

W E L C O M E



The Fab 5 that Sent Graduation Rates Soaring !



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ESSA Accountability

- Accountability Determinations
 - Schools in Good Standing
 - Recognition School (subset of schools in good standing)
 - Targeted Support and Improvement Schools (TSI)
 - Comprehensive Support and Improvement Schools (CSI)
- TSI and Recognition Schools are Identified annually
- CSI designations are made every 3 years
- All based on “measures of success”

ESSA Accountability

- Elementary Level:

- Composite Performance: Annual student performance in English language arts (ELA), math, and science
- Academic Progress: Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs) in ELA and math
- Student Growth: Student growth on state assessments in English language arts and math for students in grades 4-8 compared to students with similar scores in prior years
- English Language Proficiency (ELP): Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSELSAT)
- Chronic Absenteeism: Percent of students who are absent 10% or more instructional days

ESSA Accountability

- Secondary Level

- Composite Performance: Annual student performance in English language arts, math, science, and social studies
- Academic Progress: Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs)
- English Language Proficiency (ELP): Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSELSAT)
- Chronic Absenteeism: Percent of students who are absent 10% or more instructional days
- Graduation Rate: Graduation rates of students four, five, and six years after first entering grade 9, based on graduation rate cohorts that are lagged one year.
- College, Career, and Civic Readiness (CCR): Percentage of students who are leaving high school prepared for college, care, and civic readiness as measure by diploma, credentials, advanced course credits and assessment results, career and technical education certifications and other similar measures.

Graduation Rates

- Brief History – “Aha Moment”
 - 1998 SWD Graduation Rate 51%
 - 1988 All students Graduation Rate 82%

Graduation Rates

Year	Cohort (Year Entered Grade 9)	CHS Graduation Rate
2018-2019	2015	96.5%
2017-2018	2014	94.8%
2016-2017	2013	96.8%
2015-2016	2012	91.5%
2014-2015	2011	94.4%

Why the Change

- We dug a little deeper! (Data)
 - Chronic Absenteeism
 - Course Failures
 - Student Engagement
 - Student and Family Support

Chronic Absenteeism

	2015-16	2016-17	2017-18	2018-19
All Students	10%	11%	11%	11.5%
SWD	17%	21%	22%	23.4%
ELL	23%	11%	7%	21.6%
ED	22%	23%	23%	23.3%
Homeless	N/A	N/A	48% (42 students)	36.8% (38 students)

What Data Should You Be Looking At?

- 2018-2019 Student Enrollment: 1316
- 97 students failed more than one class
 - 23 of those students were SWD
 - 46 of those students were ED

Who Does The Fab 5 Serve?

- 22 Students with Disabilities
- 56 Economically Disadvantaged Students
- Students classified as Homeless

Overcoming Barriers

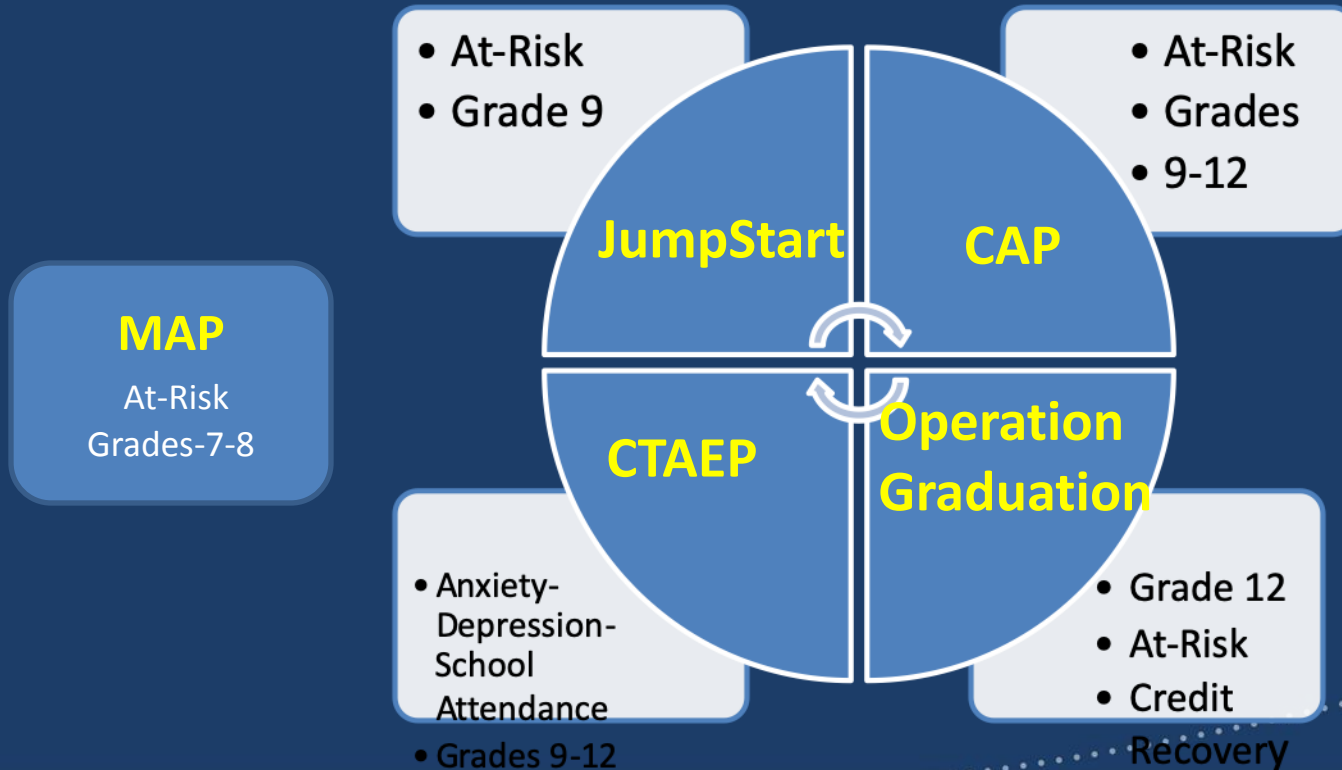
- Disengaged, school avoidance, attendance
- ACES
- Academic At-Risk
- Mental Health
- Family

Alt. Ed. Demographics

Many have ACES (Adverse Childhood Experiences) such as:

- Parent death
- Homelessness, couch surfing, doubled up, shelter living
- Isolation and abandonment
- Condemned home
- Hospitalized for Mental health issues*
- Parent refusal for special education referral
- Mental health issues
- Student Working a 40+ hour work week
- Student Hospitalized for Mental health issues*
- Working a 40+ hour work week
- Parent w/ mental health or addiction issues
- Transient population
- Financial struggles

THE FAB 5



Program Structure

<u>Program</u>	<u>Staffing</u>	<u>Average Class Size</u>
<p><u>MAP</u></p> <p>7th-8th Grade</p> <p><i>Note: No At-Risk program option for 6th grade</i></p>	<p>.4 SS, .4 ELA, .4 Math, .4 Sci, .4 Spanish 1 TA</p> <p><i>Note: There is no dedicated full-time teacher attached to this program, unlike all other EG At-Risk Programs. Each teacher has additional teaching assignments in addition to MAP assignment.</i></p>	<p>15 Gr. 7 15 Gr. 8 (Serves 30 students overall)</p>
<p><u>Jumpstart</u></p> <p>9th grade</p>	<p>1 Teacher (Adadjo), 1 TA .2 Social Studies + .2 Science</p>	<p>15</p>
<p><u>CAP</u></p> <p>9th, 10th, 11th, 12th Grades</p>	<p>1.0 (SS/Director -Marsh) + 1.0 ELA + .4 Math + .4 Science + .5 TA</p> <p><i>Note: this program serves the most students and has the least TA support</i></p>	<p>12 (Serves 50 students overall)</p>
<p><u>Operation Graduation</u></p> <p>Seniors: At-risk, Self-contained environment</p>	<p>1 Teacher (Hartnagle) + .8 content area teachers, 1 TA</p>	<p>15</p>
<p><u>CTAEP</u></p> <p>9th, 10th, 11th, 12th Grades Separate Location</p>	<p>3.0 Teachers, 2 TAs, .7 Psychologist</p>	<p>8 (Serves 24 students overall)</p>

Entry Criteria – Referral Process

MAP	Teacher referrals and input, parental consent, student interview, IST discussion, Academic performance and interventions, student attendance, disciplinary reports
Jumpstart	Goff Referral: Incoming 9th graders deemed most at risk for not earning 9th grade credits - Teacher input, and review of academic, social, emotional needs
CAP	IST Referral: <ul style="list-style-type: none"> •Needs small school-within-school environment , wrap around support •Previous attendance problems, academic failure, substance or juvenile justice issues
Operation Graduation	IST Referral: <ul style="list-style-type: none"> •At-risk of not graduating, behind in grad requirements, attendance Issues, credit recovery needs, IEP needs/requirements
CTAEP	IST Referral: <ul style="list-style-type: none"> •Severe attendance issues related to anxiety /depression •Overwhelmed by large environment •Require intensive counseling component •May have had hospitalizations or been on home tutoring

Program Desired Outcomes

MAP	<p>Students will learn the skill-set necessary to be successful members of school community and beyond</p> <ul style="list-style-type: none"> •Organizational and Time Management Skills •Social-Emotional Coping Strategies •College and Career Opportunities
Jumpstart	<ul style="list-style-type: none"> •Leave 9th grade with 5.5 credits •Positive Transition to High School
CAP	<p>Meet NYS Regents examination and graduation requirements</p> <ul style="list-style-type: none"> -Remove barriers to attendance and academic progress <ul style="list-style-type: none"> •Provide smaller school-within-school environment •Consistent instructors throughout program provide opportunity for mentor-like relationships
Operation Graduation	<p>On-time Graduation with a solid transition plan for work field or college</p> <ul style="list-style-type: none"> •Credit recovery options Intensive Regents Prep Modified PE Counseling •Remove “drama”---small class size / separate environment
CTAEP	<p>Increase Attendance Remove triggers leading to school anxiety Build coping strategies Increase tolerance to typical settings/experiences</p> <ul style="list-style-type: none"> •Small, Therapeutic environment, Modified PE, •Embedded counseling •Building Connections beyond themselves (job-coaching/acting as assistant in elementary classrooms)

MAP

- Prevention
- Early Identification
- 7-8th grade
- Cohort of 15 at risk students per grade level
- Minimize transitions, same staff both grades
- Gen Ed teacher comes to MAP

MAP

- Team Building
- Connectedness
- Study Skills
- Counseling

Jumpstart

- Population:
 - 9th grade subgroup
 - Not earning expected credits
 - A trajectory that leads to drop out

Operation Graduation

- GOAL = ON TIME GRADUATION
 - Credit Recovery (APEX)
 - Small Class Size (15), Family Atmosphere
 - Later Start Time, Earlier Dismissal
 - Shorter Class Periods
 - Quiet Location within CHS / Separate Entrance
 - Flexibility in PE structure, etc

CAP

Our largest program (50)

9-12 grade, At-Risk, Family Barriers

- Provide smaller school-within-school environment , wrap around support
- Previous attendance problems, academic failure, substance or juvenile justice issues
- Meet NYS Regents examination and graduation requirements
- Remove barriers to attendance and academic progress
- Consistent instructors throughout high school program (9th through 12th grade) provide opportunity for **mentor-like relationships**

CAP

Let's take a look at CAP:

CAP -Columbia Alternative Program

CTAEP

- The Need
- Justification for Change
- Solution: Building a Program that works
- Success:
 - Data
 - Parent Feedback
- The Nuts and Bolts : An Overview of CTAEP

A Growing Population: Students with Anxiety and Depression

We identified a growing concern of students in need who were outplaced or not with us:



- 10 of our high school students were placed in an out of district **BOCES** program (TYP) serving students with emotional needs related to anxiety and depression.
- 8 more students were written out on **Home Instruction** by their physician or psychiatrist due to acute anxiety or depression.

A Growing Population: Students with Anxiety and Depression

- Several more of our high school students being referred to our Child Study Team due to **time out of class** (nurse's or counselor's offices) or excessive overall **absenteeism** related to their anxiety, depression or school avoidance - phobia.



- Increasing # of Students requiring **Hospitalization** (Four Winds) for Mental Health issues

2016-17 = 54

2015-16 = 18

2014-15 = 19

2013-14 = 21

2012-13 = 19

What Can Schools Do?

Anxiety is a Monster.....and it feeds on avoidance.

It is important to act early! Low-Level Interventions:

- Create an atmosphere of tolerance.
- Remediate areas of need for students (academic skills, social skills, etc.)
- Remember that “innocent comments” or sarcasm can be hurtful, particularly with fragile students.
- Make a home visit. Keep it positive. Let the family know you care.
- When students come back, do not shame them for absences.
- Plan for a “safe place” that students can go for support or counseling.
- Keep unscheduled counseling sessions short and solution-focused to get the students back to class as soon as possible.
- Allow students to ease into school routines.
 - Use caution in presenting a long list of missed assignments. It can be overwhelming!
 - Modified work load
 - Partial day
 - Keep a special eye on those students who have been on home-instruction for physical issues. Being out of school for any reason can lead to school anxiety!



We have a Need..... What's the Solution?

- **THE NEED:** We have identified enough of a population to confirm a need.
- **THE POSSIBILITY:** Create something special, IN-HOUSE, to support our students with significant mental health needs.

CTAEP:

- Supports students right in their own home-school community
- Eliminates need to send to high-cost placements outside of their school community. Parents less resistant.
- Students who have been on home tutoring, get a school setting that meets their needs. They are now out of the house and around others.
- Students overwhelmed in our larger setting (Columbia High School) who are frequent fliers in the nurse's and guidance offices have another option. The smaller setting (CTAEP) reduces their time out of class / school. Old methods are exacerbating the issue, not helping the students progress and are not cost effective for the district.

CTAEP

Let's take a look at CTAEP:

CTAEP - Center for Therapeutic Academic Excellence Program

CTAEP Success

- **Improved Attendance**
- In its inaugural year, 100 % of our CTAEP students improved attendance rates after entering the program.
- 50% of CTAEP students reached a 90% attendance rate----something they had never come close to achieving in the past.
- Other students, though improved, still struggle with attendance, but are able to stay up on their work due to the small student to staff ratio.
- Some students have had a long history of chronic absenteeism due to anxiety. With the supportive environment, change is remarkable.
- Example/Profile of one of our students:
 - 9th grade- student attended 1st quarter then went on HI due to medical need.
 - 10th grade - medical need cleared but remained on HI for entire year due to anxiety.
 - 11th grade -Attended an alternative program that was in the High School (only went partial days and attendance rate was 20%)
 - 12th grade attended 116 out of 166 days at CTAEP =70 % attendance rate

CTAEP Success- Attendance Results

STUDENT	AVERAGE ATTENDANCE*	STUDENT	AVERAGE ATTENDANCE*
1	76%	12	81%
2 [^]	15%	13	93%
3	65%	14	67%
4	100%	15	39%
5	76%	16 [^]	20%
6	93%	17	60%
7	94%	18	96%
8	82%	19	64%
9	67%	20	89%
10	91%	21	70%
11	85%	22	96%

* Attendance while in CTAEP

[^] Student did not successfully complete the program

Slide credit- Kelly Teufel, University at Albany

Student # 6

Prior to attending CTAEP:

- Average attendance : **30%**

After being in enrolled CTAEP

- Average attendance : **93%**

Where are they now?

Program	2015-2016	2016-2017	2017-2018
MAP	<p><u>10th Grade Cohort</u></p> <ul style="list-style-type: none"> •9 in CAP •4 mainstreamed (3 by parent request) 	<p><u>9th grade cohort</u></p> <ul style="list-style-type: none"> •8 in CAP •7 mainstreamed (1 by parent request) •1 Jumpstart/ 1 CTAEP •2 moved out of District 	<p><u>8th Grade Cohort</u></p> <ul style="list-style-type: none"> •15 students in MAP 8 •2 mainstreamed (by parent request) •2 moved out of district
Jumpstart	<p>2013 Cohort: 13 Enter 8 graduate, 3 moved, 1 drop</p>	<p>2014 Cohort: 14 Enter 12 on track to grad, 1 to CTAEP (to graduate), 1 returned grad plan '19</p>	<p>2015 Cohort: 16 Enter 14 on track to graduate 1 Transfer to CAP, 1 Drop</p>
CAP	<p>2013 Cohort: 12 enter, 12 graduated</p>	<p>2014 Cohort: 15 Enter, 4 drop (not re-enrolled) -11 on track to graduate</p>	<p>2015 Cohort: 14 Enroll, 14 on track to graduate</p>
Operation Graduation	<p>Graduation Rate 16/16 Graduated: 100%</p>	<p>Graduation Rate 15/16 Graduated: 94%</p>	<p>Graduation Rate 16 Students enrolled</p>
CTAEP	<p>2011 cohort (8 students) 50% -college 50% -work/other</p>	<p>2012 cohort (8 students) (12%) 1-still enrolled -moved to OG (25%) 2-college (63%) 5-work/other</p> <p>(3 of 8 were able to return full time to CHS prior to graduation)</p>	<p>2013 cohort (10 students) 2-moved out of district 2-return full time to CHS 6- seniors at CTAEP</p> <p>(100% -all are on track for June 2018 graduation)</p>