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.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>MHHS Graduation Rate</th>
<th>Number of Drop-Outs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-2001</td>
<td></td>
<td>94</td>
</tr>
<tr>
<td>2005-2006</td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>2006-2007</td>
<td>75%</td>
<td>49</td>
</tr>
<tr>
<td>2007-2008</td>
<td>80%</td>
<td>38</td>
</tr>
<tr>
<td>2008-2009</td>
<td>85.5%</td>
<td>24</td>
</tr>
</tbody>
</table>
By 2016, the Consortium will decrease annual drop out rates to less than one percent.

Mt. Hope High School Dropout Rates

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 2004</td>
<td>18.2%</td>
</tr>
<tr>
<td>Cohort 2005</td>
<td>12.4%</td>
</tr>
<tr>
<td>Cohort 2006</td>
<td>9%</td>
</tr>
<tr>
<td>Cohort 2007</td>
<td>8.1%</td>
</tr>
</tbody>
</table>
# NECAP Reading and Writing - Percentages of student proficiency

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 (NSRE)</td>
<td>41%</td>
<td>28% Writ. Eff.</td>
</tr>
<tr>
<td>2007</td>
<td>79%</td>
<td>60%</td>
</tr>
<tr>
<td>2008</td>
<td>87%</td>
<td>49%</td>
</tr>
<tr>
<td>2009</td>
<td>86%</td>
<td>79%</td>
</tr>
</tbody>
</table>
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.

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

Step 1 Identify the main areas of data collection

Step 2 Collect data from various sources

Step 3 Analyze data and look for trends

Step 4 Create an action plan to improve achievement

Step 5 Assess the school’s progress
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
- 8th grade and previous NECAP scores
Step 3- Analyze the Data

Macro level - looking at the school

Micro level - looking at groups of students and courses

Micro + level - looking at the students
3 Levels of Analysis

3 Levels of analysis for DROP-OUT RATE

- **Macro Level**
  - Standardized Tests
  - Attendance Rates
  - Demographics

- **Micro Level**
  - Course Failure Data
  - Level Failure Data
  - Retention Rates

- **Micro+ Level**
  - The individual
  - Exit Interviews
  - Track History
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 9th grade

• 9th grade Foundations student failure rates in English- 38%, Science 41%, Math 35%, Social Studies 33%

• Percentage of Honors/CP students failing in 9th grade- 1%

• 9th 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.
9th Grade Failure Rates by level in English, Math, Science and S.S.

• Conclusion:
We are failing ... losing ... ignoring ... not serving the needs of 9th 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
• **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.
Mt. Hope now among state’s top high schools
New test scores show marked improvement in math, language arts

BY STEPHEN GREENWELL
sgreenwell@patriotnewspapers.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 test scores show marked improvement in math, language arts

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A concerted effort from teach-