



# 2018 Assessment Data Summary

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# For Discussion

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# NYS 3 -8 Assessments

**Scale Scores - The Scale Score is determined by the number of points a student earns on the assessment**

**Scale Scores are used to determine performance levels. (1-4)**

**A student can demonstrate growth through an increase in scale score yet still remain at the same performance level year to year.**

# 2017 Scale Score Conversion

| ELA  | Level 1      | Level 2      | Level 3      | Level 4      |
|------|--------------|--------------|--------------|--------------|
| GR 3 | 180 –<br>290 | 291 –<br>319 | 320 –<br>357 | 358 –<br>412 |
| GR 4 | 164 –<br>286 | 287 –<br>319 | 320 –<br>342 | 343 –<br>416 |
| GR 5 | 126 –<br>288 | 289 –<br>319 | 320 –<br>345 | 346 –<br>428 |
| GR 6 | 128 –<br>282 | 283 –<br>319 | 320 –<br>337 | 338 –<br>403 |
| GR 7 | 133 –<br>286 | 287 –<br>317 | 318 –<br>346 | 347 –<br>402 |
| GR 8 | 121 –<br>283 | 284 –<br>315 | 316 –<br>342 | 343 –<br>402 |

| MATH | Level 1      | Level 2      | Level 3      | Level 4      |
|------|--------------|--------------|--------------|--------------|
| GR 3 | 145 –<br>284 | 285 –<br>313 | 314 –<br>339 | 340 –<br>397 |
| GR 4 | 133 –<br>282 | 283 –<br>313 | 314 –<br>340 | 341 –<br>397 |
| GR 5 | 151 –<br>293 | 294 –<br>318 | 319 –<br>345 | 346 –<br>401 |
| GR 6 | 132 –<br>283 | 284 –<br>317 | 318 –<br>339 | 340 –<br>421 |
| GR 7 | 160 –<br>292 | 293 –<br>321 | 322 –<br>347 | 348 –<br>401 |
| GR 8 | 134 –<br>286 | 287 –<br>321 | 322 –<br>348 | 349 –<br>400 |

# 2018 Scale Score Conversion

| ELA  | Level 1 | Level 2 | Level 3 | Level 4 |
|------|---------|---------|---------|---------|
| GR 3 | 530-582 | 583-601 | 602-628 | 629-655 |
| GR 4 | 532-583 | 584-602 | 603-618 | 619-654 |
| GR 5 | 509-593 | 594-608 | 609-621 | 622-661 |
| GR 6 | 514-589 | 590-601 | 602-613 | 614-657 |
| GR 7 | 511-590 | 591-606 | 607-622 | 623-654 |
| GR 8 | 507-583 | 584-602 | 603-616 | 617-651 |

| MATH | Level 1 | Level 2 | Level 3 | Level 4 |
|------|---------|---------|---------|---------|
| GR 3 | 526-586 | 587-599 | 600-614 | 615-646 |
| GR 4 | 525-587 | 588-601 | 602-613 | 614-650 |
| GR 5 | 527-591 | 592-603 | 604-615 | 616-654 |
| GR 6 | 528-591 | 592-603 | 604-615 | 616-656 |
| GR 7 | 524-592 | 593-605 | 606-617 | 618-644 |
| GR 8 | 527-595 | 596-609 | 610-621 | 622-651 |

# Grades 3-8 ELA and Math

**Level 4: Student excels in the Common Core Learning Standards for this grade level**

**Level 3: Student is proficient in the Common Core Learning Standards for this grade level (on track to achieve at the aspirational college- and career-ready level)**

**Level 2: Student is partially proficient in the Common Core Learning Standards for this grade level (on track to meet current New York high school graduation requirements)**

**Level 1: Student is well below proficient in the learning standards for this grade level**

# Performance Levels and Growth

- If a student scores at Level 2 one year and then is at the level 2 again the following year does that mean he/she hasn't grown?

NO – Staying at the same performance level year to year is an indicator of achieving a year's worth of growth.



# Variables in Play

- Changes in Assessment Format
- Opt Outs
- Student/Parent Attitude
- Changing Demographics
- Math 8 Split

# Changes in Assessment

- Year to year comparisons of data made more difficult due to ongoing changes in how assessments are administered
  - assessment length (# of questions)
  - Timed vs untimed
  - Embedded field test questions
- CBT (computer based testing) vs. paper and pencil

# 2018 Opt Out Data

- 3-5 ELA -  $21/358 = 6\%$  (2017  $29/352 = 8\%$ )
- 6-8 ELA -  $71/342 = 21\%$  (2017  $65/341 = 19\%$ )
- 3-8 ELA -  $92/700 = 13\%$  (2017  $94/693 = 14\%$ )
  
- 3-5 Math -  $22/355 = 6\%$  (2017  $36/357 = 10\%$ )
- 6-8 Math -  $70/296 = 24\%$  (2017  $75/340 = 22\%$ )
- 3-8 Math -  $92/651 = 14\%$  (2017  $111/697 = 16\%$ )

# Student/Parent Attitude Toward Testing

- No hard data
- Anecdotal evidence suggests some students displaying a lack of seriousness when taking assessments (i.e., random answers, blank sections, working quickly)
- “I don’t care” or “Not important” messages

\*Plan to survey 3-8 students after assessment period ends.

# Free and Reduced Lunch Eligibility

- 2009 - 08%
- 2013 – 10%
- 2018 – 15%

For Comparison Purposes:

Hastings 4%, Irvington 8%, Ardsley 7%

Pelham 9%, Harrison 19%, Valhalla 17%, Tuckahoe 15%,  
Mamaroneck 17%

# Math 8 Split

- 2018 116 8<sup>th</sup> Graders
  - 71 students in Math 8
  - 45 in Algebra 1
- Math 8 opt out rate 51% (36/71)
- 35 Students Tested

Currently– 8<sup>th</sup> Graders (76 in Math 8, 49 in Alg)

# 2018 Proficiency Results

- ELA Gr. 3-5 Percent Proficient: 64% (Was 60% last year)
- ELA Gr. 6-8 Percent Proficient: 67% (Was 61% last year)
  
- Math Gr. 3-5 Percent Proficient: 69% (Was 64% last year)
- Math Gr. 6-8 Percent Proficient: 55% (Was 60% last year)
  
- Science Gr. 4 Percent Proficient: 99% (Was 97% last year)
- Science Gr. 8 Percent Proficient: 48% (Was 57% last year)

# 2018 ELA Results

|   | 17-18   |         |         |         |            |  |
|---|---------|---------|---------|---------|------------|--|
|   | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3/4 |  |
| 3 | 5%      | 25%     | 63%     | 7%      | <b>70%</b> |  |
| 4 | 6%      | 24%     | 40%     | 30%     | <b>70%</b> |  |
| 5 | 17%     | 30%     | 28%     | 25%     | <b>53%</b> |  |
| 6 | 19%     | 19%     | 30%     | 32%     | <b>62%</b> |  |
| 7 | 13%     | 18%     | 46%     | 23%     | <b>69%</b> |  |
| 8 | 10%     | 19%     | 29%     | 42%     | <b>71%</b> |  |
|   |         |         |         |         |            |  |
|   |         |         |         |         |            |  |



# 2018 Math Results

|    | 17 -18  |         |         |         |            |  |
|----|---------|---------|---------|---------|------------|--|
|    | Level 1 | Level 2 | Level 3 | Level 4 | Levels 3/4 |  |
| 3  | 17%     | 21%     | 32%     | 30%     | <b>62%</b> |  |
| 4  | 11%     | 12%     | 31%     | 46%     | <b>77%</b> |  |
| 5  | 15%     | 17%     | 32%     | 36%     | <b>68%</b> |  |
| 6  | 11%     | 25%     | 38%     | 26%     | <b>64%</b> |  |
| 7  | 13%     | 29%     | 38%     | 20%     | <b>58%</b> |  |
| 8* | 20%     | 51%     | 11%     | 18%     | <b>29%</b> |  |
|    |         |         |         |         |            |  |
|    |         |         |         |         |            |  |

# Springhurst ELA Highlights

- 3rd Grade L3/4s = '16: 50%, '17: 65%, '18: 70%
- Student cohort growth from 3rd grade (65% in 2017) to 4th grade (70% in 2018)
- Gr. 3, 4 & 5 L3/4s Special Ed Students '17: 8% (3/39) to '18: 15% (6/41)
- Gr. 3, 4 & 5 L3/4s Economically Disadvantaged Students '17: 27% (14/52) to '18: 43% (23/54)

# Middle School ELA Highlights

- Current 9th-grade cohort showed a 3-year increase in proficiency (levels 3 and 4) from 39% ('16) to 52%('18)
- Current 8th-grade cohort showed a 3-year increase in proficiency (levels 3 and 4) from 47% ('16) to 68%('18)
- Gr. 6, 7 & 8 L3/4s Special Ed Students '17: 8% (3/37) to '18: 11% (4/37)
- Gr. 6, 7 & 8 L3/4s Economically Disadvantaged Students '17: 22% (8/37)to '18: 41%(17/41)

# Springhurst Math Highlights

- 3rd Grade L3/4s = '16: 47%, '17: 54%, '18: 62%
- Student growth from 3rd grade (54% in 2017) to 4th grade (76% in 2018)
- 2018 5th grade cohort - as 3rd graders 47% level 3 and 4 (2016) to 5th grade 68% level 3 and 4 (2018)
- Gr. 3, 4 & 5 L3/4s Economically Disadvantaged Students '17: 35% (18/52) to '18: 49% (26/53)

# Middle School Math Highlights

- Math 8
  - 28% proficiency - 0% the past 2 years
  - Of the 6 students who scored at level 4 - 5 were a level 3 the previous year
  - Of the 4 students scored at level 3 - 3 were at a level 2 and 1 maintained level 3
- 100% proficiency rate on Algebra 1

# MS Performance on Regents Exams

- Earth Science
  - 100% proficiency across all groups
  - Ranked #1 in NYS
- Algebra 1
  - 100% proficiency across all groups

# Sub Group Performance Economically Disadvantaged

# Sub Group 3-8 Performance - Economically Disadvantaged

- 2018 Economically Disadvantaged –  
– 11<sup>th</sup> out of 45 Districts  
(2007 – 2017 – High 15<sup>th</sup> – Low 29<sup>th</sup>)
- 2018 Economically Disadvantaged 10%+ -  
6<sup>th</sup> out of 26



# HS Performance on Regents Exams

# Performance on Regents Exams

- Strong Performance on all Regents Exams
- Year to year improvement in following areas:
  - ELA (mastery)
  - Geometry CCSS (passing)
  - Global Studies (mastery)
  - US History (mastery)
  - Chemistry (mastery)
  - Algebra 2 (passing 100% and mastery) (\*advanced Regents)
  - Physics (passing and mastery)
- Performance of Economically Disadvantaged subgroup consistent with overall results
- 4 Year Graduation Rate 99%

# HS Performance on Regents Exams

English – 96% proficiency

Geometry – 98% proficiency

Algebra I – 95% Proficiency

Algebra II – 100% Proficiency

Living Environment – 94% proficiency

Earth Science – 74% proficiency

Physics – 86% proficiency

Global – 90% proficiency

US History and Govt. – 96% proficiency

# School Meter

# IB Program Data

Student participation and access to the IB Program continues to increase:

- 405 subject areas in 2017
- 453 subject areas in 2018
- 507 (estimated) subject areas in 2019

Student participation and access to the IB Program continues to increase:

- English SL/HL \*all students taking IB English
- IB Math (HL/SL/Studies) \*all students taking IB Math
- Spanish Ab Initio
- IB Music HL

# IB Diploma Data

- The number of students pursuing the full IB diploma has increased (12 in '12 to 36 in '19)
- Each year some students who pursue the diploma do not complete it
- 2018 – 22 students pursued the full diploma – 16 awarded
- Not accumulating the necessary “points” (24+).
- HS is committed to exploring this further by looking at historical data and surveying students

# Other Measures - Performance Based Assessments

# Performance Based Assessments

- Measure students' ability to apply skills and knowledge
- Challenges students to use their higher-order thinking skills to create a product or complete a process
- Real world application
- Aligns with IB learner profile



# MYP Personal Project

## Rubric Based Assessment

### Criterion A: Investigating

- defining a goal and global context
- identifying relevant prior learning and knowledge
- demonstrating research skills

### Criterion B: Planning

- developing criteria for product/outcome
- planning and recording the process
- demonstrating self management skills

### Criterion C: Taking Action

- creating a product/outcome in response to the goal, global context and criteria
- demonstrating thinking skills
- demonstrating communication and social skills

### Criterion D: Reflecting

- evaluating the quality of the product against own criteria
- reflecting on how completing the project extends their knowledge and understanding of the topic and the global context
- reflecting on their development as an IB learner through the project

# 17-18 MYP Personal Project Score Distribution

|                               | 0  | 1-2 | 3-4 | 5-6 | 7-8 | Avg  |
|-------------------------------|----|-----|-----|-----|-----|------|
| Criterion A:<br>Investigating | 0% | 7%  | 15% | 57% | 28% | 5.52 |
| Criterion B:<br>Planning      | 2% | 7%  | 22% | 46% | 23% | 5.33 |
| Criterion C:<br>Taking Action | 0% | 11% | 18% | 36% | 35% | 5.40 |
| Criterion D:<br>Reflecting    | 4% | 9%  | 24% | 33% | 30% | 5.16 |
|                               |    |     |     |     |     |      |