

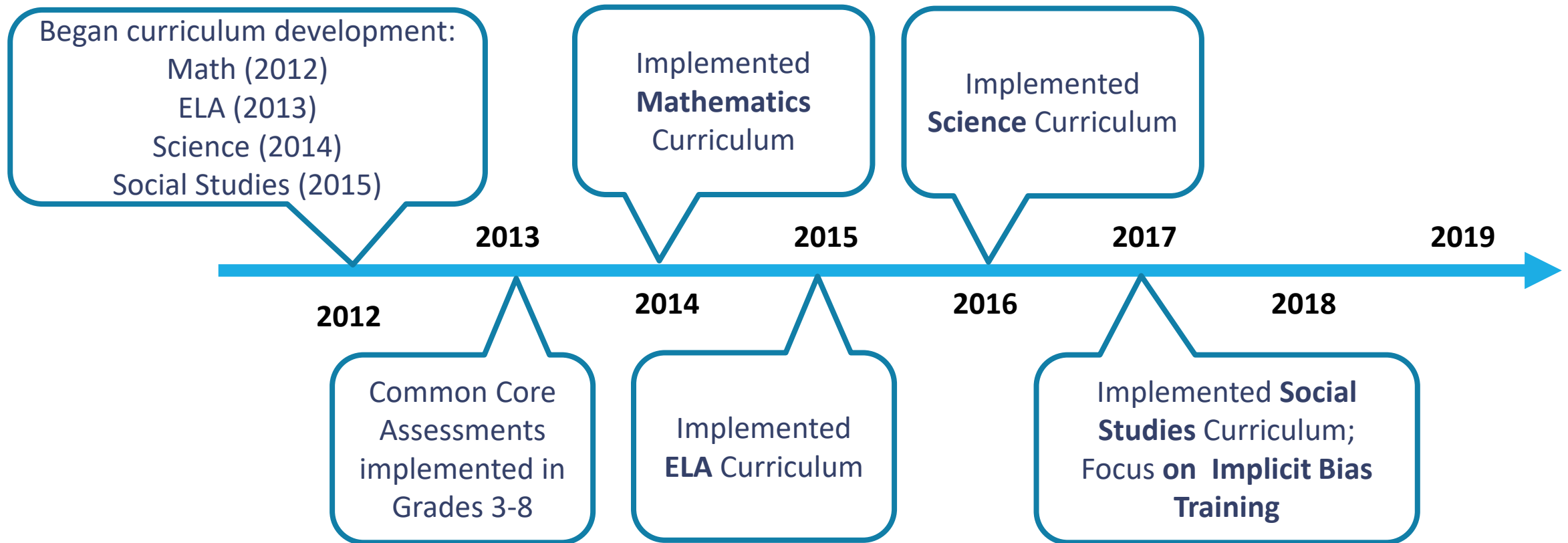
NEW YORK STATE SCHOOL DISTRICT REPORT CARD

APRIL 21, 2020

Initiatives & Impacts



Timeline of Major Initiatives (Grades K-12)



Goals

Goal #1: Increase student performance in ELA and Mathematics

Goal #2: Increase percentage of students demonstrating proficiency in ELA by Grade 3

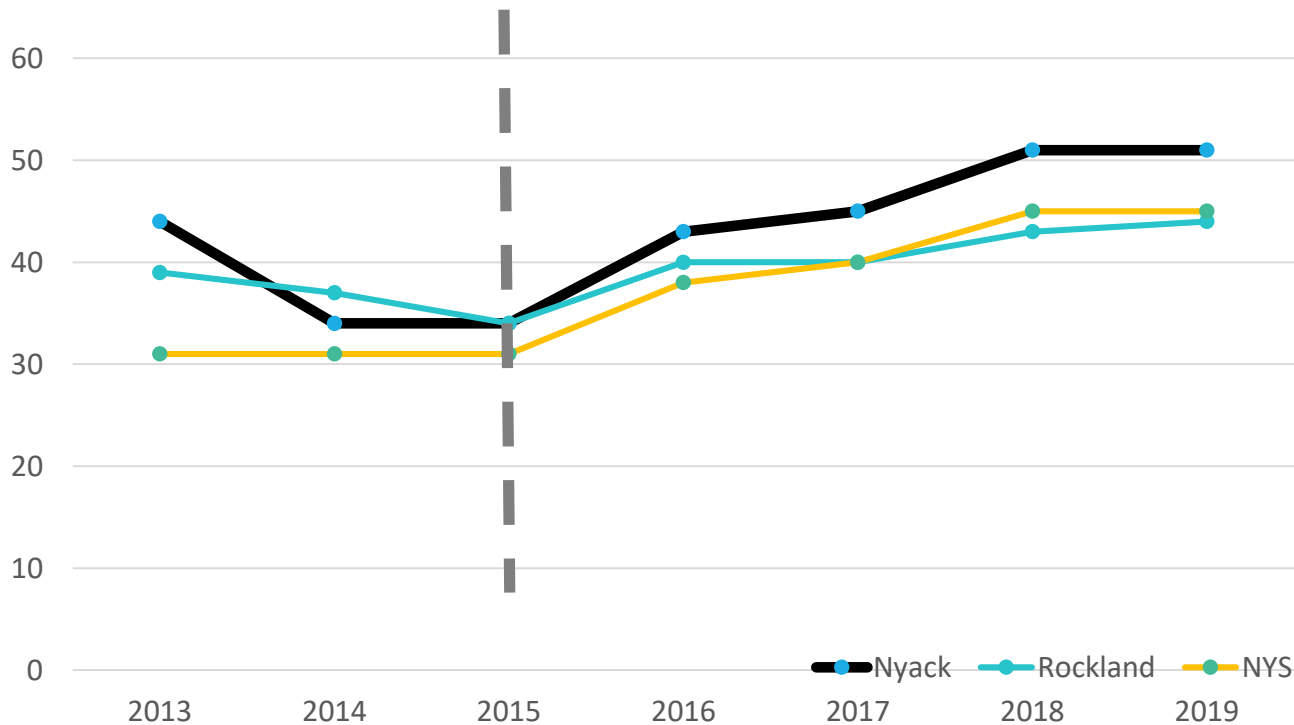
Goal #3: Reduce the opportunity gap for Black and LatinX students, as well as students for whom English is a new language.

Goal #1

INCREASE STUDENT PERFORMANCE IN ELA AND MATHEMATICS

How are our students doing compared to Rockland County and NYS?

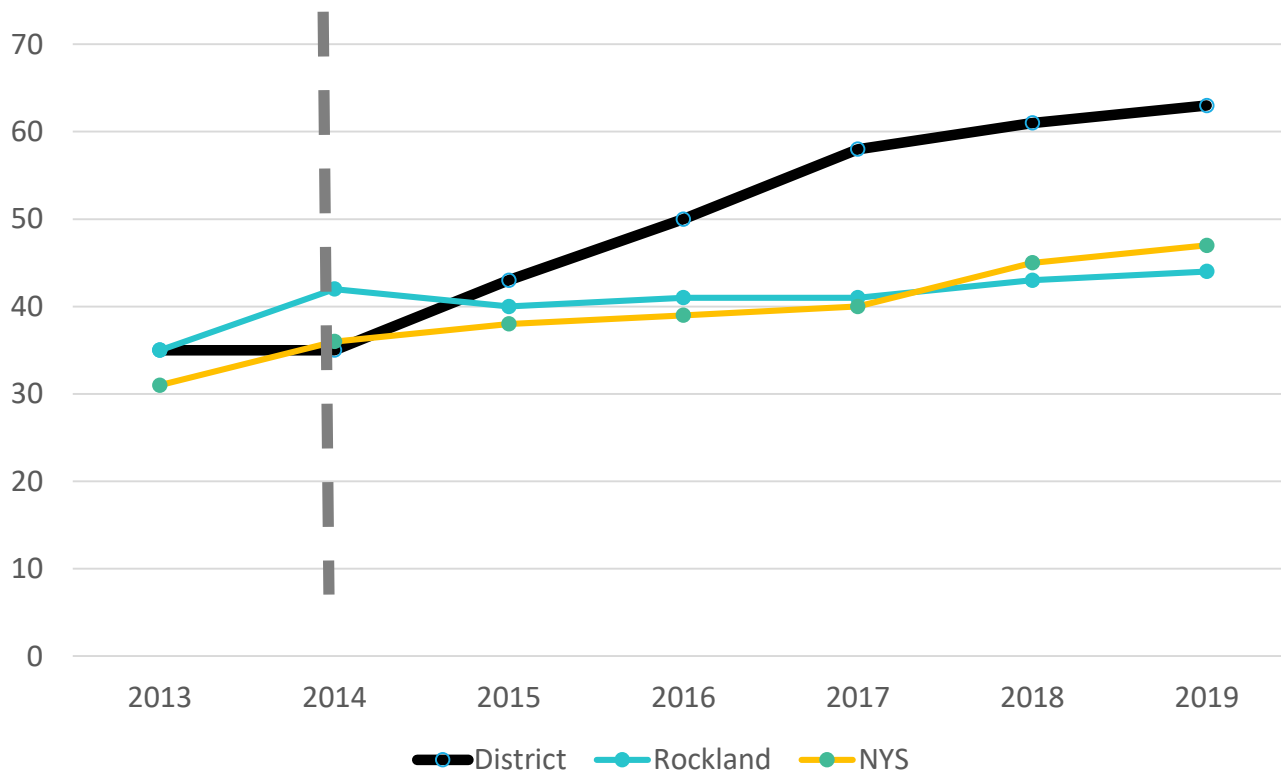
% Proficient in ELA (All Students)



After we began implementing our new ELA curriculum in 2015, we have seen steady gains in ELA Proficiency, continuing to surpass NYS and Rockland County by 6 percentage points.

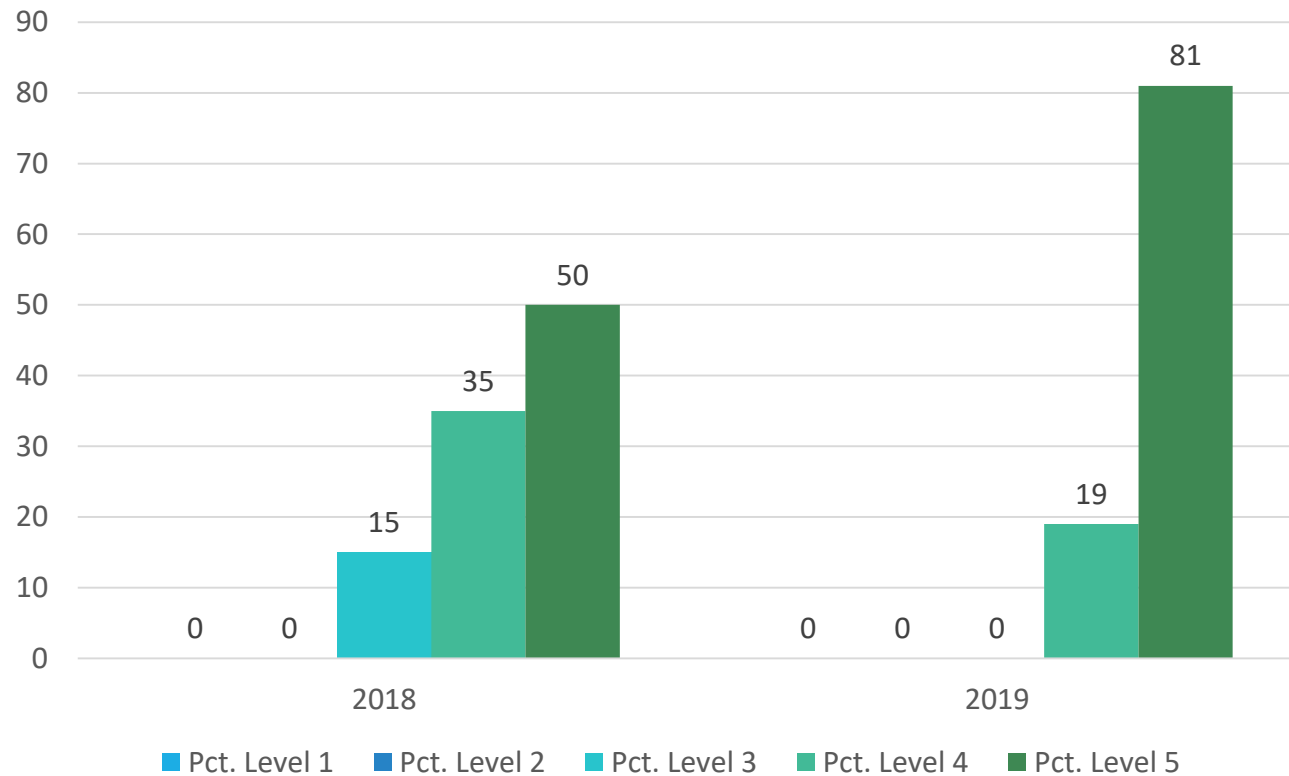
How are our students doing compared to Rockland County and NYS?

% Proficient in Math (All Students)



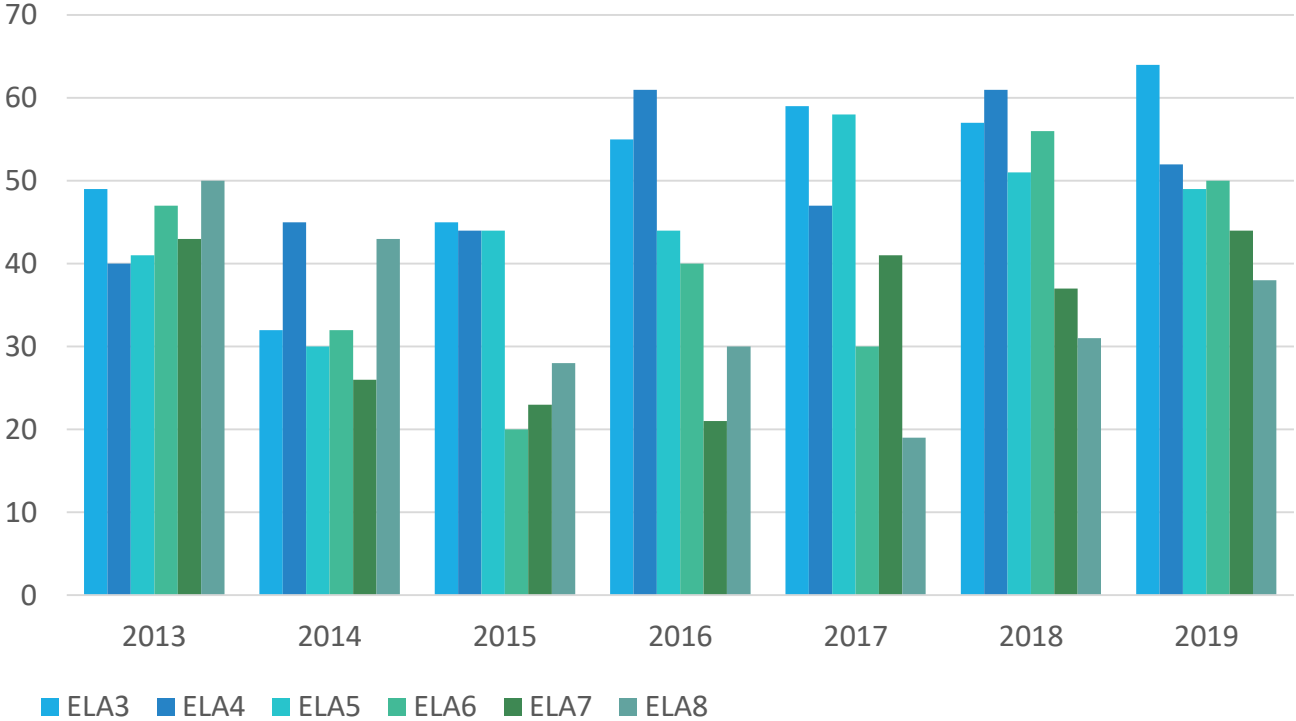
After we began implementing our new Math curriculum in 2014, we have seen steady gains in Math Proficiency, surpassing NYS and Rockland County by 15 percentage points.

8th Grade Regents



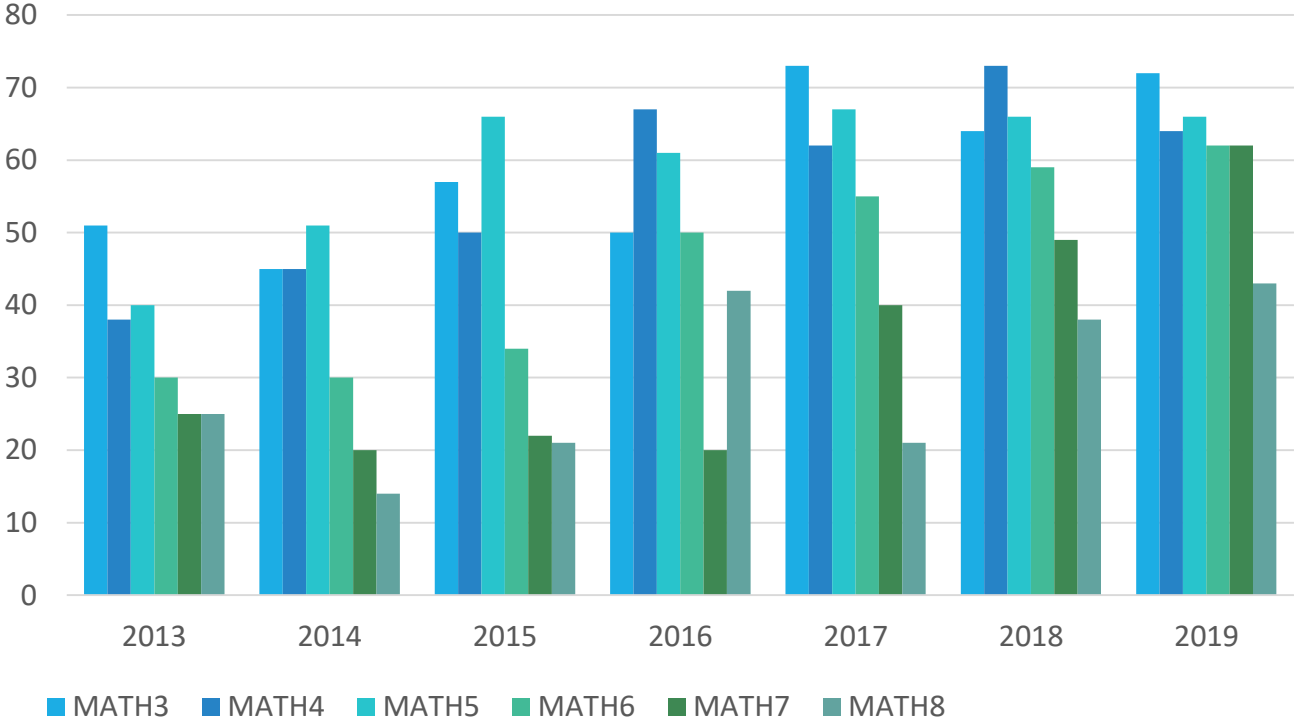
100% of students taking the Algebra 1 Regents in Grade 8 demonstrated proficiency (level 3 or above) and beyond.

ELA: % Proficient by Grade (NYACK UFSD)



There have been steady gains in Grade 3 over the past 6 years and in Grade 8 over the last 3 years

Math: % Proficient by Grade (NYACK UFSD)



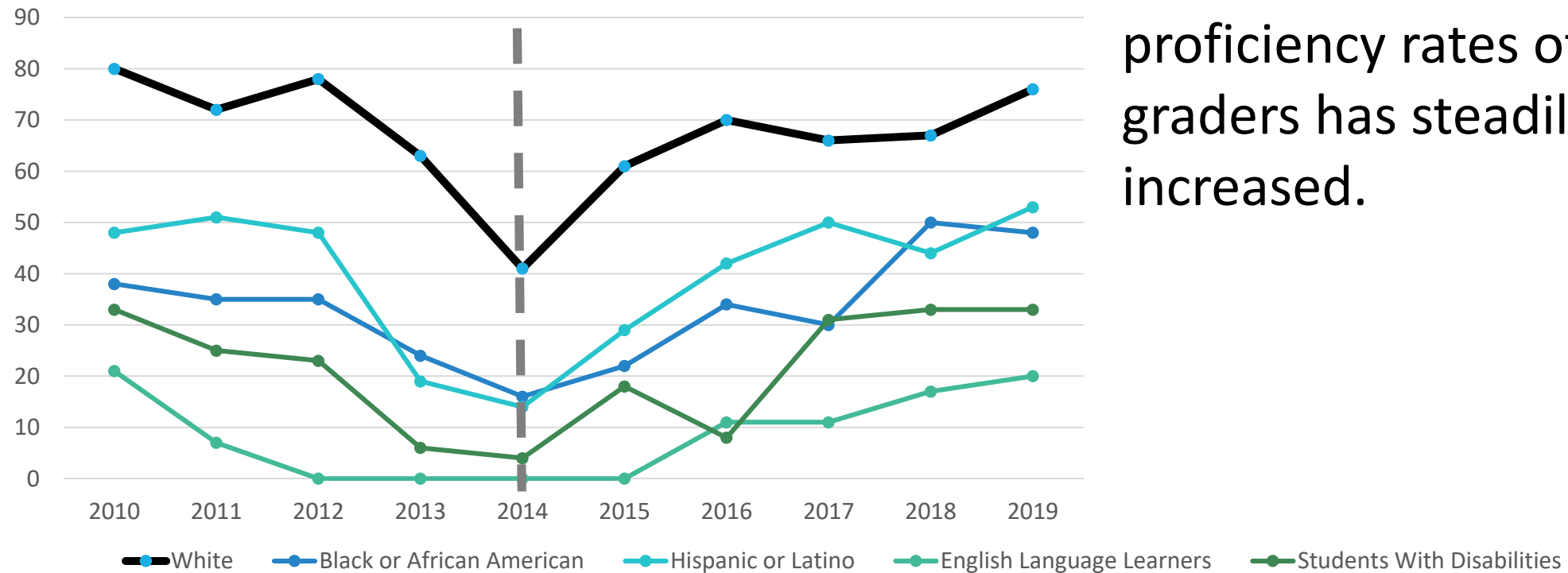
Substantial and steady gains on each level over the past four years.

Goal #2

INCREASE PERCENTAGE OF STUDENTS DEMONSTRATING
PROFICIENCY IN ELA BY GRADE 3

Are our 3rd graders doing better in ELA?

3rd Grade Proficiency Rates

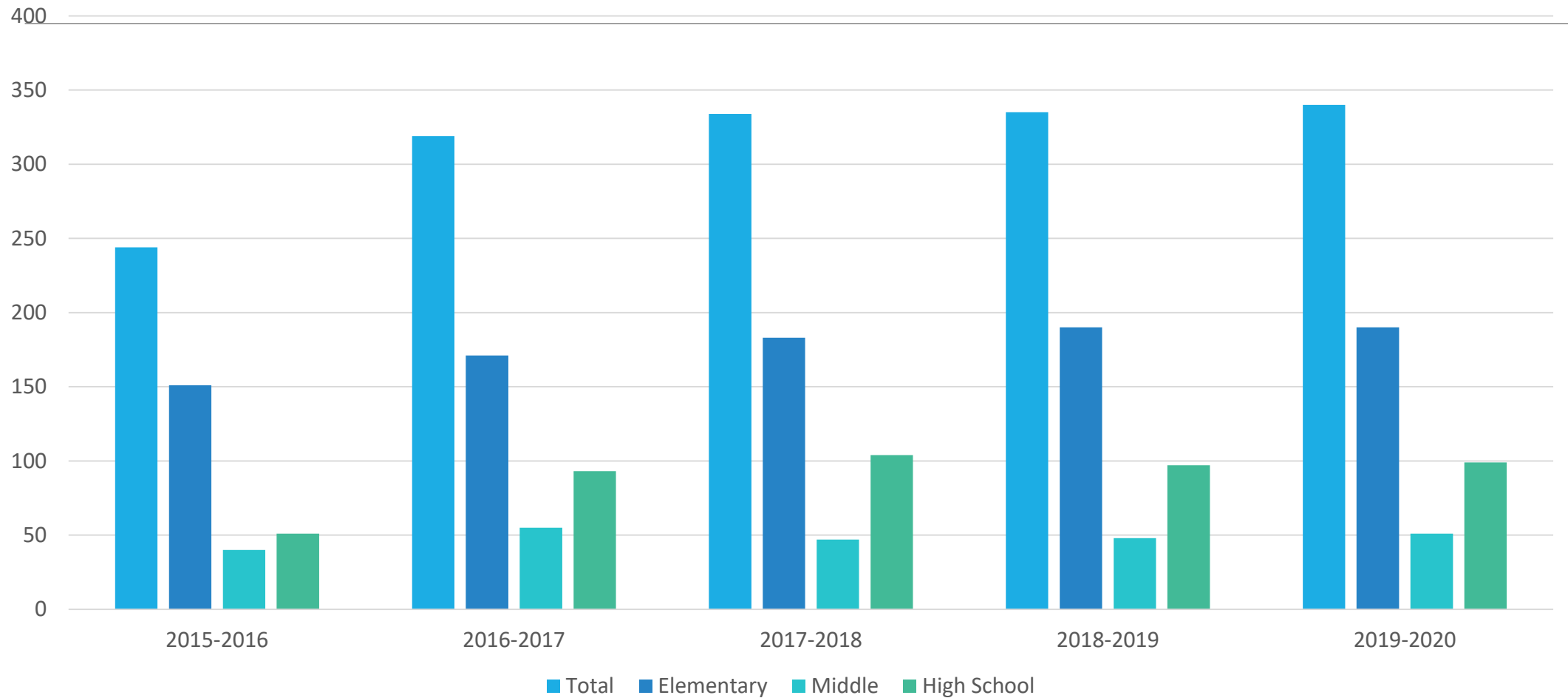


Since 2014, the proficiency rates of 3rd graders has steadily increased.

Goal #3

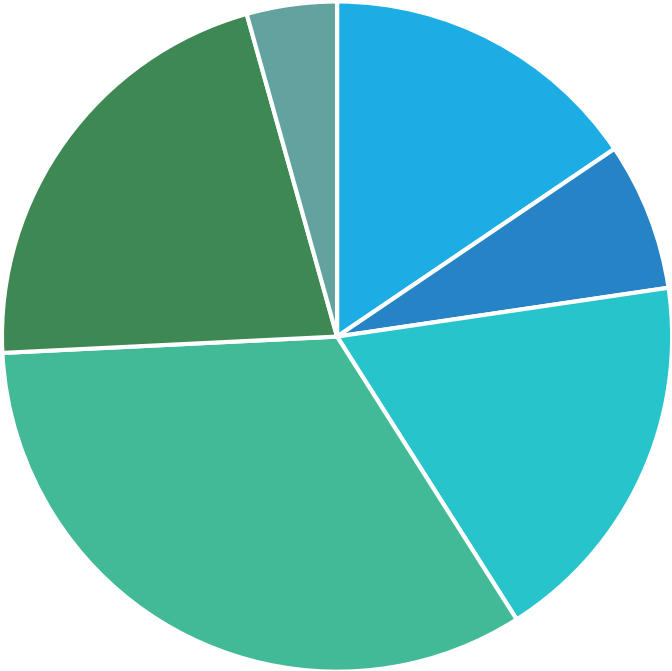
REDUCE THE OPPORTUNITY GAP FOR BLACK AND LATINX STUDENTS,
AS WELL AS STUDENTS FOR WHOM ENGLISH IS A NEW LANGUAGE.

ENL Department Student Enrollment



New York State English as a Second Language Achievement Test (NYSESLAT)

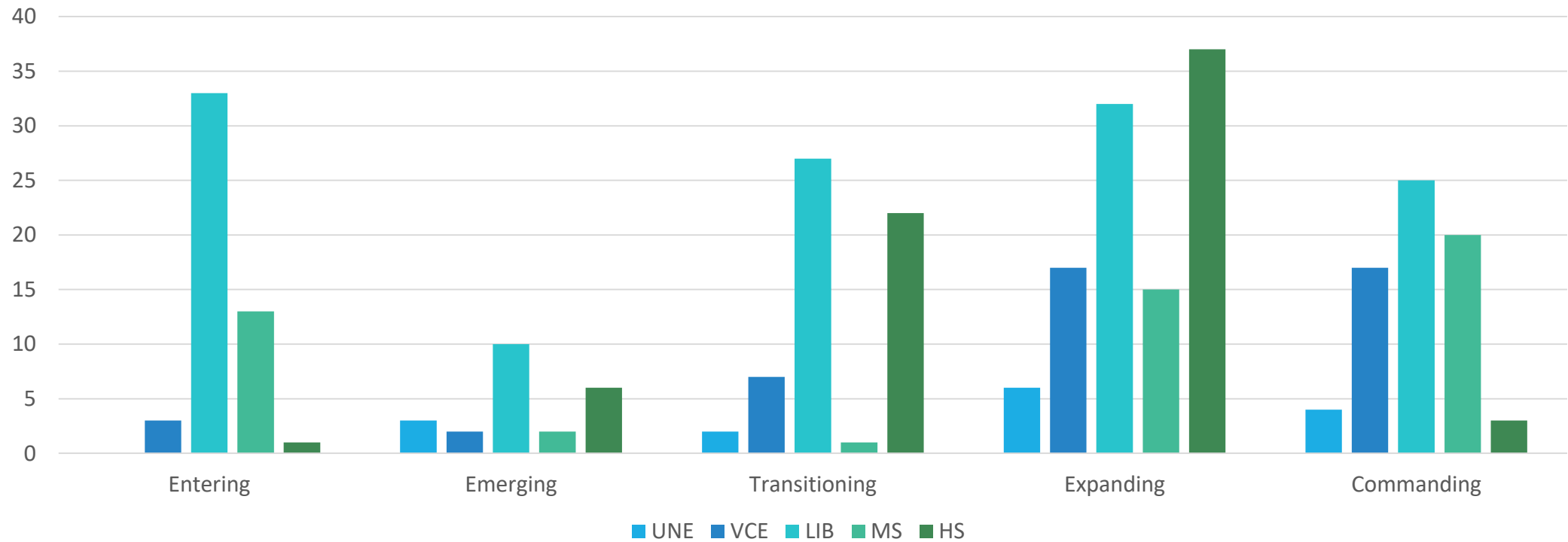
2018-19 Language Proficiency Results



■ Entering ■ Emerging ■ Transitioning ■ Expanding ■ Commanding ■ Not Tested

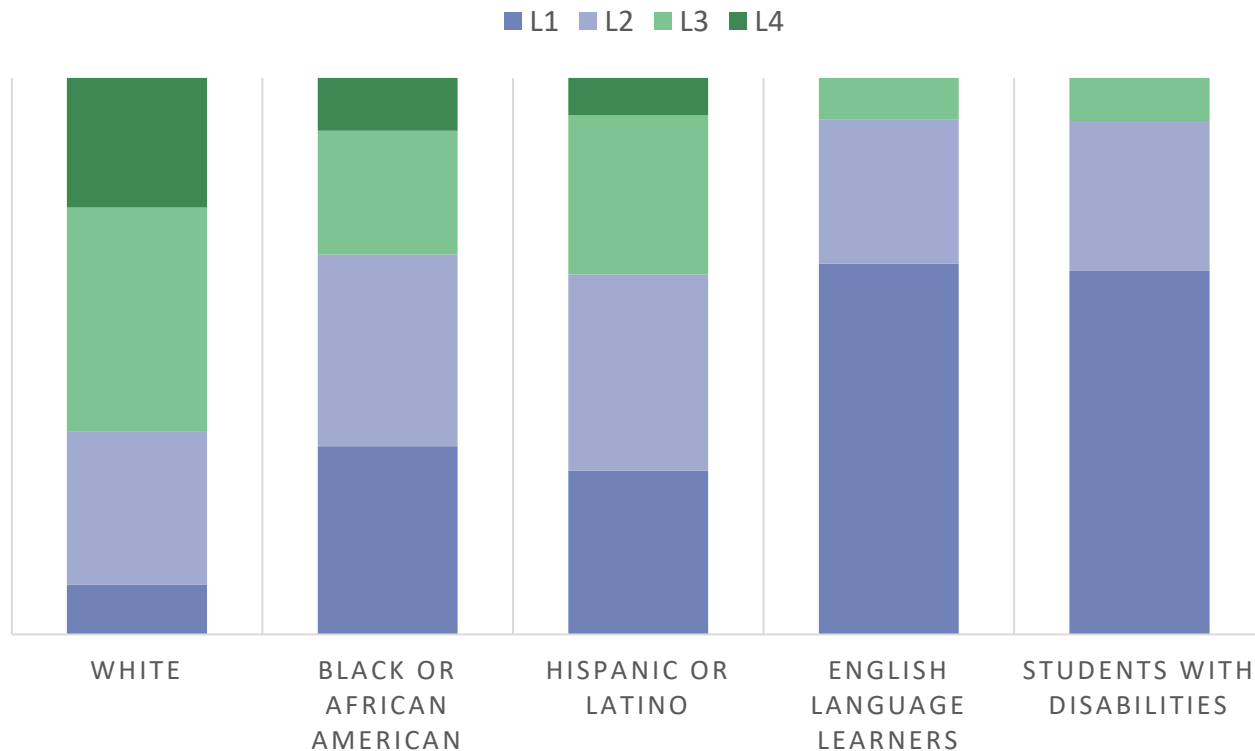
NYSESLAT Results by Building

2018-2019 NYSESLAT



Is there equal distribution of 1's, 2's, 3's and 4's within each subgroup?

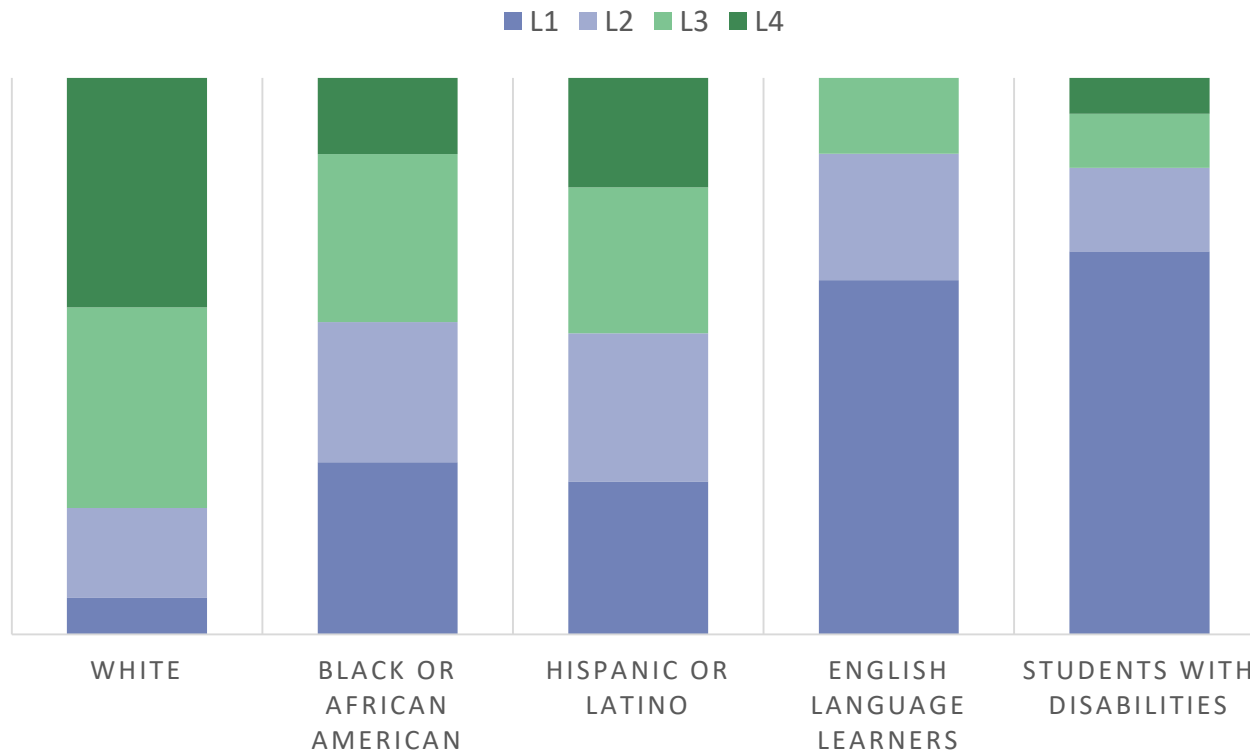
Subgroup Comparison – ELA 3 – 8th Grade (2018-19)



Equity occurs when the % of 1's 2's 3's and 4's have similar distributions within each subgroup, reflecting comparable access to educational opportunities that allow all students to succeed.

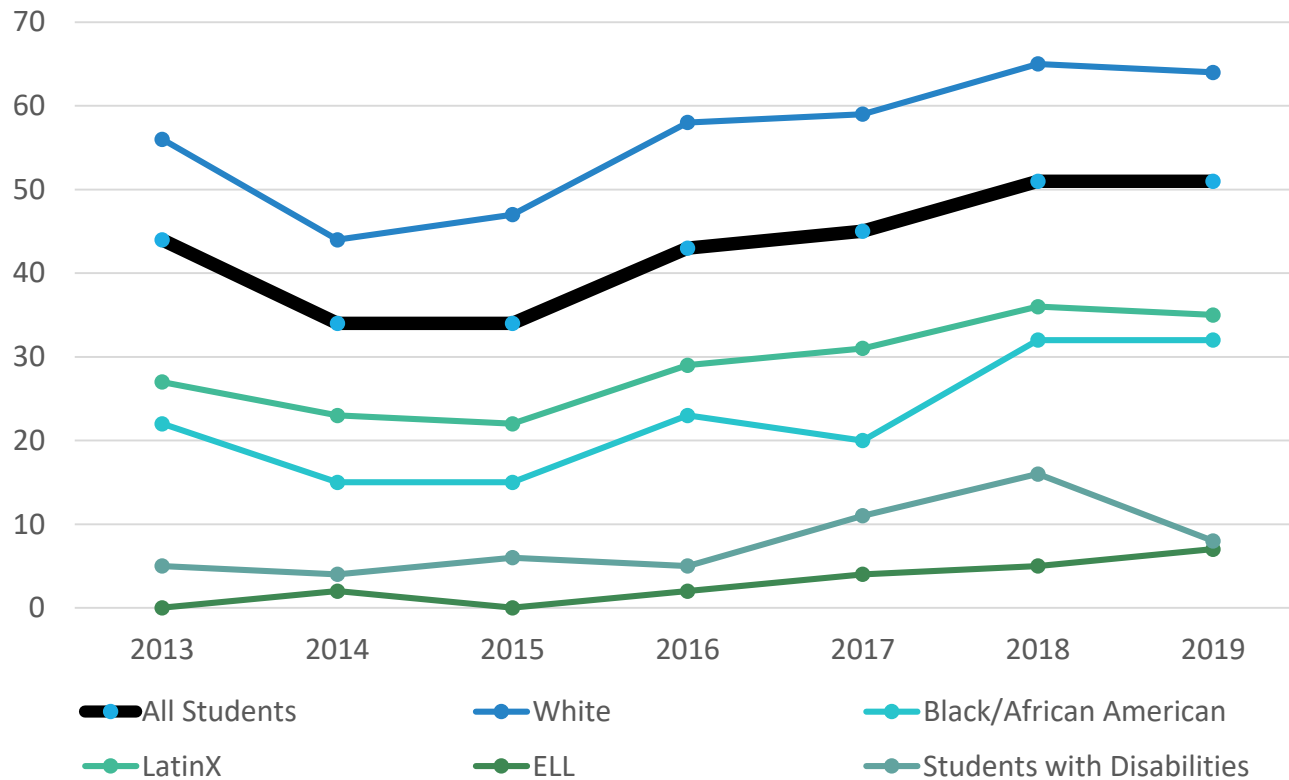
Is there equal distribution of 1's, 2's, 3's and 4's within each subgroup?

Subgroup Comparison – Math 3 – 8th Grade (2018-19)



Equity occurs when the % of 1's 2's 3's and 4's have similar distributions within each subgroup, reflecting comparable access to educational opportunities that allow all students to succeed.

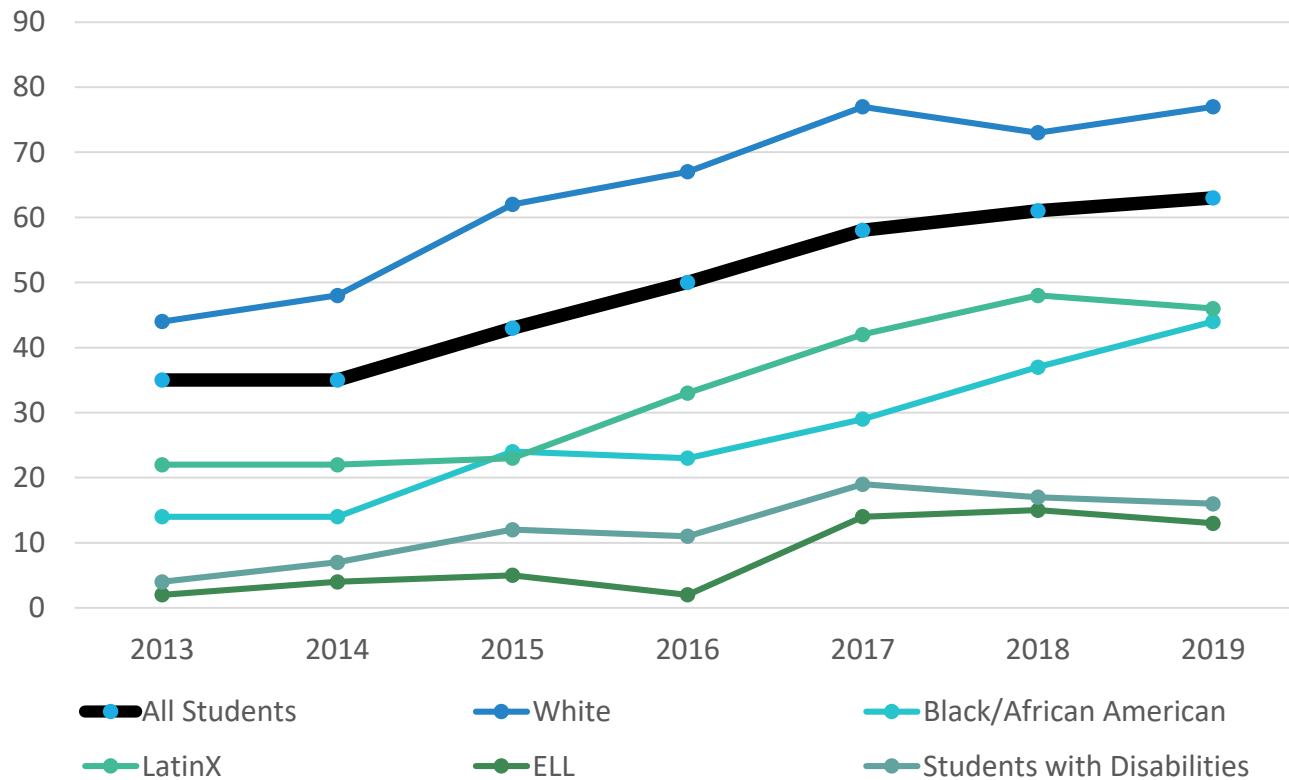
% Proficient in ELA (Subgroups, 3-8)



Over time, there have been periodic narrowing and widening of the opportunity gap.



% Proficient in Math (Subgroups, 3-8)



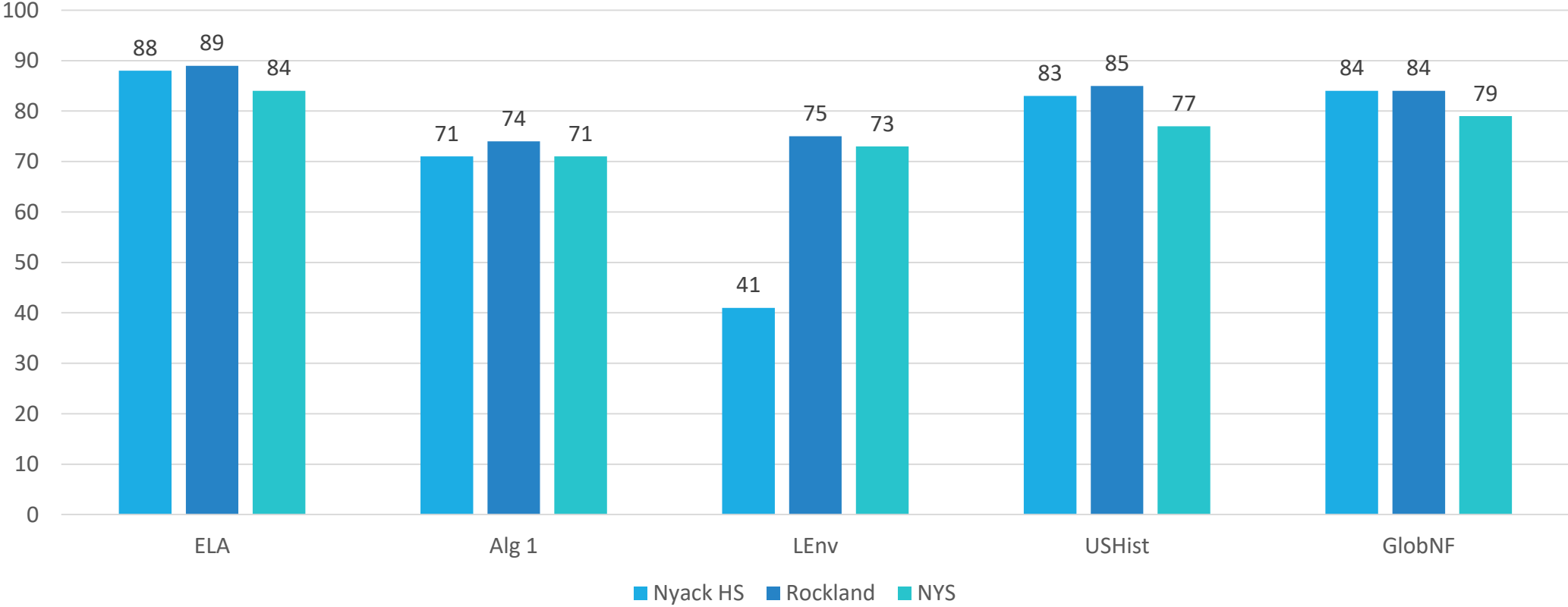
Over time, there have been periodic narrowing and widening of the opportunity gap.



Regents Results

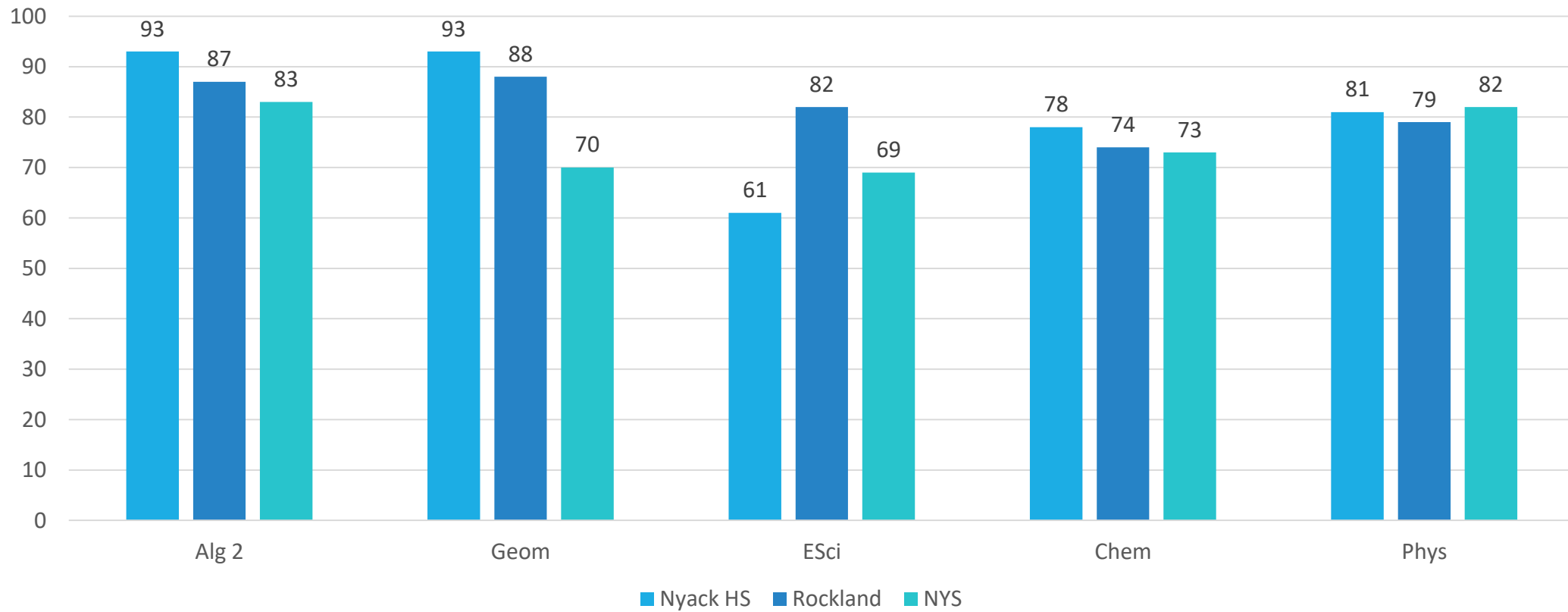
Regents Pass Rates 2019

Nyack HS vs Rockland County vs. NYS

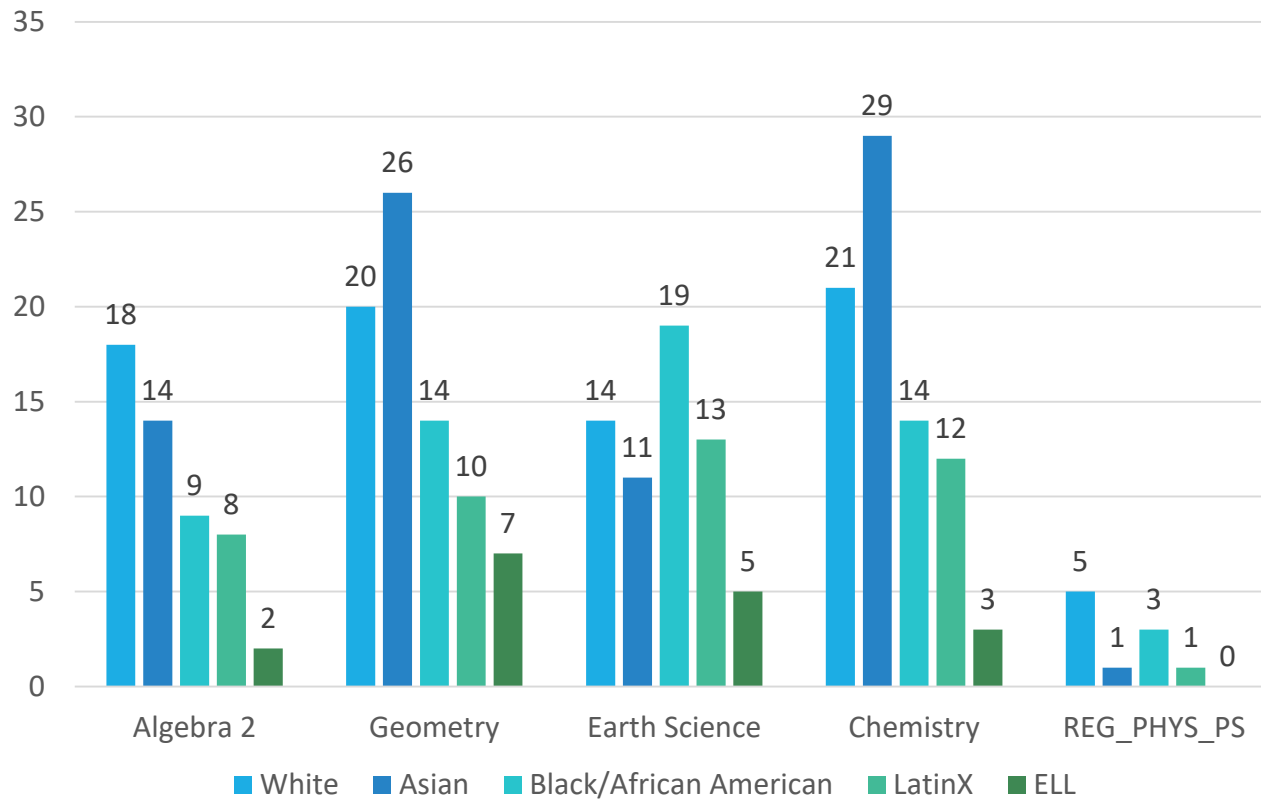


Regents Pass Rates 2019

Nyack HS vs Rockland County vs. NYS



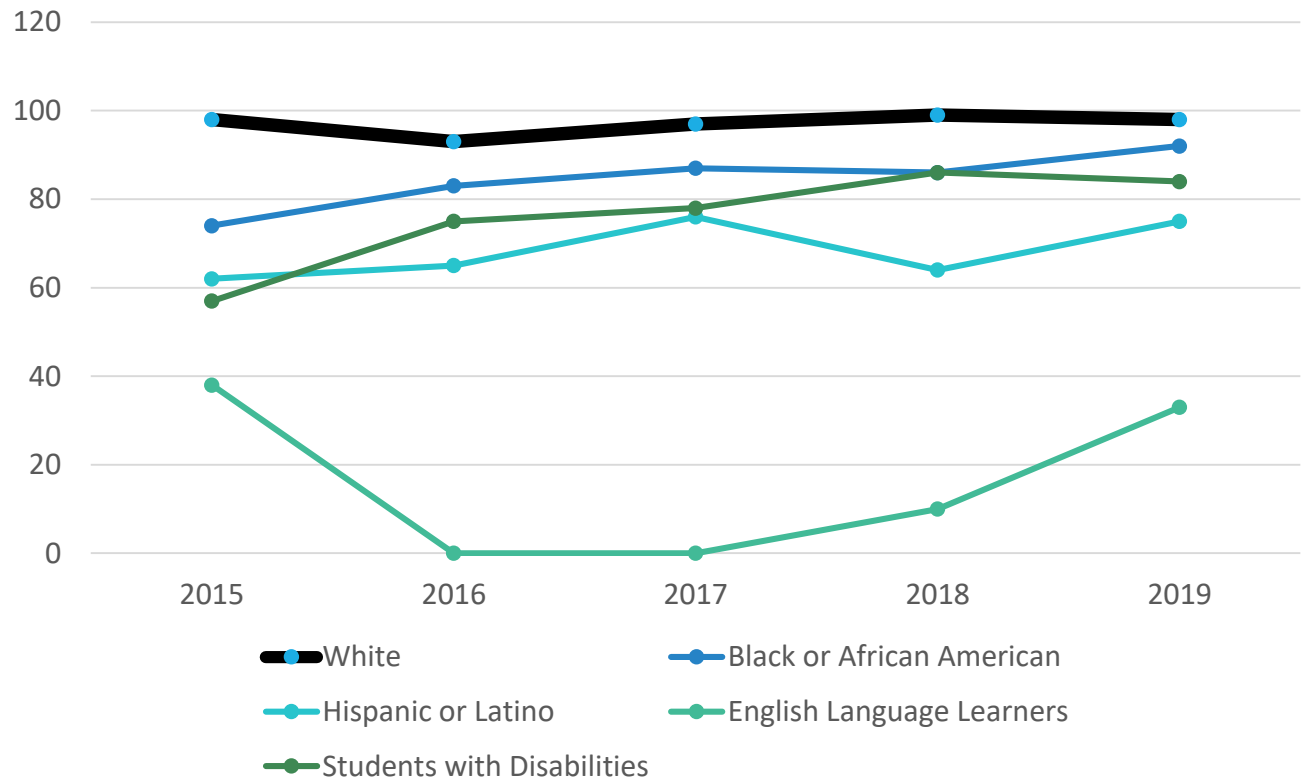
Percent Tested – Advanced Regents 2019 By Subgroup



Equity occurs when students in all subgroups are given access to advanced material at the same rates. (Note that these percentages are out of students enrolled in grades 9-12)

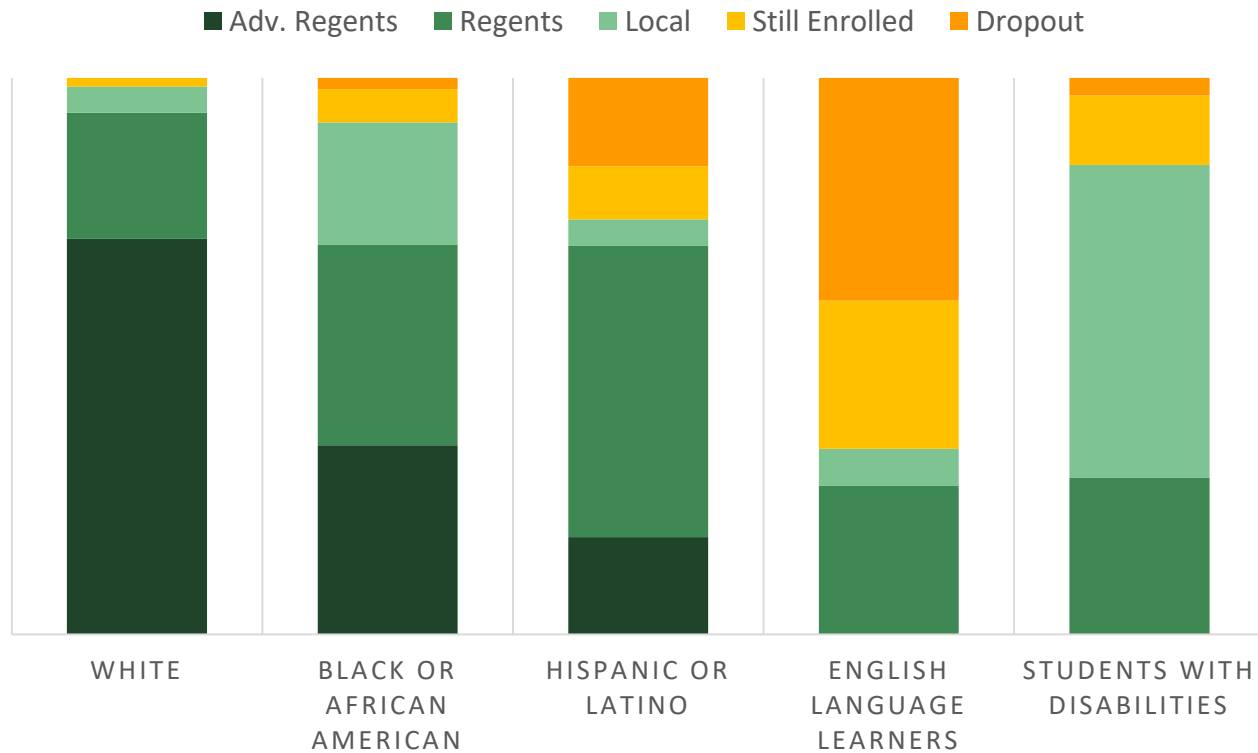
Graduation Rates

Graduation Rates, 2015-2019



Graduation Rates - Distribution

Subgroup Comparison (2018 – 2019)



Graduation Rates – Distribution

Subgroup Comparison (2018 – 2019)

	GRAD RATE	REGENTS WITH ADVANCED DESIGNATION	REGENTS DIPLOMA	LOCAL DIPLOMA	STILL ENROLLED	DROPOUT
ALL	90	51	32	7	5	5
WHITE	98	71	23	5	2	0
BLACK	92	34	36	22	6	2
HISPANIC	75	17	52	5	10	16
SWD	84	0	28	56	13	3
ELLs	33	0	27	7	27	40

What Are We Doing To Address the Achievement Gaps?

- Deepen Professional Development: Continue development of rigorous, student-centered, problem-based technology infused instruction, assessment literacy and supporting ELLs in general education classrooms etc.
- Provide comprehensive support for students; reconfigure and/or extend learning opportunities for struggling learners
- Establish supportive schools and classrooms; enhance cultural competence; Provide related PD for administrators
- Continue strong district and Board level focus and support on student progress as well as closing achievement gap
- Link school and home: Enhance outreach to (black and historically underserved) families.



What Are We Doing To Address the Achievement Gaps?

- Monitor Progress (Ideally, at Least Monthly): Expand use of data to improve practice by enhancing accountability process i.e.

Data Wall

Stage 1: Making data public to staff - Looking at macro data - big picture, state data, class/teacher data etc.

Stage 2: Moving to micro analysis. - What are the gaps? What exactly does the student need? What misconceptions does the student have? How will it be addressed? What's the intervention? How do we monitor progress? Have you tracked the vertical articulation of the gap?
What is the impact of Covid-19 school closure on student achievement?



QUESTIONS?

