STUDENT PERFORMANCE REPORT

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

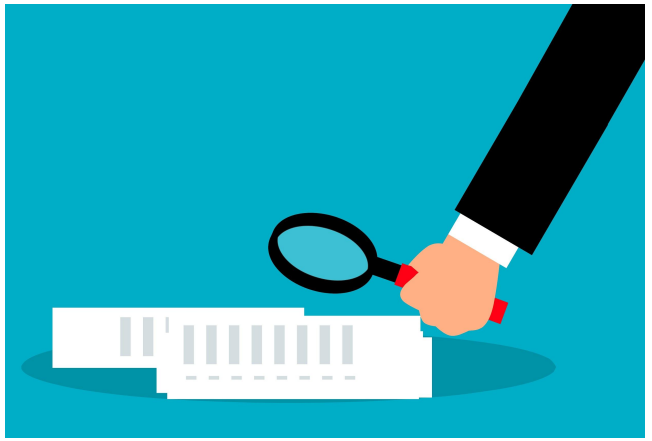
The Role of Data

- 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

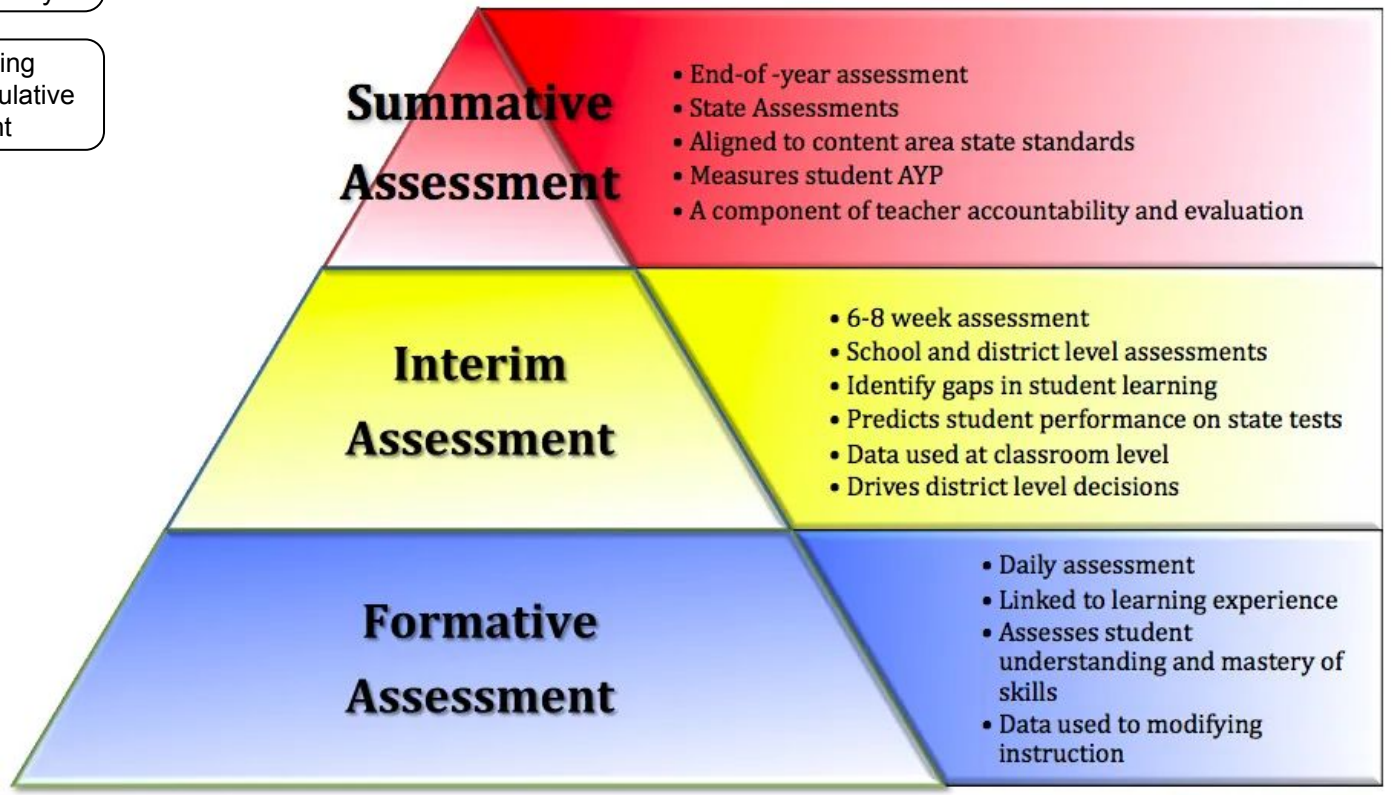
- **When** — Throughout the course
- **Why** — Identify gaps and improve learning
- **How** — Via approaches that support specific student needs

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: 21st 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:

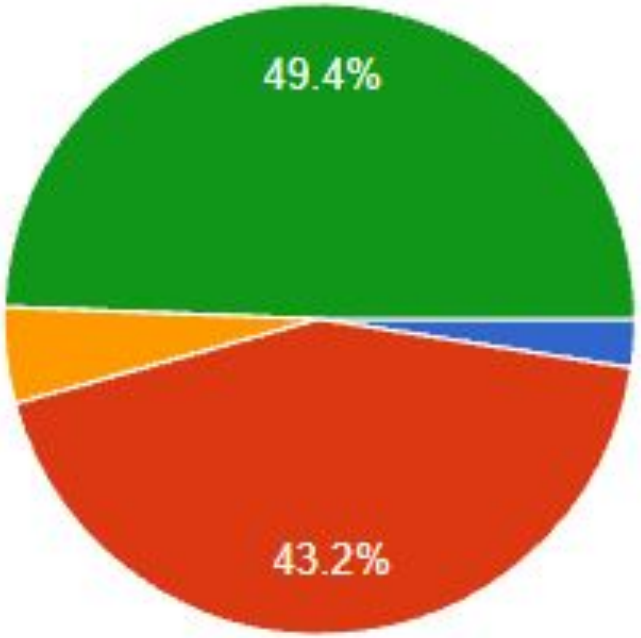
- Elementary - SEL, Universal Response
- Elementary- Writing, Math
- Secondary - IMS - Spanish
- Secondary IHS - Physics, Special Education

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 *

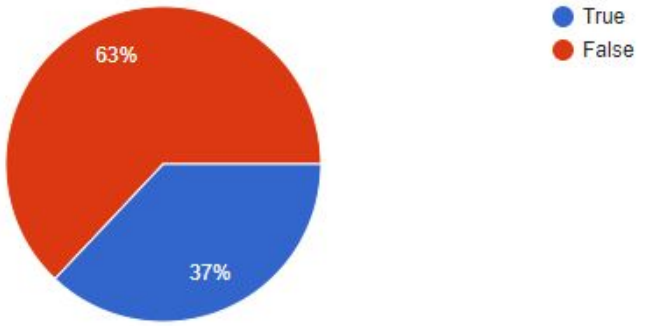
- ○ True
- ○ False

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

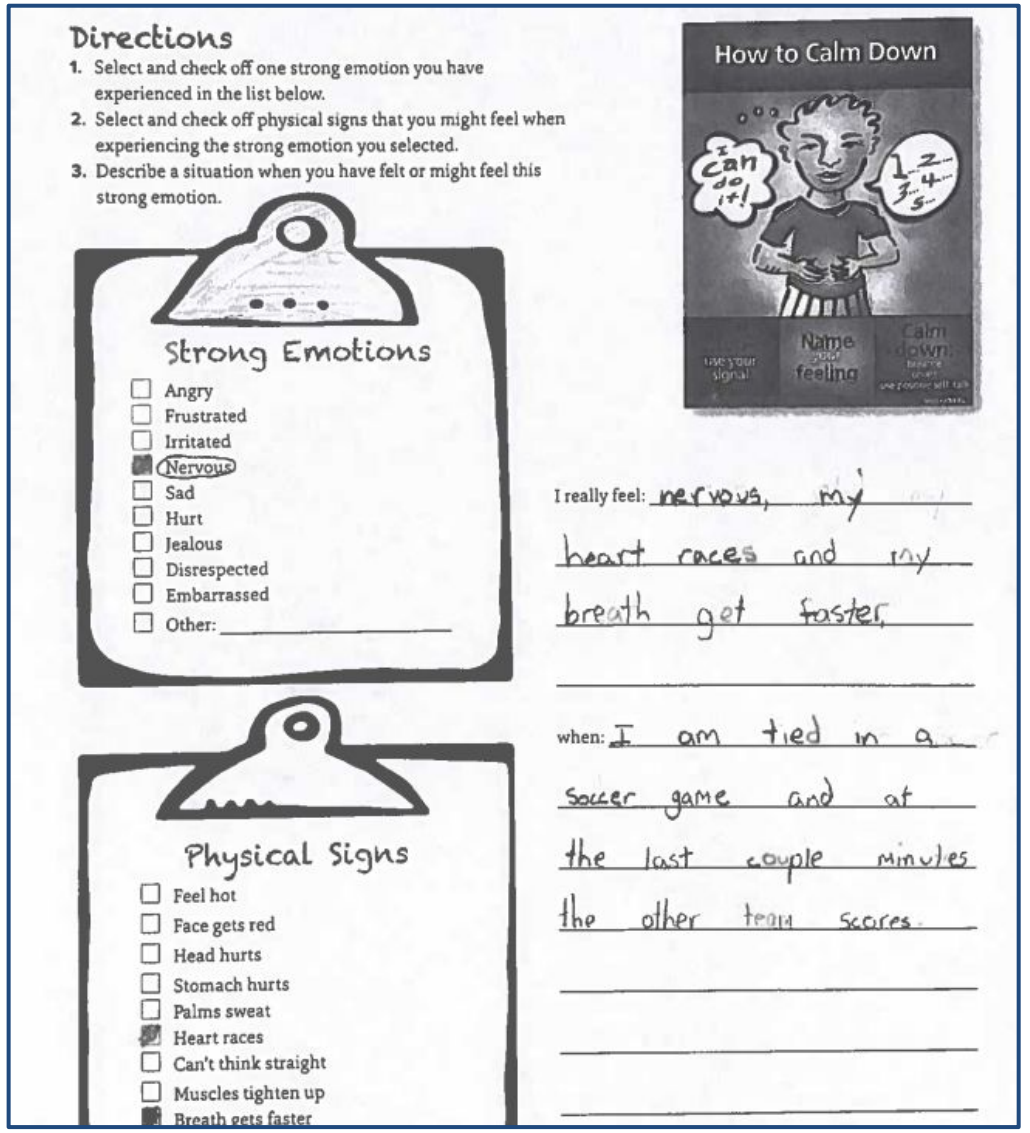


6. Select the first two things you should do to calm down: (select all that apply)

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
- [x] Nervous
- [ ] Sad
- [ ] Hurt
- [ ] Jealous
- [ ] Disrespected
- [ ] Embarrassed
- [ ] Other: _____

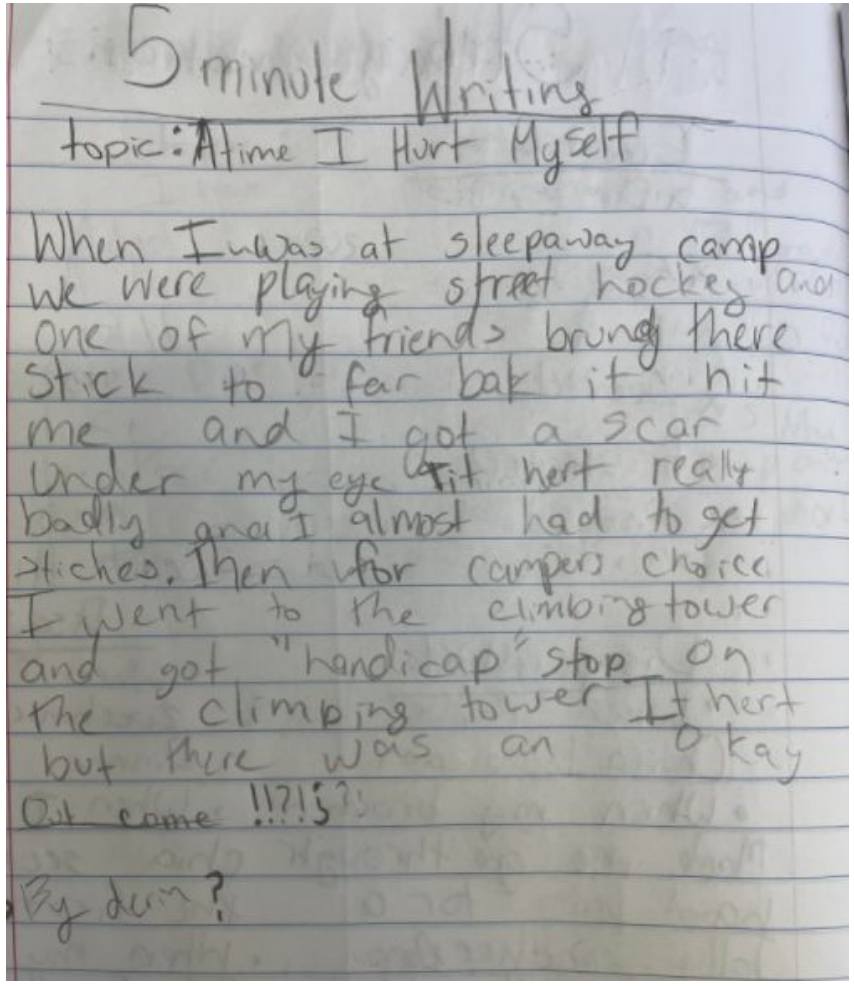
Physical Signs

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

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.

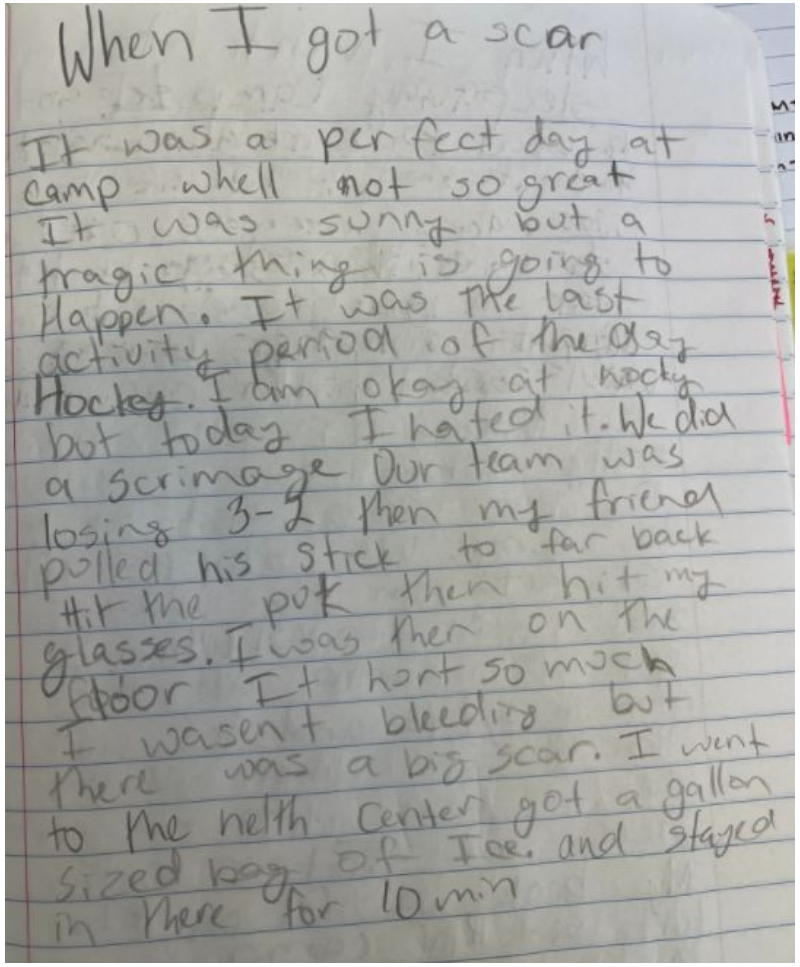


5 minute Writing

topic: A time I Hurt Myself

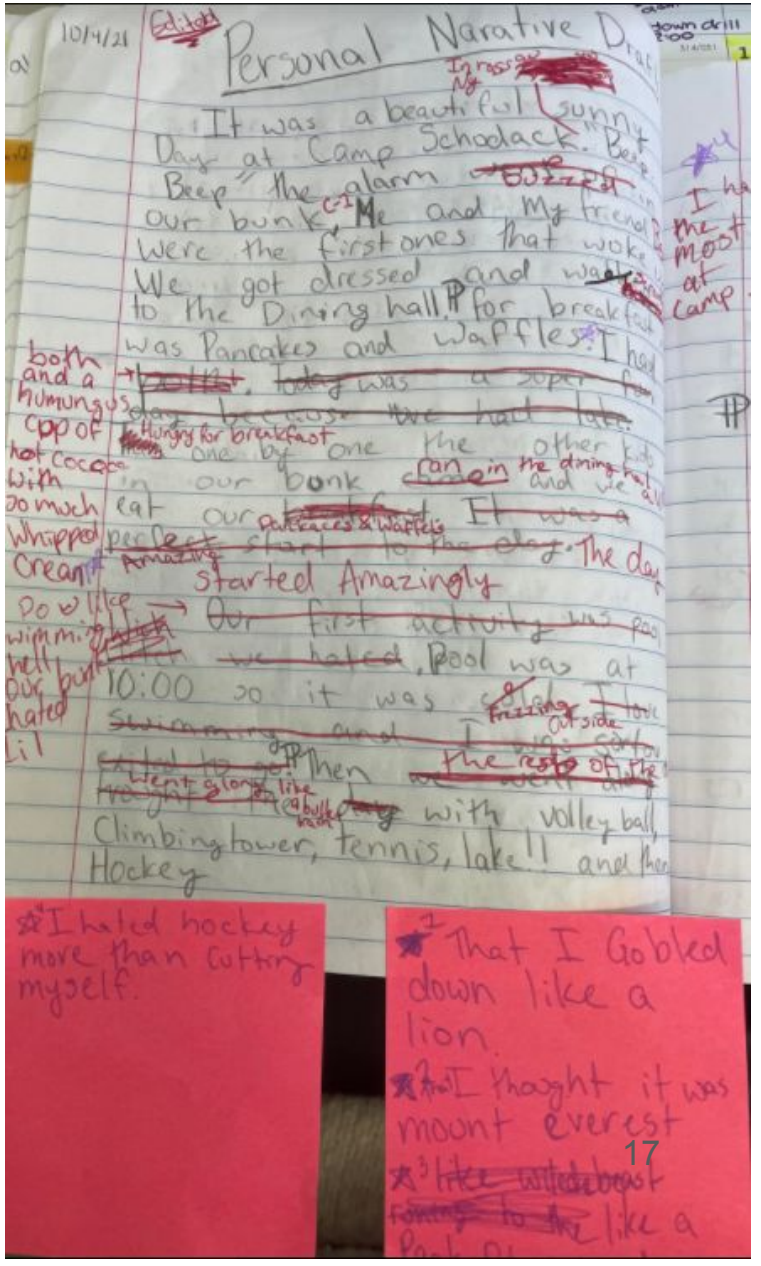
When I was at sleepaway camp we were playing street hockey and one of my friends brung there stick to far bak it hit me and I got a scar under my eye it hert really badly and I almost had to get stiches. Then for campers choice I went to the climbing tower and got "handicap" stop on the climbing tower It hert but there was an Okay Out came !!?!$?!

By dem?



When I got a scar

It was a perfect day at camp whell 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 hocky but today I hated it. We did a scrimage Our team was losing 3-2 then my friend pulled his stick to far back hit the puk then hit my glasses. I was then on the floor It hurt so much I wasent bleeding but there was a big scar. I went to the helth Center got a gallon sized bag of Ice. and stayed in there for 10 min



Personal Narrative D

10/4/21

Edited

It was a beautiful sunny Day at Camp Schodack. Beep Beep the alarm Me and my friend were the first ones that woke We got dressed and to the Dining hall for breakfast was Pancakes and Waffles. I had

Started Amazingly

Our first activity was pool. Pool was at 10:00 so it was

Then with volley ball, Climbing tower, tennis, lake!! and then Hockey

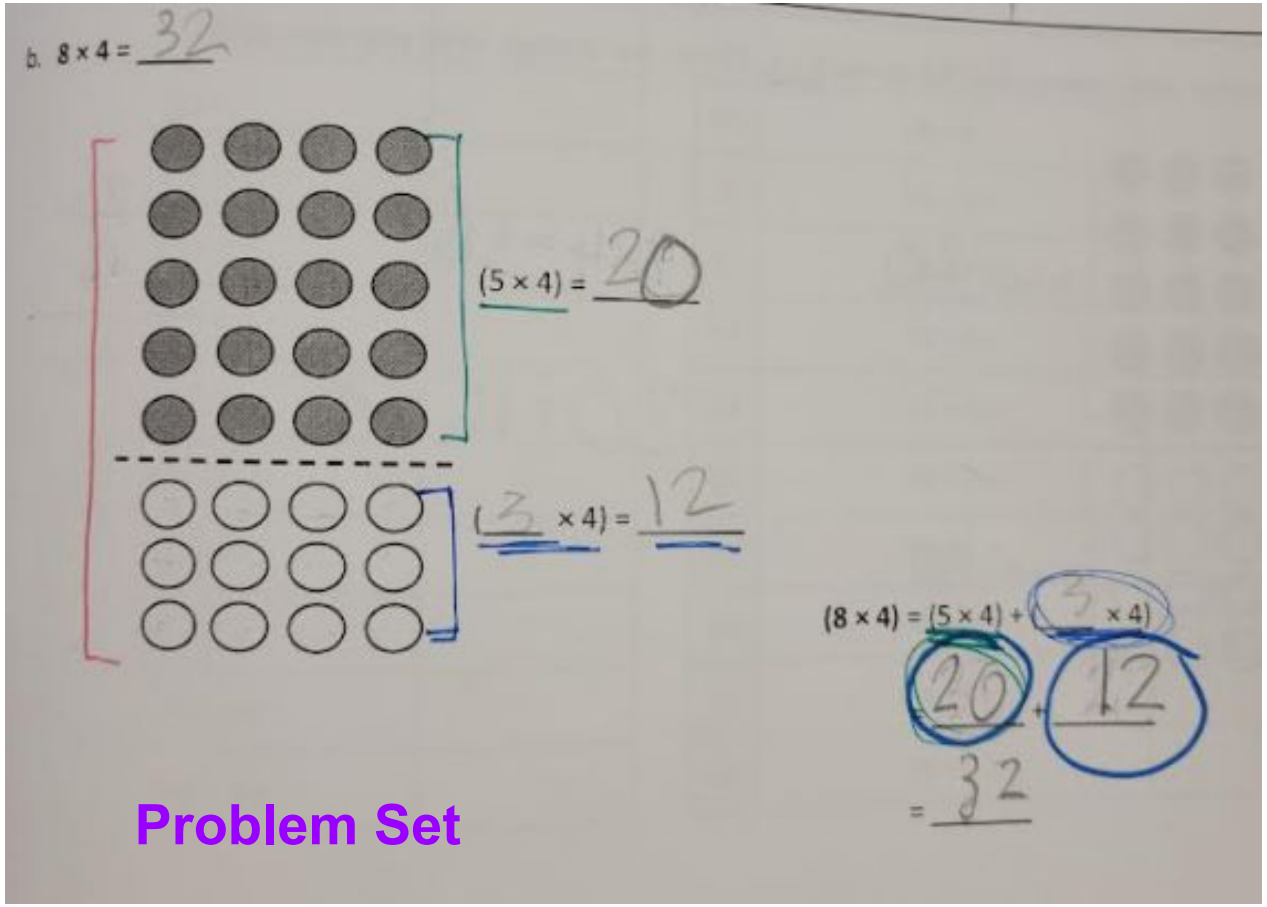
I hated hockey more than cutting myself.

That I Gobled down like a lion

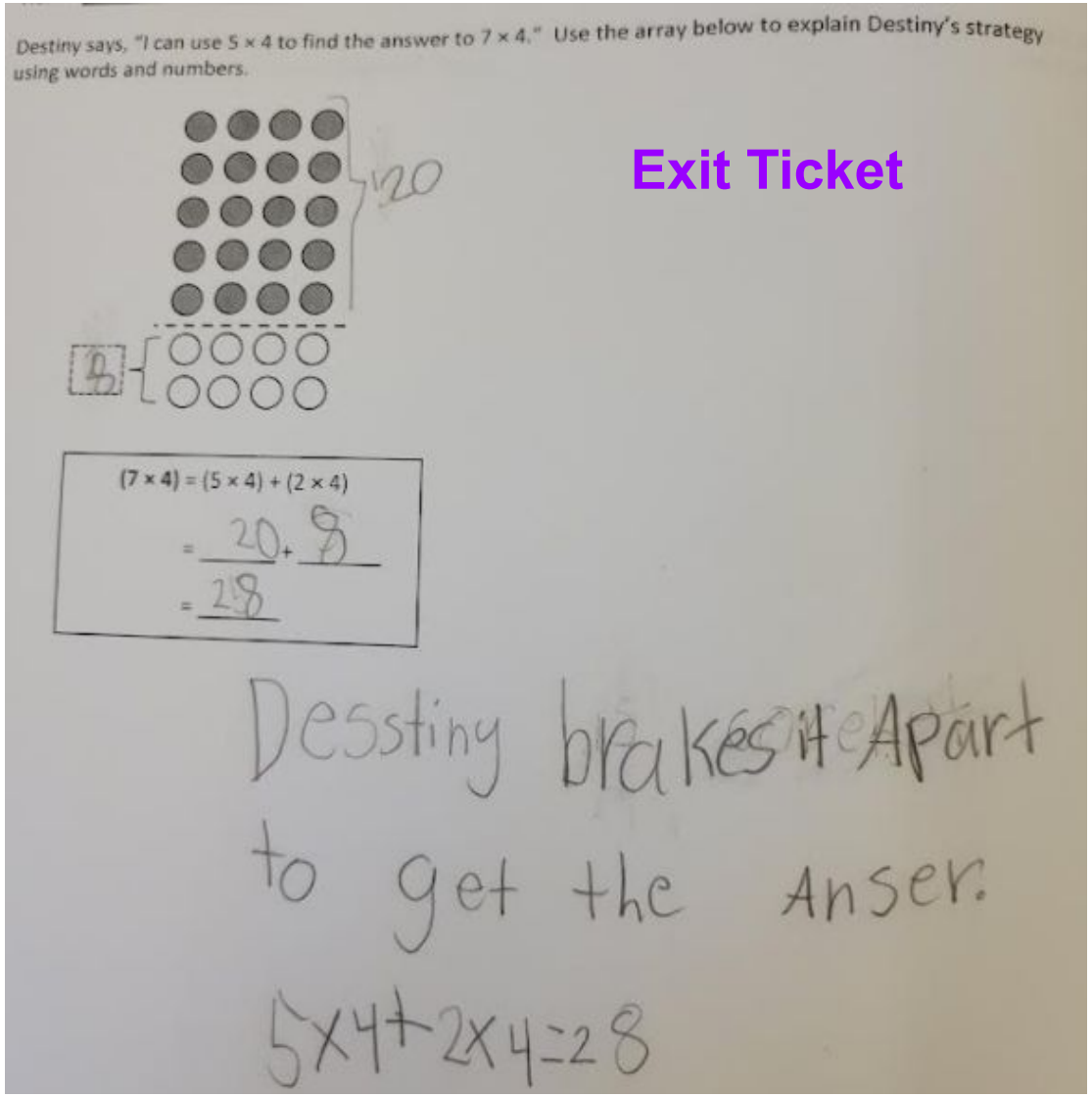
I thought it was mount everest

like a

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

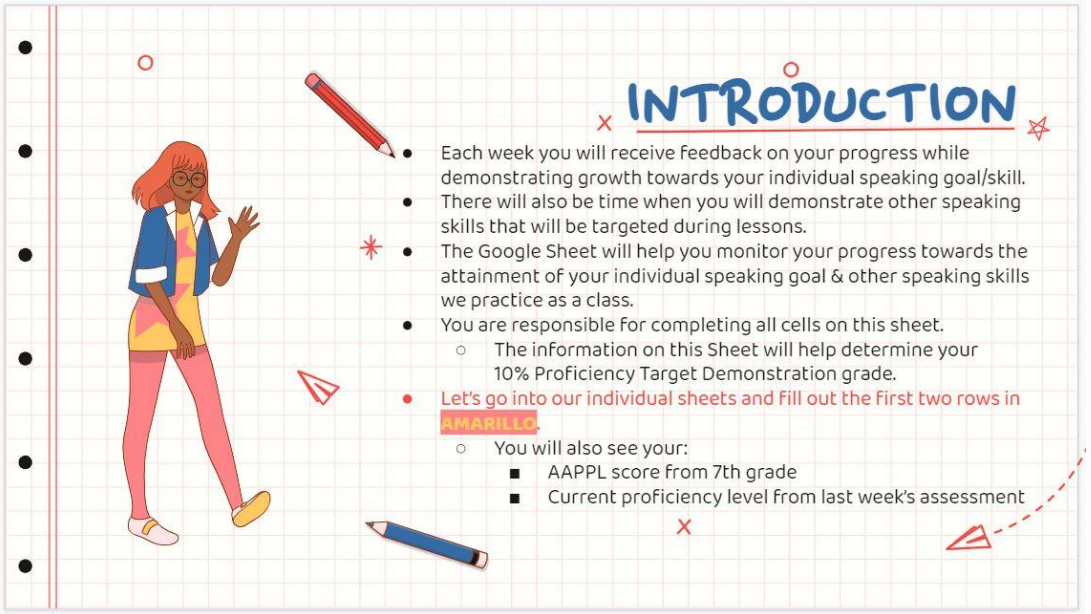


This is a 3rd grade sample of the Distributive Property which is a new concept for the students.



Irvington Middle School

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



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?	❶ Forming a VARIETY of original questions	There will also be time when you will demonstrate other speaking skills that will be targeted during lessons.
Current ILS proficiency level:	Intermediate Low	This Sheet will help you monitor your progress towards the attainment of your individual speaking goal & other speaking skills we practice as a class.
AAPPL Score from 7th grade:	I1	You are responsible for completing all cells on this sheet. The information on this Sheet will help determine your 10% Proficiency Target Demonstration grade.

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	❶ Forming a VARIETY of original questions	❶ I formed a VARIETY of original questions listed here:
2021-09-30	Self	❶ Forming a VARIETY of original questions	❶ I formed a VARIETY of original questions listed here:
2021-10-04	Teacher	❶ Demonstrating acuracy in the PRESENT	❶ I correctly formed the following verbs in the PRESENT:
2021-10-07	Self	❶ Forming a VARIETY of original questions	❶ I formed a VARIETY of original questions listed here:
2021-10-13	Peer	❶ Forming a VARIETY of original questions	❶ I formed a VARIETY of original questions listed here:
2021-10-25	Teacher	❶ Forming a VARIETY of original questions	❶ I formed a VARIETY of original questions listed here:
2021-11-1	Teacher	❶ Demonstrating acuracy in the PRESENT	❶ I correctly formed the following verbs in the PRESENT:
2021-11-3	Self	❷ Giving EXAMPLES	❷ 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
- 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
- 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,

Vibrating Springs Lab

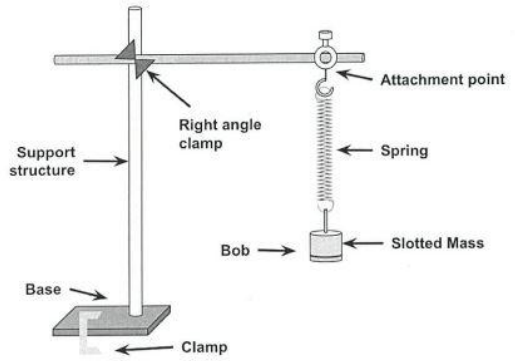
Purpose:

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:



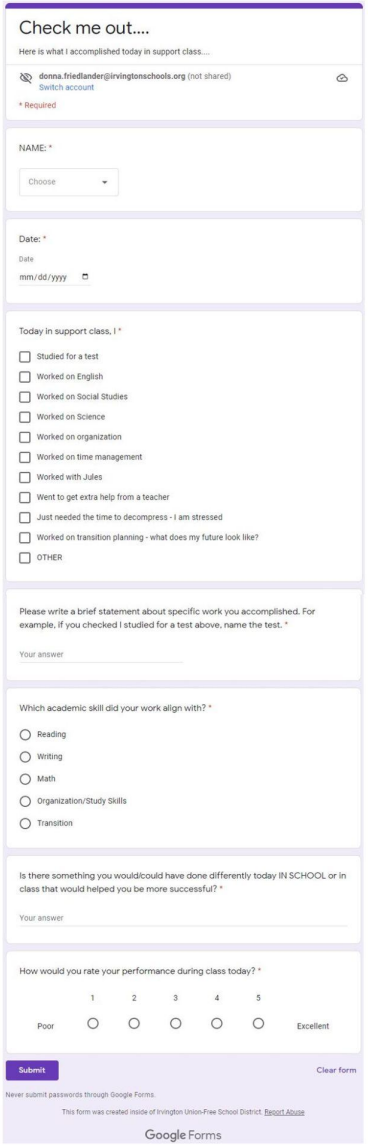
1. Take data to determine if the length of the spring pendulum affects its period. Keep constant the amplitude (.0020 m), bob mass (.500 kg), and spring constant (using the spring set with constant spring constant). Use a meter stick flush with the top of the spring to measure length and amplitude. Length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

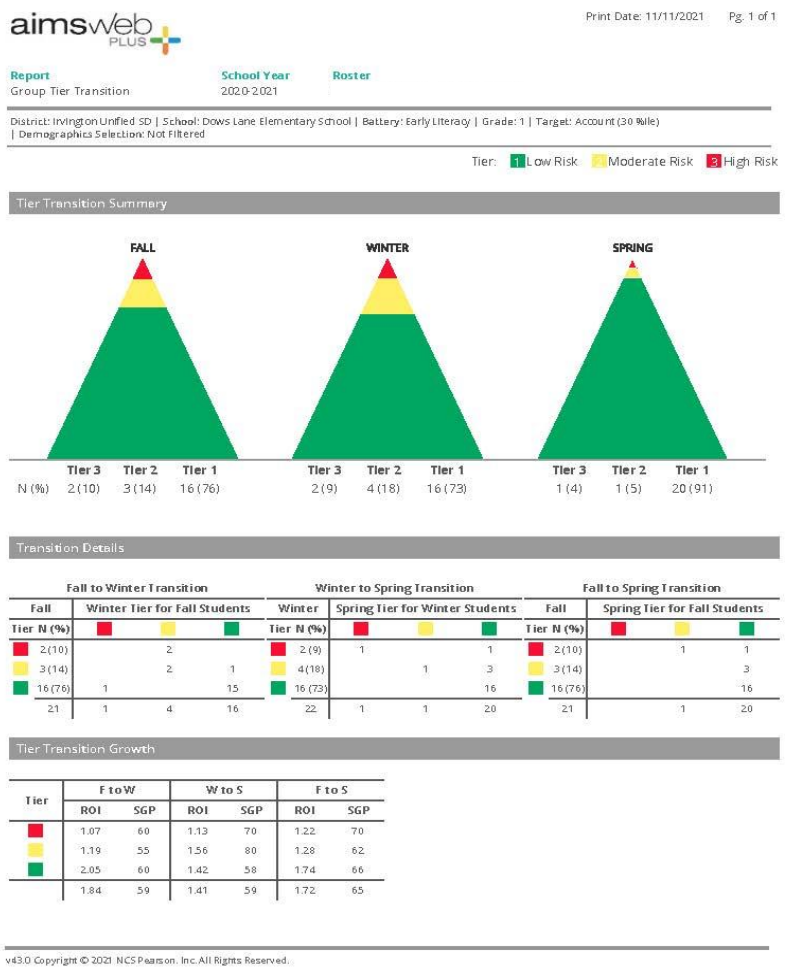


AIMSWeb

- 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



aimsweb PLUS

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

Report	School Year	Roster
Group Tier Transition	2020-2021	

District: Irvington Unified SD | School: Dows Lane Elementary School | Battery: Early Literacy | Grade: 1 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 3 High Risk

Tier Transition Summary

	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	2 (10)	3 (14)	16 (76)	2 (9)	4 (18)	16 (73)	1 (4)	1 (5)	20 (91)

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
2 (10)		2	
3 (14)		2	1
16 (76)	1		15
21	1	4	16

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
2 (9)	1		1
4 (18)		1	3
16 (73)			16
22	1	1	20

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
2 (10)		1	1
3 (14)			3
16 (76)			16
21		1	20

Tier Transition Growth

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

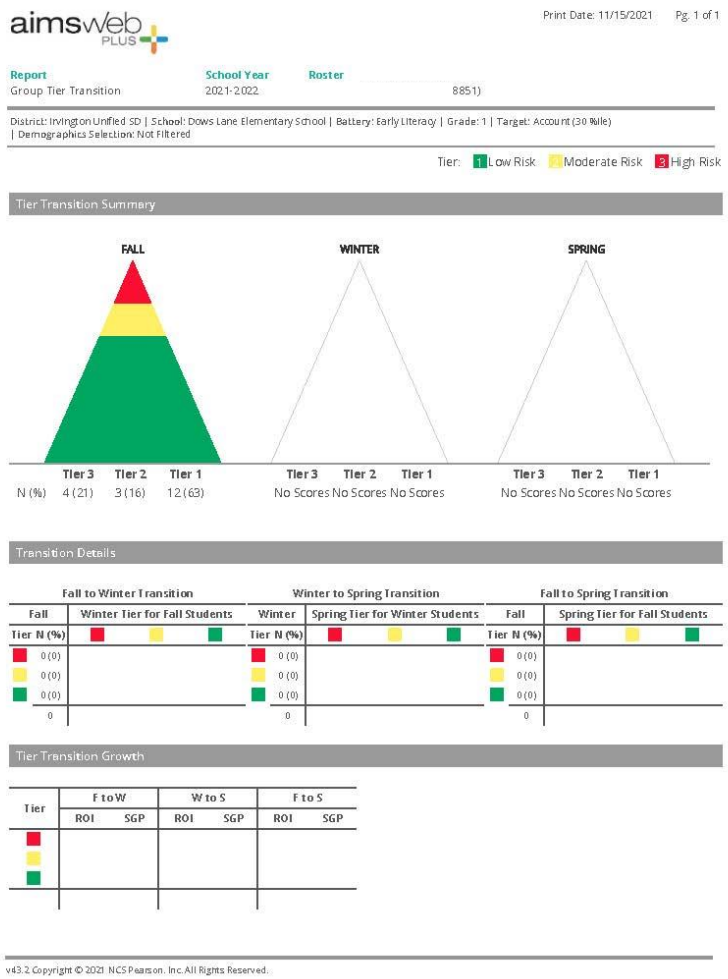
v43.0 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

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



aimsweb PLUS

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

Report	School Year	Roster
Group Tier Transition	2021-2022	8851)

District: Irvington Unified SD | School: Dows Lane Elementary School | Battery: Early Literacy | Grade: 1 | Target: Account (30 %ile) | Demographics Selection: Not Filtered

Tier: 1 Low Risk Moderate Risk 3 High Risk

Tier Transition Summary

	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	4 (21)	3 (16)	12 (63)	No Scores	No Scores	No Scores	No Scores	No Scores	No Scores

Transition Details

Fall to Winter Transition

Fall	Winter Tier for Fall Students		
Tier N (%)			
0 (0)			
0 (0)			
0 (0)			
0			

Winter to Spring Transition

Winter	Spring Tier for Winter Students		
Tier N (%)			
0 (0)			
0 (0)			
0 (0)			
0			

Fall to Spring Transition

Fall	Spring Tier for Fall Students		
Tier N (%)			
0 (0)			
0 (0)			
0 (0)			
0			

Tier Transition Growth

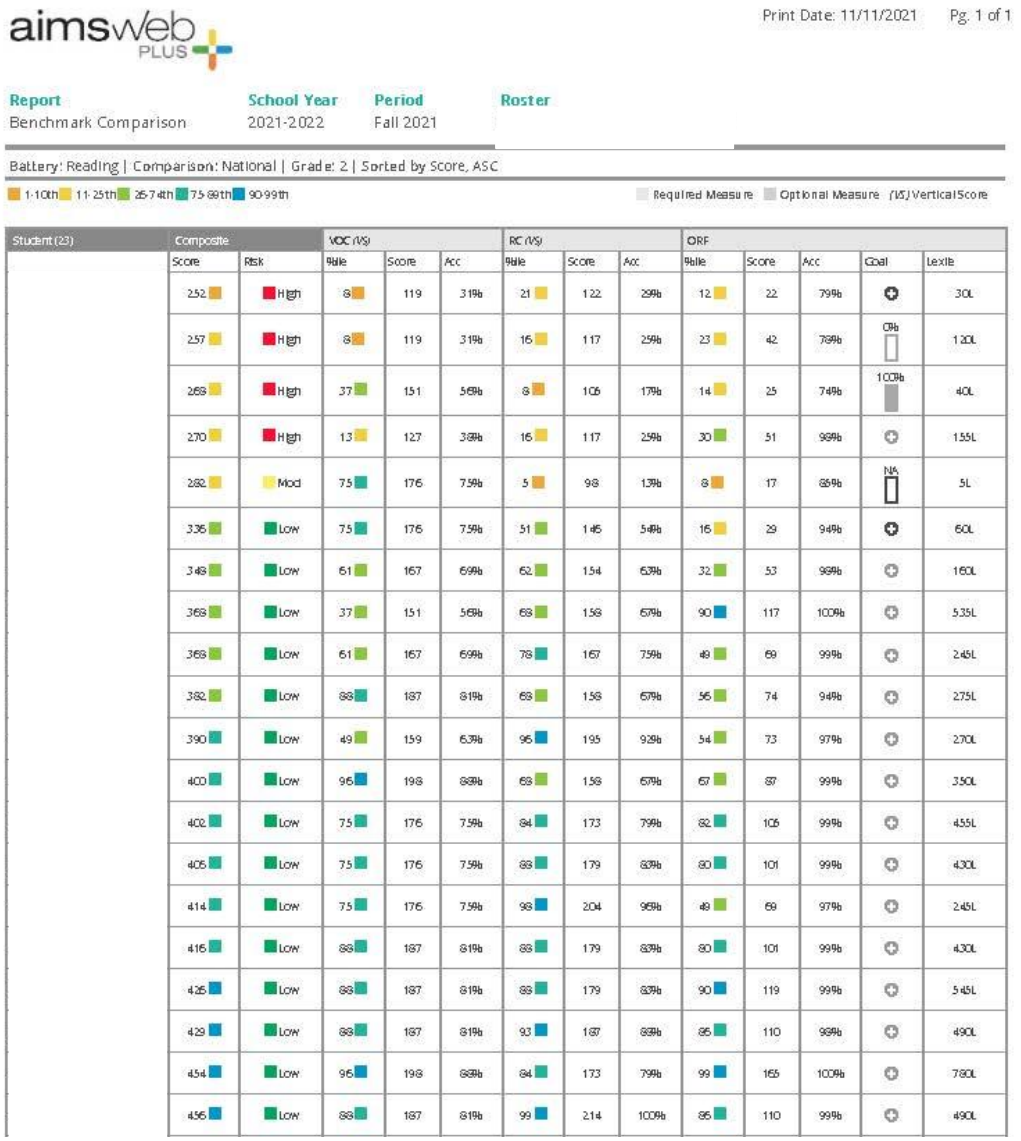
Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP

v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

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.



aimsweb PLUS

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

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

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

1-10th 11-25th 26-74th 75-89th 90-99th Required Measure Optional Measure (VS) Vertical Score

Student (23)	Composite		VOC (VS)			RC (VS)			ORF				
	Score	Risk	%ile	Score	Acc	%ile	Score	Acc	%ile	Score	Acc	Goal	Lexile
	252	High	8	119	31%	21	122	29%	12	22	79%		30L
	257	High	8	119	31%	16	117	25%	23	42	79%	0%	120L
	269	High	37	151	56%	8	105	17%	14	25	74%	100%	40L
	270	High	13	127	38%	16	117	25%	30	51	99%		155L
	282	Mod	75	176	75%	5	98	13%	8	17	65%	NA	5L
	336	Low	75	176	75%	51	145	54%	16	29	94%		60L
	349	Low	61	167	69%	62	154	63%	32	53	99%		160L
	369	Low	37	151	56%	68	158	67%	90	117	100%		535L
	369	Low	61	167	69%	78	167	75%	49	69	99%		245L
	382	Low	86	187	81%	68	158	67%	56	74	94%		275L
	390	Low	49	159	63%	95	195	92%	54	73	97%		270L
	400	Low	95	193	88%	68	158	67%	67	87	99%		350L
	402	Low	75	176	75%	84	173	79%	82	105	99%		455L
	405	Low	75	176	75%	83	179	83%	80	101	99%		430L
	414	Low	75	176	75%	98	204	96%	49	69	97%		245L
	416	Low	86	187	81%	83	179	83%	80	101	99%		430L
	426	Low	86	187	81%	83	179	83%	90	119	99%		545L
	429	Low	86	187	81%	93	187	88%	85	110	99%		490L
	454	Low	95	193	88%	84	173	79%	99	165	100%		780L
	456	Low	86	187	81%	99	214	100%	85	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.

aimsweb PLUS

Print Date: 11/15/2021 Pg. 1 of 1
Student ID:

Report	School Year	Roster	Student
Individual Benchmark	2020-2021	Main Street School	

Test: Math | Grade: 4

Comparison: National Norms — Target — Score — National Avg

Below Average | Average | Above Average

343
299
252
205
158
111
Score

Fall 20 | Winter 21 | Spring 21
Grade 4

Performance

	Fall 2020	Winter 2021	Spring 2021
Student Score	207	231	302
National Percentile	64	81	96
Performance Level	Average	Above Average	Well Above Average
Risk Status	Low	Low	Low

Rate of Improvement

	Fall-Winter	Winter-Spring	Fall-Spring
Student ROI	1.87	3.76	3.00
National ROI	0.54	1.23	0.79
Student Growth %ile	85	95	95

v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

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

aimsweb PLUS

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

Report	School Year	Period	Roster
Benchmark Distribution	2020-2021	Spring 2020-2021	Main Street School

District: Irvington Unified SD | Test: Math | Grade: 4-5 | Demographics Selection: Not Filtered | Target: Account (30 %ile)

Show: Grades Comparison: National Norms — Median — Target

353
303
255
207
159
111
Score

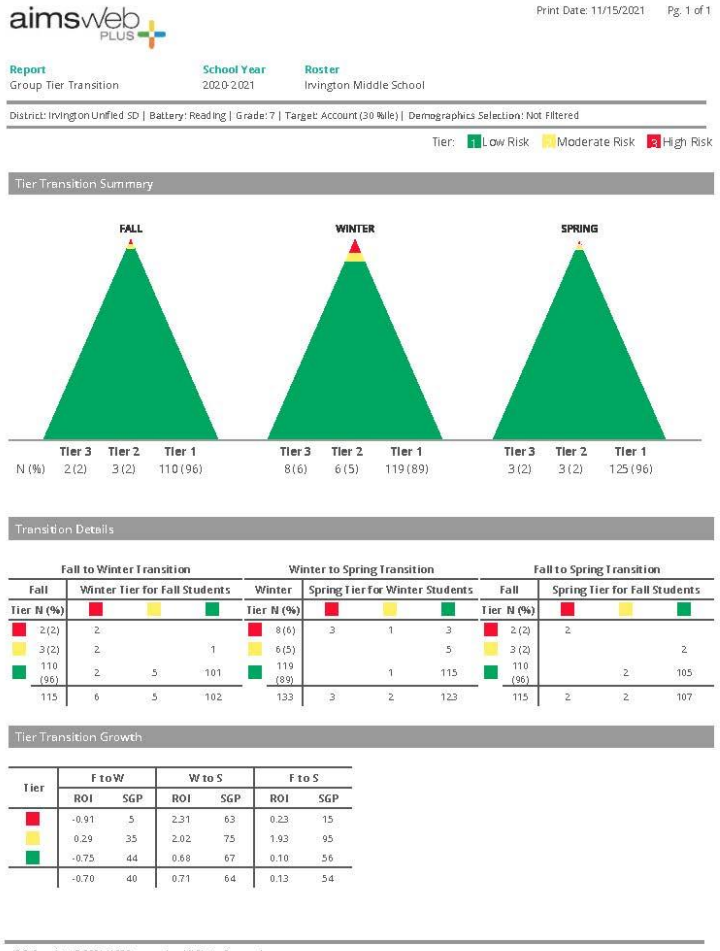
Grade 4 | Grade 5

Comparison: National	Grade 4	Grade 5
90-99th %ile	59 (41.3%)	61 (45.5%)
75-89th %ile	37 (25.9%)	25 (18.7%)
26-74th %ile	39 (27.3%)	35 (26.1%)
11-25th %ile	2 (1.4%)	4 (3.0%)
1-10th %ile	6 (4.2%)	9 (6.7%)
Total Students	143	134
Mean	265.0	271.2
Standard Deviation	41.29	43.54

v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

AIMSWeb - Middle School

2020-21



aimsweb PLUS

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

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

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

Tier: 1 Low Risk Moderate Risk 2 High Risk

Tier Transition Summary

FALL WINTER SPRING

	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	2 (2)	3 (2)	110 (96)	8 (6)	6 (5)	119 (89)	3 (2)	3 (2)	125 (96)

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

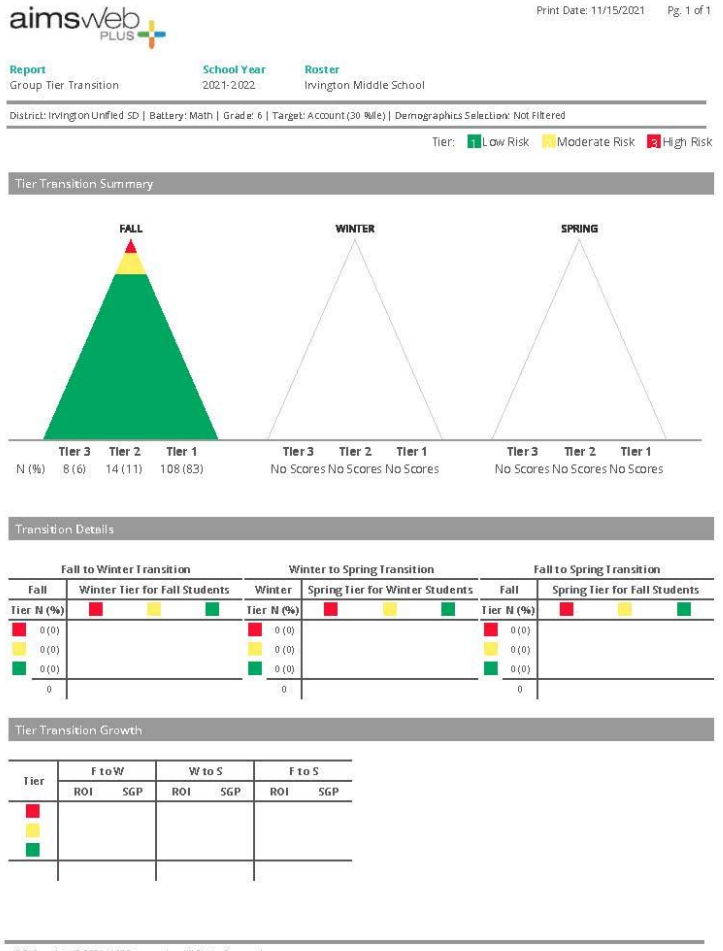
v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

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	School Year	Roster
Group Tier Transition	2021-2022	Irvington Middle School

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

Tier: 1 Low Risk Moderate Risk 2 High Risk

Tier Transition Summary

FALL WINTER SPRING

	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	8 (6)	14 (11)	108 (83)	No Scores	No Scores	No Scores	No Scores	No Scores	No Scores

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

v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

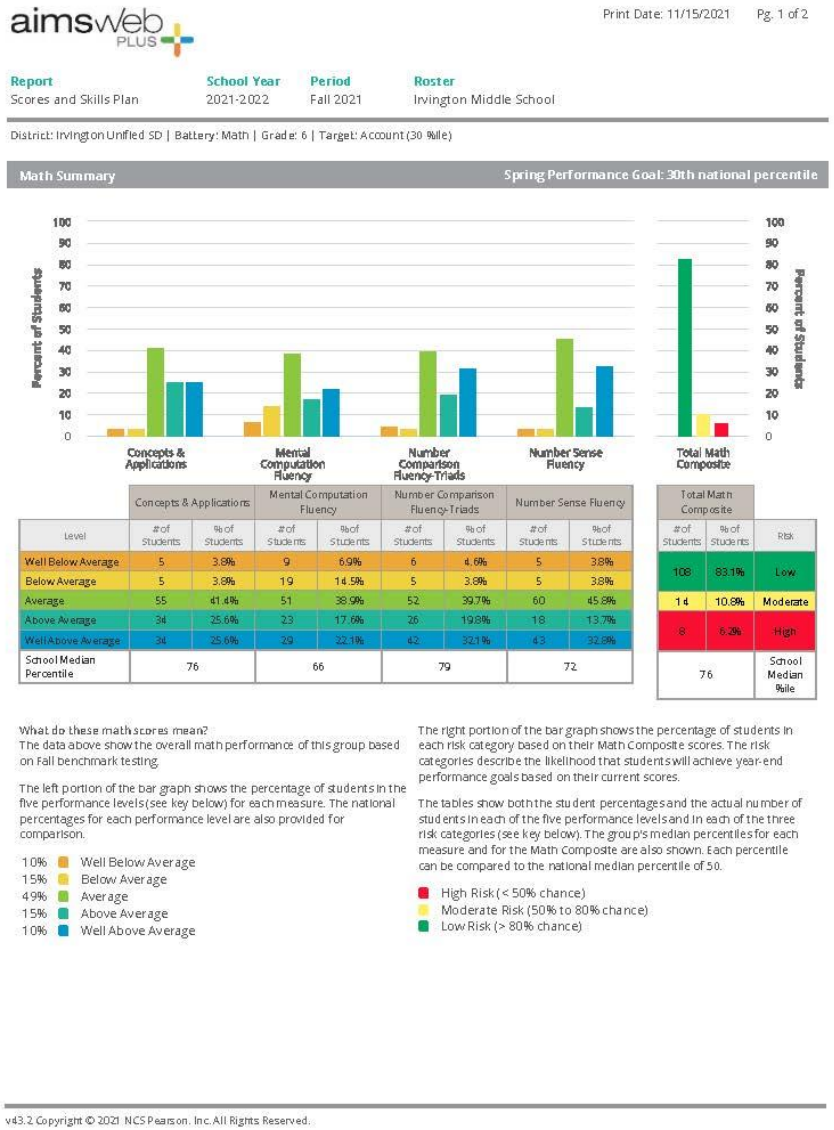
AIMSWeb - Middle School

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)



aimsweb PLUS

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

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

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

Math Summary — Spring Performance Goal: 30th national percentile

Level	Concepts & Applications #of Students	Concepts & Applications % of Students	Mental Computation Fluency #of Students	Mental Computation Fluency % of Students	Number Comparison Fluency-Triads #of Students	Number Comparison Fluency-Triads % of Students	Number Sense Fluency #of Students	Number Sense Fluency % of Students
Well Below Average	5	3.8%	9	6.9%	6	4.6%	5	3.8%
Below Average	5	3.8%	19	14.5%	5	3.8%	5	3.8%
Average	55	41.4%	51	38.9%	52	39.7%	60	45.8%
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	

Total Math Composite #of Students	Total Math Composite % of Students	Risk
108	83.1%	Low
14	10.8%	Moderate
8	6.2%	High
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)

v43.2 Copyright © 2021 NCS Pearson, Inc. All Rights Reserved.

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 8th 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):

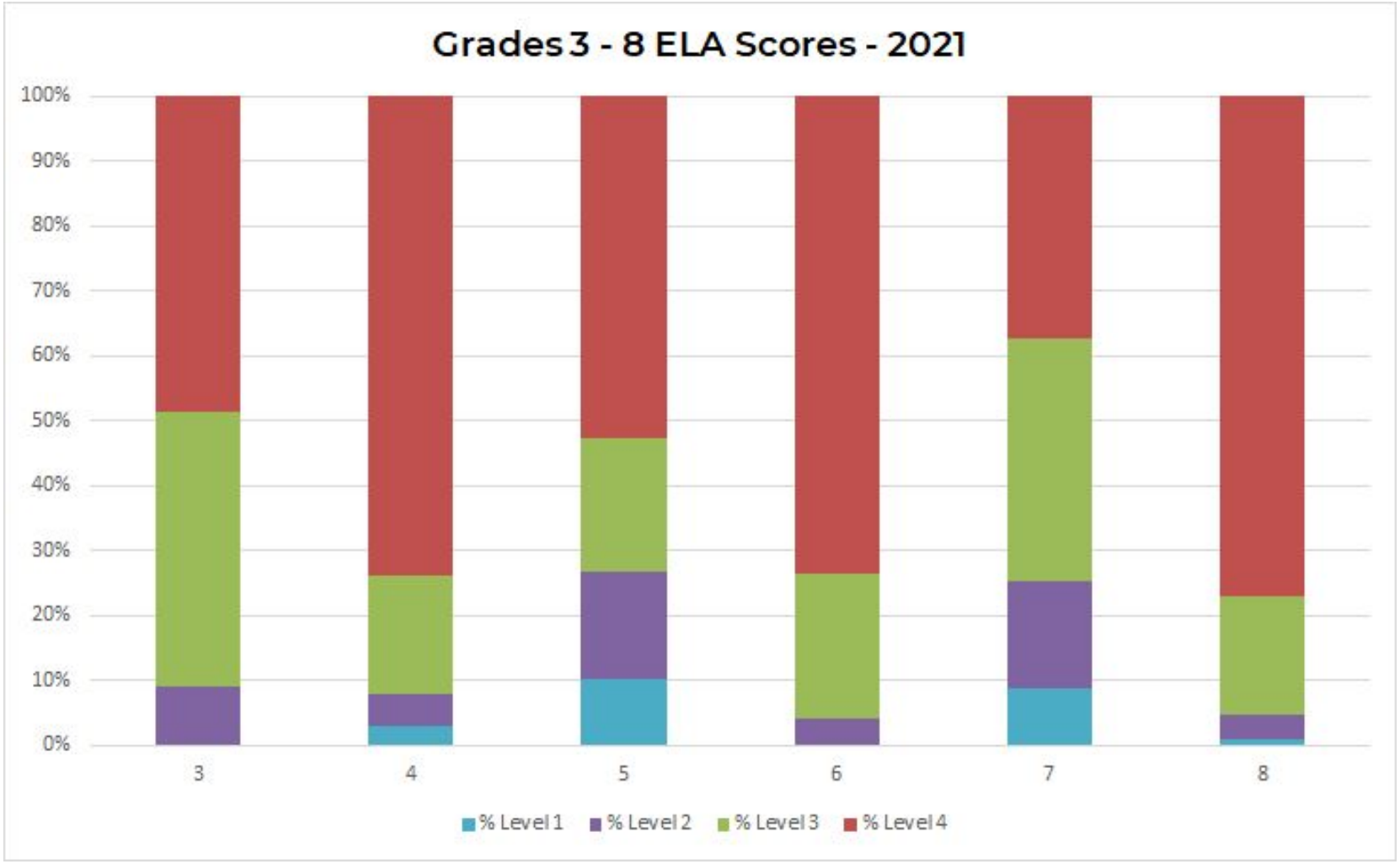
Algebra 99%	**English 100%**	**Earth Science 100%**	**Living Environment 98%**

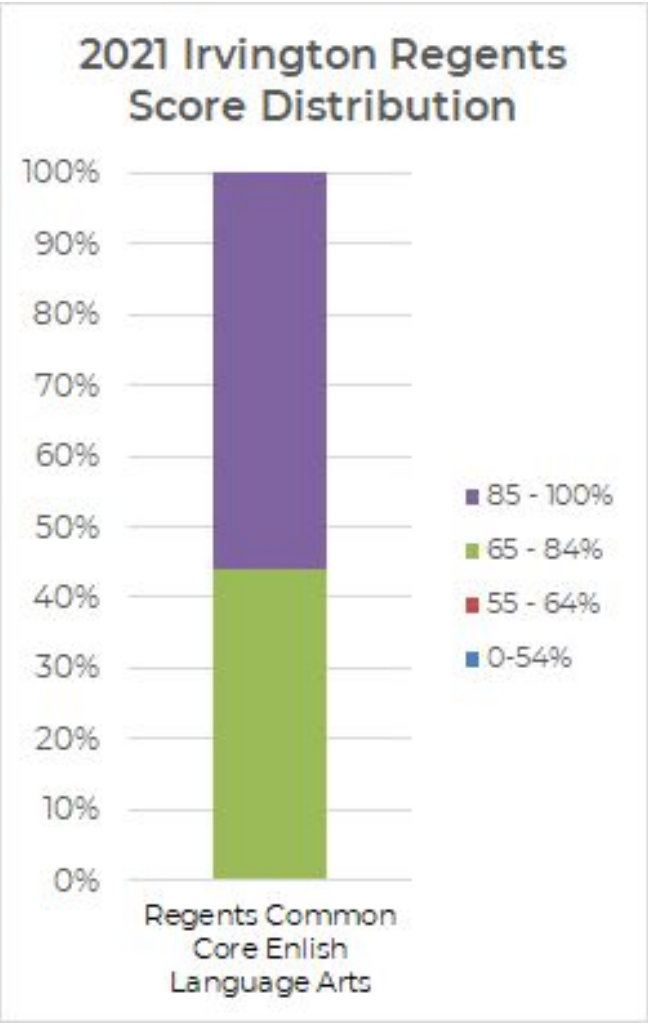
Executive Summary – Standardized Tests

- 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

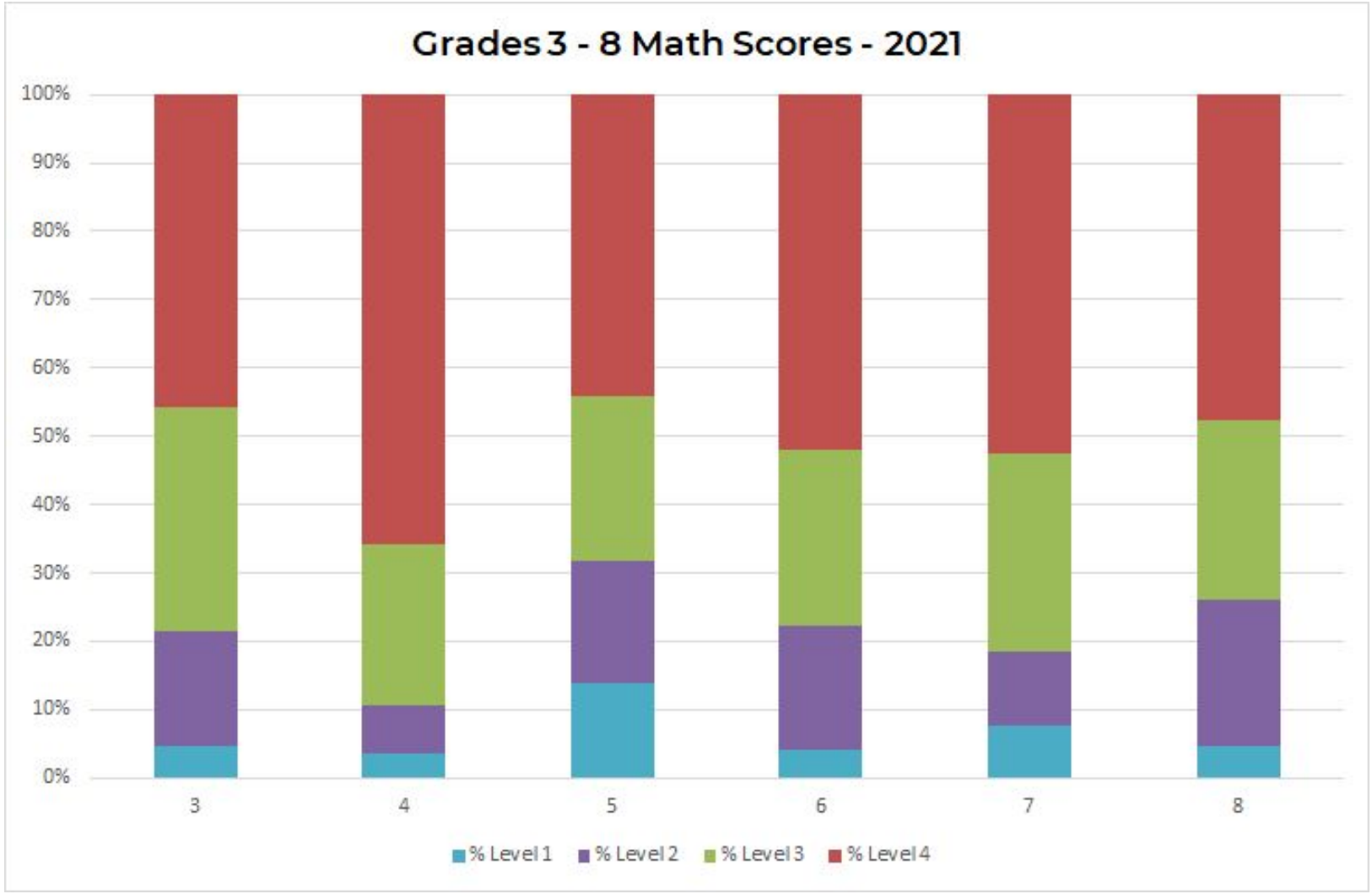
New York State Tests English Language Arts & Mathematics

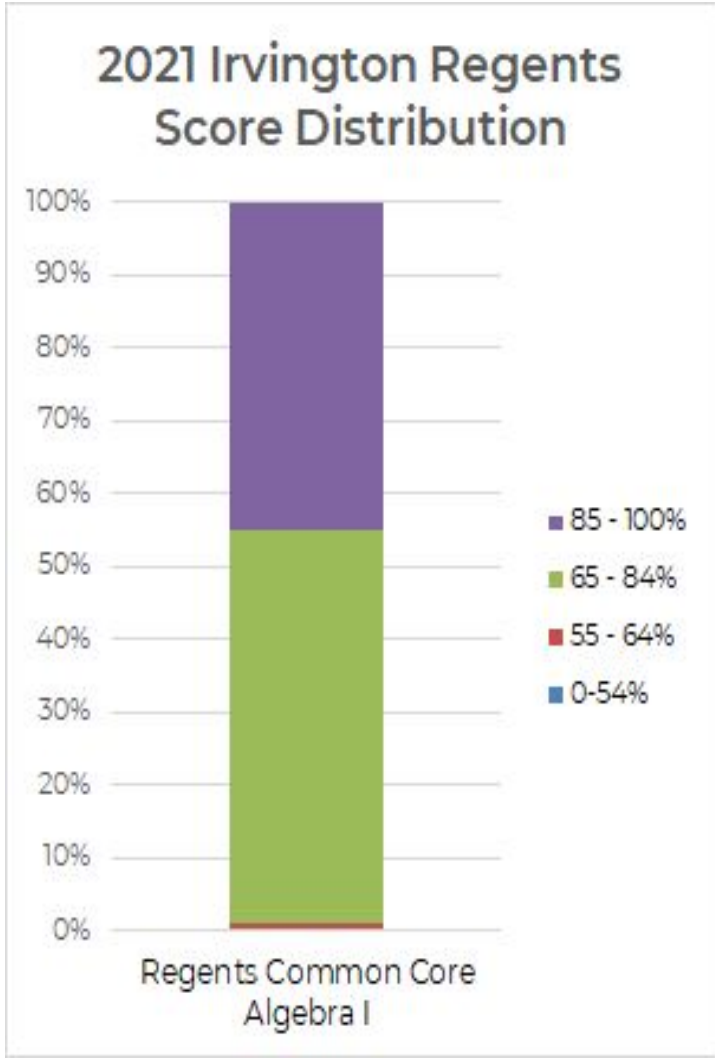
2021 English Language Arts Scores





2021 Mathematics Scores





Comparative Data
Grade 3 - 8 Tests & Regents Exams

Comparison Data

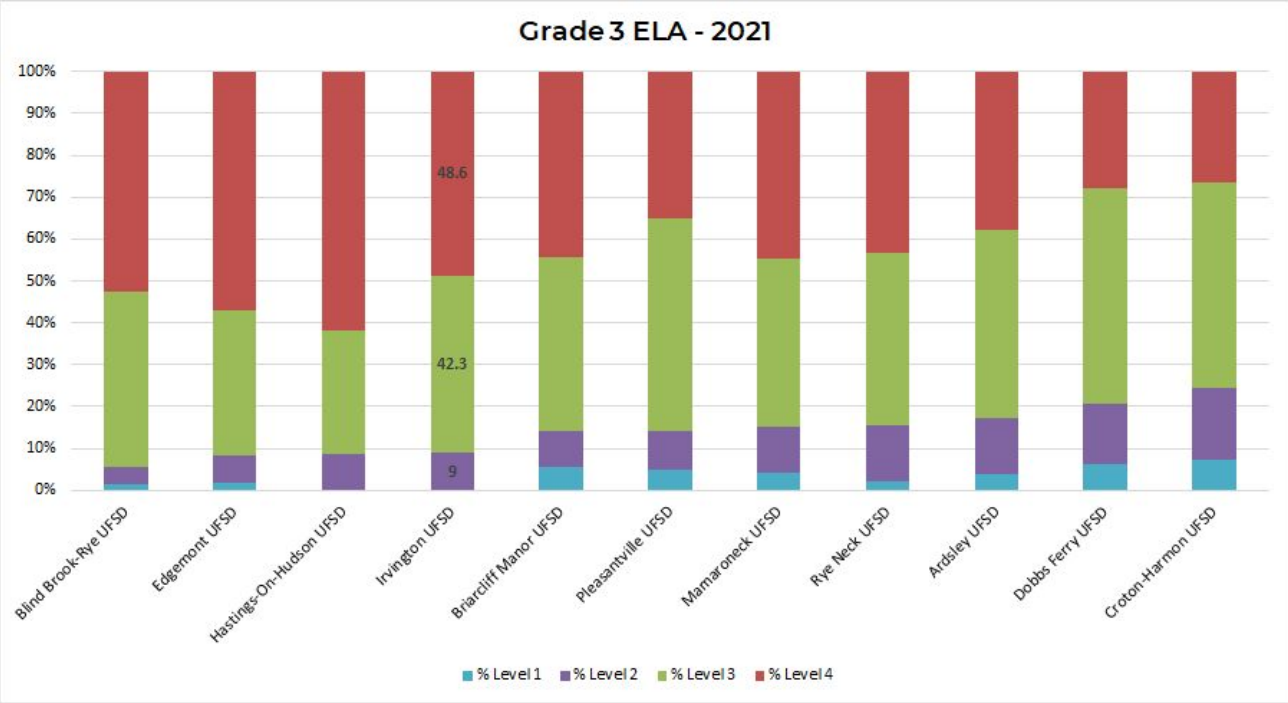
To better understand how Irvington students performed in context of comparative districts, the following slides include data for the following districts:

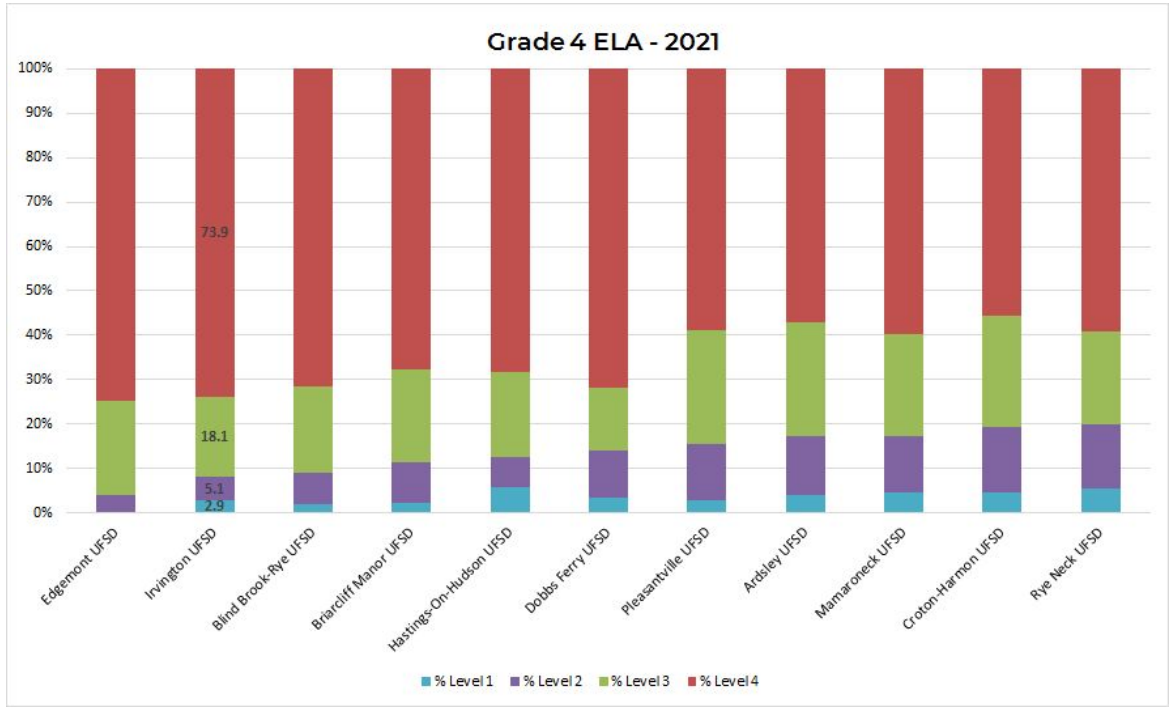
- Ardsley
- Blind Brook
- Briarcliff Manor
- Croton-Harmon
- Dobbs Ferry
- Edgemont
- Hastings-on-Hudson
- Irvington
- Mamaroneck
- Pleasantville
- Rye Neck

English Language Arts
Grade 3 - 8

2021 ELA - Grades 3 & 4

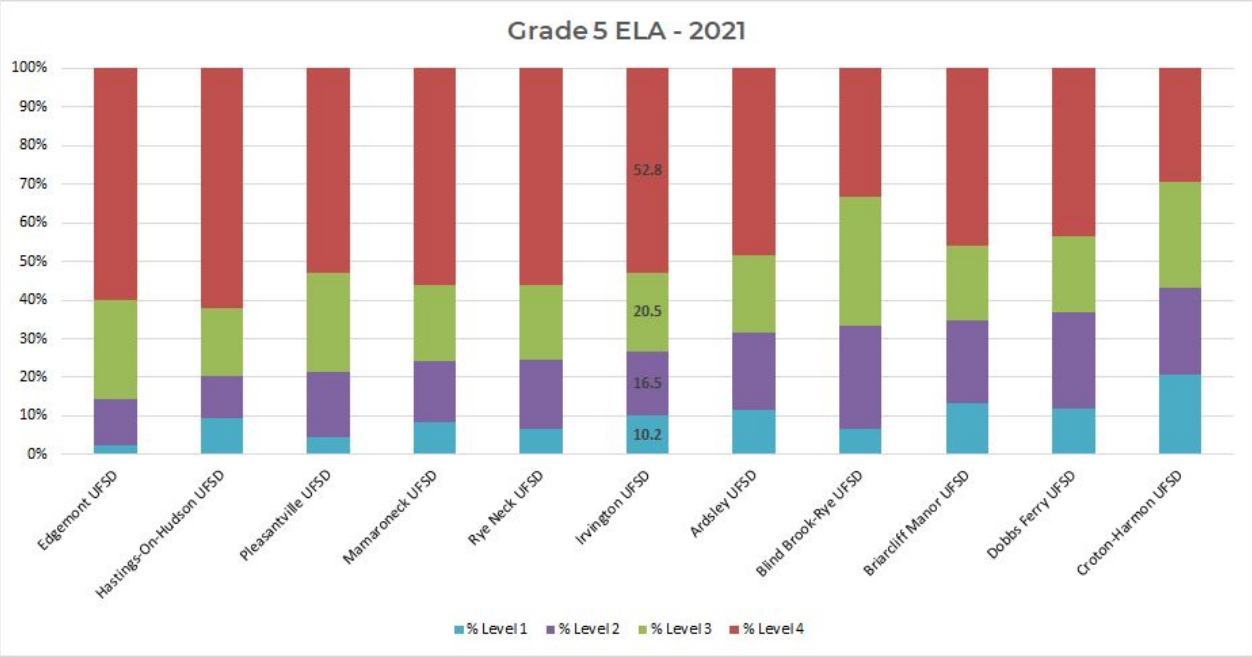
Score Distribution vs Comparison Cohort of Westchester Schools

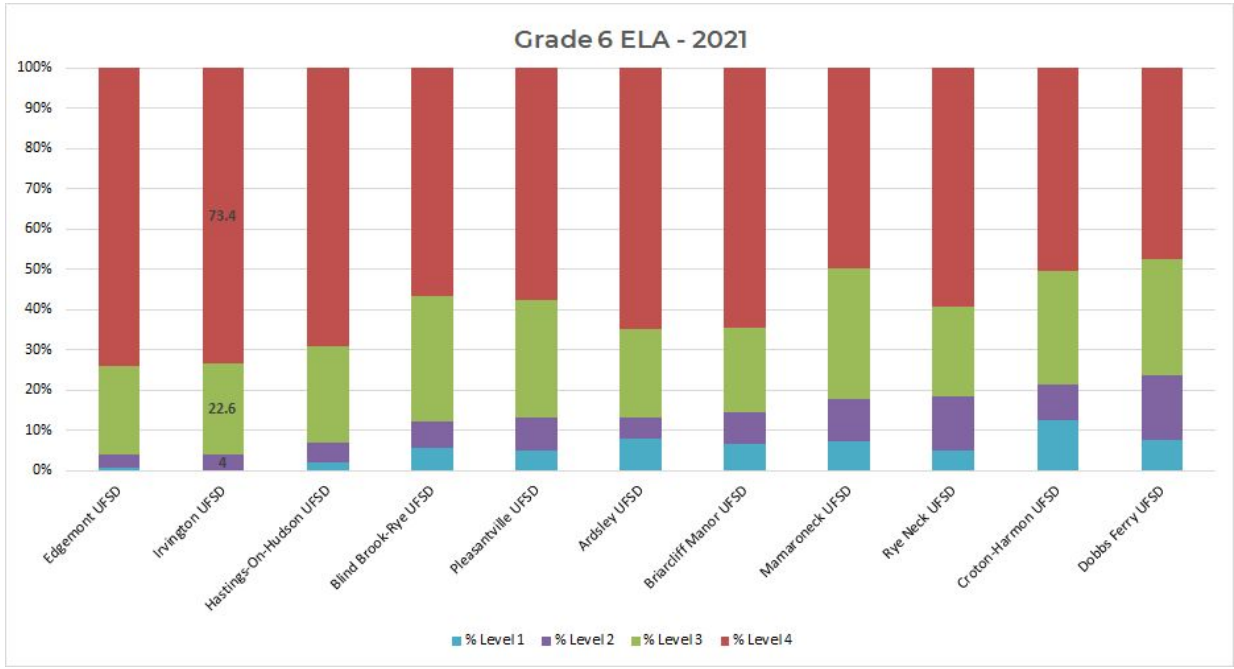




2021 ELA - Grades 5 & 6

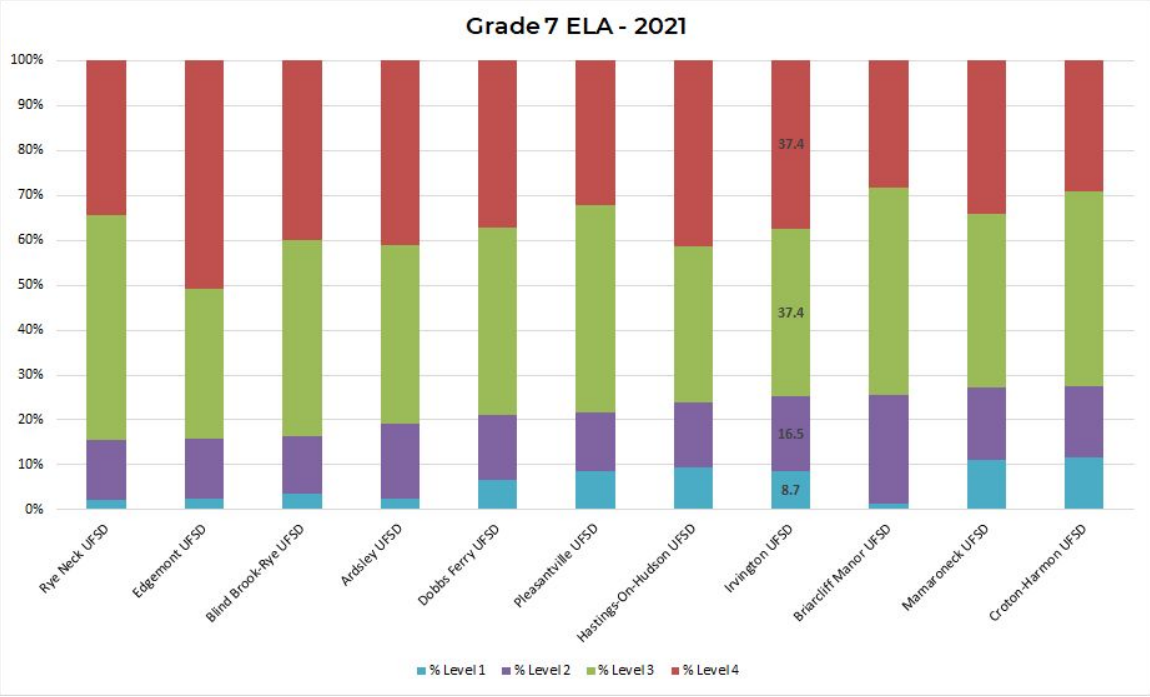
Score Distribution vs Comparison Cohort of Westchester Schools

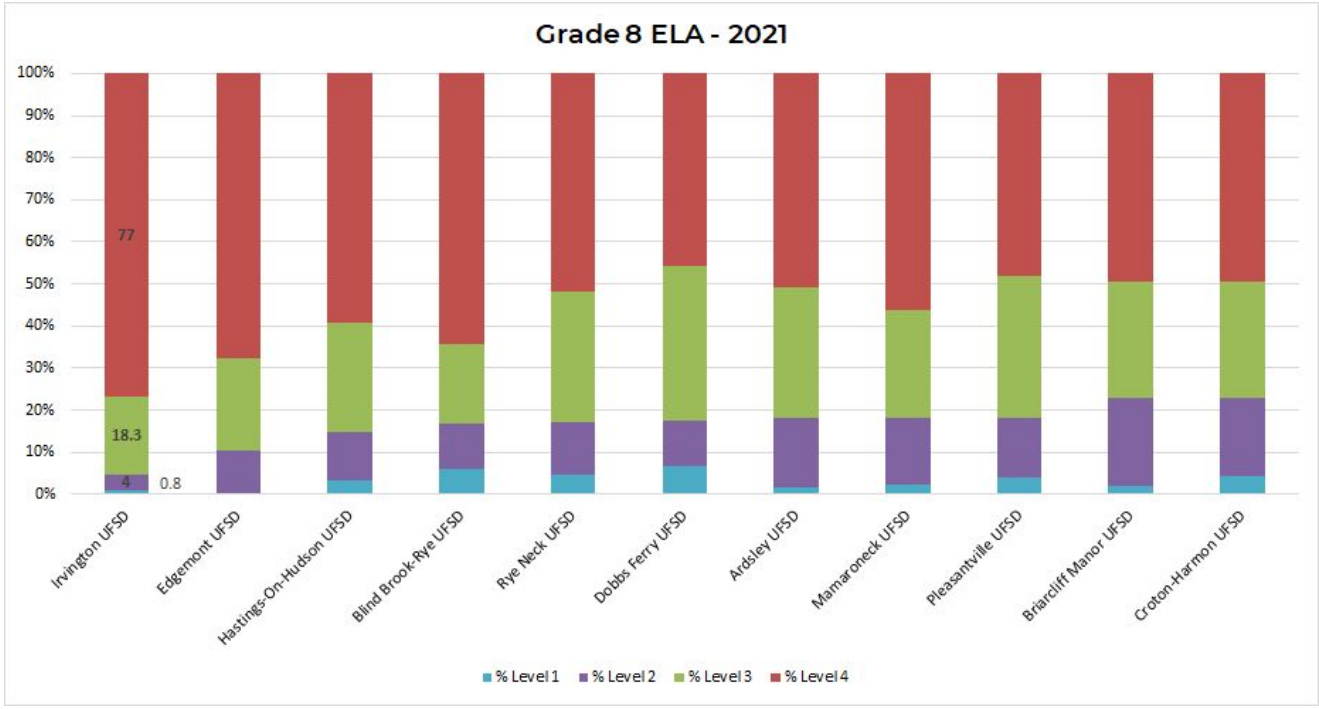




2021 ELA - Grades 7 & 8

Score Distribution vs Comparison Cohort of Westchester Schools

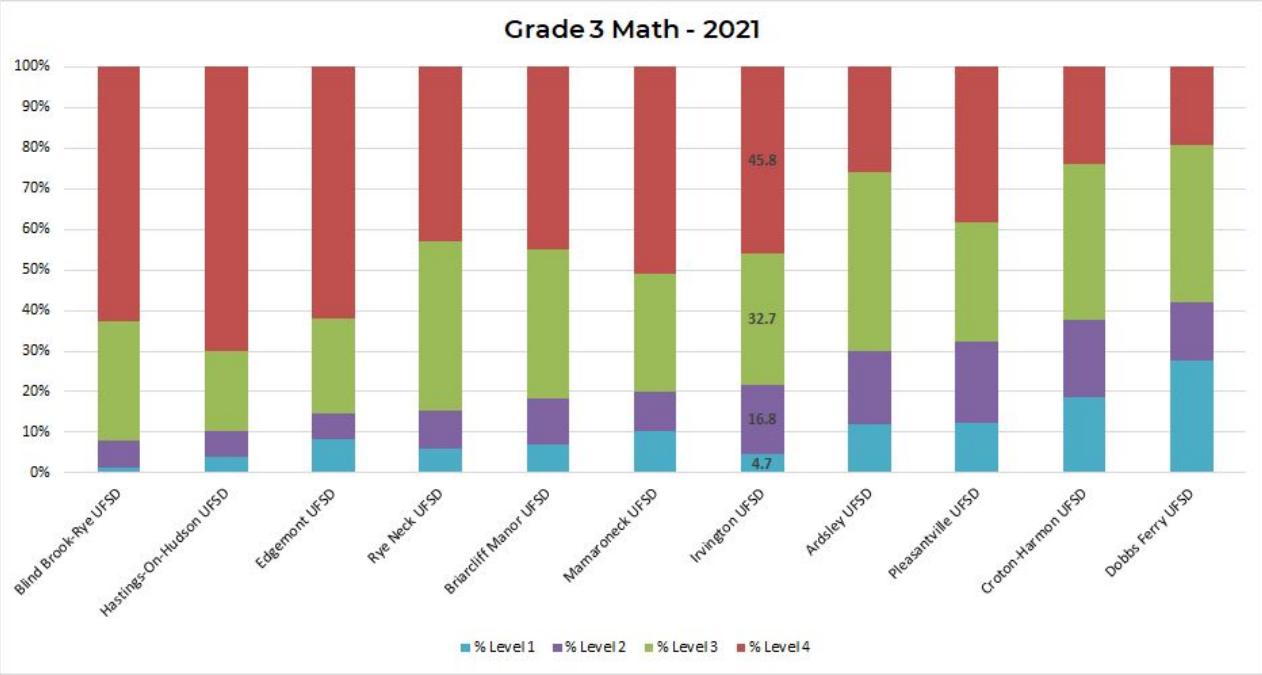


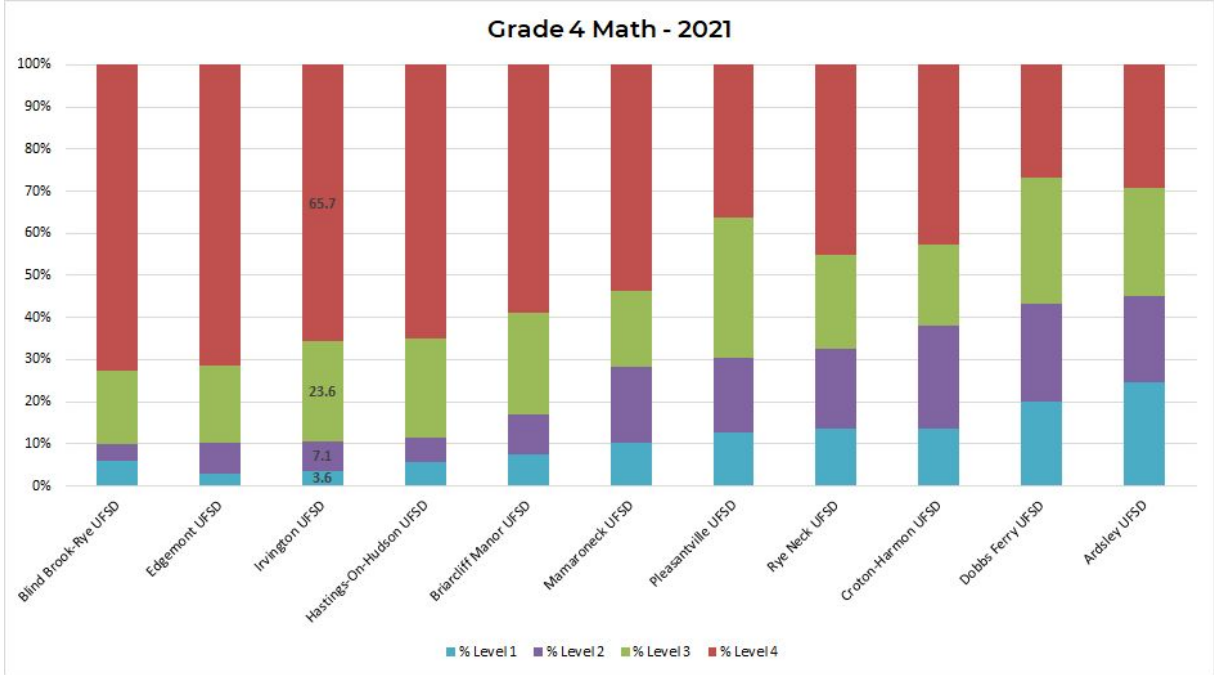


Mathematics
Grade 3 - 8

2021 Math - Grades 3 & 4

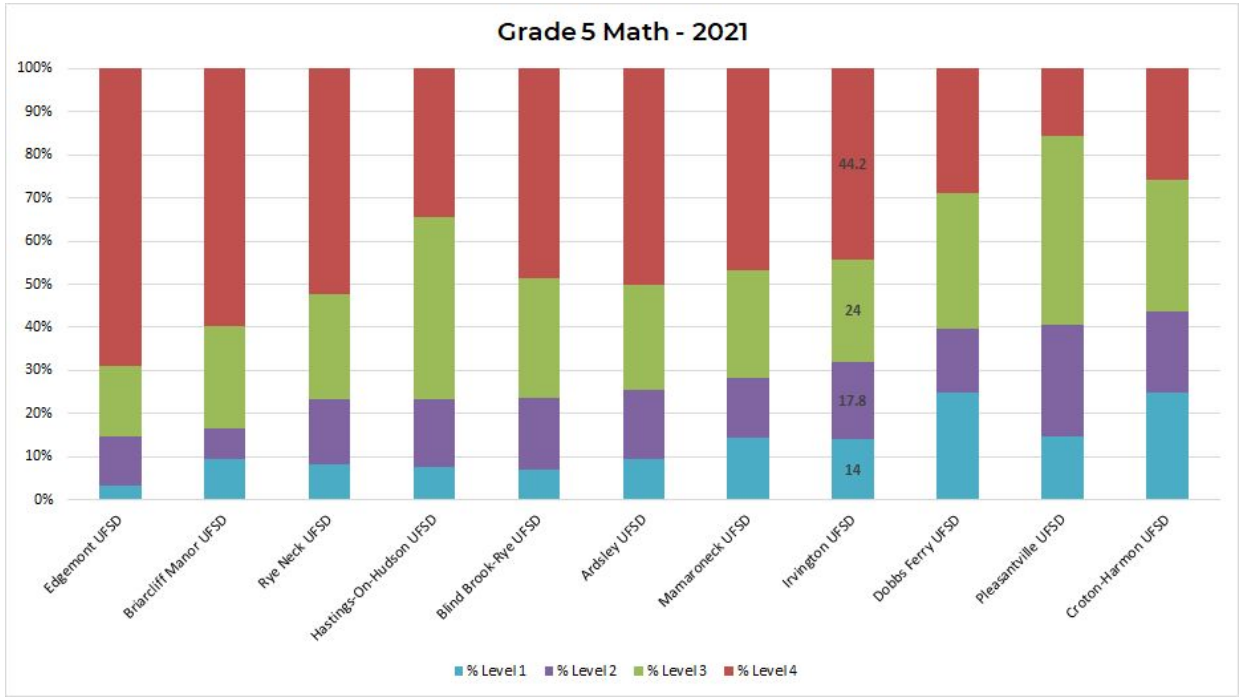
Score Distribution vs Comparison Cohort of Westchester Schools

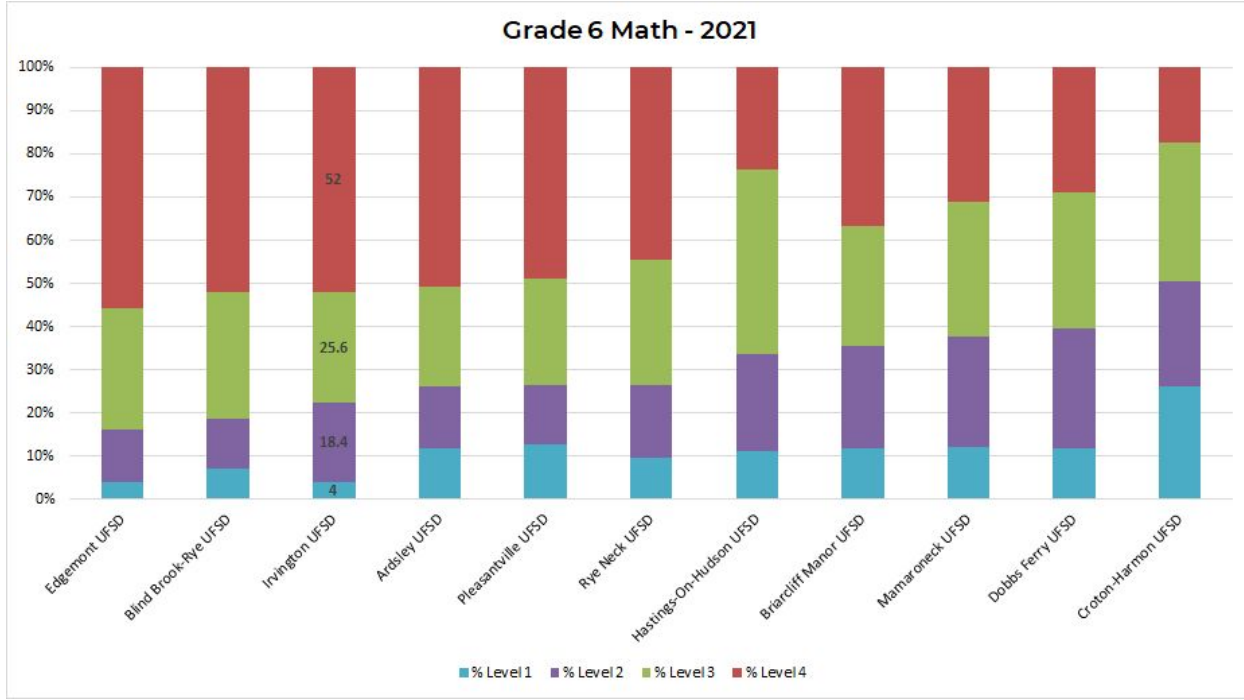




2021 Math - Grades 5 & 6

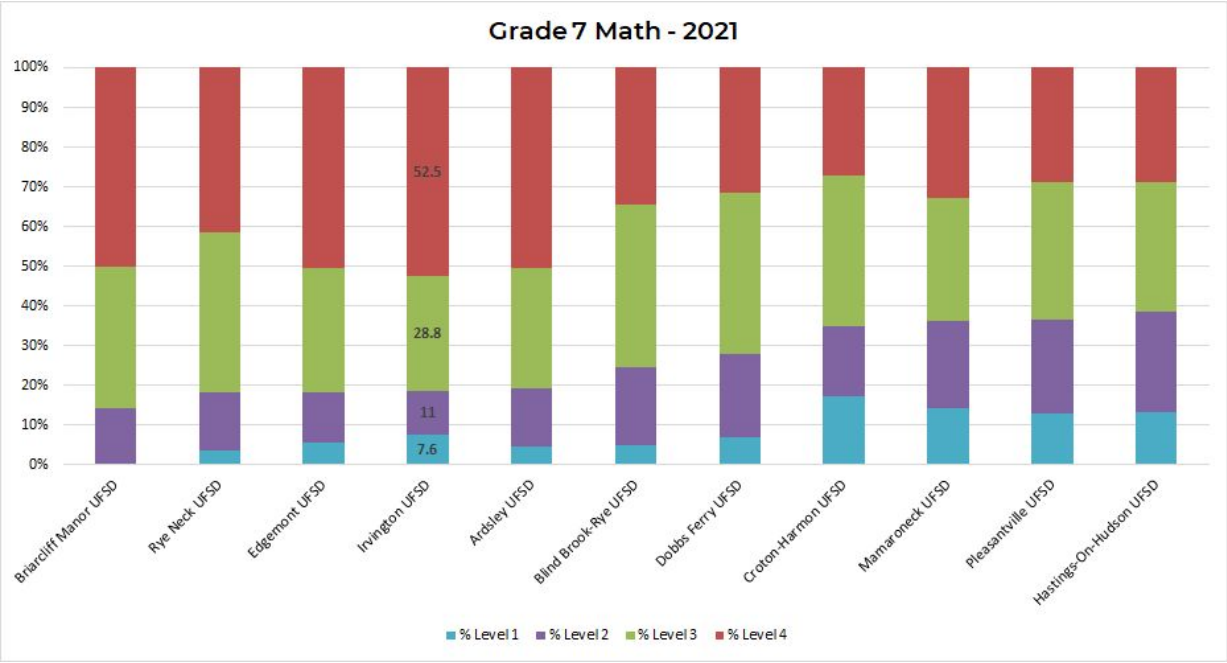
Score Distribution vs Comparison Cohort of Westchester Schools

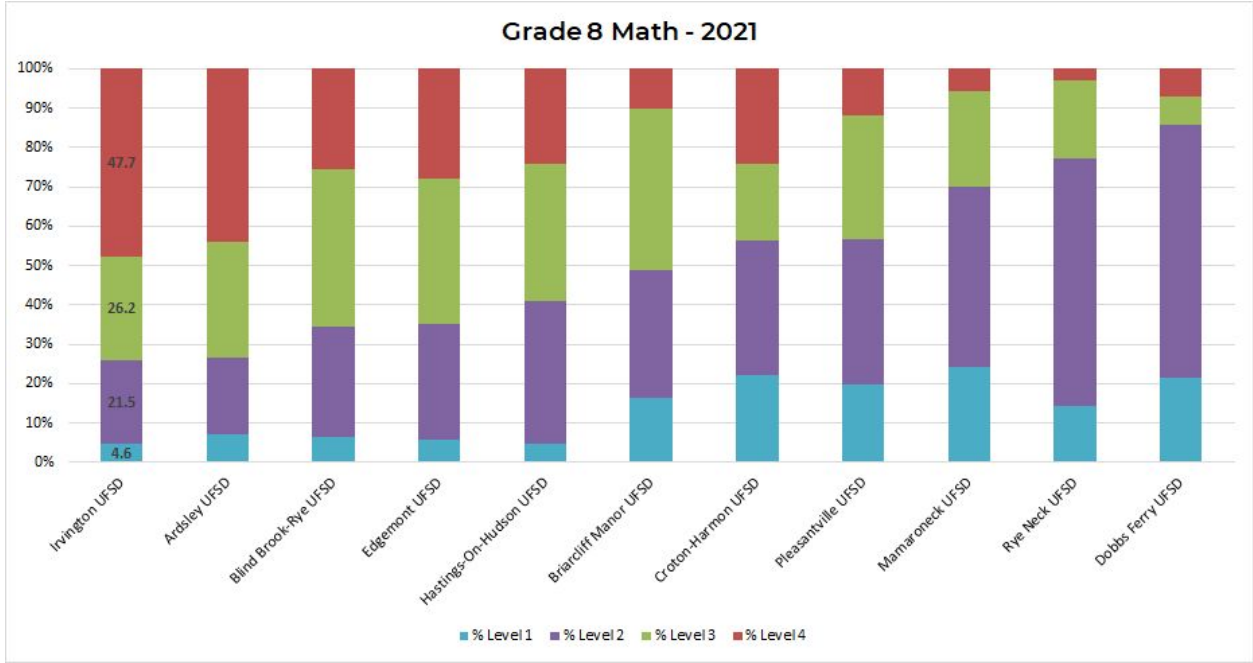




2021 Math - Grades 7 & 8

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
• **Irvington**	**621.3**	• 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
• **Irvington**/Ardsley	**615**	• 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

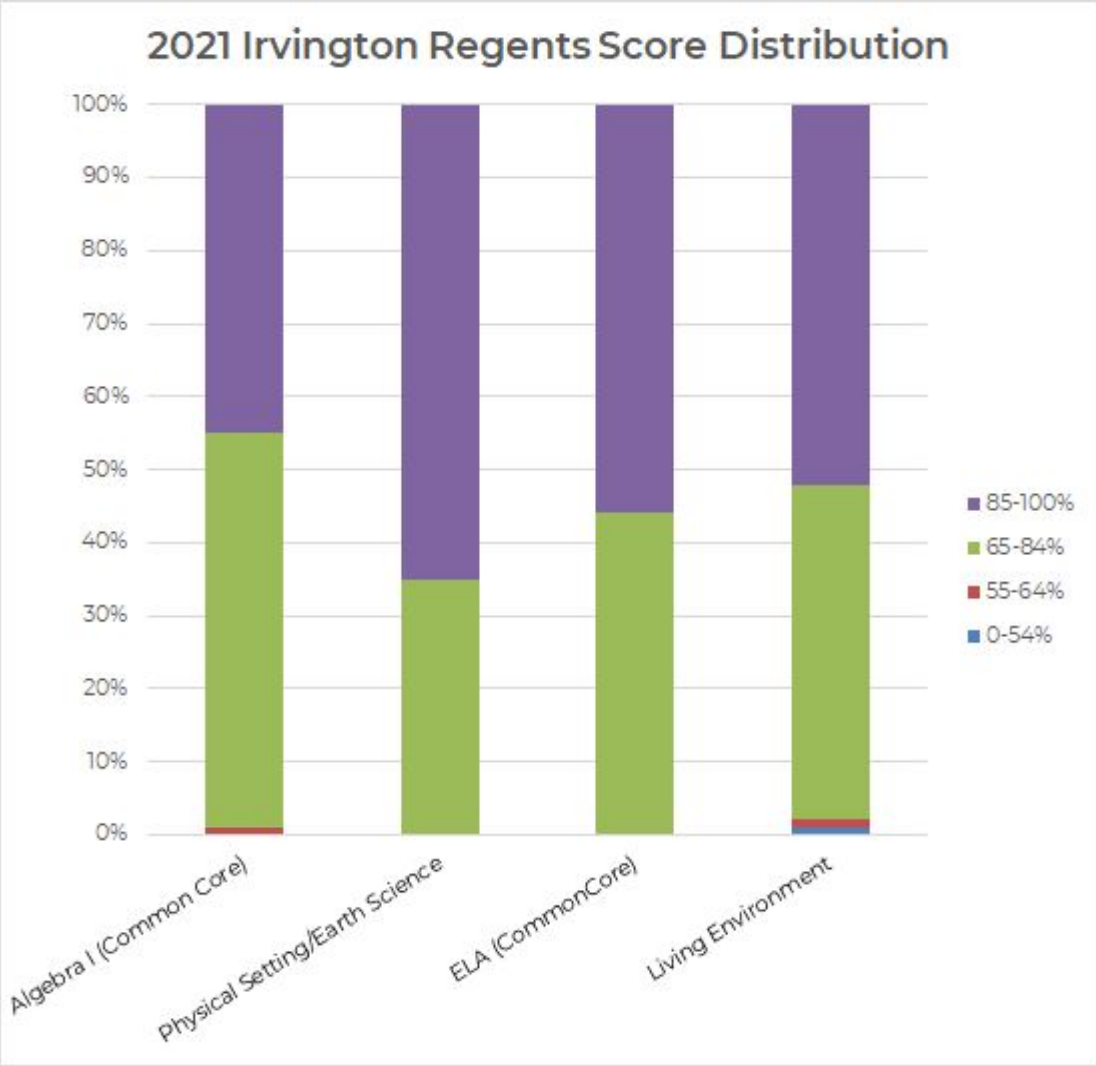
Executive Summary – Regents Exams

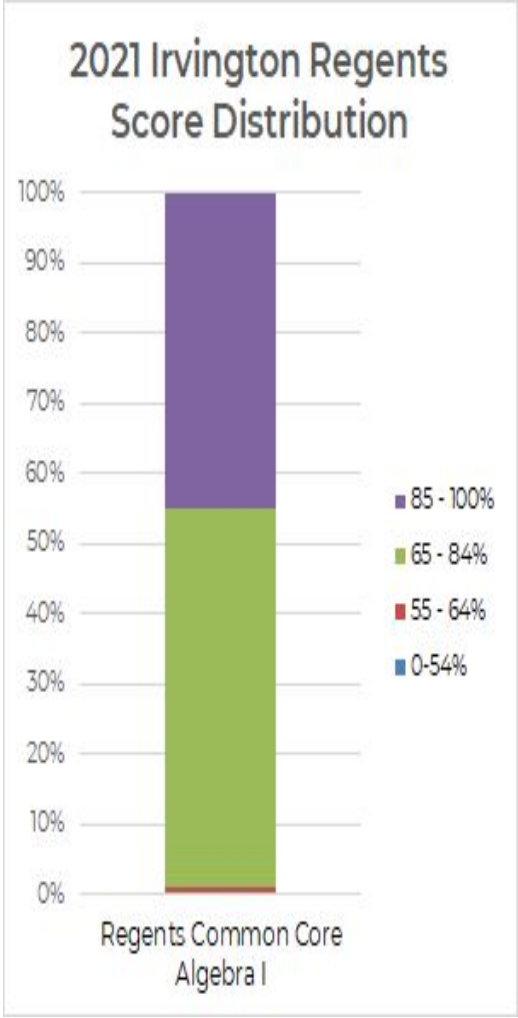
Regents Diploma	Advanced Regents Diploma
Examination Requirements	
A student must achieve a score of 65 or higher on **five** Regents exams: • **English Language Arts** (ELA) • Any **mathematics** exam (Algebra I, Geometry, *or* Algebra II/Trigonometry) • Any **social studies** exam (Global History and Geography *or* U.S. History and Government) • Any **science** exam (Living Environment, Chemistry, Earth Science, *or* Physics) • Any **additional** Regents exam or assessment approved by the State for this purpose	A student must achieve a score of 65 or higher on **nine** exams: • **English Language Arts** (ELA) • Three **mathematics** exams (Algebra I, Geometry, *and* Algebra II/ Trigonometry) • Any **social studies** exam (Global History and Geography *or* U.S. History and Government) • Two **science** exams (Living Environment *and* one of the following: Chemistry, Earth Science, or Physics) • Any **additional** Regents exam or assessment approved by the State for this purpose • Any **Languages Other Than English** (LOTE) exam

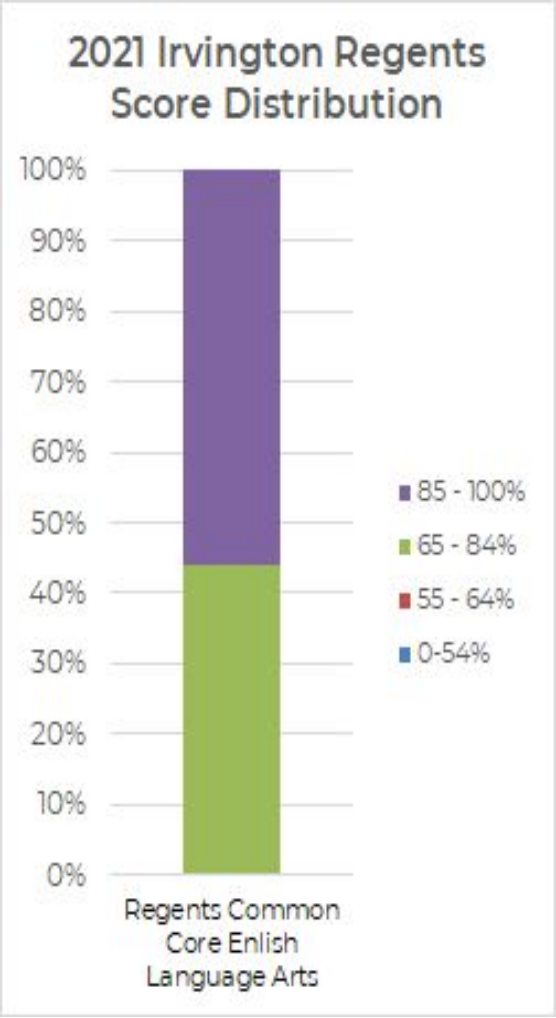
Irvington High School Regents Diplomas Awarded

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
2021	**124**	**123**	**97%**

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

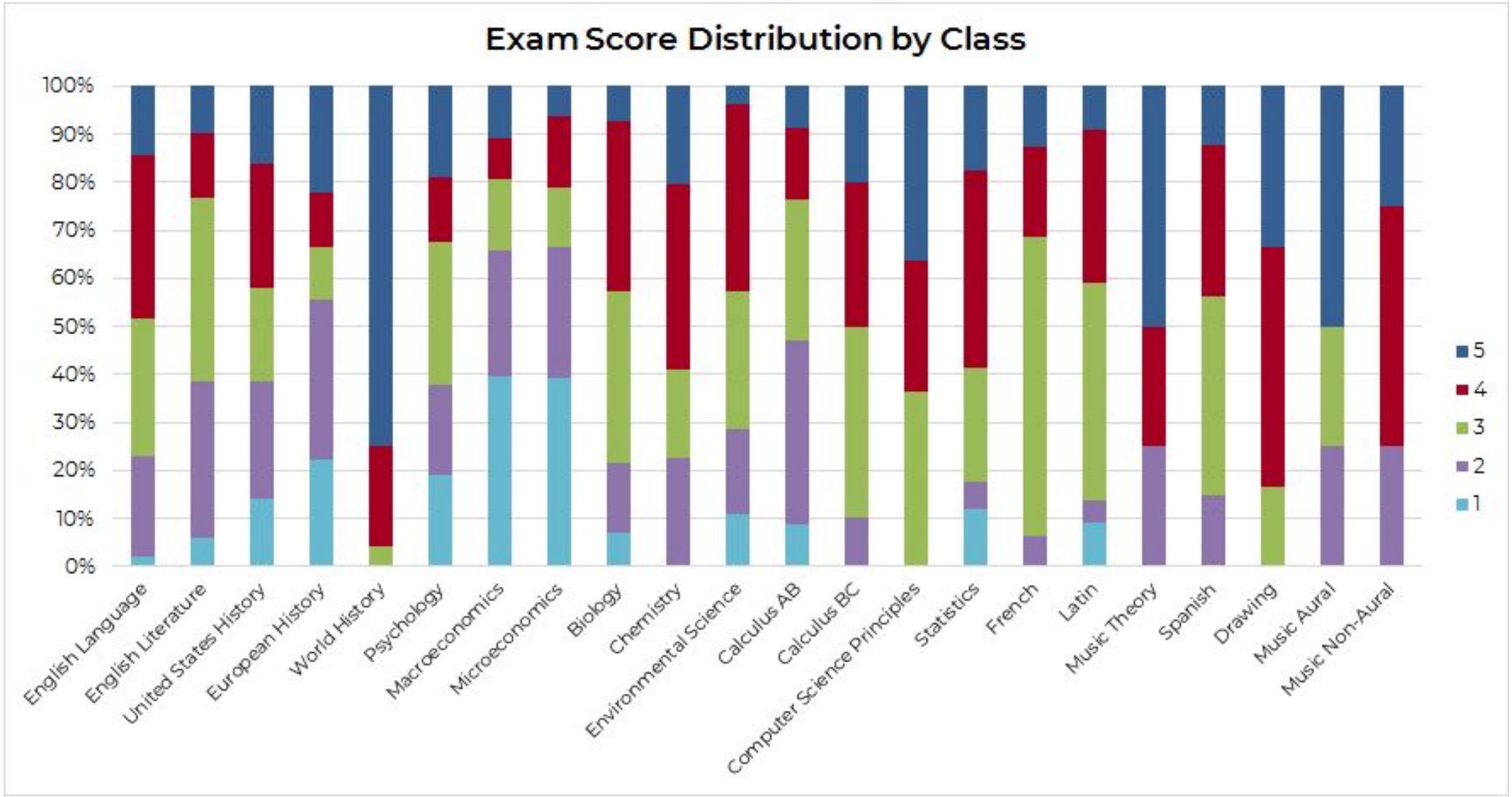
- IHS maintains open-enrollment for AP courses which increased access for all students
- The addition of numerous electives has impacted student enrollment in AP courses
- Overall, Irvington students performed well, with 83% passing (3+) at least one exam
- Of the 651 exams taken by students in 2021,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

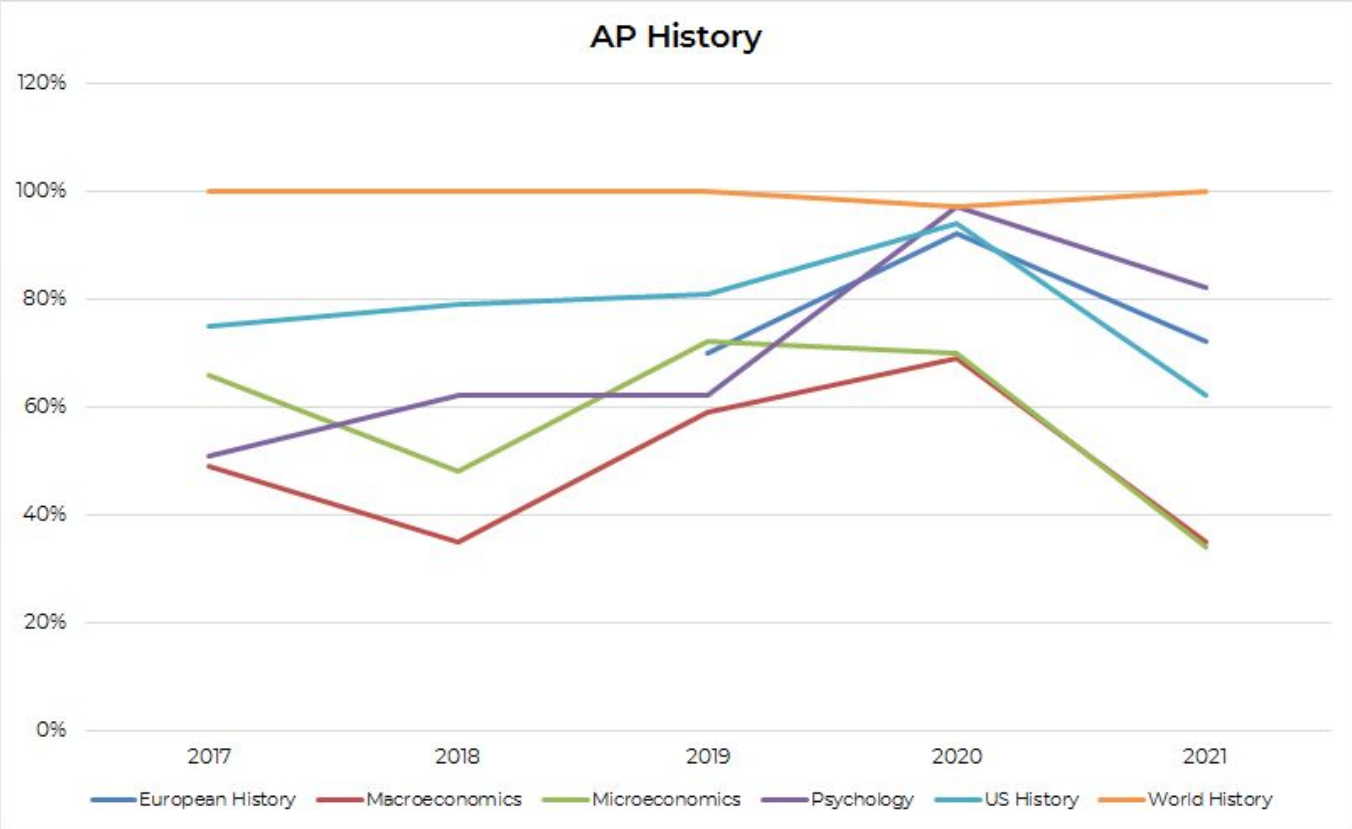
Year	# of Courses
2011	17
2012	19
2013	19
2014	17
2015	18
2016	20
2017	21
2018	21
2019	20
2020	19
2021	**21**

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
2021	**646**	**651**	**472**


Exam Score Distribution by Class
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
5
4
3
2
1
English Language
English Literature
United States History
European History
World History
Psychology
Macroeconomics
Microeconomics
Biology
Chemistry
Environmental Science
Calculus AB
Calculus BC
Computer Science Principles
Statistics
French
Latin
Music Theory
Spanish
Drawing
Music Aural
Music Non-Aural

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

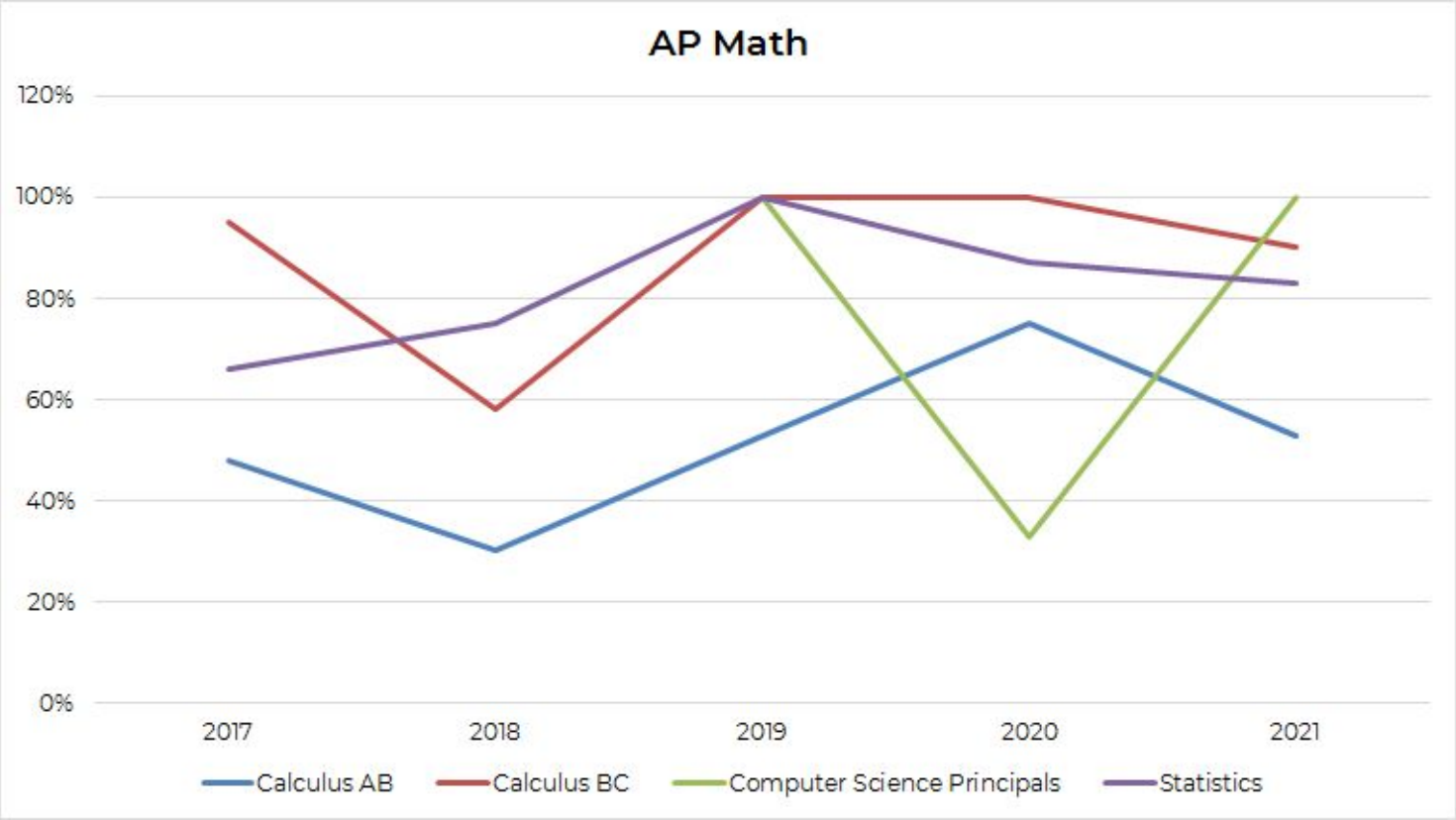


National Passing % 2021

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				
Year	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

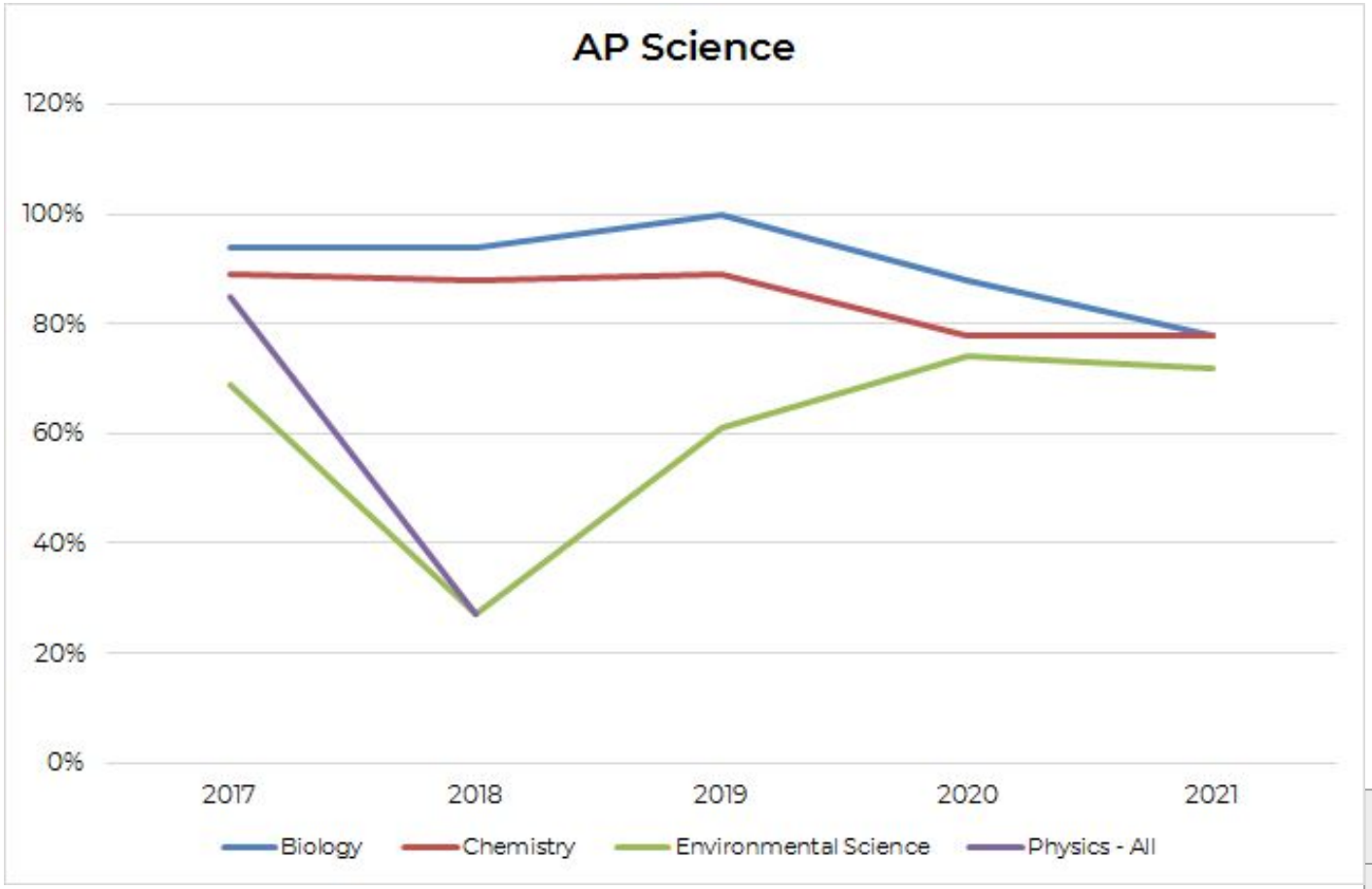


National Passing % 2021

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				
Year	**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

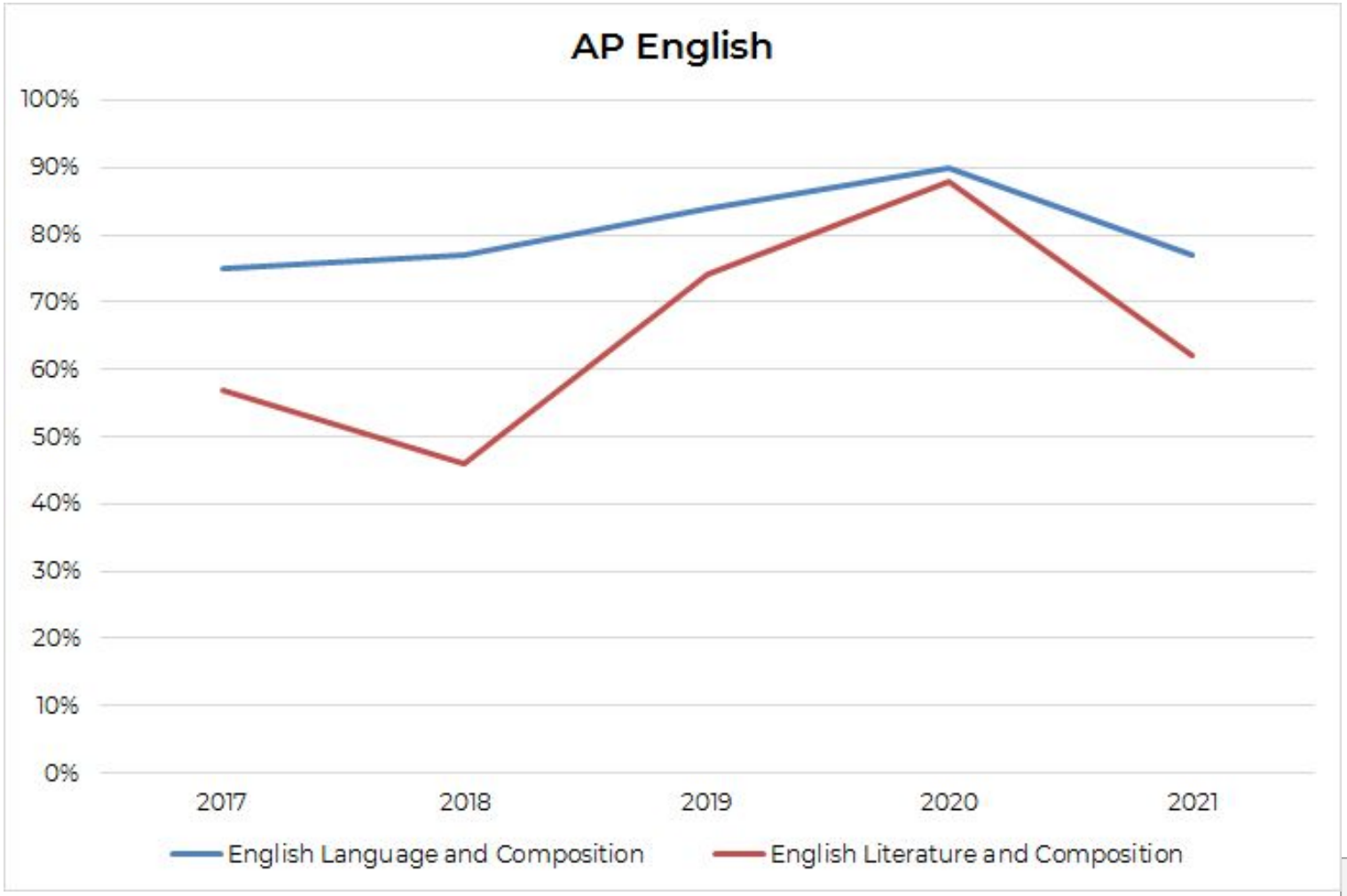


National Passing % 2021

Biology: Data not available
Chemistry: Data not available
Environmental: Data not available
Physics 1: Data not available

Red box indicates performance below National average

Course	Number of Students				
Year	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

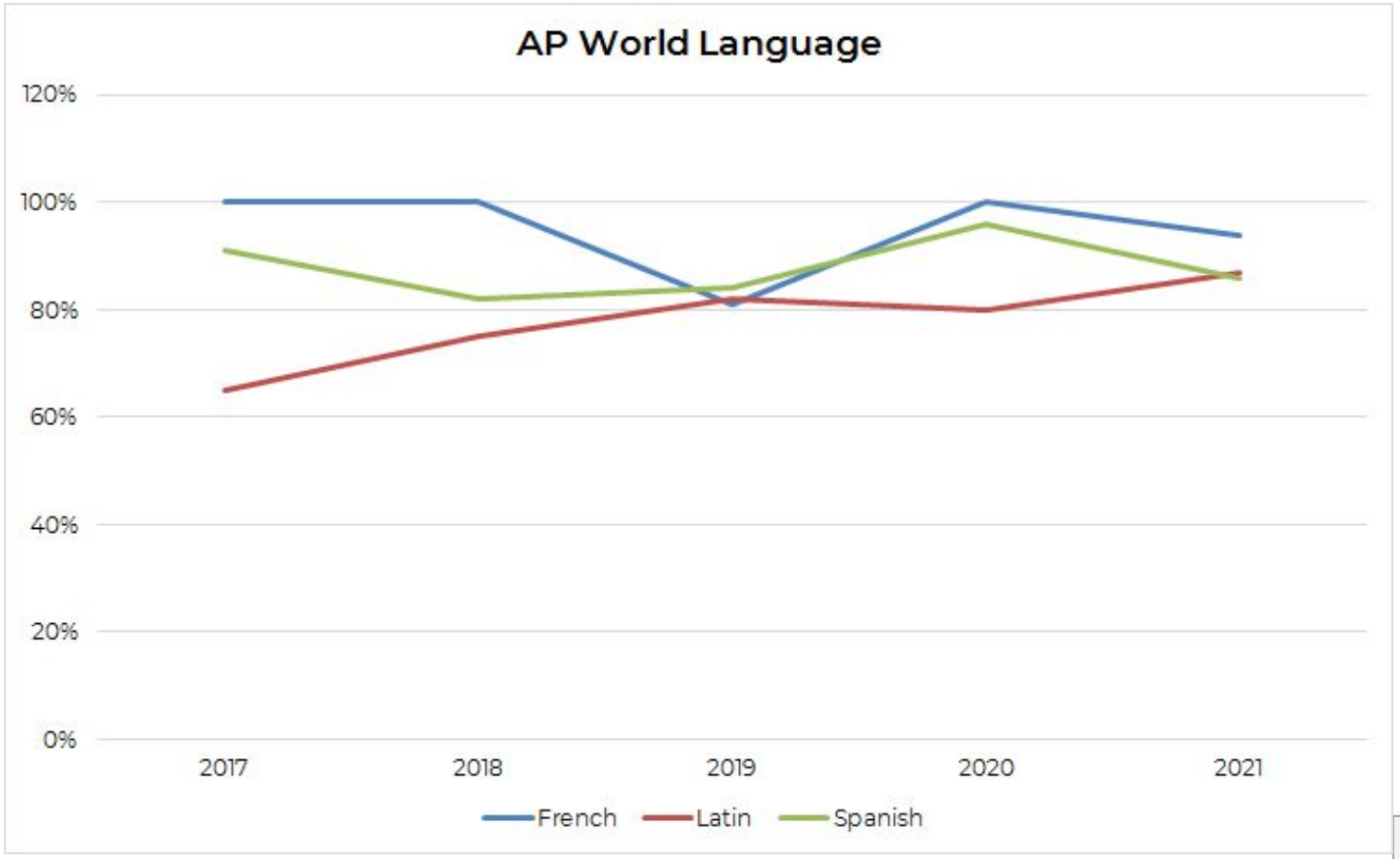


National Passing % 2021

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

Red box indicates performance below National average

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

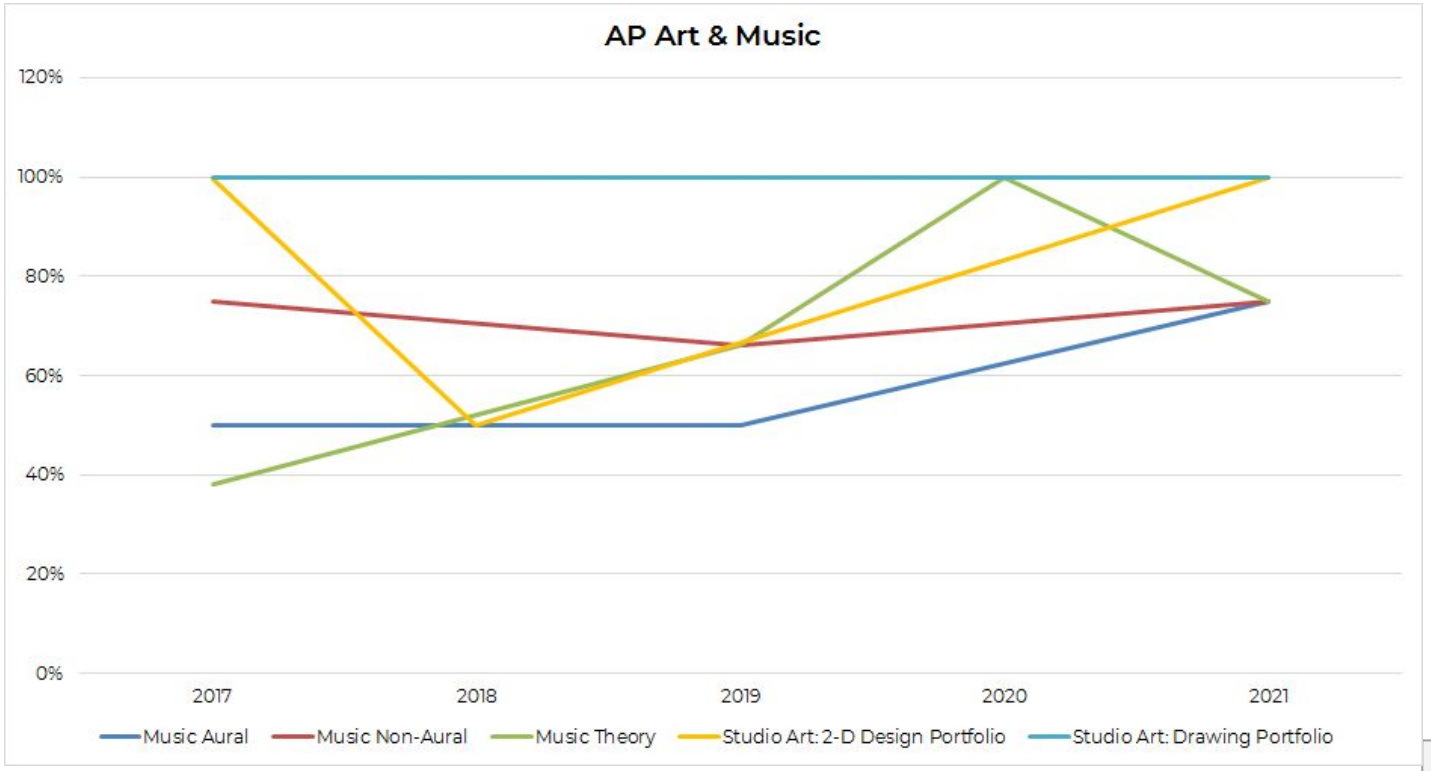


National Passing % 2021

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

Red box indicates performance below National average

Course	Number of Students				
Year	**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				
Year	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

- 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

HISTORICAL DATA

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

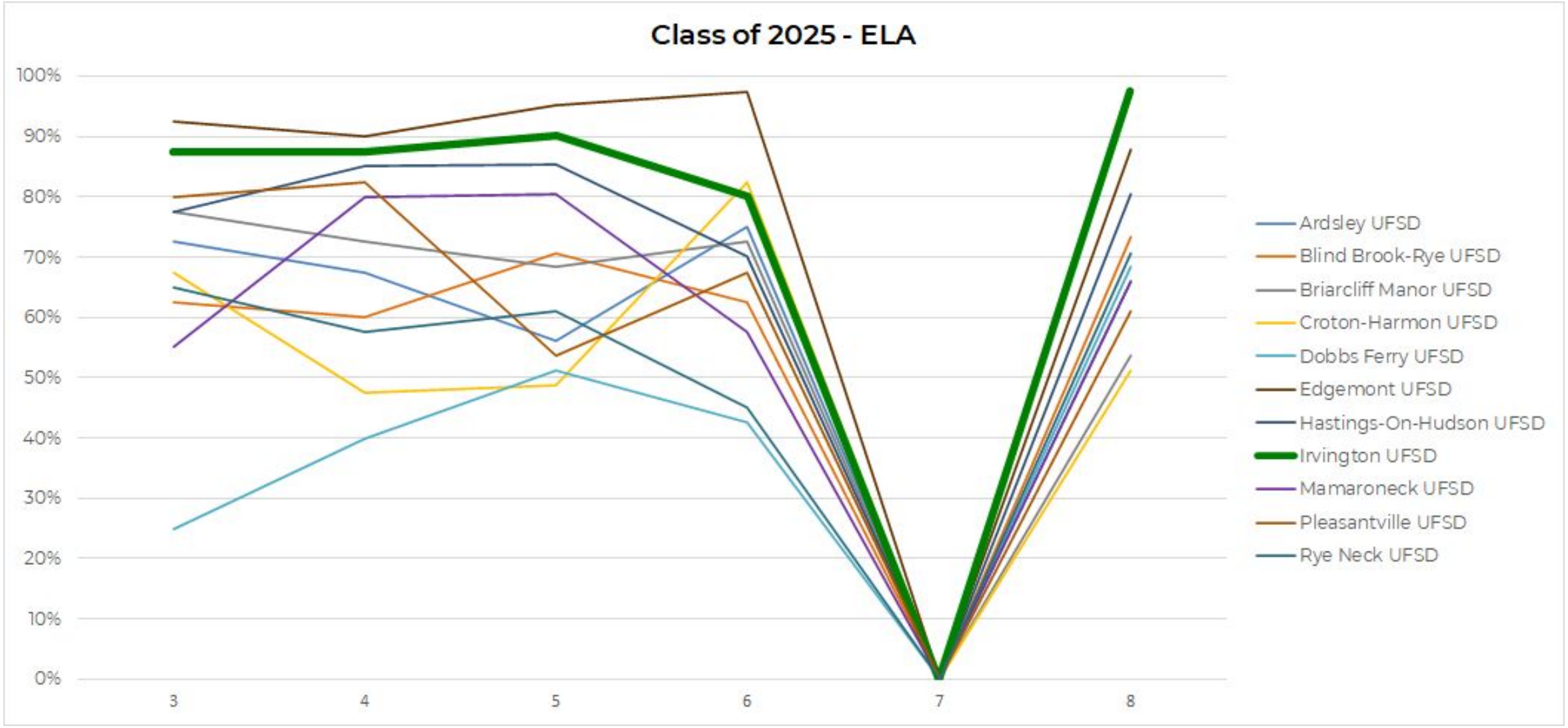
Grades 3 - 8 English Language Arts - Levels 3 & 4

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



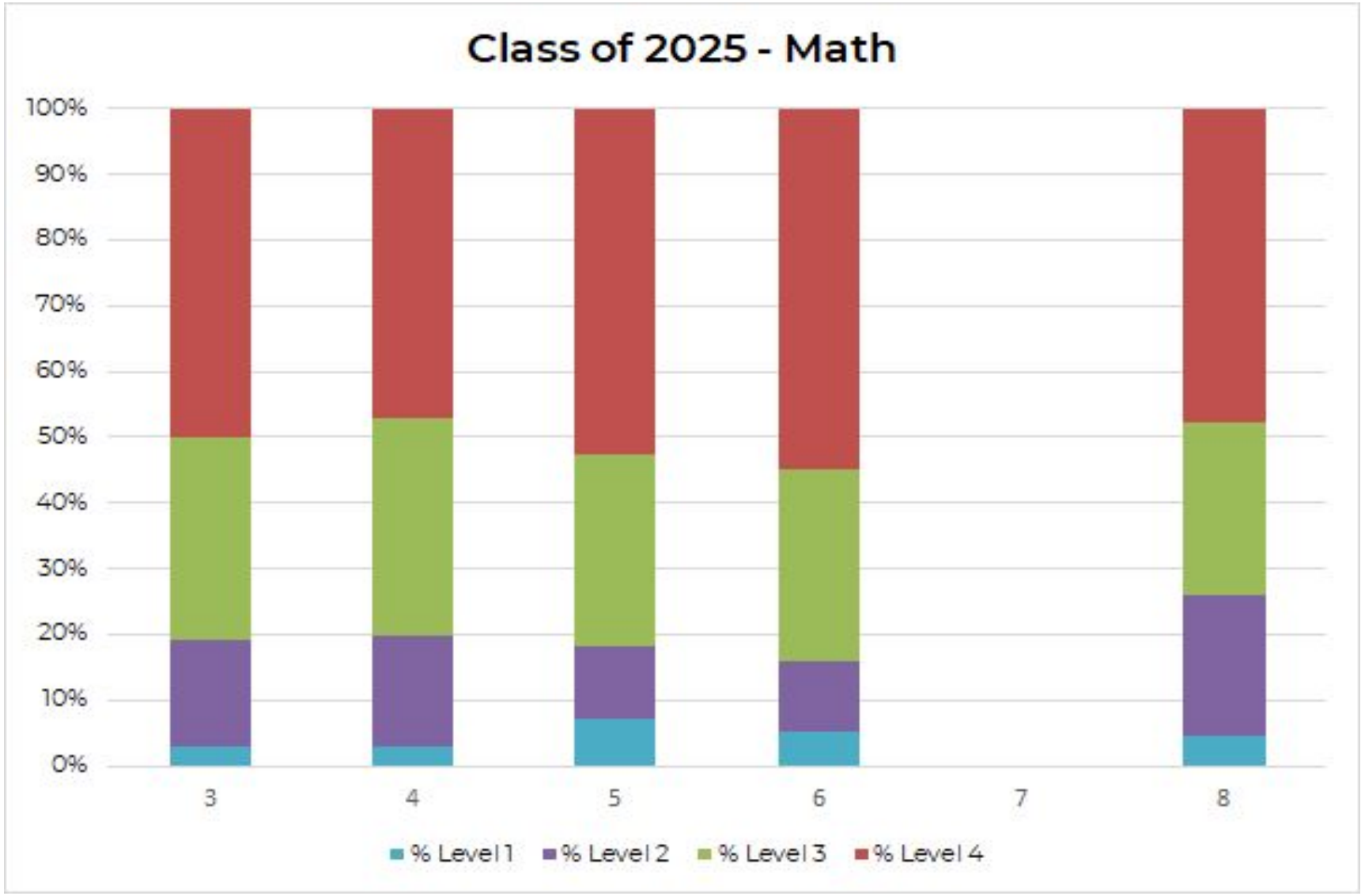
This chart follows the performance of the class of 2025 through 5 years – vs a cohort of comparison schools' 2025 classes

Grades 3 - 8 Mathematics - Levels 3 & 4

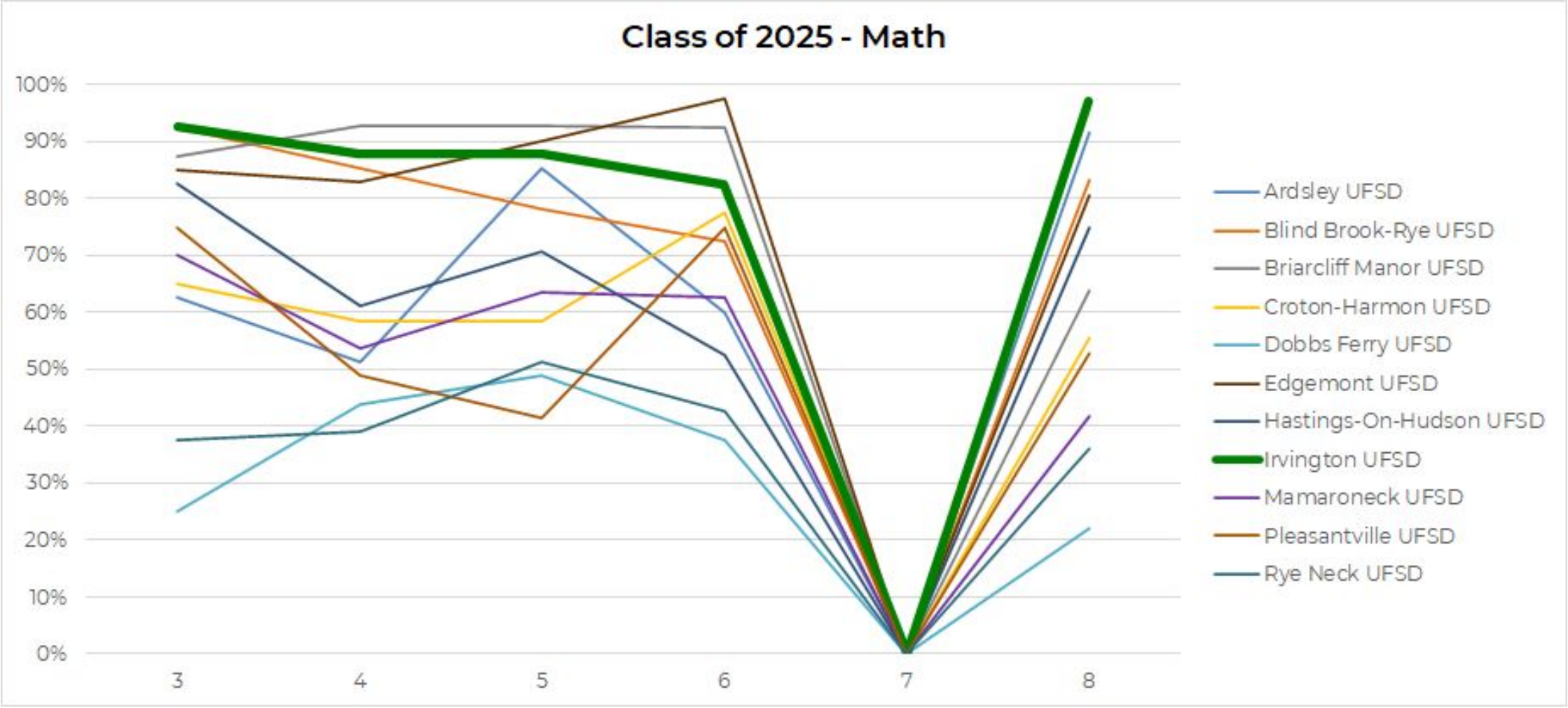
Math – Proficient & Advanced						
Year	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017	77%	80%	71%	76%	75%	56%
2018	83%	76%	82%	71%	74%	59%
2019	80%	75%	76%	84%	77%	79%
2020*	N/A	N/A	N/A	N/A	N/A	N/A
2021	79%	89%	68%	78%	81%	74%

*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	**2021**
Graduates	152	148	130	146	133	127	136	131	**123**
College-Bound Students	94%	94%	95%	95%	91%	96%	96%	98%	**98%**
4-Year Colleges			85%	85%	85%	82%	88%	86%	**94%**
2-Year Colleges			10%	10%	6%	14%	8%	12%	**6%**

Advanced Placement Results

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
# 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
ACT Composite	25.8	27.1	26	26.7	27.7	26.9	29.5	29.1	29.1
SAT I	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

**SAT II Mean 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
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
ACT Composite	25.8	27.1	26.7	26.7	27.8	26.9	29.3	29.1	29.1
ELA				22.7	25.4	22.6	24.8	22.7	16.3
English				26.4	27.9	27.5	29.9	30.2	29.8
Math				26.2	27.1	26.0	27.6	27.4	27.9
Reading				27.3	29.0	28.3	31.0	30.8	30.1
Science				26.7	28.1	27.1	29.5	29.2	29.2
STEM				26.7	27.6	26.6	28.6	28.3	28.6
Writing				19.5	21.2	8.1	7.7	7.1	5.0

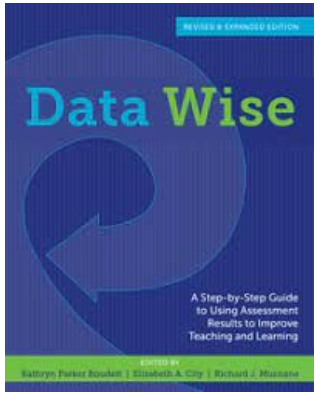
An average score on the current ACT Writing Exam is 6.5. For highly selective colleges, you'll want a score of 8 or higher. Scores of 10, 11, and 12 truly stand out and highlight strong writing skills

Grade Distribution through Junior Year

	Class of 2014	Class of 2015	Class of 2016	Class of 2016	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
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

5Lab™

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