Measuring Student Proficiency in Grades 3-8
English Language Arts and Mathematics

September 26, 2018
ESSA, Equity and Assessments

• NY’s ESSA plan is ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school or where they come from.

• NY’s ESSA plan is a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds.
  - Every student includes English language learners, students with disabilities, economically disadvantaged students, neglected and delinquent youth, migrant students, homeless students, and students in rural districts where sparse population density creates its own challenges.

• NY’s ESSA plan goes beyond ELA and math to include science and social studies, acquisition of English proficiency by ELLs and MLLs, and chronic absenteeism.
ESSA, Equity and Assessments

• State assessments are one part of NY’s overall strategy to determine the level of equity in schools and allocate resources but assessments are not the only part.

• NY’s ESSA strategies to foster equity include to:
  o Address disparities in training for teachers to help them be effective in the classroom;
  o Provide students more access to rigorous high school coursework;
  o Make schools equally welcoming environments for all students;
  o Increase fiscal transparency in school building spending; and
  o Use multiple measures to allow students to demonstrate proficiency in state learning standards

• NYSED will collect data for these ESSA indicators to see if improvements in equity are being realized
ESSA, Equity and Assessments

- **State assessments:**
  - Provide important information about how students, schools and school districts are performing
  - Identify where the gaps in achievement persist
  - Establish a foundation to determine which grades, schools and groups of students need additional support

- NY’s ESSA plan will evolve over time to add additional measures of school quality and student success
ESSA, Equity and Assessments

• New York’s ESSA Plan:
  ○ Is about equity – ensuring all students have access to a high-quality education
  ○ Recognizes and rewards strengths
  ○ Incentivizes creating and expanding coursework and programs that lead to student success; and
  ○ Provides targeted help where help is needed
Next Generation Learning Standards

- Deliberate, inclusive and transparent approach to develop our Next Generation Learning Standards

- The standards are rigorous and will prepare children for successful lives in the 21\textsuperscript{st} century

- Nearly 3,000 educators who received in-depth professional learning this year
Next Generation Learning Standards & Assessment Projected Time Line

- **September 2017**: Adopted Next Generation Standards
- **2017-2018 School Year (New Baseline)**: New two-day assessments measuring the current standards; new performance standard-setting process; professional development on Next Generation Standards;
- **2018-2019 School Year**: Two-day assessments measuring the current standards; professional development continuing on Next Generation Standards;
- **2019-2020 School Year**: Two-day assessments measuring the current standards; professional development continuing on Next Generation Standards;
- **September 2020**: Full implementation of the Next Generation Standards;
- **Spring 2021 (New Baseline)**: New tests measuring Next Generation Standards and new performance standard-setting process.
- This time line allows teachers to adjust to the new standards.
Brand New Baseline

• New baseline established due to switch from three to two-day testing

• Conducted standards review to determine knowledge and skills needed at each performance level (1-4)

• With a new baseline, you cannot compare proficiency levels with prior years

• This year and next two years will be comparable (2018, 2019 & 2020)

• A new baseline will be established for the Next Generation Assessments in Spring 2021
Performance Standard Review Process

- Panels of NYS educators certified in the grade-level
- Followed a standardized, research-based process
- Discussed expectations for students in each performance level and reviewed 2018 test questions
- Made recommendations to the Commissioner on the knowledge and skills required of students at each grade level
- Commissioner accepted recommendations
- Performance standards applied to student tests to determine proficiency levels
Computer-Based Testing

• Spring 2018 is the second time the state offered operational assessments on computers

• More than 145,000 students took the operational tests on computer at more than 10% of schools in New York State offering grades 3-8 tests
  o More than 100,000 students took the ELA tests on computer
  o More than 74,000 students took the math tests on computer

• Some students encountered technical difficulties on the ELA test. NYSED addressed them and held Questar accountable. Math CBT went more smoothly.

• The Department remains committed to transitioning to CBT to:
  o provide access to technology and improved instructional tools for all students, including students with disabilities who benefit from an equitable testing environment offered on computer;
  o Computer-based testing will allow NY to transition adaptive testing for special populations; and
  o help prepare students for the world we live in
2018 Summary - Statewide

- **ELA:** the percentage of all test takers in grades 3-8 who scored at the proficient level (Levels 3 and 4) is 45.2 percent
- **Math:** the percentage of all test takers who scored at the proficient level this year is 44.5 percent
- Proficient is scoring at levels 3 or 4
- Scores from last year’s exam cannot be compared to this year’s

<table>
<thead>
<tr>
<th>% of Students Proficient in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>Statewide Combined Grades ELA</td>
</tr>
<tr>
<td>39.8</td>
</tr>
<tr>
<td>Statewide Combined Grades Math</td>
</tr>
<tr>
<td>40.2</td>
</tr>
</tbody>
</table>
2018 Summary – NYC

The percentage of NYC students who scored at the proficient level in ELA slightly exceeds the rest of the State.

<table>
<thead>
<tr>
<th>% of Students Proficient in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
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<tr>
<td>Statewide Combined Grades ELA</td>
</tr>
<tr>
<td>39.8</td>
</tr>
<tr>
<td>NYC Combined Grades ELA</td>
</tr>
<tr>
<td>40.6</td>
</tr>
<tr>
<td>Statewide Combined Grades Math</td>
</tr>
<tr>
<td>40.2</td>
</tr>
<tr>
<td>NYC Combined Grades Math</td>
</tr>
<tr>
<td>37.8</td>
</tr>
</tbody>
</table>
2018 Summary – Big 5 School Districts

NYC continues to have the highest percentage of students proficient in ELA and Math with Yonkers having the second highest.

<table>
<thead>
<tr>
<th>% of Students Proficient in ELA in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
</tr>
<tr>
<td>New York City</td>
</tr>
<tr>
<td>Buffalo</td>
</tr>
<tr>
<td>Rochester</td>
</tr>
<tr>
<td>Syracuse</td>
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<tr>
<td>Yonkers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students Proficient in Math in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
</tr>
<tr>
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<tr>
<td>Rochester</td>
</tr>
<tr>
<td>Syracuse</td>
</tr>
<tr>
<td>Yonkers</td>
</tr>
</tbody>
</table>
### 2018 Summary – Proficiency by Race and Ethnicity

- The achievement gap between black and Hispanic students’ proficiency narrowed slightly when compared with their white peers. The gap also narrowed slightly for American Indian/Alaska Native students and their white peers.
- Asian/Pacific Islander students continued to perform the highest in proficiency among race and ethnicity groups.
- The implementation of ESSA Plan, the My Brother’s Keeper movement and social emotional learning will help to further close the gaps.

<table>
<thead>
<tr>
<th></th>
<th>2018 Proficiency</th>
<th>Achievement Gap to White Peers</th>
<th>2017 Proficiency</th>
<th>Achievement Gap to White Peers</th>
<th>Change in Gap 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black ELA</strong></td>
<td>34.5</td>
<td>17.3</td>
<td>29</td>
<td>18.1</td>
<td>-0.8</td>
</tr>
<tr>
<td><strong>Hispanic ELA</strong></td>
<td>35.1</td>
<td>16.7</td>
<td>29.2</td>
<td>17.9</td>
<td>-1.2</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native ELA</strong></td>
<td>38.5</td>
<td>13.3</td>
<td>32.7</td>
<td>14.4</td>
<td>-1.1</td>
</tr>
<tr>
<td><strong>White ELA</strong></td>
<td>51.8</td>
<td></td>
<td>47.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander ELA</strong></td>
<td>66.7</td>
<td></td>
<td>60.8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2018 Proficiency</th>
<th>Achievement Gap to White Peers</th>
<th>2017 Proficiency</th>
<th>Achievement Gap to White Peers</th>
<th>Change in Gap 2017 to 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Black Math</strong></td>
<td>29.3</td>
<td>24.9</td>
<td>24.4</td>
<td>26</td>
<td>-1.1</td>
</tr>
<tr>
<td><strong>Hispanic Math</strong></td>
<td>31.8</td>
<td>22.4</td>
<td>27</td>
<td>23.4</td>
<td>-1.0</td>
</tr>
<tr>
<td><strong>American Indian/Alaskan Native Math</strong></td>
<td>36.3</td>
<td>17.9</td>
<td>31.3</td>
<td>19.1</td>
<td>-1.2</td>
</tr>
<tr>
<td><strong>White Math</strong></td>
<td>54.2</td>
<td></td>
<td>50.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Asian/Pacific Islander Math</strong></td>
<td>71.2</td>
<td></td>
<td>67.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018 Summary – Charter Schools

- Charter school students’ proficiency on the ELA and math exams was higher for students attending charter schools in NYC than the rest of state.
- # Charter Students Statewide who took ELA: 66,649 (6.9% of test takers statewide)
- # Charter Students Statewide who took Math: 63,642 (6.8% of test takers statewide)

<table>
<thead>
<tr>
<th>% of Students Proficient in Grades 3-8</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Schools Combined Grades ELA</td>
<td>45.0</td>
<td>54.0</td>
</tr>
<tr>
<td>NYC Charter Combined Grades ELA</td>
<td>48.2</td>
<td>57.3</td>
</tr>
<tr>
<td>Charter Schools Combined Grades Math</td>
<td>48.2</td>
<td>55.8</td>
</tr>
<tr>
<td>NYC Charter Combined Grades Math</td>
<td>51.7</td>
<td>59.6</td>
</tr>
</tbody>
</table>
Test Refusal Rate Declined

• In 2018, the test refusal rate was approximately 18%
• That is a one-percentage-point drop from 2017.
2018
Grades 3-8
ELA Test Results
*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.
2018 Statewide Performance in ELA
NYC Student Performance Exceeded the State’s in ELA

Students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is 46.7% in 2018.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All NYC Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level
2018 NYC Performance in ELA

Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Combined Grades NYC

- Level 1: 8.9% to 16.1%
- Level 2: 19.3% to 27.5%
- Level 3: 21.9% to 29.2%
- Level 4: 18.2% to 32.8%

NYC Level:
- Level 1: 16.4% to 23.4%
- Level 2: 26.9% to 32.8%
- Level 3: 23.8% to 29.8%
- Level 4: 27.7% to 41.7%
Big 5 City District Performance in ELA

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Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Statewide Performance in ELA by Need/Resource Group

Low-need districts continue to outperform other groups. In addition, Charter Schools and NYC exceed the performance of public schools statewide.

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Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 3 and Above by Combined Grades

High Need Districts

NYC Large City Urban-Suburban Rural Average Low Charter Total Public
Statewide Performance in ELA by Race and Ethnicity

While the achievement gap between black, Hispanic and American Indian/Alaskan Native students and their white peers narrowed slightly, much work remains to be done to close the gap.

Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
NYC Performance in ELA by Race and Ethnicity

NYC’s performance by race and ethnicity parallels statewide public school performance.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Girls Continued to Outperform Boys Statewide in ELA in 2018

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 Combined Grades by Gender
Across all Race and Ethnicity groups, girls continued to perform better than boys in ELA statewide.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2018 by Gender and Race and Ethnicity.
Charter School Performance in ELA

NYC charter schools outperformed rest of state charters in ELA.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Statewide English Language Learner Performance in ELA

Ever ELLs increased their performance over Never ELLs and Total Public in ELA.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

1 Students identified as ELL during the reported year.
2 Students identified as ELL any year prior to the reported year but not including the reported year.
3 Students never reported to have received ELL services.
NYC English Language Learners
Performance in ELA

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

1Students identified as ELL during the reported year.
2Students identified as ELL any year prior to the reported year but not including the reported year.
3Students never reported to have received ELL services.
13.8% of students with disabilities met or exceeded the ELA proficiency standard (Levels 3 and 4) in 2018, and the percentage of students scoring at Level 2 or above is 44.3%.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.*
2018
Grades 3-8
Math Test Results
Student Proficiency Statewide in Math

Students who met or exceeded the proficiency standard (Levels 3 and 4) is 44.5% in 2018.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may lower the percentage proficient in Grade 8 as compared to other grades.

Note: Accelerated math course availability varies by district and school.
ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may lower the percentage proficient in Grade 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.
NYC Student Proficiency Statewide in Math

Students who met or exceeded the proficiency standard (Levels 3 and 4) is 42.7% in 2018.

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may lower the percentage proficient in Grade 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All NYC Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level
ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may lower the percentage proficient in Grade 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.
**Big 5 City District Performance in Math**

NYC remains the top performer among the Big 5 districts while Yonkers is the second highest in Math.

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may lower the percentage proficient in Grade 8 as compared to other grades.

Note: Accelerated math course availability varies by district and school.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.*

Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Statewide Performance in Math by Need/Resource Group

In 2018, low-need districts continued to outperform other groups. Charter schools and average need districts outperformed the total public population.

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

High Need Districts

Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 3 and Above by Combined Grades
*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.
NYC Performance in Math by Race and Ethnicity

Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 by Combined Grades

*Due to the new two-session test design and new NYS educator-recommended performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.
Girls Continued to Outperform Boys Statewide in Math in 2018

*Due to the new two-session test design and performance standards, the 2018 Grades 3-8 ELA and Math results cannot be compared with prior-year results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 by Combined Grades by Gender
Across all Race and Ethnicity groups, girls performed better than boys in math statewide.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2018 by Gender and Race and Ethnicity
Charter School Performance in Math

NYC charter schools outperformed rest of state charters in Math.

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The Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above Combined Grades
Statewide English Language Learner Performance in Math

Ever ELLs increased their performance over Never ELLs and Total Public in Math.

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1Students identified as ELL during the reported year.
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3Students never reported to have received ELL services.
NYC English Language Learner Performance in Math

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1 Students identified as ELL during the reported year.
2 Students identified as ELL any year prior to the reported year but not including the reported year.
3 Students never reported to have received ELL services.

2016 2017 2018

<table>
<thead>
<tr>
<th></th>
<th>2 &amp; above</th>
<th>3 &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>46.8%</td>
<td>49.7%</td>
</tr>
<tr>
<td>2017</td>
<td>69.5%</td>
<td>44.9%</td>
</tr>
<tr>
<td>2018</td>
<td>39.1%</td>
<td>40.2%</td>
</tr>
</tbody>
</table>
Students with Disabilities Performance in Math

14.6% of Students with Disabilities met or exceeded the math proficiency standard (Level 3 and 4) in 2018.

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Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 by Combined Grades
2018
Test Refusal Data
Test Refusal Data on 3-8 ELA and Math Assessments

The test refusal rate is down one percentage point from 2017.

<table>
<thead>
<tr>
<th></th>
<th>2017 Test Refusal</th>
<th>2018 Test Refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19%</td>
<td>18%</td>
</tr>
</tbody>
</table>
# 2018 Test Refusal Students by Need/Resource Group

Of the total test refusals statewide, the most are from average and low need districts.

## Percentage by Combined Grades

<table>
<thead>
<tr>
<th>Subject</th>
<th>New York City</th>
<th>Big 4 Cities</th>
<th>High Need Urban/Suburban</th>
<th>High Need Rural</th>
<th>Average Need</th>
<th>Low Need</th>
<th>Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>6.8%</td>
<td>7.8%</td>
<td>1.2%</td>
<td>1.5%</td>
<td>50.8%</td>
<td>50.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Math</td>
<td>1.2%</td>
<td>1.5%</td>
<td>1.2%</td>
<td>1.5%</td>
<td>27.5%</td>
<td>25.8%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

*This data shows that out of test refusal students statewide, which percentage came from each Need/Resource Group. This data does NOT represent the test refusal rate of each Need/Resource Group.*
Conclusion

- Established a new baseline in 2018 that will be comparable with scores in 2019 and 2020
  - Cannot compare 2018 scores with prior years because of switch from 3 to 2-day testing
- All race and ethnicity groups made progress, continuing to slowly close the achievement gap
- Emphasis on fostering equity and closing gaps will continue through implementing ESSA, our My Brother’s Keeper movement and educating the whole child through social emotional learning, culturally responsive-sustaining education and school climate initiatives