

# Mt. Hope High School

Extended Learning for Every Student



Driven by Mission  
Guided by Beliefs  
Proven by Data



By 2016, the Consortium will increase four-year, on-time graduation rates to 90 percent or higher.

<b>YEAR</b>	<b>MHHS Graduation Rate</b>	<b>Number of Drop-Outs</b>
<b>2000-2001</b>		<b>94</b>
<b>2005-2006</b>		<b>55</b>
<b>2006-2007</b>	<b>75%</b>	<b>49</b>
<b>2007-2008</b>	<b>80%</b>	<b>38</b>
<b>2008-2009</b>	<b>85.5%</b>	<b>24</b>

**By 2016, the Consortium will decrease annual drop out rates to less than one percent.**

### Mt. Hope High School Dropout Rates

Cohort 2004	18.2%
Cohort 2005	12.4%
Cohort 2006	9%
Cohort 2007	8.1%



# NECAP Reading and Writing- Percentages of student proficiency

Year	Reading	Writing
2001 (NSRE)	41%	28% Writ. Eff.
2007	79%	60%
2008	87%	49%
2009	86%	79%

# Mt. Hope High School School Improvement Team

In the 1990s, Bell Labs found that its most valued and productive engineers were not those endowed with genius but those who excelled in rapport, empathy, cooperation, persuasion, and the ability to build consensus.

Discover- October 2008

## **Global Best Practices: 2.7 Data Systems + Application**

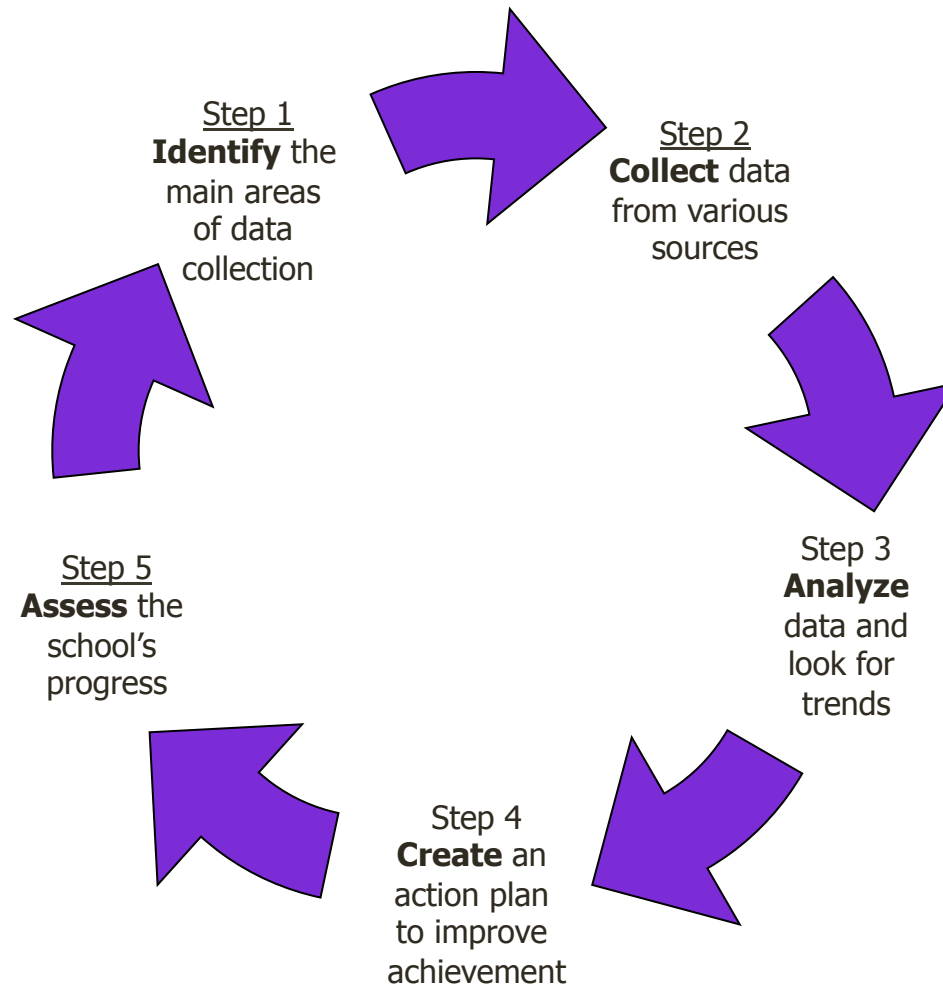
Make use of a common student – information system and other technological tools to track, disaggregate, and analyze student data ...

## **Global Best Practices: 2.5 Interventions + Support**

Develop a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies, including after school programs ...

# Global Best Practices: 2.7 Data Systems + Application

## SIT 5- Step Process for collecting and analyzing data



## **Global Best Practices: 2.7 Data Systems + Application**

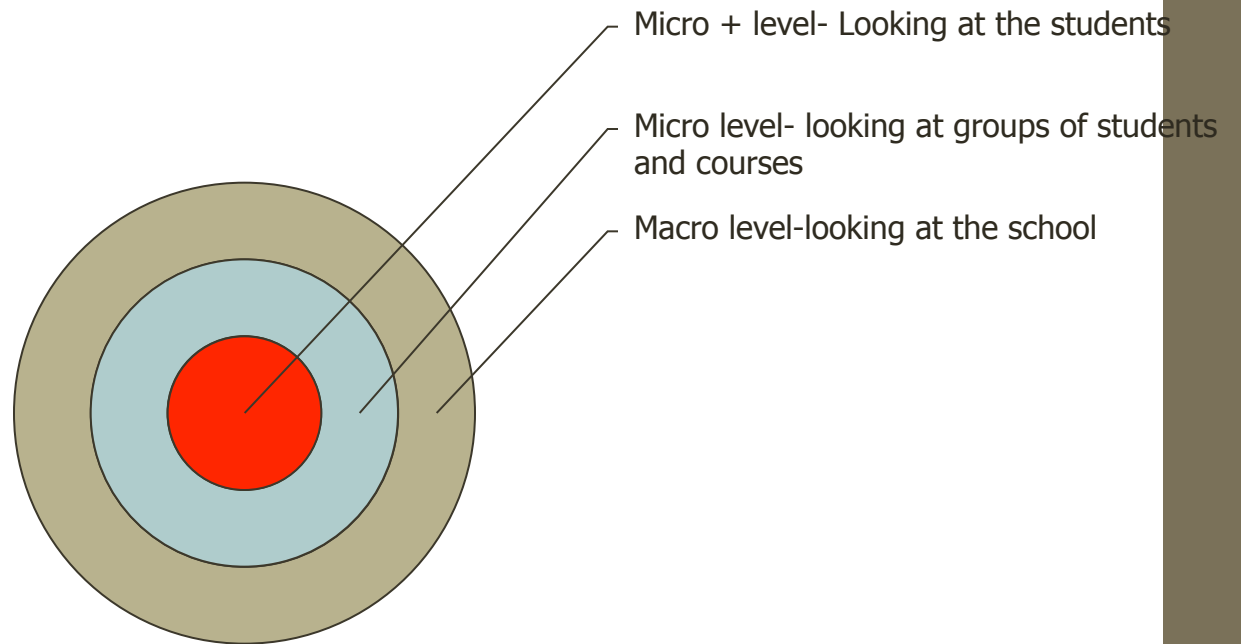
Step 1: Identify Critical Area: Drop-out

Step 2: Collect Data from Various Sources

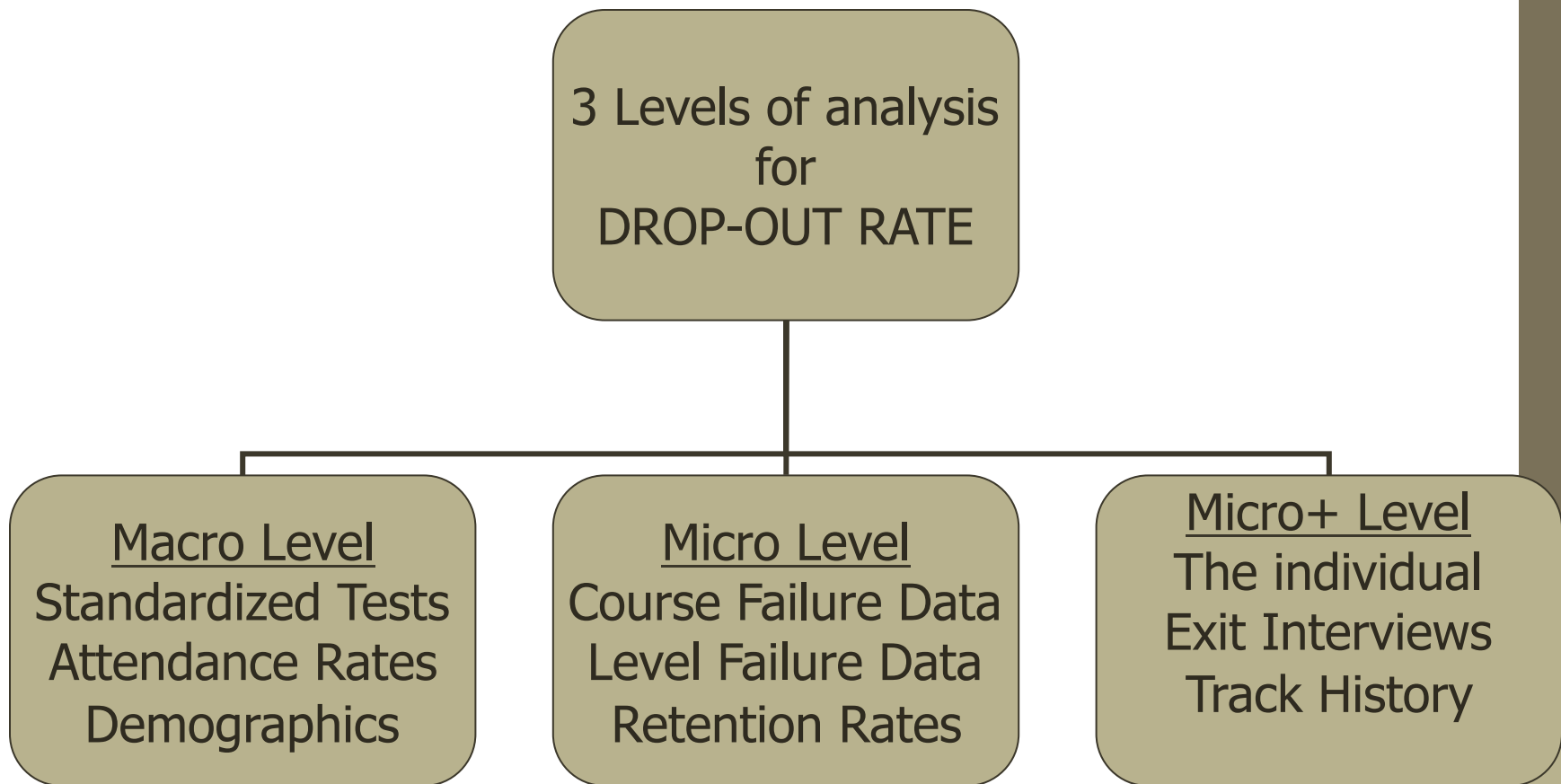
- State/Local Assessment Results
- Reading Assessment Results
- Subgroup performances on standardized tests
- Failure rates in all courses
- Attendance, discipline records
- Truancy Court records
- Exit Interviews
- 8<sup>th</sup> grade and previous NECAP scores



# Step 3- Analyze the Data



# 3 Levels of Analysis



# Step 3- Analyze the Data (Macro Level)

Over a 4 year period...

- Mt. Hope's drop-out rate fluctuated between 19% and 24%, well above the state average.
- State assessment results have risen.
- Attendance rate has remained consistent with state average.
- Demographics have not changed.



# Step 3- Analyze the Data (Micro Level)

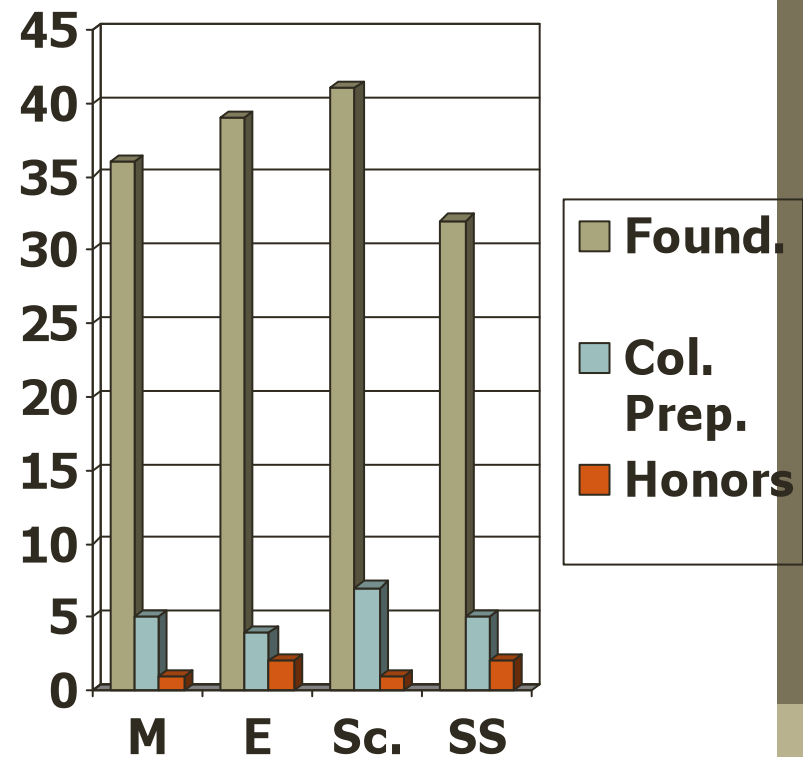
Mt. Hope's data collection and analysis indicated the following:

- Clear epidemic in failure rates in 9<sup>th</sup> grade
- 9<sup>th</sup> grade Foundations student failure rates in English- 38%, Science 41%, Math 35%, Social Studies 33%
- Percentage of Honors/CP students failing in 9<sup>th</sup> grade- 1%
- 9<sup>th</sup> grade attendance rate does not seem to affect total failure rate
- On exit interviews, drop-outs cite lack of motivation, “just don't fit in here,” boredom and inability to do work as main reasons for leaving.

# 9<sup>th</sup> Grade Failure Rates by level in English, Math, Science and S.S.

- Conclusion:

We are failing ... losing ... ignoring ... not serving the needs of 9<sup>th</sup> grade Foundations students at Mt. Hope.



## Global Best Practices: 2.5 Interventions + Support

Develop a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies, including after school programs ...

### Step 4- Create an Action Plan

- Personalization- **War Room Original**
- Early Intervention Strategies
- Curriculum, Instruction and Assessment
- Structure of Mt. Hope
- Programs (Mentoring, Internships etc.)
- Professional Development



## **Global Best Practices: 2.5 Interventions + Support**

Develop a comprehensive intervention system that utilizes a variety of integrated, mutually reinforcing support strategies, including after school programs ...

### Personalization

- **War Room Project** and its transformation to the Mentoring/Boost Program- Tim and Libbie
- **Extended Day Program** and **Mt. Hope Plus**
- **YES Program**- Colleen Powers



**YES!**  
**Youth Experiencing Success**

- **Logistics:**

- Participants: Who & how
- Components: Meetings & curriculum
- Assessments: Determining success

- **Why it REALLY works:**

- Relationships! The crux of the program
- Constant presence: In & out of school; flexibility
- Take a time out: Teachable moments
- Belonging: Becoming part of a new family

- **Solid Proof:**

Amber, Ashley, & Jonathan

# Why we do it!



# Early Intervention Strategies

- **Global Best Practices: 2.7 Data Systems + Application**  
Make use of a common student – information system and other technological tools to track, disaggregate, and analyze student data ...
- Math Intervention Pathway and Policy
- Jump Start Program
- Proficiency Based Summer Academy



# Step 5- Assess Progress

- Each year, the School Improvement Team will assess progress made in the areas that were considered critical the year before.
- Eventually, critical areas may be removed while new ones will be added.



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## Mt. Hope now among state's top high schools

*New test scores show  
marked improvement  
in math, language arts*

BY STEPHEN GREENWELL  
sgreenwell@eastbaynewspapers.com

A concerted effort from teachers, administrators—and most importantly students has led to a rebound in state testing scores at Mt. Hope High School.

According to data from the Rhode Island Department of Education, the school is in the top 10 of percentage of students proficient in language and math, at fourth and ninth respectively. The school is also out-pacing proficiency standards required by the No Child Left Behind Act by about 28 percentage points in math and 24 percentage points in language arts.

## Mt. Hope among state's elite

*New high school  
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A concerted effort from teach-