

Welcome!



If you haven't, please download *Twitter* and *Socrative Student* from your device's respective App Store. Twitter requires a Twitter handle.

See the printed instructions or an *AskMe* student.

Twitter Handle: @SecaucusPSD

Tonight's Hashtag: #spsdparcc

Socrative: <http://b.socrative.com/login/student>

Classroom Name: *SecaucusPSD*

Special Thanks!



Thank you to the Secaucus Education Association (SEA) for co-sponsoring this event with the Secaucus Board of Education.

Thanks to the NJEA and the SEA for purchasing refreshments and takeaway items through an NJEA PRIDE Grant

Introductions



Ms. Linda Diemer

Director of Curriculum and Instruction (ldiemer@sboe.us)

Ms. Susan Smahl

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Dr. Thomas Tufaro

Director of Technology, Data Assessment and Grants (ttufaro@sboe.us)

Ms. Christine Candela

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What Is PARCC?



The Partnership for Assessment of Readiness for College and Careers (PARCC) is:

- A consortium of 18 states and the District of Columbia
- The next-generation math and English ELA tests for students in **Grade 3 through 11**, which:
 - Are computer-based
 - Are aligned with the CCSS
 - Measure higher-order skills
 - Will be administered in the March and May 2015

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The PARCC Windows



Performance Based Assessments (PBA - MARCH)

75% of School Year:

- 3 ELA Sessions
- 2 Math Sessions

End of Year Assessments (EOY - MAY)

90% of School Year:

- 2 ELA Sessions
- 2 Math Sessions

Times and Assessment Windows are on
<http://www.sboe.us> under
Departments > Assessment

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The 2014 Field Test



Last spring the SPSD participated in the PARCC field test:

- For the NJDoE to evaluate the quality of items, pilot administration, procedures and timing
- Ensure functionality
- Research test accessibility features and accommodations
- Give us the opportunity to experience PARCC assessments

The field test did not produce any results for districts, schools, or individual students.

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PARCC Field Test, Lessons Learned



- **Our infrastructure is ready**
 - Up to 1,000 administrations simultaneously
 - Tested on different machines in various places using hard-wired and wifi computers
 - Actively attempted to “break” the system
- **PARCC generally worked, but...**
 - Copyright issues, technological glitches
 - Customer service needed improvement
 - Finger-pointing between PARCC and NJDoE
- **Students found the test usable.**
 - Some found it challenging; others found it easy
 - Some found the controls non-responsive
 - Some student work “disappeared”
 - All students in pilot completed the test

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PARCC Windows



Schools have developed schedules around the testing windows

Component	Testing Window
Performance- Based Assessments (PBAs – 3 ELA/2 Math)	March 2 to March 27
End of Year Assessments (EOYs 2 ELA/2 Math)	April 20-May 15 (High School) April 27-May 22 (Grades 3-8)

- Students are required to take PARCC and NJASK Science 4 and 8, as well as the NJBCT for Biology

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Technology Requirements



- IT Staff completed several inventories between 2013-2015,
 - Secaucus met and exceeded the requirements in:
 - ✦ Computer Hardware Needed for Field Test
 - ✦ School Bandwidth for Field Testing

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Testing Accommodations



- Testing accommodations are meant to remove barriers that may exist due to a student's learning style or disability.
- Students should have had experience using an accommodation in the classroom (during routine instruction and/or test taking) prior to using it on a PARCC test.

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Features for All Students



- Tool, support, scaffold, or preference that is built into the assessment and activated by any student as necessary
- Universal design features available to all to benefit a diverse array of students
- Provided onscreen, stored on a toolbar, or are accessible through a menu or control panel, as needed.
- During the PARCC, students can choose which accessibility features they need
 - Ex: audio amplification, highlighting, pop-up glossary.

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Features Identified in Advance



- Available to all students, but will be selected and “turned on” by educators prior to PARCC, based on each student’s Personal Needs Profile (PNP)
- Based on each student’s individual needs, a PNP is created for the student to ensure that he or she receives appropriate access without the distraction of unnecessary tools and features
- Although educators will enable specific accessibility features for students, the student will decide whether or not to use the feature.

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Accommodations Available for Students

Accommodations for students with disabilities taking the PARCC can include:

Type of Accommodation	Example
Presentation	Text-to-speech
Response	Speech-to-text
Timing & Scheduling	Extended time, Small group, Separate location
Setting	Larger font
Unique	Braille/special keyboard
Emergency	Student with a broken arm needs typist or scribe

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PBAs Begin March 2 and
Conclude March 27

EOYs for High School Students Begin April
20 and Conclude May 15

EOYs for Students in Grades 3-8 Begin
April 27 and Conclude May 22.

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NCLB Title I Funding Parent Presentation



Dr. Thomas Tufaro
Director of Technology, Data Assessment and Grants
Secaucus Public School District
December 15, 2014

Brief History of Title 1



- Elementary and Secondary Education Act (ESEA) of 1965
- Largest federal assistance program for our public schools
- Reauthorized with No Child Left Behind Act (NCLB) of 2001

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Objectives of Title 1



- To provide assistance for resources and instruction to the **economically disadvantaged** who, according to research, need it the most.
- *Supplement not supplant* - The program can only supplement district programs
- To help students access the CCSS and our rigorous curricula to increase student performance.

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Qualify vs. Served



- Schools qualify for Title I based on the number of economically disadvantaged students in schools
- The Feds identified Huber Street (HU), the Middle School (MS) and the High School (HS) as *Targeted Assistance* schools based on the 10/2013 ASSA data.
- Fewer than 30% of our students are economically disadvantaged
- Students receive Title 1 services based on academic need via multiple measures (test scores, teacher recommendations, etc.) and are not necessarily economically disadvantaged
- Special education, homeless, ESL and immigrant
- students automatically qualify

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Qualifying Students



- Teachers and administrators must use data from multiple measures
- Our goal *triangulation* of data to determine if a student qualifies for *ISP* including:
 - Past performance on standardized tests
 - Star Renaissance ELA and Math assessments
 - Teacher-created assessments
 - Teacher and/or Counselor recommendation

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How Title 1 \$\$\$ Are Spent



- Specialized budget developed in June; approved by SBOE, HCDoE & NJDoE
- HS and MS have two grant-funded teachers – one in ELA and one in Math – HU has one fully-funded part-time teacher who serves primary grades.
 - All three of these people serve only qualified populations
- The purchase of instructional materials and devices
- Extended instructional period/extended day programs
- Professional development for teachers

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Parents' Rights and Responsibilities



You have the right to...

- Notification when your child is identified for BSI
- Information about the program in an annual meeting
- Opt-out your child. Opt-out form is attached to the identification letter. Must be signed, dated and by you and kept on file at the school
- Be notified if your child is recommended to exit by the instructional staff

All students are automatically exited at the end of the year

All students are re-evaluated for admittance next year

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For more information



Dr. Tufaro's Email: ttufaro@sboe.us

NJ Department of Education Office of Title 1

<http://www.state.nj.us/education/title1>

Federal Title 1 Information

<http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

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Thank You!