

Curriculum and Instruction Committee
February 27, 2019

Present:

Jean Lucasey, BOE President

Tracy Baron, BOE Member

Lisa Brady, Superintendent

Doug Berry, Assistant Superintendent

Julia Drake, Springhurst Principal

Patrick Mussolini, Middle School Principal

The committee met to review and discuss the 2018 NY grade 3-8 ELA and Math results as well as Middle School Regents results.

Three Year Cohort Data is attached.

The following was shared with the committee:

2018 Grades 3-8 ELA and Math Results
Insights and Observations

NYS Testing Program - Cannot be compared to prior year as these tests were redesigned in 2017-18

2018 Proficiency Results (Levels 3 & 4)

ELA Gr. 3-5 Percent Proficient: 64% (Was 60% last year)

ELA Gr. 6-8 Percent Proficient: 67% (Was 61% last year)

Math Gr. 3-5 Percent Proficient: 69% (Was 64% last year)

Math Gr. 6-8 Percent Proficient: 55% (Was 60% last year)

Science Gr. 4 Percent Proficient: 99% (Was 97% last year)

Science Gr. 8 Percent Proficient: 48% (Was 57% last year)

2018 Opt Out Data

3-5 ELA - 21/358 = 6% (2017 29/352 = 8%)

6-8 ELA - 71/342 = 21% (2017 65/341 = 19%)

3-8 ELA - 92/700 = 13% (2017 94/693 = 14%)

3-5 Math - 22/355 = 6% (2017 36/357 = 10%)

6-8 Math - 70/296 = 24% (2017 75/340 = 22%)

3-8 Math - 92/651 = 14% (2017 111/697 = 16%)

Setting new benchmarks from here

Reviewed Three Year Comparison Grades 3-8

Highlights:

ELA Springhurst:

- 3rd Grade L3/4s = '16: 50%, '17: 65%, '18: 70%
- Student cohort growth from 3rd grade (65% in 2017) to 4th grade (70% in 2018)
- Gr. 3, 4 & 5 L3/4s Special Ed Students '17: 8% (3/39) to '18: 15% (6/41)
- Gr. 3, 4 & 5 L3/4s Economically Disadvantaged Students '17: 27% (14/52) to '18: 43% (23/54)

ELA Middle School:

- Current 9th-grade cohort showed a 3-year increase in proficiency (levels 3 and 4) from 39% ('16) to 52%('18)
- Current 8th-grade cohort showed a 3-year increase in proficiency (levels 3 and 4) from 47% ('16) to 68%('18)
- Gr. 6, 7 & 8 L3/4s Special Ed Students '17: 8% (3/37) to '18: 11% (4/37)
- Gr. 6, 7 & 8 L3/4s Economically Disadvantaged Students '17: 22% (8/37)to '18: 41%(17/41)

MATH Springhurst:

- 3rd Grade L3/4s = '16: 47%, '17: 54%, '18: 62%
- Student growth from 3rd grade (54% in 2017) to 4th grade (76% in 2018)
- 2018 5th gr cohort - as 3rd graders 47% level 3 and 4 (2016) to 5th gr 68% level 3 and 4 (2018)
- Gr. 3, 4 & 5 L3/4s Economically Disadvantaged Students '17: 35% (18/52) to '18: 49% (26/53)

MATH Middle School:

- Math 8
 - 28% proficiency - 0% the past 2 years
 - Of the 6 students who scored at level 4 - 5 were a level 3 the previous year
 - Of the 4 students scored at level 3 - 3 were at a level 2 and 1 maintained level 3
- 100% proficiency rate on Algebra 1

2018 Takeaways:

Opt-outs continue to concern us re: the efficacy of the NYS results & longitudinal data

New testing format impacting cohort data comparisons

Continue conversations re: the transition from Springhurst to Middle School

SWD and Econ Disadv. Cohort performance/progress remains relatively consistent with prior years

ELA Springhurst:

- Reading Academy (gr 1-3) continues to result in 3rd graders arriving closer to reading on grade level
- Improvement in questions related to NF standards especially for third grade
- Continued growth in answering short responses
- Standard 4 has also made steady improvement in both nonfiction and fiction
- We continue to work toward better performance in identified standards in both fiction and non-fiction

ELA Middle School:

- Some of the benefits that we are observing in grades 7 and 8 are starting to show themselves in gr. 6 (ex. More 1:1 time, improvement of co-teaching, small group instruction around leveled text)
- Three-year improvement in Grade 6 proficiency: 39% in 2016, 45% in 2017, 62% in 2018 - could be as a result of the creation of smaller class sizes

MATH Springhurst:

- 37% Level 4 (avg across gr 3-5). We historically over perform regional average on the most challenging questions, perhaps carelessness plays a role when answering less challenging questions
- Approximately 12 students in 4th grade (76% L3/4) were about one question away from Level 3
- Number of mandated students decreased allowing more room to service students on the cusp
- Grade 3 performance - best it has been in some time (1st year of Math Academy last year in Gr 1-5)
- Special Education cohort performance remained consistent year to year. Future focus to move beyond maintaining performance to progressing is a next step

MATH Middle School:

- Increased success in moving Math 8 students scoring level 2 to 3 and 3 to 4
- Going forward need to focus efforts on the performance of Special Education and Economically Disadvantaged moving beyond maintaining levels to gaining level

Action Steps

We plan to look for ways to replicate the success with SWD and Economically Disadvantaged students in Math that we have seen in ELA

Student Agency - We want to administer a survey to students and teachers to gain their impressions of the NYSED testing experience

Expand opportunities for cross building visitation (MS/SPR)

Springhurst:

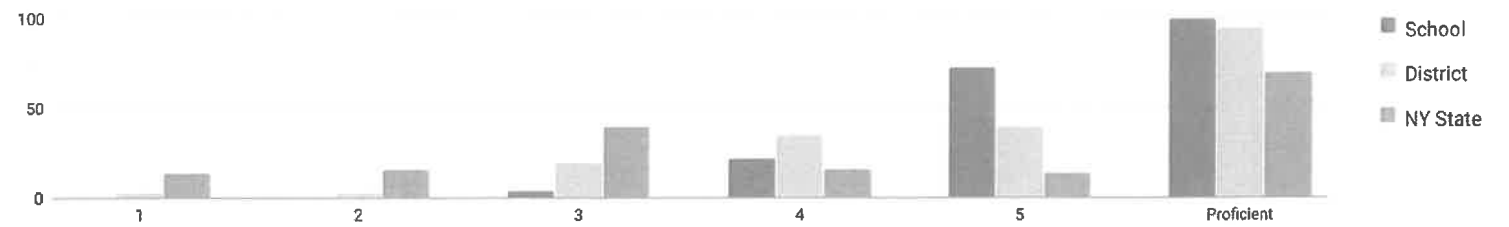
- Ongoing Data Talks & Responsive Planning
- Continued use of AIS Program Leveled Literacy Intervention (LLI)
- Continuation of Math & Reading Academies (gr 1-3) after school
 - Math Academy (Gr 1-5) launched last year. Looking for ways to expand but is a challenge to calendar
- Launch of AIS Program "Do the Math"
 - Exploration of ways to incorporate Do the Math into the Resource Room
- 3rd gr. Standard 3 - continue to work on nonfiction reading skill work & extended responses

Middle School:

- Data Discussions (Principal & teachers)
- Math - Created smaller class sizes in Math, Science and Individual and Societies
- Continuation of Math and ELA Academies after school (Gr. 6-8)
- Adopted LLI for Lang and Lit AIS programs

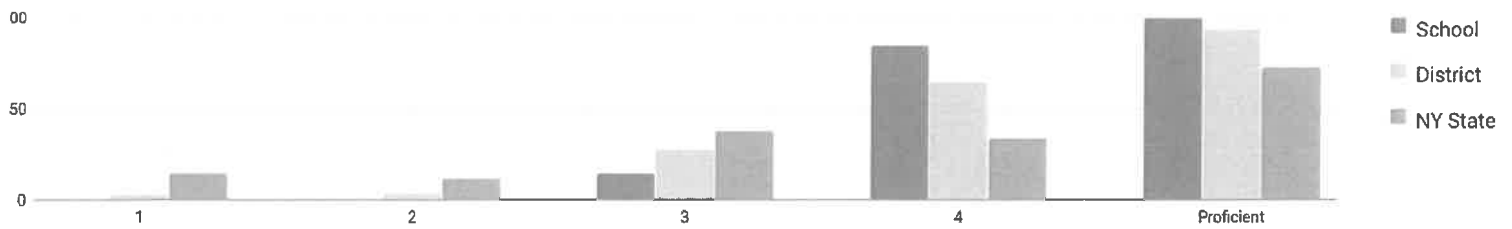
Middle School Regents Results

ANNUAL REGENTS ALGEBRA I (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
General Education	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	5	—	—	—	—	—	—	—	—	—	—	—	—
White	36	0	0%	0	0%	1	3%	9	25%	26	72%	36	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total	9	0	0%	0	0%	1	11%	1	11%	7	78%	9	100%
Female	23	0	0%	0	0%	1	4%	5	22%	17	74%	23	100%
Male	22	0	0%	0	0%	1	5%	5	23%	16	73%	22	100%
Non-English Language Learners	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
Economically Disadvantaged	2	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	43	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
Not Homeless	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
Not in Foster Care	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%
Parent Not in Armed Forces	45	0	0%	0	0%	2	4%	10	22%	33	73%	45	100%

ANNUAL REGENTS PHYSICAL SETTING/EARTH SCIENCE (2017-18)



Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Proficient (Levels 3 & 4)	
		#	%	#	%	#	%	#	%	#	%
All Students	59	0	0%	0	0%	9	15%	50	85%	59	100%
General Education	59	0	0%	0	0%	9	15%	50	85%	59	100%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	4	—	—	—	—	—	—	—	—	—	—
White	49	0	0%	0	0%	9	18%	40	82%	49	100%
Multiracial	3	—	—	—	—	—	—	—	—	—	—
Small Group Total	10	0	0%	0	0%	0	0%	10	100%	10	100%
Female	28	0	0%	0	0%	4	14%	24	86%	28	100%
Male	31	0	0%	0	0%	5	16%	26	84%	31	100%
Non-English Language Learners	59	0	0%	0	0%	9	15%	50	85%	59	100%
Economically Disadvantaged	3	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	56	—	—	—	—	—	—	—	—	—	—
Not Migrant	59	0	0%	0	0%	9	15%	50	85%	59	100%
Not Homeless	59	0	0%	0	0%	9	15%	50	85%	59	100%
Not in Foster Care	59	0	0%	0	0%	9	15%	50	85%	59	100%
Parent Not in Armed Forces	59	0	0%	0	0%	9	15%	50	85%	59	100%

**The Committee also discussed a proposal to expand the Band program at Springhurst to include 4th Grade.
(Proposal attached)**

4th Grade Band Proposal

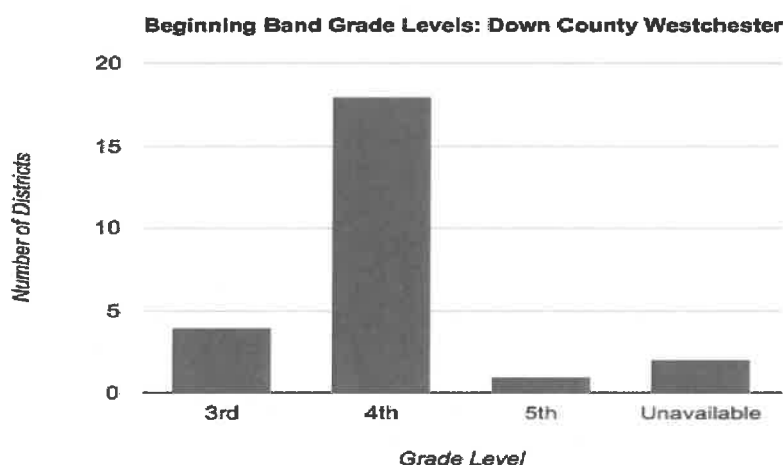
Proposal and Purpose

To open up the Band program at Springhurst Elementary to 4th grade students, starting in the 2018-2019 school year. This would give students in the Band Program the best opportunity for success by beginning instrumental studies at the optimal age.

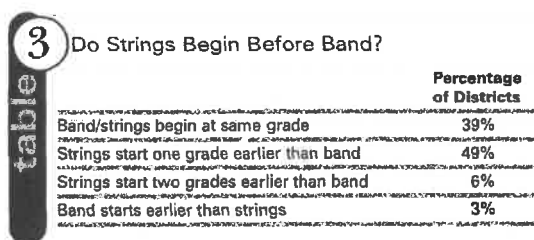
Rationale

Common Practice

Of the 25 school districts of lower Westchester County (including Dobbs Ferry), the distribution of the starting grade for each Band program is as follows¹:



Dobbs Ferry is the only school district in the region in which students do not begin Band by the 4th Grade. Further, according to a national study, only 6% of schools surveyed start their Band program 2 years after their String program.²



¹https://docs.google.com/spreadsheets/d/1qdvleqGzSENWb_pPOyNd1enl3GnjriOA-AK9q3dyAKVI/edit?usp=sharing

² <http://depts.washington.edu/uwmused/doerksen.pdf>

Student Performance

Research suggests that musical studies, and specifically instrumental studies, should begin early in a child's life in order for them to achieve long-term success. Experts on learning music suggest that "lessons with the goal of learning the instrument should start between (ages) six and nine."³ The plan to begin a Band program no later than fourth grade is endorsed by many professionals in the field.⁴

Student Participation

An intended consequence of this proposal is to improve retention in the Band program, and specifically from 5th to 6th Grade. While other measures are being implemented to address this issue (such as the creation of Dobbs Ferry District Band Workshop), beginning the Band program in 4th Grade is an important step. Transitioning to a new school is the most common place for attrition in music programs.⁵ Being in the Band program for two years prior to leaving Springhurst will invest 5th Graders (and their families) more into the Band program, and will help to reduce attrition moving to middle school.

Staffing

The primary need to enact this proposal is staffing. The current Band position at Springhurst is a .2 position, with the teacher teaching only one period per day. This would need to increase in order for the teacher to have enough working hours to teach two grades.

While this would bring with it a cost to the district, the expansion of this position would have several benefits, specifically as it relates to teacher retention. We currently have the third person serving in this position in as many years. Expanding the role would make it more appealing to qualified candidates, and keeping a teacher in this position would help with

- Recruitment and retention: If students are recruited to join Band in the Spring, they will be more inclined to follow through if that same teacher is there in the Fall.
- Continuity and Communication: Having a teacher return to the position will allow for continuity in the Band program, both within Springhurst and for the district as a whole. Collaboration that has already been taking place this year,

3

<http://www.pbs.org/parents/education/music-arts/whats-the-right-age-to-begin-music-lessons/>

⁴ Colwell, R. (1969). *The teaching of instrumental music*.

⁵ Solly, B.J. (1986). A study of attrition from the instrumental music program in moving between grade levels in Cherry Hill, New Jersey

including curriculum, instructional materials, and planning/scheduling could be built upon, rather than restarted, the following year. This is also valuable within the Springhurst community, as a returning teacher will be able to work with colleagues and families more effectively having spent a year building and establishing relationships.