

PARCC Updates

Presentation to the Legislative Education Study Committee

Chairman Dennis Roch

Vice Chairman John Sapien

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Hanna Skandera
Secretary of Education

National Recognition

“Since 2010, **New Mexico** has successfully decreased overall state-mandated testing time across all grades by an average of 30 minutes per year with some grades seeing reductions of more than three hours. The state accomplished this while moving to implement assessments aligned with more rigorous standards; and, today, less than 2 percent of the school year is dedicated to state-mandated testing. The state is also partnering with districts to examine local practices and to reduce duplicative testing.”

-US Department of Education



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Why Rigor is Necessary

- A 2014 LFC report found:
 - The average statewide remedial rate of recent high school graduates is 51%
 - Students enrolling in remedial courses in New Mexico have decreased chances of completing a higher education credential on-time: on average, taking only one remedial course dropped the six-year bachelor's degree attainment rate from 77% to 17%, while taking a second remedial course reduced the rate to 5%
 - In 2013, more than \$22 M was spent on remedial courses

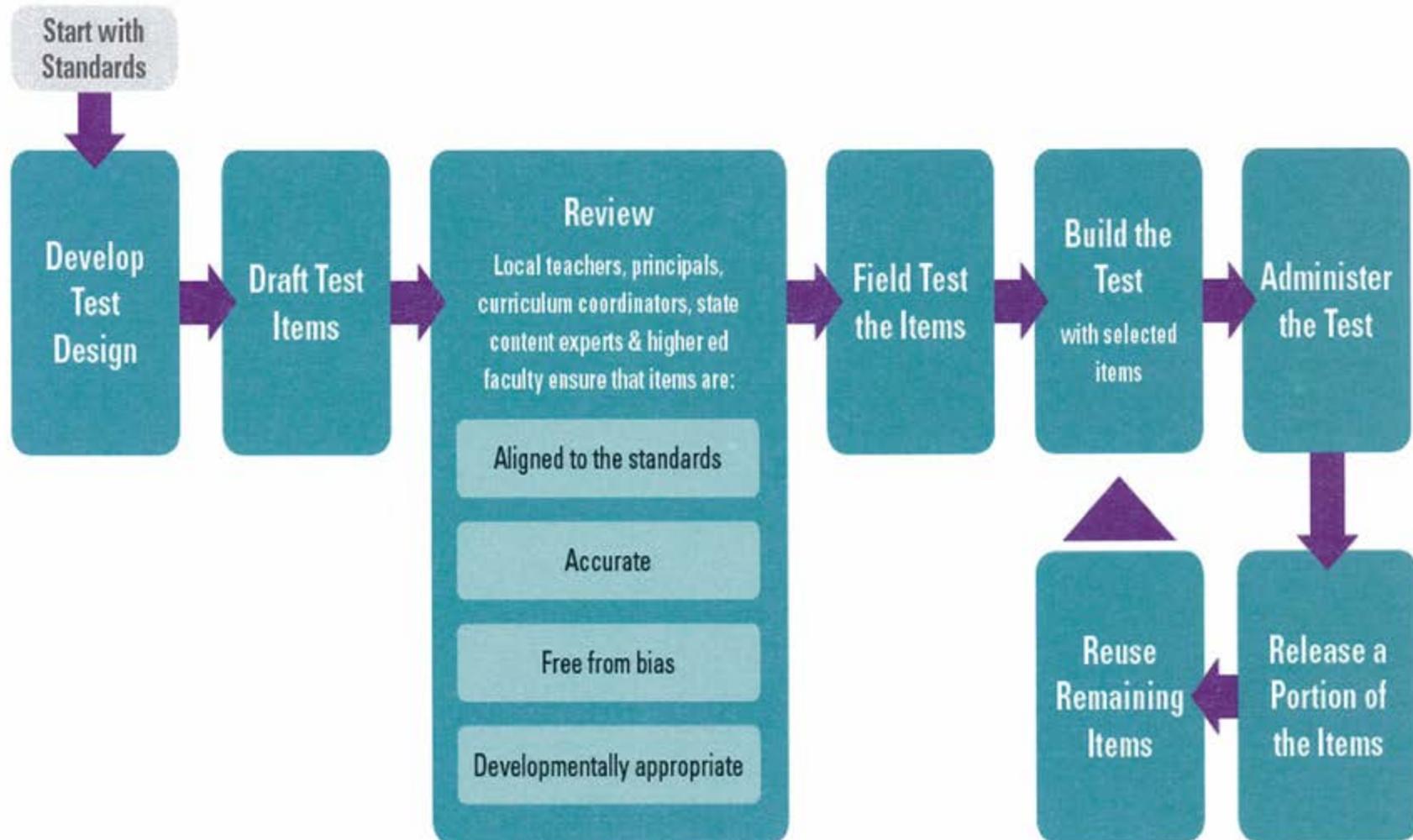
Common Core State Standards

- The Common Core State Standards (CCSS) are standards of what students should know and be able to do at the end of each grade level
- Developed by governors and state school officials, CCSS are a state-driven, voluntary initiative—each state defines what students need to know
 - NM adopted the CCSS in 2010
- Schools and districts can decide what curriculum they want to use to meet the standards

Partnership for Assessment of Readiness for College and Career (PARCC)

- PARCC tests are aligned to the CCSS to effectively measure what our students are learning in today's classroom
- PARCC raises the bar so that New Mexico's students are competitive with their peers across the country
- PARCC will provide valid and reliable data to measure a student's college and career readiness

Test Development



Standard Setting

- 2 research studies completed prior to formal standard setting
- Based on what students should be able to do under the CCSS
- Diverse panelists of classroom teachers, principals, college professors, other educators
- National and state media invited
- Recommendations to state education superintendents/secretaries

[Please refer to the document titled “Setting Performance Levels for the PARCC Assessment” for additional detail]

PARCC

- New Mexico administered PARCC for the first time in spring 2015
 - 207,955 students participate in PARCC in New Mexico
 - 5 M (approximately) students participated in PARCC across the full consortium
- 93% of New Mexico's students took the assessment on computer in spring 2015
 - **Note:** at the high school level, the percent of students taking the assessment on computer was 97%

PARCC Spring 2016 Changes

- 2 to 1 testing window
 - New Mexico testing window will be from April 4 – May 13, 2016
 - Most schools should be able to complete the full assessment in 2 weeks
- Overall reduced testing time
 - Students in all grades will participate in 2-3 fewer units and up to a 90 minute reduction in testing time overall

PARCC Results

- In this first year, PARCC results mark a **new proficiency baseline** that allows all of us to know where students stand on their path to success
 - This also means that results for PARCC are not comparable to New Mexico’s previous statewide assessment
- PARCC includes 5 performance levels: 1, 2, 3, 4, or 5
 - A student earning a performance level of 4 or 5 on the PARCC assessments means the student meets or exceeds grade-level expectations

High School PARCC Results

- The PARCC math assessment represents a paradigm shift in how math is tested in high school - PARCC tests Algebra I, Algebra II, Geometry, and Integrated Math 1, 2, 3 in the year that the student was enrolled in that course
 - A number of 8th graders took the Algebra I, II, or Geometry assessment. They are therefore included in the high school results
 - In the spring of 2015, there were 21,918 New Mexico high school juniors. 3,842 of those juniors (17.5%) had already surpassed Algebra II or Geometry and were taking more advanced math courses. As a result, most of these students are not reflected in the PARCC proficiency data

High School PARCC Results

Assessment and Participation	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4 & 5
ELA 9 – 23,200	21.2%	25.7%	26.3%	23.1%	3.7%	26.8%
ELA 10 – 22,047	24.6%	21.4%	22.8%	24.6%	6.6%	31.3%
ELA 11 – 19,630	10.5%	17.6%	27.3%	35.5%	9.1%	44.6%
Algebra I – 24,206	18.7%	37.1%	26.9%	16.9%	0.4%	17.3%
Geometry – 20,715	11.9%	43.9%	31.6%	12.0%	0.6%	12.6%
Algebra II – 18,361	30.0%	30.0%	22.2%	17.1%	0.7%	17.8%
Integrated Math I – 638	38.1%	32.5%	21.0%	8.4%	0.0%	8.4%
Integrated Math II – 663	26.1%	52.8%	17.3%	3.5%	0.3%	3.8%
Integrated Math III – 475	38.0%	27.7%	23.5%	10.5%	0.2%	10.7%



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3-8 PARCC Results

- **ELA** - All students in grades 3-8 take the ELA assessment specific to their grade level
- **Math** - All students in grades 3-8 take the math assessment specific to their grade level
 - **8th Graders:** A number of high-performing 8th graders took the Algebra I, II, or Geometry assessment. They are therefore included in the high school results. Approximately 5,000 eighth graders—or 22.7% of the 8th grade population—took assessments for higher level math courses (including Algebra I, Geometry, and Algebra II) with almost 4,700 taking the PARCC Algebra I exam. As a group, eighth graders who took the Algebra I test outperformed all other high school students who took that exam
 - **8th Grade Proficiency:** Assuming that the higher performing 8th graders who were proficient on these advanced math exams would have also demonstrated proficiency on the PARCC Grade 8 Math test had they taken it, the percent of students proficient in Grade 8 math would be, conservatively, 18.8%, more than doubling the proficiency rate for that grade

3-8 PARCC Results: ELA

Assessment & Participation	Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
Grade 3 ELA – 22,766	27.5%	24%	23.6%	23.6%	1.3%	24.9%
Grade 4 ELA – 23,249	18.9%	26.6%	30.7%	21.4%	2.3%	23.7%
Grade 5 ELA – 23,179	17.5%	27.9%	30.9%	23%	0.8%	23.8%
Grade 6 ELA – 23,043	17.2%	28.9%	32%	20.3%	1.6%	21.9%
Grade 7 ELA – 22,908	25.6%	27.2%	26.1%	18.2%	2.9%	21.1%
Grade 8 ELA – 22,393	25.1%	25.7%	26.3%	21.1%	1.7%	22.8%



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3-8 PARCC Results: Math

Assessment & Participation	Level 1	Level 2	Level 3	Level 4	Level 5	Levels 4 & 5
Grade 3 Math – 24,223	17.7%	28.3%	28.8%	22.6%	2.6%	25.2%
Grade 4 Math – 24,023	18.8%	34.3%	28.4%	17.7%	0.8%	18.5%
Grade 5 Math – 23,762	16.7%	31.5%	31.3%	19.2%	1.2%	20.4%
Grade 6 Math – 23,186	18%	34.3%	29.1%	17.4%	1.2%	18.6%
Grade 7 Math – 22,925	15.9%	37.4%	31.7%	14.3%	0.7%	15%
Grade 8 Math – 18,527	38.2%	32.9%	19.9%	8.9%	0.2%	9.1%



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2015-2016 Graduation Requirements

- Flexibility for the class of 2016 allows a score of 3 on the PARCC ELA III and a score of 3 on either the PARCC Algebra II *or* Geometry assessments to count towards meeting graduation requirements
 - Per law, the ADC remains available for students who do not pass PARCC – at least 15 other ways
 - Students who were proficient on the SBA as 10th graders were able to bank their scores

Graduating Class of 2016

2016 ELA Retests

- In the class of 2016, 72% of students scored a 3 or higher on PARCC. Combined with the 10th graders who passed the ELA SBA in 2014 (49.5%), 75.7% of students will **not** need to take a retest this fall, compared to 51.7% who did **not** need to retest in 2015.
- This means that this year, roughly 5,500 fewer kids will retake the ELA test compared to last year.



Total passing in either year 75.5%

2016 Math Retests

- In the class of 2016, 23.7% scored a 3 or higher on PARCC. Combined with the 10th graders who passed the math SBA in 2014 (41.6%), 49.4% of students will not need to take a PARCC retest this fall, compared to 42.8% who did not need to retest in 2015.
- This means that this year, roughly 1,600 fewer kids will retake the math test compared to last year.



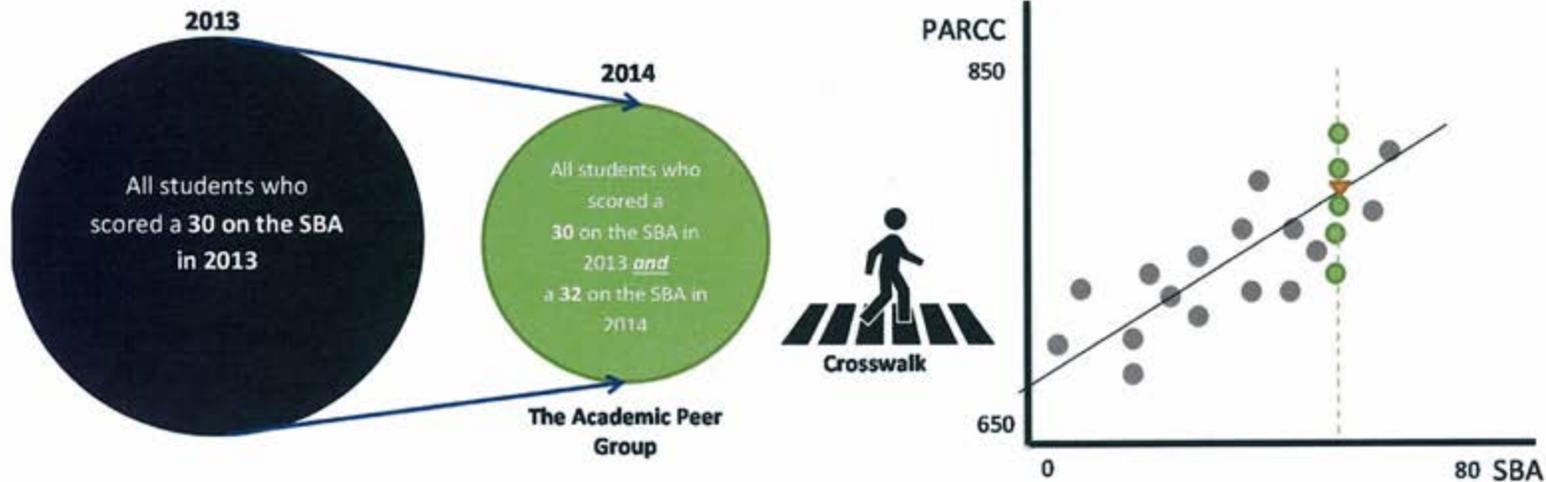
Total passing in either year 49.4%

School Grades

	High School Model			Elementary/Middle School Model		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year3
Percent Proficient	10	15	20	15	20	25
VAM Conditioning	20	15	10	25	20	15

NMTEACH

Capturing Growth: Crosswalking to a New Baseline

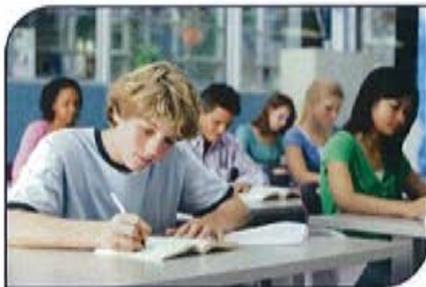


- **Academic peer groups** are groups of students who score the same in the two prior years.
- The students in the academic peer group (shown in **green**) are the students who **scored the same** in 2013 and in 2014 on the SBA.

- All students in **green** are in the academic peer group.
- These students are all expected to score at the **orange triangle** on the PARCC in 2015.
- Those that scored above the **triangle** made **more than expected growth**.
- Those that scored below the **triangle** made **less than expected growth**.

Setting Performance Levels for the PARCC Assessment

What is Performance Level Setting?



This fall, the parents and teachers of every student who participated in the Partnership for Assessment of Readiness for College and Careers (PARCC) test will receive a **score report**. The score report presents an overview of a student's subject-level performance in English language arts/literacy and mathematics, as well as an overall score. The overall score will determine a student's **performance level**. There are five performance levels, with the top two indicating a strong grasp of grade level standards and readiness for the next step in a student's educational development.

This summer, educators and content area experts will gather to determine what score a student must earn on the assessment in order to achieve a particular performance level. This process is called **performance level setting**. Performance levels will help students, parents, teachers and policymakers understand how students are performing against the content standards for college and career readiness.

How Does the Performance Level Setting Process Work?

- Early on, PARCC states adopted detailed "descriptors" for each performance level ([view the levels here](#)). Performance Level Descriptors describe the knowledge and skills students can typically show at each grade level.
- Throughout July and August, over 240 teachers, postsecondary educators, and content area experts will meet in small groups to review the 21 grade-level PARCC tests in English language arts/literacy and mathematics. Panelists will determine what range of scores best matches each performance level.
- Panelists will use the Performance Level Descriptors, actual test results and empirical studies to recommend the "cut scores" – the scores that mark the threshold of performance from one level to the next. When reviewing each question, panelists will ask themselves, "Should a student performing at a certain level be expected to answer this particular question wholly, partially, or not at all?" Each group will go through at least three rounds of review per assessment.
- In order to have the performance level cut scores align from grade to grade, panels will review and recommend cut scores for the high school assessments first, in late July 2015. Panels will then recommend scores for grades 3-8, starting with middle school and working their way down to grade 3.

Who is Responsible for Performance Level Setting?

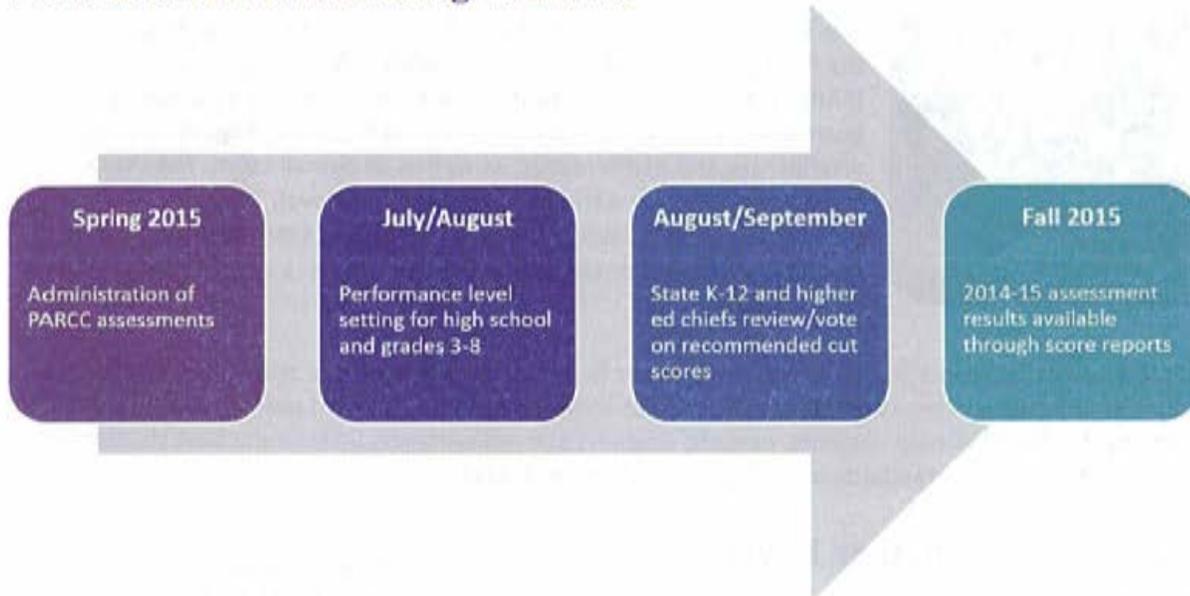
States nominated a variety of stakeholders to participate in 12 in-person panels representing each grade level and subject area. Those participating in the process include:

- K-12 educators
- Educators who serve students with disabilities
- Educators who teach English language learners
- Postsecondary faculty
- State education experts

Setting Performance Levels for the PARCC Assessment

- The determinations of these groups will then be reviewed and voted on by the education chiefs for K-12 (and for higher education, for the high school cut scores) in each of the PARCC states.
- This process ensures that the score thresholds set for each performance level are reviewed and approved by a wide variety of stakeholders and experts and reflect the consensus of their best judgments.

Performance Level Setting Timeline



When Will Score Reports be Available to Parents?

Parents will receive their students' score reports for this year's assessments in the fall. Each student's score report will indicate his/her performance level. In future years, parents will receive score reports close to the end of the school year in which testing took place. (Performance level setting in the first year is based on results from the first test administration – hence the delay in first year results.)

ENGLISH LANGUAGE ARTS / LITERACY PERFORMANCE

