Improving Student Learning and Outcomes: Preparing for PARCC Data


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National Assessment of Educational Progress (NAEP)

- Math and Reading tests based on nationally representative samples of fourth- and eighth-graders.
  - About 170,000 to 190,000 students participate nationwide.

- Tests are ‘snapshots’ of a grade level and subject (every two years), not a longitudinal study of a particular cohort of students.

National Comparison – 8th Grade Math

[1] Department of Defense Education Activity (overseas and domestic schools).

In 2013, the average score in **New Jersey** (296) was

- lower than that in 1 state/jurisdiction
- higher than those in 47 states/jurisdictions
- not significantly different from those in 3 states/jurisdictions

New Jersey's NAEP Comparisons

	2011	2013
4th Grade Reading	2	2
8th Grade Reading	1	1
4th Grade Math	3	4
8th Grade Math	2	2

Mismatch: State Assessments & NAEP

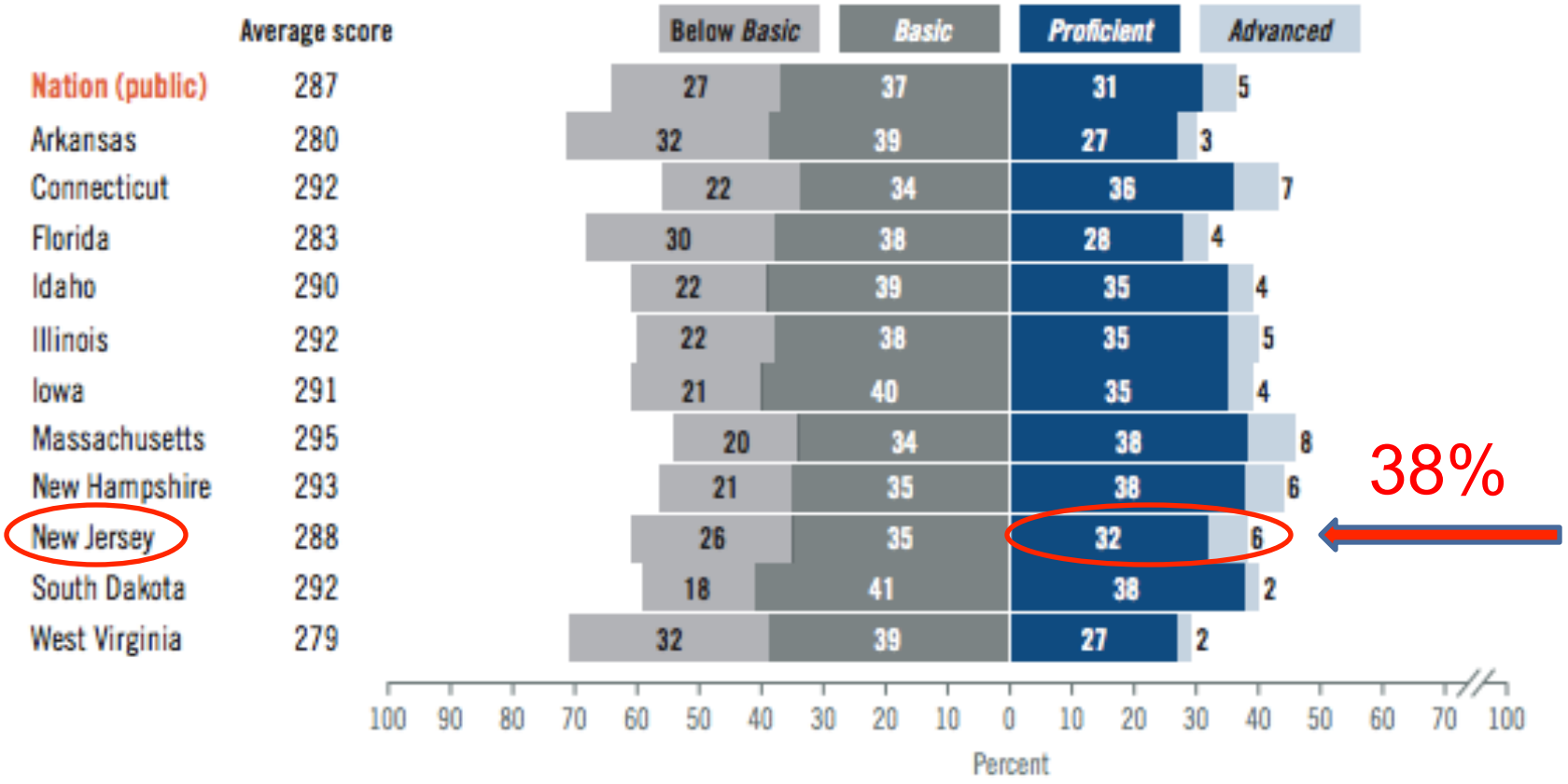
States (Sample)	State Test: 2011 4th Grade Reading Pass Rate	2013 4th Grade NAEP Reading Ranking
Georgia	88.0%	17
Kentucky	79.0%	9
New Hampshire	77.0%	1
Connecticut	74.7%	2
North Carolina	71.6%	15
Maine	68.0%	9
California	63.0%	42
New Jersey	62.8%	2
Massachusetts	53.0%	1

Mismatch: Graduation Rates & NAEP

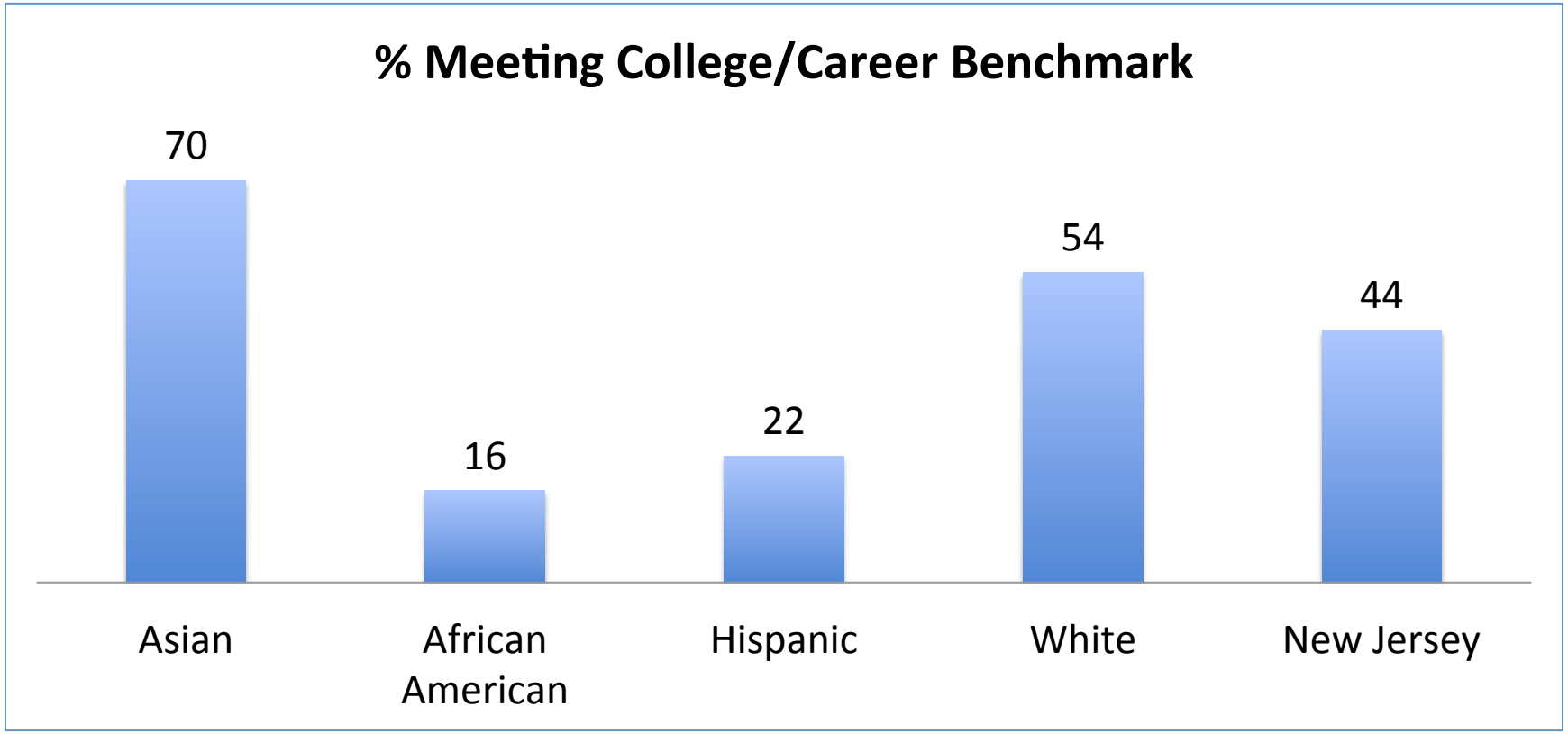
State	2011 Graduation Rate	2013 8th Grade NAEP Reading Ranking
Iowa	88%	11
Vermont	87%	3
Wisconsin	87%	14
Indiana	86%	14
Nebraska	86%	11
New Hampshire	86%	3
North Dakota	86%	16
Tennessee	86%	21
Texas	86%	31
Illinois	84%	16
Maine	84%	11
Massachusetts	83%	1
New Jersey	83%	1

NAEP Grade 12 Reading, 2009

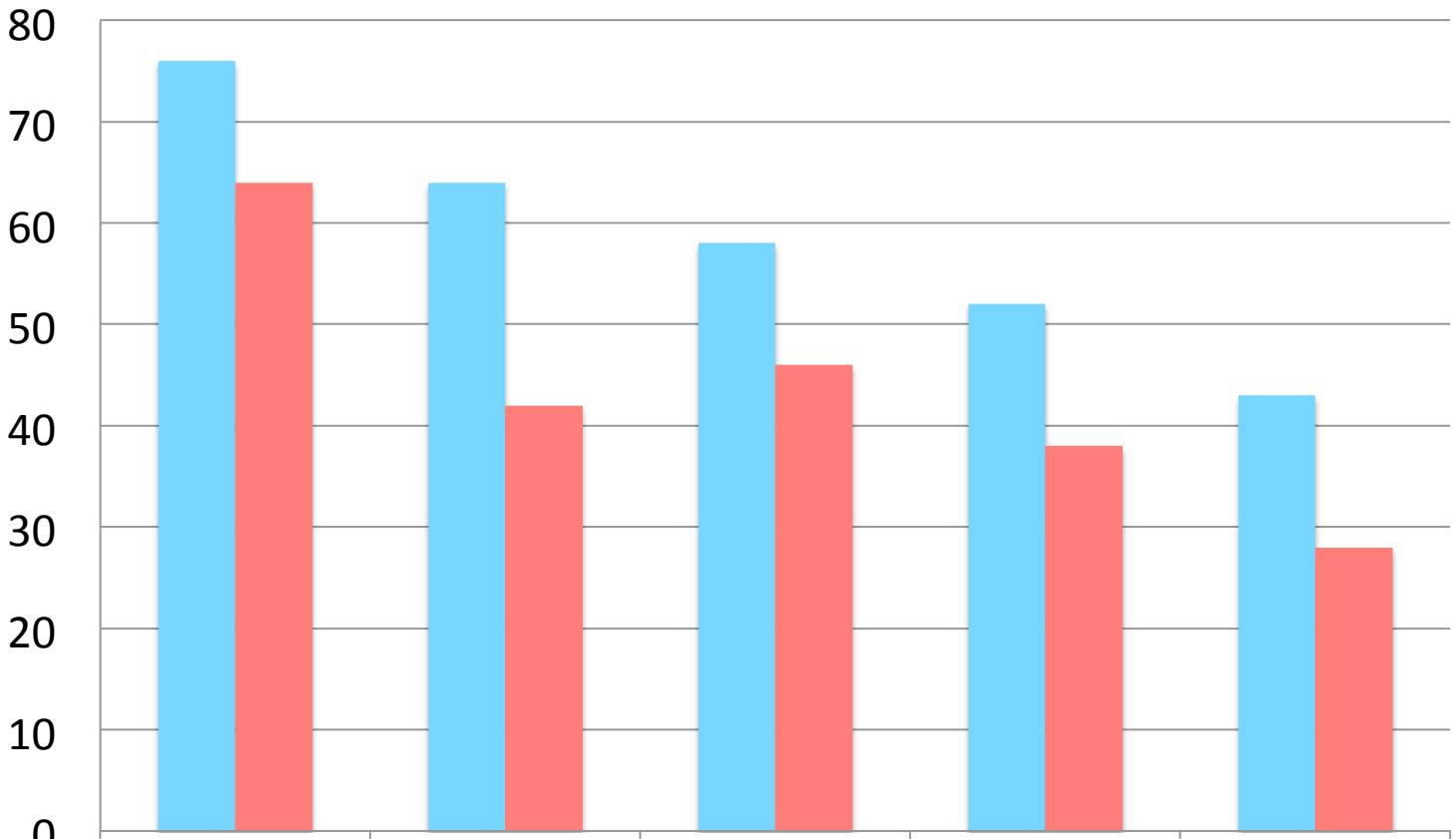
Figure 22. Average scale scores and achievement-level results in NAEP reading for twelfth-grade public school students, by state/jurisdiction: 2009



2015 SAT: College/Career Readiness



2015 ACT: % Meeting Benchmarks



	English	Math	Reading	Science	All Four
New Jersey	76	64	58	52	43
Nation	64	42	46	38	28

NJ county college remediation rates - 2011

Atlantic Cape	68%
Bergen	68%
Burlington	66%
Camden	74%
Cumberland	63%
Essex	82%
Gloucester	63%
Hudson	92%
Mercer	60%
Middlesex	79%
Morris	72%
Ocean	62%
Passaic	81%
Raritan	69%
Salem	57%
Sussex	60%
Union	58%
Warren	73%

Rutgers	**22%**

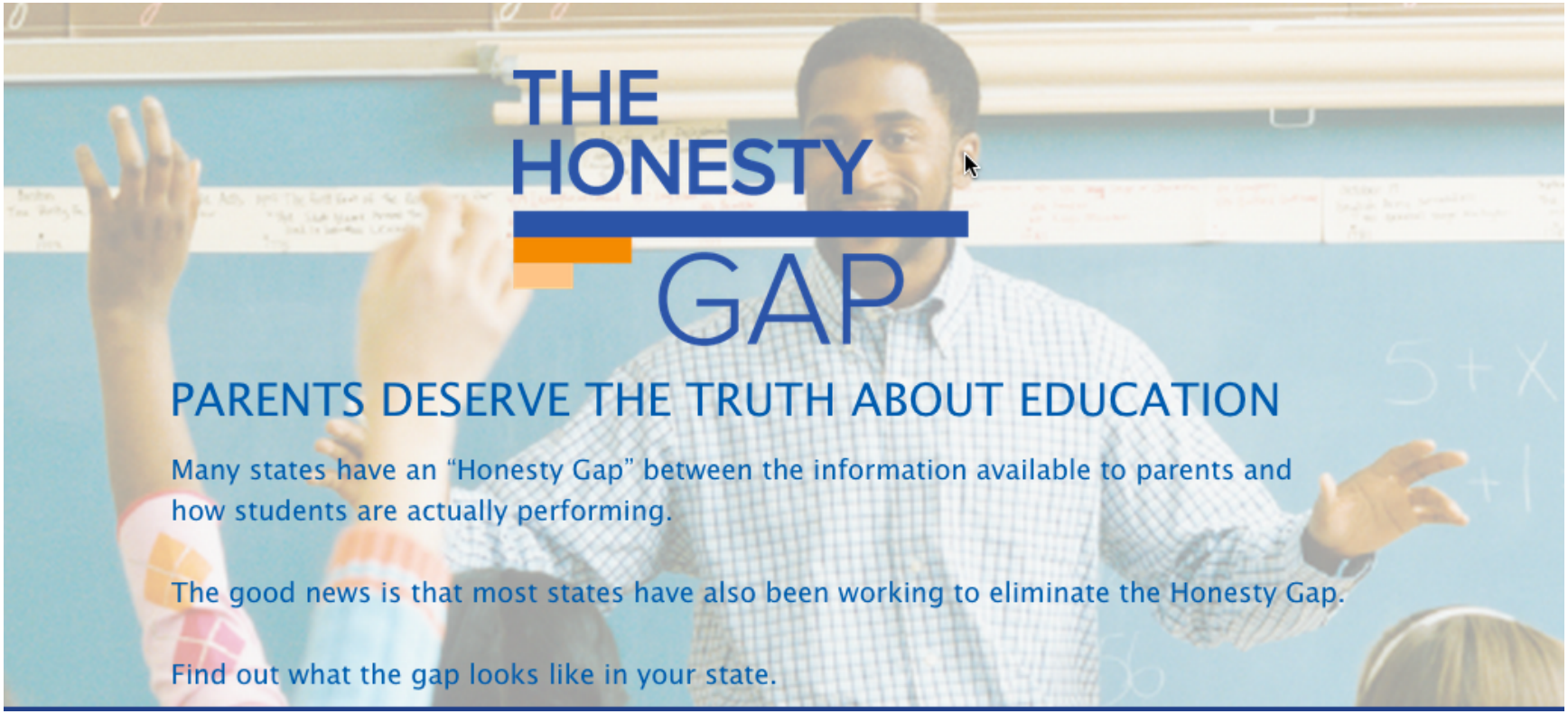
To sum up….

- When states set standards and adopted assessments to measure those standards under NCLB, many states set low standards and low passing thresholds.

- Nationwide, a large percentage of students are leaving high school (with a diploma!) but are not ready to take credit bearing classes in postsecondary institutions.

- 75% of students who take remedial coursework in community colleges do not finish a certificate/degree program.

For further reading….



www.honestygap.org

High Expectations for New Jersey Students

- State Board adopted Core Curriculum Content Standards (1996)
- High School Redesign Steering Committee (2008)
  - Recommended raising graduation course taking requirements
  - Move to end of course exams in the high schools
- Statewide Assessment Standards Setting (2008, 2009)
- State Board adopted new course requirements (2009)
  - 4 years of English Language Arts
  - Algebra I, Geometry and a third higher math course
  - Biology and two additional lab sciences
  - Financial literacy
- State Board adopted Common Core State Standards (2010)
- NJDOE began a transition to Common Core over the course of three years (2011-2013)

High School Redesign Committee

- NJ Department of Education (NJDOE)
- NJ Principals and Supervisors Association (NJPSA)
- NJ School Boards Association (NJSA)
- NJ Education Association (NJEA)
- NJ Chamber of Commerce
- NJ Commission on Higher Education
- NJ United for Higher Standards
- NJ Presidents' Council

- Co-chairs: Gov. Corzine, MSU President Susan Cole, Prudential Chairman Art Ryan

Common Core Math Standards: Grade 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Towards a comprehensive assessment system – State Assessment

- How are our students progressing?
- How do our students compare?
- What trends can be discerned from the data?
- What are students strengths/weaknesses?
- Do the results align with our other assessments?
- What strengths/ weaknesses exist in Curriculum/Instruction?
- How can this data inform PLCs?
- What additional prof resources are needed?

Individual Student Report: ELA/L

PARCC
Partnership for Assessment of Readiness for College and Careers

DRAFT

Hannah Berlin, Grade 7
East Bridgewater School District
George Washington Middle School
Massachusetts

ELA / Literacy: Summative Assessment, 2014 - 2015

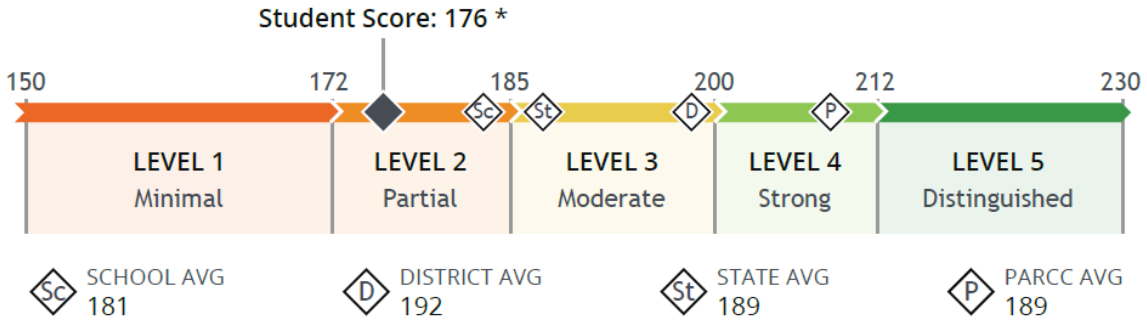
Parent & Guardian Report

*How did my student perform on the **overall** ELA/L assessment?*

Level 2: Partial Command

Student earned a **Level 2** and scale score of **176** *, demonstrating **partial command** of the knowledge and skills required at this level in ELA / Literacy.

*** Margin of error** = ± 3 points



Individual Student Report: ELA/L

*How did my student perform on the **Reading** section of the assessment?*

LEVEL 4 AVG	SCHOOL AVG	DISTRICT AVG	STATE AVG	PARCC AVG
108	91	87	110	102

*How did my student perform in the categories that make up the **Reading** section?*

LITERARY TEXT

At or above students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate comprehension of and draw evidence from readings of grade-level, complex literary text.

INFORMATIONAL TEXT

Below students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate comprehension of and draw evidence from readings of grade-level, complex informational text.

VOCABULARY

Near students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to use context to determine the meanings of words and phrases.

*How did my student perform on the **Writing** section of the assessment?*

LEVEL 4 AVG	SCHOOL AVG	DISTRICT AVG	STATE AVG	PARCC AVG
107	89	87	90	91

*How did my student perform in the categories that make up the **Writing** section?*

WRITING EXPRESSION

Below students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to write effectively when using and/or analyzing sources.

KNOWLEDGE OF CONVENTIONS

Near students who performed at Level 4 on the overall ELA/L assessment

Level 4 students demonstrate ability to use the conventions of Standard English consistent with edited writing.

Legend: Below · Near · At or above

Individual Student Report: ELA/L

ELA / Literacy: Summative Assessment, 2014 - 2015

Parent & Guardian Report, continued

*How much did my student **grow**?*

COMPARED TO MASSACHUSETTS

31 %ile

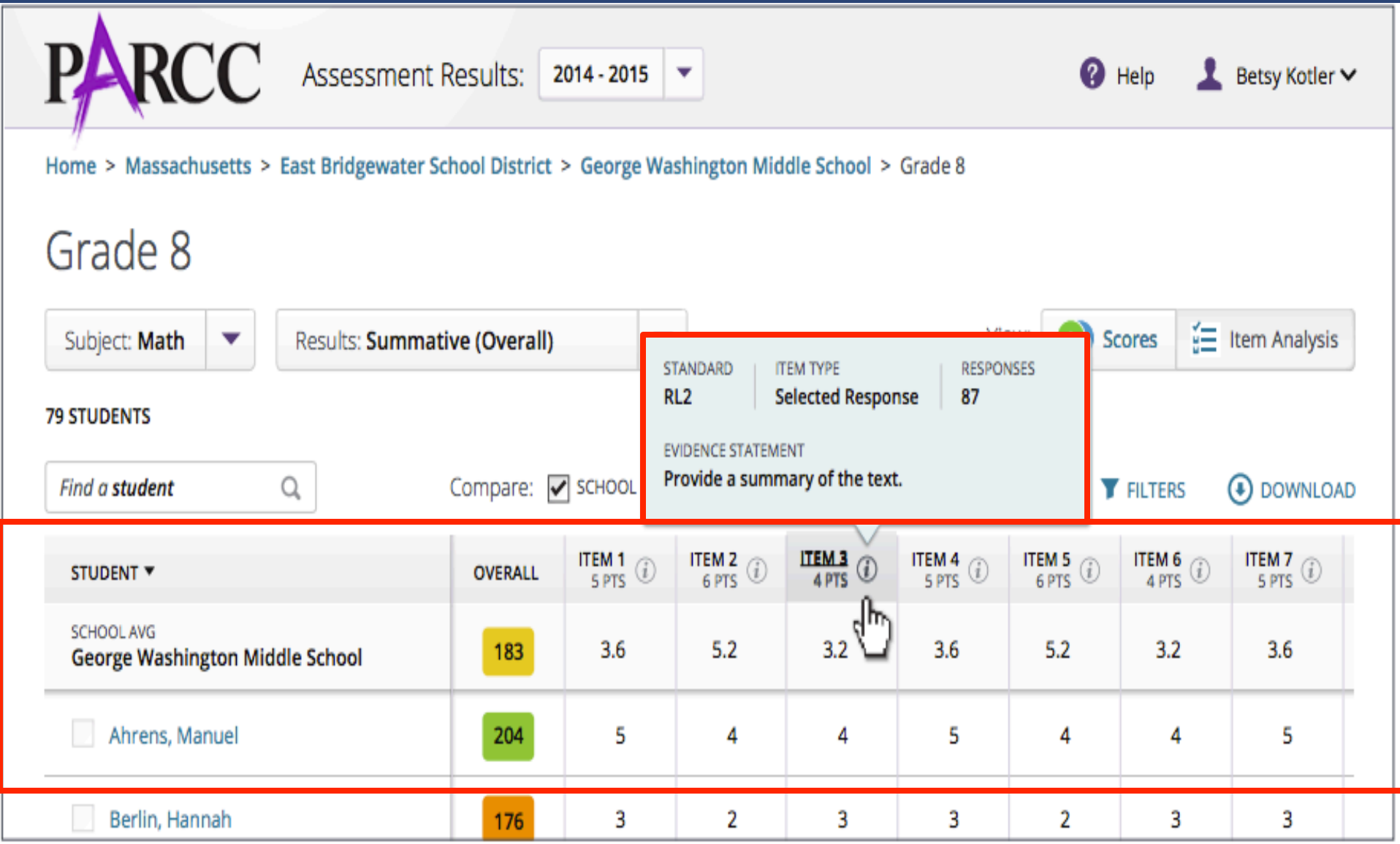
Student demonstrated **larger growth than 31%** of Massachusetts students **with similar past performance** taking this assessment.

COMPARED TO PARCC

28 %ile

Student demonstrated **larger growth than 28%** of PARCC students **with similar past performance** taking this assessment.

Student Roster – Item Scores



Keep in Mind: PARCC is a new starting point

- 2015 PARCC data is a new 'baseline.'
- PARCC proficiency outcomes are not comparable to either NJASK or HSPA, 'apples to oranges'
- Not possible to draw conclusions about change over time, i.e., how did we do compared to last year?
- Making meaning of PARCC data – and relating it to the district's curriculum and instruction efforts – will take time and effort.
- Using PARCC data to reflect on the district's curriculum and instruction is the most important use of PARCC data during 2015-2016… and should be an ongoing, annual effort.

Consider mismatches between outcomes…

NJASK Results - MATH Grade Level - 08

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	24%	63%
White	-	-	-
Black	6%	17%	78%
Hispanic	18%	27%	55%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	13%	25%	62%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

And expectations.

Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	100%
Algebra grade (C or better)	89%

Questions to Guide PARCC Data Reflection

- How will your district use PARCC data to identify strengths and gaps that exist in curriculum and instruction?
- How will your district use PARCC data to inform the conversations of your educators around improved instruction?
- What additional professional resources are needed to meet the learning needs of all students?

- How is technology being effectively integrated into regular, classroom instruction?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