

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

August 2015



Summary

- In 2015, students made modest progress in English Language Arts (ELA) and math in terms of the percentage of students achieving proficiency.
- For ELA, the percentage of test takers who scored at the Proficient Level (Levels 3 and 4) in 2015 was 31.3, compared to 30.6 in 2014 and 31.1 in 2013.
- For math, the percentage of test takers who scored at the Proficient Level (Levels 3 and 4) in 2015 was 38.1, compared to 36.2 in 2014 and 31.1 in 2013.
- In NYC, Ever English Language Learners (ELLs)—students who received ELL services in school years prior to 2014-15 but not during the 2014-15 school year—had higher levels of ELA and math proficiency than NYC students who never received ELL services (Never ELLs).
- Progress for Black and Hispanic students increased incrementally in ELA and math. However, the achievement gap persists.
- Approximately 80% of eligible test takers participated in the 2015 Grades 3-8 ELA and Math Tests; about 20% of eligible test takers did not have a recognized, valid reason for not participating.

New York is phasing in higher learning standards over 12 years

2010: Board of Regents adopted more rigorous, college and career readiness standards

2013: English Language Arts (ELA) and math assessments aligned to the new standards administered for first time in grades 3-8

2014: Roll-out of more rigorous Regents Exams

- June 2014: Algebra I (ELA offered, but not required)
- June 2015: Geometry (ELA offered, but not required)
- June 2016: Algebra II and ELA (required for 1st time)

Class of 2017: First cohort of high school graduates required to pass more rigorous Regents Exams for graduation at the current score of 65 (partial proficiency)

Class of 2022: First cohort of high school graduates required to pass more rigorous Regents Exams for graduation at the aspirational college and career ready score (proficiency); this cohort just completed fifth grade

For students who will graduate prior to the class of 2022 (students who just completed grades 6-8), students scoring at Level 2 and Above on the ELA and math exams are on track for current graduation requirements. Students scoring at Level 3 and Above are on track to graduate at the aspirational college- and career-ready level.

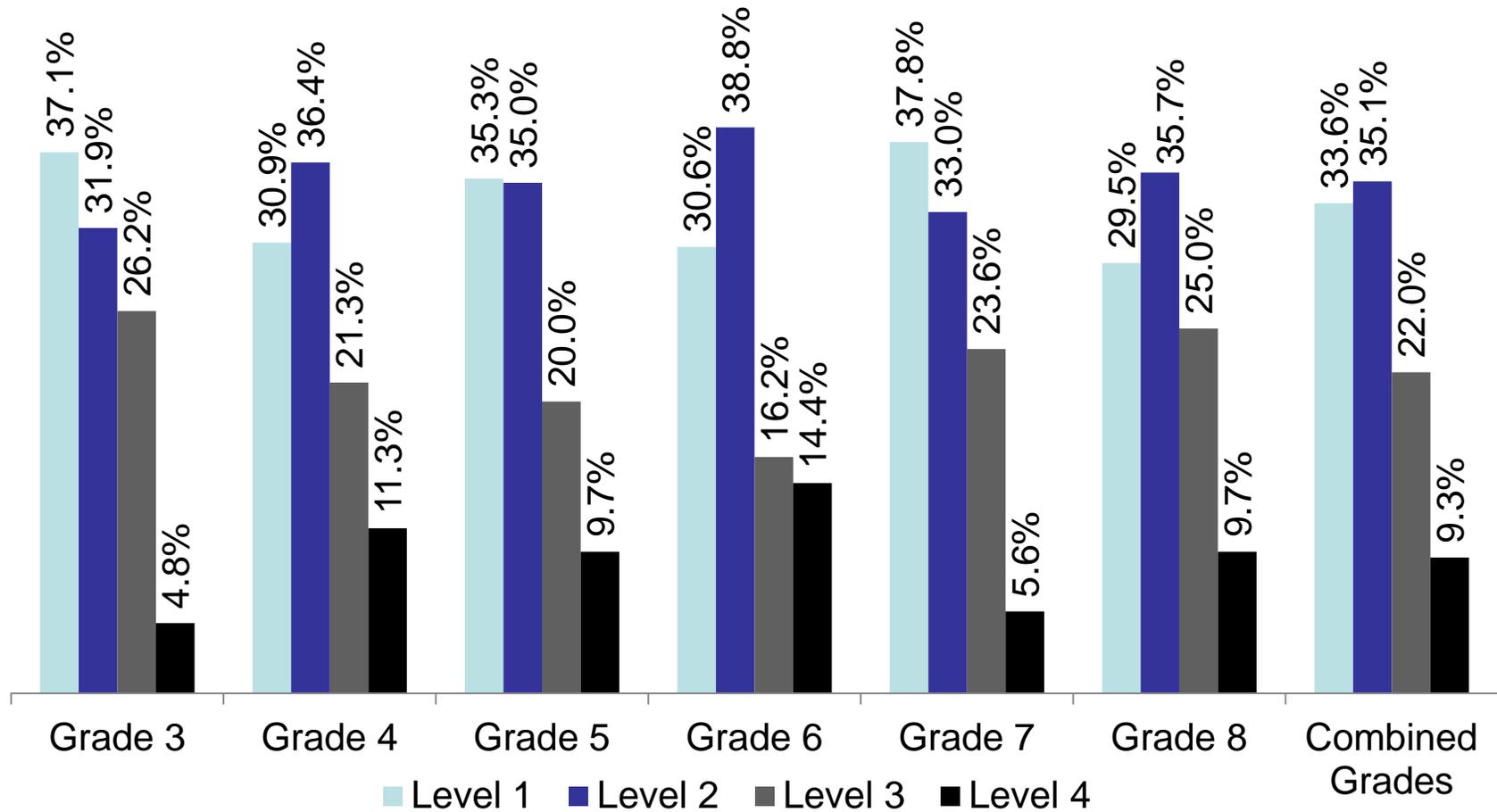
For students who will graduate in the class of 2022 and later (students who just completed grade five and lower), students scoring at Level 3 and Above on the ELA and math exams are on track to meet graduation requirements.

	<u>Grades 3-8 ELA and Math</u>
Level 4	Student <u>excels</u> in the higher learning standards for this grade level
Level 3	Student is <u>proficient</u> in the higher learning standards for this grade level
Level 2	Student is <u>partially proficient</u> in the higher learning standards for this grade level
Level 1	Student is <u>well below proficient</u> in the learning standards for this grade level

Note: The change for the class of 2022 is due to a policy decision to have these students meet more rigorous graduation requirements to demonstrate college and career readiness, and not the result of a change in the rigor of the test.

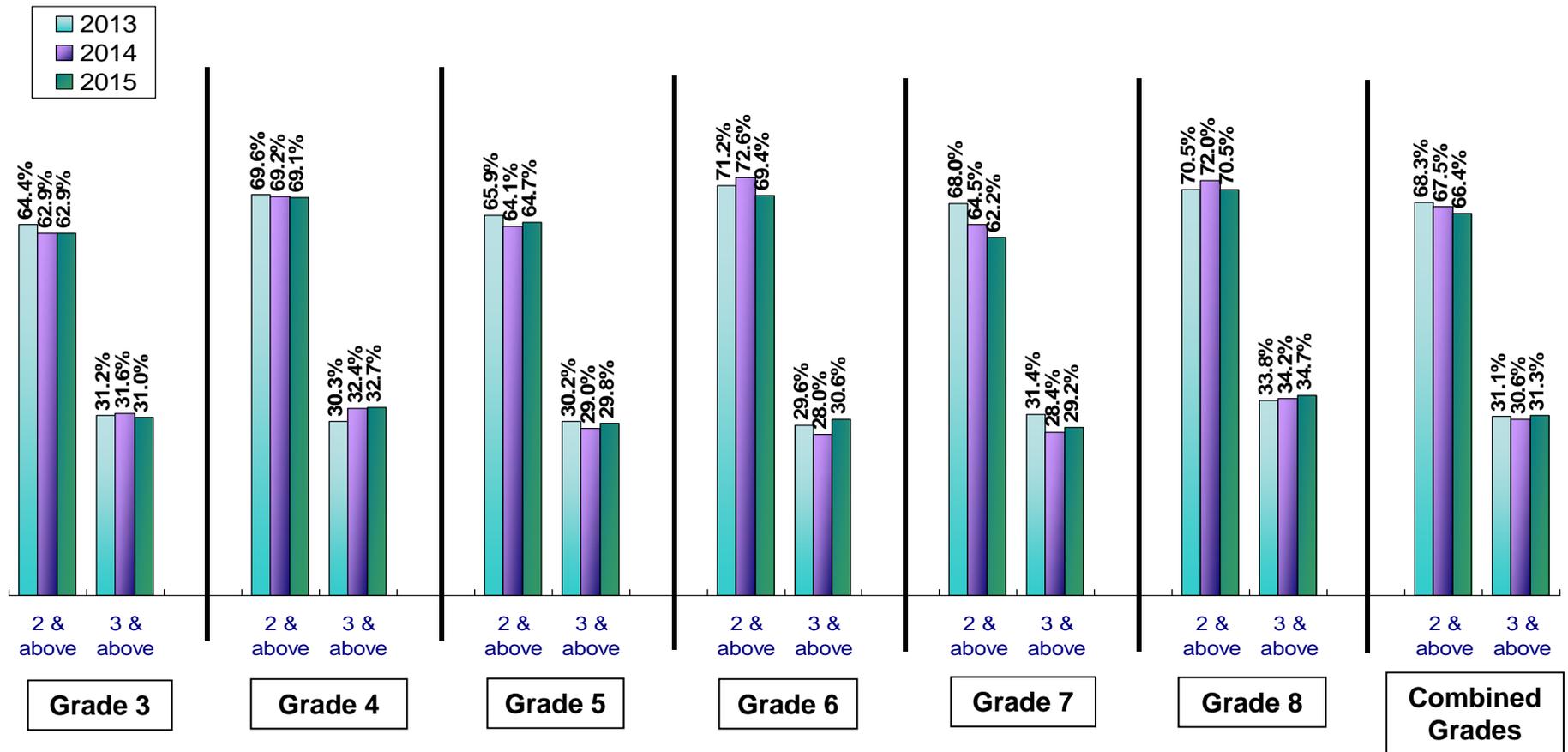
2015 Grades 3-8 ELA Test Results

2015 Statewide Performance in ELA



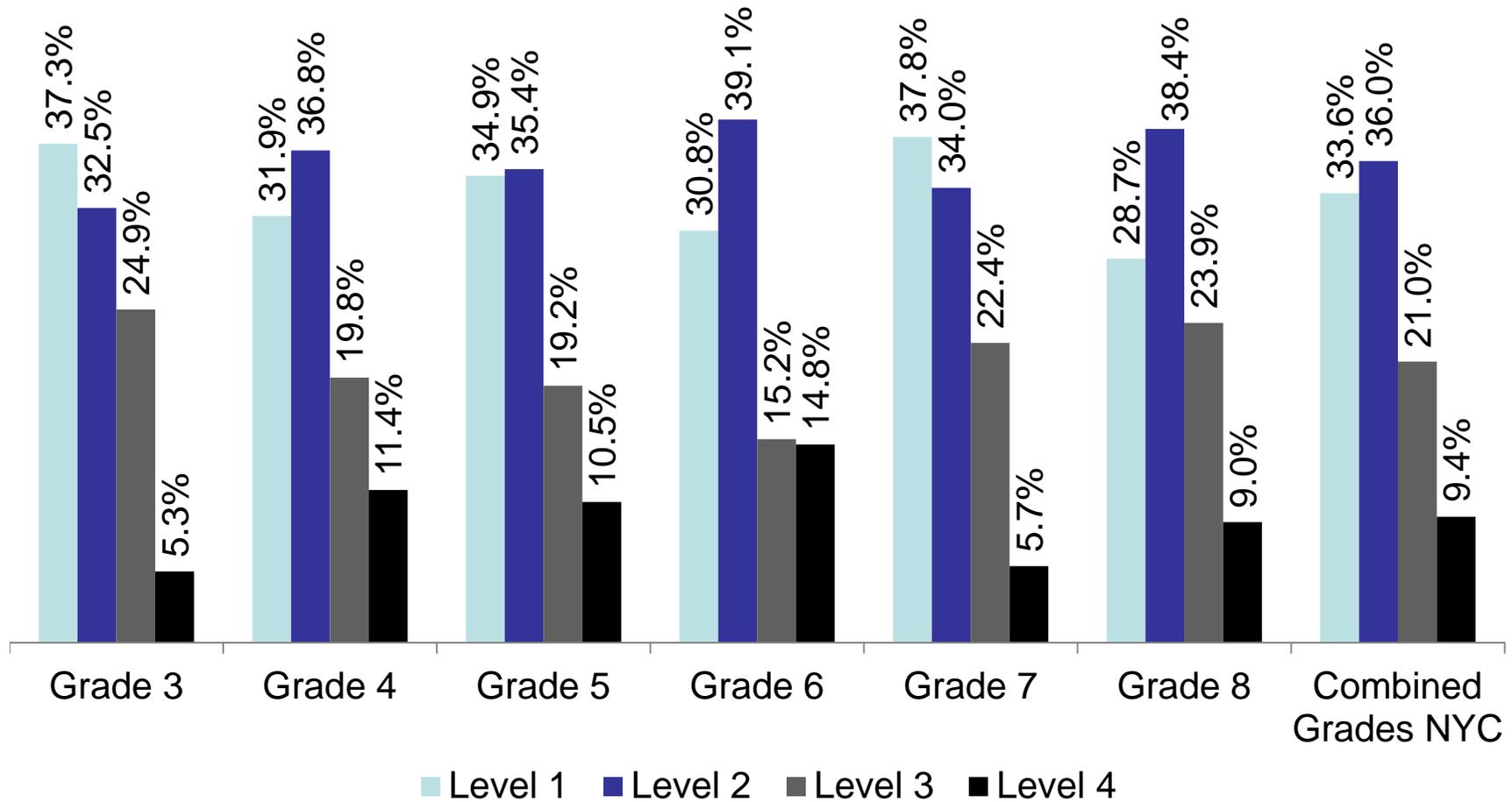
Students Statewide Made Modest Gains in ELA

The percentage of students who met or exceeded the ELA proficiency standard (Levels 3 and 4) increased to 31.3 in 2015 from 30.6 in 2014 and 31.1 in 2013.



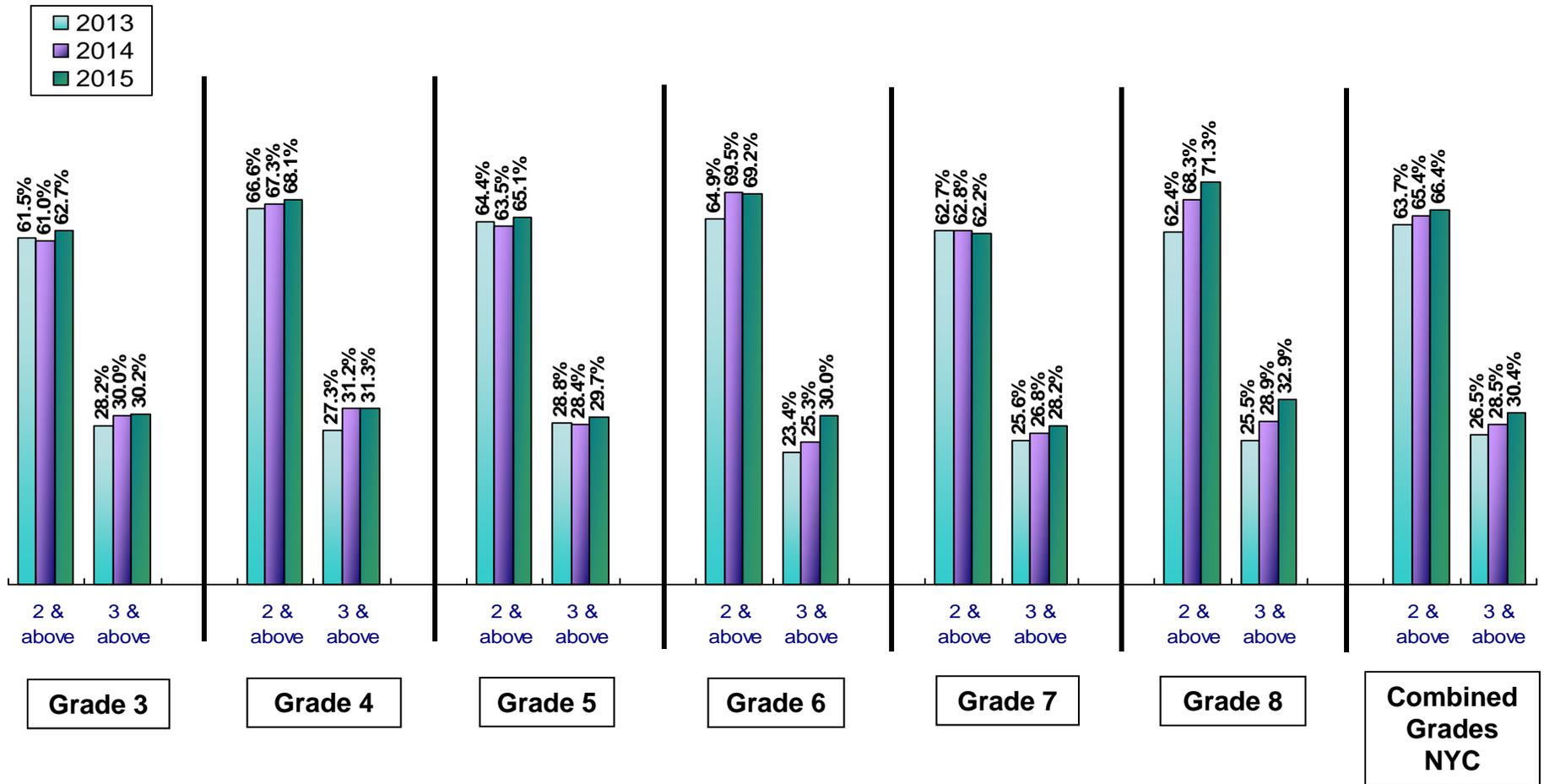
Percentage of All Test Takers Statewide in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2015 NYC Performance in ELA



NYC Students Made Progress in ELA

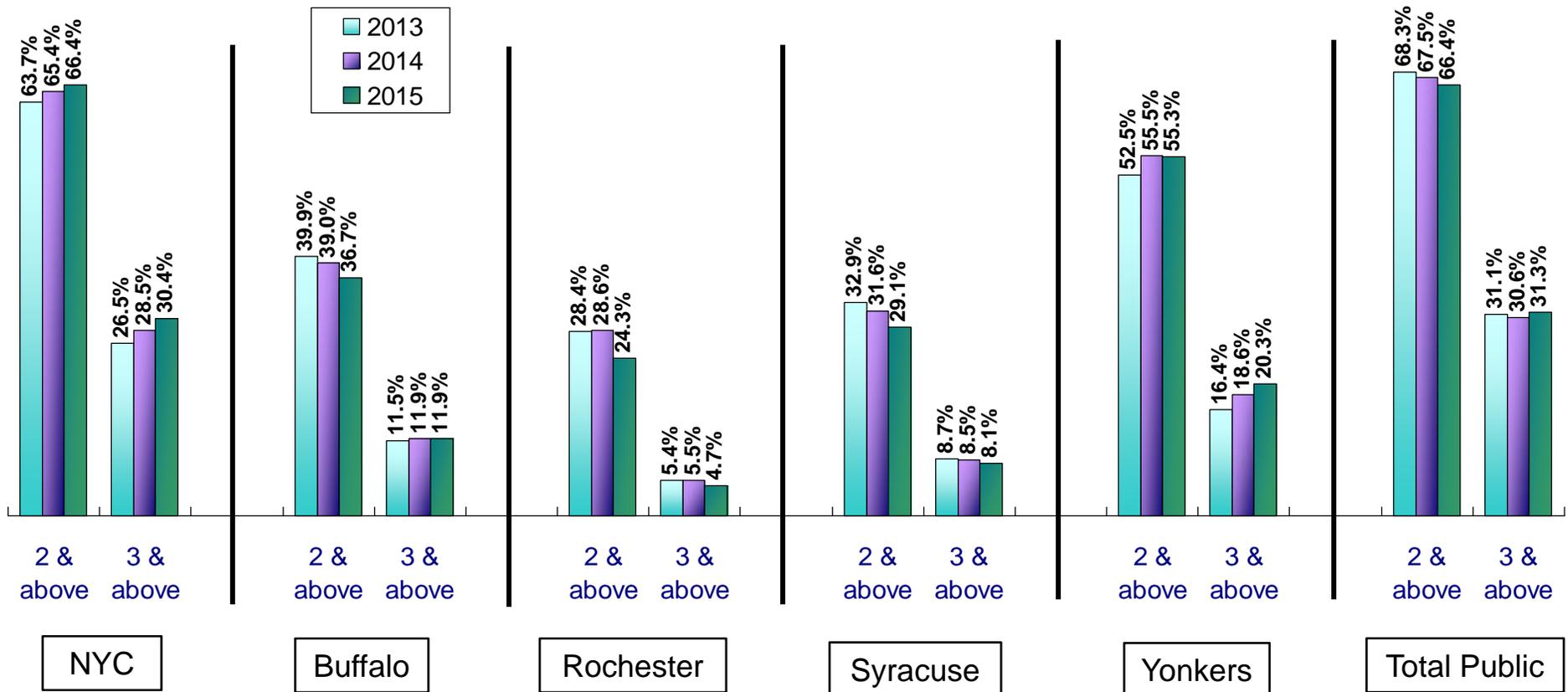
The percentage of NYC students who met or exceeded the ELA proficiency standard (Levels 3 and 4) is approaching statewide levels. In 2015, 30.4 percent of students combined across all grades were proficient or above, compared to 31.3 percent statewide.



Percentage of All NYC Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above by Grade

Big 5 City District Performance in ELA

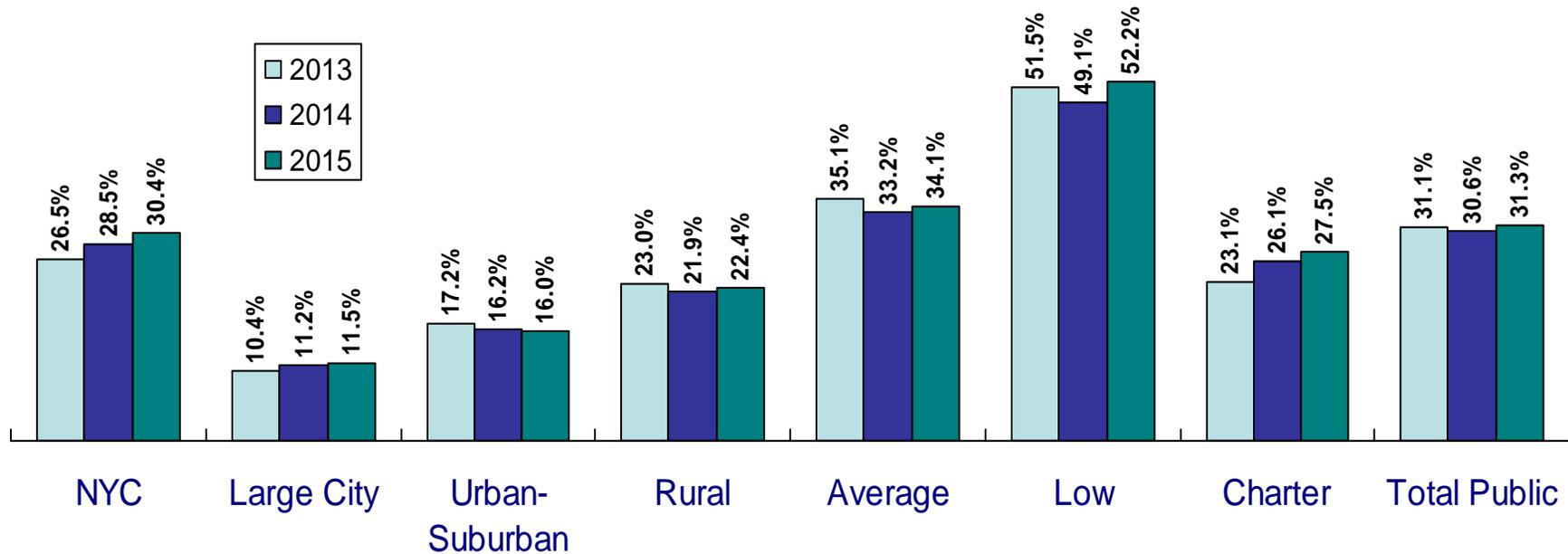
ELA performance was mixed among Big 5 districts. Some districts had a slightly higher percentage of students scoring at Level 3 and Above in 2015, while performance in other districts held relatively steady.



Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide Performance in ELA by Need/Resource Group

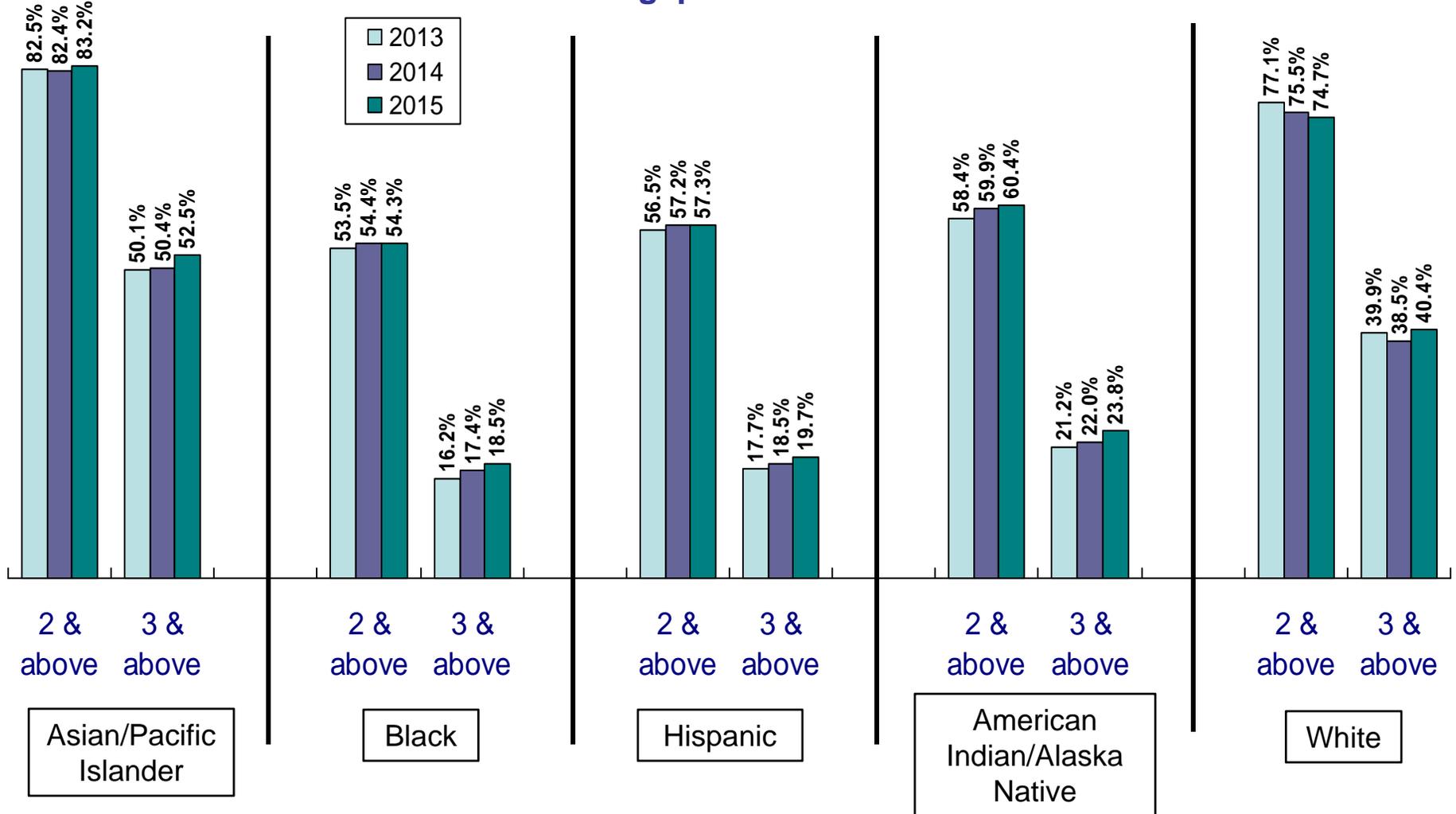
In 2015, ELA performance remained consistent for most Need/Resource Groups, with low-need districts continuing to outperform other groups.



Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 3 and Above Combined Grades

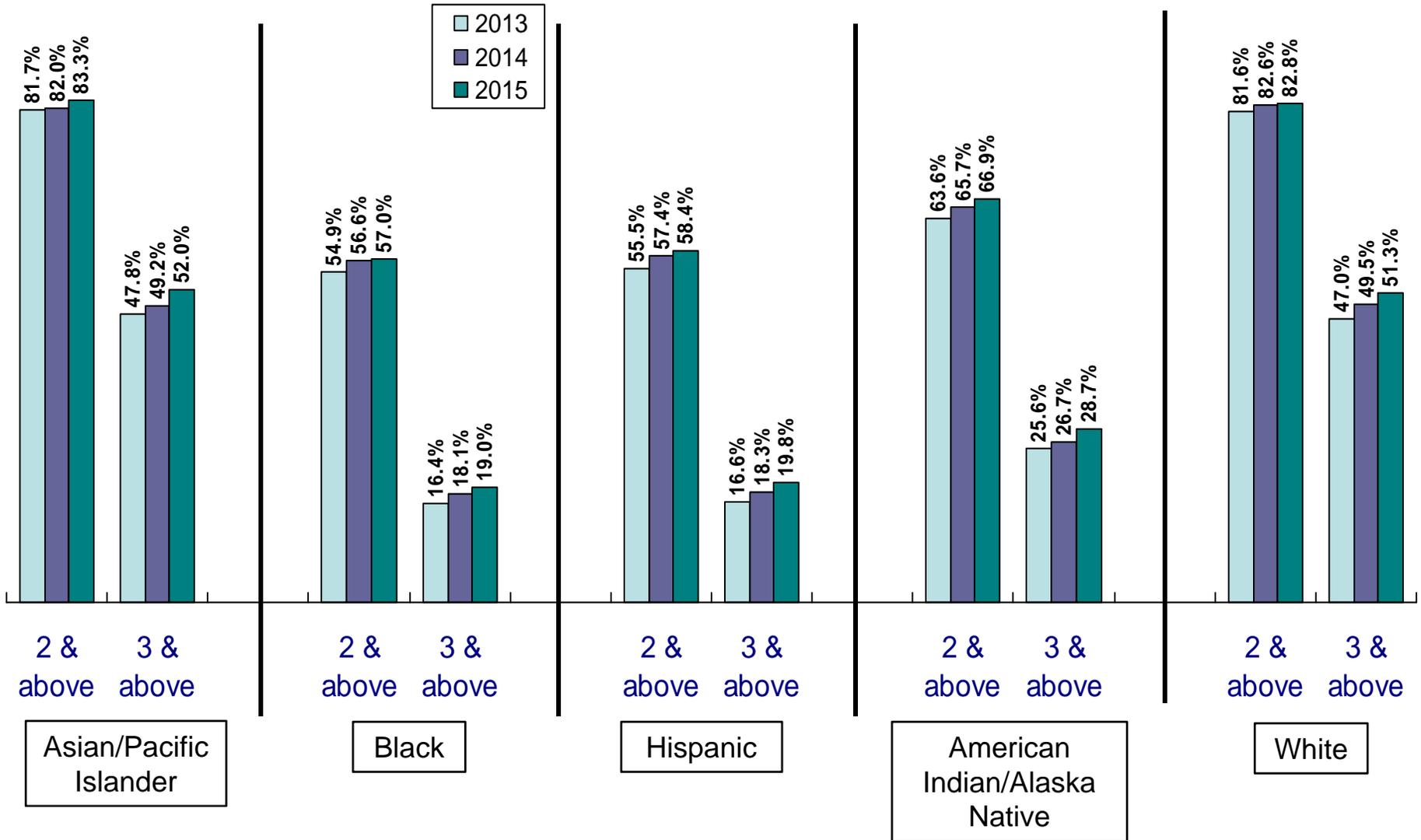
Statewide Performance in ELA by Race/Ethnicity

All race/ethnicity groups had a slightly higher percentage of students meeting or exceeding the ELA proficiency standard (Levels 3 and 4) in 2015, although the achievement gap continues statewide.



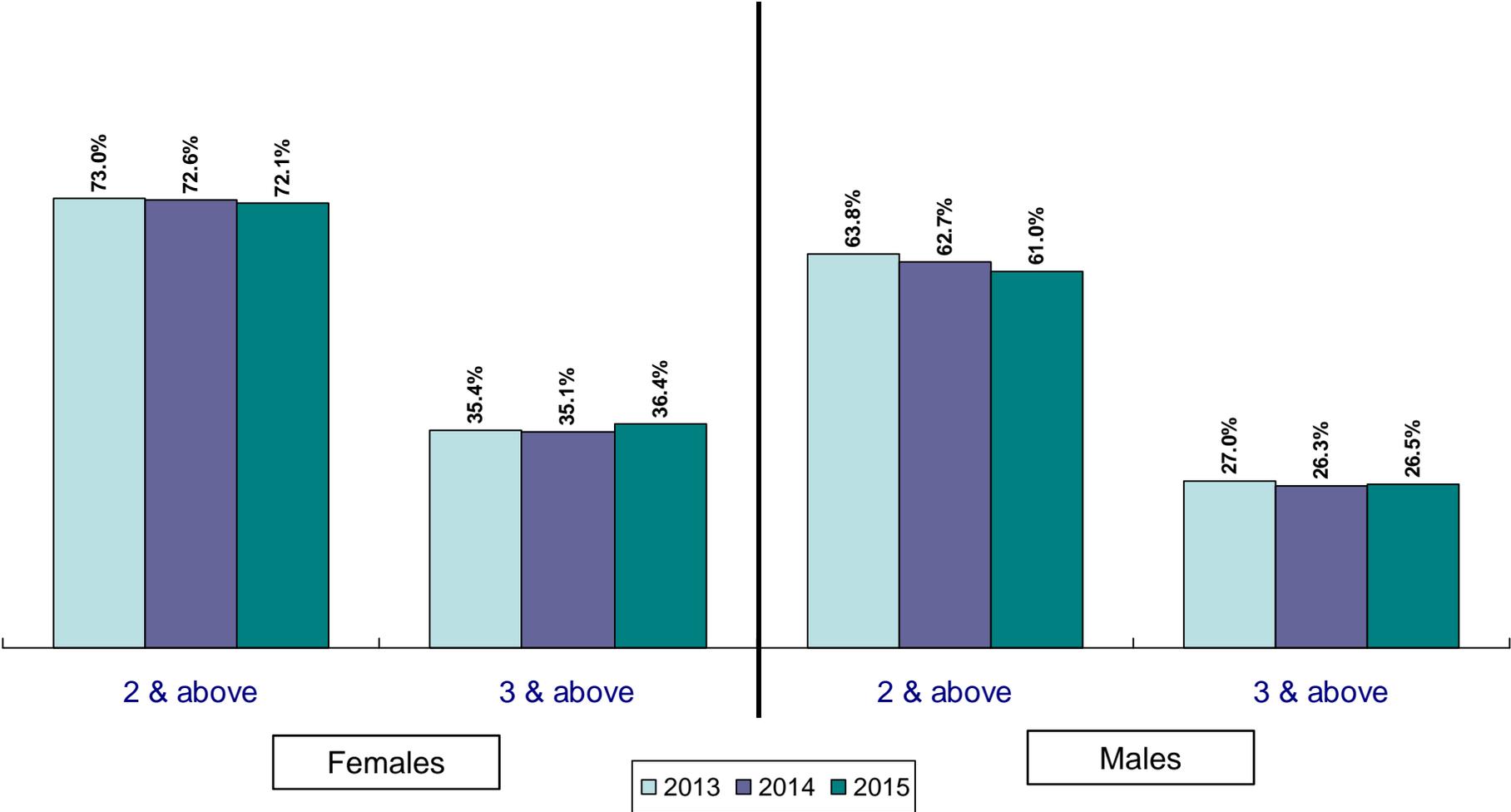
Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, and 2015 Combined Grades

NYC Performance in ELA by Race/Ethnicity



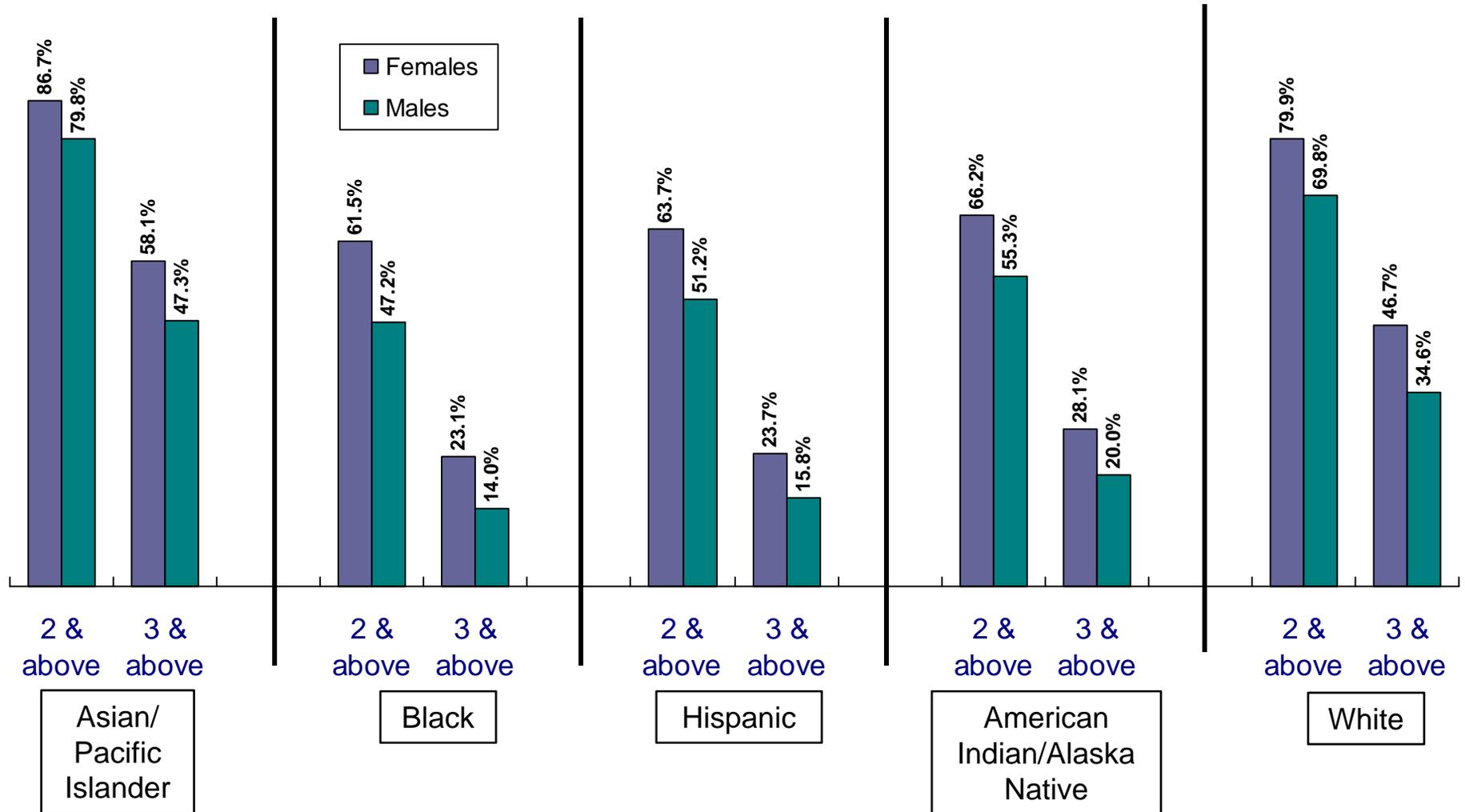
Percentage of All NYC Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, and 2015 Combined Grades

Girls Continued to Outperform Boys Statewide in ELA in 2015



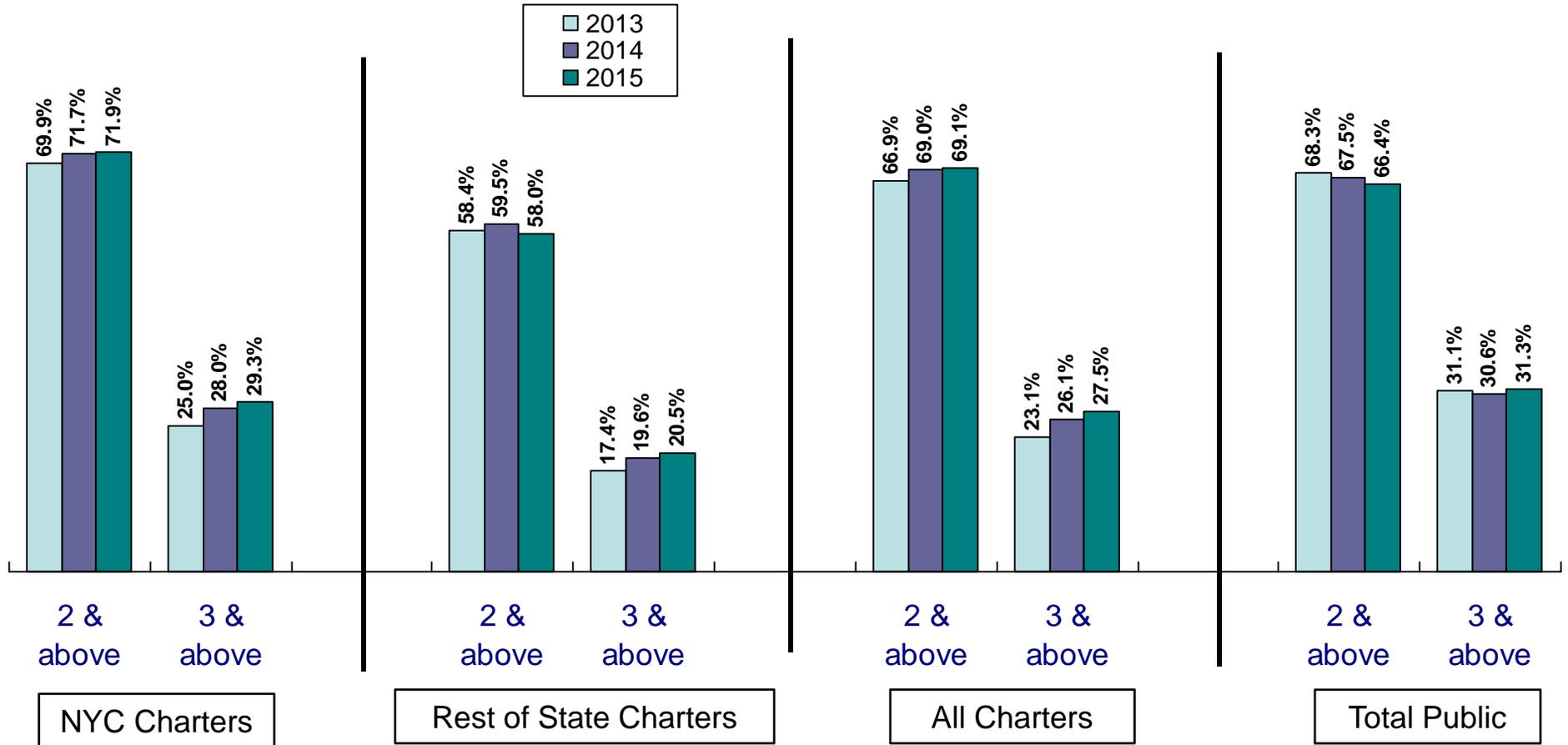
Percentage of All Test Takers Scoring at Level 3 and Above for 2013, 2014, and 2015 Combined Grades by Gender

Across all race/ethnicity groups, girls performed better than boys statewide on the ELA proficiency standard (Levels 3 and 4).



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2015 by Gender and Race/Ethnicity

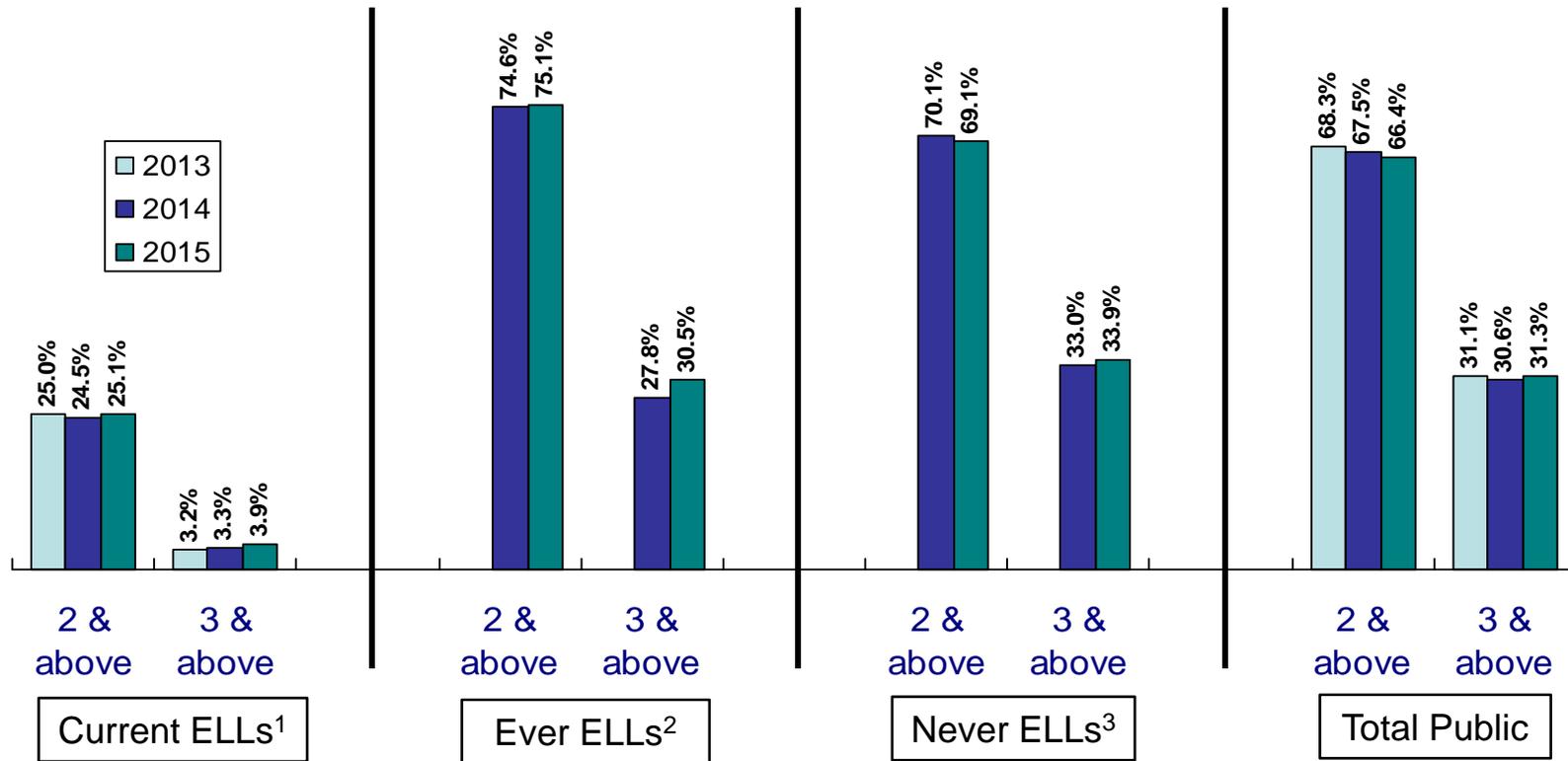
Charter School Performance in ELA



The Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide English Language Learner Performance in ELA

English Language Learners (ELLs) statewide continued to make slight gains in ELA with a higher percentage of students scoring at Level 2 and Above and Level 3 and Above, although their proficiency levels are still well below those of Ever ELL and Never ELL students.



¹ Students identified as ELL during the reported year.

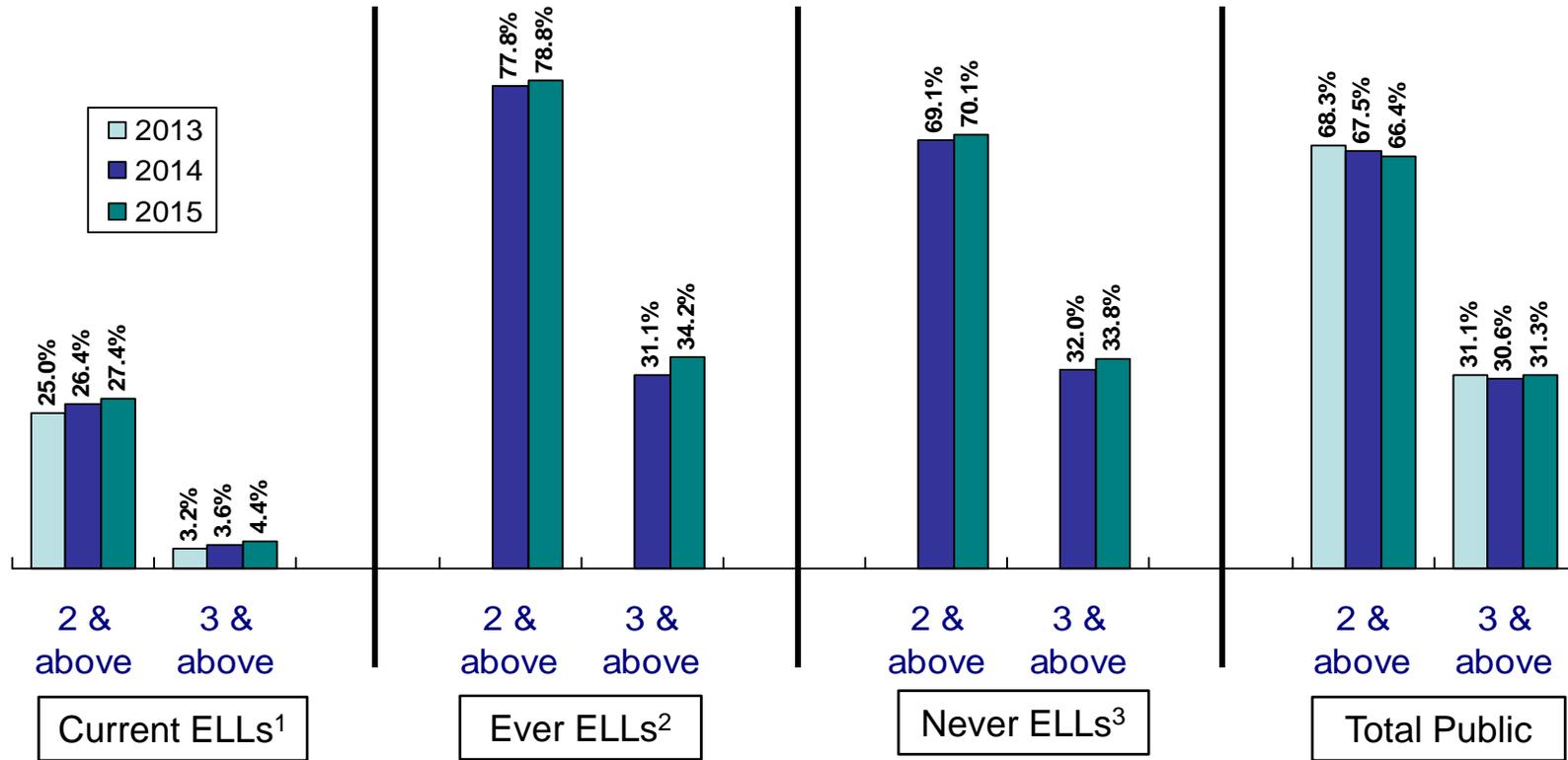
² Students identified as ELL any year prior to the reported year but not including the reported year.

³ Students never reported to have received ELL services.

Ever and Never ELLs data are only available for 2014 and 2015.

NYC English Language Learners Performance in ELA

In NYC, Ever ELLs outperformed NYC students who have never received ELL services (Never ELLs) and outperformed Ever ELLs statewide.

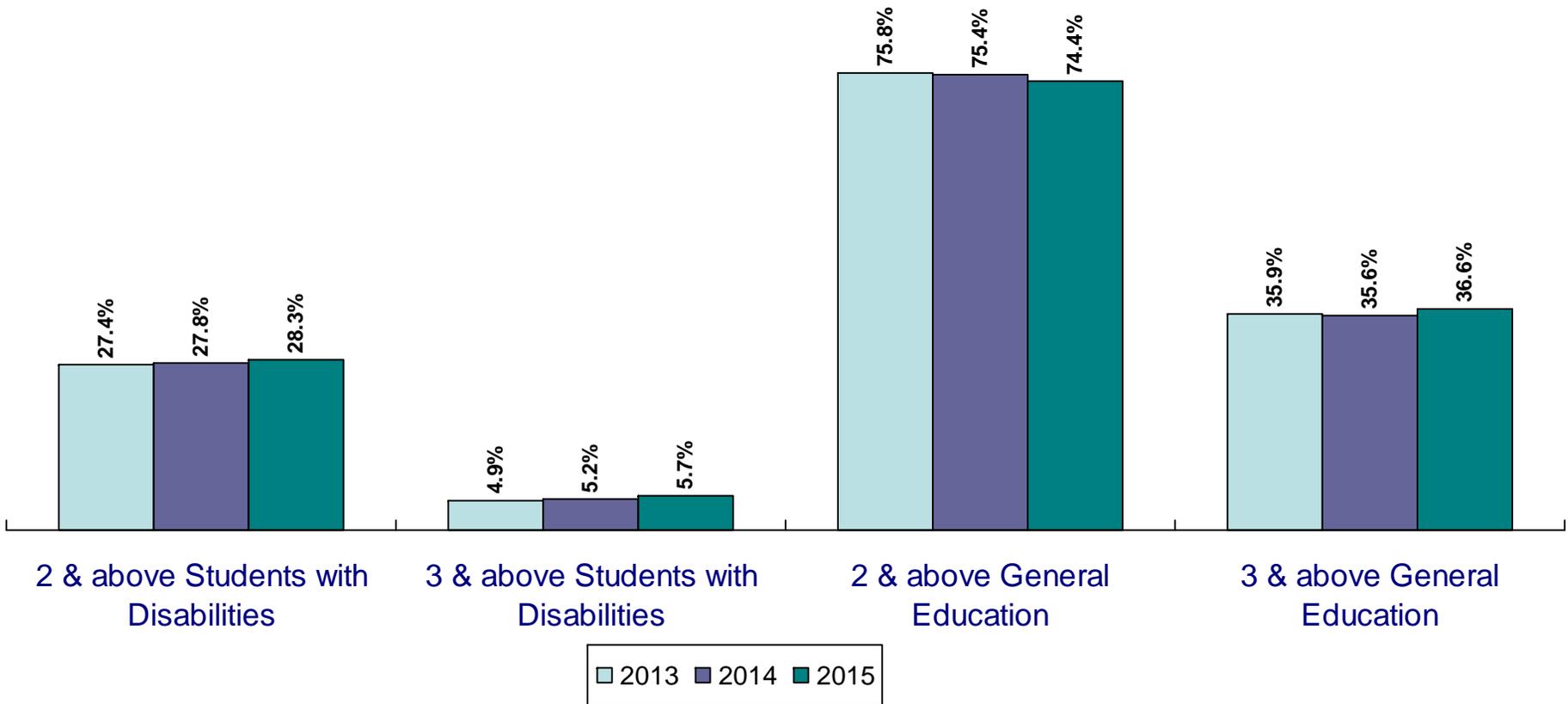


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Students with Disabilities Performance in ELA

Although only 5.7 percent of students with disabilities* met or exceeded the ELA proficiency standard (Level 3 and 4) in 2015, the percentage of students scoring at Level 2 and Above edged slightly higher to 28.3 percent.

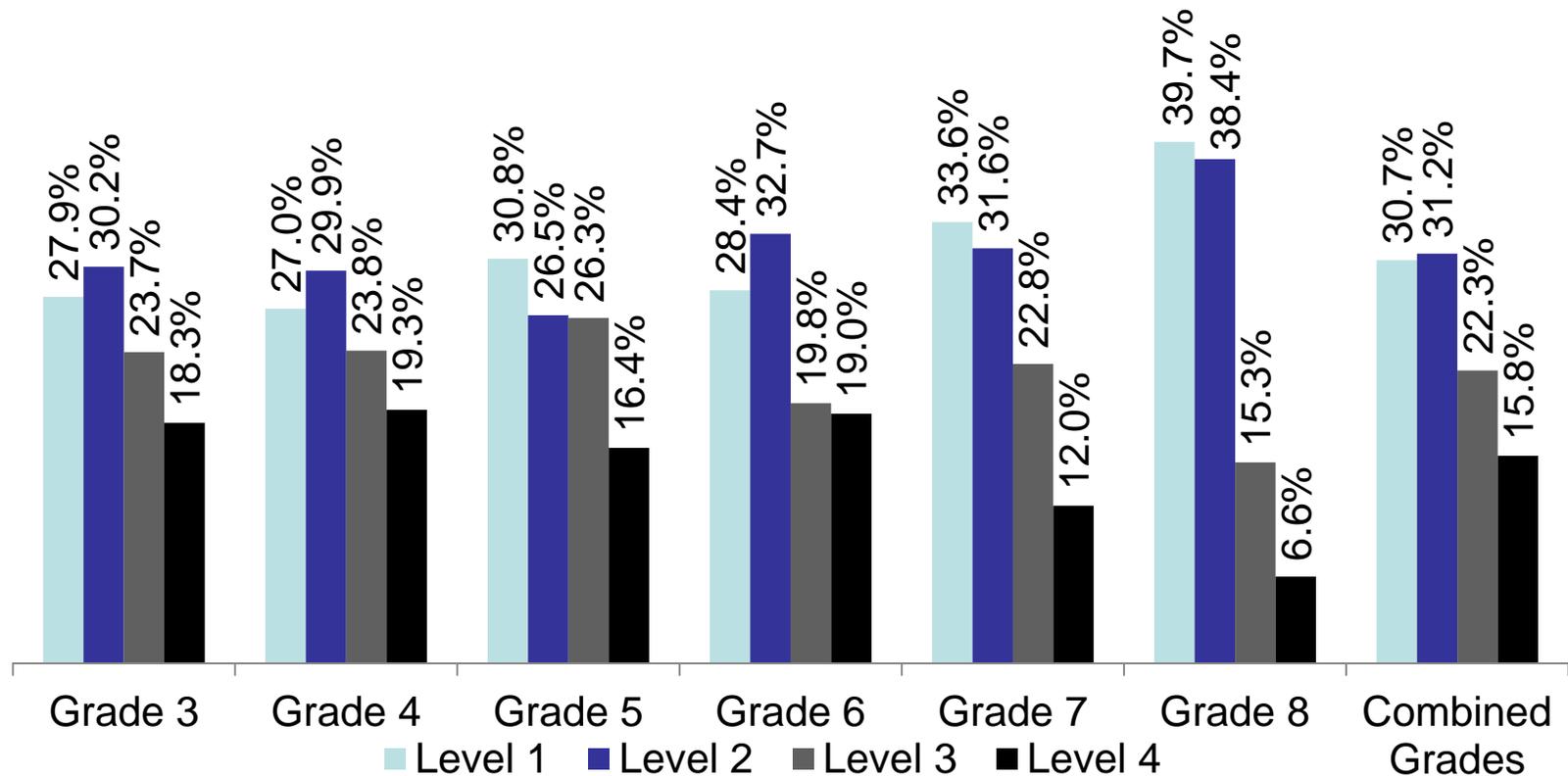


* Earlier this summer, USED denied a waiver request by SED that would have allowed certain students with severe disabilities to be tested at their instructional level rather than grade level.

2015 Grades 3-8 Math Test Results

2015 Statewide Performance in Math

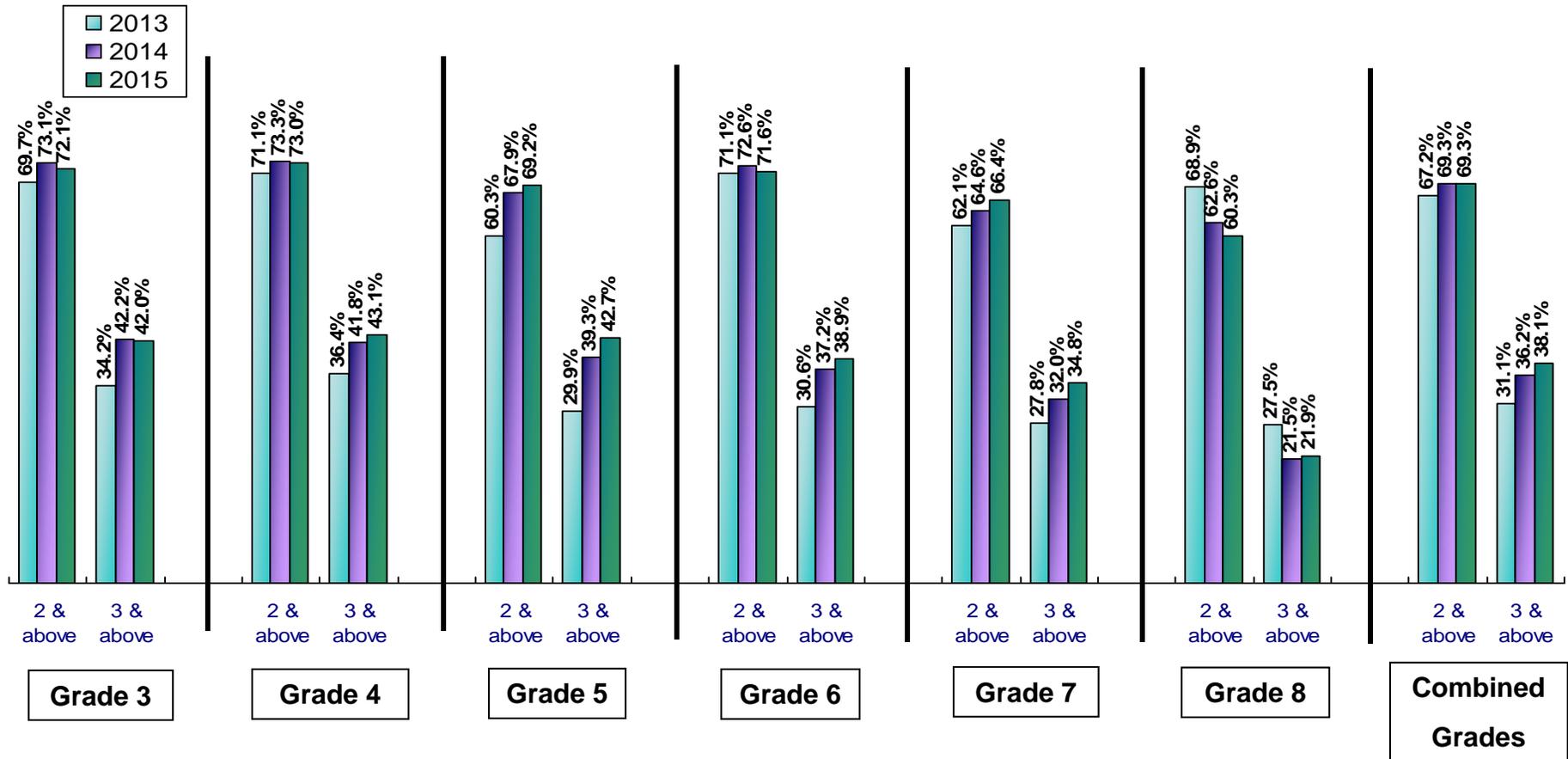
A USED waiver eliminated unnecessary double testing and allowed accelerated math students to participate in high school math Regents Exams instead of the Grade 8 Math Test, which may cause a decrease in the percentage proficient in Grade 8.



Students Statewide Made Progress in Math

The percentage of students who met or exceeded the proficiency standard (Levels 3 and 4) increased to 38.1 in 2015 from 36.2 in 2014 and 31.1 in 2013.

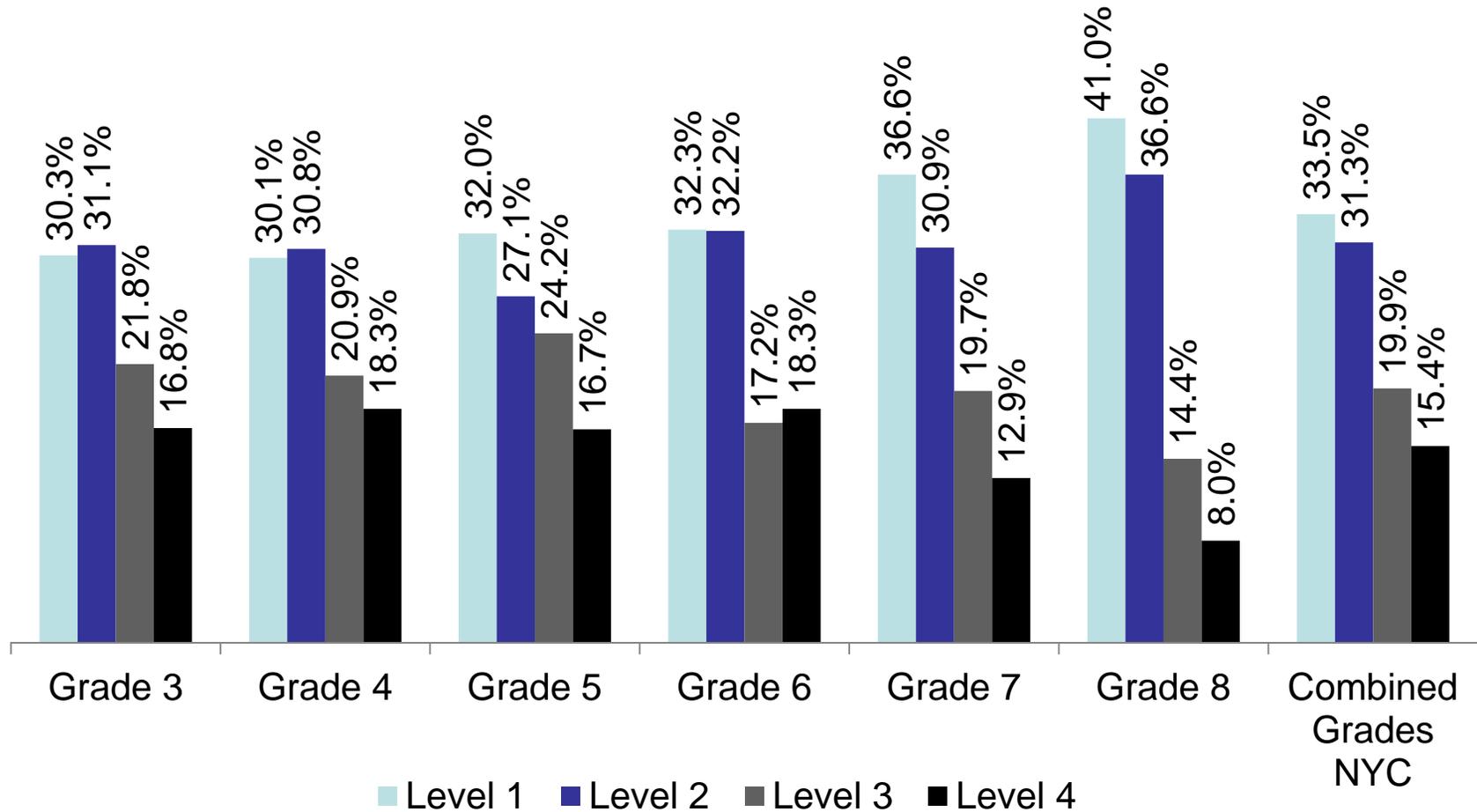
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The Percentage of All Test Takers Statewide in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above by Grade Level

2015 NYC Performance in Math

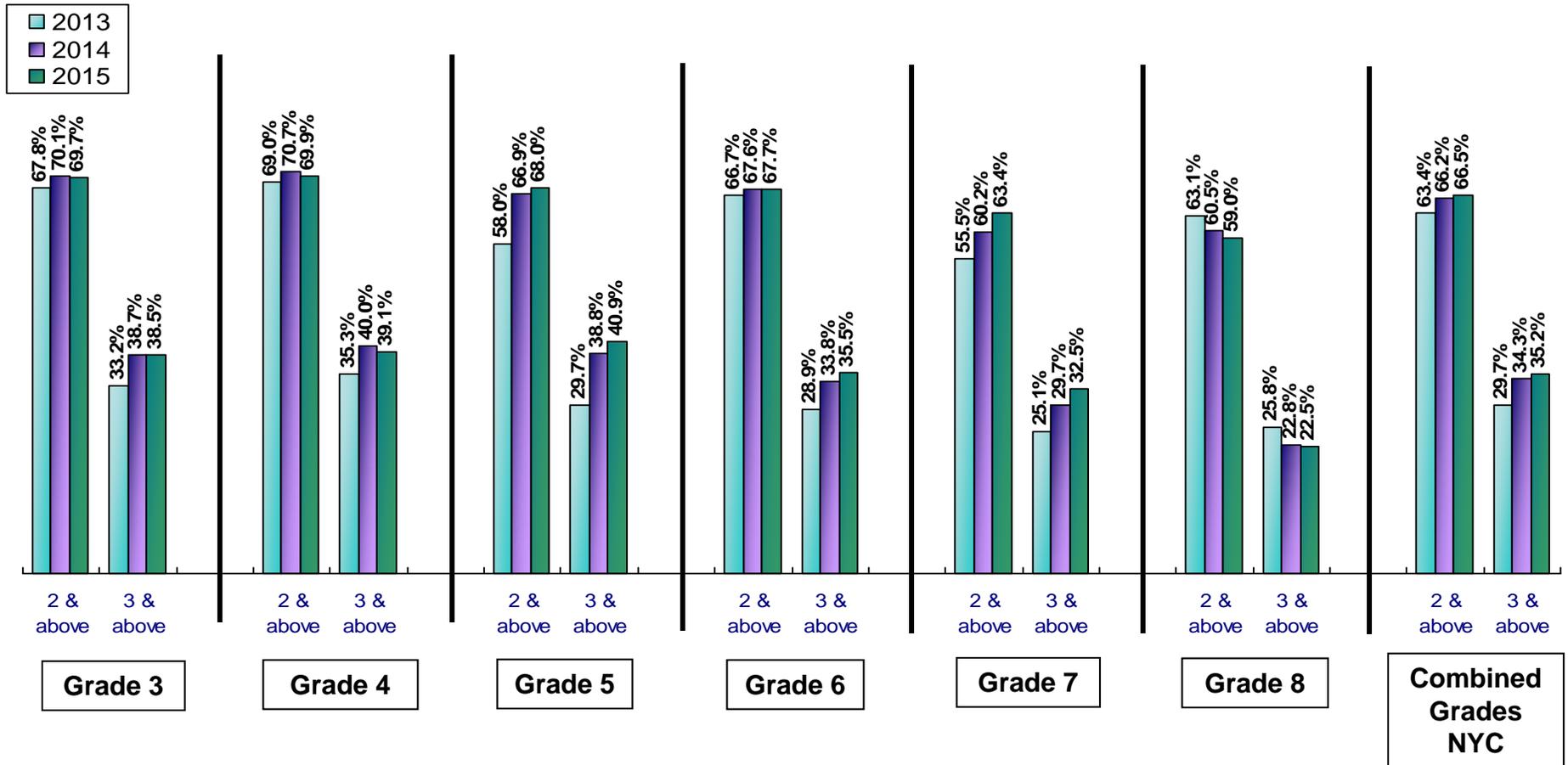
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NYC Students Made Progress in Math

The percentage of NYC students who met or exceeded the proficiency standard (Levels 3 and 4) for math was 35.2 in 2015, up from 34.3 in 2014 and 29.7 in 2013 combined across all grades.

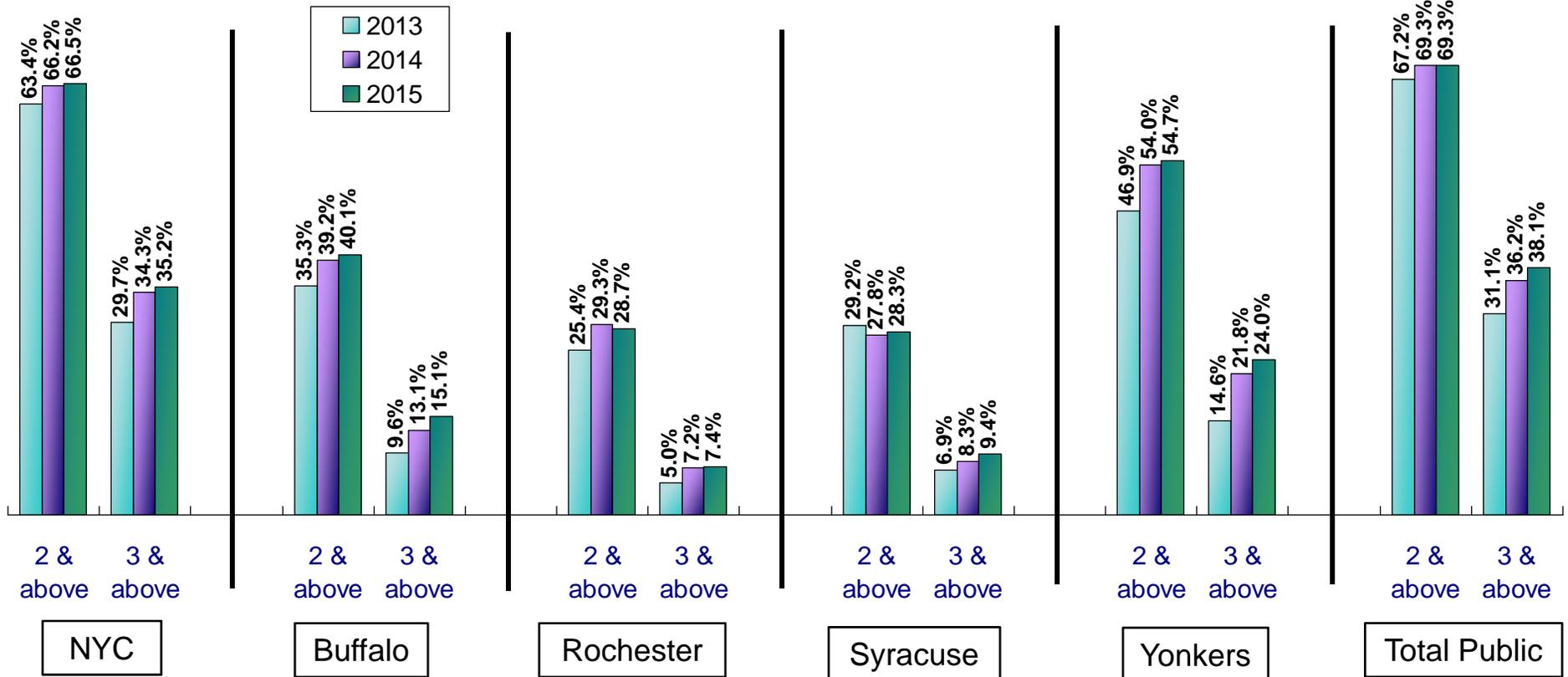
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Percentage of All NYC Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above by Grade

Big 5 City District Performance in Math

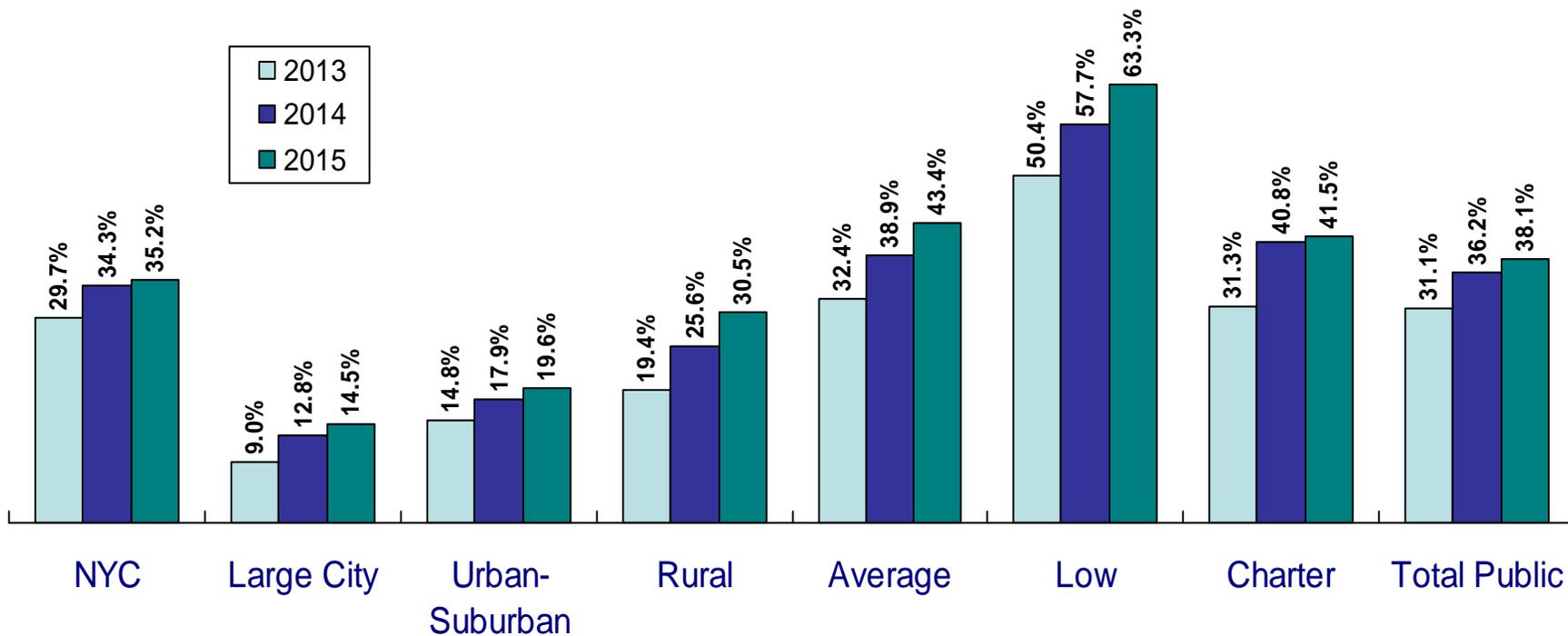
Each Big 5 district had a slightly higher percentage of students scoring at Level 3 and Above in 2015.



Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide Performance in Math by Need/Resource Group

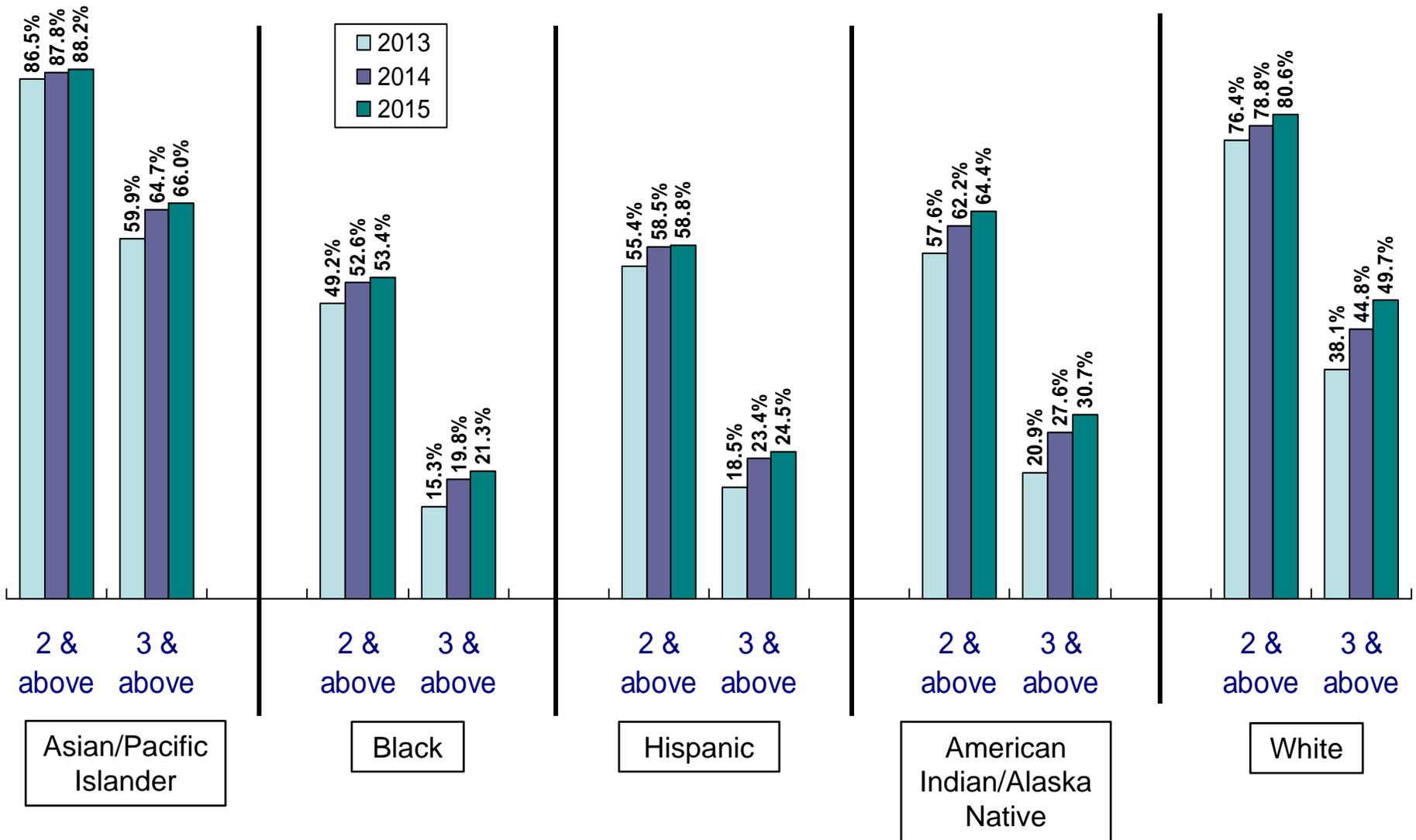
In 2015, all need/resource groups made progress in math, with low-need districts continuing to outperform other groups.



Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 3 and Above Combined Grades

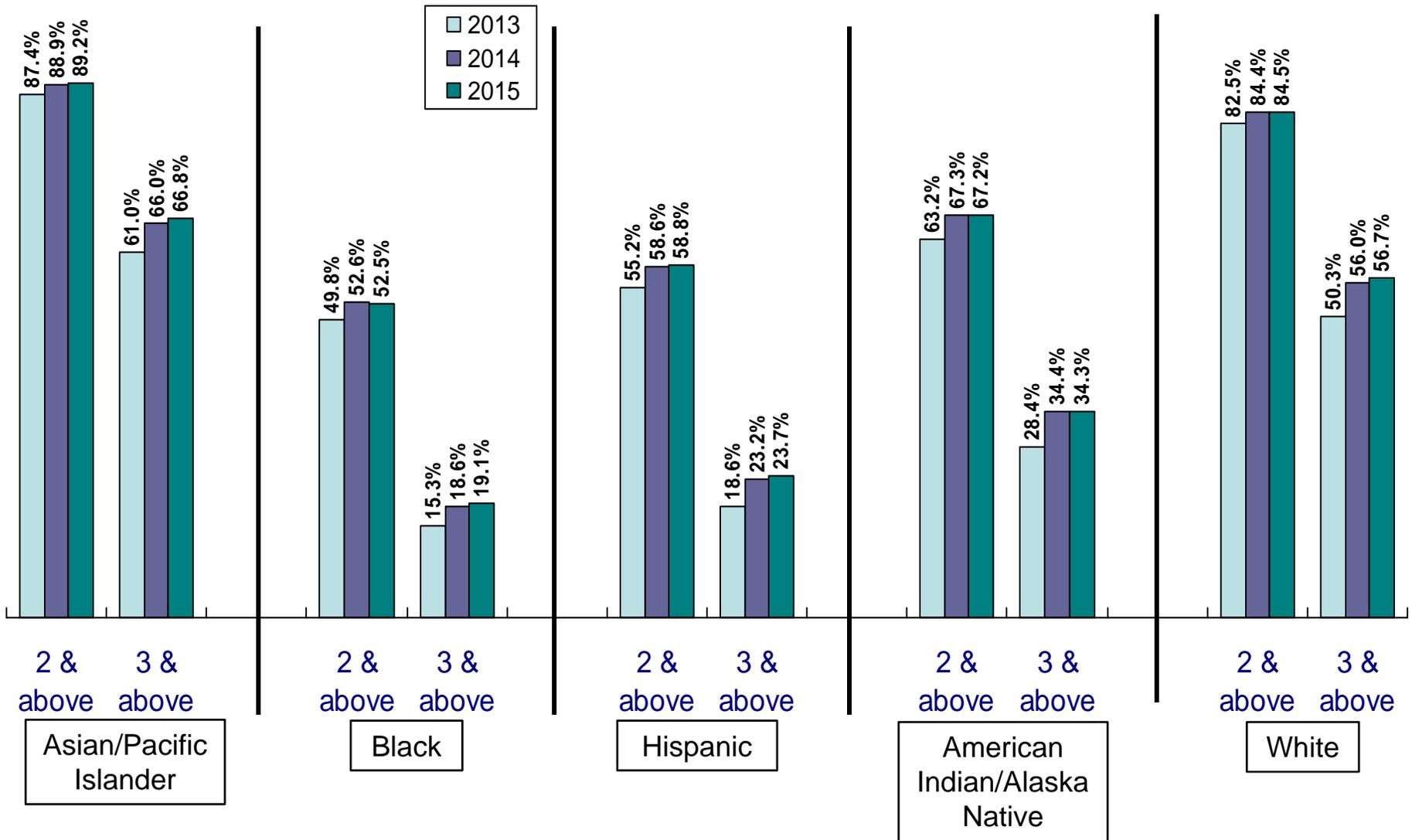
Statewide Performance in Math by Race/Ethnicity

All race/ethnicity groups had a greater percentage of students meeting or exceeding the math proficiency standard (Levels 3 and 4) in 2015, although the achievement gap persists statewide.



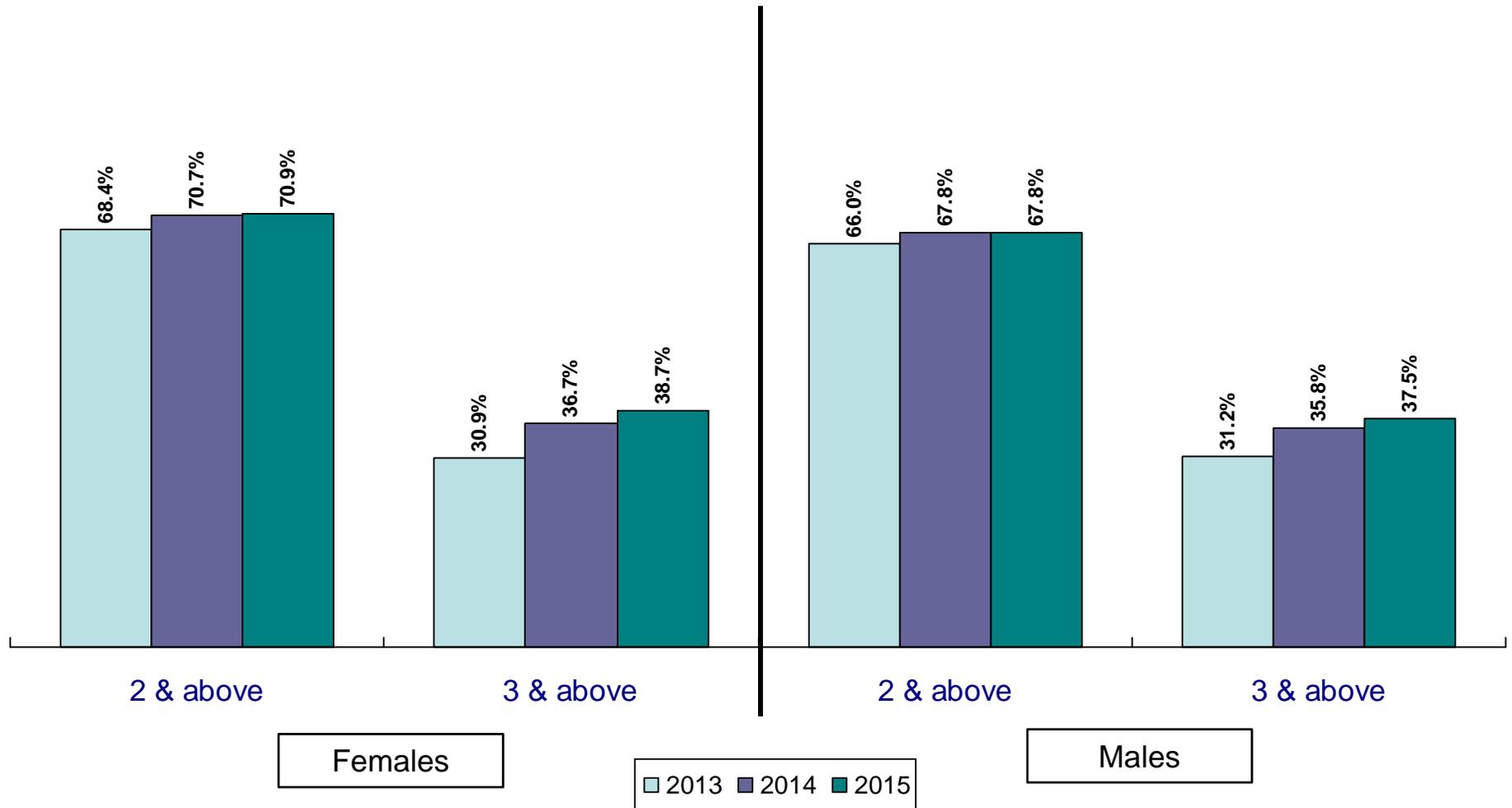
Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, and 2015 Combined Grades

NYC Performance in Math by Race/Ethnicity



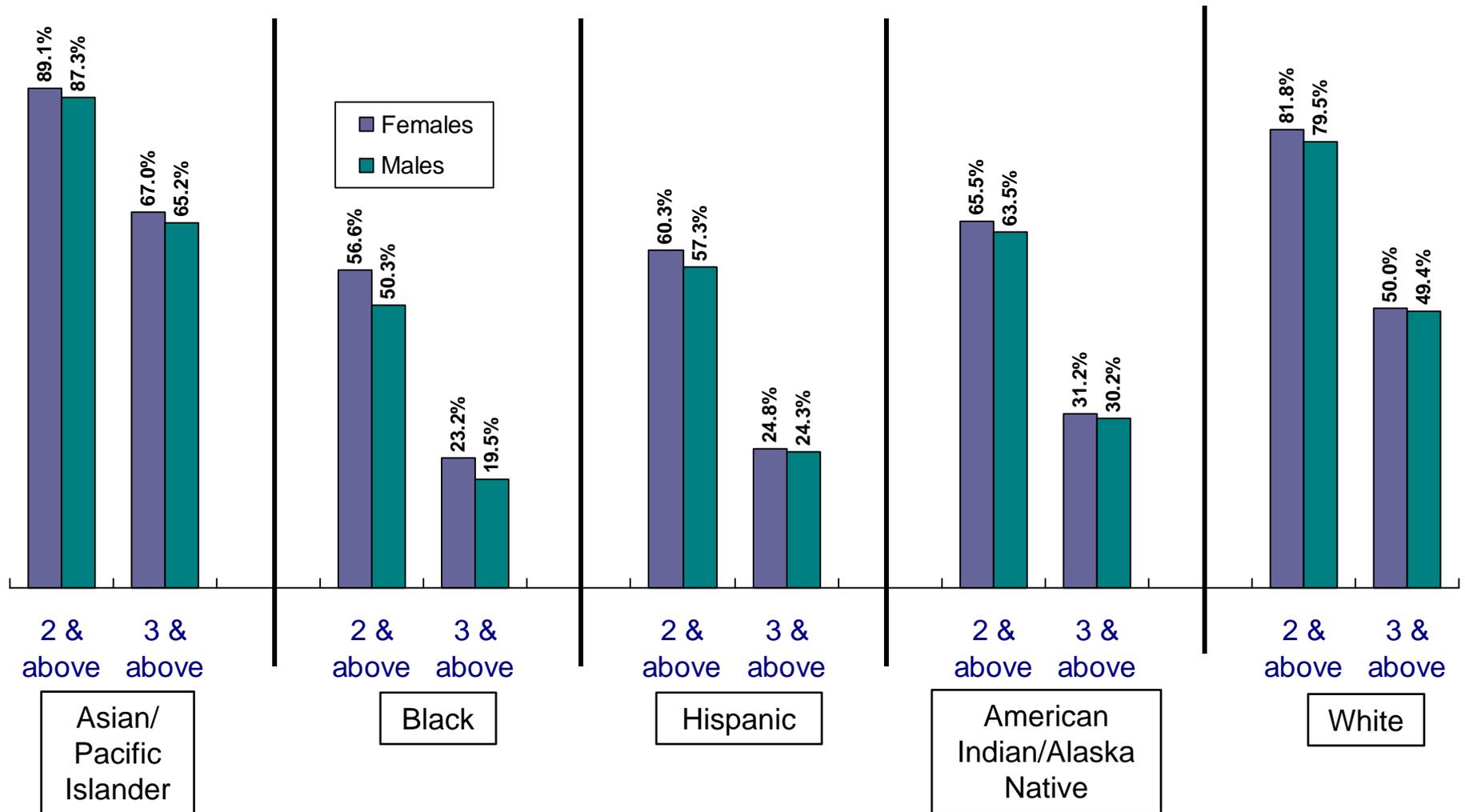
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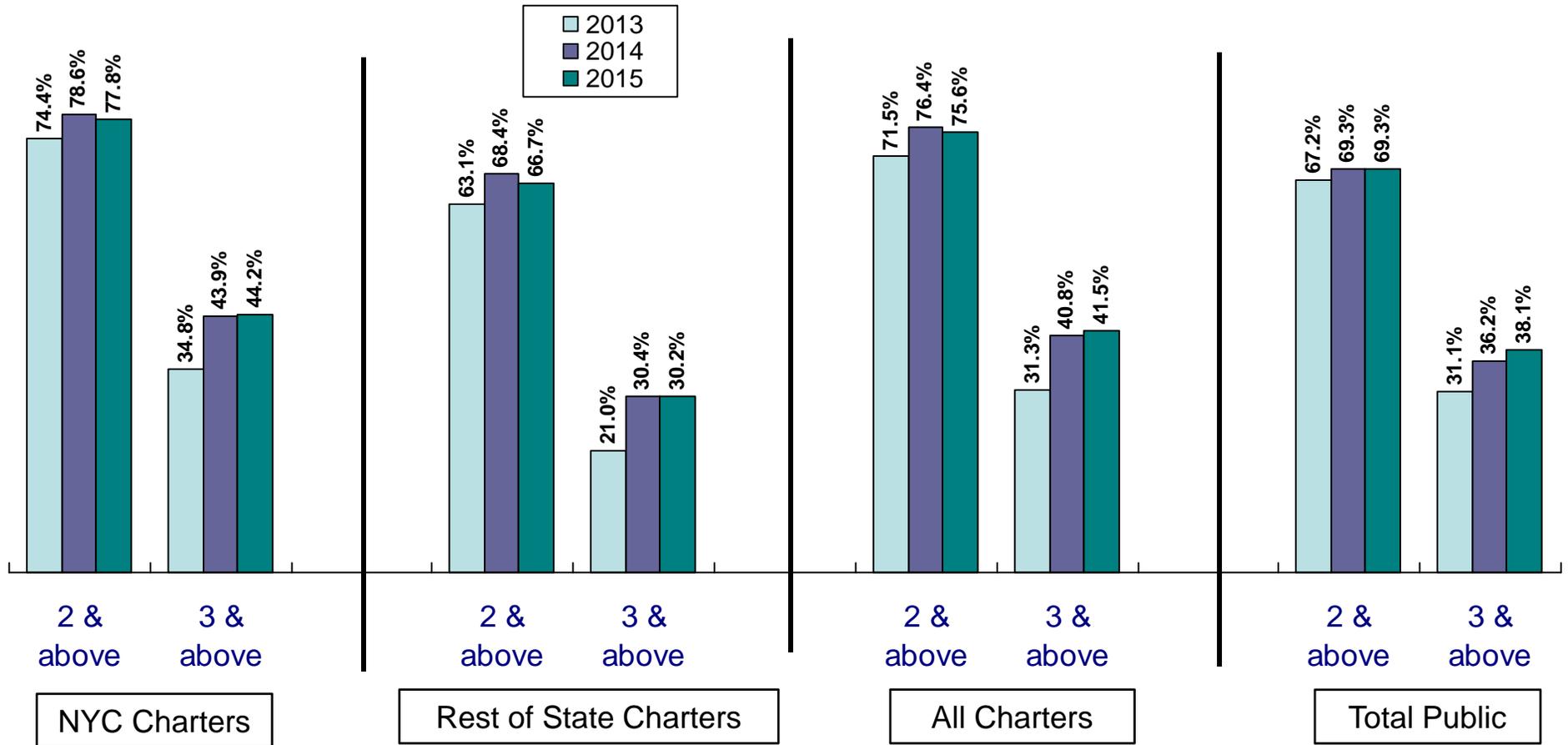
Percentage of All Test Takers Scoring at Level 3 and Above for 2013, 2014, and 2015 Combined Grades by Gender

Across all race/ethnicity groups, girls performed better than boys statewide on the math proficiency standard (Levels 3 and 4).



Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2015 by Gender and Race/Ethnicity 30

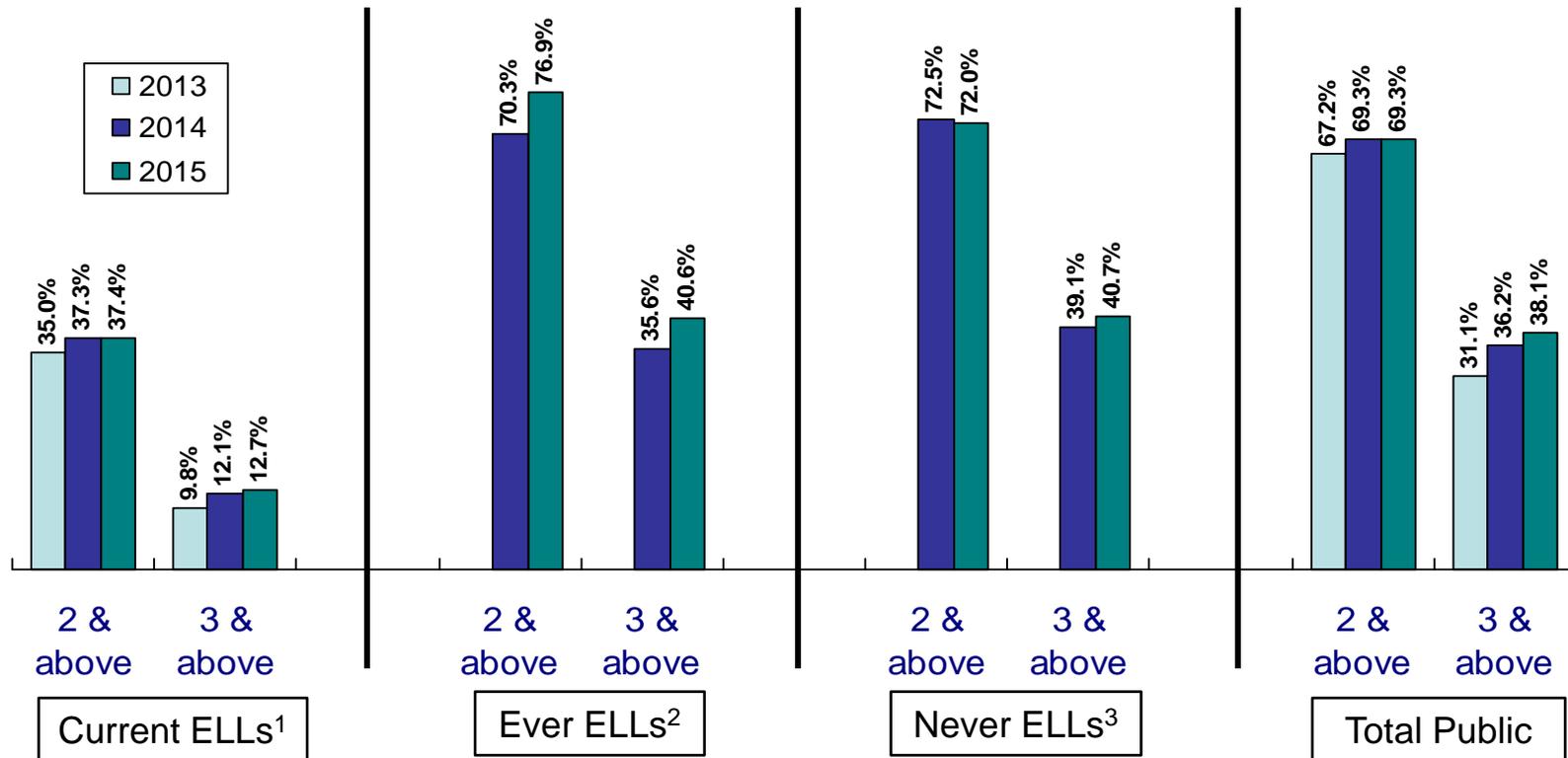
Charter School Performance in Math



The Percentage of All Test Takers in 2013, 2014, and 2015 who scored at Level 2 and Above and Level 3 and Above Combined Grades

Statewide English Language Learner Performance in Math

English Language Learners (ELLs) statewide continued to make slight gains in math. Ever ELLs had similar levels of math proficiency (Levels 3 and 4) to Never ELLs.



¹ Students identified as ELL during the reported year.

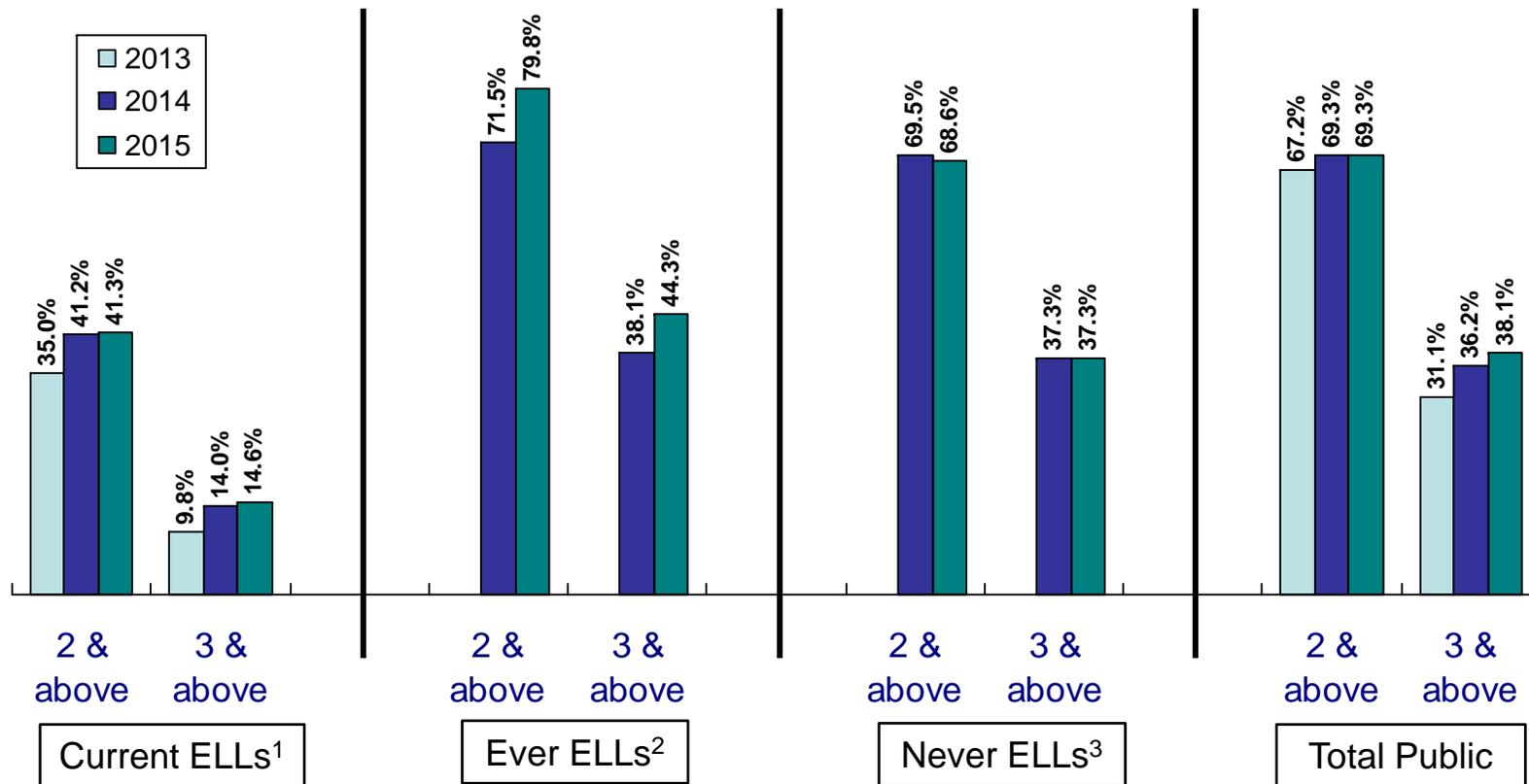
² Students identified as ELL any year prior to the reported year but not including the reported year.

³ Students never reported to have received ELL services.

Ever and Never ELLs data are only available for 2014 and 2015.

NYC English Language Learner Performance in Math

In NYC, Current ELLs in NYC made small gains in math, although their proficiency levels remain below Ever ELLs and Never ELLs. Ever ELLs had a significantly higher level of math proficiency (Levels 3 and 4) than Never ELLs.



¹ Students identified as ELL during the reported year.

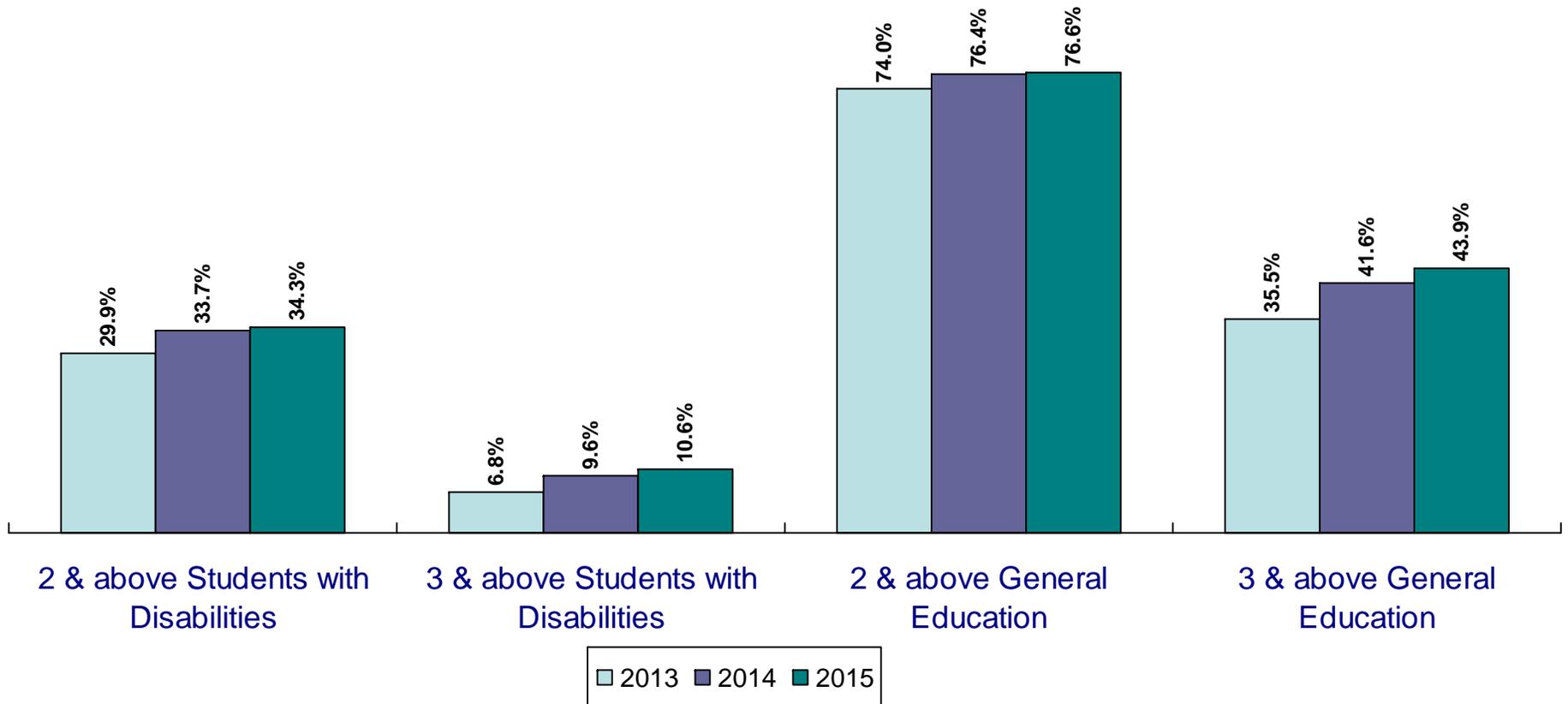
² Students identified as ELL any year prior to the reported year but not including the reported year.

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Students with Disabilities Performance in 2015

Although only 10.6 percent of students with disabilities* met or exceeded the math proficiency standard (Level 3 and 4) in 2015, the percentage of students scoring at Level 2 and Above increased to 34.3 percent.



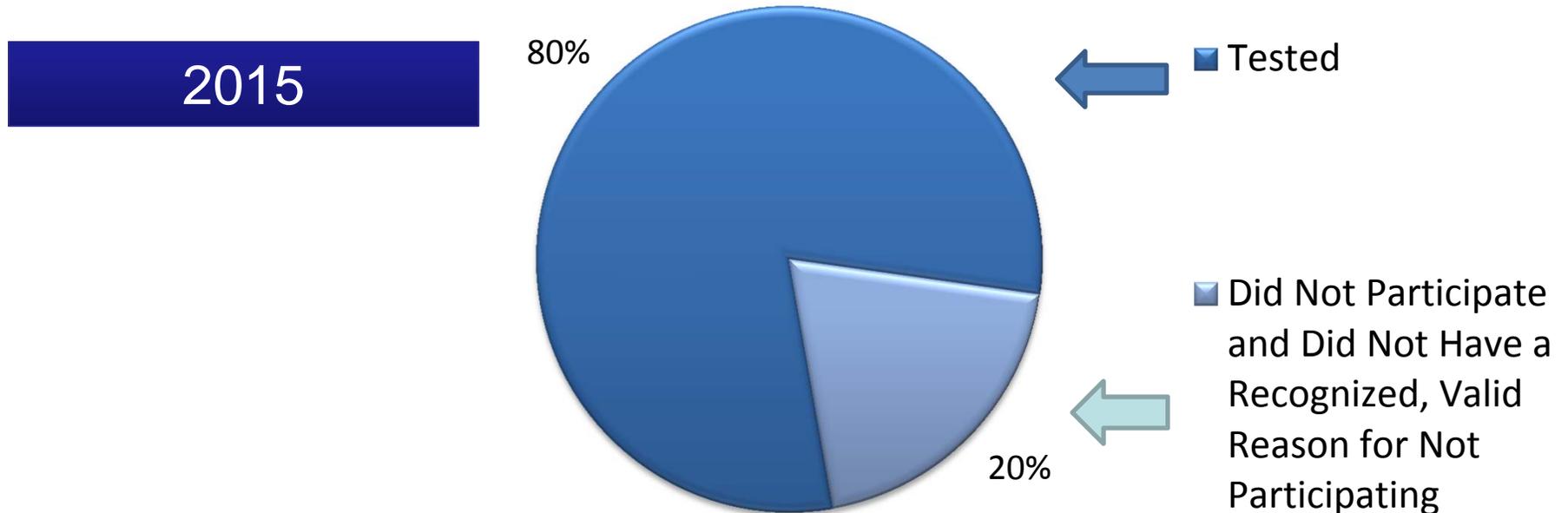
Percentage of All Test Takers Scoring at Level 2 and Above and Level 3 and Above for 2013, 2014, and 2015 Combined Grades

* Earlier this summer, USED denied a waiver request by SED that would have allowed certain students with severe disabilities to be tested at their instructional level rather than grade level.

**Expected 2015 Test Taking
Population
vs.
Those Not Tested in 2015**

Not Tested Count

- Approximately 80 percent of eligible test takers participated in the 2015 Grades 3-8 Math and ELA Tests; about 20 percent of eligible test takers did not participate in these tests and did not have a recognized, valid reason for not participating.



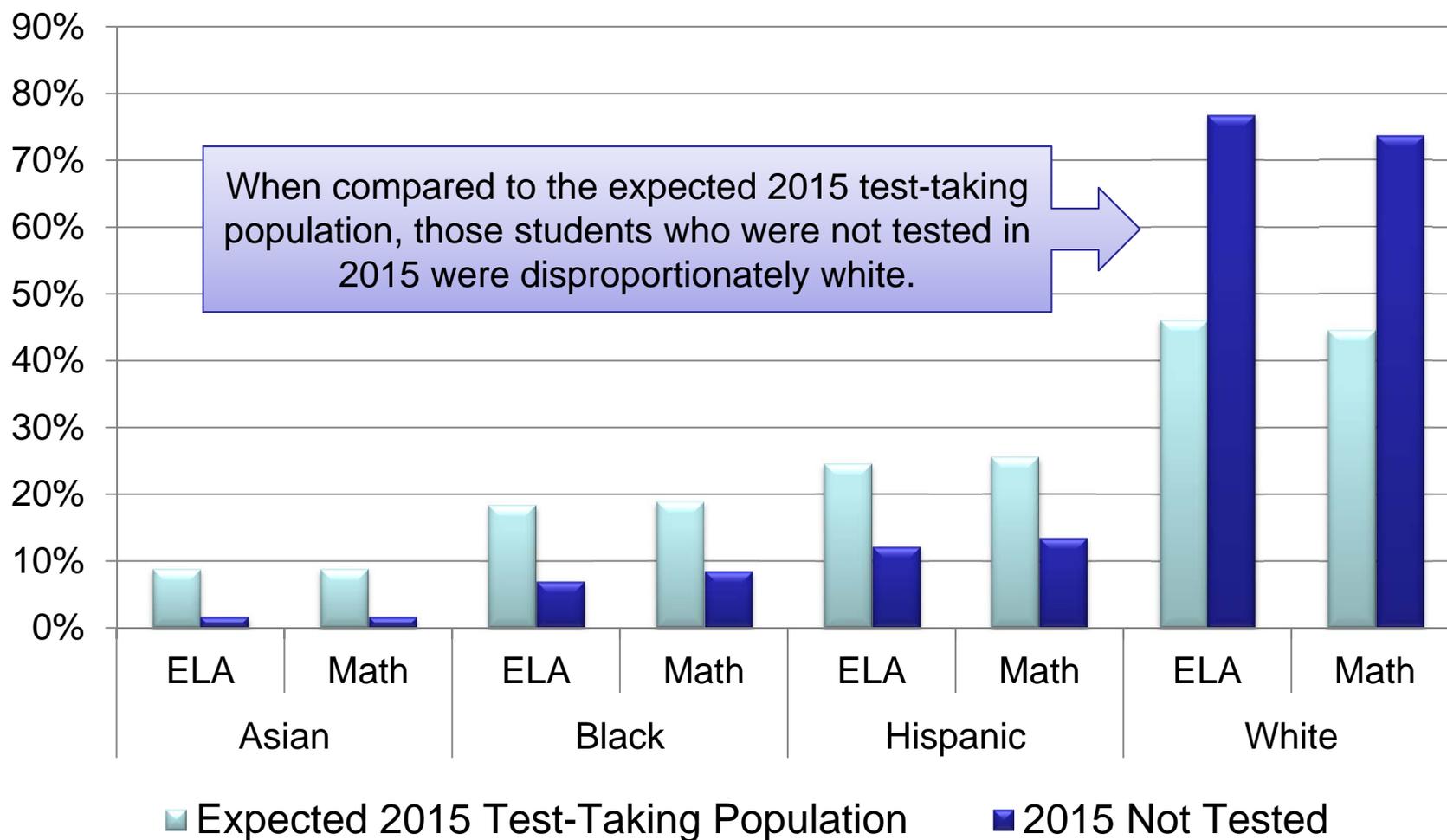
- SED historically has only tracked the number of students not tested for an invalid, unknown reason. These students are categorized as “not tested” students.
- The not tested count includes students who refused the test, as well as students who were absent during the test administration period. The count does not include students who were medically excused.

Not Tested Students

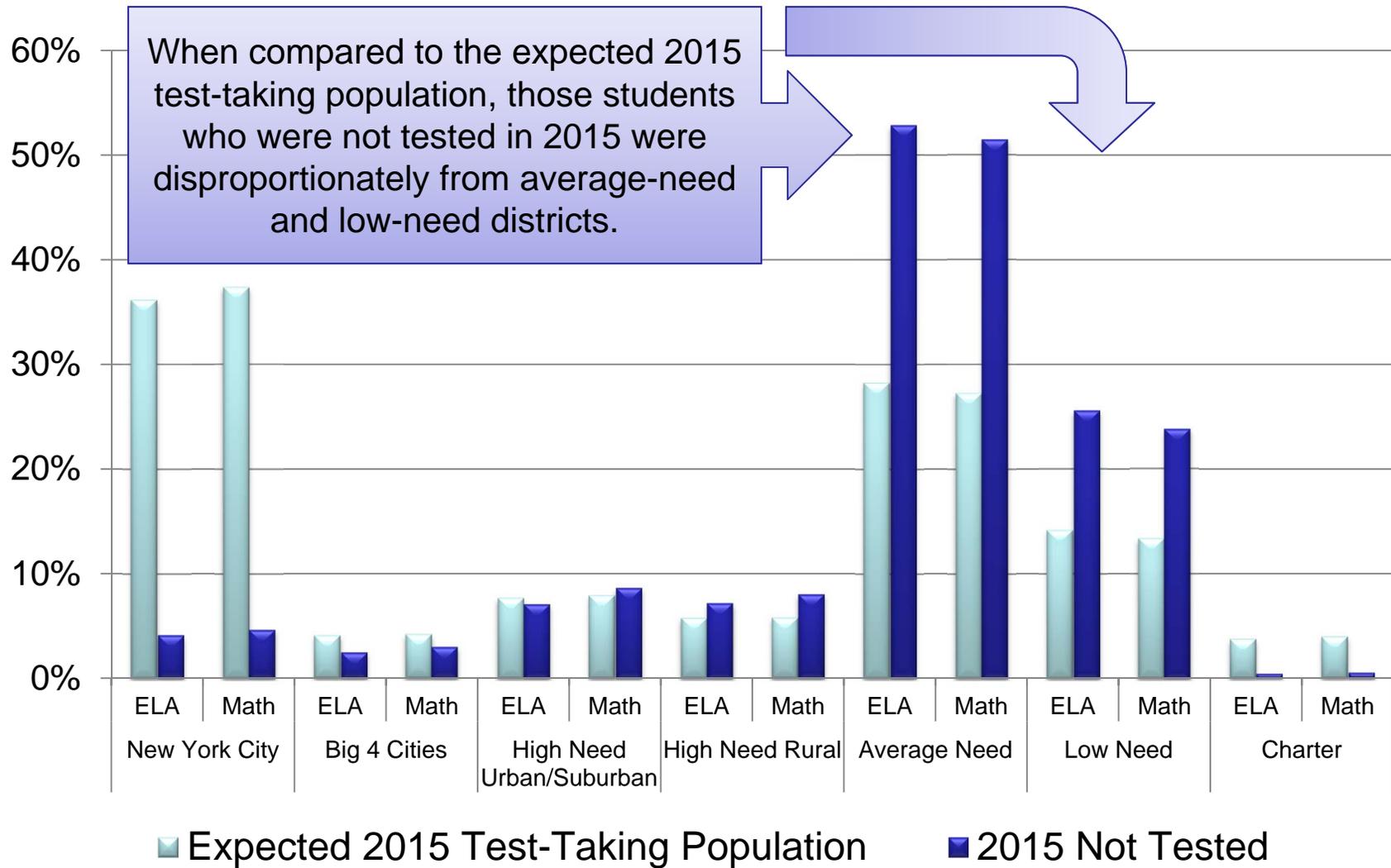
Students who did not test in 2015 and did not have a recognized, valid reason for not testing were:

- **Much more likely to be White**
- **Much more likely to be from low need or average need districts**
- **More likely to have scored at Level 1 or 2 in 2014**
- **Less likely to be English Language Learners**
- ***Much less* likely to be economically disadvantaged**

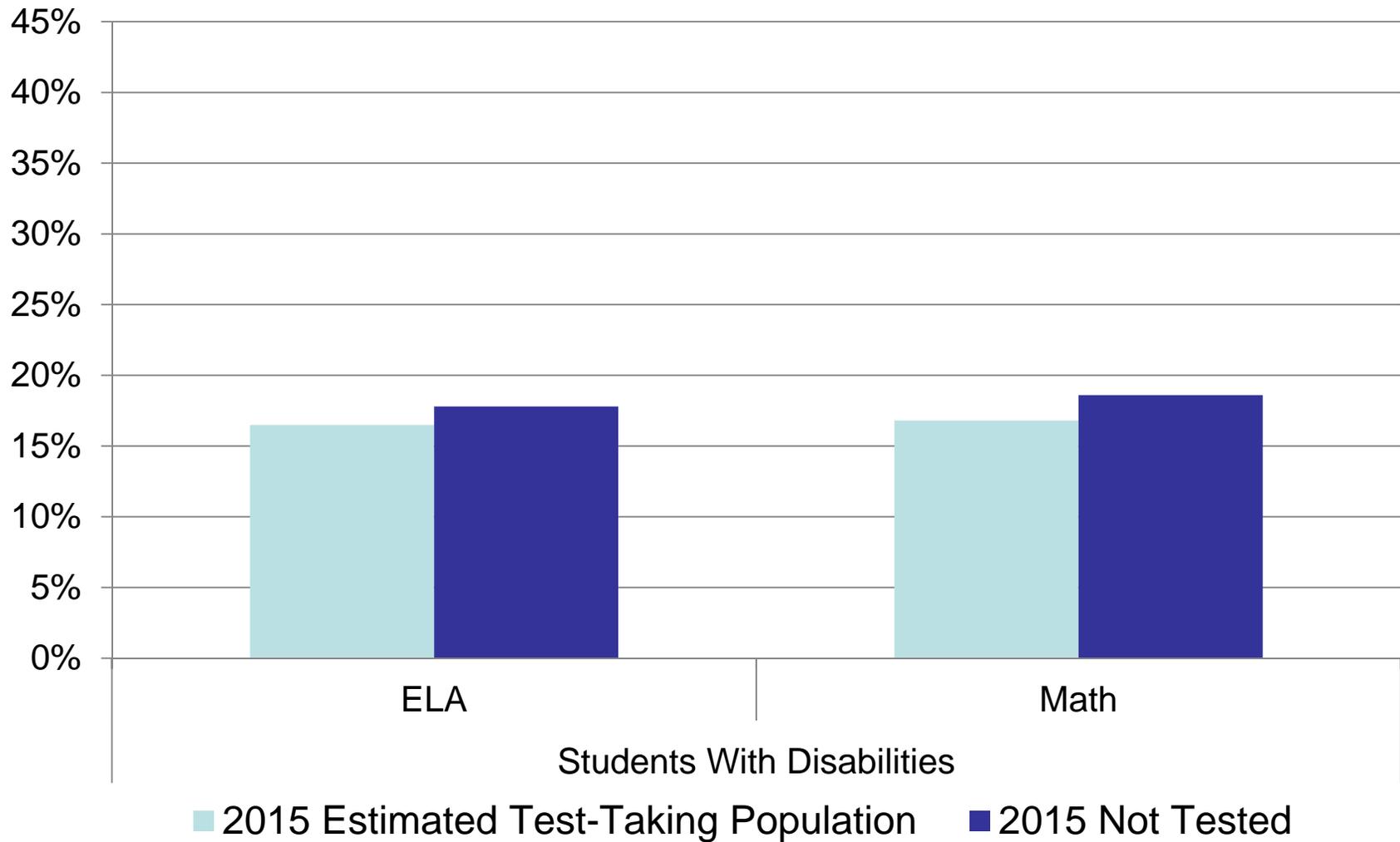
Race/Ethnicity of Not Tested Students in 2015



Need/Resource Characteristics of Districts of Not Tested Students in 2015

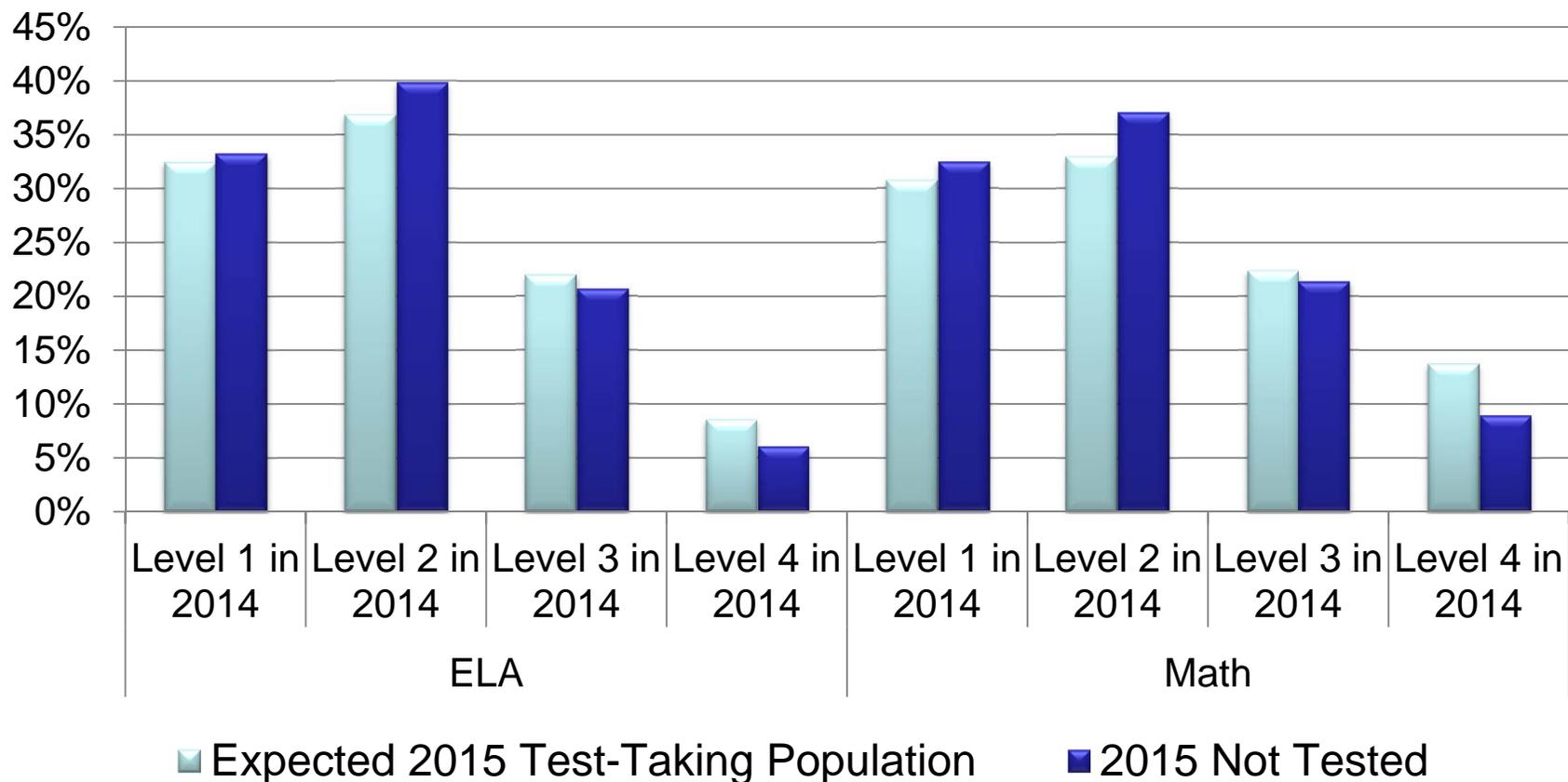


Disability Status of Not Tested Students in 2015

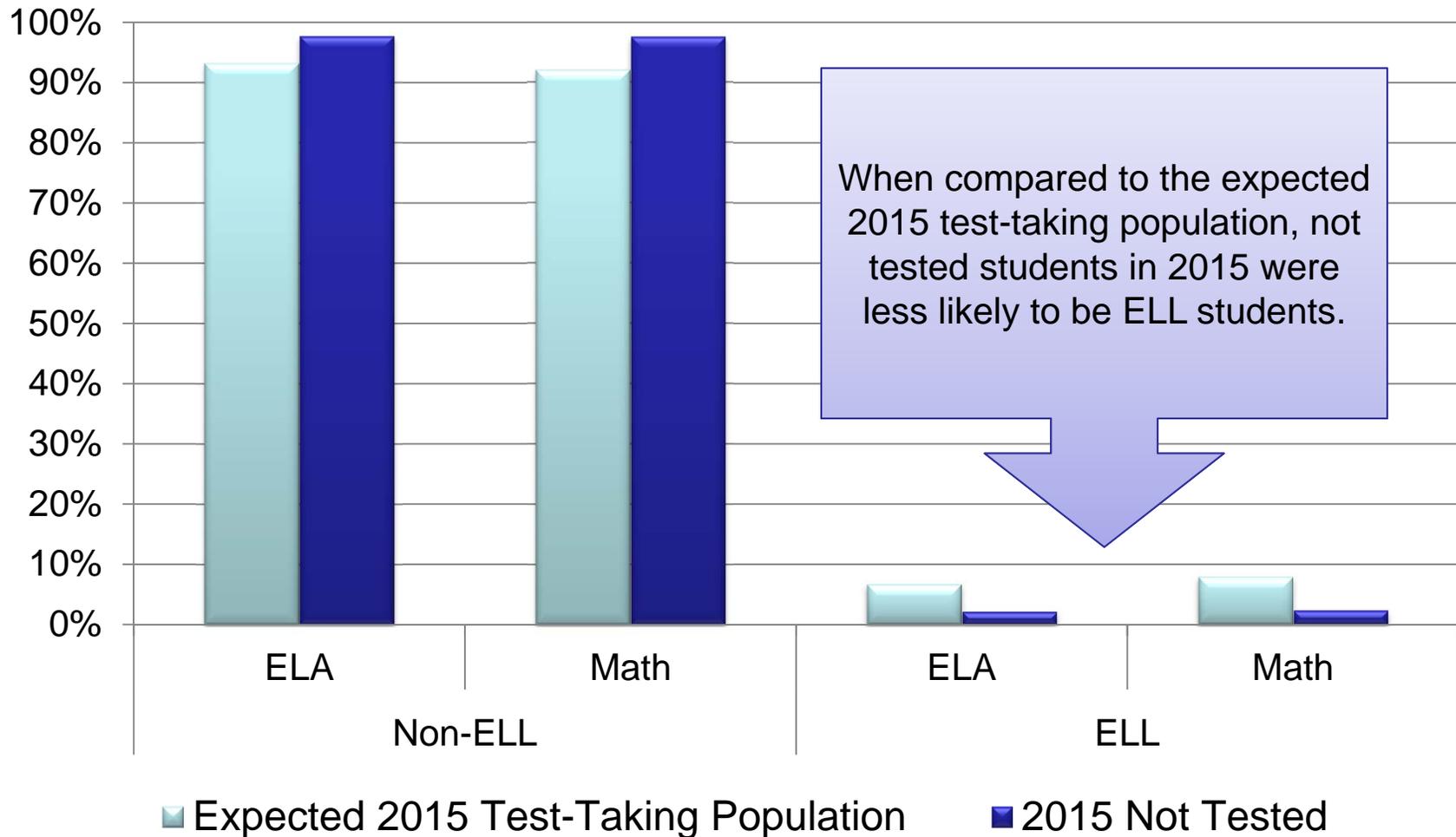


2014 Performance Levels of Not Tested Students in 2015

Not tested students in 2015 were more likely to have scored at Level 1 or 2 in 2014.



ELL Status of Not Tested Students in 2015



Note: The “Non-ELL” category includes “Ever ELLs” and “Never ELLs” as defined previously (i.e., all students who are not in the “Current ELLs” category).

Test Participation of Economically Disadvantaged Students in 2015

When compared to the expected 2015 test-taking population, not tested students in 2015 were much less likely to be economically disadvantaged.

