PERFORMANCE *fact*, Inc.

4-Lens Data Analysis Protocol™

Highlights of Student Achievement

EAST RAMAPO CSD

Spring Valley, NY
June 2016

Introduction

This report provides highlights of student learning and achievement in the East Ramapo Central School District. It has been compiled to facilitate deliberations among stakeholders participating in the **Moving Forward as One!** strategic alignment process. The data is organized using Performance Fact's **4-Lens Data Analysis protocol**.

Stakeholders may use these data visualizations to analyze and interpret trends in student learning and achievement, thereby enabling the community to draw conclusions about highest priority **areas of strengths and concerns**.

The insights gained from the analysis of student data will enable the East Ramapo CSD community to discover the root causes of the current state of student learning and achievement; then to identify improvement to teaching practices, leadership practices, and organizational practices because they are the precursorsto continuous improvement of student learning.
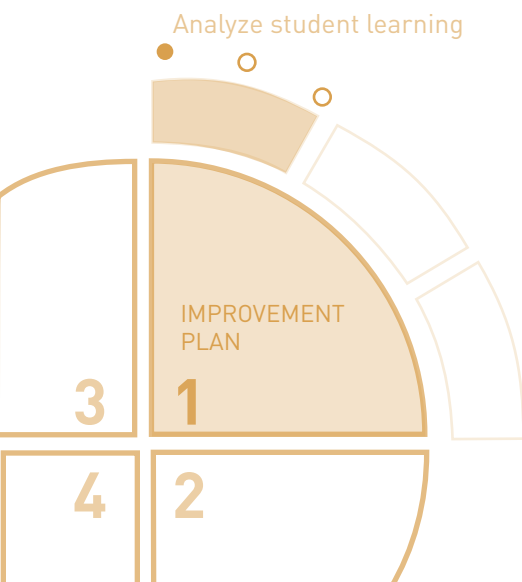
- The Performance Fact Team

4-Lens Analysis of Student Data

Data tells "symptoms"; the underlying "problem" is often less obvious. To be most useful, data must be transformed into information through:

- Reviewing multiple kinds and sources of data (i.e., diagnostic, formative, summative, perceptual)

- Disaggregated analysis

- Problem-solving processes, such as root-cause analysis

- Informed discourse among practitioners and stakeholders

In the medical fields, physicians use Magnetic Resonance Imaging (MRI) to visualize internal structures in great detail. An MRI machine produces a number of images, or "slices" of parts of the human body. The various slices can then be reconstructed to develop a more detailed understanding of the whole of the scanned area of the body.

Analyze student learning

IMPROVEMENT PLAN

3

1

4

2

Performance Fact's 4-Lens Analysis of Student Data process works in a similar manner. The 4-Lens process is a simple but comprehensive way to probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through "four lenses," practitioners will acquire a richer understanding of "what the data says."

Lens 1: GROWTH focuses on "value-added" in learning and achievement for identical group of students or cohort.

Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.

Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.

Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

By "looking through the data" from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

The 4-Lens Analysis of Student Data is the first step of Performance Fact's Data Summit™ methodology. The second step of the Data Summit™ is evidence-based examination of the effectiveness of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Whether your findings about the implementation cycle that just ended turn out to be encouraging or concerning, you will have another chance to choose again; another opportunity to make conscious decisions about your priorities for student learning and professional practices for the next 6-to-12 week implementation cycle. Such disciplined implementation significantly enhances your chances of accomplishing your student learning goals for the school year.

WHAT YOU WILL DO

- **ORGANIZE** your student data, making sure you consider student vital signs from multiple sources.

- **PROBE** your student data in depth, using a series of 4-Lens guiding questions.

- **MAKE** inferences about "what the data says".

- **IDENTIFY** your highest priority Areas of Strength and Areas of Concern based solely on student data.

eye on the goal™
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4-Lens Analysis of Student Data
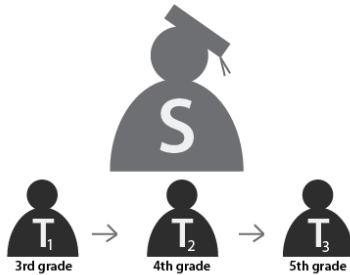
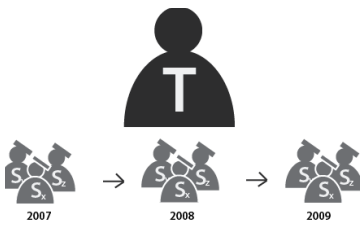|			
Lens 1 GROWTH		Did achievement improve for identical groups of students (i.e.,cohort) from one assessment period to the next?	Example: 2008 4th grade vs. 2009 5th grade vs. 2010 6th grade or 2010 1st vs. 2nd benchmark assessments Example: 2004 5th grade IEP students vs. 2007 8th grade vs. 2010 11th grade
Lens 2 CONSISTENCY		Are results consistent for different groups of students at the same grade-level or same subject from one assessment period to the next?	Example: 2007 3rd grade vs. 2008 3rd grade vs. 2009 3rd grade or 2009 vs. 2010 9th grade attendance rates Example: 2010 results for Teacher A vs. Teacher B vs.Teacher C or 2009 6th vs. 7th vs. 8th grade results
Lens 3 EQUITY		Is the "achievement gap" closing among student groups, regardless of background, condition or circumstance?	Example: 2009 vs 2010 data by student subgroup Example: Proficiency rates for Male vs. Female; White student vs. other subgroups; IEP vs. "regular ed" students
Lens 4 STANDARDS		How are students progressing with the essential skills and concepts (i.e., standards) necessary for success at the next level?	Example: Percentage of students scoring 70% or higher on at least 85% of the Standards on benchmark test #1 Example: Percentage of students scoring 70% or higher on the Standards on benchmark tests #1 vs. #2
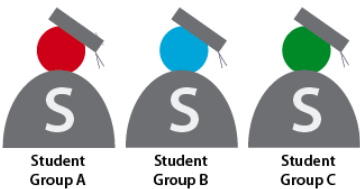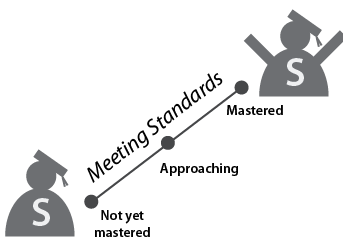
A Data-driven, Continuous Improvement Planning Process

DATA

ANALYSIS

DISCOVERY

SOLUTION

What data do we have?

Student data from multiple sources

What does the data say?
and
Why does the data look that way?

Student Achievement
Areas of Strength and **Areas of Concern**
and
"Root cause" (underlying causes) of the current state of student achievement

What are we going to do about it all?

High-leverage research-based or promising **practices**

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A.

Student Data: DEMOGRAPHICS

East Ramapo CSD (Spring Valley)
Demographics
2014-15

Percentage of Subgroups in East Ramapo CSD (Spring Valley) 2014-2015

Subgroup	Percentage
Female	48%
Male	52%
American Indian or Alaska Native	0%
Black or African American	39%
Hispanic or Latino	50%
Asian or Native Hawaiian or…	5%
White	5%
Multi-Racial	1%
English Language Learners	29%
Students with Disabilities	21%
Economically Disadvantaged	84%
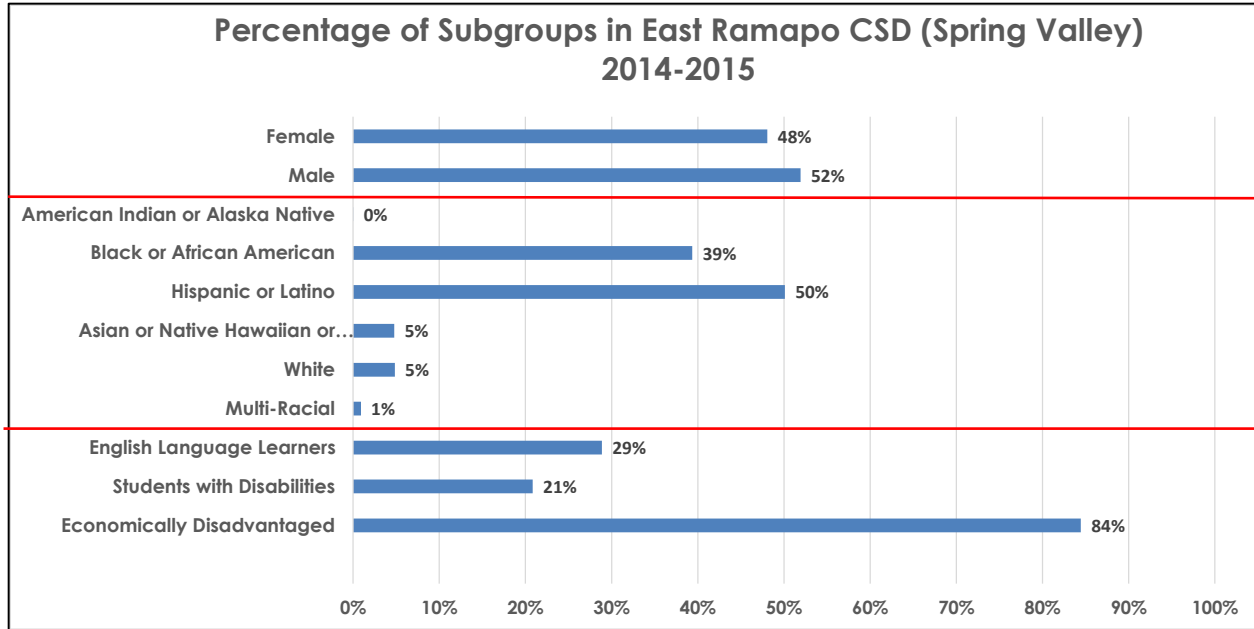
Subgroup	2014-15 Number	2014-15 Percentage
K-12 Enrollment	**8,497**	**100%**
Female	4,085	48%
Male	4,412	52%
American Indian or Alaska Native	2	0%
Black or African American	3,344	39%
Hispanic or Latino	4,257	50%
Asian or Native Hawaiian or Pacific Islander	406	5%
White	411	5%
Multi-Racial	77	1%
English Language Learners	2,454	29%
Students with Disabilities	1,771	21%
Economically Disadvantaged	7,176	84%

East Ramapo CSD (Spring Valley)
Enrollment by Grade Level
2014-15

Grade Level Distibution by Number in East Ramapo CSD (Spring Valley)
2014-2015
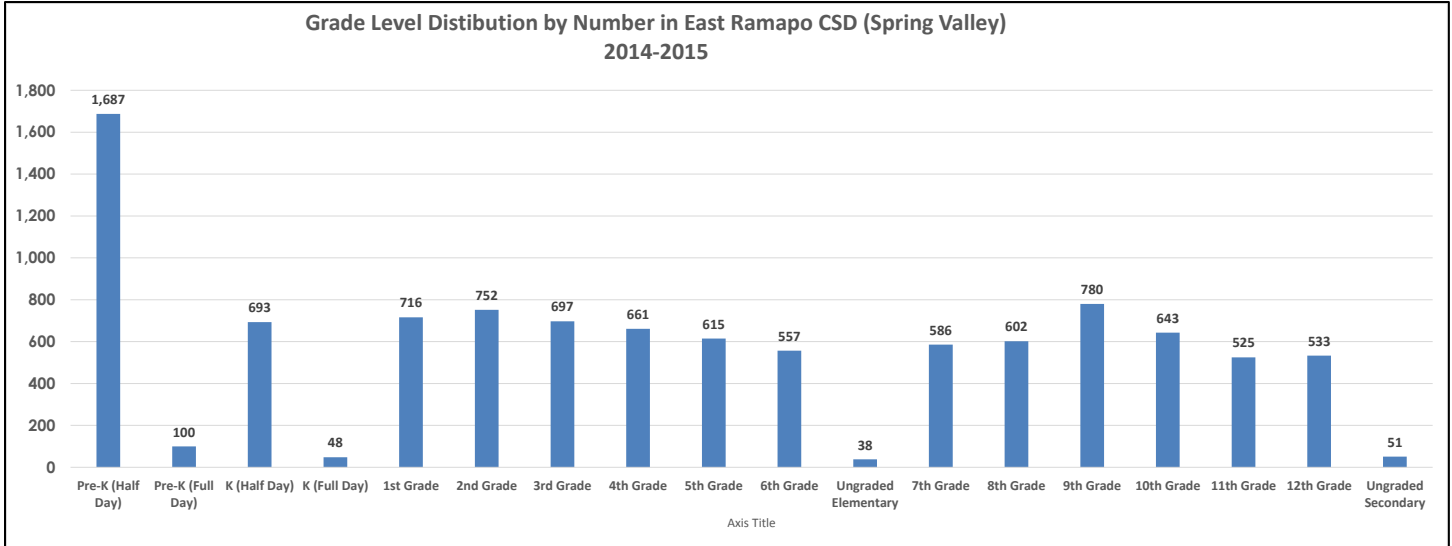
Grade	Number	Percentage
Pre-K (Half Day)	1,687	20%
Pre-K (Full Day)	100	1%
K (Half Day)	693	8%
K (Full Day)	48	1%
1st Grade	716	8%
2nd Grade	752	9%
3rd Grade	697	8%
4th Grade	661	8%
5th Grade	615	7%
6th Grade	557	7%
Ungraded Elementary	38	0%
7th Grade	586	7%
8th Grade	602	7%
9th Grade	780	9%
10th Grade	643	8%
11th Grade	525	6%
12th Grade	533	6%
Ungraded Secondary	51	1%

B.
Student Data:
Mathematics

Lens 1 Growth and Lens 2 Consistency
East Ramapo CSD (Spring Valley)
All Students
Raw Score Average Percent Correct

State Math Test

Consistency →

Growth		2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	3rd	63.3%	68.5%	44.4%	48.8%	52.1%	43.9%
	4th	60.2%	60.0%	42.1%	40.7%	42.0%	43.4%
	5th	57.9%	54.6%	40.9%	41.1%	41.6%	37.7%
	6th	58.6%	56.5%	48.0%	46.9%	43.5%	36.5%
	7th	51.0%	53.5%	37.8%	38.4%	36.8%	30.0%
	8th	42.2%	49.7%	43.5%	41.6%	35.7%	33.3%

Lens 2: Consistency
East Ramapo CSD (Spring Valley)
All Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Students Grades 3-8	NA	3	3	3,566
3rd Grade	2	3	4	676
4th Grade	3	3	3	654
5th Grade	2	3	3	589
6th Grade	3	5	4	550
7th Grade	2	2	2	544
8th Grade	2	2	1	553
Integrated Algebra (Regents Exams)	14	14	10	448
Algebra I (Common Core)	NA	14	9	457
Geometry (Regents Exams)	14	13	11	245
Geometry (Common Core)	NA	NA	9	225
Algebra 2/ Trigonometry (Regents Exams)	10	9	7	222

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Asian Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Asian Students Grades 3-8	NA	7	8	188
3rd Grade	6	8	13	33
4th Grade	6	8	8	33
5th Grade	7	8	9	36
6th Grade	4	8	7	23
7th Grade	9	3	8	29
8th Grade	10	8	2	34
Integrated Algebra (Regents Exams)	19	19	NA	7
Algebra I (Common Core)	NA	18	15	20
Geometry (Regents Exams)	18	15	13	30
Geometry (Common Core)	NA	NA	12	26
Algebra 2/ Trigonometry (Regents Exams)	13	10	10	31

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Black Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Black Students Grades 3-8	NA	3	3	1,390
3rd Grade	2	4	4	215
4th Grade	2	2	3	215
5th Grade	2	2	3	211
6th Grade	3	4	4	250
7th Grade	2	2	2	236
8th Grade	1	2	2	263
Integrated Algebra (Regents Exams)	14	13	10	259
Algebra I (Common Core)	NA	13	9	245
Geometry (Regents Exams)	14	13	10	132
Geometry (Common Core)	NA	NA	8	125
Algebra 2/ Trigonometry (Regents Exams)	9	8	6	114

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Hispanic Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Hispanic Students Grades 3-8	NA	3	3	1,836
3rd Grade	1	3	4	396
4th Grade	3	2	2	380
5th Grade	1	3	3	316
6th Grade	3	4	4	251
7th Grade	1	2	2	258
8th Grade	2	1	1	235
Integrated Algebra (Regents Exams)	14	13	10	162
Algebra I (Common Core)	NA	13	9	169
Geometry (Regents Exams)	15	12	11	66
Geometry (Common Core)	NA	NA	8	62
Algebra 2/ Trigonometry (Regents Exams)	11	9	6	60

Red = 10 or Fewer Students
Yellow = 11 to 13 Out of Every 20 Students Proficient or Advanced
Green = 14 to 16 Out of Every 20 Students Proficient or Advanced
Blue = 17 or Greater Out of Every 20 Students Proficient or Advanced
NA = Insufficient Number of Students
Data Source = New York State Education at a Glance: https://data.nysed.gov/
Data Organizer: Performance Fact, Inc.: http://performancefact.com/

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Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
White Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker #
All White Students Grades 3-8	NA	5	6	120
3rd Grade	5	5	NA	0
4th Grade	5	4	6	20
5th Grade	NA	6	4	18
6th Grade	5	NA	1	19
7th Grade	NA	4	NA	0
8th Grade	5	4	NA	0
Integrated Algebra (Regents Exams)	14	15	14	17
Algebra I (Common Core)	NA	NA	NA	19
Geometry (Regents Exams)	NA	NA	NA	14
Geometry (Common Core)	NA	NA	NA	11
Algebra 2/ Trigonometry (Regents Exams)	NA	NA	NA	14

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Students With Disabilities
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Students with Disabilities Grades 3-8	NA	1	0	955
3rd Grade	0	1	1	197
4th Grade	0	0	0	179
5th Grade	1	1	1	163
6th Grade	0	1	0	150
7th Grade		1	0	154
8th Grade	0		0	112
Integrated Algebra (Regents Exams)	6	6	4	125
Algebra I (Common Core)	NA	9	3	66
Geometry (Regents Exams)	8	13	12	5
Geometry (Common Core)	NA	NA	10	6
Algebra 2/ Trigonometry (Regents Exams)	NA	NA	NA	3

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
English Language Learners
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All English Language Learners Grades 3-8	NA	0	0	841
3rd Grade	0	0	1	247
4th Grade	0	0	1	161
5th Grade	0	0	0	124
6th Grade	0	0	0	102
7th Grade	0	0	0	104
8th Grade	1	0	0	103
Integrated Algebra (Regents Exams)	13	12	9	115
Algebra I (Common Core)	NA	14	2	57
Geometry (Regents Exams)	13	15	14	18
Geometry (Common Core)	NA	NA	6	16
Algebra 2/ Trigonometry (Regents Exams)	16	NA	NA	1

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Economically Disadvantaged Students
Students Who "Met Standards" on State MATH Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Economically Disadvantaged Students Grades 3-8	NA	6	6	3,092
3rd Grade	2	3	4	596
4th Grade	2	2	2	569
5th Grade	2	2	3	525
6th Grade	3	4	3	462
7th Grade	1	2	2	466
8th Grade	2	2	1	474
Integrated Algebra (Regents Exams)	14	13	10	373
Algebra I (Common Core)	NA	13	9	368
Geometry (Regents Exams)	14	13	12	65
Geometry (Common Core)	NA	NA	10	165
Algebra 2/ Trigonometry (Regents Exams)	10	8	7	140

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C.
Student Data:
ELA

Lens 1 Growth and Lens 2 Consistency
East Ramapo CSD (Spring Valley)
All Students
Raw Score Average Percent Correct

State ELA Test

Consistency →

Growth

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
3rd	68.7%	66.7%	44.7%	41.9%	43.5%	41.9%
4th	61.6%	64.6%	50.1%	45.4%	45.6%	46.6%
5th	67.8%	64.0%	46.0%	49.2%	53.5%	52.7%
6th	69.4%	65.7%	54.4%	50.5%	52.2%	54.1%
7th	65.6%	68.9%	53.0%	48.5%	48.2%	47.3%
8th	65.5%	68.4%	57.3%	55.2%	52.3%	61.9%

Data Source = East Ramapo CSD
Data Organizer: Performance Fact, Inc.: http://performancefact.com/

Lens 2: Consistency
East Ramapo CSD (Spring Valley)
All Students
Students Who "Met Standards" on State ELA Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Students Grades 3-8	3	3	3	3,551
3rd Grade	3	3	3	666
4th Grade	4	2	2	645
5th Grade	2	3	3	576
6th Grade	3	3	3	535
7th Grade	3	2	2	560
8th Grade	4	4	3	569
Regents Exams	16	16	16	608

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Asian Students
Students Who "Met Standards" on State ELA Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Asian Students Grades 3-8	8	6	6	186
3rd Grade	8	5	10	33
4th Grade	9	5	5	32
5th Grade	5	6	5	36
6th Grade	6	9	5	22
7th Grade	7	5	8	29
8th Grade	12	9	4	34
Regent Exams	19	19	20	35

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Black Students
Students Who "Met Standards" on State ELA Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Black Students Grades 3-8	3	3	3	1,426
3rd Grade	3	4	3	214
4th Grade	3	3	3	216
5th Grade	3	3	2	214
6th Grade	3	2	3	249
7th Grade	3	2	2	251
8th Grade	4	3	4	282
Regent Exams	16	16	16	353

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Hispanic Students
Students Who "Met Standards" on State ELA Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Hispanic Students Grades 3-8	2	2	2	1,780
3rd Grade	2	2	3	389
4th Grade	3	2	2	372
5th Grade	2	3	2	299
6th Grade	3	2	3	237
7th Grade	2	2	1	257
8th Grade	3	2	3	226
Regent Exams	16	16	17	182

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Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
White Students
Students Who "Met Standards" on State **ELA Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All White Students Grades 3-8	6	5	5	123
3rd Grade	4	5	NA	0
4th Grade	7	4	4	19
5th Grade	NA	6	5	19
6th Grade	6	NA	6	19
7th Grade	NA	4	NA	0
8th Grade	8	7	4	21
Regents Exams	15	17	17	32

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Students With Disabilities
Students Who "Met Standards" on State **ELA Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Students with Disabilities Grades 3-8	0	0	0	980
3rd Grade	0	0	1	197
4th Grade	0	0	0	181
5th Grade	0	0	0	164
6th Grade	0	1	0	150
7th Grade	0	0	0	165
8th Grade	0	0	0	123
Regents Exams	8	7	9	109

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
English Language Learners
Students Who "Met Standards" on State **ELA Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All English Language Learner Students Grades 3-8	0	0	0	743
3rd Grade	1	0	0	235
4th Grade	0	0	0	146
5th Grade	0	0	0	105
6th Grade	0	0	0	86
7th Grade	1	0	0	89
8th Grade	1	0	1	82
Regents Exams	9	11	11	77

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Economically Disadvantaged Students
Students Who "Met Standards" on State **ELA Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
All Economically Disadvantaged Students Grades 3-8	3	2	2	3,062
3rd Grade	3	2	3	588
4th Grade	3	2	2	557
5th Grade	2	2	2	510
6th Grade	3	2	3	448
7th Grade	2	2	2	477
8th Grade	3	3	3	482
Regents Exams	16	16	16	461

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D. Student Data: SCIENCE

Lens 2: Consistency
East Ramapo CSD (Spring Valley)
All Students
Students Who "Met Standards" on State SCIENCE Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	16	15	15	478
8th Grade	11	10	7	492
Living Environment (Regents Exam)	14	14	14	692
Physical Settings/ Earth Science (Regents Exams)	10	11	9	368
Physical Settings /Chemistry (Regents Exams)	11	10	10	276
Physical Settings/Physics (Regents Exams)	10	8	11	145

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Asian Students
Students Who "Met Standards" on State SCIENCE Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	17	17	17	33
8th Grade	NA	16	7	26
Living Environment (Regents Exams)	18	20	19	35
Physical Settings/ Earth Science (Regents Exams)	17	19	17	24
Physical Settings /Chemistry (Regents Exams)	14	15	14	37
Physical Settings/Physics (Regents Exams)	12	14	9	21

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Black Students
Students Who "Met Standards" on State SCIENCE Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	16	16	15	218
8th Grade	12	10	7	233
Living Environment (Regents Exams)	13	14	13	375
Physical Settings/ Earth Science (Regents Exams)	9	10	8	199
Physical Settings/Chemistry (Regents Exam)	11	9	9	154
Physical Settings/Physics (Regents Exam)	9	7	12	74

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Hispanic Students
Students Who "Met Standards" on State SCIENCE Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	16	14	15	381
8th Grade	11	8	6	215
Living Environment (Regents Exam)	14	13	13	245
Physical Settings/ Earth Science (Regents Exams)	9	10	9	121
Physical Settings/Chemistry (Regents Exams)	11	9	10	67
Physical Settings/Physics (Regents Exams)	10	7	11	37

Lens 2 and 3: Consistency and Equity — White Students

East Ramapo CSD (Spring Valley)

White Students

Students Who "Met Standards" on State **SCIENCE Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	17	17	16	21
8th Grade	13	NA	NA	16
Living Environment (Regents Exams)	17	17	17	31
Physical Settings/Earth Science (Regents Exams)	18	NA	NA	20
Physical Settings /Chemistry (Regents Exams)	NA	NA	12	12
Physical Settings/Chemistry (Regents Exams)	NA	NA	9	13

Lens 2 and 3: Consistency and Equity — Students With Disabilities

East Ramapo CSD (Spring Valley)

Students With Disabilities

Students Who "Met Standards" on State **SCIENCE Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	12	11	12	181
8th Grade	7	5	3	113
Living Environment (Regents Exams)	7	7	8	114
Physical Settings/Earth Science (Regents Exams)	4	4	5	64
Physical Settings/Chemistry (Regents Exams)	NA	9	4	10
Physical Settings/Physics (Regents Exams)	NA	NA	NA	1

Lens 2 and 3: Consistency and Equity — English Language Learners

East Ramapo CSD (Spring Valley)

English Language Learners

Students Who "Met Standards" on State **SCIENCE Tests**
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	10	9	11	161
8th Grade	3	1	1	106
Living Environment (Regents Exams)	7	8	7	144
Physical Settings/Earth Science (Regents Exams)	4	1	1	26
Physical Settings/Chemistry (Regents Exams)	8	6	5	17
Physical Settings/Physics (Regents Exams)	NA	NA	NA	1

Lens 2 and 3: Consistency and Equity — Economically Disadvantaged Students

East Ramapo CSD (Spring Valley)

Economically Disadvantaged Students

Students Who "Met Standards" on State SCIENCE Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
4th Grade	16	15	15	572
8th Grade	11	9	6	434
Living Environment (Regents Exams)	13	13	13	556
Physical Settings/Earth Science (Regents Exams)	9	10	9	290
Physical Settings/Chemistry (Regents Exams)	11	10	10	186
Physical Settings/Physics (Regents Exams)	8	7	11	97

Red = 10 or Fewer Students
Yellow = 11 to 13 Out of Every 20 Students Proficient or Advanced
Green = 14 to 16 Out of Every 20 Students Proficient or Advanced
Blue = 17 or Greater Out of Every 20 Students Proficient or Advanced

NA = Insufficient Number of Students

Data Source = New York State Education at a Glance: https://data.nysed.gov/

Data Organizer: Performance Fact, Inc.: http://performancefact.com/

E.
Student Data: Social Science

Lens 2: Consistency
East Ramapo CSD (Spring Valley)
All Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	12	11	11	787
U.S. History & Government (Regents Exams)	15	16	16	630

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Asian Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	19	17	18	37
U.S. History & Government (Regents Exams)	19	20	19	31

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Black Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	12	11	11	442
U.S. History & Government (Regents Exams)	15	15	16	374

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Hispanic Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	12	10	10	274
U.S. History & Government (Regents Exams)	15	16	16	186

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
White Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	NA	13	NA	30
U.S. History & Government (Regents Exams)	NA	16	15	33

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Students With Disabilities
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	6	5	4	146
U.S. History & Government (Regents Exams)	10	9	11	105

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
English Language Learners
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	6	7	6	149
U.S. History & Government (Regents Exams)	12	11	14	72

Lens 2 and 3: Consistency and Equity
East Ramapo CSD (Spring Valley)
Economically Disadvantaged Students
Students Who "Met Standards" on State **SOCIAL SCIENCE** Tests
(Number out of every 20 Students)

Grade Level	2012-2013	2013-2014	2014-2015	Test Taker # 2014-2015
Global History and Geography (Regents Exams)	12	10	10	622
U.S. History & Government (Regents Exams)	15	15	16	480

Red = 10 or Fewer Students
Yellow = 11 to 13 Out of Every 20 Students Proficient or Advanced
Green = 14 to 16 Out of Every 20 Students Proficient or Advanced
Blue = 17 or Greater Out of Every 20 Students Proficient or Advanced

NA = Insufficient Number of Students
Data Source = New York State Education at a Glance: https://data.nysed.gov/
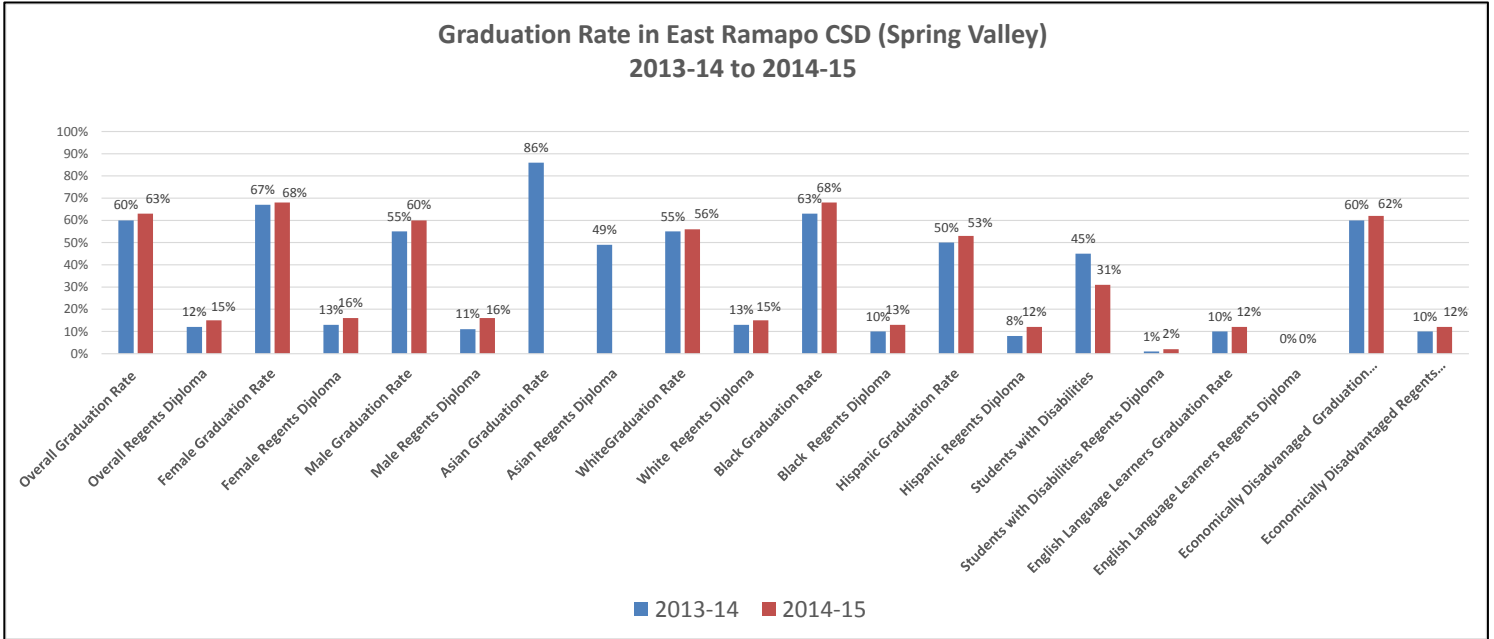Data Organizer: Performance Fact, Inc.: http://performancefact.com/

F.
Student Data:
GRADUATION, DROPOUT, ATTENDANCE, and DISCIPLINE

# East Ramapo CSD (Spring Valley)
Graduation Rate
2013-14 to 2014-15

Graduation Rate in East Ramapo CSD (Spring Valley)
2013-14 to 2014-15

Group	Graduation Rate			
	2013-14		2014-15	
	Number	Percentage	Number	Percentage
Overall Graduation Rate	**406**	**60%**	**429**	**63%**
Overall Regents Diploma with Advanced Designation	79	12%	100	15%
Female Graduation Rate	207	67%	214	68%
Female Regents Diploma with Advanced Designation	39	13%	50	16%
Male Graduation Rate	199	55%	215	60%
Male Regents Diploma with Advanced Designation	40	11%	50	16%
Asian Graduation Rate	37	86%	0	
Asian Regents Diploma with Advanced Designation	21	49%	0	
WhiteGraduation Rate	21	55%	34	56%
White Regents Diploma with Advanced Designation	5	13%	9	15%
Black Graduation Rate	246	63%	244	68%
Black Regents Diploma with Advanced Designation	37	10%	48	13%
Hispanic Graduation Rate	99	50%	117	53%
Hispanic Regents Diploma with Advanced Designation	16	8%	26	12%
Students with Disabilities Graduation Rate	40	45%	32	31%
Students with Disabilities Regents Diploma with Advanced Designation	1	1%	2	2%
English Language Learners Graduation Rate	12	10%	11	12%
English Language Learners Regents Diploma with Advanced Designation	0	0%	0	0%
Economically Disadvanaged Graduation Rate	272	60%	301	62%
Economically Disadvantaged Regents Diploma with Advanced Designation	46	10%	56	12%

East Ramapo CSD (Spring Valley)
Dropout Rate
2013-14 to 2014-15

Dropout Rate in East Ramapo CSD (Spring Valley)
2013-2014 to 2014-15
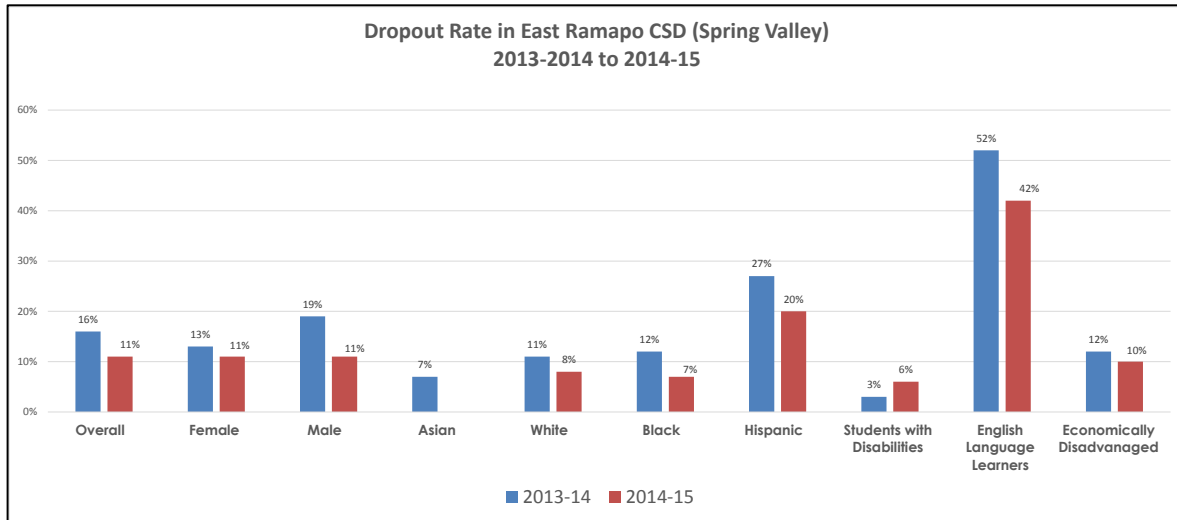
	Dropout Rate			
	2013-14		2014-15	
Group	Number	Percentage	Number	Percentage
Overall	**108**	**16%**	**76**	**11%**
Female	41	13%	36	11%
Male	67	19%	40	11%
Asian	3	7%	0	
White	4	11%	5	8%
Black	47	12%	24	7%
Hispanic	53	27%	45	20%
Students with Disabilities	3	3%	6	6%
English Language Learners	65	52%	40	42%
Economically Disadvanaged	56	12%	50	10%

ATTENDANCE (2013 - 14)

ANNUAL ATTENDANCE RATE

94%

STUDENT SUSPENSIONS (2013 - 14)

STUDENT SUSPENSIONS

G.

4-Lens Data Analysis Protocol: Samples & Worksheets

Organize Student Data

Choose the student data for analysis during this planning cycle. Complete the check box to verify data from multiple sources.

FOCUS AREA(S)	DATA SOURCE(S) / DESCRIPTIONS	SUMMATIVE	FORMATIVE/ DIAGNOSTIC	PERCEPTUAL/ DEMOGRAPHIC	ACADEMIC TENACITY/ SOCIO- EMOTIONAL RESILIENCY
Example					
Reading/Language Arts	State tests District assessments: Reading, Writing, Fluency School phonics tests	✓		✓	✓

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Organize Student Data

List the focus areas you will analyze. Identify the data source and data type.

FOCUS AREA(S)	DATA SOURCE(S) / DESCRIPTIONS	SUMMATIVE	FORMATIVE/ DIAGNOSTIC	PERCEPTUAL/ DEMOGRAPHIC	ACADEMIC TENACITY/ SOCIO-EMOTIONAL RESILIENCY
Fluency	District Benchmark Assessment		✓		✓
Reading Comprehension	District Benchmark Assessment, Teacher-created formative assessments on teacher tools		✓		✓
Writing	District Benchmark Assessment Student Writing Samples & Rubrics		✓		✓
Math	State tests District assessments		✓		✓
Student Conduct	Teacher Observations; Office referrals		✓	✓	✓

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Conduct 4-Lens Data Analysis

Use the 4-Lens Data Analysis Protocol™ guiding questions to explore student data from multiple perspectives.

For each Focus Area, use the 4-Lens guiding questions to explore your student assessment results in depth.
For each Focus Area, answer each guiding question as follows: Y = Yes; N = No ; NC = No Change; NA = Not Applicable

4-LENS GUIDING QUESTIONS		FOCUS AREA(S)															Average Ratings For Lens
LENS 1 GROWTH	1.1 *Across assessment cycles:* Are more students in the same pool of students (i.e., cohort) meeting/ exceeding proficiency standards?																
	1.2 Across assessment cycles: Are more students in each subgroup cohort meeting/exceeding proficiency standards?																
LENS 2 CONSISTENCY	2.1 During most recent assessment cycle: Are student results consistent across courses/subjects or classrooms or grade levels or schools or programs, etc.?																
	2.2 Across assessment cycles: Are student results improving across courses/subjects or classrooms or grade levels, or schools or programs, etc.?																
LENS 3 EQUITY	3.1 During most recent assessment cycle: Did students in every subgroup meet/exceed proficiency standards?																
	3.2 Across assessment cycles: Are underperforming subgroups meeting/ exceeding proficiency standards at an accelerated rate?																
LENS 4 STANDARDS	4.1 During most recent assessment cycle: Did most students master the essential skills and concepts?																
	4.2 Across assessment cycles: Are more students mastering the essential skills and concepts?																
Average Ratings for Focus Areas																	

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Conduct 4-Lens Data Analysis

Use the 4-Lens Data Analysis Protocol™ guiding questions to explore student data from multiple perspectives.

For each Focus Area, use the 4-Lens guiding questions to explore your student assessment results in depth.
For each Focus Area, answer each guiding question as follows: Y = Yes; N = No; NC = No Change; NA = Not Applicable

4-LENS GUIDING QUESTIONS		FOCUS AREA(S)					
		Fluency	Reading Compre-hension	Writing	Math	Student Conduct	Average Ratings For 4-Lens Questions
LENS 1 GROWTH	1.1 *Across assessment cycles:* Are more students in the same pool of students (i.e., cohort) meeting/exceeding proficiency standards?	Y	Y	N	Y	Y	3
	1.2 Across assessment cycles: Are more students in each subgroup cohort meeting/exceeding proficiency standards?	N	Y	N	Y	N	2
LENS 2 CONSISTENCY	2.1 During most recent assessment cycle: Are student results consistent across courses/subjects or classrooms or grade levels or schools or programs, etc.?	Y	Y	N	Y	Y	3
	2.2 Across assessment cycles: Are student results improving across courses/subjects or classrooms or grade levels, or schools or programs, etc.?	Y	N	N	Y	N	2
LENS 3 EQUITY	3.1 During most recent assessment cycle: Did students in every subgroup meet/exceed proficiency standards?	N	Y	N	Y	N	2
	3.2 Across assessment cycles: Are underperforming subgroups meeting/exceeding proficiency standards at an accelerated rate?	N	N	N	Y	N	1
LENS 4 STANDARDS	4.1 During most recent assessment cycle: Did most students master the essential skills and concepts?	N/C	N/C	N	Y	NA	2
	4.2 Across assessment cycles: Are more students mastering the essential skills and concepts?	N/C	N/C	N	Y	NA	2
Average Ratings for Focus Areas		2	3	0	4	2	2

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Interpret the 4-Lens Student Data

1c CONDUCT 4-LENS ANALYSIS OF STUDENT DATA

Review your responses to the 4-Lens guiding questions. Use the 4-Lens Data Analysis Protocol™ to answer the question: "What does the data say?" across the Focus Areas.

"WHAT THE DATA SAYS" – OBSERVATIONS BASED SOLELY ON STUDENT DATA

LENS 1 GROWTH		
	Reading Fluency	Significant improvement in reading fluency from 40% at benchmark to 65% at benchmark on the midyear assessment for all students; however, for English Learners (ELL), the proportion at benchmark dropped by 4%-points.
	Reading Comprehension	The 5th Grade cohort improved from 46% at/above benchmark on the fall assessment to 55% at/above benchmark on the mid-year assessment; for ELL's, fewer students were at benchmark compared to previous cycle (34% in Fall vs. 23% midyear) Out of 15 focus students in 5th grade (5 per class), 7 students improved 1 performance level, 7 students maintained their performance level, and 1 student dropped
	Writing	Decline in Writing (6/20 students at benchmark compared to 9/20 the previous benchmark period)
	Math	More students moving out of the lowest levels—5% below benchmark compared to 20% on the previous assessment; strong gains for all student subgroups, including ELL's, Special Ed and African American Male
	Student Conduct	Decrease in 5th grade office referrals from 15 to 8 over the last two benchmark periods

LENS 2 CONSISTENCY		
	Reading Fluency	All 3 classes had at least half of their students scoring benchmark (61%, 69%, 76%)
	Reading Comprehension	One 5th grade class outperformed the other two classes: 72% vs. 48% vs. 45% at/above benchmark. About 11 out of every student students (55%) of this year's 5th grade class at/above benchmark on the mid-year assessment; last year's 5th grade class was 14 out of every 20 students (71%) at/above benchmark on the mid-year assessment
	Writing	Inconsistent Writing results among the 3 classrooms (10 students vs. 6 students vs. 2 students at benchmark). Lower "at benchmark" rate vs. last year (46% vs. 63%)
	Math	All classes had more than 14 out of every 20 students at benchmark (72%, 83%, 91%)
	Student Conduct	One class had 6 out of 8 office referrals for the whole grade level. Special Education students accounted for more than half of all referrals; they account for 11% of total student population

LENS 3 EQUITY		
	Reading Fluency	1 out of 4 English learners (25%) scored at/above benchmark in 5th Grade
	Reading Comprehension	About 4 out of every 10 (42%) 5th grade boys scored at/above benchmark, compared to almost 7 out of every 10 girls (67%) About half of African American 5th graders scored at benchmark (48%) About 4 out of 10 Latino students scored at benchmark (39%)
	Writing	Only 4 out of 20 every 20 5th graders (19%) receiving free or reduced-price lunch scored at benchmark
	Math	African American students improved from 35% at/above benchmark to 55% on the midyear assessments Office referrals for African American boys decreased from 13 to 5 over the last two benchmark periods

LENS 4 STANDARDS		
	Reading Comprehension	17 out of 20 (85%) 5th Graders at/above benchmark in "main idea" About 8 out of 10 (79%) at/above benchmark in "making inferences" on Fall assessments Only about 1 out of every 4 (27%) of 5th graders at/above benchmark in Analyzing "authors' techniques"
	Writing	Most students struggling with Writing conventions—only 5 students received a "3" on the rubric for mechanics Almost 9 out of every 10 (88%) below benchmark in "spelling roots, affixes and syllable constructions" About 17 out of 20 (84%) below benchmark in "prepositional phrases, dependent & independent clauses"
	Math	Most students can "find decimal and percent equivalents for common fractions" (75% at benchmark) More than half of the students (57%) can perform multiplication and division of fractions Many students performed well in multiplication and division Word Problems (72% at benchmark)

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Interpret the 4-Lens Student Data

Review your 4-Lens data analysis ratings. Then, answer the questions, "What does the data say? What can we infer about the current state of student achievement?"

"WHAT THE DATA SAYS" – OBSERVATIONS BASED <u>SOLELY</u> ON STUDENT DATA

LENS 1 GROWTH

LENS 2 CONSISTENCY

LENS 3 EQUITY

LENS 4 STANDARDS

Identify Areas of Strength & Concern
Student Learning

Summarize your highest-priority student learning Strengths and Concerns, based on your interpretation of the student vital signs and 4-Lens analysis. (Maximum 5 Strengths/Concerns)

STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
Steady gains in Math for all subgroups ☑ Strength ☐ Concern	Students moving out of the lowest levels and more students meeting benchmark. More students moving out of the lowest levels—5% below benchmark compared to 20% on the previous assessment; strong gains for all student subgroups; Most students can "find decimal and percent equivalents for common fractions" (75% at benchmark); All classes had more than 14 out of every 20 students at benchmark (72%, 83%, 91%)
Decline in Reading Comprehension ☐ Strength ☑ Concern	Almost all focus students showed signifcant decline in Reading Comprehension. Only about 1 out of every 4 (27%) of 5th graders at/above benchmark in Analyzing "authors' techniques"; The 5th Grade cohort dropped from 56% at/above benchmark on the fall assessment to 35% at/above benchmark by mid-year; fewer EL students were at benchmark compared to previous cycle (34% in Fall vs. 23% midyear)
No improvement in Writing ☐ Strength ☑ Concern	Writing was the one area where students did not show signifcant improvements. Most students struggling with Writing conventions—only 5 students received a "3" on the rubric for mechanics. Almost 9 out of every 10 (88%) below benchmark in "spelling roots, affixes and syllable constructions". About 17 out of 20 (84%) below benchmark in "prepositional phrases, dependent & independent clauses"
Strong gains in Ms. Jones' class ☑ Strength ☐ Concern	Ms Jones' 5th grade class is getting the strongest results (72% at/above benchmark in Reading Comprehension and 75% in Math).
Low performance on Vocabulary Standards ☐ Strength ☑ Concern	About half of 5th graders are not proficient in important vocabulary and word analysis skills related to "Word Origins" and "figurative language".

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Identify Areas of Strength & Concern
Student Learning

Summarize your highest-priority student learning Strengths and Concerns, based on your interpretation of the student vital signs and 4-Lens analysis. (Maximum 5 Strengths/Concerns)

STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
☐ Strength ☐ Concern	
STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
☐ Strength ☐ Concern	
STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
☐ Strength ☐ Concern	
STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
☐ Strength ☐ Concern	
STRENGTH/CONCERN LABEL	SUPPORTING EVIDENCE
☐ Strength ☐ Concern	

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ADDITIONAL NOTES

Our Premise. Our Purpose. Our Promise.

All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something she/he has not been taught well yet. Student learning, then, is an "effect" whose "cause" lies in the quality and effectiveness of educational practices.

If we want improved outcomes for students, the starting point must be the continuous improvement of teaching practices, leadership practices and organizational practices, because they are the precursors to student learning.

Although all schools and districts have the potential to educate every student at high levels, the capacity to build and sustain the high-functioning systems they need are often beyond their capability at the beginning. However, in time, schools and districts can acquire and sustain the capabilities internally by working with professional organizations with proven track records.

Performance Fact, Inc. collaborates with leaders, teachers and staff by aligning our external expertise with their internal vision for their schools and communities. Our approach centers on strengthening the competence, confidence, and commitment of practitioners so that, over time, they strengthen the "internal muscles," or capacity for accelerating student learning through continuous improvement of teaching practices, leadership practices, and organizational practices.

Performance Fact, Inc.
333 Hegenberger Road, Suite 204 Oakland, CA 94621
www.performancefact.com   510.568.7944

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