

EDUCATION COMMITTEE

October 2021

SEIZE THE MOMENT

1. Build a “Can Do” Culture
2. Scaffold and Support for Grade Level Success
3. Promote Students’ Self-Efficacy
4. Think Differently about Schedules and Structures
5. Bring Families into the Work

Questions to Consider



How has the distribution of students' initial placements changed over time?

- Will some grades need more remediation than others?
- What are the implications for the district's scope and sequence? For teacher professional development?



What is the combined impact of school closures and summer loss?



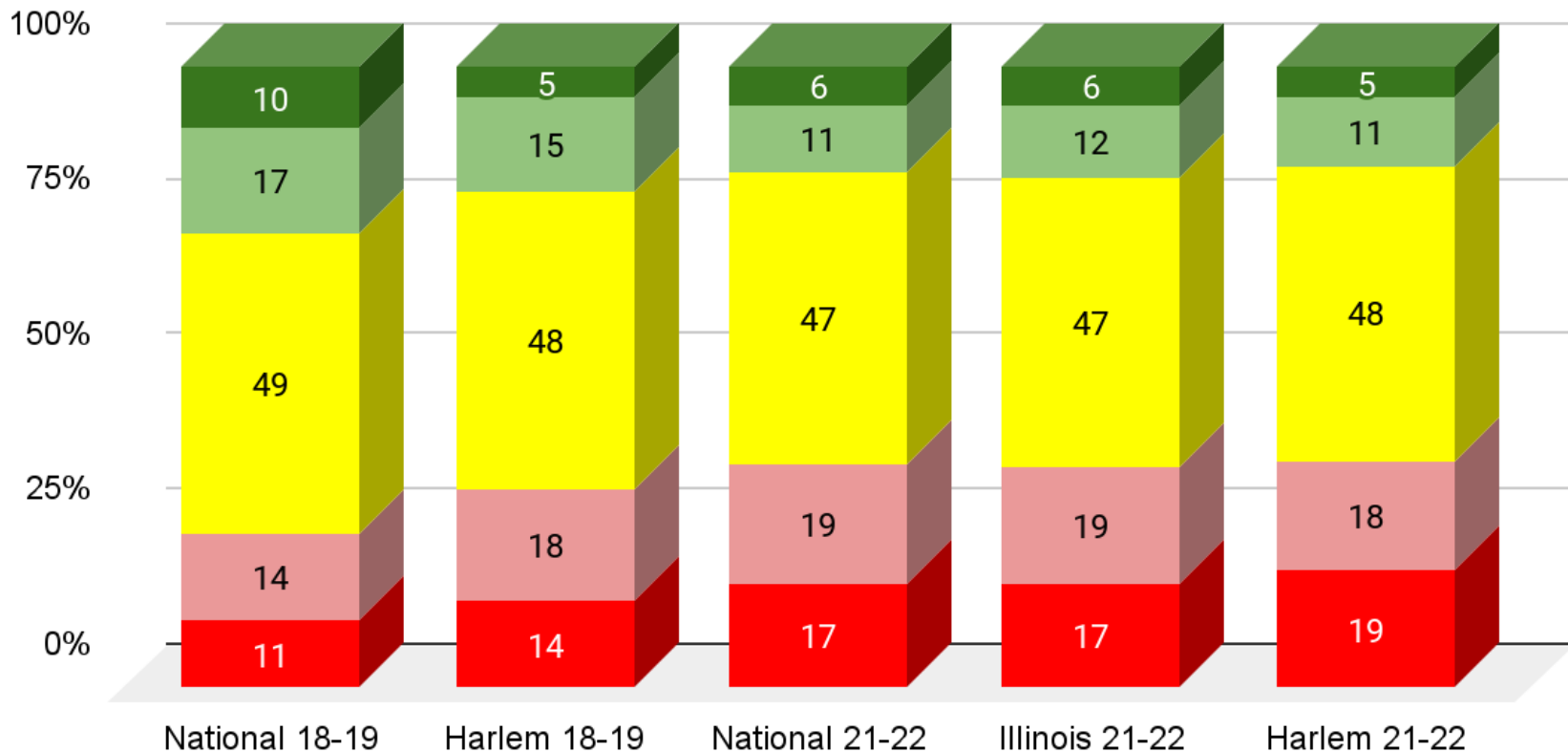
Did school closures have a differential impact on students by ability level?

By demographic group?

HOW DOES OUR K-8 DATA
COMPARE NATIONALLY?

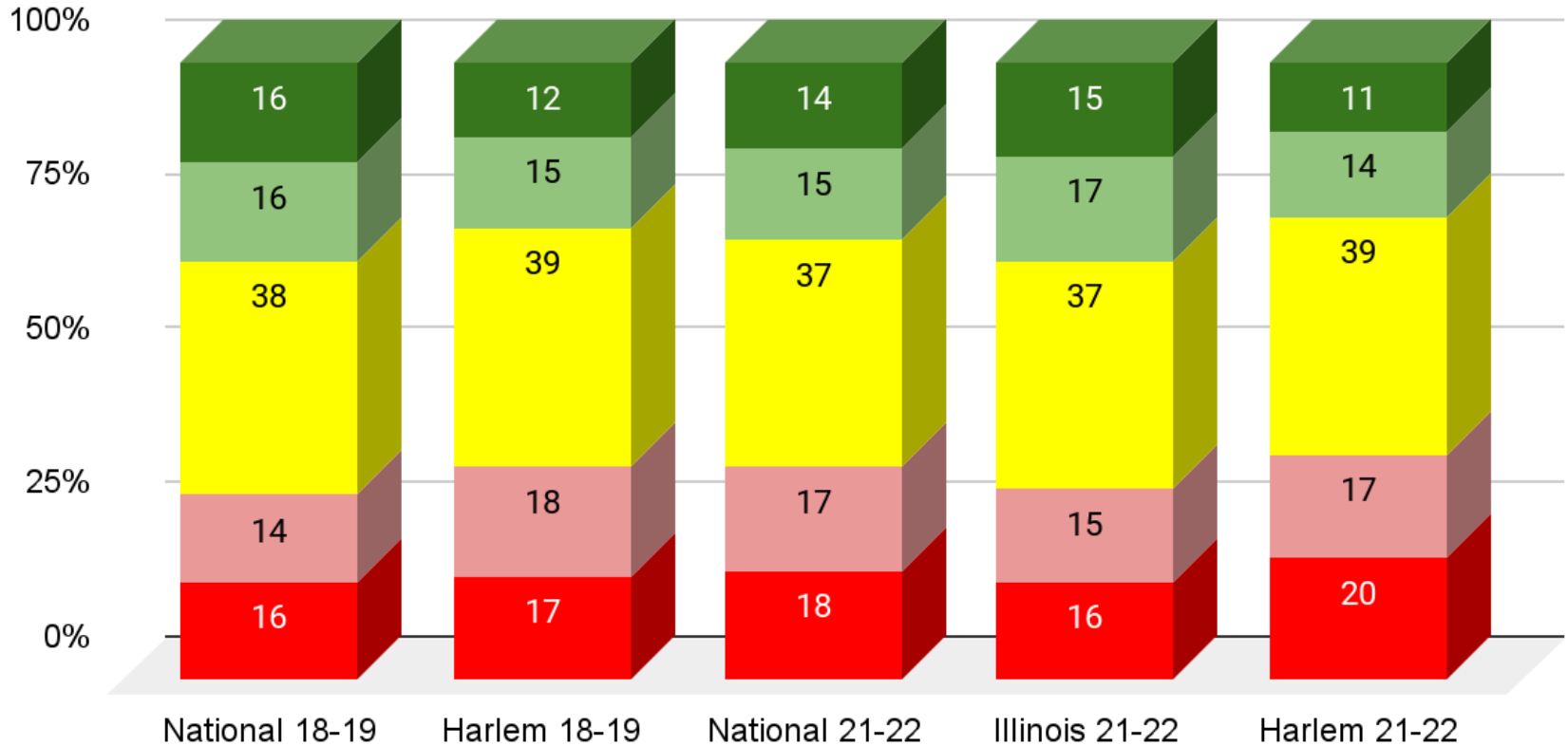
Mathematics Placement Distribution

Mid On-Grade or Above Early On-Grade Level 1 Below 2 Below 3+ Below

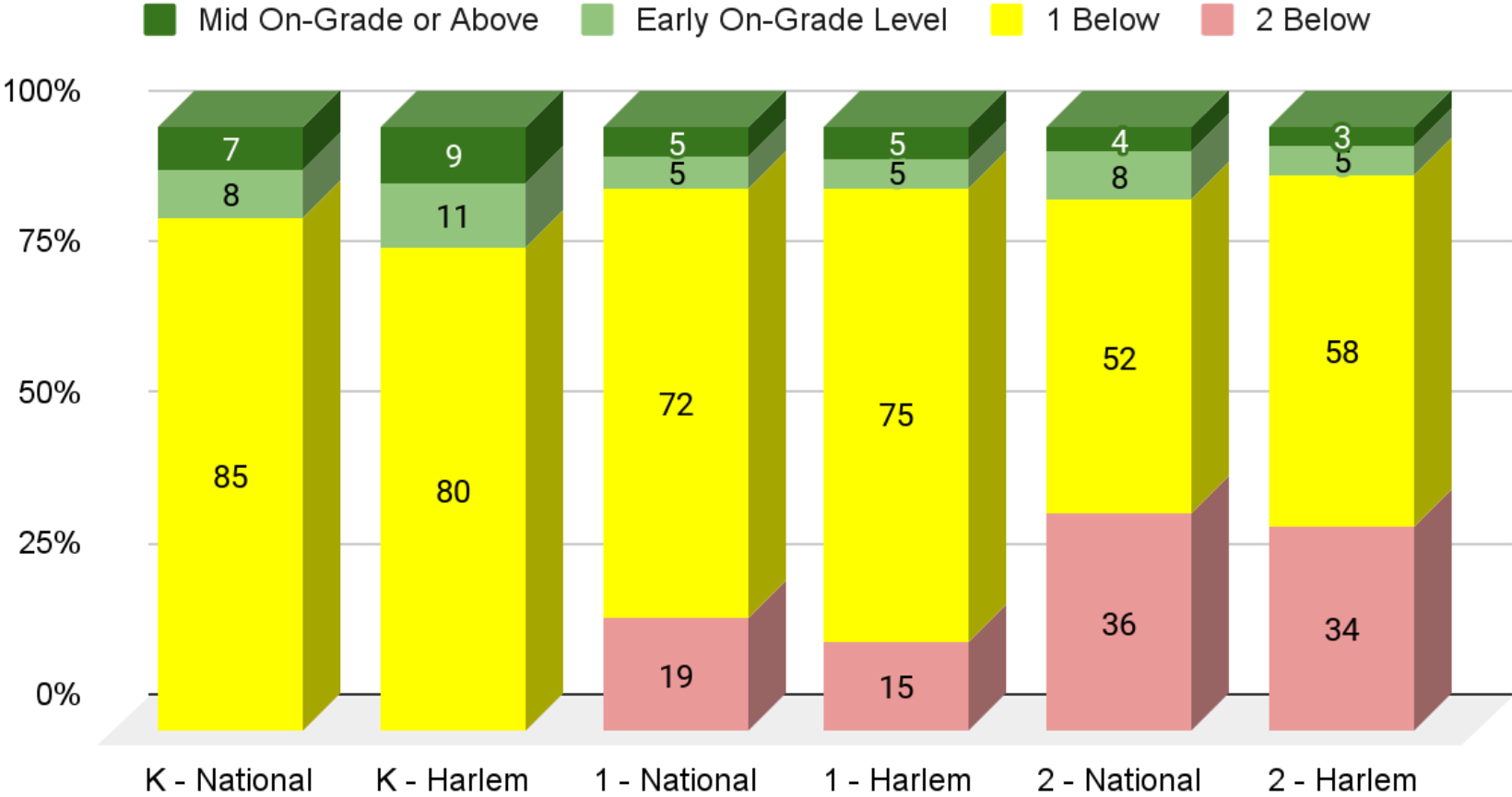


Reading Placement Distribution

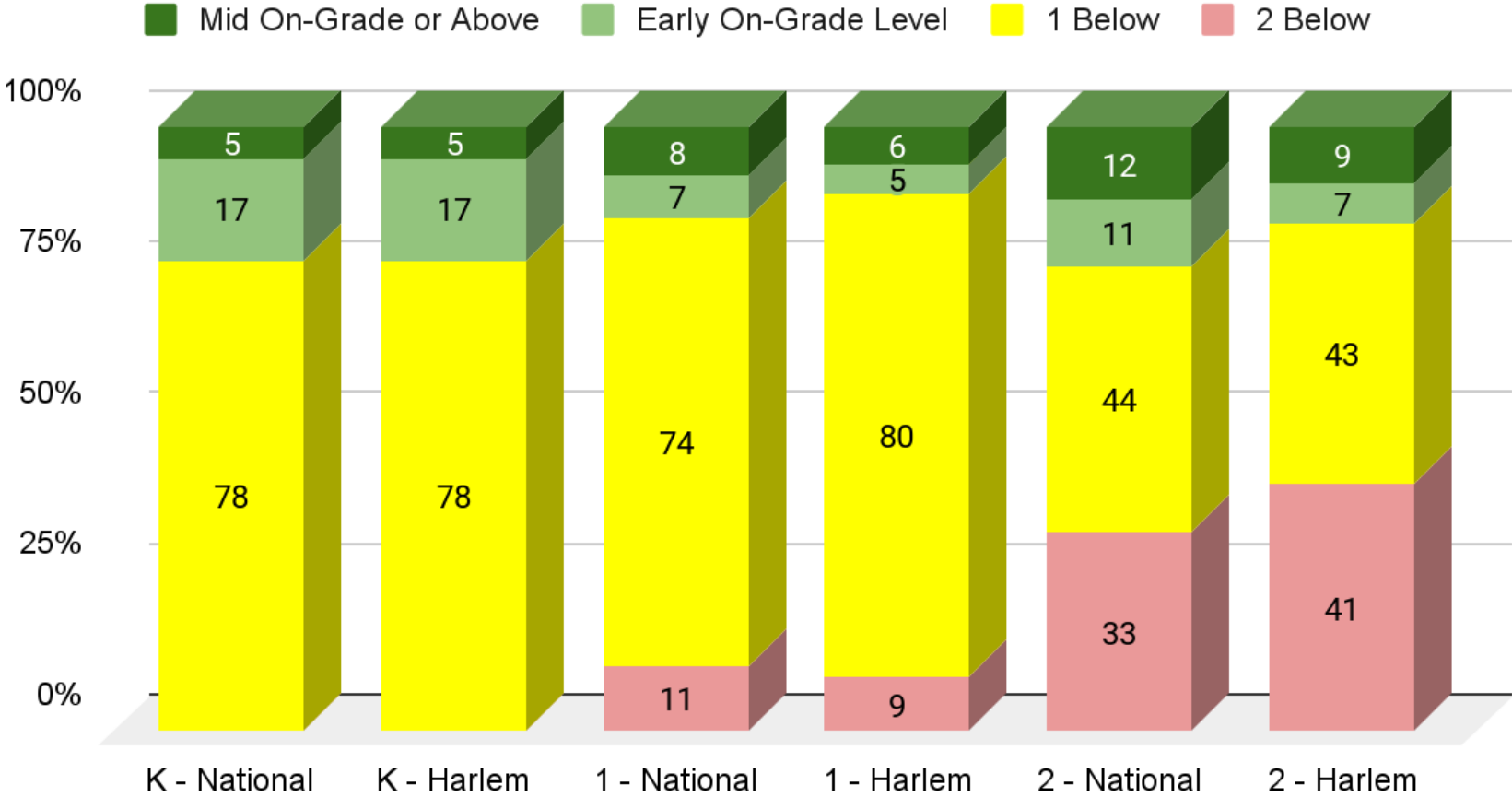
Mid On-Grade or Above Early On-Grade Level 1 Below 2 Below 3+ Below



Math Comparison

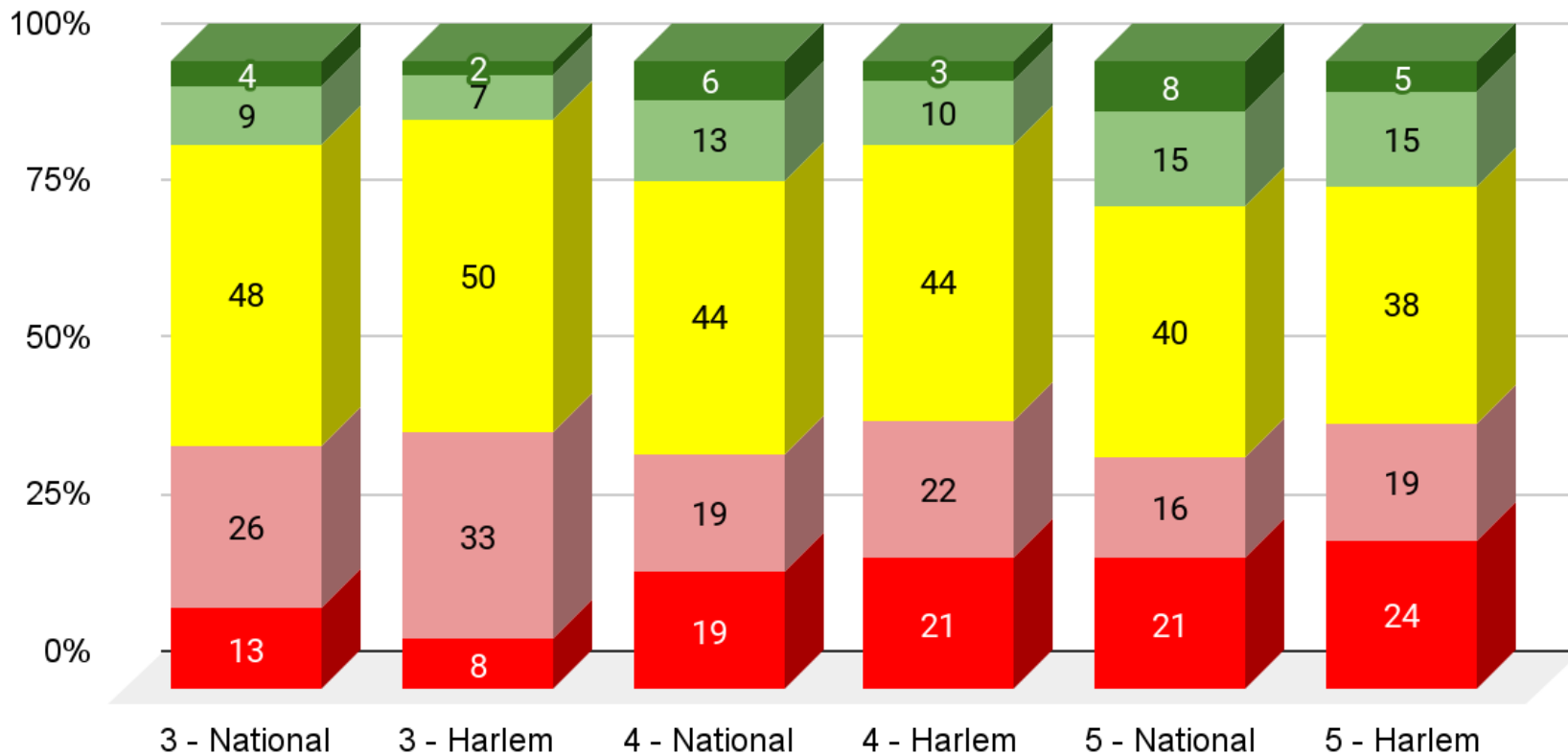


Reading Comparison

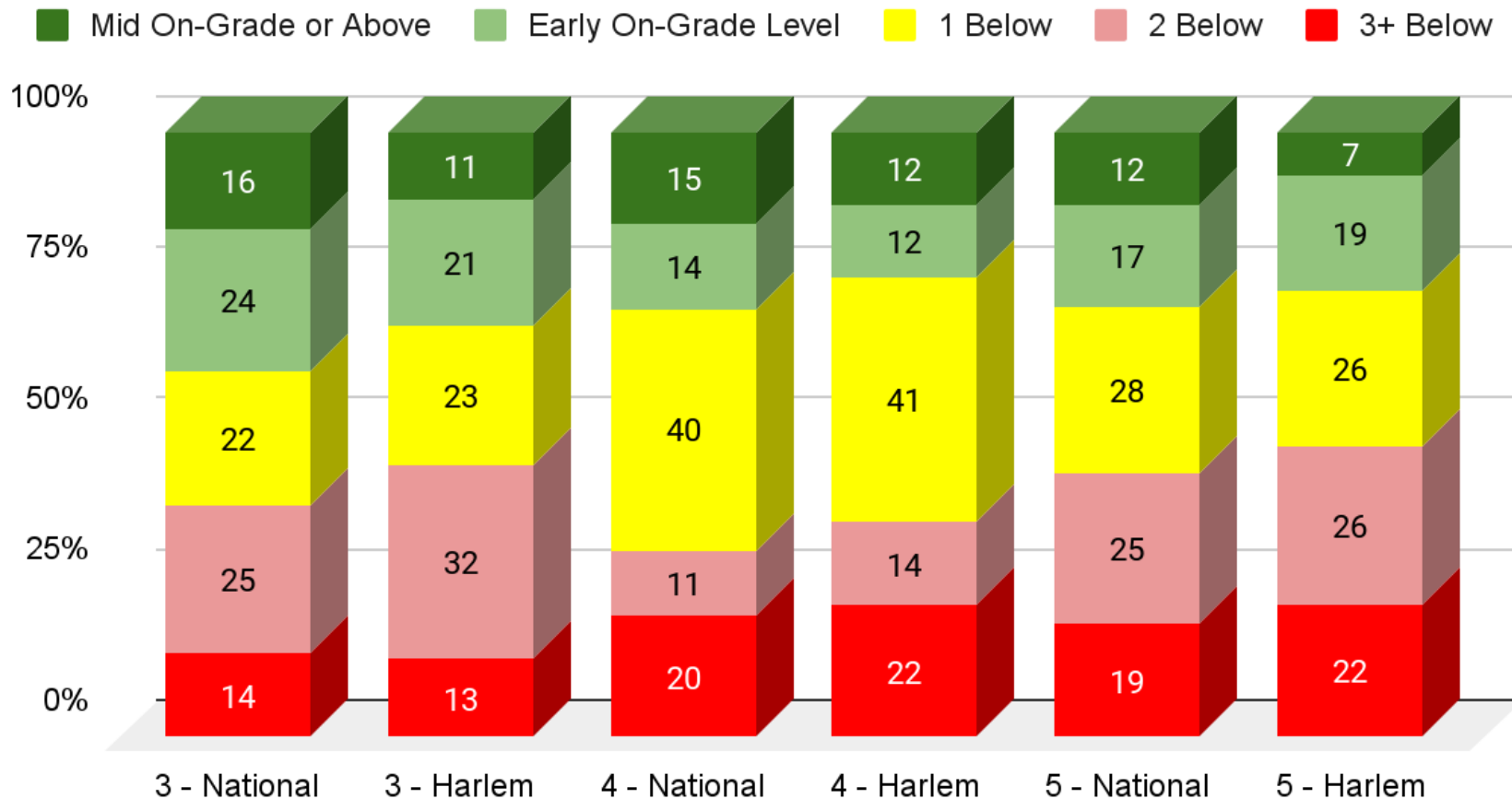


Math Comparison

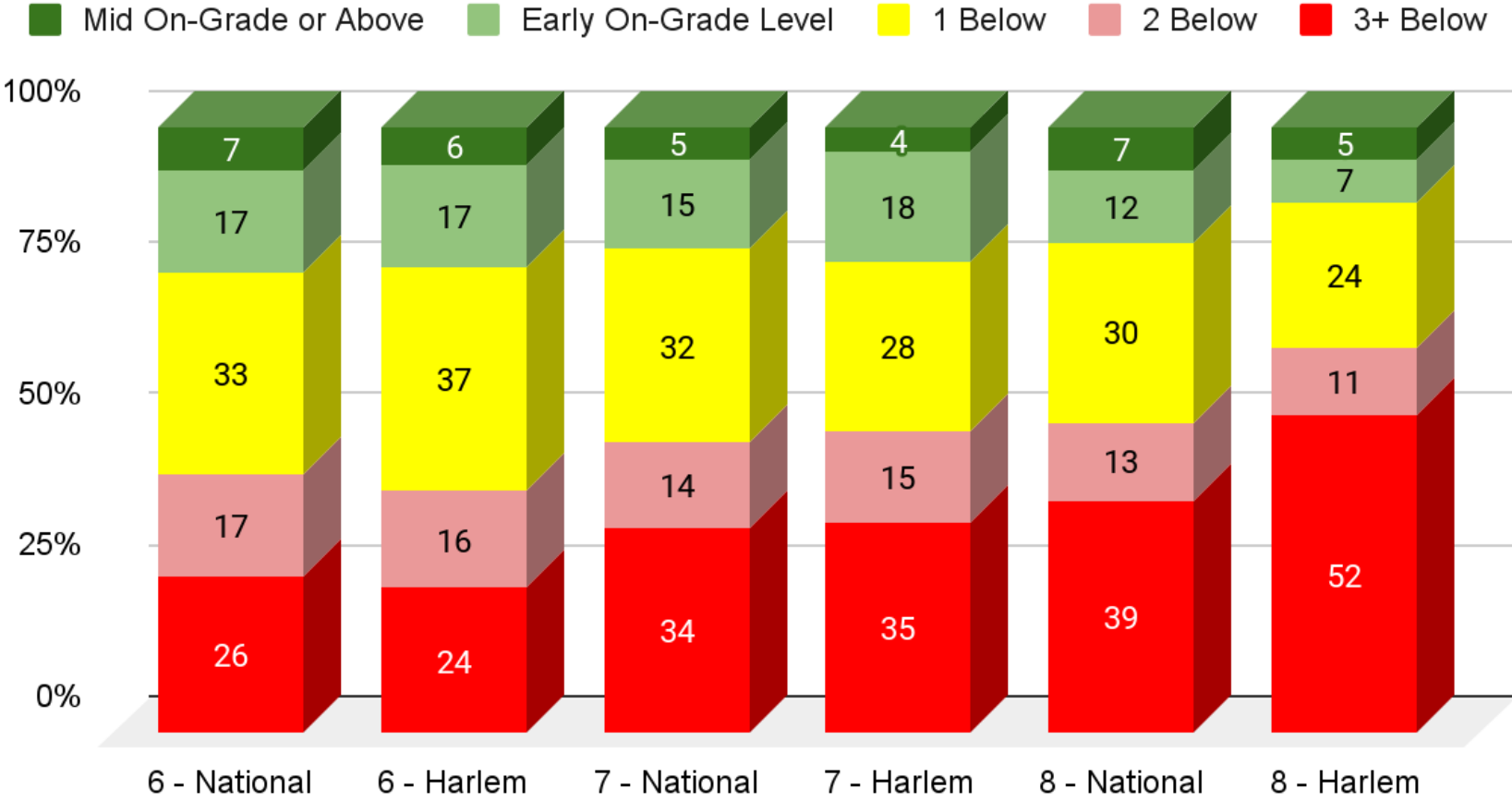
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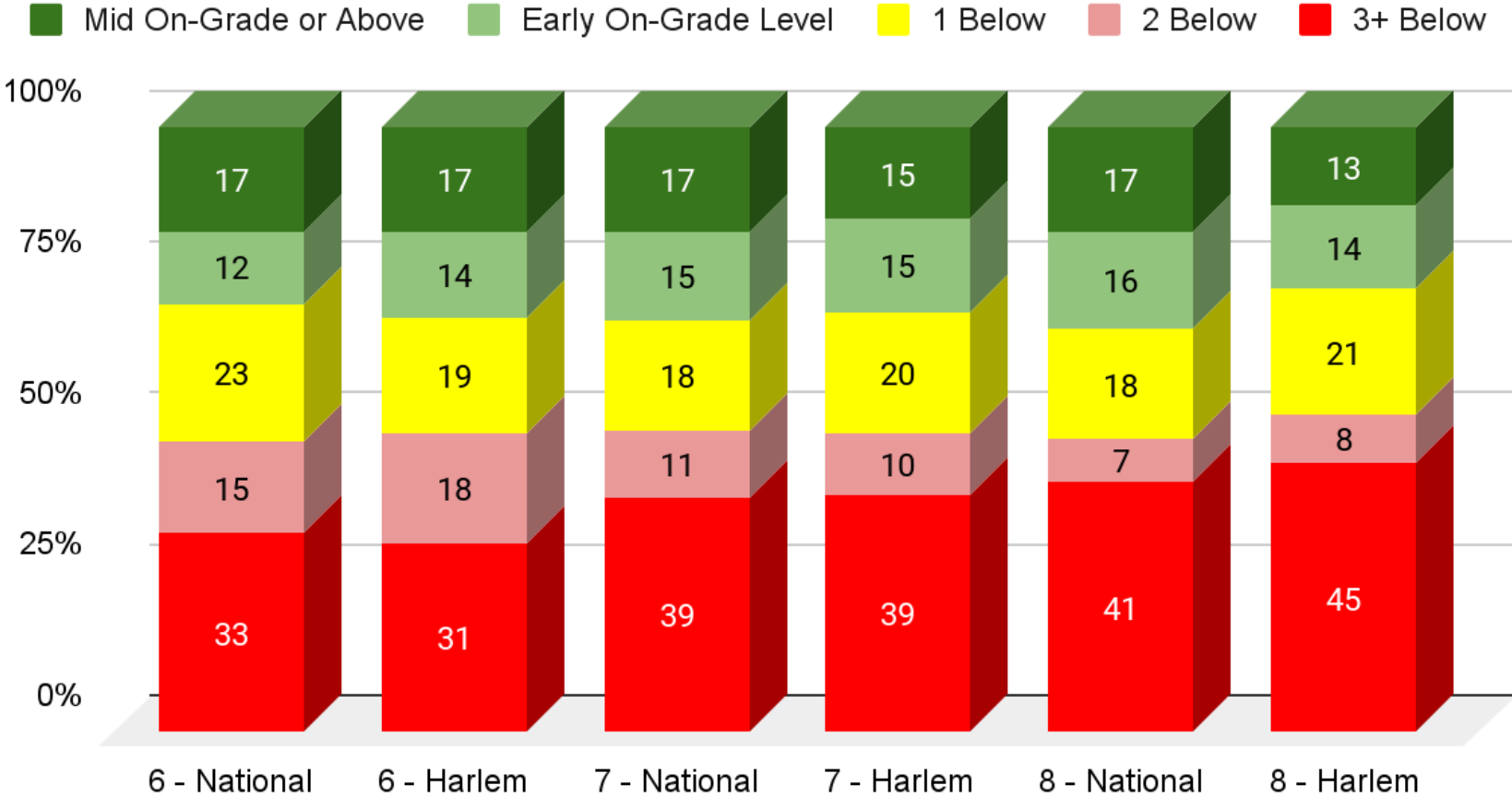
Reading Comparison



Math Comparison




Reading Comparison



HHS GETTING STUDENTS BACK ON TRACK

The pandemic has made falling behind on credits much easier to do.

- ✗ Students get a little behind
- ✗ Then a little further behind
- ✗ Eventually some get to a point where catching up seems impossible.

A decorative border at the bottom of the slide featuring various school-related icons such as a lightbulb, scissors, paper, globe, magnifying glass, ruler, pencil, paper airplane, clock, calculator, notebook, apple, and geometric shapes.

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GETTING STUDENTS BACK ON TRACK

We are working to make it possible for them to get back on track for graduation.

- x We are addressing this need through expanded credit recovery opportunities.
 - x Offering students a learning environment that they are academically supported by certified staff and held accountable for their attendance and engagement.
 - x After school credit recovery class are maxed at 20
 - x Academic intervention rooms during the school day have no more than 12 students.

CREDIT RECOVERY RESULTS

	SUMMER SCHOOL CREDIT RECOVERY	ACADEMIC INTERVENTION ROOM CREDIT RECOVERY	AFTER SCHOOL CREDIT RECOVERY
NUMBER OF PARTICIPATING STUDENTS	332	30	101
NUMBER OF ATTEMPTED COURSES	729	30	101
NUMBER OF CREDITS RECOVERED	592 75%	WILL UPDATE IN DECEMBER	WILL UPDATE IN DECEMBER

HHS MTSS UPDATES

Celebrations (PBIS)

- ✗ Winner Wednesdays
- ✗ Pride store on Fridays-Stickers

Accomplishments

- ✗ Partnership with Culvers-Concretes for a Cause
- ✗ Credit Recovery & Tutoring efforts

Attendance

- ✗ This year- 710 (36%) of students have missed 3 or more days-Excused and Unexcused.
- ✗ In 2019- 508 (27%) of students have missed 3 or more days-Excused and Unexcused.
- ✗ 233 (12%) of students have 3 or more absences unexcused.
- ✗ 147 (8%) of students have 3 or more absences unexcused.

Tiers 2 and 3

- ✗ Student Mentors are starting.
- ✗ Tier 1 Team is meeting to implement CICO/SAIG.

HMS MTSS UPDATES

Celebrations (PBIS)

- ✗ Team Incentive Days = Team Building (Everyone included)
- ✗ School store
- ✗ Pawsitive marks
- ✗ Weekly drawings for gift cards

Accomplishments

Academic Achievements:

- ✗ Whole-building i-Ready Thursdays
- ✗ Data Dive-Differentiated Instructional Planning

Non-Academic Achievements:

- ✗ Working on supporting classroom procedures and routines to help student success.

Attendance

- ✗ 2021/2022- 336 (34%) of students have missed 3 or more days- Excused and Unexcused.
- ✗ 2019/2020-333 (32%) of students missed 3 or more days-Excused and Unexcused
- ✗ 58 (6%) of students have 3 or more absences unexcused.
- ✗ 78 (8%) of students have 3 or more absences excused.

Tiers 2 and 3

- ✗ Student Mentors are starting.
- ✗ Tier 1 Team is meeting to implement CICO/SAIG and MTSS framework.

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MTSS UPDATES

Celebrations (PBIS)

- ✗ Focus on recognition-positive phone calls home, postcards, recognition announcements,
- ✗ School stores & raffles
- ✗ Staff shout-outs
- ✗ Classwide incentives/individual incentives

Accomplishments

- ✗ Targeted Support Specialist using pre-test data to determine appropriate students. TSS pull small groups to work on important unit content
- ✗ Interventionists pulling groups during defined intervention blocks
- ✗ MTSS facilitator working through MTSS process - sitting with teachers to review interventions
- ✗ Utilizing CF's to support small groups of students.
- ✗ Continued focus on SEL lessons and strategies

Attendance

- ✗ Continue to have close contact with families
- ✗ Working with Truancy Officer as a support as needed
- ✗ Meeting with social workers to discuss situations that arise

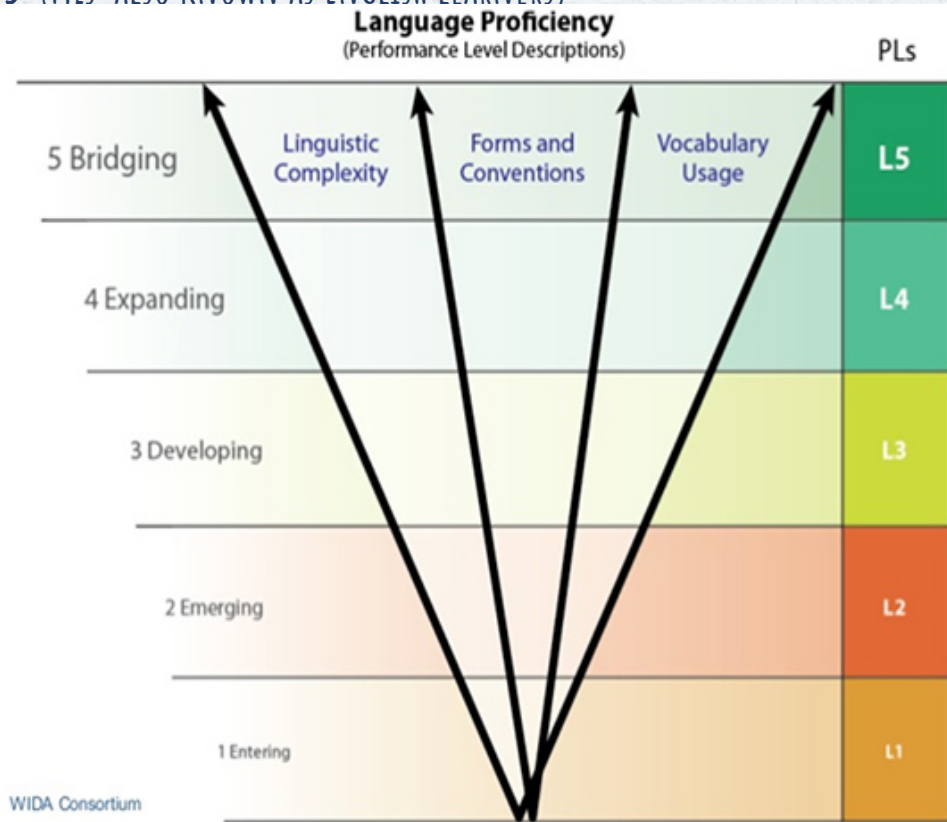
PD

- ✗ Meeting structures with PDS (cycles)
- ✗ Continued focus on acceleration strategies

ACCESS

MULTILINGUAL LEARNERS (MLS-ALSO KNOWN AS ENGLISH LEARNERS)

- Home Language Survey
- K Model & WIDA Screener
 - Listening, Speaking, Reading and Writing
 - 5.0 Composite Proficiency Level
- ACCESS 2.0
 - Spring 2021
 - Listening, Speaking, Reading, and Writing
 - 4.8 Composite Proficiency Level



ACCESS 2021: English Language Proficiency

