

SY21 King Arts MOY State of the School Presentation



Agenda:

1. Current Context
2. Data Review and Observations
3. Short and Long Term Next Steps
4. Q&A



Mission and Vision:

The mission of King Arts is to provide all students with a dynamic educational experience that focuses on the fine and performing arts and emphasizes literature and writing.



Vision:

Inspired by Dr. Martin Luther King Jr, every King Arts student will become a lifelong learner who is an empathetic member of society, committed to social justice, and connected to the world and others through the arts.



SY21 SWP S.M.A.R.T.E Goals



School Year 21 Goals:

Effective Use of Data:

By the end of SY21, King Arts will improve student outcomes on MAP and other content assessments, increasing goal attainment by 10%.

High Quality Communication and Collaboration:

By the end of SY21, King Arts will improve Collaborative Practices (Teachers) and Effective Leadership (Admin) from Least to More Organized

MTSS:

By the end of trimester 2, KA will develop and implement a clear MTSS process and 100% of staff can articulate the process and use the correct intervention strategies at each tier.



SY21 School Demographics



Summative Designation by ISBE:

There are 4 possible designations:

Exemplary

Commendable

Targeted

Comprehensive

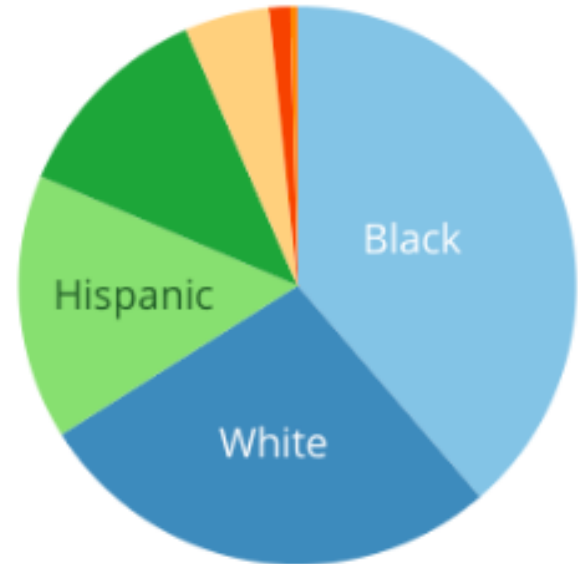
Calculations for K-8 school Designations include the following factors:

- Percent of students proficient in English Language Arts (10%)
- Percent of students proficient in Math (10%)
- English Learner Progress to Proficiency (5%)
- English Language Arts Growth (25%)
- Math Growth (25%)
- Chronic absenteeism rate (20%)
- Climate Survey (5% - Full credit for all schools)

Student Demographic Data- Race

(†Drill Down) Race

Black	189	38.7%
White	134	27.4%
Hispanic	75	15.3%
Multi-Racial	59	12.1%
Asian	24	4.91%
Amer Indian/Alaskan	6	1.23%
Pacific Islander/Native Hawaiian	2	0.41%



Student Demographic Data: Lunch Status

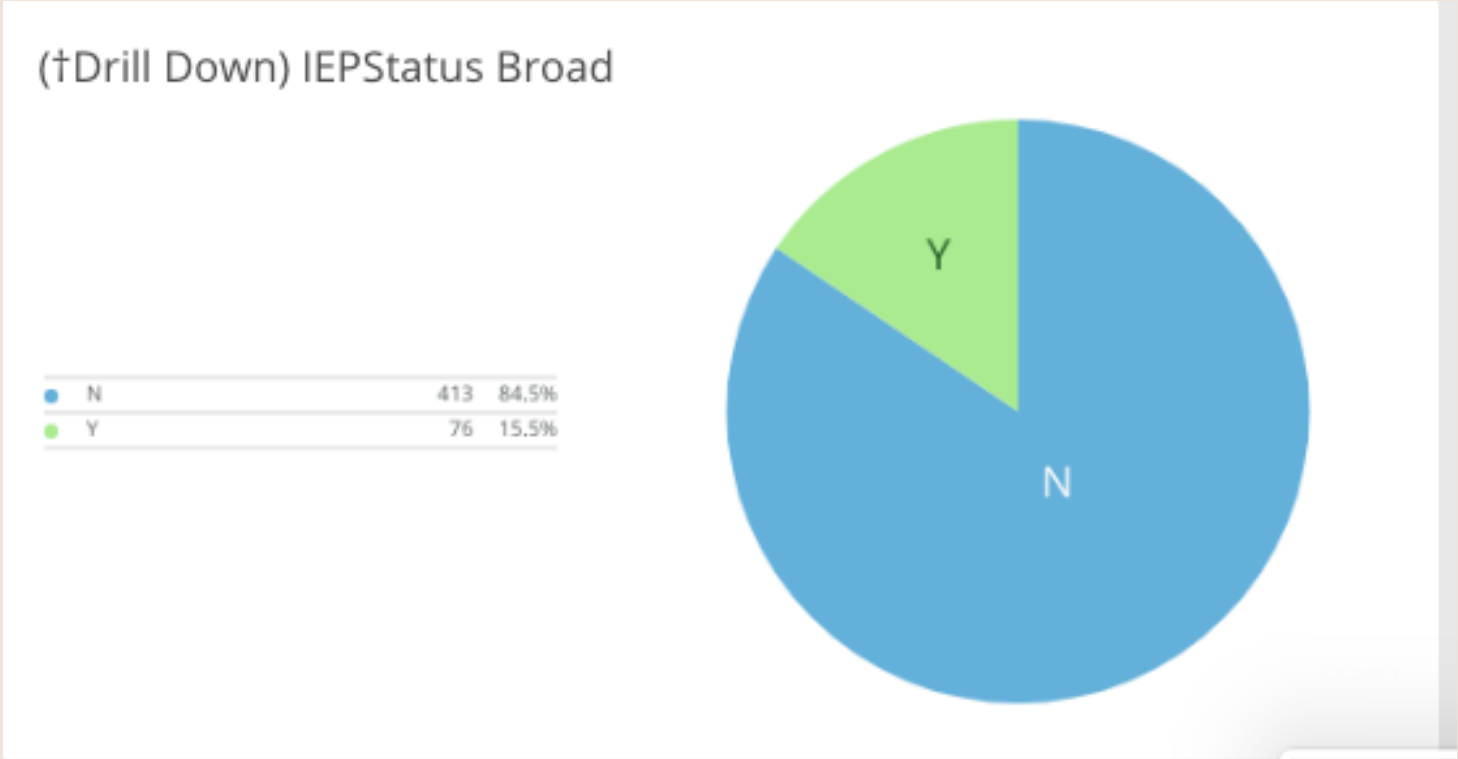
(†Drill Down) Free or Reduced Lunch

● Full Price Lunch	265	54.2%
● Free/Reduced Lunch	224	45.8%



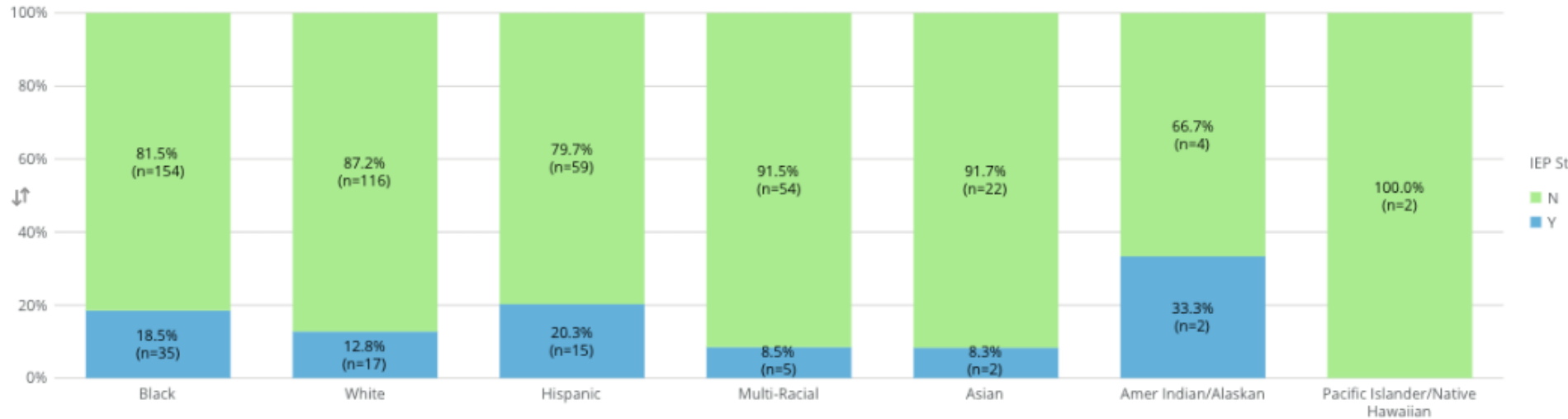
Student Demographic Data: IEP

76



Student Demographic: IEP by Race

(†Drill Down) Percentage of Students with and w/o Disabilities by Race



Anecdotaly,
Who are we?



Two remote students in 2nd grade have made huge growth in reading, and math, as demonstrated by their maps tests and reading levels. Student A started the year at a reading level 4 and is currently at an instructional 18. This is almost 2 years of growth.

Student J was a level 2 and is reading at an independent level 12. This is a year's growth in less than half of a year's time. Both made HUGE growth on MAPS in math. I

I was able to accomplish this with the 2nd grade teachers by doubling up on math small group instruction and through putting them in a small group where I am teaching the Wilson Reading System

I have had countless family emails praising all of our efforts. DAILY students tell me (both in person and remote) how much they LOVE school.

Our new admin have accepted this role with grace and kindness and compassion. They are warm demanders and up for all of the challenges that being part of King Arts brings with it. We are one of two K-8 schools in the district and need to juggle a lot of different things through PD, curriculum guidance, and running many PLCs. I was unsure anyone would be able to rise to this challenge during a pandemic, but now I brag about how our admin has GOT IT! Our teachers seem happy and excited to be back and energized remotely to support.

A third grade student who previously had great difficulty with engagement during remote learning is now attending Hybrid+. Not only was she prompt to our session with her camera and audio on, but she was actively participating in the session. She was repeating a new concept we were working on, "Synonyms." I pointed out that by repeating this word, she was using one of our "memory" strategies for learning that we learned a while ago. She was using the emoji reactions when she heard this, stunned and excited. She said she felt like a strong student when I helped her realize she can learn.

One of my 7th grade students has truly blossomed this school year. I cannot wait to reveal his growth. During this school year he has grown immensely.

In the remote setting, he has grown in all academic areas, he is participating in whole group instruction, turn taking, and sharing his well rounded knowledge of science and history.

His MAP scores have soared as well. I have attached them for reference as well. This month, he was nominated for the African Achievement Award for 7th grade.

Last year, he struggled with getting his basic needs met. His mother lost her job, food was sparse, and the family was eventually kicked out of their household. He fell apart in school. He struggles to function academically and socially. He was impulsive and frustrated. Starting the year remotely allowed him to observe and then engage in learning. Online learning allowed him to realize that many teachers and educators wanted to see him, chat with him, hear from him. He began to notice how much he was loved and cared for by our community.

Thank you,

For the countless emails of encouragement and support for the positive changes that are happening at KA.

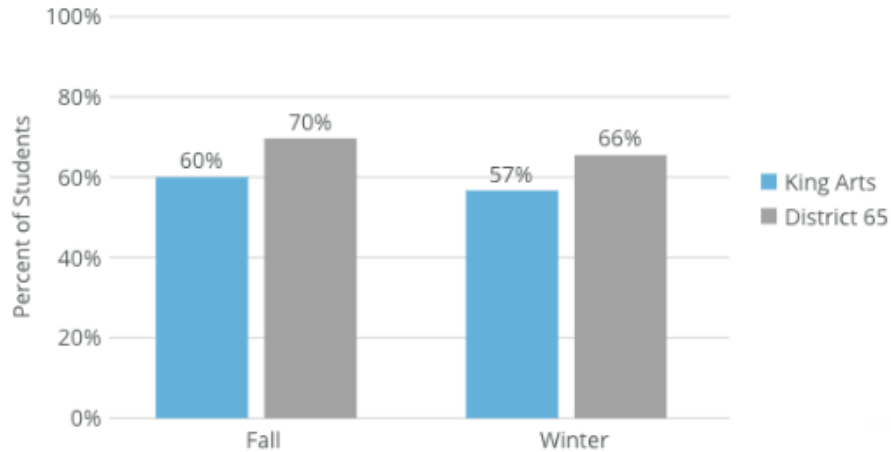
NWEA MAP Data Overview



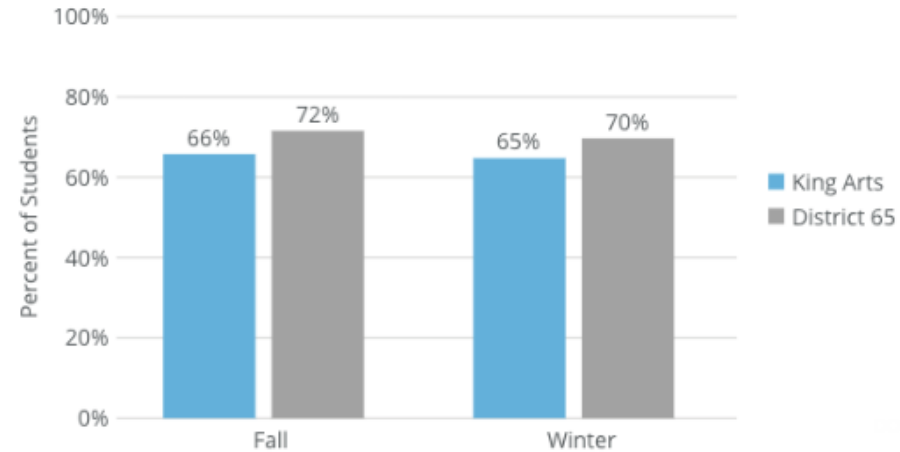
Direct correlation to goal focused on improving goal attainment.

At or Above Grade Level:

(M) % Student At or Above Grade Level by School

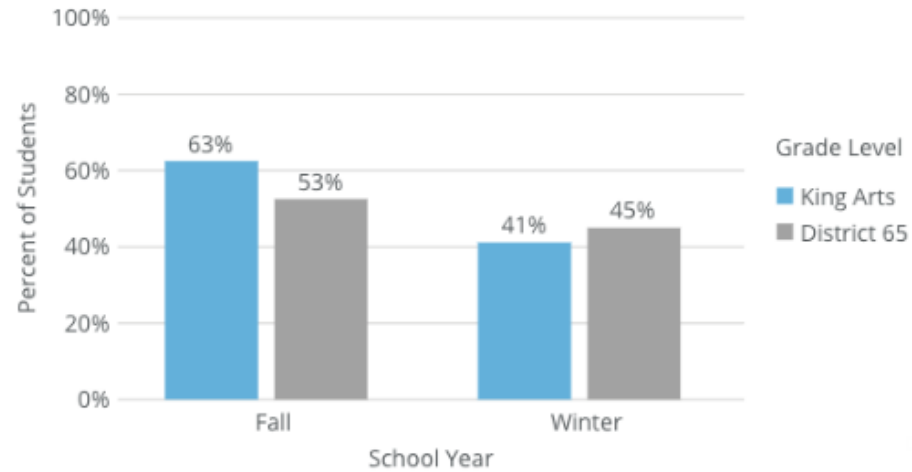


(R) % Student At or Above Grade Level by School

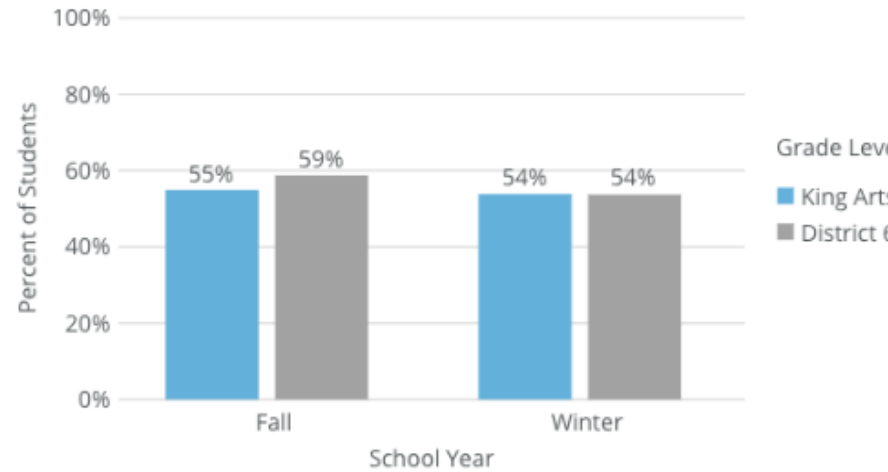


Making Expected Gains:

(M) Students Making Expected Gains by School



(R) Students Making Expected Gains by School



MATH Observations/Notes:

- 3rd and 8th grade increase (at or above grade level) from Fall to Winter
- Correlation between grades that saw decrease in # of students at grade level and # of students “disengaged” at each grade level
- 5th grade; teacher transition early December (week of testing)
- Black students saw increase at or above grade level across the board in Math
- Conversely, LatinX students did not increase

READING Observations/Notes:

- Overall performance patterns are generally consistent with and increase in # of students at or above grade level in 4th and 8th grade
- District and school saw a decrease in number of students performing at grade level and meeting expected gains (typical for Winter)
- Percentage of Black and Multi-Racial students at or above grade level and making expected gains decreased from Fall to Winter
- LatinX students making expected gains and performing at or above grade level has increased
- Phonemic awareness in primary grades

Panoramic Data Overview



Direct correlation to goal focused on improving communication and collaboration.

Topic

Percent Favorable ?

others nationally

Diversity and Inclusion

84%



80th-99th percentile

Teacher-Student Relationships

75%



60th-79th percentile

Cultural Awareness and Action

71%



80th-99th percentile

Well-Being and SEL

63%



Sense of Belonging

49%



20th-39th percentile

Engagement

34%



20th-39th percentile

Breakdown by Grade Level:

Group Name		Group Size	<div>Cultural Awareness and Action</div> <div>Diversity and Inclusio.</div> <div>Engagement</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div> <div>Well-Being and SEL</div>					
All respondents		166	71%	84%	34%	49%	75%	63%
Student Grade Level								
5		31	-1	-9	+5	+8	-2	-3
6		44	+6	+1	+12	+10	+9	+3
7		43	-7	+1	-3	-3	+2	-2
8		48	+1	+5	-11	-11	-7	0

Breakdown by Race:

Group Name	Group Size	<div>Cultural Awareness and Action</div> <div>Diversity and Inclusion</div> <div>Engagement</div> <div>Sense of Belonging</div> <div>Teacher-Student Relationships</div> <div>Well-Being and SEL</div>					
All respondents	166	71%	84%	34%	49%	75%	63%
What is your race or ethnicity?							
Black or African American	41	+3	-6	+8	+8	-3	-5
Hispanic or Latino	12	-8	+9	-1	+11	+15	+5
White	52	+1	+4	-7	-7	0	+3
Two or More Races/Ethnicit...	29	-1	-2	-1	-4	+2	-2
Other	20	-8	-3	-6	-3	-2	-2
Confidentiality protected	10	+12	+11	+15	+15	+1	+5

Panorama Survey Observations/Notes:

- Some grade correlation between student performance on assessments and Panorama response survey, but not necessarily consistent throughout. For example, while 8th grade students report a comparatively lower sense of belonging or that they feel less connected to their teachers, more of them are performing at grade level than Fall. And while 5th and 6th grade students report comparatively higher levels of engagement and sense of belonging, fewer are performing at grade level than Fall.
- How much of 8th grade's disengagement is a direct result of student concern regarding cell phone policy, lack of planned 8th grade graduation activities, etc?
- How do we target the "neutral" students to support their experience to be more "favorable?" (49% to 82%, 34% to 53%)
- How can we leverage practices that are successful in some grades and apply them to others? (For ex: we know 6th grade has advisory, and all 3 teachers have 1 section of advisory, we also see that students 6th grade students are reporting comparatively more favorable in regards to their engagement, sense of belonging, and teacher-student relationships.

MTSS Updates



Direct correlation to goal focused on MTSS.

Literacy:

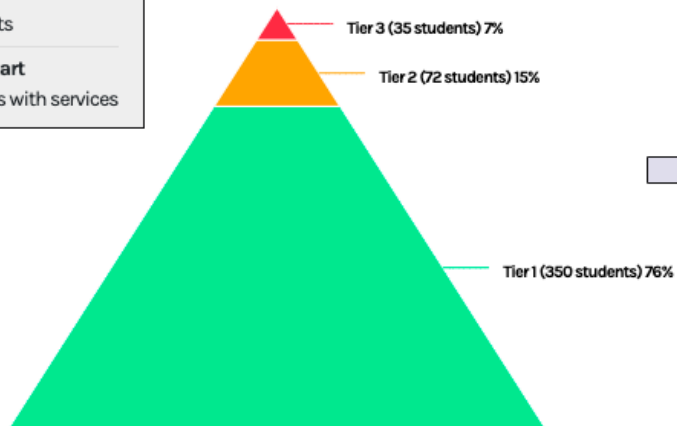
464 Students Total

Included in chart

Tier 1-3: 457 students

Not included in chart

Services: 7 students with services



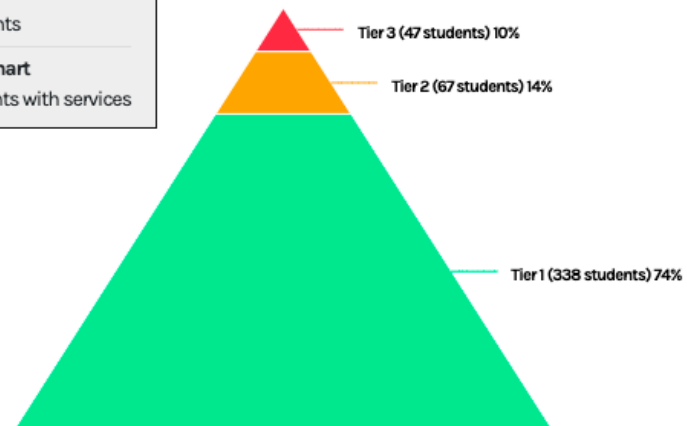
466 Students Total

Included in chart

Tier 1-3: 452 students

Not included in chart

Services: 14 students with services

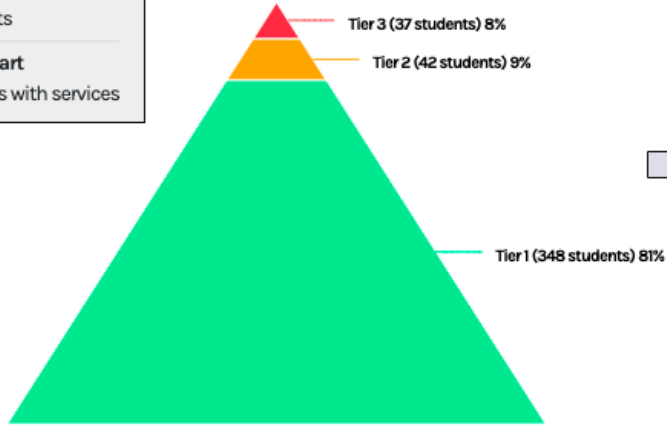


Math:

433 Students Total

Included in chart
Tier 1-3: 427 students

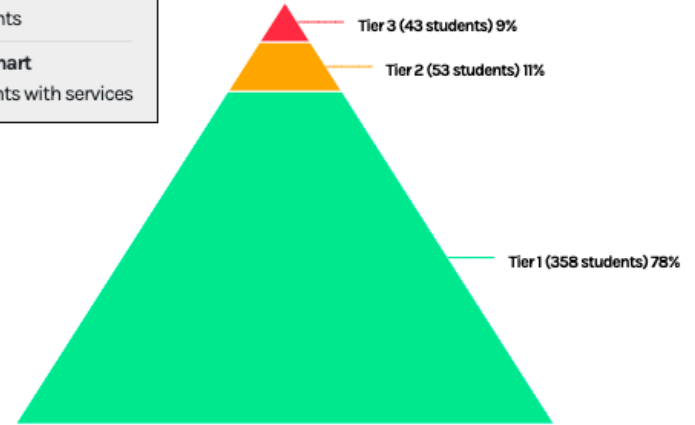
Not included in chart
Services: 6 students with services



466 Students Total

Included in chart
Tier 1-3: 454 students

Not included in chart
Services: 12 students with services



MTSS Observations/Notes:

- Increased data in number of students in math because primary students took math in Winter but not in Fall.
- Teachers have started developing strategic, tiered interventions for students (targeting all students without IEPs who fall below the 25th percentile).
- Developing a clear outline of resources for what Tier 2 supports look like in the classroom.
- Increased use of the Branching Minds platform to develop, input, and monitor support plans for students.
- MTSS team has formed and meets regularly as of Trimester 2.

Proposals and Next Steps:

Short Term

- MTSS Team focused on Student Engagement
- Morning Raffle (3rd Trimester)
- Use Instructional Coach to provide phonics intervention
- Use of Instructional Coach to guide specific grade level teams
- Teacher training and implementation of Tier 2 interventions (* documentation)
- STEP Training for K-3
- Teacher intervention plans for students in first quartile
- 8th Grade Celebration Activities

Long Term

- Restructuring of Reading Specialists/ Interventionists
- STEP assessment training and implementation K-3
- Differentiated Professional Development for Teachers
- WGI PD, SGI PD for Whole Staff prior to SY22
- Developing school-wide action plan for SEL including scheduling for SEL
- MTSS team forming school-wide support
- Outlining 8th Grade Activities and Celebrations at the onset of SY22 (perhaps extending to all of middle school)

FACE– Next Steps and Proposals

Short Term

- Monthly Family Meetings (increasing attendance) 3.24.21
- 5Essentials Survey Completion

Long Term

- MSA Process
- Aligning resources for families as it pertains to school-wide goals

Q&A