



# 2018-19 Year-end Secondary Update

June 4, 2019



# A K-12 Focus for Excellence

**The District has maintained a K-12 focus to enhance learning experiences for all students. The focus has included:**

- Development and implementation of District Theories of Action
- Targeted efforts on instructional design and curriculum development
- Department and program-specific professional learning
- Program growth and expansion



# Planning Strategically

**To achieve its mission and vision, and to provide for the future of its students, the Irvington Union Free School District will:**

1. Provide students with a rigorous, comprehensive, enriched and diversified curricula that will prepare students to achieve their personal best, and will integrate technology in their learning.
2. Encourage innovation, creativity and risk-taking to inspire a dynamic learning environment.
3. Foster the social and emotional growth of all students and promote a culture where students are active participants in society.
4. Support educators through targeted professional learning and opportunities for collaboration.
5. Strengthen local connections to and ownership of our schools.
6. Ensure the fiscal health of the district and provide for a high quality learning environment.



# Goal Alignment

## Goals are:

- Aligned with the Strategic Objectives & Theories of Action
- Defined through a series of District, School, and Department Goals
- Evolving to be evidenced based to identify successful attainment



# 2017-18 Overarching Goals

## Curriculum and Instruction:

- Implement instructional practices that elevate student thinking and understanding (ongoing goal)
- Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking (ongoing goal)
- Increase the use of data to inform instruction and planning



# The Foundation is Our Beliefs - Theories of Action

## **Theory of Action I**

If we provide students with rigorous, authentic learning experiences rooted in a comprehensive curriculum, then they will acquire the knowledge, skills and dispositions of successful 21<sup>st</sup> Century learners that will prepare them to thrive in a rapidly evolving global society.

## **Goal:**

In order to develop successful 21<sup>st</sup> Century learners that will be prepared to thrive in a rapidly evolving global society, the Irvington School District will:

- provide students with rigorous authentic, learning experiences
- develop a comprehensive curriculum that includes:
  - aligned and articulated content
  - defined learning outcomes
  - a balanced and systematic approach to assessment
  - 21<sup>st</sup> Century skills and dispositions - problem solver, flexible thinker, collaborative learner, effective communicator, empathetic citizen, and self-reliant, reflective, creative risk-taker



# The Foundation is Our Beliefs - Theories of Action

## **Theory of Action II**

If we value and foster the professional learning and growth of all members of our school community, then we will build our collective capacity to support student success.

### **Goal:**

In order to build our collective capacity to support student success, the Irvington School District will:

- engage all members of our school community in the process of continuous improvement through the articulation of District goals
- involve all members of the school community in learning and developing the knowledge and skills to support student success
- provide educators with professional learning designed to support student growth
- provide all staff with professional learning to develop the skills necessary to meet District needs



# The Foundation is Our Beliefs - Theories of Action

## **Theory of Action III**

If we engage in a systematic approach of classroom observation, collecting data and offering feedback to one another, then evidence-based decisions will promote reflective practice, inform instructional design and guide professional learning in order to continuously improve/advance student achievement.

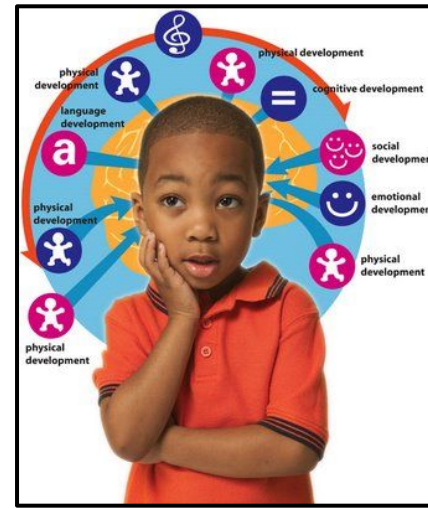
## **Goal**

In order to continuously improve student achievement through professional learning, reflective practice, and instructional design, the District will:

- engage all K-12 instructional leaders in various approaches to classroom visitation to collect evidence of teaching and learning
- utilize the Instructional Rounds protocol as a tool to assess our progress toward our relevant Theories of Action and in addressing instructional goals
- use the Framework for Teaching as the benchmark for instructional best practices
- use the Annual Professional Performance Review as one indicator of student performance and teacher effectiveness



# A Well Developed Brain



- ★ **Thinking** - the process of using one's mind to consider or reason about something.
- ★ **Metacognition** - awareness and understanding of one's own thought processes.
- ★ **Automaticity** - ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit.



# Instruction

## Implement instructional practices that elevate student thinking and understanding

### The Four Learning Goals

Knowledge, Skill, Making-Meaning, and Transfer

#### Stage 1 Goals

- **T** = Genuine, long-term accomplishments that we want students to achieve autonomously (i.e. transfer goals)
- **M** = Important ideas that we want students to come to understand by drawing inferences: the meanings that we want students to make
- **K** = Knowledge of facts, definitions, and basic concepts that students will acquire (i.e. declarative knowledge goals)
- **S** = Discrete skills that students will learn to do (procedural knowledge goals)



# Assessment

## **Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking**

Irvington UFSD is working towards developing a balanced assessment system based on instructional goals that assesses knowledge, skill and thinking; that is standards and performance based and measures learning through both qualitative and quantitative data; is examined both horizontally and longitudinally based on common criteria and assessments.

Assessments will be varied in design, purpose and differentiated to ensure expectations for metacognition, meaning-making and transfer.

Expectations for this system include accurate assessment of students' knowledge, skill and thinking, that reflects a method for evaluation of efficacy of practices to meet our goals including high levels of student engagement.



# Using Data

## Increase the use of data to inform instruction and planning

Creating a Foundation: Administration and faculty will have a deeper understanding of data to inform instruction and planning.

- Examine existing data
  - Building level review of available data
- Identify new data
  - Development of new instructional programs with consideration to data collection and analysis as standard practice
  - Focus on instructional leaders and professional learning that reflects data identification, collection and analysis
- Plan for future data
  - Standardized approach and set of practices for examining defined data sets on a yearly basis

Looking at 2018-2019  
Irvington Middle School

**Action Plan****Program: PLTW Specialization Courses****Goal: To expand STEM based opportunities for middle level students.**

Year	Approach	Implementation	Results
2018-2019	<ul style="list-style-type: none"><li>● Increase learning opportunities for students</li><li>● Provide alternate options to study hall for students in 8th grade.</li></ul>	<ul style="list-style-type: none"><li>● Offer 3 electives to 8th grade students<ul style="list-style-type: none"><li>○ Green Architecture</li><li>○ Energy &amp; The Environment</li><li>○ Computer Science for Innovators &amp; Makers</li></ul></li><li>● Provide PLTW training for new courses</li></ul>	<ul style="list-style-type: none"><li>● Number of students taking advantage of 1 course</li><li>● Number of students taking advantage of 2 courses</li><li>● Feedback from students</li><li>● Feedback from teachers teaching the courses</li></ul>
2019-2020	<ul style="list-style-type: none"><li>● Provide the same 3 electives</li></ul>	<ul style="list-style-type: none"><li>● Promote electives to 7th grade students</li><li>● Analyze enrollment data - are students taking accelerated courses and cannot fit the electives, are there other electives worth considering?</li></ul>	<ul style="list-style-type: none"><li>● Collect enrollment numbers for year 2</li></ul>
2020-2021	<ul style="list-style-type: none"><li>● Gather the enrollment of students in the HS opting into STEM based courses</li></ul>	<ul style="list-style-type: none"><li>● Collect feedback from HS students related to the influence the 8th grade electives had in making decisions for HS courses</li></ul>	<ul style="list-style-type: none"><li>● Based on feedback consider adjustment of offerings</li><li>● Collect data on student success in STEM based HS courses</li></ul>

Goal: To implement **instructional practices** that elevate student thinking and understanding

<p><b>2016-17 Outcome</b> Teachers will use essential questions to frame instruction.</p>	<p><b>2017-18 Outcome</b> Essential questions will play a central role in the design of instruction.</p>	<p><b>2018-19 Outcome</b> Essential questions will play a central role in the design and delivery of instruction.</p>
<p><b>Evidence</b> Essential questions developed and refined in Stage 1 of the unit planner</p> <p>Utilize the unit planner and EQs during the observation and evaluation process to identify evidence of student thinking</p> <p>Essential questions posted in classrooms</p>	<p><b>Evidence</b> Essential questions posted in all classrooms</p> <p>Learning activities with embedded EQs</p> <p>Accurately aligned EQs &amp; Teaching Thinking in unit planners</p> <p>Integrate the four learning goals into the observation and evaluation process</p>	<p><b>Evidence</b> Learning activities with embedded EQs</p> <p>Assessment tasks aligned with EQs</p> <p>Accurately aligned EQs &amp; Teaching Thinking in unit planners</p> <p>Accurately align Stage 1 EQs &amp; Teaching Thinking with Stage 2 Assessments</p>

Goal: To develop a balanced assessment system that **measures students' content knowledge, skills and dispositional thinking** . . . in other words, how will we know?

<b>2016-17 Outcome</b> Develop shared understanding of a balanced assessment system	<b>2017-18 Outcome</b> Articulation of the relationship between Stage 1 and Stage 2 of the unit planner	<b>2018-19 Outcome</b> Develop varying types of assessments that measure the four instructional goals
<b>Evidence</b> Create shared definition of BAS  Begin to assess the alignment between the intended learning outcomes (Stage 1) and assessments (Stage 2)	<b>Evidence</b> Revision of unit planners to align Stage 1 and Stage 2  Design/revise assessments that measure the four instructional goals	<b>Evidence</b> Continued revision of unit planners to demonstrate alignment between Stage 1 and Stage 2  Develop formative assessments for each unit of study  Develop/revise assessments for a unit of study that measure student thinking in addition to content knowledge and skill



# Using Data to Make Decisions

- Aimsweb
- AAPPL
- Acceleration Placement Data
- Achieve 3000 and Fountas and Pinnell
- Progress Reports and Report Cards
- Anecdotal Data (strengths, areas for growth)

# Data Team Development

- Formation of Team
- Name Goals
- Identify Data Set
  - Aimsweb (composite, subtest benchmarks)
  - Content Area Grades In ELA and Math (tests and quizzes)
  - NYS State Test Scores in ELA and Math
  - Attendance Records
  - Discipline Referrals

# Aimsweb Tier Transition Report: Grade 6 Reading

## Report

Group Tier Transition

## School

Irvington Middle School

## Grade

6

## Battery

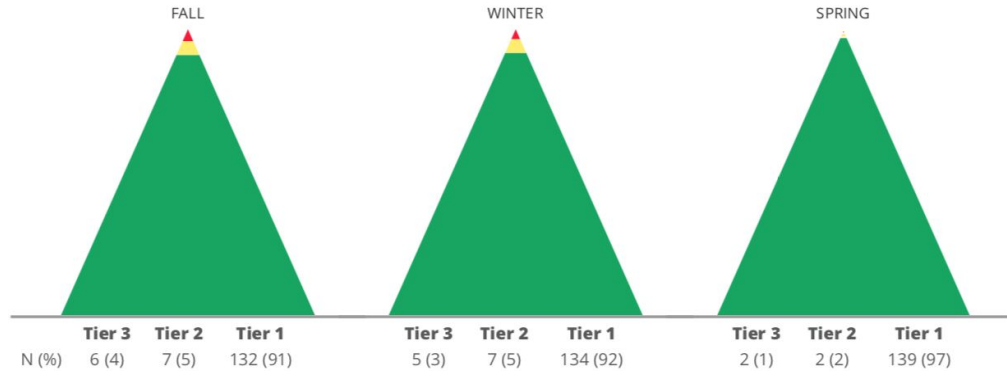
Reading

## School Year

2018-2019

Tier: 1 Low Risk 2 Moderate Risk 3 High Risk

### Tier Transition Summary



### 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 (%)	<span style="color: red;">1</span>	<span style="color: yellow;">2</span>	<span style="color: green;">3</span>		Tier N (%)	<span style="color: red;">1</span>	<span style="color: yellow;">2</span>	<span style="color: green;">3</span>	Tier N (%)	<span style="color: red;">1</span>	<span style="color: yellow;">2</span>	<span style="color: green;">3</span>
<span style="color: red;">1</span> 6 (4)	2	1	3	<span style="color: red;">1</span> 5 (3)	2			3	<span style="color: red;">1</span> 6 (4)	1		3
<span style="color: yellow;">2</span> 7 (5)	3	1	3	<span style="color: yellow;">2</span> 7 (5)		1		3	<span style="color: yellow;">2</span> 7 (5)	1	1	4
<span style="color: green;">3</span> 132 (91)		4	126	<span style="color: green;">3</span> 134 (92)				132	<span style="color: green;">3</span> 132 (91)			130
	145	5	6	132	146	2	1	138	145	2	1	137

# Reading Data Benchmarks: Criteria for Intervention

		Threshold	Student Score
1	AIMSweb	A composite score of below 40% <b>OR at least 1</b> subtests below the 25th percentile	
2	NYS ELA Test Score	Score of 1 or 2	
3	ELA Grade	C or below	
4	Achieve 3000 Score	6th grade- below <b>850 lexile</b> 7th grade- below <b>925 lexile</b> 8th grade- below <b>960 lexile</b>	
5	Fountas and Pinnell Reading Level	Independent reading level is at least one grade-level below current grade.	

# Data Analysis Process in Action

Grade 6 Student Discussions: ELA Data Team Meeting 2018-2019			* 504 **IEP	Lexile Falls Below: 555L- BELOW Approaching: 560L- 920L On Track: 925L- 1070L		Grade 6								
							W+	X+	Y+	Z				
							V/W	W	X	Y				
							U	V	W	X				
							Below U	Below V	Below W	Below X				
Name	Attendance	ELA Quarter Grade	AIMS (national percentile)	NYS	ELA AIS	Reading AIS	F/P Lexile	Special Class	BSP	ENL	Discipline	Next Steps		
<b>WINTER (January) 2019</b>														
Student A**		B+	6%	1	X	X	F/P: 8 (End 4) Lex: 570L (Low end of approach.)		X			Keep in Tier 2 support classes		
Student B		B	31%	1			F/P Lex.					Reading Teacher will assess with an F&P		
Student C		B-	32%	3								Progress Monitor Look at Spring Aimsweb scores		

ELA = English Language Arts  
AIMS = Aimsweb Screener  
NYS = New York State Exam














ELA AIS = English Language Arts Academic Intervention Services (writing support class)  
Reading AIS = Reading Academic Intervention Services (reading support class)

F/P Lexile = Fountas and Pinnell Lexile (reading level)  
BSP = Building Support Program (support class)  
ENL = English as a New Language (formally ESL)

# Analyzing a 6th Grader's Reading Growth From Fall To Winter: Using Data to Plan for Intervention

## Performance Summary

### Benchmarking

Reading <i>Low Risk</i> 	Nat'l %ile			SGP			ROI
	F	W	S	F → W	W → S	F → S	
Composite	56 	31 	58 	15	85	55	0.30
VOC	41 	45 	65 	55	75	85	0.61
SRF	65 	23 	52 	5	85	25	-0.24
RC	72 	41 	51 	25	75	45	-0.18
ORF							

**Aimsweb Reading Measures:**

VOC = vocabulary

SRF = silent reading fluency

RC = reading comprehension

ORF= oral reading fluency

**National Percentile**

F= Fall

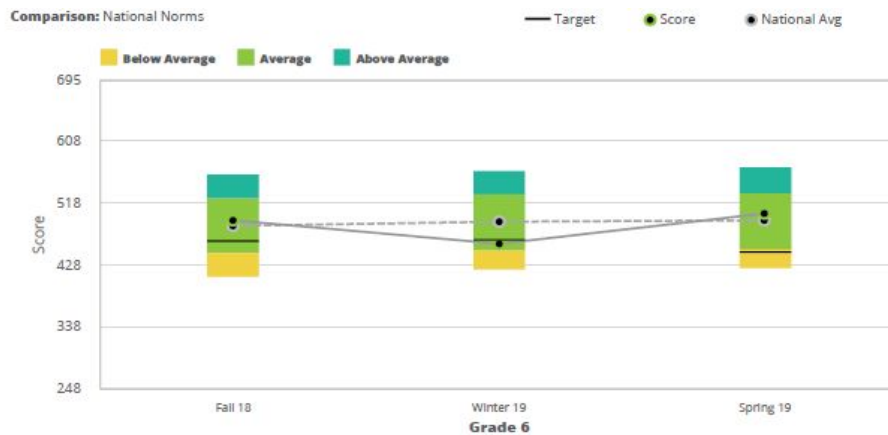
W=Winter

S=Spring

**SGP= student growth percentile**

ROI = rate of improvement

# Assessing Effectiveness of an Intervention for 6th Grade Student



## Performance

	Fall 2018	Winter 2019	Spring 2019
Student Score	492	458	502
National Percentile	56	31	58
Performance Level	Average	Average	Average
Risk Status	Low	Moderate	Low

## Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	-2.27	2.44	0.30
National ROI	-0.08	0.12	0.14
Student Growth %ile	15	85	55

# Acceleration Based on Data

- Acceleration decisions made through analysis of multiple data points.
  - Math 6A
  - Regents Earth Science
- Data points include:

<b>Math 6A</b>	<b>Regents Earth Science</b>
<ul style="list-style-type: none"><li>○ Teacher ratings (Conceptualization, Work Habits)</li><li>○ NYS Assessment results</li><li>○ Math module data</li><li>○ Local Assessment(s)</li><li>○ InView Cognitive Abilities Test</li></ul>	<ul style="list-style-type: none"><li>○ Teacher ratings (Conceptualization, Work Habits)</li><li>○ Local Assessment(s)</li><li>○ Course Grades</li><li>○ Lab performance</li><li>○ Placement test</li></ul>



# Math 6/6A Placement

4th gr State Test	Conceptualization	Self Motivation/ Work Habits	NYS Math 4 Score-converted from rubric	Practice Math 5 Raw Score Total	Converted Score Day 1	Math Module Data Raw Score	Converted Score Math Module Data	Raw Score Computation	Test Score Computation	Percentage Score InView	In View Test Score	Final Score
375	4	4	4	23	4	138	4	29	4	90	4	28
375	4	4	4	23	4	138	4	28	4	96	4	28
342	4	4	3	17	2	108	2	29	4	80	4	23
343	4	4	3	17	2	121	3	20	2	83	4	22
343	4	4	3	14	2	128	3	21	2	78	4	22
328	3	2	3	18	3	112	3	20	2	61	3	19
351	3	4	3	8	1	121	3	23	2	60	3	19

- Students placed based on overall performance.
- Subsequent performance used to evaluate predictive value of overall process & individual data points.
- Correlations found between overall score and classroom performance.

# AAPPL Speaking Proficiency Targets By Grade

<b>Grade Level</b>		<b>Acceptable Speaking Proficiency Attainment</b>	<b>AAPPL Score Equivalent</b>	<b>Proficiency Focus</b>
6 <sup>th</sup> Grade instruction]	[1/2 year of	Novice Mid	N3	Novice Range
7 <sup>th</sup> Grade		Novice High	N4	Intermediate Range
8 <sup>th</sup> Grade		Intermediate Low	I1	
9 <sup>th</sup> Grade		Intermediate Mid-	I2-I3	
10 <sup>th</sup> Grade		Intermediate Mid	I4	
11 <sup>th</sup> Grade		Intermediate High-	I4	Advanced Range
12 <sup>th</sup> Grade		Intermediate High	I5	

# World Languages Speaking Performance Assessment Rubric

Proficiency Levels →	Novice (Non Proficient)	Novice Low ⇨ (N1)	Novice Mid ⇨ (N2,N3)	Novice High ⇨ (N4)	Intermediate Low ⇨ (I1)	Intermediate Mid ⇨ (I2, I3, I4)	Intermediate High ⇨ (I5)	Advanced Low ⇨ (A)	Advanced Mid ⇨	Advanced High ⇨
<b>Major Focus</b> ↓										
<b>What words do I use? Vocabulary</b>	* I speak mostly in English.	*I use practiced or memorized words.	* I use practiced or memorized words and phrases on very familiar topics.	* I use words and phrases to express my thoughts within the current topic.  * I <u>sometimes</u> give details.	* I use a variety of words and phrases on a range of familiar topics.  * I <u>often</u> give details.	* I use a variety of words and phrases on a wide range of topics.  * I <u>usually</u> give details.	* I use expanded vocabulary within a topic and begin to use vocabulary beyond myself.  * I <u>consistently</u> give details.	* I use a variety of familiar vocabulary on academic and social topics.  * I <u>consistently</u> give details.	* I use a variety of familiar vocabulary on academic and social topics, and sometimes professional topics.  * I <u>consistently</u> give details.	
<b>How much can I say? Discourse Level</b>	* I am unable to use memorized phrases.	*I use single words.	* I use single words, lists, and phrases.  *I may use an occasional	*I use complete sentences most of the time.  *I may use an occasion	*I speak in complete sentences.  *I express myself in the present tense.	*I speak in a series of sentences.  *I begin to connect sentences.	* I combine sentences into a paragraph. * I express myself in the past, present & future.	* I speak in a few paragraphs.  * I express myself in the past, present & future with increasing control.	*I speak in well-formed paragraphs that show organization, cohesion and detail.	

# Irvington AAPPL Data Recap: Spring 2019

## SPANISH

7 <sup>th</sup> Grade, Target = Novice High (NH)			
2016	2017	2018	2019
n/a	n/a	1/75 < target (1%)	10/82 < target (12%)
		10/75 = target (13%)	14/82 = target (17%)
		64/75 > target (86%)	58/82 > target (71%)
		<b>74/75 are at or above target (99%)</b>	<b>72/82 are at or above target (88%)</b>

8 <sup>th</sup> Grade, Target = Intermediate Low (I1)			
2016	2017	2018	2019
18/76 < target (23.7%)	23/90 < target (26%)	10/78 < target (13%)	8/72 < target (11%)
21/76 = target (27.6%)	15/90 = target (17%)	11/78 = target (14%)	14/72 = target (19%)
37/76 > target (48.6%)	52/90 > target (58%)	57/78 > target (73%)	50/72 > target (70%)
<b>58/76 were at or above target (76%)</b>	<b>67/90 are at or above target (74%)</b>	<b>68/78 are at or above target (87%)</b>	<b>64/72 are at or above target (89%)</b>

# Irvington AAPPL Data Recap: Spring 2019

## FRENCH

7 <sup>th</sup> Grade, Target = Novice High (NH)			
2017	2017	2018	2019
n/a	n/a	1/46 < target (2%)	4/37 < target (11%)
		6/46 = target (13%)	9/37 = target (24%)
		39/46 > target (85%)	24/37 > target (65%)
		<b>45/46 are at or above target (98%)</b>	<b>33/37 are at or above target (89%)</b>

8 <sup>th</sup> Grade, Target = Intermediate Low (I1)			
2016	2017	2018	2019
17/41 < target (41.5%)	16/31 < target (52%)	4/38 < target (10%)	5/45 < target (11%)
16/41 = target (39%)	4/31 = target (13%)	9/38 = target (24%)	10/45 = target (22%)
8/41 > target (19.5%)	11/31 > target (35%)	25/38 > target (66%)	30/45 > target (67%)
<b>24/41 were at or above target (58.5%)</b>	<b>15/31 are at or above target (48%)</b>	<b>34/38 are at or above target (90%)</b>	<b>40/45 are at or above target (89%)</b>

Name	AAPPL Score	ACTFL Proficiency Level	Proficiency Target	
Student A	I1	IL	NH	10% BELOW Target (2/21)
Student B	I1	IL	NH	33% ON Target (7/21)
Student C	I2	IM--	NH	57% ABOVE Target (12/21)
Student D	I2	IM--	NH	
Student E	I2	IM--	NH	
Student F	I2	IM--	NH	
Student G	I2	IM--	NH	
Student H	I3	IM-	NH	
Student I	I3	IM-	NH	
Student J	I4	IM	NH	
Student K	I4	IM	NH	
Student L	N3	NM	NH	
Student M	N3	NM	NH	
Student N	N4	NH	NH	
Student O	N4	NH	NH	
Student P	N4	NH	NH	
Student Q	N4	NH	NH	
Student R	N4	NH	NH	
Student S	N4	NH	NH	
Student T	N4	NH	NH	

## AAPPL Data By Class/Grade Level

Looking at 2018-2019  
Irvington High School

Goal: To implement **instructional practices** that elevate student thinking and understanding

<p><b>2016-17 Outcome</b> Teachers will use essential questions and lesson closing activities to frame student thinking.</p>	<p><b>2017-18 Outcome</b> Closing and learning activities will reflect alignment to the four learning goals.</p>	<p><b>2018-19 Outcome</b> Student thinking is developed through aligned and articulated learning goals.</p>
<p><b>Evidence</b></p> <p>Essential questions developed and refined in Stage 1 of the unit planner</p> <p>Utilize the unit planner, EQs and closing activities during the observation and evaluation process to identify evidence of student thinking</p>	<p><b>Evidence</b></p> <p>Accurately aligned EQs &amp; Teaching Thinking to learning activities in unit planners</p> <p>Integrate the four learning goals into the observation and evaluation process</p>	<p><b>Evidence</b></p> <p>Professional development focuses on developing episodic lessons that create daily learning goals and aligned lesson activities.</p> <p>Observation cycle focuses on creating lesson plans that work towards overarching unit goals.</p>



Goal: To develop a balanced assessment system that **measures students' content knowledge, skills and dispositional thinking** . . . in other words, how will we know?

<b>2016-17 Outcome</b>  Lesson closing activities foster student self-assessment and facilitate progress monitoring.	<b>2017-18 Outcome</b>  Increased understanding of a balanced assessment system that links student outcomes to learning goals	<b>2018-19 Outcome</b>  Daily learning is aligned with formative assessments that elevate student thinking.
<b>Evidence</b> Professional development aims at deepening teacher familiarity with varied formative assessment strategies.	<b>Evidence</b> Create shared definition of Balanced Assessment System.  Unit planners feature description of assessments that align with unit goals.	<b>Evidence</b> Daily learning episodes conclude with formative assessments.  Post-assessment activities create opportunities for peer assessment and foster student self-knowledge of learning progress.  Continued revision of unit planners to demonstrate alignment between Stage 1 and Stage 2

# Using Data to Make Decisions

- AAPPL
- Candidates for Academic Intervention Services are identified through student achievement and Regents data analysis.
- Achieve 3000 to support AIS Reading
- Student IEP goals are derived through analysis of achievement data.
- Growth of PLTW and Computer Science Programs
- Honors selection processes
- Analysis of correlation between AP scores and student performance data

# World Languages Speaking Performance Assessment Rubric

Proficiency Levels →	Novice (Non Proficient)	Novice Low ⇄ (N1)	Novice Mid ⇄ (N2,N3)	Novice High ⇄ (N4)	Intermediate Low ⇄ (I1)	Intermediate Mid ⇄ (I2, I3, I4)	Intermediate High ⇄ (I5)	Advanced Low ⇄ (A)	Advanced Mid ⇄	Advanced High ⇄
<b>Major Focus</b> ↓										
<b>What words do I use? Vocabulary</b>	* I speak mostly in English.	* I use practiced or memorized words.	* I use practiced or memorized words and phrases on very familiar topics.	* I use words and phrases to express my thoughts within the current topic.  * I <u>sometimes</u> give details.	* I use a variety of words and phrases on a range of familiar topics.  * I <u>often</u> give details.	* I use a variety of words and phrases on a <u>wide</u> range of topics.  * I <u>usually</u> give details.	* I use expanded vocabulary within a topic and begin to use vocabulary beyond myself.  * I <u>consistently</u> give details.	* I use a variety of familiar vocabulary on academic and social topics.  * I <u>consistently</u> give details.	* I use a variety of familiar vocabulary on academic and social topics, and sometimes professional topics.  * I <u>consistently</u> give details.	
<b>How much can I say? Discourse Level</b>	* I am unable to use memorized phrases.	* I use single words.	* I use single words, lists, and phrases.  * I may use an occasional	* I use complete sentences most of the time.  * I may use occasional	* I speak in complete sentences.  * I express myself in the present tense.	* I speak in a series of sentences.  * I begin to connect sentences.	* I combine sentences into a paragraph. * I express myself in the past, present & future.	* I speak in a few paragraphs.  * I express myself in the past, present & future with increasing control.	* I speak in well-formed paragraphs that show organization, cohesion and detail.	

# AAPPL Data

## Spanish: Target Acquisition Rates (9-12)

2018	2019
<b># Students Meeting Target/Total # Students</b>	<b># Students Meeting Target/Total # Students</b>
195/301 -- <b>64.8%</b>	181/276 -- <b>65.6%</b>

## French: Target Acquisition Rates (9-12)

2018	2019
<b># Students Meeting Target/Total # Students</b>	<b># Students Meeting Target/Total # Students</b>
51/103 -- <b>49.5%</b>	67/117 -- <b>57.3%</b>

# PLTW and Computer Science Data

This table represents enrollment data and the corresponding percentage of students earning college credits for HS PLTW and Computer Science courses since 2015-16.

Course	15-16	College Credit	16-17	College Credit	17-18	College Credit	18-19	College Credit	19-20 Requests
Intro to Engineering	38	37%	25	80%	40	55%	29	TBD	30
Civil Eng & Architecture	19	47%	11	27%	10	50%	12	TBD	9
Principles of Engineering	N/A	N/A	8	63%	4	50%	5	80%	18
Comp Sci 1/2	12	N/A	34	N/A	34	N/A	27	N/A	34
AP Comp Sci A	10	100%	N/A	N/A	8	86%	N/A	N/A	9
AP Comp Sci Principles	N/A	N/A	N/A	N/A	N/A	N/A	11	TBD	7

# AIS Reading Data 2018-19

<u>Grade</u>	<u>Lexile Goals</u>
<b>Grade 9</b>	<b>1050-1260</b>
<b>Grade 10</b>	<b>1080-1335</b>
<b>Grades 11-12</b>	<b>1185-1385</b>

Grade	Sept 2018 Lexile	May 2019 Lexile	Growth	CCR	Notes
9	795	855	60	Approaching	Final = May 2019
9	810	855	45	Approaching	Final = May 2019
9	885	925	40	Approaching	Final = May 2019
9	920	930	10	Approaching	Final = May 2019
9	920	980	60	Approaching	Final = May 2019
9	855	1020	165	So close!	Final = May 2019
9	1025	1080	55	Yes	Final = May 2019
9	1005	1115	110	Yes	Final = May 2019
9	1065	1120	55	Yes	Final = May 2019
10	700	800	100	Approaching	Final = May 2019
10	960	1085	125	Yes	Final = May 2019
11	755	765	10	Far Below	Last assessed January 2019
11	860	960	100	Approaching	Last assessed April 2019
11	995	1025	30	Approaching	Final = May 2019
12	535	615	80	Far Below	Last assessed April 2019

# Honors Process-Social Studies

Teacher Evaluation of Social Studies Disciplinary Practices,  
Historical Thinking Skills & Dispositions and skills sets of learning

	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	<b>Student Score</b>
<p><b>Disciplinary Practices</b> (Ratings given for both student engagement in disciplinary practice and for degree in which practice occurs by student).</p>	<p><i>Student independently engages in <u>disciplinary practice</u>. Student thoroughly and consistently engages in disciplinary practice.</i></p>	<p><i>Student needs some teacher prompting to engage in disciplinary <u>practice</u>. Student generally engages in disciplinary practice.</i></p>	<p><i>Student needs extensive teacher prompting to engage in disciplinary <u>practice</u>. Student engages in limited disciplinary practice.</i></p>	<p><i>Student rarely or never engages in disciplinary <u>practice</u>. Student rarely or never engages in disciplinary practice.</i></p>	

<p><b>Reasoning Skills</b> (Ratings given for both student engagement in reasoning skill and for degree in which the skill occurs by student).</p>	<p><i>Student independently engages in disciplinary practice. Student thoroughly and consistently engages in disciplinary practice.</i></p>	<p><i>Student needs some teacher prompting to engage in disciplinary practice. Student generally engages in disciplinary practice.</i></p>	<p><i>Student needs extensive teacher prompting to engage in disciplinary practice. Student engages in limited disciplinary practice.</i></p>	<p><i>Student rarely or never engages in disciplinary practice. Student rarely or never engages in disciplinary practice.</i></p>	
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	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>	
<p><b>Dispositions and skill sets of Learning</b> <i>(Successful demonstration of self-understanding, peer interactions, self-efficacy, self-advocacy, and academic “survival skills.”</i>  <i>(See 8th grade learning skill set/dispositions)</i></p>	<p><i>Student independently thoroughly and consistently engages in dispositions and skill sets of learning.</i></p>	<p><i>Student needs some teacher prompting to engage in dispositions and skill sets of learning.</i></p>	<p><i>Student needs extensive teacher prompting to engage in dispositions and skill sets of learning.</i></p>	<p><i>Student rarely or never engages in dispositions and skill sets of learning.</i></p>	



	3 points	2 points	1 point	Student Score
<b>Grade 7 ELA exam score</b>	ELA score of 4	ELA score of 3	ELA score of 2	
<b>Grade 7 Final Report Card Average</b>	A, A+	B+,A-	B-,B	
<b>Grade 8 Quarter 1 SS Grade</b>	A-, A, A+	B-, B, B+	C+ or lower	
<b>Grade 8 Quarter 2 SS Grade</b>	A-, A, A+	B-, B, B+	C+ or lower	
<b>Teacher Evaluation</b>	Evaluation score of 35-39 <b>Disciplinary Practices, Reasoning Skills, Dispositions and Skill Sets of Learning)</b>	Evaluation score of 27-34 <b>Disciplinary Practices, Reasoning Skills, Dispositions and Skill Sets of Learning)</b>	Evaluation score of 26 or lower <b>Disciplinary Practices, Reasoning Skills, Dispositions and Skill Sets of Learning)</b>	
<b>Writing Sample</b>  Evaluated by teacher #1	<ul style="list-style-type: none"> <li>● Analysis provides thorough insight into continuity/change.</li> <li>● Develops through descriptive of historical evidence and from primary source. Provides proper sourcing information for primary source.</li> <li>● Creates an evaluative thesis</li> <li>● Organization supports message and development of ideas. Writing mechanics, sophistication and formality of vocabulary enhance and fully support message</li> </ul>	<ul style="list-style-type: none"> <li>● Analysis provides general insight into continuity/change.</li> <li>● Develops general descriptive of historical evidence and from primary source. Provides some sourcing information for primary source.</li> <li>● Creates a thesis tied to the task.</li> <li>● Organization generally supports message and development of ideas. Writing mechanics, sophistication and formality of vocabulary generally support message</li> </ul>	<ul style="list-style-type: none"> <li>● Generally lacks analysis or oversimplification into continuity/change.</li> <li>● Develops limited descriptive of historical evidence and from primary source. Provides little to no sourcing information for primary source.</li> <li>● Creates a thesis not supportive of task or lacks thesis.</li> <li>● Organization distracts from message and development of ideas. Writing mechanics, sophistication and formality of vocabulary distract from message</li> </ul>	

ELA -7 test	score	7th grade	score	8th grade -Q1	score	8th grade - Q2	score	Teacher eval	score	Writing sample score1	Writing Sample Score2	Total	Adapted Total
n/a		n/a		B+	2	B	2	21	1	3	3	11	11 (14)
4	3	A+	3	A	3	A	3	37	3	3	3	21	18
4	3	A	3	A	3	A+	3	37	3	3	2	20	17
4	3	A	3	A	3	A-	3	30	2	3	3	20	17
4	3	A+	3	A+	3	A	3	31	2	3	3	20	17
4	3	A	3	A+	3	A-	3	29	2	3	3	20	17
4	3	A+	3	A+	3	A	3	29	2	3	3	20	17
4	3	A-	2	A-	3	B+	2	35	3	3	3	19	17
3	2	A	3	A-	3	A	3	28	2	3	3	19	17
3	2	A	3	A+	3	A	3	30	2	3	3	19	17
4	3	A	3	B+	2	A-	3	29	2	3	3	19	17
4	3	A+	3	A+	3	A	3	31	2	3	2	19	16

# English Honors Process

<b>Writing Skills</b>	<b><i>Honors</i></b>	<b><i>Grade-level</i></b>	<b><i>Developing</i></b>
Organization	Logical organization (of ideas, including topic sentences and transitions) creates a coherent, cohesive response	Acceptable organization (of ideas, including topic sentences and transitions) , some issues with coherence and cohesiveness	Inconsistent organization (of ideas, including topic sentences and transitions)
Diction and sentence structure	Precise, sophisticated language and sentence structure	Appropriate language and sentence structure	Basic, inappropriate, imprecise language and sentence structure
Conventions	Writing shows a command of conventions May contain errors when attempting sophisticated language or structure	Writing show fluency  May contain occasional errors	Writing lacks fluency  Frequent errors or errors that interfere with comprehension

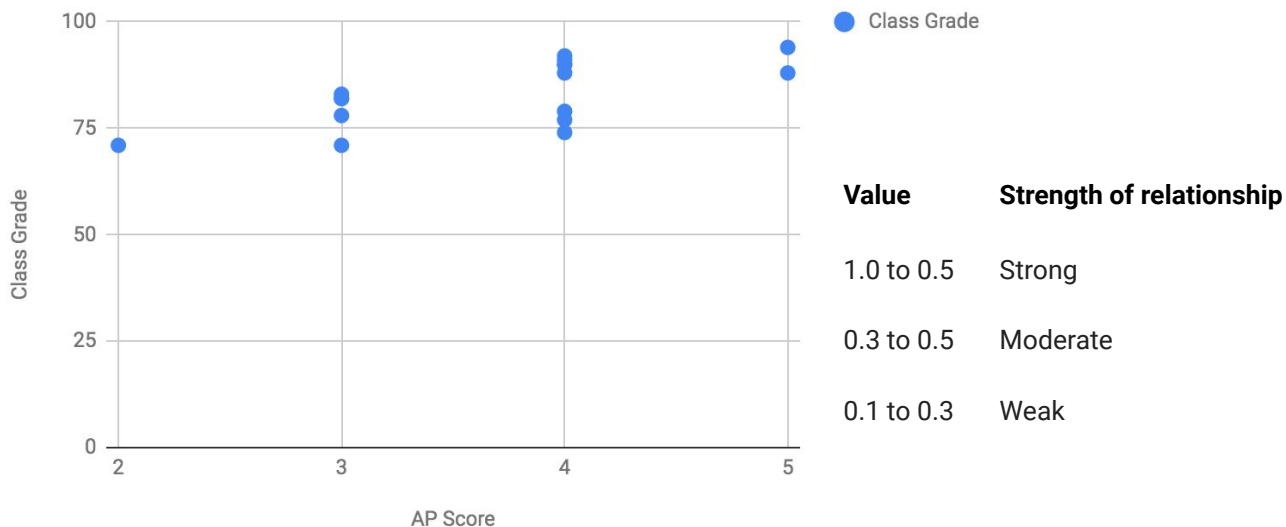
<b>Thinking Skills</b>	<b><i>Honors</i></b>	<b><i>Grade-level</i></b>	<b><i>Developing</i></b>
Thesis	Clearly identifiable thesis <i>with</i> insightful theme stated in terms that apply beyond the text	Theme is accurate and applicable  Theme may be stated in terms of the specific text/characters  Reader may need to infer thesis	Theme is stated as a 1-word topic, inaccurate, OR not applicable to the text
Choice of Evidence	Discerning, thoughtful choice of evidence	Appropriate choice of evidence	Irrelevant or minimal choice of evidence
Analysis	Insightful analysis establishes strong connection between literary element and theme	Adequate analysis establishes a general connection between literary element and theme  Analytical ideas may be repetitive	Insufficient illogical, or incomplete analysis  May be plot summary  Misunderstanding of text

# AP Correlation Analysis (2016-17 data)

EQ: To what extent is there a relationship between AP scores and class

AP Bio Score	Class Grade
5	94
3	82
4	74
5	88
4	79
3	71
4	77
3	78
3	83
4	90
3	82
2	71
4	88
4	92
4	90
4	91
<b>Correlation</b>	<b>0.6612</b>

Correlation of AP Score, Class Grade



The **correlation coefficient** measures the strength and direction of a linear relationship between two variables on a scatterplot graph. The value is always between +1 and -1. The closer the value is to 1 (or -1), the stronger the correlation. For AP Bio, the value is **.6612**, which represents a strong correlation as visualized in the scatterplot graph above. A score of 1.0 would be represented on the graph by a perfectly straight line.

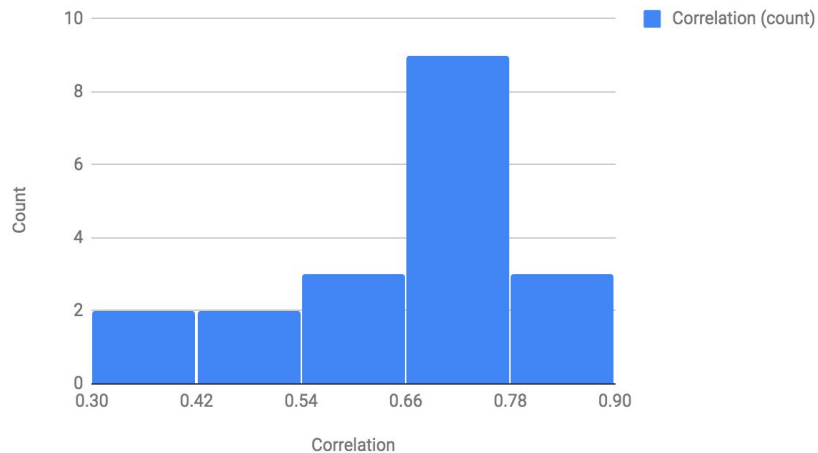
# AP Correlation Analysis (2016-17 data)

The chart shows the correlation scores for each AP course for 2016-17. The graph shows the distribution of correlation scores for the 19 AP courses offered in 2016-17.

<u>Course</u>	<u>Correlation</u>	<u>Course</u>	<u>Correlation</u>
Euro	0.3446	Macro	0.7017
Physics 1	0.3908	French	0.7142
Eng Lit	0.4727	Spanish	0.7259
Eng Lang	0.4977	Calc BC	0.7382
Psych	0.6303	Calc AB	0.7572
USH	0.6561	Micro	0.7717
Latin	0.6584	Music	0.8062
Bio	0.6612	Stats	0.8589
World	0.6741	Chemistry	0.8617
APES	0.6989		

Value	Strength of relationship
1.0 to 0.5	Strong
0.3 to 0.5	Moderate
0.1 to 0.3	Weak

Distribution of Correlation





# Goal Progress

This year, across the District:

- All staff was dedicated to and focused upon goal attainment;
- Goals were adapted, as necessary, to accommodate needs;
- Teaching and learning continued to become deeper and more targeted; and
- Staff members remained committed to their own growth and development.

*This year's work will inform future planning and goals.*



# Discussion