

Pupil Personnel Services
Semi-Annual Report to the Woodbury Board of Education
November 2014

Presented: Edward F. Murphy
Director of Pupil Personnel Services

Rather than following the typical outline of previous reports, there are two areas of focus that will be highlighted to bring greater clarity and awareness. The first area of focus will be the new graduation testing requirement: **Partnership for Assessment of Readiness for College and Careers (PARCC)**. The second area of focus will be the “Pilot” initiative with **Rowan College at Gloucester County (RCGC)**.

PARCC Update

Early in the school year, districts were informed that currently enrolled students in grades 9-11 would be required to demonstrate proficiency in both Mathematics and English Language Arts as defined in N.J.A.C. 6A:8-4 graduation policy. Districts have been aware for several years that the graduating class of 2015 represents the last group of students who need to demonstrate proficiency through the High School Proficiency Assessment (HSPA) or the Alternative High School Assessment (AHSA); however districts were not aware until a September 30th memo from Acting Commissioner of Education, David C. Hespe what the new requirements would specifically entail. The memo outlines various options that will be available for students to demonstrate their proficiency in both Mathematics and English Language Arts.

Within a period of three weeks, districts were updated with three subsequent documents regarding clarifications associated with the PARCC end-of-course Mathematics and English Language Arts assessments, specifically how they pertain to high school graduation requirements.

Current Graduation Requirements Class of 2015: As stated in the memo, all students who intend to graduate in June of 2015, including accelerated students and newly enrolled students, are required to pass the HSPA or the AHSA. The final administration of the HSPA will be in March of 2015 and the final administration of the AHSA will be in June of 2015.

English Language Arts	Mathematics
HSPA Score ≥ 200 <i>or</i>	HSPA Score ≥ 200 <i>or</i>
Passing AHSA performance tasks <i>or</i>	Passing AHSA performance tasks <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Graduation Requirements for Classes 2016, 2017 and 2018: Proficiency assessments through varied options currently include one of three PARCC assessments in Mathematics (Algebra I, Geometry or Algebra II) and English Language Arts (English 9, 10 or 11). Students will only need to demonstrate proficiency on one Mathematics assessment and one English Language Arts assessment; however, all students will be required to take the appropriate end-of-course PARCC assessment without regard to prior demonstrated proficiency.

Achieve a passing score on a PARCC English Language Arts Assessment in grades 9 or 10 or 11 <i>or</i>	Achieve a passing score on PARCC Algebra I or Geometry or Algebra II <i>or</i>
Achieve a passing score on a Substitute Competency Test <i>or</i>	Achieve a passing score on a Substitute Competency Test <i>or</i>
Meet the Criteria of the NJDOE Portfolio Appeal	Meet the Criteria of the NJDOE Portfolio Appeal

Substitute Assessments: In 2010, during New Jersey’s transition from the Special Review Assessment (SRA) to the Alternative High School Assessment (AHSA), New Jersey established a set of ‘concordant cut’ (equivalent) scores on third-party college readiness assessments. These alternative assessing methods will be utilized again during the transition from HSPA to PARCC. Starting with the class of 2016, students who do not achieve a passing score on a PARCC assessment, or who do not take a PARCC assessment because they’ve already completed the coursework, will be considered to have demonstrated proficiency if they meet or exceed one of the scores below. Districts will maintain record of these scores for review but will not be required to submit them to the Department of Education. Districts are also invited to submit portfolios of students who do not demonstrate competencies either through PARCC or a Substitute Competency Test in Mathematics and/or English Language Arts.

Substitute Assessment	Passing Score
SAT – Critical Reading or Math	400
ACT – Reading or Math	16
ASVAB-AFQT Score	31
Accuplacer – Write Placer	8
Accuplacer Math – Elementary Algebra	76

**The State announced that the PSAT will also be an accepted Substitute Assessment; however, the CollegeBoard has not confirmed the exact ‘cut score’.*

PARCC Scores: According to Acting Commissioner Hespe, PARCC states will meet during the summer of 2015 to engage in standards setting as a consortium so that scores are comparable across all of the PARCC states. However, each state retains its own authority to establish its ‘cut scores’ for use in graduation decisions. Thus, schools and districts can expect to be notified of the “cut scores” for use in New Jersey graduation determinations in the fall of 2015. Guidance about graduation requirements beyond the class of 2018 will also be forthcoming at that time.

Considerations for Woodbury:

- Do students need to repeat the class if they do not pass the end-of-course assessment? This is a local decision; however, students who do not repeat the course should not re-take the test the following year. Our current recommendation is for students not to repeat the course, especially during the transition period.
- As per State of New Jersey code, districts are required to update policy 5460 and share information with students and parents impacted by the new requirements.
- While in transition from an integrated to a traditional Algebra/Geometry sequence, the local districts will determine which end-of-course PARCC assessment.
- The guidance from the state indicates that students currently enrolled in an integrated mathematics course that includes Algebra I, Geometry, and/or Algebra II and serves an alternative course sequence (i.e. a traditional math sequence), must take the PARCC assessment when the district determines the appropriate content has been covered. Woodbury has decided locally that students will take the Algebra I PARCC after the conclusion of Integrated Algebra III.

- Mathematics moving forward will have students taking the end-of-course assessment that corresponds with the course in which they are enrolled. This year students enrolled in Algebra I will take the PARCC Algebra I assessment. Next year those students will take the Geometry assessment. In addition, any student who is enrolled in two concurrent courses (i.e. Geometry and Algebra II) will only take one PARCC Mathematics end-of-course which will be locally determined.
- School Counselors will now be charged with the responsibility of verifying and documenting competency ascertained through Substitute Assessment.
- In order to maintain the integrity of the testing results, students who have previously demonstrated proficiency must be encouraged to test diligently.
- Eighth grade students enrolled in a high school mathematics course will take the corresponding end-of-course PARCC for that particular course and not participate in the Eighth grade PARCC Mathematics assessment.

RCGC Pilot

Several of our students have had the opportunity to optimize their time in high school by earning college credits. By participating in the “Pilot” initiative at Rowan College at Gloucester County (RCGC), sixteen students, which make up nearly 20 percent of the senior class, have started their freshman college experience as selected members of the Class of 2015. In May of 2014, Woodbury formally entered into an agreement with the newly developed College and Career Readiness Center at RCGC. Woodbury High School seniors who met specific program entrance requirements are currently dividing their school day between WHS and the RCGC campus.

Not only can the credits can be applied to a RCGC degree program or easily transferred to another university upon graduation, but these RCGC credits can satisfy high school graduation requirements through the Option II Program.

Although several other high schools within Gloucester County participate in the “High School Options Program” (HSOP) by allowing students to enroll in college courses, Woodbury is the only district that buses students to and from the campus and pays entirely for the cost of attendance. In addition, most Woodbury students have chosen to fulfill both English and World History graduation requirements through the Option II Program. By the end of the school-year, the students in the “Pilot” will have earned twelve college credits, including several general education requirements that are common to most colleges and universities.

Students in the “Pilot” currently follow two academic calendars and are expected to be present when classes are in session at RCGC without regard to the high school schedule. As a result, during the first week of November while the general student body was enjoying a week off, the students in the “Pilot” continued to attend class. The schedule has students enrolled in periods 1-

5 at the high school and the remainder of the day is spent at RCGC from 12:15 until they return at approximately 2:15. Class is not in session on Fridays, and students have an opportunity to use that time as they see fit. On occasion, counselors have met with them during this time to assist with college applications and to insure that they are not missing any information that is shared with all seniors.

Students were given a survey prior to attending RCGC and will be given a similar survey at the mid-point and end of the year to compare responses. In addition to earning college credit, the intent of the “Pilot” is to ease the transition from high school to post-secondary experiences by providing students with support during the process. One essential component of the “Pilot” is that fact that our students are taking the courses on the RCGC campus alongside other college students. This component distinguishes the “Pilot” from previous partnerships in which college courses were taught in the high school often with a high school faculty member serving as the professor. As a result, Woodbury students have already overcome several challenges that characterize the typical freshman college transition: creating a student account and accessing the college portal, registering for classes, purchasing textbooks on campus, following a college syllabus, and being accountable for their own progress without the oversight of the school and/or parents.

In the coming weeks RCGC and Woodbury administration will be meeting with our students to evaluate the inception of the “Pilot”. The discussion with the students will probe for what the students have learned from the experience thus far, aspects of college yet discovered and what could be improved for future students.