**2018-19 CNYRIC Data Portfolio: 3-8 ELA and Math**

**Overview**

The 3-8 Data Portfolio provides a big picture view of the 3-8 ELA and Math state assessment results from the 2018-19 school year. The portfolio is designed to make information accessible through its visual presentation of data. It also allows users to compare different data sets to provide a context for deeper understanding.

Below are some basic questions to guide the use of the portfolio:

1. ***What is the source of the data used to generate the charts and graphs?***

The data comes directly from the Cognos reports which are populated with data provided by NYSED. Need/Resource category data was taken from the SED Media file.

1. ***Can I see the data in other formats?***

The data tables for each chart are provided in the last section of the document.

1. ***Where can I get more specific data?***

Many Cognos reports make it possible to drill through this data. Please contact the Educational Data Services Team with any questions about data analysis and facilitation.

1. ***Which districts are included in the Central NY Region?***

All public districts within the following BOCES (excluding Syracuse City): Onondaga-Cortland-Madison BOCES, Cayuga-Onondaga BOCES, CiTi BOCES, Tompkins-Seneca-Tioga BOCES.

1. ***What should we do with this information?***

As a starting point, this portfolio can be used to identify general trends about district performance across grade levels or provide insights about curriculum and instruction. This may raise questions that spark meaningful dialogue within a district that leads to a more focused look at curriculum, instruction, and assessment.

**Section 1: Percent of Students Who Achieved Performance Levels 3 and 4**

* **Focus On:** Students achieving proficiency
* **Comparison Groups:** Local BOCES and CNY Region
* **Starting Point:** Compare proficiency across grades with the context of the comparison groups

**Section 2: District Compared to schools in the same Need-to-Resource Group**

* **Focus On:** Students achieving proficiency
* **Comparison Groups:** Districts in the same Need/Resource category
* **Starting Point:** Compare proficiency at each grade level to that of other “like” districts

**Section 3: Percent of Students Who Achieved Each Performance Level**

* **Focus On:** The breakdown of students by score levels 1 , 2, 3, and 4
* **Comparison Groups:** Local BOCES and districts in the same Need Resource category
* **Starting Point:** Compare the size of each group, the absence of scores at certain levels, and the context provided by the comparison groups

**Section 4: Trends Over Five Years- Percent of Students at Proficiency**

* **Focus On:** Proficiency levels dating back to 2015 (far left column) to 2019 (far right column)
* **Comparison Groups:** Local BOCES and Central NY region
* **Starting Point:** Identify patterns within and between grade levels over time, as well as highlight how any local shifts in proficiency compare to regional trends

**Note:**

* The data table at the end of the portfolio presents the percentages alongside the year

**Section 5: # of Students Who Achieved at Each Performance Level Subdivision**

* **Focus On:** Breaking each performance level into low, medium, and high groups
* **Comparison Groups**: District data only
* **Starting Point:** Identify concentrations of scores for proficient and non-proficient students across grade levels

**Note:**

* Categories were determined by dividing the possible range of scores for each level in thirds

**Section 6: Results by Grade Level Cohort**

* **Focus On:** Following a group of students over multiple years
* **Comparison Groups:** Local BOCES and Central NY region
* **Starting Point:** Identify trends within a cohort as well as between cohorts

**Note:**

* Data includes all students who took the state assessment in that year

**Section 7: Performance of Subgroups**

* **Focus On:** Students achieving proficiency within accountability subgroups
* **Comparison Groups**: Local BOCES
* **Starting Point:** Compare subgroup performance across grade levels, using the context of the local BOCES data

**Note:**

* A bar labeled “<5” indicates that the subgroup included fewer than five students was not included. It is difficult to draw conclusions from such small numbers. Similarly, ethnicity data is shown across grade levels due to small populations for many groups.

**Section 8: Data Tables**

* **Focus On:** Data used to generate the preceding charts and graphs