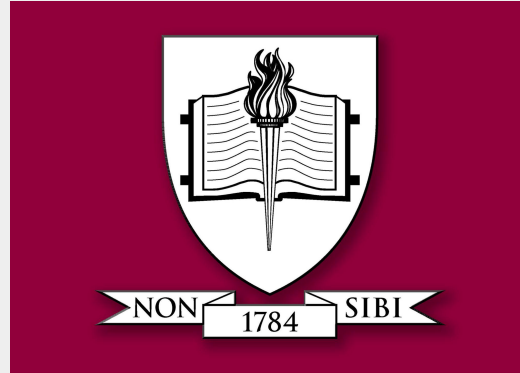


Education Report

Scarsdale Board of Education
October 23, 2023

Tonight's Presentation

- Outcomes from Scarsdale Schools' benchmark measures & standardized assessments and a review of our ongoing internal assessment structures
- **Responsive Education:** Creating Meaningful Improvement in Curriculum, Instruction and Assessment for Student Learning



Assessments

Reviewing Standardized Measures of Student Achievement



College Data

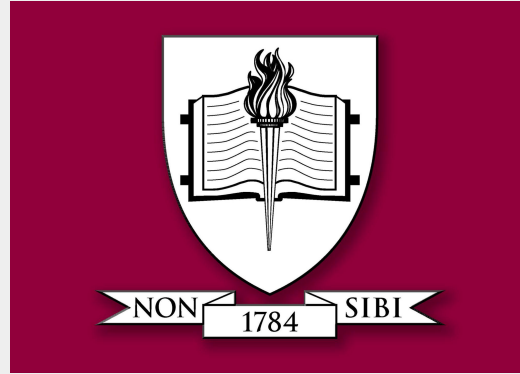


Scarsdale Graduates to College

Class of...	Percent to College	Percent to 4-year College
2023	98%	97%
2022	98%	97%
2021	99%	97%
2020	97%	96%
2019	98%	96%
2018	99%	98%

Percent of Scarsdale graduates accepted to colleges and universities ranked “most competitive” in the U.S.

Class of...	Percentage
2023	63%
2022	61%
2021	63%
2020	67%
2019	64%
2018	63%

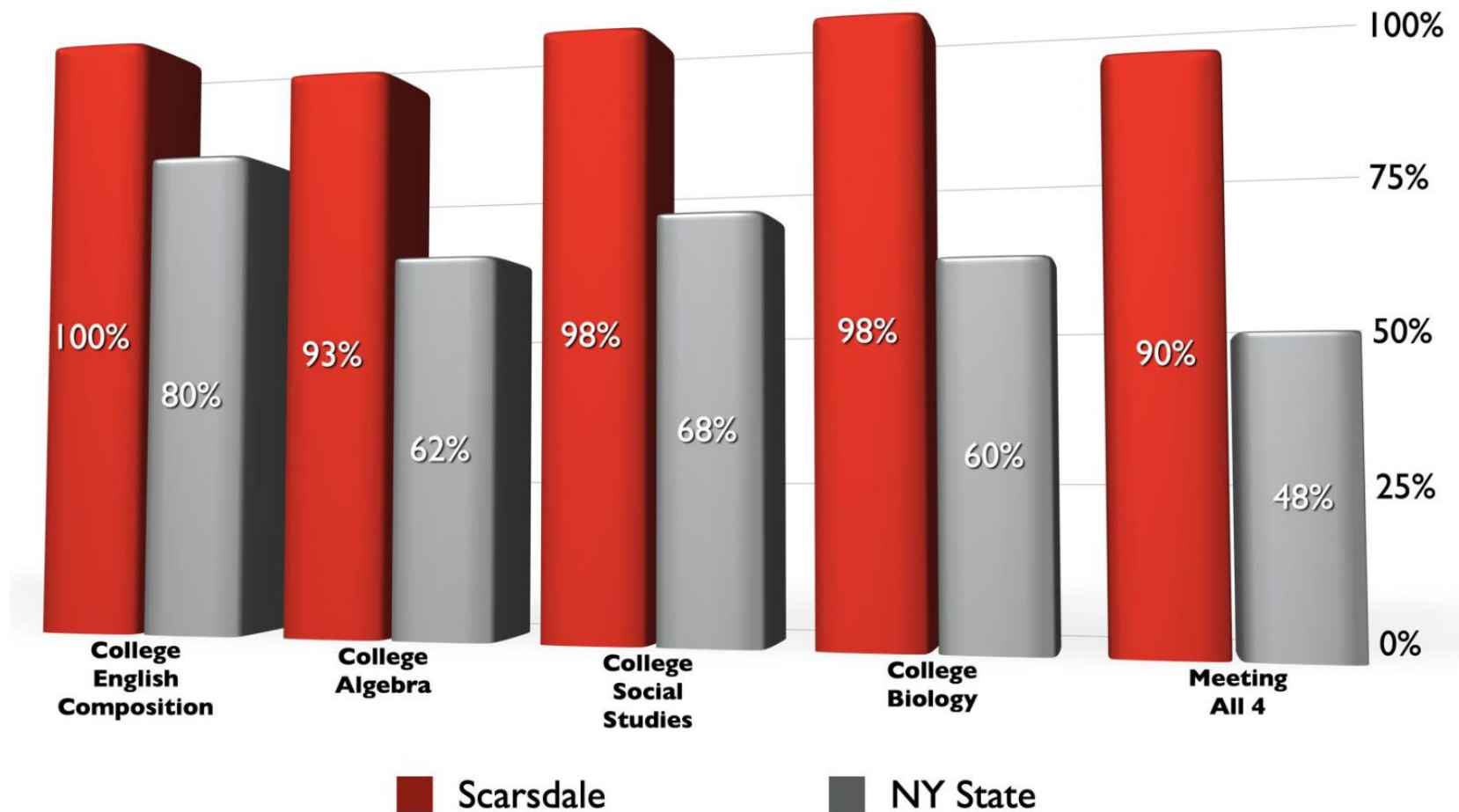


SAT Scores

Scarsdale High School SAT Score Results

	Scarsdale High School					National			
Class of...	ERW (mean)	Math (mean)		Total (mean)		ERW (mean)	Math (mean)		Total (mean)
2023	697	716		1414		520	508		1028
2022	673	701		1374		529	521		1050
2021*	684	713		1397		541	538		1088
2019	676	705		1381		531	528		1059
2018	668	689		1357		536	531		1068
2017**	663	674		1337		538	533		1060
	Crit. Reading (mean)	Math (mean)	Writing (mean)	Total (mean)		Crit. Reading (mean)	Math (mean)	Writing (mean)	Total (mean)
2016	634	658	649	1941		494	508	482	1484
2015	637	657	652	1946		495	511	484	1490
2014	636	663	659	1958		497	513	487	1497
2013	633	656	648	1937		496	514	488	1498
2012	632	651	643	1926		497	514	498	1509
2011	634	651	650	1935		497	514	489	1500
2010	611	650	643	1904		501	516	492	1509
2009	628	656	641	1925		501	515	493	1509
2008	617	655	644	1916		502	515	494	1511
2007	617	639	636	1892		502	515	494	1511

Percent of 2023 ACT-Tested Students Ready for College-Level Coursework



SAT and ACT vs Comparable Districts

Class of 2023 Mean Combined SAT Scores of Comparable Districts

	Scarsdale	Edgemont ¹	Chappaqua	Byram Hills	Great Neck South	Bronxville	Great Neck North ²	Blind Brook (Rye Brook)
ERW	697	680	673	668	649	654	622	610
Math	716	697	694	683	679	658	642	640
Total	1413	1377	1367	1351	1328	1312	1264	1250

¹Edgemont class of 2022

² Great Neck North class of 2022

2023 Mean Composite ACT Scores for Comparable Districts

	Scarsdale	Bronxville	Byram Hills	Chappaqua	Edgemont ¹	Blind Brook (Rye Brook)	Great Neck South	Great Neck North ²
Composite	30.1	30	29	29	28.9	28.7	26.7	26.6

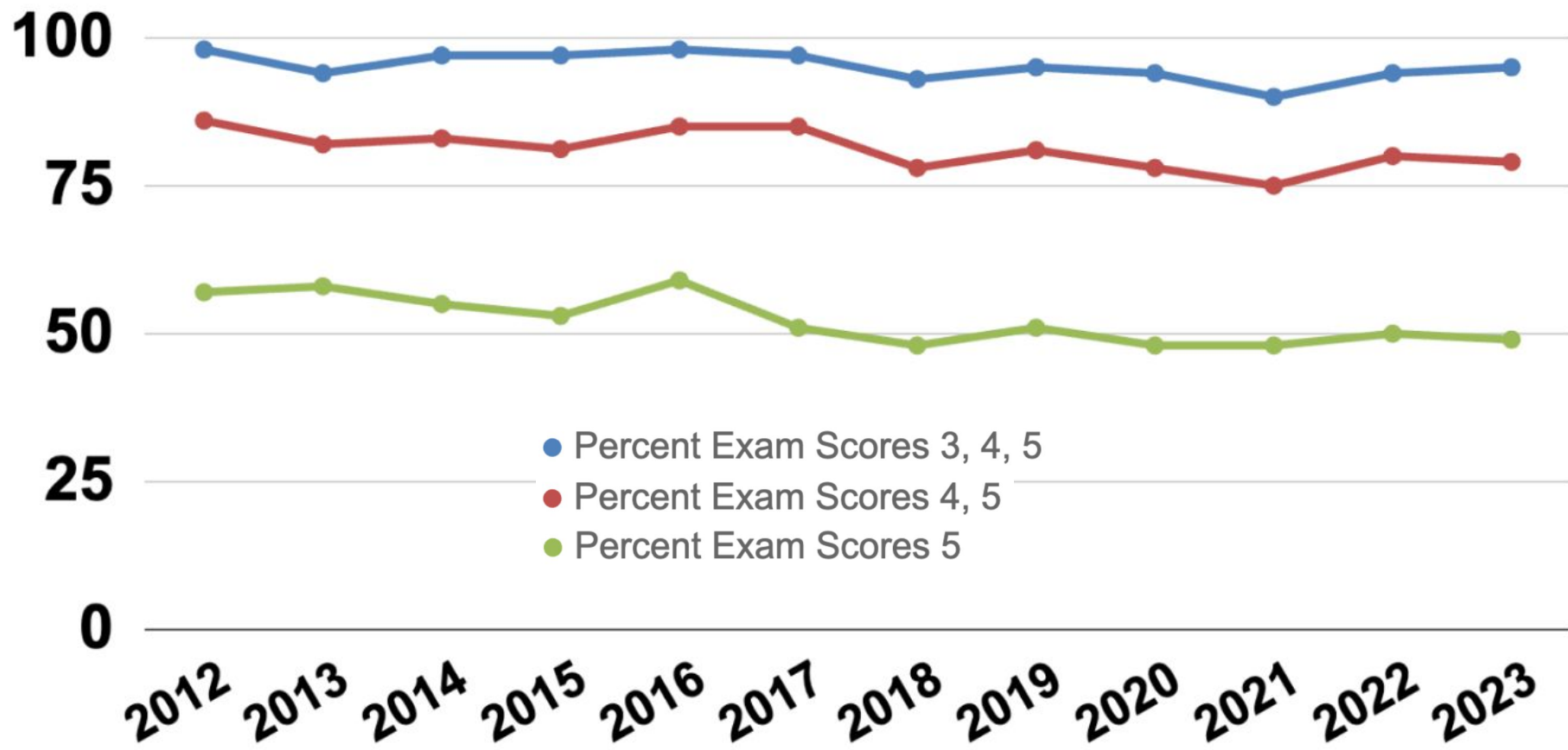
¹Edgemont class of 2021

² Great Neck North class of 2022

Advanced Placement Exam Score Results

Year	Students Writing Exams	Total Exams	Mean Test Score	% Exam Scores 5	% Exam Scores 4, 5	% Exam Scores 3, 4, 5
2023	375	725	4.2	49%	79%	95%
2022	318	583	4.2	50%	80%	94%
2021	302	499	4.1	48%	75%	90%
2020	305	542	4.2	48%	78%	94%
2019	288	470	4.26	51%	81%	95%
2018	294	491	4.19	48%	78%	93%

Advanced Placement Exam Score Results

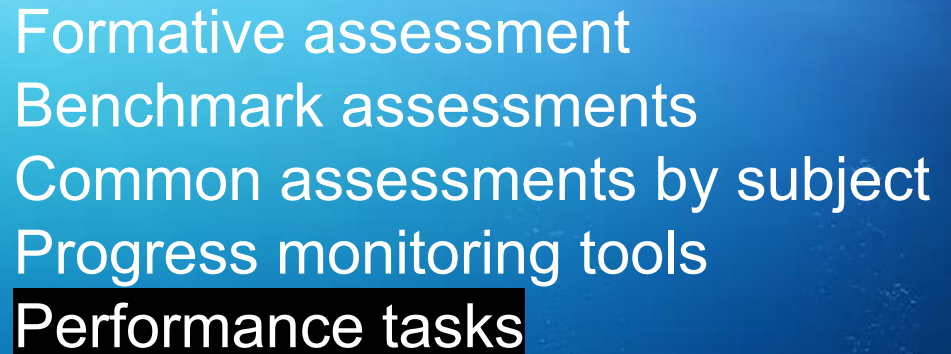


Annual Percentage of Students Scoring 65-100%¹

Regents Exam	2013	2014	2015	2016	2017	2018	2019	2022	2023
Integrated Algebra I	99% ²	99% ²	88% ³	84% ³	not offered	not offered	not offered	not offered	not offered
Common Core Algebra	not offered	97% ²	95% ²	100% ²	99% ²	98% ²	98% ²	98% ²	98% ²
Common Core ELA	not offered	not offered	not offered	100%	99%	97%	98%	99%	99%
Comprehensive English	98%	100%	99%	82% ⁴	not offered	not offered	not offered	not offered	not offered
Living Environment (Biology)	99%	99%	99%	98%	99%	100%	99.5%	99%	99%
Global History	99%	99%	98%	98%	99%	99%	99.7%	99%	99%
U.S. History and Government	99%	100%	99%	100%	99%	99%	99%	not offered	99%

An iceberg floating in the ocean under a blue sky with clouds. The small tip above the water represents 'Standardized Tests', while the much larger submerged part represents other assessment types. A blue bracket points from the title 'Standardized Tests' to the tip of the iceberg.

Standardized Tests

A list of assessment types enclosed in a thin, rounded rectangular frame. The text is white, and the last item, 'Performance tasks', is highlighted with a black background.

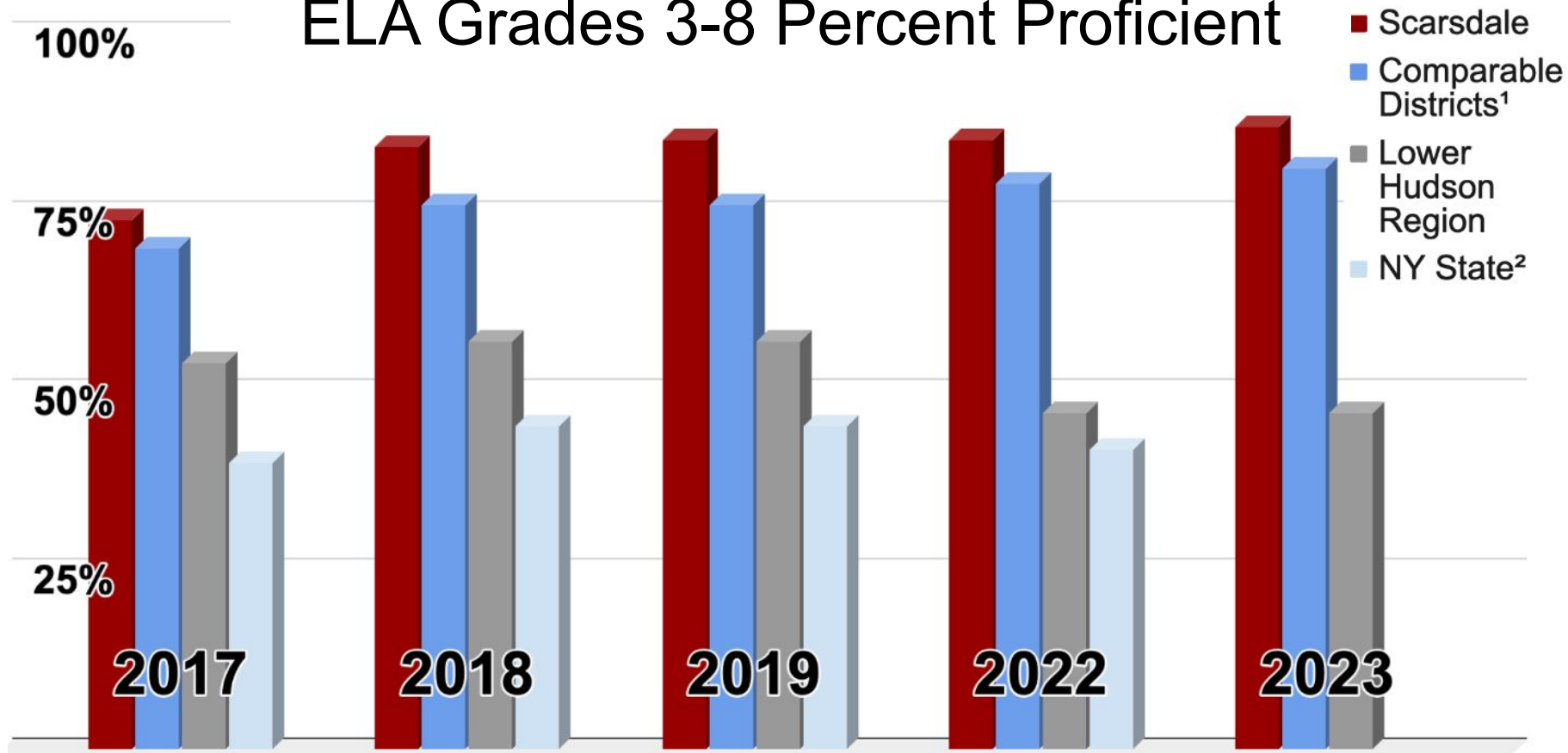
Formative assessment
Benchmark assessments
Common assessments by subject
Progress monitoring tools
Performance tasks

ELA**NYS ELA Proficiency Rate (Levels 3 & 4) 2017-2023*****Historical Comparison of Scarsdale's Proficiency Rate**

Grade Level	2017	2018	2019	2022	2023
3	87%	88%	91%	93%	88%
4	78%	89%	87%	84%	88%
5	74%	84%	82%	85%	89%
6	65%	88%	86%	89%	85%
7	67%	82%	79%	81%	84%
8	74%	71%	86%	80%	85%
3-8	74%	84%	85%	85%	86%

* 2020 & 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.

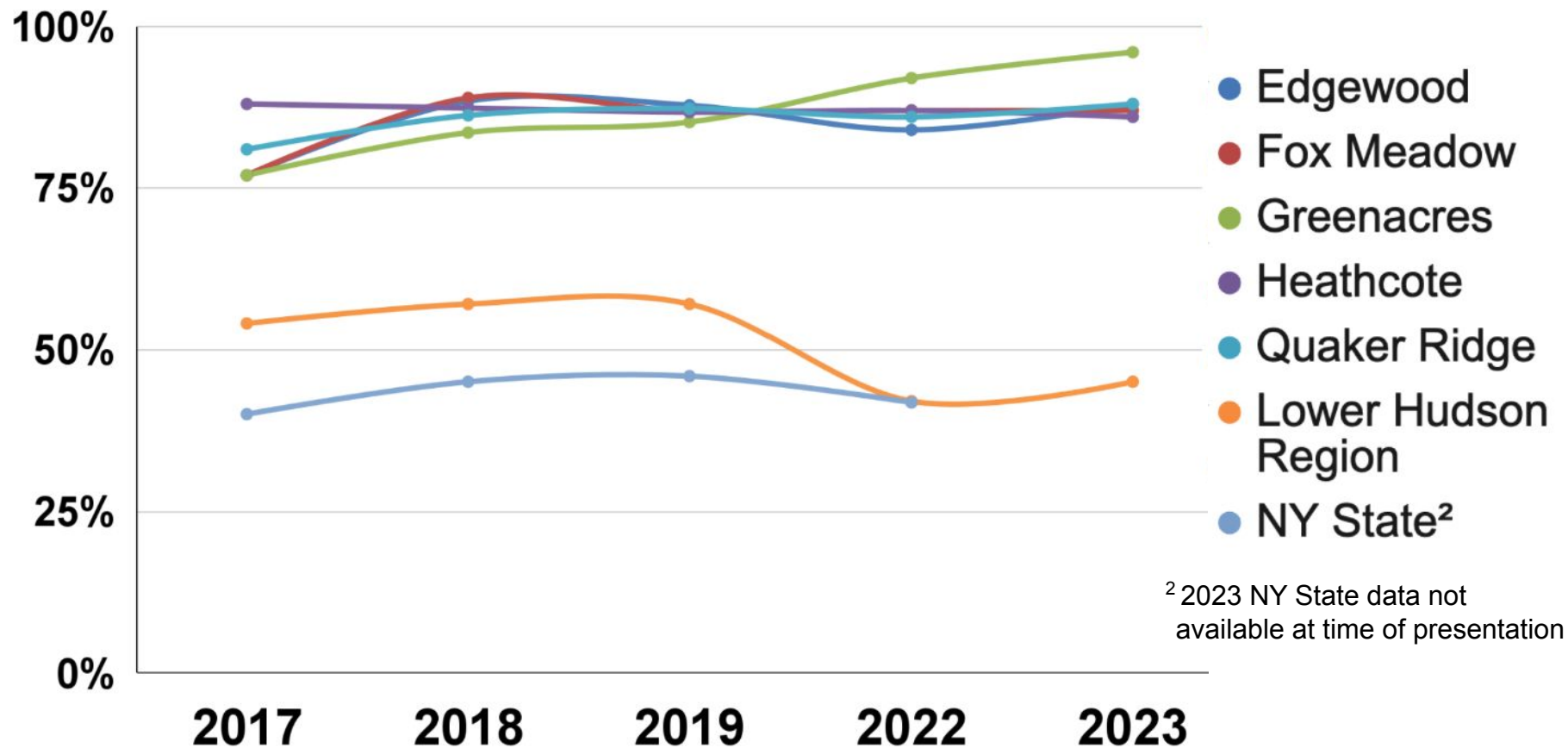
ELA Grades 3-8 Percent Proficient



¹ Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Mamaroneck, and Rye City
2020 & 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.

² 2023 NY State data not available at time of presentation

Grades 3-5 ELA Percent Proficient (Level 3 & 4)



² 2023 NY State data not available at time of presentation

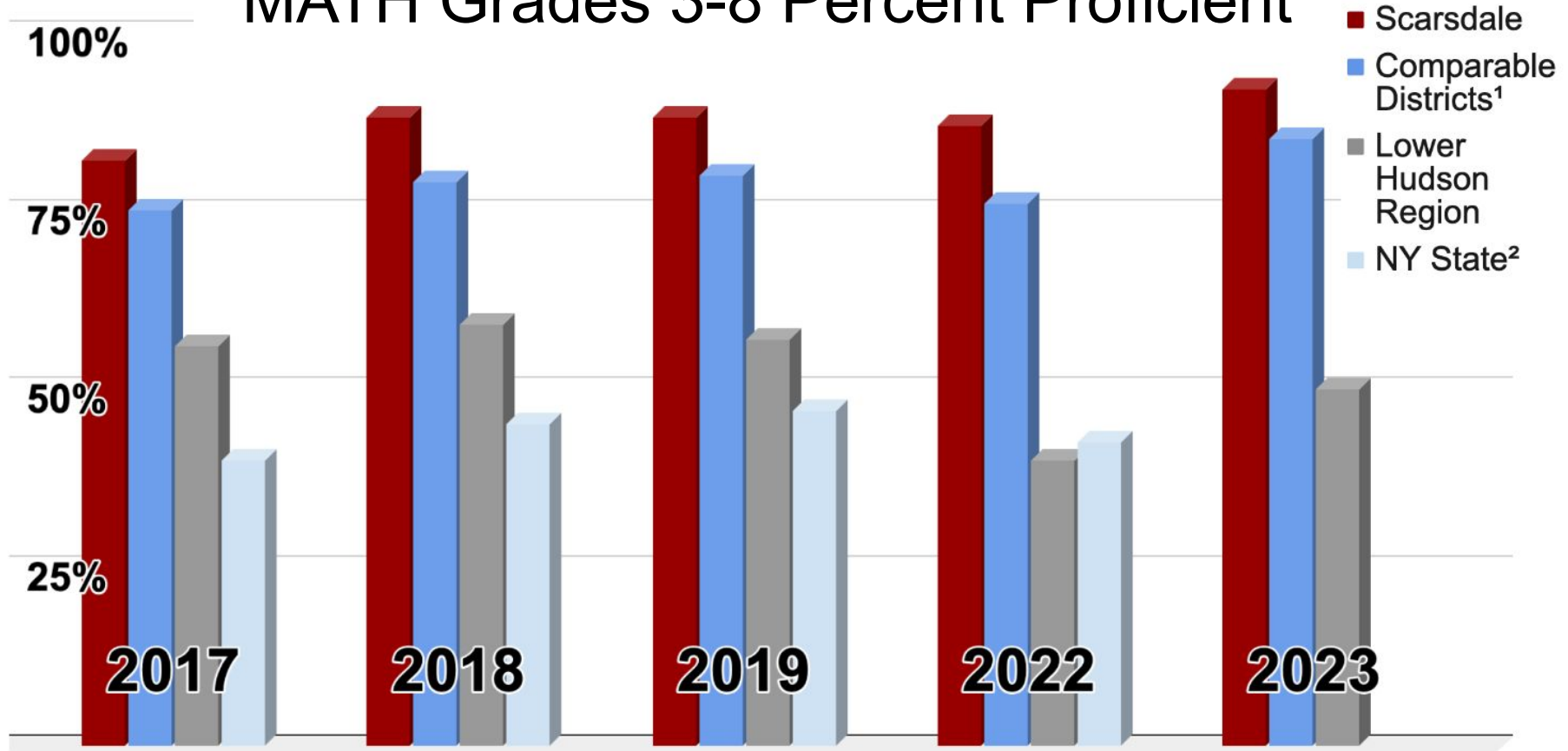
2020 & 2021 omitted due to 2020 COVID-19 cancellation & 2021 version that cannot be compared to other years.

Math**NYS MATH Proficiency Rate (Levels 3 & 4) 2017-2023*****Historical Comparison of Scarsdale's Proficiency Rate**

Grade Level	2017	2018	2019	2022	2023
3	89%	92%	92%	92%	94%
4	86%	92%	90%	91%	93%
5	83%	88%	90%	88%	92%
6	83%	88%	86%	87%	91%
7	78%	88%	85%	79%	95%
8	74%	79%	86%	86%	87%
3-8	82%	88%	88%	87%	92%

* 2020 & 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.

MATH Grades 3-8 Percent Proficient

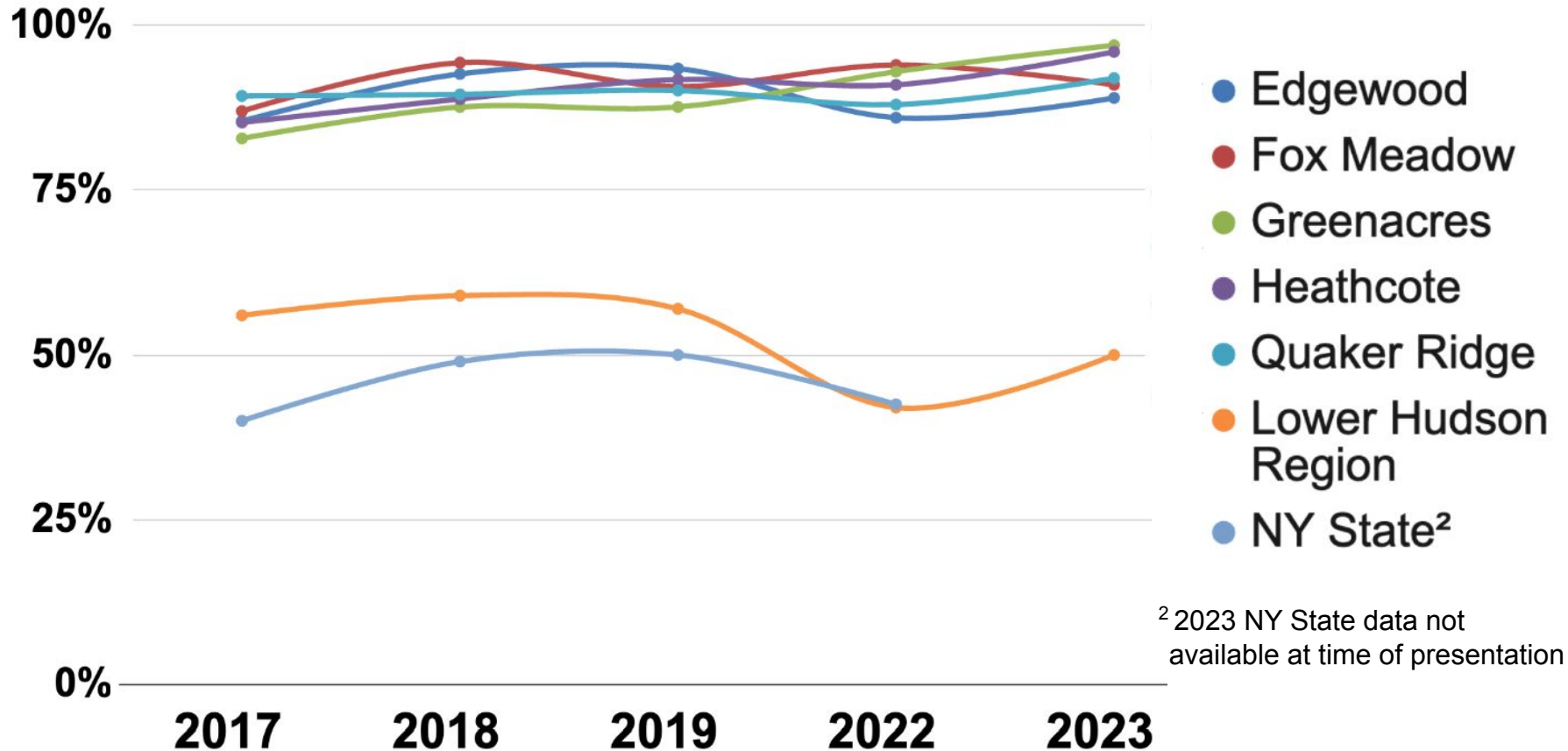


¹ Ardsley, Blind Brook-Rye, Bronxville, Byram Hills, Chappaqua, Edgemont, Mamaroneck, and Rye City

2020 & 2021 omitted due to COVID-19 cancellation (2020) and 2021 version that cannot be compared to other years.

² 2023 NY State data not available at time of presentation

Grades 3-5 MATH Percent Proficient (Level 3 & 4)



² 2023 NY State data not available at time of presentation

2020 & 2021 omitted due to 2020 COVID-19 cancellation & 2021 version that cannot be compared to other years.

Responsive Education



Creating Meaningful Improvement in Curriculum, Instruction and Assessment for Student Learning

Research Based

Collaborative

Supported

Appropriately Patient

Elements of Responsive Education



Research Based	Collaborative	Supported	Appropriately Patient
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Elements of Responsive Education

- Primary Reading
- Interdisciplinary Learning
- Math Alignment
- DEIB



Research Based	Collaborative	Supported	Appropriately Patient
<div> <div>Primary Reading</div> <div>Interdisciplinary Learning</div> <div>Math Alignment</div> <div>DEIB</div> </div> <div> <div>Foundational Research</div> <div> <div> Language Comprehension <ul style="list-style-type: none"> Background Knowledge Vocabulary Knowledge Language Structures Verbal Reasoning Literacy Knowledge </div> <div> Word Recognition <ul style="list-style-type: none"> Phonological Awareness Decoding (and Spelling) Sight Recognition </div> </div> <div> <div>Increasingly Strategic</div> <div>Increasingly Automatic</div> </div> <div> <div>Skilled Reading</div> <div>Fluent execution and coordination of word recognition and text comprehension.</div> </div> </div>			

Appropriately Patient

[illegible]

Progressions: Agreements, by Grade, About Student Learning Goals

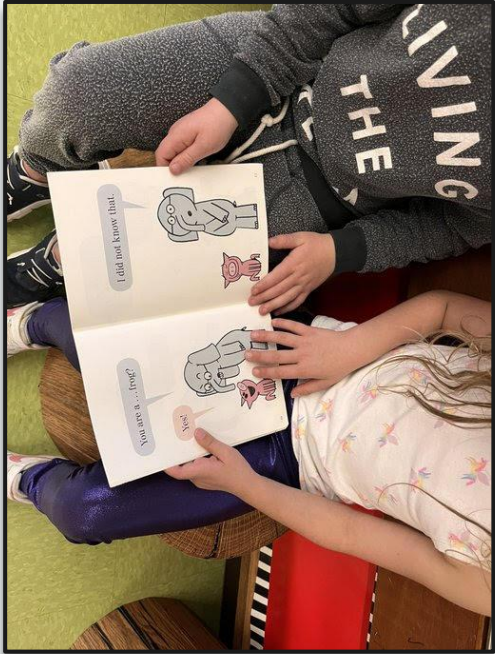
Primary Reading

Interdisciplinary Learning

Math Alignment

DEIB

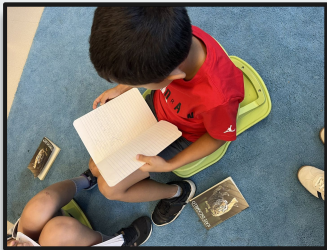
The K–2 Learning Progressions			
Nonfiction Learning Progressions			
	End of Kindergarten	End of First Grade	End of Second Grade
Orienting	I preview a book's title, cover, and pictures and think about what the book will teach me.	I preview a book's title, cover, and pictures and think about whether this is a story or an information book. If it's an information book, I think, "What will this book teach me? What key words will I see?"	I preview a book's title, cover, back blurb, chapter titles and headings so I can figure out what I will learn from this text. I ask myself, "What big topics will this book teach me about? What key words will I see?"
Main Topic/Idea and Supporting Details/Summary	I can say the topic of a text. I can name information that I learned from the text. At the end of the text, I can retell some details from the text.	I can say the big topic of a text or of a part of the text. I can name information that I learned from the text about that topic. At the end of the text, I can retell <i>who, what, where, when, why, and how</i> to demonstrate an understanding of the text. I look back in the text to help me.	I can say the big topic of a text or of a part of the text. I can name key details that I learned from the text about that topic. As I read, I can retell <i>who, what, where, when, why, and how</i> to demonstrate an understanding of the text. At the end of the text, I can retell <i>who, what, where, when, why, and how</i> to demonstrate an understanding of the key details in a text.
Envisioning and Questioning	As I read, I make a movie in my mind. The pictures help me do this, as do the words. As I read, I ask questions such as, "What . . . ?" and "Why . . . ?" and "How . . . ?"	As I read, I make a movie in my mind. I use the pictures, the words, and what I already know about the topic to create my mental movie. As I take a sneak peek, I ask questions based on the details I've noticed and my prior knowledge. When I read, I come up with questions about the topic. I continue reading and looking for the answers.	As I read, I make a movie in my mind. I use the pictures, the words, and what I already know about the topic to create my mental movie. This helps me say more about what I'm learning. I ask questions as I take a sneak peek and as I read. I continue reading and looking for the answers. After I read, I reflect upon the questions that were not answered and sometimes make a plan to answer them.



Reading Instruction Circa 2016

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project	Various	RTI
2	Lit Life	Various	RTI
3	The Reading and Writing Project	Various	RTI
4	Lit Life	Various	RTI
5	Various	Various	RTI

Research Based	Collaborative	Supported	Appropriately Patient
<h1>Applied Research 2016</h1> <ul style="list-style-type: none"> • The Power of Early Intervention → Introduction of Reading Specialists • The Power of District-Wide Learning Progressions in Language Comprehension → Teacher College Reading and Writing Project materials (units of study) and support (assured PD by grade) • Ongoing District-Wide ELA Committee Research, feedback and recommendations 			
Primary Reading			
Interdisciplinary Learning			
Math Alignment			
DEIB			



Reading Instruction 2016

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project	Various	Reading Specialist
2	The Reading and Writing Project	Various	Reading Specialist
3	The Reading and Writing Project	Various	Reading Specialist
4	The Reading and Writing Project	Various	Reading Specialist
5	The Reading and Writing Project	Various	Reading Specialist

Research Based	Collaborative	Supported	Appropriately Patient
Applied Research 2019 - 2023			
Primary Reading	<ul style="list-style-type: none">● Tri-State Review of RTI - MTSS 2019<ul style="list-style-type: none">○ Recommendations Related to Classroom Reading Instruction<ul style="list-style-type: none">■ Classroom phonics and phonemic awareness (K-2) and Word Study (3-5) common tools by grade band and by school■ MTSS Structures include coordinated benchmarking and strategy sharing		
Interdisciplinary Learning			
Math Alignment			
DEIB			

Research Based	Collaborative	Supported	Appropriately Patient
Applied Research 2019 - 2023			
Primary Reading	<ul style="list-style-type: none">District ELA Committee, Coordinates and Published Scarsdale Literacy Website w/resourcesTeachers College Reading and Writing embeds phonics and phonemic awareness into units of studyReading Specialist expand practice to include additional research backed tools		
Interdisciplinary Learning			
Math Alignment			
DEIB			

Reading Instruction 2023-2024

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
2	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
3	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
4	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
5	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +

Reading Instruction Circa 2016

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project	Various	RTI
2	Lit Life	Various	RTI
3	The Reading and Writing Project	Various	RTI
4	Lit Life	Various	RTI
5	Various	Various	RTI

Reading Instruction 2016

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project	Various	Reading Specialist
2	The Reading and Writing Project	Various	Reading Specialist
3	The Reading and Writing Project	Various	Reading Specialist
4	The Reading and Writing Project	Various	Reading Specialist
5	The Reading and Writing Project	Various	Reading Specialist

Reading Instruction 2023-2024

Elementary School	Comprehension: Tools and Progressions	Phonics and Phonemic Awareness	Targeted Support
1	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
2	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
3	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
4	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +
5	The Reading and Writing Project (Updated)	K-2 Aligned 3-5 Aligned	MTSS Reading Specialist +

Current Research

Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB

- Differentiated Professional Development Structures
- Advancing Literacy, a new partnership
- Revision of Primary Assessments
- Data Review Committees



Collaborative Curriculum Change

Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB

- Learning organizations
- Local and global partners
- Scarsdale educators within and across departments




Scarsdale Structures of Collaboration

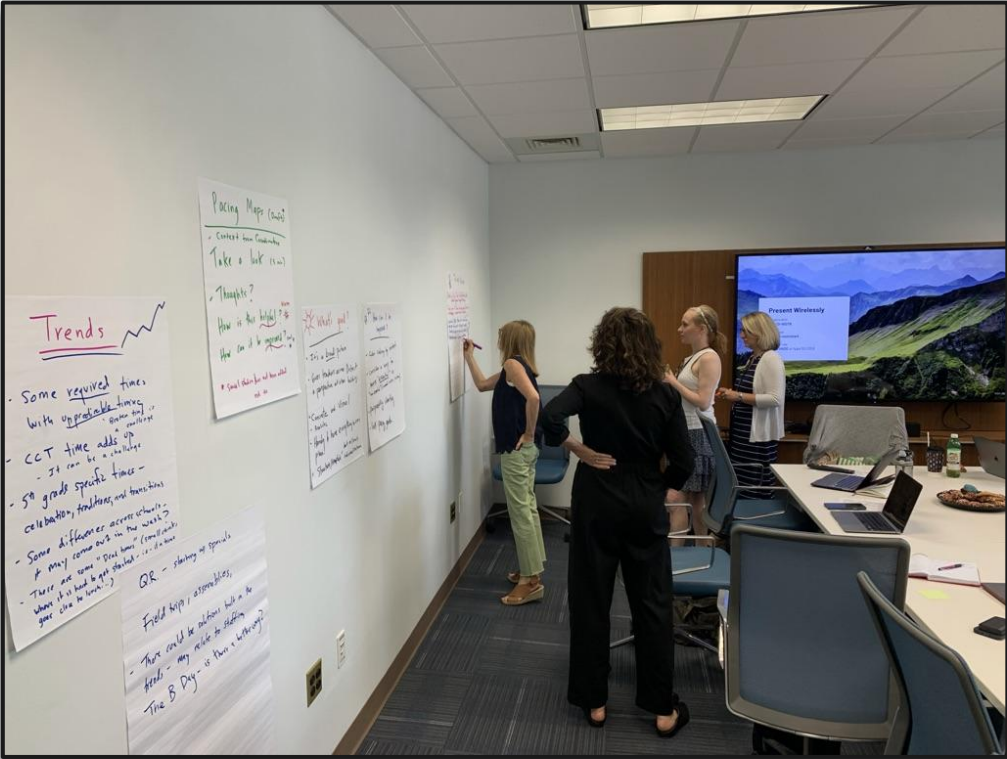
Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB


- Team Meetings
- Department Meetings
- Administrative Learning Time (ALT)
- District and School Committees
- Interdisciplinary Courses
- Program Improvement Days



Research Based	Collaborative	Supported	Appropriately Patient
Interview: American Studies			
Primary Reading			
Interdisciplinary Learning			
Math Alignment			
DEIB			

Research Based	Collaborative	Supported	Appropriately Patient
Resources, Encouragement, Agency & Responsibility			
Primary Reading			
Interdisciplinary Learning			
Math Alignment			
DEIB			



Research Based	Collaborative	Supported	Appropriately Patient
Resources, Encouragement, Agency & Responsibility			
Primary Reading			
Interdisciplinary Learning			
Math Alignment			
DEIB			

Research Based	Collaborative	Supported	Appropriately Patient
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What Does Math Alignment Support Look Like?

Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB

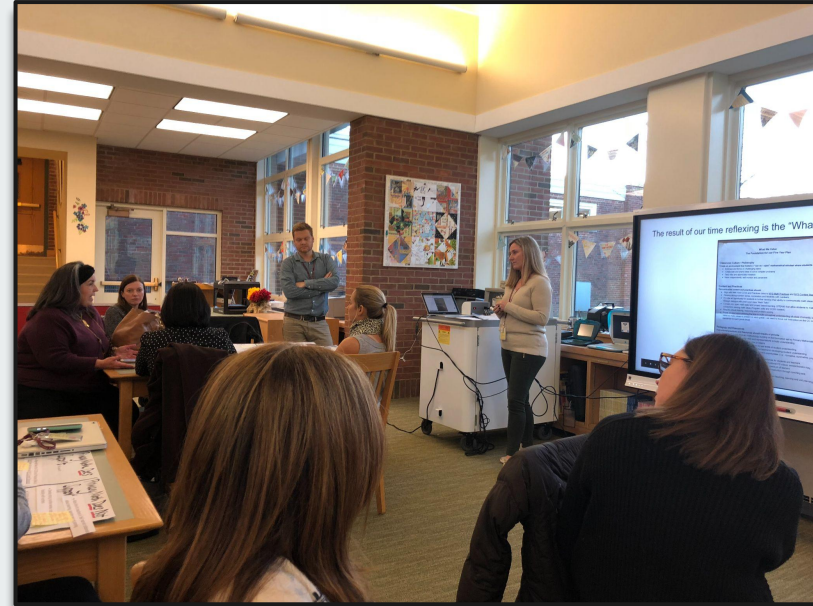


Research Based	Collaborative	Supported	Appropriately Patient
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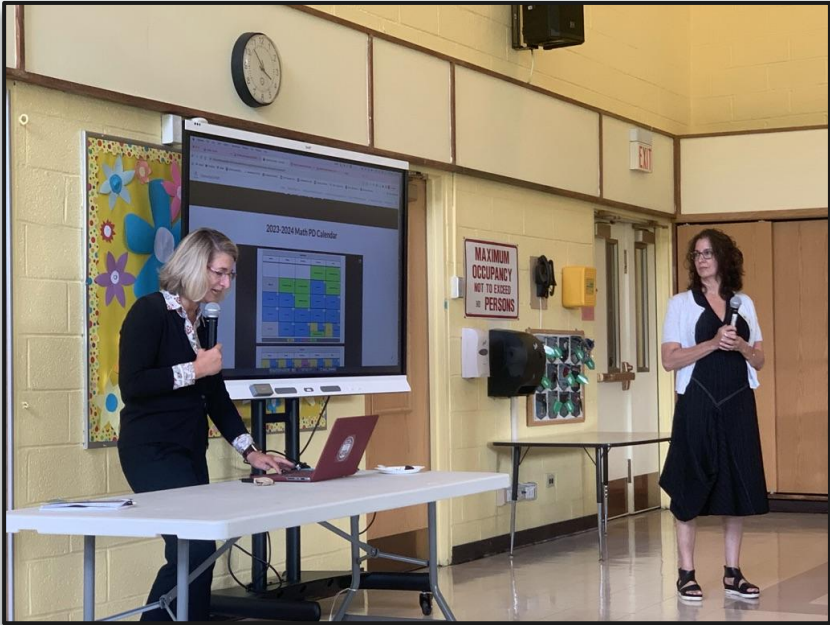
Resources and Time for Research (2016-2021)

Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB

- Collaboration with math organizations
- Assessment and review of current resources
- Review of several programs
- Across district pilots



Research Based	Collaborative	Supported	Appropriately Patient
Resources & Time for Training, Implementation, & Inspiration			
Primary Reading	<ul style="list-style-type: none"> ● Increase to two math coordinators and consultations ● A Strategic Rollout ● Assured Professional Development ● Professional Support Structures 		
Interdisciplinary Learning			
Math Alignment			
DEIB			




Research Based	Collaborative	Supported	Appropriately Patient
<h1>Resources & Time for Training, Implementation, & Inspiration</h1>			
Primary Reading	<ul style="list-style-type: none">● Differentiated Professional Development● Faculty and Superintendent's Day support and inspiration		
Interdisciplinary Learning			
Math Alignment			
DEIB			



Dan Finkel Scheduled for Superintendent Conference Day Math Presentation

Research Based	Collaborative	Supported	Appropriately Patient
Resources and Time for Reflection, Revision and Adaptation			
Primary Reading	<ul style="list-style-type: none">● On Site Plan-Teach-Debrief● Necessary Adaptations● Student Data Drives Next Steps		
Interdisciplinary Learning			
Math Alignment			
DEIB			






Research Based	Collaborative	Supported	Appropriately Patient
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Responsive - Collaborative - Iterative

Primary Reading
Interdisciplinary Learning
Math Alignment
DEIB

- Responsive vs. Reactive
- Collaboratively grown rather than “planted whole”
- Iteration and Adaptations happen along the way

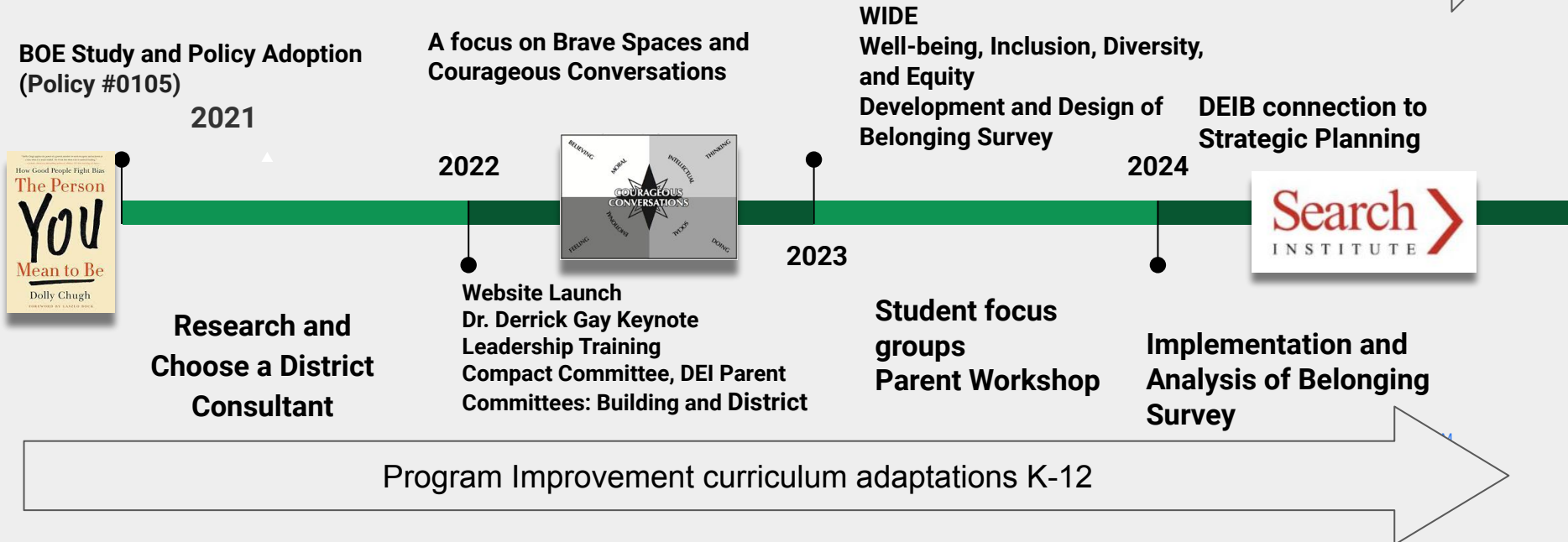


Research Based	Collaborative	Supported	Appropriately Patient
Responsive - Collaborative - Iterative			
Primary Reading			
Interdisciplinary Learning			
Math Alignment			
DEIB			

Diversity, Equity, Inclusion and Belonging

Responsive Professional Learning through STI and District K-12

Introduction of new and diverse texts, mentors, experiences and media



Responsive Education And The Strategic Plan

- Primary Reading
- Interdisciplinary Learning
- Math Alignment
- DEIB

Shifting our system to support students of the future...



Research Based

Collaborative

Supported

Appropriately Patient

Questions

Primary Reading

Interdisciplinary
Learning

Math Alignment

DEIB

