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P U E R T O R I C O  
DEPARTAMENTO DE EDUCACIÓN

**Medición y Evaluación para la  
Transformación Académica Alternativa  
(META-PR ALTERNA)  
2015-2016 School Year**

**Executive Summary  
August  
2016**



Pearson

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## Overview

### Introduction

This executive summary is designed to provide the Puerto Rico Department of Education (PRDE) general information of *Medición y Evaluación para la Transformación Académica de Puerto Rico Alterna (META-PR ALTERNA)* test results. This summary briefly presents information regarding: test development, scoring and reporting. This document is intended for internal use only by PRDE and not for general public distribution. Its purpose is not intended for providing strategies of how to improve the educational system.

META-PR ALTERNA is aligned to the PRDE's 2014 Puerto Rico Core Standards where specific target skills were identified for each grade level. This test is designed for students with significant cognitive disabilities who are unable to participate in META-PR and measures student achievement in Spanish, Mathematics, English as a Second Language, and Science.

### Test Content Areas:

META-PR ALTERNA assesses the following grades in each content area:

Math grades 3 through 8, and 11
Spanish grades 3 through 8, and 11
English as a Second Language grades 3 through 8, and 11
Science grades 4, 8, and 11 only

### Total Students Reported

The total number of students reported reflects the number of demographic sheets received by Pearson. Table Number 1 includes the total number of demographic sheets received by grade for participating enrolled students in public and institution schools. It includes students who met the attempted and non-attempted guidelines (please refer to section "META-PR ALTERNA Reporting Details" for a definition of non-attempted).

**Table 1: Total Number of Students Reported by Grade Level**

<b>Grade</b>	<b>Number of students from public schools</b>	<b>Number of students from institutions</b>
<b>3<sup>rd</sup></b>	284	0
<b>4<sup>th</sup></b>	256	0
<b>5<sup>th</sup></b>	298	1
<b>6<sup>th</sup></b>	250	0
<b>7<sup>th</sup></b>	263	0
<b>8<sup>th</sup></b>	260	0
<b>11<sup>th</sup></b>	211	0
<b>TOTAL</b>	<b>1,822</b>	<b>1</b>

## **Test Development**

### **META-PR ALTERNA Test Development Contractor**

The PRDE has contracted with Pearson for all test development activities for the META-PR ALTERNA. Pearson is one of the world's education leaders providing a wide variety of educational services and solutions to assist states in complying with state and federal regulations. In 2016, Pearson provided test administration services for large-scale K-12 educational assessments to states/territories (including DC and, Puerto Rico), and national/consortium-level contracts.

For more information about Pearson you may contact Ms. Cynthia Galindo, Vice President, State Assessment Client Services at 787-769-4830 extension 225.

### **META-PR ALTERNA Test Development**

- META-PR ALTERNA is designed to measure the performance of students with significant cognitive disabilities who are unable to participate in the general education assessment (even with accommodations) as determined by the individual student's IEP team. Participants in META-PR ALTERNA comprise of approximately 1% of the total tested student population.

- The META-PR ALTERNA assessment is aligned with the PR Core Standards established in the 2014-2015 academic year by the Puerto Rico Department of Education.
- PRDE has employed a development process that created academic and grade referenced entry targets for META-PR ALTERNA that are strongly linked to the general education grade level expectations and consistent with the requirements for META-PR.
- The content standards and required grade level expectations assessed in META-PR ALTERNA were aligned (Crosswalks) by a committee of Puerto Rican special educators and Program Directors during the month of July, 2014.

### **Enrollments, Portfolios and Demographic Sheets**

- In the 2015-2016 academic year the enrollment process was 100% digital and was completed in Pearson Access by the Regional Assessments Coordinators. The META-PR ALTERNA portfolios were delivered during the week of January 8<sup>th</sup>, 2016 to the regions for distribution to the participating schools based on the collected enrollment counts.
- Before the test administration window ends, demographics sheets, pre-id labels and return kits were sent to the regions for the packaging of portfolios to be sent to Pearson for scoring by the schools and districts.

### **Test administration dates**

The test administration dates for META-PR ALTERNA were January 19<sup>th</sup>, 2016 through March 18<sup>th</sup>, 2016.

### **Trainings**

For the 2015-2016 school year, the PRDE used a 'teacher training' model to disseminate information concerning changes to META-PR ALTERNA.

- On November 17<sup>th</sup> and 18<sup>th</sup>, 2015, ninety-four (94) Special Education Facilitators and twenty-five (25) Superintendents attended META-PR ALTERNA Training. The training sessions were facilitated by eight (8) Puerto Rican facilitators (Special Education Teachers and Content Specialist) who reviewed the correct process of documenting data in the portfolio data chart and work samples.
- On November 21<sup>st</sup> and 22<sup>nd</sup>, 2015, one hundred twenty-four (124) new teachers attended an in-depth META-PR ALTERNA New Teacher Training. The sessions were facilitated by eight (8) experienced Puerto Rican Special Education teachers and Content Specialists who provided training and instruction for developing the Portfolio.
- On December 5<sup>th</sup> and 6<sup>th</sup>, 2015, one hundred seventy-three (173) experienced teachers attended an in-depth META-PR ALTERNA Experienced

Teacher Training. These sessions were facilitated by eight (8) experienced Puerto Rican Special Education teachers and Content Specialist who provided training and instruction for developing the Portfolio.

District Training:

- On February 22<sup>nd</sup>, 2016 Pearson facilitated a Return Material Training consisting of the following participants: fifty-eight (58) District Superintendents, Regional Coordinators, District Assessment Coordinators and PRDE Central level Assessment Director. The purpose was to review the procedures for returning materials; including receiving and packaging of portfolios to be sent to Pearson for scoring.

The administration period for META-PR ALTERNA ended on March 18<sup>th</sup>, 2016. There were 373 participating schools. Special Education District Facilitators packaged the material from all schools and portfolios/demographic sheets were picked up at Districts on March 30<sup>th</sup>, 2016.

## Scoring and Reporting

### Scoring

On April 2<sup>nd</sup>, 2016, a range of work samples from each grade evaluated in META-PR ALTERNA were reviewed by a committee of Puerto Rican Special Education teachers for the purpose of establishing alignment decisions for scoring guidelines. These student samples were used for training scorers in April 2016. A total of ninety-three (93) Puerto Ricans were hired and trained to score META-PR ALTERNA. This number includes two (2) Scoring Directors, twelve (12) supervisors and eighty-one (81) scorers. All supervisors and scorers were trained on how to score portfolios and monitored on the quality of their results. Supervisor training took place on March 31<sup>st</sup> and April 1<sup>st</sup>, 2016 at Hato Rey, Puerto Rico. Scoring training took place at a scoring center also in Hato Rey, Puerto Rico. Scorers were trained for three days from April 4<sup>th</sup> through April 6<sup>th</sup>, 2016. Portfolios were scored in Puerto Rico from April 7<sup>th</sup> through April 22<sup>nd</sup>, 2016. Each portfolio entry was scored by at least two different scorers. If scores were not in perfect agreement, a third scorer assigned a resolution score. For more detailed information regarding the process of scoring the portfolios, please refer to the META-PR ALTERNA Technical Manual that will be provided in fall of 2016.

### Performance Level Descriptor and Standard Setting Meetings

As previously mentioned META-PR ALTERNA is aligned with the 2014 Puerto Rico Core Standards, which were established in the 2014 academic year by the

Puerto Rico Department of Education. Due to the changes in content standards, curriculum and targeted skills, it was then necessary to revise the performance level descriptors and set new 2016 performance standards.

### *Performance Level Descriptor Validation Meeting*

During winter 2016 a work group consisting of Puerto Rican content specialists, special education teachers and PRDE Program Directors created new Performance Level Descriptors (PLDs) by grade and content area. The purpose of the PLDs is to define the characteristics that differentiate the knowledge and skills of students within the four Puerto Rico performance levels of pre-basic, basic, proficient and advanced. On April 16<sup>th</sup>, 2016 a committee of fifteen (15) Puerto Rico educators convened to review and validate the new PLDs.

### *Standard Setting Meeting*

The 2016 META-PR ALTERNA Standard Setting meeting took place from May 16<sup>th</sup> through May 18<sup>th</sup>, 2016. The purpose of the Standard Setting Meeting was to have a committee of Puerto Rico educators review the existing mapping of portfolio score patterns to performance levels and judge the appropriateness of the mapping that classify student performance into the different categories of pre-basic, basic, proficient and advanced. Participants reviewed the components of the portfolio, the scoring rubric and scoring procedures, the PLDs, and the mapping of score patterns to performance levels that had been used for the PPEA (previous alternate assessment). The panelists were organized into eight groups. Panelists were grouped in grade level bands of grades 3-5 and 6-8 for Spanish, mathematics and English. The science group met as one panel for grades 4, 8, and 11. A high school group met as one panel for grade 11 Spanish, mathematics, and English.

This determination of recommended score patterns was based on:

- Assessments program and portfolio components
- A detailed presentation and discussion of the scoring rubric
- An overview of the 2009 standard setting meeting for the PPEA and the resulting mapping of score patterns to performance levels
- Review of the crosswalk of 2009 and 2014 content standards
- 2009 and 2016 performance level descriptors (PLDs)
- How the descriptions of the score points in the scoring rubric are related to the performance levels described by the PLDs
- Participating in three rounds of ratings and with discussions on feedback from each round of rating

A vertical articulation committee composed of representatives from each of the eight groups then met to review the round three results

across the grade levels and make recommendations regarding their appropriateness to PRDE.

Subject Matter Experts (SME's): Eight (8) Puerto Rican meeting facilitators were trained on how to successfully facilitate a Standard Setting Meeting.

Teacher Committee: One hundred and thirty seven (137) certified Puerto Rican teachers participated in the Standard Setting process.

## Results and Notification

Federal laws require that academic proficiency levels be established to measure student performance on the test. The proficiency levels established by the PRDE are: Pre-Basic, Basic, Proficient and Advanced. Pearson provides the following reports for META-PR ALTERNA:

• School Roster Quick Report
• Individual Student Report
• School Growth Report
• School Roster
• School, School District, Educational Region and Island Summary by Standard Report
• School, School District, Educational Region and Island Demographic Summary Report
• School, School District, Educational Region and Island Summary of Performance Levels and Dimensions
• School, School District, Educational Region and Island Comparison Report by Academic Dimensions
• School, School District and Educational Region Demographic Summary by Subgroup
• Island Summary by Region Report - Comparison Analysis
• Island Demographic Summary by District, Subgroup and Subject

## META-PR ALTERNA Reporting Details

The students who participated in META-PR ALTERNA assessment received a final score per dimension. Academic dimension scores are then applied to a score pattern proficiency level table resulting in proficiency levels as shown in Table Number 2 below.

Attempted Rule: PRDE considered the following META-PR ALTERNA students as not- attempted (not examined):

- A student with a blank portfolio in all entries for a particular content area (student is only considered non-attempted in the particular content areas that are blank).
- Students who are excused due to medical reasons.
- Students for whom a portfolio was not submitted.

Participation: A completed demographic sheet was required for all enrolled students and those recommended to participate in META-PR ALTERNA regardless of if a portfolio was submitted or not. The schools were instructed to use a pre-identification label (if available) on the demographic sheet or grid in a demographic sheet for each student that should have participated in META-PR ALTERNA.

Limited Spanish Proficiency (LSP): In 2008, PRDE established the requirements to identify students with limited Spanish proficiency (LSP). A student is identified with limited Spanish proficiency (LSP) if: (a) he/she is identified by the Puerto Rico Department of Education and (b) attended a school in Puerto Rico less than 12 months before the META-PR ALTERNA test administration. If a student identified with LSP did not attempt the Spanish test, the student will be given a LSP condition code on the reports. Students identified with LSP who attempted the Spanish test are given a special note on their reports and are included in the proficiency level statistics presented in Table number 2.

Students indicated as Institution Schools in Relation to Public School Students: This executive summary includes only public school students, except for the information provided on Table 1. The reports sent to the PRDE, educational regions, school districts and schools contain information related to only public school students. Institution schools receive a separate report containing individual student results (ISRs) for their examined students.

## Island Test Results

This section of the executive summary provides a high-level review of the Island-wide test results of META-PR ALTERNA 2016. Please note, a rounding error of  $\pm 1\%$  should be expected for the sum of proficient/advanced calculations.

Table number 2 includes only students indicated as public students and contains the following information by grade and content area:

• number of reported students
• number of examined and non-examined students
• percentage of students under each proficiency level (note this only includes students considered as examined for that particular content area)
• percentage of students in the proficient/advanced categories

**Table 2: Number of Students and Results by Proficiency Level META-PR  
ALTERNA 2015-2016**

Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>SPANISH</b>								
3	284	273	11	43%	21%	15%	21%	36%
4	256	245	11	28%	27%	20%	24%	44%
5	298	285	13	27%	32%	18%	24%	42%
6	250	234	16	41%	19%	14%	25%	39%
7	263	254	9	35%	30%	11%	25%	36%
8	260	249	11	44%	18%	19%	18%	37%
11	211	200	11	73%	9%	8%	11%	19%
<b>Average</b>								<b>36%</b>

Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>MATH</b>								
<b>3</b>	284	273	11	28%	34%	18%	20%	38%
<b>4</b>	256	244	12	23%	33%	24%	20%	44%
<b>5</b>	298	285	13	19%	34%	20%	26%	46%
<b>6</b>	250	234	16	30%	38%	20%	12%	32%
<b>7</b>	263	254	9	22%	30%	21%	28%	49%
<b>8</b>	260	249	11	44%	23%	21%	12%	33%
<b>11</b>	211	200	11	36%	25%	21%	19%	40%
<b>Average</b>								<b>40%</b>

Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>ESL</b>								
<b>3</b>	284	264	20	46%	25%	11%	18%	29%
<b>4</b>	256	244	12	44%	27%	11%	18%	29%
<b>5</b>	298	278	20	55%	19%	9%	17%	26%
<b>6</b>	250	230	20	39%	23%	16%	22%	38%
<b>7</b>	263	243	20	54%	16%	8%	22%	30%
<b>8</b>	260	241	19	67%	10%	6%	17%	23%
<b>11</b>	211	198	13	65%	12%	8%	16%	24%
<b>Average</b>								<b>28%</b>

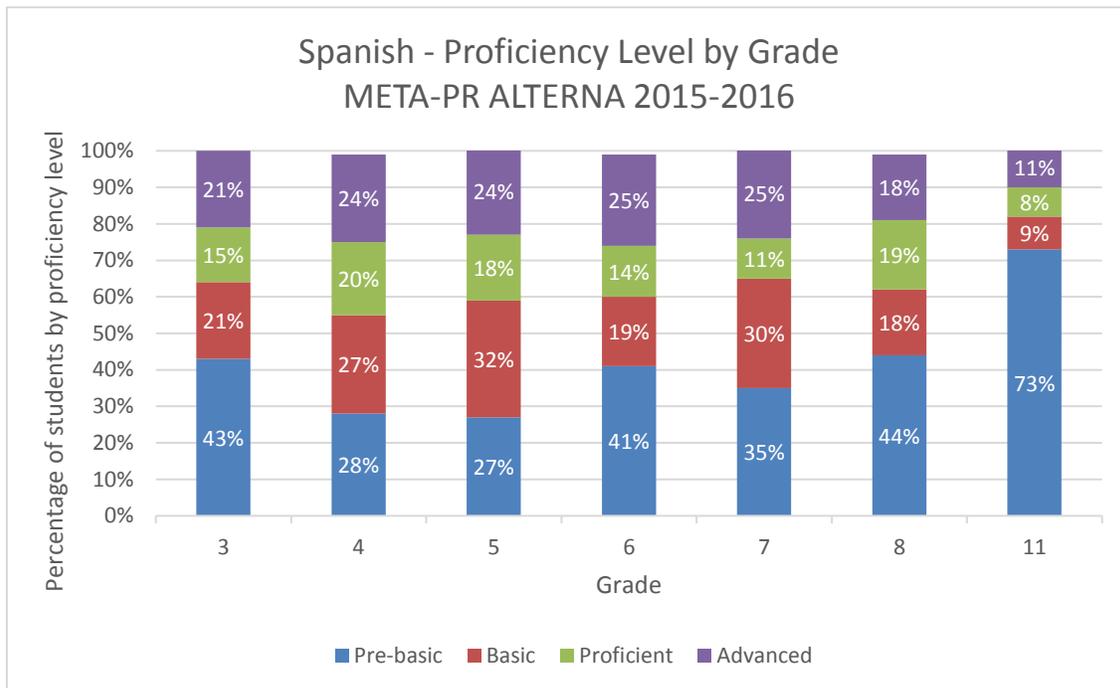
Grade	Number of reported students	Number of examined students*	Number of non-examined students	Pre-Basic (%)	Basic (%)	Proficient (%)	Advanced (%)	Sum of Proficient and Advanced
<b>Science</b>								
<b>4</b>	256	245	11	19%	22%	24%	34%	58%
<b>8</b>	260	249	11	53%	28%	16%	4%	20%
<b>11</b>	211	199	12	76%	15%	6%	3%	9%
<b>Average</b>								<b>29%</b>

\*This is the total Number of students used to calculate the percentage for Pre-Basic, Basic, Proficient, and Advanced.

**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

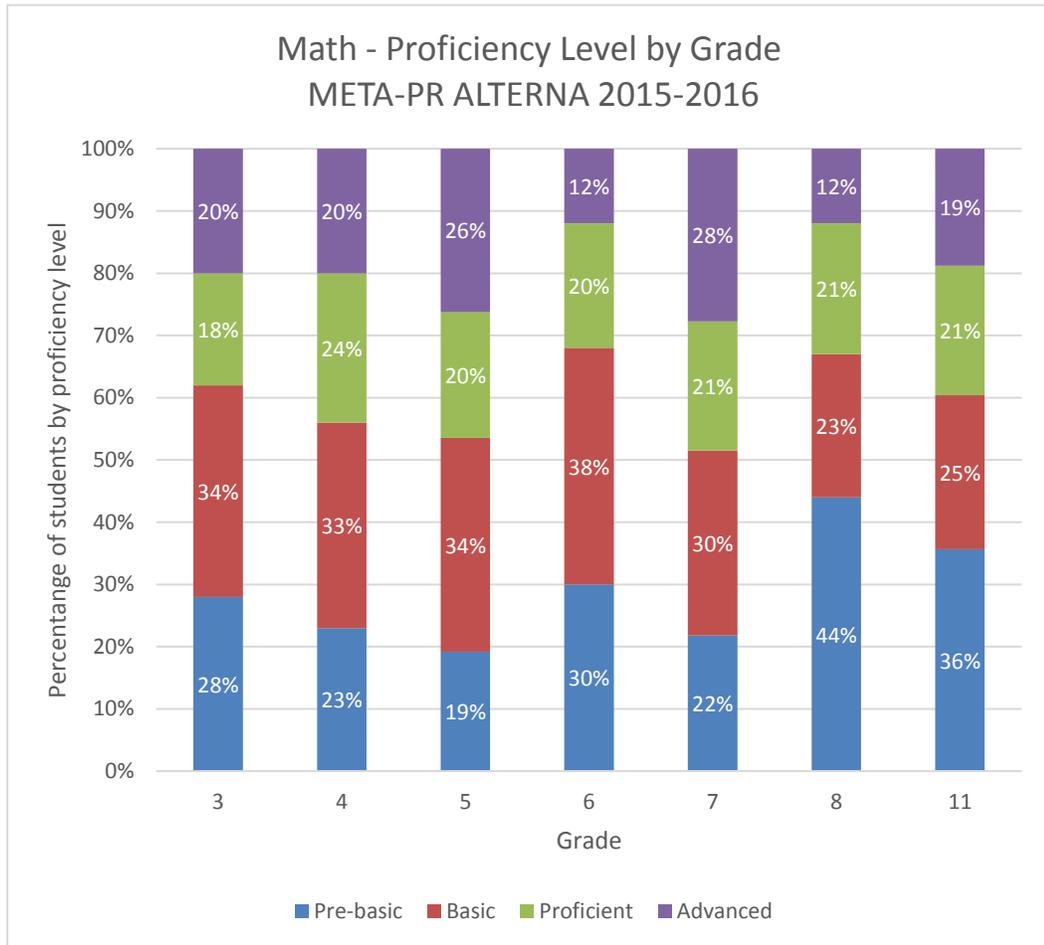
The following graphs present the results of Table 2. It is important to clarify that the purpose of the graphs is not to compare results across grades due to the content of the assessment being different. These graphs have been created to visually facilitate the understanding of the results by grade.

**Figure 1: Proficiency Level by Grade in Spanish META-PR ALTERNA 2015-2016 School Year**



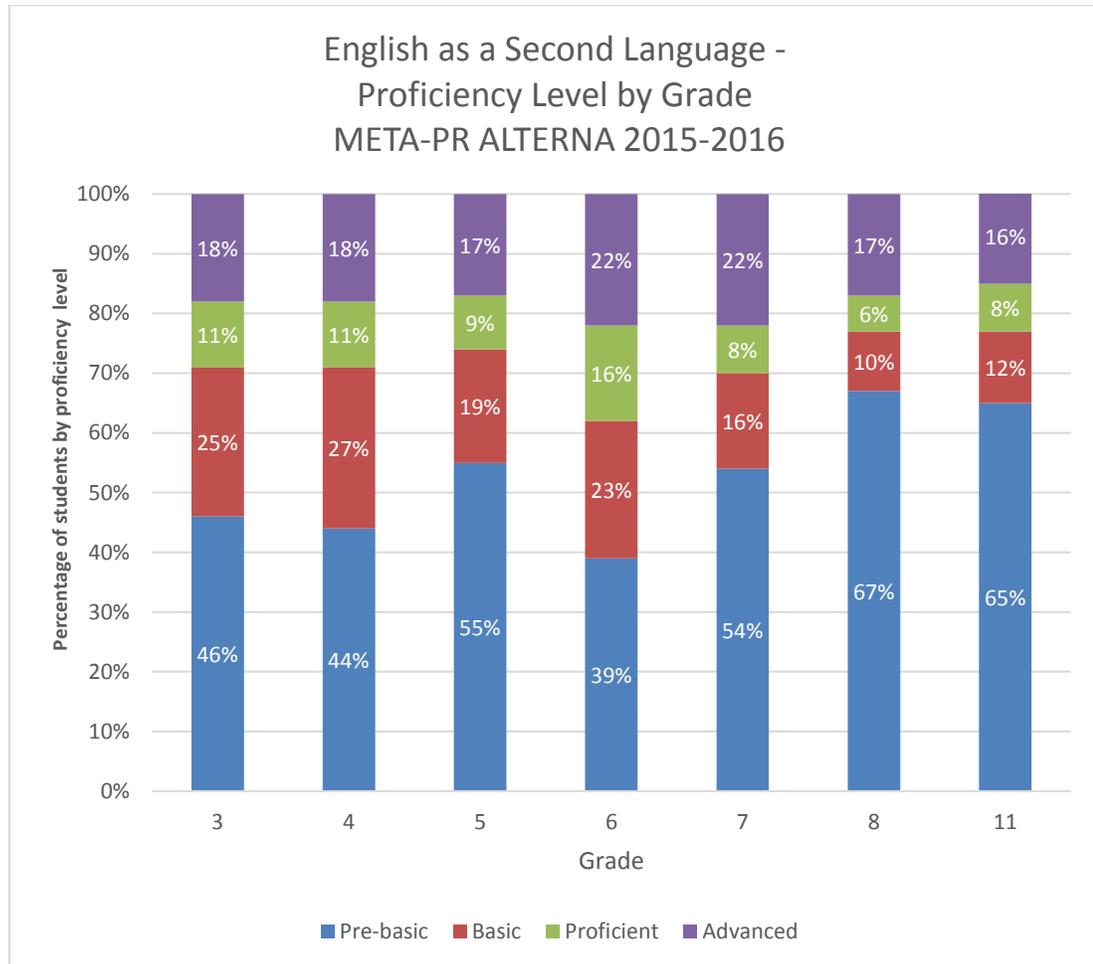
**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 2: Proficiency Level by Grade in Math META-PR ALTERNA 2015-2016 School Year**



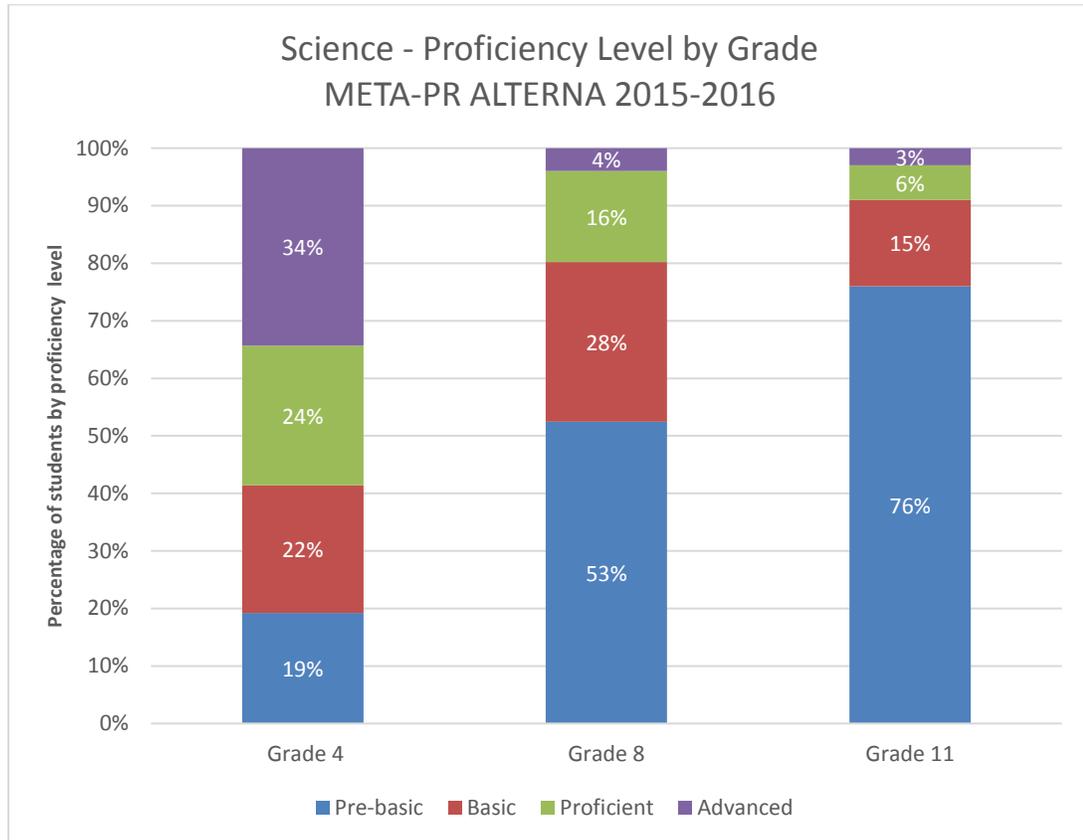
**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 3: Proficiency Level by Grade in English as a Second Language  
META-PR ALTERNA 2015-2016 School Year**



**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

**Figure 4: Proficiency Level by grade in Science META-PR ALTERNA 2015-2016 School Year**

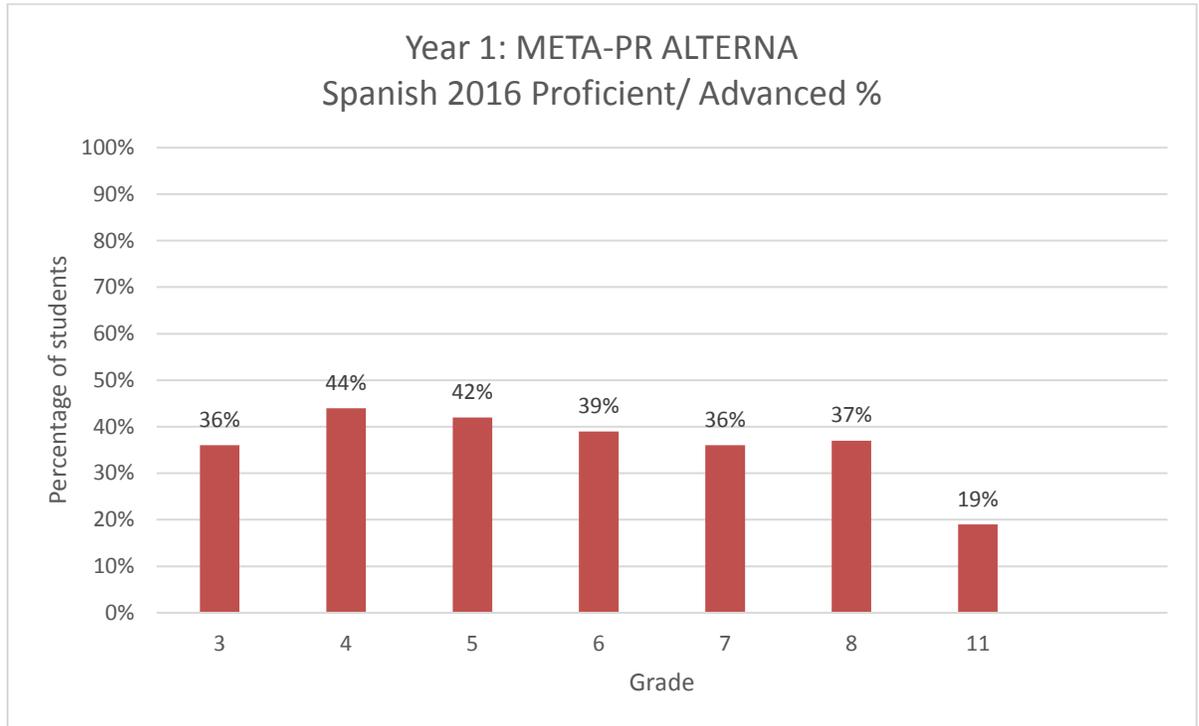


**Note:** It is possible for some percentages not to sum up to 100 due to rounding of numbers.

The following graphs provide the percentage of students in the proficient/advanced categories during the 2016 (Year 1) test administration.

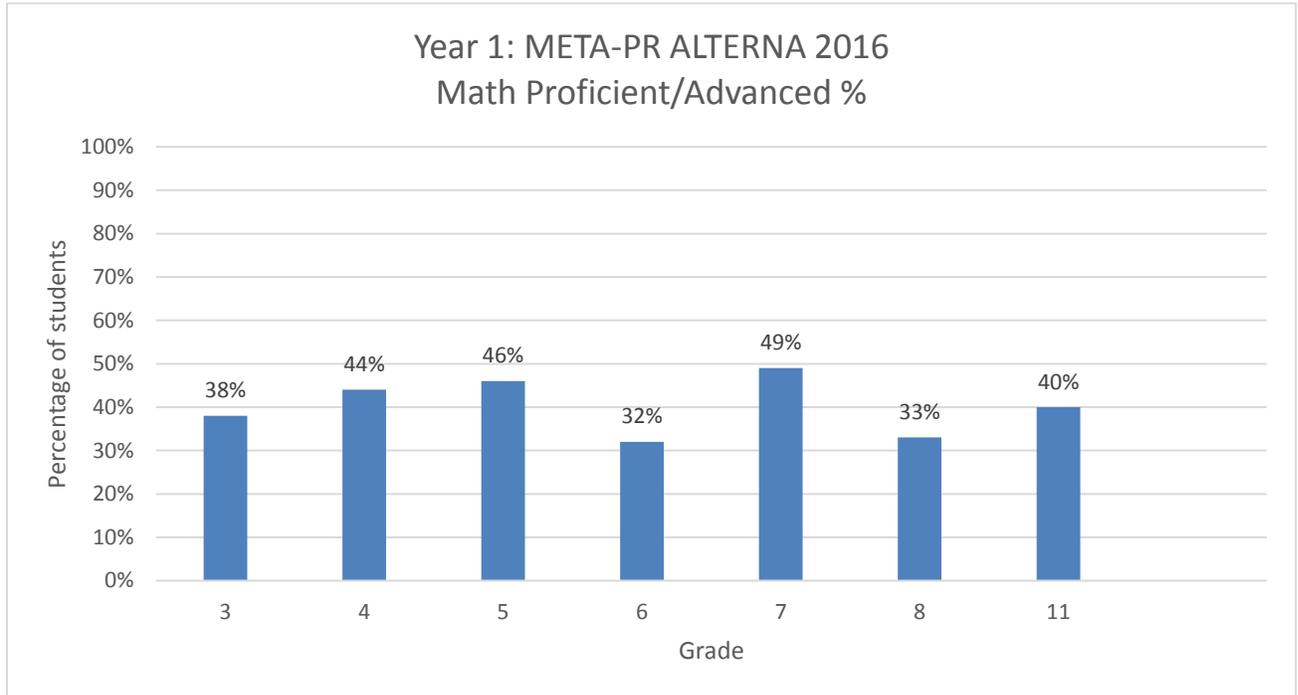
The 2016 test administration has been defined as Year 1 due to revised 2016 score patterns table which was applied to student results except for growth results in which 2009 score tables were used to compare 2016 and 2015 data fittingly.

**Figure 5: META-PR ALTERNA Proficient/Advanced Spanish Results for Year 1 (2016)**



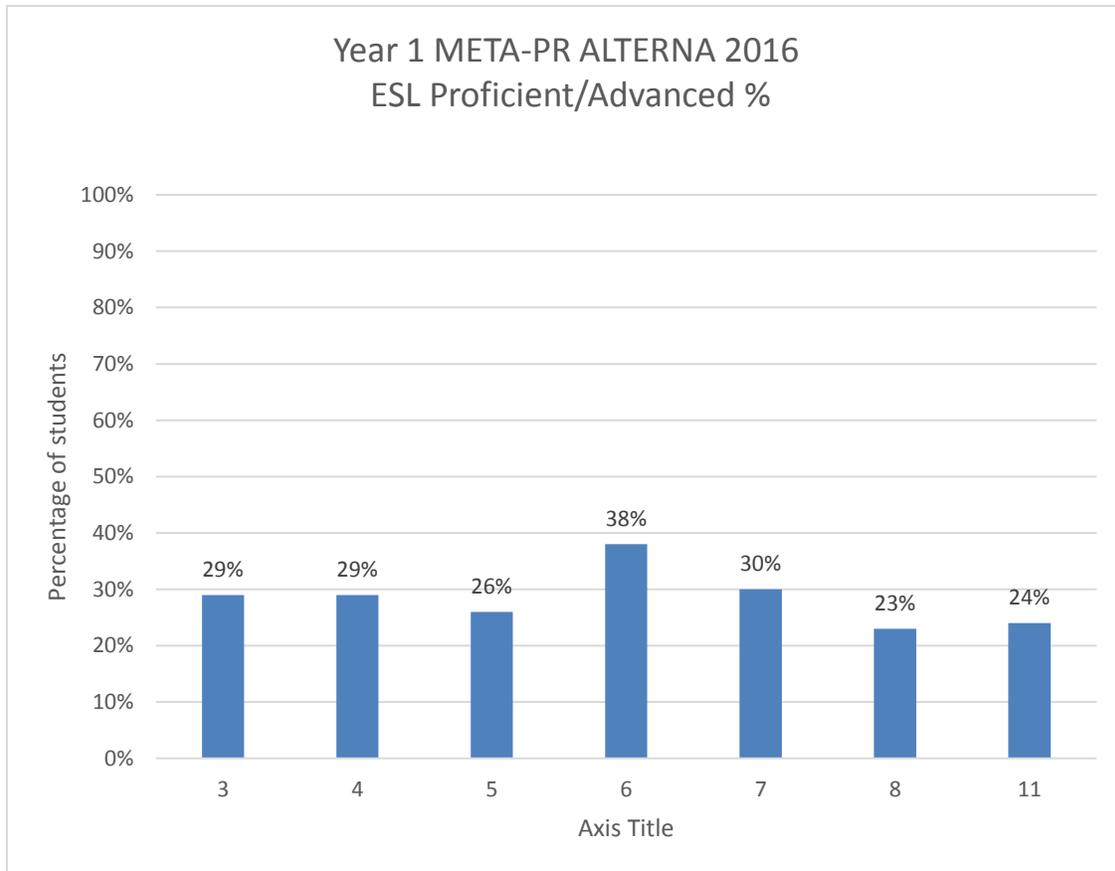
This graph represents Year 1 (2016) results derived from 2016 score pattern table.

**Figure 6: META-PR ALTERNA Proficient/Advanced Math Results for Year 1 (2016)**



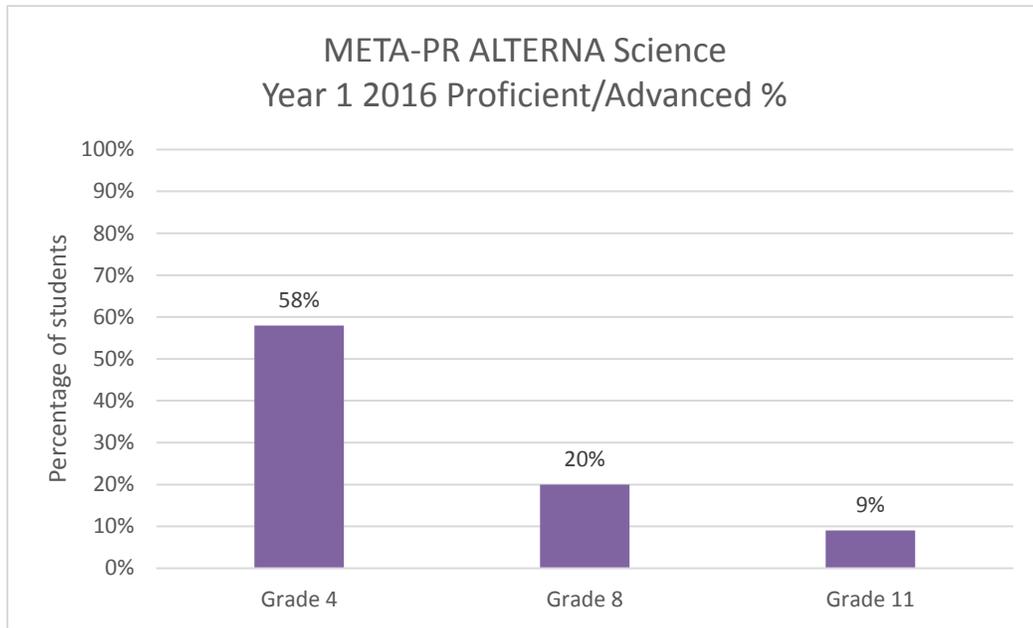
This graph represents Year 1 (2016) results derived from 2016 score pattern table.

**Figure 7: META-PR ALTERNA Proficient/Advanced English as a Second Language Results for Year 1 (2016)**



This graph represents Year 1 (2016) results derived from 2016 score pattern table.

**Figure 8: META-PR ALTERNA Proficient/Advanced Science Results for Year 1 (2016)**



This graph represents Year 1 (2016) results derived from 2016 score pattern table.

The following tables present 2016 island level growth data for Spanish, Math and ESL by providing the total number and percentage of students in each of the seven growth categories. The seven growth categories include: Significantly improved, Improved, Slightly Improved, Maintained, Slightly regressed, Regressed, and Significantly regressed.

Please note 2016 growth results are based on the 2009 score tables. Utilizing the 2009 score tables allowed an accurate calculation of growth between 2015 and 2016 results.

**Table 3: Spanish Growth Category Results by Grade**

Grade	Significantly improved		Improved		Slightly improved		Maintained		Slightly regressed		Regressed		Significantly regressed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	6	4%	2	1%	33	24%	69	50%	24	17%	3	2%	2	1%
5	6	4%	7	5%	25	18%	78	57%	15	11%	5	4%	2	1%
6	8	7%	6	5%	25	21%	57	48%	18	15%	3	3%	1	1%
7	2	2%	4	4%	21	21%	52	52%	12	12%	5	5%	4	4%
8	4	5%	4	5%	19	23%	36	44%	16	20%	2	2%	1	1%

**Table 4: Math Growth Category Results by Grade**

Grade	Significantly improved		Improved		Slightly improved		Maintained		Slightly regressed		Regressed		Significantly regressed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	7	4%	9	6%	24	15%	79	49%	28	18%	5	3%	8	5%
5	10	5%	11	6%	41	21%	92	48%	33	17%	5	3%	1	1%
6	2	1%	6	4%	24	14%	57	34%	37	22%	31	18%	11	7%
7	24	16%	18	12%	34	22%	52	34%	14	9%	6	4%	5	3%
8	10	8%	6	5%	16	13%	34	29%	33	28%	13	11%	7	6%

**Table 5: ESL Growth Category Results by Grade**

Grade	Significantly improved		Improved		Slightly improved		Maintained		Slightly regressed		Regressed		Significantly regressed	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
4	5	4%	9	8%	24	21%	60	52%	12	10%	3	3%	3	3%
5	2	3%	3	4%	10	14%	42	61%	6	9%	5	7%	1	1%
6	4	4%	7	8%	14	15%	52	57%	11	12%	2	2%	1	1%
7	3	4%	4	5%	13	17%	49	64%	6	8%	1	1%	1	1%
8	0	0%	0	0%	3	38%	4	50%	1	13%	0	0%	0	0%

The following tables report the average points at the Island level by content, standard, and grade.

**Table 6: Spanish  
Average points of Academic Dimensions per Standard/Content/Grade at Island Level**

Standards	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11		
	Performance	Progress	Complexity																		
<b>Comprensión de Lectura y Dominio de la Lengua</b>	0.9	1.0	2.0	1.1	1.2	2.5	1.1	1.2	2.6	1.0	1.1	2.2	-	-	-	0.9	0.9	1.8	-	-	-
<b>Comprensión de Lectura y Comunicación Escrita</b>	-	-	-	-	-	-	-	-	-	-	-	-	1.0	1.1	2.2	-	-	-	0.5	0.4	0.8

Note: The purpose of this report is to summarize the average points for the academic dimensions at all levels. (Performance, Progress and Complexity).

**Table 7: Math**  
**Average points of Academic Dimensions per Standard/Content/Grade at Island Level**

Standards	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11		
	Performance	Progress	Complexity																		
<b>Numeración y Operación Medición</b>	1.0	1.1	2.6	1.1	1.2	2.4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Numeración y Operación Análisis de Datos y Probabilidad</b>	-	-	-	-	-	-	1.3	1.3	2.9	1.0	1.0	1.8	-	-	-	-	-	-	-	-	-
<b>Álgebra Geometría</b>	-	-	-	-	-	-	-	-	-	-	-	-	1.4	1.3	2.3	-	-	-	-	-	-
<b>Álgebra Medición</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.9	0.8	1.6	-	-	-
<b>Funciones (23.0) Funciones (25.0)</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1.2	1.0	1.6

Note: The purpose of this report is to summarize the average points for the academic dimensions at all levels. (Performance, Progress and Complexity).

**Table 8: English as a Second Language (ESL)  
Average points of Academic Dimensions per Standard/Content/Grade at Island Level**

Standards	Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8			Grade 11		
	Performance	Progress	Complexity																		
Comprensión Auditiva, Comprensión de Lectura y Lenguaje	0.7	0.9	2.3	-	-	-	0.7	0.8	1.7	1.0	1.0	2.2	-	-	-	0.6	0.6	1.0	-	-	-
Comprensión Auditiva, Comprensión de Lectura y Comunicación Escrita	-	-	-	0.8	0.9	2.1	-	-	-	-	-	-	0.8	0.8	1.5	-	-	-	0.7	0.6	1.1

Note: The purpose of this report is to summarize the average points for the academic dimensions at all levels. (Performance, Progress and Complexity).

**Table 9: Science**  
**Average points of Academic Dimensions per Standard/Content/Grade at Island Level**

Standards	Grade 4			Grade 8			Grade 11		
	Performance	Progress	Complexity	Performance	Progress	Complexity	Performance	Progress	Complexity
Ciencias Físicas Ciencias de la Tierra y el Espacio	1.4	1.4	2.8	0.7	0.6	1.0	-	-	-
Ciencias Biológicas Ciencias Físicas	-	-	-	-	-	-	0.4	0.3	0.5

Note: The purpose of this report is to summarize the average points for the academic dimensions at all levels. (Performance, Progress and Complexity).

## **Appendices**

### **Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Results**

**Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Spanish Results**

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 6 to Year 7 Change</b>
	<b>2009 Proficient/Advanced %</b>	<b>2010 Proficient/Advanced %</b>	<b>2011 Proficient/Advanced %</b>	<b>2012 Proficient/Advanced %</b>	<b>2013 Proficient/Advanced %</b>	<b>2014 Proficient/Advanced %</b>	<b>2015 Proficient/Advanced %</b>	
<b>3</b>	22	26	28	30	36	36	43	+7
<b>4</b>	16	27	26	31	35	36	24	-12
<b>5</b>	20	29	34	31	36	42	41	-1
<b>6</b>	9	22	30	30	28	32	29	-3
<b>7</b>	12	20	25	22	25	28	24	-4
<b>8</b>	18	22	32	26	26	32	24	-8
<b>11</b>	21	32	31	24	27	30	17	-13
<b>Average</b>	<b>17</b>	<b>25</b>	<b>29</b>	<b>28</b>	<b>30</b>	<b>34</b>	<b>29</b>	<b>-5%</b>

**Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Math Results**

<b>Grade</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 6 to Year 7 Change</b>
	<b>2009 Proficient/Advanced %</b>	<b>2010 Proficient/Advanced %</b>	<b>2011 Proficient/Advanced %</b>	<b>2012 Proficient/Advanced %</b>	<b>2013 Proficient/Advanced %</b>	<b>2014 Proficient/Advanced %</b>	<b>2015 Proficient/Advanced %</b>	
<b>3</b>	22	27	33	35	40	40	42	+2
<b>4</b>	17	27	25	32	38	33	35	+2
<b>5</b>	18	27	33	30	37	40	43	+3
<b>6</b>	15	21	29	29	21	20	32	+12
<b>7</b>	14	24	25	25	30	13	36	+23
<b>8</b>	22	23	37	21	33	32	16	-16
<b>11</b>	25	28	29	24	34	34	30	-4
<b>Average</b>	<b>19</b>	<b>25</b>	<b>30</b>	<b>28</b>	<b>33</b>	<b>30</b>	<b>33</b>	<b>+3%</b>

**Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 English as a Second Language Results**

<b>Grade</b>	<b>Year 1</b> 2009 Proficient/ Advanced %	<b>Year 2</b> 2010 Proficient/ Advanced %	<b>Year 3</b> 2011 Proficient/ Advanced %	<b>Year 4</b> 2012 Proficient/ Advanced %	<b>Year 5</b> 2013 Proficient/ Advanced %	<b>Year 6</b> 2014 Proficient/ Advanced %	<b>Year 7</b> 2015 Proficient/ Advanced %	<b>Year 6 to Year 7 Change</b>	<b>*Year 1 to Year 7 Change</b>
<b>3</b>	14	11	22	25	26	27	35	+8	+21
<b>4</b>	12	17	22	22	31	30	19	-11	+7
<b>5</b>	11	23	24	21	30	28	28	0	+17
<b>6</b>	12	16	22	26	28	27	28	+1	+16
<b>7</b>	11	19	18	22	28	25	7	-18	-4
<b>8</b>	11	20	25	17	20	24	15	-9	+4
<b>11</b>	16	21	29	20	26	26	17	-9	+1
<b>Average</b>	<b>12</b>	<b>18</b>	<b>23</b>	<b>22</b>	<b>27</b>	<b>27</b>	<b>21</b>	<b>-5%</b>	<b>+9%</b>

**Comparison of 2009, 2010, 2011, 2012, 2013, 2014 and 2015 Science Results**

<b>Grade</b>	<b><u>Year 1</u></b> <b>2009 Proficient/ Advanced %</b>	<b><u>Year 2</u></b> <b>2010 Proficient/ Advanced %</b>	<b><u>Year 3</u></b> <b>2011 Proficient/ Advanced %</b>	<b><u>Year 4</u></b> <b>2012 Proficient/ Advanced %</b>	<b><u>Year 5</u></b> <b>2013 Proficient/ Advanced %</b>	<b><u>Year 6</u></b> <b>2014 Proficient/ Advanced %</b>	<b><u>Year 7</u></b> <b>2015 Proficient/ Advanced %</b>	<b>Year 6 to Year 7 Change</b>
<b>4</b>	18	25	29	31	40	35	35	0
<b>8</b>	16	24	25	21	28	25	13	-12
<b>11</b>	24	35	32	28	35	30	39	+9
<b>Average</b>	<b>19</b>	<b>28</b>	<b>29</b>	<b>27</b>	<b>34</b>	<b>30</b>	<b>29</b>	<b>-1%</b>

## **Appendices**

**Spanish Comparison Reports META-PR ALTERNA 2015-2016**

**Math Comparison Reports META-PR ALTERNA 2015-2016**

**English as a Second Language (ESL) Comparison Reports  
META-PR ALTERNA 2015-2016**

**Science Comparison Reports META-PR ALTERNA 2015-2016**