IDW Bullseye Meeting
October 6, 2021

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Bullseye Agenda

- NSF ebook
- The Regents Honors Endorsement Analysis
- Regents Course Grade Analysis
- Advanced Regents Diploma Rates
- Common Data Views
- Projected NYS Proficiency by Season and Grade

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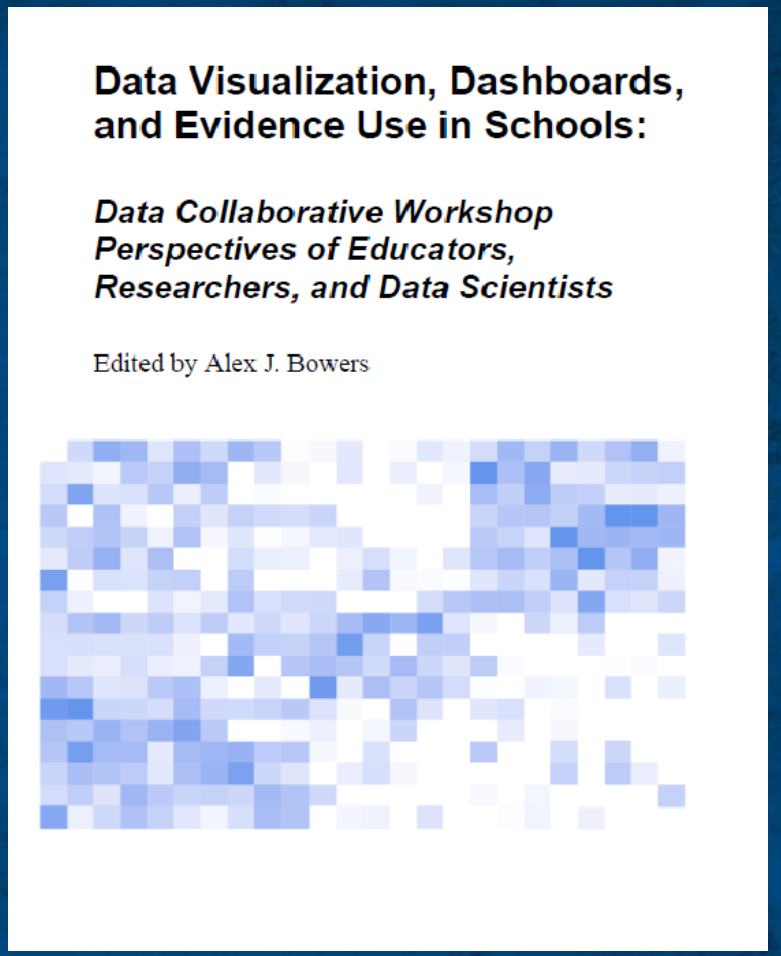
NSF Data Collaborative

- Four year NSF Grant Partnership between Nassau BOCES and Teachers College, Columbia University
- Dr. Alex Bowers
- eBook published in August
- 15 Contributing Authors from Nassau County



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NSF Data Collaborative eBook

Contributing Authors

Nassau BOCES

Jeff Davis

Fred Cohen

Byron Ramirez

Dr. Meador Pratt

Rob Feihel

Mineola UFSD

Amy Trojanowski

Oceanside UFSD

Melissa O'Geary

Laura Smith

Josh McPherson

Westbury UFSD

Dr. Wanda Toledo

Fernando Agramonte

Baldwin UFSD

Anthony Mignella

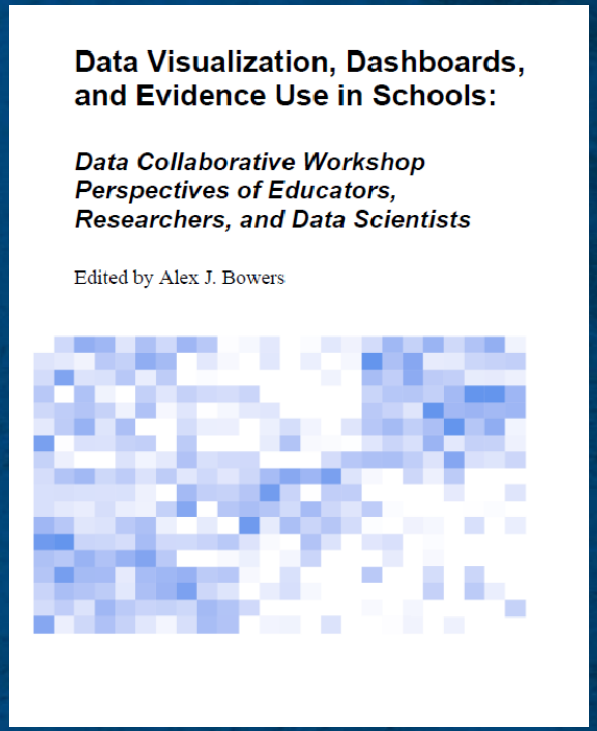
Leslie Duffy

East Meadow UFSD

Kerry Dunne

Franklin Square UFSD

AnneMarie Giarizzo



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Regents Honors Endorsement Analysis

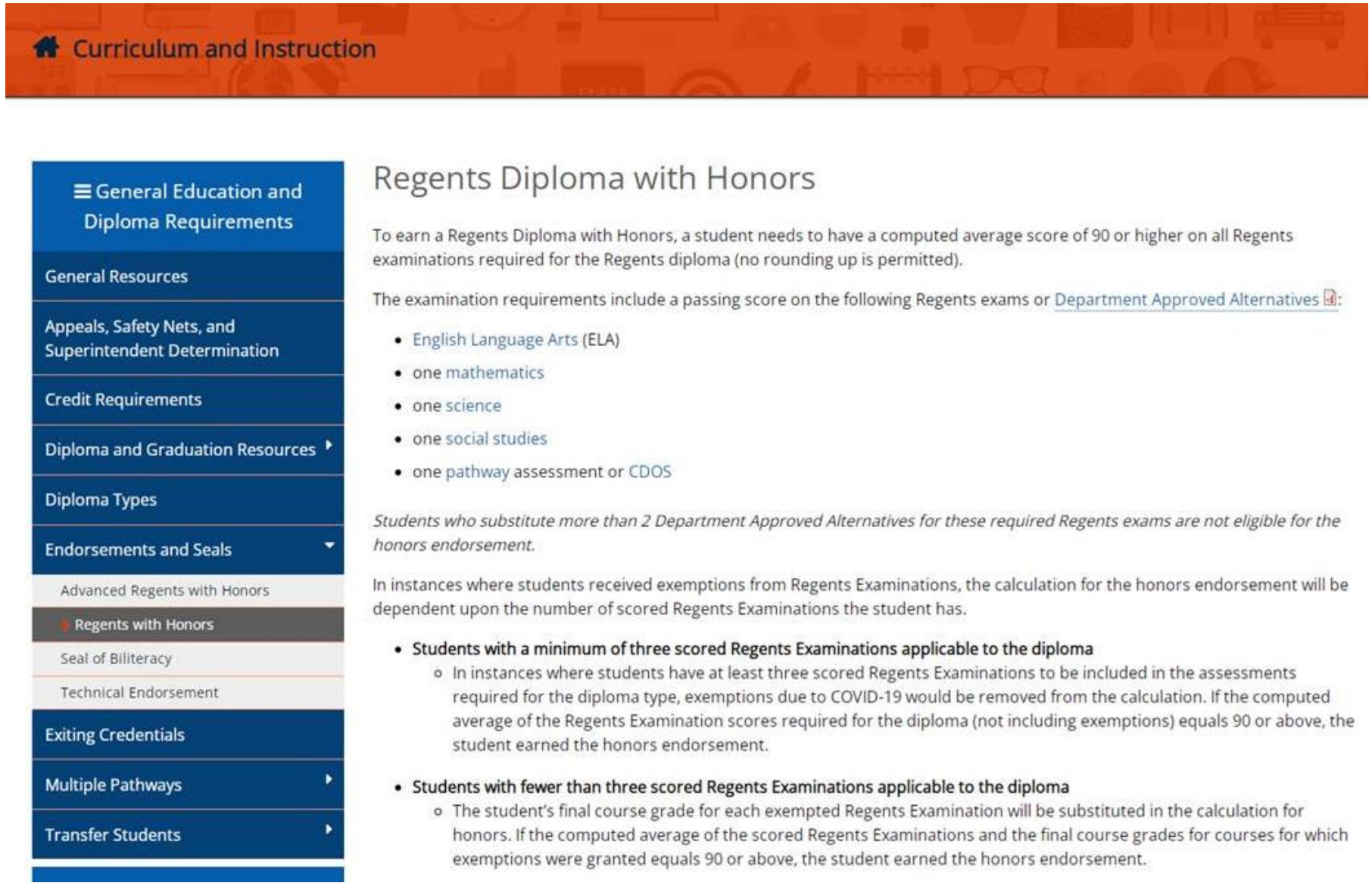
Jeff Davis
Nassau BOCES

Leslie Duffy
Baldwin UFSD

Overview

- Addressing a Need
- Course Data Collections
- COVID-19 and Regents Exemptions
- Computing the Honors Endorsement
- IDW Honors Endorsement Report

Addressing a Need



Examples

Example 1:

English Language Arts (ELA)	97
Algebra I	76
Living Environment	99
US History & Government	88
CDOS	n/a
Average	**90**

This student earned a Regents Diploma with Honors. The student's computed average equals 90 (97 + 76 + 99 + 88 = 360; 360/4 = 90). The CDOS commencement pathway represents the final diploma requirement; therefore, the average is based only on the 4 Regents exam scores.

Example 2:

English Language Arts (ELA)	65
Geometry	100
Chemistry	95
Global History & Geography	96
Algebra II	98
Average	**90.8**

This student earned a Regents Diploma with Honors. The student's computed average equals 90 (65 + 100 + 95 + 96 + 98 = 454; 454/4 = 90.8). The additional math Regents exam represents the pathway for this student; therefore, the average is based on the 5 Regents exam scores.

Examples

Example 3:

English Language Arts (ELA)	88
Algebra I	96
Living Environment	100
US History & Government	77
AP Biology Exam	3
Average	**90.25**

This student earned a Regents Diploma with Honors. The student's computed average equals 90 (88 + 96 + 100 + 77 = 361; 361/4 = 90.25). The AP Biology exam represents the pathway for this student; therefore, the average is based only on the 4 Regents exam scores.

Examples

Example 4 (with exemptions):

English Language Arts (ELA) *Final Course Grade: 94*	E
Algebra I	92
Earth Science	89
Global Studies & Geography *Final Course Grade: 96*	E
US History *Final Course Grade: 88*	E
Average	**91.8**

Since the student has fewer than three scored Regents Examinations, the student's final course grades for the courses for which exemptions were granted must be substituted in the calculation for the honors endorsement.

The student's computed average equals 91.8 (94 + 92 + 89 + 96 + 88 ÷ 5). Since the computed average of the two Regents Examination scores (92, 89) and the final course grades (94, 96, 88) equals 90 or above, the student earned the Regents diploma with honors.

Course Data Collection

- Course data from eScholar Student Class Grade Detail
- NYSED only requires Class Detail Outcome (Pass, Fail, Not Complete)
- Numeric Grade is considered a “Regional Reporting” field and not mandatory
- Some student management systems only output official “NYS Reporting” fields
- Course-Regents linkage based on official “State Course Codes for Courses ending in State Exams”

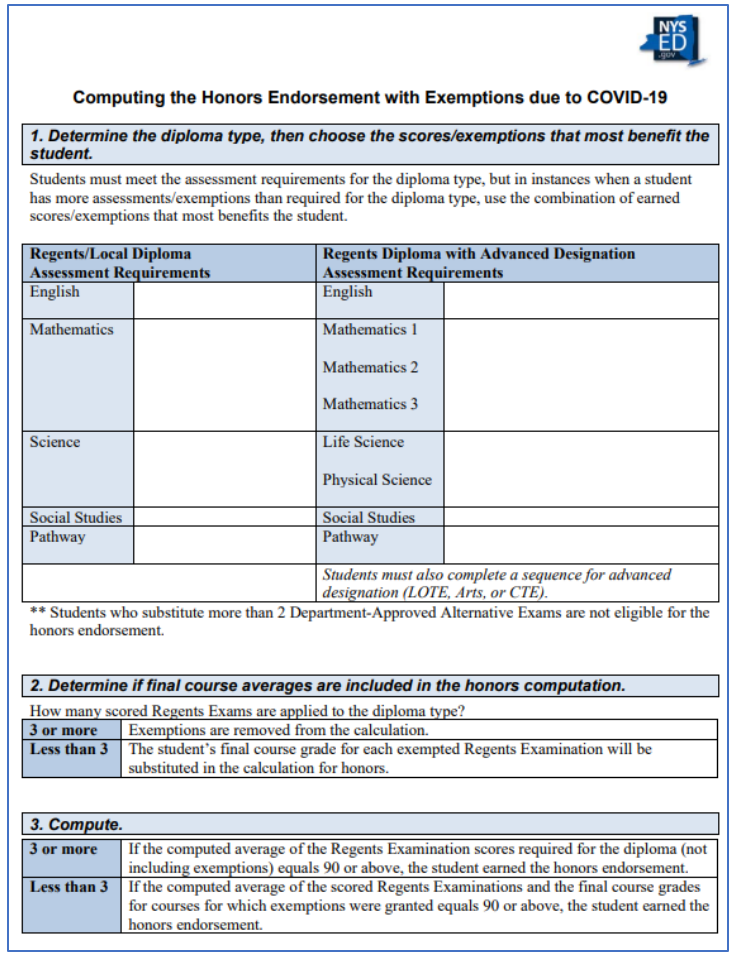
State Course Codes Used

State Course Description	State Course Code	Regents
Algebra I (Common Core)	02052CC	Algebra I Regents (CC)
Algebra II (Common Core)	02056CC	Algebra II Regents (CC)
Biology	03051	Living Environment Regents
Chemistry	03101	Chemistry Regents
Earth Science	03001	Earth Science Regents
English/Language Arts III (Common Core)	01003CC	English Regents CC
Geometry (Common Core)	02072CC	Geometry Regents (CC)
Physics	03151	Physics Regents
U. S. History and Government (Framework)	04101F	Regents US History & Gov't (Framework)
U.S. History-Comprehensive	04101	US History Regents
World History and Geography	04052	Global History Regents / Global History Transition Regents
World History and Geography (New Framework)	04052NF	NF Global History Regents

Honors Endorsement Analysis and COVID-19

- Q: How do we average exemptions?
- A: Use course grades (sort of).
  - Students with a minimum of three scored Regents exams: Regents only
  - Students with fewer than three scored Regents exams: Combination of Regents scores and course grades
  - Generally, the highest scored Regents / Exemptions
  - Only the Regents included to determine the diploma type are used
  - Cannot substitute course grades if Regents score exists, unless student received 2021 exemption

Computing the Honors Endorsement



Computing the Honors Endorsement with Exemptions due to COVID-19

1. Determine the diploma type, then choose the scores/exemptions that most benefit the student.

Students must meet the assessment requirements for the diploma type, but in instances when a student has more assessments/exemptions than required for the diploma type, use the combination of earned scores/exemptions that most benefits the student.

Regents/Local Diploma Assessment Requirements		Regents Diploma with Advanced Designation Assessment Requirements	
English		English	
Mathematics		Mathematics 1 Mathematics 2 Mathematics 3	
Science		Life Science Physical Science	
Social Studies		Social Studies	
Pathway		Pathway	
		Students must also complete a sequence for advanced designation (LOTE, Arts, or CTE).	

** Students who substitute more than 2 Department-Approved Alternative Exams are not eligible for the honors endorsement.

2. Determine if final course averages are included in the honors computation.

How many scored Regents Exams are applied to the diploma type?

3 or more	Exemptions are removed from the calculation.
Less than 3	The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors.

3. Compute.

3 or more	If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.
Less than 3	If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.

Examples

Example A

Student A has the following Regents Exam score history:

- Algebra I, 78
- Earth Science, 82
- Geometry, 96
- Global Studies, 87
- Algebra II, exemption due to COVID-19 (final course grade, 95)
- English Language Arts, exemption due to COVID-19 (final course grade, 89)
- Chemistry, exemption due to COVID-19 (final course grade, 92)
- US History, exemption due to COVID-19 (final course grade, 91)

1. **Determine the diploma type, then choose the scores/exemptions that most benefit the student.**
   - Since the student does not have a life science Regents Exam, they have not met the assessment requirements for advanced designation.
   - Since the student has more assessments/exemptions than required for the diploma type, use the most beneficial combination which still allows the student to meet the assessment requirements for the Regents diploma. That combination is as follows:
     - English: exemption due to COVID-19 (final course grade, 89)
     - Mathematics: Geometry, 96
     - Science: Chemistry, exemption due to COVID-19 (final course grade, 92)
     - Social Studies: US History, exemption due to COVID-19 (final course grade, 91)
     - Pathway: Algebra II, exemption due to COVID-19 (final course grade, 95)
2. **Determine if final course averages are included in the honors computation.**
   - Since the student has only one scored Regents Exam in the above combination (Geometry), the final course averages for the remaining four assessments (exemptions due to COVID-19) are included in the honors computation.
3. **Compute.**
   - The computation is as follows:
     English + Mathematics + Science + Social Studies + Pathway
     89 + 96 + 92 + 91 + 95 = 463
     463 ÷ 5 = 92.6
     Since the computed average is 90 or above, the student has earned the Regents Diploma with Honors.

REMINDER:
In cases where a student does take one of the 4 Regents Examinations administered in June 2021, schools may use either the final course average or the score on the Regents Examination, whichever is most beneficial to the student in the calculation for Mastery or Honors. Substitutions of course averages for Regents examinations taken prior to June 2021 are not permitted.
FAQ #47

Example B

Student B has the following Regents Exam score history:

- Algebra I, 78
- Earth Science, 82
- Geometry, 98
- Global Studies, 87
- Living Environment, 94
- Algebra II, exemption due to COVID-19 (final course grade, 95)
- English Language Arts, exemption due to COVID-19 (final course grade, 89)
- Chemistry, exemption due to COVID-19 (final course grade, 92)
- US History, exemption due to COVID-19 (final course grade, 91)
- Physics, exemption due to COVID-19 (final course grade, 94)
- *Student B completed a 5-unit sequence in the Arts.*

1. **Determine the diploma type, then choose the scores/exemptions that most benefit the student.**
   - The student meets the assessment requirements for a Regents Diploma with Advanced Designation.
   - Since the student has more assessments/exemptions than required for the diploma type, use the most beneficial combination which still allows the student to meet the assessment requirements. That combination is as follows:
     - English: exemption due to COVID-19 (final course grade, 89)
     - Mathematics 1: Algebra I, 78
     - Mathematics 2: Geometry, 98
     - Mathematics 3: Algebra II, exemption due to COVID-19 (final course grade, 95)
     - Life Science: Living Environment, 94
     - Physical Science: Chemistry, exemption due to COVID-19 (final course grade, 92)
     - Social Studies: US History, exemption due to COVID-19 (final course grade, 91)
     - Pathway: Physics, exemption due to COVID-19 (final course grade, 94)
2. **Determine if final course averages are included in the honors computation.**
   - Since the student has three scored Regents Exams applicable to the diploma type, the exemptions are removed from the honors computation.
3. **Compute.**
   - The computation is as follows:
     78 + 98 + 94 = 270
     270 ÷ 3 = 90
     Since the computed average is 90 or above, the student has earned the Regents Diploma with Advanced Designation with Honors. *Note, this student has also earned Mastery in Science.*

Additional information can be referenced on the Endorsements and Seals webpage as well as in questions 45-47 and 49 of the Frequently Asked Questions Related to the June 2021 and August 2021 Exemptions from Diploma Requirements. Questions? Email: emscgradreq@nysed.gov

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/honorsendorsement.pdf

Computing the Honors Endorsement

- First things first: Determine the diploma type by “Filling the buckets”

Regents/Local Diploma Assessment Requirements		**Regents Diploma with Advanced Designation Assessment Requirements**	
English		English	
Mathematics		Mathematics 1 Mathematics 2 Mathematics 3	
Science		Life Science Physical Science	
Social Studies		Social Studies	
Pathway		Pathway	
		Students must also complete a sequence for advanced designation (LOTE, Arts, or CTE).	

Check for Advanced Designation

Regents Diploma with Advanced Designation Assessment Requirements	
English	
Mathematics Mathematic	
Mathematics 3	
Life Science Physical Sc	
Social Studie	
Pathway	
Students must also complete a sequence for advanced designation (LOTE, Arts, or CTE).	

English 11 Course - 93

Global Hist Regents- 91

US Hist Course– 90

Geometry Regents- 88

Biology R Course - 87

Algebra I Regents- 83

Earth Science Regents- 79

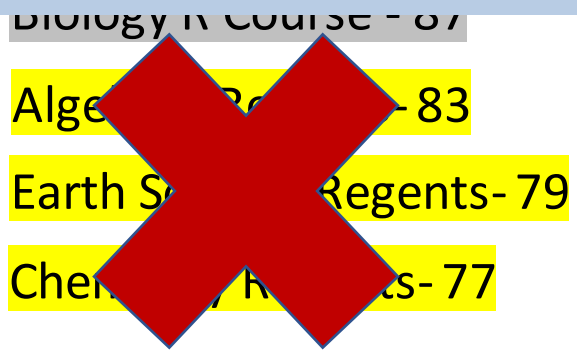
Chemistry Regents- 77

Sort Regents and Exemptions from highest score to lowest score

Check for Regents/Local Diploma

Regents/Local Diploma Assessment Requirements	
English	
Mathematics	
Science	
Social Studies	
Pathway	
89.8	

Since we have fewer than three Regents scores, we include final course grades in the average computation



IDW Regents Honors Endorsement Analysis

						Advanced Regents Diploma		Regents Diploma		ELA		Math 1		Math 2		Math 3		Life Science		Physical Science 1		Physical Science 2		Social Studies 1		Social Studies 2	
# Regents With Numeric Grades	# Regents Scores Used for Average	# Exempt With Course Grade	# Exempt Without Course Grades	Grade	Cohort	Candidate	Average	Candidate	Average	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?
1	0	3	0	09	2020	No		No				94	E	93	E			94		94	E						
4	2	3	0	11	2018	No		Yes	69.8	77	E	66						73						68	E	65	E
4	0	2	3	11	2018	Pending		No			E	97		93		87	E	93		98		85	E		E		E
6	6	2	1	12	2017	Yes	82.33	No		78	E	82		78		75		83		91	E	83		93			E
0	0	2	0	08		No		No				91	E					98	E								
0	0	2	0	08		No		No				93	E					100	E								
3	0	1	0	11	2018	No		No				65						75						65	E		
6	6	2	1	12	2017	Yes	91	No		92	E	94		88		86		93		95	E	94		91			E
0	0	2	0	08		No		No				94	E					94	E								
3	0	3	3	11	2018	Pending		No			E	90		86		85	E	93		100	E	91	E		E		E
2	0	0	0	08		No		No				91								91							
2	0	0	0	08		No		No										70									
0	0	2	0	08		No		No				93	E					93	E								
0	0	2	0	08		No		No				65	E					77	E								
2	0	0	0	12	2020	No		No				78						88									
6	5	3	0	12	2017	Yes	70.6	No		89	E	74		73		65		68		84	E	73		80	E	71	
0	0	4	0	12	2017	No		No		65	E	66	E					66	E					75	E		
5	3	2	0	12	2017	No		Yes	79.67	84	E	65						82						92		84	E

IDW Regents Honors Endorsement Analysis

							Advanced Regents Diploma		Regents Diploma	
ID	# Regents With Numeric Grades	# Regents Scores Used for Average	# Exempt With Course Grade	# Exempt Without Course Grades	Grade	Cohort	Candidate	Average	Candidate	Average
010	1	0	3	0	09	2020	No		No	
021	4	2	3	0	11	2018	No		Yes	69.8
016	2	0	2	4	11	2018	Pending		No	
008	6	6	2	1	12	2017	Yes	82.33	No	

IDW Regents Honors Endorsement Analysis – “Buckets”

ELA		Math 1		Math 2		Math 3		Life Science		Physical Science 1		Physical Science 2		Social Studies 1		Social Studies 2	
Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?	Score	Exempt?
		94	E	93	E			94		94	E						
77	E	66						73						68	E	65	E
	E	97		93	E	87	E	93		98	E	85	E		E		E
78	E	82		78		75		83		91	E	83		93			E

Still Confused?

Schedule a one-on-one training by contacting Stephanie Witt

SWitt1@nasboces.org

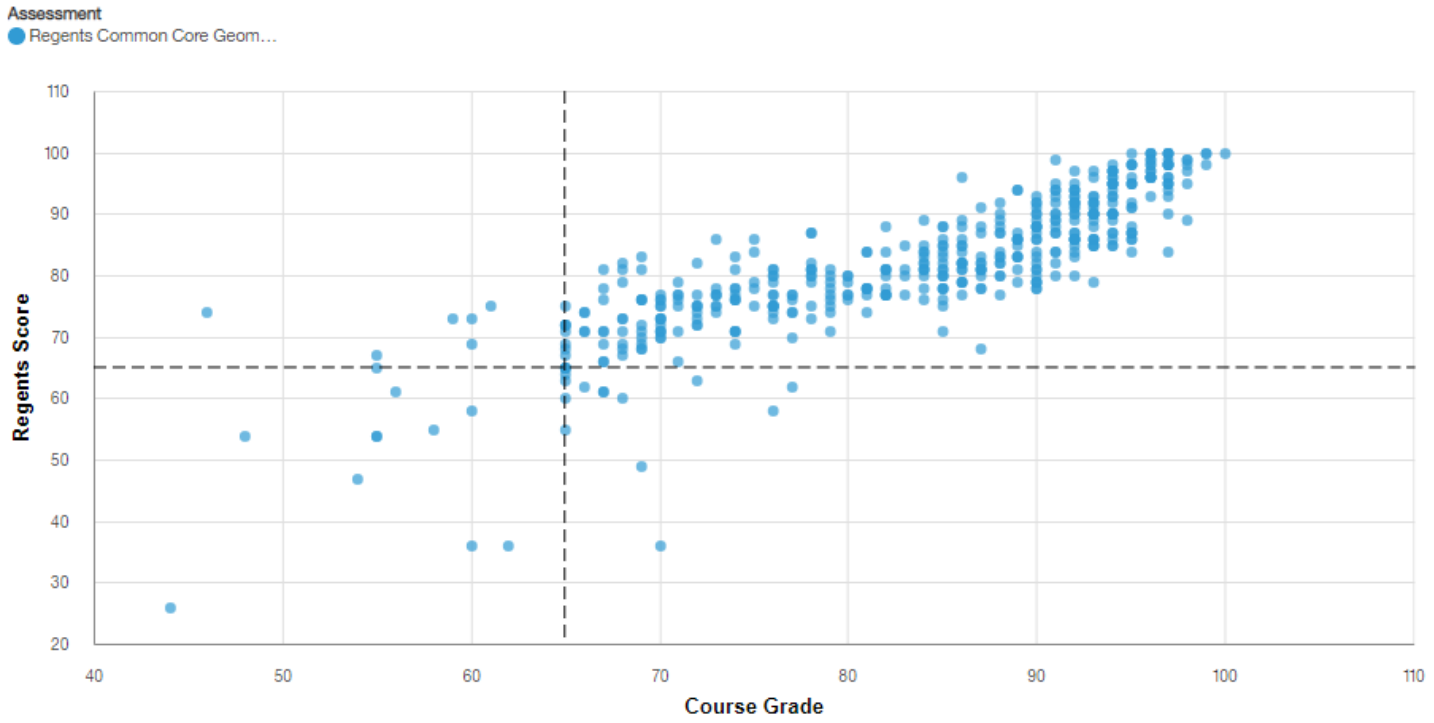
516-608-6623

Regents Course Grade Analysis

- This report compares students final course grades with their June Regents assessment scores.
- Only first time Regents test-takers are included in this report.
- Districts that do not upload final numeric grades to Level 0 will not be able to run this report.
- The Regents exemptions for the 2020 school year do not have Regents scores and are eliminated from this report.
- This report contains tabs for the following subgroups: all students, gender, ethnicity, poverty status, disability status or ELL status.
- Currently available in the State Reporting folder for district users only.

Regents Course Grade Analysis

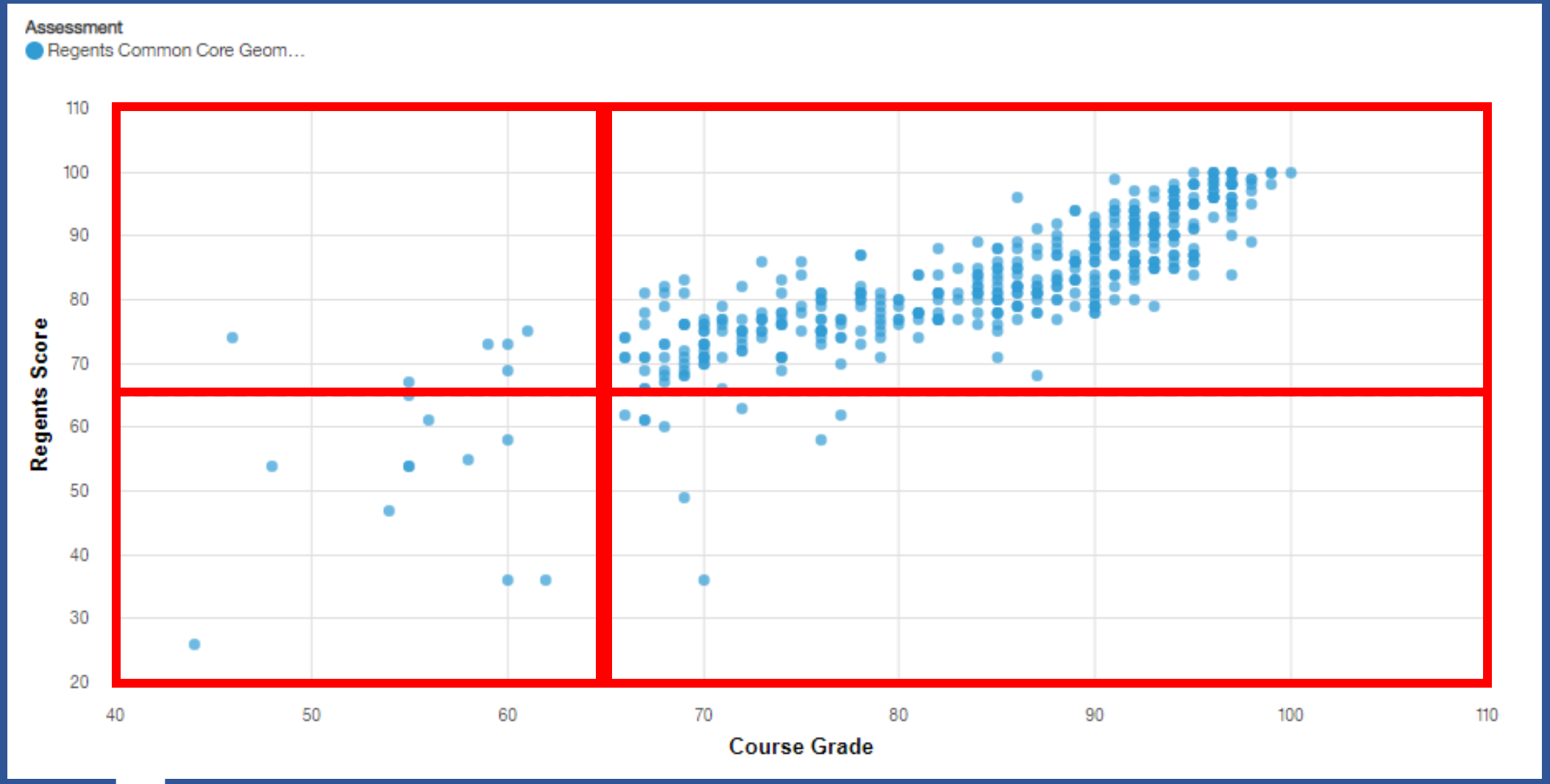
Select School Year	Select Regents Assessment	Select Local Course (optional)
2019	Geometry Regents (CC)	Local Course Name



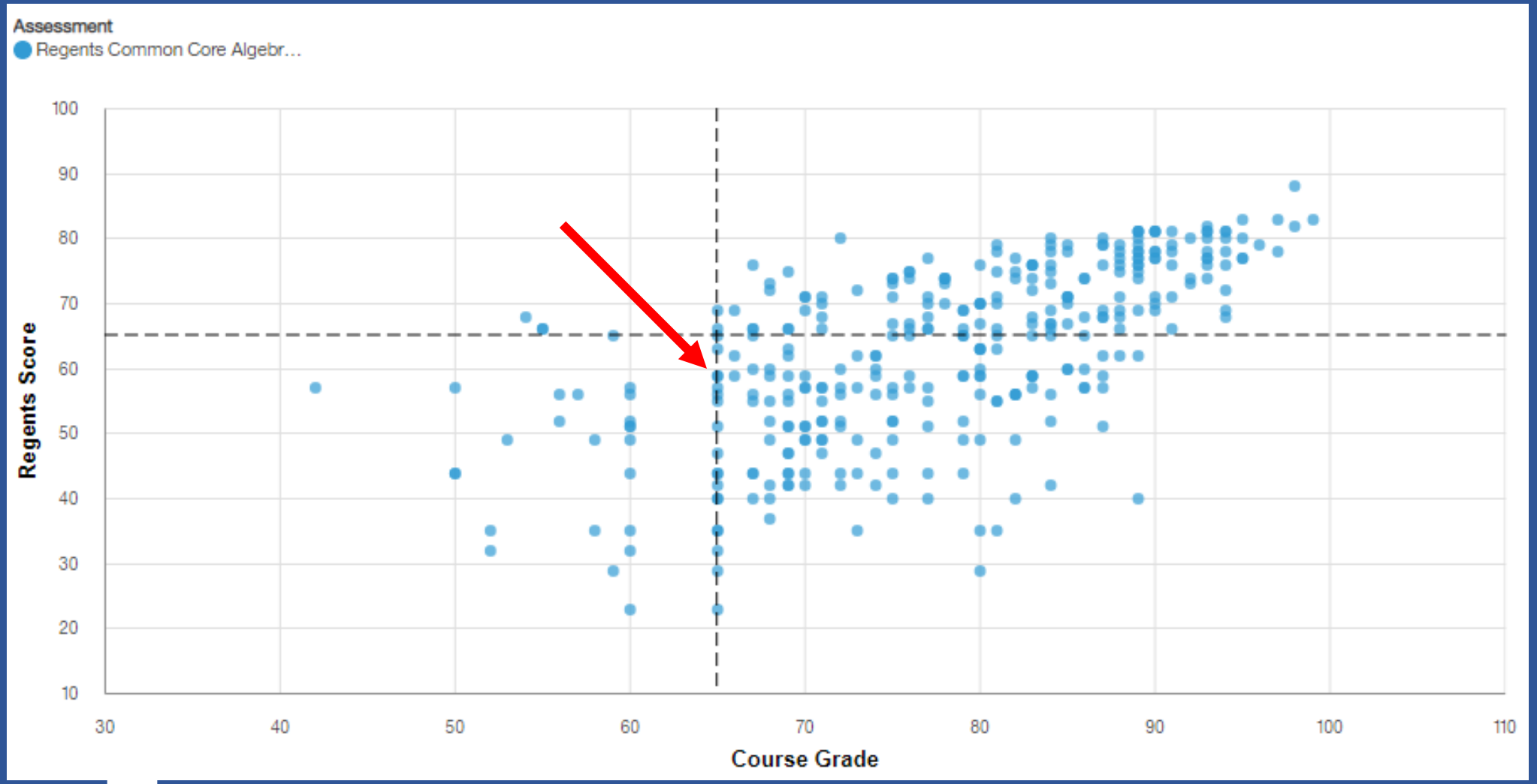
Summary Table

# Students	% Students	% Course Grade > 64	% Regents Score > 64	% Pass Both Course and Regents	Average Course Grade	Average Regents Score	Median Course Grade	Median Regents Grade
	100.0%	96.4%	95.1%	93.6%	83.0	82.0	86	82

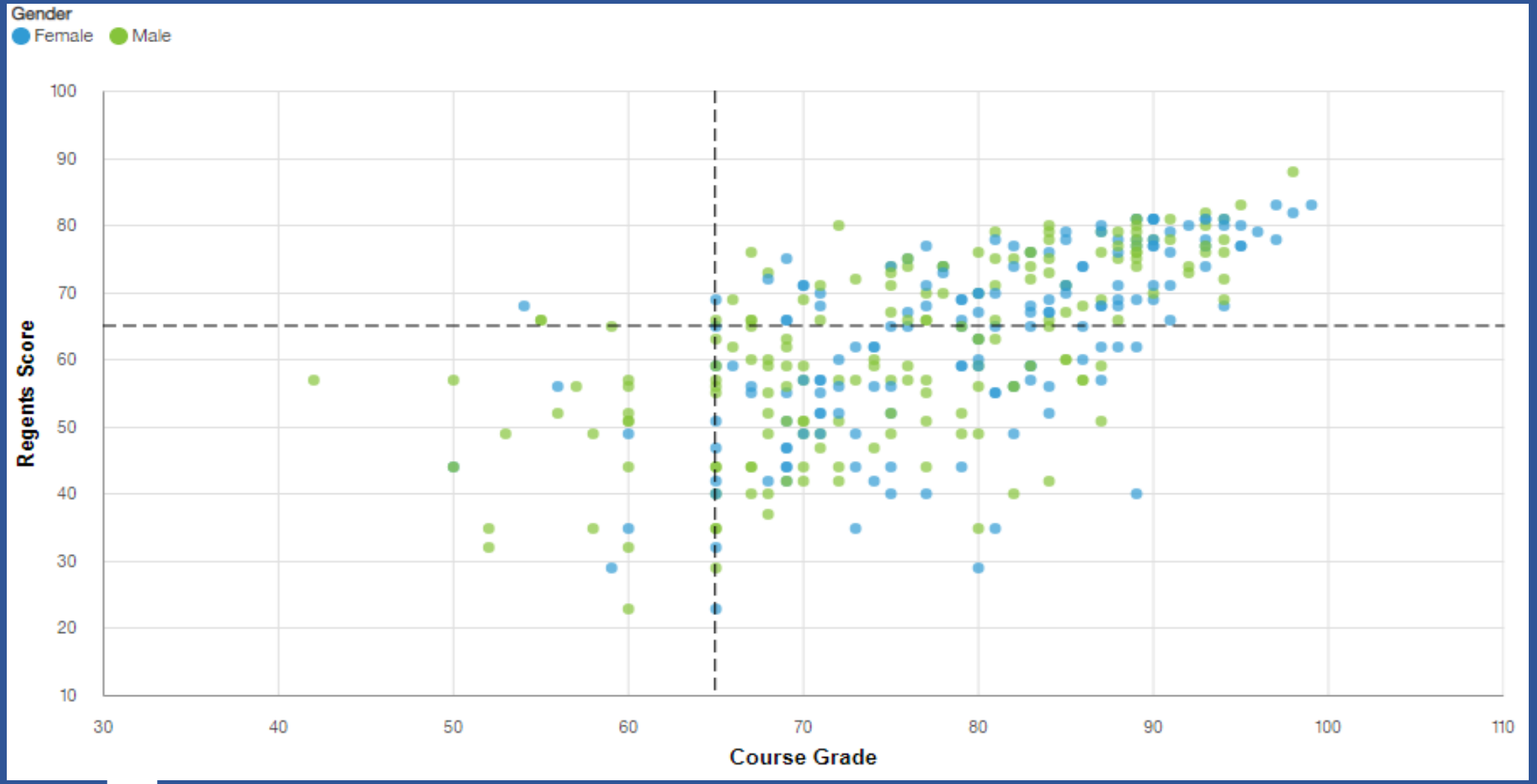
Regents Course Grade Analysis



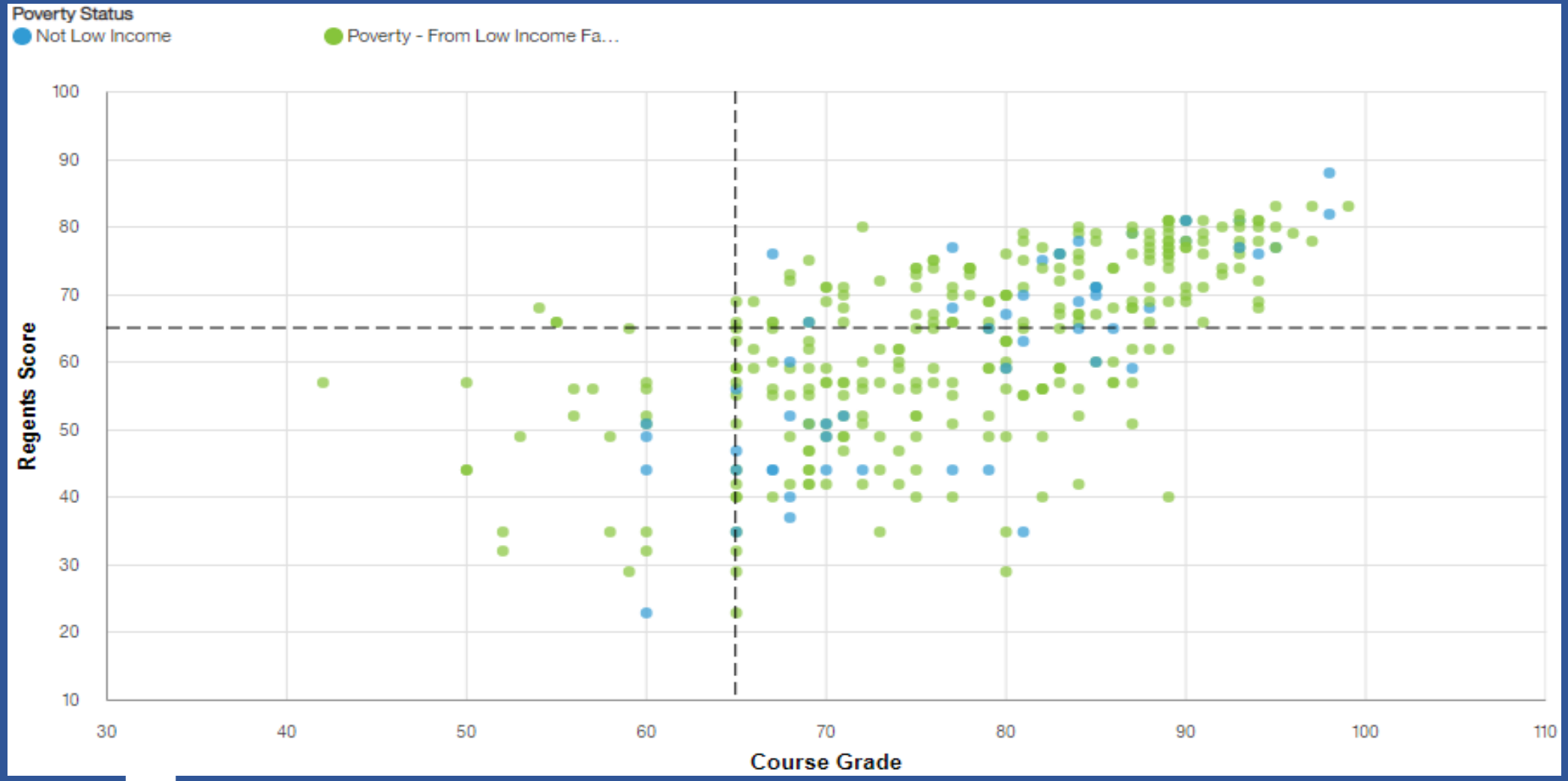
Regents Course Grade Analysis



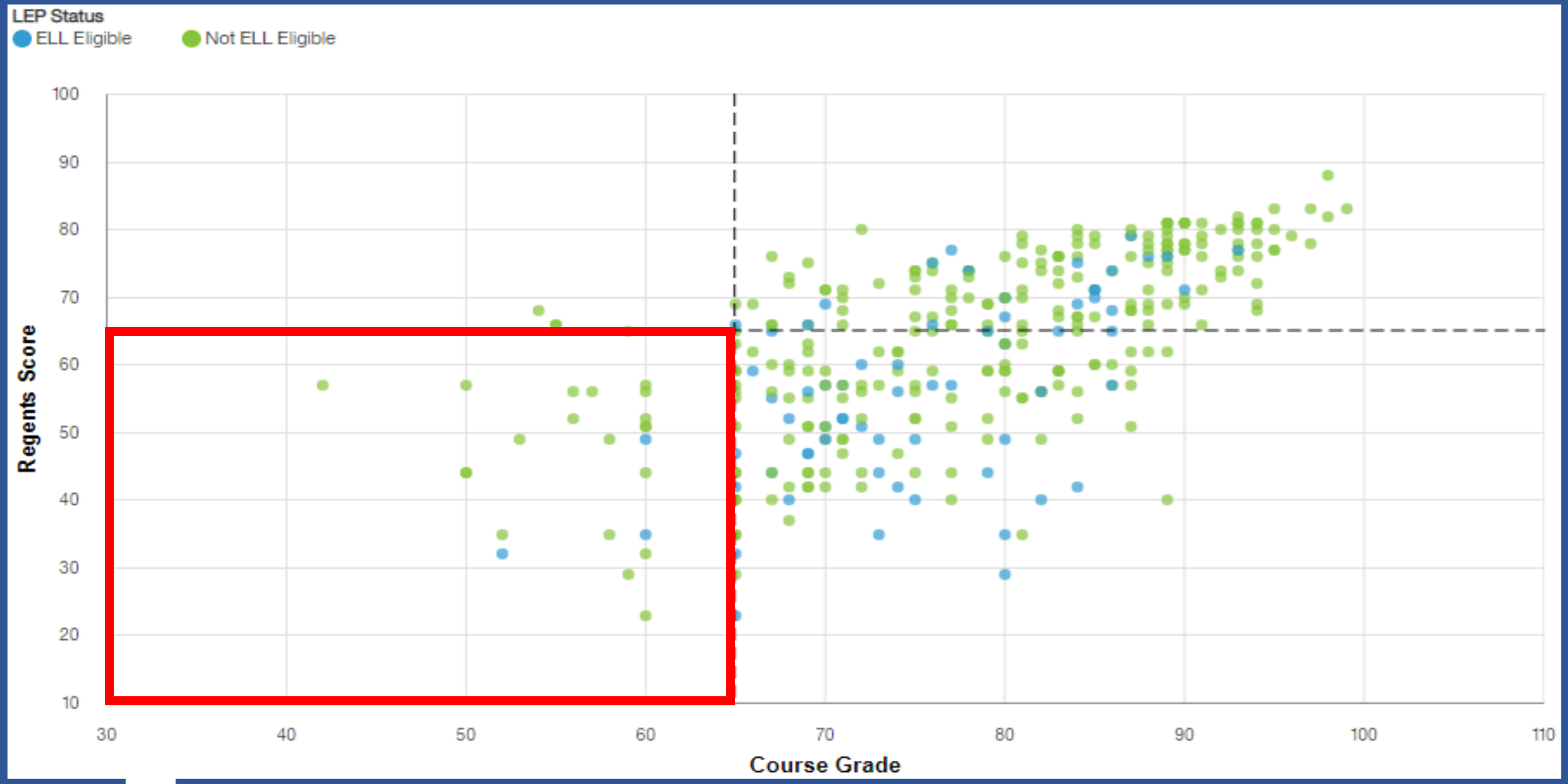
Regents Course Grade Analysis - Gender



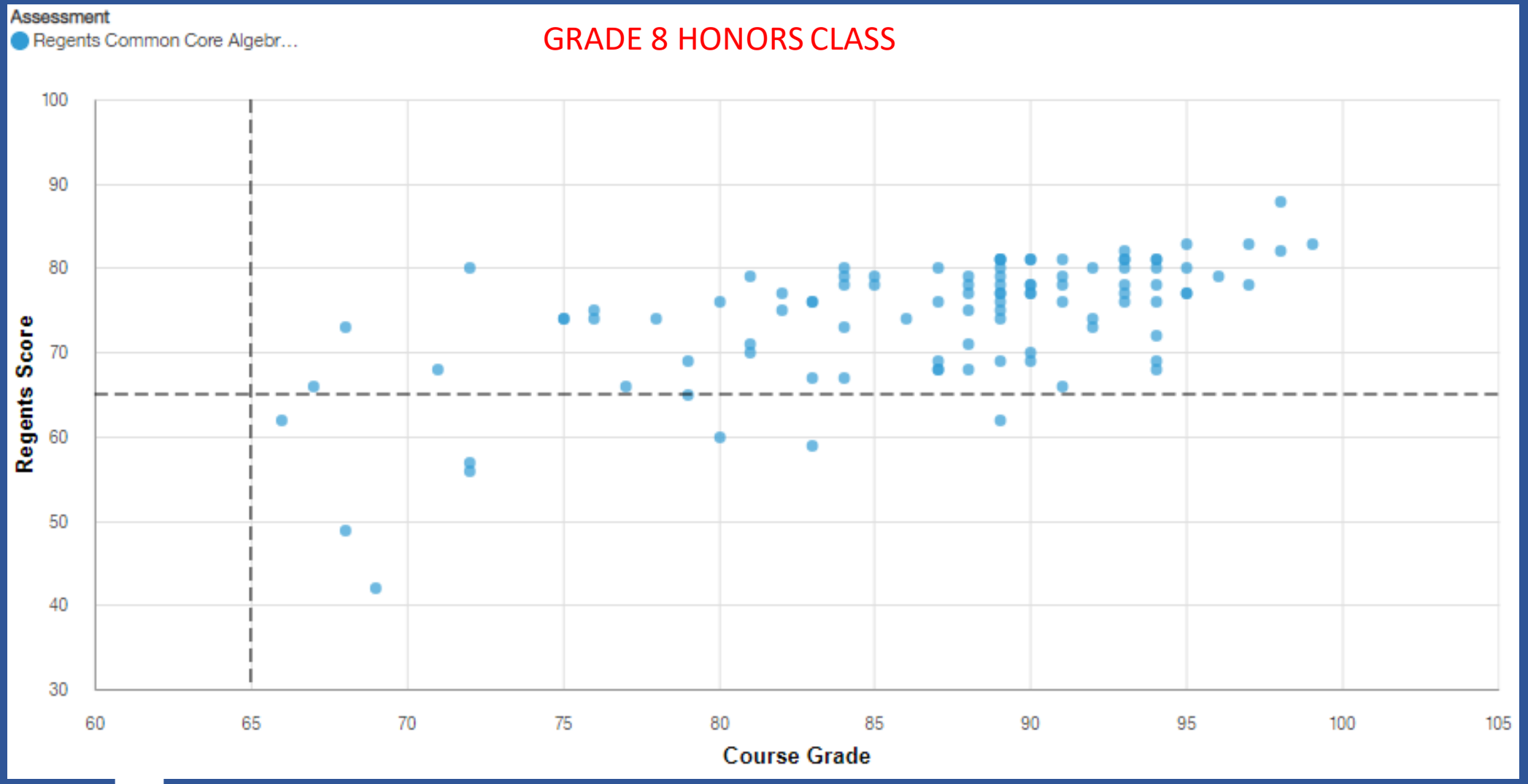
Regents Course Grade Analysis - Poverty



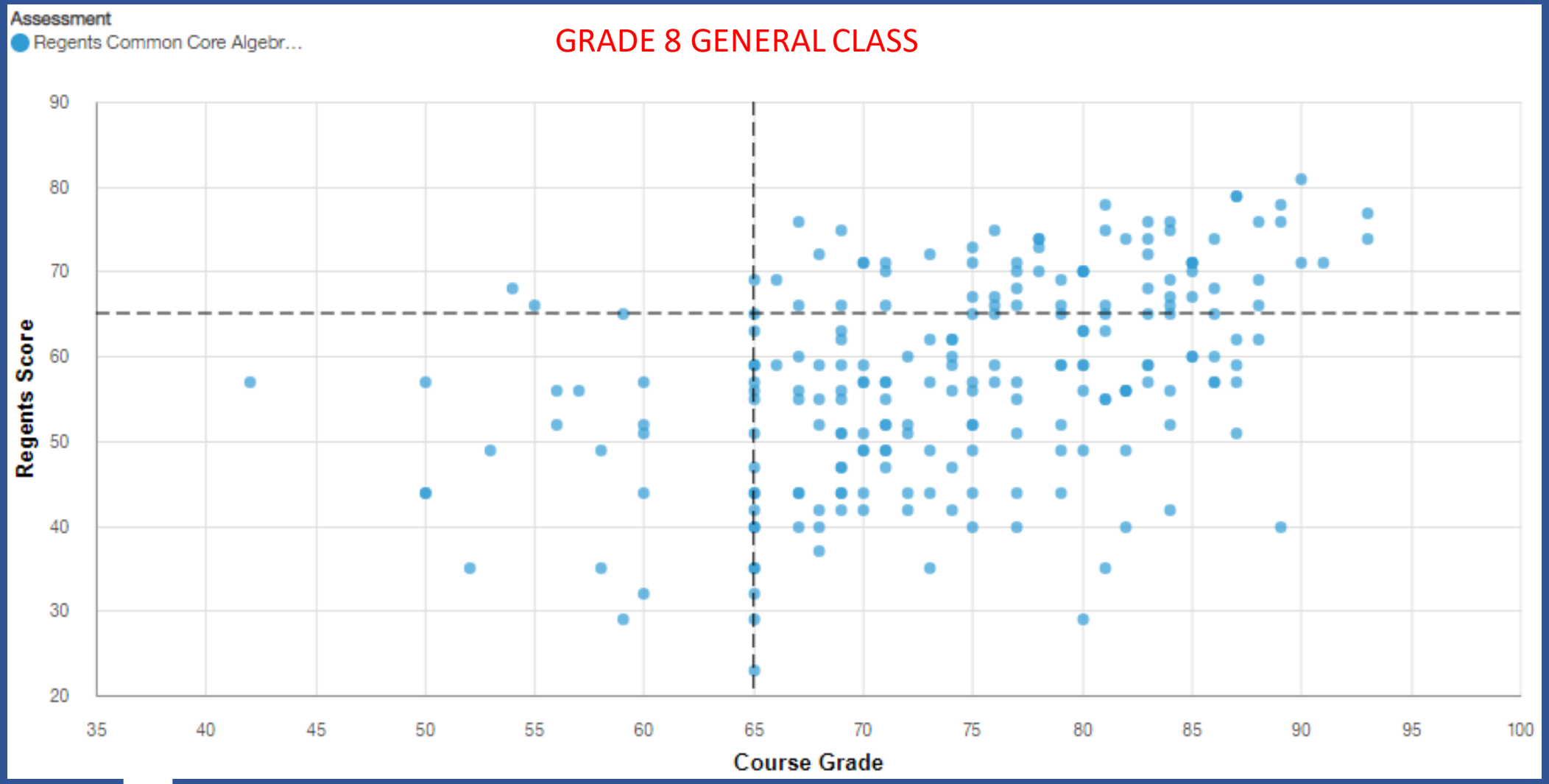
Regents Course Grade Analysis - ELL



Regents Course Grade Analysis – Local Course



Regents Course Grade Analysis – Local Course



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Advanced Regents Diploma Rates
A Gold Standard of Progress

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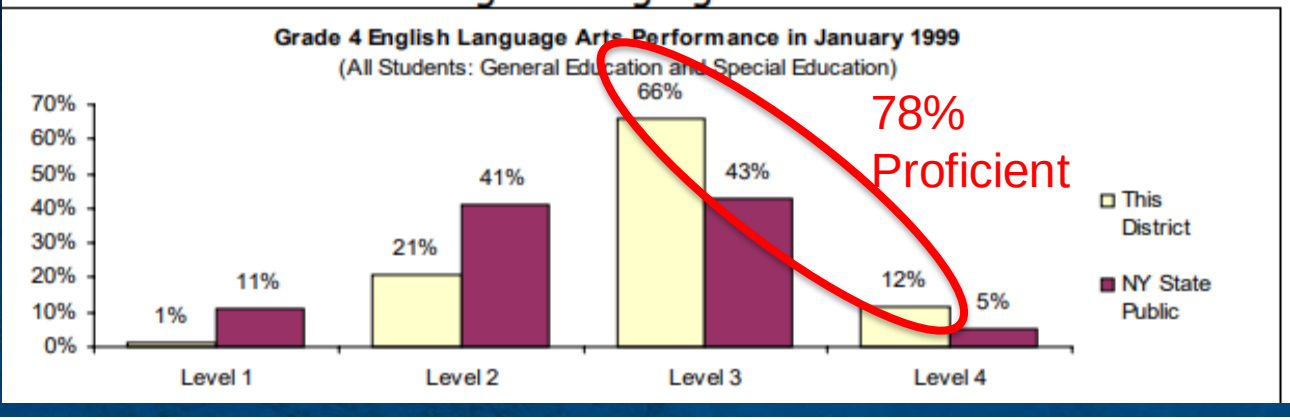
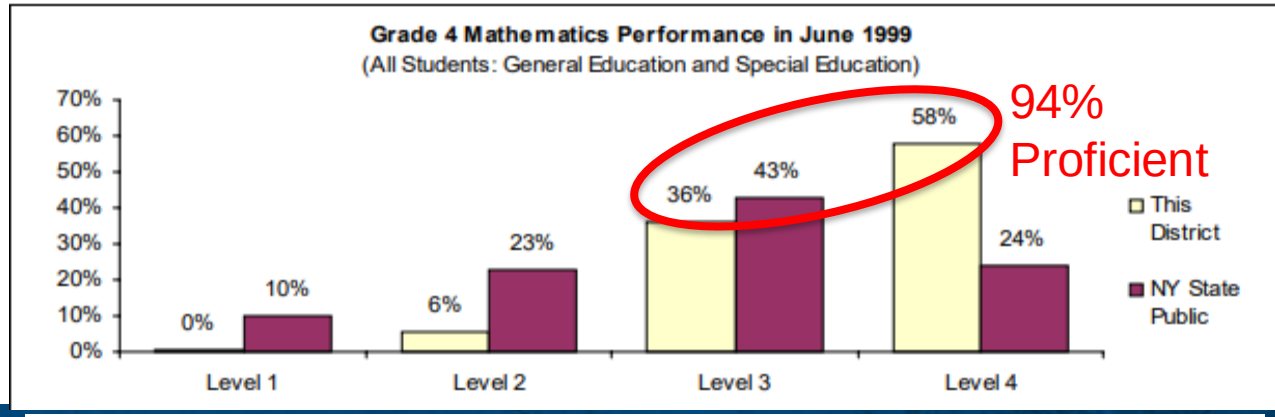
Grade 4

English Language Arts



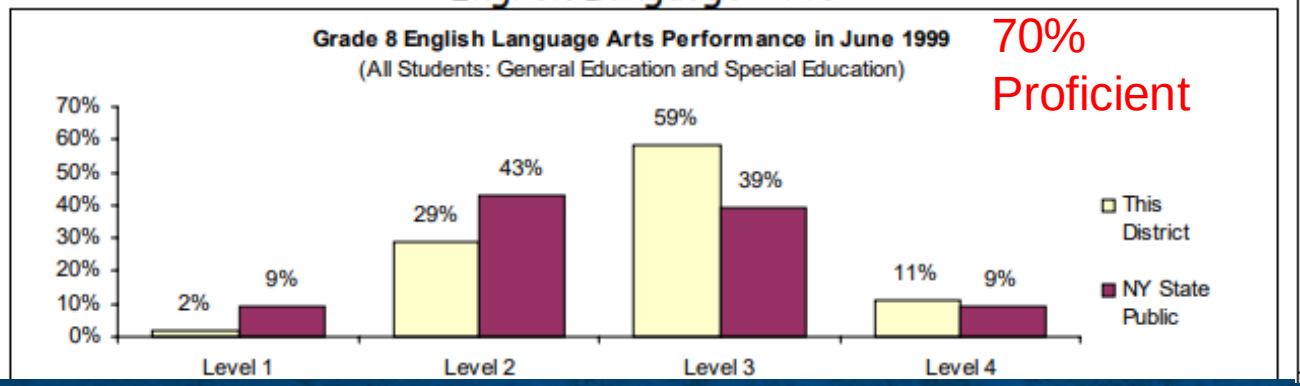
Grade 4

Mathematics



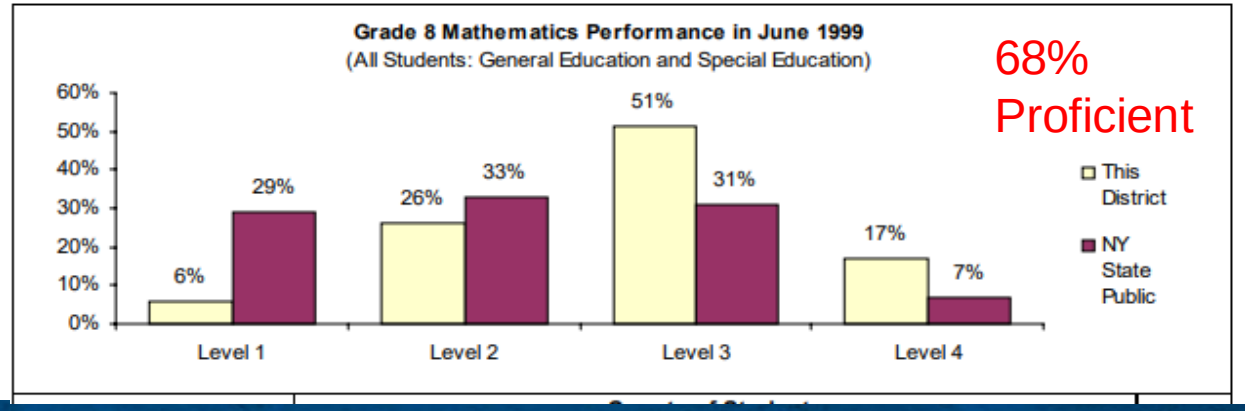
Grade 8

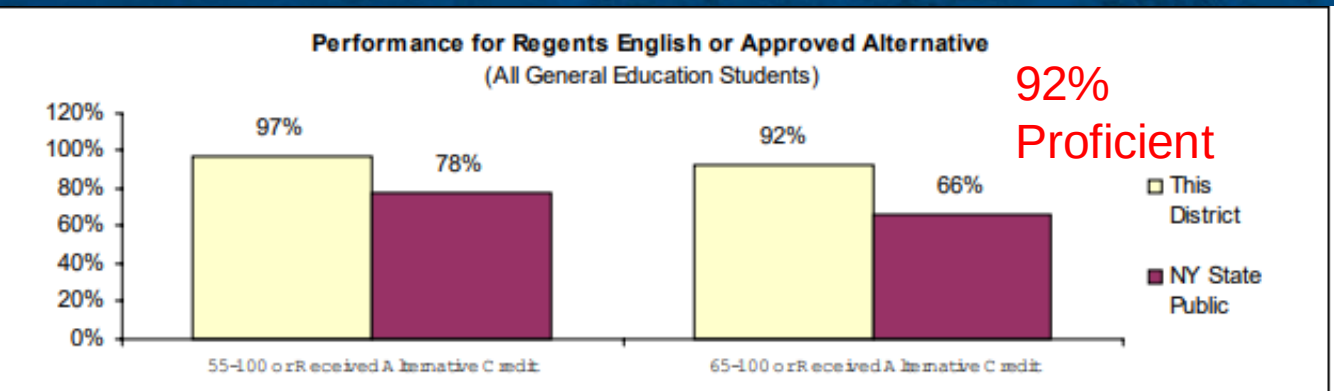
English Language Arts

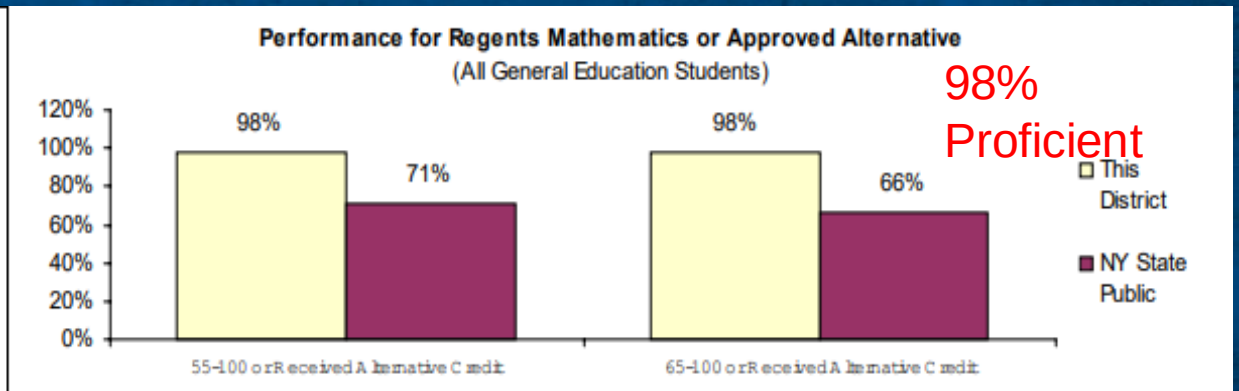


Grade 8

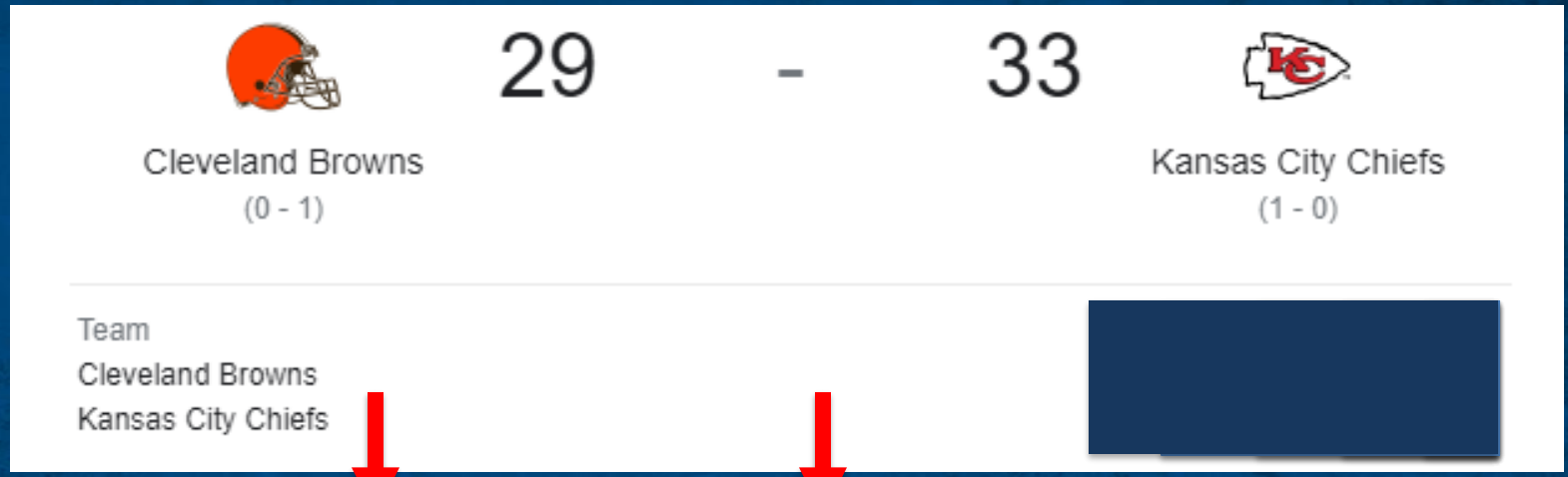
Mathematics







Final Scores vs Interim Scores



Team	1	2	3	4	5	6	7	8	9	R
Brooklyn Dodgers	1	0	0	0	0	0	0	3		
New York Giants	0	0	0	0	1	0	0	0		

WP: Larry Jansen LP: Ralph Branca

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Graduation Rates and Advanced Regents Diploma Rates—High Stakes Issues for Students

- Have Advanced Regents Diploma Rates changed in recent years?
- To find out, go to the IDW!

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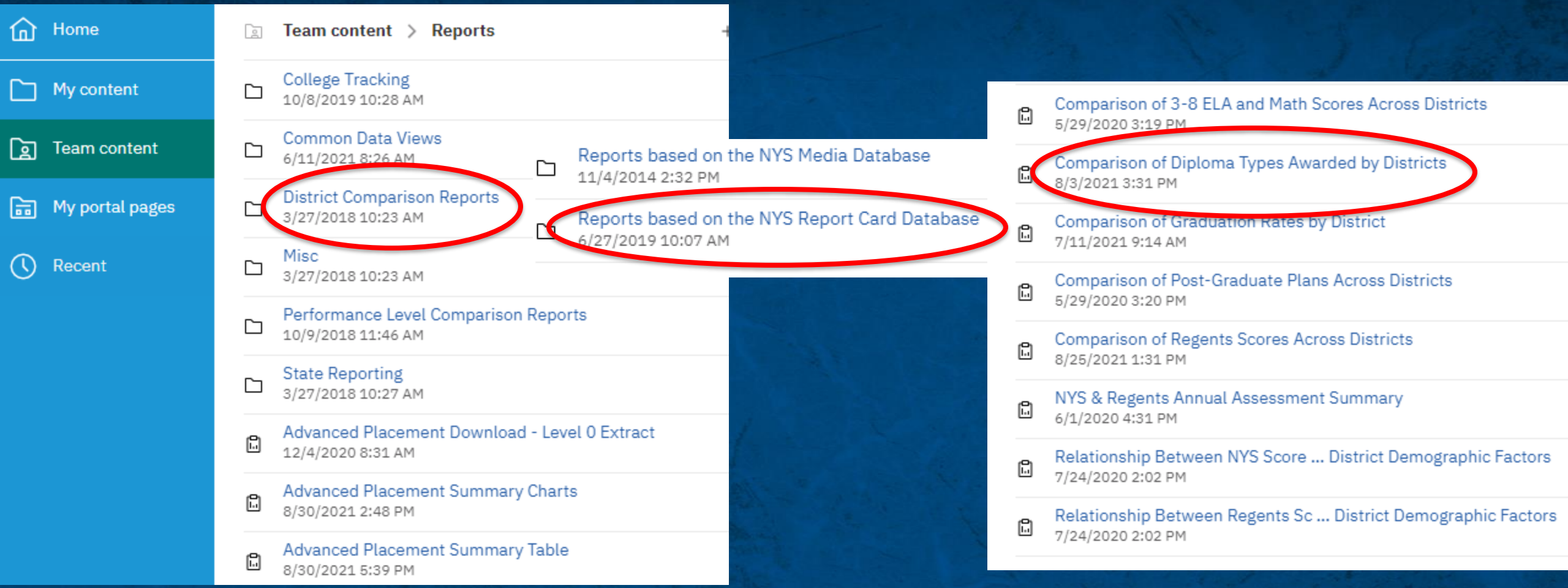
Go to the Reports menu and then to the “District Comparison Reports” folder to find data on Diploma Rates.



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Choose the most recent cohort and the All Students subgroup

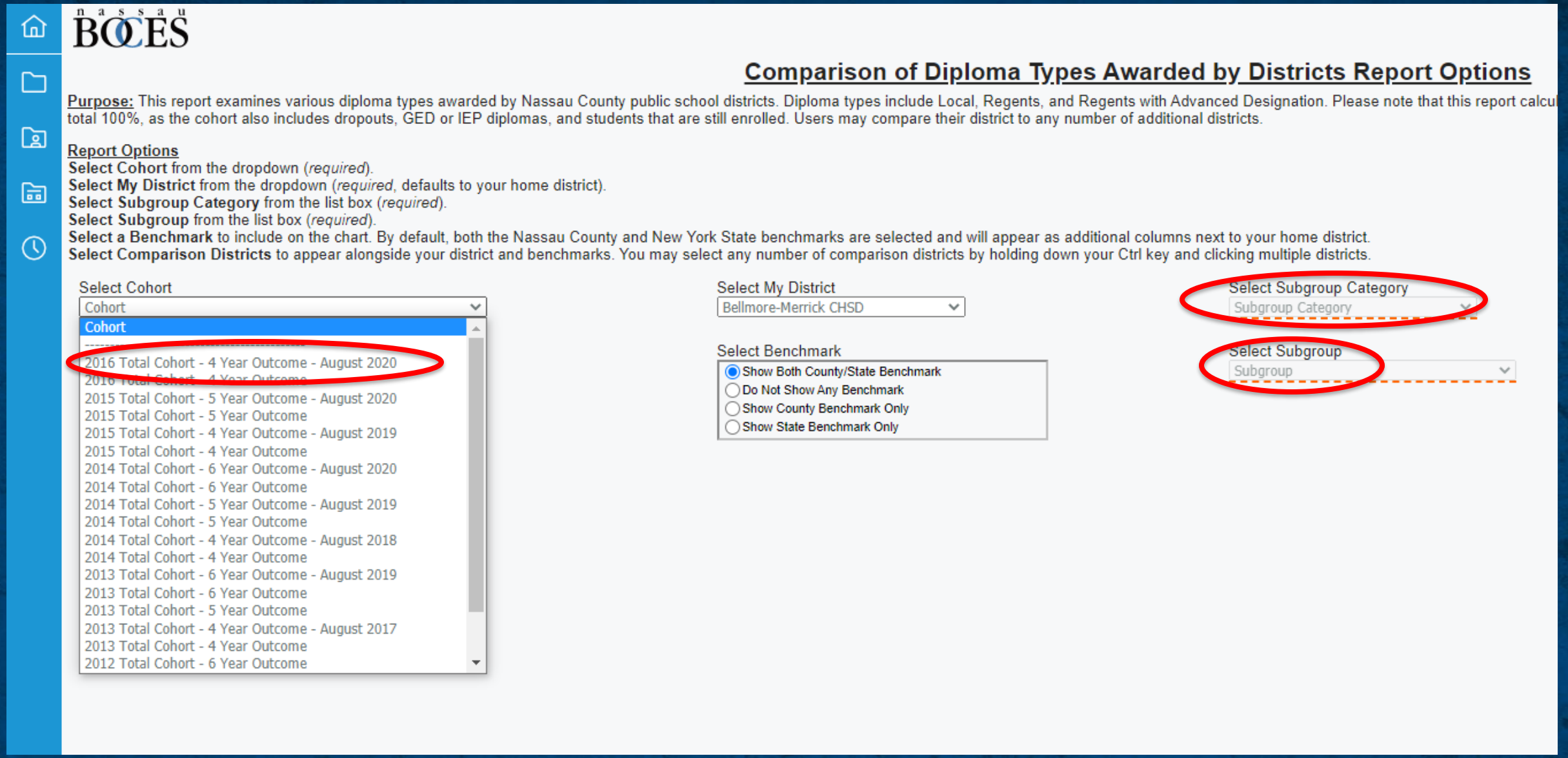
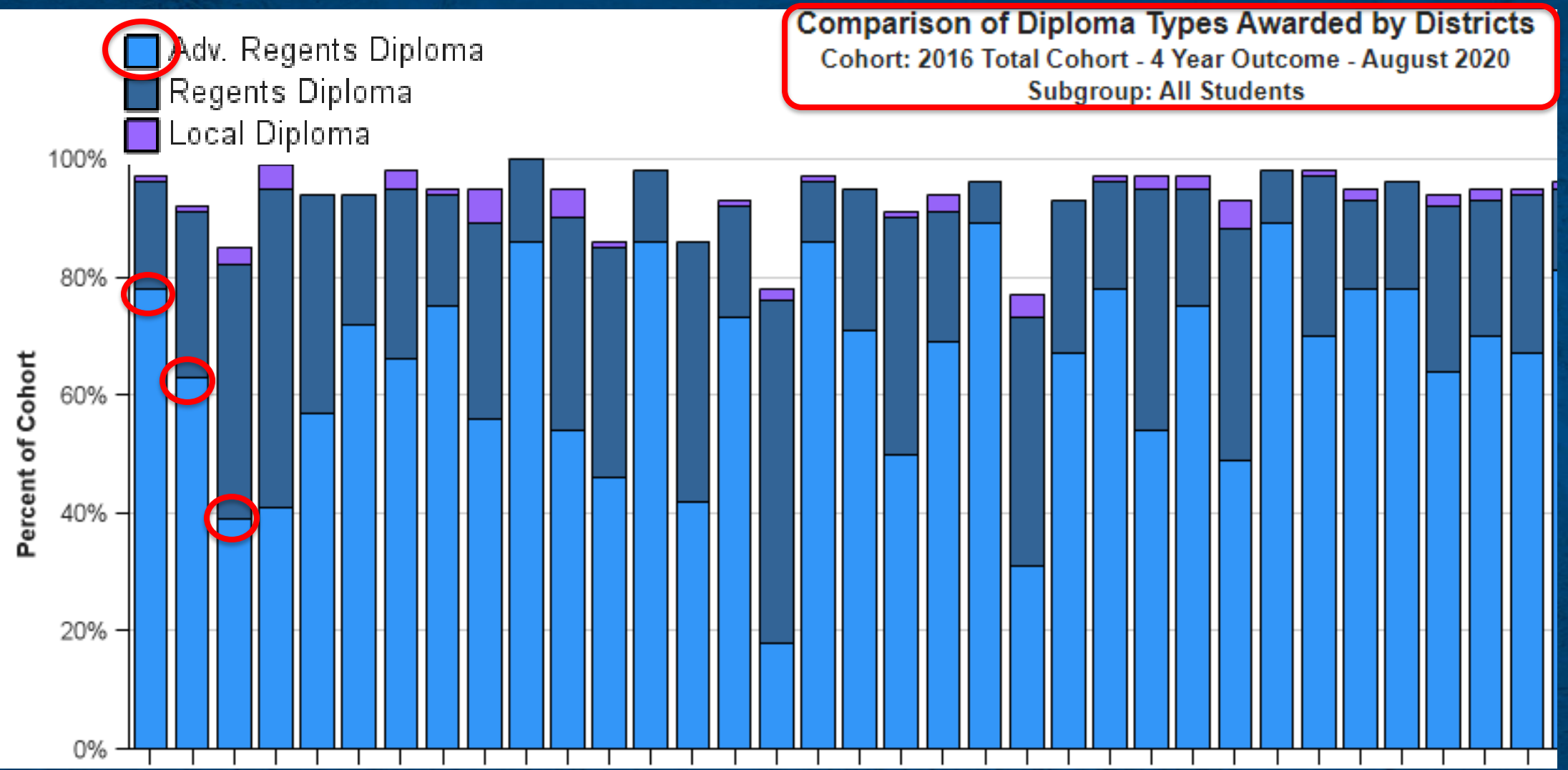
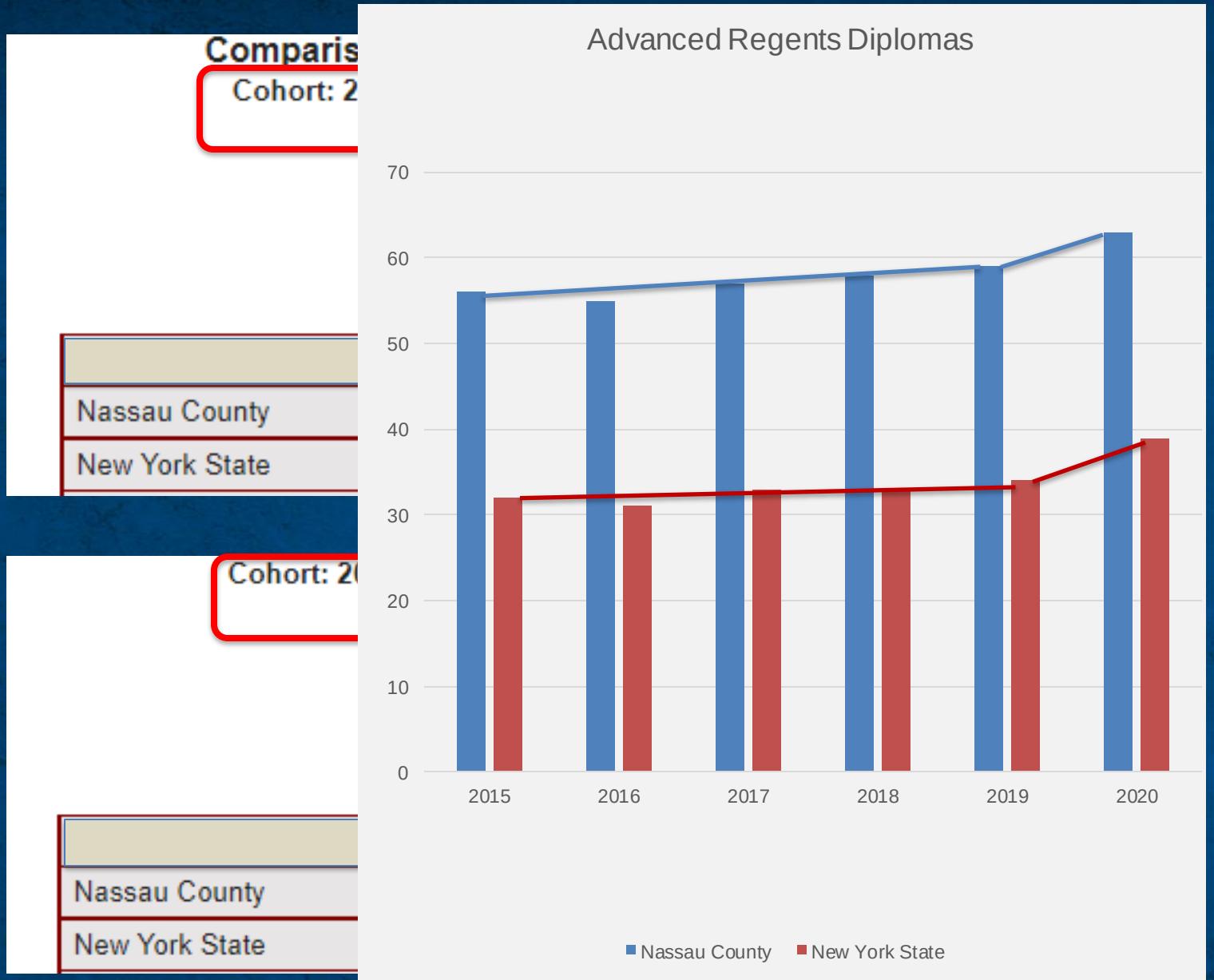


Chart for Selected Nassau County Districts



How did Advanced Regents Diplomas change after the pandemic?



2017 57% Nassau
33% NY State

2018 58% Nassau
33% NY State

Why the large increases in 2020? What changed?

What's in store for 2021? Did your district follow the pattern?

Common Data Views

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Common Questions New York State Stakeholders Have In Common Regarding the Administration of the Spring 2021 State Assessments

- What was the percentage of participation?
- What were the environmental conditions for those who participated?
- What was the level of effort given by students who participated?
- How meaningful would a benchmark be within a gap report?

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Common New York Views

What are Common Data Views?

A common set of reports provided by all (12) New York Regional Information Centers to support the following needs:

Provide educators, across the state, with a common framework to analyze school data.

Supply educators with the appropriate data to identify areas of success along with areas in need for improvement.

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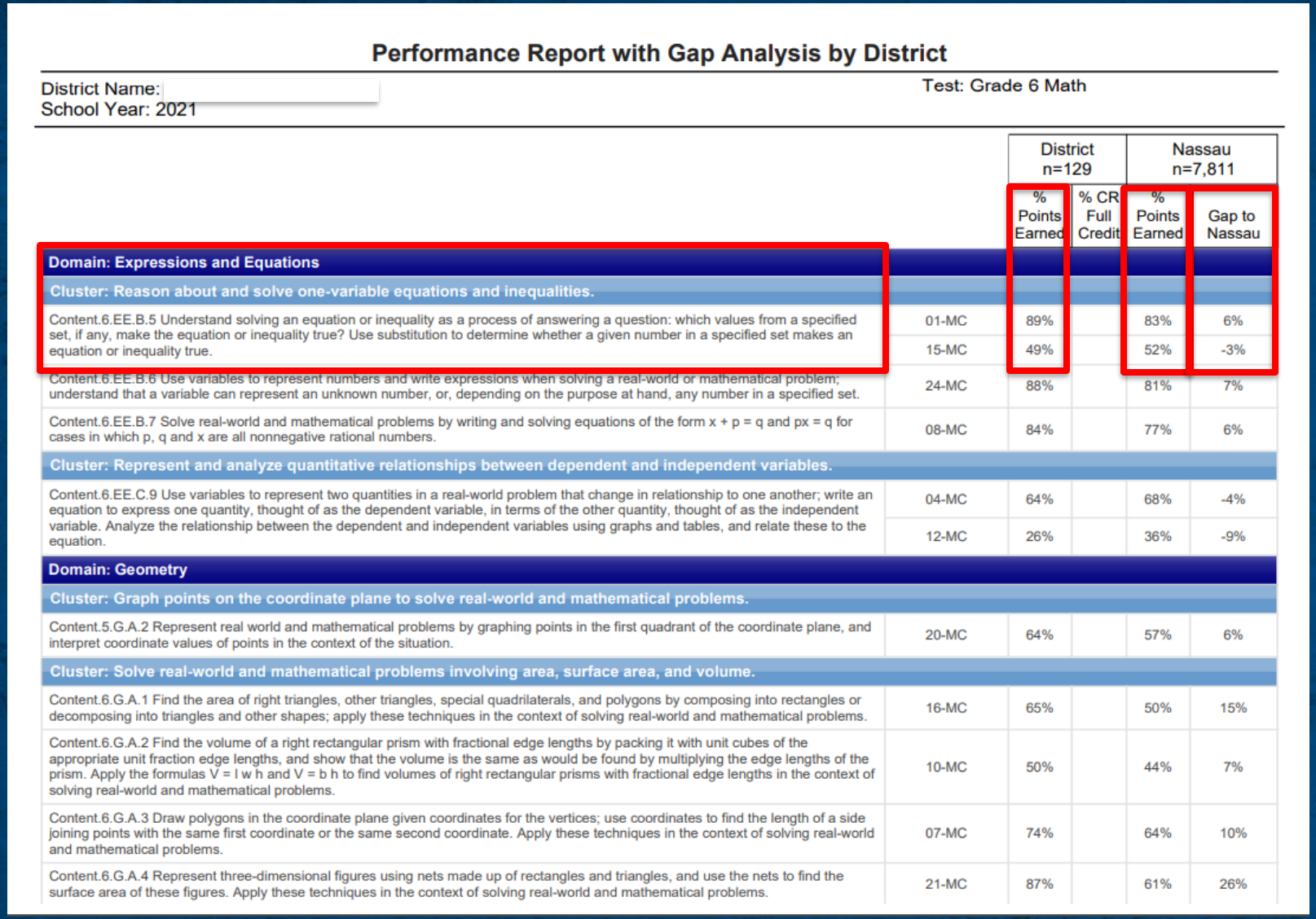
Performance Report with Gap Analysis by District



Performance Report with Gap Analysis by District

District Name:
School Year: 2021

Test: Grade 6 Math

		District n=129		Nassau n=7,811	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to Nassau
Domain: Expressions and Equations					
Cluster: Reason about and solve one-variable equations and inequalities.					
Content.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	01-MC	89%		83%	6%
	15-MC	49%		52%	-3%
Content.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	24-MC	88%		81%	7%
Content.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	08-MC	84%		77%	6%
Cluster: Represent and analyze quantitative relationships between dependent and independent variables.					
Content.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	04-MC	64%		68%	-4%
	12-MC	26%		36%	-9%
Domain: Geometry					
Cluster: Graph points on the coordinate plane to solve real-world and mathematical problems.					
Content.5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	20-MC	64%		57%	6%
Cluster: Solve real-world and mathematical problems involving area, surface area, and volume.					
Content.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	16-MC	65%		50%	15%
Content.6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	10-MC	50%		44%	7%
Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	07-MC	74%		64%	10%
Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	21-MC	87%		61%	26%

- The report is organized by learning standard and shows the number and percent of multiple - choice questions answered correctly.
- This common view shows the percentage of total points earned for the school, as compared to the regional percent correct (Nassau County), for each item.

Released Questions Performance by District

Common View #3 Released Questions Performance by District

District Name:
School Year: 2021

Test: Grade 6 Math

This report is only for 3-8 NYSED Released Questions. It is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. Gaps shown for the comparison group(s) selected indicate the difference in the percentage of points earned between the district and the comparison group. Positive percentages indicate that the district outperformed the comparison group.

MC Gap Analysis			Distribution of Responses (Blue/Bold = Correct) District n = 129					Region n=7811	
Question Number	CCLS	% Correct	A	B	C	D	No Response	% Correct	Gap to Region
01	Content.6.EE.B.5	89% (115)	1% (1)	8% (10)	**89% (115)**	2% (3)	0% (0)	83%	6%
02	Content.6.RP.A.3c	84% (109)	4% (5)	6% (8)	5% (7)	**84% (109)**	0% (0)	71%	14%
03	Content.6.NS.B.4	78% (100)	16% (21)	**78% (100)**	3% (4)	3% (4)	0% (0)	68%	9%
04	Content.6.EE.C.9	64% (82)	29% (38)	2% (3)	**64% (82)**	5% (6)	0% (0)	68%	-4%
05	Content.6.EE.A.2c	90% (116)	3% (4)	2% (2)	5% (6)	**90% (116)**	1% (1)	72%	18%
06	Content.6.RP.A.1	90% (116)	7% (9)	**90% (116)**	2% (2)	1% (1)	1% (1)	70%	20%
07	Content.6.G.A.3	74% (95)	9% (12)	5% (6)	12% (16)	**74% (95)**	0% (0)	64%	10%
08	Content.6.EE.B.7	84% (108)	2% (3)	**84% (108)**	9% (11)	5% (7)	0% (0)	77%	6%
09	Content.6.NS.C.6c	61% (79)	26% (34)	4% (5)	**61% (79)**	9% (11)	0% (0)	47%	14%
10	Content.6.G.A.2	50% (65)	**50% (65)**	23% (30)	15% (19)	12% (15)	0% (0)	44%	7%
11	Content.6.RP.A.3c	48% (62)	8% (10)	11% (14)	33% (43)	**48% (62)**	0% (0)	51%	-3%
12	Content.6.EE.C.9	26% (34)	**26% (34)**	17% (22)	40% (52)	16% (21)	0% (0)	36%	-9%
13	Content.6.EE.A.1	72% (93)	**72% (93)**	9% (11)	14% (18)	5% (7)	0% (0)	61%	11%
14	Content.6.RP.A.3b	84% (109)	4% (5)	3% (4)	**84% (109)**	9% (11)	0% (0)	75%	10%
15	Content.6.EE.B.5	49% (63)	**49% (63)**	22% (28)	9% (11)	21% (27)	0% (0)	52%	-3%
16	Content.6.G.A.1	65% (84)	8% (10)	6% (8)	**65% (84)**	21% (27)	0% (0)	50%	15%
17	Content.6.NS.C.6	71% (92)	12% (16)	3% (4)	13% (17)	**71% (92)**	0% (0)	63%	8%
18	Content.6.RP.A.3b	77% (99)	7% (9)	**77% (99)**	7% (9)	9% (12)	0% (0)	74%	3%
19	Content.6.EE.A.3	75% (97)	**75% (97)**	16% (21)	4% (5)	5% (6)	0% (0)	58%	17%
20	Content.5.G.A.2	64% (82)	12% (15)	**64% (82)**	14% (18)	11% (14)	0% (0)	57%	6%
21	Content.6.G.A.4	87% (112)	2% (3)	4% (5)	7% (9)	**87% (112)**	0% (0)	61%	26%

- This report is organized by learning standard and shows the number of released multiple – choice questions answered correctly as well as the distribution of student responses.
- The number and percent of students who selected each multiple-choice response is represented.

Individual Performance Report

Individual Student Performance Report by Subskill - MC

This report is organized and grouped by learning standard and shows the number and percent of multiple choice questions the student answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which the student was awarded full credit. If a comparison group's performance is included, that group's average percentages of the same measures are indicated.

District Name: [redacted]
School Year: 2021
Student: [redacted]
Level: Not available

Location: [redacted]
Test: Grade 6 Math
Numeric Score:
State Percentile:

Multiple Choice Analysis

	Number of Questions	Student # Correct	Student % Correct	District % Correct n=129
Strand: Expressions and Equations				
Cluster: Apply and extend previous understandings of arithmetic to algebraic expressions.				
Content.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.	1	1	100%	72%
Content.6.EE.A.2c Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	1	1	100%	90%
Content.6.EE.A.3 Apply the properties of operations to generate equivalent expressions.	1	1	100%	75%
Content.6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	1	1	100%	80%
Cluster: Reason about and solve one-variable equations and inequalities.				
Content.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	2	1	50%	69%
Content.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	1	1	100%	88%
Content.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	1	0	0%	84%
Cluster: Represent and analyze quantitative relationships between dependent and independent variables.				
Content.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	2	0	0%	45%

- This view provides information related to students' individual performance.
- Each student's results are grouped by domain, cluster, and standard and compared to the district.

Where do I retrieve released questions?

Released 2021 3-8 ELA and Mathematics State Test Questions

On this page you will find links to access released questions used on the 2021 ELA/Literacy and Mathematics Grade 3-8 state tests. There are questions available in every grade (3-8) for both ELA and Mathematics. The mathematics editions have been translated into eight other languages and are available here: Released 2021 3-8 Mathematics State Test Questions – Translated Editions.

Grades 3-8 English Language Arts Released Test Questions:

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

https://www.engageny.org/resource/released-2021-3-8-ela-and-mathematics-state-test-questions

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Just for your edification…..We dived deep into raw data

Math and ELA Comparison Over (2) years

How comparable were our noticings?

	Math 5		Math 7		ELA 4		ELA 6	
	2019	2021	2019	2021	2019	2021	2019	2021
Test takers	10,250	8,350	8,300	6,600	10,400	8,600	9,500	7,900
Range -% Correct	44.2-	43.5-	41.5-	41.3-	39.7-	58.8-	45.5- 87.6	41.1- 90.0
Mean % correct							70.3	69.2
Median % correct	70.5	67	65.1	61.2	67.9	67.1	73.1	73.4

REMEMBER: Raw Data – Test difficulty can vary from year to year.

Actual Nassau County enrollment in 2020 was approximately 15,500 in Grade 5 and 15,800 in Grade 7.

Actual Nassau County enrollment in 2020 was approximately 14,500 in Grade 4 and 15,600 in Grade 6.

The Instructional Data Warehouse (IDW) and the STAR and NWEA Assessments announce a happy union between third party test data and NYS Grade 3-8 test data.

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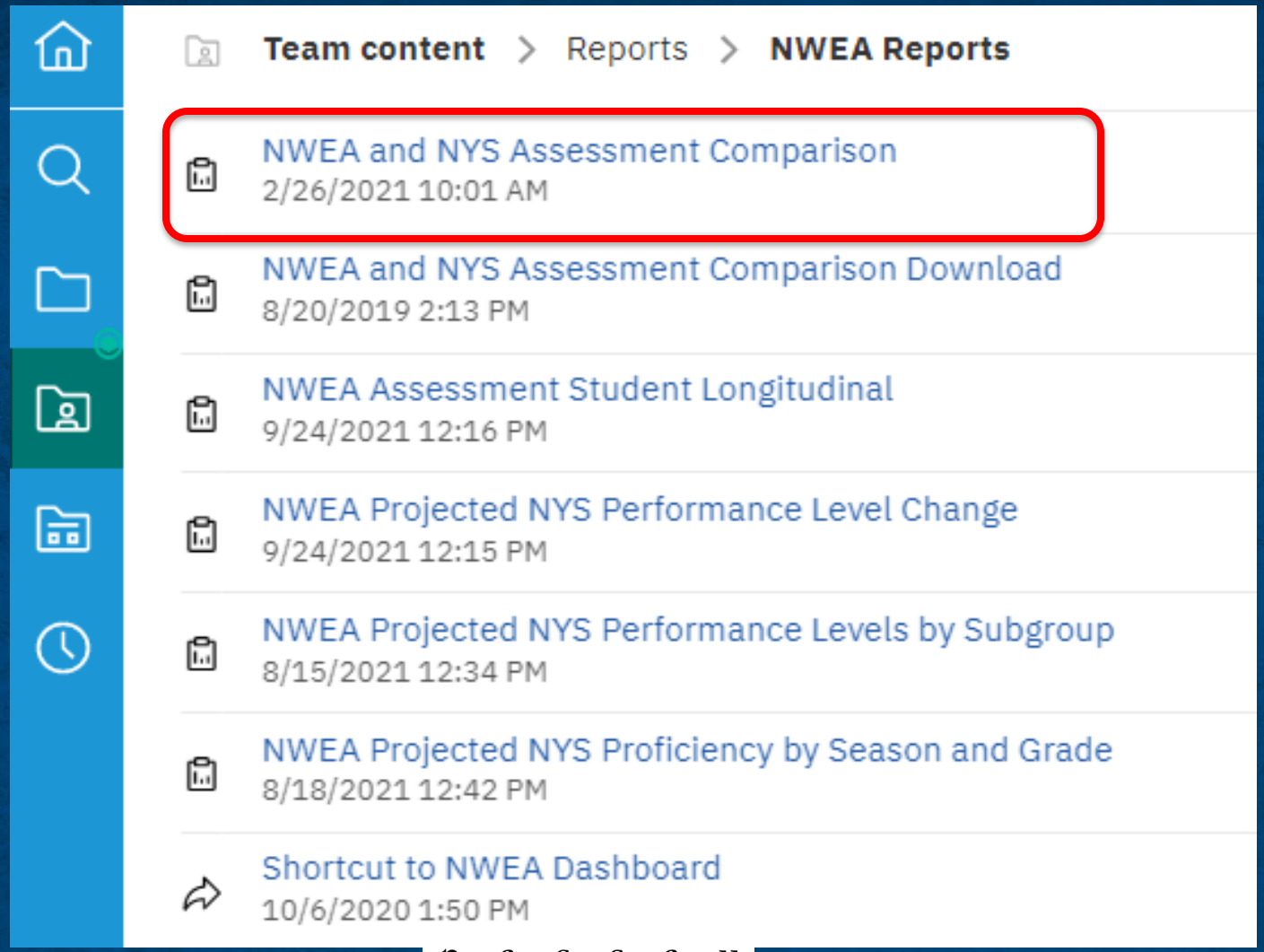
STAR and NWEA Menu of Available IDW Reports



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Fall Assessment			Winter Assessment			Spring Assessment			NYS Assessment		
Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Test Name	Score	Level
									Math		
219	74	NYS Level 3	229	82	NYS Level 3	236	85	NYS Level 4	Grade 5 Math	608	Level 3
202	32	NYS Level 1	208	34	NYS Level 1	209	28	NYS Level 1	Grade 5 Math	999	Receiving entirely remote instruction
211	55	NYS Level 2	208	34	NYS Level 1	221	55	NYS Level 2	Grade 5 Math	999	Receiving entirely remote instruction
179	2	NYS Level 1	186	4	NYS Level 1	192	5	NYS Level 1	Grade 5 Math	999	Refusal
						217	46	NYS Level 2	Grade 5 Math	605	Level 3
215	65	NYS Level 2	209	36	NYS Level 1	211	32	NYS Level 1	Grade 5 Math	999	Receiving entirely remote instruction
191	12	NYS Level 1	203	23	NYS Level 1	206	22	NYS Level 1	Grade 5 Math	577	Level 1
196	19	NYS Level 1	200	18	NYS Level 1				Grade 5 Math	577	Level 1
218	72	NYS Level 3	230	83	NYS Level 3	229	73	NYS Level 3	Grade 5 Math	630	Level 4
217	70	NYS Level 3	222	68	NYS Level 3	227	69	NYS Level 3	Grade 5 Math	999	Receiving entirely remote instruction

STAR and NWEA Menu of Available IDW Reports

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Prompt Page

STAR Projected NYS Proficiency by Season and Grade Report Options

Purpose:

The STAR Projected NYS Proficiency by Season and Grade Report is a tabbed report that displays aggregated projections of NYS 3-8 proficiency based on student performance on the STAR assessments. Data ar provided for each grade and season within a single year. Each tab, located at the top of the report page, provides a different look at projected proficiency/performance levels on the NYS assessments. The ***Proficien*** displays overall proficiency for each seasonal STAR administration by grade level. The ***Proficiency Level 3&4*** tab contains a stacked column that displays proficiency in two groups (Level 3 and Level 4) for each seas STAR administration by grade level. The ***All Levels*** tab displays a stacked column chart that displays each performance level, regardless of proficiency Level 1, Level 2, Level 3, and Level 4). The ***Tabular Data*** tab co crosstab table that details the numbers and percentages for each item, grade, and performance level. **Student details are available by drilling through on the chart columns.**

PLEASE USE CAUTION WHEN COMPARING CHARTS THAT ARE BASED ON DIFFERENT FILTERING CRITERIA.

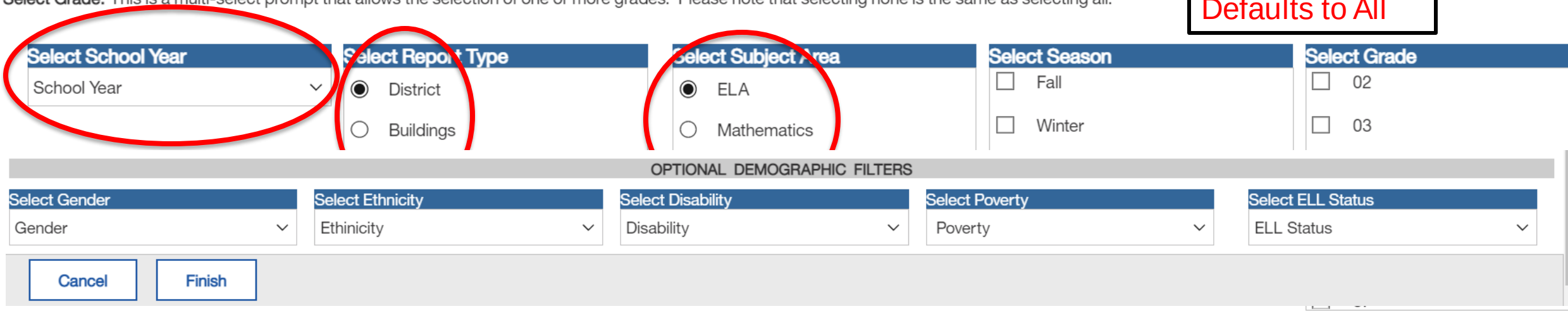
1. The Y-Axis range on the charts are not static and may change based on filtering criteria.
2. The color palettes used in the charts (and their respective legends) are not static and may change slightly based on different filtering criteria. For example, if the report only contains levels 1, 2, and 3, "Level 1" will as yellow instead of orange.

Report Options:

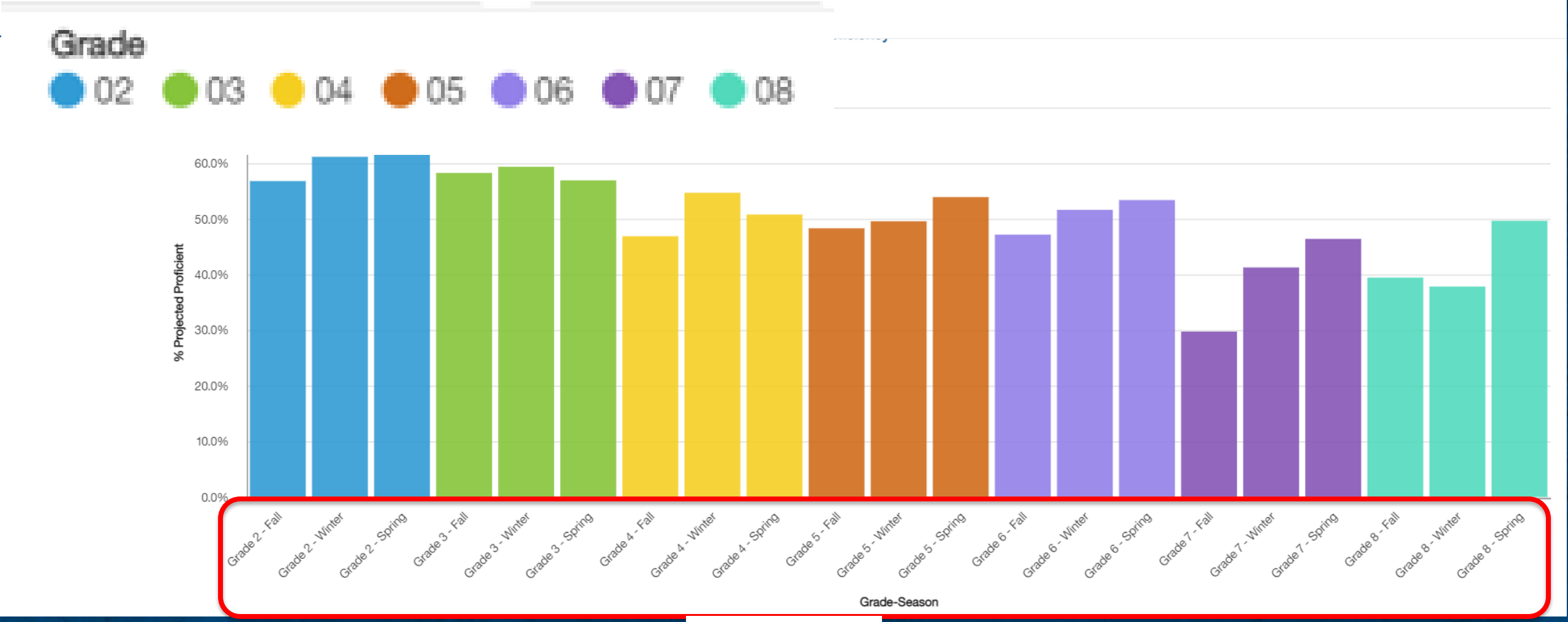
Select School Year: Choose the school year associated with the STAR assessment administration.

Select Report Type: Choose either District or Buildings. Running a report by building will display another prompt that requires a specific school building be selected.
Select Subject Area: Choose either ELA or Mathematics.
Select Season: This is a multi-select prompt that allows the selection of Fall, and/or Winter, and/or Spring. Please note that selecting none is the same as selecting all.
Select Grade: This is a multi-select prompt that allows the selection of one or more grades. Please note that selecting none is the same as selecting all.

Defaults to All



Projected NYS Proficiency by Season and Grade



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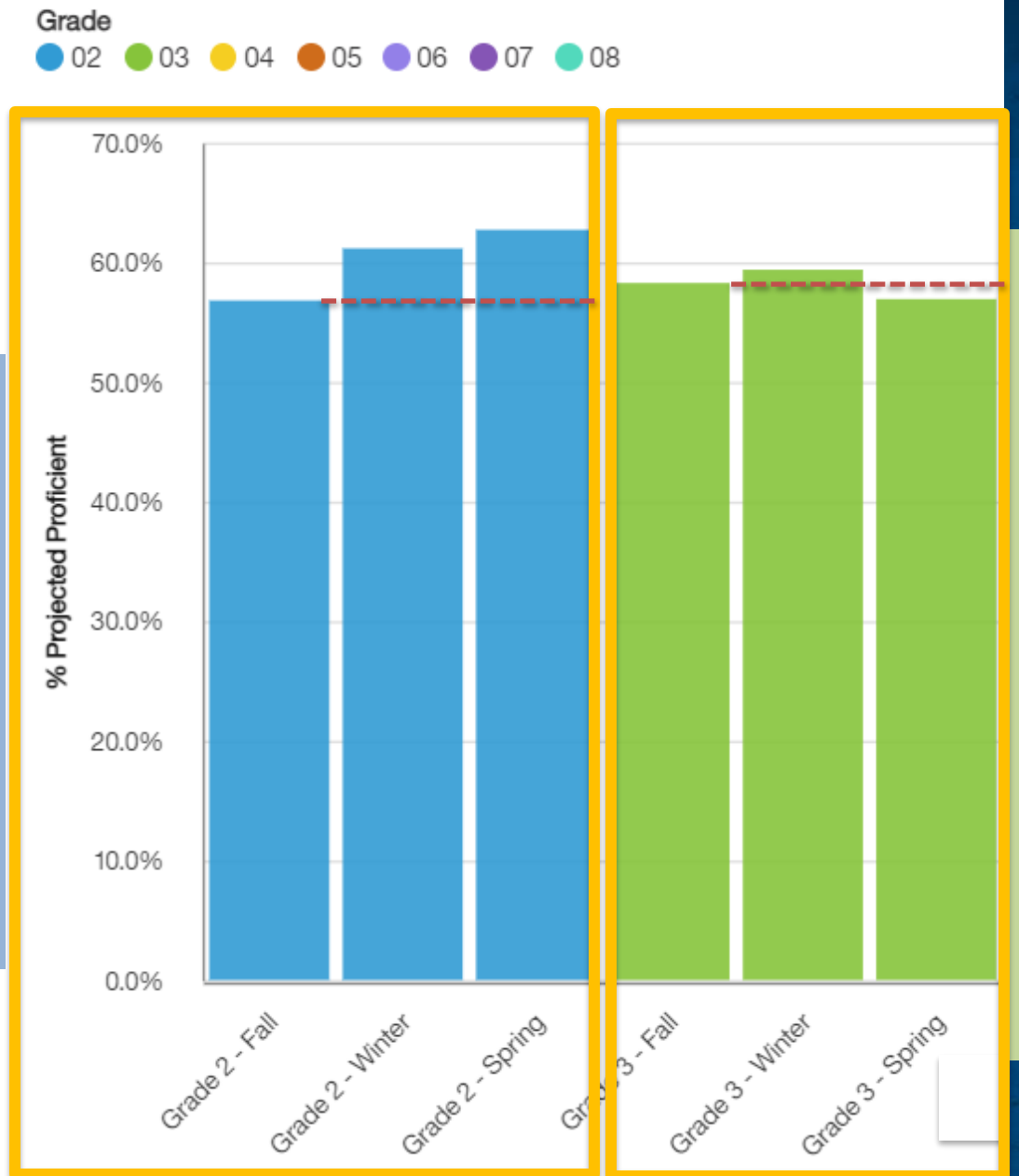
Proficiency | Proficiency Level 3&4 | All Levels | Tabular Data

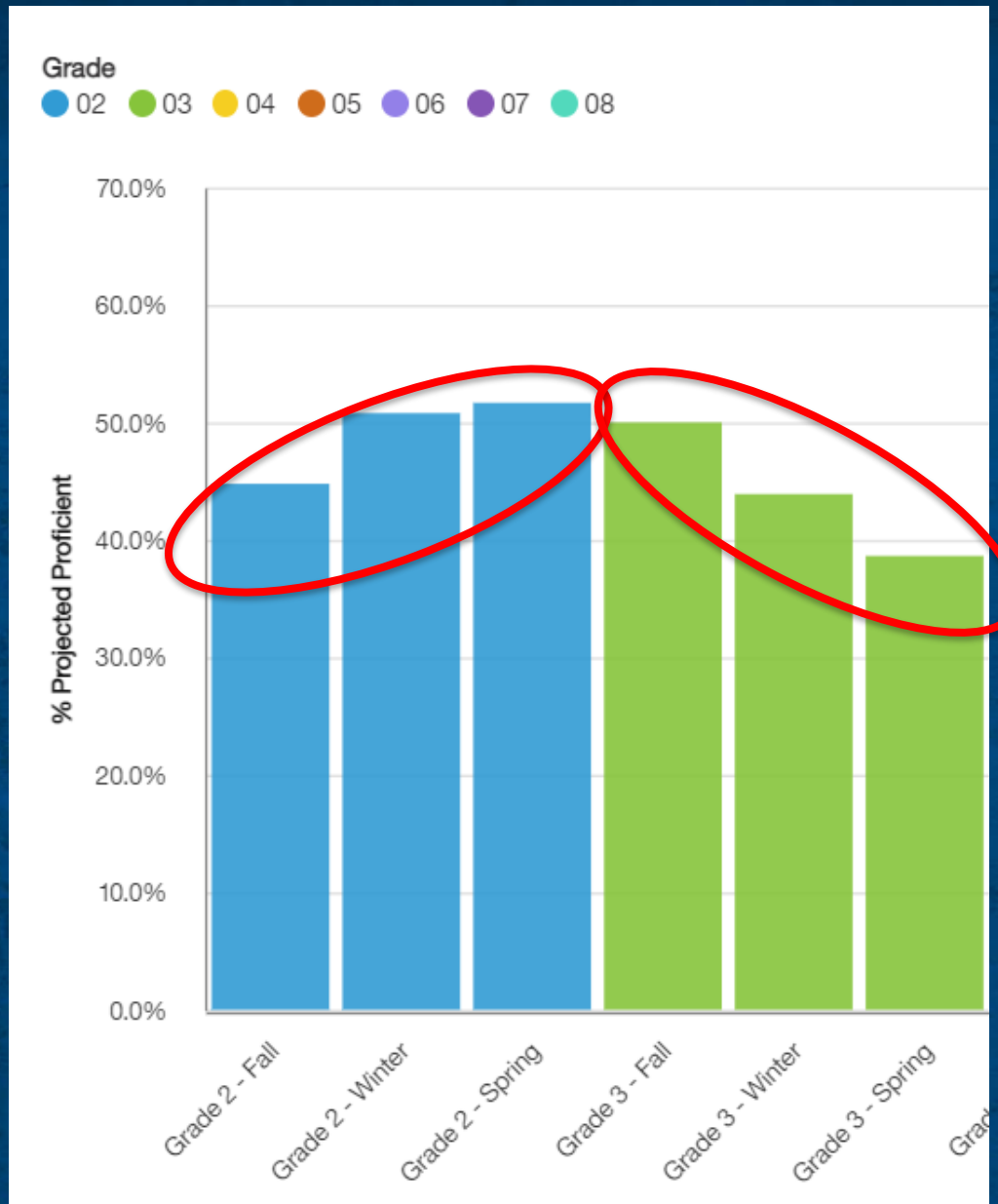
Proficiency | Proficiency Level 3&4 | All Levels | Tabular Data



Test scores rose more than originally projected in both Winter and Spring. Thus, projected proficiency increased on the chart for both test administrations.

Test scores rose more than originally projected in Winter, but scores were less than projected in Spring. The decrease in projected proficiency shown for Spring is not necessarily a decrease in actual scores.

Disaggregated by Poverty



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Contact your Nassau BOCES IDW Team:

Stephanie Witt, Supervisor switt1@nasboces.org
(516) 608-6623

Fred Cohen, Consultant fcohen@nasboces.org
(516) 608-6640

Tammy Mazza, Prog. Specialist tmazza@nasboces.org
(516) 608-6633

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