

Disproportionality Analysis – NMS

2019-2020

1. Staff included in analysis: Mitch Entler, Krista Bjorge, Michelle Cook, Callie Berg, John Altermott, Kevin Carroll, Shauna Harris
2. Content areas reviewed: Spanish 1, Algebra 1, Computer Applications, English 1, Coordinated Science
3. Disparity Issues:
 - Exclusion – In School**
25.6% overrepresented male/25.6% underrepresented female
20.2% overrepresented SWD
25.2% overrepresented FRL
 - Exclusion – Out of School**
21% overrepresented male/21% underrepresented female
14.3% overrepresented SWD
23.3% overrepresented FRL
 - Advanced Courses – Algebra 1**
17.6% SWD, 9.7% EL, and 27% FRL – underrepresented
2.2% Two or More, 3.9% P. Islander, 2.2% Hispanic – underrepresented
 - Advanced Courses – Coordinated Science**
1.1% overrepresented male/1.1% underrepresented female
19.2% SWD, 11.2% EL, 32.3% FRL – underrepresented
5% Black, 6.9% Hispanic, 1.8% P. Islander, 4.8% Two or More – underrepresented
 - Advanced Courses – English 1**
19.2% SWD, 11.2% EL, 36.2% FRL – underrepresented
8.7% Hispanic, 3.8% P. Islander – underrepresented
 - Advanced Courses – Geometry**
504, SWD, EL, and FRL all underrepresented
Asian and Two or More are the only races overrepresented
 - Advanced Courses – Spanish 1**
504, SWD, EL, and FRL all underrepresented
14.3% underrepresented male/14.3% overrepresented female
11.1% Hispanic overrepresented
4. One of our focus areas for filling our challenge courses this year was through more recruitment, and exposure to the courses during student lunch time. We want to find more ways to provide students this information during the school day, in and out of classes. Tracking the times that we are presenting these options will help us see where/when we can do more. We can look

deeper into our own data to see how many of our students are passing the SBA/WCAS, but aren't taking challenge courses. One area that we'd like to see more information on is a detailed breakdown of our FRL, according to ethnicity.

This data can be attained by our own tracking and reviewing information in Insight. We can schedule sessions with LMS to support our searching through the database.

5. None that we can think of.
6. Our first major finding was similar to one of our findings last year, and that is that many of our students are coming to us with reading skills that are below grade level. This is a major challenge for students to successfully access materials in ELA, Math, Science, and History classes. There is also increased reading needed for our elective classes, too. We are working very hard to support students for accessing this material.

The second barrier we are facing is many students being willing to take a challenge course. Many students score appropriately on the SBA, but choose not to attempt a particular class because of work-load concerns. We are hoping that our move to becoming a 1:1 device building will encourage more students, and level the playing field for many that are skeptical.

The third barrier is consistent and frequent communication to our students and families. Exposure cannot be limited to registration events, and needs to happen throughout the school year.

7. Students challenged by reading level
 - Offering support classes during the day
 - Increase after-school support opportunities, with classroom teachers leading
 - Stronger communication and partnerships with feeder schools to educate students on expectations and the kind of work they will have the chance to complete
 - Sending examples of work to feeder schools so students can have positive experiences before coming to NMS
 - Consistent messaging from all staff about the importance of taking a challenge course.
 - A variety of platforms where students are hearing about the benefits

Student willingness to take challenging courses

- More vertical exposure to products and experiences offered from those courses
- Strategic teaching with the transition to becoming a 1:1 school ... providing students more engaging lessons connected to 21st century skills
- Stronger communication with students and families throughout the school year, using multiple platforms and different school events

8. Implementation Plan
2019/2020 School Year
 - Use district resources (Insight, Panorama, scheduled meetings) to communicate with students leading to registration. Classroom visits and presentations from admin and

counselors will educate students on their choices, and give them the opportunity to process through asking questions.

2020/2021 School Year

- Fall: Create opportunities for students to connect early with EHS students and staff, to have early exposure to courses that they will have access to. These connections can happen through after-school mentoring/academic support opportunities.
- Winter: Expand curriculum-specific evening events. Science, ELA, and History will share their student experience with families during the year, focusing on their specific content. We held this event for our Math department this year, and it was very successful.
- Spring: Continue with EHS student panel visits to explain coursework and share class experiences around accelerated classes. For NMS, have upper-grade level panels present information for students beginning registration. We provide this experience for our 8th graders meeting with high school students, but not for our 6th and 7th graders to hear from our 8th graders.