

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

**1. Continuation/Expansion of 2007-2008 Programs through 2008-2009**

Riverside High School: Middle School and High School Restructuring

Museum MS for grades 6-8 started its growth to Riverside High School for Engineering and Design for grades 9-12 in September 2007 with grades 7-9. In September 2008, the school will grow to grades 8-10, growing to grades 9-11 in September 2010, and to full maturity with grades 9-12 in September 2011. The program prepares students to adapt to change, think critically and creatively, model ethical integrity, and value democratic ideals. Steeped in the arts and sciences, students embody the sophisticated interpersonal and technological skills essential to compete in a global society. Differentiated teaching strategies are used to evaluate students and adapt instruction to support student success. Smaller Learning Communities explore Environmental Engineering, Eco-Landscape Construction, Graphic Communications and Eco-Tourism, as well as Interior Design and Space Planning enriched by numerous partnerships with local institutions of higher learning.

*Program expansion includes two teachers and three teaching assistants.*

International Baccalaureate Bilingual Program: Model Programs for English Language Learners

The International Baccalaureate Program is a cornerstone of the Yonkers HS' college preparatory curriculum. It introduces motivated and dedicated non-native English speakers to the rigor of the IB experience. Graduates can receive college credits and be placed into college honors classes by attaining high scores on IB examinations.

*Program expansion includes one teacher and instructional materials.*

Comprehensive Alternative Reform Educational Program (C.A.R.E): Experimental Program

C.A.R.E. provides a non-traditional educational setting for students in grades 9-12. It addresses students' overall academic performance and barriers hindering achievement. Students recognize their strengths, skills, and talents, fostering a sense of self-worth. C.A.R.E is an alternative approach focusing on students who have not met the requirements in traditional schools. High school students may take courses to remediate or accelerate their academic progress and, ultimately, earn a high school diploma.

*Program expansion includes one Assistant Principal.*

**2. New C4E Programs**

In addition to continued and expanded support of prior C4E commitments, Yonkers plans to implement the following programs:

Expansion of the Prekindergarten Program: Full Day Prekindergarten

Three new Prekindergarten classrooms for four year old children will open at Montessori 11, School 16, and School 30, including three teachers, aides, and related instructional materials.

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

Four new Prekindergarten classrooms will open at Community School 10, including four teachers, aides, and related instructional materials.

Creation of Community School 10: Experimental Program

Community School 10 is designed to provide educational, medical, and counseling supports for pre-Prek children, their parents and adult learners, to create comprehensive, integrated family support to strengthen children's readiness for school and subsequent success, including one administrator and one clerical staff.

Mandarin Chinese Initiative at Yonkers M/HS and School 23: Middle and High School Restructuring

Guest teacher from Beijing, China provides Chinese Language and Culture Studies, including one teacher and instructional materials.

Increased Central Office Staffing: Teacher and Principal Quality Initiatives

One Assistant Director of Special Education Curriculum Specialist, one Assistant Director of Testing, one Assistant Director of Mathematics Curriculum Specialist, and one Literacy Administrative Intern to support maintenance and expansion of Reading First into grade 4 and strengthen content instruction across schools.

Expansion from PreK-7 to PreK-8: Middle School and High School Restructuring

School 5, Paideia 15, Scholastic Academy, School 23, and Family School 32 grow to grade 8 in September 2008, including ten teachers, two per school, five counselors, and instructional materials.

New Medical Magnet Program at Emerson MS: Middle School and High School Restructuring

Medical Magnet Program offers students academic and field experiences related to the health/medical professions, including one medical magnet teacher and one administrative intern.

Certified Teacher Assistants: Class Size Reduction; Middle and High School Restructuring; Model Programs for English Language Learners

Addition of Certified Teacher Assistants districtwide to reduce student-teacher ratio; addition of two Certified Teacher Assistants each at Roosevelt and Riverside High Schools, Mark Twain, Emerson, and Yonkers Middle Schools, and at Palisade Preparatory School, to support student learning in reading and math labs; and addition of one Certified Teacher Assistant each at School 13, ML King, Cedar Place, School 23, Enrico Fermi, de Hostos, Dodson, Foxfire, Museum School 25, and School 21 to support literacy development for English Language Learners.

**Contains a program evaluation plan based on empirical evidence as part of an overall implementation plan.**

- *The implementation plan should detail timelines and metrics for the program. The program evaluation plan should describe specifically what metrics will be collected and what statistical or analytical review will be performed, and by whom. Independent*

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

*evaluation plans by recognized researchers or educational institutions will be regarded favorably.*

Yonkers Public Schools believes a strong evaluation design, which includes the use of objective performance measures, is essential to the successful implementation of the C4E project. The evaluation will combine two types of objective, clearly measurable, and quantifiable data, i.e., demographic information and standardized test results, with a number of additional means of assessment, staff schedules and logs, and student participation in activities, where appropriate. It will also use descriptive information, e.g., curriculum materials, collaborative relationships, parent activities, and interview data to provide substance and context for both formative and summative evaluation. By answering basic questions about the extent, nature, and reasons for program success (or lack thereof), this aggregate of information will help district and school staff make mid-course modifications. Outcomes will be reported on a school by school as well as component-wide basis to provide the most accurate assessment of the project. Progress toward the achievement of the objectives will be assessed on an ongoing as well as annual basis to ensure the timely modification of program components not making sufficient progress. Outcomes will be reported to assess the extent to which the project is improving the district's ability to inspire, prepare, and graduate significantly increased numbers of students.

The evaluation will address five essential questions tied to the project objectives through a presentation of data, data analysis, and explanation of key findings to assist Yonkers school and district personnel in improving the project, parents in understanding the project, and other districts in implementing similar projects: *What are the characteristics of Yonkers Public Schools' C4E Program?* (enrollment, demographic composition, target population); *What are the organizational, instructional, and social/emotional conditions that contribute to a safe, protective learning environment for students?* (school organization, instructional philosophy/strategies, student voice); *To what extent does the project increase student achievement, attendance, and promotion to the next grade?* (disaggregated performance data, pupil personnel data, projects); *To what extent does the project improve staff expectations of students' abilities and performance?* (classroom instruction, surveys); and *To what extent does the project promote reforms consistent with No Child Left Behind?* (funding sources, alignment with State standards).

The eight project objectives are tied to the project's intended outcome for increasing student achievement and efficacy, and have been designed around the *four components of Yonkers Five Year Plan*: Staff Behaviors and Perceptions; Teaching and Learning; Educational Environment; and Family Supports:

*Behaviors and Perceptions: 1.0:* There will be an increase of 15% each year in the number of teachers implementing rigorous literacy and content instruction; **2.0** Students will maintain a monthly attendance rate of 90% or greater.

*Teaching and Learning: 3.0:* There will be an equivalent 10% movement of students each year from Level 1 to 2, 20% from Level 2 to 3, and 10% from Level 3 to 4 on NYS Assessments; **4.0:** There will be a 5% increase each year in the percent of students who graduate from high school ready for postsecondary education.

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

*Educational Environment*: **5.0**: There will be a 10% increase each year in the number of students taking advanced courses (AP/IB); **6.0**: The schools will restructure for equity and diversity with flexible scheduling, collegial planning, and integrated learning; **7.0**: Access to educational/informational resources, including telecommunications, will increase by 20% each year.

*Family Supports*: **8.0**: Parent involvement in parent-child and parent-school activities, including college information and preparation activities, will increase by 10% each year.

Data to evaluate *Objectives 1.0 and 2.0, Behaviors and Perceptions*, will be derived from analysis of: 'Learning Walks,' which will focus on Accountable Talk about instructional practices (one of Lauren Resnick's Principles of Learning), classroom environment, and management of instructional resources; classroom observations and walkthroughs to assess literacy, technology, and core subject instruction; and monthly review of student attendance data and other affective indicators (behavior, engagement, aspirations). Data to evaluate *Objectives 3.0 and 4.0, Teaching and Learning*, will be derived from analysis of: disaggregated data on student performance on New York State ELA and Math Assessments and Regents Examinations; promotion/retention rates; student work products; and PSAT/SAT scores, supported by AP Potential and PSSS to identify students for AP and college link courses. Data to evaluate *Objectives 5.0-7.0, Educational Environment*, will be derived from review of: course offerings; curriculum; enrollment and performance in Regents/AP/IB courses; demographic information; graduation rates; student schedules. In addition, the district will review student/school enrollment, student, staff, and parent feedback on improved student behavior and motivation, homework completion, and higher aspirations, and availability of resources related to instructional materials. The evaluation will employ other means for measuring program success, including performance assessments, such as process portfolios (Wiggins), which measure growth in subject-specific areas over time, to include writing samples, reading logs, and student self-evaluations/reflections. Data to evaluate *Objective 8.0, Family Supports*, will be derived from review of agendas, sign-in sheets, and evaluations of participation in parent involvement/education workshops and activities.

Yonkers Superintendent of Schools, Bernard Pierorazio, will have ultimate responsibility for the project and will regularly review program implementation to ensure that it is following the carefully planned schedule and that all components are in place. Weekly cabinet meetings with senior staff, including the Chief Academic and Administrative Officers, Executive Directors of Elementary and Secondary Administration, Student Information Systems, Special Education/Pupil Personnel Services, and Curriculum Instruction Assessment, and Directors of Literacy/Title I/ESL/Bilingual, Organizational Development, Technology, Guidance, Library Media Services, and School Improvement, and Assistant Directors of Curriculum and School/Community Affairs will provide for immediate and concentrated action to address critical and important issues, for making recommendations, and as a means to direct their full efforts toward accomplishment of the project's objectives in a systematic and coordinated manner. Joint meetings with the principals will be conducted on a monthly basis, which will further ensure the effective implementation and integration of the project, and continuous communication between key personnel and school and project staff will provide opportunities for continuous performance feedback and improvement.

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

**Milestones – Performance Feedback**

<p><u>Fall 2008</u> (September, October, November) Collect and review baseline data Conduct student and parent orientation Compile and analyze demographic information Collect student registration forms and rosters Review report card grades and other pupil personnel data, e.g., suspension, attendance Review staff development participation rates Review Regents and AP curriculum documents Collect parent publicity/notification, agendas, registration forms, sign-in sheets, evaluations</p>	<p><u>Winter 2008- 2009</u> (December, January, February) Collect student agendas, registration and application forms, sign-in sheets, evaluations and work products Review participation rates and performance on NYS Assessments and Regents exams Analyze PSAT and SAT scores, supported by AP Potential, PSSS to identify new students for AP and college link courses Monitor ‘Learning Walks,’ focusing on Accountable Talk (Lauren Resnick’s Principles of Learning) about instructional practices, content rigor, classroom environment, technology infusion, and management of instructional resources</p>
<p><u>Spring 2009</u> (March, April, May) Collect student agendas, registration and application forms, sign-in sheets, evaluations, and work products Conduct student and parent orientation Review and revise course offerings, enrollment, and performance in Magnet, Regents and AP courses Collect student rosters and review projects Review technology usage logs, student schedules, and teacher observations and walkthroughs Monitor ‘Learning Walks,’ focusing on differentiated instruction and project-based learning</p>	<p><u>Summer 2009</u> (June, July, August) Review participation rates and performance on NYS Assessments and Regents exams Review student and school retention rates Compare student surveys and graduation rates Conduct professional development activities Administer staff surveys, interview staff Administer and analyze parent surveys Administer and analyze student surveys Conduct and observe student-led conferences Review graduation data Review annual performance reports</p>

**Partnership with an institution of higher education or other organization with extensive research experience**

- *List institutions and lead researchers assigned to the project, along with curriculum vitae.*

Yonkers Public Schools benefits from enduring partnerships with local colleges and universities, cultural institutions, and community-based organizations that provide high quality professional development for administrators and staff and direct services to students. The district will conduct an internal evaluation of the program, with support from the research analysts on staff in Yonkers Data Warehouse/Student Information Systems Department.

- Teachers College Center for Technology and School Change, Columbia University: Technology-infusion in ELA, math, and science professional development;
- Fordham University: Science education professional development;

**Yonkers Public Schools  
C4E Evaluation Design  
2008-2009**

- Manhattan College: American history and math professional development;
- Manhattan College School of Engineering: Camp College
- Manhattanville College: Saturday and summer STEP Program for underrepresented students;
- Iona College: Tutors, campus visits, and Camp College, and college link program;
- SUNY Purchase: Arts and Sciences activities for Hispanic and other underrepresented groups, financial aid workshops;
- Mercy College: Student and parent workshops on college topics;
- Syracuse University: Project LEGAL for teachers and students, and SUPA college link program;
- Hudson River Museum and Planetarium: Leadership Network, student trips, arts/sciences activities and professional development in math, science, and American history;
- Beczak Environmental Education Center: Environmental education and professional development;
- Nepperhan Community Center: after school programs/suspension site;
- Montessori Center for Teacher Education: Professional development;
- MicroSociety, Inc.: Professional development;
- 3L Corporation: NYLearns Curriculum Matrix.