State Assessment Results and Plans for 2018-2019

OCTOBER 3, 2018

John Carmello, Superintendent of Schools

TROY
CITY SCHOOL DISTRICT

Today's Students.
Tomorrow's Leaders.

MISSION STATEMENT

The Troy City School District will provide a strong educational and social foundation to graduate all students college and career ready.

Every Student Succeeds Act (ESSA)

NYSED's ESSA plan is ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school or where they come from

NYSED's ESSA plan **goes beyond ELA and math** to include science and social studies, acquisition of English proficiency by ELLs and MLLs, and chronic absenteeism

State assessments are one part of NYSED's overall strategy to determine the level of equity in schools and allocate resources but assessments are not the only part.

NYSED's ESSA plan will evolve over time to add additional measures of school quality and student success
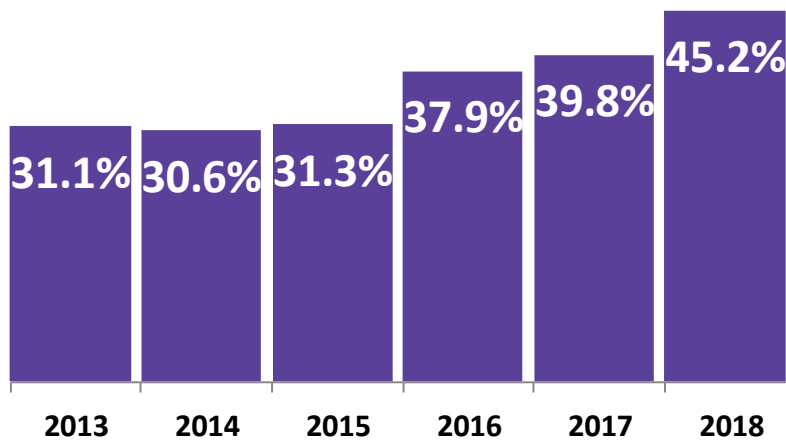
State Results

NYS Grades 3-8 Assessments

Statewide Proficiency Performance

ELA

2013	2014	2015	2016	2017	2018
31.1%	30.6%	31.3%	37.9%	39.8%	45.2%

Math

2013	2014	2015	2016	2017	2018
31.1%	36.2%	38.1%	39.1%	40.2%	44.5%
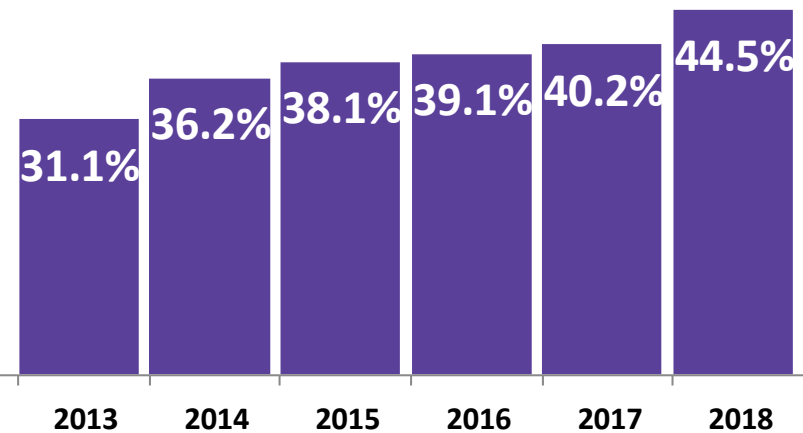
Statewide Performance in ELA
by Need/Resource Group

19.7%

Large City
10% 11% 12% 15% 18%

27.8%

Urban/Suburban
17% 16% 16% 21% 23%

33.2%

Rural
23% 22% 22% 27% 28%

44.5%

AverageNeed
35% 33% 34% 39% 40%

64.8%

Low Need
52% 49% 52% 59% 60%

2013 2014 2015 2016 2017 2018
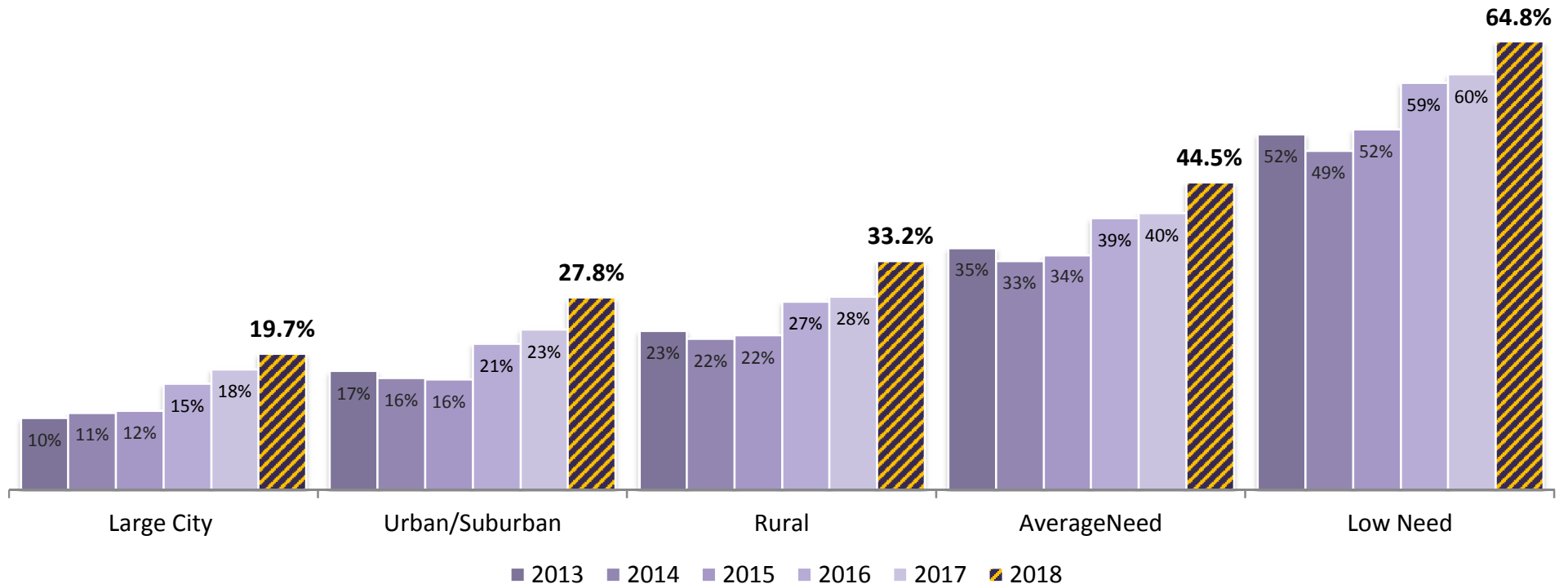
Statewide Performance in Math
by Need/Resource Group

Legend: ■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017 ▨ 2018

Large City: 9%, 13%, 15%, 15.1%, 17.0%, **19.2%**

Urban/Suburban: 15%, 18%, 20%, 21.0%, 22.0%, **25.6%**

Rural: 19%, 26%, 31%, 30.9%, 31.0%, **35.2%**

AverageNeed: 32%, 39%, 43%, 43.8%, 44.0%, **47.7%**

Low Need: 50%, 58%, 63%, 64.5%, 65.0%, **67.9%**
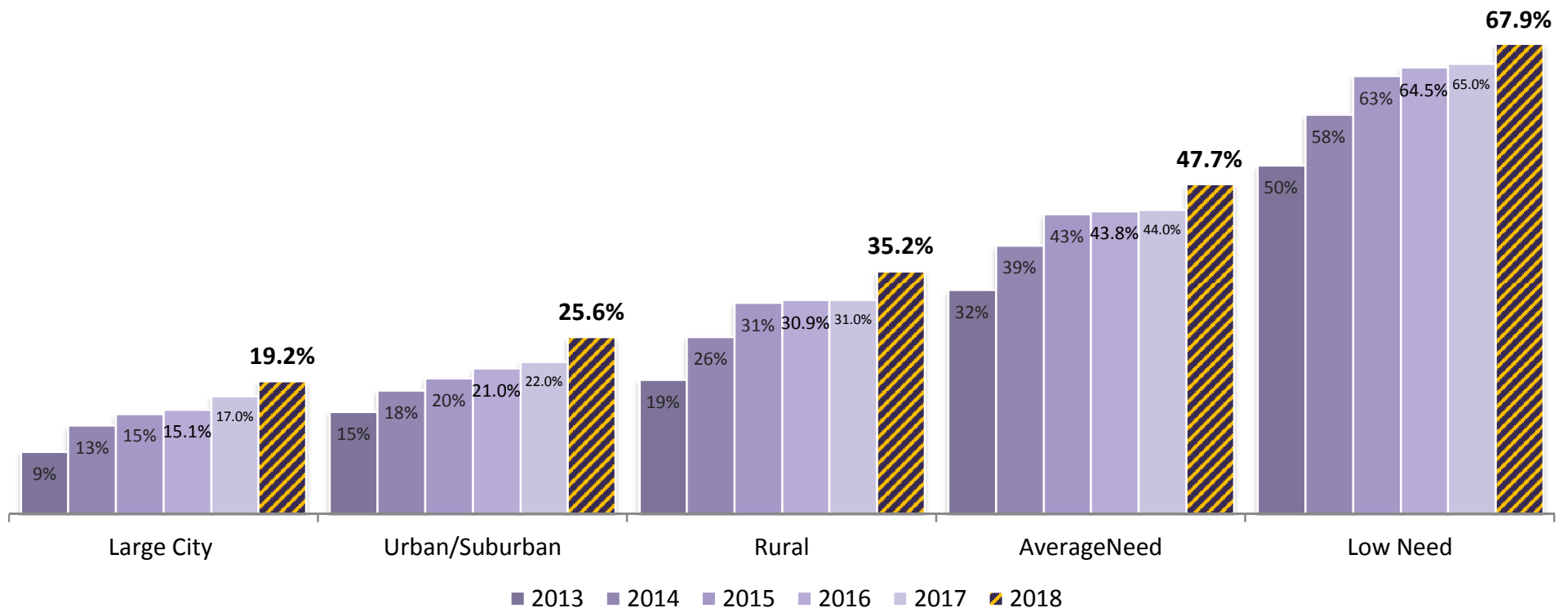
Our Results

NYS Grades 3-8 Assessments

TCSD Growth – ELA

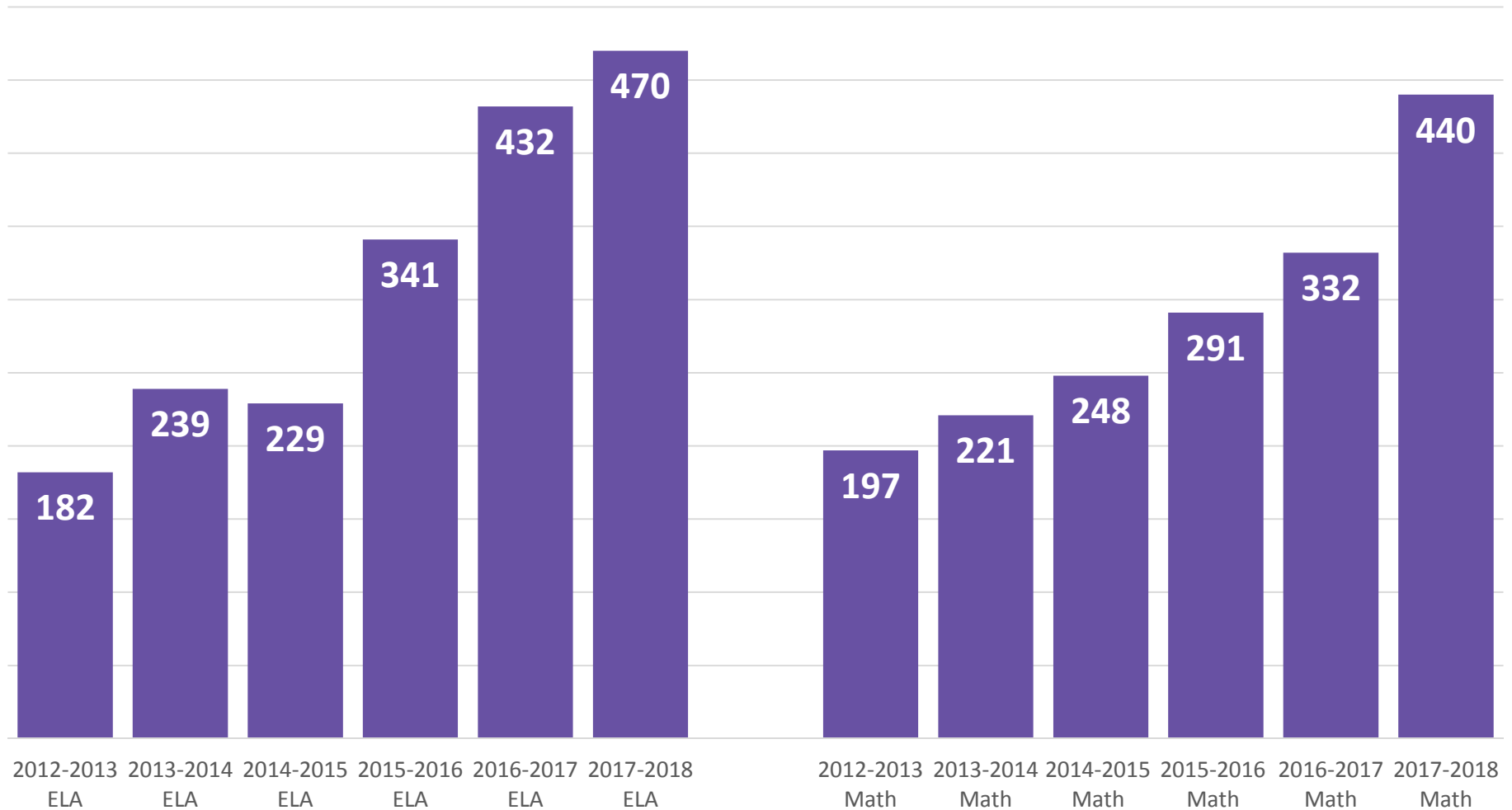|	Students Scoring Level 1	% scoring L1	Students Scoring Level 2	% scoring L2	Students Scoring Level 3	% scoring L3	Students Scoring Level 4	% scoring L4	Total Proficient
2017-2018 ELA	**678**	**41.0%**	**507**	**30.6%**	**310**	**18.7%**	**160**	**9.7%**	**28.4%**
2016-2017 ELA	684	41.5%	532	32.3%	314	19.1%	118	7.1%	26.2%
2015-2016 ELA	718	47.2%	462	30.4%	251	16.5%	90	5.9%	22.4%
2014-2015 ELA	908	59.9%	380	25.0%	183	12.1%	46	3.0%	**15.1%**
2013-2014 ELA	957	59.2%	421	26.0%	192	11.9%	47	2.9%	**14.8%**
2012-2013 ELA	958	60.1%	454	28.5%	138	8.6%	44	2.8%	**11.4%**

TCSD Growth - Math

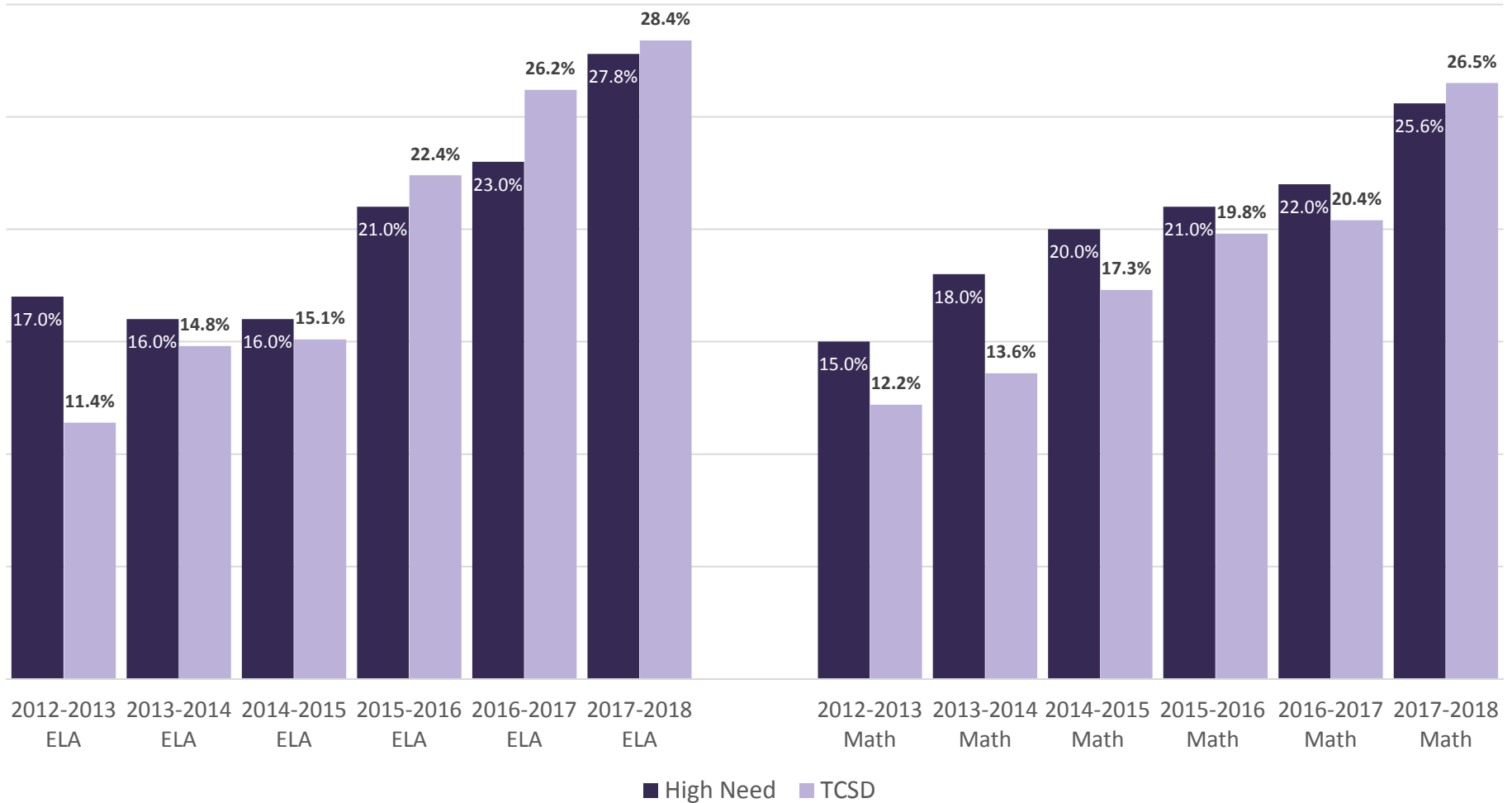|	Students Scoring Level 1	% scoring L1	Students Scoring Level 2	% scoring L2	Students Scoring Level 3	% scoring L3	Students Scoring Level 4	% scoring L4	Total Proficient
2017-2018 Math	**840**	**50.7%**	**378**	**22.8%**	**281**	**16.9%**	**159**	**9.6%**	**26.5%**
2016-2017 Math	862	52.9%	436	26.7%	224	13.8%	108	6.6%	20.4%
2015-2016 Math	773	52.6%	405	27.6%	194	13.2%	97	6.6%	19.8%
2014-2015 Math	798	55.8%	383	26.8%	183	12.8%	65	4.5%	**17.3%**
2013-2014 Math	969	59.9%	428	26.5%	177	10.9%	44	2.7%	**13.6%**
2012-2013 Math	972	60.2%	446	27.6%	154	9.5%	43	2.7%	**12.2%**

Number of Students Scoring at Proficient level

Number of Students Scoring at Proficient level –Suburban High Need, TCSD

Today's Students. Tomorrow's Leaders.

	ELA						Math					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
High Need	17.0%	16.0%	16.0%	21.0%	23.0%	27.8%	15.0%	18.0%	20.0%	21.0%	22.0%	25.6%
TCSD	11.4%	14.8%	15.1%	22.4%	26.2%	28.4%	12.2%	13.6%	17.3%	19.8%	20.4%	26.5%

■ High Need   ■ TCSD

TCSD ELA Results

Grade	Level 1	% of L1	Level 2	% of L2	Proficient (L3 & L4)	% Proficient
Grade 3 ELA 17-18	**91**	**30%**	**107**	**36%**	**104**	**34%**
Grade 3 ELA 16-17	118	39%	91	30%	93	31%
Grade 3 ELA 15-16	113	39%	92	32%	84	29%
Grade 3 ELA 14-15	155	59%	61	23%	48	18%
Grade 3 ELA 13-14	178	61%	73	25%	40	14%
Grade 3 ELA 12-13	156	66%	60	25%	22	9%
Grade 4 ELA 17-18	**99**	**34%**	**93**	**32%**	**97**	**34%**
Grade 4 ELA 16-17	113	39%	83	28%	97	33%
Grade 4 ELA 15-16	108	39%	100	36%	69	25%
Grade 4 ELA 14-15	154	56%	75	27%	44	16%
Grade 4 ELA 13-14	159	65%	55	22%	31	13%
Grade 4 ELA 12-13	206	64%	88	28%	26	9%
Grade 5 ELA 17-18	**140**	**50%**	**74**	**26%**	**68**	**24%**
Grade 5 ELA 16-17	119	44%	85	32%	64	24%
Grade 5 ELA 15-16	151	58%	59	23%	50	19%
Grade 5 ELA 14-15	131	61%	62	29%	23	10%
Grade 5 ELA 13-14	180	65%	58	21%	38	14%
Grade 5 ELA 12-13	152	64%	52	22%	35	14%

TCSD ELA Results

Grade	Level 1	% of L1	Level 2	% of L2	Proficient (L3 & L4)	% Proficient
Grade 6 ELA 17-18	**127**	**45%**	**70**	**25%**	**85**	**30%**
Grade 6 ELA 16-17	136	51%	80	30%	51	19%
Grade 6 ELA 15-16	125	59%	61	29%	25	12%
Grade 6 ELA 14-15	169	64%	66	25%	29	11%
Grade 6 ELA 13-14	135	57%	74	31%	29	12%
Grade 6 ELA 12-13	145	54%	99	37%	27	10%
Grade 7 ELA 17-18	**148**	**53%**	**73**	**26%**	**56**	**20%**
Grade 7 ELA 16-17	84	37%	94	42%	48	21%
Grade 7 ELA 15-16	111	46%	75	31%	56	23%
Grade 7 ELA 14-15	155	68%	46	20%	28	12%
Grade 7 ELA 13-14	167	56%	79	27%	51	17%
Grade 7 ELA 12-13	164	58%	83	30%	34	12%
Grade 8 ELA 17-18	**73**	**33%**	**90**	**40%**	**60**	**27%**
Grade 8 ELA 16-17	114	39%	99	34%	79	27%
Grade 8 ELA 15-16	110	45%	75	31%	57	24%
Grade 8 ELA 14-15	144	53%	70	26%	57	21%
Grade 8 ELA 13-14	153	53%	85	30%	50	18%
Grade 8 ELA 12-13	154	58%	74	28%	38	14%

TCSD Math Results

Grade	Level 1	% of L1	Level 2	% of L2	Proficient (L3 & L4)	% Proficient
Grade 3 Math 17-18	127	42%	59	19%	117	39%
Grade 3 Math 16-17	131	44%	78	26%	90	30%
Grade 3 Math 15-16	130	45%	80	28%	79	27%
Grade 3 Math 14-15	144	55%	60	23%	59	22%
Grade 3 Math 13-14	159	55%	78	27%	53	18%
Grade 3 Math 12-13	140	58%	72	32%	29	15%
Grade 4 Math 17-18	113	39%	86	30%	90	31%
Grade 4 Math 16-17	139	47%	83	28%	75	25%
Grade 4 Math 15-16	126	46.5%	71	26%	74	27.5%
Grade 4 Math 14-15	131	50%	74	28%	59	23%
Grade 4 Math 13-14	142	57%	72	29%	34	14%
Grade 4 Math 12-13	206	63%	82	25%	38	12%
Grade 5 Math 17-18	154	54%	54	19%	76	27%
Grade 5 Math 16-17	129	47%	76	28%	70	26%
Grade 5 Math 15-16	140	55%	65	25%	51	20%
Grade 5 Math 14-15	120	57%	58	27%	33	16%
Grade 5 Math 13-14	178	64%	62	22%	38	14%
Grade 5 Math 12-13	169	70%	47	20%	24	10%

TCSD Math Results

Grade	Level 1	% of L1	Level 2	% of L2	Proficient (L3 & L4)	% Proficient
Grade 6 Math 17-18	**145**	**51%**	**66**	**23%**	**71**	**26%**
Grade 6 Math 16-17	153	59%	66	25%	40	15%
Grade 6 Math 15-16	105	52%	68	34%	28	14%
Grade 6 Math 14-15	153	63%	49	20%	41	17%
Grade 6 Math 13-14	137	58%	66	28%	33	14%
Grade 6 Math 12-13	149	55%	92	34%	32	12%
Grade 7 Math 17-18	**183**	**66%**	**53**	**19%**	**41**	**15%**
Grade 7 Math 16-17	139	64%	54	25%	25	11%
Grade 7 Math 15-16	143	62%	54	24%	32	14%
Grade 7 Math 14-15	119	56%	62	29%	32	15%
Grade 7 Math 13-14	197	67%	63	21%	35	12%
Grade 7 Math 12-13	191	67%	61	21%	34	12%
Grade 8 Math 17-18	**118**	**53%**	**60**	**27%**	**45**	**20%**
Grade 8 Math 16-17	171	61%	79	28%	32	11%
Grade 8 Math 15-16	129	58%	67	30%	27	12%
Grade 8 Math 14-15	131	56%	80	34%	24	11%
Grade 8 Math 13-14	177	61%	87	30%	28	9%
Grade 8 Math 12-13	133	50%	93	35%	40	15%

TCSD Five Year Proficiency Performance - ELA

Legend: 2014, 2015, 2016, 2017, 2018

PS2: 5.1%, 6.8%, 9.8%, 15.2%, **18.1%**

PS14: 13.4%, 17.5%, 31.9%, 41.9%, **34.2%**

PS16: 19.4%, 24.8%, 33.3%, 34.4%, **37.7%**

PS18: 23.4%, 18.2%, 30.8%, 33.9%, **35.8%**

CHS: 6.2%, 8.5%, 13.6%, 15.9%, **23.8%**

TMS: 16.1%, 14.9%, 19.9%, 22.7%, **25.7%**

TCSD Five Year Proficiency Performance - Math

Legend: 2014, 2015, 2016, 2017, 2018

PS2
- 2014: 5.2%
- 2015: 7.0%
- 2016: 9.2%
- 2017: 14.7%
- 2018: 12.2%

PS14
- 2014: 16.7%
- 2015: 18.5%
- 2016: 31.9%
- 2017: 29.8%
- 2018: 35.4%

PS16
- 2014: 25.3%
- 2015: 39.9%
- 2016: 40.1%
- 2017: 39.6%
- 2018: 48.7%

PS18
- 2014: 23.5%
- 2015: 22.5%
- 2016: 28.4%
- 2017: 34.2%
- 2018: 39.9%

CHS
- 2014: 5.1%
- 2015: 13.4%
- 2016: 11.3%
- 2017: 15.3%
- 2018: 19.8%

TMS
- 2014: 11.9%
- 2015: 14.0%
- 2016: 13.3%
- 2017: 12.8%
- 2018: 20.1%
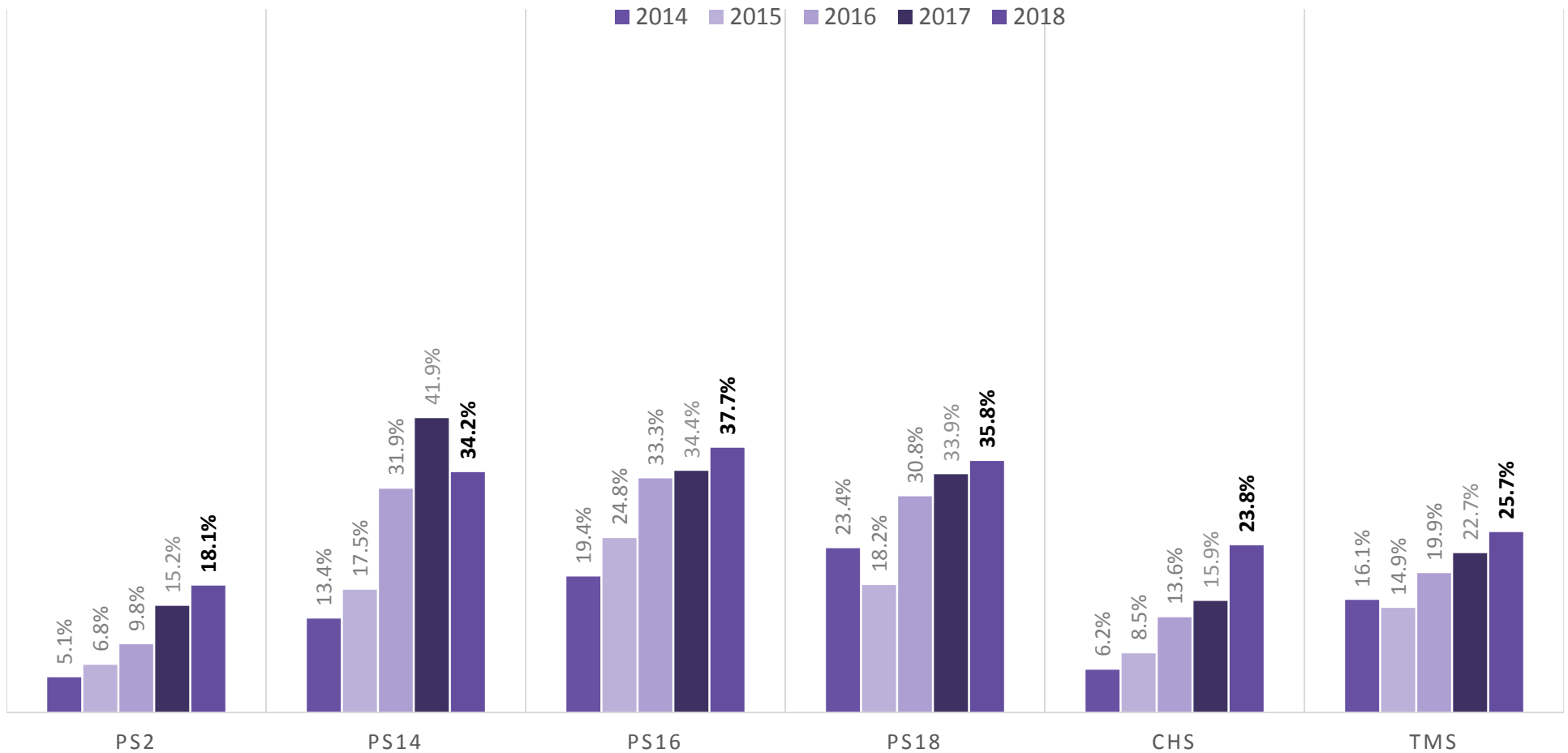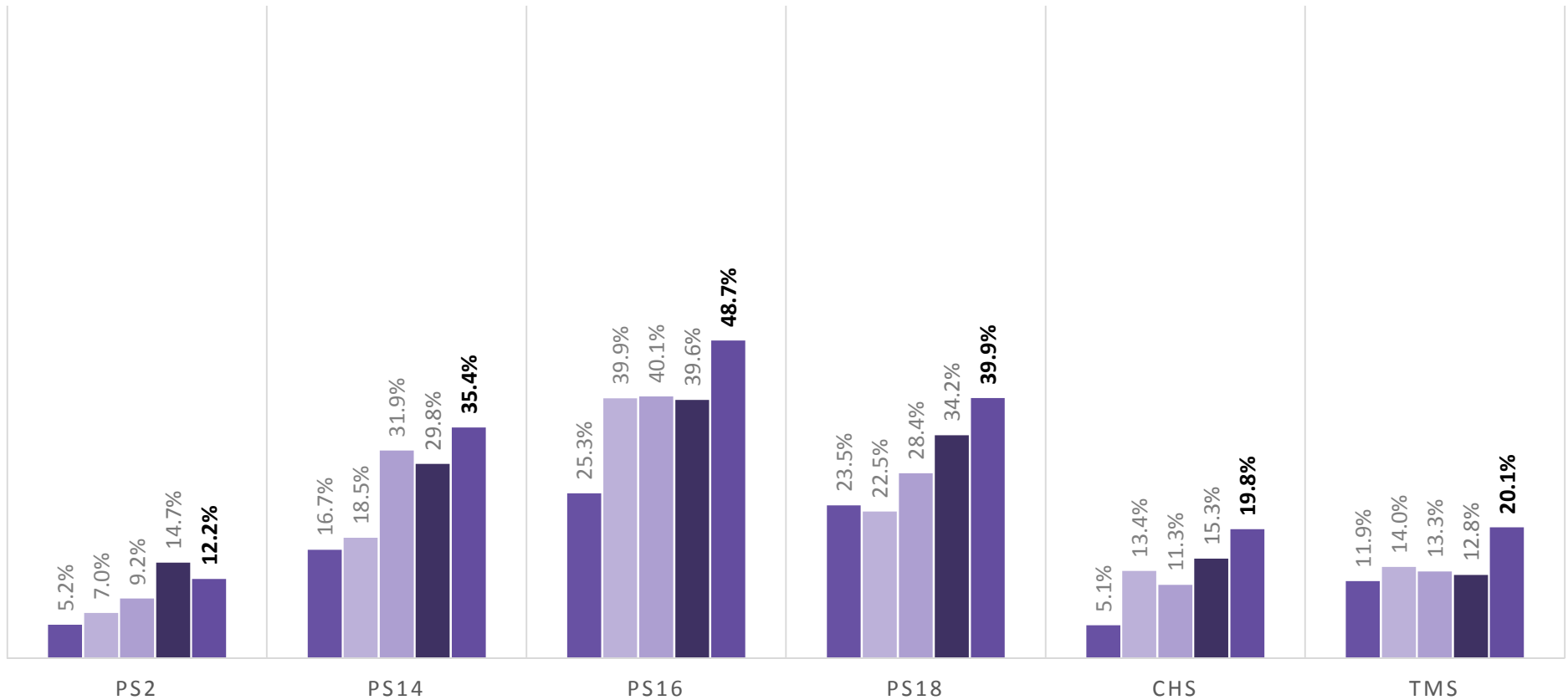
Graduation Rates

		Class of 2015	Class of 2016	Class of 2017
Troy	**Overall**	**76%**	**83%**	**86%**
Similar Districts	Overall	68%	71%	70%
NYS	Overall	78%	80%	80%
Troy	**African American**	**75%**	**85%**	**81%**
Similar Districts	African American	65%	68%	68%
NYS	African American	65%	68%	69%

2018-2019 District Goal #1

The number of students overall and for each sub-group measured for accountability achieving proficiency on Grades 3-8 ELA and Math scores will increase as follows, for the next five years:

- 20% of our students who score at Level 1 will improve to levels 2, 3 and 4 the following year;

- 20% of our students who score at Level 2 will improve to Levels 3 and 4 the following year.

Students Continuously Enrolled in 2016-2017 and 2017-2018

Level in 2016-2017	ELA # of students	Showed Improvement	Percentage	Additional students needed to have met goal
1	456	102	**22%**	--
2	342	82	**24%**	--

Level in 2017-2018	Math # of students	Showed Improvement	Percentage	Additional students needed to have met goal
1	536	73	14%	32 (5 per grade level)
2	294	61	21%	--

Well Done!

Significant progress continues to be made throughout the District

We still have work to do

We will build upon that progress, and

Continue to move forward…

We Can.
We Will.
End Of Story

How Will We Get There?

Donna Watson, Ph.D.
Assistant Superintendent for Curriculum & Instruction

District Mission Statement

The Troy City School District will provide a strong educational and social __foundation__ to graduate __all__ students college and career __ready__.

We Believe: Our Theory of Action in Troy

- All Troy CSD students WILL learn and achieve at high levels.

- If they don't, WE will change what it is we do to ensure that they learn and achieve at high levels.

- School leaders will support teachers and staff to ensure that they have what they need to meet the needs of our students.

- Data will be used to inform all of the work that we do.

Taking Stock As We Enter 2018-2019…

- Same Mission

- Same Belief System Grounded in Efficacy (Growth Mindset, Strong Side Over Weak Side, DFS processes and FADAF)

- NYS Reform Agenda – Expanded as per ESSA

- Same NYS Tenets of Practice - Let's Get Practical for 18-19 - What will our collective work look like?

NYSED Tenets of Practice

Diagnostic Tool for School and District Effectiveness (DTSDE)

- District Leadership and Capacity

- School Leader Practices and Decisions

- Curriculum Development and Support

- Teaching Practices and Decisions

- Student Social Emotional Developmental Health

- Family and Community Engagement

Tenet 1: District Leadership and Capacity

- Working to Support the Attainment of the Board of Education Goals

- Clarity of Mission & Beliefs - Efficacy is How We Do Business Now!

- School and District Review Processes - Lists in Nov., Open to Others

- District Leadership Team and District-level Data Meetings

- Provision of 7 Early Release Days (Oct. through May - Excluding Nov.)

- Resource Allocation Planning (Strategic Use of Grants to Meet Needs)

- Acquiring Books, Books and Yes, More Books!

Tenet 2: School Leader Practices and Decisions

- Troy's School Leaders are Instructional Leaders Committed to Students and Families

- Distributive Leadership Models

  ◦ Building Leadership Teams

  ◦ Positive Behavior Supports and Interventions (PBIS) Teams

  ◦ Response to Intervention (RtI) Teams

- Training on New Rubrics of Practice and Providing Quality Feedback

Tenet 3: Curriculum Development and Support

TCSD Curriculum Management 4-Year Cycle (Begins Again)

- 2014-2015 ~ English Language Arts, Foreign Language, Library

- 2015-2016 ~ Social Studies, Art, Music

- 2016-2017 ~ Science, Physical Education, Health

- 2017-2018 ~ Math, Technology, FACS, Business, Counseling

- 2018-2019 ~ English Language Arts, Foreign Language, Library

*Note - Next Generation ELA and Math Standards will be assessed beginning in 2021.

Year 5 of Curricuplan Electronic Maps Aligned to the Core

Title : Geometry
Type : Consensus

Duration: September/Week 1 - October/Week 5					
UNIT NAME: Unit 1---TRANSFORMATIONS AND CONGRUENCE					
Essential Questions	**Content**	**Skills**	**Assessments**	**Technology Integration**	**Standards**
1.1 How do you draw a segment and measure its length? 1.2 How is measuring an angle similar to and different from measuring a line segment? 1.3 How can you describe transformations in the coordinate plane using algebraic representations and using words? 1.4 How do you go about proving a statement? 2.1 How do you draw the image of a figure under a translation? 2.2 How do you draw the image of a figure under a reflection? 2.3 How do you draw the image of a figure under a rotation? 2.4 How do you determine whether a figure has line symmetry or rotational symmetry? 3.1 What happens when	1.1 Segment Length and Midpoints Engage NY: Module 4/ Topic D/Lesson 12 1.2 Angle Measures and Angle Bisectors Engage NY:Module 1/ Topic A/Lesson 3 1.3 Representing and Describing Transformations 1.4 Reasoning and Proof 2.1 Translations Engage NY:Module 1/ Topic C/Lesson 16 2.2 Reflections Engage NY:Module 1/ Topic C/Lesson 14 Engage NY: Module 4/ Topic A/Lesson 4 2.3 Rotations Engage NY:Module 1/ Topic C/Lesson 13 2.4 Investigating Symmetry Engage NY:Module 1/ Topic C/Lesson 15 3.1 Sequences of Transformations	**Vocabulary:** point line plane line segment ray angle angle bisector transformation pre-image congruent figures corresponding parts rigid motion **Formulas:** midpoint distance **Constructions:** Copy a segment copy an angle bisect an angle	BellRinger questions Exit tickets Homework assignments Vocabulary quizzes Weekly quizzes Unit test Hands-on based activities Baseline (Beginning of the year)	Video links to demonstrations Software-- Geogebra/ Geometer's Sketchpad Graphing calculators Smartboard Document camera Patty Paper Geometry 1.1 http:// www.mathopenref.com/ constcopysegment.html http:// www.mathopenref.com/ coordmidpoint.html http:// www.mathopenref.com/ midpoint.html http:// www.mathopenref.com/ coorddist.html 1.1 https://learnzillion.com/ lessonsets/808-define-geometric-terms-precisely 1.2 http:// www.mathopenref.com/ angle.html http:// www.mathopenref.com/ constbisectangle.html 1.3 http:// www.mathopenref.com/ tocs/transformstoc.html	G.CO.1-Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. (09-12)[State:New York CCLS] G.CO.2-Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). (09-12) [State:New York CCLS] G.CO.5-Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. (09-12) [State:New York CCLS]

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Tenet 3: Curriculum Development and Support

- Adoption of Lucy Calkins' Units of Study for Reading/Writing/Phonics throughout the district

- Focus on Developing Curricula that Better Incorporates:
  - Multiple Access Points & Scaffolds for Students
  - Small Group Instruction
  - Greater Integration of Subject Areas
  - Rigor
  - Technology Integration (SAMR Model)

Tenet 4: Teacher Practices and Decisions

- Adoption of Charlotte Danielson's Rubrics for Librarians, Social Workers, School Psychologists, Speech Therapists, School Counselors and Instructional Coaches - APPR Committee

- Adoption of the Troy City School District Developed "Rubric for Teaching Assistant Practice"

- TC Affiliate Schools - Schools #14, #18 and CHS (District Opportunities)

- Focus on Building Relationships with Students and Managing Behavior

- Opportunities for #Observeme, Scouting Missions, Mentoring & Book Studies

- Focus on a District-wide APPR Target Based on the Avg. of 5 Regents (Unity Around BOE Goal #3 - Graduating More Students CCR)

- Emphasis on Moving Up the SAMR Model

Tenet 4: Teacher Practices and Decisions

Maintaining Our **Intense Commitment to Professional Growth**

- Model Schools Conference – Orlando, Fl, June 2018
- Columbia Teachers College Reading Institute – Troy, NY and NY, NY, Summer 2018
- Reimagining Education Conference – New York, NY, July 2018
- District-wide Curriculum Mapping – Troy City School District, Summer 2018
- Response to Intervention Committee Training – Troy City School District, Summer 2018
- District-wide PBIS Committee Training – Troy City School District, Summer 2018
- International Literacy Association Conference – Austin, TX July 2018
- Family Engagement Conference – Harvard, July 2018
- Education "Tech Camp" – Troy City School District, August 2018
- School #2 Whole Faculty Professional Development – August 2018
- Carroll Hill School Whole Faculty Professional Development – August 2018

Tenet 4: Teacher Practices and Decisions

Intense Commitment to Professional Growth

The total number of conferences/workshops/trainings participated in by all TCSD employees by year:

2015-2016 = **5,216**

2016-2017 = **8,314**

2017-2018 = **7,563**

Three Year Total = **21,093**

Tenet 5: Student Social Emotional Developmental Health

- Social Emotional Development and Learning (SEDL) Committee Meetings (DFS Driving the Work)

- Professional Development Focus of Tenet 5:

  ◦ Trauma Sensitive School and District Conditions (Understanding ACES and Our Students at Risk)

  ◦ Understanding Implicit Bias and Our Work

  ◦ Best Practices in Classroom Behavior Management (Tier I)

- Building-level Student Support Teams (Tiers II and III)

Tenet 6: Family and Community Engagement

- Parent and Family Engagement Committee Meetings (DFS Driving the Work)

- Professional Development Focus of Tenet 6:
  - Building Our Capacity For Family Engagement
  - Technology Tools for Increasing Family Engagement
  - Improving Communication and Building Positive Relationships

- Targeted Efforts to Improve Student Attendance and Reduce Chronic Absenteeism

- From Call and They'll Come Schools to Full Partnership Schools

This is important work.

Work that matters immensely.

But, who will lead all of this work in Troy?

We all will.
In fact, we already are!

We must maintain a learning orientation.

Performance Orientation vs. Learning Orientation

The Individual	In a Performance Orientation	In a Learning Orientation
Upon entering a task asks…	Can I do it? Will I look smart?	How can I do it? What do I need to learn?
Focuses on…	The outcome	The process leading to the outcome
Believes that errors…	Indicate failure of his/her own limitations	Are a natural, useful source of feedback – information about what to do to improve
Finds uncertainty…	Threatening	Challenging
Believes that the optimal task…	Maximizes how smart he or she looks	Maximizes his or her learning (becoming smarter)
Seeks…	Flattering information about his/her work	Accurate information about his/her progress
Operates with standards that are…	Comparative, immediate, rigid	Personal, long-term, flexible
Enters the situation with expectations that…	Emphasize present ability	Emphasize effort toward learning
Sees the manager's role as…	A judge, controller of rewards and punishment	A coach, resource, guide
When successful, experiences rewards as…	Extrinsic, reflecting the value of someone else's judgement of his/her performance	Intrinsic, reflecting the value of skills, activity, and progress

Dr. Watson,

We will all be attending the first training (Session A) on opening day for our new rubric. ***Thank you for this opportunity to strengthen our roles as Library Media Specialists and take Troy to the next level!***

Enjoy your weekend!

Michelle Emma-Barnes

Elementary School Media Specialist

https://sites.google.com/troy.k12.ny.us/elementary-library/home

Check out our new benchmarks!

"Reading is to the mind what exercise is to the body"- Anonymous

I am excited to begin a new year in my role as a _____.

This year, I would like to improve in my ability to _____.

- Commit to maintaining a learning orientation in all that we do (never, ever stop trying to find a way – it's there);

- Commit to learning who are students are and recognize and value all that they bring into our classrooms;

- Commit to personal and professional growth – it will invigorate us all and our students' success will inspire us;

- Commit to taking risks and not being afraid to fail – it will often lead to our greatest gains;

- Commit to the work – it is hard, no doubt, but it is the greatest work there is. And, it is our great privilege to get to do it!

This Will Be Our Best Year Yet!

Today's Students.
Tomorrow's Leaders.