

# **Measuring Student Progress in Grades 3-8**

# ESSA, Equity and Assessments

State assessments remain an important part of our draft plan

- Provide us with important information about how students, schools and school districts are performing
- Identify where the gaps in achievement persist that must be addressed

Tests are only one piece of the puzzle

fairness throughout the entire education system

# ESSA, Equity and Assessments

expands measures for school support and accountability, and for student and school success

expands accountability measures beyond ELA and math to include science and social studies, and the acquisition of English proficiency by ELLs and MLLs

system over time to add additional measures of school quality and student success

# 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<sup>st</sup> century

# Next Generation Learning Standards & Assessment Time Line

The projected time line for standards and assessments over the coming years is:

**September 2017:** Adoption of Next Generation Standards

**2017-2018 School Year:** Two-day assessments measuring the current standards; 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 tests measuring Next Generation Standards.



# 2017 Summary - Statewide

**ELA:** the percentage of all test takers in grades 3-8 who scored at the proficient level (Levels 3 and 4) went up by 1.9 percentage points to 39.8 percent

**Math:** the percentage of all test takers who scored at the proficient level increased this year to 40.2 percent

# 2017 Summary NYC

The percentage of NYC students who scored at the proficient level increased in both ELA and math and NYC now slightly exceeds the rest of the State in proficiency in ELA.

<b>% of Students Proficient in Grades 3-8</b>			
	<b>2016</b>	<b>2017</b>	<b>Percentage Point Change</b>
<b>Statewide Combined Grades ELA</b>	37.9	39.8	1.9
<b>NYC Combined Grades ELA</b>	38.0	40.6	2.6
<b>Statewide Combined Grades Math</b>	39.1	40.2	1.1
<b>NYC Combined Grades Math</b>	36.4	37.8	1.4



# 2017 Summary    Big 5 School Districts

All of the Big 5 school districts saw increases in ELA with smaller increases in math

<b>% of Students Proficient in ELA in Grades 3-8</b>			
	<b>2016</b>	<b>2017</b>	<b>Percentage Point Change</b>
New York City	38.0	40.6	2.6
Buffalo	16.4	17.8	1.4
Rochester	6.7	7.6	0.9
Syracuse	10.9	13.1	2.2
Yonkers	26.0	29.6	3.6
<b>% of Students Proficient in Math in Grades 3-8</b>			
	<b>2016</b>	<b>2017</b>	<b>Percentage Point Change</b>
New York City	36.4	37.8	1.4
Buffalo	16.1	17.2	1.1
Rochester	7.2	7.9	0.7
Syracuse	10.4	11.0	0.6
Yonkers	24.6	28.3	3.7

# 2017 Summary Proficiency by Race and Ethnicity

Black and Hispanic student proficiency went up in 2017 on the ELA exam and more modestly in math.

Overall, black and Hispanic statewide proficiency saw a larger percentage-point increase than their white peers.

As a result, the achievement gap between black and Hispanic student proficiency from the proficiency of their white peers closed slightly.

help to further close the gaps

<b>% of Students Proficient in Grades 3-8</b>			
	<b>2016</b>	<b>2017</b>	<b>Percentage Point Change</b>
<b>Black ELA</b>	26.2	29.0	2.8
<b>Hispanic ELA</b>	26.8	29.2	2.4
<b>White ELA</b>	46.0	47.1	1.1
<b>Black Math</b>	23.0	24.4	1.4
<b>Hispanic Math</b>	25.7	27.0	1.3
<b>White Math</b>	50.0	50.4	0.4

# **2017 Summary Charter Schools**

# Test Refusal Rate Declined

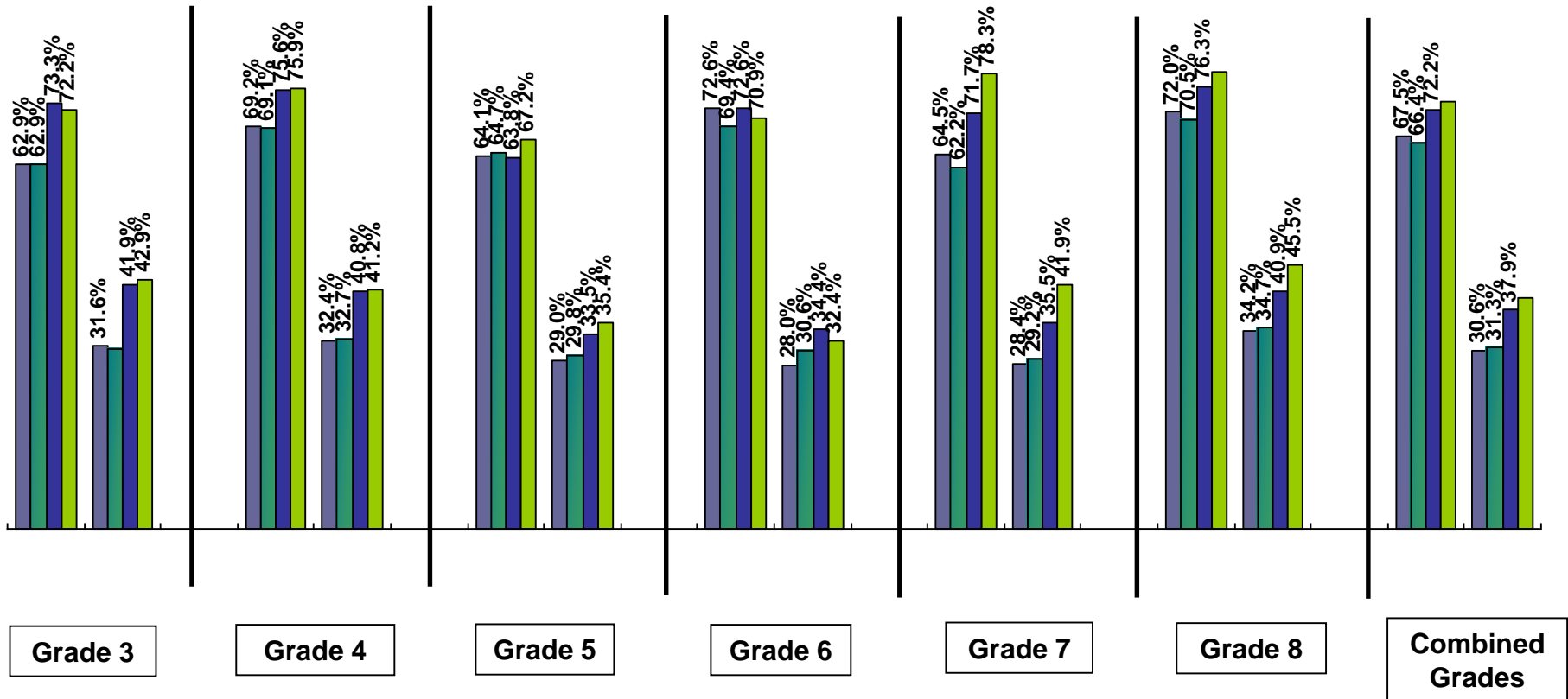
In 2017, the test refusal rate was approximately 19%

That is a 2-percentage-point drop from 2016, when the rate was approximately 21%

**2017**  
**Grades 3-8**  
**ELA Test Results**

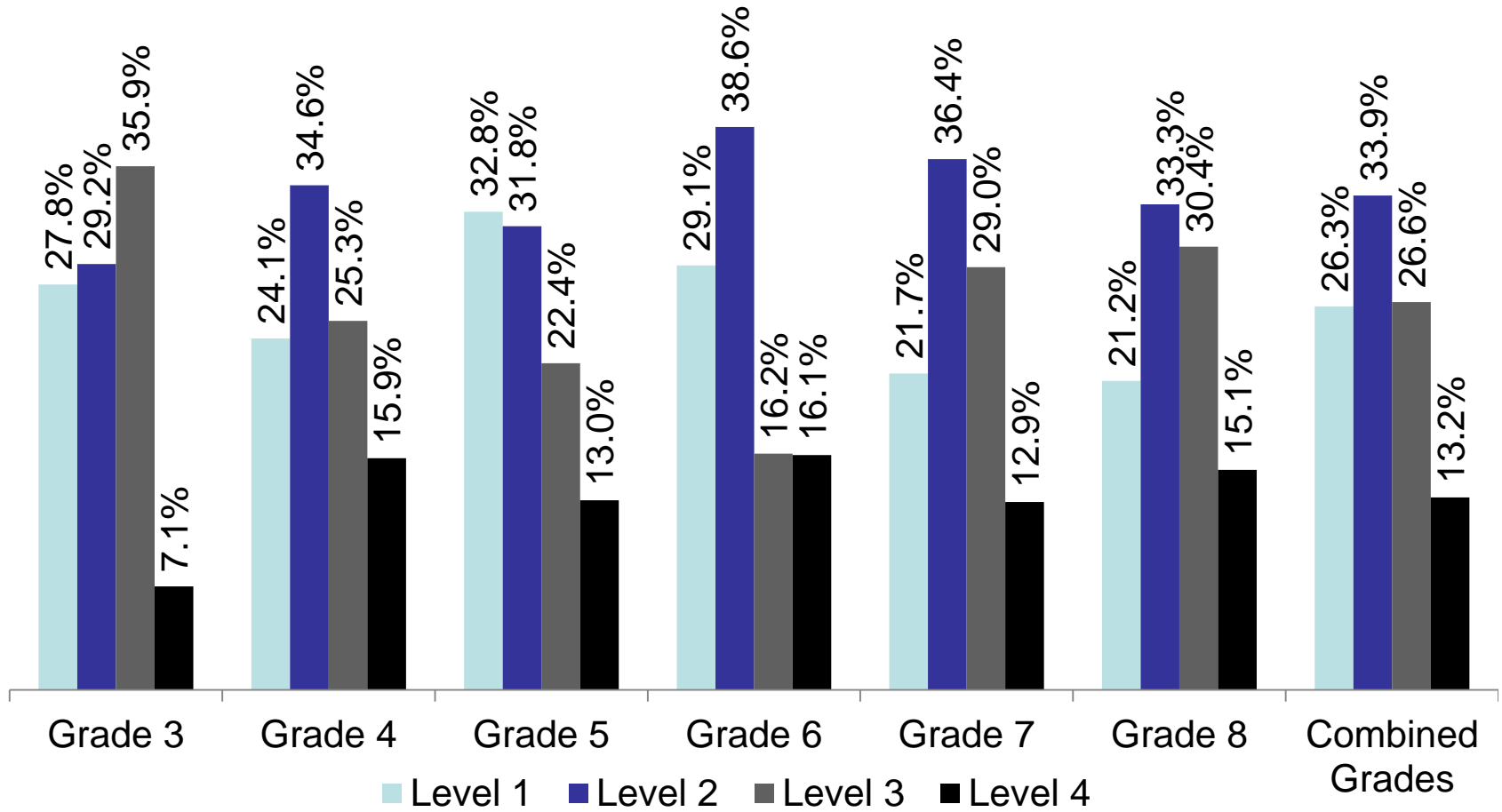
# Students Statewide Made Gains in ELA

The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) increased to 39.8% in 2017 from 37.9% in 2016, an increase of 1.9 percentage points.

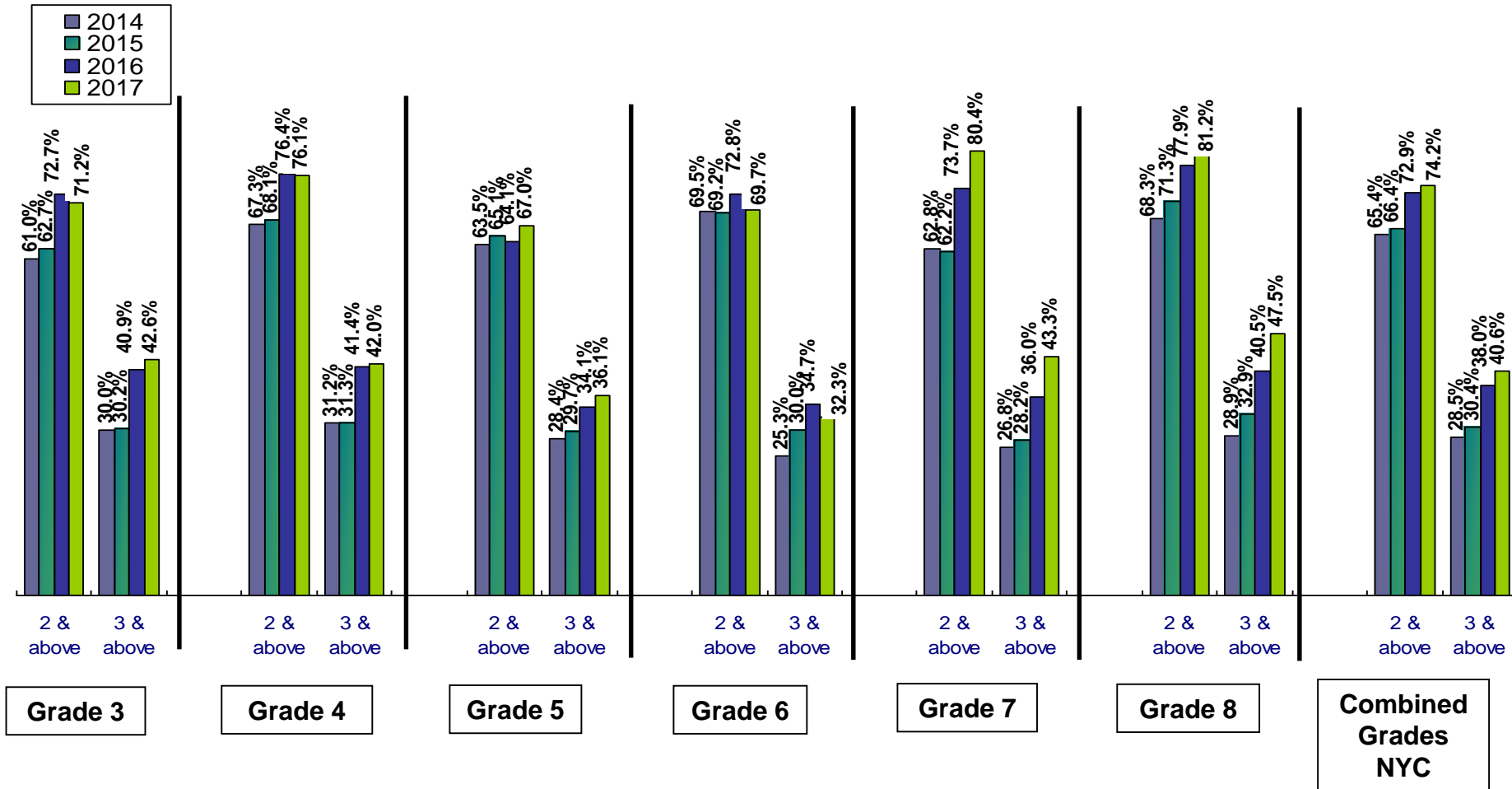


Percentage of All Test Takers Statewide in 2014, 2015, 2016, and 2017 who scored at Level 2 and Above and Level 3 and Above by Grade Level

# 2017 Statewide Performance in ELA



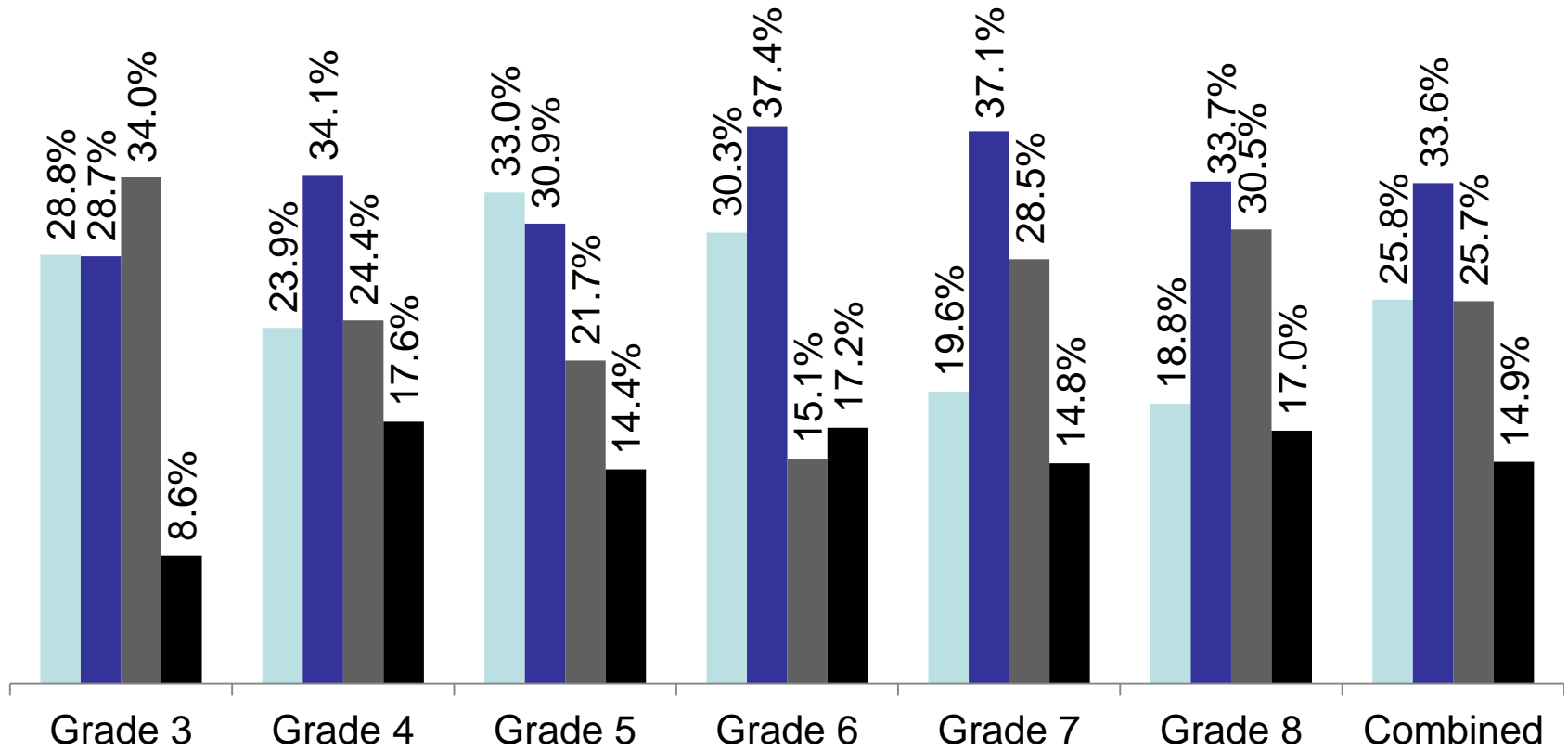
Students who met or exceeded the ELA proficiency standard (Levels 3 and 4) increased to 40.6% in 2017 from 38.0% in 2016, an increase of 2.6 percentage points.

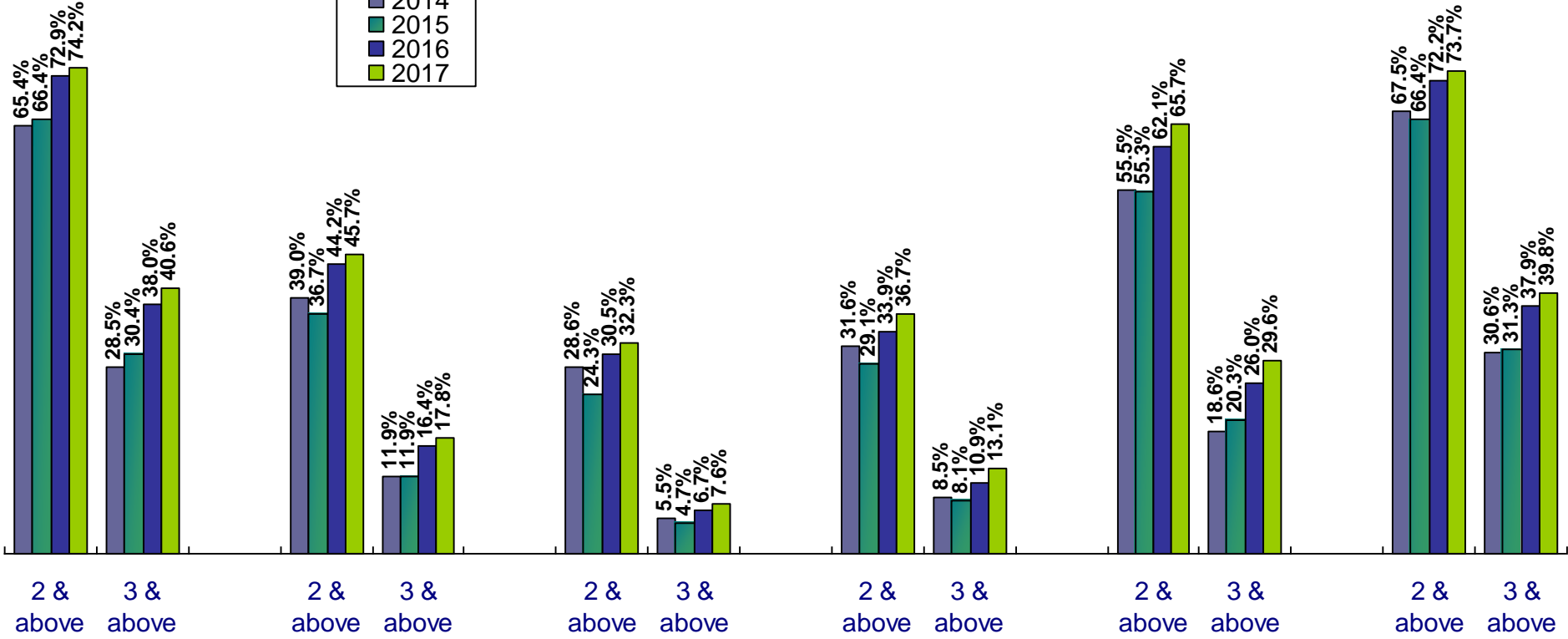
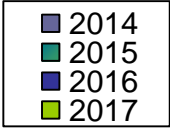


Percentage of All NYC Test Takers in 2014, 2015, 2016, and 2017 who scored at Level 2 and Above and Level 3 and Above by Grade Level



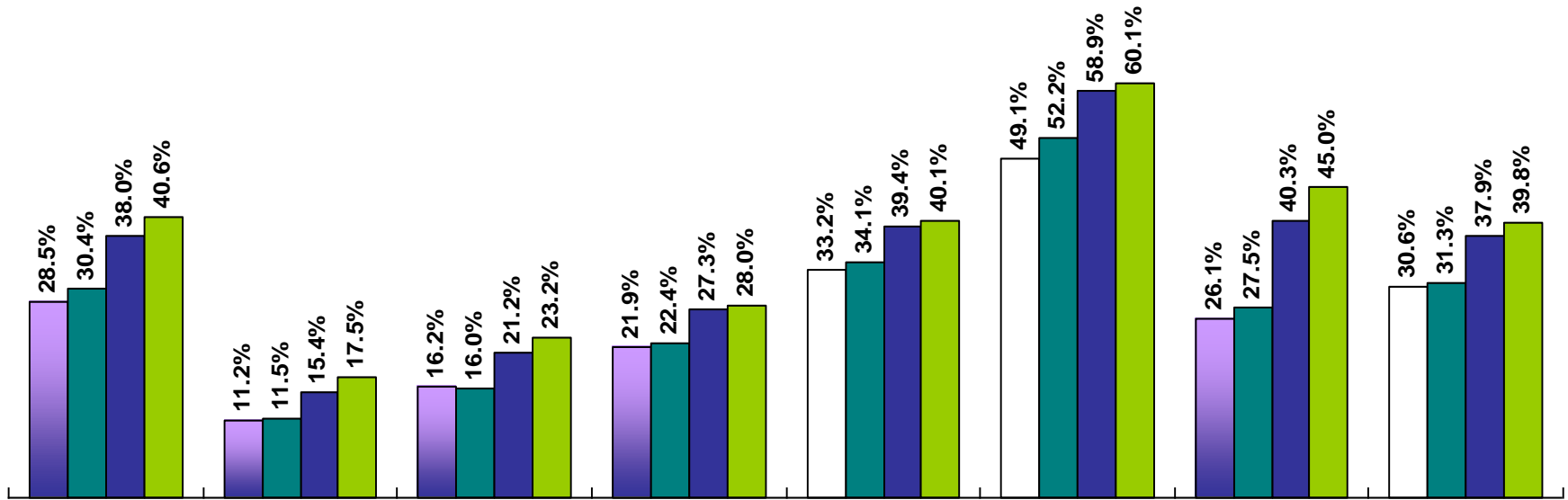
# 2017 NYC Performance in ELA





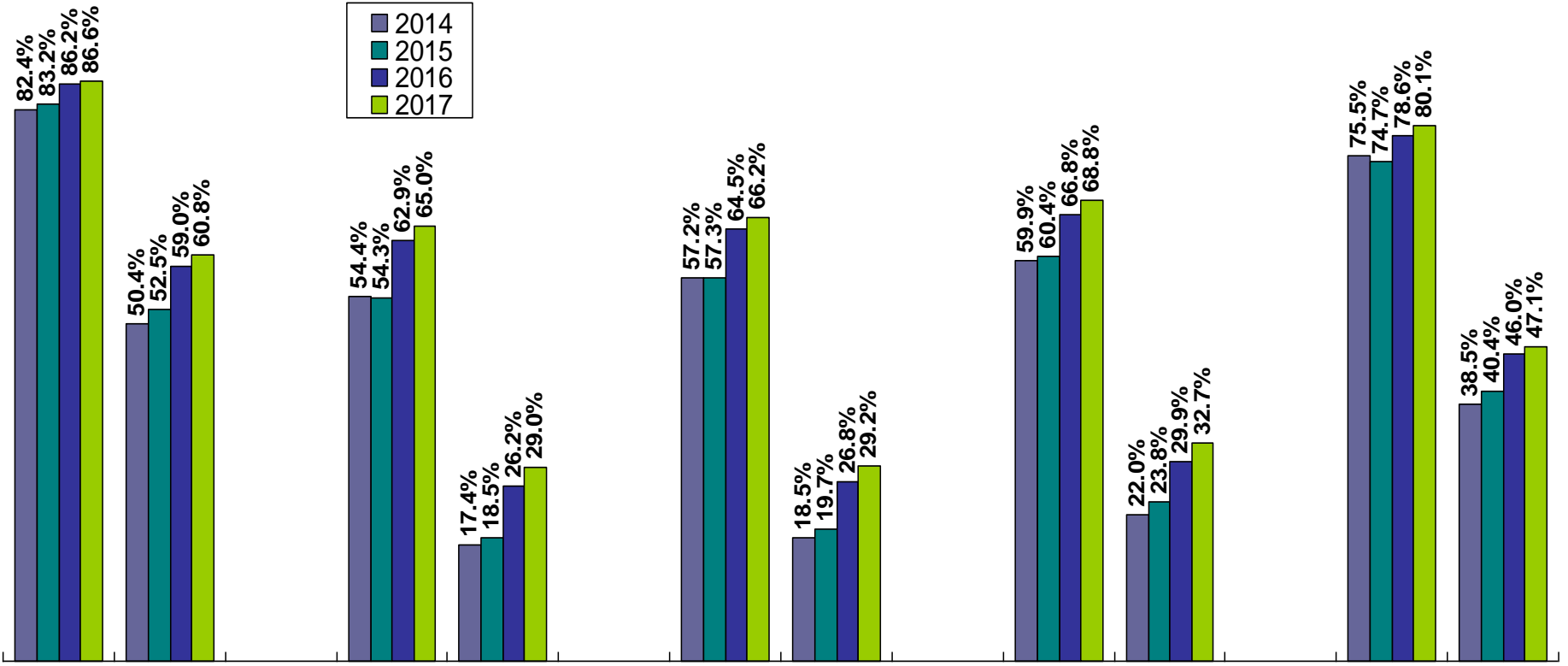
# Statewide Performance in ELA by Need/Resource Group

ELA performance increased for all Need/Resource Groups, with low-need districts continuing to outperform other groups but had less growth than large city and urban suburban districts. In addition, Charter Schools demonstrated the most gain and NYC now slightly exceeds the performance of public schools statewide.

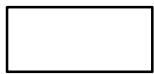


High Need Districts

Percentage of All Test Takers in 2014, 2015, 2016, and 2017 who scored at Level 3 and Above by Combined Grades



Asian/Pacific Islander

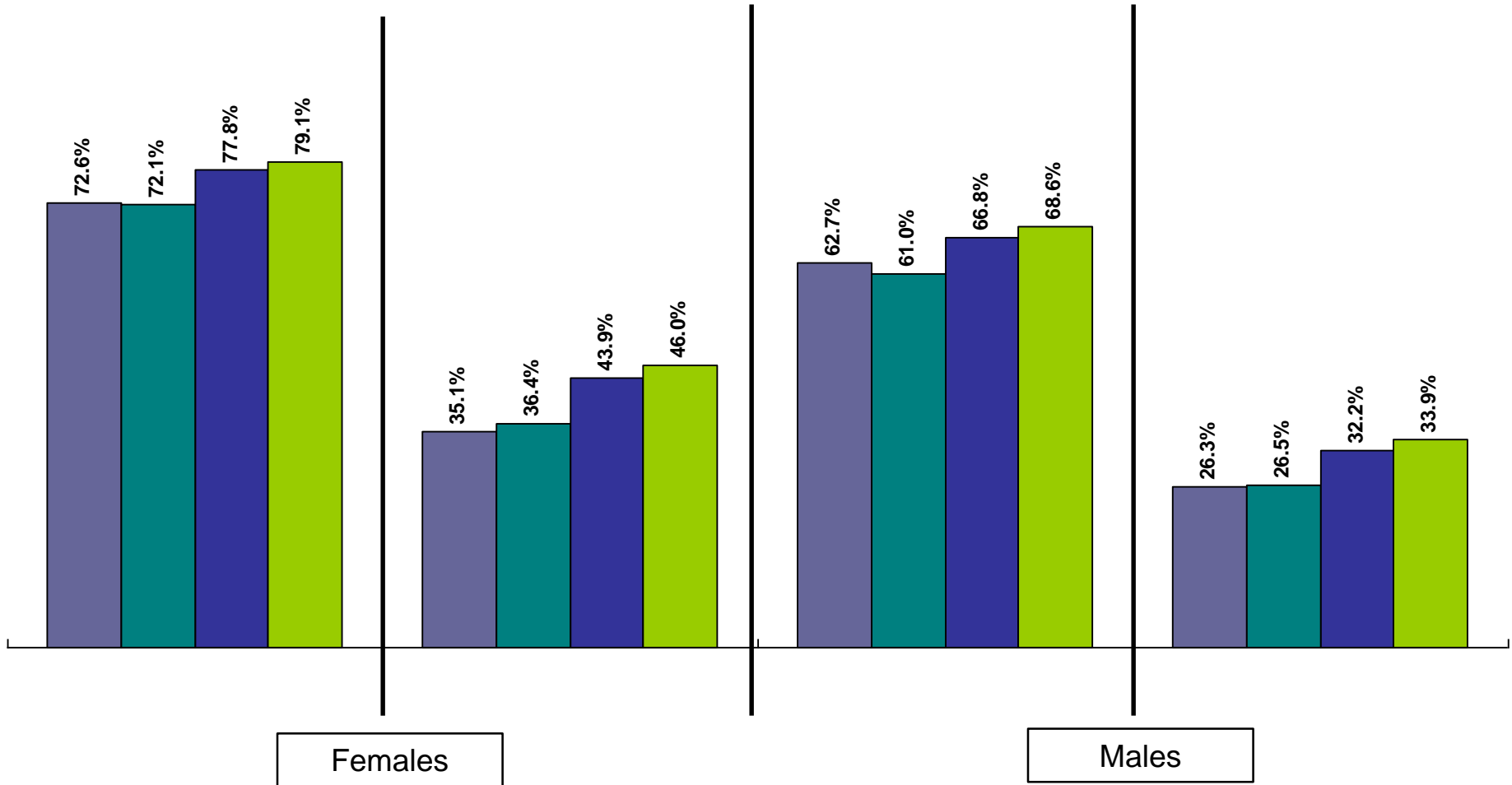


Hispanic

American Indian/Alaska Native



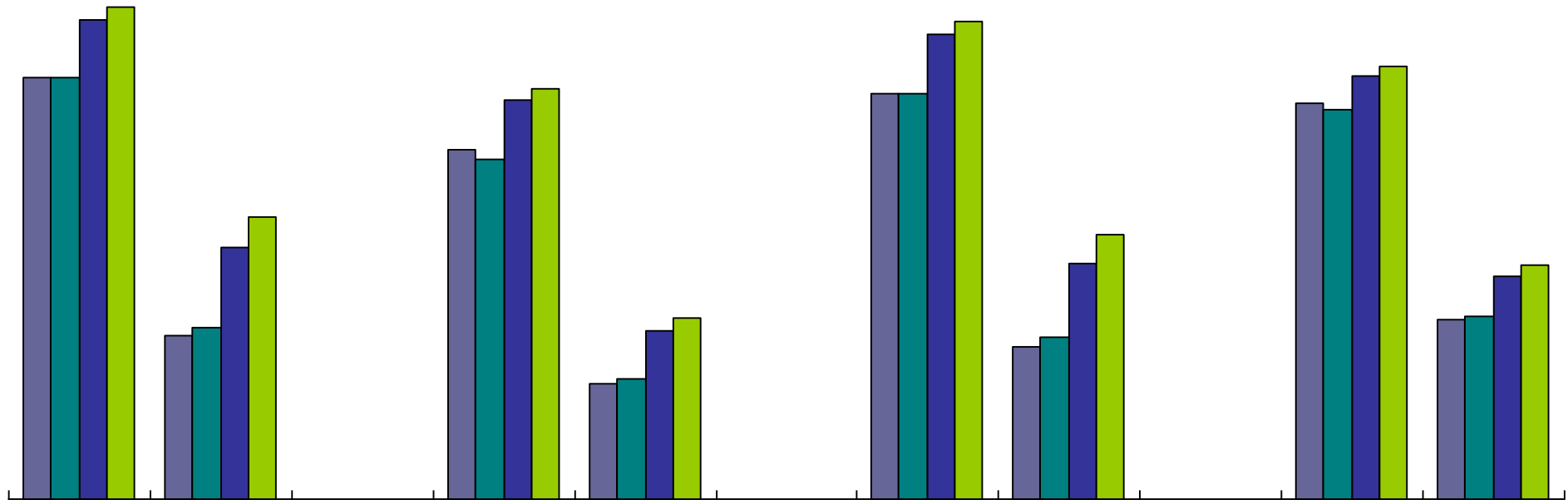
# Girls Continued to Outperform Boys Statewide in ELA in 2017



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2014, 2015, 2016, and 2017 Combined Grades by Gender



# Charter School Performance in ELA

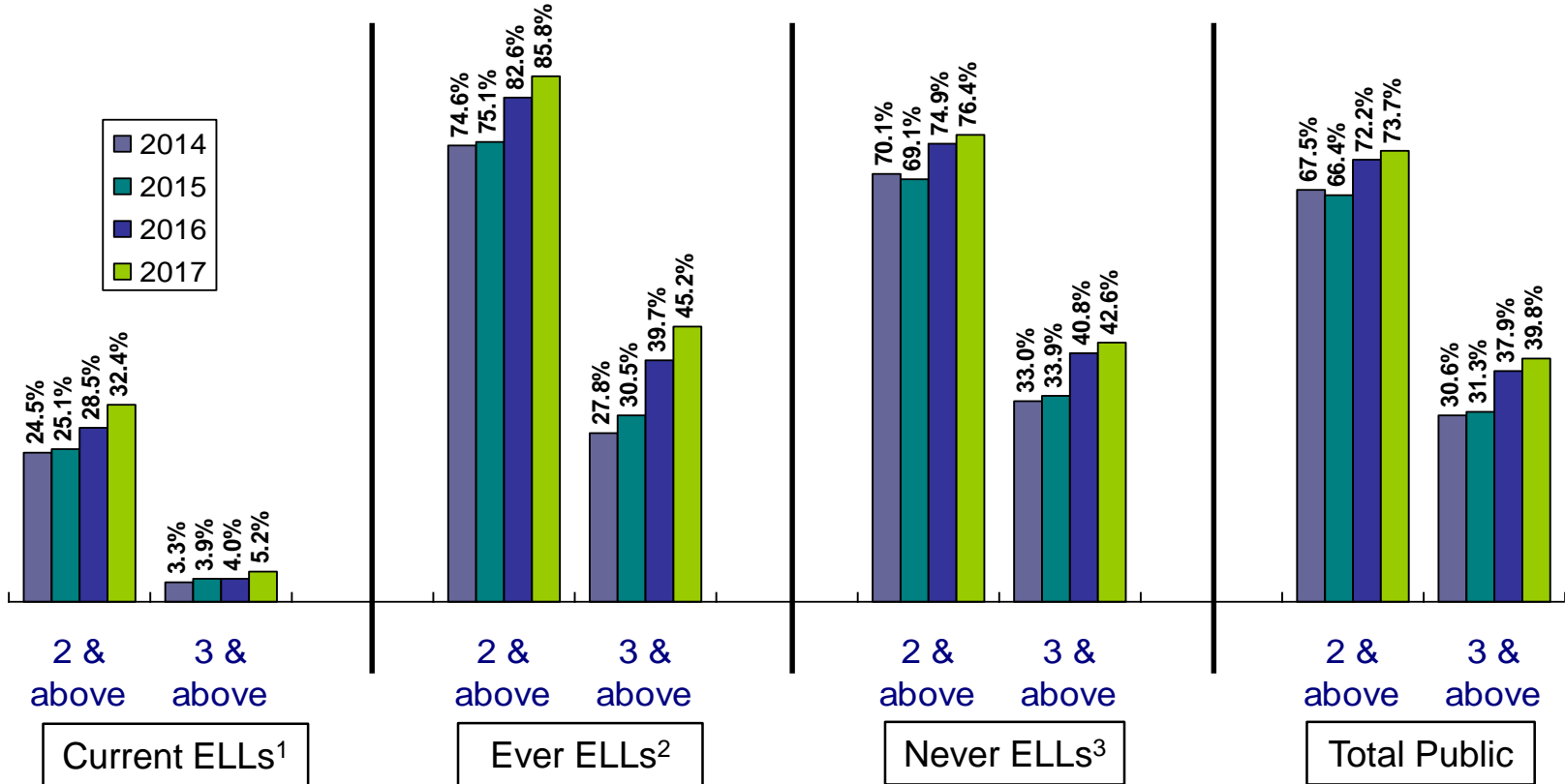


Total Public



# Statewide English Language Learner Performance in ELA

ELL students statewide continued to make gains in ELA. Ever ELLs have experienced a proficiency increase of 5.5 percentage points. When compared to the total public student population a higher percentage of Ever ELLs score at or above proficient.



<sup>1</sup>Students identified as ELL during the reported year.

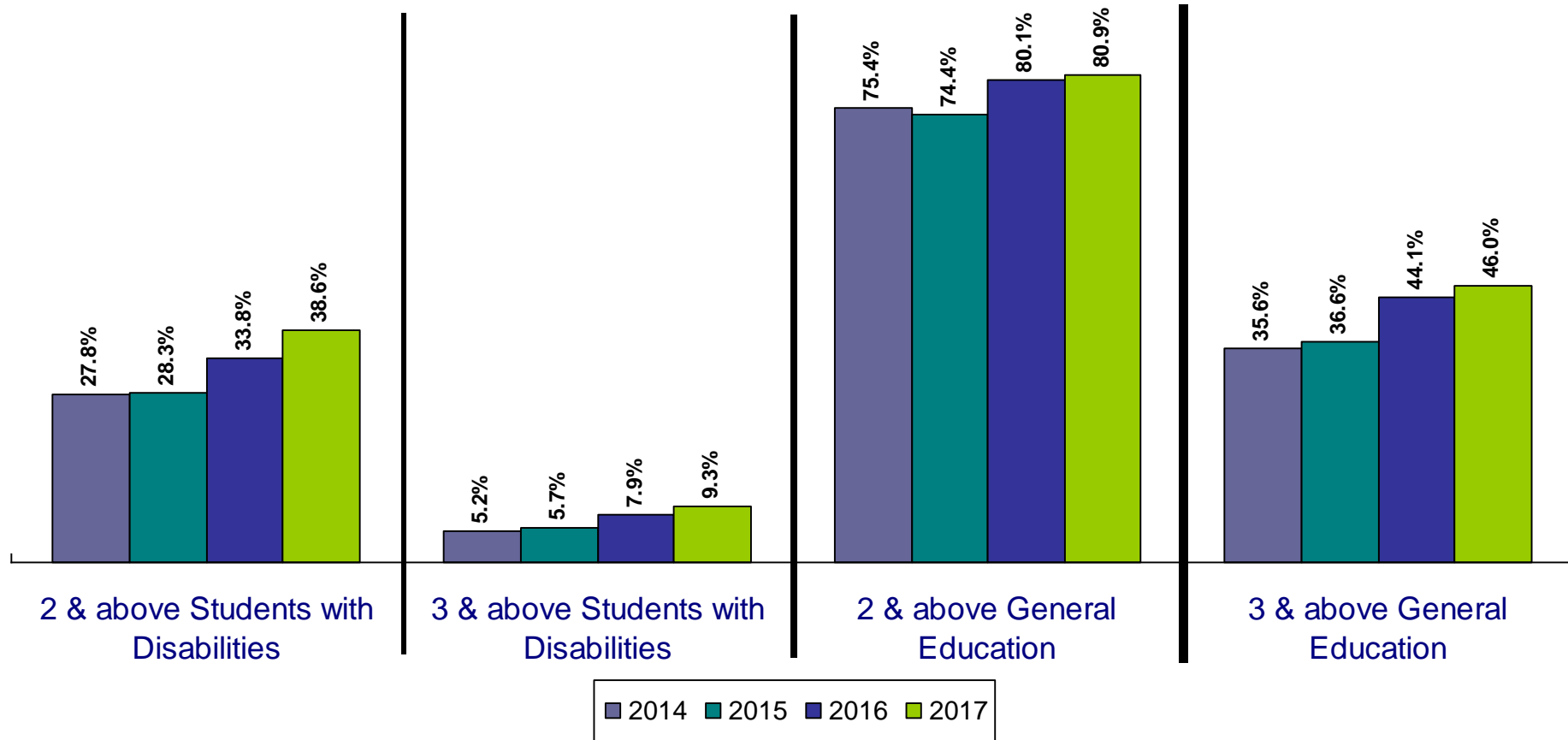
<sup>2</sup>Students identified as ELL any year prior to the reported year but not including the reported year.

<sup>3</sup>Students never reported to have received ELL services.



# Students with Disabilities Performance in ELA

9.3% of students with disabilities met or exceeded the ELA proficiency standard (Levels 3 and 4) in 2017, and the percentage of students scoring at Level 2 and above rose to 38.6%.

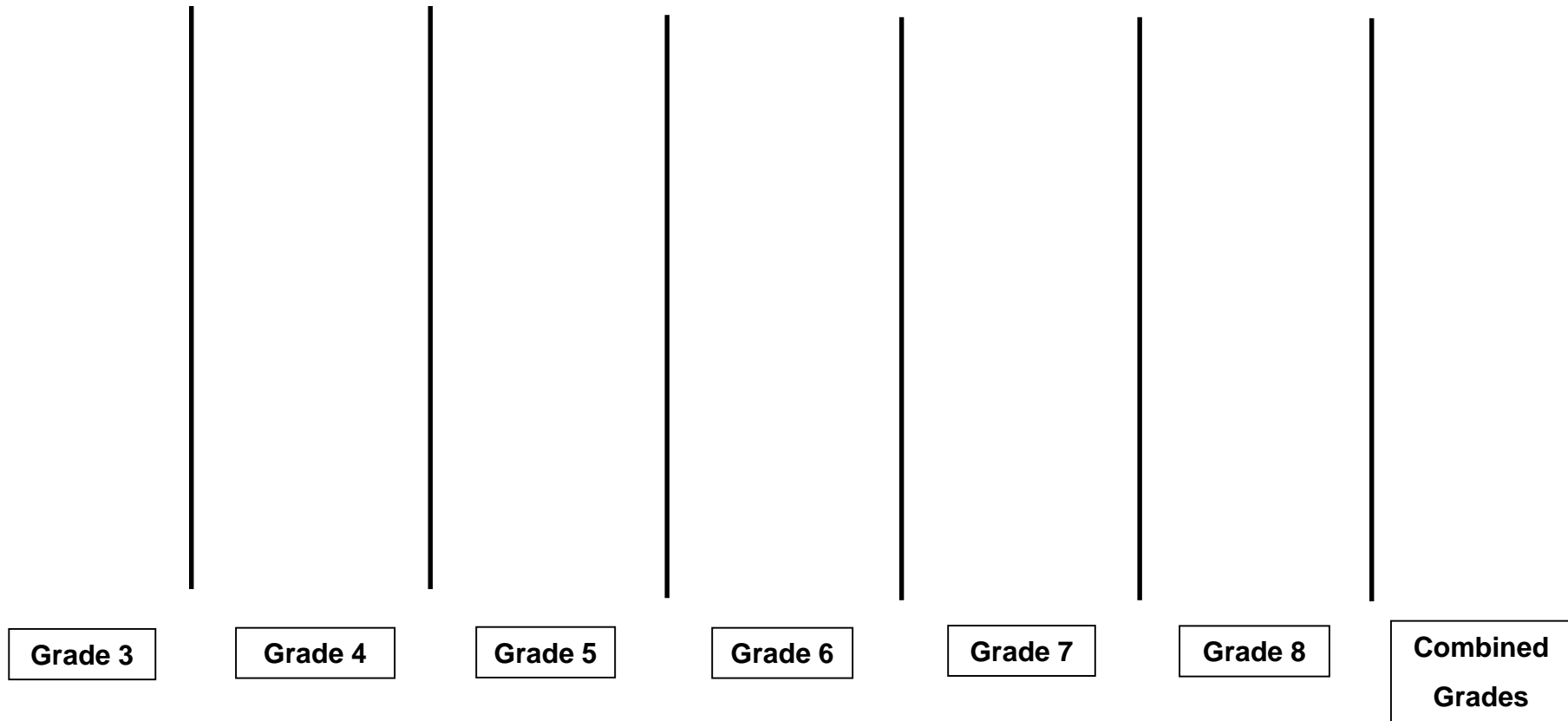


**2017**  
**Grades 3-8**  
**Math Test Results**

# Students Statewide Made Progress in Math

Students who met or exceeded the proficiency standard (Levels 3 and 4) increased to 40.2% in 2017 from 39.1% in 2016, a gain of 1.1 percentage points.

*A USED waiver 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 cause a decrease in the percentage proficient in Grade 8 as compared to other grades.*

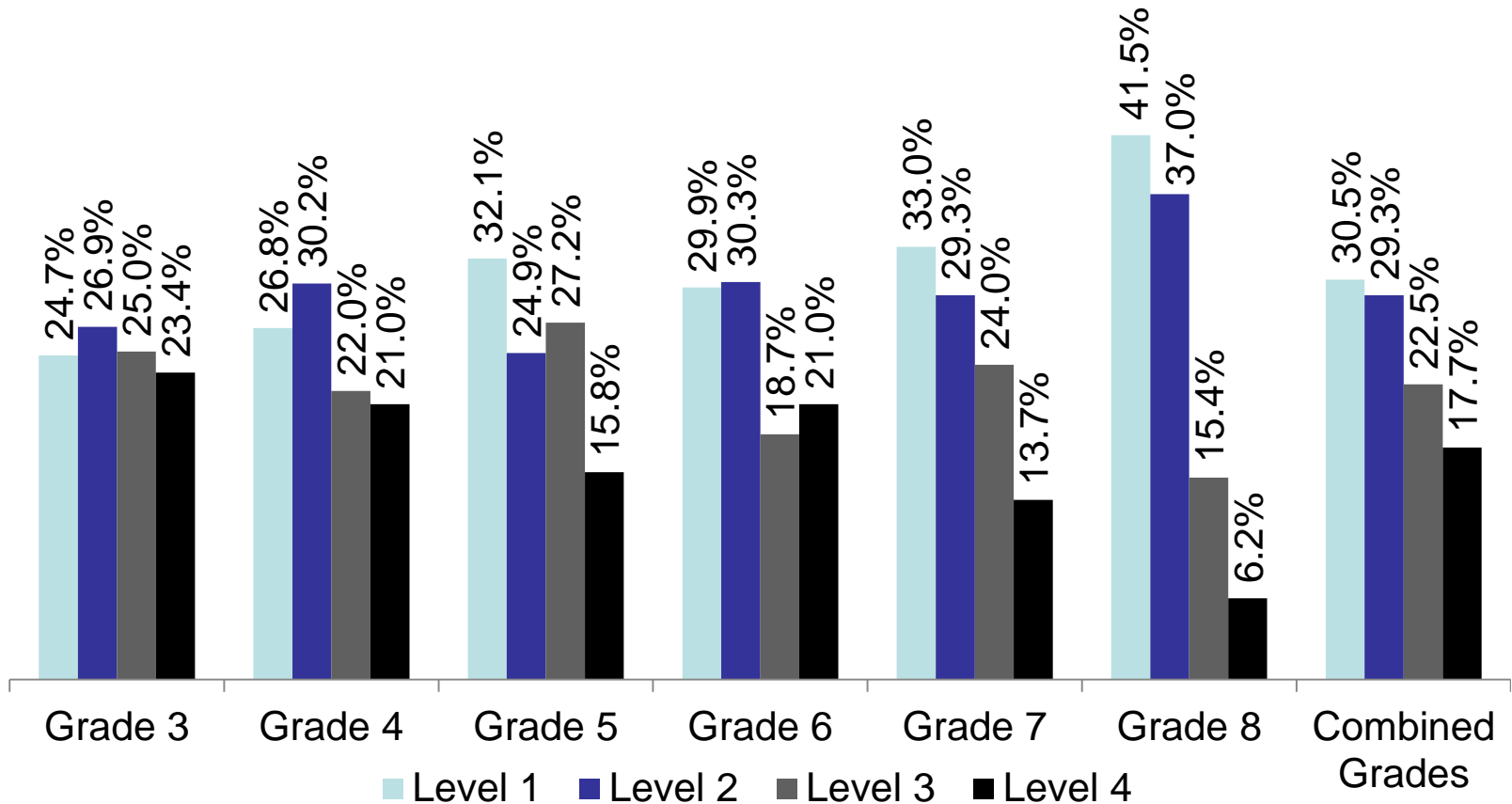


The Percentage of All Test Takers Statewide in 2014, 2015, 2016, and 2017 who scored at Level 2 and Above and Level 3 and Above by Grade Level

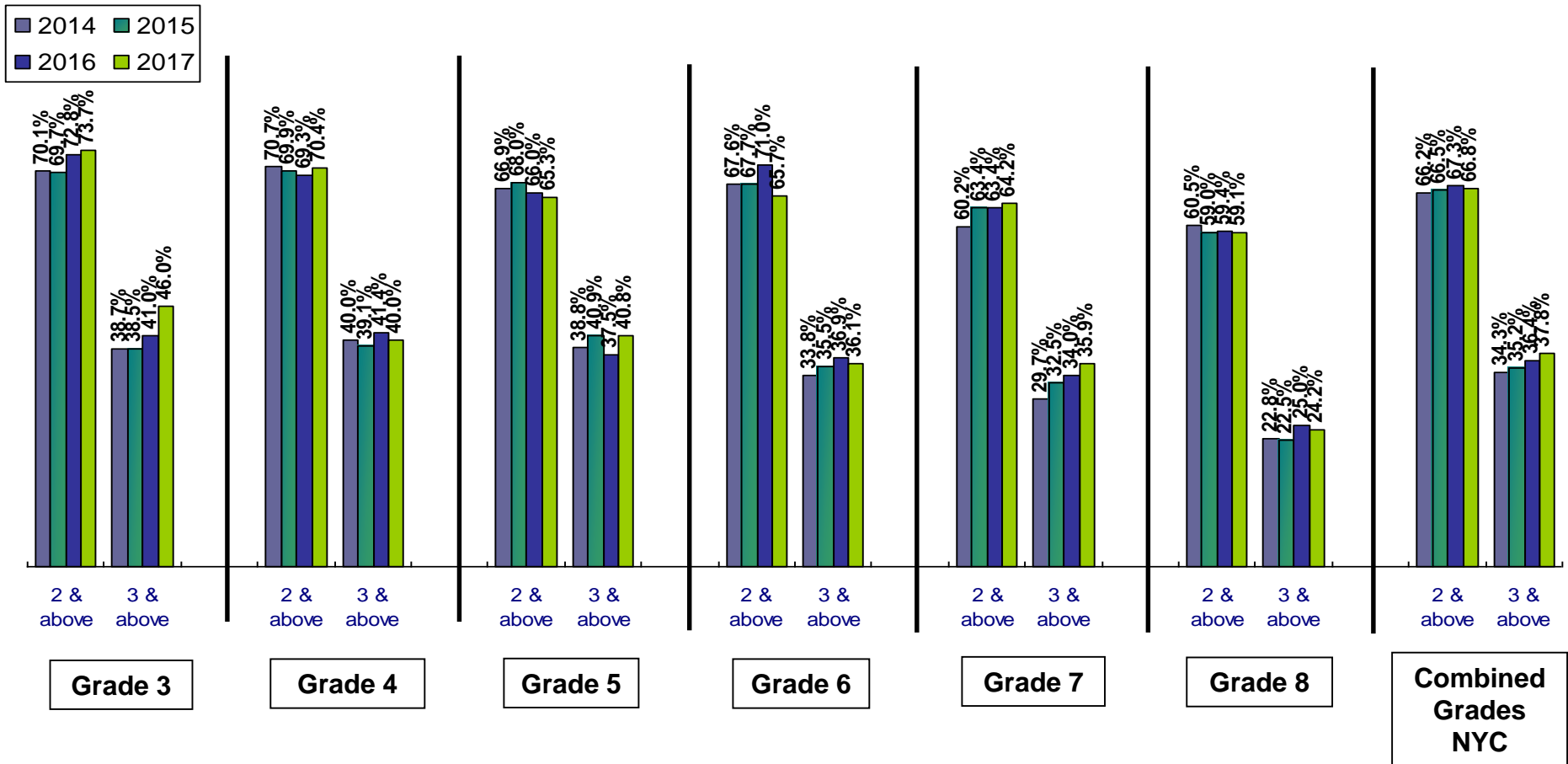
# 2017 Statewide Performance in Math

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

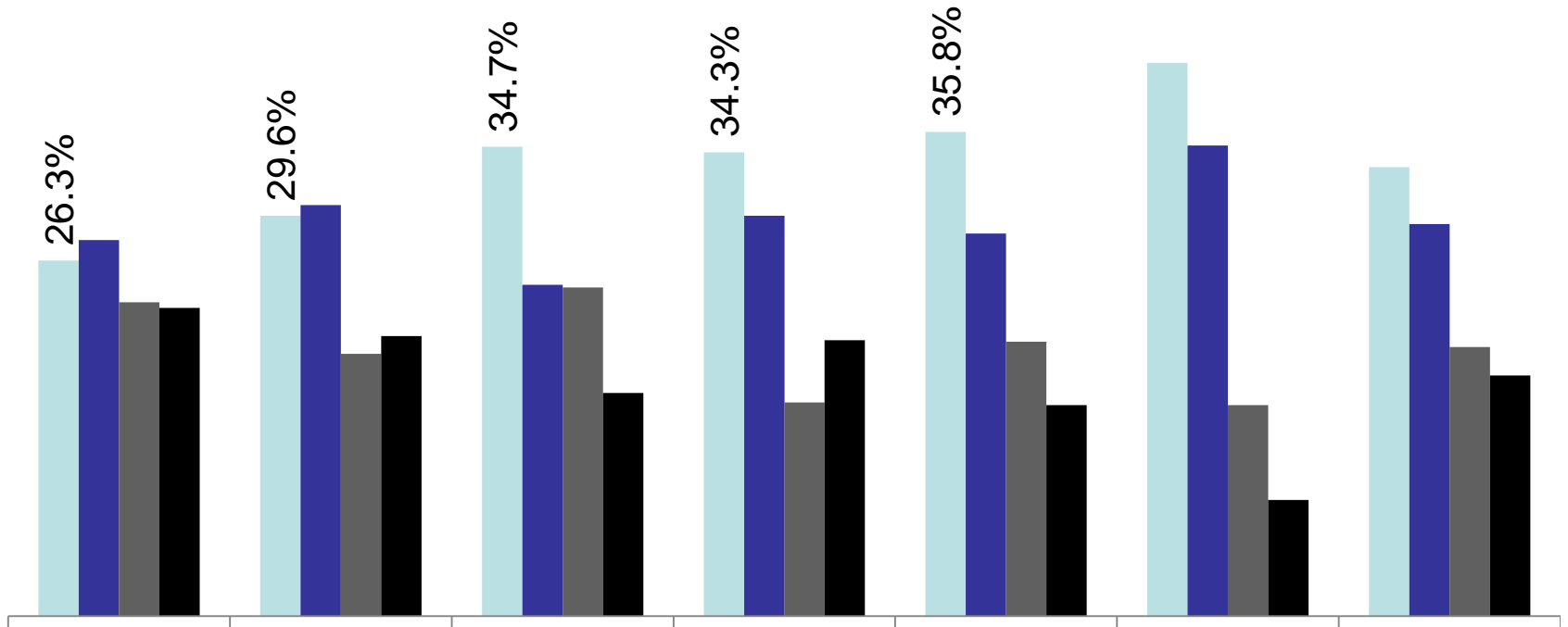
*A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8 as*



# NYC Students Made Progress in Math



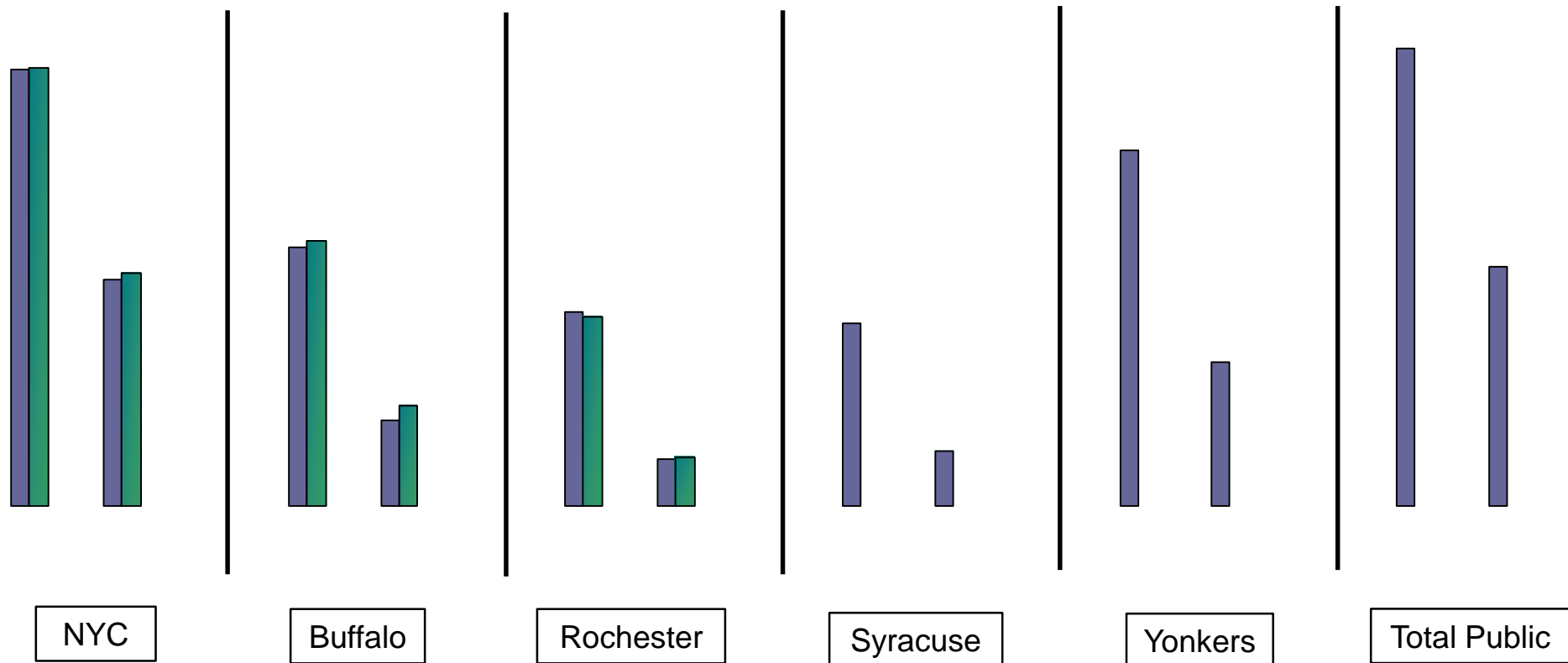
# 2017 NYC Performance in Math





# Big 5 City District Performance in Math

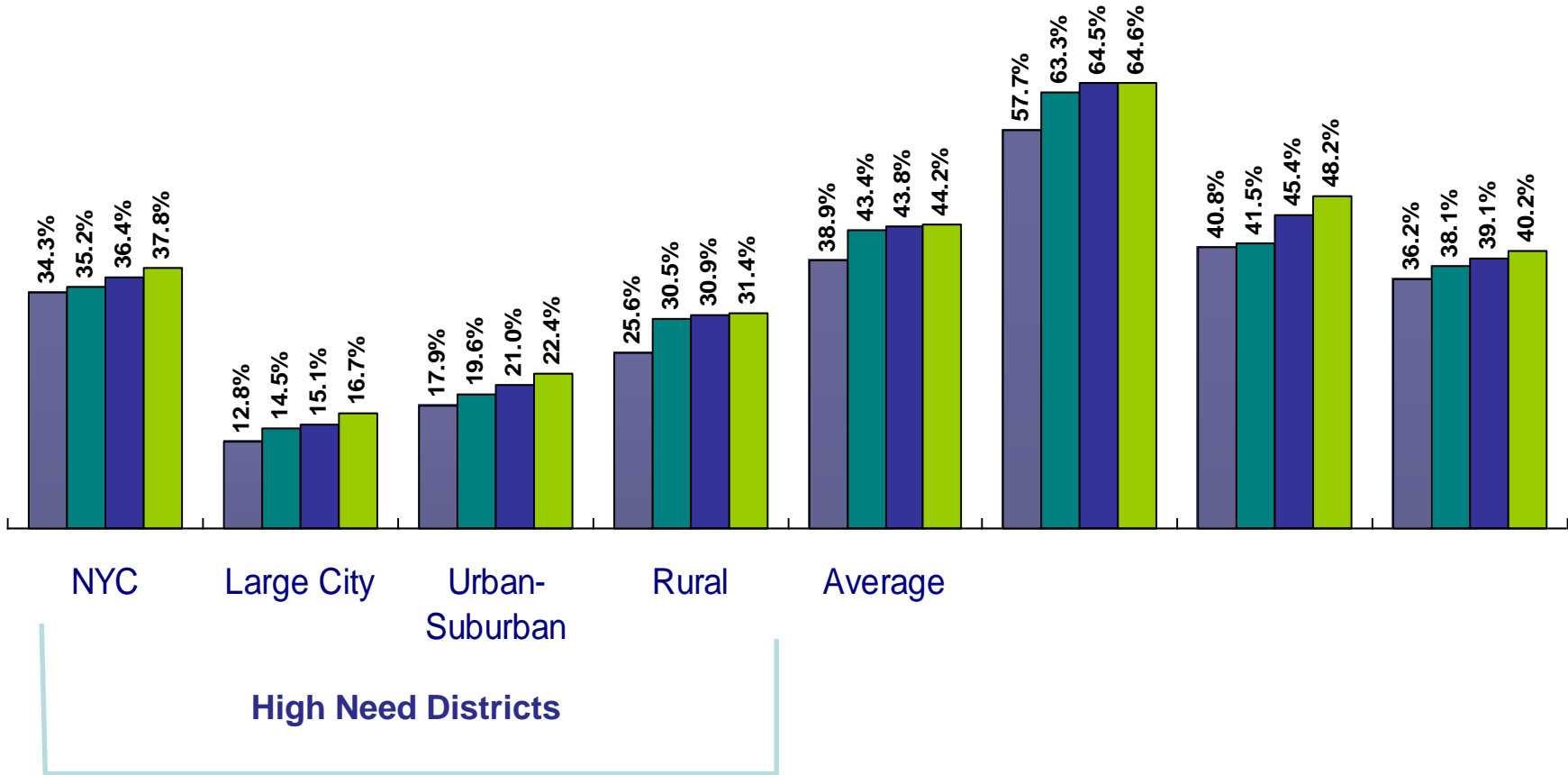
All Big 5 city districts had increases in the percentage of students scoring at Proficiency (Levels 3 and Above) in 2017.



Percentage of All Test Takers in 2014, 2015, 2016, and 2017 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

# Statewide Performance in Math by Need/Resource Group

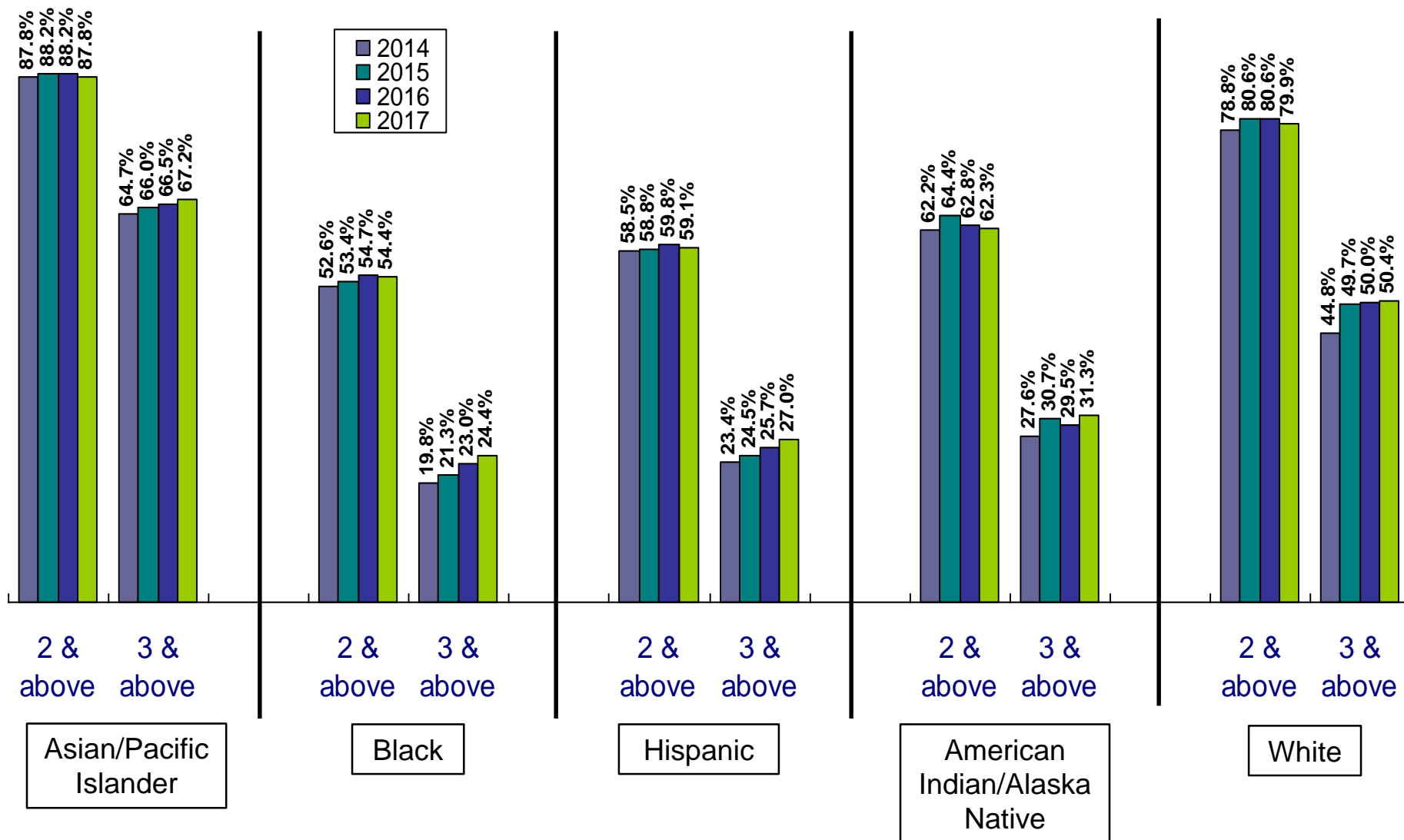
In 2017, all Need/Resource Groups made progress in math, with low-need districts continuing to outperform other groups. Charter schools saw the largest gain of 2.8 percentage points.



Percentage of All Test Takers in 2014, 2015, 2016, and 2017 who scored at Level 3 and Above by Combined Grades

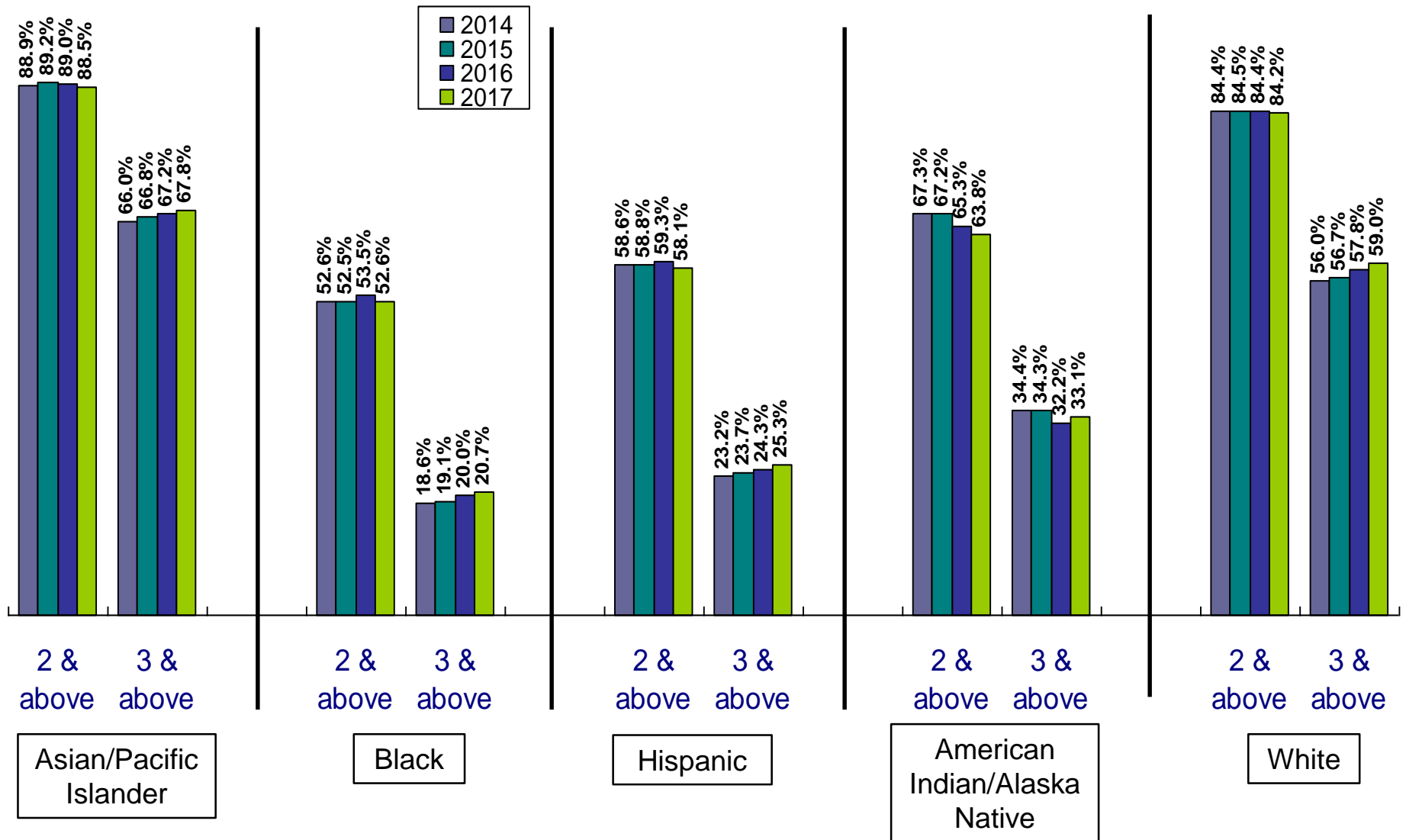
# Statewide Performance in Math by Race and Ethnicity

All Race and Ethnicity groups had a greater percentage of students meeting or exceeding math proficiency (Levels 3 and 4) in 2017. The achievement gap closed slightly but persists statewide.



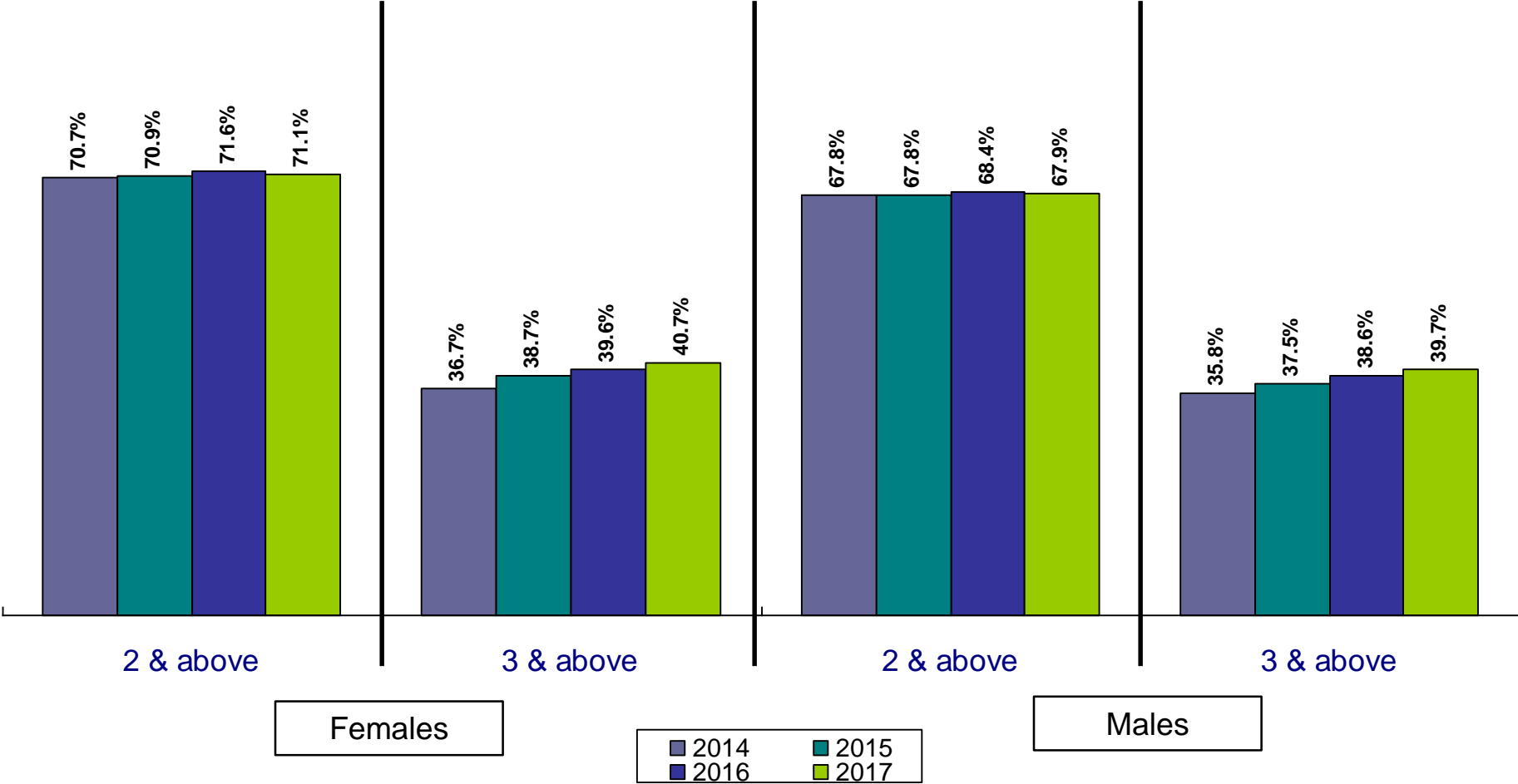
Percentage of All Test Takers in 2014, 2015, 2016, and 2017 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

# NYC Performance in Math by Race and Ethnicity

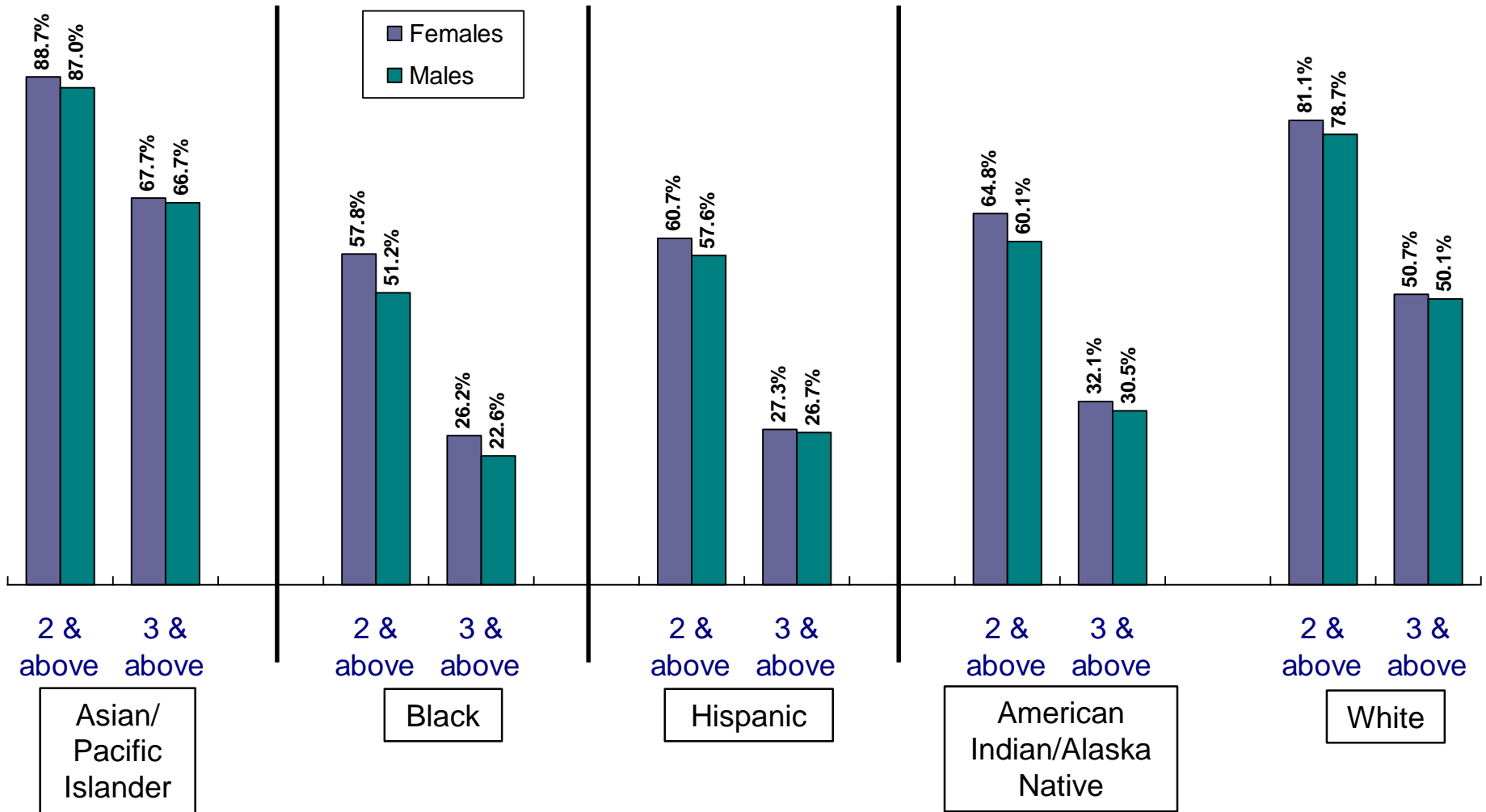


Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2014, 2015, 2016, and 2017 by Combined Grades

# Girls Continued to Outperform Boys Statewide in Math in 2017



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2014, 2015, 2016, and 2017 by Combined Grades by Gender



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017 by Gender and Race and Ethnicity









Current ELLs<sup>1</sup>

Ever ELLs<sup>2</sup>

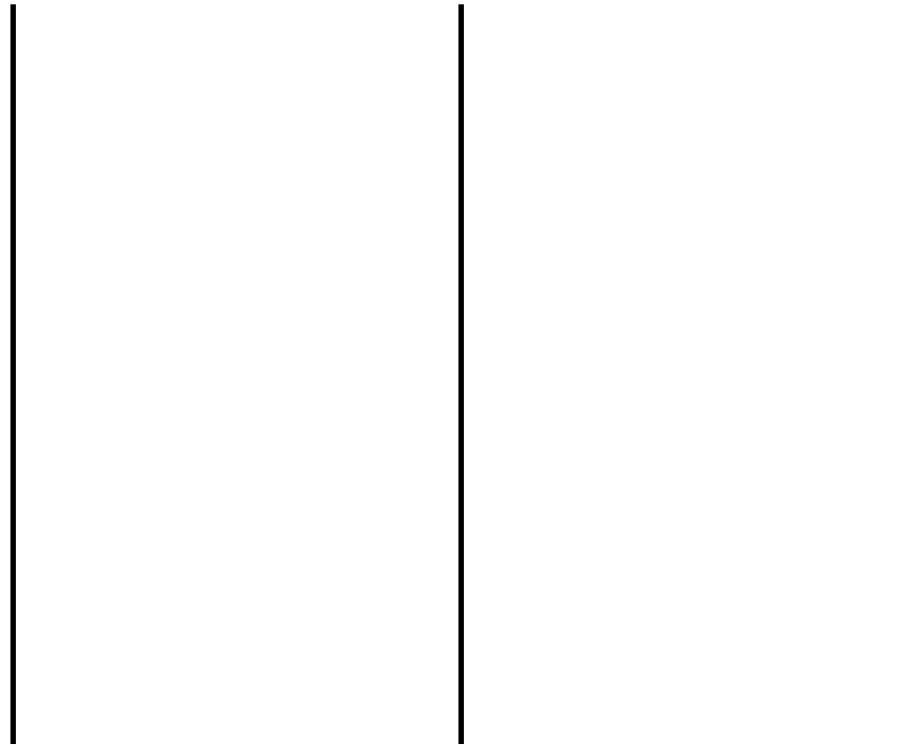
Never ELLs<sup>3</sup>

Total Public

<sup>1</sup>Students identified as ELL during the reported year.  
<sup>2</sup>Students identified as ELL any year prior to the reported year but not including the reported year.

# Students with Disabilities Performance in Math

11.4% of Students with Disabilities met or exceeded the math proficiency standard (Level 3 and 4) in 2017.



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2014, 2015, 2016, and 2017 by Combined Grades

# **2017 Test Refusal Data**

# Not Tested/Test Refusal Data

## Test Refusal Data

Proportionally, students who refused to test in 2017 were:

- Much more likely to be white

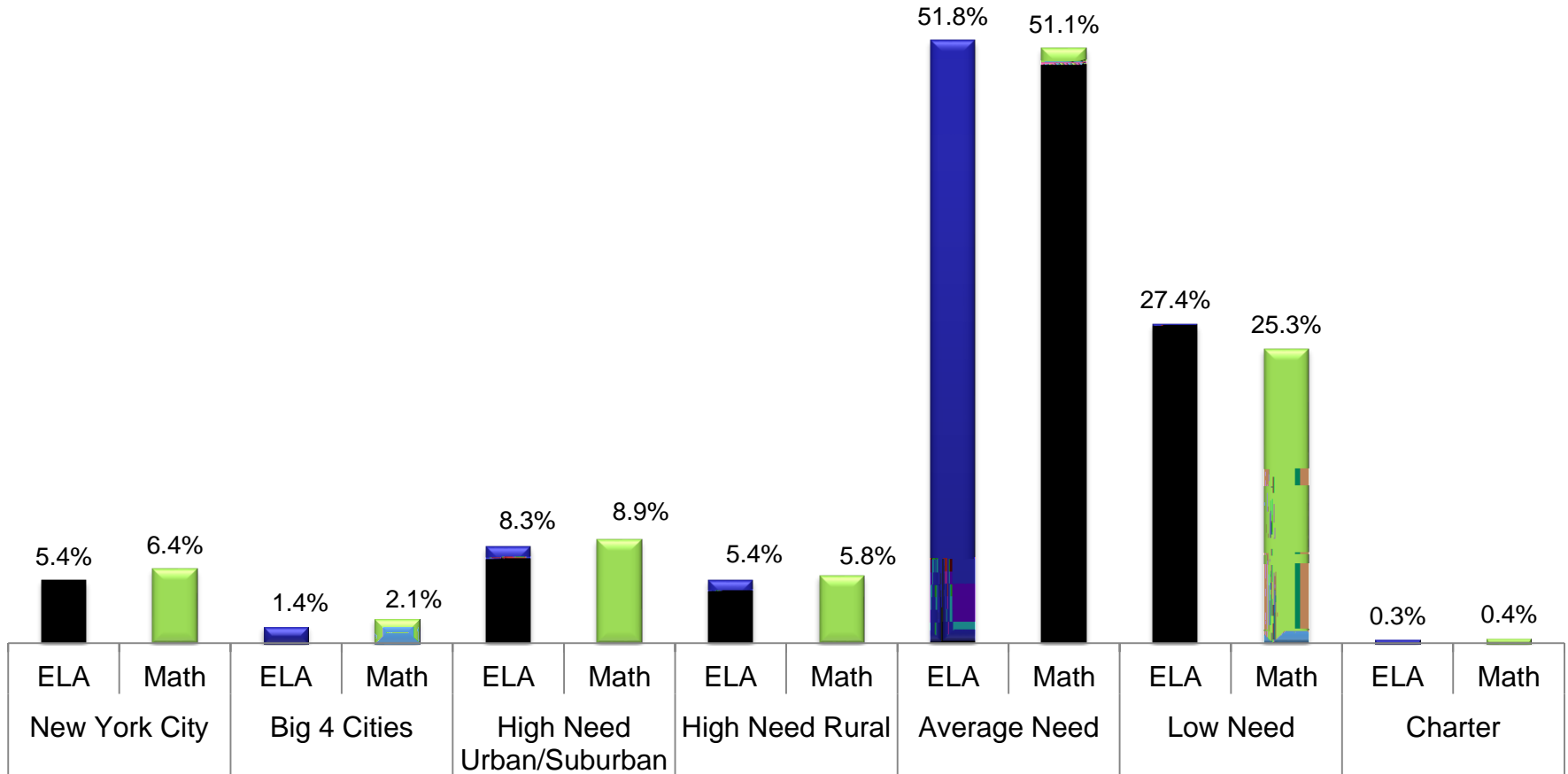
- Much more likely to be from a low-need or average-need district

- Less likely to be economically disadvantaged

- Much less likely to be an English Language Learner

# 2017 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

\*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

Overall, students statewide have made progress in ELA and math

The Big 5 districts made progress in ELA & math

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

Will look at schools with significant gains to identify exceptional practices