

ANNUAL SUMMARY REPORT 2015-2016



KINGSTON
CITY SCHOOL DISTRICT

We Inspire. We Educate. We Graduate.
All Students. All of the Time



The background of the slide is a photograph of a large, two-story brick school building with a central entrance featuring a pediment and columns. The building is surrounded by trees with vibrant autumn foliage in shades of yellow, orange, and green. A white metal fence runs along the foreground in front of the building.

The Teaching & Learning Team

John J. Voerg, Deputy Superintendent for Teaching & Learning

Gary Tomczyk Jr, Chief Information Officer

Wilford LeForestier, Assistant Superintendent for Special Education

Ms. Beth Lewis-Jackson, Director of Special Education

Mrs. Barbara McGrath, Assistant Director of Special Education

Ms. Angela Sterbenz, Assistant Director of Special Education

Dr. Stacia P. Felicello, Assistant Superintendent for Elementary Education

Jennifer Gribbin, Assistant Director of Elementary Math, Science, & Technology
Jana Conti, Assistant Director of Elementary Humanities

Mary Beth Bonville, Assistant Superintendent for Secondary Education

Dr. Alissa Oliveto, Assistant Director of Secondary Math, Science, & Technology
Dr. Laura Sagan, Assistant Director of Secondary Humanities

2015-2016

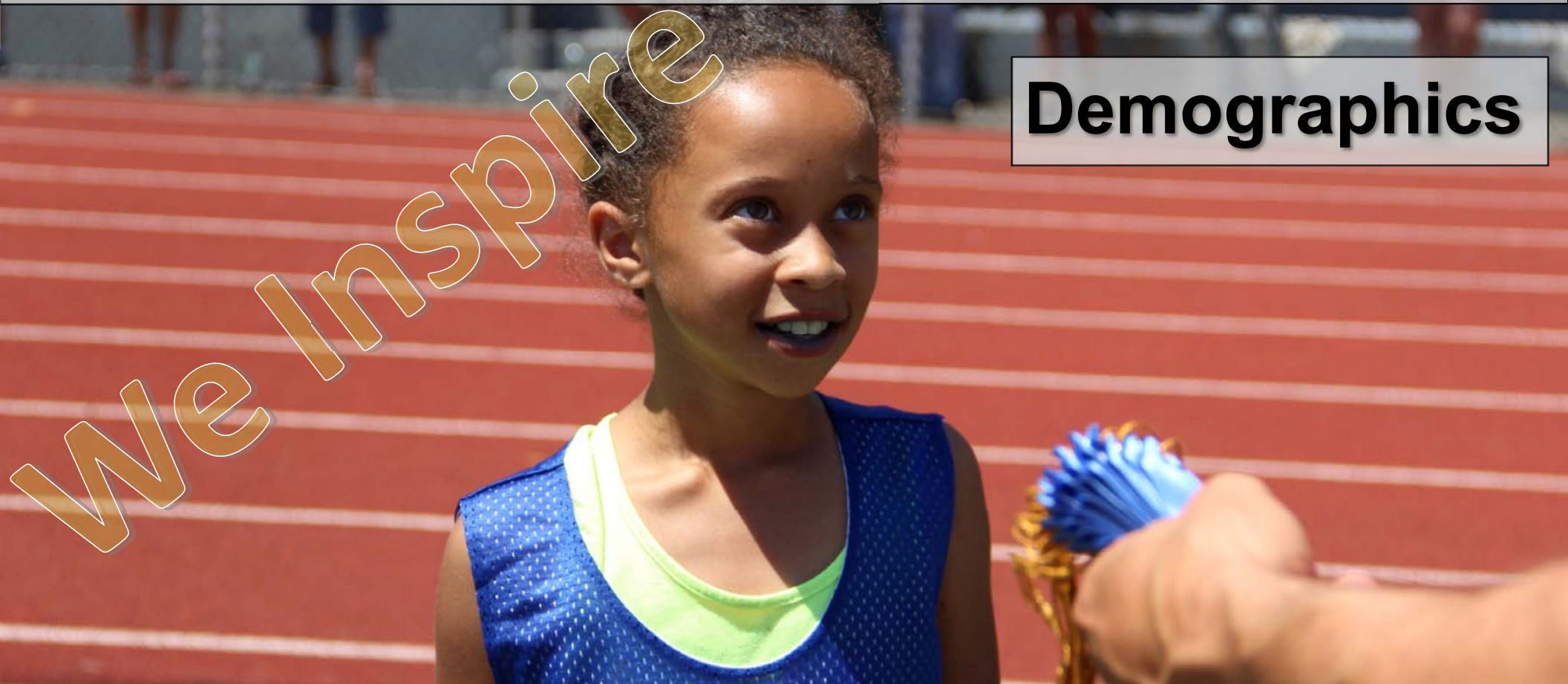
WHO WE ARE



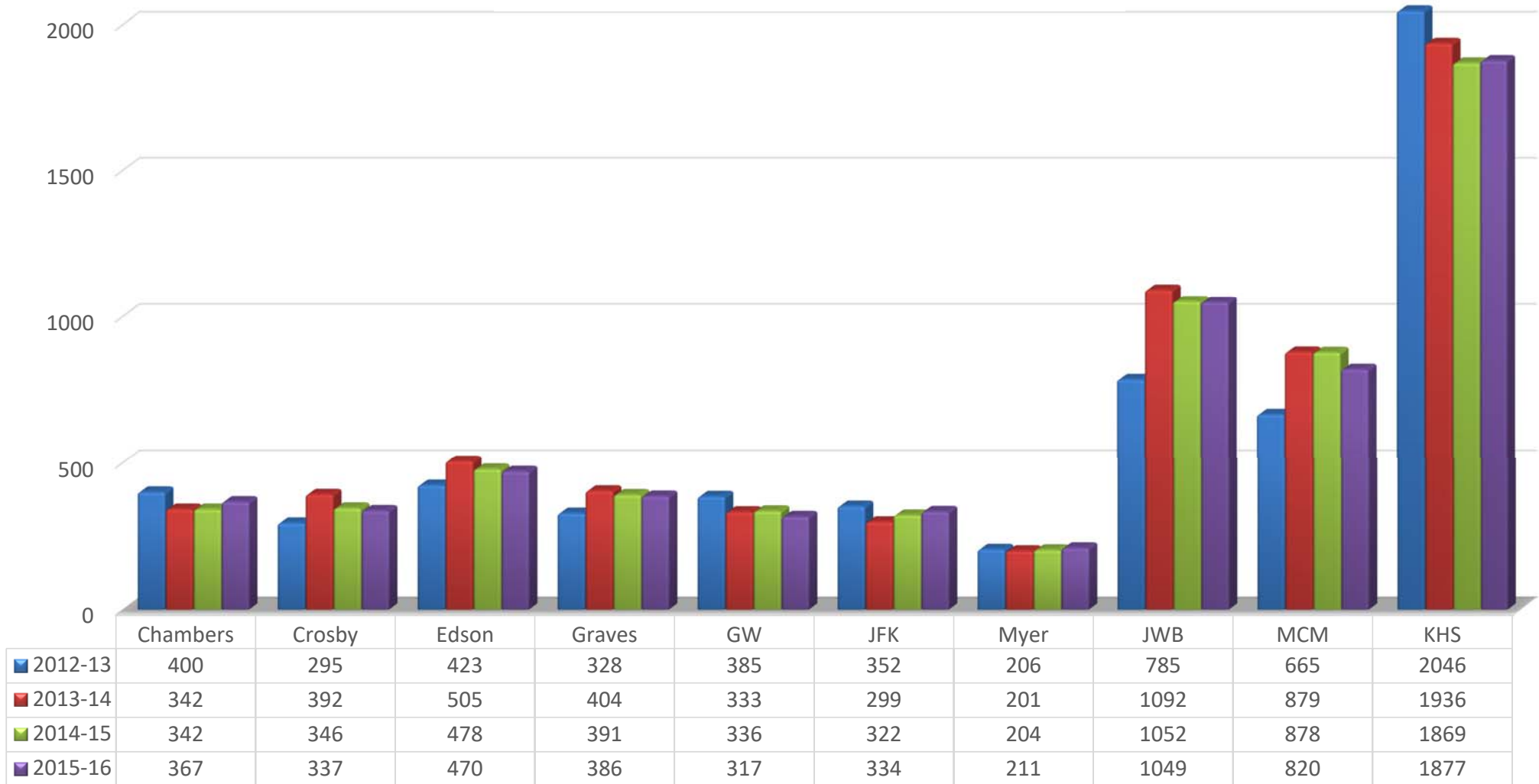
We Inspire. We Educate. We Graduate.
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Demographics

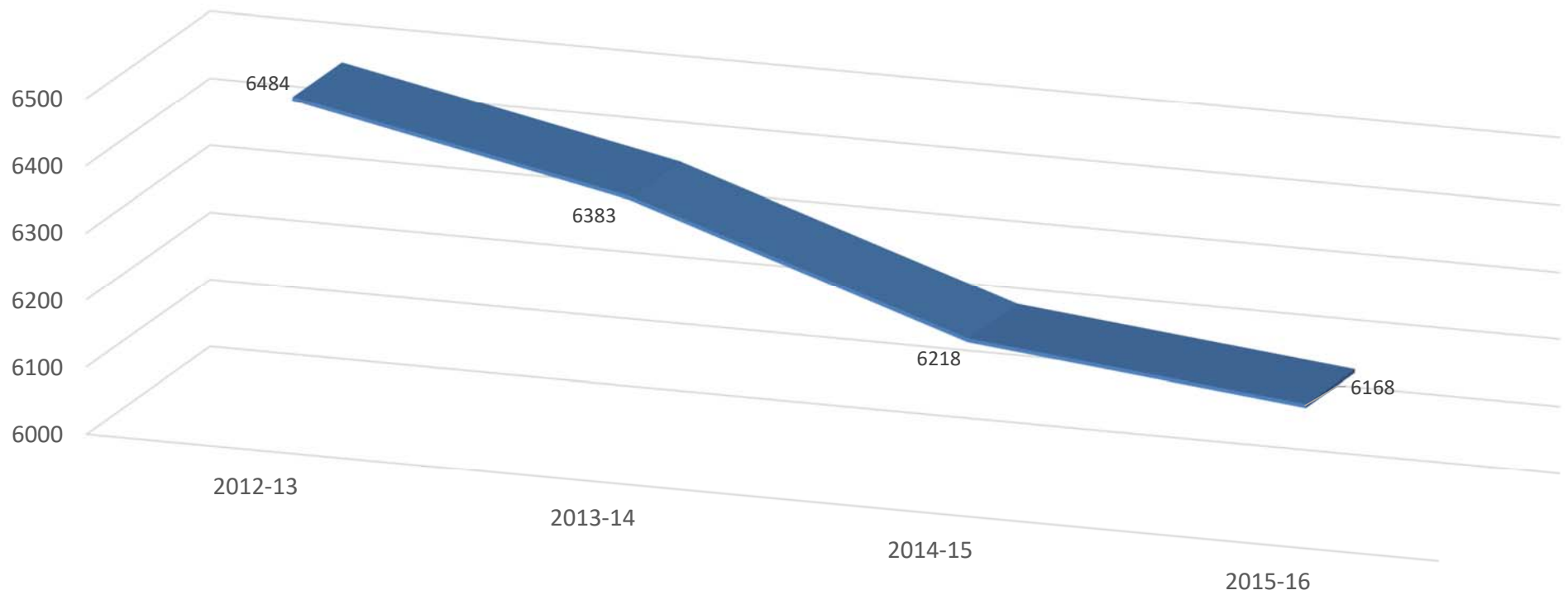
We Inspire



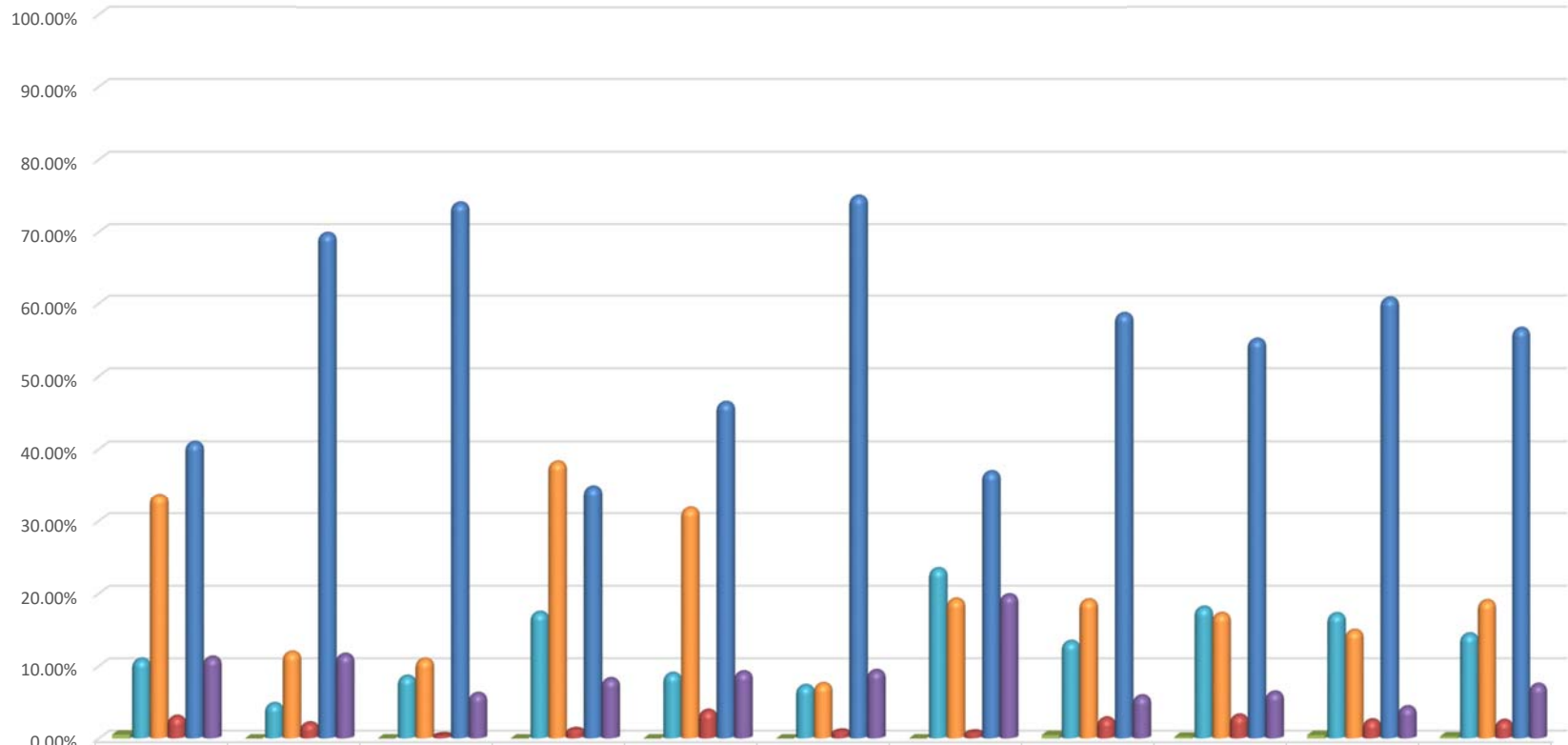
Building Enrollment - 4 year trend



District Enrollment



2015-16 Racial/Ethnic Distribution by School



	Chambers	Crosby	Myer	GW	Edson	Graves	JFK	JWB	MCM	KHS	District
American Indian or Alaska Native %	0.54%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.48%	0.24%	0.48%	0.29%
Black or African American %	10.90%	4.75%	8.53%	17.35%	8.94%	7.25%	23.35%	13.35%	18.05%	17.16%	14.38%
Hispanic or Latino %	33.51%	11.87%	10.90%	38.17%	31.70%	7.51%	19.16%	19.07%	17.20%	14.86%	18.95%
Asian or Pacific Islander %	3.00%	2.08%	0.47%	1.26%	3.83%	1.04%	0.90%	2.76%	3.17%	2.50%	2.43%
White %	40.87%	69.73%	73.93%	34.70%	46.38%	74.87%	36.83%	58.53%	55.00%	60.68%	56.50%
Multiracial %	11.17%	11.57%	6.16%	8.20%	9.15%	9.33%	19.76%	5.82%	6.34%	4.32%	7.43%

2015-2016

HOW WE PERFORM



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Test Results

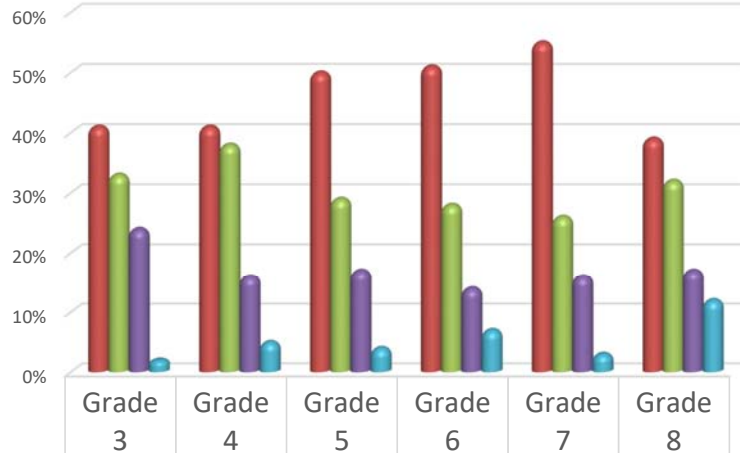
We Educate



Grade 3-8 NYS ELA & Math

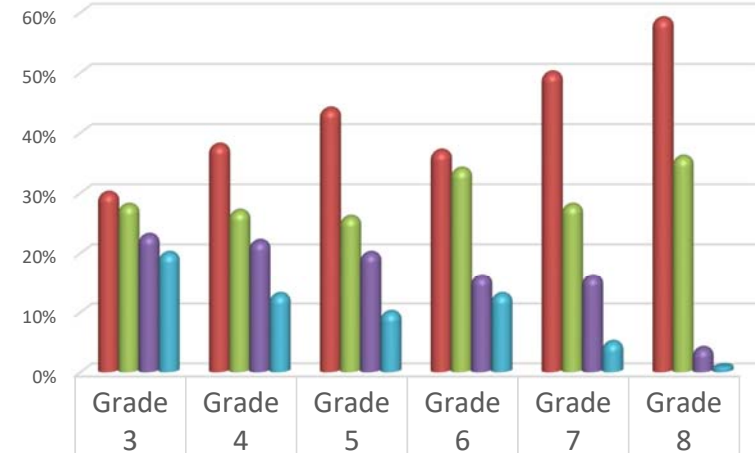
% of students at each performance level

Grade 3-8 NYS ELA



Level 1	Grade 3	41%	Grade 4	41%	Grade 5	50%	Grade 6	51%	Grade 7	55%	Grade 8	39%
Level 2	Grade 3	33%	Grade 4	38%	Grade 5	29%	Grade 6	28%	Grade 7	26%	Grade 8	32%
Level 3	Grade 3	24%	Grade 4	16%	Grade 5	17%	Grade 6	14%	Grade 7	16%	Grade 8	17%
Level 4	Grade 3	2%	Grade 4	5%	Grade 5	4%	Grade 6	7%	Grade 7	3%	Grade 8	12%

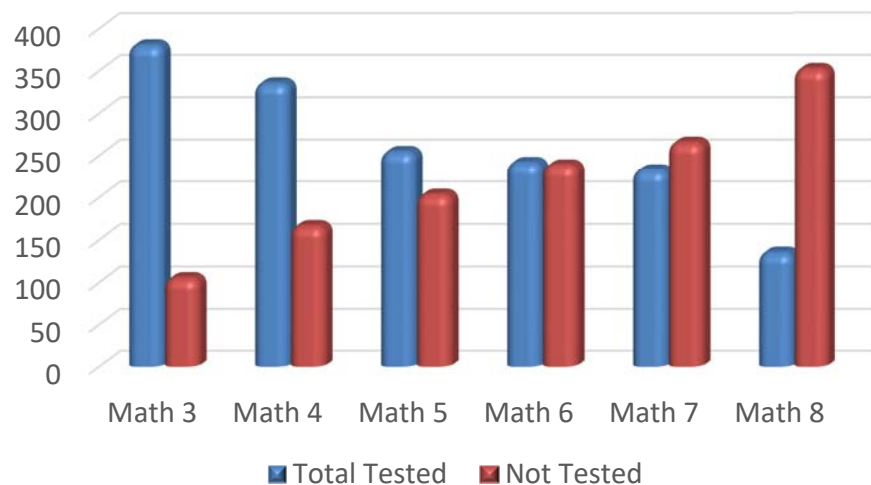
Grade 3-8 NYS Math



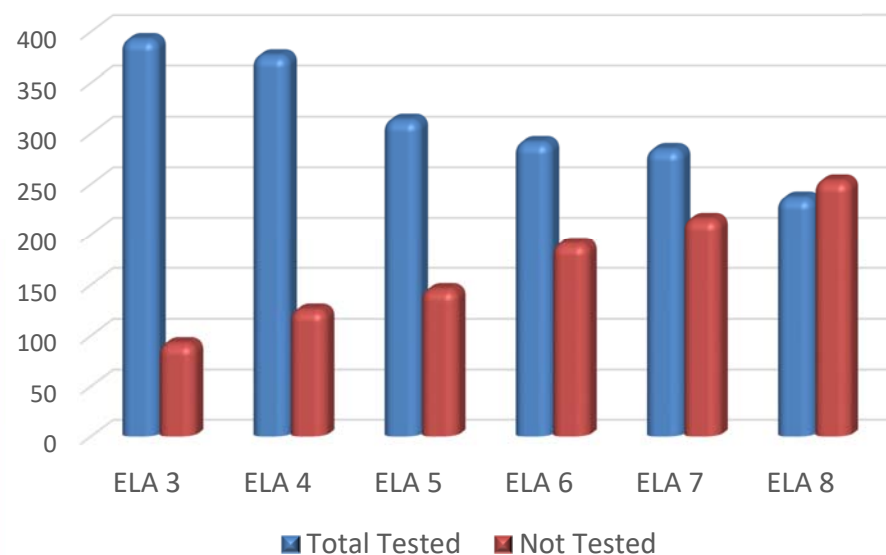
Level 1	Grade 3	30%	Grade 4	38%	Grade 5	44%	Grade 6	37%	Grade 7	50%	Grade 8	59%
Level 2	Grade 3	28%	Grade 4	27%	Grade 5	26%	Grade 6	34%	Grade 7	28%	Grade 8	36%
Level 3	Grade 3	23%	Grade 4	22%	Grade 5	20%	Grade 6	16%	Grade 7	16%	Grade 8	4%
Level 4	Grade 3	20%	Grade 4	13%	Grade 5	10%	Grade 6	13%	Grade 7	5%	Grade 8	1%

2015-16 Tested / Not Tested 3-8 Math and ELA

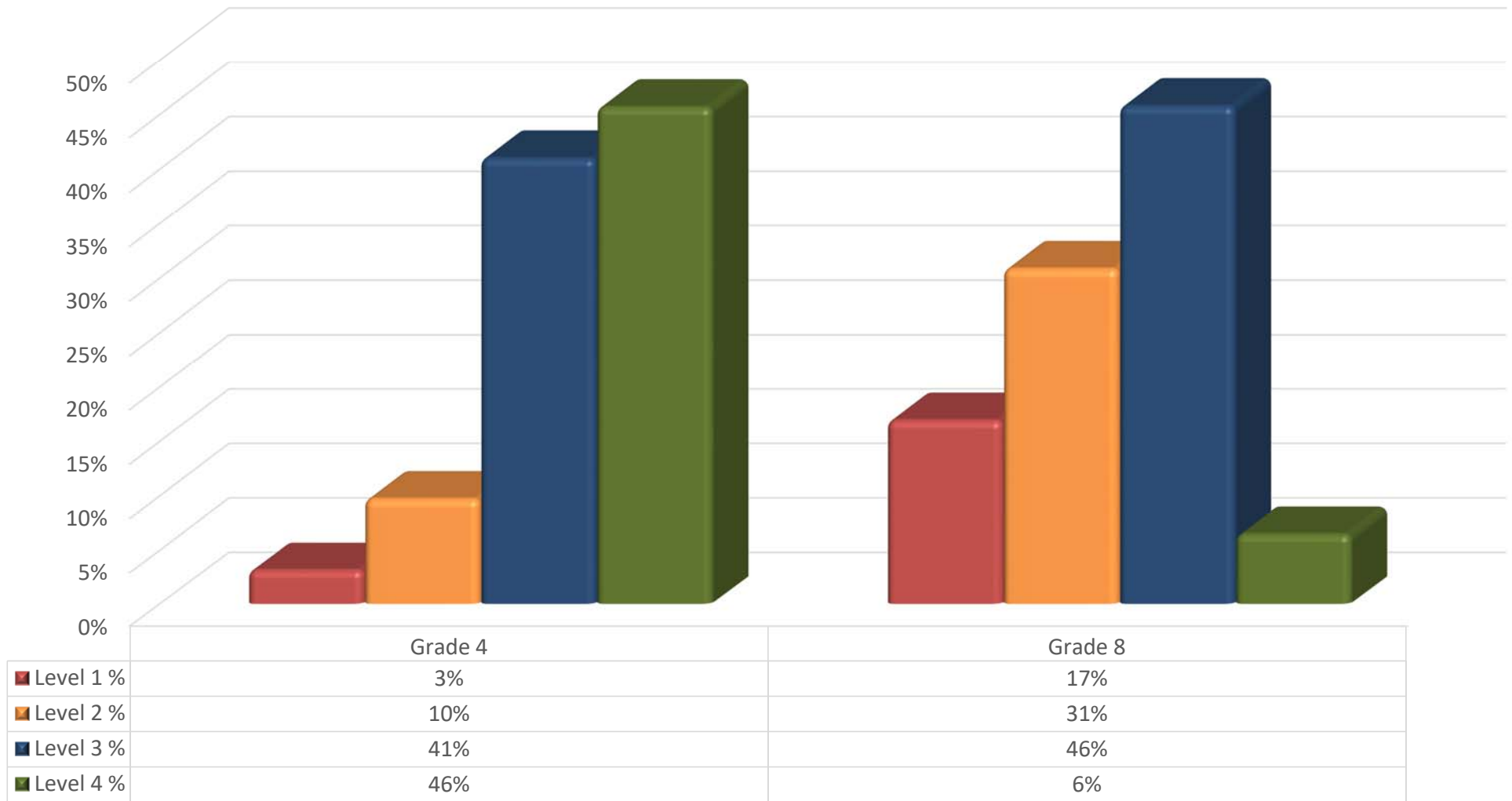
2015-16 Tested / Non-Tested Math



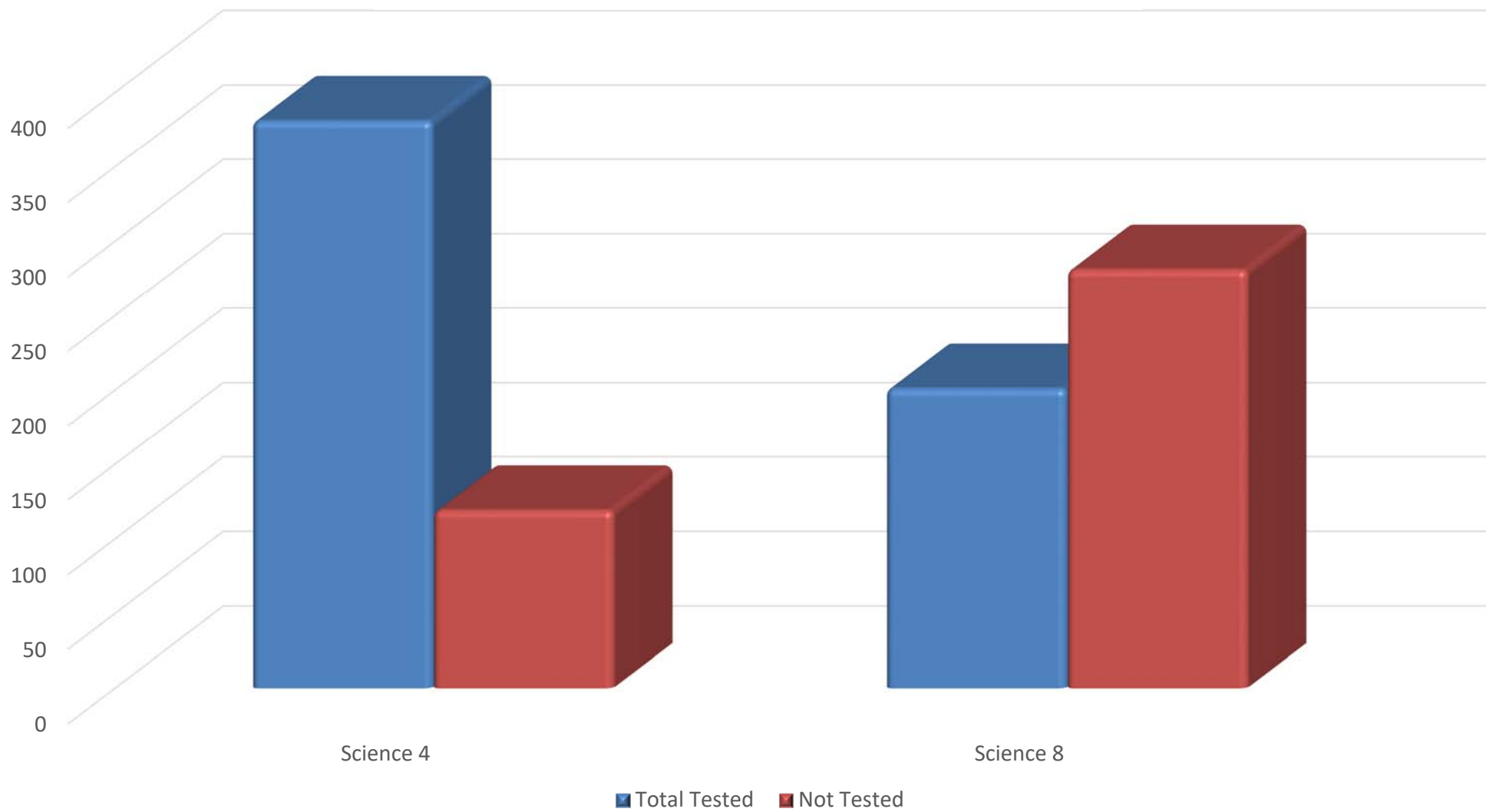
2015-16 Tested / Non-Tested ELA



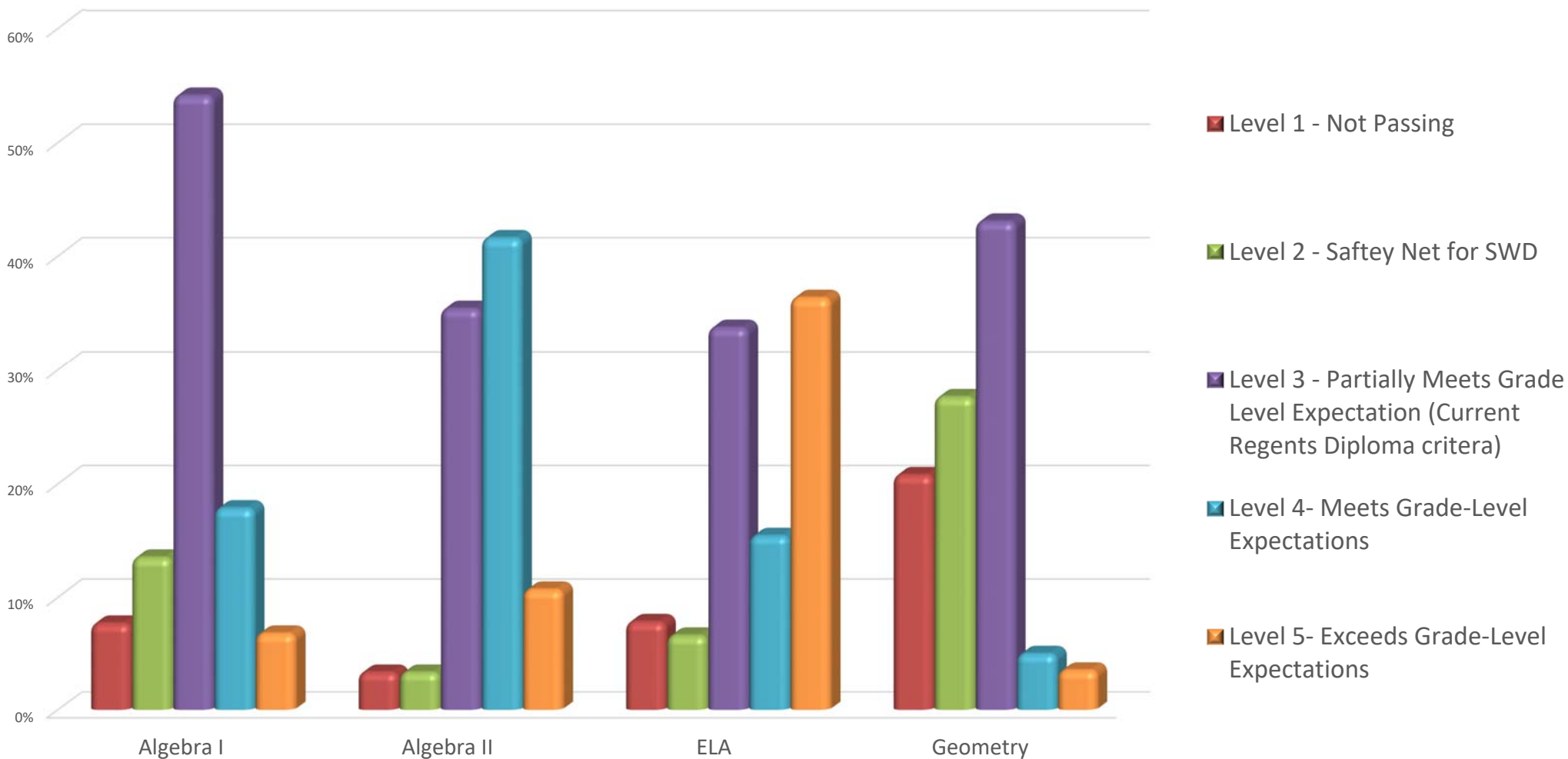
2015-16 Grades 4 & 8 NYS Science % of students at each performance level



2015-16 Tested / Non-Tested 4 & 8 Science



Common Core Regents Examinations Results 2015-16 Percent of students scoring at each performance level



Students Enrolled in College Dual Credit Courses

College Level Courses			
Algebra	Authentic Science Research	Accounting	ELA I
Algebra/Trig	Environmental Biology	Statistics	ELA II
Calculus	Physics	Principles of Management	French I French II
Pre-Calculus	Physics II	Computer Science	Spanish I
Writing	Science for the Health Professions	Criminal Justice	Spanish II

Total dual credit seats		
2013-14	2014-15	2015-2016
410	586	671

Partnering Organizations
SUNY Ulster
SUNY Albany
Marist College



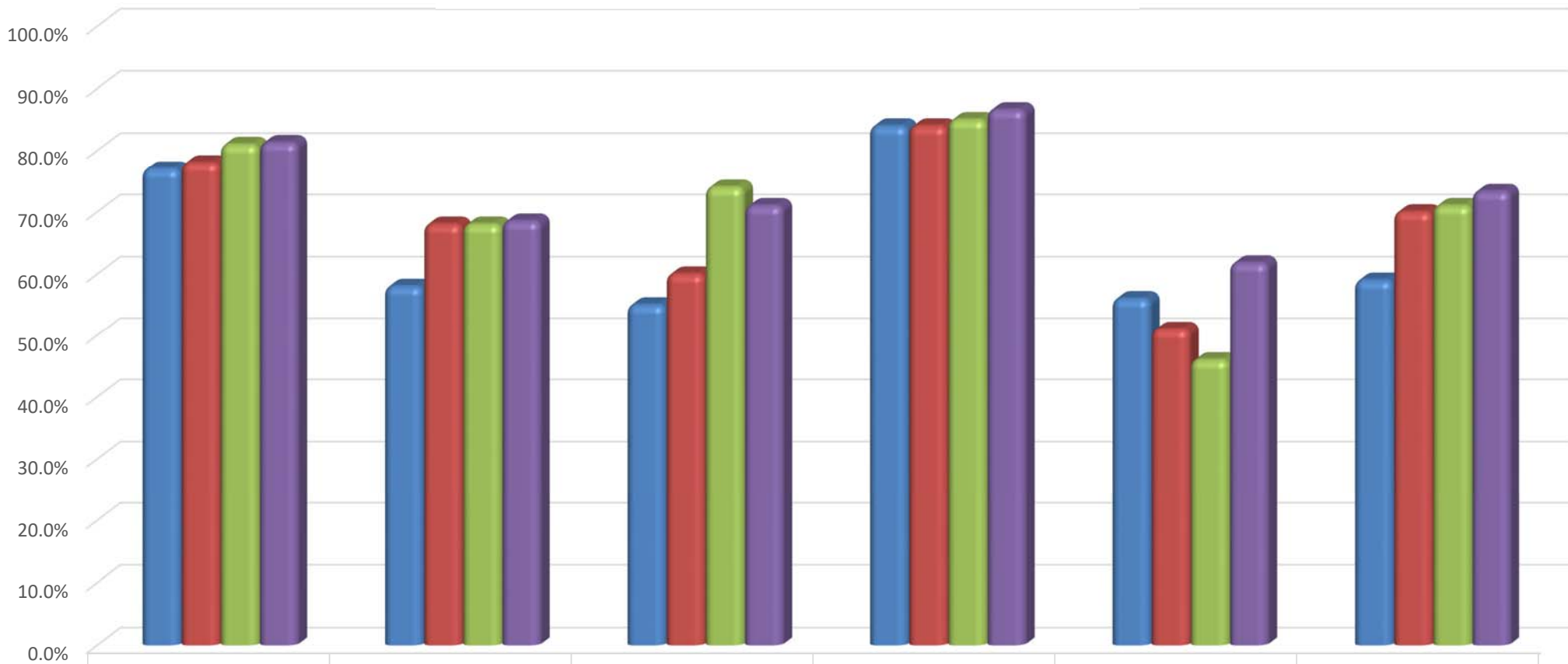
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2015-2016

GRADUATION

4-year August Graduation Rate (KCSD)



	All Students	Black	Hispanic	White	SWDs	Econ Dis
2013	77.0%	58.0%	55.0%	84.0%	56.0%	59.0%
2014	78.0%	68.0%	60.0%	84.0%	51.0%	70.0%
2015	81.0%	68.0%	74.0%	85.0%	46.0%	71.0%
2016	81.3%	68.5%	71.0%	86.6%	61.8%	73.3%

Students with Disabilities (SWD) Graduation Rate

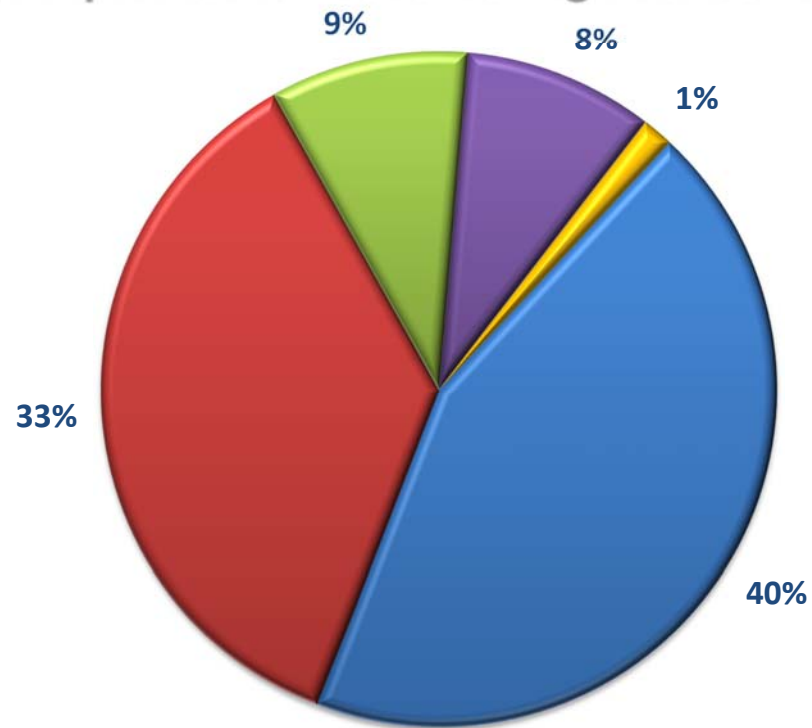
SWD Graduation Rate at KCSD for the
2015-2016 School Year is 61.8%
(2014-15 = 46.0%, ↑15.8%)

SWD Graduation Rate at KHS for the
2015-2016 School Year is 68.0%
(2014-15 = 51.1%, ↑16.9%)

Strategies implemented at KHS to increase the Students with Disabilities (SWD) Graduation Rate

- Professional Development
- Increased Pathways to Graduation
- Credit Recovery
- Regents Review Classes
- Peer Tutoring
- Lunch Support
- Identification of At-Risk Students

Types of Diplomas for 2015-16 High School Completers



- Regents Diploma (no additional designation)
- Regents with Advanced Designation*
- Regents with CTE Endorsement*
- Local Diploma
- Commencement Credentials**

*included in Regents Diploma counts

**Commencement Credentials became available in 2013-14. Students were previously awarded an IEP Diploma.

2015-2016

HOW WE USE THIS DATA^c

Data Driven Instruction Meetings

At the Secondary Level

Common Assessments

What do we analyze?

Mid-Unit or End of Unit Assessments

Specific Concept or Skill-Based Assessments

Common Assessment using archived NYS Regents exam questions

Common Labs

Common writing assignments

How DDI Protocol has Changed





DDI Protocol Worksheet

Subject: _____ Grade level: ____ Data Analyzed: _____

1. What trends are you noticing?
2. What questions/concepts/standards are the majority of students showing proficiency?
3. What questions/concepts/standards are the majority of students showing difficulty?
4. What questions/concepts/standards would be most beneficial for improving student performance?
How can I best support a need?
5. Identify new or different methods of instruction, reinforcement, assessment, etc. to meet the needs of students?

How will you apply this knowledge to drive instruction for the rest of the 2015-2016 school year?
Based on your expertise, what do you think will be most effective?

Standard(s) Addressed	Goal	Strategy	Time Frame
	_____ % of students will demonstrate proficiency in the standard(s).	Spiral in Homework Spiral in Do Now Do Mini-Lesson Do Now with Mini-Lesson Spiral in Assessments Re-teach Incorporate into Stations Other:	Start Date: _____ Frequency: _____ times per <u>week/month</u> Date goal is reached: _____

DDI Protocol 2017-2018

Grade _____ Subject _____ School _____ Date Analyzed _____

1. What questions/skills/concepts are the majority of students showing proficiency?

2. What questions/skills/concepts are the majority of students showing difficulty?

3. What trends are you noticing? |

Deficient Skill/Standard/Concept	Re-teach Method of deficient skill/standard/concept	Date of Re-teach

Follow-up Comments on Re-teach

Evidence of Impact from the Re-teach (indicate below)

Accountability, Common Instructional Strategies and Evidence of Impact

- Pinpoint common deficiency
- Common re-teach activity

Follow-up Comments on Re-teach

Evidence of Impact from the Re-teach (indicate below)

DDI Meeting Process

- Before the Meeting: Teacher Reflection
 - Proficiency and Deficiency
 - Understanding the Trend
- During the Meeting:
 - Discussion of each question
 - Discussion of best practices
 - Discussion among teachers and administrators on re-teach methods

Organization of Data

- Teachers-keep and reference reflection data
- Administration-Holistic View of data and report in OneNote
- All secondary administrators have access

Notebooks

+ Section

Math Grade 5

Math Grade 6

Math Grade 7

Math Grade 8

Science Grade 5

Science Grade 6

Science Grade 7

Science Grade 8

Living Environment

Earth Science

Algebra 1a

Chemistry

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Jan, 20, 2017 BM Unit 2 JWB Wh

Jan 26,2017 BM Unit 2 Miller Wh

Jan, 20, 2017 BM Unit 2 JWB Whole and Decimal

Wednesday, January 4, 2017 9:21 AM

DDI Protocol

Grade 5 Subject Math School JWB Date Analyzed 1/20/17

1. What questions/skills/concepts are the majority of students showing proficiency?
1,2,3,6,7,8,10,
2. What questions/skills/concepts are the majority of students showing difficulty?
4 (change answer choice b to 7)
5 (they multiplied-vocab)
7-expression
13b-word problem process
3. What trends are you noticing?
Vocabulary (quotient)
Decimal placement, holding place value
Writing expressions correctly
Word problem and understanding math process to solve

Deficient Skill/Standard/Concept	Re-teach Method of deficient skill/standard/concept	Date of Re-teach
Writing expressions	Common do now (all are making and share)	1/23/17-
Decimal placement	Commoncoreworksheet.com (create skill	1/23/17-

DDI Protocol

Grade 9 Subject: Regents Bio__ School KHS Date Analyzed 1/10/17

1. What questions/skills/concepts are the majority of students showing proficiency?
2,4,6,7,9,10
2. What questions/skills/concepts are the majority of students showing difficulty?
1, 11, 12
3. What trends are you noticing?

Not reading the questions thoroughly

Deficient Skill/Standard/Concept	Re-teach Method of deficient skill/standard/concept	Date of Re-teach
Visualization from content	Flashcards and magnet model	Week of 1/23/17
Interactions of Cell parts	Q 18, 198 old version: Many cells produce proteins that are secreted from the cell. State the two cell structures that cooperate to produce these specific proteins and describe the role of each in the process.	Week of 1/23/17
Follow-up Comments on Re-teach		
Additional review needed on organelle process before summative assessment. Create additional do now activities and exit tickets until students master concept.		

Evidence of Impact from the Re-teach (indicate below)

Most students knew that ribosomes synthesize proteins and they gave the name of another organelle without explaining how the two organelles work together in this process.

Proactive Instruction

- Using the holistic data sheet placed in each group on Office 365 and individual teacher reflection sheet

Office 365 Outlook

rch Biology Department

Biology Department
Public group

Conversations Calendar Files Notebook Connectors More

Joined 14 members

View Download Tiles Browse library

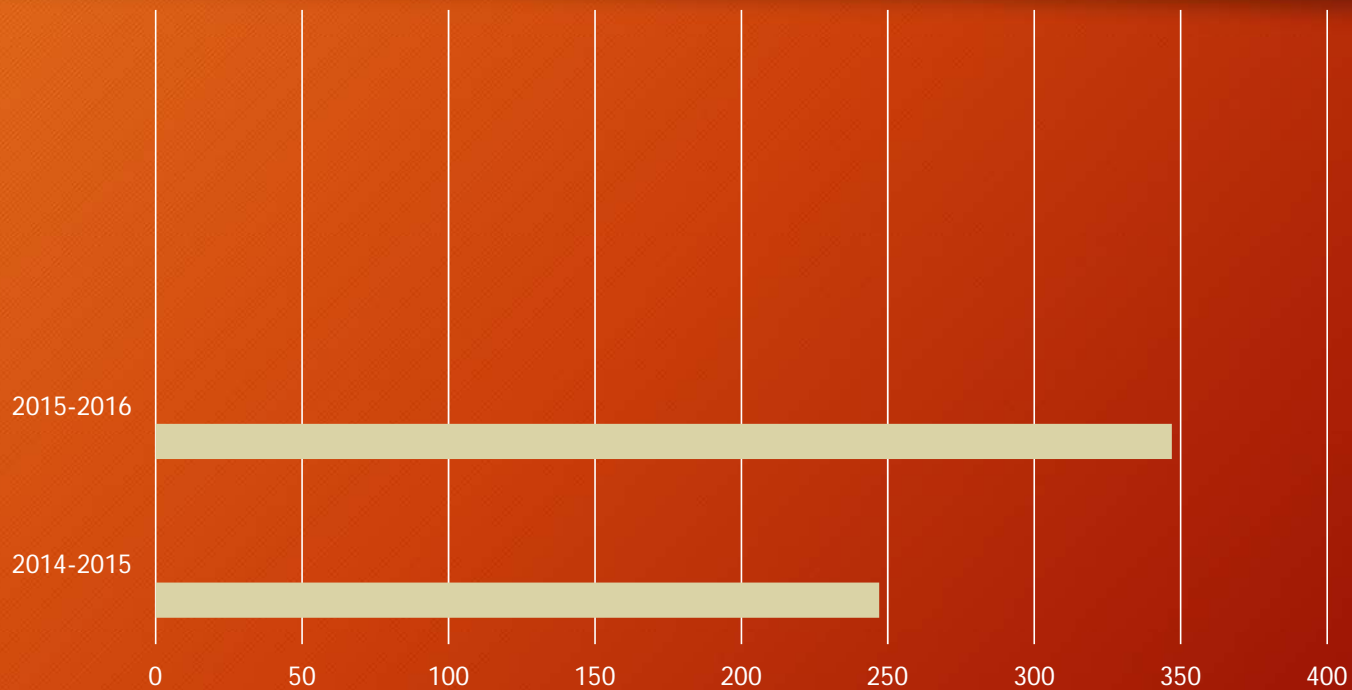
✓	^	Name	Activity	Date	Person
		JAN2017LIVENVIRNEX.xls	"REGENTS RESULTS FROM JA...	January 30	NICHOLAS AVOSSA
		BENCHMARK 6.docx	"CPT Meeting 1/31 in 817"	January 30	MAUREEN DEHAAN
✓		bio11017bm4.docx	Uploaded	January 10	Alissa Oliveto
		2016-2017 Living Environment.docx	"goals"	January 10	NICHOLAS AVOSSA
		Mitosis cookies.png	"Extra credit mitosis assignme...	December 19	Christine Lipira

Going Beyond the Data

- Common practices goes beyond testing-it has allowed teachers to learn from their colleagues and share best practices
- Increased collaboration of educators
- Increased collaboration between teachers and administrators
- Ending of teaching in isolation
- Re-teaching with accountability of evidence of impact
- Proactive Instruction instead of just reactive

Subgroup Focus

English Language Learners (ELLs) - Population Increase*



* These numbers include students who entered post BEDS day

Speech Language Improvement Services 2016-2017

The Why

The How

The Results

Professional Development

Elementary, Secondary and District-Wide

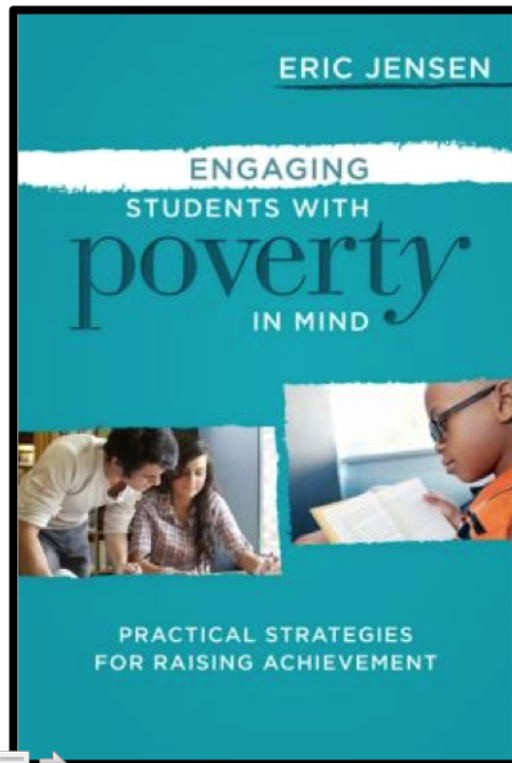
ELL Population

- Guided Reading for ENL Teachers
- Differentiation training with Bob Iseminger to meet the needs of all learners
- Site visit(s) to outside districts with high ELL populations
- Protocol for Language Proficiency Teams to determine best placement for ELLs with an IEP
- Future collaboration between ENL teachers and Students with Disabilities' teachers

Economically Disadvantaged Students

- *Engaging Students With Poverty In Mind* by Eric Jensen
 - All staff, K-12 provided with a book
 - Building Principals provided a variety of opportunities for staff
 - Superintendent's Conference Day on November 8, 2016
 - All schools: faculty meetings, department meetings, book study
 - Administration receives PD at both the Elementary and Secondary Cabinet Meetings.

Eric Jensen



Seven Engagement Factors

1. Health and Nutrition
2. Vocabulary
3. Effort and Energy
4. Mind-Set
5. Cognitive Capacity
6. Relationships
7. Stress Level

Instructional Coaching

Elementary and Secondary

Elementary Coaches 2016-17

Literacy Coaches

Professional Development Focus: Differentiation

Differentiated Literacy Specialist	Instructional Planning Specialist	Content, Writing and Digital Literacy Specialist
Kathy Werner	Mary Beth Koch	Michael Circe

Math Coaches

Professional Development Focus: Curriculum Implementation

Grades K-2	Grades 3-4
Sue Bard	Jon Hambright

Elementary Coaching Schedule

Coaching Rotation- Quarter 3

	Cycle 13 1/30-2/3	Cycle 14 2/6-2/10	Cycle 15 2/13-2/17	Cycle 16 2/27-3/3	Cycle 17 3/6-3/10	Cycle 18 3/13-3/17	Cycle 19 3/20-3/24
Chambers	Jon	Mary Beth	Mike	Sue	Kathy	Jon	Mary Beth
Crosby & Graves	Kathy	Jon	Mary Beth	Mike	Sue	Kathy	Jon
Myer & GW	Sue	Kathy	Jon	Mary Beth	Mike	Sue	Kathy
Edson	Mike	Sue	Kathy	Jon	Mary Beth	Mike	Sue
JFK	Mary Beth	Mike	Sue	Kathy	Jon	Mary Beth	Mike

Professional Development facilitated by Elementary Coaches

- Word Work Make and Take
- Guided Reading GREEEAAAATTT
- Skype in the Classroom
- Writers Workshop Fundamentals K-2
- Literacy Centers in the Classroom
- Writers Workshop for 3rd and 4th Grade
- Guided Reading for ENL Teachers
- Coaches worked alongside Bob Iseminger with Probationary teachers



Evidence of Impact

Teacher A

2d: Managing Student Behavior

2015-16 APPR Score: *Developing*



2016-17 Tentative APPR Score: *Effective*

Implemented coaching strategies:

- Modeled student-teacher expectations
- Created behavior management routines
- Established differentiated small group instruction

Teacher B

3a: Communicating with Students

2015-16 APPR Score: *Developing*



2016-17 Tentative APPR Score: *Effective*

Implemented coaching strategies:

- Modeled clear communication in multiple formats
- Established practice of posting learning targets
- Modeled differentiated vocab for varied readiness levels

Secondary Coaches 2016-17

Humanities Coaches
Professional Development Focus: Inquiry

Grades 5-6	Grades 7-8
Anna Zivian	Amy-Jean Carlzon

Math-Science-Technology Coaches
Professional Development Focus: Test-Taking Strategies

Grades 5-6	Grades 7-8
Marin Malgieri	Amie Gellen

Our Data in Practice

List of Coaching Ideas

Assessment:

- * Different Types of Assessments
 - * Independent/Self-check/Self-assessment
 - * Formative Assessment
- * Management of Assessments
- * Understanding Data
- * Applying Results

Content Specific Skills:

- * Vocabulary Strategies
- * Problem solving
- * Using charts, graphs, maps, etc.
- * Higher Order Thinking Skills
- * Inquiry
- * 5 Es (science): engage, explore, explain, elaborate, evidence
- * Writing

Initial Coaching Meeting

Coach:

Teacher:

Cycle Dates:

Building:

What is important for me to know about you as a learner and as a teacher?

What questions do you have about coaching?

What would you like to accomplish during our time together? What are some practices, strategies, routines, etc. you would like to try or would like more information about?

Our Data in Practice

Coaching Cycle Exit Interview

1. What coaching practices were most useful/least useful to you?
2. Were there any barriers or obstacles that interfered with our work together?
3. What strategies will you continue to use in your teaching because of our partnership?
5. What might be some ways you would like coaching to support you in the future?
6. What are your next steps for continuing to implement instructional strategies related to your goals?
7. How can I continue to support you outside of our formal coaching partnership?
8. How do you think your students benefited from this coaching cycle?

Evidence of Impact

Teacher A

3c: Engaging Students in Learning

2015-16 APPR Score: *Developing*

Implemented coaching strategies:

2016-17 Tentative APPR Score: *Effective*

- Implementation of the Inquiry Approach using primary source documents.
- Tiered assignments based on STAR data.

Teacher B

3d: Using Assessments in Instruction

2015-16 APPR Score: *Developing*

Implemented coaching strategies:

2016-17 Tentative APPR Score: *Effective*

- Students are applying test-taking strategies to improve performance.
- Feedback includes specific and timely guidance for groups of students.



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The Commodores
Sim, Van, D++

All Students, All of the Time



2015-2016

ACCOUNTABILITY STATUS

Accountability Status for 2016-17

2016-17 Accountability Status Based on 2014-15 Results

KINGSTON CITY SD	Focus District
CHAMBERS SCHOOL	Focus
E R CROSBY ELEMENTARY SCHOOL	Focus
HARRY L EDSON SCHOOL	Good Standing
ROBERT R GRAVES SCHOOL	Good Standing
GEORGE WASHINGTON SCHOOL	Good Standing
JOHN F KENNEDY SCHOOL	Good Standing
ERNEST C MYER SCHOOL	Good Standing
J WATSON BAILEY MIDDLE SCHOOL	Focus
M CLIFFORD MILLER MIDDLE SCHOOL	Focus
KINGSTON HIGH SCHOOL	Good Standing

KCSD Identified Subgroups for 2016-17 Accountability

Accountability Measure	Identified Subgroup
EM Combined ELA & Math PI based on 2014-15 results	Economically Disadvantaged
2010 Cohort 4 Year Graduation Rate.	Hispanic Students



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