



# ALBUQUERQUE PUBLIC SCHOOLS

## PARCC: 2014-2015 School Year Results and Instructional Plans

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Acting Superintendent

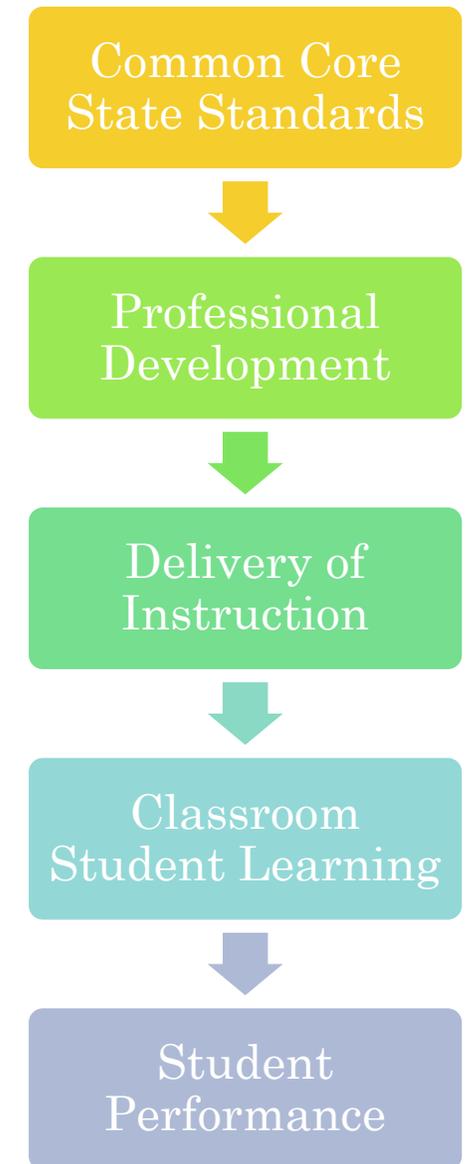
Legislative Education Study Committee  
Representative Dennis Roch, Chair  
Senator John Sapien, Vice Chair

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## APPROACHING THE PARCC RESULTS

- PARCC results are one of many indicators that tell teachers, principals and district administrators how well their students are performing in the classroom.
- PARCC assessment is aligned to the Common Core State Standards (CCSS) and provides educators the first overarching look at the transition to the CCSS.

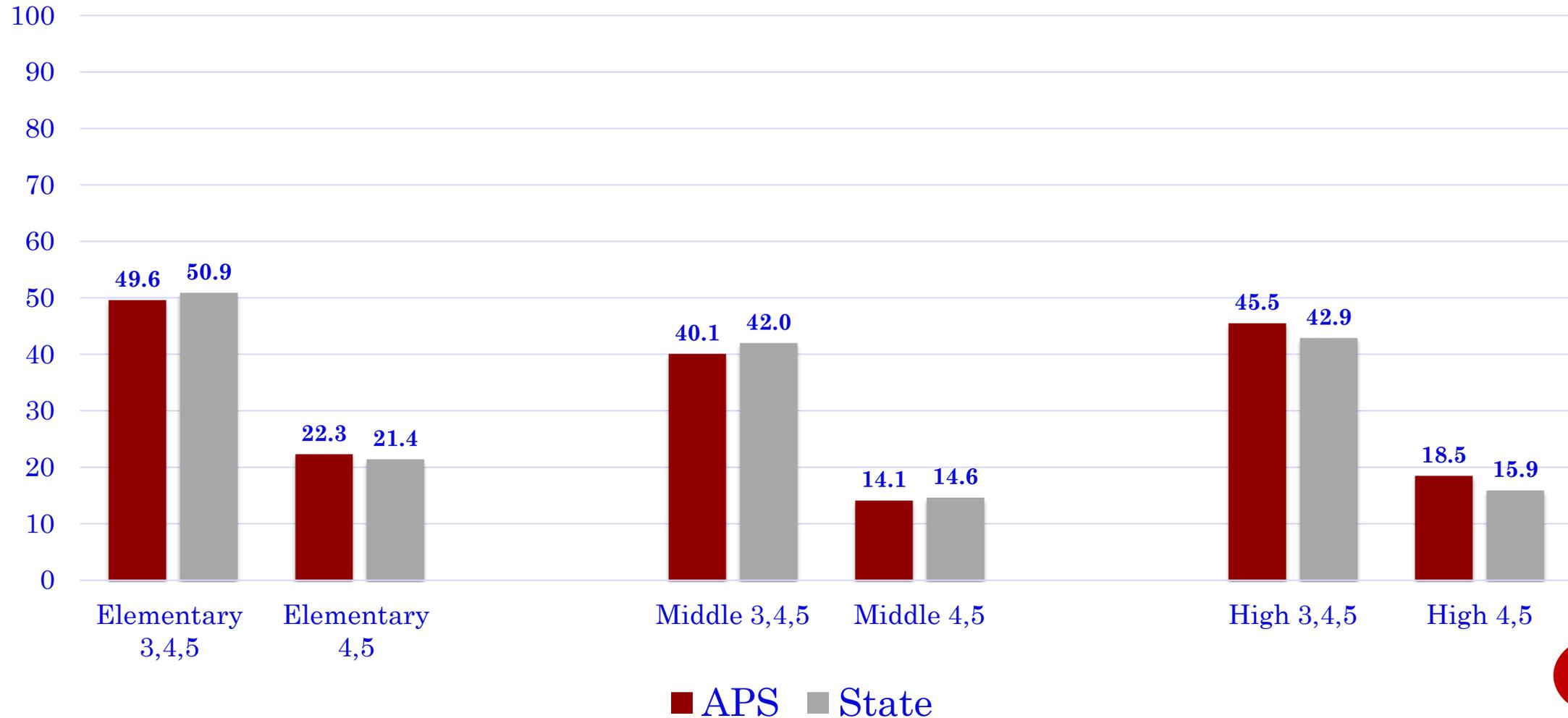


## INTERPRETING THE PARCC SCORES

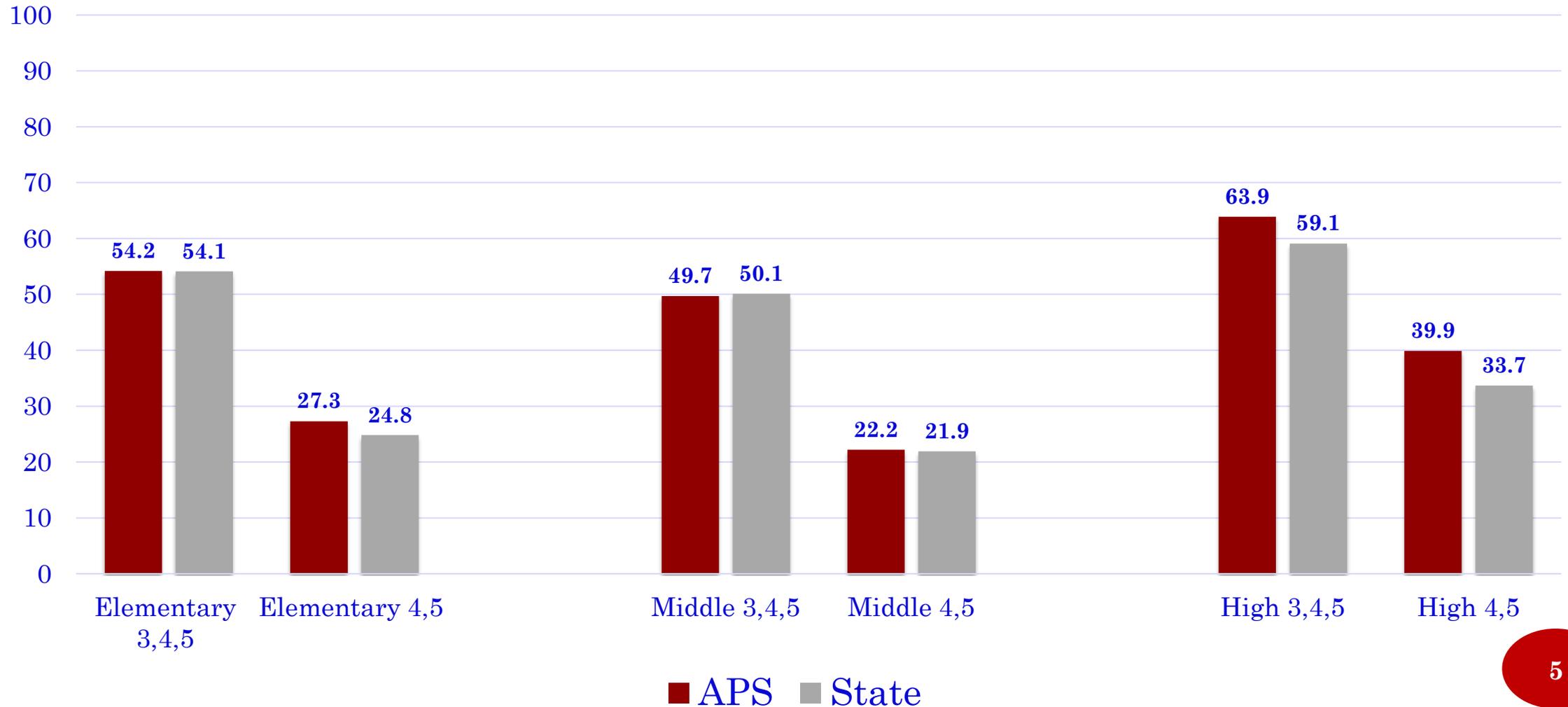
- A Performance Level of 4 or 5 is considered to be “On Track to be College and Career Ready”
- APS reports do not include locally-authorized charter school scores
  - Scores in this presentation will not match scores published in other media
- When we include students scoring a 3, there is generally a 20-30 percentage point increase in the results



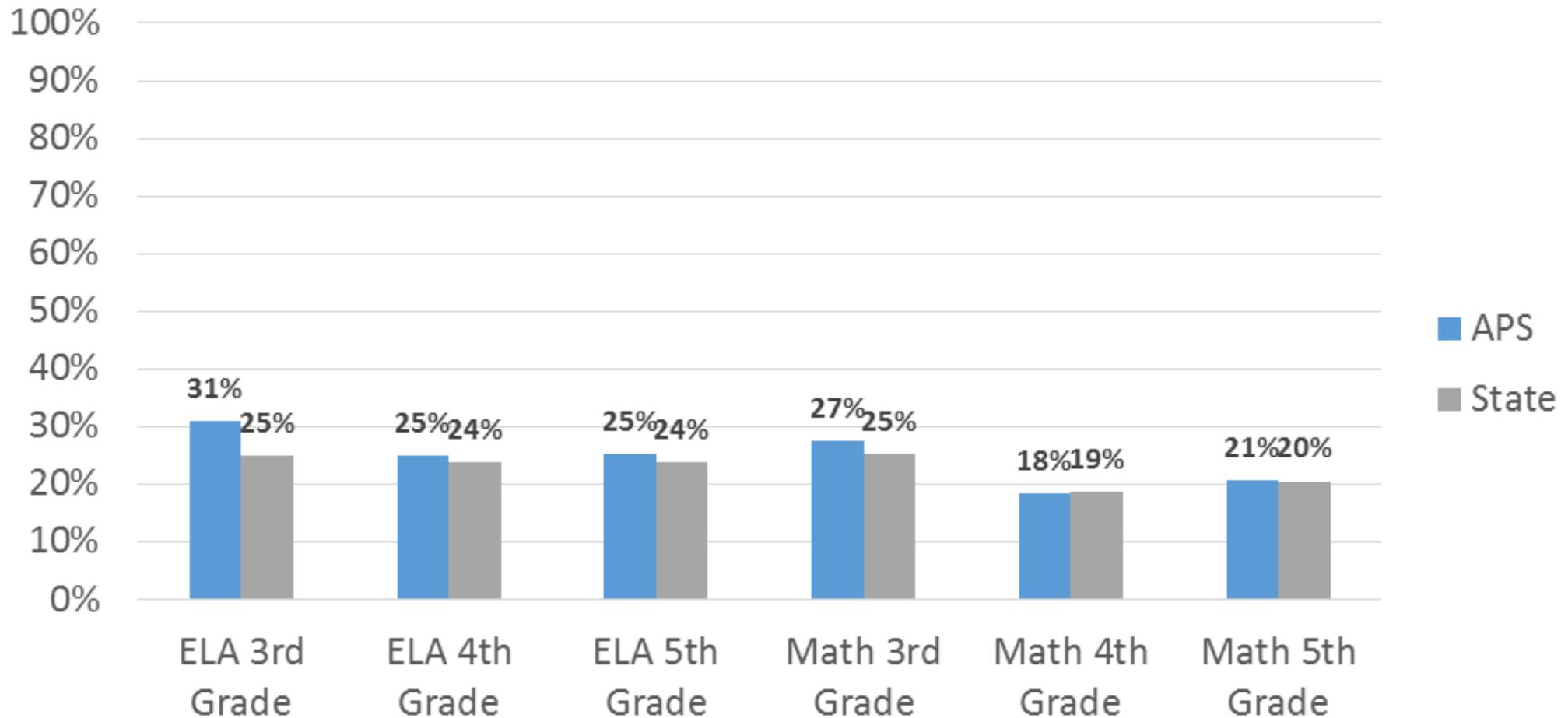
# PARCC Math Results: APS Compared to State



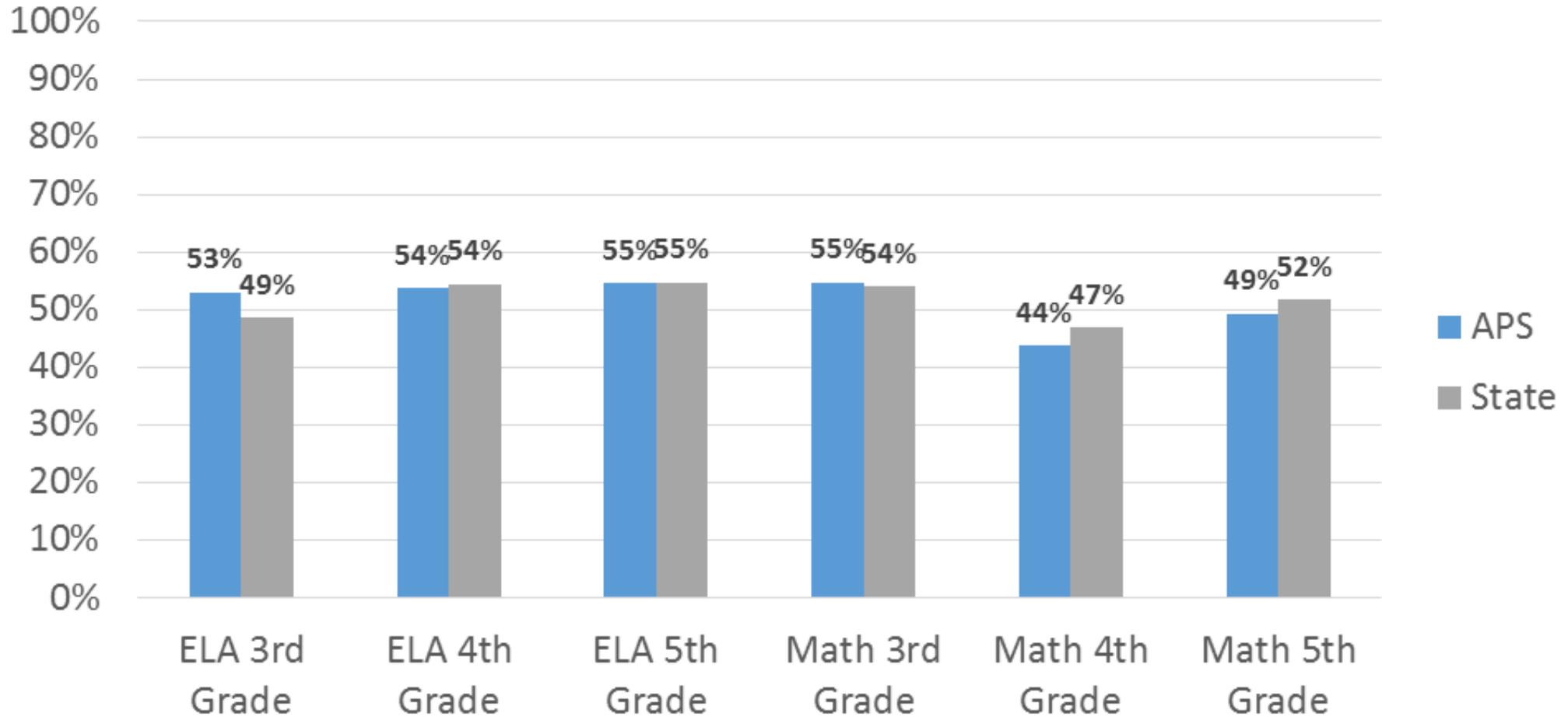
# PARCC English Language Arts (ELA) Results: APS Compared to State



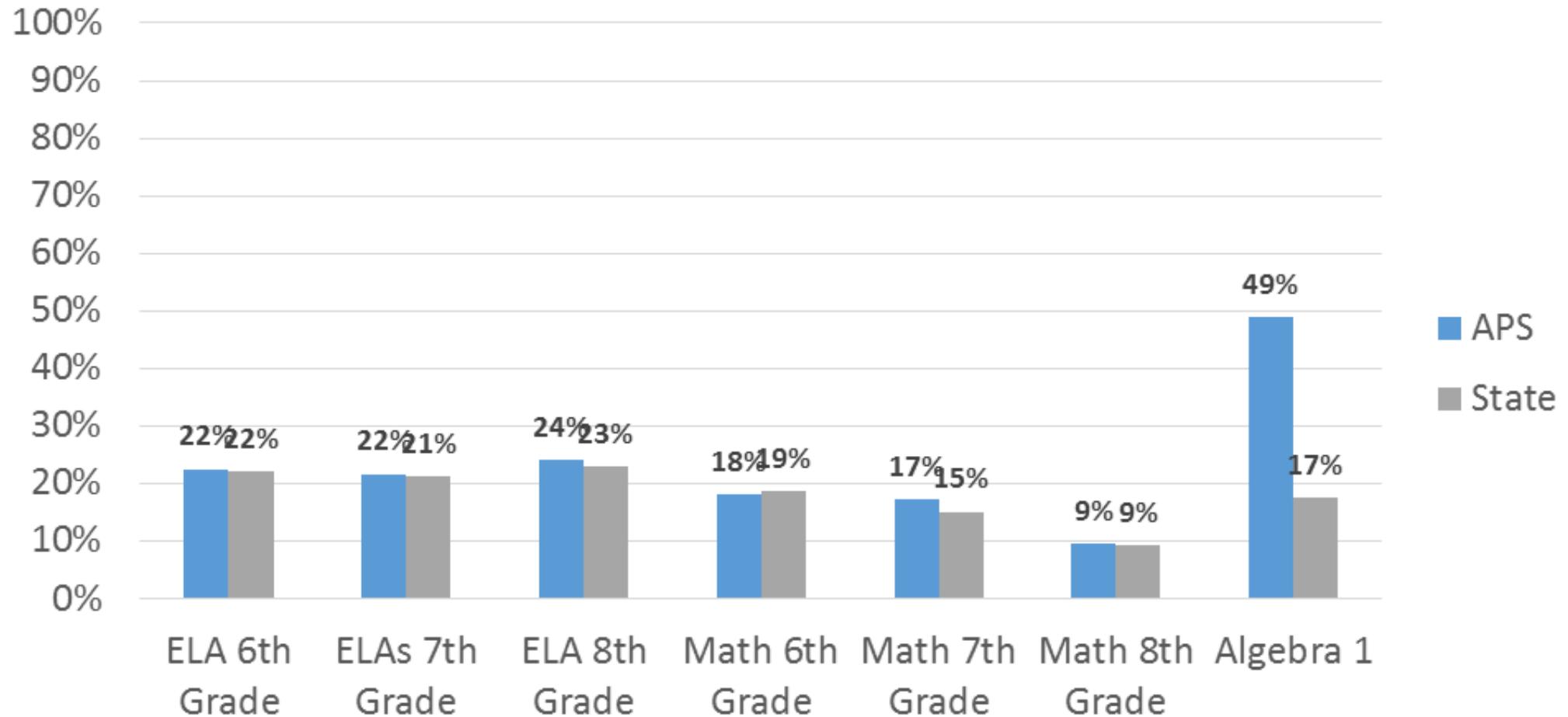
## Elementary School APS - State Comparison Performance Levels 4,5 on PARCC 2015



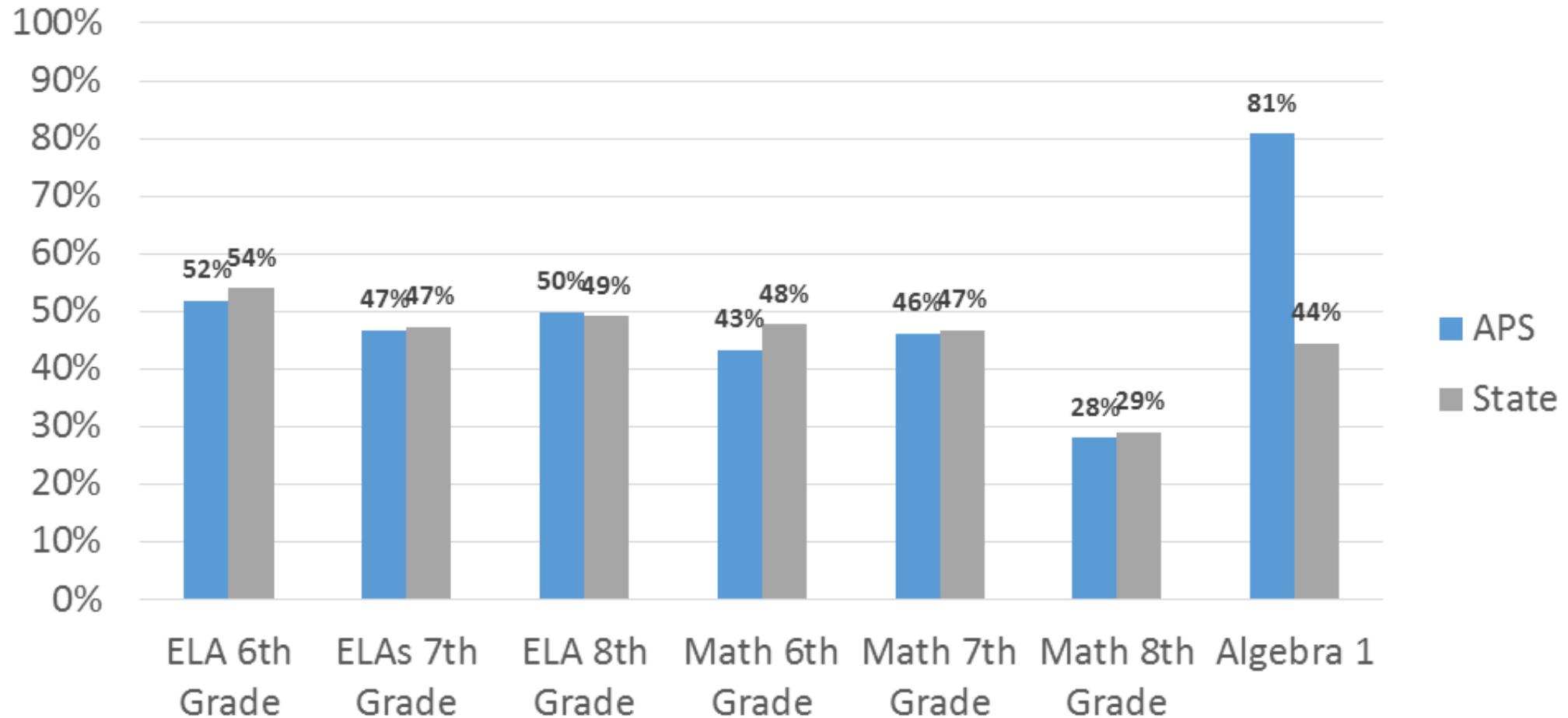
## Elementary School APS - State Comparison Performance Levels 3,4,5 on PARCC 2015



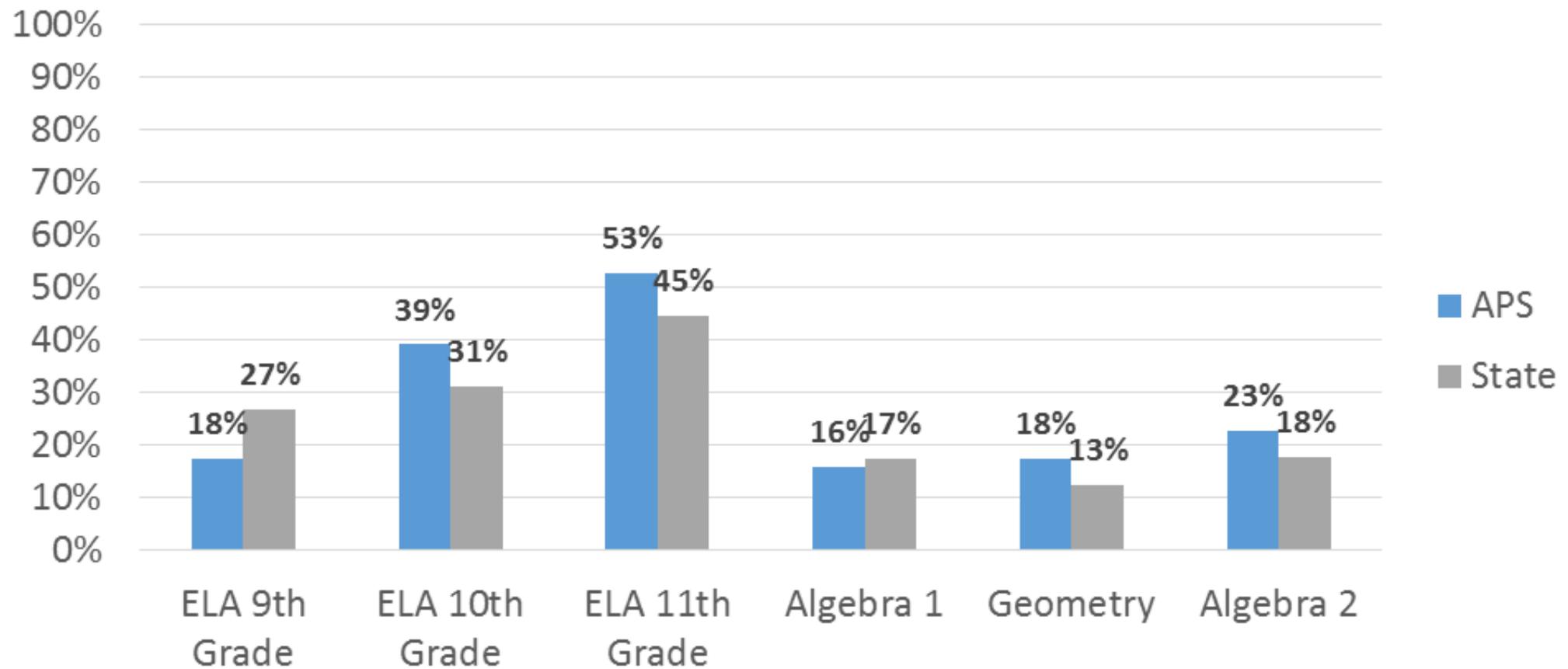
## Middle School APS - State Comparison Performance Levels 4,5 on PARCC 2015



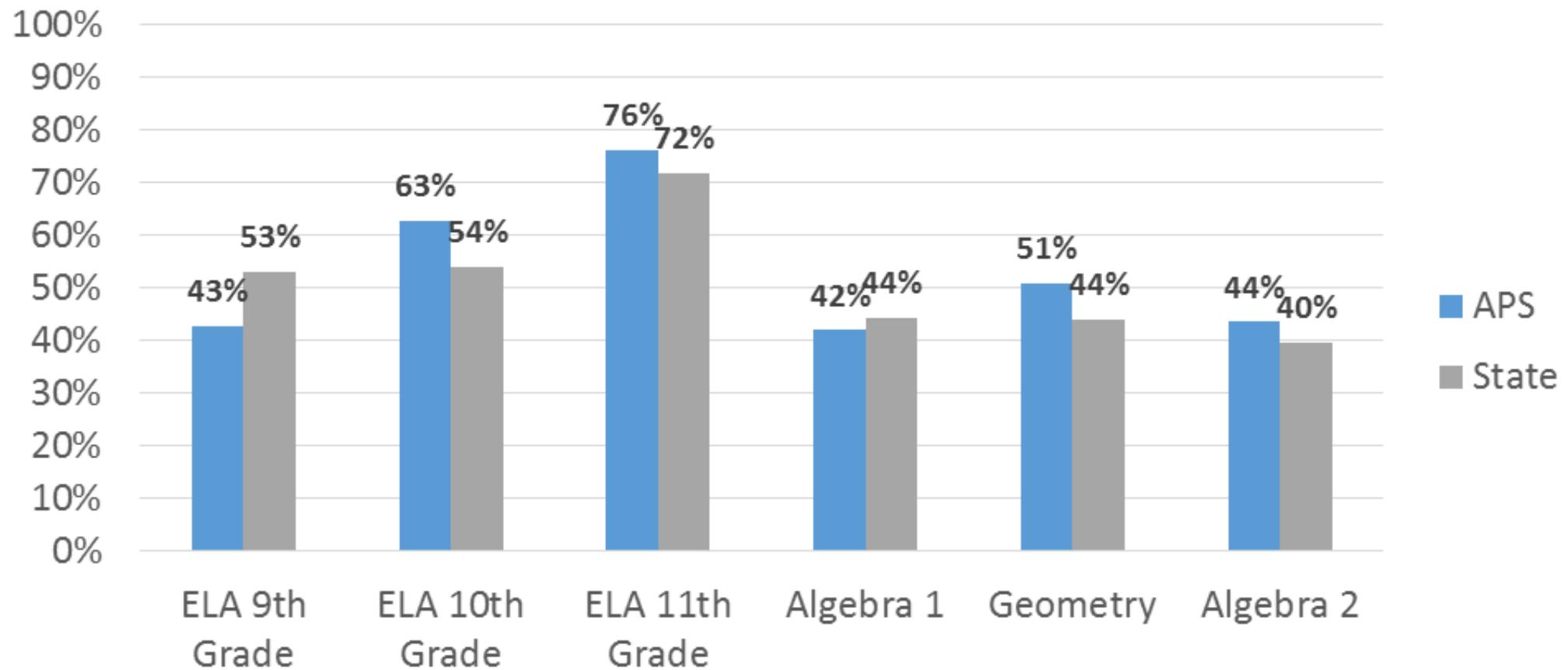
## Middle School APS - State Comparison Performance Levels 3,4,5 on PARCC 2015



## High School APS - State Comparison Performance Levels 4,5 on PARCC 2015



## High School APS - State Comparison Performance Levels 3,4,5 on PARCC 2015





## LESSONS LEARNED: PROFESSIONAL DEVELOPMENT

- PARCC results are a baseline for APS to understand how well our teachers have shifted to delivering the CCSS
- Results show that teaching the CCSS must be refined
- Once APS receives specific data analysis by standards in subject area, APS can determine strengths and weaknesses in curriculum delivery
- A professional development plan for teachers will be developed based upon those strengths and weaknesses

# LESSONS LEARNED: CONCEPT SEQUENCING

- APS must examine scope and sequence of instructional standards and concepts to assure they are introduced at appropriate times
- APS may be introducing certain topics based on alignment to NM Standards of Excellence but the CCSS may expect cognitive understanding earlier than past standards
  - For example: Geometry
- Concept sequencing depends on proper implementation of the professional development plan



## LESSONS LEARNED: ELA

- APS matches the state average 3<sup>rd</sup> – 8<sup>th</sup> grade
- In 10<sup>th</sup> and 11<sup>th</sup> grade, APS out performs the state
- Stronger scores in ELA tell APS that we have done an adequate job in engaging instructional texts (a.k.a. primary texts) as part of the transition to the CCSS



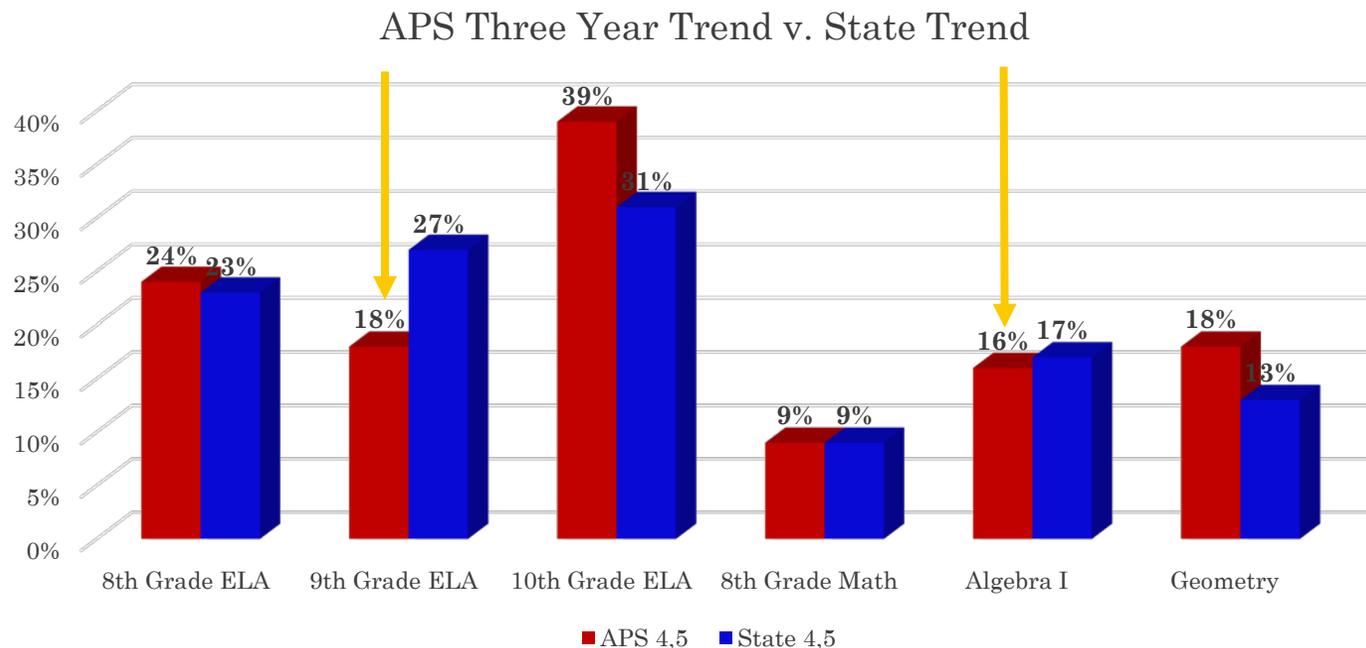


## LESSONS LEARNED: MATH

- APS math scores match the state in 3<sup>rd</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade
- In grades 4<sup>th</sup> – 7<sup>th</sup> the scores dip below the state average
- The results tell APS that we must improve the mathematical skills of our students in the middle grades
- The main focus to improve mathematical skills at this point relies on the close analysis of scope and sequence of concepts
  - Higher-level math concepts must be introduced in earlier grades to avoid the slip in 4<sup>th</sup> – 7<sup>th</sup> grade

# LESSONS LEARNED: 9<sup>TH</sup> GRADE TRANSITION

- APS 9<sup>th</sup> grade scores dip below the state average in both ELA and math
- This data confirms much of what we already know: the 9<sup>th</sup> grade transition is difficult for many of our students
- Students struggle to meet the high expectations of high school academic rigor and the academic environment
- APS must focus on supporting students throughout this transition to assure improved academic performance



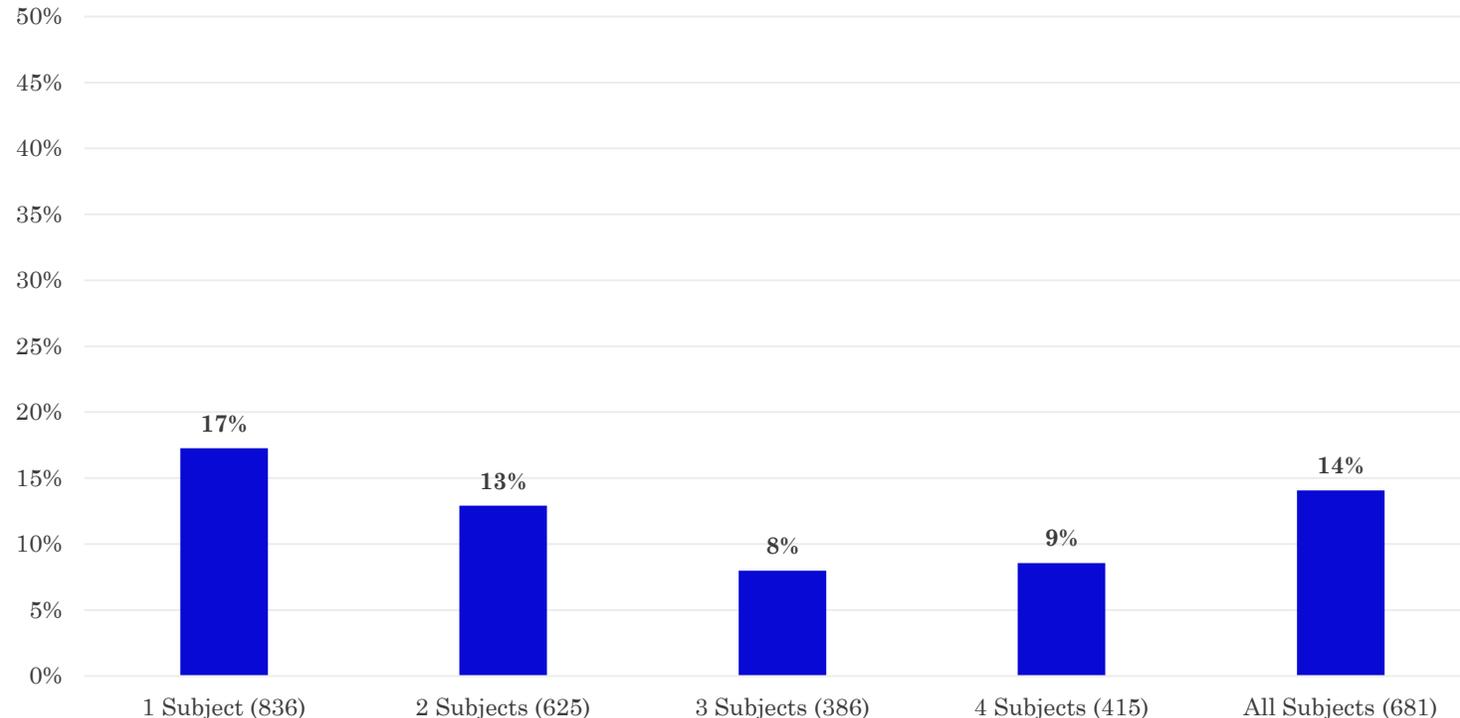
# LESSONS LEARNED: HIGH SCHOOL GRADUATION

- 62.5% of seniors graduated from APS in 2014
- Seniors are expected to meet exit exam criteria for five subject areas: English, Writing, Math, Social Studies and Science
  - APS uses the local alternate demonstration of competency option
  - It is one more tool in our tool box for seniors to be able to complete their education in APS
- 1,900 of 4,843 currently enrolled seniors in APS have met competency requirements through the primary demonstration and are on track to graduate in the Spring of 2016



# APS SENIOR TRADITIONAL DEMONSTRATION OF COMPETENCY

- 2,943 students have been identified as needing to retake one or more portions of the exit exams their senior year to demonstrate competency
  - 413 of these identified seniors are special needs students on a career pathway, meaning, the IEP team will establish an appropriate cut score for the student
- Counselors have met with these students; students are re-testing this week.





## ACADEMIC STRATEGY

- Develop a 5-year strategic plan that establishes goals aimed at transforming APS into a high-performing district of community-responsive schools
- APS is committed to implementing an academic strategy that will result in increasing student achievement and wellbeing and improving our PARCC scores

# EARLY LITERACY

- Develop a comprehensive Literacy Plan pre-K through third grade by aligning programs and funding, designing a professional development plan, and creating an assessment and intervention plan.
  - Professional development to provide teachers with a comprehensive toolkit and build capacity in the science of teaching reading
  - Sustainable support for struggling readers
- Create and expand early childhood centers



# COLLEGE AND CAREER READINESS



- Focus on increasing the graduation rate
- Increase capacity and resources for high schools to better track and support students at risk of dropping out
- Focus on APS partnerships in Mission Graduate
- Increase internship opportunities with the Mayor of Albuquerque and Running Start for Careers
- Ensure academic rigor with the local alternate demonstration of competency
- Provide additional support for PARCC competency
- Continue to have students take the PSAT and AP

## DEVELOPING THE WHOLE CHILD

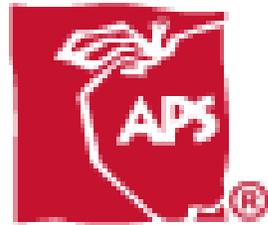
- Focus on wrap-around services for students so they are ready for the academic day
  - Expand and sustain community schools
  - Sustain school-based health centers and explore new locations based on community need
  - Continue to provide support for social workers



# HIGH PERFORMING SCHOOLS

- Expand Schools of Choice
- Provide support to principals as instructional leaders
- Work with higher education institutions to have high quality first-year teachers





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