From:	Manno, Christopher <cmanno4173@bcsdny.org>
To:	Adelberg, Joel; Coughlin, Christopher; Dormady, Deborah; Escobar, Edward; Gee, David; Haynsworth, Stacey; Ingram, Orville; LaColla, Carole; Rubbo, Angelo; Viscardi, Adrienne
CC:	Manno, Christopher
Sent:	10/1/2017 7:11:41 PM
Subject:	FW: NYSED Weekly for 9/28/17
Attachments:	201718CBTQuestionSamplers.pdf; Additional SSEC Training - Oct 2017.pdf; BEDS_OnlineMemo_Fall2017.pdf; IDEX instructions BEDS IMF.PDF; Justice Center Memorandum May 19, 2017.pdf; New York Teachers Summit.pdf; Relief from Requirements for Multiple Reporting of Reportable Incidents September 2017.pdf; Requirements Related to Spec Education Impartial Hearings September 2017.pdf

Please review and take action in your area of responsibility. Thank you. Chris

Dr. Christopher M. Manno
Superintendent of Schools
cmanno4173@bcsdny.org

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Inspiring and Challenging Our Students

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From: An announce only list for NYSED news alerts to school district superintendents. [mailto:SUPT-INFO@LISTSERV.NYSED.GOV] **On Behalf Of** NYSEDP12
Sent: Thursday, September 28, 2017 9:25 AM
To: SUPT-INFO@LISTSERV.NYSED.GOV
Subject: NYSED Weekly for 9/28/17

Action Required

2017 – 2018 Scholarships for Academic Excellence

- You are receiving this communication to announce the 2018 Scholarships for Academic Excellence (SAE). Pending the appropriation of State funds during the 2018 session of the New York State Legislature, approximately 8,000 Scholarships for Academic Excellence will be awarded to the top high school students graduating from New York State high schools in June 2018. We anticipate having 2,000 scholarships available, valued at $1,500, and 6,000 scholarships available, valued at $500.
- Information regarding the Scholarships for Academic Excellence was forwarded to all registered New York State high schools (over 1,800) on September 15, 2017. This information included the numbers and types of scholarships each school is eligible to receive. The deadline date is **Thursday, February 15, 2018. Please note, every year over 1,000 scholarships go unused due to nominations not being submitted by the**

deadline. With such a high volume of applications, we must rely on the principals to submit their nominees accurately and return them to the Scholarships Unit before the deadline.

- *If you have any questions, please visit the* Scholarships for Academic Excellence *website or contact the Scholarships Unit directly at (518) 474-3719 or email: scholar@nysed.gov.*

Must Know

Updated Question Sampler for Computer-Based Testing, Grades 3-8 English Language Arts and Mathematics, 2017-18 School Year (see attached)

- You are receiving this communication to provide information about the release of the New York State Education Department's Grades 3-8 English Language Arts (ELA) and Mathematics computer-based testing (CBT) Question Sampler for the 2017-18 school year.
- Please refer to the attached memo titled, "2017-18 CBT Question Samplers.pdf"
- Additional information regarding the Question Sampler is available at: Ed Tech Schools Question Sampler.
- Additional Information about CBT and frequently asked questions can be found on the CBT Support site: Grades 3-8 ELA and Math Computer-Based Testing.
- *Questions may be directed to the Office of State Assessment at 518-474-5900 or* emscassessinfo@nysed.gov *or can be sent to* cbtsupport@nysed.gov.

Must Know

Relief from Requirements for Multiple Reporting of Reportable Incidents (see attachments)

- The Justice Center for the Protection of People with Special Needs (Justice Center) issued guidance clarifying the legal responsibility of mandated reporters under the New York State Protection of People with Special Needs Act to report Abuse, Neglect and Significant Incidents involving vulnerable persons to the Vulnerable Persons' Central Register, a 24/7 hotline operated by the Justice Center.

- Please refer to the attached documents: Relief from Requirements for Multiple Reporting of Reportable Incidents September 2017.pdf and Justice Center Memorandum May 19, 2017.pdf

- *For more information, contact the Justice Center at (518) 549-0200.*

Must Know

Additional School Safety and Educational Climate (SSEC) Training

- Additional SSEC (formerly known as Dignity for All Students Act – DASA and Violent and Disruptive Incident Reporting – VADIR) trainings have been scheduled for October 2017 to accommodate school staff who were unable to attend one of the August 2017 sessions.
- For registration and additional information see the attachment titled, *Additional SSEC Training – Oct 2017.*
- *Questions may be directed to the Office of Student Support Services at (518) 486-6090, or* SSEC@nysed.gov.

FYI

Resources for New York State Growth Measures

- As part of the release of State-provided growth scores for the 2016-17 school year, NYSED is undertaking a thorough review of resources available to the field for interpreting growth scores. We need your input about how these materials can be more intuitive in the coming year. Our goal is to create resources that enable you and other district leaders to provide meaningful feedback to educators about their practice, and that help teachers and principals better understand how to leverage the information provided by student growth measures. Only with input from you, your colleagues, and the educators in your district can we ensure that the guidance materials about the State's growth model are aligned to this purpose and meet the needs of all stakeholders.
- Following is a link to a short anonymous survey that closes on **Friday, October 27, 2017**. We appreciate your participation, and we look forward to sharing the feedback we receive with the field in the near future. Resources for New York State Growth Measures Survey
- After the survey there is also an opportunity to participate in a design process for a system to replace the

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Steven E. Katz
Assistant Commissioner of State Assessment

September 2017

TO: District Superintendents
Superintendents of Schools
Public School Administrators
Religious and Independent School Administrators
Charter School Administrators
Leaders of Regional Information Centers

FROM: Steven E. Katz Steven E. Katz

SUBJECT: Updated Question Samplers for Computer-Based Testing, Grades 3-8 English Language Arts and Mathematics, 2017-18 School Year

This memorandum provides information about the release of the New York State Education Department's Grades 3-8 English Language Arts (ELA) and Mathematics computer-based testing (CBT) Question Samplers for the 2017-18 school year. The Question Samplers allow users to practice answering questions in each grade/subject on a computer using previously released New York State test questions. Educators, parents, and students will gain experience with the testing tools and accommodations available in the computer-based testing environment.

After last year's administration of operational CBT and field testing on computers, the Department worked with participating schools to identify enhanced functionality that will make for an even better experience for students and educators with CBT in the 2017-18 school year.

New for 2017-18:

- Three Question Samplers per subject/grade level.
- Three Question Samplers per subject/grade level for students who take computer-based tests with the Answer Masking, Reverse Contrast, or Background Color accommodation.
- Three Question Samplers per subject/grade level for students who take the computer-based tests with the Text-to-Speech accommodation.
- Three Question Samplers for math in each of the five translated languages that can be requested through NYSED's online examination request system: Chinese (Traditional), Haitian Creole, Korean, Russian, and Spanish.
- Highlighting within passage that spans multiple questions now persists when viewing all questions associated with that ELA passage.
- The math reference sheet can be resized and moved around on-screen (undocked) while students are answering math questions.

The updated Question Samplers, developed by NYSED's contractor for the Grades 3-8 assessments, Questar Assessment Inc., can be accessed at:
https://ny.nextera.questarai.com/tds/#practice.

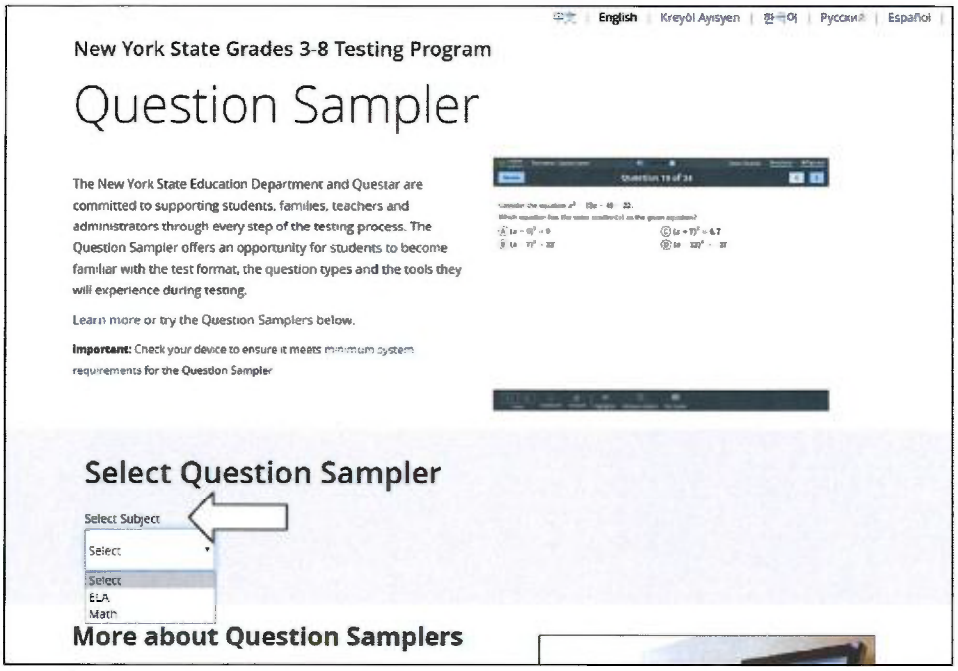
School participation in operational CBT and stand-alone field testing on computers remains voluntary for spring 2018 and can be selected through NYSED's online examination request system. For operational testing, principals will be able to choose computer-based or paper-based testing by grade and content area.

We encourage those schools and districts that believe they are technologically ready and have classrooms that will benefit from a computer-based testing experience to administer operational CBT and stand-alone field testing on computers in their schools. Details about technological readiness as well as other CBT resources are available under "Resources" on the CBT Support website: http://bit.ly/2fdm1dX.

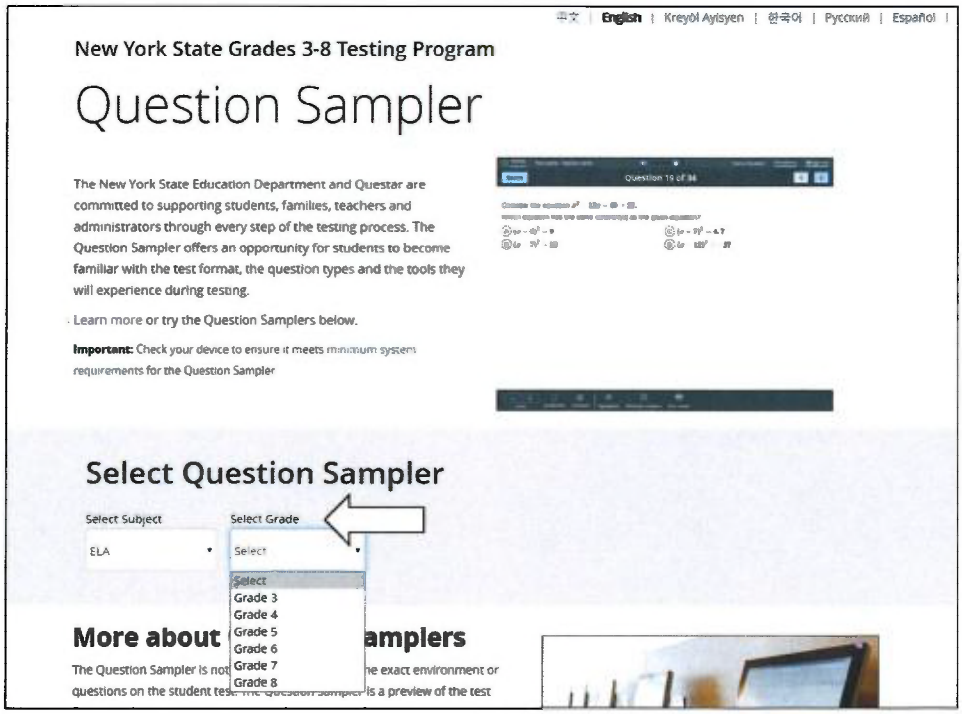
You can review screen shots below to learn more about how to access practice tests in the Question Samplers. Please send any questions or comments about the updated Question Samplers to cbtsupport@nysed.gov.

New York State Grades 3-8 ELA and Math Testing Program Question Sampler

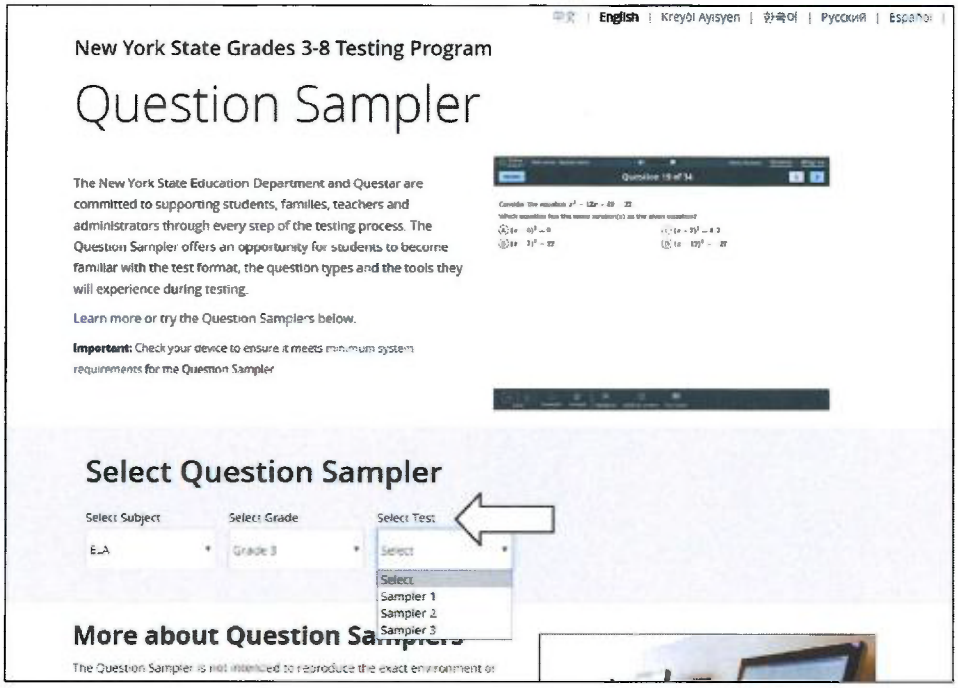
1. Selecting a Subject



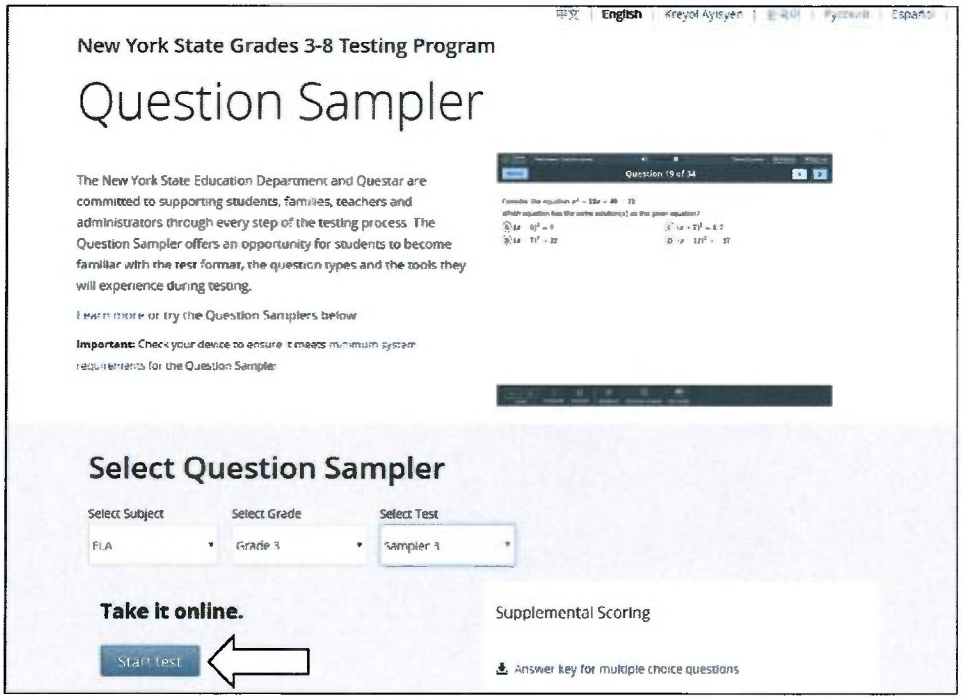
2. Selecting a Grade



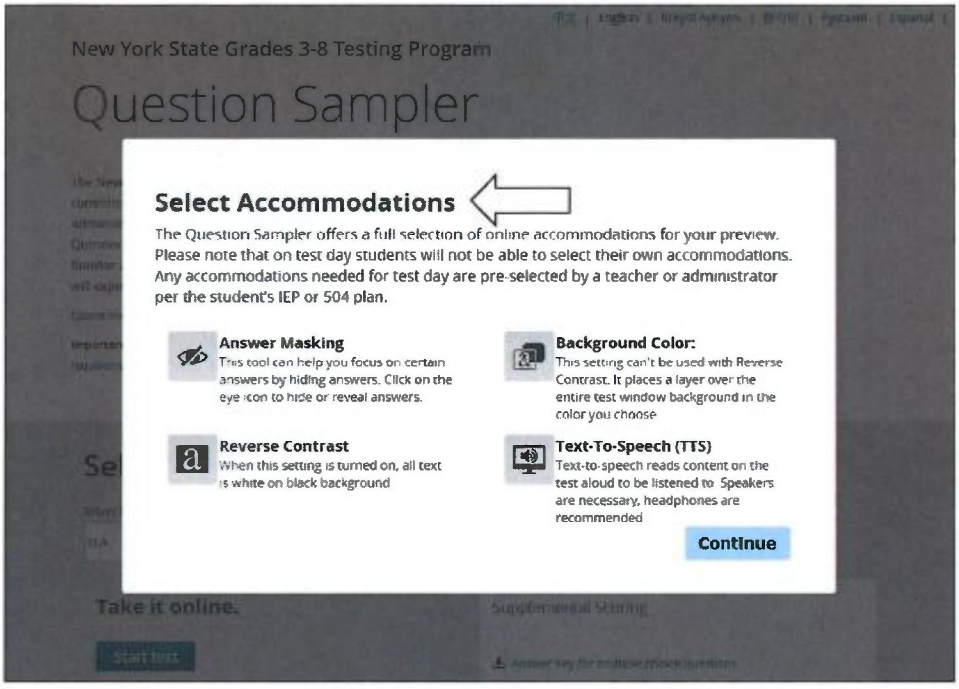
3. Selecting a Sampler



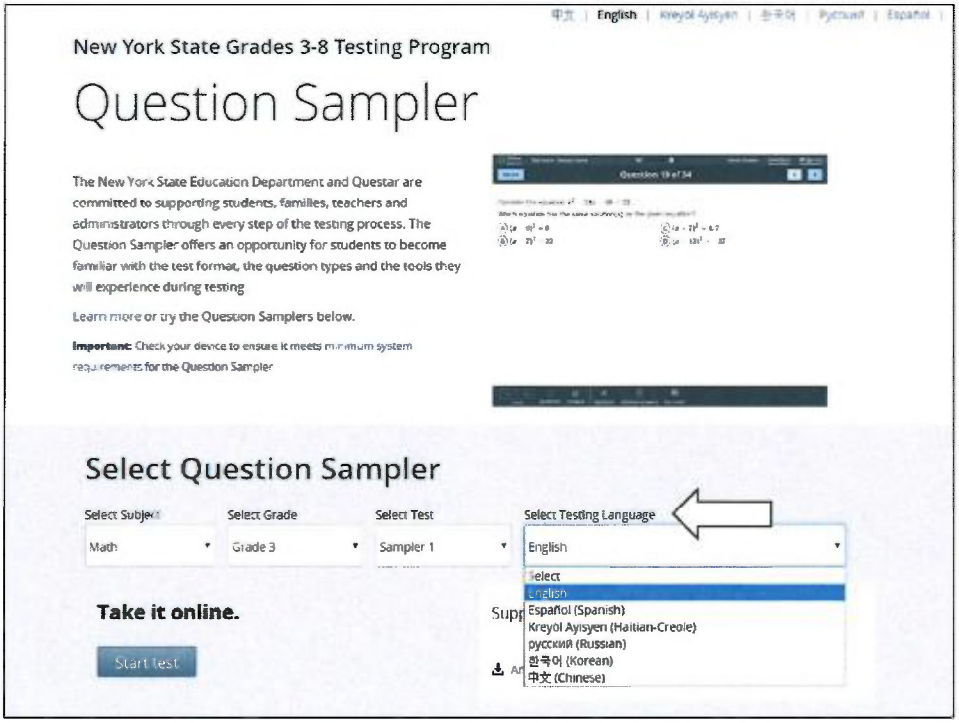
4. Starting a Sampler



5. **Selecting an Accommodation** (Guidance on CBT Accommodations is available here: http://www.p12.nysed.gov/assessment/ei/2017/grades3-8cbt-accessibilityfeatures17.pdf.)



6. **Selecting Testing Language (Math Only)**



From: Adelberg, Joel <jadelberg2958@bcsdny.org>
To: Manno, Christopher
Sent: 11/3/2017 10:51:50 AM
Subject: FW: data
Attachments: Third Grade ELA and Math Scores.docx

Here are the scores for the 11 (ELA) and 10 (Math) students in Monolingual class.

Joel

Dr. Joel Adelberg
Assistant Superintendent for Curriculum and Instruction
Bedford Central School District
Fox Lane Campus
PO Box 180
Mt. Kisco, NY 10549
(914) 241-6016

From: Manno, Christopher
Sent: Thursday, November 2, 2017 10:07 PM
To: Adelberg, Joel <jadelberg2958@bcsdny.org>
Subject: data

Can you send me the comparison of DLBE to Traditional classes at MKES? C

Dr. Christopher M. Manno
Superintendent of Schools
cmanno4173@bcsdny.org

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Inspiring and Challenging Our Students

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Third Grade ELA and Math Scores – Monolingual Class – MKES – 2016-2017

ELA

1	2	3	4	3&4	Average
1	2	7	1	8 (74%)	2.7

Math

1	2	3	4	3&4	Average
1	0	4	5	9 (90%)	3.3

From:	Manno, Christopher <cmanno4173@bcsdny.org>
To:	Adelberg, Joel; Coughlin, Christopher; Dormady, Deborah; Escobar, Edward; Gee, David; Haynsworth, Stacey; Ingram, Orville; LaColla, Carole; Rubbo, Angelo; Viscardi, Adrienne
Sent:	11/11/2017 2:44:35 PM
Subject:	FW: Office of Special Education Listserv Memo 11/10/2017
Attachments:	LearningProfileMemoFinal.pdf; Presidential Awards for Excellence in Mathematics and Science Teaching (2017-2018).pdf; Progress on Educator Certification.pdf

FYI. Please attend to areas of your responsibility. C

Dr. Christopher M. Manno
Superintendent of Schools
cmanno4173@bcsdny.org

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Inspiring and Challenging Our Students

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From: SPECED [mailto:SPECED@NYSED.GOV]
Sent: Friday, November 10, 2017 12:39 PM
To: OSE-BOE@LISTSERV.NYSED.GOV
Subject: Office of Special Education Listserv Memo 11/10/2017

Disaster Displaced Student Survey

- The New York State Education Department (NYSED or "the Department") is requesting that Local Educational Agencies (LEAs) complete the "Disaster Displaced Student Survey" linked below regarding the number of students displaced by the recent Hurricanes (Harvey, Irma and Maria) and Earthquakes. To keep an ongoing count, we are asking that you submit this survey by **Thursday, November 9, 2017** and every Thursday thereafter. We are exploring ways to support districts and seek additional funding to best serve incoming students and families, and it is critical that we gather complete data to accurately address districts' needs.
- Click here to access the survey: Disaster Displaced Student Survey
- For your reference, here is a link to NYSED's recent Guidance Memorandum on Students Displaced by Recent Hurricanes: Students Displaced by Recent Hurricanes

Progress on Educator Certification (see attached)

- Thanks to the advocacy and partnership of stakeholders in the field over the past 18 months, the Department's Office of Higher Education has developed a number of regulatory amendements and updates to the educator certification process that enhance transparency and provide flexibility while maintaining

quality.
- See attached memorandum titled, "Progress on Educator Certification"
- *For more information, visit the Office of Higher Education's website at Office of Higher Education*

New York State Alternate Assessment (NYSAA) Student Learning Profile Report (see attached)

- The New York State Education Department (NYSED) is pleased to announce the release of Student Learning Profile Reports for Students who participated in the spring 2017 NYSAA in English Language Arts (ELA) and Mathematics. The NYSAA measures student knowledge of the Essential Elements in the areas of ELA and mathematics. The Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the learning standards and have been adopted by New York State for our students with the most severe cognitive disabilities.
- The Student Learning Profile describes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. It provides one piece of evidence to help inform instruction of NYSAA students and helps to build a bridge between the alternate achievement standards, the State assessment and instruction.
- The Student Learning Profiles will be distributed electronically the week of November 6, 2017. Additional information on distribution is available at cbtsupport.nysed.gov under the NYSAA\Announcements section.
- *Questions regarding the Student Learning Profile Report may be directed to the Office of State Assessment, at 518-474-5902 or emscassessinfo@nysed.gov<mailto:emscassessinfo@nysed.gov>.*

2017-2018 Presidential Awards of Excellence in Mathematics and Science Teaching (see attached)

- Established by Congress in 1983, the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) are the highest honors bestowed by the United States government specifically for K-12 mathematics and science (including computer science) teaching. New York State is looking for nominations and applications of outstanding primary level (grades K-6) mathematics and science (including computer science) teachers that spark students' imaginations in STEM education through innovative teaching and learning. Sponsored by the National Science Foundation on behalf of the White House, the PAEMST is the highest honor in the Nation that teachers of mathematics and science may receive for outstanding teaching and leadership in their respective fields.
- For information regarding the nomination and application process please see the attachment titled Presidential Awards for Excellence in Mathematics and Science Teaching (2017-2018).
- *Questions regarding the PAEMST cycle may be directed to the Office of Curriculum and Instruction, at 518-474-5922 or emscurric@nysed.gov<mailto:emscurric@nysed.gov> or info@paemst.org<mailto:info@paemst.org>.*

Requests for Proposals

- The New York State Education Department (NYSED) has issued two Request for Proposals (RFP) for: 1) **Assessment and Evaluation Workgroups to Explore Current New York State Requirements and Best Practices for Teacher and Principal Evaluation** (RFP #18-016) and 2) **Building Quality Student Learning Objectives (SLO) Workshops** (RFP #18-017).
- The RFPs are posted at Competitive Procurement Contracts.
- Questions relative to these RFP must be sent to either **AssessEvalWrkgrpRFP@nysed.gov** or **SLOWorkshopsRFP@nysed.gov**, as applicable, no later than close of business on November 17, 2017. A questions and answers summary will be posted by November 24, 2017.
- **All bids are due by 3:00 PM on December 8, 2017.**

Keyboarding Guidance Released

- As mentioned in the recently-released Technology Literacy Memo, Guidance on Keyboarding Instruction is now posted on the Office of Educational Design and Technology's website.
- Keyboarding is an important skill that allows students to write with fluency. As schools prepare for the transition to the NYS Next Generation English Language Arts Learning Standards, and continue the transition to computer-based testing for 3-8 English Language Arts and Mathematics, it is important that they begin planning for keyboarding instruction.
- A list of commonly-used keyboarding instruction programs in New York is also available on the Office of Educational Design and Technology's website. The list was generated from responses to NYSED's survey on keyboarding instruction, released in early fall 2017.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Deputy Commissioner
Office of Instructional Support

Tel: (518)474-5915
Fax: (518)486-2233

89 Washington Avenue – Room 875 EBA
Albany, New York 12234

November 2017

TO: District Superintendents
Superintendents of Schools
Public School Administrators
Charter School Administrators
Independent and Religious School Administrators
Directors of Special Education
Directors of Pupil Personnel Services
Chairpersons of Committees on Special Education
Chairpersons of Committees on Preschool Special Education
Organizations, Parents and Individuals Concerned with Special Education

FROM: Angélica Infante-Green

SUBJECT: Student Learning Profile Report for Students who participated in the spring 2017 New York State Alternate Assessment (NYSAA) in English Language Arts (ELA) and Mathematics

This memorandum provides guidance regarding the release of Student Learning Profile, which is a report for students with severe cognitive disabilities who participated in the spring 2017 NYSAA in ELA and mathematics. During the 2015-16 school year, the New York State Education Department (NYSED) introduced the Dynamic Learning Maps (DLM) alternate assessment computer-based testing program for administering the NYSAA in ELA and mathematics. The spring 2017 NYSAA measures student knowledge of the Essential Elements in the areas of ELA and mathematics. Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the learning standards.

The Student Learning Profile describes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. The Student Learning Profile serves as a document that will help inform instruction and allow for meaningful discussions to inform the development and/or amendment of the student's individualized education program (IEP). A guide titled *Understanding Your Student's Learning Profile* is included on pages 3 and 4 of this memorandum. Additionally, a sample of Essential Elements assessed during the spring 2017 assessment can be found on page 5.

174068_BSK00000415

The spring 2017 NYSAA Student Learning Profile will provide educators with valuable information about their students. Student Learning Profiles will be available via the Information Reporting Services Portal (IRSP). School district, charter school, and Independent and Religious school administrators will be notified when the reports are available.

For more information regarding the NYSAA, please visit the NYSED Office of State Assessment web page at: http://www.p12.nysed.gov/assessment/nysaa/.

Additional information about obtaining Student Learning Profiles is available at: http://www.p12.nysed.gov/irs/irs-portal/.

For information about accessing the IRSP, please visit: https://datasupport.nysed.gov/hc/en-us/sections/201968203-IRS-Business-Portal-IRSP-FAQs

Questions regarding this memorandum may be directed to the Office of State Assessment at 518-474-5902 or emscassessinfo@nysed.gov.

Thank you for your attention to this important matter.

174068_BSK00000415

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

DYNAMIC® LEARNING MAPS

For Teachers:
Understanding Your Student's Learning Profile
Spring 2017 Test Administration Period

The New York State Alternate Assessment (NYSAA) measures student knowledge on the Essential Elements in the areas of English language arts (ELA) and mathematics. Essential Elements are alternate achievement standards that are reduced in depth, breadth, and complexity from the learning standards.

The Student Learning Profile summarizes the skills, as they relate to each Essential Element, that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations.

Using the Learning Profile to Support Your Student's Success:

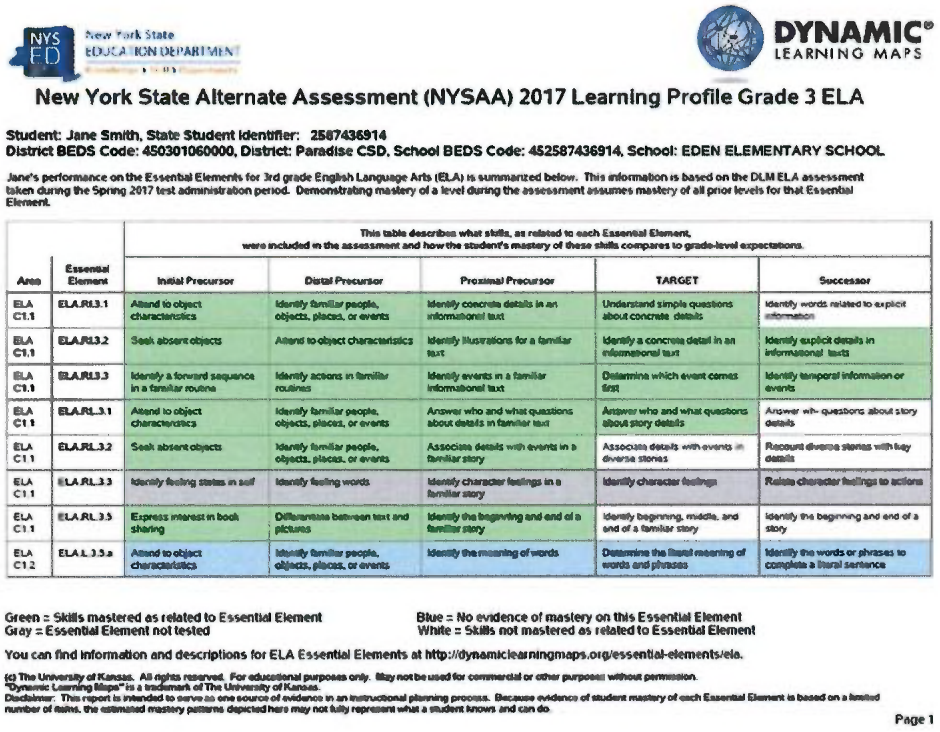
- The Learning Profile is intended to serve as one source of evidence in the instructional planning process.
- The Learning Profile provides information to allow for meaningful discussions to inform development and/or amendment of your student's individualized education program (IEP).
- The Learning Profile can help set instructional priorities based upon the student's strengths and needs that inform your student's functional and academic goals and short-term objectives and the instruction and supports necessary to attain those goals and objectives.
- The Learning Profile can prompt you to consider your student's most effective method of communication across multiple settings.

The **Student Learning Profile** is intended to serve as one source of evidence in the instructional planning process as it shows the skills that were included in the assessment and how the student's mastery of these skills compares to alternate achievement grade-level expectations. Since student mastery of each Essential Element is based on a limited number of items, patterns of mastery may not fully depict what the student knows and can do.

What can my student do?

The five levels indicate a series of skills that build on each other toward more complex grade-level skills.

Demonstrating mastery of a level assumes mastery of all prior levels related to the Essential Element.



New York State Alternate Assessment (NYSAA) 2017 Learning Profile Grade 3 ELA

Student: Jane Smith, State Student Identifier: 2587436914
District BEDS Code: 450301060000, District: Paradise CSD, School BEDS Code: 452587436914, School: EDEN ELEMENTARY SCHOOL

Jane's performance on the Essential Elements for 3rd grade English Language Arts (ELA) is summarized below. This information is based on the DLM ELA assessment taken during the Spring 2017 test administration period. Demonstrating mastery of a level during the assessment assumes mastery of all prior levels for that Essential Element.

		This table describes what skills, as related to each Essential Element, were included in the assessment and how the student's mastery of these skills compares to grade-level expectations.				
Area	Essential Element	Initial Precursor	Distal Precursor	Proximal Precursor	TARGET	Successor
ELA C1.1	ELA.RI.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify concrete details in an informational text	Understand simple questions about concrete details	Identify words related to explicit information
ELA C1.1	ELA.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA C1.1	ELA.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA C1.1	ELA.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA C1.1	ELA.RL.3.2	Seek absent objects	Identify familiar people, objects, places, or events	Associate details with events in a familiar story	Associate details with events in diverse stories	Recount diverse stories with key details
ELA C1.1	ELA.RL.3.3	Identify feeling states in self	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA C1.1	ELA.RL.3.5	Express interest in book sharing	Differentiate between text and pictures	Identify the beginning and end of a familiar story	Identify beginning, middle, and end of a familiar story	Identify the beginning and end of a story
ELA C1.2	ELA.L.3.5.a	Attend to object characteristics	Identify familiar people, objects, places, or events	Identify the meaning of words	Determine the literal meaning of words and phrases	Identify the words or phrases to complete a literal sentence

Green = Skills mastered as related to Essential Element
Gray = Essential Element not tested
Blue = No evidence of mastery on this Essential Element
White = Skills not mastered as related to Essential Element

You can find information and descriptions for ELA Essential Elements at http://dynamiclearningmaps.org/essential-elements/ela.

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"Dynamic Learning Maps" is a trademark of The University of Kansas.
Disclaimer: This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

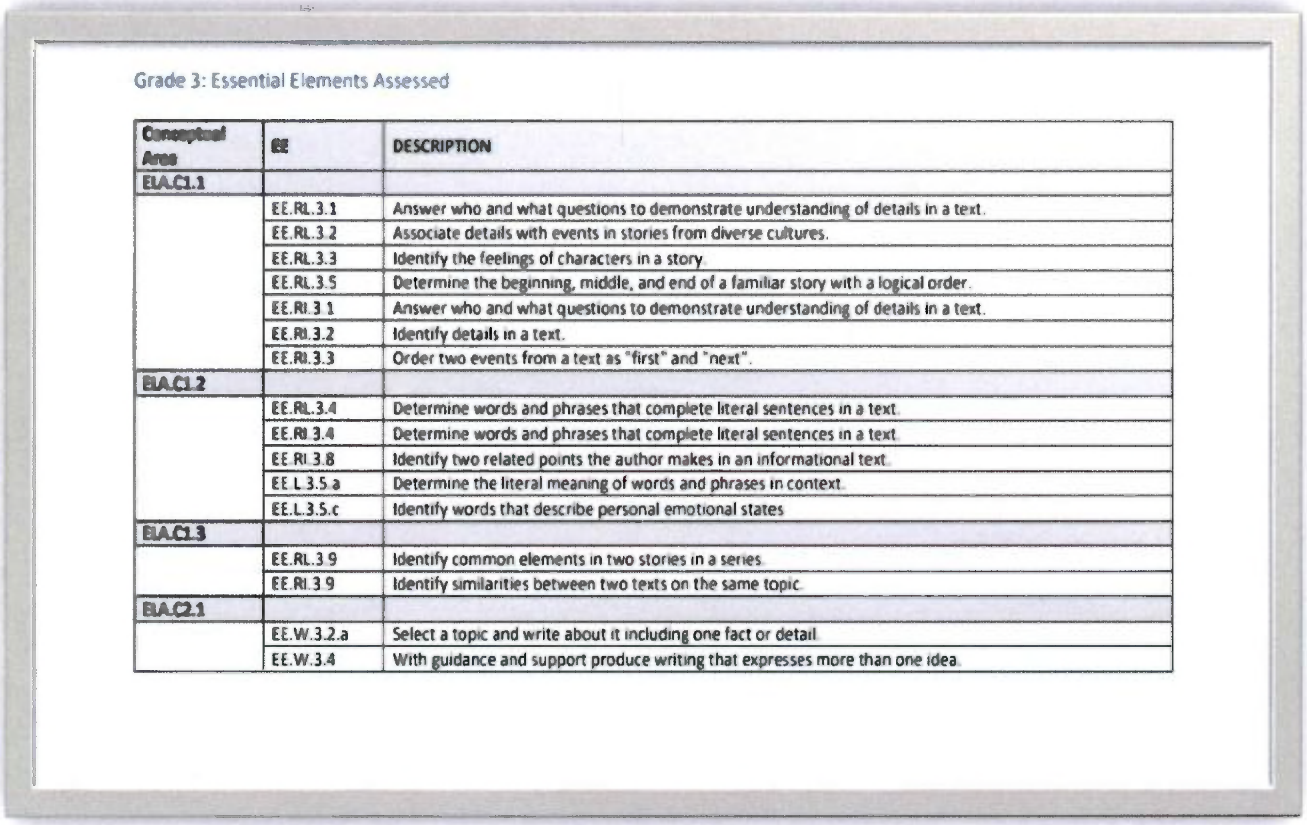
Page 1

How does my student's performance compare to grade-level expectations?

The Target column shows the alternate achievement grade-level expectations.

Where is my student making progress? Green shading shows that your student demonstrated evidence of mastery of skills related to the Essential Element during the assessment. Green shading in the Target column indicates that your student demonstrated evidence of mastery of grade level expectations in ELA or mathematics on the alternate achievement learning standards. Blue shading shows that your student demonstrated no evidence of mastery of the Essential Element. Gray shading means that the student was not tested on the Essential Element. Students are typically assessed on all Essential Elements. White shading indicates that skills related to the Essential Element at that level were not mastered.

Sample of Grade 3 ELA Essential Elements Assessed During the Spring 2017 Assessment Window:



Grade 3: Essential Elements Assessed

Conceptual Area	EE	DESCRIPTION
ELA.C1.1		
	EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RL.3.2	Associate details with events in stories from diverse cultures.
	EE.RL.3.3	Identify the feelings of characters in a story.
	EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
	EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	EE.RI.3.2	Identify details in a text.
	EE.RI.3.3	Order two events from a text as "first" and "next".
ELA.C1.2		
	EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.
	EE.RI.3.8	Identify two related points the author makes in an informational text.
	EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
	EE.L.3.5.c	Identify words that describe personal emotional states
ELA.C1.3		
	EE.RL.3.9	Identify common elements in two stories in a series.
	EE.RI.3.9	Identify similarities between two texts on the same topic.
ELA.C2.1		
	EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	EE.W.3.4	With guidance and support produce writing that expresses more than one idea.

A complete listing of Essential Elements organized by grade level for both ELA and mathematics can be found at: http://www.dynamiclearningmaps.org/erp_ye

174068_BSK00000415

From:	Manno, Christopher <cmanno4173@bcsdny.org>
To:	Brooks, Michelle; Canavan, William; Dow, Colette; Harney, Pam; Reder, Edward; Sheerin, Brian; Staropoli, Beth
CC:	Adelberg, Joel; Coughlin, Christopher; Dormady, Deborah; Escobar, Edward; Gee, David; Haynsworth, Stacey; Ingram, Orville; LaColla, Carole; Rubbo, Angelo; Viscardi, Adrienne
Sent:	11/12/2017 11:01:01 AM
Subject:	Privileged and Confidential Student and Personnel Matters: Weekly BoE Report
Attachments:	---Weekly Report to the BCSD BoE, November 10, 2017.pdf

*** The information contained herein is of a privileged and confidential nature related to student and/or personnel matters. This email contains information related to collective bargaining, litigation, employee evaluation, discipline, interagency communications, and/or other personnel information, student discipline, and/or other student matters, and/or personally identifiable and protected (e.g. FERPA, HIPAA) personnel and/or student information, and is therefore NOT subject to FOIL.

Dear BoE:

Attached you will find your weekly report, which is also linked here in our Google Drive.

Have a nice Sunday.

Best Regards and In Service,

Chris

Dr. Christopher M. Manno
Superintendent of Schools
cmanno4173@bcsdny.org

Bedford Central School District
Fox Lane Campus
P.O. Box 180
Mt. Kisco, New York 10549
(914) 241-6000

Inspiring and Challenging Our Students

PERSONAL & CONFIDENTIAL
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From: Adelberg, Joel <jadelberg2958@bcsdny.org>
To: Manno, Christopher
Sent: 11/15/2017 10:20:02 PM
Subject: FW: Talk Tomorrow

From Kathy Conley (and I shared this with the Board in my presentation) - The state numbers include only students who were continuously enrolled – enrolled on BEDS Day.
Kathy's data include every student who took the test.
This is why there might be small discrepancies. I know I shared this with the Board.

Here are some of the numbers from the state and from my report. I just pulled the numbers (both ours and the state numbers are in my Board presentation – so no effort to mislead)
Math

MKES

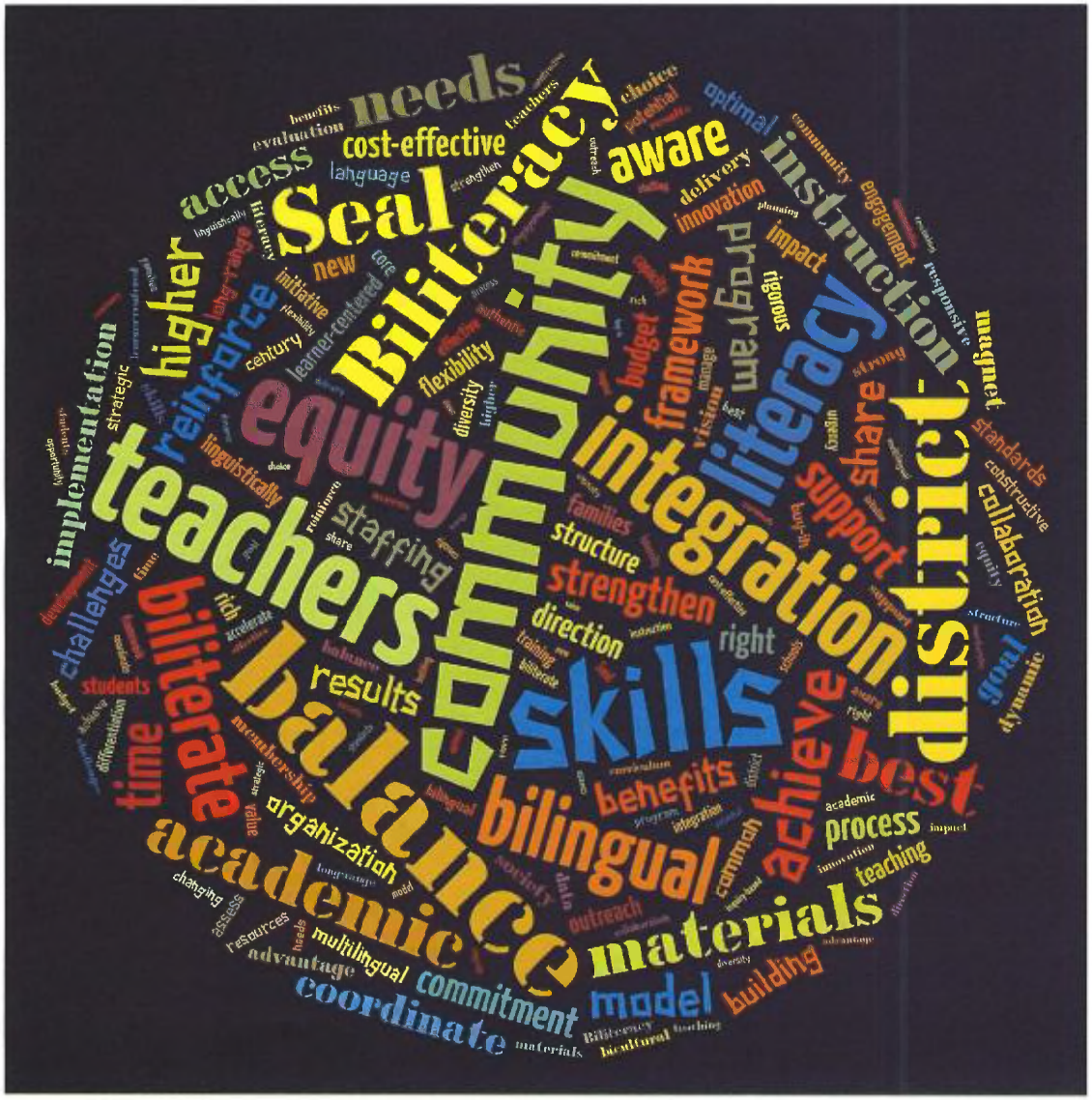
	State	Our numbers
All	48%	48%
ELLs	11%	11%
Non-ELLs	65%	66%

BHES

All	62%	63%
ELLs	19%	18%
Non-ELLs	77%	78%

Doing the same now on ELA.

Dr. Joel Adelberg
Assistant Superintendent for Curriculum and Instruction
Bedford Central School District
Fox Lane Campus
PO Box 180
Mt. Kisco, NY 10549
(914) 241-6016



BCSD
ESOL
DLBE

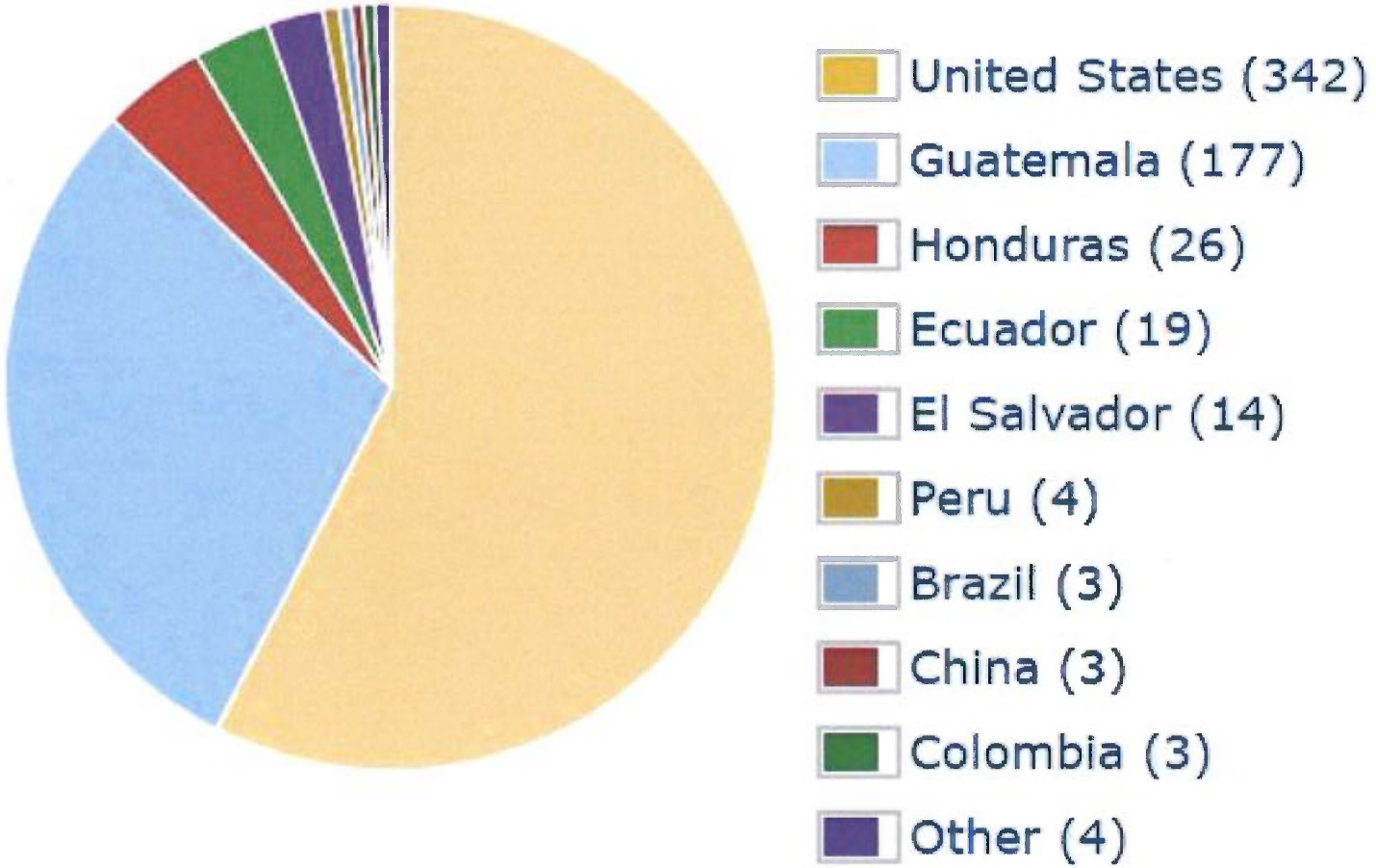
Executive Data Summary

174068_BSK00000347

Some District Context about BCSD ELLs

174068_BSK00000347

BCSD ELLs by birth country, October 2017



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How are ELLs Assessed?

- At the time of registration, students who are eligible based on the Home Language Questionnaire and an informal interview, take the NYS Identification of English Language Learner Test (NYSITELL). Students who score at the Entering, Emerging, Transitioning, or Expanding levels are identified as ELLs.

- All ELLs take the NYS English as a Second Language Achievement Test (NYSESLAT) annually. Students who score at the Commanding level are no longer ELL eligible but are Former ELLs.

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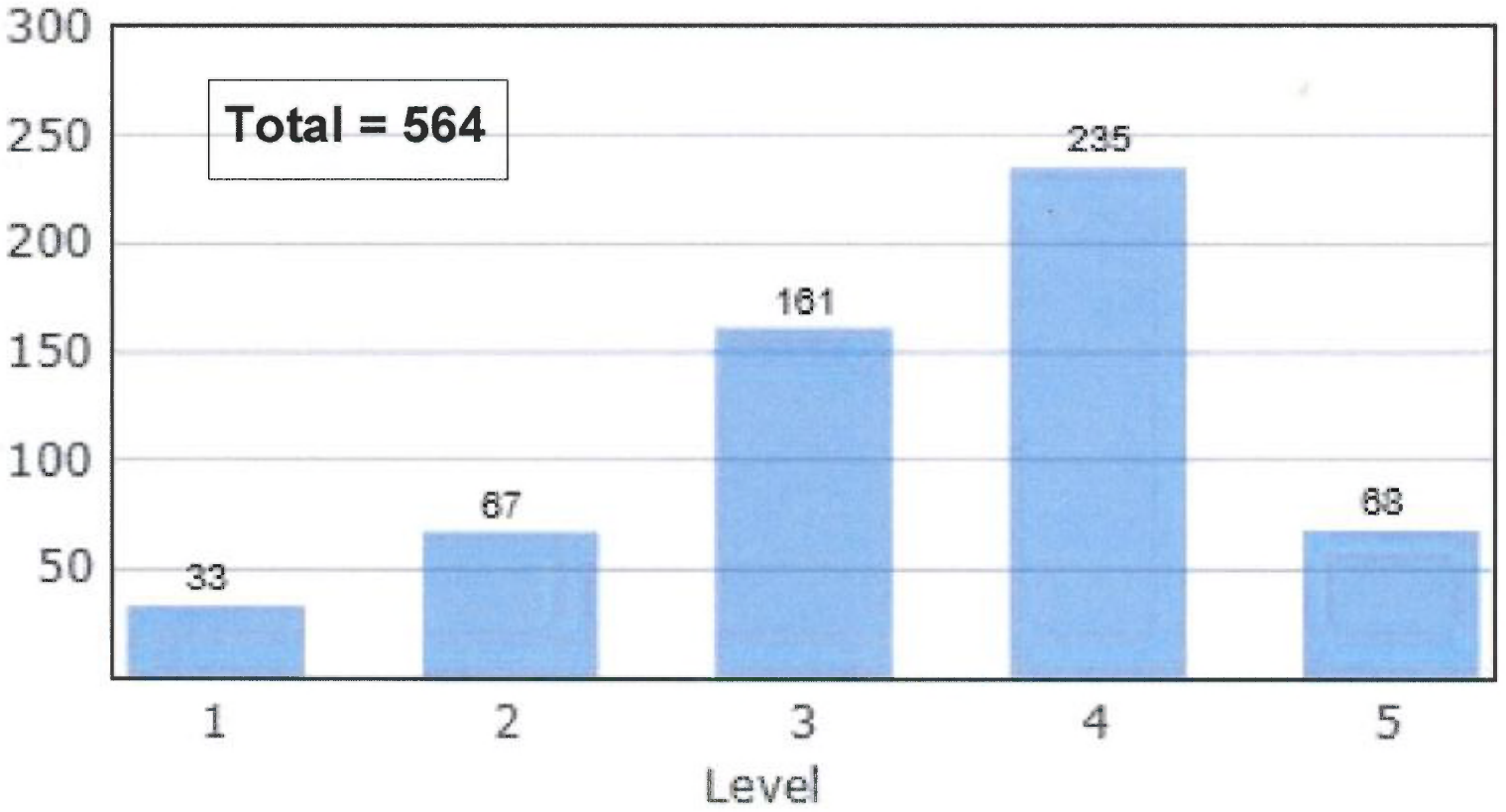
BCSD Proficiency Levels Grades 1-12 based on NYSESLAT (October 2017)



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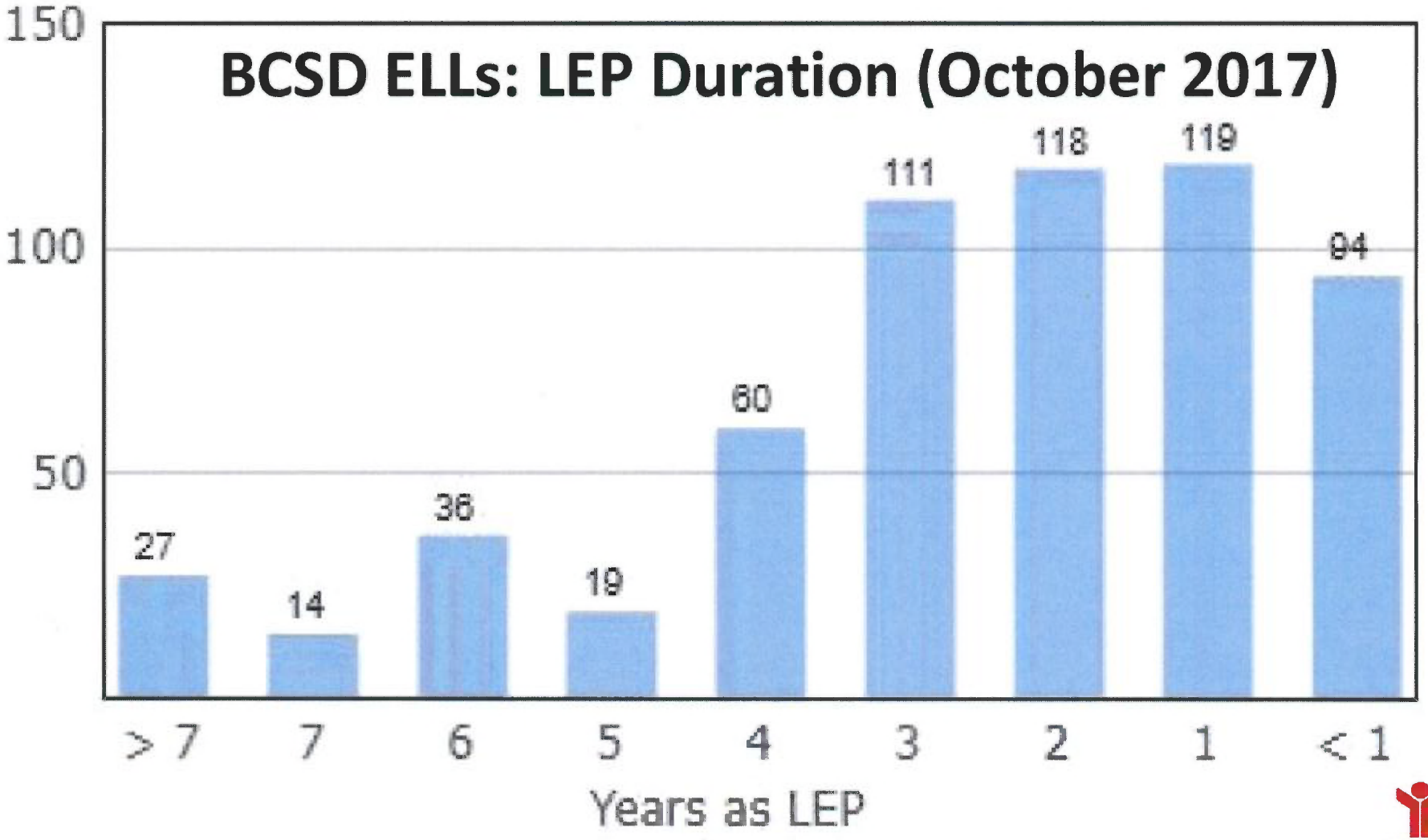

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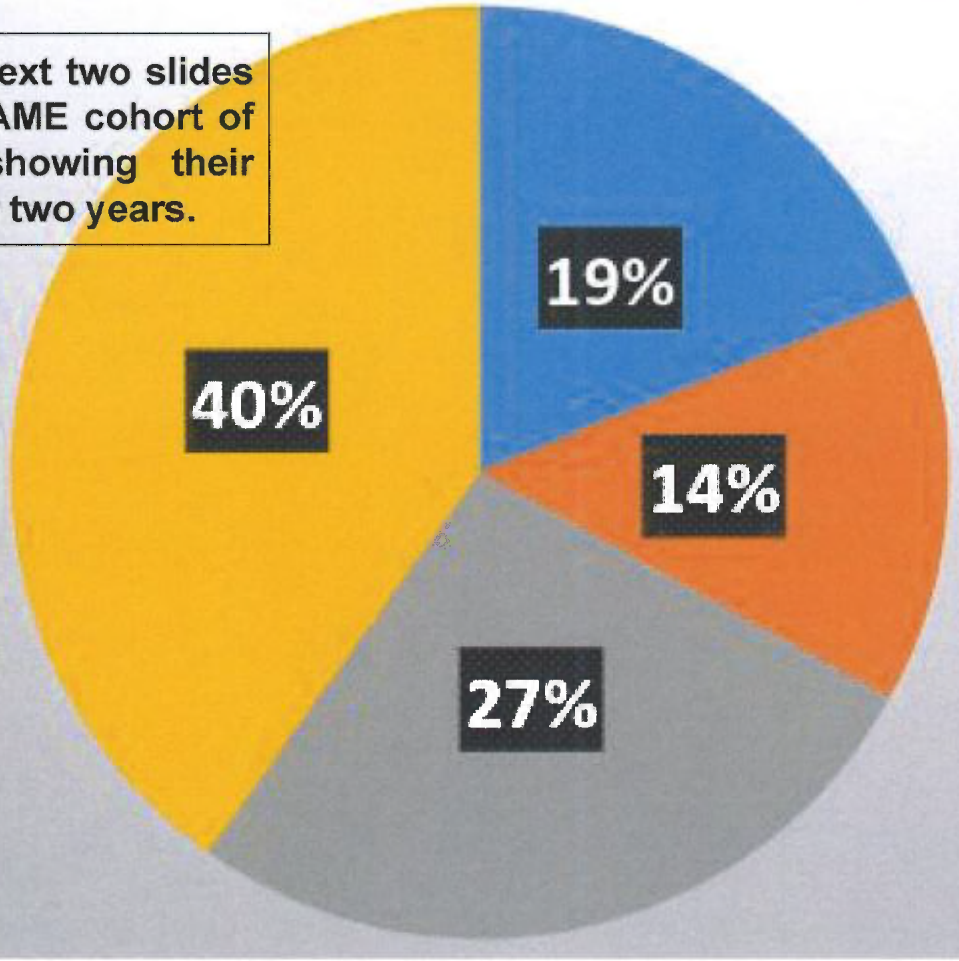
ELL NYSESLAT 2016 Outcomes

Note: The next two slides track the SAME cohort of students, showing their growth over two years.



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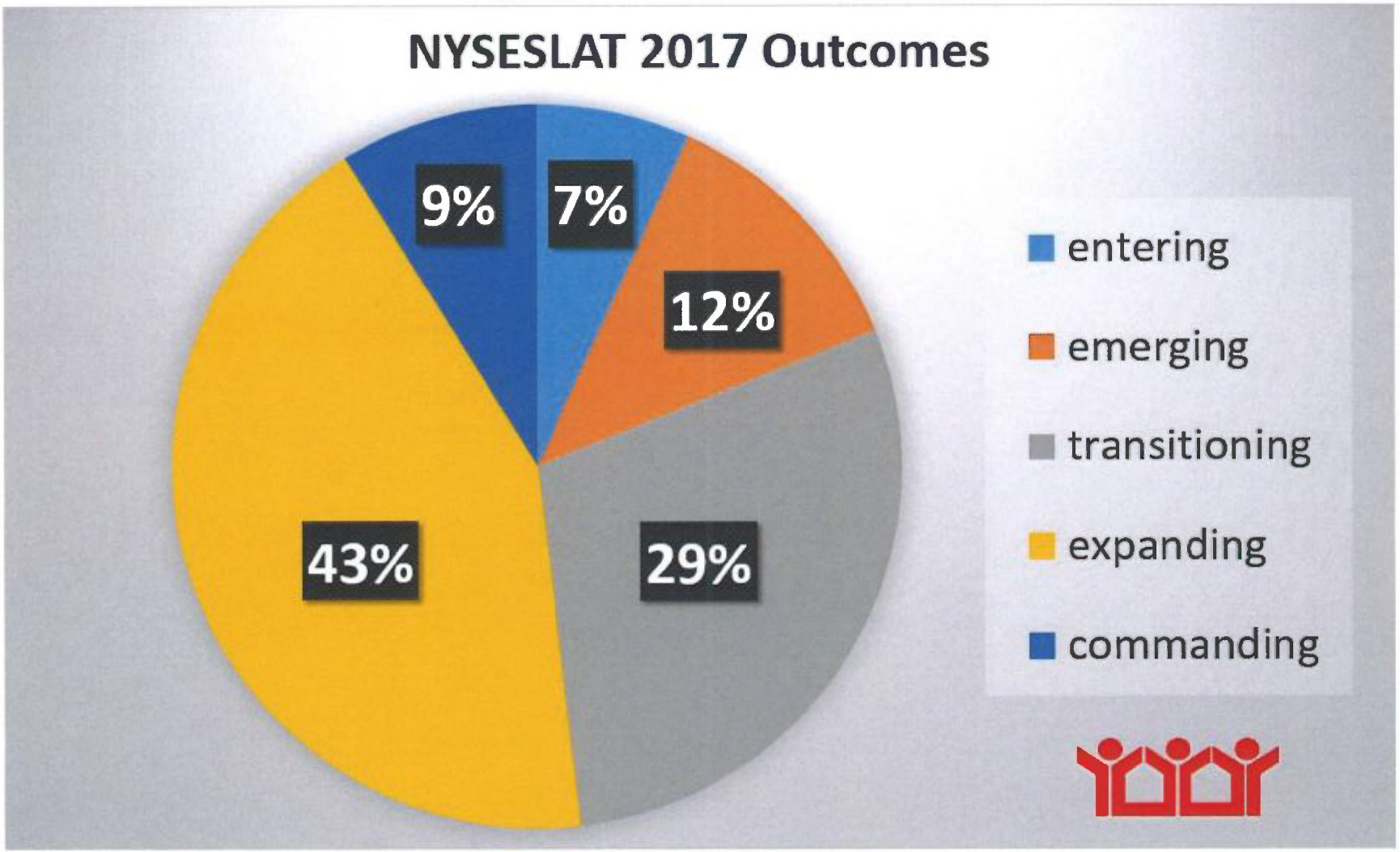

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Drilling Down to the Elementary Levels

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Identified ELLs across the elementary level, October 2017

BCSD K-5	350
MKES	207
BHES	95
WPES	31
PRES	14
BVES	3

Note: Does not include Former ELLs (i.e. students who have scored at the Commanding level)

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Entering and Emerging ELLs by School, October 2017

	MKES	BHES	WPES
K	18	5	0
1	5	1	1
2	7	1	0
3	6	3	0
4	7	0	1
5	3	2	1
Total	46	12	3

Note: #'s of Entering and Emerging ELLs at PRES and BVES are too low to report.

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GRADE	LEVEL (10/2017)	MKES	BHES	WPES	TOTAL
K	Entering	14	1	0	15
	Emerging	4	4	0	8
	Transitioning	8	9	2	19
	Expanding	14	13	0	27
	Total	**40**	**27**	**2**	**69**
1	Entering	2	1	0	3
	Emerging	3	0	1	4
	Transitioning	7	2	1	10
	Expanding	14	11	3	28
	Total	**26**	**14**	**5**	**45**
2	Entering	1	0	0	1
	Emerging	6	1	0	7
	Transitioning	22	18	3	43
	Expanding	5	4	4	13
	Total	**34**	**23**	**7**	**64**

174068_BSK00000347

GRADE	LEVEL (10/2017)	MKES	BHES	WPES	TOTAL
3	Entering	4	3	0	7
	Emerging	2	0	0	2
	Transitioning	14	1	1	16
	Expanding	20	10	4	34
	Total	**40**	**14**	**5**	**59**
4	Entering	3	0	0	3
	Emerging	4	0	1	5
	Transitioning	11	4	0	15
	Expanding	21	4	4	29
	Total	**39**	**8**	**5**	**52**
5	Entering	0	2	1	3
	Emerging	3	0	0	3
	Transitioning	6	1	0	7
	Expanding	12	5	3	20
	Total	**21**	**8**	**4**	**33**

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Conclusion

The ELL cohort at MKES is qualitatively different than the ELL cohorts at our other elementary schools. MKES has a higher number of "beginning" ELLs, i.e. Entering or Emerging. Therefore, comparing ELL cohort performance or progress across buildings does not yield useful information.

174068_BSK00000347

MKES In-School Data Trends

2016-17 is the first year of reported State assessment data on our first DLBE cohort. Therefore, readers should be cautious to draw definitive conclusions based on this early data reporting.

The questions we should be asking are,

- ❑ Is the data alarming in any way?
- ❑ Does any data require additional study?

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MKES Grade 3 Testing data: Points to consider…

- 2016 Cohort (current grade 5 with no DLBE)
- 2017 Cohort (current grade 4 including first DLBE cohort)
- Cohorts are similar in size but vary in number of ELLs
- Students in a traditional setting are not addressed or isolated as a subgroup

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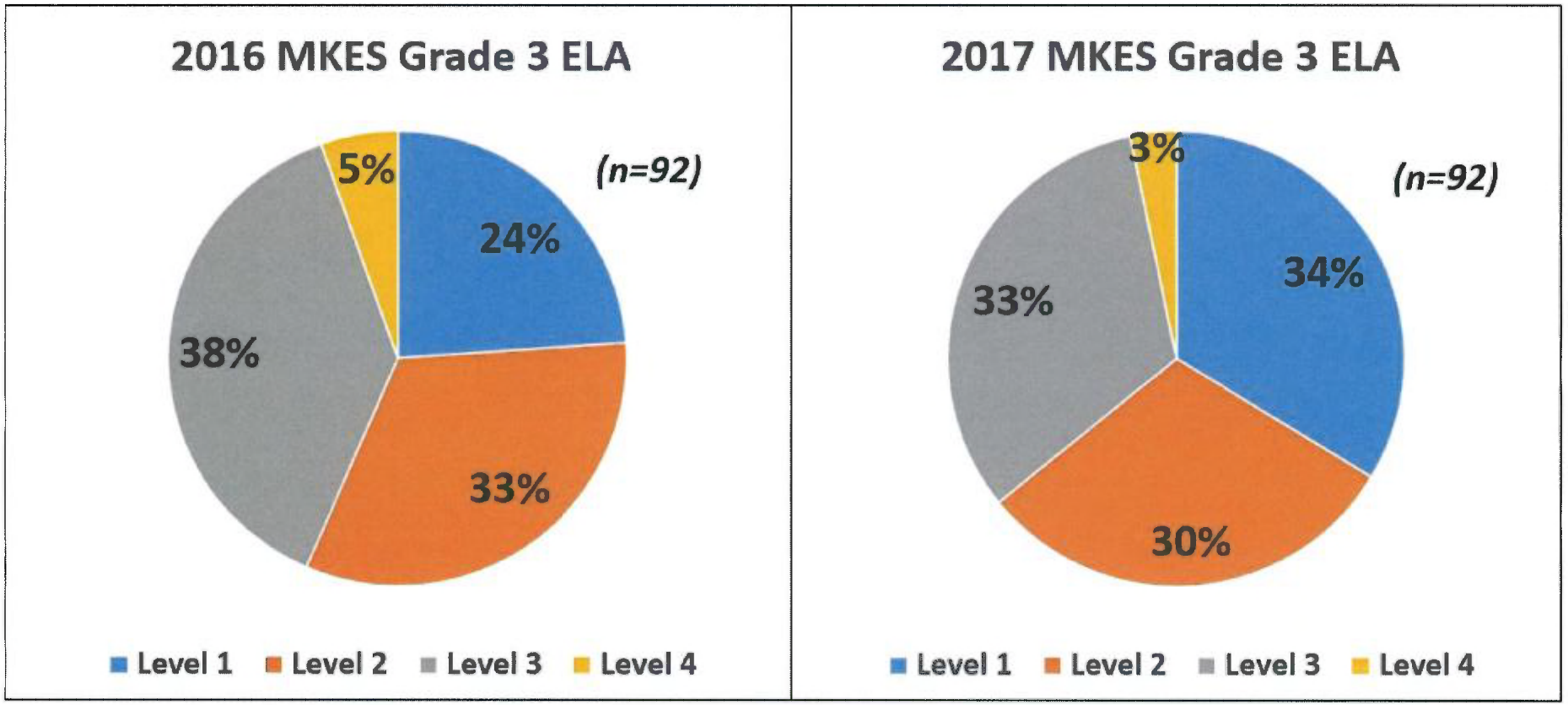
MKES Grade 3 NYS ELA Testing Outcomes: 2016 v. 2017



Different Cohorts; Different Tests

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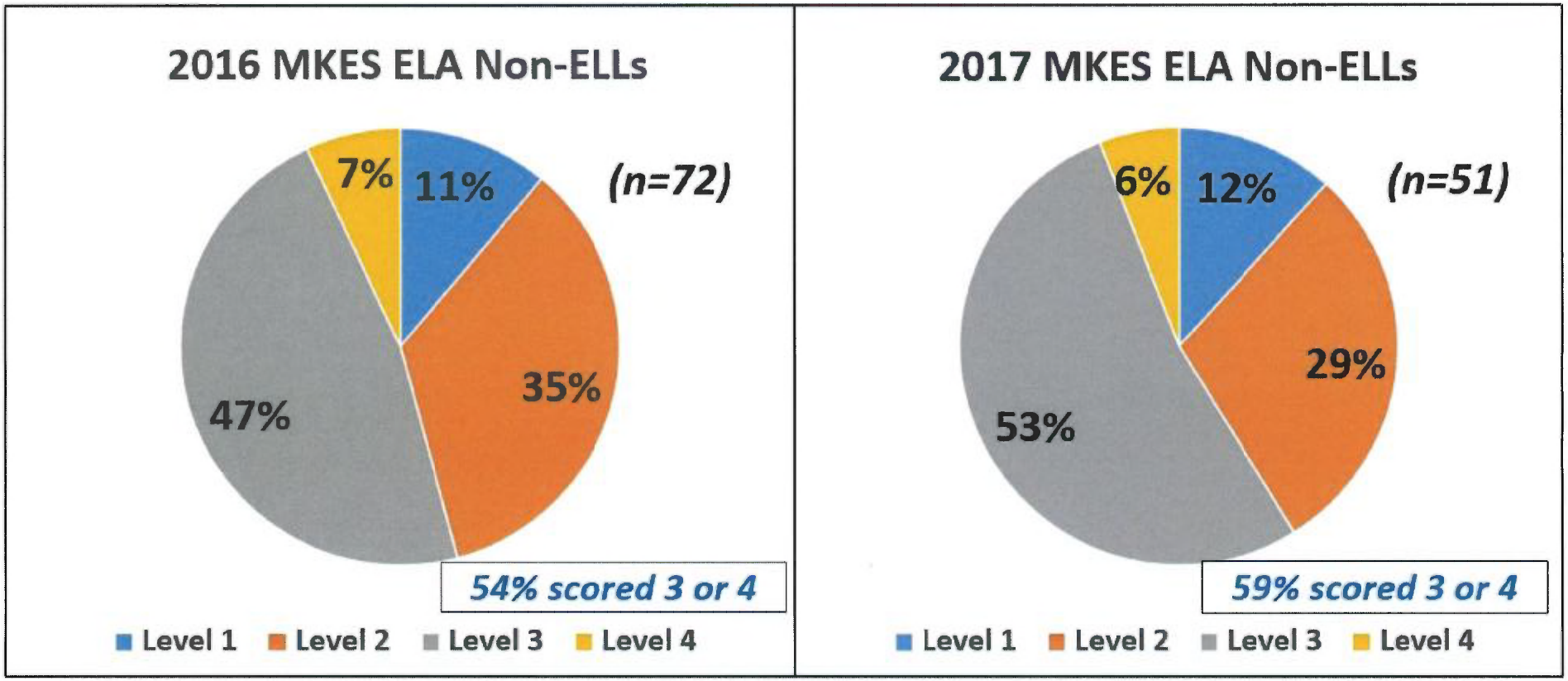
MKES Grade 3 NYS ELA Testing Outcomes for Non-ELLs: 2016 v. 2017



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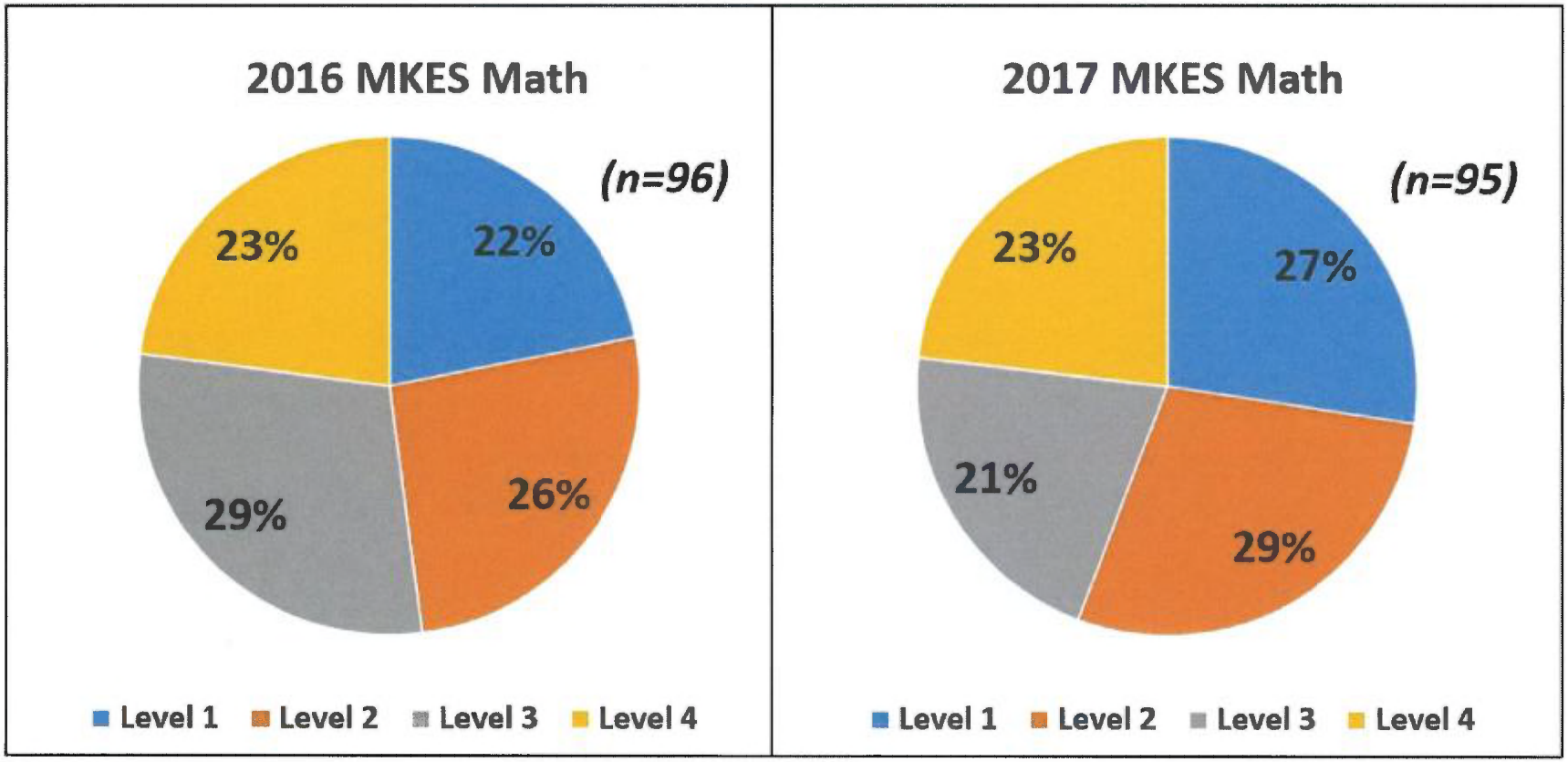
MKES Grade 3 NYS Math Testing Outcomes: 2016 v. 2017



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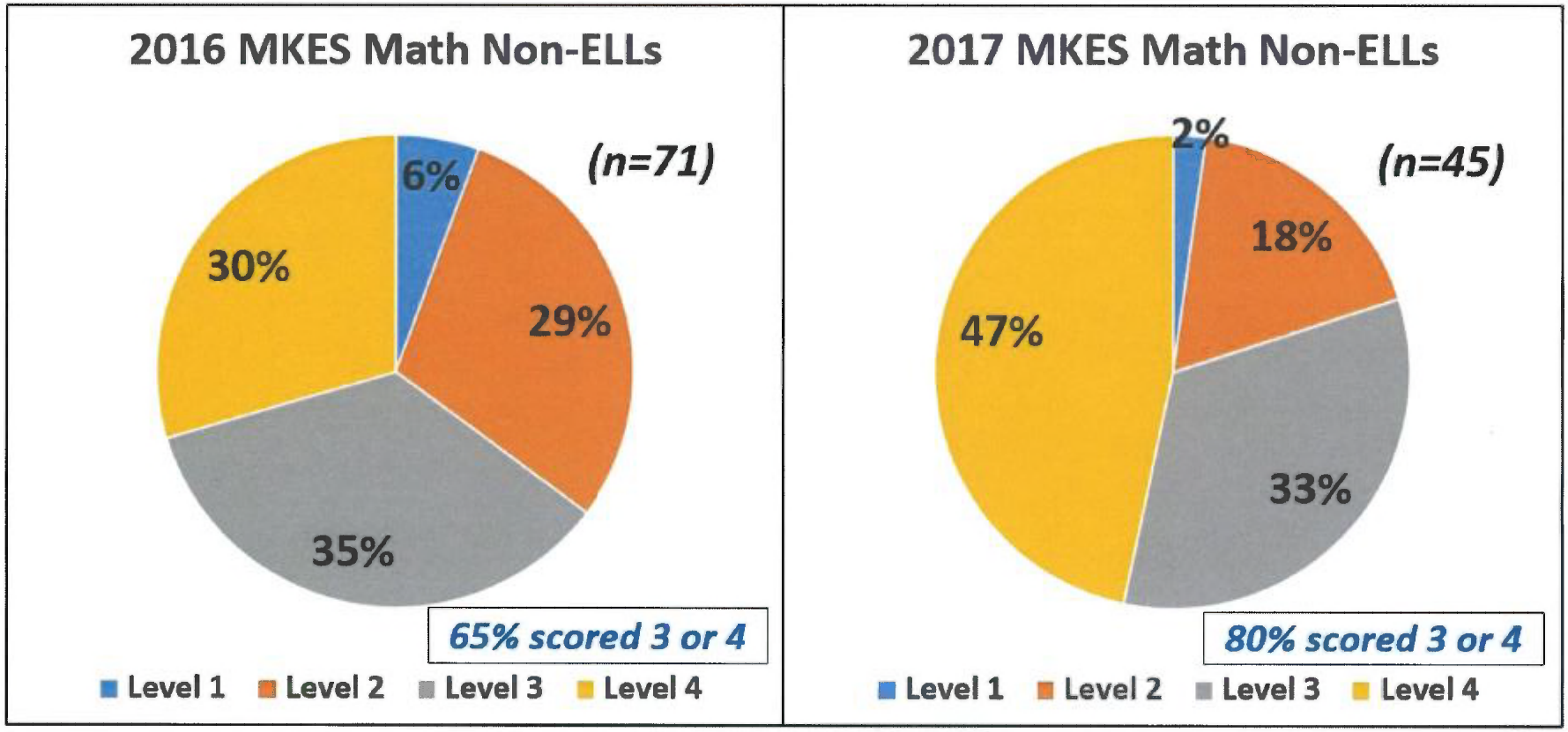
MKES Grade 3 NYS Math Testing Outcomes for Non-ELLs: 2016 v. 2017



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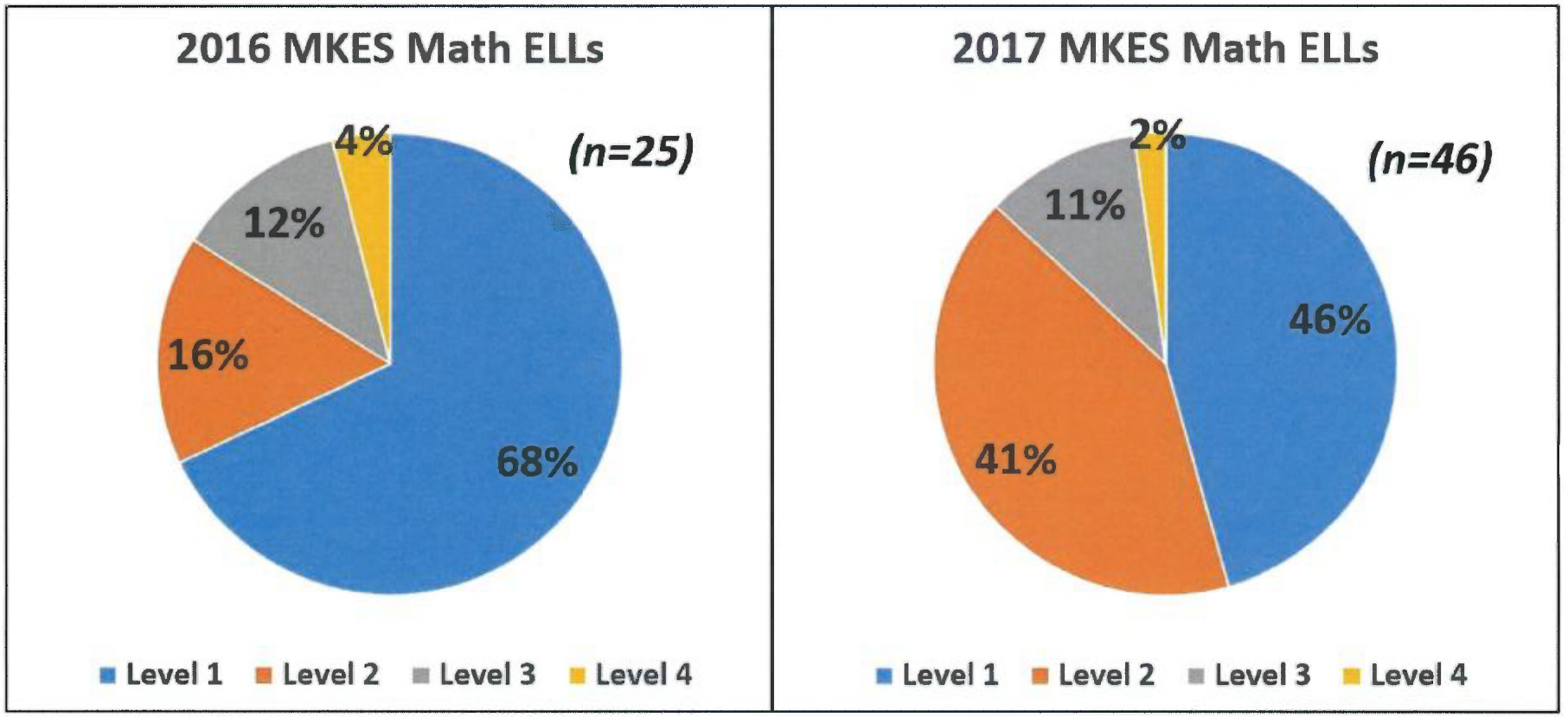
MKES Grade 3 NYS Math Testing Outcomes for ELLs: 2016 v. 2017



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Analysis of MKES Math Assessments % Proficient over time	2012-13 (First Year of Common Core Assessments)			
Grade Level	MKES Total (n = 262)	MKES Special Ed (n =18)	MKES ELLs (n =78)	MKES non-ELLs (n = 184)
Math 3	35%	0%	8%	52%
Math 4	53%	0%	31%	58%
Math 5	45%	0%	8%	61%
Average of All Grades	**44.3%**	**0.0%**	**15.7%**	**57.0%**
2015-16				
Grade Level	MKES Total (n =279)	MKES Special Ed (n = 27)	MKES ELLs (n = 61)	MKES non-ELLs (n =218)
Math 3	52%	17%	16%	65%
Math 4	46%	60%	0%	58%
Math 5	44%	6%	0%	54%
Average of All Grades	**47.3%**	**27.7%**	**5.3%**	**59.0%**
2016-17				
Grade Level	MKES Total (n =280)	MKES Special Ed (n = 31)	MKES ELLs (n = 87)	MKES non-ELLs (n =193)
Math 3	44%	18%	13%	74%
Math 4	51%	38%	9%	63%
Math 5	50%	8%	11%	61%
Average of All Grades	**48.3%**	**21.3%**	**11.0%**	**66.0%**

Analysis of MKES ELA Assessments	% Proficient over time 2012-13 (First Year of Common Core Assessments)			
Grade Level	MKES Total (n =251)	MKES Special Ed (n = 18)	MKES ELLs (n = 67)	MKES non-ELLs (n = 184)
ELA 3	40%	0%	16%	53%
ELA 4	42%	0%	8%	48%
ELA 5	40%	0%	4%	54%
Average of All Grades	**40.7%**	**0.0%**	**9.3%**	**51.7%**
	2015-16			
Grade Level	MKES Total (n = 269)	MKES Special Ed (n =27)	MKES ELLs (n = 50)	MKES non-ELLs (n = 219)
ELA 3	43%	14%	5%	54%
ELA 4	38%	40%	0%	48%
ELA 5	28%	0%	0%	32%
Average of All Grades	**36.3%**	**18.0%**	**1.7%**	**44.7%**
	2016-17			
Grade Level	MKES Total (n = 280)	MKES Special Ed (n =32)	MKES ELLs (n =86)	MKES non-ELLs (n = 194)
ELA 3	36%	0%	7%	59%
ELA 4	35%	11%	0%	44%
ELA 5	30%	8%	0%	38%
Average of All Grades	**33.7%**	**6.3%**	**2.3%**	**47.0%**

Key findings

- Data indicate that DLBE appears to have had no negative impact on state assessment outcomes.
- In general, the 2017 cohort in the DLBE program performed at or above prior cohorts not in DLBE.
- Over a five year period, performance of ELLs and non-ELLs in the first cohort of DLBE has increased in mathematics.
- Over a five year period, performance of non-ELLs in the first cohort of DLBE has increased in ELA.
- ELA performance for ELLs over time is more complicated to measure because they are ELLs. The number of ELLs and their NYSESLAT levels differ from cohort to cohort. We are seeing generally positive progress for ELLs in ELA in the DLBE program.

174068_BSK00000347

From:	Manno, Christopher <cmanno4173@bcsdny.org>
To:	Brooks, Michelle; Canavan, William; Dow, Colette; Harney, Pam; Reder, Edward; Sheerin, Brian; Staropoli, Beth
CC:	LaColla, Carole; Adelberg, Joel; Haynsworth, Stacey; Rubbo, Angelo
Sent:	11/20/2017 11:06:04 AM
Subject:	FW: Further comment on data error

FYI. C

From: Manno, Christopher
Sent: Monday, November 20, 2017 11:06 AM
To: Jeffrey Morris <jpmorris55@optonline.net>
Subject: RE: Further comment on data error

Dear Jeff:

Thank you for reaching out.

1. How the error occurred?

> *Our Data Consultant used excel spreadsheets to do all of the dis-aggregations and filtering into the various subgroups. She then manually transcribed the results into the summary template that the District provided. When she transcribed the ELA 3 results, she mistakenly pulled the Math 3 results for all 5 elementary schools. While it appears that the error was contained to 4 schools, it actually was applied across all 5 schools. Pound Ridge and West Patent results are almost identical for ELA 3 and Math 3 and the error was not apparent.*

The presentations and data have been corrected and are posted on our website.

2. The revised data does not change the two alternatives I presented to the Board of Education on November 15th regarding the future of the DLBE program. The data shows either relatively flat in some cases or increased performance in other cases between the 15-16 and 16-17 cohorts. It should be noted that these are two different cohorts who took two different tests. As noted during my presentations, it is not appropriate to draw program effectiveness conclusions with one year of data. Rather, there are two questions I asked the BoE to consider: (1) Is any of the data alarming?, and (2) What requires further evaluations?

The revised data is not a cause for alarm. The first DLBE cohort seems to have performed similar or better than previous cohorts. We need to continue to watch the data trends in coming years as we evaluate program.

So again, the two viable alternatives I presented to the Board for consideration are still both viable.

Best Regards,

Chris Manno

-----Original Message-----
From: Jeffrey Morris [mailto:jpmorris55@optonline.net]
Sent: Monday, November 20, 2017 10:44 AM
To: Manno, Christopher <cmanno4173@bcsdny.org>
Subject: Further comment on data error
Importance: High

Dr. Manno,

Other than your statement regarding the transcription error in Student Achievement Report data, and the restating of data included in the MKES DLBE Study Report Presentation, do you have any further comments you can make regarding how this revised data either impacts or does not impact the DLBE Study's conclusions and recommendations? Do you feel it is inconsequential and/or irrelevant to the overall findings of the study?

Thank you,
Jeff

Jeff Morris
freelance correspondent for The Record-Review jpmorris55@optonline.com
(914) 763-5706