

November 21, 2024 Board of Education Meeting

Report from the Superintendent-

Portrait of A Graduate

STAR/Assessments Presentation

Residency Verification Update

Board Discussion on Metal Detectors




NY Inspires
A Plan to Transform Education
in New York State

Executive Summary

The mission of the New York State Education Department ("NYSED" or "the Department") is to raise the knowledge, skill, and opportunity of all people in New York. Our vision is to provide leadership for a system that yields the best educated people in the world. This mission and vision are only fulfilled when all are provided with the opportunity to learn and succeed. A high school diploma must represent a culminating achievement that is within the grasp of all New York students who seize that opportunity. The Graduation Measures Initiative ("the Initiative") was launched to undertake a thoughtful and inclusive review of the requirements students must meet to graduate.

The Initiative sought to explore what it means to obtain a diploma in New York State and what that diploma should signify to ensure educational excellence and equity for all students in New York State.

In reflection of the New York State Board of Regents' ("the Regents") and the Department's shared commitment to diversity, equity, and inclusion, and with a foundation rooted strongly in the Culturally Responsive-Sustaining Education Framework, the Initiative was developed to address two critical needs:

1. **To create equity in New York State public education.**
2. **To ensure New York's students gain the knowledge and skills necessary to succeed in future endeavors.**



Guided by research, stakeholder feedback, and their expertise and experiences, the Blue Ribbon Commission on Graduation Measures ("the Commission" or "BRC") identified high-level skills, knowledge areas, and competencies that holistically reflect successful outcomes of P-12 education.

To re-envision a system that provides equitable opportunities for all New York State students to achieve these outcomes, the Commission developed four priority areas to target change:

- **Multiple pathways leading to one high school diploma**
- **Assessment flexibility**
- **Understanding of meaningful life-ready credentials**
- **Culturally responsive curriculum, instruction, and assessment**

These skills, knowledge areas, and competencies were identified by the Commission and listed in their recommendations for a New York State Portrait of a Graduate, serving as both a foundation and vision for what students should know, be able to do, and embody upon graduation in order to be successful in a complex and rapidly changing world.

The Commission envisioned the New York State graduate as:

- **A Critical Thinker**
- **Culturally Competent**
- **An Effective Communicator**
- **A Global Citizen**
- **An Innovative Problem Solver**
- **Literate Across Content Areas**
- **Socially-Emotionally Competent**

Research and Feedback

Stakeholder Feedback Sessions

Literature and Policy Review

Surveys and ThoughtExchange Feedback

Student and Parent Feedback

BRC Meetings

Four Priority Areas

1. Multiple pathways leading to one high school diploma
2. Assessment flexibility
3. Understanding of meaningful life-ready credentials
4. Culturally responsive curriculum, instruction, and assessment

Portrait of a Graduate Recommendations

What we want all students to know and be able to do upon graduation to be successful in our rapidly-changing world

Portrait of a Graduate

A "Portrait of a Graduate" is a set of high-level skills, knowledge areas, and competencies that holistically reflect successful outcomes of P-12 education for a state, district, or school. In recent years, an increasing number of states have created a state-level Portrait of a Graduate to serve as both a foundation and vision for what students should know, be able to do, and embody upon graduation to be successful in a complex and rapidly changing world.

The Commission members were asked to identify the academic, personal, and interpersonal attributes that all New York State graduates should possess to be successful in college, careers, citizenship, and life. Upon adoption by the Regents, the New York State Portrait of a Graduate will serve as the north star of our state education system and will support both post-secondary and workforce transition by creating a shared understanding of the skills and knowledge students have mastered.

DEVELOPING RECOMMENDATIONS FOR THE NYS PORTRAIT OF A GRADUATE

The Commission, using a three-pronged approach, developed recommendations for the New York State (NYS) Portrait of a Graduate.



Engaging community in discussion



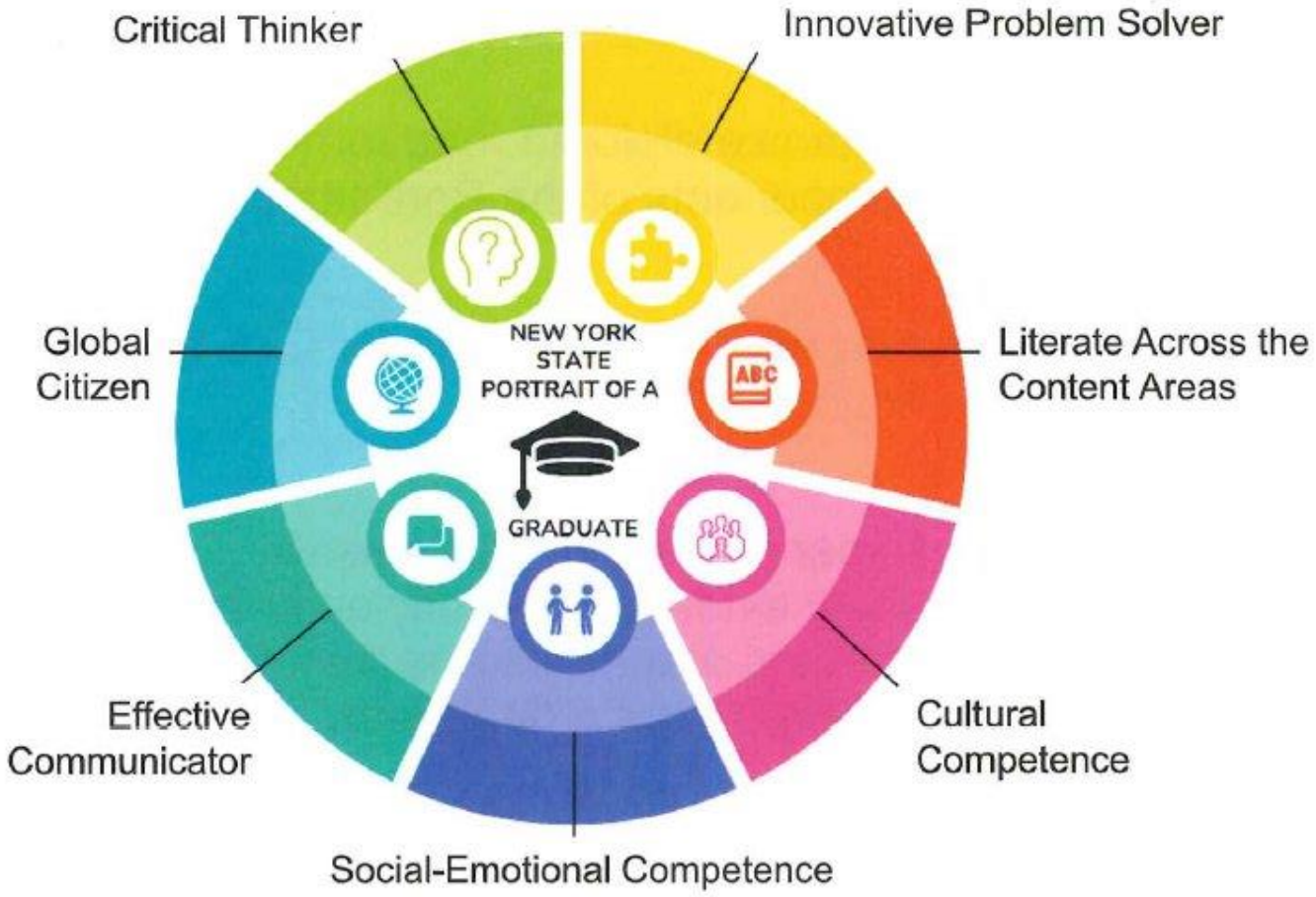
Brainstorming Portrait of a Graduate skills, knowledge, and competencies



Vetting and building consensus around the Portrait of a Graduate skills

Mission Statement

The mission of the Port Chester School District, through an active partnership among community partners, parents, staff and students, is to provide excellent academic opportunities and high standards. We aim to develop responsible and self-sufficient citizens who value diversity and global competency. Our shared mission is for our students to be academically proficient, creative and adaptable, and possess the self-esteem, motivation and skills to continue individual growth, think critically, and communicate effectively.



Four Transformations



Adopt a NYS Portrait of a Graduate



Redefine Credits and Learning Experiences



Sunset Diploma Assessment Requirements



Move to One NYS High School Diploma

Phased Approach

P

Planning Year
(Fall 2024 – Summer 2025)

1

Phase 1: Installation
(Fall 2025 – Summer 2027)

2

Phase 2: Initial Implementation
(Fall 2027 – Summer 2029)

3

Phase 3: Full Implementation and Scaling Up
(Fall 2029+)

Port Chester Schools

Residency

Our Process:

For new families, a student is registered through:

- Central Registration - 12 months
- Kindergarten Registration spring and summer

Families provide documentation of residency; may include:

- Lease or mortgage
- Tax forms
- Pay stubs
- Driver’s License
- Legal paperwork
- Utility or other bills, statements
- Voter registration, membership documents
- Affidavit of residency

Next steps:

Student is assessed, registered, and placed. Residency is verified by our residency officer.

OR

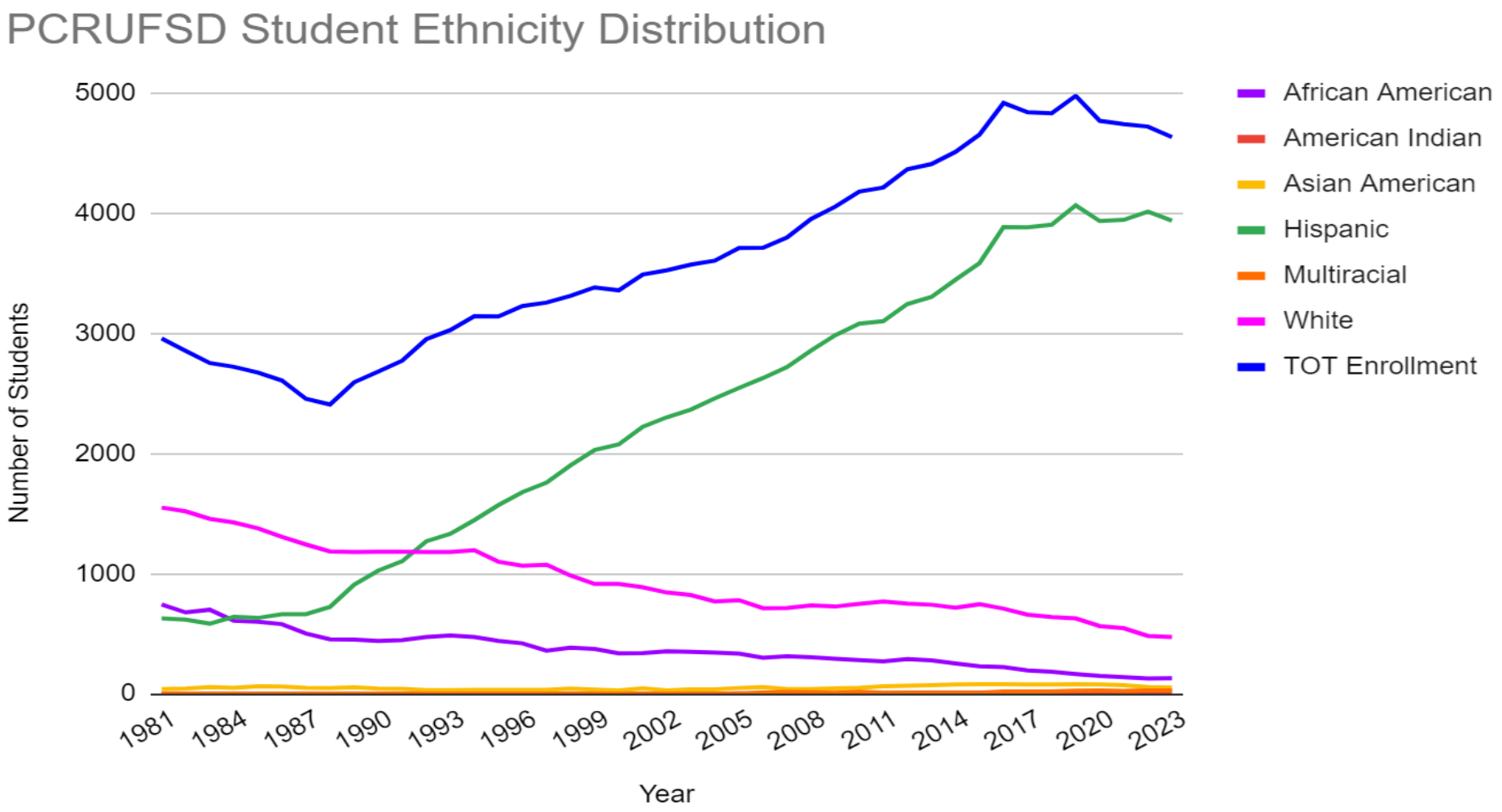
Home visit and additional residency verification is pursued until a decision regarding residency is made.

For students already attending

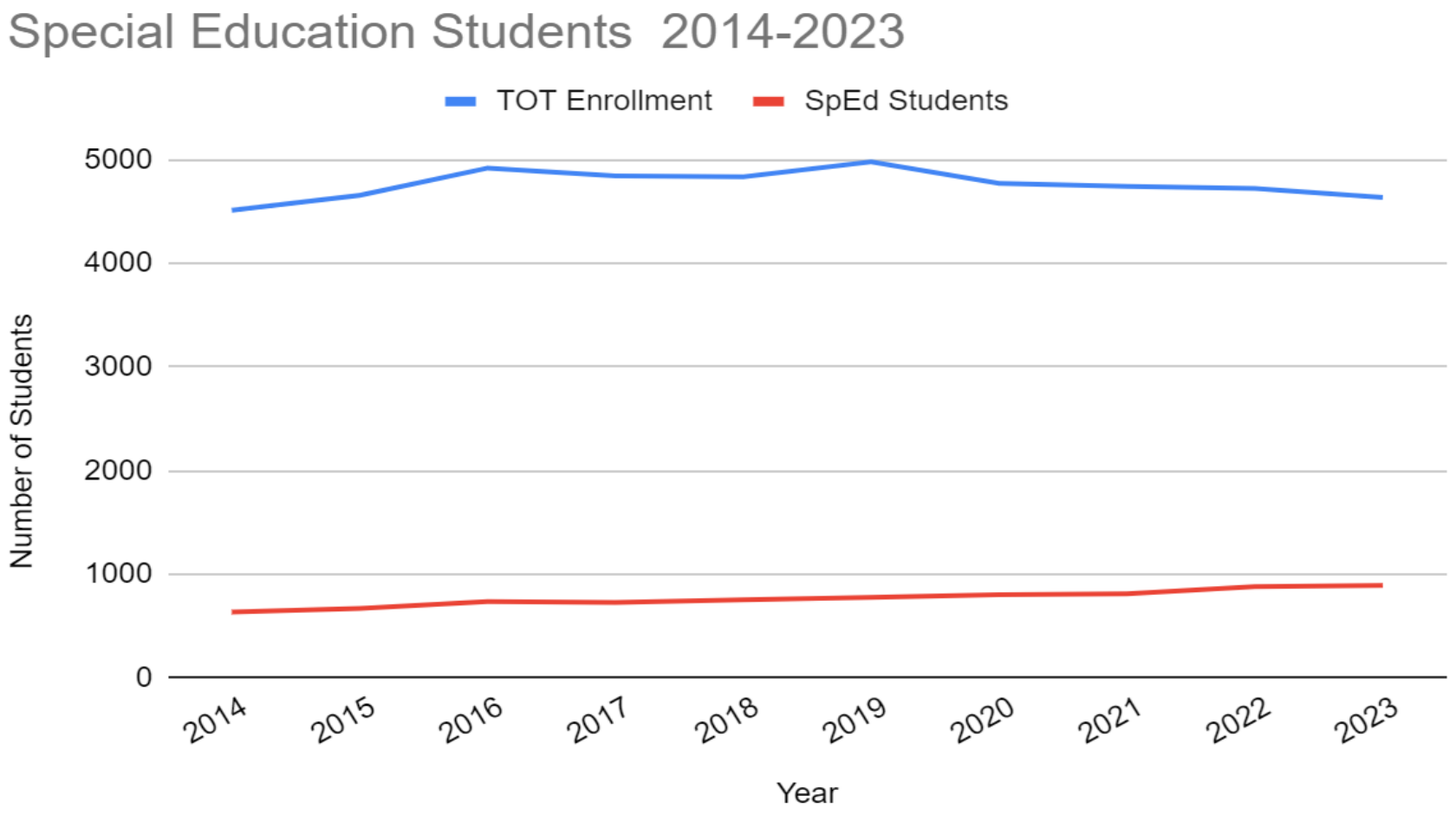
Our residency officer:

- Verifies residences of all incoming students, including Kindergarteners
- Annually visits 10% of randomly selected students' residences for residency monitoring
- Verifies residences of families UPK-12 as needed (i.e., mail returned)
- Conducts "wellness visits" to check on student safety if there are concerns
- Visits residences of truant students
- Delivers notices of suspension
- Maintains consistent communication with Deputy Superintendent and office staff, and the McKinney Vento Homeless Liaison

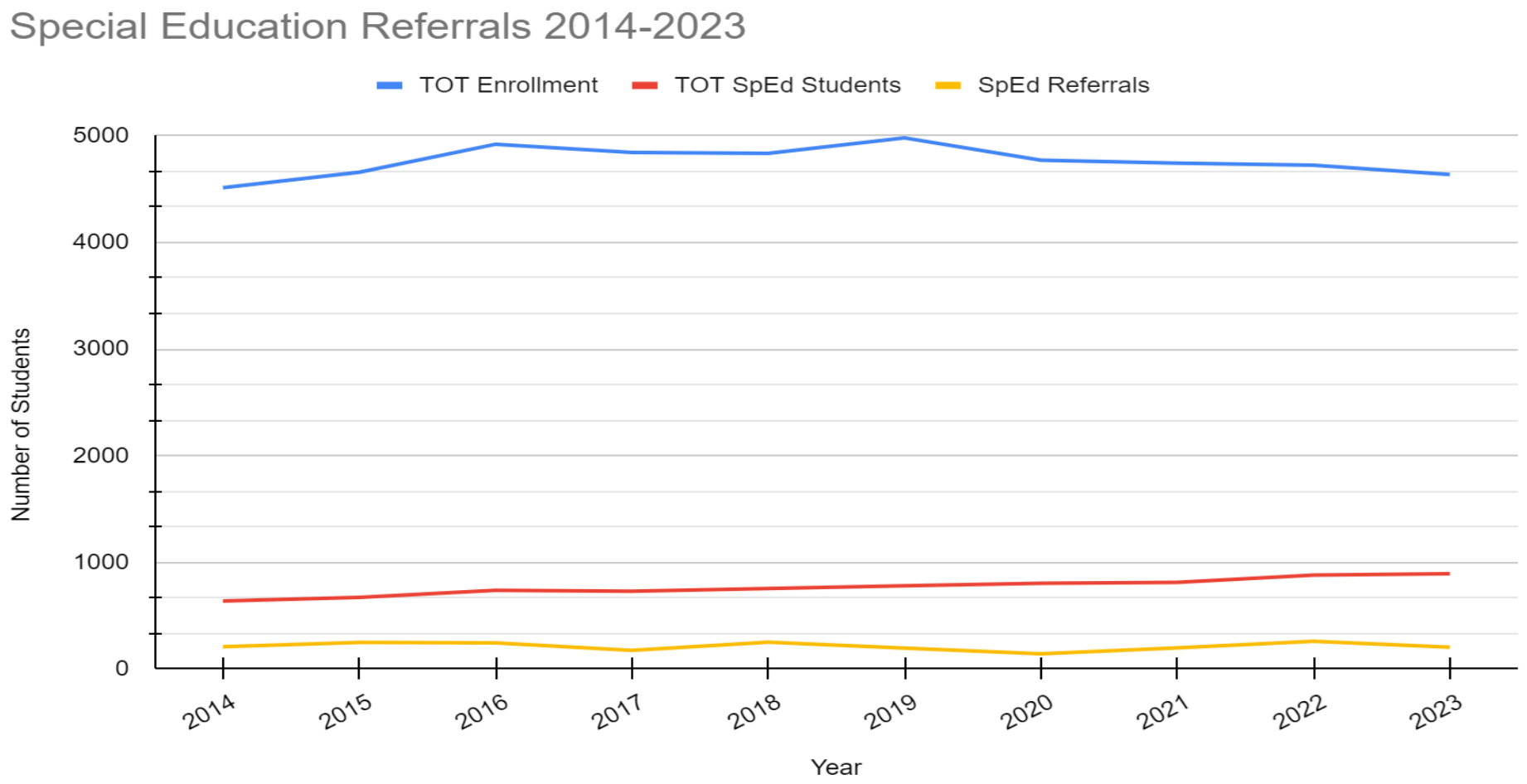
District demographics:



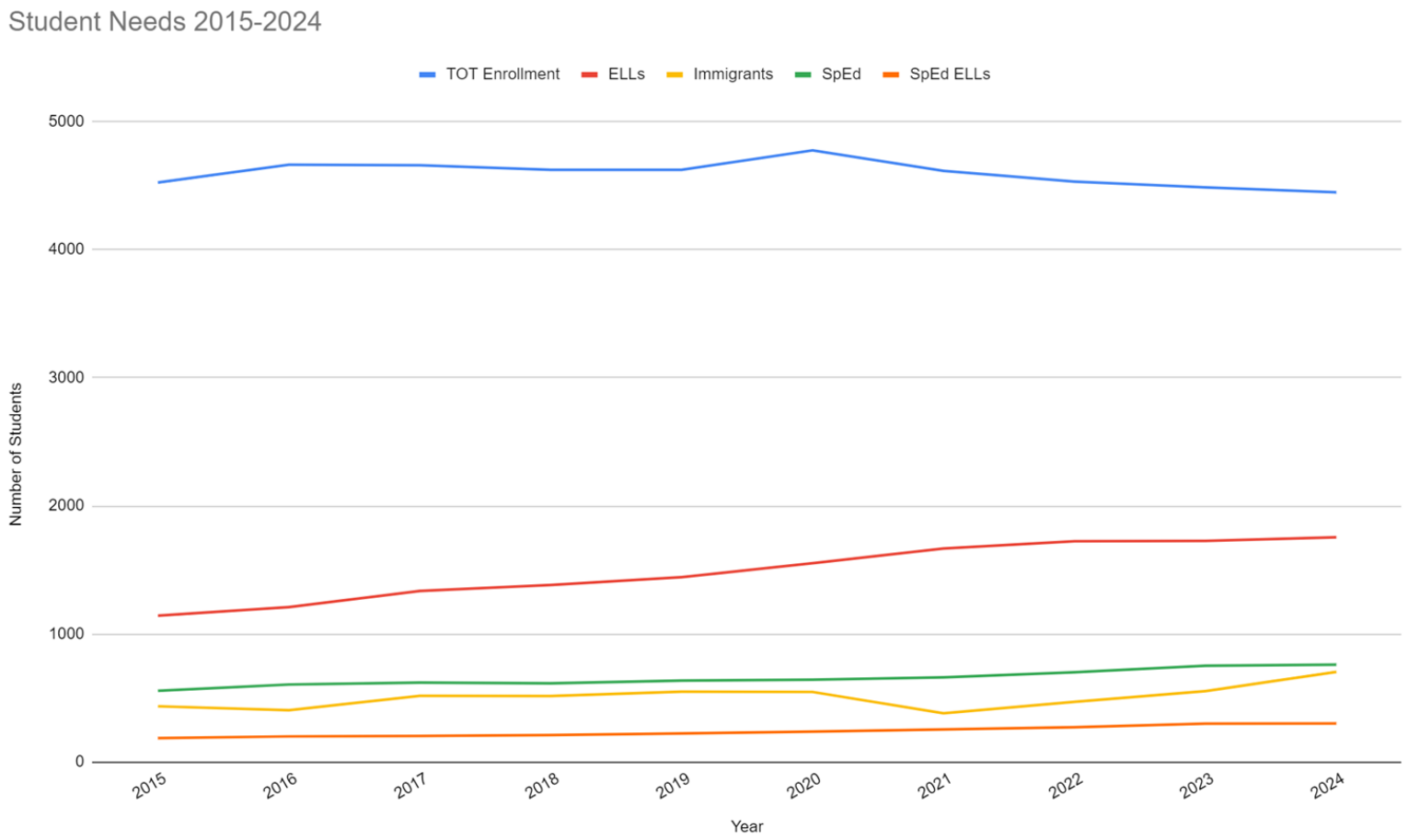
Student needs:



Student needs:



Student needs:



Port Chester-Rye UFSD

Fall 2024 Data Presentation

November 21 , 2024



District Demographics

PCRUFSD	2021-22		2022-23		2023-24	
Total	4,531		4,486		4,447	
Female	2,163	48%	2,144	48%	2,128	48%
Male	2,368	52%	2,342	52%	2,319	52%
American Indian/Alaska Native	18	0%	16	0%	17	0%
Black	131	3%	121	3%	125	3%
Hispanic	3,789	84%	3,808	85%	3,799	85%
Asian/Pacific Islander	67	1%	56	1%	43	1%
White	500	11%	459	10%	434	10%
Multiracial	26	1%	26	1%	29	1%
Students with Disabilities	701	15%	752	17%	761	17%
Students with 504 plans	139	3%	139	3%	155	3%
English Language Learner	1,724	38%	1,727	38%	1,755	39%
Economically Disadvantaged	3,438	76%	3,556	79%	3,526	79%

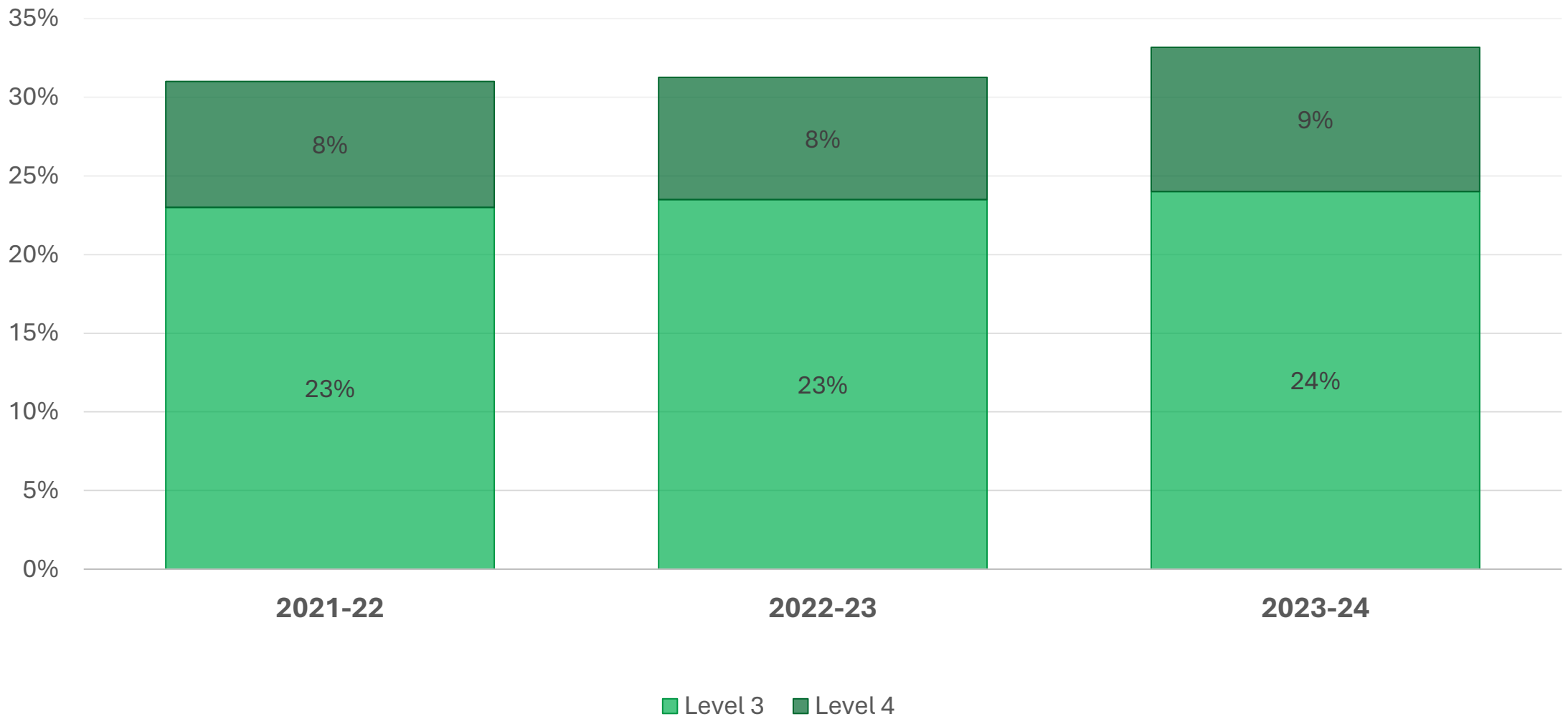
*Most similar Westchester district: 32% ELLs, 61% Economically disadvantaged

Port Chester–Rye UFSD ELA Data



- 2024 NYS ELA 3-8 Assessments
  - Combined 3-8 Proficiency
    - District Profile
    - School Profile
  - District Comparison
  - Cohort Profile w/ NYSESLAT Data
- STAR Reading
  - Cohort Profile
  - School Profile

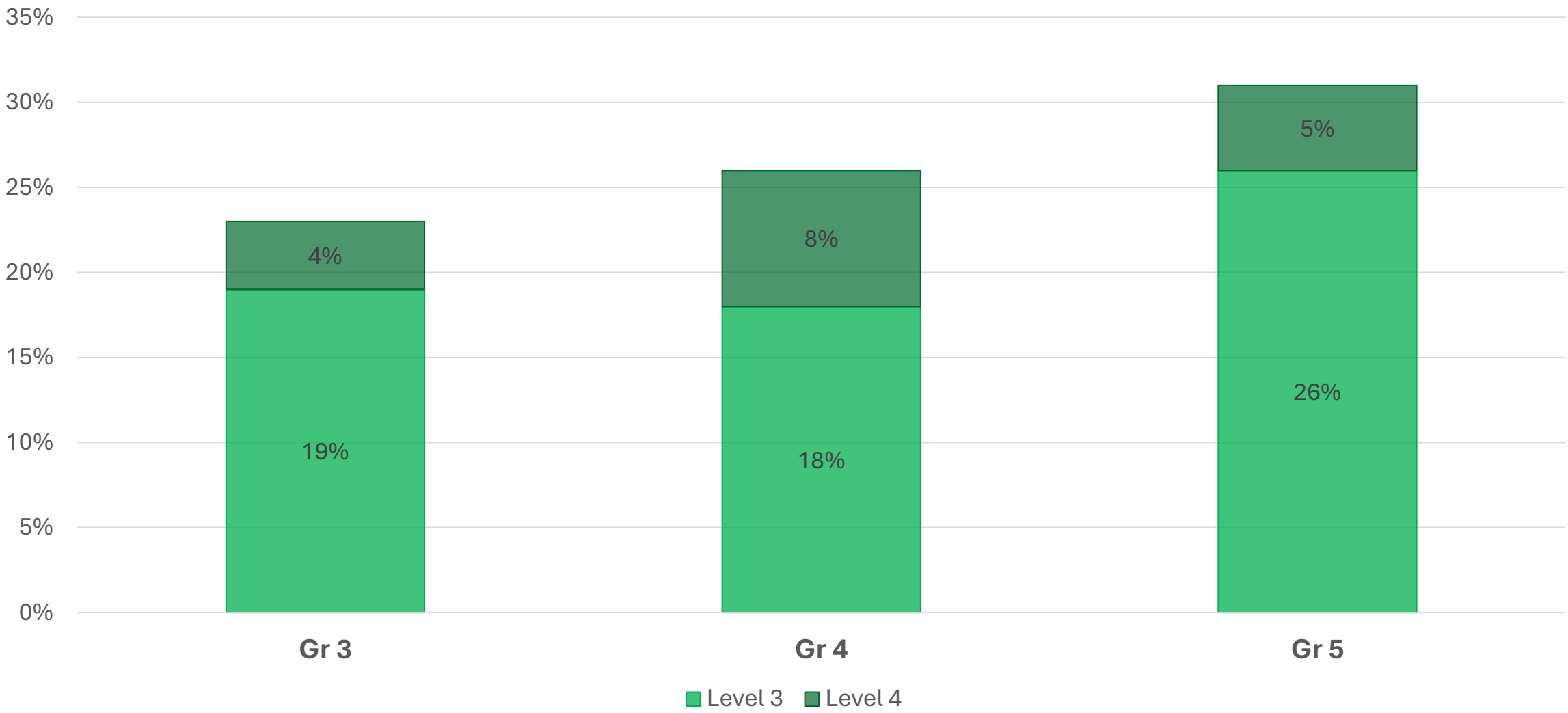
NYS ELA Combined 3-8 Proficiency



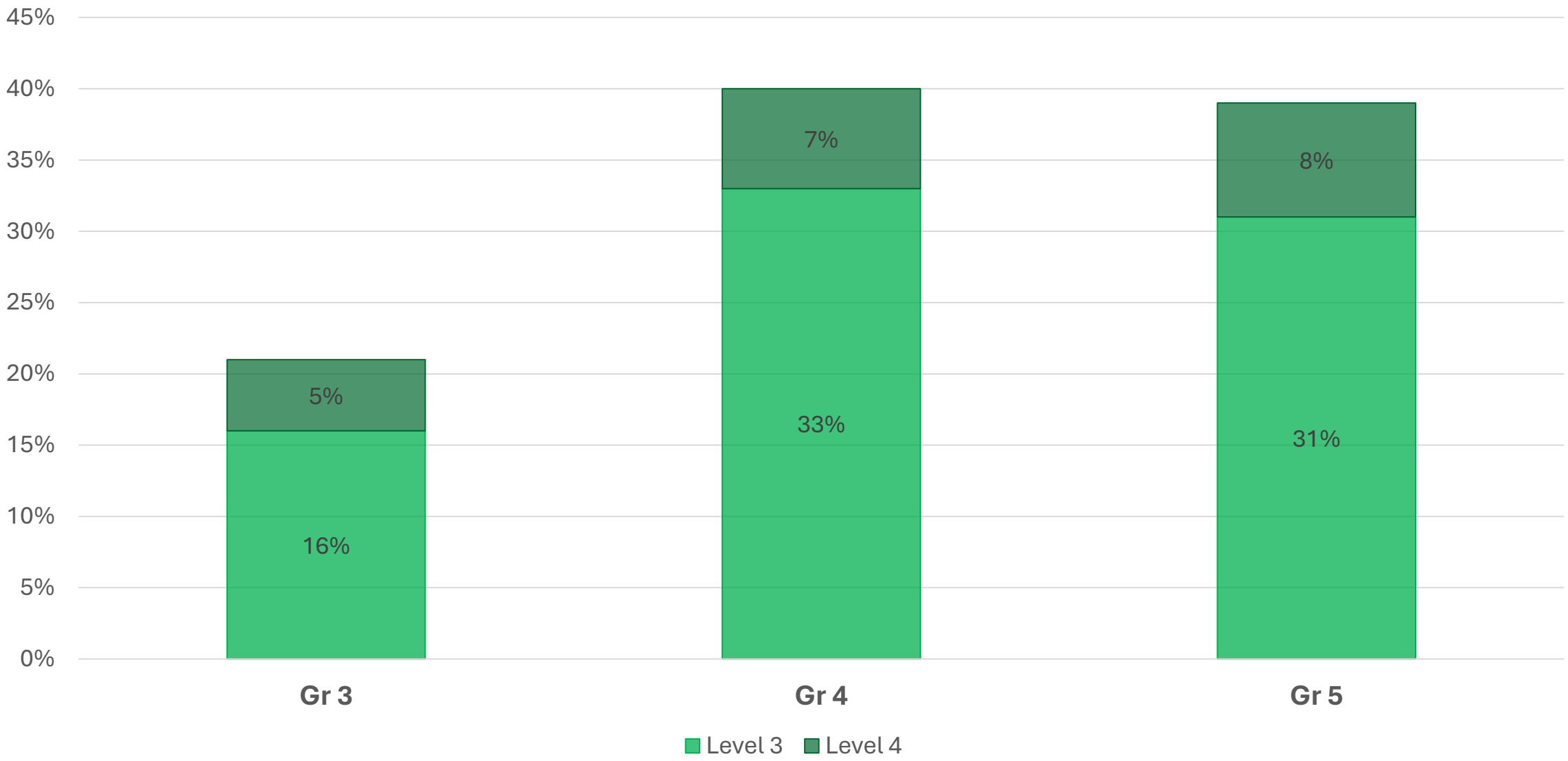
NYS Combined 3-8 ELA Proficiency By School



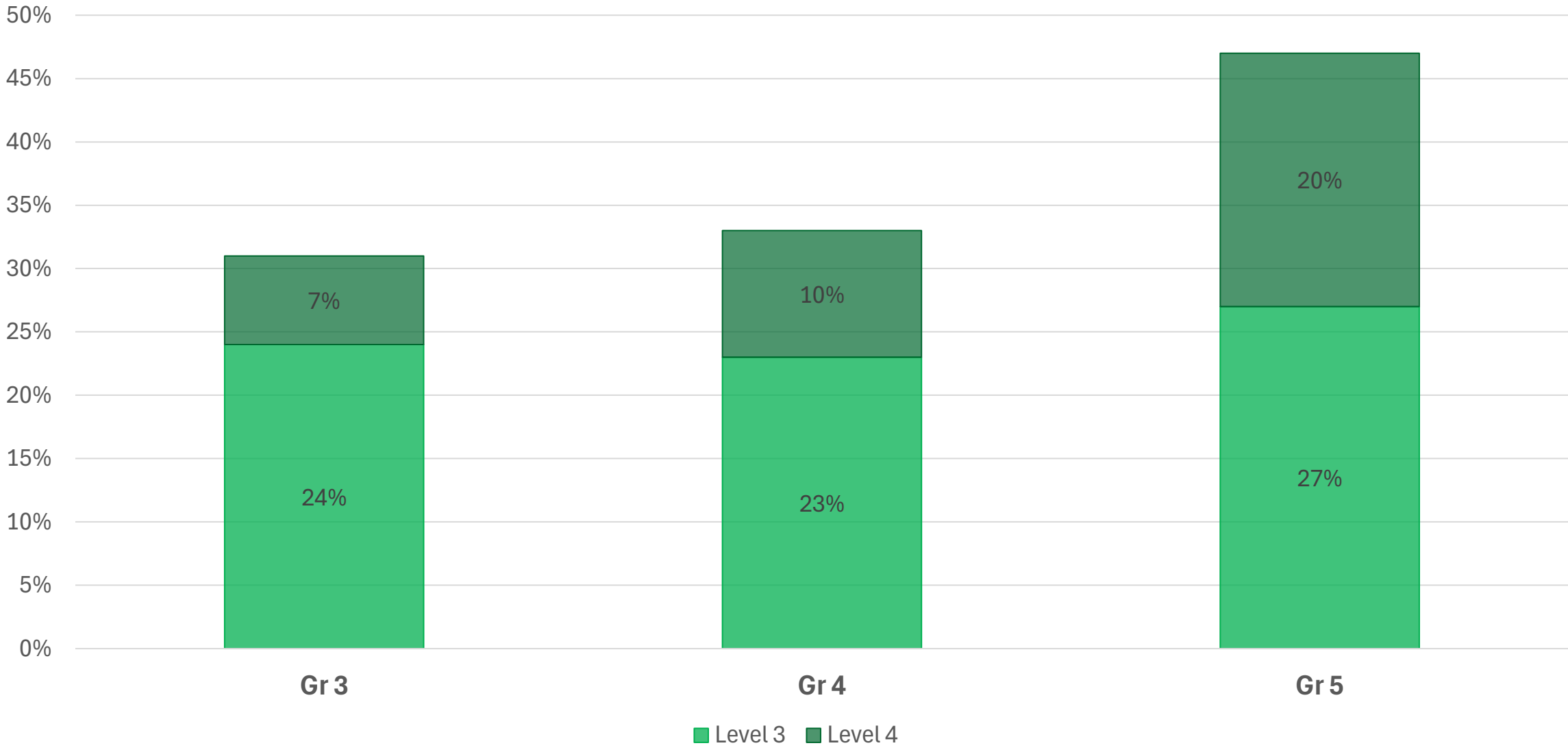
NYS ELA Proficiency-JFK



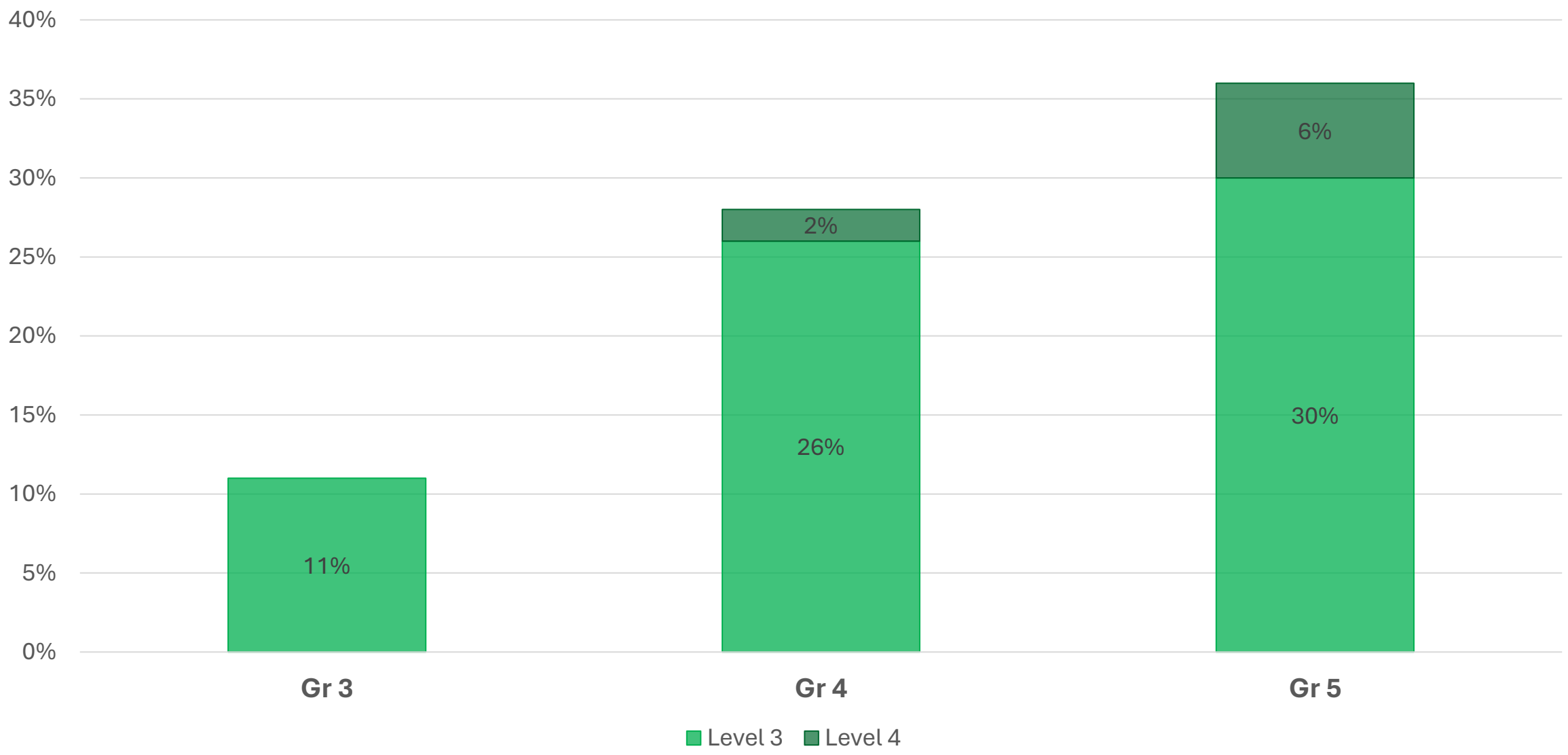
NYS ELA Proficiency-KSS



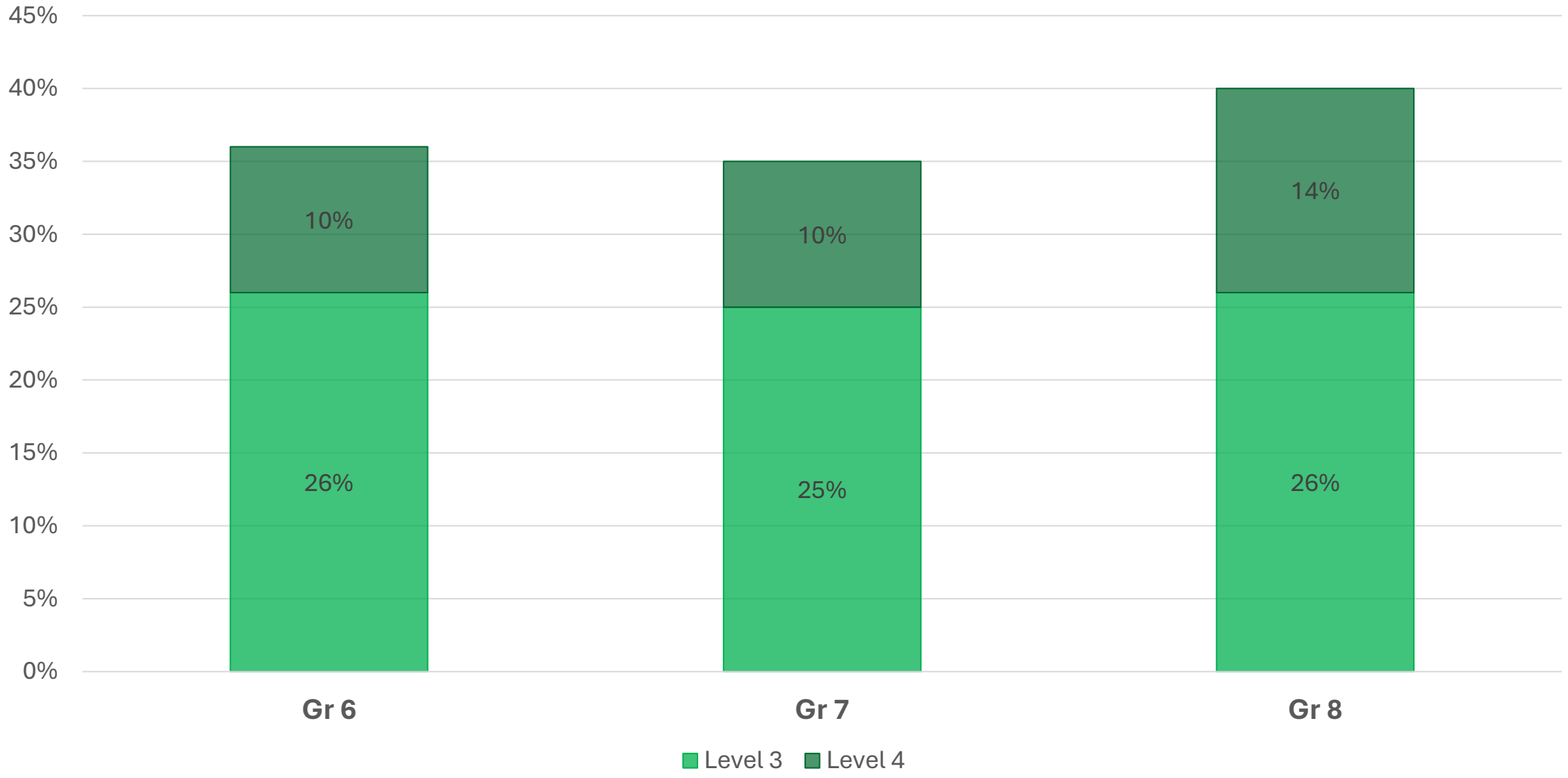
NYS ELA Proficiency-PAS



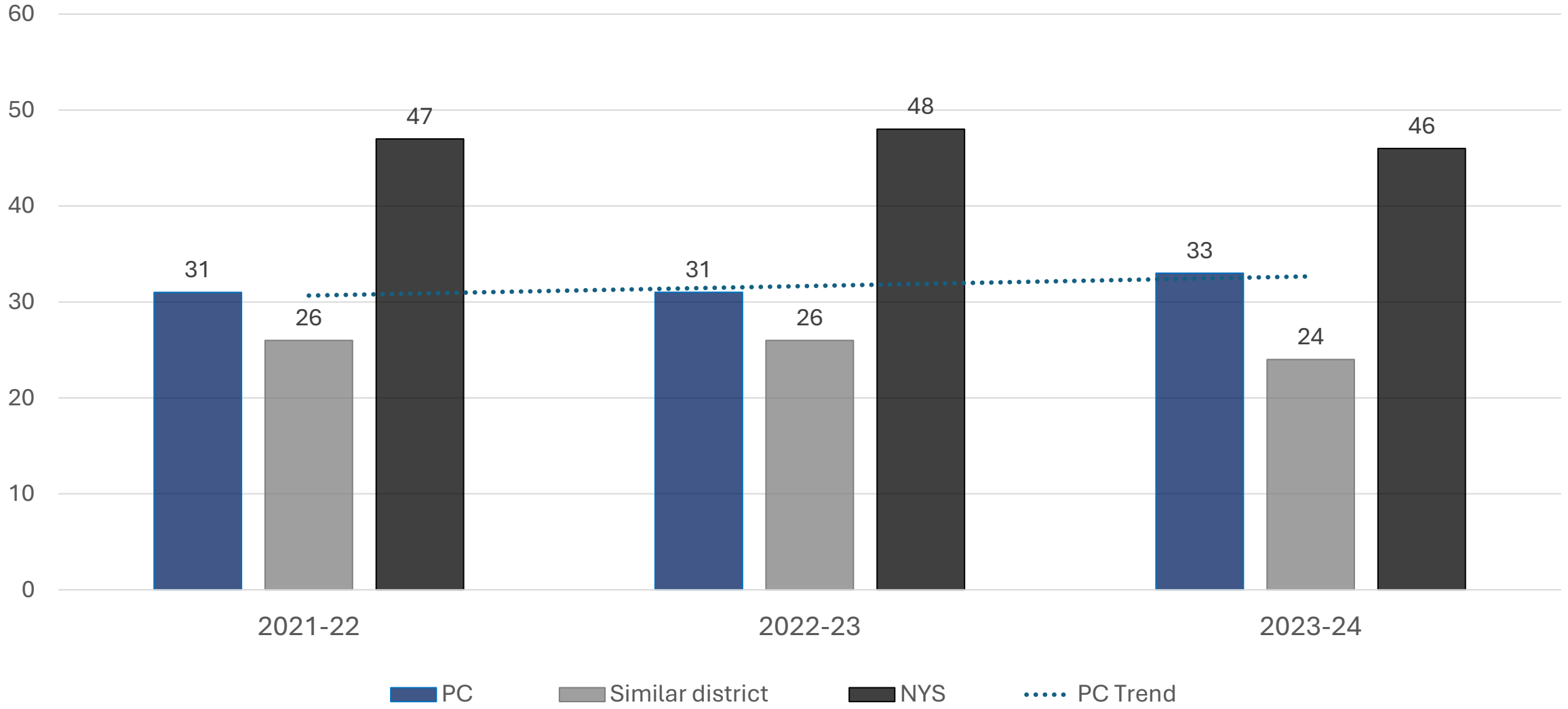
NYS ELA Proficiency-TAE



NYS ELA Proficiency-PCMS

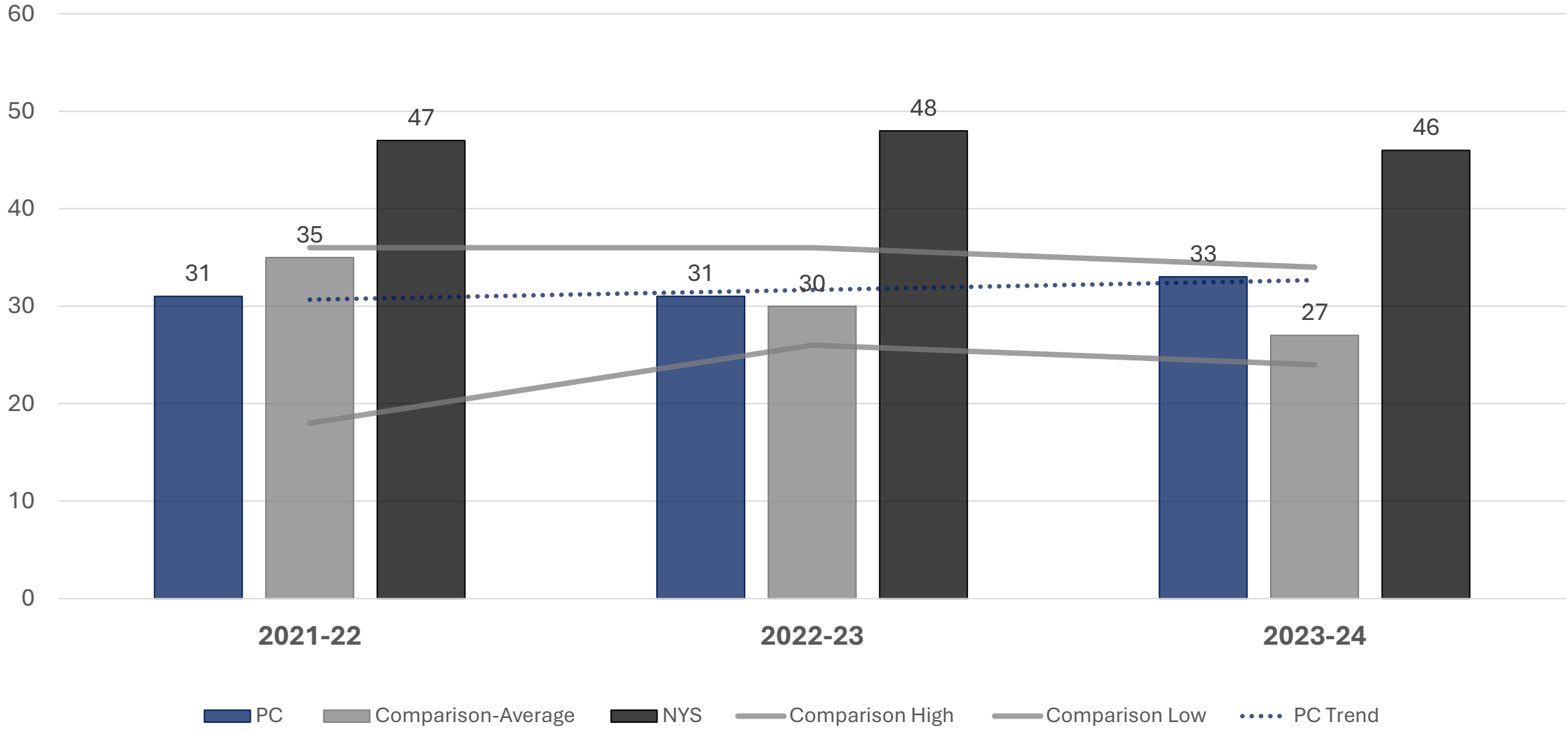


District ELA Comparison



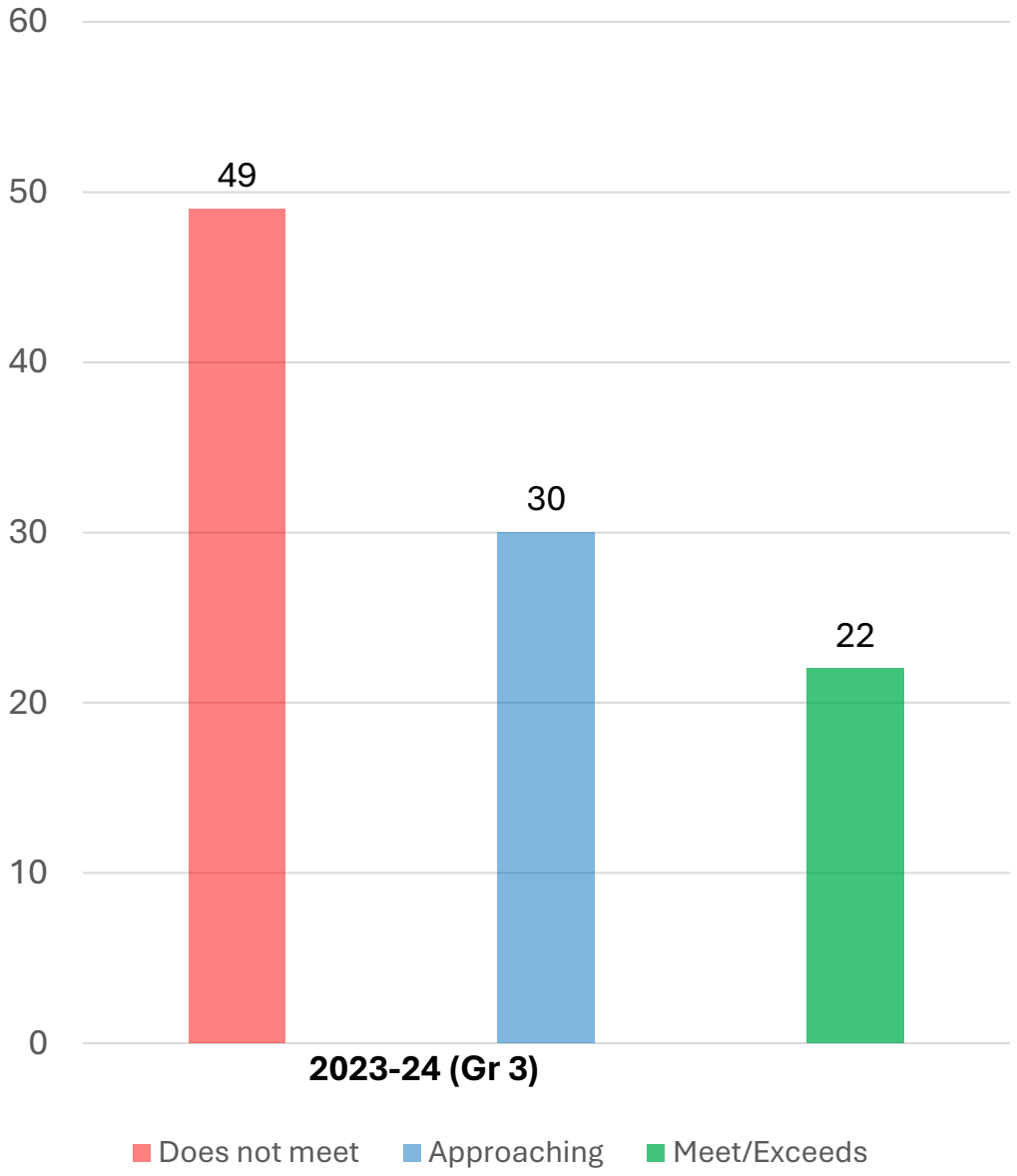
* Most similar Westchester district: 32% ELLs, 61% Economically disadvantaged
PC: 39% ELLs, 79% Economically disadvantaged

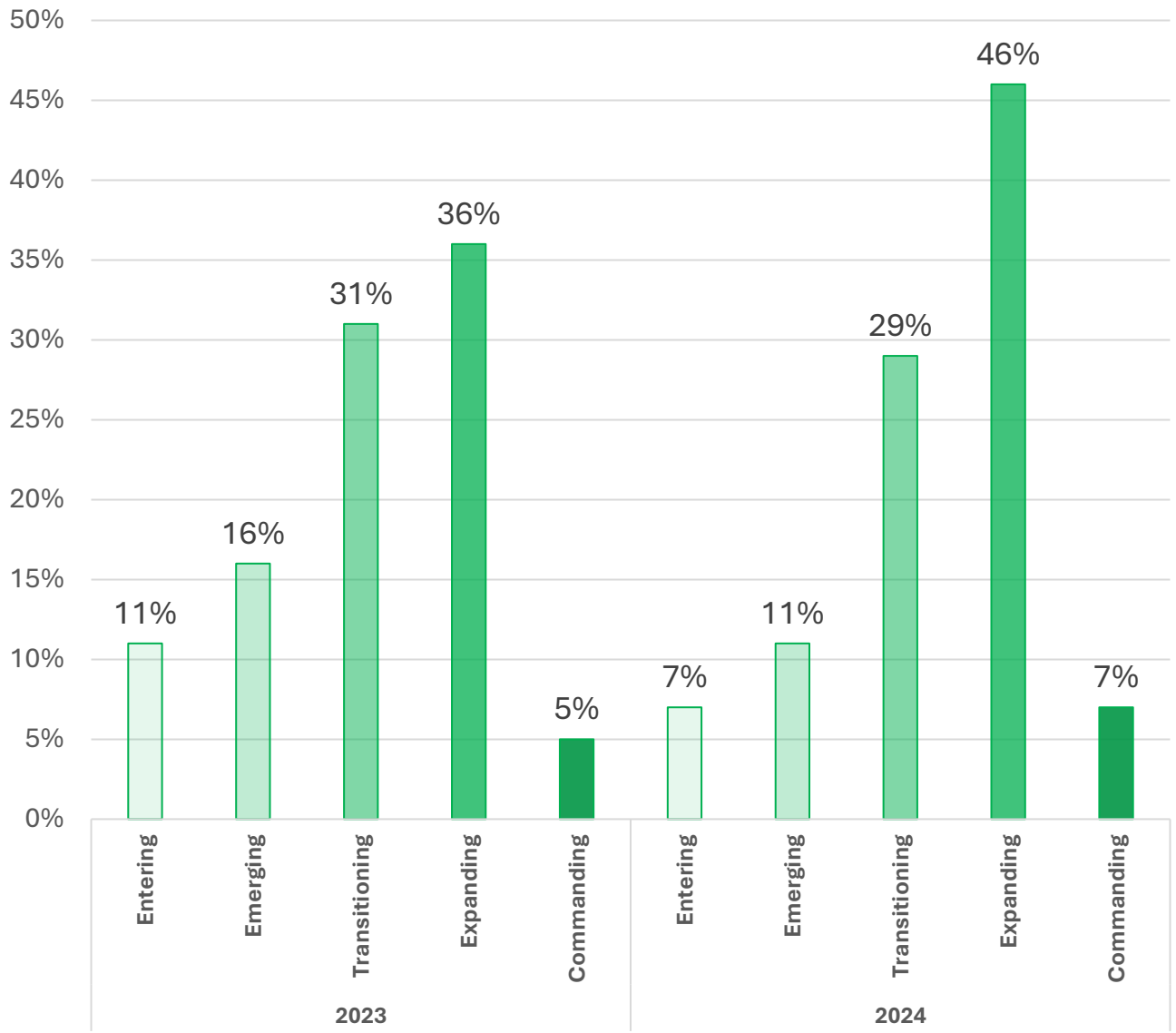
District ELA Comparison



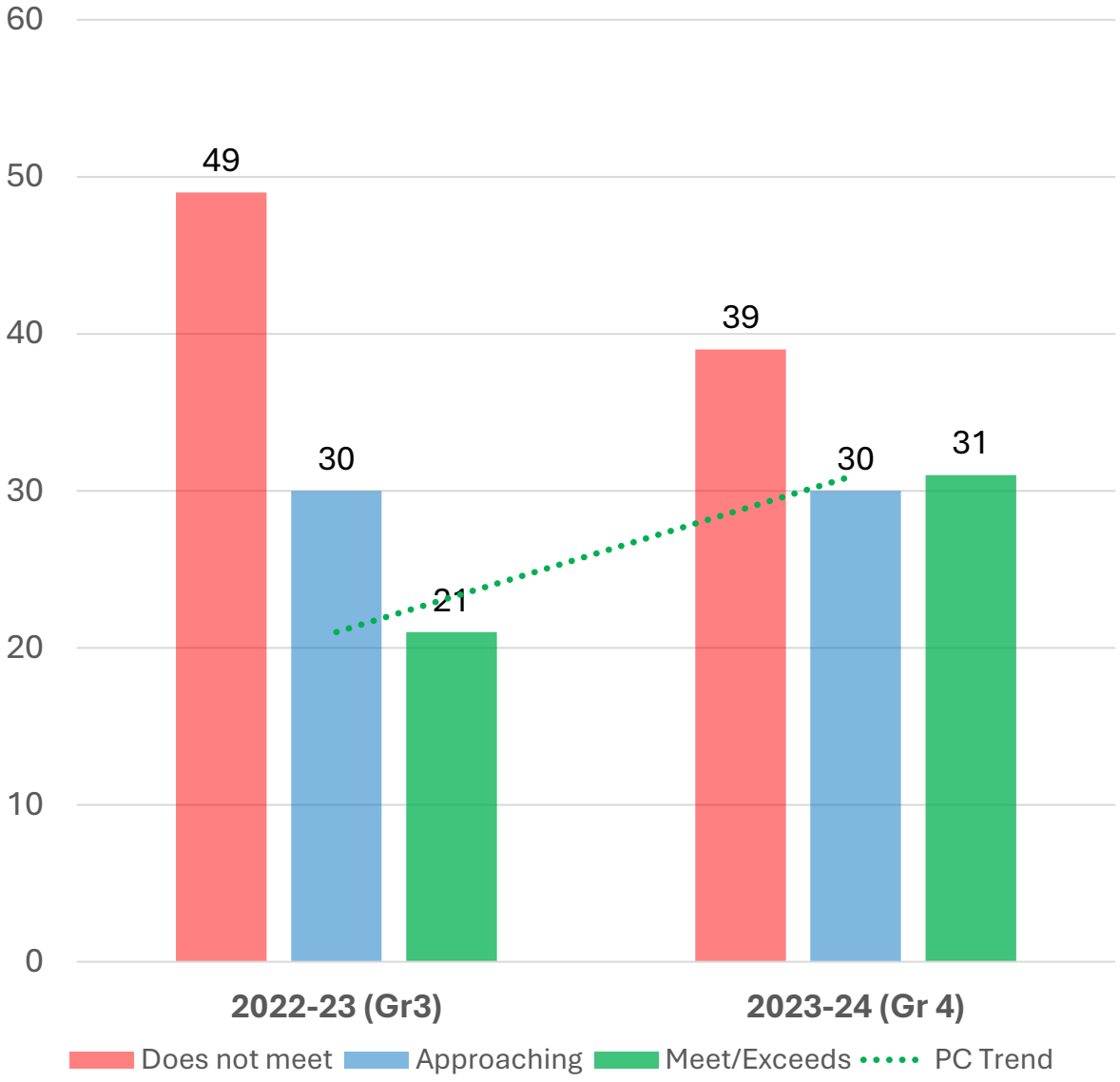
Comparison districts: Peekskill, Brentwood, Hempstead, Westbury
Parameters: Schools with minimum of 30% ELL and 60% Economically disadvantaged
Average proficiency: 27% ELA, 33% Math

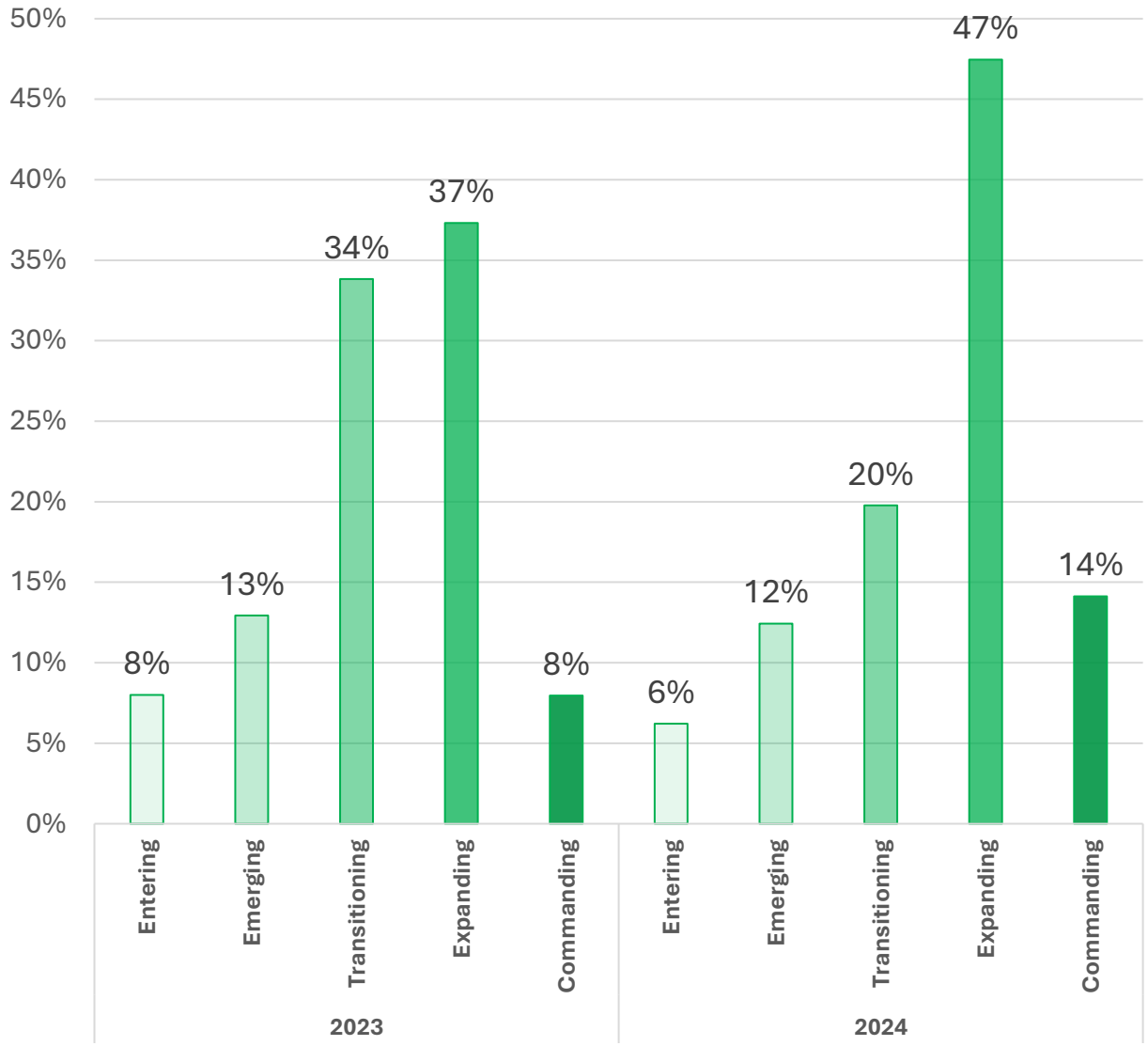
NYS ELA & NYSESLAT Assessments-Grade 3



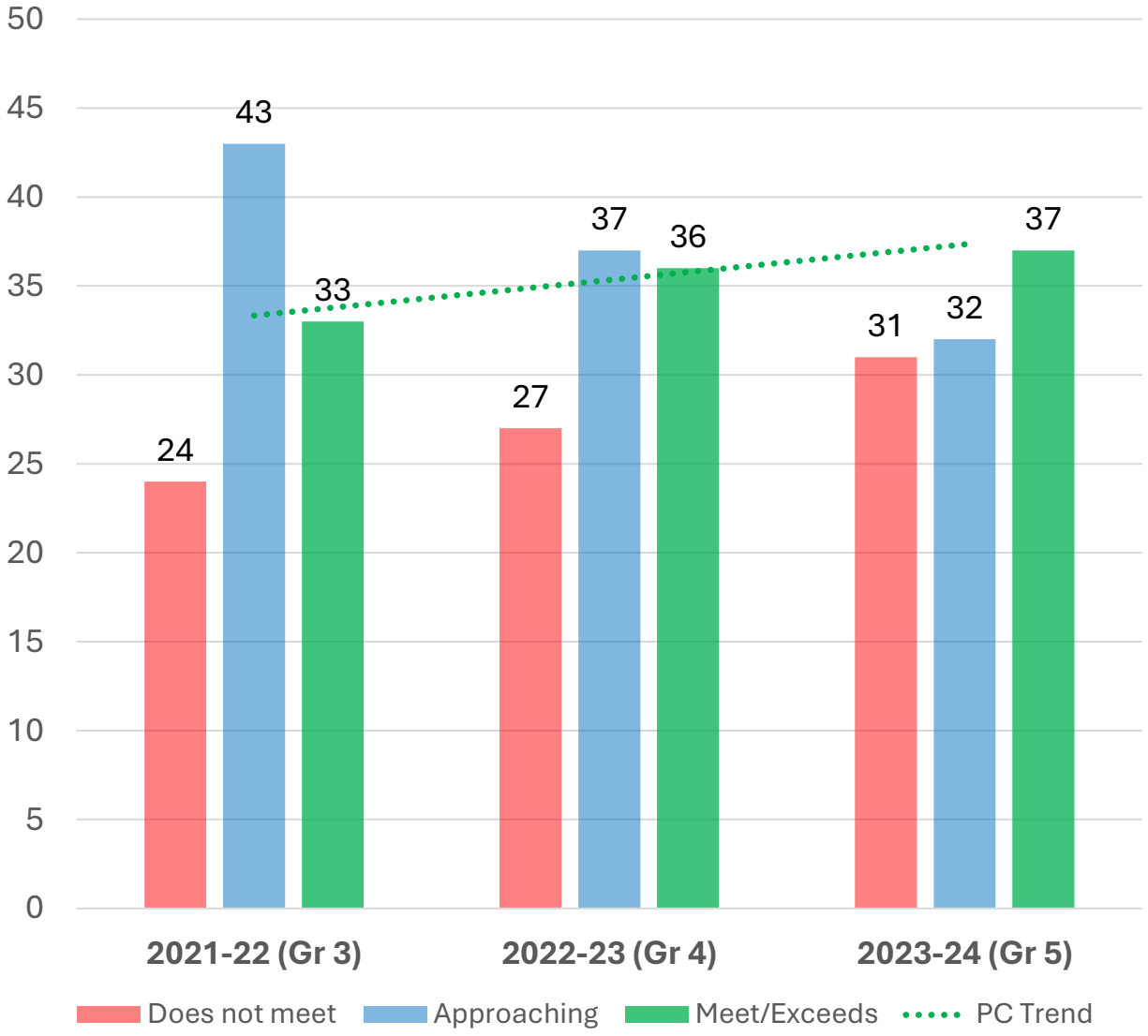


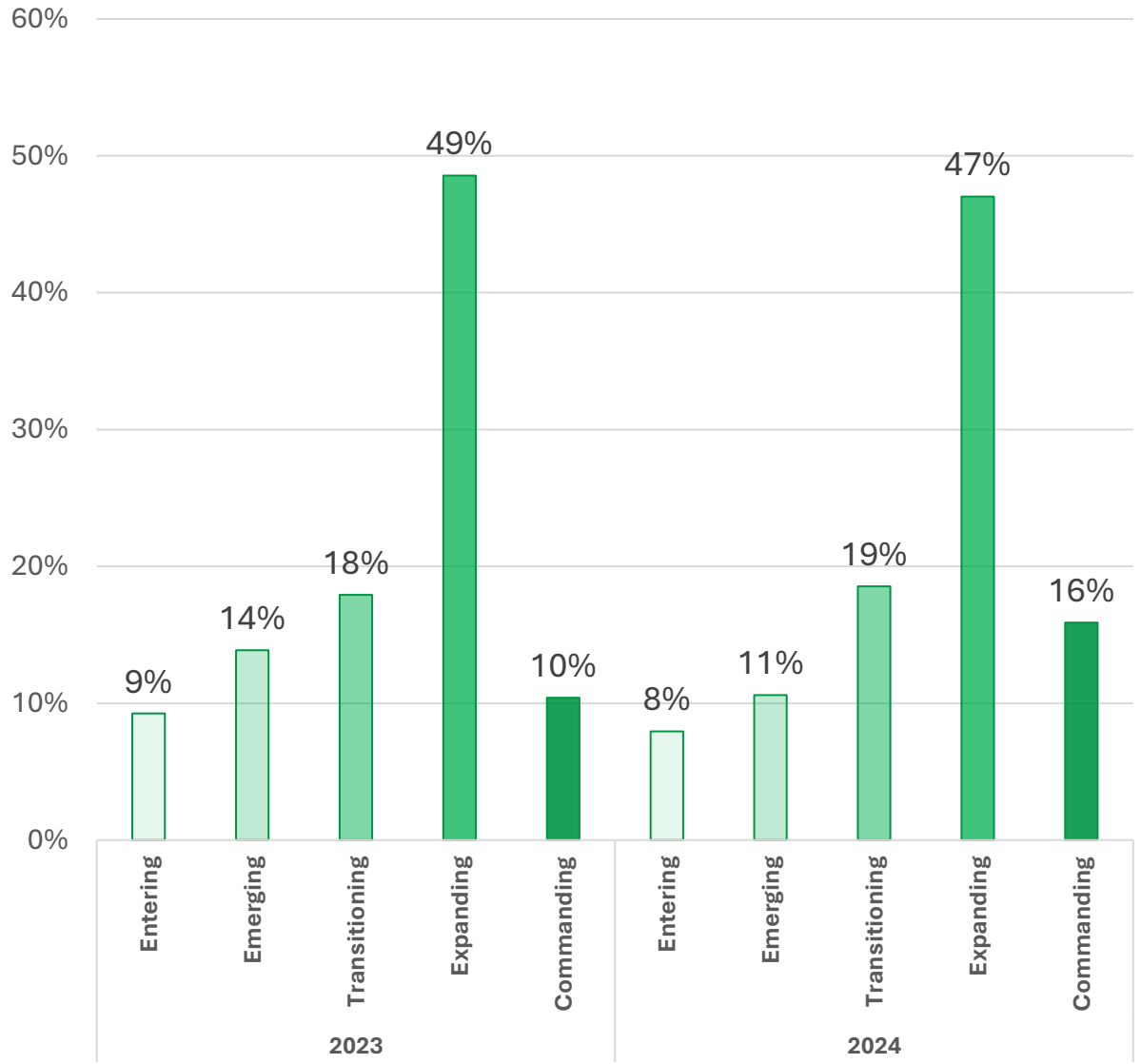
NYS ELA & NYSESLAT Assessments-Grade 4



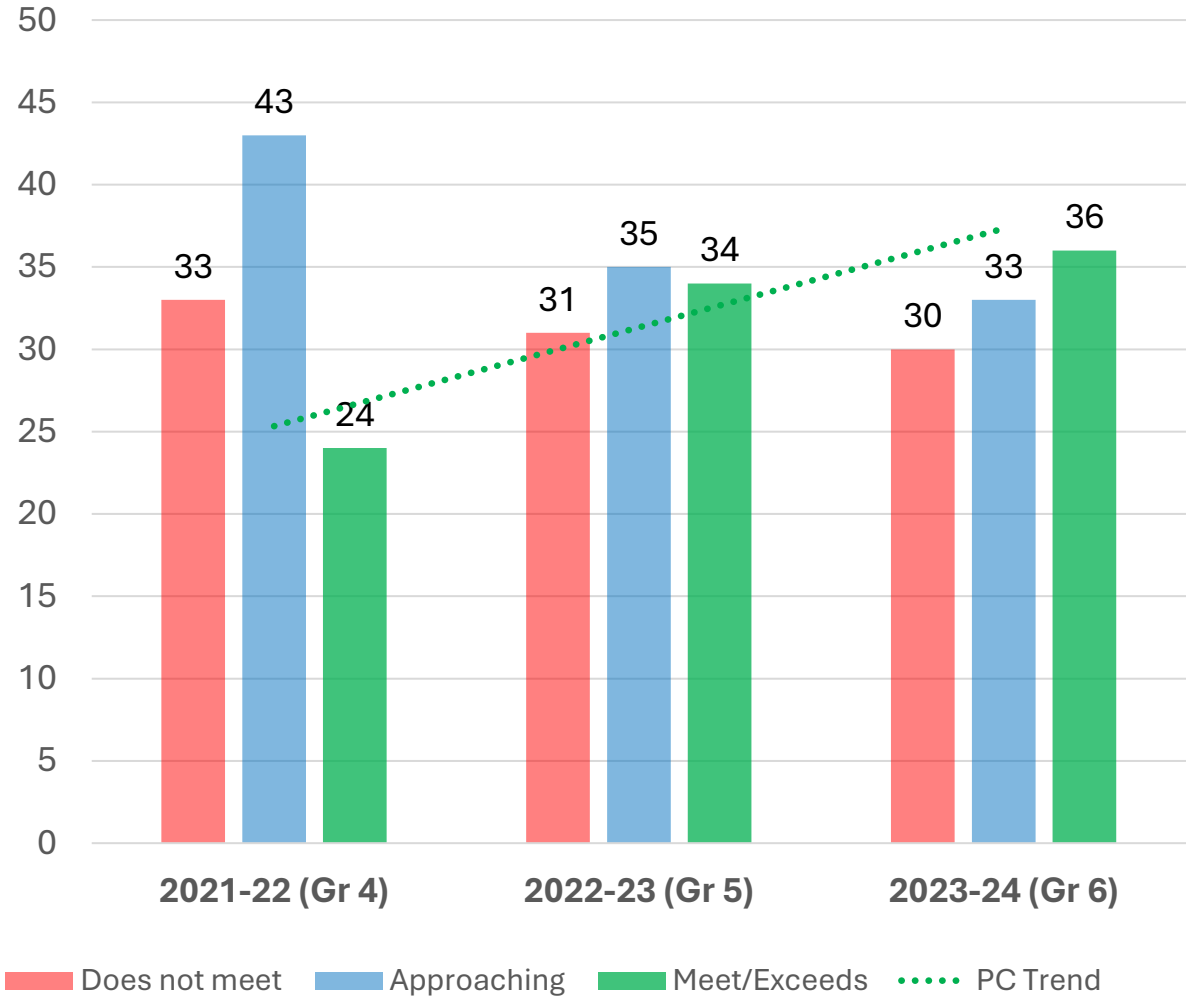


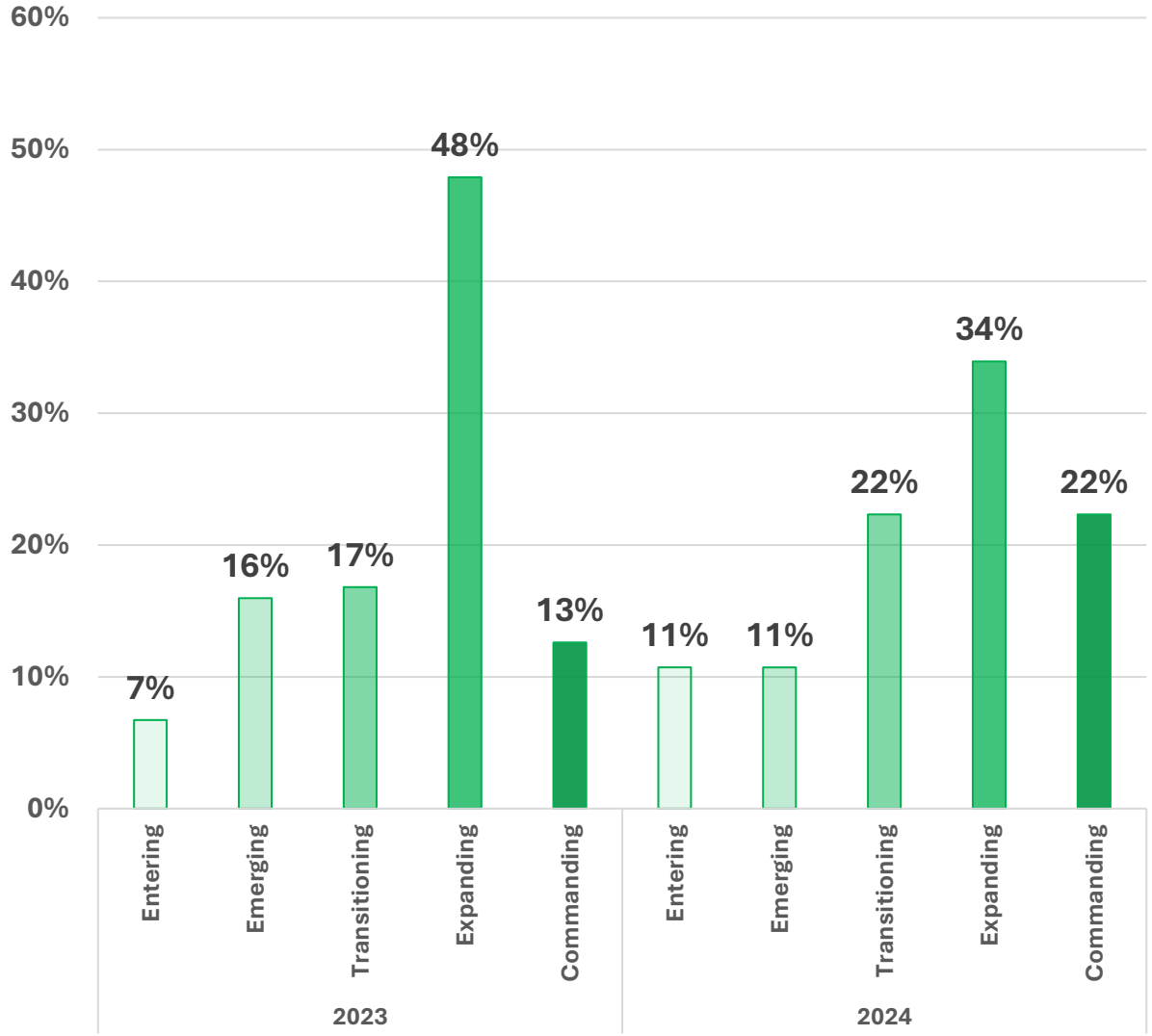
NYS ELA& NYSESLAT Assessments-Grade 5



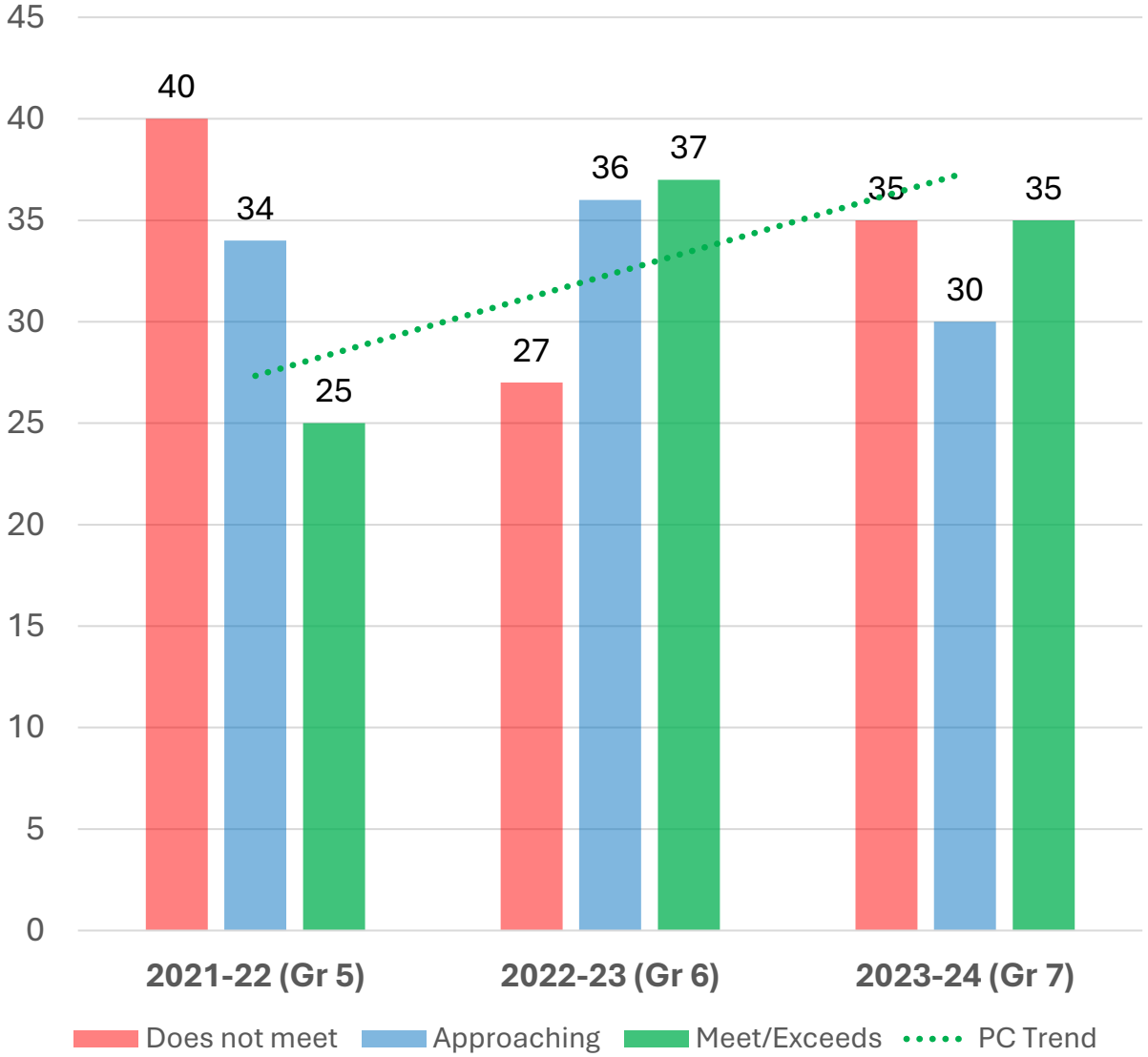


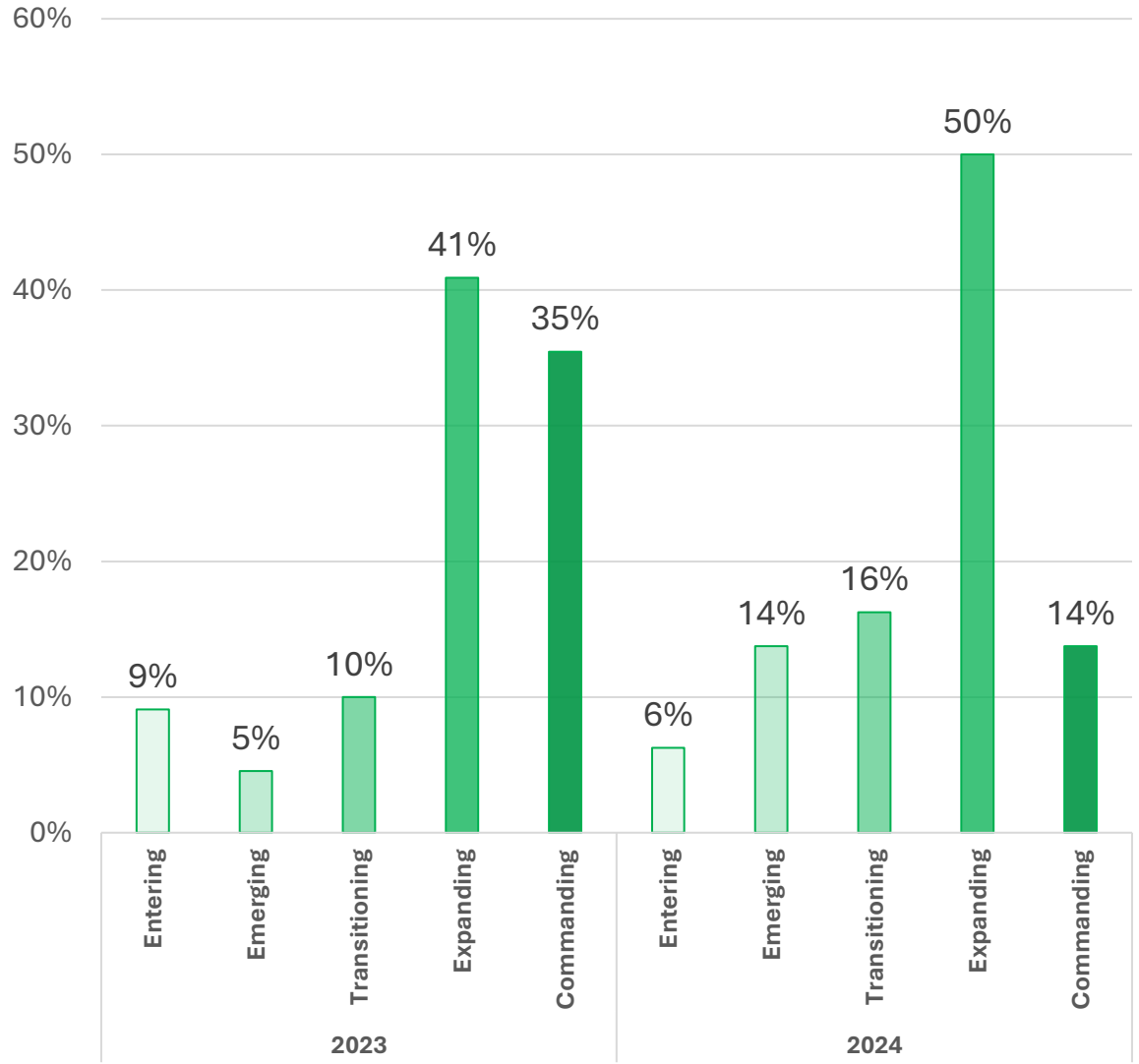
NYS ELA & NYSESLAT Assessment Data-Grade 6



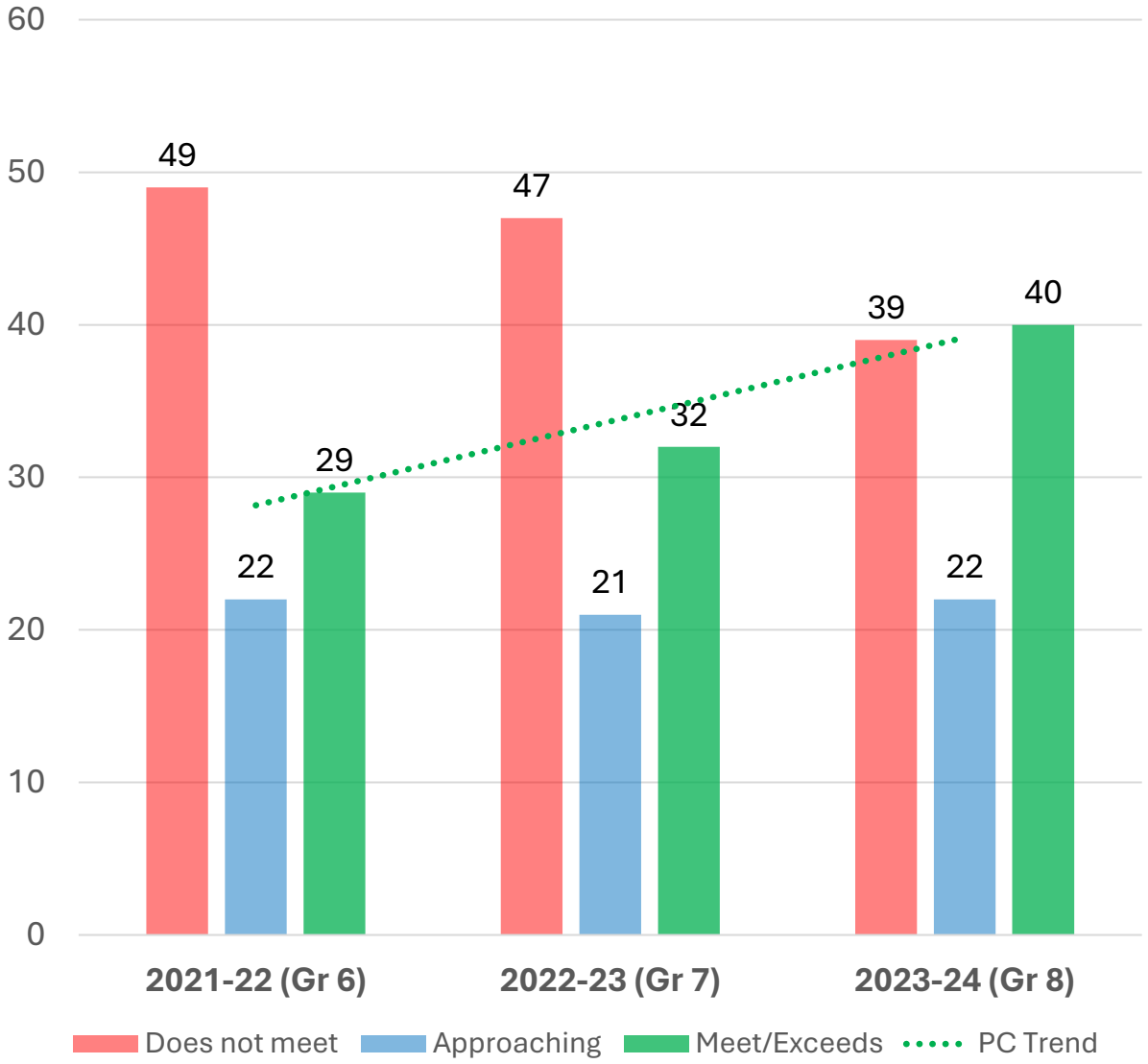


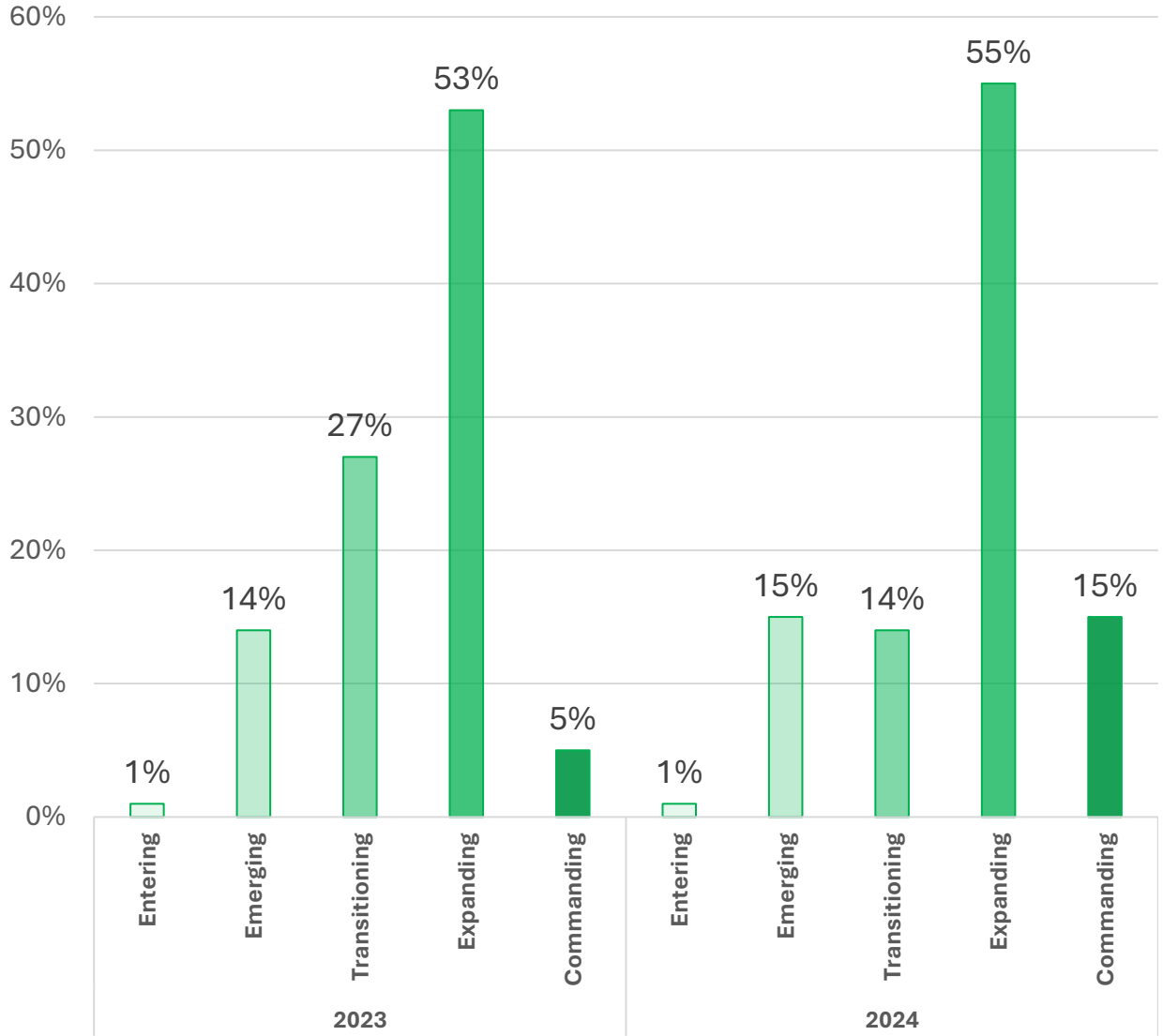
NYS ELA & NYSESLAT Assessment Data-Grade 7



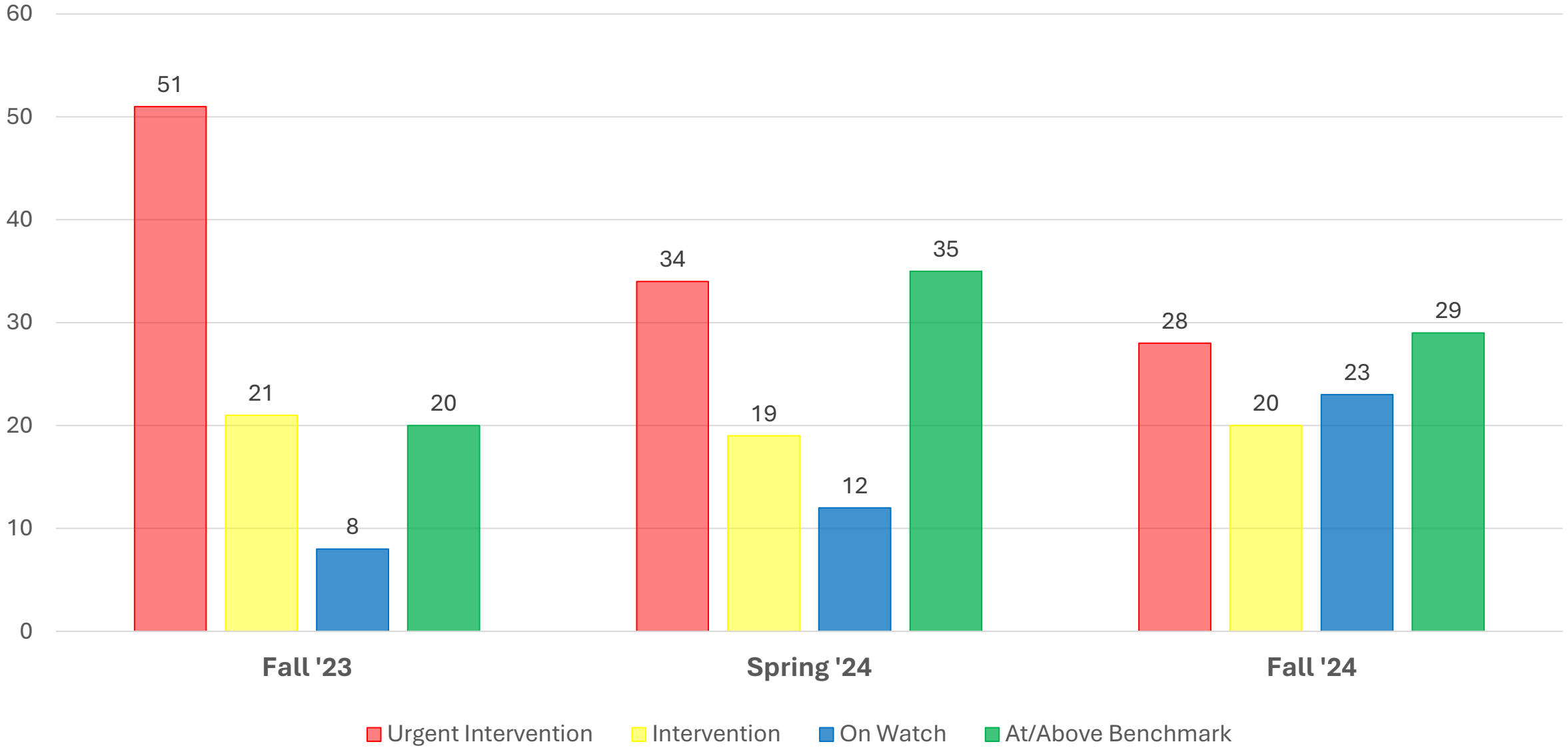


NYS ELA & NYSESLAT Assessment Data-Grade 8

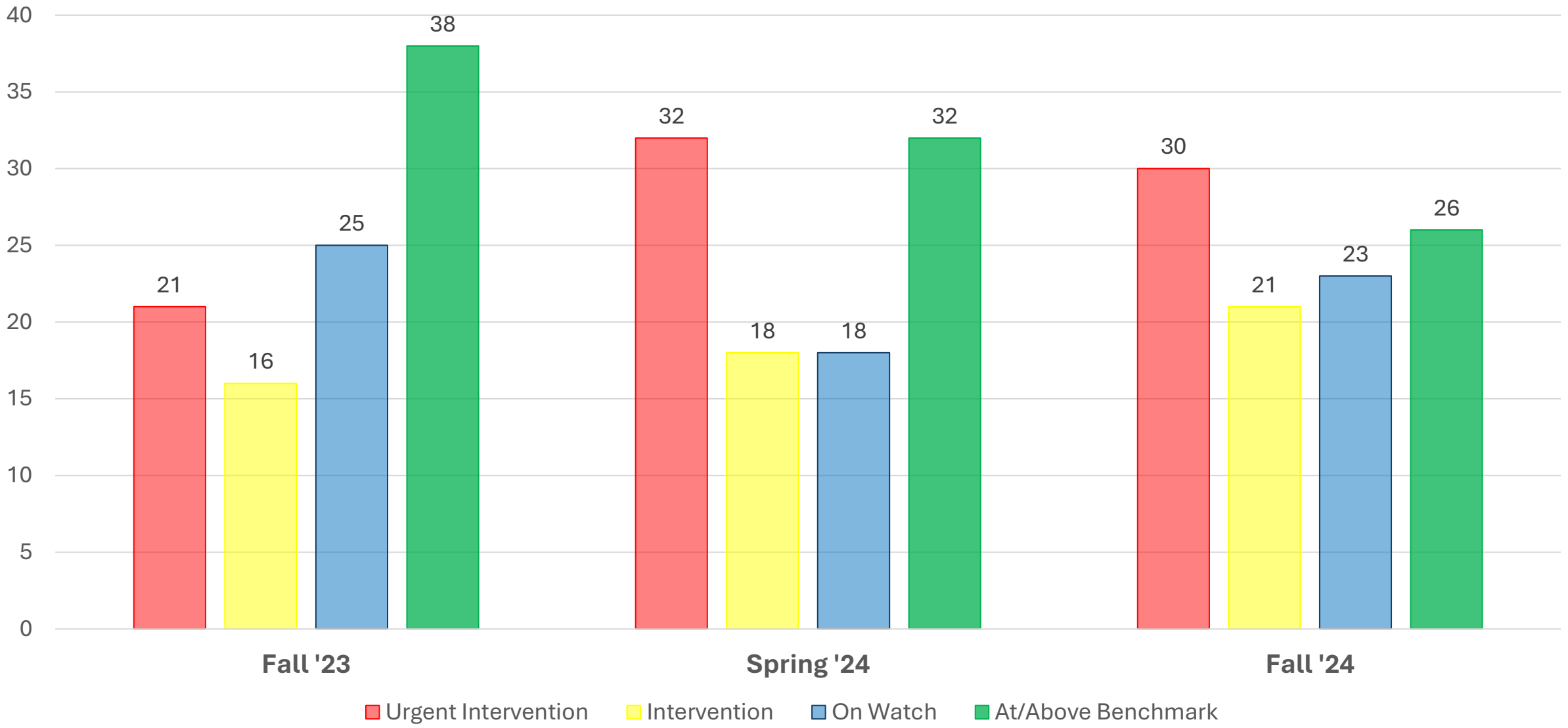




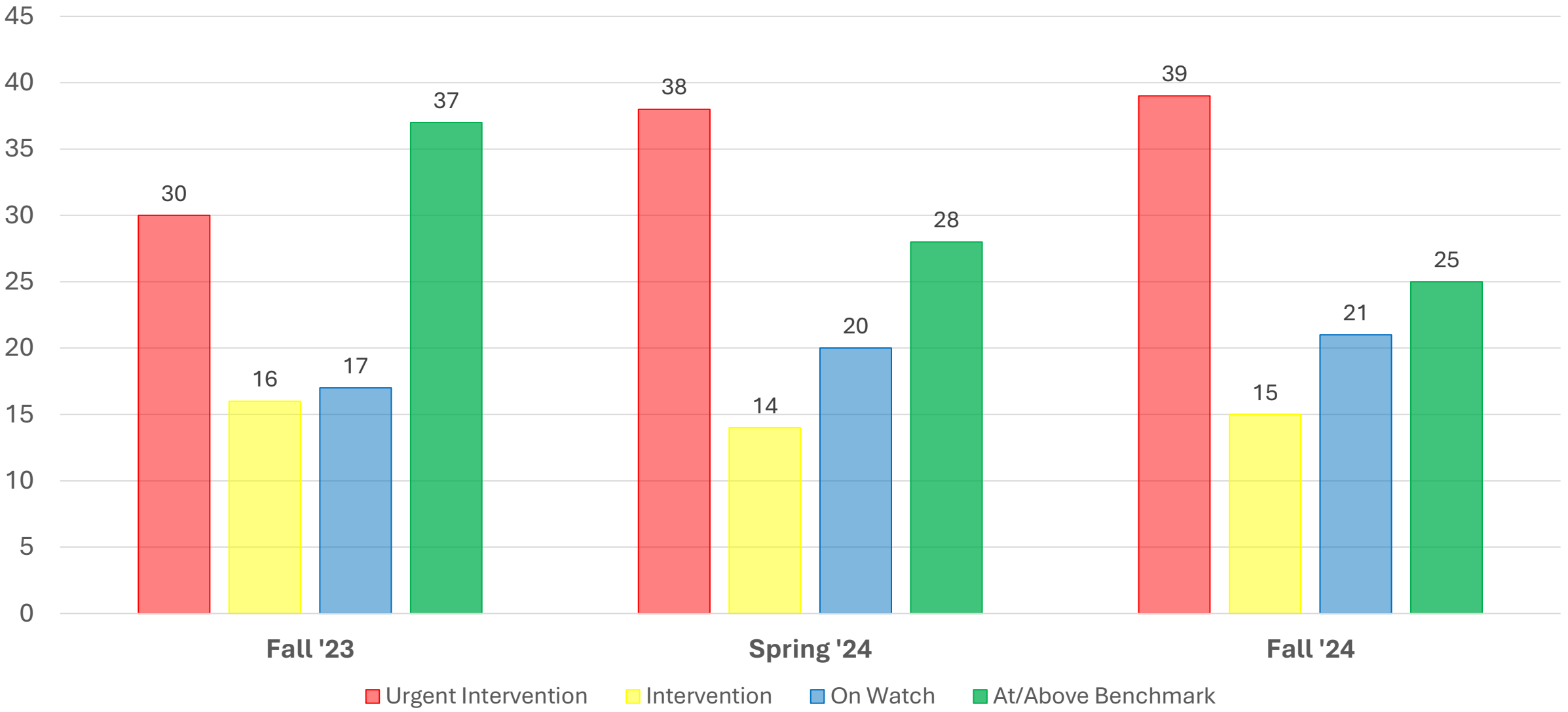
STAR Reading-Grade 3



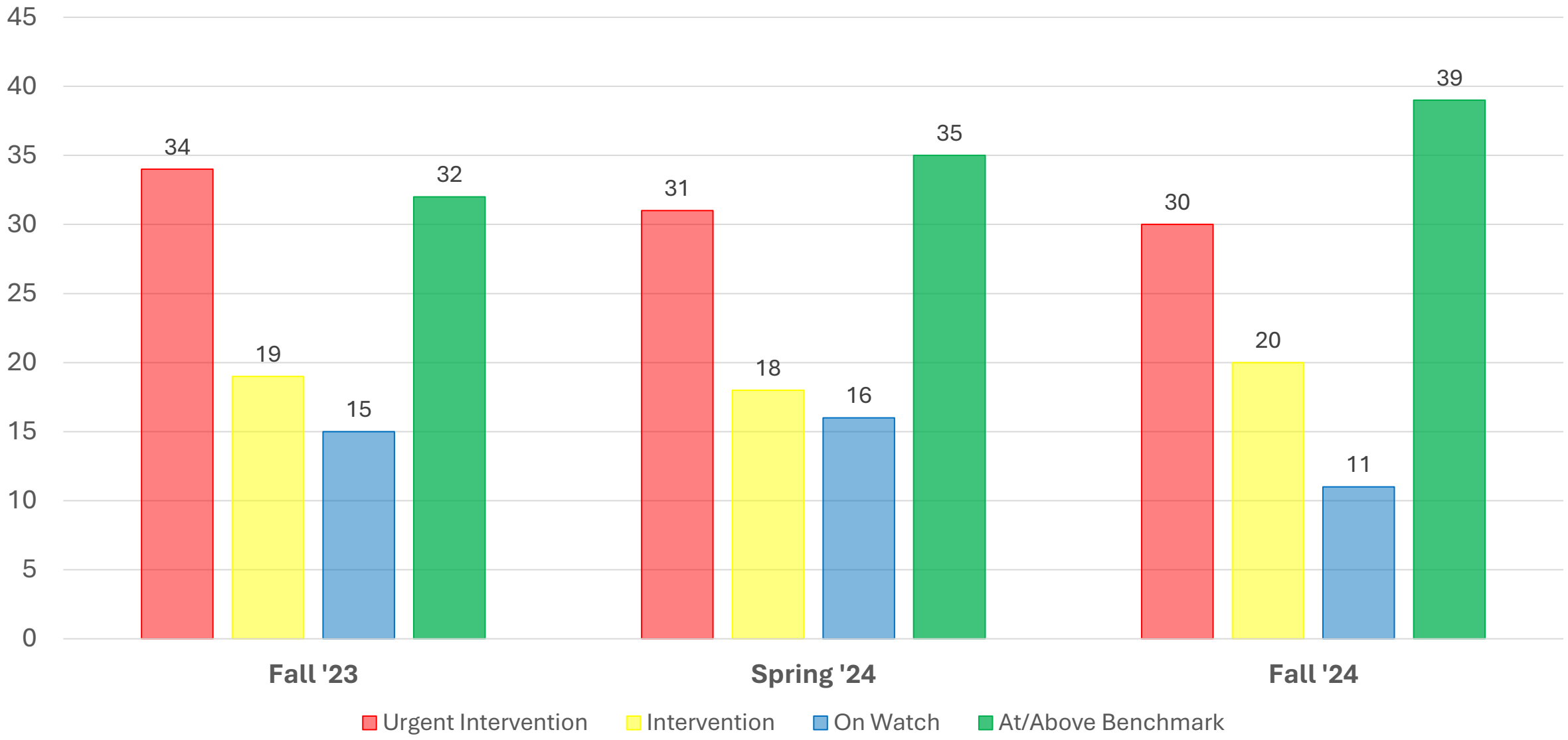
STAR Reading-Grade 4



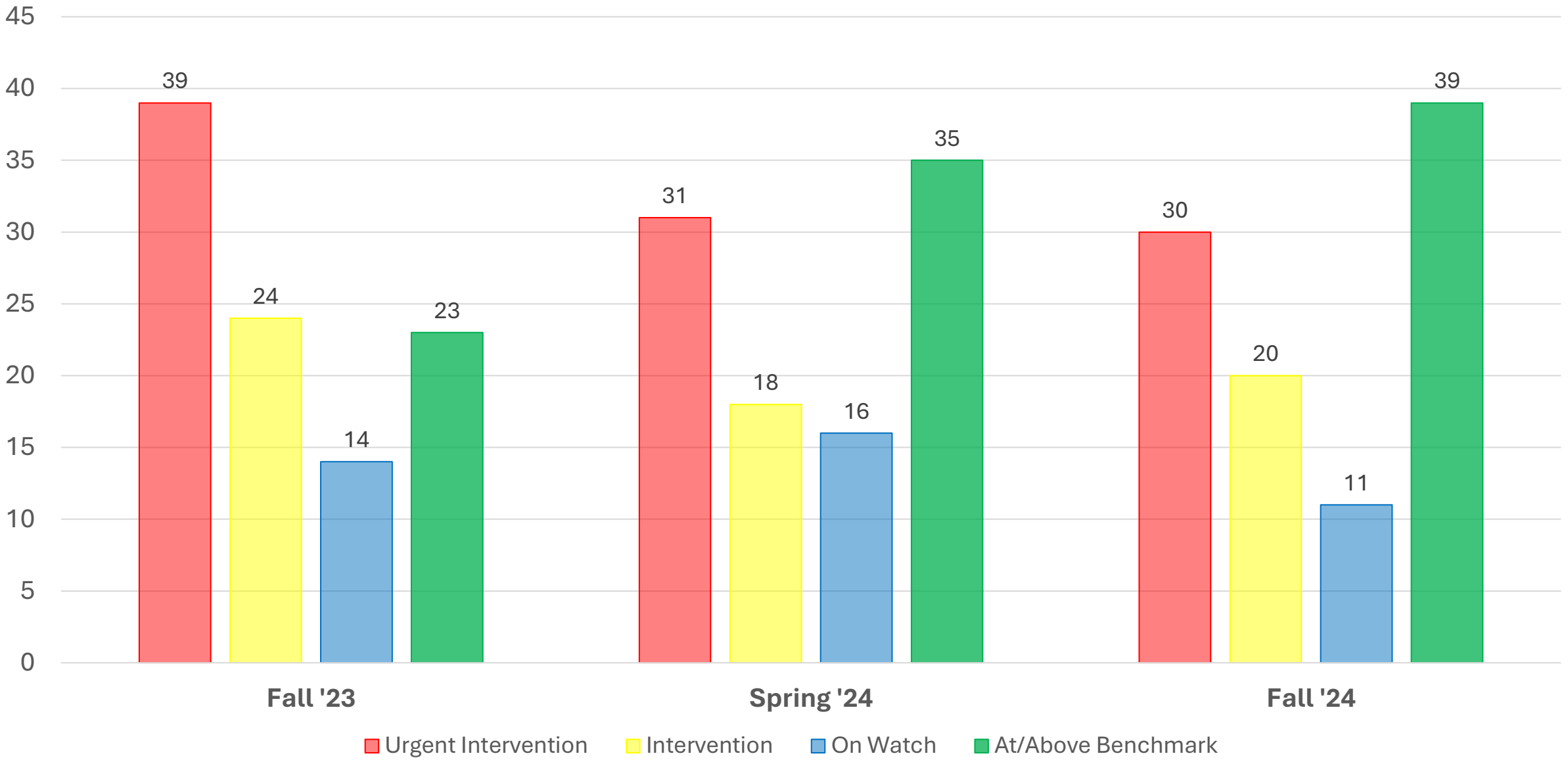
STAR Reading-Grade 5



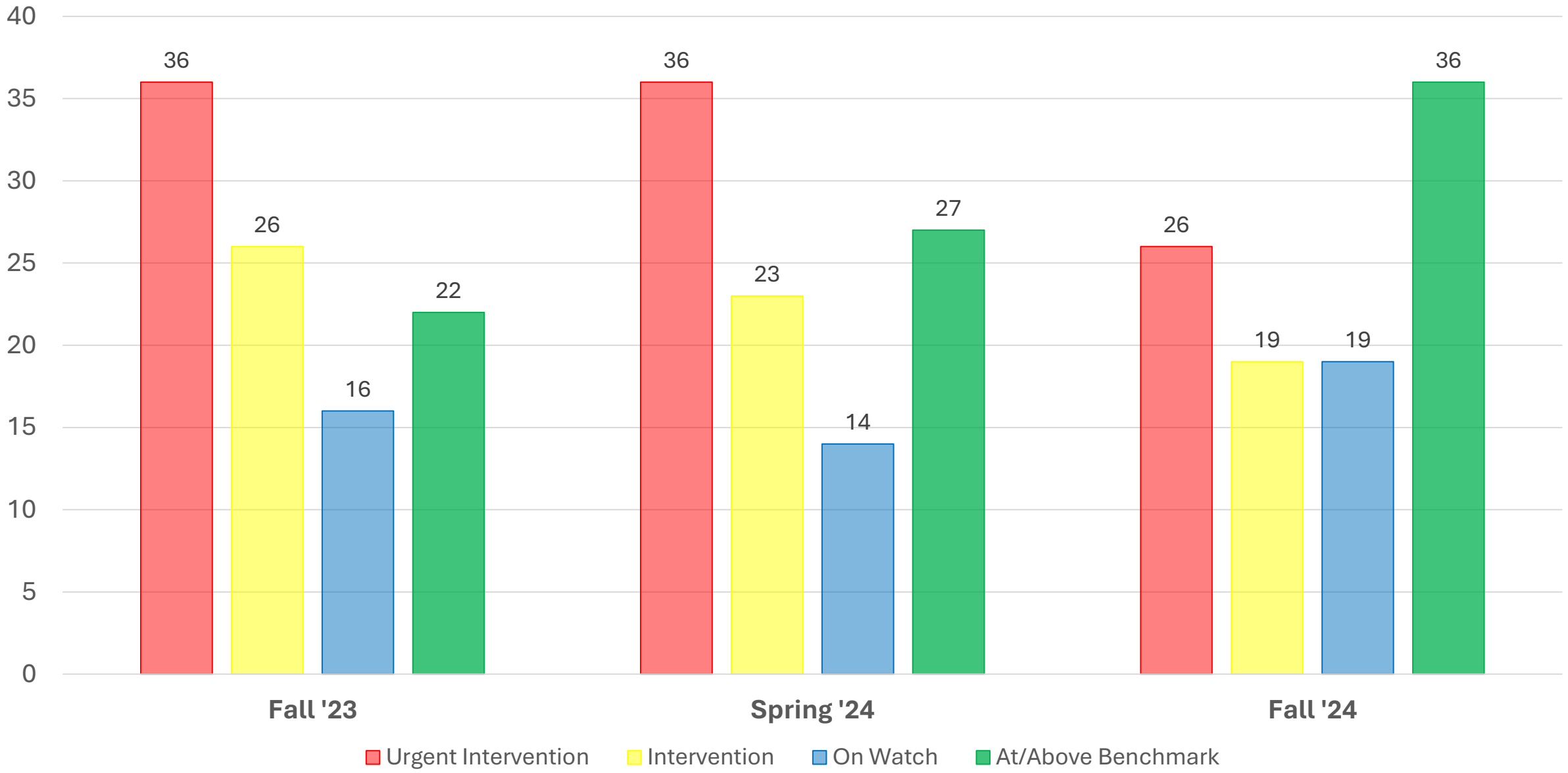
STAR Reading-Grade 6



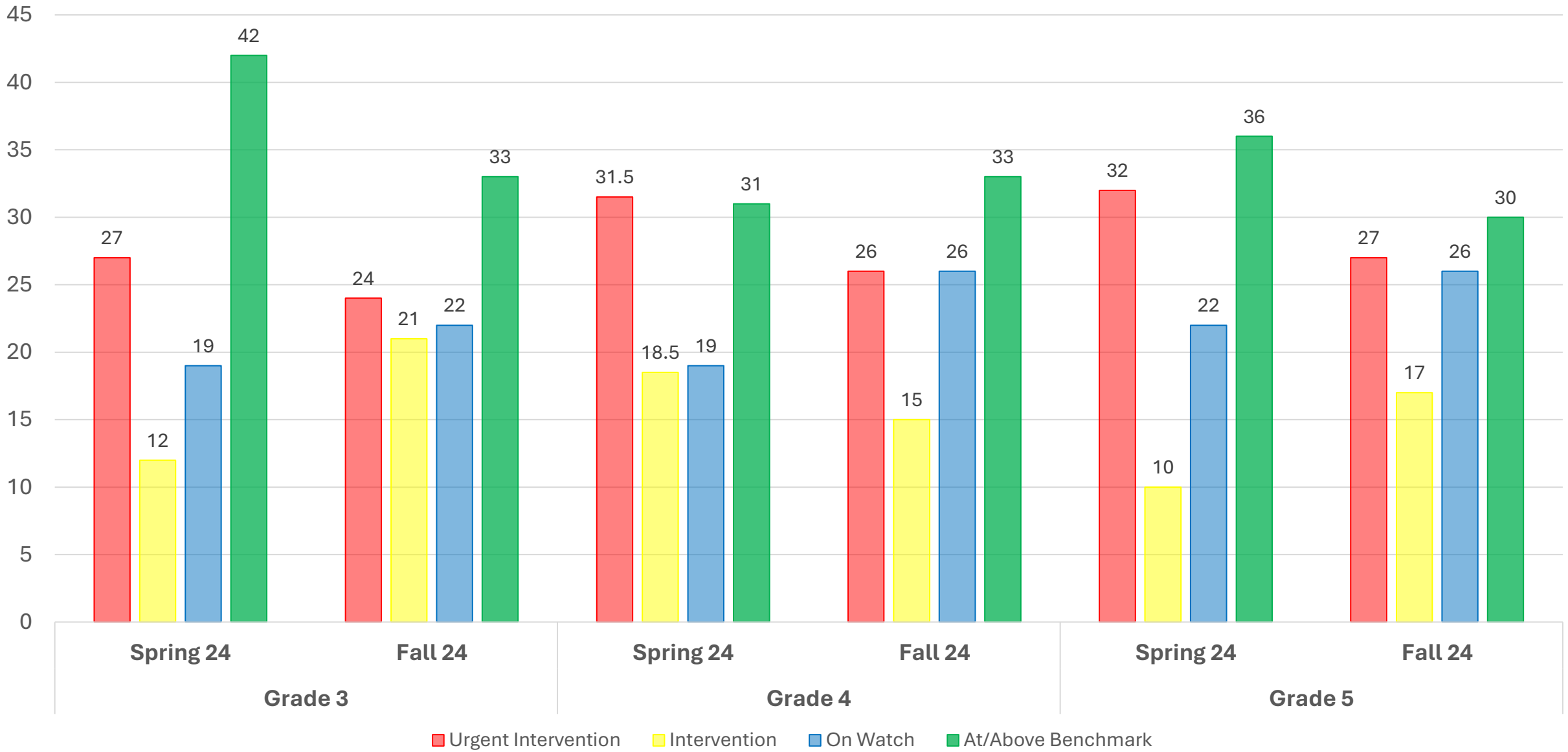
STAR Reading-Grade 7



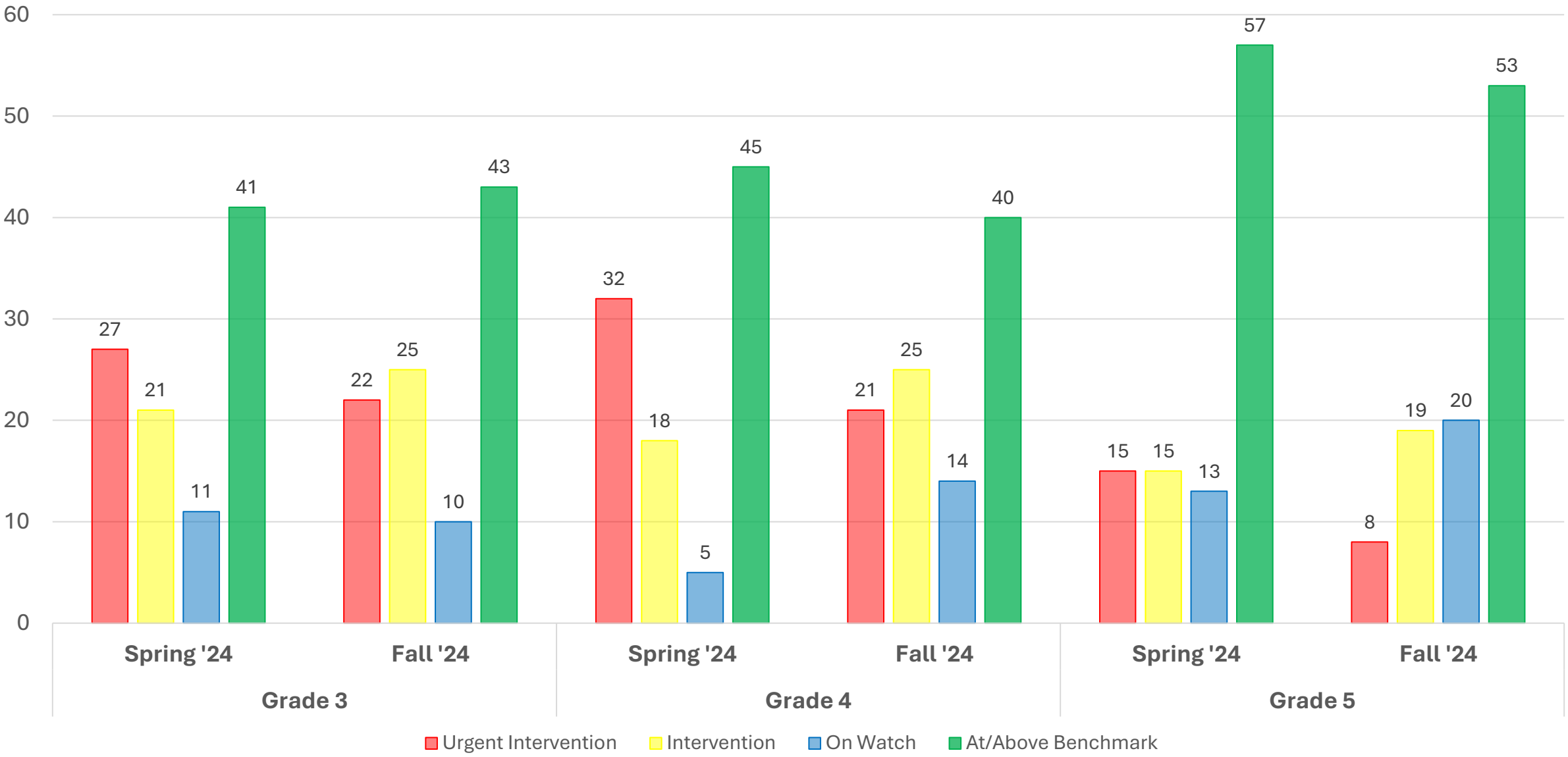
STAR Reading-Grade 8



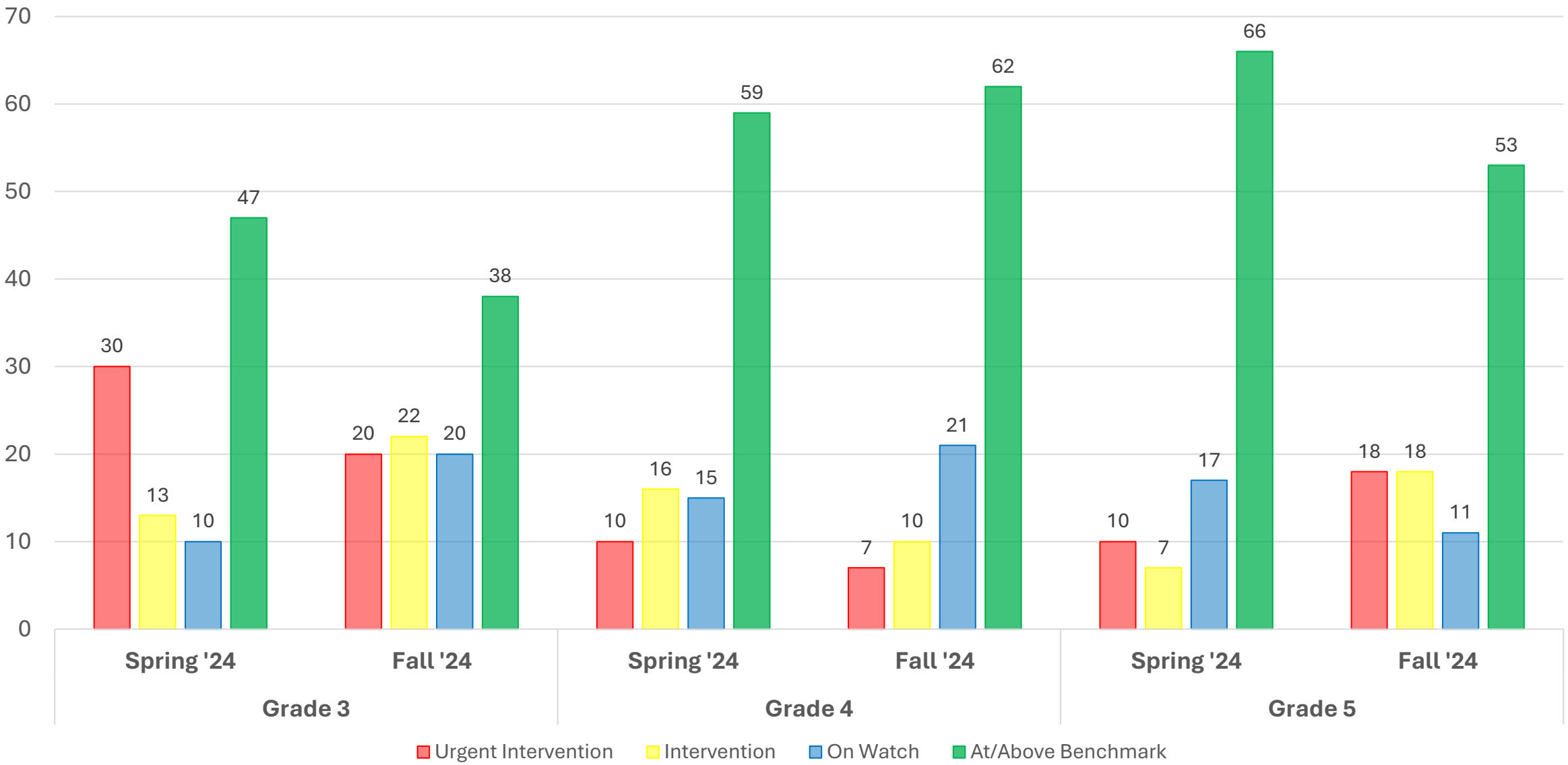
STAR Reading- JFK



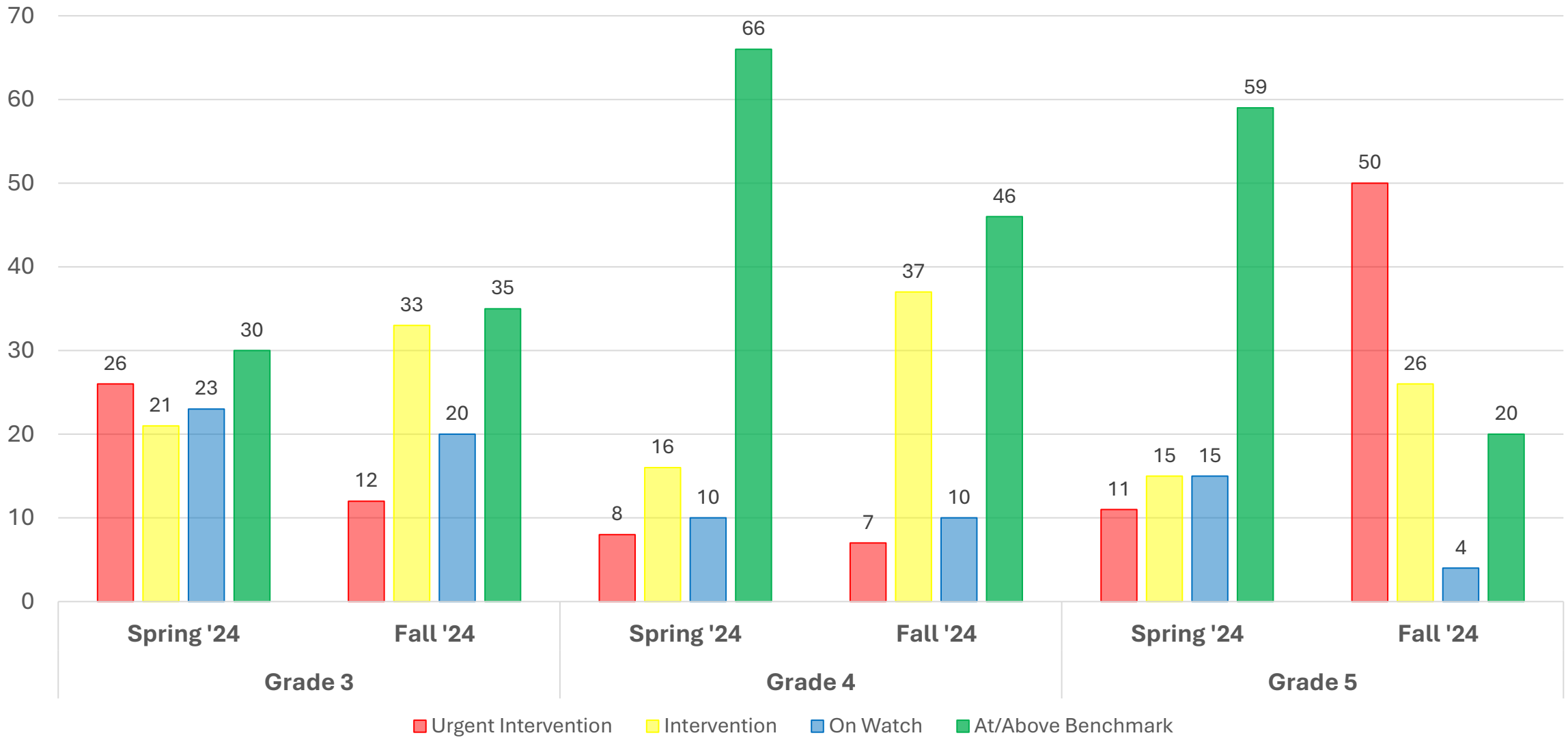
STAR Reading-KSS



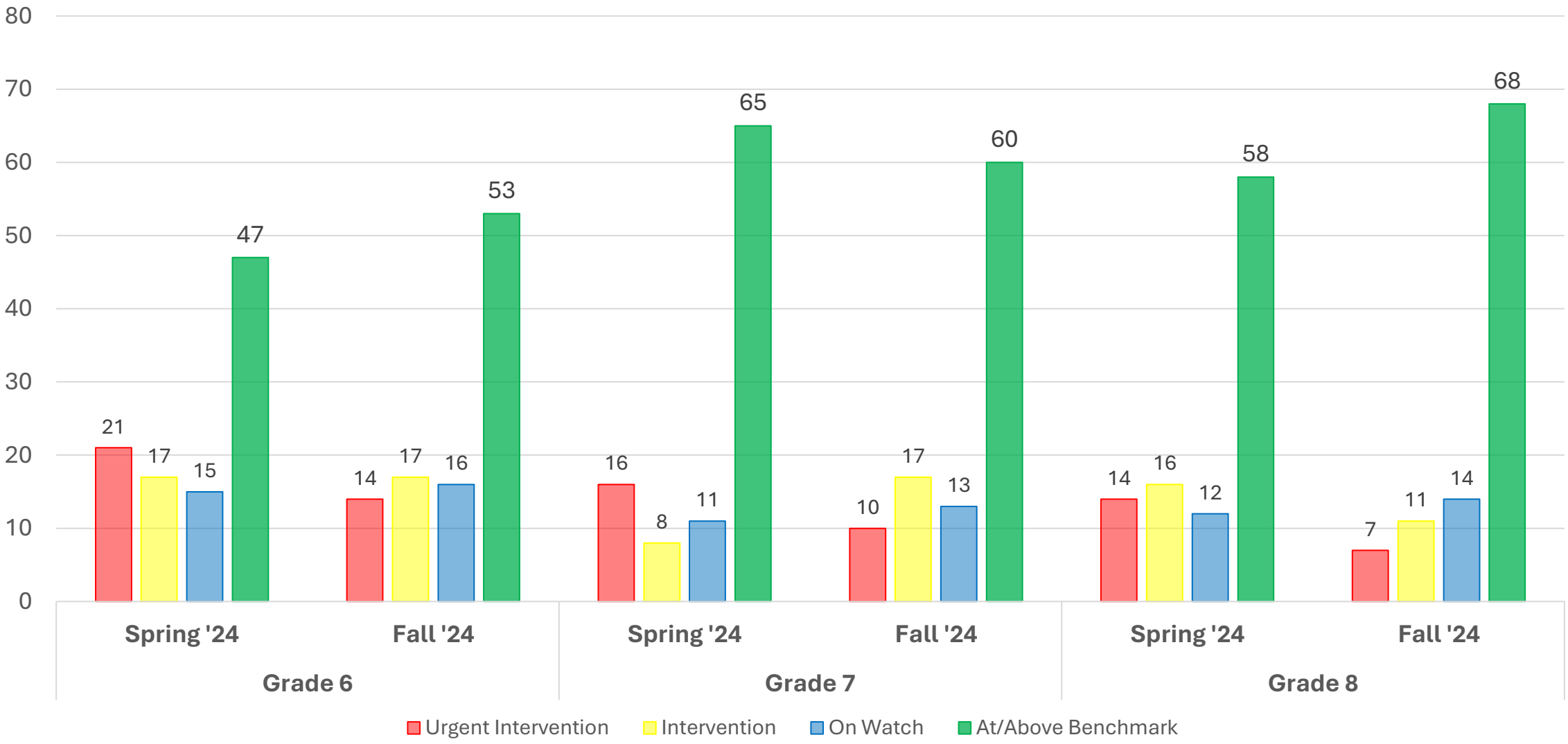
STAR Reading-PAS



STAR Reading-TAE



STAR Reading - PCMS

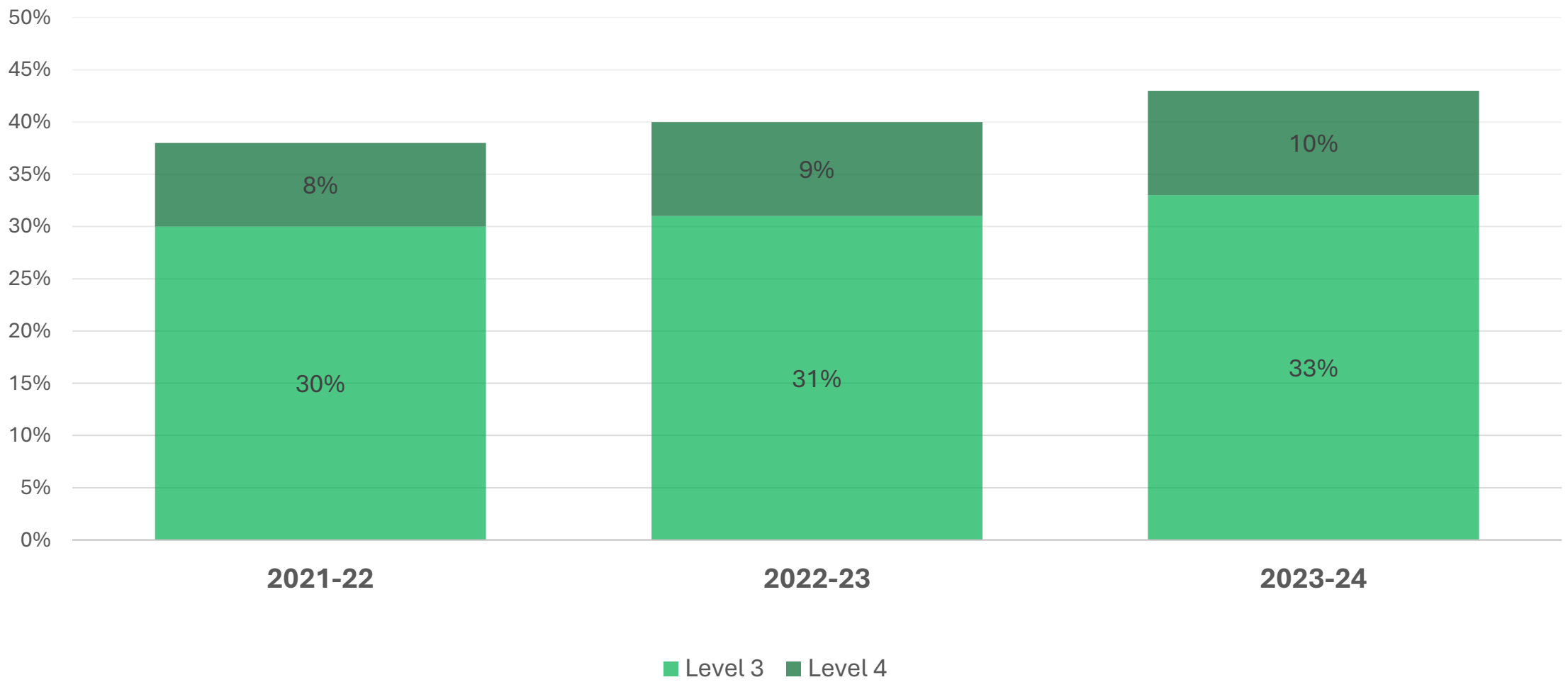


Port Chester-Rye UFSD Math Data



- 2024 NYS Math 3-8 Assessments
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    - District Profile
    - School Profile
  - District Comparison
  - Cohort Profile
- STAR Math
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  - School Profile

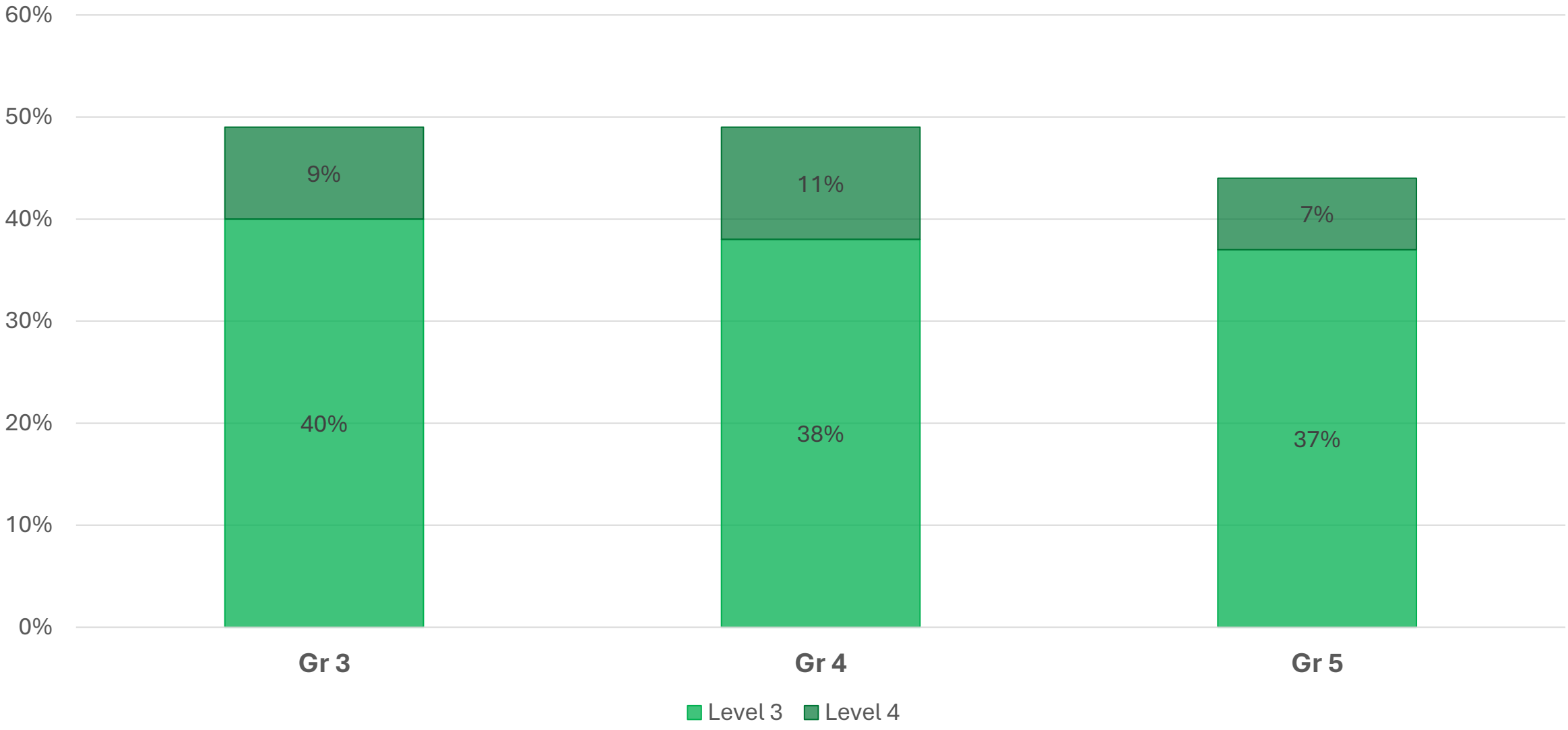
NYS Combined 3-8 Math Proficiency



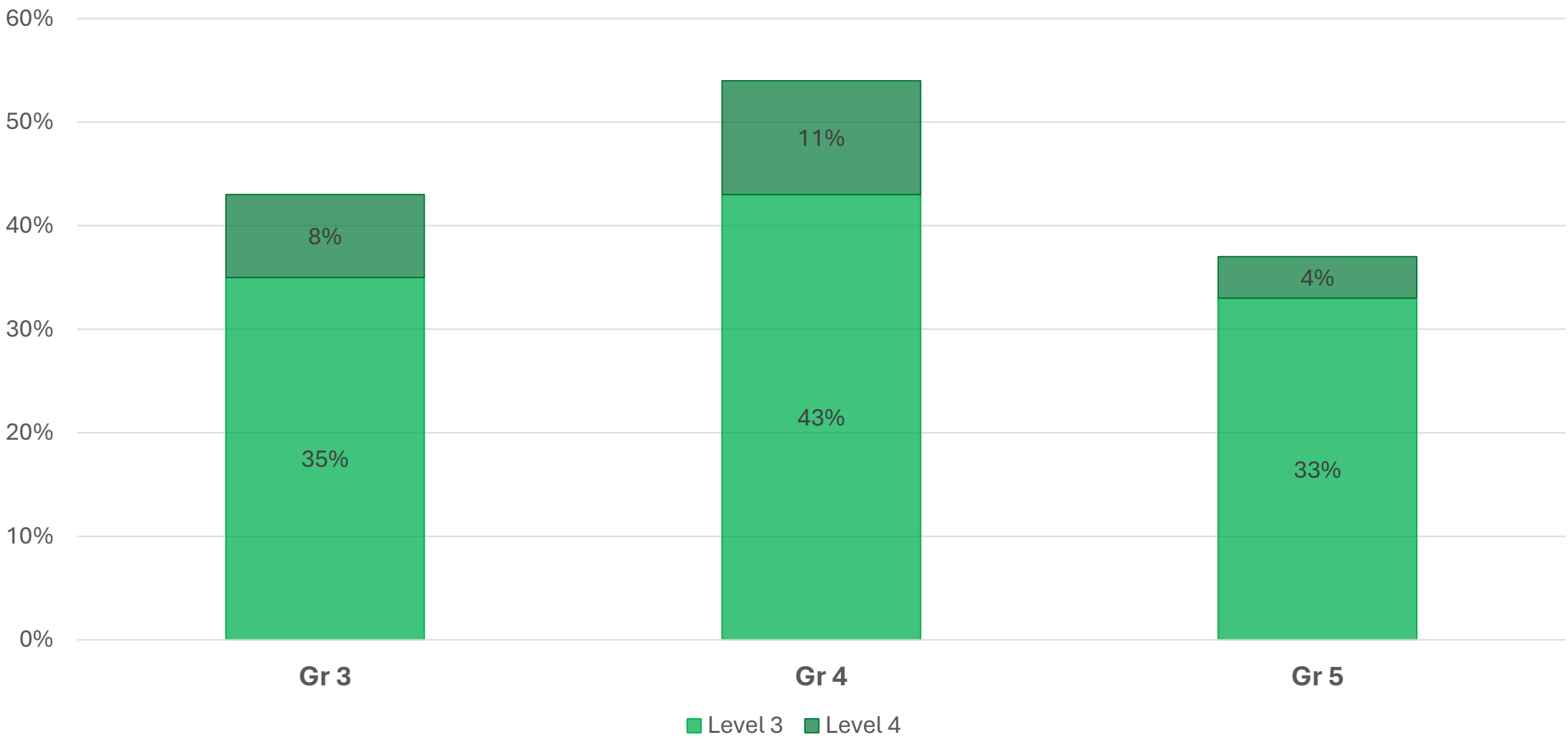
NYS Combined 3-8 Math Proficiency By School



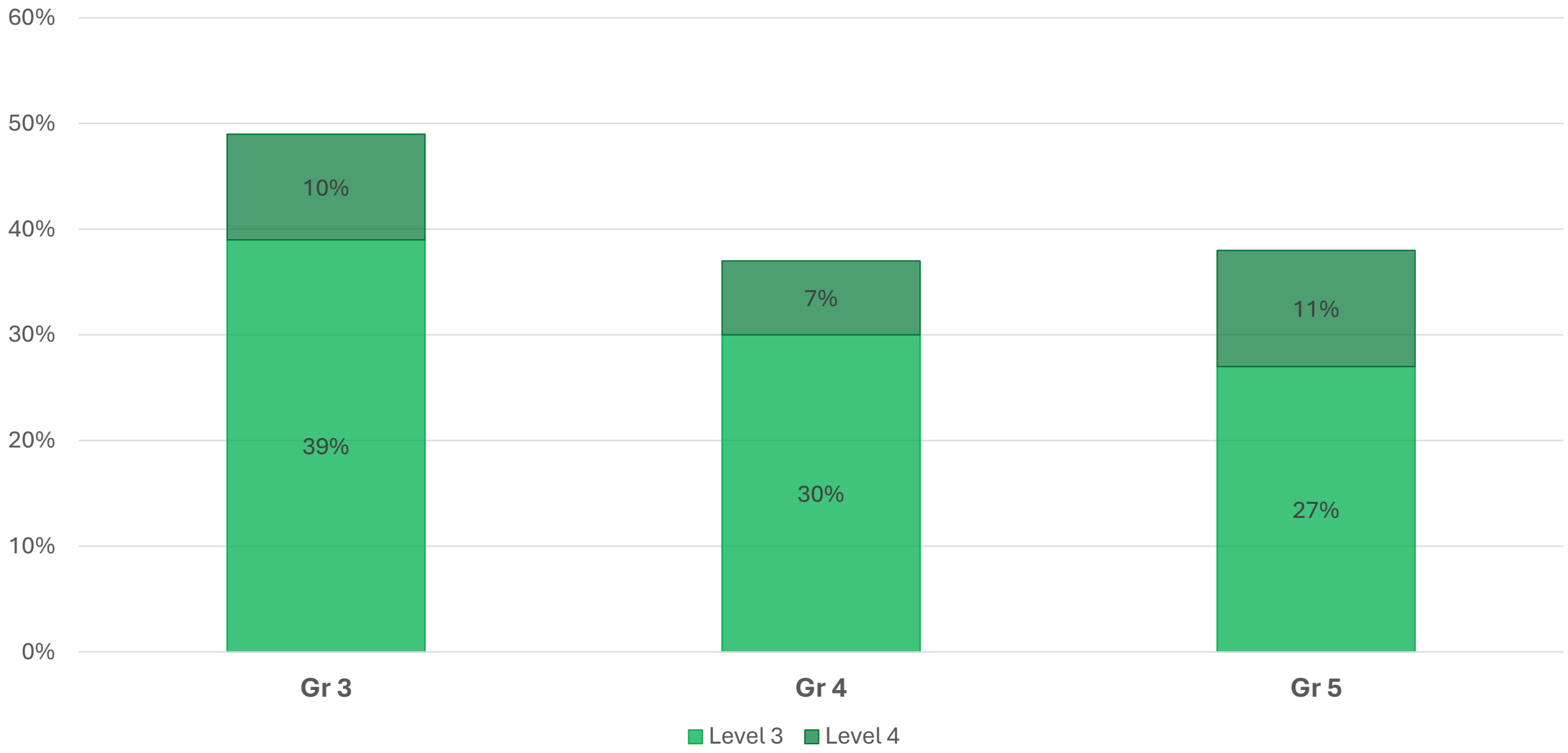
NYS Math Proficiency-JFK



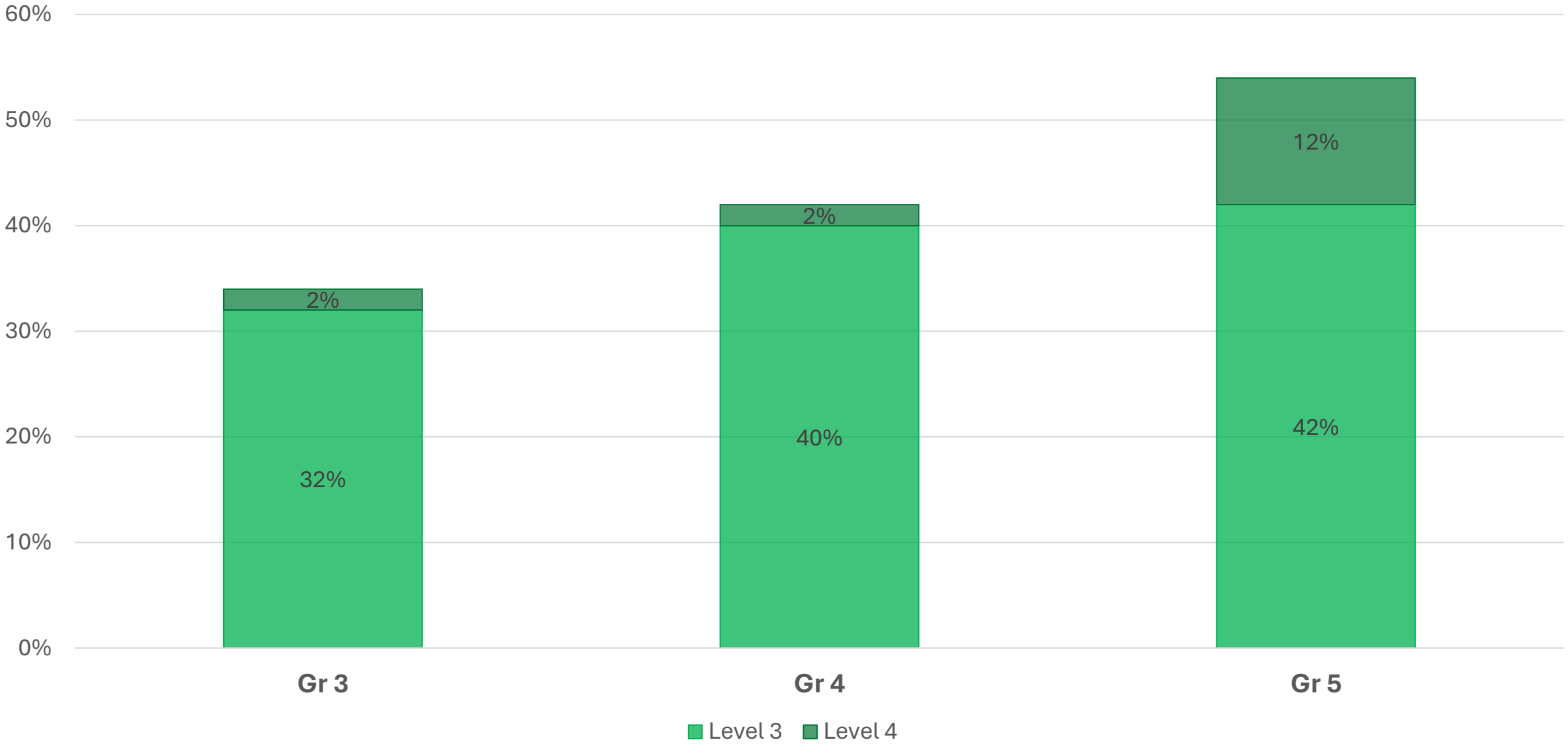
NYS Math Proficiency-KSS



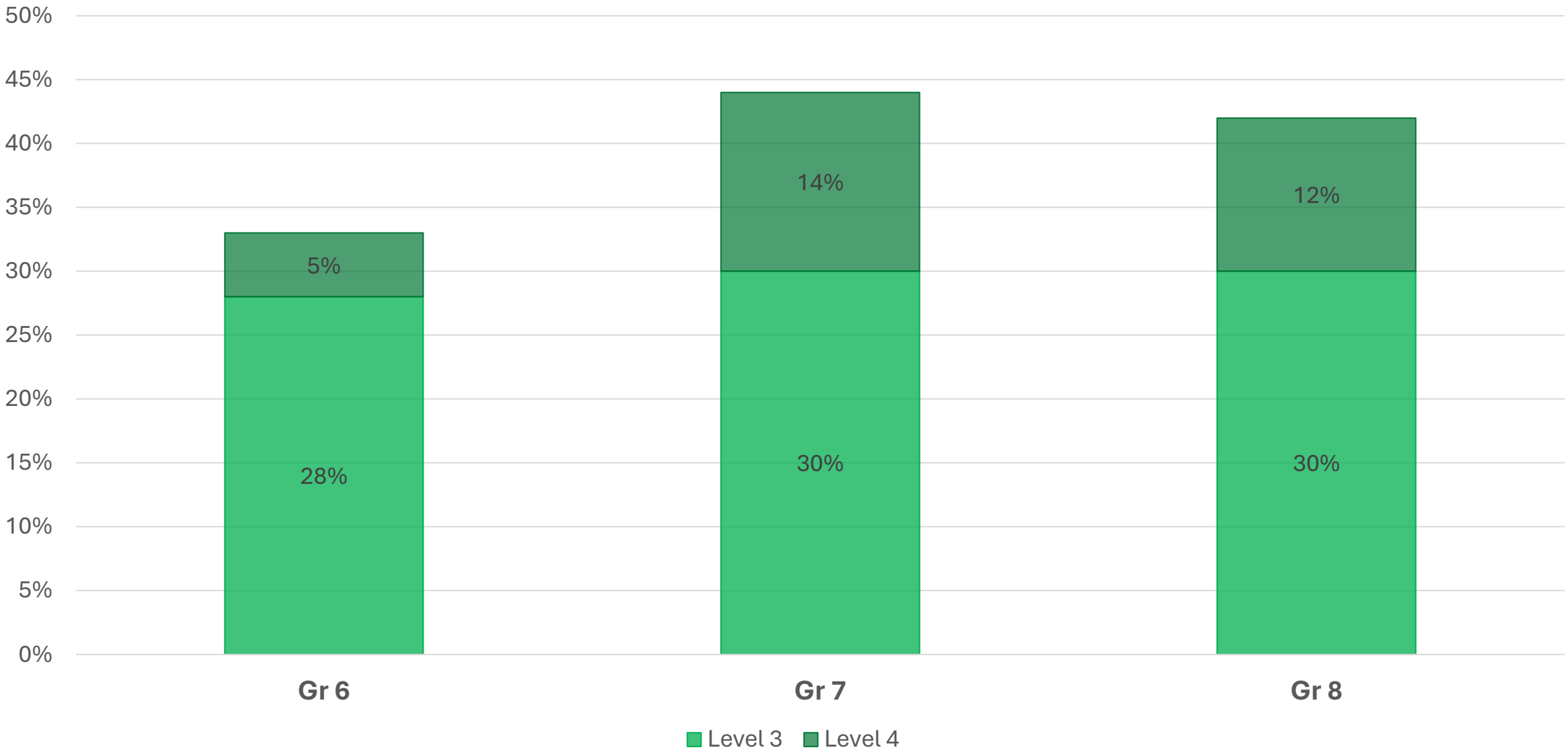
NYS Math Proficiency-PAS



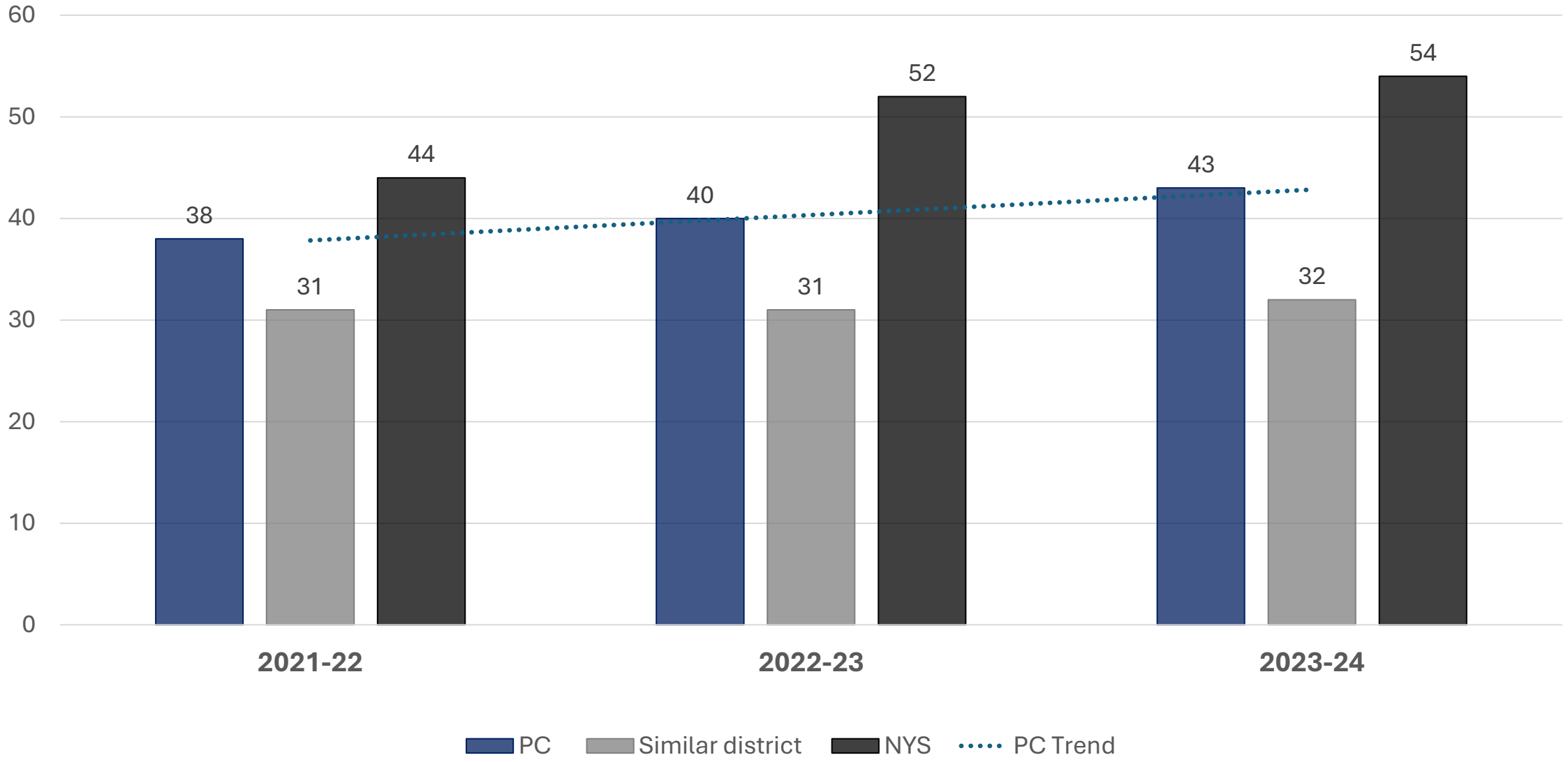
NYS Math Proficiency-TAE



NYS Math Proficiency-PCMS

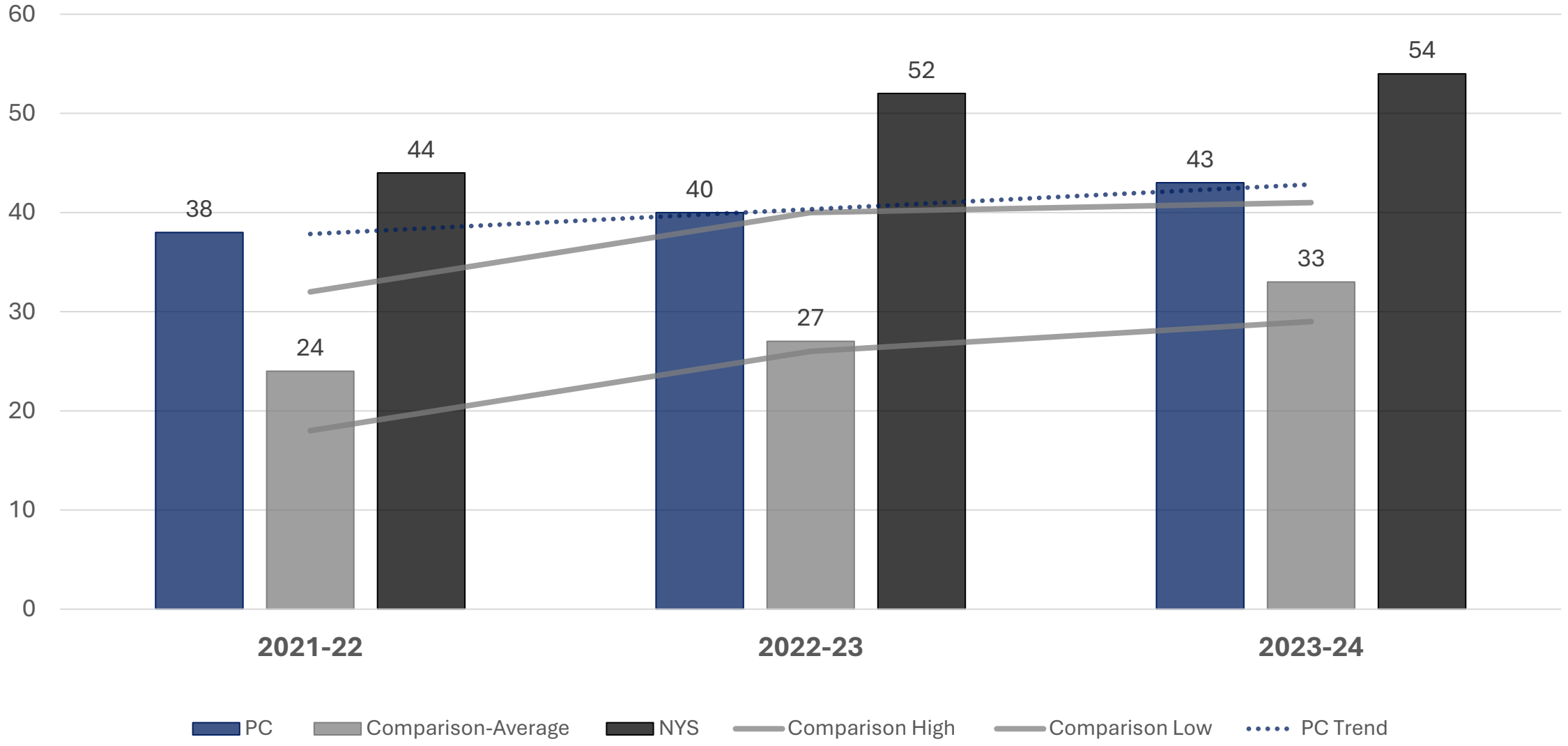


Math District Comparison



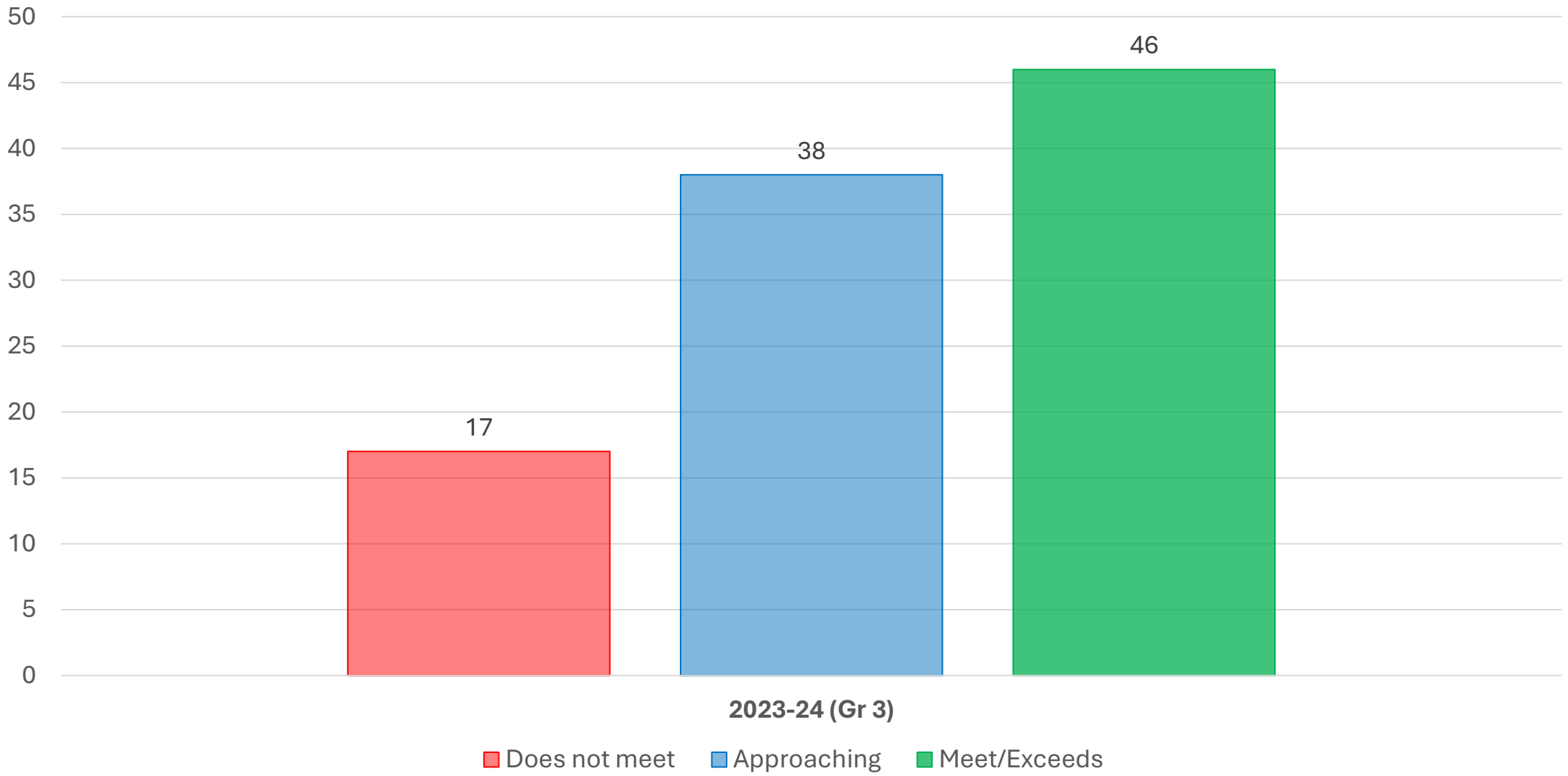
* Most similar Westchester district: 32% ELLs, 61% Economically disadvantaged
PC: 39% ELLs, 79% Economically disadvantaged

Math District Comparison

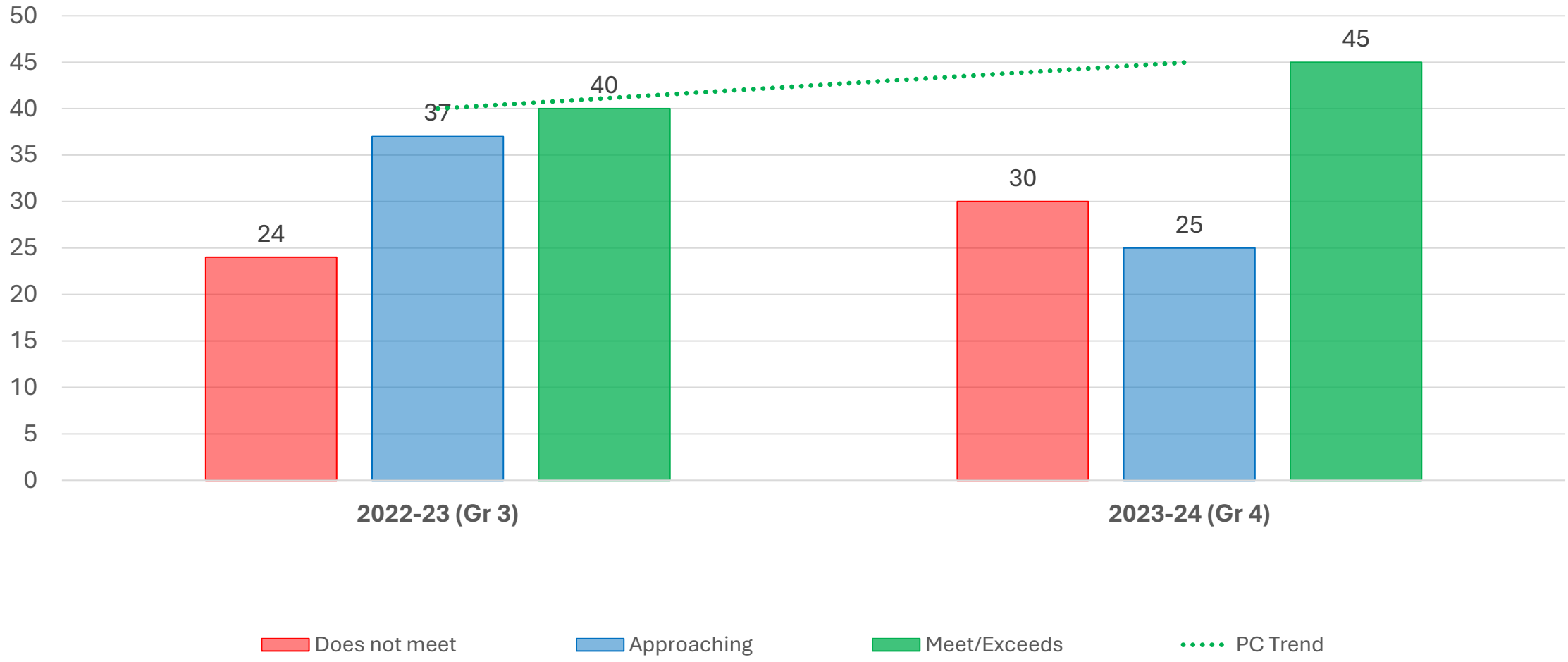


Comparison districts: Peekskill, Brentwood, Hempstead, Westbury
Parameters: Schools with minimum of 30% ELL and 60% Economically disadvantaged
Average proficiency: 27% ELA, 33% Math

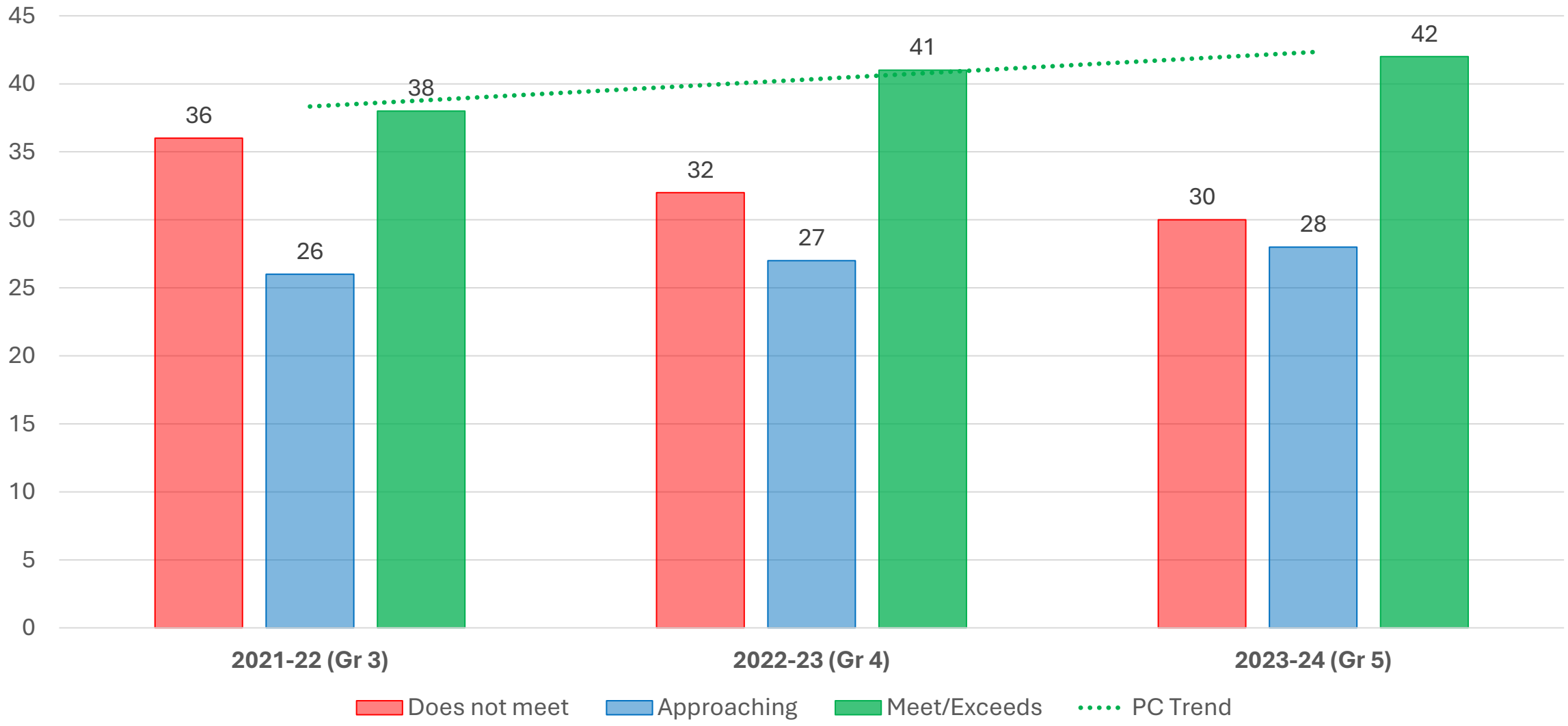
NYS Math Assessment-Grade 3



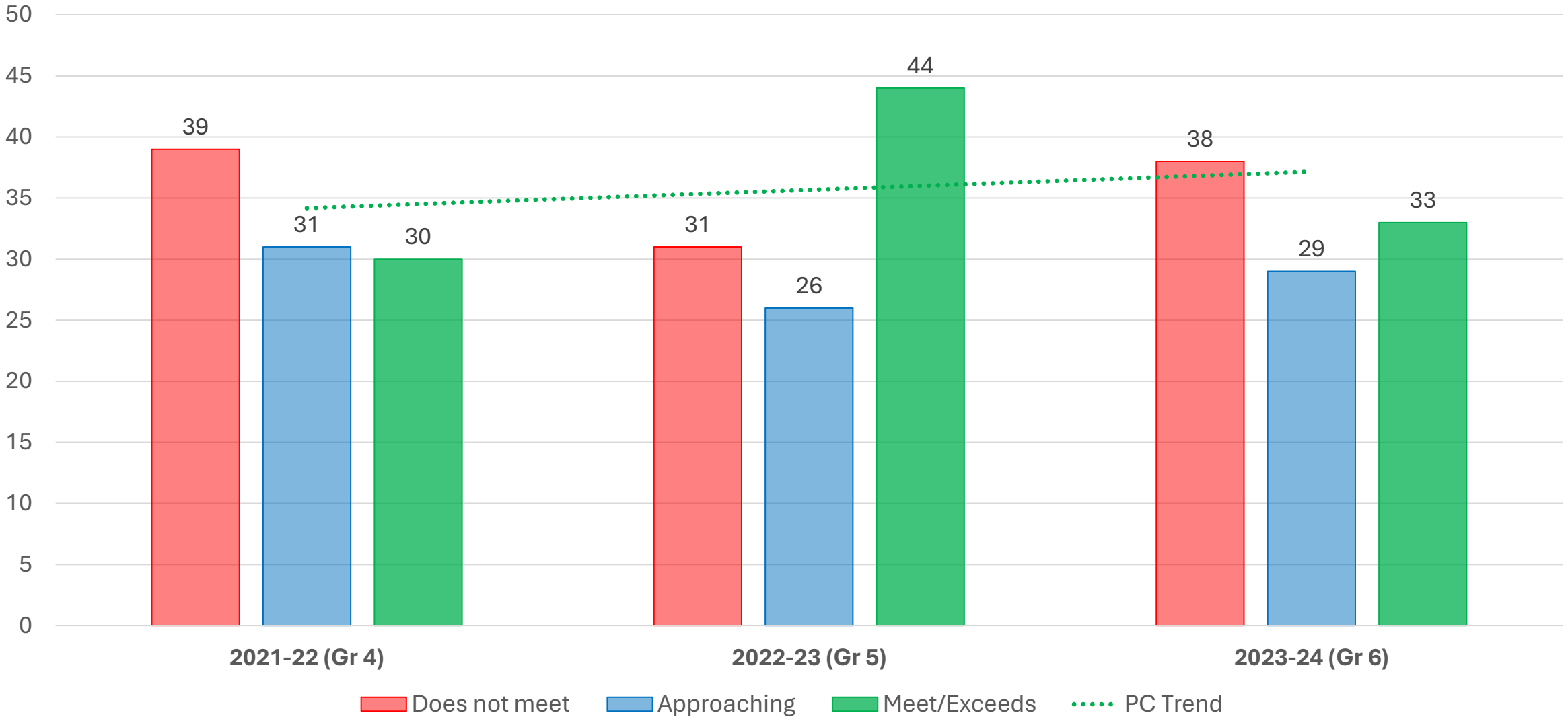
NYS Math Assessment-Grade 4



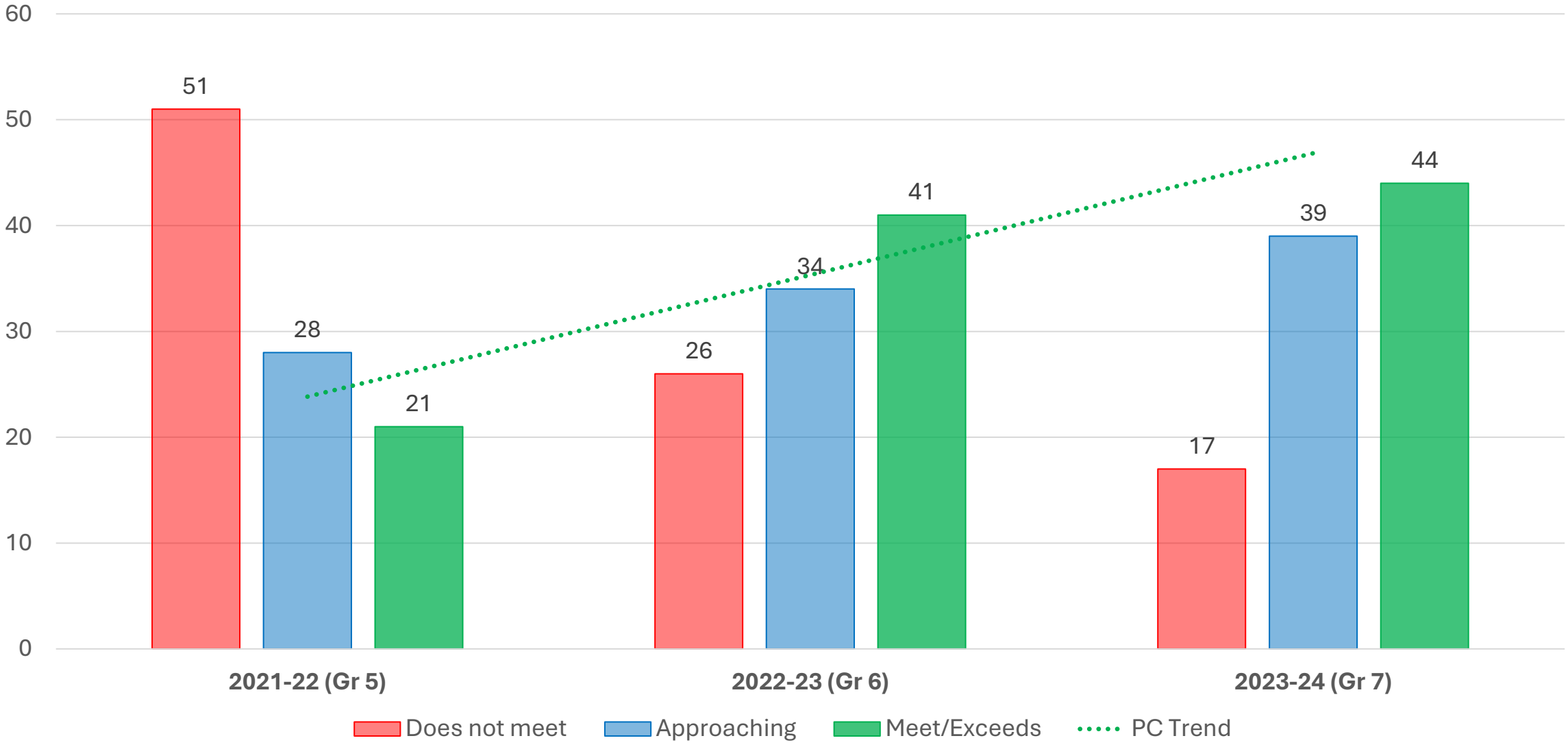
NYS Math Assessment-Grade 5



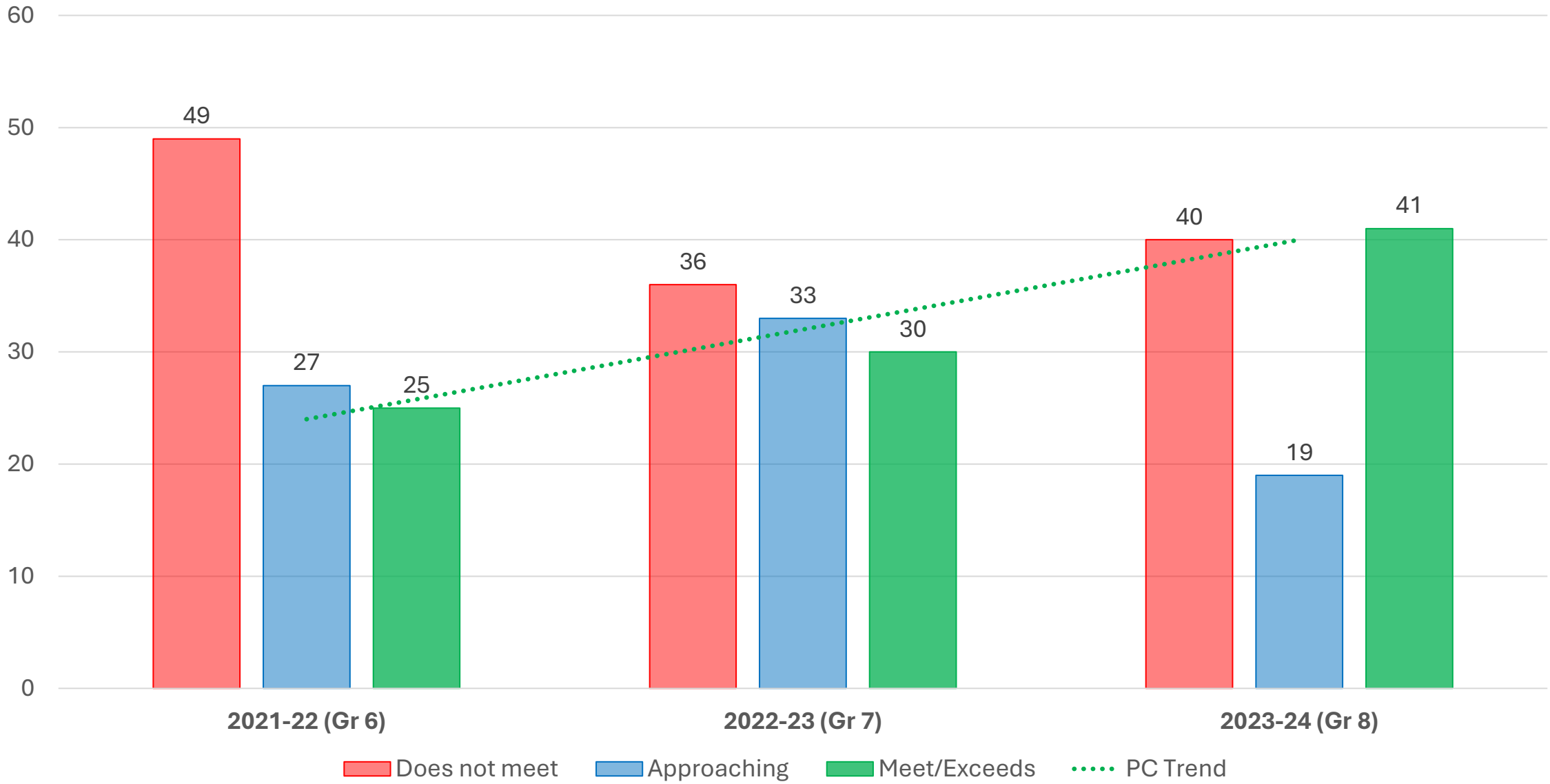
NYS Math Assessment-Grade 6



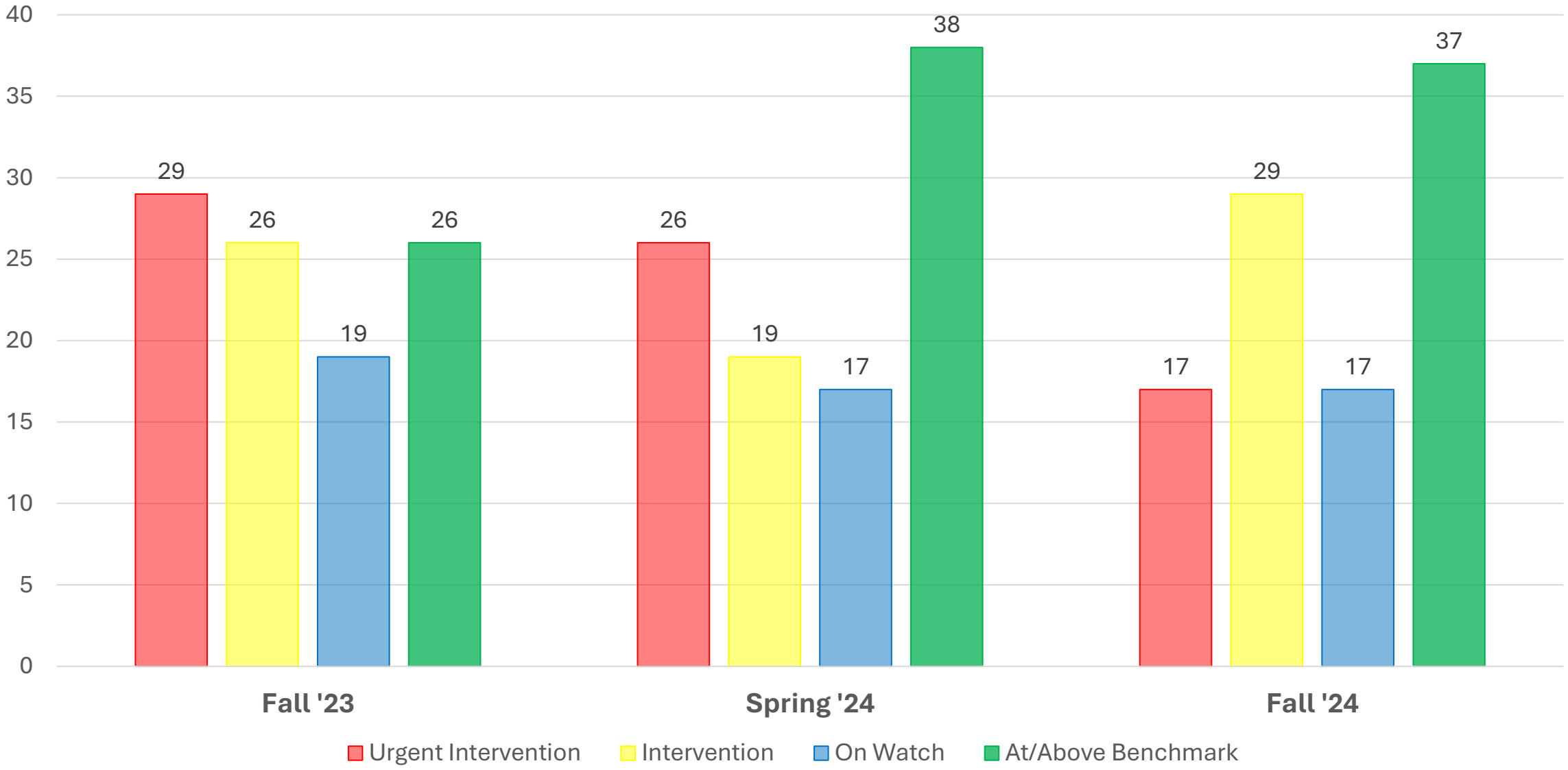
NYS Math Assessment-Grade 7



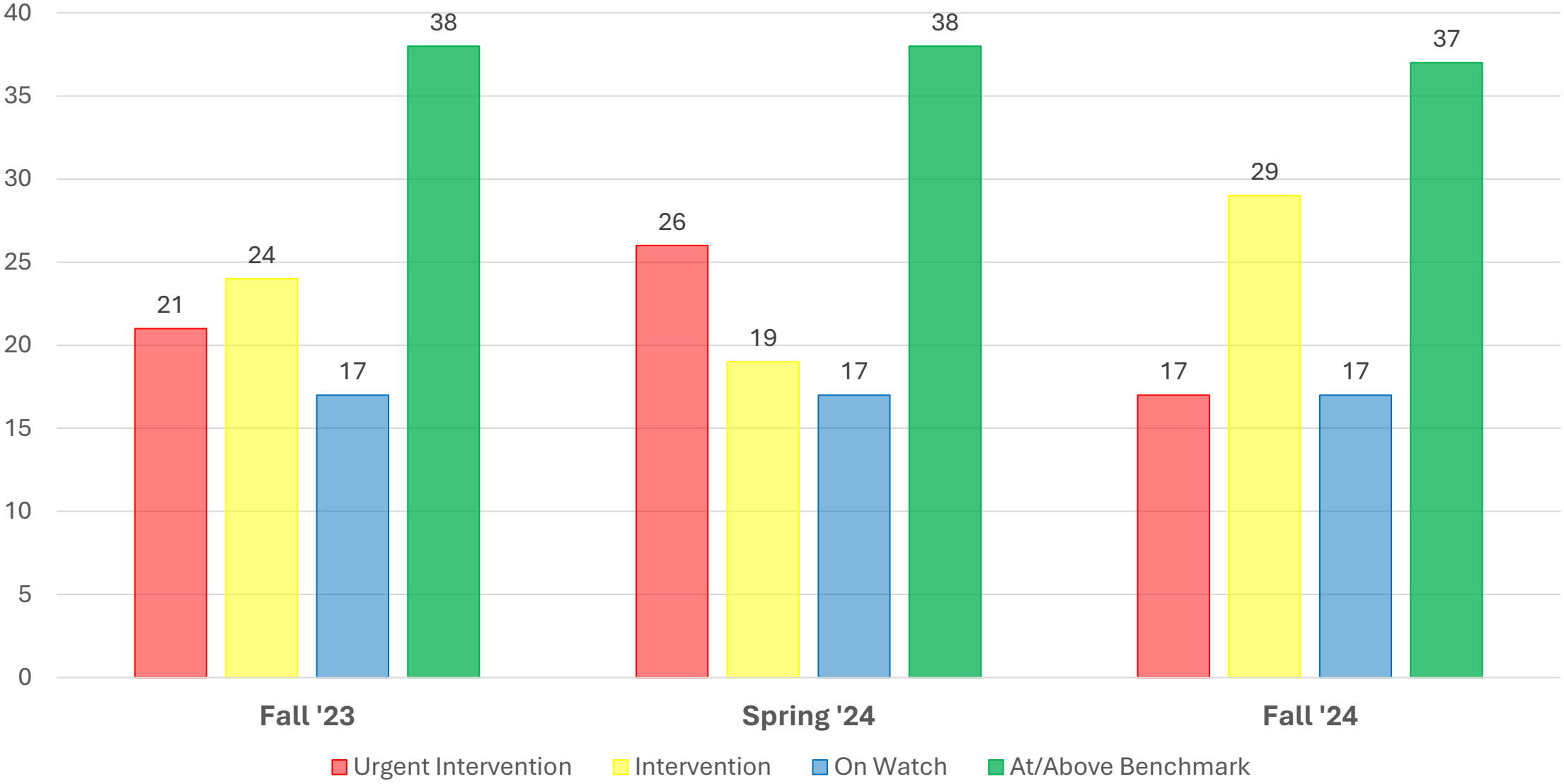
NYS Math Assessment-Grade 8



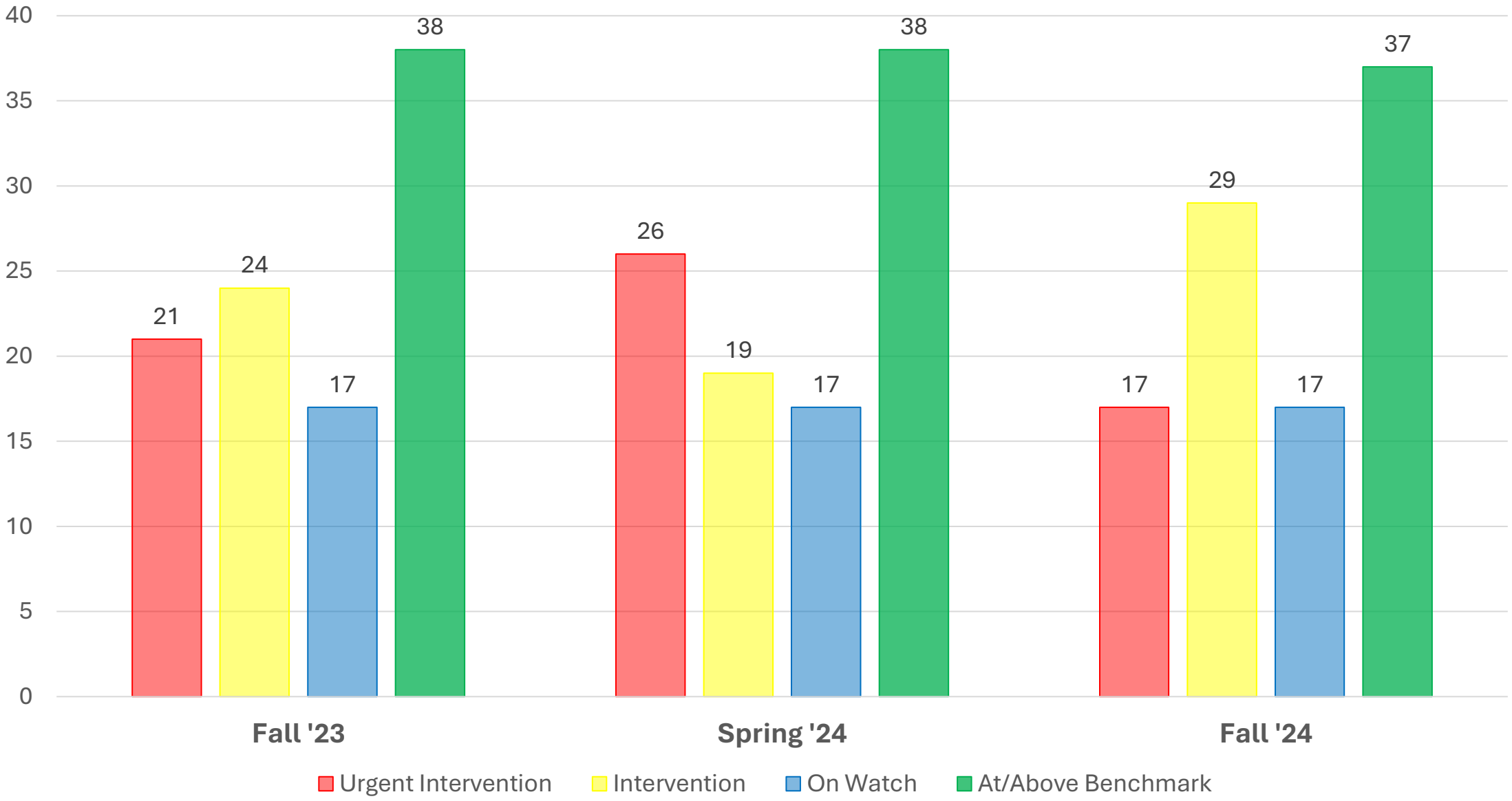
STAR Math-Grade 3



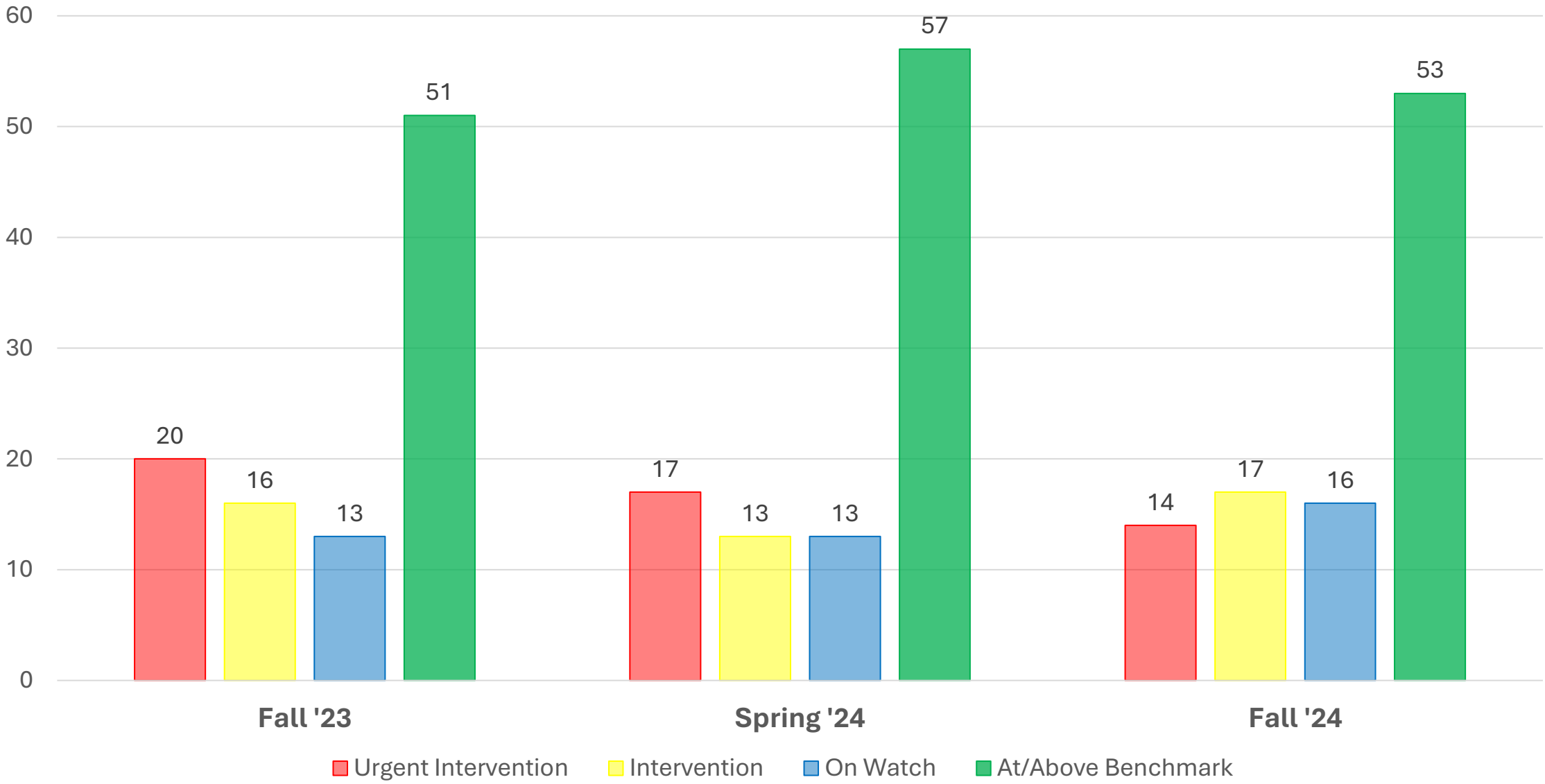
STAR Math-Grade 4



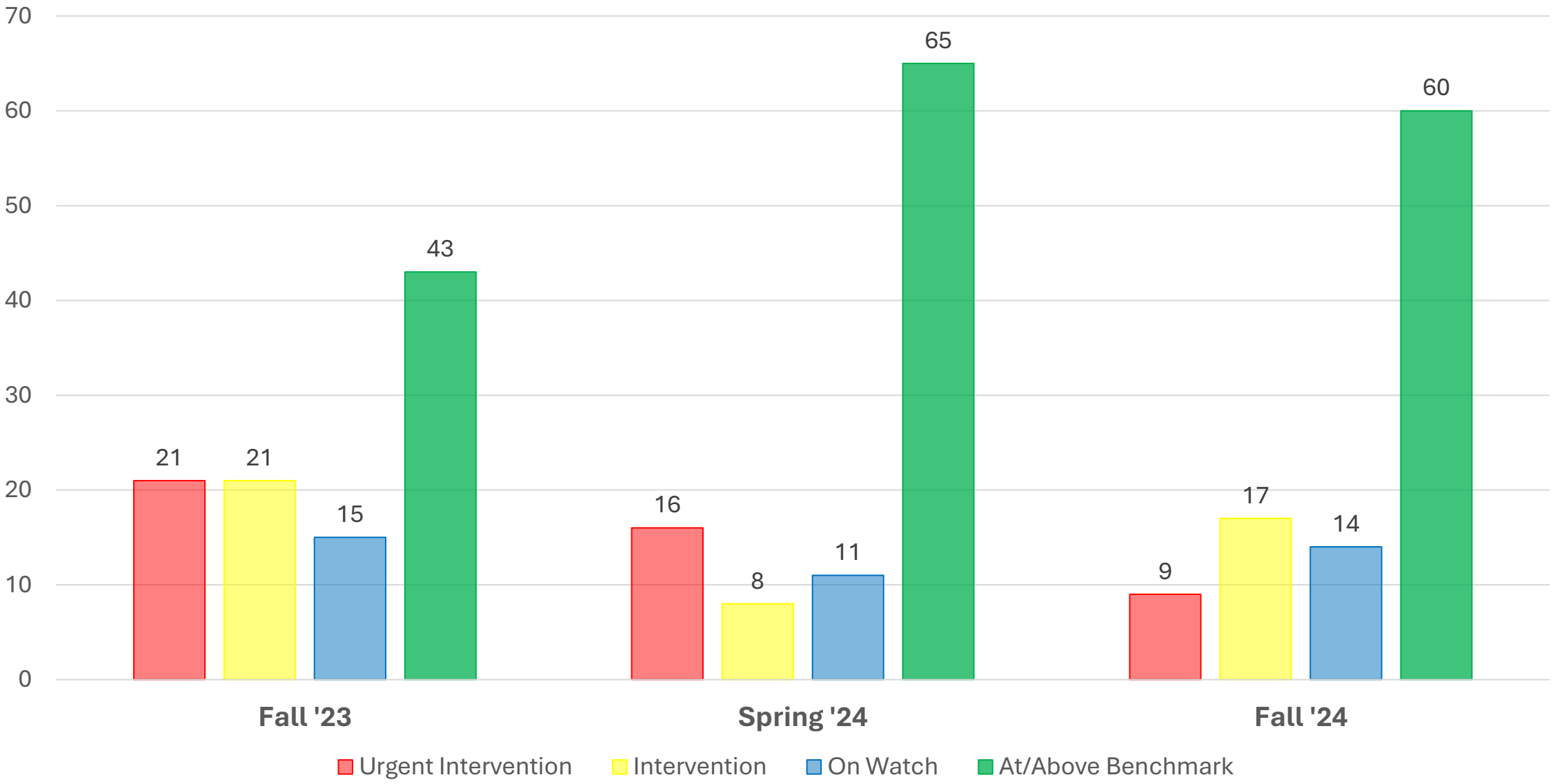
STAR Math-Grade 5



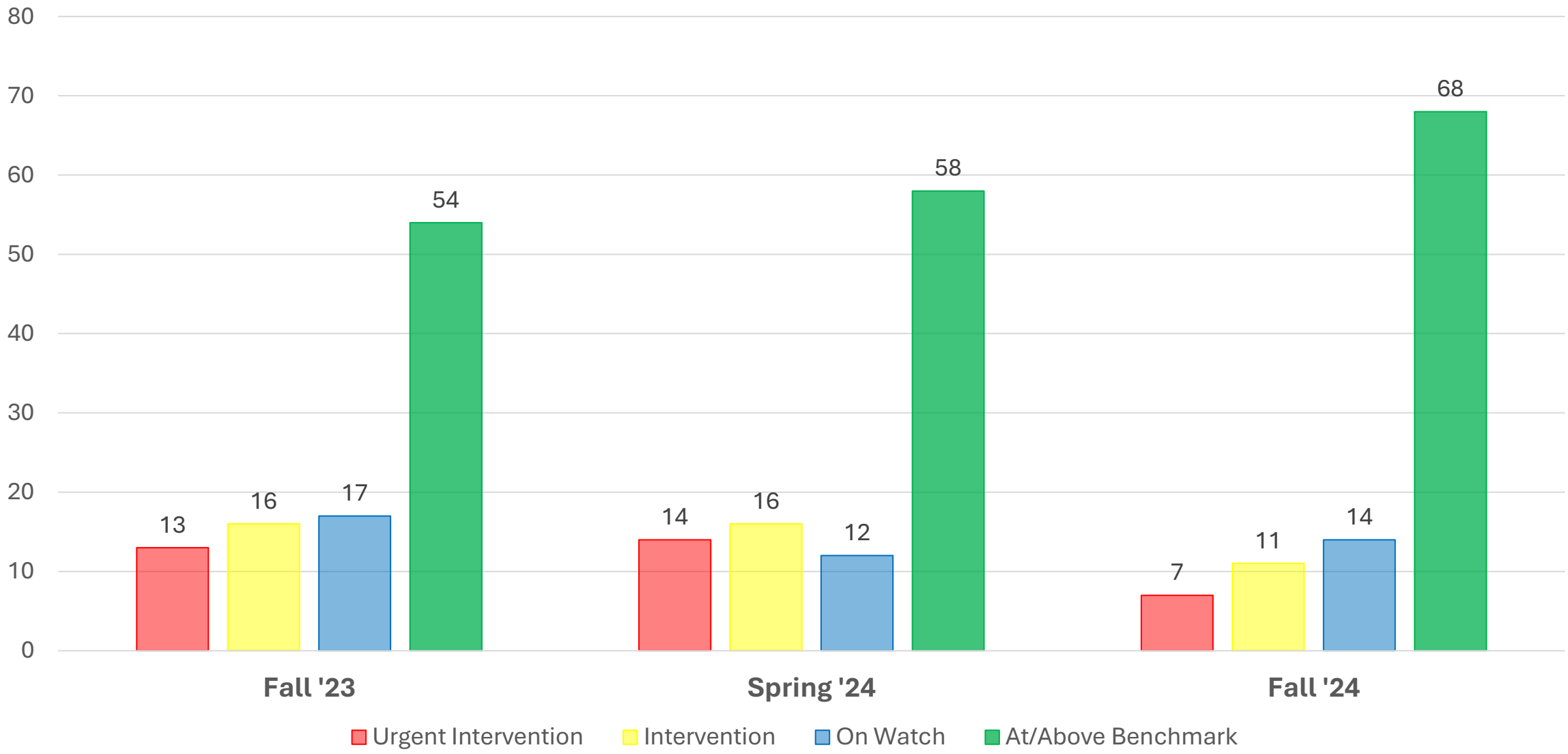
STAR Math-Grade 6



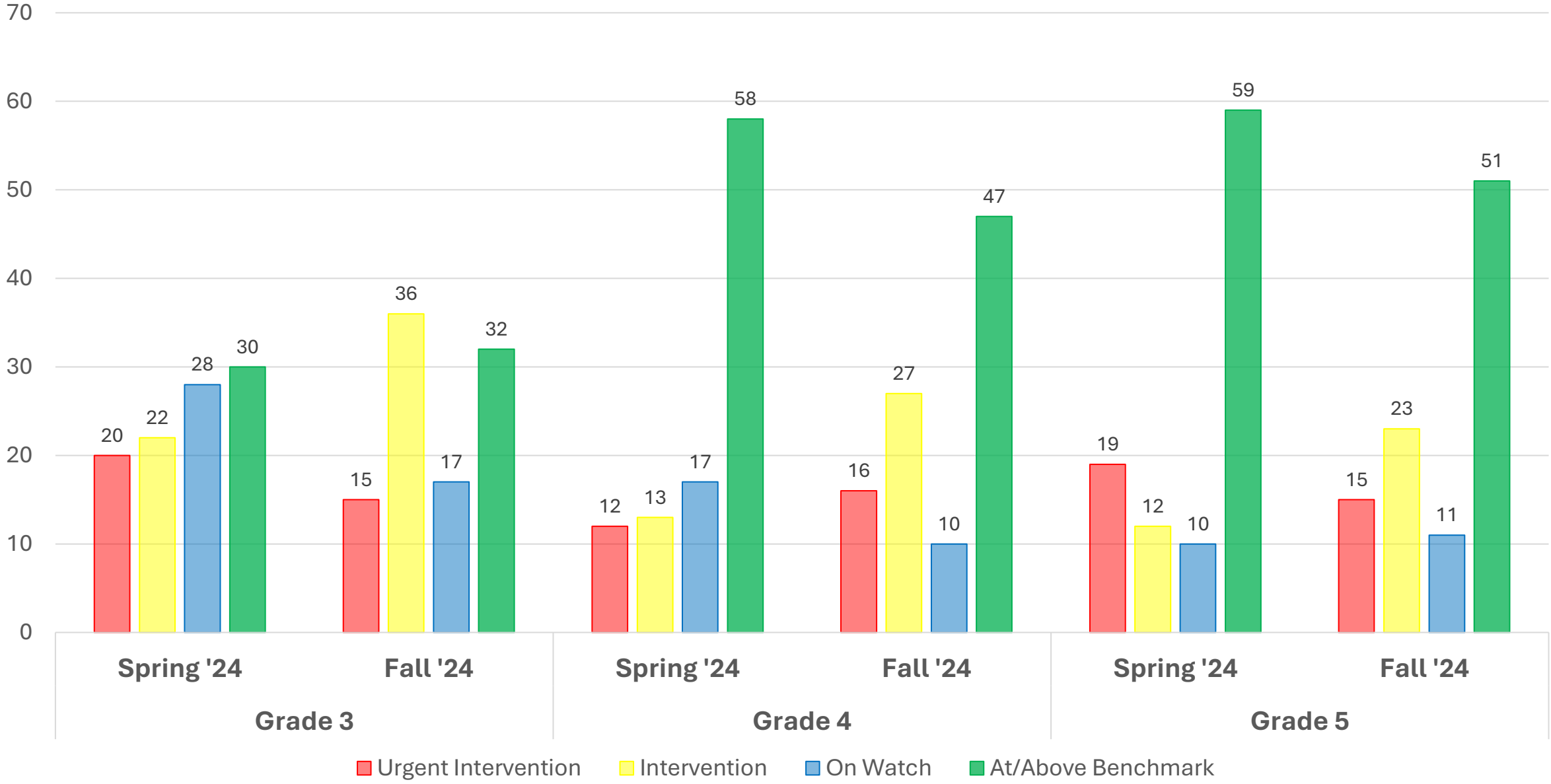
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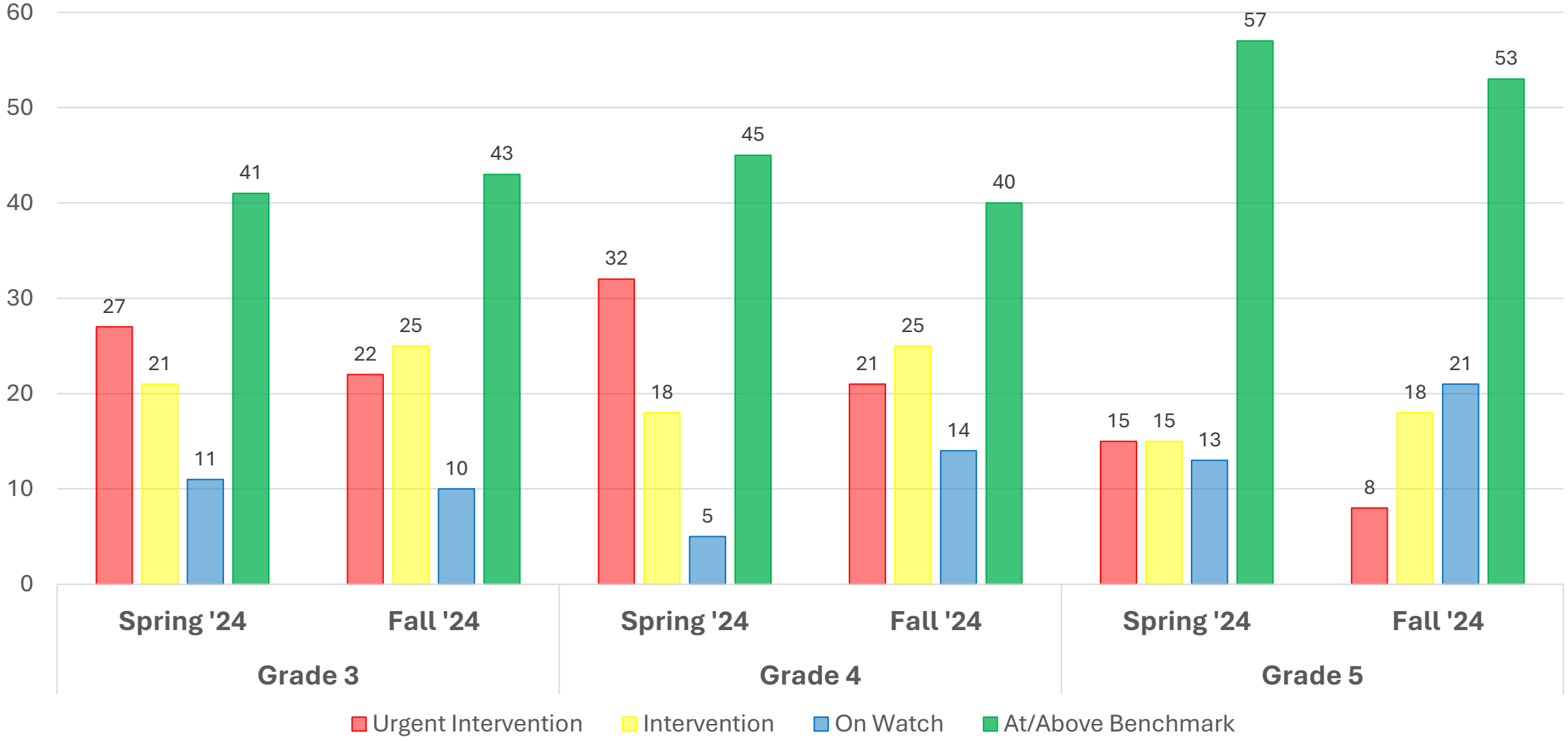
STAR Math-Grade 8



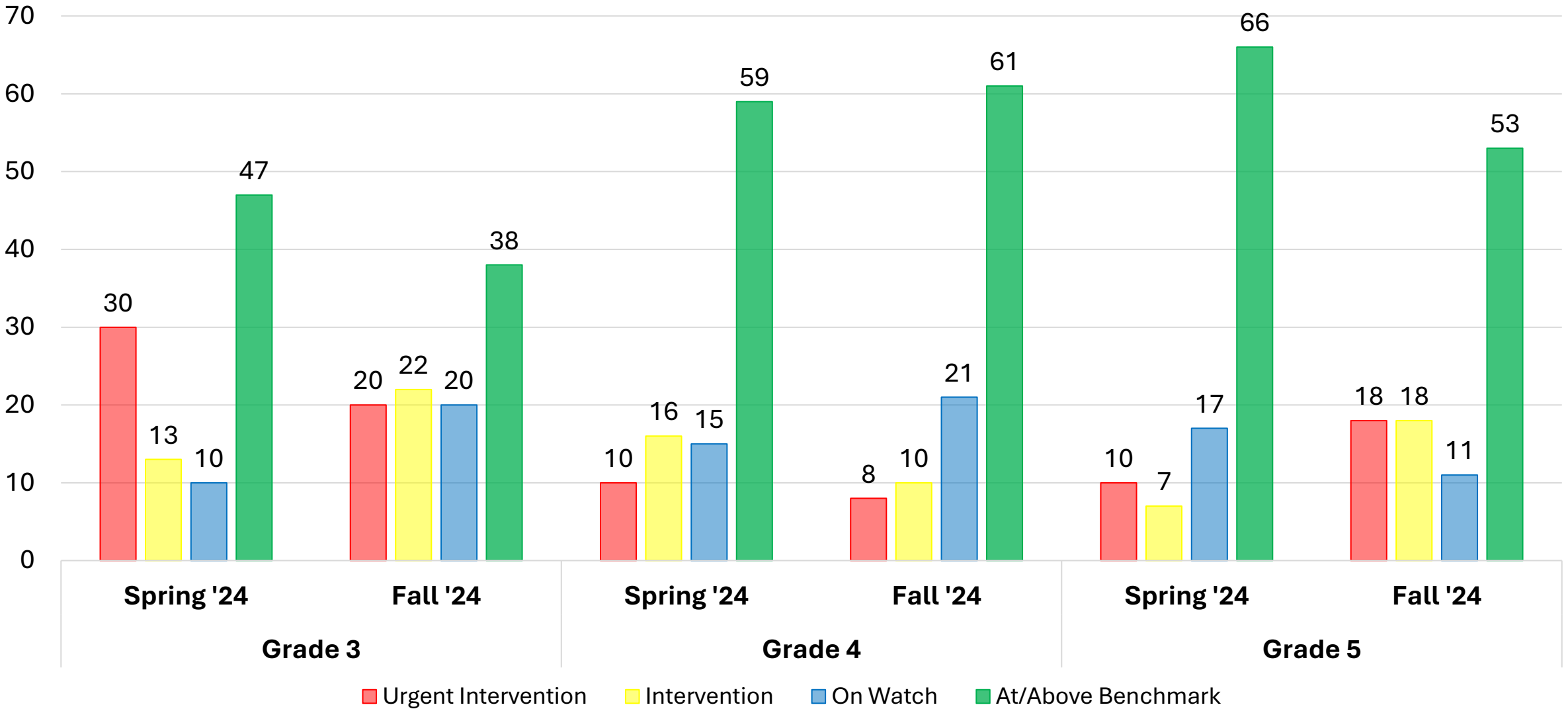
STAR Math- JFK



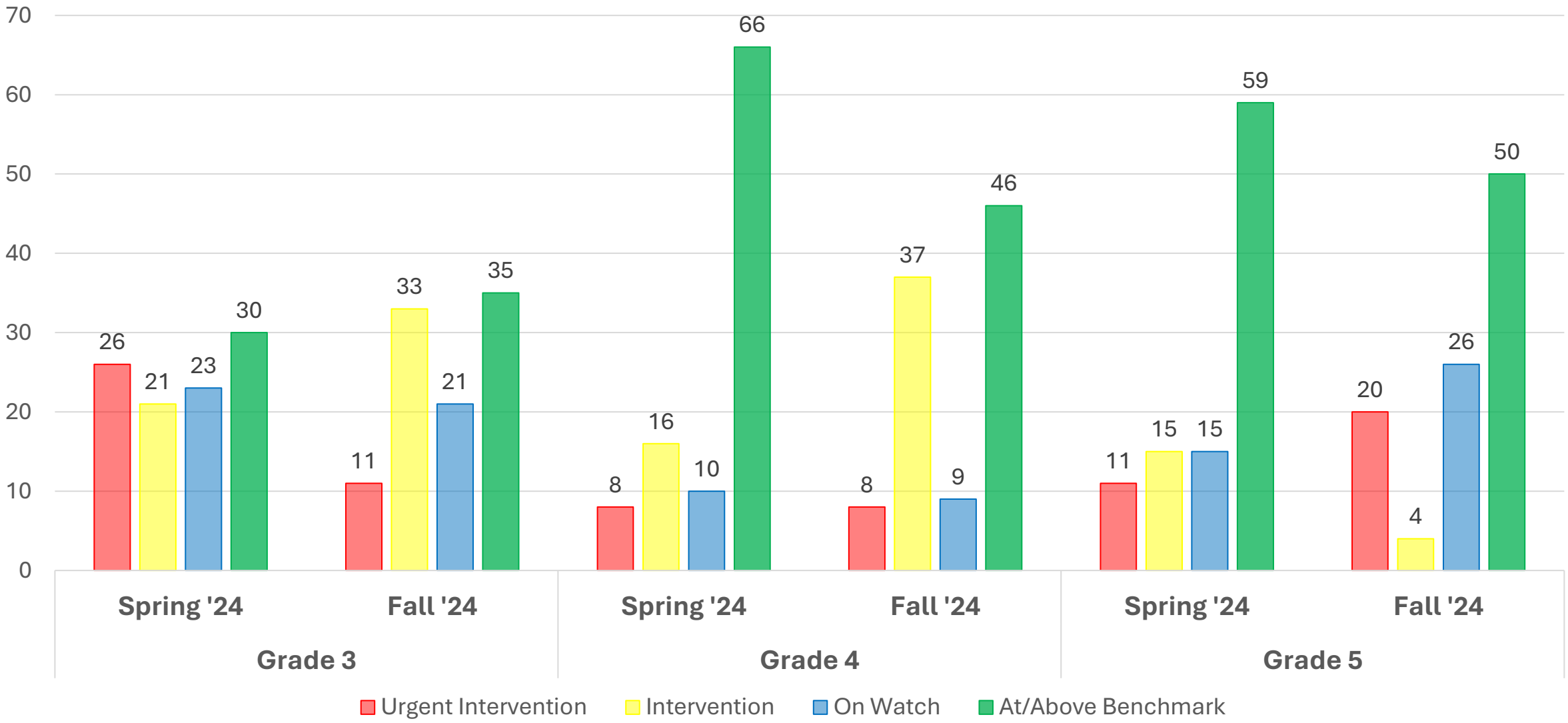
STAR Math-KSS



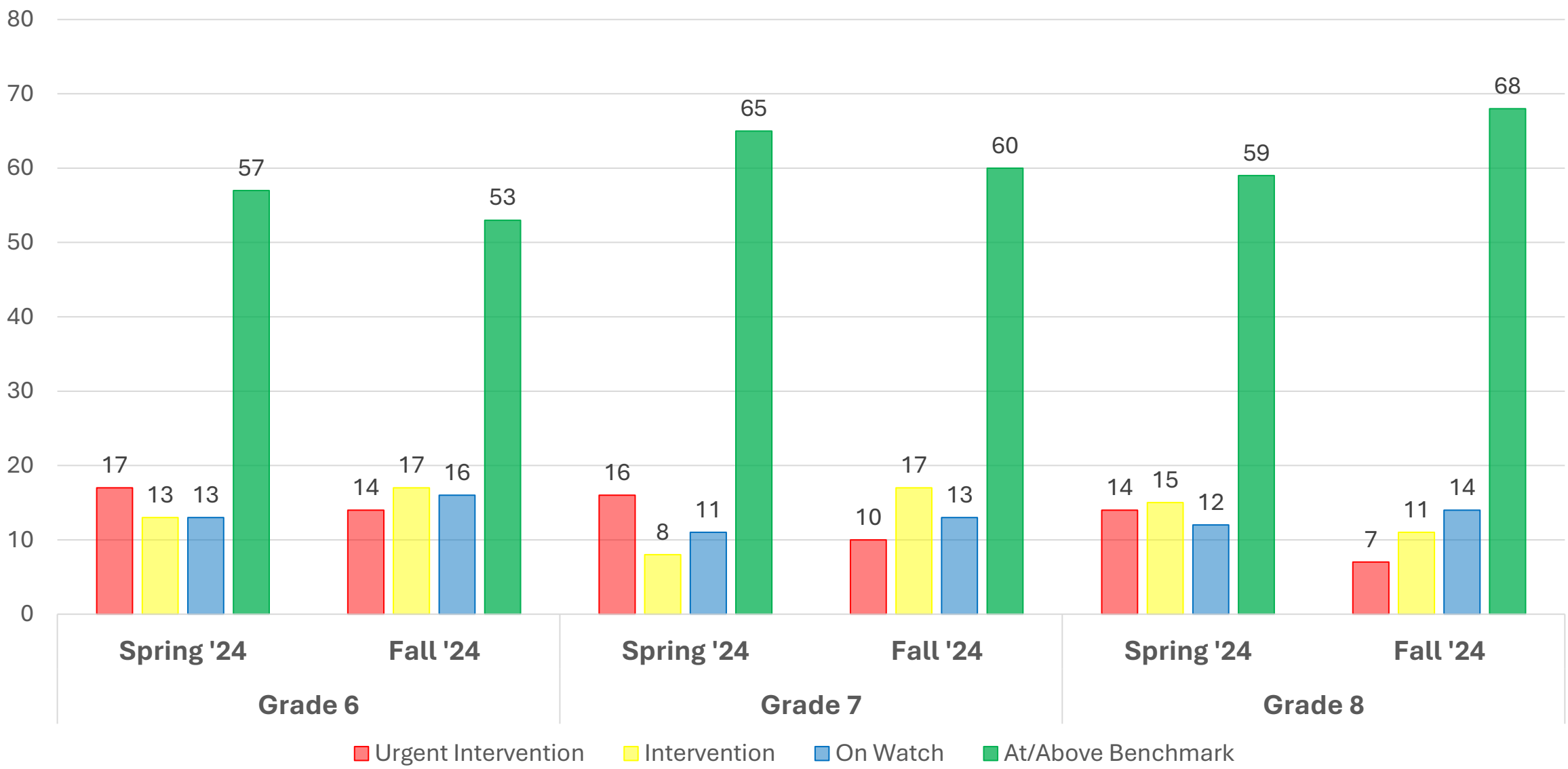
STAR Math-PAS



STAR Math-TAE



STAR Math-PCMS



Sample Test Question

38 **This question is worth 3 credits.**

The list below describes the distances between Manny's home, his school, and a park.

- The distance between his home and his school is $\frac{3}{4}$ mile.
- The distance between his home and the park is $\frac{3}{8}$ mile.

Does Manny live closer to the school or closer to the park? Be sure to include what you know about fractions in your answer.

Explain your answer.

The distance between Pilar's home and the same park is $\frac{5}{8}$ mile. Who lives closer to the park, Manny or Pilar? Be sure to include what you know about fractions in your answer.

Explain your answer.

Sample Data Analysis

Item #	Standard	Building Success	District Success	Region Success
38 (3 pts)	3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	•Edison 13% •Park 25% •King 14% •JFK 15%	17%	30%

- Analysis includes discussion of student point accumulation for this question.
  - Level 4 student - 0 points (1)
  - Level 3 students - 0 points (54)
- Discussion includes instructional implications

Next Steps

- Continued emphasis on data-informed practices
- Continued focus on curriculum efforts
  - ARC K-6
  - Math pilot in IM K-5
  - Intervention programs
    - K-5 Math: Bridges, Focus Math, Frax
    - K-5 Literacy: Bridge the Gap, Bridge to Reading, Bridge to Writing, PAF etc.
  - Desmos implementation for Math 6-8
  - Secondary curriculum writing
- Extended day opportunities: After school and summer programs
- MTSS-I alignment



Board Discussion on Metal Detectors