

# Identifying Needs of Underserved Students

Describe your LEA’s highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

**Table**

Student group	Highest priority needs
<p>Students from low-income families</p>	<p><b>District free/reduced totals=53% average across all schools: IRSD schools range from North Georgetown Elementary at 85% as the highest to Southern Delaware School of the Arts at 21%. All additional schools fall in between that range.</b></p> <ol style="list-style-type: none"> <li>1) Our highest priority need for low income families across the IRSD is increased face to face instructional time to support any areas of needed support: academic, social/emotional and/or behavior. This will be completed with intense summer programming to accelerate learning into the next school year and on an individualized basis during the school year based on our MTSS programming.</li> <li>2) Priority number two in this area is making sure that families know who to reach out to for support in the school to have basic needs met.</li> </ol>
<p>Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)</p>	<p><b>Gap Data in reviewed by IRSD:</b></p> <p><b>Discipline:</b></p> <p><b>Total number of students in IRSD:</b></p> <p>percentage of male –75% of referrals were male  percentage of female—25% of the referrals were female  percentage of SE-49% of the referrals were SE  percentage of black-28% of the referrals  percentage of white- 47% of the referral  percentage of multi-racial-5% of the referrals  percentage of Hispanic-20% of the referrals</p> <p><b>Graduation Rate Data for SCHS with specific GAP data broken down into multiple cells:</b></p> <ul style="list-style-type: none"> <li>• 2019 Hispanic/Latino graduation rate (69.4%) is 15.6% below the State of Delaware graduation rate (85%) for the targeted population.</li> <li>•2019 English Learner graduation rate (44.74%) is 30.51% below the State of Delaware graduation rate (75.25%) for</li> </ul>

the targeted population.

- 2020 Hispanic/Latino graduation rate is 77.65%. This is nearly an 8.1% increase in the graduation rate from 2019 and 7.4% below the State of Delaware graduation rate of 84.9%.
- 2020 English Learner graduation rate (41.54%) is 31.34% below the State of Delaware graduation rate of 71.88% for the targeted population.
- 218(12%) identified students approved for credit denial in 2020-21 SY
- 218 students withdrawn in 2020-21 school year
- 87 out of 218 (40%) withdrawn students identified as Drop-out
- 73 out of 87 (84%) withdrawn students are identified Hispanic/Latino
- 67 out of 87 (76%) withdrawn students are identified as new to the country.
- 4 out of 87 ( 0.05%) withdrawn students have a withdraw code -151-Aged out +21.
- Out of 37 newcomers for the 2020-2021 SY-30 (81%) were retained.

**Priorities:** Support gap data through increased Tier 1 support across all MTSS programming.

- 1) Priority number one is to increase Tier 1 opportunities for all students in the IRSD to ensure appropriate access to in-class support for academic, S/E and behavioral. At the elementary level, responsive classrooms will be implemented as training occurs throughout the 2021-2022 school year. At the secondary level, all schools are going back to the beginning and completing new and updated PBS systems with the state. Tier 1 opportunities will be monitored by the district office for fidelity.
- 2) Priority number two is to continue to redesign Tier 2/Tier 3 programming across the district to ensure that all schools have a baseline minimum set of supports that are implemented with fidelity.
- 3) Priority number three is to increase the graduate rate for our Hispanic students specifically at SCHS due to the severe gap in our data. It is believed that priorities number one and two will support this across the district. However, our data tells us that newcomers to the country that arrive in high school

	<p>need additional specialized programming. Specialized newcomer supports will be put in place through specialized schedules, twilight programming, and opportunities for original credit upon entry in a supported environment.</p>
<p>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p>	<p><b>After a review of our data for absenteeism the following was found for the 2020-2021 school year:</b>  Male-93% attendance rate across year  Female-94% attendance rate across year</p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1) After a review of the data around attendance for male and female there was really not a difference in attendance rate. However, our highest priority will be meeting the needs of individual students through the MTSS process.</li> </ol>

<p>English learners</p>	<p><b>Graduation Rate Data for SCHS with specific GAP data broken down into multiple cells:</b></p> <ul style="list-style-type: none"> <li>• 2019 Hispanic/Latino graduation rate (69.4%) is 15.6% below the State of Delaware graduation rate (85%) for the targeted population.</li> <li>• 2019 English Learner graduation rate (44.74%) is 30.51% below the State of Delaware graduation rate (75.25%) for the targeted population.</li> <li>• 2020 Hispanic/Latino graduation rate is 77.65%. This is nearly an 8.1% increase in the graduation rate from 2019 and 7.4% below the State of Delaware graduation rate of 84.9%.</li> <li>• 2020 English Learner graduation rate (41.54%) is 31.34% below the State of Delaware graduation rate of 71.88% for the targeted population.</li> <li>• 218(12%) identified students approved for credit denial in 2020-21 SY</li> <li>• 218 students withdrawn in 2020-21 school year</li> <li>• 87 out of 218 (40%) withdrawn students identified as Drop-out</li> <li>• 73 out of 87 (84%) withdrawn students are identified Hispanic/Latino</li> <li>• 67 out of 87 (76%) withdrawn students are identified as new to the country.</li> </ul>
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	<ul style="list-style-type: none"> <li>• 4 out of 87 ( 0.05%) withdrawn students have a withdraw code -151-Aged out +21.</li> <li>• Out of 37 newcomers for the 2020-2021 SY-30 (81%) were retained.</li> </ul> <p><b>Proficiency/Growth Rates with Academics</b> Current data is not available. But the IRSD trend has been that we see an opportunity gap in this area.</p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1) Priority number one is to work with our disproportionate cells to be able to provide more intensive supports.</li> <li>2) Priority number two is to strengthen our tier one supports for behavior and S/E supports across the district.</li> </ol>
<p>Children with disabilities</p>	<p><b>Graduation Rates:</b> The district total for 2019-2020 school year for graduation rate was 84.64% which exceeds the state average. The one cell that has a severe gap is the Hispanic population. For Children With Disabilities the graduation rate for SCHS for 79.7% and IRHS for 85%. Both exceeding the state average, however there is a lot of work to be done in other areas.</p> <p><b>Proficiency/Growth Rates with Academics</b></p> <p><b>Discipline:</b> 49% of referrals for the 2020-2021 school year were from students with disabilities; only 16.9% of the total population were receiving services as special education. This is disproportionate.</p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>3) Priority number one is to work with our disproportionate cells to be able to provide more intensive supports.</li> <li>4) Priority number two is to strengthen our tier one supports for behavior and S/E supports across the district.</li> </ol>

<p>Students experiencing homelessness</p>	<p><b>McKinney-Vento Data for the 2020-2021 School Year:</b>  Total: 155 (84 males-54% and 71 females-46%)  Total number of new foster students being monitored: 17</p> <p><b>Data for the start of the 2021-2022 School Year:</b>  Total to date: 40 (25 male-63% and female-38%)</p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1) Priority number one for these students is to ensure that they have their basic needs met in terms of food, clothes, shelter, and transportation to school.</li> <li>2) Priority number two is to ensure access to appropriate MTSS programming through increased Tier 1 supports and Tier 2 and 3 specialized supports.</li> </ol>
<p>Children and youth in foster care</p>	<p><b>IRSD started monitoring 17 new foster students last school year as reported through the McKinney-Vento process.</b></p> <p><b>Priorities:</b></p> <ol style="list-style-type: none"> <li>1) Our first priority is to ensure that these students' basic needs are met and that they have all materials needed to excel in school.</li> <li>2) Our second priority for students in foster care is to continue to ensure appropriate in school support through MTSS programming.</li> </ol>
<p>Migratory students</p>	<p>This data is in with our ELL students as the Hispanic population is our only migratory students.</p>

Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)

**Remote vs. Hybrid Data:**

**Fully Remote for full year: 2800**

**Hybrid: 7948**

As we head back into what will hopefully be a traditional school year with face to face instruction, one group that we in the IRSD will be monitoring very closely are those students returning from a whole school year of remote. The remote students will be returning to us after not seeing them in person after being home for a year. The rules and procedures are very different at home on remote versus in school.

- 1) Priority number one will be ensuring that we have appropriate data collection occurring within the IRSD to run supported MTSS programming.