

Vestal Central School District

Professional Learning Plan for Continued Teacher and Leader Education

2021-2022

Adopted by the Vestal School Board November 16, 2021

Vestal Approved Sponsor of Continuing Teacher and Leader Education (CTLE)

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2021-2022
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Dawn Young, Vestal High School

Assistant Principals

Vestal High School
Jennifer Bittler
Gianni Cordisco

Vestal Middle School
Ashley McKenna
Melissa Williams

Athletic Director
Joshua Gannon

Vestal District Mission Statement



The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner, and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

Vestal District Goals

Challenge all Vestal students to meet ever-increasing standards of excellence in preparation for participation in the global society.

Support students' efforts to learn and grow by assuring all a positive educational environment.

Foster community pride in the Vestal schools by communicating openly and effectively about our students and the school program.

Invest fiscal resources responsibly and effectively to accomplish the District's mission.

International Baccalaureate: Mission Statement



The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Core Beliefs of Responsive Classroom®

In order to be successful in and out of school, students need to learn a set of social and emotional competencies -- cooperation, assertiveness, responsibility, empathy, and self-control -- and a set of academic competencies -- academic mindset, perseverance, learning strategies, and academic behaviors.



Professional Learning Committee 2021-2022

Member	Title	Representing
Christina Aloï	Art Teacher	Vestal Middle School
Brad Bruce	Principal	Clayton Avenue Elementary
Patrick Clarke*	Asst. Superintendent for Instruction	District
Hayley Crimmins	Principal	Tioga Hills Elementary
Natalie Datoush	English Teacher	Vestal High School
Amber Dennis	Asst. Director of Special Education	District
Katie Donlin	Science Teacher	Vestal High School
Sarah Evans	Literacy Specialist	Teacher, PD trainer, Technology Liaison
Becky Gensler	Elementary Education Teacher	Clayton Avenue Elementary
Jessica Groves	Social Studies Teacher	Vestal High School
Clifford Kasson	Asst. Superintendent for Business, Operations, and Finance	District
Amy MacDonald	Parent	District Council
Therese Mastro	Principal	Vestal Hills Elementary
Keliann Mazikewich	Director of Instruction	District
Marissa McNamara	Technology Integrationist	Broome-Tioga BOCES
Doreen McSain	Principal	Glenwood Elementary
Jessica Mirtallo	Elementary Education Teacher	Glenwood Elementary
Kelly O'Brien	Social Studies Teacher	Vestal Middle School
Joan Pokorak	AIS Math Specialist	Teacher, PD trainer, Technology Liaison
Heather Pufky	Administrator for Managed Technology Services	Broome-Tioga BOCES
Amanda Reid	Math Teacher	Vestal High School
Maria Rizzo	Psychologist	Vestal Hills Elementary
Meghan Stenta	Principal	African Road Elementary
Rosalie Sullivan	Director of Special Education	Special Education Administration
Dawn Young	Principal	Vestal High School

*Committee Chair

Introduction

The Professional Learning Plan (PLP) represents a focus on improving the quality of teaching and learning by ensuring that teachers participate in substantial professional learning to promote a process of continual professional growth. In addition to conveying Vestal's educational philosophy, standards, and opportunities for professional learning, the plan responds to Part 100.2(0) of the Commissioner's Regulations, which require that districts develop a plan that include the following:

- A needs analysis, and goals, objectives, strategies, activities and evaluation standards for professional learning in the school district; and
- A description of the following:
 - How the district provides all teachers substantial professional learning opportunities directly related to student learning needs as identified in the school district report card and other sources of information as determined by the district.
 - How the district will provide teachers holding a professional certificate (after February 2, 2004) with opportunities to maintain such certificates in good standing based on successfully completing 100 hours of professional learning every five years;
 - How teachers will access and participate in professional learning, including but not limited to an estimate of the average number of hours each teacher is expected to participate in professional learning in the school year covered by the plan;
 - The alignment of PDP components with New York State Standards and Assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities;
 - The articulation of professional learning across grade levels;
 - The efforts made to ensure that professional learning is continuous and sustained and that the methods and approaches for delivering professional learning have been shown to be effective; and,
 - The manner in which the school district will measure the impact of professional learning on student achievement and teachers' practices.

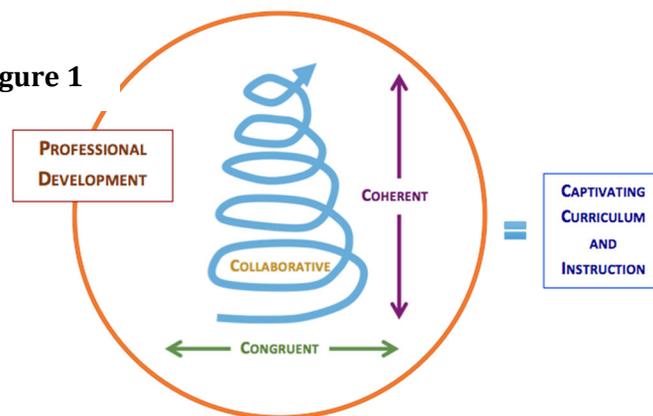
The Vestal Professional Learning Plan is designed to meet the New York State Education Department requirements. In addressing the requirements, our plan has been developed to assure that all stakeholders of the Vestal educational community will (1) understand the relationship between professional learning and student learning based on a continuous cycle of curriculum review, development, and refinement; (2) recognize that professional learning must provide the same level of engagement, relevancy, and purposefulness for our professional staff as is expected teachers will provide for their students; (3) understand how decisions related to professional learning are derived from current initiatives in the area of curriculum and instruction but aligned to authentic and enduring models of student centered learning.

Professional Learning: A Dynamic Process of Teaching and Curriculum Learning

Professional learning results from the coordination of all district stakeholders around the process of continuous growth to sustain and expand a captivating environment for student learning. Expanding and maintaining vertical and horizontal alignment of curriculum and instruction is a fundamental focus of professional growth and curriculum learning.

The Vestal Central School District operates on the foundational belief that professional learning is a dynamic process shaped by the coordination of feedback among all district stakeholders. Figure 1 illustrates the four essential qualities

Figure 1



of the Vestal professional learning community are at the core of this dynamic process:

- **Captivating:** Engaging, lively, authentic curriculum and instruction that captures our students' hearts and minds is the core of our school district's instructional program. All professional learning promotes the development and sustenance of captivating instruction.
- **Coherent:** The structure of the curriculum requires vertical alignment of content, concepts, and skills to maximize each student's capacity to receive, internalize, and apply core knowledge and understanding.
- **Congruent:** Instructional practices within each discipline and grade level are strengthened by the alignment of congruent instructional practices through the ongoing development and sharing of common language, concepts, and goals for student learning and achievement.
- **Collaborative:** Intellectual communities that promote high-level discourse, thoughtful consideration of student work, and data-informed practice result from a climate of collaboration and mutual respect. Collaboration among all stakeholders is the foundation for professional learning necessary to foster an instructional model that is captivating, coherent, and congruent.

2021-2022 District Professional Learning Priorities

From Recovery to Take Off: Integrating Social and Emotional Learning with Deep and Engaging Academics



Overview

Despite our best efforts, since March 2020, schooling has been interrupted for virtually all students. Schools serve many needs that go far beyond academic learning. These include needs related to physical health and safety, emotional well-being, and socialization. As we move toward the 2021-22 school year, we will need to address both social/emotional and academic needs that will likely be more intense as a result of the pandemic. In order to accomplish this, we need to take an approach that integrates social and emotional learning, cultural responsiveness, and engaging academics.

Prior to the pandemic, our district had been moving toward ambitious approaches to teaching and learning in all subject areas. In line with newly revised State learning standards and locally selected curricular and instructional initiatives, we have encouraged teaching and learning in which students:

1. Actively construct knowledge through “performances of understanding” by which their exposure to new phenomena, texts, and experiences prompt them to revise their prior knowledge as they transfer and apply it to new situations.

2. Engage in guided inquiry as they (a) pose and/or explore compelling questions, (b) analyze new information, (c) apply concepts from academic disciplines, and (d) communicate their findings.
3. See the relevance of learning by considering its value beyond school.

Before the pandemic, we were in various stages of implementing new learning standards and initiatives from Teaching for Understanding, to the Columbia Teachers College Units of Study, to the New York State Science Learning Standards, and much more. Many important pieces were beginning to fall into place. Our district was primed for a major academic take off. As we look to move beyond the pandemic, we need to arrive at a place from which such a take off is possible.

The theme for the next school year will be “**recovery.**” Both students and staff will need support as they work toward this. As we look forward to a post-COVID era, we cannot simply return to schooling as it was. While the pandemic has been disruptive in many ways, some of that disruption has led to innovations that can make us stronger in the future.

Strategic Focus Areas

The 2021-22 school year can serve as a bridge between the disruptions of the pandemic and the academic take off we had been working toward. We can help our students and staff recover by focusing efforts in the following strategic areas:

1. **Integrating Social and Emotional Learning with Engaging and Deep Academic Learning**
2. **Leveraging Technology to Promote Engaging and Socially Connected Learning**
3. **Promoting Resilience by Enhancing Holistic Systems for Student Support & Enrichment**

The district will use the following questions to guide our work in each of the strategic areas identified above. Each goal is accompanied by one or more essential questions intended to drive “action inquiry” plans in accord with our district’s “Plan for School-Based Planning and Shared Decision Making.”

1. Integrating SEL and with Deep and Engaging Academic Learning	2. Leveraging Technology to Promote Engaging and Socially Connected Learning	3. Promoting Resilience by Enhancing Holistic Systems for Student Support & Enrichment
<ul style="list-style-type: none"> • How can we integrate social-emotional learning with deep and engaging academics at the elementary and secondary levels? • How can teaching and learning become more culturally responsive? 	<ul style="list-style-type: none"> • How can we leverage instructional technology to promote engaging and socially connected learning? • How can we determine which technology (if any) is most appropriate for a given purpose or task? 	<ul style="list-style-type: none"> • How can we create flexible systems for student support that leverage both intervention and enrichment to promote student resilience?

Professional Learning Plan Development Process

Figure 2 illustrates the process used by the Vestal Schools to plan and execute professional learning. The district follows an approach to strategic planning called, “emergent strategic management.” After providing an overview of this approach, each step in the professional learning cycle will be explained in greater depth.

Emergent Strategic Management

Those accustomed to traditional strategic planning may note the absence of fixed, measurable objectives. This is an intentional effort to use “Emergent Strategic Management” as a model for growth and improvement.¹ Traditional strategic planning generally fails to consider the inherent unpredictability of “complex adaptive systems” like schools.²

Because schools are loosely coupled, dynamic networks of human interaction, the outcomes of a given action are not totally predictable or rational. In times of intensive change (a global pandemic, for example) rational approaches to planned change will likely be too slow and too simplistic to adapt to rapidly changing circumstances. Instead, Emergent Strategic Management involves focusing heavily on developing culture and structures. Leaders work on the former through visioning and sense-making activities that occur through networks of feedback loops. At the same time they structure interactions so that, by default, they tend to move in the organization in the desired direction. In essence, Emergent Strategic Management is about identifying a vision, acting to realize that vision, reflecting on the consequences of the action, and then repeating the process. Structuring goals as open-ended questions helps guide practitioner inquiry (and hence, growth) at various levels of the organization.

Timeline for 2021-22 Professional Learning Plan Development

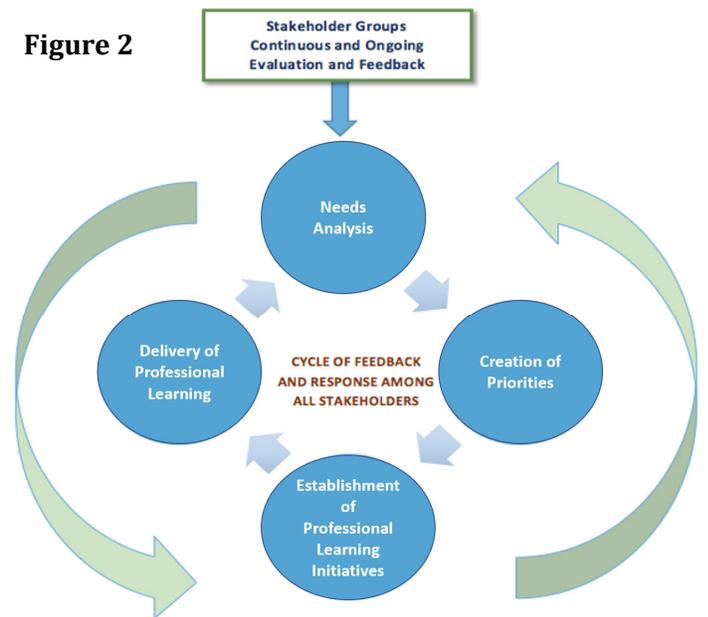
The Professional Learning Team in collaboration with administration reviews annual priorities and establishes professional learning activities. Annual timeline for establishing priorities is as follows:

- January: Review of current year priorities with administrative team and framing of new priorities. Solicitation of feedback from representatives of stakeholder groups.
- February: Preliminary draft of new priorities for review and feedback is developed by the professional learning team.
- March: Finalization of priorities. Drafting of summer and academic year professional and curriculum development initiatives.

¹ For an outline of “Emergent Strategic Management,” see Bovaird, T. (2008). Emergent strategic management and planning mechanisms in complex adaptive systems: the case of the UK Best Value initiative. *Public management review*, 10(3), 319-340.

² For a critique of traditional strategic planning, see Radin, B.A. (2006). *Challenging the performance movement: Accountability, complexity, and democratic values*. Washington, D.C.: Georgetown University Press. For another critique and suggestions for a new path forward, see Mehta, J. (2013). Beyond rationalization: Inverting the pyramid, remaking the educational sector. In *The Allure of order: High*

Figure 2



- **District Planning Group:** The District Planning Group consisting of representatives from each buildings shared decision-making team or Building Planning Team (BPG) collaborates biannually to communicate to the Professional Learning Team. New for 2017-2018 is the districts piloting of the Action Inquiry Model to promote alignment between the 2017-2018 district priorities and building initiatives led by the Building Planning Groups.
- **Technology Advisory Committee:** Technology Advisory Committee is comprised of representatives from all instructional levels and programs who collaborate with the Coordinator of Instruction/Technology Specialist to provide feedback on existing and emerging technology to evaluate its instructional impact, usefulness, and areas of professional learning. Members of the Technology Advisory Committee collaborate with their building communities to provide feedback to the professional learning team
- **RTI Advisory Committee:** The Response to Intervention Steering Committee consists of representatives from all programs and grade levels charged with monitoring, evaluating and refining the matrix of support for students who are not progressing along the instructional continuum. The RTI Steering Committee provides feedback from building level RTI teams on professional learning needs related to interventions and related assessments for progress monitoring.
- **Faculty and Support Staff:** The faculty and support staff will contribute to the development of professional learning initiatives through their representatives on the building and district planning committees, district advisory committees and task forces, and the Professional Development Committee. Faculty and support staff also communicate their professional learning needs to grade level and department chairs, principals, Directors, and Coordinators to share with the Assistant Superintendent for Instruction and Superintendent.
- **Paraprofessionals:** Paraprofessionals will contribute to the development of professional learning initiatives through their representatives on the building and district planning committees and through annual planning meetings between representatives and the Assistant Superintendent for Instruction and Director of Special Education.
- **Transportation Staff:** Transportation staff contribute to the development of professional learning initiatives through the coordination of the Director of Transportation and district administration.
- **Vestal District Council:** The Vestal District Council consists of representatives from each building's parent teacher organization. The Assistant Superintendent for Instruction and district communications coordinator serve as district liaison to this committee.
- **Departmental and Grade Level Teams:** These teams meet formally and informally throughout the year. Building principals serve as liaison to these teams. In addition, teams communicate professional and curriculum development needs to the Assistant Superintendent for Instruction through collaborative planning notes generated during professional learning activities.
- **Ad Hoc Committees:** K-5 Social Studies Task Force, VELP Committee, K-12 Science Task Force, Text Selection Criteria Task Force, Arts Task Force.

Needs Analysis

Identifying areas of professional growth is contingent upon gathering and evaluating multiple sources of data conducted by stakeholders throughout the course of the school year.

- **NYS 3-8 Assessments and Regents:** Annually data analysis sessions are organized to train and orient building level RTI teams on the strategic use of current 3-8 and Regents data to identify at risk students, target interventions, evaluate current support models, and consider new support models. Evaluation of assessment data adheres to the following set of expectations for student achievement:
 - Annual growth in rates of proficiency and mastery disaggregated by sub-groups and cohorts to monitor and reduce achievement gaps.
 - Transition of students from levels of intervention to levels of proficiency
 - Growth towards an annual graduation rate of 100%.
 - Evaluation and response to students whose academic progress is impacted by mobility among regional districts.

- Surveys and Feedback: Annually faculty are surveyed formally in the course of professional learning workshops. Grade level and department level teams complete planning and feedback forms during scheduled planning days.
- Task Forces and District Committees: Annually, committees are established to identify and evaluate specific areas of interest or focus.
- Monitoring and Evaluating of Existing Curricular Initiatives: Administrators collaborate with teachers to provide feedback on current initiatives and identify areas of in need of support. In particular, especial attention is given to the vertical and horizontal alignment of curriculum to maintain its coherency and congruency.
- AP and IB Results: Annual levels of participation and proficiency in AP and IB courses

Creation of Priorities

The process of evaluating areas of need results in the development of annual and future priorities. Central to these priorities is a focus on continuity to ensure that all curricular and instructional initiatives supported through the initial implementation process to full adoption. For this reason, priorities are maintained from one year to the next but may require different levels of support or engagement. Building, team, program and grade level priorities are communicated to the Assistant Superintendent for Instruction who organizes them into general areas or themes aligned to current priorities. The fundamental goal of all existing and new priorities is to promote the essential qualities of curriculum that is captivating, coherent, and congruent and sustained through a collaborative process among all stakeholders. Feedback on current priorities and the initiation of new priorities is generated and communicated through stakeholder groups.

Establishment of Professional Learning Initiatives

The Vestal district encourages the development and replication of innovative models of instruction, intervention, curriculum, and enrichment. To effectively do this, all new initiatives are assessed by district teams through the use of small scale pilot applications and evaluations. Pilots are monitored throughout the year; pilot participants assess impact and are charged with communicating feedback to district stakeholder groups through a variety of forums (i.e. grade level and department meetings, advisory committees, faculty meetings, Building Planning Teams, District Planning Group, administrator meetings, parent organizations, BOCES, etc.). Initiatives producing positive results for student learning may become a standardized practice through consensus among stakeholder groups.

Delivery of Professional Learning

Professional opportunities occur during the school year through Superintendent Conference Days, early release days, workshops, committee meetings, and planning sessions as outlined below.

- Professional learning opportunities occur in the following ways:
 - Superintendent Conference Days (District Wide)
 - Professional Release Days (Specific to a topic, content area, and/or grade level)
 - Summer Professional Learning
 - Online Coursework (AP and IB training only)
 - In building 'roll throughs'
 - Afterschool Professional Learning
 - Professional Conferences and Workshops
- Types of Professional Learning:
 - Curriculum development and alignment
 - Training in "wise" practices, methodologies, or instructional strategies
 - Training in specific programs or instructional models:
 - Responsive Classroom
 - Calkins Writing Units
 - Visual Thinking Strategies
 - Teaching for Understanding

- Universal Design for Learning
 - Disciplinary Literacy
 - K-12 NYS Social Studies Inquiry Arc
 - Technology Integration: Google Apps for Education
 - Accelerating Literacy Phonics-Based Interventions
- Training in use and application of assessment protocols/models:
 - DIBELS Next
 - Leveled Literacy Intervention
 - Running Records
 - Teachers College (TC) Writing Rubrics and Checklists
 - STAR Assessments
 - Curriculum-based assessments
- Training and implementation in data informed practices, including annual data reviews.
- Professional learning specific to the needs of paraprofessionals in the area of student management, academic assistance and coaching, meeting the needs of students with disabilities.
- Annual training and re-training on school violence prevention and intervention, with focus on building school cultures and climates that promote students' feelings of safety, belong, and inclusion
- Participation in task forces, district or building level committees
- Planning and delivery of professional trainings or workshops

Overview of Professional Learning Activities

Vestal's professional learning activities can be divided into the following categories:

1. **General Systems for Promoting Improvement in the Strategic Focus Areas**
2. **Mandated Annual Trainings**
3. **Overview of Professional Learning in the Strategic Focus Areas**
4. **Specific Professional Learning and Curriculum Development Initiatives**

General Systems for Promoting Improvement in the Strategic Focus Areas

The list below is a description of general systems that the Vestal Central School District utilizes to promote organizational improvement. These are broad strategies that are used across initiatives and content areas.

- **Action Inquiry Model:** An approach to practitioner inquiry that has been adopted by building planning teams to promote district priorities at the building level.³
- **Learning Labs:** Peer practice workshops in which teachers observe and discuss demonstration lessons which will be extended to K-5 math curriculum.
- **Curriculum Development through the Teaching for Understanding (TfU) Model:** Using the TfU model to design curriculum around performances of understanding, which integrate content and skill instruction through inquiry-based learning. TfU curriculum design will focus on the development of elementary science and social studies units aligned to the new standards.
- **K-12 Vertical Curriculum Alignment Activities:** Continued focus on consistent and common language/expectations across and between grade levels/ courses through district and BT-BOCES sponsored workshops and planning sessions.
- **Targeted Professional Support:** Provide targeted goal setting and professional learning specific to course, teams, or grade levels that includes varied approaches to professional growth—peer teaming/visits, “lab” visits, and demonstration lessons. Emphasis on deepening teacher and leader expertise through rich and complex professional experiences.
- **K-12 Authentic Collaboration:** Ongoing district and regional collaboration among faculty focusing on K-12 curriculum alignment and alignment of course content and instructional practices to the most recent curriculum standards in each subject area. Wherever possible, we strive for authentic collaboration. This occurs through district- and BOCES-sponsored workshops and planning sessions, but it also self-organized by professional educators during early release days and common planning periods.⁴
- **Monitoring Performance of Sub-Groups:** Identification of needs by cohort and individually to include trends, patterns, and outliers through building and district level RTI teams and the RTI Advisory Committee.
- **Educating the Whole Child:** Ongoing support for the development of a student's strong self-concept in the social, emotional, and intellectual domains: play-based learning, character education, talent

³ The philosophy behind the district's approach has been strongly influenced by Cochran-Smith and Lytle's (2009) *Inquiry as stance: Practitioner research for the next generation*. New York: Teacher's College Press. In practice, however, our approach blends the models of a number of scholars—most significantly that of Sagor (2000). *Action research: Guiding school improvement*. Alexandria, VA: ASCD.

⁴ Hargreaves (1991) contrasts authentic collaboration with “contrived collaboration.” Authentic collaboration is spontaneous, voluntary, development oriented, pervasive across time and space, and unpredictable. Contrived collaboration, however, is administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable. See Hargreaves, A. (1991). Contrived collegiality: The micropolitics of teacher collaboration. In J. Blase (Ed.), *The politics of life in schools: Power conflict, and cooperation* (pp. 46-72). London: Sage. We also agree with Datnow (2011) when she argues that schools with pre-existing collaborative cultures are often better situated to use data analysis to promote instructional improvement. See Datnow, A. (2011). Collaboration and contrived collegiality: Revisiting Hargreaves in the age of accountability. *Journal of Educational Change*, 12(2), 147-158. Likewise, we agree with Fullan's (2007) emphasis on establishing internal accountability within an organization before focusing on external accountability. See Fullan, M. (2016). *The new meaning of educational change*, 5th ed. New York: Routledge. We contrast our approach with superficial, test-driven approaches to school improvement promoted by some proponents of data-driven instruction and more highly structured professional learning communities. See, for example, DuFour, R. (2011). Work together: But only if you want to. *Phi Delta Kappan*, 92(5), 57-61, or Bambrick-Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools*. John Wiley & Sons.

development, leadership, civic and community engagement, exposure to diversity through academic, arts, and community experiences.

- **Community Engagement:** Developing, supporting, and maintaining community ties to expand the district's educational reach and allow all stakeholders to contribute to the district's forward movement.

Annual Mandated Trainings

The following is a list of annual mandated trainings that must be provided to teachers and/or school staff:

- **Supporting English Language Learners⁵:** Under CR Part 154, while the Vestal District is exempt for the mandated hours due to an ELL enrollment under 5%, the district must still provide annual professional learning: "All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs."
- **Dignity for All Students Act⁶:** Annual training is conducted to promote a positive climate and maintain staffs sensitivity to issues of student safety, support, and expression according to Section 100.2(jj) of the Commissioner's Regulations which requires, " that each school district and each charter school shall establish policies, procedures and guidelines for its school or schools to implement Dignity Act school employee training programs to promote a positive school environment that is free from harassment, bullying and/or discrimination; and to discourage and respond to incidents of harassment, bullying and/or discrimination on school property or at a school function, or off school property."
- **School Safety Training on Violence Prevention⁷:** This is an annual training on school safety and violence prevention. Among other things, staff review emergency action plans.
- **Right to Know and Blood-Born Pathogens Trainings:** Under the Occupational Safety and Health Administration's Hazard Communication Standard, all staff are required to participate in annual trainings related to chemical safety⁸ and proper protocols for preventing the spread of bloodborne pathogens.⁹
- **Data Privacy Training:** According to New York State Education Law 2-D, school staff must undergo training in data privacy protocols.¹⁰
- **Mental Health and Suicide Prevention:** Schools must provide staff with an annual training in suicide prevention and mental health.¹¹

Overview of Professional Learning in the Strategic Focus Areas

1. Integrating SEL and with Deep and Engaging Academic Learning

⁵ New York State Education Department. Continuing teacher and leader education (CTLE) requirements for ELL and ML educators. Retrieved from <http://www.nysed.gov/bilingual-ed/continuing-teacher-and-leader-education-ctle-requirements-ellml-educators>

⁶ New York State Education Department. (2013, July). Dignity for All Students Act Student Discrimination, Harassment and Bullying Prevention and Intervention: Guidance for Local Implementation. Retrieved from <http://www.p12.nysed.gov/dignityact/documents/DASAGuidanceLocalImplementation.pdf>

⁷ Rider, R.L. (2016, May 19). Recent legislative changes related to school emergency response planning. Retrieved from http://www.p12.nysed.gov/sss/documents/NewSafetyLegis_FieldMemoFINAL.pdf

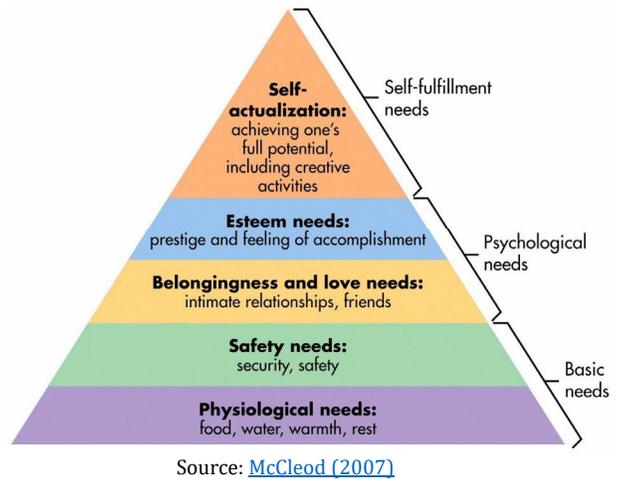
⁸ New York State Department of Health. "You have a right to know." Retrieved from https://www.health.ny.gov/environmental/workplace/right_to_know/

⁹ United States Department of Labor, Occupational Safety and Health Administration. Bloodborne pathogens and needlestick prevention. Retrieved from <https://www.osha.gov/bloodborne-pathogens>

¹⁰ The New York State Senate. (2015). Section 2-D: Unauthorized release of personally identifiable information. Retrieved from <https://www.nysenate.gov/legislation/laws/EDN/2-D>

¹¹ New York State Office of Mental Health. (2019). A guide for suicide prevention in New York Schools. Retrieved from <https://www.preventsuicideny.org/wp-content/uploads/2019/08/SchoolsSuicidePreventionGuide.pdf>

In light of COVID-related disruptions to schooling, the need for both academic challenge and social and emotional supports is strong. At the elementary level, our district has used the Responsive Classroom model to integrate engaging academics with SEL. Likewise, our K-12 approach to curriculum, instruction, and assessment is the “Teaching for Understanding” model.¹² In line with the District’s holistic philosophy, both models consider SEL and academics to be interdependent and complementary. In order for students to fully engage with the learning process—if they are to take risks and expend the effort needed to learn deeply—then we have to make sure their social and emotional needs are met. Maslow’s Hierarchy of need reminds us that achieving one’s fullest potential is extremely difficult if one’s physical and social-emotional needs are not met.¹³ Likewise, Vygotsky tells us that learning is a socially mediated process.¹⁴ Students learn from each other, and from more expert others (usually their teachers) who are able to model both social and academic behaviors and thought processes. Student construct meaning through social interactions.



As a district, we define engagement as “Students psychological investment in an effort directed toward learning, understanding, or mastering the knowledge, skills, crafts that academic work is intended to promote.”¹⁵ To define engagement as a “psychological investment” is to acknowledge that it involves more than just compliant behavior. It involve both affective and cognitive components. Engagement is largely about hearts and minds. For us, engagement is not just demonstrated by a student’s willingness to follow the teacher’s directions, but also by the extent to which their curiosity if piqued by what they are learning. Perhaps the best indicator of student engagement is when students spontaneously share their learning in other venues. When a classroom discussion comes home to the dinner table, or a student finds a way to apply their math lesson to a real world situation, then we usually know we are on to something big. The simple fact is that deep, authentic learning is challenging. Thinking is hard. If students are to invest the time and effort required authentic learning, then they have to find motivation in something beyond just grades.¹⁶ Academic and social-emotional learning are inextricably intertwined. When students social-emotional needs are met, they are more likely to be ready to learn deeply. Conversely, when learning is deep and personally meaningful, students are more likely to feel a sense of belonging and self-efficacy.

2. Leveraging Technology to Promote Engaging and Socially Connected Learning

¹² Wiske, M. S. (1998). *Teaching for Understanding. Linking Research with Practice*. San Francisco: Jossey-Bass.

¹³ McLeod, S. (2007). [Maslow's hierarchy of needs](#). *Simply psychology*, 1(1-18).

¹⁴ John-Steiner, V., & Mahn, H. (1996). [Sociocultural approaches to learning and development: A Vygotskian framework](#). *Educational*

¹⁵ [Lamborn, S., Newmann, F., & Wehlage, G. \(1992\). The significance and sources of student engagement. *Student engagement and achievement in American secondary schools*, 11-39.](#)

¹⁶ Cohen, D. K. (1988). Teaching practice: Plus ca change... In P. W. Jackson (Ed.), *Contributing to educational change: Perspectives on research and practice* (pp. 27-84). Berkeley, CA: McCutchan Publishing Corporation.

Technology can unite us, and it can divide us. It can lead to deep learning by exposing students to whole new worlds and creating opportunities for meaningful connections to others, but it can also leave students feeling isolated and socially disconnected. With the onset of the COVID-19 pandemic, our district began a 1:1 device initiative out of necessity. Students needed the capacity to learn remotely. As we return to fully in-person schooling, we realize that many of the technological tools that teachers and students adopted during remote schooling may still be helpful. Likewise, we understand that both individual students and our schools as a whole need to have the capacity to pivot to fully remote learning at a moment's notice. This is a simple necessity during pandemic schooling. As we move forward, our district would like to take full advantage of the best that instructional technology has to offer, while leaving behind tools that may be glitzy (and even fun for students), but do not ultimately advance our vision of deeply engaging and socially connected learning.

The current marketplace for educational technology is crowded with gamified and ostensibly data-driven applications that nonetheless have little or no educational research behind them, include elements that are distracting to students, fragment the learning process, and ultimately reinforce the traditional message that learning is about memorizing content or unthinkingly applying algorithms. If anything, the pandemic has driven home the need to provide students with more opportunities for socially connected meaning-making. However, under the guise of individualized learning, many applications fail to incorporate the social dimensions of learning, ultimately providing students with a more impoverished learning environment.

However, this is not true of all instructional technology. When teachers thoughtfully incorporate them into well designed lessons, platforms like the Google Suite can provide students with new ways to collaborate. Students now have the ability to share a document or slides presentation. They have the ability to embed links and multi-media. Peer reviewers can comment on each other's work and teachers have the ability to check students' progress and provide feedback in real time. Shared documents allow a student to broadcast their work to the rest of the class while remaining a safe distance away. Furthermore, technology enhanced collaborative assignments mirror the ways that many adults interact in college and in contemporary workplaces. Finally, carefully designed lessons can not only help students become savvy consumers of digital content, but also creators. These will be essential skills for any adult navigating the twenty-first century.

3. Promoting Resilience by Enhancing Holistic Systems for Student Support & Enrichment

While our district carefully designs first instruction so that all students will experience success, our we still assume that all students will likely need specialized support or enrichment at some point in their academic careers. Resilience does not come from the absence of adversity, but from the presence of protective and mitigating factors that help students learn to cope with difficult situations.¹⁷ A good education should empower students. Not only should it help them overcome learning challenges, but it should also help them develop their talents and hone their interests. During the upcoming school year, our district will invest in both intervention and enrichment, closely integrating social-emotional and academic learning. The district has added an additional social worker, and new teachers in reading, math, and special education. Both these new hires and our veteran staff will both experience and, in some cases, lead professional learning related to their fields of specialization. Through initiatives such as

¹⁷ Masten, A.S. (2001) Ordinary magic: Resilience processes in development. *American Psychologist*, 56(3), pp.227-238.

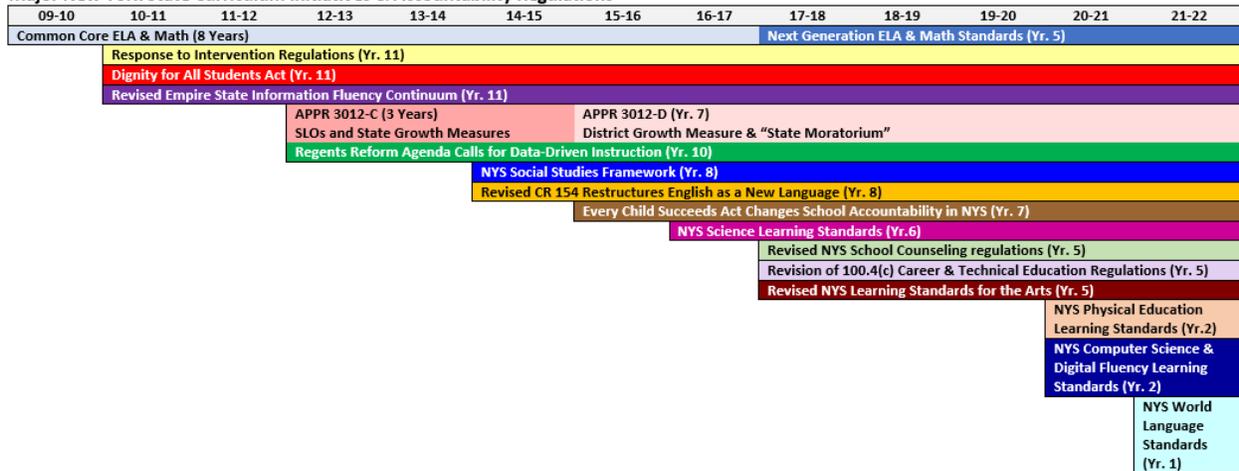
“Accelerating Literacy,” our homegrown math fluency project, and Life Space Crisis intervention, we will further enhance our district’s ability to promote student resilience through holistic systems of support and enrichment.

Specific Professional Learning and Curriculum Development Initiatives

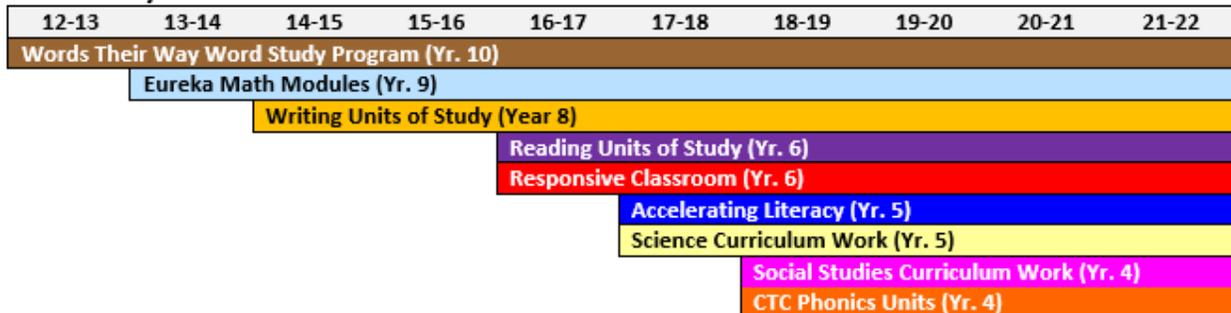
Initiative Timelines

While initiatives typically require the most support in the first three years of implementation, it is also important to maintain and refresh them after their initial roll out. Consequently, our district tracks the age of initiatives—and acknowledges when an initiative finally ends. The chart below illustrates some of the major initiatives that our district has embarked upon in the last decade.

Major New York State Curriculum Initiatives & Accountability Regulations



Elementary Curriculum Initiatives at Vestal



2021-22 Initiatives by Department of Program Area

Art

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Review new Arts Standards <ul style="list-style-type: none"> ○ The Art Department will begin exploring the newly revised New York State Arts standards. ○ If possible, representatives from the Art department will attend the New York State Art Teachers Association conference in Binghamton from November 19-21. 	X		

Business

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Create and refine the curriculum for Introduction Accounting <ul style="list-style-type: none"> ◦ Integrate Microsoft Office into accounting coursework • Develop two strands for “Intro to Business Management and Marketing” <ul style="list-style-type: none"> ◦ A Local Elective ◦ IB Business Management • Explore the possibility of linking the Introduction to Accounting course to SUNY Broome’s Fast Forward program • Explore opportunities for networking with other business teachers in the region 	X	X	
	X		
	X		

Computer Science & Digital Fluency

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Media Literacy <ul style="list-style-type: none"> ◦ Media Literacy for a Modern Media World • Explore and understand the Computer Science and Digital Fluency Learning Standards (K-12) <ul style="list-style-type: none"> ◦ Send 5 primary teachers, 5 intermediate teachers, and 2 middle school teachers to participate in the Smart Start Grant through B-T BOCES. Those teachers will help turnkey sessions to sensitize other K-8 teachers to the new standards. 	X	X	
	X		

Counseling, Social/Emotional Learning, and Mental Health Education

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Second Step Safety Curriculum • Second Step Social and Emotional Learning Curriculum (K-5) • Counseling Advisory Committee • Development of Career Exploration Lessons (6-12) • Responsive Classroom Level I • Responsive Classroom Advanced Course • Life Space Crisis Intervention <ul style="list-style-type: none"> ◦ Introduction to Life Space Crisis Intervention ◦ Talking with Students in Conflict 	X		X
	X		
	X		
	X		
	X		X

English Language Arts

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • K-12 Exploration of Next Generation ELA Standards • K-5 Windows and Mirrors: Diversifying Classroom Libraries • K-5 Continued Professional Learning and Support around Columbia Teachers College Units of Study in Reading, Writing, and Phonics <ul style="list-style-type: none"> ◦ Possible Summer Institutes • Accelerating Literacy Program 	X		
	X		
	X		
		X	X

<ul style="list-style-type: none"> ○ Intervention, Data, and Assessment Work ○ Exploration of a Dyslexia Screening • 6-12 Departmental Work around diversifying texts, course throughlines,” and focus skills at each grade level • Revision of Enriched English Language Arts 8 Course • Possible Book Study: Grammar, Power, and Writing • Media Literacy for a Modern Media World 	X		
	X		
	X		
	X		

English as a New Language and ELL-Related Professional Learning

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Culturally Responsive Practice • Expanding the Seal of Biliteracy to More ELLs, Former ELLs & Ever ELLs • Enhancing Co-Teaching <ul style="list-style-type: none"> ○ Exploring Co-Teaching Structures • Literacy <ul style="list-style-type: none"> ○ Columbia Teachers College Virtual Institute (Reading, Phonics or Writing) ○ Comprehensive reading intervention for adolescents: From Assessment to Targeted Instruction 	X		
	X		
	X		X
	X		X
			X

Family and Consumer Science (FACS)

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Continue to develop career exploration lessons to align to the New York State Career Plan requirement. • Develop a Financial Literacy Simulation 	X		X
	X		

Library Media Studies

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Computer Science & Digital Literacy Standards? <ul style="list-style-type: none"> ○ SMART Start Grant • Seal of Civic Readiness Pilot • Leveraging Google to Build Equity • Media Literacy <ul style="list-style-type: none"> ○ Media Literacy for a Modern Media World workshop 	X	X	
	X	X	
	X	X	
	X	X	
	X		

Math

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Review and implement K-5 Fluency Initiative Revise K-5 modules lessons and assessments to align to Next Generation Math standards. Ongoing structured support for 6-12 alignment to Next Generation Math Standards. Elements of Algebra teacher collaboration to address curriculum and learning gaps. Set up a Fall 9th grade field trip to Chenango Valley State Park 	X X X X X	X	X X X

Music

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Summer Music Lessons Explore and Develop Music in Media Course Realignment of 9-12 Music Theory/General Music curriculum Year 3: K-5 General Music Curriculum Alignment <ul style="list-style-type: none"> Continued curriculum roll-out 	X X X		X

Physical Education and Health

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Exploration of New York State Physical Education Learning Standards <ul style="list-style-type: none"> Summer professional learning session led by Kerri Bullock Continued alignment of the PE curriculum between elementary buildings Exploration of a new textbook for Middle School Health 	X X		

Science

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Explore and understand NYSSLS Science Instructional shifts (Grades K-12) <ul style="list-style-type: none"> Create and refine NYSSLS Science Curriculum Topic Maps Inquiry-based, problem-based, project-based science instruction Reboot 2-5 Science Task Force, exploring NYSSLS and creating units Continue Earth Science unit development to align with the NYSSLS, including possible field trip to Chenango Valley State Park Continue curriculum development for Living Environment via the B-T BOCES regional PLC Review Pilot Grade 6, FOSS science kits; Evaluate FOSS kits for selective use in grades K-8 	X X		

World Languages

2021-22 Departmental Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Awareness and capacity building around New York State World Language Learning Standards <ul style="list-style-type: none"> Aligning vocabulary themes and grammar topics introduced at each grade level Clarifying the balance between communicative approaches and explicit grammar instruction Comprehensible input Expanding the Seal of Biliteracy Program 	X	X	

Interdisciplinary Initiatives

Action Inquiry Model and District/Building Planning

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> District Planning Group Summer Meeting: Setting Up AIM Projects Building Planning Team Meetings 	X		

Assessment and Data Informed Practice

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Expanded use of eDoctrina Data analysis around universal screenings (e.g., STAR Reading & Math, DIBELS, Running Records) Establishing clearer guidelines for administration, data collection, and use of progress monitoring assessments to inform interventions. Wise practices for authentic and ongoing assessment Pilot a dyslexia screening & intervention 	X X X	X	X X X

Culturally Responsive Practice

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> Exploring the New York State Culturally Responsive-Sustaining Education Framework <ul style="list-style-type: none"> Moving Forward with your Classroom Culture of Care: Culturally Responsive & Sustaining Education for ALL Fostering Dialogue around Controversial Issues Windows & Mirrors Initiative to Diversify K-5 Classroom Libraries Ongoing Discussions about Diversifying Texts in Secondary ELA 	X X X X		

International Baccalaureate & Advanced Placement

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Training in AP World History • Possible IB Trainings for <ul style="list-style-type: none"> ○ Theory of Knowledge ○ Computer Science ○ Math Applications and Approaches SL ○ Math Analysis & Approaches SL ○ Math A & A HL ○ Economics SL ○ Psychology SL ○ English A Literature HL 	X X		

Leadership

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • TfU for Teacher Leaders • SMART START Computer Science & Digital Fluency PL • BOCES Leadership Academy <ul style="list-style-type: none"> ○ What is sacred? ○ What is learning? ○ Doug Reeves: “The 100-Day Leader” • Student Support Task Force • Vestal Leadership Retreat <ul style="list-style-type: none"> ○ Lead Evaluator Training ○ TfU Topics for Leaders ○ First Aid & CPR Training 	X X X X	X	X

Mentoring

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Year 1 Mentees <ul style="list-style-type: none"> ○ Orientation/Induction ○ Elementary Literacy & Math Boot Camp (K-5) ○ Engaging Parents, Students & Colleagues ○ Meeting the Needs of All Learners (Focus on SWDs & ELLs) ○ Disciplinary Literacy (6-12) ○ Cooperative Learning • Year 2 Mentees: Teaching for Understanding Workshop Series 	X X	X X	X X

Student Support

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Second Step Safety Curriculum • Second Step Social and Emotional Learning Curriculum (K-5) • Student Support Steering Committee • Dyslexia Task Force • Responsive Classroom Level I • Responsive Classroom Advanced Course • Life Space Crisis Intervention <ul style="list-style-type: none"> ○ Introduction to Life Space Crisis Intervention ○ Talking with Students in Conflict 	X X X X X		 X X

Technology Integration

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Using Technology to Teach More Deeply <ul style="list-style-type: none"> ○ Leverage Google to Promote Equity ○ SMART Start Professional Learning ○ Technology Integration with Other PL Initiatives <ul style="list-style-type: none"> ▪ Mentoring ▪ Teaching for Understanding • Technology Support for Particular Software <ul style="list-style-type: none"> ○ Turnitin ○ Newsela ○ Seesaw ○ Remind • Exploring additional applications for math instruction 	X	X X	 X

“Wise” Teaching Practices

Initiatives	Goal #1	Goal #2	Goal #3
<ul style="list-style-type: none"> • Teaching for Understanding (Main Series) <ul style="list-style-type: none"> ○ Introduction to TfU ○ Deciding What to Teach: Generative Topics & Understanding Goals ○ Minds on Learning: Performances of Understanding ○ Putting It All Together: Ongoing Assessment & Unit Design ○ Final Reflection Workshop • Educating for the Unknown: Using Throughlines to (Re)Design a Course • TfU for Teacher Leaders • Focus on Effective Teaching Workshop Series 	X X X X	X	

Evaluating Professional Learning

Assessing the impact of professional learning experiences can be extremely difficult. While some scholars have argued in favor of evaluating professional learning initiatives in terms of narrow student achievement goals.¹⁸ Others have argued that a “black box” of uncertainty lies between professional learning initiatives and their actual impact on student’s educational experiences.¹⁹ What is clear from this scholarship, is that the deepest changes are the most difficult to realize and to measure.²⁰ The difficulty of assessing educational improvement is compounded when organizations choose broad goals that are more difficult to quantify. At the same time, research on emergent strategic management suggests that meaningful goals can help organizations promote deep cultural and structural change through uncertain times.²¹

What is a Good Education?

“The Vestal Central School District believes each student is unique and can learn. The District’s mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.”

-Vestal Central School District Mission Statement

Figure 3

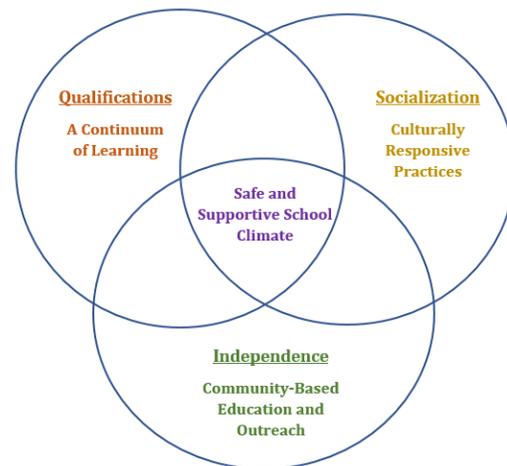
It is impossible to judge the value of an educational program without first considering what makes an education “good.” Vestal’s mission statement outlines a holistic approach to schooling. This mission can be further operationalized by considering the following elements of a good of education²²:

- **Qualification**
- **Socialization**
- **Independence**

Figure 3 illustrates the relationships between these elements.

Helping students attain the *qualifications* to meet their college and/or career goals is just part of what we expect our organization to do. That is a baseline expectation.

However, we aspire to something much higher and more difficult: the creation of a thoughtful, balanced, and responsible human being. Fostering the growth of such individuals involves *socialization*. It means passing



¹⁸ Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

¹⁹ See, for example, Cuban. L. (2013). *Inside the black box of classroom practice: Change without reform in American education*. Boston: Harvard Education Press.

²⁰ Cohen, D. K. (1988). Teaching practice: Plus ca change... In P. W. Jackson (Ed.), *Contributing to educational change: Perspectives on research and practice* (pp. 27-84). Berkeley, CA: McCutchan Publishing Corporation; Tyack, D.B., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press; Grant, S.G. (2018). Policy as metaphor. In P. G. Fitchett & K. W. Meuwissen (Eds.), *Social studies in the new educational policy era: Conversations on purposes, perspectives and practices* (pp.27-32). New York: Routledge; Thornton, S.J. (1991). Teacher as curricular-instructional gatekeeper in social studies. In J.P. Shaver (Ed.), *Handbook of research on social studies teaching and learning* (pp. 237-248). New York: MacMillan.

²¹

Value initiative. *Public management review*, 10(3), 319-340

²² This vision has been strongly influenced by the work of educational philosopher, Gert Biesta. See for example, Biesta, G. (2009). Good education in an age of measurement: On the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability*, 21(1), 33-46.

on our community’s heritage—the values we share, the beliefs we hold, and the ways we live. It involves sharing the things we agree on, but it also involves exposing students to our differences. Our diversity of cultures, of political opinions, religious beliefs, and academic interpretations are all sources of strength. They ensure that every student has the opportunity to encounter others who will challenge them, and in so doing, help them learn who they are and what they stand for.

It is this last part that makes our district’s mission particularly challenging but rewarding. If students are to become “critical thinkers,” “lifelong learners,” and “contributing citizens in a changing global society,” we cannot fully know in advance what knowledge, skills, and dispositions they will need. Only *they* can determine that. Thus, a “good” education must foster students’ **independence**. It must give them opportunities to apply and transfer their learning to new situations. It must encourage them to try, sometimes to fail, to reflect, and to try again. It must give them the space to develop their own views, explore their own interests, and develop their own creativity. Finally, it must assume that *they* have things to teach *us*.

Considering Vestal’s mission, we have tried to evaluate Vestal’s curricular and instructional priorities according to these three dimensions.

New York State Standards for High Quality Professional Learning²³

The New York State Education Department has put forth the professional learning standards listed below. When designing and evaluating professional learning, these standards should be considered alongside the educational philosophy outlined above.

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional learning expands educators’ content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children’s education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

Evidence of Impact

In choosing the indicators through which to evaluate the impact of professional learning, it is important to consider any possible collateral impact that the use of indicators might have. In his now famous articulation of “Campbell’s Law,” psychologist Donald Campbell stated, “The more any

²³ New York State Education Department. New York State Professional Development Standards. Retrieved from <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>

quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.”²⁴ In other words, the more stakes we tie to a given metric (such as a test), the more likely it will be that staff will attempt to game that metric (teaching to the test, for example). It is therefore important that we (1) not tie high stakes to these indicators, and (2) choose indicators that, if emphasized, would lead to positive educational experiences for students. Hence, we have attempted to choose a balanced combination of qualitative and quantitative indicators for each of the three focus areas outlined in the district’s 2021-22 priorities document.

Focus Area #1: Integrating Social Emotional Learning with Deep and Engaging Academic Learning:

Our district will evaluate professional learning related to this focus area through an analysis of the following:

- Participant evaluations of professional learning workshops.
- A qualitative analysis of the lesson descriptions from a sample of teachers who have taken the Teaching for Understanding course. The analysis will focus primarily on the extent to which lessons showed evidence of deep behavioral, affective, and cognitive engagement.
- Mastery rates and participation rates on the New York State 2022 3-8 ELA, Math, and Science exams.
- Mastery and participation rates on the New York State Regents exams.
- The number of students who earn in the Seal of Biliteracy and the Seal of Civic Readiness.
- Scores and participation rates on Advanced Placement and International Baccalaureate assessments.
- A survey or focus group conducted by the Counseling Advisory committee to learn more about secondary students’ perceptions of Vestal’s school climate.

Focus Area #2: Leveraging Technology to Promote Engaging and Socially Connected Learning:

Our district will evaluate professional learning related to this focus area through an analysis of the following:

- Participant evaluations of professional learning workshops related to technology integration.
- The district will analyze data from the New York State Digital Equity Survey.
- A qualitative analysis of the lesson descriptions from sample of lesson observation write-ups. The analysis will focus the connection between technology integration and student engagement. The action inquiry project will use the [“Triple E” framework](#) to evaluate the extent to which technology was used to extend, enhance, or engage student learning.²⁵

²⁴ Campbell, D. T. (1979). Assessing the impact of planned social change. *Evaluation and Program Planning*, 2(1), 67-90.

²⁵ For a short introduction to the Triple E Framework, see Kolb, L. (2019, February). Smart Classroom-Tech Integration. *Educational Leadership*, 76(5), 20-26. Retrieved from <https://www.ascd.org/el/articles/smart-classroom-tech-integration>. For a more in-depth explanation, see Kolb, L. (2017). Learning first, technology second: The educator's guide to designing authentic lessons. ISTE (International Society for Technology Education). For a rubric to evaluate lessons through the Triple E framework, see https://www.tripleeframework.com/uploads/2/2/8/7/2287991/educationaltechnologyvalueevaluation_2_1.pdf

Focus Area #3: Promoting Resilience by Enhancing Holistic Systems for Student Support & Enrichment

Our district will evaluate professional learning related to this focus area through an analysis of the following:

- Participant evaluations of professional learning workshops related to intervention or enrichment.
- Qualitative lesson descriptions from a sample of lesson evidence summaries from reading interventions. The analysis will focus on the extent to which teacher practice follows the Accelerating Literacy model outlined in Appendix 15.
- The number of MLLs/ELLs who progressed one or more linguistic levels on the NYSESLAT over the course of the school year.
- English Language Arts course grades and State exam scores of Ever ELLs (i.e., students who have exited the ENL program).
- Data from the 3-8 Math and Regents exams with a focus on students who received math AIS.
- The district will track the percentage of students at each level who engage with at least one extracurricular activity through school.

Conclusion

The Professional Learning Plan (PLP) continues to evolve. The District encourages thoughtful reflection within all professional practice. The plan provides the structure for a constant flow of information regarding the growth and achievement of all students and related “wise” practices in professional learning. The dynamic nature of the communication system allows this written plan to become a living document for continuous improvement throughout the district.

Appendices

Appendix 1: Continuing Teacher and Leader Education (CTLE) Certification Requirements²⁶

As of July 2016, all teachers and educational leaders with a permanent²⁷ or professional certificate or a Level III Teaching Assistant certificate issued prior to July 1, 2016 will be required to register through the TEACH system during the 2016-2017 school year based on their month of birth. Certification must be renewed every five years. Teachers, leaders and Level III TAs who are issued a certificate after July 1, 2016 will be registered automatically. They will need to re-register during the fifth succeeding birthday month. Registration occurs through the TEACH system.

A Continuing Teacher and Leader Education (CTLE) certification must be completed by all holders of a professional certificate in classroom teaching or educational leadership, or Level III Teaching Assistant.

The requirement for CTLE certification includes:

- Completion of 100 hours during each 5-year registration period. Providers/sponsors of continuing education must be approved by SED. This correlates to an average of 20 hours each school year of professional learning by a SED approved provider. Teachers with professional certificates may achieved these hours through:
 - District specific workshops and planning initiatives developed and facilitated by district administrative staff and/or trainers. *(Note: Teacher or chairperson facilitated planning sessions will not contribute towards the 100 CTLE certification hours).*
 - District-Regional workshops and planning initiatives developed and facilitated by BOCES staff.
 - Workshops conducted by the Broome County Teachers Center and New York State United Teachers (NYSUT) will contribute towards the 100 CTLE certification hours.
 - Professional conferences may count towards CTLE hours only if the conference providers can provide CTLE approved sponsor number(s).
- Teachers of English to speakers of other language or bilingual extension titles require a minimum of 50% of CTLE hours must be focused on best practices for co-teaching, integrating language, and content instruction for ELL.
- For ALL other certificate holders, a minimum of 15% of hours must be dedicated to meeting needs of ELL. The Vestal Central School District has received a waiver for this requirement because ELLS make up less than 5% of total district population.

Under CTLE regulations, teachers and administrators are responsible for documenting their CTLE hours. For each five-year cycle, teachers and administrators with a professional certificate will be required to confirm in the New York State TEACH portal that they completed 100 hours of CTLE approved professional learning. They must be prepared to provide workshop certificates upon request. In order to receive CTLE credit, documents must include the provider's CTLE sponsor number.

²⁶ New York State Education Department. (2016, March 14). Adoption of a New Subpart 80-6 of the Regulations of the Commissioner of Education to Implement Chapter 56 of the Laws of 2015 Relating to the Registration Process for any Holder of a Certificate that is Valid for Life (Permanent, Professional and Teaching Assistant Level III) and the Establishment of Continuing Teacher and Leader Education (CTLE) Requirements for Professional and Teaching Assistant Level III Certificate Holders. Retrieved from <http://www.regents.nysed.gov/common/regents/files/316hea1.pdf>

²⁷ The Provisional/Permanent certificate series is available in:

- Classroom teaching titles prior to February 2, 2004.
- Administrative and supervisory certificate titles prior to September 2, 2007.
- Pupil personnel services certificate titles.

Appendix 2: CTLE Certification

From: CTLEsponsor [<mailto:CTLEsponsor@nysed.gov>]
Sent: Thursday, March 16, 2017 10:42 AM
To: Lamash, Laura M <LMLamash@vestal.k12.ny.us>

We attempted to send this email back in December.

-David P.
Office Asst. 2
Office of Teaching Initiatives
Higher Education
New York State Education Department

Sponsor Name: Jeffrey Ahearn

The New York State Education Department (NYSED) has received your application to be an approved Sponsor of Continuing Teacher and Leader Education (CTLE) pursuant to Section 80-6 of the Regulations of the Commissioner of Education.

As a result of the review of the submitted information, your application has been approved. The term of approval is five years, beginning July 1, 2016 and ending June 30, 2021. At least three months prior to the end date, you should reapply for approval should you wish to continue to be an approved Sponsor of CTLE.

Your identification number for purposes of issuing the Certification of Completion form and electronic reporting is 1016. This number is unique to the Sponsor and must be on every certification you issue. If using the Department's form, this number must be documented in Section III of the form.

If you are a School District and you make changes to your professional development plan, the revised plan must be uploaded into TEACH using the "District CTLE Sponsor Application" link.

When corresponding with the NYSED regarding your status as an approved Sponsor of CTLE, please include your unique Sponsor identification number and send correspondence to CTLEsponsor@nysed.gov or CTLE Sponsor, Office of Teaching Initiatives, New York State Education Department, 89 Washington Avenue, Albany, New York 12234. We wish you success as you implement this training to increase teacher knowledge.

Sincerely, Ann Jasinski

If you have any questions please visit the Office of [Teaching Website](#)

Appendix 3: Mission Statements

Vestal Central School District:

The Vestal Central School District believes each student is unique and can learn. The District's mission is to provide instruction, programs, strategies and challenges in a caring, positive learning environment. Each student will become a critical thinker, a lifelong learner and a responsible, contributing citizen in a changing global society. The Board of Education, staff, parents, students and community share a commitment to this mission.

International Baccalaureate:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile promotes students to embrace the following values:

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Balanced:** We understand the importance of balancing different aspects of our lives -- intellectual, physical, and emotional -- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- **Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Appendix 4: New Teacher Mentoring

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts to plan and implement mentoring programs for new teachers. This regulation complements a previously adopted regulation (effective February 2, 2004) that requires all new teachers holding an initial certificate to complete a mentored teaching experience. The PLP is required to include the following components of the mentoring program:

- A mentor selection procedure
- Mentor training and preparation
- A time allocation for mentoring activities
- The role of the mentor
- A defined set of mentor activities

Vestal's teacher mentoring program supports the transition from preparation to practice and thereby hopes to increase retention of new teachers. Workshops and the mentoring experience strengthens the skills of new teachers. These skills are directly related to student achievement in accordance with New York State Standards and the district's annual priorities.

Mentor Selection Procedure: The Director of Instruction accepts applicants from prospective mentors on a rolling basis. Wherever possible, the district tries to pair mentors and mentees who teach the same subject area and/or grade level, and work in the same school. When there is no mentor who would be appropriate for a given mentee in the current pool, the Director of Instruction will work with the building principal to actively recruit a mentor. Mentor applicants must provide a statement of interest and a list of the professional learning experiences they have had.

Mentor Training and Preparation: Once selected, mentors are offered a one-day workshop on mentoring and instructional coaching. This training typically occurs in October.

Time Allocation: In addition to completing the workshops listed above, mentees and mentors can work together outside of the regular contractual day for up to 3 hours per month. Mentors and mentees can also have up to a half-day per month of release time based on the mentee's needs. During this time, mentors and mentees can engage in co-teaching, modeling, co-planning, lesson observation, feedback, reflection, communication with administration, or other agreed upon activities.

The Role of the Mentor: Mentors provide guidance and support to first- and second-year teachers in the following ways:

- Scheduling visits and meetings (both planned & impromptu) to address mentee's needs. These needs may include:
 - Developing a confidential mentor/mentee relationship
 - Modeling instruction
 - Providing informal instructional feedback
 - Assisting with short and long range instructional planning
 - Providing peer coaching
 - Co-teaching lessons with the mentee
 - Orienting the mentee to the district's culture and core beliefs
 - Supporting immediate needs onsite
- Assisting in the growth of the mentee by encouraging reflection and self-evaluation
- Completing a bimonthly log of mentoring activities
- Completing a mentor program evaluation and mentor reflection sheet by June 15

- Communicating and collaborating with colleagues and administrators to support the mentee
- Supporting district priorities and mission

Mentoring Activities: Mentees participate in the following activities:

- Completing a 1½-day orientation session
- Regularly meeting the mentor to engage in the activities listed above
- Completing the following mentoring workshops in their first year:
 - Meeting the Needs of All Learners
 - Promoting Higher Order Thinking
 - Strategies for Engaging All Learners
- Completing the following Teaching for Understanding workshops in their second year:
 - Understanding: An Introduction to Teaching for Understanding
 - Deciding What to Teach
 - Minds on Learning: Linking Performances of Understanding to Understanding Goals
 - Putting it All Together: Ongoing Assessment, Reflection and Unit Design
 - Final Reflection Workshop
- Annually completing an evaluation of the mentoring program

Appendix 5: Professional Learning Related to Multilingual Learners

Section 2.3(k) of part 154 of the Commissioner Regulations requires that school districts provide professional learning experiences related to the instruction of English Language Learners (ELLs) and Multilingual Learners (MLLs).²⁸ Those regulations require that MLL-related professional learning minimally constitute 50% of the required professional learning clock hours for English as a New Language (ENL) teachers, and 15% of the required hours for non-ENL teachers.

The regulations also allow a school district to seek a waiver from this requirement if ELLs/MLLs make up less than five percent (5%) of the district's total student population. The Vestal schools applied for this waiver, and it was approved by the New York State Education Department on October 4, 2021.

In order to receive this waiver, the district had to propose the following alternative plan for providing ELL-related professional learning:

The district will offer ELL-related professional development for teachers and administrators in buildings with ELL populations. These workshops may be provided by the following:

- The district's ENL teachers, the district literacy specialist and/or the Director of Instruction.
- Staff from Broome-Tioga BOCES and/or the Mid-State Regional Bilingual Education Resource Network
- Outside consultants
- Any combination of the above.

The ENL teachers may also attend local, state, or national ENL conferences sponsored by groups such as NYSED, NYSTESOL, and/or TESOL. Possible professional learning topics may include but are not limited to the following:

- Identifying and serving ELLs with disabilities
- Strategies for engaging ELLs in the integrated ENL classroom
- Culturally responsive practice
- Advocating for ELLs and their families
- Co-teaching integrated ENL
- Helping ELLs in Special Area Classrooms
- Collaborative identification of ELLs with disabilities
- Getting to know the families of ELLs and their cultural assets

In addition to ELL-specific professional development offerings, the district will also integrate universal design for learning, cooperative learning, thinking routines, and other strategies for meeting the needs of all students (including ELLs/MLLs) into several general workshops. This includes a series of mentoring workshops for first-year teachers and a five-part series on the "Teaching for Understanding model.

²⁸ New York State Education Department. (2014). Commissioner's Regulations Part 154-2 Full Text. Retrieved from <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/terms-154-2-effective-2015-16-and-after.pdf#page=29>

Appendix 6: Action Inquiry Model

Vestal Central School District Redefining Shared Decision Making in Vestal: Collaborative Action Inquiry Model January 2017

I. Rationale

The purpose of this proposal is to set up a process for strategic planning and action unique to the Vestal district; a process that supports our district's commitment to a dynamic process of planning and decision making based on the district's mission, shared values and established beliefs about authentic, enduring learning and teaching.

In 1994, CR 100.11 was put into practice requiring all school districts to provide for the participation of parents and teachers in school-based planning and shared decision-making for the following purpose: "...to improve the educational performance of all students in the school, regardless of such factors as socioeconomic status, race, sex, language background, or disability." In 2015, the Every Student Succeeds Act (ESSA) sets the stage for local control and stronger family-community partnerships. This proposal formalizes the processes our district has in place for authentic shared decision making to ensure the participation of all stakeholders in the ongoing development of our district's instructional model and vision.

The shared decision-making process in Vestal adheres to these guidelines through the activities of the Building Planning Teams (BPT) that meet regularly and the District Planning Group (DPG) that meets two to three times a year:

- The Building Planning Teams may vary in size, but consist of the following representation:
 - Building administration (principals, assistant principals)
 - Faculty (teachers, counselors)
 - Paraprofessionals
 - Parents
 - Students (high school only)

- The District Planning Group consists of representatives from each BPT as well as representatives from the Vestal school board, the professional learning team, the following associations:
 - Association for Vestal Support Professionals (AVSP)
 - Vestal Administrators Association (VAA)
 - Vestal Teachers Association (VTA)

II. District Priorities

A. Rationale

Beginning in 2013, the district strategic planning transitioned from using an action plan with five-year goals to the development of annual priorities. The rationale for this change was as follows.

The intensification of state mandates related to curriculum, assessment, and accountability, needed a more dynamic and responsive model that was process driven rather than goal driven. To this end, the outcomes for all curriculum and professional initiatives should be the steady improvement of student academic achievement. But for this to happen requires that a multiple set of factors be attended to simultaneously:

- Student engagement: How are social, emotional and environmental factors impacting students' ability to access curriculum and instruction?
- Teacher experience with new and existing curriculum and instructional models: The amount of time a teacher and principal have becoming knowledgeable in curriculum must be taken into account for long-term planning. Professional learning takes years.
- "Age" of initiative: We know that coherence of curriculum and instruction requires multiple years for it to impact student performance; students must have prolonged exposure to a new initiative over multiple years.
- Professional and curriculum development: There needs to be ongoing and integrated support of teachers and principals over multiple years in order for initiatives to be learned, understood, and eventually, integrated within our district and school cultures.
- K-12, grade level, and course alignment: In order to ensure that curriculum is both coherent and integrated, the priorities allow for understanding how initiatives and activities contribute to a K-12 alignment.

At the same time, our district and all districts must be flexible and adaptive in responding to state and federal mandates, changing policy requirements, and social and economic trends.

B. Development and Feedback

District Priorities began in 2013 as a list of all current initiatives. Each year, initiatives are either carried forward or removed from the list. In this way, we can monitor the progression of an initiative from year to year.

- The list is comprehensive. This is to ensure that while we may not be actively focusing on an item, we do not lose sight of it in the broad long-range plan.
- The list is flexible and designed to guide short-term and long-range planning and related activity and events that need to happen.
- The list promotes an integrated approach to curriculum and professional learning.
- The list is a compilation by the professional learning team of feedback from all district stakeholders and many different stakeholder groups:
 - Committees: Professional Learning Committee, RTI (District and Building)
 - Departments
 - Building Planning Teams and District Planning Group
 - Board of Education
 - Technology advisory committees
 - Building and district administration

- The list is responsive to feedback and data from multiple sources:
 - Discussions, surveys and evaluations conducted during workshops
 - Collaborative team planning summaries from early release day activities

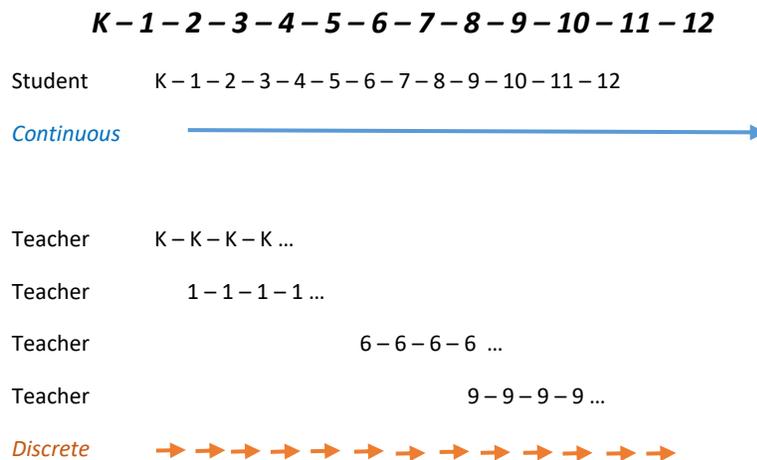
C. K-12 Vision

Moving forward, we need to build stronger connections between the district priorities, the district planning group and the building planning teams. The Vestal district recognizes that each building is unique in its culture. What unites all buildings are the priorities and a commitment to a K-12 vision for student growth and development.

What is the power of a K-12 vision? Our district recognizes that there is a difference between a student’s experience of schooling and a teacher’s experience of school.

- Teachers have multiple years to work with a set curriculum. To this end, planning must take into account the evolution of a teacher’s relationship to his/her content and methods.
- Students have one year or one semester, at which point they transition to another layer of curriculum. What is often overlooked is that not only does curriculum change for the student, but its presentation. Each year, while students may be studying writing or math, they must adapt to different teaching methods, language, expectations, and models.

The extent to which our faculty can work together to coordinate curriculum and instruction to bring K-12 alignment to a student’s experience, will provide students with coherent opportunities to learn, practice, apply and master essential skills and content.

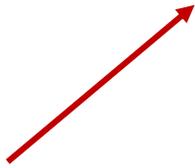


This chart expresses the qualitative difference between a student’s experience of school over 13 years and a teacher’s experience. A teacher’s experience is “discrete”; he/she repeats a grade level. Because a student progresses through the grades, they do not have repeated exposure to prior models/concepts/content. It is for this reason that vertical alignment is important.

Vestal Action Inquiry Cycle

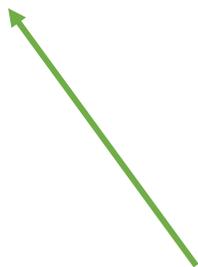
1. Defining a Focus

- a. Evaluate their prior actions (action inquiry) by comparing anticipated and actual outcomes based on qualitative and quantitative data and feedback.
- b. Review the district priorities;
- c. Relate prior actions and annual district priorities to themes, interests, and concerns of relevance at the building level.



4. Designing and Implementing an Action Inquiry

- a. Area of focus
- b. Rationale for selecting area of focus
- c. What the data tells us
- d. Action steps
- e. Anticipated outcomes
- f. Assessment of inquiry



2. Developing a Context and Identifying an Inquiry Question

- a. Team generates and documents (through charts, brainstorming) their local “knowledge” and understanding around this focus;
- b. Team develops a clarifying question to guide the focus inquiry;
- c. Team develops supporting questions that identify areas requiring research or to corroborate the assumptions or beliefs framing the focus inquiry.



3. Collecting and Analyzing Data

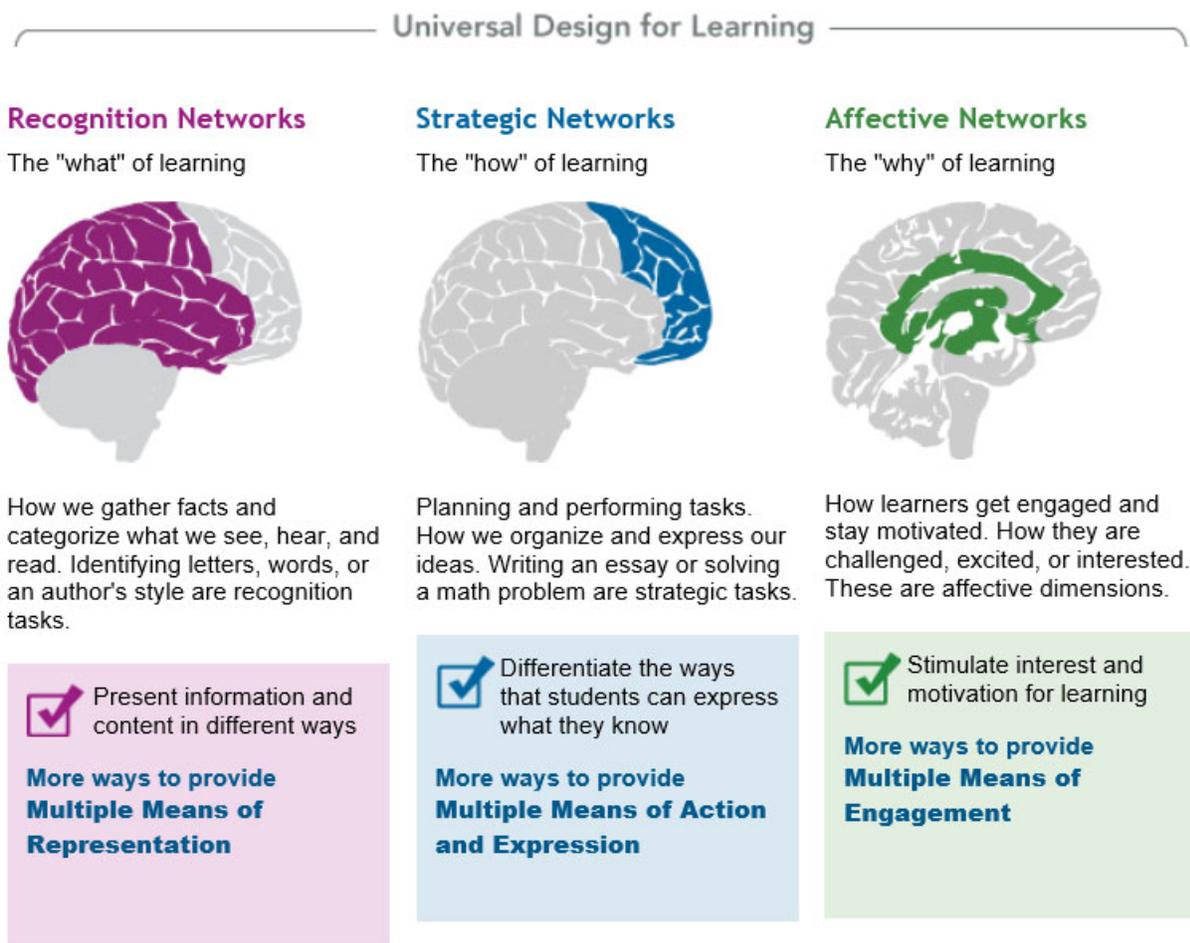
- What stories does the data tell?
- Are there parts of the story missing?
- Is it the story we want to hear?

Appendix 7: Universal Design for Learning Overview and Guidelines

(Adapted from <http://www.udlcenter.org/>)

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.

- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.
- Why is UDL necessary? Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions

Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information

Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

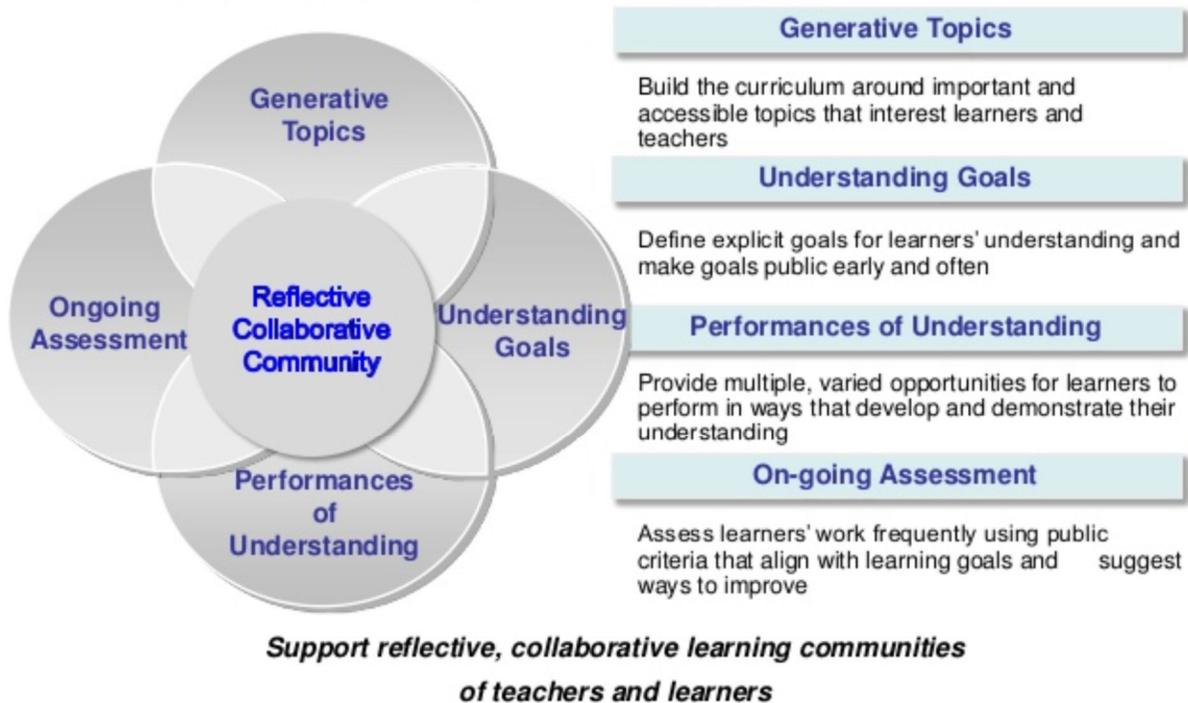
- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Appendix 8: Teaching for Understanding Overview and Guidelines

(Adapted from <http://www.pz.harvard.edu/projects/teaching-for-understanding>)

Harvard University's Graduate School of Education developed Teaching for Understanding (TfU) as a model of teaching and learning. Harvard's research on Teaching for Understanding helps educators to answer two essential questions: What does it mean to understand something? And what kinds of curricula, learning experiences, and assessment support students in developing understanding? The Teaching for Understanding framework that was developed through this research helps educators take students beyond the simple mastery of facts to being able to apply knowledge flexibly in unfamiliar contexts. The framework helps educators 1) identify topics, concepts, and skills that are worth understanding; 2) frame goals that help students focus on the most important aspects of those topics; 3) engage students in challenging learning experiences that help to build and demonstrate their understanding; and 4) develop assessment practices that help to deepen student understanding.

Teaching for Understanding Framework: based on collaborative research conducted at the Harvard Graduate School of Education



Appendix 9: Blueprint for Improved Results for Students with Disabilities

<http://www.p12.nysed.gov/specialed/publications/2015-memos/documents/blueprint-students-disabilities-special-education.pdf>

Guiding Principles

The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed.

STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

- Students participate in individualized education program (IEP) meetings.
- *Students create and monitor their progress towards academic and social goals.*
- *Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.*

PARENTS, AND OTHER FAMILY MEMBERS, ARE ENGAGED AS MEANINGFUL PARTNERS IN THE SPECIAL EDUCATION PROCESS AND THE EDUCATION OF THEIR CHILD.

This is evident when:

- *Parents report that they understand the special education process and their due process rights and actively participate in the development of their child's IEP.*
- *Parents understand what their child is expected to know and be able to do to progress toward the State learning standards.*
- *Parents and educators engage in frequent, respectful and open discussion of the educational needs of the student.*
- *Families are invited into and feel welcome in all school environments.*
- *Parents have the information they need about effective strategies to support their child's learning and support transition from school to post-school activities.*

TEACHERS DESIGN, PROVIDE AND ASSESS THE EFFECTIVENESS OF SPECIALLY-DESIGNED INSTRUCTION TO PROVIDE ACCESS FOR STUDENTS WITH DISABILITIES TO PARTICIPATE AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM.

This is evident when:

- All teachers are responsive to the pedagogical needs of students with disabilities.
- *All students receive instruction in curriculum aligned with the State's Learning Standards.*
- IEPs are developed in consideration of grade level standards.
- *IEPs are implemented and reviewed by educators, families and students to ensure that students are meeting their annual goals.*
- *Special and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet the needs of each individual student with a disability.*
- *Individual student data are used to inform and design instruction for students with disabilities to progress toward grade level standards.*
- *Students with disabilities receive instructional materials in alternative formats at the same time as other students in the class receive their instructional materials.*

TEACHERS PROVIDE RESEARCH-BASED INSTRUCTIONAL TEACHING AND LEARNING STRATEGIES AND SUPPORTS FOR STUDENTS WITH DISABILITIES.

This is evident when:

- *All teachers develop lessons that allow multiple entry points and multiple modes of engagement for students with diverse needs.*
- *All teachers are knowledgeable and skilled in providing explicit instruction in academics and social-emotional learning.*
- *Students with disabilities are taught strategies for self-regulated learning across the content areas.*
- *All teachers continually assess students' understanding of lessons to improve and target instruction to student needs.*
- *Students' individualized needs for assistive technology devices and services are considered and accommodated.*

SCHOOLS PROVIDE MULTI-TIERED SYSTEMS OF BEHAVIORAL AND ACADEMIC SUPPORT.

This is evident when:

- *Educators collect and analyze student outcome data to plan, organize, deliver and evaluate the effectiveness of school-wide programs and instruction for all students.*
- *Educators disaggregate and analyze outcomes for students with disabilities to improve school-wide programs and interventions.*
- *Educators collect and analyze data to identify individual students in need of additional support.*
- *Evidence-based interventions are provided in a timely manner to students needing more support.*
- *Progress monitoring data are collected and inform decisions about the effectiveness and/or need for modification to those interventions.*

SCHOOLS PROVIDE HIGH-QUALITY INCLUSIVE PROGRAMS AND ACTIVITIES.

This is evident when:

- *Educators use the full continuum of services to ensure that students with disabilities are educated in the least restrictive environment.*
- *The needs of the students are the primary consideration in the configuration of special education programs and services to be provided to students with disabilities.*
- *District/school leaders allocate human and financial resources to support scheduling and planning time to ensure all students receive rigorous and appropriate instruction throughout the continuum of special education programs and services.*
- *Students with disabilities in inclusive settings are provided the accommodations and explicit and specially-designed instruction needed to progress in the curriculum.*

Appendix 10: Overview of the Responsive Classroom Model



Responsive Classroom®

Core Belief

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Academic Competencies



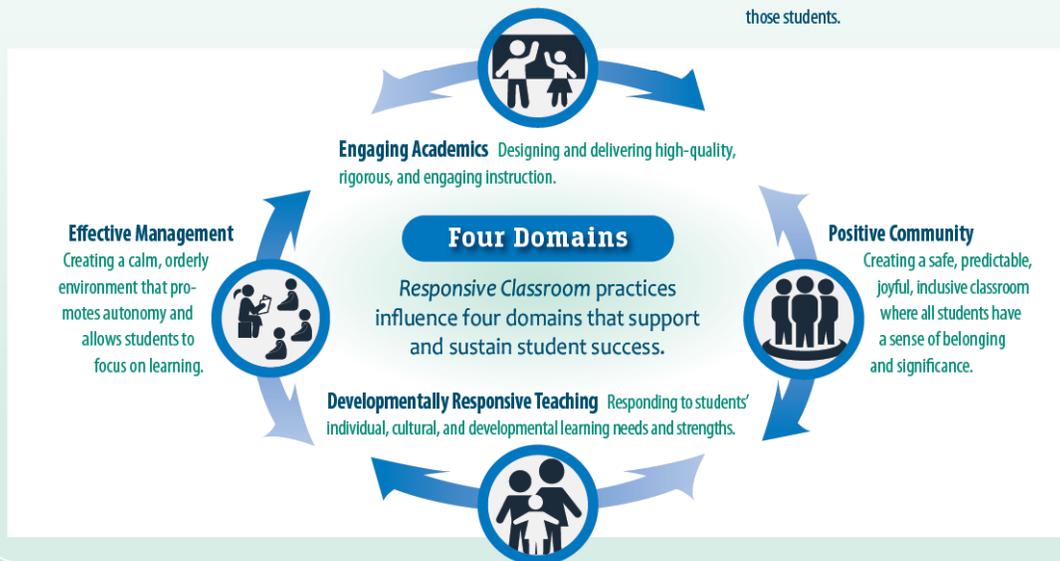
Social & Emotional Competencies



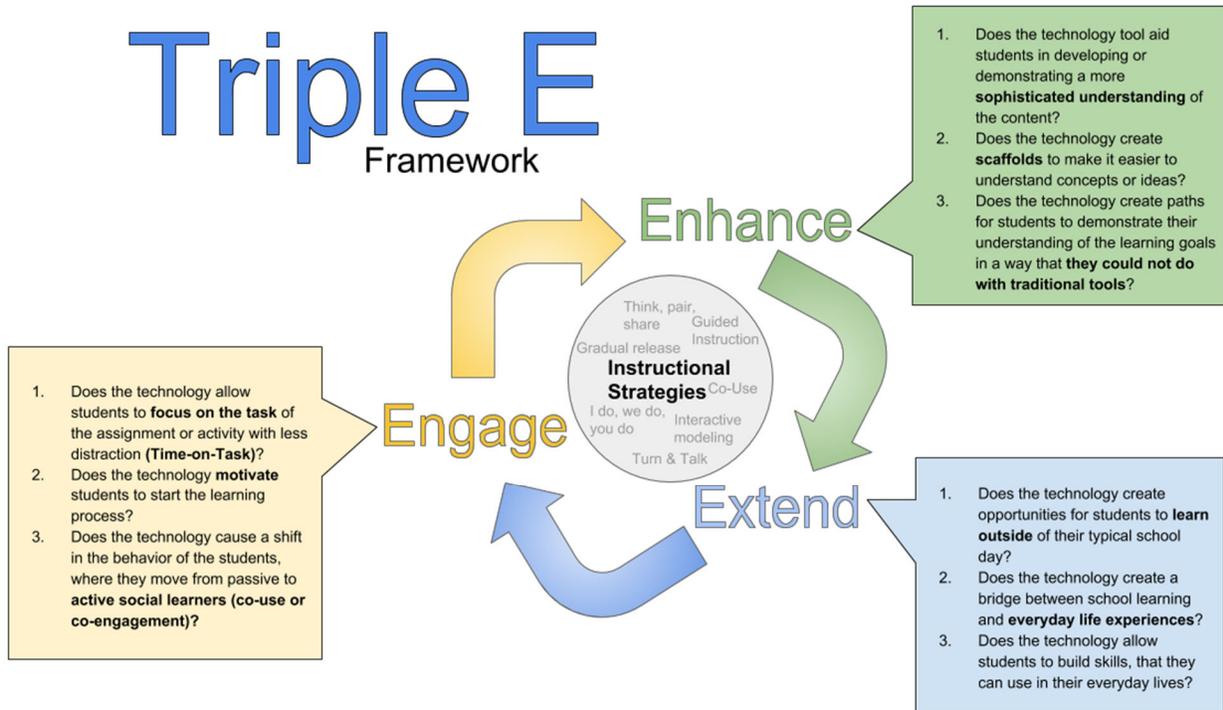
Guiding Principles

Six principles guide the *Responsive Classroom* approach.

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

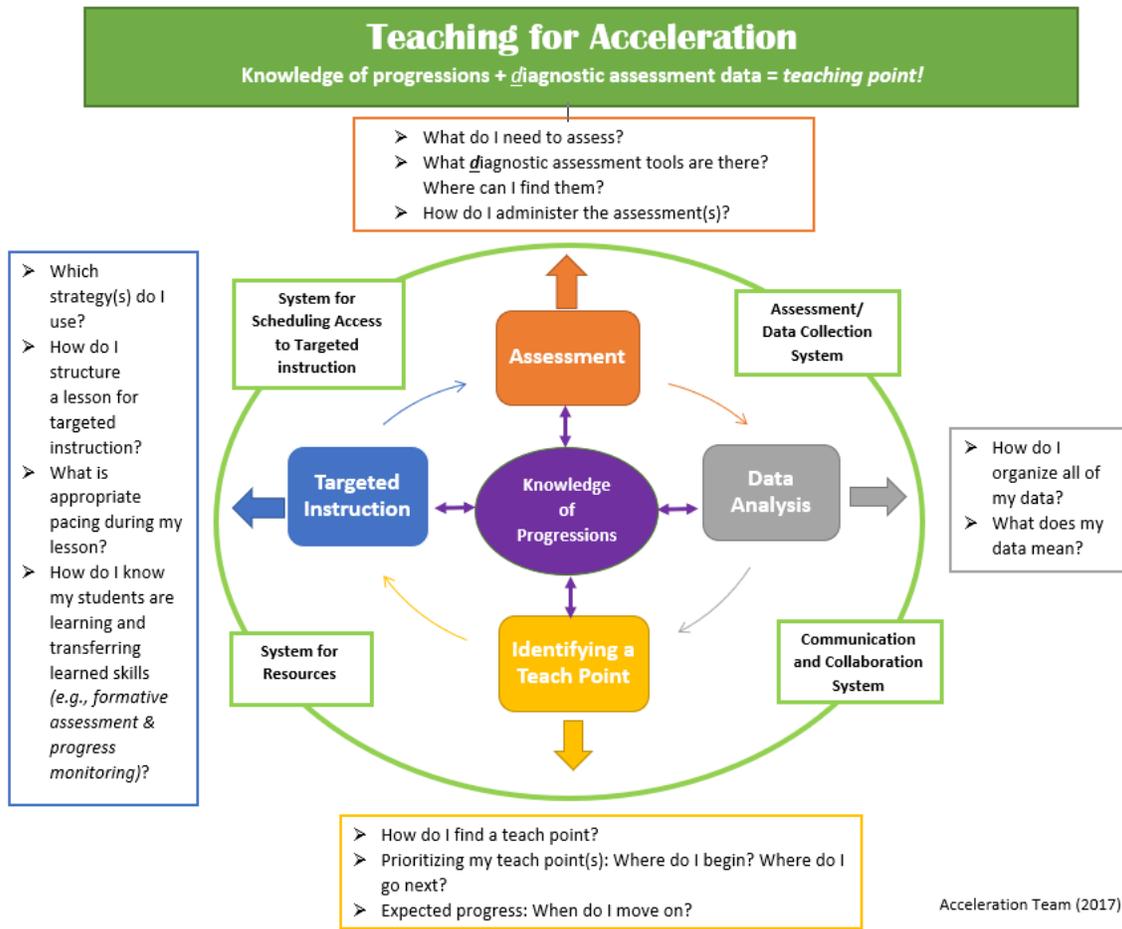


Appendix 11: The Triple E Framework for Technology Integration



Source: Framework Models: The Triple E Framework. Retrieved from <https://www.tripleeframework.com/framework-models.html>

Appendix 12: Accelerating Literacy



Appendix 13: Summary of State Test Scores Results, 2013-2021

Test Score Summary: English Language Arts 3-8

Exam	Year	ALL STUDENTS					ECONOMICALLY DISADVANTAGED					NOT ECONOMICALLY DISADVANTAGED					SES GAP		STUDENTS WITH DISABILITIES					GENERAL EDUCATION STUDENTS					Disability Gap	
		Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery
ELA 3	2021	202	84%	95%	71%	27%	55	76%	89%	49%	9%	147	88%	97%	79%	33%	30%	24%	20	77%	75%	35%	5%	182	85%	97%	75%	29%	40%	24%
ELA 3	2019*	214		92%	58%	2%	61		85%	44%	2%	153		94%	64%	3%	20%	1%	23		61%	17%	0%	182		95%	63%	3%	46%	3%
ELA 3	2018*	225		90%	59%	7%	83		83%	42%	2%	142		94%	69%	10%	27%	8%	30		67%	13%	0%	195		93%	66%	8%	53%	8%
ELA 3	2017*	230		85%	58%	11%	79		80%	48%	4%	151		87%	63%	15%	15%	11%	23		22%	9%	0%	207		92%	63%	13%	54%	13%
ELA 3	2016*	214		80%	52%	8%	54		50%	26%	2%	160		87%	61%	11%	35%	9%	25		40%	16%	0%	189		85%	57%	10%	41%	10%
ELA 3	2015	215		74%	41%	3%	49		59%	24%	0%	166		79%	46%	4%	22%	4%	19		5%	0%	0%	196		81%	45%	4%	45%	4%
ELA 3	2014	229		76%	47%	6%	52		58%	29%	2%	177		81%	52%	7%	23%	5%	31		26%	3%	0%	198		83%	54%	7%	51%	7%
ELA 3	2013	245		76%	38%	4%	47		51%	15%	2%	198		81%	43%	5%	28%	3%	26		31%	4%	0%	219		81%	42%	5%	38%	5%
ELA 4	2021	217	83%	94%	79%	53%	59	69%	90%	66%	31%	158	89%	95%	84%	62%	18%	31%	29	62%	86%	41%	14%	188	87%	95%	85%	60%	44%	46%
ELA 4	2019*	234		88%	53%	15%	92		75%	33%	5%	142		96%	67%	21%	34%	16%	37		49%	5%	0%	197		95%	62%	18%	57%	18%
ELA 4	2018*	234		90%	60%	17%	89		84%	48%	6%	145		93%	67%	24%	19%	19%	33		55%	15%	0%	201		96%	67%	20%	52%	20%
ELA 4	2017*	209		86%	50%	16%	50		72%	30%	4%	159		91%	56%	20%	26%	16%	24		50%	8%	0%	185		91%	55%	18%	47%	18%
ELA 4	2016*	220		85%	50%	17%	55		65%	35%	4%	165		92%	57%	22%	22%	18%	26		27%	0%	0%	194		93%	57%	20%	57%	20%
ELA 4	2015	213		87%	54%	21%	54		80%	44%	9%	159		89%	57%	25%	13%	16%	23		39%	9%	0%	190		93%	59%	24%	50%	24%
ELA 4	2014	246		82%	43%	14%	56		57%	25%	5%	190		89%	48%	17%	23%	12%	26		35%	12%	0%	220		87%	46%	16%	34%	16%
ELA 4	2013	266		87%	42%	16%	51		71%	24%	8%	215		91%	47%	18%	23%	10%	32		56%	6%	0%	234		91%	47%	18%	41%	18%
ELA 5	2021	205	87%	87%	63%	40%	62	83%	81%	53%	27%	143	89%	90%	67%	45%	14%	18%	26	79%	54%	15%	8%	179	88%	92%	70%	45%	55%	37%
ELA 5	2019*	248		82%	52%	20%	96		75%	38%	7%	152		87%	61%	28%	23%	21%	42		38%	12%	2%	206		91%	60%	23%	48%	21%
ELA 5	2018*	239		84%	53%	25%	63		75%	39%	17%	176		88%	59%	27%	20%	10%	37		59%	19%	0%	202		89%	59%	29%	41%	29%
ELA 5	2017*	231		83%	50%	19%	64		64%	31%	6%	167		90%	57%	25%	26%	19%	34		41%	3%	0%	197		90%	58%	23%	55%	23%
ELA 5	2016*	220		82%	50%	19%	58		69%	33%	7%	162		87%	56%	23%	23%	16%	31		39%	13%	3%	189		89%	56%	21%	43%	18%
ELA 5	2015	228		80%	43%	14%	59		61%	22%	7%	169		86%	50%	17%	28%	10%	23		30%	9%	0%	205		85%	46%	16%	37%	16%
ELA 5	2014	269		82%	45%	18%	67		67%	27%	4%	202		87%	50%	22%	23%	18%	36		39%	6%	3%	233		89%	51%	20%	45%	17%
ELA 5	2013	249		80%	43%	15%	60		58%	32%	10%	189		87%	47%	16%	15%	6%	36		36%	8%	0%	213		88%	49%	17%	41%	17%
ELA 6	2021	161	65%	86%	70%	35%	54	56%	67%	44%	15%	107	70%	95%	82%	46%	38%	31%	21	53%	42%	24%	0%	140	67%	92%	76%	41%	52%	41%
ELA 6	2019*	244		77%	61%	43%	71		58%	38%	17%	173		86%	71%	54%	33%	37%	37		41%	19%	8%	207		84%	69%	49%	50%	41%
ELA 6	2018*	231		88%	71%	35%	64		73%	34%	13%	167		94%	80%	44%	45%	32%	30		53%	27%	10%	201		94%	77%	39%	51%	29%
ELA 6	2017*	216		86%	47%	21%	52		67%	31%	13%	164		92%	52%	24%	21%	11%	28		39%	7%	4%	188		93%	53%	24%	46%	20%
ELA 6	2016*	236		88%	50%	22%	54		72%	35%	15%	182		92%	54%	24%	19%	9%	23		43%	0%	0%	213		92%	55%	24%	55%	24%
ELA 6	2015	235		84%	42%	20%	61		67%	21%	5%	174		90%	49%	25%	28%	20%	25		44%	4%	0%	210		89%	46%	22%	42%	22%
ELA 6	2014	248		87%	44%	27%	62		69%	19%	11%	186		93%	52%	32%	33%	21%	37		54%	5%	0%	211		93%	51%	31%	46%	31%
ELA 6	2013	294		86%	43%	22%	49		65%	20%	6%	245		90%	47%	26%	27%	20%	40		50%	15%	0%	254		91%	47%	26%	32%	26%
ELA 7	2021	155	59%	86%	70%	19%	53	51%	75%	32%	13%	102	64%	92%	63%	22%	31%	9%	19	54%	33%	0%	0%	136	59%	93%	60%	21%	60%	21%
ELA 7	2019*	235		85%	57%	21%	63		67%	37%	5%	172		92%	65%	27%	28%	22%	25		44%	12%	0%	210		90%	63%	23%	51%	23%
ELA 7	2018*	222		83%	57%	15%	61		75%	44%	7%	161		86%	62%	19%	18%	12%	25		56%	12%	8%	197		87%	63%	16%	51%	8%
ELA 7	2017*	209		90%	61%	18%	50		78%	48%	14%	159		94%	65%	19%	17%	5%	23		48%	9%	0%	186		96%	67%	20%	58%	20%
ELA 7	2016*	214		86%	51%	20%	48		73%	27%	15%	166		89%	58%	22%	31%	7%	19		42%	5%	5%	195		90%	55%	22%	50%	17%
ELA 7	2015	224		83%	44%	9%	58		62%	24%	3%	197		90%	51%	11%	27%	8%	35		46%	3%	0%	189		90%	51%	11%	48%	11%
ELA 7	2014	286		81%	47%	10%	59		63%	37%	3%	194		85%	49%	11%	12%	8%	32		34%	13%	3%	254		87%	51%	11%	38%	8%
ELA 7	2013	275		83%	48%	15%	63		65%	29%	2%	212		88%	54%	19%	25%	17%	36		39%	6%	0%	239		89%	54%	18%	48%	18%
ELA 8	2021	130	52%	91%	70%	43%	38	54%	84%	58%	32%	92	52%	93%	75%	48%	17%	16%	11	45%	9%	9%	119	94%	94%	76%	46%	67%	37%	
ELA 8	2019*	230		85%	58%	29%	71		68%	46%	15%	165		92%	64%	35%	18%	20%	25		36%	8%	0%	211		91%	64%	32%	56%	32%
ELA 8	2018*	230		90%	59%	26%	64		83%	41%	16%	166		93%	66%	30%	26%	14%	26		58%	12%	0%	204		95%	65%	29%	54%	29%
ELA 8	2017*	190		88%	62%	23%	37		70%	35%	16%	153		92%	68%	25%	33%	9%	13		62%	15%	8%	177		90%	65%	24%	50%	16%
ELA 8	2016*	203		86%	54%	18%	53		68%	26%	9%	150		93%	64%	21%	38%	12%	24		54%	4%	0%	179		91%	61%	20%	57%	20%
ELA 8	2015	249		80%	50%	12%	52		60%	35%	6%	197		85%	54%	14%	19%	8%	30		30%	10%	0%	219		87%	55%	14%	45%	14%
ELA 8	2014	259		83%	49%	15%	65		71%	42%	5%	194		87%	52%	19%	10%	14%	34		38%	9%	0%	225		89%	56%	17%	47%	17%
ELA 8	2013	292		84%	47%	12%	60		67%	25%	3%	232		88%	53%	14%	28%	11%	42		43%	14%	0%	250		90%	52%	14%	38%	14%
ELA 3-8	2021	1070	71%	90%	68%	37%	375	61%	81%	51%</																				

Test Score Summary: 3-8 Math

Exam	Year	ALL STUDENTS				ECONOMICALLY DISADVANTAGED				NOT ECONOMICALLY DISADVANTAGED				SES GAP		STUDENTS WITH DISABILITIES				GENERAL EDUCATION STUDENTS				Disability Gap						
		Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery
Math 3	2021	206		84%	69%	34%	55		64%	45%	25%	151		91%	78%	39%	33%	14%	19		32%	21%	16%	167		89%	74%	37%	53%	21%
Math 3	2019**	217		87%	71%	35%	64		78%	58%	19%	153		91%	76%	42%	18%	23%	22		45%	23%	0%	195		92%	70%	38%	43%	20%
Math 3	2018**	224		89%	71%	38%	84		79%	52%	23%	140		96%	83%	46%	30%	24%	28		61%	23%	11%	196		93%	70%	41%	53%	23%
Math 3	2017*	230		89%	72%	42%	77		79%	65%	35%	153		94%	75%	46%	10%	11%	23		39%	20%	13%	207		93%	77%	45%	51%	32%
Math 3	2016*	211		89%	66%	40%	52		73%	46%	31%	159		93%	73%	43%	27%	12%	23		61%	30%	13%	188		93%	71%	43%	41%	30%
Math 3	2015	213		90%	69%	33%	48		77%	46%	17%	165		94%	70%	38%	30%	21%	19		42%	5%	0%	194		95%	76%	36%	71%	36%
Math 3	2014	227		93%	64%	31%	48		86%	51%	16%	178		95%	67%	35%	16%	18%	29		66%	28%	10%	198		97%	69%	34%	41%	24%
Math 3	2013	246		82%	43%	16%	48		69%	27%	13%	198		85%	47%	17%	30%	4%	27		30%	18%	0%	219		89%	47%	18%	28%	18%
Math 4	2021	223		84%	63%	39%	63		67%	46%	21%	160		91%	69%	23%	23%	2%	33		32%	18%	6%	190		89%	71%	45%	53%	39%
Math 4	2019**	233		86%	64%	39%	90		73%	43%	22%	143		94%	77%	49%	34%	27%	34		38%	9%	3%	199		94%	73%	45%	64%	42%
Math 4	2018**	240		87%	65%	33%	91		79%	55%	26%	149		91%	71%	38%	16%	11%	35		49%	23%	3%	205		93%	72%	39%	49%	36%
Math 4	2017*	214		92%	64%	37%	51		82%	43%	22%	163		95%	71%	42%	28%	20%	24		71%	21%	4%	190		95%	69%	42%	48%	38%
Math 4	2016*	221		87%	62%	26%	56		64%	39%	14%	165		95%	70%	30%	31%	16%	26		38%	12%	0%	195		94%	69%	30%	57%	30%
Math 4	2015	214		88%	65%	33%	54		80%	59%	24%	160		91%	68%	36%	9%	12%	24		58%	25%	4%	190		92%	71%	36%	46%	32%
Math 4	2014	241		87%	50%	24%	56		75%	29%	11%	185		90%	57%	28%	28%	17%	24		38%	13%	4%	217		92%	54%	26%	41%	22%
Math 4	2013	265		90%	54%	17%	51		84%	37%	4%	214		92%	58%	21%	21%	17%	32		66%	16%	6%	233		94%	60%	19%	44%	13%
Math 5	2021	203		72%	55%	29%	62		67%	37%	15%	141		82%	63%	35%	26%	20%	24		13%	8%	4%	179		80%	61%	32%	53%	28%
Math 5	2019**	248		82%	64%	37%	97		69%	48%	25%	151		91%	74%	44%	26%	19%	41		44%	15%	2%	207		90%	74%	43%	58%	41%
Math 5	2018**	244		85%	70%	35%	63		70%	49%	19%	178		90%	77%	41%	28%	22%	36		52%	30%	6%	205		90%	76%	40%	46%	35%
Math 5	2017*	226		85%	66%	29%	61		64%	41%	10%	165		92%	75%	36%	34%	26%	33		45%	9%	0%	193		91%	76%	34%	67%	34%
Math 5	2016*	220		82%	61%	30%	69		66%	46%	20%	161		88%	66%	34%	30%	14%	31		46%	26%	6%	189		88%	67%	34%	41%	28%
Math 5	2015	221		86%	58%	22%	55		75%	31%	11%	166		89%	64%	26%	33%	15%	22		50%	23%	5%	199		89%	62%	24%	62%	19%
Math 5	2014	266		83%	56%	23%	68		71%	25%	12%	198		87%	63%	27%	38%	15%	36		33%	8%	6%	230		91%	64%	26%	56%	20%
Math 5	2013	251		78%	45%	16%	60		65%	25%	10%	191		82%	49%	18%	24%	8%	36		42%	11%	0%	215		84%	51%	19%	40%	19%
Math 6	2021	175		71%	40%	13%	64		46%	20%	2%	111		86%	51%	20%	31%	18%	22		32%	5%	0%	153		77%	45%	15%	40%	15%
Math 6	2019**	245		86%	65%	31%	72		65%	40%	11%	173		95%	76%	39%	36%	28%	37		51%	22%	3%	208		92%	73%	36%	51%	33%
Math 6	2018**	231		89%	64%	32%	63		71%	38%	16%	168		95%	73%	38%	35%	22%	29		59%	21%	3%	202		93%	70%	36%	49%	33%
Math 6	2017*	219		88%	54%	25%	50		74%	46%	22%	169		92%	56%	26%	10%	4%	29		45%	14%	3%	190		94%	60%	28%	46%	25%
Math 6	2016*	236		89%	53%	21%	53		75%	36%	13%	183		93%	58%	23%	22%	10%	24		50%	17%	13%	212		94%	58%	22%	41%	9%
Math 6	2015	231		88%	54%	23%	58		76%	36%	12%	173		92%	60%	26%	24%	14%	23		45%	13%	9%	208		94%	58%	24%	45%	15%
Math 6	2014	242		86%	50%	26%	63		75%	29%	11%	179		90%	58%	31%	29%	20%	37		54%	16%	5%	205		92%	56%	30%	40%	25%
Math 6	2013	292		83%	38%	14%	49		67%	18%	2%	243		86%	42%	16%	24%	14%	38		42%	13%	3%	254		89%	42%	15%	29%	12%
Math 7	2021	162		74%	40%	11%	60		57%	25%	2%	102		83%	49%	17%	24%	15%	21		33%	0%	0%	141		79%	46%	13%	46%	13%
Math 7	2019**	225		86%	59%	29%	64		69%	39%	11%	171		92%	67%	35%	28%	24%	26		42%	8%	0%	209		91%	66%	32%	58%	32%
Math 7	2018**	225		85%	60%	25%	62		71%	42%	16%	163		91%	67%	28%	26%	12%	27		44%	18%	7%	198		91%	66%	27%	48%	20%
Math 7	2017*	209		81%	48%	13%	49		63%	33%	2%	160		86%	53%	16%	20%	14%	23		39%	4%	0%	186		86%	54%	15%	50%	15%
Math 7	2016*	204		85%	42%	17%	46		76%	26%	9%	158		88%	47%	19%	21%	10%	19		37%	16%	0%	185		90%	45%	18%	29%	18%
Math 7	2015	196		78%	44%	18%	54		59%	22%	4%	142		85%	52%	24%	30%	20%	31		42%	10%	0%	165		84%	50%	22%	40%	22%
Math 7	2014	277		78%	41%	11%	58		55%	28%	9%	219		84%	45%	12%	17%	3%	34		35%	15%	6%	243		84%	45%	12%	30%	6%
Math 7	2013	276		80%	45%	10%	64		61%	22%	6%	212		86%	51%	11%	29%	5%	37		32%	5%	0%	239		88%	51%	11%	46%	11%
Math 8**	2021	61		69%	21%	6%	30		53%	17%	3%	48		79%	24%	8%	7%	5%	9		22%	0%	0%	70		75%	24%	7%	24%	7%
Math 8**	2019**	174		82%	54%	20%	56		68%	38%	14%	118		88%	62%	23%	24%	9%	22		50%	14%	5%	152		86%	60%	22%	46%	17%
Math 8**	2018**	158		81%	40%	8%	53		75%	38%	13%	105		84%	41%	6%	3%	8%	24		42%	13%	0%	134		88%	45%	10%	33%	10%
Math 8**	2017*	125		84%	30%	2%	32		72%	31%	3%	93		88%	30%	2%	1%	1%	14		36%	14%	0%	111		90%	32%	3%	18%	3%
Math 8**	2016*	132		77%	29%	4%	42		64%	24%	2%	90		83%	31%	4%	7%	2%	19		47%	16%	0%	113		82%	31%	4%	15%	4%
Math 8**	2015	159		75%	22%	5%	39		59%	15%	3%	120		81%	24%	6%	9%	3%	26		23%	15%	4%	133		86%	23%	5%	8%	1%
Math 8**	2014	190		84%	35%	4%	57		81%	26%	4%	133		85%	38%	4%	12%	0%	33		48%	9%	3%	157		91%	40%	4%	31%	1%
Math 8**	2013	290		89%	44%	10%	60		77%	27%	2%	230		93%	48%	12%	21%	10%	42		55%	12%	5%	248		95%	49%	10%	37%	5%
Math 3-8	2021	1050	70%	77%	52%	25%	334	67%	56%	33%	12%	716	72%	86%	61%	32%	28%	20%	29											

Test Score Summary: 4, 8 Science

Exam	Year	ALL STUDENTS					ECONOMICALLY DISADVANTAGED					NOT ECONOMICALLY DISADVANTAGED					SES GAP		STUDENTS WITH DISABILITIES					GENERAL EDUCATION STUDENTS					Disability Gap		
		Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery	
Science 4	2021	224		97%	88%	58%	65		97%	82%	36%	159		97%	90%	68%	8%	32%	34		91%	68%	29%	190		98%	91%	98%	23%	69%	
Science 4	2020	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Science 4	2019	232		99%	94%	63%	91		99%	89%	44%	141		99%	98%	75%	9%	31%	35		94%	74%	23%	197		100%	98%	70%	24%	47%	
Science 4	2018	241		99%	96%	78%	91		97%	93%	68%	150		99%	97%	83%	4%	15%	35		91%	74%	34%	206		100%	100%	85%	26%	51%	
Science 4	2017*	217		99%	96%	75%	52		98%	90%	60%	164		100%	99%	80%	9%	20%	26		96%	85%	46%	190		100%	98%	79%	13%	33%	
Science 4	2016*	223		99%	96%	73%	55		98%	93%	44%	168		99%	98%	83%	5%	39%	26		96%	81%	19%	197		99%	98%	80%	17%	61%	
Science 4	2015	215		99%	96%	75%	52		96%	90%	69%	163		100%	98%	77%	8%	8%	24		96%	88%	38%	191		100%	97%	80%	9%	42%	
Science 4	2014	248		99%	96%	75%	56		96%	89%	55%	192		100%	98%	81%	9%	26%	25		96%	76%	40%	223		100%	99%	79%	23%	39%	
Science 4	2013	264		100%	98%	86%	50		100%	100%	76%	214		100%	98%	88%	-2%	12%	32		100%	94%	59%	232		100%	99%	89%	5%	30%	
Science 8	2021	122		95%	75%	25%	35		100%	63%	3%	87		97%	80%	33%	17%	30%	12		67%	17%	8%	110		98%	81%	26%	64%	18%	
Science 8	2020	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
Science 8	2019	237		98%	85%	38%	71		96%	73%	30%	166		99%	90%	41%	17%	11%	22		91%	59%	0%	215		99%	87%	41%	28%	41%	
Science 8	2018	228		99%	87%	42%	61		98%	80%	23%	167		99%	90%	49%	10%	26%	26		92%	50%	8%	202		100%	92%	46%	42%	38%	
Science 8	2017*	188		99%	90%	51%	38		95%	84%	39%	150		100%	92%	54%	8%	15%	13		85%	31%	15%	175		100%	94%	54%	63%	39%	
Science 8	2016*	206		97%	89%	55%	50		92%	74%	36%	156		98%	94%	62%	20%	26%	24		92%	58%	8%	182		97%	93%	62%	35%	54%	
Science 8	2015	259		97%	86%	40%	53		94%	74%	25%	206		97%	89%	44%	15%	19%	28		96%	50%	11%	231		97%	90%	43%	40%	32%	
Science 8	2014	256		97%	87%	50%	63		95%	73%	30%	193		98%	92%	57%	19%	27%	33		85%	48%	18%	223		99%	93%	55%	45%	37%	
Science 8	2013	295		99%	88%	43%	60		97%	65%	18%	235		100%	94%	49%	29%	31%	43		95%	63%	16%	252		100%	92%	48%	29%	32%	

Test Score Summary: English Language Arts Regents

	ALL STUDENTS					ECONOMICALLY DISADVANTAGED					NOT ECONOMICALLY DISADVANTAGED					SES GAP		STUDENTS WITH DISABILITIES					GENERAL EDUCATION STUDENTS					Disability Gap	
	Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Proficiency	Mastery		
CC English 2020-21	197	73%	94%	91%	59%	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
CC English 2018-19	271		93%	80%	69%	67	88%	67%	48%		204	94%	84%	76%		17%	28%	34	50%	32%	15%	237	99%	87%	77%		55%	62%	
CC English 2017-18	287		92%	78%	67%	59	85%	63%	47%		228	93%	82%	72%		19%	25%	37	82%	32%	24%	250	96%	85%	74%		53%	50%	
CC English 2016-17	270		96%	86%	74%	57	98%	75%	58%		213	96%	89%	78%		14%	20%	35	77%	54%	31%	235	99%	91%	80%		37%	49%	
CC English 2015-16	259		98%	92%	80%	52	96%	79%	62%		207	98%	95%	84%		16%	22%	36	89%	75%	50%	223	99%	94%	84%		19%	34%	
CC English 2014-15	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC English 2013-14	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC English 2012-13	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given

Notes: The first administration of the Common Core English Language Arts Regents exam for Vestal students was in 2015-16. The English Regents exam was cancelled across New York State in June 2020, August 2020, and January 2021. Scores for 2020-21 are unofficial as NYSED has not yet published them on their data website. The scores here include both Vestal High School Students and Vestal students at Broome-Tioga BOCES who took the Regents exams in June. New York State granted students an exemption from the English Language Arts Regents exam during the 2020-21 school year. Taking the exam was voluntary. Vestal CSD's estimated participation rate for June 2021 was 73%. Scores from all other years are inclusive of June, August, and January administrations.

Test Score Summary: Math Regents Exams

	ALL STUDENTS					ECONOMICALLY DISADVANTAGED					NOT ECONOMICALLY DISADVANTAGED					SES GAP		STUDENTS WITH DISABILITIES					GENERAL EDUCATION STUDENTS					Disability Gap	
	Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Total #	Lev 3-5	Lev 4-5	Lev 5		Proficiency	Mastery		
CC Algebra 1** 2020-21	151	73%	91%	78%	3%	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
CC Algebra 1** 2019-20	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 1** 2018-19	300	91%	67%	35%		103	89%	55%	28%		197	92%	68%	38%		13%	10%	47	64%	13%	2%	253	96%	73%	41%		60%	39%	
CC Algebra 1** 2017-18	291	91%	66%	39%		73	79%	48%	25%		218	95%	72%	44%		24%	19%	43	63%	19%	7%	248	96%	74%	44%		55%	37%	
CC Algebra 1** 2016-17	282	96%	72%	40%		63	95%	70%	32%		219	96%	73%	43%		3%	11%	25	76%	20%	4%	257	98%	77%	44%		57%	40%	
CC Algebra 1** 2015-16	332	91%	56%	30%		70	70%	36%	13%		262	93%	62%	34%		26%	21%	45	58%	20%	9%	287	97%	62%	33%		42%	24%	
CC Algebra 1** 2014-15	283	77%	29%	14%		73	60%	12%	5%		210	83%	34%	18%		22%	13%	48	27%	4%	0%	235	87%	34%	17%		30%	17%	
CC Algebra 1** 2013-14	269	79%	28%	13%		49	69%	20%	10%		220	81%	30%	13%		10%	3%	34	35%	3%	0%	235	86%	32%	14%		29%	14%	
CC Algebra 1** 2012-13	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Geometry 2020-21	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Geometry 2019-20	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Geometry 2018-19	234	95%	61%	42%		48	97%	54%	33%		186	88%	63%	44%		9%	11%	12	96%	50%	43%	222	96%	62%	43%		12%	0%	
CC Geometry 2017-18	248	92%	47%	30%		48	88%	17%	23%		200	93%	50%	32%		33%	9%	6	67%	17%	0%	242	93%	48%	31%		31%	31%	
CC Geometry 2016-17	245	87%	40%	25%		45	80%	27%	20%		200	88%	43%	27%		16%	7%	10	70%	20%	10%	235	87%	41%	26%		21%	16%	
CC Geometry 2015-16	223	89%	41%	28%		37	86%	32%	19%		186	90%	42%	30%		10%	11%	9	89%	22%	22%	214	89%	42%	29%		20%	7%	
CC Geometry 2014-15	231	89%	39%	26%		45	84%	33%	22%		186	90%	40%	26%		7%	4%	10	80%	30%	20%	221	89%	39%	26%		9%	6%	
CC Geometry 2013-14	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Geometry 2012-13	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 2 2020-21	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 2 2019-20	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 2 2018-19	211	97%	73%	25%		36	99%	58%	19%		175	95%	75%	26%		17%	7%	2	no data	no data	no data	209	no data	no data	no data		no data	no data	
CC Algebra 2 2017-18	218	94%	59%	33%		37	92%	57%	30%		181	95%	60%	33%		3%	3%	6	100%	67%	1%	212	94%	59%	33%		-8%	32%	
CC Algebra 2 2016-17	191	95%	54%	30%		29	86%	35%	17%		162	96%	57%	32%		23%	15%	4	NA	NA	NA	187	NA	NA	NA		NA	NA	
CC Algebra 2 2015-16	201	89%	40%	15%		29	86%	38%	17%		172	90%	41%	15%		3%	-2%	9	100%	11%	0%	192	89%	42%	16%		31%	16%	
CC Algebra 2 2014-15	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 2 2013-14	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
CC Algebra 2 2012-13	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given

Notes:

Scores for 2020-21 are unofficial as NYSED has not yet published them on their data website. The scores here include both Vestal High School Students and Vestal students at Broome-Tioga BOCES who took the Regents exams in June. New York State granted students an exemption from the Algebra 1 exam during the 2020-21 school year. Taking the exam was voluntary. Vestal CSD's estimated participation rate for June 2021 was 73%. The Algebra 2 and Geometry Regents exams were not administered anywhere in New York State during from June 2020 to August 2021.

Other than 2020-21, scores are inclusive of January, June and August administrations of the Regents exams.

**Common Core Algebra 1 differed from the original Integrated Algebra 1 Regents exam. The new Algebra 1 exam was phased in for Vestal students beginning in 2013-14.

The first administration of the Common Core Regents exams for Vestal students was in June 2015 for Geometry and 2015-16 for Algebra 2.

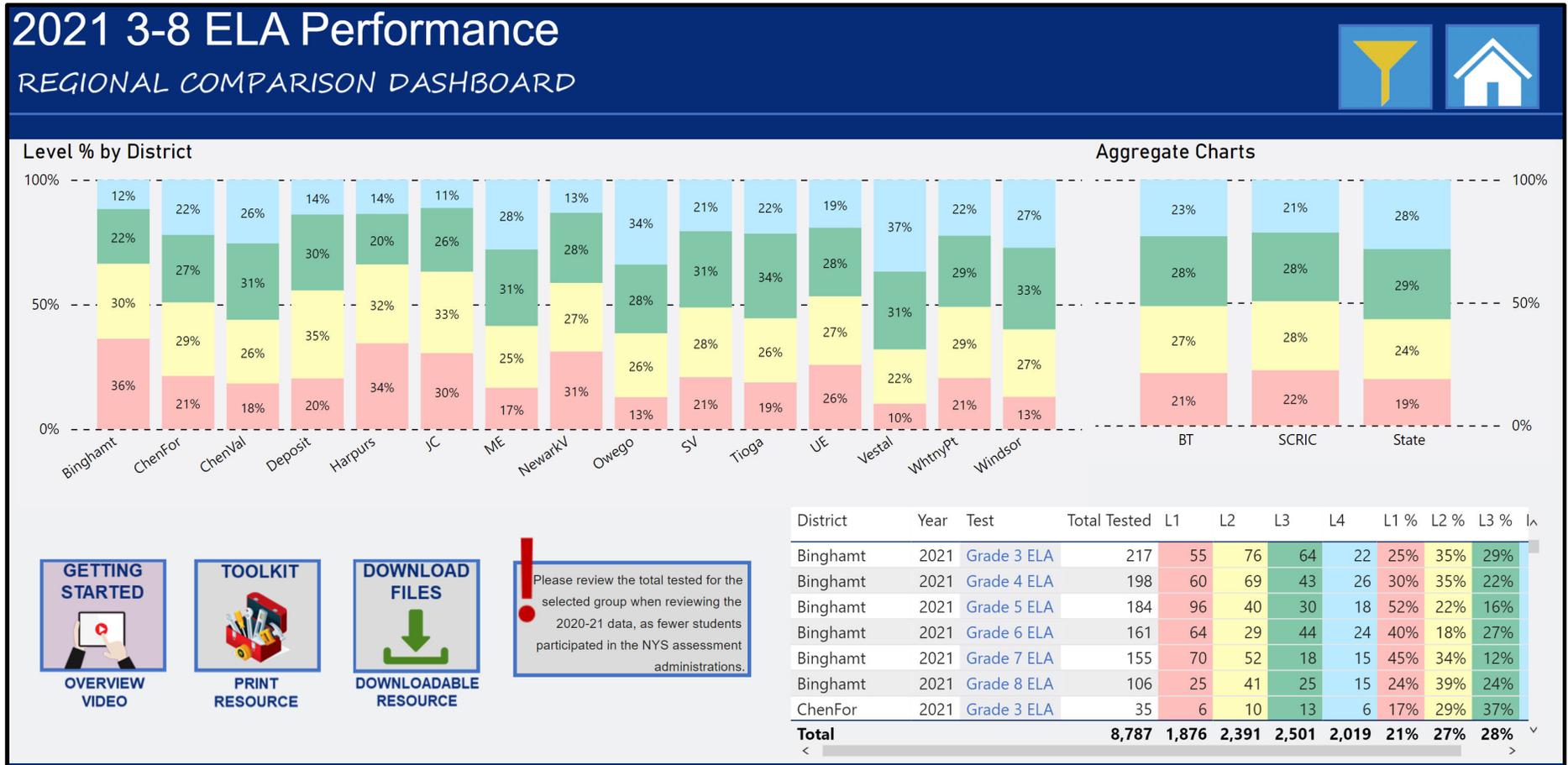
Test Score Summary: Social Studies Regents Exams

Exam	Year	ALL STUDENTS					ECONOMICALLY DISADVANTAGED					NOT ECONOMICALLY DISADVANTAGED					SES GAP		STUDENTS WITH DISABILITIES					GENERAL EDUCATION STUDENTS					Disability Gap				
		Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Total #	Part. Rate	Lev 2-4	Lev 3-4	Lev 4	Proficiency	Mastery			
Global Hist***	2020-21	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist***	2019-20	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist***	2018-19	290	93%	90%	60%	80	84%	80%	39%	210	97%	94%	68%	14%	29%	37	65%	57%	16%	253	98%	95%	66%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist***	2017-18	272	97%	92%	58%	73	93%	85%	37%	199	98%	95%	65%	10%	28%	39	85%	74%	18%	233	99%	95%	64%	21%	46%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist	2016-17	311	95%	90%	52%	64	95%	84%	30%	247	96%	91%	58%	7%	28%	33	82%	61%	12%	278	97%	94%	57%	33%	45%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist	2015-16	302	94%	84%	50%	72	92%	75%	31%	230	95%	87%	56%	12%	25%	45	80%	44%	22%	257	97%	91%	56%	47%	34%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist	2014-15	313	92%	84%	46%	76	86%	72%	28%	237	94%	87%	52%	15%	24%	59	68%	51%	8%	254	97%	91%	55%	40%	47%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist	2013-14	323	93%	84%	48%	43	88%	65%	33%	280	94%	86%	51%	21%	18%	57	65%	46%	14%	266	99%	92%	56%	46%	42%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
Global Hist	2012-13	307	92%	86%	50%	52	77%	63%	29%	255	95%	91%	55%	28%	26%	70	73%	60%	20%	237	98%	94%	59%	34%	39%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
U.S. History	2020-21	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	
U.S. History	2019-20	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2018-19	266	98%	93%	69%	67	96%	82%	46%	199	99%	97%	77%	15%	31%	29	90%	55%	34%	237	99%	98%	73%	43%	39%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2017-18	283	98%	94%	67%	60	95%	90%	48%	223	98%	96%	72%	6%	24%	31	87%	71%	23%	252	99%	97%	72%	26%	49%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2016-17	267	98%	93%	71%	56	98%	84%	39%	211	98%	96%	79%	12%	40%	35	89%	69%	43%	232	100%	97%	75%	28%	32%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2015-16	269	99%	96%	67%	54	96%	94%	52%	215	99%	96%	70%	2%	18%	42	93%	81%	33%	227	100%	98%	73%	17%	40%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2014-15	280	96%	95%	72%	48	90%	88%	54%	232	98%	97%	76%	9%	22%	37	78%	73%	41%	243	99%	99%	77%	26%	36%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2013-14	298	99%	97%	66%	37	97%	95%	65%	261	99%	97%	66%	2%	1%	54	94%	89%	33%	244	100%	99%	73%	10%	40%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given
U.S. History	2012-13	316	97%	95%	72%	34	82%	79%	50%	282	99%	97%	74%	18%	24%	36	81%	72%	33%	280	99%	98%	77%	26%	44%	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given	Not Given

Notes: Students took the transitional Global History & Geography exam beginning in 2017-18. This was a one-year test covering content from only tenth grade. The original Global Regents covered content from both grades 9 and 10. Otherwise, the test construct was similar to that of that the original Global History & Geography exam.

Both the Global History & Geography and U.S. History & Government Regents exams were cancelled across New York State in June 2020, August 2020, January 2021, June 2021, and August 2021.

Appendix 14: Regional Performance Comparisons for the 2021 NYS 3-8 ELA & Math Tests



Source: South-Central Regional Information Center (RIC) Regional Comparison Dashboard. Retrieved from <https://app.powerbi.com/view?r=eyJrjoiZWM4NjRiYzMtNzAxMC00MmU1LTg5OGMtMzlhY2ImYmRmZWQ2IiwidCI6ImVkMDcwMTC2LWM1M2EtNGI1YS1hNWM2LTc0ZDlkMDBmNDJmMilsImMiOiN9>

Notes: This chart is best read from top to bottom. The black line indicates Vestal's level of proficiency (i.e., Level 3 and Level 4 students combined). There are major demographic differences, and discrepancies between the participation rates of the various school districts. Hence it is difficult to make comparisons between districts.

2021 3-8 Math Performance

REGIONAL COMPARISON DASHBOARD



Level % by District

Aggregate Charts



Please review the total tested for the selected group when reviewing the 2020-21 data, as fewer students participated in the NYS assessment administrations.

District	Year	Test	Total Tested	L1	L2	L3	L4	L1 %	L2 %	L3 %
Binghamt	2021	Grade 3 Math	225	129	37	35	24	57%	16%	16%
Binghamt	2021	Grade 4 Math	209	128	50	22	9	61%	24%	11%
Binghamt	2021	Grade 5 Math	205	136	43	18	8	66%	21%	9%
Binghamt	2021	Grade 6 Math	155	107	29	15	4	69%	19%	10%
Binghamt	2021	Grade 7 Math	144	86	35	17	6	60%	24%	12%
Binghamt	2021	Grade 8 Math	93	76	16	1	0	82%	17%	1%
ChenFor	2021	Grade 3 Math	57	16	9	20	12	28%	16%	35%
Total			8,632	3,254	2,288	1,809	1,281	38%	27%	21%

SOURCE: DATA.NYSED.GOV

THIS IS A PUBLIC DATA SET

Source: South-Central Regional Information Center (RIC) Regional Comparison Dashboard. Retrieved from <https://app.powerbi.com/view?r=eyJrjoiZWM4NjRiYzYtNzAxMC00MmU1LTg5OGMtMzlhY2JmYmRmZWQ2liwidCI6ImVkbWVkdWMTc2LWM1M2EtNG1YS1hNWm2LTc0ZDjkMDBmNDJmMiIsImMiOjN9>

Notes: This chart is best read from top to bottom. The black line indicates Vestal's level of proficiency (i.e., Level 3 and Level 4 students combined). There are major demographic differences, and discrepancies between the participation rates of the various school districts. Hence it is difficult to make comparisons between districts.