

PFC Indicators Baseline Data Draft 10-30-14

Student Outcomes

1. Students are engaged in their learning.

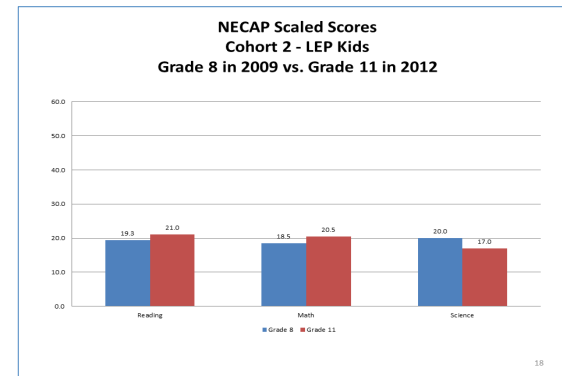
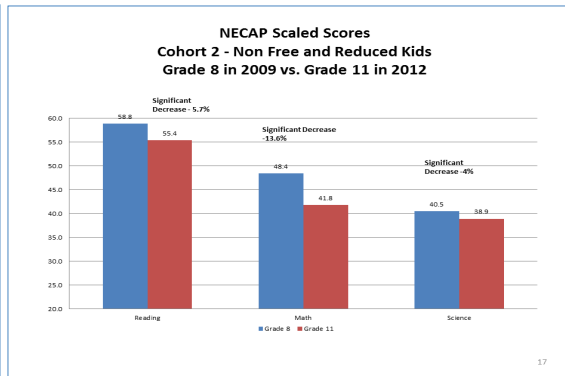
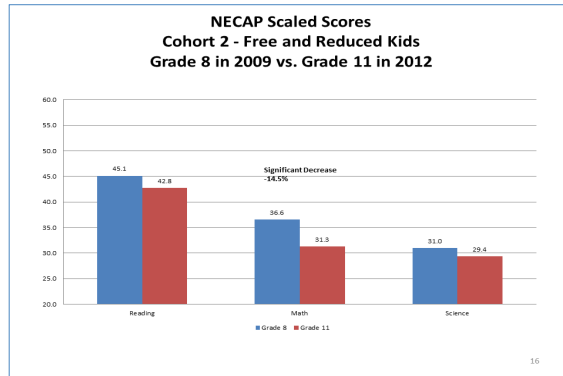
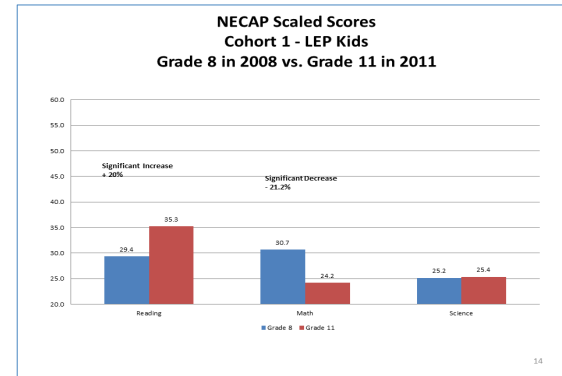
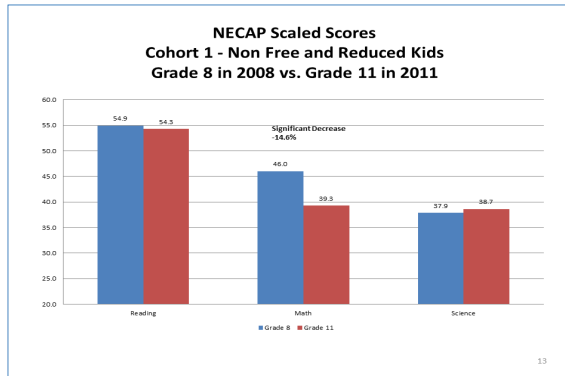
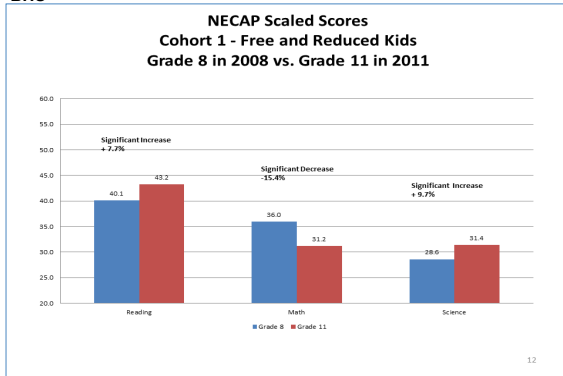
A: How much do you agree with the following? (EDC student survey question 16 c-f, % reporting strongly agree/agree)

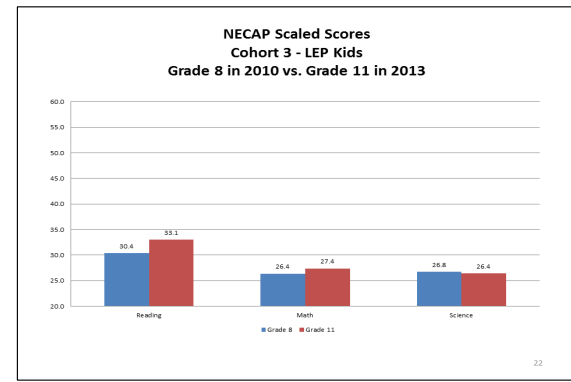
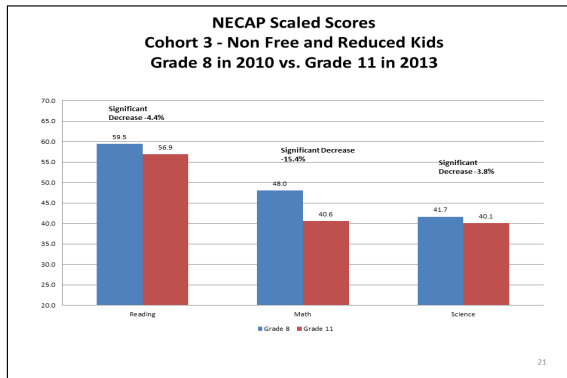
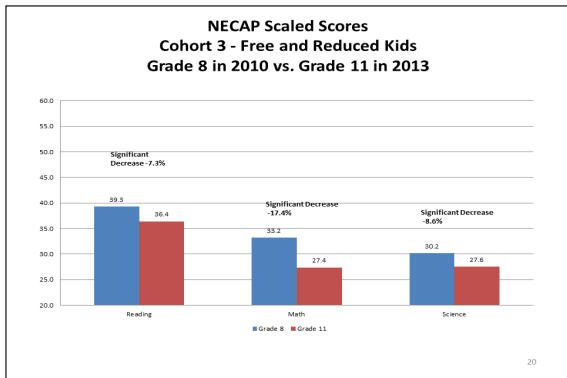
	2013								2014					
	BHS				WMHS	BHS				WMHS				
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL	
I am interested in the work I get to do in most of my classes.	58%	60%	64%	NA	70%	52%	54%	70%	NA	52%	66%	80%	NA	
I work very hard on my schoolwork.	82%	74%	73%	NA	83%	81%	80%	78%	NA	59%	81%	80%	NA	
I pay attention in class.	87%	81%	73%	NA	91%	NA	NA	NA	NA	NA	NA	NA	NA	
I participate in class.	86%	81%	82%	NA	87%	92%	94%	96%	NA	95%	94%	100%	NA	

Notes: 2013 disaggregation not available for WMHS, IEP numbers for WMHS are low

B: NECAP Science, Math and Reading scores in terms of percentage differentials from 8th grade to 11th grade (disaggregated by ELL and FRL)

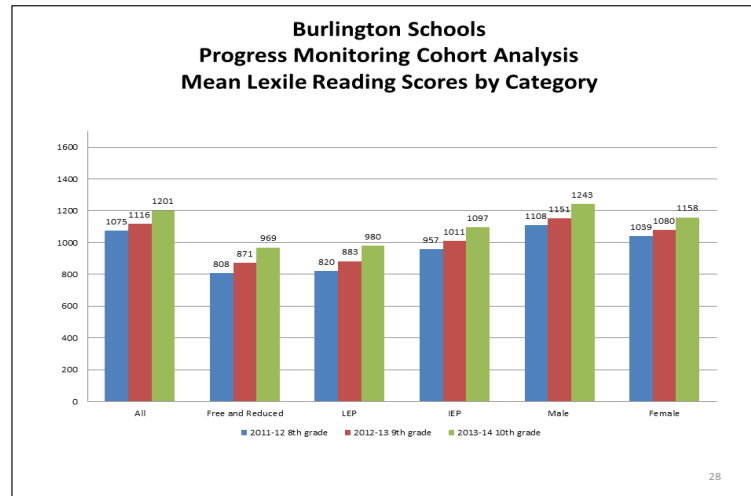
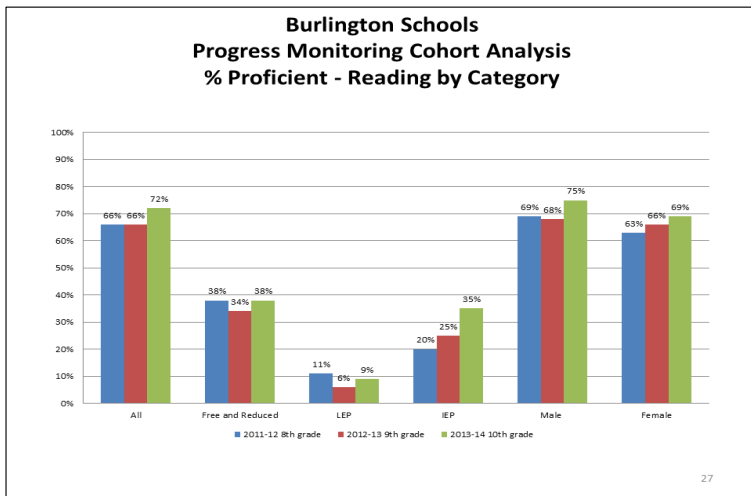
BHS





NEED WMHS DATA

C: Progress Monitoring for Reading (disaggregated by ELL and FRL)



NEED WMHS DATA

E: Average Daily Attendance Rates (disaggregated by ELL and FRL)

BHS

	2011-2012	2012-2013	2013-2014
Annual Attendance Rate			95.50%

Note: disaggregation available?

WMHS

	2011-2012	2012-2013	2013-2014
Annual Attendance Rate			

Note: disaggregation available?

F: Percentage of students who miss 10 or more days over the course of the school year

BHS

	2011-2012	2012-2013	2013-2014
10+ Absences	184	193	288
Total Students	1143	1077	1089
Percentage	16%	18%	26%

Note: disaggregation available?

WMHS

	2011-2012	2012-2013	2013-2014
10+ Absences			
Total Students			
Percentage			

Note: disaggregation available?

G: Graduation and Drop-out rates

BHS

Year	9th-12th Dropout Rate	4-Year Cohort Graduation Rate					
		ALL	FRL	IEP	ELL	White	African American
2011-2012	3%	87%	80%	63%	77%	89%	82%
2012-2013	3%	80%	70%	62%	59%	84%	69%

Note: Only White and African American data was available for Race/Ethnicity breakout, others had too few to report

WMHS

Year	9th-12th Dropout Rate	4-Year Cohort Graduation Rate					
		ALL	FRL	IEP	ELL	White	African American
2011-2012	8%	62%	57%	36%	53%	56%	66%
2012-2013	3%	52%	43%	NA	32%	62%	36%

Note: Only White and African American data was available for Race/Ethnicity breakout, others had too few to report

2. Student learning is connected to their community - anytime/anywhere learning and is applicable to relevant, "real-world" situations.

A: I learn about things that connect to life outside the classroom (often or everyday) (EDC student survey 5e/7e)

	2013						2014							
	BHS				WMHS	BHS				WMHS				
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL	
Math	22%	24%	27%	NA	27%	9%	36%	43%	NA	23%	30%	NA	NA	
English	38%	27%	55%	NA	42%	30%	57%	59%	NA	38%	38%	80%	NA	
Science	43%	28%	36%	NA	36%	42%	52%	43%	NA	50%	47%	40%	NA	
Foreign Language/ELL	33%	33%	20%	NA	36%	23%	54%	33%	NA	31%	NA	NA	NA	

Note: Disaggregation not available in 2013 for WMHS, small numbers for IEP

B: Have you earned credit for completing work or projects in the community? (EDC Student Survey #9/11)

	2013					2014							
	BHS				WMHS	BHS				WMHS			
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL
	56%	63%	73%	NA	27%	51%	57%	57%	NA	31%	34%	20%	NA

Note: Disaggregation not available in 2013 for WMHS, small numbers for IEP

C: The percent of students volunteer one or more hours on an average week. (YRBS questions 7.03)

2013		2015	
BHS	WMHS	BHS	WMHS
54%	57%		

Note: Disaggregation must be requested from AOE

D: The percent of students who agree that: in your community you feel like you matter to people. (YRBS Question 7.04)

2013		2015	
BHS	WMHS	BHS	WMHS
48%	42%		

Note: Disaggregation must be requested from AOE

E: Percentage of students graduating from the school system through personalized, proficiency based pathways

To be determined

3. Students are contributing members of their school community and improve their school by developing leadership, confidence, enthusiasm, and passion to be life-long learners

A: How much do you agree with the following? (EDC student survey question 16 (i, l, n, m, o), % reporting strongly agree/agree)

	2013					2014							
	BHS				WMHS	BHS				WMHS			
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL
I feel that most of my teachers care about how I'm doing.	71%	63%	64%	NA	78%	68%	76%	76%	NA	75%	71%	100%	NA
I feel like a real part of my school.	63%	58%	55%	NA	63%	55%	59%	59%	NA	60%	59%	80%	NA
I feel that my ideas and opinions can influence decisions made in my school	49%	50%	36%	NA	53%	64%	53%	53%	NA	46%	69%	80%	NA
I feel I can go to my teachers with things that I need to talk about.	64%	63%	55%	NA	73%	60%	66%	66%	NA	67%	69%	80%	NA
Students are seen and treated as leaders by adults in my school	46%	54%	36%	NA	60%	69%	47%	47%	NA	46%	72%	80%	NA

Note: Dissaggregation has been requested from EDC, small numbers of IEP at WMHS

Teacher and Instruction Outcomes

1. Teachers are engaged and supported in learning about and implementing student-centered learning.

A: Thinking about professional development opportunities over the past year, to what extent do you agree with the following statements?

(EDC teacher survey question 15 a & b reporting agree/strongly agree)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
I feel that I have many professional development opportunities focused on student centered learning.	17%	33%	19%	52%	27%	33%
I am interested in pursuing professional development opportunities focused on student centered learning.	71%	100%	78%	96%	70%	73%

B: Thinking about your professional development activities over the past year, to what extent is each of the following statements true?

(EDC teacher survey question 16 f - % reporting to a great extent)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
I am receiving the professional development I need to implement student-centered learning practices in my classroom	17%	55%	23%	52%	34%	53%

C: In your classroom over the past year, how often did you provide instruction that:

(EDC year teacher survey question 10/8a-e, % reporting often/all the time)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
REQUIRES COLLABORATION (students work together in pairs or small groups, developing products as a group, or presenting as a group)	84%	79%	74%	77%	67%	80%
REQUIRES PERSONALIZATION (students have Individualized Learning Plans, have some control over when and where they learn, work at their own pace in mastering content and/or have choice over how they demonstrate proficiency)	42%	14%	34%	45%	40%	53%
REQUIRES NON-ROUTINE KNOWLEDGE BUILDING OR PROBLEM SOLVING (students work on tasks with no single correct answer, use new information to build their own ideas, support ideas with evidence, or connect learning across subject areas)	58%	50%	48%	59%	56%	53%
REQUIRES SELF-MOTIVATION AND SELF-REGULATION (students work on extended or indepth projects, assess the quality of their own work, and/or revise their work based on feedback from teachers and peers)	47%	36%	53%	59%	56%	67%
REQUIRES EXTENSION OF LEARNING OUTSIDE THE CLASSROOM (students rely on internships, apprenticeships, service learning, virtual learning, and/or dual enrollment for some part of their HS learning)	26%	29%	21%	18%	22%	27%

2. Teachers are engaged and supported to shift their practice to be more proficiency-based and supported by technology.

A: Please rate the following instructional activities for how important they've been to your instruction in this school year. (EDC teacher survey question 13/12)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
manage a class of students engaged in an hands on project	69%	92%	87%	82%	66%	75%
participate in student-led activity	50%	75%	65%	68%	41%	63%
have students explore alternative methods for solving problems/conducting investigations	76%	83%	71%	86%	61%	63%
model for students how to solve a problems/conduct and experiment	88%	92%	87%	86%	71%	63%
model for students how to reflect on a problem/analyze results from an experiment/write up results	94%	100%	92%	91%	63%	69%
use instructional technology (e.g. computer, calculator, smartboard, overhead projector)	65%	83%	79%	91%	71%	81%

B: Of the instructional activities described above, which 3 take up most of your teaching time (inside class) over the course of a typical week? (EDC teacher survey question 13)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
manage a class of students engaged in an hands on project	NA	NA	44%	26%	NA	NA
participate in student-led activity	NA	NA	12%	4%	NA	NA
have students explore alternative methods for solving problems/conducting investigations	NA	NA	10%	35%	NA	NA
model for students how to solve a problems/conduct and experiment	NA	NA	17%	22%	NA	NA
model for students how to reflect on a problem/analyze results from an experiment/write up results	NA	NA	2%	17%	NA	NA
use instructional technology (e.g. computer, calculator, smartboard, overhead projector)	NA	NA	21%	17%	NA	NA

C: When participating in your class, how often have students engaged in the following types of activities during this school year: (EDC teacher survey question 15/14)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
make formal presentations to the class	6%	17%	19%	43%	20%	31%
present findings, explain their reasoning, or defend a position	56%	67%	38%	48%	32%	50%
work on solving a real-world problem or conducting hands-on experiments	41%	33%	40%	43%	32%	50%
design or implement their own investigations or activities	13%	8%	24%	13%	18%	25%
engage in performance assessments involving teachers and peers	13%	25%	22%	17%	18%	31%

School System Outcomes

1. Our school engages and supports our students to learn about and prepare for post-high school opportunities.

A: Number of opportunities for post-high school preparation and planning. (EDC Student Survey question 8g, agree/strongly agree)

	2013					2014							
	BHS				WMHS	BHS				WMHS			
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL
Teachers and counselors provide support in deciding about what classes to take and preparing for life after graduation	80%	83%	73%	NA	76%	69%	78%	65%	NA	77%	76%	80%	NA

Note: Dissaggregation not available in 2013 for WMHS

B: Number of students accessing dual-enrollment classes (EDC Student Survey #13/14 and 13/12)

	2013					2014							
	BHS				WMHS	BHS				WMHS			
	ALL	FRL	IEP	ELL	ALL	ALL	FRL	IEP	ELL	ALL	FRL	IEP	ELL
Have you enrolled in Virtual High School or other online courses for credit?	7%	8%	0%	NA	16%	9%	5%	4%	NA	16%	15%	20%	NA
Are you enrolled in high school but taking a college course for credit (dual enrollment).	16%	15%	9%	NA	13%	12%	16%	17%	NA	19%	12%	0%	NA

Note: Dissaggregation not available in 2013 for WMHS

2. Our school system aligns with opportunities for students to experience student-centered learning.

A: Number of interdisciplinary classes being offered, as reported through the course catalogue

B: To what extent are the following statements true? My school: (EDC teacher survey questions 10 a, b, c, d, f - % reporting to a great extent true)

	2012		2013		2014	
	BHS	WMHS	BHS	WMHS	BHS	WMHS
offers alternative pathways to graduation	39%	17%	20%	17%	25%	27%
encourages teachers to personalize instruction to meet student needs	28%	8%	16%	44%	41%	27%
encourages teachers to offer extra help before or after school	67%	50%	47%	52%	64%	13%
awards students credit for participation in extended learning opportunities (ELOs)	17%	0%	6%	10%	9%	7%
awards students credit for completion of Virtual High School courses or other online learning opportunities	28%	73%	21%	59%	20%	40%

Community Outcomes

1. Community is engaged in student learning.

A: Number of unique employers, local businesses and community partners who participate in PFC activities each year.

B: Number of unique employers, local businesses and community partners who participate with BSD and WSD in community-based learning opportunities.

Parent Outcomes

1. Parents will be active partners with students, teachers, and administrators in advocating for successful student achievement.

A: Parent/Guardian communication report data.

	2013	
	BHS	WMHS
When You Contact the School, Do You Feel the Person You Speak to Understands Your Questions and Concerns? ("usually, I feel they do")	75%	66%
When You Contact the School, Do You Get an Answer that You Understand, and that Seems Complete? ("Usually.")	73%	66%
Have You Ever Asked the School for Help When You Thought Your Child Needed Something Different? ('Yes')		
ELL	28%	30%
FRL	86%	91%
Not ELL or FRL	69%	100%
If So, How Satisfied Were You the Way the Issue Was Resolved? (reporting "very satisfied")		
ELL	59%	25%
FRL	42%	57%
Not ELL or FRL	50%	43%

B: Parent/Guardian Teacher Conference Attendance

to be determined