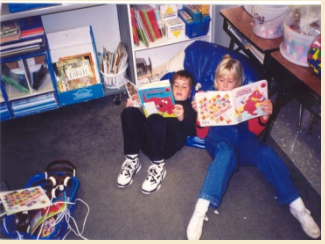


Know Your Schools~for NY Kids

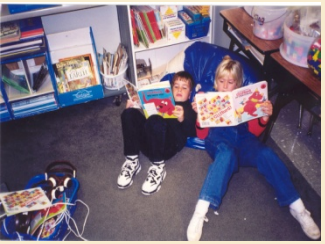
Using Data to Support Performance of Critical Needs Students

Janet Angelis
Kristen Wilcox

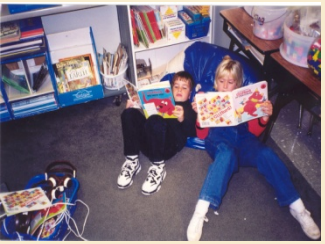
DATAG 10.7.2011

SCHOOL OF EDUCATION
UNIVERSITY AT ALBANY State University of New York

Our Objectives



- Share findings about how some schools support critical needs students to succeed
- Answer your questions
- Demo and provide links to resources you can use

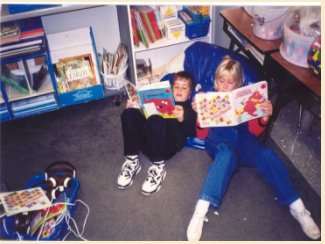


What is one thing you want to learn from us today?

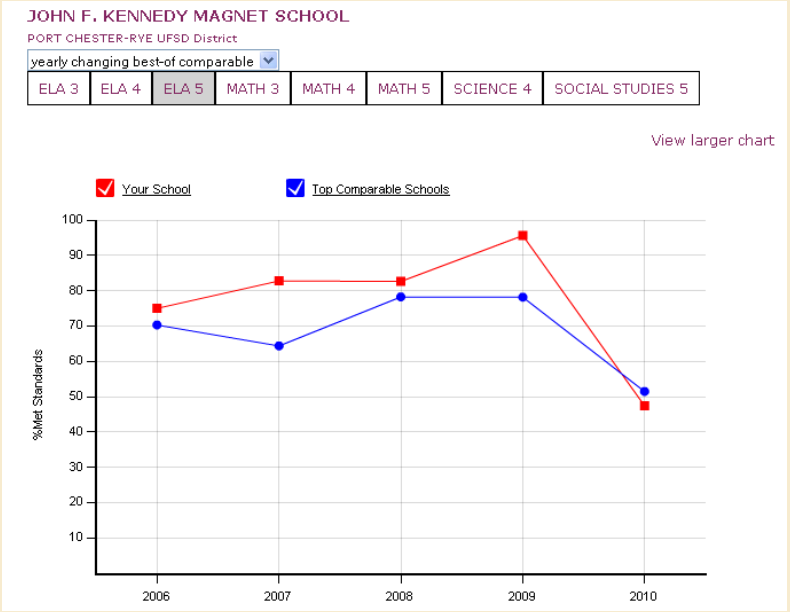
Use the index cards on your tables to write 1 question and hand to us

NYKids

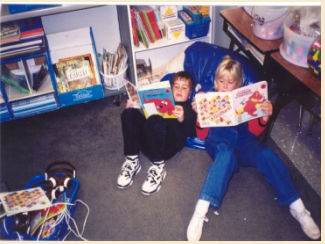
The Basics



- Performance over time
- NYS Assessments (Math, ELA)
- Consistently higher or average performing
- Find the differences



NYKids



2005-2011 – 5 studies

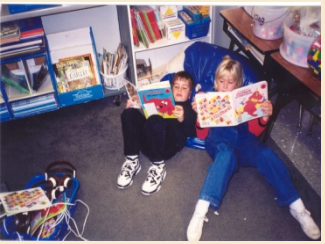
- Elementary schools (2005)
- Middle schools (2007)
- High schools (2008)
- Middle school science (2009)
- **Critical needs at the elementary level (2011)**

Critical Needs Sample

- ELA and Math, 2007-9
- Grades 3-6
- 5 critical needs groups
- Regressed against school size, stu stability, ethnicity, SES
- 10 HP, 5 AP

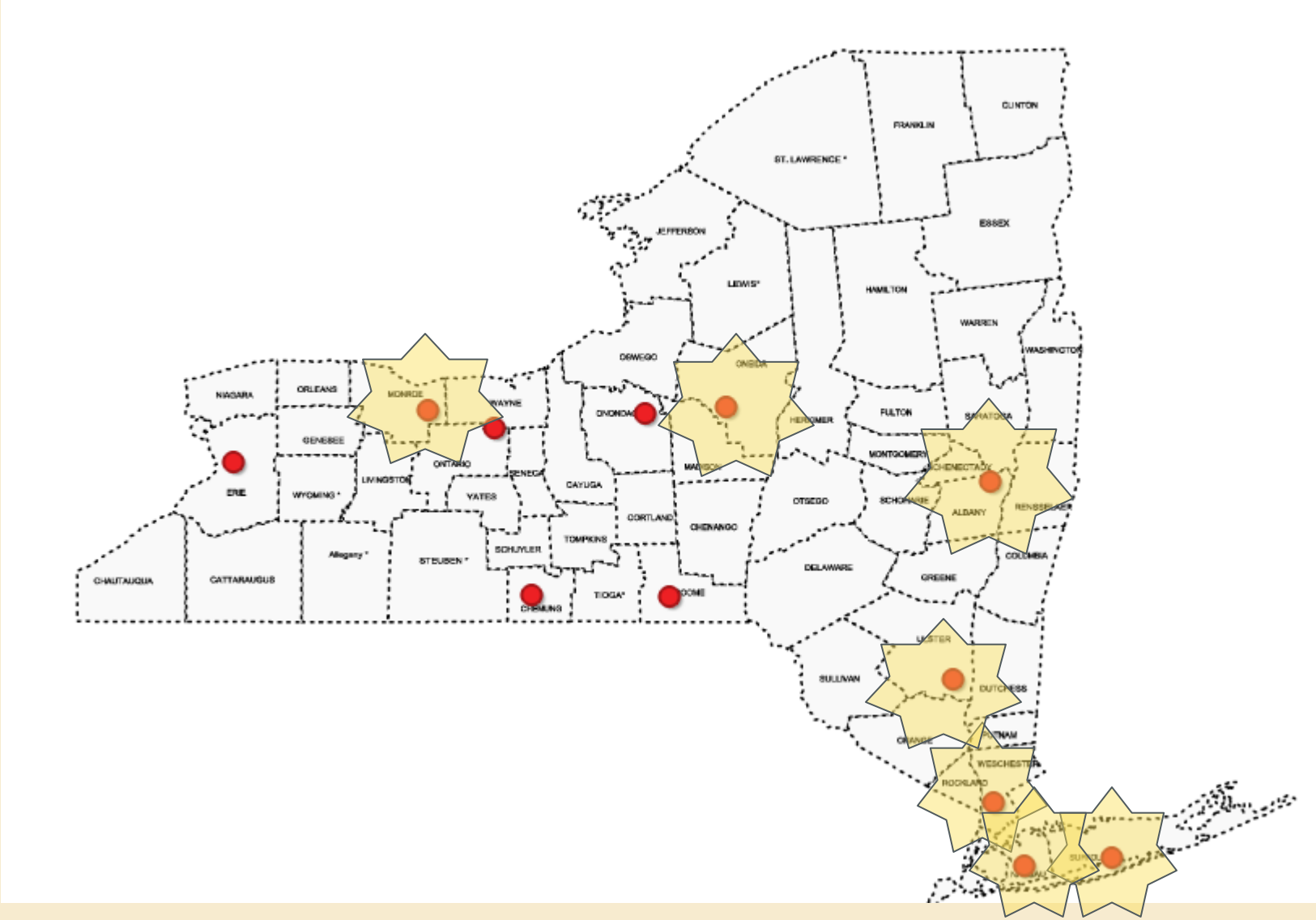
Mean Z Score, Higher Performers	**+1.86**
Mean Z Score, Average Performers	**-0.03**

CN Sample cont.

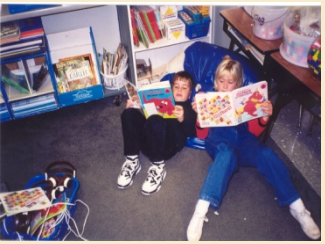


- Favor poverty (F/RL)
  - 73% of total sample > NYS average
- Primarily urban, exurban HPs (APs ~)
- Open admissions
- NYS average per pupil expenditures

CN Sample cont.



HP Elementary Schools, Critical Needs

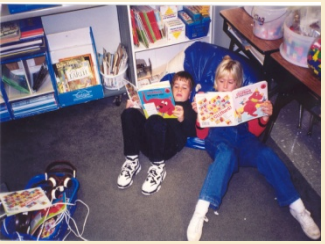


- **Malverne UFSD, Davison Avenue ES** (Nassau)
- **Mount Vernon City SD, Lincoln ES** (Westchester)
- **New Rochelle City SD, Columbus ES** (Westchester)
- **Pine Bush Central SD, Pakanasink ES** (Orange)
- **Port Chester-Rye UFSD, John F. Kennedy ES** (Westchester)
- **Rochester City SD, Dr. Charles T. Lunsford School 19** (Monroe)
- **Roosevelt UFSD, Centennial Avenue ES** (Nassau)
- **Utica City SD, Martin Luther King Jr. ES** (Oneida)
- **Valley Central SD, Maybrook ES** (Orange)
- **Valley Stream 30 UFSD, Forest Road ES** (Nassau)

Dist.	Schl	Grds	Tot #	F/RL	EL	AA	H/Lt	Wht	Oth	PPE*
Roch City	**Schl 19**	K-6	309	98	12	2	94	2	1	$18,956
Utica City	**MLK**	K-5	273	94	11	52	27	11	10	$14,940
New Roch	**Columbus**	K-5	816	78	31	8	82	8	2	$21,959
PC-Rye	**JFK**	K-5	725	78	55	10	86	3	2	$18,413
Roosevelt	**Centennial**	K-5	440	66	30	54	45	0	0	$24,585
M. Vernon	**Lincoln**	K-6	758	60	15	49	24	21	6	$22,133
P. Bush	**Pakanasink**	K-5	483	51	3	25	31	36	8	$16,758
Valley Ct.	**Maybrook**	K-5	235	42	3	15	20	62	3	$15,941
Malverne	**Davison**	K-4	325	34	8	37	25	30	8	$26,127
VS 30	**Forest Rd.**	K-6	272	17	8	39	17	6	40	$20,483
NYS		K-12	2.7 m	**48**	8	19	22	50	8	**$19,381**

Except for PPE (2008-9 data), all data are from 2009-10.

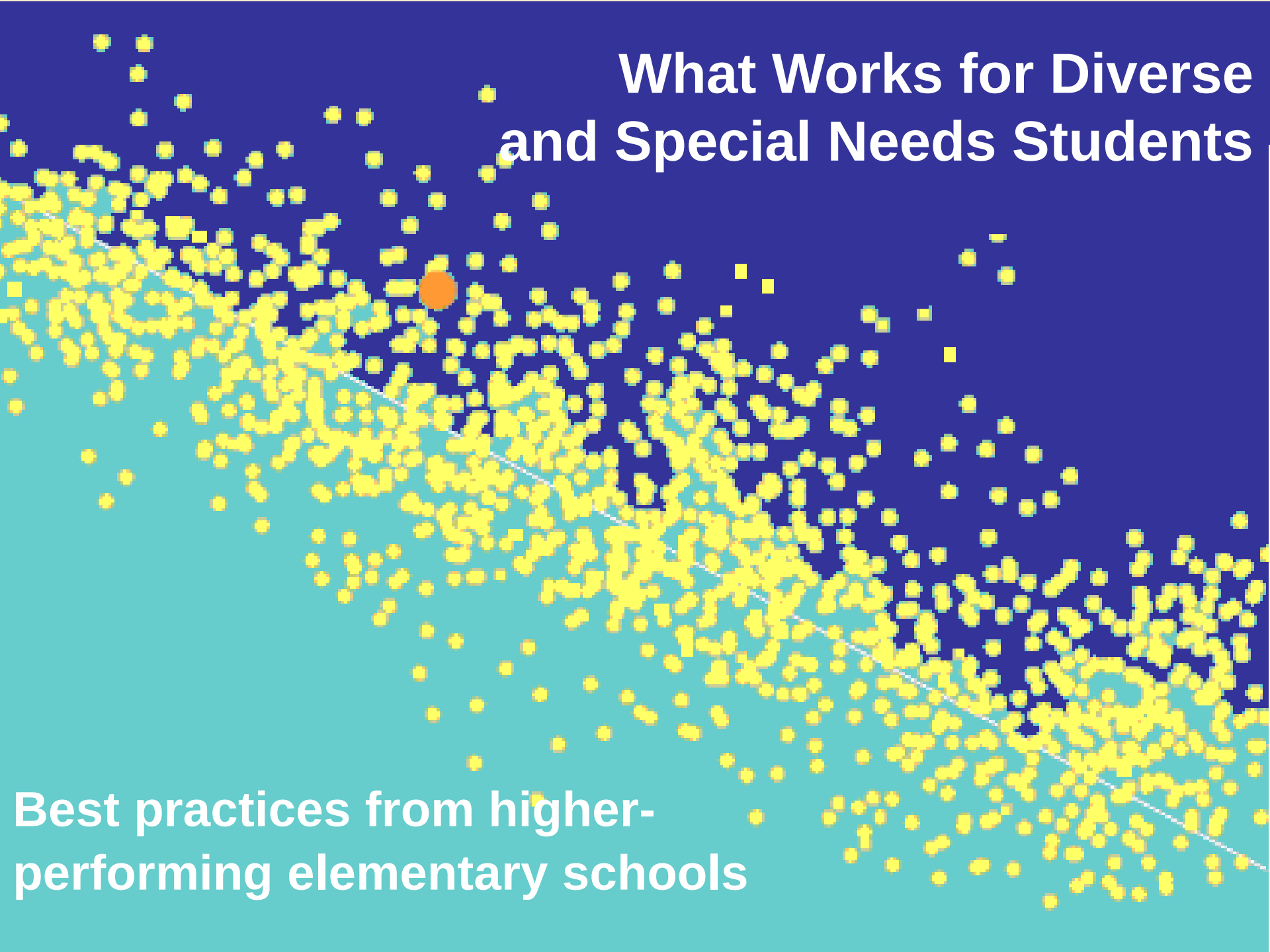
Methods



- Made 2-day site visits (2-person teams)
- Interviewed teachers and administrators
  - 211 total
- Collected documents*
- Analyzed, wrote a case study for each site*
- Analyzed, wrote cross-site analysis**
- Analyzed, created best practice framework*

* All available at: www.albany/nykids
http://knowyourschoolsny.org (see handout)

** (end of Oct – see postcard)


What Works for Diverse and Special Needs Students
Best practices from higher-performing elementary schools

What Works for Diverse and Special Needs Students

Overall Findings: What Works for Critical Needs Students

- Close Engagement with and Understanding of the Population
- Literacy- and Technology-Enriched Instruction
- Enlightened Approach to Curriculum and Data
- Fluid Adaptation and Deployment of Resources

What Works for Diverse and Special Needs Students

Close Engagement with and Understanding of the Population

- Communal Stances about Difference
- Deliberate and Effective Outreach to Parents
- Consistent Vertical Collaboration

You have to know your population and teach your population, despite the outside factors. You have to know who's in front of you.

– John F. Kennedy teacher

What Works for Diverse and Special Needs Students

Our work with families is key. Our faculty and staff understand this. We all stress the notion that "We are family" with our school community.
- Centennial Avenue principal

Principals have individual meetings with classroom teachers and the reading teacher to review progress and determine if what they are doing is working or they need to switch.
– Valley Stream 30 (Forest Road) administrator

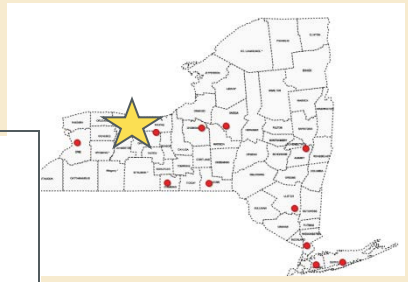
What Works for Diverse and Special Needs Students

Engagement and Understanding of Population

AP — HP

Ethic of care and nurture, yet accountability for students' emotional and social growth and academic achievement is not.	School seen as a "family," cooperation expected; all employees take responsibility for children's emotional and social growth and achievement.
Parent connections weak and attributed to community apathy regarding schooling or language deficiencies among parents.	Teachers consistently forge parent relationships; these facilitated through school-level initiatives that recognize and celebrate diversity.
Dialogue (plus action) from teacher to school to district and the reverse infrequent and/or inconsistent, not necessarily centered on student achievement.	Discussions between teacher leaders and principals consistently inform instructional and other resource allocation changes from classroom to district.

Rochester's School 19 Created a Family



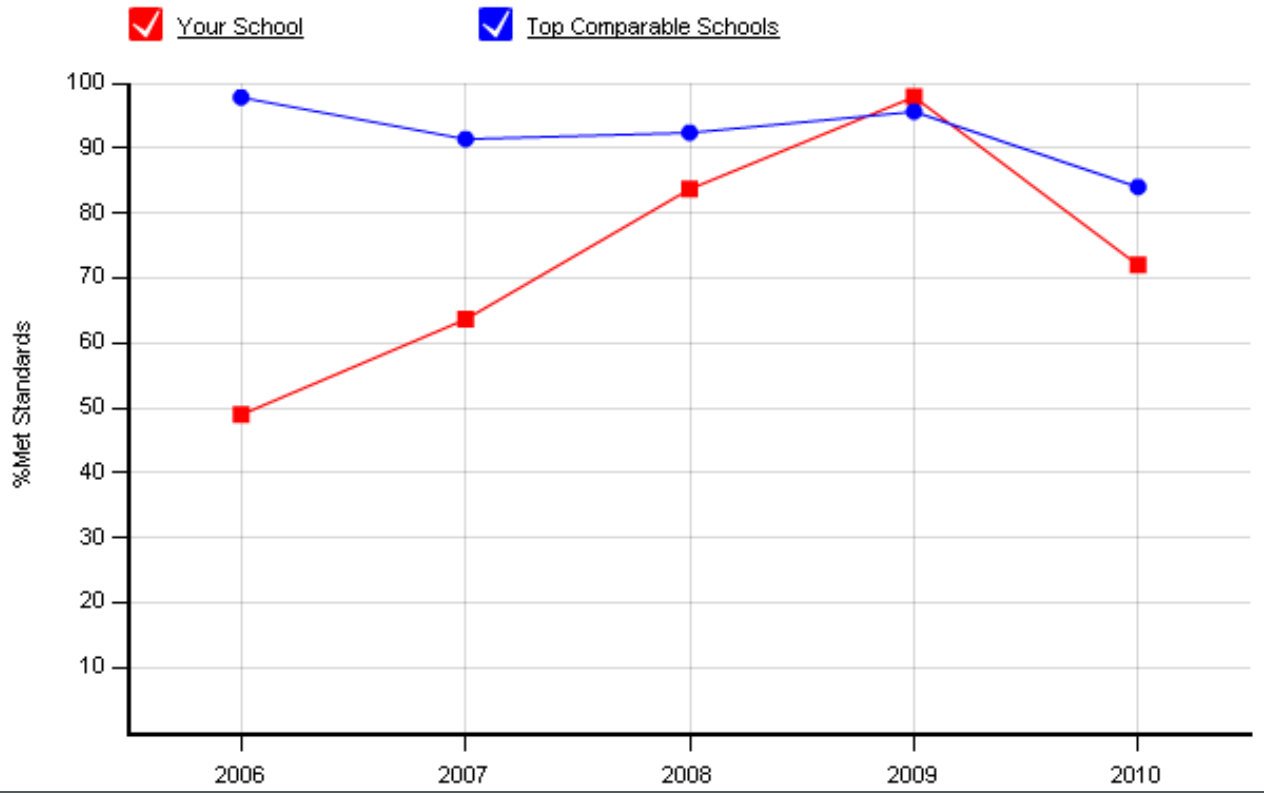
SCHOOL 19-DR CHARLES T LUNSFORD

ROCHESTER CITY SD District

constant base year comparables

ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4 | SOCIAL STUDIES 5

View larger chart



- Grades K-6
- 309 stu.
- 98% FR/L
- 94% AA
- 98% avg

NYS PPE

What Works for Diverse and Special Needs Students

Literacy- and Technology-Enriched Instruction

- Literacy-Building Early, Intensively and Coherently
- Literacy for English Learners
- Technology-Enhanced Instruction

I strongly believe that a student must know how to read before they enter Grade 3. We do everything in our power within the classroom and within AIS to reach this goal. Direct instruction, AIS, after school tutoring, as well as computer-aided instruction are the delivery systems we use to help our students read before entering Grade 3.

- Martin Luther King Jr. teacher

What Works for Diverse and Special Needs Students

The dedicated 90-minute literacy block with a structured mini lesson, reader's workshop, learning centers, guided reading, and writing opportunities has been a key reform. I think it has benefited our students the most and strengthened our ELA instructional program.

– Centennial Avenue teacher

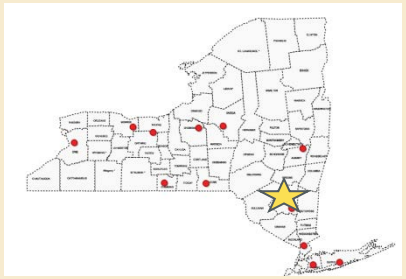
Using the same language, making sure that if we're using an approach in second grade, that the same language in terms of strategies is used the next year. If you don't do that, then you spend the first three months teaching [students] to use your strategies.

- Malverne (Davison Ave) special education director

What Works for Diverse and Special Needs Students

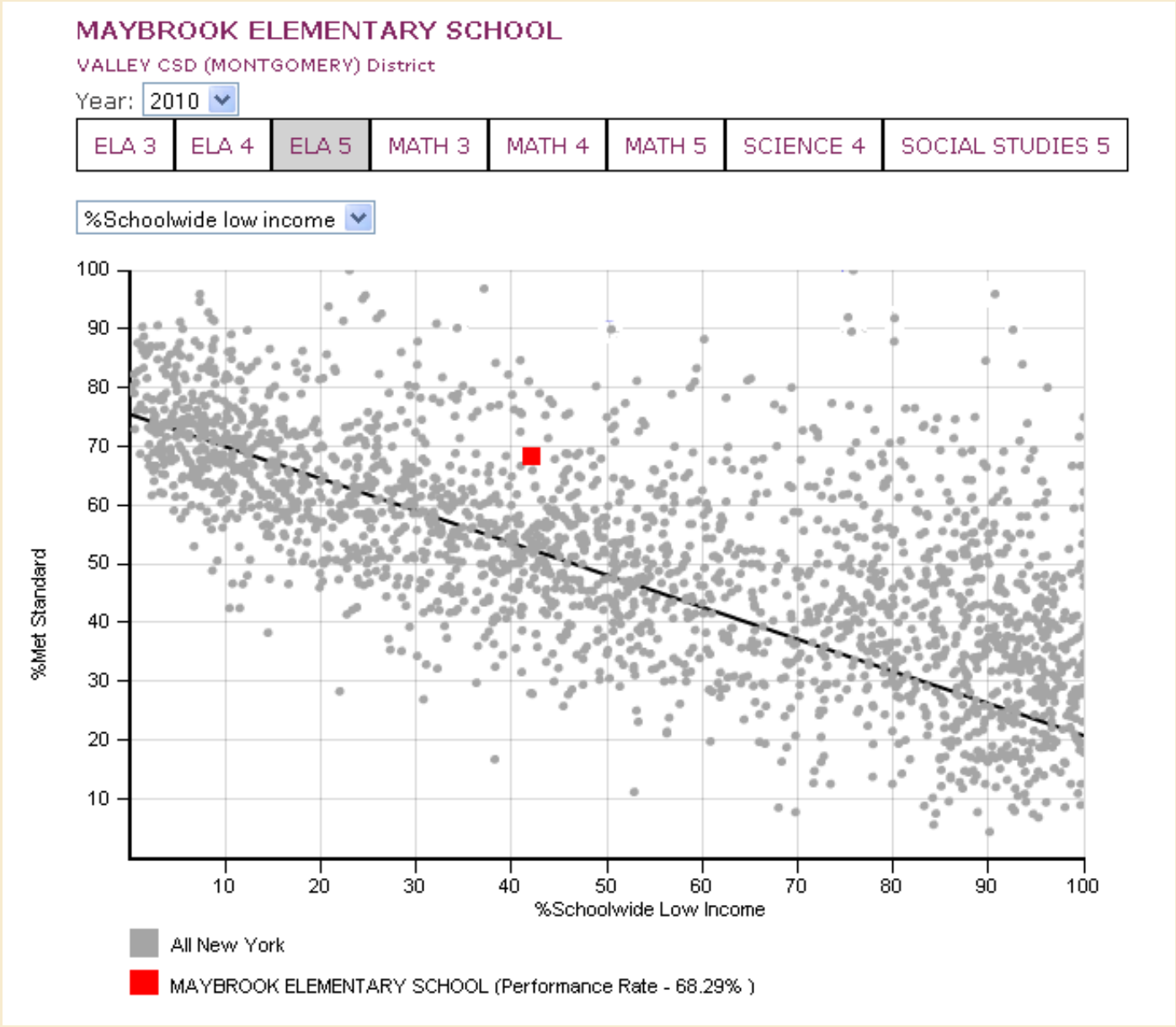
Literacy- and Technology-Enriched Instruction

AP	HP
No clear and consistent approach to literacy instruction apparent from teacher to teacher and grade level to grade level.	Balanced strategies build literacy intensively early in the elementary years and with consistency from class to class and grade level to grade level.
ESL instruction typically pull out and seen as discrete from mainstream instruction.	Mainstream teachers specifically adapting instruction for ELs and/or providing native language instruction to improve literacy development.
Technology typically controlled by the teacher and not used in a strategic way to target needed literacy skills.	Technology used to target specific skills at level and pace of student need, continually monitor performance, supplement instruction for special needs students and ELs, and extend instruction to the home.



- K-5
- 235 stu.
- 42% F/RL
- 15% AA
- 20% H/L
- 82% avg

NYS PPE



Maybrook Stresses Literacy Instruction

What Works for Diverse and Special Needs Students

Enlightened Approach to Curriculum and Data

- Curriculum Enlightenment
- Data Literacy
- Adaptations for Critical Needs Students

[I attribute our success to] overall curriculum alignment, which is district wide in terms of setting clear alignment maps of what students should know and be able to do. These are consistently upheld school wide, district wide, and classroom wide.

– Valley Stream 30 (Forest Road) administrator

What Works for Diverse and Special Needs Students

There's a real understanding of what the achievement gap is, where the students are really underperforming, and that comes from a strong ability from the principal and assistant principal to really understand the state data.

- New Rochelle (Columbus) administrator

[Building] data literacy . . . extinguished the ideas and the perceptions that kids can't learn because they

just don't have it, and because they just can't do it.

- Port Chester-Rye (John F. Kennedy) administrator

What Works for Diverse and Special Needs Students

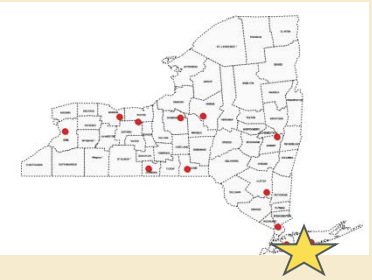
Approach to Curriculum and Data

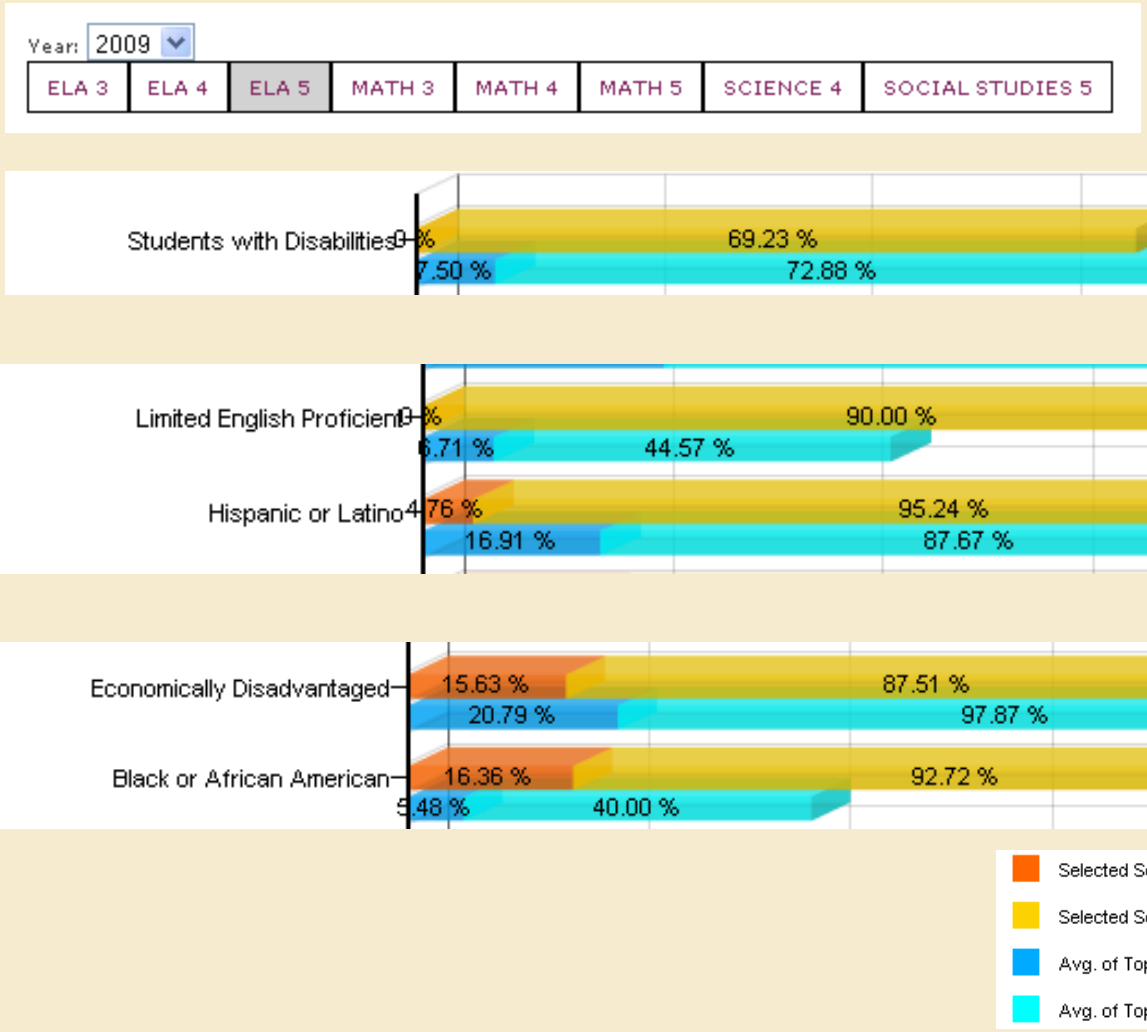
AP ——— **HP**

Curriculum revision seen as product oriented, something finished until scheduled for revisiting; curriculum may be out of sync with programs and materials.	Curriculum revision seen as a continuing, revelatory process that includes revamping, rethinking, and retooling to deliver curricula in new ways.
Classroom performance data seen as disconnected from what is important, so results not effectively used; discussions of data between teachers and administrators infrequent and optional.	Variety of useful performance data generated regularly, shared vertically, and acted upon to inform instructional changes and curriculum revision.
No specific adaptations for special education and ESL students articulated in the curriculum.	Curriculum adapted to the needs of special education and ESL students.

Centennial Ave. Unifies the Curriculum

- K-5
- 440 stu
- 66% F/RL
- 30% EL
- 54% AA
- 45% Hisp.
- 125% avg. NYS PPE





What Works for Diverse and Special Needs Students

Fluid Adaptation and Deployment of Resources

- Adaptability Enacted
- Extensive Range of Interventions
- Pursuit and Targeting of Funding

We're never really sure when we pilot or adopt an initiative or program – a training or approach – how effective it will be. . . . We are even [willing to] take a half step backward if [a program offers] the prospect of being able to take two steps forward.

– New Rochelle (Columbus) administrator

What Works for Diverse and Special Needs Students

We look at what the child needs and figure out ways to meet those needs without feeling that we need to label. . . . Let's meet the needs and monitor how they progress. . . . We first look at the need and the services and provide it [label or not]. - Columbus teacher

There's no specific student-teacher ratio; it's more of group instruction, based on needs. It's very amorphous, with a tremendous amount of auxiliary staff and a high allocated budget to retain those teachers.
- Pine Bush (Pakanasink) administrator

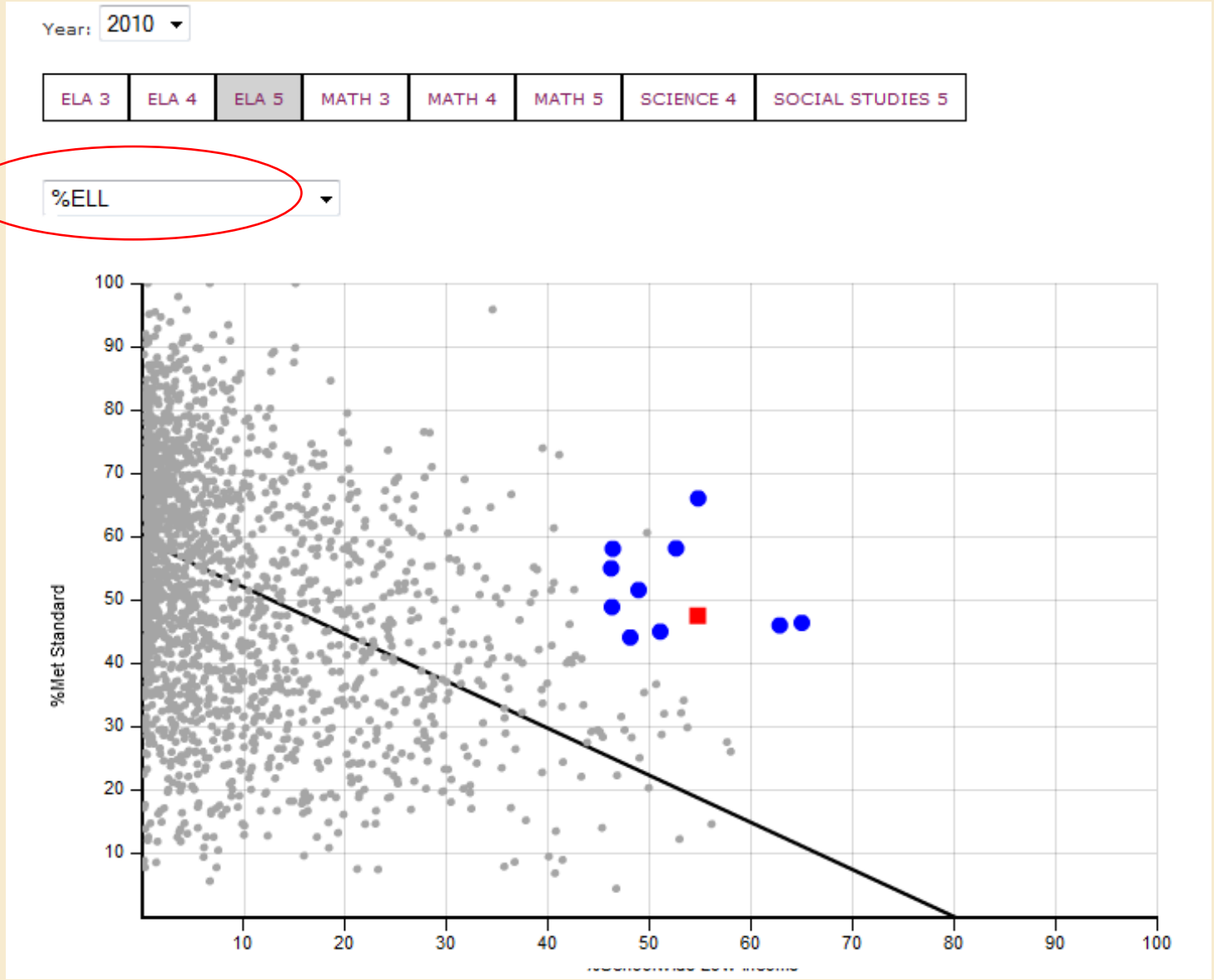
What Works for Diverse and Special Needs Students

Adapting and Deploying Resources

AP — HP

ESL and special education not as inclusionary as it could be; if in transition to more inclusionary, struggling with scheduling and belief constraints.	Flexible stance toward the use of specialists, instructional space, and time maximizes levels of inclusion for EL and special needs students.
RTI in infancy and/or resistance to RTI evident.	Extensive array of intervention strategies used, including effective use of RTI.
Little evidence of successfully garnering grant support for extended day interventions or other special support targeted to ELs and/or special needs students.	Funding for extra support targeted specifically to ELs and special needs students pursued, successfully garnered, and well appropriated.

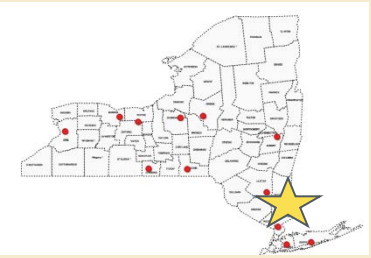
JFK (Port Chester) Targets Resources



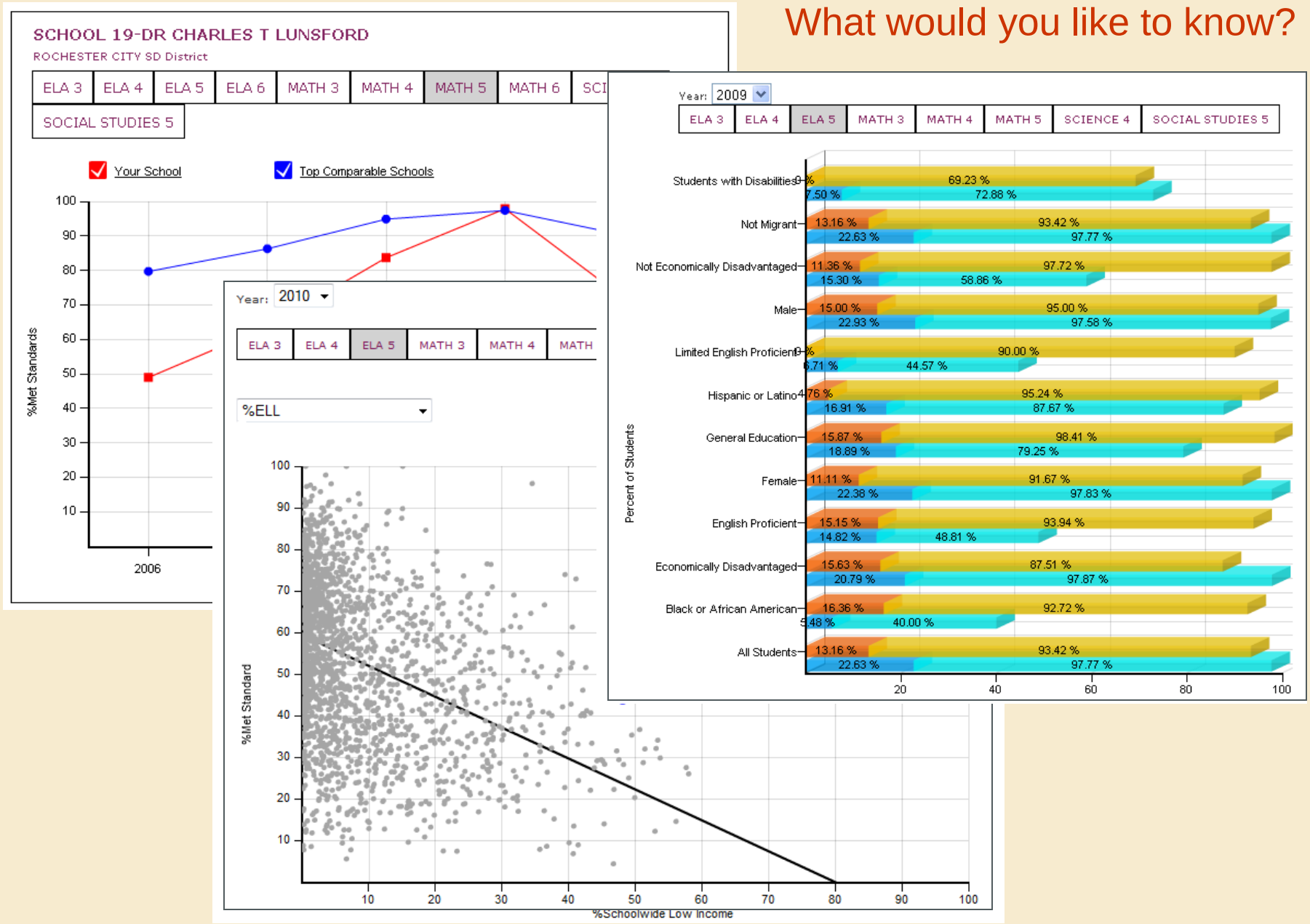
- JFK
- Other top performers, similar schools

- K-5
- 725 stu.
- 78% F/RL
- 55% EL
- 10% AA
- 86% Hisp.
- 95% avg.

NYS PPE



What would you like to know?



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Welcome to Know Your Schools~for NY Kids

Welcome to NYKids. We hope you will use this site to learn more about the performance of your own school as well as to explore and learn from higher-performing schools in New York State. In the **Find Your School** section, you will find a variety of graphic displays that allow you to compare your school's academic performance with that of other schools. **Best Practices** offers a rich array of information about best practices in individual schools at each level, elementary, middle, including middle school science, and high school. It also includes a self-survey that you and others can take to compare practices in your own school to those in higher-performing schools. And under Information, you can access articles, presentations, and other information about the NYKids project.

KnowYourSchools.org has been developed with partner organizations in Massachusetts and New Jersey.

School of Education
University at Albany State University of New York

http://knowyourschoolsny.org

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FIND YOUR SCHOOL

BEST PRACTICES

- Reports
- Frameworks
- Case Studies
- Self-Assessments

HIGH SCHOOL RESULTS

- Best Practices Report
- Best Practices Framework
- Case Studies
- Self-Assessments

MIDDLE SCHOOL RESULTS

- Best Practices Report
- Best Practices Framework
- Case Studies
- Self-Assessments

MIDDLE SCHOOL SCIENCE

- Best Practices Report
- Best Practices Framework
- Case Studies
- Self-Assessments

ELEMENT. SCHOOL RESULTS

- Best Practices Report
- Best Practices Framework

Know Your Schools~for NY Kids - Best Practices

Know Your Schools~for NY Kids has conducted a series of studies of higher- vs. average-performing schools and identified some of the features of more effective schools. For each study, findings are available to download or order and include:

Elementary School

Critical Needs Report (to come)	Critical Needs Best Practices Framework	Critical Needs Case Studies

Middle School

Report	Best Practices Framework	Case Studies

High School

Report	Best Practices Framework	Case Studies

Middle School Science

Report	Best Practices Framework	Case Studies

Sample schools were selected for the studies based on performance on New York State Assessments over at least three years, taking into account student demographics. For the elementary and middle school studies, Grade 4 or 8 Mathematics and ELA State Assessment results were used. The high school study used the five Regents Exams that all students must pass to earn a Regents Diploma. For

What Works for Diverse and Special Needs Students

Best Practices Case Study: *Meeting Critical Needs at the Elementary Level*

Dianne Walshhampton, April 2011

Columbus Elementary School

New Rochelle City School District

School Context

Columbus Elementary School is part of the New Rochelle City School District, in a suburb of New York City bordering Long Island Sound. The school serves a far greater percentage of high needs students than the state average, with 78% of the population receiving free or reduced-price lunch in 2009-10; 31% of its 816 students are English Language Learners (ELLs), and 82% are Hispanic. Columbus serves the largest enrollment of Hispanic and English Language Learners of

	Critical Needs, Elementary (2011)	Elementary Schools (2005)	Middle Schools (2007)	High Schools (2008)	Middle School Science (2009)

Organizing Themes	Best Practices
CURRICULUM & ACADEMIC GOALS	• Goals are aligned from classroom to district, and goal-setting is a collaborative process. • Within each building teachers feel that they are working toward shared goals and collaborate extensively to achieve those goals. • The goals for student achievement apply to all students, including English learners and those with special needs.
STAFF SELECTION, LEADERSHIP, & CAPACITY BUILDING	• Care is taken to hire educators who will fit well with the school culture and philosophy and who value and desire to work with diverse and challenging populations. • When teachers are asked to adopt new practices ongoing support is provided formally and informally. • Approaches to curriculum and instruction are not "cookie cutter" but expect teachers to be problem solvers.
INSTRUCTIONAL PROGRAMS, PRACTICES, & ARRANGEMENTS	• Instruction is student-centered, hands on in flexible groupings, and differentiated to meet the needs of every student. • Teachers make connections, build on student strengths, and fill gaps in background knowledge, often through technology. • Approaches are consistent across classrooms and collaboration between teachers and specialists is ongoing.
MONITORING: COMPILATION, ANALYSIS, & USE OF DATA	• From classroom to central office, a variety of data are used to monitor progress and assess effectiveness. • Progress monitoring and using data to change or develop and test new programs and practices is continuous. • Data analysis involves discussions between teachers, specialists, and administrators – a team approach.
RECOGNITION, INTERVENTION, & ADJUSTMENTS	• Students' identified needs are addressed by teacher or specialist, regardless of formal classification. • Positive reinforcement and intervention is the dominant approach for both academics and behavior.

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COLUMBUS SCHOOL	
DAVIS MIDDLE SCHOOL	
EDWARD WILLIAMS SCHOOL	
GRAHAM SCHOOL	
GRIMES SCHOOL	
HAMILTON SCHOOL	
HOLMES SCHOOL	
LINCOLN SCHOOL	
LONGFELLOW MIDDLE SCHOOL	
LONGFELLOW SCHOOL	

INFORM
- School Profile
- Opportunity Gap Bar Chart
- Top Comparable Schools
- -- Main Chart
- -- Map
- -- Scatter Plot
- Multi-Year Summary Chart

BEST PRACTICES
- Reports
- Frameworks
- Case Studies

MORE
- Chart Explanations

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LINCOLN SCHOOL

MT VERNON CITY SD District

Year: 2010

School Summary*

AYP:		Low Income:	60.42%	Asian:	1.00%
Grade Span:		English Language Learners:	15.04%	Hispanic:	24.00%
Number of Students:	758	Caucasian:	21.00%	Native-American:	0%
		African-American	49.00%	Special Education:	NA

Opportunity Gaps Within Your Comparison Group*

Subject	Percent of Students Meeting Learning Standard		
	School (A)	Avg. of Top Comparable Schools (B)	Opportunity Gap* (A-B)
ELA 3	77.68%	83.35%	-5.67
ELA 4	85.85%	86.59%	-0.74
ELA 5	54.37%	86.13%	-31.76
ELA 6	83.33%	74.76%	8.58
MATH 3	75.22%	91.49%	-16.27
MATH 4	91.51%	95.91%	-4.40
MATH 5	64.42%	95.65%	-31.23
MATH 6	86.27%	89.12%	-2.84
SCIENCE 4	100.00%	99.75%	0.25
SOCIAL STUDIES 5	100.00%	100.00%	0

* An opportunity gap shows the difference between this school's performance on each assessment and the average of the performance of the top ten performing schools in the state that serve students who are equally or more economically disadvantaged.

Also: school size, % taking test, size of grade, etc.

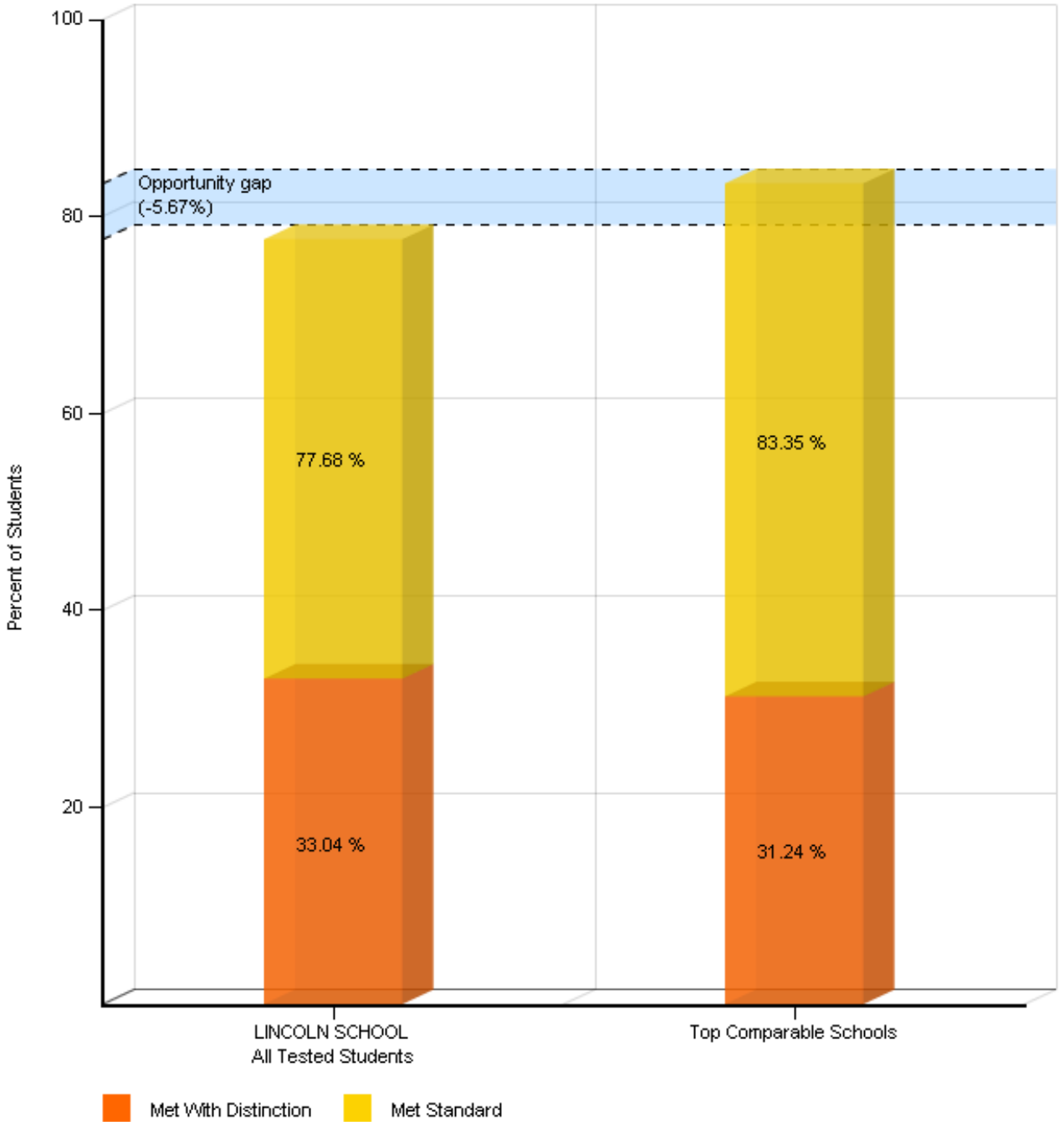
LINCOLN SCHOOL

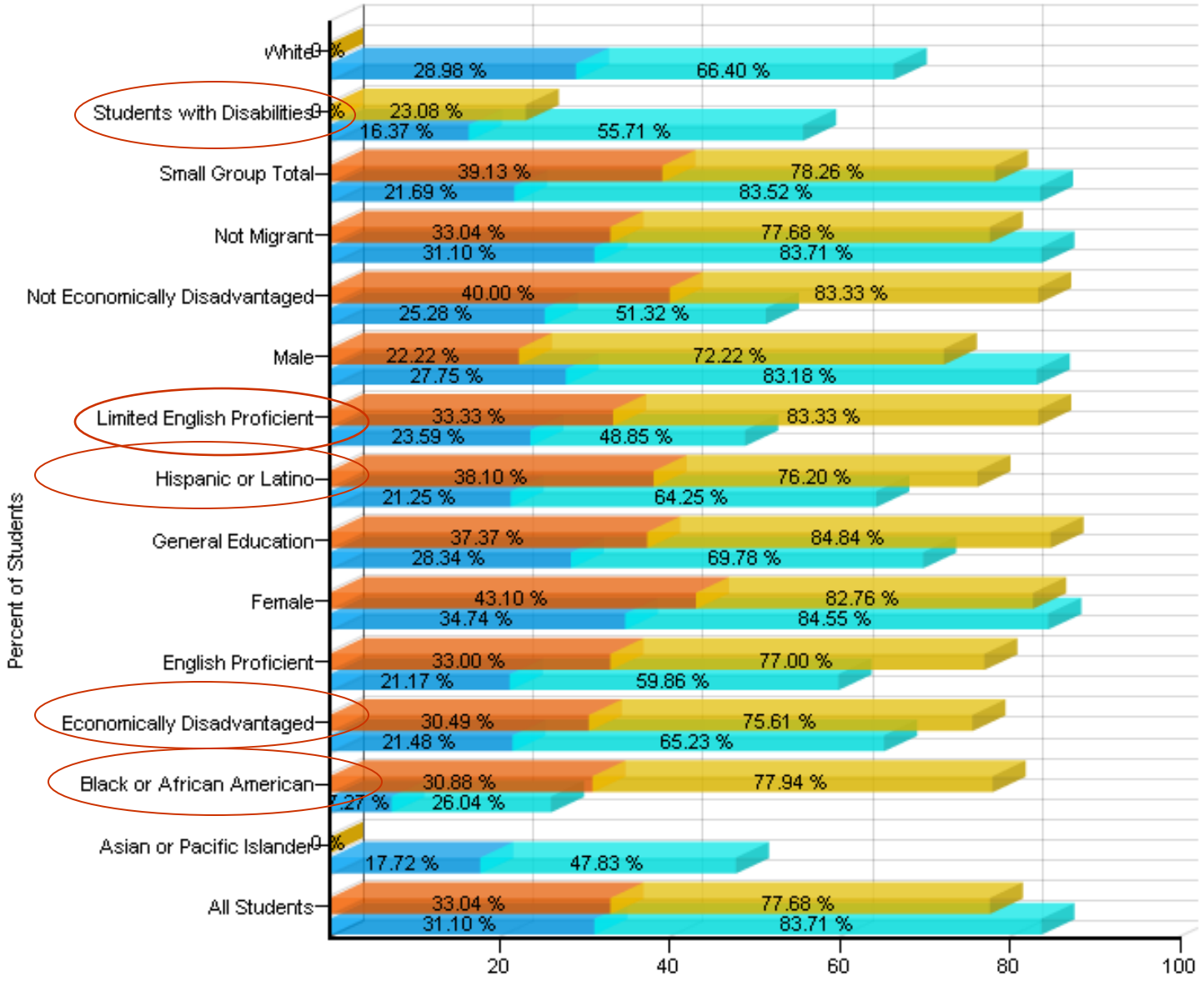
MT VERNON CITY SD District

Year: 2010

ELA 3 | ELA 4 | ELA 5 | ELA 6 | MA

SOCIAL STUDIES 5





Grade 3 ELA, 2010

LINCOLN SCHOOL

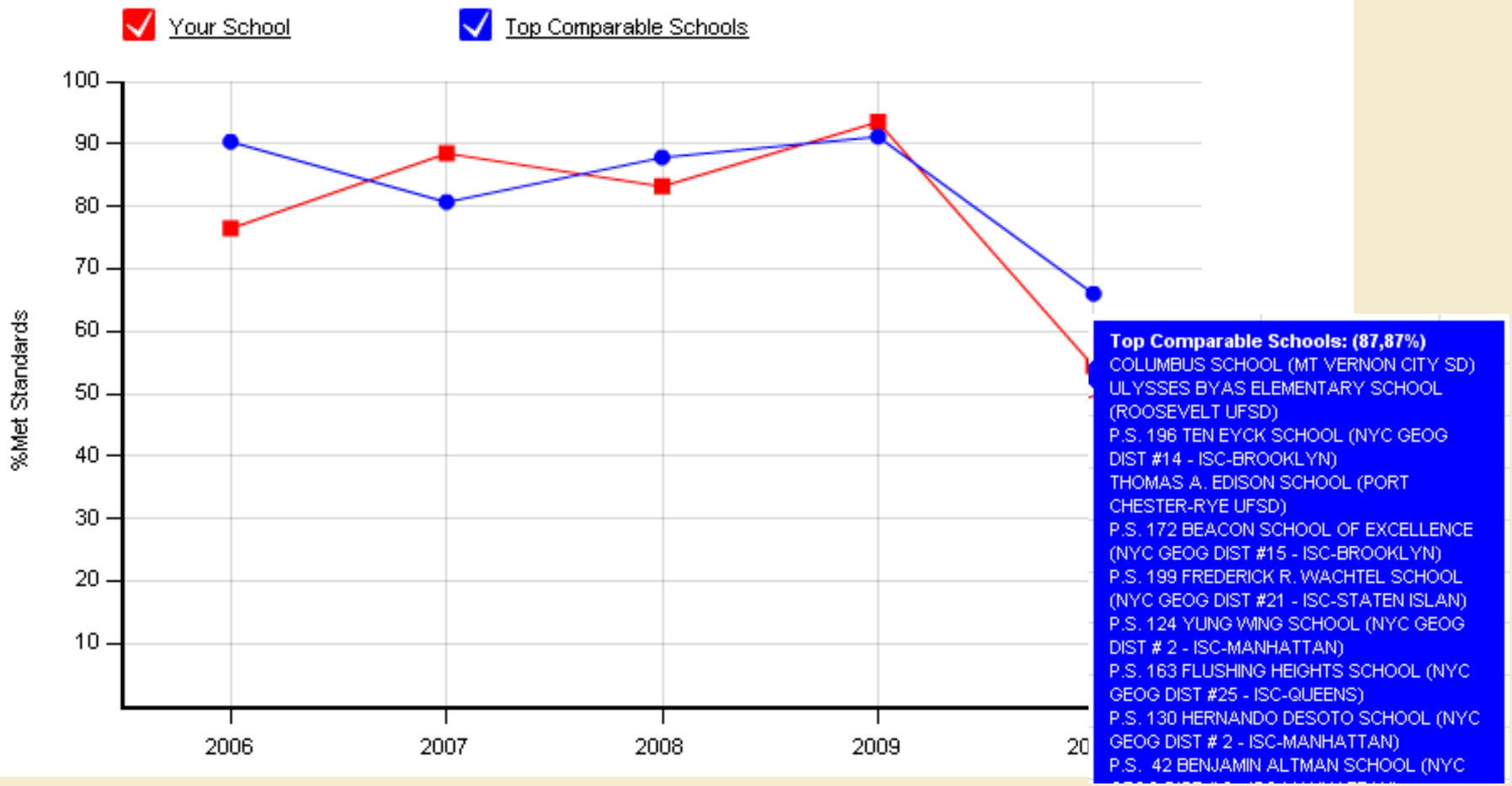
MT VERNON CITY SD District

constant base year comparables

ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4

SOCIAL STUDIES 5

View larger chart



LINCOLN SCHOOL

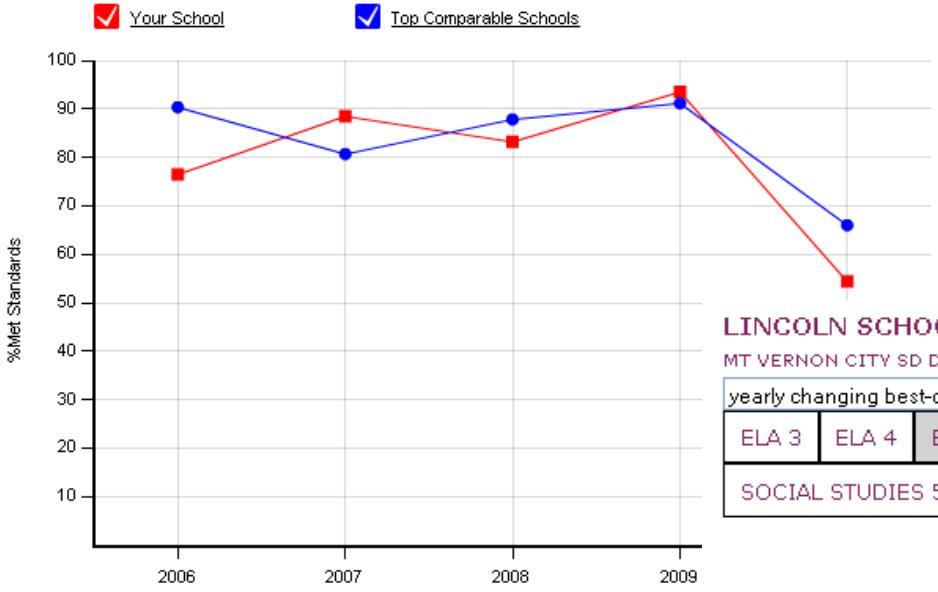
MT VERNON CITY SD District

constant base year comparables

ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4

SOCIAL STUDIES 5

View larger chart



LINCOLN SCHOOL

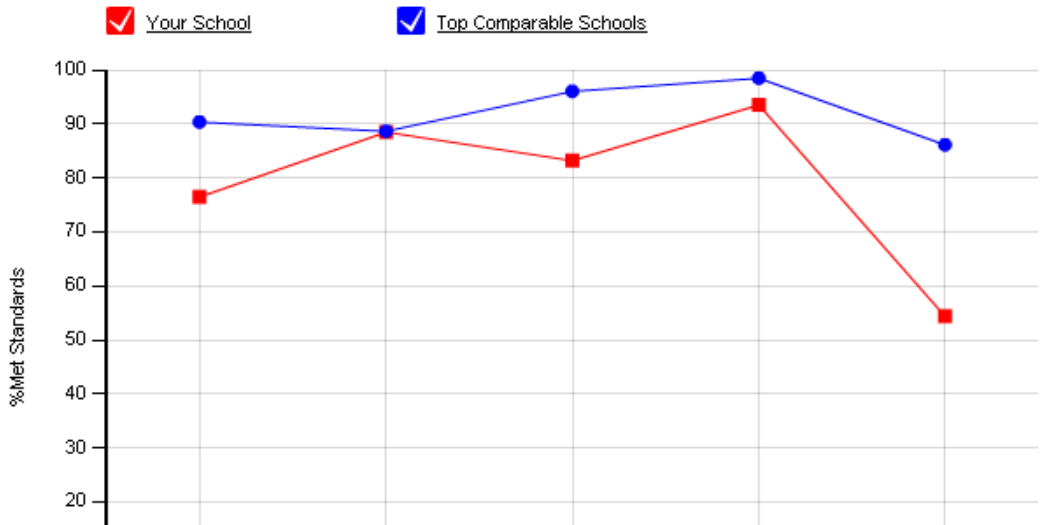
MT VERNON CITY SD District

yearly changing best-of comparable

ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4

SOCIAL STUDIES 5

View larger chart



LINCOLN SCHOOL

MT VERNON CITY SD District

Year: 2009

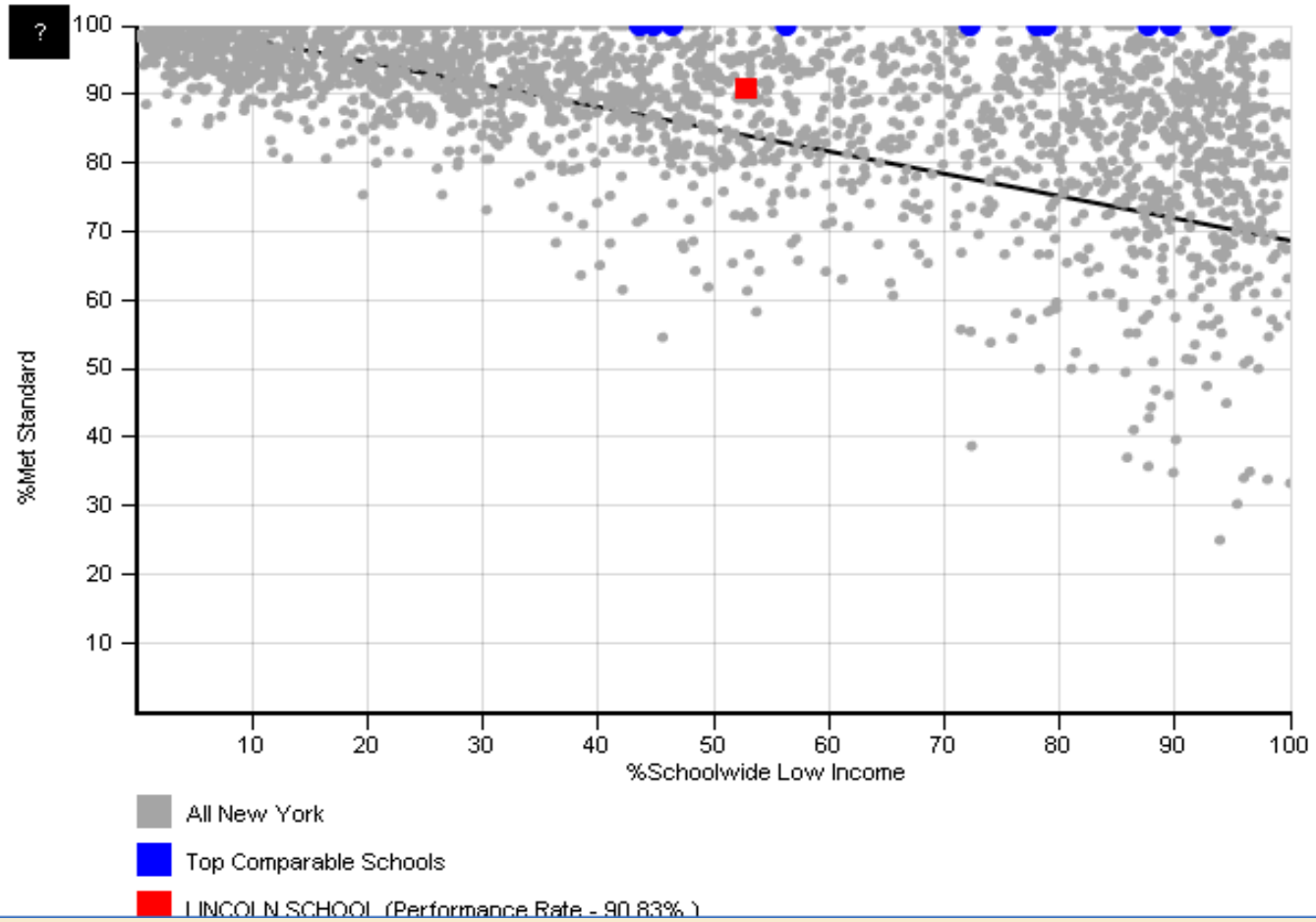
ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4

SOCIAL STUDIES 5

View larger chart

%Schoolwide low income

click here to add mouseover details to the dots below *



LINCOLN SCHOOL

MT VERNON CITY SD District

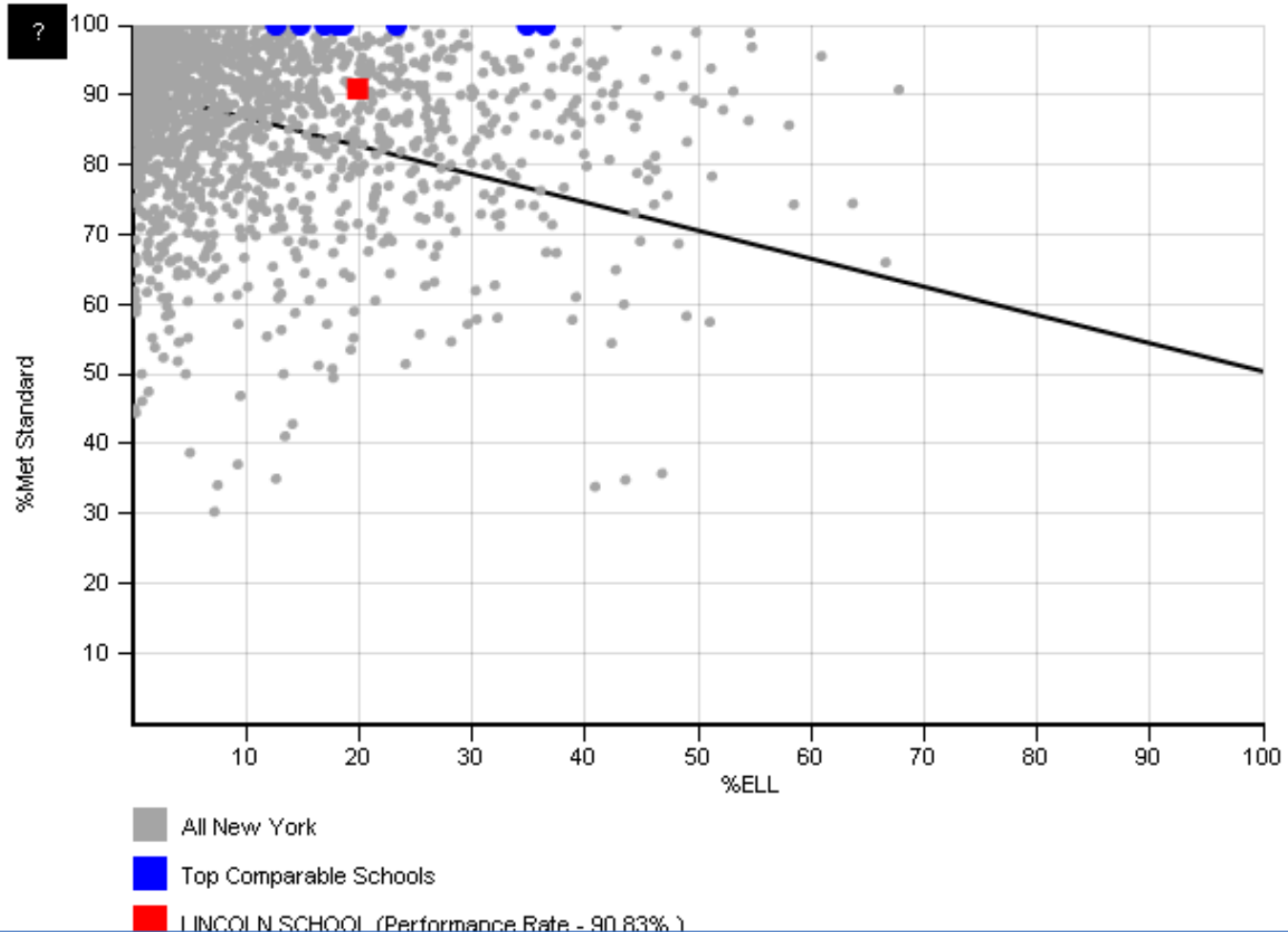
Year: 2009

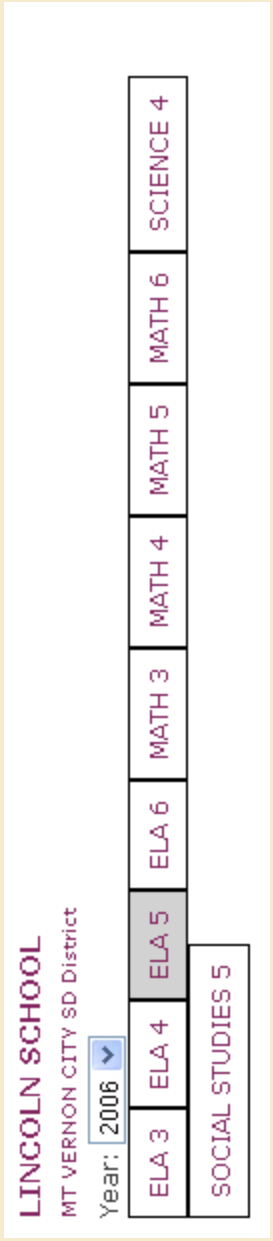
ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4 | SOCIAL STUDIES 5

View larger chart

%ELL

click here to add mouseover details to the dots below *





School Name (Grade Span) District Name	All Tested Students %Met Standard and Above	All Tested Students %Met Standards with Distinction	School-Wide %Econ Disad	School-Wide %ELL	Selected Grade #Students Enrolled	Selected Grade #Taking Test
LINCOLN SCHOOL (K-6) MT VERNON CITY SD	76.47	12.75	57.43	28.25	108	102
COLUMBUS SCHOOL (K-6) MT VERNON CITY SD	98.81	33.33	67.28	28.52	94	84
ULYSSES BYAS ELEMENTARY SCHOOL (K-6, UE) ROOSEVELT UFSD	97.67	67.44	81.40	26.10	45	43
P.S. 196 TEN EYCK SCHOOL (PK-5, UE) NYC GEOG DIST #14 - ISC-BROOKLYN	96.61	16.95	95.87	19.38	58	59
THOMAS A. EDISON SCHOOL (K-5, UE) PORT CHESTER-RYE UFSD	95.83	20.83	67.52	48.26	62	48
Average of Top Comparable Schools	**90.31**	25.57	82.87	29.05	90.60	82.20
Opportunity Gap	**-13.84**	-12.82				
Number of Schools in Total Comparable Pool	**287**					
Comparative Advantage / Disadvantage of School Versus Top Comparables			-25.45	-0.80	17.40	19.80

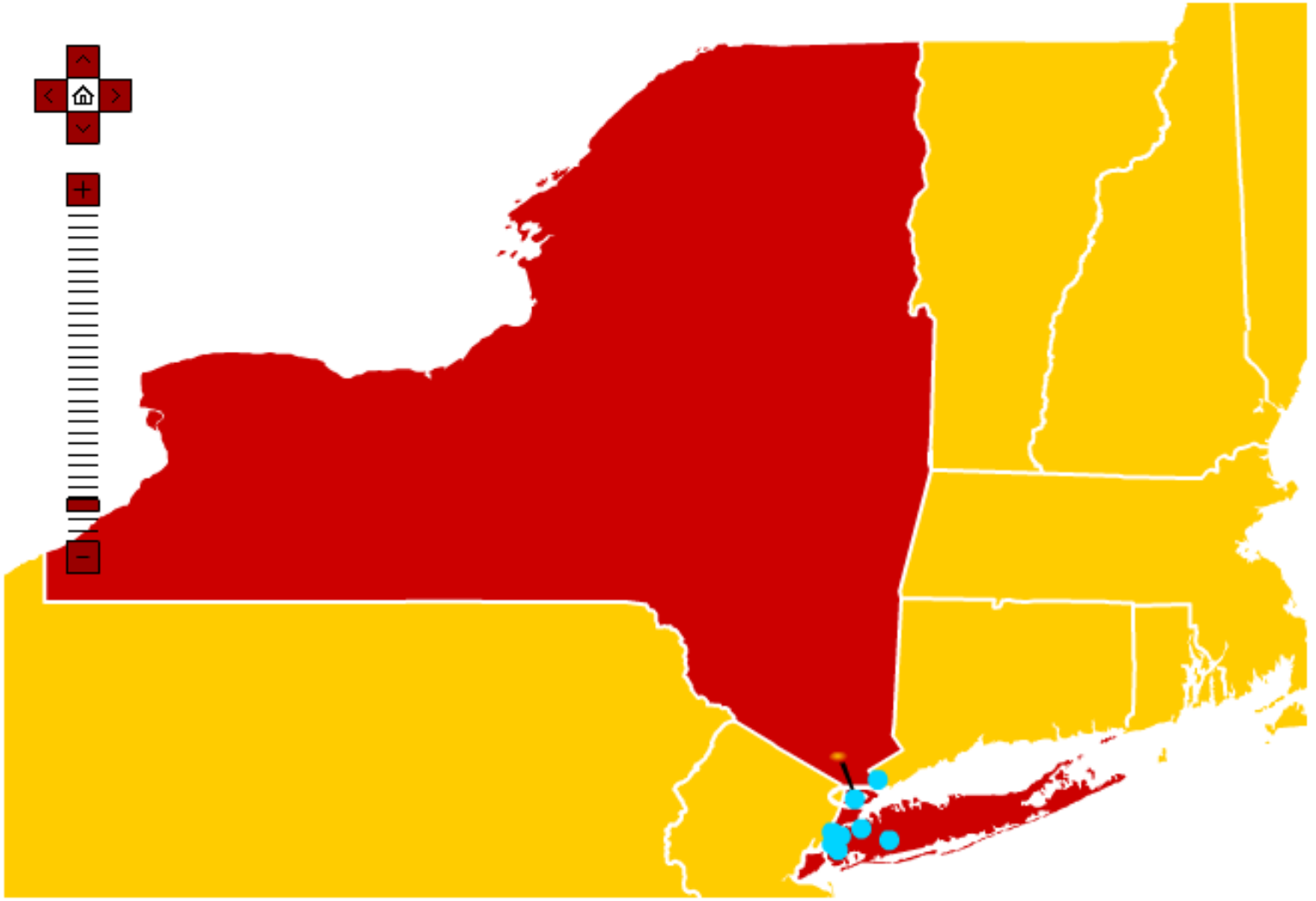
LINCOLN SCHOOL

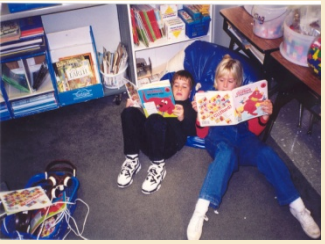
MT VERNON CITY SD District

Year: 2006

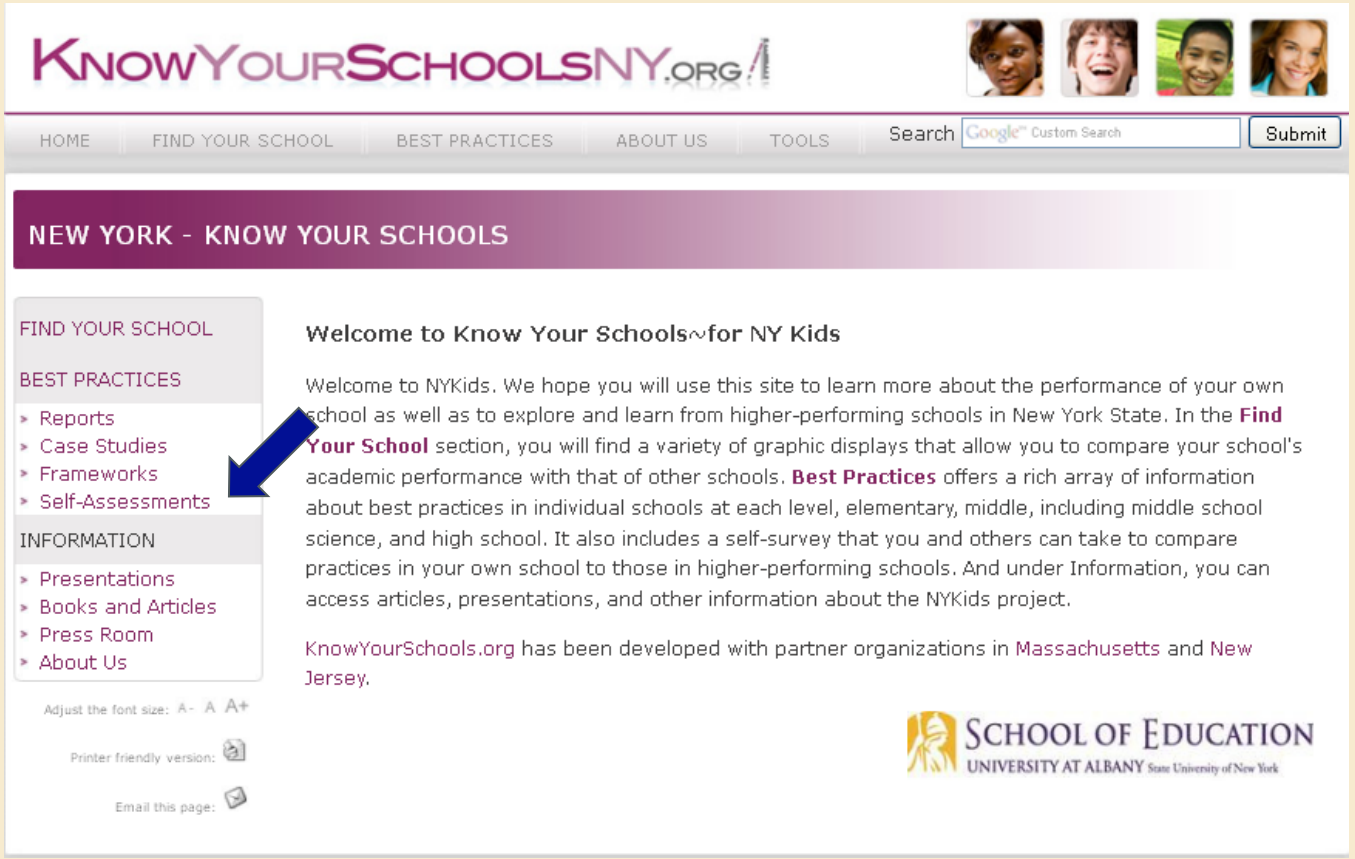
ELA 3 | ELA 4 | ELA 5 | ELA 6 | MATH 3 | MATH 4 | MATH 5 | MATH 6 | SCIENCE 4 | SOCIAL STUDIES 5

View larger chart





What Resources Are Available for Schools?



Element: Fairness and Fun

	Not at all well	Somewhat well	Well	Very W
(1) We have moved away from tracking and have heterogeneous grouping. For example, we opened Earth Science Regents to all eighth-grade students interested in taking it.				
(2) My colleagues and I share a sense of ownership for student success and engagement in science from K-12, not just in the middle school.				
(3) We can keep science fun because we are offered support for cooperative work (e.g. curriculum mapping, assessment review).				

Element: Focus

	Not at all well	Somewhat well	Well	Very W
(1) District professional development offerings focus on what is shown in the data to have the greatest impact on student performance. Sometimes these offerings are specific to science instruction.				
(2) Interventions, adjustments in schedules, use of TAs, and assignment of special education and ESL teachers are flexible and informed by what is likely to have the greatest impact on student performance based on a variety of data.				
(3) We have processes in place (e.g., use of benchmark tests) to regularly assess whether we are meeting our goals for achievement and to set new goals.				
(4) A variety of classroom instructional techniques are encouraged.				

Element: Foundations

	Not at all well	Somewhat well	Well	Very
(1) Delving deep into content is facilitated by continual review of student performance to inform the scope, sequence, and instructional approach.				
(2) Differentiated instruction is expected and supported; we see assignment of a student to AIS as a failure of the school -- not of the student.				
(3) Inclusion or "integrated" classrooms for special education are well established or well on the way; our ESL is either "push-in" or "sheltered".				
(4) We continually revisit and revise curriculum based on a data feedback loop across K-12.				

Element: Fluency

	Not at all well	Somewhat well	Well	Very
(1) We have purposefully and consistently integrated literacy in science and have made interdisciplinary connections throughout K-8.				
(2) My colleagues and I view science as a naturally motivating subject for middle schoolers and use it to develop linguistic and mathematical literacies.				
(3) Our science curriculum map includes interdisciplinary connections.				

Element: Fit

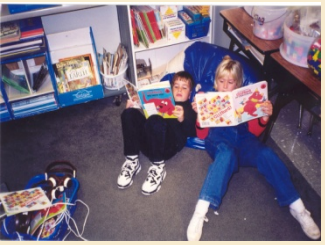
	Not at all well	Somewhat well	Well	Very
(1) We seek out and hire science teachers who want to work with middle school kids.				
(2) We have a well-established professional learning community; our school and district philosophy, culture, and instructional focus are clear and supported.				

Tools to Assess, Plan Improvement

Welcome to NY Kids

www.albany.edu/nykids
http://knowyourschoolsny.org

- Case reports, all HP schools
- Cross-case reports, each study
- Best practice frameworks
- Documentary evidence
- Key word searches
- **Self-assessments**
- **NEW** – Institutes to support school teams to use these resources to use data to plan, monitor, improve (SMART Goals)



Questions? More info?

- jangelis@albany.edu
- Postcards on table
- Websites on your handout