



Equity Audit

Ricky Neff

Dr. Gornik



District Mission Statement

New Philadelphia City Schools will provide all students the opportunity to achieve their highest potential to become educated, self-sufficient, and responsible citizens. We are committed to providing every student a diverse, quality education within a safe and secure environment through a dedicated, innovative, and highly qualified staff in partnership with parents and the community-at-large.



District Information

- New Philadelphia City Schools
- District members I am working with to gather information.
 - Mrs. Amy Wentworth Assistant Superintendent/CAO
 - Mr. Carl McCrory Principal Welty Middle School



Process

- Equity audits are important for many reasons “these areas include (a) civil rights movement, (b) curriculum auditing and math/science reform, and (c) state accountability” (Skrla, McKenzie, Scheurich, 2009, p.17).
- I will be working closely with each member of the district to find data and interpret it and relate it to equity and how it affects the school district.
- For the data gathering portion of this audit I have emailed to ask for information, printed items out from the ODE website and used our districts Quality Report.
- Mrs. Wentworth has been my biggest supporter of information that can not be found in one of the resources above.



Thoughts on Equity

- These audits are designed to be practical tools for practitioners to use in developing a better understanding of equity and inequity relationships in their current schools and districts” (Skrla, McKenzie, Scheurich, 2009, p. 16).

Guiding Values:

- We believe:
- Each student is valued.
- Every student must succeed and meet high expectations.
- Teamwork and collaboration are paramount.
- Breadth of experience is vital.
- Student success is shared responsibility.



Process

- Before this audit began I asked all parties for access to all district data.
- Sources of information
 - ODE <http://odevax.ode.state.oh.us/htbin/F2015-DISTRICT-PROFILE.COM?irn=044487>
 - US Census Bureau
<http://www.census.gov/quickfacts/table/RHI305210/3955216>
 - New Philadelphia Quality Report distributed by the school
https://issuu.com/newphiladelphiacityschools/docs/quality_profile_201516/1



Purpose

- The purpose of this audit is to look at and interpret data about New Philadelphia City Schools and discuss the educational equality that may or may not exist currently in the district.
- “Though substantial educational achievement gaps have existed throughout the history of U.S. schooling, the national focus on closing them has never been more intense” (Skrla, McKenzie, Scheurich, 2009, p. 4).



Equity Audit Team



Name	Roll	Reason
Carl McCrory	Administrator Middle School Principal	Has been involved with all levels of education from teacher to superintendent in many diverse districts.
Mike Johnson	High School Teacher	Teacher in NP City Schools. Teaches a class called American Minorities that discusses race issue and equality in USA.
Lori Ricklic	Parent	Has a Senior and 8 th Grader in the district.
Tina Cecil	Community Member	Community member for last 10 years. Had kids in our district and a neighboring district.
Travis Alberts	Support Staff/COO	In charge of busing, buildings and grounds, food service
Logan Bitikofer	student	Senior in our district



Understanding Systematic Equity

The culture of the community:

New Philadelphia is a rural district located in Tuscarawas County in Northeast Ohio. We have a high poverty rate and are located at the foothills of Appalachia. New Philadelphia is the county seat and has the largest population in the county with about 17,500 people. Many people that live here have families that have been here for generations. We have a few manufacturing businesses in the area and many farms located outside the city limits but inside the district. We have had a large influx of Hispanic citizens over the past 15 years. Most live on the West side of town and attend West Elementary School a school I also attended while growing up. The community is passionate about the schools, but levies have been hard to pass with most people not being able to afford the increase in tax dollars.



Understanding Systemic Equity

“In other words, systemic equity requires that equity be present in all parts of the educational system, including environment and resources, rather than to be focused narrowly on achievement equity” (Skrla, Mckenzie, & Scheurich, 2009, p.14).


When first presented with the idea of systemic equity some believed that it solely dealt with how children were treated in the district.

Once we had more discussion people began to think about how race was involved in it as well.

The next discussion turned to concerns with IEP students and ELL students and their placement in the classrooms.

Once we had discussions about each of their concerns the team began to understand that systemic equity is more involved and in depth.





“In particular, they need help in knowing ways to proceed that will increase systemic equity in their schools and districts since that is what will be required to ultimately close achievement gaps” (Skrla, Mckenzie, & Scheurich, 2009, p.15).




Outcomes

- Once we discussed systemic equity the team realized that an entire school needed evaluation, from administrative roles, teacher qualifications, resources, building make up and student interest groups.

Some thoughts from the team:

- We believe that in general, NPCS has some equity issues when it comes to decisions that happen on almost every level. Being a public entity, everyone you come in contact with has some opinion with every decision that is made. The interest of being equitable is weighed against lobbying for this or that on almost a daily basis.
- One of the biggest issues of inequity, in my opinion, is the financing of schools and technology. Many rural districts are struggling to pass levies; whereas charter schools run by businesses are prospering. There are several schools that are able to move to 1:1 technology; while there are others that are lucky to have one computer and internet connection. Everything in education may seem fair, but it certainly is not equal



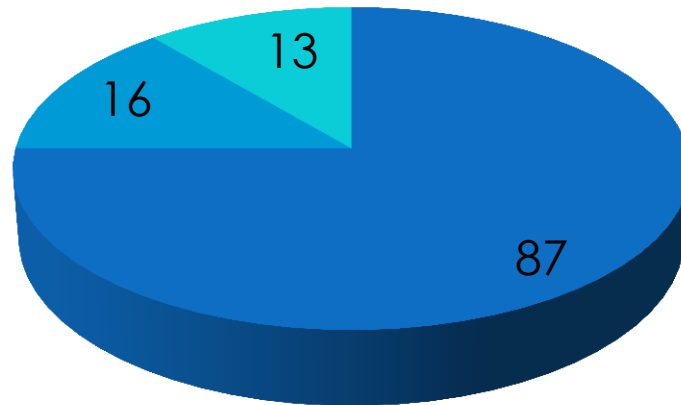


“These audits are designed to be practical tools for practitioners to use in developing a better understanding of equity and inequity relationships in their current schools and districts” (Skrla, Mckenzie, & Scheurich, 2009, p.16).



Population with Degree

Degree



- High School Diploma
- Bachelors or more
- No Diploma or Degree



New Philadelphia City School District

- We have 5 Elementary Schools in our district
 - East
 - West
 - South
 - Central
 - York
- We have 1 Middle and 1 High School
 - Joseph Welty Middle School
 - New Philadelphia High School

“Educational leaders should also consider how race and gender shape the social organization of the school community” (Marshall & Oliva, 2010, p. 68).



Elementary Schools

- Each of our elementary schools is a K-5 setting.
- Two of them have a preschool attached with them, South and West.
- West is in our lowest economic area of the city and also includes most of our Hispanic population.
- East is the second lowest school in terms of economics
- South is in the most affluent part of our town
- Central is located near the center of town and services a diverse population
- York services the rural population of a small community called Stonecreek which is just outside New Philadelphia city limits.

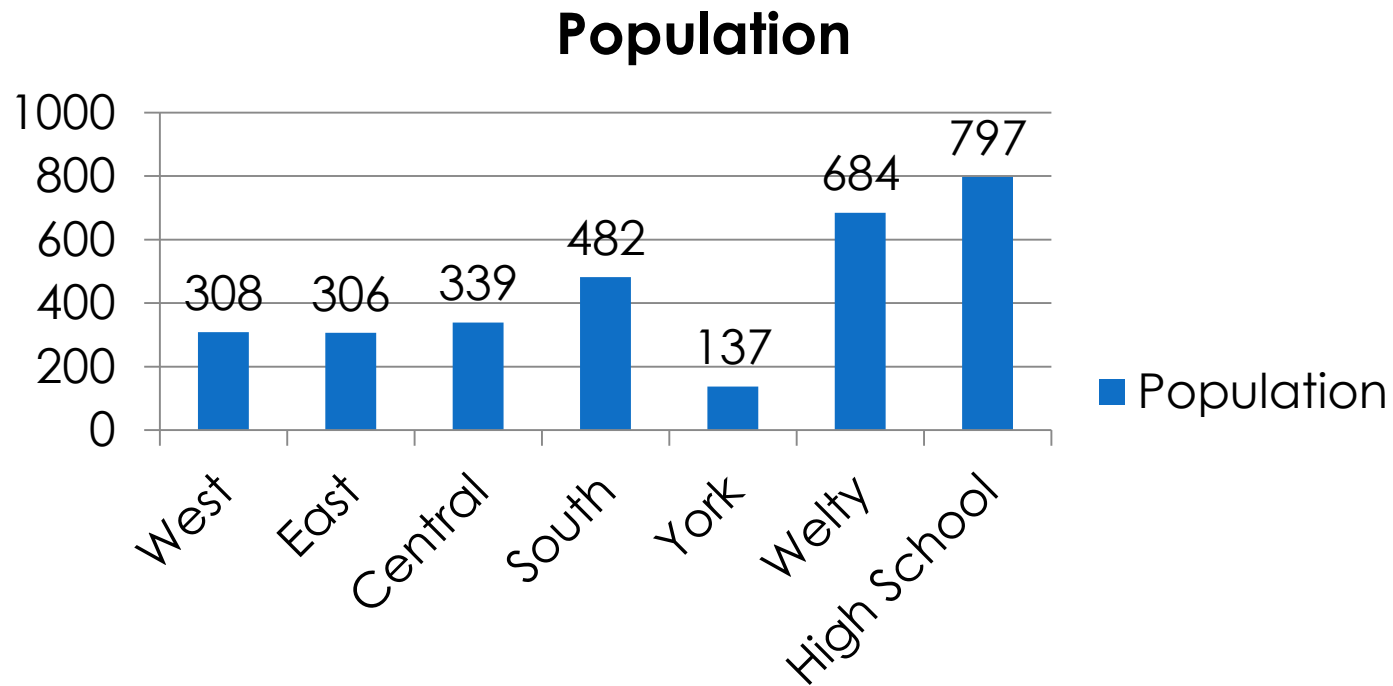


Middle and High School

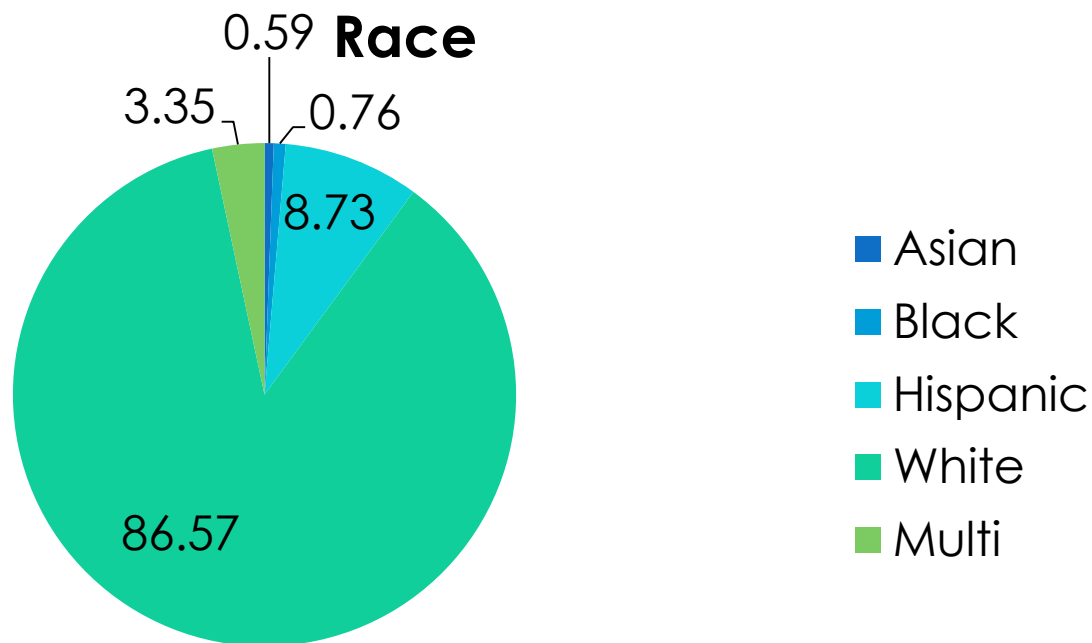
- Our Middle and High School are connected together
- 75 Middle School students take high school classes
- Two largest populations of students in our district



Student Population



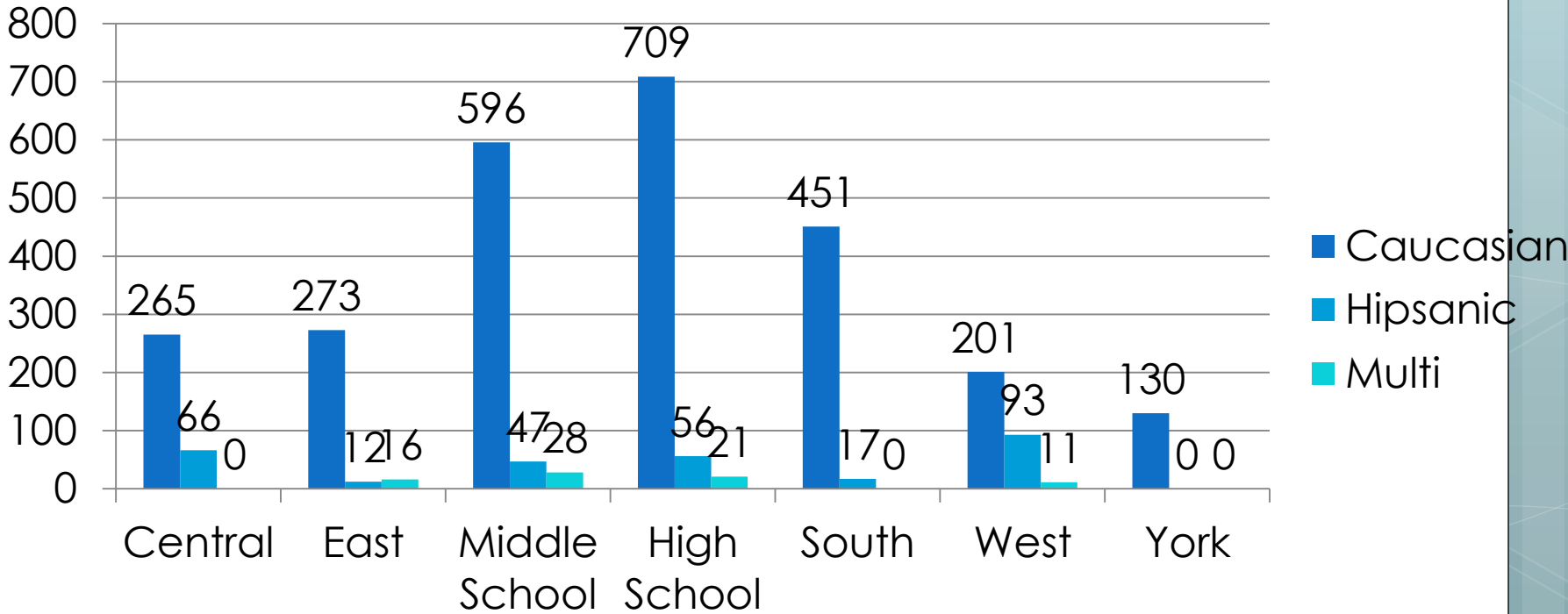
New Philadelphia City Schools



“How teachers respond to students from culturally diverse populations influences what students learn and how they learn it”
(Lindsey, Roberts, CampbellJones, 2005, p. 33)



Race by School



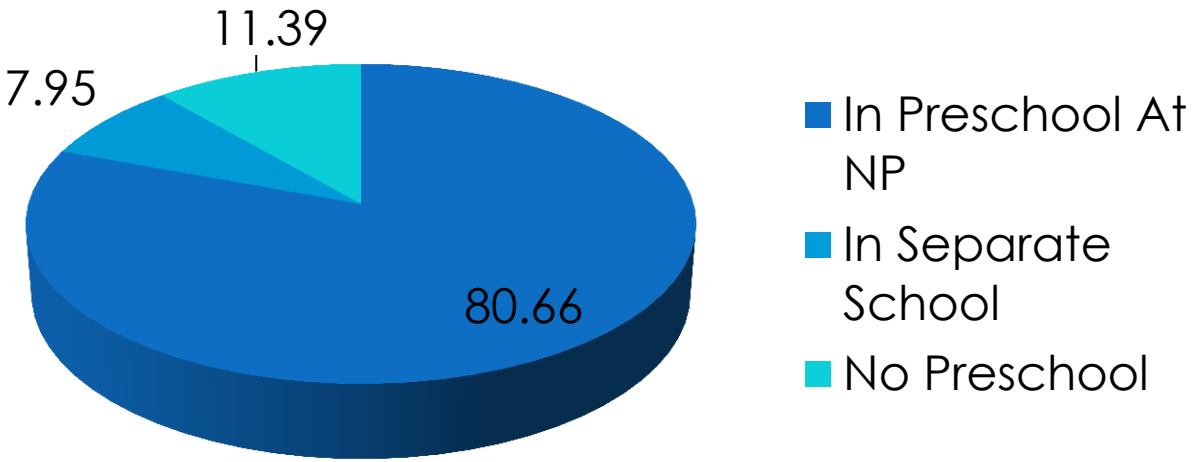
Mobility Rate

District	Organization	School Year	2015-2016 School Year	
			Students in a Building Less than a Full Academic Year	Students in a Building More than a Full Academic Year
044487 New Philadelphia City	005371	Central Elementary School	12.1%	87.9%
	009241	East Elementary School	20.1%	79.9%
	040287	Joseph Welty Middle School	11.4%	88.6%
	026906	New Philadelphia High School	59.5%	40.5%
	034959	South Elementary School	8.7%	91.3%
	040352	West Elementary School	19.2%	80.8%
	042465	York Elementary School	9.1%	90.9%

- Because we live in a high poverty area at the foothills of Appalachia we experience a great deal of movement into and around our district.
- This also occurs because of a high poverty rate and parents needing to move for financial reasons
- “Culturally proficient schools leaders understand that effective leadership in a diverse environment is about changing the manner in which we work with those who are culturally different from ourselves” (Lindsey, Roberts, CampbellJones, 2005, p. 78).



Preschool Rate



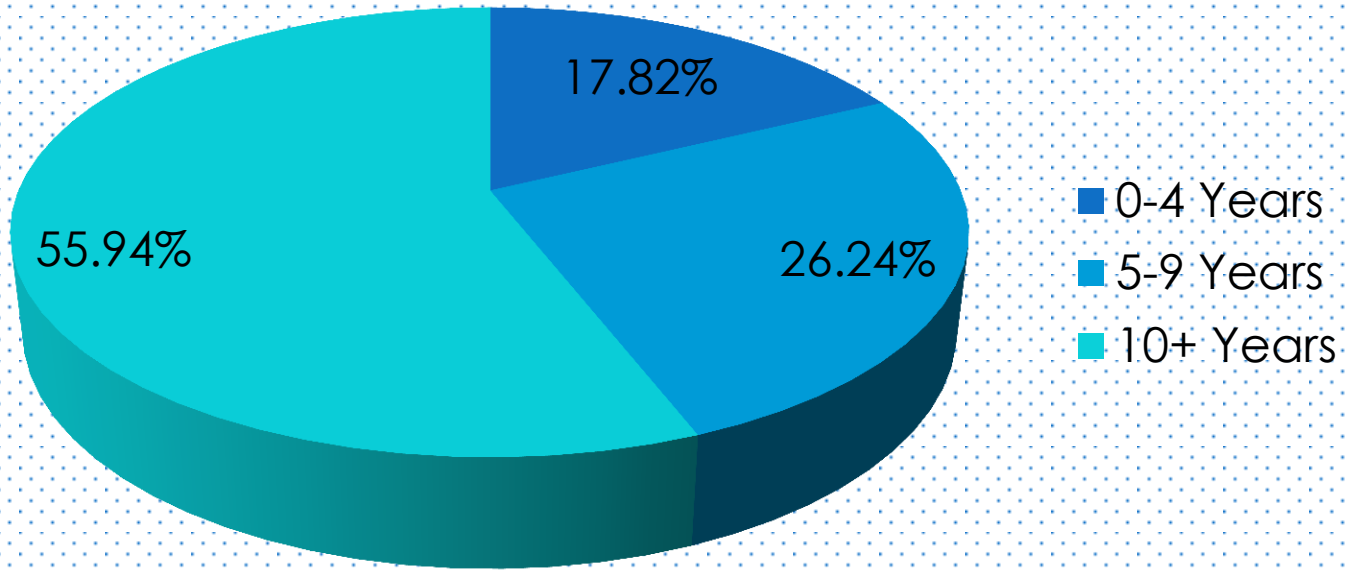
Housing Data

<i>Housing</i>	
<i>i</i> Housing units, July 1, 2015, (V2015)	X
<i>i</i> Housing units, April 1, 2010	7,909
<i>i</i> Owner-occupied housing unit rate, 2010-2014	62.5%
<i>i</i> Median value of owner-occupied housing units, 2010-2014	\$106,700
<i>i</i> Median selected monthly owner costs -with a mortgage, 2010-2014	\$1,042
<i>i</i> Median selected monthly owner costs -without a mortgage, 2010-2014	\$393
<i>i</i> Median gross rent, 2010-2014	\$653
<i>i</i> Building permits, 2015	X
<i>Families and Living Arrangements</i>	
<i>i</i> Households, 2010-2014	6,987
<i>i</i> Persons per household, 2010-2014	2.44
<i>i</i> Living in same house 1 year ago, percent of persons age 1 year+, 2010-2014	82.4%
<i>i</i> Language other than English spoken at home, percent of persons age 5 years+, 2010-2014	3.8%

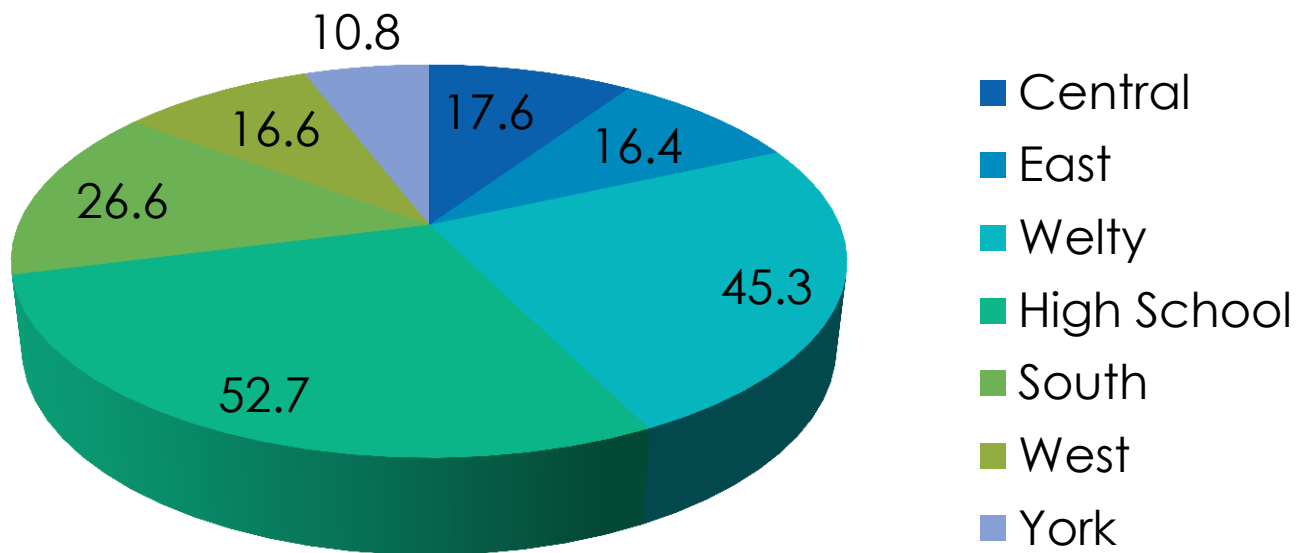


Teacher Data

Years Experience



Teacher Counts



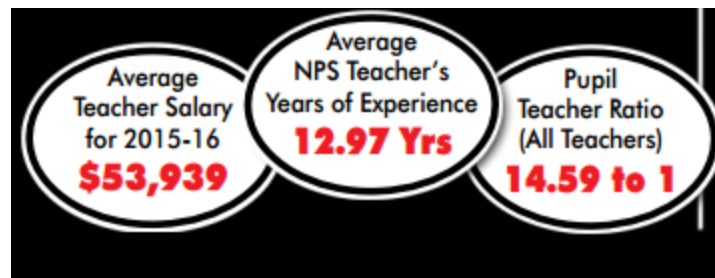
Degree Information

- The staff is made up of 188 teachers

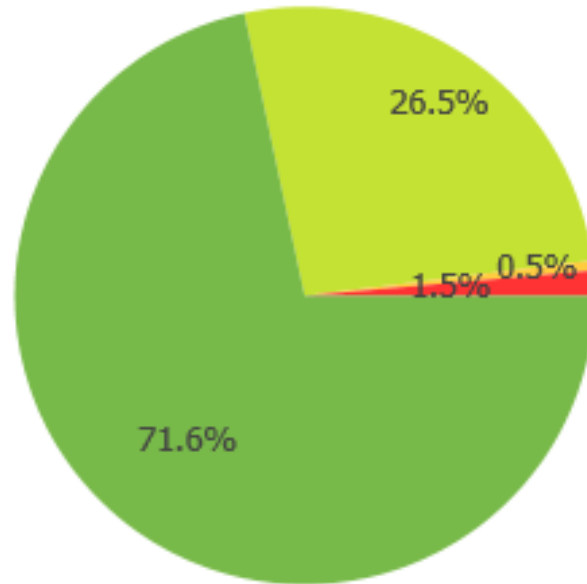
Ohio Department of Education

District Teacher Degree Profile

District	Staff Degree Class	Metrics	Teacher FTE (October)	Teacher FTE, Percent of Total
New Philadelphia City 044487	At Least a Bachelors Degree		188.1	99.6%
	At Least a Master's Degree		129.2	68.4%
	Less than a Bachelor's Degree		0.8	0.4%



Teacher Evaluations



■ Accomplished ■ Skilled ■ Developing
■ Ineffective ■ Not Complete

“Abundant evidence exists that high quality school leaders make a difference in student learning” (Marshall, Oliva, 2010, p.35).



Educators in your District

	#	Per 1000 Students	State Avg per 1000 Students
School Counselors	3.0	1.0	2.3
School Nurses	2.0	0.7	1.1
School Psychologists	2.0	0.7	1.2
Interpreters	0.0	0.0	0.2
Library or Media Specialists	1.0	0.3	1.4
Audiologist	0.0	0.0	0.0
Physical/Occupational Therapist	0.0	0.0	0.8
Social Worker	1.0	0.3	0.2
General Education Teachers	128.0	41.9	46.4
Career-Technical Teachers	3.0	1.0	2.3
Special Education Teachers	36.0	11.8	10.6
Teacher Aides	1.6	0.5	7.0
Gifted Intervention Specialists	0.6	0.2	0.6
Fine Arts Teachers	7.0	2.3	3.0
Music Teachers	7.0	2.3	2.5
Physical Education Teachers	9.0	2.9	2.9
ELL Specialists	2.0	0.7	0.3
Adaptive Physical Education Teachers	0.0	0.0	0.0
Speech Language Pathologists	4.0	1.3	1.4



Staff Demographics

- The staff at New Philadelphia City Schools is made up mostly female teachers.
- Almost the entire staff is Caucasian
- “Culture is more than just one characteristic, such as race or ethnicity; culture is about being part of a group” (Lindsey, Roberts, and CampbellJones, 2005, p. 22).



Administrator Data

- We have a total of 14 administrators
- 8 are males
- 6 are female

Your District's Principals

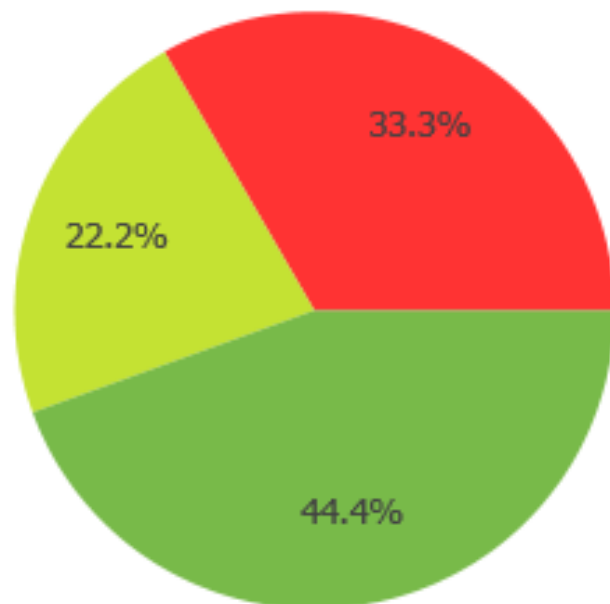
Percentage of principals with at least a Bachelor's Degree	100.0%
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Percentage of principals with at least a Master's Degree	100.0%
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- “Almost all states require school administrators to possess a license for appointment to an administrative position” (Marshall, Oliva, 2010, p. 36).



Principal Evaluations




■ Accomplished ■ Skilled ■ Developing
■ Ineffective ■ Not Complete



Board of Education

- 5 male members
- All 5 are Caucasian
- 4/5 have earned a Bachelors Degree or above



- 
- “The guiding principles open up opportunities to build culturally proficient and functionally diverse educational communities in which people interact with one another in respectful and culturally responsive ways” (Lindsey, Roberts, CampbellJones, 2005, p. 21).



Academic Programs

- New Philadelphia City Schools offers a variety of academic programs for students.
- “It is important to remember that most people have one or two groups with which they strongly identify” (Lindsey, Roberts, CampbellJones, 2005, p. 32).

- 35% of the Class of 2016 received \$114,000 in scholarships from the Quaker Foundation.
- SAT – Reading: 543, Math: 667, Writing: 598
- 2% of the Class of 2016 will serve our Country in the Armed Forces.
- 70% of K-8 students met or exceeded their predicted annual growth on the National Measures of Academic Progress test in reading, math, and science.
- World Languages offered - Spanish, French, German, Chinese, and Japanese.
- 167 students took 353 AP Exams
- 75 Students attended College while attending NPHS
- 61.1% of the Class of 2016 continued their academic pursuits at the College/University Level
- 75 Middle School students take courses for High School Credit
- Over 50 Elective Classes are offered to New Phila High Students

STUDENT LEADERSHIP & ACTIVITIES

ELEMENTARY

- Leader in Me Schools
- Service Learning
- Science Fair
- Spelling Bee
- Student Council
- Student of the Month Program

MIDDLE SCHOOL

- Student Council
- ECHO Newspaper
- Musicals
- Junior National Honor Society
- 13 Interscholastic Athletics Programs
- Science Olympiad
- Science Fair
- Yearbook
- Power of the Pen
- Show Choir
- Choir
- Band
- Middle School Steel Drum Band
- 21st Century Clubs and Activities
- Student of the Month Program

HIGH SCHOOL

- National Honor Society
- Musicals/Drama
- Student Council
- Mock Trial
- Key Club
- Art Club
- Health Club
- Student of the Month Program
- 20 Interscholastic Athletics Programs
- Spanish, French, & German Club
- Drama Club
- Youth to Youth
- Yearbook
- Academic Challenge Team
- Renaissance Club
- Marching Band
- Symphonic Band
- Steel Drum Band
- Drum Line
- Concert Choir
- Delphian Chorale
- Bel Canto Choir
- Ladies Ensemble
- Guitar Ensemble
- Men's Chorus
- Jazz Choir



“The guiding principles open up opportunities to build culturally proficient and functionally diverse educational communities in which people interact with one another in respectful and culturally responsive ways” (Lindsey, Roberts, CampbellJones, 2005, p. 21).



Student Participation Rates

- “Culture determines how you interact with your teachers, staff, students, and members of the community and how they interact with you and one another”
(Lindsey, Roberts, CampbellJones, 2005, p. 22).



Gifted Population

Overview

The Gifted Indicator is derived from three components: Gifted Value Added grade, the Performance Index for gifted students, and a Gifted Inputs score.

Gifted Value Added

Value Added Grade: A
Enrollment: 2,854
Value Added Met?: Met

Districts must earn a Gifted Value Added grade of C or better to meet the Gifted Value Added component. A grade of "NR" results in Not Met if the district has an ADM of 600 or more.

Gifted Performance Index

Performance Index: 113.890
Performance Index Met?: Not Met

Districts with at least 10 unique students in the Gifted Performance Index calculation must score 116.0 or better to meet the Gifted Performance Index component.

Gifted Inputs

Total Points: 62.0
Gifted Inputs Met?: Met

Points are earned based on identification and services provided to gifted students. Districts must earn at least 60 points out of a possible 100 to meet the Gifted Inputs component.

Gifted Indicator Final Result

The Gifted Indicator is Met if none of the three components are Not Met. Gifted Inputs alone cannot determine the Gifted Indicator, however; if both the Value Added and Performance Index components are NC, then the Gifted Indicator is also NC.

INDICATOR
Not Met



94.9%

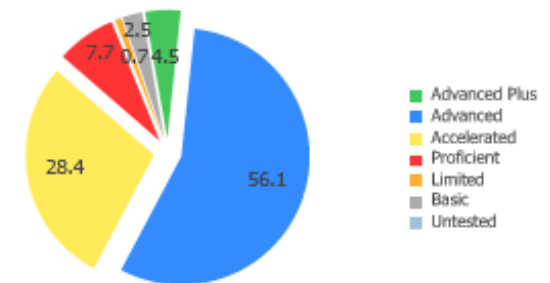
113.890 of a possible 120.0

A = 90.0 - 100.0%
 B = 80.0 - 89.9%
 C = 70.0 - 79.9%
 D = 50.0 - 69.9%
 F = 0.0 - 49.9%

Performance Index

The Performance Index calculation for gifted students. Only tests taken by students identified as gifted in that subject (e.g. gifted in Math and taking the Math test), or taken by students identified with Super Cognitive abilities regardless of test subject are included.

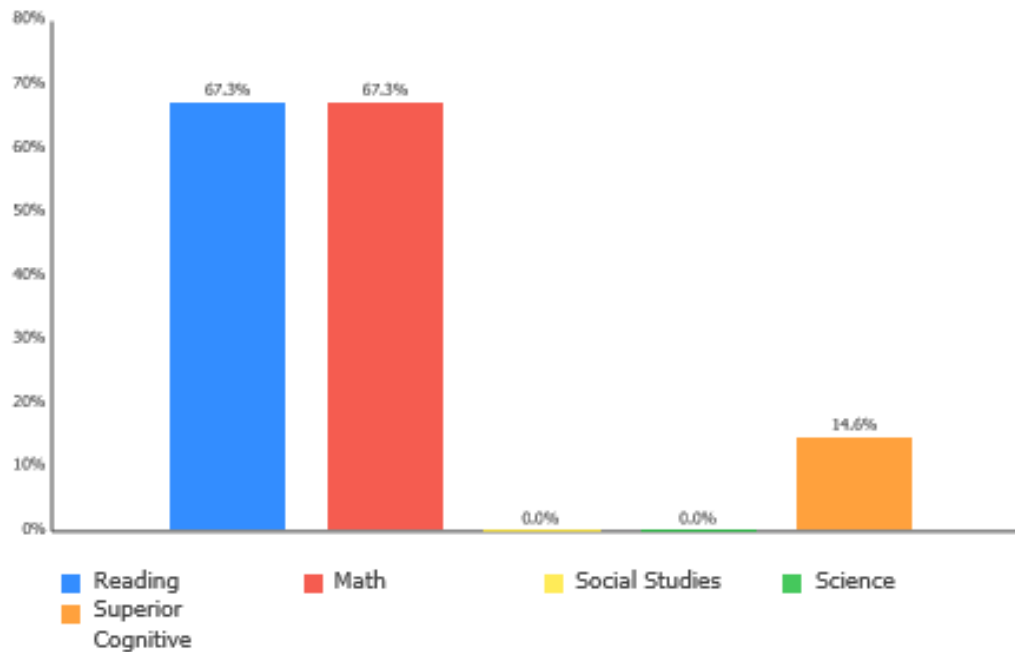
Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	4.5	x	1.3	=	5.8
Advanced	56.1	x	1.2	=	67.3
Accelerated	28.4	x	1.1	=	31.3
Proficient	7.7	x	1.0	=	7.7
Basic	2.5	x	0.6	=	1.5
Limited	0.7	x	0.3	=	0.2
Untested	0.0	x	0.0	=	0.0
					113.890



Gifted Continued

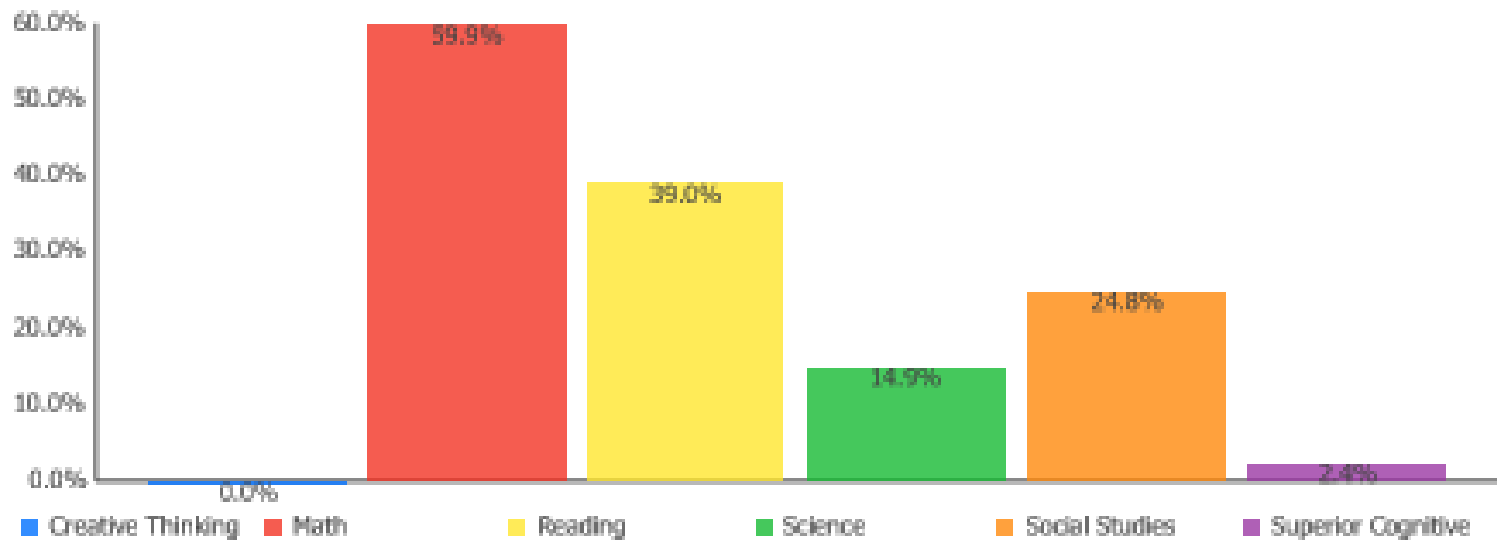
Screening

This chart shows the percentage of students screened for gifted abilities this school year.



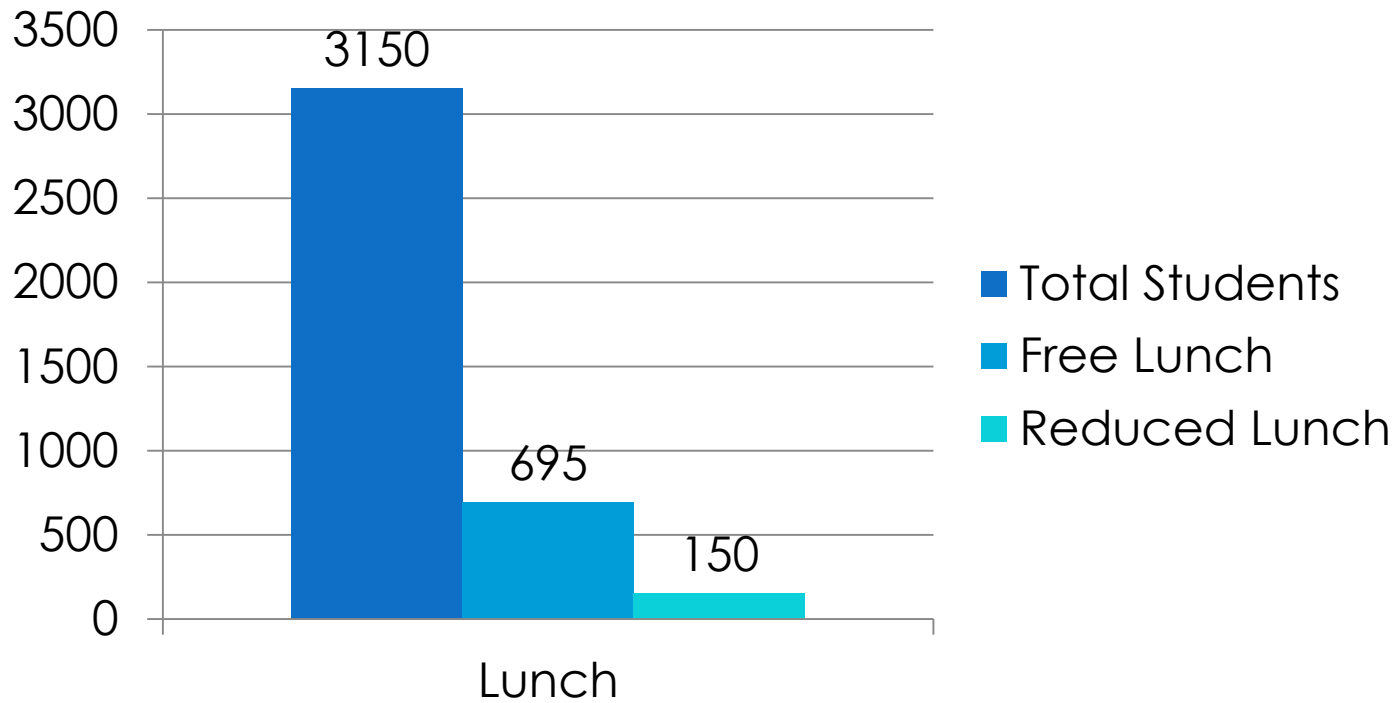
Gifted Services

All Grades



Food Service

- 190,252 Lunches Served
- 76,383 Breakfasts Served
- The Food Service Staff, in an effort to continue to serve nutritious meals, along with trying to keep up with the current trends, added the "Quaker Café and Deli" at the High School Cafeteria. The Café serves deli style lunches, smoothies, hot and cold lattes. Meals were accompanied by "in season" fresh fruits and vegetables which makes the meals very attractive.



STEM Data

2015 - 2016 Report Card for New Philadelphia City School District

Wellness and Physical Education

The extent to which students are successful in meeting the benchmarks contained in Ohio's physical education standards

Moderate Success

Compliance with the federal requirement for implementing a local wellness policy



Elected to administer BMI screening



Participation in Physical Activity Pilot Program



School Choice Options: Place of Enrollment for Students Residing in the District

The School Choice Options data is a set of nine counts describing the place of enrollment for students residing in the school district, captured as a snapshot of a single day in the school year. Web links provide further information about certain options.

Districts and STEM Schools

2,627 students enrolled in the district where they lived

256 students enrolled in another public district through Open Enrollment

28 students enrolled in another public district by means other than Open Enrollment

Community Schools

141 students enrolled in an online community school

3 students enrolled in a site-based community school

116 students enrolled in a Dropout Prevention and Recovery Program (online or site-based)*

*Students included in Dropout Prevention and Recovery Program counts are also included in either the online or site-based community school counts.

Non-Public Schools*

0 students participated in the EdChoice Scholarship or Cleveland Scholarship Program

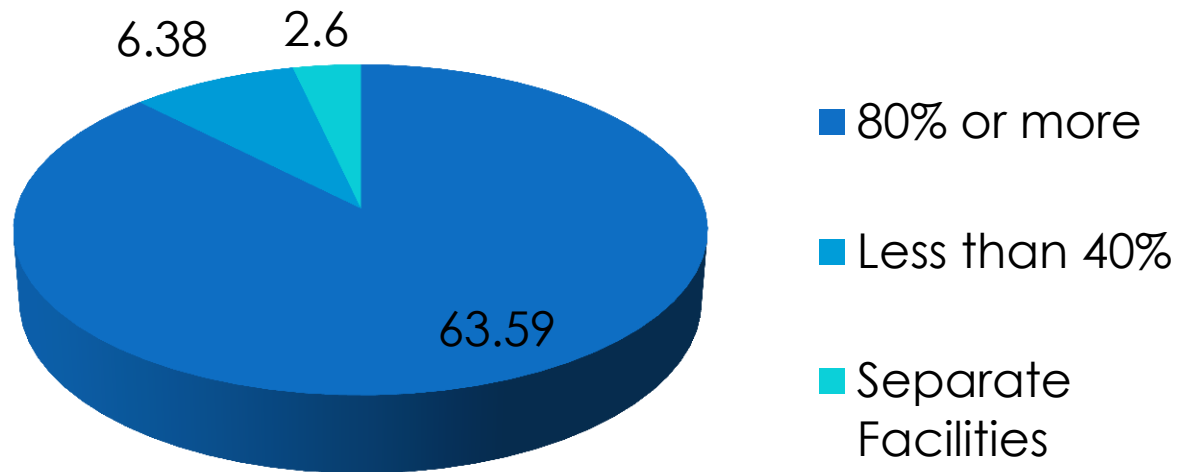
5 students participated in the EdChoice Expansion Program

0 students participated in the Ohio Autism Scholarship or Jon Peterson Special Needs Scholarship Program

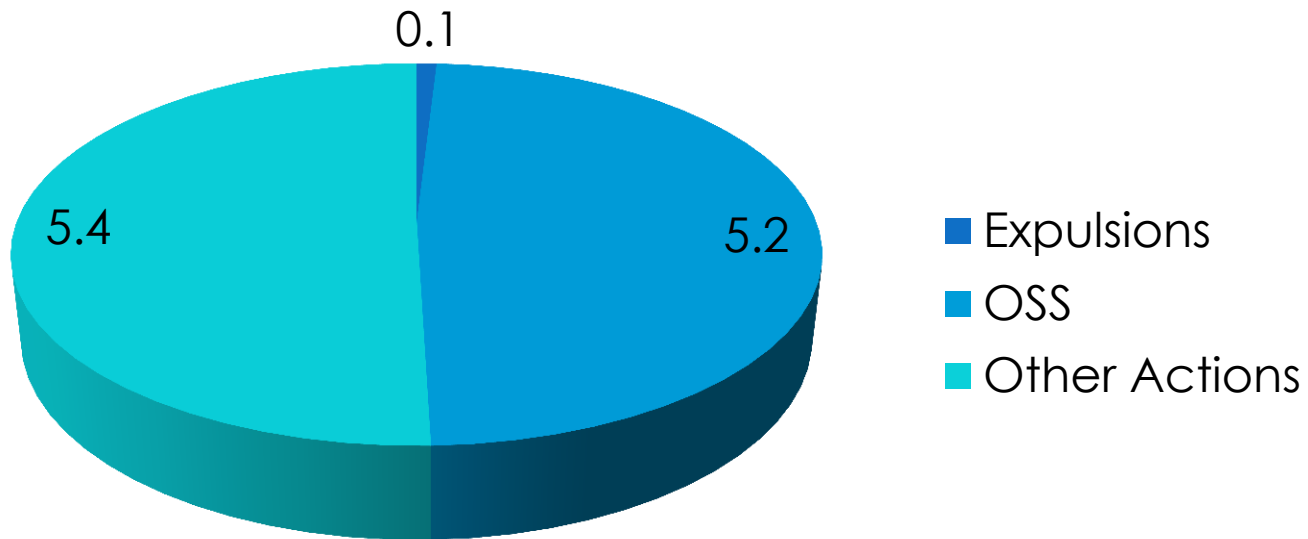
*ODE does not collect and cannot report information on district residents who are non-voucher students attending a non-public school.



Students with Disabilities Services



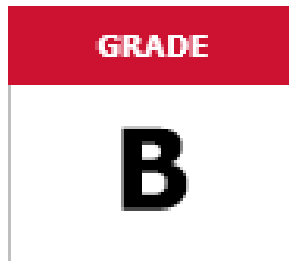
Discipline Per 100 Students



Graduation Rate

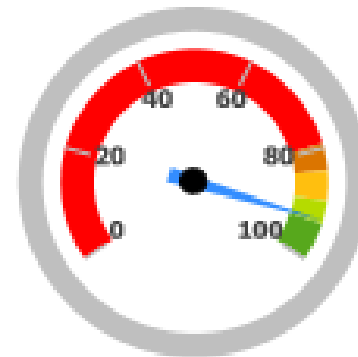
5-Year Graduation Rate

The 5-year graduation rate applies to the Class of 2014 who graduated within five years, i.e. students who entered the 9th grade in 2011 and graduated by 2015.

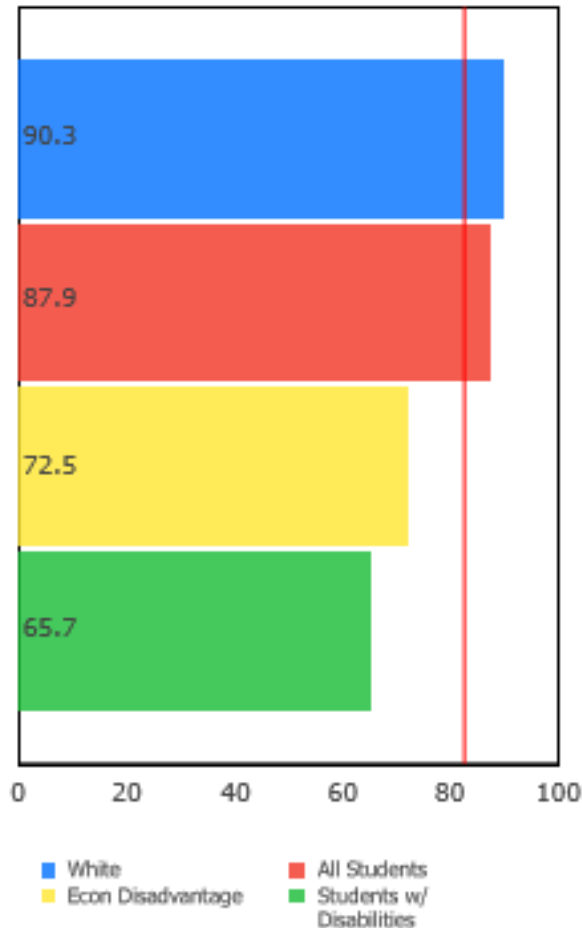


92.7%

- A = 95.0 - 100.0%
- B = 90.0 - 94.9%
- C = 85.0 - 89.9%
- D = 80.0 - 84.9%
- F = 0.0 - 79.9%



Graduation Rate



Graduation Rate by Race

We need to focus and do a better job of helping our economically disadvantaged students and students with disabilities to graduate



Attendance by Race

Organization	School Year Race Metrics	2015-2016 School Year		
		Hispanic Student Attendance Rate	Multiracial Student Attendance Rate	White, Non-Hispanic Student Attendance Rate
005371	Central Elementary School	>95%		>95%
009241	East Elementary School		94.0%	>95%
040287	Joseph Welty Middle School	94.8%	>95%	>95%
026906	New Philadelphia High School	95.0%		94.4%
034959	South Elementary School	>95%		>95%
040352	West Elementary School	>95%		>95%
042465	York Elementary School			>95%



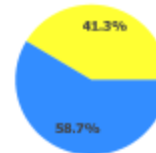
College Preparedness

How Prepared were Your 2014 and 2015 Graduating Classes?

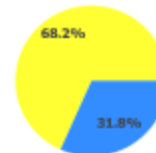
Districts and schools have long-term impacts on student outcomes. The Prepared for Success component provides information on how schools prepare students for different pathways of college and career success. It also provides insights on how those students do once they leave high school. What happens beyond the diploma is an important indicator of how well schools are preparing students.

The University System of Ohio provides [district reports](#) on enrollment and remediation of high school graduates attending in-state, public colleges and universities.

What Percentage of the 2013 Graduating Class Entered College within Two Years? **58.7%**



What Percentage of the 2009 Graduating Class Graduated from College within Six Years of Leaving High School? **31.8%**



College Preparedness

- We have a long way to go in order to get all of our students prepared for college.
- We need to look at why so many of our students are not going to college and plan for the future





2015-2016 School Year

Test Grade	Test Subject	2015-2016 School Year				
		Hispanic Y Proficient Percentage	No Disability White, Non-Hispanic N Proficient Percentage	Y Proficient Percentage	Specific Learning Disabilities White, Non-Hispanic N Proficient Percentage	Y Proficient Percentage
3rd Grade	Reading	19.0%	64.6%	47.7%		15.4%
	Mathematics	42.9%	84.8%	74.4%		38.5%
4th Grade	Reading	47.8%	86.9%	63.6%	36.4%	
	Mathematics	43.5%	92.9%	77.3%	27.3%	
	Social Studies	56.5%	91.9%	86.4%	63.6%	
5th Grade	Reading		77.1%	50.8%	10.0%	
	Mathematics		86.5%	65.1%	10.0%	
	Science		86.5%	69.4%	10.0%	
6th Grade	Reading	28.6%	74.1%	43.4%		.0%
	Mathematics	28.6%	74.1%	47.2%		9.1%
	Social Studies	50.0%	87.5%	73.6%		9.1%
7th Grade	Reading		77.7%	56.4%		.0%
	Mathematics		78.5%	56.4%		10.0%
8th Grade	Reading	40.0%	73.0%	50.0%		
	Mathematics	60.0%	89.9%	44.8%		
	Science	50.0%	91.8%	68.8%		
11th Grade	Reading		>95%	>95%	83.3%	
	Writing		>95%	>95%	66.7%	
	Mathematics		>95%	>95%	66.7%	
	Social Studies		>95%	90.5%	75.0%	
	Science		>95%	>95%	66.7%	
12th Grade	Reading		>95%	>95%	45.5%	
	Writing		>95%	>95%	90.9%	
	Mathematics		>95%	>95%	63.6%	
	Social Studies		>95%	>95%	54.5%	
	Science		>95%	>95%	54.5%	



Test Data

COMPONENT GRADE

C



43.3%

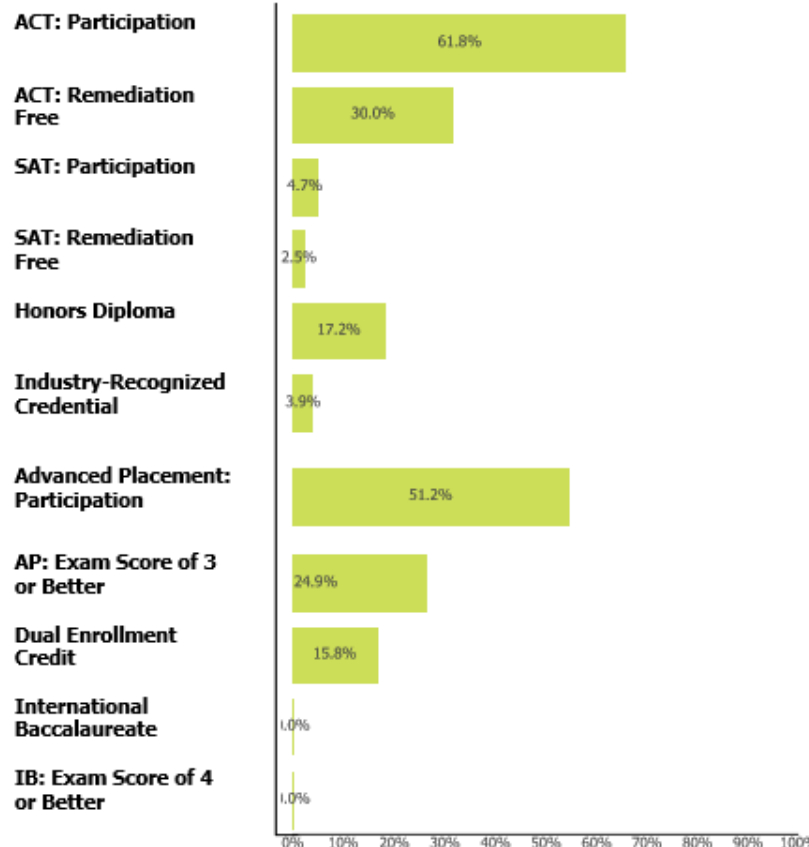
A = 85.0% - 100.0%
 B = 65.0% - 84.9%
 C = 34.0% - 64.9%
 D = 15.0% - 33.9%
 F = 0.0% - 14.9%

Number of students that earned a remediation free score on all parts of the ACT or SAT, earned an honors diploma, and/or earned an industry-recognized credential

The number of "bonus" students that count an additional 0.3 bonus points each, because they did the above and also earned a 3 or higher on at least one AP exam; earned a 4 or higher on at least one IB exam; and/or earned at least three college credits before leaving high school

Number of Students	Point Value	Points Earned
143	1	143.0
110	0.3	33.0
Total Points:		176.0
Graduation Cohort:		406
Percentage:		43.3%

How Prepared were Your 2014 and 2015 Graduating Classes?

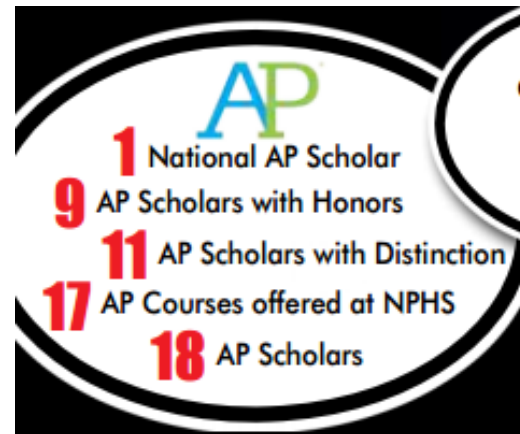
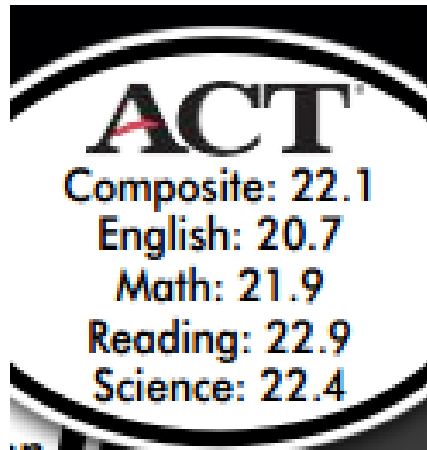


Note: These data represent students in the 4-year and 5-year graduation rates, i.e. students who entered 9th grade in 2011 and 2012.



SAT, ACT, and AP

• SAT – Reading: 543, Math: 667, Writing: 598



Year	Score					Total # Students	Average Score	# Stud with 3 or better	% Students with 3 or better
	5	4	3	2	1				
TOTALS									
2015	17	52	84	107	69	329		153	46.50%
2016	19	47	101	117	69	353	2.518	167	47.31%



AP Tests

- Our district has allowed any student to take AP classes and tests without many restrictions and this is something that we are looking at changing to help improve scores.
- Often students take the classes without much background knowledge of how much work it is.



Progress

Progress



The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

A

GRADE

A

Overall

This measures the progress for all students in math, ELA, science and social studies using tests in grades 4-8 and some end-of-course exams.

GRADE

A

Gifted Students

This measures the progress for students identified as gifted in reading, math, science, social studies and/or superior cognitive ability.

GRADE

A

Students in the Lowest 20% in Achievement

This measures the progress for students identified as the lowest 20% statewide in reading, math, science or social studies achievement.

GRADE

A

Students with Disabilities

This measures the progress for students with disabilities.

GRADE

A

High Mobility

For districts and schools with a mobility rate of 25% or higher, this measures the progress of a subset of students that have been in the district for at least two years. This measure will not be included in the Progress component grade.

Progress Details

These tables show the Progress scores by test grade and subject for students in grades 4-8 and some end-of-course tests, and includes up to three years of data as available.

Test Grade	Progress Score			
	English Language Arts	Mathematics	Social Studies	Science
All Grades	11.77	10.72	6.18	4.58
4th Grade	3.11	5.20		
5th Grade	5.77	1.92		1.38
6th Grade	4.47	-1.81	6.18	
7th Grade	9.05	7.16		
8th Grade	3.87	12.71		5.13

Test Grade		Progress Score
High School	English I	-0.59

Test Grade		Progress Score
High School	Algebra I	1.38

Although Progress scores are not assigned letter grades at this level of detail, the grading scale applied at the Overall (All Students, All Tests) level is:

A = 2.00 and up
 B = 1.00 to 1.99
 C = -1.00 to 0.99
 D = -2.00 to -1.01
 F = below -2.00



Data

- Overall looking at the data our district seems to be heading in the right direction in regards to test scores and growth.
- Students need as many opportunities as possible to allow them to be successful in the classroom and community.



FOCUS

"The focus for us now and in the future is the ever changing ways in which we can instruct our students in an equal way. We spent a great deal of money this school year to implement 1:1 technology to help our gifted population achieve better on assessments and challenge them. We need to do the same or more to help our struggling students and ELL population. I enjoyed looking at the data we discussed."

Carl McCrory
Welty Middle School
Designated School Leader
and Principal

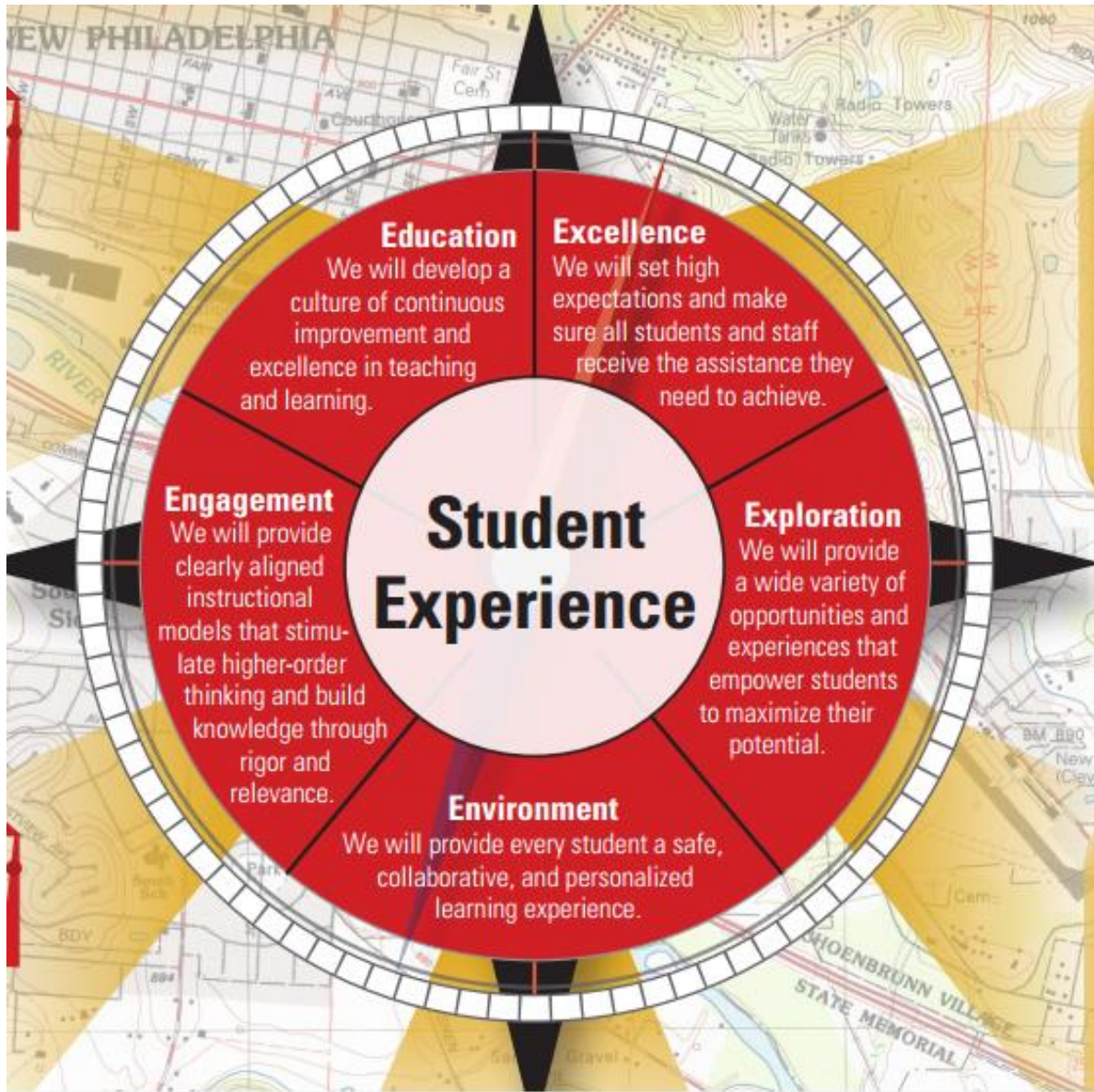


Exploration

We will accomplish this through:

- Enriching learning and cultivating personal growth through Student Centered Learning for all students.
- Increasing course/club offerings to allow for more student exploration.
- Providing career-based experiences that allow students to more deeply explore their interests.
- Expanding Advanced Course Offerings.





Student Experience

- My district is focused on the student experience while at school and in the community. They want students to feel like they are part of something special.
- This is why we offer such a diverse amount of clubs and activities to get as many students involved with as possible.
- This school year the focus was on the gifted population
- “Educational leaders should look at whether their schools are structured in such ways as to reflect and replicate the social stratification that exists in broader society” (Marshall, Oliva, 2010, p. 56).



Equity Findings

- English Language Learners did not achieve at the same rates as those that are not ELL
- Our other area of focus is on our economically disadvantaged students
- *“Because our ELL population is growing at such a fast rate we need to have more resources available, both in the form of teachers and teaching materials in order to help them learn. I am shocked to see how many ELL students we have now as a district.”*
Parent and Teacher Lori Ricklic



Economic Disadvantage

- Out of a possible of 3052 students total 1167 are economically disadvantaged
- This makes up 38.1% of our population
- Students test scores on state exams are behind those of students not economically disadvantaged
- On State ELA test Economic Disadvantage students only passed with a 43.3% rate
- We as a district need to focus on improving test scores.
- We also want to focus on better attendance for these students as well
- We want everyone to feel like they are part of the school and community




Economic Disadvantage

- % of students are on free and reduced lunch.
- 50% of the economically disadvantaged students at Wetly Middle School participate in an after school program.

“With such a large population of poor people in our area I bet that many students only meals come while they are at school”

Tina Cecil, Community Member





“We need to do more to help our ELL population succeed in the classroom and community. Currently because I teach mostly AP courses I have few if any ELL students. I ask myself all the time why are these students not taking AP classes?”

Mike Johnson
Teacher, American Minorities

“One explanation for the low achievement of these students might be found in the beliefs and assumptions of school leaders about whether the students had the ability to learn” (Marshall, Oliva, 2010, p. 290).



ELL Students

- 277 of our student population are ELL
- 29 students were excluded from the calculations
- Almost all of these students have Spanish as their first language
- The population has grown every year.
- Currently we only have 3 full time highly qualified staff member to work with the ELL community
- There are 8 aides that work with the ELL population as well that are part time
- A major concern with everyone on the audit team was how do we help these students succeed and graduate?



ELL Continued

- These students do not participate in many after school groups
- Many feel as though they are outcasts at the school, because they struggle to communicate.
- Many live in the same part of town and interact only with other people from the Hispanic community
- *“Many of our students have sponsors that they live with here in our district. Many have to pay about \$300 a month to live here so many students do not participate in events because many have to work off their monthly debt”* Jeremy Rodgers, ELL Coordinator



District Goals

- Improve our Graduation Rate
- Improve participation rates for economically disadvantaged students
- Create a better culture for ELL students
- Work on improving test scores and our district ratings on state report cards
- “In a study that followed thousands of American students from eighth to twelfth grade, Hallinan and Kubitschek (1999) found that being assigned to a college track accelerated students’ academic progress, whereas assignment to a vocational or general track slowed student progress” (Hoy & Hoy, 2006, p. 51).





According to Hoy and Hoy the best way to teach and service students effectively is to

- “Eliminate remedial courses and have one regular and one advanced track
- Offer honors assignment options or challenge pull-out activities within each course
- Encourage minority group students to enroll in advanced placement course
- Provide additional times during intercessions when struggling students can get extra help”
- (Hoy &Hoy, 2006, p. 52-3).



- High quality professional development is necessary to help or staff educate our ELL population in the best method possible. We need to help these students succeed and push them to take higher level classes like AP courses.
- We need to hire more teachers and aides to help out ELL population grow.
- “Data shows that low-income and minority students experience greater difficulty in passing state test and are more likely to live in school districts with fewer resources (Haycock, 2005)” (Marshall & Oliva, 2010, p. 39)



ELL Research

- As a team we discussed many ways we could come up with to get more ELL students involved at the school and improve scores in the everyday classroom and on state assessments.
- We also want to improve attendance rates and graduation rates
- “Becoming familiar with and including the cultural traditions of your ELL families within the larger school community not only enhances your ability to create a welcoming and respectful school environment – it has practical considerations as well” (Breiseth, Robertson, & Lafond, 2011, p. 7).



Staff Training for ELL

“Provide training to all staff on the importance of maintaining students’ native language and ways in which they can support students’ bilingual development” (Breiseth, Robertson, & Lafond, 2011, p. 13).

- Offer high quality staff training using the ESC or other local group
- Hire more ELL tutors and interpreters
- Ensure students are placed in classrooms with a tutor or highly qualified ELL teacher



ELL Student Needs

- One solution to help the students is to purchase Chromebooks for the ELL students use at school and take home
- These would be purchased by the school and leased or rented by the student if possible.
- Use software in students native languages as well as English to build vocabulary and begin learning English

“Many ELLs may not have access to a computer or the Internet in their home. They also may not know about the services available through the school or library, or they may be unable to get to the library on a regular basis” (Robertson, 2004).



Economically Disadvantaged

“We agree with Berliner (2007) that our society must invest in low-income families outside of schools in order to improve the learning and outcomes for students outside of school, we also value and respect the agency of students and their families being proactive participants in and contributors to their communities” (Marshall & Oliva, 2010, p.70).

- I would like to see things like attendance and test scores improve for students in the lower socioeconomic status.
- I would also like to see high graduation rates for this group.

“Low-income students face barriers to college success at every stage of the education pipeline, from elementary school through post-secondary education, sometimes in spite of their academic achievements” (Department of Education, 2014, p. 14).



- Only about 73% of the economically disadvantaged students graduate from our high school.


“At the high school level, ED students have lower exit exam pass rates and higher dropout rates than their peers” (Taylor, 2009, p. 5).



Teachers Solutions

- “The combination of clarity of learning goals, direct instruction in needed skills (including learning strategies and tactics), teacher- or peer-guided practice leading to independent practice, authentic engaging tasks, interactions and conversations that are academically focused, and warm encouragement from teachers seem to be effective” (Hoy &Hoy, 2006, p. 32).
- Teachers need to focus more on the culture and background of the students being taught and research the best methods possible to teach these students.
- “The goal of creating culturally compatible classrooms is to eliminate racism, sexism, and ethnic prejudice while providing equal educational opportunities for all students” (Hoy &Hoy, 2006, p. 33).





As an instructional leader I have learned a great deal about myself and about privilege from this course. Before this class began I was unsure of what to expect and what I was going to gain from this course. I learned through data and interpretation that districts can learn a great deal about themselves and their student population. I learned that there is a great deal of information about a school district available if you know where to find it and how to interpret the data. This class sparked a great deal of conversation between me and colleagues over a variety of topics. During some of these conversations I learned that while I feel people are more open minded and accepting of other people's views we still have a long way to go. Many conversations about this audit were positive and showed me that people do genuinely care about our students of minorities or special needs students. We often do not know the best practices or methods to be able to teach these students in the best manner possible and that is where my role will come in. "As a member of the dominant culture, you may not notice the many ways in which the culture of your district, school, or group impacts those who do not know they are benefiting from the cultural norms or privileges" (Lindsey, Roberts, & CampbellJones, 2005, p. 26). Bias and privilege do exist in our schools and it will be up to me and my leadership team to help create a welcoming and fair learning environment for students to succeed.

White privilege exists in my district and we have focused for a long time on how to best serve those students and have left the minorities out of the mainstream. I know that even with my best effort I will always show some bias to one group or another. "A school leader promotes continuous learning with his or her school and community colleagues to mitigate issues arising from differences in experiences and perspectives" (Lindsey, Roberts, & CampbellJones, 2005, p. 98). I need to remember that I will be the only voice for some students in my building. I need to pick and choose professional development that helps my staff learn about our students. Students will need me to be their advocate when it comes to programs and how these students will fit in around the school. I will need to create diverse and differentiated programs to make sure that all students are being represented.



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