

New Paltz Central School District
Equity Report
2018 - 2019

Presented by,
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February 5, 2020

Goal

To eliminate race, class, ability, and gender as predictors of academic performance and social-emotional well-being in the New Paltz Central School District.

Disproportionality

- The data in this report have been generated by the Mid-Hudson Regional Information Center (MRIC). These are NOT the data published by the State Education Department. The State of New York has not identified the New Paltz Central School District for disproportionality based on **The Special Education School District Data Profile**. **This profile** is prepared in accordance with the requirement of the Individuals with Disabilities Education Act (IDEA). Each State must have a State Performance Plan (SPP) to evaluate the State's efforts to meet the requirements and purposes of the implementation of IDEA. The SPP is a six-year plan which describes New York State's performance on 20 indicators. States must report annually to the public on the performance of the State in an Annual Performance Report (APR) and each school district against the State's targets. New Paltz has, and is continually meeting these targets.
- Additionally, achievement data for the New Paltz Central School District specific to the New York State Regents Exams is continually cited as a mark of excellence by the State of New York. In fact, our designation as a Reward School specifically cites gap closing achievement.
- However, our expectations are different. As our internal data reflect the outcomes of our work, this information is very important to us. Through our Racial Equity Initiative and with the implementation of this Equity Report Card, we strive to close gaps among student groups as demonstrated by our internal data, while continuing to meet the State Education Department thresholds in this regard.

Corrective Actions for 2017 – 2018 Data

Disproportionality: Significant Difference for black student v.s. white students in achievement on the Earth Science Regents, 2016 – 2017 and 2017 – 2018

- Question by question analysis of June 2016, June 2017, and June 2018.
- Tests for significant differences in success rate for student groups focusing on the specific skills required.
 - Specific questions which require the use of a resource or analyzing graphs—Significantly lower success rate for black students than white peers
- Modeling revealed that all students who entered Grade 7 Accelerated Science, barring any demographic went on to achieve proficiency on the Earth Science Regents
- Review of enrollment revealed no black students in Grade 7 Accelerated Science for the 2016 -2017, 2017 - 2018, 2018 - 2019 school years
- More inclusive admission practices for Grade 7 Acceleration
- 40% of black students in Grade 7 in the 2019 – 2020 school year are enrolled in the Grade 7 Accelerated Science Course
- Continue to monitor the data

Corrective Actions for 2017 – 2018 Data

Over classification rates

Review Response to Intervention Practices

Concurrently Premier College Guidance Recommendation

Concurrently spike in classification rates as reported by SED

Professional Development to review Response to Intervention Protocols

Updated Response to Intervention Handbook

ENL Department Action Plan Smart Goal

Corrective Actions for 2017 – 2018 Data

Eliminated:

ENL over classification rate at DZ

ENL over classification rate at LN

Black students over classification rate at DZ

Corrective Actions for 2017 – 2018 Data

Q4 GPA and Final Average

- Also noted in previous Equity Reports was a statistically significant difference in the Q4 GPA for black students when compared to their white peers.
- *The following action steps were taken:*
- A review of student transcripts revealed certain courses contributed to academic outcome differences. Upon review of grades in those courses, it appeared that performance outcomes in Q4 could be related to the grading of formative assessments.
- This investigation will continue in the 2019 – 2020 school year to gain actionable insights.
- In the 2019 – 2020 school year, scheduling practices will be reviewed in an effort to discover additional barriers toward achievement for traditionally marginalized students.

Corrective Actions for 2017 – 2018 Data

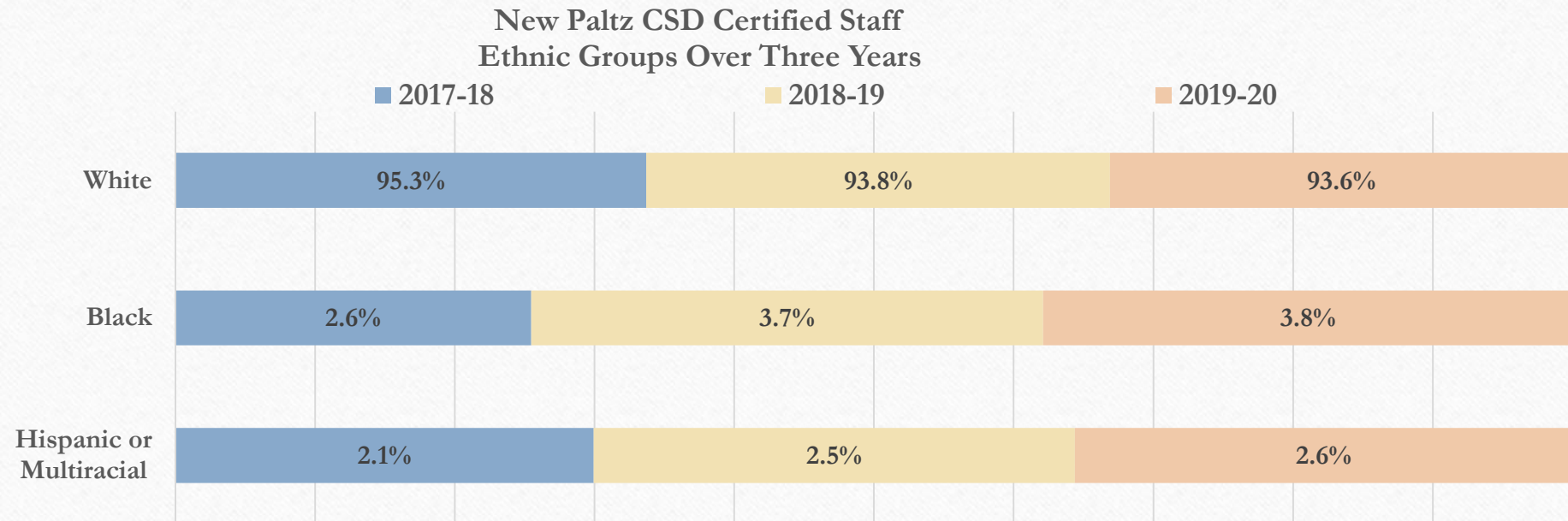
Hiring Practices

- In order to continually increase the diversity of staff, below are hiring practices implemented in the 2018 – 2019 school year (pertaining to certificated staff only).
- All staff who are participating on a hiring team must review a video aimed at pointing out implicit biases.
- Overt attempts are made to attract diverse participants for interview committees. The goal is to include parents of color, parents of students with a disability, parents of ELL students, and parents of students in the general population.

Corrective Actions for 2017 – 2018 Data

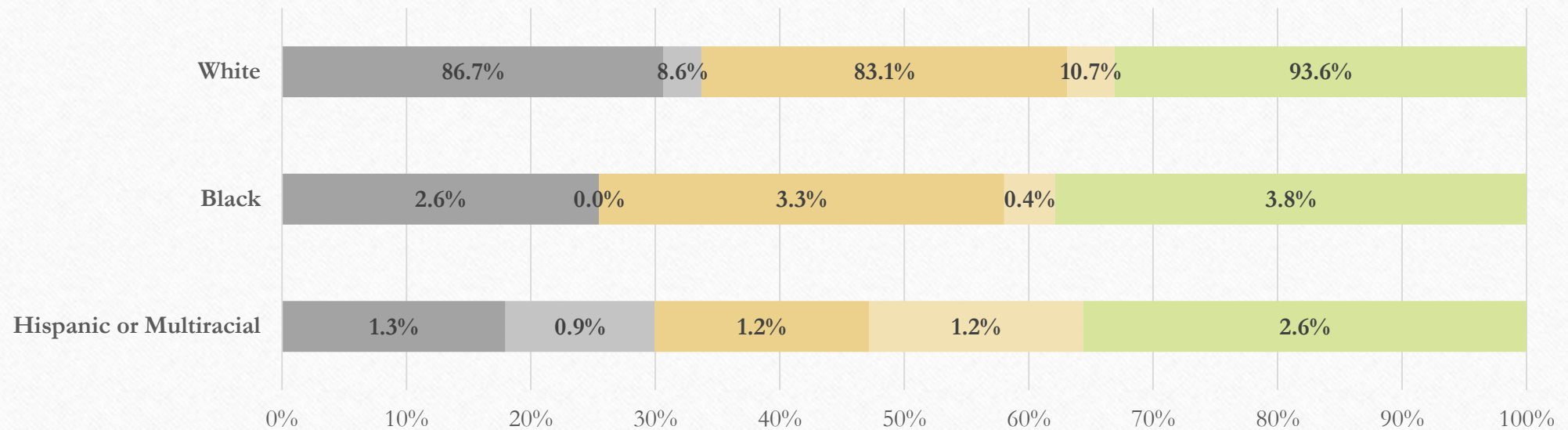
- All applicants for certificated positions are required to answer specific questions related to their disposition on social justice.
- Postings have expanded from OLAS to the National Alliance of Black Educators and Association of Latino Administrators and Superintendents.
- Below are tables which depict the demographics of certificated staff in 2017 – 2018, 2018 – 2019 and 2019 – 2020. For purposes of comparison, also included is a table showing demographics for the NPCSD student population.

Corrective Actions for 2017 – 2018 Data

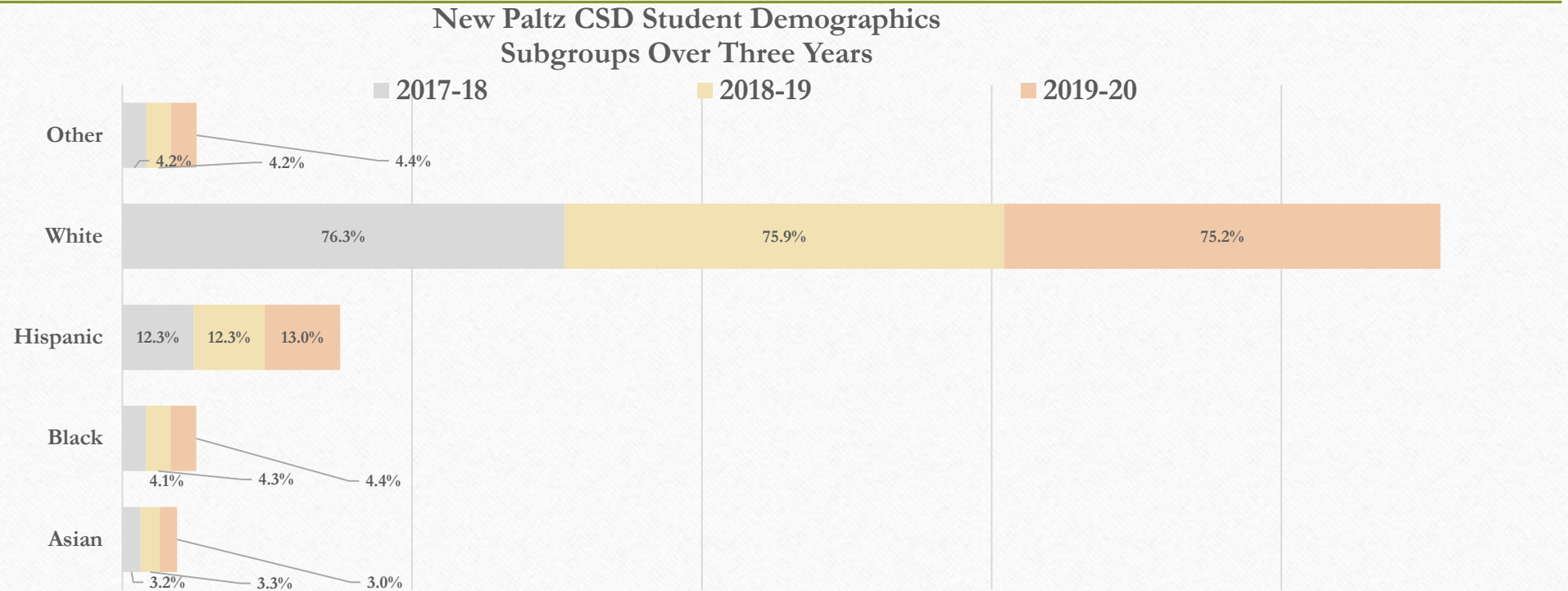


Corrective Actions for 2017 – 2018 Data

New Paltz Certified Staff Ethnic Groups Over 3 Years
Non-exiting Staff vs. Retirees/Resignations/Long-Term Sub exits



Corrective Actions for 2017 – 2018 Data



The Data

2018 - 2019

Demographic Data

- Distributions for Race, Ethnicity, Gender, Free and Reduced Lunch, Special Education Status are included for Duzine and Lenape individually and for the Middle and High School combined.
- Distributions for Advanced Placement Enrollment and Grade 7 Accelerated Science Enrollment

The Data

2018 - 2019

Tests of Significance are included for the following data:

- Special education status by race, gender, English Language Learner, and socio-economic status
- Factors that impact Academic Achievement by race
 - Tardies, absences, suspension rates*, socio-economic status
- Suspension rates by special education status
- Achievement data by race
 - Fountas and Pinnell Benchmark Assessment
 - Regents
 - Grade point average

Clarifications

Race

White, Asian, Black

“Other” includes Native American, Native Hawaiian, Pacific Islander, and Multi-racial

Special Education Status: IEP

Socio-economic Status: FRL

English Language Learner: ELL

Data Overview

- This Equity Report presents data related to demographics and student achievement. However, since the purpose of the report is to identify areas of disproportionality, where differences in special education status for groups of students were identified and where differences in achievement data for groups of students were identified, tests of means and tests of proportions were run. Because the number of students in varied student populations can differ widely from a very large number to a very small number, tests of means and tests of proportions clarify whether the identified difference is statistically significant. Where run, these significance findings appear as a footnote below the table.
- **It should be noted that, where a statistically significant difference is found, no determination of the cause is ascertainable at this time. Where these statistically significant differences are found for more than two years, an action plan will be created to determine the root cause and provide corrective actions toward reducing the disproportionality.**

Duzine and Lenape Distributions

RACE

DZ: 85.6% White, 4.7% Black, 1.8% Asian, 9.0% Other

LN: 85.6% White, 6.1% Black, 2.1% Asian, 6.1% Other

Duzine and Lenape Distributions Ethnicity

		Non-Hispanic				Hispanic		
		Asian	Black	Other	White	Black	Other	White
		Count	Count	Count	Count	Count	Count	Count
	DUZINE ES	8	17	21	282	6	<5	40
	LENAPE ES	8	16	35	334	5	5	43

Duzine and Lenape Distributions

Gender

DZ: 48.94% Male; 51.06 Female

LN: 51.79% Male; 48.21% Female

Free and Reduced Lunch (FRL)

DZ: 30.32% FRL; 69.68% Non-FRL

LN: 26.01% FRL; 73.99% Non-FRL

Special Education (IEP)

DZ: 15.96% IEP; 84.04% Non-IEP

LN: 18.83% IEP; 81.17% Non-IEP

Duzine and Lenape Tests of Significance Findings

Academic Achievement by Race

LN: *Other race category students have a significantly higher percent of emergent readers than White students ($p < .05$).*

Special Education Status

By Race

LN: *Black students have a significantly higher IEP percentage than White students ($p < .05$).*

By Gender

DZ and LN: *Male students have a significantly higher IEP percentage than female students ($p < .05$).*

By ENL

Not significant difference

By Socio-economic status

DZ and LN: *FRL students have a significantly higher IEP percentage than non-FRL students ($p < .05$).*

Duzine and Lenape Tests of Significance Findings

Factors That Impact Achievement by Race

(Tardies, Unexcused Absences, Excused Absences, Socio-economic status)

DZ: Black students have a significantly higher average of cumulative unexcused absences than White students ($p < .05$).

DZ: The FRL status of White or Other students is significantly lower than Black students ($p < .05$)

LN: The FRL status of White students is significantly lower than Black or Asian students ($p < .05$)

New Paltz Middle School and New Paltz High School Distributions

Race

NPHS: 87.6% White; 6% Black; 3.9% Asian; 2.4% Other

NPMS: 88.9% White; 3.7% Black; 3.1% Asian; 4.3% Other

Ethnicity

NPHS: 89% Non-Hispanic; 11% Hispanic

NPMS: 85% Non-Hispanic; 15% Hispanic

New Paltz Middle School and New Paltz High School Distributions

NPMS and NPHS Combined

Socio-economic Status (FRL)

26.46% FRL

73.54% Non-FRL

Special Education Status (IEP)

15.09% IEP

84.91% Non-IEP

Tests of Significance

New Paltz Middle School and High School Combined

Special Education Status

by Gender

Males students have a significantly higher IEP percentage than female students ($p < .05$).

by Ethnicity

Hispanic students have a significantly higher IEP percentage than non-Hispanics students ($p < .05$).

By ELL status

**ELL students have a significantly higher IEP percentage than Non-ELL students ($p < .05$).*

by Socio-economic status

**FRL students have significantly higher IEP percentage than Not FRL students ($p < .05$).*

Tests of Significance

New Paltz Middle School and High School Combined

Factors that Impact Academic Achievement

(Tardies, Unexcused Absences, Excused Absences, ISS, OSS, Socio-economic status)

Tests were run for all factors by race.

Tests were run for ISS and OSS by IEP status

Finding:

Socio-economic status by Race

The FRL status of White students is significantly lower than Asian or Black student populations ($p < .05$)

Tests of Significance

New Paltz Middle School and High School Combined

Academic Achievement (Q4 GPA, Math final course grade, English final course grade, Regents Exams)

By Race

- Math final course grade: *Black student group average is significantly lower than all other student groups' averages ($p < .05$).*
- Q4 GPA: Black student group average is significantly lower than all other student groups' averages ($p < .05$).

Tests of Significance

New Paltz Middle School and High School Combined

Regents Exams

by Race

- **Common Core ELA:** *Black student group average is significantly lower than White student group average ($p < .05$).*
- **Algebra Regents:** *Black student group average is significantly lower than all other student groups' averages ($p < .05$).*
- **Earth Science:** *Black student group average is significantly lower than all other student groups' averages ($p < .05$).*
- **Living Environment:** *Black student group average is significantly lower than white student groups' averages ($p < .05$).*

Recommendation Related to the 2018 – 2019 Data

The data analysis around open enrollment will continue with regard to the Earth Science Regents findings. Similarly, item analysis and modeling will be conducted for the Algebra Regents. Depending on the findings, actions will be taken.

Though black students demonstrated a significantly lower level of achievement on the Common Core ELA Regents, the means for the past three years were as follows:

- 2016 – 2017: White students 83; Black students 72,
- 2017—2018: White students 83; Black students 65,
- 2018 – 2019: White students 85; Black students 79

Recommendation Related to the 2018 – 2019 Data

When discussing significance one must also consider the meaningfulness of the data. With regard to the Common Core ELA, in two out of the three years the averages were relatively high. Further, currently, the ELA Department is in conversation about changes to the administration of the Common Core Regents. Therefore, at this time, the Common Core ELA trend data will continue to be monitored.

Grading practices and scheduling practices will continue to be analyzed to determine root cause and uncover actionable insights.

Address absenteeism. Lower the threshold to determine chronic absenteeism.
Examine school environment for barriers.