

# Regional Data Analysis Executive Summary 2016-17

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# Objectives

- Explore the Benefits
- Education Law §3012-d
- Review Regents Course Pathways
- BARS Score Projection Tool, Reporting & User Access
- Data Analysis and Research Conducted

# Benefits

- Use of BOCES Assessment Reporting System (BARS).
- Historical Regional Data is used in projecting performance outcomes for similar students.
- Lessens the need for baseline student testing and related planning.
- Aids the Annual Professional Performance Review (APPR) process for teachers with courses culmination in a Regents exam.
- Informs goal-setting and planning

# Commencement of Education Law §3012-d

*How does this affect the use of the Regional Data Analysis, Research and Reports?*

**State Education Department** reminds districts to use the projected performance targets as a resource to inform decision-making...

- ✓ When establishing individual student growth.
- ✓ When developing rigorous performance goals for teachers and administrators.

# Score Projection Regents Course Pathway 2016-17 School Year

<b><u>Initial Exam--&gt;</u></b>	<b><u>Step 1--&gt;</u></b>	<b><u>Step 2--&gt;</u></b>	<b><u>Step 3--&gt;</u></b>	<b><u>Step 4--&gt;</u></b>
ELA-8	CC English - 11			
Global History (if no ELA-8 Score)	CC English - 11			
ELA-8	Global History - 10	U.S. History		
ELA-7 (if no ELA-8 Score)	Global History - 10	U.S. History		
ELA-8	Global History - 9	U.S. History		
ELA-7 (if no ELA-8 Score)	Global History - 9	U.S. History		
Math-8	CC Algebra - 9	CC Geometry	CC Algebra 2	
Math-7 (if no Math-8 Score)	CC Algebra - 9	CC Geometry	CC Algebra 2	
Math-6 (if no Math-7 Score)	CC Algebra - 9	CC Geometry	CC Algebra 2	
Math-7	CC Algebra - 8	CC Geometry	CC Algebra 2	
Math-6 (if no Math-7 Score)	CC Algebra - 8	CC Geometry	CC Algebra 2	
Math-8	CC Algebra - 9	Pre CC Geometry	CC Algebra 2	
Math-7 (if no Math-8 Score)	CC Algebra - 9	Pre CC Geometry	CC Algebra 2	
Math-6 (if no Math-7 Score)	CC Algebra - 9	Pre CC Geometry	CC Algebra 2	
Math-7	CC Algebra - 8	Pre CC Geometry	CC Algebra 2	
Math-6 (if no Math-7 Score)	CC Algebra - 8	Pre CC Geometry	CC Algebra 2	
Science-8	Earth Science	Living Environment	Chemistry	Physics
Science-8	Living Environment	Earth Science	Chemistry	Physics
Earth Science-8	Living Environment	Chemistry	Physics	
Living Environment-8	Earth Science	Chemistry	Physics	



# **BARS**

## **(BOCES Assessment Reporting Systems)**

# Student Privacy: Defining User Access

- District data administrators are granted access to BARS and the Score Projection Tool by Student Data Services.
- Building level administrators, directors, chairpersons and teachers' access is assigned using specific access parameters.

## Recommended User Access Parameters by district position

- Select "Ability to see/use Score Projections", then for
  - Building Level: assign building location
  - Director and Chairperson: assign building locations
  - Teacher: assign building location and course & section number

**Note:** Without assigning a building location and/or course and section number, the user access will default to an *All District* view, allowing the user to see all buildings including teachers' and students' score projection tool data.

# Projected Performance Report: SY 2015-16

**Your District Name Here**

Regents Exam &  
Administration Year

**Common Core ELA Regents 2016**

**School Name Here**

**School Name**

**Report Name**

*Projected Performance Report*

*Sorted by Room*

GenEd, SpEd  
Co-Teachers Names

**Projected Targets**

Apple\_A, Bartlett\_P  
Room A323FR-5

*Resorted*

Student's Name	Student ID	Level	SS	Prior Assessment	School Year	Projected Range			Regents 2016 Actual Best Score	Actual Score		Projected Range Met/Not		
						Low	Mid	High		Jan	June	Low	Mid	High
Grade 8 English Language Arts														
Level 1 100-283, Level 2 284-315, Level 3 316-342, Level 4 343-417														
Student Names & IDs	3	316	Grade 8 ELA	2012	2013	83	87	91						
	1	279	Grade 8 ELA	2012	2013	64	69	75						
	1	282	Grade 8 ELA	2012	2013	64	69	75						
	1	275	Grade 8 ELA	2012	2013	64	69	75						
	3	316	Grade 8 ELA	2012	2013	83	87	91						
	1	261	Grade 8 ELA	2012	2013	51	59	67						
	2	298	Grade 8 ELA	2012	2013	71	76	81						
	1	226	Grade 8 ELA	2012	2013	*	*	*						
	1	259	Grade 8 ELA	2012	2013	57	62	68						
Grade 8 English Language Arts														
Level 1 430-627, Level 2 628-657, Level 3 658-698, Level 4 699-790														
Student Names & IDs	3	661	Grade 8 ELA	2011	2012	73	77	81						
	3	663	Grade 8 ELA	2011	2012	59	66	74						
Regents Global History														
Level 1 0-54, Level 2 55-64, Level 3 65-84, Level 4 85-100														
Student Name & ID	3	72	Regents Global Hist	2014	2015	66	71	77						



# Projected Performance Report: Outcomes for 2015-16

**Your District Name Here**

**Common Core ELA Regents 2016**

**School Name Here**

*Projected Performance Report*

*Sorted by Room*

Projected Target Outcomes, Met/Not Met

Actual Best Common Core English Regents Score

Apple\_A, Bartlett\_P  
Room A323FR-5

GenEd, SpEd  
Co-Teachers Names

*Resorted*

Student's Name	Student ID	Level	SS	Prior Assessment	School Year	Projected Range			Regents 2016 Actual Best Score	Actual Score		Projected Range Met/Not		
						Low	Mid	High		Jan	June	Low	Mid	High
Grade 8 English Language Arts														
Level 1 100-283, Level 2 284-315, Level 3 316-342, Level 4 343-417														
Student Names & IDs	3	316	Grade 8 ELA	2012	2013	83	87	91	88		88	Y	Y	N
	1	279	Grade 8 ELA	2012	2013	64	69	75	83		83	Y	Y	Y
	1	282	Grade 8 ELA	2012	2013	64	69	75	81		81	Y	Y	Y
	1	275	Grade 8 ELA	2012	2013	64	69	75	83		83	Y	Y	Y
	3	316	Grade 8 ELA	2012	2013	83	87	91	86		86	Y	N	N
	1	261	Grade 8 ELA	2012	2013	51	59	67	82		82	Y	Y	Y
	2	298	Grade 8 ELA	2012	2013	71	76	81	87		87	Y	Y	Y
	1	226	Grade 8 ELA	2012	2013	*	*	*	74		74			
	1	259	Grade 8 ELA	2012	2013	57	62	68	78		78	Y	Y	Y
Grade 8 English Language Arts														
Level 1 430-627, Level 2 628-657, Level 3 658-698, Level 4 699-790														
Student Names & IDs	3	661	Grade 8 ELA	2011	2012	73	77	81	85		85	Y	Y	Y
	3	663	Grade 8 ELA	2011	2012	59	66	74						
Regents Global History														
Level 1 0-54, Level 2 55-64, Level 3 65-84, Level 4 85-100														
Student Name & ID	3	72	Regents Global Hist	2014	2015	66	71	77	90		90	Y	Y	Y

# Projected Performance Report: Outcomes for 2015-16

**Your District Name Here**

**Common Core ELA Regents 2016**

**School Name Here**

*Projected Performance Report*

*Sorted by Room*

Apple\_A, Bartlett\_P  
Room A323FR-5

*Resorted*

Student's Name	Student ID	Level	SS	Prior Assessment	School Year	Projected Range			Regents 2016 Actual Best Score	Actual Score		Projected Range Met/Not		
						Low	Mid	High		Jan	June	Low	Mid	High

## Grade 8 English Language Arts

Level 1 100-283, Level 2 284-315, Level 3 316-342, Level 4 343-417

Student Names & IDs	1	272	Grade 8 ELA	2012	2013	51	59	67	93		93	Y	Y	Y
	2	284	Grade 8 ELA	2012	2013	61	68	75	78		78	Y	Y	Y
	1	264	Grade 8 ELA	2012	2013	51	59	67	74		74	Y	Y	Y
	2	298	Grade 8 ELA	2012	2013	68	75	81	88		88	Y	Y	Y
	1	259	Grade 8 ELA	2012	2013	51	59	67	74		74	Y	Y	Y

## Regents Global History

Level 1 0-54, Level 2 55-64, Level 3 65-84, Level 4 85-100

Student Name & ID	3	71	Regents Global Hist	2014	2015	59	65	71	65		65	Y	Y	N
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Teacher Average of the Projected Range for Common Core ELA Regents 2017:	64.55	70.27	76.32											
Percent of Student Achievement for Projected Range, by Teacher 2017:												90.48%	80.95%	71.43%

Teacher Average of Projected Range  
by Low, Mid & High Targets

Percent of Students who Met/Not  
Met each Projected Target

Level-Not Tested Status: 50 - NYSAA 51 - 1st Year LEP 52 - Took Sci 8 in Grade 7 53 - Taking Regents 93 - Medically Excused 95 - Not Enrolled 96 - Refused 97 - Administrative Error 99 - Absent

Student's Projected Range results may vary due to a designation of non-status or an assigned sub-group status

Projected Range: \*Asterik - Projection Not Available Blank - Ineligible To Be Tested

# End of Year Projected Performance Report Results by Teacher

**Your District Name Here**

**Common Core ELA Regents 2016**

**School Name Here**

*End of Year Projected Performance Report Results by Teacher*

*Sorted by School*

Total number of students  
assessed  
(All sections by teacher)

Number & percent of students who  
met their Low, Mid and/or High  
Targets for their "Projected Range"

*Resorted*

Teacher Name	Total # Students	# Students Not Meeting "Low"	# Students Met "Low"	% Students Met "Low"	# Students Met "Mid"	% Students Met "Mid"	# Students Met "High"	% Students Met "High"
General Education and Special Education Teacher's Names	59	4	55	93.22%	53	89.83%	39	66.10%
	106	4	102	96.23%	94	88.68%	76	71.70%
	28	1	27	96.43%	25	89.29%	15	53.57%
	33	0	33	100.00%	33	100.00%	30	90.91%
	21	2	19	90.48%	17	80.95%	15	71.43%
	16	7	9	56.25%	8	50.00%	7	43.75%
	8	1	7	87.50%	7	87.50%	6	75.00%
	19	0	19	100.00%	18	94.74%	16	84.21%
	20	0	20	100.00%	19	95.00%	15	75.00%
		2	107	98.17%	101	92.66%	88	80.73%
		1	14	93.33%	12	80.00%	10	66.67%
		2	25	92.59%	25	92.59%	21	77.78%
School Totals	461	24	437	94.79%	412	89.37%	338	73.32%

Number of students who didn't  
meet the minimum target for  
their "Projected Range"

# Projected Performance Report: Excel Export

Status Designation  
Yes/No

Actual Best Common Core  
English Regents Score

Projected Target  
Outcomes, *Met/Not Met*

Your District Name Here																						
Common Core ELA Regents High School	Student ID	Section #	Level	SS	Prior Assessment	School	Year	Projected Low	Projected Mid	Projected High	Actual Best Score	Actual Score January	Actual Score June	Low Met	Mid Met	High Met	SWD	LEP	Poverty			
Apple_A, Bartlett_P A323FR-5																						
Student Names & IDs  Example:  Filbert, Hazel 000408315	2	A323FR-5	3	316	Grade 8 ELA	2012	2013	83	87	91	88			88	Y	Y	N	N	N	N		
	5	A323FR-5	1	279	Grade 8 ELA	2012	2013	64	69	75	83			83	Y	Y	Y	N	N	N		
	7	A323FR-5	1	282	Grade 8 ELA	2012	2013	64	69	75	81			81	Y	Y	Y	N	N	N		
	4	A323FR-5	1	275	Grade 8 ELA	2012	2013	64	69	75	83			83	Y	Y	Y	N	N	N		
	2	A323FR-5	3	316	Grade 8 ELA	2012	2013	83	87	91	86			86	Y	N	N	N	N	N		
	5	A323FR-5	1	261	Grade 8 ELA	2012	2013	51	59	67	82			82	Y	Y	Y	Y	N	Y		
	9	A323FR-5	2	298	Grade 8 ELA	2012	2013	71	76	81	87			87	Y	Y	Y	N	N	Y		
	3	A323FR-5	1	226	Grade 8 ELA	2012	2013				74			74				N	N	N		
	5	A323FR-5	1	259	Grade 8 ELA	2012	2013	57	62	68	78			78	Y	Y	Y	N	N	Y		
	0	A323FR-5	2	313	Grade 8 ELA	2012	2013	74	79	84	72			72	N	N	N	N	N	Y		
	7	A323FR-5	1	259	Grade 8 ELA	2012	2013	57	62	68	72			72	Y	Y	Y	N	N	Y		
	5	A323FR-5	2	313	Grade 8 ELA	2012	2013	80	85	89	92			92	Y	Y	Y	N	N	N		
	0	A323FR-5	2	294	Grade 8 ELA	2012	2013	69	74	80	67			67	N	N	N	N	N	N		
	7	A323FR-5	1	275	Grade 8 ELA	2012	2013	64	69	75	65			65	Y	N	N	N	N	N		
	7	A323FR-5	3	661	Grade 8 ELA	2011	2012	73	77	81	85			85	Y	Y	Y	N	N	N		
	0	A323FR-5	3	663	Grade 8 ELA	2011	2012	59	66	74								Y	N	N		
	5	A323FR-5	3	72	Regents Global Hist	2014	2015	66	71	77	90			90	Y	Y	Y	Y	N	N		
	3	A323FR-5																				
	7	A323FR-5	1	272	Grade 8 ELA	2012	2013	51	59	67	93			93	Y	Y	Y	Y	N	N		
	7	A323FR-5	2	284	Grade 8 ELA	2012	2013	61	68	75	78			78	Y	Y	Y	Y	N	N		
9	A323FR-5	1	264	Grade 8 ELA	2012	2013	51	59	67	74			74	Y	Y	Y	Y	N	N			
5	A323FR-5	2	298	Grade 8 ELA	2012	2013	68	75	81	88			88	Y	Y	Y	Y	N	Y			
1	A323FR-5	1	259	Grade 8 ELA	2012	2013	51	59	67	74			74	Y	Y	Y	Y	N	N			
3	A323FR-5	3	71	Regents Global Hist	2014	2015	59	65	71	65			65	Y	Y	N	Y	N	Y			

# Understanding the Analysis



# Correlation Analysis: Including 2015 Regents and Common Core Data

Purpose of the analysis is to determine the strength of the correlation between NYS Assessments in Grades 6-12, and to support using projections to predict student outcomes based upon historical data.

# Correlation Overview

## Predictions Among Student Achievement Scores Over-Time

- In the analysis the “ $r$ ” coefficient measures the degree of “relatedness” of the first and second measure (or score).
- A “relationship” between one set of test scores and another is said to be strong when the correlation coefficient is .60 or higher because the first (independent) scores explains about half or more the variation in the later (dependent) scores.

## Additional Confidence from Partial Correlation Analysis

- A Partial analysis introduces additional factors (Students with Disability, Limited English Proficiency and Poverty status) to find if these additional variables affect the relationship between the first and second score.

*\*Delbert Miller, 1977, Handbook of Research Design and Social Measurement, David McKay Co.*

*\*Tom Ryan, 1997, Modern Research Methods, John Wiley*

# Historical Data and Predictions: Using SPSS and the SPSS Modeler

## SPSS

- **SPSS is the statistical analysis program** used to identify the degree of correlation between student scores in varying score ranges and NCLB groups (Students with Disability, Limited English Proficiency, Poverty) and Non-Status students.

## Modeler

- The SPSS Modeler is **predictive analytical software** that determines the likelihood of successful prediction given the degree of relationship, the size of the data set and the conditions set for the prediction.

# Research Focused on Two Problems:

## Applying New Common Core Standards Historically

- Longitudinal analysis for ELA and Math scores from grade 6 to 8 uses historical data to translate 2012 ELA and Math level scores to Common Core level scores.
- Longitudinal analysis confirmed the validity of translation tables provided by NYSED.

## Documenting the New Stability of Student Scores

- The higher standard set by Common Core Assessments make a connection between English, Math and Social Studies tests.



# Three Principles for Setting Baselines: Future Student Performance

1. Baselines measuring growth are based upon historical performance of similar students within three categories:
  - Performance Levels
  - Course Pathways
  - NCLB Sub-Groups, and Non-Status Students
2. Predictions of future performance can be made from student performance on NYS Assessments, with content that is related to the predicted performance, with two exceptions, ELA-8 to Global History, and Global History to Common Core English-11.
3. Predictions are reported with a confidence interval that ensures accurate minimum predictions in more than 80% of all cases for Sub-Groups.



# Longitudinal Data Research

*\*For repeat test-takers, the highest score achieved is included in the "student record"*

## **First File**

- 2012 to 2016 student performance from ELA-7, ELA-8 and Science grade 8 scores to all Regents Scores in four following years (*24,630 student records*).

## **Second File**

- 2013 to 2016 student performance from ELA7 and ELA-8 to Global History Regents Scores in 2016 (*19,971 student records*).

## **Third File**

- 2014 to 2016 student performance from Math grade 6 in 2014 and Math grade 7 in 2015 to all 2016 Common Core Algebra Regents Scores in grade 8 (*17,394 student records*).

## **Fourth File**

- 2014 to 2016 student performance from 2014 Math grade 7 and grade 8 2015 Math-8 and grade 8 Common Core Algebra Regents Scores to 2016 grade 9 Common Core Algebra Regents and Common Core Geometry scores (*17,485 student records*).

# Longitudinal Data Research

*\*For repeat test-takers, the highest score achieved is included in the "student record"*

## **Fifth File**

- 2013 to 2016 student performance from 2013 Math grade 7 and grade 8 2014 Math-8 and grade 8 Common Core Algebra Regents Scores to 2015 grade 9 Common Core Algebra Regents and Common Core Geometry scores and then to 2016 grade 10 Common Core Algebra Regents, Common Core Geometry Regents and Common Core Algebra 2 Regents scores(*17,489 student records*).

## **Sixth File**

- 2014 to 2016 student performance from Non-Common Core Geometry and Common Core Geometry in 2014 and 2015 in grades 9, 10 and 11 to 2016 Common Core Algebra 2 in grades 10, 11 and 12 (*10,896 student records*).

## **Seventh File**

- 2014 to 2016 student performance from the Chemistry Regents taken in grade 10 or 11 and all Physics Regents Scores in grade 12 (*6,276 student records*).

## **Eighth File**

- 2014 to 2016 student performance from 2014 ELA grade 6 and 2015 ELA-7 to all 2016 ELA-8 (*20,422 student records*).

# ELA & Math NYS Regents: Create Adjusted Equated Performance Levels and Scores

- Applied the 2013-2015 Common Core cut points to historical data from 2011-2012.
- Measuring growth requires scales that are equivalent.
  - Translated ELA 3-8 and Common Core English Regents to a 100 Percentile Scale with equally distributed between **four** performance level scores.
  - Performance levels are defined percentile scores with 25 P-Scores in each level.

## Extending the Analysis to Grades 6 and 7: Adjusting for Missing Data Related to “Refusals”

In 2016, just over fifty percent of Suffolk County students “Refused” the ELA and Math NYS Assessments in grades 7 and 8. Anticipating these results we continued our analysis considering a variety of options.

In 2015 the “Refusal” rate was nearly the same as 2016

In years prior to 2015 the “Refusal” rate was less than in 2015 and 2016.

- In 2014 the analysis included data from the NYS Assessment ELA-7.
- In 2013 & 2014 the analysis included data from the NYS Assessment Math-6.

The correlations between the ELA 3-8 and Math 3-8 Assessments are very strong. This relatedness supports the decision to extend projections back an additional year to ELA-7 for Common Core English 11, Global 10, and Math-6 or Math-7 for Common Core Algebra.



# Translation Table For ELA-8 Levels

<b>Performance Levels</b>	<b>2011 – 2012 ELA-8 Scale Score Ranges</b>	<b>2013 ELA-8 Scale Score Ranges</b>	<b>2016 ELA-8 Scale Score Ranges</b>
<b>Level 1</b>	<b>430 - 648</b>	<b>100 - 283</b>	<b>130 - 283</b>
<b>Level 2</b>	<b>649 - 666</b>	<b>284 - 315</b>	<b>284 - 315</b>
<b>Level 3</b>	<b>667 - 683</b>	<b>316 - 342</b>	<b>316 - 342</b>
<b>Level 4</b>	<b>684 - 790</b>	<b>343 - 417</b>	<b>343 - 395</b>



# Translation Table For Math-8 Levels

<b>Performance Levels</b>	<b>2011 – 2012 Math-8 Scale Score Ranges</b>	<b>2013 Math-8 Scale Score Ranges</b>	<b>2016 Math-8 Scale Score Ranges</b>
<b>Level 1</b>	<b>480 - 669</b>	<b>119 - 286</b>	<b>132 - 286</b>
<b>Level 2</b>	<b>670 - 697</b>	<b>287 - 321</b>	<b>287 - 321</b>
<b>Level 3</b>	<b>698 - 719</b>	<b>322 - 348</b>	<b>322 - 348</b>
<b>Level 4</b>	<b>720 - 775</b>	<b>349 - 403</b>	<b>349 - 407</b>

# Projections for NYS Regents Assessments

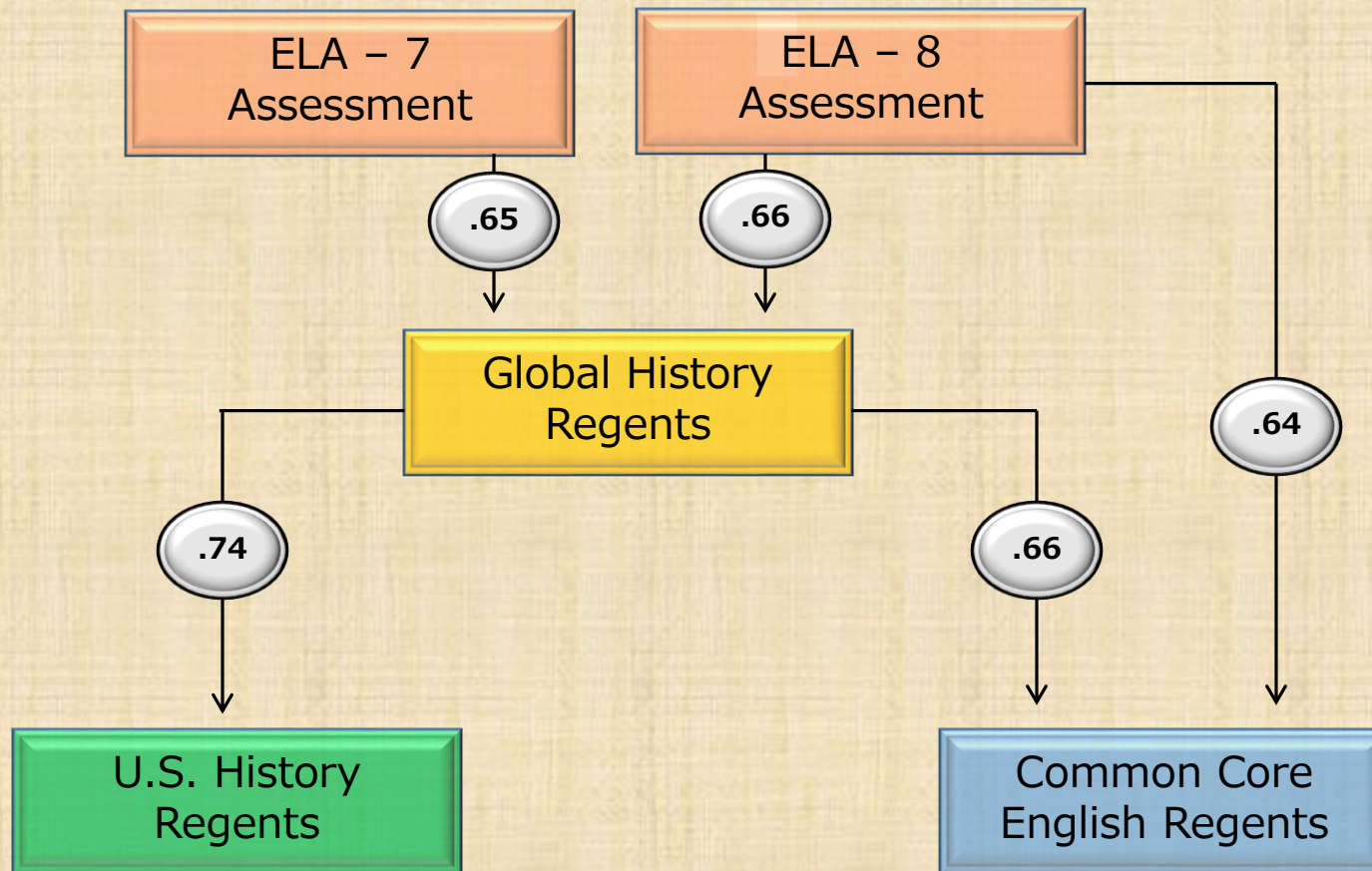
## **Twelve Levels**

- Level 1 Low
- Level 1 Mid
- Level 1 High
- Level 2 Low
- Level 2 Mid
- Level 2 High
- Level 3 Low
- Level 3 Mid
- Level 3 High
- Level 4 Low
- Level 4 Mid
- Level 4 High

- Projections for 2017 CC English-11 Regents' performance is based upon 2014 NYS Grade-8 assessment scores or the Global 10 scores in 2016.
- Identify the mean average historical performance of students in short score ranges in levels 1 through 4.
- Twelve sub-levels based score predictions for SWD, LEP and Poverty Sub-Groups and Non-Status Students based upon prior assessments in 2014, 2015 and 2016.

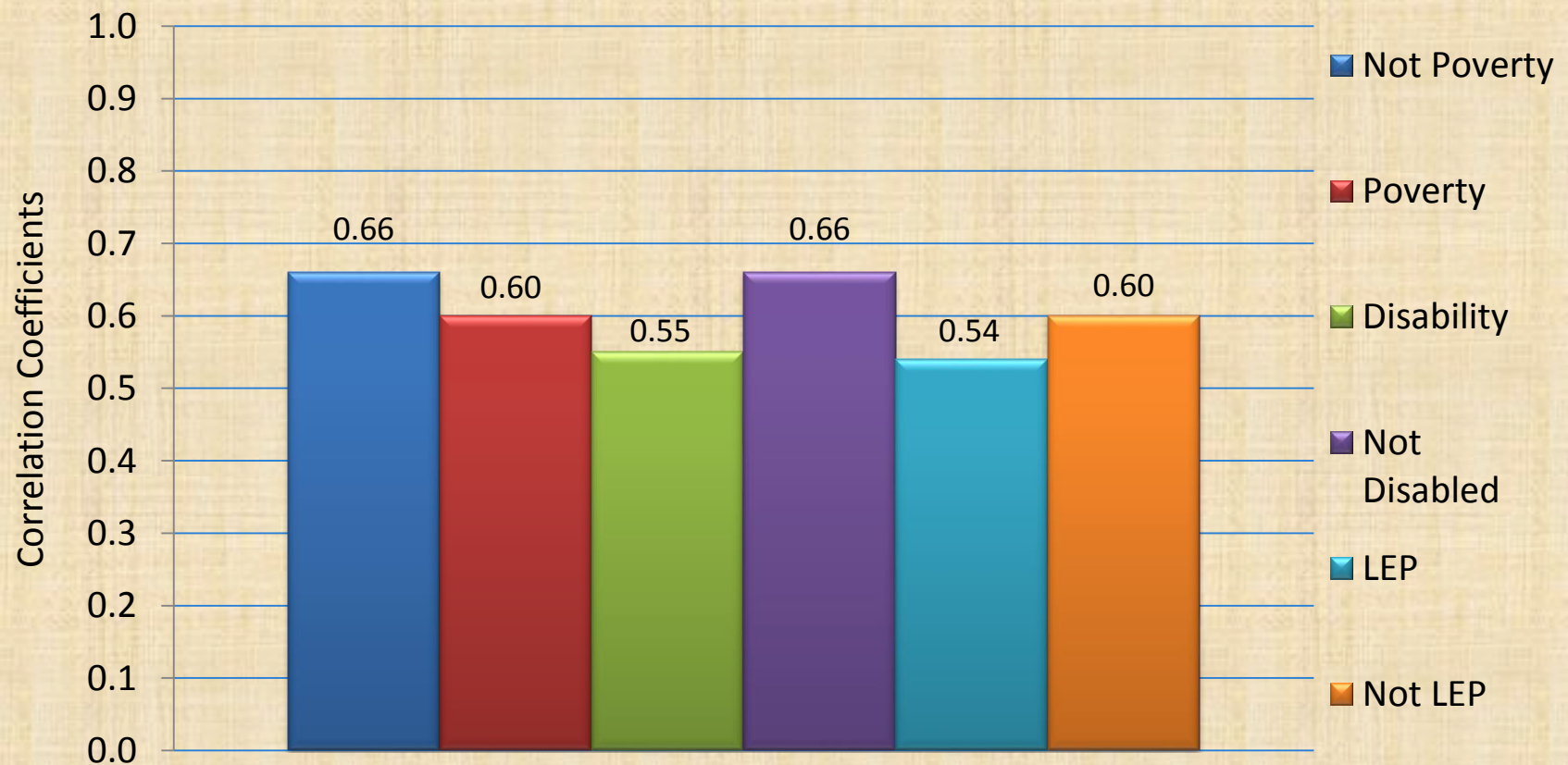
# English Language Arts and Social Studies

# Common Core English & Social Studies Course Pathways



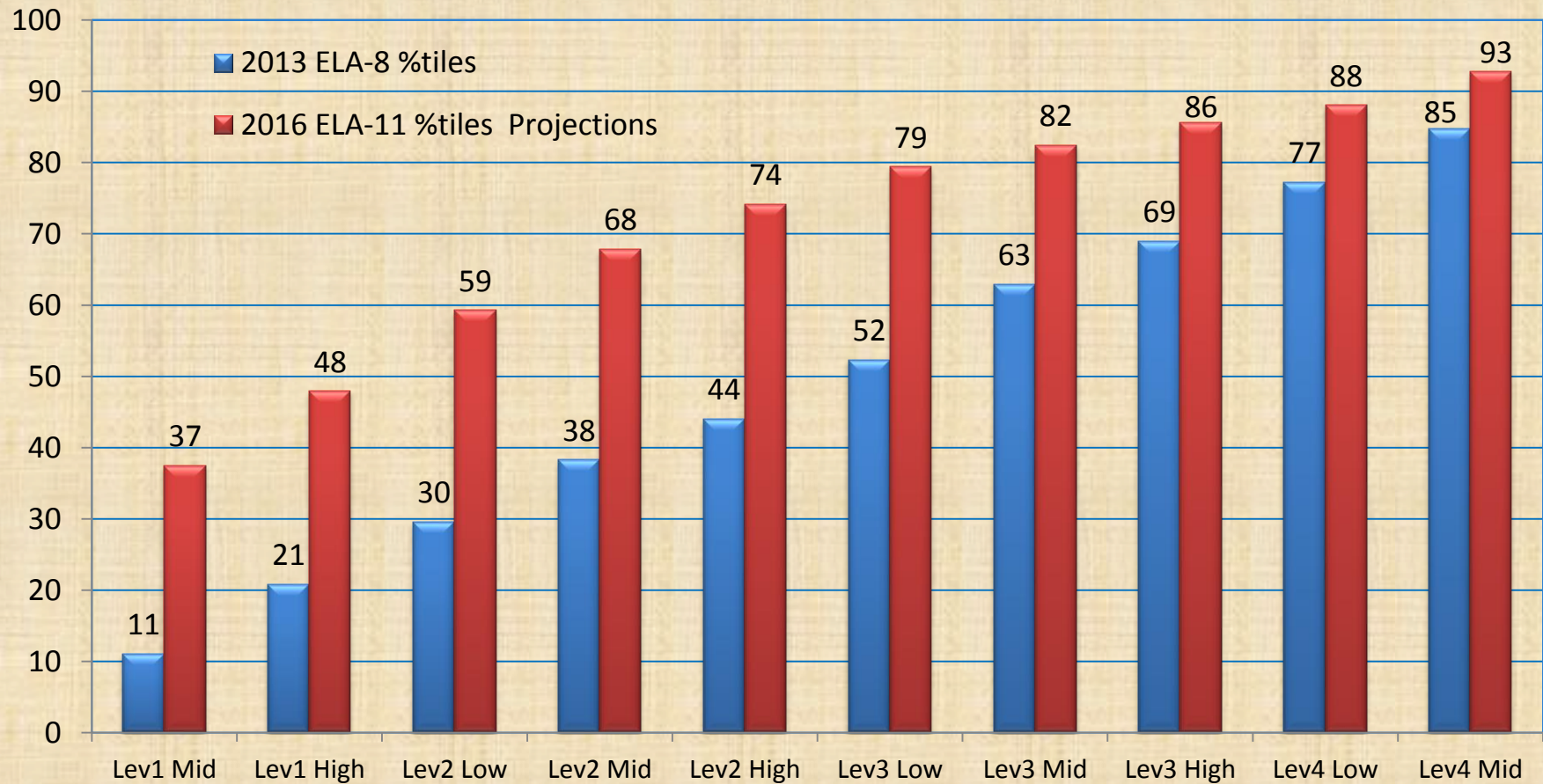
# English Language Arts 2013 to Common Core English 2016: Regents Correlations by Sub-Group

Display of Correlations: ELA - 8 to English Regents Grade 11  
Adjusted Scores by Poverty, Disability and LEP Status





# Common Core English Language Arts: Projecting Future Performance



## Common Core English Regents Projections based on ELA-8 Scores: Prediction for Students with Disabilities

English Language Arts			Performance	Cut Score	Cut Score	SWD
Prior Assessment	Measure Code	School Year	Level	CC ELA-8 Low	CC ELA-8 High	Low Score
ELA-8	Regents ELA Common Core	2014	Lev 1 Low	97	189	40
ELA-8	Regents ELA Common Core	2014	Lev 1 Mid	190	244	42
ELA-8	Regents ELA Common Core	2014	Lev 1 High	245	283	50
ELA-8	Regents ELA Common Core	2014	Lev 2 Low	284	295	57
ELA-8	Regents ELA Common Core	2014	Lev 2 Mid	296	305	63
ELA-8	Regents ELA Common Core	2014	Lev 2 High	306	315	66
ELA-8	Regents ELA Common Core	2014	Lev 3 Low	316	324	71
ELA-8	Regents ELA Common Core	2014	Lev 3 Mid	325	333	74
ELA-8	Regents ELA Common Core	2014	Lev 3 High	334	342	78
ELA-8	Regents ELA Common Core	2014	Lev 4 Low	343	362	81
ELA-8	Regents ELA Common Core	2014	Lev 4 Mid	363	400	
ELA-8	Regents ELA Common Core	2014	Lev 4 High	401	409	

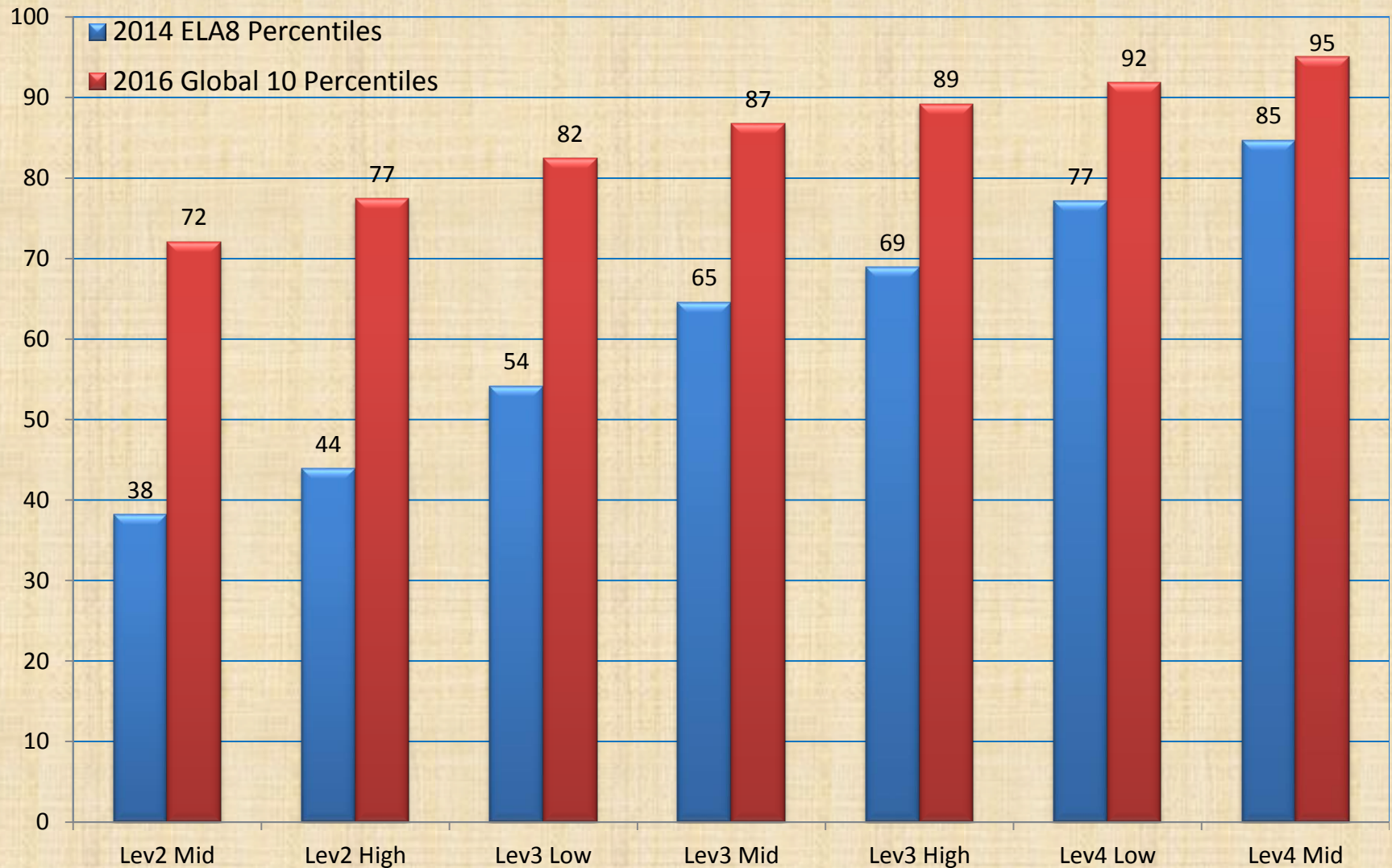
# Common Core English Regents Projections based on ELA-8 Scores: Low-End Projection Success Rates for Students with Disabilities

**New ELA813 Sub Levels \* IEPELA11Pre Crosstabulation**

			IEPELA11Pre		Total
			.00	1.00	
New ELA813 Sub Levels	1.00	Count	3	19	22
		% within New ELA813 Sub Levels	13.6%	86.4%	100.0%
	2.00	Count	46	209	255
		% within New ELA813 Sub Levels	18.0%	82.0%	100.0%
	3.00	Count	74	850	924
		% within New ELA813 Sub Levels	8.0%	92.0%	100.0%
	4.00	Count	8	305	313
		% within New ELA813 Sub Levels	2.6%	97.4%	100.0%
	5.00	Count	5	223	228
		% within New ELA813 Sub Levels	2.2%	97.8%	100.0%
	6.00	Count	11	139	150
		% within New ELA813 Sub Levels	7.3%	92.7%	100.0%
Total	7.00	Count	8	68	76
		% within New ELA813 Sub Levels	10.5%	89.5%	100.0%
	8.00	Count	2	61	63
		% within New ELA813 Sub Levels	3.2%	96.8%	100.0%
	9.00	Count	1	20	21
		% within New ELA813 Sub Levels	4.8%	95.2%	100.0%
	10.00	Count	1	24	25
		% within New ELA813 Sub Levels	4.0%	96.0%	100.0%
Total			Count	159	1918
			% within New ELA813 Sub Levels	7.7%	92.3%
					2077
					100.0%

# Common Core English Language Arts Grade 8

## Projecting Global History in Grade 10



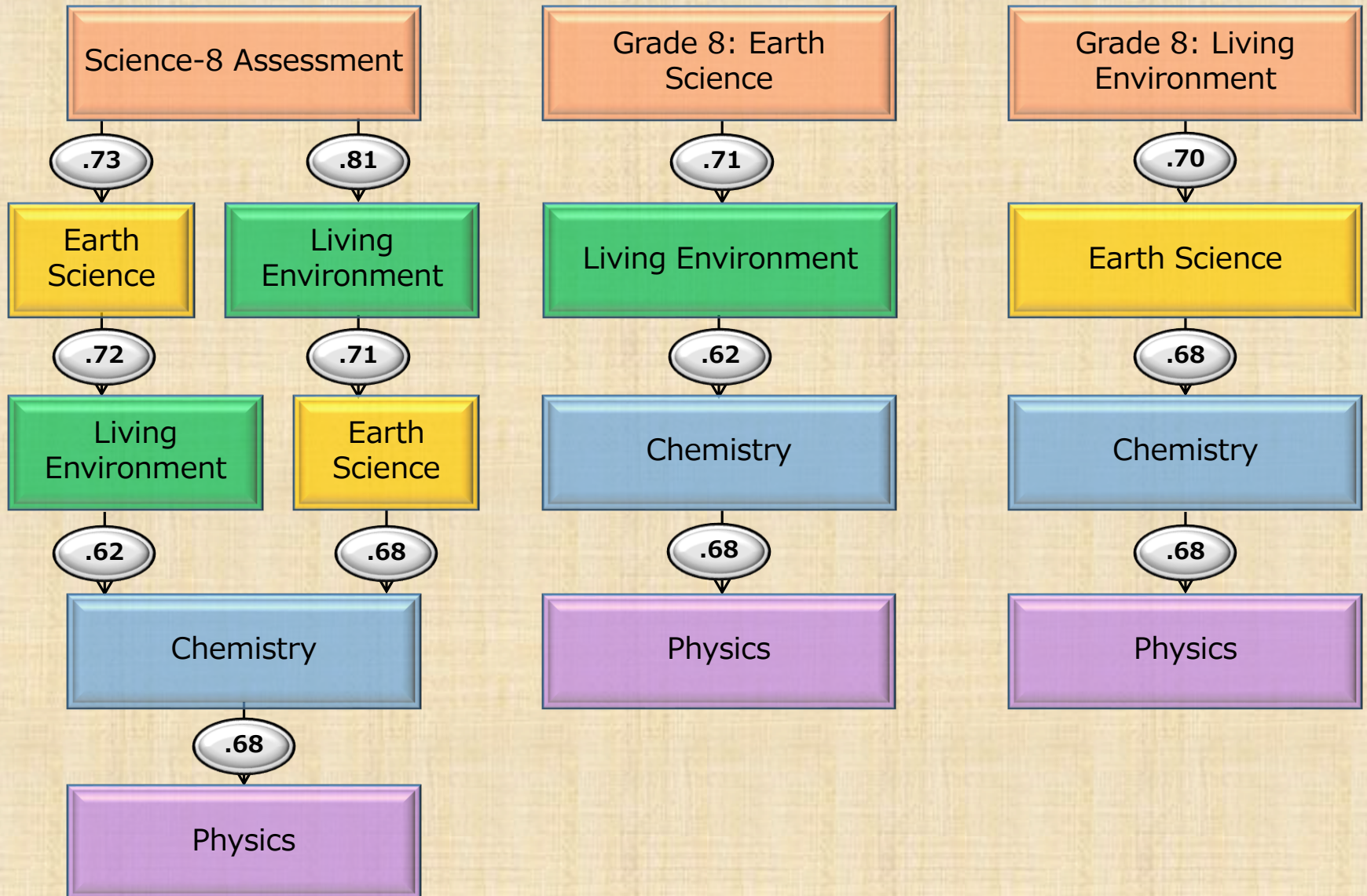
# U.S History Regents Projections based on Global History Scores: Predictions for Non-Status Students

<b>U.S. History</b>			<b>Performance</b>	<b>Cut Score</b>	<b>Cut Score</b>	<b>GenEd NS</b>
<b>Prior Assessment</b>	<b>Measure Code</b>	<b>School Year</b>	<b>Level</b>	<b>Low</b>	<b>High</b>	<b>Low Score</b>
Regents Global History	Regents US History & Gov't	2016	Lev 1 Low	1	19	
Regents Global History	Regents US History & Gov't	2016	Lev 1 Mid	20	38	
Regents Global History	Regents US History & Gov't	2016	Lev 1 High	39	54	58
Regents Global History	Regents US History & Gov't	2016	Lev 2 Low	55	57	62
Regents Global History	Regents US History & Gov't	2016	Lev 2 Mid	58	61	68
Regents Global History	Regents US History & Gov't	2016	Lev 2 High	62	64	71
Regents Global History	Regents US History & Gov't	2016	Lev 3 Low	65	71	74
Regents Global History	Regents US History & Gov't	2016	Lev 3 Mid	72	77	80
Regents Global History	Regents US History & Gov't	2016	Lev 3 High	78	84	84
Regents Global History	Regents US History & Gov't	2016	Lev 4 Low	85	90	88
Regents Global History	Regents US History & Gov't	2016	Lev 4 Mid	91	95	91
Regents Global History	Regents US History & Gov't	2016	Lev 4 High	96	100	93



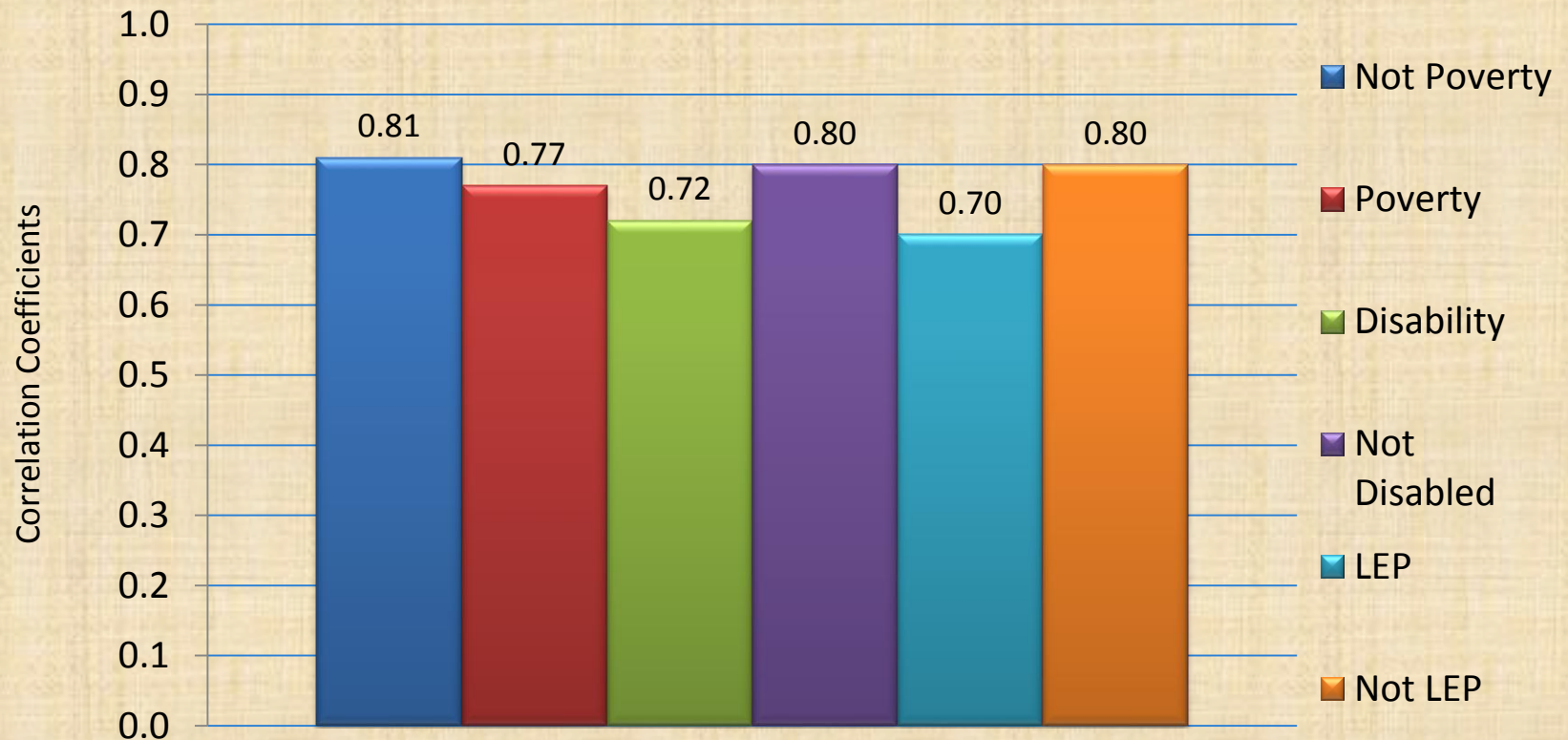
Science

# Science Course Pathways



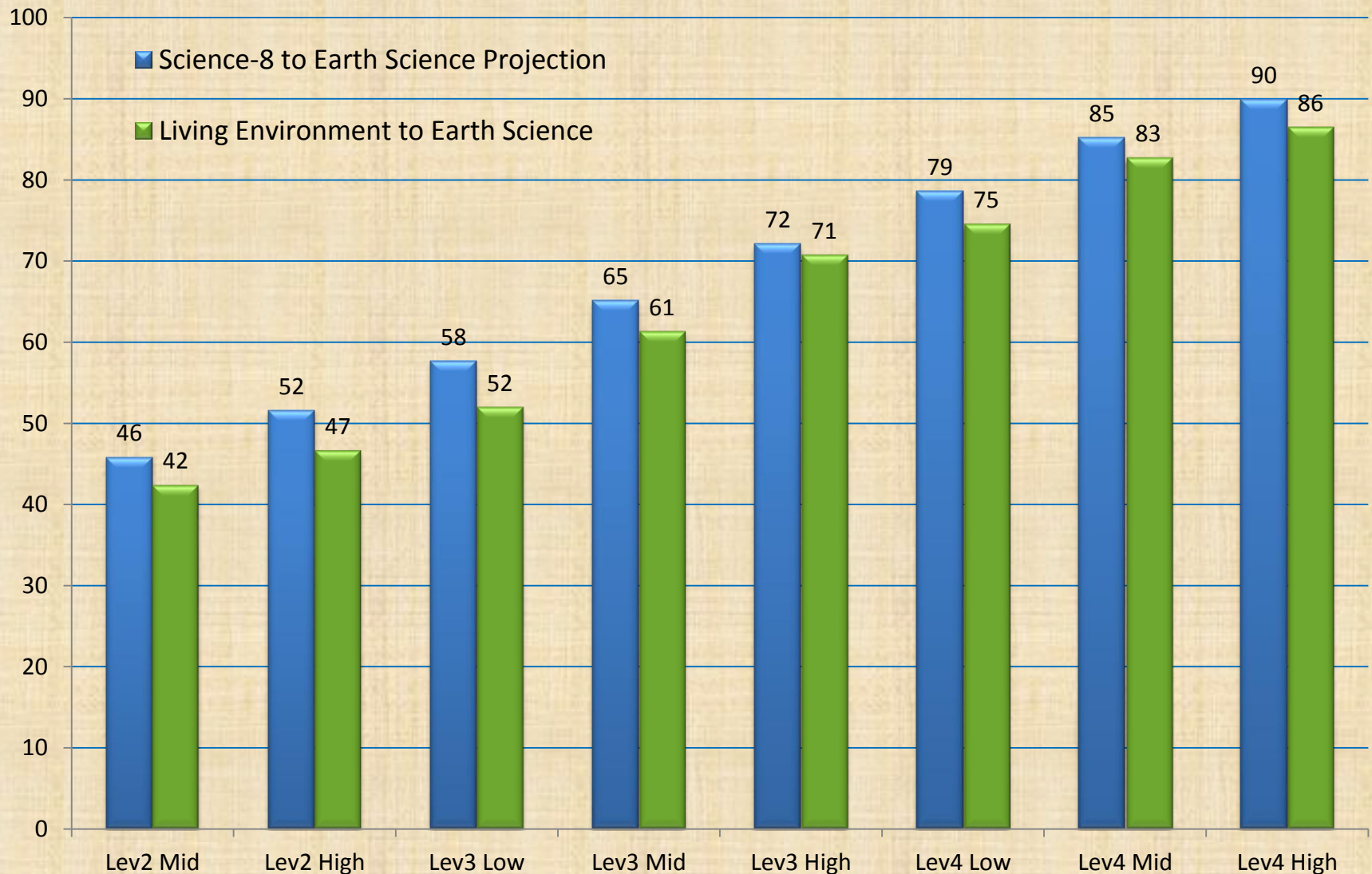
# Science - 8 to Grade 9 Living Environment : Correlations by Sub-Group

Science - 8 to Living Environment Grade 9  
Correlation Scores by Poverty, Disability and LEP Status



\*All correlations are significant at the .01 level of significance. There were 4,741 students who took both tests in back to back years.

# Earth Science Predictions Depend on the Prior Course Selection: All Students by Sub-Levels



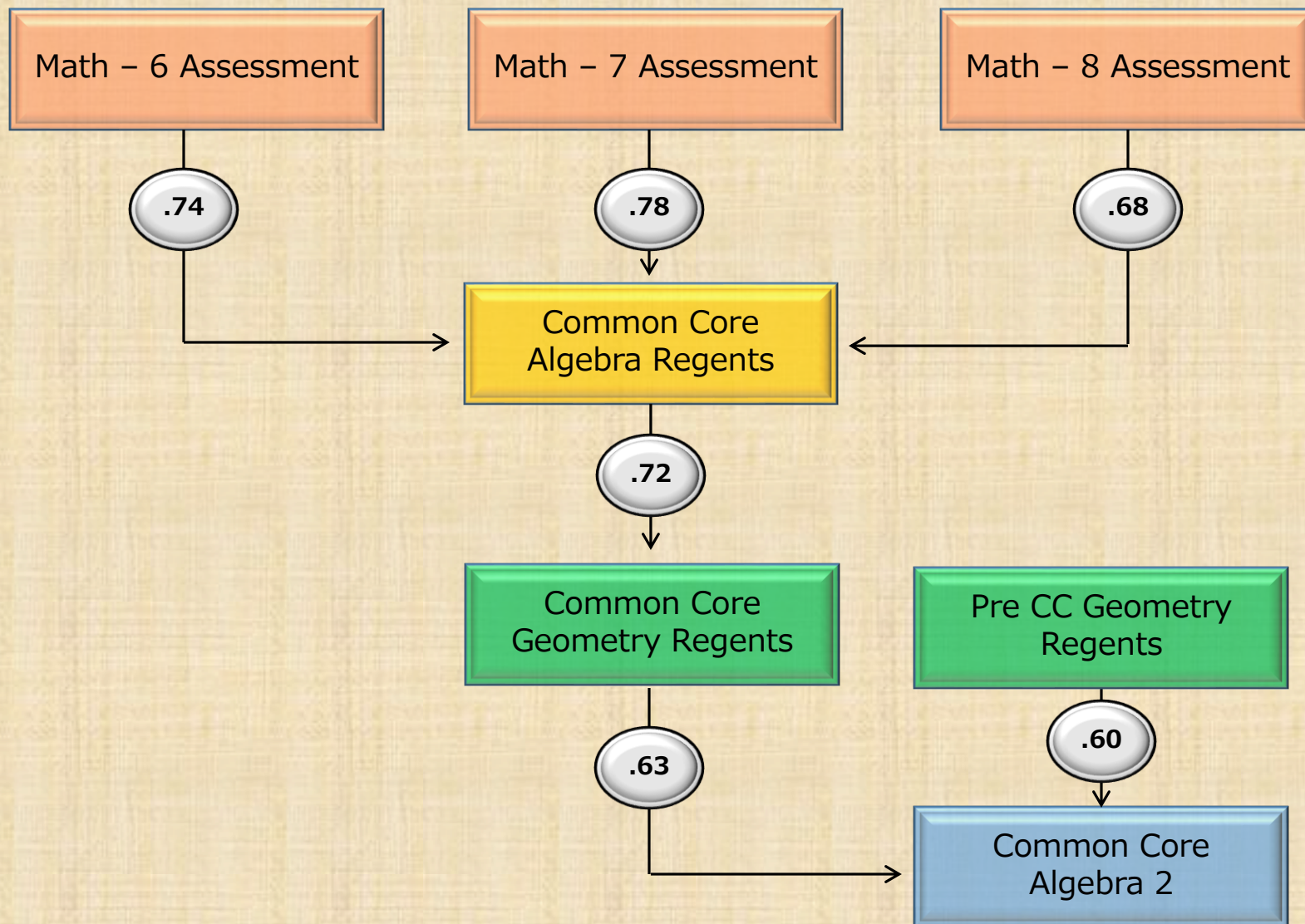
# Living Environment Projections based on Earth Science Scores: Predictions for Students with Disabilities

<b>Living Environment</b>			<b>Performance</b>	<b>Cut Score</b>	<b>Cut Score</b>	<b>SWD</b>
<b><u>Prior Assessment</u></b>	<b><u>Measure Code</u></b>	<b><u>School Year</u></b>	<b><u>Level</u></b>	<b><u>Low</u></b>	<b><u>High</u></b>	<b><u>Low Score</u></b>
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 1 Low	1	19	
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 1 Mid	20	38	40
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 1 High	39	54	50
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 2 Low	55	57	57
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 2 Mid	58	61	60
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 2 High	62	64	63
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 3 Low	65	71	66
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 3 Mid	72	77	69
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 3 High	78	84	74
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 4 Low	85	90	79
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 4 Mid	91	95	81
Regents Phy Set/Earth Science	Regents Living Environment	2016	Lev 4 High	96	100	85



# Mathematics

# Mathematics Course Pathways



# Mathematics Test Sequences

- Most students follow either NYS Math-7 or Math-8 test with the new Common Core Algebra.
- Most students will take Common Core Geometry after Common Core Algebra.
- Last year students could take both the Common Core Geometry Regents and the Non-Common Core Geometry Regents. Non-Common Core Geometry will not be administered in the future.
- Growing numbers of students take Common Core Algebra in Grade 8 and many of these advanced placed students take Common Core Geometry in grade 9.
- This year will be the second year of Common Core Algebra 2, so we are projecting Common Core Algebra 2 scores from both Common Core Geometry and the prior Non Common Core Geometry Regents.

# Projections for NYS Math Regents Assessments

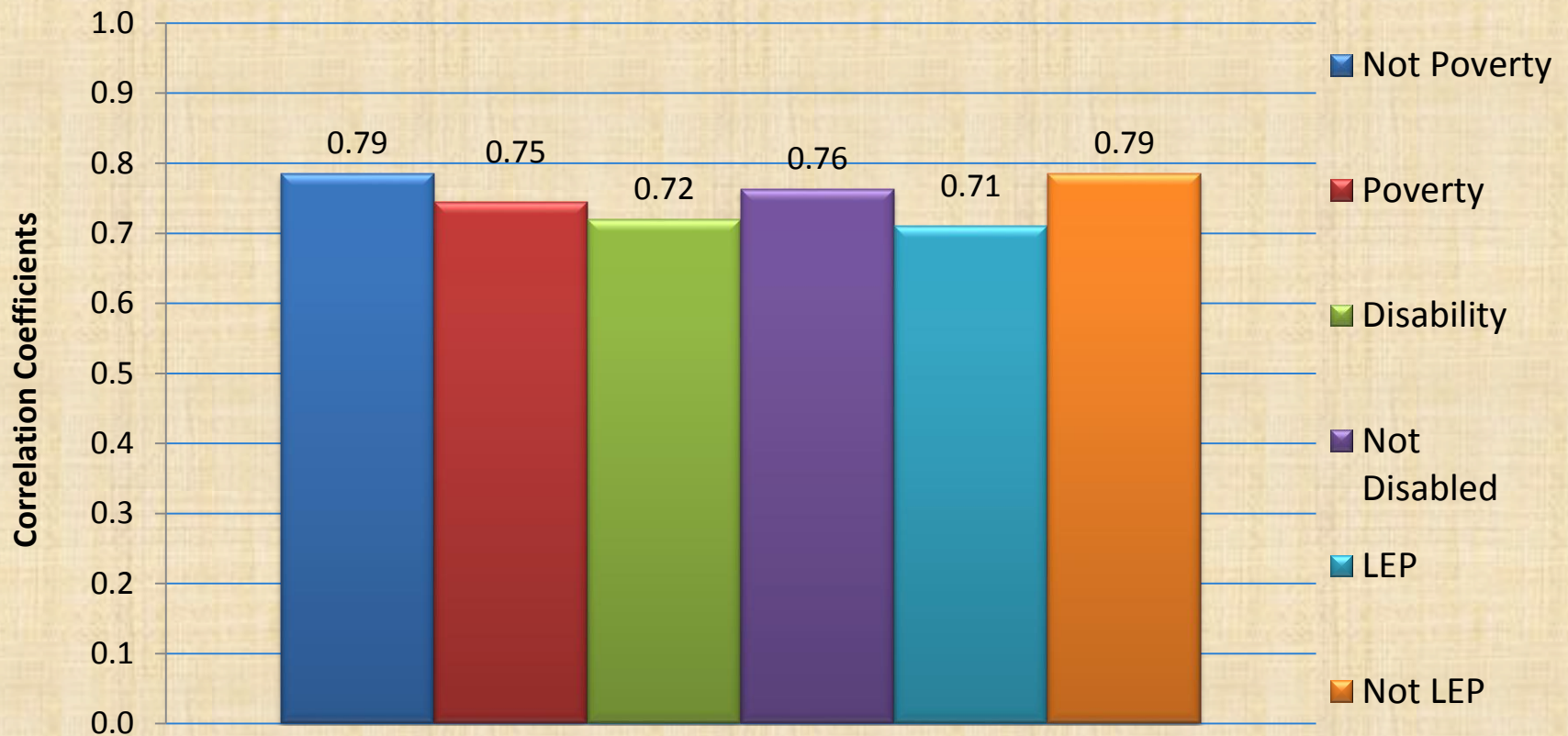
## Fifteen Levels

- Level 1 Low
- Level 1 Mid
- Level 1 High
- Level 2 Low
- Level 2 Mid
- Level 2 High
- Level 3 Low
- Level 3 Mid
- Level 3 High
- Level 4 Low
- Level 4 Mid
- Level 4 High
- Level 5 Low
- Level 5 Mid
- Level 5 High

- Projections for 2017 Common Core Geometry and Common Core Algebra 2 are based upon prior Common Core Algebra or Geometry Regents performance in 2016.
- New Common Core Algebra and Geometry Scale Scores have five performance levels
- The statistical generation of projections for Geometry and Algebra 2 is done by Identifying the mean average historical performance of students in short score ranges in levels 1 through 5.
- Fifteen sub-levels based score predictions for SWD, LEP and Poverty Sub-Groups and Non-Status Students based upon prior assessments in 2015 and 2016.

# Math Common Core Grade 7 to Common Core Algebra in 2016 Correlations by Subgroups

Math-7 to Common Core Algebra Grade 8  
Correlation Scores by Poverty, Disability and LEP Status





# Common Core Algebra Regents based on Math-8 Scores: Predictions for Students with Disabilities

Common Core Algebra			Performance	Cut Score	Cut Score	SWD
Prior Assessment	Measure Code	School Year	Level	Low	High	Low Score
Math-8	Regents CC Algebra	2016	Lev 1 Low	132	229	
Math-8	Regents CC Algebra	2016	Lev 1 Mid	230	263	44
Math-8	Regents CC Algebra	2016	Lev 1 High	264	286	47
Math-8	Regents CC Algebra	2016	Lev 2 Low	287	296	54
Math-8	Regents CC Algebra	2016	Lev 2 Mid	297	308	58
Math-8	Regents CC Algebra	2016	Lev 2 High	309	321	60
Math-8	Regents CC Algebra	2016	Lev 3 Low	322	329	62
Math-8	Regents CC Algebra	2016	Lev 3 Mid	330	337	65
Math-8	Regents CC Algebra	2016	Lev 3 High	338	347	
Math-8	Regents CC Algebra	2016	Lev 4 Low	348	360	
Math-8	Regents CC Algebra	2016	Lev 4 Mid	361	375	
Math-8	Regents CC Algebra	2016	Lev 4 High	376	407	

# Questions?

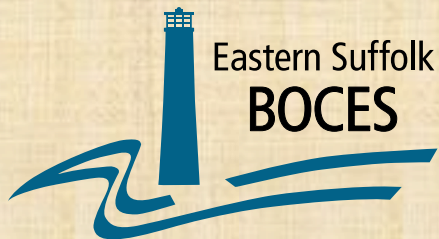


# For More Information Contact

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