Student Performance in English Language Arts and Mathematics

PARCC Results

November 2015

Raising the Bar for Education in RI

RIDE Rhode Island Department of Education

Adoption of Common Core State Standards

July 2010: The Rhode Island Board of Regents adopt the CCSS for ELA and Math

Transition

SY2010-2013: RI districts and schools begin to revise curriculum and instruction

Full Implementation

SY2013-2014: All RI schools are using new standards

First PARCC Administration

SY2014-2015: RI schools administer new PARCC assessments to evaluate student progress on CCSS

The Bottom Line

- This is Rhode Island's fifth year of implementation following the adoption of new learning standards CCSS in 2010.

- Released PARCC results provide a starting point to understand where our students stand in their readiness for their futures – the next grade, post-secondary education, or careers.

- We have much work to do. Too many children state-wide did not meet grade-level expectations.

- RI's results are similar to those found in other states and on other types of tests.
  - PARCC baseline data is "Feedback not judgement", states Commissioner Ken Wagner.

Rhode Island must continue to focus on teaching and learning for all students

- About 36% of students are meeting expectations in English Language Arts/Literacy
- About 25% of students are meeting expectations in Math
- Statewide participation was 90% with wide variability across grade levels, schools, and districts
- The performance on PARCC tests isn't surprising- it aligns with other measures such as NAEP and the SAT
- RIDE's next steps include supporting teachers, empowering principals, offering rigorous courses, reimagining our high schools and engaging families and the community

Did NPSD Reach its 95% Participation Rate?

Rhode Island

- Overall participation rate was 90% in ELA/Literacy and 91% in Mathematics
- Participation rates declined as we moved up the grades levels
- School level participation ranged from 100% to 25% participation

NPSD

- Overall participation rate in ELA/Literacy 89% and Mathematics 89%
- NPHS participation rate is a huge concern

Algebra 67%	ELA 9 72%
Geometry 67%	ELA 10 79%

These participation rates would classify NPHS as a Warning School.

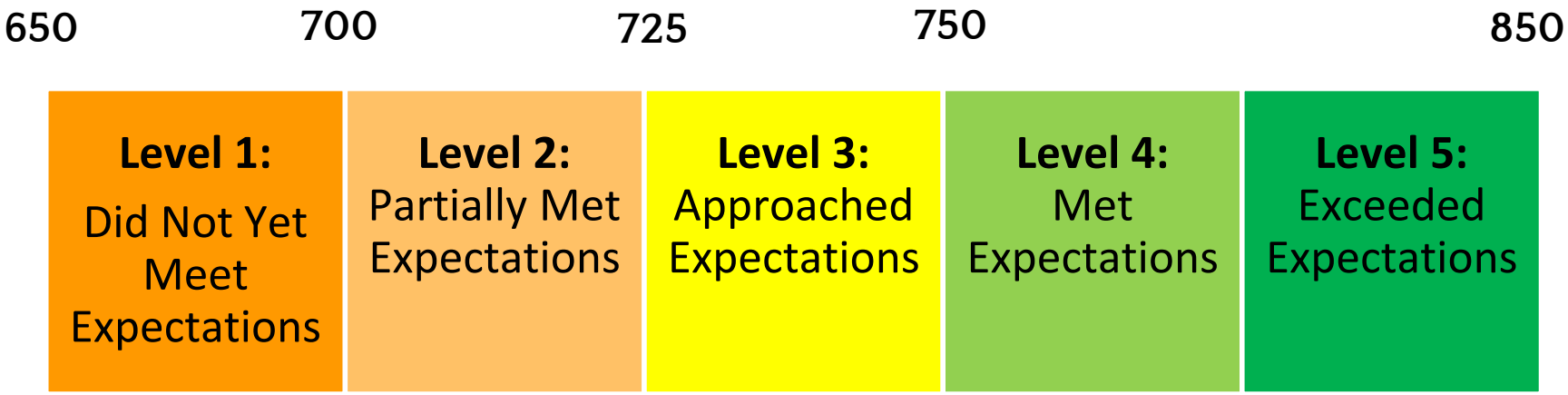
PARCC State & District Results

Keep in mind…

- This is the first year of a new testing program. There is a predictable drop in performance the first year of implementation.
- The results should be used to help us establish a starting point from which we can mark our progress.
- Some students may not have shown their best work- each school will have a clearer perspective on student effort during testing and some participation rates are quite low especially at NPHS.
- Many students were adjusting to a new computer-delivered assessment.
- The information is being shared in order to build knowledge and understanding; not judgment or condemnation.
- The most important take-away is beginning the discussion about what must we do next!

Understanding PARCC Results

- PARCC results are reported in a number of ways so that districts, schools, teachers, and parents can see how students performed on each assessment.
- PARCC uses five **performance levels** that delineate the knowledge, skills, and practices students were able to demonstrate on the PARCC assessment.
- PARCC assessments have **scale scores** that range from 650 to 850 for overall performance in mathematics and ELA/Literacy. Scale scores are useful to capture changes in performance over time.
- **Subclaims** are a set of subject-specific skills that highlight important areas within a content area to provide a deeper understanding of a student's score. The subclaim reports can be used with other information, such as grades, teacher feedback, and scores on other assessments, to help determine each student's unique academic strengths and needs.



What do the results tell us about our progress toward meeting more challenging content in ELA/Literacy?

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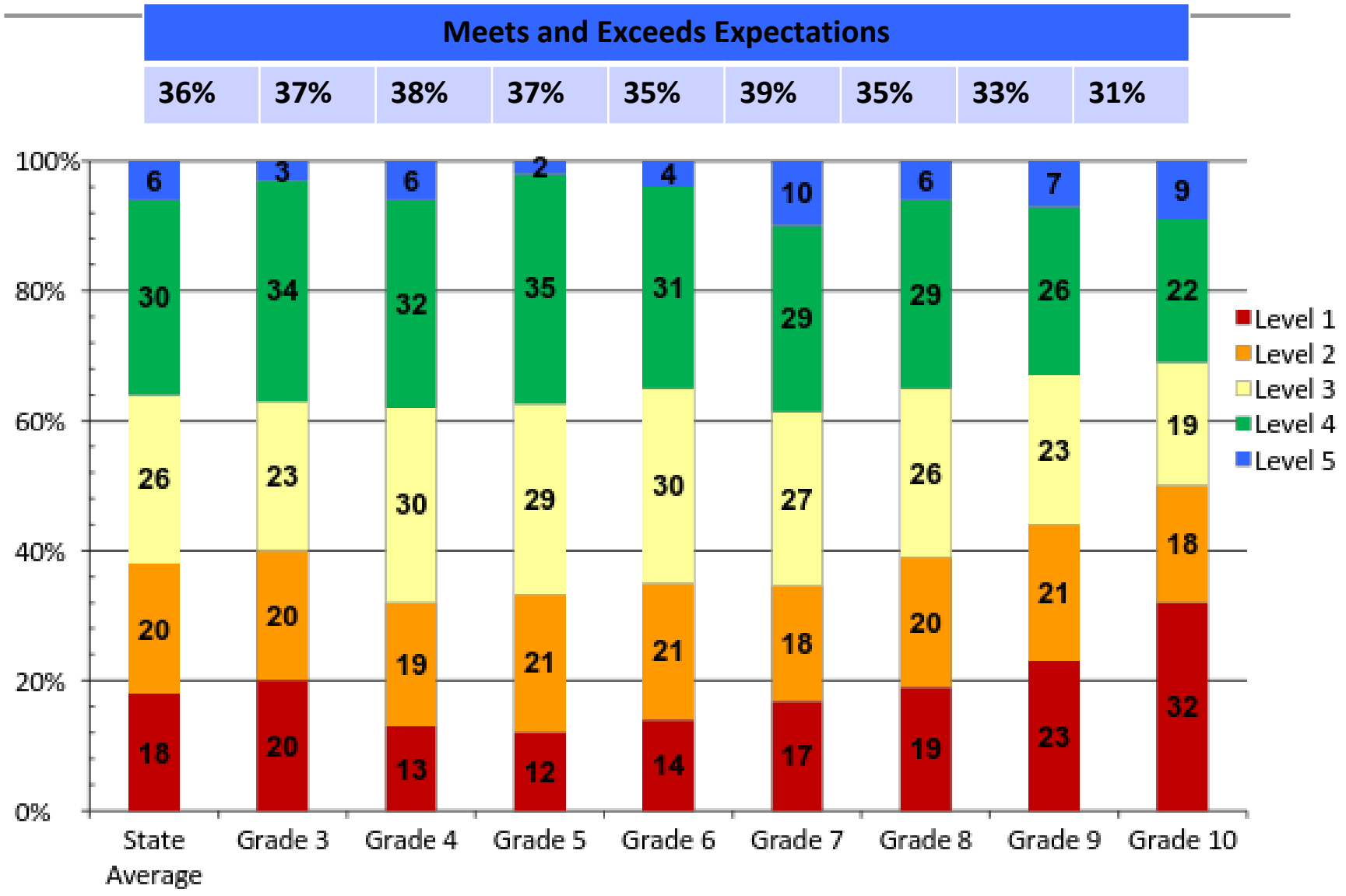
Rhode Island

- About 36% of students across grades 3-10 "*Met Expectations*"
- Performance is fairly even across all grade levels
- High school performance is slightly lower but so are participation rates (80% and 76% in grades 9 and 10)
- There is wide variability in district performance (0.0% to 77%) and in school performance (0.0% to 88%)
- Students performed similarly across Reading subclaim areas at the state level. In writing, Knowledge and Use of Language Conventions was a relative strength with 45% of students meeting expectations versus only 39% for Writing Expression.

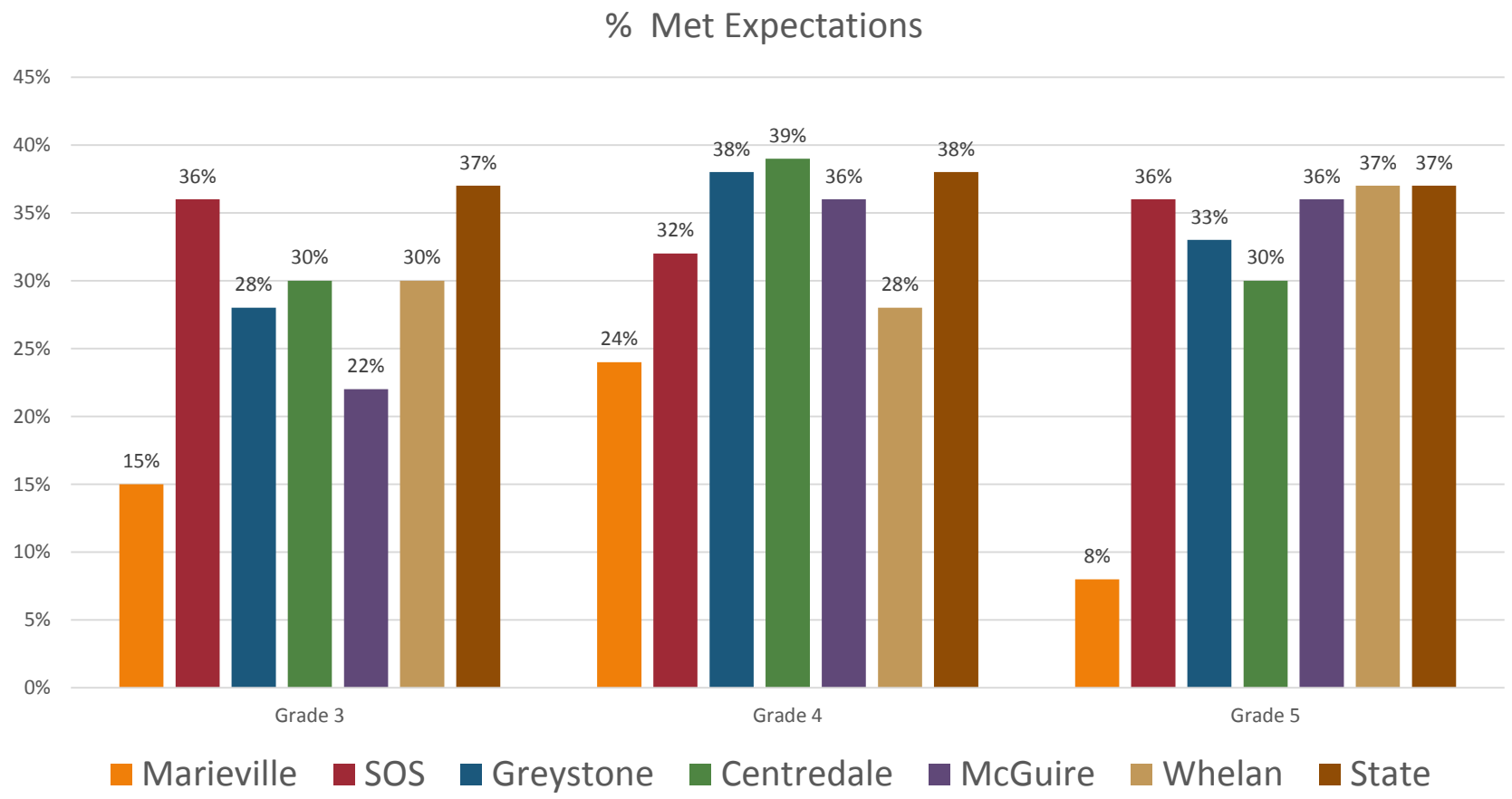
NPSD

- About 31% of students in grades 3-10 met expectations
- Elementary 40%, middle 29% , high 35%
- This year's next steps will focus on the middle level in ELA

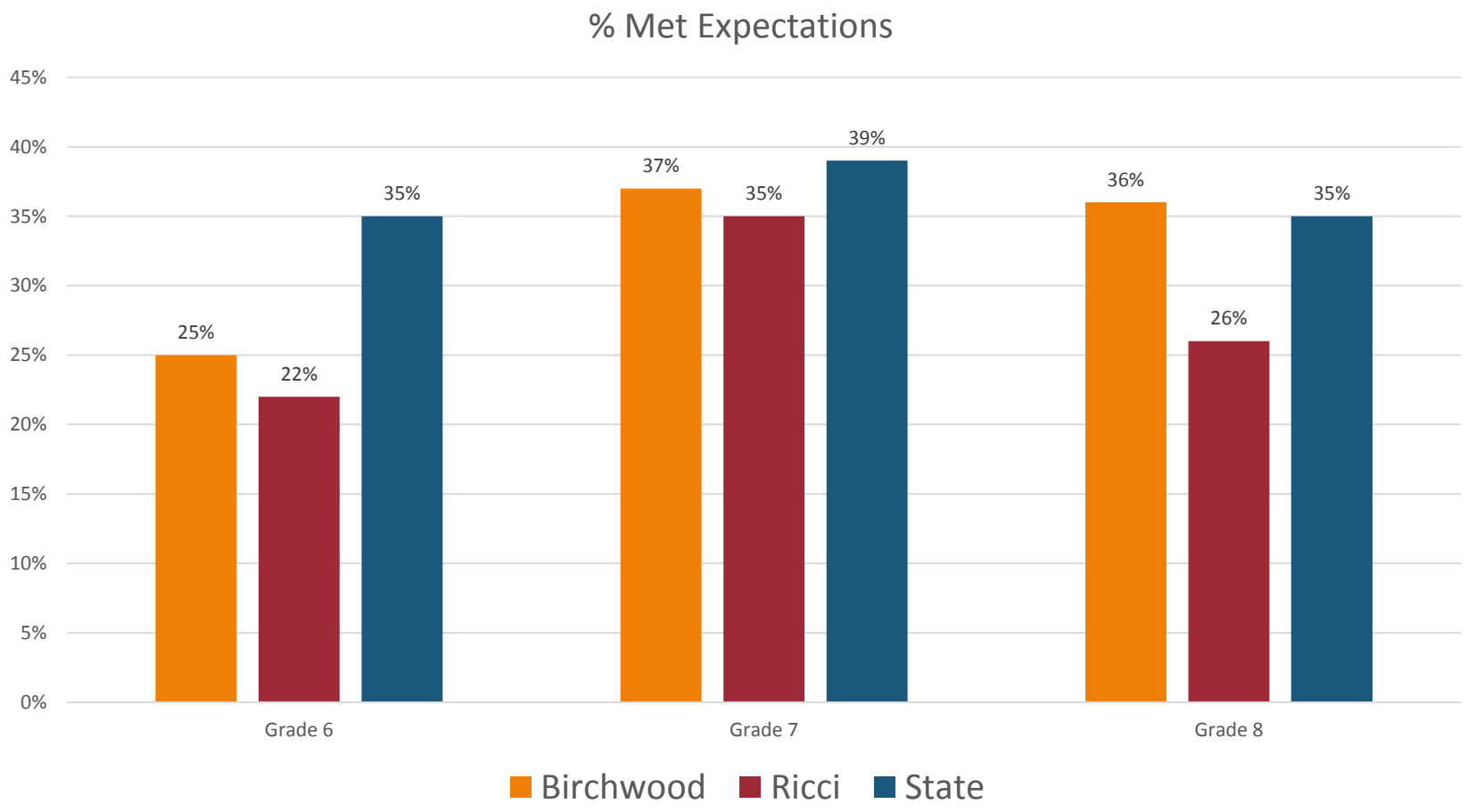
ELA/Literacy: Percentage at Each Performance Level



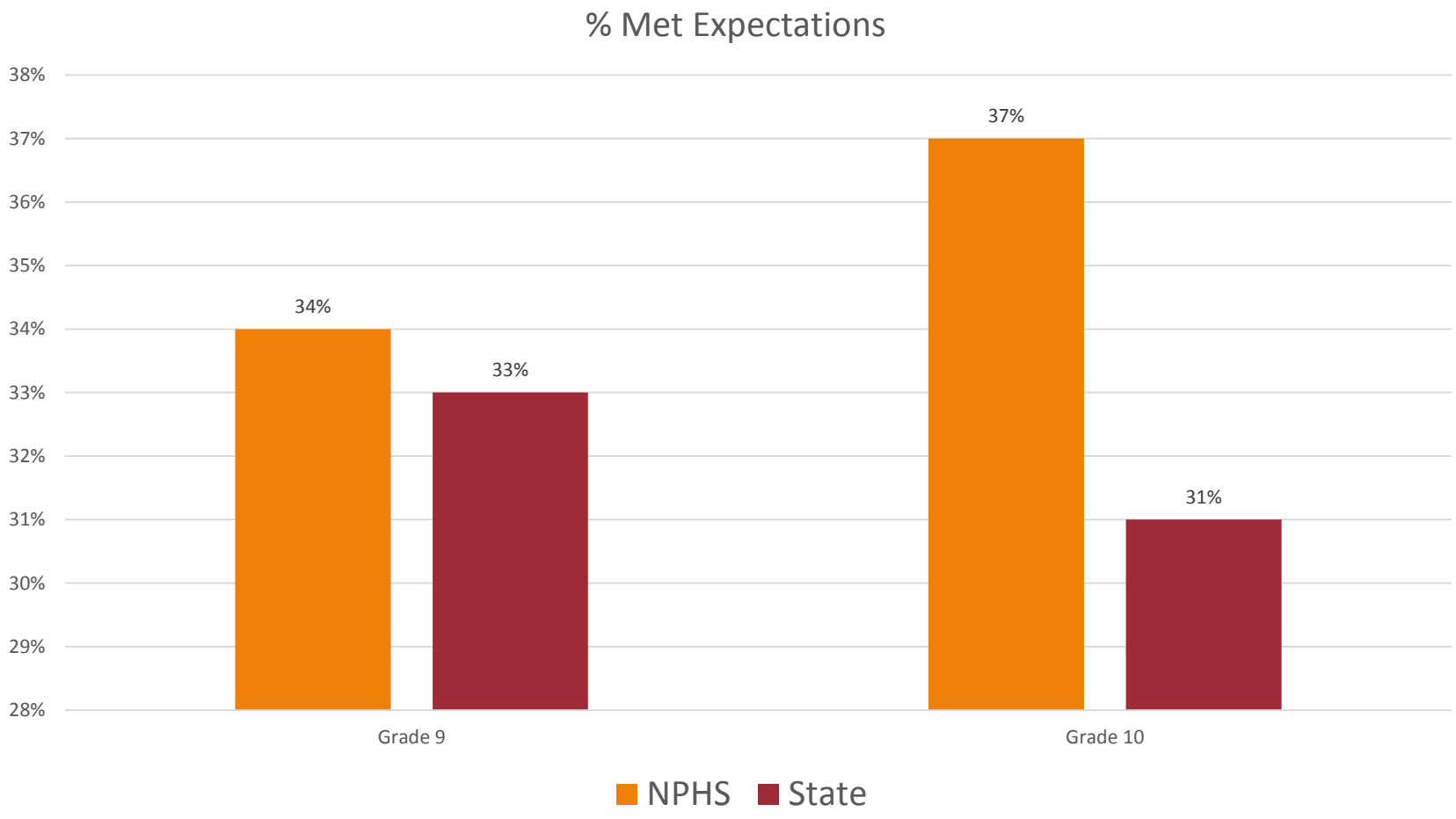
Elementary ELA



Middle School ELA



High School ELA



What do the results tell us about our progress toward meeting more challenging content in Mathematics?

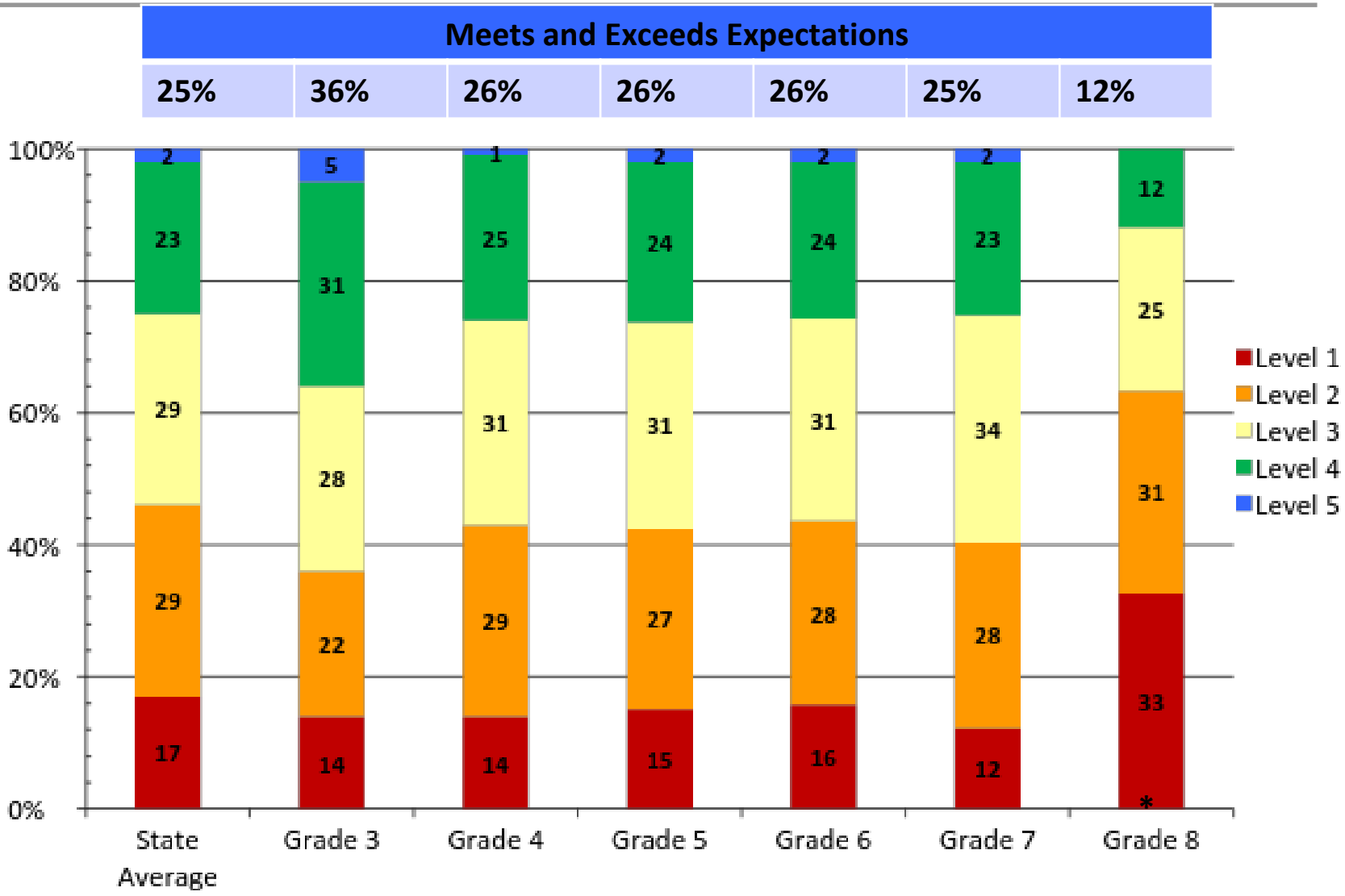
Rhode Island

- About 25% of students across grades 3-8 and high school "Met Expectations"
- There are some important differences in math performance across grade levels
- About 26% of 8th graders took a high school PARCC test
- There is wide variability across districts in the percent of students meeting expectations: 0.0% to 58.1%

NPSD

- About 18% of students met expectations in mathematics
- Elementary 26%, middle 13%, high 14%
- 80% of 8th graders took the 8th grade Math PARCC, 20% took Algebra 1

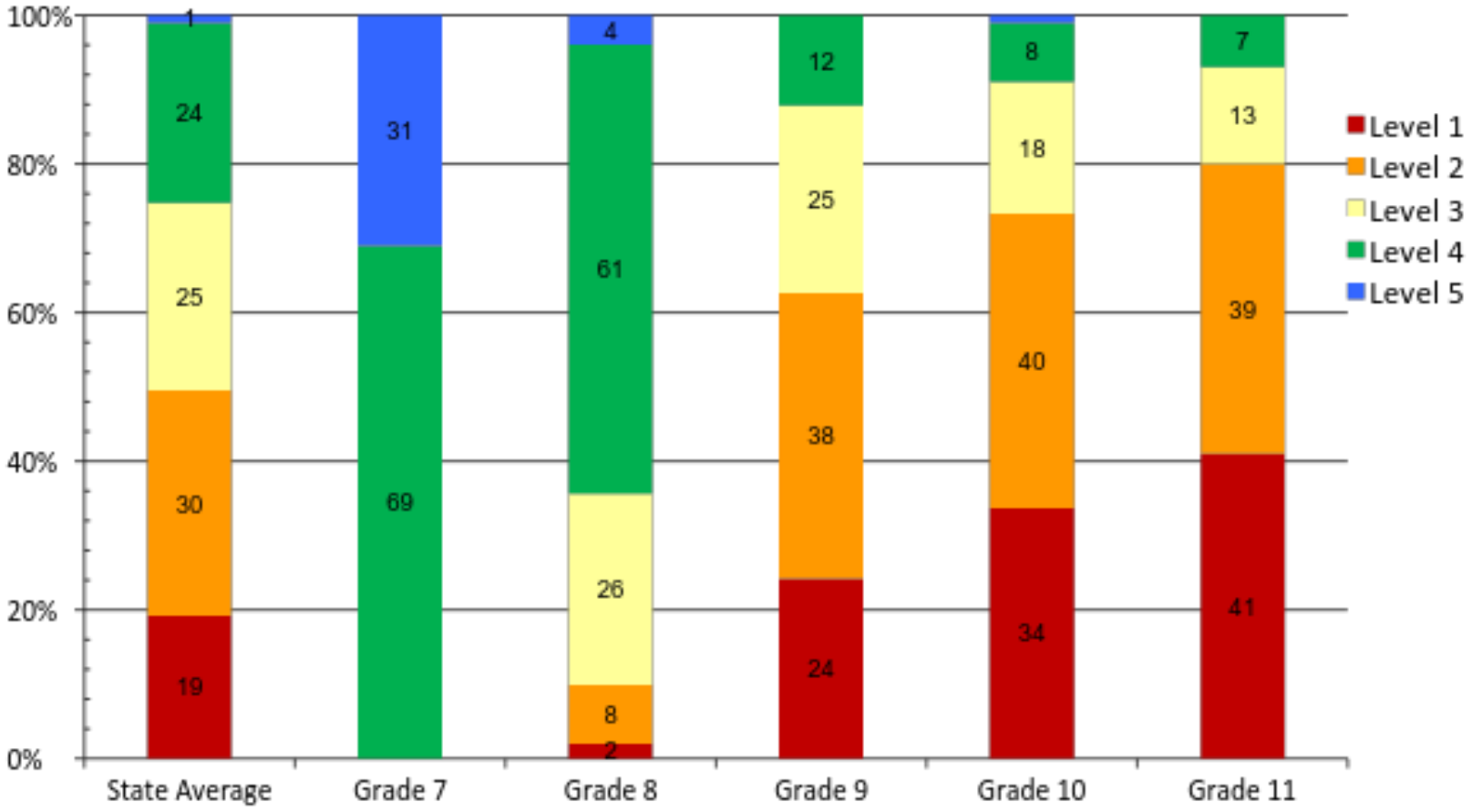
Mathematics: Percentage at Each Performance Level



* Data presented represent only those students who took the PARCC Grade 8 Mathematics Assessment (which is 76% of all 8th graders).

Algebra I: Percentage at Each Performance Level by Grade

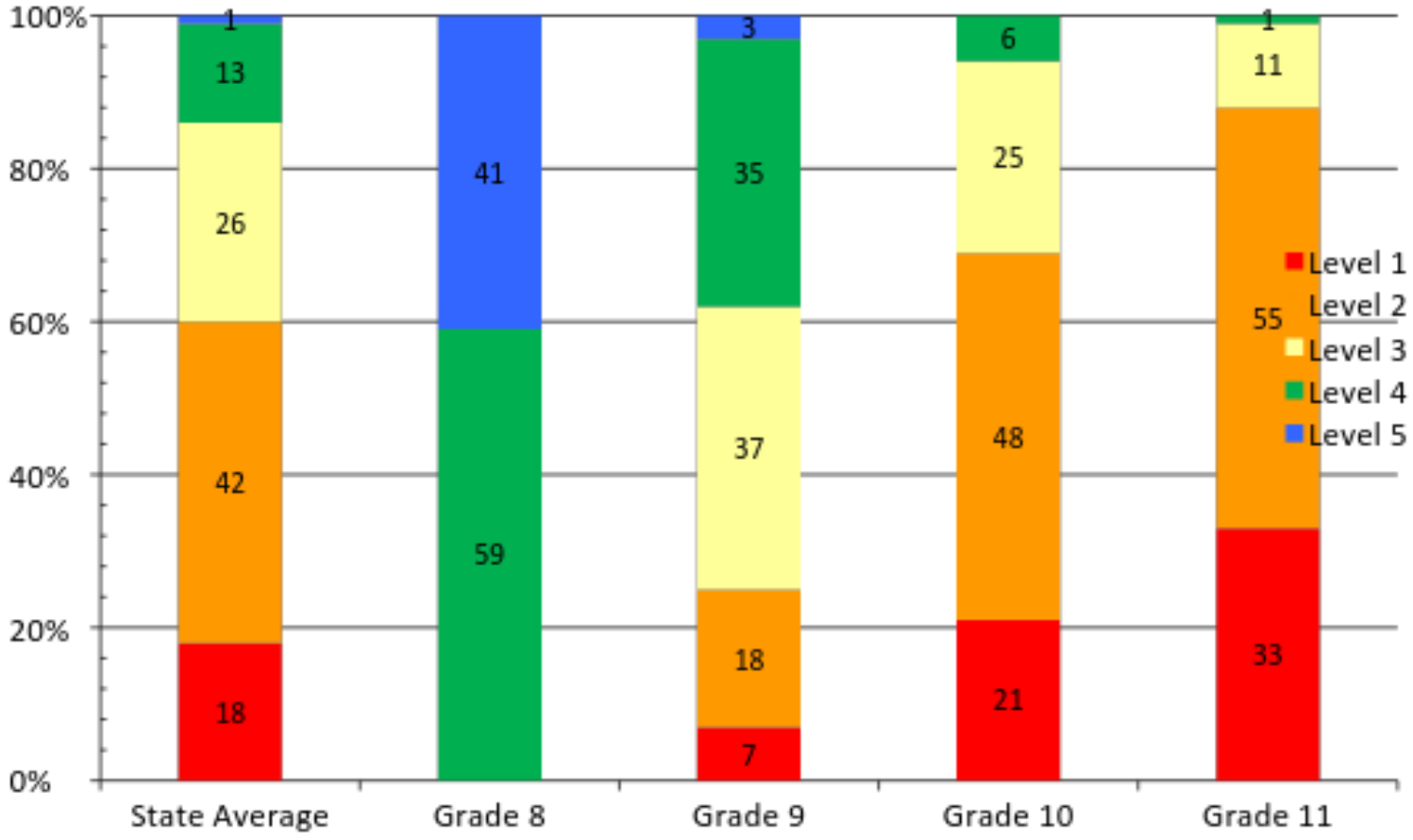
Meets and Exceeds Expectations					
25%	100%	65%	12%	9%	7%



9382	16	2,481	6,224	569	147
Number of Students Tested					

Geometry: Percentage at Each Performance Level by Grade

Meets and Exceeds Expectations				
14%	100%	38%	6%	1%



7882	17	1927	5181	756
Number of Students Tested				

Understanding Math Results in Grade 8/Algebra I

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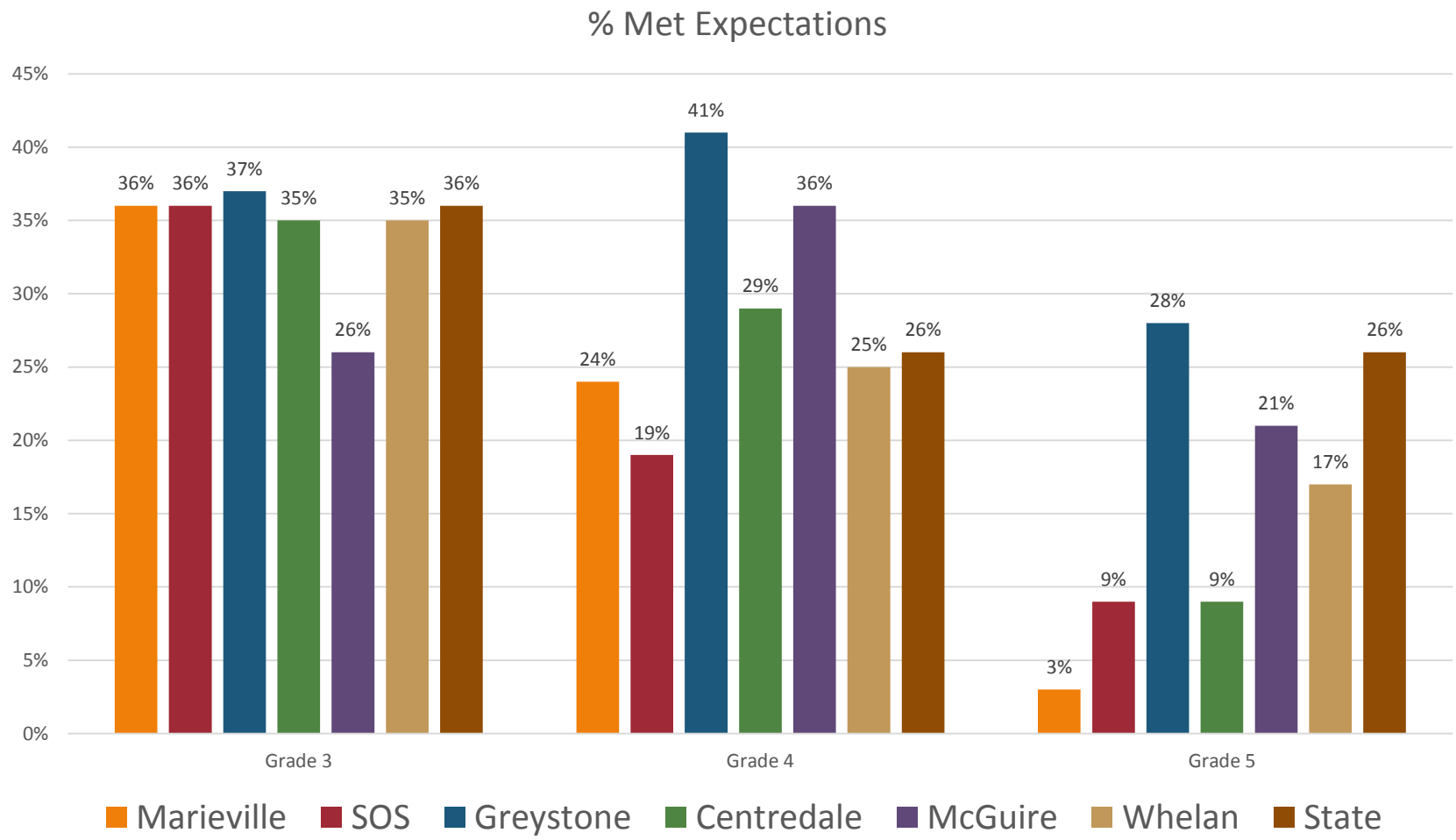
Rhode Island

- About 26% of students in grade 8 took the Algebra I test; the variation among districts is wide and an important point to put the results in context. The range is from 19% to 100%.
- Generally, students who are stronger in math take Algebra I in middle school. Therefore, the grade 8 data can provide an incomplete picture of performance in some schools.
- High school performance is also impacted because we allow students to take "course-aligned" tests. Student data on Algebra I is much stronger among middle-schoolers than high school students.

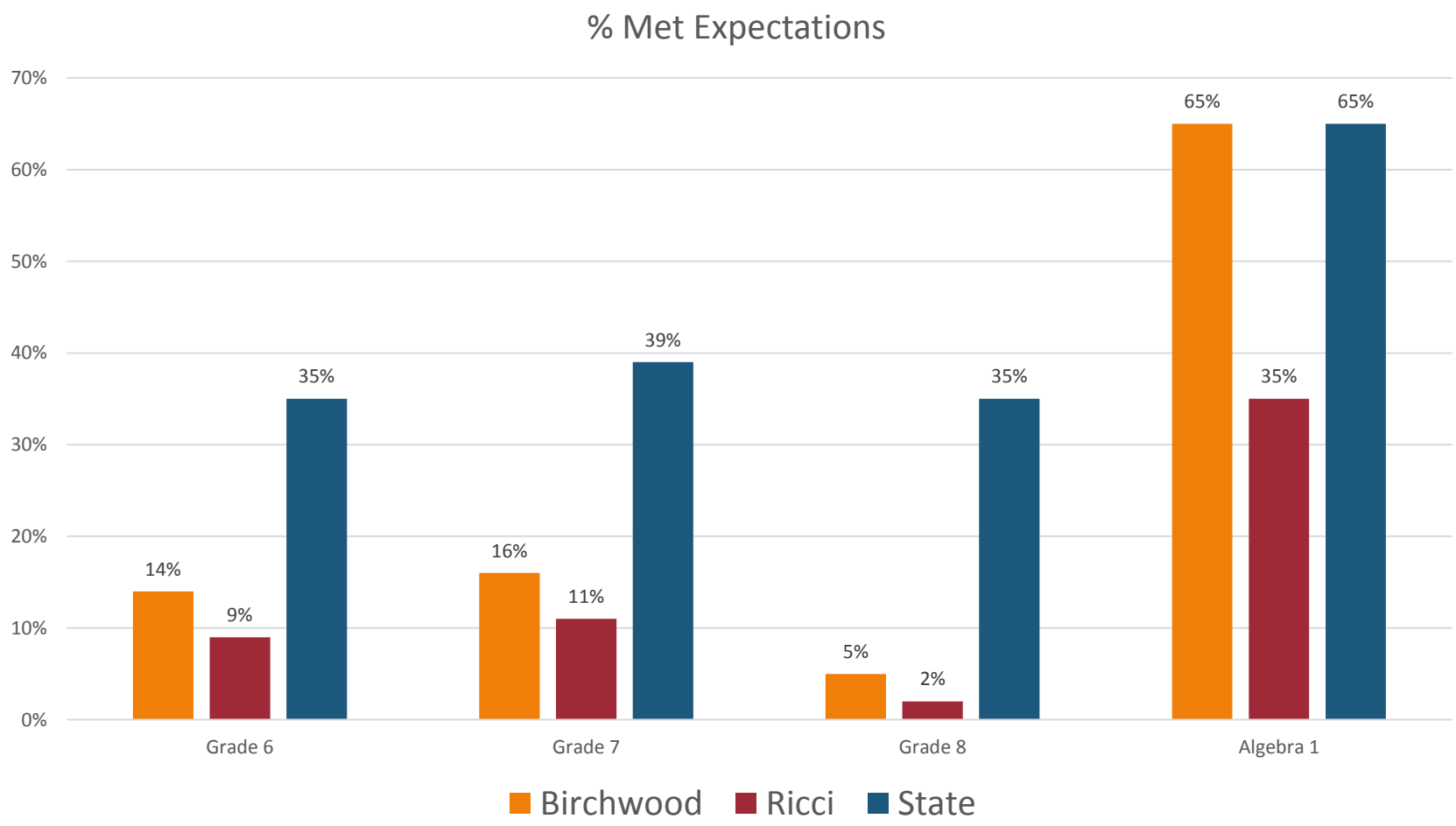
NPSD

- 20% of middle school students took high school Algebra 1 PARCC
- Middle school performance on Algebra PARCC 49%

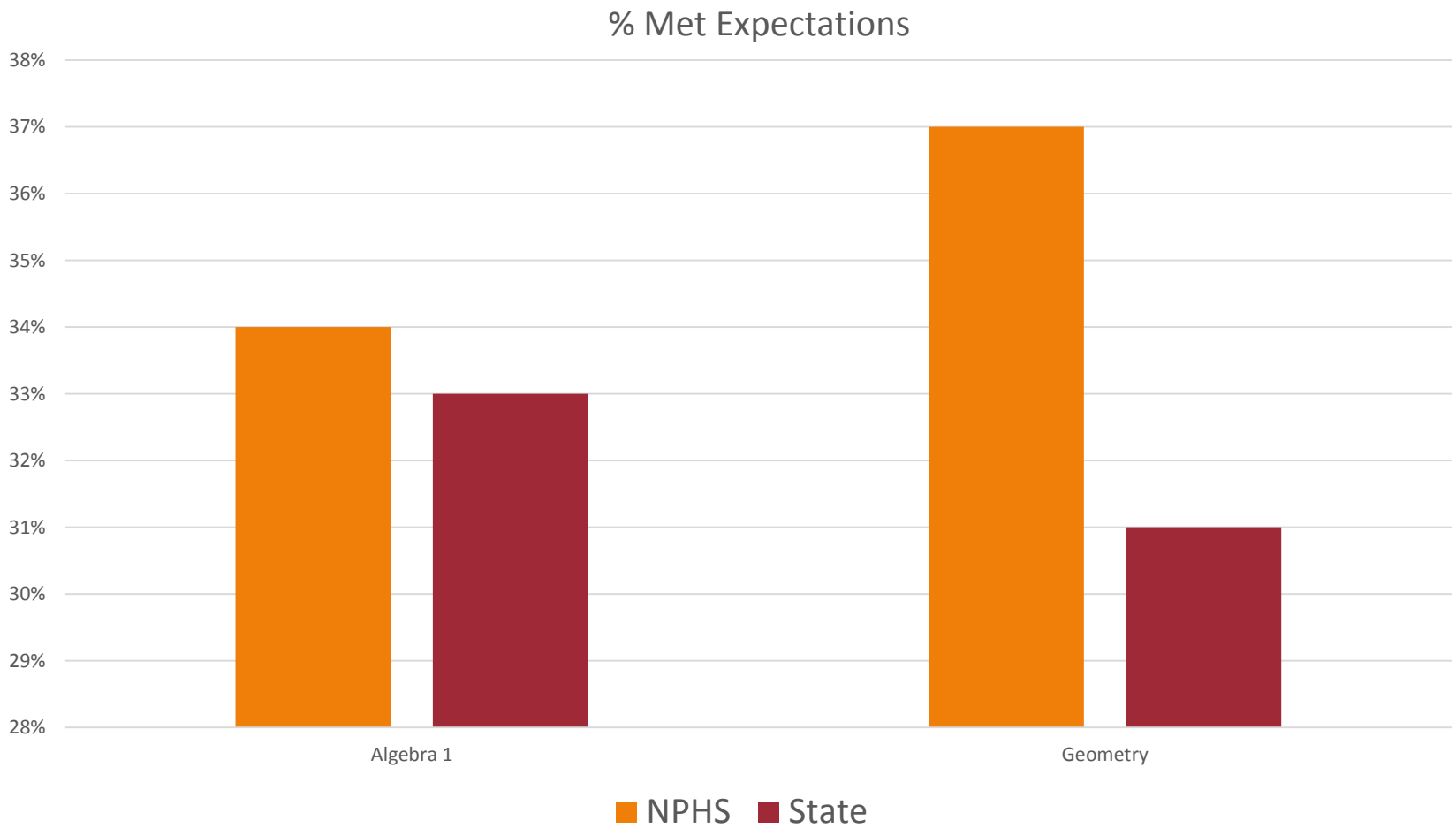
Elementary Mathematics



Middle School Mathematics



High School Mathematics



RIDE Interactive Report

Please visit

https://iss.ride.ri.gov/AssessmentResults

This site compares schools and districts by grade level and subgroups for more detailed data. The link can also be found on the NPSD website under Assessments on the Assistant Superintendent's page.

Connections to Teaching and Learning

- **Families** can use the results to engage their child in conversations about school and his or her progress and can work with their child's teacher(s) and school to understand the PARCC results within the context of many other indicators of student learning.
- **Teachers** can use this year's results to reflect on the instructional shifts they have made against students' performance on the assessment.

Assessments should be used in service of teaching and learning. They are the starting point for our work- not the conclusion.

- **Schools** can use this information and look at patterns across grade levels and among differences in student subgroups to make more informed curriculum decisions, ensure that all students have the opportunity to learn, engage parents, and make decisions that guarantee that all students are placed with teachers who can meet their needs.
- **Districts** can use the results to review each school's performance to identify what supports and resources are needed to meet the needs of their students. Districts can review patterns of performance, using PARCC and other data sources, among schools and begin to identify which schools need additional support. The results can be used to engage the community on what is planned to move the district forward and support schools.

RIDE's Next Steps

- Continue to analyze state data to inform resources, technical assistance and professional development designed to advance our understanding of teaching and learning in English Language Arts/Literacy and mathematics.
- The range of supports offered to districts, teachers, parents and the community will include:
  - PARCC Results Interpretation Workshops
  - School Workshops focused on ELA/Literacy or Mathematics
  - Community Meeting Support
  - Tiered Intervention for Struggling Schools
- Student reports will be sent to each district by December 4th so that they can be sent home to families. Additional information on student reports can be found at http://understandthescore.org/

NPSD's Next Steps

- Analyze school data at SIT meetings and grade level/CPT meetings
- Focus all available supports:
  - Review Math Interventionist schedule at the Middle Schools
  - K-8 Mathematics coach focus on the Middle Schools
  - Curriculum & Technology Integration Specialist focus on instructional strategies in all content areas at the Middle School
  - Augment elementary reading and resource teachers schedules to possibly provide services before and/or after school
  - Title I Coordinator to focus PD and modelling in specific grade levels by school based on data
  - Special Ed PD in co-teaching at the middle school level
  - Review possible changes to the Middle School schedule for next year
- Superintendent, Assistant Superintendent and Principals will continue to visit classrooms and take Walkthrough Data to help guide the focus on teaching and learning throughout the district.