

Osseo Senior High School 3-Year Operational Plan (2022-23; 2023-24; 2024-25)

| 2022-23 Goal Priority | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> | |
|---|--|--|---|-------------|
| Graduation | <p>Book review (<i>Street Data</i>) to increase staff capacity to deeper investigation/tracking of differences in gender rates & intersectionality of identities (black & hispanic males) by instructional leadership team (ILT) then possibly other committees (SD 4)</p> <p>ML Push-in Pilot: ML newcomers who are new to the English language will be enrolled in English 9 and Science 9, with additional support, in order to remove systemic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>Pilot a restructure of Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>Research special education work-based learning program opportunities for credit towards graduation (SD 4)</p> | <p>Teachers use testing data to plan and provide interventions. Training and support on data provided through PLT time. (SD 4)</p> <p>Standards based grading gradebook (<i>pending social studies standards revision</i>) (SD 2)</p> <p>WICOR Wednesdays (AVID strategies) PLT work focused on adapting lessons to integrate & implement AVID, Ellevation & SPED strategies (SD 2, SD 5)</p> <p>PD for every teacher around using literacy strategies within content areas (SD 5)</p> <p>Streamline Learning Lab/Credit Recovery and Summer FORGE process (SD 3)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>Advisory curriculum implementing SEL Curriculum (SD 2)</p> | <p>Standards based grading gradebook (<i>pending social studies standards revision</i>) (SD 2)</p> <p>9th grade check-ins (LINKCrew) (SD 1)</p> <p>Credit recovery curriculum (SD 3)</p> <p>Advisory curriculum implementing SEL Curriculum (SD 2)</p> <p>2-person team : partnership with SMS and counselors to support students regarding attendance and grades (SD 2)</p> <p>Tuesday Tutoring : students have access to tutoring in content areas by content teachers once a week (SD 2)</p> | |
| All Students | | | | |
| Basic Goal | | | | Trans. Goal |
| 85.5 | | | | 87.6 |
| <p>*See attached addendum for more detailed information</p> | | | | |

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| | | <p>Student Assistant Team : staff will meet biweekly to discuss intervention planning for individual students. SAT team will be responsible for dissemination of intervention plans as well as monitoring student progress (SD 2)</p> | |
| <p>Reading</p> | <p>Identify course-alike teachers using instructional strategies that teach literacy (reading, writing, speaking) in their content areas (SD 2)</p> | <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> | <p>Tuesday Tutoring: students have access to tutoring in content areas by content teachers once a week (SD 2)</p> |
| <p>All Students</p> | | | |
| <p>Basic Goal</p> | <p>Trans. Goal</p> | | |
| <p>76.7</p> | <p>81.7</p> | | |
| <p>*See attached addendum for more detailed information</p> | <p>Explore ways to evaluate students' access to reading diverse texts, written by diverse authors, that expose them to various perspectives (SD 1)</p> <p>ML Push-in Pilot: ML newcomers who are new to the English language will be enrolled in English 9 with additional support, in order to remove systematic barriers and enable them to graduate in 4 years (SD 5)</p> <p>Explore how to embed literacy professional development into site-based staff development time (SD 2)</p> | <p>Professional Learning Team identifies school-wide areas of focus and strategies (SD 4)</p> <p>Fastbridge aReading data is used to identify up to 60 ninth graders per trimester for Read+ tier 2 interventions (SD 5)</p> <p>AVID Strategy of the Week sent to staff via email followed by scholars using the common strategy across multiple courses throughout the week (SD 2)</p> <p>English Language Arts teachers use Fastbridge data to create personalized individual learning goals for students (SD 5)</p> | <p>AVID Coordinator communicates trainings for content area teachers throughout the school year and summer (SD 4)</p> <p>AVID Strategy of the Week sent to staff via email (SD 2)</p> <p>Families have access to all ELA syllabi. Syllabi identifies ELA standards and texts being used in the course along with goals for student learning (SD 3)</p> |

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| | | <p>Literacy professional development is embedded into site-based staff development time (SD 2)</p> <p>WICOR strategies used in all classrooms on Wednesdays during the 2022-2023 school year (SD 2)</p> <p>Literacy training is part of new teacher training and onboarding (SD 5)</p> <p>Course-alike teachers implement common literacy strategies to provide students with a guaranteed and viable curriculum (SD 2)</p> | | | | | | | | | |
| <table border="1"> <tr> <td colspan="2" style="text-align: center;">Math</td> </tr> <tr> <td colspan="2" style="text-align: center;">All Students</td> </tr> <tr> <td style="text-align: center;">Basic Goal</td> <td style="text-align: center;">Trans. Goal</td> </tr> <tr> <td style="text-align: center;">55.2</td> <td style="text-align: center;">60.2</td> </tr> </table> | Math | | All Students | | Basic Goal | Trans. Goal | 55.2 | 60.2 | <p>Exploring ML strategies and AVID strategies through PLT work & focus SLG on small implementations (Example introducing history of math and its roots back to Africa) (SD 1, SD 3)</p> | <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> | <p>Standards based gradebook implementation & received ongoing training (SD 2)</p> |
| Math | | | | | | | | | | | |
| All Students | | | | | | | | | | | |
| Basic Goal | Trans. Goal | | | | | | | | | | |
| 55.2 | 60.2 | | | | | | | | | | |
| <p>*See attached addendum for more detailed information</p> | <p>Pilot math intervention teacher and examine the effectiveness of a push-in model (SD 1, SD 2)</p> <p>Pilot Non-Linear delta Math on-line. Website skills based practice with instant feedback (SD 2)</p> <p>Piloting differentiating HP level courses. Scholars self-select their level in the course. Staff are breaking assignments into higher order thinking activities (SD 2, SD 5)</p> | <p>PLT work focused on adapting lessons to integrate & implement AVID, Ellevation & SPED strategies & analyzing the effectiveness, monitoring & adjusting (SD 5)</p> <p>Small group, department based Ellevation, AVID & Reading strategy training/collaboration (SD 4)</p> | <p>Fluid use of ML, AVID & Reading strategies throughout daily & weekly instruction (SD 1, SD 3)</p> <p>AVID Coordinator will continue to communicate trainings for content area teachers throughout the school year/summer. AVID Strategy of the Week sent to staff via email (SD 4)</p> <p>CPM Collaboration Mixed Problem Based Learning (Non Lin, Geo, Alg 2) (SD 1, SD 4)</p> | | | | | | | | |

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| | | <p>Standards based grading gradebook--implementing in Learning Lab classes (SD 2)</p> <p>Streamline Learning Lab/Credit Recovery and Summer FORGE process (SD 2)</p> <p>AVID Strategy of the Week sent to staff via email followed by scholars using the common strategy across multiple courses throughout the week (SD 2)</p> <p>Mathematic (pre cal & Alg 3) collaborative problem based learning (SD 1, SD 5)</p> <p>STTS Study Team Teaching Strategies: strategies with math lens to improve and engage all learners and learning styles through their own math equity team (SD 1)</p> <p>Scholar using Team Roles. Scholars guided on how to work as a team. Engagement strategy. Exposing them to ways of collaboration (SD 1, SD 2, SD 3)</p> | |
| <p>Student Management</p> <p>Measured Behavior:</p> <p>Incidents Reported through Synergy (Unified Insights)</p> <p>Baseline Data by Target Group:</p> <p>SY22 552/752 incidents reported by 9th & 10th grade scholars</p> | <p>Development of other Unified and Affinity clubs and courses (SD 1)</p> <p>Pilot a restructure of Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>Identify additional community volunteers and staff members to continue discussions with students and families on ideas to bring cultural practices into the school (SD 1)</p> | <p>Restorative conversations with students and staff (SD 1)</p> <p>Student Risk Data: New from Unified Insights (formerly Hoonuit)</p> <p>Continue a couple of the Unified and Infinity clubs and courses (SD 1)</p> <p>Use CMRS - Resource for student groups, mediation and restorative practices (SD 1)</p> | <p>Advisory class meetings to discuss behavior expectations (SD 2)</p> <p>2-person team : partnership with SMS and counselors to support students regarding attendance and grades SMS's and counselors will meet weekly and bring applicable data to support interventions for students struggling to</p> |

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| | <p>Explore early Intervention/Support from counselors/SMS for 9th graders or new OSH scholars at risk (SD 2)</p> | <p>Bring in community volunteers - In building and activities (SD 3)</p> | <p>meet academic and attendance expectations (SD 2)</p> |
| <p>Goal: In 2021-2022, 9th and 10th grade scholars comprised 73.4% (552 of 752) of the total incident reports. We will have a 10% decrease in overall SY23 Incident reports coming from scholars in 9th and 10th grade from 73.4% of overall incidents to 63% Office Referrals in 2022-2023.</p> <p>*See attached addendum for more detailed information</p> | <p>Study PBIS pillars school wide implementation with staff and scholar recognitions, celebrations (SD 1, SD 5)</p> | <p>Increase PBIS participation by establishing Tiered Fidelity Inventory Action Plan and the Skinny Plan (SD 1, SD 2)</p> <p>Common Language/ School Expectations, Family Involvement, Scholar Recognition, and Staff Recognition (SD 3)</p> <p>Identify students to receive department awards. Pull data for honor/high honor students (SD 1)</p> | <p>Student Assistant Team : staff will meet biweekly to discuss intervention planning for individual students. SAT team will be responsible for dissemination of intervention plans as well as monitoring student progress (SD 2)</p> <p>Hallway sweeps Admin, SMS, and hallway ESP's will conduct them to enforce timeliness while minimizing behavior in hallways. Examine the number of frequent students who are in the hallways and create an intervention (i.e. no passing time, phone calls home, etc.) (SD 3)</p> |
| <p>Family Engagement</p> <p>Evidence of Need:</p> <p>In 2021-2022, 56% of families reported they knew how to access various communication tools at their scholar's school of the total completed stakeholder surveys. We will have a 15% increase resulting in 71% of our families understanding how to access various forms of communication with their scholars school in</p> | <p>Explore how to increase loops of communication between families and support systems through Talking Points (SD 1,SD 3,SD 5)</p> <p>Explore getting MCCS (Bilingual supports) 'classes' in synergy to have better access to our families. Like a caseload with all their families to create culturally appropriate messaging (SD 4,5)</p> <p>Explore how to have visible & in person tech help available for families on LC/Conference nights (SD 3, 4, 5)</p> | <p>Professional Development on TalkingPoints and communication home (emails, text and phone call etiquette) (SD 3, SD 5)</p> <p>First year of Osseo Unites, a program to build understanding, acceptance, and community. Reflect, evaluate and grow from first year programing (SD 5)</p> <p>Implementing a Conference system easy for families to navigate to sign-up and collaborate with staff either in person or virtual (SD 3)</p> | <p>Conferences in various ways (in-person & Virtual) allowing families multiple ways to access (SD 3, SD 5)</p> <p>All important communication intended for guardians/home are professionally translated. (i.e., Schoology Access code information) (SD 3)</p> <p>Teachers using TalkingPoints in supporting communication and relationships with home (SD 1, 3, 5)</p> <p>Last 3 weeks of trimester teachers will notify parents of grade status and opportunities for the remainder of the trimester (SD 1, 3, 5)</p> |

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| 2023-2024 (as the survey is run every two years). | Develop a plan for family/ community involvement on a consistent basis. Investigate other schools in their development of a parent-teacher organization (SD 3) | Admin will use weekly emails to communicate upcoming events or changes to schedule. School Messenger and Talking Points track the families who have received the information. Smore tracks the number of people who read the OSH newsletter (SD 1, SD 3) | |
| Goal: 71% (2024) *See attached addendum for more detailed information | | | |

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create a safe, welcoming, and inclusive learning environment that fosters global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

| 2023-24 Goal Priority | Learning Work Initiatives <i>Research, testing and development of possible initiatives</i> | Implementation Work Initiatives <i>Securing resources, creating processes and procedures, providing PD, and developing evaluation metrics</i> | Standard Work Practices <i>Established, with at least 80% applying effectively (observable), in continuous improvement</i> |
|--|--|--|---|
| Graduation All Students Basic Goal Trans. Goal | <p>ML Push-in Pilot: ML newcomers who are new to the English language will be enrolled in English 9 and Earth Systems, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years. (SD 5)</p> <p>Examine ways to increase AVID programming and number of participants into the program. (SD 2)</p> <p>Piloting tracking system of Health Coaching techniques by the SMS staff. (SD 2 & 5)</p> <p>Exploring ways to have 9th graders value the importance of credits in 9th grade to graduate on time. Looking into large and small group school community opportunities (SD 1 & 2)</p> <p>Exploring structuring and pairing of Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>The advisory program will continue to focus on college and career readiness with addition of Social Emotional Learning (SEL) curriculum (SD 1).</p> | <p>Staff will track differences in gender rates & intersectionality of identities (black & hispanic males) by groups (SD4)</p> <p>Continue Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD2, SD4)</p> <p>Restructured Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD1)</p> <p>Special Education work-based learning program for credit towards graduation (SD4)</p> <p>Advisory curriculum implementing SEL Curriculum (SD 2)</p> <p>Osseo Unites program to build understanding, acceptance, and community (SD 5)</p> | <p>Teachers use testing data to plan and provide interventions. Training and support on data provided through PLT time. (SD 4)</p> <p>Standards based grading gradebook (SD 2) (<i>pending social studies standards revision</i>)</p> <p>WICOR Wednesdays (AVID strategies) (SD 2)</p> <p>PD for every teacher around using literacy strategies within content areas (SD 5)</p> <p>Streamlined Learning Lab/Credit Recovery and Summer FORGE process (SD 4)</p> <p>Student Assistant Team : staff will meet biweekly to discuss intervention planning for individual students. SAT team will be responsible for dissemination of intervention plans as well as monitoring student progress (SD 2)</p> |
| <p><i>*No data available at this time</i></p> | | | |

| Reading | | <p>ELA and resource English teachers communicate with families to let them know what their students are reading in class. (SD 3)</p> <p>ELA and resource English implement a Learning Focused Gradebook that aligns all assessments to reporting standards (SD 3)</p> | <p>WICOR strategies are used and observable in all classrooms. (SD 1)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>Course-alike teachers implement common literacy strategies to provide students with a guaranteed and viable curriculum. (SD 2)</p> <p>Students have access to and are reading diverse texts, written by diverse authors, that expose them to various perspectives (SD 1)</p> <p>ML newcomers who are new to the English language are enrolled in English 9 and Science 9, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years (SD 5)</p> <p>Literacy professional development is embedded into site-based staff development time (SD 2)</p> | <p>Professional Learning Team identifies school-wide areas of focus and strategies. (SD 4)</p> <p>Content area staff will use proficiency indicators to identify standard-by-standard areas of focus and strength. (SD 4)</p> <p>English Language Arts teachers use Fastbridge data to create personalized individual learning goals for students. (SD 5)</p> <p>Literacy training is part of new teacher training and onboarding (SD 5)</p> |
|---------------------------------|-------------|---|--|--|
| All Students | | | | |
| Basic Goal | Trans. Goal | | | |
| *No data available at this time | | | | |
| Math | | <p>PLT/SLG focus on collaboration between ML/SPED/Math (SD 4, SD 5)</p> | <p>Implementing ML strategies, and AVID strategies through PLT work with a focus SLG on small implementations (SD 1, SD 3)</p> | <p>Analyze proficiency indicators and identify standard-by-standard areas of focus and strength (SD 2)</p> |
| All Students | | | | |
| Basic Goal | Trans. Goal | | | |

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| | | <p>Supported time to study areas of need, develop, implement & analyze instruction. monitor & adjust (SD 4)</p> <p>Examine assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language (SD 1, SD 2)</p> <p>Explore collaboration opportunities within the department across the district. Also allowing collaboration across district within course alike areas (example HP Geo) (SD 5)</p> <p>Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p> <p>Explore how to create a small class involving scholars that have not yet passed Math 7 and Linear Algebra to be led by the Math Interventionist (SD 2, SD 4)</p> | <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>Math Interventionists will have specific direction and collaborate with after-school tutoring teachers (SD 1, SD 2, SD 4)</p> | <p>PLT work focused on adapting lessons to integrate & implement AVID, Ellevation & SPED strategies & analyzing the effectiveness, monitoring & adjusting (SD 5)</p> <p>Small group, department based Ellevation, AVID & Reading strategy training/collaboration (SD 4)</p> <p>Standards based grading gradebook--implementing in Learning Lab classes (SD 2)</p> <p>Streamlined Learning Lab/Credit Recovery and Summer FORGE process (SD 2)</p> |
| <p><i>*No data available at this time</i></p> | | | | |
| <p>Student Management</p> | | | | |
| <p>Measured Behavior:</p> | <p>Exploring new behavior support training for SMS's and potentially hallway monitors to better support scholars (SD 2)</p> | <p>Implementation of Unified and Infinity clubs and courses (SD 1)</p> | <p>Restorative conversations with students and staff (SD 1)</p> | |
| <p>Baseline Data by Target Group:</p> | <p>Create a system to wrap around with Hallway monitors, SMS and AP to have weekly debrief and planning sessions as a group and provide Hallway monitor staff with 1:1 check-ins scheduled weekly (SD 2)</p> | <p>Bridge between Middle to High School for ML and SPED scholars. Increased acclimation for 9th graders (SD 1)</p> <p>Link Crew involvement</p> <p>9th grade retreat</p> <p>Zero Hour</p> | <p>Use of student risk data: Unified Insights (formerly Hoonuit)</p> | |
| <p>Goal:</p> | | | <p>Continue a couple of the Unified and Infinity clubs and courses (SD 1)</p> | |

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| | | <p>Use CMRS - Resource for student groups, mediation and restorative practices (SD 1)</p> <p>Restructured Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>Invite in additional community volunteers - In building and activities (SD 2, SD 3)</p> <p>Pilot early Intervention/Support from counselors/SMS for 9th graders or new OSH scholars at risk (SD 2)</p> <p>Implement three of the five PBIS pillars school wide implementation with staff and scholar recognitions, celebrations (SD 1, SD 5)</p> | <p>Increase PBIS participation by establishing Tiered Fidelity Inventory Action Plan and the Skinny Plan (SD 1, SD 2)</p> <p>Common Language/ School Expectations, Family Involvement, Scholar Recognition, and Staff Recognition (SD 3)</p> <p>Students will receive department awards. Pull data for honor/high honor students (SD 1)</p> |
| <p>Family Engagement</p> <p>Evidence of Need:</p> <p>In 2021-2022, 56% of families reported they knew how to access various communication tools at their scholar's school of the total completed stakeholder surveys. We will have a 15% increase resulting in 71% of our families understanding how to access various forms of communication with their scholars school in</p> | <p>Create a system to wrap around with Hallway monitors, SMS and AP to have weekly debrief and planning sessions as a group and provide Hallway monitor staff with 1:1 check-ins scheduled weekly (SD 2)</p> <p>Develop the parent-teacher selection process for a new parent-teacher organization (SD 3)</p> | <p>Increase in loops of communication between families and support systems</p> <p>Implement basic tech support (in person) for families to get assistance (SD 4, SD 3)</p> <p>TalkingPoints Tuesday: sending a tip/trick out to teachers AND/OR teachers sending a TalkingPoints message (SD 3)</p> <p>MCCS (Bilingual assistants) have a "caseload" with all their families to create culturally appropriate messaging an help with scheduling for conferences (SD 1, SD 4)</p> | <p>Professional Development on TalkingPoints (SD 3, SD 5)</p> <p>Expand invitation for Osseo Unites nights; a program that builds understanding, acceptance, and community. (SD 5)</p> <p>Fully utilize new conference system for families to sign-up and collaborate with staff either in person or virtual (SD 3)</p> <p>Admin will use weekly emails to communicate upcoming events or changes to schedule. School Messenger and Talking Points track the families who</p> |

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| Goal: 71% (2024) | | | |

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

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2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
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|--|--|---|--|--|------------|-------------|---------------------------------|--|--|--|---|
| <table border="1"> <tr> <td colspan="2" data-bbox="54 280 407 326">Graduation</td> </tr> <tr> <td colspan="2" data-bbox="54 326 407 362">All Students</td> </tr> <tr> <td data-bbox="54 362 226 430">Basic Goal</td> <td data-bbox="226 362 407 430">Trans. Goal</td> </tr> <tr> <td colspan="2" data-bbox="54 430 407 466">*No data available at this time</td> </tr> </table> | Graduation | | All Students | | Basic Goal | Trans. Goal | *No data available at this time | | <p>Staff are trained in using culturally relevant curriculum (SD 4, SD 5)</p> <p>Review graduation data for any potential new gaps (SD 4, SD 5)</p> | <p>Staff will track differences in gender rates & intersectionality of identities (black & hispanic males) by groups (SD 4)</p> <p>ML newcomers who are new to the English language are enrolled in English 9 and Earth Systems, with additional support, in order to remove systematic barriers and enable them to graduate in 4 years (SD 5)</p> <p>Special education work-based learning program opportunities for credit towards graduation (SD 4)</p> | <p>Restructured Zero Hour time with 9th grade advisories + LINKCrew Leaders (SD 1)</p> <p>Core subjects (English, Math, Social Studies, and Science) use a Learning Focused Gradebook that identifies reporting standards. All assessments are linked to a reporting standard in the gradebook</p> <p>Instructional Leadership Team of classroom teachers and other license staff foster distributive, collaborative leadership. ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> |
| Graduation | | | | | | | | | | | |
| All Students | | | | | | | | | | | |
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| <table border="1"> <tr> <td colspan="2" data-bbox="54 956 407 1002">Reading</td> </tr> <tr> <td colspan="2" data-bbox="54 1002 407 1037">All Students</td> </tr> <tr> <td data-bbox="54 1037 226 1105">Basic Goal</td> <td data-bbox="226 1037 407 1105">Trans. Goal</td> </tr> <tr> <td colspan="2" data-bbox="54 1105 407 1141">*No data available at this time</td> </tr> </table> | Reading | | All Students | | Basic Goal | Trans. Goal | *No data available at this time | | <p>Explore other ways to support our 10th, 11th, and 12th grade students in reading interventions and literacy interventions (SD 5)</p> <p>Explore whether we need an additional reading intervention teacher or a restructure of classes (SD 5)</p> | <p>ELA and resource English teachers communicate with families to let them know what their students are reading in class (SD 3)</p> <p>ELA and resource English implement a Learning Focused Gradebook that aligns all assessments to reporting standards (SD 3)</p> | <p>WICOR strategies being used and observable in all classrooms (SD 1)</p> <p>ELA and resource English teachers communicate with families to let them know what their students are reading in class (SD 3)</p> <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student</p> |
| Reading | | | | | | | | | | | |
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| | | | <p>outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems (SD 2, SD 4)</p> <p>Course-alike teachers implement common literacy strategies to provide students with a guaranteed and viable curriculum (SD 2)</p> <p>Students are reading diverse texts, written by diverse authors, that expose them to various perspectives. (SD 1) Literacy professional development is embedded into site-based staff development time (SD 2)</p> |
| Math | | <p>Examine assessment procedures across the math department. Identifying ways other than standardized tests for scholars to demonstrate their knowledge. Rubric writing focused on Math tasks and Math language. (SD 2, SD 3, SD 4)</p> <p>Explore opportunities for scholars who have not yet passed Math 7 and Linear Algebra to be in class or group led by the Math Interventionist (SD 2, SD 4)</p> | <p>PLT/SLG focus on collaboration between ML/SPED/Math (SD 4, SD 5)</p> <p>Supported time to study areas of need, develop, implement & analyze instruction. monitor & adjust content specific groups. (SD 5)</p> <p>Increase training for collaborative teachers. Full-day or in house providing training on roles and responsibilities for all professionals involved in the collaborative teaching class (SD 1, SD 5)</p> |
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| Basic Goal | Trans. Goal | | |
| <i>*No data available at this time</i> | | | |
| | | | <p>Instructional Leadership Team of classroom teachers and other license staff to foster distributive, collaborative leadership. The ILT is the primary mechanism for expanding the impact of the vision and goals for student outcomes. In addition, the ILT focuses on school-wide improvements of instructional practice, culture, and systems. (SD 2, SD 4)</p> <p>Implementation of strategies to increase success for ML/SPED students to increase graduation rate and increase sense of belonging to OSH (SD 1, SD 2)</p> |

| | | | |
|--------------------------------|---|--|---|
| Student Management | On-going exploration of behavior support training for SMS's and potentially hallway monitors to better support scholars (SD 2) | Reviewing previous PBIS TFI Data to make decisions regarding school wide interventions (SD 2, SD 4) | PBIS Pillars school Wide Implementation with staff and scholar recognitions, celebrations (SD 1, SD 5) |
| Measured Behavior: | | | |
| Baseline Data by Target Group: | Research systems to wrap around with Hallway monitors, an SMS and AP to have weekly debrief and planning sessions as a group and provide Hallway monitor staff with 1:1 check-ins scheduled weekly (SD 2) | Reviewing Academic Reports & EWIS (Unified Insights) to make AVID data driven decisions (SD 4, SD 5) | Unified and Infinity clubs and courses offered for groups (SD 1) |
| Goal: | | | <p>Bridge between middle to high school for ML and SPED scholars. Increased acclimation for 9th graders (SD 1)</p> <ul style="list-style-type: none"> Link crew involvement 9th grade retreat Zero hour <p>Zero Hour and established SEL curriculum with evidence based practices (SD1, SD 2, SD 5)</p> <p>Community volunteers actively participate - In building and activities (SD 2, SD 3)</p> |
| Family Engagement | | | |
| Evidence of Need: | Continue to examine how to expand into local communities and partner with organizations (SD 3, SD 4) | Create a pilot wrap around system with Hallway monitors, SMS and AP to have weekly debrief and planning sessions as a group and provide Hallway monitor staff with 1:1 check-ins scheduled weekly (SD 2) | Parent teacher community organization nights (to give parents an outlet to ask questions about their scholars and get insight about upcoming events) (SD 1, SD 2, SD 3, SD 4, SD 5) |
| Goal: | Examine professional mentorship possibilities for families and students (SD 1, SD 4) | | Our media setting up parents to use technology tools at open house and conference nights (parentvue/schoolology/synergy) (SD 1, SD 2) |

| | | | |
|--|--|--|--|
| | | | <p>MCCS (Bilingual assistants) have a "caseload" with all their families to create culturally appropriate messaging an help with scheduling for conferences (SD 1, SD 4)</p> <p>Through PBIS- Monthly Cultural celebrations & Once per trimester community events (raking leaves, community clean up, shoveling snow [sponsorship of community meals] as noted on TFI (SD 1, SD 3, SD 4, SD 5)</p> |
|--|--|--|--|

Strategic Directions (SD); please indicate the SD(s) in parenthesis behind each initiative listed above:

1. Create a safe, welcoming, and inclusive learning environment that fosters global curiosity, belonging, innovation and engagement. **(SD 1)**
2. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways. **(SD 2)**
3. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication. **(SD 3)**
4. Create a system of operational innovation, excellence, accountability and sustainability. **(SD 4)**
5. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement. **(SD 5)**

Graduation:

| | | | | | | |
|-------------------------------------|-------------------------|--------------------------|--------------------------|--------------------------|-----------------------|----------------------------------|
| Graduation Rate Color Coding | 10% + from Basic | 5 - 9% from Basic | 1 - 4% from Basic | <1% from Basic | Met Basic Goal | Met Transformational Goal |
|-------------------------------------|-------------------------|--------------------------|--------------------------|--------------------------|-----------------------|----------------------------------|

OSH

Four-Year Graduation Rate - Goals and Results

| | Results 2019 | Results 2020 | Basic Goal 2021 | Transformational Goal 2021 | Results 2021 | Basic Goal 2022 | Transformational Goal 2022 | Results 2022 |
|---------------------|--------------|--------------|-----------------|----------------------------|--------------|-----------------|----------------------------|--------------|
| All Students | 87.6 | 87.3 | 88.9 | 90.5 | 83.5 | 85.5 | 87.6 | |
| Am Ind/Haw* | | | | | 54.0 | 59.8 | 65.5 | |
| Asian | 97.4 | 94.3 | 95.0 | 95.7 | 83.8 | 85.8 | 87.8 | |
| Black | 85.4 | 80.5 | 82.9 | 85.3 | 80.1 | 82.6 | 85.1 | |
| Hispanic | 68.2 | 77.3 | 80.1 | 83.0 | 74.5 | 77.7 | 80.9 | |
| White | 91.6 | 91.8 | 92.8 | 93.8 | 91.0 | 92.1 | 93.2 | |
| Multiracial | 76.2 | 92.6 | 93.5 | 94.4 | 69.2 | 73.1 | 76.9 | |
| ML/EL | 68.7 | 76.7 | 79.7 | 82.6 | 70.0 | 73.8 | 77.5 | |
| Spec Ed | 75 | 65.1 | 69.4 | 73.8 | 56.5 | 61.9 | 67.3 | |
| F/R Lunch | 82.7 | 81.2 | 83.6 | 85.9 | 76.8 | 79.7 | 82.6 | |
| Homeless | 62.5 | 54.5 | 60.2 | 65.9 | 41.4 | 48.7 | 56.0 | |
| Female | 90.4 | 92.3 | 93.3 | 94.2 | 87.6 | 89.1 | 90.7 | |
| Male | 84.6 | 82.2 | 84.5 | 86.7 | 79.4 | 82.0 | 84.6 | |

Graduation Rate Basic goal = halfway to 100% in 4 years. Transformational = halfway to 100% in 2 years.

* Students identified as American Indian or Hawaiian on state or federal race. N = 13.

Reading:

MCA Reading Index Rates

| Priority One: READING | | | | <i>Measure: MCA Proficiency (Index Rates)</i> | | | | |
|---------------------------------------|---|-----------------------------|------------------------------------|---|------------------|---------------------------|-----------------|------------------|
| Column Header | | | | | | | | |
| Index Rate | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested; Please note: non-proficient students are assigned zero points | | | | | | | |
| Results | Index rate for 10th grade students with scores from 8th grade who were enrolled on October 1 | | | | | | | |
| Basic Goal Calculation | Given the lack of cohort baseline data due to COVID, basic goals for this year will be one point above the previous highest index rate for the school | | | | | | | |
| Transformational (Trans.) Goal | Basic goal plus five index rate points | | | | | | | |
| Color Coding | 10+ points below basic goal | 6-9 points below basic goal | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transformational goal | | |
| | | | | | | | | |
| Group | Results Spring 2018 | Results Spring 2019 | Results Spring 2021 | 2022 Basic Goal | 2022 Trans. Goal | Results Spring 2022 | 2023 Basic Goal | 2023 Trans. Goal |
| Grade 10 | 74.1 | 75.7 | 71.5 | 64.3 | 69.2 | 59.0 | 76.7 | 81.7 |
| Amln/Haw | | | | | | 65.0 | | |
| Asian | 73.0 | 83.6 | | | | 54.0 | | |
| Black | 60.0 | 66.5 | | | | 42.6 | | |
| Hispanic | 63.3 | 56.6 | | | | 59.2 | | |
| White | 80.2 | 83.8 | | | | 72.8 | | |
| Multiracial | 91.7 | 75.0 | | | | 54.7 | | |
| ML/EL | 23.3 | 20.0 | | | | 13.0 | | |
| Spec Ed | 32.4 | 25.9 | | | | 9.2 | | |
| F/R Lunch | 64.8 | 66.6 | | | | 41.0 | | |
| Female | 81.1 | 78.2 | | | | 60.6 | | |
| Male | 68.1 | 73.0 | | | | 57.7 | | |

Reading (cont.)

MCA Reading % Proficient

2022 MCA results are embargoed from public release until at least August 25, 2022

Priority One: READING

Measure: MCA Proficiency (% Proficient)

| Column Header | Definition |
|----------------|---|
| Results | % Proficient on MCA Reading |
| Trend | Shows directional change in proficiency from Spring 2019 to Spring 2022 |

| Symbol | Description |
|--------|---|
| → | Less than +/- 1.0% change in 3-Year trend from first data point to third data point |
| ↑ | Increase of 1.1% or greater in 3-Year trend from first data point to third data point |
| ↓ | Decrease of 1.1% or greater in 3-Year trend from first data point to third data point |
| □ | Indicates an N-size of fewer than 5 students in at least one year |

Note: At the high school level only students in grade 10 take the MCA Reading assessment. The 2019 results were pre-COVID.

| Group | MCA (% Proficient) | | | | Trend |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|-------|
| | Results Spring 2018 | Results Spring 2019 | Results Spring 2021 | Results Spring 2022 | |
| All Students - State | 60% | 60% | 53% | 52% | ↓ |
| All Students - District | 57% | 56% | 51% | 50% | ↓ |
| All Students - Site | 74% | 71% | 69% | 67% | ↓ |
| Am Ind | n<5 | 40% | n<5 | 33% | * |
| Asian | 61% | 68% | 52% | 55% | ↓ |
| Black | 41% | 46% | 46% | 32% | ↓ |
| Hispanic | 48% | 44% | 39% | 48% | ↑ |
| White | 71% | 73% | 72% | 67% | ↓ |
| Multiracial | 75% | 68% | 58% | 58% | ↓ |
| ML/EL | 12% | 3% | 11% | 0% | ↓ |
| SPED | 14% | 17% | 29% | 15% | ↓ |
| F/R Meals | 47% | 49% | 44% | 35% | ↓ |
| Female | 67% | 63% | 62% | 54% | ↓ |
| Male | 53% | 57% | 56% | 49% | ↓ |

Reading (cont.)

FastBridge aReading Growth

| Priority One: READING | | <i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i> |
|------------------------------|---|---|
| Column Header | Definition | |
| <i>Typical Growth</i> | The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles. | |
| <i>Aggressive Growth</i> | The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles. | |
| <i>All Students</i> | The percentage of students making fall to spring typical or aggressive growth districtwide. | |

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

| Group | FastBridge Results Spring 2021 | | FastBridge Results Spring 2022 | |
|--------------------------------|---------------------------------------|--|---|--|
| | Typical Growth (50th pctl) | Aggressive Growth (75th pctl) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) |
| All Students - National | | | 50% | 25% |
| All Students - District | | | 45% | 21% |
| Am Ind | | | n<5 | n<5 |
| Asian | | | 68% | 34% |
| Black | | | 51% | 26% |
| Hispanic | | | 53% | 29% |
| White | | | 51% | 25% |
| Multiracial | | | 64% | 24% |
| ML/EL | | | 50% | 19% |
| SPED | | | 50% | 31% |
| F/R Meals | | | 54% | 27% |
| Female | | | 51% | 23% |
| Male | | | 58% | 31% |
| Very Low Risk | | | 44% | 15% |
| Low Risk | | | 66% | 34% |
| Some Risk | | | 68% | 51% |
| High Risk | | | 62% | 23% |

Math:

MCA Math Index Rates

| Priority Two: MATHEMATICS | | | | | | | <i>Measure: MCA Proficiency (Index Rates)</i> | |
|---------------------------------------|---|-----------------------------|------------------------------------|------------------------------------|----------------|---------------------------|---|--|
| Column Header | | | | | | | | |
| Index Rate | Index rate is the number of proficient students (assigned 100 points) plus the number of partially proficient students (assigned 50 points) divided by the total number of students tested; Please note: non-proficient students are assigned zero points | | | | | | | |
| Results | Index rate for 11th graders with scores from 8th grade who were enrolled on October 1 | | | | | | | |
| Basic Goal | Given the lack of cohort baseline data due to COVID, basic goals for this year will be one point above the previous highest index rate for the school | | | | | | | |
| Transformational (Trans.) Goal | Basic goal plus five index rate points | | | | | | | |
| Color Coding | 10+ points below basic goal | 6-9 points below basic goal | 1.1 to 5.9 points below basic goal | Within 1 index point of basic goal | Met basic goal | Met transformational goal | | |

| Group | Results Spring 2018 | Results Spring 2019 | Results Spring 2021 | 2022 Basic Goal | 2022 Trans. Goal | Results Spring 2022 | 2023 Basic Goal | 2023 Trans. Goal |
|-------------|---------------------|---------------------|---------------------|-----------------|------------------|---------------------|-----------------|------------------|
| Grade 11 | 54.2 | 53.3 | 46.8 | 40.0 | 67.4 | 41.8 | 55.2 | 60.2 |
| Amln/Haw | | | | | | 26.9 | | |
| Asian | 60.2 | 60.6 | 50.0 | | | 47.5 | | |
| Black | 37.2 | 37.1 | 20.7 | | | 27.8 | | |
| Hispanic | 28.3 | 40.4 | 40.5 | | | 36.3 | | |
| White | 68.7 | 60.1 | 59.8 | | | 54.6 | | |
| Multiracial | 50.0 | 50.0 | 53.8 | | | 38.2 | | |
| ML/EL | 2.2 | | | | | 9.2 | | |
| Spec Ed | 14.6 | 18.4 | 15.0 | | | 26.5 | | |
| F/R Lunch | 37.4 | 44.2 | 32.7 | | | 29.2 | | |
| Female | 57.4 | 56.2 | 46.7 | | | 41.8 | | |
| Male | 50.6 | 50.6 | 47.0 | | | 41.8 | | |

Math (cont.)

MCA Math % Proficient

2022 MCA results are embargoed from public release until at least August 25, 2022

Priority Two: MATH

Measure: MCA Proficiency (% Proficient)

| Column Header | Definition |
|----------------|---|
| Results | % Proficient on MCA Math |
| Trend | Shows directional change in proficiency from Spring 2019 to Spring 2022 |

Key:

| Symbol | Description |
|--------|---|
| → | Less than +/- 1.0% change in 3-Year trend from first data point to third data point |
| ↑ | Increase of 1.1% or greater in 3-Year trend from first data point to third data point |
| ↓ | Decrease of 1.1% or greater in 3-Year trend from first data point to third data point |
| □ | Indicates an N-size of fewer than 5 students in at least one year |

Note: At the high school level only students in grade 11 take the MCA Math assessment. The 2019 results were pre-COVID.

| Group | MCA (% Proficient) | | | | Trend |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|-------|
| | Results Spring 2018 | Results Spring 2019 | Results Spring 2021 | Results Spring 2022 | |
| All Students - State | 58% | 55% | 44% | 46% | ↓ |
| All Students - District | 54% | 50% | 41% | 43% | ↓ |
| All Students - Site | 36% | 36% | 26% | 25% | ↓ |
| Am Ind | n<5 | 25% | n<5 | n<5 | □ |
| Asian | 46% | 43% | 25% | 26% | ↓ |
| Black | 18% | 16% | 10% | 10% | ↓ |
| Hispanic | 21% | 30% | 17% | 20% | ↓ |
| White | 55% | 48% | 40% | 40% | ↓ |
| Multiracial | 25% | 36% | 28% | 24% | ↓ |
| ML/EL | 2% | 0% | 0% | 0% | → |
| SPED | 5% | 5% | 0% | 3% | ↓ |
| F/R Meals | 22% | 23% | 20% | 11% | ↓ |
| Female | 38% | 38% | 26% | 26% | ↓ |
| Male | 34% | 33% | 26% | 24% | ↓ |

Math (cont.)

FastBridge aMath Growth

| Priority Two: MATH | | <i>Measure: Growth (% Making F-S Natnl Growth Pctl)</i> |
|---------------------------------|---|---|
| Column Header | Definition | |
| <i>Typical Growth</i> | The percentage of students making growth from fall to spring at the 50th percentile or higher based on national growth percentiles. | |
| <i>Aggressive Growth</i> | The percentage of students making growth from fall to spring at the 75th percentile or higher based on national growth percentiles. | |
| <i>All Students</i> | The percentage of students making fall to spring typical or aggressive growth districtwide. | |

Note: At the high school level only students in grade 9 take the FastBridge assessment. The percentage of students making aggressive growth are also included in the percentage of those making typical growth.

| Group | FastBridge Results Spring 2021 | | FastBridge Results Spring 2022 | |
|--------------------------------|---------------------------------------|--------------------------------------|---------------------------------------|--|
| | Typical Growth (50th pctl) | Aggressive Growth (75th pctl) | Typical Growth (50th pctl +) | Aggressive Growth (75th pctl +) |
| All Students - National | | | 50% | 25% |
| All Students - District | | | 51% | 25% |
| Am Ind | | | n<5 | n<5 |
| Asian | | | 42% | 13% |
| Black | | | 40% | 23% |
| Hispanic | | | 42% | 16% |
| White | | | 54% | 27% |
| Multiracial | | | 52% | 38% |
| ML/EL | | | 39% | 21% |
| SPED | | | 45% | 24% |
| F/R Meals | | | 40% | 20% |
| Female | | | 45% | 20% |
| Male | | | 47% | 27% |
| Very Low Risk | | | 44% | 15% |
| Low Risk | | | 50% | 30% |
| Some Risk | | | 40% | 22% |
| High Risk | | | 52% | 30% |

2022 School Summary of Family Stakeholder Survey Results

This report includes school, grade range, and district results from the Family Stakeholder Survey for spring 2022. The top portion of this summary reports the number of families responding and margin of error for each group based on demographics. The third and subsequent rows report the percent of families who responded "Often," or "Always" to each of the questions in the following sections: Safe, Welcoming, and Inclusive Learning Environments; Culture of Achievement; Inclusive Communication with Communities; and Innovation, Excellence Accountability, and Sustainability.

Within the Inclusive Communication with Communities section, the survey item "Please indicate how you receive communication related to your scholar: (select all that apply)" asked families to select their current and preferred sources of communication. These lines of the report show the percentage of families selecting that source of communication. The final section of the survey, Continuous Improvement in Reducing Disparities, Barriers, and Inequities, reports the percent of families who responded "Yes" to each of the questions.

Note: Because this survey was revised to align with the recently adopted strategic plan, previous year results are not reported.

| | | OSH | SH | District |
|--|---|-----|-----|----------|
| <i>Number of family members responding (from representative sample)</i> | | 73 | 275 | 949 |
| <i>Margin of error is +/- this many percentage points (95% confidence level)</i> | | 7% | 3% | 2% |
| Safe, Welcoming, and Inclusive Learning Environments | | | | |
| | My scholar feels emotionally safe in the school environment. | 74% | 79% | 80% |
| | My scholar feels physically safe in the school environment. | 73% | 80% | 82% |
| | School staff treat my scholar with respect. | 85% | 85% | 89% |
| | My scholar experiences positive representation of their identity in their school environment. | 76% | 78% | 83% |
| | My scholar experiences positive representation of their culture in their school environment. (Examples: authentic artifacts, displays, music, etc.) | 74% | 75% | 77% |
| | My scholar's cultural history is represented accurately in the curriculum. | 63% | 63% | 65% |
| | My scholar has opportunities to influence their learning experience. | 63% | 66% | 66% |
| | My scholar sees how their learning connects to the real world. | 57% | 61% | 65% |
| Culture of Achievement | | | | |
| At my scholar's school: | Staff effectively communicate with my scholar. | 76% | 75% | 81% |
| | Staff know my scholar's interests. | 51% | 48% | 63% |
| | Staff address the needs (i.e. behavior, special education, language, social-emotional) of my scholar. | 67% | 65% | 72% |
| | My scholar has been able to use their strengths. | 65% | 68% | 72% |
| | Staff believe my scholar can succeed. | 84% | 82% | 87% |
| | Staff provide an appropriate level of challenge for my scholar | 71% | 73% | 76% |
| Inclusive Communication with Communities | | | | |
| | I understand how to access the various communication tools from my scholar's school. | 56% | 68% | 74% |
| | My scholar's school communicates with me in my preferred method (i.e. email, text, etc.). | 86% | 85% | 87% |
| Please indicate how you receive communication related to your scholar: (select all that apply) | | | | |
| Current source of communication | Email | 77% | 69% | 70% |
| | Social Media | 44% | 44% | 44% |
| | TalkingPoints/Text message | 60% | 54% | 57% |
| | Seesaw | 36% | 35% | 47% |
| | Schoology | 60% | 55% | 50% |
| | Phone call | 56% | 57% | 61% |
| | Postal mail | 47% | 45% | 47% |
| | Peachjar e-flyers | 42% | 43% | 52% |
| | School newsletter | 49% | 44% | 51% |
| | District's 279Connect e-newsletter | 58% | 49% | 55% |
| | School or district staff | 47% | 44% | 52% |
| | Word of mouth | 41% | 42% | 44% |