

FACT SHEET

Partnership for Assessment of Readiness for College and Careers (PARCC) Assessment Results

The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment administered in the school year 2014-2015 is the final step in the transition to the Common Core State Standards (CCSS) that were adopted in 2010 for implementation beginning in the school year 2011-2012. PARCC is one of two consortia of states that received \$330 million in federal Race to the Top Assessment Program funding to develop tests aligned to the CCSS. Replacing the New Mexico Standards-based Assessment for reading and mathematics, PARCC testing for English language arts and mathematics was administered to students in third through eleventh grade during two testing windows in the school year 2014-2015: March 2-27, 2015 and April 13-May 8, 2015.

According to the PARCC website, the early spring performance-based component captures critical-thinking, reasoning, and application skills through extended tasks. The end-of-year component consists of innovative, short-answer questions, and items to measure concepts and skills. To help simplify administration for the school year 2015-2016, the PARCC governing board shortened the assessment by 90 minutes and it will be administered in one testing window, from April 4-May 13, 2016. In addition, for the school year 2016-2017, states are allowed to choose from:

- the complete PARCC test using the Pearson platform;
- the PARCC test blueprint and content but with the ability for states to hire their own vendor for administration;
- blocks of test items, with the ability to choose their own vendor to administer the test; or
- any individual test questions or sets of test items.

Statewide PARCC Assessment Results

In October, the Public Education Department (PED) released statewide PARCC assessment results for third through eleventh grade for English language arts and mathematics. Historically, results have been released in the summer. The release of school year 2014-2015 results were delayed until the cut score setting process was finalized, detailed further below. In future years, results are expected to be released in the summer. PARCC results for individual students in all grades and subjects will be made available to school districts this month. Final A-F grades for compliance with the *A-B-C-D-F Schools Rating Act* are projected to be released in December. Currently, information is available on PED website by school district and school, as well as statewide. Information on demographic subgroups of student populations is not currently available.

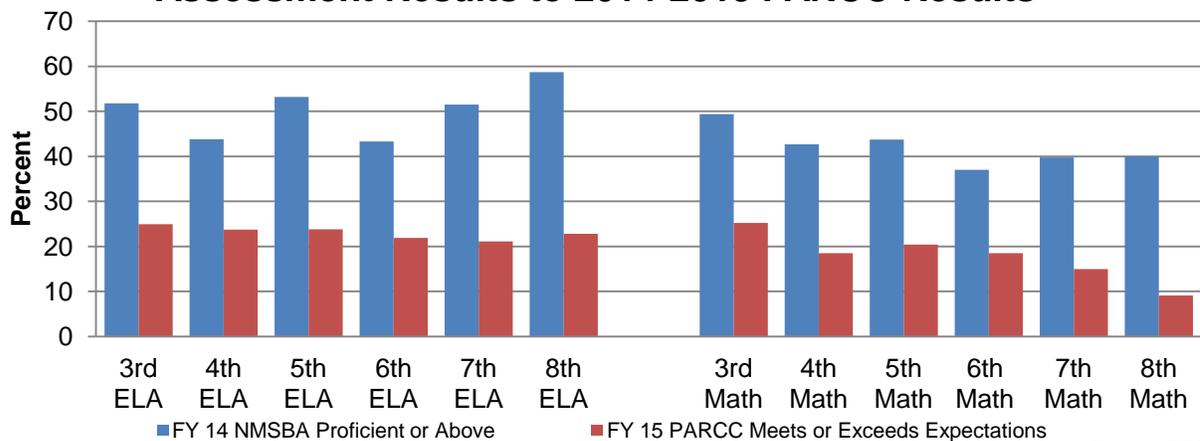
The PARCC assessment provides results in five performance levels:

- did not meet expectations (Level 1);
- partially met expectations (Level 2);
- approached expectations (Level 3);

- met expectations (Level 4); and
- exceeded expectations (Level 5).

Students scoring in levels 4 or 5 are considered to have demonstrated competency. The previous New Mexico Standards-based Assessment provided results in four performance levels: beginning step, nearing proficient, proficient, and advanced. Students scoring proficient or advanced on the New Mexico Standards-based Assessment were considered to have demonstrated competency. Guidance from PED to school districts indicates that, for the purposes of meeting the high school graduation requirements, for the 2016 graduating cohort, school districts are allowed to accept students who scored in the Level 3, approached expectations range, as having demonstrated competency.

Comparison of 2013-2014 New Mexico Standards-based Assessment Results to 2014-2015 PARCC Results

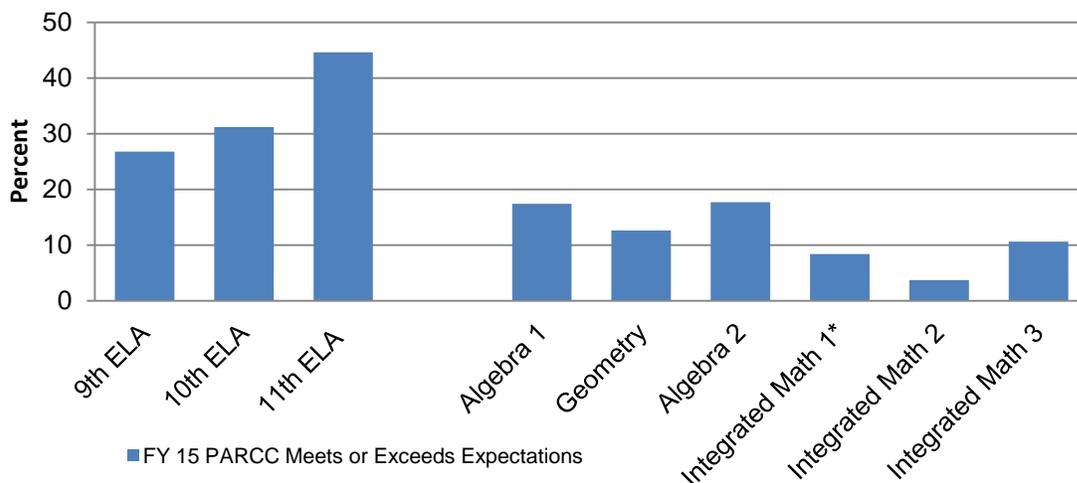


Source: PED

Statewide proficiency scores decreased in FY 15. In third through eighth grade, the lowest scores were in eighth grade math with 9.1 percent of students scoring proficient. The highest results were shown in third grade math, with 25.2 percent of students scoring proficient. Information from PARCC and PED indicate that the school year 2014-2015 is a base year for the purposes of comparing student performance going forward.

At the high school level, PARCC offers different assessments by subject area than the New Mexico Standards-based Assessment offered. In addition, because high school PARCC assessments test subject areas, different cohorts take the test at different times in their high school career. For example, some eighth graders took the Algebra I exam instead of eighth grade math. Therefore, scores at the high school level are less comparable between tests. The lowest high school scores were in Integrated Math 2 with 3.7 percent of students scoring proficient. The highest results were shown in eleventh grade English language arts, with 44.6 percent of students scoring proficient. A comparison of school year 2014-2015 PARCC and New Mexico Standards-based Assessment results are presented (see **Attachment**, Comparison of 2013-2014 New Mexico Standards-based Assessment Results to 2014-2015 PARCC Assessment Results).

2014-2015 High School PARCC Results



*Results for Integrated Math 1 had too few students exceeding expectations to include results.

Source: PED

Cut Score Setting Process

A final step in the PARCC assessment development was the setting of the threshold for determining performance levels of student performance. Termed “cut scores,” these are the scores above or below which a student’s individual performance is classified into one of the five performance levels. PARCC member states developed descriptors for each level of performance. According to PARCC, in July and August 2015, over 240 educators, including educators who serve students with disabilities, educators who teach English language learners, postsecondary faculty and state education experts (including New Mexico teachers) met to review each of the PARCC assessments.

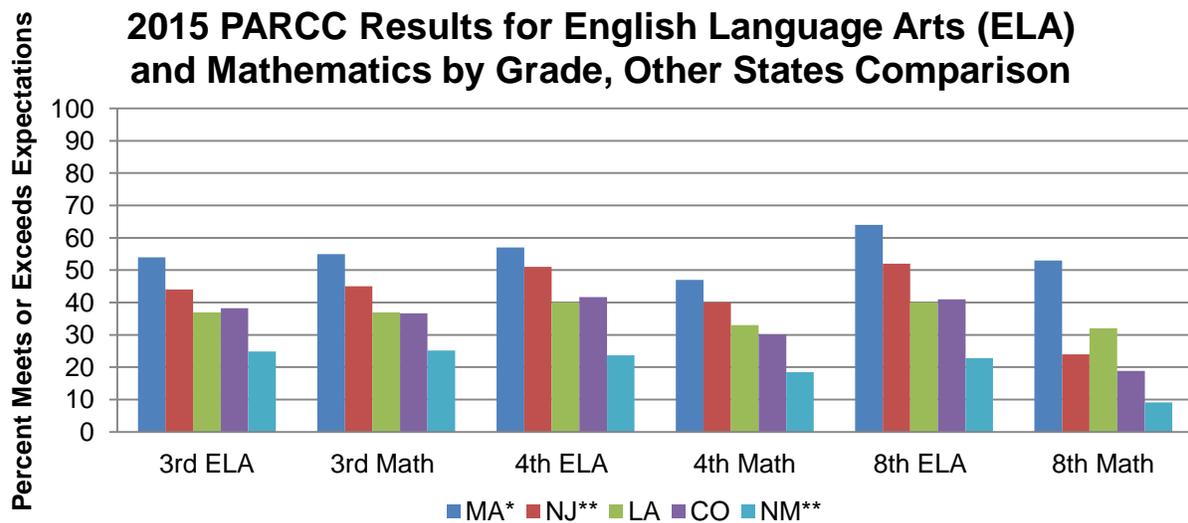
According to PED staff, these stakeholders examined both assessment questions and student answers from consortium states, indicating New Mexico students are benchmarked against students in other PARCC states. Using the performance-level descriptors, test results and their expertise, the education stakeholders worked with assessment and accountability experts to recommend a range of cut scores. To ensure alignment of cut scores from grade to grade, education stakeholders recommended cut scores for the high school assessments first, followed by third through eighth grade. The PARCC governing board, consisting of the member states, reviewed and adopted cut scores in September 2015.

Comparison to Other PARCC States

In 2015, 11 states, including Arkansas, Colorado, the District of Columbia, Illinois, Louisiana, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island administered the test. In addition, New York City conducted a pilot program with 5,000 students in 25 schools. Three additional states that administered a field test in June 2014, Arizona, New York, and Tennessee, did not administer the test in 2015.

Other PARCC member states experienced a similar decline in student performance when transitioning between old state assessments and the new PARCC assessments. According to the Associated Press, in Massachusetts, where a policy discussion on whether to adopt PARCC

assessments or continue use of the old state assessments is ongoing, students who took PARCC math and English language arts tests were less likely to score in the proficient range than students who took the state exams. Other media reports in Colorado indicate that the percentages of students scoring in the top two levels on PARCC are considerably lower than those achieving the top two levels on the previous state tests. Statewide results for English language arts and mathematics have been made public by Louisiana, Massachusetts, New Jersey, Colorado, and New Mexico and are presented below. Other states will make results available in the coming months.



*MA results reflect a representative sample.

** In NJ and NM eighth graders took Algebra I test. Results may not be representative of eighth grade math as a whole.

Sources: Louisiana Dept. Of Ed., Massachusetts Dept of Elem. and Sec. Education, New Jersey Dept. of Ed., and NM PED

According to a recent survey conducted by the Education Commission of the States (ECS), seven states and Washington, DC, plan to administer the full PARCC assessment in 2015-2016. The Arkansas State Board of Education voted to discontinue use of PARCC and pursue a statewide assessment contract with ACT Aspire. Ohio’s two-year budget bill, signed into law this summer, prevents the use of public funds on the PARCC assessments and requires the Ohio Department of Education to find a new assessment provider. In January 2015, the Mississippi Board of education voted to withdraw from participation in PARCC and issued a new Request for Proposal for state assessments aligned to the CCSS for school year 2015-2016. Louisiana is also no longer governing members of PARCC.

**Comparison of 2013-2014 New Mexico Standards-based Assessment
Results to 2014-2015 PARCC Assessment Results**

	NMSBA Assessment	NMSBA Percent Proficient or Above	PARCC Assessment	PARCC Percent Meets or Exceeds Expectations	
1	3rd Reading	51.8	3rd ELA	24.9	1
2	4th Reading	43.8	4th ELA	23.7	2
3	5th Reading	53.2	5th ELA	23.8	3
4	6th Reading	43.3	6th ELA	21.9	4
5	7th Reading	51.5	7th ELA	21.1	5
6	8th Reading	58.7	8th ELA	22.8	6
7	High School 2*	37.7	9th ELA	26.8	7
8	High School 3*	51.7	10th ELA	31.2	8
9	High School Other	17.9	11th ELA	44.6	9
10	3rd Math	49.4	3rd Math	25.2	10
11	4th Math	42.7	4th Math	18.5	11
12	5th Math	43.7	5th Math	20.4	12
13	6th Math	37.0	6th Math	18.5	13
14	7th Math	39.8	7th Math	15.0	14
15	8th Math	40.0	8th Math	9.1	15
16	High School 2*	30.4	Algebra 1	17.4	16
17	High School 3*	42.8	Geometry	12.6	17
18	High School Other	8.6	Algebra 2	17.7	18
19	N/A	N/A	Integrated Math 1*	8.4	19
20	N/A	N/A	Integrated Math 2	3.7	20
21	N/A	N/A	Integrated Math 3	10.6	21

* High School 2 or 3 refers to the student's year in high school, typically grades 10 and 11. High School Other refers to older students not previously tested in high school.

Source: PED