Introduction to MHS:
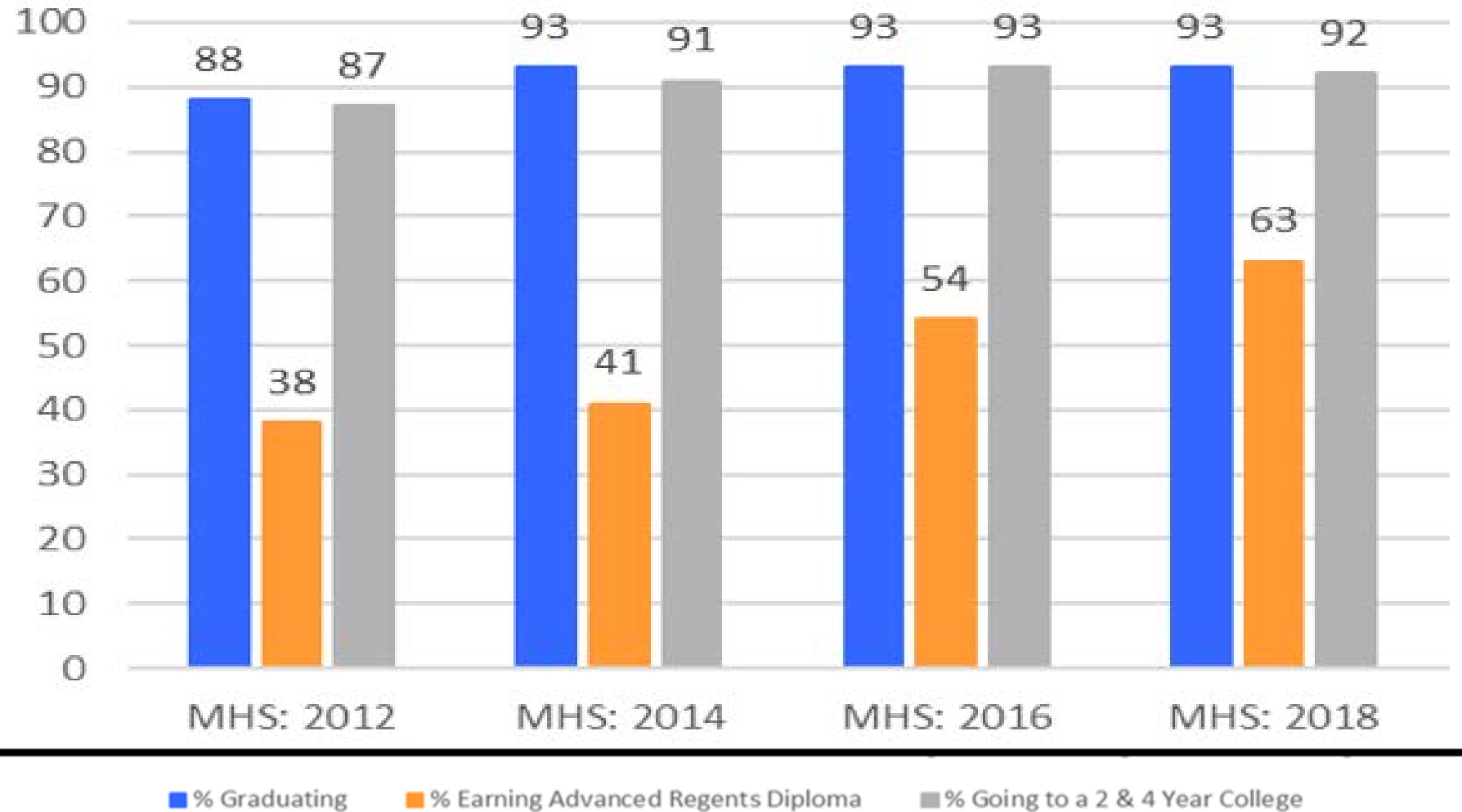
- South Shore of Long Island, New York
- Suburban Community; 30 minutes from NYC
- 51% Economically Disadvantaged
- 2% ENL population and Growing

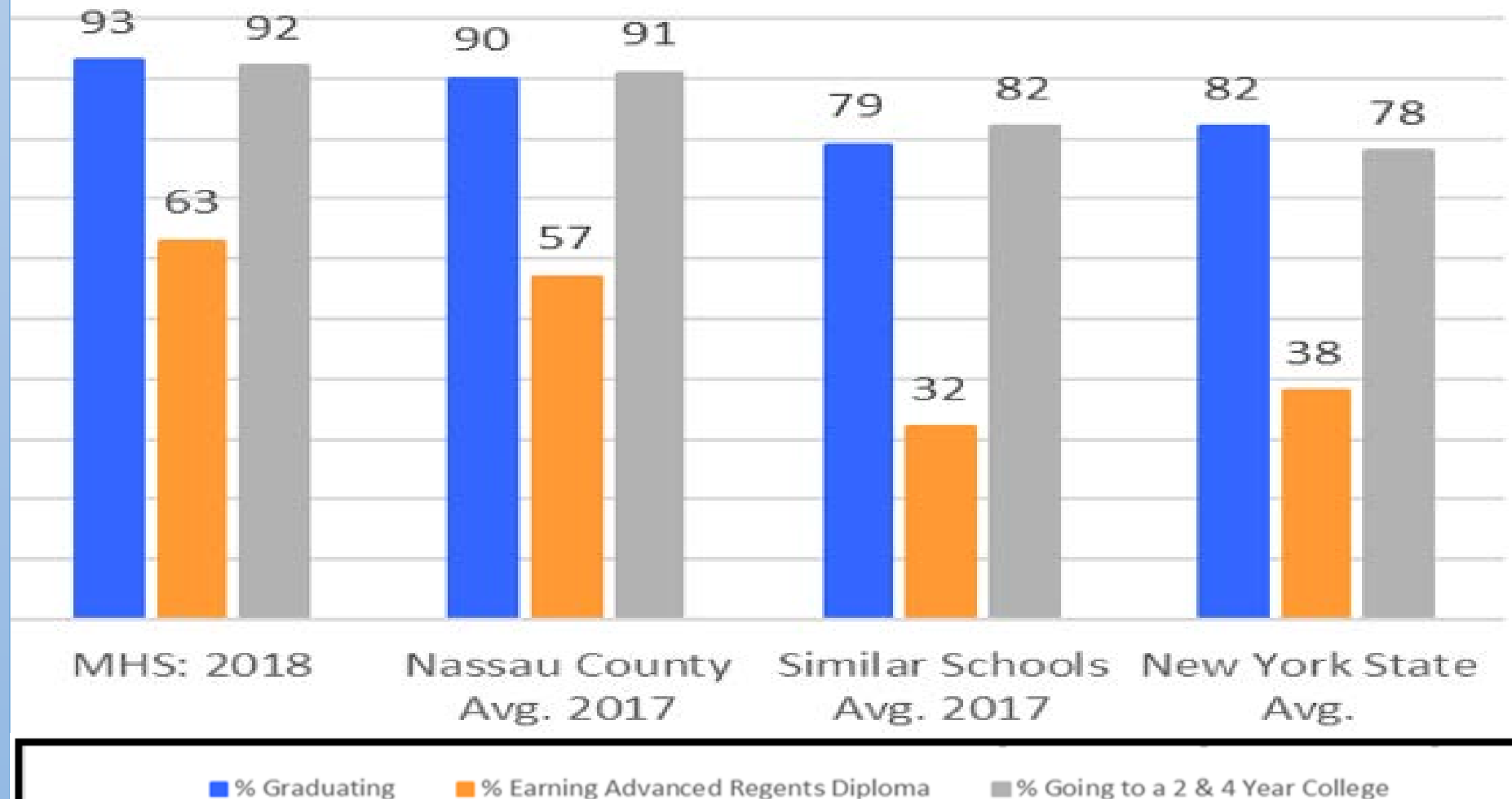|	
Black	52%
Hispanic	23%
White	18%
Asian	5%
Multi-Racial	1.5%
Pacific-Islander	.5%

Malverne High School Graduation Rates, 2012-2018

"Malverne experienced a 65% increase in students earning a Regents Diploma with Advanced Designation"

	MHS: 2012	MHS: 2014	MHS: 2016	MHS: 2018
% Graduating	88	93	93	93
% Earning Advanced Regents Diploma	38	41	54	63
% Going to a 2 & 4 Year College	87	91	93	92

Student Enrollment and Exams Administered Malverne High School, 2008-2018

"MHS experienced a more than 110% increase in student enrollment and the number of exams administered"
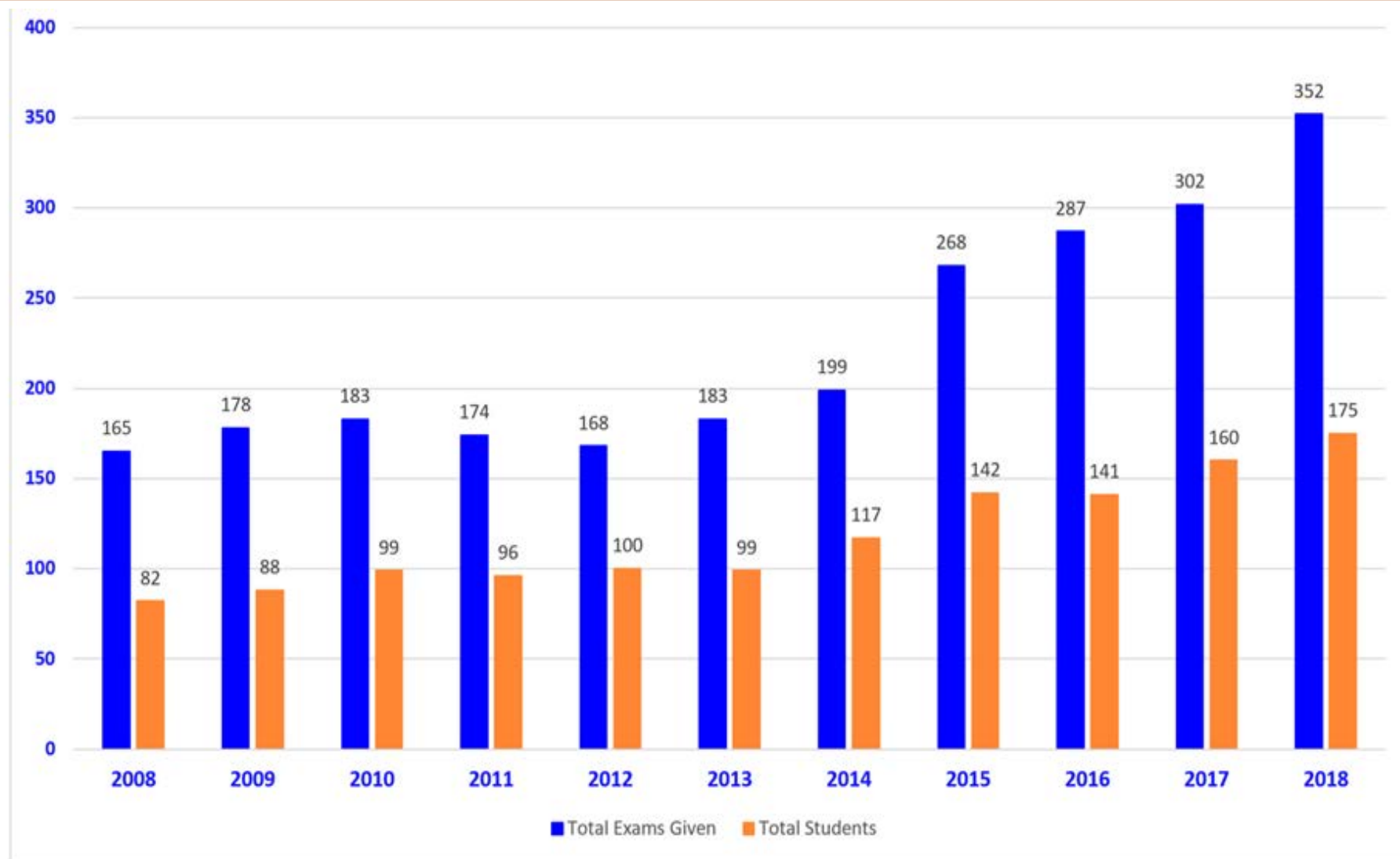
"African-American students remain the most under-represented group in AP classrooms."

* AP College Board
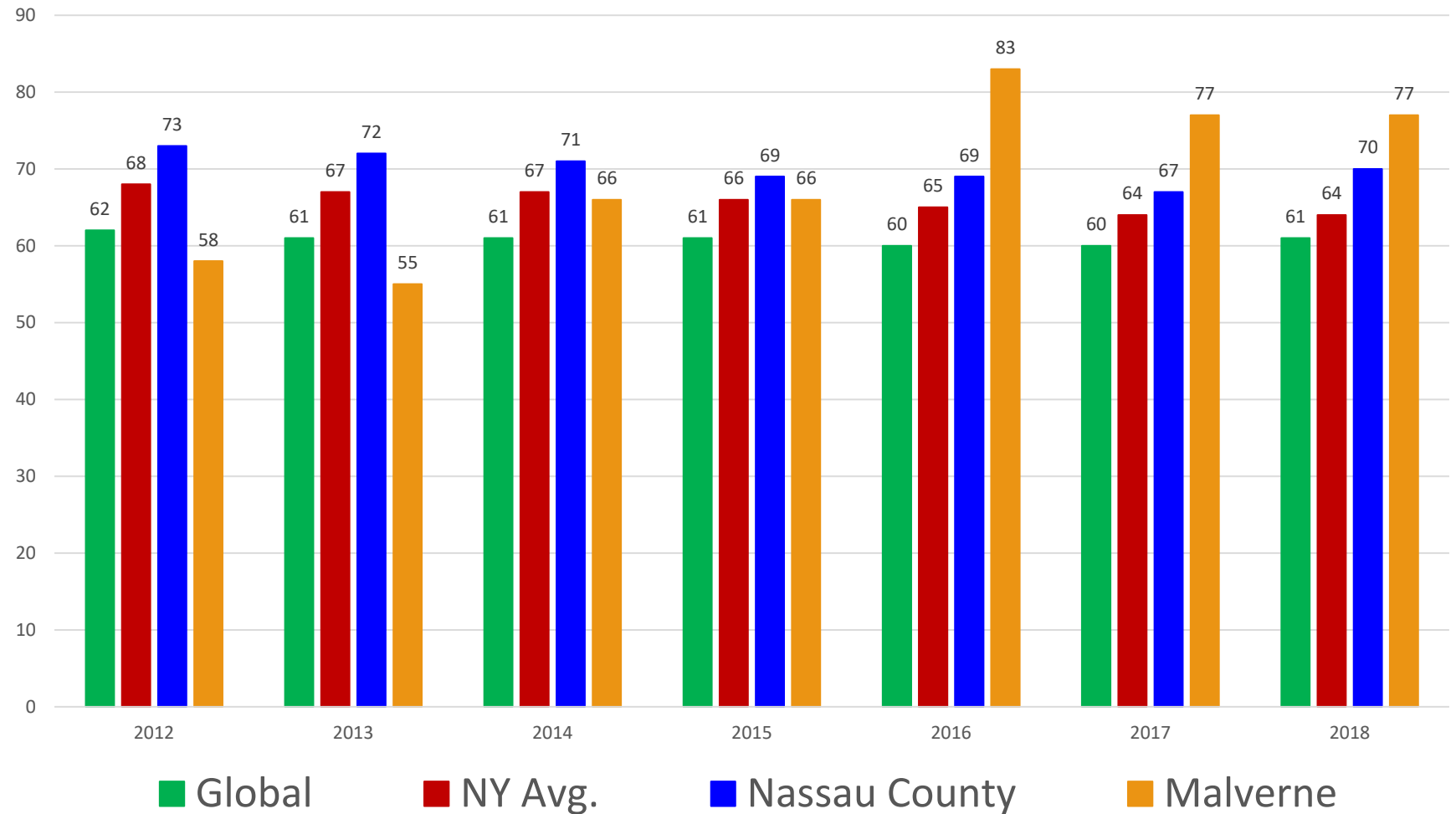
AP 4th Annual Honor Roll
RECIPIENT

MHS School Student Demographic and AP Enrollment Compared to National Data*

	Asian	Black	Hispanic	White	Other
MHS Population	5	57.5	21	14	2.5
MHS AP Enrollment	9	45	25	18	2.5
U.S. AP Enrollment	11	9	19	56	5

■ MHS Population   ■ MHS AP Enrollment   ■ U.S. AP Enrollment
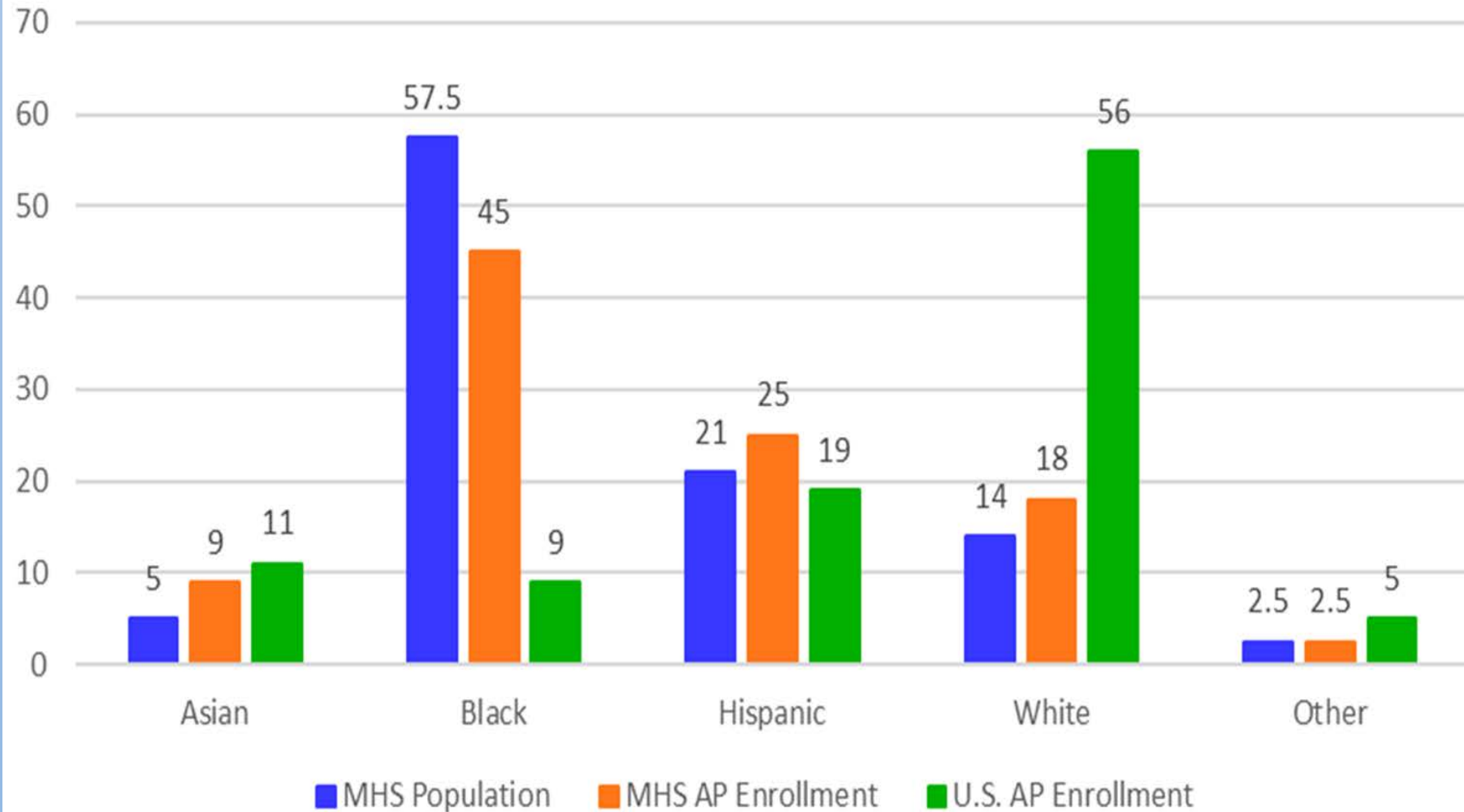
MHS Passing Percentages by Student Demographics, 2018

*"Of all students taking the AP exam only **4.3 percent of those scoring a 3 or higher are Black/African American"***

AP Results for the Class of 2017, College Board
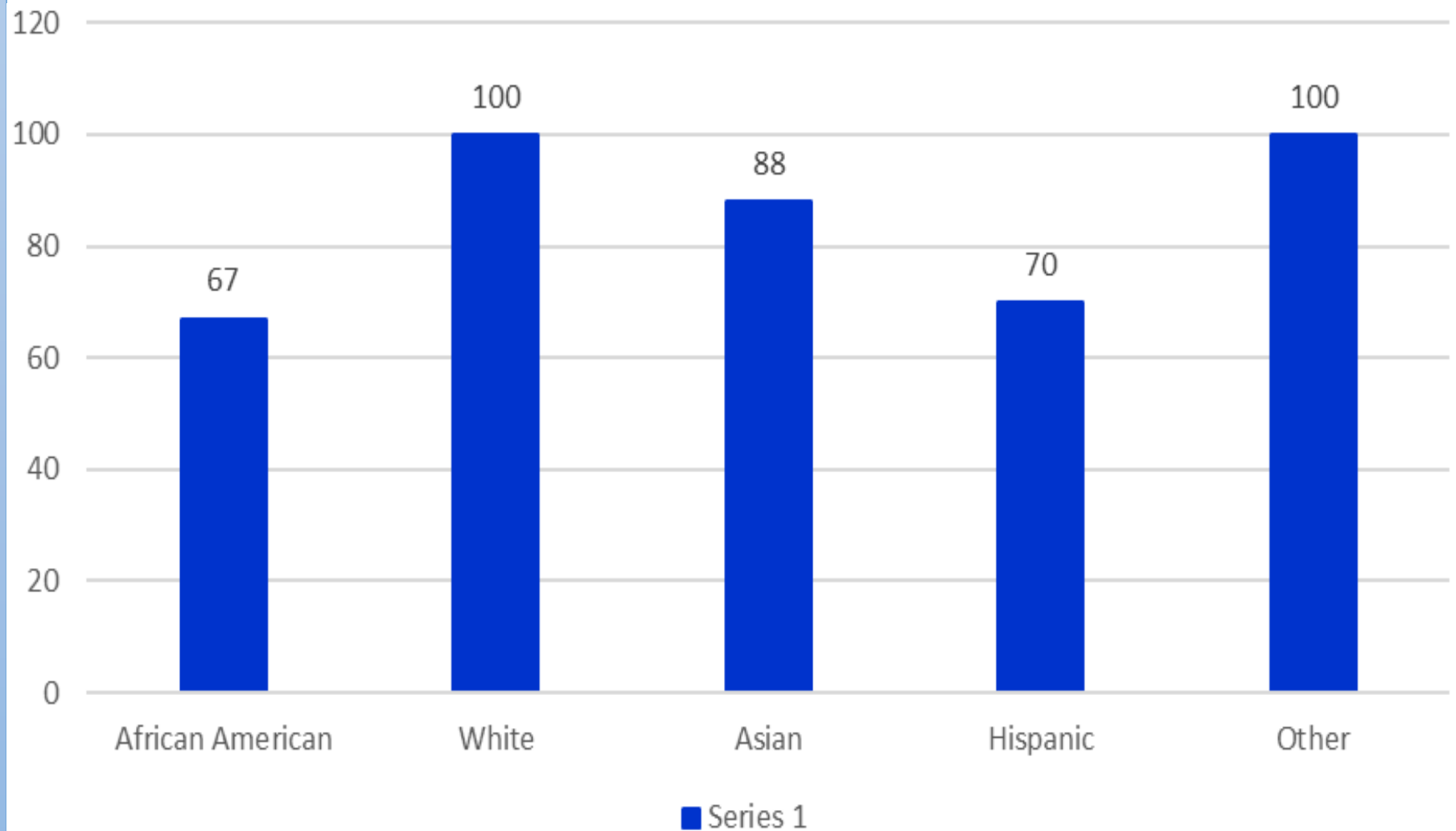
Malverne High School Yearly Suspension Comparisions

"Punishment tames the man but does not make him better."

- Nietzsche

"Discipline is the opportunity to teach"

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |

■ In School ■ Out of School
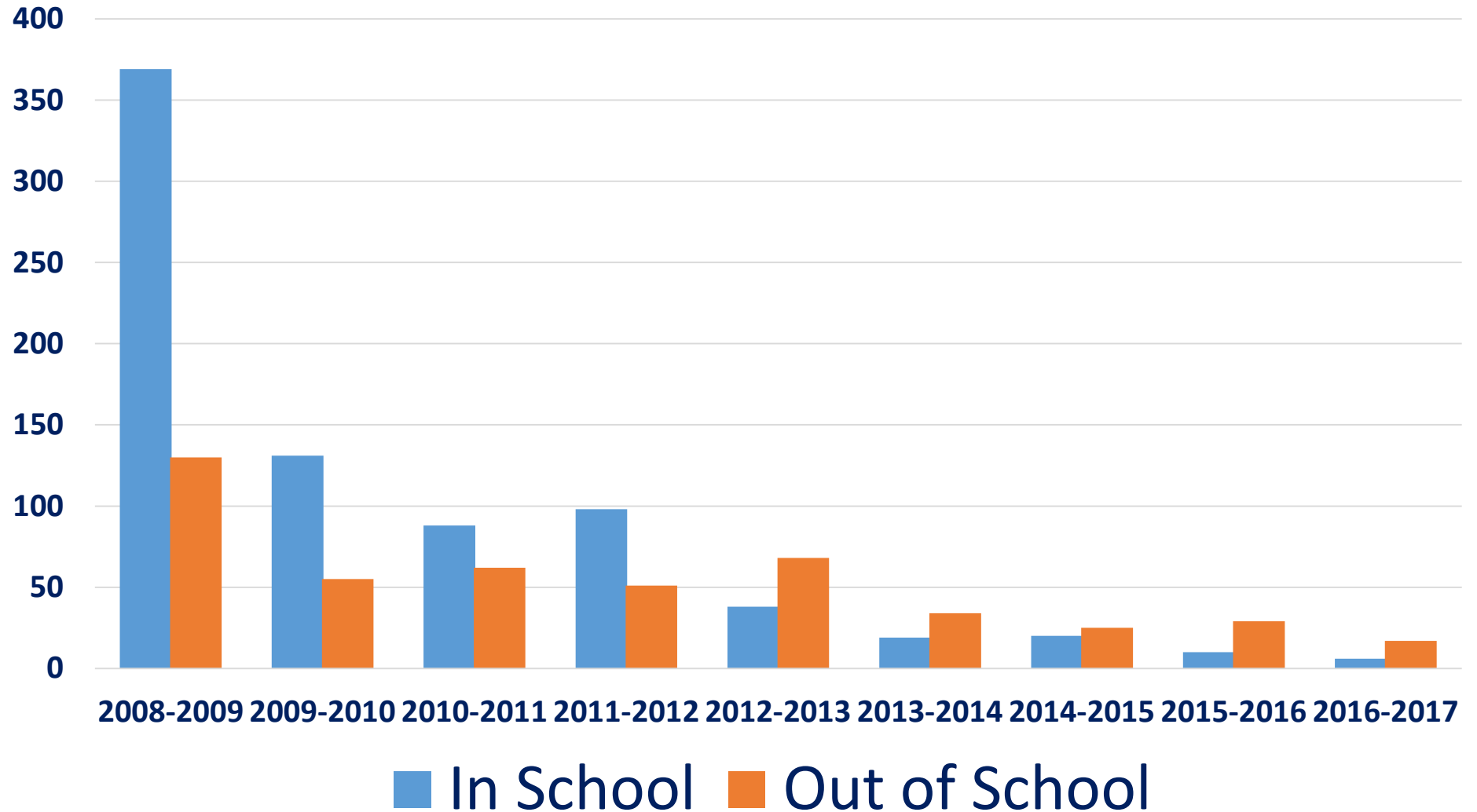
Demystifying Data Analysis

Demystifying Data

<u>Don't Be Afraid of Data:</u>
The key is to break it down, dig into it to find meaning that you can use.
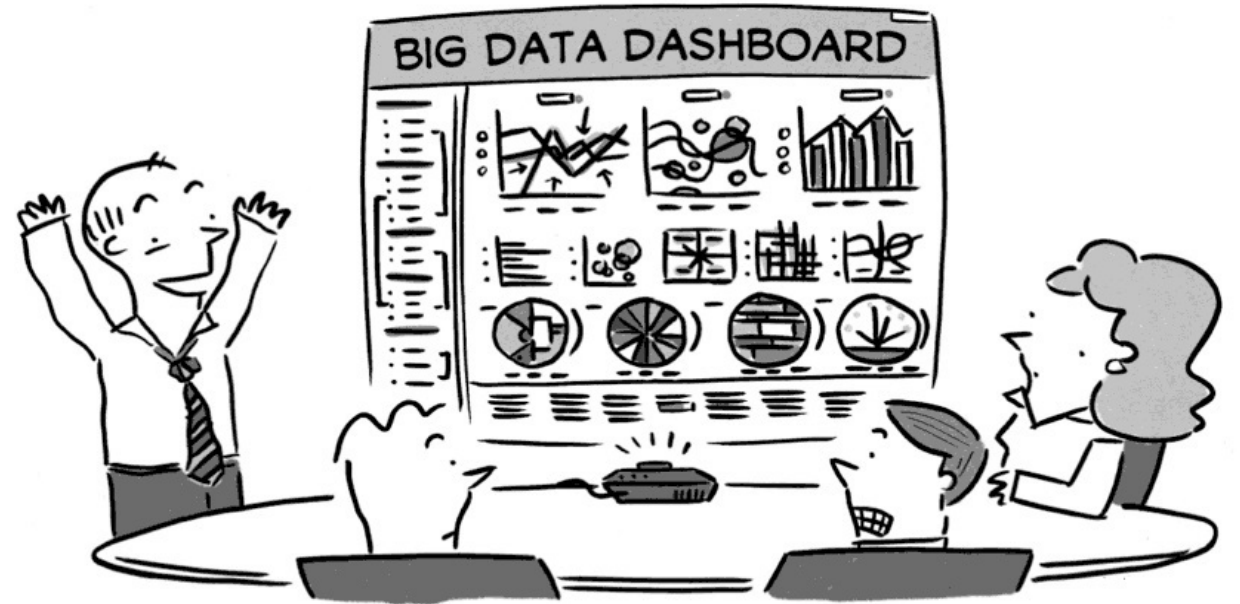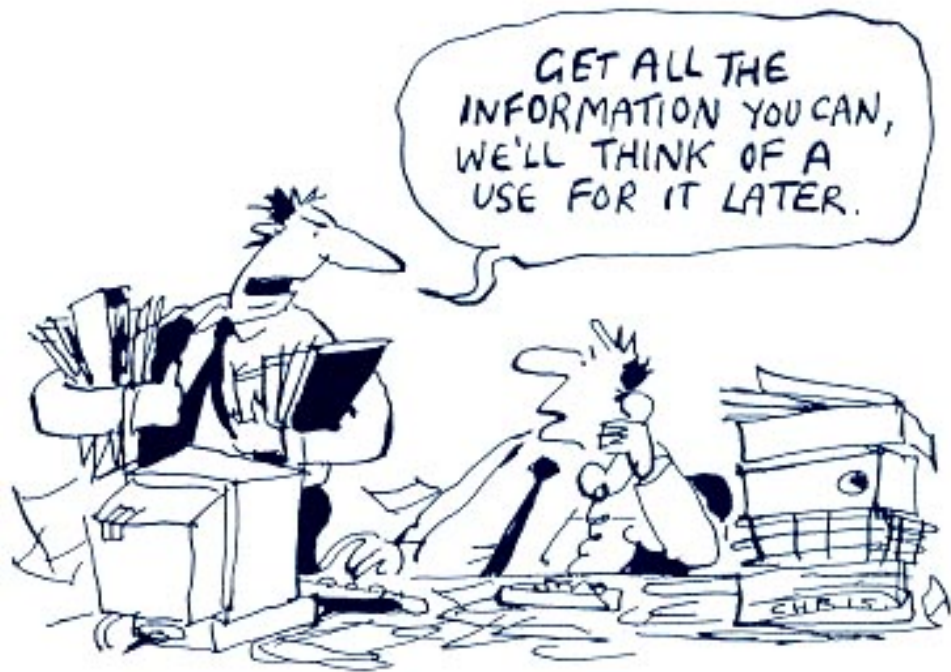
<u>FOCUS!</u>
Which data, well analyzed, can help us accomplish a specific goal?
- Which data can help us increase graduation rates?
- Which data can help us decrease suspension rates?
- Which data can improve student achievement?
- Ask what happened and why?

Demystifying Data

Design Goals:

Create SMART goals: identify specific strategies, and identify who is responsible.

Monitor Goals:

Provide support and professional development. Use every opportunity to share goals and keep them in the forefront of the conversation.

Malverne High School
GOALS AND OBJECTIVES

District Goal: *Continue to improve the academic achievement of all students through effective instruction, well-articulated curriculum and an instructional program based upon NYS Standards, research-based practices, 21st Century skills and professional expertise.*
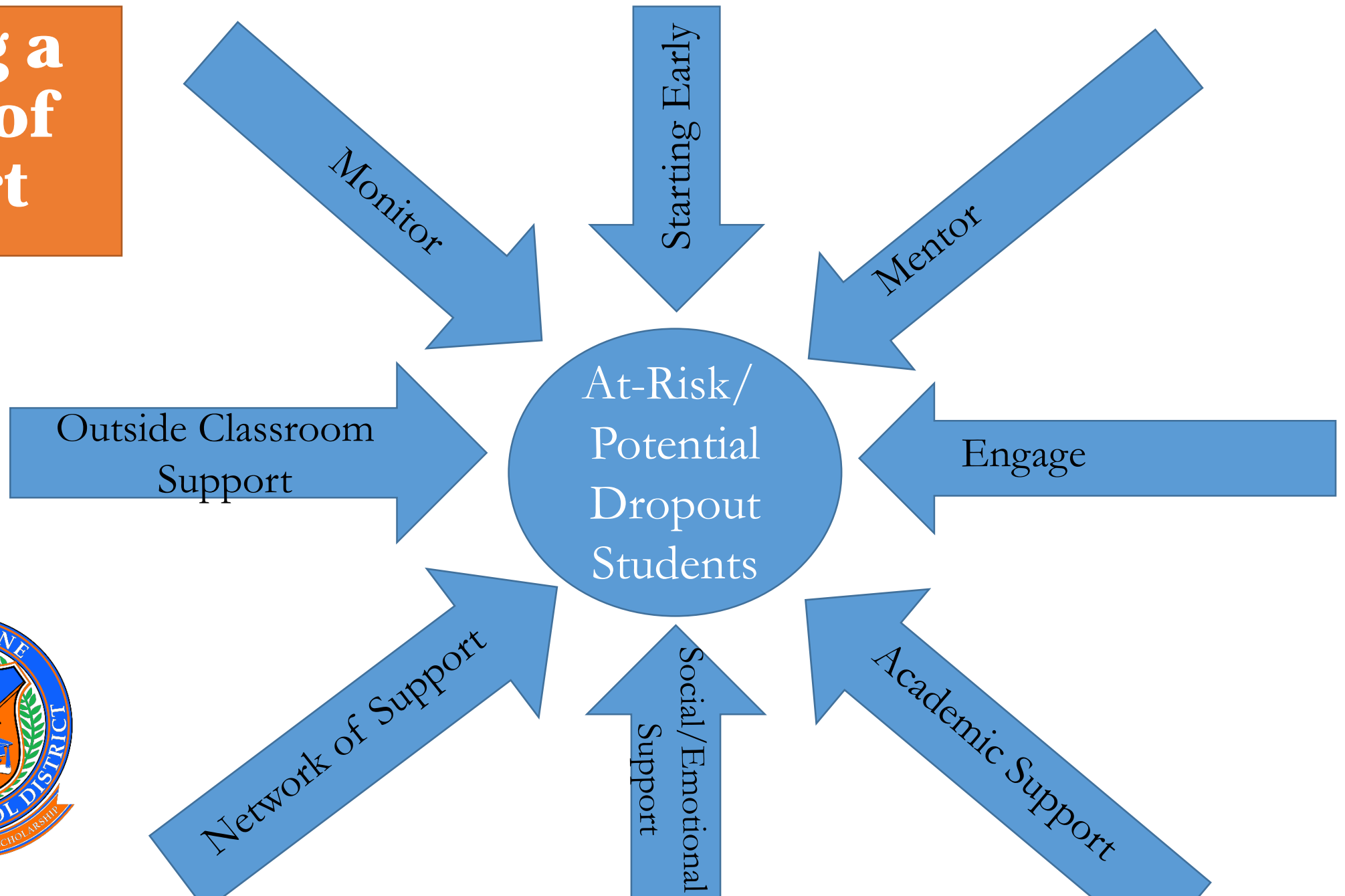
DATA	OBJECTIVE	STRATEGIES	PERSONNEL RESPONSIBLE	COMPLETION DATE	METHOD OF EVALUATION
2012: 36% 2014: 43% 2016 58% | 2018 64%	To increase the percentage of students who are eligible for an Advanced Regents Diploma and who actually receive one. 2018 goal: 68%	1. Review all schedules to ensure students are scheduled for an Adv. Re. Diploma and analyze the reasons for not being enrolled. 2. Schedule *all* candidate students for the Advanced Regents Diploma. Any student who is NOT, must be approved by Dr. Romano. 3. Review June Regents results to identify students who may have failed the required Regents and register those students for August RAP and Regents exam	Guidance/ Administration Guidance/ Administration Guidance/ Summer Principal	June 1 June 1- Dec 1 July 1	1. Regents and RAP enrollment 2. Percentage of students eligible for Adv.RE 3. Percentage of students achieving Adv. Re Diploma 4. Percentage of students eligible for Adv. Re

How would you describe the profile of an at-risk/potential drop-out student?

- Lack of interest in school
- History of poor academic performance
- Low self-efficacy/self esteem
- Transient
- Truant
- Disconnected from school
- History of Discipline problems
- Possible substance issues

- Negative Home Environment
- Low income Families
- Low Expectations from teachers and family members
- Lack of natural mentors
- Often faces Emotional or Social Challenges
- History of low grades
- Grade retention
- Lack of study skills

Creating a System of Support

Monitor

Starting Early

Mentor

Outside Classroom Support

At-Risk/ Potential Dropout Students

Engage

Network of Support

Social/Emotional Support

Academic Support

MALVERNE UNION FREE SCHOOL DISTRICT

"In high-poverty schools, if a sixth-grade child attends less than 80 percent of the time, receives an unsatisfactory behavior grade in a core course, or fails math or English, there is a 75 percent chance that they will later drop out of high school absent effective intervention."

Dr. Robert Balfraz, Johns Hopkins

Utilizing Data to Support our At-Risk Students

Starting Early:
o Students are identified early
o Peer Leader Groups (11-12th graders) visit middle school to meet at-risk youth and participate in workshops

Mentoring Program:
o Teachers and Peer Mentors are trained
o Mentors plan to meet with mentees biweekly
o Group outings are planned (BBQs, Field Trips, Dinners, Bowling, etc.)
o New Student Program:
o New students are acclimated with monthly meetings with faculty/staff and Peer Leaders

Utilizing Data to Support our At-Risk Students

Engage:
o Summer Programs (Athletic/ Science Readiness)
o There is a club for everyone! (26 different clubs)

Academic Support:
• At-risk students are enrolled in a Freshman Experience Course. They meet every other day to learn study skills, goal setting, decision making, conflict management, etc.
• Built in Academic Support Classes
• Success Coordinator
• Summer Program for Enrichment & keeping students on course for graduation
• STAR Program

Utilizing Data to Support our At-Risk Students

Social-Emotional Support:

o Counselors are proactive during scheduling process

o Active social worker

o SEAS: Social Emotional Academic Support Committee

o At-risk students are enrolled in a Freshman Experience Course. They meet every other day to learn study skills, goal setting, decision making, conflict management, etc.

o All students are enrolled in a mentoring program

"Each week of absence per semester in ninth grade is associated with a more than 20 percent decline in the probability of graduating from high school."

-The UChicago Consortium

Network of Support:
- At-risk students are enrolled in a Freshman Experience Course.
- Success Coordinator

Support Outside of the Classroom:
- Homework Center
- STEP Program with local University
- Regents Assistance Classes
- Extra help Schedule (with an expectation to attend!)
- Athletes Assisting Athletes

Constant Monitoring of Students:
- Attendance Reports are analyzed bi-weekly. At-risk students are monitored daily

Data Driven Instruction

"Data are the heart of the ongoing dialogue between teachers and students"

-*Making Data Work for Teachers and Students,*

Bill & Melinda Gates Foundation

Formative Assessment:
o NYS Regents Examinations
o Moch Examinations
o Instructional Data Reports (College Board)
o STAR Reports
o Classroom Observations for the purpose of instructional improvement (not evaluation!)

Subskill/Performance Indicator	Question #	MC/CR	Teacher%	School%	Region%	Teacher Gap	School Gap
5.1 Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	I-06	MC	64.7%	78.5%	84.1%	-19.4%	-5.7%
5.1 Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	I-08	MC	33.8%	48.5%	57.2%	-23.4%	-8.7%
5.1 Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	I-34	MC	85.3%	84.6%	79.5%	5.8%	5.1%
5.1 Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	I-43	MC	61.8%	69.2%	68.8%	-7.0%	0.4%
5.1 Key Idea: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance,	I-48	MC	60.3%	68.5%	73.5%	-13.2%	-5.1%
5.1d: Identify and analyze advantages and disadvantages of various governmental systems --| SSST-5.1d	I-07	MC	51.5d%	58.5%	54.5%	-3.0%	4.0%
5.2a: Students trace the evolution of American values, beliefs, and institutions --| SSST-5.2a	I-03	MC	76.5%	83.1%	80.2%	-3.7%	2.9%
5.2a: Students trace the evolution of American values, beliefs, and institutions --| SSST-5.2a	I-10	MC	52.9%	68.5%	73.9%	-20.9%	-5.4%
5.2a: Students trace the evolution of American values, beliefs, and institutions --| SSST-5.2a	I-23	MC	55.9%	53.8%	59.6%	-3.7%	-5.8%
5.2b: Students analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United St	I-18	MC	58.8%	64.6%	66.8%	-8.0%	-2.2%
5.2e: Students understand the dynamic relationship between federalism and state's rights --| SSST-5.2e	I-11	MC	32.4%	49.2%	61.6%	-29.2%	-12.3%
Cross Topical --	Cross Topical	II-Essay	CR	39.7%	55.6%	60.9%	-21.2%	-5.3%
Cross Topical --	Cross Topical	IIIA-04-DBQ	CR	94.1%	94.2%	94.7%	-0.6%	-0.5%
Cross Topical --	Cross Topical	IIIA-05-	CR	97.1%	98.5%	97.3%	-0.2%	1.2%

MALVERNE UNION FREE SCHOOL DISTRICT

Data Driven Instruction

Question #	MC/CR	Teacher%	School%	Region%	Teacher Gap	School Gap
I-06	MC	64.7%	78.5%	84.1%	-19.4%	-5.7%
I-08	MC	33.8%	48.5%	57.2%	-23.4%	-8.7%
I-34	MC	85.3%	84.6%	79.5%	5.8%	5.1%
I-43	MC	61.8%	69.2%	68.8%	-7.0%	0.4%
I-48	MC	60.3%	68.5%	73.5%	-13.2%	-5.1%
I-07	MC	51.5%	58.5%	54.5%	-3.0%	4.0%
I-03	MC	76.5%	83.1%	80.2%	-3.7%	2.9%

"Effective teachers do more than test students. They constantly monitor and collect evidence of student understanding. Research on successful schools indicates that one hallmark of those schools is that teachers use assessment to focus on student learning."
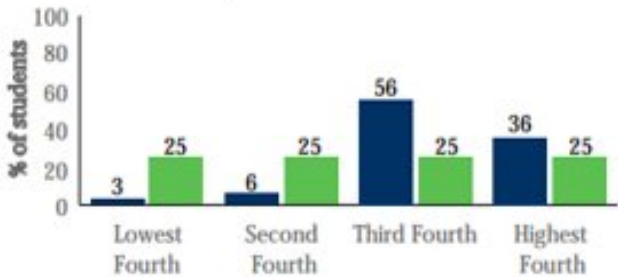
Michael Fullan, 2000

Data Driven Instruction


Overall Score Distributions
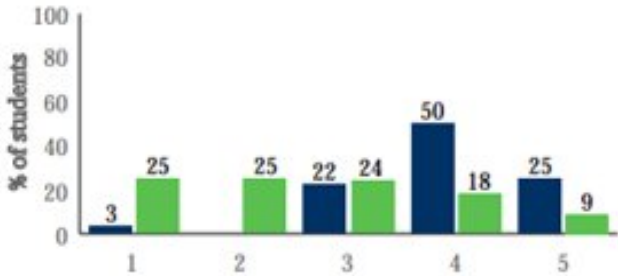
Overall Score Distributions	1	2	3	4	
Number of Students in Your Group	1	0		18	9
% Students in Your Group	2.8	0.0	2.2	50.0	25.0
% Students Globally	24.6	24.9	23.5	17.7	9.2

Multiple-Choice Section

Multiple-Choice Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	1	2	20	13
% Students in Your Group	2.8	5.6	55.6	36.1
% Students Globally	25.0	25.0	25.0	25.0

Free-Response Section
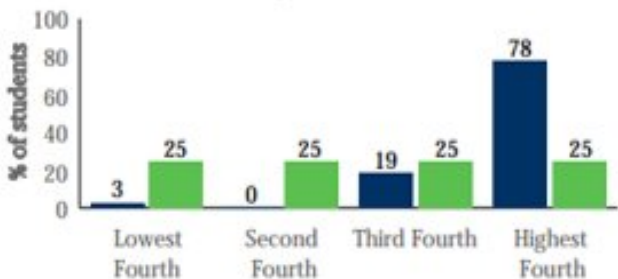
Free-Response Section	Lowest Fourth	Second Fourth	Third Fourth	Highest Fourth
Number of Students in Your Group	1	0	7	28
% Students in Your Group	2.8	0.0	19.4	77.8
% Students Globally	25.0	25.0	25.0	25.0

"Too often teachers associate testing with something negative- something to be dreaded or "dealt with" rather than something to be embraced as illuminating or helpful, and even essential to better learning."

James Popham

Test Better, Teach Better

What Are Data Teams?

- Small grade-level or department teams that examine individual student work generated from common formative assessments

- Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning

Department Meeting
Jason Mach
English & Social Studies Chairperson

The Data Team Process

- Step 1–Collect and chart data
- Step 2–Analyze strengths and obstacles
- Step 3–Establish goals: set, review, revise
- Step 4–Select instructional strategies
- Step 5–Determine results indicators

Department Meeting
Jason Mach
English & Social Studies Chairperson

Thank You!

www.Malverne.k12.ny.us

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#gomules

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