



NEW ROCHELLE PHASE I BARNARD

Embracing Diversity, Driving Success

New Rochelle City School District



What summative assessments are used to gather student data at Barnard?

- Investigations (Math) end of unit
- DRA/F&P Reading Assessment
- NYSESLAT ENL Data
- Teacher's College On-Demand Writing (Post assessment)
- AIMSweb
- Foundations end of unit tests
- Barnard ends with 2nd grade, so students do not take the ELA or Math State tests.



What formative assessments are used to gather student data at Barnard?

- Accountable Talk
- Work Samples
- Teachers' Observations
- Anecdotal
- Conferences
- Exit Tickets
- Foundations Quizzes
- Context for Learning units
- Cognitively Guided Instruction
- Number Strings/Number Talks





What data do teachers collect routinely?

- ❑ Conferring notes
- ❑ Informal running records
- ❑ Anecdotal notes

Conferences

Week of _____

| | |
|---|--|
| <ul style="list-style-type: none"> ○ What are you working on as a writer today? ○ What are you trying to do today? ○ What part are you working on? ○ What are you trying to show? ○ What do you plan to do next? ○ Who do you want to read this? Who is this for? ○ What is going well? What is tricky? ○ How are you preparing to meet with a partner? | <ul style="list-style-type: none"> ○ Write in the moment instead of all about. ○ Find the most important part & start there. ○ What is the story you really want to tell? ○ Show not tell: Action with dialogue, setting with dialogue, step by step actions ○ Use internal thinking to show the backstory. ○ Try a few different leads/endings [revision] |
|---|--|

| | | | |
|---|---|---|---|
| <i>Name:</i> <i>Date:</i> <i>Compliment:</i> <i>Teach:</i> <i>Next steps:</i> | <i>Name:</i> <i>Date:</i> <i>Compliment:</i> <i>Teach:</i> <i>Next steps:</i> | <i>Name:</i> <i>Date:</i> <i>Compliment:</i> <i>Teach:</i> <i>Next steps:</i> | <i>Name:</i> <i>Date:</i> <i>Compliment:</i> <i>Teach:</i> <i>Next steps:</i> |
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What schoolwide tools are used to track data?

- Google Sheets — DRA Levels
- Eschoolsplus — Attendance Data
- AIMSweb plus — Oral Reading Fluency and Comprehension
- Report Cards — Academic Grade
- RTI Tracker — Academic Intervention
- Problem Solving Team Notes
- Attendance Tracker
- Rethink — Special Education and Social Emotional

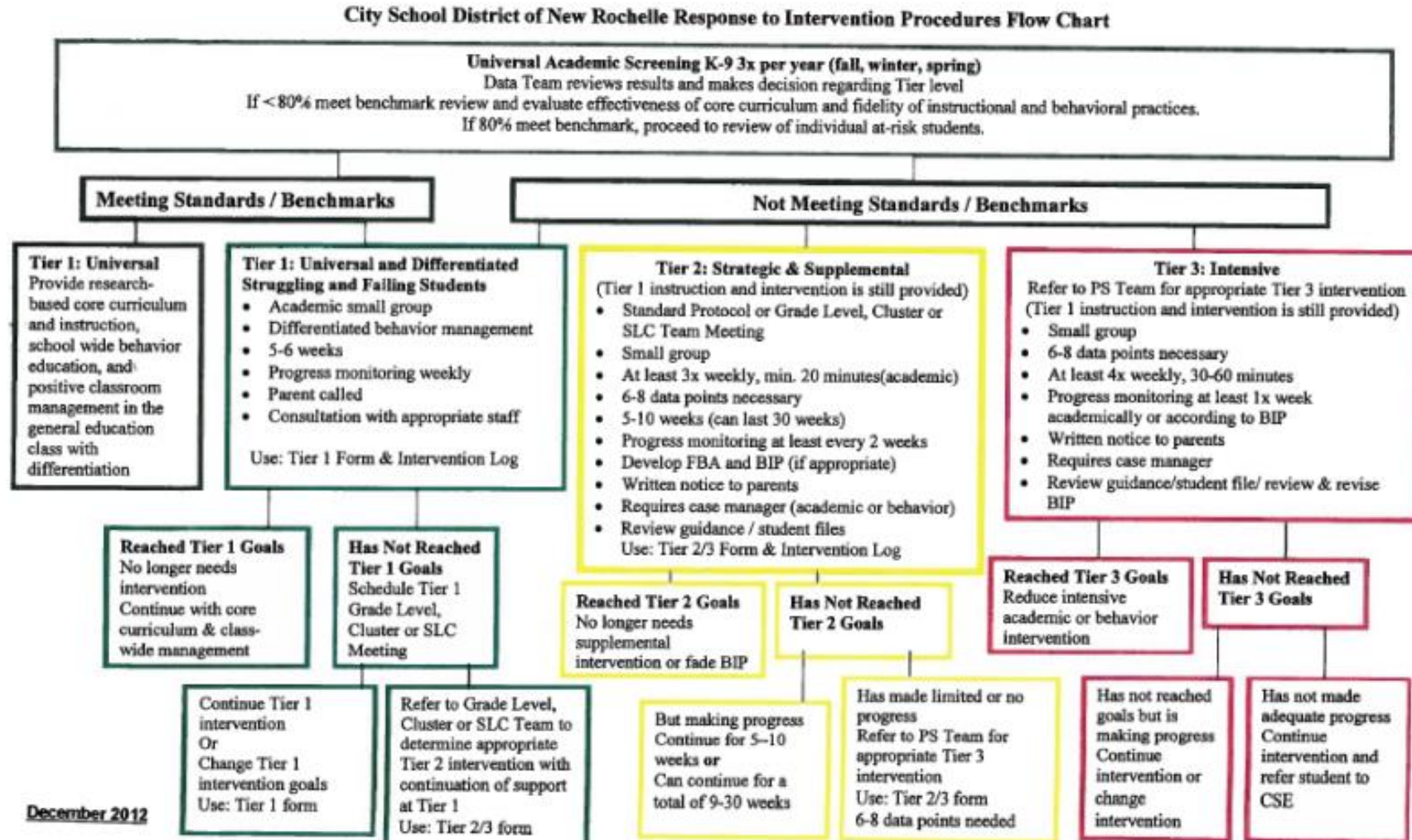


eSchoolPLUS™

aimsweb™
PLUS



How does this data drive AIS/RTI Guidance Flow Chart?



How does this data drive AIS/RTI Guidance Flow Chart?

RTI Tracker for 2nd grade Cohort in RTI

| 1st (Tier #, Program, DRA, AIMSweb) | | | | 2nd (Tier #, Program, DRA, AIMSweb) | | | |
|-------------------------------------|----------------|-----------------|-----------------|-------------------------------------|-----------------|---------|---------|
| Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 | Cycle 1 | Cycle 2 | Cycle 3 | Cycle 4 |
| | Tier2/LLI/DRA3 | Tier2/LLI/DRA4 | Tier2/LLI/DRA10 | Tier 2/LLI/DRA10 | Tier2/LLI/DRA14 | | |
| T2/LLI/D1 | T2/LLI/D3 | T2/LLI/D6 | T2/LLI/D10 | Tier 2/LLI/DRA8 | Tier2/LLI/DRA14 | | |
| | Tier2/LLI/DRA3 | Tier2/LLI/DRA10 | | Tier 2/LLI/DRA8 | Tier2/LLI/DRA16 | | |
| T2/LLI/D1 | T2/LLI/D2 | T2/LLI/D4 | T2/PAF/D6 | Tier 2/LLI/DRA10 | Tier2/LLI/DRA14 | | |
| T2/LLI/D2 | T2/LLI/D2 | T2/LLI/D3 | T2/LLI/D12 | Tier 2/LLI/DRA10 | Tier2/LLI/DRA16 | | |
| T2/LLI/D2 | T2/LLI/D3 | T2/LLI/D3 | T2/PAF/D6 | T2/PAF/D4 | T2/PAF/D14 | | |
| T2/LLI/D3 | T2/LLI/D3 | T2/LLI/D6 | T2/LLI/D10 | T2/PAF/D6 | T2/PAF/D10 | | |
| T2/LLI/D2 | T2/LLI/D2 | T2/LLI/D3 | T2/LLI/D3 | T2/PAF/D6 | T2/PAF/D10 | | |
| T2/LLI/D2 | T2/LLI/D2 | T2/LLI/D4 | T2/PAF/D6 | T2/PAF/D4 | T2/PAF/D8 | | |

100% of 2nd grade students made progress from cycle 1 to cycle 2 in grade 2

Program Legend:

L- Leveled Literacy Intervention

P – PAF – Preventing Academic Failure

V - Visualize and Verbalize

R - Reading Recovery

S - Seeing Stars

G - Guided Reading

F - Foundations

A - Amazing Readers

RR- Recipe for Reading



What monitoring systems are in place specifically for ELL students?

Grade 2 students that graduated Barnard in 2019

| School Year | ELLS | Entering Spring NYSESLAT | Emerging Spring NYSESLAT | Transitioning Spring NYSESLAT | Expanding Spring NYSESLAT | Total # of Commanding Students |
|--------------|------|--------------------------|--------------------------|-------------------------------|---------------------------|--------------------------------|
| Kindergarten | 24 | 0 | 4 | 3 | 13 | 4 |
| First Grade | 20 | 0 | 0 | 8 | 9 | 3 |
| Second Grade | 17 | 0 | 0 | 2 | 8 | 7 |

The number of students each year decreased due to students no longer considered ENL students after they score commanding. Of the 24 students that started in Kindergarten, 14 scored commanding by the time they left Barnard in second grade.

ENL students are also monitored in all our systems that we use to monitor our general education students and are included in RTI, are given DRA assessments, and are provided academic intervention.



**Barnard School Demographic Breakdown
from NYS School Report Card
Total K-2 Students (200 students in Prekindergarten)**

| Group | 2016-2017 273 Total | 2017-2018 275 Total | 2018-2019 496 students with Prekindergarten | 2019-2020 481 students with Prekindergarten |
|---|--------------------------------|--------------------------------|--|--|
| Multiracial | 3% | 3% | 4% | 4% |
| Black or African American | 15% | 15% | 13% | 12.5% |
| Hispanic or Latino | 51% | 54% | 55% | 59% |
| Asian or Native Hawaiian/Other Pacific Islander | 8% | 8% | 8% | 7% |
| White | 23% | 21% | 20% | 17.5% |
| Males | 54 | 57% | 56.5% | 56.5% |
| Females | 46 | 43% | 43.5% | 43.5% |

Barnard School Demographic Breakdown from NYS School Report Card 5 Year Overview - K-2 Students

| Category | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------------------|-----------|-----------|-----------|-----------|
| Economically Disadvantaged | 53% | 55% | 49.2% | 55.5% |
| Students with Disabilities | 25% | 26% | 22.2% | 24.1% |
| English Language Learners | 20% | 20% | 12.5% | 10.2% |

What data is available to understand the impact of food and hunger anxiety?

| Category | 2016-2017 | 2017-2018 | 2018-2019 PK-2 | 2019-2020 PK-2 |
|----------------------------|-----------|-----------|-------------------|-------------------|
| Economically Disadvantaged | 53% | 55% | 49.2% | 55.5% |

We have: breakfast program (extended with an earlier start), schoolwide lunch program, scheduled snack times in all classes.

Locations where snacks are available throughout the school day: nurse's office, main office, clinical staff offices.

Our clinician team of psychologists, social workers, and nurses have reached out to all families in need. Clinicians then partnered with sponsors and community organizations to provide food, clothing, winter jackets, and toys for the holidays to these families. Additionally, Barnard staff members have sponsored families.

We were able to provide 33 families with toys for this holiday season. 100% donated from Barnard Staff.



Attendance



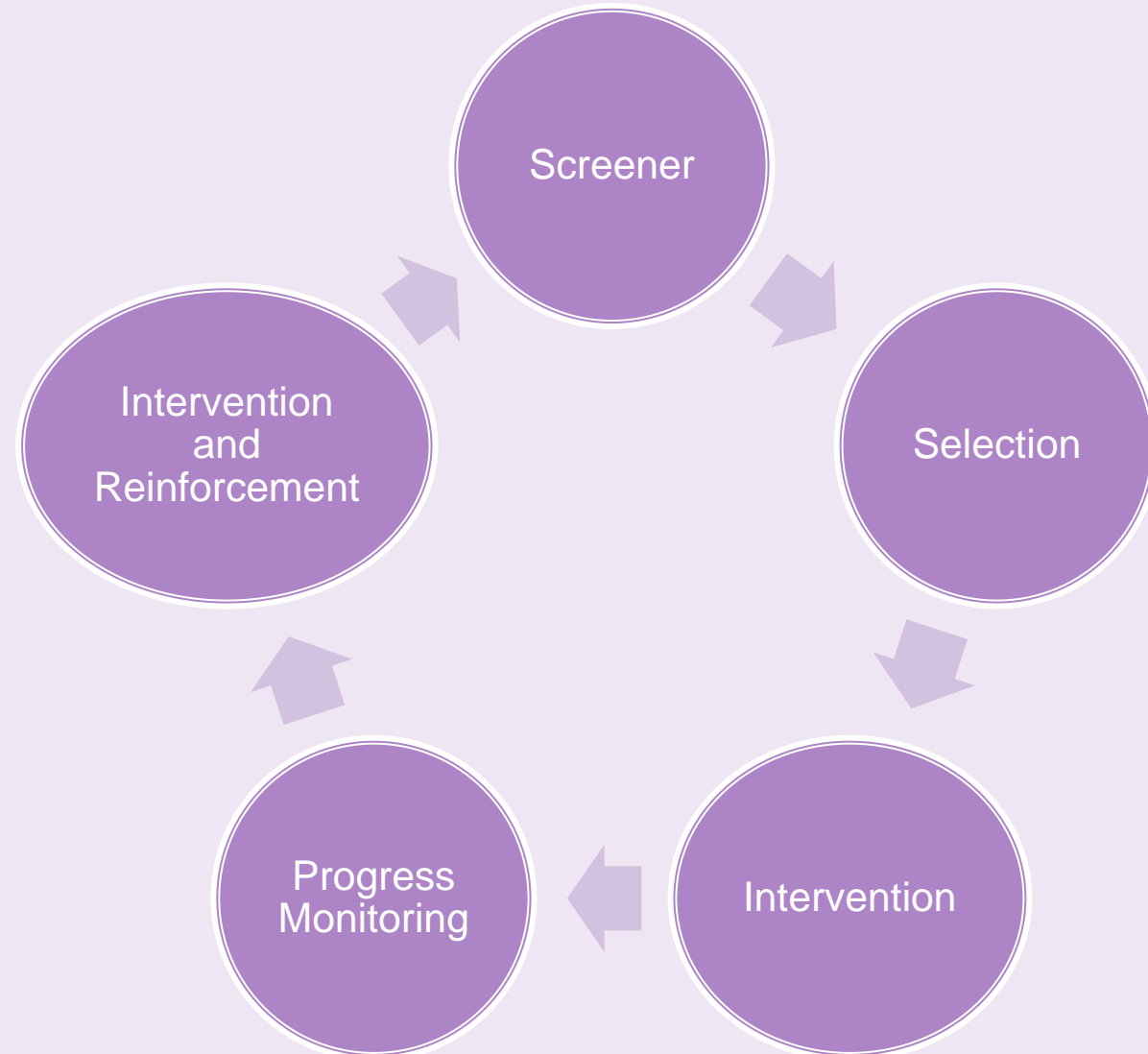
| | 2017-2018 | 2018-2019 |
|---|-----------|-----------|
| Barnard – Percentage of Students Chronically Absent | 20.3% | 12.8% |
| New Rochelle – Elementary/Middle School overall Percentage of Students Chronically Absent | 12.1% | 14.3% |

During the 2018-2019 school year, we formed an attendance team, tracked student data, and conducted outreach to families. Our percentage of chronically absent students decreased by 7.5% and fell lower than the average percentage of students in all of New Rochelle Elementary schools.

Students with excessive absences?



- Identification
- Phone Call
- Formal Letters
- Meetings
- Attendance Team
- RTI Team



How is attendance monitored?



☐ eSchoolPlus

☐ Attendance Tracker:

| Barnard 2019-2020 Attendance Tracker | | | | | | | | | | |
|--------------------------------------|------------|-----------|-------|--------------|---|---|---|--|---|---|
| Student ID | First Name | Last Name | Grade | Date Flaqqed | Positive parent phone call home by teacher at 1st report of 10%+ missed school days | Attendance Letter 1 (A1) from Records Clerk/ Attendance Secretary - # days absent | Attendance Letter 2 (A2) from Counselor | Homevisit by Social Worker or Attendance Teacher | Attendance Letter 3 (A3) from Principal | Attendance Letter 4 from Assistant Superintendent |

Step 1: Parent phone call by Social Worker

Step 2: Attendance letter from Attendance Office

Step 3: Attendance letter from Social Worker

Step 4: Home visit by Attendance Teacher

Step 5: Attendance letter from Principal

Step 6: Attendance letter from Assistant Superintendent

Does absenteeism affect any student demographic routinely?



- Absenteeism is greatest among our Pre-kindergarten students. Within our building, no specific subgroup is affected disproportionately.
- New York State measures attendance beginning in grade one. However, good habits start in Pre-kindergarten. Therefore, our attendance team meets and creates an action plan for each student, Pre-kindergarten through second grade, who needs intervention.



What is the school's suspension data?

| Enrolment # | 2016-2017 | | | |
|-------------|-----------|------|-------|---------|
| | | Boys | Girls | IEP/504 |
| AA | | | | |
| H | | | | |
| W | | | | |
| A | | | | |
| Grand total | 0 | | | |

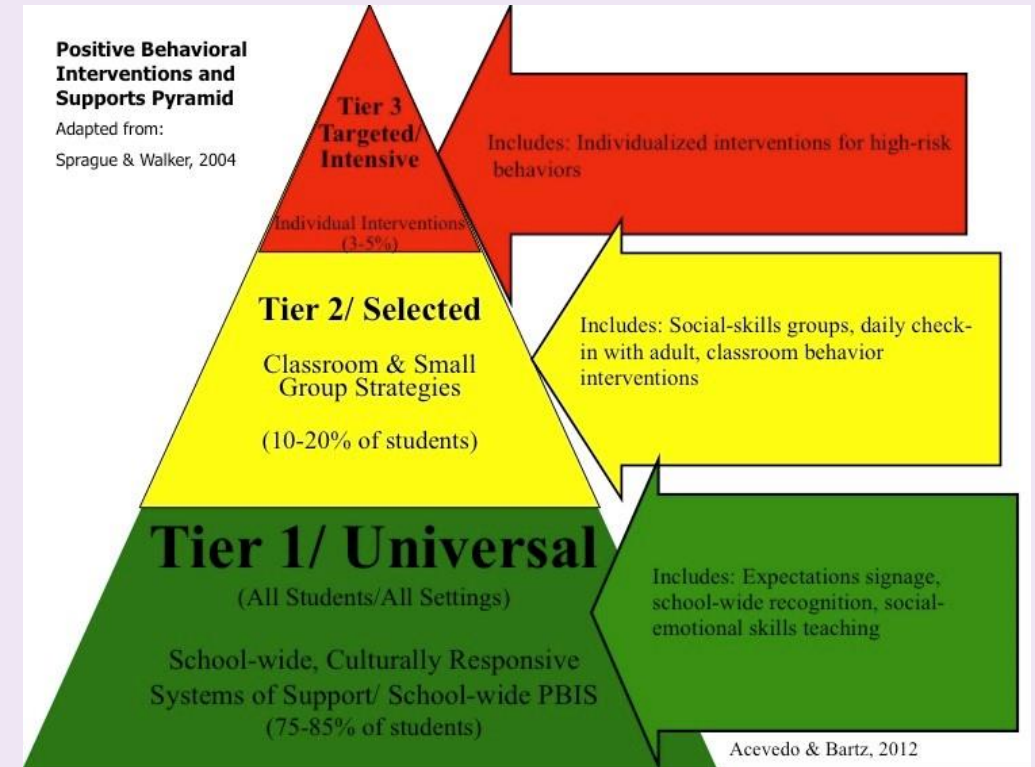
| Enrolment # | 2017-2018 | | | |
|-------------|-----------|------|-------|---------|
| | | Boys | Girls | IEP/504 |
| AA | | | | |
| H | | | | |
| W | | | | |
| A | | | | |
| Grand total | 0 | | | |

| Enrolment # | 2018-2019 (Number of Students) | | | |
|-------------|--------------------------------|------|-------|---------|
| | | Boys | Girls | IEP/504 |
| AA | | | | |
| H | | | | |
| W | 1 | | | 1 |
| A | | | | |
| Grand total | 1 | | | |

How does Barnard support students with behavioral needs?



- PBIS (Positive Behavioral Interventions and Supports) to support all levels of students.
- PAT (Positive Alternative Techniques) class for students who need additional supports.
- Our classroom teachers and administrators work with Social Workers and Psychologists to provide supports and interventions.





Inquiry Process

- ❑ What would be useful for the district to provide?

After second grade, Barnard students attend their home zone school. It would be helpful for the district or BOCES to provide information and data regarding how our students perform on the third grade state assessments.





Budget Process

- Budget Process

Meet with Grade Level Teams, Coaches, teachers and staff



Budget Process



Last year Barnard requested a .6 Social Worker in order to have two full time social workers.

This was listed as a Priority 3 in the April 9, 2019 Board Meeting Presentation.

Priority 3 requests were projections for the 2020-2021 school year.



Future Topics

- ❑ Data to assess the programming funded by Title I, II and III
- ❑ Data tools to review classroom materials, curriculum & instruction for cultural relevance