

# Shoreham Wading River Central School District

2020-2021

Student Performance Summary Report

***DRAFT***

SWRCSD BOE Meeting

November 9, 2021



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- **The Importance of Assessment Data for Student Growth**
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- **Key Findings/Action Plans**



# Where is Data Reviewed at the Instructional Levels?

- Grade Level Meetings (K-5 AM PD)
- Faculty Meetings
- CSE
- RTI Meetings
- Secondary AIS meetings
- Department Meetings
- Professional Development Meetings
- Curriculum Council Meetings
- Administrative Data Meetings
- Placement Meetings
- Observation Meetings
- Regional Meetings (Comparisons)



# Examples of Data Meetings

Effective data use ensures that students aren't just counted but that each student *counts!*

*–Data Quality Campaign org*



# K-5 Response to Intervention Meetings

- Full review of all students' progress at the start of the school year and conclusion of each trimester
  - Purpose: To review individual assessment data of **every student**, identify which students require an intervention, and determine which intervention would be best
  - Conducted by the Principal, specialist teachers, and PPS staff
  - Multiple data points reviewed such as: Running records, Eureka Math unit assessment scores, i-Ready, Foundations, Grades 3-5 NYS test scores, Kindergarten screenings, Words their Way, ALEKS, Leveled Literacy Intervention, Wilson Reading progress

SWR Response To Intervention Plan:

[http://www.swrschools.org/Assets/Forms\\_and\\_Documents/031219\\_Adopted\\_2018-2020\\_SWR\\_Rtl\\_Plan.pdf?t=636879907053470000](http://www.swrschools.org/Assets/Forms_and_Documents/031219_Adopted_2018-2020_SWR_Rtl_Plan.pdf?t=636879907053470000)



# Sample Response To Intervention(RTI) Data for 2020-21

<b>2020-21 Rtl</b>	<b>Students in Reading Rtl</b>	<b>Students who Successfully Exited Reading Rtl</b>	<b>Percent who Successfully Exited Reading Rtl</b>
<b>Grade 3</b>	16	4	25%
<b>Grade 4</b>	13	3	23%
<b>Grade 5</b>	15	5	33%
<b>Total</b>	44	12	27%



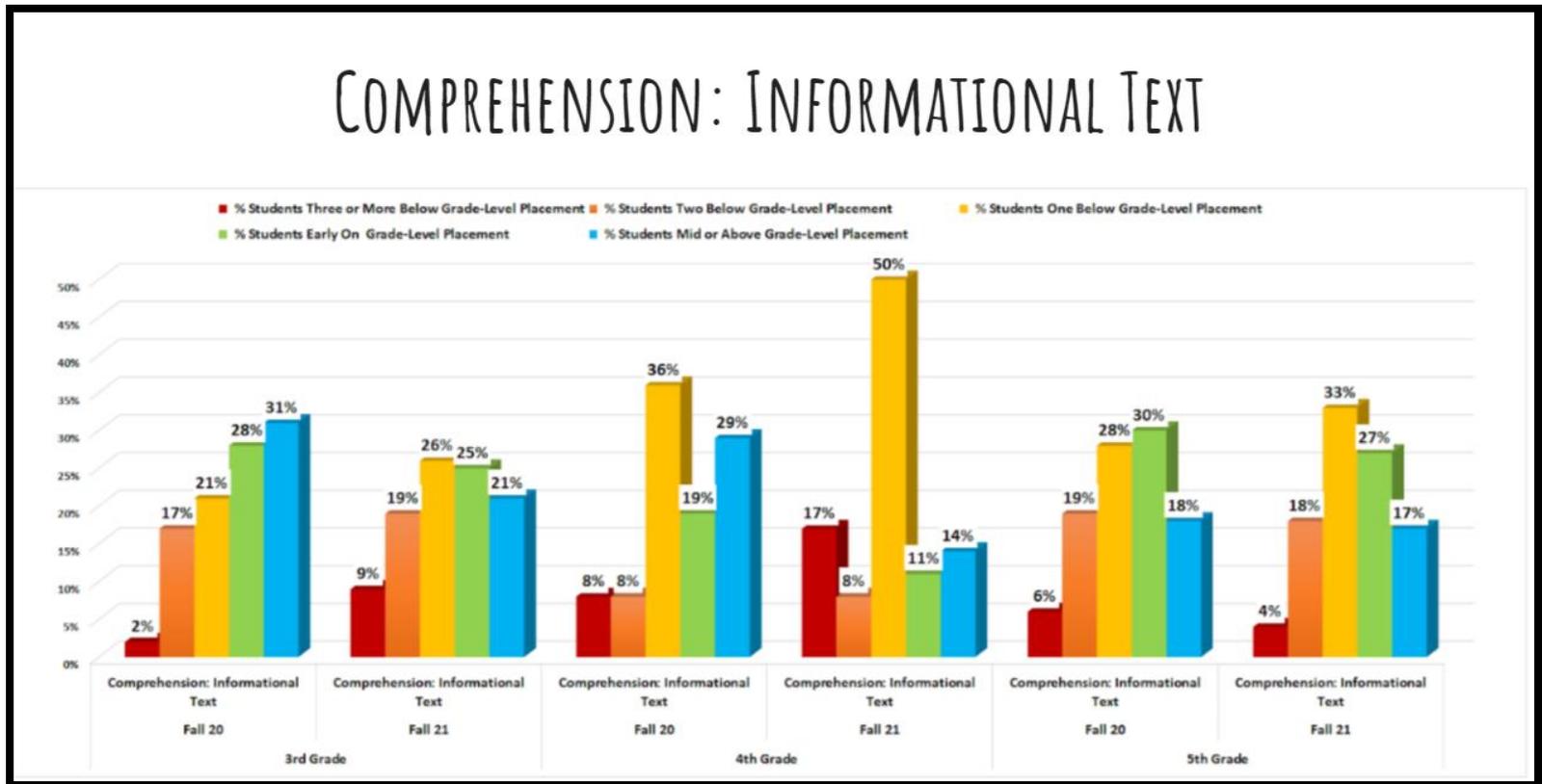
# K-5 Literacy Meetings

- Facilitated by the building principal, Director of Humanities, elementary literacy coach, and Teachers College Staff Developers, these meetings provide a collaborative review of grade level and individual student performance
- Meetings provide opportunities to:
  - Identify goals for a teachers individual students, groups of students and also for a grade level
  - Identify needed curriculum enhancements or adjustments
  - Target professional development to support any identified program or instructional needs



# K-5 Faculty Meetings

Review overall building results with all staff to drive discussion and dialogue on improvement strategies



Fall 2021 Faculty Meeting Sample



## Secondary Department and Faculty Meetings

*Every department and/or faculty meeting generates discussions on the growth of students and the efficacy of the curriculum towards student mastery of key standards and readiness for instruction*

- Typical activities to accomplish this include:
  - Identification of specific areas of instructional focus for the current year
  - Review and selection of additional resources or student supports
  - Development of benchmark assessments and assessment performance targets
  - Review of benchmark assessment results to share best practices and develop targeted instruction
  - Sharing of building-wide strategies for addressing both academic and social-emotional needs of students



# Secondary AIS Meetings

- Review individual student progress quarterly
- Includes a review of grade point averages, assessment data, attendance
- Students in need of monitoring and support are identified in order to provide them with appropriate intervention

Secondary AIS Plan:

[http://www.swrschools.org/Assets/Forms\\_and\\_Documents/102221\\_SWR\\_AIS\\_Plan\\_Grades\\_6-12\\_DRAFT\\_\(2021-2022\).pdf?t=637705022733200000](http://www.swrschools.org/Assets/Forms_and_Documents/102221_SWR_AIS_Plan_Grades_6-12_DRAFT_(2021-2022).pdf?t=637705022733200000)



# Teachers use different types of data to improve teaching and learning

- Teachers use data to reflect on and improve teaching practice
- Teachers use data to communicate with students about their strengths and learning needs
- Teachers use data to collaborate with other teachers to support student learning
- Teachers use data to trigger early support when students are struggling
- Teachers use data to help communicate with parents about their children's performance



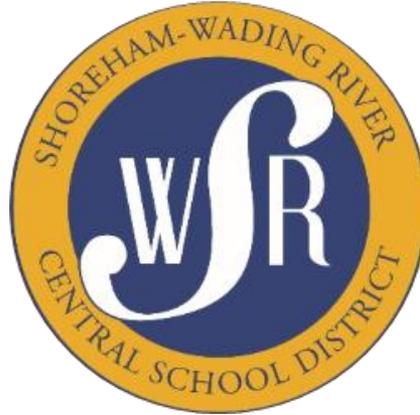
# Pandemic Related Impacts on Students

- Social Distancing limited targeted small group work and 1:1 conferences
- Positive cases impacted staff and student attendance for in-person learning
- COVID Closures
- Regent exams either cancelled or not required
- Transitions to remote learning platforms and methods of instruction
- Non-ideal instructional spaces



# 2021 Strategic Planning Work

- Please view the 10/12/21 Strategic Planning Presentation for additional information of ongoing goals to enhance outcomes for students for the 2021-22 school year.
- <https://youtu.be/I0EDLqDgZNA>



# **Elementary and Middle School Student Outcomes**



# **New York State Grade 3-8 ELA and Math**





# Opt-Out Rates

Opt-out rates across the grades have increased slightly over the last three years.

- 2018: 80%
- 2019: 79%
- 2020: N/A
- 2021: 81%

Note: NYS ELA/Math Exams were limited in 2021 to a single day administration

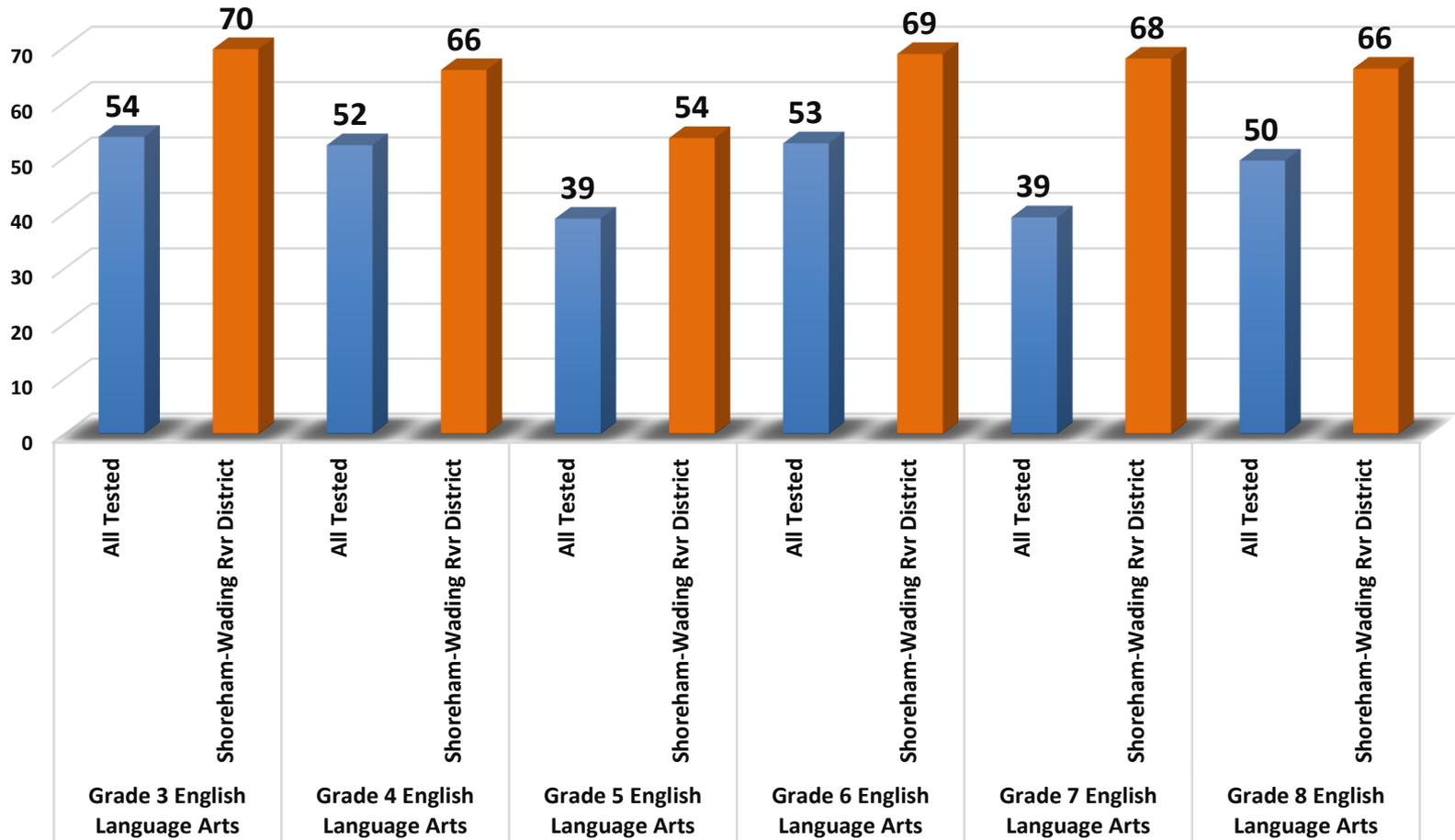


# ELA Year to Year Comparison

Grade	Percent Proficient (Level 3 or Level 4)		Change
	2019 ELA	2021 ELA	
Overall	54%	81%	+27%
3	57%	81%	+24%
4	49%	80%	+31%
5	45%	65%	+20%
6	61%	81%	+20%
7	53%	90%	+37%
8	59%	88%	+29%



# English Language Arts Proficiency Comparison to Region



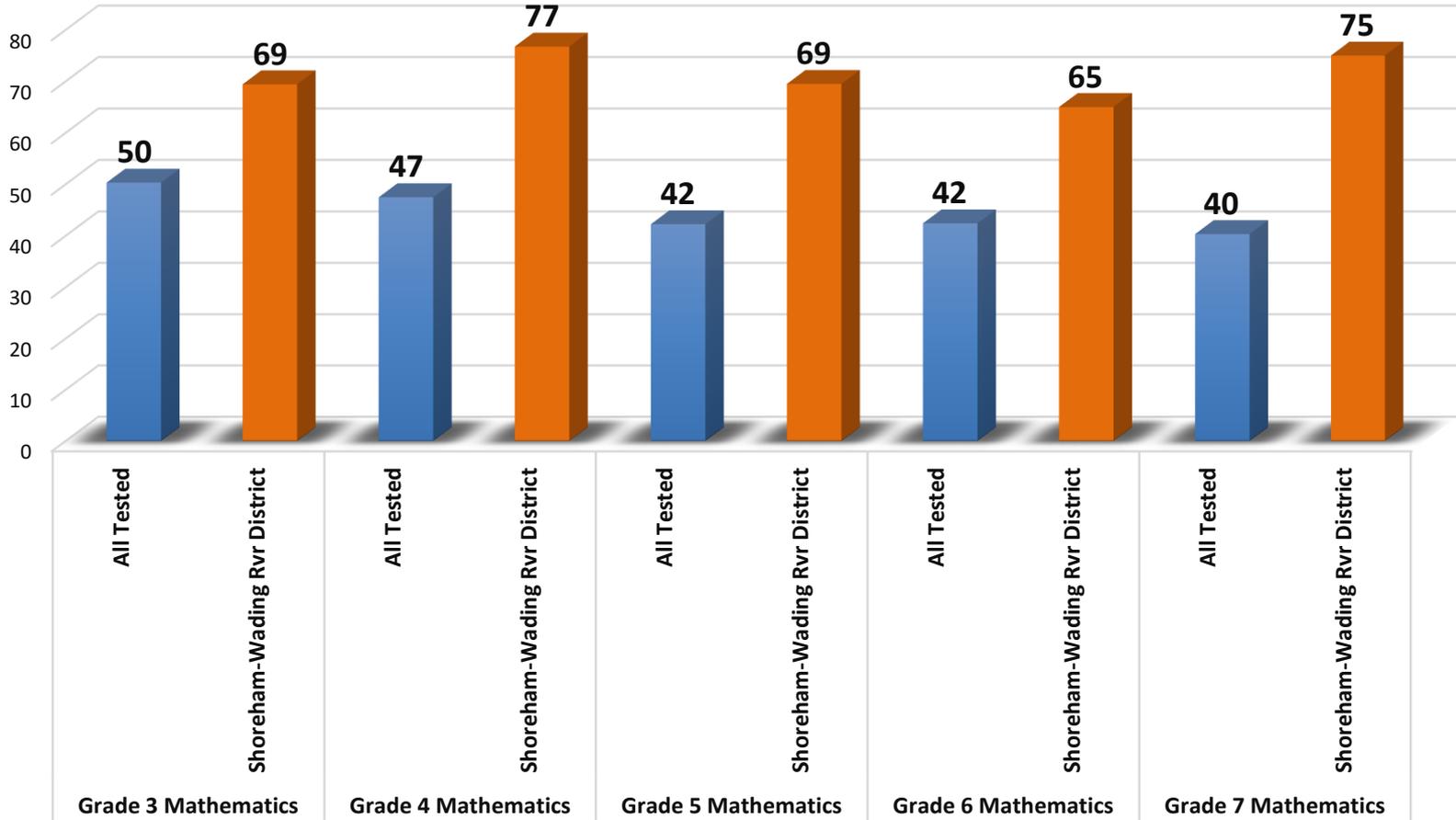


# Math Year to Year Comparison

Grade	Percent Proficient(Level 3 or Level 4)		Change
	2019 Math	2021 Math	
Overall	69%	73%	+4%
3	62%	76%	+15%
4	76%	77%	+1%
5	73%	64%	-9%
6	68%	62%	-6%
7	67%	86%	+19%
8	N/A-Students exempted when they take Algebra 1		

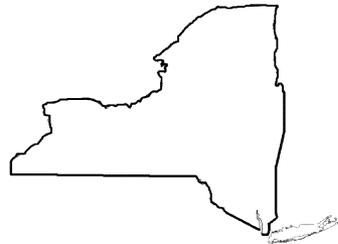


# Math Comparison to Region





# New York State Science





# Science Year to Year Comparison

Grade	Percent Proficient(Level 3 or Level 4)		Change
	2019 Science	2021 Science	
4	98%	98%	0%
8	60%*	40%**	-20%
Grade 8 Earth Science Regents	99%	96%	-3.2%

\* Only 10 students participated in this assessment

\*\* Only 5 students participated in this assessment



# Key Findings ELA/Math

- High numbers of Opt-Out for NYS exams continue to limit the use of these measures toward informing curriculum and instruction needs
- Overall student performance on NYS exams by those participating continues to exceed those of students in our region (and NYS State)

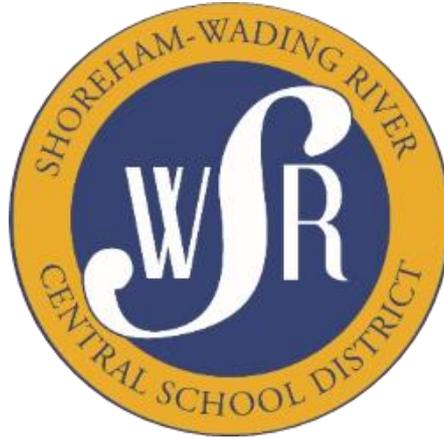




# Key Findings Science

- High opt-out rate continues for grade 4 and 8 science
- About 80 grade 8 students were accelerated and enrolled in Regents Earth Science last year and would not have taken part in the Grade 8 State Science Assessment
- The June 2021 Earth Science Regents was not required and this impacted the number of students who elected to complete the examination.



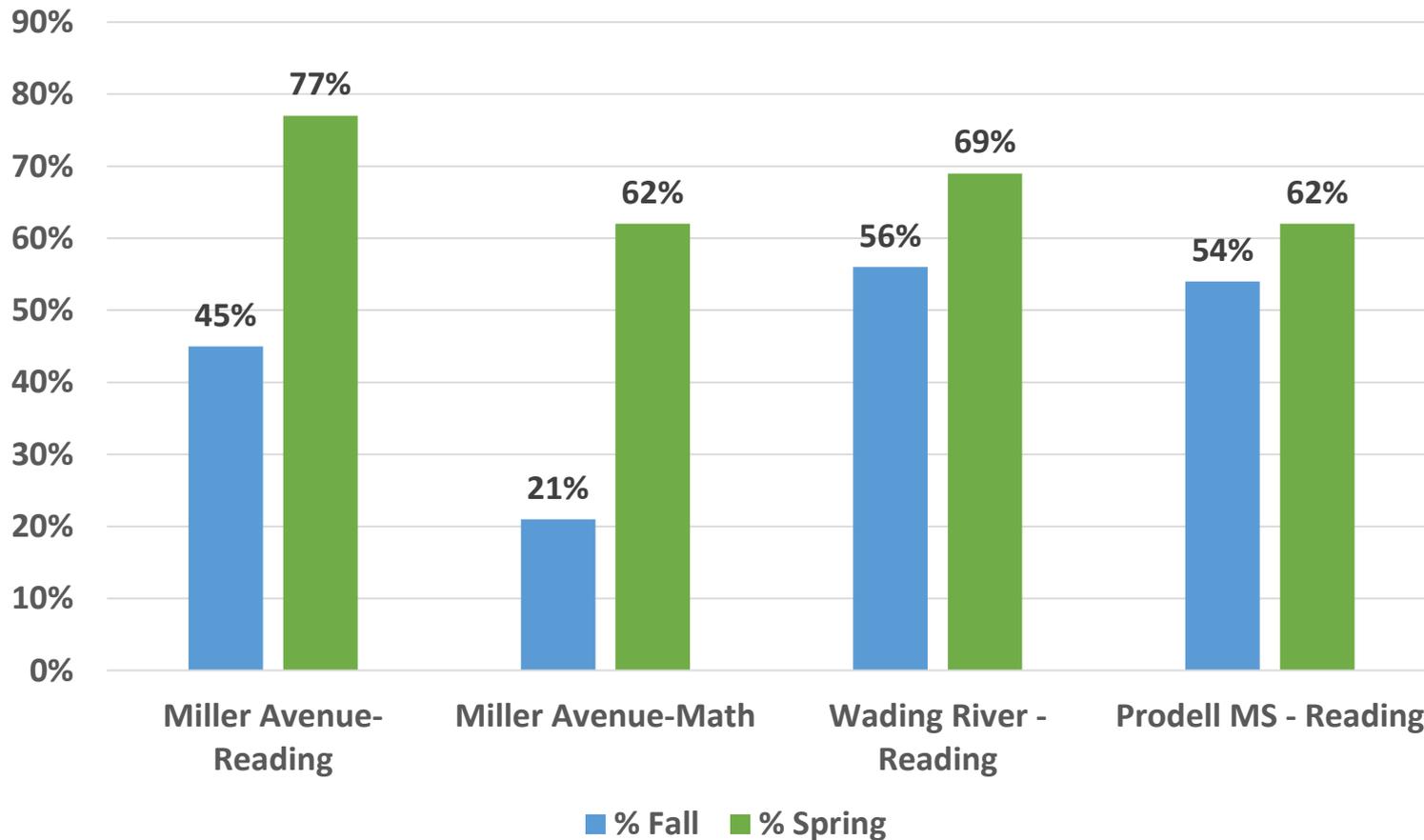


# Local Instructional Diagnostics



# i-Ready 2020-2021 Results

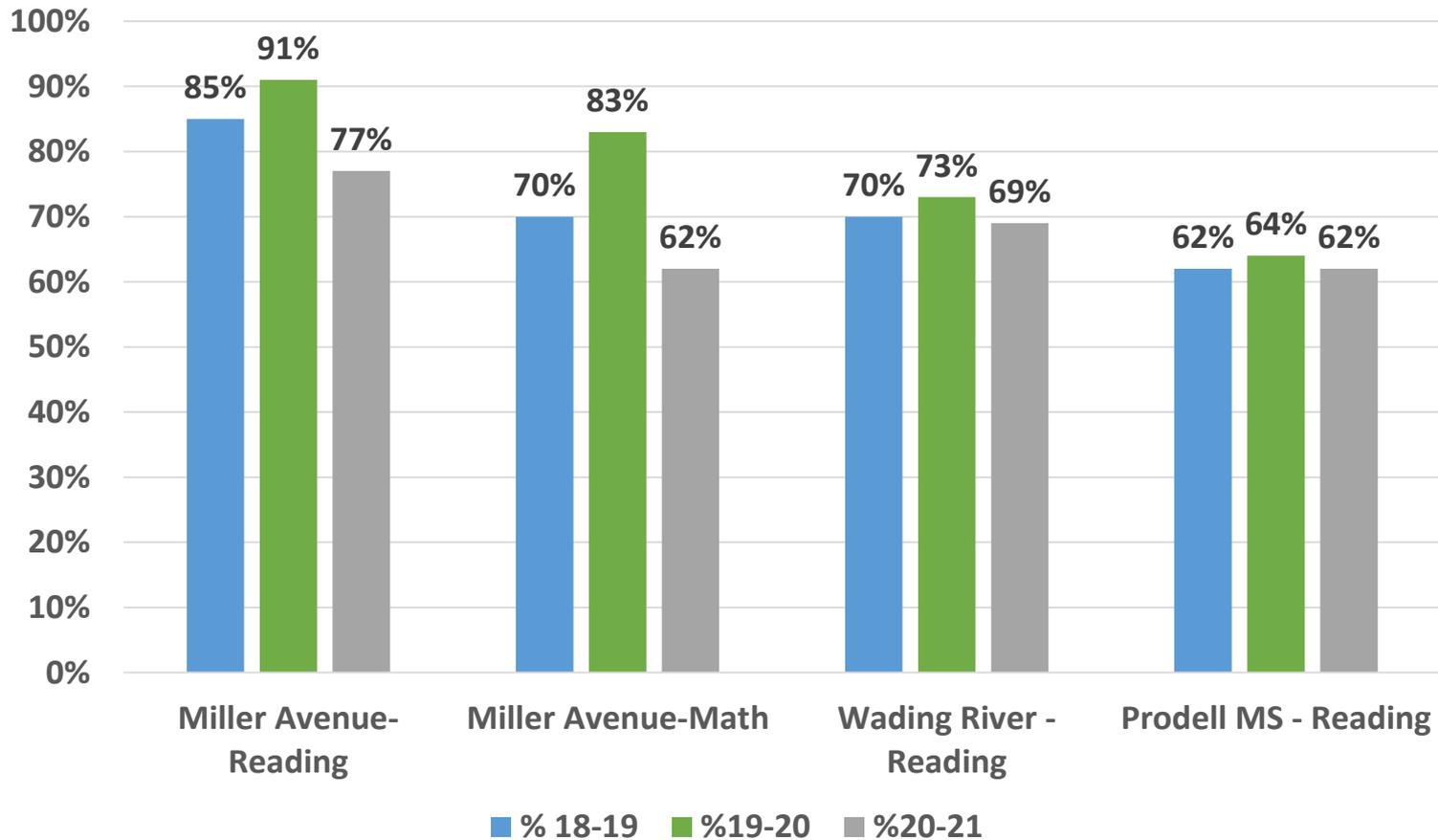
Percentage of Students  
On or Above Grade Level – Gr K-8





# i-Ready 3-Year Comparative Outcomes

Percentage of Students On or Above Grade Level





# Key Findings

- Approximately 69% of students ended the 2020-2021 school year on or above grade level as measured by their i-Ready reading performance, a decrease of just over 5% from the approximately 75% doing so at the conclusion of the 2019-2020 school year
- Percentage of students performing well below grade level decreased from 13% to 11% between Fall 2020 and Spring 2021 reading diagnostics
- Students completing the school year on or above grade level was lower in the primary grades as compared to pre-pandemic levels, while unchanged at the intermediate and middle school levels



# 2021 ALEKS: Measuring Mastery

(Comparable to a Level 5 Regents Score)

Course	Fall Standards Mastered (%)	End-of-Year Standards Mastered (%)	Average Gain (%)
Grade 3	35	66	31
Grade 4	39	63	24
Grade 5	45	66	21
Grade 6	16	24	8
Grade 7	42	52	10
Algebra I*	23	39	16

Note: The end-of-year standards mastered in Regents courses has closely correlated with the rate of mastery by students on the corresponding Regents examination.



# ALEKS: Measuring Mastery - 3-Year Comparative Outcomes

(Comparable to a Level 5 Regents Score)

Course	2019 End-of-Year Standards Mastered (%)	2020 End-of-Year Standards Mastered (%)	2021 End-of-Year Standards Mastered (%)
Grade 3	64	69	66
Grade 4	69	66	63
Grade 5	74	71	66
Grade 6	50	40	24
Grade 7	48	40	52
Algebra I*	31	50	39



# Key Findings

- For 2020-2021, gains in standards mastered were typical for the intermediate level grades but lower than previous years at the middle school
- Over the past three years, with the exception of Grade 6, student mastery of content standards as demonstrated by their end-of-year ALEKS diagnostic was relatively unchanged
- Cohort performance is fairly consistent throughout the past three years



# Action Steps to Support K-8 ELA Performance

- Additional primary reading support staff
- Expanded summer AIS program
- New summer special education program
- Addition of a new reading intervention program (Sunday)
- Continual review of the progress of all students in ELA across the year
- Ongoing professional development and curriculum review of grades K-5 reading and writing program
- Ongoing professional development and curriculum review of grades 6-8 grammar and writing program
- Review subgroup performance data to identify areas of strength and areas in need of improvement
- Implement revised grades 6-8 secondary AIS plan



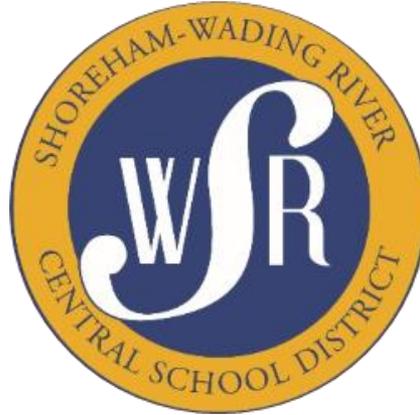
# Action Steps to Support K-8 Math Performance

- Additional K-5 Math AIS teacher
- Review and revision of the K-5 Math Unit Assessments
- Expanded summer AIS program
- New Summer Special Education program
- Continual review of the progress of all students in math across the year
- Review subgroup performance data to identify areas of strength and areas in need of improvement
- Implement revised grades 6-8 secondary AIS plan

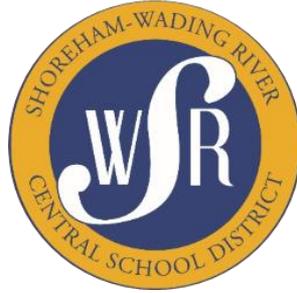


# Action Steps to Support K-8 Science Performance

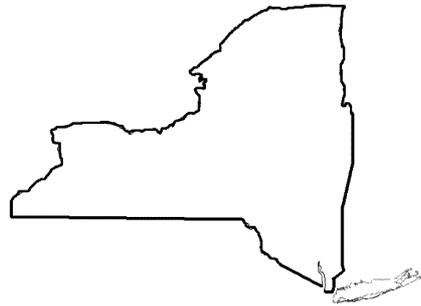
- Review and align K-8 science program to the next generation science standards
- Increase opportunity for Middle School students to participate in accelerated Earth Science
- Reduce Earth Science class size
- Review benchmark assessment results to share best practices and develop targeted instruction
- Continued integration of Middle School Greenhouse into existing program and curricula
  - Family and Consumer Science
  - Health
  - Life Science units
  - Physical/Earth Science units



# High School Student Outcomes



# New York State Regents Exams





# Cancelled Assessments

- **As a result of the COVID-19 pandemic, the following Regents Exams were cancelled for the 2020-2021 school year:**
  - **Geometry**
  - **Algebra II**
  - **Chemistry**
  - **Physics**
  - **Global History and Geography**
  - **United States History and Government**
- **Regents exams were not required by NYS**



# Regents Exam Comparisons

## Year to Year\*

Regents Exam	Percent at Proficiency			Percent at Mastery		
	2019	2021	Change	2019	2021	Change
CC English	99	95	-4%	64	49	-15%
CC Algebra I	97	91	-6%	31	10	-21%
Living Environment	95	97	+2%	55	52	-3%
Earth Science	95	67	-28%	58	36	-22%

Note: Only these four Regents exams were offered in June 2021 and students were not required to take them.

**\*For June 2021: (2021 Regent Exams were not required by NYS)**

- 31% of eligible students sat for the Algebra 1 Regents exam,
- 22% of eligible students sat for the ELA Regents exam,
- 56% of eligible students sat for the Living Environment Regents exam
- 49% of eligible students sat for the Earth Science Regents exam.



# Key Findings

- Only four Regents exams were offered in June 2020 due to the pandemic and students were allowed to be exempted from these exams, resulting in a significant decrease in participation
- With the exception of Earth Science, students who participated on the exams maintained an average proficiency (passing) rate of at least 90%
- Mastery rates were most impacted by the pandemic for those students that elected to take the exam
- Similar to the NYS Grades 3-8 exams, low participation makes it difficult to draw meaningful conclusions on student performance



# ALEKS:

## Measuring Mastery

(Comparable to a Level 5 Regents Score)

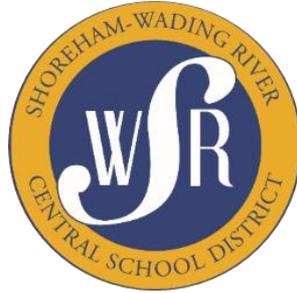
Course	2020 Fall Standards Mastered (%)	2021 End-of-Year Standards Mastered (%)	Average Gain (%)
Algebra I*	23	39	16
Geometry*	32	55	23
Algebra II*	26	53	27
Pre-Calculus	29	51	22
College Math	39	63	24



# ALEKS: Measuring Mastery - 3-Year Comparative Outcomes

(Comparable to a Level 5 Regents Score)

Course	2019 End-of-Year Standards Mastered (%)	2020 End-of-Year Standards Mastered (%)	2021 End-of-Year Standards Mastered (%)
Algebra I*	42	50	39
Geometry*	44	44	55
Algebra II*	34	39	53
Pre-Calculus	36	46	51
College Math	54	61	63



# Advanced Placement Exams





# AP Subject Tests: Participants and Average Scores

Subject	Tests Taken	Average Score
Biology	18	3.9
Calculus A/B	21	3.2
Chemistry	19	3.7
Language and Composition	28	3.0
Literature and Composition	11	2.7
Environmental Science	13	3.3
Human Geography	33	2.9
Macroeconomics	76	3.1
Microeconomics	2	3.5
Music Theory	3	4.0
Physics 1	12	2.4
Physics 2	11	2.6
Psychology	25	2.6
Capstone - Research	34	3.3
Capstone-Seminar	80	3.2
Statistics	30	3.1
Studio Art	3	3.7
US Government	32	2.7
US History	56	3.1
World History	47	3.0



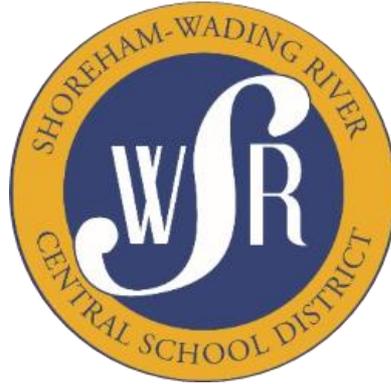
# Key Findings

- Last year 1,167 college credits were earned by our students (score of 3 or higher)
- 561 tests (an increase of 14% from 2019-2020) were taken with an average AP score of 3.2 (up from 3.1 last year)
- 70% of all exams were scored at a level 3 or higher
- 35% of all exams were scored at a level 4 or higher



# Key Findings

- 90 students received some form of AP Scholar recognition
  - 40 students named AP Scholars (30 last year)
  - 24 AP Scholars with Honors (18 last year)
  - 26 AP Scholars with Distinction (34 last year)
- 13 students graduated with a Capstone Diploma (Score of 3 or higher on both Capstone exams **and** 4 additional AP exams) – 15 last year
- 14 students received an AP Capstone Certificate for successfully completing AP Seminar and AP Research with scores of 3 or higher – 5 last year
- 2 students named NMSQT Commended Scholars



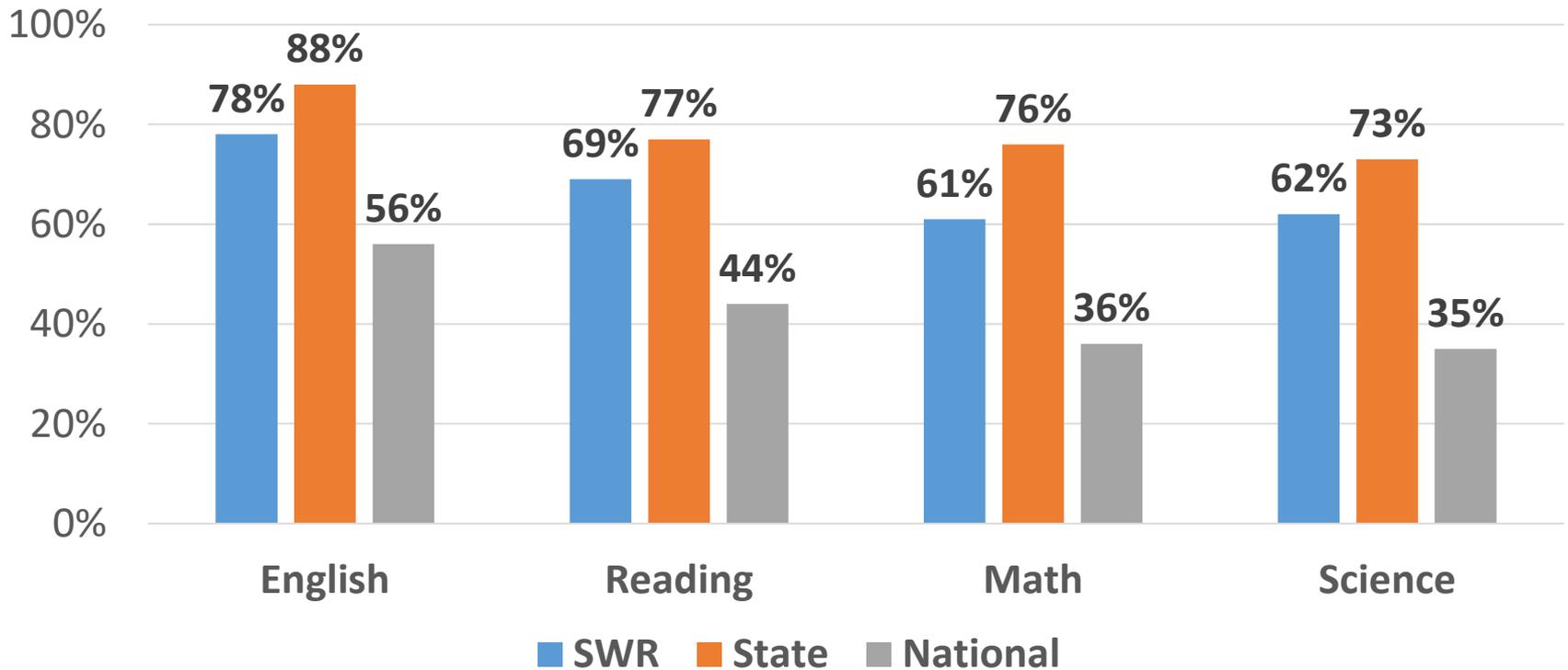
# College Entrance Exams





# Achievement Test (ACT)

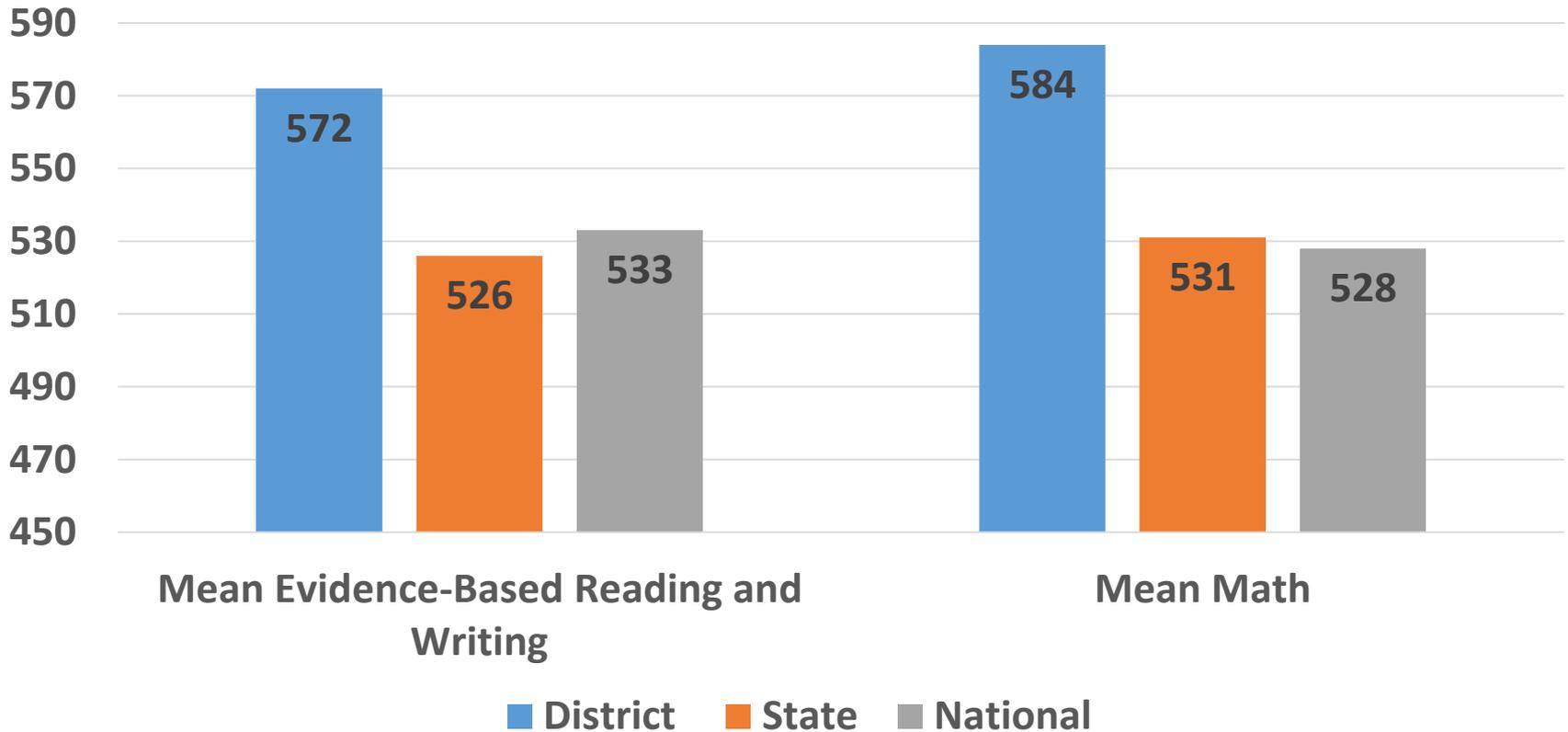
Percent of ACT-Tested Students Ready for College-Level Coursework



Note: 79 tests taken by SWR students

# SAT Performance Results

SAT Mean Scores



Note: 290 tests taken by SWR students (includes multiple administrations)



# Key Findings

- SWR students perform well above State and National averages on the SAT in both Reading and Math
  - 46 points higher than NYS and 39 points higher than the National average in Reading
  - 53 points higher than NYS and 56 points higher than the National average in Math
- Student composite SAT performance continues to well outpace New York State and National scores by almost 100 points, now at an average score of 1156
- Just over 2 out of 3 students meet the college readiness criteria as measured by their ACT performance
- The average ACT score by SWR students was 24.4, below the NYS average score of 26.3 and well above the national average score of 20.3
- SWR ACT student performance has been relatively level over the last three years



# Graduation Outcomes





# 2019-24 Strategic Plan Goals

## “Enhance Student Graduation Outcomes”

- 85% of seniors will graduate with at least one college credit bearing course completed
- The average number of high school credits earned by graduating seniors will increase to 29
- 75% or greater of students will graduate with a Regents Diploma with Advanced Designation

This data was previously presented at the [10/12/2021 Strategic Planning Update](#)



# 2019-24 Strategic Plan Goals

## “Enhance Student Graduation Outcomes”

	2020 Year 1	2021 Year 2	2022 Year 3	2023 Year 4	2024 Goal
Percentage of students graduating with at least one college credit bearing course completed	79%	84%			85%
Average Number of High School Credits earned	27	28			29
Percentage of students graduating with a Regent’s Diploma with Advanced designation	72.5%	79%			75%

This data was previously presented at the 10/12/2021 Strategic Planning Update



# Graduation Outcomes

Class of 2021 Rate/Diploma Type		
	SWRCSD	NYS (2020 Last Year Published)
Overall Graduation Rate	98%	85%
Local Diploma	1%	3%
Regents Diplomas	20%	43%
Regents Diplomas with Advanced Designation	64%	39%
Regents Diplomas with Advanced Designation with High Honors	15%	
Regents with Career Technical Education Endorsement	11%	



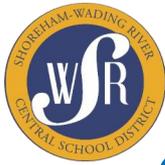
# Key Findings

- The percentages of students graduating with an advanced designation diploma continues to grow – up 30% in the last six years to 79%, 4% above the five-year strategic plan goal
- 84% of seniors graduated with at least one college credit bearing course completed
- Graduating seniors earned an average of 28 high school credits
- 94% of 2020-2021 graduates indicated their intent to attend college this year, 75% in a four year program
- Percentage of students earning Career Technical Education credential continues to increase (up from 4% to 11% since 2019)



# Key Findings

- Special Education graduation rates continue to far outpace the state and regional rates
  - SWR: 93%
  - NYS: 62%
- 63% of graduating special education students received a Regents Diploma, 30% received a Regents Diploma with Advanced Designation.



# Action Steps to Support High School Student Performance - Remediation

- Addition of Academic Success Center (improved access to extra help)
- New summer special education programs:
  - RISE Theater Program
  - Four week K-12 Special Education Summer Program
- Implement revised Secondary AIS plan
  - Ongoing review, intervention, and progress monitoring of at-risk students with averages below 75
- Developing additional extra help structures and opportunities utilizing State and Federal Pandemic Relief Grants



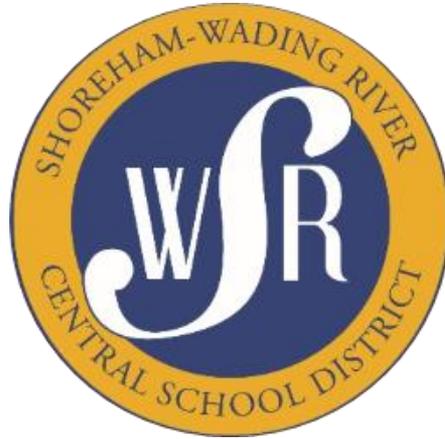
# Action Steps to Support High School Student Performance – General Academic

- Addition of Academic Success Center
  - Spaces for students to work peer to peer, student to teacher, and teacher to teacher
- Elimination of “open” periods
- Restoration of nine period schedule
- Ongoing review and alignment of curricula and programming with new New York State Learning Standards
- Review of student writing and writing volume
- Continued emphasis on creating full student schedules
- Implementation of new college level course offerings and exploration of additional future offerings
- Establishing a New York State Seal of Biliteracy program



# Action Steps to Support High School Student Performance – General Academic

- Explore options for college assessment prep programs (ACT/SAT prep courses)
- Finalize development of SWR 101: What Every Student Needs to Know foundational course
- Continue to support staff in evidence-based and engaging teaching strategies
- Continued implementation of Regents Benchmark assessments to identify;
  - Content and concepts requiring re-teaching and reinforcement
  - Students requiring more individualized instructional support
- Review of subgroup performance data to identify areas of strength and areas in need of improvement



# **Shoreham Wading River Central School District**

**2020-2021**

**Student Performance Summary  
Report**