



Getting Students in Poverty to Graduation and Beyond

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NYKids

(Know Your Schools~for NY Kids)



SCHOOL OF EDUCATION

UNIVERSITY AT ALBANY State University of New York



The ABCs of Graduating At-Risk Students on Time

Overall Findings

Schools with higher than expected graduation rates are looking ***beyond*** graduation to students' post-secondary needs – and meeting those needs with clear goals, strong relationships, individual attention, and flexibility.



About NYKids (Know Your Schools~for NY Kids)*

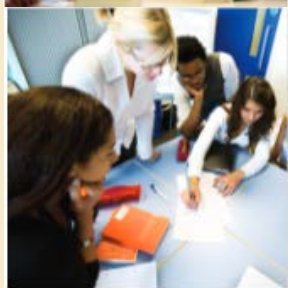
- Research to identify best practices
- Useful, usable results
- Accessible resources
- Processes to support improvement by leadership teams

Inform – Inspire – Improve

*formerly Just for the Kids-New York

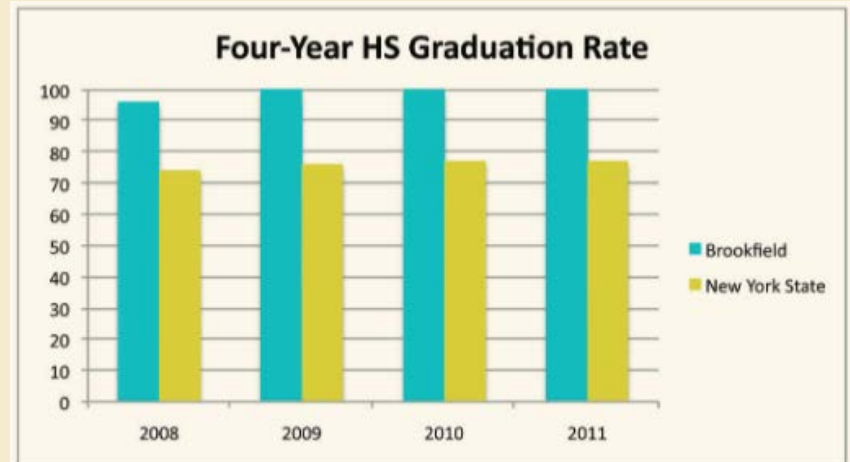
2005-2014 – 6 studies

- Elementary schools (2005)
- Middle schools (2007)
- High schools (2008)
- Middle school science (2009)
- Critical needs students at the elementary level (2011)
- High school graduation (2013)
- English Language Learners (2016)



The Basics

- Performance over time (3 years)
- NYS Report Card Data
- Consistently higher or average performing
- Find the differences in practice



High School Grad Study Sample

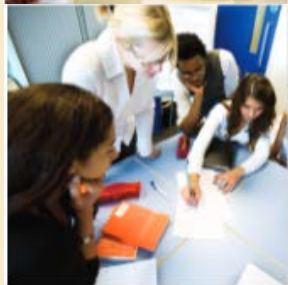
- High school 4-year graduation rate
- Cohorts of 2004 - 2006
- At least 2/5 at-risk groups
- Regressed against school size, student stability, ethnicity, SES
- 8 higher performing, 5 average performing

Mean Z Score, Higher Performers (HPs)	1.23
Mean Z Score, Average Performers (APs)	0.1

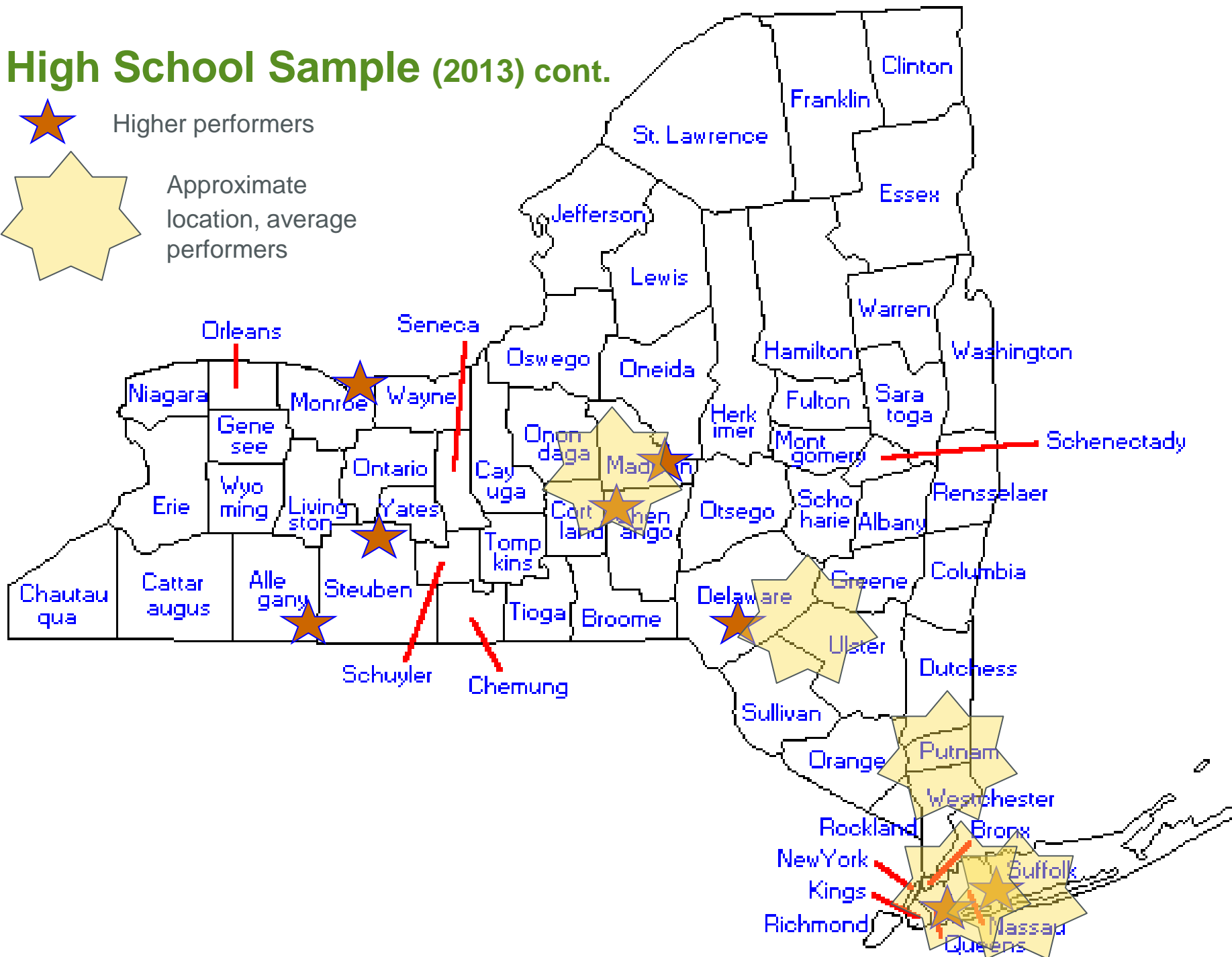
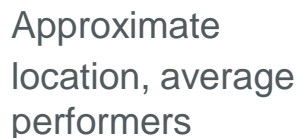


High School Sample cont.

- “Favor” poverty (F/RL)
 - HPs high needs; APs average needs
- Open admissions
- ~NYS avg per pupil expenditures
- Primarily rural, exurban HPs (APs similar)



High School Sample (2013) cont.





HP High Schools

Amityville Memorial HS, Amityville UFSD [M-s]

Brookfield HS, Brookfield CSD [S-r]

Downsville HS, Downsville CSD [S-r]

Eastridge HS, East Irodequoit CSD [M-s]

Elmont Memorial HS, Sewanhaka HSD [L-u]

Otselic Valley J/SH, Georgetown-S Otselic CSD [S-r]

Prattsburgh HS, Prattsburgh CSD [S-r]

Whitesville HS, Whitesville CSD [S-r]

S=small, M=mid-sized, L=large
R=rural, s=suburban, u=urban



School	# Stu 9-12	% F/RL	% EL	% AA	% H/Lat	% Wht	% Oth .	4-Year Grad Rate	N/R Ratio	PPE
Amityville	701	39	6	57	29	11	3	81	H	\$26,032
Brookfield	77	45	0	1	1	99	0	100	H	\$20,712
Downsville	85	63	0	1	1	99	0	96	H	\$40,380
Eastridge	989	46	12	18	12	65	4	91	A	\$19,406
Elmont	1307	27	1	78	13	1	8	97	L	\$18,176
Otselic V.	148	53	0	0	0	99	0	95	H	\$22,602
Prattsburgh	133	46	0	4	1	95	0	98	H	\$20,161
Whitesville	86	33	0	0	0	100	0	88	H	\$23,025
HP average	630	44	1	19	7	71	4	93	H	\$23,812
AP average	947	37	4	17	16	58	9	85	A	\$24,138
NYS		49	8	19	22	49	10	77	8	\$20,410

Data are from 2010-11 State Report Cards.



Methods

- 2-day site visits (2-person teams)
- Interviewed teachers, administrators, and specialists (special ed, guidance, social workers); 144 total
- Collected documents
- Analyzed, wrote a case study for each site*
- Analyzed, wrote cross-site analysis*
- Analyzed, created best practice framework*

* Available at: www.albany/nykids



Results available at www.albany.edu/nykids

- Case reports, all Higher-Performing schools (55)
- Cross-case reports, each study (6)
- Best practice frameworks (most current 5)
- Documentary evidence (in BP framework)
- Self-assessments
- “COMPASS” Institutes to support school teams to use these resources to use data to plan, monitor, improve (fee basis; all other resources freely available)

The ABCs of Graduating At-Risk Students on Time

Best practices from higher-performing high schools



The ABCs of Graduating At-Risk Students on Time

Overall Findings

Schools with higher than expected graduation rates are looking ***beyond*** graduation to students' post-secondary needs – and meeting those needs with clear goals, strong relationships, individual attention, and flexibility.



The ABCs of Graduating At-Risk Students on Time

What Makes a Difference

Alignment of goals and curriculum,

Bridging divides within the school and between school and community,

Crafting engaging instruction, and

Driving a whole-child intervention loop.



The ABCs of Graduating At-Risk Students on Time

Alignment of goals and curriculum

- Working toward mastery and post-secondary education
- Using evidence to inform goal setting and curriculum development
- Teacher leadership
- Beyond-the-school networking

July 1: Where are you? What are you doing?

- Amityville guidance counselor



The ABCs of Graduating At-Risk Students on Time

Alignment of goals and curriculum

Philosophically administrators and teachers are aligned, with their primary focus on supporting students to be successful learners and to graduate. This vision and conviction ultimately seems to be the bond that ties this school community together.

Whitesville case study, Tangorre, 2013



The ABCs of Graduating At-Risk Students on Time

Bridging divides within the school and between school and community

- Collaborating with colleagues
- Connecting home and school
- Developing school and community relations
- Linking social and academic support for students

Our strength is having to pull together as a community.

- Otselic Valley teacher



The ABCs of Graduating At-Risk Students on Time

Bridging divides within the school and between school and community

If we notice a student starting to slip in one subject, we have a team conference with the parents and all the students' teachers.

Prattsburgh teacher



The ABCs of Graduating At-Risk Students on Time

Crafting engaging instruction

- Instruction to promote higher-order thinking
- Strategies for active and broad participation
- Experiential opportunities
- Evidence-informed and technology-enhanced

A good teacher is someone whose students are engaged, involved in the learning activities, thinking, responding, . . . challenging themselves. It's the engagement of students in the learning activities that marks the good teacher.

— Brookfield principal



The ABCs of Graduating At-Risk Students on Time

Crafting engaging instruction

We don't want students to tell us a right answer so much as we want them to voice their thought processes.

We're now teaching how to think not what to think.

I also want them to think for themselves.

Prattsburgh teachers



The ABCs of Graduating At-Risk Students on Time

Driving a whole-child intervention loop

- Organized and collaborative data monitoring and analysis
- Timely and targeted interventions

The spreadsheet we use is a living document on every student junior to senior year: how many credits they need, the exams they still need, PSAT and SAT scores. That's definitely the lifeline. We have weekly meetings every Wednesday with ed services and the assistant principal who's the head of the alternative program. We talk about students we're worried about. We compare notes, test scores, [and updates]. – Eastridge school administrator



The ABCs of Graduating At-Risk Students on Time

Driving a whole-child intervention loop

The children all have at least one person (on staff) whom they connect to.

When we know someone is in trouble, we intervene early and quickly and we get involved. . . . All of a sudden, this kid who is struggling . . . [has] all this support.

Whitesville principal, social services personnel

The ABCs of Graduating At-Risk Students on Time

Best practices from higher-performing high schools

Driving Whole-Child Intervention. What Does Your School Look Like?

1. For each **A** ROW, read the 2 statements and choose the one that fits your school better.

A: My school is more like this ↓	OR	My school is more like this ↓
After, before, and during-school instruction is offered, but less than twice a week, with no special education support or alignment to classroom learning objectives.		After, before, and during-school instruction is offered with special education support and close linking to classroom learning objectives.

2. Go to the **B** row in the COLUMN you chose, and circle the number (1 or 2 **OR** 3 or 4) of the better description

B: If my school is more like this, about how much? Circle #1 or #2	very similar 1	somewhat similar 2	B: If my school is more like this, about how much? Circle #3 or #4	somewhat similar 3	very similar 4
--	-------------------	-----------------------	--	-----------------------	-------------------

3. Do this for each set of statements (4)

Questions to discuss

- About which statement do you and the others in your group most agree?
- Disagree?
- Can you give examples to support your ranking?

Driving Whole-Child Intervention. What Does Your School Look Like?

If we had time and you were reflecting on A, B, C, and D, you would then

4. Add the circled numbers and divide by 4 to find the average for each. You could then compare your rankings to find the area of potentially greatest difference from the higher performers' practices.

The ABCs of Graduating At-Risk Students on Time

Best practices from higher-performing high schools



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New and related research

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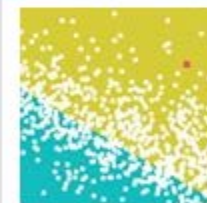
Announcements:

*NY Kids researchers' upcoming CASDA PD session:
"Defining Characteristics and Practices of
Odds-Beating Schools," November 2, 8:30-11:30am. For
more information, see:
<http://www.casdany.org/#!oddsbeatingschools/c1y2l>*

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Welcome to a
improvement

Using the link

- Reports high school
- Details evidence
- Case studies whose

Consider how well you think your school or district is addressing each of the following:

	not at all well	somewhat well	well	very well	N/A
(1) Faculty members continuously seek networking opportunities with not only local colleagues from multiple subject areas and grade levels but also with educators in other districts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Expectations of students reaching the mastery level and able to achieve a college degree are promoted through ambitious, student-centered goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Shared leadership is consciously cultivated around aligned goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) Teachers and other school personnel are constantly engaged in systematic, evidence-informed goal setting data analysis, and curriculum design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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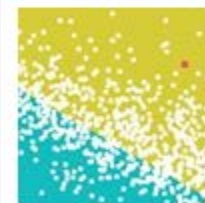
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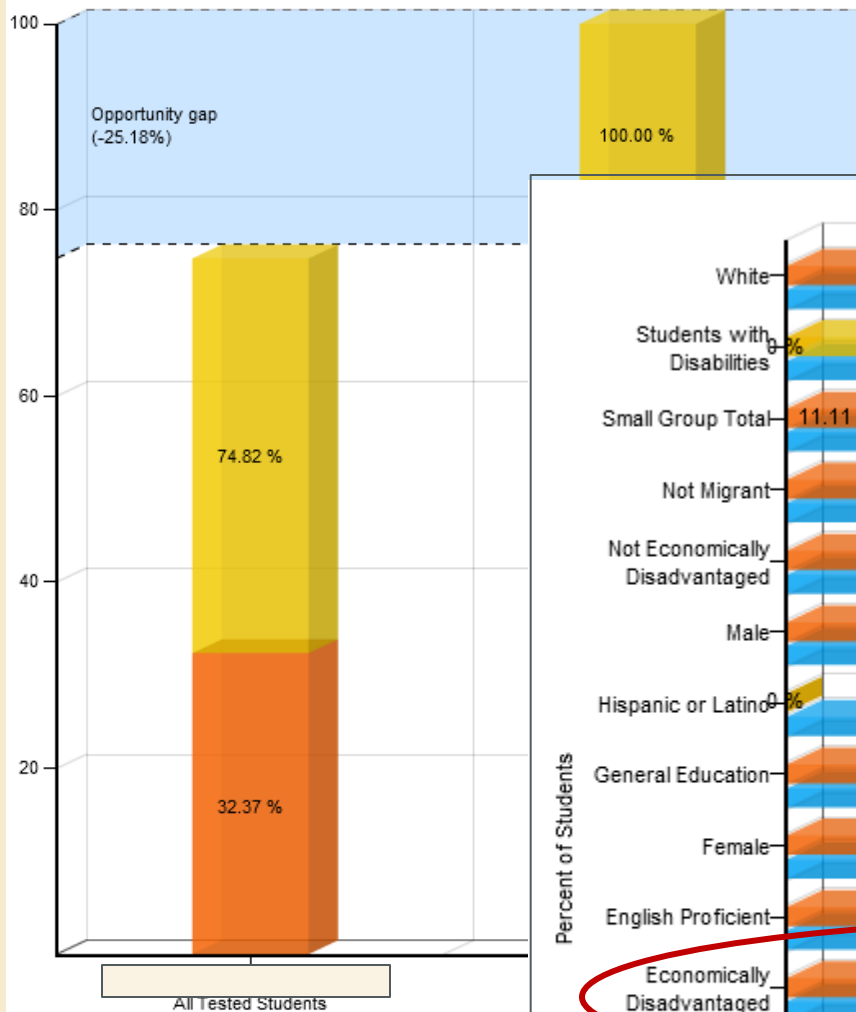
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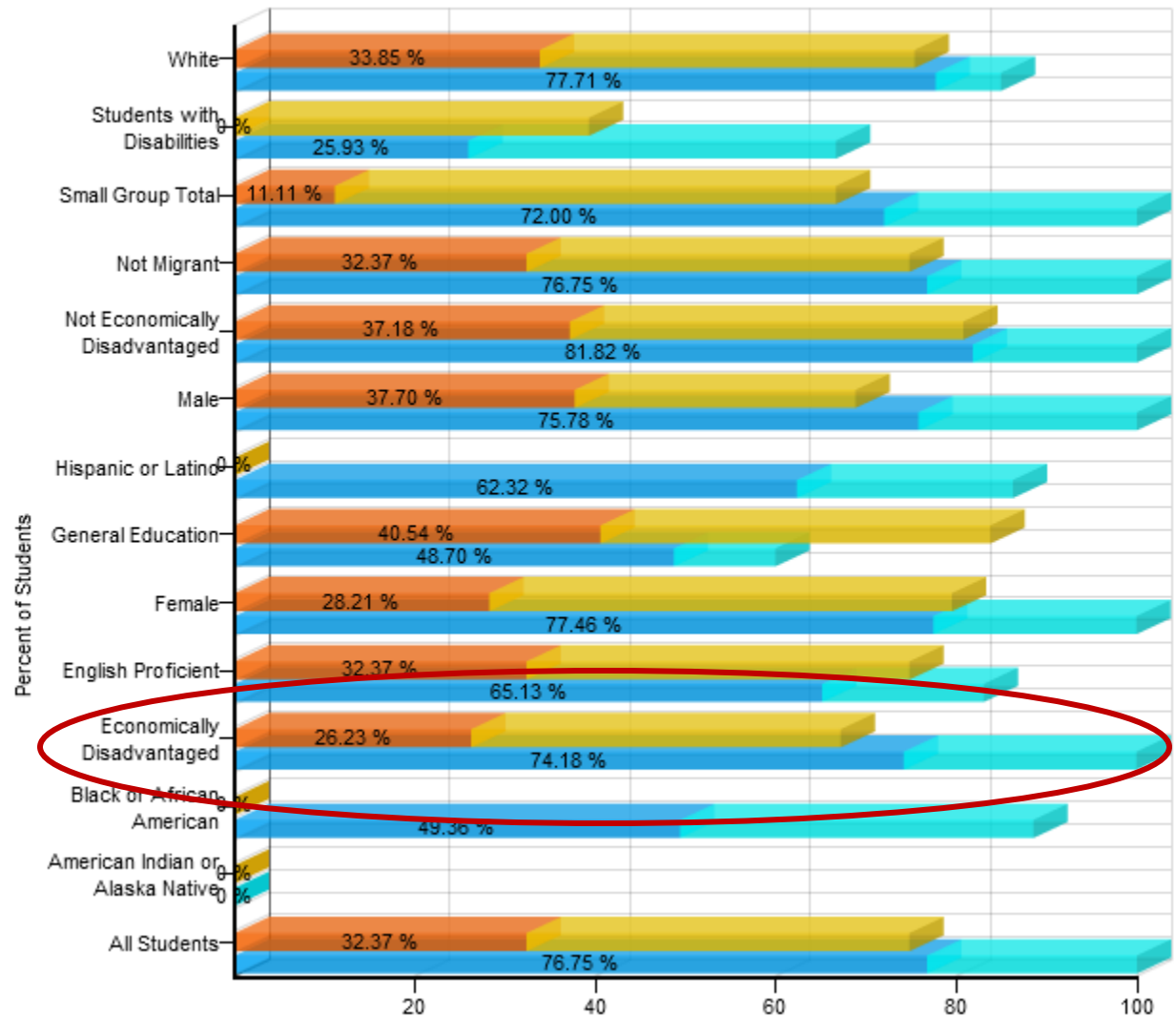
[view larger chart](#)



Opportunity Gap

Opportunity gap bar charts Requents US History

[view larger chart](#)



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The ABCs of Graduating At-Risk Students on Time

Best Practices Case Study: *Supporting High School Completion*

Kathy Nickson, March 2013



Eastridge High School *East Irondequoit Central School District*

School Context

The East Irondequoit Central School District, in Monroe County (NY), serves 3,600 students in two primary schools, two intermediate schools, one high school. At first glance, the district appears to encompass a suburban setting with middle-class family homes bordering two bodies of water and the north side of Rochester. However, a closer look, however, reveals many families struggling economically, with approximately 40% of students eligible for free or reduced-price lunch. The district has little in the way of commercial development, not much land on which new industry might locate. It is very dependent on state and federal aid. The administrator explained, when it comes to finances, "We try to be creative and careful about how grant money is used."

At Eastridge High School, with nearly 1,000 students in grades 9-12, the diverse student body embraces the school's socio-economic, racial, and ethnic diversity. The administrator said, "Diversity creates a very tolerant climate where there's a lot of

The ABCs of graduating
at-risk students on time

} Promising
practices from
higher-performing
high schools

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http://www.albany.edu/nykids/frameworks_high_school_completion.php

Organized by 5 themes

- Curriculum & academic goals
- Staff selection, leadership, and capacity building
- Instructional programs, practices, and arrangements
- Monitoring: Compilation, analysis, and use of data
- Recognition, intervention & adjustments

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	High School Completion (2013)	Critical Needs, Elementary (2011)	Middle School Science (2009)	High School (2008)	Middle School (2007)
Organizing Themes	Best Practices				
Curriculum & Academic Goals	<ul style="list-style-type: none"> Goals look beyond graduation in four years to success in post-secondary education and career. The curriculum is constantly and collaboratively revised in response to state mandates, identified needs, and student and community interests. Expectations for all students are high, e.g., mastery on Regents exams, challenging courses. Learn more...				
Staff Selection, Leadership, & Capacity Building	<ul style="list-style-type: none"> School culture is distinguished by strong relational trust and close collaboration. The hiring process pays close attention to only hiring educators who will fit well with the school and district. Teachers and administrators are dedicated to their students and their success in and beyond high school. Learn more...				
Instructional Programs, Practices, & Arrangements	<ul style="list-style-type: none"> Effective instruction is defined as tailored to capture student interest and actively engage them. Students, especially those at risk of failing to graduate, are provided options for meeting requirements and staying in school. Co-curricular activities are not only important but are seen as an opportunity to mentor, connect with, and keep students 				

Eastridge High, East Irondequoit Central

With 250 students per grade, Eastridge uses a spreadsheet to track progress of individual seniors toward graduation, including when they took the SAT, whose cost is covered by the (East Irondequoit) district.

Last Name	First Name	Credits	Exams Needed	Diploma	On Track	Downtrack?	At Risk? Y/N	5 or 6/ SAT	10,11/ SAT	12/ SAT
	XXX	23		RAD	Yes	Class of 20 Stats			470/440/440	
	XXX	18		Reg	Yes		Yes, attendance			
	XXX	22		Reg	Yes					
	XXX	24.75		Reg	Yes			580/490/480		540/480/480
	XXX	22		Reg	No		1/2012 graduate	390/430/320		
	XXX	23		Reg	Yes			480/430/380		
	XXX	19.5	Math, US	Reg	No		Yes, needs exams and 3rd math			
	XXX	23.5		Reg	Yes					
	XXX	16.5		Reg	Yes		STAY			
	XXX	17.5	3rd sci and 3rd math	Reg	Yes		STAY	600/420/530		
	XXX	21		Reg	Yes					
	XXX	25.5		RAD	Yes			460/570/580		
	XXX	21.75		Reg	Yes					
	XXX	18.5		Reg	Yes					
	XXX	22.5		RAD	Yes			560/640/510	580/590/500	
	XXX	21.5		Reg	Yes			500/600/510		
	XXX	23.5		Reg	Yes				500/420/530	
	XXX	21.75		Reg	Yes			440/360/370		420/450/300
	XXX	23.5		RAD pend	Yes			470/450/410	480/490/410	
	XXX	22		Reg	Yes			370/370/330	330/380/360	
	XXX	21.5		Reg	Yes					
	XXX	21.5		RAD pend	Yes			500/400/480		
	XXX	21.75		Reg						
	XXX	24.25		RAD	Yes			470/400/470	500/400/480	
	XXX	22.75		Reg	Yes			390/330/410	360/370/400	

Questions? More info?



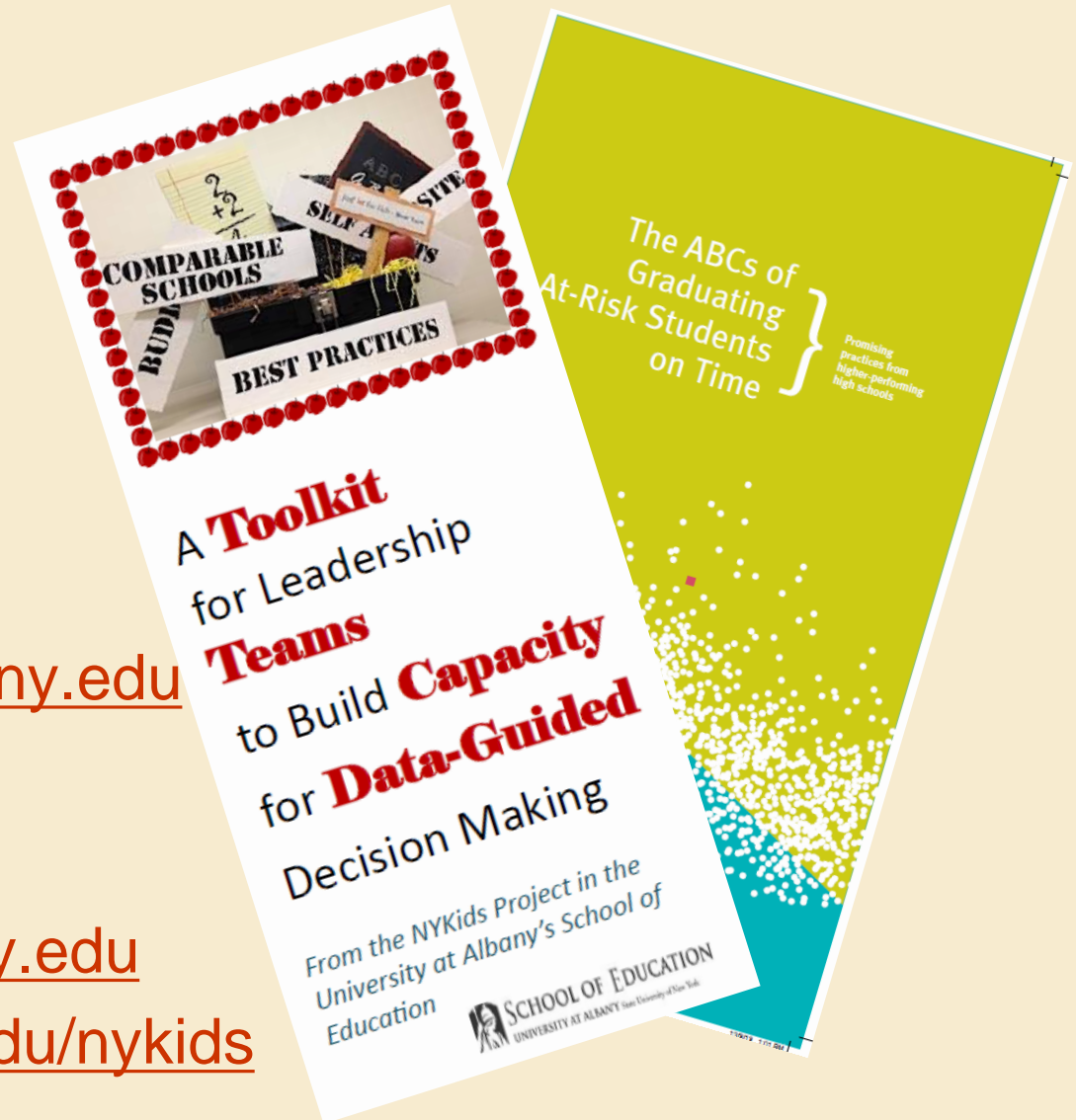
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Kappan

Poverty, performance, and frog ponds

WHAT BEST-PRACTICE RESEARCH TELLS US
ABOUT THEIR CONNECTIONS

Higher-performing schools create conditions that address some of the challenges of teaching students living in poverty.

By Janet I. Angelis & Kristen C. Wilcox



Journal of Research in Rural Education, 2014, 29(9)

JRRE, 2014, 29(9), 1-18

The Value of People, Place and Possibilities: A Multiple Case Study of Rural High School Completion

Kristen Campbell Wilcox

Janet I. Angelis

Linda Baker

Hal A. Lawson

University at Albany

Citation: Wilcox, K. C., Angelis, J. I., Baker, L., & Lawson, H. A. (2014). The value of people, place and possibilities: A multiple case study of rural high school completion. *Journal of Research in Rural Education*, 29(9), 1-18.

What are the qualities of classroom, school, and district processes and practices in rural high schools with higher-than-average graduation rates? How do these processes and practices compare with rural schools with histories of average graduation rates? In this study, six schools were sampled for a multiple case study of rural high school completion. Four had higher-than-average graduation rates, while two had average rates. All six schools were visited by site teams who conducted 63 interviews and collected documentary evidence of practices and processes related to high school graduation. Using cross-case analytic procedures, we found several important contrasts between the two sets of sample schools. Differences in graduation outcomes in these rural schools were associated with (1) the qualities of academic goals, expectations, and learning opportunities; (2) the nature of individual and collective educator efficacy; (3) the strategies educators used to develop and maintain family relationships and engage community members; and (4) mechanisms for adapting instruction and employing interventions for students at risk of dropping out.