

### Quarterly Review and Updates to the Student Achievement Plan

S	<b>STUDY: To be completed quarterly and at end of school year</b>
<b>Summarize Data to Date</b>	<p>Professional learning for school leaders, school support teachers, and teachers was created and delivered October through December. All sessions included clear expectations for application and implementation. English as a Second Language (ESL) developed a professional learning and accountability plan that is in place for the ninety ESL teachers in the district. District ESL coaches have coaching plans in place that include monitoring tools and artifact gathering.</p> <p>Curriculum specialists are supporting school teams on how to use classroom assessments based on standards and use the data to inform instruction. Data were also collected to determine professional development needs. Online tools were used to capture electronic data (e.g., Houghton Mifflin and Harcourt reading materials, Qualtrics data for Frog Street).</p> <p>The student well-being screener team individually researched and compiled available screening tools. Tools were reviewed, and the options were narrowed to the seven tools that met the standards that were set. On October 30, the team met with a representative of each tool to achieve a common understanding of each tool and to guide the development of our request for proposals (RFP). In November and December, the team met to craft an RFP that has now been finalized for submission to the Department of Procurement and Risk Management. To consider all options, in December a meeting was scheduled for January 18, 2024, with the executive director of School Culture and Climate Initiatives in the School District of Philadelphia to learn more about their district-developed Student Well-being Survey.</p> <p>By the end of quarter two, fifteen schools have completed 95% or more of ACCESS testing, ten schools have completed 100% of ACCESS testing, and eleven schools have made improvements/growth on their test completion rate from last year. Twenty-eight out of 122 schools and programs with English learners submitted ACCESS test schedules. Central Services staff also supported schools in the completion of ACCESS testing. These data are part of the Every Student Succeeds Act accountability reports.</p> <p>A walkthrough rubric was created to measure the fidelity of implementation of the current Positive Behavioral Interventions and Supports (PBIS) framework and the implementation in all schools. Current PBIS professional learning has been reviewed utilizing feedback from checks for understanding and session surveys. Additional or revised professional learning has been developed in response to the feedback. School administrators and some school staff were trained in the use of the PBIS walkthrough rubric.</p> <p>The WISEdash School-age Education Environment data generated in January when compared to November reflected the following:</p> <ul style="list-style-type: none"> <li>● A slight decrease in the percentage of students with disabilities being instructed in the regular education environment for 80% or more of their school day, which is a negative trend, and</li> <li>● A slight increase in the percentage of students being instructed in the regular education environment for 40% or less of their school day, which is also a negative trend</li> </ul> <p>The WISEdash Preschool Education Environment data generated in January when compared to November reflected the following:</p>

	<ul style="list-style-type: none"> <li>● An increase of approximately five percentage points in the number of students with disabilities attending a regular early childhood programs at least ten hours per week and receiving the majority of their special education services in that setting, which is a positive trend, and</li> <li>● An increase of approximately three percentage points in the number of students with disabilities attending a regular early childhood program less than ten hours per week and receiving the majority of their special education services in some other location, which is a negative trend</li> </ul> <p>To date, eighteen different professional learning sessions related to inclusive practices for students with disabilities have been offered to various district personnel groups. To date, approximately 140 implementation walks were completed this school year.</p> <p>The Department of Black and Latino Male Achievement conducted professional learning for school leaders focused on mentorship in schools. A mentorship toolkit was developed to support schools with developing a mentoring system outside of the BLMA program in their school. The mentor toolkit was also developed to support schools with creating a standard for utilizing student voice and mentorship to impact student achievement data. Thirteen high schools and twenty-five K–8 schools were given resources to support mentorship with Black and Latino males and implement systems of equitable practices throughout their buildings.</p> <p>By the end of quarter two, 494 academic building intervention team meetings were held out of the expected 655 meetings for a rate of 75%. Of academic Tier 3 intervention plans, 894 have been started and maintained out of 1,122. This provides a Tier 3 plan and maintenance rate of 80%.</p> <p>Professional learning communities (PLCs) occurred monthly from October to December 2023 for the 17 Comprehensive Support and Improvement (CSI) schools serving K4 through grade 5 in the Central Region (Central Reads). To date, 215 K4 through grade 5 teachers, including long-term substitute teachers, and school support teachers have engaged in Central Reads PLCs. Due to the fluidity and mobility of staff within the 17 schools, we estimate that over 95% of teachers who have served in these schools/grade levels have attended. Teachers engaged in unit analysis/previews with scaffolds in mind, reviewed common assessment data with peers of the same grade level across the region, and used results for future planning. CSI schools in other regions were provided with the opportunity to participate in district-led math PLCs. Of our 44 CSI schools serving PK to grade 2, 40 have at least one teacher trained in the math Counting Collections PLC. Of those 40 schools, 34 have two or more teachers trained.</p>
<p><b>Color Coding</b></p>	<p><b>On your action plan, color code the steps that you planned for this past quarter. Note the number of action steps in each category: (14)</b></p> <p><b>Green</b> – Action step completed (3)</p> <p><b>Yellow</b> – Action step in progress (11)</p> <p><b>Red</b> – Action step was not started as planned (0)</p> <p><b>Blue</b> – Changes for quarter three (4)</p>

**Analyze how these data give evidence to your progress on the plan (refer to the measures you listed).**

Data were collected in all areas of the plan and being acted upon. All current action steps have data collected to monitor progress.

Professional development for school leaders, school support teachers, and teachers was provided that includes clear expectations to support the implementation/application of identified strategies that support student achievement.

Least-restrictive environment (LRE) data indicated that more students with disabilities are being included in the regular education environment at the preschool levels. Maintaining the gains made at the preschool levels will require continued PD in inclusive practices for all district personnel groups that work with students with disabilities as well as continued monitoring and analysis of the data related to LRE.

Districtwide data systems reflected data that validates the progress made toward goals.

**Analyze the data that give evidence to lack of progress toward the plan (refer to the measures you listed).**

The timeline needs to be extended for the procurement of a system to collect, monitor, and analyze social-emotional well-being data down to the classroom level. The RFP is in progress. District personnel recently became aware of a district-developed tool in Philadelphia and are meeting with their staff to learn their process for creating and managing an internal tool while also proceeding with the RFP.

Specifics of a standard operating procedure can be developed once the tool is determined.

LRE data indicated that fewer students with disabilities are being included in the regular education environment at the school-age grade levels. The decreases at the school-age grade levels suggest inconsistent implementation of the inclusive practices being shared through districtwide PD, so administrative support for and the reinforcement of the use of these practices is critical.

The action step to create schoolwide plans for administering required assessments that include training staff, scheduling, and studying the data when available was extended through the month of April to mirror the end of the Wisconsin Student Assessment System testing window. The Wisconsin Forward Exam testing window is the last state test of the year and ends on April 26, 2024. There is both district-level and school-level work that goes into this action step before, during, and after the testing windows. In reflection, we realized that this work extends beyond December due to the spring testing windows.

**A**

**ACT: Revise or continue with implementation based on data analysis**

**What will you change about your plan for the next quarter?**

The action step to create schoolwide plans for administering required assessments that include training staff, scheduling, and studying the data when available was extended through April 2024 to mirror the state assessment window.

Our plan indicated that the team would develop a system to collect, monitor, and analyze rigorous coursework and academic performance data down to the classroom level. This action step was completed. We need to expand the action step to include the implementation and monitoring of rigorous coursework and academic performance data to ensure fidelity.

The timeline was extended to collect, monitor, and analyze social-emotional well-being data down to the classroom level through quarter four to accommodate the necessary timeline for procuring a tool that ultimately guides the development of the standard operating procedure.

The team will expand the work on accessibility to instruction for all students in quarters three and four to include students supported through BLMA and Gender and Identity Inclusion. Quarters one and two focused on students with disabilities only.