

GRADUATION: ENSURING A MEANINGFUL DIPLOMA FOR NEW JERSEY STUDENTS

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Measuring
College and
Career
Readiness

BRIEF OVERVIEW

- In 2014, NJ's 4-year graduation rate was 88.6% - meaning that local school districts certified that students had successfully met the coursework requirements of Algebra I – in addition to meeting other coursework requirements, the testing requirements of HSPA/ASHA, and any locally determined requirements.
- Of the class of 2014, 79% were proficient or higher on HSPA math and 93% were proficient or higher on HSPA LAL.

County College	% FTFT Enrolled in Remediation	% Enrolled in Computation/Algebra
Atlantic Cape	72.1%	50.3%
Bergen	65.8%	45.5%
Brookdale	66.0%	57.7%
Burlington	59.5%	53.9%
Camden	72.1%	59.6%
Cumberland	53.9%	42.1%
Essex	81.9%	58.2%
Gloucester	51.6%	25.4%
Hudson	72.0%	62.5%
Mercer	54.2%	57.5%
Middlesex	70.5%	58.8%
Morris	54.2%	
Ocean	66.1%	52.5%
Passaic	71.5%	87.4%
Raritan Valley	65.8%	55.3%
Salem	32.9%	18.1%
Sussex	21.9%	45.8%
Union	57.8%	48.5%
Warren	60.0%	66.0%

REMEDIAL RATES FOR FIRST TIME/FULL TIME STUDENTS

County Colleges, Fall 2014

<http://www.state.nj.us/highereducation/IP/IP2015/index.shtml>

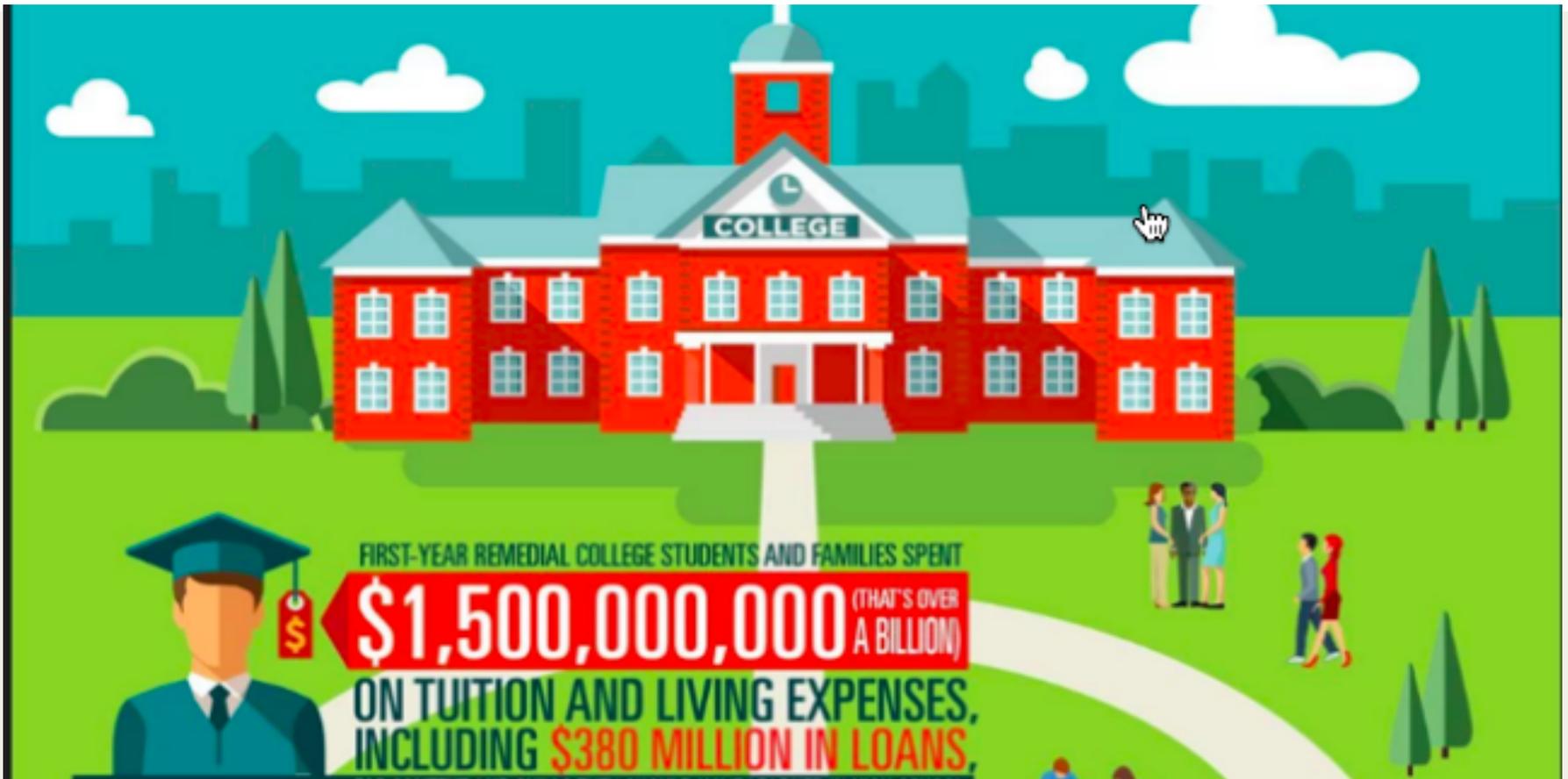
Institution	% FTFT Enrolled in Remediation	% Enrolled in Computation/Algebra
NJIT	7.2%	0.0%
Rowan	20.6%	14.8%
Rutgers	22.1%	15.9%
College of New Jersey	3.6%	2.4%
Kean	44.8%	29.7%
Montclair State	11.9%	11.9%
NJ City University	70.0%	58.0%
Ramapo	21.8%	17.6%
Stockton	30.8%	20.1%
William Paterson	24.0%	20.0%

REMEDIAL RATES FOR FIRST TIME/FULL TIME STUDENTS

New Jersey Colleges and Universities, Fall 2014

<http://www.state.nj.us/highereducation/IP/IP2015/index.shtml>

REMEDICATION IS EXPENSIVE



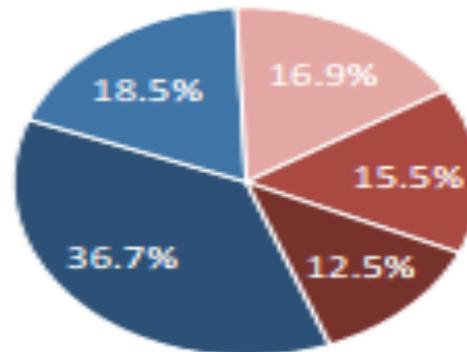
After all financial aid is received, families still pay more than \$1.5 billion out-of-pocket for postsecondary remedial education.

NEARLY HALF OF REMEDIAL STUDENTS ARE NOT LOW-INCOME

Over half a million rising college freshmen
– **1 in 4 students** – had to enroll in
remedial coursework their first year in college.



Contrary to common belief, remedial education is not confined to low-income students.



Nearly half (45%) of students come from middle-, upper-middle, and high-income families.

- Bottom Income Quintile (\$0-\$26,520)
- Middle Income Quintile (\$48,001-\$74,000)
- Top Income Quintile (\$113,441+)

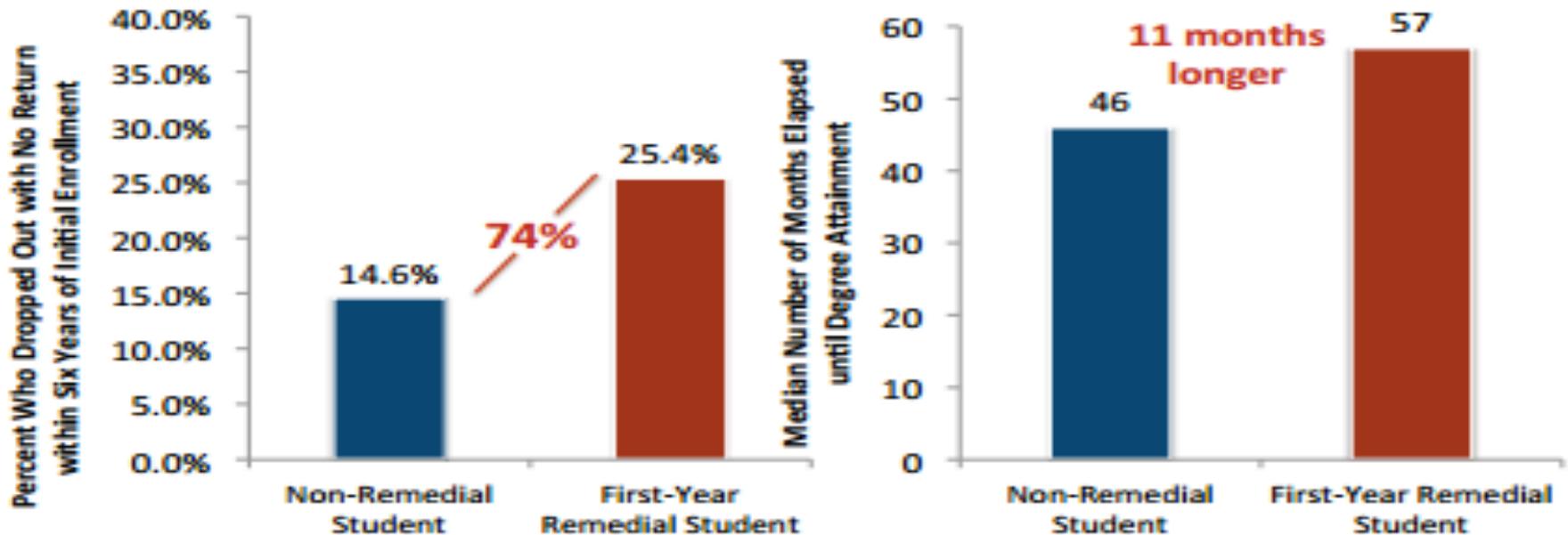
- Second Bottom Income Quintile (\$26,251-\$48,000)
- Second Highest Income Quintile (\$74,001-\$113,440)

REMEDICATION IMPACTS COLLEGE COMPLETION

First-year remedial students seeking a bachelor's degree are **74 percent more likely to drop out.**

Those who do graduate take **nearly a year longer.**

Among first-time full-time bachelor-seeking students...



SO.... HOW DOES THIS HAPPEN?

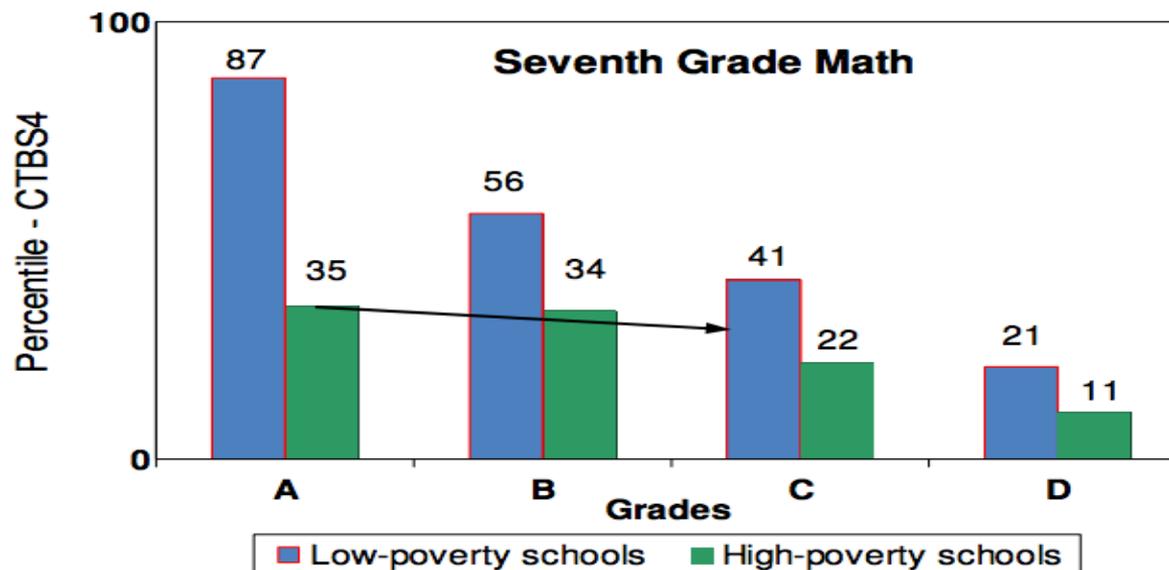
How did New Jersey graduate nearly 89% of the Class of 2014 after four years of high school, requiring them to have been successful in Algebra I coursework, and yet so many students immediately enrolled in remedial courses in either computation or Algebra I?

WITHOUT A MEANINGFUL GRADUATION TEST...

- HSPA was not a measure of college readiness, leading to a mismatch between students/families believing they were ready when they weren't.
- Different academic expectations across classrooms, schools, and districts...leading in many school to 'grade inflation'
- Curricular gaps, e.g., no clear definition of what Algebra I was
- Lack of instructional techniques and alignment to meaningful critical thinking and problem solving skills.

WE'VE KNOWN FOR DECADES: CLASSROOM EXPECTATIONS OF STUDENTS DIFFER

'A' Work in Poor Schools Would Earn 'Cs' in Affluent Schools



Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997.

Students in low-poverty schools who earned "A's" in seventh grade math scored on average at the 87th percentile of testers statewide. Students in high-poverty schools who earned "A's" scored on average at the 35th percentile.



CHECKING IN: DO CLASSROOM ASSIGNMENTS REFLECT TODAY'S HIGHER STANDARDS?

STUDY OF CLASSROOM ASSIGNMENTS, SEPTEMBER 2015

92 English language arts, sciences, and social studies teachers – A response rate of 88%

More than 1,500 assignments (average teacher submitted 17 assignments)

http://edtrust.org/wp-content/uploads/2014/09/CheckingIn_TheEducationTrust_Sept20152.pdf

Grade 10 Writing Assignment

A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character's conflict with society is important.

Grade 10 Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King's most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.

Grade 7 Writing Assignment

Essay on Anne Frank

Your essay will consist of an opening paragraph which introduced the title, author and general background of the novel.

Your thesis will state specifically what Anne's overall personality is, and what general psychological and intellectual changes she exhibits over the course of the book

You might organize your essay by grouping psychological and intellectual changes OR you might choose 3 or 4 characteristics (like friendliness, patience, optimism, self doubt) and show how she changes in this area.

Grade 7 Writing Assignment

The "ME" Page	
My name:	
Three words which describe me best:	
Three words others would use to describe me:	
My best feature:	
A neat expression:	
My best friend:	
My favorite food:	
A chore I hate:	
Something I wish would happen at my home:	
My hero:	
My favorite sport:	
A car I want:	
The best thing about my school:	
My biggest secret:	
A television character I act like:	
My worst fear:	
A contest I want to win:	
My favorite movie star:	
My heartthrob:	
A political office I would like to hold:	
Something I want to buy:	
My chosen career:	
My favorite beverage:	
A place I want to visit:	
A school subject I adore:	
My favorite book:	
A nightmare I have:	
Someone I would like to have as a relative:	
A movie I would like to be the star in:	
Something I would like to do for my family:	
A teacher I respect:	
What I would do if I were in Hollywood:	
A friend I would like to have:	
What I would do to change our school:	
My dream for America:	

- My Best Friend:
- A chore I hate:
- A car I want:
- My heartthrob:

- Overall, fewer than 4 of 10 middle grade assignments were targeted at a grade-appropriate standard.
- In high poverty schools, about one-third of the assignments were targeted to a grade-level standard compared to nearly half of the assignments in low poverty schools.

ED TRUST'S FINDINGS



CHECKING IN: DO CLASSROOM ASSIGNMENTS
REFLECT TODAY'S HIGHER STANDARDS?

PARCC ALGEBRA I OUTCOMES AND COURSE GRADES

	PARCC Algebra I (2015)		Percent "C" or higher in Algebra I course AY1415	
	Count	% Meeting or Exceeding	Count*	% >= C
Grade 6	66	92%	62	100%
Grade 7	3,536	93%	3,305	94%
Grade 8	27,498	72%	24,944	89%
Grade 9	53,656	18%	44,923	67%
Grade 10	5,542	4%	3,170	48%
Grade 11	1,398	4%	623	46%

About **18%** of freshman met or exceeded expectations in PARCC Algebra I yet **67%** received Cs or better in their course.

* Based on an overall 84% match rate at a student-level between NJSMART course roster collection and PARCC Algebra I assessment data.

PARCC GEOMETRY OUTCOMES AND COURSE GRADES

	PARCC Geometry (2015)		Percent “C” or higher in Geometry AY1415
	Count	% Meeting or Exceeding	% \geq C
Grade 7	26	92%	100%
Grade 8	2,607	92%	94%
Grade 9	18,693	47%	90%
Grade 10	37,436	8%	69%

PARCC ELA09 OUTCOMES AND COURSE GRADES

	PARCC English 9 (2015)		Percent "C" or higher in Grade 9 English courses AY1415	
	Count	% Meeting or Exceeding	Count*	% >= C
Grade 9	86,340	37.6%	81,887	92.8%

PARCC ELA10 OUTCOMES AND COURSE GRADES

	PARCC ELA10 (2015)		Percent "C" or higher in Grade 10 English courses AY1415	
	Count	% Meeting or Exceeding	Count	% >= C
Grade 10	77,260	34.0%	73,678	93.5%

THE CHALLENGE

The challenge is ensuring all students leave high school with the necessary knowledge and skills while empowering schools to implement curriculum and instructional programs.

Strategies states have used to do this:

- Ensure through monitoring and state-level control over instructional resources and curriculum that the course content is equivalent.
- Ensure through statewide retention policies that students achieve certain benchmarks early in K-12.
- Require students to demonstrate competencies via a statewide test (with appropriate accommodations) prior to high school graduation. And put in place aligned assessments in early and middle grades to close curriculum/instructional gaps and identify individual student needs.

NEARLY HALF OF THE STATES ADOPT/ APPROVE TEXTBOOKS

- Alabama
- Arkansas
- California
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Kentucky
- Louisiana
- Mississippi
- Nevada
- New Mexico
- North Carolina
- Oklahoma
- Oregon
- South Carolina
- Tennessee
- Texas
- Utah
- Virginia
- West Virginia

NINETEEN STATES REQUIRE 3RD GRADE RETENTION IF BELOW PROFICIENCY

- Arizona
- Arkansas
- California
- Connecticut
- Delaware
- D.C.
- Florida
- Georgia
- Indiana
- Iowa
- Maryland
- Mississippi
- Missouri
- North Carolina
- Ohio
- Oklahoma
- South Carolina
- Tennessee
- Washington

SEVENTEEN STATES HAVE GRADUATION TESTS IN PLACE FOR THE CLASS OF 2016

- Florida
- Idaho
- Indiana
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- Nevada
- New Jersey
- New Mexico
- New York
- Ohio
- Oklahoma
- Oregon
- Texas
- Virginia
- Washington

NINE STATES DON'T ADOPT TEXTS BUT HAVE/PLANNING A GRADUATION TEST

State	2015 4 th Grade Reading NAEP ranking, based on average scale scores	2015 4 th Grade Reading % Proficient and Above
Colorado	8th	39%
Connecticut	3rd	44%
Maryland	13th	37%
Massachusetts	1st	54%
New Jersey	3rd	43%
Ohio	8th	37%
Pennsylvania	4th	42%
Rhode Island	8th	40%
Washington	5th	40%

NEW JERSEY'S APPROACH

- The State Board of Education has adopted high expectations for **all** students;
- Discretion is given to school districts over the writing of curricula, selection of textbooks/materials and instructional approaches;
- Educators, who know their students best, make individual decisions about promotion, retention and placement;
- NJDOE provides resources, such as model curricula/frameworks and implementation guides;
- NJDOE works closely with lowest performing schools and districts to improve student outcomes; and
- There has been a graduation assessment requirement (with appropriate accommodations and safeguards) since the 1980's to ensure that students possess skills and knowledge in English Language Arts and Mathematics.

RESEARCH UPDATE: PROMISE OF PARCC TO MEASURE COLLEGE READINESS

MATHEMATICA Policy Research: “Predictive Validity of MCAS and PARCC” October 2015. Central findings:

- ‘PARCC predicts college readiness.’
- ‘PARCC is as good a predictor about which students need remedial coursework in college as MCAS.’

