

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



September 9, 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.

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.

% of Students Proficient in Grades 3-8				
	2018	2019	Percentage Point Change	# of Test Takers
Statewide Combined Grades ELA	45.2	45.4	0.2	987,398
Statewide Combined Grades Math	44.5	46.7	2.2	948,606

2019 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			
	2018	2019	Percentage Point Change
Statewide Combined Grades ELA	45.2	45.4	0.2
NYC Combined Grades ELA	46.7	47.4	0.7
Statewide Combined Grades Math	44.5	46.7	2.2
NYC Combined Grades Math	42.7	45.6	2.9

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

	2018	2019	Percentage Point Change
New York City	46.7	47.4	0.7
Buffalo	23.4	24.7	1.3
Rochester	11.4	13.2	1.8
Syracuse	15.4	17.7	2.3
Yonkers	26.7	31.5	4.8

% of Students Proficient in Math in Grades 3-8

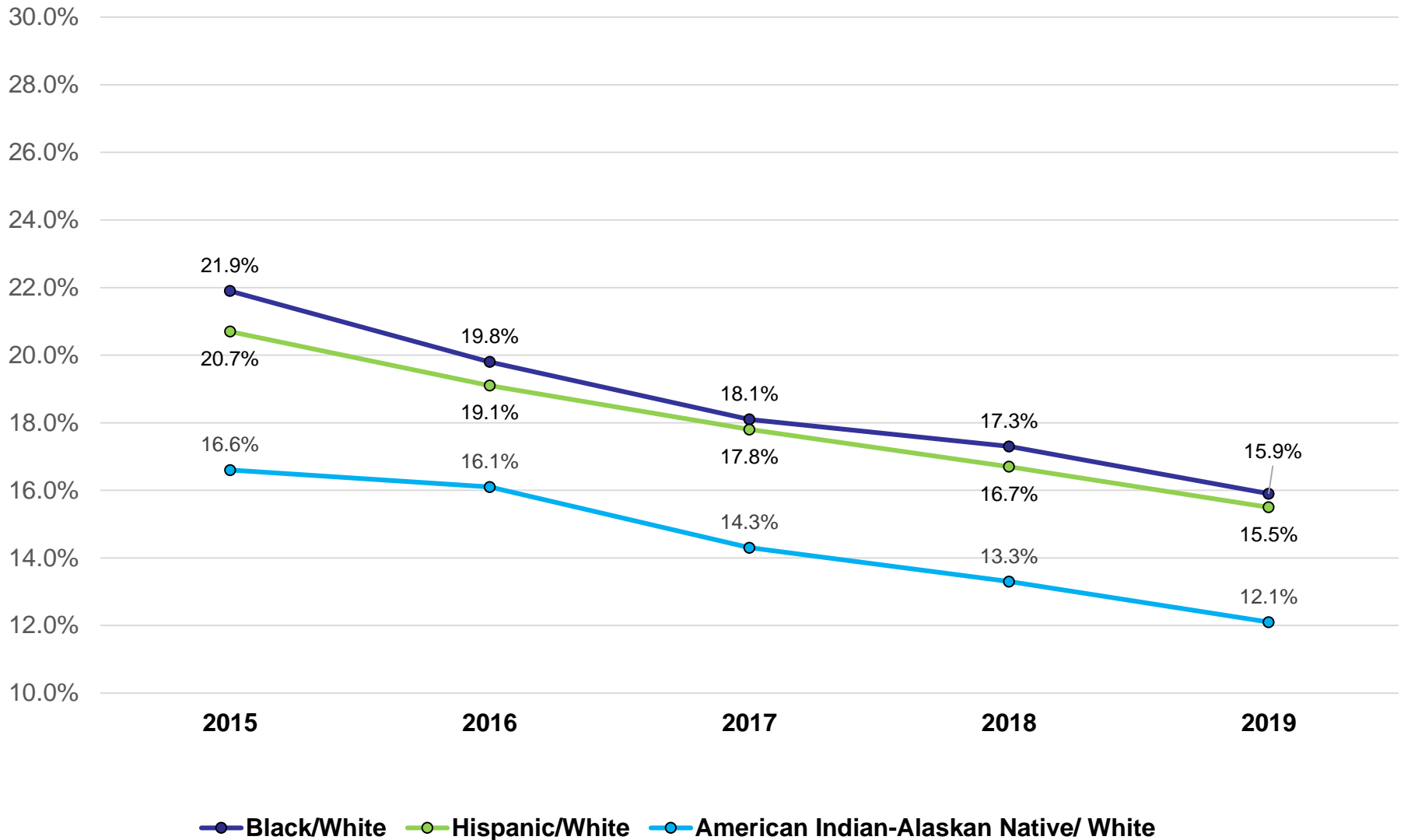
	2018	2019	Percentage Point Change
New York City	42.7	45.6	2.9
Buffalo	21.0	20.9	-0.1
Rochester	10.7	13.0	2.3
Syracuse	13.5	14.7	1.2
Yonkers	29.4	34.6	5.2

2019 Summary – Proficiency by Race and Ethnicity

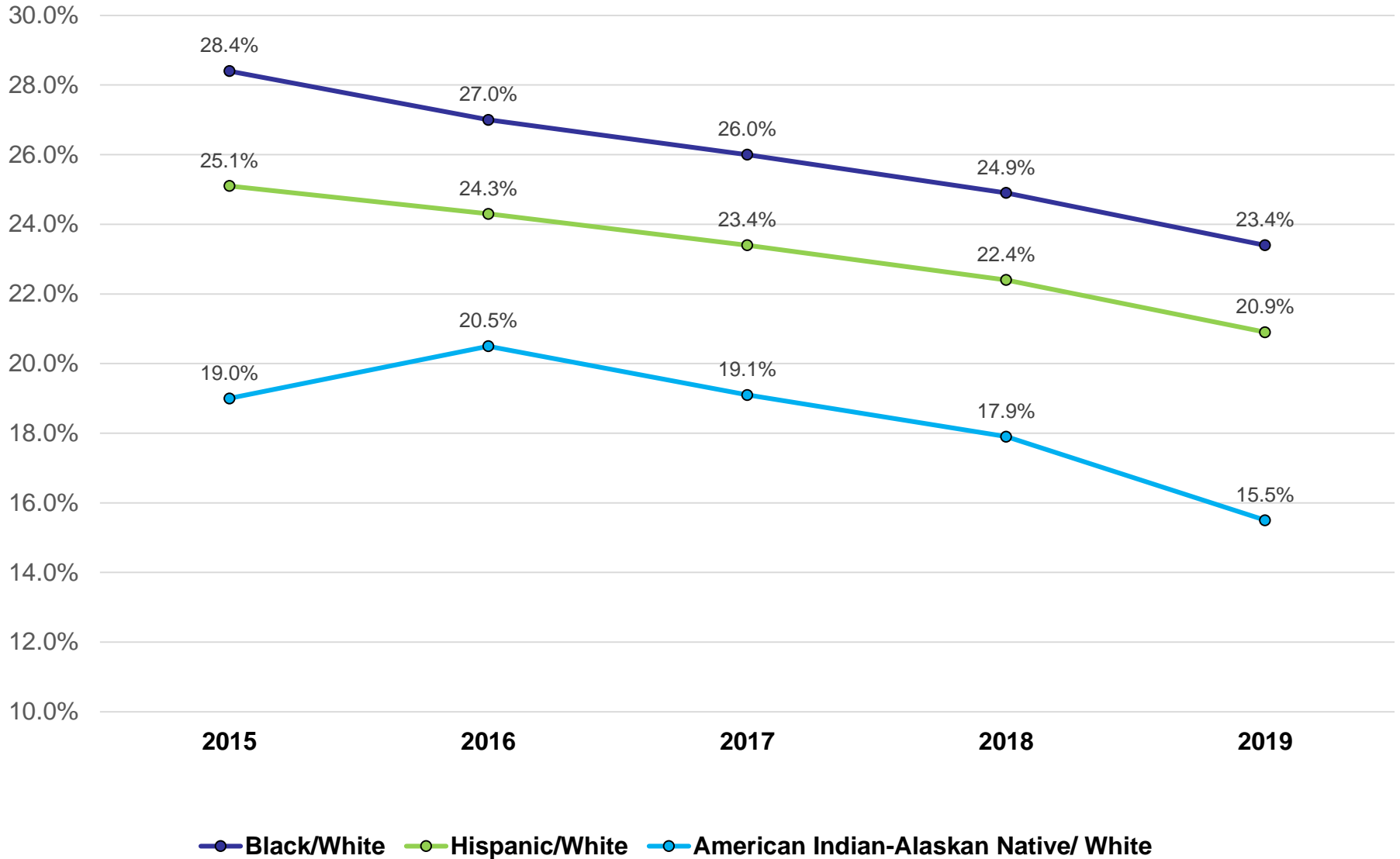
- The achievement gap between black and Hispanic students' proficiency narrowed when compared with their white peers. The gap also narrowed for American Indian/ Alaska Native students and their white peers.
- Asian/ Pacific Islander students continued to perform the highest in proficiency among race 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.

% of Students Proficient & Achievement Gap					
	2018 Proficiency	Achievement Gap to White Peers	2019 Proficiency	Achievement Gap to White Peers	Change in Gap 2018 to 2019
Black ELA	34.5	17.3	35.3	15.9	-1.4
Hispanic ELA	35.1	16.7	35.7	15.5	-1.2
American Indian/ Alaskan Native ELA	38.5	13.3	39.1	12.1	-1.2
White ELA	51.8	N/A	51.2	N/A	N/A
Asian/ Pacific Islander ELA	66.7	N/A	67.1	N/A	N/A
	2018 Proficiency	Achievement Gap to White Peers	2019 Proficiency	Achievement Gap to White Peers	Change in Gap 2018 to 2019
Black Math	29.3	24.9	32.1	23.4	-1.5
Hispanic Math	31.8	22.4	34.6	20.9	-1.5
American Indian/ Alaskan Native Math	36.3	17.9	40	15.5	-2.4
White Math	54.2	N/A	55.5	N/A	N/A
Asian/ Pacific Islander Math	71.2	N/A	73.4	N/A	N/A

2019 Summary – ELA Proficiency and Achievement Gap



2019 Summary – Math Proficiency and Achievement Gap



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)

% of Students Proficient in Grades 3-8			
	2018	2019	Percentage Point Change
Charter Schools Combined Grades ELA	54.0	54.0	0.0
NYC Charter Combined Grades ELA	57.3	57.3	0.0
Charter Schools Combined Grades Math	55.8	58.9	3.1
NYC Charter Combined Grades Math	59.6	63.2	3.6

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.

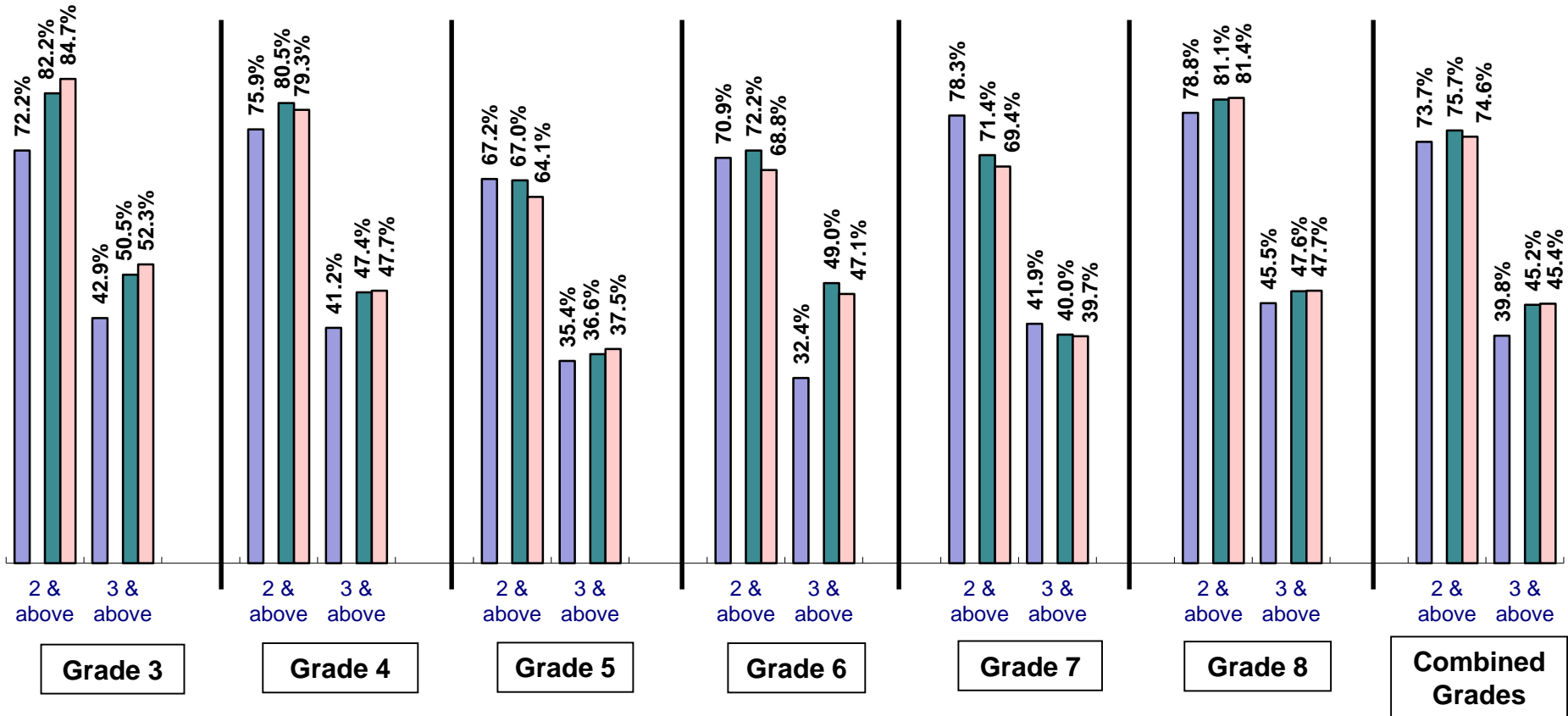
2019
Grades 3-8
ELA Test Results

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

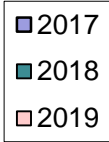
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■ 2017 ■ 2018 ■ 2019

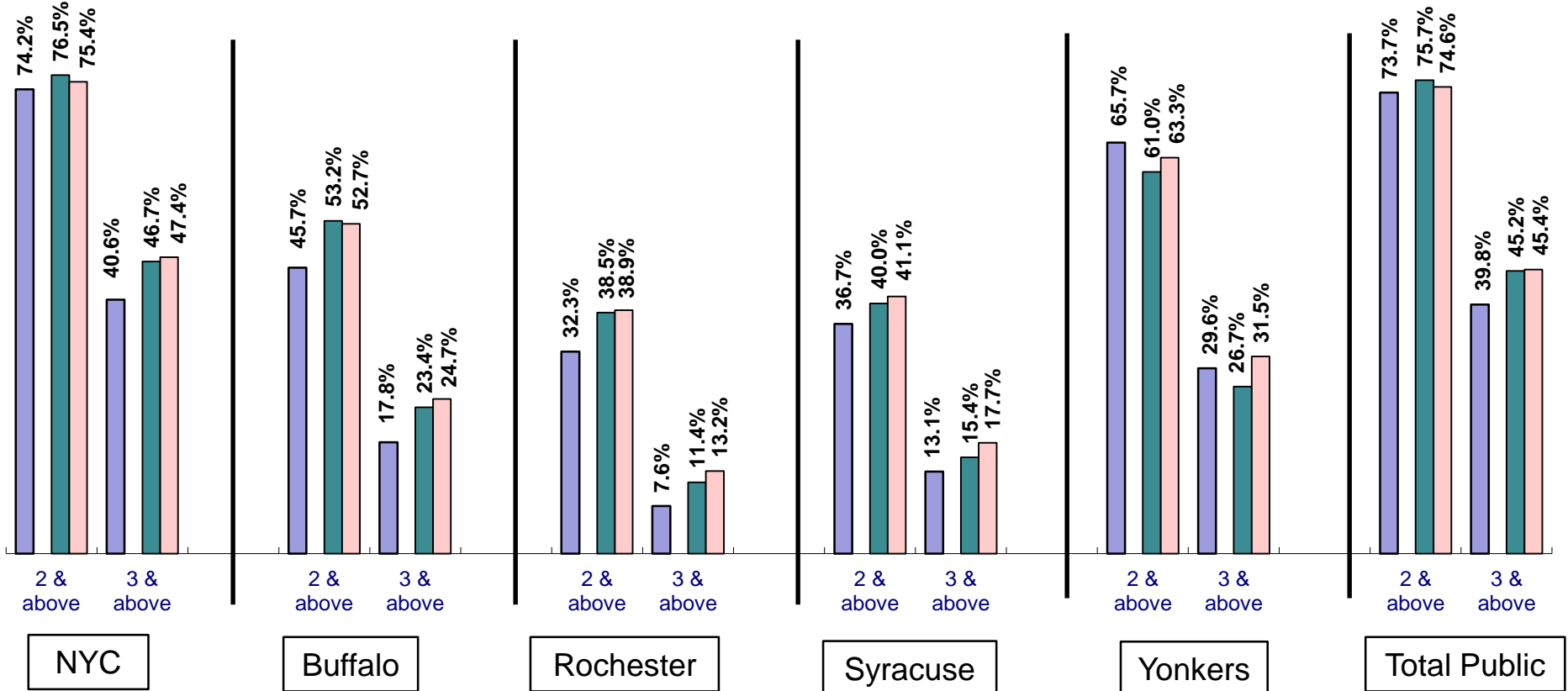


Percentage of All Test Takers Statewide in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level

Big 5 City District Performance in ELA



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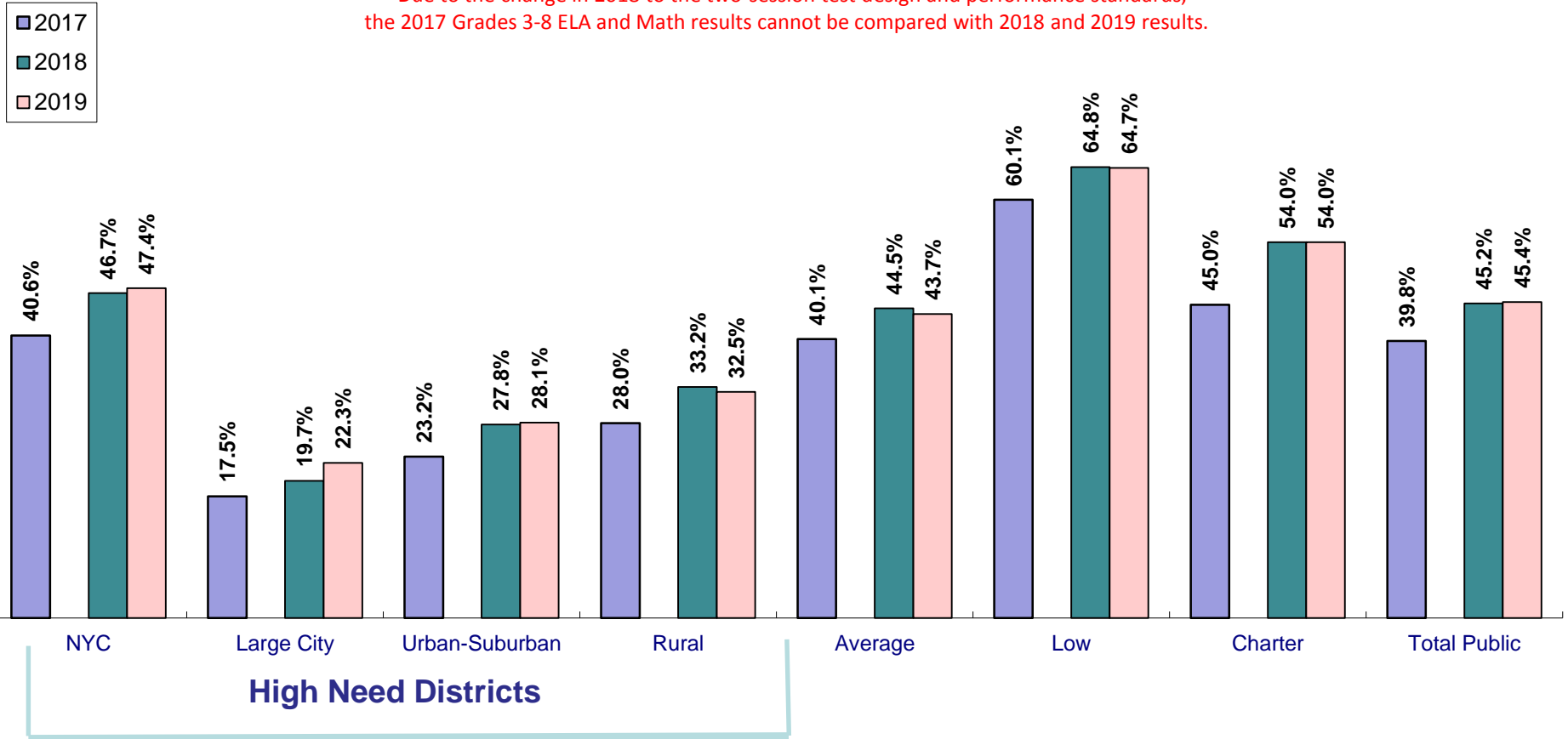


Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

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.

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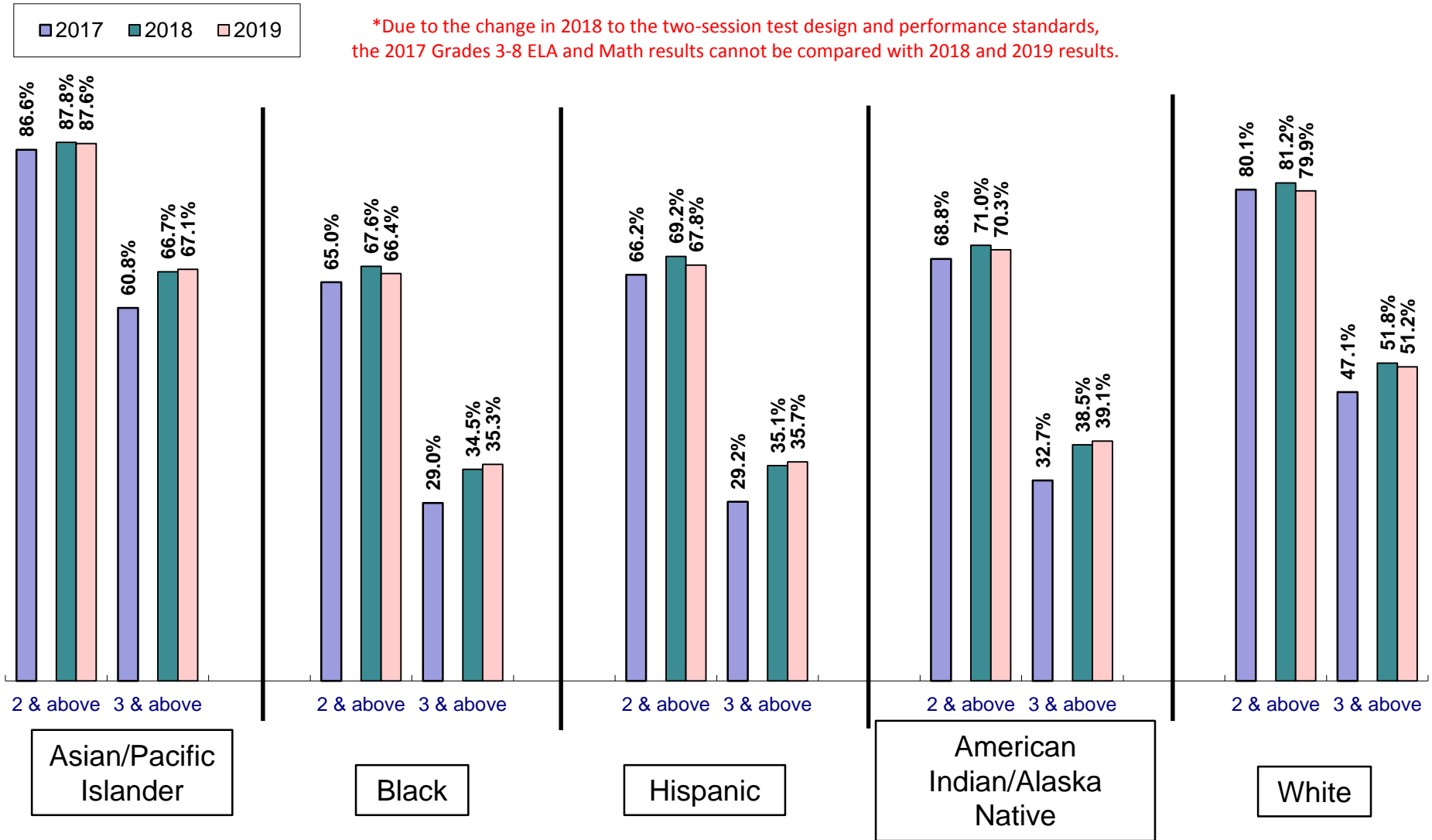


Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 3 and Above by Combined Grades

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

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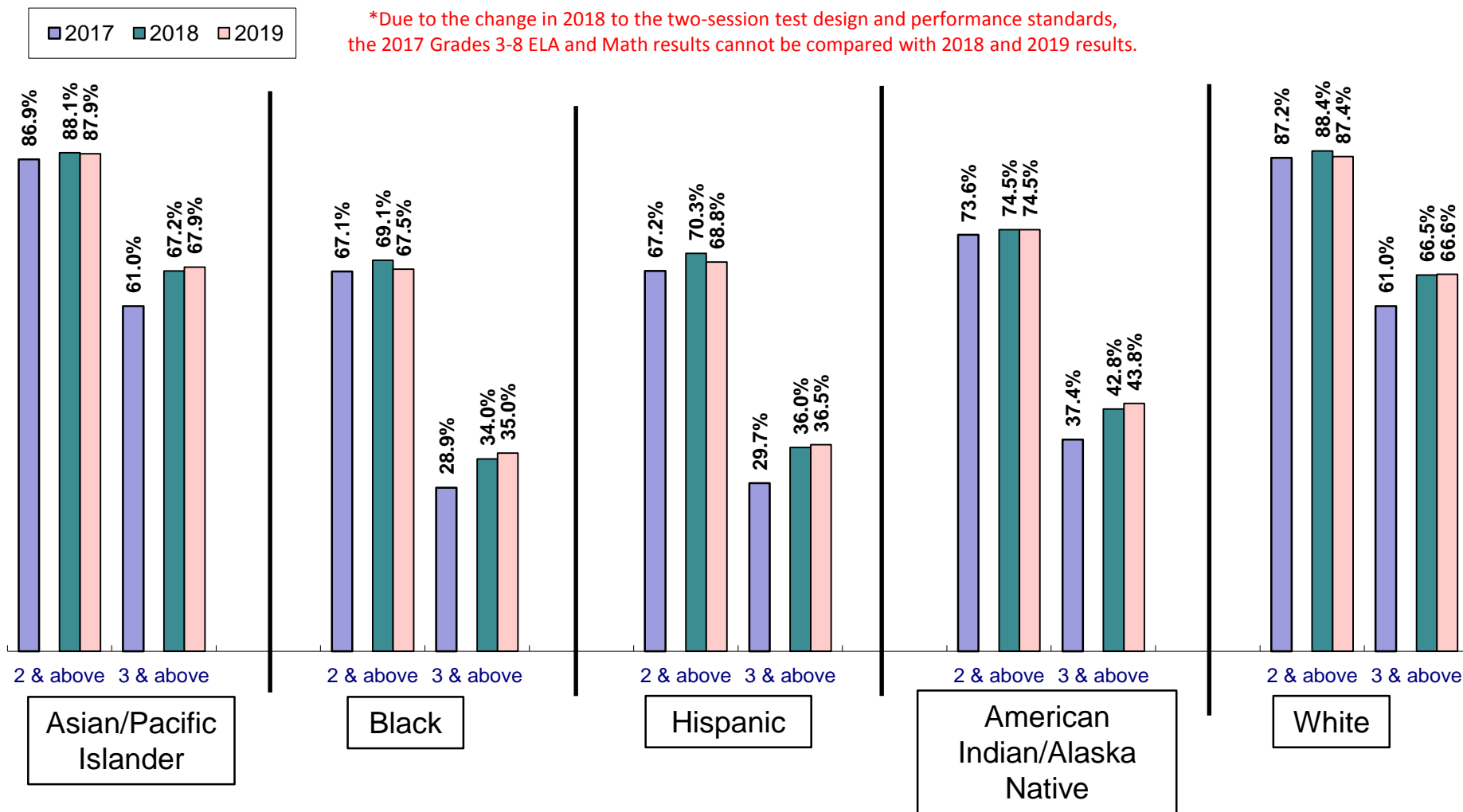


Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

NYC Performance in ELA by Race and Ethnicity

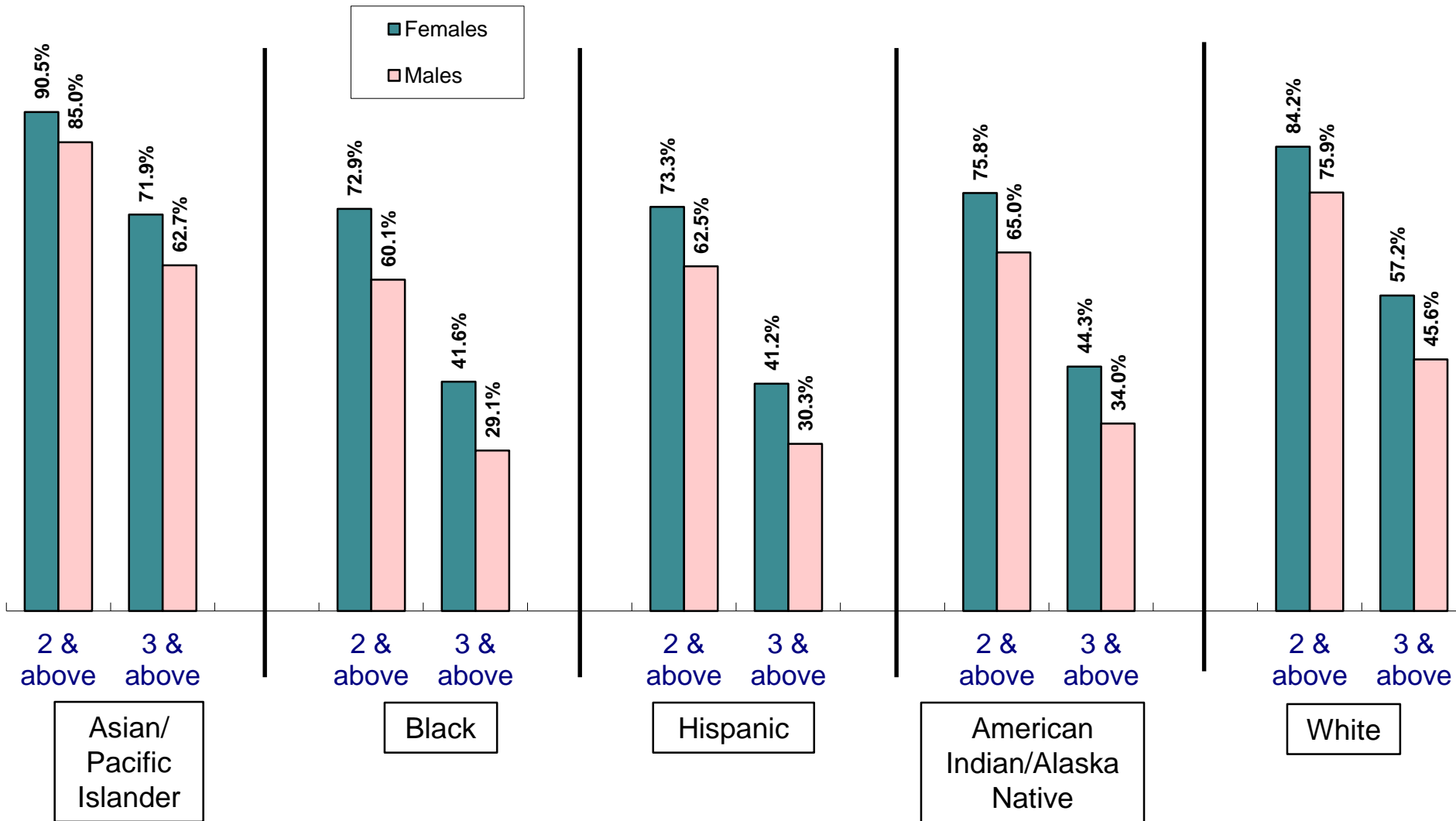
NYC's performance by race and ethnicity parallels statewide public school performance.

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

Across all Race and Ethnicity groups, girls continued to perform better than boys in ELA statewide



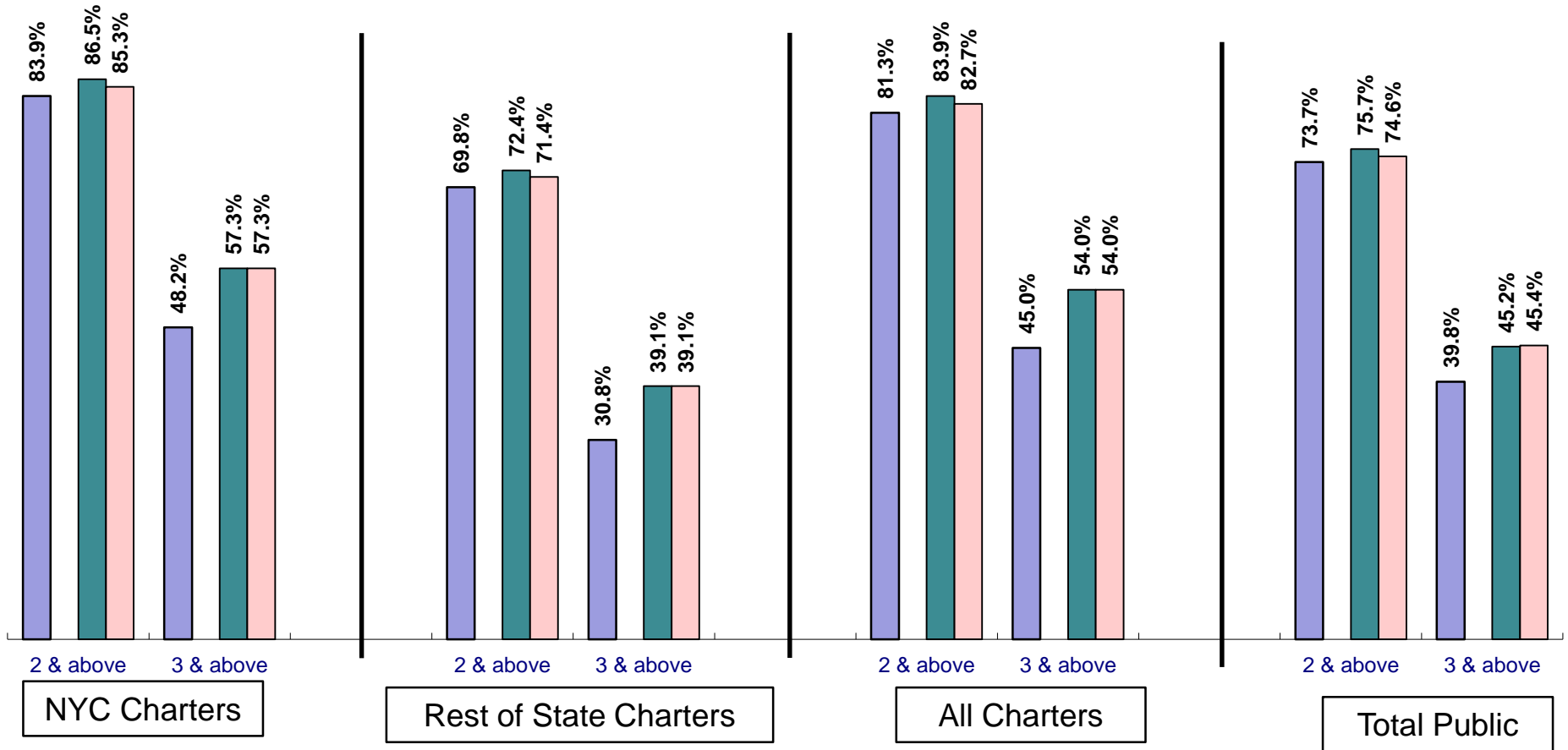
Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2019 by Gender and Race and Ethnicity

Charter School Performance in ELA

NYC charter schools outperformed rest of state charters in ELA.

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■ 2017 ■ 2018 ■ 2019

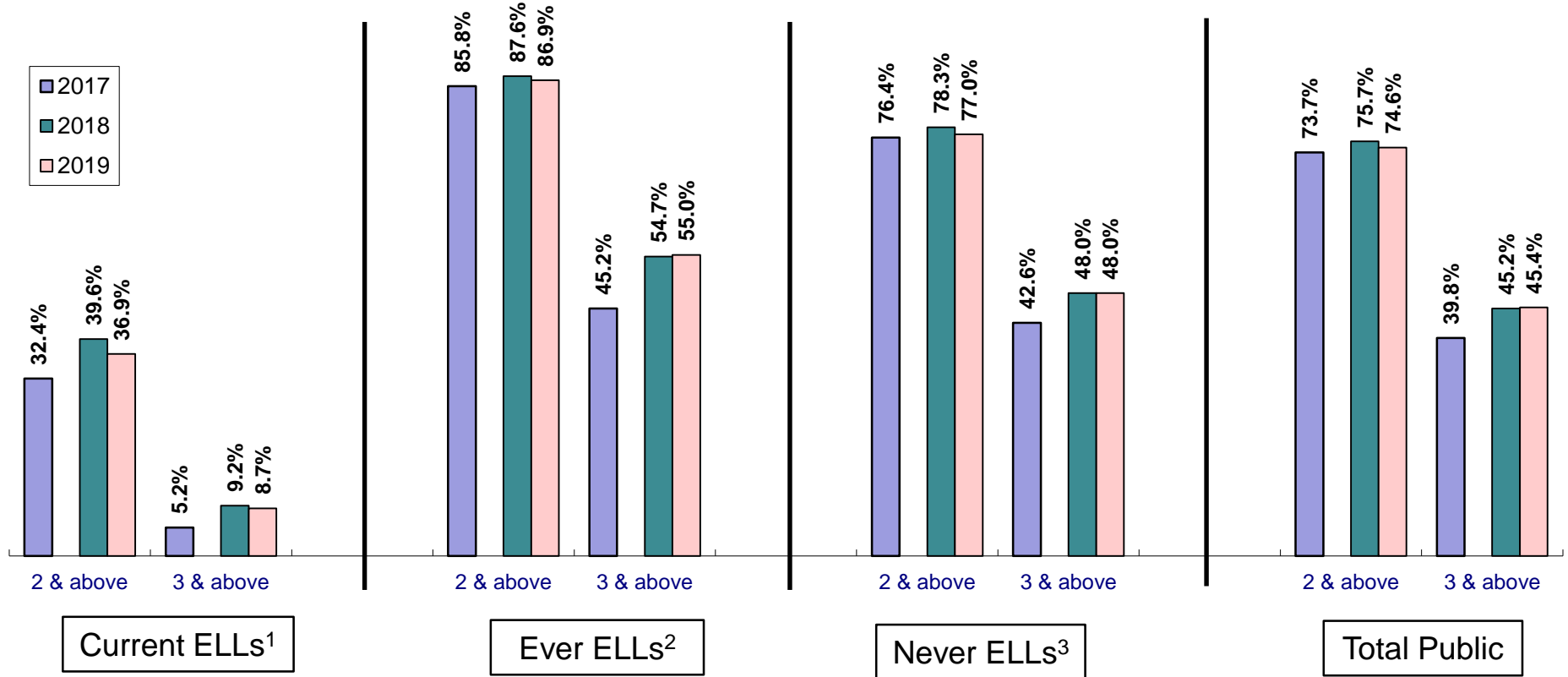


Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

Statewide English Language Learner Performance in ELA

Ever ELLs performed better than Total Public in ELA.

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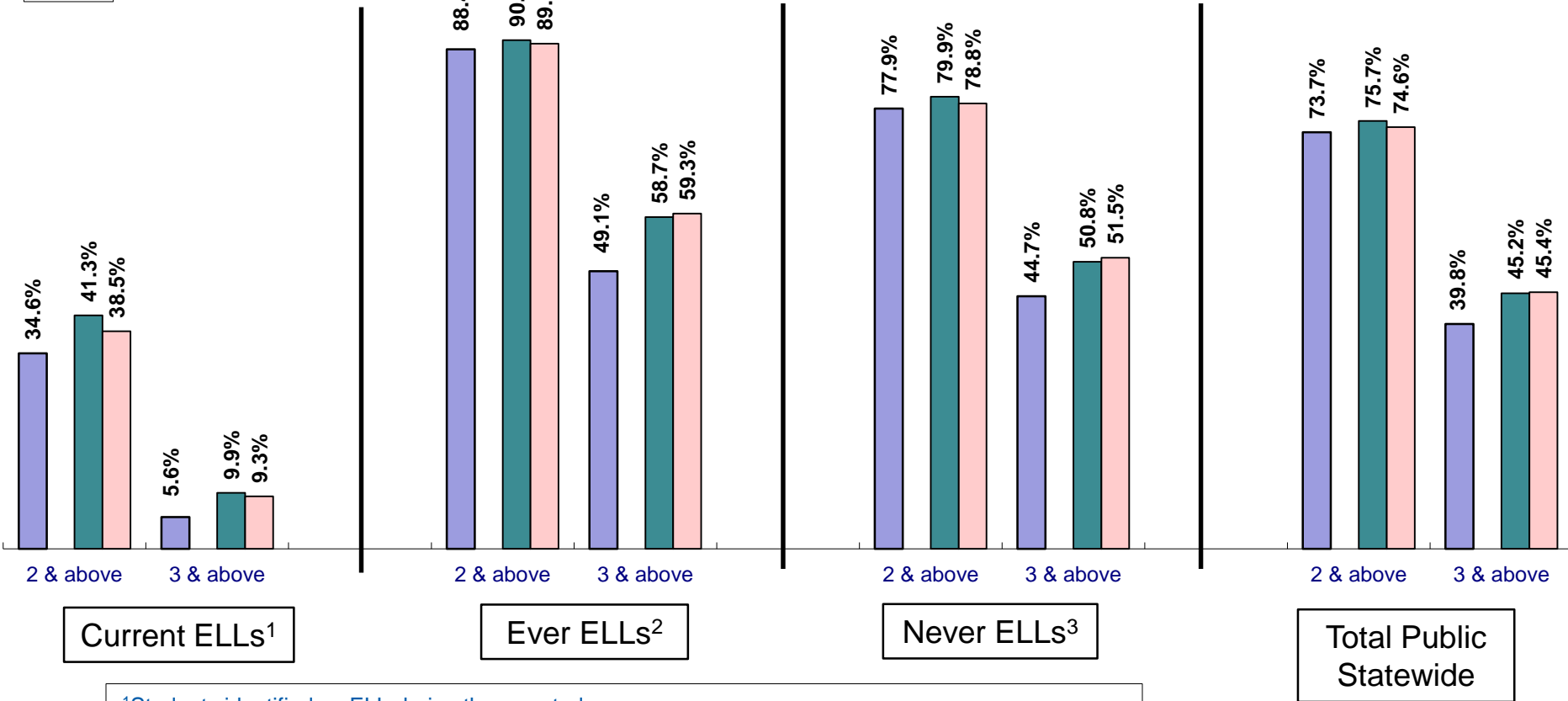
¹Students identified as ELL during the reported year.

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.

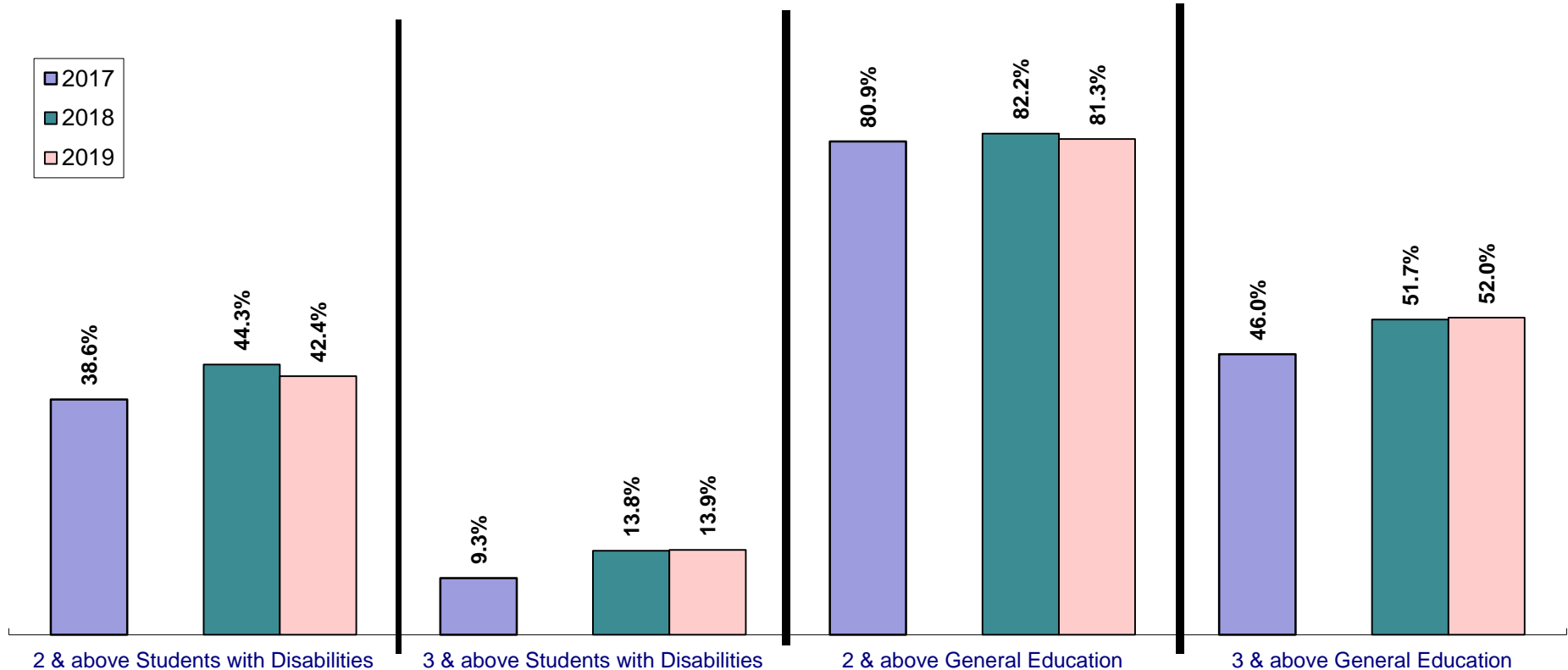


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Students with Disabilities Performance in ELA

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%.

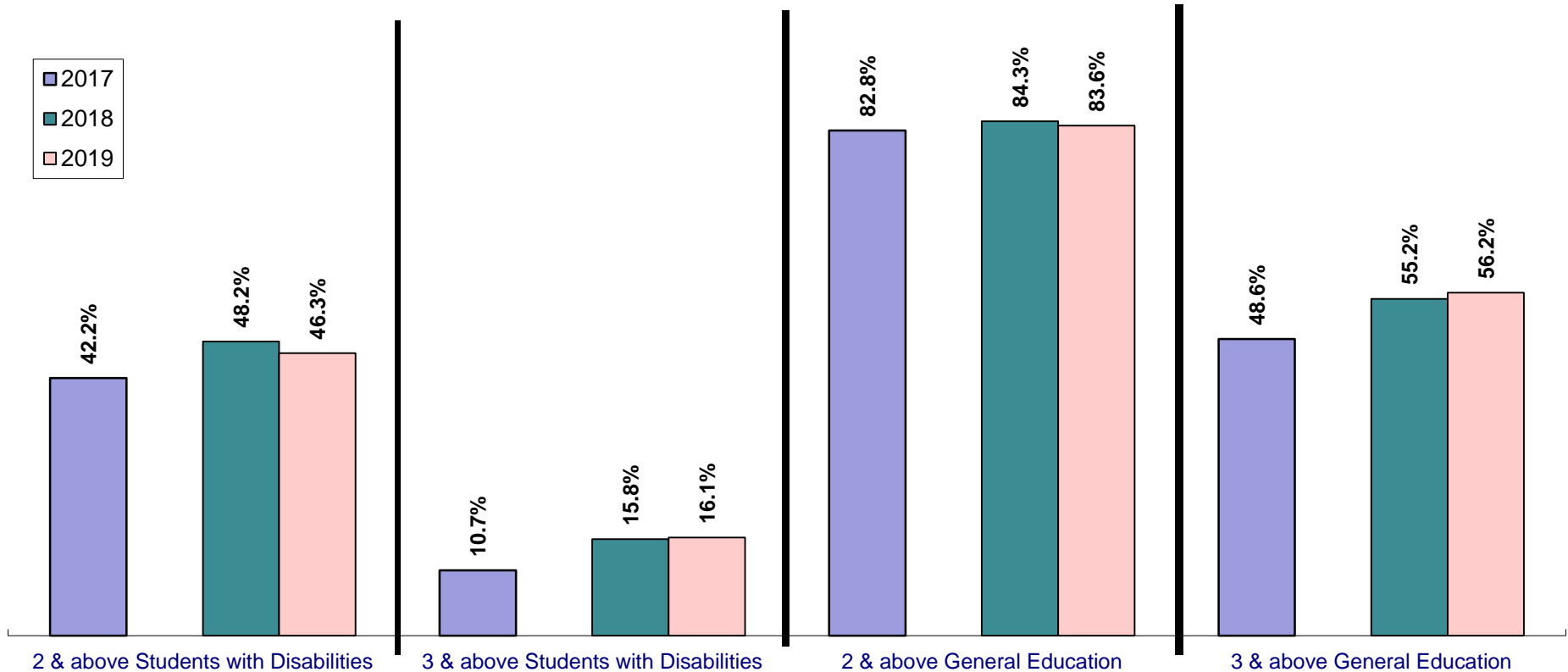
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NYC Students with Disabilities Performance in ELA

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

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2019
Grades 3-8
Math Test Results

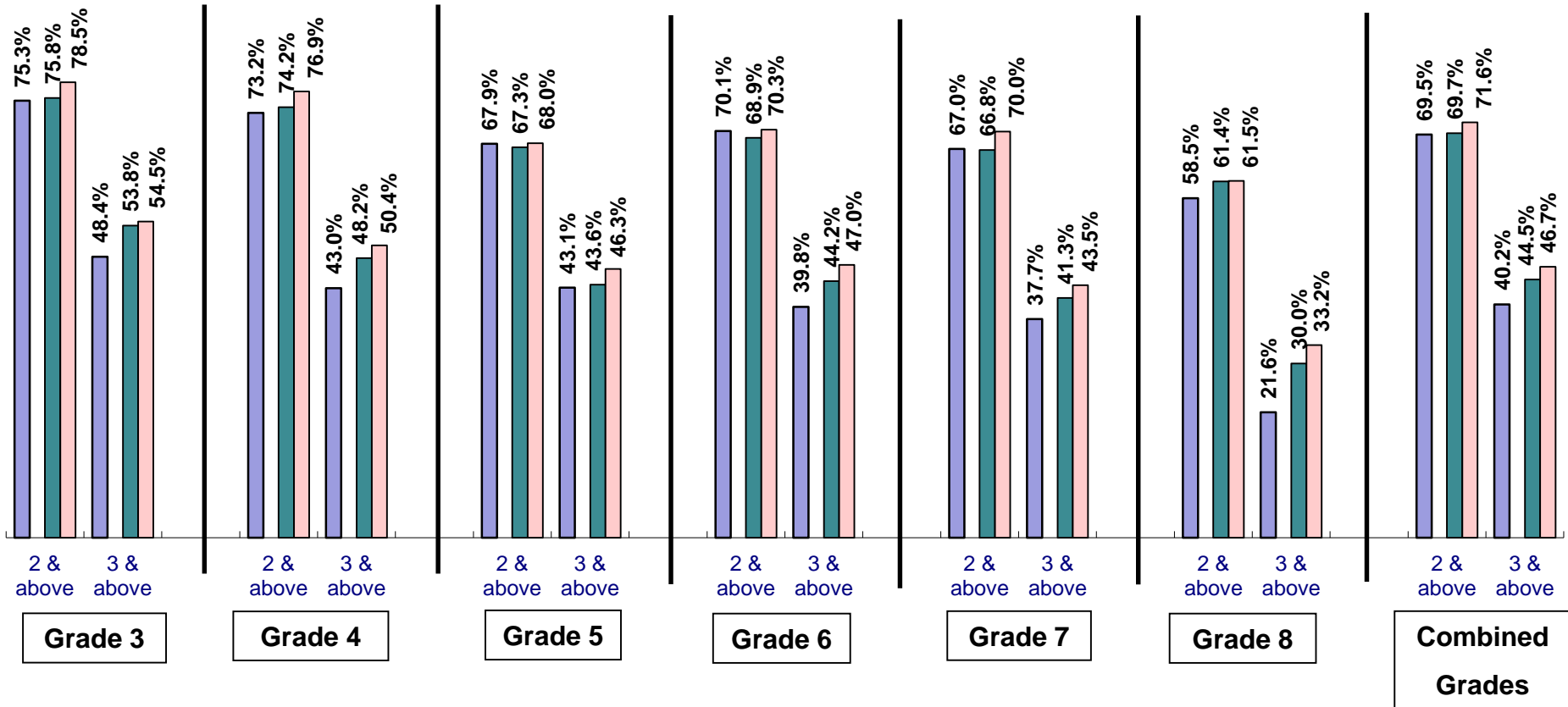
Student Proficiency Statewide in Math

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.

■ 2017 ■ 2018 ■ 2019

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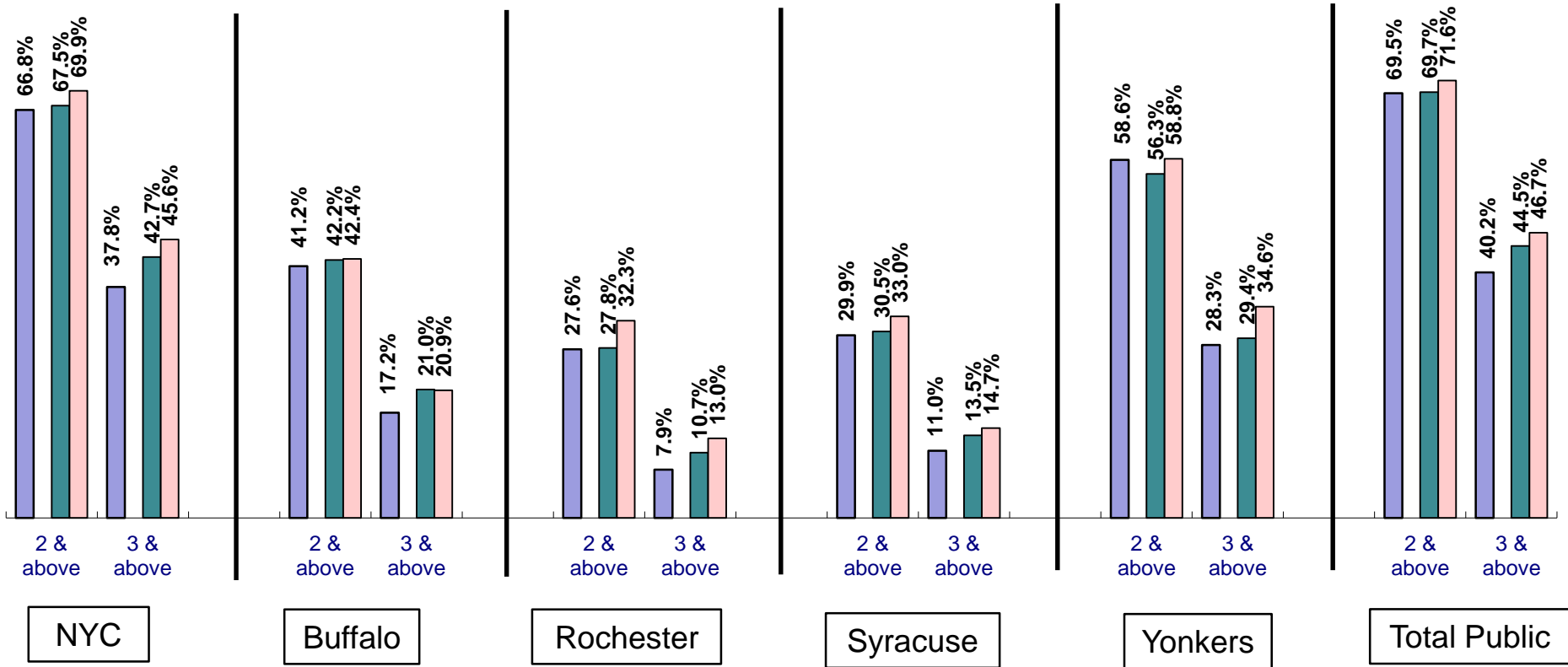
The Percentage of All Test Takers Statewide in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Grade Level

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.

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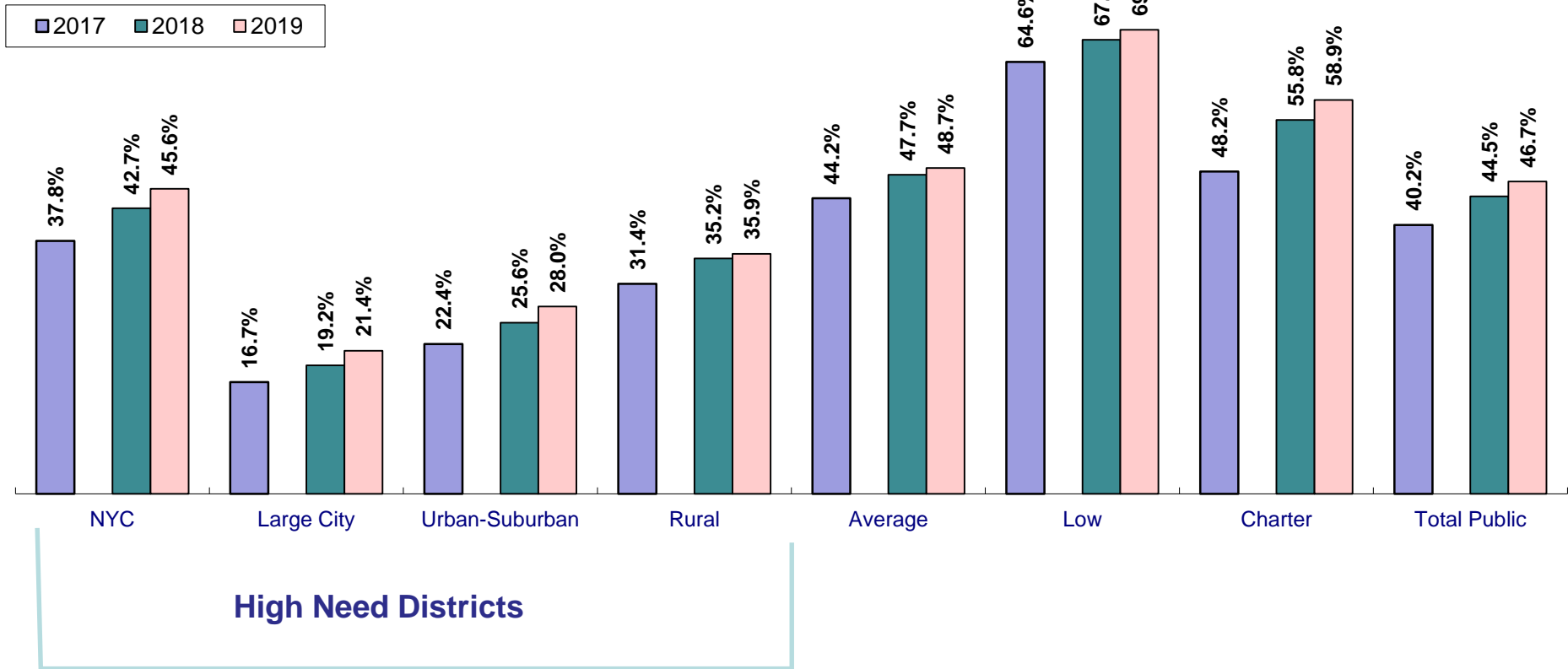


Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

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.

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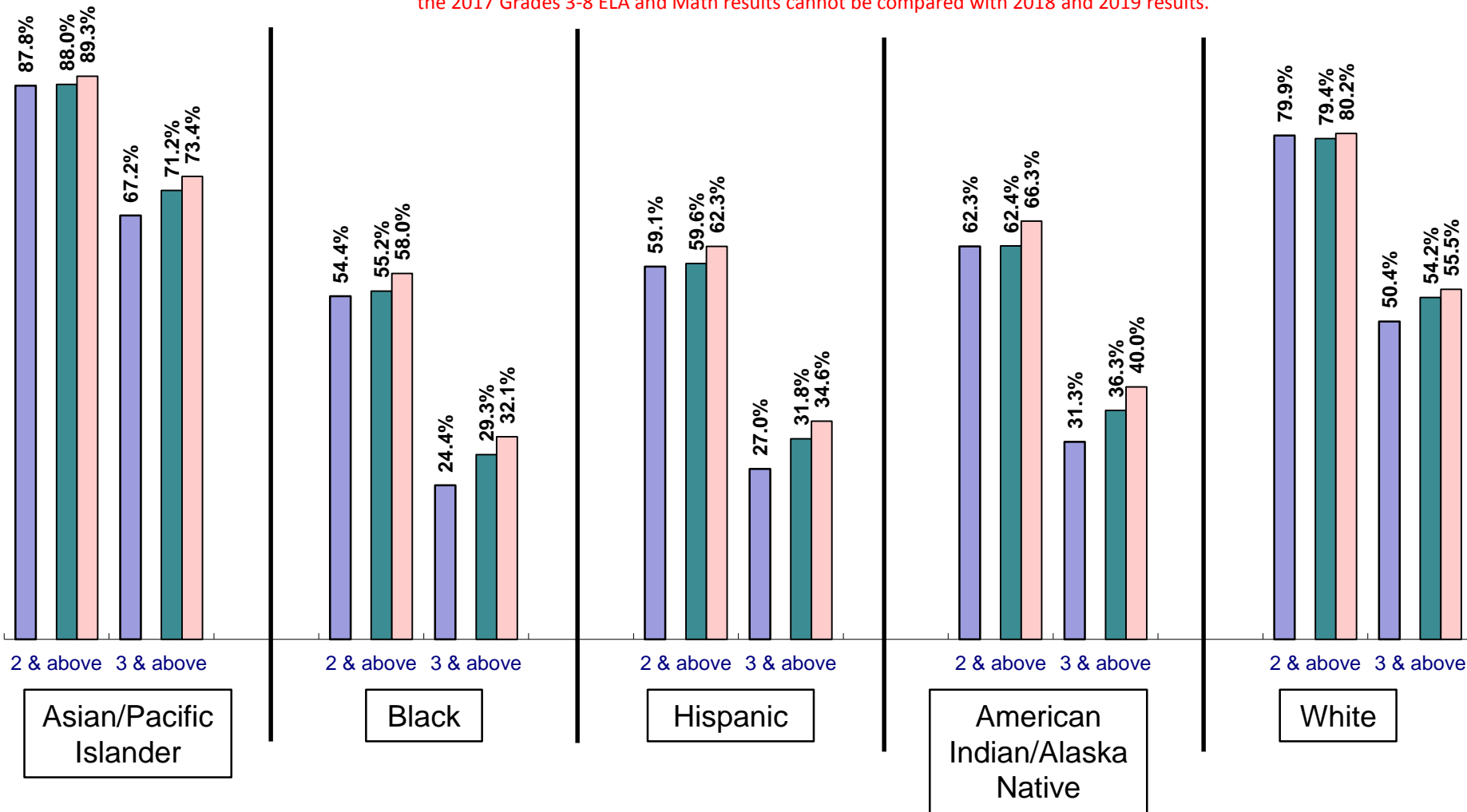
Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 3 and Above by Combined Grades

Statewide Performance in Math by Race and Ethnicity

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

■ 2017 ■ 2018 ■ 2019

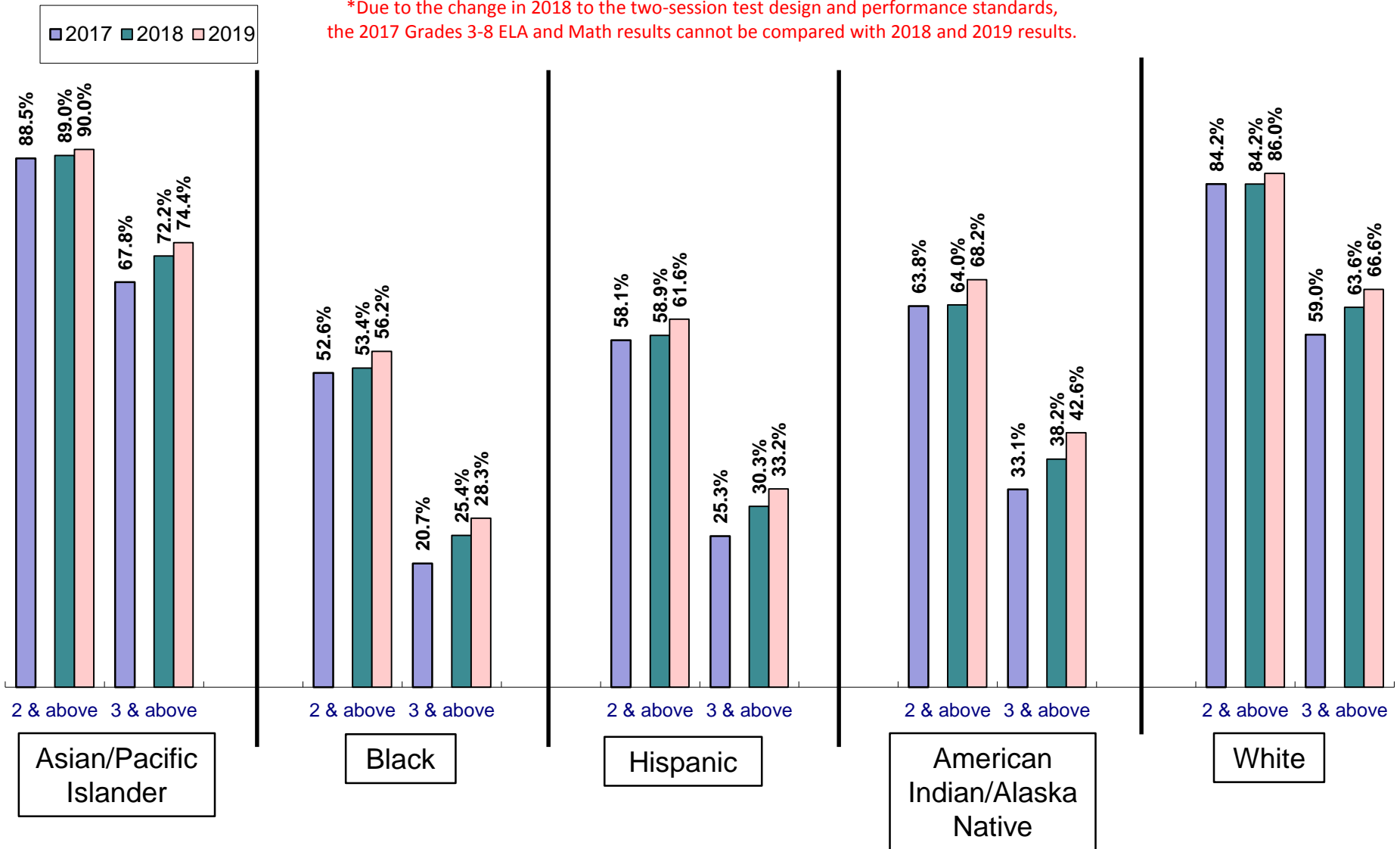
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Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above by Combined Grades

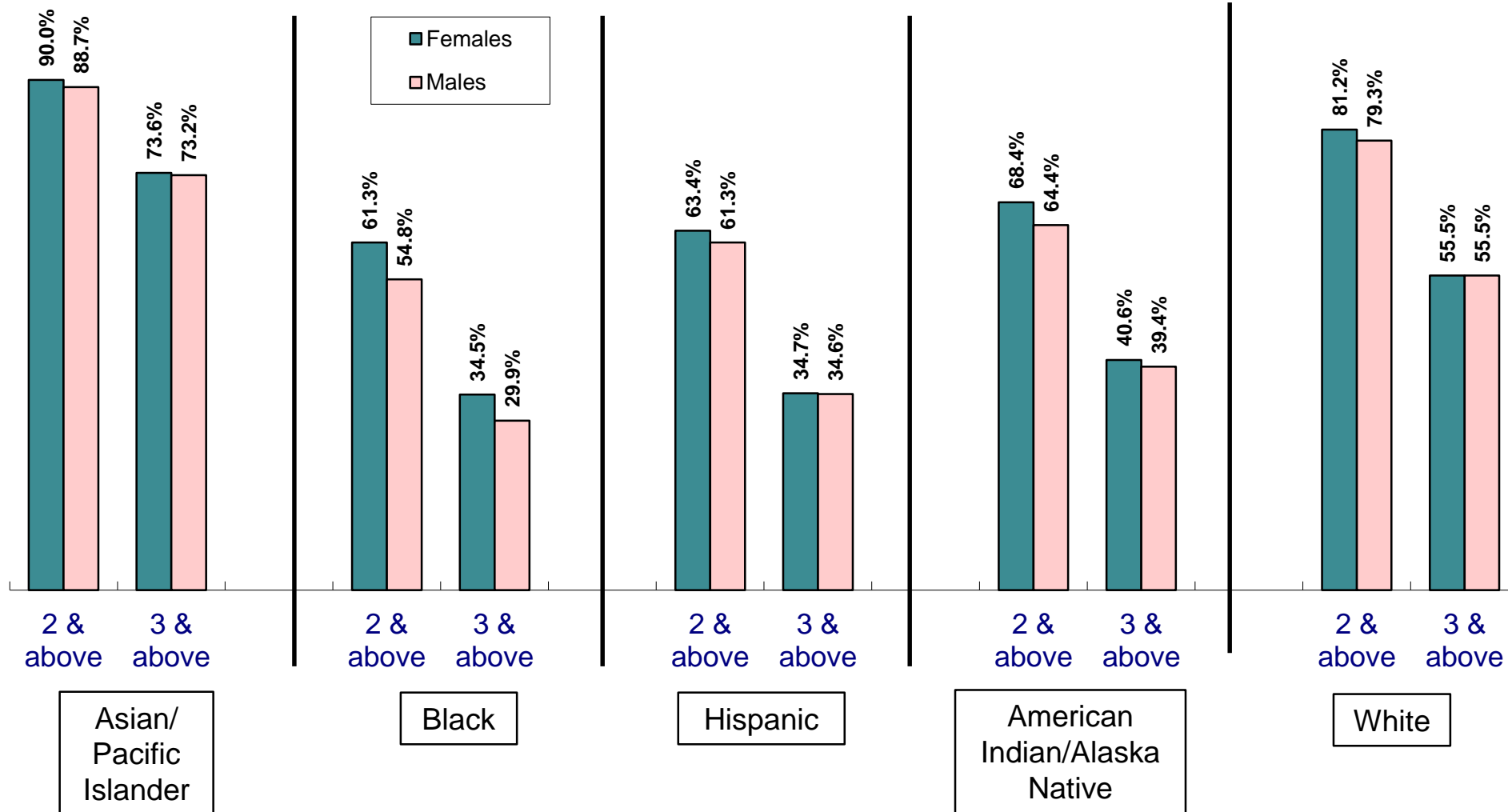
NYC Performance in Math by Race and Ethnicity

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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

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

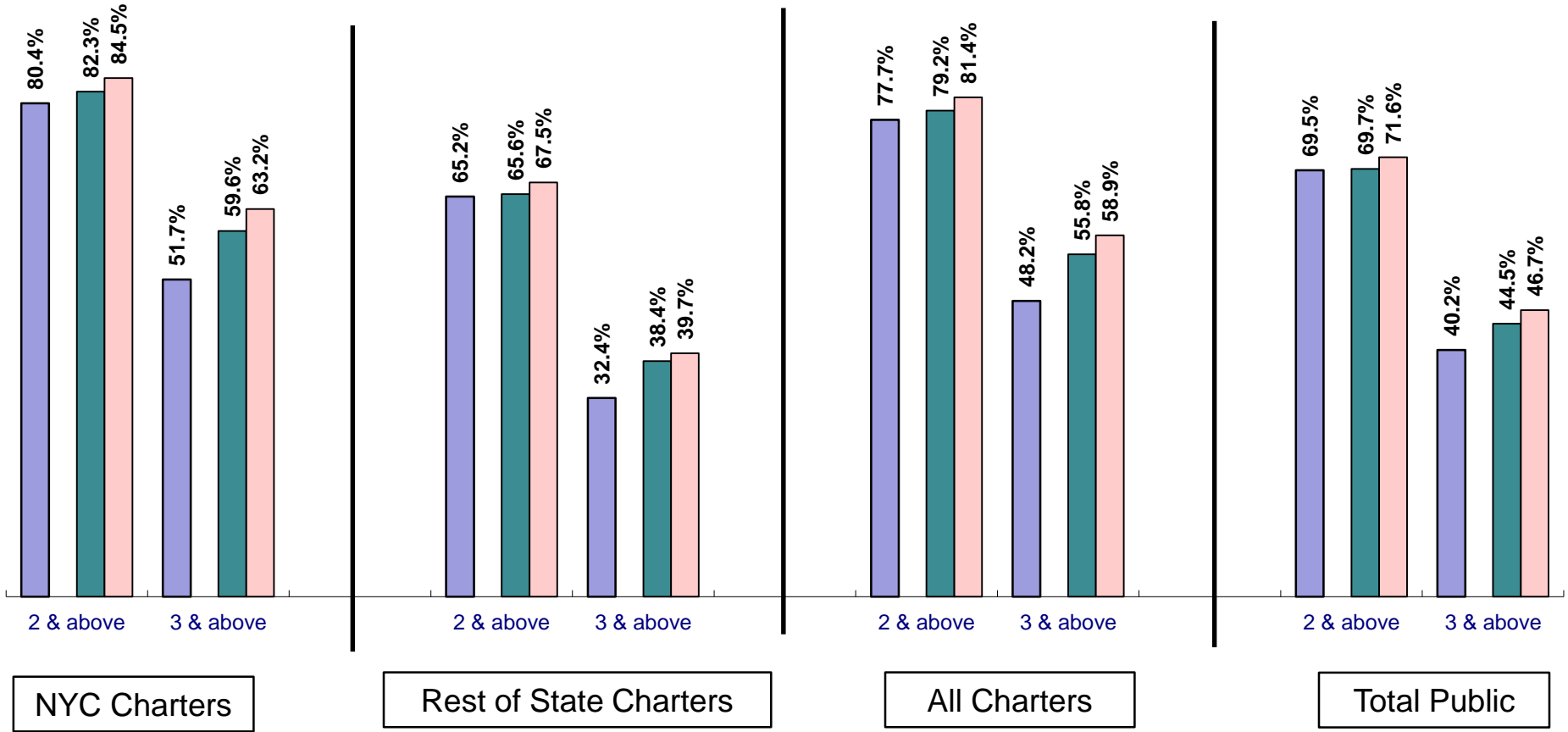
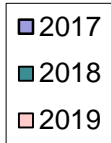


Percentage of All Test Takers scoring at Level 2 and Above and Level 3 and Above for 2019 by Gender and Race and Ethnicity

Charter School Performance in Math

NYC charter schools outperformed rest of state charters in Math.

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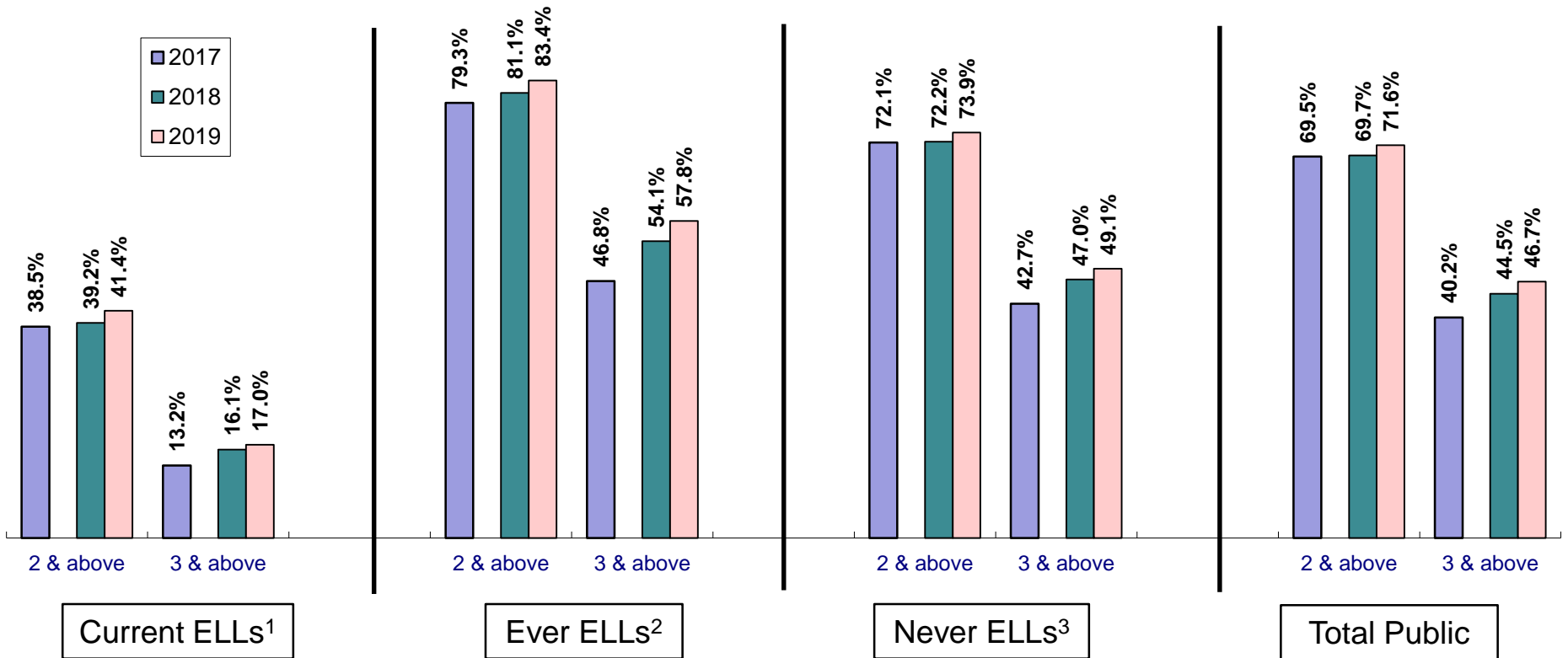


The Percentage of All Test Takers in 2017, 2018, and 2019 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide English Language Learner Performance in Math

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

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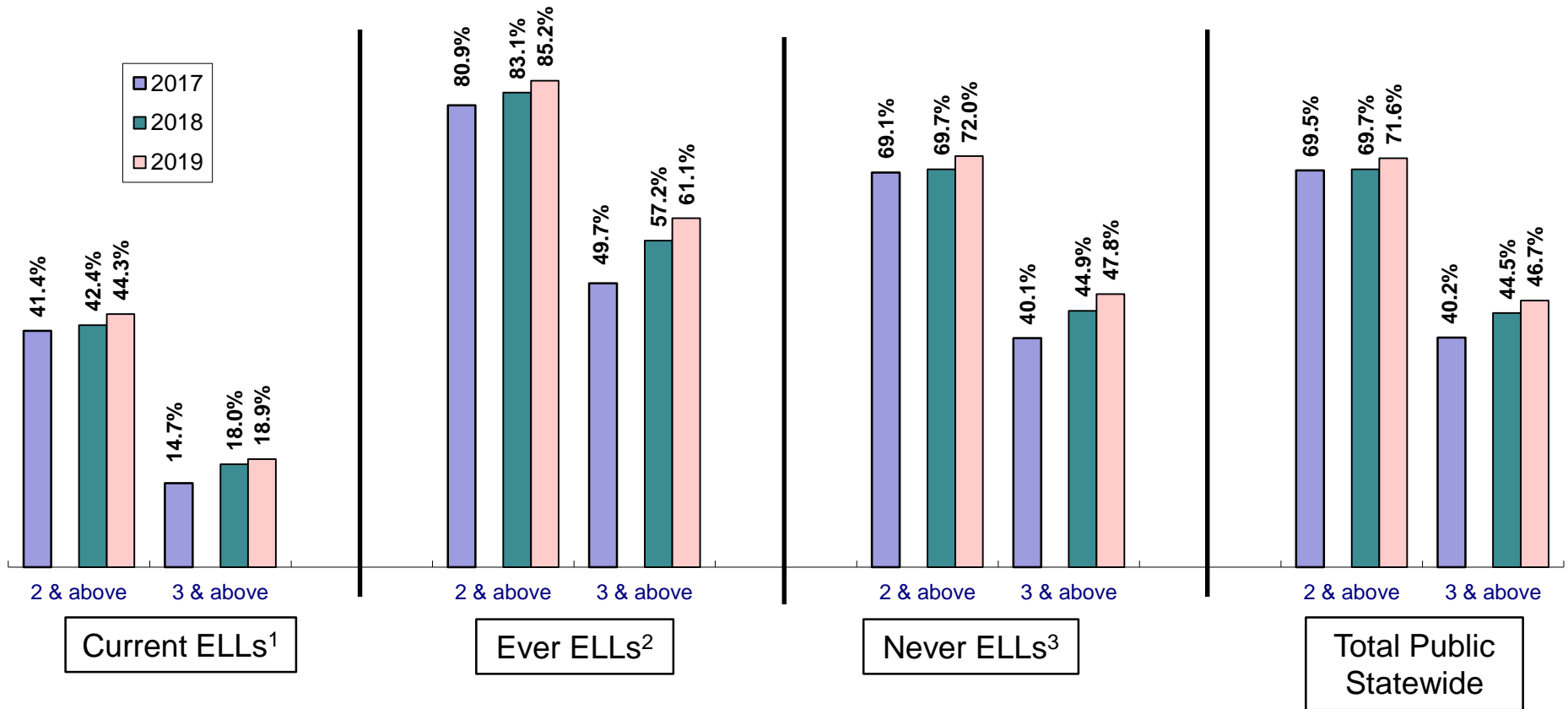
¹Students identified as ELL during the reported year.

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NYC English Language Learner Performance in Math

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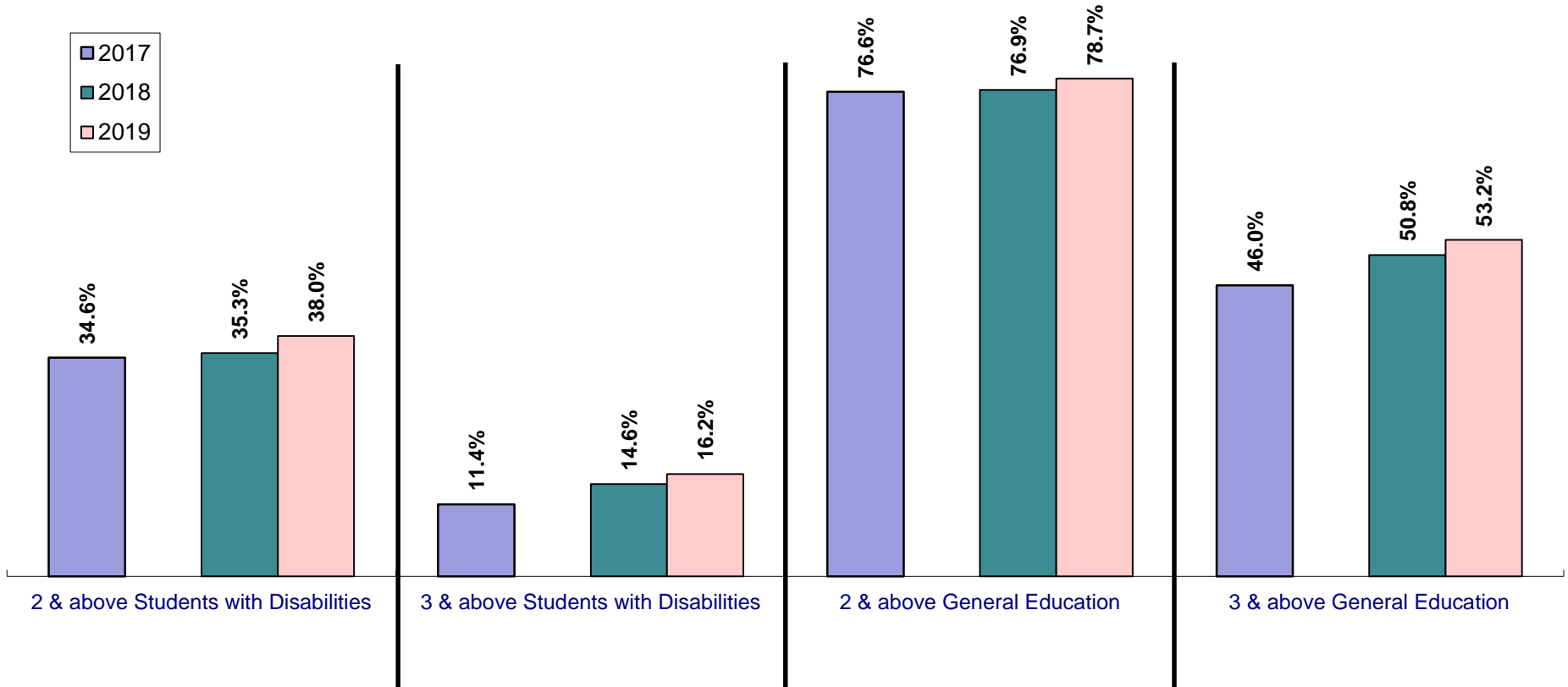
²Students identified as ELL any year prior to the reported year but not including the reported year.

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Students with Disabilities Performance in Math

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

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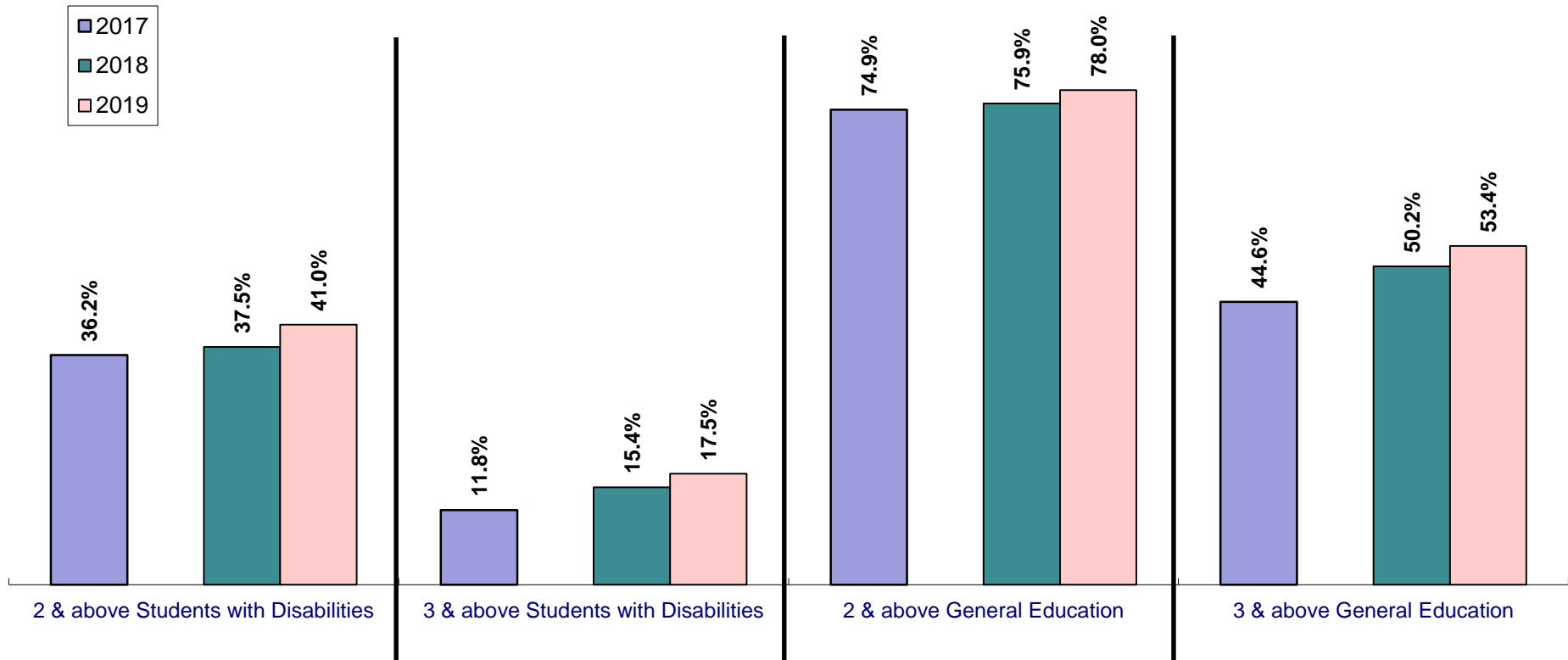


Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2017, 2018, and 2019 by Combined Grades

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.

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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

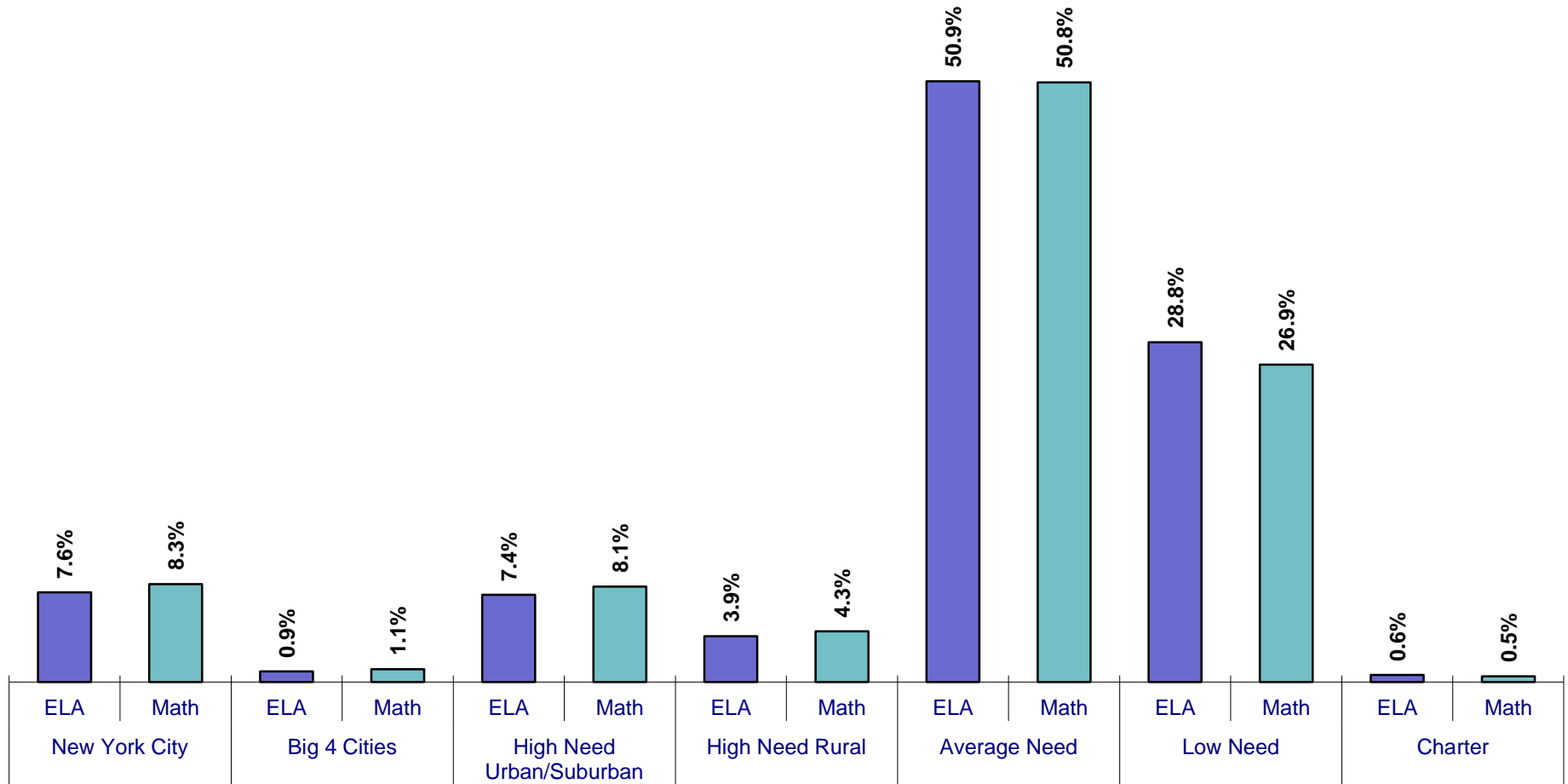
Test Refusal Data on 3-8 ELA and Math Assessments

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

2017 Test Refusal	2018 Test Refusal	2019 Test Refusal
19%	18%	16%

2019 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

- 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 NY's ESSA plan;
 - our My Brother's Keeper movement;
 - a renewed focus on IDEA compliance;
 - placing emphasis on importance of early learning;
 - expanding opportunities for parent and family engagement; and
 - educating the whole child through social emotional learning, culturally responsive-sustaining education and school climate initiatives.