

BCIT Student Achievement Executive Summary
Board of Education Meeting
October 30, 2019
Dr. Lisa English
2018-2019

Below is a brief overview of BCIT's student achievement for the 2018-2019 school year.

Introduction:

This past year, we made a number of various interventions to assure an increase in student performance. Based on the 17-18 assessment results, we identified 4 areas as a strategic focus to address student achievement:

1. Mathematics (Algebra 1) at Medford
2. Mathematics (Algebra 1) at Westampton
3. ELA 10 at Westampton
4. ELA 10 at Medford

The following key district initiatives guided an increase in student achievement. Examples include:

- Literacy for Life
- PLTs(Professional Learning Teams) and Student Conferencing (Grade level-content Professional Learning Communities-PLCs)
- Alignment of Curriculum to NJQSAC
- Use of Data Analysis via Linkit and Star 360
- Infusing Instructional Technology into Practice

Discussion of Results:

District PARCC performance in English Language Arts/Literacy increased in all grade levels 9-11 as compared to the 17-18 school year for students performing at Levels 4 & 5 by 3-12%. It is important to note that students in Grade 11 were not required to take the PARCC tests if they passed a previous administration as per the NJDOE.

District PARCC performance in Mathematics either increased by 3% in the area of Algebra I or was equal to the 17-18 school year results for Algebra II for students performing at Levels 4 & 5. Geometry test scores decreased by 1% for students performing at Levels 4 & 5. Here, it is also important to realize that students who passed a previous Algebra I assessment were not required to participate in a higher-level math test administration. Furthermore, across the

state, an area of concern is student performance in both Algebra II and Geometry. Overall, BCIT performed very well relative to the state averages related to Algebra I.

The number of students participating in the PARCC assessments increased by 1% in the areas of ELA 09 & ELA 10. ELA 11 decreased by 23%. The decrease in ELA 11 tested students was due to the number of students not required to take a Grade 11 assessments as per the NJDOE new graduation requirements.

Participation in PARCC assessments decreased by 1% for Algebra I and increased by 6% for Algebra II. Students taking the Geometry test decreased by 21% because at BCIT this course was offered in Grade 11 only during the 18-19 school year. For the 19-20 school year, BCIT students will have the ability to participate in Geometry during Grade 11.

A comparison to the State Average for Language Arts/Literacy overall identified a significant percentage of BCIT students are performing in Meeting Expectations(Level 4), and Exceeding Expectations (Level 5) range for Literacy.

In previous years, it had been noted that there were differences between the levels of performance among the campuses. In reference to this point, Westampton has benefited from Title I funds for several years and Medford had not received funds until the 17-18 school year. A districtwide effort to implement best practices and similar supports via Title I funding at the Medford campus began during the 17-18 school year and will continue to take place over the next few years. Districtwide efforts have resulted in a significant and positive impact on closing the achievement gap between the Westampton and Medford campuses. Interventions facilitated during the 18-19 school year included the use of specialist coaching, professional learning teams, student conferencing, and data analysis. Innovative resources such as Linkit, Star 360, Newsela, Membean, and IXL embedded into classroom instruction guided student growth and achievement on the PARCC assessments.

Significant improvement at the Medford campus has included a 17 % increase in ELA 09 scores, as well as 13% increase in ELA 10. Mathematics scores have also increased at the Medford campus by 13 % for Algebra I tested students. At the Westampton Campus, ELA 10 scores increased by 11%, and ELA 11 scores increased by 2%. In Mathematics, Algebra II scores increased by 1 %. Overall, sustainable performance levels have been demonstrated by the students at the Westampton campus in the areas of ELA and Mathematics.

A three-year comparison specific to certain populations such as special education, race/ethnicity, and economically disadvantaged was identified. Students classified as Proficiency by Race demonstrated significant improvement in ELA. In Mathematics there were increases or stability in most categories.

Special Education students increased their level of performance in ELA by 7% and 504 students increased performance by 12%. Economically Disadvantaged students increased their level of performance by 13% in ELA and limited English Limited Proficiency by 20 %. In Mathematics, Special Education students increased their scores by 6%, 504 students increased by 3 %, Economically Disadvantaged students increased their scores by 1 %, and English Limited Proficient students improved their scores by 10 % during the 18-19 school year.

Advanced Placement Test Scores have been identified as a priority at BCIT. It is noted that the number of World History and English Composition students participating has steadily increased each year. The teachers of the AP courses have attended AP Institutes during the summer to further develop their curricula and to better prepare students for their respective AP assessments.

The average independent reading level of incoming students is 7.8 along with students performing at or above the 43rd percentile rank on average in ELA as compared to students across the nation. This average has remained the same compared to last year's incoming 9th-grade class.

This year, BCIT has had one of its largest incoming enrollments for the 19-20 school year. Overall, in 18-19, BCIT's application pool has grown exponentially and subsequently, the enrollment has increased significantly. For the first time, BCIT now has a waitlist of students seeking enrollment into the district. The current number of completed applications for the 20-21 school year indicates a trend for another record-breaking pool of incoming students.