Mamaroneck UFSD
Fall Assessment Report

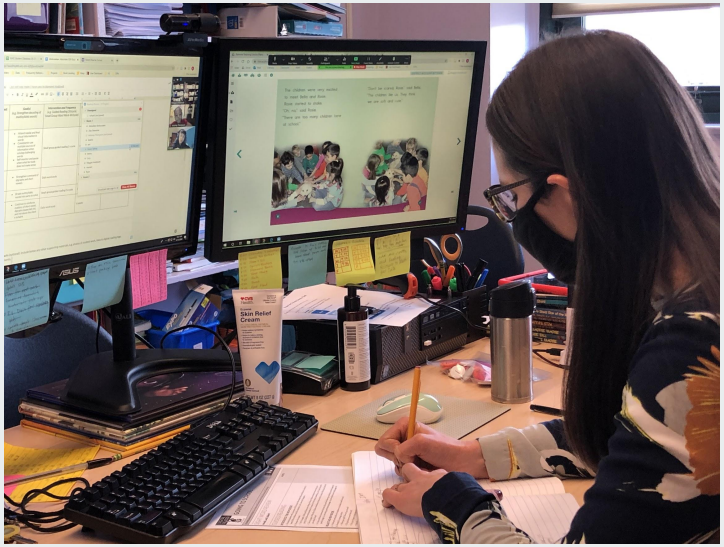
Board of Education Meeting
December 15, 2020

District Mission Statement

It is the mission of the Mamaroneck Union Free School District to promote intellectual engagement and an appreciation of learning as an inherently rewarding activity, and to prepare students to function as responsible citizens in a multicultural world.

Types and Purposes of Assessments

- Diagnostic: prior to learning
- Formative: during learning
- Summative: after learning



Running record administered remotely

Non-COVID Year Assessment Report Contents

- Elementary F&P Benchmark Reading Assessment Data
- NYS ELA and Math Assessments at Grades 3-8
- NYS Regents Exams
- Advanced Placement (AP) Exams

Tonight's Agenda

- Spring 2020 Advanced Placement Exam (AP) results
- Spring efforts to mitigate slide
- Summer planning
- Fall diagnostic assessment data
- Responsive actions

First grade guided reading lesson

Headlines

- Advanced Placement Exams: continued growth in student participation with strong performance
- Preemptive strategies implemented to mitigate learning slide
- Safe, successful implementation and analysis of fall diagnostic assessments
- Disproportionate impact of interrupted schooling on students of color and students in low-income homes
- Curricular adjustments; small group, targeted instruction
- Ongoing focus on social/emotional health and wellbeing

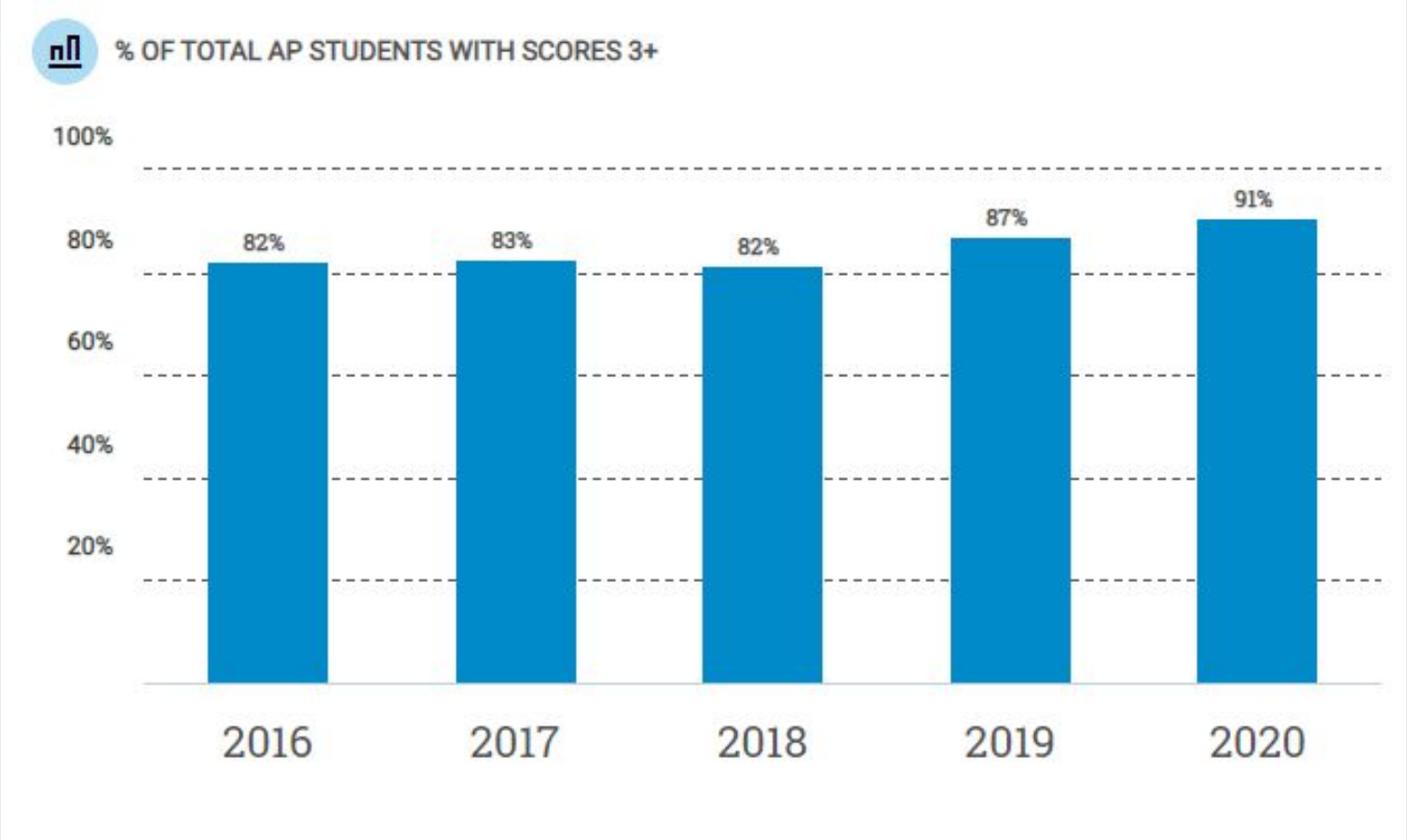
Spring 2020 Advanced Placement (AP) Exam Results

MHS AP 5-Year Summary of Participation and Performance

SCHOOL SUMMARY

	2016	2017	2018	2019	2020
Total AP Students	467	493	541	569	593
Number of Exams	1210	1161	1283	1451	1517
AP Students with Scores 3+	385	408	441	495	539
% of Total AP Students with Scores 3+	82.4	82.8	81.5	87.0	90.9

MHS AP 5-Year History of Exam Scores of 3+



AP Course Enrollment Over Time with Demographics

	14-15	15-16	16-17	17-18	18-19	19-20	20-21
Percent Hispanic	32%	31%	39%	46%	43%	44%	33%
Percent Asian	69%	69%	81%	78%	68%	81%	78%
Percent Pacific Islander	NA	NA	NA	NA	NA	100%	67%
Percent Black	17%	31%	21%	31%	20%	28%	23%
Percent White	57%	61%	56%	55%	65%	60%	67%
Percent Multiracial	67%	75%	50%	73%	56%	50%	50%
Percent ELL	NA	4%	NA	NA	NA	15%	13%
Percent SE	15%	20%	21%	24%	18%	16%	28%
Total Students in AP	448	491	522	567	584	618	588
Total Poverty	30	25	33	39	42	52	42
Percent Poverty	26%	21%	28%	35%	30%	36%	28%
Total Enrollment: 11th and 12th	718	742	753	791	808	821	821
Percent Students in AP	62%	66%	69%	72%	72%	75%	72%

5-Year Exam Performance - AP United States History

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Exam Score					
1	3	3	4	3	3
2	15	17	12	12	15
3	20	27	34	29	29
4	34	49	33	48	43
5	46	35	50	46	49
Total Exams	118	131	133	138	139
Mean Score	3.89	3.73	3.85	3.88	3.86

5-Year Exam Performance - AP English Lang and Composition

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Exam Score					
1		6		4	
2	13	25	36	26	20
3	30	60	61	62	58
4	31	53	54	62	77
5	26	27	43	56	78
Total Exams	100	171	194	210	233
Mean Score	3.70	3.41	3.54	3.67	3.91

Mamaroneck UFSD AP Scholar Awards (2020)

		AP Scholar	AP Scholar With Honor	AP Scholar with Distinction	National AP Scholar	AP International Diploma	Total Awards
2020	Number of Scholars	110	55	108	10	1	273
	Average Score	3.45	3.71	4.14	4.57	4.29	3.89
2019	Number of Scholars	97	39	106	12	4	258
	Average Score	3.44	3.66	4.21	4.64	4.52	3.97
2018	Number of Scholars	75	42	69	9	2	197
	Average Score	3.33	3.74	4.11	4.59	4.00	3.84
2017	Number of Scholars	85	31	75	14		205
	Average Score	3.39	3.81	4.27	4.68		3.99
2016	Number of Scholars	69	30	76	11	1	175
	Average Score	3.25	3.78	4.25	4.77	4.83	3.97
2015	Number of Scholars	68	24	77	5		169
	Average Score	3.42	3.63	4.2	4.83		3.93
2014	Number of Scholars	49	23	70	4		146
	Average Score	3.28	3.79	4.22	4.85		4.04
2013	Number of Scholars	41	24	6	9		134
	Average Score	3.22	3.73	4.38	4.71		4.06
2012	Number of Scholars	38	31	51	2		122
	Average Score	3.25	3.85	4.45	4.69		4.69
2011	Number of Scholars	31	29	60	1		121
	Average Score	3.2	3.83	4.51	5		4.09

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Spring 2020 Efforts to Mitigate Learning Setbacks

Spring 2020 Efforts to Mitigate Learning Setbacks

- Technology distribution and support (5/19/20 BOE report)
- Distribution of games, puzzles, jump ropes, chalk, art supplies
- Elementary independent reading survey
- Bundles of leveled texts mailed to striving readers at home
- Video series for parents in English and Spanish:
  - Supporting Early Readers
  - Literacy at Home

Spring 2020 Efforts to Mitigate Learning Setbacks

- Remote book-matching by reading teachers and librarians
- Increased collection of electronic texts
- HMX Reads! App launch
- Librarians' office hours, contactless circulation
- Zearn Math in concert with EngageNY curriculum
- Prioritization of key math curriculum concepts
- Solicitation of parent input on student progress at home

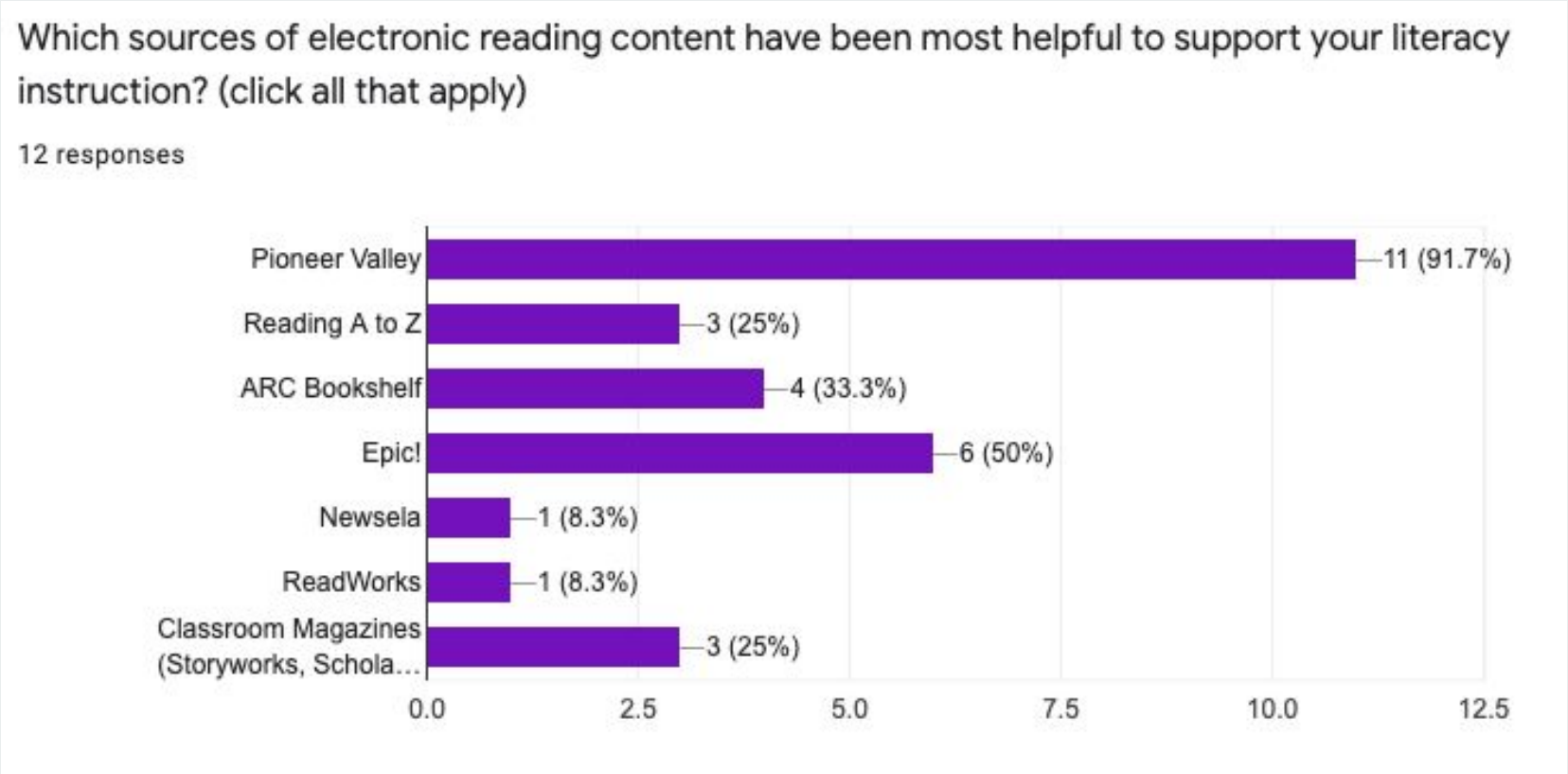
Pioneer Valley and Spanish Book Bundles

- 492 students each received two bundles of books
- Bundles contained 10-12 books and cost $16.50 each
- The initiative targeted striving readers at the emergent and early stages of reading development
    - Kindergarten students reading levels Pre-A and A
    - Students in grades 1-5 reading 2 or more levels below benchmark and between levels Pre-A to J
- Students were included regardless of income as books at these levels are hard to come by

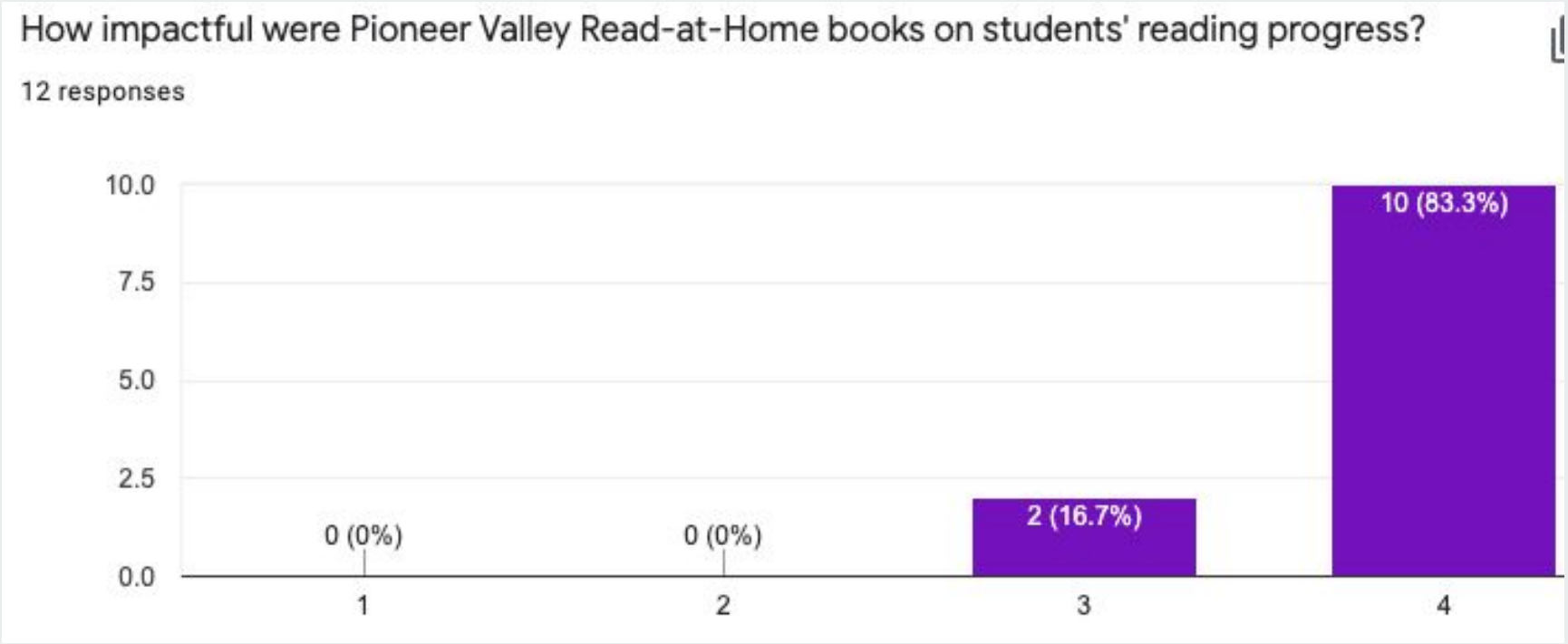
Remote Book Matching

- 243 students received individualized book matching
- Reading teachers and librarians
  - Conducted individual book-matching conferences
  - Placed orders for up to 12 books per child
  - Followed up to confirm delivery and make reading plans with each child
- Approximately 3,000 books sent home
- Average cost per child: $39.73

Feedback from Reading Specialists



Feedback from Reading Specialists



Summer 2020 Planning and Approach to School Reopening

Summer 2020 Planning and Approach to Reopening

- District/family planning sessions with Stanford D-Lab
- Surveys of faculty + family experiences w/remote learning
- Development of school reopening plans: in-person, hybrid, remote learning scenarios
- Bundles of books selected and mailed to all children in low-income homes for summer slide prevention

Summer 2020 Planning and Approach to Reopening

- Redesign and equip classrooms for social distancing
- Plan for safe, productive in-person and remote assessments
- Subscription to Literacy Footprints digital resources
- Subscription to Zearn Math resources (Grades K-5)
- Subscription to Carnegie Math program (Grades 6-7)
- Math manipulatives ordered for home distribution
- Professional development modules and tools created for teachers

Educational Priorities
Outlined in District Reopening Plan (7/30/20)

- Nurture children's social and emotional well-being.
- Maximize small-group, supportive, synchronous interactions.
- Foster sense of community and belonging.
- Use child-centered diagnostic assessments.
- Focus on curriculum standards.
- Build digital fluency and citizenship skills.
- Bring students back to school as much as possible.

Fall 2020
Diagnostic Assessments

Fall 2020 Diagnostic Assessments

- Running Record (Grades 1-5)
- Sight Word Assessment (Grades 1-5)
- Diagnostic Reading Conference (Grades 6-8)
- On-Demand Writing (Grades K-8)
- District-Developed Math Assessments (Grades 1-5, 8)
- Carnegie Math Assessments (Grades 6-7)

Elementary Independent Reading Levels

Oct. '19 to Oct. '20 District-Wide Reading Achievement

All students with Oct. '19 and '20 scores

	Oct. '19		Oct. '20		Delta
Above	667	41%	552	34%	-7%
At	507	31%	447	27%	-4%
Below 1	191	12%	294	18%	**6%**
Below 2+	263	16%	335	21%	**5%**

Elementary Independent Reading Levels

Oct. '19 to Oct. '20 District-Wide Reading Achievement: Students Not in Poverty

All students with Oct. '19 and '20 scores

	Oct. '19	Oct. '19	Oct. '20	Oct. '20	Delta
Above	576	43%	515	38%	-5%
At	427	32%	404	30%	-2%
Below 1	151	11%	225	17%	**6%**
Below 2+	192	14%	202	15%	**1%**

Oct. '19 to Oct. '20 District-Wide Reading Achievement: Students in Poverty

All students with Oct. '19 and '20 scores

	Oct. '19		Oct. '20		Delta
Above	91	32%	37	13%	-19%
At	80	28%	43	15%	-13%
Below 1	40	14%	69	24%	**10%**
Below 2+	71	25%	133	47%	**22%**

Elementary Independent Reading Levels

Oct. '19 to Oct. '20 District-Wide Reading Achievement: White Students					
	Oct. '19		Oct. '20		Delta
Above	470	43%	420	38%	-5%
At	356	32%	339	31%	-1%
Below 1	118	11%	172	16%	**5%**
Below 2+	161	15%	174	16%	**1%**
Note: Students who reported being in poverty in *either* 2019 or 2020 were included.					

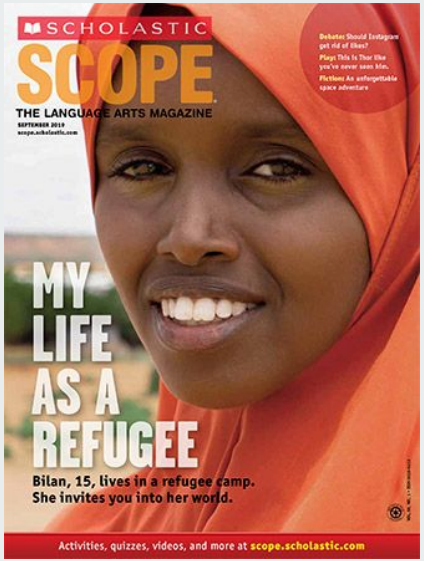
Oct. '19 to Oct. '20 District-Wide Reading Achievement: Students of Color					
	Oct. '19	Oct. '19	Oct. '20	Oct. '20	Delta
Above	197	38%	132	25%	-13%
At	151	29%	108	21%	-8%
Below 1	73	14%	122	23%	**9%**
Below 2+	102	20%	161	31%	**11%**

Middle School Diagnostic Reading Conferences

Access Streams
• What are you reading? • Where/how did you find it?
Comprehension
• How far into it are you? • What's interesting/compelling /challenging so far? • Read a little bit to me. Teacher takes running record.
Reading Habits and Routines
• What was reading like for you during quarantine and over the summer? • When/where do you read at home? • What supports your reading and what inhibits it?

Middle School Diagnostic Reading Conferences: Social/Emotional Findings

Some students are finding reading to be a form self-care while others are finding it difficult due to shortened attention span, increased anxiety, a need for quiet space, etc.

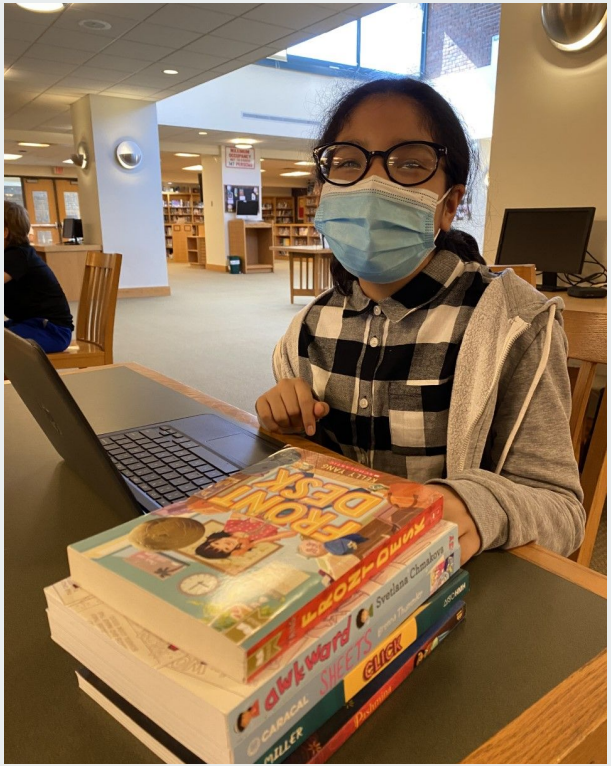


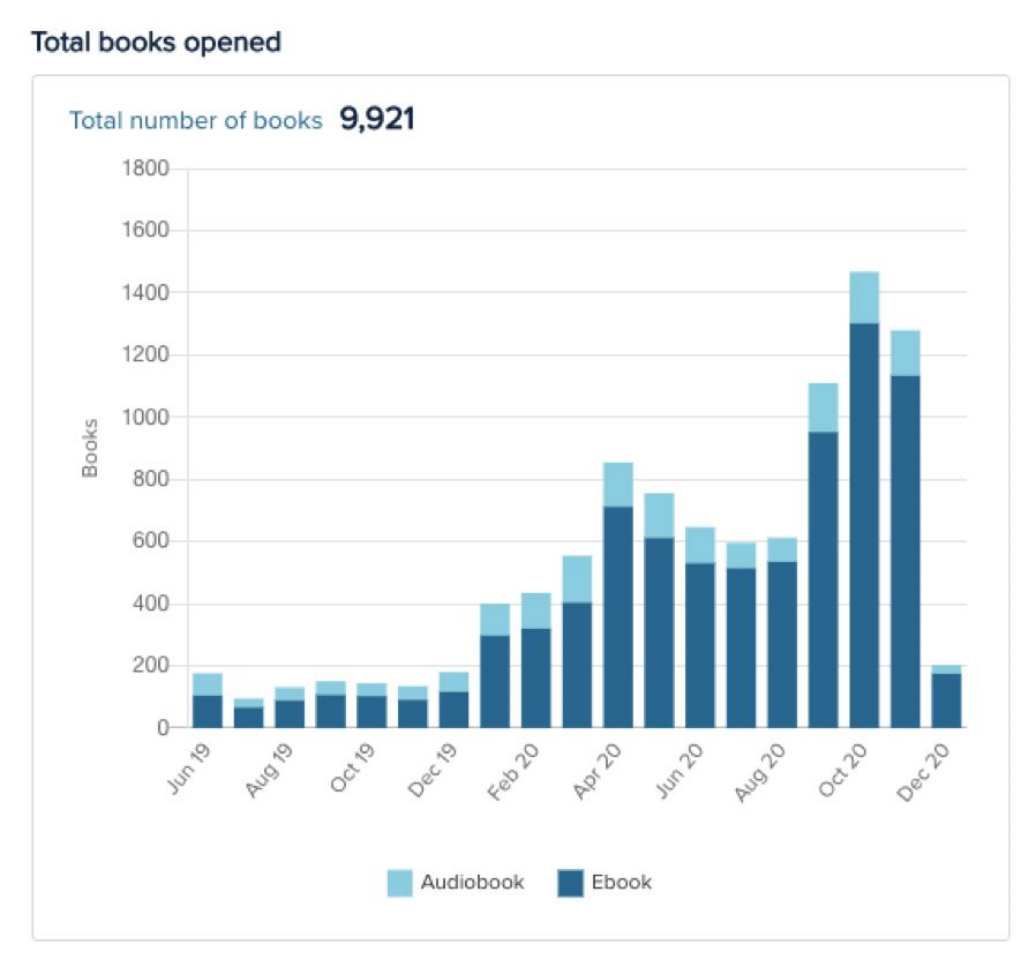
HMXReads Statistics

To date Hommocks students have read **5,627 books** this school year.

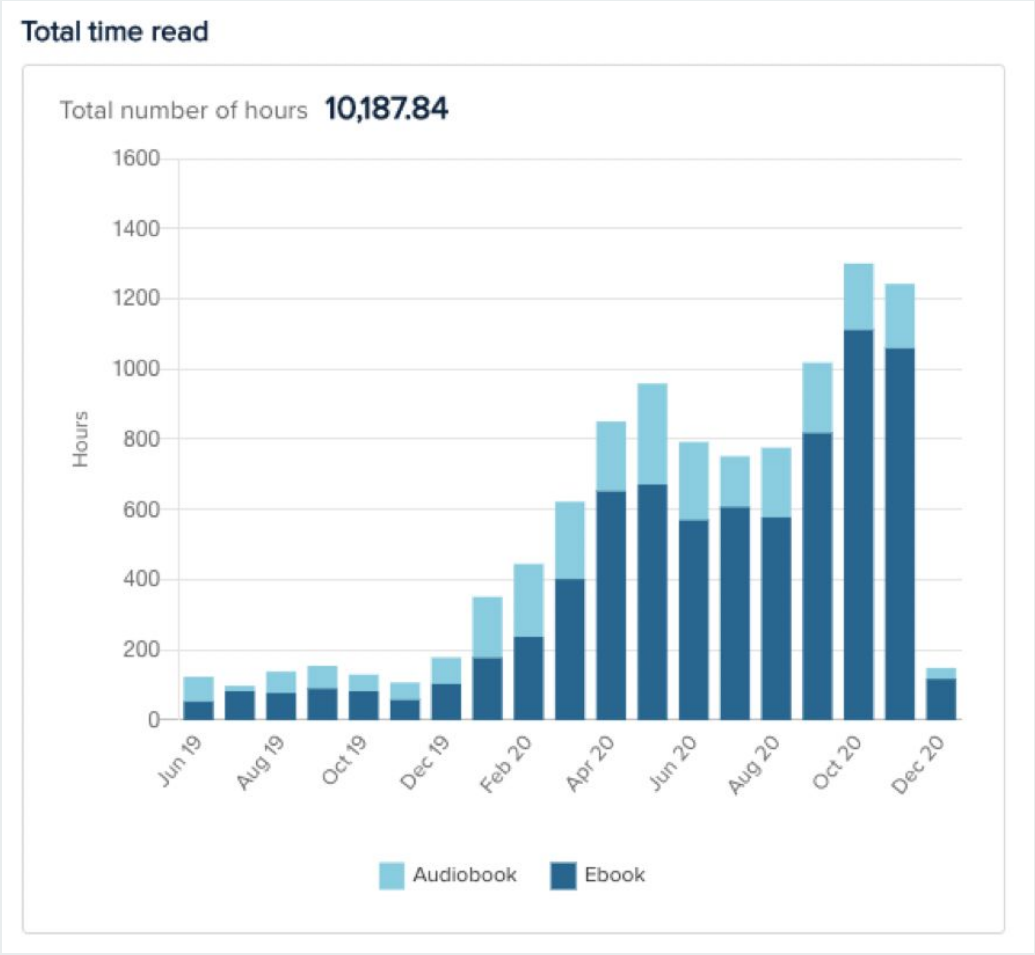
Teachers, the librarian, and library clerk have responded to **2,000+ book and help requests** from students since the app's launch in September!

Although there are many hurdles to overcome, students are finding books they love to read. On average Hommocks students have rated their books **4.45 out of 5 stars!**





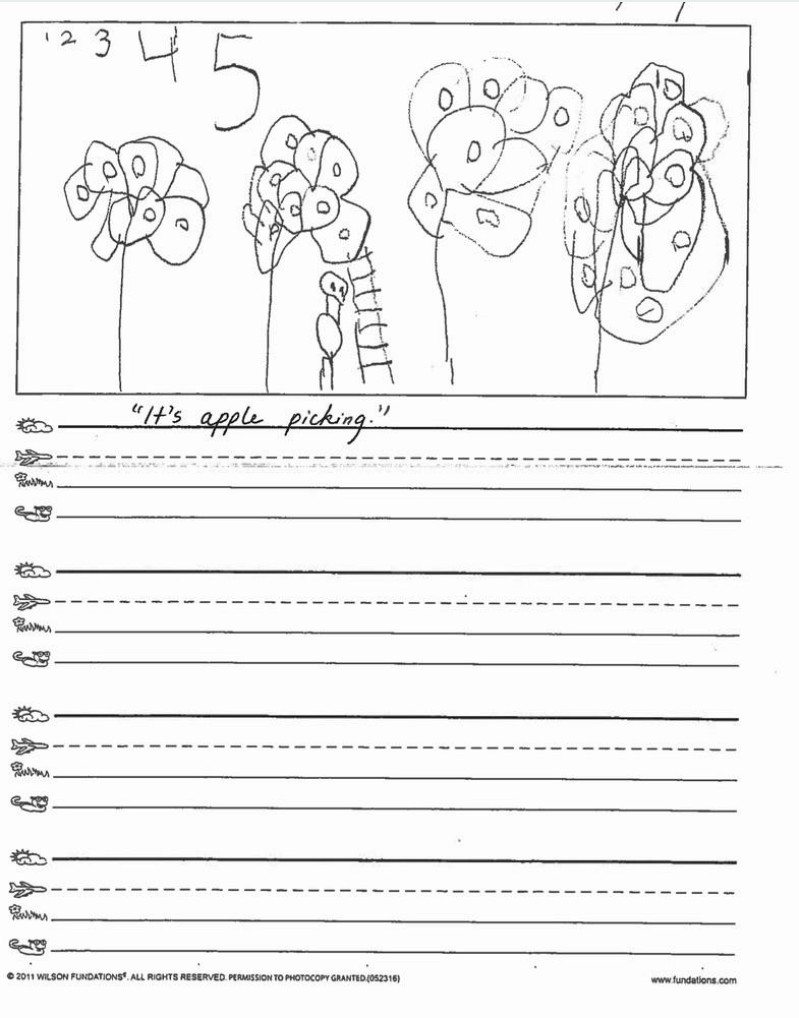
Middle School Reading: Dramatic increase in reading of electronic texts through Sora (OverDrive)



Middle School Reading: Dramatic increase in reading of electronic texts through Sora (OverDrive)

On-Demand Writing Prompt in Grades 1-8; (K Optional)

- Builds on last year's work codifying grade level writing expectations and annotated anchor papers
- Same prompt used K-8: *"If you could do anything for a day, what would you do and why?"*



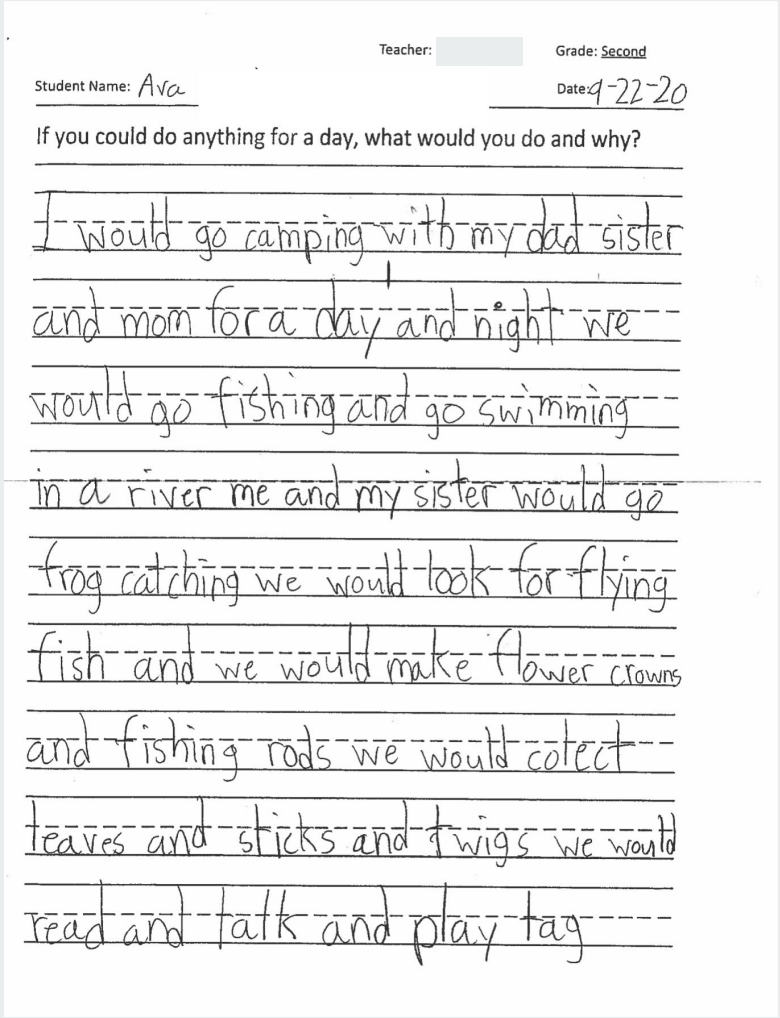
Kindergarten Sample

Assessment:

- Detailed drawing
- Sense of setting, character, action
- Knowledge of printed number symbols
- Drawing shows developed fine motor skills

Next Step Instruction:

- Begin to teach into first sound/letter to represent words.
- Add additional events/steps to illustration



Teacher: Grade: Second

Student Name: Ava Date: 4-22-20

If you could do anything for a day, what would you do and why?

I would go camping with my dad sister and mom for a day and night we would go fishing and go swimming in a river me and my sister would go frog catching we would look for flying fish and we would make flower crowns and fishing rods we would colect leaves and sticks and twigs we would read and talk and play tag

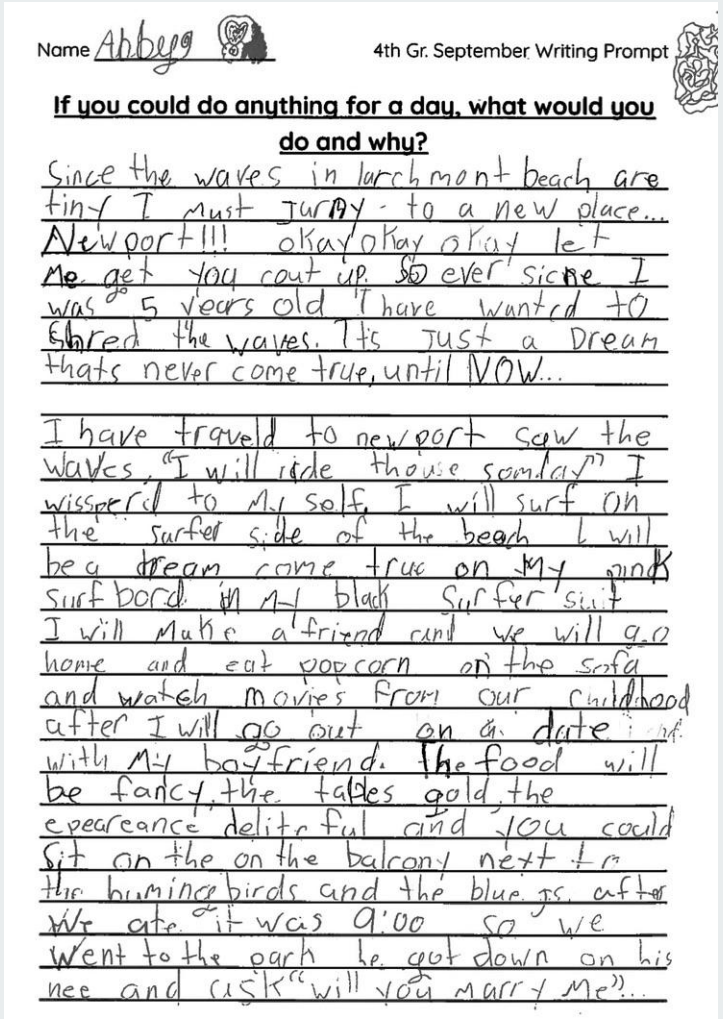
Second Grade Sample

Assessment:

- Writes “long and strong”
- Maintains consistent tense
- Uses specific details
- Alliteration

Next Step Instruction:

- Separating ideas into sentences with appropriate capitalization and punctuation
- Add descriptive detail



Name Abbey 4th Gr. September Writing Prompt

If you could do anything for a day, what would you do and why?

Since the waves in larchmont beach are tiny I must Jurney to a new place... Newport!!! okay okay okay let Me get you cout up so ever sicne I was 5 years old I have wanted to Shred the waves. Tis Just a Dream thats never come true, until NOW..

I have traveld to newport saw the waves, "I will ride thouse somday" I wisspered to My solf, I will surf on the surfer side of the beach I will be a dream come true on My pink surfbord in My black Surfer suit I will Make a friend and we will go home and eat popcorn on the sofa and watch movies from our childhood after I will go out on a date with My boyfriend. The food will be fancy, the tables gold, the epeareance delitc ful and you could Sit on the on the balcony next to the burning birds and the blue js. after We ate it was 9:00 so we went to the park he got down on his nee and cusk "will you marry Me"..

Fourth Grade Sample

Assessment:

- Highly imaginative
- Non-traditional sentence structure
- Command of the comma and other forms of sophisticated punctuation (-, …)

Next Step Instruction:

- Suffixes may change spelling
- Navigate shifts in tense
- Spelling support for descriptive vocabulary
- Eliminate run-on sentences by punctuating correctly

HMX Writing: Sixth Grade Sample

My perfect imaginary day will start by, me waking up to bacon and eggs on my bed and hearing the announcement Corona Virus is gone and my pet fish rises from the dead. I would immediately plan on having all my friends over to celebrate being able to be us again. My dad will be setting up our obstacle course outside, my mom will start cooking and baking all my favorite foods and I will get ready to see all my friends.

The afternoon arrives and my 6 closest friends start arriving with their cozy animal onesies and we are hugging and laughing. We start by going outside and playing with obstacle courses and being funny. Later on we would come inside playing some dance games on the television, eating my favorite food, pizza. Then ending it off with yummy brownies.

As the night begins to come, we go outside playing in the obstacle course again and playing tag. When the clock strikes 10pm, the house becomes quiet and the real fun begins, we get ready for bed, gather our sleeping bags and stay up all night, talking and laughing.

HMX English Chair Debby Sampayo describes findings from on-demand writing samples

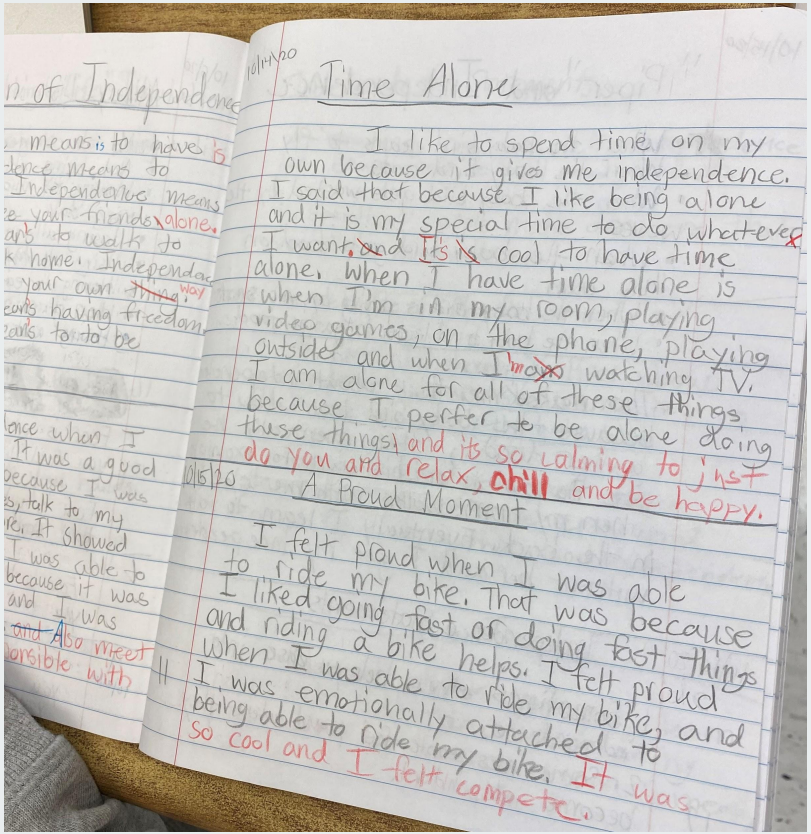
Middle School On-Demand Writing: Findings

Overall Strengths:

- Imagination and risk-taking
- Organization: cohesive introduction, body and conclusion
- Elaboration: use of vivid supporting details
- Use of craft elements gleaned from mentor texts
- Transfer of direct writing instruction

Areas of Focus:

- Social-emotional wellbeing
- Revision process
- Stamina (for some)
- Elaboration (for some)



Elementary Diagnostic Math Assessments

Elementary math coach and math specialists across the district...

- Revised existing homegrown fall assessments for Grades 2 - 5 and created a new fall assessment for Grade 1;
- Aligned each assessment to the previous year's Common Core standards to assess whether last year's benchmarks were met;
- Streamlined the assessments by focusing on the most salient components of computational fluency, algebraic thinking, and problem solving;
- Created a spreadsheet for each school with robust data analysis tools built in;
- Supported teachers in scoring the assessments and compiling the student data;
- Used the data from the assessments to identify at-risk students for additional screening;
- Provided teachers with feedback to use in addressing whole class needs as well as small groups of students and individuals.

Elementary Math Assessment Data

Consistent trends across all four elementary schools (% needing additional instruction or reinforcement in this area):

Grade 1

- Modeling a basic subtraction situation with a drawing (50%)
- Writing a subtraction equation (37%)
- Writing teen numbers and understanding of place value (30%)

Grade 2

- Adding/subtracting 10 to/from a 2-digit number (30%)
- Solving subtraction word problems involving small numbers (28%)
- Subtracting two multiples of 10 (24%)

Grade 3

- Addition with regrouping within 1,000 (40%)
- Subtraction without and with regrouping within 1,000 (46%)
- Solving addition and subtraction word problems within 100 (46%)

Elementary Math Assessment Data

Consistent trends across all four elementary schools (% needing additional instruction or reinforcement in this area):

Grade 4

- Subtracting tens across hundreds (37%)
- Adding up to the next hundred (26%)
- Subtraction of 3-digit numbers with regrouping (46%)
- Solving word problems involving multiplication and division (39%)
- Comparing fractions (42%)

Grade 5

- Multiplying by 100, Dividing by 10 (44%)
- Subtracting multi-digit numbers (37%)
- Multiplying 2-digit by 1-digit numbers (40%)
- Multiplying two 2-digit numbers (62%)
- Solving division problem interpreting the remainder (71%)
- Solving multi-step word problems (62%)

Middle School Math Diagnostic Assessments

Standard Performance

STANDARDS	QUESTION	MASTERY SUMMARY	PERFORMANCE SUMMARY %
5.NF.B.4	Q8		93.33
5.NF.B.5	Q17		92.86
5.NF.B.6	Q7,Q11,Q5		86.67
5.NF.B.7	Q6		80
6.NS.A.1	Q14,Q12,Q10		80
5.NF.A.1	Q15,Q16,Q2,Q10,Q1,Q3		79.69
4.NF.B.3	Q13,Q18,Q23,Q20,Q16,Q22,Q21,Q19		72.26
4.NF.A.1	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
4.NF.A.2	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
4.NF.B.4	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
4.NF.C.5	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
4.NF.C.6	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
4.NF.C.7	Q13,Q18,Q23,Q20,Q22,Q21,Q19		71.11
5.NF.A.2	Q4,Q9,Q25,Q24		54.69

Each course level administered common assessments to gather data on learning gaps from the spring and to determine readiness for grade level content. Major Focuses: Spring 2020 Standards and Prerequisite Standards

- Grade 6 - Teacher-created assessments focus on fraction, ratio and pre-algebra concepts
- Grade 7 - Carnegie Learning assessments focus on rational number and algebra operations
- Grade 8 - Teacher-created assessments focus on algebra concepts and operations and 3D geometry

Each unit of study embeds prerequisite standards from prior year and short diagnostic assessment to guide planning decisions

Middle School Math Assessment Findings

Strengths: Conceptual Understanding and Reasoning

- Students continue to be able to reason and problem solve
- Continuing focus on connections and deeper understanding

Areas of Focus and Reinforcement: Operations and Skills

- Fraction operations and pre-skills
- 2D and 3D Geometry
- Integer and rational number operations
- Procedural algebraic skills (solving equations and algebraic notation)
- Proportional Relationships

Responsive Actions

Responsive Actions

- Close review of data with school administrators, coaches, department chairs
- Regular small-group and individualized instruction
- Reading and math specialists support teachers in meeting needs of most students in classroom
- Students requiring more intensive support are grouped for pull-out instruction, often delivered remotely
- Progress communicated to parents by conference, portal, and achievement report
- Ongoing consultation and collaboration with Student Support Services to support individual children and families
- Ongoing technology support via centralized Help Desk
- Affiliation with regional and national professional organizations and networks

Elementary Reading Support

- One hour of targeted literacy instruction daily for all students:
    - Reading, writing, word work
    - Whole group and small group lessons
- Wide access to physical and electronic texts for independent reading
- Supplemental literacy support:
    - 26 second graders participating in Reading Recovery program
    - 211 students participating in first cycle of support from literacy specialist

Literacy Footprints

This week at a glance

1061	242
Books Read	Assignments Completed

30530 in total

HMX Reading Support

- 123 students entered a literacy callback rotation
  - 43 eighth grade students
  - 54 seventh grade students
  - 26 sixth grade students
- 33 students entered a daily literacy class

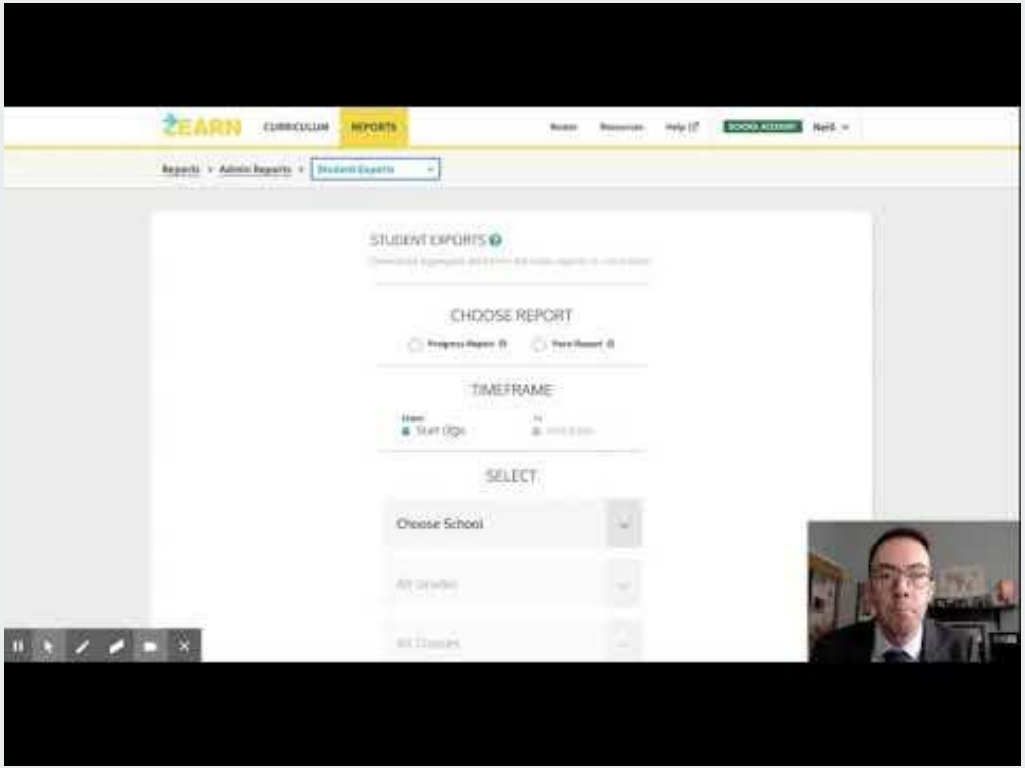
Elementary Math Data Analysis and Implications for Instruction

The math coach and team of math specialists generated class data for each teacher in the district. The team developed and shared a Suggested Protocol to Analyze Student Data. Teachers were prompted to think:

- What concepts/skills are the *majority* of my kids lacking? (about 50% of students)
- What concepts/skills are *groups of kids* in my class lacking? (about 20% of students)
- What concepts/skills are *individual* kids in my class lacking? The key in planning for these kids is to prioritize on development of foundational skills first.

Plan of action, Resources, and Evidence of Mastery were also suggested for each one of these groups of students. Baggies with math manipulatives were distributed to each student to use at home.

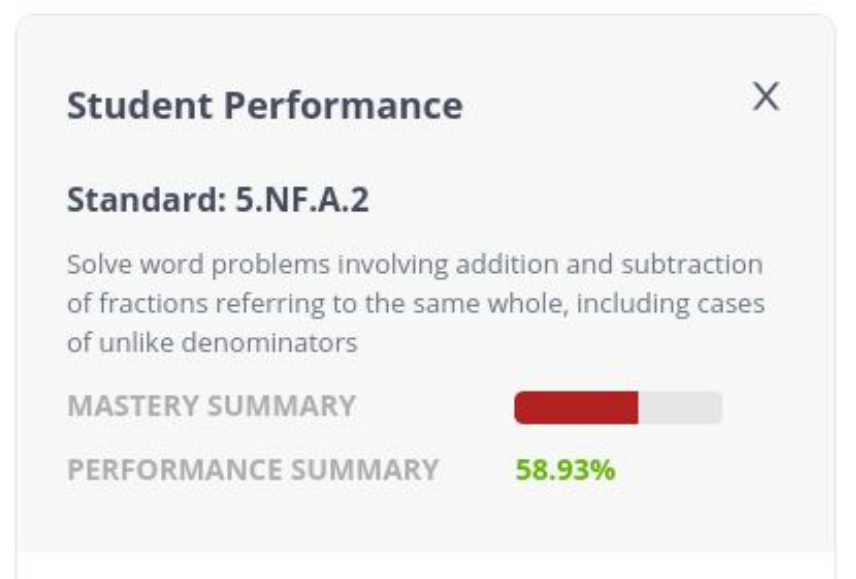
Administrative Perspective on Zearn Math: Dr. Neill Alleva, MAS Principal

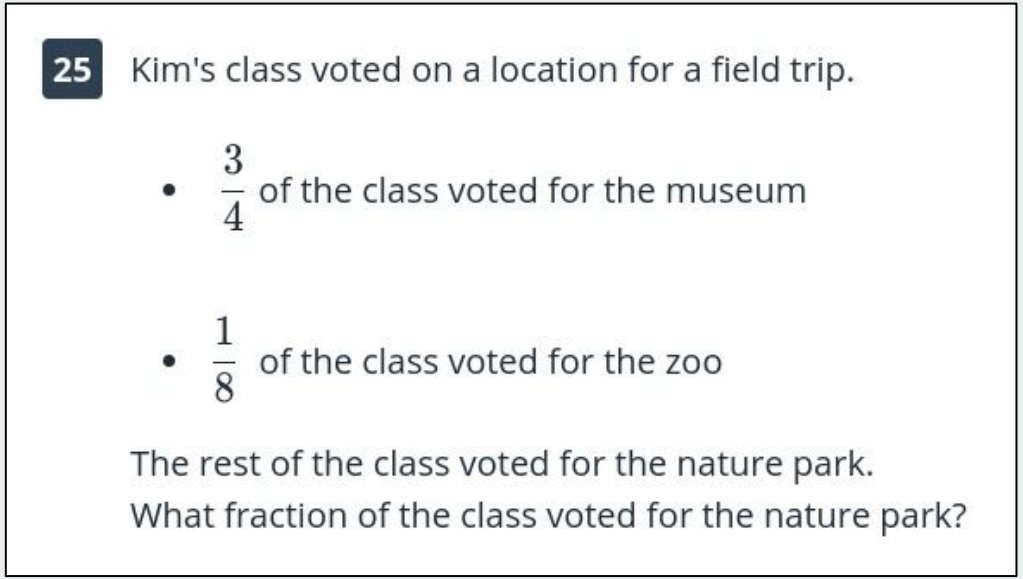


Teacher Perspective of Zearn:
Ali Siotkas and Gina Ahearn (MAS Grade 2 ICT)

Once our students were comfortable with our website and other relevant sites, we spent some time using both Zearn and Literacy Footprints in the classroom. We showed the class what both programs looked like on their end and what our expectations are for them as they use both programs from home. We especially focused on finding assigned books in Literacy Footprints, and understanding the different parts of each lesson on Zearn. We made sure that the students knew when to stop on Zearn, because the lessons will actually allow them to go ahead. We use the teacher side of both Literacy Footprints and Zearn to monitor the students' use of both programs and to see if anyone is having trouble in any area. We then follow up with our students and provide feedback throughout the week when they are here in person.

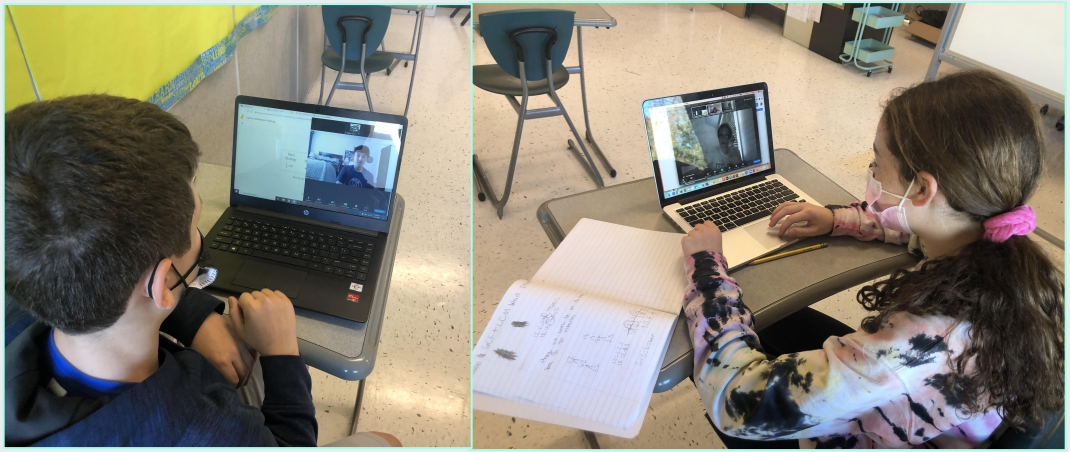
HMX Math Data Analysis and Implications for Instruction





Based on the diagnostic math assessment, more time was devoted to multi-step problems with fractions.

HMX Math: Deep Thinking and Collaboration through Problem-Based Tasks



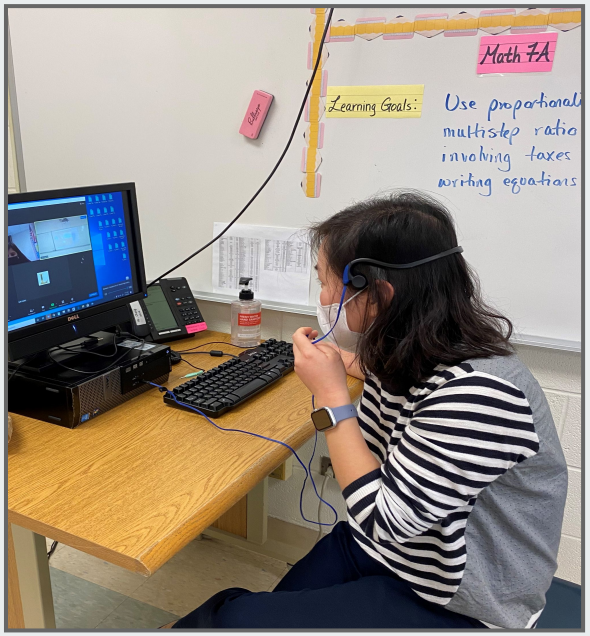
Sixth grade in-school and remote learning peers discussing math strategies in Zoom breakout rooms

Bright Spot!

Students are engaged in rich and complex math tasks daily. Though they are separated by location they continue to articulate their processes/procedures to each other and share multiple methods for solving challenging problems.

-HMX Math Teacher

We are utilizing data to make decisions in the short and long term



Students in Ms. Chang's class use the STOPLIGHT protocol - a self assessment tool that helps prioritize support

- Convening ***small groups*** for math during call back periods
- Use data to inform in classroom support of ***AIS teachers and special educators***
- Using Zoom room to prioritize ***differentiated support***
- Utilizing diagnostic data to ***prioritize teaching time*** on power standards
- Utilizing diagnostic assessments to prioritize ***curriculum decisions***
- Using ***assessment protocols and tools*** to prioritize in classroom support

We are supporting HMX students in gaining math fluency and skills

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem solving.

(NGA Center & CCSSO, 2010; NCTM, 2000, 2014)

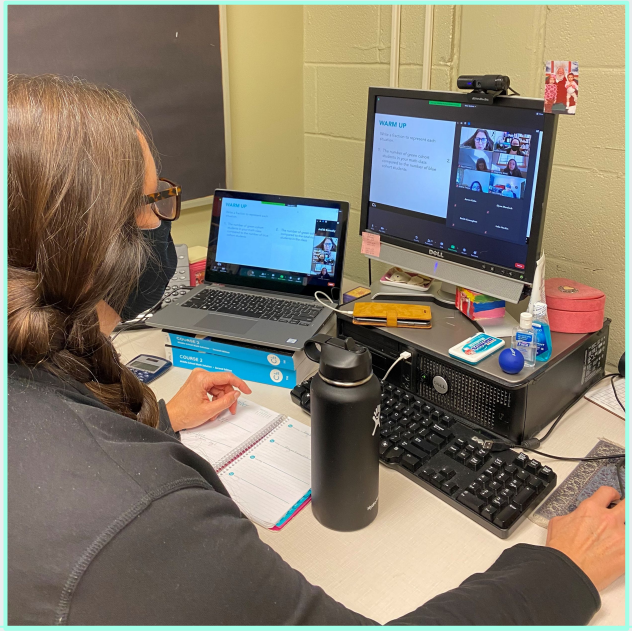
- Lessons are a balance of skill based work and problem based work - they work in tandem to support problem solving and sense making
- Utilizing Call Back time to meet in small strategy groups
- Skills practice - Prodigy, Emath, Khan Academy, Mathia
- Timely assessment and feedback loops - on the spot, exit tickets, homework, Mathia, e-math, quizzes

HMX Math: Push in and Small Group Supports

Fluency and Skill Building

Mathematics Academic Intervention Services

- 2 AIS Math Teachers provide targeted skill instruction
- Push-in support individual and small group
- 6-day rotating cycle
- Small group remediation during call back periods



Mrs. Keneally pushes into a 6th grade math class to support student understanding

“We are all in a battle against the effect this virus is having on our students. Our computers are our resources, but the strongest resource we have is each other. On we march, laptops in hand and love for our students in our hearts!”

-Kristie Almeyda, Dos Caminos Kindergarten Teacher