

UPDATE ON ESSA and NYS ASSESSMENTS

Pelham Public Schools Board of Education Meeting
November 13, 2018

Dr. Steven M. Garcia, Assistant Superintendent for Curriculum, Instruction & Personnel

Dr. Maria Thompson, Director of Humanities

Dr. Thomas Callahan, Director of Math & Science

Ms. Jeannine Clark, PMHS Principal

Ms. Lynn Sabia, PMS Principal

Ms. Susan Gilbert, Siwanoy Principal

Ms. Tonya Wilson, Colonial Principal

Ms. Trisha Fitzgerald, Hutchinson Principal

Ms. Jeannine Carr, Prospect Hill Principal

A Brief Thematic History of NYS Testing 2006 - 2020

- Expanded testing grades 3 - 8 for ELA & Math
- Common Core Learning Standards Integration
- Marriage of student assessments with teacher & principal evaluation [APPR 3012c & 3012d]
- Fluctuations in proficiency cut scores, test items, curriculum standards, administration days
- CCLS increases rigor in assessments (including HS Regents exams)
- Opt-out Movement
- Moratorium on APPR (through 2020)
- Next Gen Learning Standards introduced
- ESSA federal legislation introduced

What do these tests really mean when . . .

- the NYS Learning Standards constantly change?
- the test formats constantly change?
- the cut scores and scaled scores change from year to year?
- test refusal rates remain high?
- computer-based testing is introduced? [FYI: SED reported that **students performed better** on paper-based tests than computer-based tests in 2017]
- the test results are delayed by five months?

Wonderings . . .

- What is the incentive for students to perform on NYS standardized tests?
- In what ways does the opt-out movement influence students' motivation?
- Is there an influence of the moratorium by NYS on teacher and principal APPR scores?
- What value, if any, should we assign to NYS standardized tests?
- Is there a validity question regarding NYS standardized tests?

Grades 3-8 NYS ELA Assessment Comparable Data

DISTRICT	Tested #	Refused %	Econ Disadvantage %	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3 & 4 %
Scarsdale	2077	7.3	n/a	3	14	43	40	84
Bronxville	752	5.9	n/a	4	16	44	36	80
Edgemont	877	8.2	n/a	3	17	43	37	80
Rye City	1409	11.8	3	6	18	44	32	76
Hastings	546	26.1	9	7	17	45	31	75
Irvington	749	9.2	10	6	22	45	28	72
Ardsley	861	15.4	9	8	21	46	25	71
Pelham	1216	9.0	14	8	22	41	29	70 [67]
Pleasantville	695	9.0	10	5	26	43	26	69
Rye Neck	655	17.0	17	10	24	42	25	67
Croton-Harmon	657	13.9	9	10	23	34	33	67
Dobbs Ferry	608	13.1	19	12	23	40	25	65
Eastchester	1326	13.2	n/a	9	28	40	24	63
Somers	1068	23.0	8	14	32	41	13	54

Grades 3-8 NYS Math Assessment Comparable Data

DISTRICT	Tested #	Refused %	Econ Disadvantage %	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3 & 4 %
Scarsdale	2108	6.6	n/a	2	10	31	57	88
Bronxville	751	6.0	n/a	5	13	32	50	82
Edgemont	866	9.5	n/a	4	14	34	48	82
Rye City	1405	13.3	3	6	16	38	41	78
Irvington	691	8.9	10	6	18	32	44	76
Ardsley	863	15.3	9	10	16	32	42	74
Hastings	528	28.7	9	9	17	40	35	74
Eastchester	1302	15.8	n/a	8	20	35	38	73
Pelham	1081	10.9	14	9	19	34	38	72 [68]
Pleasantville	675	9.3	10	9	19	30	42	72
Croton-Harmon	629	14.1	9	13	15	36	36	72
Rye Neck	581	22.5	17	10	21	31	38	69
Dobbs Ferry	560	14.1	19	14	23	33	31	63
Somers	962	24	8	16	28	36	20	57

2018 Grades 3-8 Takeaways

- Highest comparable ELA CCLS 8th Grade proficiency rate
- Lowest comparable Math CCLS 8th Grade proficiency rate ***

*** All 8th graders taking Algebra 1 Regents passed the exam

***132 Students in Grade 8 at Pelham took Common Core Integrated Algebra Regents

INTEGRATED	Tested #	Level 2	Level 2	Level 3	Level 4	Level 5	Level 3,4,5
ALGEBRA CC	132	0.0	0.0	11	42	47	100

2018 Grades 3-8 Takeaways

- New AIS personnel in 2018-19
- Exploring K-2 intervention needs
- New K-5 literacy consultant
- In-house Math PD
- Intervention training at PMS
- Continuing review of intervention staff allocation, staffing, and training
- Initial examination of PMS tracking structures
- Other . . .

ESSA - Federal Legislation Update:

What is ESSA?

The Every Student Succeeds Act (ESSA) is a law that outlines how states can use federal money to support public schools. In January 2018, the federal government approved New York State's plan to spend the approximately \$1.6 billion the state receives annually under ESSA.

The law requires that 95% of students in each tested subgroup take the appropriate state tests. State officials softened rules requiring schools to create improvement plans if they fall below the 95 percent threshold. Schools with average or higher test scores will not have to come up with those plans. Also, NYS is looking to remove the requirement to set aside Title I funds to improve participation rates.

ESSA - Federal Legislation Update:

What is measured?

Schools and districts will be measured annually on these indicators

For all schools

- English language arts
- Math
- Science
- Progress in learning English (for those who are learning English as an additional language)
- Chronic absenteeism (absent 10% or more instructional days)

For high schools

- Social studies
- Graduation rate
- College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.

Future indicators

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)

ESSA - Federal Legislation Update:

NYS will identify schools for support and recognition

Comprehensive Support and Improvement	Targeted Support and Improvement	Recognition Schools	Schools in Good Standing
Schools in the bottom 5% of all schools, high schools with 4-, 5-, and 6-year graduation rates of 67% or less, or schools that have not improved after receiving targeted support.	Schools with subgroups that are among the lowest-performing in the state.	Schools that are high-performing or rapidly improving as determined by the Commissioner.	Schools that are not identified in any of the preceding categories.

The state ESSA plan will use the state indicators to measure performance and place schools into one of four categories: **Recognition Schools** (high performing), **Good Standing**, **Targeted Support and Intervention (TSI)** (for schools with low performing student subgroups) and **Comprehensive Support and Intervention (CSI)** (low performing schools and high schools with low graduation rates). Performance will be measured and reported annually, but placement into the CSI category will be determined every three years.

Final Thoughts . . . [part 1]

“The truth is, I don’t understand
the point of school. Everything
that I am interested in and
connects to my world doesn’t
ever come up in school, so
what’s the point?”

- son of [REDACTED], principal

Final Thoughts . . . [part 2]

DATA
we collect

DATA
we SHOULD collect

attendance

their stories

assessments

their passions

report cards

their interests

behavioural
reports

their goals