[**IBO Education Indicators**](file:///\\ibonyc06\data2\Analyst%20Project%20Folders\TainaG\Open%20Data%20Docs\Oepn%20Data%20docs%202019\IBO%20Education%20Indicators)**, Student Achievement User Guide**

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Website: [**IBO Education Indicators**](file:///\\ibonyc06\data2\Analyst%20Project%20Folders\TainaG\Open%20Data%20Docs\Oepn%20Data%20docs%202019\IBO%20Education%20Indicators)

**What is in this dataset?**

This dataset consists of various aggregate tables on the attendance rates of traditional public school students, as well as grades 3-8 standardized test results for both traditional public and charter school students; Grades 3-8 Academic Performance by Charter Network Affiliation; the grades 3-8 standardized assessment median scores by charter network affiliation; Regents Exam performance for traditional public school students..

**Who Manages This Data?**

IBO's primary responsibility is to provide nonpartisan information about the city budget and tax revenues. This can range from reviewing how much a particular agency spends to more in-depth considerations of program costs, historical trends, tax burdens, debt, or capital finances. In 2009, as part of the extension of mayoral control over education in NYC, IBO was given increased authority to gain access to DOE data under an MOU and regularly produces reports and facts and figures on education related issues in New York City.

**How is data collected?**

Unless noted otherwise below, all data are derived from individual student records maintained by the Department of Education (DOE) and provided to IBO. These records include basic demographic information, achievement test scores, attendance records, and information on students' entry to, exit from, and movement within the school system.

Because IBO reports information on all students for whom we have data, our achievement numbers may differ from the official numbers maintained by the New York State Education Department (NYSED). These differences are very small, often amounting to no more than a tenth of a percentage point.  Official achievement statistics are readily available on both the DOE and NYSED websites.

This group of tables include students in all grades in Districts 1-32, District 75 (Self-Contained Special Education), and District 79 (Alternative Programs).  Charter school tables are also derived from individual student records and include all students in District 84 (Charter Schools), unless otherwise noted below. All data is from the **2015-2016** **school year** unless otherwise noted.

Throughout the tables, IBO refers to traditional, non-charter public schools as “traditional public schools.” These are schools that are in Districts 1-32, 75, or 79.  IBO refers to public charter schools as “charter schools.” These are schools that are in District 84. In most instances, IBO reports on traditional public schools and public charter schools separately. Any exceptions will be noted in the data notes for the appropriate table. They can also be seen in the graphics created on the IBO [education indicator website](https://ibo.nyc.ny.us/publicschool.html).

All tables for Grades 3-8 test performance use data from the annual New York State examinations.  All students in grades 3-8 take the annual New York State examinations in English Language Arts (ELA) and mathematics (Math). The tests produce two types of scores for each student: the scale score and the performance level.  The scale score is a three-digit score that indicates a student's absolute level of performance on the test.  Currently, the tests are designed so that the scale score can only be used for comparisons within grade. The second type of score, the performance level, assigns students to one of four groups based on their scale score. The labels are as follows: Level 1-Below Standard; Level 2-Meets Basic Standard; Level 3-Meets Proficiency Standard; Level 4-Exceeds Proficiency Standard.

Tables on Regents performanceare derived from Regents exams data. High school students in New York City (and state) participate in the Regents testing program. Since the 2011-2012 school year, most public school students must pass five Regents exams in order to earn a standard high school diploma in New York State. Students who pass an additional three Regents exams are awarded an Advanced Regents Diploma. Regents exams are subject-based and students sit for the exams at various points in their high school careers; thus, there is no standard schedule for their test taking. Students may retake exams they have attempted and failed until they attain a passing score. Therefore, care must be taken in interpreting the absolute passing rates for any individual administration of an exam.

A passing score for all Regents exams is 65. For both English and math, IBO reports the percentage of students who failed and the percentage of students who passed. Importantly, the exams in this year include both traditional and Common Core Regents exams. Based on the DOE's reported graduation requirements, the threshold for college readiness changes based on each 9th grade cohort after fall 2015.

IBO does not have Regents exam data for students in charter schools.

**Data Glossary**

**Charter School/Charter School Student**

A student who attends a public charter school in District 84.

**Chronically Absent**

A student with an attendance rate between 80% and 90%.

**English Language Learner**

Students whose native language is not English and who score below a state-determined level on the Language Assessment Battery-Revised (LAB-R) or New York State Identification Test for English Language Learners (NYSITELL) are identified as ELLs. ELLs are entitled to certain programs and services. Students remain ELLs until they score Proficient on the New York State English as a Second Language Achievement Test (NYSESLAT).

**Good Attendance**

A student with an attendance rate of 90% attendance or higher.

**Overage**

Under DOE regulations, a student must be registered in kindergarten by December 31 of the year in which he or she turns 5 years old.  IBO computes a student’s age as their age in December of each year and count as overage any student who is older than the age at which they may attend a grade.  Thus, IBO counts a kindergarten student who is six years old in December as overage. In contrast, DOE considers a student to be overage if the student is two years older than is standard for a grade.

**Severely Chronically Absent**

A student with an attendance rate of 80% or less.

**Students with Disabilities**

Students who have been determined by the New York City Committee on Special Education to fall into one of the eligible categories of disability.  These include: autism, deafness, deaf-blindness, emotional disturbance, hearing impairment, learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, speech or language impairment, traumatic brain injury, or visual impairment.

**Pass Only**

A score of at least 65 on the English or math Regents exam.

**Traditional Public School/Traditional Public School Student**

A student who attends a traditional public school in Districts 1-32, District 75, or District 79.

**List of Tables Making up This Dataset with notes, organized by topic:**

***Student Attendance and Grades 3-8 Academic Performance***

**Attendance by Student Group, Trad Public Schools\_2015-16**

**Traditional Public School Overall 3-8 Performance\_2015-16**

**Charter School Overall 3-8 Performance\_2015-16**

**3-8 ELA and Math Perf by Race&Ethnicity for TPS\_2015-16**

English Language Arts and Math Performance by Race/Ethnicity and Gender for Traditional Public School Students, 2015-16

NOTE: 126 students only represented in total due to missingness.

**3-8 ELA and Math Perf by Race&Ethnicity for Charter\_2015-16**

English Language Arts and Math Performance by Race/Ethnicity and Gender for Charter School Students, 2015-16

NOTE: 126 students only represented in total due to missingness.

**3-8 ELA and Math Perf by ELL for TPS\_2015-16**

English language Arts and Math Performance for Traditional Public Schools by English Language Learner Status, Grades 3-8, 2015-16

**3-8 ELA and Math Perf by SWD for TPS\_2015-16**

English language Arts and Math Performance for Traditional Public Schools by by Special Education Status, Grades 3-8, 2015-16

***Grades 3-8 Academic Performance by Charter Network Affiliation***

**3-8 ELA and Math Perf by ELL for Charter\_2015-16**

**3-8 ELA and Math Perf by SWD for Charter\_2015-16**

English language Arts and Math Performance for Charter Schools by Special Education Status, Grades 3-8, 2015-16

**3-8 ELA and Math Perf by Att TPS\_2015-16**

English Language Arts and Math Performance for Traditional Public School Students by Chronic Absentee Status, Grades 3-8, 2015-16

**Grades 3-8 ELA and Math Achievement by Charter Network, 2015-16**

English Language Arts and Math Performance for Charter Schools by Network Affiliation, Grades 3-8, 2015-16

***Regents Exam Performance***

**English and Math Regents Performance by Race&Gender\_2015-2016**

English and Math Regents Performance by Race/Ethnicity and Gender for Traditional Public High School Students, 2015-16

**English and Math Regents Performance by ELL Status\_2015-2016**

English and Math Regents Performance by English Language Learner Status for Traditional Public School Students, 2015-16

**English and Math Regents Performance by SWD Status\_2015-2016**

English and Math Regents Performance by Special Education Status for Traditional Public High School Students, 2015-16

**English and Math Regents Performance by Attendance Rate\_2015-2016**

English and Math Regents Performance by Attendance Rate for Traditional Public High School Students, 2015-16