

North Shore Schools

K-12 HUMANITIES

REPORT ON STUDENT ACHIEVEMENT

DECEMBER 15, 2022

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PART ONE: Sample Lesson

ELEMENTARY SCHOOL GRADE 2

Phonics Lesson

PART TWO: Report on Student Achievement Summary

STANDARDIZED AND NORMED ASSESSMENTS AND OTHER EMPIRICAL EVIDENCE

**Areas of Strength/Growth
Areas of Focus/Need**

Elementary Humanities: Report on Student Achievement Summary

Areas of Strength or Growth

- Curriculum: overall performance on questions, especially those requiring more sophisticated analysis
- Thinking SVO indicator: “Considers ideas, claims, and/or arguments from multiple sources, viewpoints, and perspectives” (high performance on related standards)
- Main idea
- Equity: Males and females now perform at similar levels on the state test
- 2021 to 2022: growth in closing post-pandemic gap for students reading below level on our benchmark assessments (growth in cohort)

Areas of Focus or Need

- Pandemic recovery
- While many students tested well, some students struggled on almost all questions because they are not strong readers. We are working to change that:
 - Focus on phonemic awareness, vocabulary and phonics, and their transfer into reading and writing
 - Restoration of and support through reading intervention programs, plans, and monitoring
 - Instructional techniques proven effective for learning disabled and English language learners
- Time-limited writing

Secondary English Language Arts: Report on Student Achievement Summary

Areas of Strength or Growth

- **Regional Gap:** outperformed regional counterparts by μ 19%
- **District Comparisons:** excelled compared to Nassau County's most competitive and high-achieving neighboring districts (1st, 4th, 4th, and 3rd respectively)
- **Equity:** % of Disabled Students passing Regents ranked 1st
- **Equity:** % of Disabled Students scoring mastery on the Regents ranked 3rd
- **SVOs:** Students execute open-minded and productive conversations; cordial disagreement and differing perspectives are honored (Civil Discourse).

Areas of Focus or Need

- **ELLs:** small percentage of 11th grade ELLs passed the NYS ELA Regents, leading to instructional and scheduling changes
- **Tier 1 Students:** 6th, 7th, 8th and 11th grade students on the cusp of grade-level performance struggled to make meaning when confronted with complex syntax and sophisticated vocabulary.

Secondary Social Studies: Report on Student Achievement Summary

Areas of Strength or Growth

- High (97%) proficiency on the first administration of the Global Exam
- Constructed Response Questions & Visual Sources where students needs to identify *point of view, audience, purpose and context* while interpreting a source
- Equity: Our students with disabilities had 92% rate 4th among our peer school and our economically disadvantaged students had 100% passing (1st among peers)
- Growing as communicators- students engaged in civil discourse in social studies course discussions
- Research: National History Day for ALL 8th grade students, IA draft for ALL IB HOTA students (11th grade)

Areas of Focus or Need

- Going from proficiency to mastery- We aim to increase mastery rates on social studies exams
 - *Interpreting challenging texts*
 - *Building long-term vocabulary retention*
 - *Identifying enduring issues and using evidence-based writing to articulate understanding and knowledge. Strengthen writing skills and analysis.*

PART THREE: Analysis of Our Process

BEST PRACTICES IN CURRICULUM, INSTRUCTION, AND ASSESSMENT

Current State and Future Goals

Secondary English Language Arts

UNIVERSAL DESIGN FOR LEARNING

Adapted from: udlguidelines.cast.org

*From
theory ...*

- Accessible, challenging learning for ALL students
- Reduced barriers
- Rigorous scholarship
- Proactive
- Multiple entry points for same learning goals
- Variability, flexibility, choice

Secondary English Language Arts

MULTIPLE PATHS CAN LEAD TO THE SAME DESTINATION

*From
theory ...*



Secondary English Language Arts

UNIVERSAL DESIGN FOR LEARNING

Adapted from: udlguidelines.cast.org

*From
theory ...*

Multiple means of ENGAGEMENT	Multiple means of REPRESENTATION	Multiple means of ACTION & EXPRESSION
RECRUITING INTEREST	PERCEPTION	PHYSICAL ACTION
SUSTAINING EFFORT & PERSISTENCE	LANGUAGE & SYMBOLS	EXPRESSION & COMMUNICATION
SELF-REGULATION	COMPREHENSION	EXECUTIVE FUNCTIONS

Secondary English Language Arts

ENGAGEMENT

- Emotional investment vs. compliance; intrinsic vs. extrinsic motivation
- Relevant and meaningful to students' lives
- Connection to global, local and/or personal real-world issues
- Student choice and autonomy

*...to
practice.*

English 7 Historical Fiction Unit

1. Independent Reading Book -- **Calendar**
2. **Anchor Text** -- "Ambush" from Tim O'Brien's *The Things They Carried*
3. **Research** on Time Period
4. **Text-to-Self Connection**

Secondary English Language Arts

REPRESENTATION

- Pre-teach vocabulary, connecting to prior knowledge and/or experience
- Contextualize vocabulary
- Provide strategies for advanced decoding (structural analysis, etymology,...) and comprehension (context clues, connotation, denotation...)
- Present with multiple means (visual, auditory, graphically, textual,...)

*...to
practice.*

English 6 Caesar's Stems

1. **Caesar's Stems** and **WOW Words** Frayer Models
2. **Vocabulary Roll-a-Word Game**

Secondary English Language Arts

ACTION AND EXPRESSION

- Different ways for students to communicate what they've learned
- Executive functioning: goal setting, progress-monitoring, self-evaluation, and responses to feedback
- Technological tools to assist with time-management, organizing, and storing materials

*...to
practice.*

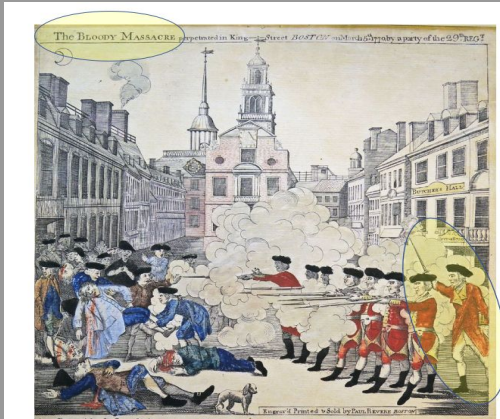
English 9 Research Labs

1. Curriculum (transition to HS) : stress, time management, NoodleTools platform, Academic Integrity
2. Instruction: **Goal-Setting**, **Metacognition**,
3. Assessment: **Formative metrics**, exemplars, quarterly IB Learner Profile **Reflection Conference**

Social Studies Practices

Analyzing Sources

Spotlighting



4-Quadrants: Part to Whole



Active Reading: Annotating

Title: Change of Religious Policy under Aurangzeb

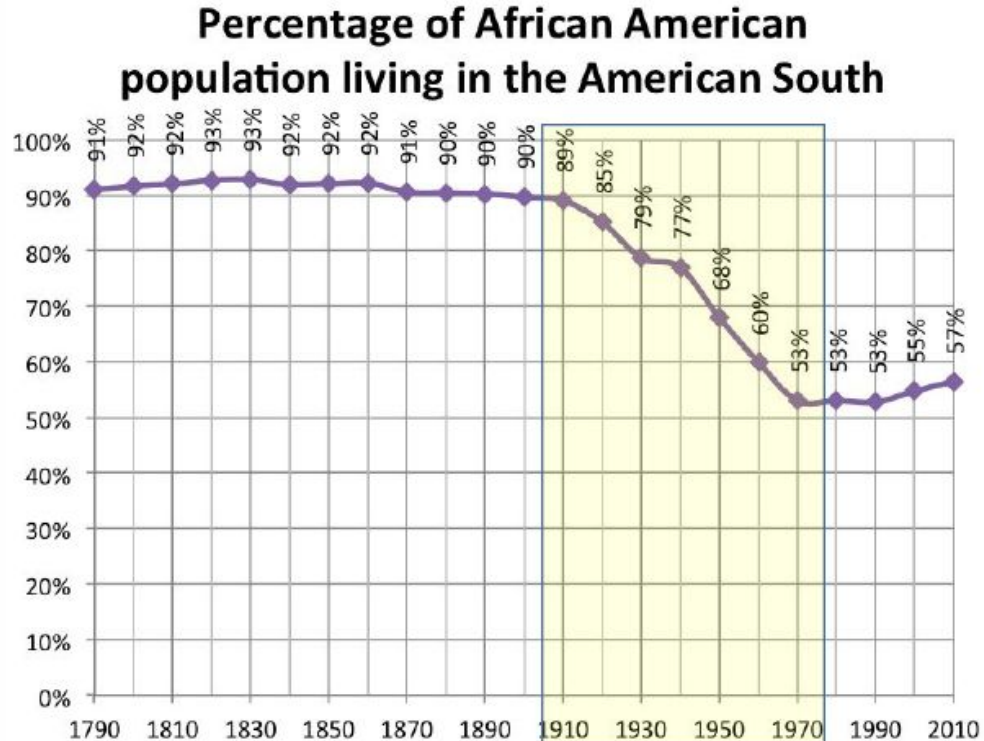
... In the Moghul [Mughal] empire the core contradiction had always been Hindus versus Muslims. Akbar the Great had worked out a sort of accommodation, but his great-grandson Aurangzeb reversed all his policies, enforcing orthodox Islam rigidly, restoring discrimination against Hindus, squashing smaller religious groups such as the Sikhs, and generally replacing tolerance with repression. And yet, say what you will about the man's narrow-minded zealotry (fanaticism), Aurangzeb was a titanic talent, so he not only held his empire together but extended it. The whole time, however, he was sowing the discord [division] and tension that would erupt to ruin the empire as soon as a less capable ruler took charge. . . .

Empire becomes divided during Aurangzeb but as a strong leader he kept it together but it wouldn't last beyond his time.

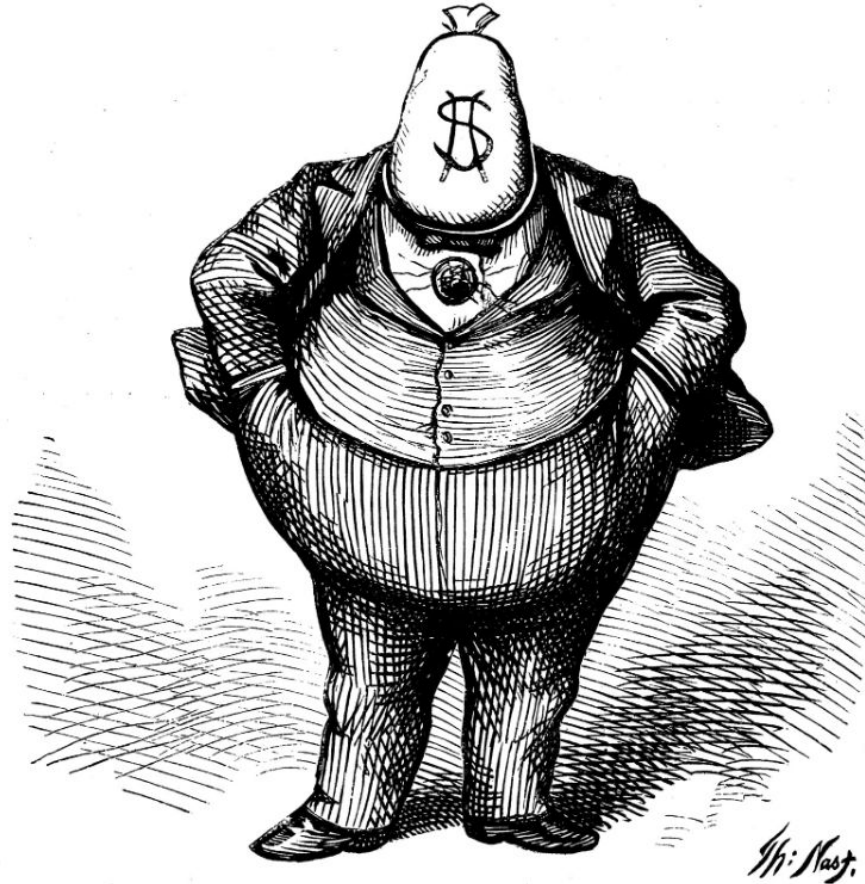
*Aurangzeb changed to enforcing Islam strictly

*Led to discrimination & repression

Spotlighting: Students create a spotlight on parts of the image that are most important to understanding the image OR they can create a spotlight to focus on a smaller detail that may get overlooked. By taking time to focus on smaller details or key parts students can focus on analysis, possible explanations and decipher meanings.



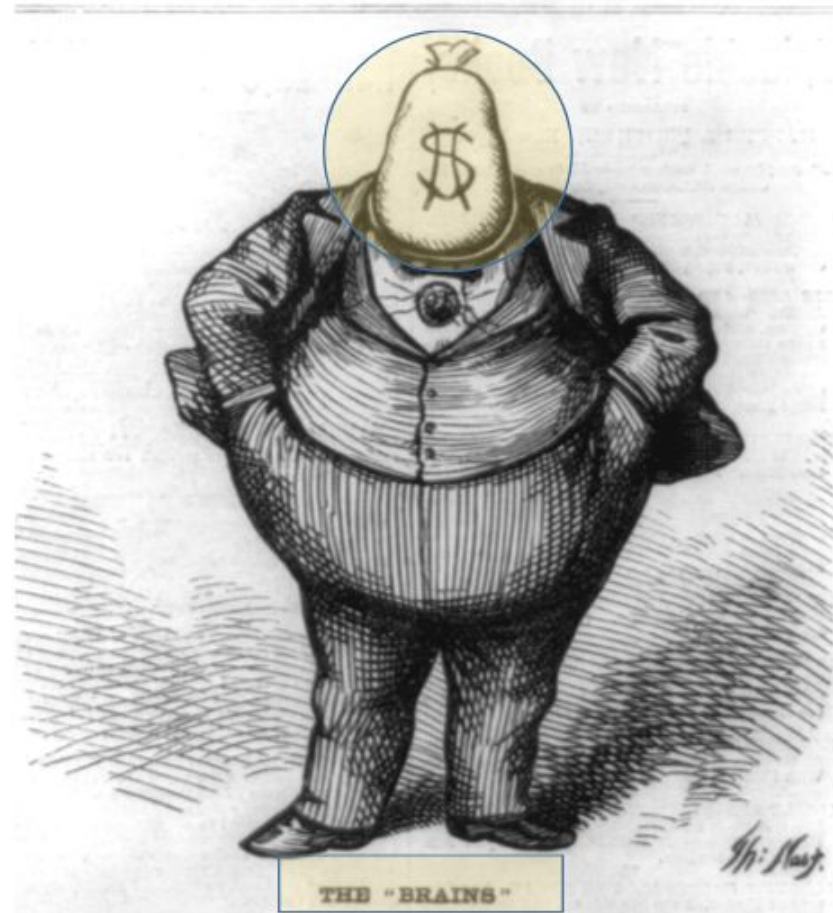
Spotlight key areas of
this political cartoon



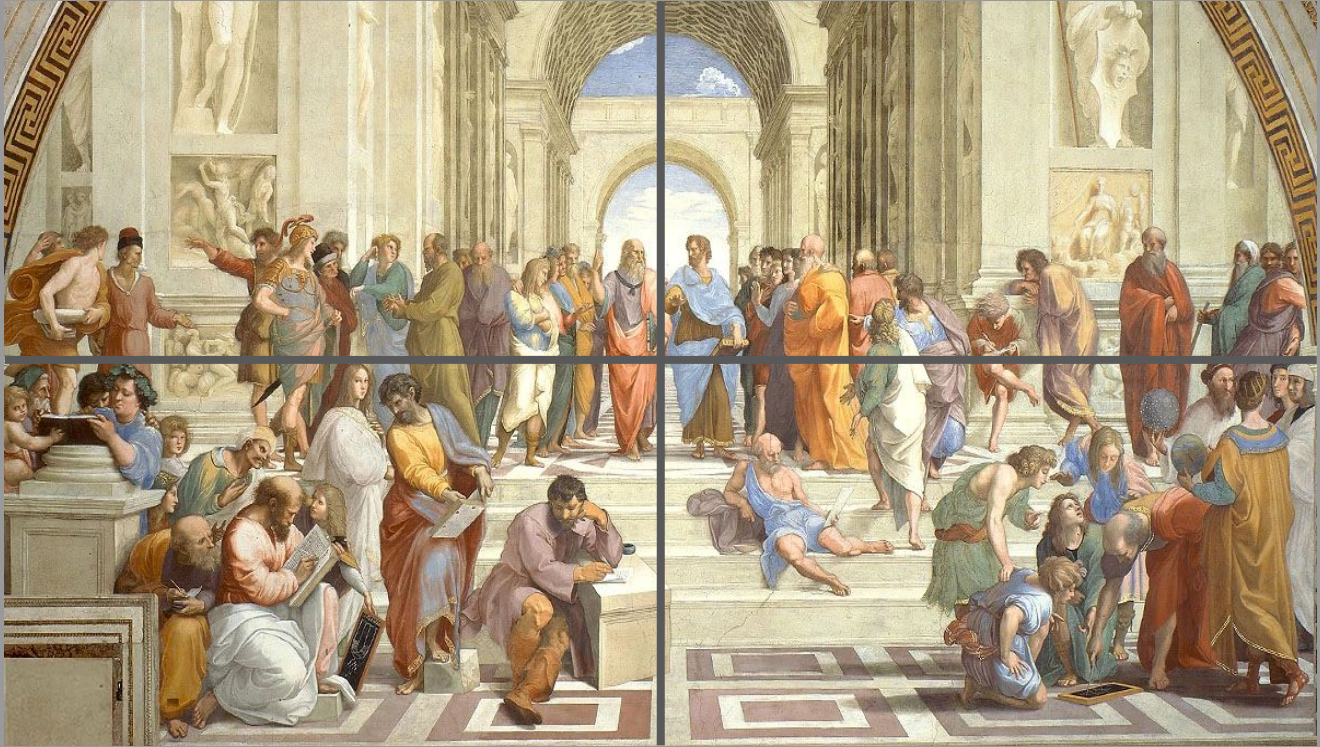
THE "BRAINS"

THAT ACHIEVED THE TAMMANY VICTORY AT THE ROCHESTER DEMOCRATIC CONVENTION.

Example of how a student
used this technique



4-Quadrant Activity: A part to whole strategy- Students try to break down “one quadrant” at a time while considering it’s relation to the WHOLE image. The idea is too slow down the visual process by breaking down detailed/complex images into smaller parts.



4-Quadrant Activity: A part to whole strategy- Students try to break down “*one quadrant*” at a time while considering it’s relation to the WHOLE image. The idea is too slow down the visual process by breaking down detailed/complex images into smaller parts.



Instructional Approach

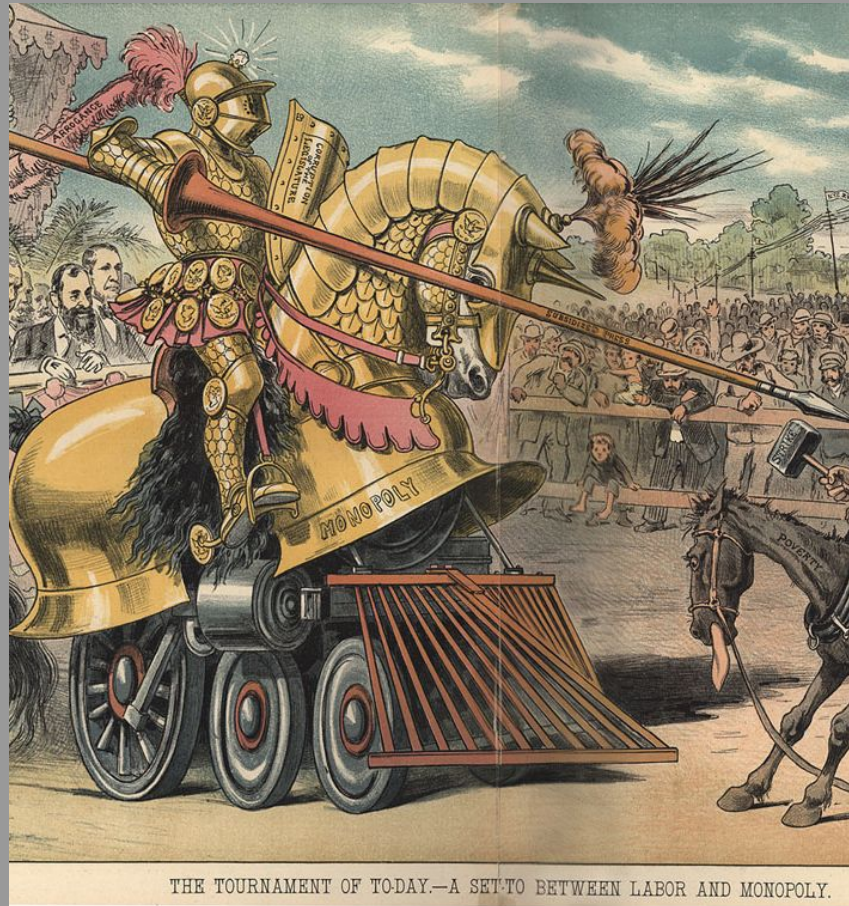
Step 1: Show one part of cartoon (not the central image) and ask students what they see. Notice small details. After students notice all the details, invite them to draw some conclusions. (SEE, THINK, WONDER)



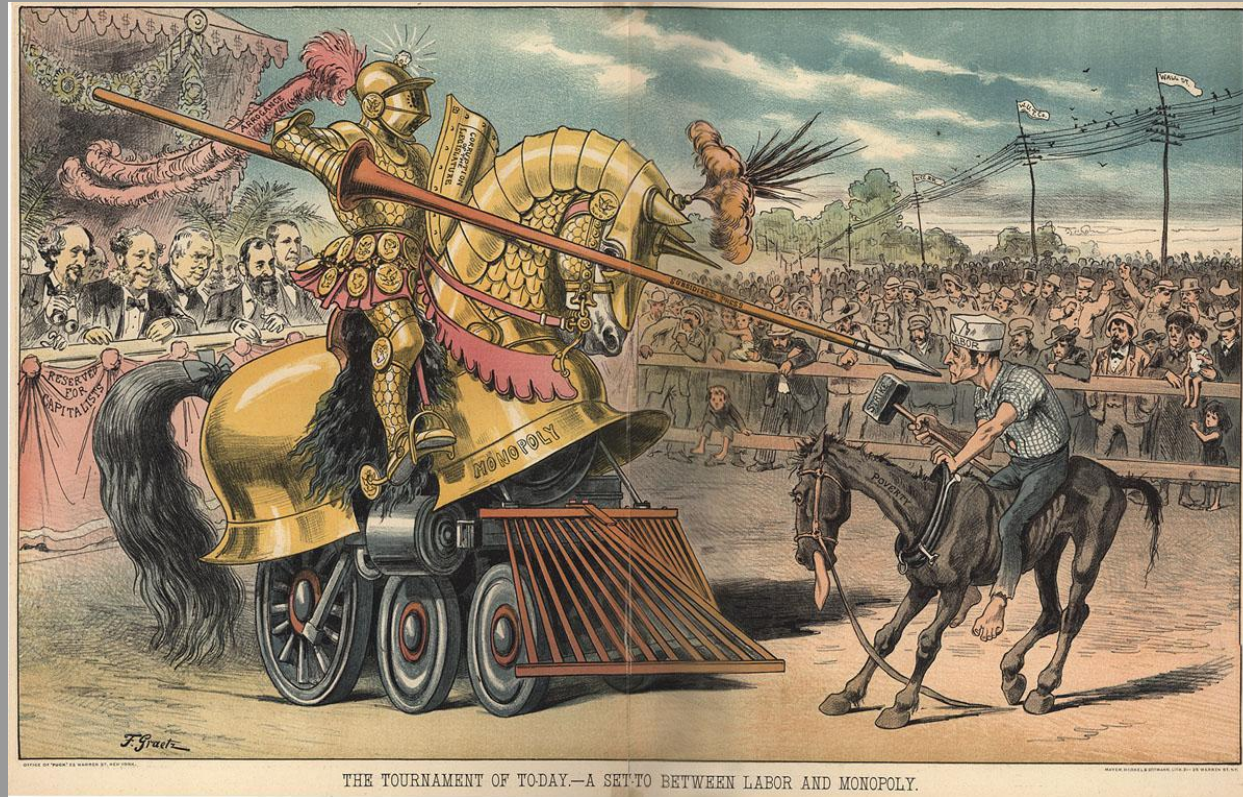
Step 2: Show the next part.
Repeat (SEE, THINK,
WONDER) invite new
students to participate first.
Student should begin to see
part to whole relationship.



Step 3: Reveal final frame holding the central image for last.



Step 4: Reveal the whole image. Discuss and Reflect on process and how it supports understanding.



Bigger point beyond analysis: Don't stop right after students understand the cartoon! Now it is time to put this cartoon into context. Is this an accurate, legitimate criticism of the time, person, event? Explain or Discuss.

Close Reading: An active reading strategy using highlights and annotations

Title: Change of Religious Policy under Aurangzeb

... In the Moghul [Mughal] empire the core contradiction had always been Hindus versus Muslims. Akbar the Great had worked out a sort of accommodation, but his great-grandson Aurangzeb reversed all his policies, enforcing orthodox Islam rigidly, restoring discrimination against Hindus, squashing smaller religious groups such as the Sikhs, and generally replacing tolerance with repression. And yet, say what you will about the man's narrow-minded zealotry [fanaticism], Aurangzeb was a titanic talent, so he not only held his empire together but extended it. The whole time, however, he was sowing the discord [division] and tension that would erupt to ruin the empire as soon as a less capable ruler took charge.

*Empire becomes divided during Aurangzeb but as a strong leader he kept it together but it wouldn't last beyond his time.

*Aurangzeb changed to enforcing Islam strictly

*Led to discrimination & repression

Base your answers to questions 7 and 8 on the document below and on your knowledge of social studies.

If you grew up in Ireland you were told about the Famine. It was dinned [pounded] into you. In the history books there were pictures of huddled families dying of hunger in their hovels [simple dwelling], the same families being evicted—by English landlords—and with no place to go but a ditch.

In the 1930s and 1940s old people in Limerick City still whispered of the horrors of that Famine less than 100 years before. They said it was the fault of the English. They said it was a fact that tons of corn [grain] were shipped out of the country to feed Her Majesty's armies beyond. There was enough food to go around to feed Ireland ten times over.

The old people said they would never forgive that of the English and they hoped we wouldn't either. . . .

*Never forget what happened.

Source: Frank McCourt, "Scraps and Leftovers: A Meditation," Hyperion

7 According to this document, what was a contributing factor to the famine in Ireland?

- (1) The British government exported much of the food produced in Ireland.
- (2) The British army drafted the young farmers of Ireland to fight overseas.
- (3) British shipments of corn and potatoes were delayed due to poor weather.
- (4) Landlords evicted English families out of their houses.

8 What was a result of the situation described in this document?

- (1) The Irish nationalist movement grew.
- (2) The Irish farmers destroyed their crops.
- (3) The Irish cut off diplomatic ties with the British government.
- (4) The Irish were forced to work in British colonies by the millions.

Sample text from the JUNE 22 Global Regents Exam

. . . This glimpse into the Ottoman social clockwork does not begin to exhaust its fractal intricacy [complexity]: look closer and deeper into Ottoman society and you'll see the same order of complexity at every level. Everything was connected to everything else and connected in many ways, which was fine when all the connections balanced out and all of the parts were working. Centuries later, when the empire entered its decrepitude [decaying state], all the intertwining parts and intermeshing [connecting] institutions became a peculiarly Ottoman liability; their intricacy meant that trouble in one place or sphere translated mysteriously to trouble in a dozen other places or spheres—but that came later. In the sixteenth century, the Ottoman Empire was an awesomely well-functioning machine. . . .

Source: Tamim Ansary, *Destiny Disrupted: A History of the World Through Islamic Eyes*, Public Affairs

... In the Moghul [Mughal] empire the core contradiction had always been Hindus versus Muslims. Akbar the Great had worked out a sort of accommodation, but his great-grandson Aurangzeb reversed all his policies, enforcing orthodox Islam rigidly, restoring discrimination against Hindus, squashing smaller religious groups such as the Sikhs, and generally replacing tolerance with repression. And yet, say what you will about the man's narrow-minded zealotry [fanaticism], Aurangzeb was a titanic talent, so he not only held his empire together but extended it. The whole time, however, he was sowing the discord [division] and tension that would erupt to ruin the empire as soon as a less capable ruler took charge. . . .

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4 Based on these passages, what is a primary similarity between the Mughal and Ottoman Empires?

- (1) Social conflict did not exist in either empire.
- (2) Each empire experienced a period of success.
- (3) Each empire lasted less than a century.
- (4) Hinduism had little influence in the development of either empire.

5 Which statement best explains a reason the Mughal Empire declined and a reason the Ottoman Empire declined?

- (1) Mughal leaders were ineffective; Ottoman society was too interconnected.
- (2) Mughal society was too secular; policies of Ottoman sultans were inconsistent.
- (3) Religious diversity in the Mughal Empire was lacking; the Ottoman Empire never worked efficiently.
- (4) Mughal society paid little attention to the government; Ottoman social groups were too isolated.

Flesch–Kincaid readability tests

Score	School level (US)	Notes
100.00–90.00	5th grade	Very easy to read. Easily understood by an average 11-year-old student.
90.0–80.0	6th grade	Easy to read. Conversational English for consumers.
80.0–70.0	7th grade	Fairly easy to read.
70.0–60.0	8th & 9th grade	Plain English. Easily understood by 13- to 15-year-old students.
60.0–50.0	10th to 12th grade	Fairly difficult to read.
50.0–30.0	College	Difficult to read.
30.0–10.0	College graduate	Very difficult to read. Best understood by university graduates.
10.0–0.0	Professional	Extremely difficult to read. Best understood by university graduates.

Text is best understood by College Graduates

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Number of characters (without spaces):	656.00
Number of words:	123.00
Number of sentences:	9.00
Lexical Density:	51.22
Average number of characters per word:	5.33
Average number of syllables per word:	1.85
Average number of words per sentence:	13.67

<i>Indication of the number of years of formal education that a person requires in order to easily understand the text on the first reading</i>	12.95
Gunning Fog index:	

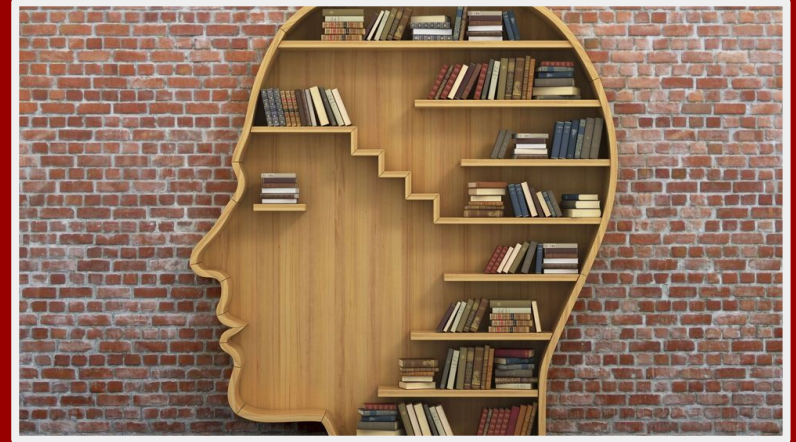
<i>Approximate representation of the U.S. grade level needed to comprehend the text:</i>	13.42
Coleman Liau index:	11.52
Flesch Kincaid Grade level:	10.52
ARI (Automated Readability Index):	13.33
SMOG:	

Flesch Reading Ease:

36.83

NORTH SHORE SCHOOLS

K-12 HUMANITIES



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Secondary English Language Arts

... to
practice

BACKGROUND KNOWLEDGE

- *Read often and widely from a range of global and diverse texts*
(Lifelong Practices of Readers, NYS Next Generation Learning Standards)
- *Read for multiple purposes, including for learning and for pleasure*
(Lifelong Practices of Readers, NYS Next Generation Learning Standards)
- Literacy in the Content Areas
(2017 Next Generation Standards in Technology, History/Social Studies, and Science)

English 7 Historical Fiction Unit

1. **Anchor Text** -- “Ambush” from *The Things They Carried* by Tim O’Brien
2. **Research** on Time Period
- 3.

Secondary English Language Arts

SCARBOROUGH'S ROPE

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

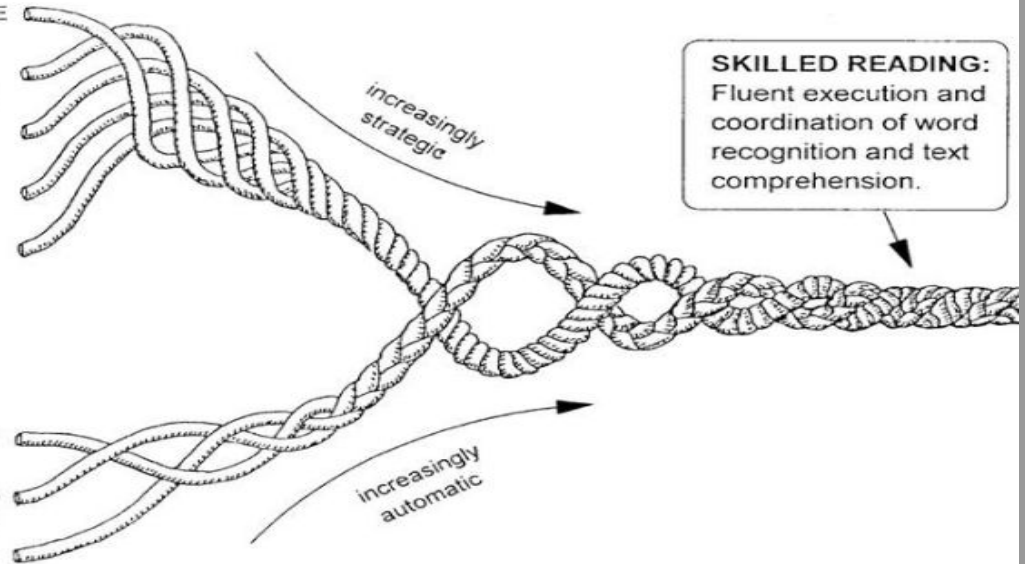
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)



*From
theory ...*