

# Student Achievement Outcomes 2012-2013

New Jersey Department of Education

# High Expectations for New Jersey Students

- State Board adopted Core Curriculum Content Standards (1996)
- High School Redesign Steering Committee (2008)
  - Recommended raising graduation course taking requirements
  - Move to end of course exams in the high schools
- Statewide Assessment Standards Setting (2008, 2009)
- State Board adopted new course requirements (2009)
  - 4 years of English Language Arts
  - Algebra I, Geometry and a third higher math course
  - Biology and two additional lab sciences
  - Financial literacy
- State Board adopted Common Core State Standards (2010)
- NJDOE began a transition to Common Core over the course of three years (2011-2013)

# NJ Statewide Assessments

- New Jersey Assessment of Skills and Knowledge (NJASK)
  - English Language Arts, Grades 3 – 8
  - Math, Grades 3 – 8
  - Science, Grades 4 and 8
- High School Proficiency Assessment (HSPA)
- End of Course Biology Exam
  - Testing grade level determined by district

# Transitioning to PARCC

- Partnership for the Assessment of Readiness for College and Careers (PARCC)
  - Made up of 19 states
  - Math and English language arts tests for grades 3 – 8
  - End of Course exams in English 9, 10, 11 and Algebra I, Geometry, and Algebra II
  - Field testing in Spring 2014
  - To replace NJASK and HSPA in 2015

# Why New Assessments Now?

Nationwide, current state assessments were not designed to:

- Measure the key advancements in the Common Core.
- Test key skills, such as critical thinking and ability to problem solve.
- Assess and signal whether students are on track for success in college or careers.
- Produce timely, actionable data for students, teachers and parents.
- Play a key role in the improvement of instruction.

# Higher Expectations for Test Design

## ELA/Literacy

Read sufficiently complex texts independently

Write effectively to sources

Build and present knowledge through research

## Math

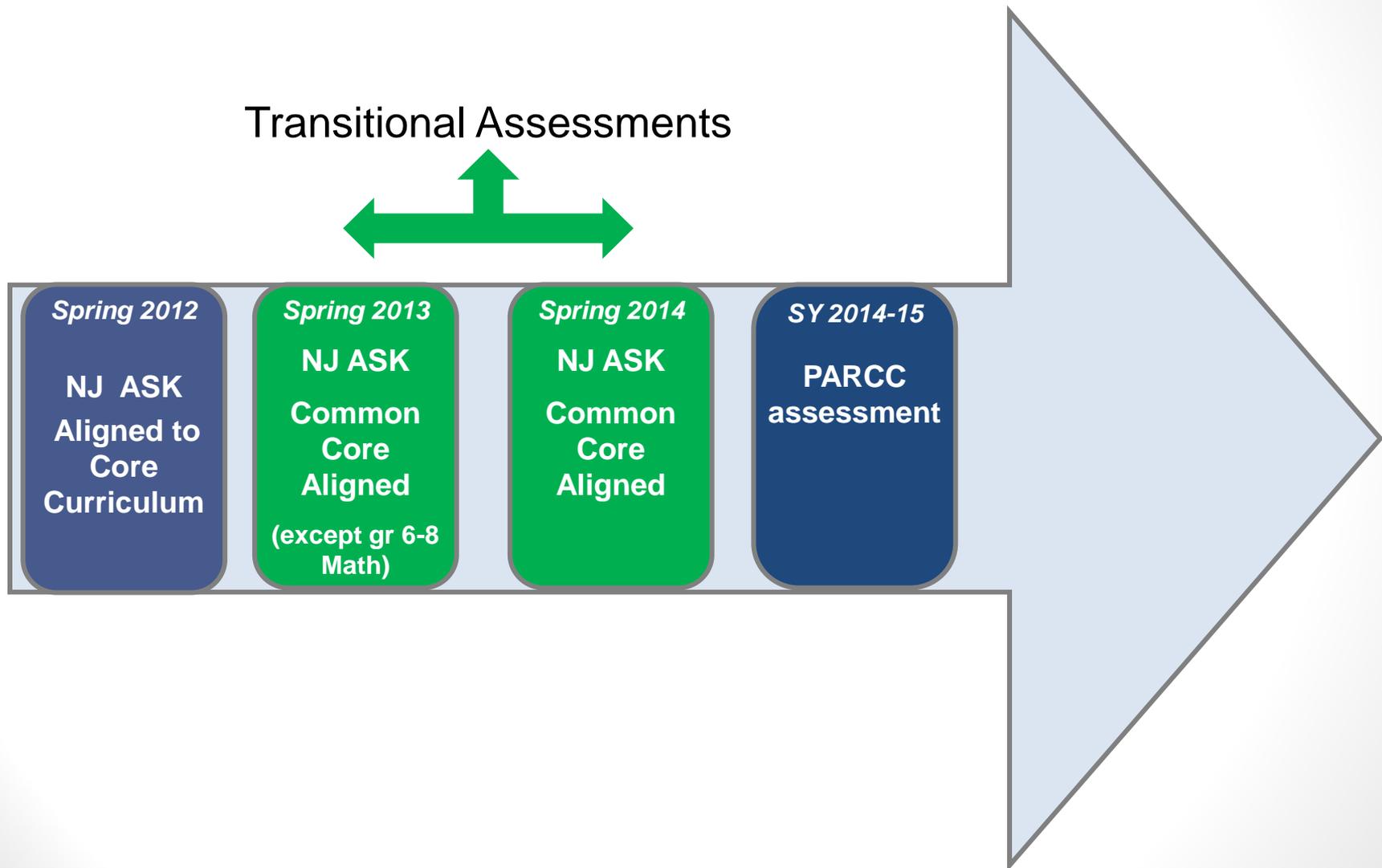
Solve problems: content and mathematical practice

Reason mathematically

Model real-world problems

Have fluency with mathematics

# NJ Assessment Transition Timeline



# Transition Methodology

- Alignment study between the New Jersey Core Curriculum Content Standards and the Common Core State Standards.
- A review of existing test items (questions and tasks) to determine if the items had the rigor and depth associated with the Common Core.
- Field tested items in 2012 and 2013 as part of NJASK to increase our Common Core item pool (Field tested items were not scored as part of a student's score).

# Transitioning NJASK to Common Core

- Only common-core aligned test questions were used in NJASK on the following schedule:

2012-2013	2013-2014
Math – Grades 3 – 5 ELA – Grades 3 – 8	Math – Grades 6 – 8

- But, although the content is aligned to the standards, the NJASK ‘blueprint’ cannot fully measure the instructional shifts in the Common Core.
  - “Blueprint” means the format of the test, i.e., the number of reading passages, the amount of time tested.

# English Language Arts (ELA) Content Shifts

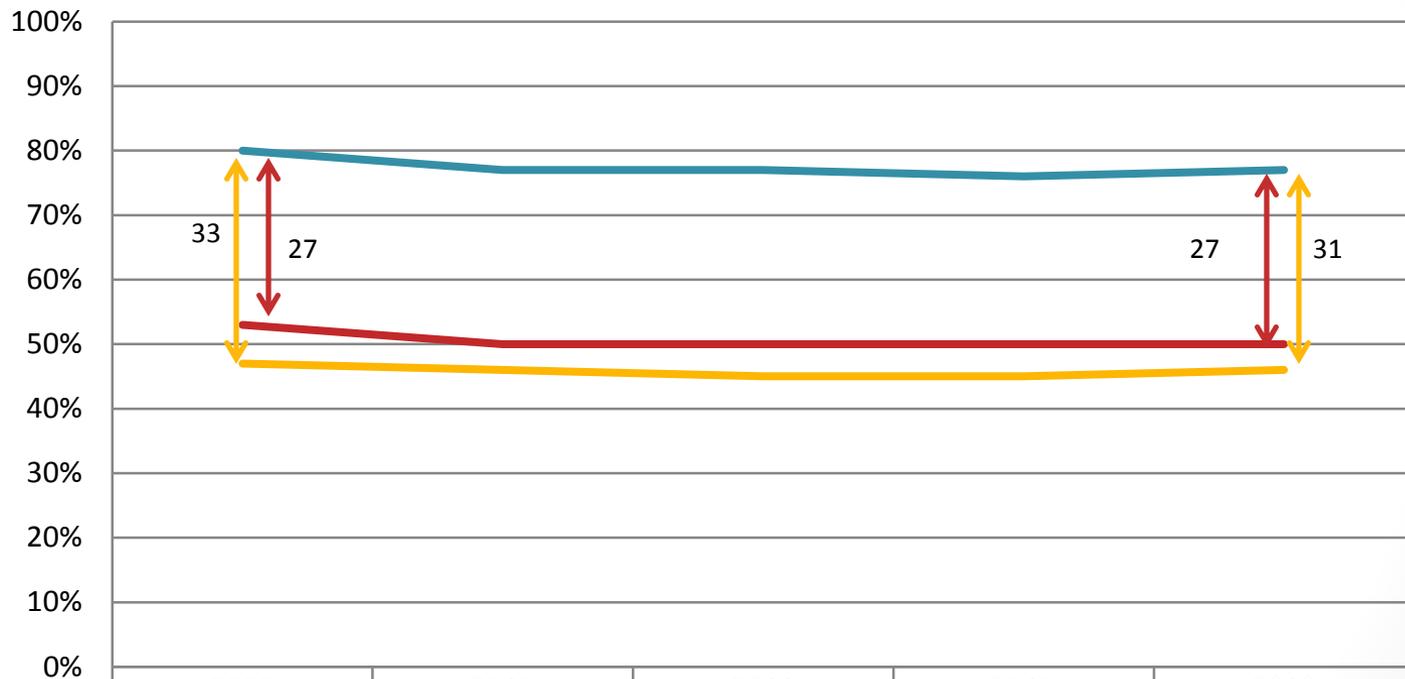
- In ELA, the shifts were subtle.
- Writing prompts became more text dependent, requiring students at all grade levels to ground their responses in specific evidence and information.
- Students were expected to comprehend and accurately use grade-appropriate general academic and domain-specific words and phrases in their reading and writing.
- Fifty percent or more of the reading passages are now informational.

# English Language Arts (ELA) Proficient and Above, By Grade

Grade Level	2009	2010	2011	2012	2013	Difference 2012-2013
Third	62.8	59.7	63.1	66.8	66.3	-0.5
Fourth	63.0	59.5	62.8	58.6	59.6	1.0
Fifth	65.8	63.0	61.0	62.1	61.2	-0.9
Sixth	69.7	65.3	66.8	64.6	66.1	1.5
Seventh	71.9	69.0	63.4	61.0	65.0	4.0
Eighth	81.7	82.2	82.0	82.0	81.4	-0.6
<b>NJASK Aggregate</b>	<b>69.2</b>	<b>66.5</b>	<b>66.6</b>	<b>65.9</b>	<b>66.7</b>	<b>0.8</b>
<b>HSPA Aggregate</b>	<b>87.4</b>	<b>89.1</b>	<b>90.7</b>	<b>92.7</b>	<b>93.6</b>	<b>0.9</b>

# Achievement Gap: NJASK Language Arts White, African American, and Hispanic Students

**NJASK Language Arts, by Subgroup  
Proficient and Above**

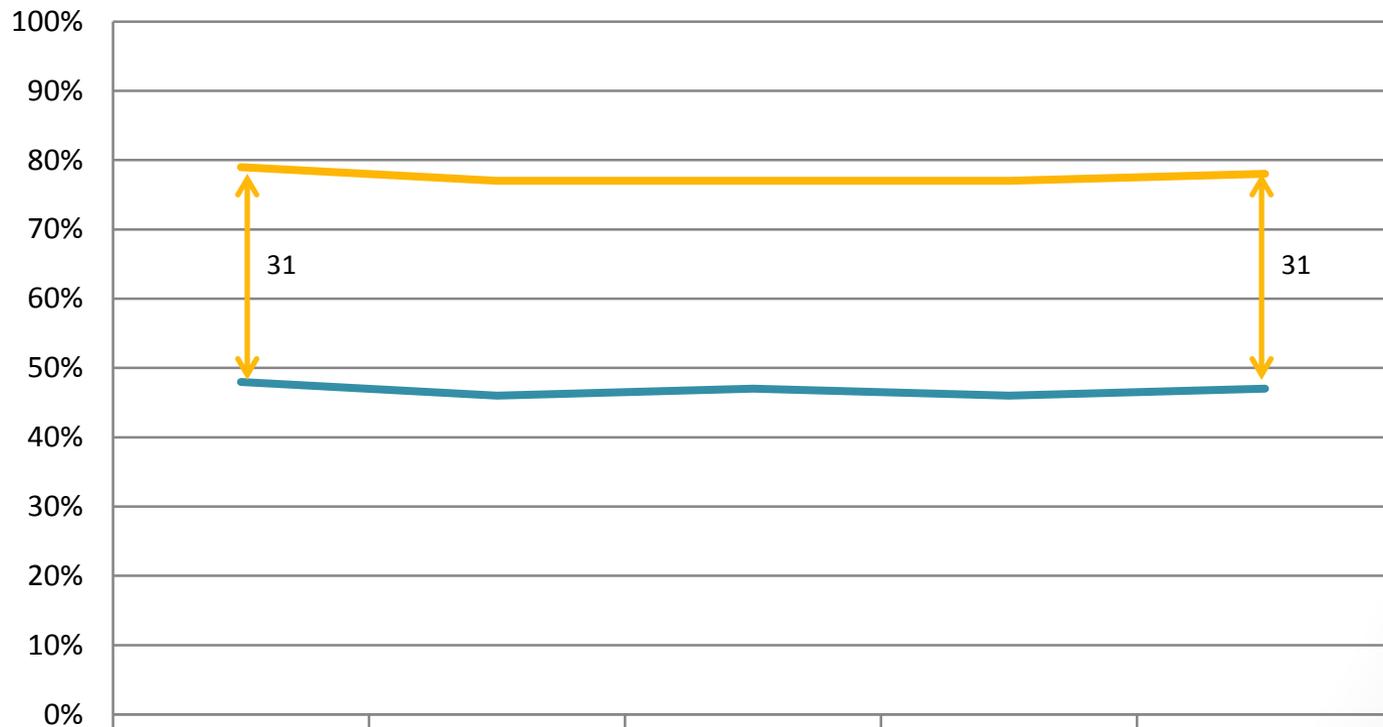


	2009	2010	2011	2012	2013
White	80%	77%	77%	76%	77%
African American	47%	46%	45%	45%	46%
Hispanic	53%	50%	50%	50%	50%

# Achievement Gap: NJASK Language Arts

## Economically Disadvantaged v. Non-Economically Disadvantaged

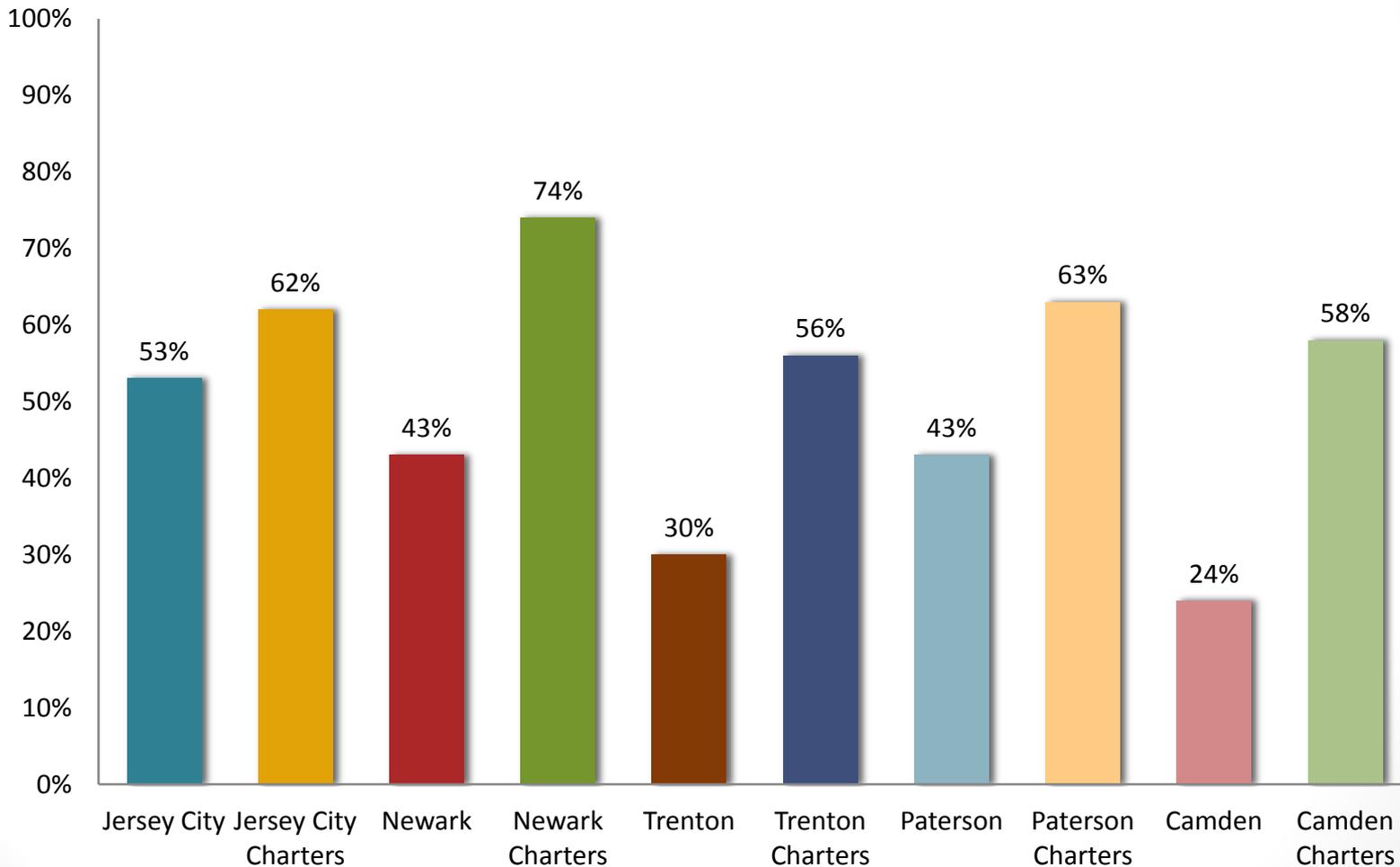
**NJASK Language Arts, by Economic Disadvantage (Free/Reduced Price Lunch)  
Proficient and Above**



<span style="color: blue;">—</span> Econ Dis.	48%	46%	47%	46%	47%
<span style="color: orange;">—</span> Non-Econ Dis.	79%	77%	77%	77%	78%

# Quick Look: 2013 English Language Arts – NJASK & HSPA

## Large districts and their charter schools



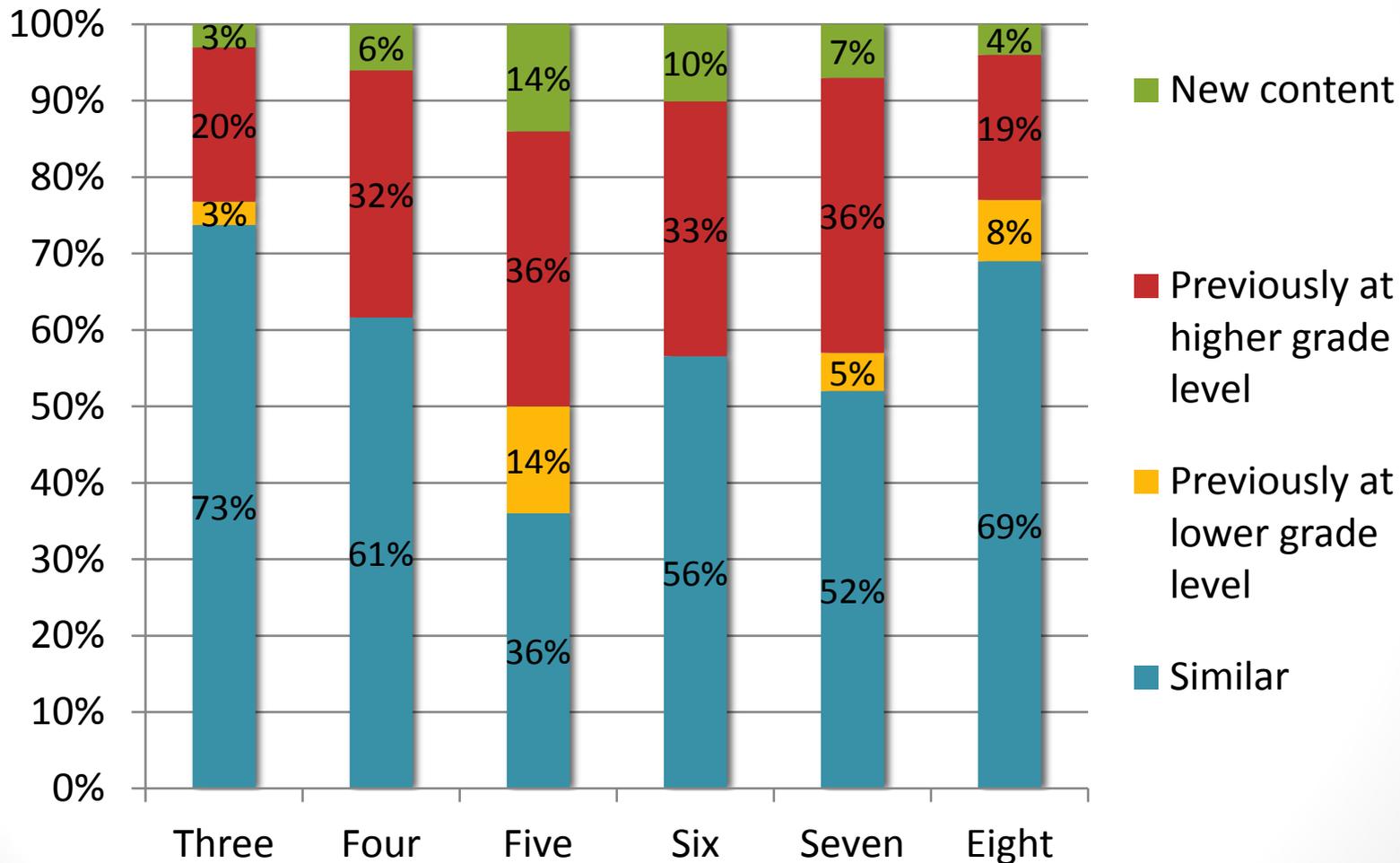
# Mathematics

## Proficient and Above, By Grade

Grade Level	2009	2010	2011	2012	2013	Difference 2012-2013
Third*	75.1	77.9	78.8	78.3	77.7	-0.6
Fourth*	72.8	76.8	79.1	77.1	78.1	1.0
Fifth*	77.2	78.6	80.5	83.1	79.8	-3.3
Sixth	70.8	71.7	77.4	78.8	78.7	-0.1
Seventh	66.3	64.3	65.8	63.3	63.6	0.3
Eighth	71.2	68.4	71.5	71.7	69.1	-2.6
<b>NJASK Aggregate</b>	<b>72.2</b>	<b>73.0</b>	<b>75.5</b>	<b>75.3</b>	<b>74.5</b>	<b>-0.8</b>
<b>HSPA Aggregate</b>	<b>81.0</b>	<b>80.7</b>	<b>82.3</b>	<b>83.3</b>	<b>85.6</b>	<b>2.3</b>

\* Aligned to Common Core State Standards.

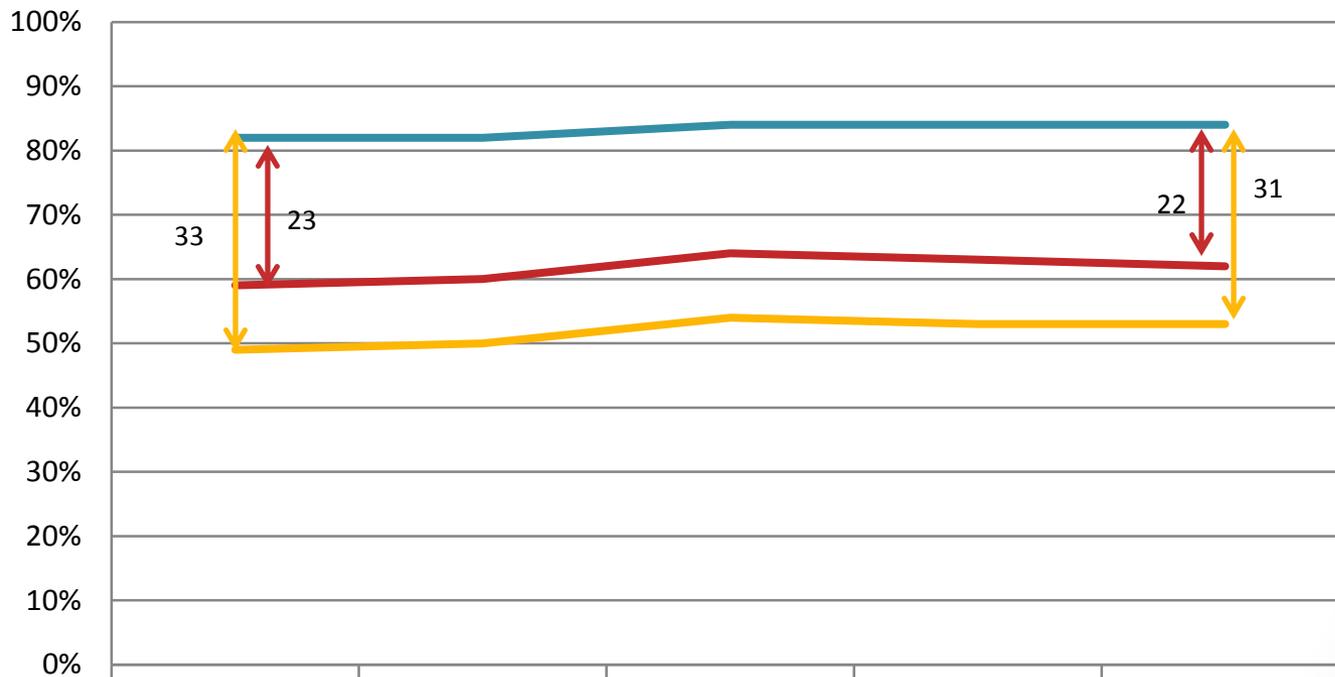
# Math – Gap Analysis from Core Curriculum to Common Core, by Grade



# Achievement Gap: NJASK Math

## White, African American, and Hispanic Students

NJASK Math, by Subgroup  
Proficient and Above

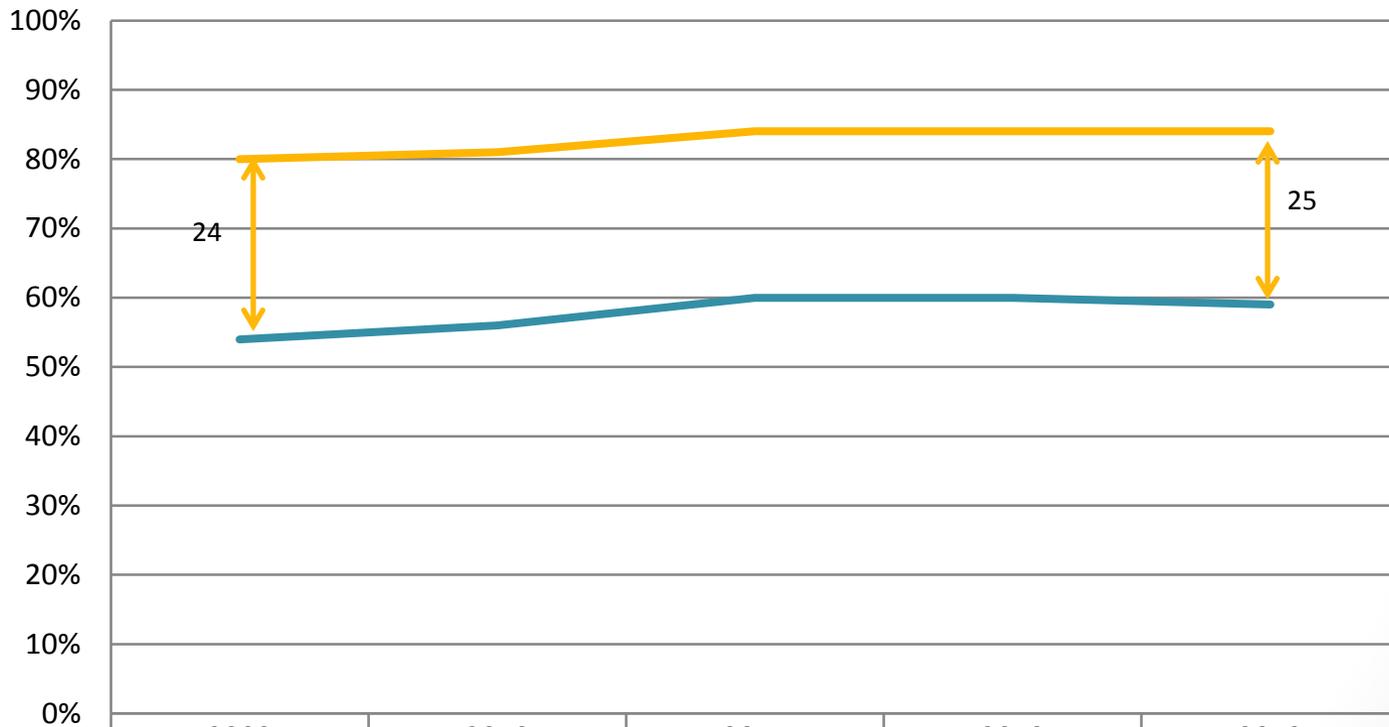


	2009	2010	2011	2012	2013
White	82%	82%	84%	84%	84%
African American	49%	50%	54%	53%	53%
Hispanic	59%	60%	64%	63%	62%

# Achievement Gap: NJASK Math

## Economically Disadvantaged v. Non-Economically Disadvantaged

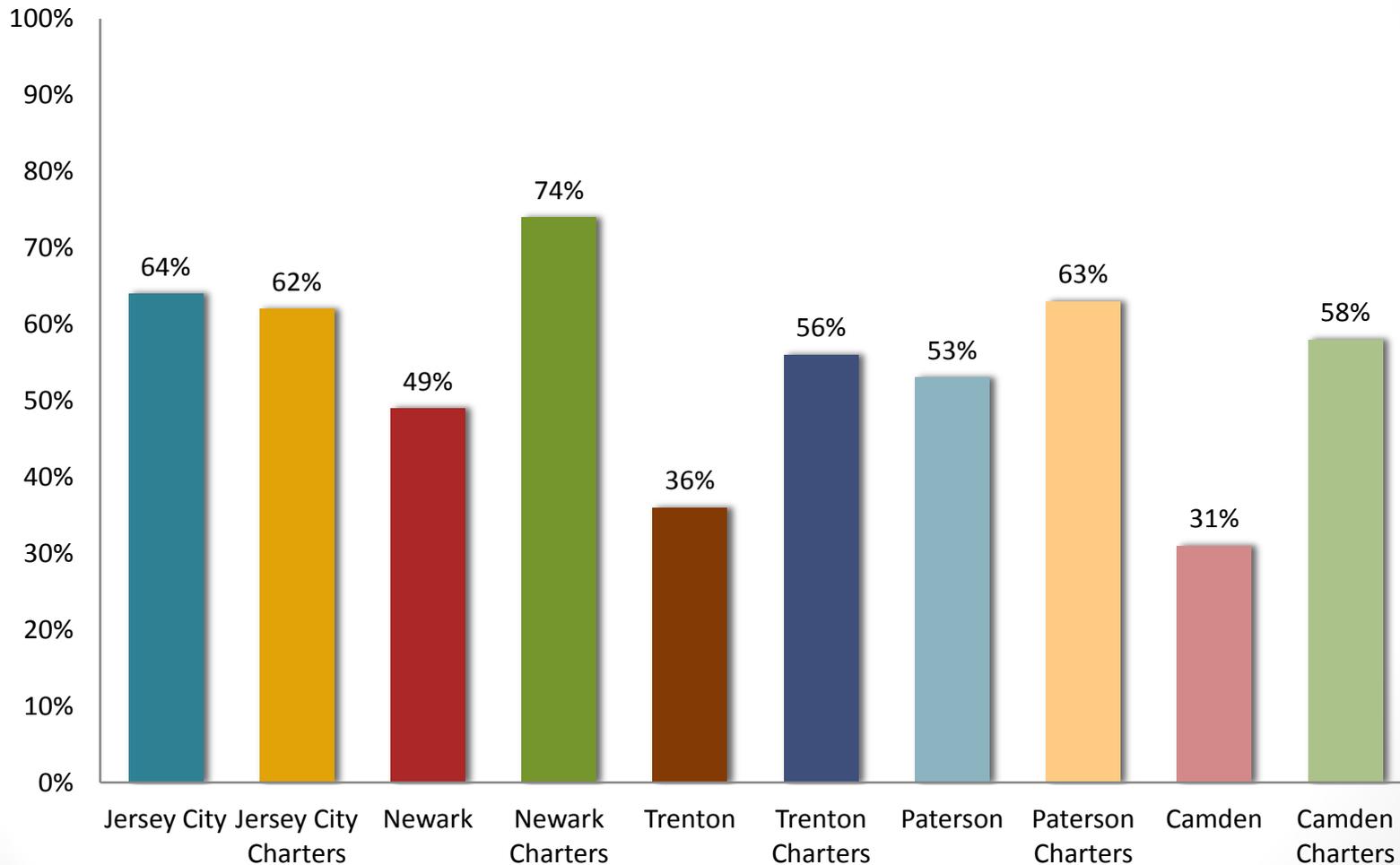
**NJASK Math, by Economic Disadvantage (Free/Reduced Price Lunch)  
Proficient and Above**



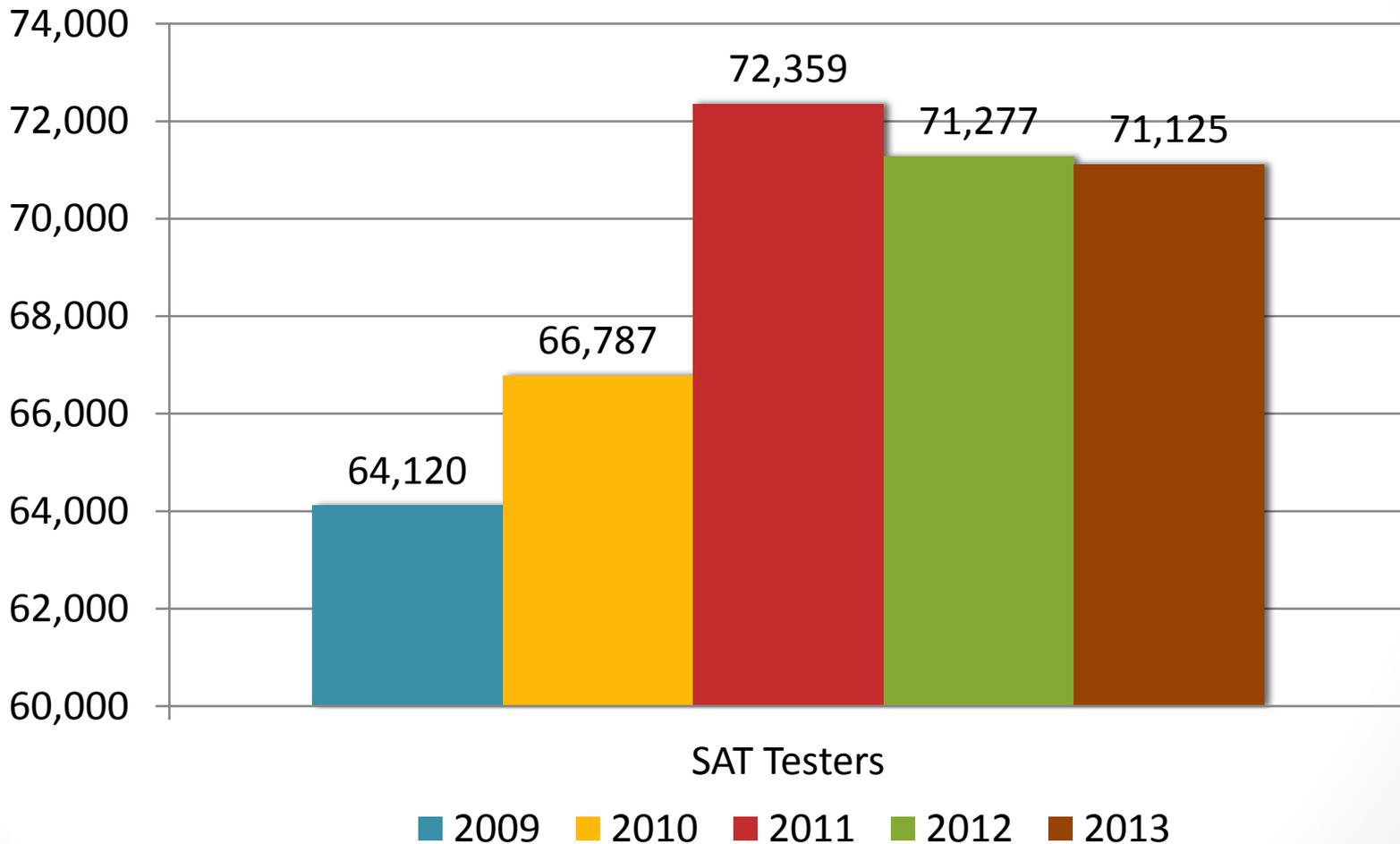
— Econ Dis.	54%	56%	60%	60%	59%
— Non-Econ Dis	80%	81%	84%	84%	84%

# Quick Look: 2013 Math – NJASK and HSPA

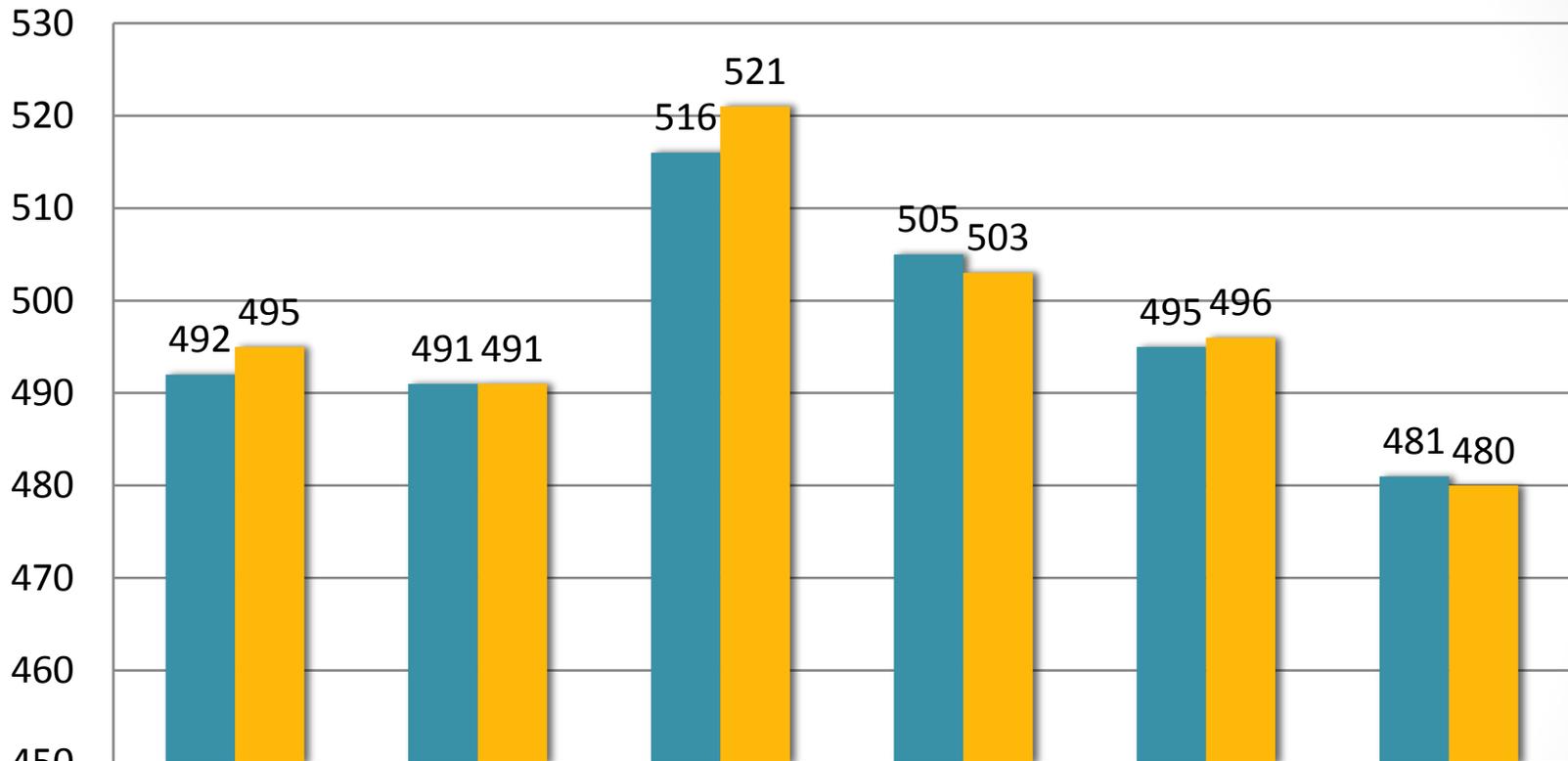
## Large districts and their charter schools



# SAT Test Takers, Graduating Seniors



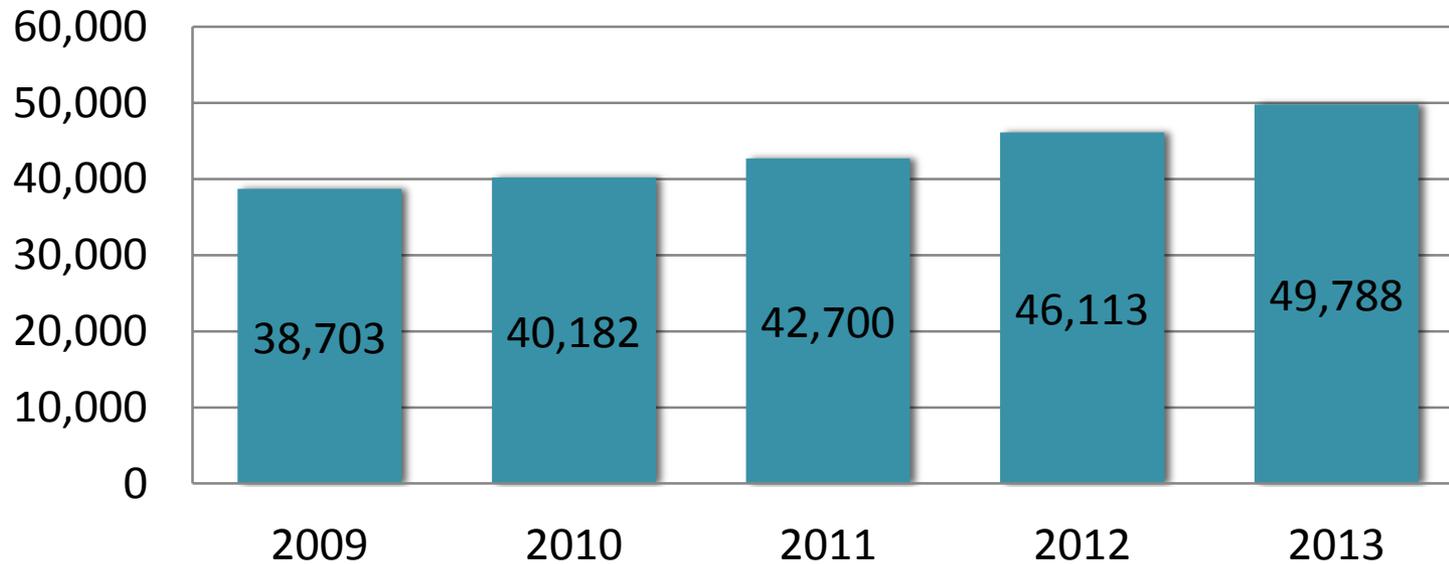
# SAT Mean Scale Scores



■ 2012	492	491	516	505	495	481
■ 2013	495	491	521	503	496	480

# Advanced Placement Tests

## AP Test Takers



**% of tests 3 or higher**

**71.8%**

**72.7%**

**73.1%**

**73.8%**

**73.2%**

# AP Participation and Outcomes, by Subgroups

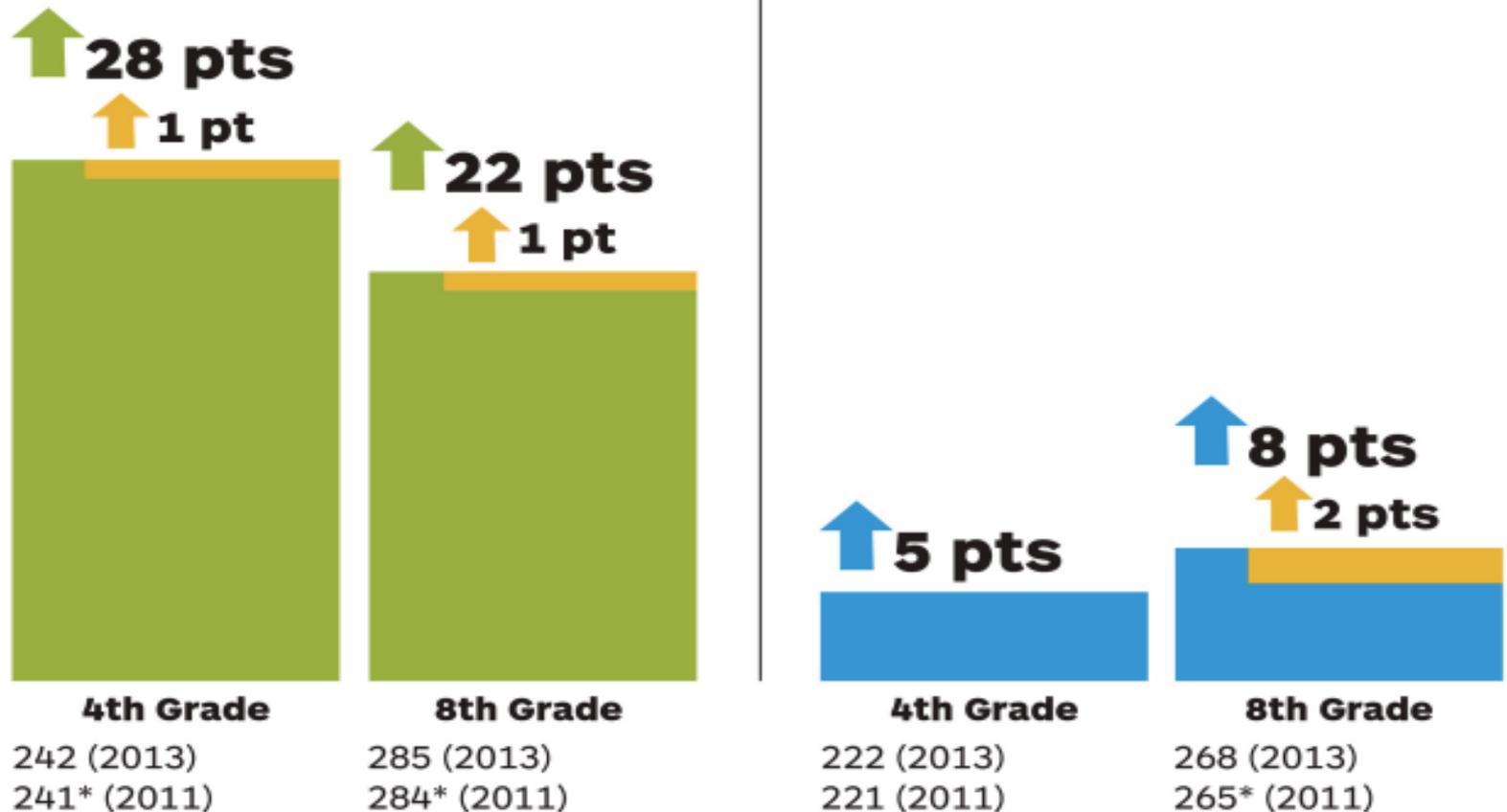
	2012	2013	% Change count		% 3 or Higher, 2013
Total	46,113	49,788	8.0%		73%
Asian	9,563	10,584	10.7%		81%
White	25,364	27,556	8.6%		77%
Black	2,527	2,829	12.0%		42%
Hispanic	5,108	6,347	24.3%		54%

# National Assessment of Educational Progress (NAEP)

- Math and Reading tests based on nationally representative samples of fourth- and eighth-graders.
  - About 170,000 to 190,000 students participate nationwide.
- Changes in students' performance over time are noted only if differences in scores or percentages are determined to be statistically significant ( $p < .05$ )
- Tests are 'snapshots' of a grade level and subject (every two years), not a longitudinal study of a particular cohort of students.

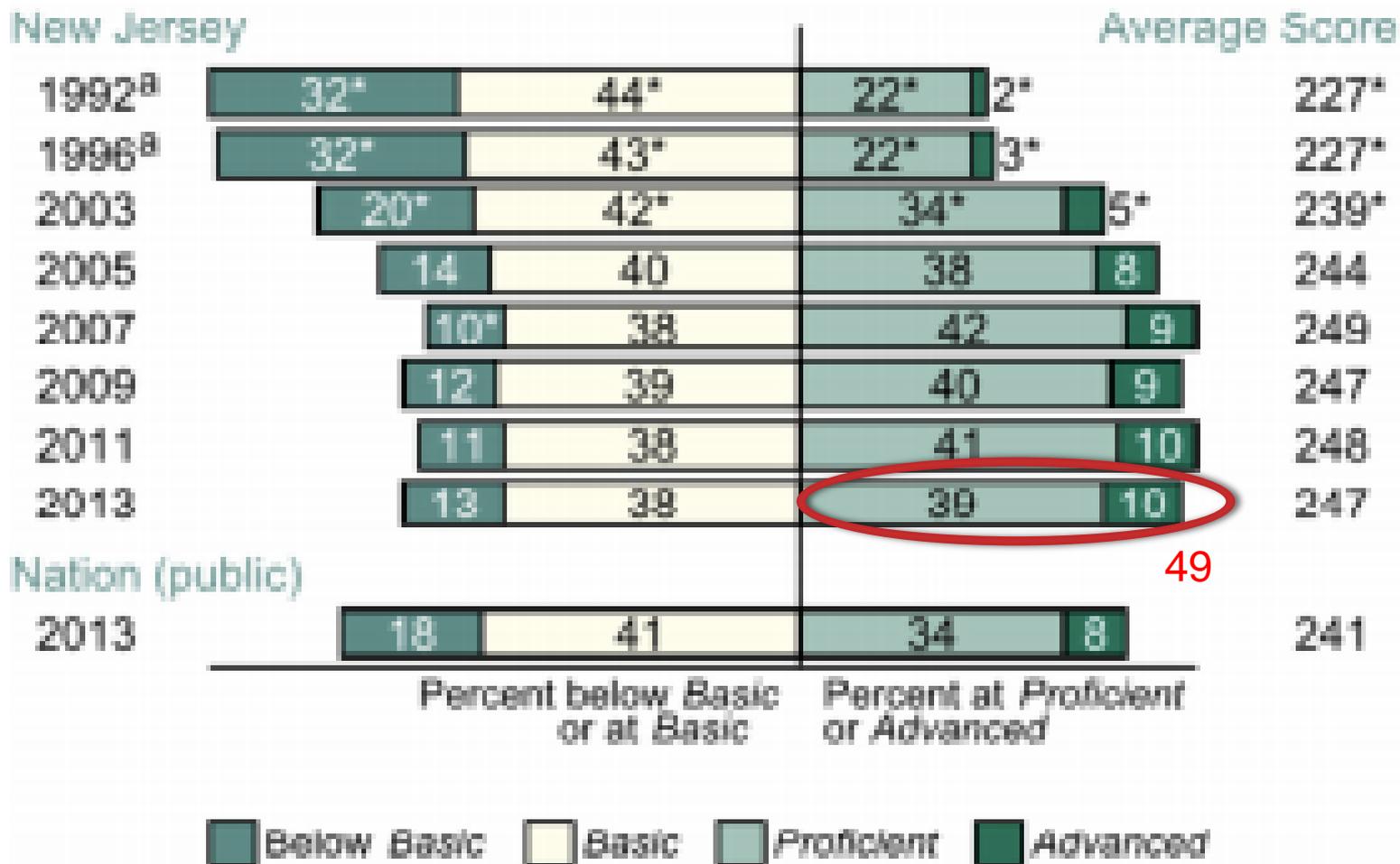
# NAEP Nationwide Outcomes

Change in average scores for fourth- and eighth-grade students assessed in NAEP mathematics and reading: Various years, 1990–2013



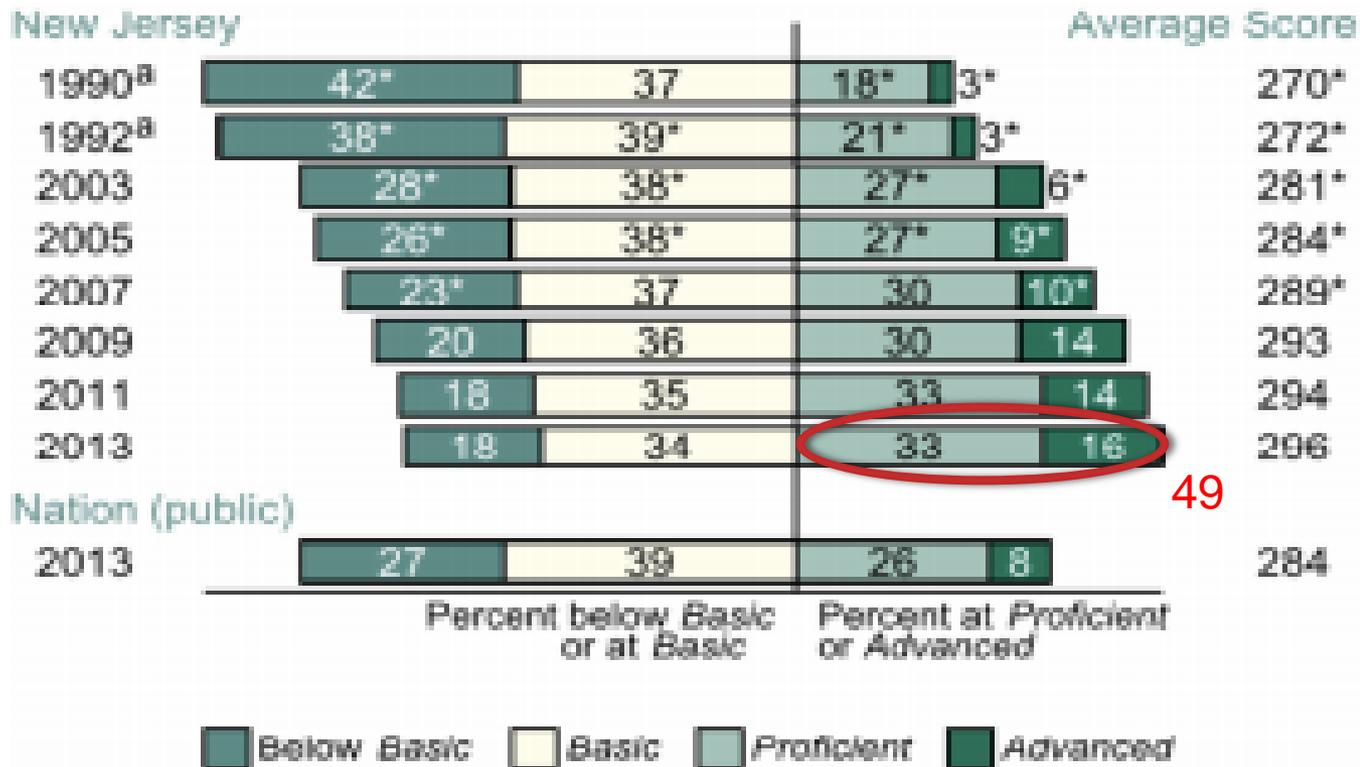
# NAEP Outcomes: 4<sup>th</sup> Grade Math

## Achievement-Level Percentages and Average Score Results



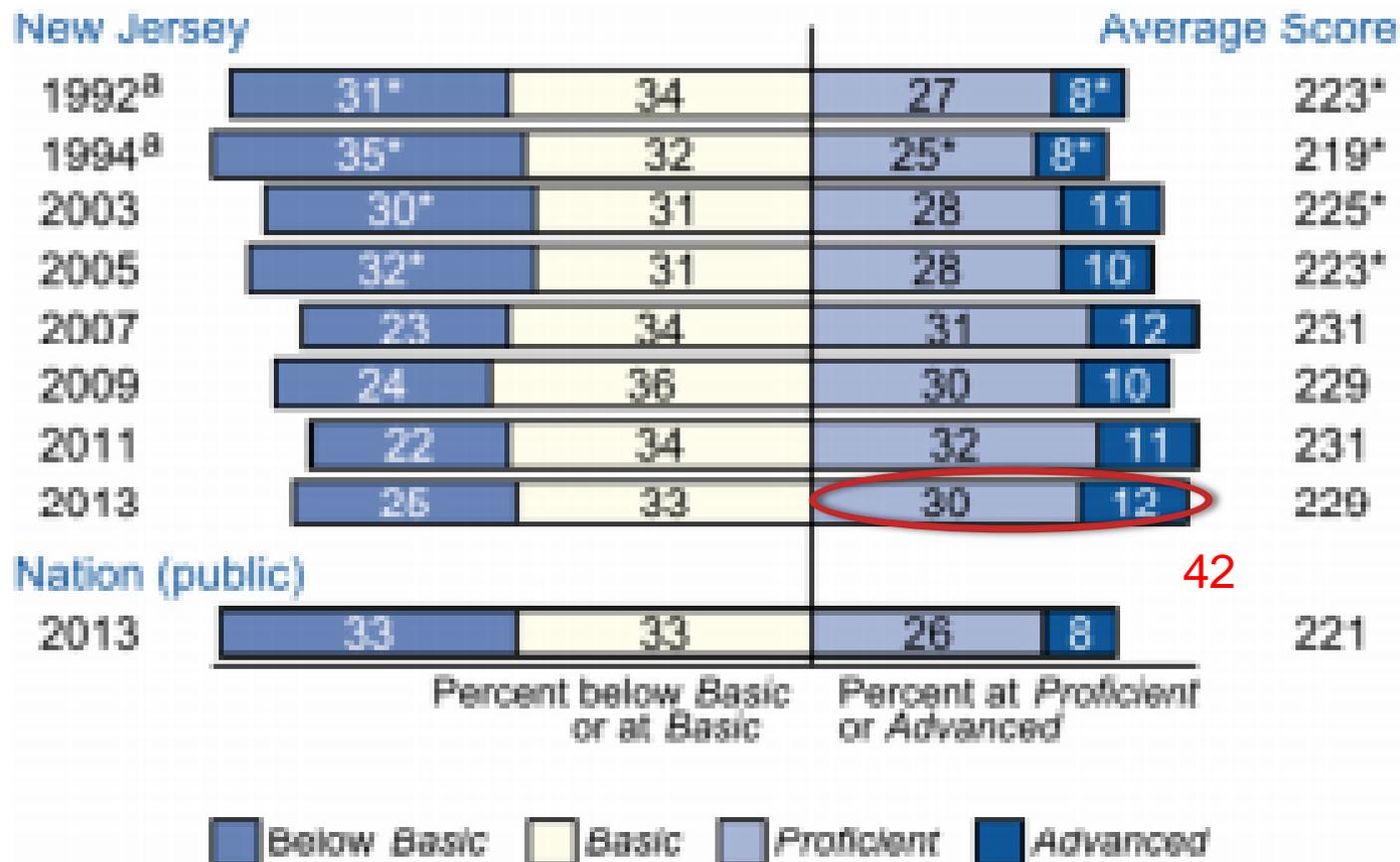
# NAEP Outcomes: 8<sup>th</sup> Grade Math

## Achievement-Level Percentages and Average Score Results



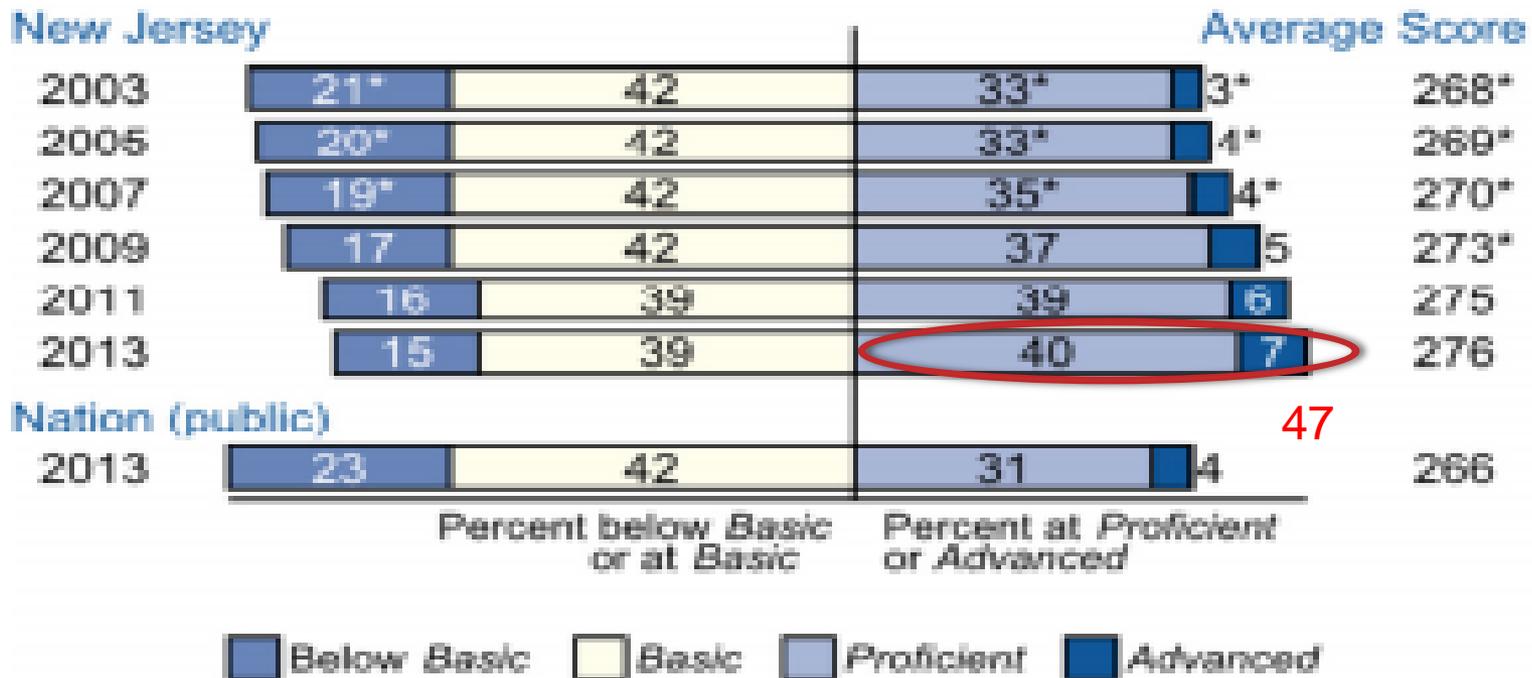
# NAEP Outcomes: 4<sup>th</sup> Grade Reading

## Achievement-Level Percentages and Average Score Results



# NAEP Outcomes: 8<sup>th</sup> Grade Reading

## Achievement-Level Percentages and Average Score Results



# NAEP Achievement Gaps

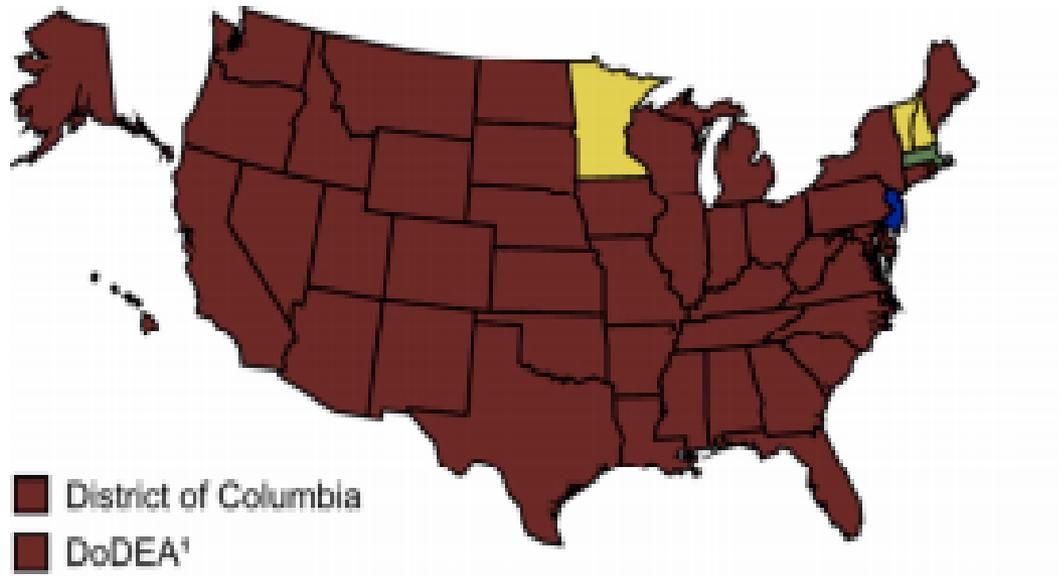
## Did the New Jersey Achievement Gap Narrow between 2011 and 2013?

	Math		Reading	
	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Black-White	No	No	No	No
Hispanic-White	No	Yes	No	Yes

Hispanic-White	2011 Point Gap (H – W)	2013 Point Gap (H – W)
8 <sup>th</sup> Grade Math	30 (274 – 304)	20 (283 – 303)
8 <sup>th</sup> Grade Reading	27 (257 – 284)	19 (264 – 283)

# National Comparison – 8<sup>th</sup> Grade Math

Compare the Average Score in 2013 to Other States/Jurisdictions



<sup>1</sup> Department of Defense Education Activity (overseas and domestic schools).

In 2013, the average score in **New Jersey** (296) was

- lower than that in 1 state/jurisdiction
- higher than those in 47 states/jurisdictions
- not significantly different from those in 3 states/jurisdictions

# New Jersey's NAEP Comparisons

	2011	2013
4 <sup>th</sup> Grade Reading	2	2
8 <sup>th</sup> Grade Reading	1	1
4 <sup>th</sup> Grade Math	3	4
8 <sup>th</sup> Grade Math	2	2