



TO: P-12 Education Committee
FROM: Angelica Infante-Green *A. Infante - Green*
SUBJECT: 2016 Grades 3-8 ELA and Math Assessment Results
DATE: September 1, 2016
AUTHORIZATION(S): *Mary Ellen Elin*

SUMMARY

Issue for Discussion

This item will provide the Board of Regents with the results of the 2016 Grades 3-8 English language arts (ELA) and mathematics assessments. It is important to note that, due to changes in the 2016 tests, the proficiency rates from exams prior to 2016 are not directly comparable to the 2016 proficiency rates.

In ELA this year, 37.9 percent of students in Grades 3-8 scored at the proficient level (Levels 3 and 4). In math, 39.1 percent of students scored at the proficient level.

Reason(s) for Consideration

For information and discussion

Proposed Handling

This issue will come before the P-12 Education Committee for discussion at the September 2016 meeting of the Board of Regents.

Background Information

The Department released the results of the 2016 Grades 3-8 ELA and Math Tests on July 29, 2016.

The Department made several changes to the 2016 ELA and Math Tests through a deliberative process. These changes included: starting with a new test vendor with a contract that required greater teacher involvement in the test development process; reducing the number of questions on every Grade 3-8 ELA and Math Test; and allowing students who are productively working to complete their exams without time limits. In

addition, the Department released more test questions than ever before and earlier than ever before (June 1, 2016) to support instruction. Further, when parents receive their child's exam score reports this summer or early fall, they will see that the new reports are easier to understand and provide more information on how their child performed.

The process for making changes to the spring 2016 tests started with the Board of Regents' Test Improvement Report in June 2015 followed by solicitation of feedback from parents, teachers, administrators, and students. The process included the recommendations from the [Governor's Task Force](#) and presenting the final changes to the Board of Regents in December 2015. The Department implemented the changes in time for the spring 2016 exams.

While the 2016 tests and prior year's tests are based on the same content standards and are similarly rigorous, the proficiency rates from exams administered prior to 2016 are not directly comparable to the proficiency rates for the 2016 tests because of the changes that were made to the 2016 tests. Nonetheless, the 2016 results are valid and reliable indicators of student proficiency in the tested grades and subjects.

The results of the 2016 ELA and Math Tests for various subgroups of students and schools are shown in the tables below. (Please note that the data reported below are only for public and charter school students.)

Subgroup	2016 ELA Proficiency	2016 Math Proficiency
All Students Statewide		
Grade 3	41.9%	44.1%
Grade 4	40.8%	44.7%
Grade 5	33.5%	40.1%
Grade 6	34.4%	40.1%
Grade 7	35.5%	35.9%
Grade 8	40.9%	23.8%*
Combined Grades	37.9%	39.1%
* 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.		
New York City Students (Does Not Include Charter School Students)		
NYC Grade 3	40.9%	41.0%
NYC Grade 4	41.4%	41.4%
NYC Grade 5	34.1%	37.5%
NYC Grade 6	34.7%	36.9%
NYC Grade 7	36.0%	34.0%
NYC Grade 8	40.5%	25.0%*
Combined Grades	38.0%	36.4%
* 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.		

Subgroup	2016 ELA Proficiency (All Tested Grades Combined)	2016 Math Proficiency (All Tested Grades Combined)
Big 5 Cities (Does Not Include Charter School Students)		
New York City	38.0%	36.4%
Buffalo	16.4%	16.1%
Rochester	6.7%	7.2%
Syracuse	10.9%	10.4%
Yonkers	26.0%	24.6%
Need/Resource Groups		
New York City (High Need)	38.0%	36.4%
Large Cities (High Need)	15.4%	15.1%
High Need Urban-Suburban	21.2%	21.0%
High Need Rural	27.3%	30.9%
Average Need	39.4%	43.8%
Low Need	58.9%	64.5%
Charter Schools	40.3%	45.4%
Race/Ethnicity Statewide		
Asian/Pacific Islander	59.0%	66.5%
Black	26.2%	23.0%
Hispanic	26.8%	25.7%
American Indian/Alaska Native	29.9%	29.5%
White	46.0%	50.0%
New York City Race/Ethnicity		
Asian/Pacific Islander	58.8%	67.2%
Black	26.6%	20.0%
Hispanic	27.2%	24.3%
American Indian/Alaska Native	34.9%	32.2%
White	58.9%	57.8%
Gender		
Females	43.9%	39.6%
Males	32.2%	38.6%

Subgroup	2016 ELA Proficiency (All Tested Grades Combined)	2016 Math Proficiency (All Tested Grades Combined)
Race/Ethnicity by Gender		
Asian/Pacific Islander – Female	64.9%	67.2%
Asian/Pacific Islander – Male	53.5%	65.8%
Black – Female	32.1%	24.9%
Black – Male	20.5%	21.2%
Hispanic – Female	32.1%	25.9%
Hispanic – Male	21.8%	25.4%
American Indian/Alaska Native – Female	34.9%	30.0%
American Indian/Alaska Native – Male	25.2%	29.1%
White – Female	52.9%	50.2%
White – Male	39.5%	49.8%
Charter Schools		
NYC Charters	43.0%	48.7%
Rest of State Charters	28.8%	30.9%
All Charters	40.3%	45.4%
English Language Learners (ELLs)		
Current ELLs	4.0%	11.5%
Ever ELLs	39.7%	43.6%
Never ELLs	40.8%	41.7%
New York City English ELLs		
NYC Current ELLs	4.4%	13.0%
NYC Ever ELLs	43.2%	46.8%
NYC Never ELLs	42.1%	38.7%
Students with Disabilities		
Students with Disabilities	7.9%	10.9%
General Education	44.1%	45.0%

Not Tested Count and Test Refusal Count

Historically, the Department 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 were absent during the test administration period as well as students who refused the test. The count does not include students who were medically excused.

According to State data, approximately 78 percent of eligible students participated in the 2016 Grades 3-8 ELA and Math Tests, which is comparable to the previous year's 80 percent. About 22 percent of eligible test takers did not participate in these tests, again, remaining comparable with 20 percent in 2015.

This year the Department, in collaboration with the Regional Information Centers, improved its data collection methods and can now provide Test Refusal data. This year, the test refusal rate was approximately 21 percent, which is comparable with last year. A Test Refusal file by school district is available online at: <http://www.p12.nysed.gov/irs>.

Department data shows that about 50 percent of the 2016 test refusal students did not participate in these tests in 2015. In addition, the 2016 test refusal students were much more likely to be from low-need or average-need districts; more likely to have scored at Level 1 and Level 2 in 2015 if they took the tests; less likely to be economically disadvantaged; less likely to be a student with a disability; and much less likely to be English Language Learners.

Like last year, this year's proficiency rates represent the 900,000 students who took the test. There is no statewide measure of knowledge and skill for those students who refused the test.

Related Regents Item

N/A