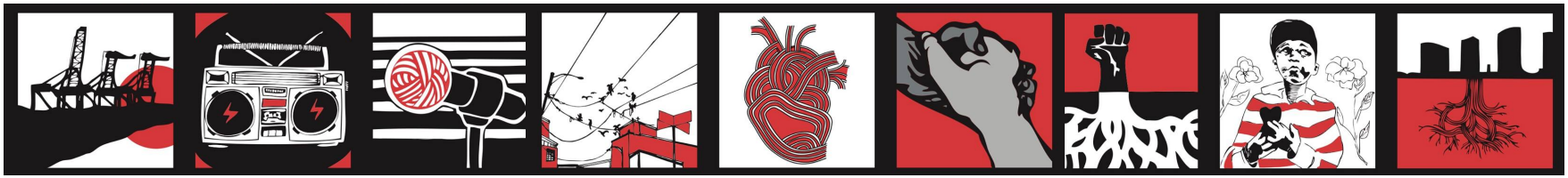
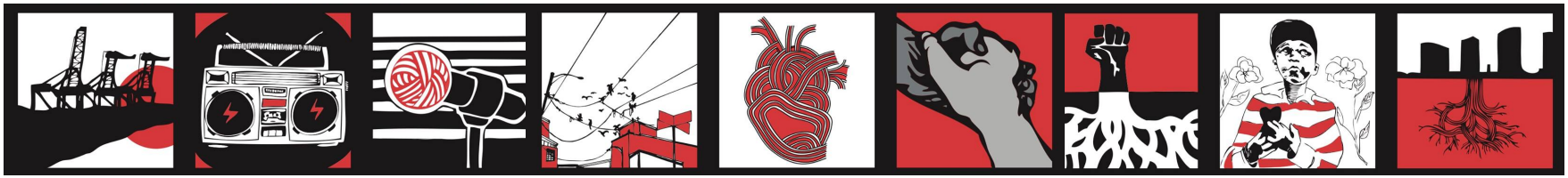


Academic Excellence - Board Update #2

Our purpose today:

1. Provide an overview of the instructional modifications in place for remote learning.
2. Share updated academic data



Metrics of Academic Excellence

- State testing results - CAASPP (Resuming in the Spring)
- Internal Benchmark Testing
- Student Grade Analysis
- Graduation Rate/College Acceptances
- City College Dual Enrollment/Early College Credit
- Program of Study

Social Science

Remote learning engagement strategies:

(This is a sample of strategies being used, though we do not follow a "one size fits all" approach for the department)

-Have at least one deliverable every day--something to turn in

-Offload lecture to outside of class, such as through video recordings or readings, so class time is more activity, task, or discussion based (at some grade levels, start lecture in class for scaffolding and then students finish on own)

-Reducing workload compared to a normal year. We'd rather have students do most of a smaller amount than less of a larger amount.

-Varying tasks (not one thing for 60 minutes), and try to keep the number of different options (jamboard, forms, padlet, nearpod, etc.) minimal so as not to confuse or overload

-6th grade created offline reading packets to reduce screen time and strain

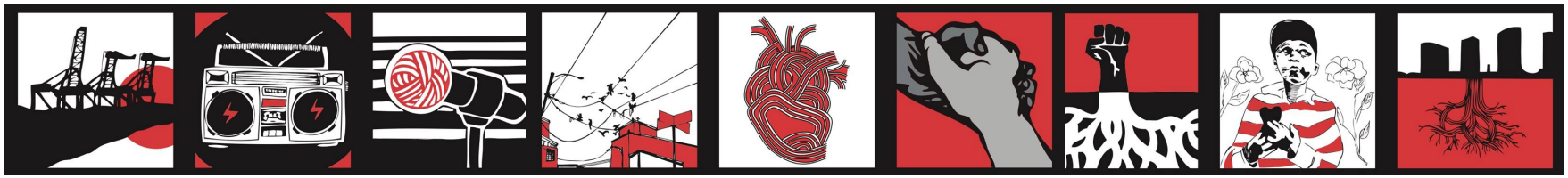
-Regularly sharing with each other what has and has not worked. This often leads to one teacher borrowing an idea from another.

Social Science

Addressing limited time for content:

- Some classes have chosen to keep the full course content, but to strategically select which specific topics or activities within that content to focus on. In other words, rather than eliminate units, just streamline them.

- For classes cutting units, we are doing this based on what will be covered in later classes (or has been covered in previous classes) and keeping each other informed. So far, the need for cuts has generally been limited to one unit, which can be remediated the following year, but it is a fluid and ongoing discussion as the semester plays out.



World Languages

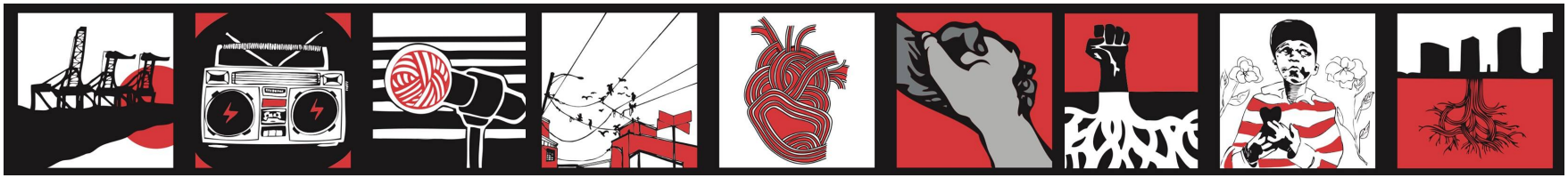
Student engagement: Short demonstration

Go to nearpod.com

Enter the lesson code from the chat in the red student box.

Various tools are used:

- breakout rooms with the same group of students for extended speaking practice
- a fully developed online curriculum
- nearpod as shown (it has more features than modeled)
- audio and video practice
- students create flipgrid videos
- homework at mastery level (built in feedback/ can be redone as often as necessary)
- short assessments

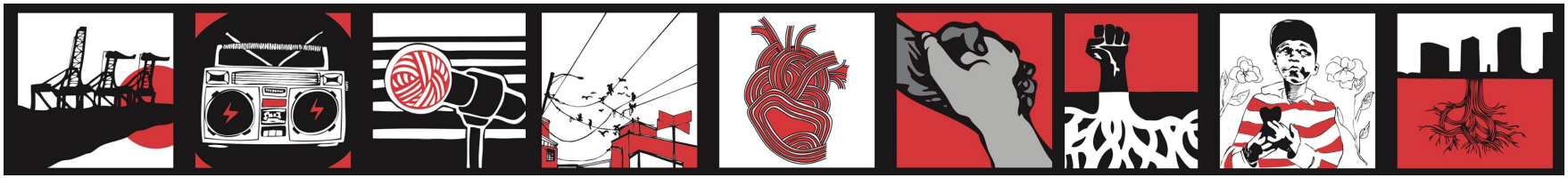


World Languages

Learning loss

In contrast to some other classes, learning a new language is a sequential process. We have to address all topics to build foundational skills.

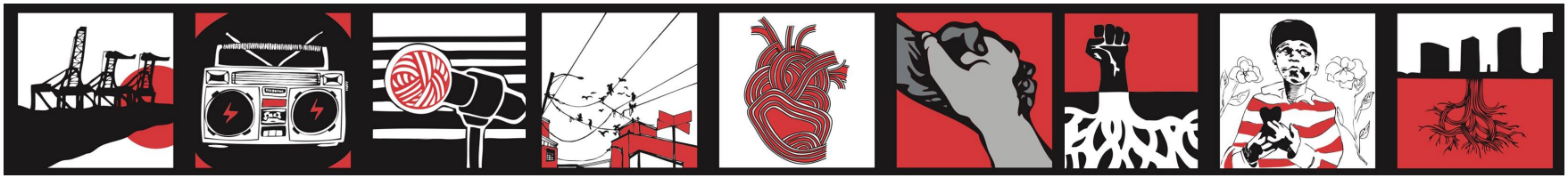
We will be able to cover about three quarters of the material of a regular school year. We will have to spend a significant amount of time in the following school year on finishing up the content of the previous school year. Also, we will need the daily in-class and in-person practice to build confidence in language skills.



Science - Mastery Based Benchmark

The Science Team has been working on an assessment method that tracks student growth throughout a school year.

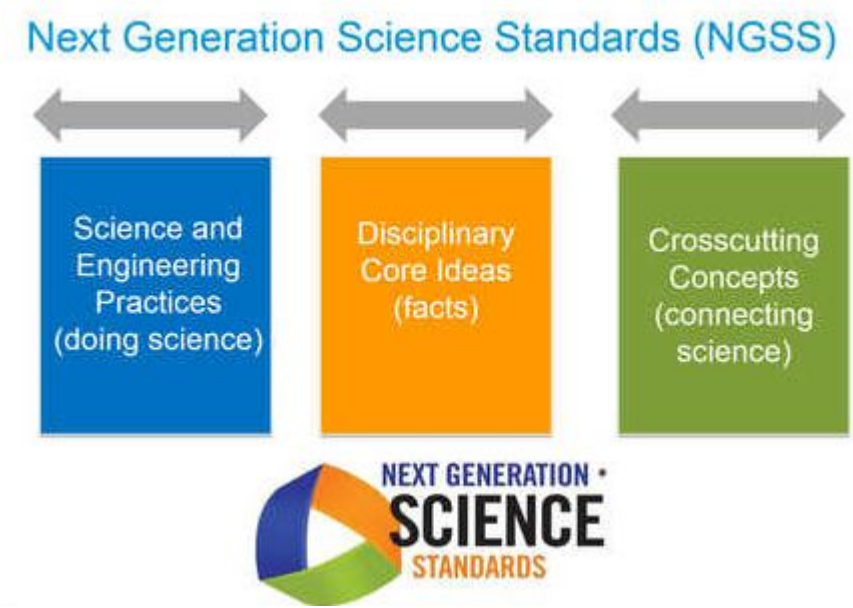
Mastery Benchmarks have been developed internally for each science course. The benchmarks are based on the NGSS and are designed to articulate through the grade levels.

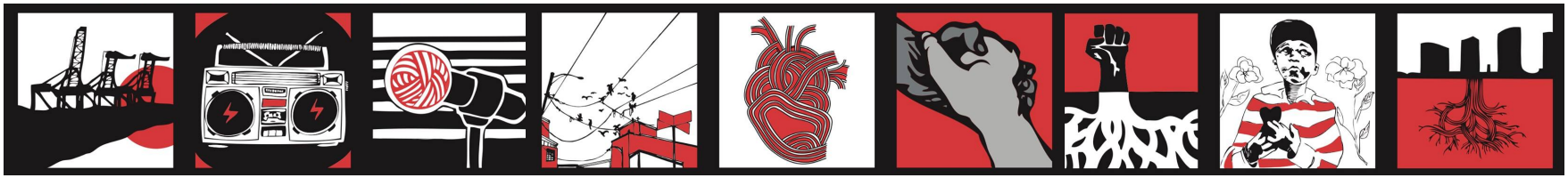


Science - Mastery Based Benchmark

The Next Generation Science Standards (NGSS) are 3-dimensional, which means that there are Science standards covering 3 different aspects of student learning:

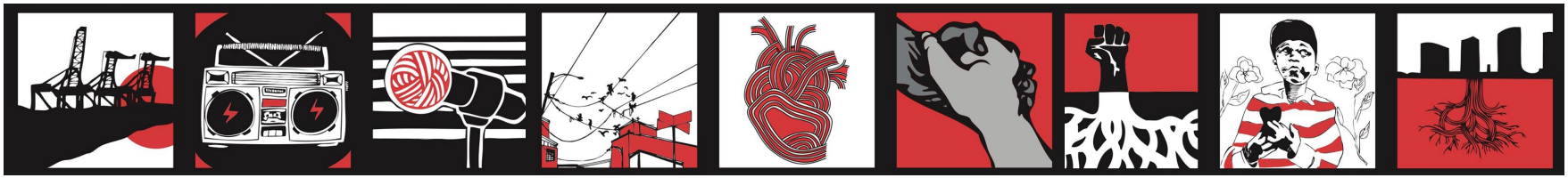
- Science & Engineering Practices
- Disciplinary Core Ideas
- Crosscutting Concepts





Science - Mastery Based Benchmarks

- Ideally, we would like to track students in all three dimensions. Obviously, that is a lot of assessment!
- As this is our first year trying this approach, we have all chosen, through group discussion, the standards that we feel exemplify the grade and curriculum we are teaching.
- Each teacher has presented preliminary results based on an example template and then improvising from there.These designs will be used as exemplars for settling on the best approach for capturing growth data for next year.



Science - Mastery Based Benchmarks

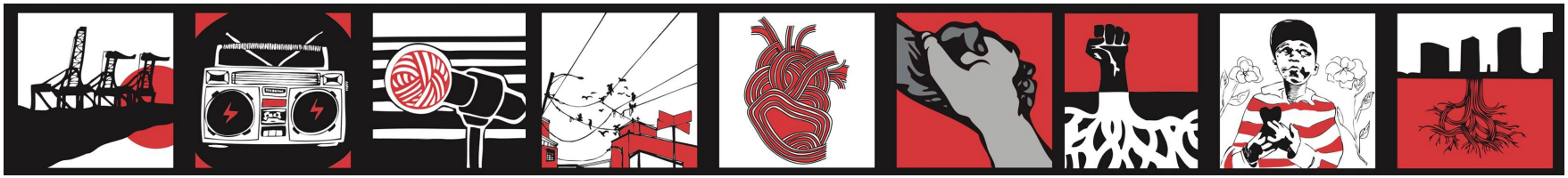
High School Standards of Focus

- Physics - Controlled Experiments
  (independent and dependent variables, constants, control groups)

- Honors Environmental Science - Impact Humans have on the Earth
  (Based on scientific, economic, political, historical, and social lenses)

- Chemistry - Components of chemical structures that can not be seen directly
  (relate the structure, behavior, and scale and of an atom to the particles that compose it)

- Biology - Constructing Explanations & Designing Solutions



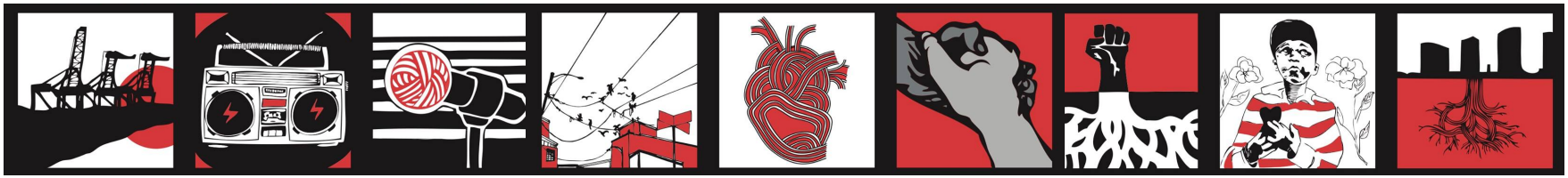
Science - Mastery Based Benchmarks

Middle School Standards of Focus

8th Grade Physical Science - Correctly identify a hypothesis, theory, and law
(Distinguish between a hypothesis and theory)

7th Grade Life Science - Tools of a Scientist (Observe, Infer, Predict, Classify, Model)
(Distinguish between infer and predict, be able to observe and classify, recognize models)

6th Grade Earth Science - Models
(Draw and interpret Models, describe the importance of a model)

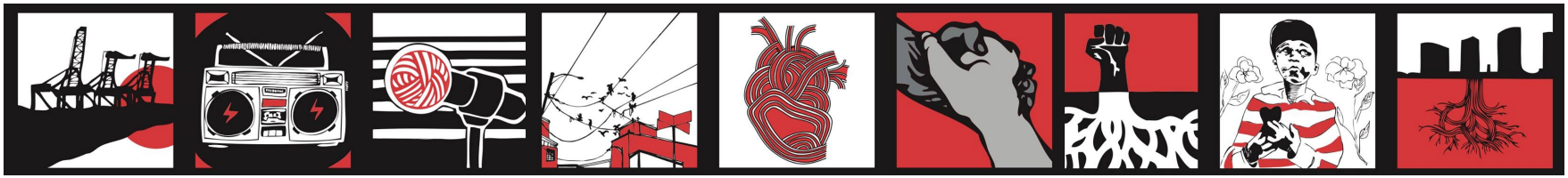


Science - Mastery Based Benchmarks

Preliminary High School Results

Physics

	11/20 - How does your instantaneous velocity compare to the average velocity from t = 0 to t = 10? Is this what one would expect when looking at the graph? Why or why not?			12/4 - Motion Project, Graphing Data					
	Beginning Level	**Medium Level**	**High Level**	**Beginning Level**	**Medium Level**	**High Level**	**Beginning Level**	**Medium Level**	**High Level**
Axxx Xxxxx			x			x			
Bxxx Xxxxx		x			x				
Bxxx Xxxxx			x			x			
Cxxx Xxxxx		x				x			



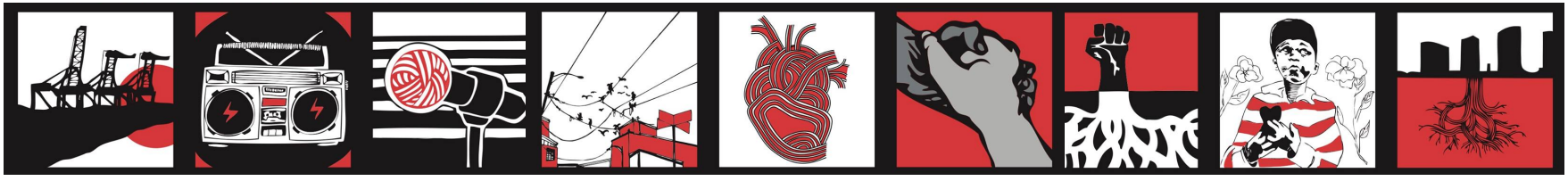
Science - Mastery Based Benchmarks

Preliminary High School Results

Environmental Science

Note:
Developing - Data yet not added

	scientific lens			economic lens			political lens			historical lens		
	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level
Axxx Xxxxx												
Cxxx Xxxxx												
Cxxx Xxxxx												



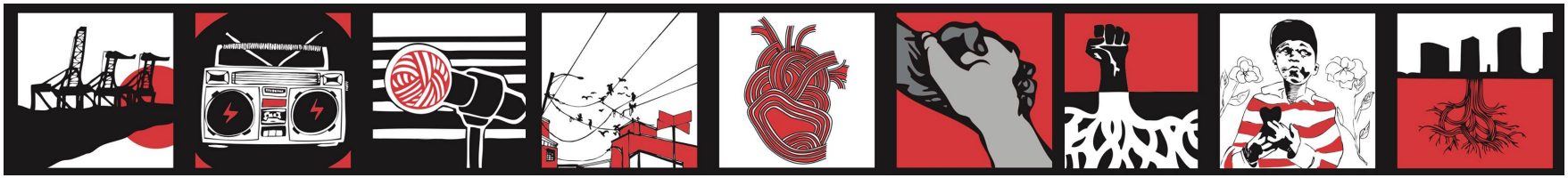
Science - Mastery Based Benchmarks

Preliminary High School Results

Chemistry

Note: Mastery occurring over the semester

	Weeks 3, 4: Building Substances			Week 7: Campout Simulation, Chemical vs Physical Change			Week 15: Quiz Lewis Structure		
	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level
Jxxxx xxxxxx		x				x			x
Mxxxx xxxxxx	no submission			no submission				x	
Sxxxx xxxxxx	x				x				x
Sxxxx xxxxxx	x					x		x	
Exxxx xxxxxx	x					x		x	



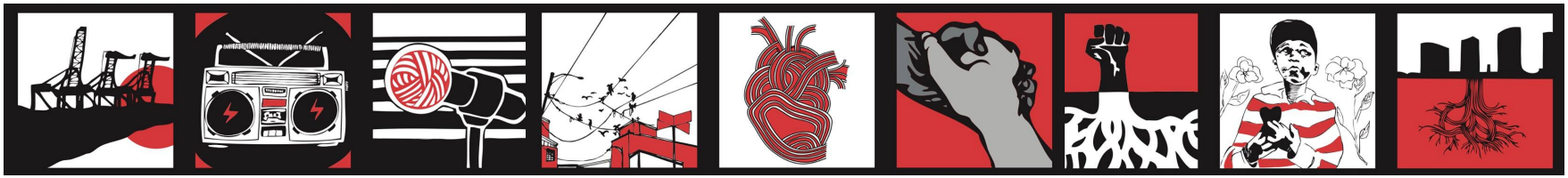
Science - Mastery Based Benchmarks

Preliminary High School Results

Biology

Note: Color can help with track-ing

	CER HW	Viruses Alive or Not?	Unit 1 Study Guide	PS + CR Test (#19)
	Mastery Goal 2	Mastery Goal = 3	Mastery Goal = 4	Mastery Goal = 5
Axxx Xxxx	10	10	10	10
Axxx Xxxx	6	8	7	0
Axxx Xxxx	0	9	10	4
Bxxx Xxxx	0	0	10	0



Science - Mastery Based Benchmarks

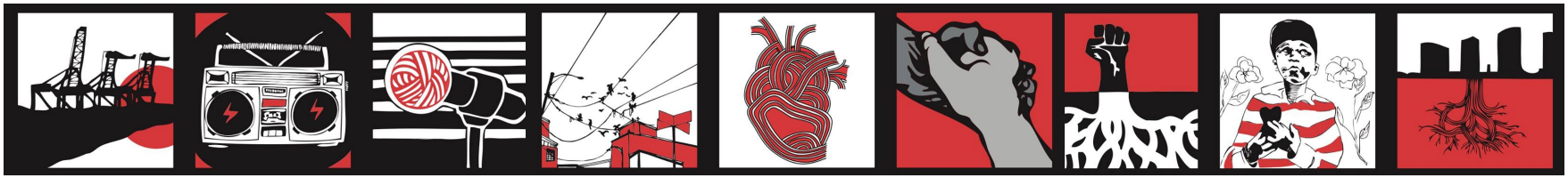
Preliminary Middle School Results

8th Grade Physical Science

Hypotheses, Theories and Laws	5 Beginning	6 Exploring	7 Developing	8 Proficient	9 Mastery
Lxxx Xxxxx					
Lxxx Xxxxx					
Mxxx Xxxxx					
O'xxx Xxxxx					
Oxxx Xxxxx					

Blue - Ch. 1 Test

Red - Ch. 1 Redo Tests

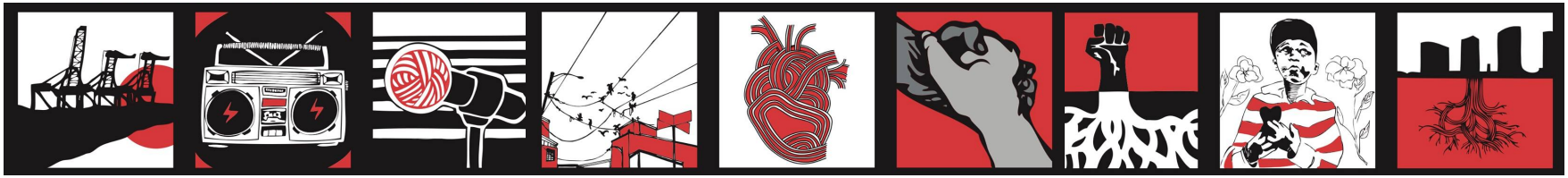


Science - Mastery Based Benchmarks

Preliminary Middle School Results

7th Grade Life Science

	Observe			Infer			Predict		
	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level	Beginning Level	Medium Level	High Level
Axxx Xxxxx			1		2				3
Axxx Xxxxx			1		2				3
Bxxx Xxxxx		1			2				3
Bxxx Xxxxx		1			2				3



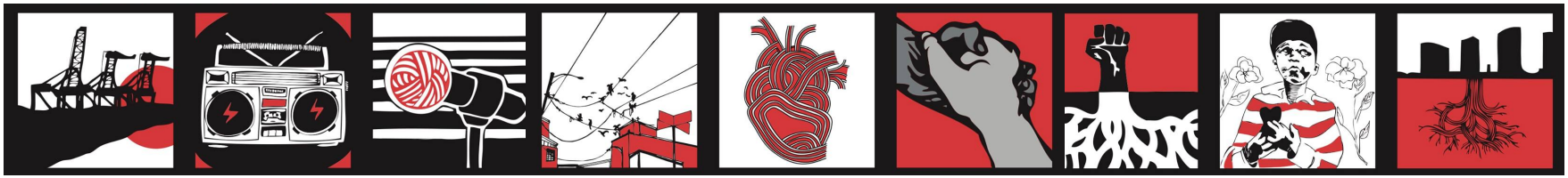
Science - Mastery Based Benchmarks

Preliminary Middle School Results

6th Grade Earth Science

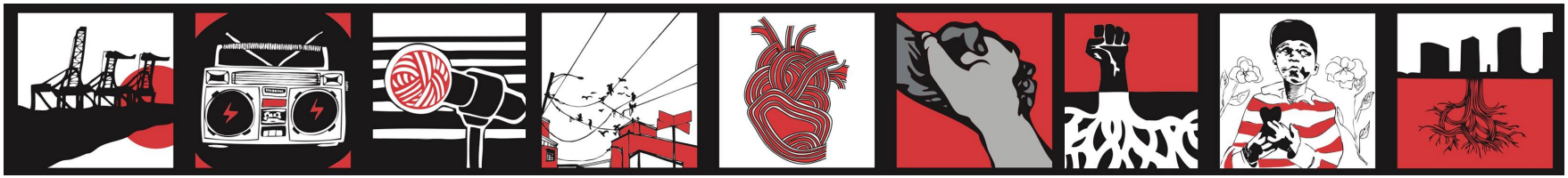
Last Name	First Name	BD	M&D	WS	Q10
Axxxx	Xxxxx	GU			EU
Axxxx	Xxxxx	NW			ST
Bxxxx	Xxxxx	NW			EU
Bxxxx	Xxxxx	EU			EU

Assignments:	Abbreviation	Goal	Grading Scale
Homework: Building Design	BD	Draw a Model	EU = Excellent Understanding
Classwork: Models and Diagrams	M&D	Describe the importance of a model	GU = Good Understanding
Models of Water Systems	WS	Draw a Model	BU = Basic Understanding
Rocks and Minerals Quiz Question 10	Q10	Read a Model	ST = Needs Support
			NW = No Work Submitted



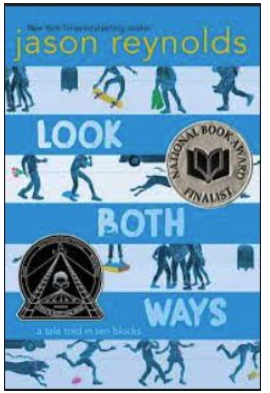
Science - Mastery Based Benchmark

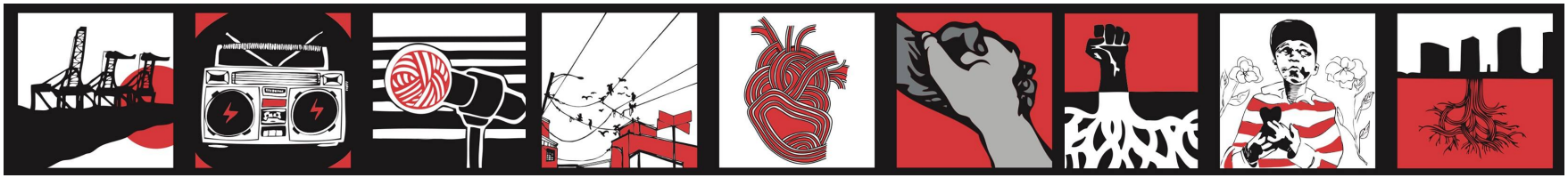
Allowing “teacher voice” in our design is leading towards a deeper understanding of the data we want to capture. Our plan is to consolidate our ideas and decide on a common data collection technique - that allows us to view student growth, discover where reteaching is necessary, identify the individuals who need extra help and offer assurance that students are ready for the curriculum in the next grade level.



Language Arts

- We are collaborating with arts teachers on our Pathways integration on units such as The Harlem Renaissance unit for 11th graders, which will include fashion, dance, and music.
- We are sharing ideas on how best to prepare students for CAASPP testing given the limitations of remote learning, such as fewer classes and the desire to minimize screen time.
- We are striving to reflect the diversity of our student body in selecting new culturally relevant literature, such as *Look Both Ways: a tale told in 10 blocks,* by Jason Reynolds for the 7th graders. It has won these awards:
  - Coretta Scott King Honor Book
  - NPR Favorite Book of 2019
  - *New York Times* Best Children's Book of 2019
  - *Time* Best Children's Book of 2019
  - *Today* Show Best Kids' Book of 2019
  - *Washington Post* Best Children's Book of 2019
  - *School Library Journal* Best Middle Grade Book of 2019
  - *Publishers Weekly* Best Book of 2019
  - *Kirkus Reviews* Best Middle Grade Book of 2019
  - National Book Award Finalist 2019





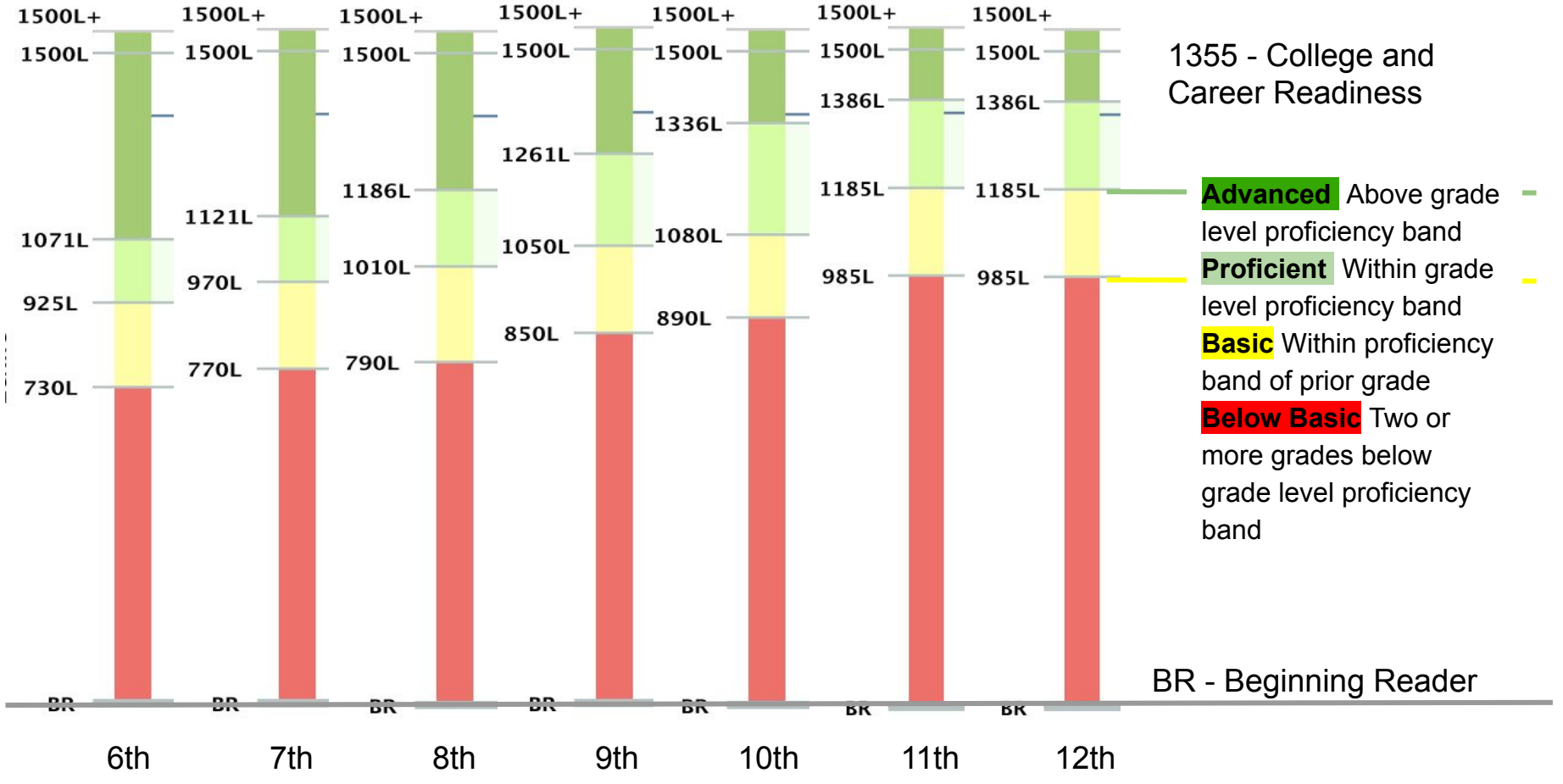
Scholastic Reading Inventory (SRI)

- Licensed service provided by Scholastic publishing.
- Has been used at OSA since 2015. We originally were licensed under OUSD's account but moved to our own server in fall 2018. Prior data has been lost.
- SRI is a criterion-referenced test intended to measure reading comprehension and match students to text so they can read with confidence and control.
- Results from SRI are reported as scale scores (Lexile® measures). The scale goes from Beginning Reader (less than 100L) to 1700L.

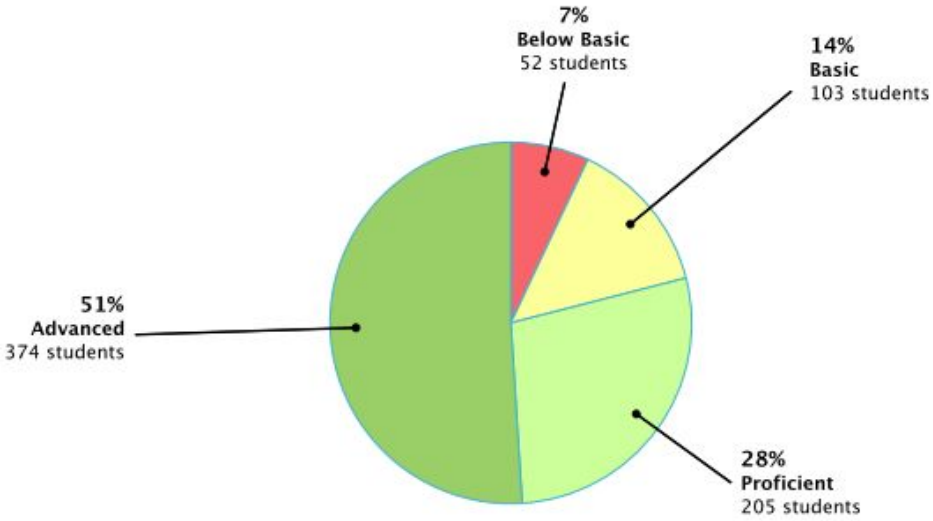
This chart shows the range of Lexiles considered **Proficient** for each grade level. If a student places in the range one grade below, this is considered **Basic**. Two or more is **Below Basic**. Above grade level proficiency is **Advanced**

YEAR-END PROFICIENCY RANGES					
Grade 1	190-530L	Grade 5	830-1010L	Grade 9	1050-1260L
Grade 2	420-650L	Grade 6	925-1070L	Grade 10	1080-1335L
Grade 3	520-820L	Grade 7	970-1120L	Grade 11	1185-1385L
Grade 4	740-940L	Grade 8	1010-1185L	Grade 12	1185-1385L

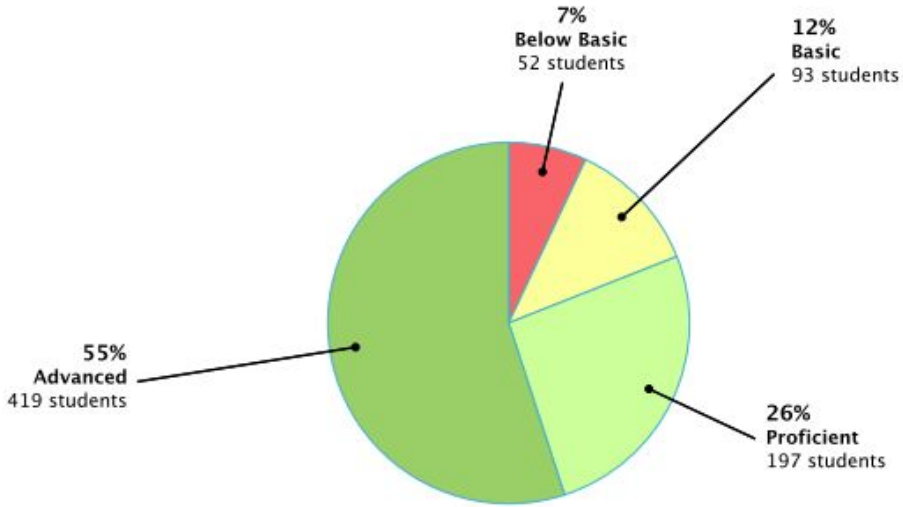
6th - 12th Grade Proficiency Bands



Overall School Proficiency



September 2020

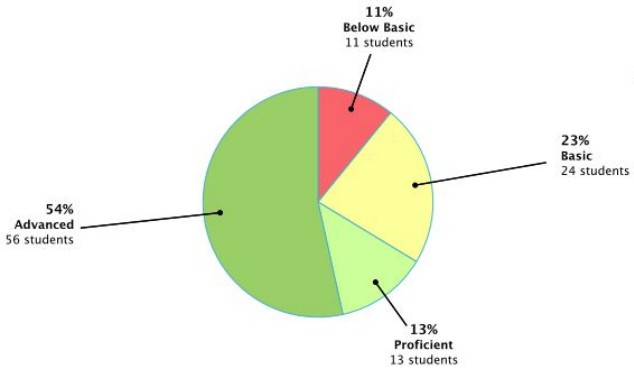


January 2021

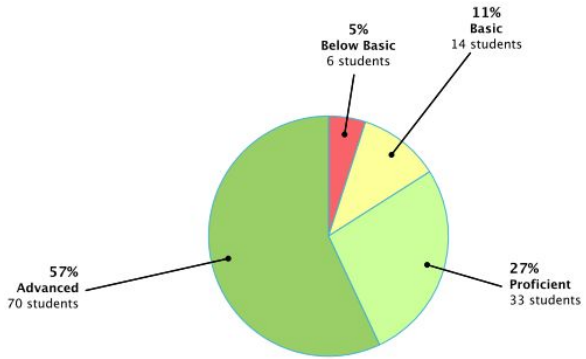
6th 67% Proficient or Advanced
7th 84% Proficient or Advanced
8th 84% Proficient or Advanced

9th 86% Proficient or Advanced
10th 79% Proficient or Advanced
11th 80% Proficient or Advanced
12th 87% Proficient or Advanced

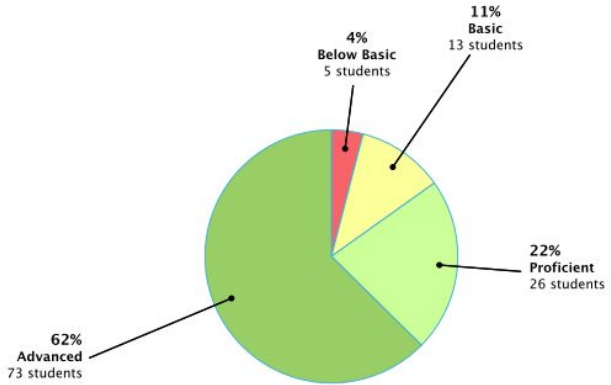
Middle School Proficiency
January 2021



6th Grade



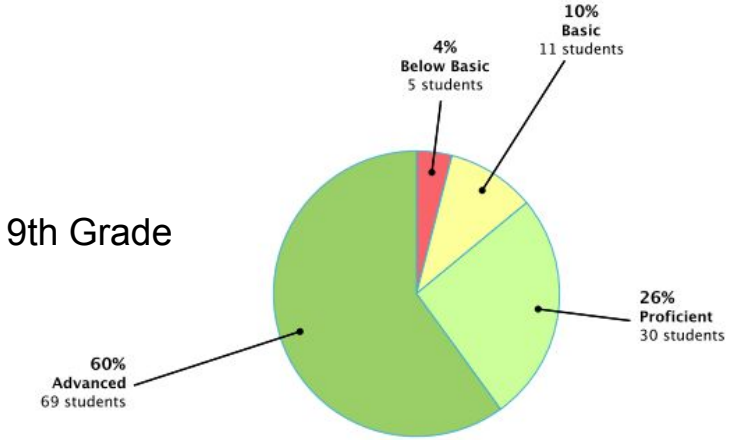
7th Grade



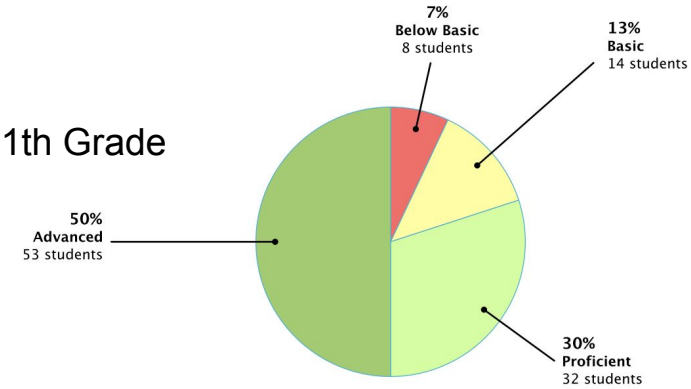
8th Grade

High School Proficiency - January 2021

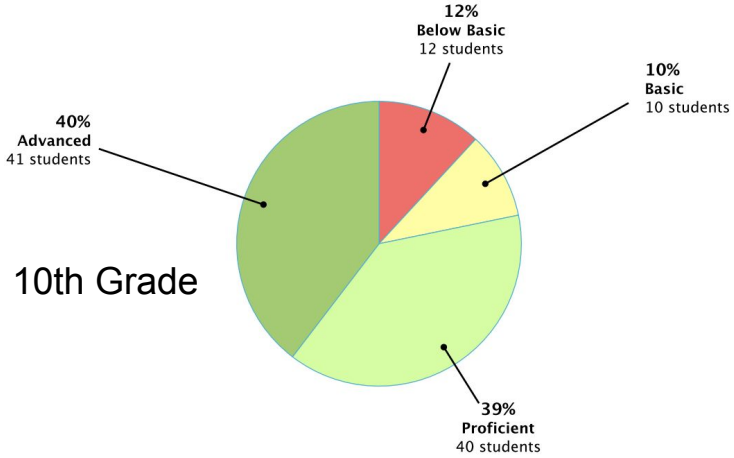
9th Grade



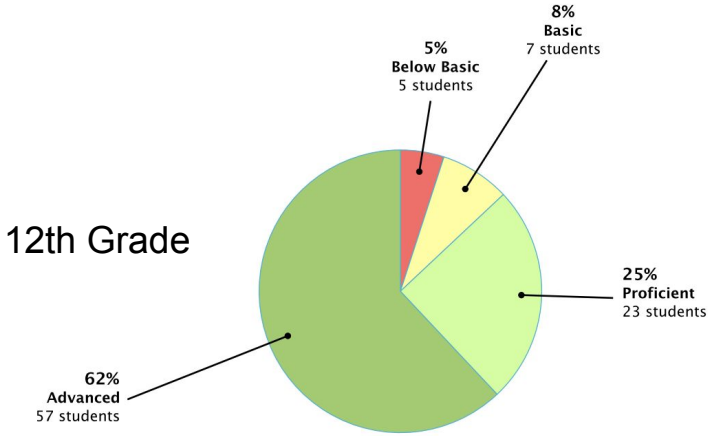
11th Grade

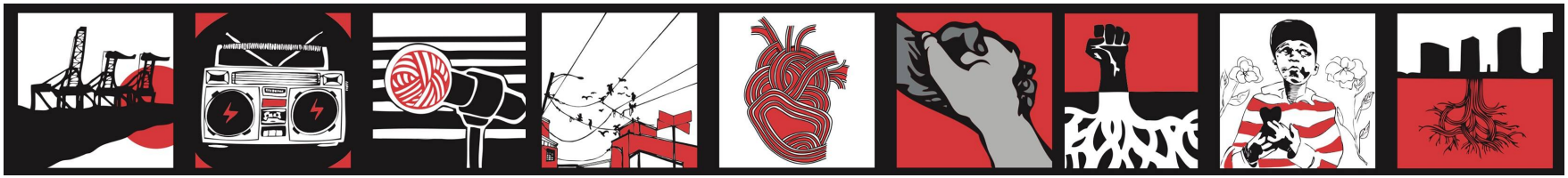


10th Grade



12th Grade





SRI Demographic Reports

- Request from last meeting to include demographic data
  - David Smith imported fields from PowerSchool / CalPads
  - Small sample size in certain demographic groups
  - Reports do not allow breakdown by grade level
  - Limited English Proficiency and Students with Disabilities show significant difference from schoolwide average
  - Other groups show moderate to limited difference from schoolwide average
  - Statistics for female students are closest to schoolwide average

Demographic Proficiency Report

Oakland School for the Arts (6-12) (757 total students)

DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD
Asian	51	18% 24% 59%
Black/African American	172	13% 22% 30% 35%
Economically Disadvantaged	114	15% 14% 33% 38%
Female	491	5% 11% 26% 57%
Hispanic	30	7% 23% 27% 43%
Male	258	10% 14% 25% 51%
Students with Disabilities	36	28% 22% 22% 28%
Two or More Races	111	10% 11% 32% 47%
White/Caucasian	368	4% 6% 21% 68%

Demographic categories with sample sizes of less than 10 have been removed from this chart. Those categories are American Indian/Alaskan Native (4), Gifted and Talented (0), Limited English Proficiency (5), Migrant (0), Pacific Islander (8).

Test Activity Report

TOTAL READING INVENTORY STUDENTS: 794

Grade	TEACHERS	STUDENTS ENROLLED	STUDENTS TESTED ONCE	STUDENTS TESTED TWICE	STUDENTS TESTED THREE OR MORE TIMES	STUDENTS NOT TESTED
5	0	0	0	0	0	0
6	4	105	3	100	1	1
7	4	126	7	116	0	3
8	4	117	8	108	1	0
9	3	120	19	96	0	5
10	3	112	13	90	0	9
11	3	111	15	91	1	4
12	4	103	35	57	0	11

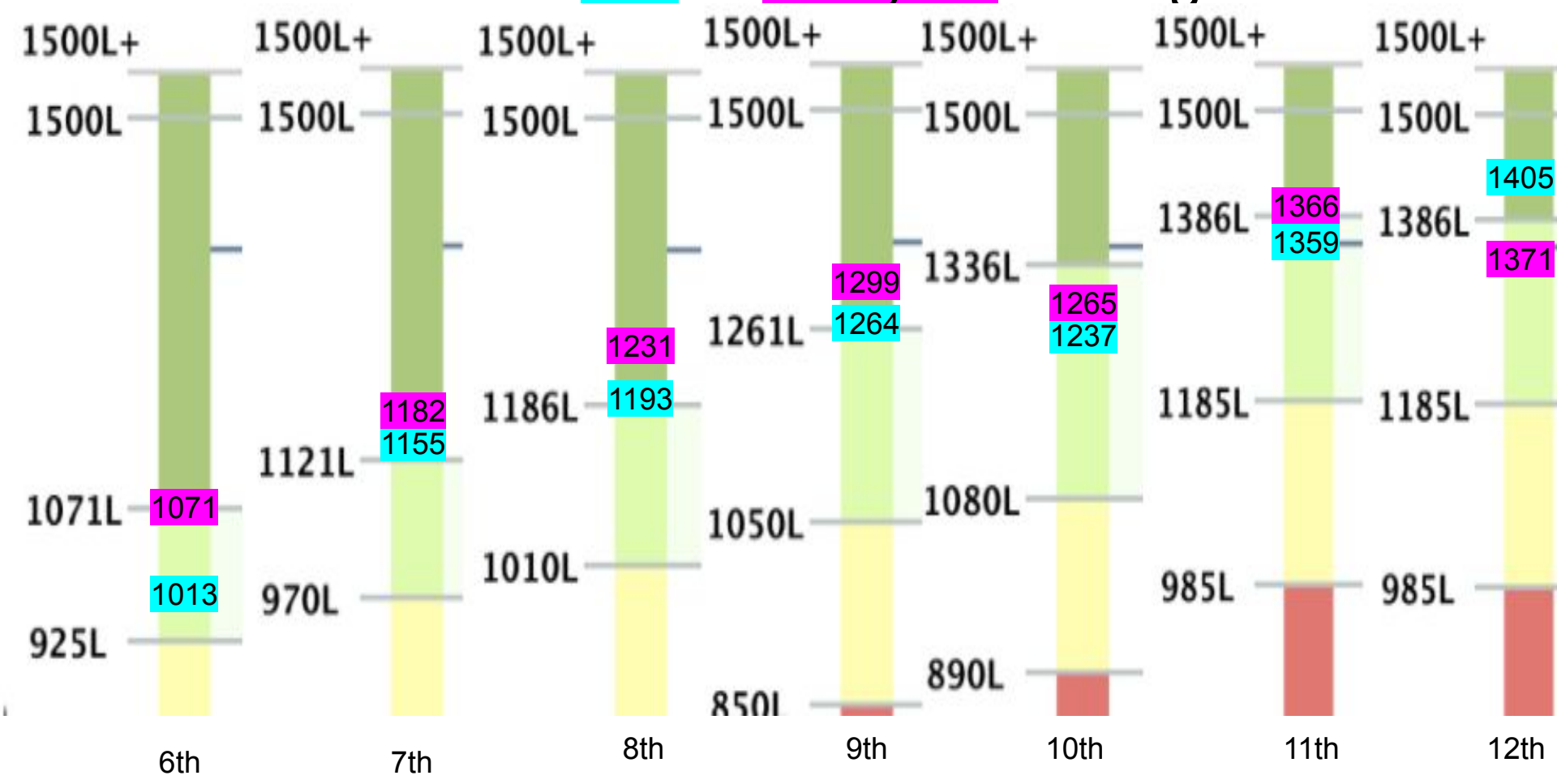
Growth Summary

Oakland School for the Arts (6-12) (661 total students)

Grade	FIRST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	LAST TEST SCORE (AVG.) IN SELECTED TIME PERIOD	PERFORMANCE STANDARD
5	N/A	N/A	N/A
6	1,013	1,071	58
7	1,155	1,182	27
8	1,193	1,231	38
9	1,264	1,299	35
10	1,237	1,265	28
11	1,359	1,366	7
12	1,405	1,371	0

Senior Note: Twenty-seven (27) 12th graders who were in English 1A (ECC) did NOT take the January test. Of those students, 17 had already reached the College and Career Readiness threshold. Another seventeen (17) seniors are currently testing at Basic/Below Basic, however 9 of those seniors have tested at or above Proficient in the past, so we can presume the test results are not an accurate representation of their actual levels.

2020-21 Fall to Mid-year Average



Impact of Remote Learning/COVID

	6th	7th	8th	9th	10th	11th	12th
6th Beg	1016	1013	1007				
6th Mid	1076	1082	1068				
6th End		1190	1079				
7th Beg		1152	1124	1076			
7th Mid		1162	1147	1171			
7th End			1091	1196			
8th Beg			1193	1227	1086		
8th Mid			1219	1242	1148		
8th End				1266	1178		
9th Beg				1264	1206	1172	
9th Mid				1289	1228	1192	
9th End					683	1255	
10th Beg					1236	1296	1255
10th Mid					1254	1319	1243
10th End						1191	1298
11th Beg						1358	1321
11th Mid						1335	1360
11th End							1487
12th Beg							1398
12th Mid							1356
12th End							

Average Gains from Mid-Year to Mid-Year

Grade	1/20-1/21	1/19-1/20
7th	80	79
8th	72	71
9th	47	80
10th	26	127
11th	16	117

Average Gains Fall to Mid-Year

Grade	F20-M21	F19-M20	F18-M19
6th	60	69	61
7th	10	23	95
8th	26	15	62
9th	25	22	20
10th	18	23	-12
11th	-23	39	

Middle School Growth

Grade 6 (101 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	46	46%	56	55%
Proficient	15	15%	12	12%
Basic	31	31%	24	24%
Below Basic	9	9%	9	9%

6th grade
- No change in Below Basic
- 7 students moved to Proficient
- 10 students moved to Advanced

Grade 7 (116 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	68	59%	68	59%
Proficient	29	25%	31	27%
Basic	12	10%	12	10%
Below Basic	7	6%	5	4%

7th grade
- 2 students out of Below Basic
- 2 students moved to Proficient
- No change in Advanced

Grade 8 (109 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	59	54%	71	65%
Proficient	30	28%	25	23%
Basic	16	15%	10	9%
Below Basic	4	4%	3	3%

8th grade
- 1 student out of Below Basic
- 7 students moved to Proficient
- 12 students moved to Advanced

High School Growth

Grade 9 (96 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	53	55%	60	63%
Proficient	30	31%	24	25%
Basic	11	11%	11	11%
Below Basic	2	2%	1	1%

Grade 10 (90 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	39	43%	36	40%
Proficient	29	32%	35	39%
Basic	12	13%	9	10%
Below Basic	10	11%	10	11%

Grade 11 (92 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	41	45%	48	52%
Proficient	38	41%	28	30%
Basic	7	8%	10	11%
Below Basic	6	7%	6	7%

Grade 12 (57 total students)

	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
PERFORMANCE STANDARD	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
Advanced	35	61%	39	68%
Proficient	15	26%	12	21%
Basic	3	5%	2	4%
Below Basic	4	7%	4	7%

9th grade
- 1 student out of Below Basic
- 1 student moved to Proficient
- 7 students moved to Advanced

10th grade
- No change in Below Basic
- 3 students moved to Proficient
- 3 students drop out of Advanced

11th grade
- No change in Below Basic
- 3 students drop to Basic
- 7 students moved to Advanced

12th grade
- No change in Below Basic
- 1 student moved to Proficient
- 4 students moved to Advanced

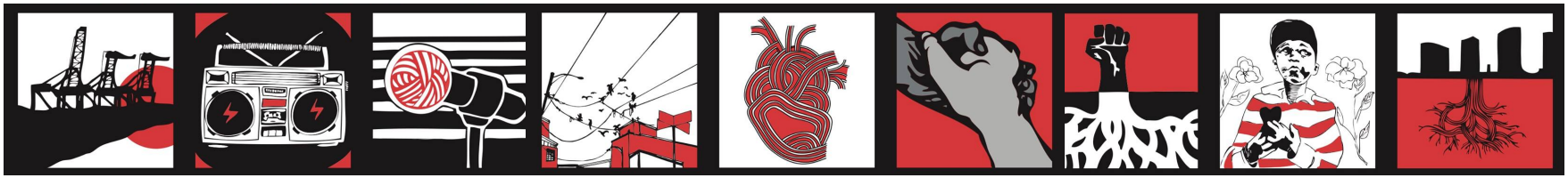
(Note: Very incomplete data set)

Demographic Growth Patterns

Oakland School for the Arts (6-12) (661 total students)

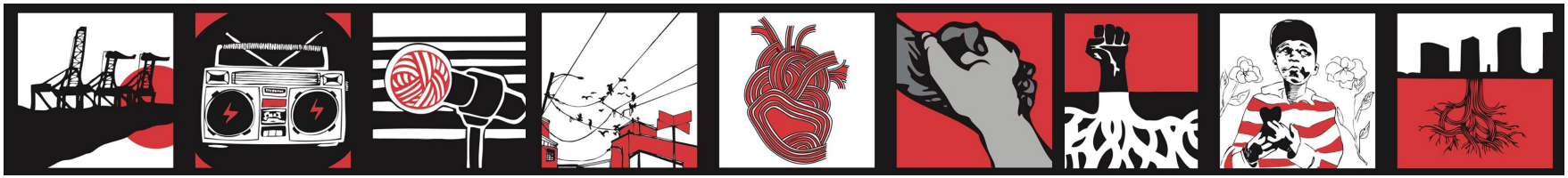
DEMOGRAPHIC	STUDENTS	PERFORMANCE STANDARD	
		FIRST TEST IN TIME PERIOD	LAST TEST IN TIME PERIOD
Asian	46	2% 13% 26% 59%	15% 24% 61%
Black/African American	149	13% 22% 32% 32%	11% 20% 30% 39%
Economically Disadvantaged	90	10% 19% 37% 34%	11% 13% 36% 40%
Female	427	4% 13% 29% 53%	4% 11% 25% 60%
Hispanic	24	17% 17% 29% 38%	8% 25% 25% 42%
Male	227	10% 16% 26% 48%	10% 12% 25% 53%
Students with Disabilities	26	27% 12% 31% 31%	23% 23% 19% 35%
Two or More Races	94	4% 14% 34% 48%	6% 12% 29% 53%
White/Caucasian	325	4% 10% 23% 63%	4% 6% 22% 68%

Demographic categories with sample sizes of less than 10 have been removed from this chart. Those categories are American Indian/Alaskan Native (4), Gifted and Talented (0), Limited English Proficiency (5), Migrant (0), Pacific Islander (6).



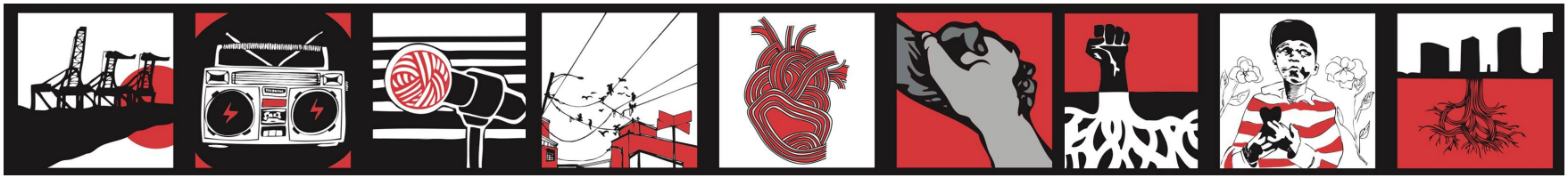
Mid-year SRI Takeaways

- Gains from Semester 1
  - Data suggests that upper grades are struggling more with making reading gains in remote learning than lower grade
  - Data in upper grades may be skewed due to low participation
- Demographic data
  - Both proficiency and growth suggest that growth is occurring in all groups
  - Some disparity exists and measures should be taken to address that
- Growth within Proficiency Bands
  - Students in the Basic, Proficient, and Advanced bands continue to make gains
  - We are not seeing significant movement out of the Below Basic band
  - Proficient to Advanced and Basic to Proficient movement is strong



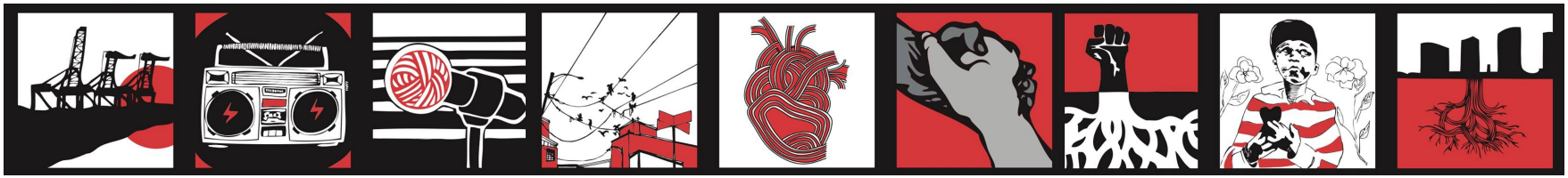
SRI - Going Forward

- Explore options for grade level demographic data analysis
- Strategize ways to obtain more complete/accurate data from upper grades
- Work with teachers, students, and families to instill a growth mindset approach to reading and SRI scores
- Analyze data against curriculum and teaching practices
- Share SRI data analysis with other teachers to help inform their teaching and to encourage integration with reading goals



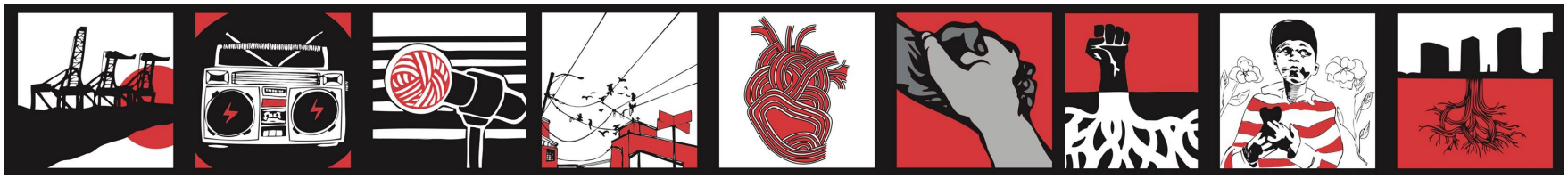
Mathematics Diagnostic Testing Project (MDTP)

Presented overview and data from 2020-21 at October (?) Board Meeting



MDTP Updates

- Request from last meeting to breakout results for Latinx students and by gender
  - –Small sample size had prevented reporting Latinx category on each test
  - –Need to combine across grade-levels
  - –Tests are not directly comparable, so created and “INDEX” that can be combined across grade levels:



How is the Index Calculated?

- TEST AVERAGE = Average All Test Scores for Specific Test
- GROUP INDEX PER TEST In Group Average for test / TEST AVERAGE
- SCHOOLWIDE GROUP INDEX = Weighted average of GROUP INDEX across tests

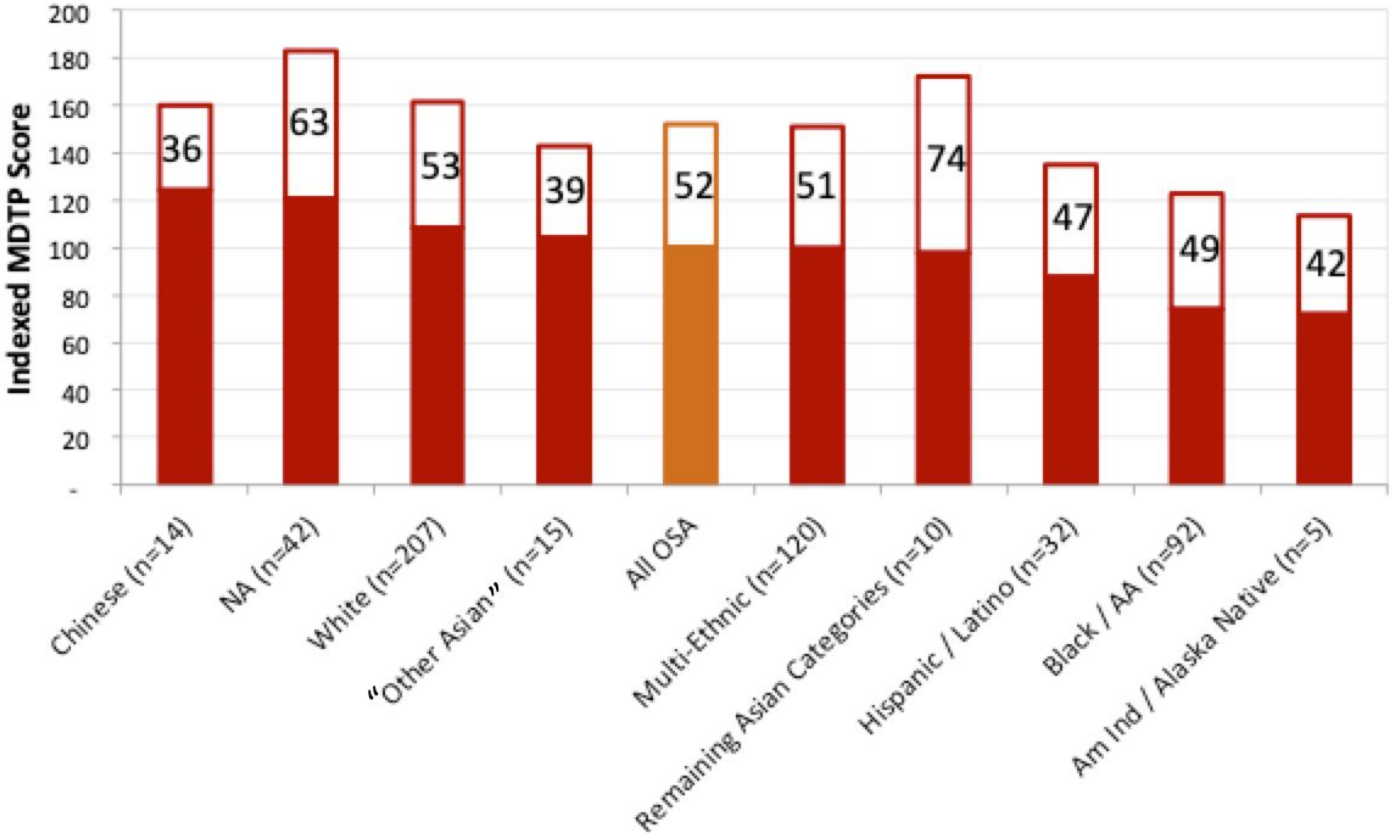
Example: Algebra 1 Readiness Test, average score for all test takers 40.3%

"Hispanic/Latino" A1 Readiness Test average score: 33.8%

Algebra 1 Readiness INDEX: 33.8/40.3 = 0.84 or 84%

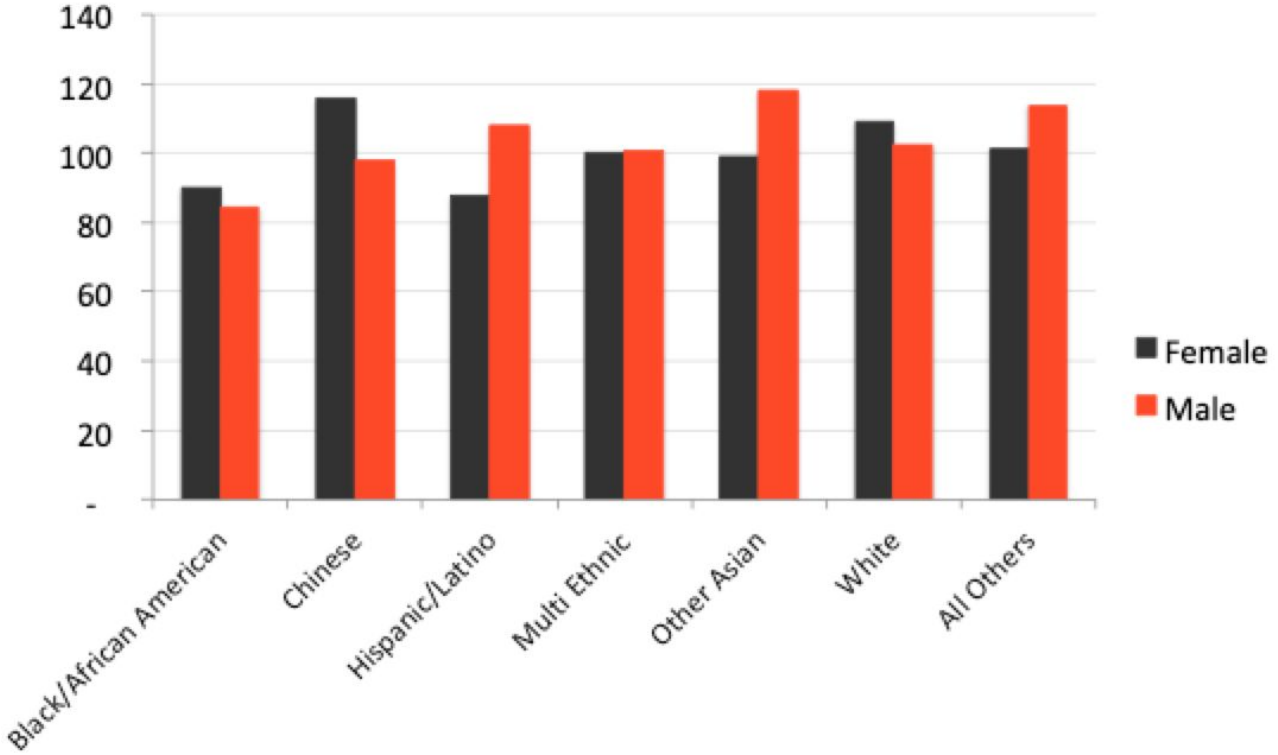
Overall Group Index = weighted average of all indices

Schoolwide Indexed MDTP Baseline and Growth
2019-20

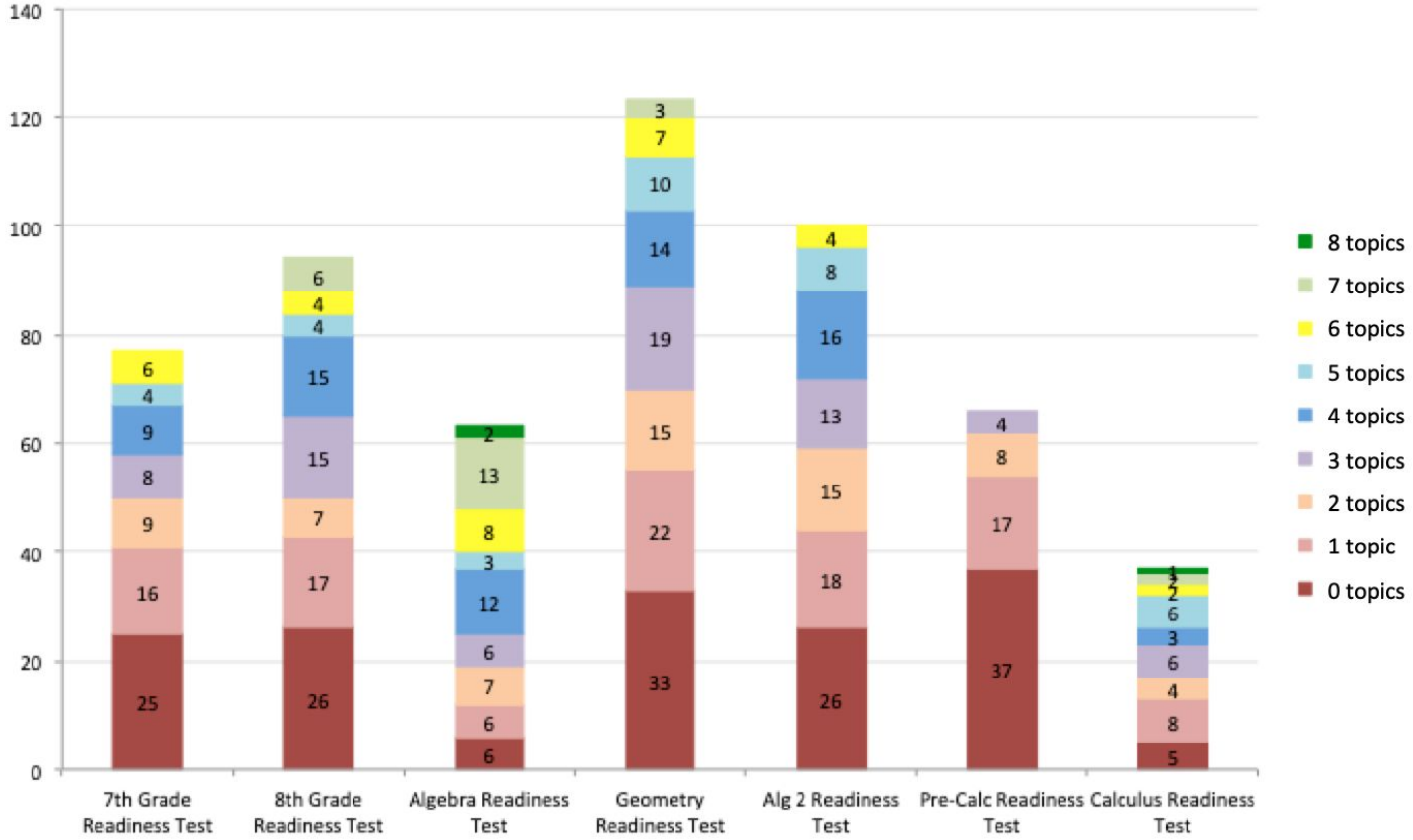


October 2020 Schoolwide MDTP Results by Ethnicity and Gender

(Average Score within Group Indexed to Average Score Overall)



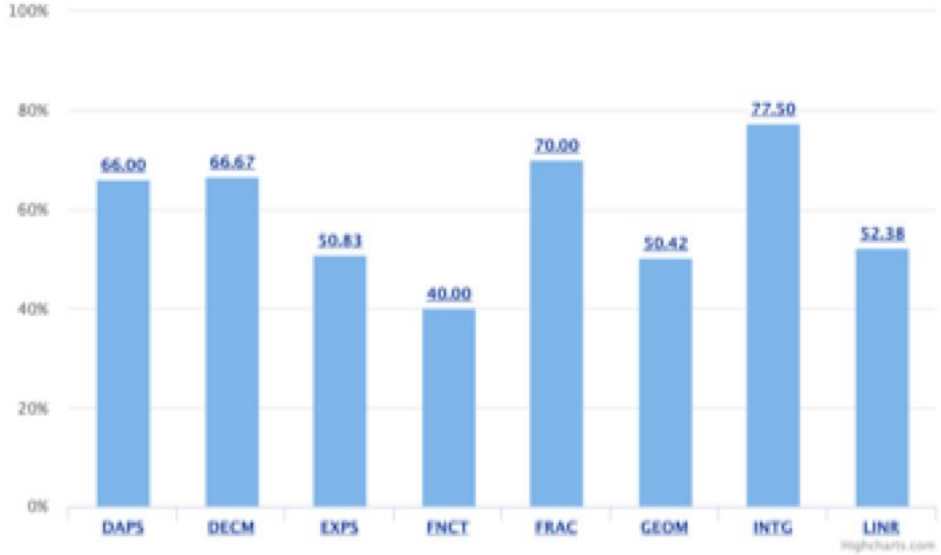
Number of Topics in which Proficiency was Demonstrated



MDTP To Inform Teaching

Class Average Topic Scores

For each topic, the height of its bar displays the average percent correct, the average number of correct responses is printed in its column. You may also hover over each bar to view the ratio of the number of items correct and the total number of items in each topic, and click each bar to drill into the topic's items.



Students at or above Critical Level

Export as

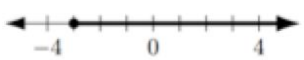
TOPIC	ITEM COUNT	CRITICAL LEVEL	NO.OF STUDENTS	STUDENT PERCENT
DAPS: Data Analysis & Probability & Statistics	5	3	21	70%
DECM: Decimals, including Applications; Percents; Absolute Value	6	4	17	57%
EXPS: Exponents & Square Roots; Scientific Notation	4	3	13	43%
FRAC: Fractions, including Applications	6	4	20	67%
FNCT: Functions & their Representations	5	4	2	7%
GEOM: Geometric Measurement & Coordinate Geometry	8	5	12	40%
INTG: Integers	4	3	21	70%
LINR: Linear Equation & Inequalities	7	5	11	37%

Question 37

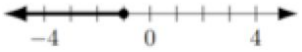
Alg1

Which of the following graphs represents all values of x such that $7x + 4 \leq 9x - 2$?

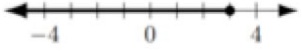
Student Percentage

A 

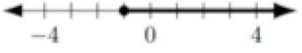
12%

B 

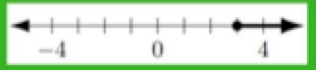
16%

C 

20%

D 

12%

E 

8%

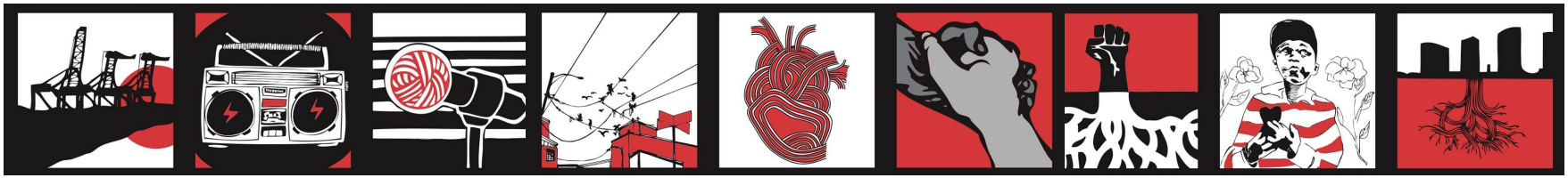
Omitted) 24% Not Seen) 8%

Students list

- M
- It
- J
- L
- K

Supporting Information

Miscalculation : Does not change the sense of the inequality when solving $-2x \leq -6$. Leaves it as $x \leq 3$

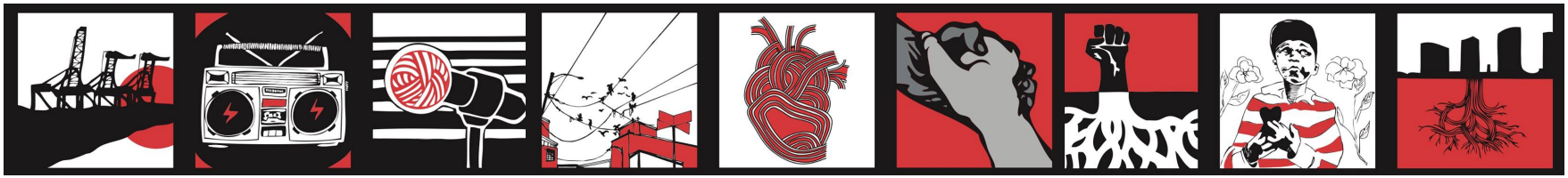


MDTP - Going Forward

More views into the data - who is reaching proficiency in which test topics by end of year

Mapping tests to curriculum to facilitate use of results to inform teaching

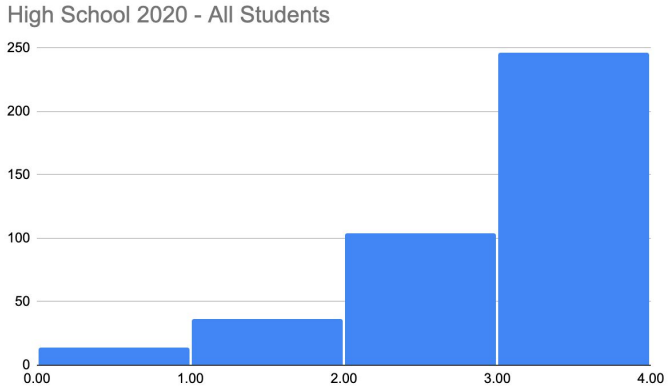
Longitudinal data analyses to measure changes in OSA math performance over time

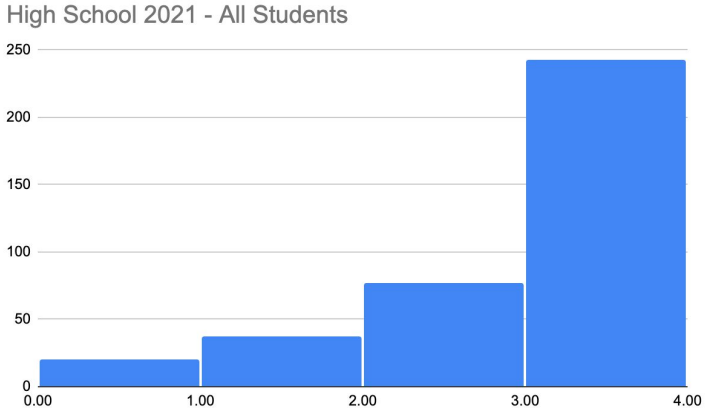


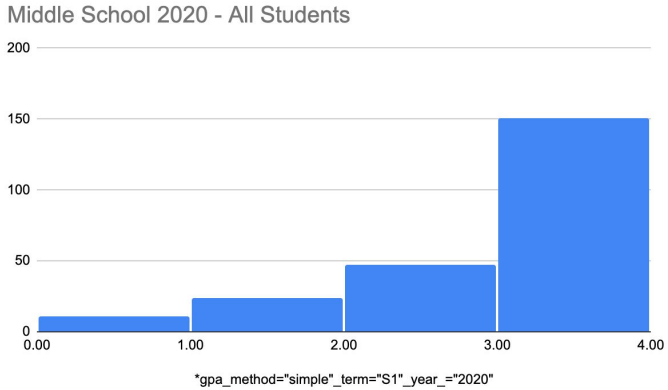
GPA

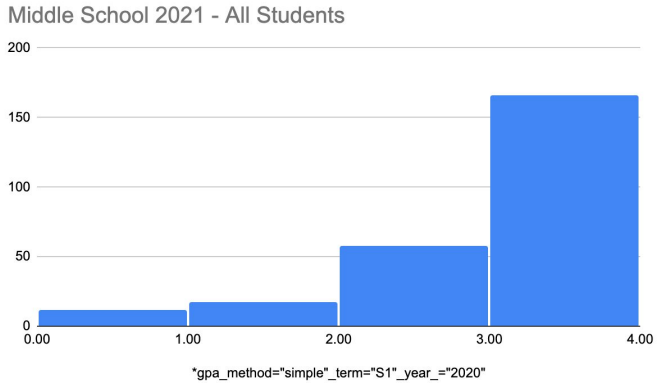
- The following slides show a comparison of unweighted GPA from semester 1 last year to semester 1 this year.
- The analysis focuses on the impact of remote learning by demographic

All Students



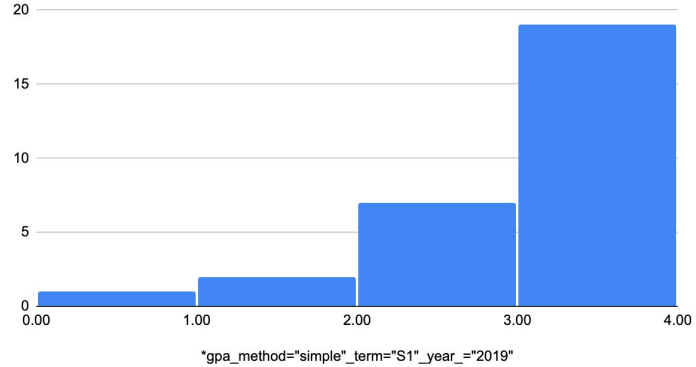




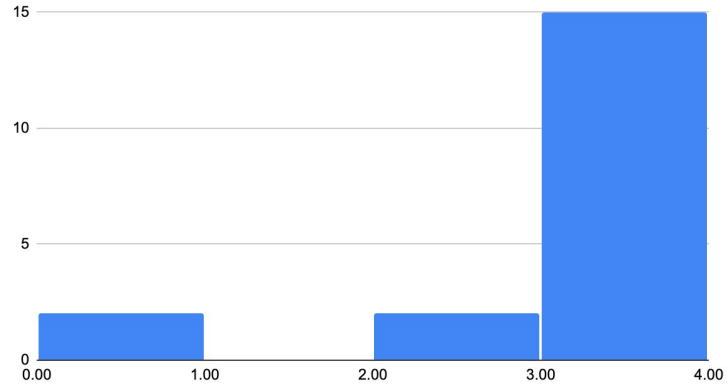


Asian Students

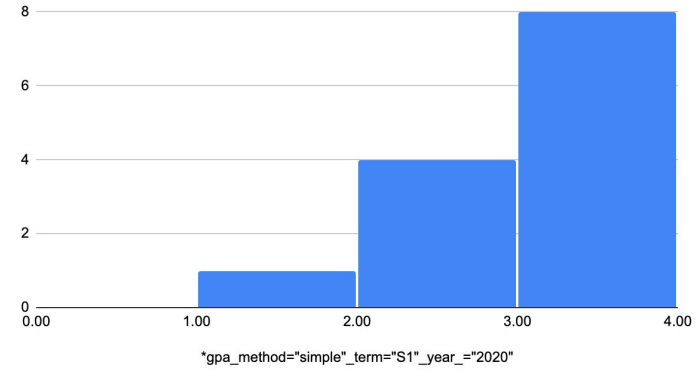
High School 2020 - Asian



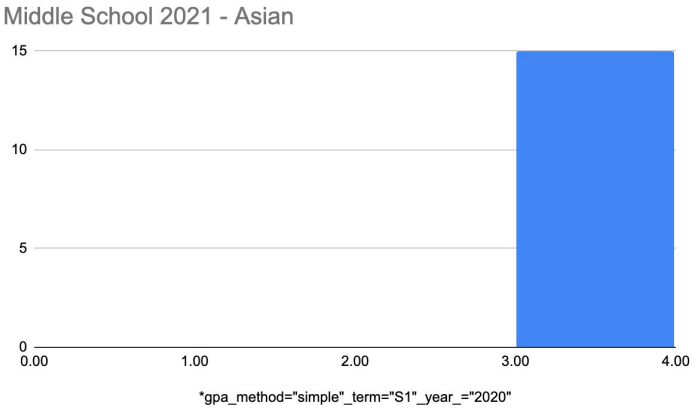
High School 2021 - Asian



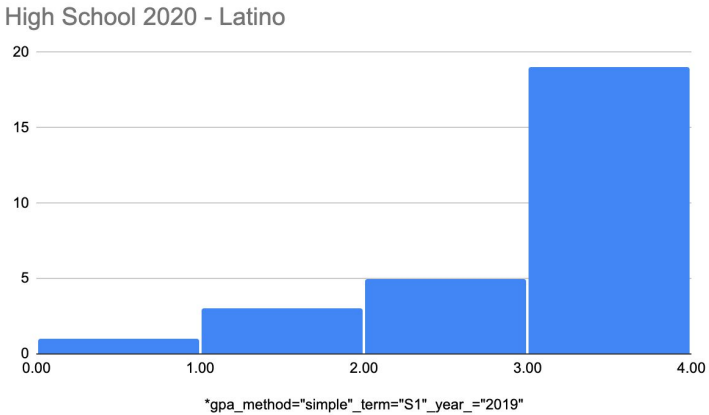
Middle School 2020 - Asian

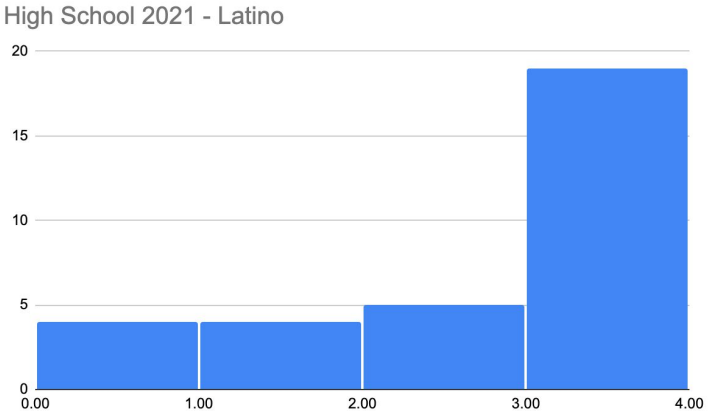


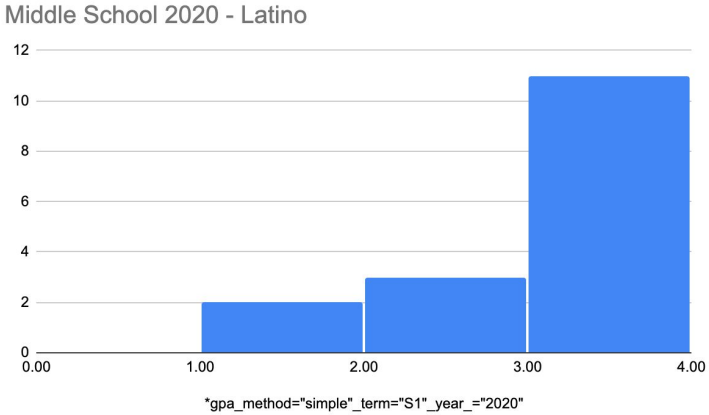
Middle School 2021 - Asian

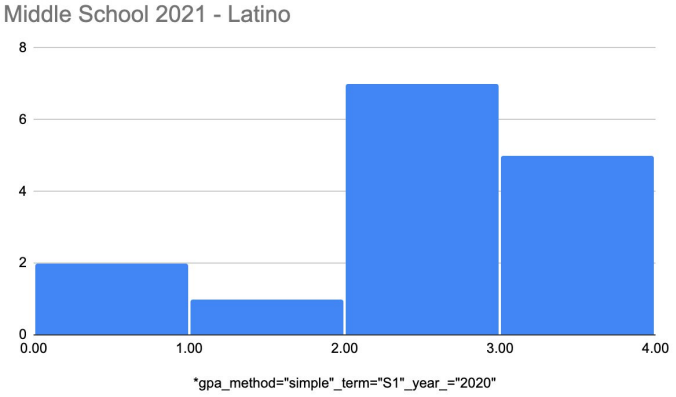


Latino Students

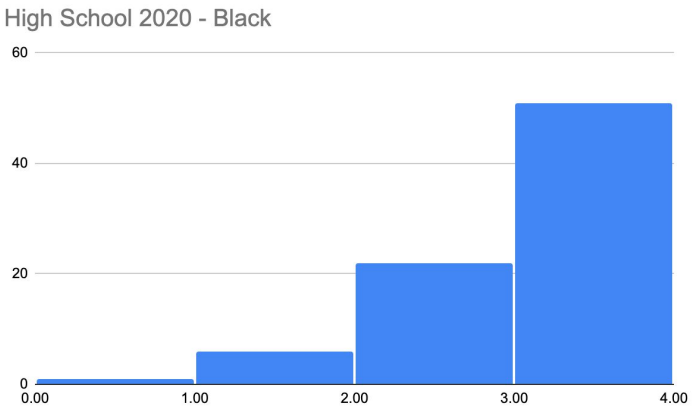


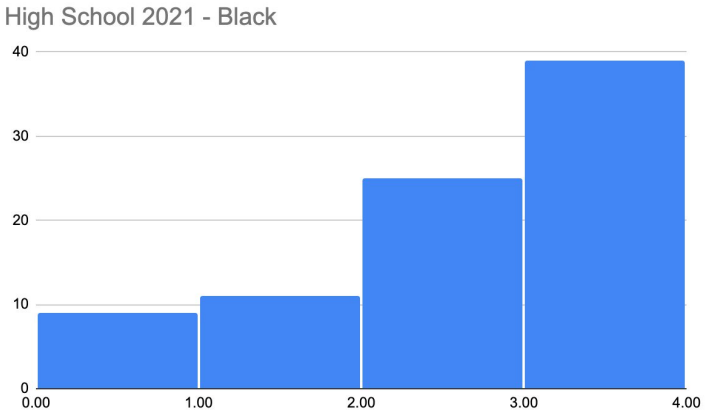


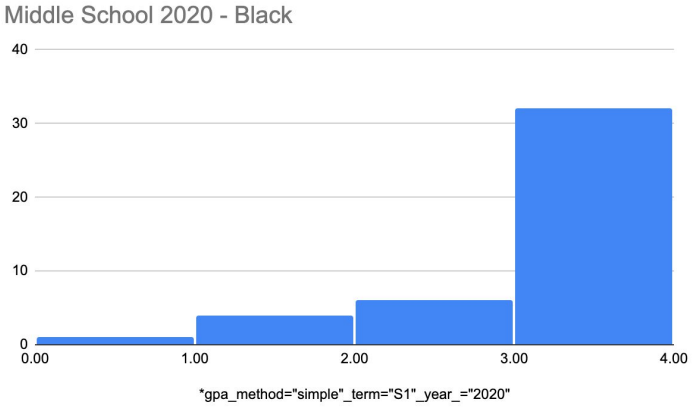


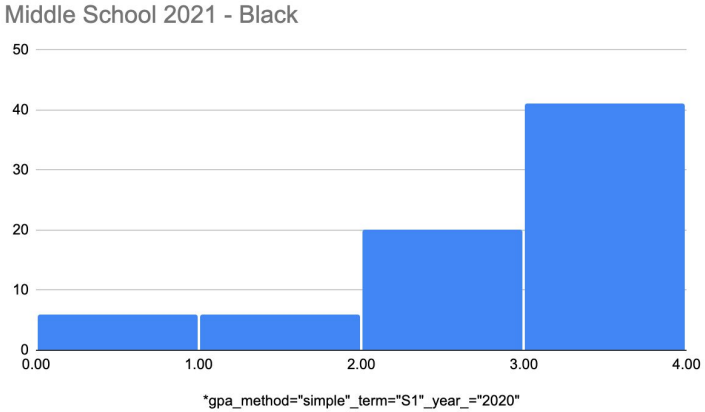


Black Students

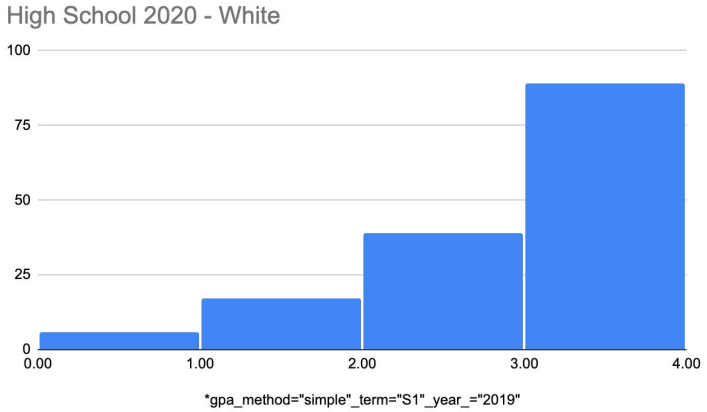


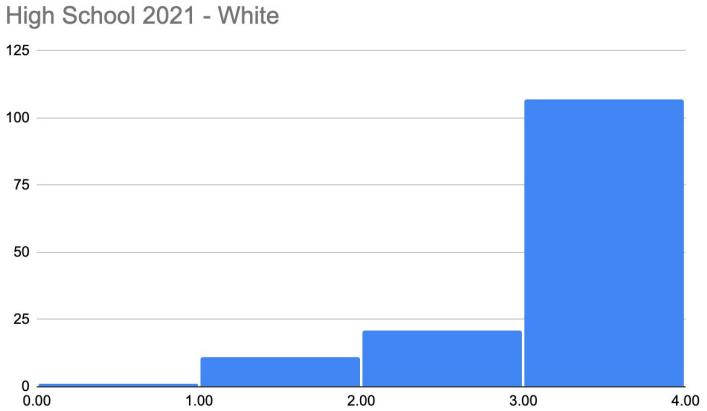


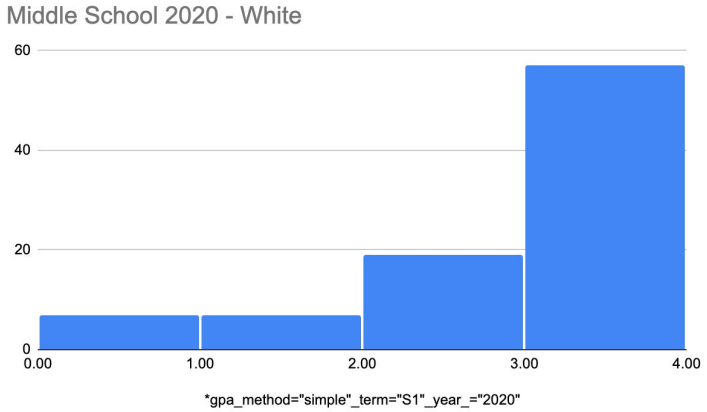


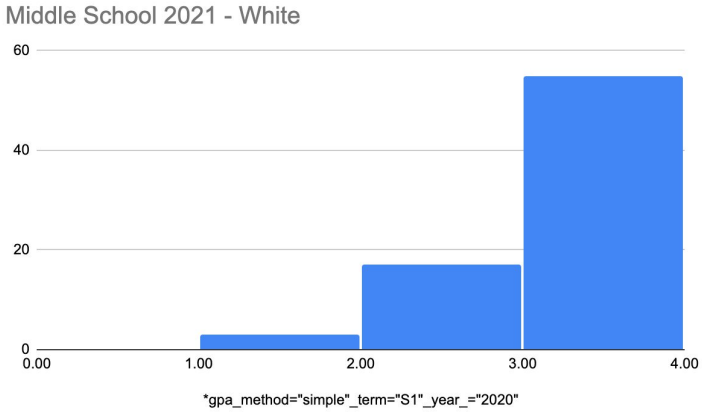


White Students



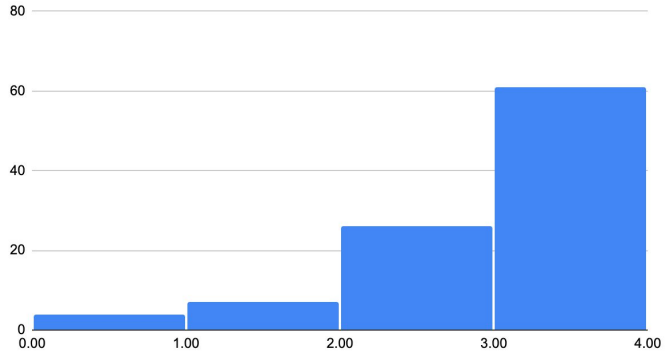




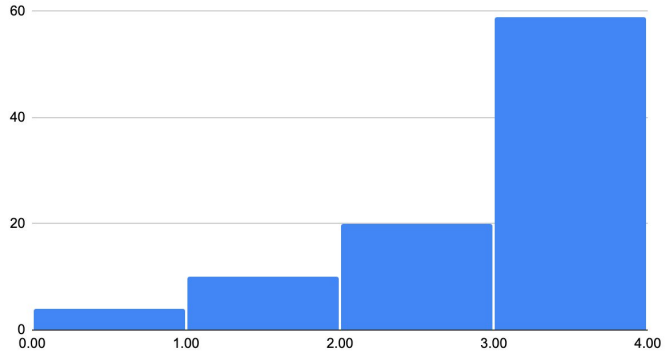


Mixed Ethnicity

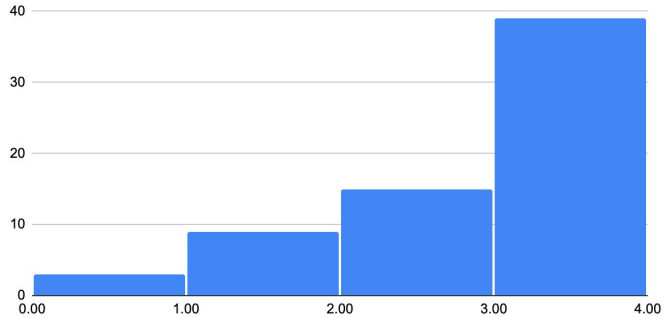
High School 2020 - Mixed Ethnicity



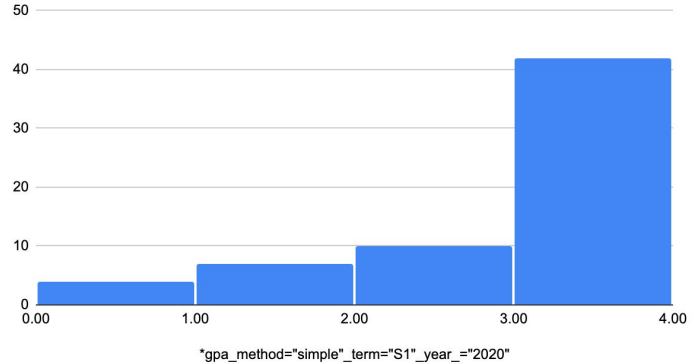
High School 2021 - Mixed Ethnicity



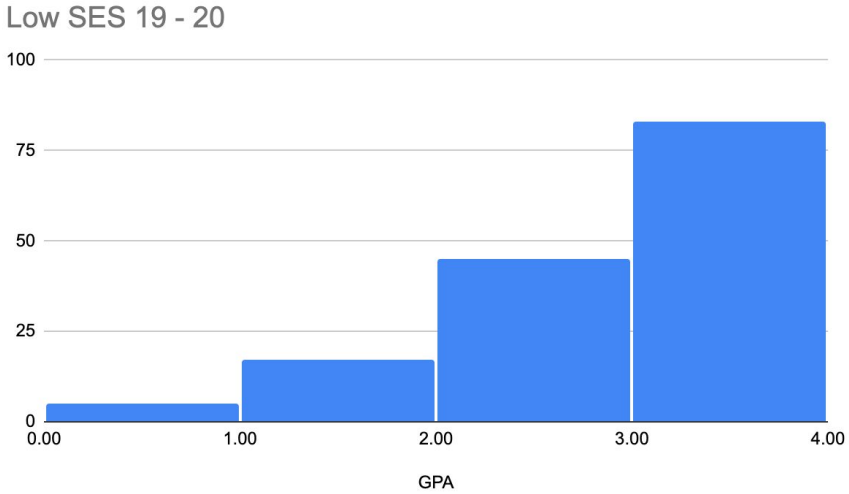
Middle School 2020 - Mixed Ethnicity

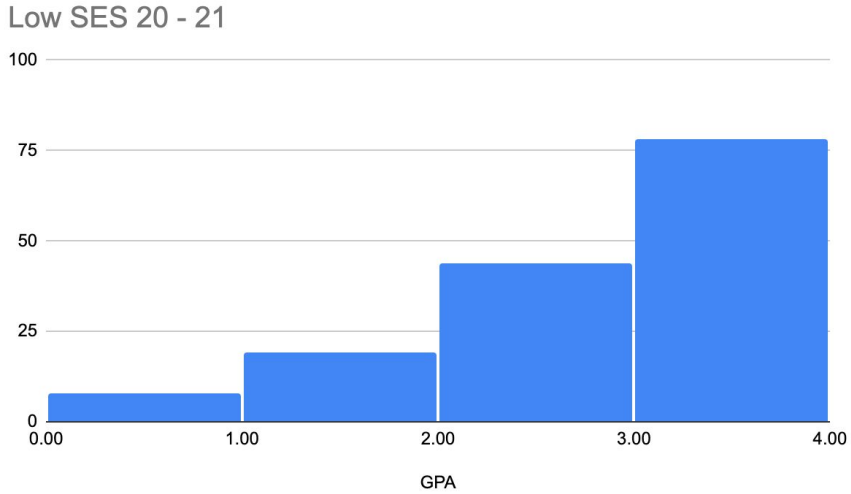


Middle School 2021 - Mixed Ethnicity



Low Socio-Economic Status





Next Steps:

- Conferences with families of students who failed grad requirements to implement additional supports
- Continued Wednesday support from Student Support Team
- Discuss data with faculty to inform instructional practices/curricular development
- Embed interventions into master schedule development for next school year
- Continue monitoring data