

Philomath School District

Student Success Act Community Engagement

- Increasing academic achievement for all students and reduce academic disparities for historically and currently marginalized youth:** Language Arts/Math. As you look at the data below you will notice that a large percentage of students in specific groups when compared with their peers performed much lower in the state tests in ELA and Math.

What ideas might you have to close these gaps and help students experience better outcomes?

Table 1: ELA: Students that Passed Grade 3-5		
<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	51	51.1
White	51.4	58.2
Underserved Race Ethnicity	42.9	32.4
Economically disadvantaged	34.7	39.1
EL	24	24.5
Students with Disabilities	25	24.5

Table 1: Math: Students that Passed Grade 3-5		
<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	46	44.1
White	47.6	50.7
Underserved Race Ethnicity	34.4	25.8
Economically disadvantaged	30.1	32.0
EL	24	21.2
Students with Disabilities	24.3	21.4

2. **Increasing academic achievement for all students and reduce academic disparities for historically and currently marginalized youth:** Language Arts/Math. As you look at the data below you will notice that a large percentage of students in specific groups when compared with their peers performed much lower in the state tests in ELA and Math.

What ideas might you have to close these gaps and help students experience better outcomes?

Table 1: ELA: Students that Passed Grade 6-8

<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	62.7	55.9
White	63.7	61.8
Underserved Race Ethnicity	43	38.8
Economically disadvantaged	49	43.2
EL	25.9	23.7
Students with Disabilities	25.5	19.4

Table 2: Math: Students that Passed Grade 6-8

<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	44.6	41.9
White	46.3	47.6
Underserved Race Ethnicity	28	24.3
Economically disadvantaged	29.8	28.5
EL	7.4	14.6
Students with Disabilities	14.4	13.6

3. 9th Grade on Track Data and 4 year Cohort Graduation Data: Over the past 3 years certain student groups finished their **9th grade** year on track to graduate at a lower rate than their peers (see table 1 below). A 9th graer is determined to be “on track” if they finish the school year with 6 credits or more. Similarly many students have a 4 year cohort **graduation rate** that is lower than their peers (see table 2 below).

What are your ideas to close these gaps?

Table 1: 9th Grade on Track		
<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	91.7	83.8
White	91.3	85.6
Underserved Race Ethnicity	>95	77.8
Economically disadvantaged	84.1	76.4
EL	*	67.8
Students with Disabilities	94.9	70

Table 2: Overall graduation (4 year Cohort)		
<i>Student Group</i>	<i>District 3 year average</i>	<i>State average</i>
All	87.1	75.1
White	87.4	76.9
Underserved Race Ethnicity	87.5	68.5
Economically disadvantaged	77.5	68.2
EL	*	52.9
Students with Disabilities	66	55.7

4. Addressing Chronic Absenteeism: Over the past 3 years, as the data below indicates, a large percentage of students are considered chronically absent, meaning they have missed 10% or more of the total number of school days in a school year. According to the research, students who attend school 90%+ of school days are more likely to be successful.

What are potential challenges and barriers that get in the way of students attending school regularly and what suggestions do you have to address these barriers?

Attendance		
<i>Student Group</i>	<i>District 3 year average</i>	<i>2017-18 State att.</i>
All	82.3	81.4
White	81.9	82.1
Underserved Race Ethnicity	85.1	78.3
Economically disadvantaged	76.1	76
EL	86.1	77.5
Students with Disabilities	72.5	73.6

5. Recommendations and/or suggestions for the Student Investment Account Plan:

You have had a chance to discuss and give suggestions on questions 1-4. Now take a moment to look at the handouts on the “Allowable Uses” and the Two Purposes for the Student Investment Account Fund, and the SSA Five Priority Areas.

What other recommendations and/or suggestions would you like to offer the district leadership team to consider as they begin to draft the Student Investment Account Plan?

State numbers do not include 2018-2019 data