

Louisiana Believes

Release of 2014-2015
PARCC Student Results



Objectives

By the end of this presentation, parents will be able to:

- Identify components of the 2014-2015 PARCC English and math student reports.
- Understand how the PARCC assessments and student reports provide **a deeper level of information about student learning** and identify the areas in each subject where a student is doing well and where he or she needs additional support.
- Work hand-in-hand with their school and teachers to understand their child's test scores and to support their learning in the classroom and at home.

Agenda

- A Vision for Louisiana
- 2014-2015 Reporting
- Questions

The Need to Transition

- **Louisiana’s jobs market is changing:** Most Louisiana jobs require an education after high school i.e., two- or four-year college degree. In 2011, 28% of the Louisiana workforce had a two- or four-year degree. To meet Louisiana’s future needs, this number must double.
- **Our students are just as capable as their peers around the country:** In part, this gap is caused by our own academic expectations not aligning with the job need. While a score of “mastery” or level four out of five denotes readiness to complete at least a year of college on-time, in our state “basic” or level three out of five has been accepted as a mark of full proficiency.
- **Our students deserve high expectations:** Over the last 10 years we have seen a steady increase in our students’ “basic” proficiency (over a 15 point increase). We now must turn our attention to increasing the rates of “mastery” student performance.

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
LEAP	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced
NAEP	Below Basic		Basic	Proficient	Advanced
PARCC	Unsatisfactory	Approaching Basic	Basic	Mastery	Advanced

What Our Students Have Achieved

The transition to higher expectations has yielded gains for students already.

- High school graduation is at an all-time high.
- Louisiana improved more than any other state in the nation with 100% of 11th graders taking the ACT. Of six southern states offering the college entrance exam to every graduate, Louisiana now ranks third.
- More Louisiana students are going to college than ever before.
- Louisiana is the fastest-improving state in the nation on students earning college course credit in high school (Advanced Placement).

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Transition to 2014-2015 PARCC Assessments

This past spring, your child took new statewide tests in math and English language arts known as the PARCC tests.

These tests measure students' understanding of the new expectations for English and math that focus on the critical thinking, problem solving, and reasoning skills they need in today's world.

The 2014-2015 assessments, written by educators, were designed to:

- Move away from multiple choice questions to ones that allow students to demonstrate a real understanding of what they know and can do by writing essays, solving real world problems, and reading and analyzing complex.
- Determine whether students are college- and career-ready or “on track” for the next grade level, and ultimately, college and a career.
- Measure the full range of student performance, including high- and low-performing students.

Timeline for Release 2014-2015 Assessment Results

Dates	LDOE Action
March through May 2015	Students take the PARCC tests
Week of October 19	Public release of LEA and school-level final scores by cut level
Week of October 26	Public release of high school performance scores and letter grades
Week of November 9	Individual student reports for LEAs, teachers, and families detailing scores and skills for every student
December	Elementary and middle school performance scores and letter grades released

Spring 2015 Student Reports for ELA and Math

The week of November 9, parents and students will receive two student reports, one for ELA and one for math, that will outline how your child performed on these tests.

The reports include:

- An overall score in math and in English.
- A breakdown of your child's performance into specific skills for each subject area.
- How your child is performing in comparison to other students in the same school, district, and state.

Sample Spring 2015 English Student Report

Spring 2015 Student Report
ENGLISH LANGUAGE ARTS/LITERACY



JOHN DOE • GRADE 4
00000 MAGNOLIA ELEMENTARY - PELICAN PARISH

OVERVIEW

The English Language Arts/Literacy (ELA/L) Assessment measures whether students are on track to be successful in ELA coursework for the next grade level. This report includes your student's overall score and achievement level compared to other students in the same grade.

This test is just one measure of how well your student is performing academically. Other information, such as grades, teacher feedback, and scores on other tests will help determine your student's academic strengths and needs. For more information about the test, interpretive results, and instructional resources, please visit <http://www.louisianabelieves.com/resources/parents/students>.

OVERALL STUDENT PERFORMANCE

LEVEL	SCORE	DESCRIPTION	DISTRICT AVERAGE	STATE AVERAGE
2 APPROACHING BASIC	714	Your student scored 714 on a scale of 650 to 850, and performed at the Approaching Basic level. Students performing at this level will need significant support to be prepared for further studies.	3 BASIC 731	3 BASIC 743

READING PERFORMANCE



LITERARY TEXT

STRONG PERFORMANCE In the area, your student is performing at a level that is above and beyond what is expected for this grade level.

INFORMATIONAL TEXT

MODERATE PERFORMANCE Your student can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music. Your student may need additional support to be fully prepared for further studies.

VOCA BULARY

WEAK PERFORMANCE Your student will need significant support in using context to determine what words and phrases mean in grade-appropriate texts.

WRITING PERFORMANCE



WRITTEN EXPRESSION

MODERATE PERFORMANCE Your student can compose well-developed, organized, and clear writing, with details from what he/she read, but may need additional support to be fully prepared for further studies.

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS

STRONG PERFORMANCE Your student can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and is prepared for further studies.

LEGEND

4 stars STRONG PERFORMANCE Prepared for further studies.	3 stars MODERATE PERFORMANCE May need additional support to be fully prepared for further studies.	2 stars APPROACHING BASIC Will need significant support for further studies.
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PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL

SCHOOL	DISTRICT	STATE	LEVEL	DESCRIPTION
10%	16%	15%	5	ADVANCED (790-850) Exceeded expectations
20%	23%	24%	4	MASTERY (750-789) Met expectations
40%	30%	36%	3	BASIC (720-749) Approached expectations
20%	26%	16%	2	APPROACHING BASIC (690-719) Partially met expectations
10%	7%	10%	1	UNSATISFACTORY (650-689) Did not meet expectations

This report has been approved to protect student privacy. The percent at each achievement level has been rounded down when the total is 0.5 and when 99 or greater (i.e., 99%). If there are 10 or fewer students in a subgroup, the percentage will not be reported (N/A, N=).

Overall Performance Section

OVERALL STUDENT PERFORMANCE

LEVEL
2
APPROACHING
BASIC

SCORE
714

Your student scored 714 on a scale of 150 – 850 performed at the Approaching Basic level. Students performing at this level will need significant support to be prepared for further studies in this content area.

DRAFT

DISTRICT AVERAGE

LEVEL
3
BASIC

SCORE
731

STATE AVERAGE

LEVEL
3
BASIC

SCORE
743

Overall Score

- Numerical score
- Summarizes the student's overall level of performance

Performance Level

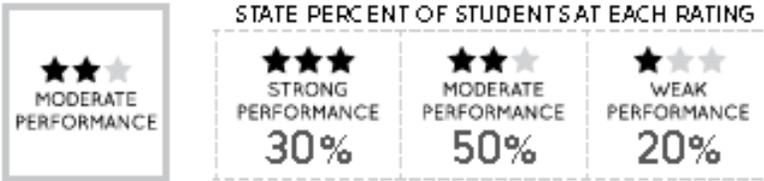
- Similar to the previous LEAP “achievement levels” but with different learning expectations at each level
- Five levels of performance

Performance Level Description

- Identifies how well students demonstrate understanding of subject: 1-Unsatisfactory; 2-Approaching Basic; 3-Basic; 4-Mastery; 5-Advanced
- Indicates readiness and whether additional support may be necessary moving forward

How to Read Performance Breakdown: English Language Arts

READING PERFORMANCE



LITERARY TEXT

 **STRONG PERFORMANCE** In this area, your student is able to read and analyze grade-appropriate fiction, drama, and poetry very well and is prepared for further studies.

INFORMATIONAL TEXT

 **MODERATE PERFORMANCE** Your student can read and analyze grade-appropriate non-fiction, including texts about history, science, art, and music. Your student may need additional support to be fully prepared for further studies.

VO CABULARY

 **WEAK PERFORMANCE** Your student will need significant support in using context to determine what words and phrases mean in grade-appropriate texts.

WRITING PERFORMANCE



WRITTEN EXPRESSION

 **MODERATE PERFORMANCE** Your student can compose well-developed, organized, and clear writing, using details from what he/she read, but may need additional support to be fully prepared for further studies.

KNOWLEDGE & USE OF LANGUAGE CONVENTIONS

 **STRONG PERFORMANCE** Your student can compose writing using the rules of standard English (including those for grammar, spelling, and usage) and is prepared for further studies.

LEGEND

 <p>STRONG PERFORMANCE Prepared for further studies</p>	 <p>MODERATE PERFORMANCE May need additional support to be fully prepared for further studies</p>	 <p>WEAK PERFORMANCE Will need significant support for further studies</p>
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Each subcategory will include an description of the student's performance and where the student will need support to improve in this specific skill.

How to Read Percent of Students Table

- Percentage of students falling into each performance level shown by school, district, and state
- Includes general descriptions of what is expected at each level

PERCENT OF STUDENTS AT EACH ACHIEVEMENT LEVEL					
SCHOOL	DISTRICT	STATE			
10%	15%	16%	5	ADVANCED (790-850)	Exceeded expectations
20%	23%	24%	4	MASTERY (750-789)	Met expectations
40%	30%	35%	3	BASIC (725-749)	Approached expectations
20%	25%	15%	2	APPROACHING BASIC (700-724)	Partially met expectations
10%	7%	10%	1	UNSATISFACTORY (650-699)	Did not meet expectations

How to Use the Student Results

- These scores will be used to help teachers identify where students needs extra support, or can be challenged by going deeper into subject matter. They will also be used to measure how well schools and districts are helping students achieve higher expectations.
- Your child's score may look lower this year because the tests measured more complex skills including critical thinking, problem solving, and analyzing.
- A low score does not mean your child did not improve or learned less. It simply means that the expectations have been raised for all students.
- Results on these tests will not impact student promotion or negatively impact students or teachers in any way.
- This test is just one measure of how well your child is performing academically. Other information, such as grades, teacher feedback, and scores on other tests, will help determine your child's academic strengths and needs.

Questions to Guide Teacher Conferences

As a parent, you should also use the test results to guide a discussion with your child's teacher(s) about additional supports or enrichment that may be needed in class and at home.

Here are some helpful questions to ask when discussing the results with your child's teacher(s):

- Where is my child doing well and where does he or she need improvement?
- What can be done in the classroom to help improve his or her area(s) of weakness?
- What can be done to appropriately challenge my child in areas where he or she exceeds the expectations?
- How can I help support my child's learning at home?
- How do we ensure that my child makes progress?

Parent Resources

The Department has released a suite of resources to further support parents' understanding of the PARCC student reports.

- **Parent Results Guide:** Guide on how to read and interpret the results and what resources are available to support student learning at home.
- **Model Parent Conference Video:** Model video of an effective parent/teacher conference discussing student report results.

Both of these resources can be found in the Family Support Toolbox section of the LDOE's website:

<http://www.louisianabelieves.com/resources/parents-students>

Agenda

- A Vision for Louisiana
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Questions



Please reach out to your child's teacher to request a conference to discuss this information in more detail, or you may contact the LDOE directly with your questions at assessment@la.gov.

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