



# **NEW ROCHELLE PHASE I *NEW ROCHELLE HIGH SCHOOL***

**December 17, 2019**

*Embracing Diversity, Driving Success*

New Rochelle City School District





# Data Availability & Readiness

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- How does New Rochelle High School use summative assessment data?
  - To assess areas of student strengths and needs
  - To determine course offerings
  - For the placement of students
  - To inform instruction and improve practice
  - To determine professional development
  - For the development of department wide goals
  
- What formative assessments are used to gather student data?
  - Essays
  - Labs
  - Projects
  - Tests/Quizzes

# Data Collection(continued)

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- What data do teachers collect routinely?
  - Regents test questions
  - Essays
  - Labs
  - Projects
  - Tests/Quizzes
  - Class polling
  - Quizlet
  - Kahoot
  - Castle Learning
  - Exit Slips



# Data Collection (continued)

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- What schoolwide tools are used to track data?
  - eSchools Plus
  - IEP Direct
  - Regents Scores
  
- What grade/department/content area tools are used to track specific data?
  - Google Forms
  - DNA
  - Castle Learning
  - Star Data
  - Regents Scores
  - NYSESLAT - New York State English as a Second Language Achievement Test



# Data Collection (continued)

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- What student specific data is routinely collected?
  - Midterms
  - Attendance Data
  - PSAT Potential Data
  - AP Exams
  - Regents
  - NYSESLAT
  - Scholarship Data (pass/fail rate)
  - Grade Level Goals
  - Student Related Curriculum Goals

# Use of Data to Drive Instruction

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What schoolwide data and tools are most useful to monitor student growth throughout the year?

- Baseline, Midterm and Final Standardized Department Assessments**
- Formative Assessments:**
  - **Used as a baseline assessment for proper student placement.**
  - **Used as a progress monitoring tool throughout the school year.**

**How does this data drive AIS/RTI in each content area?**

- Allows for teachers to determine proper Tier 1 interventions.**
- Guides RTI Meetings to determine Tier 2 interventions/AIS Supports.**
- Assesses effectiveness of interventions.**
- Determines need for 504/IEP.**
- Determines professional development and department trainings.**

# Use of Data to Drive Instruction (continued)

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- ❑ How do teachers use this information for instruction?
  - ❑ Adjust instructional strategies, reteach, and assess individual needs.
  - ❑ Revise curriculum/instructional goals.
  
- ❑ What are warning signs?
  - ❑ Disaggregated data provides comparisons to identify concerns in the areas of instruction, curriculum design, and assessment of department approaches to student learning.
  - ❑ Example:
    - Algebra 1 Target:** *“I can graph linear functions showing intercepts.”*
    - Is this a problem for a few students, one class, or department wide?

# Accelerated Pathways



- ❑ What entry criteria and processes are used to place students in accelerated pathways?

## Middle School Connection

Middle School	Freshman Course
Advanced Middle School WL (Kaleidoscope, CILA, Bridge)	WL 3 Honors
Middle School WL 2	WL 3
Middle School WL 1 credit and Check Point A	WL 2
No WL credits	WL 1



# Accelerated Pathways (continued)



## Middle School Connection

Subject	Middle School Course	High School Course Options
Math	Algebra  Geometry	Geometry Geometry Honors  Algebra 2 Algebra 2 Honors
Science	Living Environment/Algebra  Living Environment/Algebra/Geometry	Advanced Earth Science Chemistry  Advanced Chemistry
Social Studies	-----	----
English	-----	----

# Accelerated Pathways (continued)

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## Honors



### Science:

Advanced Earth Science  
Advanced Chemistry  
Neuroscience  
Science Research

### PAVE

Acting  
Band  
Dance  
Orchestra  
Visual Arts  
Vocal

### Math:

Geometry Honors  
Algebra II Honors  
Precalc/Calculus

### English:

English 2  
English 3

# Accelerated Pathways (continued)

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## Advanced Placement Courses (30)

### English:

AP Capstone  
AP English Literature  
AP English Language

### Math:

AP Statistics  
AP Computer Science A  
AP Comp. Sci. Principles  
AP Calculus AB  
AP Calculus BC

### World Languages:

AP Spanish Language  
AP Spanish Literature  
AP French  
AP Latin  
AP Italian  
AP Mandarin

### Social Studies:

AP Macroeconomics  
AP World History  
AP American History  
AP European History  
AP US Government  
AP Human Geography  
AP Psychology

### Science:

AP Biology  
AP Chemistry  
AP Environmental Sci.  
AP Physics 1  
AP Physics 2  
AP Physics C

### Arts:

AP Studio Art Drawing  
AP Studio Art 3D Design  
AP Music Theory

# Accelerated Pathways (continued)

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## Dual Enrollment Courses (13)

### Early College Enrollment (ECE) WCC/SUNY:

- Architectural Drawing
- Architectural Design
- AUTODESK AutoCAD
- Marketing
- Accounting
- College Algebra w/Trig
- College Precalculus
- College Calculus

### Syracuse University Project Advance (SUPA):

- Forensics
- Calculus I
- Calculus II
- Calculus III
- Ordinary Differential Equations

# Accelerated Pathways (continued)

## Selection Criteria and Process

Department	Qualifying Exam	Prerequisite Course/Regents Exam Score	Application*	Teacher Recommendation	Appeal
English	✓		✓	✓	✓
Mathematics		✓			✓
Science		✓	✓	✓	✓
Social Studies		✓	✓	✓	✓
World Language	✓	✓		✓	✓
Arts/PAVE	✓		✓	✓	✓

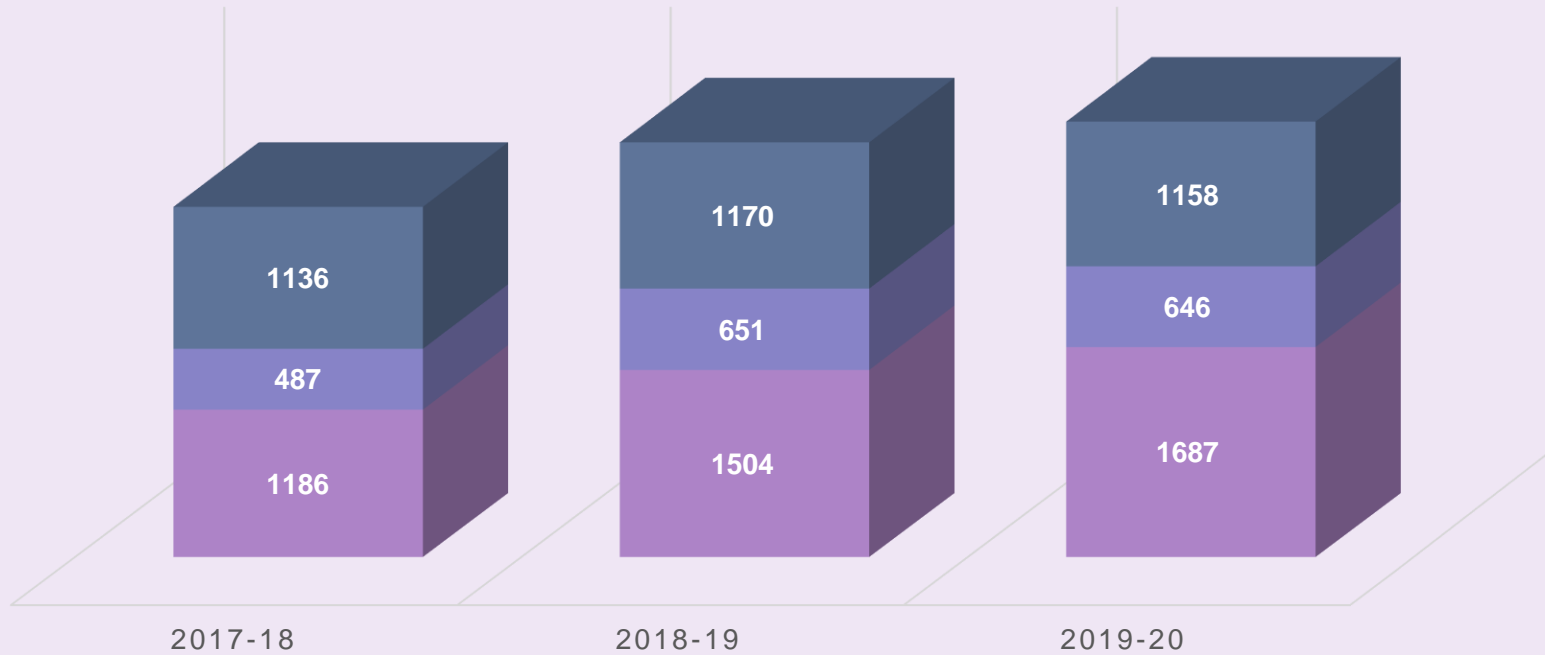
- All Dual-Enrollment Courses require an application to Partner Institution
- All departments have an appeals process for students who do not meet standard criteria

# Accelerated Pathways (continued)

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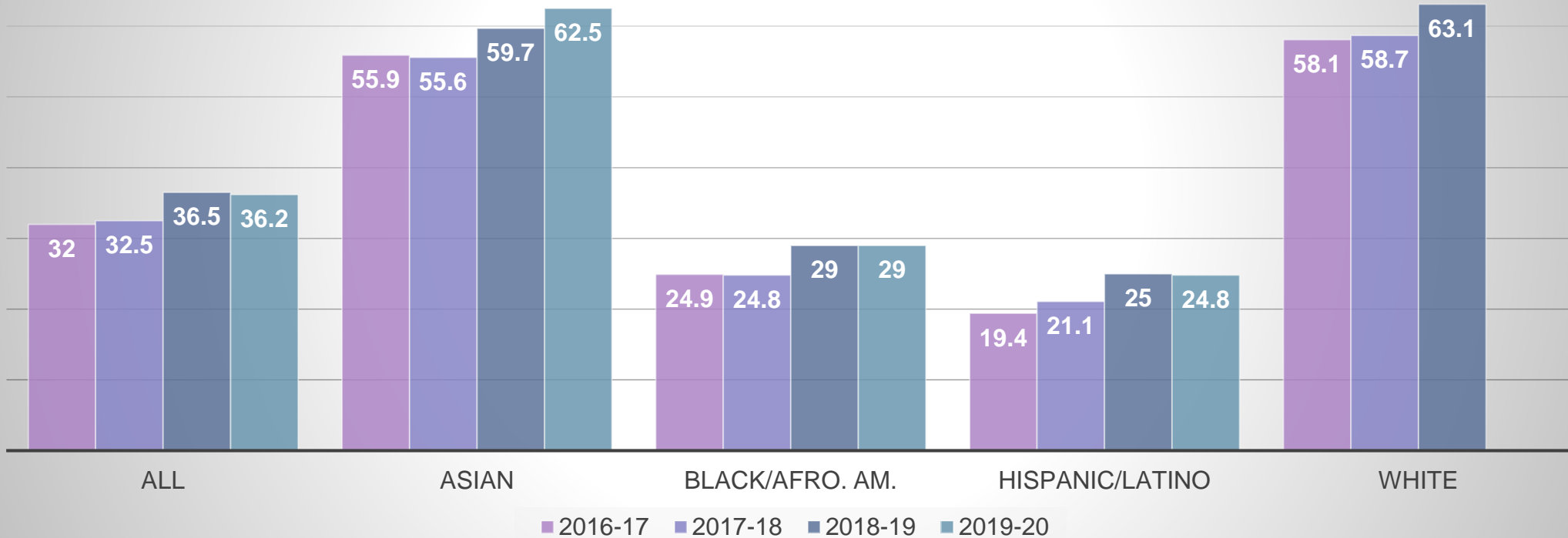
## ADVANCED COURSE ENROLLMENT

■ Honors ■ Dual Enroll ■ AP



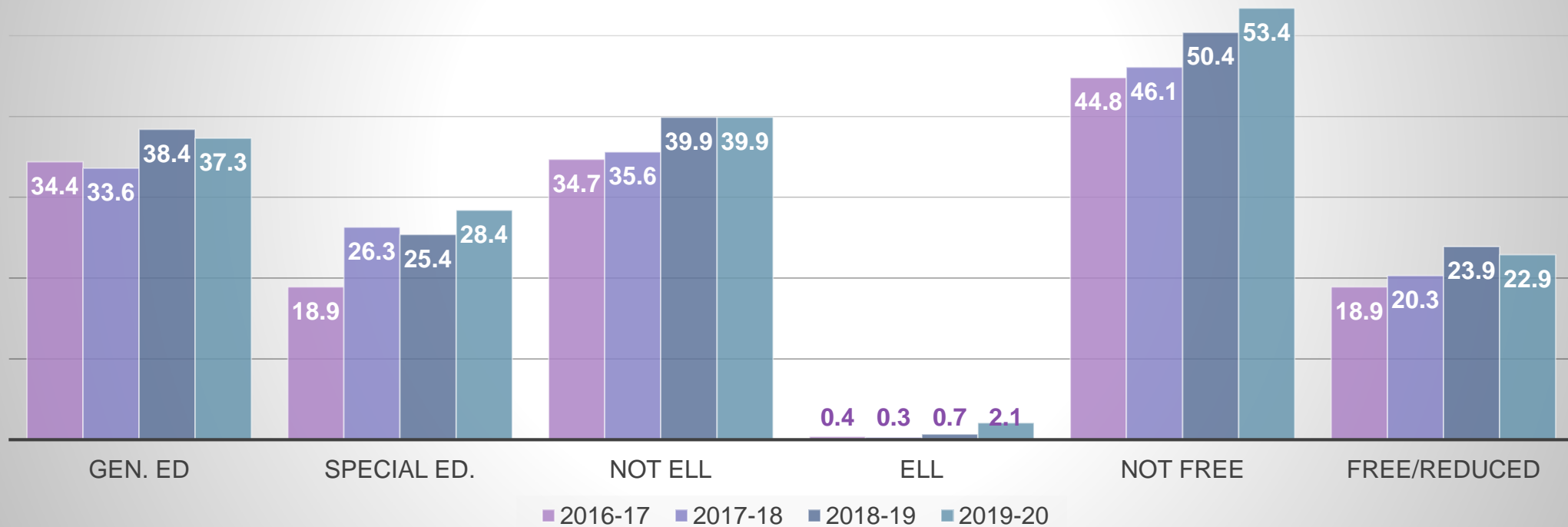
# Accelerated Pathways (continued)

Percentage of Accelerated Pathways Base on Total of Each Demographic



# Accelerated Pathways (continued)

Percentage of Accelerated Pathways Base on Total of Each Demographic

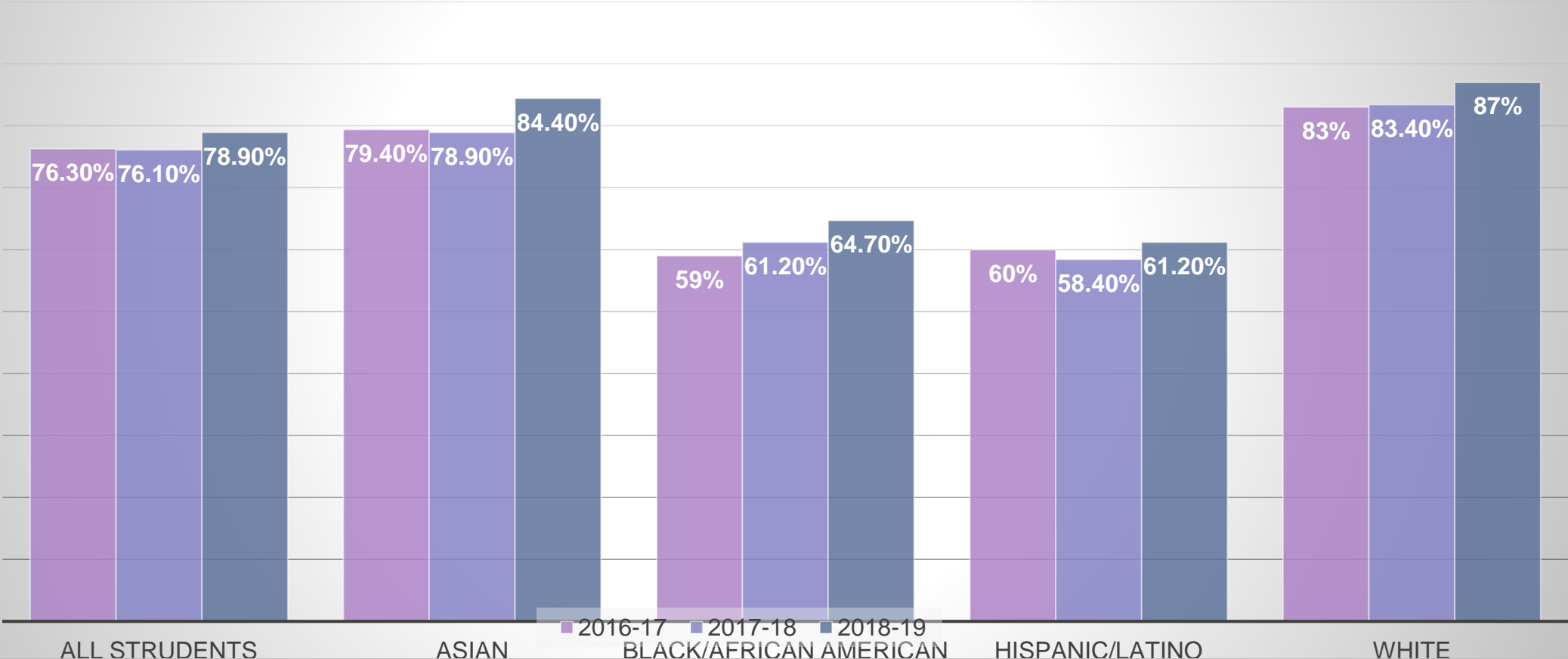




# Success Gaps

Data collected aligned to the NYSED demographic data categories.

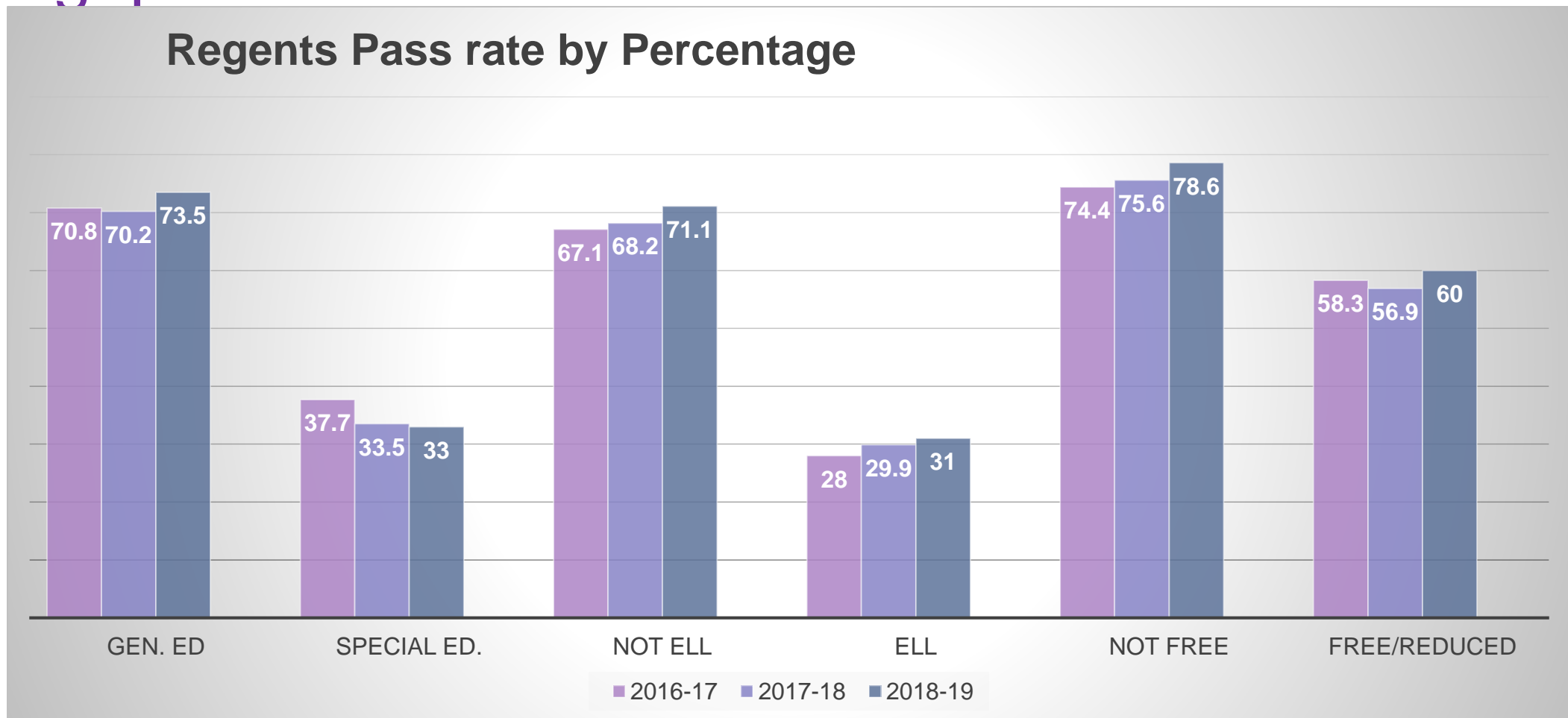
Regents Pass Rate by Percentage



# Success Gaps (continued)



❑ Breakout data available, collected and used for any gaps in the data.



# Success Gaps (continued)

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- What monitoring systems are in place specifically for ELL or special needs students?
  - Formative Assessments
  - Midterms
  - Attendance Data
  - PSAT Potential Data
  - AP Exams
  - Regents
  - NYSESLAT
  - Scholarship Data (pass/fail rate)
  - Grade Level Goals
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# Success Gaps (continued)

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- What are the measures the school is using to close that gap?
- Gaps are clearly evident around the Black/African American, Hispanic/Latino, ELL, Special Education, Special Education, and Low Income groups.**
  - Culturally Responsive Education**
  - AIS Interventions**
  - Equal Access Opportunities**
  - ESL Lab**
  - Family Education**
  - Career Training**
  - Success Monitoring**



# Food Anxiety

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- What data is available to understand the impact of food and hunger anxiety?
- Negative Effects:
  - Self-image concerns can lead to eating disorders, depression and anxiety.
  - Studies have shown that unhealthy eating such as high quantity of carbohydrates, fatty food and sugar can directly affect mood.
  - Not eating breakfast and lunch can effect student performance.
  - Not having enough food can create emotional and physical problems.

**How, what, and when students eat affects them academically, socially, and emotionally.**

# Food Anxiety (continued)

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## Building Response:

- Our clinicians provide counseling when eating disorders are suspected. Community resources are often recommended.
- Our kitchen complies with health food standards and we provide breakfast and lunch.
- Social Workers assess family needs and make appropriate recommendations to community services.
- Healthy diet education is incorporated into our health classes.

## Areas of Improvement:

- We are in the process of developing a survey to be given to all students that will include eating assessment.
- Night school needs to have food offerings.
- An education program addressing healthy eating needs to be developed for each grade level.
- Greater monitoring of cafeterias options and fundraising sales.



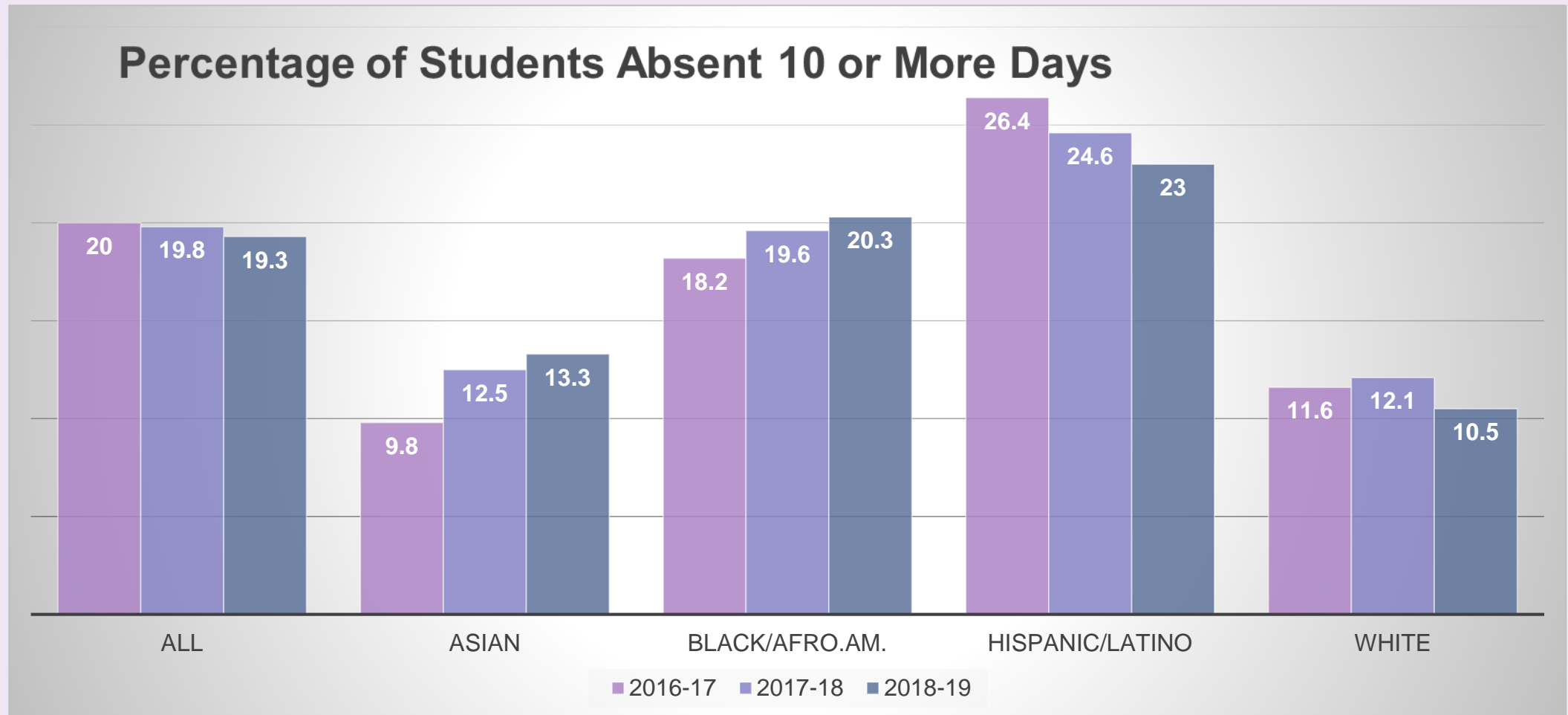
# Attendance Monitoring

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- How is attendance tracked and monitored?
  - Students swipe their ID to enter the building.
  - Teachers take attendance in each class.
  - Teachers call home and submit an attendance form to the House Office.
  - House Offices run attendance reports and send letters home to parents.
  - Attendance Robo Calls are sent out daily.
  - Meetings with counselors are conducted. Contracts are made with the students.

# Attendance Monitoring (continued)

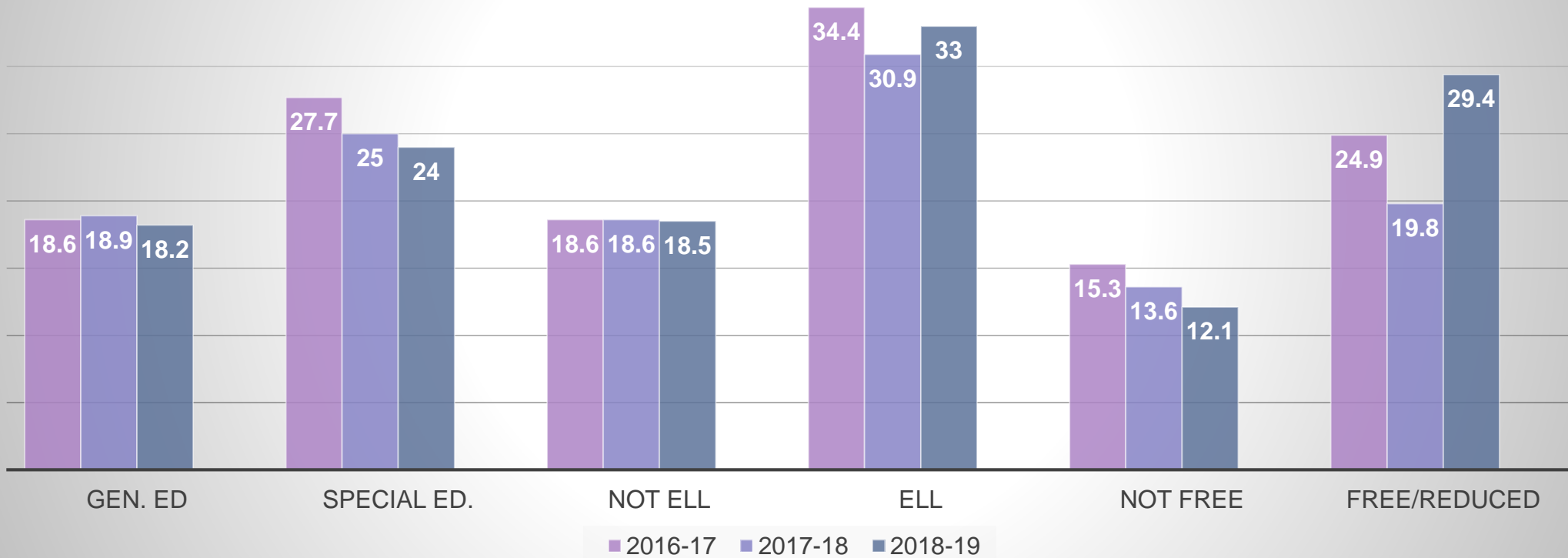
- Does absenteeism affect any student demographic routinely?





# Attendance Monitoring (continued)

Percentage of Students Absent 10 or More Days



# Attendance Monitoring (continued)

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- Does absenteeism affect any student demographic routinely?
  - Black, Hispanic, ELL, Special Education, and economically Disadvantaged students are impacted the most. This is evident in our passing rates.
- How does the school monitor and support students with excessive absences
  - Meetings with counselors.
  - Contracts are made with the students.
  - Ongoing monitoring and counseling.
  - Weekly and Daily progress reports from teachers.
  - Placement in an alternative program.
  - PINS Petition



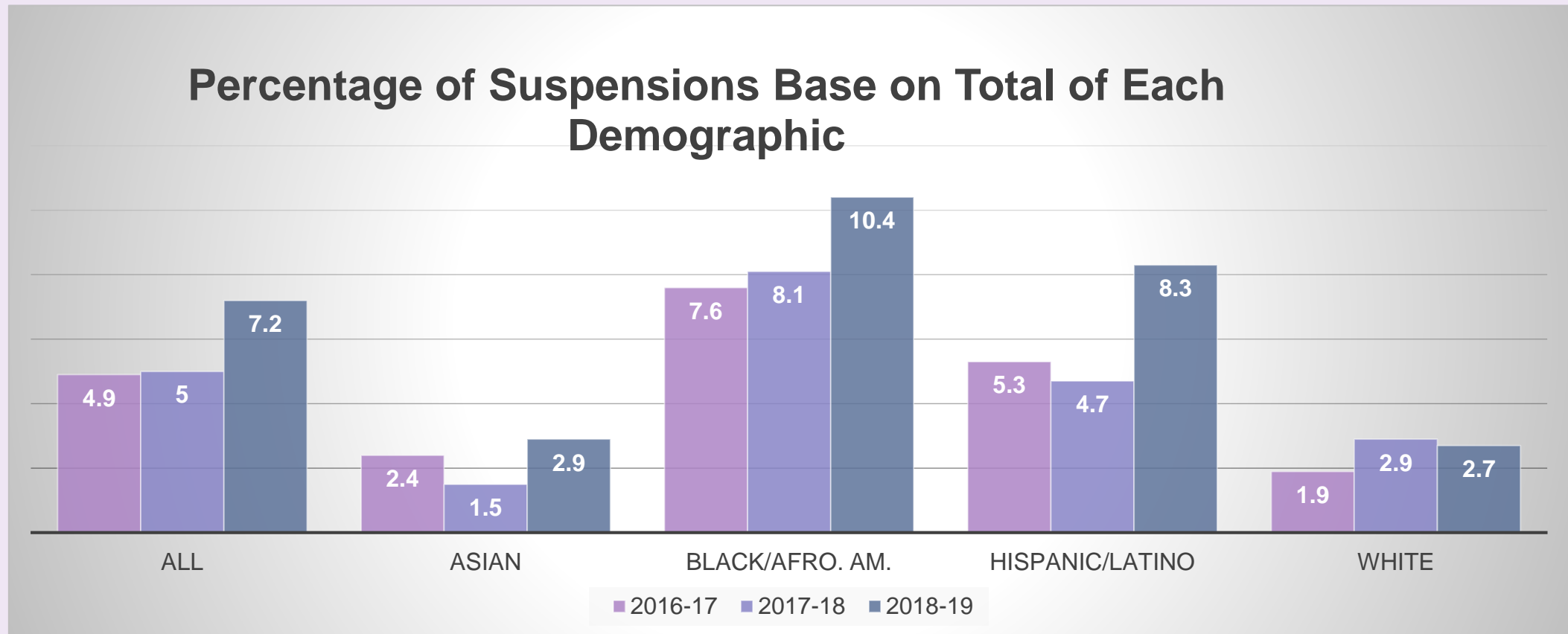
# Suspension Data

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- What is the reentry process upon return from suspension?
  - Students are to return to school with their parent or guardian and have a reentry meeting with their House Principal.
  - The infraction is reviewed and a plan is put in place. Often this takes the form of a contract with the child.
  - Specialized staff may be included in this meeting, such as, social workers, psychologists, counselors, nurses, security supervisors, Assistant Principal, and principal. If the infraction is related to substance abuse, our Student Assistance Counselor will assess further needs.

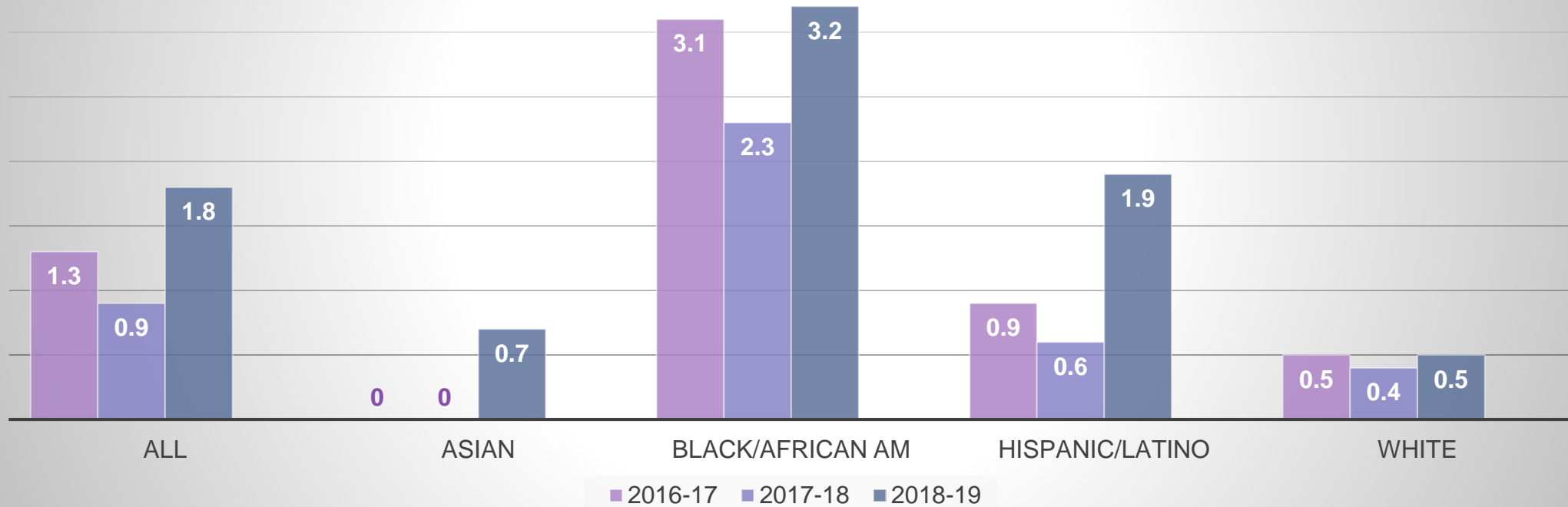
# Suspension Data (continued)

What is your suspension data?



# Suspension Data (continued)

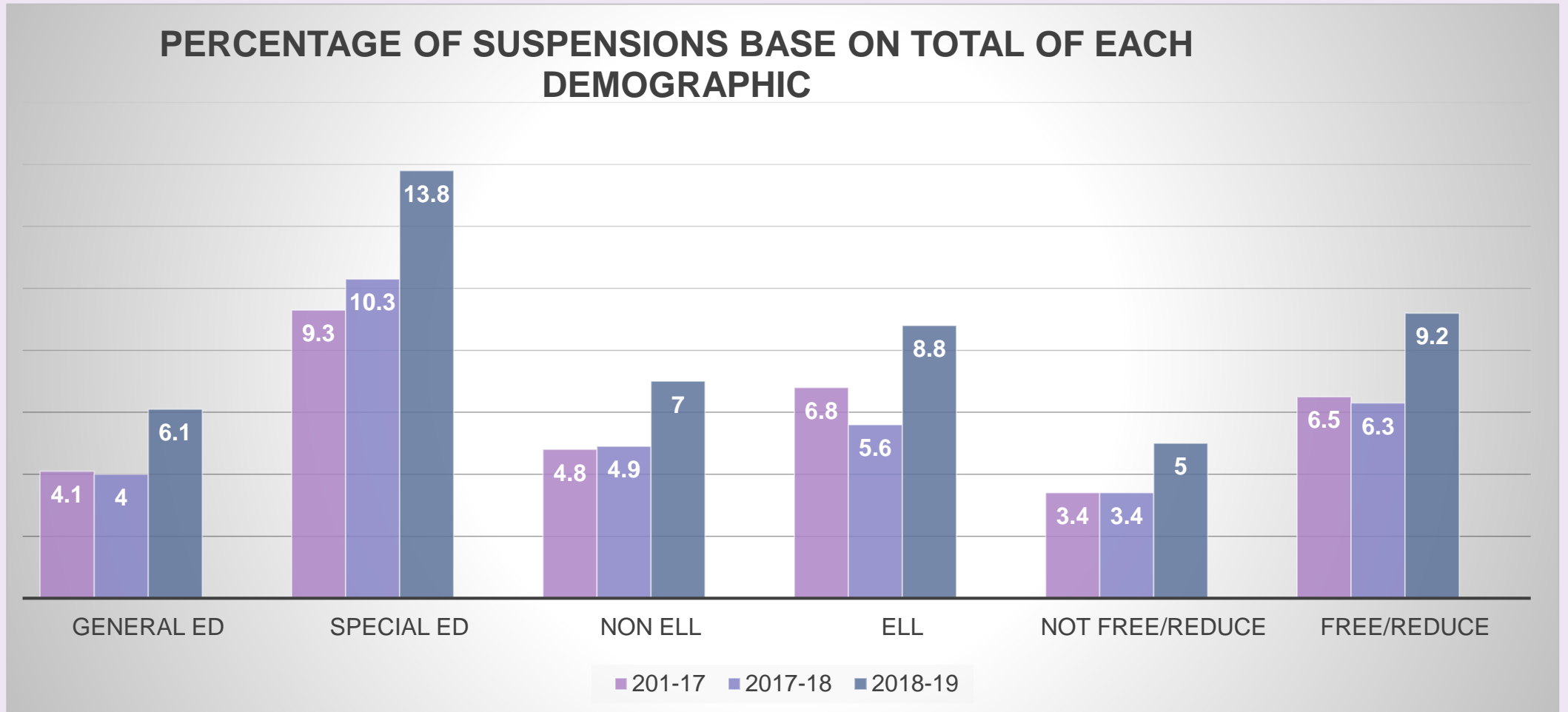
PERCENTAGE OF REPEATED SUSPENSIONS BASE ON TOTAL OF EACH DEMOGRAPHIC



# Suspension Data (continued)

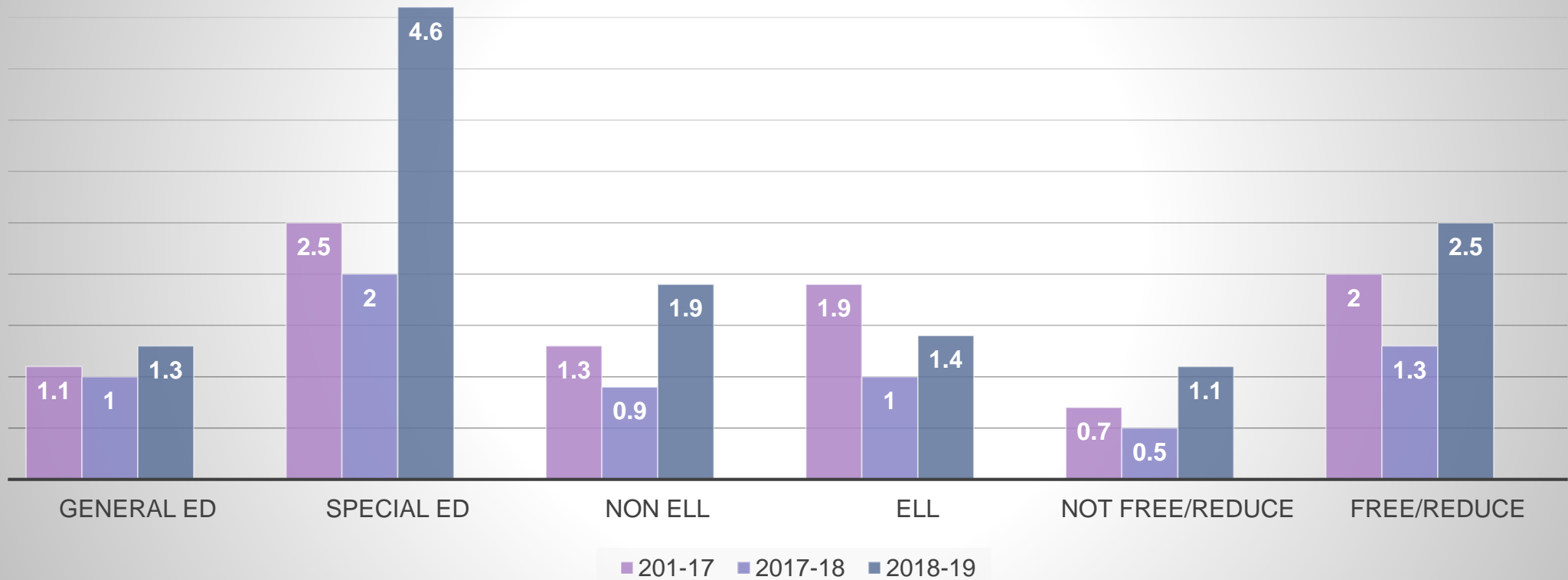
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# Suspension Data (continued)

PERCENTAGE OF REPEATED SUSPENSIONS BASE ON TOTAL OF EACH DEMOGRAPHIC



# Suspension Data (continued)

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- ❑ Does the data identify recidivism as an issue? If so, what strategies exist to support identified students?

**We often find recidivism. Strategies include:**

- ❑ Mindfulness
- ❑ Alternatives to Suspension:  
*Mindfulness Center and Choices*
- ❑ Student Contracts
- ❑ Alternative Placements
- ❑ Restorative Practices
- ❑ Always, **“Treat the student with respect and dignity.”**



# Inquiry Process

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❑ What data gaps were uncovered in this process?

## Subgroups with gaps:

	Passing Rates	Attendance
Asian		
Black/African American		
Hispanic/Latino		
White		
ELL		
IEP		
Free and Reduced		
9th		

# **Inquiry Process (continued)**



- What additional data would be helpful to collect?**
  - Easily accessible data**
  - Availability of disaggregated data is greatly needed to identify instructional improvements.**
  - Transition Data**
  - Accurate data from previous out of district schools.**

# Inquiry Process (continued)

Does the school have effective student assessment tools at each level?

## Pros:

- Provides benchmarks to help make informed decisions.  
For Example: Placement; Programming; Instruction
- Hold students and teachers accountable.

## Cons:

- Long term district wide data is not consistent.
- Data between Middle and High School needs continuity.
- Opting Out* hinders our ability to properly place freshman.

What would be useful for the district to provide?

- A reliable data bank which is user friendly and can run disaggregated reports for teachers and administrators
- Data analysis support
- A high school data specialist



# Budget Process

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## Summary of last year's priorities:

- AIS Services
- ELL Supports
- Attendance Interventions
- Accessible Data
- Social Emotional Supports
- Class Size
- Alternative to Suspension
- Greater Communication



# Budget Process (continued)

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- Has the school's priorities changed from last year?
  - The priorities remain the same.**
  
- When looking at the priorities scheduled to be integrated into this year's budget, do the top priorities remain the same?
  - Yes**