

# Nea Community Learning Center









## Nea Lead Facilitator Report

September 2021

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We have 9 Nea Principles at Nea. They are represented by Adinkra symbols. Adinkra is an Akan word which is the language of the Akan people who make up about half of the population of Ghana. Adinkra symbols represent popular proverbs, express particular attitudes or behaviors. Each month, facilitators focus on one principle and wrap into their curriculum and target talk how to use these in social and academic learning. I have cited some ways the Nea Principles have been used effectively during the unique time in education as we planned for our opening.

 <p>Accountability: researching the safest way for our learners to return to school.</p>	 <p>Teamwork: working together to share the work and ideas to be innovative for our learners.</p>
 <p>Compassion: keeping the needs of our learners and that families are supported.</p>	 <p>Organization: planning and adjusting schedules so that all learners are ready to get to class on the first day of school.</p>
 <p>Courage: being clear about what is best for kids to drive our decisions.</p>	 <p>Integrity: going above and beyond and doing what is best for the learners by making tough decision to honor their right for access to their education.</p>
 <p>Persistence: consistently pushing to adjust and improve plans.</p>	 <p>Curiosity: furthering programming and nimbleness as we make the best decisions for our learners' education.</p>



Problem Solving: thinking outside the box to make sure that the learners have access to rigorous and engaging education.

#### Pluses (+)

- School Opening: room and site prep
- MTSS Coordinator
- New Hires

#### Challenges Inspiring Changes (Deltas: $\Delta$ )

- New Drop off and Pick Up Procedures
- Outdoor Eating Spaces
- Staffing to respond to COVID

### Executive Summary:

1. Nea Community Highlights
2. Opening School 2020-21
3. Start of School Staff PD
4. COVID Updates
5. Assessment Plan
6. Intersession
7. Significant Disproportionality

## **1. Nea Community Highlights**

- Beautification
- Upcoming book fair
- CLCS Staff Acknowledgement

## **2. Opening School 2020-21**

Lots goes on during the summer on a school site! This year was no different except our summer was much shorter because of our year round calendar. School closed on June 17 and new hire orientation began on July 20. Our custodial crew in conjunction with our Covid Crisis manager worked extremely hard to prep the site for our facilitators and learners for a post shut down school year. We returned in full capacity on July 29th, masked inside and out, with parents being required to drop off and pick up their learners in front of school. To support any COVID contact tracing, our LV grade levels each have a Learner Support Coach (LSC) in their rooms to provide support in class, at recess, and at lunch to limit commingling. K-5 grade levels share eating spaces and designated outdoor play spaces. The Upper Village is required to wear masks at all times so with classes rotating to stay as safe as possible.

### **3. Start of School Staff PD**

Nea has four days that facilitators are on site prior to the opening of school. One day is meeting free for classroom prep and the other days are procedures, policies, expectations and team meetings. Additionally, we had two days of New Hire orientation. Here are the Nea “Look Fors” for the 2021-22 school year:

#### Nea Focus Areas

- ★ Equity
- ★ Project Based Learning (PBL)
- ★ Socio-Emotional Learning (SEL)

Academic Readiness Must Haves...	SEL Readiness Look Fors...
<ul style="list-style-type: none"><li>★ PBL</li><li>★ Common Core Standards</li><li>★ Lesson/Daily Objectives</li></ul>	<ul style="list-style-type: none"><li>★ Toolbox</li><li>★ Circles/Restorative Justice (RJ)</li><li>★ L2L</li></ul>

Facilitators completed a 7 week long PBL training through the Buck Institute. We would meet each Wednesday afternoon with a BI facilitator. The focus of this training was adapting your projects with a focus on depth and steering away from ‘dessert’ projects to ensure Depth of Knowledge learning and extended engagement.

### **4. COVID Updates:**

Nea has partnered with PMH Labs to provide our learners with free COVID testing. Based on the number of families opting in to testing, and feedback we have received from stakeholders, we moved our optional surveillance testing to **Sundays from 9:30am-4:00pm**. Our first testing date was on Sunday, September 19th from 9:30am-4:00pm. Testing takes place right outside of the multipurpose room (Tree) located at the side of the building on Brush St. The decision to move to PMH was made based on the following:

#### **Moving to PMH Labs will allow for:**

- Families to receive results directly from the lab via email
- Learners will not be pulled from instructional time during the school day
- Families get to select the time that works best for them
- Parents do not need to be in attendance for grades 6-12 as long as the learner brings their paper work with them.

#### **CLCS will continue to provide internal testing for the following:**

- Weekly testing of staff as required by law

- Testing of learners who enter into a modified quarantine
- Testing of learners who are picked up from school because they are not feeling well

Additionally, all COVID related information is now posted on the [COVID Dashboard](#) on our website. This is updated weekly on Friday to keep families informed.

## **5. Assessment Plans:**

We are assessing learner current levels using two focus online platforms, Lexia for reading and IXL for math. This focus is critical as we look to mitigate loss of learning quickly and effectively. Facilitators administer assessments with learners in the first weeks of school. With this data, the intervention team works to align learner success plans in all academic disciplines, collect data for small group instruction in reading and math, and further intervention as needed that we can provide to families. Additionally, we gather benchmark data. 6-12 uses MAP and 2-5th uses STAR to capture longitudinal data 3 times per year.

There are many ways that this data is used. Ongoing interim assessment data informs facilitators for immediate adjustments to instructions and curriculum scope and sequences. Learner outcomes are examined and then are part of targeted in class, small group instruction, office hours, and or academies for further skill support and practice.

Additionally, the Lexia and IXL data partnered with the summative STAR and MAP data defines which learners will be involved in the intervention classes that are being offered during our first intersession in late September. We will have a second intersession in late February.

## **6. Fall Intersession:**

Our first of two intersession intervention camps runs 9/27-10/8. Seventy-two 3rd-7th graders have been identified and invited to camp that will focus on reading fluency and comprehension. This is free to families. Nea staff will be running the academic portion as well as the many enrichments the learners will enjoy.

For families who need child care during these weeks off, a paid option has been offered and there are fifty four learners who have signed up for this enrichment camp.

## **7. Significant Disproportionality:**

Nea was identified as significantly disproportionate (Sig Dis) for the overrepresentation of African American students in one eligibility category in Special Education: Specific Learning Disability (SLD). The Nea Comprehensive Coordinated Early Intervening Services (CCEIS) Team collaborated regularly with the TA Facilitators to collect and analyze qualitative and quantitative data. In addition, Nea conducted focus groups with 4 groups: Parents including Special Education and African American, General Education Elementary, Secondary teachers and Special Education Service Providers. All questions relating to the Wisconsin Checklist and all data were reviewed at the Leadership Team and Stakeholders Meeting leading to the identification of root causes.

A student file audit was conducted in order to examine the journey of the students into Special Education. The reviewers reviewed the cumulative and special education files. Of the approximately 600 learners at Nea K-12, 13 African American Learners were qualified under Specific Learning Disability of the 22 total African American Learners in Special Education; three were in the elementary grades, four in the middle school grades and six in the high school program. Six of the 13 learners were qualified at Nea.

Based on the data analysis, here are some of our significant findings:

1. Many learners are entering Special Education at Nea Community Learning Center with existing IEPs from surrounding districts significantly more than Nea is qualifying learners for Special Education in the area of SLD
2. The MTSS process and tier interventions one and two are not utilized with fidelity and interventions are not specified or tracked accurately
3. Section 504 is underutilized and appropriate referral system and education about the use of Section 504 is not in place
4. African American learners are twice as likely to be identified for special education as their white counterparts
5. African American and HI at Nea performed lower academically
6. Current demographics of the Specialized Academics Program reveal that 40% of learners with active IEPs are qualified under SLD within all racial categories.
7. Special Education learners are made up of three largest demographics are white 37%, Hispanic 29%, African American 28%.

Identified Root Causes:

- Lack of a Robust Multi-Tiered System of Support
- Need for authentic relationship engagement with African American students and families

- Under-Utilization of Section 504

Nea will work to complete the measurable outcomes over the next 23 month.