DIFFERENTIATED ACCOUNTABILITY

HUNTINGTON HIGH SCHOOL
Tonight’s Agenda

Presented by Carmela Leonardi, Ph.D.

- Accountability as part of the No Child Left Behind (NCLB)
- Overall Academic Support
- Cohort and School Data
- School Quality Review (SQR)
- Comprehensive Educational Plan (CEP)

April 11, 2011
By 2014, every child will be on grade level in reading and math.

How is the Annual Yearly Progress (AYP) measured at the HS?

- ELA = English Regents 65 and above
- Math = Algebra Regents 65 and above
- Graduation Rate = Minimum requirements were initially set at 55%, and are currently at 80%
Accountability – NCLB by Sub-groups

Groups are reported if they contain 30 or more students
✓ All Students
✓ Special Education
✓ ELL (Not an accountability group, but affects Hispanic sub-group)
✓ Ethnic and Racial
✓ Economically disadvantaged

➢ Must meet yearly progress in ELA, Math and by Graduation Rate as determined by the NYS Education Dept.
What is in place to provide support for students?

- **Extra Help**
  - Before School
  - After School
  - Lunch Periods

- **Tutorials (content areas)**

- **Reading**

- **Transition Program (Grade 8)**

- **RCT and Regents Review**
  - In Class
  - After School
What is in place to provide support for students? (Continued)

- Credit Recovery
  - District Evening Alternative Program
  - BOCES Full Day Alternative Program
  - ½ and Full Day Tech (BOCES– Wilson Tech)

- A School Leadership Team

- Deliver On-going Professional Development to staff:
  - Student Engagement
  - Positive Behavioral Interventions
  - Home/School Strategies Supporting Positive Behavior
Early October 2010

- State Notification of Improvement Status (Focused Level Year One)

- Mid year changes in required graduation rate affected our ability to reach AYP (from 55% to 80%)
Students Not Meeting Annual Yearly Progress (AYP) in ELA
2006 Cohort
Total in Cohort = 252

- Students with Disabilities: Total in Sub-group 31
- Hispanic: Total in Sub-group 40
- Economically Disadvantaged: Total in Sub-group 56
Students Not Meeting Annual Yearly Progress (AYP) in ELA
2006 Cohort
Total in Cohort = 252
Early November 2010

- Training in Albany on Reporting/Accountability process

- Third Week of November
  - Convened directors and the Leadership Team to complete the Quality Indicators Self-Rating Form
    - Collection analysis and utilization of Data
    - Teaching and Learning
    - School Leadership
    - Infrastructure for Student Success
    - Professional Development
    - Facilities and Resources
Development of School Quality Review Report and submission to State Education Department representative – Maxine Morgenbesser

- Self identification of priority areas in ELA and Math for two sub–groups
State Visit

- December 13–15th, 2010
  - Class Visits
  - Interviews: Staff, parents, and students
  - Meeting with Administration and Leadership Team
Submission of final School Quality Review (SQR) Report by Maxine Morgenbesser

Findings and Recommendations:

- Use disaggregated data to drive decisions for improvement
- Administer more frequent curriculum based assessments with students receiving support (AIS or RTI)
- Schedule common planning time to select strategies for ELLs, students with disabilities, and students in need of AIS
- Provide staff development in Differentiated Instruction, SIOP, SIM
- Consistently implement participation component of grades
February (continued)

- Review grading practices to encourage attendance
- Schedule support courses
- Implement comprehensive parent notification of all AIS (selection, specific academic needs, progress, exit criteria)
- Include ELLs and students with disabilities in credit recovery, transition and summer programs
- Request more comprehensive information to be shared at transition time
- Monitor security by custodial entrance
- Implement universal coding (no lunch cards) for free and reduced lunch
February to Present

Development of Comprehensive Educational Plan (CEP)
Carmela Leonardi
Angelo Noce
Marybeth Robinette
Joseph Leavy
Vicki Mingin
Ted Glass
Carmen Kasper
Kitty Klein
Giovanni Mendez
Monica Racz
Roy Dumar
Jean Czerniawski
Lisa Jamison
Elaine May
Sandra Cabrera
Dante Allen
Julio Garciaguirre-Rivas
## Enrollment Information (BEDS Day)

<table>
<thead>
<tr>
<th></th>
<th>07 - 08</th>
<th>08 - 09</th>
<th>09 - 10</th>
<th>10 - 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>312</td>
<td>343</td>
<td>379</td>
<td>361</td>
</tr>
<tr>
<td>Grade 10</td>
<td>302</td>
<td>304</td>
<td>305</td>
<td>347</td>
</tr>
<tr>
<td>Grade 11</td>
<td>273</td>
<td>261</td>
<td>263</td>
<td>267</td>
</tr>
<tr>
<td>Grade 12</td>
<td>267</td>
<td>264</td>
<td>265</td>
<td>285</td>
</tr>
</tbody>
</table>
Attendance Information

Daily Student Attendance

- 07-08: 90.5
- 08-09: 91.83
- 09-10: 92.12
Some students may have multiple suspensions in each category.
Poverty Rate (Free and Reduced Price Lunch)
Self-Reported Information

Poverty Rate

- 2007-08: 14%
- 2008-09: 31%
- 2009-10: 25%
## Special Education 9 - 12

<table>
<thead>
<tr>
<th>Category</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of students with IEP’s Grades 9 – 12 (through age 21)</td>
<td>209</td>
<td>226</td>
<td>246</td>
</tr>
<tr>
<td>Total number who receive Resource Room</td>
<td>48</td>
<td>46</td>
<td>57</td>
</tr>
<tr>
<td>Total number in Integrated Co-teaching Classes</td>
<td>61</td>
<td>66</td>
<td>77</td>
</tr>
<tr>
<td>Total 12:1:1</td>
<td>147</td>
<td>165</td>
<td>167</td>
</tr>
<tr>
<td>Total 8:1:1</td>
<td>9</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Total # students receiving Related Services</td>
<td>109</td>
<td>137</td>
<td>140</td>
</tr>
</tbody>
</table>
# Recent Immigrants

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<thead>
<tr>
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<th>07–08</th>
<th>08–09</th>
<th>09–10</th>
<th>10–11</th>
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</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>27</td>
<td>31</td>
<td>43</td>
<td>62</td>
</tr>
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# English Language Learners

<table>
<thead>
<tr>
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<th>07–08</th>
<th>08–09</th>
<th>09–10</th>
<th>10–11</th>
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</thead>
<tbody>
<tr>
<td>Total # of students receiving ELL services</td>
<td>116</td>
<td>144</td>
<td>126</td>
<td>117</td>
</tr>
<tr>
<td>Total # of ELLs graduated from ELL services</td>
<td>15</td>
<td>20</td>
<td>16</td>
<td>Pending</td>
</tr>
<tr>
<td># of ELLs also receiving Spec. Ed. Services</td>
<td>3</td>
<td>14</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td># of ELLS that are also SIFE (interrupted ed.)</td>
<td>17</td>
<td>30</td>
<td>23</td>
<td>20</td>
</tr>
</tbody>
</table>
## Incoming 9th Graders in Need of Academic Intervention Support (AIS)

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 – 2008</td>
<td>105</td>
<td>55</td>
</tr>
<tr>
<td>This Year’s Cohort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>125</td>
<td>48</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>71</td>
<td>30</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>116</td>
<td>98</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>131</td>
<td>69</td>
</tr>
<tr>
<td>Projected #s</td>
<td></td>
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English Language Arts

STRATEGY: Decrease the number of students failing English courses by 3% and increase the percentage passing the ELA Regents from 82% to 88%

Activities

- Curriculum mapping and alignment with Special Education and ELL programs
- Scheduling of support courses and monitoring of skill mastery
- Writing professional development for self contained, ESL, English and social studies for grades 9 and 10 (ESL, special education) teachers (SIM paragraph and thematic strategies). Involve teachers in follow-up coaching.
English Language Arts

Monitoring Implementations

- Evidence of curriculum alignment in all programs and levels and quarterly monitoring of completed consensus maps (for English 9 and 10 as well as Global 9 and 10). Peer review of pacing guides and fidelity to consensus maps. Master schedule to reflect scheduled support classes

- Use of variety of performance indicators with corresponding student assessments to determine mastery in skills taught 9 – 11

- Individual writing portfolios. Universal rubric to score writing assignments. Quantitative increase in writing and qualitative increase of content, as shown through rubric based scoring of pieces each quarter and the implementation of the SIM paragraph writing strategies
STRATEGY: Increase passing grades in content area courses over the course of the 4 quarters by 5%

Activities

- Teachers will pre-teach content specific vocabulary
- Teachers will model and teach outlining and summarizing of content as well as integrate the use of organizers when presenting new material
- Teachers will assess comprehension of content through quizzes, chapter and unit tests that focus on knowledge of vocabulary and mastery of content
Monitoring Implementations

- Student assessment on mastery of content specific vocabulary

- Individual student assessment on mastery of content. Passing rates in content area classes needed for graduation.

- Department developed midterm assessments that will test mastery of content and help identify skills and content to be targeted in subsequent units. Passing rates in content area classes needed for graduation will be monitored.
Mathematics

STRATEGY: Decrease failures in Algebra course by 7% (from 22% to 15%) and increase the number of students passing the Algebra Regents by 8% (from 77 to 85)

Activities

- Schedule Algebra and Geometry support classes
- Revise Algebra curriculum maps and align Special Education and ESL Algebra curriculum
- Develop quarterly Algebra assessments that reflect mastery of skills and meeting of standards.
Mathematics

Monitoring Implementation

- Analyze results of bi-quarterly assessments in support classes
- Align curriculum maps for mainstream, ESL, and self-contained Algebra courses with corresponding student assessments
- Assess quarterly student performance on content-specific exams
Graduation Rate

STRATEGY: Increase graduation rates by 2% in the all student category (88% to 90%) and meet state progress targets for the following sub-groups: Hispanic (62%), Special Education (66%) and Economically Disadvantaged (77%)

Activities

- Guidance department will continue to conduct grade level evening meetings with students and parents regarding college and career activities
- Provide intensive Regents and RCT review sessions
- Guidance counselors will meet yearly with parents and students to review individual progress toward graduation.
- District Data Coordinator will review testing requirements and AYP goals with other administrators, and will identify students in jeopardy of not passing the Regents exams.
Graduation Rate

Monitoring Implementations

- Data on percentage of student graduating in 4 years and attending 4 and 2 year colleges
- Regents and RCT passing rates
- Review of cohort graduation rates
- Review of school report card and planning strategies for improvement
ACHIEVEMENTS

✓ Increased number of students taking the PSAT
✓ National Merit Scholars
✓ Perfect Scores of ACT and PSAT
✓ Increased AP Level Courses
✓ Increased Student Participation in AP Courses
✓ Increased Performance on AP Exams
✓ Science Research Program
✓ Increased placement in various competitions
✓ 2 Intel Semi–Finalists
Achievements (continued)

✓ National History Day
✓ National Language Exams (Spanish, Italian, French, Latin)
✓ Visual Arts competitions
✓ NYSMA placements
✓ NCAA and sports scholarships
✓ Placement in highly competitive schools including Ivy League Colleges
✓ Increased Scholarships earned
Final Thoughts

“Children do not dream of dropping out of school, living in poverty, or being homeless. They dream of being ballerinas and doctors and baseball players and firemen” – Author Unknown

Our mission is to ensure that our Huntington High School students have the opportunity to make their dreams come true
QUESTIONS?