



Ford Administration
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www.hazelparkschools.org

Agenda

Special Board of Education Meeting

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

June 6, 2022

6:30 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

BOARD ROUND TABLE

NEW BUSINESS

- A. Data Presentation 2
- B. Hanover Presentation 58
- C. Board & Superintendent Goals

PUBLIC COMMENT

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976

***Data Update:
iReady Reading & Math Diagnostic
End of Year Goal Progress***

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***Board of Education Workshop
June 6, 2022***



**Overview and Progress Toward
End of Year Benchmarking
Goals**

Framing Our Data Work?

What Information Should We Use and What Actions Should We Take To Support Acceleration of Learning?

Will Enable our Work? What

- i-Ready Diagnostic Data and Fall College Board Assessments
- Use of Curriculum-Embedded Formative and Summative Assessments
- Analyzing Domain and Subscore Data and Various Student Populations
- Consistent Data Collection and Analysis
- Regular and Targeted Building and District Data Days
- Reframing Data Questions From an Assets Lens
- Using Diverse and Multiple Data Sets
 - Demographic
 - Perceptions
 - School Processes
 - Student Academic and Non-Academic

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Guiding Questions - Data Analysis and Strategic Actions

What questions did we seek to answer?

What is our progress toward the district mid-year goal of increasing the percentage of students scoring on or above grade level by 5%

What are the positive trends? What is present that we can build upon?

What surfaces as areas of focus? What opportunities do you/we have to accelerate positive change for students?

What do we notice about specific student groups?

What actions will or have you taken as a result of this information?

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What actions will we take to accelerate learning, positively impact social emotional health, student engagement, and belonging?

What additional questions will we seek to answer moving forward?

What is our progress toward the district mid-year goal of increasing the percentage of students scoring on or above grade level by 10%

What's working and who is it working for? How can we make sure this opportunity is there for all students?

What do we notice when we triangulate multiple sources of data?

What other types of information (data) can we collect to determine root cause and actions?

What is the root cause of the focus areas and how will we respond?

Strategic Plan Objectives and District/Building Goals

End of Year Reading Focused Strategic Plan Objectives and District/Building Goals

- **Objective M:** Provide comprehensive opportunities for staff to increase their understanding and implementation of the Essential Literacy Practices, through the Hazel Park Instructional Framework in order to increase the percentage of K-8 students scoring on or above grade level in **Reading** (as measured by the i-Ready diagnostic) by 10% by June 2022 (Met goal - Percentage increased 16% to 35% from Fall to Spring)
- **Objective N:** Increase the number of MTSS teachers in grades K-8 in order to increase the percentage of K-8 students scoring on or above grade level in reading (as measured by the i-Ready diagnostic) by 10% by June 2022 (Met Goal - Reading Mastery Intervention: 1% - 32% from Fall to Spring).
- **Objective O:** Provide comprehensive opportunities for staff to increase their knowledge, skills, and understandings of high-quality math instruction in order to increase the percentage of K-8 students scoring on or above grade level in math (as measured by the i-Ready diagnostic) by 10% by June 2022. (Met Goal: Percentage increased from 7% to 27% from Fall to Spring?)
-
- **Objective P:** Increase the number of MTSS teachers in grades K-8, in order to increase the percentage of K-8 students scoring on or above grade level in math (as measured by the iReady diagnostic) by 10% by June 2022. (Met Goal - Connecting Math Concepts Intervention: 0% to 10% from Fall to Spring)

End of Year Progress Monitoring Measure for Objective M and Objective O

- Increase the percentage of students scoring on or above grade level in reading by 10%.
- Increase the percentage of students scoring on or above grade level in math by 10%

Content Area	Fall Diagnostic	Winter Diagnostic	Spring Diagnostic
Reading	16% (223) 1,400 Students Assessed	27% (373) 1,391 Students Assessed	35% (489) 19% (267) Mid/Above 16% (222) Early On 1,383 Students Assessed ⁷
Math	7% (92) 1,390 Students Assessed	16% (219) 1,378 Students Assessed	27% (377) 13% (180) Mid/Above 14% (197) Early On 1,390 Students Assessed

The outcomes of the Spring 2022 diagnostic indicate that the district has exceeded the end of year goal to increase the percentage of K-8 students scoring on or above grade level in reading and math by 10%.

What are some of the positive trends in reading? What is present that we can build upon?

- The percentage of students in grades K-8 scoring early on, mid or above grade level increased from 16% to 27% to 35% from Fall to Spring.
 - K-2 increase: 37% to 51%, and 3-5 increase: 25% to 34%
 - 77% of Kindergarten students scored early on, mid or above grade level.
 - The percentage of students in grade 3 scoring early on, mid or above increased from 37% - 46%.
 - The percentage of students in grade 4 scoring early on, mid or above increased from 18% - 31%
- Students in grade K-5, who have received MTSS supported interventions, are showing significant decreases in the percentage of students scoring three or more grade levels below or two grade levels below.
 - Reading Mastery Intervention: decrease in two grade levels below from 30% to 12%
increase in students early on, mid, or above from 20% - 32%
 - Corrective Reading Intervention: decrease three or more grade levels below from 48% - 24%
- The median percent progress toward the typical growth goal in grades K and 3-5 is very close to or exceeded the target of 100%.
 - Grade K: 99%, Grade 3: 103%, Grade 4: 119%, Grade 5: 117%
- Progress toward typical growth goals in grades K-5 for students scoring mid or above grade level and students scoring two or more grade levels below in grades 3-5 is strong.
- Students in grades K and 3-5 demonstrated high growth reading; 58% of students met their typical growth in grade 4 and 57% of students met their typical growth in grade 5.

What are some of the positive trends in math? What is present that we can build upon?

- The percentage increase in math (20%) for all students in grades K-5, from Fall to Spring, is the same as the increase in reading (19%). While the overall percentage of students showing good proficiency in math is lower than reading, these results demonstrate a positive trend in math.
- The percentage of students in grades K-8 scoring early on, mid or above grade level increased from 7% to 16% to 27% from Fall to Spring.
 - Winter to Spring: K to 2 increase: 22% to 39%, 3 to 5 increase: 13% to 26%, and 6 to 8 increase: 12% to 15%
 - 50% of Kindergarten students scored early on, mid or above grade level.
 - The percentage of students in grade 1 scoring early on, mid or above grade level increased from 14% to 37%.
 - The percentage of students in grade 4 scoring early on, mid or above grade level increased from 12% to 29%
 - The percentage of students in grade 8 scoring early on, mid or above grade level increased from 13% to 17%
- Students receiving special education services who scored early on, mid, or above grade level increased from 7% to 12% Winter to Spring.
- Students in grade K-5, who have received MTSS supported interventions, are showing significant decreases in the percentage of students scoring three or more grade levels below or two grade levels below.
 - Connecting Math Concepts: decrease in three or more grade levels below from 19% to 9%
decrease in two grade levels below from 33% to 25%
increase in students early on, mid, or above from 6% - 10%
- The median percent progress toward meeting the typical growth goal in grade 5 exceeded the target at 116%.
- Students in grades 5 demonstrated high growth in math and 57% met their typical growth goal and 30% of Kindergarten students stretch growth goal.
- Students in grades 6-8 demonstrated somewhat higher growth in math; 42% of students met their typical growth goal.

Percentage of Graduates - 2022

School	Total Graduates	Total Seniors	Percentage of Graduates During 2021-2022
Advantage	7	28 (4th Year)	25%
	25	115	22%
HPHS	75	85	88%
VVA <small>*may have 51 graduates; not confirmed</small>	37	51	72% ¹⁰
INVEST	42	45	93%
Michigan Cyber Academy	26	67	39%

The numbers displayed are the raw number of students that graduated to date. These numbers may included 5th and 6th years. Therefore the final graduation rate may differ from these percentages. Additionally, we may

Spring i-Ready Reading & Math Diagnostic District and Building Outcomes

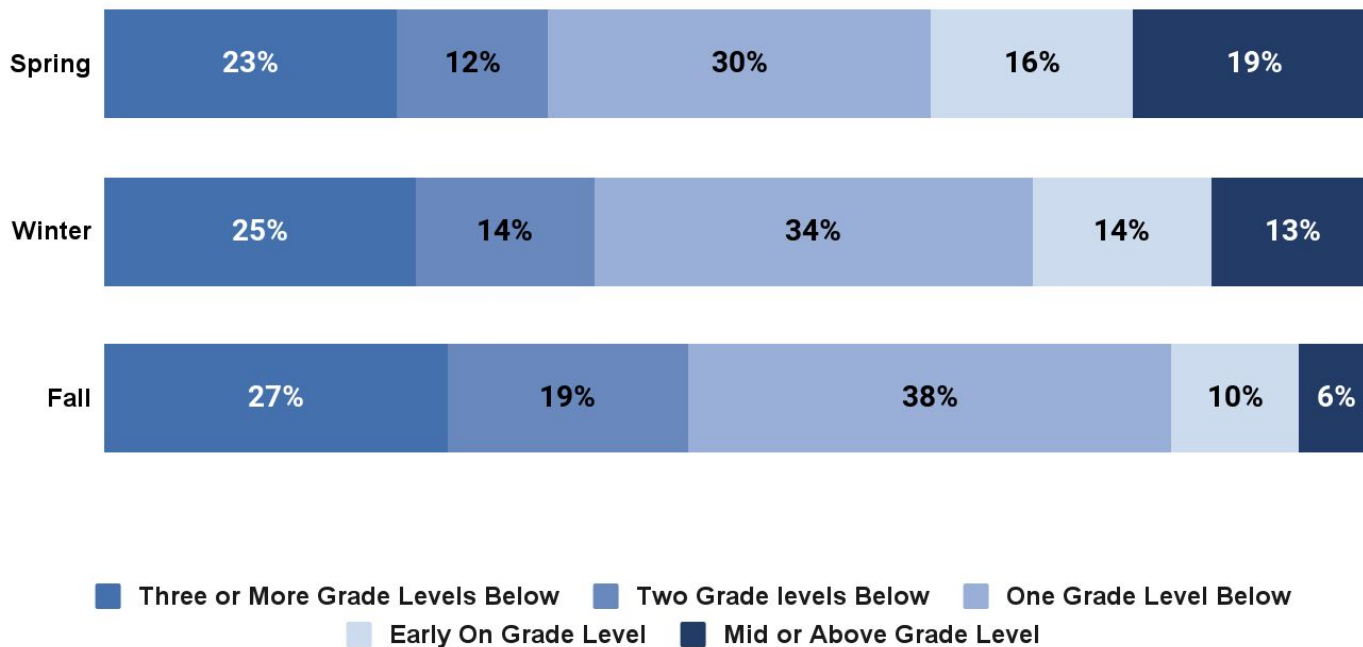
Grade Level Proficiency and Progress Toward Mid Year Goals

The data contained in the presentation is based on data from mid-October for the Fall assessment, as of February 1, 2022 for the Winter assessment, and as of June 1, 2022 for the Spring.

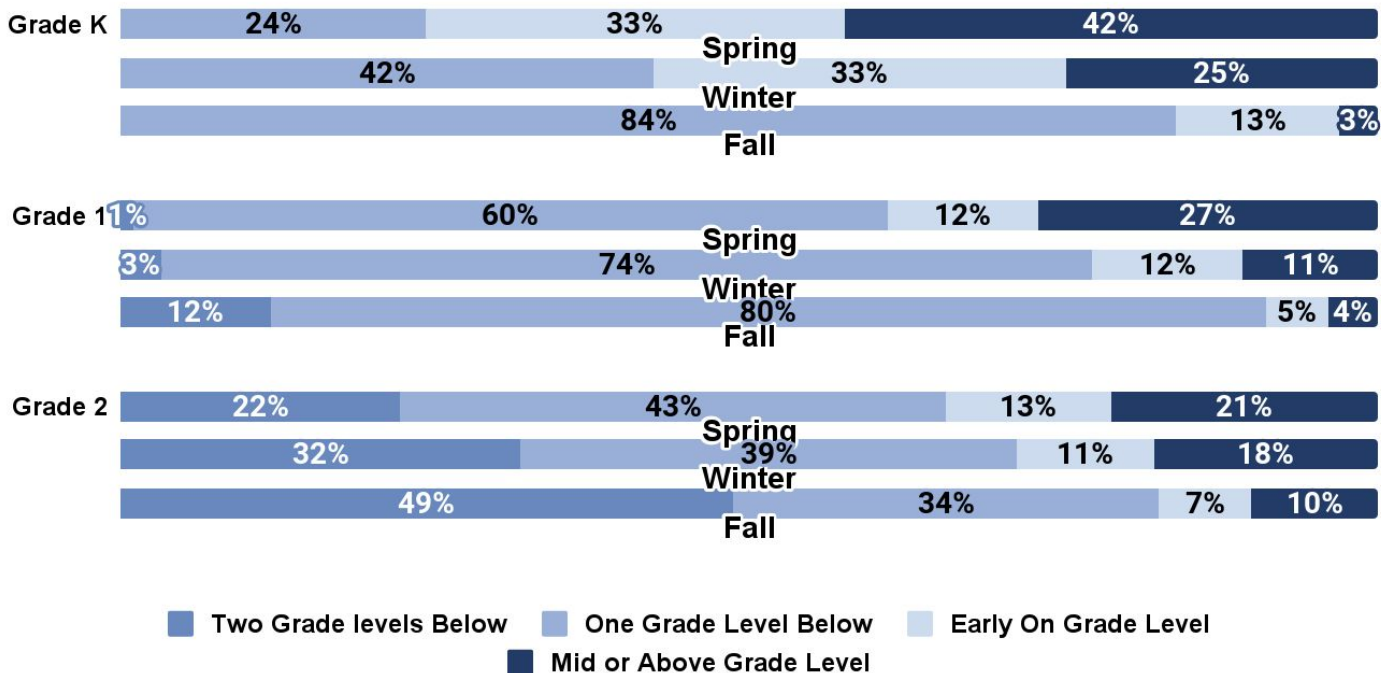
Small numbers of students take the diagnostic after the reporting period to ensure that we have accurate information to determine student needs and provide a baseline for personalized instruction.

District Reading Diagnostic - Spring 2022

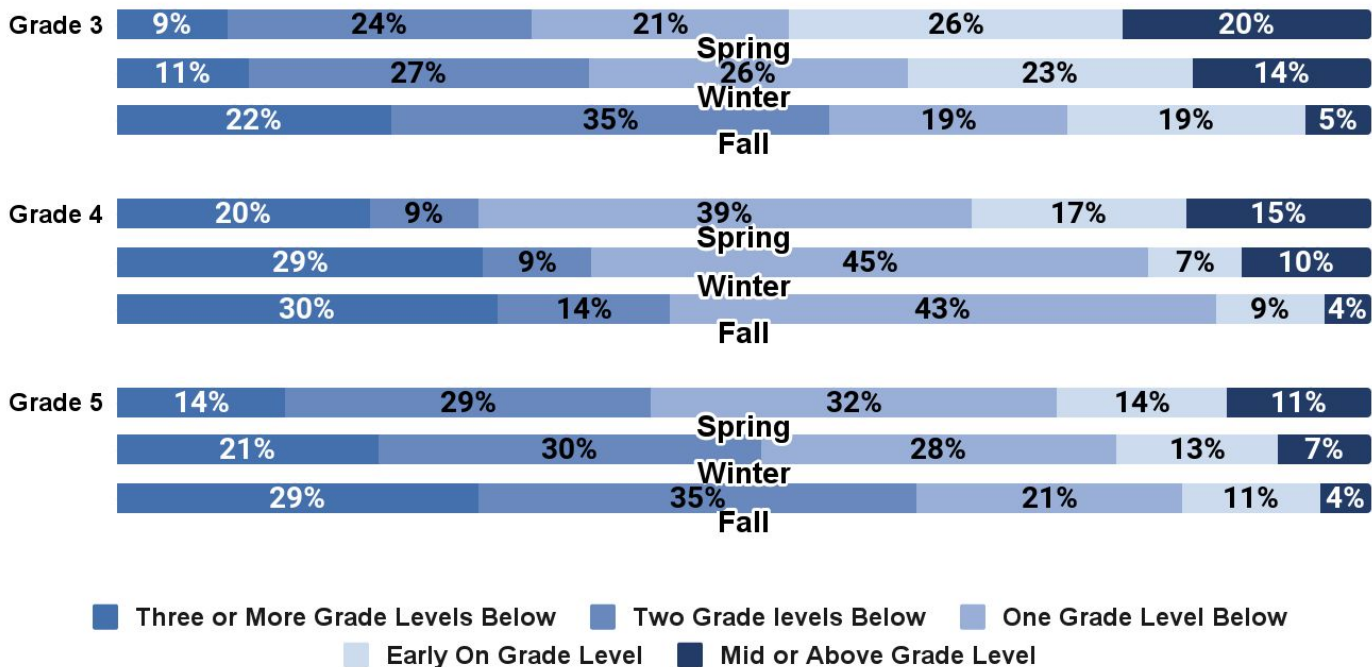
Grades K-8 All Schools (In-Person & VA) Change in Relative Placement Levels from Fall to Spring



Grades K-2 Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring

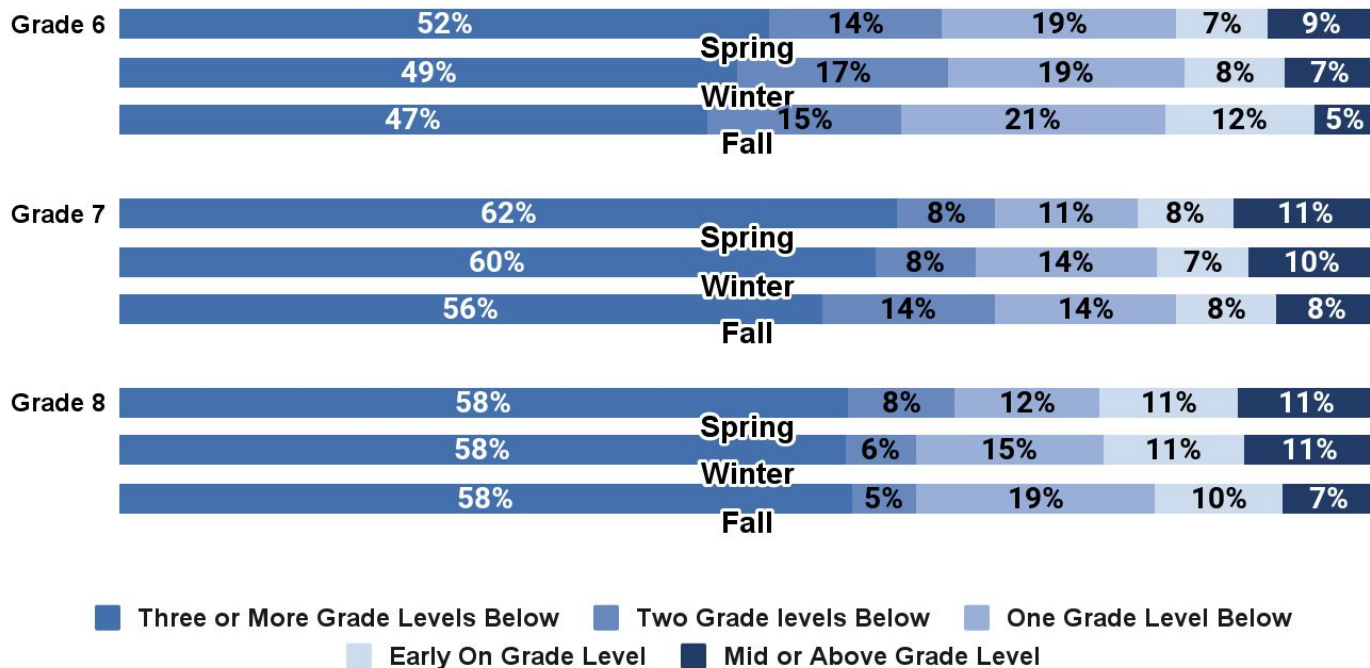


Grades 3-5 Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring

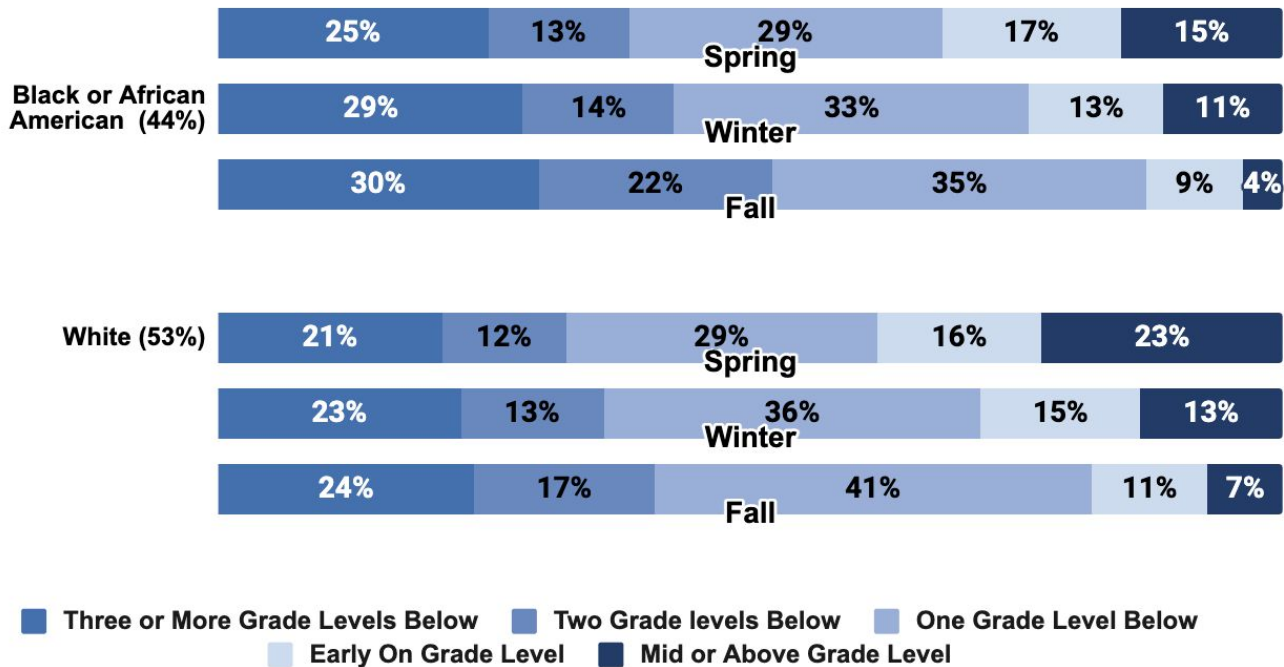


Grades 6-8 Reading Diagnostic - Spring 2022

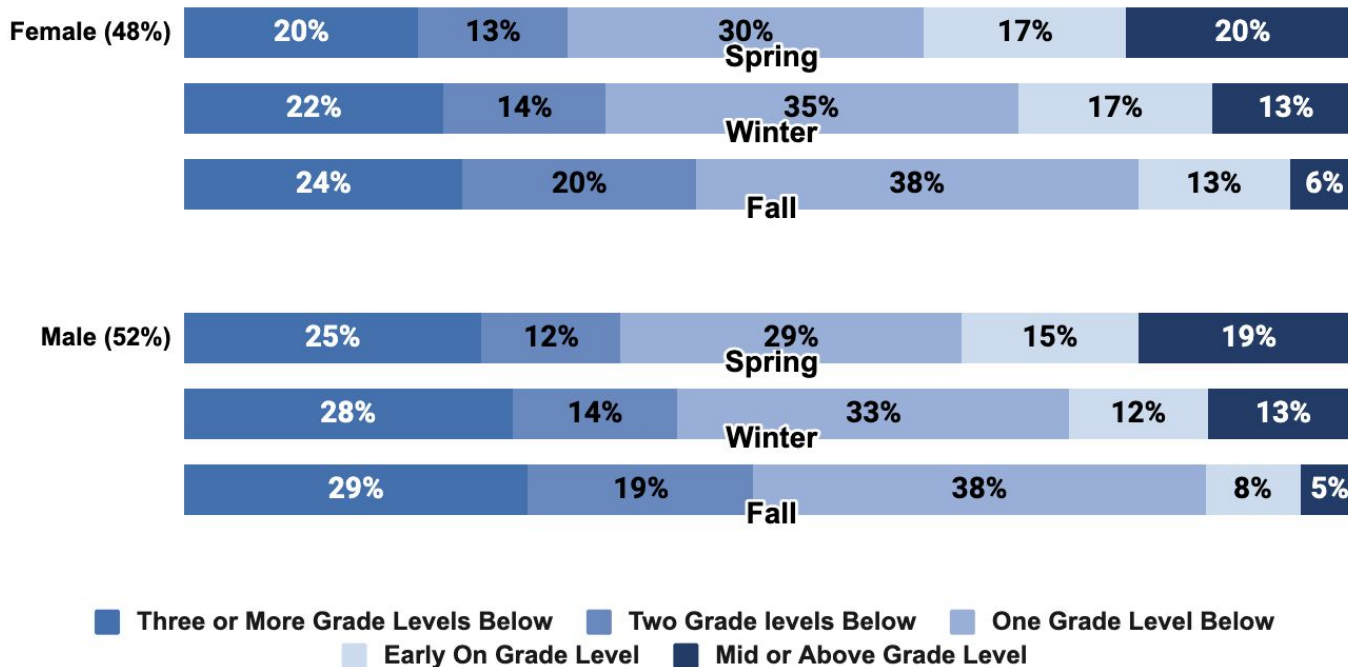
Change in Relative Placement Levels from Fall to Spring



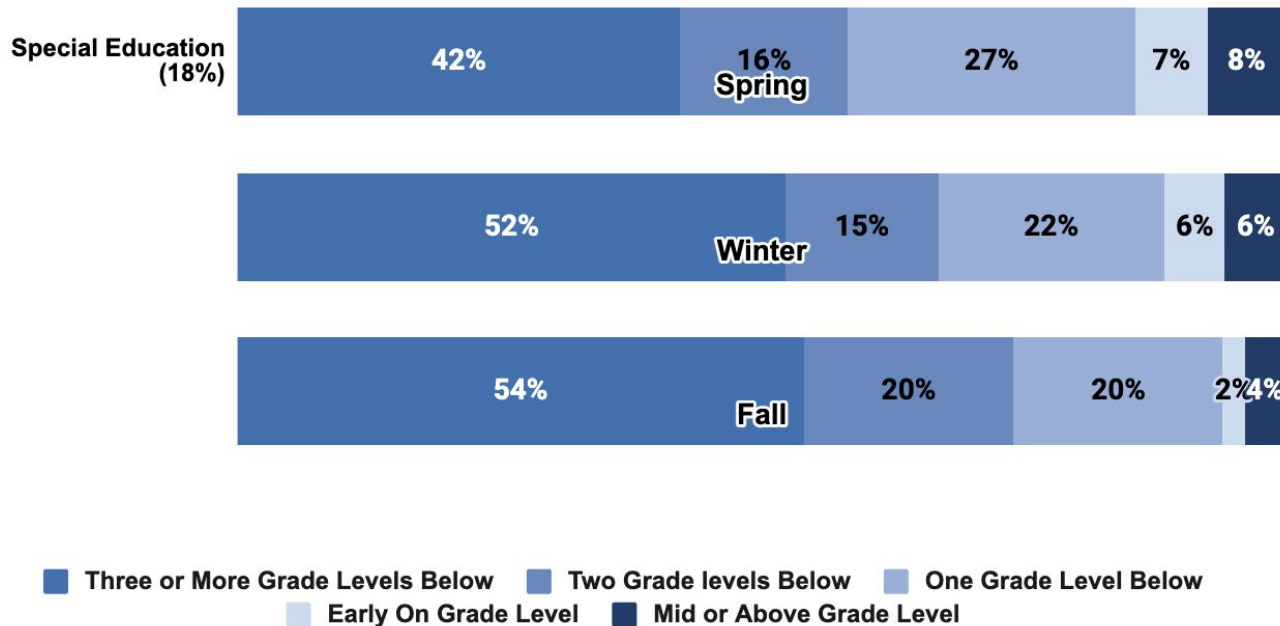
Grades K-8 Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring



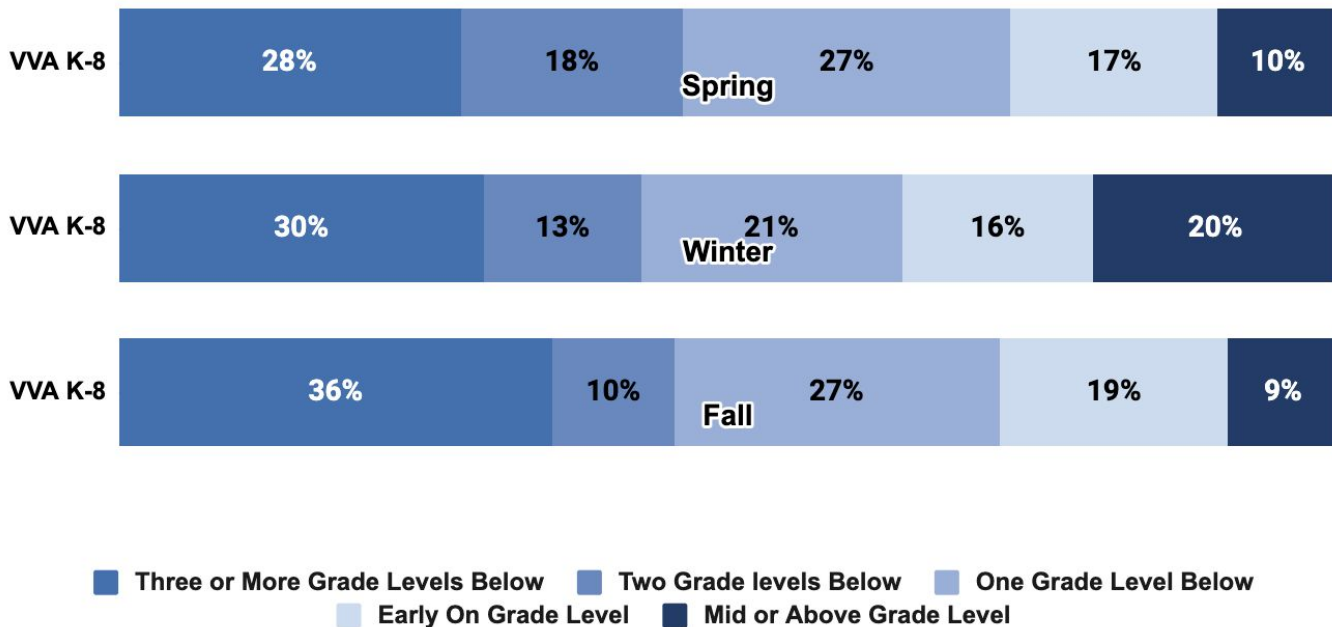
Grades K-8 Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring



Grades K-8 Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring

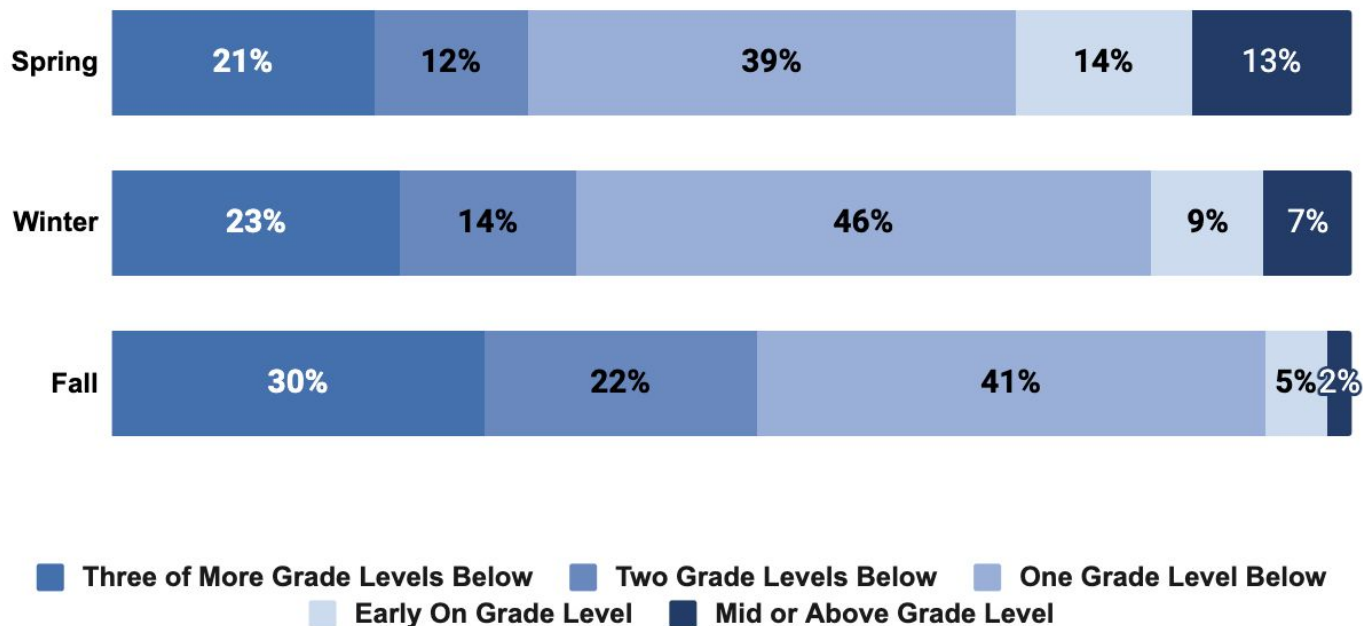


Grades K-8 VVA Reading Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring



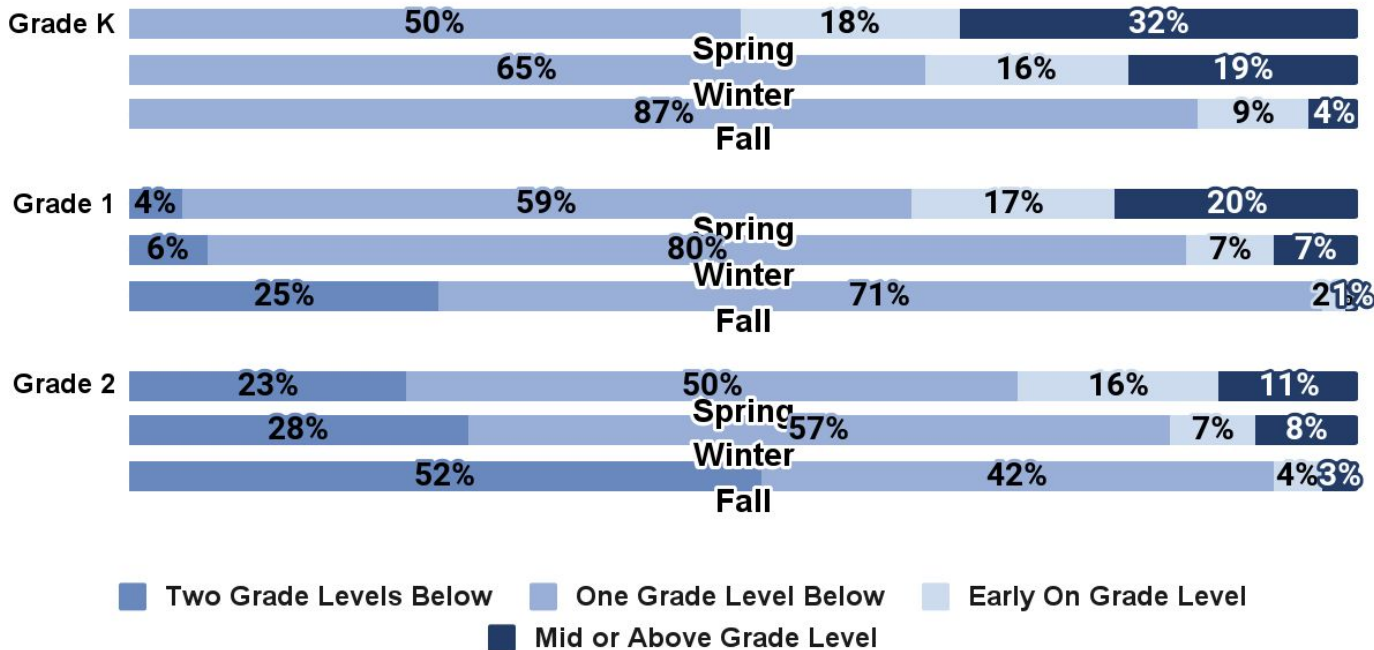
District **Math** Diagnostic - Winter 2022

Grades K- 8 Math Diagnostic (In-Person & VVA) - Spring 2022 Change in Relative Placement Levels from Fall to Spring



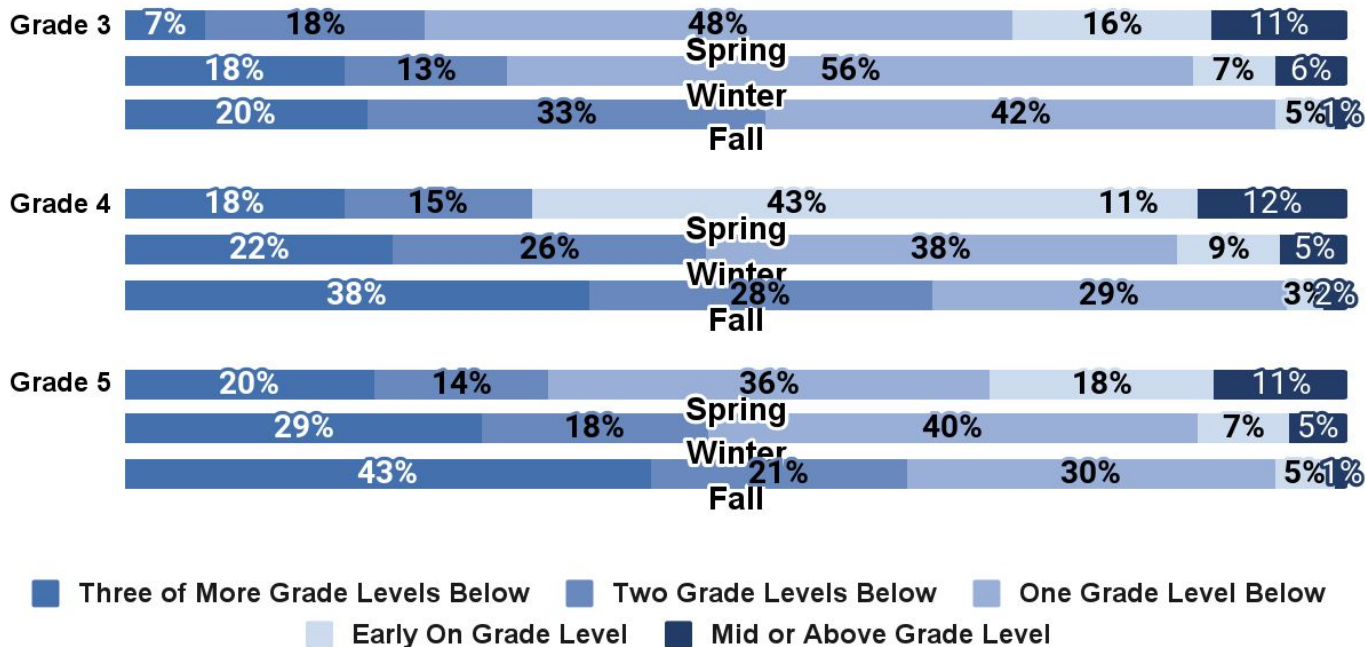
Grades K-2 Math Diagnostic - Spring 2022

Change in Relative Placement Levels from Fall to Spring



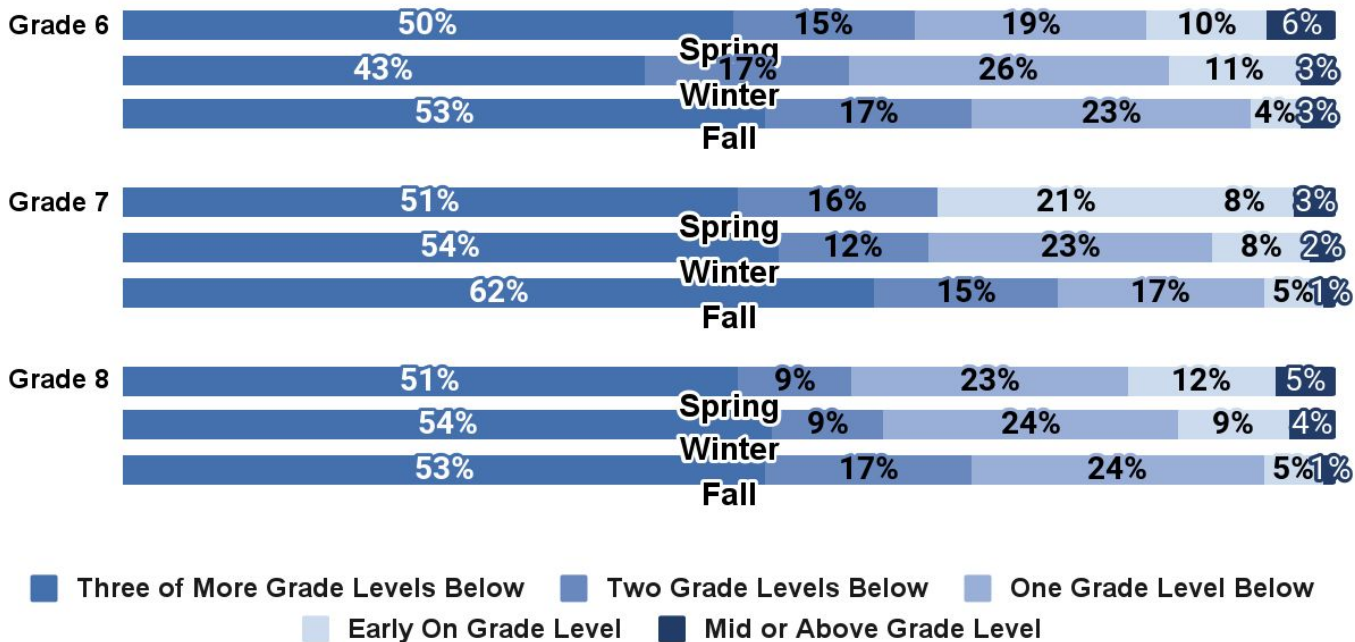
Grades 3-5 Math Diagnostic - Spring 2022

Change in Relative Placement Levels from Fall to Spring

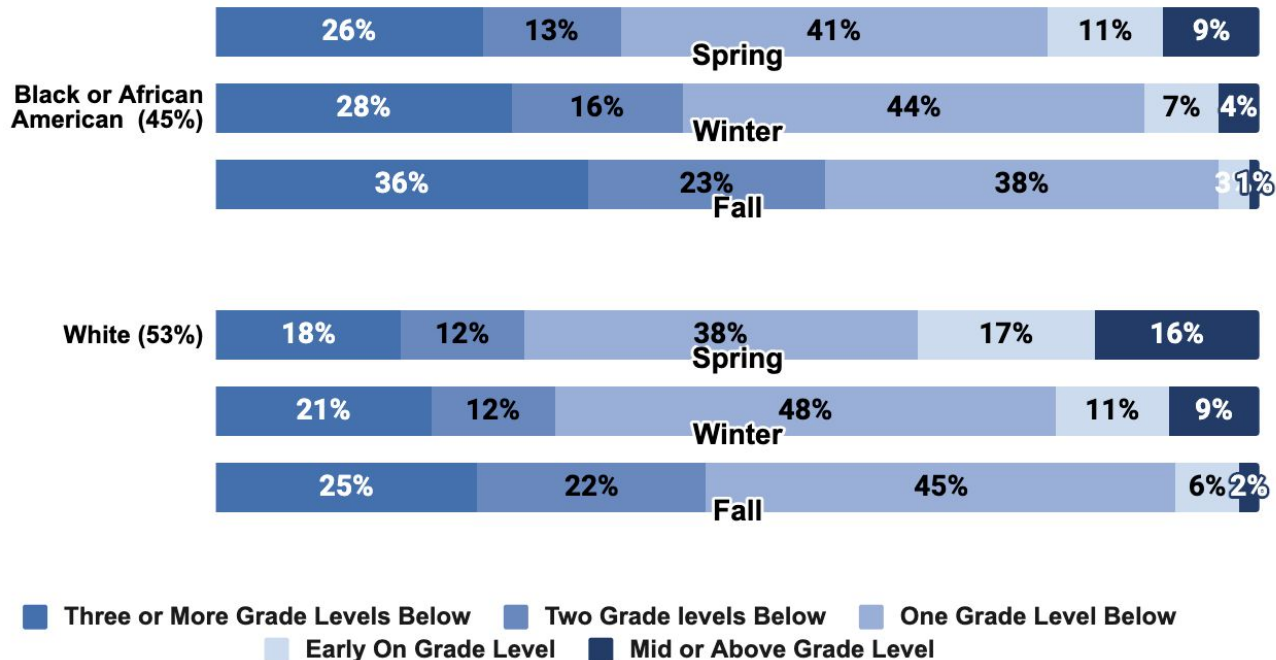


Grades 6-8 Math Diagnostic - Spring 2022

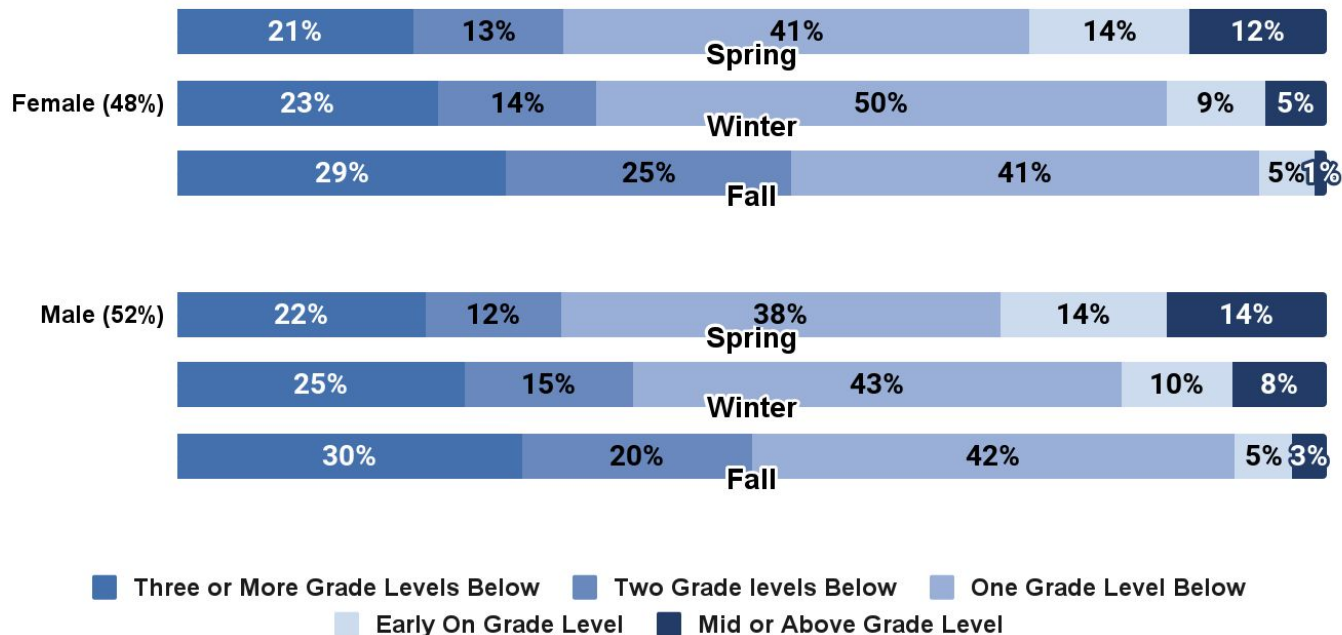
Change in Relative Placement Levels from Fall to Spring



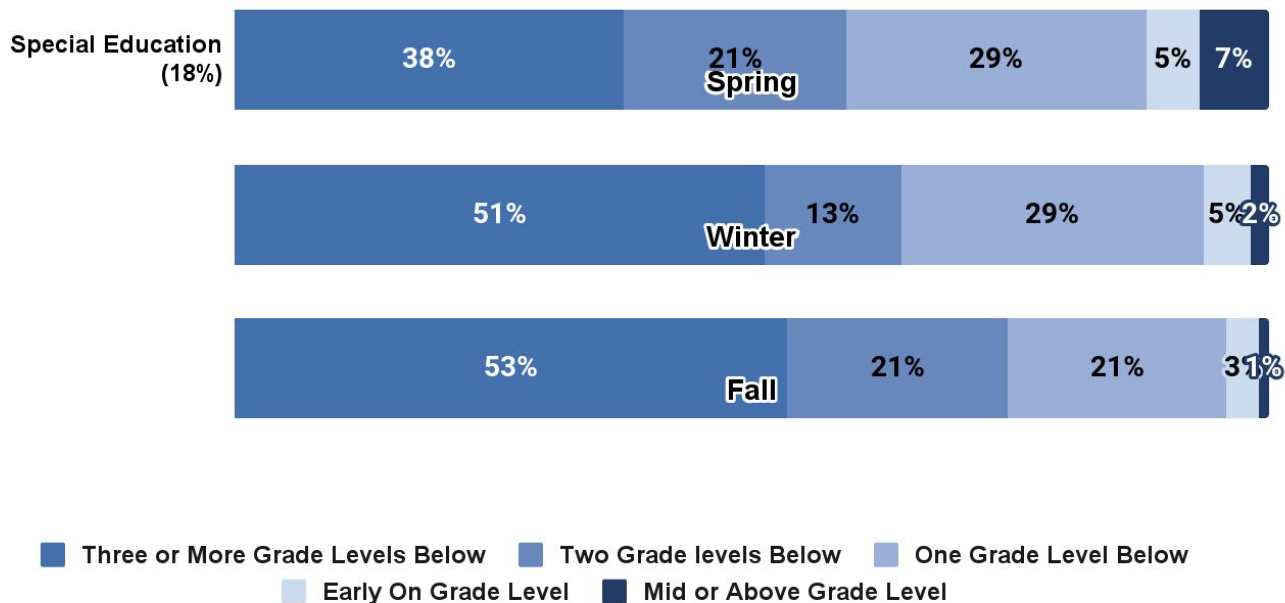
Grades K-8 Math Diagnostic (In-Person & VVA) - Spring 2022 Change in Relative Placement Levels from Fall to Spring



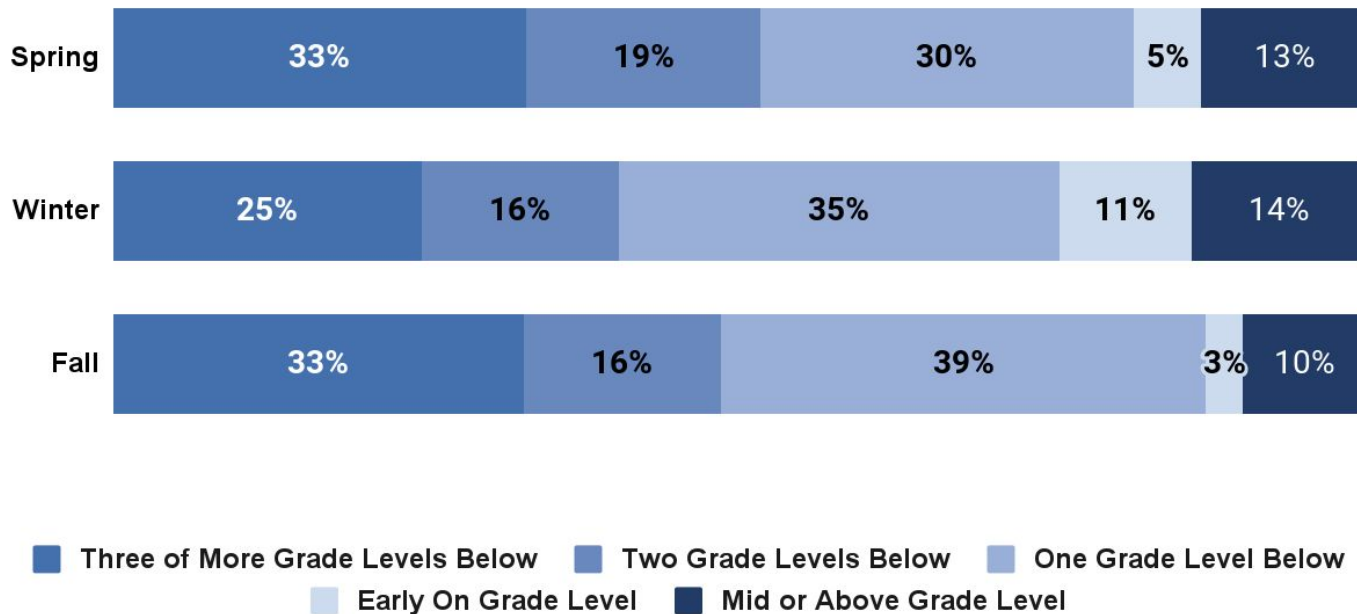
Grades K-8 Math Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring



Grades K-8 Math Diagnostic - Spring 2022 Change in Relative Placement Levels from Fall to Spring



K- 8 Math Diagnostic VVA - Spring 2022 Change in Relative Placement Levels from Fall to Spring



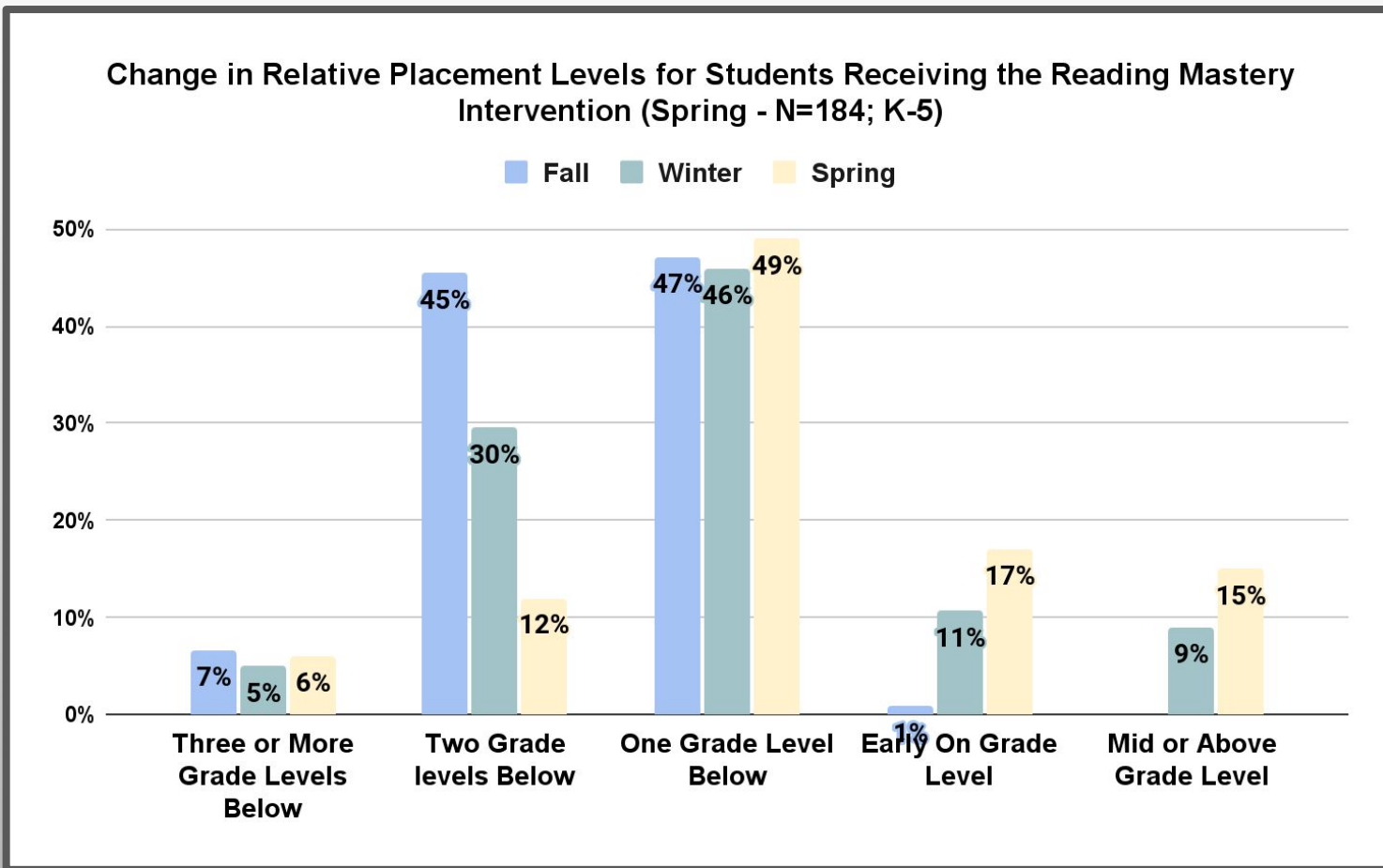
State Requirement: 2021-2022 Benchmark Reporting

a) Under section 104a of the State School Code Act of 1979, by not later than the first meeting of the board that occurs in February of 2022 and by not later than the last day of the 2021-2022 school year, the district superintendent or chief administrator of the district, as applicable, shall present both of the following at a public meeting of the board:

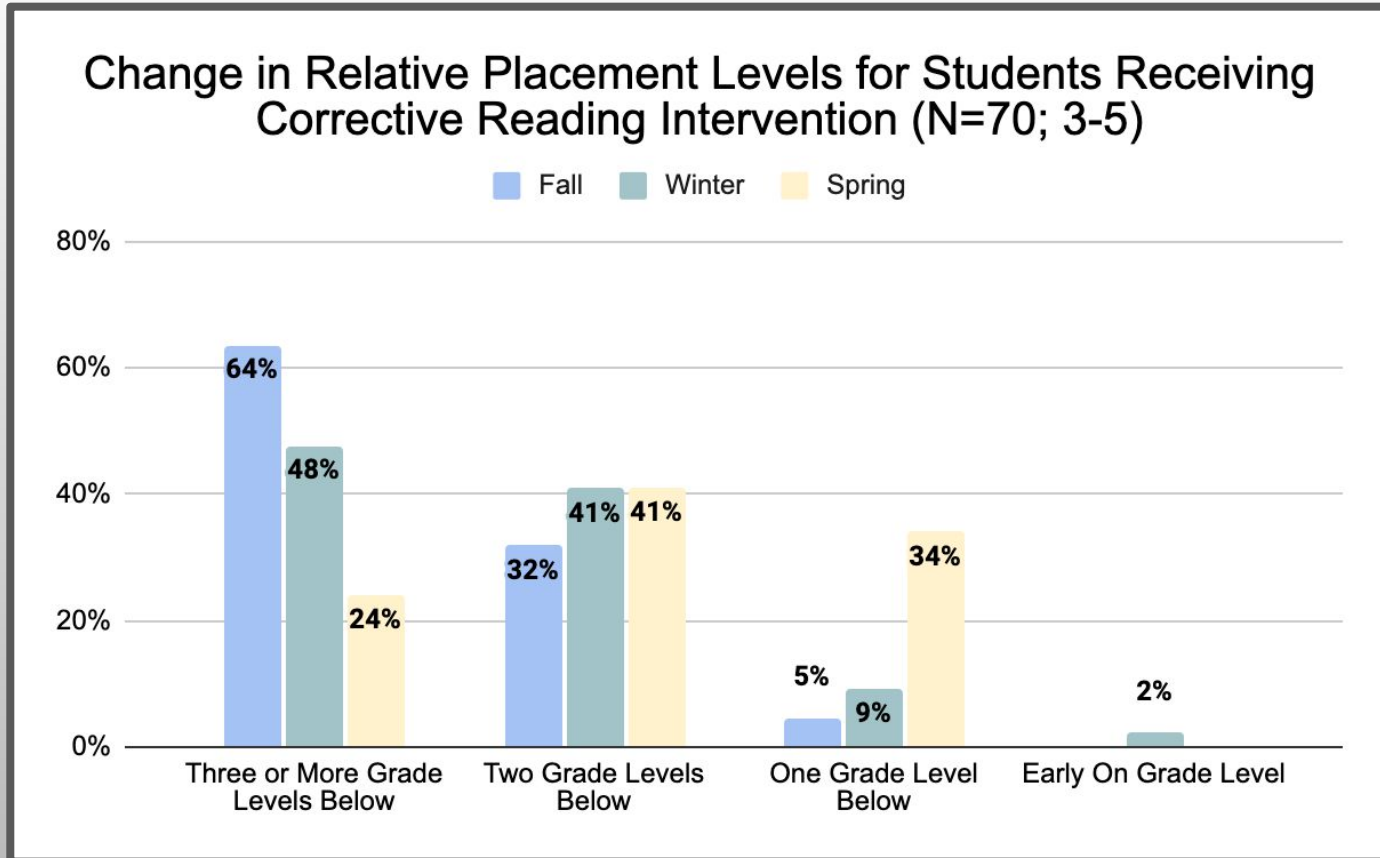
- (i) Subject to state and federal privacy laws, the results from benchmark assessments and local benchmark assessments, as applicable, administered under section 104a.
- (ii) **For each school** operated by the district, each school's progress toward meeting the educational goals described in subdivision (d).
 - (b) The district shall ensure that the information presented under subdivision (a) is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
 - (c) The information presented under subdivision (a) must also be compiled into a report that the district shall make available through the transparency reporting link located on the district's website
- [Mid and End of Year Progress - Benchmark Assessment Report](#)

**i-Ready Reading and Math Diagnostic
District Outcomes by MTSS
Interventions & After School Tutoring
Grade Level Proficiency**

Student Group: MTSS Supported Students (K-5)



Student Groups: MTSS Supported Students

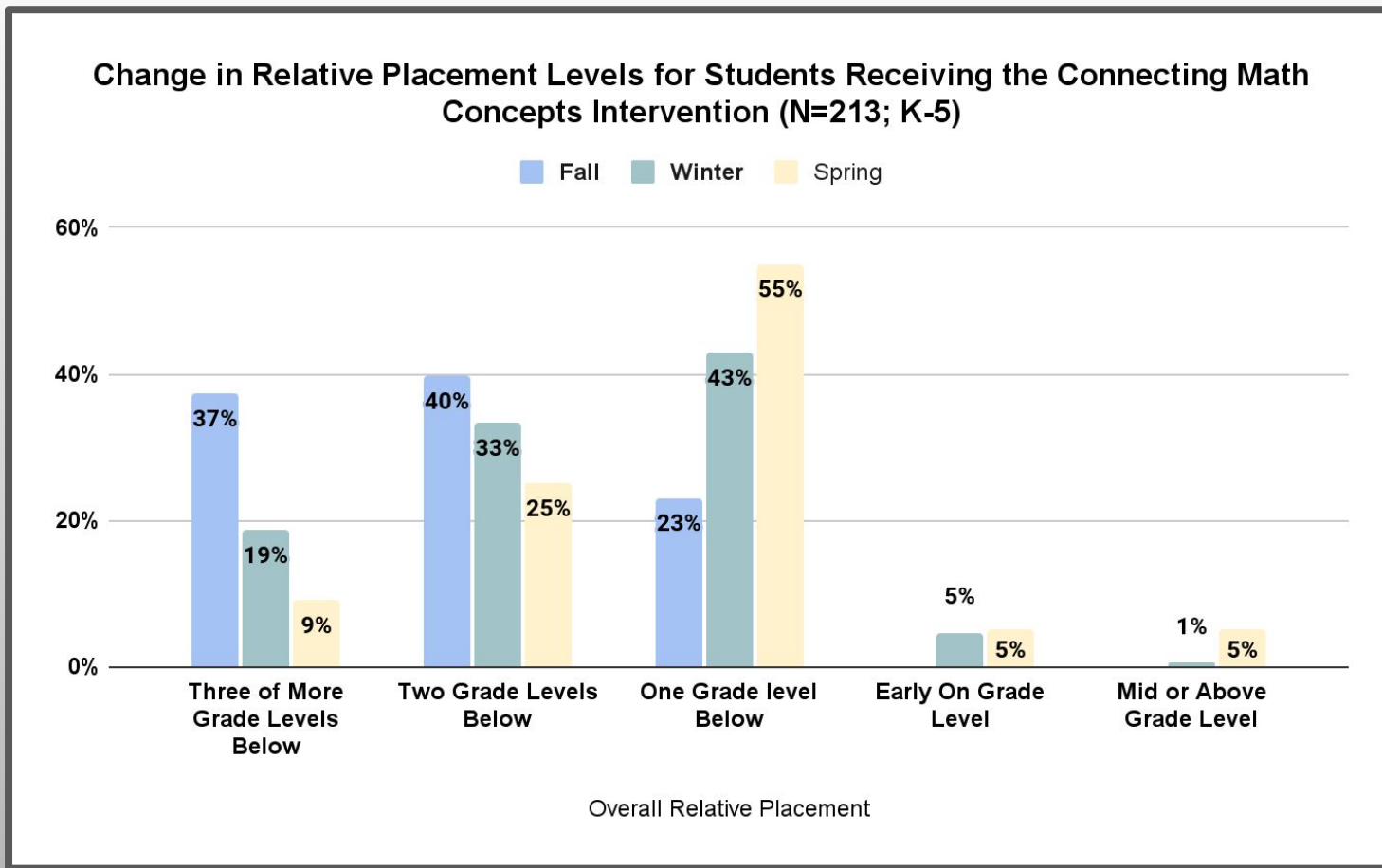


Subgroup: MTSS Supported Students (6-8)

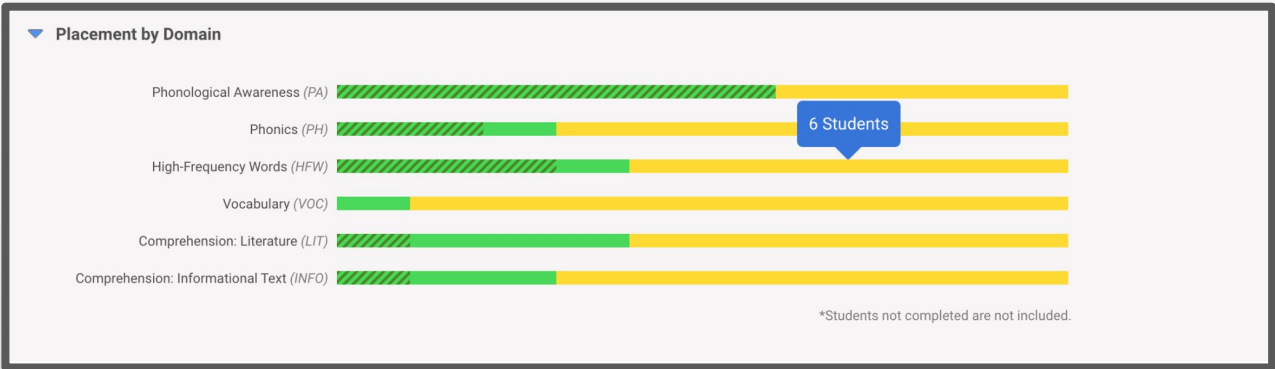
The students receiving support from the math MTSS teacher at HPJH has been utilizing the Connecting Math Concepts intervention for approximately 8 weeks. Due to the short time span, the data has not be aggregated with the K-5 results.

In this short time span, students have shown significant progress toward meeting, and in many cases, exceeding targets for typical and stretch growth. In some cases, students demonstrated a grade level change in addition to the positive growth.

Subgroup: MTSS Supported Students (K-5)



Hoover: MTSS Supported Students (K-5) - Reading

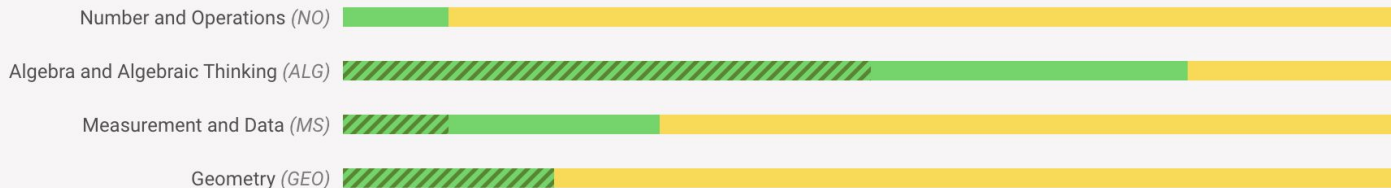


Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal ³⁴
Reading	118%	60%	82%	10%

Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal
One Grade Level Below	107%	50%	79%	13%
Two Or More Grade Levels Below	118%	60%	82%	10%

Hoover: MTSS Supported Students (K-5) - Math

Placement by Domain



Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal ³⁵
Math	131%	70%	90%	30%

Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal
One Grade Level Below	103%	60%	81%	40%
Two Or More Grade Levels Below	153%	80%	96%	20%

Intervention: MTSS- Progress Toward Typical and Stretch Growth - Examples

Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal
Group 1 RM	139%	60%	75%	
Group 2 RM	114%	60%	84%	40% ₃₆
Group 3 CRD	232%	100%	99%	50%
Group 4 CRD	135%	60%	75%	40%
Group 5 CMC	143%	67%	78%	
Group 6 CMS	147%	80%	121%	80%

Due to the small number of students in each group, generic names/numbers have been assigned.

Intervention: After-School Tutoring - Progress Toward Typical and Stretch Growth

Content Area	Median Progress Toward Typical Growth	Met Typical Growth Goal	Median Progress Toward Stretch Growth	Met Stretch Growth Goal
UO Group 1 Reading	116%	60%	85%	40%
UO Group 2 Math	126%	60%	79%	40% ³⁷
UO Group 3 Math	135%	57%	70%	
UO Group 4 Math	167%	100%	86%	29%
UO Group 5 MATH	163%	83%	102%	83%

Due to the small number of students in each group, generic names/numbers have been assigned.

i-Ready Reading and Math Diagnostic District Outcomes

Student Growth Outcomes

Median Progress Toward Annual Typical and/or Stretch Growth - Reading Goal

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	98%	49%	72%	24%	73%	182/188
Grade 1	88%	43%	64%	17%	48%	163/165
Grade 2	89%	43%	53%	16%	53%	160/162
Grade 3	100%	50%	54%	22%	65%	139/139 ³⁹
Grade 4	118%	58%	62%	25%	53%	165/166
Grade 5	115%	57%	55%	21%	57%	150/150
Grade 6	0%	33%	0%	13%	26%	145/151
Grade 7	29%	40%	10%	14%	35%	147/156
Grade 8	9%	32%	3%	12%	35%	168/172

Median Progress Toward Typical Reading Growth Goals by Baseline Placement Levels

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Mid or Above Grade Level	72%	45%	51%	38%	47%
Early On Grade Level	82%	47%	50%	21%	58%
One Grade Level Below	91%	46%	61%	22%	48% 40
Two Grade Levels Below	101%	51%	49%	14%	60%
Three or More Grade Levels Below	60%	40%	24%	11%	45%

For students in each placement level, the number displayed represents the median progress toward the typical growth goal from Fall to Spring. Progress toward typical growth should be at or near 100%.

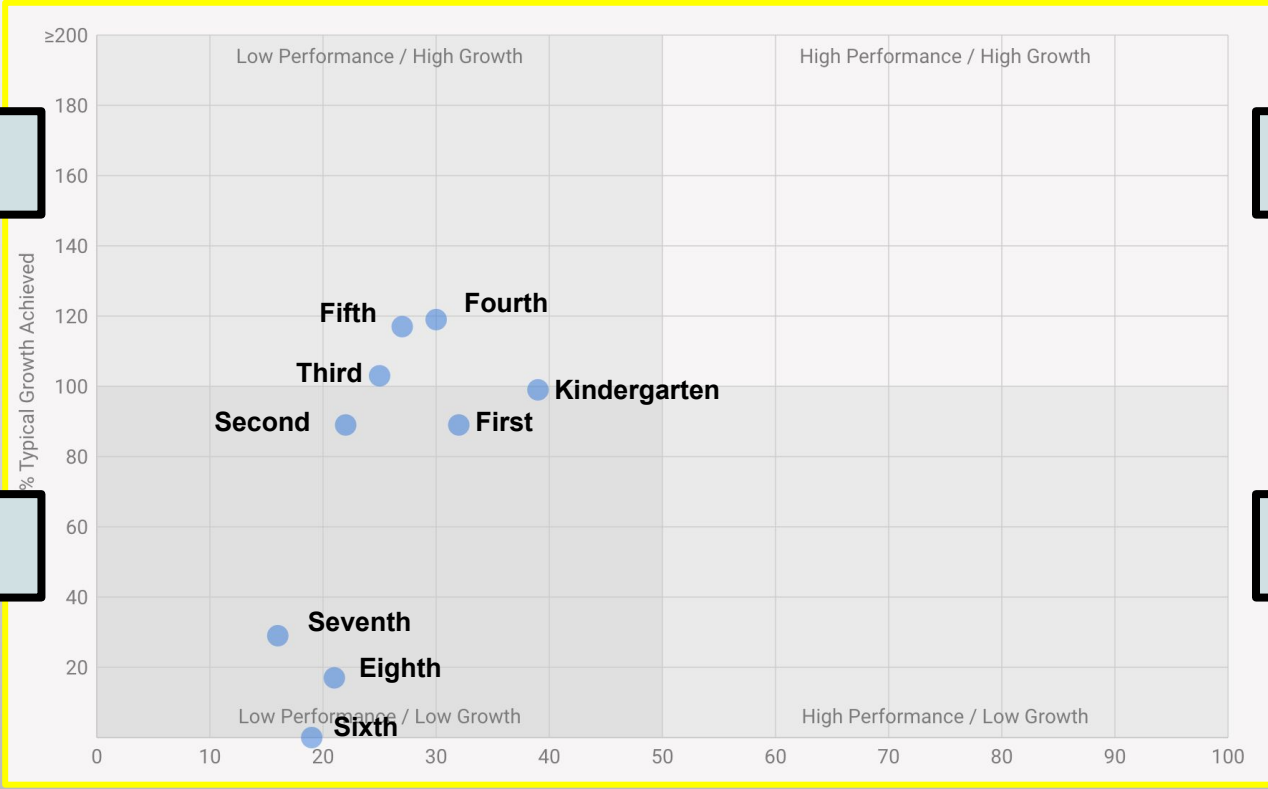
iReady Reading Quadrant Report - Growth and Proficiency

**Low Proficiency
High Growth**

**Low Growth
Low Proficiency**

**High Proficiency
High Growth**

**High Proficiency
Low Growth**



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Progress Toward Annual Typical and/or Stretch Growth Math Goal

Grade	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
Grade K	84%	43%	68%	30%	43%	182/188
Grade 1	86%	44%	65%	24%	55%	164/165
Grade 2	85%	39%	56%	15%	54%	160/162
Grade 3	88%	43%	60%	14%	58%	139/139 ⁴²
Grade 4	88%	46%	49%	14%	63%	166/166
Grade 5	116%	57%	60%	23%	70%	150/150
Grade 6	64%	40%	31%	14%	45%	146/151
Grade 7	56%	41%	23%	16%	46%	148/156
Grade 8	63%	43%	25%	18%	44%	164/172

Median Progress Toward Typical Math Growth Goals by Baseline Placement Levels

Baseline Placement	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement
	Progress (Median)	% Met	Progress (Median)	% Met	
Mid or Above Grade Level	71%	44%	43%	11%	22%
Early On Grade Level	69%	31%	44%	9%	51%
One Grade Level Below	85%	42%	63%	25%	44%
Two Grade Levels Below	86%	45%	50%	16%	65%
Three or More Grade Levels Below	92%	48%	40%	14%	59%

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For students in each placement level, the number displayed represents the median progress toward the typical growth goal from Fall to Spring. Progress toward typical growth should be at or near 100%.



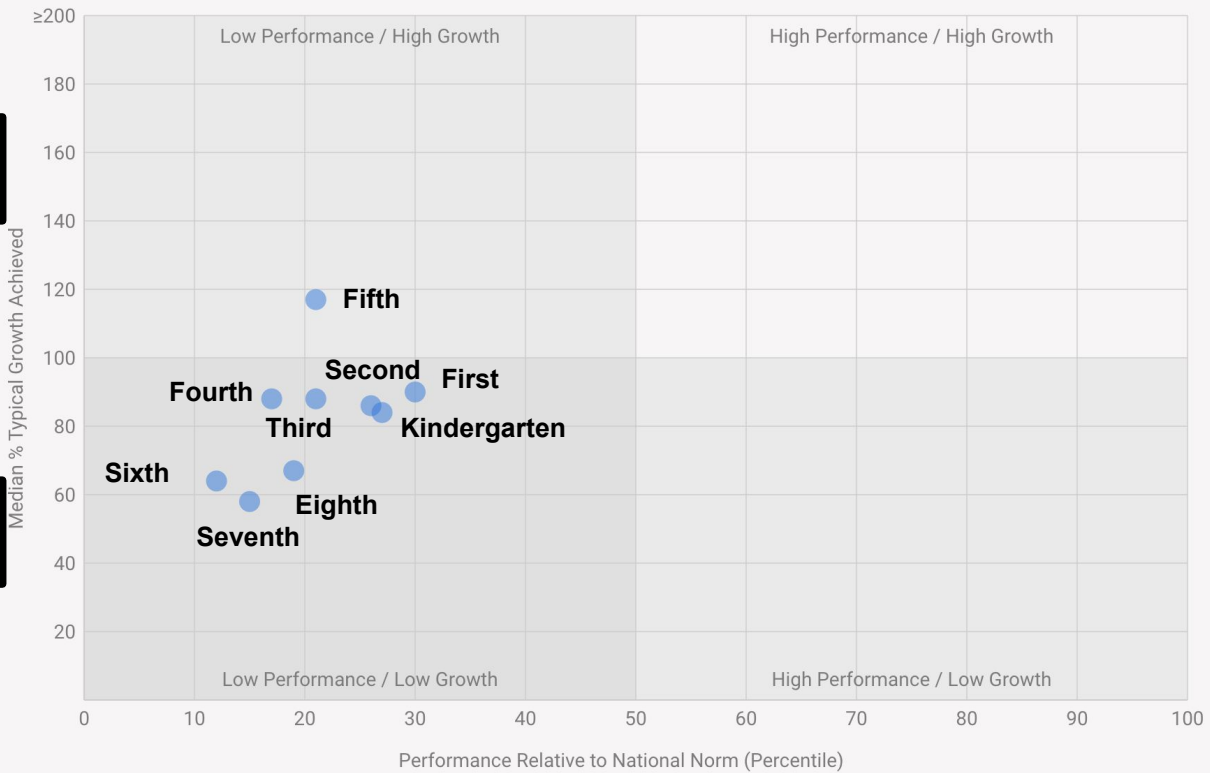
iReady Math Quadrant Report - Growth and Proficiency

**Low Proficiency;
High Growth**

**Low Growth;
Low Proficiency**

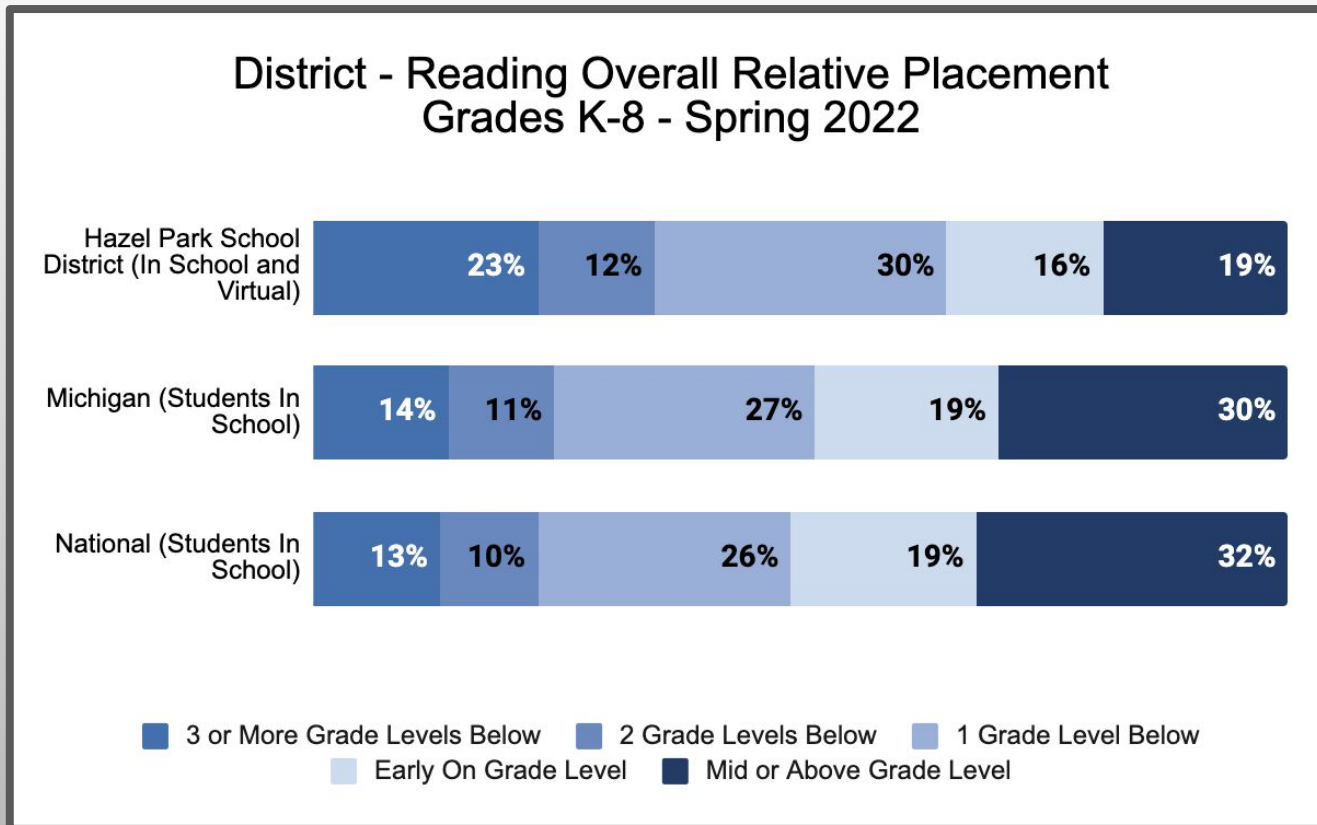
**High Proficiency
High Growth**

**High Proficiency;
Low Growth**

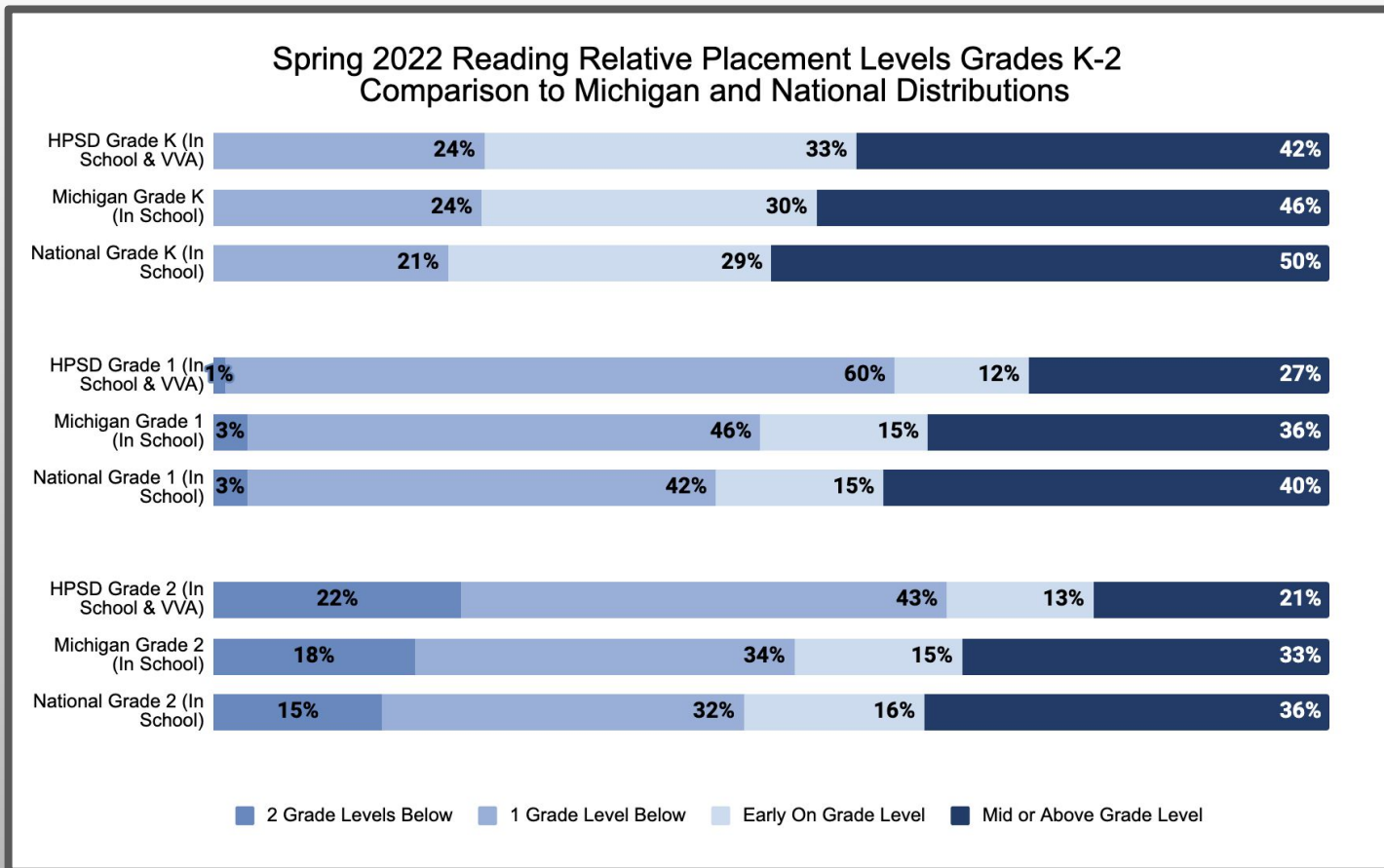


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District Outcomes, Trends, and Comparison Data

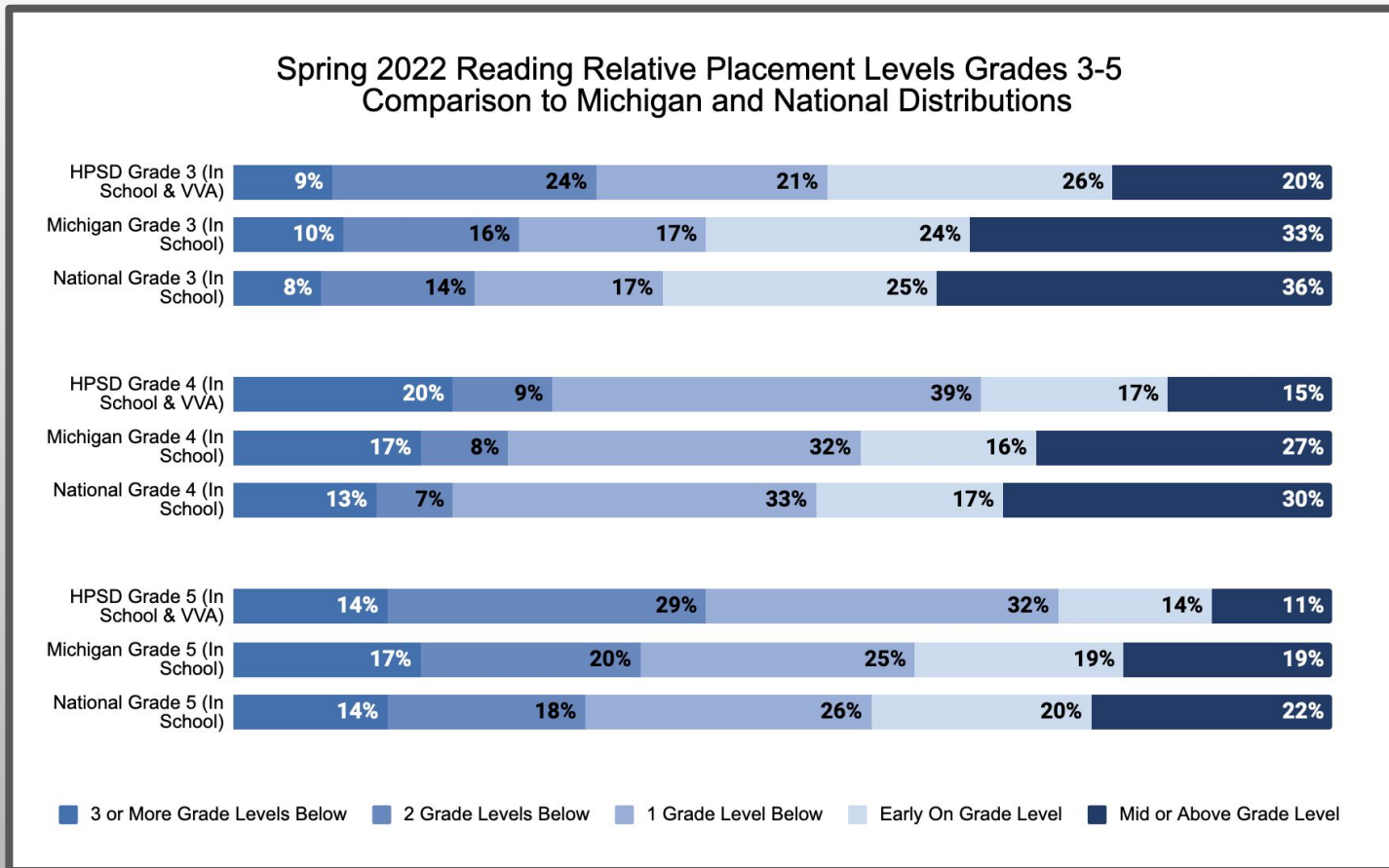


i-Ready Reading Diagnostic Spring 2022 - Comparison Michigan & National Distributions Grades K-2



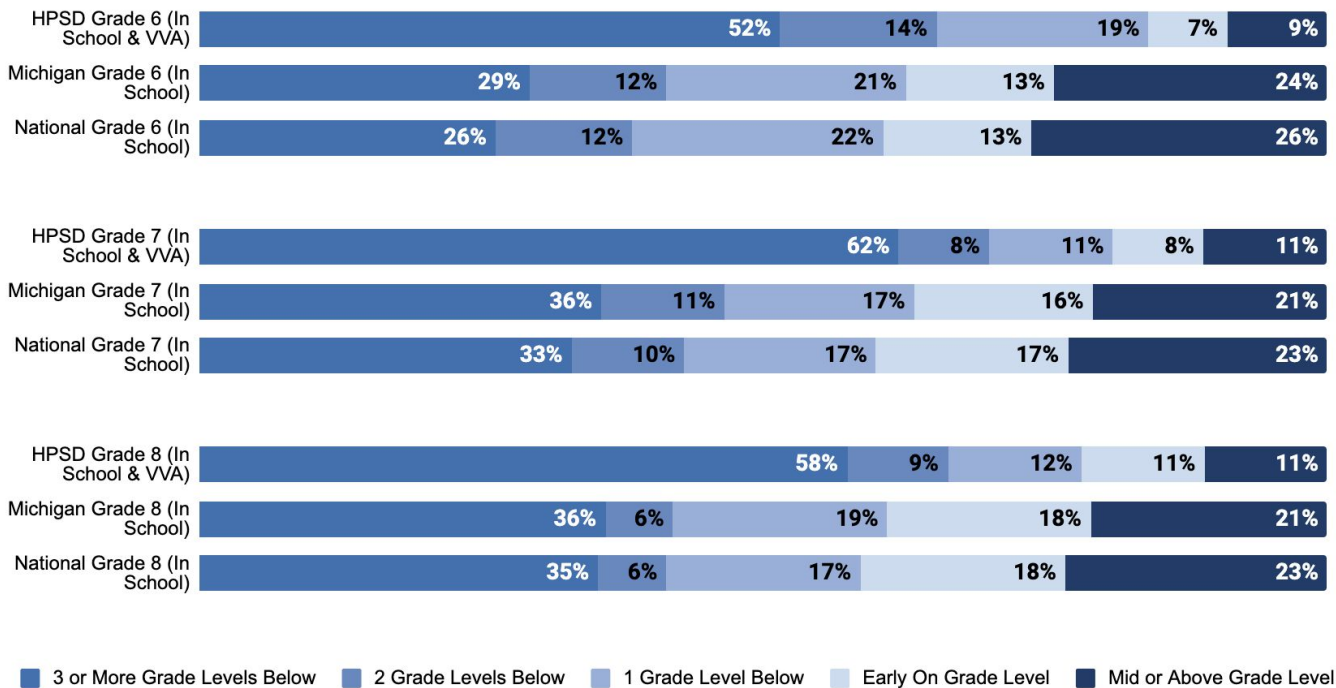
i-Ready Reading Diagnostic Spring 2022 - Comparison Michigan & National Distributions

Grades 3 - 5

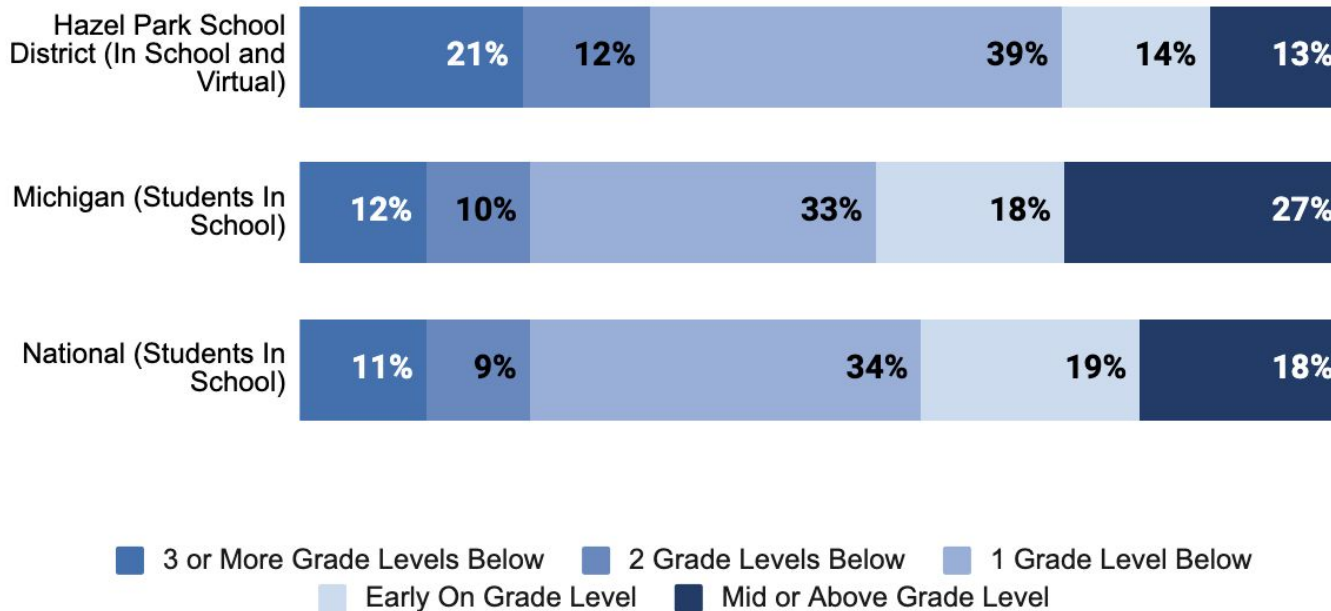


i-Ready Reading Diagnostic Spring 2022 - Comparison Michigan & National Distributions Grades 6-8

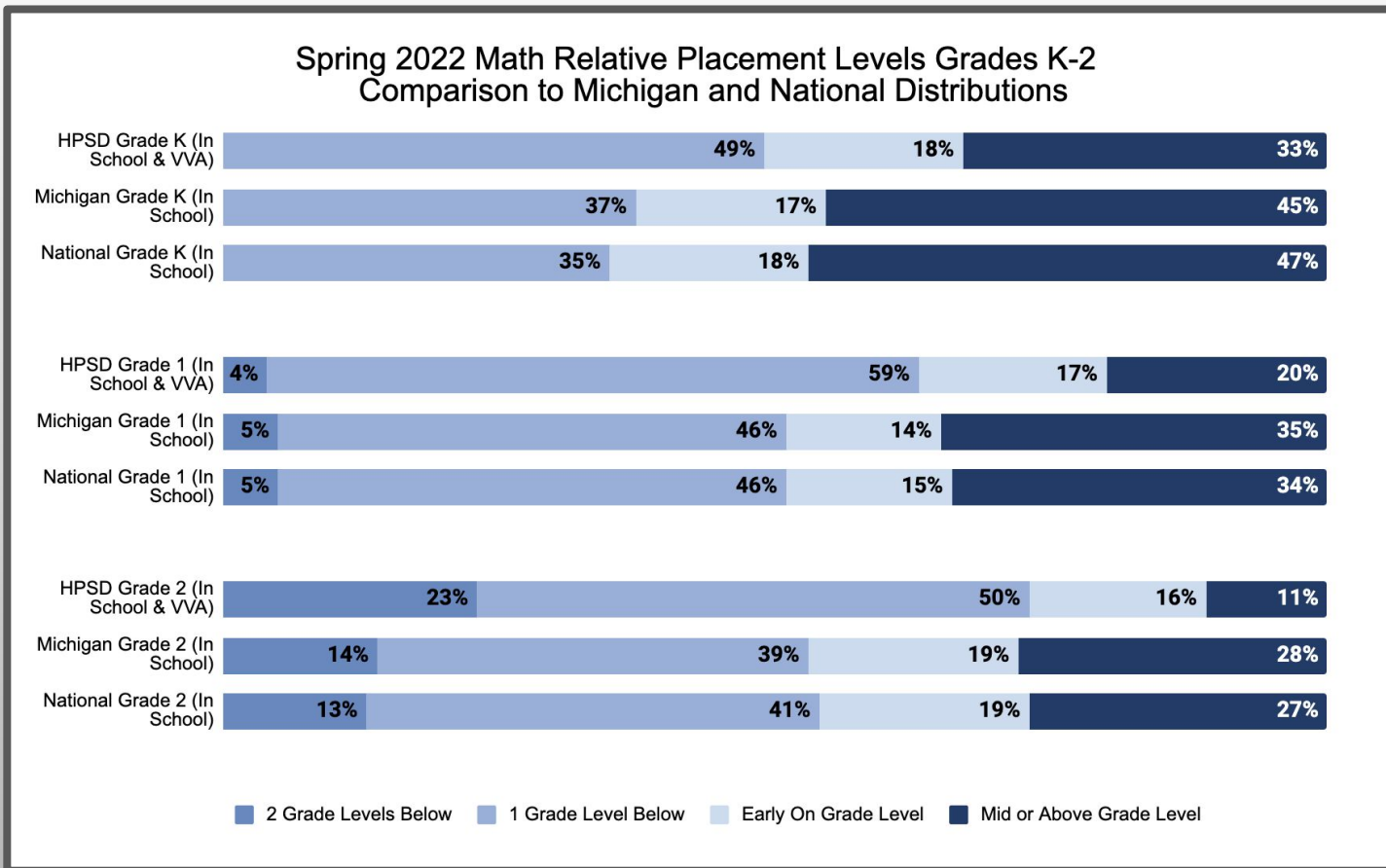
Spring 2022 Reading Relative Placement Levels Grades 6-8
Comparison to Michigan and National Distributions



District - Reading Overall Relative Placement Grades K-8 - Spring 2022

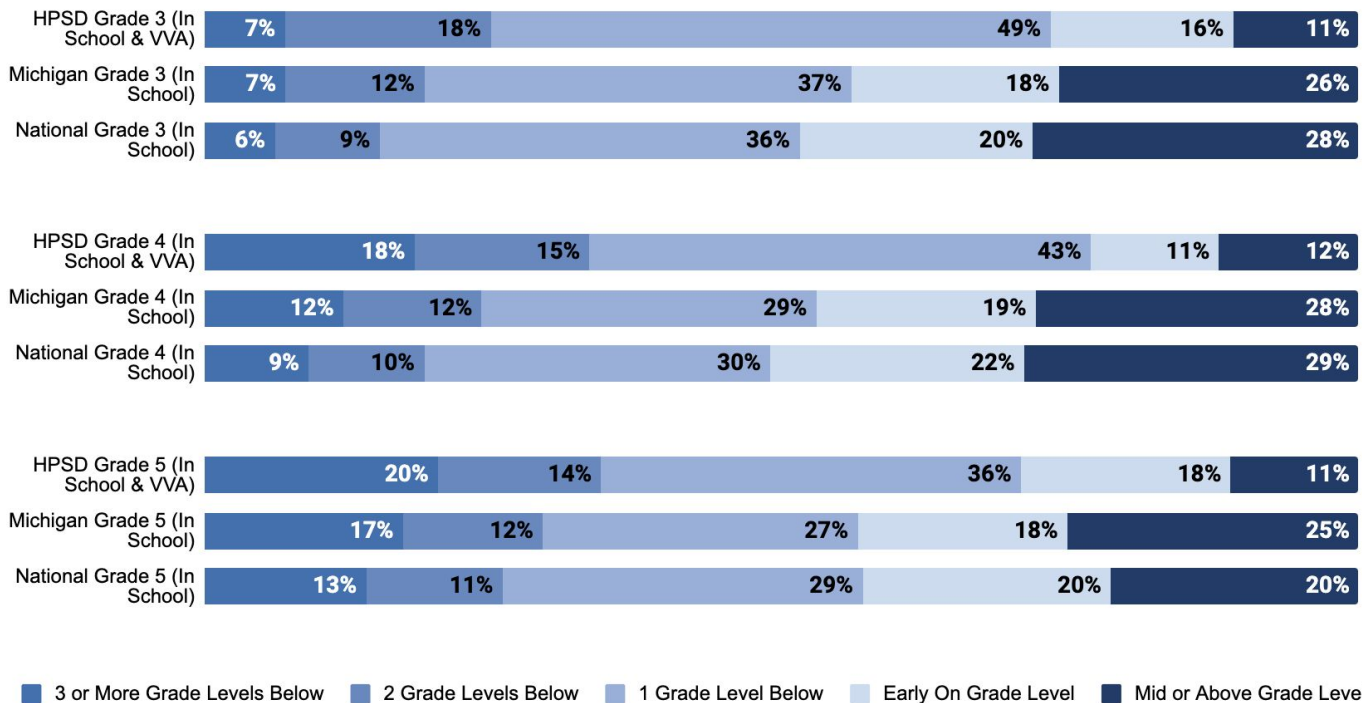


i-Ready Math Diagnostic Spring 2022 - Comparison Michigan & National Distributions Grades K-2



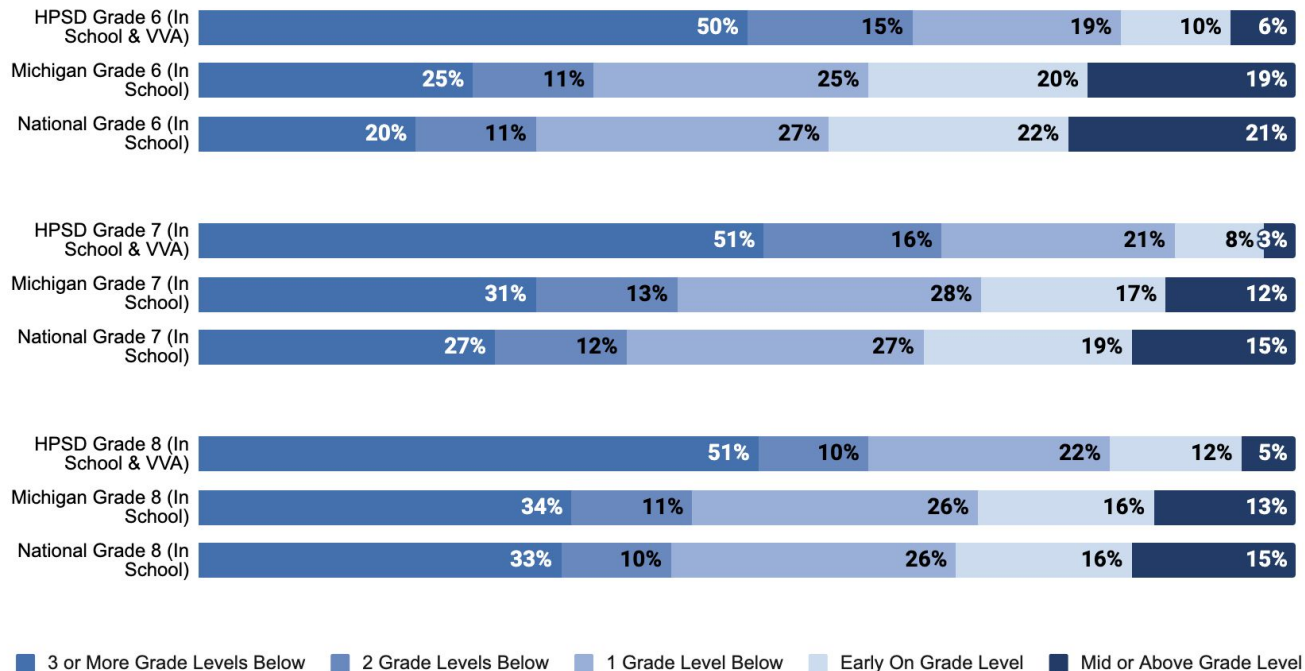
i-Ready Math Diagnostic Spring 2022 - Comparison Michigan & National Distributions Grades 3-5

Spring 2022 Math Relative Placement Levels Grades 3-5
Comparison to Michigan and National Distributions



i-Ready Math Diagnostic Spring 2022 - Comparison Michigan & National Distributions Grades 3-5

Spring 2022 Math Relative Placement Levels Grades 6-8 Comparison to Michigan and National Distributions



What surfaces as areas of focus? What do we notice about specific student groups?

Acceleration of learning in all reading domains with a specific focus on

- Phonics
- Vocabulary
- Comprehension of literature & informational text

Grade level reading proficiency for the following student groups:

- Grades 6 - 8
- Male
- Black or African American
- English Language Learners
- Special Education

Math proficiency continues to be an area of need for the majority of students in grades K-8 with a specific focus on the following student groups. However, growth, especially in grades 3-5 was more significant than in the past

- Black or African American
- Grades 6 - 8
- English Language Learners
- Special Education

Based on the Winter diagnostic and other data sources, growth in some of these areas, for some students, has been achieved.

However, these are long-term areas of focus that we need to stay laser-focused on for lasting positive change.

What actions **have we taken** that have had a positive impact on student learning and academic success?

- Targeted instructional coaching
- After-school tutoring
- K-5 MTSS model
- Increased focus on foundational skills in grades K-5
- Systemic and systematic focus on instruction and consistency in PL and coaching in Grades K-5 across all schools
- Increased focus on SEL and re-engagement with PBIS

What actions or changes will we take to accelerate learning, positively impact social emotional health, student engagement, and belonging?

- Deeper analysis of data across multiple student groups and data sources; especially the SEL and DEI data
- Analysis of i-Ready results to determine the impact of strategies and interventions on proficiency and growth
- Continued focus on instruction in grades K-8 in both reading and math
- Curriculum and instructional revisions that include a revision of the instructional reading framework in grades K-5
- Expand implementation of direct instruction interventions for MTSS support students in grades 6-8; Potential redesign of instructional model for success classes at HPJH
- Develop very specific, measurable goals with clear metrics, actions, and progress monitoring checkpoints - overall reading and math proficiency and growth and specific sub domains

Important Terms

Relative Placement Level: The corresponding placement level(s) indicate how your student performed on each test in relation to their grade level

Median: The median is the point at which half the scores are above and half the scores are below. Medians are less sensitive to extreme scores and are probably a better indicator generally of where the middle of the class is achieving, especially for smaller sample sizes.

Typical Growth: The average growth of students at each grade and placement level. Typical Growth allows you to see how a student is growing compared to average student growth at the same grade and baseline placement level.

Stretch Growth®: the growth recommended to put students who are below grade level on a path toward proficiency and students who are on grade level on a path to advanced proficiency levels. Students who are further behind have larger growth benchmarks to help them catch up, and it will take many students more than one year to achieve proficiency. Students who are already proficient have aspirational Stretch Growth benchmarks to advance to or maintain above-grade level proficiency

Hazel Park Schools DEI Work

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DEI Survey Administered In Fall of 2021

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RECOMMENDATIONS:

- ❖ **The district should facilitate high-quality resources focusing on meaningful conversations about DEI.** Students and staff report that instructors have a poor understanding of student backgrounds and experiences, disproportionately affecting non-white participants. To support staff and provide them with effective resources, HPSD can consider Hanover's Educator Learning Center which includes targeted training modules on Culturally-Responsive Teaching. Additionally, to ensure that the training and resources align with the district's needs, HPSD can conduct primary research with staff, such as a [Professional Development Needs Assessment Survey](#).
- ❖ **Build engaging school environments among students.** All participants express a desire to collaborate with more students of different backgrounds. HPSD should take advantage of this by promoting access to extracurricular activities and courses to non-white and non-binary students.
- ❖ **Increase school safety among students.** Students report lower outcomes in feeling welcomed and safe, with 57% feeling that bullying is an issue. By fostering better staff-student relationships, students would be more willing to seek out staff as a resource. To promote positive and respectful interactions among and across diverse student groups, schools should increase instructional activities that involve student collaboration and perspective-taking. To further evaluate and improve student relationships, HPSD can consider conducting additional research, such as a [K-12 Social Emotional Learning Survey](#).

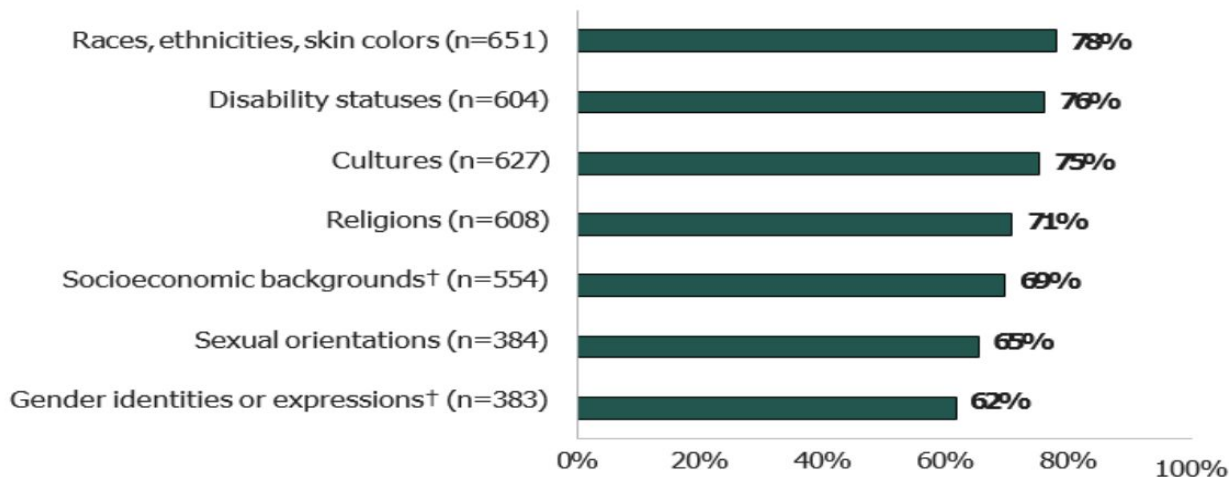
60

KEY FINDINGS: OVERALL SUPPORT

Participants indicate the district, and its schools are overall supportive of families and staff from diverse backgrounds.

- At least three-quarters rate high on overall support for people with different races, ethnicities, skin colors, disability statuses, and cultures.
- However, less than two-thirds agree or strongly agree that Hazel Park and its schools support people with different sexual orientations or gender identities/expressions.

Overall, [my school supports/my child's school supports/district schools support] [students/families/staff] from all different:
 % "Agree" + % "Strongly Agree"



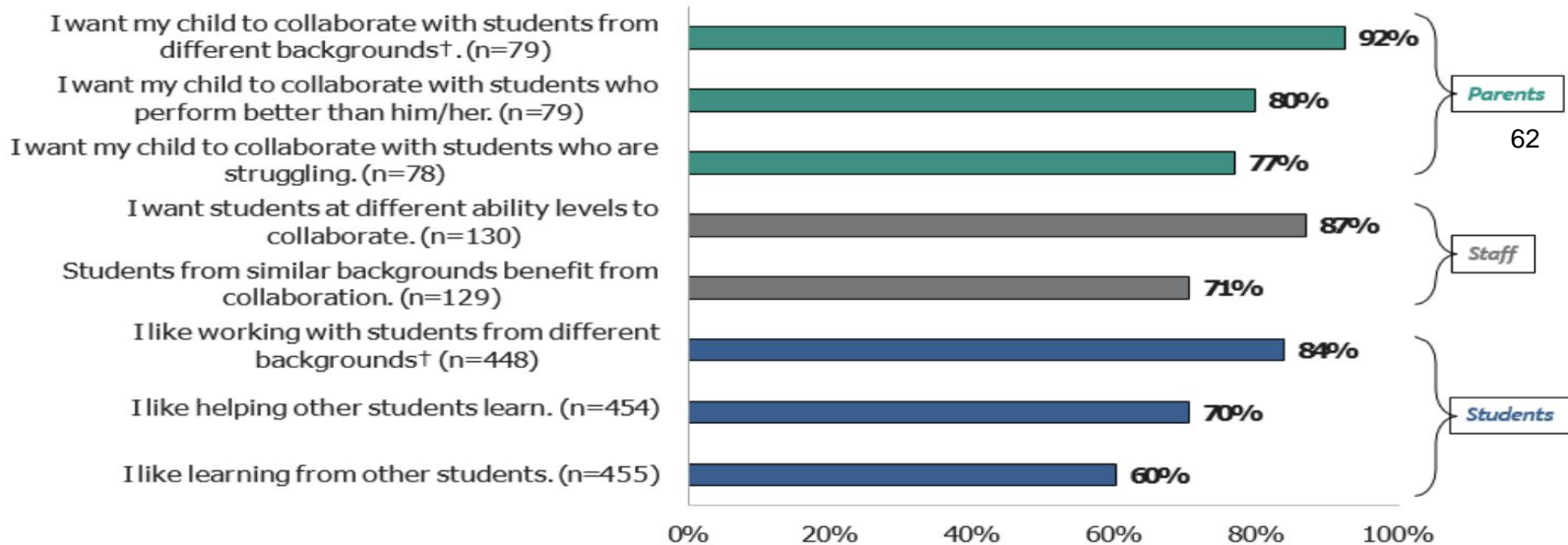
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KEY FINDINGS: GREATER DEMANDS FOR COLLABORATION

There is a pronounced desire among staff, students, and parents for opportunities to collaborate with students from different backgrounds. Non-white and white respondents express roughly equal levels of interest in working with students from different backgrounds.

Please say how much you agree or disagree with the following statements about equity.

% "Agree" + % "Strongly Agree"



KEY FINDINGS: SCHOOL ENVIRONMENT

A sense of belonging in school environment and community is lacking among students. Parents have the largest gap in perception when compared to students and staff, usually ranking higher on "Agree" and "Strongly Agree".

- Only 45% of students agree or strongly agree that their families attend school events or that the adults at their school care about their families.
- Only 47% of staff say their school or district schools provide time to collaborate on strategies for equitable instruction. Just over half (51%) say schools use asset-based (vs. deficit-based) language and 56% report that schools support culturally sustaining practices and pedagogies.

Please say how much you agree or disagree with the following statements about [your/your child's/students'] school environment. [I/My child/Students at my school/Students at district schools]...
 % "Agree"+ % "Strongly Agree"

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Role	...feel(s) welcome at school.	...proud of their school†	...feel like I am a part of my school community±
Student (n=441-414)	58%	42%	58%
Parent/Guardian (n=81-80)	79%	63%	-
Staff/administrator (n=125-120)	77%	38%	-

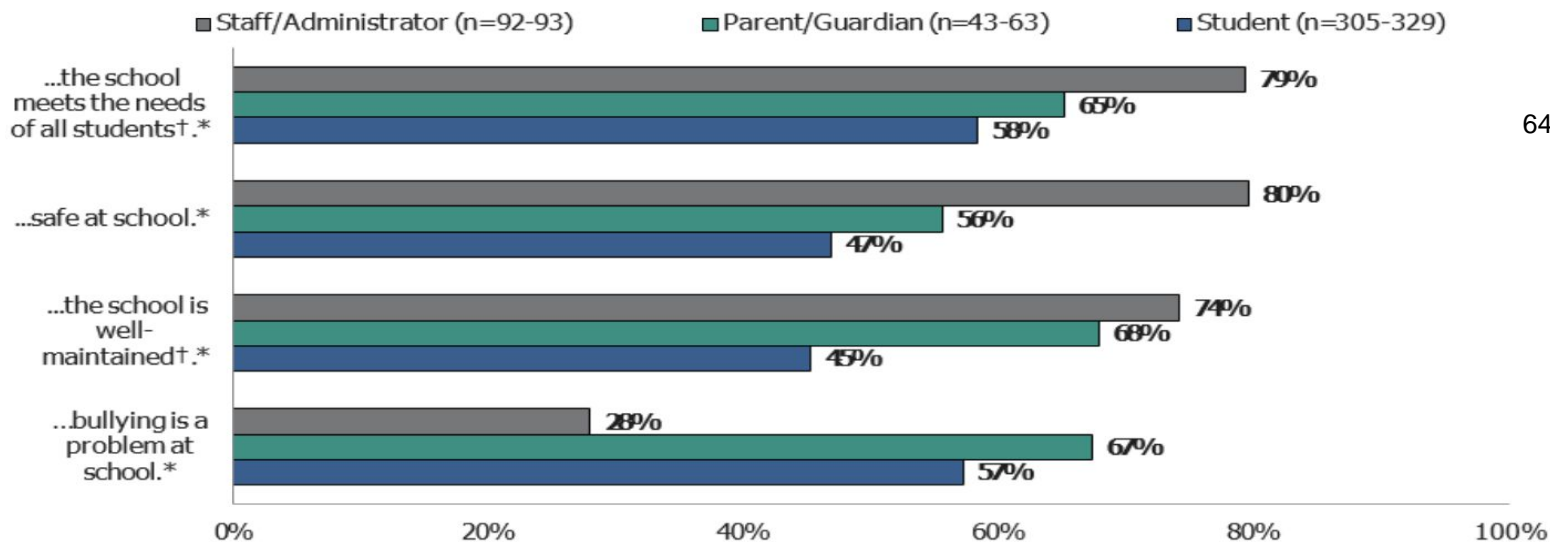
KEY FINDINGS: SCHOOL SAFETY

Participants report not feeling safe in schools. School safety is a concern among students and parents. There is a discrepancy on safety at school and bullying between staff and families.

Please say how much you agree or disagree with the following statements about school safety.

[If feel/My child feels]..

% "Agree" + % "Strongly Agree"



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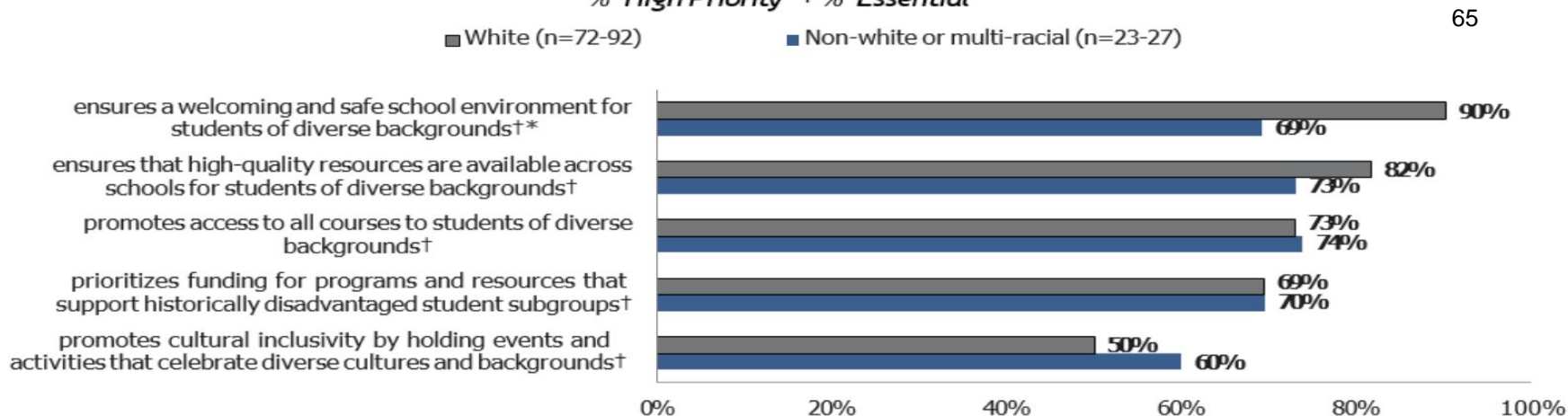
KEY FINDINGS: TOP FIVE PRIORITIES

Overall, the top three priorities are providing a safe school environment, promoting access to extracurriculars, and ensuring high-quality resources across all schools.

- There is a significantly higher demand in white participants to provide a safe environment for students of diverse backgrounds; most white respondents (90%) compared to about two-thirds of non-white respondents (69%) feel that this is a high or essential priority.
- High priority or essential items for non-white or multi-racial participants are promoting access to all courses to students of diverse backgrounds (74%), ensuring high-quality resources (such as teachers, learning materials, and programs) to students of diverse backgrounds (73%), and promoting extracurricular activities to students of diverse backgrounds (72%).

To what extent do you feel each of the following should be a district priority for supporting diversity and equity in education for students of diverse backgrounds?

% "High Priority" + % "Essential"



Hanover Diagnostic Survey

KEY FINDINGS



Hanover finds consistent disparities in academic, behavioral, and program participation outcomes among students in Hazel Park Schools (HPS). From 2017-2021, Black/African American (Black) students are consistently underrepresented in many success outcomes, and overrepresented in risk outcomes. In general, White students are overrepresented in success outcomes and underrepresented in risk outcomes.

- Black students are underrepresented in all academic success outcomes and are overrepresented in having a disciplinary incident and being suspended. White students are overrepresented in being proficient on all M-STEP subjects and on all PSAT subjects. This trend is consistent across school years.
- Students who are economically disadvantaged are underrepresented in being proficient on all M-STEP subjects and being on or above grade level on iReady Reading and iReady Math and are slightly overrepresented in being proficient on MI-Access ELA and MI-Access Math.



Evidence from iReady Diagnostics, and M-STEP, MI-Access and PSAT assessment outcomes indicates that gaps in academic performance exist starting in the earliest grade levels. While proficiency rates are generally low across all student groups every year, Hanover finds that proficiency rates on these outcomes differed across groups starting as early as Kindergarten.

- For example, 10 percent of all students are proficient on M-STEP Math. However, this level of proficiency varies across student groups and school years. By race, 14 percent of White students are proficient on M-STEP Math compared to 6 percent of Black students. Similarly, 17 percent of students who are economically disadvantaged are proficient on M-STEP Math. For all students, the percentage of students who are proficient on M-STEP Math has decreased from 11 percent in 2017 to 7 percent in 2021.



Among all students, the percentage of students with a disciplinary incident who received a suspension is approximately 72 percent. This trend is consistent across all student groups.

- Black students are twice as likely as White students to have disciplinary incidents and are consequently more likely receive a suspension (but are not substantially more likely to receive a suspension once they have had an incident). By grade, over 95 percent of students in Grades 1 to 8 who had a disciplinary incident also received a suspension. This rate drops to about 45 percent in Grades 9 to 12, though in 2001, the rate was above 90 percent even for high school students (possibly due to changes in disciplinary practices during remote learning).

RECOMMENDATIONS

Based on our findings, Hanover Research recommends that HPS:



Provide additional early academic support to promote equitable opportunities for all student groups to attain grade-level proficiency in reading and math starting in the earliest grades. Standardized measures of academic proficiency, starting in kindergarten, indicate gaps between various student groups (namely, Black students compared to White students and students who are economically disadvantaged compared to students who are not).



Ensure that standards for citing students for disciplinary infractions are clearly defined and consistently enforced. Hanover found that Black students were more likely to receive disciplinary infractions and to be suspended (though not more likely to be suspended conditional on having a recorded incident).

- Hanover also recommends that HPS explore its disciplinary data collection and consider alternative responses to incidents, such as restorative justice, to reduce the rates of incidents and severe actions like suspension. Hanover found that a very high percentage of students with incidents were suspended, which could indicate either that less-severe incidents are not being tracked or that most students with disciplinary issues, especially those in earlier grades, are being suspended.



Further investigate the opportunity gaps that exist between different student groups through both quantitative and qualitative analyses. For example:

- Assess student engagement to determine the root causes of outcome disparities across student groups, particularly across races/ethnicities and by LEP and economic status.
- Conduct a regression analysis to further investigate the performance differences among student groups, which may be able to provide a more detailed analysis of which student groups are struggling by controlling for overlapping characteristics (i.e., race/ethnicity or LEP and economic status).
- Engage other qualitative research methods (e.g., focus groups, in-depth-interviews) with multiple stakeholders to help draw out and describe root causes of these outcomes. This methodology may be particularly effective in assessing the perceptions and engagement of smaller groups such as American Indian/ Alaska Native students, Asian students, and Native Hawaiian/ Pacific Islander students. Additionally, qualitative methods may be able to shed light on the more nuanced outcomes among students who are economically disadvantaged.

OUTSTANDING DATA QUESTIONS



As we discussed on our previous call, we have a handful of questions and requests regarding the data for this dashboard, which we have outlined below. For the most part, these clarifications and requests will likely not have major effects on the dashboard's key findings, although results for Grade 12 students, students at alternative schools, and LEP students may be more affected and should probably be considered provisional until these questions are resolved.



Enrollment/Demographic Data:

- We do not have any data on students' participation in special education or 504 plan status. Could we get this data for all 5 years of students?
- Economic disadvantage data is only available for 2019-20 and 2020-21; could we get this data for earlier years?
- While we have data on LEP students, we are seeing very low percentages of these students. It may be worth re-visiting this variable to verify whether we seem to be missing data on any of these students, especially those enrolled at alternative schools.



Missing data for alternative schools:

- While we initially asked about the possibility of missing MSTEP data for these students, after further examination of the data, it does appear that we have valid MSTEP data for these students (with the remaining gaps being due to expected missing data in grades and years with lower testing rates, like Grade 12 and 2021).
- We do still appear to be missing GPA data for students at these schools, however.



Grade levels:

- The alphabetic grade codes we had questions about are AD, AI, EA, HS, PH, SX. Most students in these grade levels do not have data for most academic outcomes, so these students will mostly only show up in demographic summary graphs and possibly discipline-related analysis.
- As we discussed on the call, we are seeing a much lower count of students in Grade 12 compared to other grade levels. Over the five years for which we have data, we see a total of 1400-1600 students in each of Grades 9-11, but only about 900 in Grade 12.

Next Steps

MEMBERSHIP TIMELINE

RECOMMENDED PROJECT SEQUENCE

QUEUE



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Hanover Digital On-Demand Resources
 (24/7, 365)

Research Library: *Redacted Research Reports*
DataLab: *Peer Generator, Enrollment Projections, Benchmarking Stakeholder Perceptions*
Tools: *Resources for Practitioners and Leadership*
Recorded Events: *Webinars*



Upcoming Events
Webinars, Leadership Councils, Networking

May 19, 2022	Superintendents Leadership Council
June 2022	Superintendents Leadership Council
July 2022	Webinar on Employee Engagement and Staff Well-Being

DIVERSITY, EQUITY, AND INCLUSION

Research Questions, On-Demand Resources, and Custom Research Recommendations



Research Library & Implementation Resources

WHAT RESOURCES ARE AVAILABLE TO SUPPORT EQUITY PLANNING AND WORK AT DISTRICTS?

- [District Equity Document Development](#) - analyzes seven in-depth interviews with equity leaders and other education organizations to understand how each approaches the development of foundational equity documents.
- [Preparing for Diversity, Equity, and Inclusion Strategic Planning](#) - provides an overview of best practices for diversity, equity, and inclusion strategic planning and goal development.
- [Academic Equity Workbook](#) - guides educators in evaluating academic data to understand how performance may differ by student subgroups, provides explanations of key concepts, and suggests guiding questions to support further discussion.
- [Equity Review Data Protocol Toolkit](#) - guides school and district leaders in using a data review protocol and understanding data as insights into how to create a more equitable school system.
- [Systemic Implementation of Equity: Toolkit](#) - supports district leaders and equity committee members in guiding initial conversations around equity to support a district's first steps to prioritize equity across the district.
- [Systemic Implementation of Equity: Guide](#) - sample from Hanover's Educator Learning Center with strategies for school and district leaders to introduce an equity mindset across their organization and begin alignment of decision-making with equity goals.
- [Equity and Inclusion Diagnostic Survey](#) - survey instrument that gathers information on stakeholders' experiences and perceptions with diversity, equity, and inclusion.

DIVERSITY, EQUITY, AND INCLUSION

Research Questions, On-Demand Resources, and Custom Research Recommendations



Custom
Research Projects*

WHAT ARE STAKEHOLDER PERCEPTIONS OF DIVERSITY, EQUITY, AND INCLUSION? WHAT ARE DIFFERENCES IN PERCEPTIONS ACROSS AND WITHIN GROUPS?

- **Equity and Inclusion Diagnostic** – Survey to assess stakeholder beliefs and priorities about diversity, equity, and inclusion in terms of school, academic, and social environments. The analysis allows for the disaggregation of results to assess how perceptions may differ by respondent group and subgroups (e.g., race/ethnicity, respondent role, location, gender, etc.).
- **Outcome:** Support leadership in ensuring programmatic equity by identifying areas of strength and areas of need for further focus.

WHERE ARE DISPARITIES IN STUDENT ACADEMIC AND BEHAVIORAL OUTCOMES IN THE DISTRICT? HOW HAVE THESE DISPARITIES CHANGED IN RECENT YEARS? WHAT ARE TRENDS ACROSS STUDENT SUBGROUPS?

- **Equity Scorecard and Data Dashboard** – Data analysis that examines gaps in student outcomes across subgroups and inequities in access to programs. As a core component of this analysis, the scorecard will present a visual snapshot of over- and underrepresentation of various student groups across academic, behavioral, and programmatic outcomes.
- **Outcome:** Support the district in reducing gaps in student outcomes and enriching students' learning experiences.

HOW SHOULD WE COMMUNICATE THE FINDINGS OF OUR DEI RESEARCH WITH OUR STAKEHOLDERS?

- **DEI Infographic** – Infographic illustrating the results of the Equity and Inclusion Diagnostic and Equity Scorecard to stakeholder groups.
- **Outcome:** Support the district in communicating their commitment to and work around DEI.

MTSS: FRAMEWORK DEVELOPMENT

Research Questions, On-Demand Resources, and Custom Research Recommendations



Research Library & Implementation Resources

- **Best Practices in MTSS** examines common multi-tiered support systems (MTSS) employed in elementary and secondary schools across the United States.
- **School and District-Level MTSS Implementation** presents both primary and secondary research findings regarding best practices for supporting MTSS implementation.
- **Research Brief: MTSS Evaluation Practices** explores the literature surrounding MTSS evaluation and provides a summary of recommended data sources for MTSS evaluation.



Custom Research Projects*

1. **WHAT IS THE DISTRICT'S CURRENT CAPACITY AND READINESS FOR MTSS IMPLEMENTATION?**
 - **MTSS District Assessment Tool**. This research-based tool will allow district leaders to assess their readiness and capacity for full-scale MTSS implementation with fidelity, a necessary first step in developing a comprehensive MTSS framework.
 - **Outcome:** Identify areas of strength and areas of development as related to the district's current capacity and readiness for MTSS.
2. **WHAT ARE THE STRENGTHS AND GAPS IN THE DISTRICT'S CURRENT MTSS FRAMEWORK?**
 - **Benchmarking Report**. This analysis will compare the district's current MTSS framework with evidence-based best practices and recommend changes aligned with the research.
 - **Outcome:** Identify areas of strength and development in the district's MTSS framework as well as what changes could be made to support improved alignment between the district's MTSS framework and best practices.

MTSS: STAKEHOLDER ENGAGEMENT

Research Questions, On-Demand Resources, and Custom Research Recommendations



Custom
Research Projects*

3. WHAT ARE STAKEHOLDER PERCEPTIONS OF MTSS? WHAT IS THEIR LEVEL OF BUY-IN?

- **Stakeholder Survey.** This survey will explore perceptions and beliefs of staff, students, and families as related to MTSS in general as well as their perceptions of the district's current MTSS framework and implementation.
- **Outcome:** Identify current levels of support for and understanding of MTSS across stakeholder groups.

4. WHAT INFORMATION DO STAKEHOLDERS NEED IN ORDER TO UNDERSTAND MTSS AND ITS IMPLEMENTATION IN THE DISTRICT?

- **Infographic Series.** These infographics will provide families with information about MTSS and its implementation in the district in a visually compelling and accessible format.
- **Outcome:** Stakeholders will improve their understanding and support for MTSS.
- **Toolkit.** This toolkit will provide teachers and school staff with evidence-based strategies and practices they can immediately implement in their classrooms and schools.
- **Outcome:** Staff will have the tools they need to improve the fidelity with which they implement MTSS.

MTSS: TIER TRANSITIONS

Research Questions, On-Demand Resources, and Custom Research Recommendations



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Research Projects*

5. **ARE SCHOOL-LEVEL ASSESSMENT AND MONITORING PRACTICES IMPLEMENTED WITH FIDELITY?**
 - **Data Analysis.** This analysis will explore the fidelity with which schools use assessments and monitoring practices to implement MTSS with fidelity by examining universal screening data, assessment data, progress monitoring data, and student intervention records in order
 - **Outcome:** Identify the level of fidelity with which schools implement the assessment and monitoring components of the MTSS framework.
6. **ARE TIER 1 PRACTICES IMPLEMENTED WITH FIDELITY?**
 - **Classroom Observation Rubric.** This tool can be used by instructional leaders to evaluate the extent to which teachers effectively implement Tier 1 practices in their classrooms.
 - **Outcome:** Identify areas of strength and development as related to Tier 1 practices.
7. **HOW DO STAFF ENGAGE IN MTSS PROBLEM-SOLVING?**
 - **In-Depth Interview Study.** This qualitative study will explore how school leaders and teacher engage in conversations around problem-solving and student interventions.
 - **Outcome:** Identify how staff discuss and determine supports for students at different Tiers.

SUPPORTING STUDENTS' SOCIAL-EMOTIONAL LEARNING

Research Questions, On-Demand Resources, and Custom Research Recommendations



Research Library & Implementation Resources

WHAT ARE BEST PRACTICES FOR SUPPORTING STUDENTS' SOCIAL-EMOTIONAL LEARNING (SEL)?

- **Best Practices in K-12 SEL** – a research base for supporting centralized approaches for district SEL initiatives and information for teachers K-12.
- **Research Brief: Social-Emotional and Academic Recovery** – summary of strategies and considerations for supporting students' social-emotional and academic needs following extended school closures and crisis events.
- **Addressing Students' Academic, Social, and Emotional Needs Toolkit** – toolkit designed for district and school administrators to provide guidance for planning effective instruction during COVID; strategies to promote students' wellbeing; action steps to maintain continuity of IEPs, and more.



Custom Research Projects*

WHAT IS THE CURRENT CAPACITY OF TEACHERS TO INCORPORATE SEL PRACTICES INTO EXISTING CURRICULUM?

- **Staff SEL Survey.** Survey of teachers to assess their understanding of SEL practices and level of comfort in incorporating SEL learning activities in daily curriculum.
- **Outcome:** Understand teacher capacity for implementing SEL and inform SEL professional development planning.

TO WHAT EXTENT ARE STUDENTS SEL COMPETENT AND IN WHICH COMPETENCIES DO THEY NEED ADDITIONAL SUPPORT?

- **Student SEL Survey.** Survey of students to assess their current understanding of SEL competencies.
- **Outcome:** Understand students' current SEL competency and identify areas where they need additional support.

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