

# Dobbs Ferry High School

## Supporting Student Achievement Through Improved Instructional Practice

Report to Dobbs Ferry Board of Education

December 15, 2011

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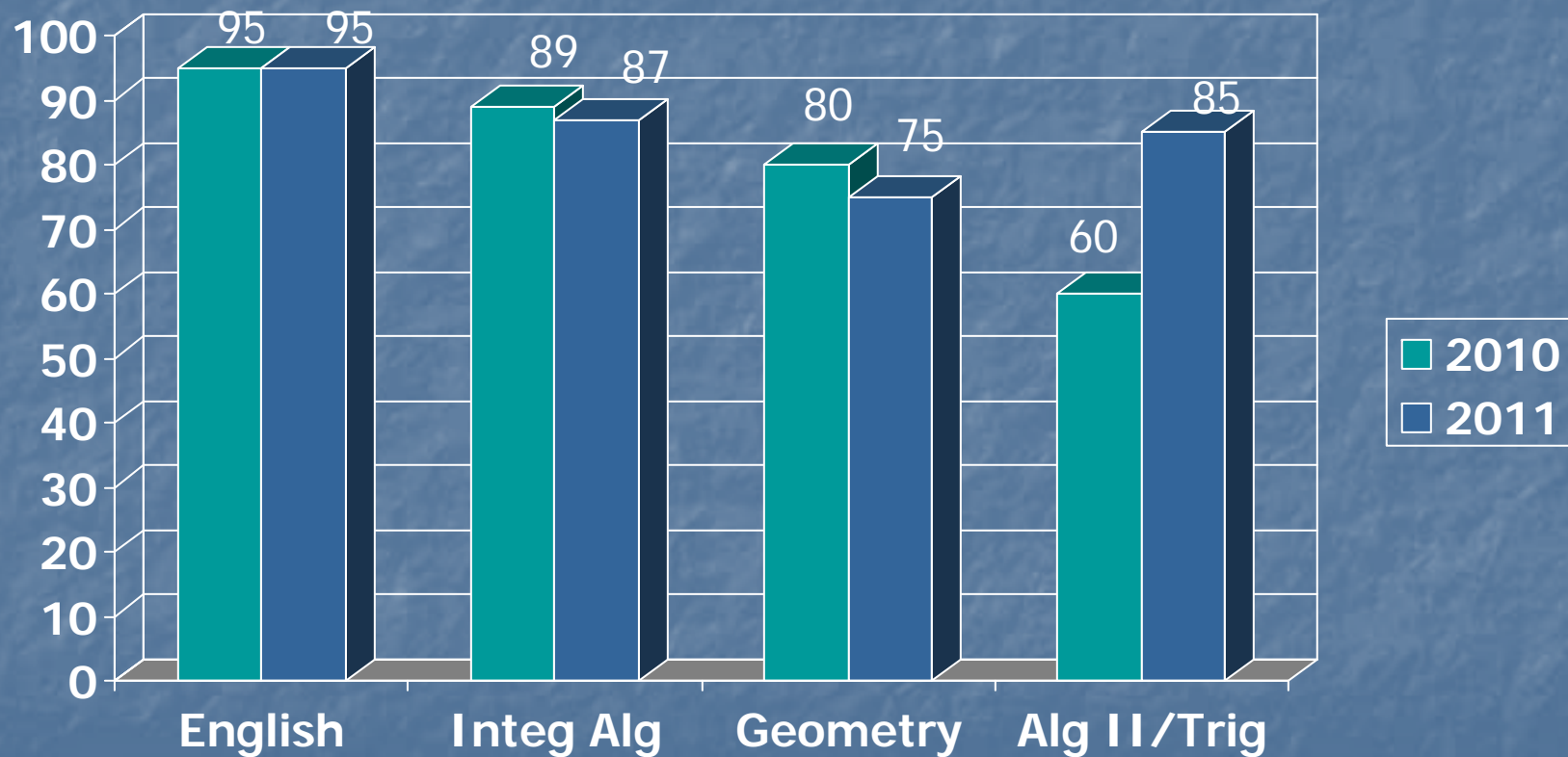
# Goals For Tonight

- Review of 2010-2011 Assessment Data
- Discussion of Data Observations, Highlights and Identified Trends
- Provide Insight into Supervisory Actions that Support Effective Instruction

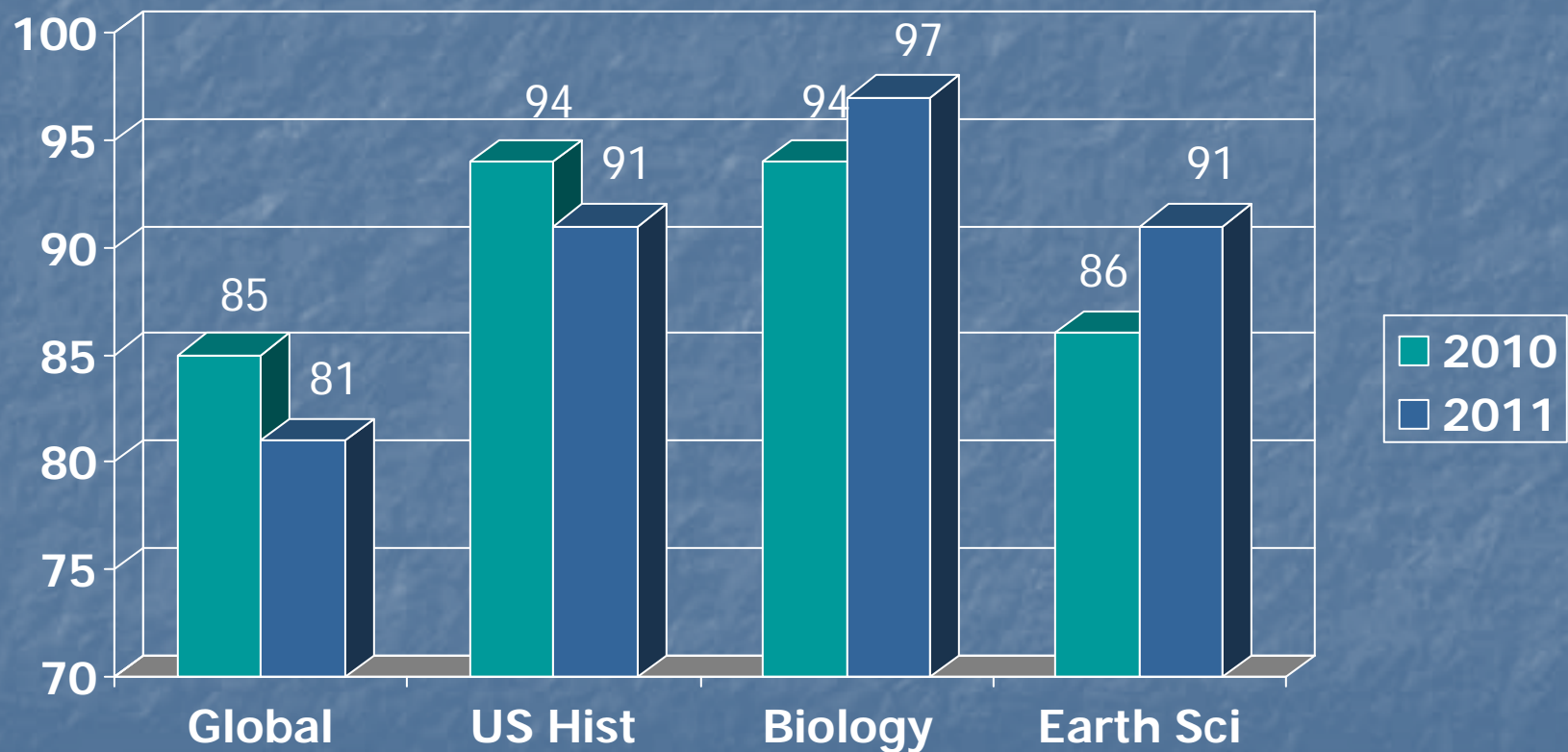
# District Instructional Focus

- Focusing on strengthening the use of proven effective instructional strategies.
- Engaging in the analysis of available assessment data to develop instructional plans.
- Adjusting curriculum and instructional programs based on student data and student need.

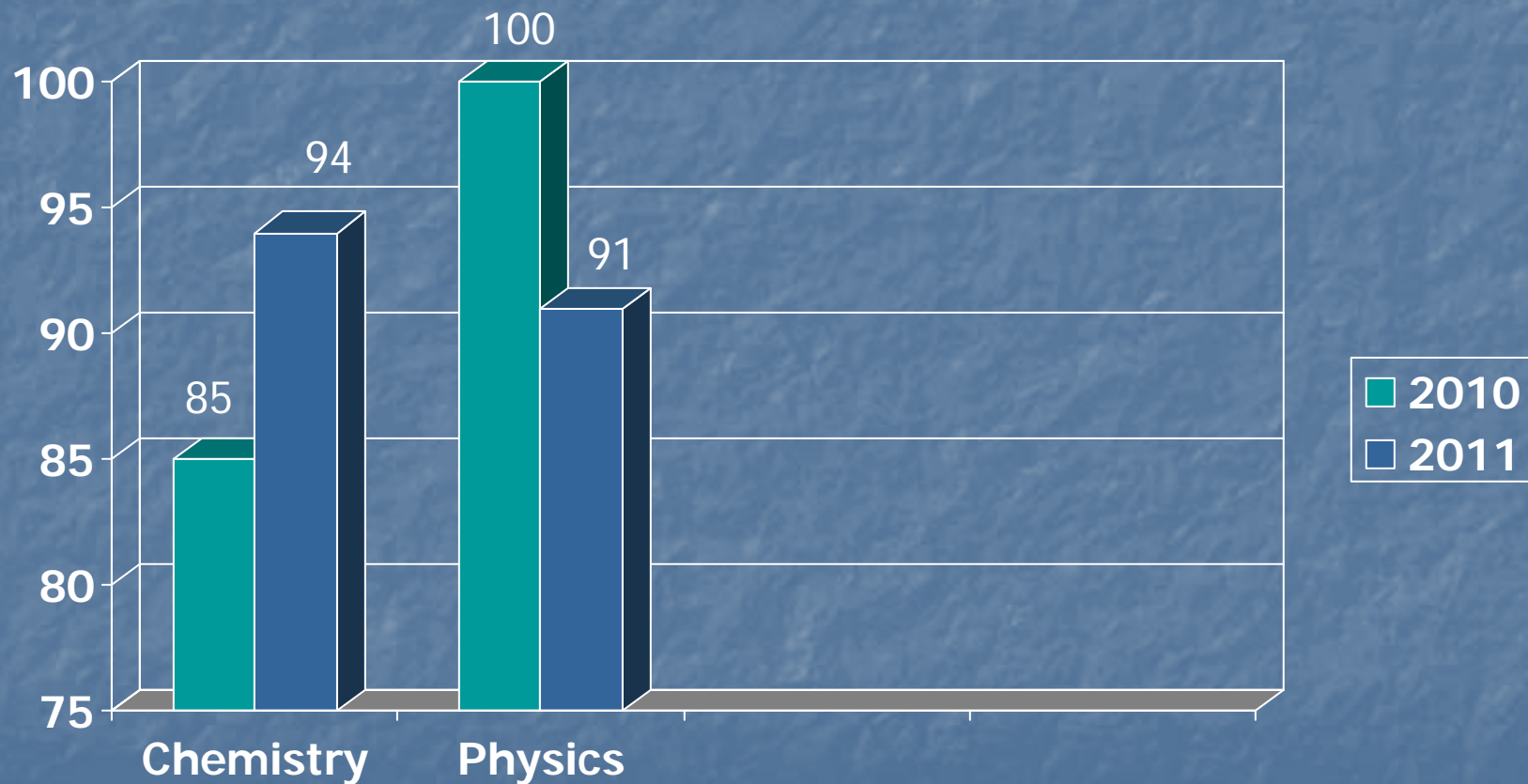
# June 2011 Regents District Wide Passing Rates



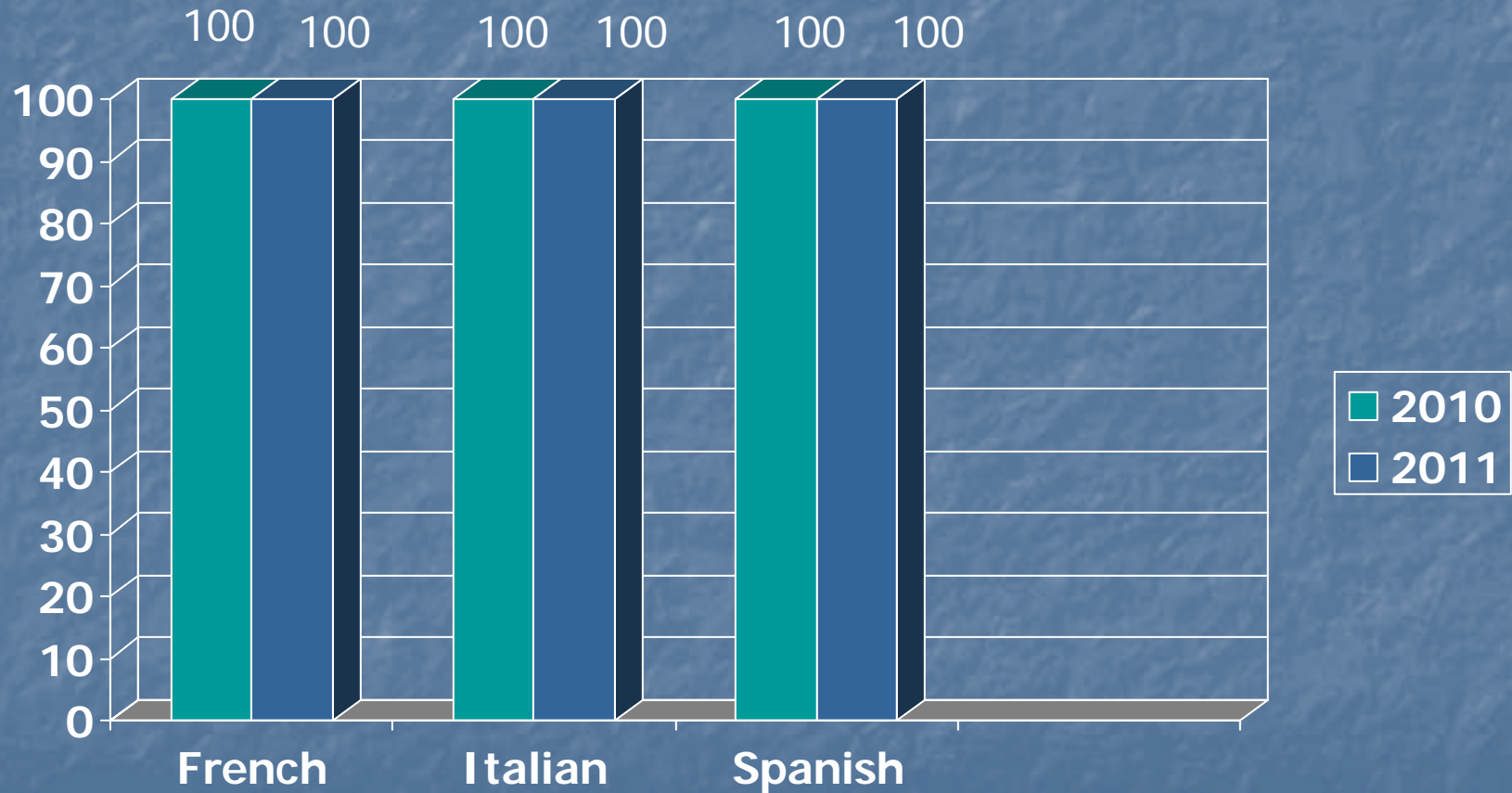
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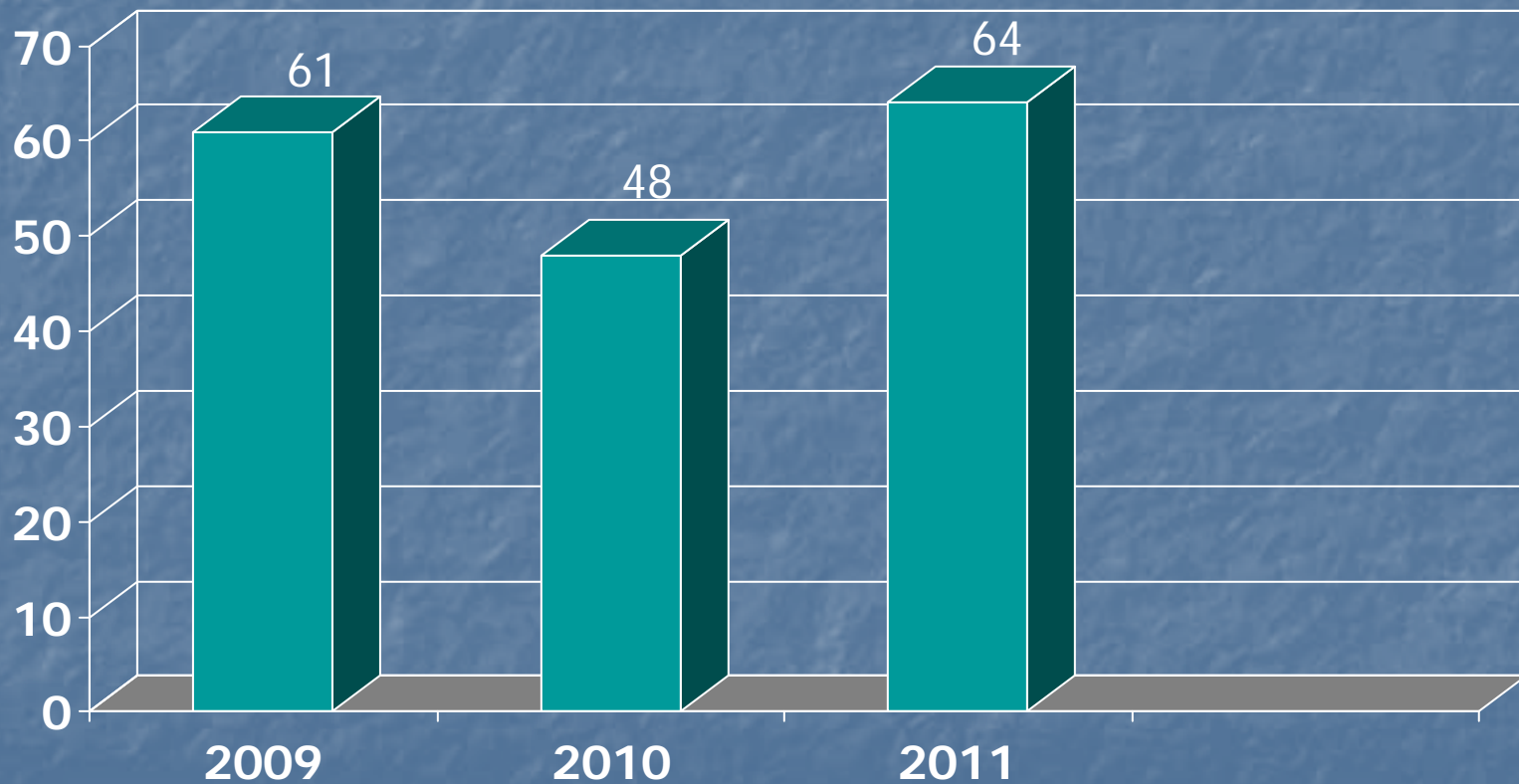
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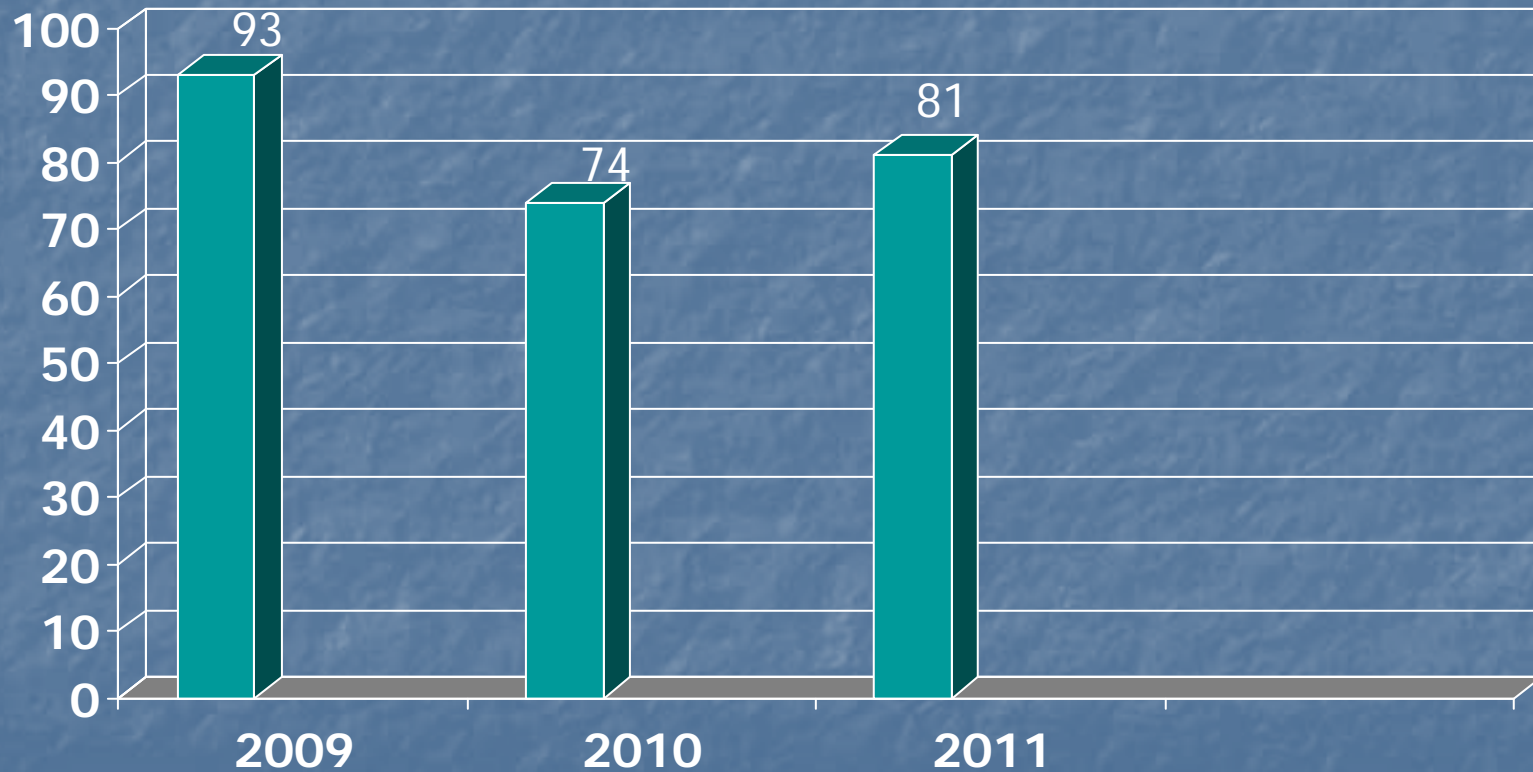
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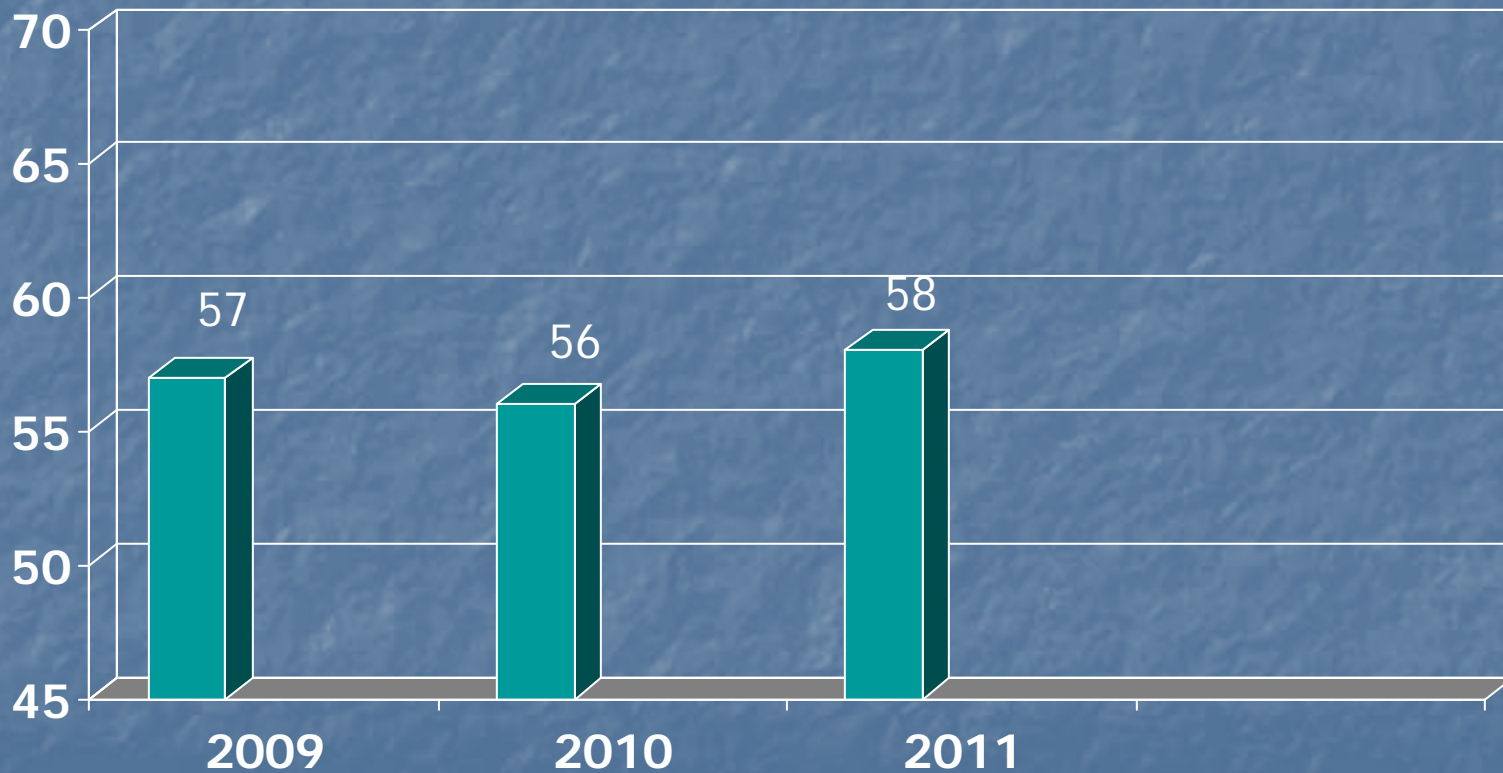
# June 2011 Regents Middle School Mastery Rate Integrated Algebra



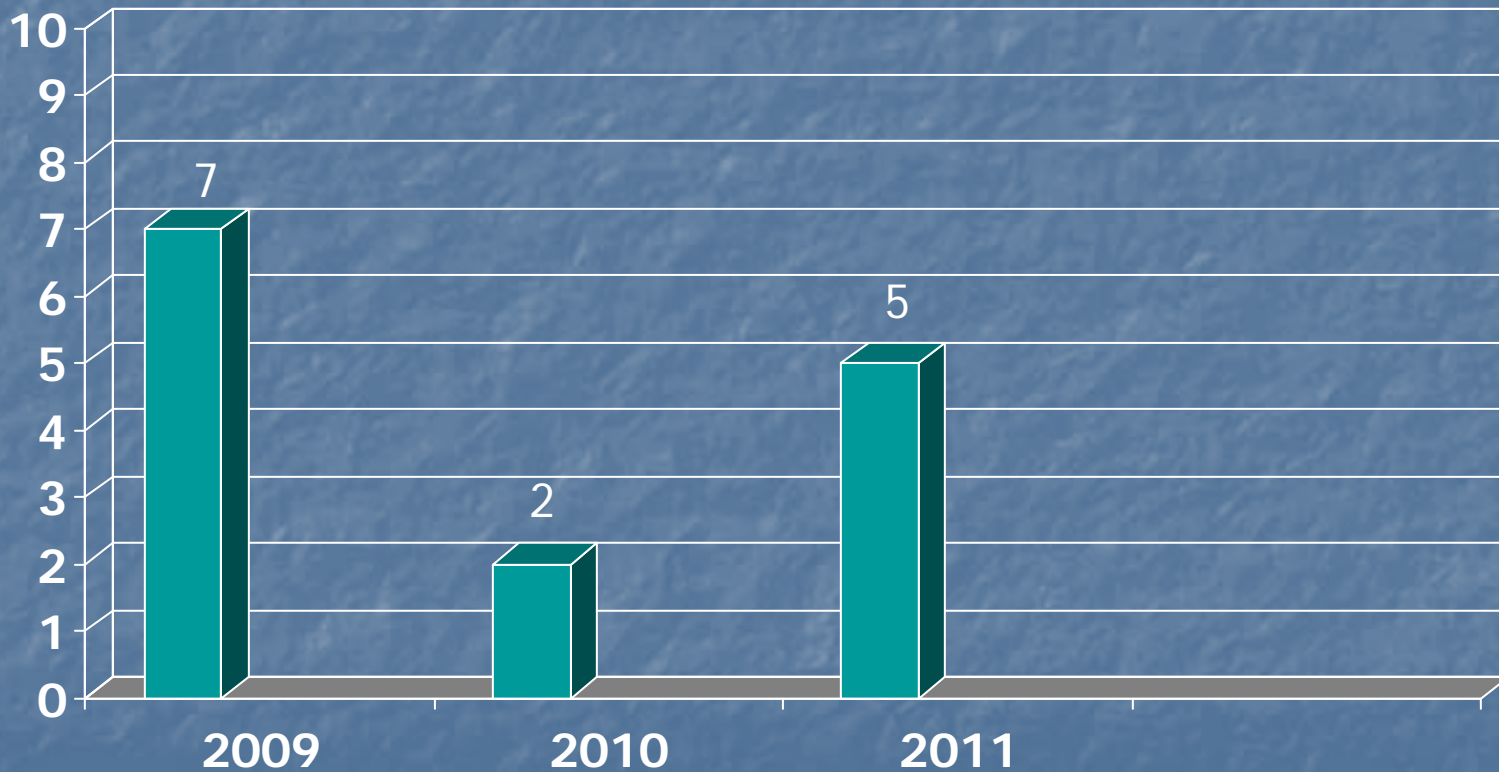
# June 2011 Regents Middle School Mastery Rate Earth Science



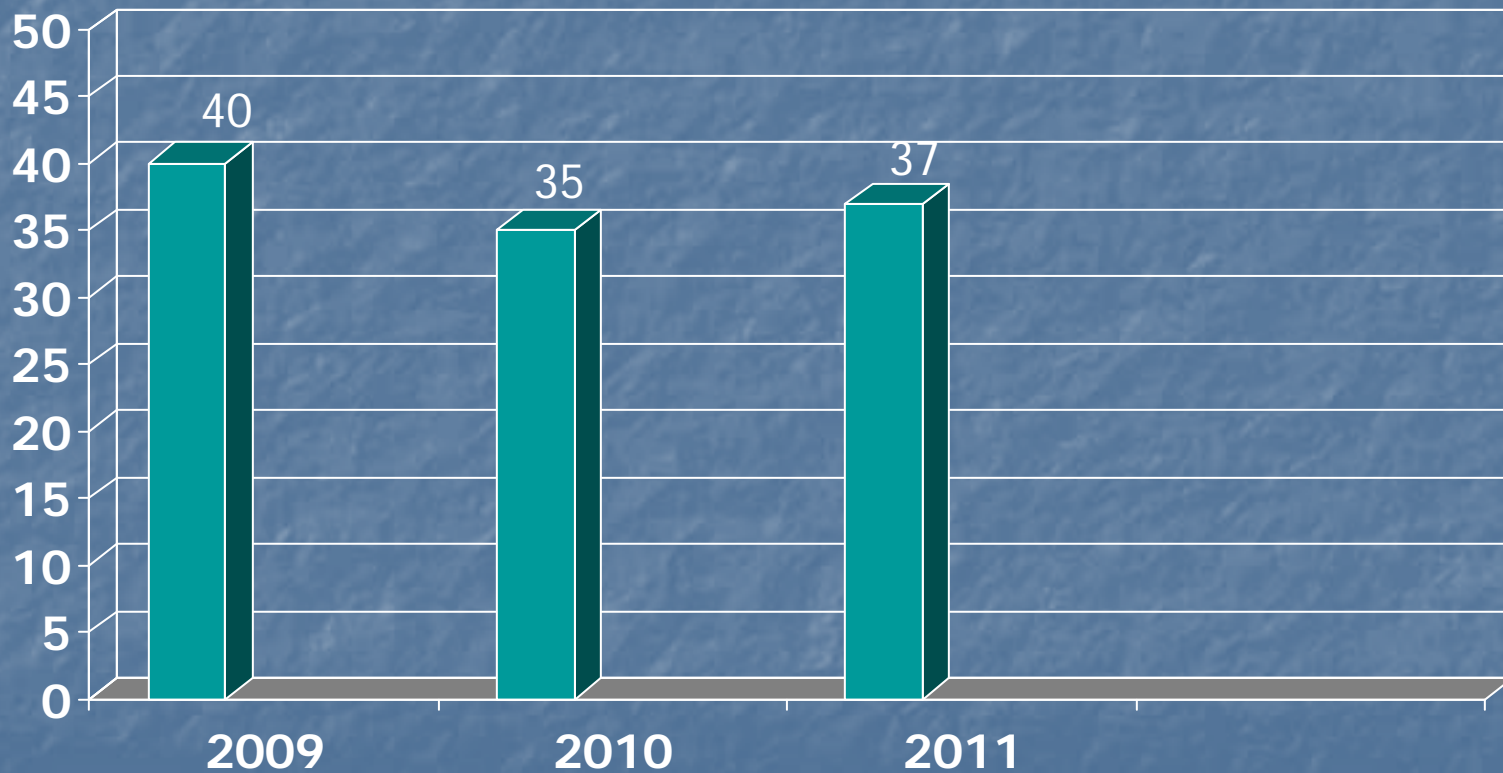
# June 2011 Regents High School Mastery Rate English



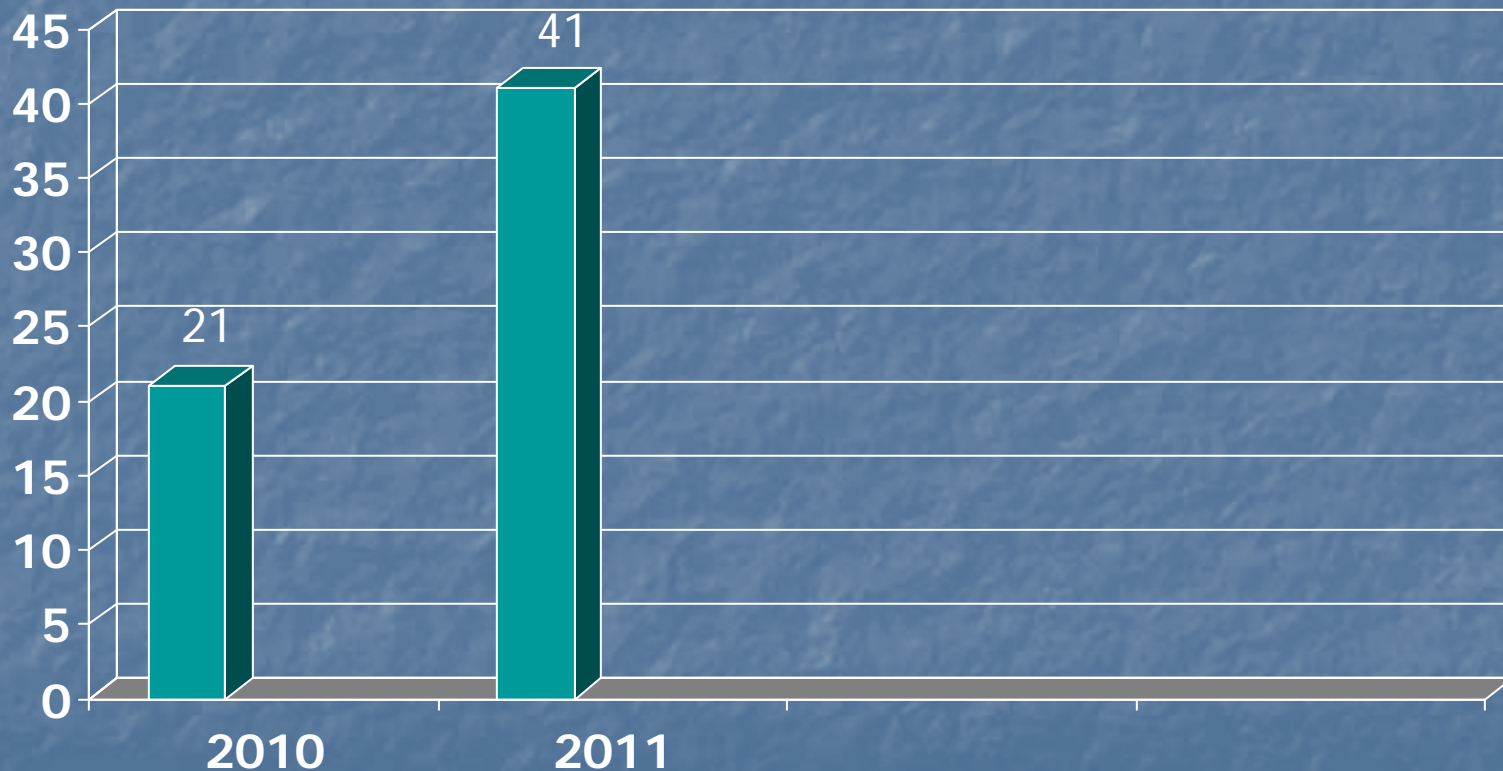
# June 2011 Regents High School Mastery Rate Integrated Algebra



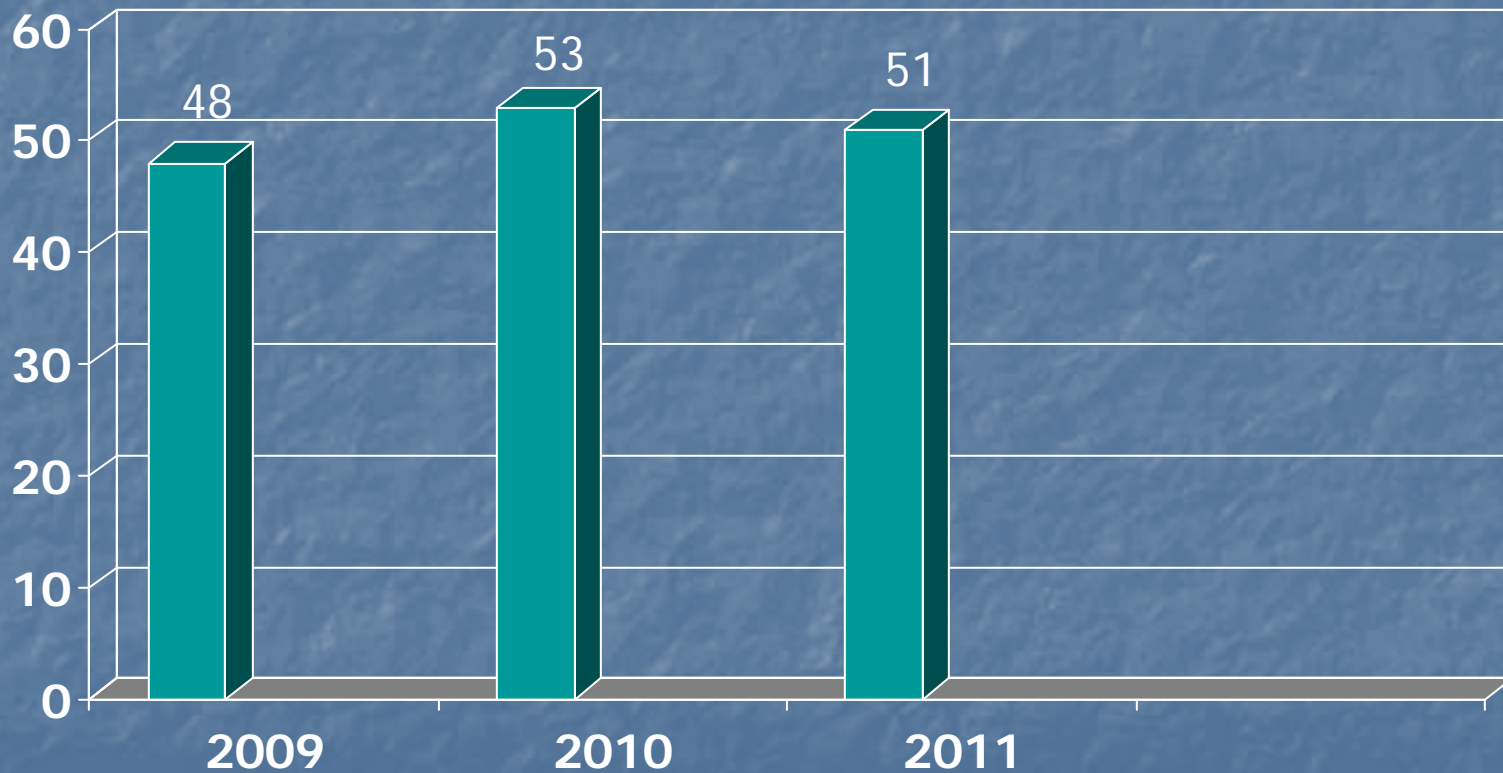
# June 2011 Regents High School Mastery Rate Geometry



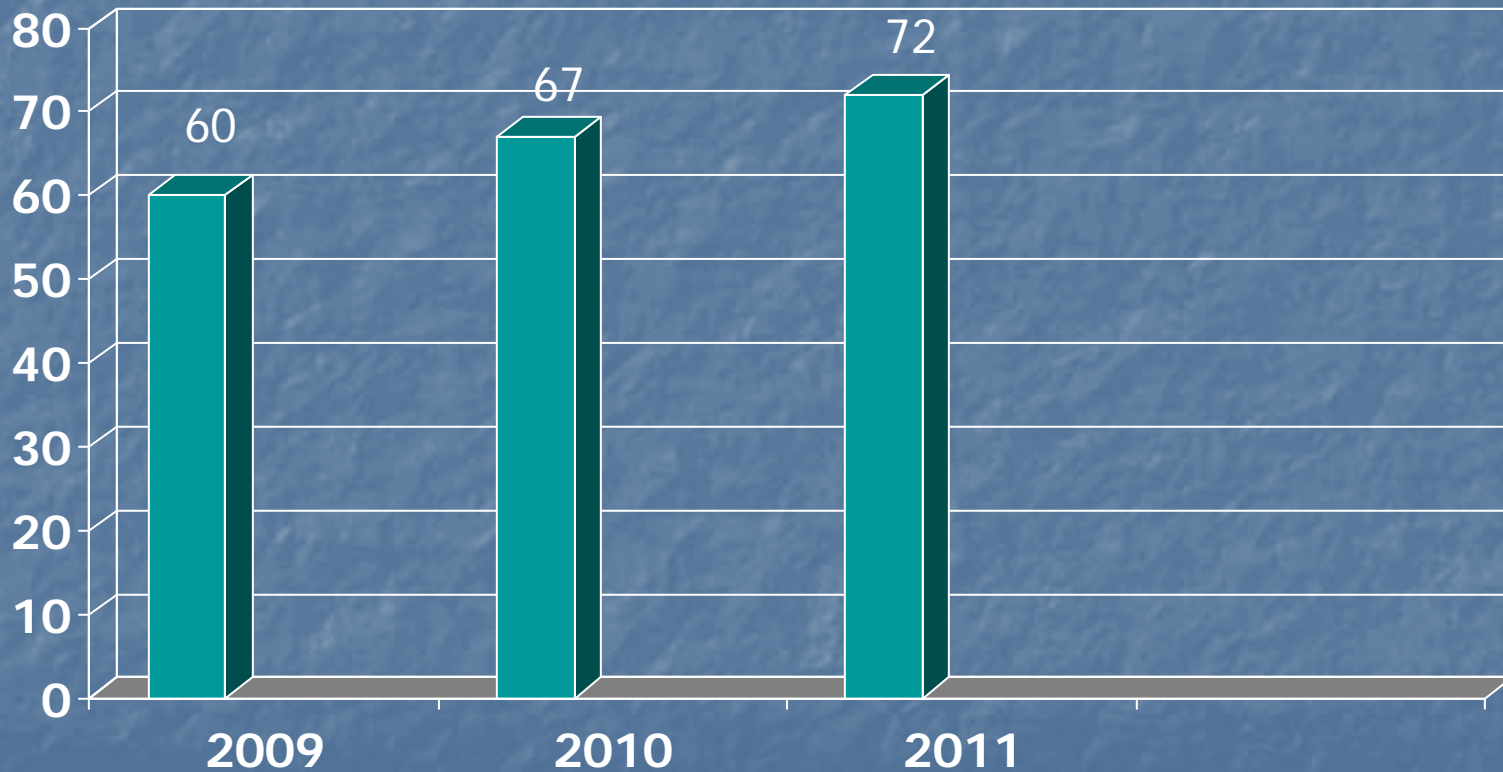
# June 2011 Regents High School Mastery Rate Algebra II / Trigonometry



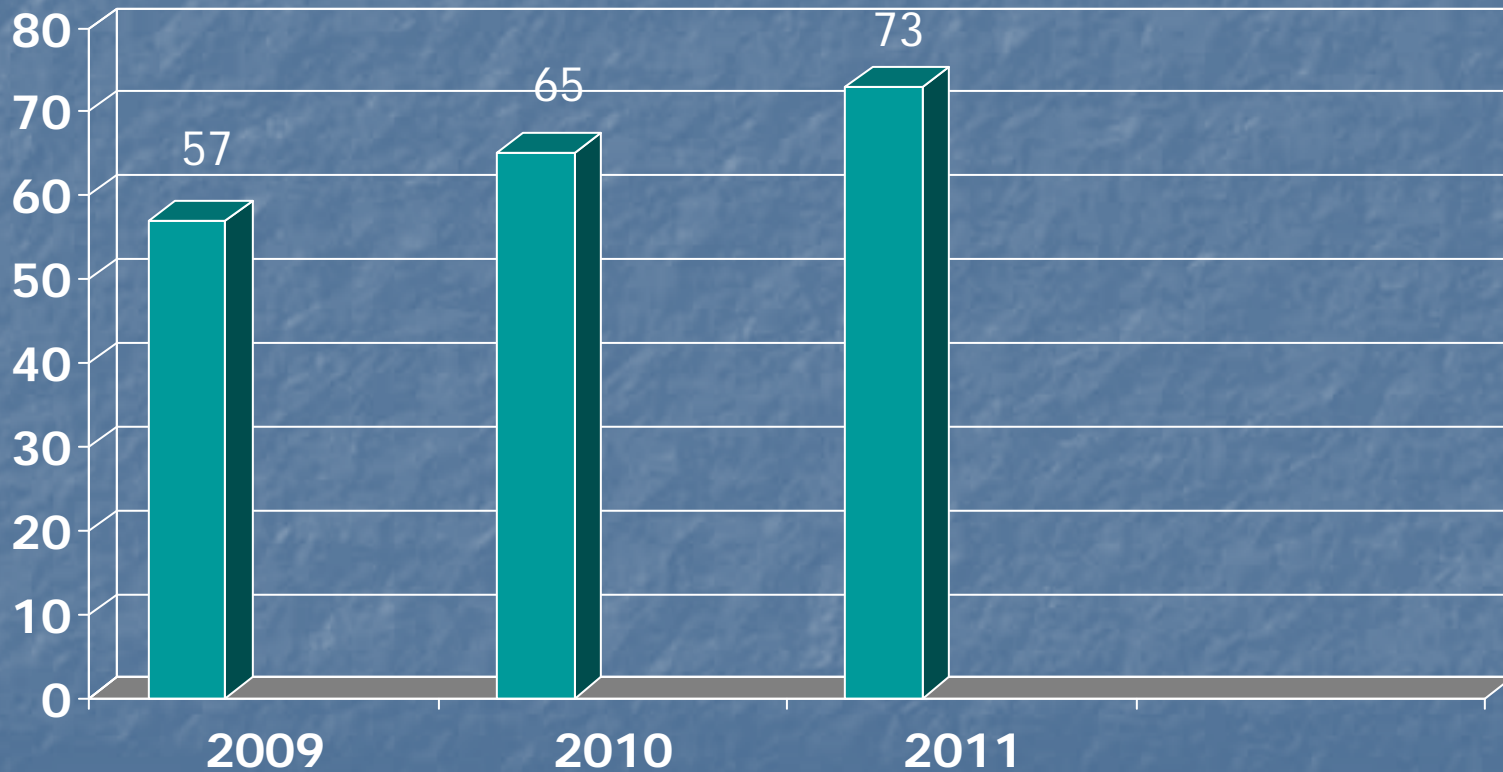
# June 2011 Regents High School Mastery Rate Global History



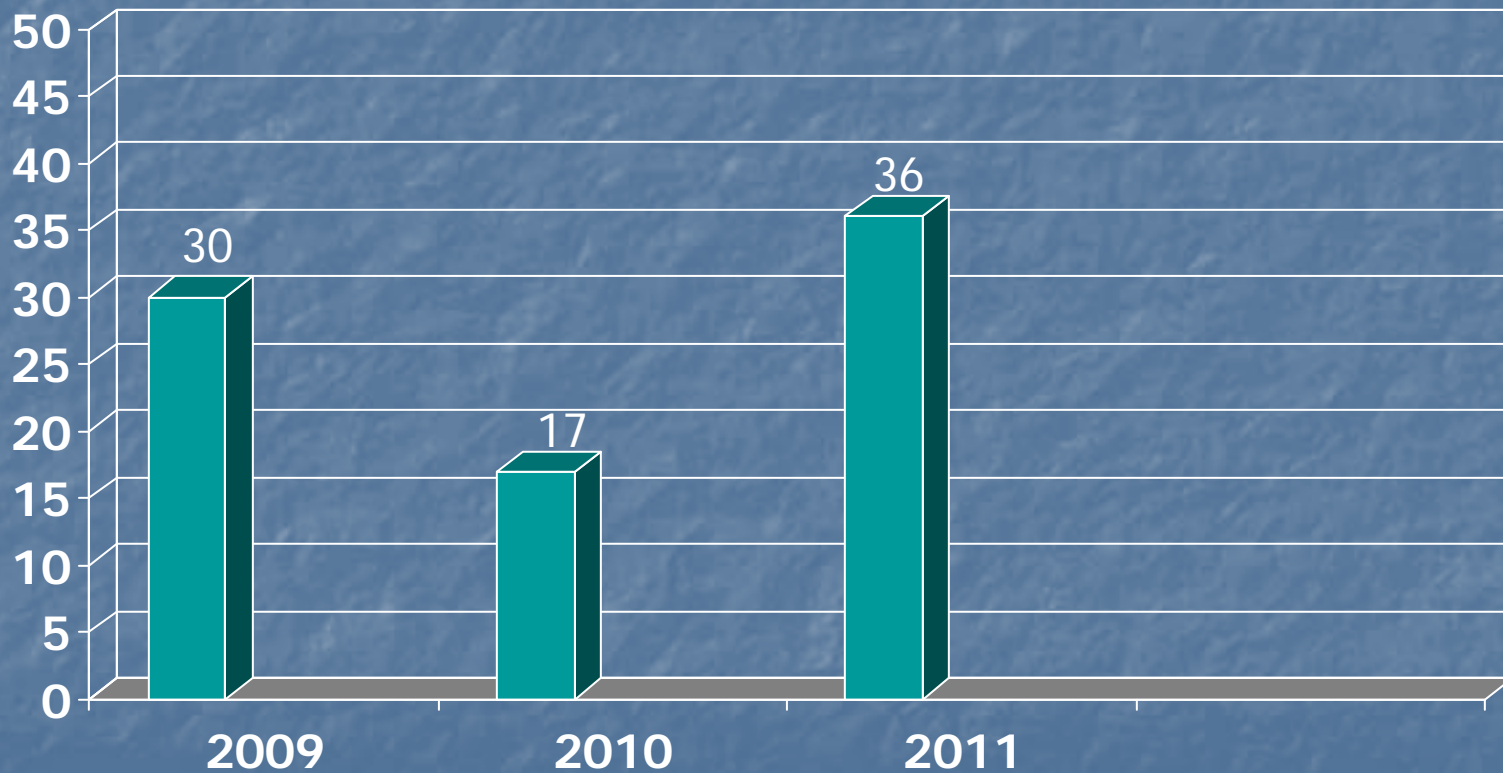
# June 2011 Regents High School Mastery Rate U.S. History



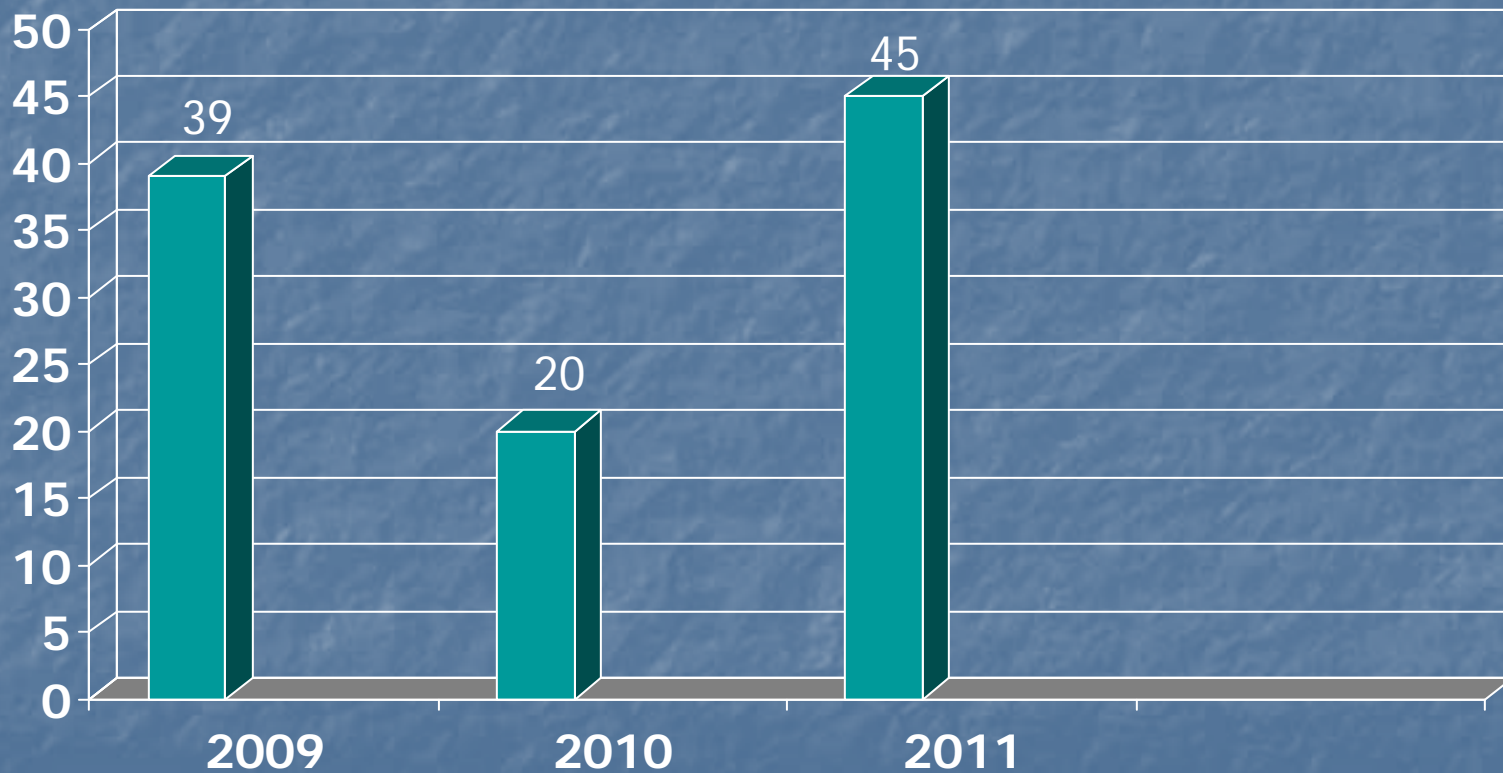
# June 2011 Regents High School Mastery Rate Biology



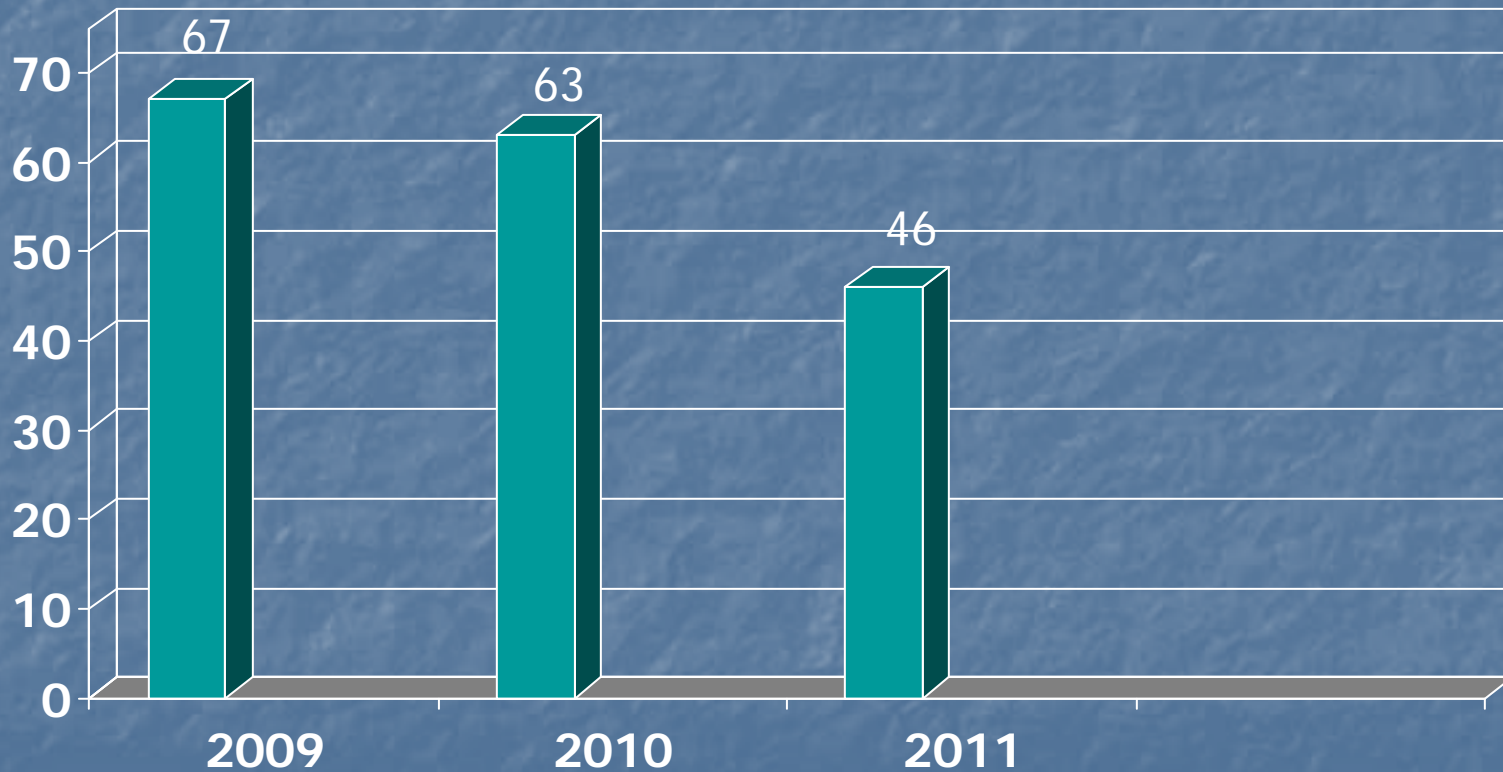
# June 2011 Regents High School Mastery Rate Earth Science



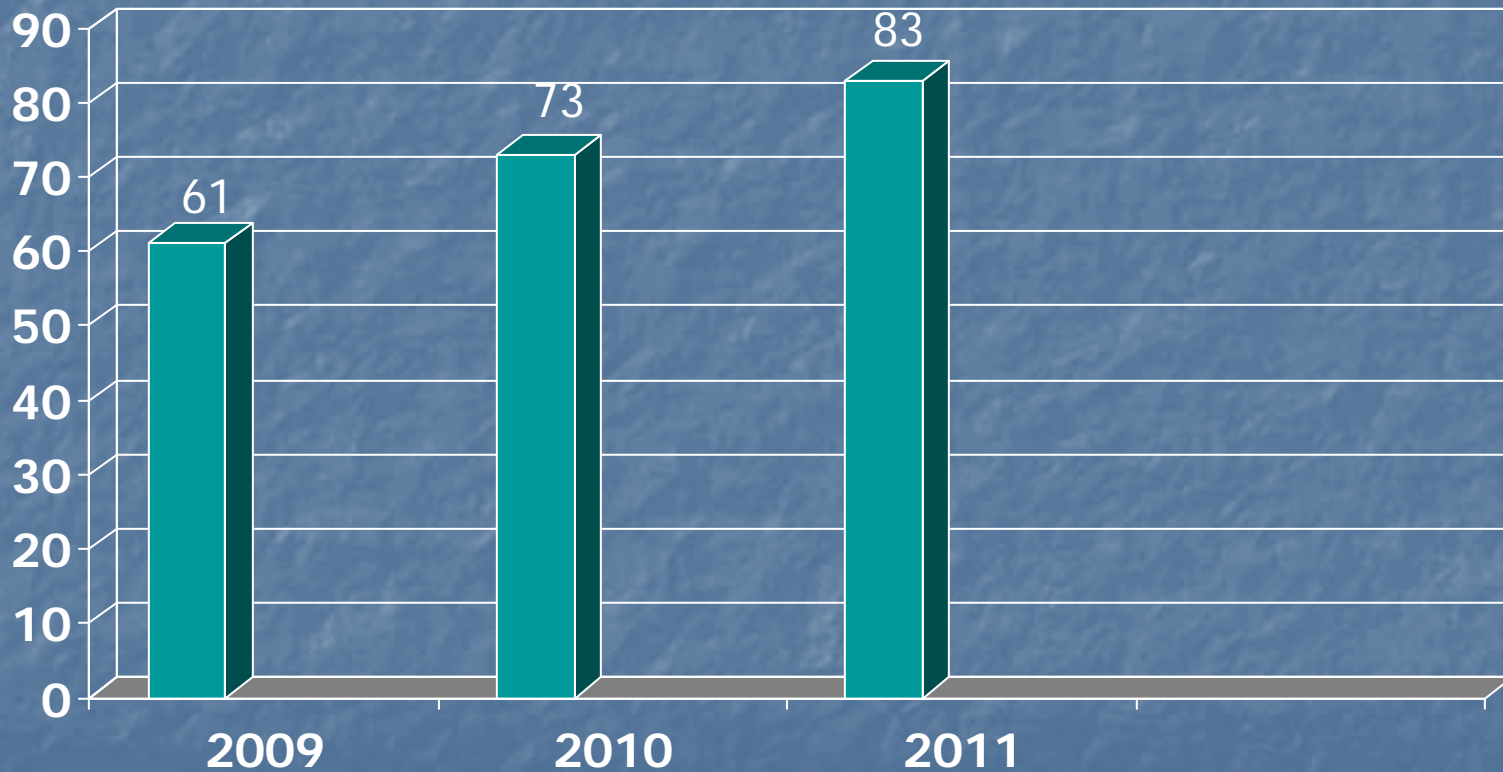
# June 2011 Regents High School Mastery Rate Chemistry



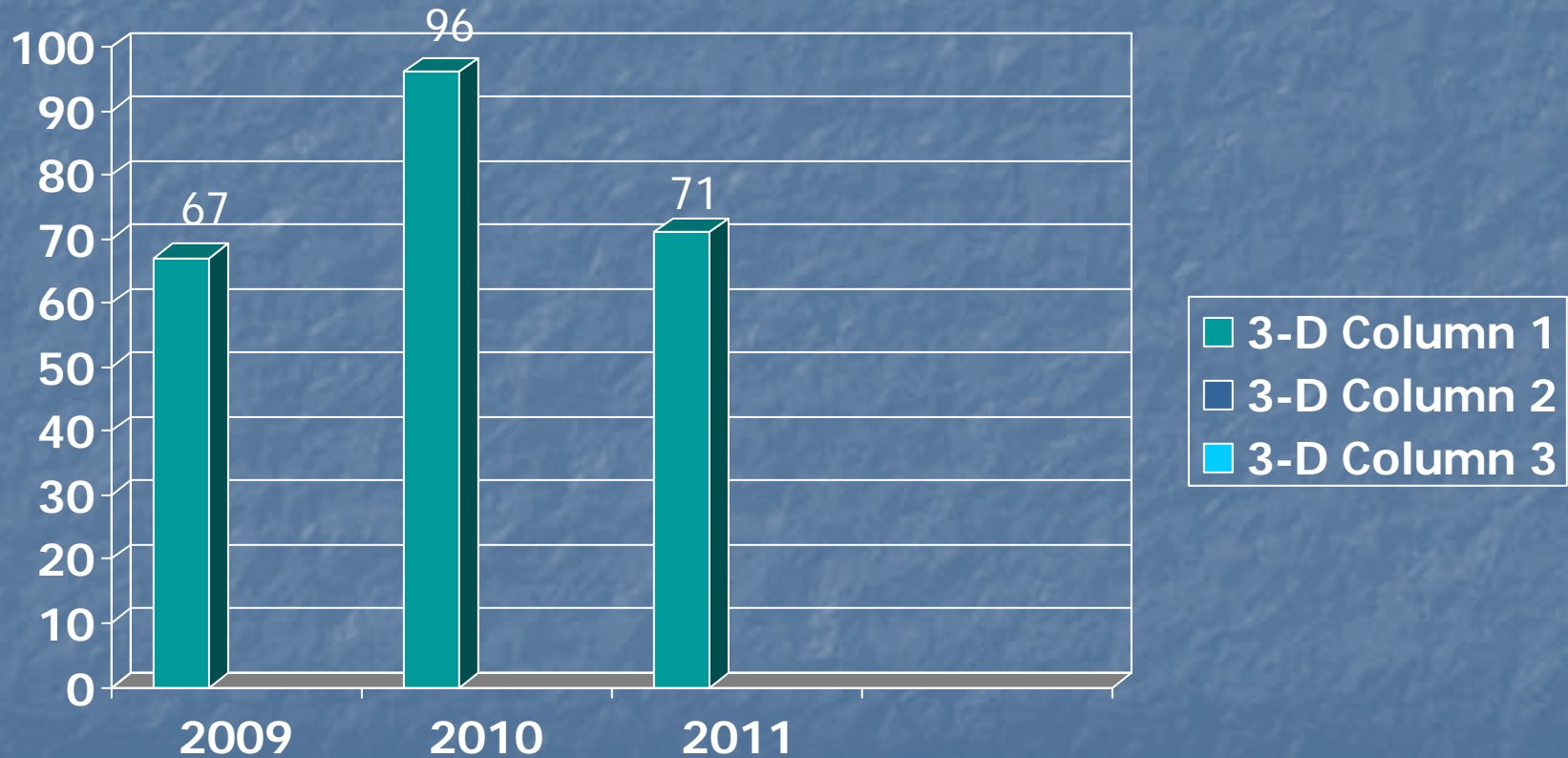
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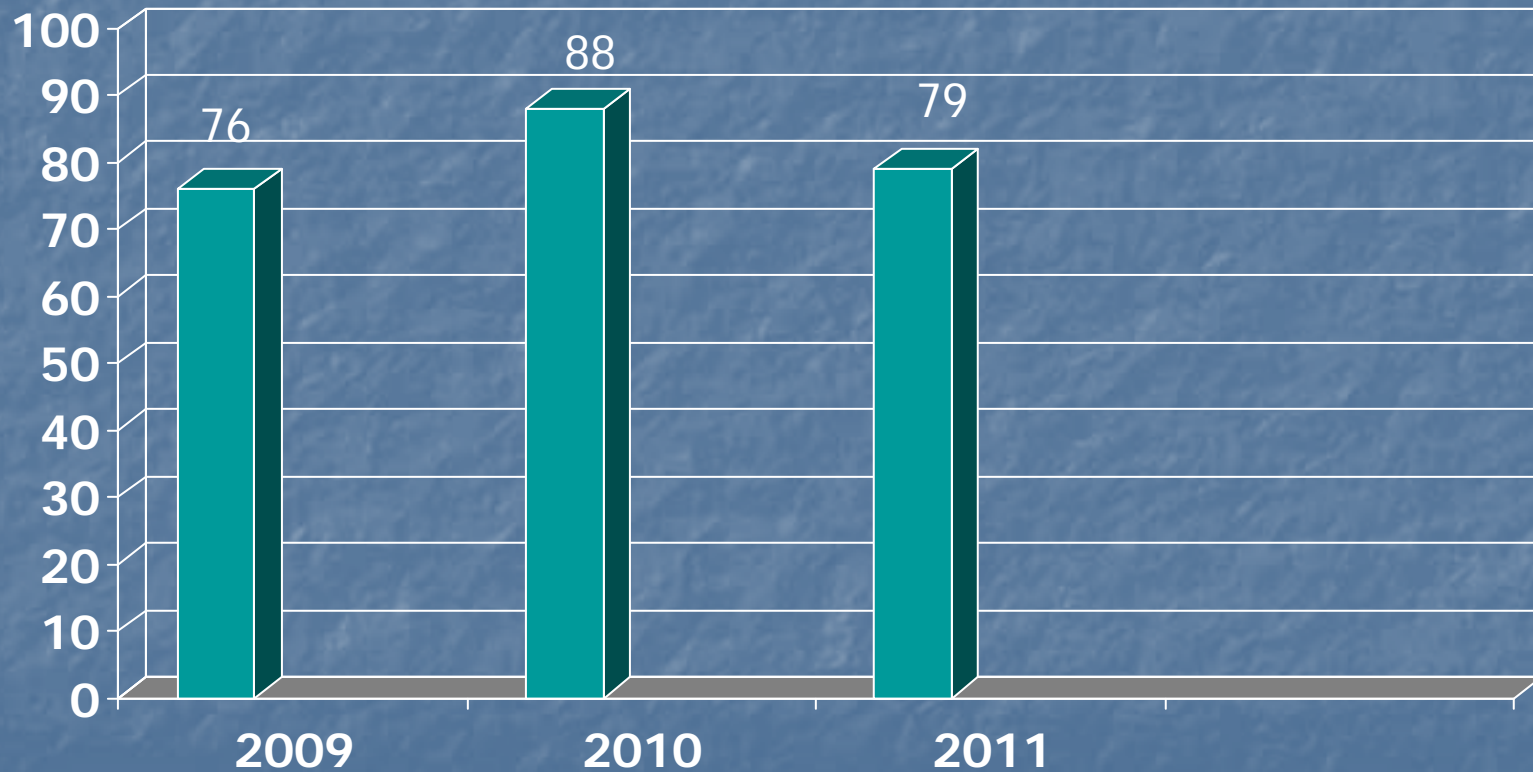
# June 2011 Regents High School Mastery Rate French



# June 2011 Regents High School Mastery Rate Italian



# June 2011 Regents High School Mastery Rate Spanish



# IB Averages – 6 Year Comparison

Dobbs Ferry High School  
Spring 2011

Subject	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	World Averages 2010-2011
English A1 HI	4.85	4.70	4.86	4.74	4.06	4.58	4.74
French IB HL						5.50	4.97
French B SL	4.91	5.30	5.00	4.58	3.70	4.14	4.66
Italian B SL	2.33	3.27	2.70	3.00	3.00	2.43	4.44
Spanish B HL	6.50	6.00	2.00	2.00	4.00	7.00	5.59
Spanish B SL	4.54	4.71	5.10	4.68	4.18	5.28	4.92
History Americas HL	4.67	4.47	4.93	4.95	4.19	4.52	4.11
Biology SL	3.93	4.31	4.82	4.74	4.30	4.03	4.27
Chemistry SL		3.70	2.15	2.65	3.33		
Physics SL	4.81	5.00	5.52	4.44	4.18	4.08	4.10
Math Studies SL				4.77	3.39	3.11	4.66
Math SL	5.80	4.08	4.33	4.38	4.75	4.13	4.44
Film HL	4.13	4.31	5.21	4.26	4.68	3.85	4.67
Visual Arts HL	4.71	4.15	3.60	4.93	4.68	5.09	4.92

# IB Data

Spring 2011

## Exam Grade Distribution

Subject	Number of Candidates	7	6	5	4	3	2	1	N	School Average	World Average
English HL	34	0	2	16	14	1	0	0	1	4.58	4.74
Spanish SL	25	1	9	11	4	0	0	0	0	5.28	4.92
French HL	3	0	1	1	0	0	0	0	1	5.50	4.97
French SL	7	0	0	3	2	2	0	0	0	4.14	4.67
Italian SL	7	0	0	0	0	3	4	0	0	2.43	4.44
Spanish HL	1	1	0	0	0	0	0	0	0	7.00	5.59
Hist. of Americas HL	33	0	5	10	15	3	0	0	0	4.52	4.11
Biology SL	35	0	2	8	15	5	3	0	2	4.03	4.27
Physics SL	24	1	2	6	6	7	2	0	0	4.08	4.10
Math Studies SL	46	0	2	6	6	15	1 1	4	2	3.11	4.66
Math SL	48	2	7	10	13	9	6	1	0	4.13	4.44
Film HL	13	0	0	2	7	4	0	0	0	3.85	4.67
Visual Arts HL	22	0	10	5	6	1	0	0	0	5.09	4.92

# DFHS Observations

## “Working from Strength”

- Dedicated and caring staff
- Focused on the needs of all students
- Enthusiastic about professional development and improving practice
- DFHS is a close-knit community that rallies behind the success of others

# DFHS Observations

## “Working from Strength”

- Small Class Size
- 98% of students participating in IB
- 276 students on Honor or High Honor Roll
- Students admitted to top universities in nation
- 9 National Merit Scholars (2010)

# DFHS Observations

## “Working from Strength”

- National Recognition: *The Washington Post* ranks DFHS #39 (out of 356) in Northeast for college readiness.
  - Irvington (#42)
  - Schreiber HS (Port Wash.) (#54)
  - Hewlett HS (#59)
  - Pleasantville (#67)
  - Mamaroneck (#78)
  - John Jay HS (#82)
  - Staples (Westport) (#100)
  - Ridgefield (#102)

# Observations

## IB Program and College Readiness

- 98% of students take at least one IB course before graduation
- In-line with district and IB philosophy of equity and open access
- Increased Student Participation
  - Biology: 2010 (27); 2011 (35)
  - Physics: 2010 (17); 2011 (24)
  - Math Studies: 2010 (13); 2011 (46)
  - Math SL: 2010 (32); 2011 (48)

# Observations (All Data)

- Focus on ELA
  - “The backbone” of all disciplines
  - Focus on reading, writing, and communication
  - 2011 HS ELA Mastery (58%)
  - Incoming 9<sup>th</sup> graders
    - 74/102 (72.5%) are Level 3 or 4
    - 24/102 (23.5%) are Level 2

# Observations (All Data)

- Focus on Math
  - Focus on problem solving, computation, application
  - 2011 HS Math Results (entire cohort)
    - Geometry: 75% passing; 37% mastery
    - Algebra 2/Trigonometry: 85% passing; 41% mastery
  - Incoming 9<sup>th</sup> graders
    - 86/102 (84.3%) are Level 3 or 4
    - 13/102 (12.7%) are Level 2

# Additional DFHS Observations

- 9<sup>th</sup>/10<sup>th</sup> Grade ELA classes (mixed ability)
- Inconsistent emphasis of IB Learner Profile in Grades 9/10
- Unstructured approach to AIS
- A need for focused supervision
- A need for structured professional development
- A need for uniform approach to analyzing and using student data

# Instructional Focus

## General Goals

- Connecting all students to DFHS: "Something for everyone"
- "How do we meet the needs of..."
  - Students who are "below" level?
  - Students who are "in the middle"?
  - High performing students?

# Instructional Focus

- Focusing on strengthening the use of proven effective instructional strategies.
- Engaging in the analysis of available assessment data to develop instructional plans.
- Adjusting curriculum and instructional programs based on student data and student need.

# Instructional Focus #1

Focusing on strengthening the use of proven effective **instructional strategies**.

# Professional Development

- Focused Professional Development (Faculty Meetings)
- Differentiated PD Workshops
- Individual Teacher Goal Setting
- Informal Learning Walks
- Formal Observation Process

# Professional Development Faculty Meetings

- All faculty meetings focus on improving instruction
- Generated from qualitative and quantitative student and classroom data
- Faculty Meeting #1: "What are the qualities of an effective lesson?"
- Faculty Meeting #2: "How can we use assessment to drive future instruction?"

# Professional Development

## Differentiated Workshops\*\*

- Generated from qualitative and quantitative student and classroom data
- Teachers select top two choices. Assigned based on individual need.
- Four workshop options:
  - Building Academic Language
  - Using Flexible Grouping to Respond to the Needs of all Learners
  - Learning Through Questioning
  - Using SmartResponse to Assess Understanding

# Professional Development

## Differentiated Workshops (Continued)

- Leading to the creation of smaller learning communities that focus on a specific area
- Initial implementation of inter-visitation
- Focus of formal and informal observations
- Follow-up meeting in January

# Professional Development

## Individual Teacher Goal Setting\*\*

- All teachers met individually with Principal or Assistant Principal to create measurable S.M.A.R.T. professional goals
- Professional Domains
- Periodic meetings to assess progress
- Common Goal for All Teachers: "To incorporate the principles of differentiation into each lesson"

# Professional Development

## Informal Learning Walks\*\*

- Ongoing supervision
- All teachers receive written feedback
- Build off previous visits
- Focus and time varies
- Conducted individually and/or in teams
- Inter-visitations

# Professional Development

## Formal Observations\*\*

- Ongoing supervision
- Guided by the individual strengths and weaknesses of teachers.
- All teachers receive written feedback
- Build off previous visits
- Full Class Period
- Conducted individually and/or in teams

## Instructional Focus #2

Engaging in the **analysis of available assessment data** to develop instructional plans.

# Data-Driven Instruction

- Focus on informal and formal assessment data
- Focus on training teachers to “think like assessors”
- All instruction is guided (and adjusted) using relevant student data

# Data-Driven Instruction

## Informal Classroom Assessment Data

- How do we...
  - Know that our students are ready?
  - Know that our students get it?
  - Respond to the needs of our students?
- Lessons with “built-in” assessments:
  - Opening Do Now (pre-assessment)
  - Mid-Point Assessments (think-pair-shares, essential questions, etc.)
  - Concluding activity (post-assessment)

# Data-Driven Instruction

## Formal Assessment Data

- Guides all curriculum planning and classroom instruction
- Initial phase-in of quarterly periodic assessments (cumulative)
- Uniform midterm assessments that are...
  - Skills-based
  - Aligned to Regents, IB, and AP exams
  - Predictors of future success
  - Designed to provide useful individual and whole-class data.

# Data-Driven Instruction

## Formal Assessment Data\*\*

- Grade level-data talks
  - Initial focus on 9<sup>th</sup>-11<sup>th</sup> ELA
  - Facilitated by Principal/Assistant Principal
  - Analysis of student work
  - Guides future departmental curriculum work
  - Identifying trends and planning accordingly
  - Moving toward the Data Inquiry Model

# Instructional Focus #3

Adjusting curriculum and instructional programs based on student data and student need.

# Adjusting Instructional Programs

## HS Advisory

- Structured AIS
- Goal: To promote student engagement and to meet with success in all classes and on all Regents exams.
- Criteria for Entering:
  - 9th Graders: Level 1 or 2 on ELA or Math NYS Assessments
  - 10<sup>th</sup>-12<sup>th</sup> Grade:
    - Course and/or Regents failures
    - Teacher/Administrator/Guidance counselor recommendation based on organizational issues, need for structure, struggling performance, etc.
- Open to all students
- Credits: ½ or 1 credit

# Adjusting Instructional Programs

## HS Advisory

### "The Role of the Advisor"

- Serve as a liaison between students and classroom teachers
- Help students plan for upcoming tests/projects.
- Ongoing parental contact
- Pre-teach/Re-teach critical components of upcoming lessons
- Monitor student attendance
- Weekly meetings with assistant principal to monitor student progress

# Adjusting Instructional Programs

## HS Advisory\*\*

### Course Data

- 66 students enrolled
  - Grade 9: 18 students
  - Grade 10: 12 students
  - Grade 11: 19 students
  - Grade 12: 17 students
- Quarter 1 Data
  - 36/66 students with more than one "A" in a core subject
  - 46/66 students with no failing grades
  - 13/66 with one failing grade
  - 50/66 have higher GPA in Quarter 1 as compared to last year at same time.

# Adjusting Instructional Programs

## Curriculum Planning

- Teacher teams will continue to meet to:
  - Incorporate the Common Core State Standards.
  - Infuse the IB Learner Profile in ALL subjects.
  - Naturally integrate IB and Regents tasks into the curriculum.
  - Use the ATLAS software as a tool for planning units and future instruction.
  - Revise and adjust daily instruction based on available student data.

# Focusing on the Whole Child

# "The Whole Child"

- New Activity Schedule
  - 21 clubs
  - Additional extra-help
- New Exam Schedule
  - Relieves unnecessary pressure and stress
  - Helps students to budget time
- Homework guidelines
  - Focus of Compact Committee

# The Current State of DFHS

- First Quarter Results
  - Class of 2012 (12<sup>th</sup> Graders)
    - 1<sup>st</sup> Quarter 2010: 21 course failures
    - 1<sup>st</sup> Quarter 2011: 7 course failures
  - Class of 2013 (11<sup>th</sup> Graders)
    - 1<sup>st</sup> Quarter 2010: 21 course failures
    - 1<sup>st</sup> Quarter 2011: 14 course failures
  - Class of 2014 (10<sup>th</sup> Graders)
    - 1<sup>st</sup> Quarter 2010: 58 course failures
    - 1<sup>st</sup> Quarter 2011: 21 course failures
- Culture of learning and success