Know Your Schools~for NY Kids

Using Data to Support Performance of Critical Needs Students

Janet Angelis
Kristen Wilcox

DATAG 10.7.2011
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
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

<table>
<thead>
<tr>
<th>Mean Z Score, Higher Performers</th>
<th>+1.86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Z Score, Average Performers</td>
<td>-0.03</td>
</tr>
</tbody>
</table>
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)
<table>
<thead>
<tr>
<th>Dist.</th>
<th>Schl</th>
<th>Grds</th>
<th>Tot #</th>
<th>F/RL</th>
<th>EL</th>
<th>AA</th>
<th>H/Lt</th>
<th>Wht</th>
<th>Oth</th>
<th>PPE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roch City</td>
<td>Schl 19</td>
<td>K-6</td>
<td>309</td>
<td>98</td>
<td>12</td>
<td>2</td>
<td>94</td>
<td>2</td>
<td>1</td>
<td>$18,956</td>
</tr>
<tr>
<td>Utica City</td>
<td>MLK</td>
<td>K-5</td>
<td>273</td>
<td>94</td>
<td>11</td>
<td>52</td>
<td>27</td>
<td>11</td>
<td>10</td>
<td>$14,940</td>
</tr>
<tr>
<td>New Roch</td>
<td>Columbus</td>
<td>K-5</td>
<td>816</td>
<td>78</td>
<td>31</td>
<td>8</td>
<td>82</td>
<td>8</td>
<td>2</td>
<td>$21,959</td>
</tr>
<tr>
<td>PC-Rye</td>
<td>JFK</td>
<td>K-5</td>
<td>725</td>
<td>78</td>
<td>55</td>
<td>10</td>
<td>86</td>
<td>3</td>
<td>2</td>
<td>$18,413</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>Centennial</td>
<td>K-5</td>
<td>440</td>
<td>66</td>
<td>30</td>
<td>54</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>$24,585</td>
</tr>
<tr>
<td>M. Vernon</td>
<td>Lincoln</td>
<td>K-6</td>
<td>758</td>
<td>60</td>
<td>15</td>
<td>49</td>
<td>24</td>
<td>21</td>
<td>6</td>
<td>$22,133</td>
</tr>
<tr>
<td>P. Bush</td>
<td>Pakanasink</td>
<td>K-5</td>
<td>483</td>
<td>51</td>
<td>3</td>
<td>25</td>
<td>31</td>
<td>36</td>
<td>8</td>
<td>$16,758</td>
</tr>
<tr>
<td>Valley Ct.</td>
<td>Maybrook</td>
<td>K-5</td>
<td>235</td>
<td>42</td>
<td>3</td>
<td>15</td>
<td>20</td>
<td>62</td>
<td>3</td>
<td>$15,941</td>
</tr>
<tr>
<td>Malverne</td>
<td>Davison</td>
<td>K-4</td>
<td>325</td>
<td>34</td>
<td>8</td>
<td>37</td>
<td>25</td>
<td>30</td>
<td>8</td>
<td>$26,127</td>
</tr>
<tr>
<td>VS 30</td>
<td>Forest Rd.</td>
<td>K-6</td>
<td>272</td>
<td>17</td>
<td>8</td>
<td>39</td>
<td>17</td>
<td>6</td>
<td>40</td>
<td>$20,483</td>
</tr>
<tr>
<td>NYS</td>
<td></td>
<td>K-12</td>
<td>2.7 m</td>
<td>48</td>
<td>8</td>
<td>19</td>
<td>22</td>
<td>50</td>
<td>8</td>
<td>$19,381</td>
</tr>
</tbody>
</table>

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://www.albany/nykids) [http://knowyourschoolsny.org](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
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
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
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
## Engagement and Understanding of Population

<table>
<thead>
<tr>
<th>AP</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethic of care and nurture, yet accountability for students’ emotional and social growth and academic achievement is not.</td>
<td>School seen as a “family,” cooperation expected; all employees take responsibility for children’s emotional and social growth and achievement.</td>
</tr>
<tr>
<td>Parent connections weak and attributed to community apathy regarding schooling or language deficiencies among parents.</td>
<td>Teachers consistently forge parent relationships; these facilitated through school-level initiatives that recognize and celebrate diversity.</td>
</tr>
<tr>
<td>Dialogue (plus action) from teacher to school to district and the reverse infrequent and/or inconsistent, not necessarily centered on student achievement.</td>
<td>Discussions between teacher leaders and principals consistently inform instructional and other resource allocation changes from classroom to district.</td>
</tr>
</tbody>
</table>
Rochester’s School 19 Created a Family

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

NYS PPE
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
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

<table>
<thead>
<tr>
<th>AP</th>
<th>Balanced strategies build literacy intensively early in the elementary years and with consistency from class to class and grade level to grade level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No clear and consistent approach to literacy instruction apparent from teacher to teacher and grade level to grade level.</td>
<td>English Language Learner (ESL) instruction typically pull out and seen as discrete from mainstream instruction.</td>
</tr>
<tr>
<td>ESL instruction typically pull out and seen as discrete from mainstream instruction.</td>
<td>Mainstream teachers specifically adapting instruction for English Learners (ELs) and/or providing native language instruction to improve literacy development.</td>
</tr>
<tr>
<td>Technology typically controlled by the teacher and not used in a strategic way to target needed literacy skills.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Maybrook Stresses Literacy Instruction

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

NYS PPE
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
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
## Approach to Curriculum and Data

<table>
<thead>
<tr>
<th>AP</th>
<th>HP</th>
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</thead>
<tbody>
<tr>
<td>Curriculum revision seen as product oriented, something finished until scheduled for revisiting; curriculum may be out of sync with programs and materials.</td>
<td>Curriculum revision seen as a continuing, revelatory process that includes revamping, rethinking, and retooling to deliver curricula in new ways.</td>
</tr>
<tr>
<td>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.</td>
<td>Variety of useful performance data generated regularly, shared vertically, and acted upon to inform instructional changes and curriculum revision.</td>
</tr>
<tr>
<td>No specific adaptations for special education and ESL students articulated in the curriculum.</td>
<td>Curriculum adapted to the needs of special education and ESL students.</td>
</tr>
</tbody>
</table>

What Works for Diverse and Special Needs Students
Centennial Ave. Unifies the Curriculum

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

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

Other top performers, similar schools

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

NYS PPE
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.

http://knowyourschoolsny.org
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**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Best Practices Framework</td>
<td>Case Studies</td>
</tr>
</tbody>
</table>

**Middle School**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Report</td>
<td>Best Practices Framework</td>
<td>Case Studies</td>
</tr>
</tbody>
</table>

**High School**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Best Practices Framework</td>
<td>Case Studies</td>
</tr>
</tbody>
</table>

**Middle School Science**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td>Best Practices Framework</td>
<td>Case Studies</td>
</tr>
</tbody>
</table>

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
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...
<table>
<thead>
<tr>
<th>Organizing Themes</th>
<th>Best Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum &amp; Academic Goals</strong></td>
<td></td>
</tr>
</tbody>
</table>
- 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. |
Find Your School

You can search for your school using the form below, or select your district or county using the drop down menus.

School: [Input Field]  Go

District: [Input Field]  Go

County: [Input Field]  Go

List of All Schools

Search Result:
Find Your School

You can search for your school using the form below, or select your district or county using the drop down menus.

School:  

District:  MT VERNON CITY SD  

County: — Please Select —  

List of All Schools

Search Result:

School  ▲▼

CECEL H. PARKER SCHOOL
COLUMBUS SCHOOL
DAVIS MIDDLE SCHOOL
EDWARD WILLIAMS SCHOOL
GRAHAM SCHOOL
GRIMES SCHOOL
HAMILTON SCHOOL
HOLMES SCHOOL
LINCOLN SCHOOL
LONGFELLOW MIDDLE SCHOOL
LONGFELLOW SCHOOL

Grade Span  ▲▼
LINCOLN SCHOOL
MT VERNON CITY SD District
Year: 2010
School Summary*

<table>
<thead>
<tr>
<th>AYP:</th>
<th>Low Income:</th>
<th>60.42%</th>
<th>Asian:</th>
<th>1.00%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Span:</td>
<td>English Language Learners:</td>
<td>15.04%</td>
<td>Hispanic:</td>
<td>24.00%</td>
</tr>
<tr>
<td>Number of Students: 758</td>
<td>Caucasian:</td>
<td>21.00%</td>
<td>Native-American:</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>African-American</td>
<td>49.00%</td>
<td>Special Education:</td>
<td>NA</td>
</tr>
</tbody>
</table>

Opportunity Gaps Within Your Comparison Group*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent of Students Meeting Learning Standard</th>
<th>School (A)</th>
<th>Avg. of Top Comparable Schools (B)</th>
<th>Opportunity Gap* (A-B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA 3</td>
<td></td>
<td>77.68%</td>
<td>83.35%</td>
<td>-5.67</td>
</tr>
<tr>
<td>ELA 4</td>
<td></td>
<td>85.85%</td>
<td>86.59%</td>
<td>-0.74</td>
</tr>
<tr>
<td>ELA 5</td>
<td></td>
<td>54.37%</td>
<td>86.13%</td>
<td>-31.76</td>
</tr>
<tr>
<td>ELA 6</td>
<td></td>
<td>63.33%</td>
<td>74.76%</td>
<td>8.58</td>
</tr>
<tr>
<td>MATH 3</td>
<td></td>
<td>75.22%</td>
<td>91.49%</td>
<td>-16.27</td>
</tr>
<tr>
<td>MATH 4</td>
<td></td>
<td>91.51%</td>
<td>95.91%</td>
<td>-4.40</td>
</tr>
<tr>
<td>MATH 5</td>
<td></td>
<td>64.42%</td>
<td>95.65%</td>
<td>-31.23</td>
</tr>
<tr>
<td>MATH 6</td>
<td></td>
<td>86.27%</td>
<td>89.12%</td>
<td>-2.84</td>
</tr>
<tr>
<td>SCIENCE 4</td>
<td></td>
<td>100.00%</td>
<td>99.75%</td>
<td>0.25</td>
</tr>
<tr>
<td>SOCIAL STUDIES 5</td>
<td></td>
<td>100.00%</td>
<td>100.00%</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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.
<table>
<thead>
<tr>
<th>School Name (Grade Span)</th>
<th>District Name</th>
<th>All Tested Students</th>
<th>School-Wide</th>
<th>Selected Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINCOLN SCHOOL (K-6)</td>
<td>MT VERNON CITY SD</td>
<td>76.47 12.75 57.43 28.25</td>
<td>108 102</td>
<td></td>
</tr>
<tr>
<td>COLUMBUS SCHOOL (K-6)</td>
<td>MT VERNON CITY SD</td>
<td>98.81 33.33 67.28 28.52</td>
<td>94 84</td>
<td></td>
</tr>
<tr>
<td>ULYSSES BYAS ELEMENTARY</td>
<td>ROOSEVELT UFSD</td>
<td>97.67 67.44 81.40 26.10</td>
<td>45 43</td>
<td></td>
</tr>
<tr>
<td>P.S. 196 TEN EYCK SCHOOL</td>
<td>NYC GEOG DIST #14 - ISC-BROOKLYN</td>
<td>96.61 16.95 95.87 19.38</td>
<td>58 59</td>
<td></td>
</tr>
<tr>
<td>THOMAS A. EDISON SCHOOL</td>
<td>PORT CHESTER-RYE UFSD</td>
<td>95.83 20.83 67.52 48.26</td>
<td>62 48</td>
<td></td>
</tr>
</tbody>
</table>

**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**
What Resources Are Available for Schools?

Welcome to Know Your Schools NY Kids

Welcome to NY Kids. 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 NY Kids project.

KnowYourSchools.org has been developed with partner organizations in Massachusetts and New Jersey.
Element: Fairness and Fun

(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

(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

(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

(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

(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.

(3) The district provides inservice, interdisciplinary, collaborative, and well-articulated curriculum support for new teachers and those with little science teaching experience.
Welcome to NY Kids

What makes middle schools work

What makes high schools work

Know Your Schools—NY Kids

COMPASS (Compare, Assess, Select Levers to Improve, Set Goals)

Tools Kit
for Middle School and High Schools

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http://knowyourschoolsnysny.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