

# State of the District

Levittown Public Schools  
Presentation to the Board of Education  
November 2021



# Our Journey Since March 2020

## React

The shut down of school buildings in March 2020 led to possible uneven development of academic skills.

## Respond

District developed various structures to provide instruction during the pandemic.

## Restore

District focus is on restoring and enhancing the instructional program.

2020

2020-  
2021

2021-  
2022

# Focus for 2021

**Address  
COVID Gaps**

**Social &  
Emotional  
Impact**

**Academic  
Impacts**



## Restoring and Rebuilding Relationships

Develop skills to build self-awareness, self-management, social awareness, relationship skills and responsible decision making.

## Address Social and Emotional Needs

Seek out and provide additional supports for students and families who need it.

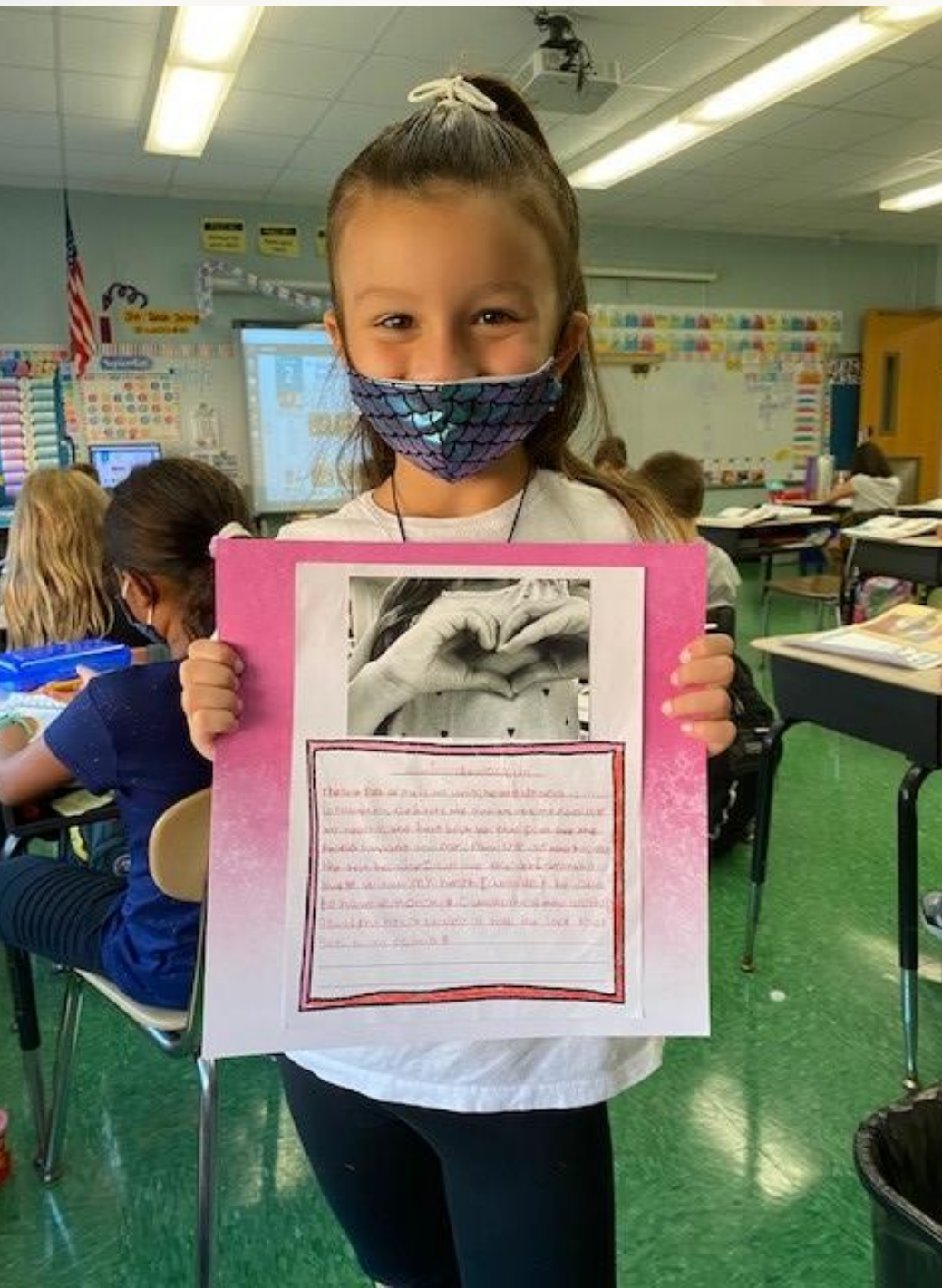
## Identify Priority Standards

Review curricula and priority standards in order to deepen understanding of the most critical skills and concepts.

## Assess and Address Learning Gaps

Identify gaps in student learning and provide differentiated instruction to address those deficiencies.





Elementary (K-5)

*Responding to the  
Pandemic  
September  
2020-August 2021*

# Levittown Public Schools Elementary



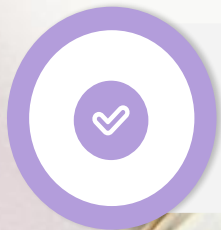
## Department of Instruction

Created a fully remote instructional program for students who opted to learn from home.



## Technology Department

Transitioned to Google Suite and distributed 1:1 chromebooks to all students.



## HR Department & Building Admin

Created a safe learning environment for students to learn (social distancing/ lunch protocols/ entry of building/ quarantine protocols).



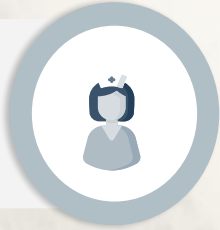
## Buildings and Grounds

Installed temperature scanners, relocated furniture and installed desk shields.



## Health Services

Nurses were trained as contact tracers, ran multiple health rooms and provided guidance for families.



## Elementary Education Department

Revisited pacing calendars and created digital resources for delivery of content.



*"Alone we can do so little, together we can do so much."*

# Responding to the Pandemic: Elementary Level 2020-2021

## In-Person Learning

Prioritized full in-person instruction for all elementary students in the 2020-2021 school year. Live instruction for quarantined students.



## Virtual Elementary Remote Program

Developed a fully remote elementary instructional program for students who remained home to ensure a highly effective model of teaching foundational skills.



## Summer Learning Virtual Program

Created a summer ELA and Math instructional program tailored to individual student needs via the i-Ready instructional pathway and teacher support.



# Structure of Elementary Data Meetings

## Step 1

District level review of benchmark results; identify trends by subject and cohorts.

## Step 2

Individual meetings with each building principal to review data and identify areas of focus.

## Step 3

Individual grade level meetings at buildings to discuss student data, groupings and instructional practices.

## Step 4

Districtwide, building-wide and individual class adjustments are made.

## Step 6

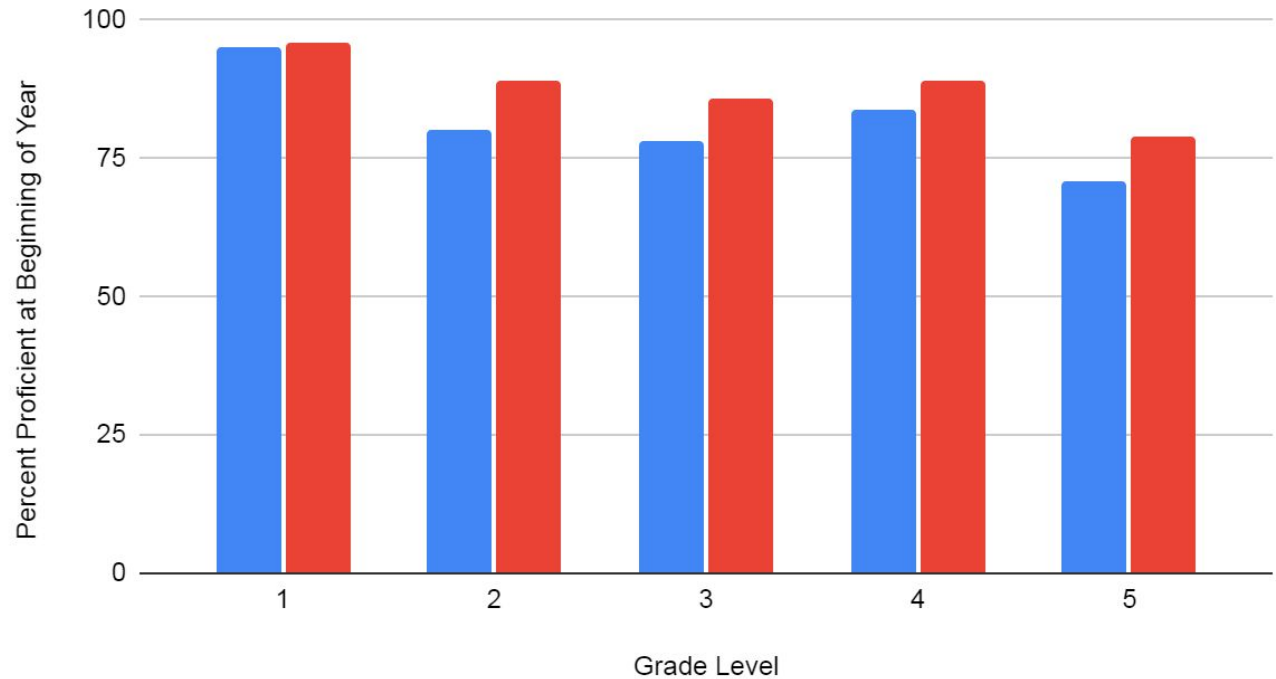
Mid-year benchmark is administered. Process is repeated.

## Step 5

Progress monitoring occurs. Adjustments are made if necessary.

# Fall 2021 Elementary Reading Diagnostic Data

Comparison of iReady Results: Reading

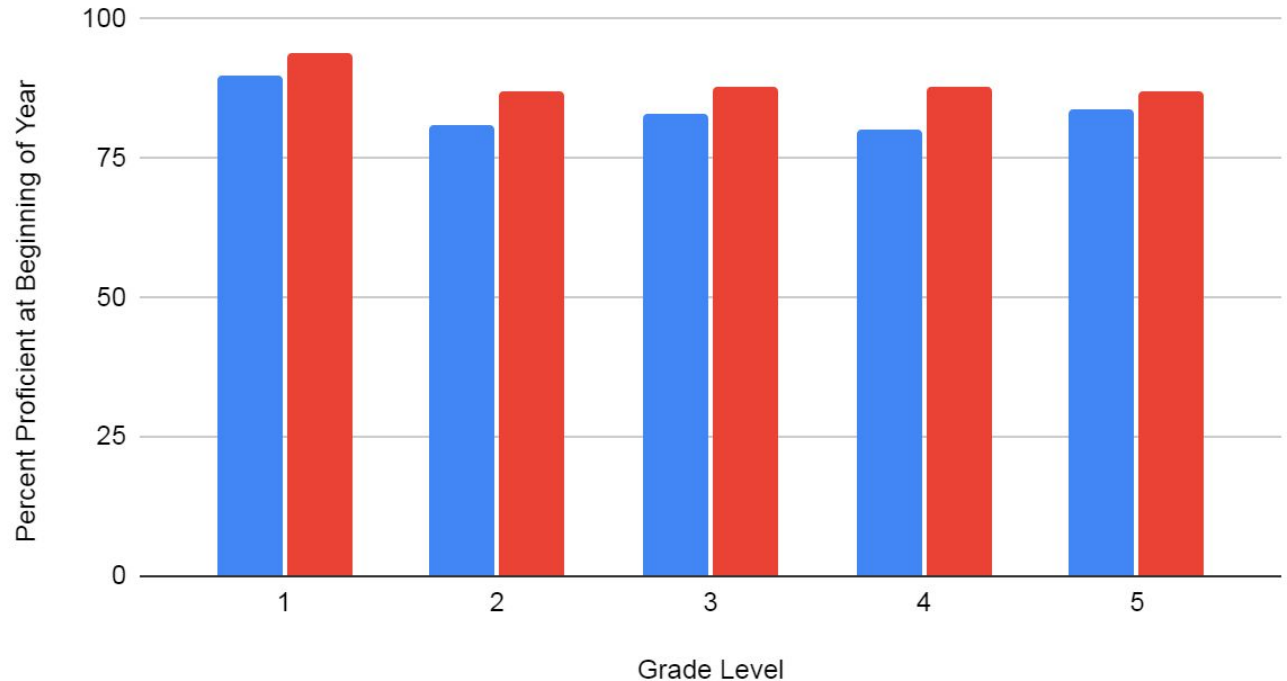


Fall reading i-ready data					
	1	2	3	4	5
<i>2021 district results</i>	95	80	78	84	71
<i>2019 district results</i>	96	89	86	89	79
% change	-1	-9	-8	-5	-8



# Fall 2021 Elementary Mathematics Diagnostic Data

Comparison of iReady Results: Mathematics



Fall math i-ready data					
	1	2	3	4	5
<i>2021 district results</i>	90	81	83	80	84
<i>2019 district results</i>	94	87	88	88	87
% change	-4	-6	-5	-8	-3

# Grades 3-5 ELA and Math Results

Test	Opt Out	% Passing	% Mastery
ELA 3	53%	84%	25%
ELA 4	55%	78%	48%
ELA 5	60%	71%	46%
Math 3	52%	68%	26%
Math 4	53%	80%	56%
Math 5	60%	75%	54%
Science 4	60%	94%	63%

Due to the extraordinary circumstances related to the pandemic, because a large number of students did not take the exam, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results.

# Districtwide Gaps K-5

## Reading

Grades 1-2: Phonics

Grades 3-5: Vocabulary & Informational Texts

## Mathematics

Grades 1-2: Number Sense and Operations

Grades 3-5: Algebra and Algebraic Thinking



Elementary (K-5)

***Restoring and  
Enhancing  
Instructional  
Programs***

***September 2021-June  
2022***



# Addressing COVID Learning Gaps: Elementary

## *Tier I: Core Program*

<b>Reading</b>	<b>Area of Focus</b>
Utilization of iReady Instructional program: whole group lessons and teacher assigned lessons	Delivery of teacher assigned lessons that provide re-teaching and pre-teaching lessons of skills and strategies being taught in the core instructional program.
Addition of kindergarten teaching assistants	Trained to support phonics small group instruction.
Foundations: Kindergarten - Grade 2	Systematic program in critical foundational skills emphasizing phonemic awareness and phonics.
IXL Reading	Support grades 3-5 with the emphasis on text structure in informational texts.



# Addressing COVID Learning Gaps: Elementary

## *Tier II: Targeted Interventions*

<b>Reading</b>	<b>Area of Focus</b>
Reinstatement of push in small group reading instruction support in grades K-5	Explicit reading instruction to identified Tier II students.
Utilization of iReady Instructional program: Individualized student pathway	Delivery of research based online lessons that provide tailored instruction and practice for each student to accelerate growth based on iReady diagnostic assessment.
Heggerty phonics intervention	Systematic phonemic awareness intervention lessons to help close the gap.



# Addressing COVID Learning Gaps: Elementary

## *Tier III: Additional Intensive Interventions*

### Reading

### Area of Focus

Before school reading academy

Differentiated support in phonics (K-2) and informational texts using IXL (3-5).

Orton Gillingham Reading Approach

Multisensory and sequential phonics technique for diverse learners.



# Addressing COVID Learning Gaps: Elementary

## *Tier I: Core Instruction*

<b>Mathematics</b>	<b>Area of Focus</b>
Identification of priority standards	Grade level teams met to discuss priority standards and adjusted the pacing calendars.
Utilization of iReady Instructional program: whole group lessons and teacher assigned lessons	Delivery of teacher assigned lessons that provide re-teaching and pre-teaching lessons of skills and strategies being taught in the core instructional program.
Addition of kindergarten teaching assistants	Trained to support small group math instruction.
Fluency Fridays	In grades K-2, Fridays have been allocated to improving math fact fluency. This is to enhance number sense and operations.
First in Math	Online, research based & standards based math games and activities.





# Addressing COVID Learning Gaps: Elementary

## *Tier II: Targeted Interventions*

<b>Mathematics</b>	<b>Area of Focus</b>
Small group math instruction	Using i-Ready instructional reports, students are placed in small groups to differentiate math instruction.
Utilization of iReady Instructional program: Individualized student pathway	Delivery of research based online lessons that provide tailored instruction and practice for each student to accelerate growth based on iReady diagnostic assessment.
IXL	IXL helps students master essential skills at their own pace through fun and interactive questions, built in support, and motivating awards.



# Addressing COVID Learning Gaps: Elementary

## *Tier III: Intensive Interventions*

### Mathematics

### Area of Focus

Before school mathematics academy

Math academies will provide support for math computation and conceptualization.

Hop to Success with Math in Movement

Teaching mathematics with visual, auditory, and kinesthetic elements aligned with state standards.



# Addressing COVID Learning Gaps: Elementary

## Additional Enhancements K-5

English Language Learners	Before and After School Tutoring (Grant funded).
	Virtual Parent Academy: Provided guidance and training to parents on how to utilize technology tools such as Google Classroom.
	Summer Jumpstart Program: In person support program for English Language Learners in grades K-5, with a specific focus this past summer on literacy.
	Parent Outreach: Certified ENL teacher visits K-1 students at their home and works with student and parent.
	Use of Footsteps to Brilliance which is a research based online literacy program.
Universal Pre-Kindergarten	Expansion of program to involve more students (Grant funded). Creation of both full day and half day UPK opportunities: 164 Full Day students, 90 half day.
	Professional development opportunities shared with teachers in each provider location.

# Looking ahead in Elementary Curriculum

## Core Instructional Programs

Reading	<p>In the 2021-22 school year, a committee of teachers from all six buildings will discuss ELA programs. We will narrow our search to 2-3 programs.</p>
	<p>In 2022-23 school, the district will have teachers in all six building pilot the chosen programs. A decision will be made at the end of the year on which program we will fully implement in September 2023.</p>
Mathematics	<p>In September 2022, we will implement an updated version of enVision which is aligned to the Next Generation Standards. Teachers will be provided PD in Spring of 2022.</p>
Science	<p>The district will continue to utilize the Science Dimensions program. Grade level teams are writing units that align with the program and provide hands on learning for students.</p>
Social Studies	<p>The district is currently reviewing potential replacements to our current digital resource, which is offered through Putnam BOCES.</p>
SEL	<p>In second half of the school year, we will begin training K-5 teachers and support staff in Responsive Classroom. It is comprised of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers.</p>

# Secondary Level (6-12)

## *Responding to the Pandemic*

### *September 2020- August 2021*



# Levittown Public Schools Secondary

## Subject Area Departments

Trained teachers in fundamentals of providing hybrid instruction to students.

## Building and Grounds

Installation of temperature scanners, removal of furniture and putting shields on desks.

## HR Department & Building Admin

Create a safe learning environment for students to learn (social distancing/ lunch protocols/ entry of building/ quarantine protocols).



## Department of Instruction

Provided professional development to all teachers in Google Classroom.

## Health Services

Nurses completed Johns Hopkins course in contact tracing, ran multiple health rooms and provided guidance for families.

## Technology Department

Transition to Google Suite and distribute 1:1 chromebooks to all students; installed webcams in over 300 classrooms for hybrid instruction.

*"Alone we can do so little, together we can do so much."*

# Responding to the Pandemic: Secondary Level 2020-2021

## Full Summer School for students in grades 6-12

Over 300 students were  
enrolled

Over 480 courses taken

94% of classes were  
successfully completed  
(passed)

Specific focus on writing with  
the L.I Writing Project



## Planning for Extra Math and ELA Support

Additional math instructors  
were assigned for support labs  
(AIS) in grades 7-9

Maintained and enhanced ELA  
support for all 7th grade  
students

Curriculum writing for 6-9 ELA  
and Math AIS classes to address  
learning gaps.



## Preventing Summer Learning Loss

Summer Math Readiness  
Resources (June 2021)

6-8 iReady Instructional  
Support for ELA and  
Math

Restoration of Science  
and SS Summer  
Enrichment Programs



# Identifying COVID Gaps in Grades 6-12

## Step 1

District level review of benchmark results in grades 6-8 in ELA and Math; identify trends by subject and cohorts.

## Step 2

Individual meetings with building principals and subject area directors to review data and identify areas of focus.

## Step 3

Individual department meetings to discuss student data, groupings and instructional practices.

## Step 4

Instructional adjustments are made and supports initiated.

## Step 6

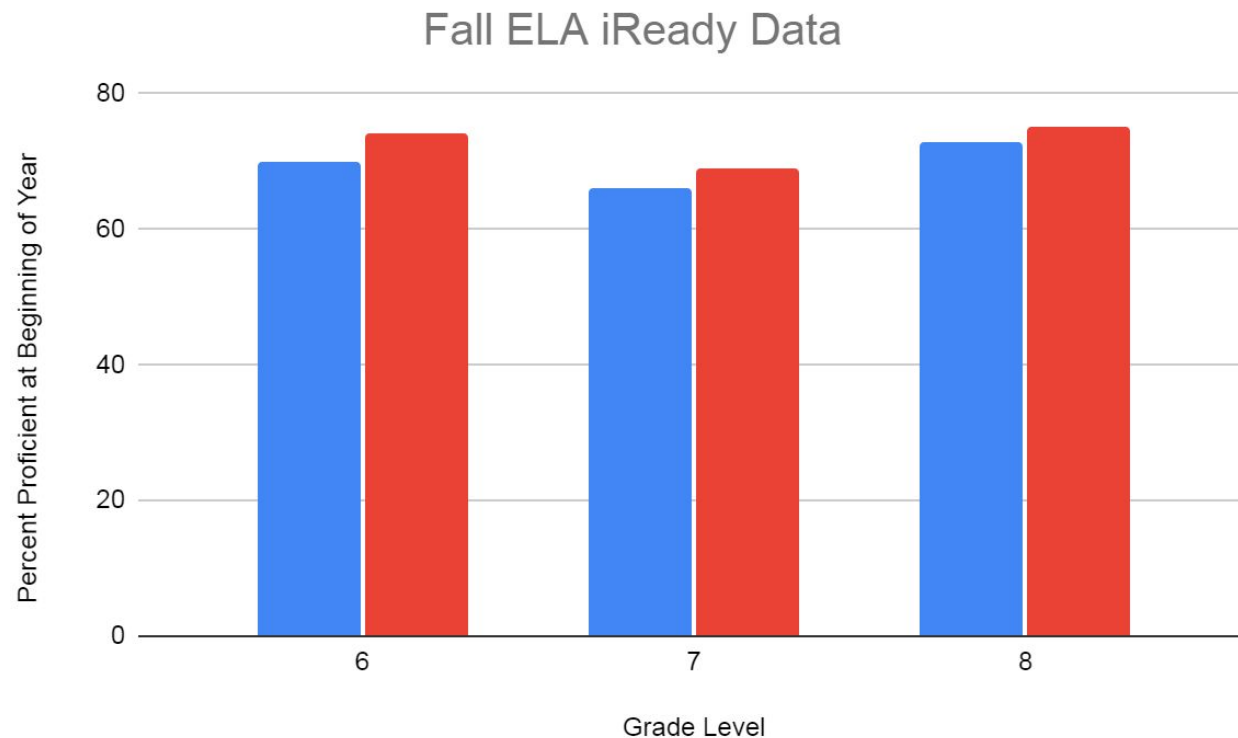
Mid-year benchmarks and midterms administered. Process is repeated.

## Step 5

Progress monitoring (6-8) occurs. Adjustments are made if necessary.



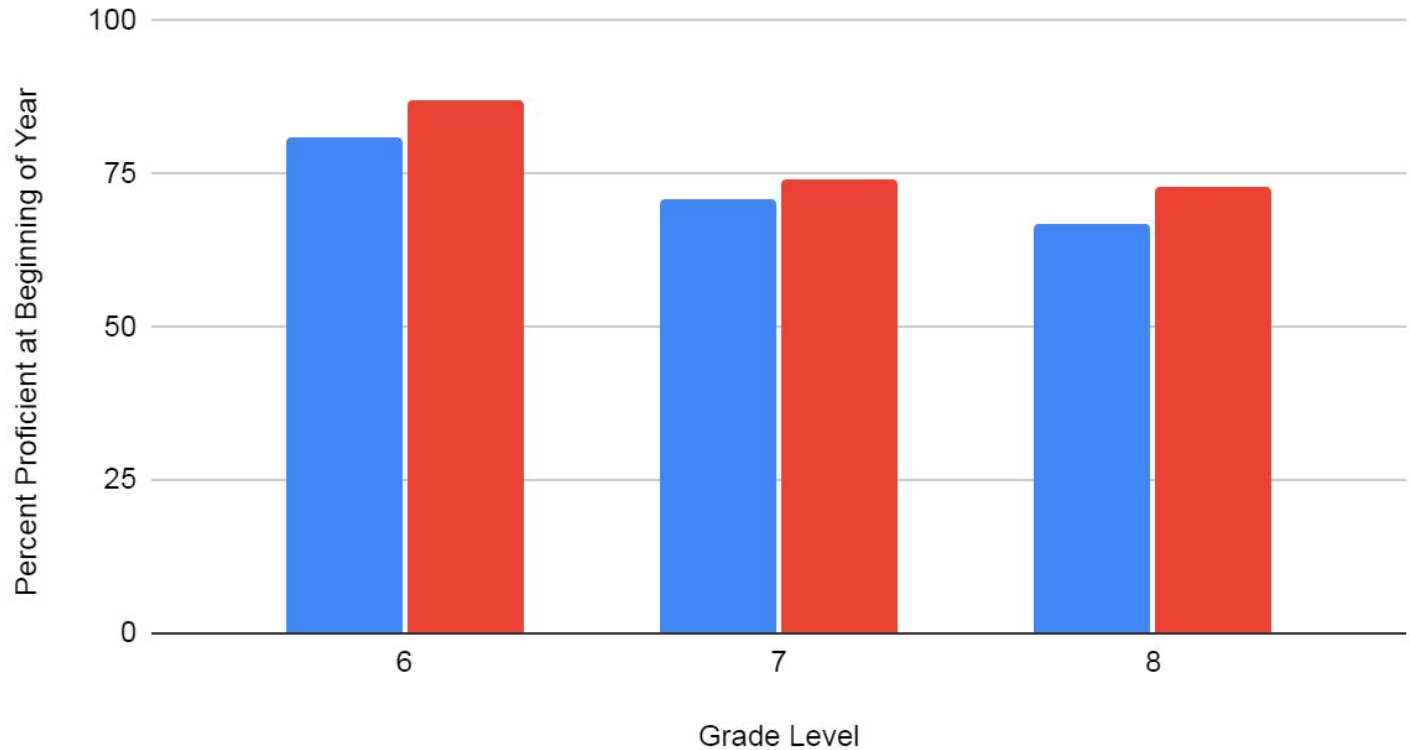
# Fall 2021 Middle Level ELA Diagnostic Data



Fall ELA iReady Data			
	6	7	8
<i>2021 district results</i>	70	66	73
<i>2019 district results</i>	74	69	75
% change	-4	-3	-2

# Fall 2021 Middle Level Mathematics Diagnostic Data

## Fall Mathematics iReady Data



Fall math iReady Data			
	6	7	8
<i>2021 district results</i>	81	71	67
<i>2019 district results</i>	87	74	73
% change	-6	-3	-6

# Grades 6-8 ELA and Math Results

Test	Opt Out	% Passing	% Mastery
ELA 6	70%	71%	34%
ELA 7	76%	62%	23%
ELA 8	82%	65%	35%
Test	Opt Out	% Passing	% Mastery
Math 6	69%	42%	12%
Math 7	78%	60%	27%
Math 8*	86%	27%	5%

Due to the extraordinary circumstances related to the pandemic, because a large number of students did not take the exam, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results.

*\*Please note: Students in 8th grade Algebra I do not take the Grade 8 Math Assessment*

# Regents Results

Regents	Number of Students Taking Exam	% Passing	% Mastery
ELA	9	89	22
Algebra I	50	84	30
Living Environment	55	85	36
Earth Science	59	76	32

Regents exams were optional for 2020-2021

Due to the extraordinary circumstances related to the pandemic, because a large number of students did not take the exam, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results.

# Secondary Level (6-12)

## *Restoring and Enhancing Instructional Programs*

### *2021-2022*



# Addressing COVID Learning Gaps: Secondary

Subject	Area of Focus
English	Utilization of iReady Instructional program in grades 6-8. Delivery of online lessons that provide tailored instruction and practice for each student to accelerate growth. Use as gap-closing resource for AIS students; supplemental resource for core classroom instruction.
	Restructuring of lab period for all 7th grade English students. Small group instruction with a focus on writing skills utilizing Author's Academy.
	Additional lab for 8th grade students receiving AIS with a focus on vocabulary use & acquisition, using informational texts, and text analysis.
	Writing center at the High School for use by students during free periods to address individualized student writing questions on assignments.
	Additional before/after school support for college essay writing providing individualized support for students.
	Additional after school prep academies for Regents and AP exams; potential morning academy for the middle schools. Prep classes will focus on priority standards in each subject area as well as test taking strategies.
	Additional writing assessment in grades 6 and 8 in order to inform AIS lab support period in the area of writing.

# Addressing COVID Learning Gaps: Secondary

Subject	Area of Focus
Mathematics	Small group instruction in grades 6-8 math labs and in Algebra I AIS. Utilizing iReady diagnostic results, teachers will focus instruction on the specific gaps students in that class have.
	Creation of “math centers” during free periods at the High Schools to address individualized student math questions on assignments.
	Utilization of iReady Instructional program for grades 6-8. Delivery of online lessons that provide tailored instruction and practice for each student to accelerate growth. Use as gap-closing resource for AIS students; supplemental resource for core classroom instruction.
	Re-evaluate and adjust course Scope & Sequence for remainder of 21-22, in order to devote more core instructional time to grade-level priority standards and/or explicit instruction of prerequisite skills.
	Additional after school prep academies for Regents and AP exams; potential morning academy for the middle schools. Prep classes will focus on priority standards in each subject area as well as test taking strategies.



# Addressing COVID Learning Gaps: Secondary

Subject	Area of Focus
Science	Additional after school prep academies for Regents and AP exams; potential morning academy for the middle schools. Prep classes will focus on priority standards in each subject area as well as test taking strategies.
	After review of first quarter and mid year grades, potentially re-evaluate and adjust course Scope & Sequence for remainder of 21-22.
Social Studies	Additional after school prep academies for Regents and AP exams; potential morning academy for the middle schools. Prep classes will focus on priority standards in each subject area as well as test taking strategies.
	After review of first quarter and mid year grades, potentially re-evaluate and adjust course Scope & Sequence for remainder of 21-22.





# Allocated American Rescue Plan Funds (ARP)

Intervention	Description	Allocation
90% LEA ARP-ESSR Allocations	“Phase 1” of ARP from July, 2021	\$1,651,167
1% State Level Reserve-Summer Enrichment Grant	To be used for evidence based summer programs.	\$439,785
1% State Level Reserve Comprehensive After School Grant	To be used for evidence based after school programs.	\$439,785
5% State Level Reserve For Learning Loss	To be used for evidence based supports to address learning loss.	\$2,198,863
	Total ARP	\$4,729,600



# Proposed Uses of Additional American Rescue Plan Funds

Intervention	Description	Estimated Cost
Responsive Classroom	Responsive Classroom training for elementary buildings provides evidence-based practices designed to create safe, joyful, and engaging classroom and school communities for both students and teachers.	\$200,000 (8 six week long trainings at \$20,000 per training)
Additional school counselor	With students presenting with increased social emotional needs and school counselors playing a larger role in addressing these needs, this position will address SEL needs and also assist students as necessary.	\$200,000 (1 FTE at \$100,000 a year for two years)
Challenge Days	The District's purpose to expand the use of this program to all high school grade levels is to increase SEL competencies in our students. This includes social awareness, relationship skills, self awareness, self management and responsible decision making.	\$48,000 (One program for each high school for grades 9 and 10 each)

# Proposed Uses of Additional American Rescue Plan Funds

Intervention	Description	Estimated Cost
Additional math support labs in secondary level	The District is deploying staff to address COVID-related learning loss through targeted differentiation and small-group instruction in mathematics in small setting math labs. Students will be identified through standardized assessments (iReady) as well as district-based assessments.	Approximately \$800,000 (4 Math teachers at \$100,000 per year for two years)
Restoration of small group instruction K-5	Push-in small group instructional support for all students in grades 3-5 in reading.	Approximately \$371,322 (7 part time teachers at a rate of \$26,523 per year for two years)
Specialized Reading Program	In order to enhance our reading program for students who are not responding to current district interventions, we will provide training in the Orton Gillingham approach so that teachers will have a more extensive tool box to teach reading.	\$25,000 (for additional teacher training by Orton Gillingham)
iReady Instructional Program	Allow all students to utilize iReady instructional support program in order to not only address learning gaps, but also provide differentiated support for all students. Currently only identified students receive this support, but in reality many students have gaps in learning.	\$120,000 (\$60,000 for each year for two years)

# Proposed Uses of Additional American Rescue Plan Funds

Intervention	Description	Estimated Cost
Morning and Afternoon Academies	Before or after school support in ELA and Math to provide additional instruction for students struggling to meet state standards (Grades K-8)	Approximately \$372,200
Elementary Quarantine Instruction	Elementary students who are quarantined are provided daily synchronous instruction to continue the learning and prevent more learning loss.	Approximately \$75,000
IXL for Reading	Additional evidence based reading intervention for supporting students in analyzing informational texts and vocabulary.	Approximately \$54,000
Additional ENL Supports	ENL-certified teachers will push into history and science courses to provide content area and after school supports for ENL students. Additionally, family outreach will also be enhanced.	Approximately \$470,000

# Proposed Uses of Additional American Rescue Plan Funds

Intervention	Description	Estimated Cost
Summer Enrichment Programs	District is considering Summer Enrichment Programs or developing services at district level to offer students additional enrichment opportunities.	Approximately \$200,000
Early Elementary Summer Support (K-2)	Additional instructional support over the summer for students in ELA, Math and Science for students in grades K-2.	\$105,040 (180 students, 6 sections per grade, 3 hours per day for 5 weeks for two summers)
Summer Jumpstart Enhancements	Summer Jumpstart program is an opportunity for students who qualify to be better prepared for the following school year. They will be involved in both academic and social activities that are age appropriate.	Approximately \$130,000

# Commencement Level Reports

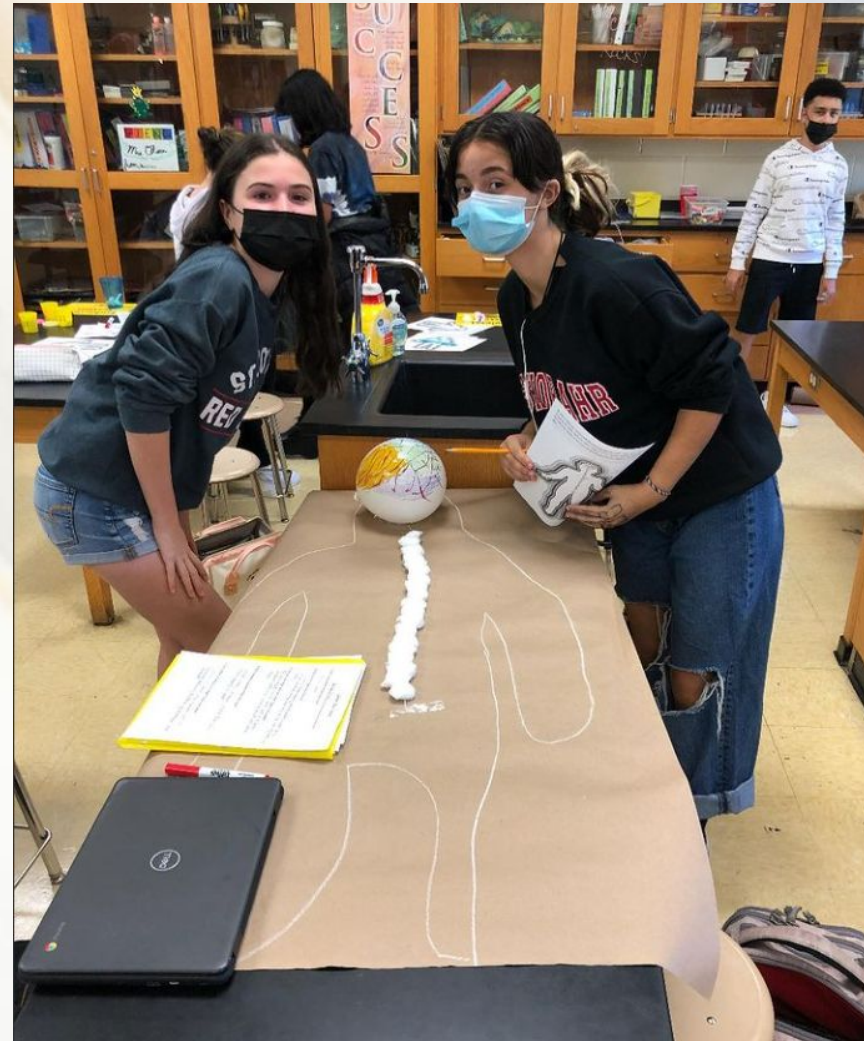
AP Assessments

SAT

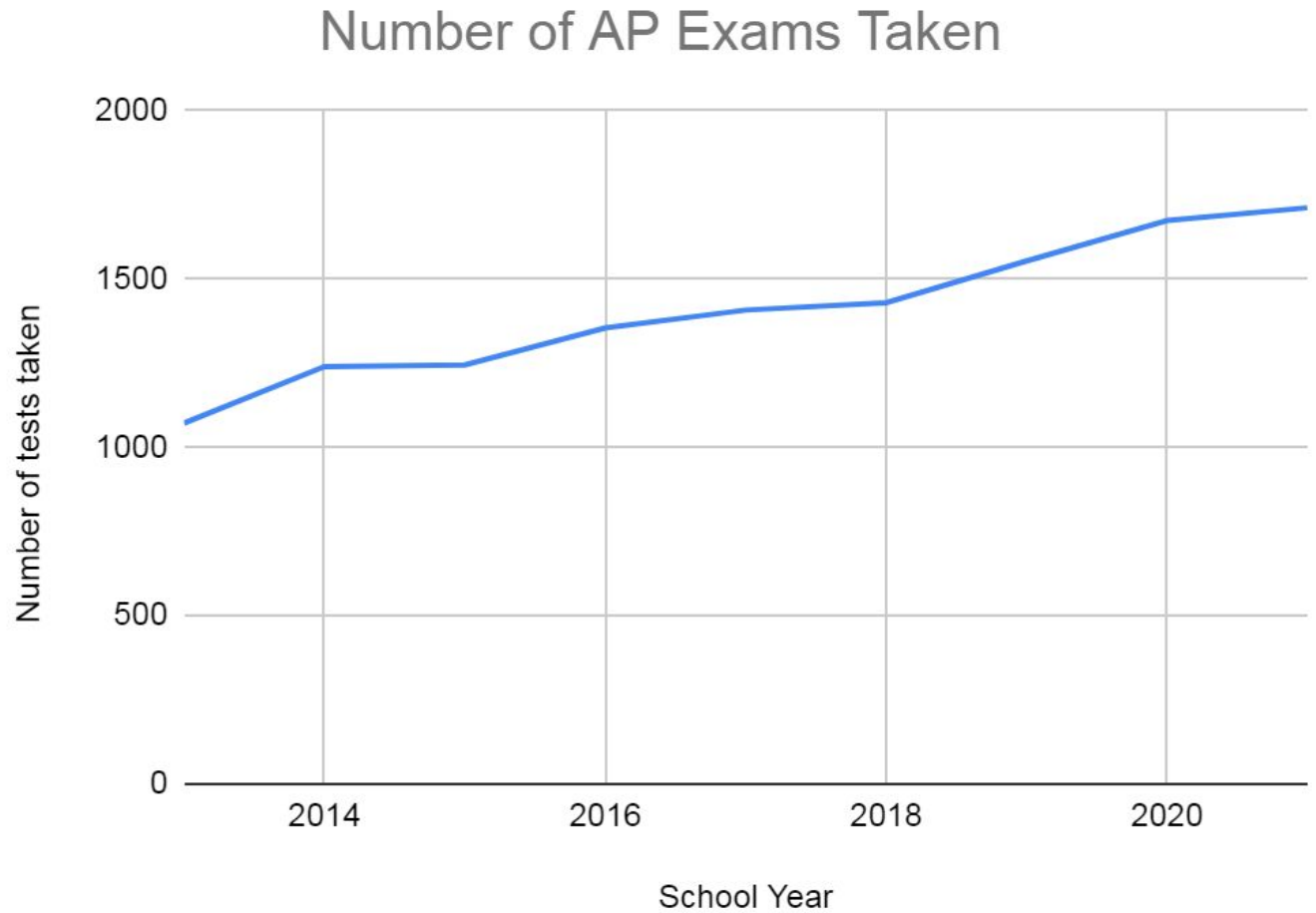
ACT

College Credit Courses

Graduation and Post Secondary Reports



# Advanced Placement Results



Year	2013	2014	2015	2016	2017	2018	2019	2020	2021
Number of Exams	1072	1240	1245	1355	1408	1430	1554	1674	1712

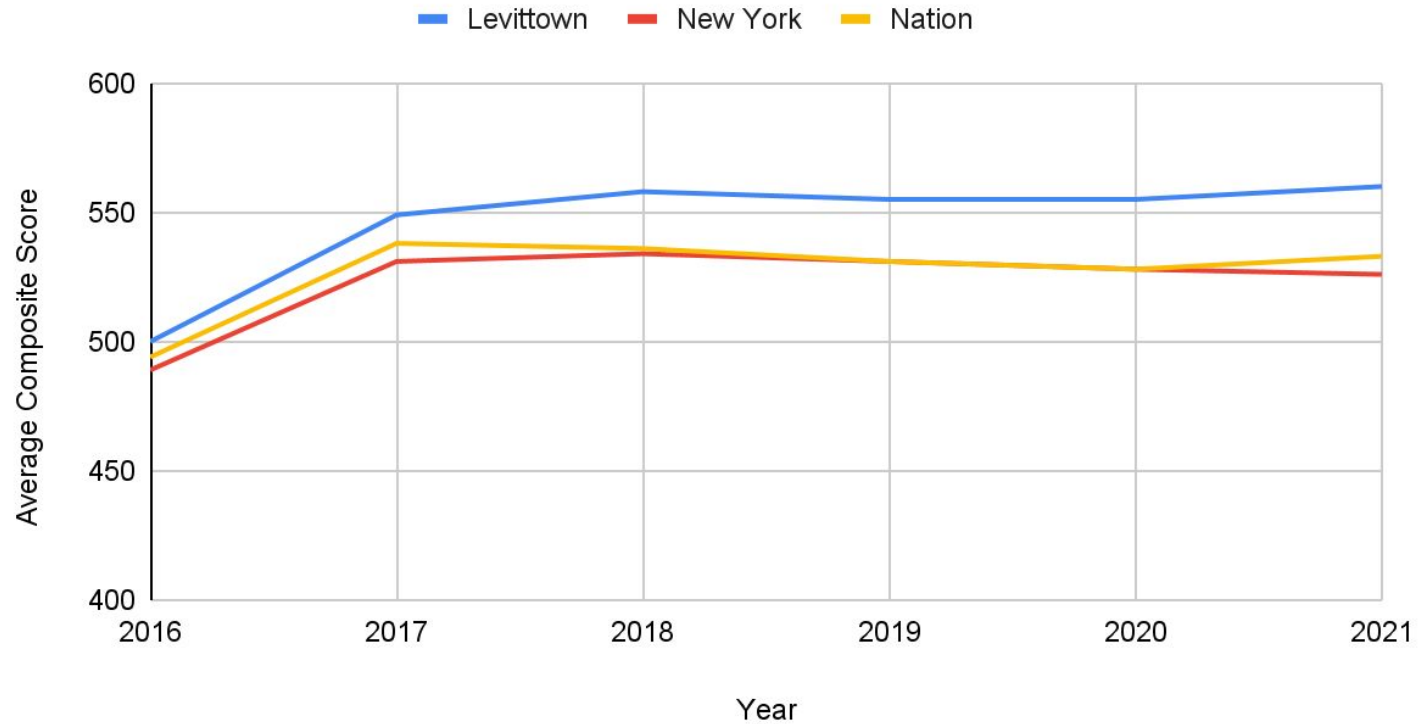
# Advanced Placement Results

Year	Number of Exams	Scores of 3 or better
2004	733	68%
2005	841	63%
2006	905	62%
2007	985	65%
2008	940	65%
2009	996	69%
2010	1107	65%
2011	1149	72%
2012	1092	69%
2013	1072	66%
2014	1240	63%
2015	1245	64%
2016	1355	62%
2017	1408	66%
2018	1430	66%
2019	1554	66%
2020	1674	69%
2021	1712	59%



# SAT Results

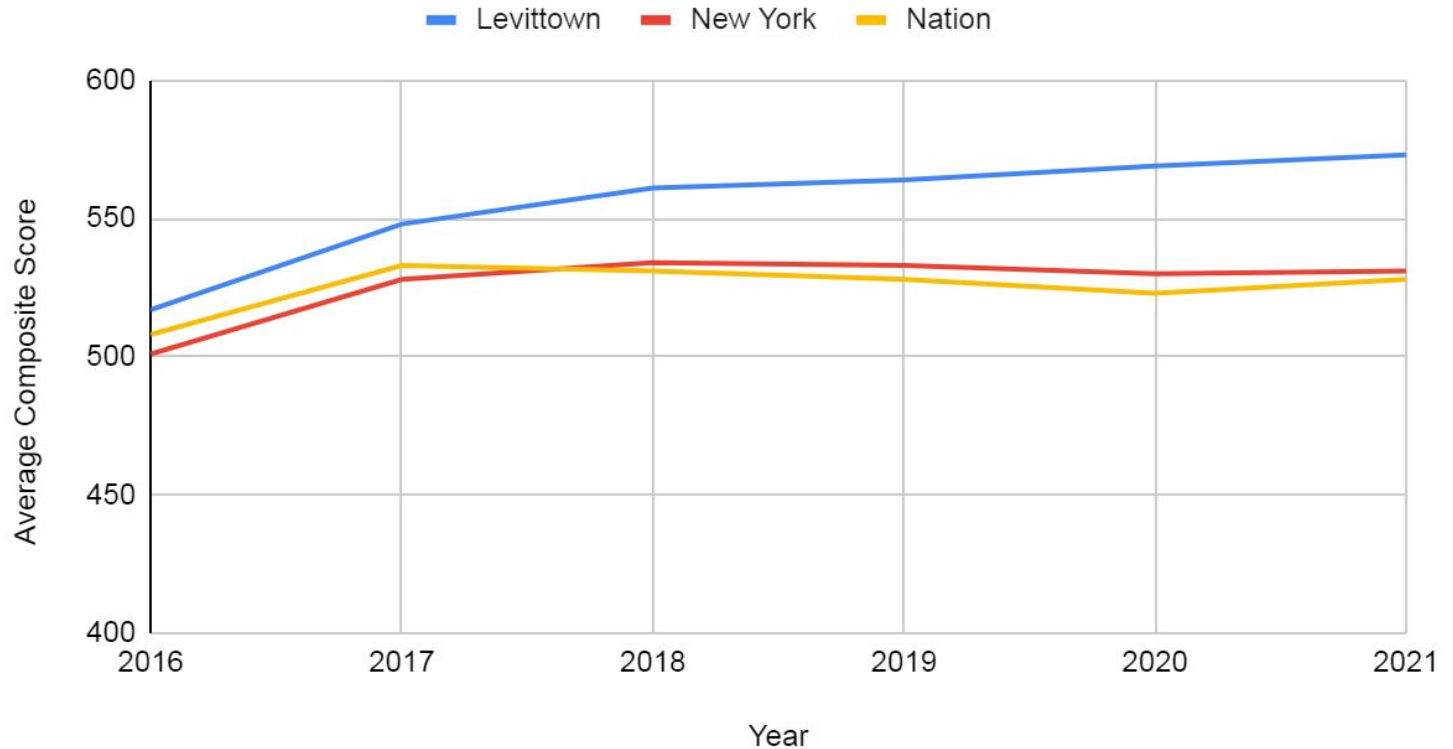
## SAT: Critical Reading Average Score



	2016	2017	2018	2019	2020	2021
<b>Levittown</b>	500	549	558	555	555	560
<b>New York</b>	489	531	534	531	528	526
<b>Nation</b>	494	538	536	531	528	533

# SAT Results

## SAT: Mathematics Average Score

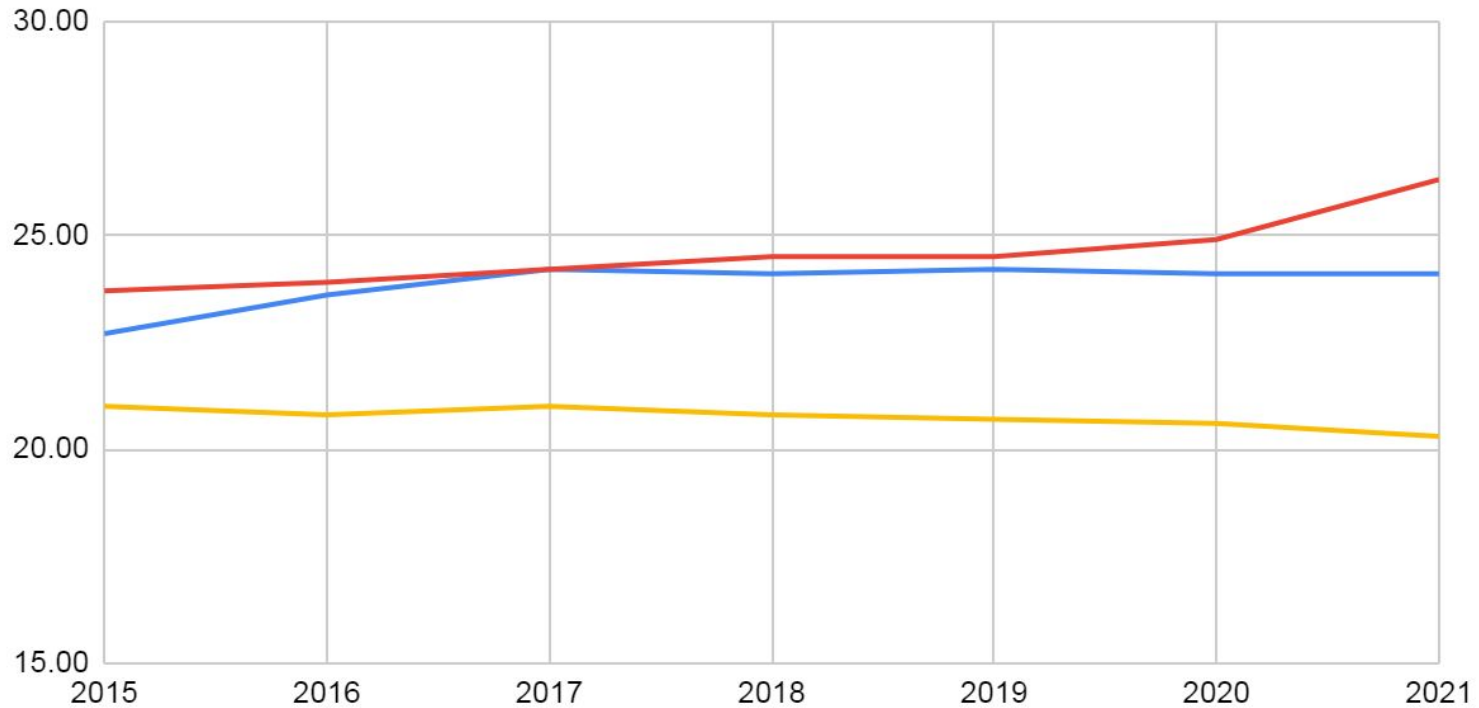


	2016	2017	2018	2019	2020	2021
Levittown	517	548	561	564	569	573
New York	501	528	534	533	530	531
Nation	508	533	531	528	523	528

# ACT Results

## ACT Average Composite Score

— District — State — National



	District	State	National
2018	24.10	24.50	20.80
2019	24.20	24.50	20.70
2020	24.10	24.90	20.60
2021	24.10	26.30	20.30

# College Credit Course Enrollment

College Spanish IV Pre-AP	105
College Biology	54
College Business Ownership & Mktg	64
College French IV	35
College Graphic Design II	9
College Intro to Business	30
College Italian IV	74
College Italian V	52
College Calculus (new)	28
College Pre-Calculus	122
College Pre-Calculus Honors	83
College Probability and Statistics	160
College Spanish IV	130
College Spanish V	80
College Web Design II	16

This is a 2% increase from 2019-2020

# Graduation Results

Diploma Type	2017	2018	2019	2020	2021
Regents	97%	97%	97%	99%	99%
Regents with Honors	3%	1%	1%	1%	0%
Regents with Advanced Designation	57%	60%	64%	70%	73%
Regents with Advanced Designation with Honors	22%	19%	19%	20%	18%
Regents with CTE Endorsement	10%	12%	8%	7%	11%
Regents with Seal of Biliteracy	0%	4%	14%	13%	14%
Local Diploma	3%	3%	3%	0%	0%

90 Regents Diplomas  
with Advanced  
Designation and Mastery  
in Science

20 AP Capstone  
Diplomas awarded

78 Regents  
with  
Advanced  
Designation  
with Honors  
and Mastery  
in Math and  
Science

Diploma  
Highlights

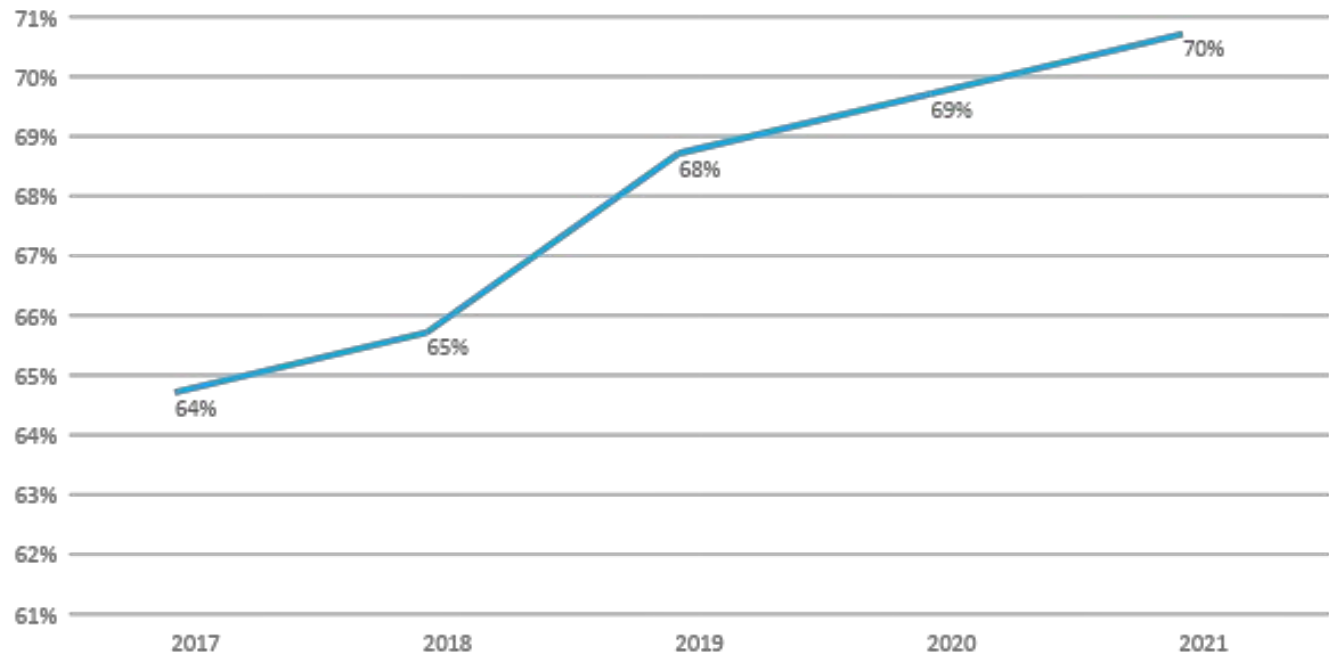


10 Regents  
Diplomas with  
Advanced  
Designation and  
Mastery in Math  
and Science

81 Recipients of the Seal of  
Biliteracy

# Post Graduate Plans

Percentage of Students  
Attending Four-Year Colleges



<b>Post Secondary Plans</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
Four Year College	63%	61%	67%	61%	64%	65%	68%	69%	70%
Two Year College	28%	28%	26%	29%	23%	25%	21%	20%	16%
Other	2%	1%	1%	1%	1%	1%	3%	1%	1%
Military	1%	2%	1%	1%	2%	1%	2%	1%	2%
Employment	3%	4%	3%	3%	5%	4%	6%	8%	10%
Adult Services	1%	1%	1%	1%	1%	1%	1%	1%	1%
Unknown	3%	2%	2%	7%	4%	1%	1%	1%	0%

# Not all measures of success are test scores...







BINGHAMTON UNIVERSITY  
STATE UNIVERSITY OF NEW YORK



Boston College



Swarthmore College



JOHNS HOPKINS UNIVERSITY



STONY BROOK STATE UNIVERSITY OF NEW YORK