

**Data Review:
NWEA, State Assessments, Regents**

Presentation to the Board of
Education,
September 3, 2015

Assessments

- Formative: summative- Physical : Autopsy
- Annual exams are summative
 - Grades 3-8 ELA
 - Grades 3-8 Math
 - Regents exams
- Purpose of assessments are to inform instruction
 - NWEA- benchmarks performance in September and then measures growth in performance in May
 - Average annual growth can be predicted based on National norms, which also establishes a target growth for each student

What is a quadrant report?

- NWEA quadrant is an end of year summary that demonstrates 2 forms of student achievement:
 - Proficiency
 - Whether or not a student is proficient according to NYS cohort projections***
 - NYS is much higher than National proficiency number b/c of Common Core rescaling
 - Growth
 - Whether or not student met targeted growth projection (national)

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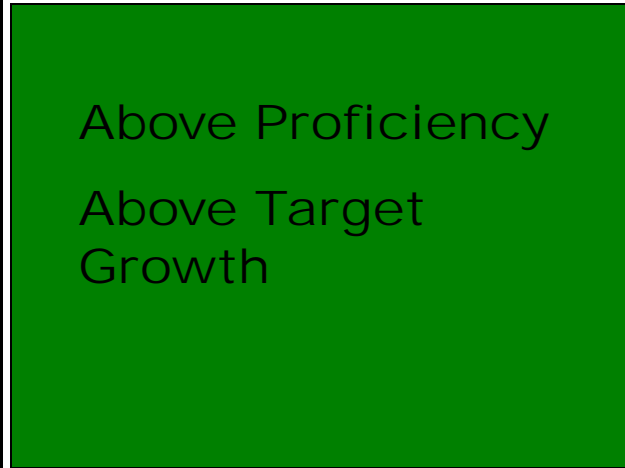
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GROWTH INDEX

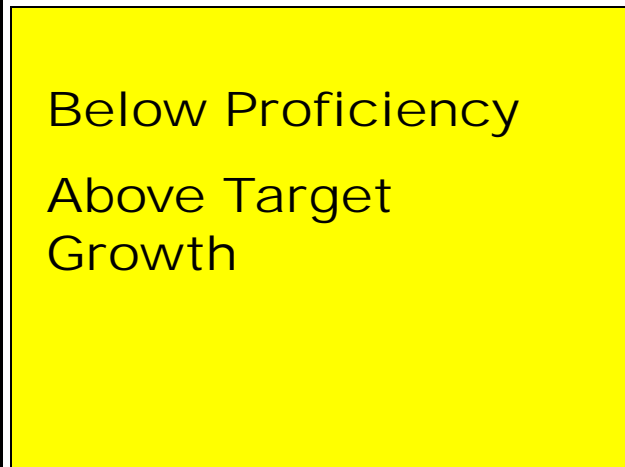
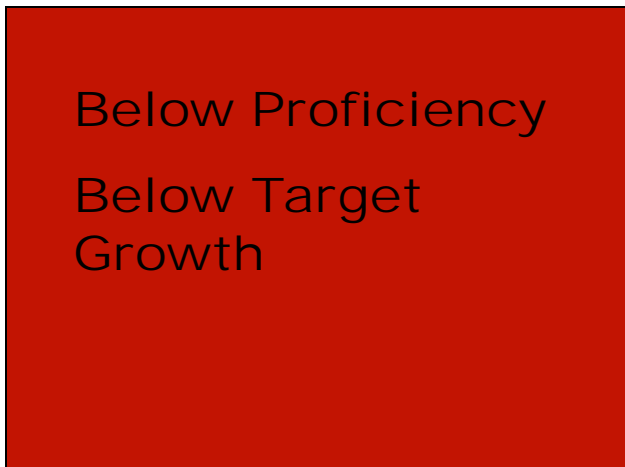
No Growth
(Below)

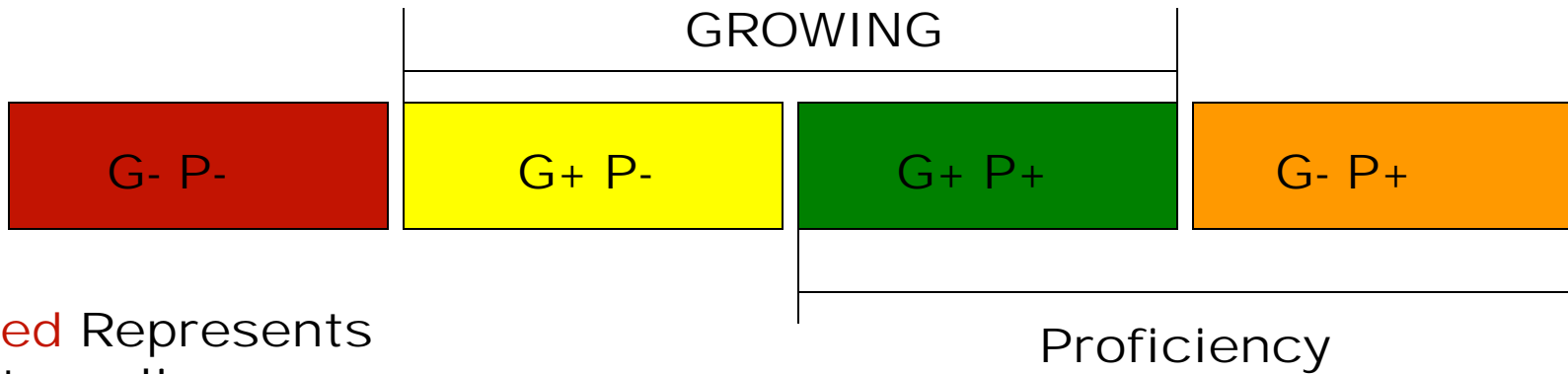
Growth
(Above)

Above



Below





Red Represents Struggling Students Projected to fall below the most basic proficiency level on state assessments & who did not meet typical growth

Yellow & Orange signify caution as these students met only one of the success conditions

Green represents students who have met both success conditions

School: MEADOW DRIVE

Roster: Spring 2015
Growth Seasons: Fall 2014 to Spring 2015

Reading Quadrant

4.2% (5)	36.4% (43)
11.9% (14)	47.5% (56)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	85	98.8%	88		93.2%
1	86	79.1%	91		83.5%
2	118	83.9%	119	40.3%	68.9%

School: HAMPTON STREET SCHOOL

Roster: Spring 2015
Growth Seasons: Fall 2014 to Spring 2015

Reading Quadrant

Growth Index

5.8% (6)	22.3% (23)
21.4% (22)	50.5% (52)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	107	94.4%	109		78.0%
1	101	84.2%	103		75.7%
2	103	72.8%	106	27.4%	55.7%

School: MEADOW DRIVE

Roster: Spring 2015
Growth Seasons: Fall 2014 to Spring 2015

Mathematics Quadrant

7.7% (9)	53.8% (63)
11.1% (13)	27.4% (32)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	85	96.5%	88		87.5%
1	87	92.0%	91		89.0%
2	117	81.2%	119	60.5%	65.5%

School: HAMPTON STREET SCHOOL

Roster: Spring 2015
Growth Seasons: Fall 2014 to Spring 2015

Mathematics Quadrant

10.7% (11)	36.9% (38)
20.4% (21)	32.0% (33)

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient
K	107	99.1%	110	78.2%
1	101	84.2%	103	64.1%
2	103	68.9%	106	47.2%

How does NWEA correlate to the State scores?

- 2013-14 clear alignment
- 2014-15- Not so much-
 - Math better aligned than ELA
 - We compared NWEA and State results by teacher side by side
 - In addition we compared VARC and State growth scores
 - Both of these ‘teacher scores’ are on a scale of 1-20 and are designed to control for student variables such as SWD, ESL, Poverty etc.
 - Scores are supposed to isolate ‘teacher impact’ on student achievement over one year

Teachers	NWEA Reading		State ELA	NWEA Math		State Math	Teacher growth score	
	% of students "proficient" Fall 2014	% of students "proficient" Spring 2015	% of students in Levels 3,4- Spring 2015	% of students "proficient" Fall 2014	% of students "proficient"	% of students in Levels 3,4	VARC	State growth
3-1	59%	73%	35%	50%	55%	53%	16	
3-2	67%	67%	30%	67%	67%	56%	12	
3-3	74%	83%	38%	78%	70%	67%	15	
3-4	56%	61%	27%	39%	65%	61%	16	
3-5	59%	59%	13%	59%	50%	38%	10	
3-6	47%	65%	24%	53%	53%	47%	13	
3-7	62%	67%	30%	54%	58%	53%	14	
3-8	33%	36%	29%	33%	53%	18%	11	
3-9	73%	68%	24%	63%	63%	44%	13	
3-10	70%	74%	35%	70%	70%	61%	15	
4-1	67%	81%	68%	57%	86%	69%	20	14
4-2	29%	81%	31%	48%	76%	50%	20	16
4-3	67%	95%	47%	67%	81%	69%	19	15
4-4	67%	81%	40%	42%	58%	38%	12	0
4-5	47%	74%	10%	42%	58%	16%	20	12
4-6	70%	85%	40%	75%	70%	53%	14	2
4-7	41%	59%	6%	47%	59%	21%	17	9
4-8	67%	90%	72%	76%	95%	78%	20	17
4-9	60%	80%	35%	33%	67%	21%	20	8

Teachers	NWEA Reading		State ELA	NWEA Math		State Math	Teacher Growth Score	
	% of students "proficient" Fall 2014	% of students "proficient" Spring 2015	% of students in Levels 3,4- Spring 2015	% of students "proficient" Fall 2014	% of students "proficient"	% of students in Levels 3,4	VARC	State growth
5-1	71%	80%	39%				17	14
5-2	27%	45%	11%				17	12
5-3	57%	70%	45%				18	14
5-4	61%	82%	38%				20	11
5-5	52%	74%	34%				20	14
6-1	72%	94%	41%				17	10
6-2	62%	67%	24%				15	8
6-3	51%	55%	25%				15	14
6-4	87%	87%	45%				14	9
5-1				66%	89%	73%	20	20
5-2				54%	84%	73%	20	20
5-3				60%	70%	46%	20	16
5-4				45%	68%	42%	17	12
5-5				63%	80%	47%	20	16
6-1				49%	59%	52%	20	19
6-2				74%	92%	80%	20	19
6-3				79%	90%	67%	19	16
6-4				58%	67%	54%	19	13

State results- Same kids, year to year

Statewide Change in percentile rank on Mean Score for Mineola

2015	ELA 4	ELA5	ELA6	ELA7	ELA 8	Math 4	Math 5	Math 6	Math 7	Math 8
	67.0	70.5	65.8	83.5	49.7	55.3	74.6	87.2	63.5	Algebra regents
2014	ELA 3	ELA 4	ELA 5	ELA 6	ELA 7	Math 3	Math 4	Math 5	Math 6	Math 7
	68.8	70.0	80.1	76.6	73.4	61.1	44.3	87.1	86.5	
Change	-1.8	.05	-14.3	6.9	-23.7	-5.8	30.3	.01	-23.0	
Opt out by test	20%	24.8%	11.7%	24.1%	*33/40%	21%	24.8%	14.7%	30.3%	

*14 kids opted out on the second day and received a score of 1

Regents results- 2015 Cohort

Integrated Algebra	Tested	Below 65	65-84	85+	% Passed
General	145	13	132	19	91%
Student with Disabilities	25	8	17	0	68%
English New Language Learner	10	6	4	1	40%
Total	180	27	153	20	85%
Earth Science	Tested	Below 65	65-84	85+	% Passed
General	54	0	54	29	100%
Student with Disabilities	2	0	2	2	100%
English New Language Learner	0	0	0	0	0%
Total	56	0	56	31	100%

Regents results- 2014 Cohort

Living Environment	Tested	Below 65	65-84	85+	% Passed
General	42	0	42	40	100%
Student with Disabilities	1	0	1	1	100%
English New Language Learner	2	1	1	0	0%
Total	45	1	44	41	98%
Earth Science	Tested	Below 65	65-84	85+	% Passed
General	107	24	83	29	78%
Student with Disabilities	30	9	21	2	70%
English New Language Learner	12	10	2	0	17%
Total	149	43	106	31	71%
Geometry ("Old")	Tested	Below 65	65-84	85+	% Passed
General	138	8	130	85	94%
Student with Disabilities	15	5	10	2	67%
English New Language Learner	1	1	0	0	0%
Total	154	14	140	87	91%
Geometry (Common Core)	Tested	Below 65	65-84	85+	% Passed
General	138	35	103	44	75%
Student with Disabilities	18	10	8	1	44%
English New Language Learner	1	1	0	0	0%
Total	157	46	111	45	71%

Regents results- 2013 Cohort

Chemistry	Tested	Below 65	65-84	85+	% Passed
General	53	0	53	38	100%
Student with Disabilities	1	0	1	0	100%
English New Language Learner	0	0	0	0	0%
Total	54	0	54	38	100%
Living Environment	Tested	Below 65	65-84	85+	% Passed
General	96	0	96	50	100%
Student with Disabilities	22	5	17	4	77%
English New Language Learner	4	4	0	0	0%
Total	122	9	113	54	93%
Global History	Tested	Below 65	65-84	85+	% Passed
General	162	7	155	0	96%
Student with Disabilities	24	5	19	0	79%
English New Language Learner	6	4	2	0	33%
Total	192	16	176	0	92%
Geometry ("old")	Tested	Below 65	65-84	85+	% Passed
General	24	2	22	5	92%
Student with Disabilities	9	3	6	2	67%
English New Language Learner	2	0	2	0	100%
Total	35	5	30	7	86%
Algebra Two & Trigonometry	Tested	Below 65	65-84	85+	% Passed
General	123	32	91	50	74%
Student with Disabilities	9	4	5	2	56%
English New Language Learner	0	0	0	0	0%
Total	132	36	96	52	73%

Algebra Two Trig- of 36 failures, 17 retook test in August 8 passed raising passing rate to 79%

Regents results- 2012 Cohort

United States History	Tested	Below 65	65-84	85+	% Passed
General	141	4	137	0	97%
Student with Disabilities	36	3	33	0	92%
English New Language Learner	4	1	3	0	75%
Total	181	8	173	0	96%
English Language Arts	Tested	Below 65	65-84	85+	% Passed
General	147	6	108	0	96%
Student with Disabilities	26	4	8	0	85%
English New Language Learner	2	0	0	0	100%
Total	175	10	116	0	94%
Algebra Two & Trigonometry	Tested	Below 65	65-84	85+	% Passed
General	25	12	13	3	52%
Student with Disabilities	13	11	2	0	15
English New Language Learner	1	1	0	0	0%
Total	39	24	15	3	38%
Physics	Tested	Below 65	65-84	85+	% Passed
General	28	0	28	14	100%
Student with Disabilities	1	0	1	0	100%
English New Language Learner	0	0	0	0	0%
Total	29	0	29	14	100%
Chemistry	Tested	Below 65	65-84	85+	% Passed
General	64	9	55	10	86%
Student with Disabilities	13	0	13	1	100%
English New Language Learner	2	1	1	1	0%
Total	79	10	69	12	87%

“College and Career Ready”

- What do all of the assessments tell us?
 - Do they inform instruction?
 - Are they predictors of success after High School?
- Common Core Standards started with the concept of preparing a ‘ready’ work force
- 3-8 are *supposed* to be designed to determine college and career readiness
- Are there other indicators?

High School Data

- 2011 Cohort Graduation rate- 97.8%
 - 4 students didn't graduate in June
 - 1 entered the District as a 17year old immigrant with no language- dropped out
 - 3 others all passed required exams and are short credits. Hopeful for January 2016 completion
- 2011 Cohort – 71% Regents Diploma with Advanced Designation
 - 65% previous year
 - Requires 8 regents exams including Trigonometry

High School Data continued

- AP and College coursework
 - 2011 cohort- 78% of class took at least one class
 - 367 AP exams administered
 - 28 AP scholars- **8 National scholars**
- College Acceptances
 - 92% going to college, 3.3% military
 - 62% 4 year schools, 30% 2 year schools
 - Of those attending 4 year schools 62.6% are attending “most competitive colleges”* in the Country
 - Board plan to address 30% 2 year college rate with partnership with Queensboro
 - First course- Introduction to Robotics

*as defined by Barron’s competitive scale – categories 1-4

“A School District is more than a score”

- How do you measure a successful school district?
 - Mission and Strategic Objectives
- Focus on everything we do
 - Life long learner = finding your passion
 - Exhibit strength of character= habits of the mind
 - Contributing positively to a global society= volunteerism (i.e. HS student service center)