

# POCANTICO HILLS SCHOOL

## 2016-2017 Assessment Report

November 14, 2017

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# Tonight we will:

- Review State Assessment Results
- Provide an Overview of Building Level Assessments
- Share Examples of How We Dig Into the Data
- Describe How We Are Applying Assessment Data to Inform Curriculum and Instruction

# Comparison of State Test Results from 2015 to 2017

## Percentage of Students with 3s and 4s

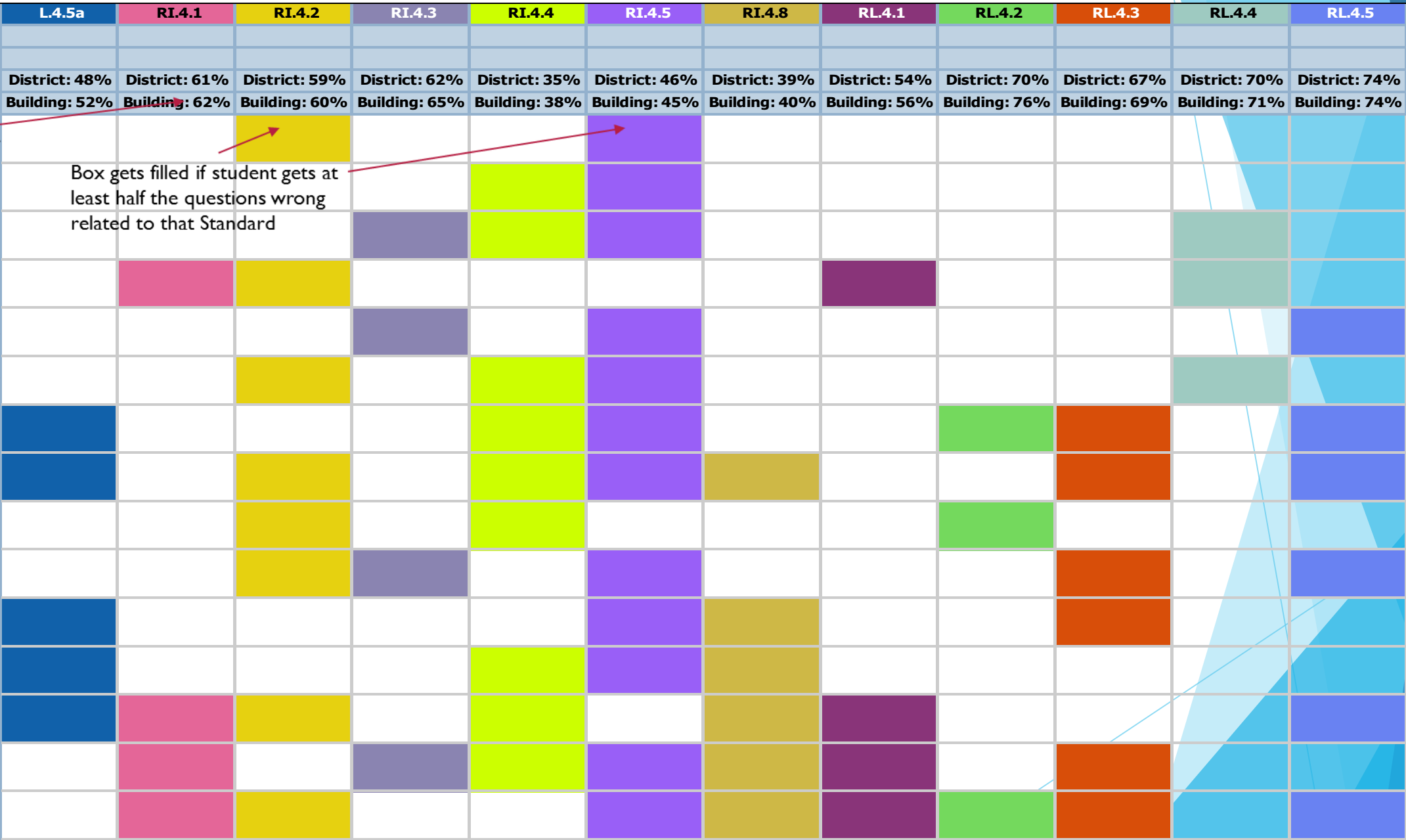
## Cohort Rankings in Westchester (~40 Districts)

E L A	2015		2016		2017		2015		2016		2017	
	Grade	Building %3/4	Grade	Building %3/4	Grade	Building %3/4	Grade	District Ranking	Grade	District Ranking	Grade	District Ranking
					3	62%					3	26
			3	71%	4	59%			3	12	4	22
	3	37%	4	52%	5	55%	3	27	4	29	5	24
	4	59%	5	50%	6	63%	4	17	5	15	6	8
	5	42%	6	63%	7	67%	5	27	6	13	7	14
	6	14%	7	33%	8	81%	6	39	7	32	8	1
M A T H	2015		2016		2017		2015		2016		2017	
	Grade	Building %3/4	Grade	Building %3/4	Grade	Building %3/4	Grade	District Ranking	Grade	District Ranking	Grade	District Ranking
					3	65%					3	26
			3	66%	4	71%			3	16	4	12
	3	75%	4	64%	5	71%	3	7	4	27	5	18
	4	75%	5	53%	6	77%	4	14	5	26	6	7
	5	81%	6	63%	7	69%	5	2	6	20	7	17
	6	60%	7	53%	8*		6	24	7	25	8*	

\* Students in advanced Algebra did NOT take this exam (approximately half of all 8th graders)

# Diving Deeper Into the Data

*Standard*



Percentage of correctly answered questions for that Standard

Box gets filled if student gets at least half the questions wrong related to that Standard

Each Student is a different row



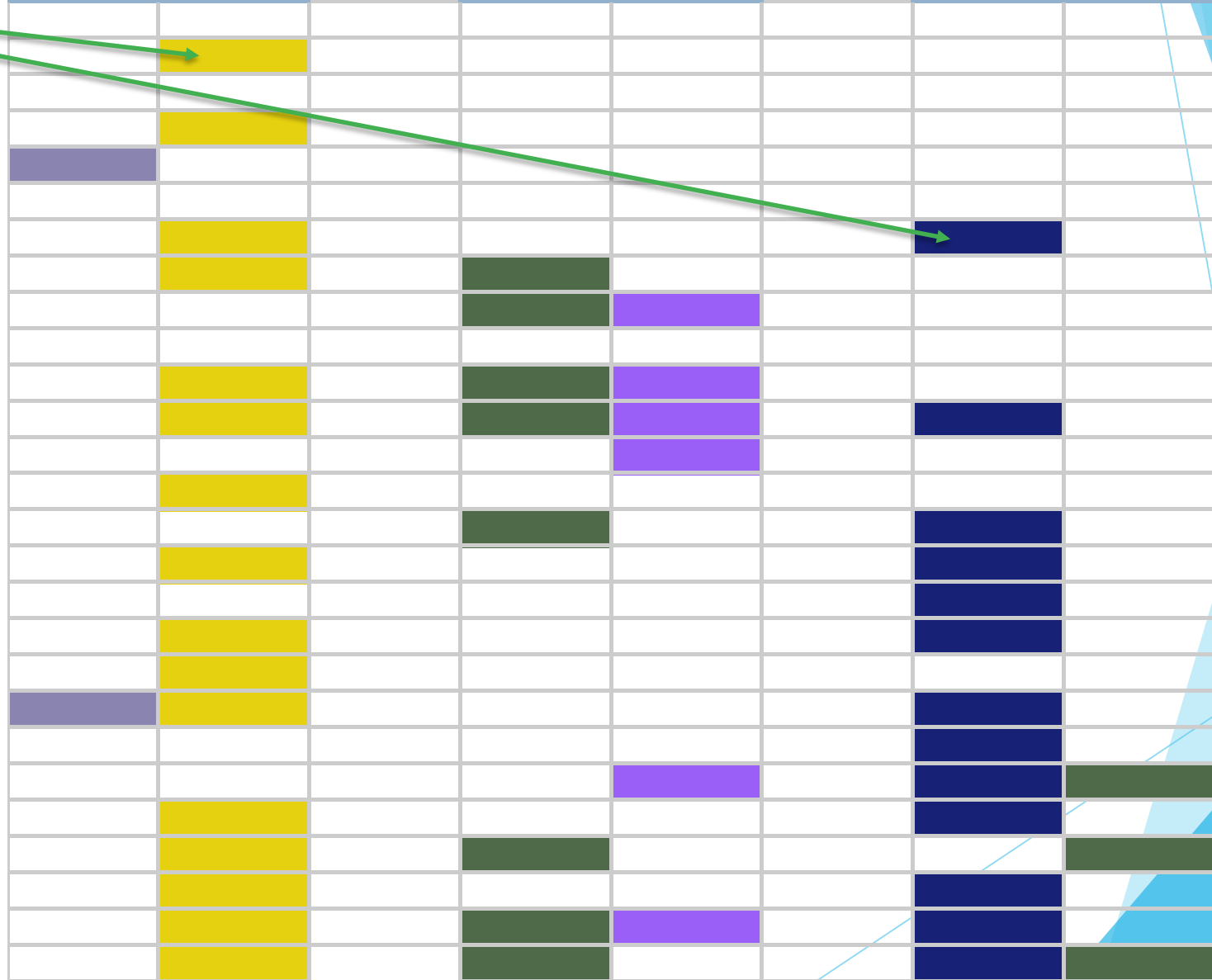
Some Standards had questions that were very difficult, creating the look of struggling students.

2016	2017	2016	2017	2016	2017
<b>RI.5.2</b>	<b>RI.6.2</b>	<b>RI.5.5</b>	<b>RI.6.5</b>	<b>RI.5.8</b>	<b>RI.6.8</b>
5 questions	2 questions	1 question	2 questions	4 questions	2 questions
Region 73%	Region 56%	Region 62%	Region 69%	Region 51%	Region 73%
Building: 73%	Building: 67%	Building: 65%	Building: 89%	Building: 61%	Building: 94%

Grade 5 >> Grade 6  
ELA

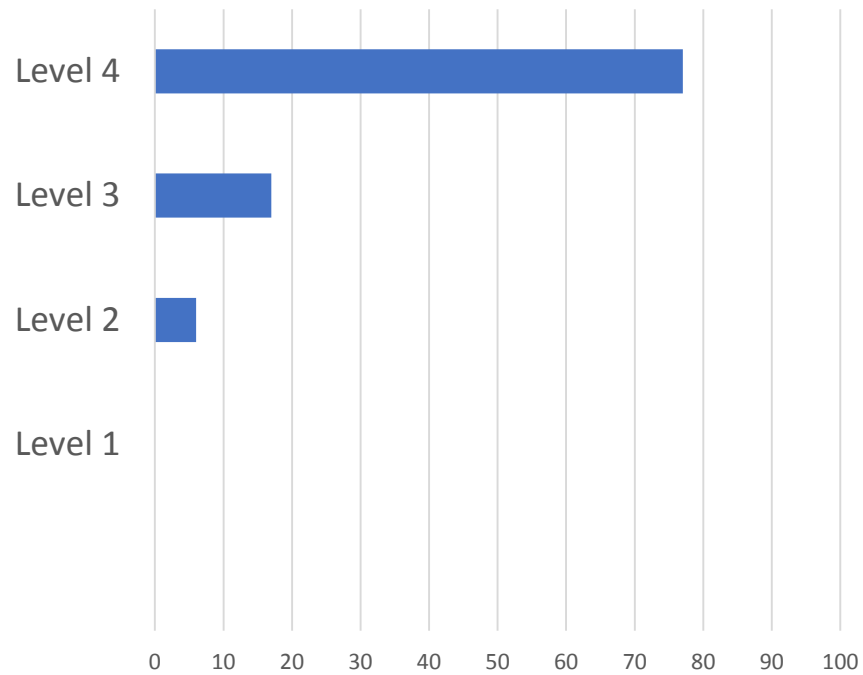
### TRACKING SUCCESS YEAR TO YEAR

Comparing State testing data is not always comparing apples to apples. We also have to look at the number of questions and relative degree of difficulty. Without that context, looks can be deceiving.

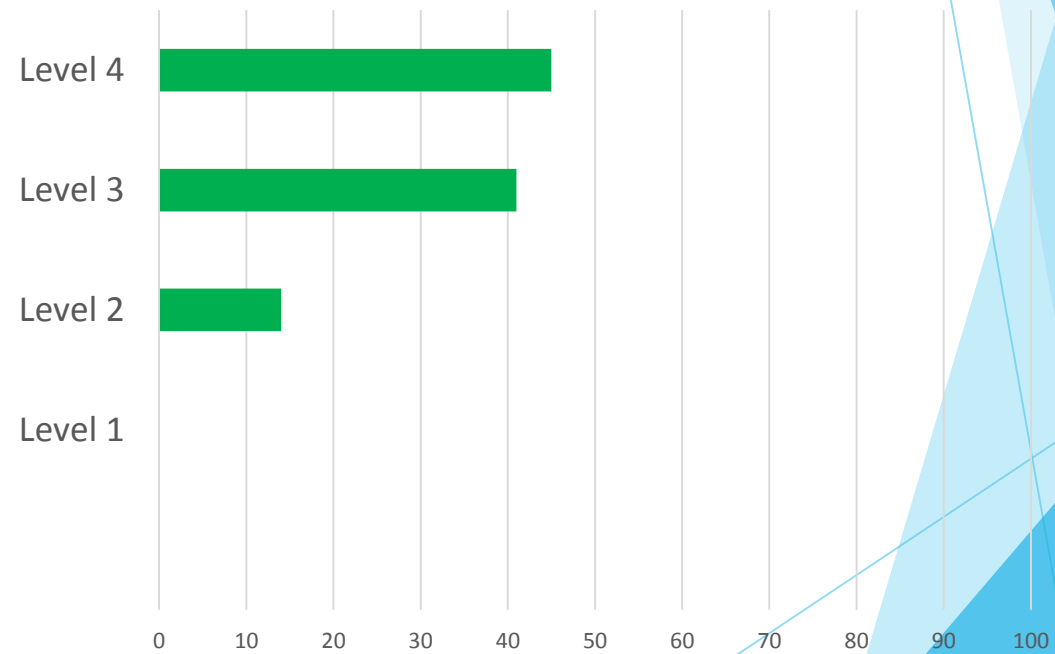


Grade 4: 94% at Levels 3&4  
Grade 8: 86% at Levels 3&4

Science Grade 4

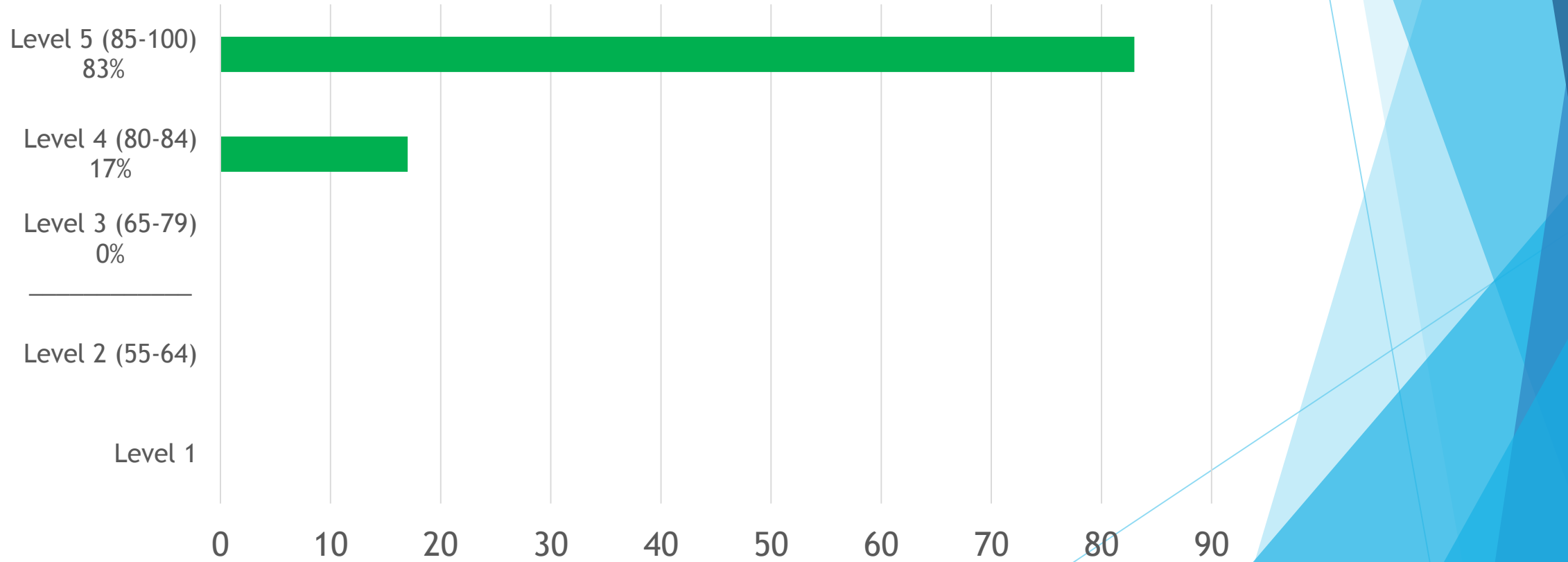


Science Grade 8



12 Students (52% of the Grade)  
Average Score = 88

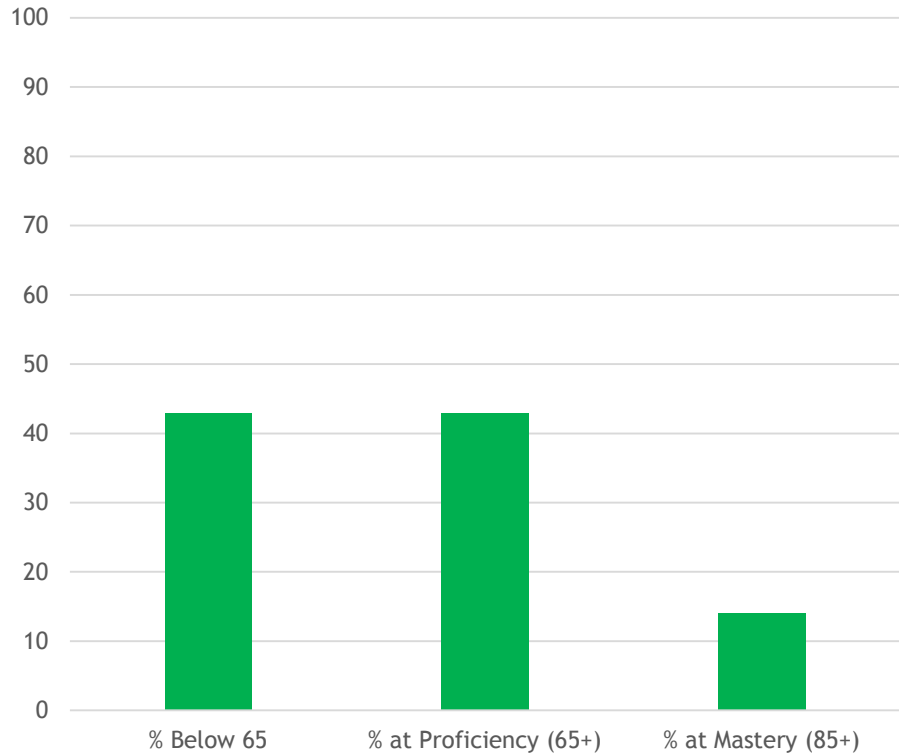
### Algebra 1 Regents



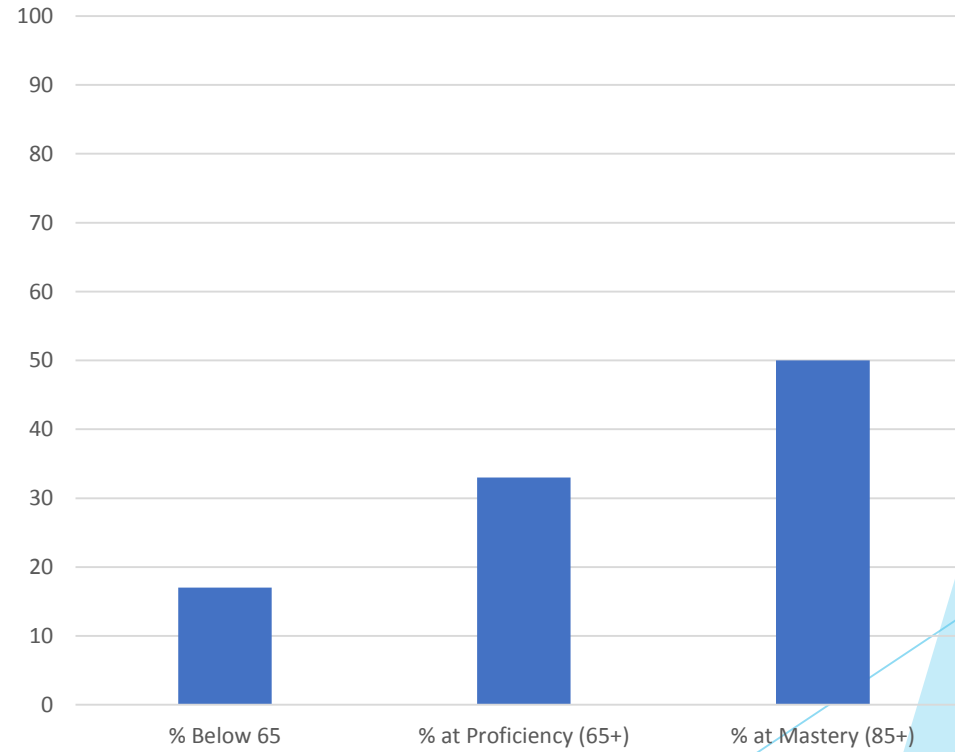
# World Language

37% Demonstrated Mastery  
37% Demonstrated Proficiency

FLACS French (7 Students)

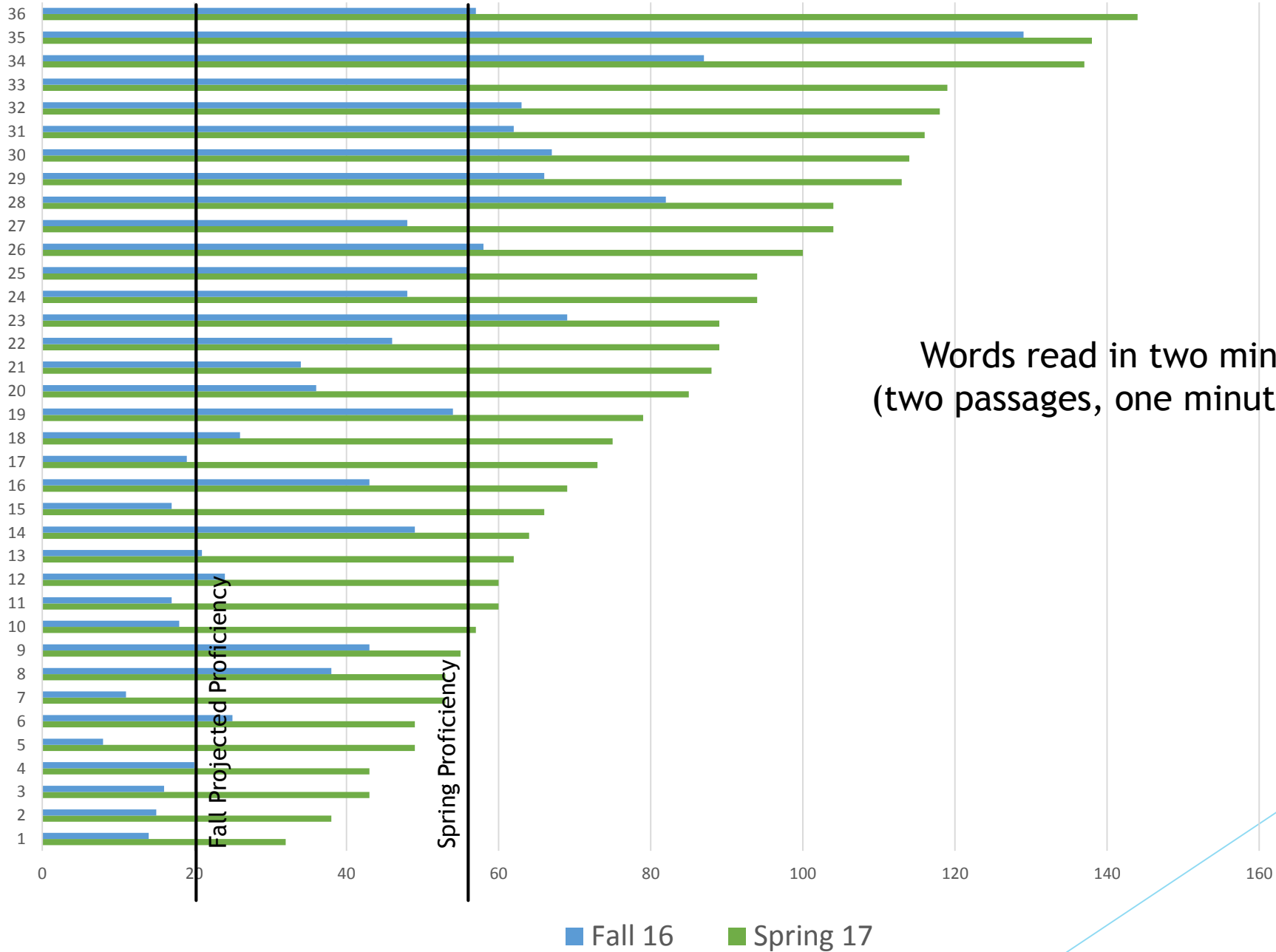


FLACS Spanish (12 students)





# aimsWeb Early Literacy GRADE 1 - Growth in Oral Reading Fluency

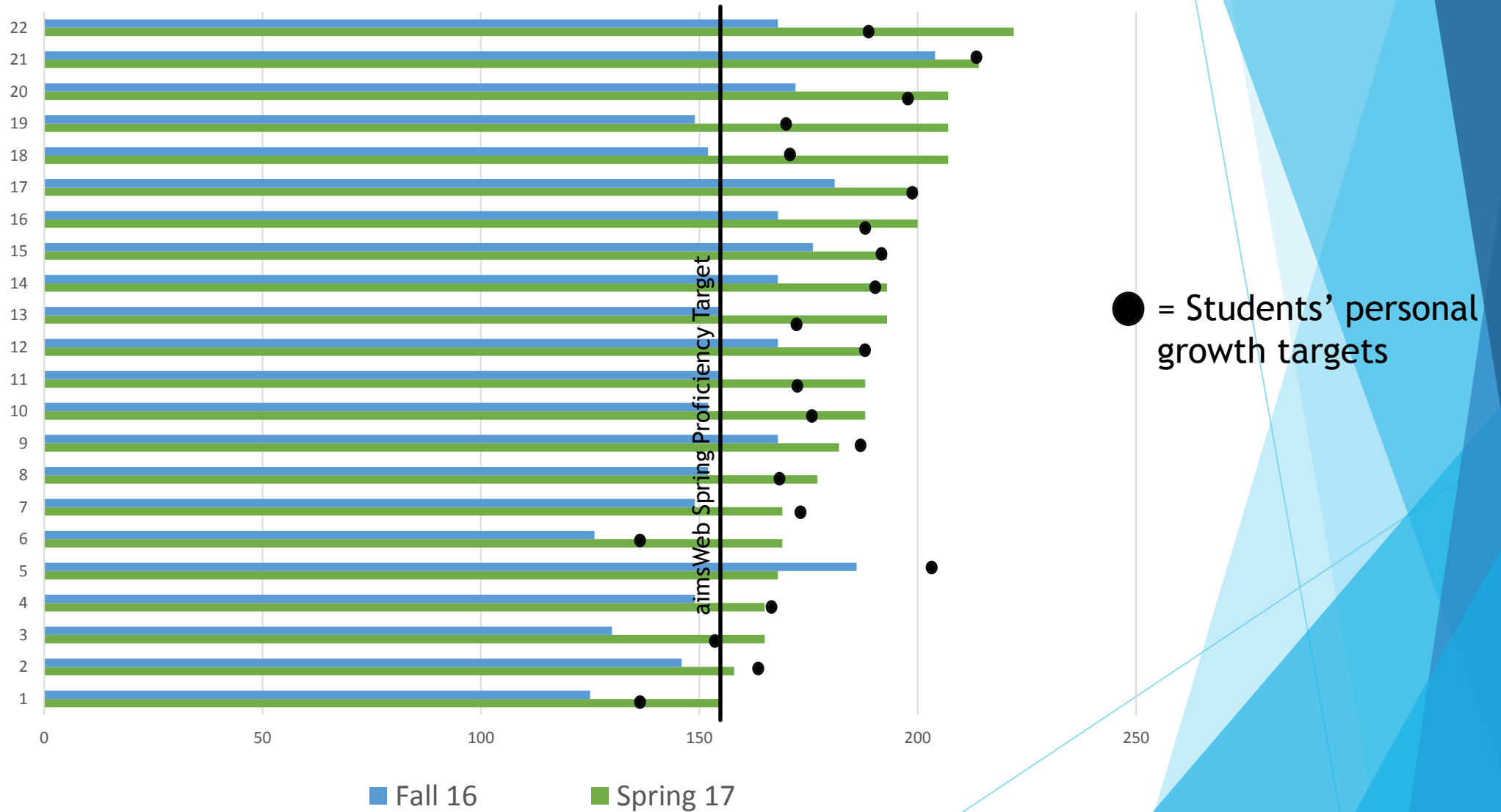


Words read in two minutes  
(two passages, one minute each)

■ Fall 16 ■ Spring 17

# aimsWeb Math: 73% of 2<sup>nd</sup> Graders Exceeded Their Growth Targets

GRADE 2 MATH: Concepts and Applications



# Tackling the Tricky Parts

## Grade 1 Unit # 2

Description: In this unit, students learn strategies for problem solving, overcoming challenges, and persevering while reading. The primary focus areas are word solving, fluent reading, and retelling. Students use knowledge of word parts and known words, including high-frequency words. They check their own reading by asking themselves questions as they read. Students build greater fluency and expression as they reread multiple times, thinking about the meaning of the text and the punctuation cues, using these to portray the big feeling in their reading. Partners work together to read, understand, and retell the books they read, collaboratively implementing all they have been learning.

Here's a 1st grade sample of a reading workshop unit illustrating the elements

<p>Essential Questions:</p> <ul style="list-style-type: none"><li>• How can we persevere through reading challenges?</li><li>• How do I decide which strategy to use when I encounter trouble?</li><li>• How can we share our reading with others?</li></ul>	<p>Goals:</p> <ul style="list-style-type: none"><li>• Readers use all they know and all the parts of the book to understand their reading.</li><li>• Readers use strategies to read with accuracy.</li><li>• Readers do something when their reading doesn't make sense.</li><li>• Readers retell what they read to a partner and share their thinking.</li><li>• Readers read smoothly to themselves and with a partner.</li></ul>
<p>Resources:</p> <p><i>Professional Text for Teachers:</i> <u>Growing Readers</u> by Kathy Collins, Chapter 5</p> <p><i>Suggested Read Aloud:</i> <u>The Infamous Ratsos</u> by Kara LaReau <u>Ruby &amp; The Booker Boys</u> (series) by Derrick Barnes</p> <p><i>Suggested Interactive Read Alouds/Unit Mentor Texts:</i> <u>Last Stop on Market Street</u> by Mark de la Pena <u>Harriet You'll Drive Me Wild</u> by Mem Fox <u>Elephant and Piggie: We are in a Book</u> by Mo Willems <u>More Spaghetti, I Say!</u> by Rita Golden Gelman</p>	<p>CCSS: RL.1.10, RF.1.2a, RF.1.2b, RF.1.3a, RF.1.3b, RF.1.3d, RF.1.3e, RF.1.4a, RF.1.4b, RF.1.4c, SL.1.1a, SL.1.1b</p>

Here's a 1st grade sample of a reading workshop unit illustrating the elements (cont'd)

Unit Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Notes for Teachers
<p>Readers use all they know and all the parts of the book to understand their reading.</p>	<p>Readers notice and use patterns in books to</p> <ul style="list-style-type: none"> <li>• read and talk about the patterns they see with their partners.</li> <li>• help them read fluently.</li> <li>• know that (and predict how) the pattern will change at the end.</li> </ul>	<p>Interactive read aloud is a wonderful place to use think aloud to model remembering &amp; using strategies already in place.</p>
<p>Readers use strategies to read with accuracy.</p>	<p>Readers notice when they come across a tricky word and work to solve it by...</p> <ul style="list-style-type: none"> <li>• looking at the picture and think about what would make sense. (levels A and up)</li> <li>• getting their mouth ready for the beginning letters. (level C)</li> <li>• Looking at the picture AND using the first letter (level C and up)</li> <li>• moving their eyes through the whole word. (level D)</li> <li>• thinking about what makes sense. (all levels)</li> <li>• looking for patterns and familiar words.</li> <li>• using the picture and thinking about the story.</li> <li>• blending the sounds, stretching the word, and rereading. (Level D and up)</li> <li>• flipping the letter sound. (level D/E and up)</li> <li>• chunking the letters and sounds. (level D and up)</li> <li>• skipping the word and then rereading.</li> <li>• trading a word that makes sense.</li> <li>• noticing patterns in books- which words repeat on each page.</li> <li>• checking the word wall.</li> <li>• recognizing when there is a sight word with an ending.</li> <li>• reading through the whole word.</li> </ul>	<p>Shared reading is a great place to teach into and practice choosing &amp; using different strategies (and sometimes more than one strategy) to solve words.</p> <p>Co-create a chart of different word solving strategies.</p> <p>Have students have a “close by” tool that lists word solving strategies they are currently working on.</p>

# Learning and Growing Beyond the Classroom

## Everyone Has a Stage - or 3!

- ▶ Soccer
- ▶ Basketball
- ▶ Volleyball
- ▶ Baseball
- ▶ Softball
- ▶ Lacrosse
- ▶ Football
- ▶ Yearbook
- ▶ Newspaper
- ▶ Lego Robotics
- ▶ 3D Printing
- ▶ National Junior Honor Society
- ▶ Student Government
- ▶ School Musical
- ▶ Geography Bee
- ▶ All County Chorus
- ▶ All County Orchestra
- ▶ NYSSMA

- 95% of 7<sup>th</sup> and 8<sup>th</sup> Graders Participated
- Average Number of Activities Per Student: OVER 3!
- 30% of 8<sup>th</sup> Graders Participated in 2+ Sports
- 40% of 8<sup>th</sup> Graders Participated in 4+ Non-Sports Activities
- 25% of 8<sup>th</sup> Graders Participated in 6+ Total Activities

# How does the new team structure impact our capacity to use data to drive instruction?

- ▶ Collaboration
- ▶ RTI
- ▶ Progress Monitoring
- ▶ Student Data Folios
- ▶ Workshop Model
- ▶ Best Practices