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

August 22, 2019
ESSA and Equity

• NY’s ESSA plan aims to ensure 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.

• 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 and Equity: Strategies

• 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;
  o Place emphasis on importance of early learning as a strategy for lifelong academic and social emotional success;
  o Expand opportunities for parent and family engagement; 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 and Equity: Assessments

• State assessments:
  o Provide important information to teachers, administrators and parents about how students, schools and school districts are performing for planning purposes.
  o Identify where the gaps in achievement persist
  o 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 and Equity: Accountability

• 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.

• In 2019, identified 106 Target Districts, 245 Comprehensive Support & Improvement and 125 Targeted Support & Improvement schools

• In 2019, identified 562 Recognition Schools
Next Generation Learning Standards

• Deliberate, inclusive and transparent approach with educators to develop our Next Generation Learning Standards.

• The standards are rigorous and will prepare children for successful lives in the 21st century.

• Work continues through partnerships with BOCES and Teacher Centers to develop resources and professional learning opportunities to provide deeper learning for teachers.
Next Generation Learning Standards & Assessment Projected Timeline

• **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 aligned to Next Generation Learning Standards and new performance standard-setting process.
Computer-Based Testing

More than 194,800 students took the operational tests on computer at 1,100 schools in New York State offering grades 3-8 tests
  - More than 185,000 students took the ELA tests on computer
  - More than 130,000 students took the math tests on computer

Some students encountered technical difficulties on the ELA test. NYSED paused testing to address the difficulties and held the contractor accountable. Math CBT went more smoothly.

The Department remains committed to transitioning to CBT to:
  - Provide access to technology and improved instructional tools for all students;
  - CBT will allow NY to transition adaptive testing for special populations; and
  - Help prepare students for the world we live in

Maintain CBT in 2019-20 with additional measures in place to help ensure testing goes smoothly:
  - Maintain CBT as an option for districts/schools that have started implementation.
  - Balance the number of students taking tests throughout the testing window.
2019 Summary - Statewide

- **ELA:** The percentage of all test takers in grades 3-8 who scored at the proficient level (Levels 3 and 4) is 45.4 percent, an increase of two-tenths of a percentage point.
- **Math:** The percentage of all test takers who scored at the proficient level this year is 46.7 percent, an increase of 2.2 percentage points.
- Proficient is scoring at levels 3 or 4.
- 1,090,000 students participated a statement assessment.

<table>
<thead>
<tr>
<th>% of Students Proficient in Grades 3-8</th>
<th>2018</th>
<th>2019</th>
<th>Percentage Point Change</th>
<th># of Test Takers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Combined Grades ELA</td>
<td>45.2</td>
<td>45.4</td>
<td>0.2</td>
<td>987,398</td>
</tr>
<tr>
<td>Statewide Combined Grades Math</td>
<td>44.5</td>
<td>46.7</td>
<td>2.2</td>
<td>948,606</td>
</tr>
</tbody>
</table>
2019 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>Statewide Combined Grades ELA</td>
</tr>
<tr>
<td>2018: 45.2</td>
</tr>
<tr>
<td>2019: 45.4</td>
</tr>
<tr>
<td>Percentage Point Change: 0.2</td>
</tr>
<tr>
<td>NYC Combined Grades ELA</td>
</tr>
<tr>
<td>2018: 46.7</td>
</tr>
<tr>
<td>2019: 47.4</td>
</tr>
<tr>
<td>Percentage Point Change: 0.7</td>
</tr>
<tr>
<td>Statewide Combined Grades Math</td>
</tr>
<tr>
<td>2018: 44.5</td>
</tr>
<tr>
<td>2019: 46.7</td>
</tr>
<tr>
<td>Percentage Point Change: 2.2</td>
</tr>
<tr>
<td>NYC Combined Grades Math</td>
</tr>
<tr>
<td>2018: 42.7</td>
</tr>
<tr>
<td>2019: 45.6</td>
</tr>
<tr>
<td>Percentage Point Change: 2.9</td>
</tr>
</tbody>
</table>
2019 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.

**% of Students Proficient in ELA in Grades 3-8**

<table>
<thead>
<tr>
<th>District</th>
<th>2018</th>
<th>2019</th>
<th>Percentage Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>46.7</td>
<td>47.4</td>
<td>0.7</td>
</tr>
<tr>
<td>Buffalo</td>
<td>23.4</td>
<td>24.7</td>
<td>1.3</td>
</tr>
<tr>
<td>Rochester</td>
<td>11.4</td>
<td>13.2</td>
<td>1.8</td>
</tr>
<tr>
<td>Syracuse</td>
<td>15.4</td>
<td>17.7</td>
<td>2.3</td>
</tr>
<tr>
<td>Yonkers</td>
<td>26.7</td>
<td>31.5</td>
<td>4.8</td>
</tr>
</tbody>
</table>

**% of Students Proficient in Math in Grades 3-8**

<table>
<thead>
<tr>
<th>District</th>
<th>2018</th>
<th>2019</th>
<th>Percentage Point Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York City</td>
<td>42.7</td>
<td>45.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Buffalo</td>
<td>21.0</td>
<td>20.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>Rochester</td>
<td>10.7</td>
<td>13.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Syracuse</td>
<td>13.5</td>
<td>14.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Yonkers</td>
<td>29.4</td>
<td>34.6</td>
<td>5.2</td>
</tr>
</tbody>
</table>
2019 Summary – Proficiency by Race and Ethnicity

- The achievement gap between black and Hispanic students’ proficiency narrowed when compared with their white peers. The gap also narrowed 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>2019 Proficiency</th>
<th>Achievement Gap to White Peers</th>
<th>Change in Gap 2018 to 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black ELA</td>
<td>34.5</td>
<td>17.3</td>
<td>35.3</td>
<td>15.9</td>
<td>-1.4</td>
</tr>
<tr>
<td>Hispanic ELA</td>
<td>35.1</td>
<td>16.7</td>
<td>35.7</td>
<td>15.5</td>
<td>-1.2</td>
</tr>
<tr>
<td>American Indian/Alaskan Native ELA</td>
<td>38.5</td>
<td>13.3</td>
<td>39.1</td>
<td>12.1</td>
<td>-1.2</td>
</tr>
<tr>
<td>White ELA</td>
<td>51.8</td>
<td>N/A</td>
<td>51.2</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian/Pacific Islander ELA</td>
<td>66.7</td>
<td>N/A</td>
<td>67.1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Black Math</td>
<td>29.3</td>
<td>24.9</td>
<td>32.1</td>
<td>23.4</td>
<td>-1.5</td>
</tr>
<tr>
<td>Hispanic Math</td>
<td>31.8</td>
<td>22.4</td>
<td>34.6</td>
<td>20.9</td>
<td>-1.5</td>
</tr>
<tr>
<td>American Indian/Alaskan Native Math</td>
<td>36.3</td>
<td>17.9</td>
<td>40</td>
<td>15.5</td>
<td>-2.4</td>
</tr>
<tr>
<td>White Math</td>
<td>54.2</td>
<td>N/A</td>
<td>55.5</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian/Pacific Islander Math</td>
<td>71.2</td>
<td>N/A</td>
<td>73.4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
2019 Summary – ELA Proficiency and Achievement Gap

![Graph showing the ELA proficiency gap for different ethnic groups from 2015 to 2019. The graph indicates a decrease in the gap over the years.](image-url)
2019 Summary – Math Proficiency and Achievement Gap

2015 2016 2017 2018 2019

- Black/White
- Hispanic/White
- American Indian-Alaskan Native/ White
2019 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: 70,555 (7.1% of test takers statewide)

• # Charter Students Statewide who took Math: 67,297 (7.1% of test takers statewide)

<table>
<thead>
<tr>
<th>% of Students Proficient in Grades 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
</tr>
<tr>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Charter Schools Combined Grades ELA</td>
</tr>
<tr>
<td>NYC Charter Combined Grades ELA</td>
</tr>
<tr>
<td>Charter Schools Combined Grades Math</td>
</tr>
<tr>
<td>NYC Charter Combined Grades Math</td>
</tr>
</tbody>
</table>
Test Refusal Rate Continues to Decline

• In 2019, the test refusal rate was approximately 16%.
• That is a two-percentage-point drop from 18% in 2018.
2019
Grades 3-8
ELA Test Results
Student Proficiency Statewide in ELA

The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is 45.4% in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers Statewide in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level.
NYC Student Performance Exceeded the State in ELA

Students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is 47.4% in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All NYC Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level
2019 NYC Performance in ELA

Grade 3: Level 1 - 15.6%, Level 2 - 31.1%, Level 3 - 31.1%, Level 4 - 43.9%
Grade 4: Level 1 - 20.6%, Level 2 - 29.8%, Level 3 - 30.6%, Level 4 - 19.0%
Grade 5: Level 1 - 24.7%, Level 2 - 21.8%, Level 3 - 18.0%, Level 4 - 35.5%
Grade 6: Level 1 - 21.0%, Level 2 - 21.0%, Level 3 - 17.2%, Level 4 - 30.6%
Grade 7: Level 1 - 28.8%, Level 2 - 28.4%, Level 3 - 24.9%, Level 4 - 31.2%
Grade 8: Level 1 - 16.2%, Level 2 - 33.2%, Level 3 - 22.8%, Level 4 - 27.8%
Combined Grades: Level 1 - 24.6%, Level 2 - 28.0%, Level 3 - 27.7%, Level 4 - 19.7%
Big 5 City District Performance in ELA

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers in 2017, 2018, and 2019 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.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

High Need Districts

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 3 and Above by Combined Grades
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 continues to narrow, much work remains to be done to close the gap.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.*

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

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**Asian/Pacific Islander**

- 2017: 87.8%
- 2018: 86.6%
- 2019: 86.6%

**Black**

- 2017: 65.0%
- 2018: 67.6%
- 2019: 69.2%

**Hispanic**

- 2017: 66.2%
- 2018: 69.2%
- 2019: 71.0%

**American Indian/Alaskan Native**

- 2017: 68.8%
- 2018: 71.0%
- 2019: 70.3%

**White**

- 2017: 86.8%
- 2018: 84.0%
- 2019: 81.2%
NYC Performance in ELA by Race and Ethnicity

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

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Girls Continued to Outperform Boys Statewide in ELA in 2019

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 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 2019 by Gender and Race and Ethnicity
Charter School Performance in ELA

NYC charter schools outperformed rest of state charters in ELA.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.
Statewide English Language Learner Performance in ELA

Ever ELLs performed better than Total Public in ELA.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 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.
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.
Students with Disabilities Performance in ELA

13.9% of students with disabilities met or exceeded the ELA proficiency standard (Levels 3 and 4) in 2019, and the percentage of students scoring at Level 2 or above is 42.4%.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.*
NYC Students with Disabilities
Performance in ELA

16.1% of Students with Disabilities in NYC met or exceeded the ELA proficiency standard (Levels 3 and 4) in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.
2019
Grades 3-8
Math Test Results
Students who met or exceeded the proficiency standard (Levels 3 and 4) is 46.7% in 2019.

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 7 or 8 Math Test, which may lower the percentage proficient in Grades 7 and 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

The Percentage of All Test Takers Statewide in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level
2019 Statewide Performance in Math

The percentage of students at each performance level 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 7 or 8 Math Test, which may lower the percentage proficient in Grades 7 and 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.
NYC Student Proficiency in Math Increased

Students who met or exceeded the proficiency standard (Levels 3 and 4) is 45.6% in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 7 or 8 Math Test, which may lower the percentage proficient in Grades 7 and 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.

Percentage of All NYC Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level
2019 NYC Performance in Math

ESSA eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 7 or 8 Math Test, which may lower the percentage proficient in Grades 7 and 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 7 or 8 Math Test, which may lower the percentage proficient in Grades 7 and 8 as compared to other grades. Note: Accelerated math course availability varies by district and school.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
Statewide Performance in Math by Need/Resource Group

In 2019, low-need districts continued to outperform other groups. Charter schools and average need districts outperformed the total public population.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

High Need Districts

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 3 and Above by Combined Grades
Statewide Performance in Math by Race and Ethnicity

Among black, Hispanic and America Indian/Alaskan Native students, the achievement gap with their white peers continued to narrow but persists statewide.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades
NYC Performance in Math by Race and Ethnicity

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 by Combined Grades
Girls Continued to Outperform Boys Statewide in Math in 2019

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 by Combined Grades by Gender
Across all Race and Ethnicity groups, girls performed better than boys in math statewide.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2 &amp; above</th>
<th>3 &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific Islander</td>
<td>90.0%</td>
<td>88.7%</td>
</tr>
<tr>
<td>Black</td>
<td>61.3%</td>
<td>54.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>63.4%</td>
<td>61.3%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>68.4%</td>
<td>64.4%</td>
</tr>
<tr>
<td>White</td>
<td>81.2%</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

Percentage of All Test Takers scoring at Level 2 and Above and Level 3 and Above for 2019 by Gender and Race and Ethnicity.

Females: girls
Males: boys
Charter School Performance in Math

NYC charter schools outperformed rest of state charters in Math.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

The Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above Combined Grades
Statewide English Language Learner Performance in Math

Ever ELLs performed better than Never ELLs and Total Public in Math.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 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.
NYC English Language Learner Performance in Math

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 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.
Students with Disabilities Performance in Math

16.2% of Students with Disabilities met or exceeded the math proficiency standard (Level 3 and 4) in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 by Combined Grades
NYC Students with Disabilities Performance in Math

17.5% of Students with Disabilities in NYC met or exceeded the math proficiency standard (Level 3 and 4) in 2019.

*Due to the change in 2018 to the two-session test design and performance standards, the 2017 Grades 3-8 ELA and Math results cannot be compared with 2018 and 2019 results.

Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 by Combined Grades
2019
Test Refusal Data
Test Refusal Data on 3-8 ELA and Math Assessments

The test refusal rate continues to trend down – three percentage points from 2017 and two from 2018.

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Refusal</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>19%</td>
</tr>
<tr>
<td>2018</td>
<td>18%</td>
</tr>
<tr>
<td>2019</td>
<td>16%</td>
</tr>
</tbody>
</table>
2019 Test Refusal Students by Need/Resource Group

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

*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

• All race and ethnicity groups made progress, continuing to slowly close the achievement gap

• Emphasis on fostering equity and closing gaps will continue through:
  o implementing NY’s ESSA plan;
  o our My Brother’s Keeper movement;
  o a renewed focus on IDEA compliance;
  o placing emphasis on importance of early learning;
  o expanding opportunities for parent and family engagement; and
  o educating the whole child through social emotional learning, culturally responsive-sustaining education and school climate initiatives.