

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:
 - Address disparities in training for teachers to help them be effective in the classroom;
 - Provide students more access to rigorous high school coursework;
 - Make schools equally welcoming environments for all students;
 - Increase fiscal transparency in school building spending; and
 - 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 21st 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
 - More than 100,000 students took the ELA tests on computer
 - 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:
 - 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;
 - Computer-based testing will allow NY to transition adaptive testing for special populations; and
 - 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

% of Students Proficient in Grades 3-8			
	2017	2018	# of Test Takers
Statewide Combined Grades ELA	39.8	45.2	966,661
Statewide Combined Grades Math	40.2	44.5	931,449

2018 Summary – NYC

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

% of Students Proficient in Grades 3-8		
	2017	2018
Statewide Combined Grades ELA	39.8	45.2
NYC Combined Grades ELA	40.6	46.7
Statewide Combined Grades Math	40.2	44.5
NYC Combined Grades Math	37.8	42.7

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.

% of Students Proficient in ELA in Grades 3-8		
	2017	2018
New York City	40.6	46.7
Buffalo	17.8	23.4
Rochester	7.6	11.4
Syracuse	13.1	15.4
Yonkers	29.6	26.7
% of Students Proficient in Math in Grades 3-8		
	2017	2018
New York City	37.8	42.7
Buffalo	17.2	21.0
Rochester	7.9	10.7
Syracuse	11.0	13.5
Yonkers	28.3	29.4

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.

% of Students Proficient & Achievement Gap					
	2018 Proficiency	Achievement Gap to White Peers	2017 Proficiency	Achievement Gap to White Peers	Change in Gap 2017 to 2018
Black ELA	34.5	17.3	29	18.1	-0.8
Hispanic ELA	35.1	16.7	29.2	17.9	-1.2
American Indian/ Alaskan Native ELA	38.5	13.3	32.7	14.4	-1.1
White ELA	51.8		47.1		
Asian/ Pacific Islander ELA	66.7		60.8		
	2018 Proficiency	Achievement Gap to White Peers	2017 Proficiency	Achievement Gap to White Peers	Change in Gap 2017 to 2018
Black Math	29.3	24.9	24.4	26	-1.1
Hispanic Math	31.8	22.4	27	23.4	-1.0
American Indian/ Alaskan Native Math	36.3	17.9	31.3	19.1	-1.2
White Math	54.2		50.4		
Asian/ Pacific Islander Math	71.2		67.2		

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)

% of Students Proficient in Grades 3-8		
	2017	2018
Charter Schools Combined Grades ELA	45.0	54.0
NYC Charter Combined Grades ELA	48.2	57.3
Charter Schools Combined Grades Math	48.2	55.8
NYC Charter Combined Grades Math	51.7	59.6

Test Refusal Rate Declined

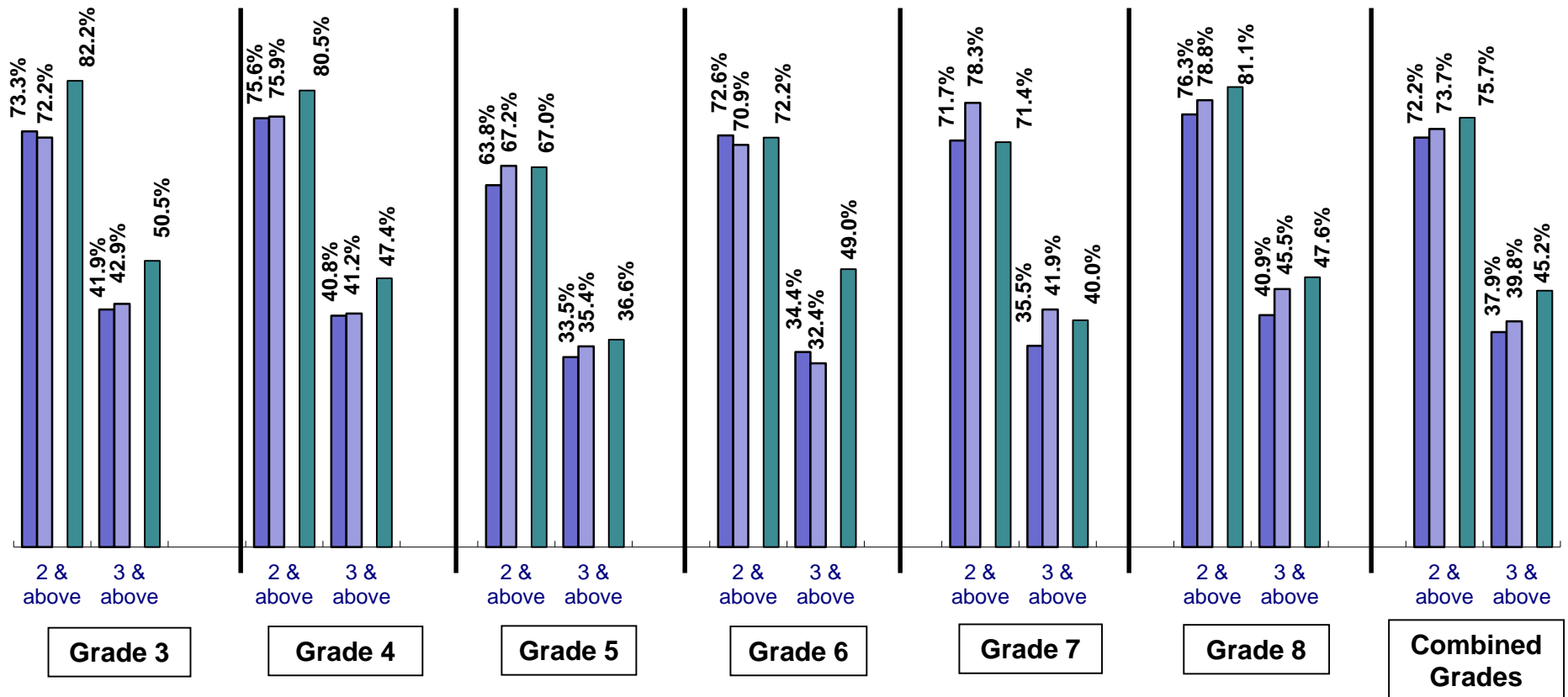
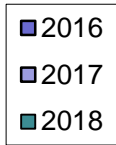
- In 2018, the test refusal rate was approximately 18%
- That is a one-percentage-point drop from 2017.

2018
Grades 3-8
ELA Test Results

Student Proficiency Statewide in ELA

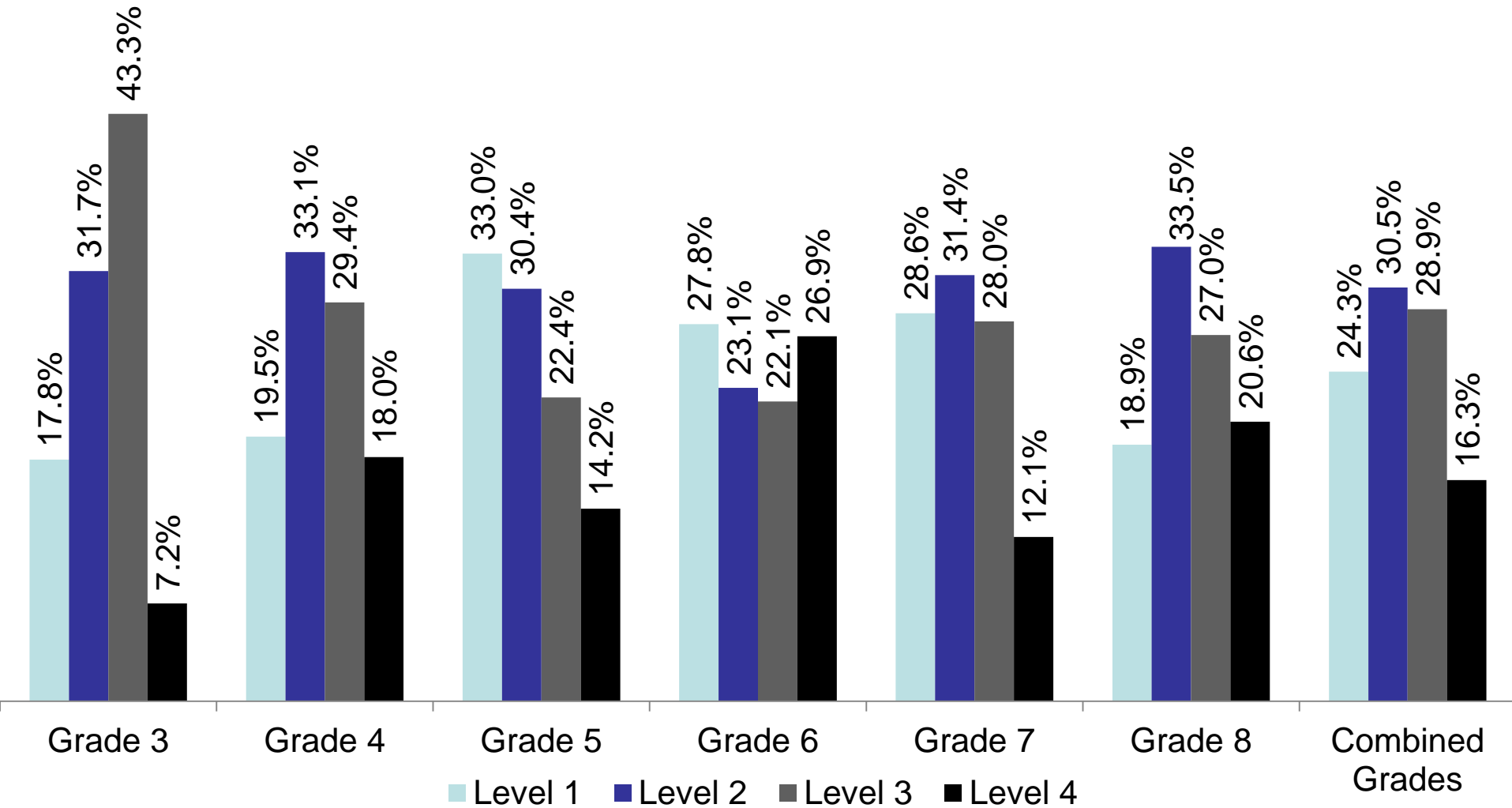
The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is 45.2% in 2018

*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.



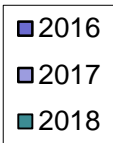
Percentage of All Test Takers Statewide in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2018 Statewide Performance in ELA

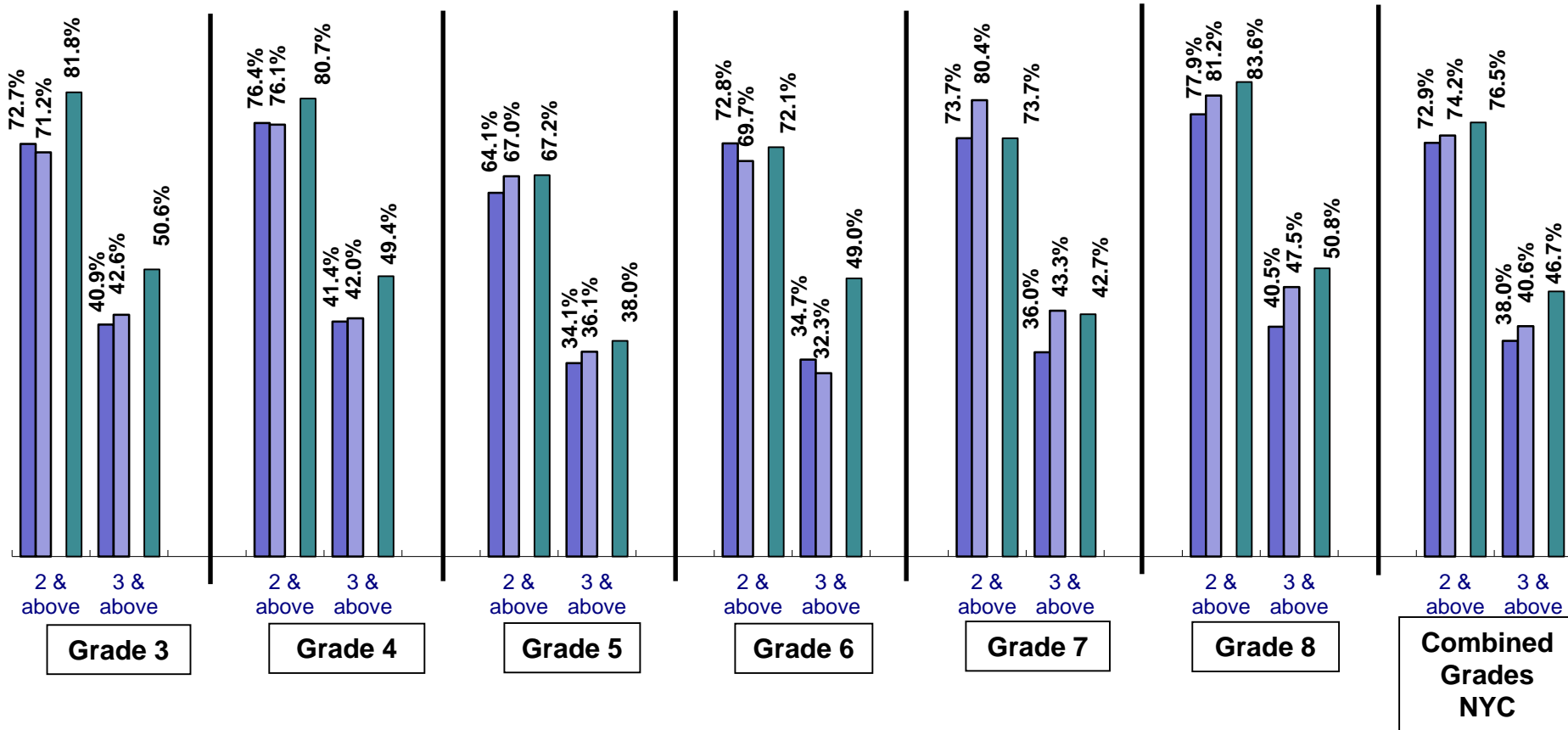


NYC Student Performance Exceeded the State's in ELA

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

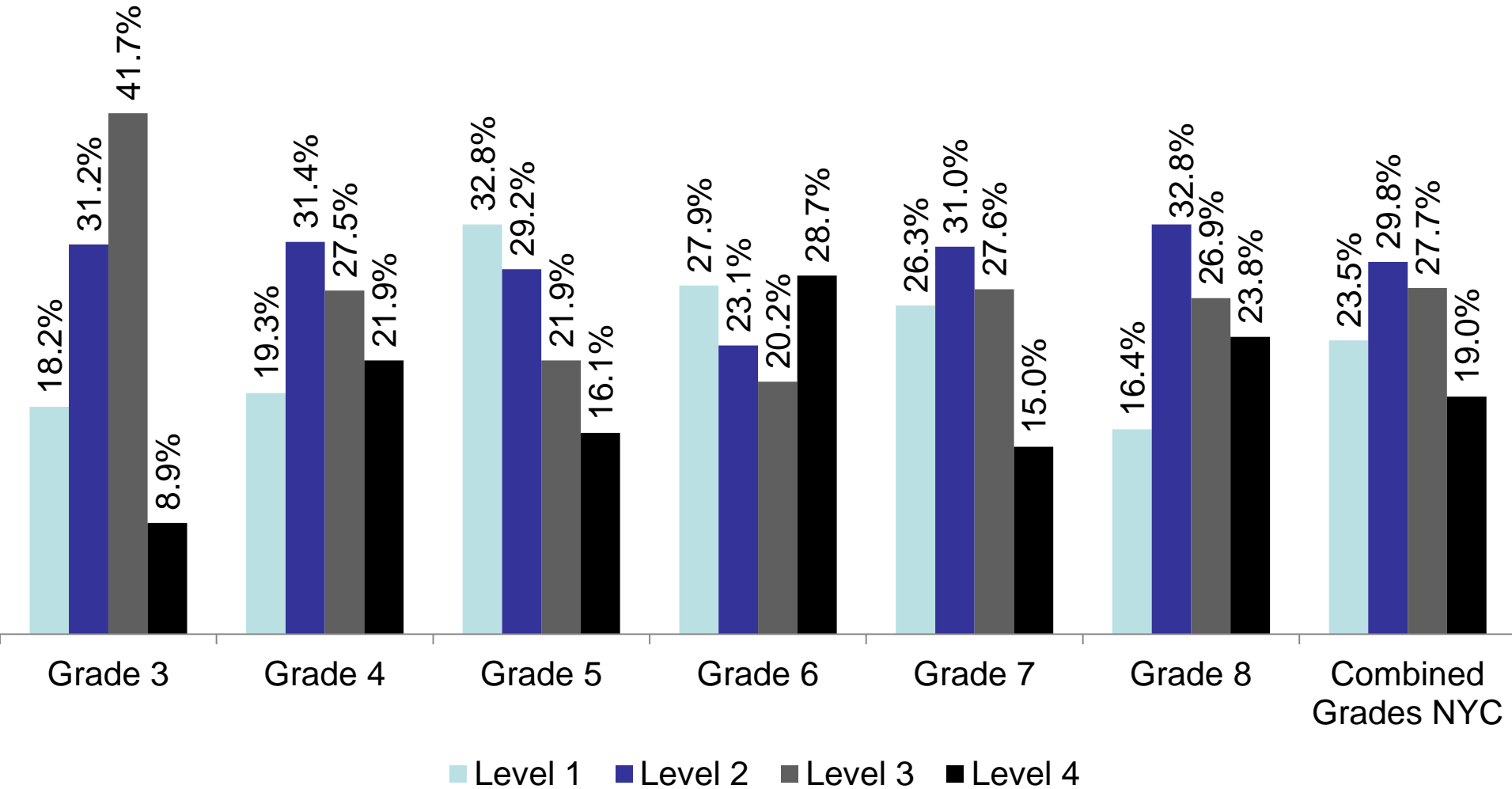


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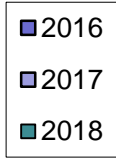


Percentage of All NYC Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level

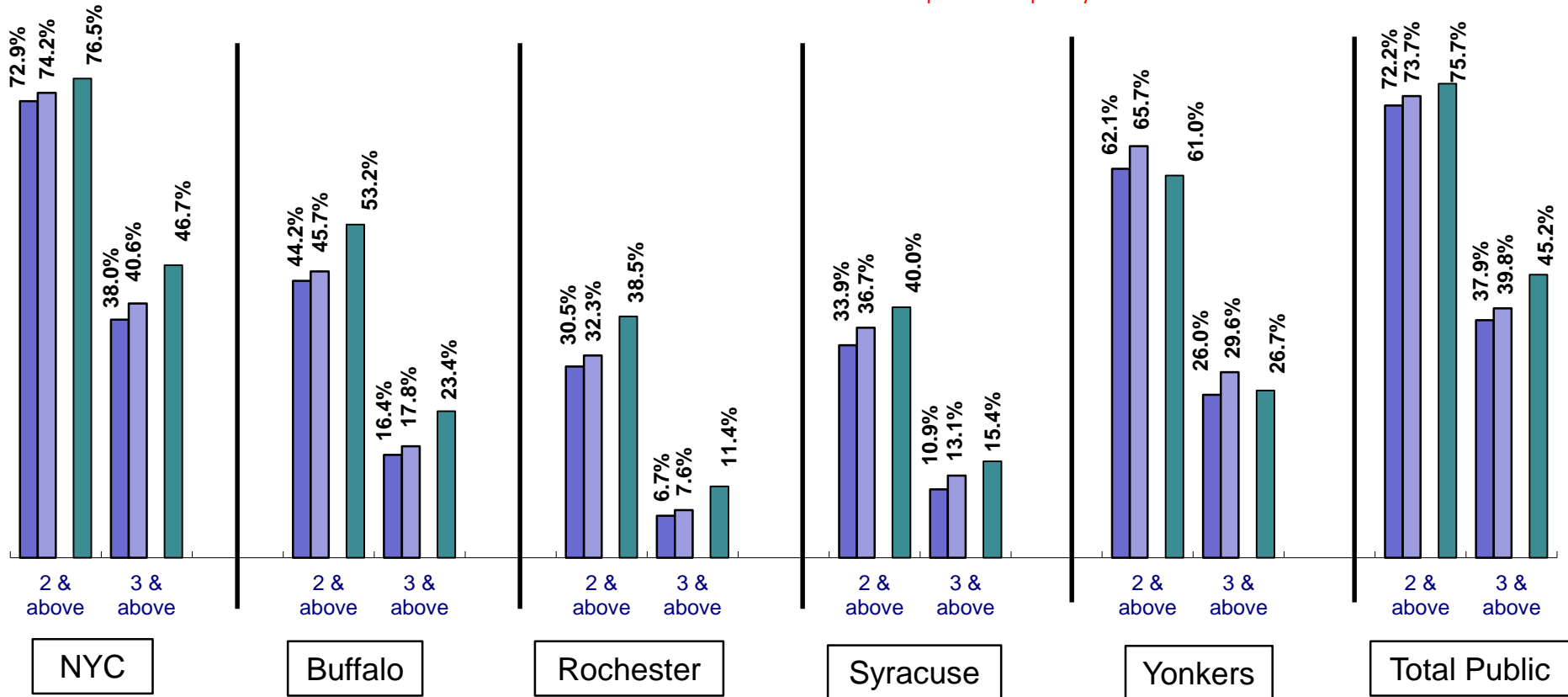
2018 NYC Performance in ELA



Big 5 City District Performance in ELA



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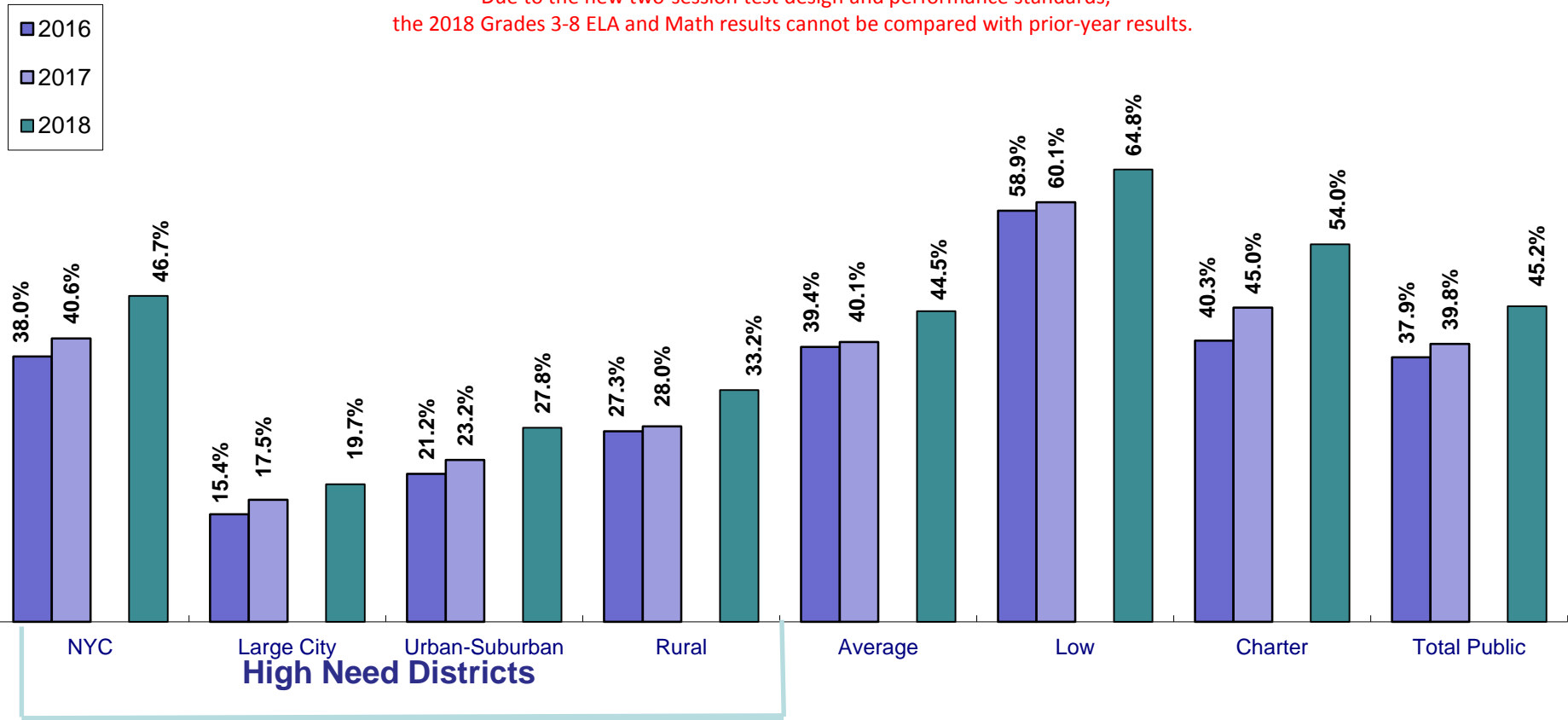


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

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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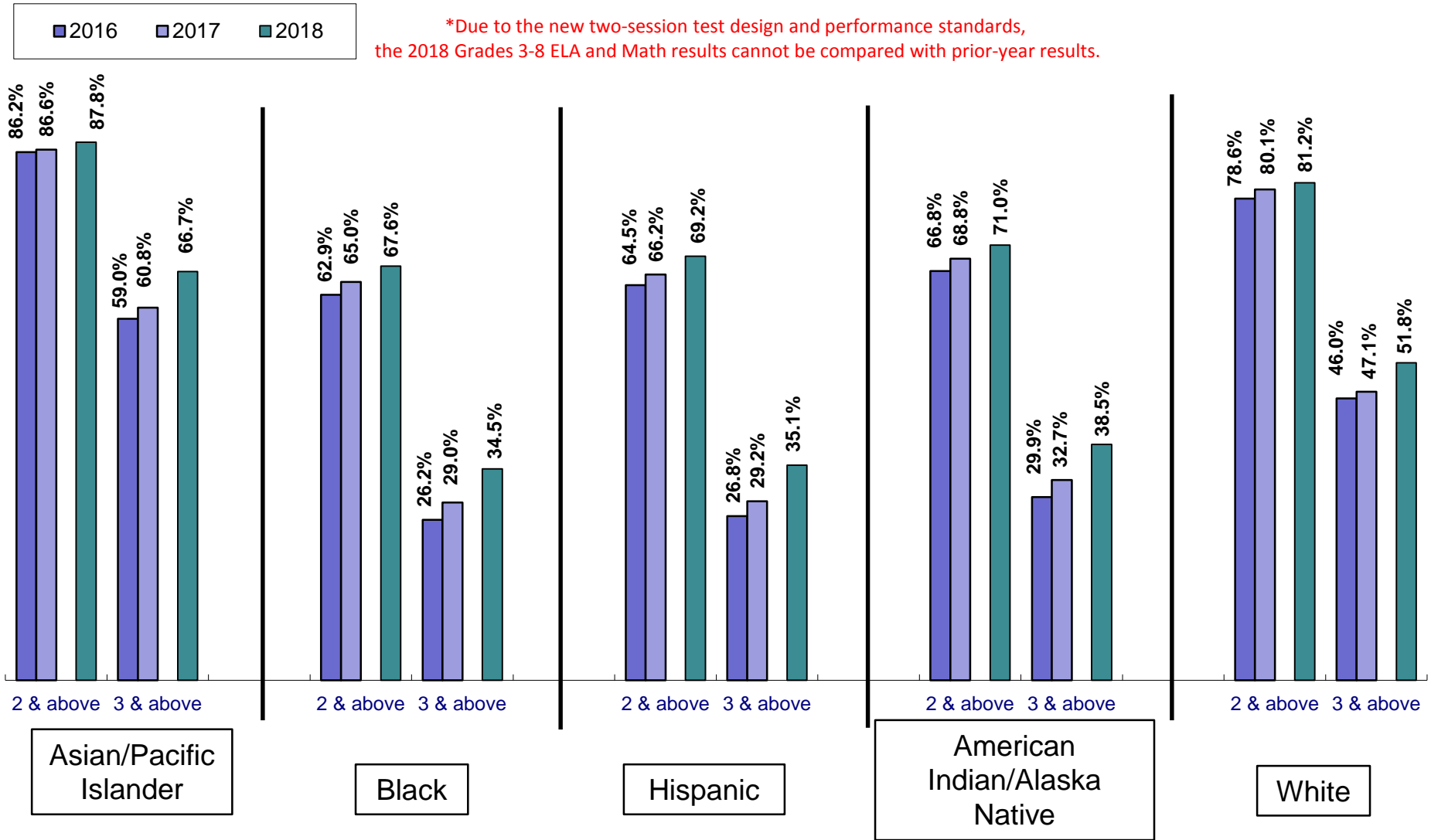


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 3 and Above by Combined Grades

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

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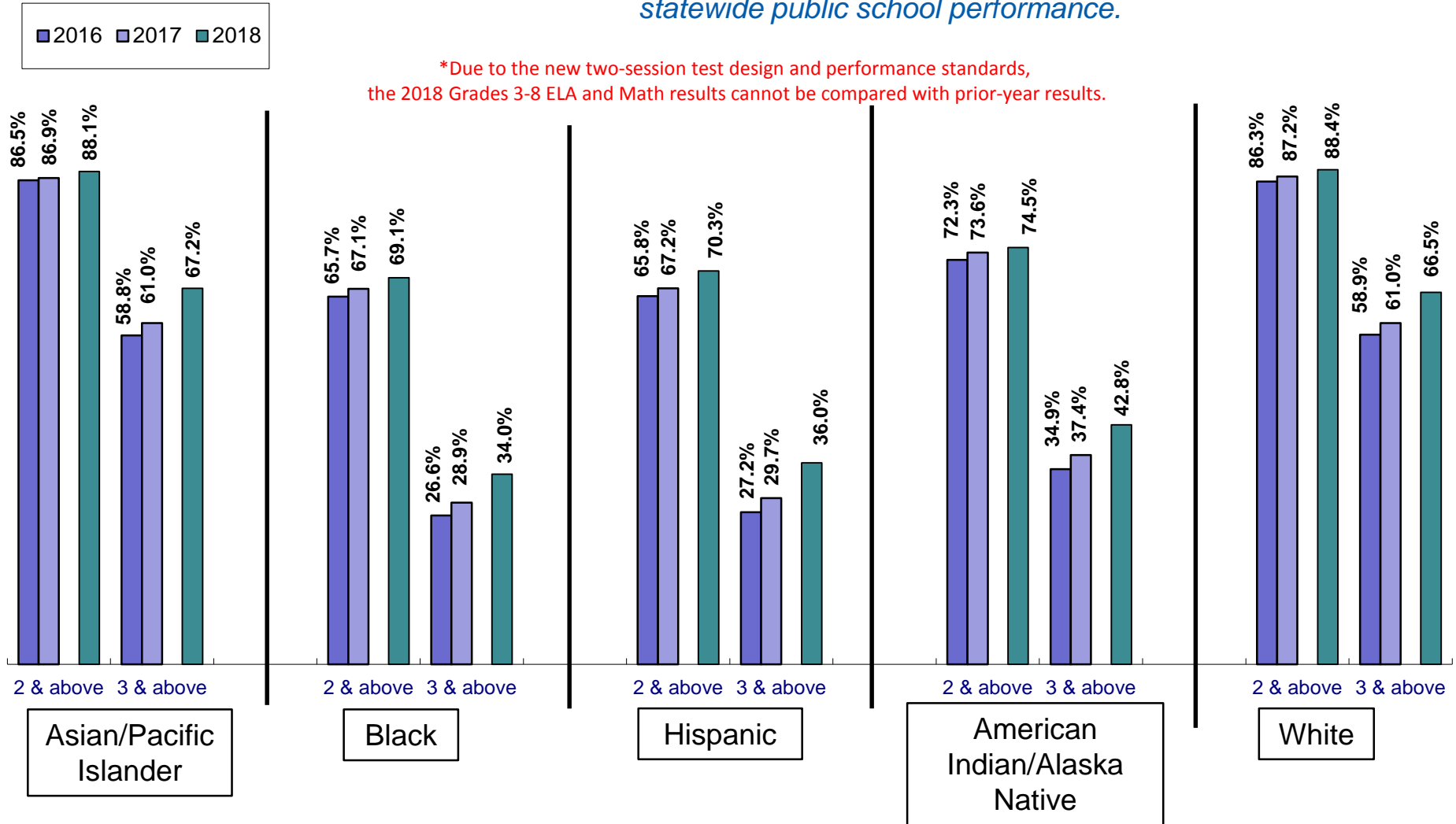


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

NYC Performance in ELA by Race and Ethnicity

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

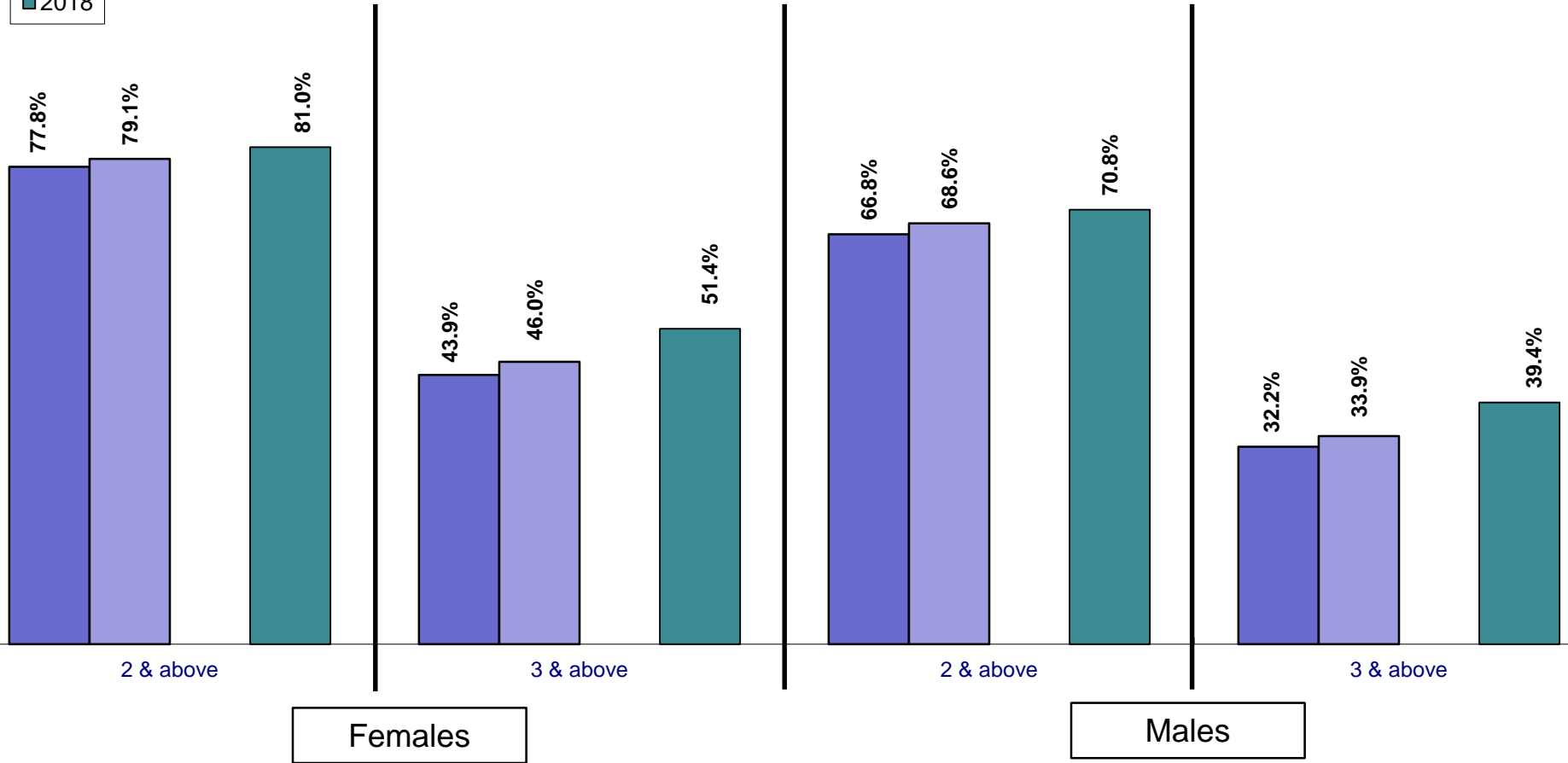
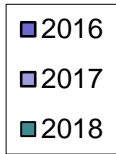
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Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

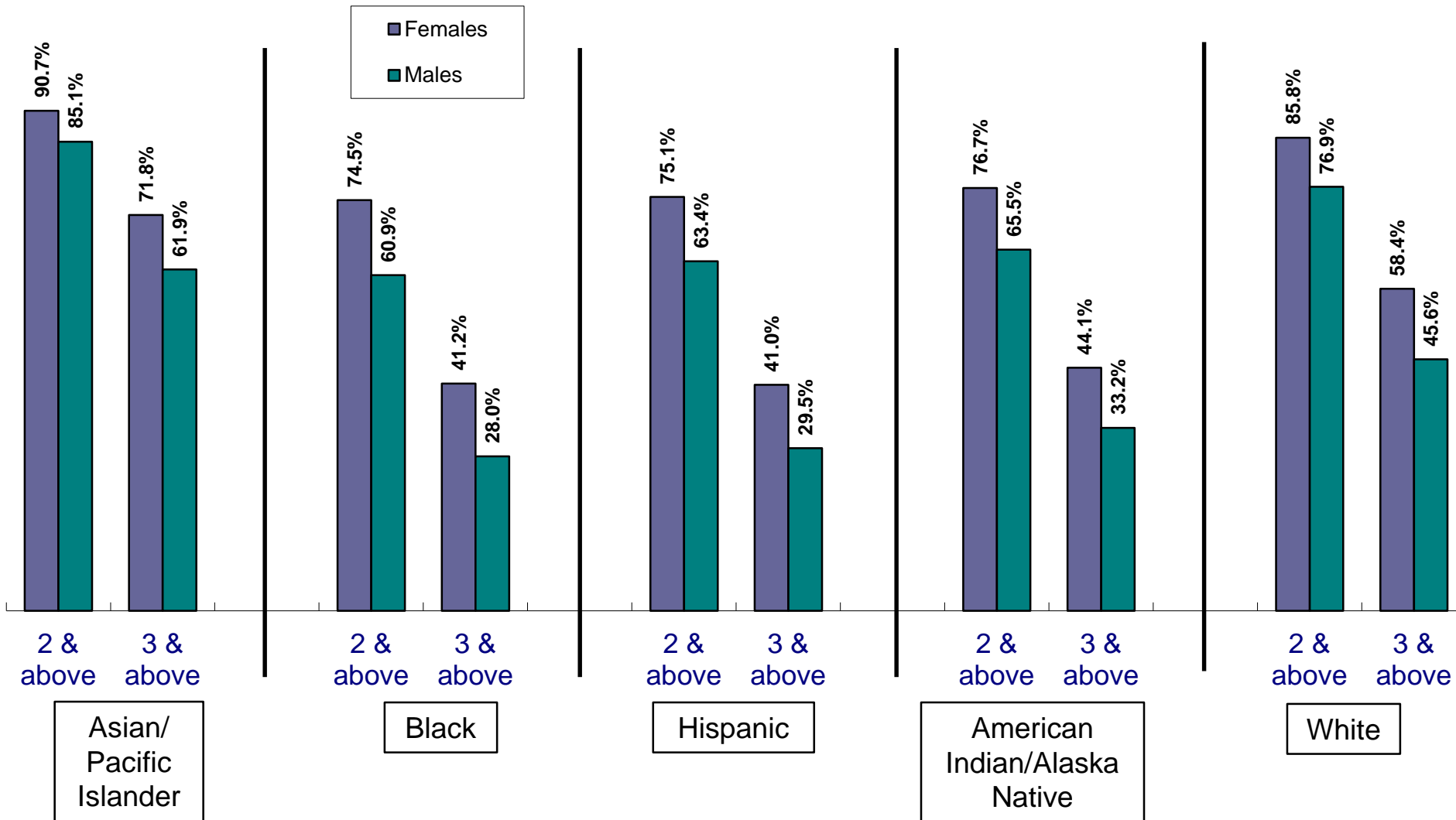
Girls Continued to Outperform Boys Statewide in ELA in 2018

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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 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.

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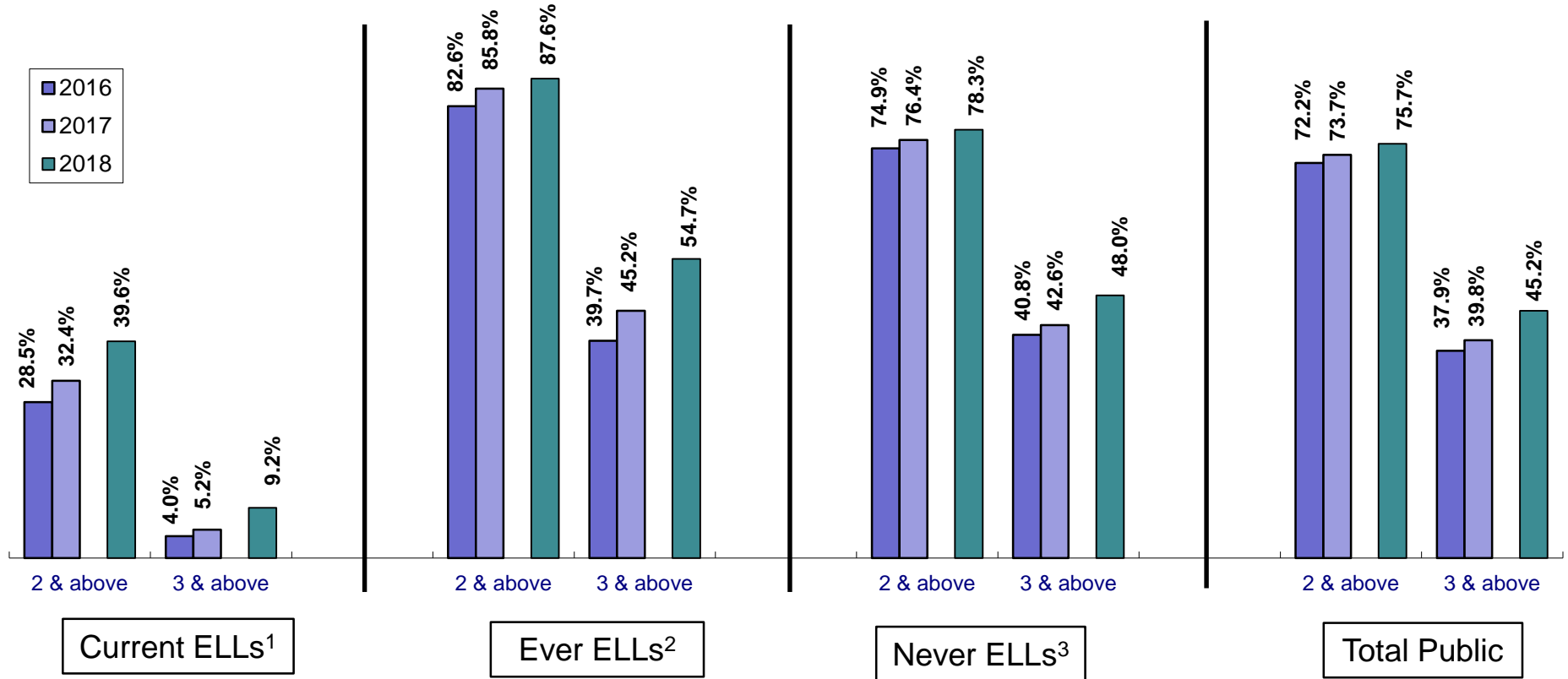


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

Statewide English Language Learner Performance in ELA

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

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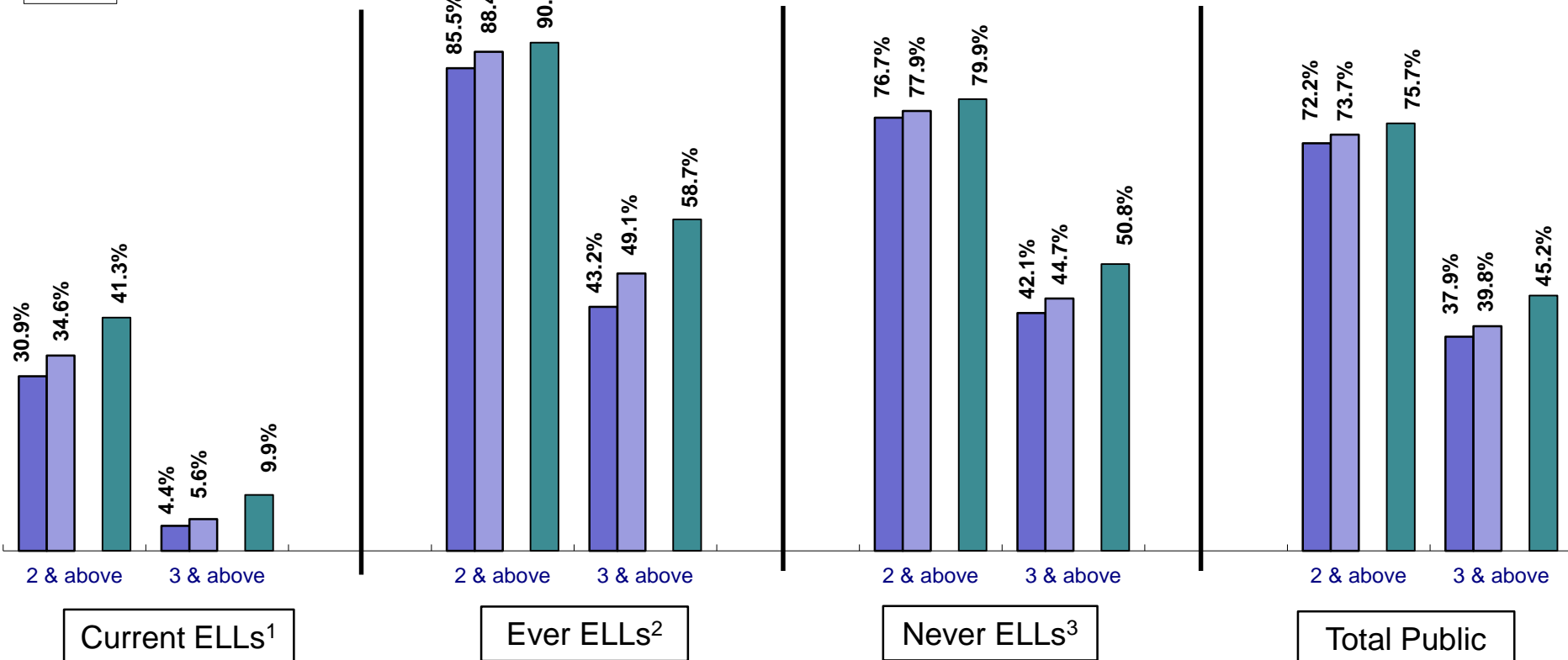
¹Students identified as ELL during the reported year.

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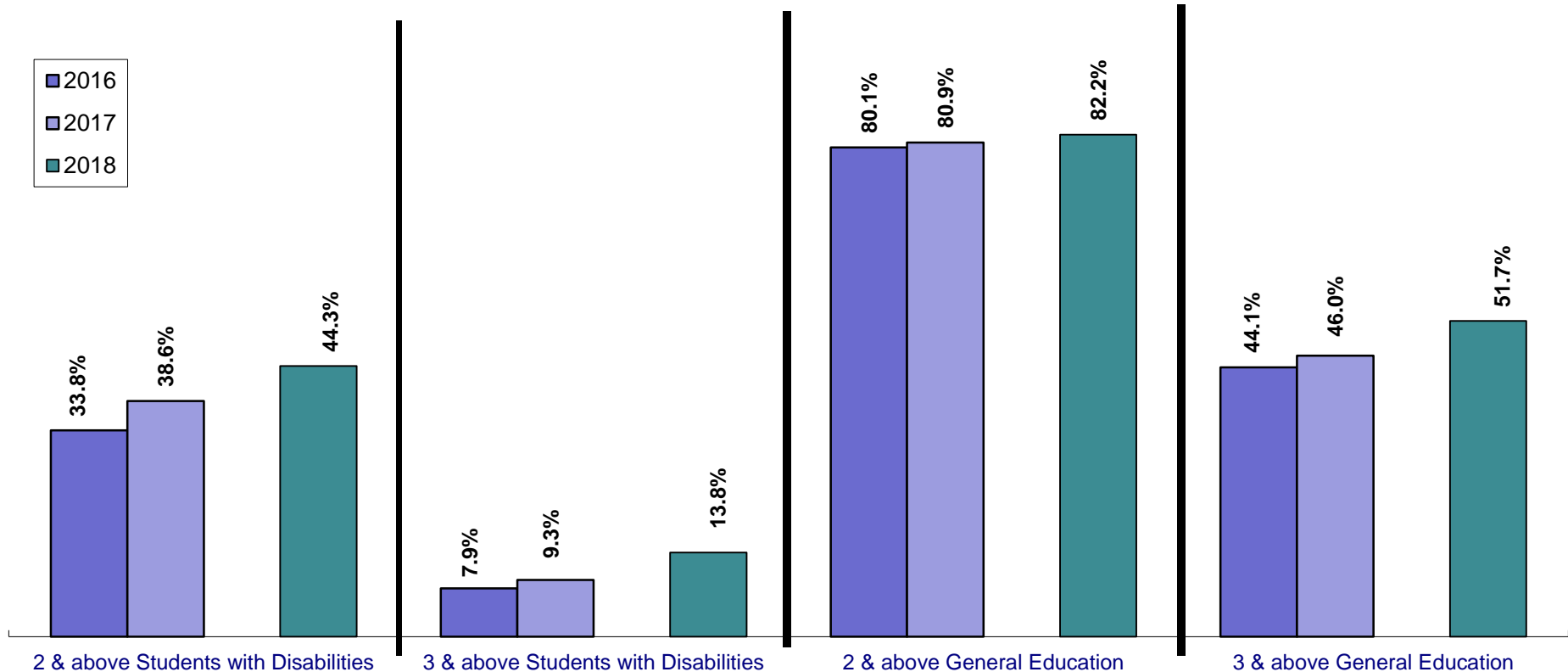


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Students with Disabilities Performance in ELA

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%.

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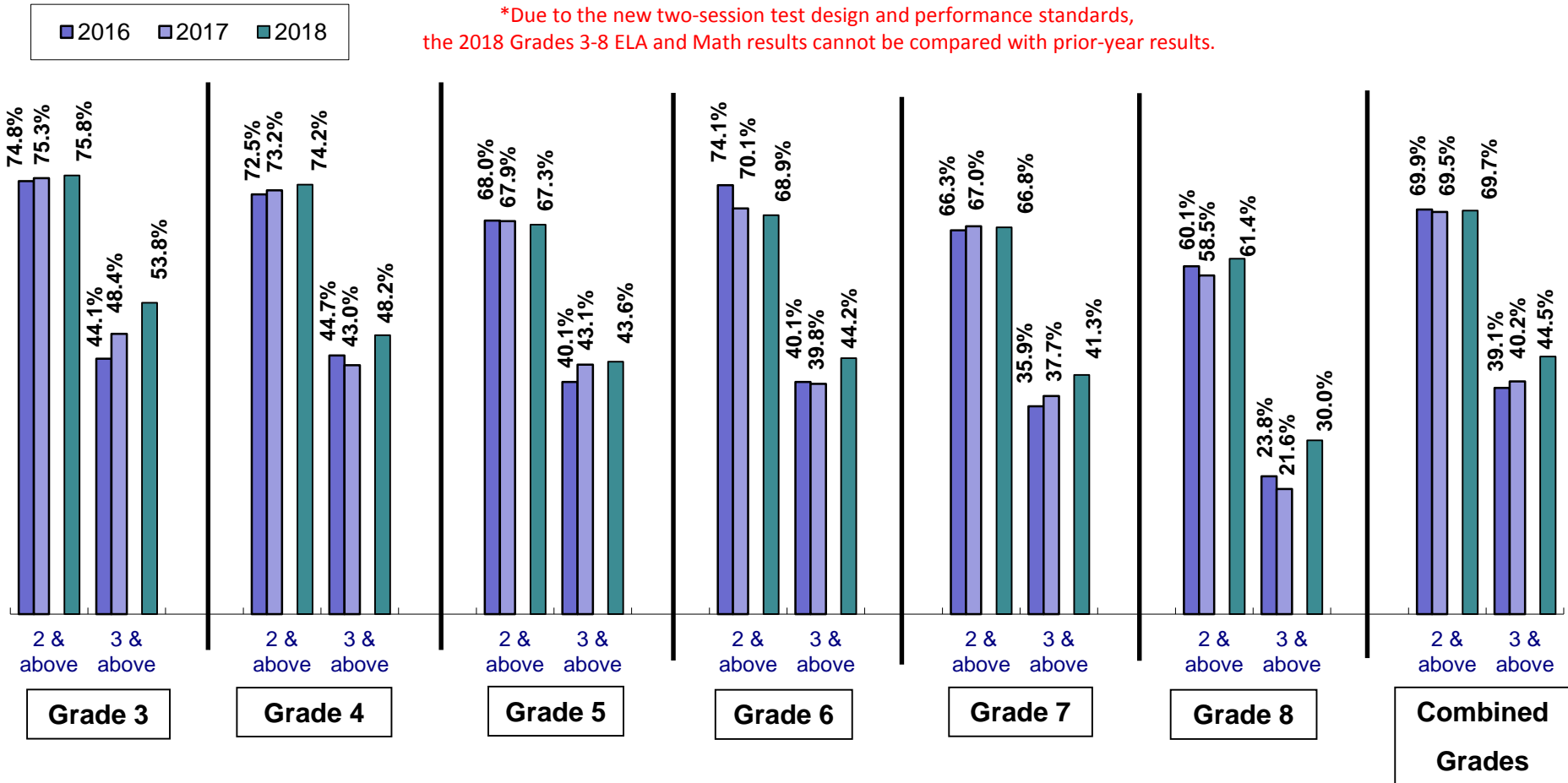
2018
Grades 3-8
Math Test Results

Student Proficiency Statewide in Math

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

*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.*

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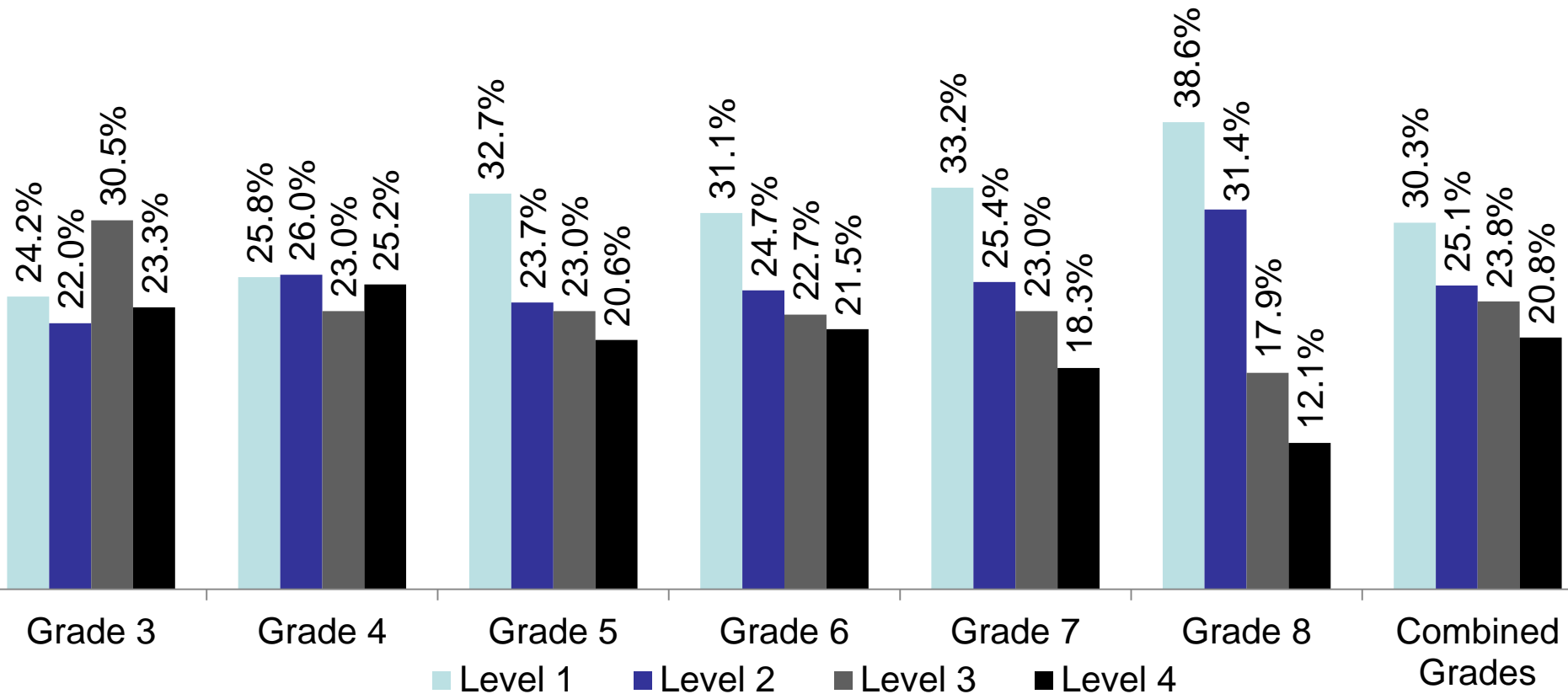


The Percentage of All Test Takers Statewide in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2018 Statewide Performance in Math

The percentage of students at each performance level by grade level.

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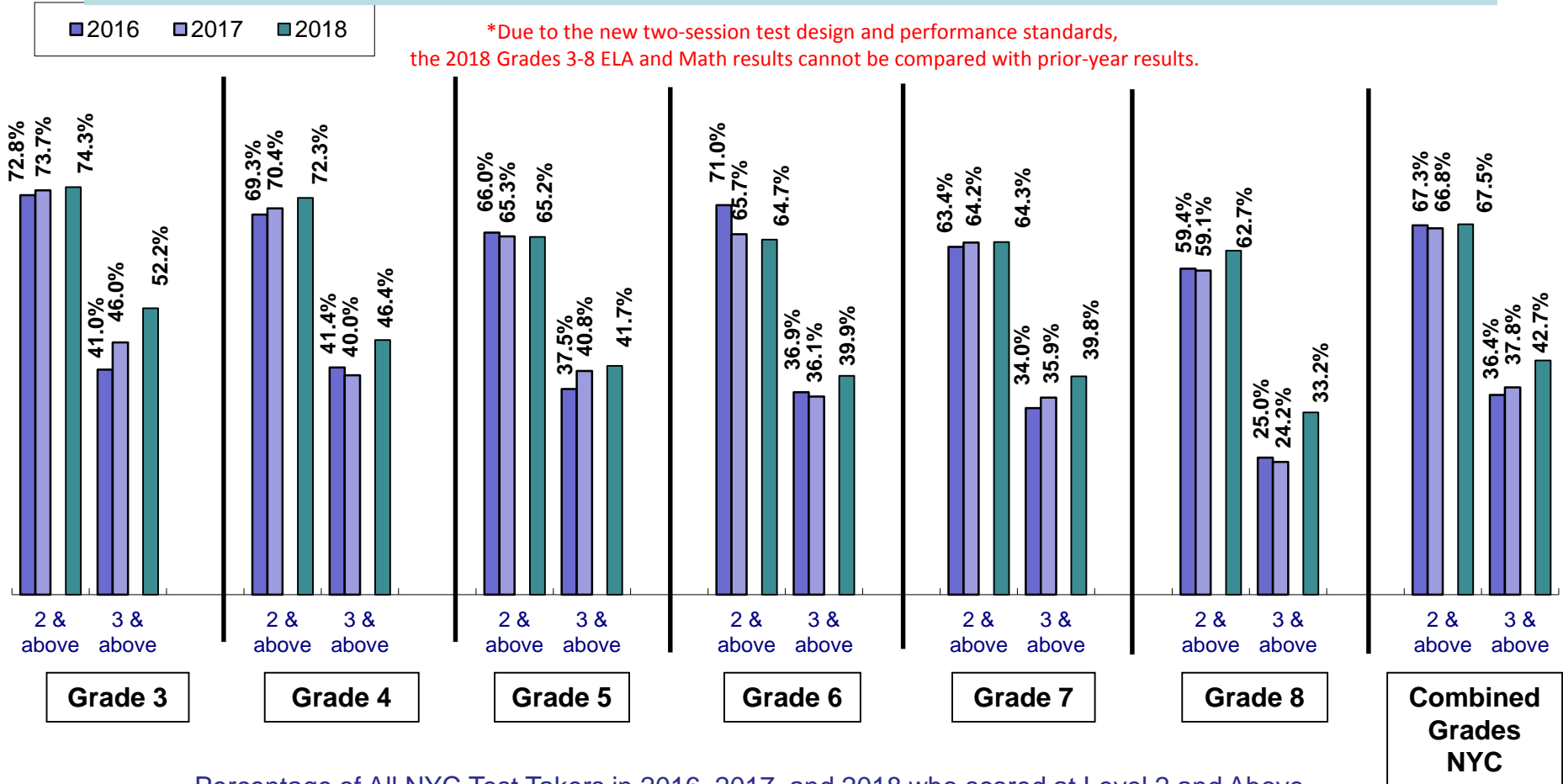


NYC Student Proficiency Statewide in Math

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

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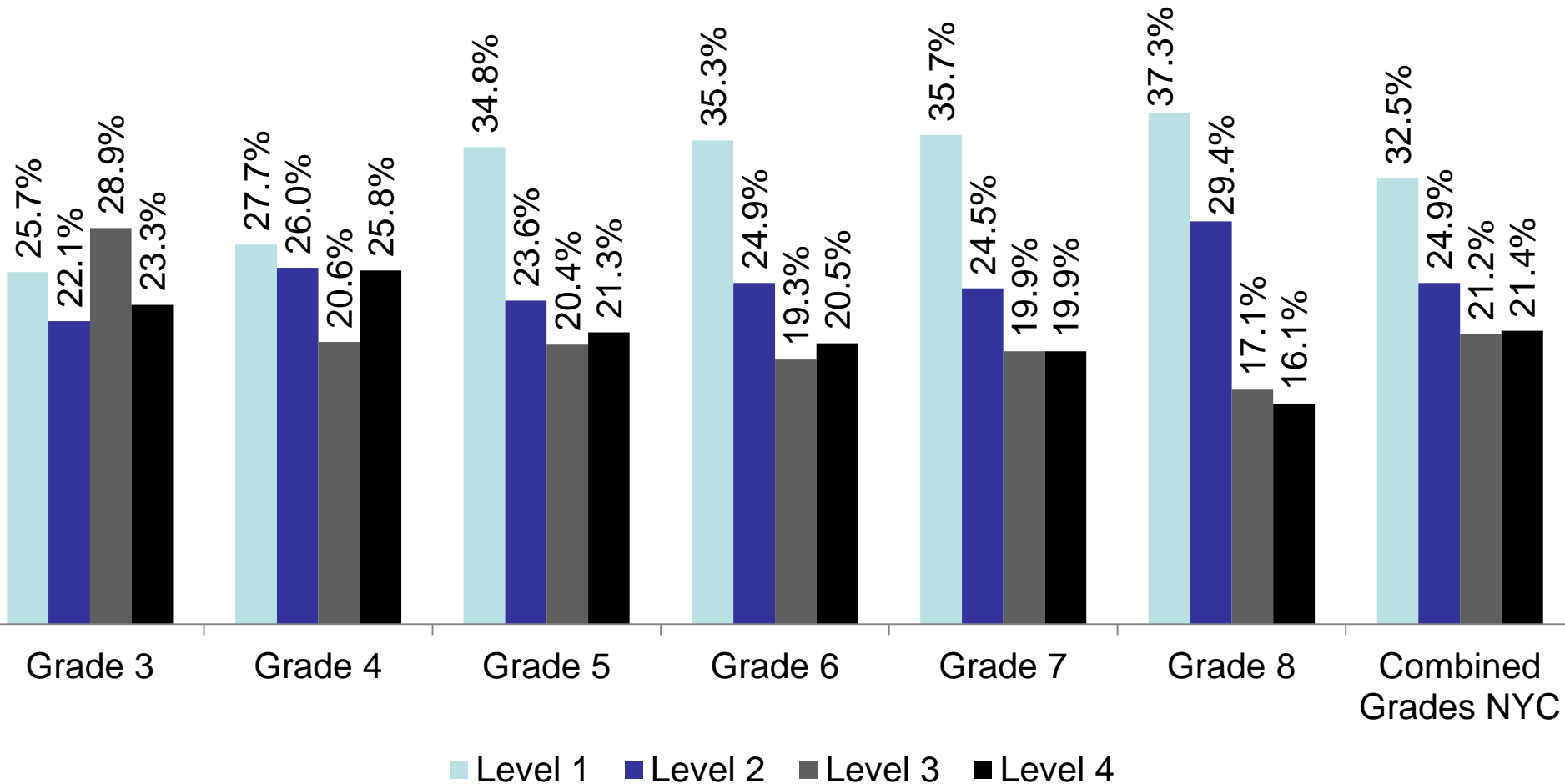
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Percentage of All NYC Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2018 NYC Performance in Math

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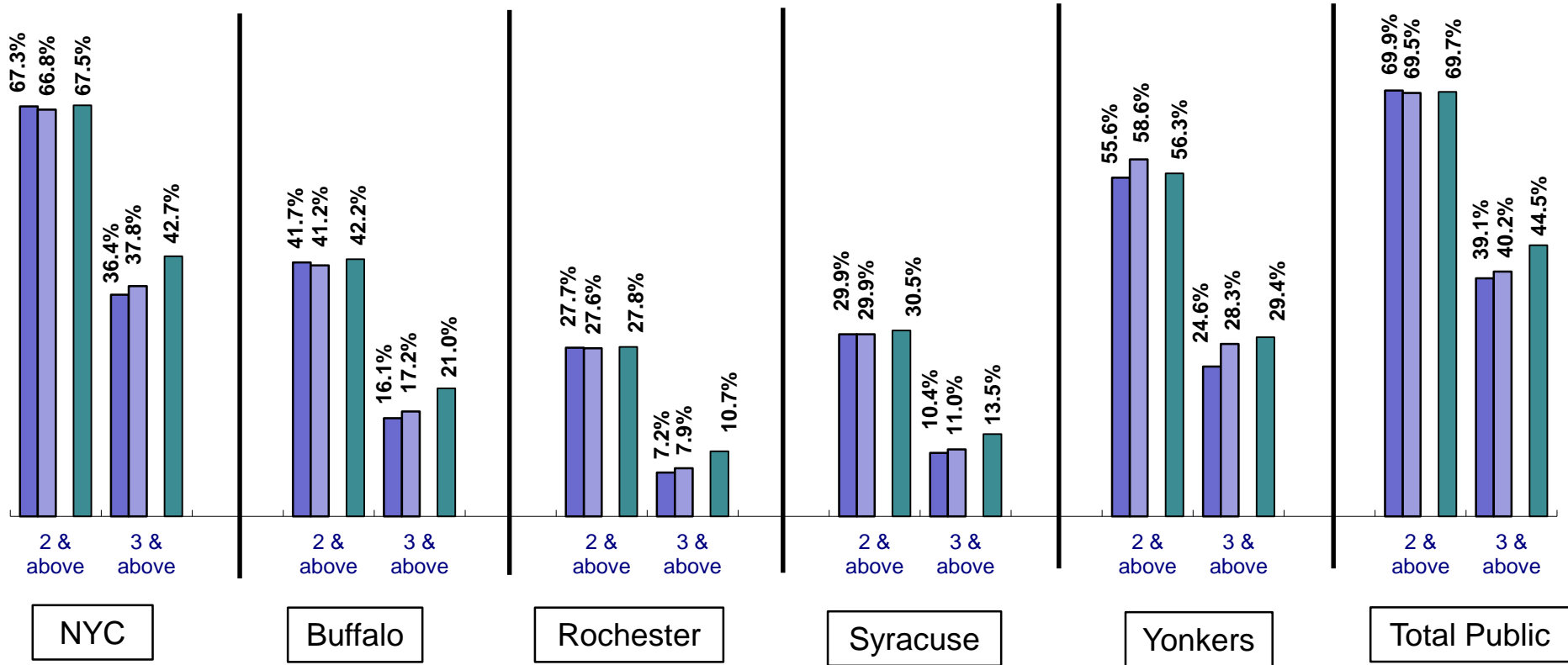
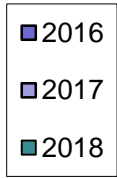


Big 5 City District Performance in Math

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

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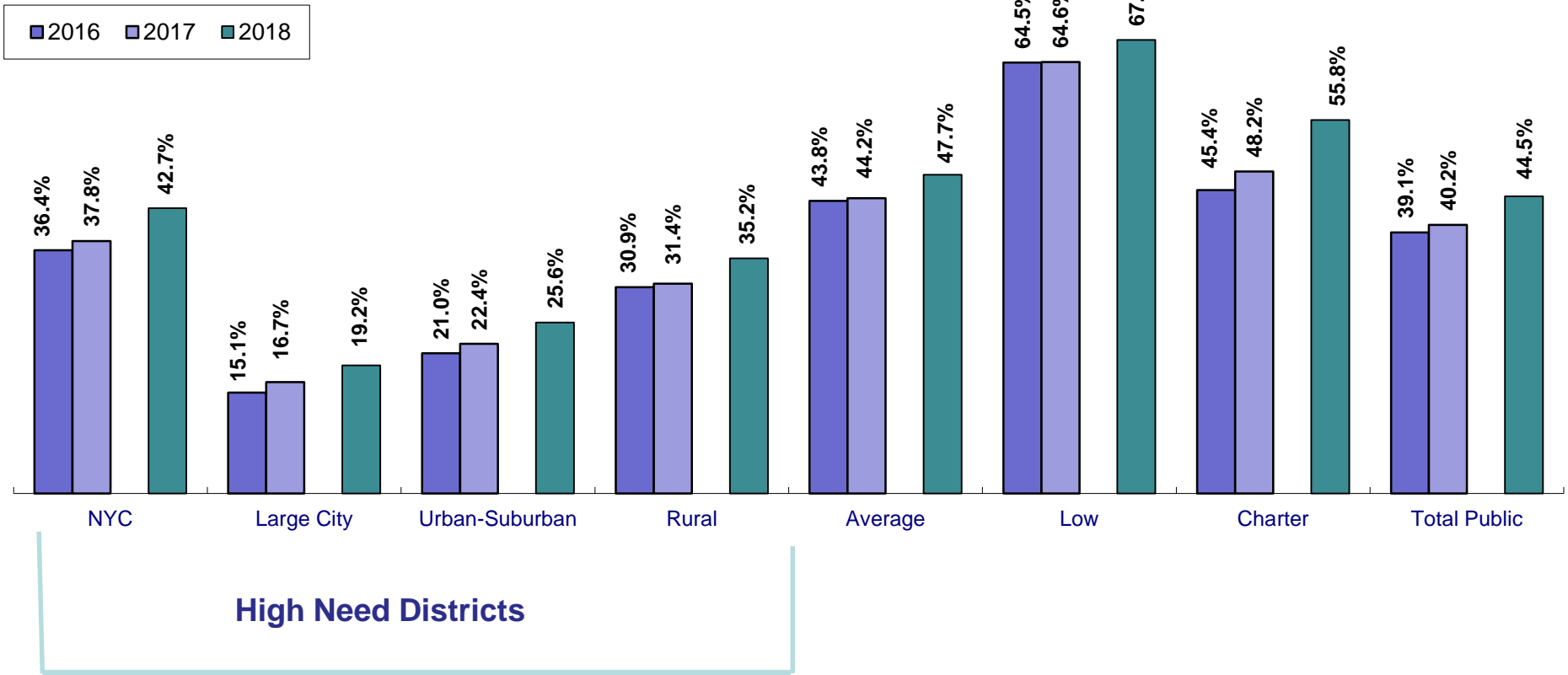


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

Statewide Performance in 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.

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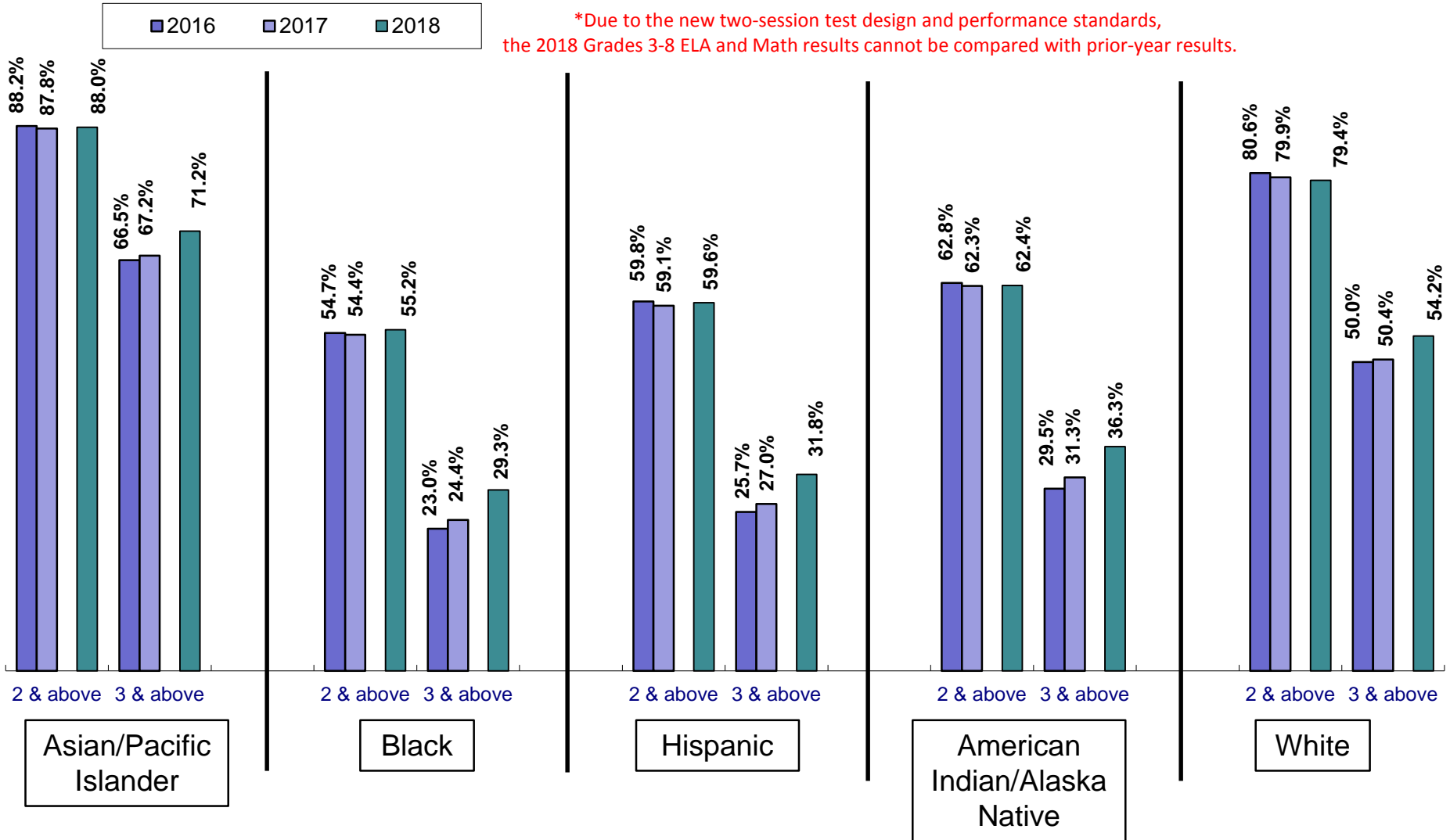


Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 3 and Above by Combined Grades

Statewide Performance in Math by Race and Ethnicity

Among black, Hispanic and American Indian/Alaskan Native students, the achievement gap with their white peers closed slightly but persists statewide.

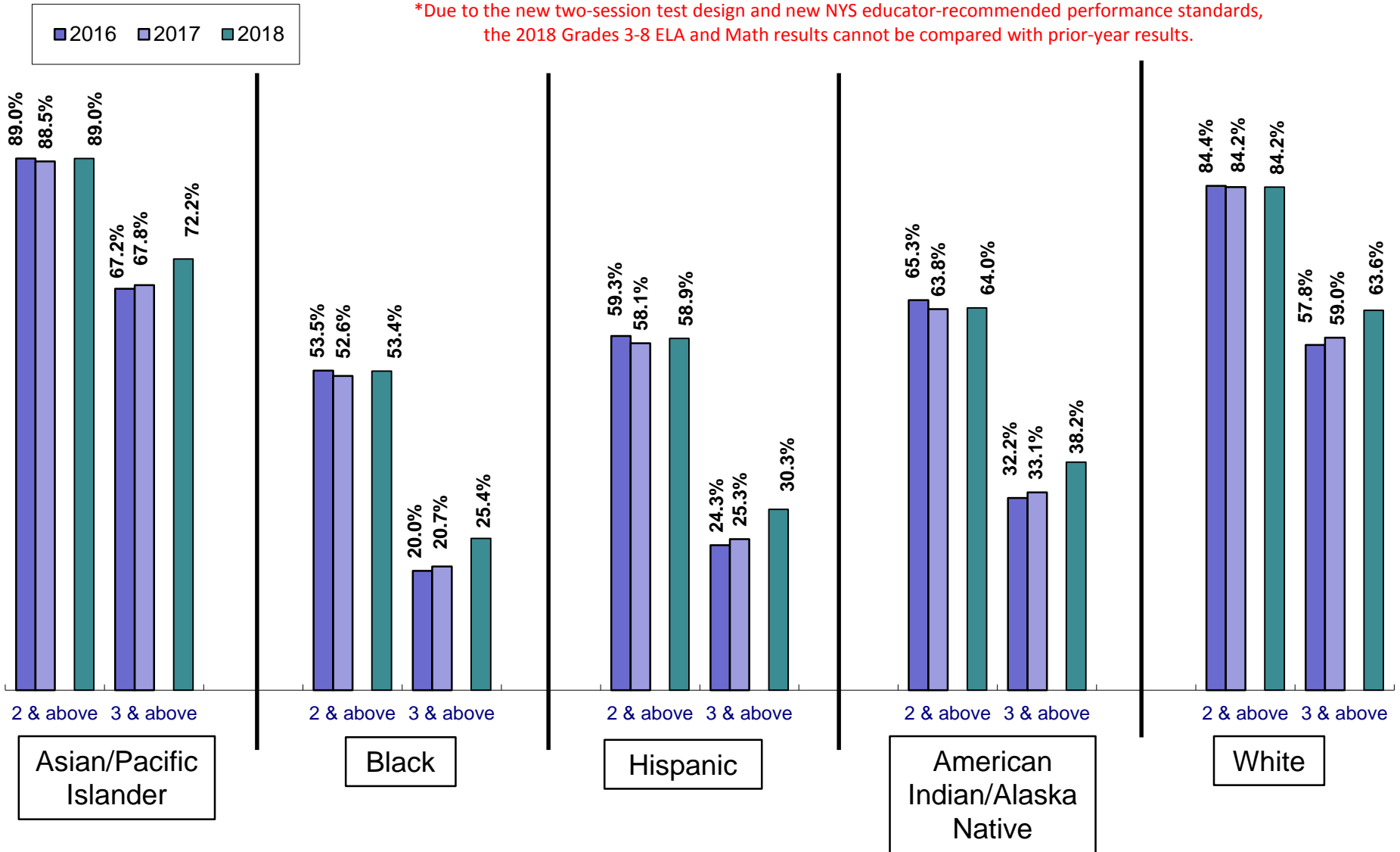
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Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

NYC Performance in Math by Race and Ethnicity

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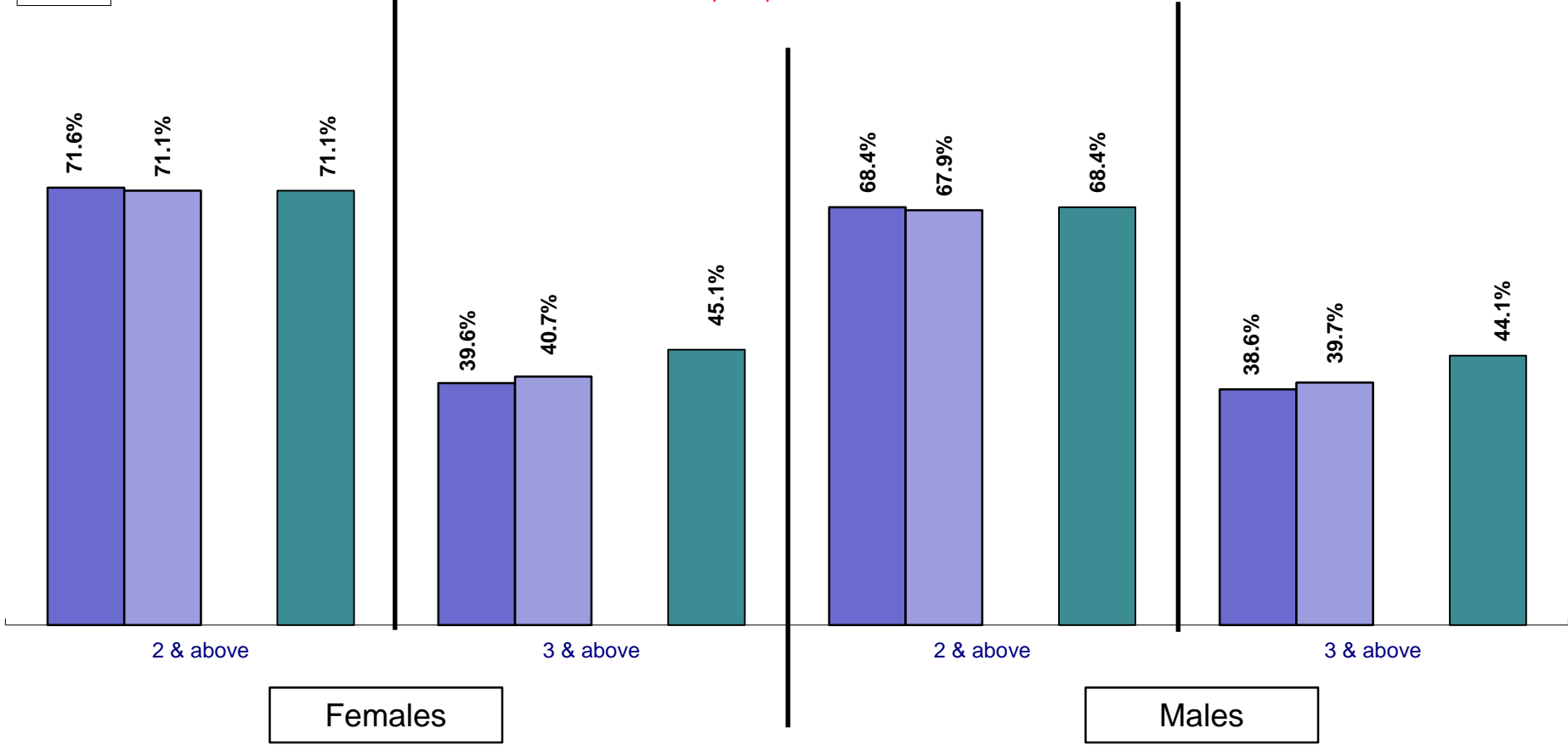


Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 by Combined Grades

Girls Continued to Outperform Boys Statewide in Math in 2018

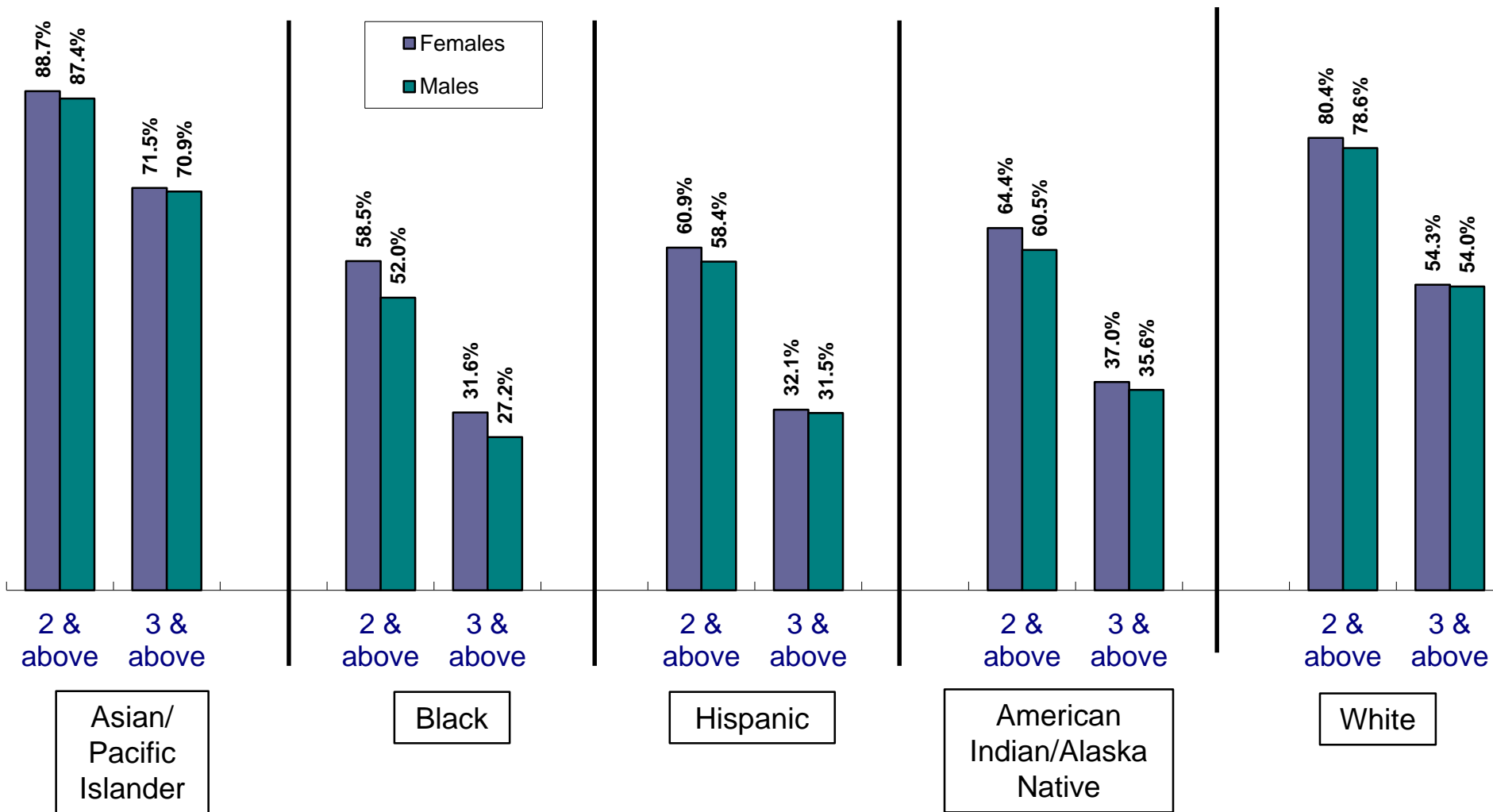


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Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2016, 2017, and 2018 by Combined Grades by Gender

Across all Race and Ethnicity groups, girls performed better than boys in math statewide

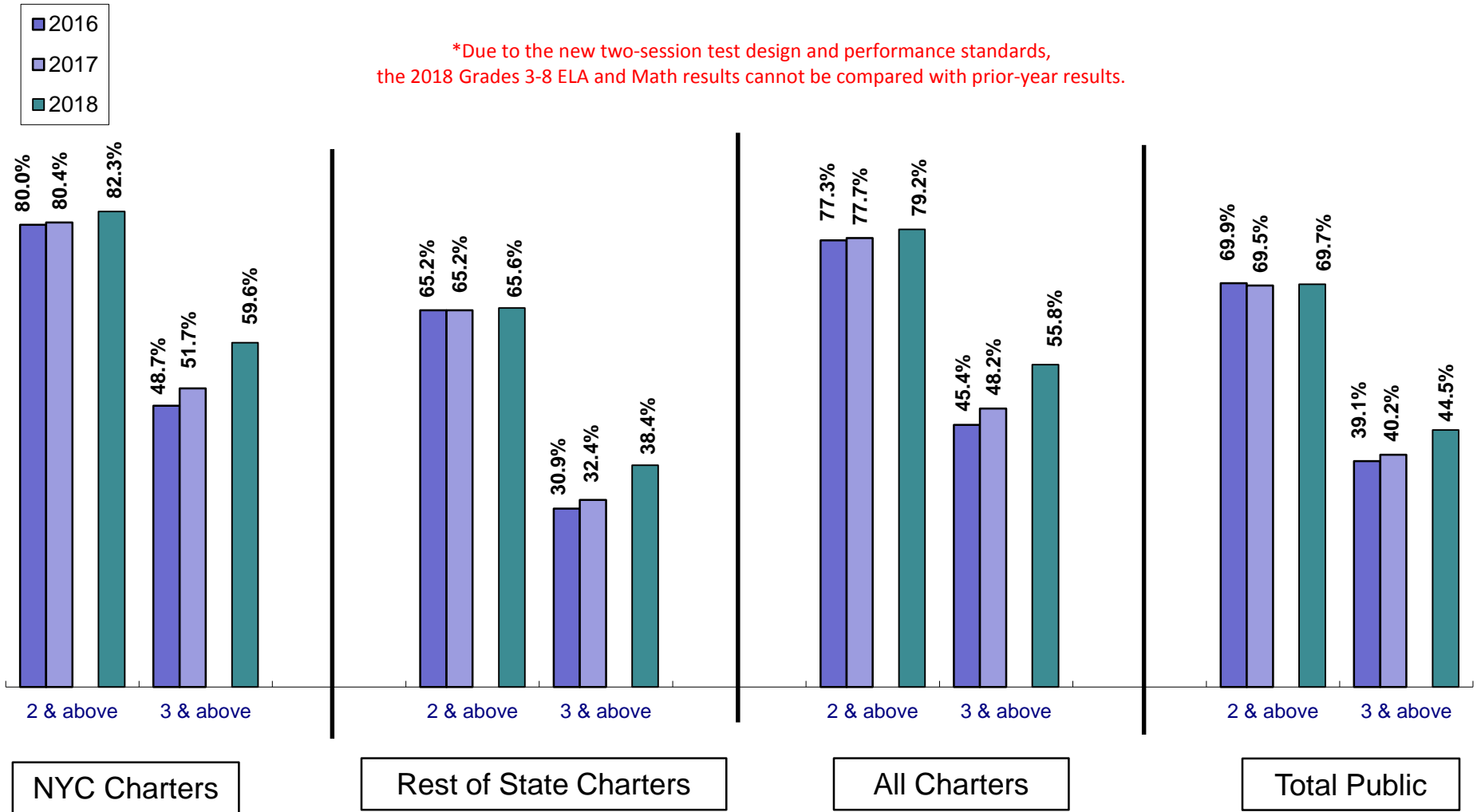


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Charter School Performance in Math

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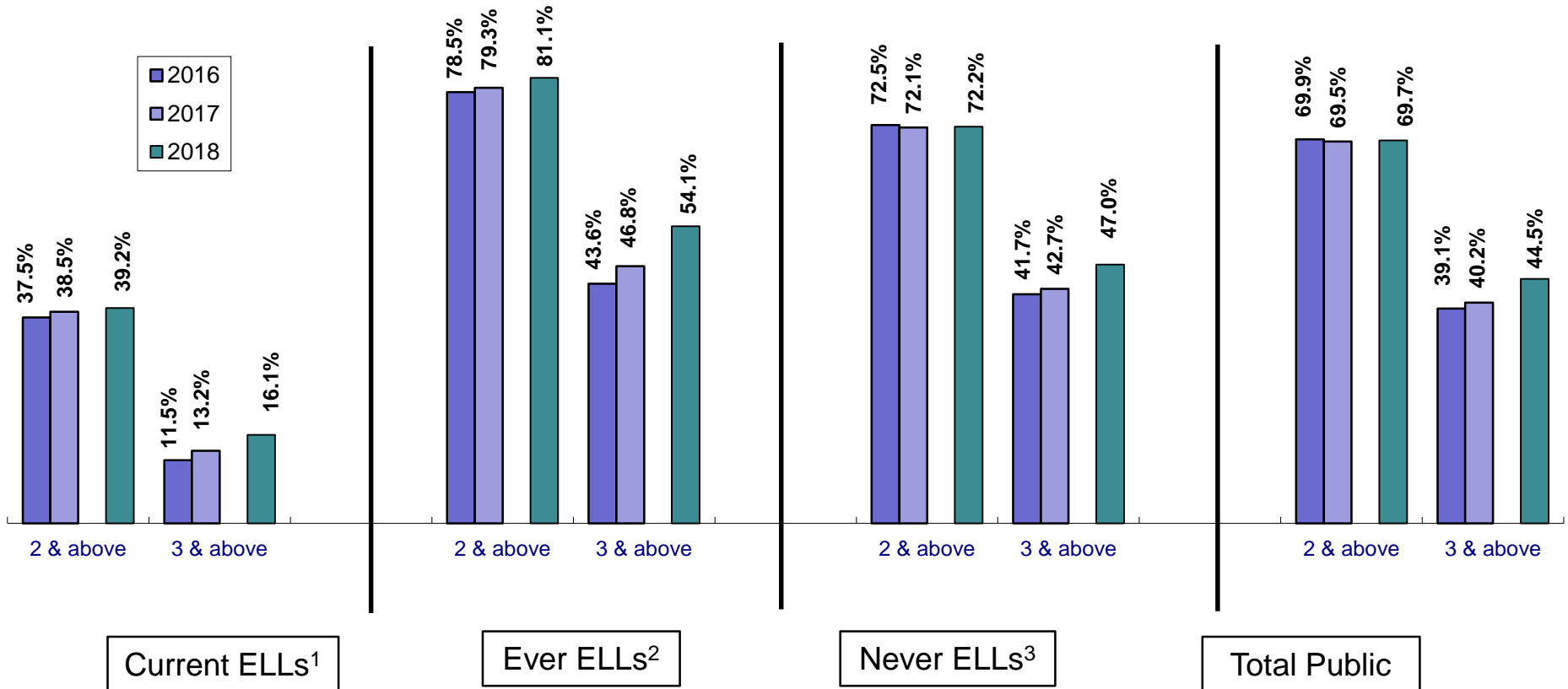


The Percentage of All Test Takers in 2016, 2017, and 2018 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide English Language Learner Performance in Math

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

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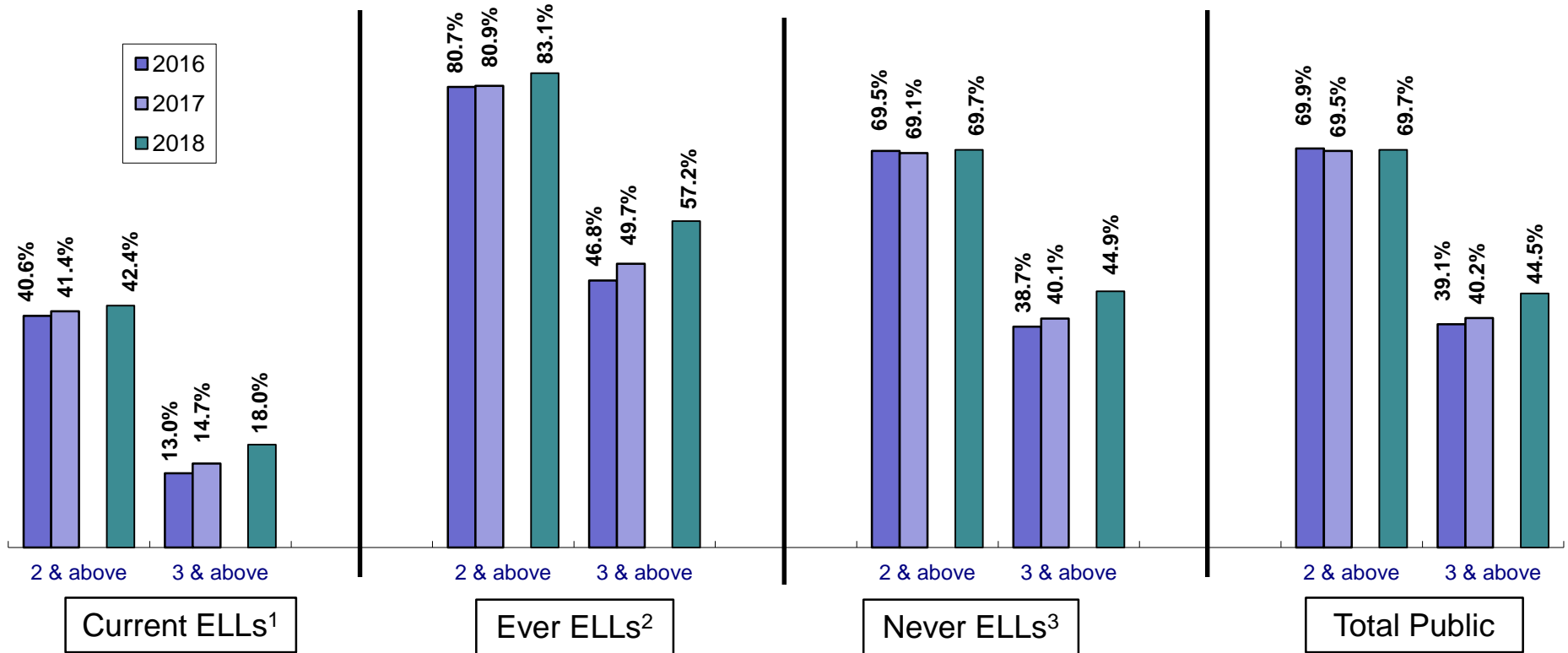
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NYC English Language Learner Performance in Math

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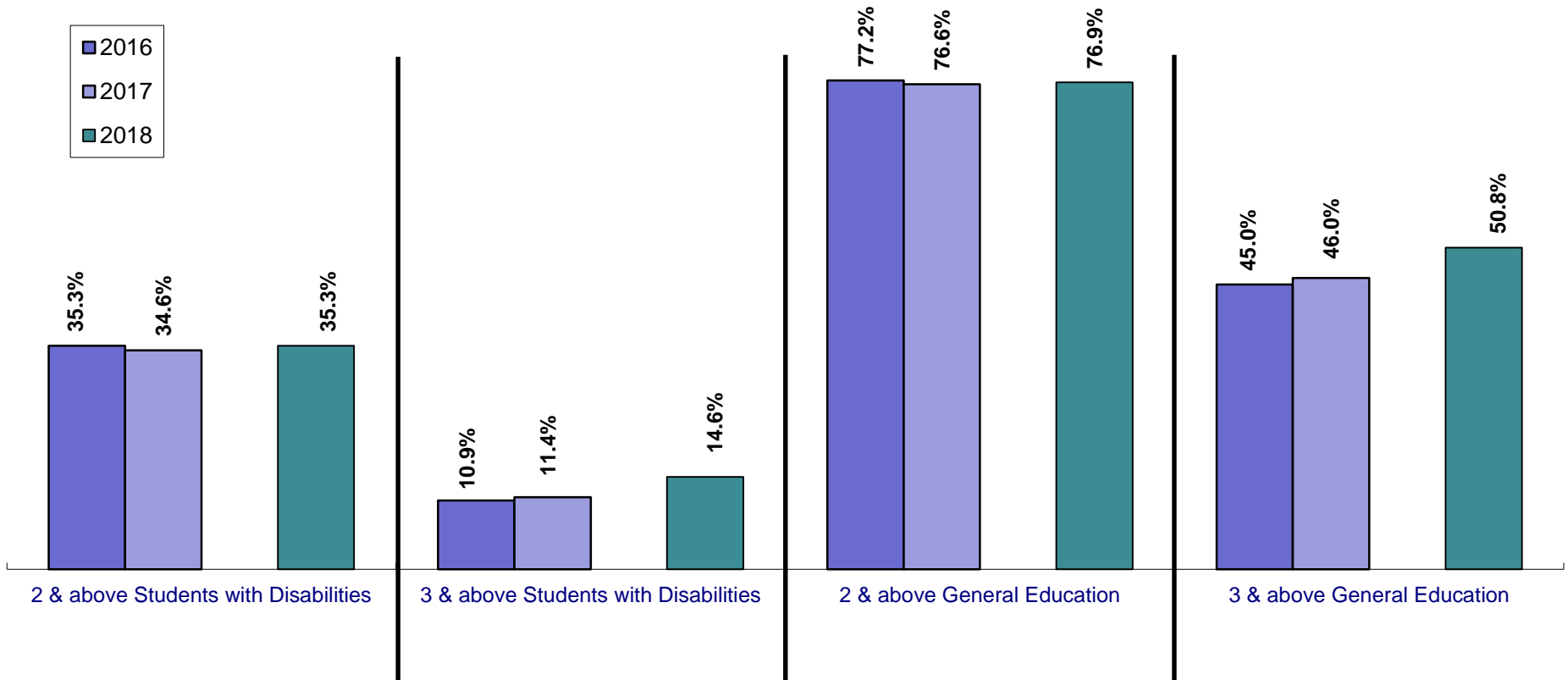
²Students identified as ELL any year prior to the reported year but not including the reported year.

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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

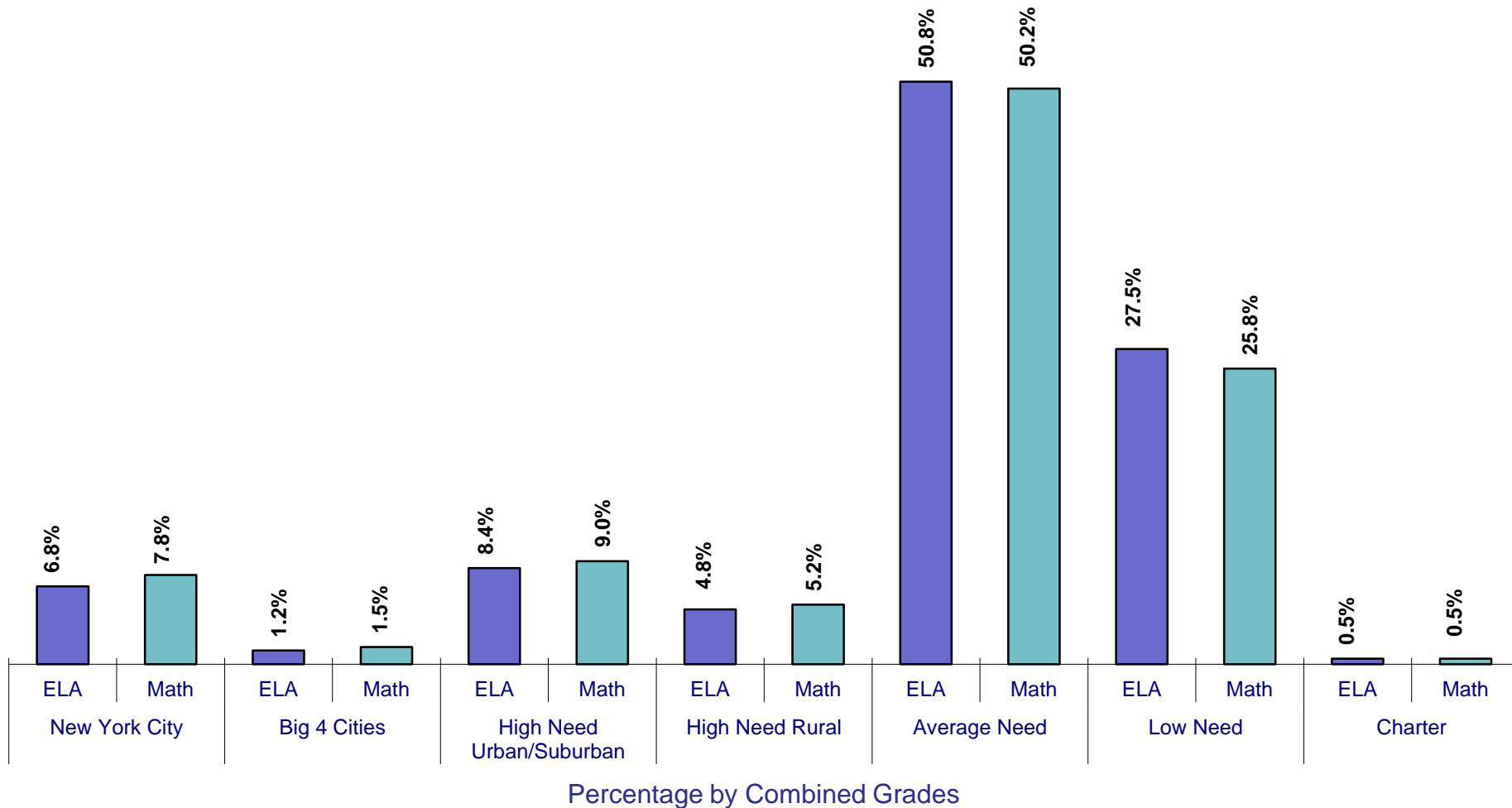
Test Refusal Data on 3-8 ELA and Math Assessments

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

2017 Test Refusal	2018 Test Refusal
19%	18%

2018 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

- 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

