Leavitt Middle School

2024-2025 Results and Reflection

This document provides a summary of the data and areas for improvement for the 2024-2025 school year at Leavitt Middle School.

Chronic Absenteeism

- 255 out of 1,308 students (19.5%) are considered chronically absent.
- This is an increase from the 2023-2024 school year, which had a rate of 15.5%.

Behavior Data

- **Suspensions:** 767 suspensions were issued, a slight increase from 743 in the previous year.
- **Expulsions:** 10 expulsions were recorded for both 2024-2025 and 2023-2024.
- **Over-Representation:** The state has identified Leavitt MS as a school with an over-representation of at least one population.
- **Correction Plan:** The school plans to address this by revamping House Points, implementing SEL lessons, and utilizing PTV. Additional plans include integrating Kagan structures, having a PBIS committee with monthly meetings, counselor lessons, a calm-down space, restorative practices, and a Black Student Union (BSU).

SBAC Results (Preliminary)

- **ELA:** Preliminary proficiency is 48.7%, an increase from 45.8% in 2023-2024.
- **Math:** Preliminary proficiency is 30.38%, an increase from 25.8% in 2023-2024.
- **Science:** Preliminary proficiency is 37.99%, an increase from 34.3% in 2023-2024.

WIDA Proficiency

- The school saw an increase in WIDA proficiency from 5.1% in 2023-2024 to 10.6% in 2024-2025.

MAP Results (Spring 2024-2025)

- **Reading:** 65% of students met their growth goal, an increase from 60% in the previous two years.
- **Math:** 57% of students met their growth goal, an increase from 53% in 2023-2024 and 48% in 2022-2023 and 2021-2022.

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Student Culture Needs Assessment

- **Identified Areas of Need:** The assessment identified several areas for improvement, including:
    - Lessons on advocacy, regulation, and response to escalation.
    - Establishing and communicating student behavior expectations and staff responses.
    - Modeling standard methods for avoiding power struggles and non-verbal communication.
    - Modeling effective and active supervision by all staff.
    - Supervision of restrooms and common areas, with a specific note about needing more supervision in the 7th and 8th-grade halls.
    - Communicating behavior expectations for the cafeteria and quad.
    - Establishing and communicating exit procedures.
    - Standardizing methods for tracking student behavior, with a note to utilize the teacher contact log instead of citations.