

# STUDENT PERFORMANCE REPORT

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Irvington Union Free School District

Report to the Board of Education  
November 2021

# 2021-22 Goal Overview

## **Focus #1: Strategic Leadership: Implementing *Our Vision for Tomorrow***

Objective A: Advance the Strategic Plan

Objective B: Identify opportunities to increase stakeholder engagement

## **Focus #2: Instructional Leadership: Curriculum and Instruction**

Objective A: Implement instructional practices that elevate student thinking and understanding

Objective B: Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

Objective C: Increase the use of data to inform instruction and planning

## **Focus #3: Financial and Operational Leadership**

Objective A: The Business and Operations initiatives shall support the Strategic Plan and the District's finances and operations

# Guiding Questions

## **How are we doing?**

- How do we know?
- How does the data support/tell us this?
- What are we doing to continuously improve?

## **What are the assessments we use?**

- How do they provide data that leads to change in instructional practices?

## **What is the process we follow to use data to guide instruction?**

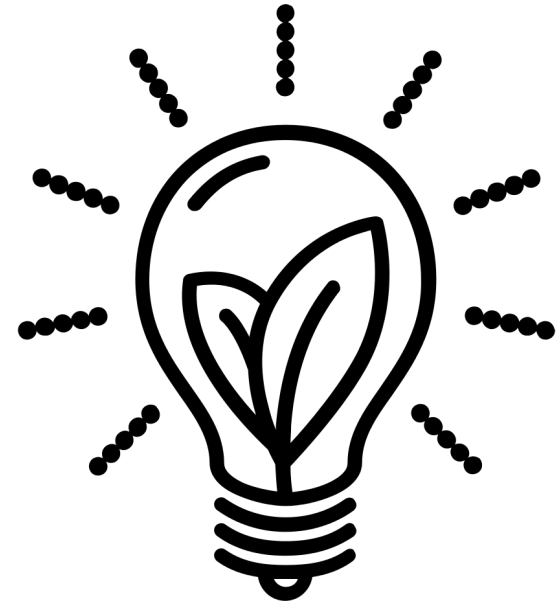
# Why do we Assess?

“Assessment is today’s means of understanding how to modify tomorrow’s instruction.”

Carol Ann Tomlinson

“Assessment has more to do with helping students grow than cataloging their mistakes.”

Carol Ann Tomlinson



# The Role of Data

- Tells a story
- Informs goals and decision making
- Monitors student growth



Good data  
tells a  
story...

# How is Data Used?

## Reflective Practice for Growth

- Data Teams (K-8)
  - Meet throughout the year to review Aimsweb data.
- Multi-tier system of supports (MTSS) Process
- Teacher and administrator observation process
- Team Meetings, PLRD, work with Instructional Coaches
- Attendance & Discipline Review
- Department-based data projects
- Review of NYS Assessment data with specific content area teachers
- Data is collected and used to monitor systems and structures within the school setting



## Tools:

- Data Wise Model
- 5 Lab - Aimsweb, Discipline, Attendance (as a baseline)
  - Dashboards can disaggregate by subgroups

# Building Data Goals

- **Dows Lane** - Focus on the whole child, data collected at the K-3 level is a moment in time, creates a mosaic of the child
- **MSS** - Performance data is used to inform instruction and practice with a focus on equity, understand students as learners and to provide targeted explicit instruction
- **IMS** - Department-level work is a multi-year endeavor to both identify desired metrics and sources of data, and to use that information to inform assessment development, instructional/curriculum planning, and professional learning objectives. Discussions are centered on student growth and continuous improvement.
- **IHS** - Department-level work to focus on the development and use of varied assessments, reviewed Regents data at the start of the school year. Discussions are centered on student growth and continuous improvement.

## Formative

Help students to learn and practice

When

Throughout the course

Why

Identify gaps and improve learning

How

Via approaches that support specific student needs

## Summative

Assess student performance

When

At the end of the instructional period

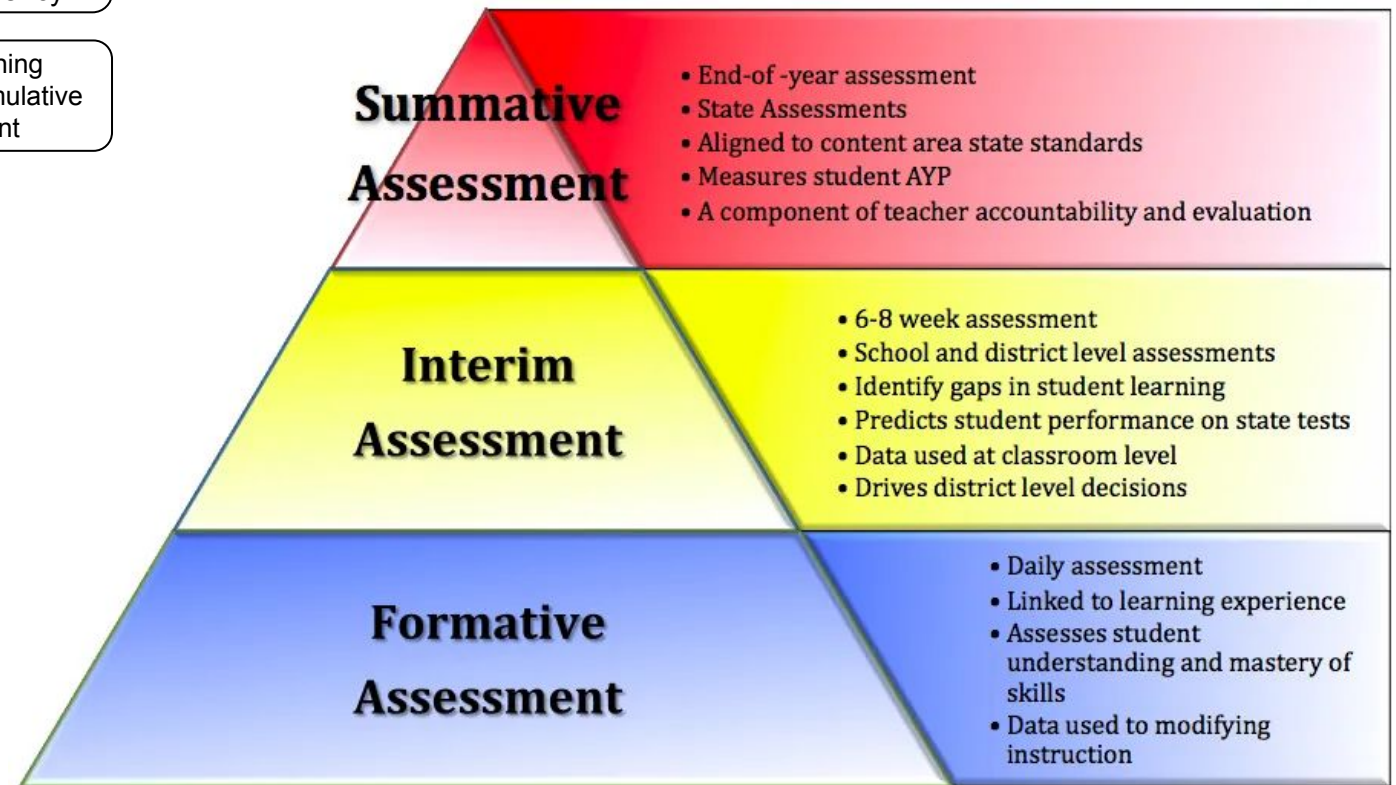
Why

Collect evidence of student knowledge, skill or proficiency

How

Via exit learning products or cumulative assessment

## Types of Assessments





# What Types of Data are Available?

## Summative : Assessment of Learning

- Standardized test data is one important measure of student achievement and does not necessarily demonstrate growth
- State tests have some limits to their value:
  - Represents performance on a given day(s)
  - Cohort sizes impact comparisons
  - Consistent changes in test models, scale and cut scores & curriculum standards

## Formative: Assessment for Learning

- The District utilizes multiple means of assessment to measure progress including:
  - Teacher observation
  - Regular, formative assessment
  - Common unit assessments
  - Teacher-made assessments
  - Benchmark assessments, universal screener
  - Student self-reflection
  - Student choice/participation in electives

Value of dispositional learning: 21<sup>st</sup> Century Skills & Habits of Mind

Rich extracurricular opportunities such as arts, music, athletics, and clubs

# Impact of COVID on State Assessments

- In 2020-21, only 4 out of 10 students across NYS took the 3-8 state assessments
- 3-8 Statewide results of this year's assessment cannot be compared with statewide results from previous years
- 3-8 State assessments were shorter - one session in 2021
- State assessment results are one piece of data for assessing student learning

# Impact of COVID on Regents/ AP's

- Four (4) Regents tests were offered - ELA, Living Environment, Earth Science & Algebra 1 - some students were exempt
  - ELA Regents - 50 were exempt
  - Living Environment Regents - 22 were exempt
  - Earth Science Regents - 26 were exempt
  - Algebra 1 Regents - 25 were exempt
- APs - two different Administrations were offered and only tests given in Administration 1 yielded reports and comparative data.
- Even with the limited participation, comparative data has yet to be released.
- Tests given in Administration 2 - No instructional reports are available
  - Biology, Calculus AB , Calculus BC, Chemistry, English Language and Composition, English Literature and Composition, Environmental Science, French Language and Culture, Latin (Virgil, Catullus and Horace)

# A Look at Formative Data Across the Content Areas

## Formative Assessment - Assessment for Learning

Examples to follow:

- Elementary - SEL, Universal Response
- Elementary- Writing, Math
- Secondary - IMS - Spanish
- Secondary IHS - Physics, Special Education

### Formative Assessment Cycle



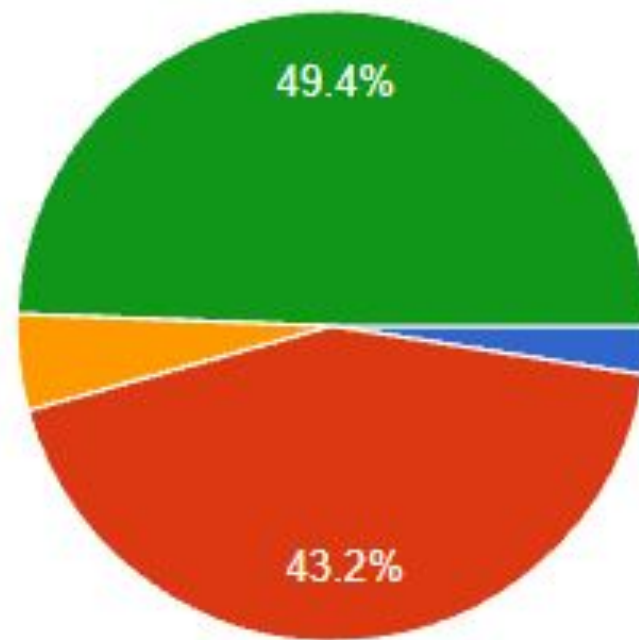
# Universal Response



# Students Complete a Google Form SEL Pre-assessment

2. Select the best example of being assertive when someone cuts in front of you in line:

81 responses



- Hey, get out of my way!
- Oh...I don't know, but I think I was in front of you, maybe.
- Who do you think you are- the king of the world?
- It is not okay to cut in front of me. The end of the line is back there.

# SEL Assessment that students complete at the start of the school year

5. You experience strong emotions only in your brain \*

True

False

6. Select the first two things you should do to calm down: (select all that apply)

Stop -- use your signal

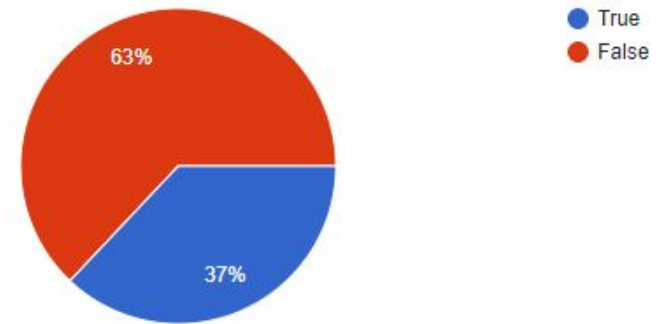
Run

Name your feeling

Lie down

5. You experience strong emotions only in your brain

81 responses



6. Select the first two things you should do to calm down: (select all that apply)

81 responses



# SEL Assessment

Exit ticket from a 4th grade lesson on Introducing Emotion Management unit

**Directions**


1. Select and check off one strong emotion you have experienced in the list below.
2. Select and check off physical signs that you might feel when experiencing the strong emotion you selected.
3. Describe a situation when you have felt or might feel this strong emotion.

**Strong Emotions**

- Angry
- Frustrated
- Irritated
- Nervous
- Sad
- Hurt
- Jealous
- Disrespected
- Embarrassed
- Other: \_\_\_\_\_

**Physical Signs**

- Feel hot
- Face gets red
- Head hurts
- Stomach hurts
- Palms sweat
- Heart races
- Can't think straight
- Muscles tighten up
- Breath gets faster



**How to Calm Down**

use your signal  
Name your feeling  
Calm down. Breathe what you choose. Will take you there.

I really feel: nervous, my  
heart races and my  
breath get faster

when: I am tied in a  
soccer game and at  
the last couple minutes  
the other team scores.



Students generate writer's notebook entries, revise and edit them using rubrics and teacher feedback.

5 minute Writing  
 topic: A time I Hurt Myself

When I was at sleepaway camp we were playing street hockey and one of my friends brought there stick to far bak it hit me and I got a scar under my eye. It hurt really badly and I almost had to get stitches. Then for campers choice I went to the climbing tower and got "handicap" stop on the climbing tower. It hurt but there was an okay out come !!!!!  
 By dem?

When I got a scar

It was a perfect day at camp well not so great. It was sunny but a tragic thing is going to happen. It was the last activity period of the day Hockey. I am okay at hockey but today I hated it. We did a scrimmage our team was losing 3-2 then my friend pulled his stick to far back hit the post then hit my glasses. I was then on the floor. It hurt so much I wasn't bleeding but there was a big scar. I went to the health center got a gallon sized bag of ice and stayed in there for 10 min.

10/4/21 ~~Edited~~ Personal Narrative Draft

It was a beautiful sunny day at Camp Schoelack. Beep the alarm buzzed our bunk. Me and my friend were the first ones that woke up. We got dressed and walked to the Dining hall for breakfast. It was Pancakes and waffles. I had both and a hummingbird. ~~Today was a super fun day because we had late. I was hungry for breakfast one by one the other kids with hot cocoa in our bunk can in the dining hall. I eat our pancakes & waffles. It was a perfect start to the day. The day started amazingly.~~  
 Our first activity was pool. We hated. Pool was at 10:00 so it was ~~swimming~~ <sup>fizzing</sup> I have hated swimming and I was <sup>outside</sup> ~~the rest of the~~ <sup>with</sup> ~~with~~ <sup>with</sup> volleyball, Climbing tower, tennis, lake 11 and then Hockey.

\*I hated hockey more than cutting myself.  
 \*That I Gobbled down like a lion.  
 \*But I thought it was mount everest  
 \*like ~~wild~~ <sup>wild</sup> ~~beast~~ <sup>beast</sup> ~~running to the~~ <sup>like a</sup> ~~lion~~ <sup>lion</sup>

Problem Set revision in a small group with teacher support followed by additional practice and an Exit Ticket.

b.  $8 \times 4 = \underline{32}$

$(5 \times 4) = \underline{20}$

$(\underline{3} \times 4) = \underline{12}$

$(8 \times 4) = (5 \times 4) + (3 \times 4)$

$\underline{20} + \underline{12}$

$= \underline{32}$

**Problem Set**

This is a 3rd grade sample of the Distributive Property which is a new concept for the students.

Destiny says, "I can use  $5 \times 4$  to find the answer to  $7 \times 4$ ." Use the array below to explain Destiny's strategy using words and numbers.

$(7 \times 4) = (5 \times 4) + (2 \times 4)$

$= \underline{20} + \underline{8}$

$= \underline{28}$

Destiny breaks it apart  
to get the answer.

$5 \times 4 + 2 \times 4 = 28$

**Exit Ticket**

# Irvington Middle School

A feedback loop presentation is shared with students in their Spanish Intermediate class at the beginning of the school year to highlight how feedback will be given weekly. Students maintain a feedback chart that is updated weekly.

## INTRODUCTION

- Each week you will receive feedback on your progress while demonstrating growth towards your individual speaking goal/skill.
- There will also be time when you will demonstrate other speaking skills that will be targeted during lessons.
- The Google Sheet will help you monitor your progress towards the attainment of your individual speaking goal & other speaking skills we practice as a class.
- You are responsible for completing all cells on this sheet.
  - The information on this Sheet will help determine your 10% Proficiency Target Demonstration grade.
- **Let's go into our individual sheets and fill out the first two rows in AMARILLO.**
  - You will also see your:
    - AAPPL score from 7th grade
    - Current proficiency level from last week's assessment

Question to guide your progress towards proficiency:	How well do I keep the conversation going?	You will receive feedback on your progress while demonstrating growth towards your individual speaking goal/skill.
What ILS skill will you demonstrate growth in?	● Forming a VARIETY of original questions	<b>There will also be time when you will demonstrate other speaking skills that will be targeted during lessons.</b>
Current ILS proficiency level:	Intermediate Low	<i>This Sheet will help you monitor your progress towards the attainment of your individual speaking goal &amp; other speaking skills we practice as a class.</i>
AAPPL Score from 7th grade:	11	<i>You are responsible for completing all cells on this sheet. The information on this Sheet will help determine your 10% Proficiency Target Demonstration grade.</i>



### Unit 1 Feedback Log:

Date of conversation:	Feedback provided by:	Today I hope to demonstrate progress by:	Sentence starter to assist in providing evidence:
2021-09-29	Peer	● Forming a VARIETY of original questions	● I formed a VARIETY of original questions listed here:
2021-09-30	Self	● Forming a VARIETY of original questions	● I formed a VARIETY of original questions listed here:
2021-10-04	Teacher	● Demonstrating accuracy in the PRESENT	● I correctly formed the following verbs in the PRESENT:
2021-10-07	Self	● Forming a VARIETY of original questions	● I formed a VARIETY of original questions listed here:
2021-10-13	Peer	● Forming a VARIETY of original questions	● I formed a VARIETY of original questions listed here:
2021-10-25	Teacher	● Forming a VARIETY of original questions	● I formed a VARIETY of original questions listed here:
2021-11-1	Teacher	● Demonstrating accuracy in the PRESENT	● I correctly formed the following verbs in the PRESENT:
2021-11-3	Self	● Giving EXAMPLES	● I gave these EXAMPLES:

# Irvington High School

Here are examples of two labs - each lab builds upon the knowledge/skills from previous labs. The second example shows progression over time - the students designs the entire lab themselves.

## Strip Pendulum Lab

### Purpose:

Determine the effects of amplitude of swing length and strip length on the period and frequency of a vibration of the steel strip.

### Procedure:

**\*\*SEE LAB SHEET\*\***

### Error Analysis:

- Energy was lost to the surroundings *from ... when?*
- There was a reaction time error and inconsistency when clicking the stop and start button on the timer
- We had to estimate when measuring length with two plastic rulers *not sure what you mean here*
- The c-clamp's loose handle moved freely while the pendulum was vibrating, taking energy away from the vibrating and disrupting momentum
- We had to estimate when and where each cycle ended because it was impossible for us to see exactly where the strip went from moving up to down

### Conclusion (Report Questions):

- 1) A. The amplitude of something is its maximum displacement from resting position. In the case of this lab, changing the amplitude of the strip pendulum did not have an effect on the period, nor the frequency of the strip pendulum. This is clearly visible on the two graphs: Period vs. Amplitude, and Frequency vs. Amplitude as there is line of best fit with a slope of virtually one on each graph.  
B. The period of something is the amount of time it takes to complete one cycle. In the case of this lab, the period of the vibrating strip pendulum was only influenced by the length of the pendulum and not the amplitude of it. This is clearly shown on the two graphs: Period vs. Amplitude, and Period vs. Length. In Period vs. Amplitude there is a line of best fit with a slope of virtually one,

*customize this lab to this lab*

## Vibrating Springs Lab

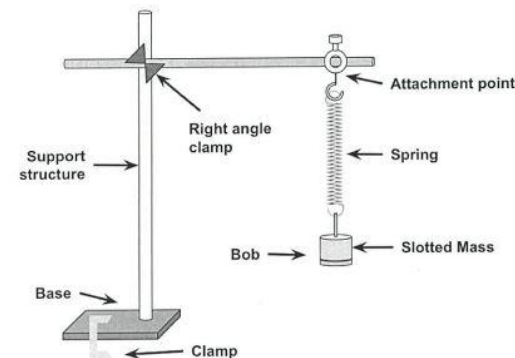
### Purpose:

Determine the mathematical formula that represents the period of an oscillating mass on a spring.

### Procedure:

Before you begin, you need to understand the meaning of the following terms and how they are applied to a spring pendulum: *bob, cycle, amplitude, period, frequency, length, weight, spring constant, and displacement.*















Attach a spring to a sturdy pendulum support. See setup diagram:



1. Take data to determine if the length of the spring pendulum affects its period. Keep constant the amplitude (.0020 m), bob mass (.500 kg), and spring constant (using the spring set with constant spring constant). Use a meter stick flush with the top of the spring to measure length and amplitude. Length should be measured to the center of the bob's mass. Conduct several trials.

# Special Education

This is a student self assessment to inform instruction around the knowledge/understanding of their IEP. Used in grades 6-12, somewhat modified as needed for the younger students.

TOPIC	I've Got It!! 	I somewhat know it... 	No clue!! 
I know the purpose of my IEP/504 plan			
I know what my identified disability is			
I know each of my classroom accommodations			
I know the meaning of each of my classroom accommodations			
I know how to access each of my classroom accommodations			
I know each of my test accommodations			
I know the meaning of each of my test accommodations			
I know how to access each of my test accommodations			
I know what my IEP goals are			
I know why I have each IEP goal			
I know how to self-assess my IEP goals			
I know what my transition plan is			

This is an Exit Ticket for support class.

**Check me out....**  
Here is what I accomplished today in support class...

[donna.friedlander@livingstonschools.org](mailto:donna.friedlander@livingstonschools.org) (not shared)  
Switch account

\* Required

NAME: \*

Choose

Date: \*

Date  
mm/dd/yyyy

Today in support class, I \*

Studied for a test  
 Worked on English  
 Worked on Social Studies  
 Worked on Science  
 Worked on organization  
 Worked on time management  
 Worked with Jules  
 Went to get extra help from a teacher  
 Just needed the time to decompress - I am stressed  
 Worked on transition planning - what does my future look like?  
 OTHER

Please write a brief statement about specific work you accomplished. For example, if you checked I studied for a test above, name the test. \*

Your answer

Which academic skill did your work align with? \*

Reading  
 Writing  
 Math  
 Organization/Study Skills  
 Transition

Is there something you would/could have done differently today IN SCHOOL or in class that would help you be more successful? \*

Your answer

How would you rate your performance during class today? \*

1 2 3 4 5  
Poor      Excellent

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Google Forms

# AIMSWeb

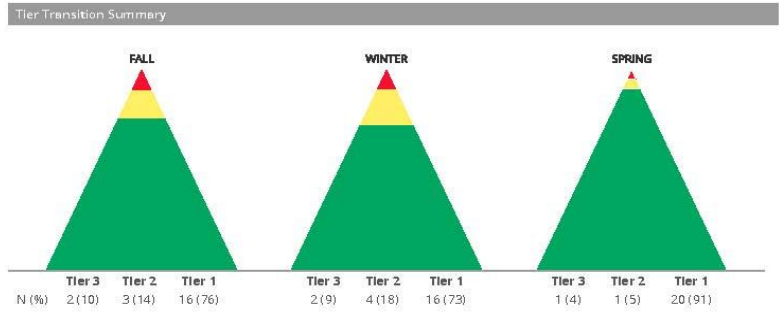
- Benchmark and progress monitoring assessment in the areas of reading and math
- Used K-8
- Provides national and local performance and growth norms
- Used as part of the MTSS process



# AIMSweb - Dows Lane

## 2020-21

Report: Group Tier Transition | School Year: 2020-2021 | Roster:   
 District: Irvington Unified SD | School: Dows Lane Elementary School | Battery: Early Literacy | Grade: 1 | Target: Account (30 Mile) | Demographics Selection: Not Filtered   
 Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Red	Yellow	Green	Tier N (%)	Red	Yellow	Green	Tier N (%)	Red	Yellow	Green
2 (10)		2		2 (9)	1		1	2 (10)		1	1
3 (14)		2	1	4 (18)		1	3	3 (14)			3
16 (76)	1		15	16 (73)			16	16 (76)			16
21	1	4	16	22	1	1	20	21		1	20

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Red	1.07	60	1.13	70	1.22	70
Yellow	1.19	55	1.56	80	1.28	62
Green	2.05	60	1.42	58	1.74	66
	1.84	59	1.41	59	1.72	65

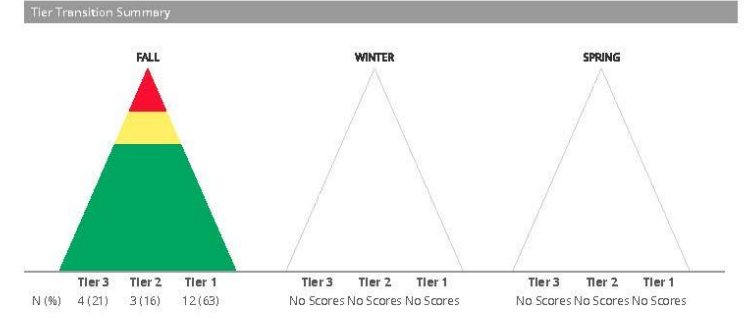
**Tier Transition report** for a whole class based on our benchmarking three times a year. The green indicates on grade level, yellow - below is grade level and red is at risk.

2020-21 shows the triangle and the Tier 3 red part gets smaller and Tier 1 green is getting bigger due to instruction and responsiveness using data.

In the 2021-22, shows the beginning of the year/first benchmark. The goal will be for all students to improve and progress in all areas.

## 2021-22

Report: Group Tier Transition | School Year: 2021-2022 | Roster: 8851   
 District: Irvington Unified SD | School: Dows Lane Elementary School | Battery: Early Literacy | Grade: 1 | Target: Account (30 Mile) | Demographics Selection: Not Filtered   
 Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	Red	Yellow	Green	Tier N (%)	Red	Yellow	Green	Tier N (%)	Red	Yellow	Green
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0 (0)				0 (0)				0 (0)			
0				0				0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
Red						
Yellow						
Green						

# AIMSweb - Dows Lane

## 2021-22

This is a literacy example of a **benchmark comparison report** that a teacher can see for their entire class based upon multiple measures (vocabulary, oral reading fluency, comprehension). Teachers and related service providers use this data to plan for instructional groups and interventions.



Print Date: 11/11/2021 Pg. 1 of 1

Report: Benchmark Comparison School Year: 2021-2022 Period: Fall 2021 Roster

Battery: Reading | Comparison: National | Grade: 2 | Sorted by Score, ASC

1-10th 11-25th 26-74th 75-89th 90-99th

Required Measure Optional Measure (N/A) Vertical Score

Student (23)	Composite		VOC (V)			RC (R)			ORF				
	Score	Risk	%ile	Score	Acc	%ile	Score	Acc	%ile	Score	Acc	Goal	Lexile
252	8	High	8	119	31%	21	122	29%	12	22	79%	+	30L
257	8	High	8	119	31%	16	117	25%	23	42	78%	0	120L
268	8	High	37	151	56%	8	106	17%	14	25	74%	100%	40L
270	8	High	13	127	36%	16	117	25%	30	51	96%	+	155L
282	8	Mod	75	176	75%	5	98	13%	8	17	68%	N/A	5L
336	8	Low	75	176	75%	51	145	54%	16	29	94%	+	60L
348	8	Low	61	167	69%	62	154	63%	32	53	96%	+	160L
368	8	Low	37	151	56%	68	158	67%	90	117	100%	+	535L
369	8	Low	61	167	69%	78	167	75%	49	69	99%	+	245L
382	8	Low	88	187	81%	68	158	67%	56	74	94%	+	275L
390	8	Low	49	159	63%	96	195	92%	54	73	97%	+	270L
400	8	Low	96	198	98%	68	158	67%	67	87	99%	+	330L
402	8	Low	75	176	75%	84	173	79%	82	106	99%	+	455L
405	8	Low	75	176	75%	88	179	83%	80	101	99%	+	430L
414	8	Low	75	176	75%	98	204	96%	48	69	97%	+	245L
416	8	Low	88	187	81%	88	179	83%	80	101	99%	+	430L
426	8	Low	88	187	81%	88	179	83%	90	119	99%	+	545L
428	8	Low	88	187	81%	93	187	88%	86	110	98%	+	490L
454	8	Low	96	198	98%	84	173	79%	99	165	100%	+	780L
456	8	Low	88	187	81%	99	214	100%	86	110	99%	+	490L



# AIMSweb - Main Street School

## 2020-21

This is an example of an individual **benchmark report** that shows a student's growth throughout the year. The student is represented by the black circle and the colorful boxes show above grade level, on grade level, and below grade level. The growth of the student is tracked along with the national norms.



This is an example of **benchmark distribution report** comparing our 4th and 5th graders against the national norm.



# AIMSweb - Middle School

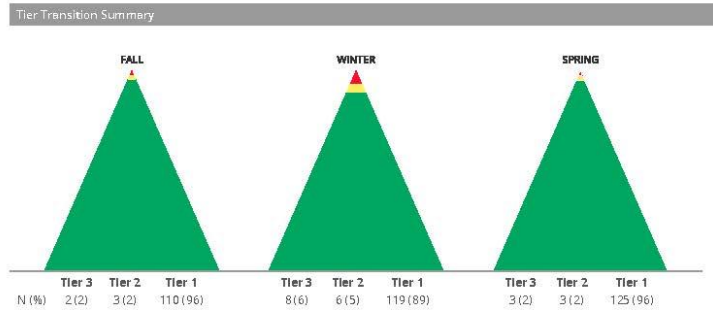
## 2020-21

aimsweb PLUS Print Date: 11/15/2021 Pg. 1 of 1

Report: Group Tier Transition | School Year: 2020-2021 | Roster: Irvington Middle School

District: Irvington Unified SD | Battery: Reading | Grade: 7 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition				
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students			
Tier N (%)	■	■	■	Tier N (%)	■	■	■	Tier N (%)	■	■	■	
■ 2 (2)	2			■ 8 (6)	3	1	3	■ 2 (2)	2			
■ 3 (2)	2		1	■ 6 (5)			5	■ 3 (2)			2	
■ 110 (96)	2	.5	101	■ 119 (89)		1	115	■ 110 (96)		2	105	
	115	6	.5	102	133	.3	2	123	115	2	2	107

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
■	-0.91	.5	2.31	.63	0.23	.15
■	0.29	.35	2.02	.75	1.93	.95
■	-0.75	.44	0.68	.67	0.10	.56
	-0.70	.40	0.71	.64	0.13	.54

During the first administration, remote students did not participate in the first administration.

During the second administration, all remote students participated. The increase in Tier 2 (moderate risk) and Tier 3 (high risk) can be attributed to the impact of COVID on student stamina and the frequency of students participating in the assessment (assessment was not given in the Spring of 2020).

The Data team met to review this data and reflect on the needs of all students and identify needed interventions.

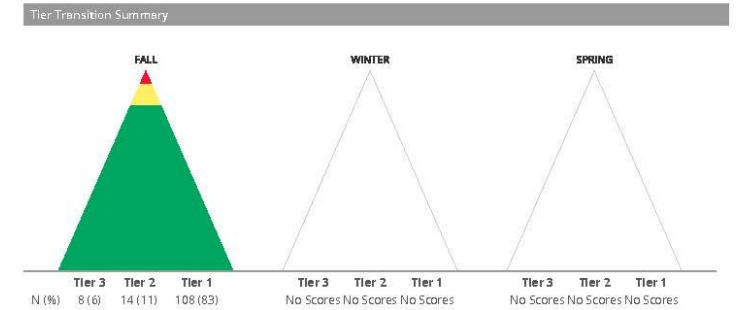
## 2021-22

aimsweb PLUS Print Date: 11/15/2021 Pg. 1 of 1

Report: Group Tier Transition | School Year: 2021-2022 | Roster: Irvington Middle School

District: Irvington Unified SD | Battery: Math | Grade: 6 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: ■ Low Risk ■ Moderate Risk ■ High Risk



Transition Details

Fall to Winter Transition				Winter to Spring Transition				Fall to Spring Transition			
Fall	Winter Tier for Fall Students			Winter	Spring Tier for Winter Students			Fall	Spring Tier for Fall Students		
Tier N (%)	■	■	■	Tier N (%)	■	■	■	Tier N (%)	■	■	■
■ 0 (0)				■ 0 (0)				■ 0 (0)			
■ 0 (0)				■ 0 (0)				■ 0 (0)			
■ 0 (0)				■ 0 (0)				■ 0 (0)			
	0			0				0			

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
■						
■						
■						

# AIMSWeb - Middle School

## 2021-22

The scores and skills plan shows the overall math performance (concepts, mental computation, number sense fluency, number comparison fluency) of the current 6th grader cohort. The left portion of the bar graph shows the national percentages for each performance level (well below average - below average - average - above average - well above average).

The right portion shows the percentage of students in each risk category based on math composite scores.

The table shows both the student percentages and the actual number of students in each of the five performance levels and in each of the three risk categories (high risk, moderate risk, low risk)

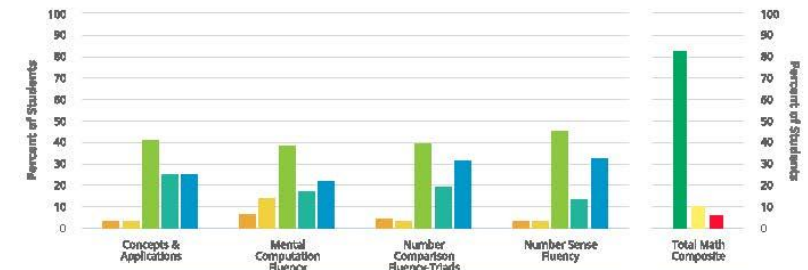


Print Date: 11/15/2021 Pg. 1 of 2

Report Scores and Skills Plan School Year 2021-2022 Period Fall 2021 Roster Irvington Middle School

District: Irvington Unified SD | Battery: Math | Grad: 6 | Target: Account (30 %ile)

Math Summary Spring Performance Goal: 30th national percentile



Level	Concepts & Applications		Mental Computation Fluency		Number Comparison Fluency-Triads		Number Sense Fluency		Total Math Composite		Risk
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	
Well Below Average	5	3.8%	9	6.9%	6	4.6%	5	3.8%	108	83.1%	Low
Below Average	5	3.8%	19	14.5%	5	3.8%	5	3.8%	14	10.8%	Moderate
Average	55	41.4%	51	38.9%	52	39.7%	60	45.8%	8	6.2%	High
Above Average	34	25.6%	23	17.6%	26	19.8%	18	13.7%			
Well Above Average	34	25.6%	29	22.1%	42	32.1%	43	32.8%			
School Median Percentile	76		66		79		72		76		School Median %ile

What do these math scores mean? The data above show the overall math performance of this group based on Fall benchmark testing.

The left portion of the bar graph shows the percentage of students in the five performance levels (see key below) for each measure. The national percentages for each performance level are also provided for comparison.

- 10% Well Below Average
- 15% Below Average
- 49% Average
- 15% Above Average
- 10% Well Above Average

The right portion of the bar graph shows the percentage of students in each risk category based on their Math Composite scores. The risk categories describe the likelihood that students will achieve year-end performance goals based on their current scores.

The tables show both the student percentages and the actual number of students in each of the five performance levels and in each of the three risk categories (see key below). The group's median percentiles for each measure and for the Math Composite are also shown. Each percentile can be compared to the national median percentile of 50.

- High Risk (< 50% chance)
- Moderate Risk (50% to 80% chance)
- Low Risk (> 80% chance)

# Another Window Into Success Scholar Athlete Recognition

# NYS Scholar Athlete = 90 or higher GPA

- **2010-11:** 20 recognized as NYS Scholar Athlete teams. Three teams with highest average GPA in NYS for their sport
- **2011-12:** 22 out of 27 Varsity Teams Recognized as NYS Scholar Athlete teams (90 or higher GPA). Two teams with highest average GPA in NYS for their sport
- **2012-13:** 22 out of 27 Varsity Teams Recognized as NYS Scholar Athlete teams (90 or higher GPA). Two teams with highest average GPA in NYS for their sport
- **2013-14:** 21 out of 27 Varsity Teams Recognized as NYS Scholar Athlete teams (90 or higher GPA). Three teams with highest average GPA in NYS for their sport
- **2014-15:** 16 varsity teams honored as NYS Scholar Athlete teams (above 90 avg.) and 1 team was a NYS Scholar Athlete Champion as highest GPA's in the state
- **2015-16:** 6 varsity teams recognized as NY State Scholar Athlete Team Champions, highest GPA for their sport in the state; 14 varsity teams in all were recognized as State Scholar Athlete teams with an average GPA of 90 or above.
- **2016-17:** 227 varsity students achieved status as NY State Scholar Athletes with a average GPA of 90 or above during their sports season. 21 varsity teams were recognized by NY State as Scholar

Athlete Teams. This means that 75% of the entire team roster had a 90 or better average. As a result of having 21 of 24 teams with a 90 average or better, NYSPHSAA recognized Irvington as a School of Excellence for having at least 75% of all varsity teams achieve Scholar Athlete Team status.

- **2017-18:** 235 varsity students achieved status as NY State Scholar Athletes with an average GPA of 90 or above during their sports season. 24 teams were recognized by NY State as Scholar Athlete teams. This means that 75% of the entire roster had a 90 or better average.
- **2018-19:** Irvington High School had 26/28 teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. This qualifies Irvington High School to be a School of Excellence.
- **2020-21:** Just like 2018-19, Irvington High School had **26/28** teams recognized as a Scholar-Athlete team. To receive Scholar-Athlete Team Status, the team's average GPA for 75% of the roster must be greater than or equal to 90.00. **Irvington was recognized as a School of Excellence by having 75% of its varsity teams qualify for and receive the Scholar-Athlete team award during their respective sports seasons.**

# Opportunities

- The District continues to use test data as one tool to inform our work
- Data is used to lead meaningful discussions to target cohort needs and inform curriculum design
  - Data use continues to increase across the District
- The District has focused on deepening instruction and aligning curricula – this work will continue to enhance student achievement
- The District's focus on Professional Learning has had positive impacts on student growth
- Data usage continues to increase at all levels to help inform instruction

# Executive Summary

Irvington Schools continue to perform at very high levels

- 96.77% of 2021 class received Regents Diplomas
- SAT scores
  - Reading and Writing 26% higher than US average
  - Math 29% higher than US average
  - Total 27% higher than US average
- ACT score 43% higher than national average
- 21 AP Class offerings: 83% students passed with 3+, 49% of all exam-takers received 4 or 5

# Executive Summary – Standardized Tests

- Irvington English Language Arts scores rank among the top 2 in our measured cohort of schools for grades 6-8; we continue to see improvement from our efforts in this area
- For Math standardized tests, our IMS 8<sup>th</sup> grade scores are impacted by the cohort of students taking the advanced level course (Algebra) as they take the Algebra Regents instead
- Regents Scores (% passing):

<b>Algebra 99%</b>	<b>English 100%</b>	<b>Earth Science 100%</b>	<b>Living Environment 98%</b>
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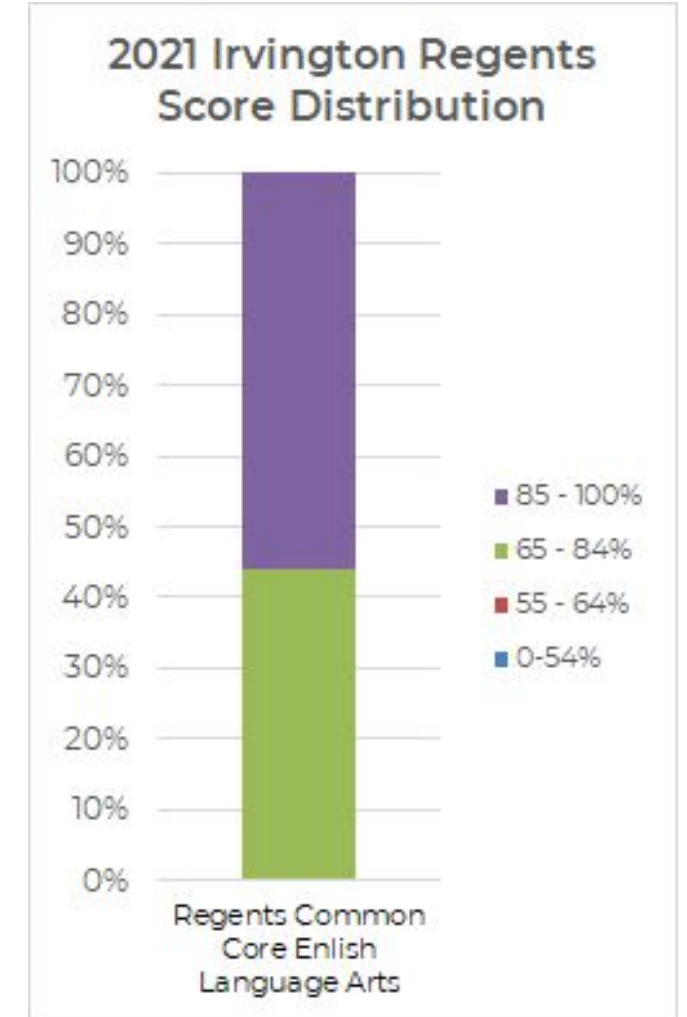
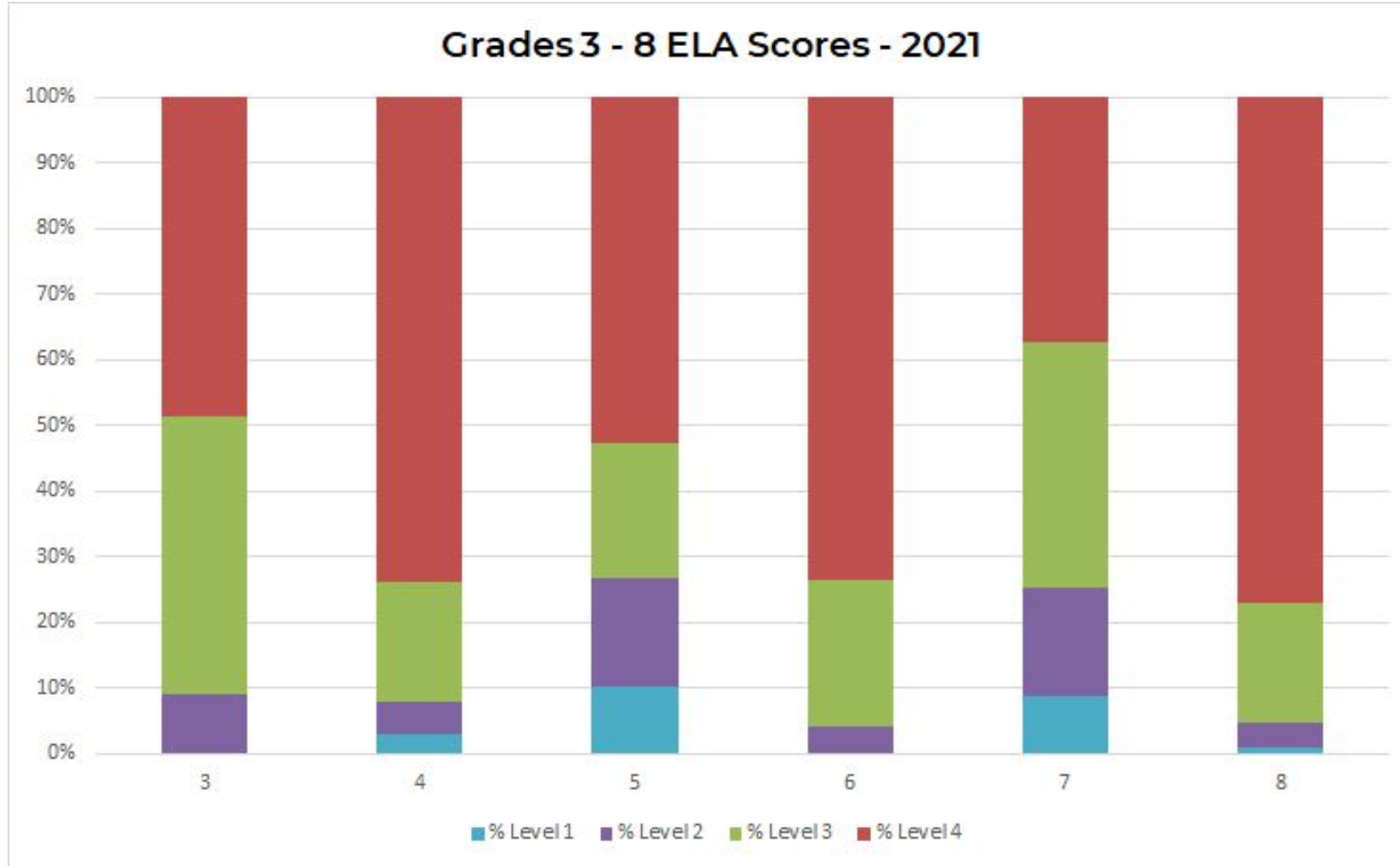


# Executive Summary – Standardized Tests

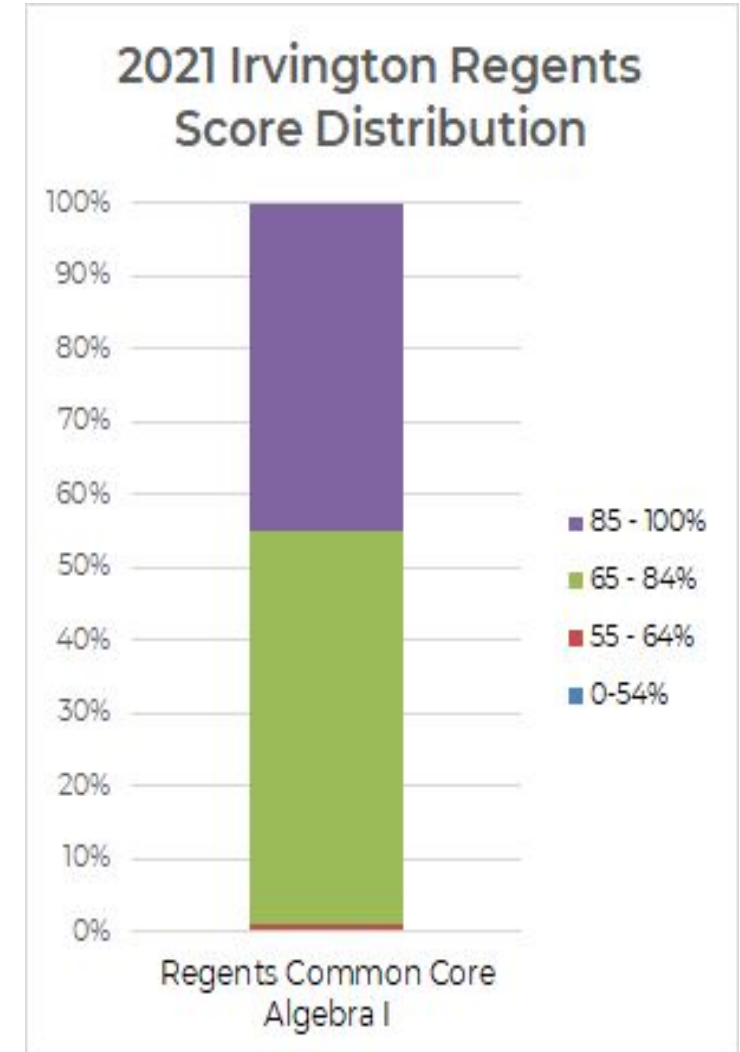
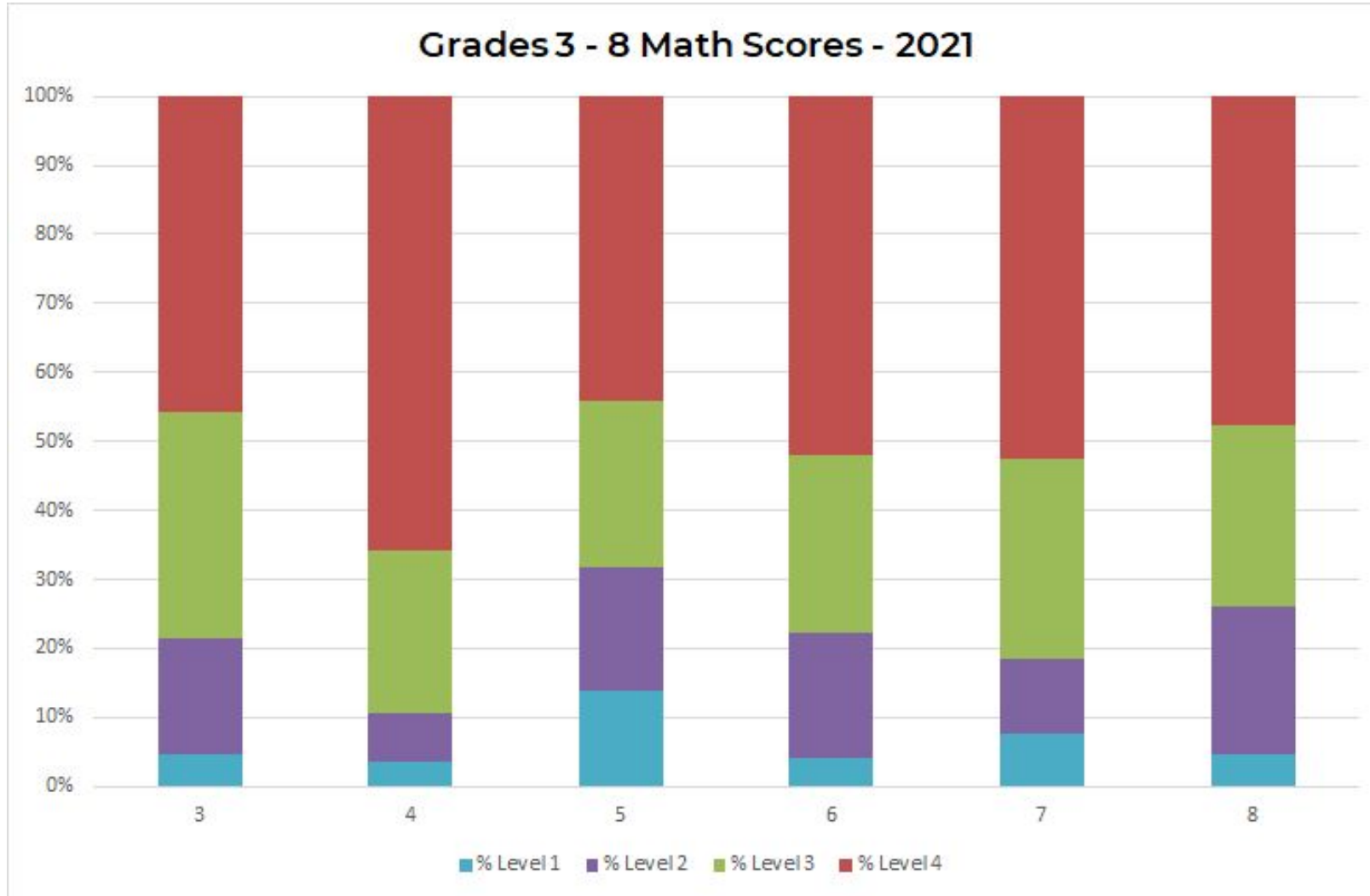
- Teachers utilize released questions to aid in the planning of instruction
- Use data reports to identify which standards posed challenges for individual students
- Informs small group and whole group instruction
- In math, use data at math learning sessions
- Interventionists target support using data
- Team meeting time used to review data

New York State Tests  
English Language Arts &  
Mathematics

# 2021 English Language Arts Scores



# 2021 Mathematics Scores



# Comparative Data Grade 3 - 8 Tests & Regents Exams

# Comparison Data

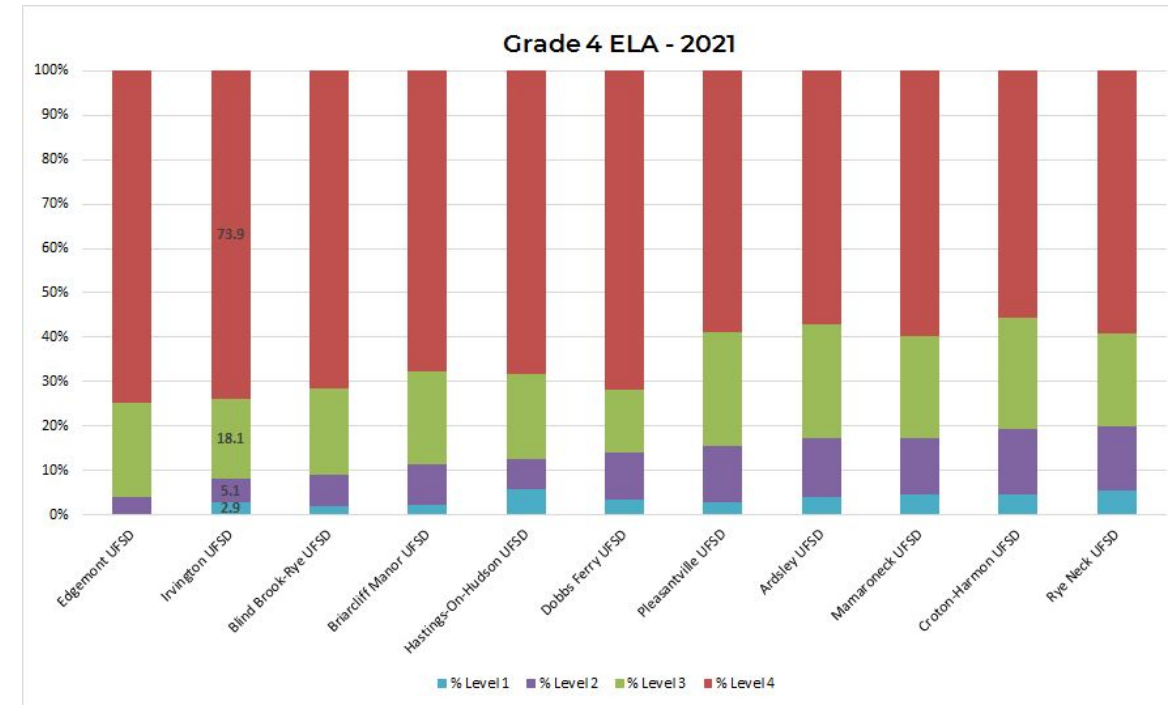
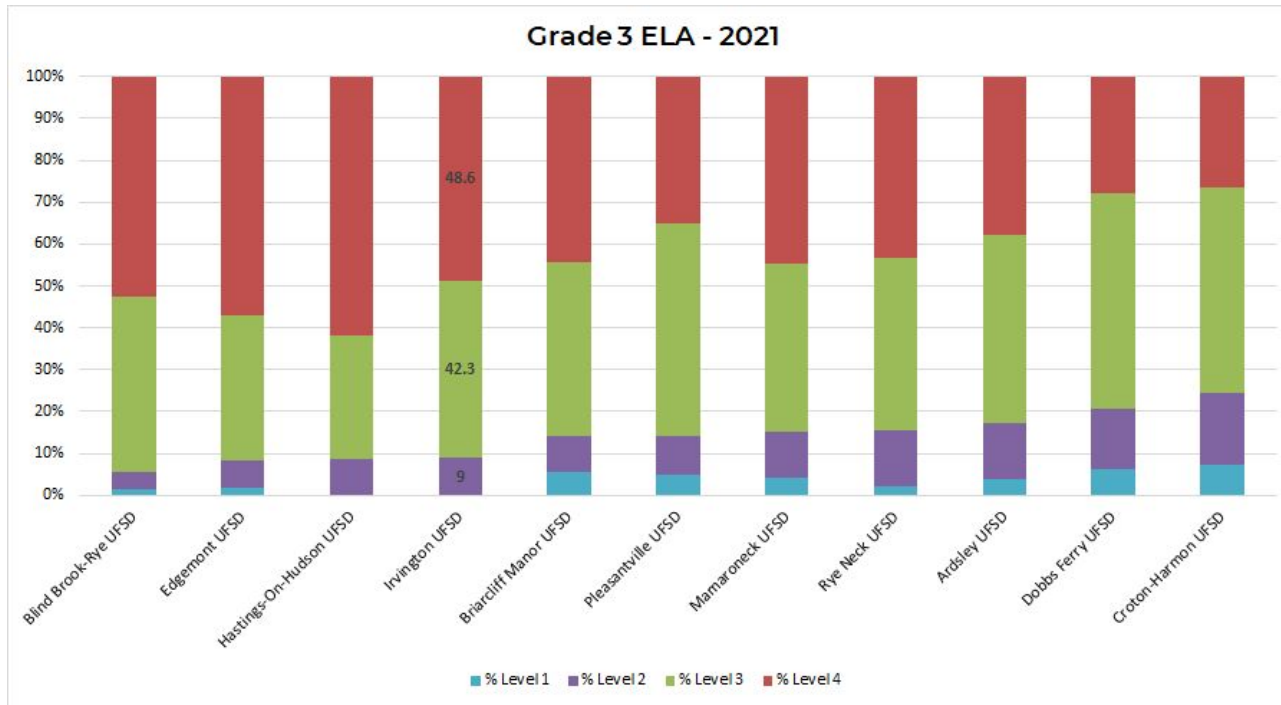
To better understand how Irvington students performed in context of comparative districts, the following slides include data for the following districts:

- Ardsley
- Blind Brook
- Briarcliff Manor
- Croton-Harmon
- Dobbs Ferry
- Edgemont
- Hastings-on-Hudson
- Irvington
- Mamaroneck
- Pleasantville
- Rye Neck

# English Language Arts Grade 3 - 8

# 2021 ELA - Grades 3 & 4

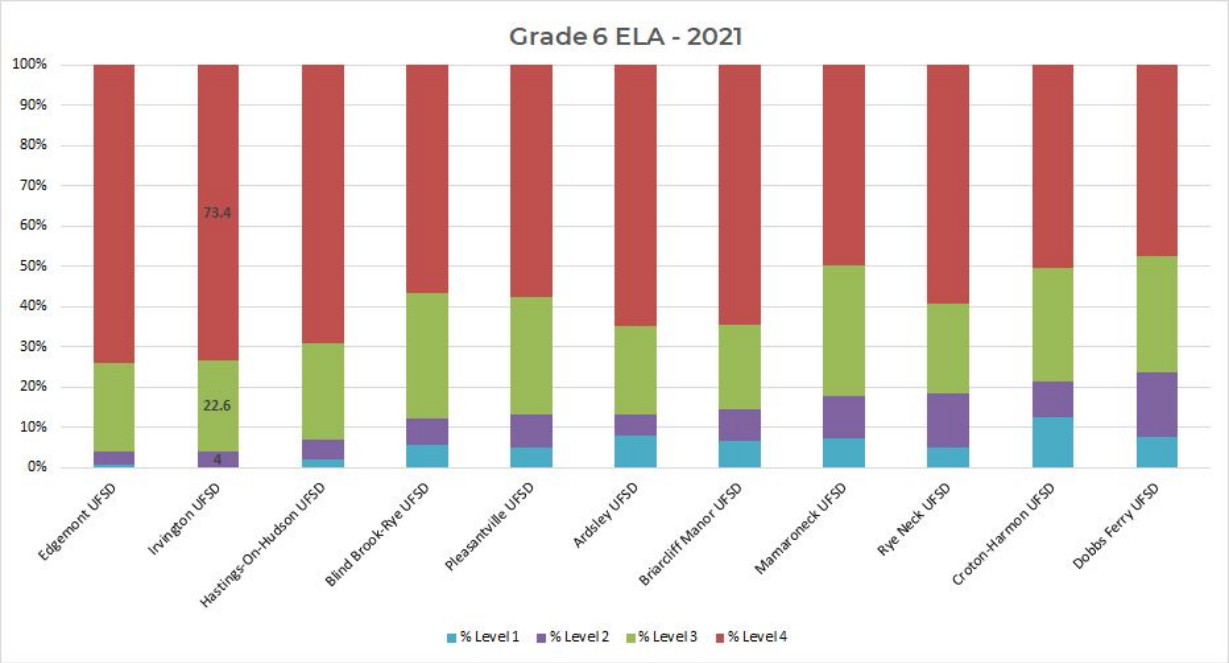
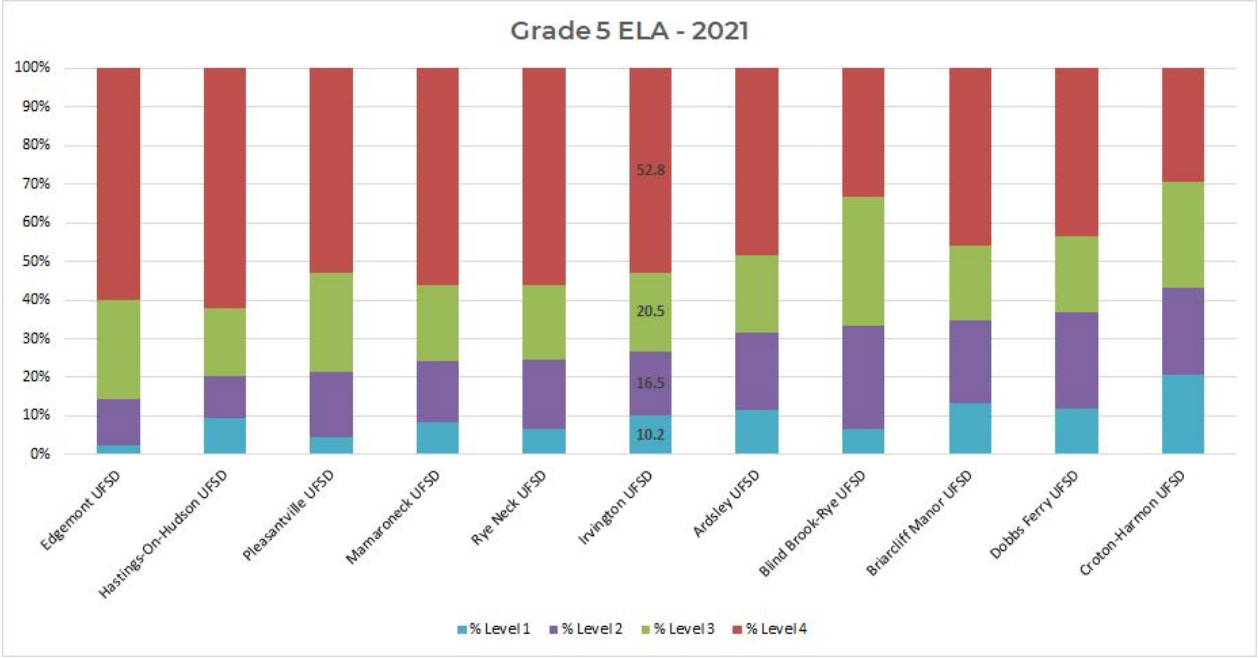
## Score Distribution vs Comparison Cohort of Westchester Schools





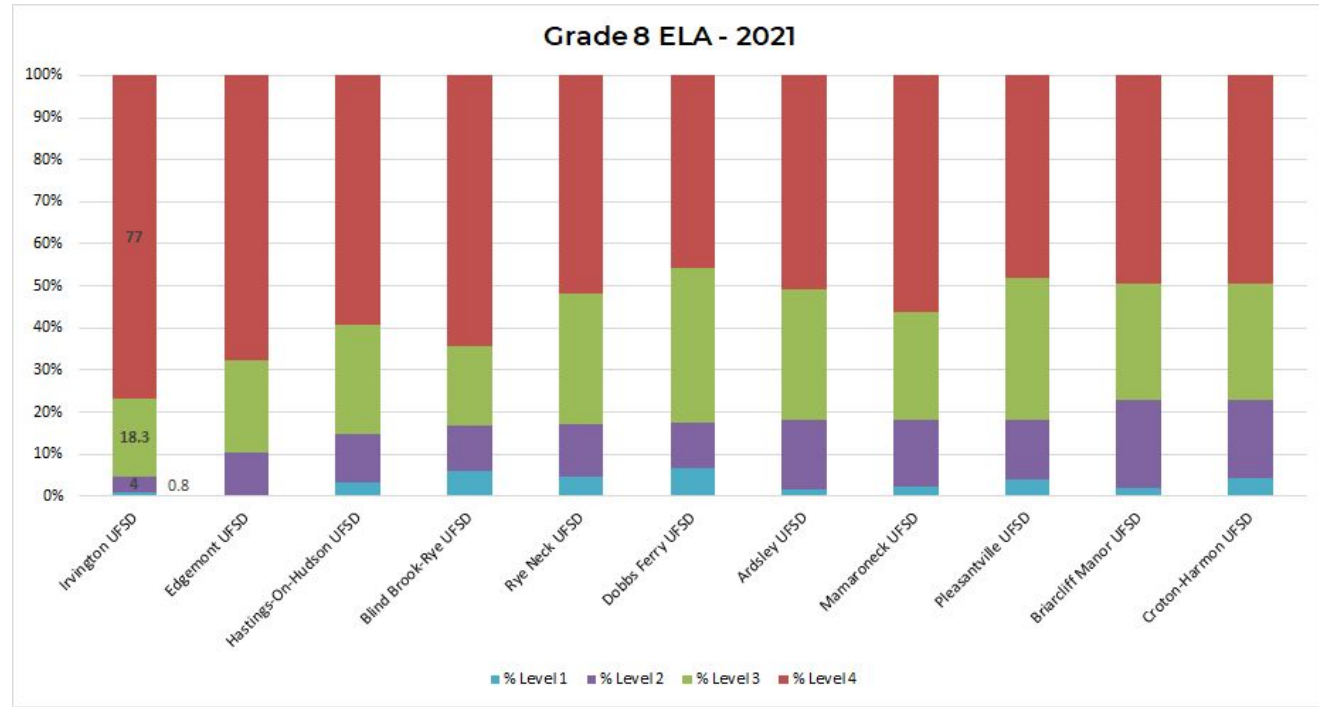
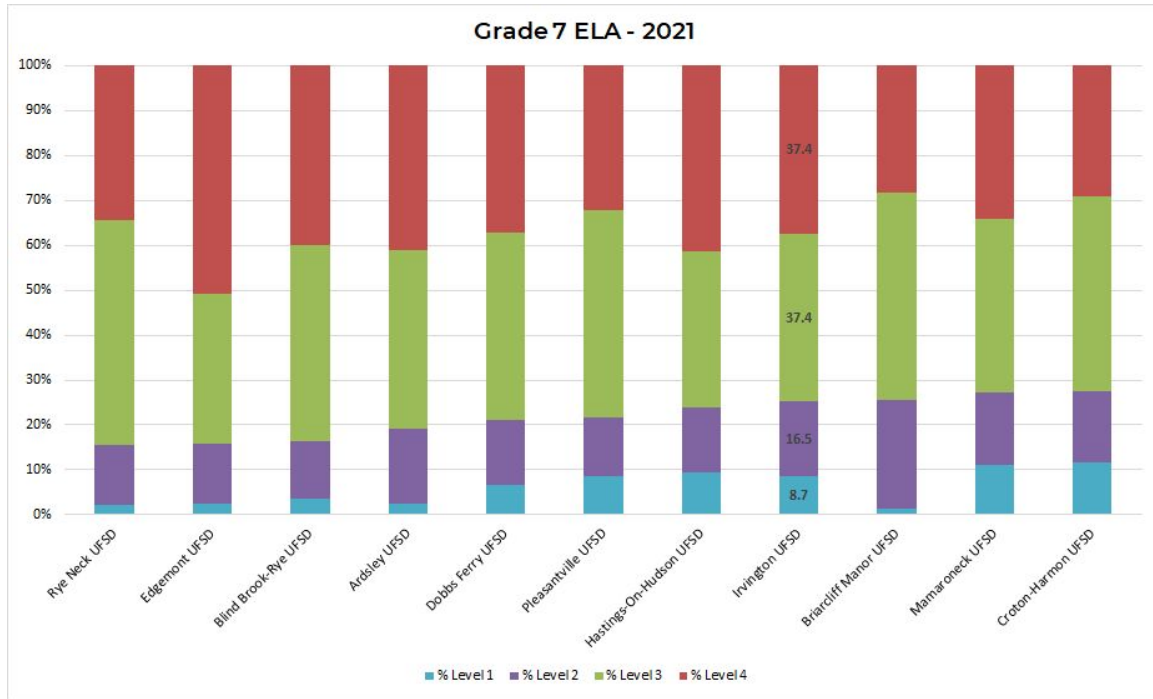
# 2021 ELA - Grades 5 & 6

## Score Distribution vs Comparison Cohort of Westchester Schools



# 2021 ELA - Grades 7 & 8

## Score Distribution vs Comparison Cohort of Westchester Schools

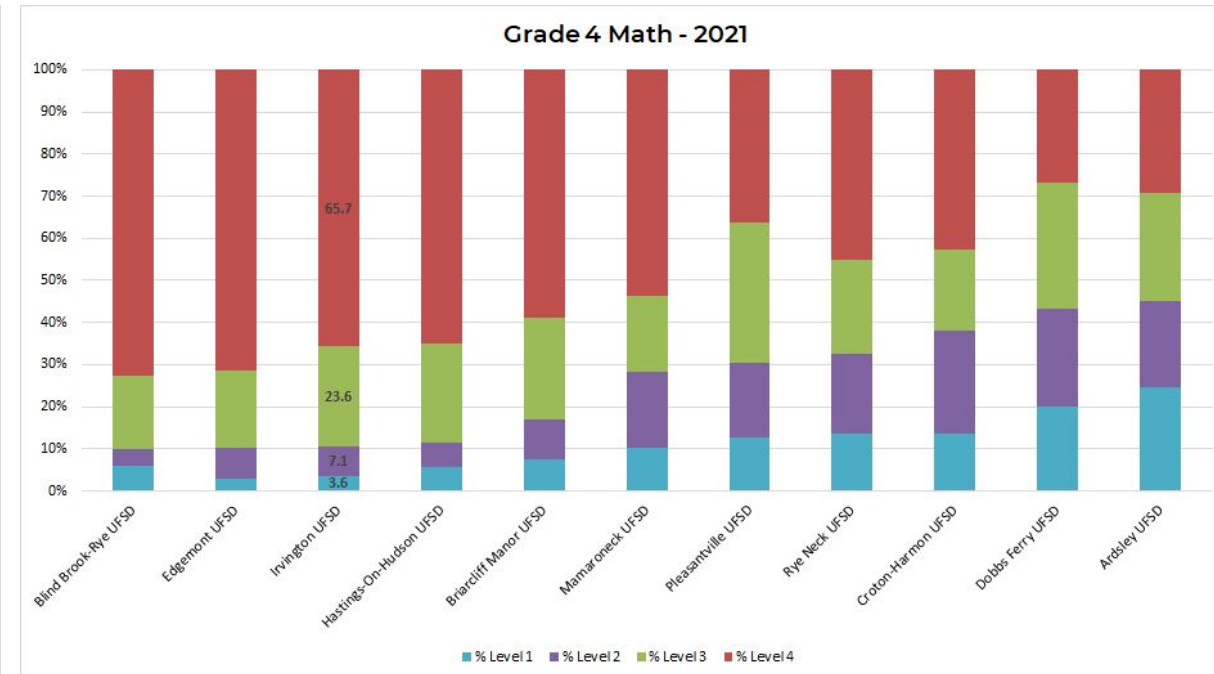
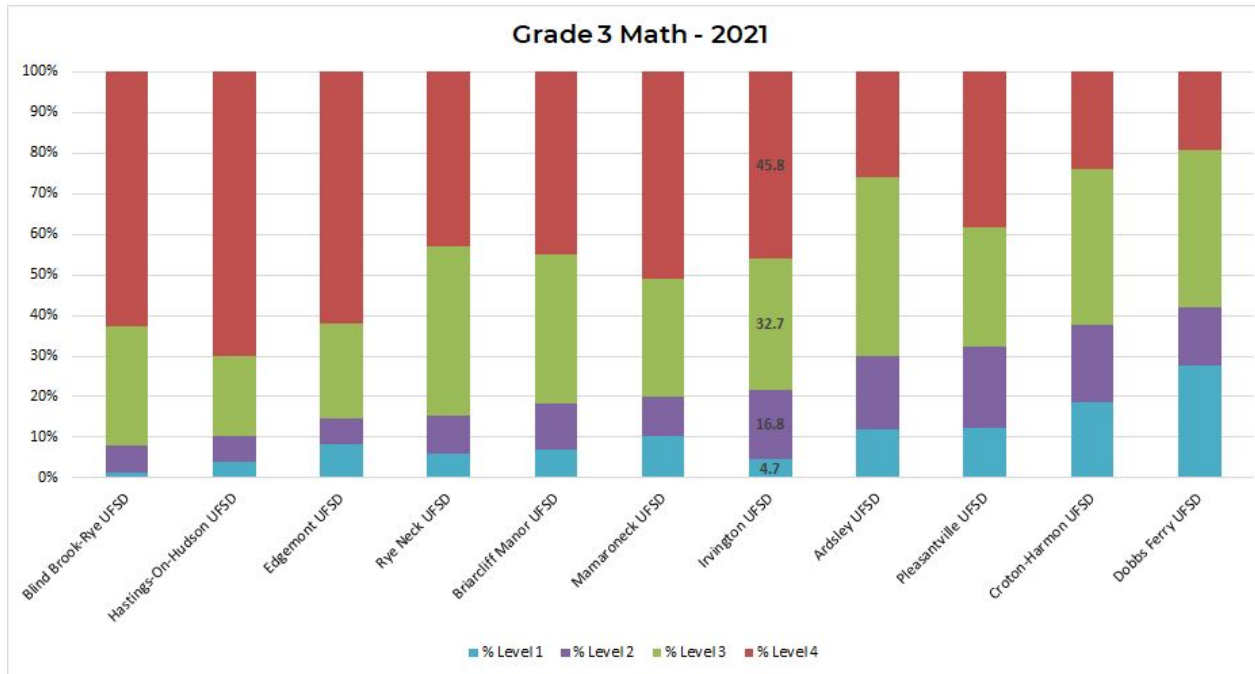


# Mathematics

## Grade 3 - 8

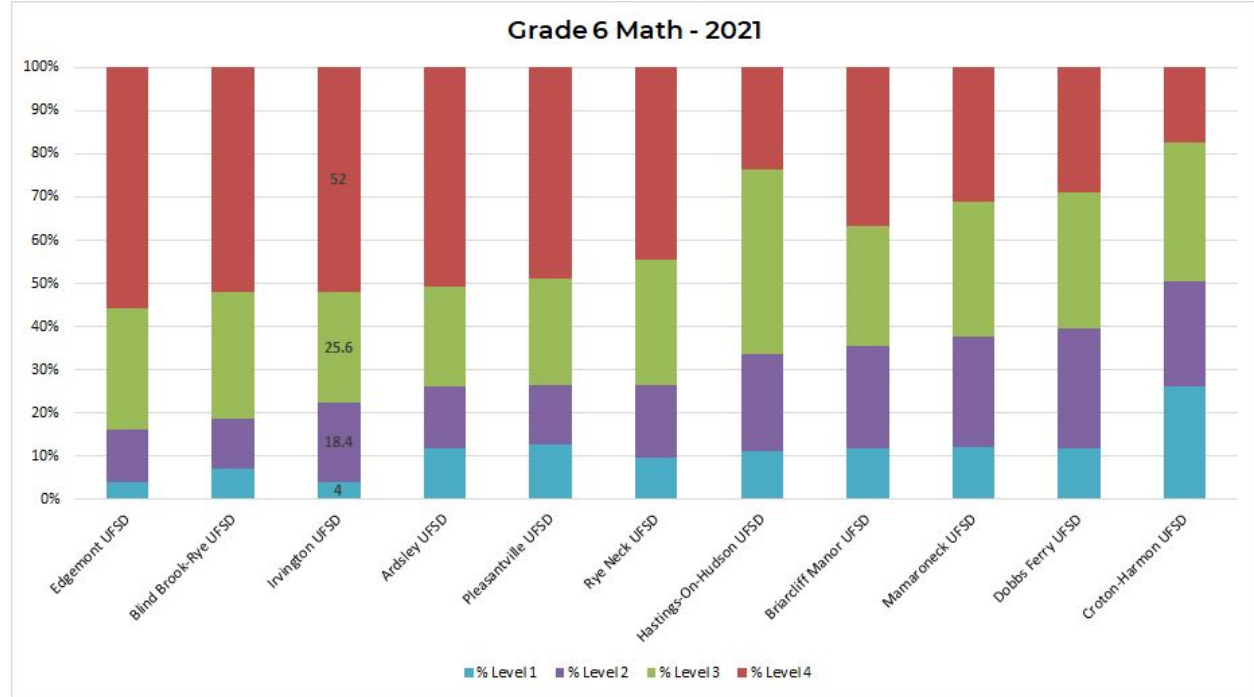
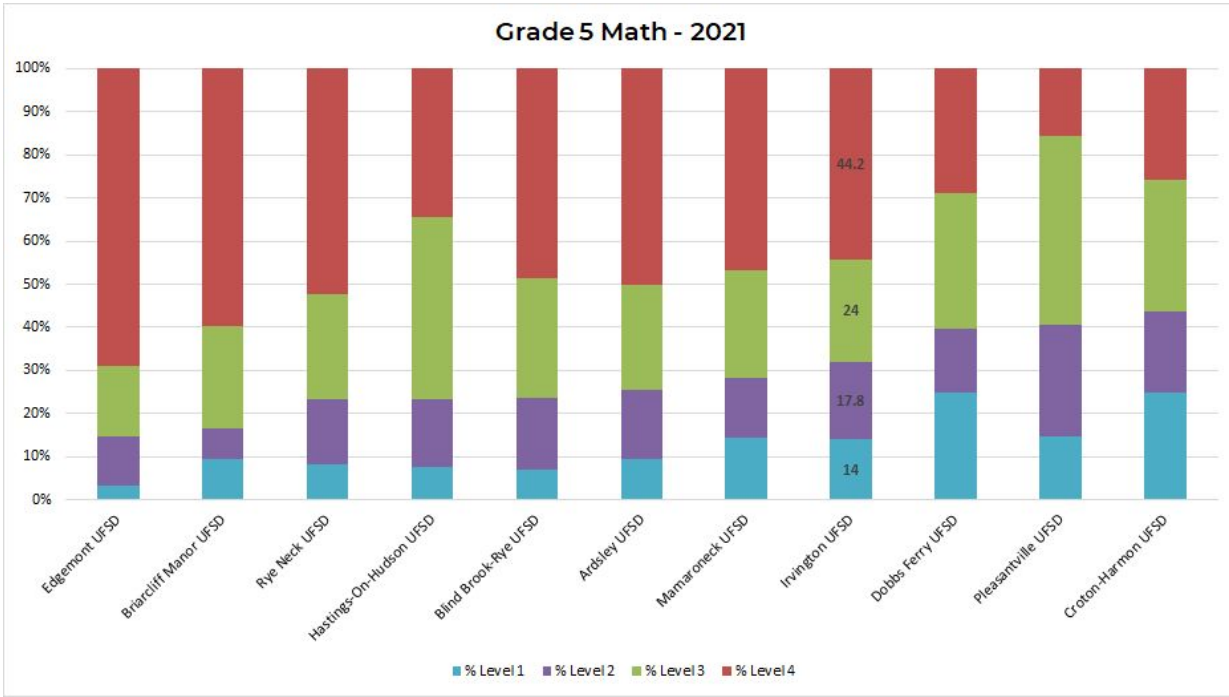
# 2021 Math - Grades 3 & 4

## Score Distribution vs Comparison Cohort of Westchester Schools



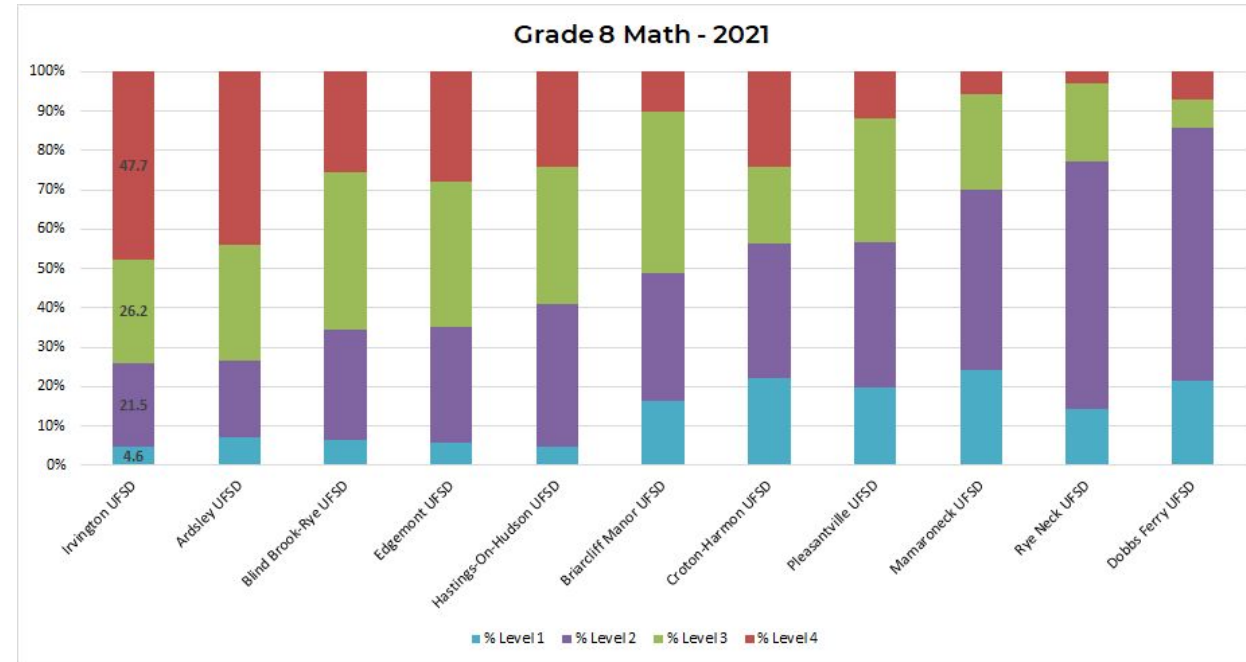
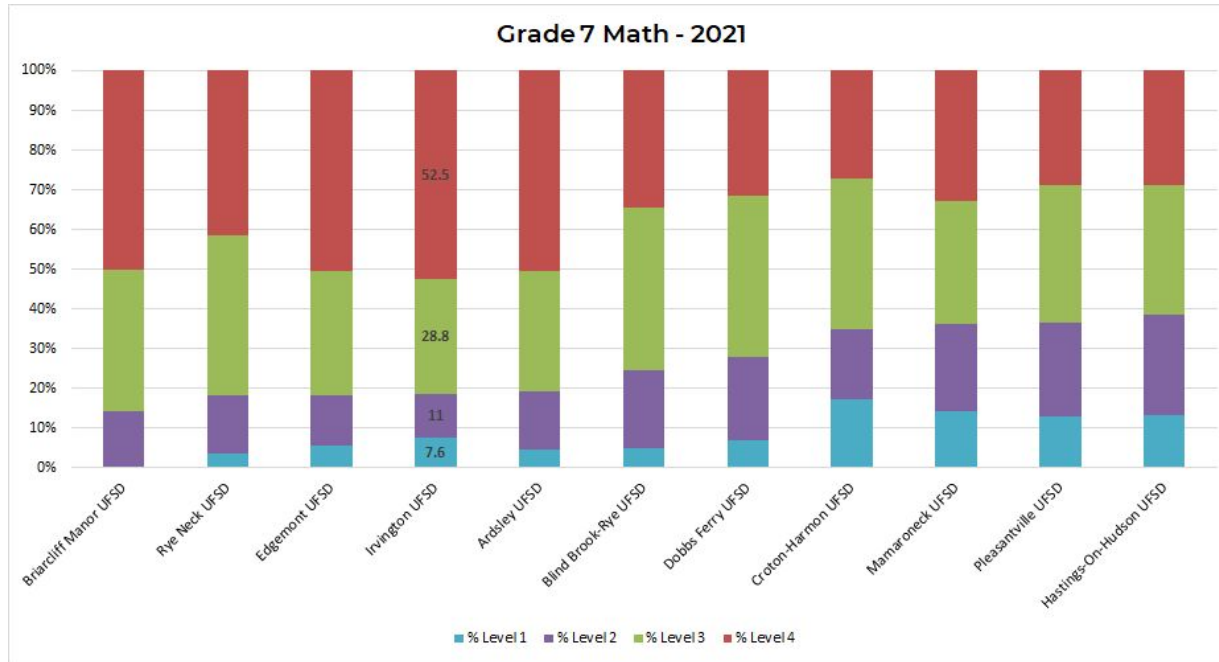
# 2021 Math - Grades 5 & 6

## Score Distribution vs Comparison Cohort of Westchester Schools



# 2021 Math - Grades 7 & 8

## Score Distribution vs Comparison Cohort of Westchester Schools



# Science Grades 4 & 8

# 2021 Science - Grades 4 & 8

The data reflecting the  
2021 Score Distribution vs Comparison  
Cohort of Westchester Schools for Science,  
grades 4 & 8 is currently unavailable.



# Executive Summary – Grade 3 - 8 Tests

- Longitudinal data allows the District to examine trends in cohorts
- Use of MTSS data supporting struggling learners
- Mean score average of MS ELA scores is among the highest of our regional cohorts:

• Edgemont	622	• Ardsley	615.3
• <b>Irvington</b>	<b>621.3</b>	• Mamaroneck	613.6
• Hastings-on-Hudson	617	• Pleasantville	616.3
• Blind Brook	616.3	• Dobbs Ferry	613
• Briarcliff	616	• Croton-Harmon	612.6
• Rye Neck	615.6		

- Expanded use of data may introduce additional insights into student needs and curricular enhancements

# Executive Summary – Grade 3 - 8 Tests

- Longitudinal data allows the District to examine trends in cohorts
- Use of MTSS data supporting struggling learners
- Mean score average of MS Math scores is among the highest of our regional cohorts:

• Edgemont	615.3	• Hastings-on-Hudson	608
• <b>Irvington</b> /Ardsley	<b>615</b>	• Pleasantville	607.3
• Blind Brook	613	• Dobbs Ferry	606.3
• Briarcliff	611.6	• Croton-Harmon	605.6
• Rye Neck	609.3	• Mamaroneck	605.3

- Expanded use of data may introduce additional insights into student needs and curricular enhancements

# Regents Exams

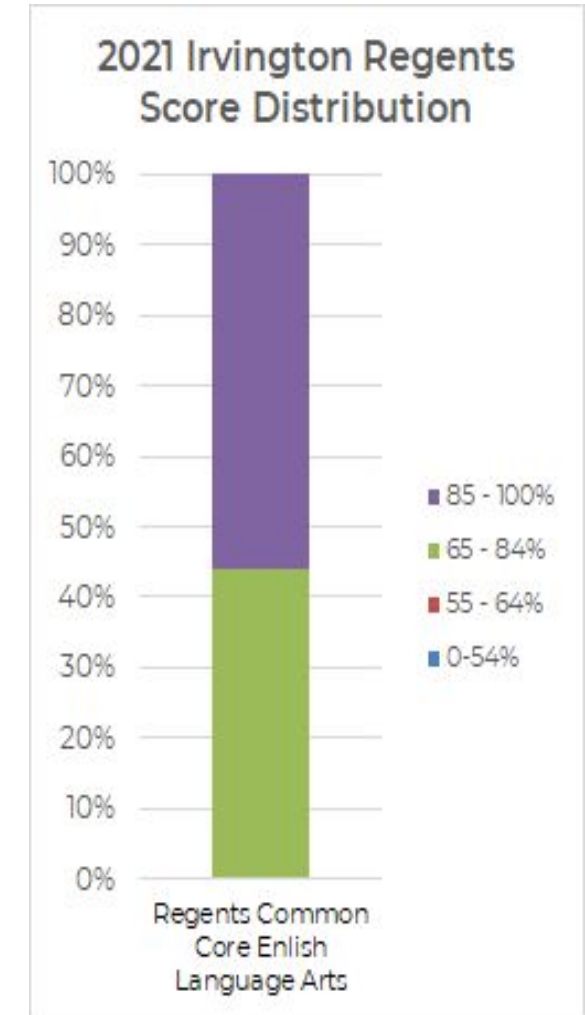
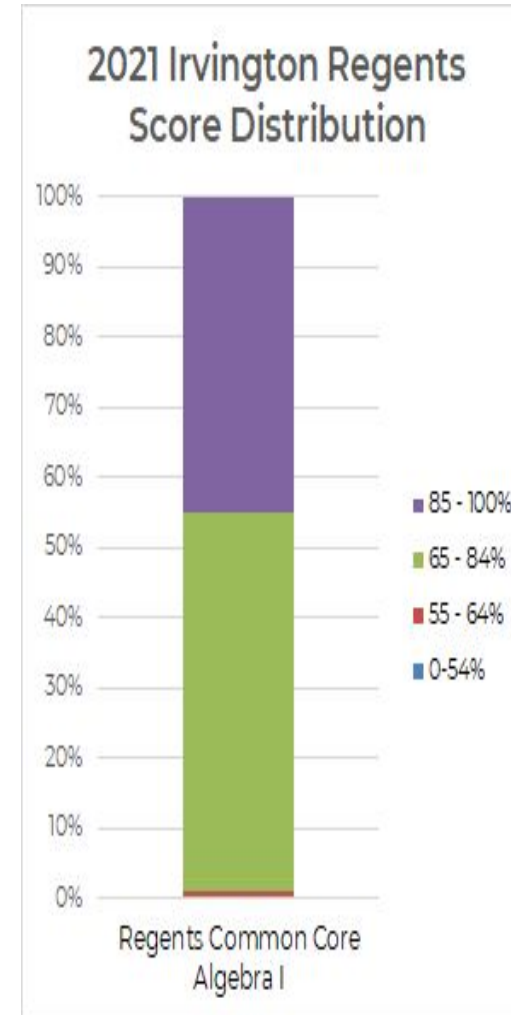
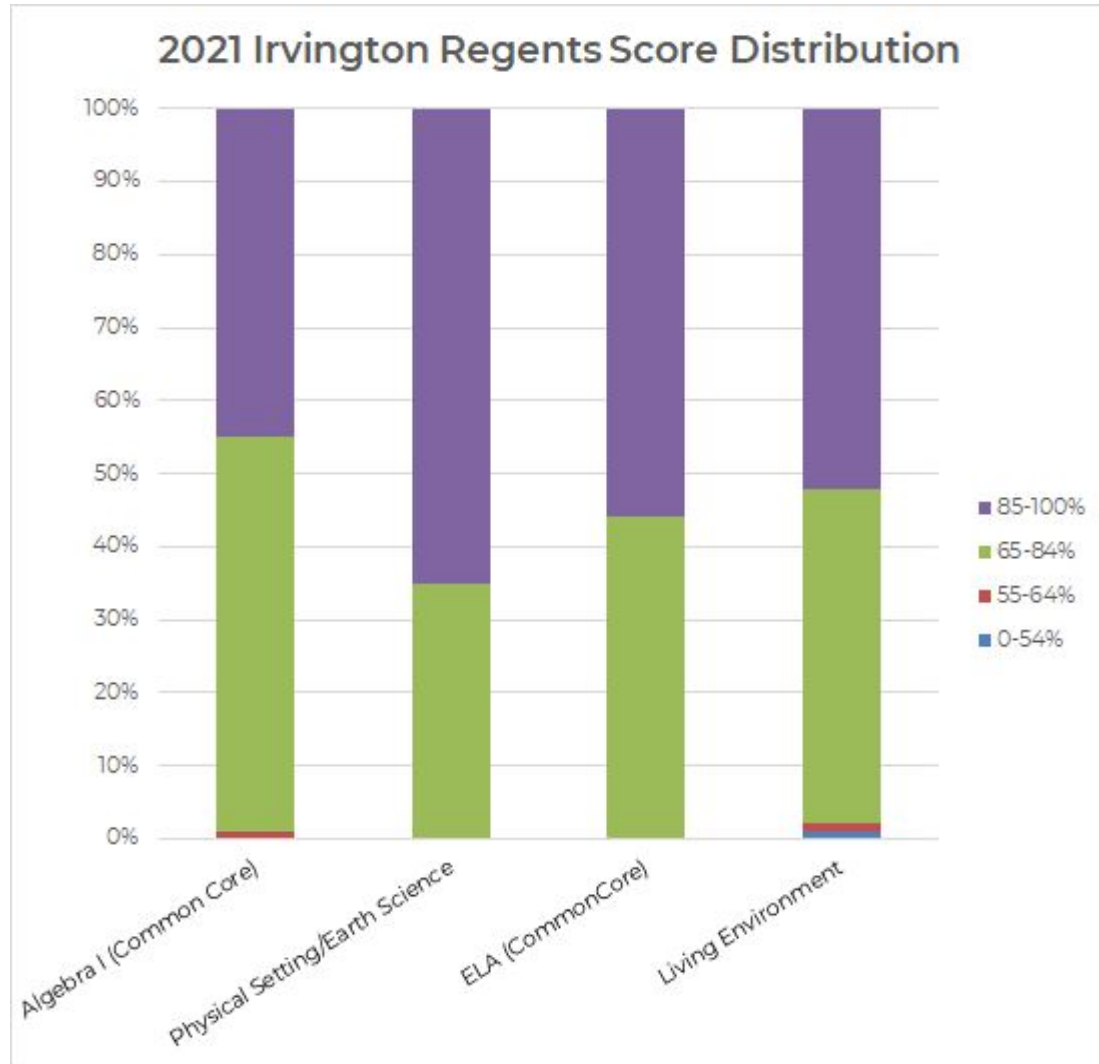
# Executive Summary – Regents Exams

Regents Diploma	Advanced Regents Diploma
<b>Examination Requirements</b>	
<p>A student must achieve a score of 65 or higher on <b>five</b> Regents exams:</p> <ul style="list-style-type: none"> <li>• <b>English Language Arts</b> (ELA)</li> <li>• Any <b>mathematics</b> exam (Algebra I, Geometry, or Algebra II/Trigonometry)</li> <li>• Any <b>social studies</b> exam (Global History and Geography or U.S. History and Government)</li> <li>• Any <b>science</b> exam ( Living Environment, Chemistry, Earth Science, or Physics)</li> <li>• Any <b>additional</b> Regents exam or assessment approved by the State for this purpose</li> </ul>	<p>A student must achieve a score of 65 or higher on <b>nine</b> exams:</p> <ul style="list-style-type: none"> <li>• <b>English Language Arts</b> (ELA)</li> <li>• Three <b>mathematics</b> exams (Algebra I, Geometry, <i>and</i> Algebra II/ Trigonometry)</li> <li>• Any <b>social studies</b> exam (Global History and Geography or U.S. History and Government)</li> <li>• Two <b>science</b> exams (Living Environment <i>and</i> one of the following: Chemistry, Earth Science, or Physics)</li> <li>• Any <b>additional</b> Regents exam or assessment approved by the State for this purpose</li> <li>• Any <b>Languages Other Than English</b> (LOTE) exam</li> </ul>

# Irvington High School Regents Diplomas Awarded

Year	Students	Graduates	Regents Diplomas
2011	155	151	96%
2012	142	142	96%
2013	150	146	97%
2014	148	146	95%
2015	134	130	95%
2016	150	146	97%
2017	130	128	95%
2018	127	124	95%
2019	137	136	96%
2020	N/A	N/A	N/A
<b>2021</b>	<b>124</b>	<b>123</b>	<b>97%</b>

# 2021 Irvington Regents Results



# Executive Summary – Regents Exams

- Consideration of the value/need to continue to pursue the advanced Regents Diploma
  - Few colleges consider this aside from NYS public institutions
- Cohort results vary, for all school districts, due to numerous factors
- Cohort size and course selection of electives impacts participation
- Departments can utilize data to inform instruction and reflect on past experiences

# Advanced Placement (AP) Exams



# Executive Summary - Advanced Placement

- IHS maintains open-enrollment for AP courses which increased access for all students
- The addition of numerous electives has impacted student enrollment in AP courses
- Overall, Irvington students performed well, with 83% passing (3+) at least one exam
- Of the 651 exams taken by students in 2021, 18% resulted in a 5, and 27% resulted in a 4 and 28% resulted in a 3, for overall passing of 73%

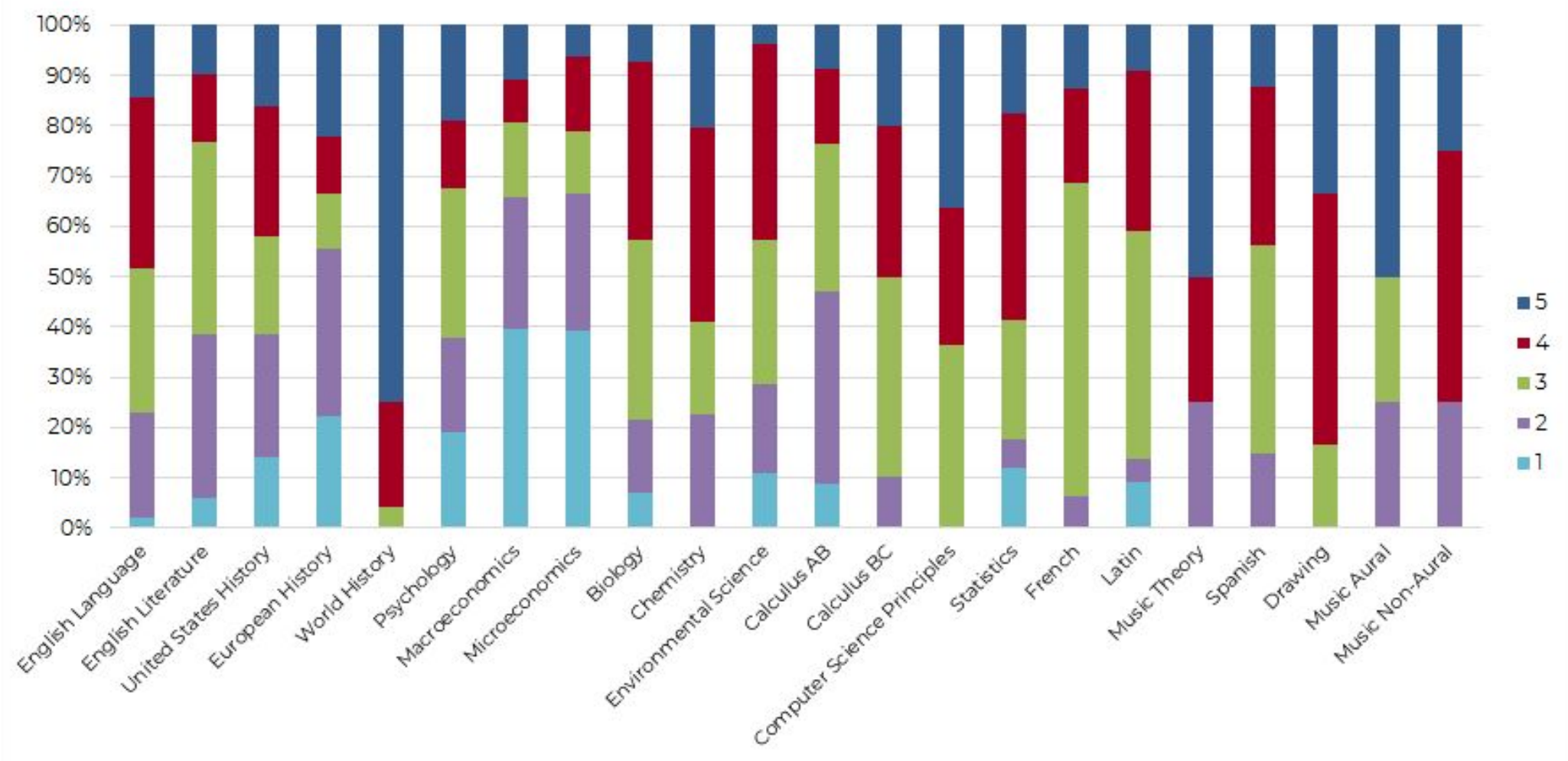
# Number of AP Courses Offered

Year	# of Courses
2011	17
2012	19
2013	19
2014	17
2015	18
2016	20
2017	21
2018	21
2019	20
2020	19
<b>2021</b>	<b>21</b>

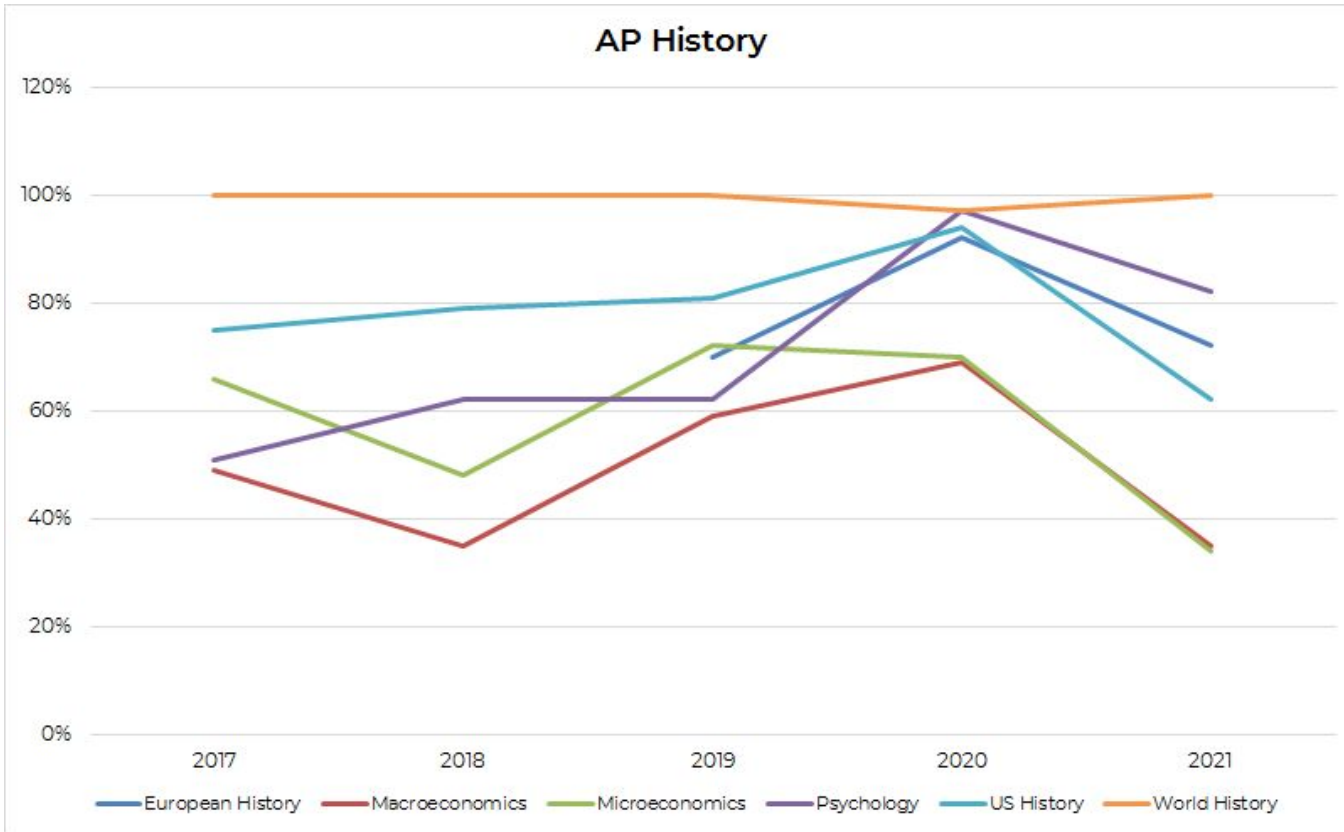
# AP Exam – Participation and Passing Rates

Year	Enrollment	# of Exams Taken	# Passing
2011	612	505	344
2012	608	554	381
2013	594	589	368
2014	559	559	367
2015	530	525	405
2016	569	558	383
2017	540	527	377
2018	535	583	389
2019	538	630	492
2020	762	627	577
<b>2021</b>	<b>646</b>	<b>651</b>	<b>472</b>

### Exam Score Distribution by Class



Some of the following slides will not contain the National Percentage numbers as the information was not available via College Board.



**National Passing  
% 2021**

**European: 59%**

**Macroeconomics: 47%**

**Microeconomics: 54%**

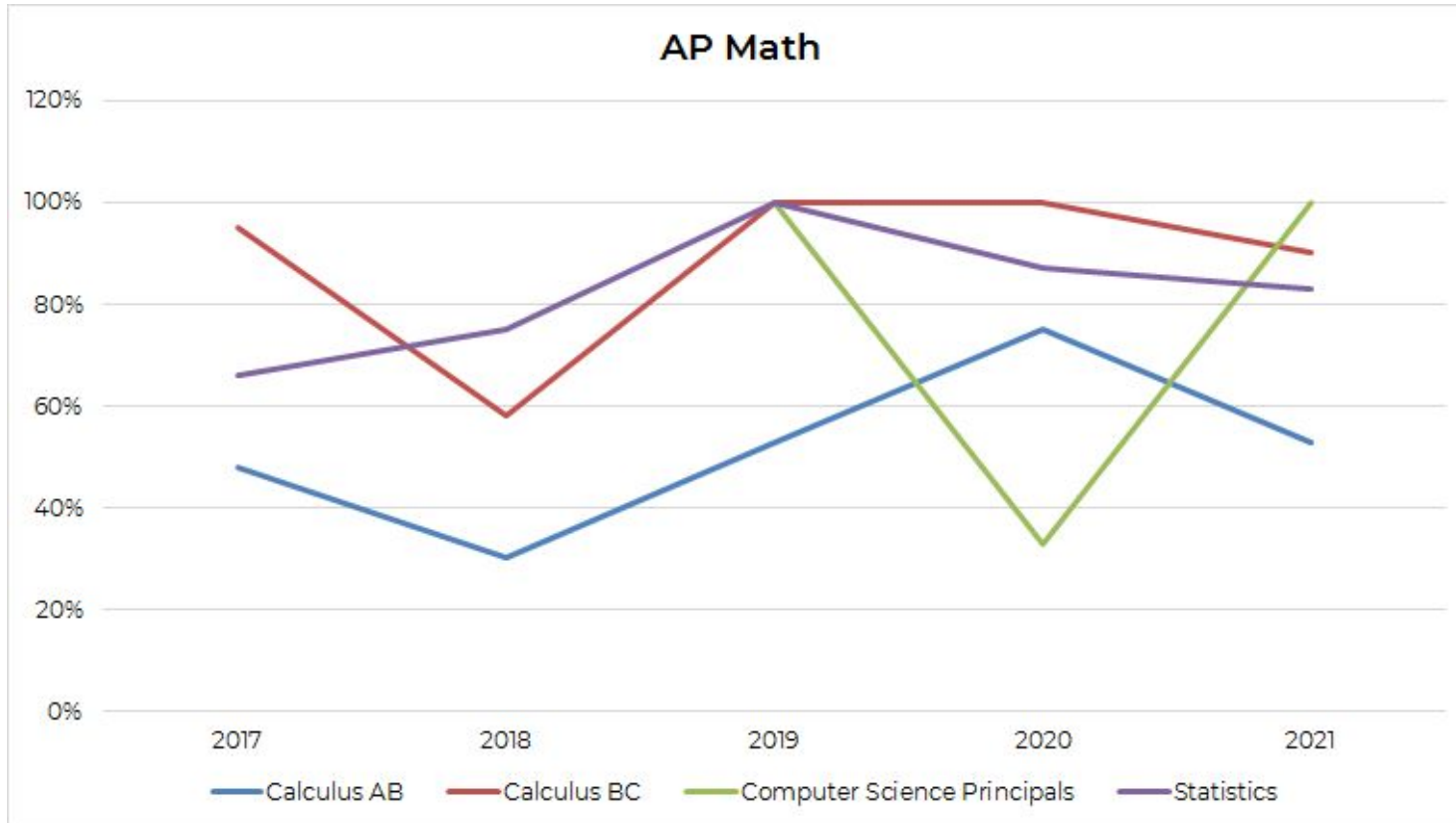
Psychology: Data not available

US History: Data not available

**World History: 53%**

*Red box indicates  
performance below  
National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
European	10	N/A	10	12	7
Macro	49	45	54	62	73
Micro	35	27	39	23	33
Psychology	41	42	37	30	16
US History	65	95	94	84	86
World History	30	22	28	32	24



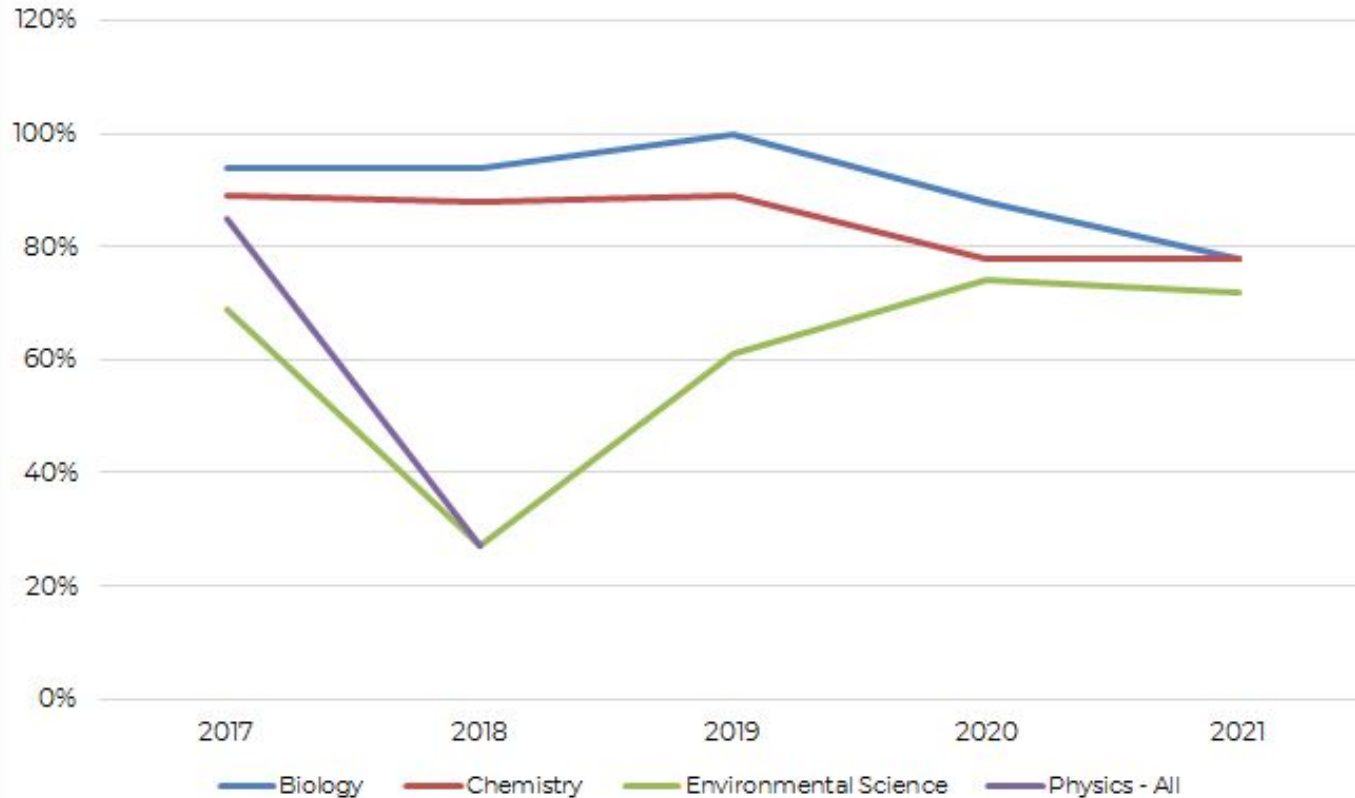
**National Passing  
% 2021**

Calculus AB: Data not available  
 Calculus BC: Data not available  
**Computer Science: 66%**  
 Statistics: Data not available

*Red box indicates  
 performance below  
 National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Calculus AB	29	30	30	40	34
Calculus BC	19	12	16	13	20
Computer Science Principles	N/A	N/A	11	3	11
Statistics	15	4	8	15	17

## AP Science



**National Passing  
% 2021**

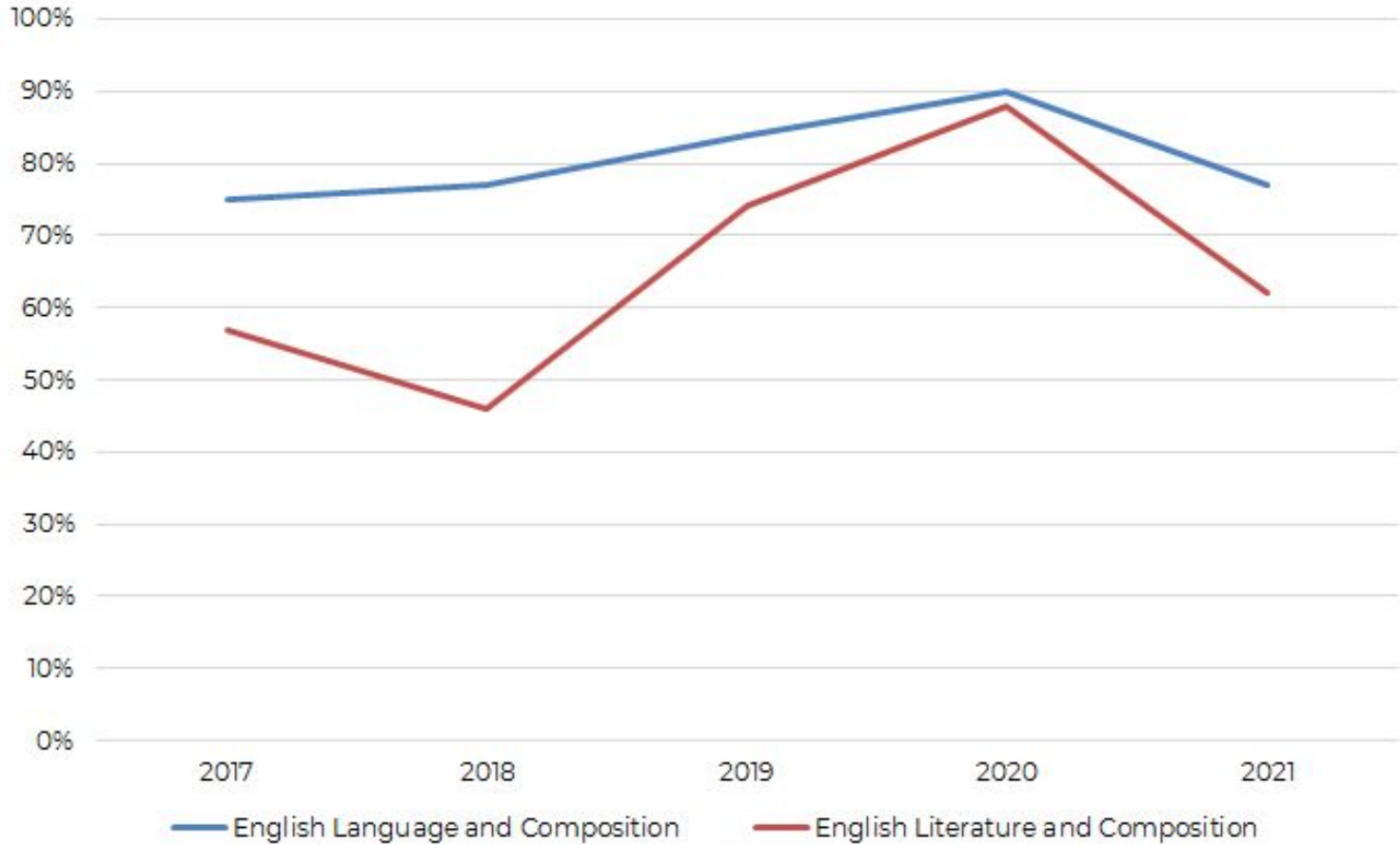
Biology: Data not available  
 Chemistry: Data not available  
 Environmental: Data not available  
 Physics I: Data not available

*Red box indicates  
 performance below  
 National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Biology	16	33	20	17	14
Chemistry	26	33	46	55	49
Environmental	26	30	28	23	28
Physics - All	13	11	N/A	N/A	3



### AP English



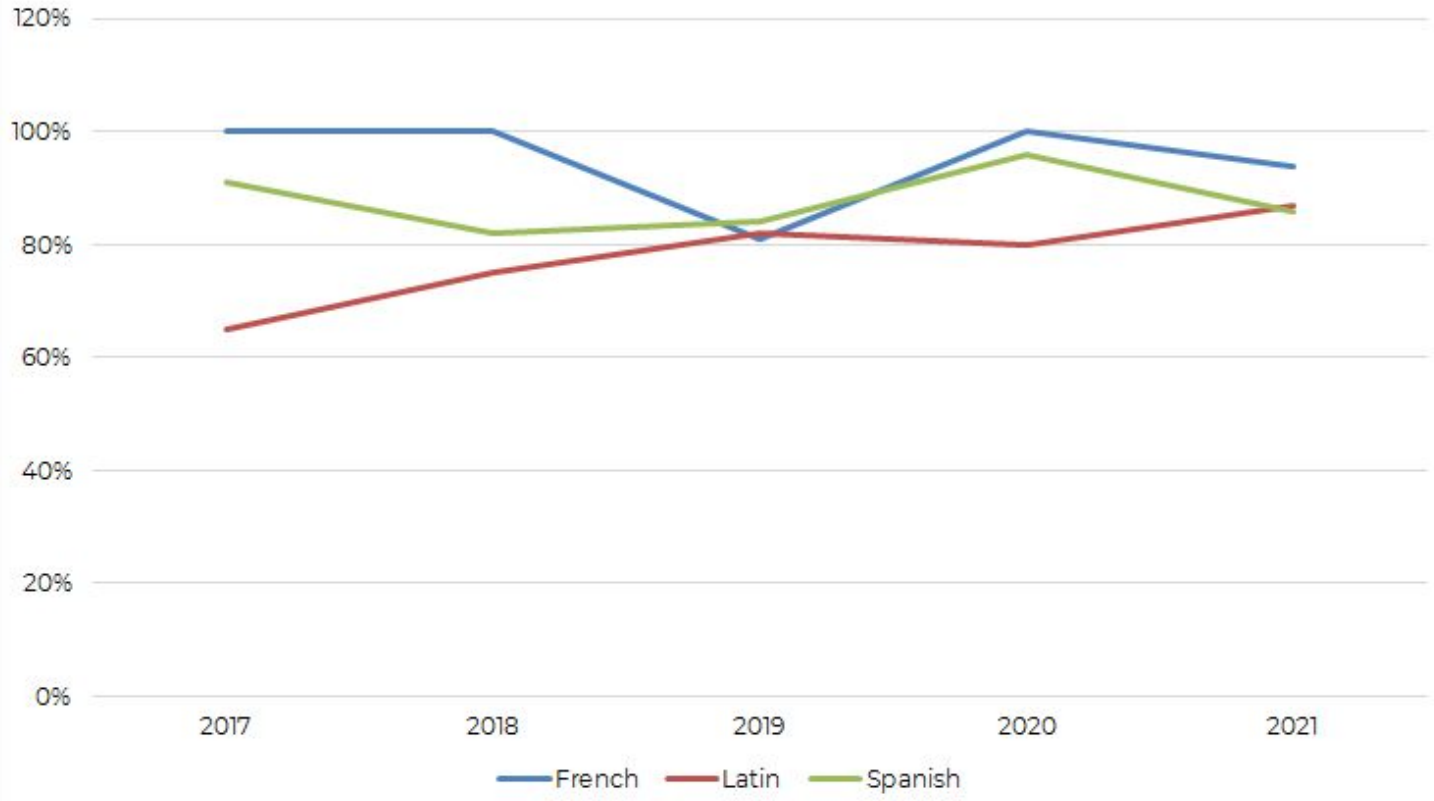
**National Passing  
% 2021**

English Language: Data not available  
English Literature: Data not available

*Red box indicates  
performance below  
National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
Language	72	104	74	82	91
Literature	21	35	53	50	52

### AP World Language

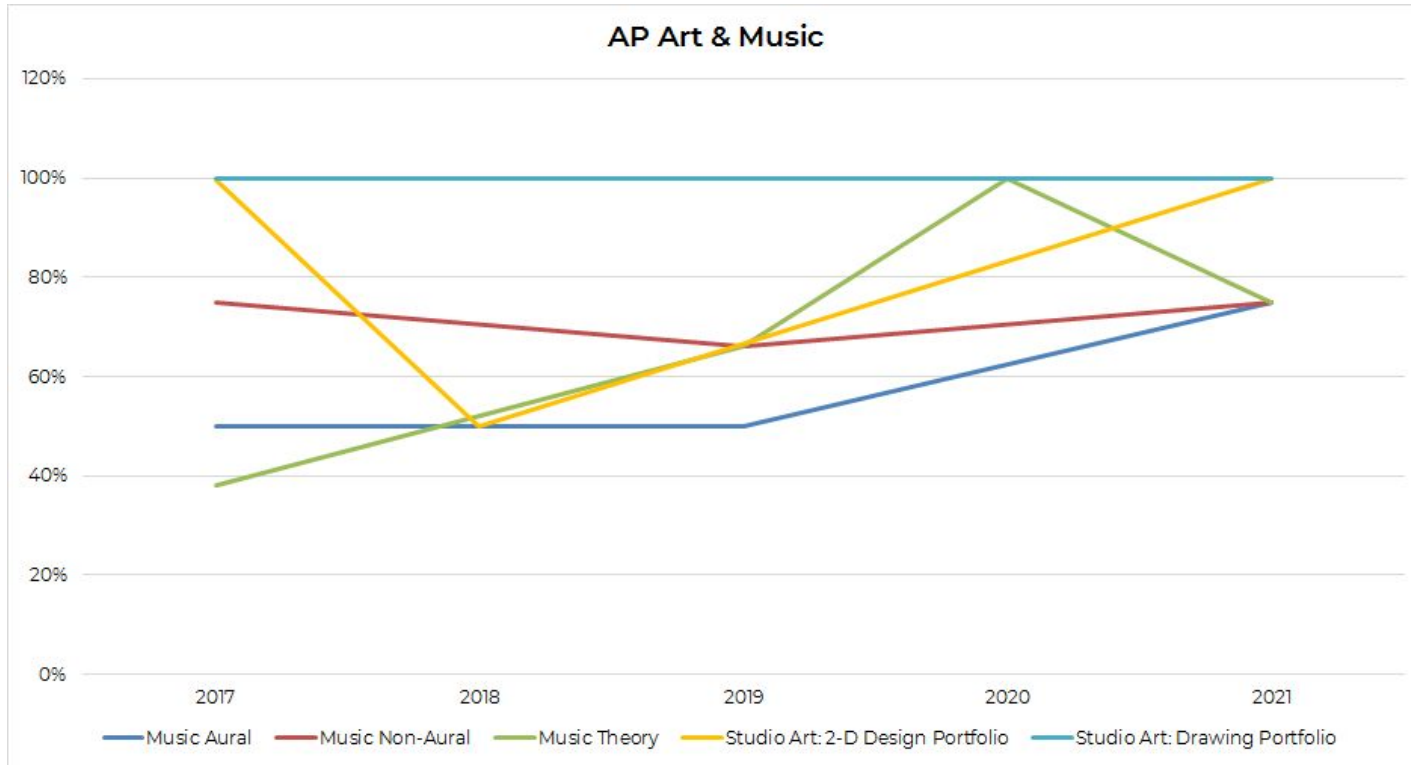


**National Passing  
% 2021**

French: Data not available  
Latin: Data not available  
**Spanish: 80%**

*Red box indicates  
performance below  
National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
French	6	4	16	15	16
Latin	17	8	11	24	22
Spanish	23	28	37	27	41



**National Passing  
% 2021**

**2-D Design: 87%**  
**Drawing Portfolio: 86%**  
 Music Aural: Data not available  
 Music Non-Aural: Data not available  
 Music Theory: Data not available

*Red box indicates  
performance below  
National average*

Course	Number of Students				
	2016-17	2017-18	2018-19	2019-20	2020-21
2-D Design	1	2	N/A	N/A	2
Drawing Portfolio	4	10		4	6
Music Aural	2		1	N/A	4
Music Non-Aural	8		6	N/A	4
Music Theory	8		6	5	4

# Executive Summary – AP Exams

- Consideration of how to gain more/deeper data on AP exams & courses to better understand shifts in scores
- Future contemplation of correlation between course experiences and AP test scores
- Departments can utilize data to inform instruction and reflect on past experiences
- Due to the pandemic, the administration of APS was modified

# Executive Summary – AP Exams

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# HISTORICAL DATA

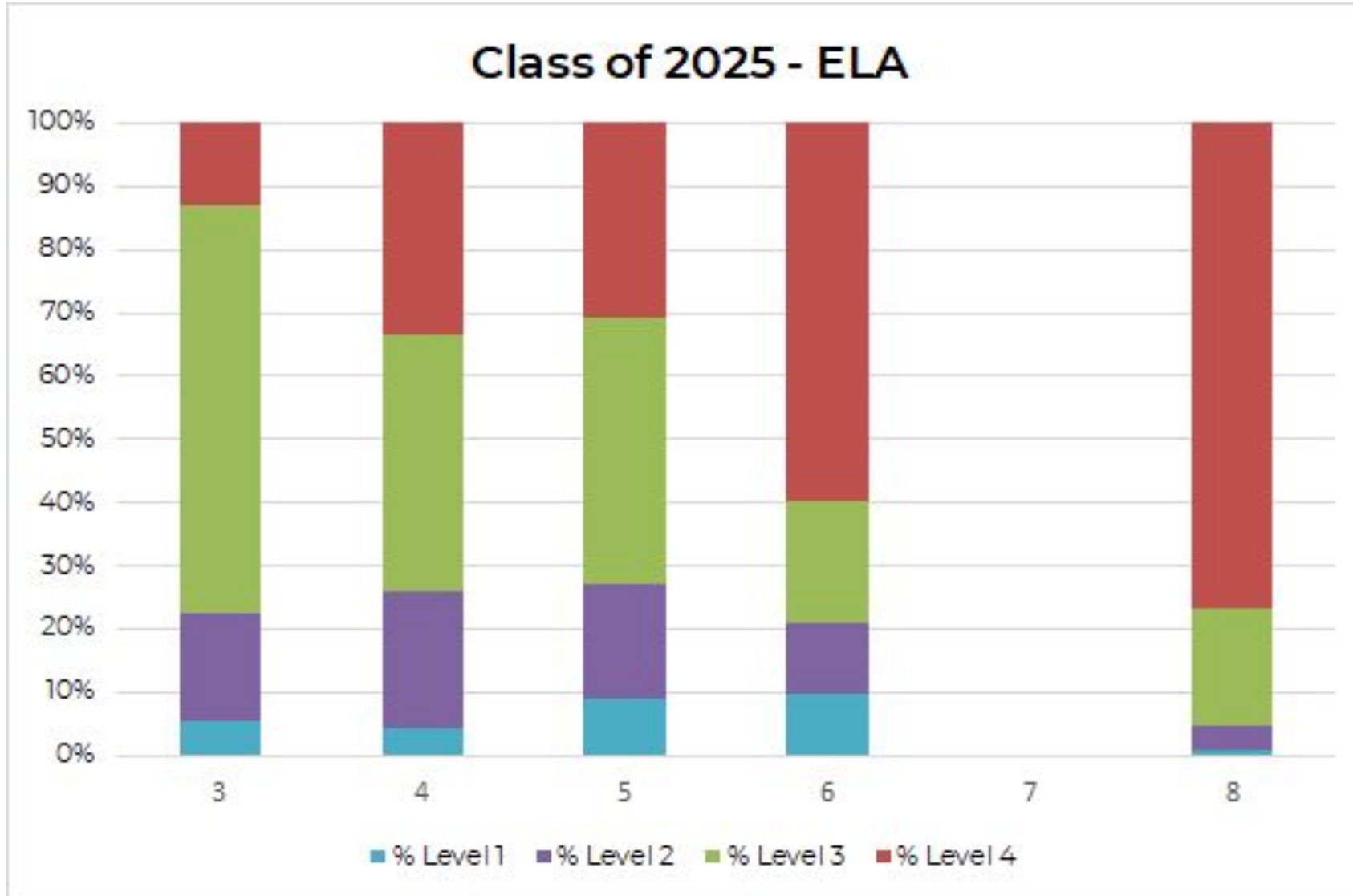
The following slides depict examples of the class of 2025 as they progress through the Irvington Schools

# Grades 3 - 8 English Language Arts - Levels 3 & 4

ELA – Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017	66%	74%	64%	69%	82%	73%
2018	72%	69%	73%	76%	75%	68%
2019	76%	72%	60%	79%	67%	85%
2020*	N/A	N/A	N/A	N/A	N/A	N/A
2021	91%	92%	73%	96%	75%	95%

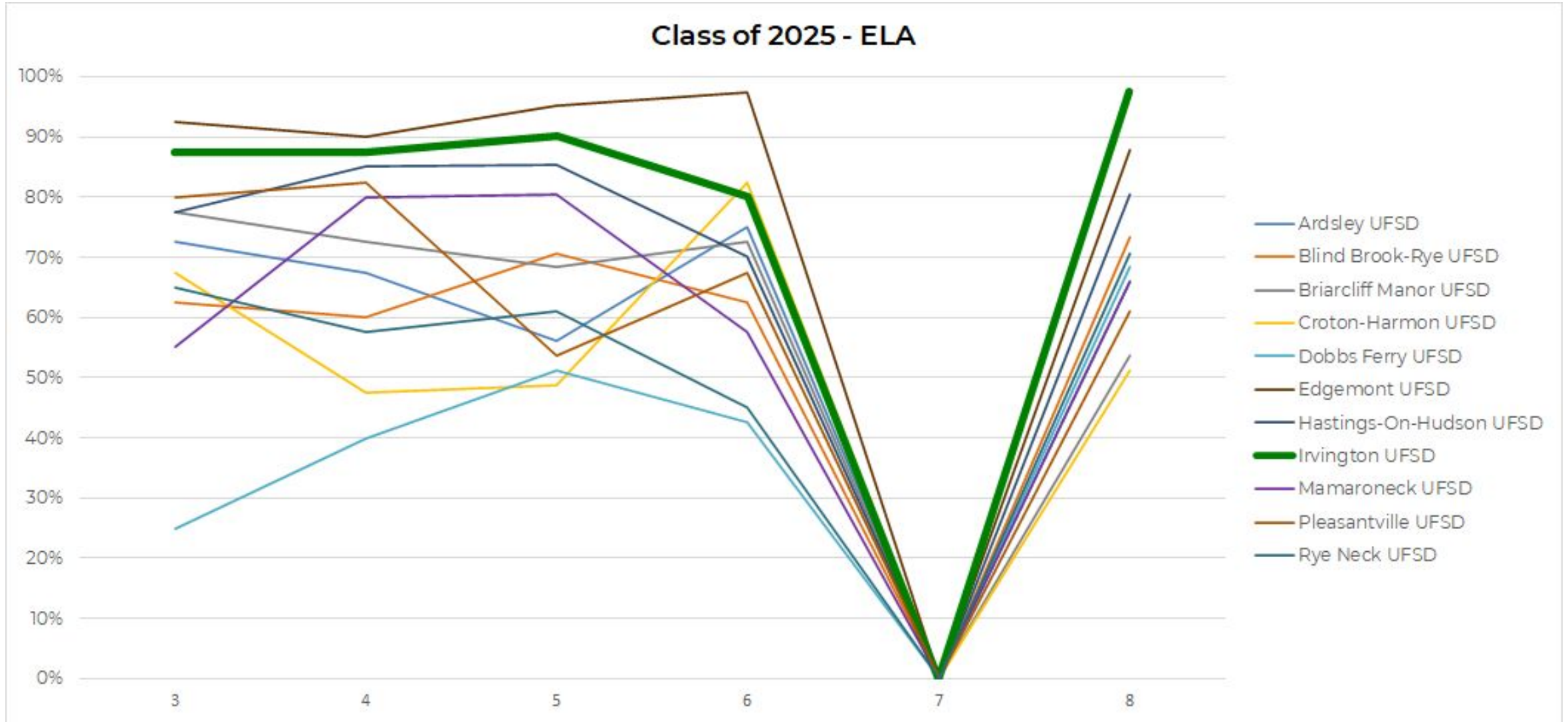
\*No scores available for 2019-20 school year due to COVID-19

# Historical View: Class of 2025 Performance Grades 3-8





# Historical View: Class of 2025 – ELA Performance



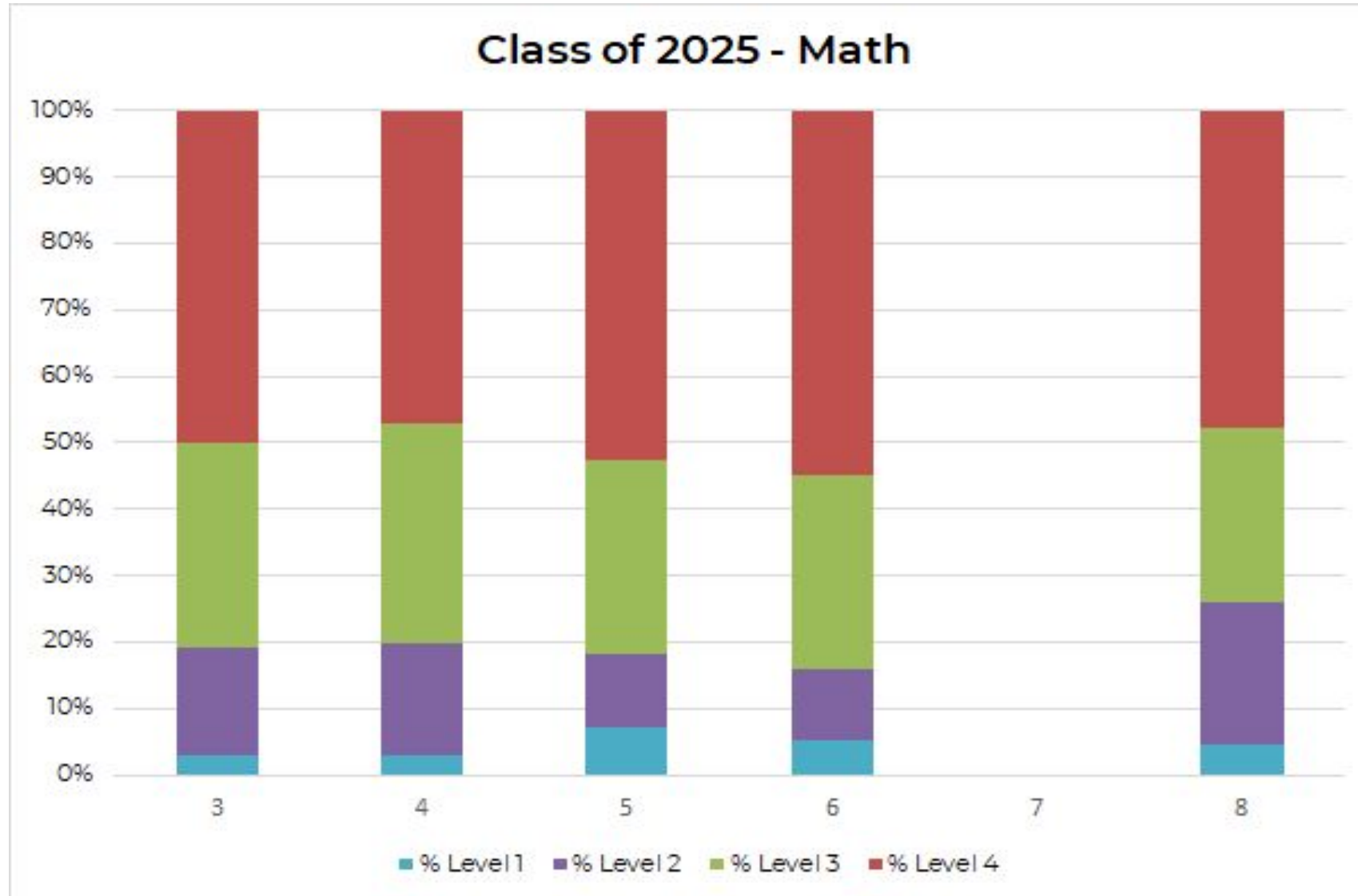
This chart follows the performance of the class of 2025 through 5 years – vs a cohort of comparison schools' 2025 classes

# Grades 3 - 8 Mathematics - Levels 3 & 4

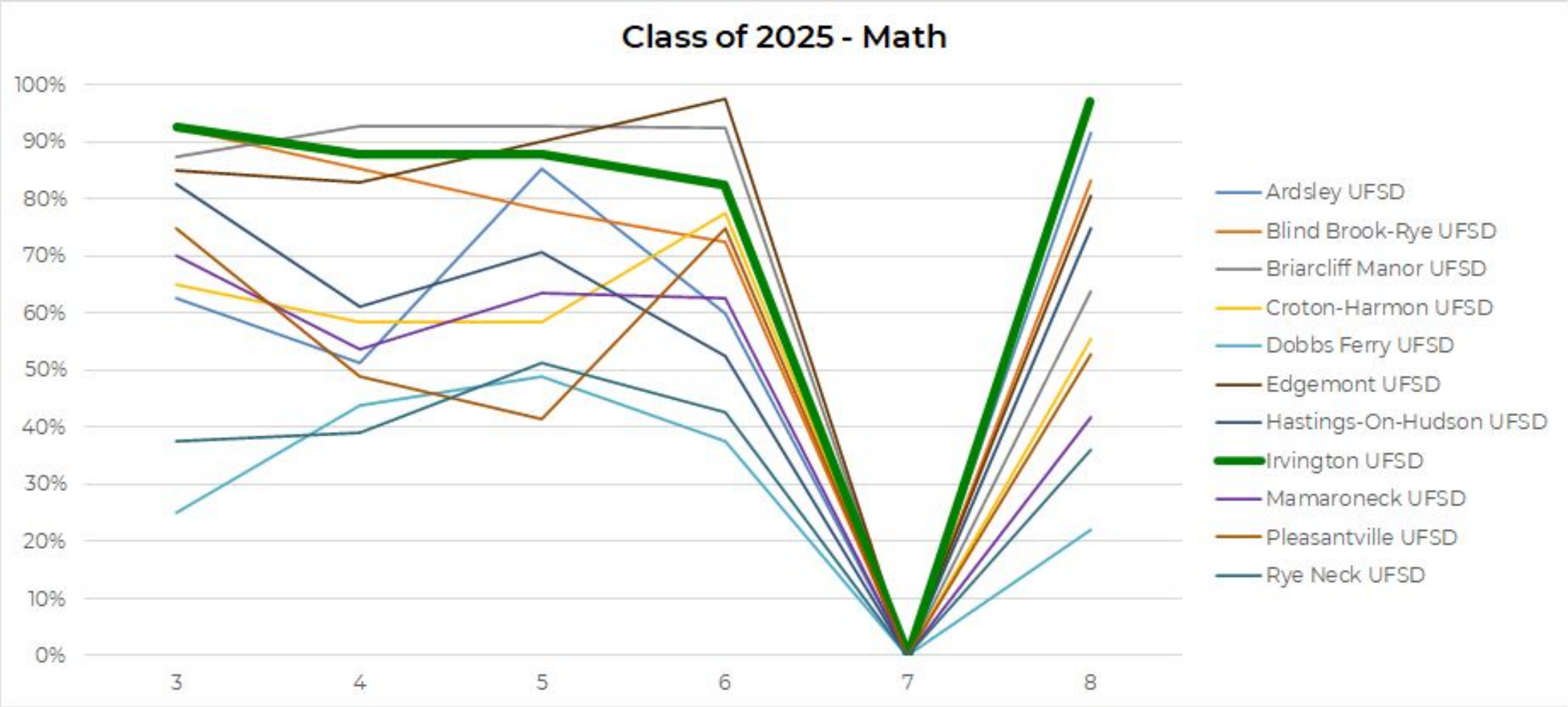
Math – Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017	77%	80%	71%	76%	75%	56%
2018	83%	76%	82%	71%	74%	59%
2019	80%	75%	76%	84%	77%	79%
2020*	N/A	N/A	N/A	N/A	N/A	N/A
2021	79%	89%	68%	78%	81%	74%

\*No scores available for 2019-20 school year due to COVID-19

# Historical View: Class of 2025 Performance Grades 3-8



# Historical View: Class of 2025 – Math Performance



This chart follows the performance of the class of 2025 through 5 years – vs a cohort of comparison schools' 2025 classes

# Examining Data High School Profile

# Graduating Class

	2013	2014	2015	2016	2017	2018	2019	2020	<b>2021</b>
Graduates	152	148	130	146	133	127	136	131	<b>123</b>
College-Bound Students	94%	94%	95%	95%	91%	96%	96%	98%	<b>98%</b>
4-Year Colleges			85%	85%	85%	82%	88%	86%	<b>94%</b>
2-Year Colleges			10%	10%	6%	14%	8%	12%	<b>6%</b>

# Advanced Placement Results

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
# of Students	260	215	212	202	209	212	234	228
# of Exams	590	525	555	527	583	635	627	651
Score of 3 or Higher	71%	77%	69%	78%	82%	87%	92%	82%
AP Scholars	25	39	43	36	50	49	50	41
National AP Scholars	5	4	6	9	1	10	14	Discontinued 2021
AP Scholars with Distinction	23	35	39	30	21	43	56	48
AP Scholars with Honor	26	24	19	13	30	34	28	27
Equity and Excellence	43%	53%	57%	59%	48%	73%	71%	78%

# Mean Test Scores

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
<b>ACT Composite</b>	25.8	27.1	26	26.7	27.7	26.9	29.5	29.1	29.1
<b>SAT I</b>	1727	1847	1824	1847	1855	1240	1274	1284	1355
Critical Reading	571	606	606	613	619				
Math	583	624	608	627	625	620	643	651	683
Writing	573	617	609	608	612				
Evidenced Based Reading and Writing						640	631	633	672



<b>**SAT II Mean Scores</b>	<b>Class of 2013</b>	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>
Biology-Ecology	661	673	735	713	705	653	719	673	715
Biology-Molecular	668	676	715	707	735	714	740	687	694
Chemistry	714	706	733	741	725	714	735	749	720
Chinese w/Listening			720	780	780				
English Literature	580	673	620	653	685	592	619	617	595
French			560	668	665	480	630		
French w/Listening				570					
German				770		400	720		
Japanese w/Listening				635	730		745	770	
Latin		718	616	715	695	690	672	724	
Math Level I	666	685	674	648	594	626	670	661	695
Math Level II	698	710	717	740	732	688	731	702	723
Physics			675	718	570		600	680	
Spanish			650	690		642	540	700	
Spanish w/Listening			590	740				780	
US History	682		690	666	660	657	614	647	***400
World History		703	702	717	750	693	714	717	731

# ACT

	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017	Class of 2018	Class of 2019	Class of 2020	Class of 2021
<b>ACT Composite</b>	25.8	27.1	26.7	26.7	27.8	26.9	29.3	29.1	29.1
<b>ELA</b>				22.7	25.4	22.6	24.8	22.7	16.3
<b>English</b>				26.4	27.9	27.5	29.9	30.2	29.8
<b>Math</b>				26.2	27.1	26.0	27.6	27.4	27.9
<b>Reading</b>				27.3	29.0	28.3	31.0	30.8	30.1
<b>Science</b>				26.7	28.1	27.1	29.5	29.2	29.2
<b>STEM</b>				26.7	27.6	26.6	28.6	28.3	28.6
<b>Writing</b>				19.5	21.2	8.1	7.7	7.1	5.0

An average score on the current ACT Writing Exam is 6.5. For highly selective colleges, you'll want a score of 8 or higher. Scores of 10, 11, and 12 truly stand out and highlight strong writing skills

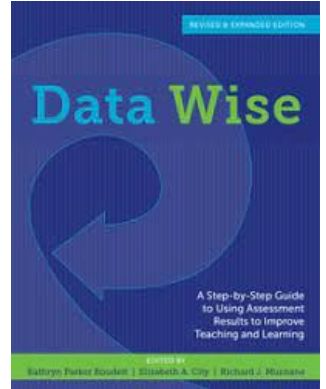
# Grade Distribution through Junior Year

	<b>Class of 2014</b>	<b>Class of 2015</b>	<b>Class of 2016</b>	<b>Class of 2016</b>	<b>Class of 2018</b>	<b>Class of 2019</b>	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>
Mean GPA			3.37	3.35	3.41	3.59	3.50	3.69	3.63
Median GPA			3.49	3.41	3.54	3.75	3.76	3.86	3.82
Range of GPA's				1.53-4.45	1.82-4.50	1.33-4.51	1.01-4.54	1.43-4.59	.79-4.54
Number of Students	148	130	158	139	118	137	135	126	126
1st Decile	4.48-4.14	4.41-4.00	4.54-4.20						
2nd Decile	4.13-3.95	3.99-3.81	4.19-3.96						
3rd Decile	3.94-3.79	3.80-3.66							
4th Decile	3.78-3.65	3.65-3.47							

# Advancing Data Use and Capacity for Data Use

## 5Lab Data Warehouse and Analytics

- Comprehensive professional learning is being provided to all administrators
- Local assessment data will be uploaded throughout the course of the school year
  - This will be an ongoing process
- Analytics software will enable staff to evaluate:
  - Trends
  - Growth
  - Correlations among data sets



## Data Wise

- Research based data analysis protocols developed through Harvard University
- All administrators are receiving professional development throughout the course of the year
- Data review and analysis protocols to be implemented District-wide



# In Summary...

- Test data gives the District a window into how students perform on a specific test on a specific date(s)
- Information can be useful, but is also limited due to numerous factors such as the consistent changes in testing models, shifts in cut scores, and on-going alterations in state curriculum standards
- District goals to expand use of data continues to be a critical resource that informs instruction and planning

# Discussion