24%	26.6%	54.1%	+2.6	+3.1
10	12%	26%	21%	24.6%	49.9%	+3.6	+5.9
11	21%	24%	29%	32.9%	38.1%	+3.9	+1.1

MATHEMATICS

Grade/ Subject	2015 % Met Expectations/ Exceeded Expectations	2016 % Met Expectations/ Exceeded Expectations	2017 % Met Expectations/ Exceeded Expectations	2018 % Met Expectations/ Exceeded Expectations	2018 New Jersey % Met Expectations/ Exceeded Expectations	Orange Differenc e	NJ Differenc e
3	15%	28%	26%	29.5%	53.0%	+3.5	0.0
4	19%	20%	24%	27.2%	49.4%	+3.2	+1.4
5	18%	21%	17%	21.4%	48.8%	+4.4	+2.8
6	15%	15%	18%	22.1%	43.5%	+4.1	-0.5
7	18%	16%	17%	26.7%	43.4%	+9.7	-3.4
8	13%	17%	9%	11.0%	28.2%	+2	-9.8
Algebra I	23%	25%	16%	25.3%	45.8%	+9.3	+3.8
Algebra II	9%	14%	12%	4.0%	28.6%	-8	+1.6
Geometry	Scores suppressed	11%	10%	20.5%	29.5%	+10.5	-0.5

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**

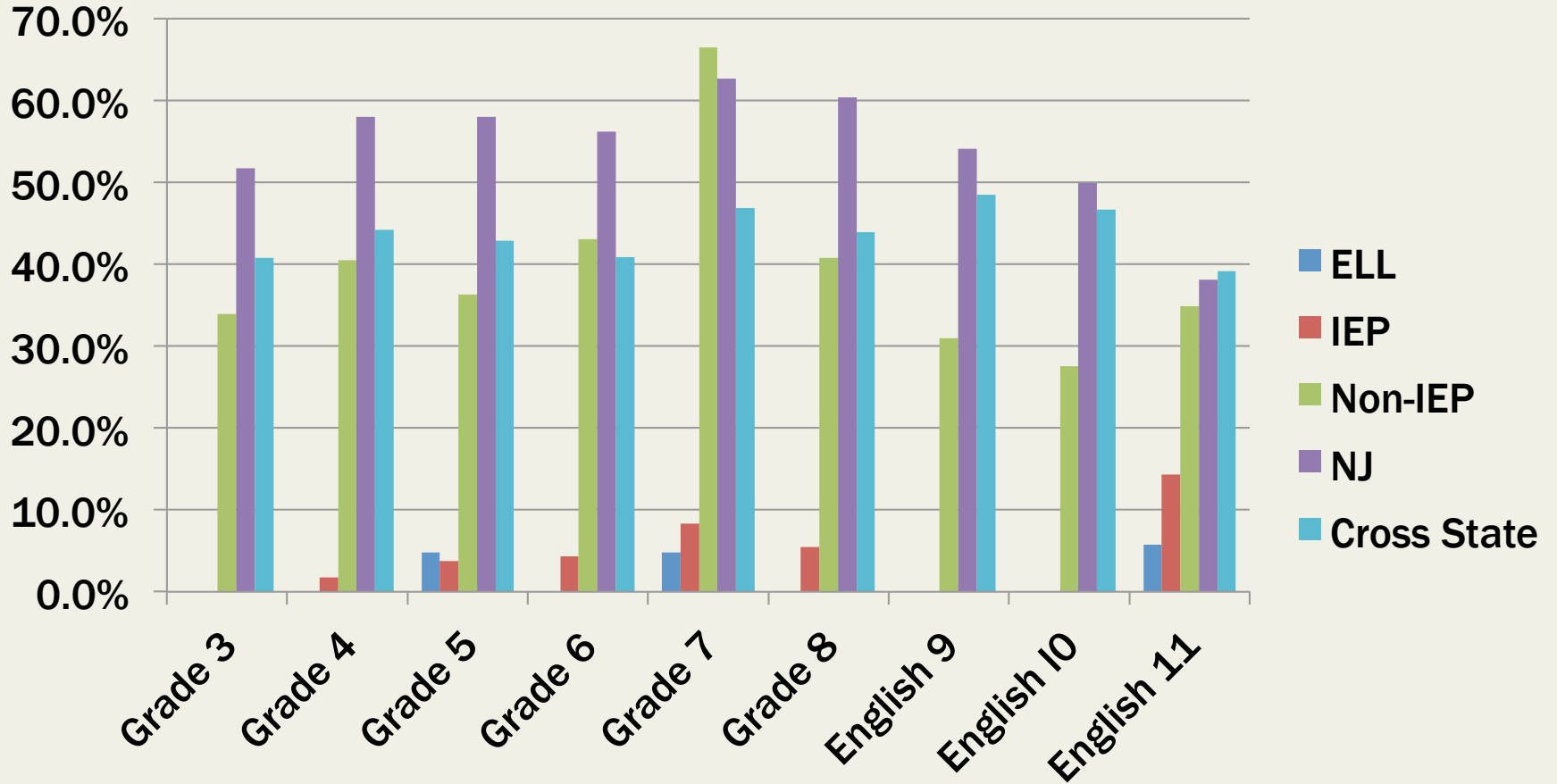
ORANGE PUBLIC SCHOOLS' 2018 PARCC GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	443	24.6%	19.4%	26.0%	28.0%	2.0%	30%	51.7
Grade 4	368	13.9%	24.7%	26.9%	31.8%	2.7%	34.5%	58.0%
Grade 5	384	14.8%	24.0%	29.4%	29.4%	2.3%	31.8%	58.0%
Grade 6	388	7.5%	22.2%	32.0%	33.5%	4.9%	38.4%	56.3%
Grade 7	326	12.0%	12.3%	19.9%	39.0%	16.9%	55.8%	62.7%
Grade 8	315	15.9%	18.7%	30.8%	28.3%	6.3%	34.6%	60.4%
Grade 9	271	28.8%	20.3%	24.4%	22.1%	4.4%	26.6%	54.1%
Grade 10	309	33.3%	20.4%	21.7%	20.4%	4.2%	24.6%	49.9%
Grade 11	286	22.4%	18.9%	25.9%	26.6%	6.3%	32.9%	38.1%

ELA BY SCHOOL

	3	4	5	6	7	8	9	10	11
CIAO								Suppressed	Suppressed
Cleveland	22.5%	27.1%	25.0%	41.4%	38.5%				
Forest	33.9%	46.2%	60.5%	53.2%	66.7%				
Heywood	39.4%	52.3%	43.9%	46.7%	55.6%				
Lincoln	30.2%	18.6%	20.3%	32.9%	62.3%				
Oakwood	34.6%	42.1%	16.0%	26.3%	31.6%				
OHS							0.0%	24.8%	33.0%
OPA						34.6%	27.7%		
Park	43.9%	35.7%	29.8%	33.9%	60.5%				
RPCS	21.2%	34.8%	32.1%	36.4%	57.0%				
State	51.7%	58.0%	58.0%	56.2%	62.7%	60.4%	54.1%	49.9%	38.1%

ELA DISAGGREGATED DATA



ORANGE PUBLIC SCHOOLS'

2018 PARCC GRADE-LEVEL OUTCOMES

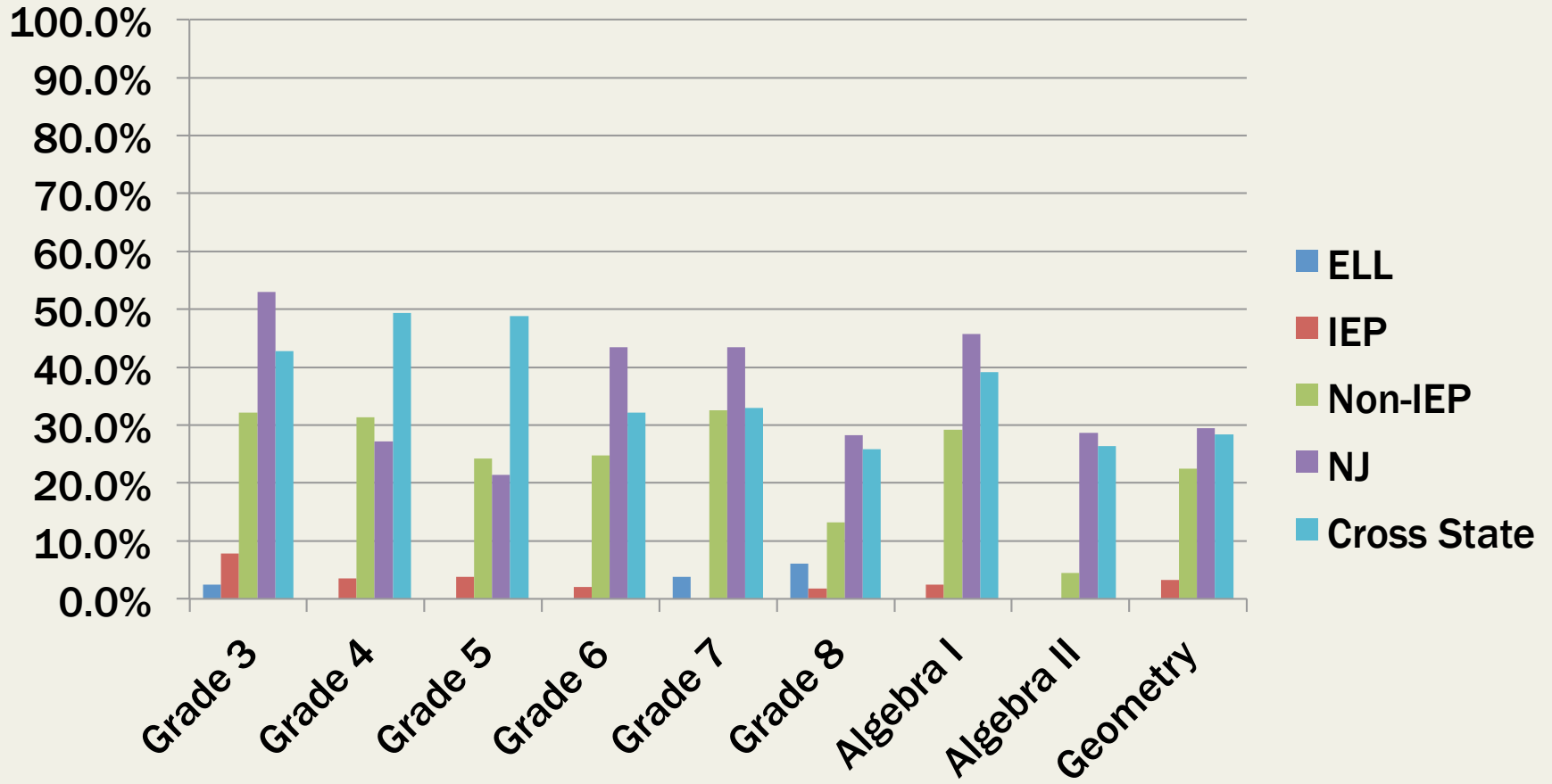
MATHEMATICS

	Count of Valid Test Scores	Not Yet Meeting (Level 1)	Partially Meeting (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectation (Level 5)	District % >= Level 4	NJ % >= Level 4
Grade 3	455	16.5%	23.7%	30.3%	25.3%	4.2%	29.5%	53.0%
Grade 4	375	18.9%	24.8%	29.1%	26.9%	0.3%	27.2%	49.4%
Grade 5	392	22.2%	29.6%	26.8%	20.7%	0.8%	21.4%	48.8%
Grade 6	398	19.1%	31.2%	27.6%	20.9%	1.3%	22.1%	43.5%
Grade 7	330	12.1%	31.5%	29.7%	23.3%	3.3%	26.7%	43.4%
Grade 8	283	36.7%	26.5%	25.8%	11.0%	0.0%	11.0%	28.2%
Algebra I	292	25.3%	29.1%	20.2%	22.6%	2.7%	25.3%	45.8%
Algebra II	302	52.6%	29.1%	14.2%	4.0%	0.0%	4.0%	28.6%
Geometry	307	14.7%	43.3%	21.5%	19.9%	0.7%	20.5%	29.5%

MATHEMATICS BY SCHOOL

	3	4	5	6	7	8	Algebra I	Algebra II	Geometry
CIAO							Suppressed	Suppressed	Suppressed
Cleveland	35.9%	20.8%	20.0%	37.9	25.6%				
Forest	27.1%	28.2%	31.6%	20.0%	17.9%				
Heywood	35.3%	40.0%	22.0%	21.7%	16.7%				
Lincoln	25.5%	14.7%	15.2%	17.4%	27.0%				
Oakwood	34.6%	21.1%	12.0%	15.8%	5.3%				
OHS							0.0%	3.7%	15.3
OPA						11.0%	29.1%	50.0%	90.9%
Park	34.5%	28.6%	22.4%	17.9%	29.7%				
RPCS	27.1%	34.4%	24.3%	25.9%	38.4%				
State	53%	49.4%	48.8%	43.5%	43.4%	28.3%	45.8%	28.6%	29.5%

MATHEMATICS DISAGGREGATED DATA

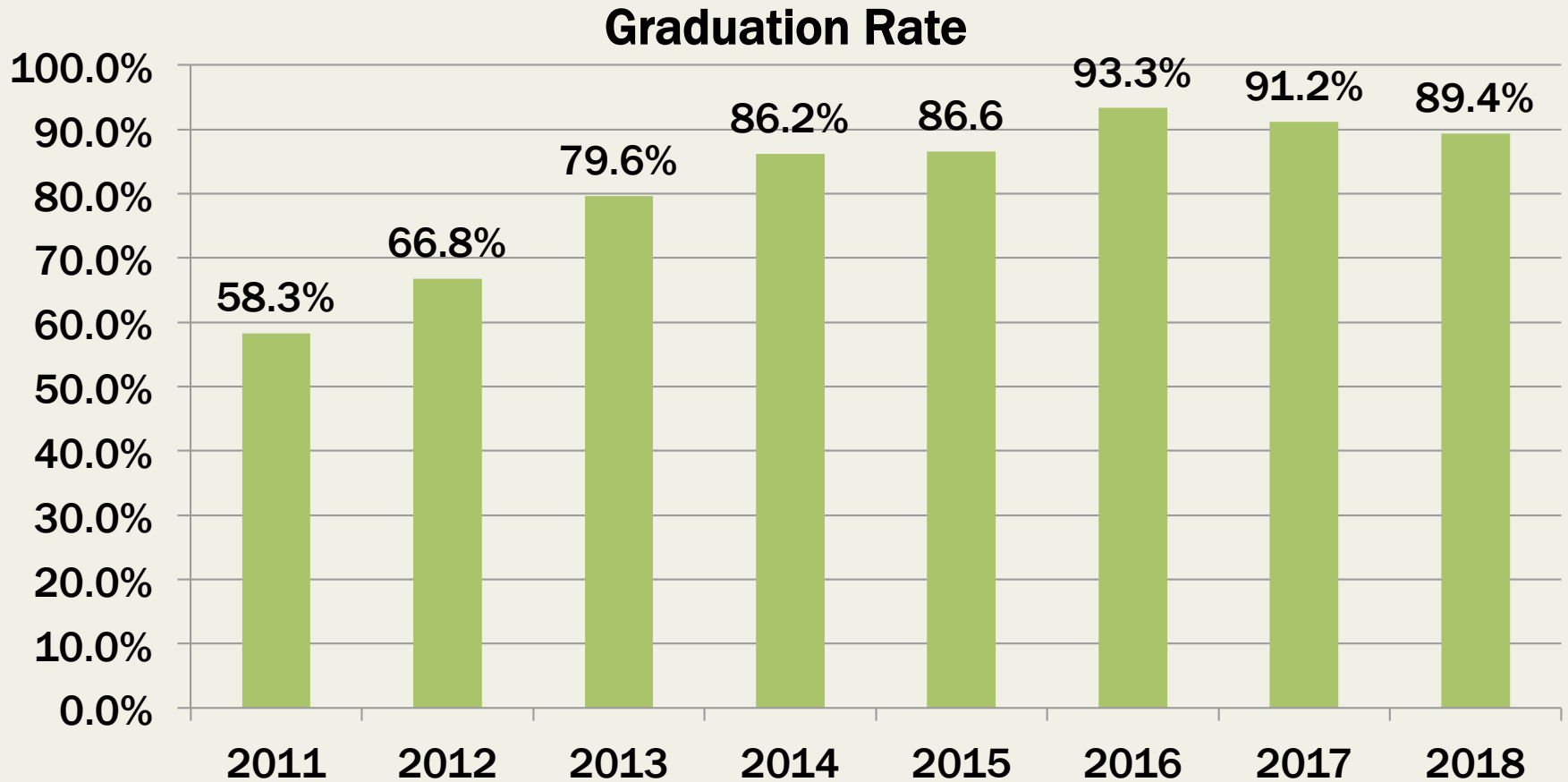


HIGH SCHOOL AP RESULTS

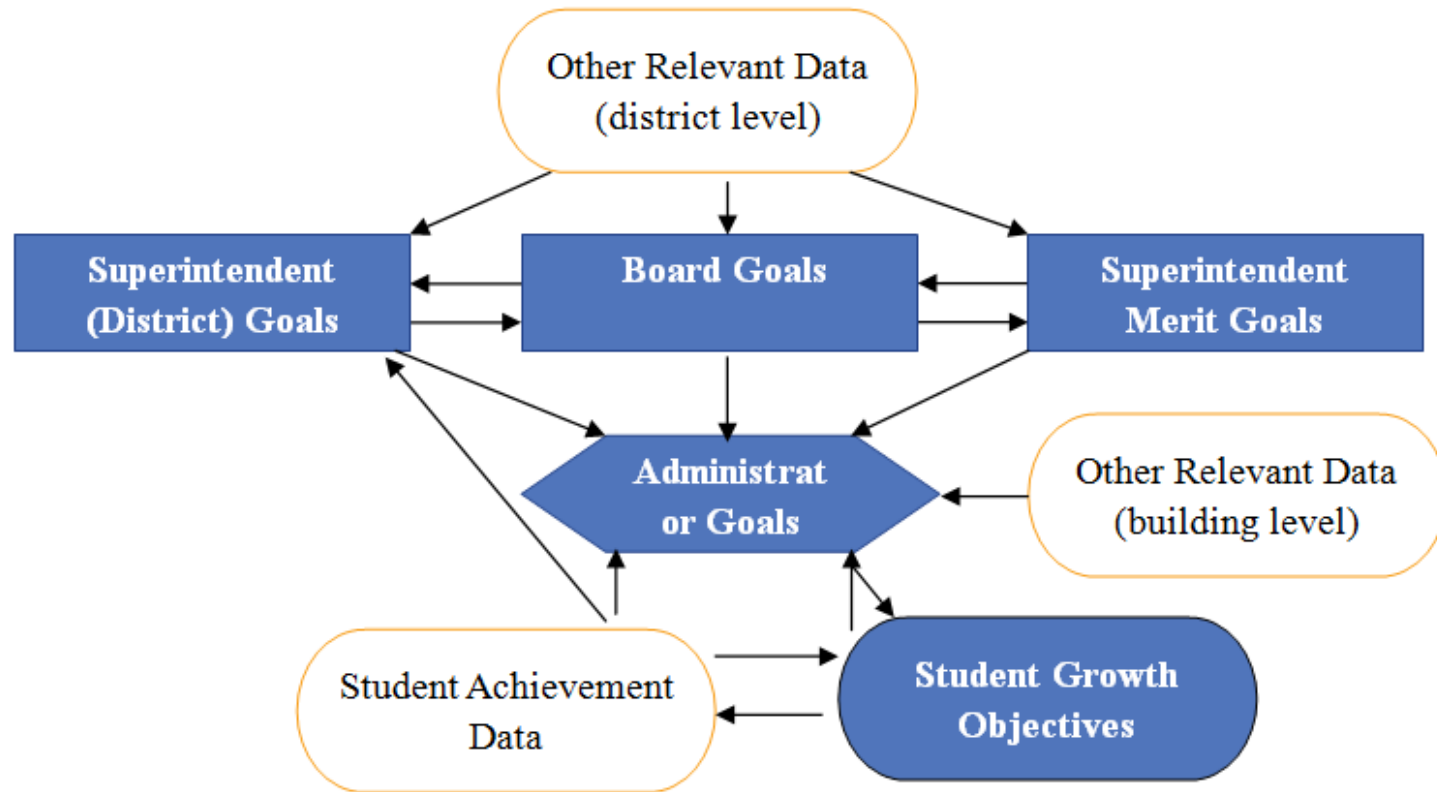
School Year	# of Exams Taken	# Passing (score of 3-5)	% Passing
2015	156	25	16.0%
2016	154	36	23.4%
2017	155	45	29.0%
2018	181	88	48.6%

DISTRICT 4 YEAR GRADUATION RATES

(* 2017 DATA PRELIMINARY PER NJSMART)



ALIGNING GOALS



DISTRICT GOALS

2018-2019

- **1. Student Achievement and Growth**
 - a. By June 2019, for all 3-11 grades, the Orange Board of Educa@on will enhance and improve student achievement for all students, as measured by a minimum increase of 10 percentage points, either by grade band or cohort, on the PARCC assessments in mathematics and English Language Arts over the 2018 baseline scores.
 - b. By June 2019, 80% of all K-2 students will demonstrate improved academic achievement as measured by scoring at or above end of year growth norms/expecta@ons as measured by performance on contentrelated assessments in ELA and Mathematics (e.g. iRead, Reading Inventory, iReady).

- **2. Development of Individualized Student Academic and Growth Plans**
- **a. Every Teacher will meet with all their students to collaboratively assist them in developing their academic and growth goals. Teachers will meet at least twice per semester with their students to review their status toward the attainment of their goals.**
 - **• Framework – Review History/Talk/Consult**
 - **Test/Assessment**
 - **Analyze Data**
 - **Consult/Collaborate**
 - **Set Goal/Develop Plan – Assessment**
 - **Analyze Data**
 - **Consult/Measure/Adjust, if necessary**
 - **Praise Successes**

■ 3. IMPROVING SCHOOL CLIMATE

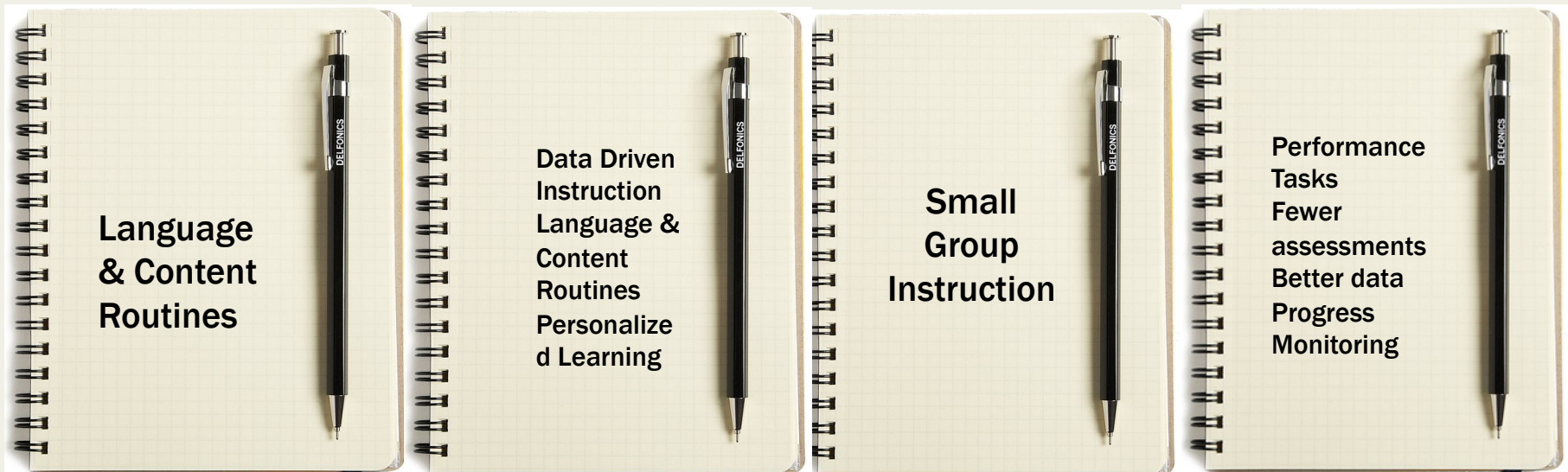
- a. Implement Social Emotional Learning Practices for all students, as measured by the reduction of chronic absenteeism, in/out of school suspensions and HIB incidents through components listed below:
 - i. Top 20 Attributes
 - ii. HIB
 - iii. Unconscious Bias
 - iv. Chronic Absenteeism
 - v. Alternative Programs
 - vi. Restorative Justice

■ 4. SAFETY

- a. HIRING SCHOOL RESOURCE/LEVEL 3 OFFICERS

MATHEMATICS NEXT STEPS

- • Continued focus on the Big Rocks
- • Emphasis on focus, coherence, and rigor in the classroom
- • Tasks that promote reasoning and problem solving
- • Emphasis on visual representation
- • Promoting student thinking
- • Promoting Mathematical Discourse



ELA NEXT STEPS

- Focus on engagement with complex texts and language standards to improve writing
- Ensure adherence to the literacy block (intentional whole group, small group, independent work, and targeted instruction)
- Increase digital silent reading support and practice
- Build knowledge, strengthen comprehension, and increase fluency

LETRS

Revised online assessments
(EduLastic)

Emphasis on
Language
Standards and
Writing

iRead

Learning
Ally

Reading
Plus

Read 180

System 44

Read Aloud
Project w/
embedded Units
of Study

Expeditionary
Learning

Pathways
to Careers

FOR MORE INFORMATION

- <http://understandthescore.org/>
- <http://www.nj.gov/education/sca/parcc/>