

North Dorchester High School

YEAR IN REVIEW

2017-2018

*You can't really know
where you are going
until you know where
you have been.*

- Maya Angelou

Objective:

NDHS Staff members will be able to evaluate and provide feedback on trends in NDHS academic and cultural data points to maintain a growth mindset entering the 2018-2019 school year.

Agenda:

1. Review best practices for data analysis.
2. Examine academic and cultural data from NDHS, beginning with 2017-2018.
3. Conduct reflective practices to make conscious decisions that may impact the NDHS learning environment.



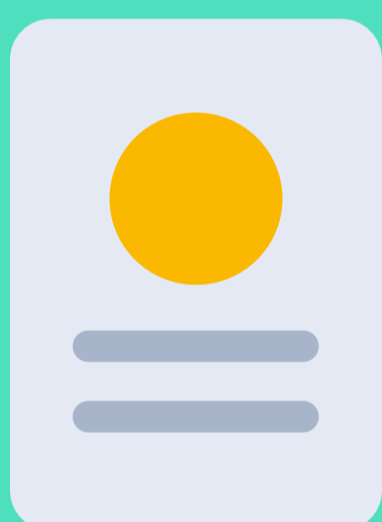
DATA LOOK FORS AND TIPS



Identify the context of the data you are examining.



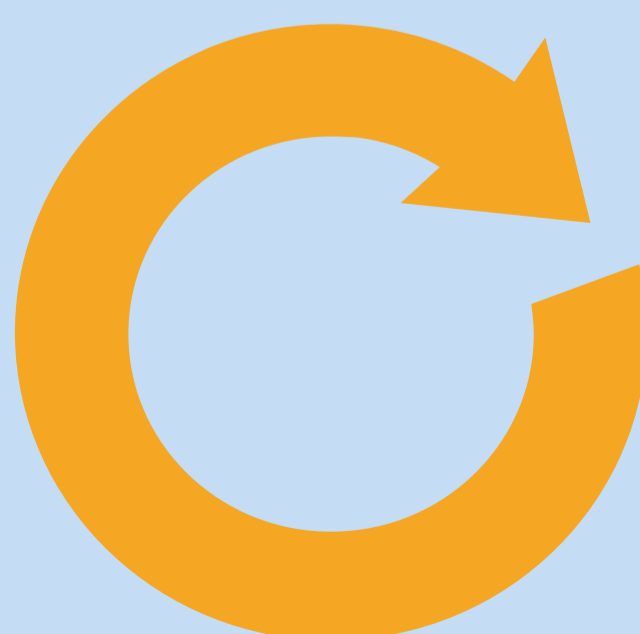
Consider the INTERNAL and EXTERNAL variables that may be related to the data you are examining.



Remember that the data analysis process is a cycle...

Identify raw data indicators and their context.

Seek and collect additional data.

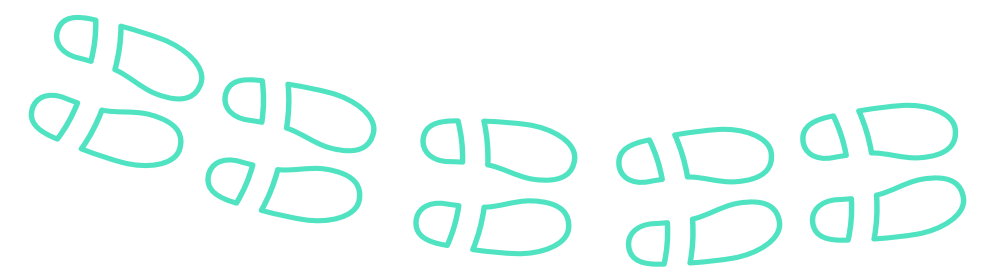


Establish a mean for meaningful interpretation of the data.

Identify next steps related to data trends and needs.

Gallery Walk

ROUND
ONE



Each group will report to their first station and will rotate after 2 minutes:

PARCC
English

PARCC
Math

CCR

SAT

AP

GPA

Class of
2018

Discipline

Climate
Survey 1

Climate
Survey 2

Using chart paper and markers we will identify:

- at least **ONE INSIGHT** from the data presented.

- at least **TWO SUGGESTIONS** we can all collectively contribute to improving academic and cultural needs.

Data

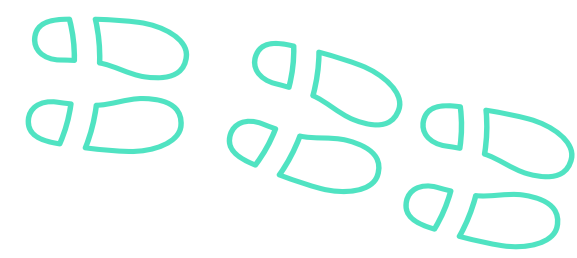
Insights

Suggestions



Gallery Walk

ROUND
TWO



GROUP SWITCH!

PARCC
English

PARCC
Math

CCR

SAT

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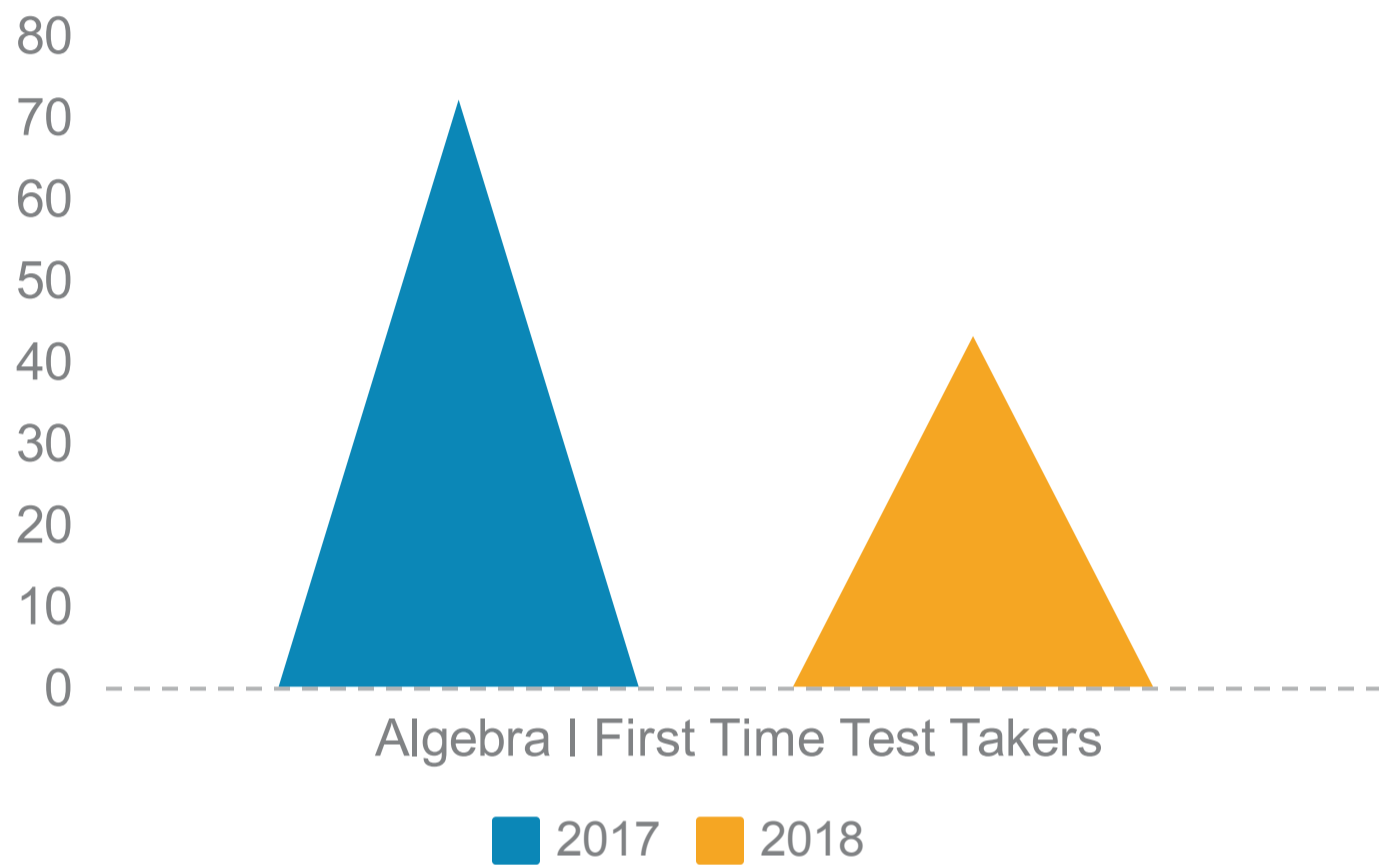
Climate
Survey 1

Climate
Survey 2

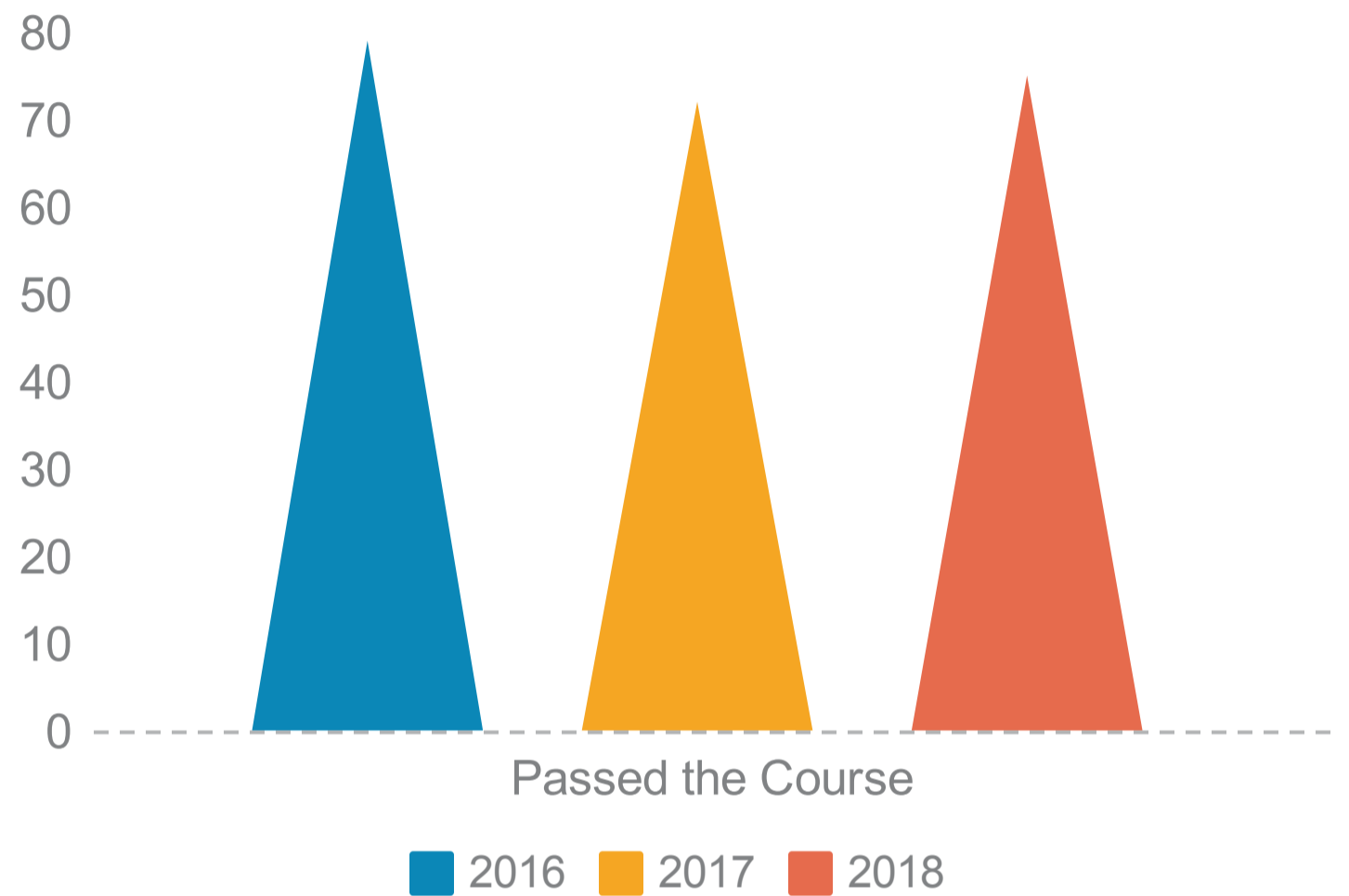
1. Place a sticker next to the insight or strategy you find more relevant.
2. Write an additional insight or strategy to keep the conversation going.
3. Identify a strategy **YOU CAN USE IN YOUR CLASSROOM THIS YEAR** to support improvement.

Students must earn a 725 (Level 3) or higher to fulfill their graduation requirement.

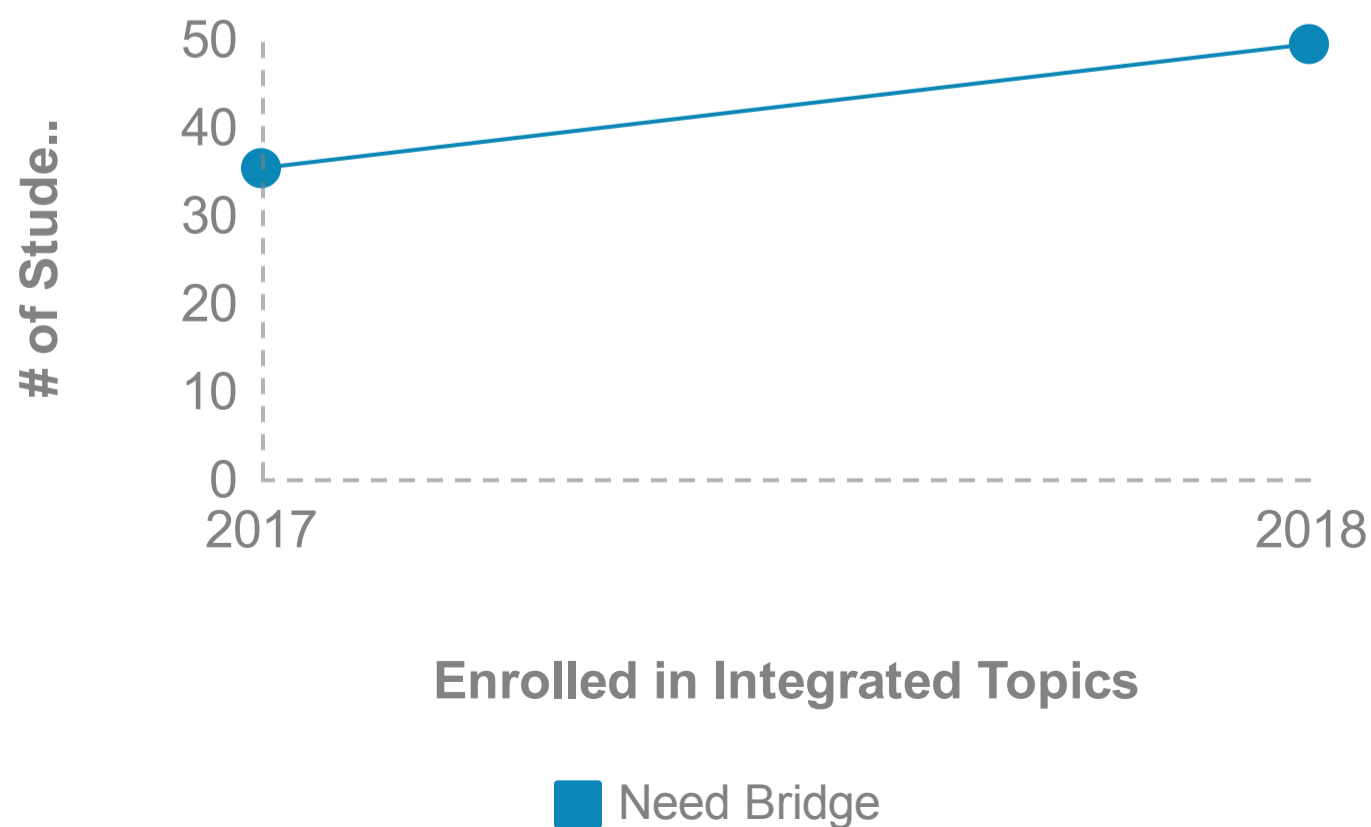
% Fulfilling Algebra I Graduation Requirement as a 1st Time Test Taker



Percentage of Students Passing the Algebra I Course



Number of Students who Need BRIDGE to Fulfill Graduation Requirements



An additional 9 retesters earned a passing score after working through their BRIDGE project in Integrated Topics.

26% of retesters no longer require Algebra I BRIDGE

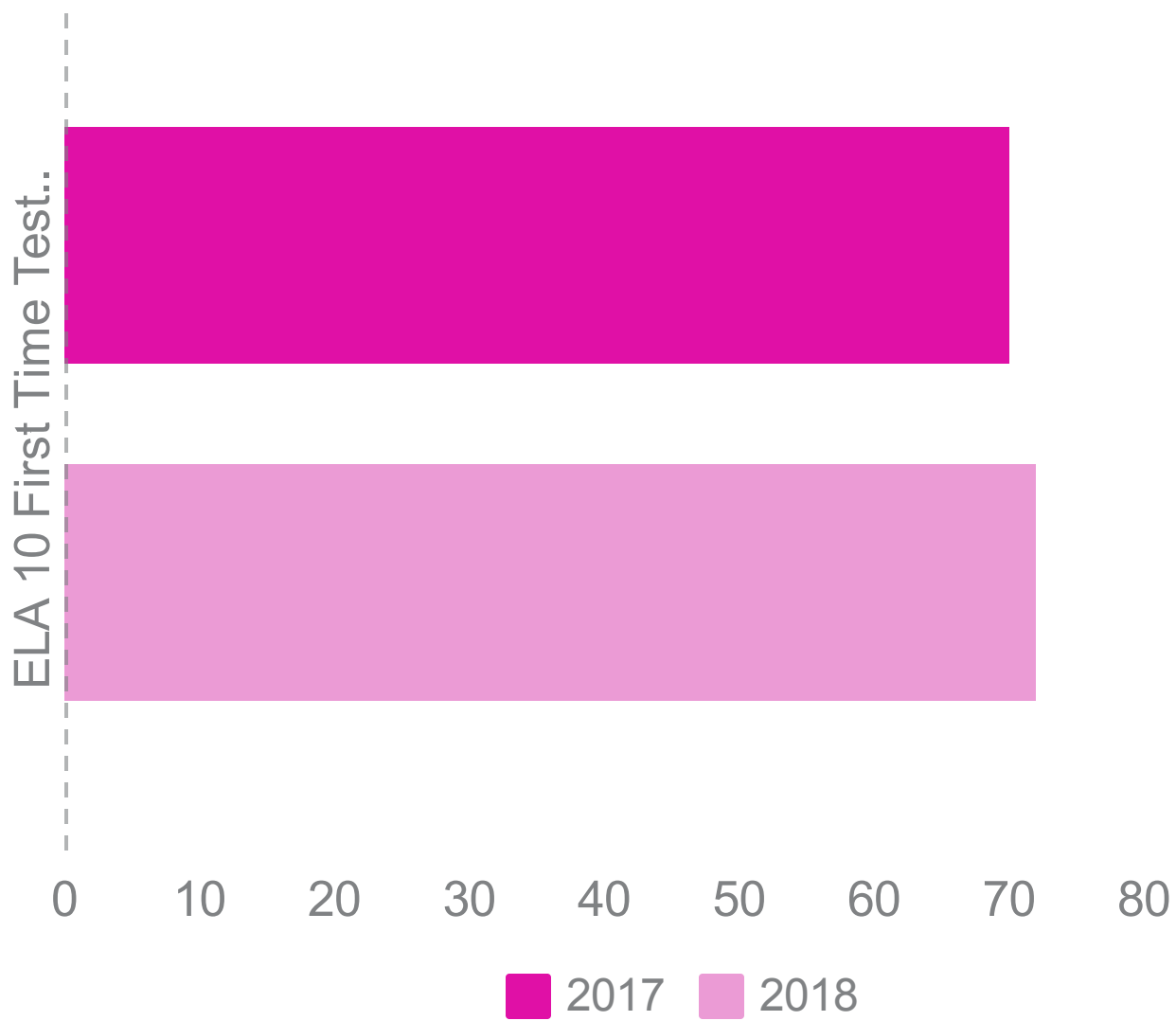


Bridge Plan for Academic Validation

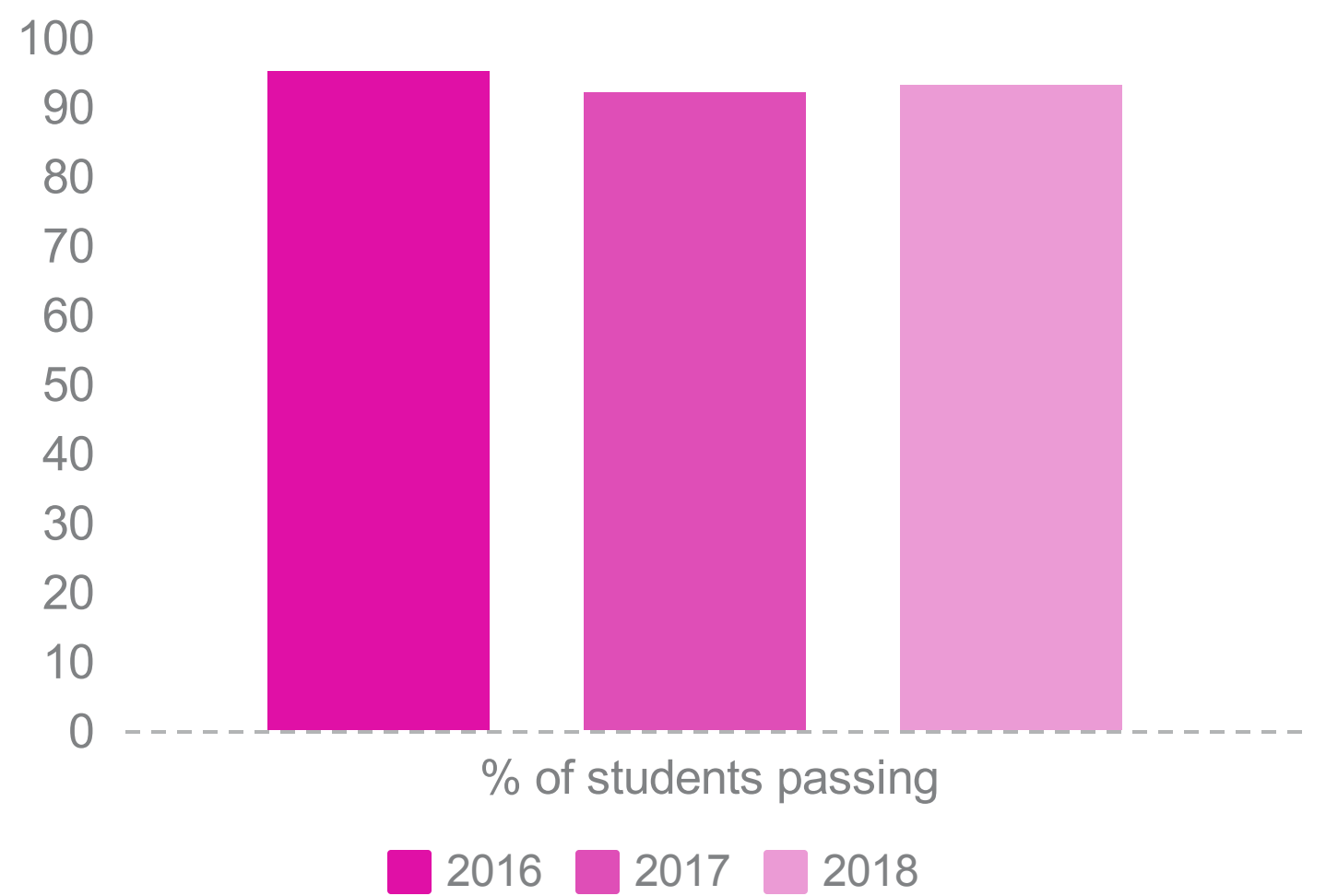
ELA 10

Students must earn a 725 (Level 3) or higher to fulfill their graduation requirement.

% Fulfilling their Graduation Requirement for ELA 10

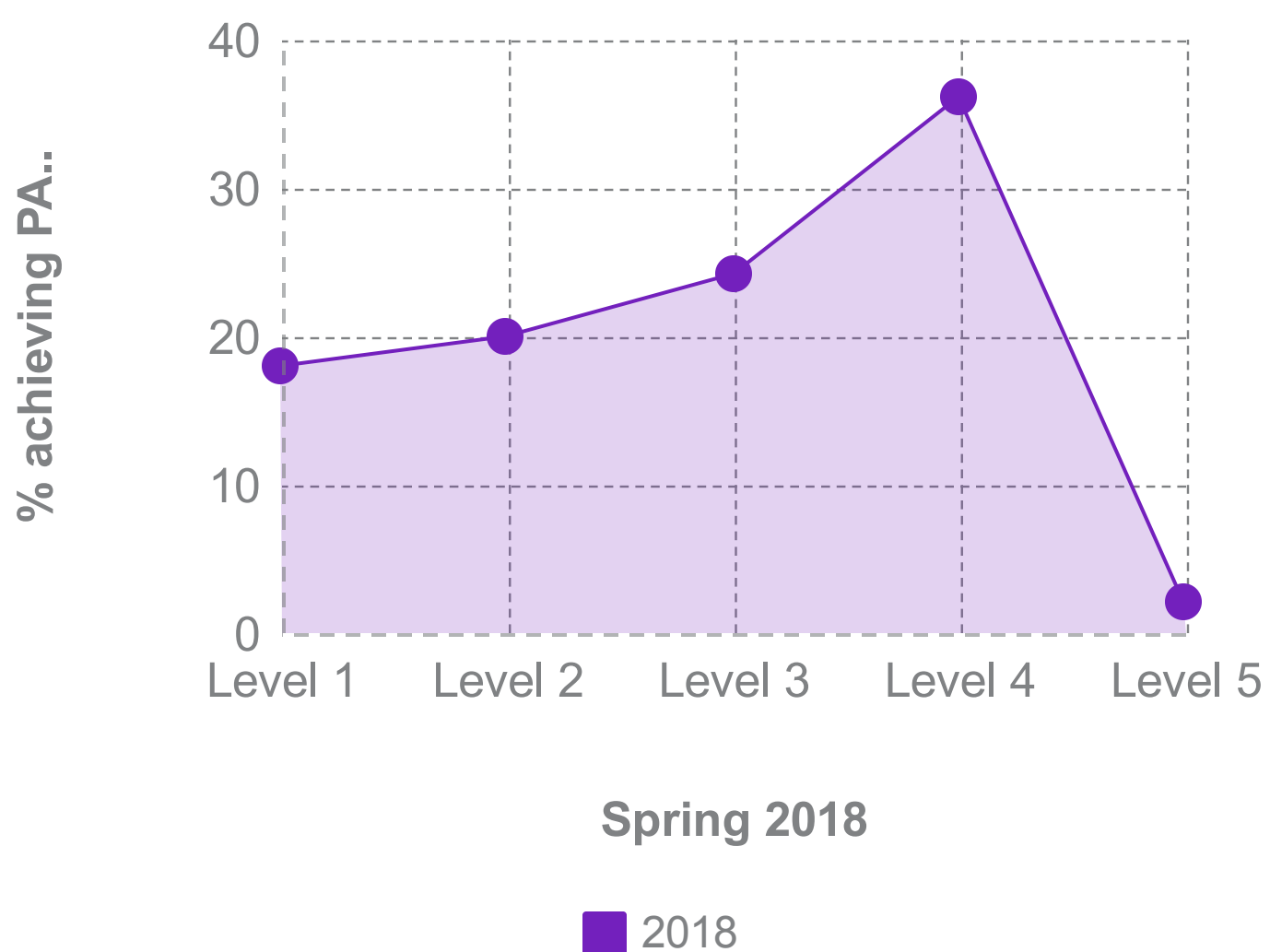


% of Students Passing the ELA 10 Course

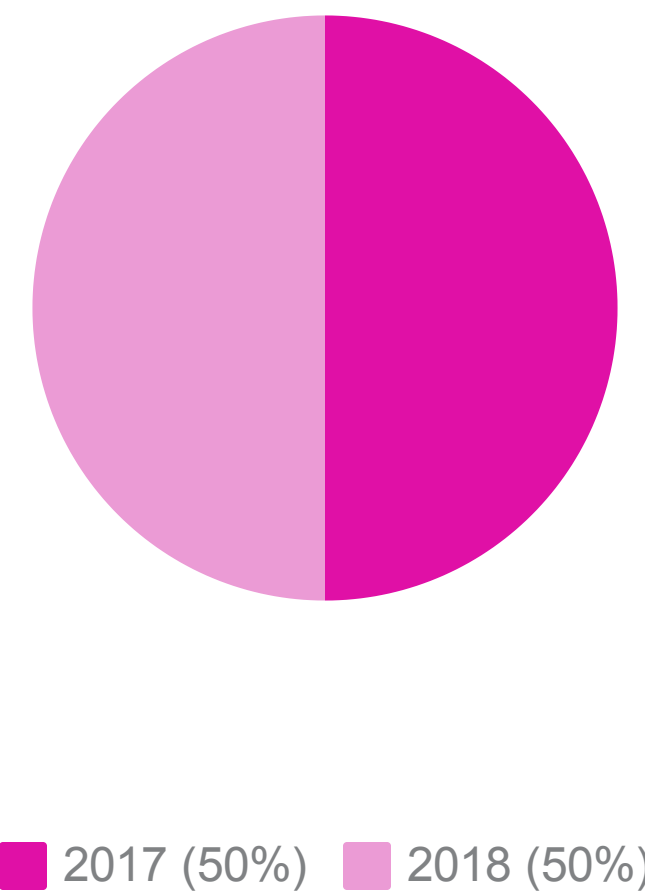


ELA 9

Spring 2018 ELA 9 Results



Number of Students in need of BRIDGE for ELA 10



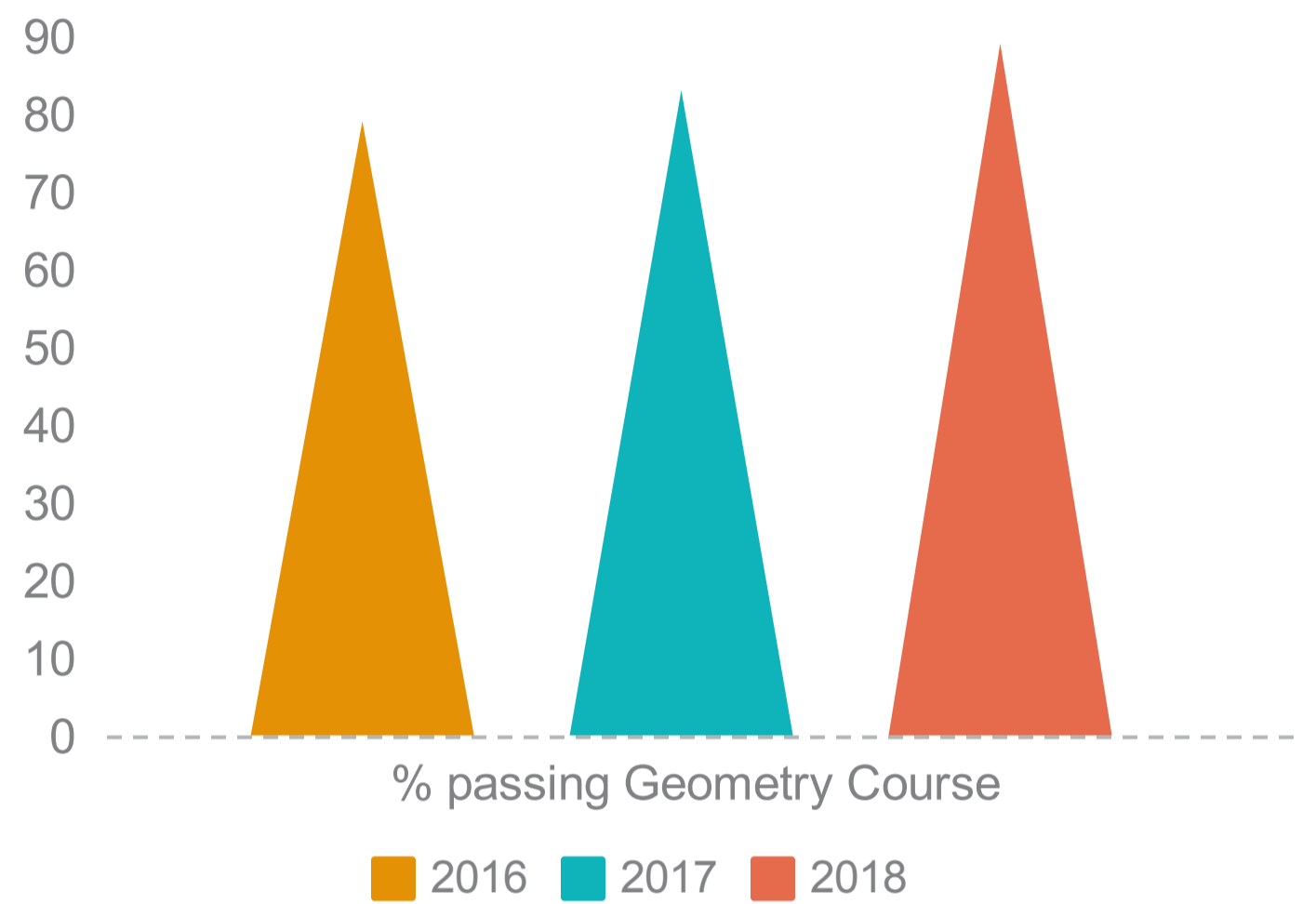
An additional 3 retesters earned a passing score after working through their BRIDGE project in ELA II.

Geometry

Geometry is used as a data collection point between Algebra I and Algebra II, students are not required to pass the assessment, but it is still viewed at as a passing score of a Level 3 (725).

58%
received a Level
3 (725) or
higher

% of Students Passing the
Geometry Course



College and Career Readiness

Students can use their PARCC ELA 11 and PARCC Algebra II to earn the CCR Endorsement.

All students aim to earn their College and Career Readiness Diploma Endorsement.

61% of students enrolled in ELA 11 earned their CCR in English through PARCC.

1% of students enrolled in Algebra II earned their CCR in Math through PARCC.

College and Career Readiness

Scores that can be used to determine CCR:



CLASS OF 2018

29%

earned their CCR Endorsement for BOTH English and Math.

34%

earned their CCR Endorsement ENGLISH ONLY.

3%

earned their CCR Endorsement MATH ONLY.

CLASS OF 2019

(CURRENT STATUS)

18%

earned their CCR Endorsement for BOTH English and Math.

60%

earned their CCR Endorsement ENGLISH ONLY.

19%

earned their CCR Endorsement MATH ONLY.

% of Cohort Fully Endorsed

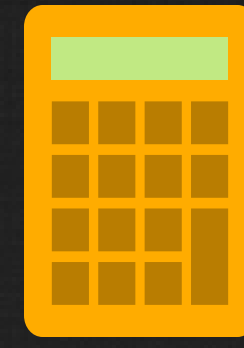


Students who have not earned their diploma endorsement will participate in the AccuPlacer during the 2018-2019 school year.

*New CCR Cut Scores

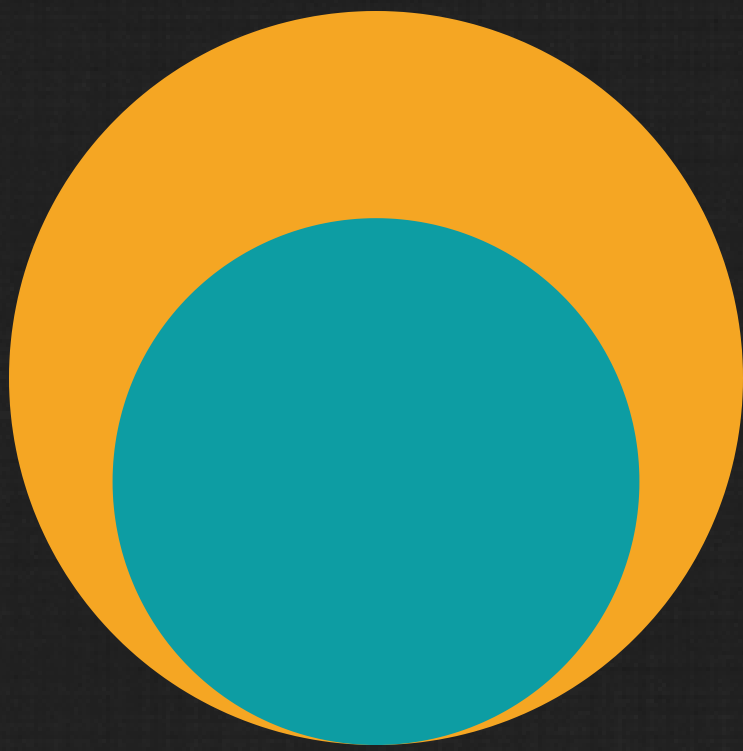


480+



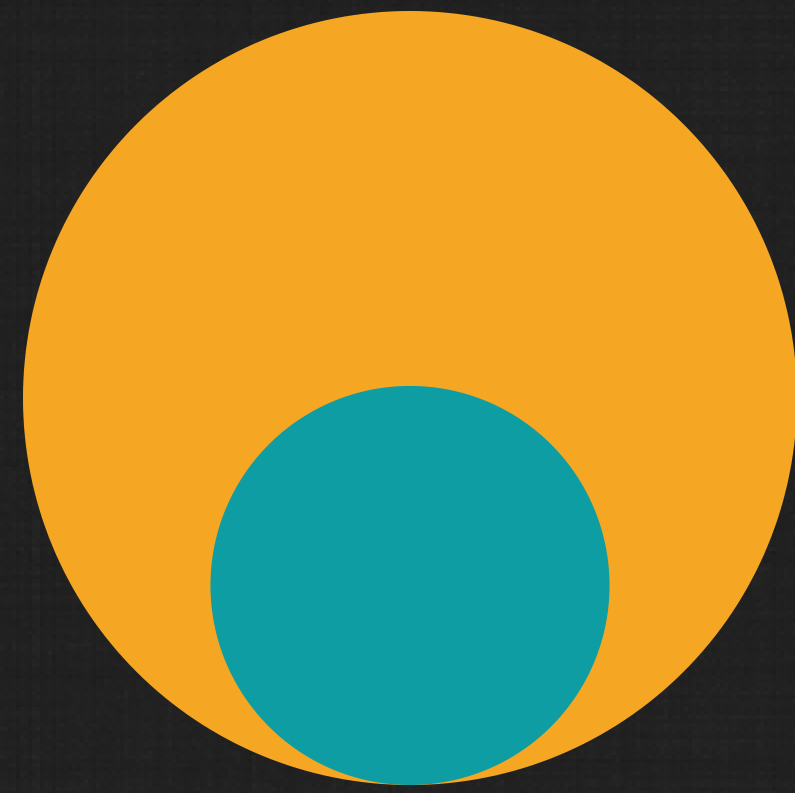
530+

% Achieving CCR for English



CCR Not CCR

% Achieving CCR for Math



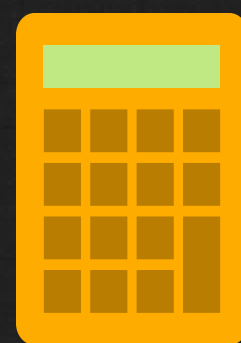
CCR Not CCR

ALL Sat Results

Average 2017-2018 Score



451



444

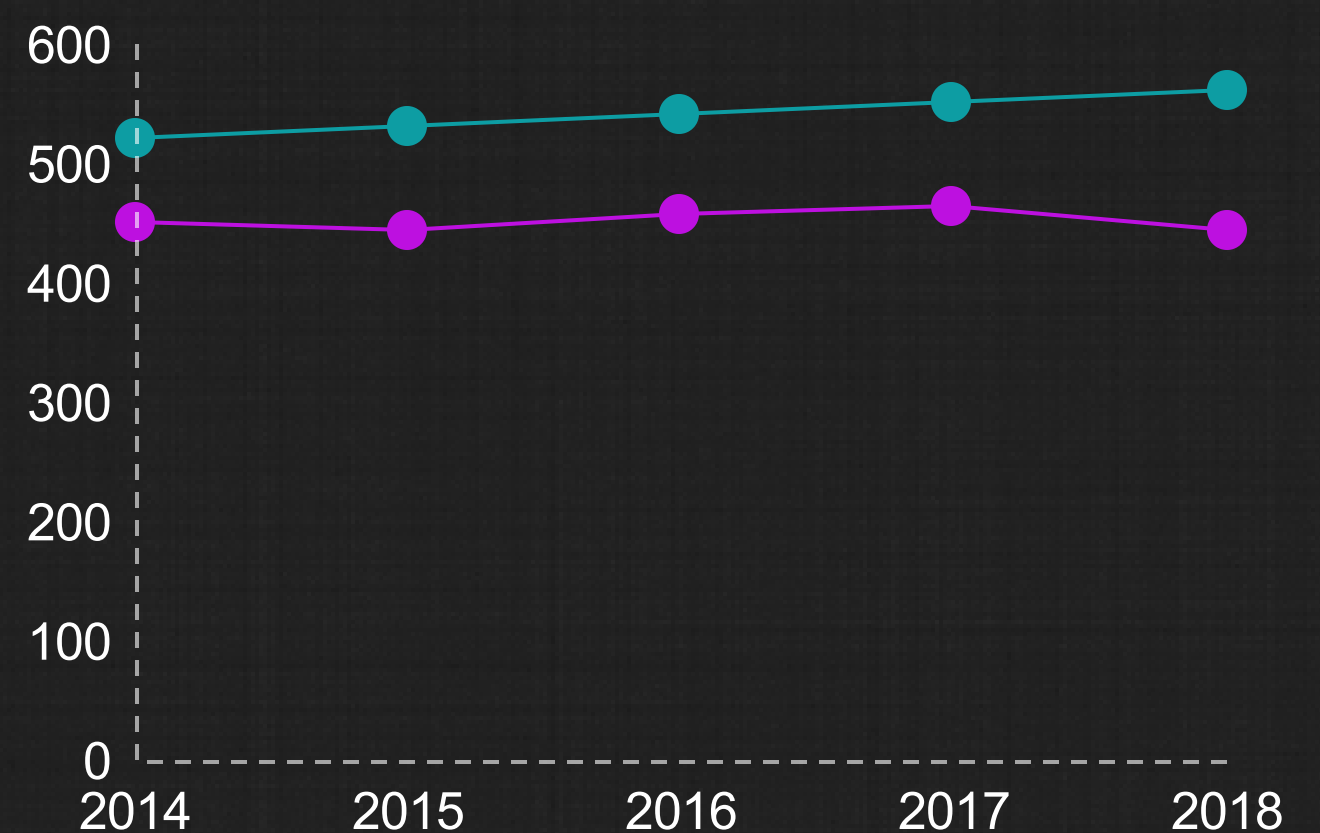


5 Year Trend ERW Average



State Expectation NDHS Average

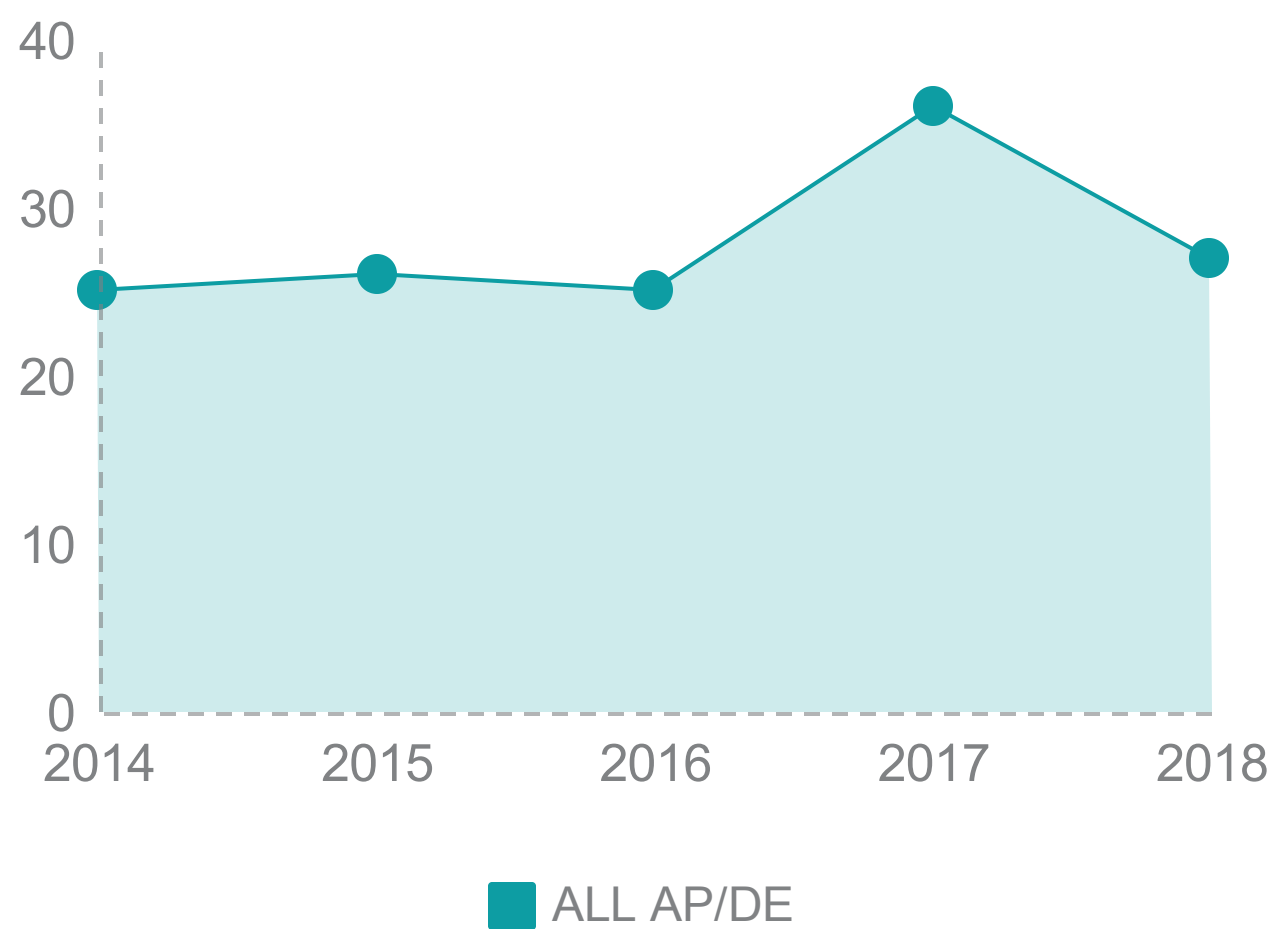
5 Year Trend Math Average



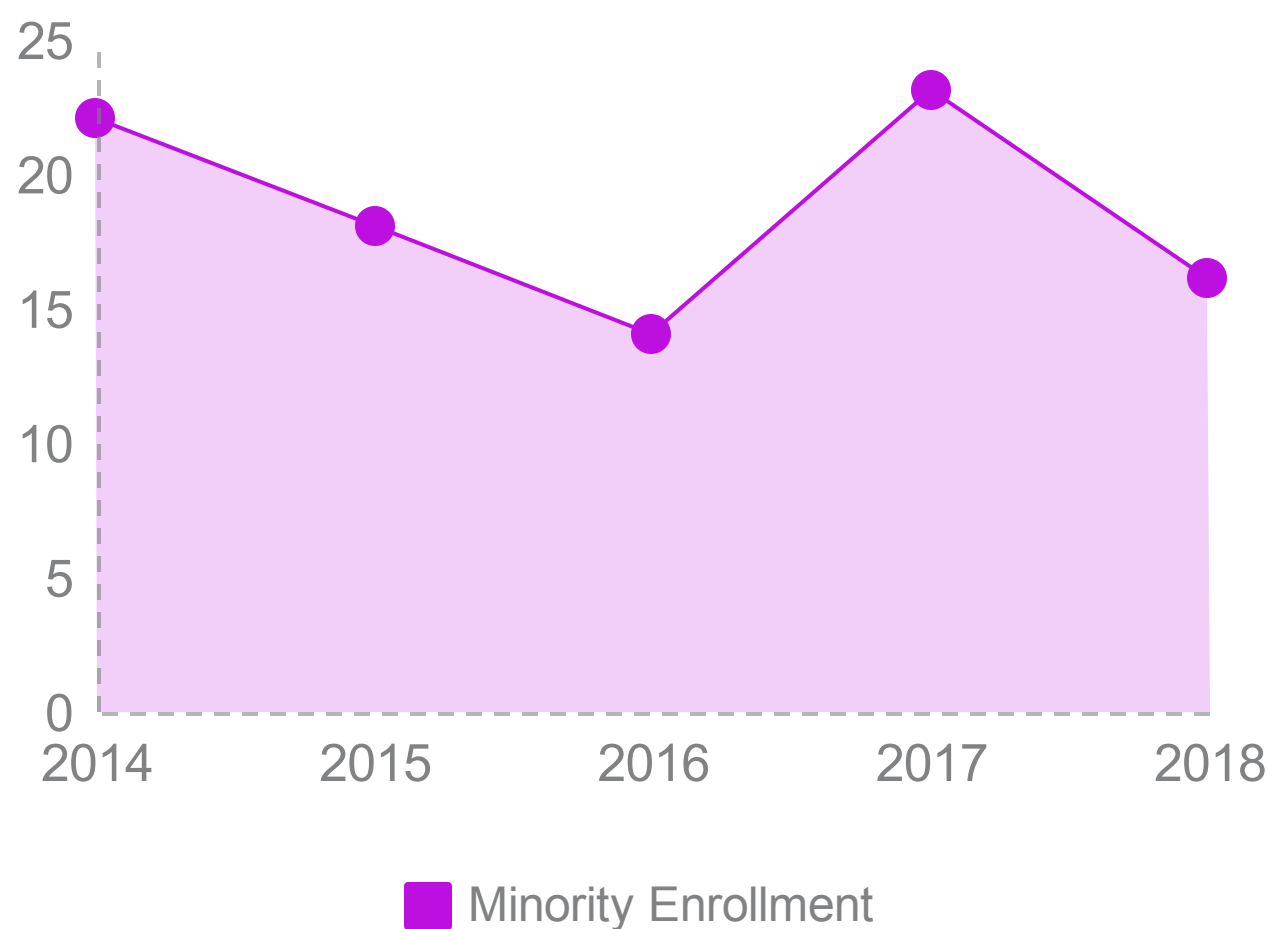
State Expectation NDHS

Advanced Placement & Dual Enrollment

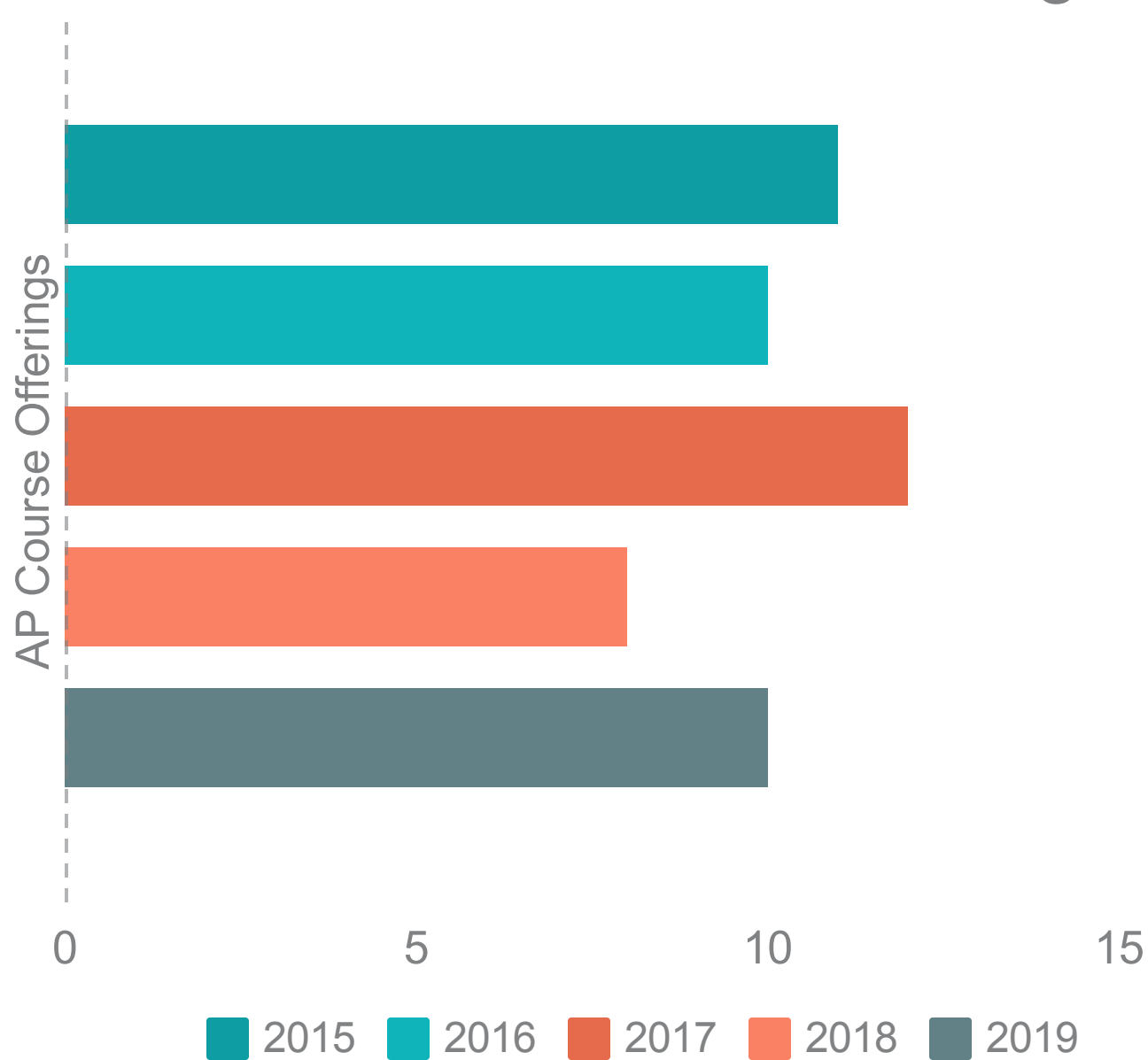
% of Student Population Enrolled in AP or Dual Enrollment



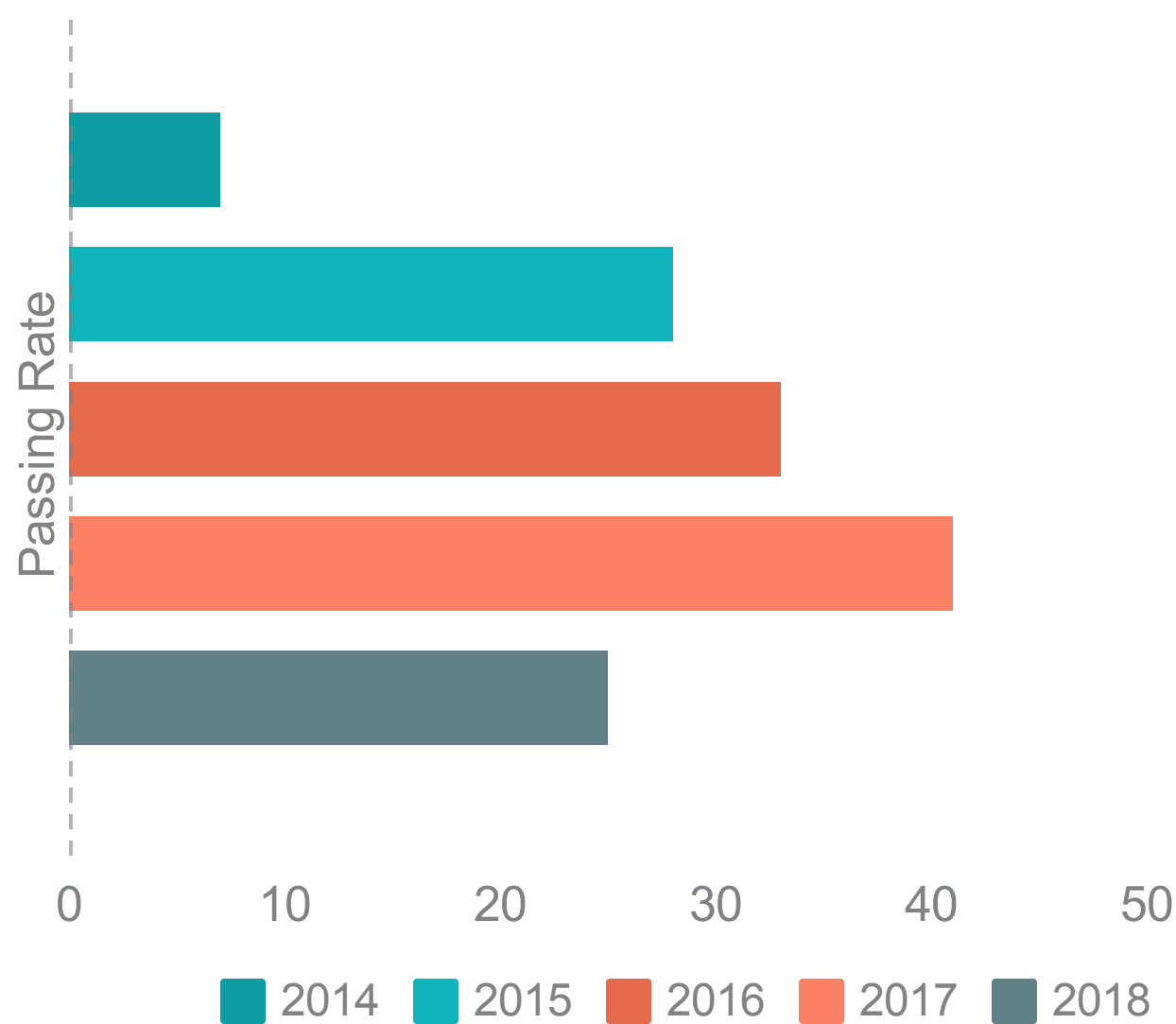
% of Minority Students Enrolled in AP or Dual Enrollment



NDHS AP Course Offerings

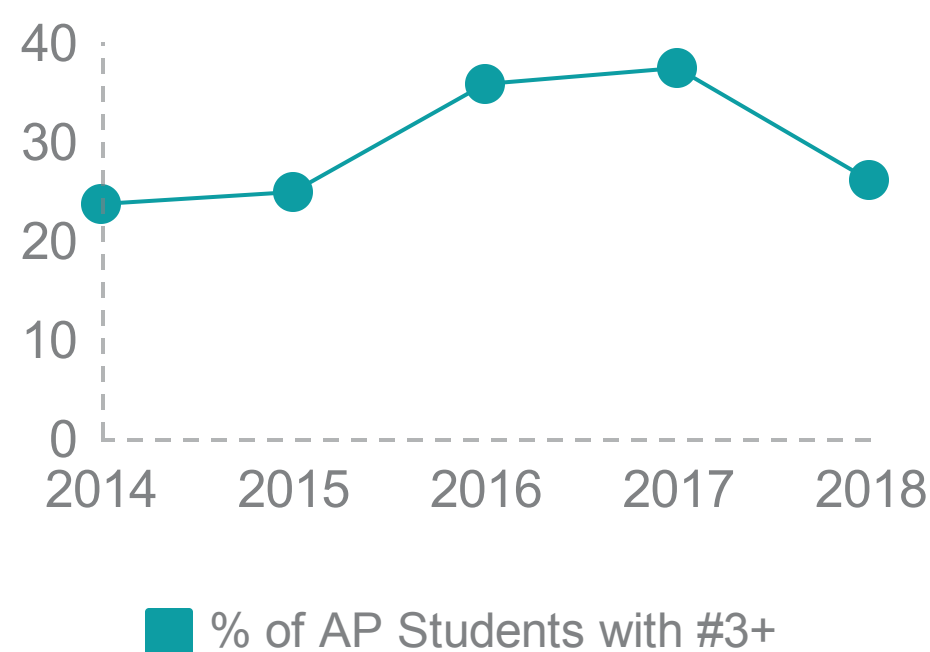


% of Students Earning a 3 or Higher on AP Exams



25 out of 101 test takers earned a 3 or higher.

5- Year AP Passing Score Summary

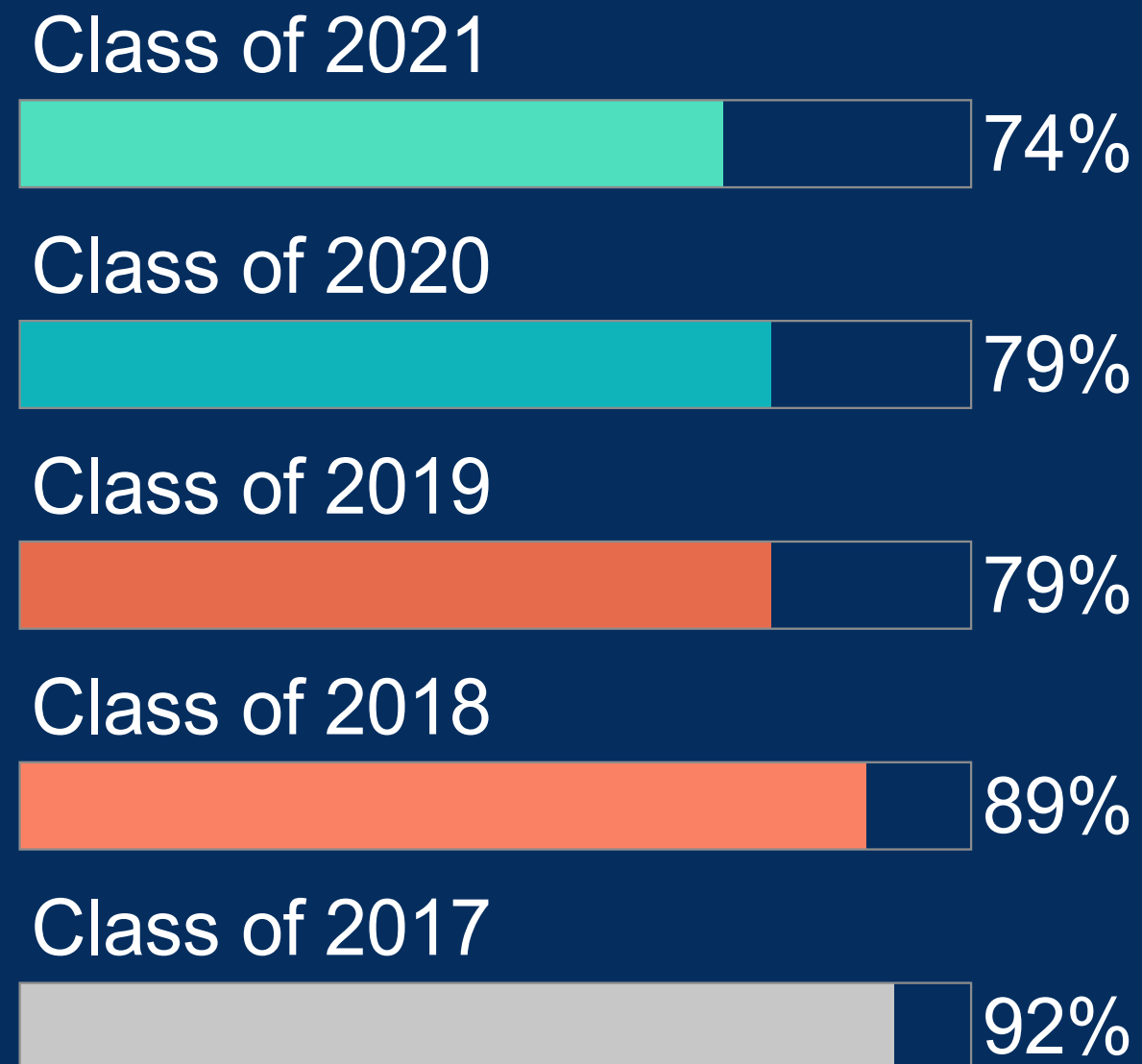


Leading Assessments

1. Statistics
2. English Lit & Comp
3. Chemistry
4. English Lang & Comp
5. World History

Grade Point Average (GPA)

% of each COHORT with a 2.0 GPA or Higher (end of year cumulative)



Class of 2018 Stats

\$2,566,791
in scholarships
earned!



89%

graduated with
a 2.0 GPA or
higher

29%

earned their full
CCR
Endorsement

45%

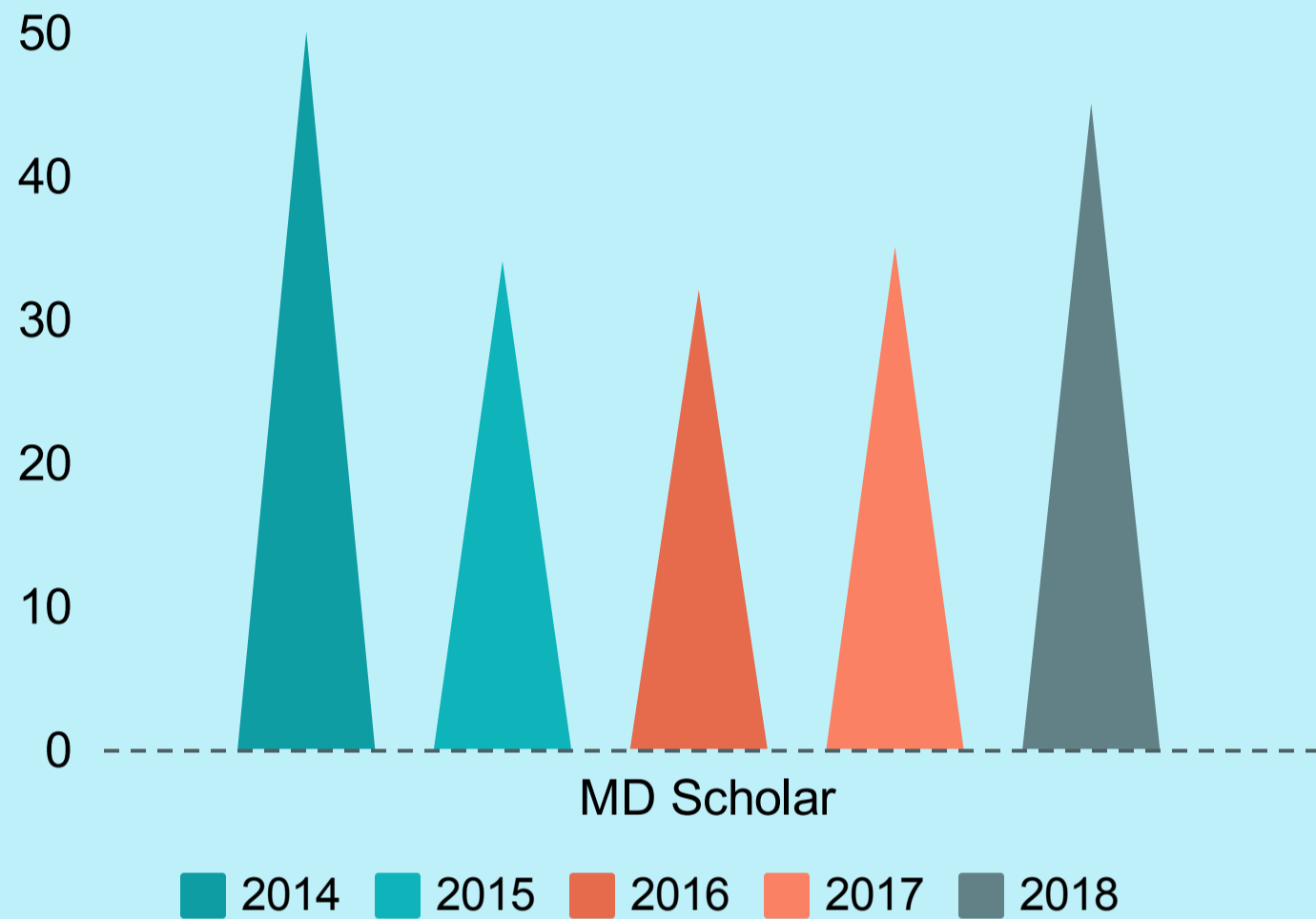
became MD
Scholars

33%

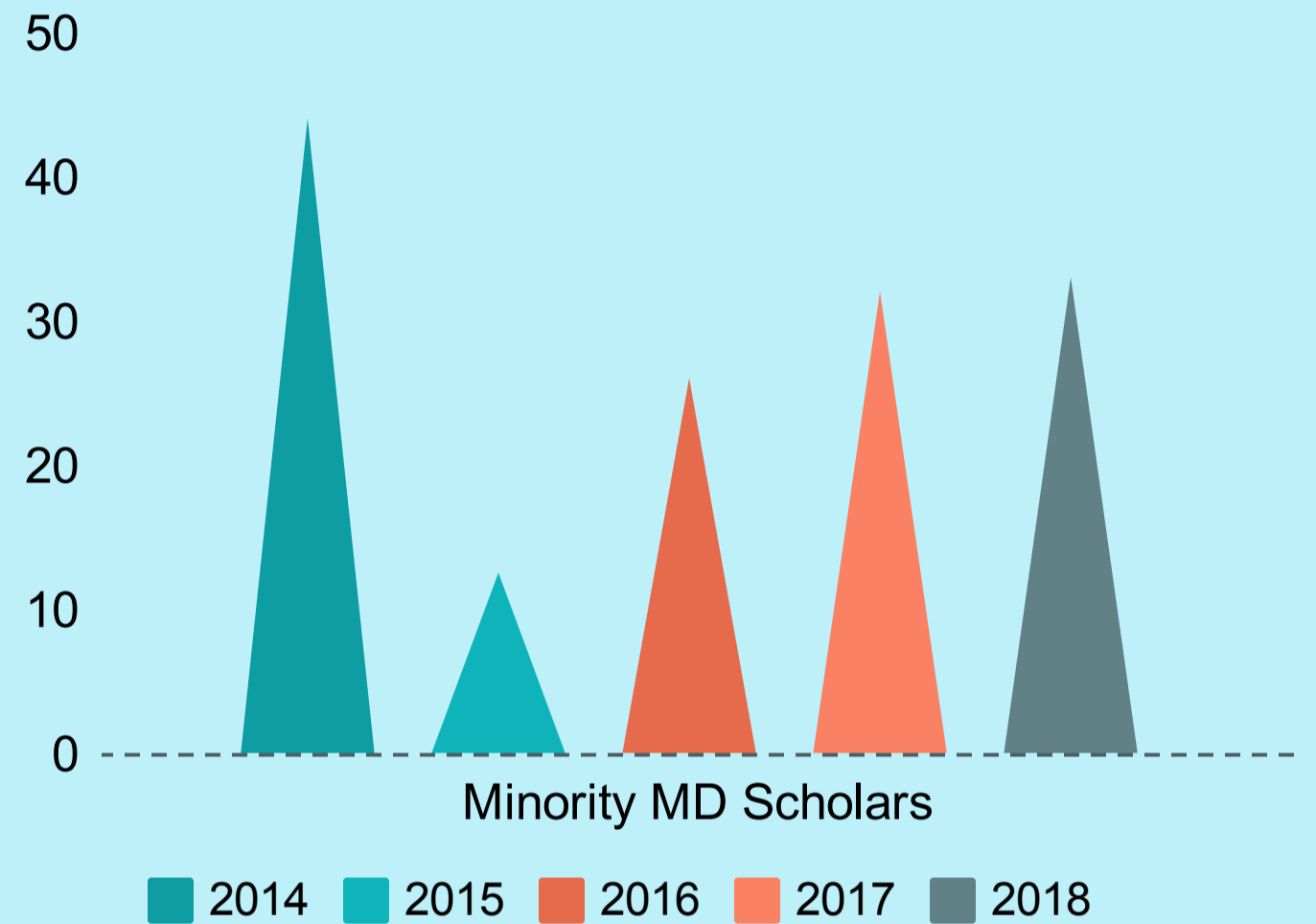
became
Minority MD
Scholars

Maryland Scholars

% of Graduates who are MD Scholars



% of Minority Graduates who are MD Scholars



Criteria

English - 4 credits

Math- 4 credits- Alg I;
Geometry; Alg II

Science- 3 LAB Science
credits - biology; chemistry;
physics [preferred]

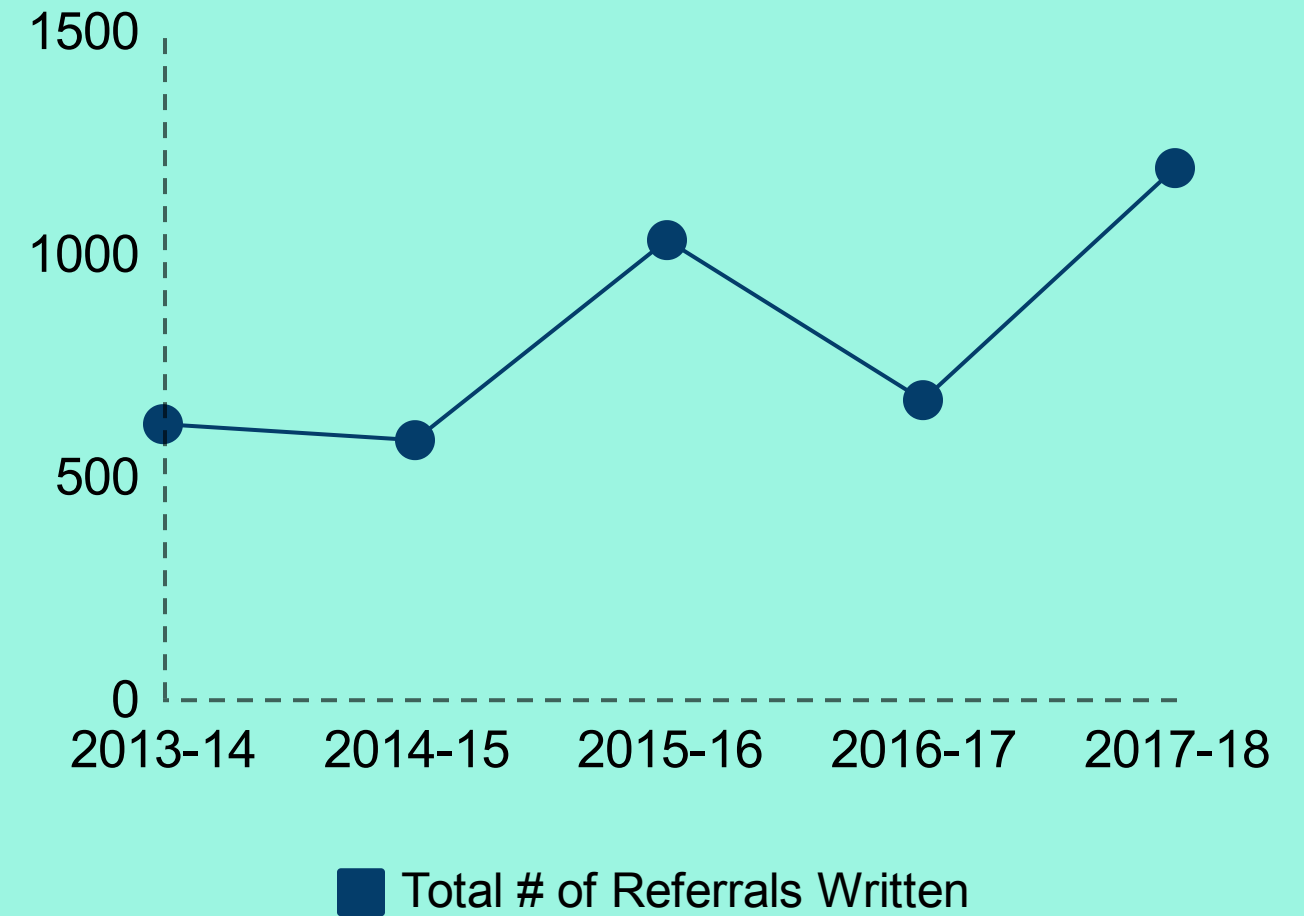
Social Studies- 3 credits-
government; U.S. History;
World History

World Language- 2 credits- in
the same language

3.0 unweighted GPA

Discipline Data

Total Number of Written Referrals



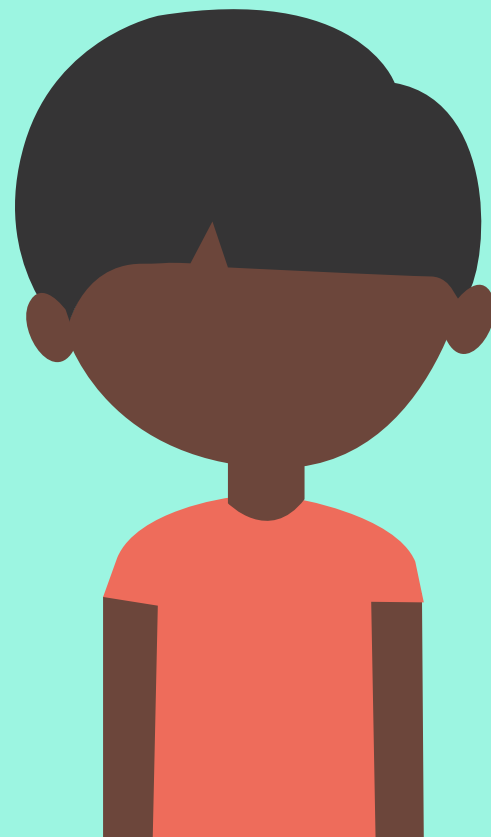
Profile of a Referral Recipient

African American

Male

FARMS

9th grade



* prior trends indicated white males, this is new.

Most Common Infractions

1. Disrespect

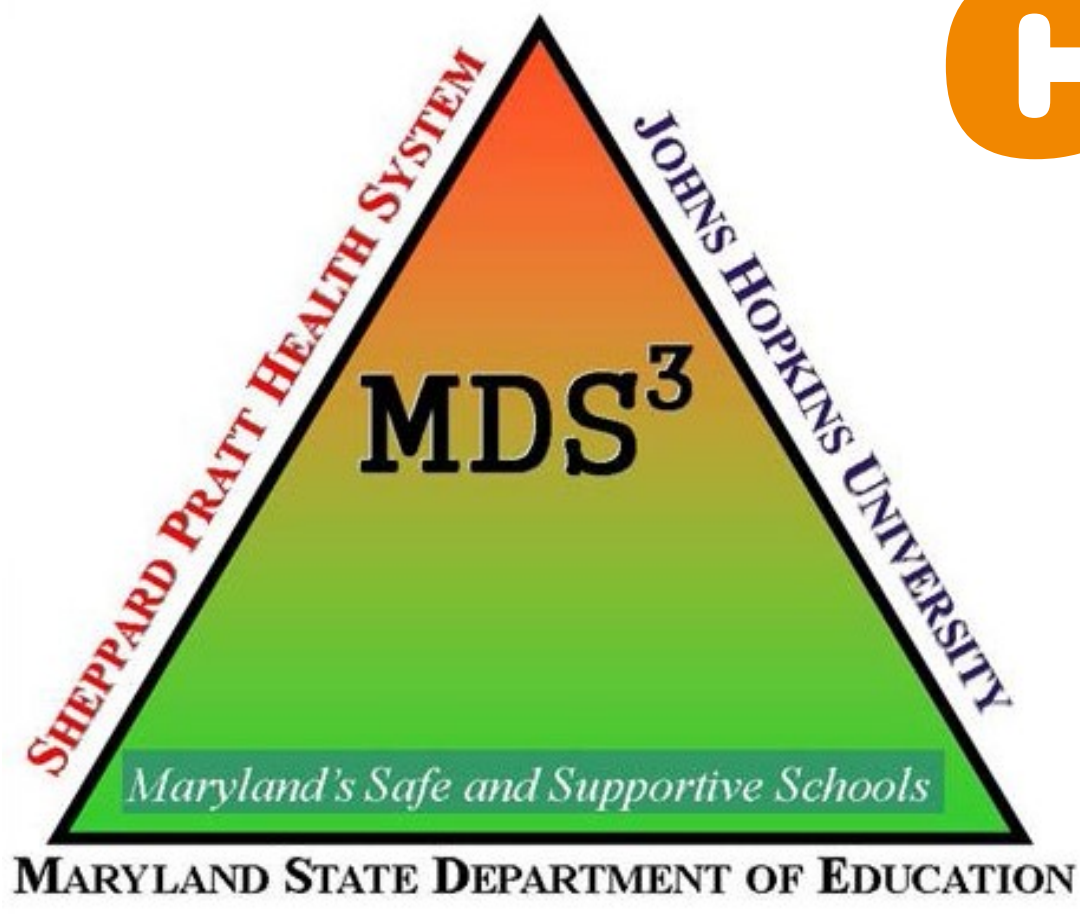
2. Disruption

3. Tardiness

4. Cutting Class



Climate Survey



COMPLETED BY:

254 STUDENTS

49 STAFF MEMBERS

11 PARENTS

% who feel safe in school.



% who feel guns and knives are a problem at NDHS



% who feel bullying or harassment are a problem at NDHS



% who feel staff are disrespected



% who feel that adults are doing enough to stop/prevent bullying



■ Students ■ Staff ■ Parents

A vast majority of students and parents believe it is okay for them to hit back if they are hit first, but do not agree with violence in general when angry.

30% of students report they are lonely, with 31% reporting they are sad.

42.8% of students report they feel nervous or anxious.

66% of staff feel burnt out, with 52% reporting they feel emotionally drained by their work.

63% of staff shared that physical or verbal abuse of teachers is a problem.

11.54% of staff report they have been bullied this year.

62.5% from students
37.5% from parents

30.36% of students report they have been bullied this year.
- most opt to ignore it or tell a trusted adult

47.5% of students report they have seen others being bullied in school.

- most often in halls or classes
- usually teasing, name calling, spreading rumors or threats
- many claim to have intervened
- 12% claim that adults see it and do nothing

69.2% of parents reported that their child had not been involved in bullying.

75% of parents feel adults help to stop bullying

% of those who view student drug use as a problem



Students Staff Parents

% who view student tobacco use a problem



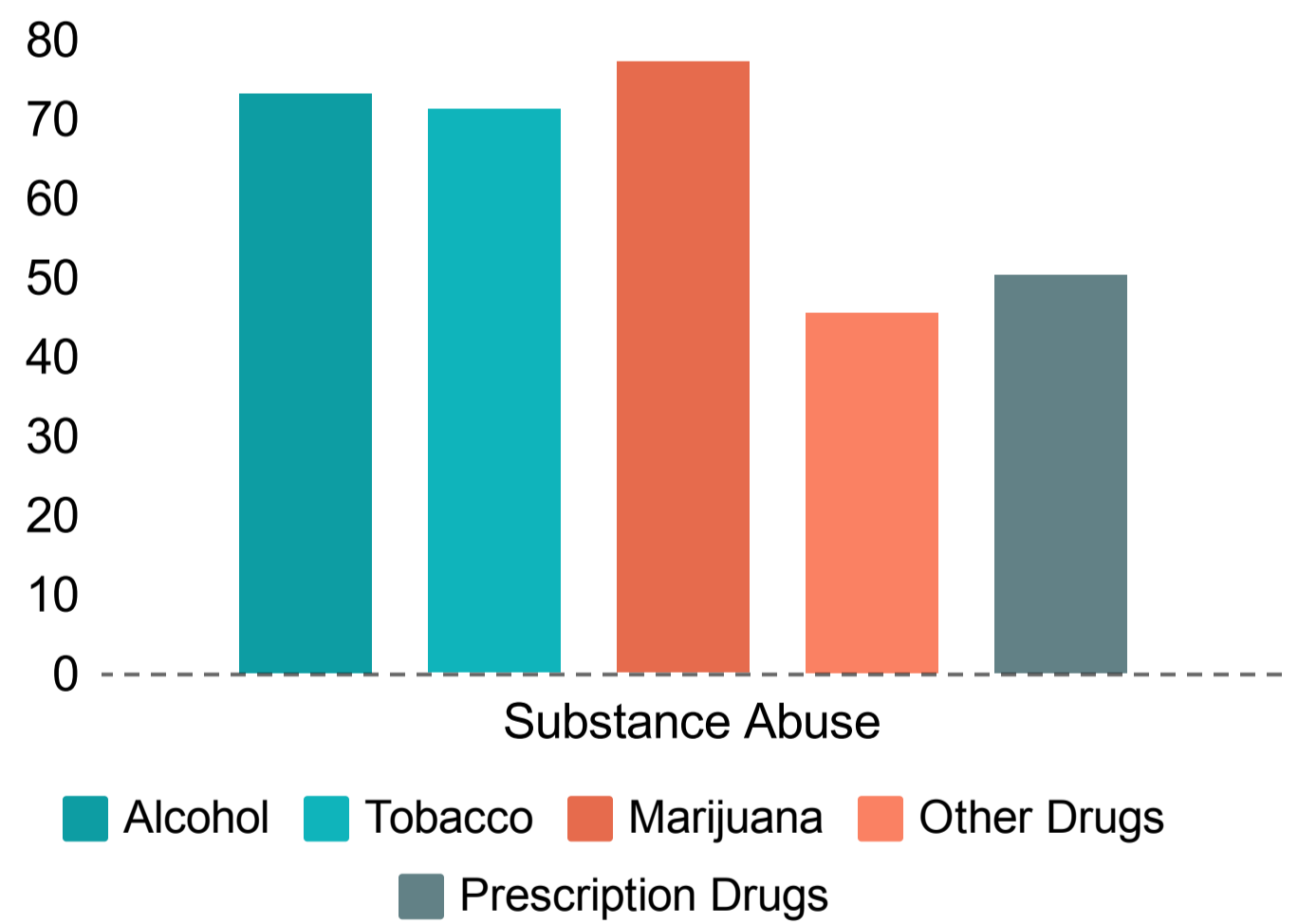
Students Staff Parents

% who view student alcohol use a problem



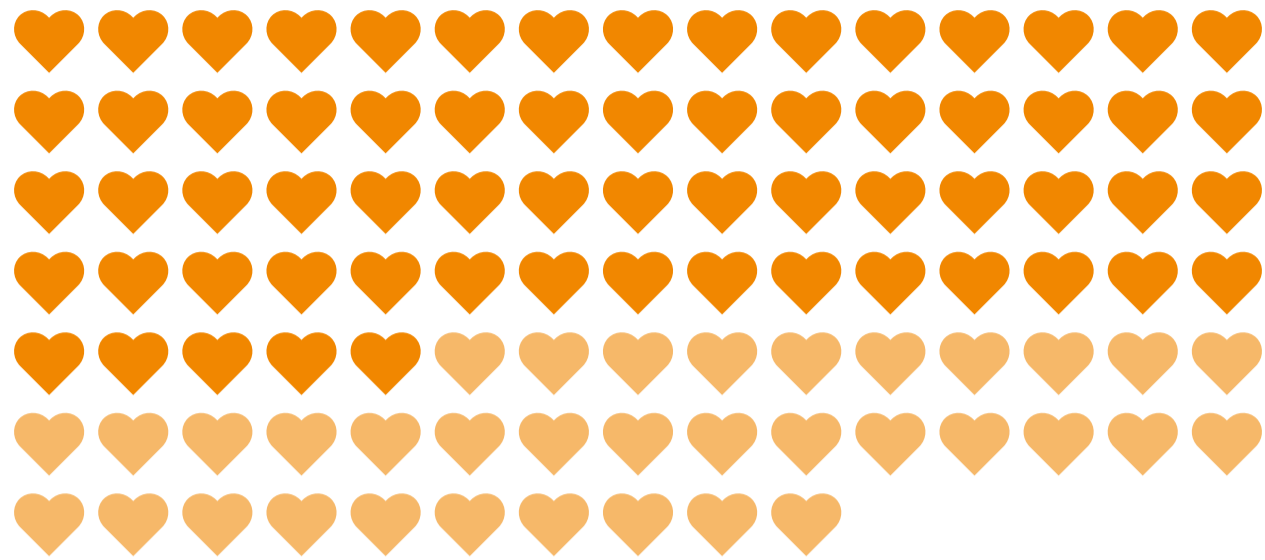
Students Staff Parents

% of students who claim it is EASY to access illegal substances



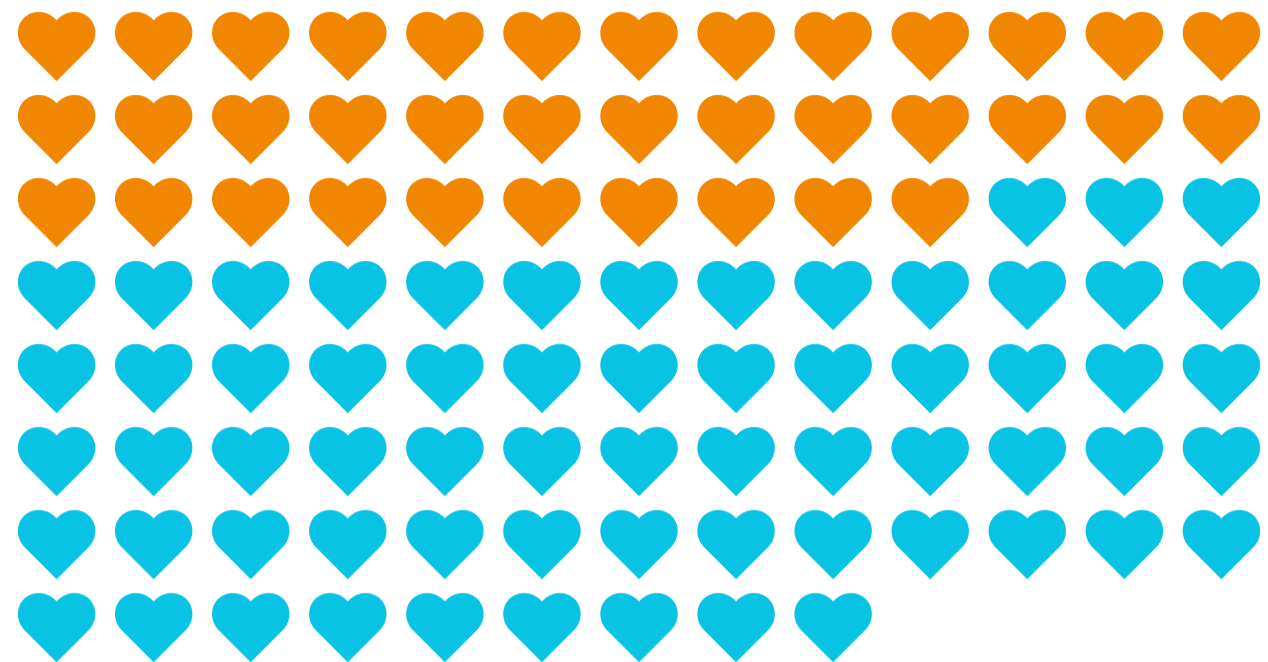
Alcohol Tobacco Marijuana Other Drugs Prescription Drugs

% of students who feel their teachers make them feel good about themselves



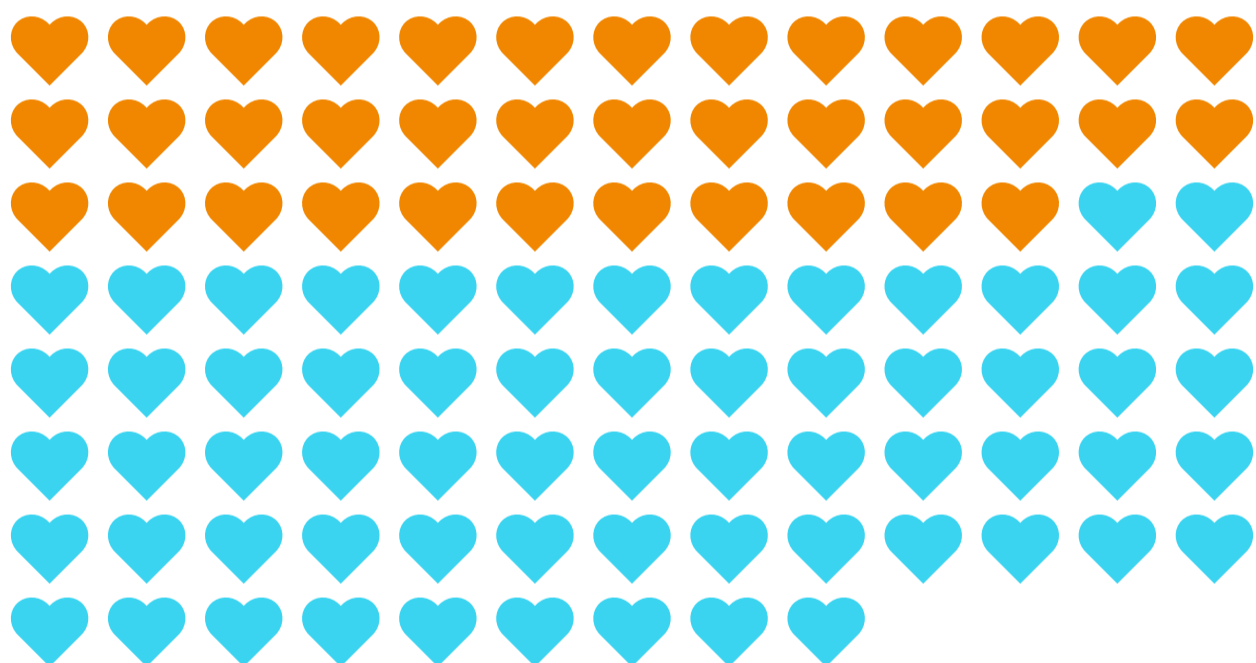
Agree (64.88%) Disagree (35.12%)

% who feel that people at ND care about them as a person



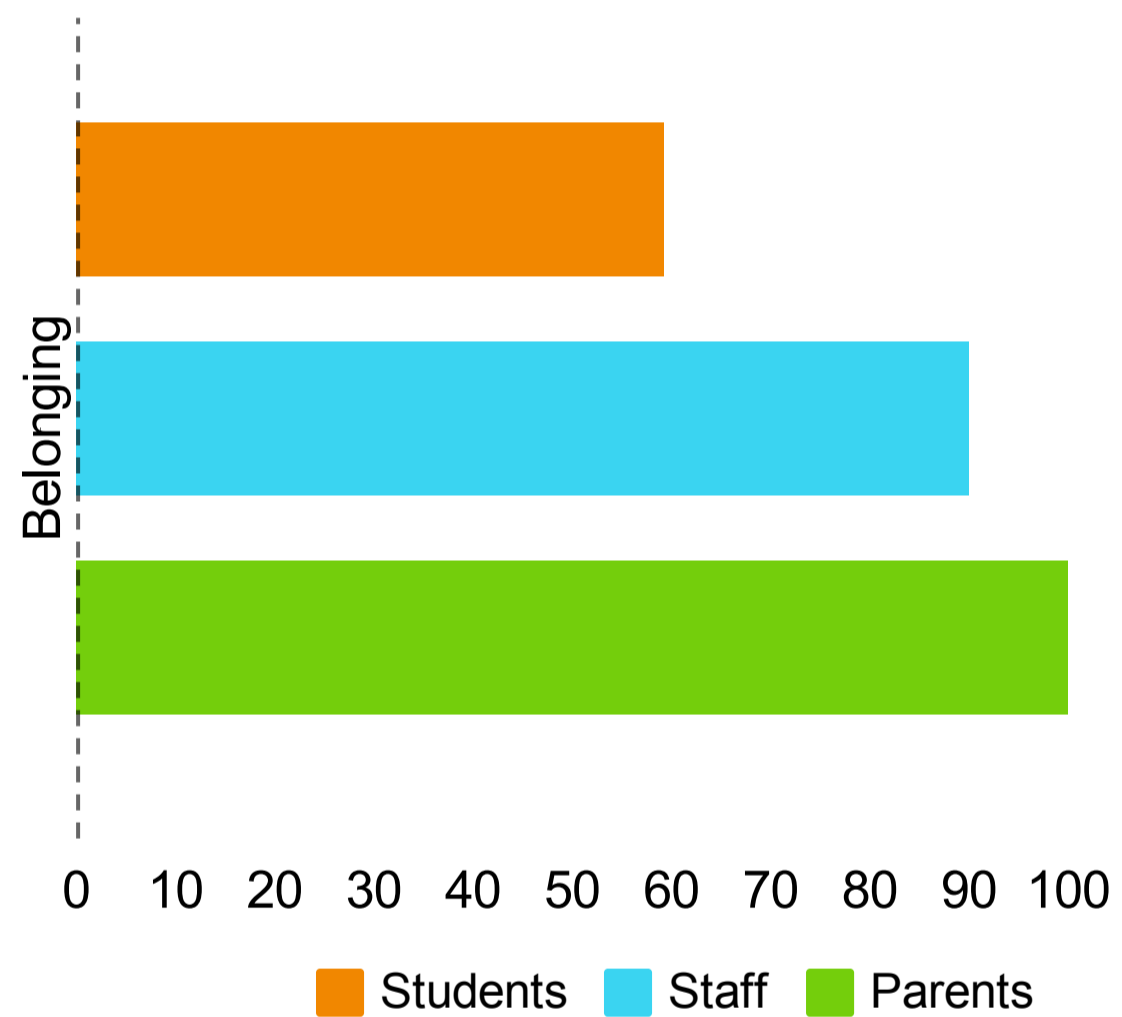
Students (36.03%) Staff (63.97%)

% who believe ND staff has pride in their school and students



Students (37.07%) Staff (62.93%)

% feel they belong at ND



Students have additionally shared that they feel there are trust and respect issues within the student body.

A majority feel that the adults at ND are "on their side" and they are cared for and encouraged by their teachers.

Students are interested in having a role in deciding class activities and rules.

Students want their teachers to ask them about their cultures and highlight their culture in class. Most students do not feel their assignments encourage them to explore diverse races and cultures.

72% of staff feel satisfied with the recognition they receive for doing a good job.

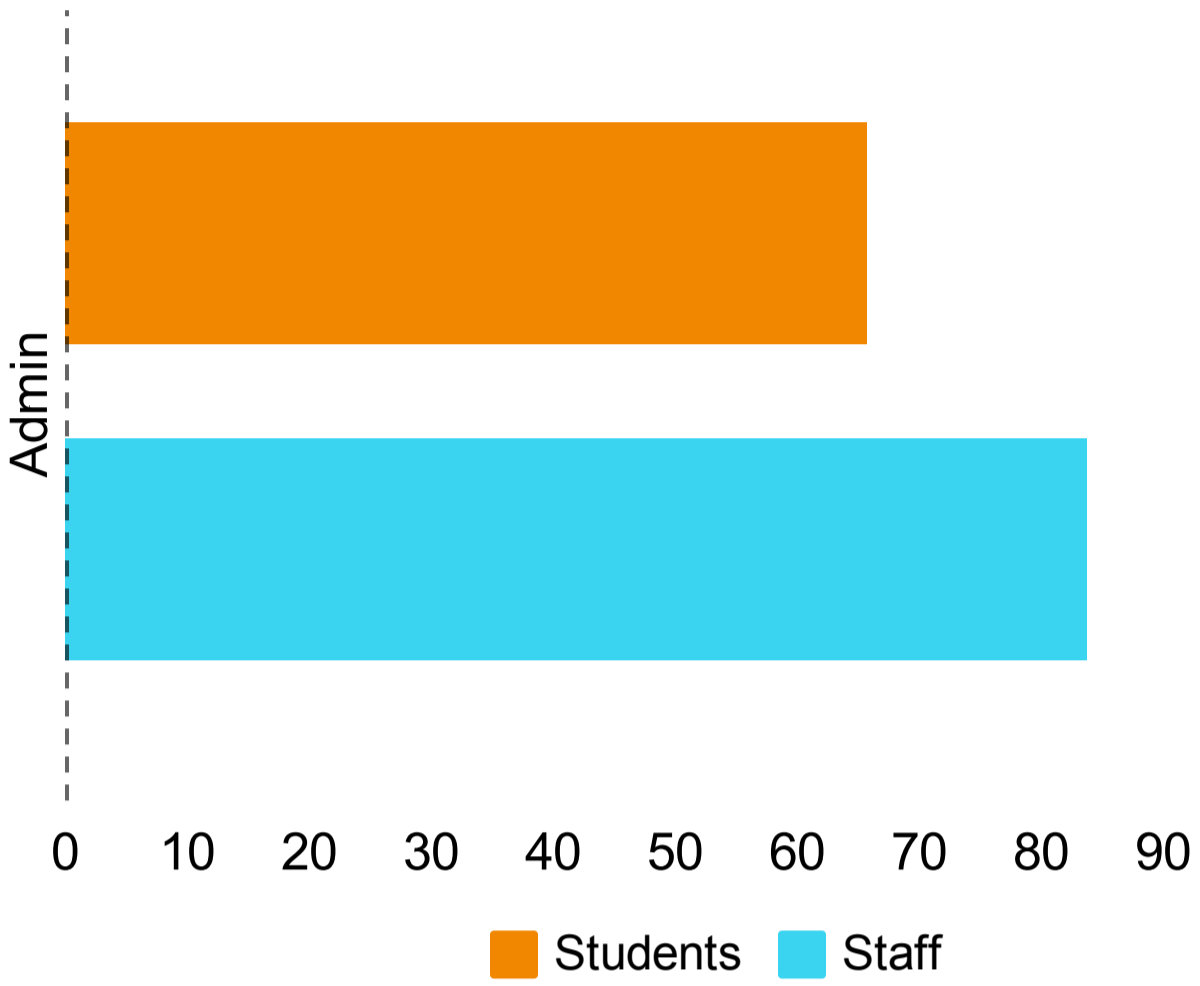
74% of staff feel they can reach even the most difficult of students.

86% of staff feel inspired to do their best work at ND.

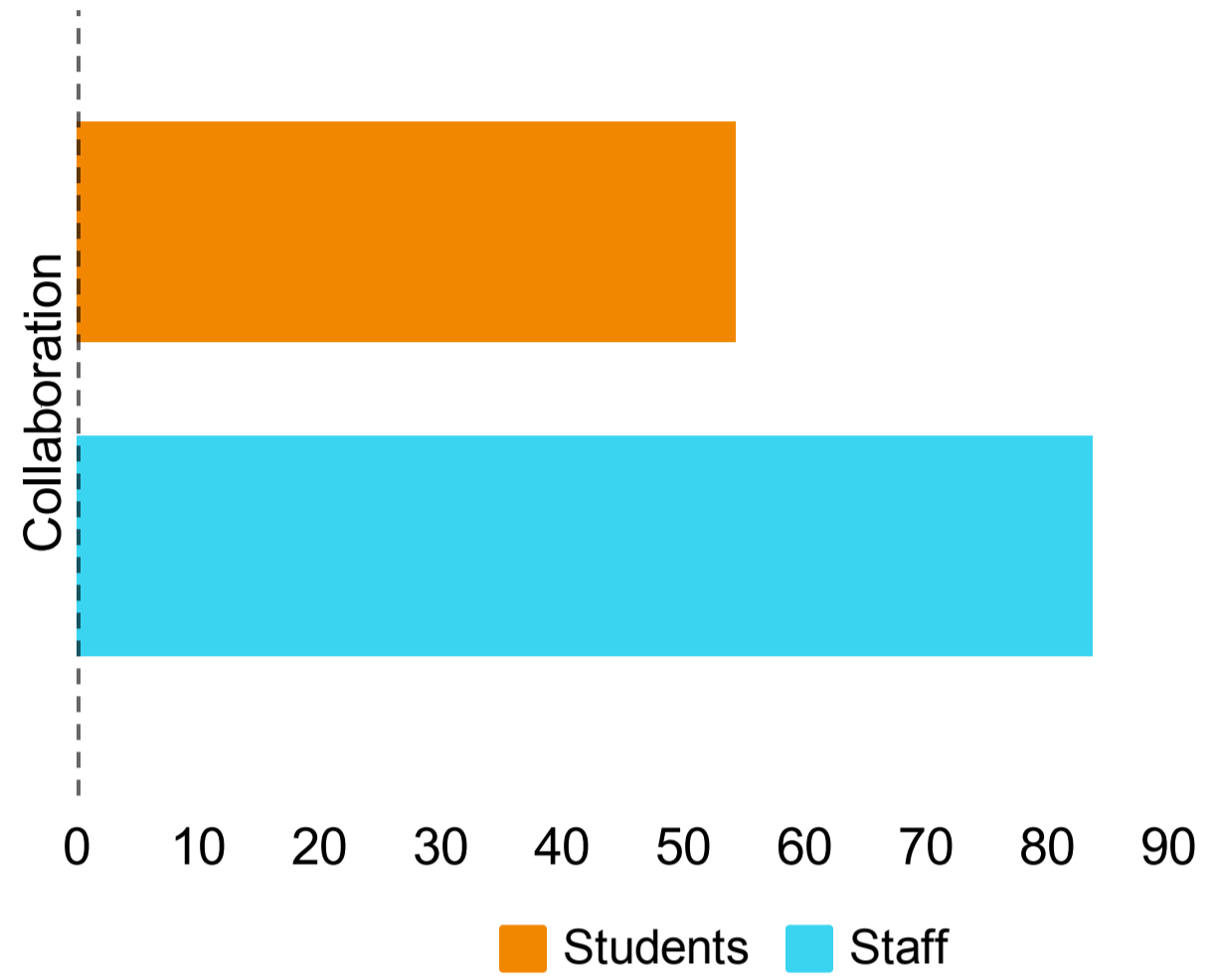
100% of staff feel they get along with their colleagues, while 94% trust their colleagues.

Parents, students and staff agree that there needs to be improvement to create an orderly environment for learning.

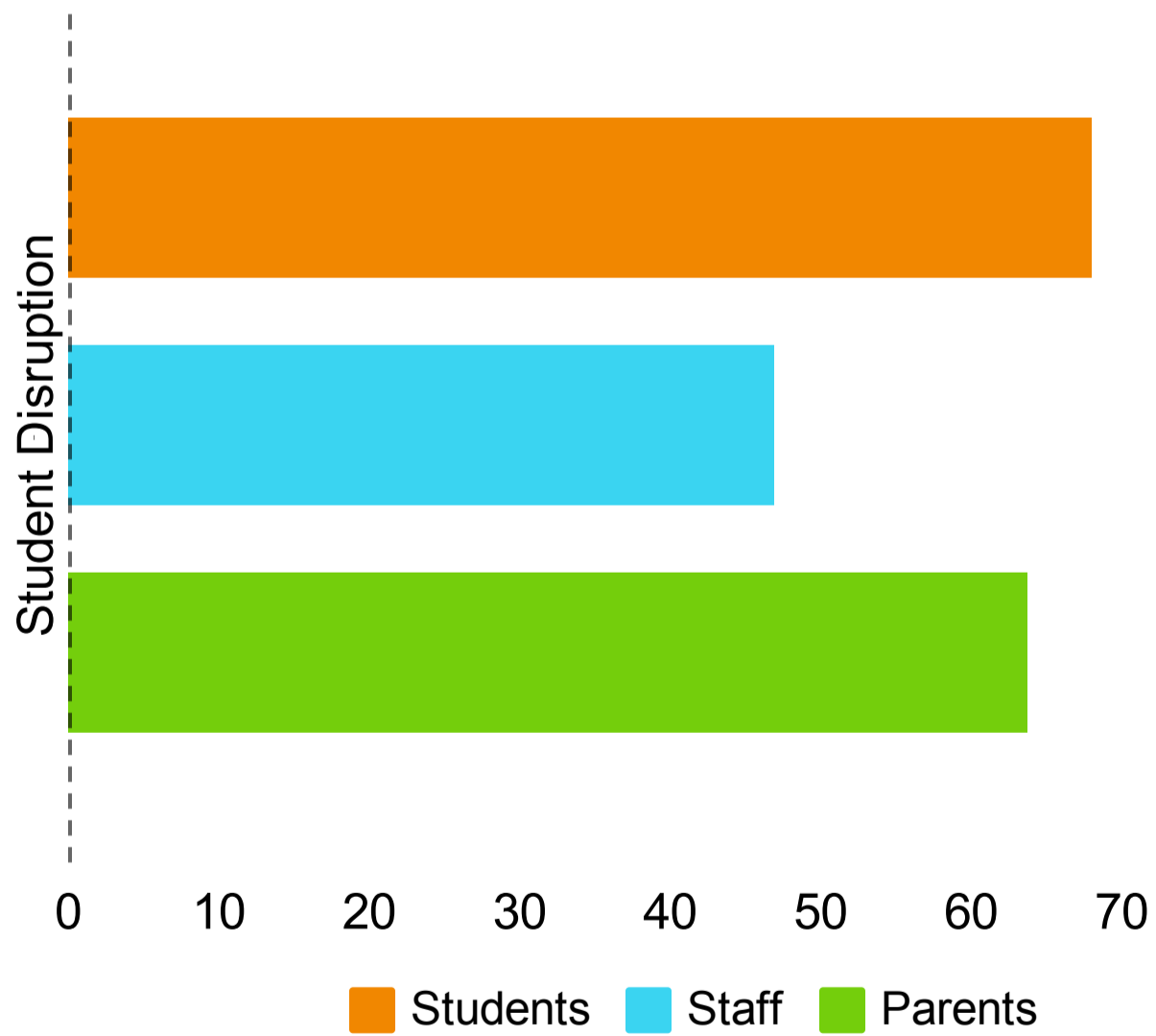
% who feel the school administration promptly respond to concerns



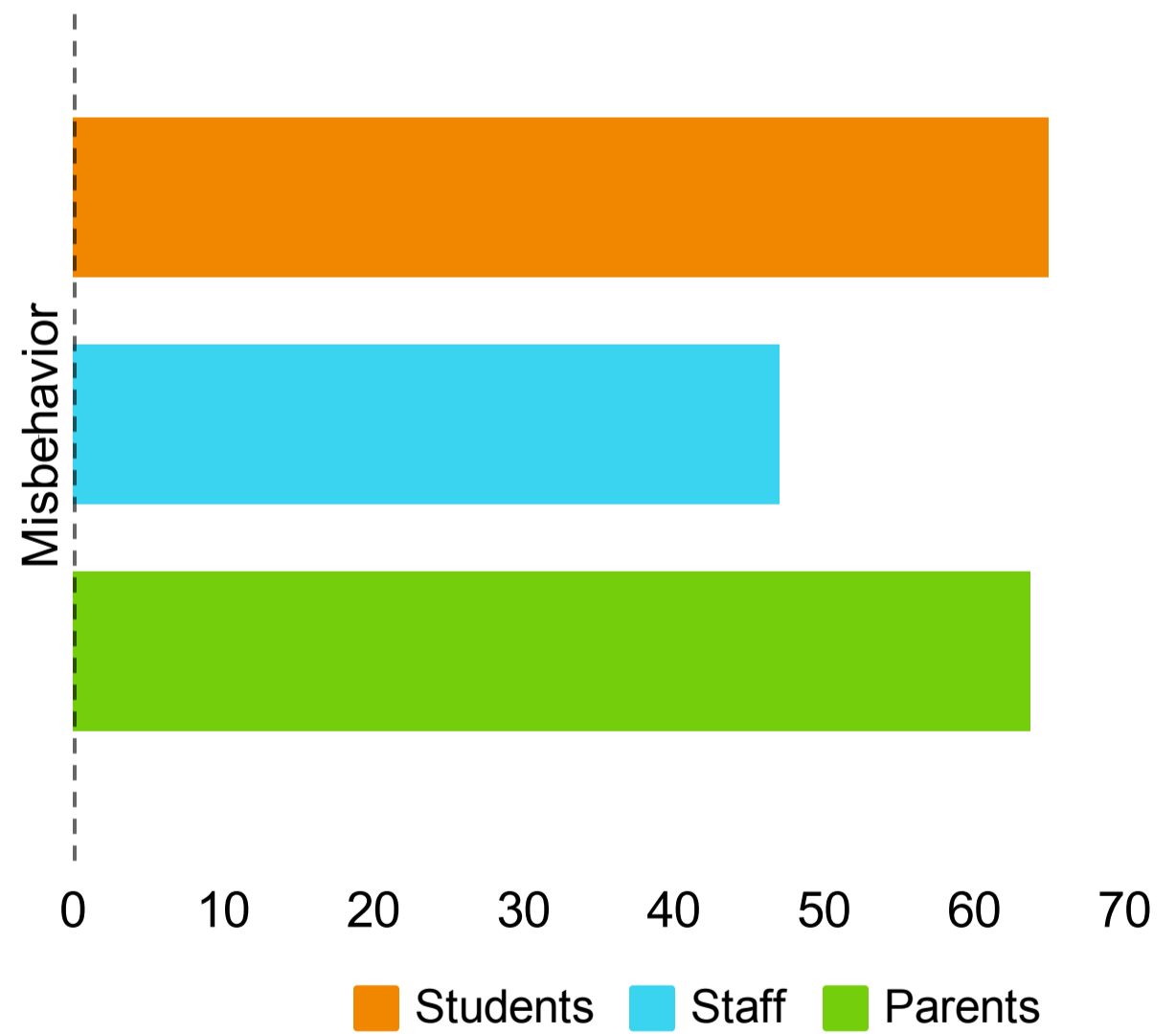
% who feel the school administration works collaboratively with staff to solve problems



% who feel student behavior is being managed



% who feel students get away with bad behavior



63.3% of students feel that students DO NOT listen to their teachers.

75.8% of students feel the school is usually very noisy.

Students want rewards for doing the right thing.

46% of students feel that time is wasted during a class period.

78% of students feel classroom disruptions interfere with student learning

56.2% of students feel their teachers cannot handle classroom disruptions

74.2% of students believe that everyone knows the school rules.

49.6% of students feel that student behavior is NOT under control.

79.6% of staff feel that rules and expectations have been clearly communicated.

89.8% of staff feel that the principal lets them know what is expected of them.

89.8% of staff feel that ND has a supportive and inviting to work environment.

93.9% feel appreciated by the principal, and 91.8% feel the principal is approachable.

96% of staff feel the principal looks out for them.

27.3% of parents shared that they do not hear from teachers if their child misbehaves, while 72.7% do not hear if something good happens.

36.4% feel that ND does not try to involve parents or guardians.

27.3% of parents feel they do not have an opportunity to join parent groups at ND.

25.3% of students feel that students are not treated fairly based on race, while 18.2% of parents agreed.

36% of students feel that students are treated differently due to their parents financial status.

Students feel tired, overwhelmed and stressed often.

36.4% of parents feel that school rules are not enforced equally, but feel their child is treated with respect.