

# SIAC Minutes

**January 26, 2021**

Virtual Meeting

6:00 - 7:30 pm

**Present:** Kaitlin Guyer, Terri Tallman, Denny Folken, Maddie Stadtmueller, Joan Young, Kelli Osterkamp, Grant Hospodarsky, Andrea Janssen, Tony Butterworth, Deb Bowman, Diane Temple, Brian Jaeger, Robyn Ponder

## **Welcome and Introductions**

### **District Information:**

- Return to Learn Plan - updated plan due to Governor Reynolds mandating schools offer 100% in-person learning, students will be in-person Wednesday mornings from 8-12 with no online learning in the afternoon.
- Strategic Operating Plan - the goals and aspects of this plan will be on hold until next school year, staff will be going through the plan to check off what has been completed and push the dates to the next year

### **School District Data:**

Members of the committee were put in Breakout Rooms to discuss the data they were assigned.

#### **Academics - Reading**

- Takeaways from the data:
  - Covid had a big impact on the district average for FAST scores.
  - MAP scores did not show as much variance due to COVID
  - ACT Scores for English and Reading look great.
- Questions still have or more information needed:
  - It will be interesting to monitor future scores to see the effects of online learning.

#### **Academics - Mathematics**

- Takeaways from the data:
  - MAP Mean Rit Scores for Grades 8-10 are increasing from fall to spring testing for all grade levels

- MAP Mean Rit Scores for Grades 5-7 also show increases from fall to spring testing for all grade levels.
- MAP Mean Rit Scores for Grade 4 show increase from fall to spring. However, for Grades K - 3 testing was completed in Fall of 2019 and then again in Fall of 2020. Due to COVID 19, spring testing data was not available.
- Across the board, the Grade 4 scores have increased significantly from the fall to the spring such that all of the scores are above the norm.
- Across the board, the Grade 8 scores have increased significantly from the fall to the spring such that all of the scores are above the norm.
- Across the board, the Grade 10 scores have increased but not as significantly from the fall to the spring such that all of the scores are above the norm.
- Usually a small gap/loss of information during the summer.
- For the ACT Scores in Math & Science, the scores dipped for several years.
- Questions still have or more information needed:
  - COVID testing impacted the spring testing and receipt of data for Grades K-3.
  - Missing data from Fall 2015
  - Is there a correlation between Math/Science scores on ACT and the informational reading of text??

### **Climate and Culture - Students**

- Takeaways from the data:
  - School Climate: Majority say teachers have high expectations and encourage to do their best
  - School Safety- Overall about 88% feel safe at school, students feel a little less safe in the hallways and bathrooms, students feel more safe outside on the school grounds than in the hallways and bathroom, the majority of students are not worried about dangers at school, and in the elementary 95% of kids have an adult they can talk to.
  - School Teachers: Student Relationships- Students feel less likely that teachers care about them as they get older, Elementary students are more likely to enjoy their teachers for a second year than older grades
  - School Belonging: Middle and high school students feel an average of somewhat connected at school to adults. Students feel that other students are frequently respectful to each other, however ¼ of the students are sometimes respectful. 50% of high schoolers feel like they belong quite a bit or completely belong to school, 75% of elementary students feel like they belong quite a bit or completely belong.

- Valuing of School: Students find school less interesting the older they get. High School and Middle Schoolers feel like they are less likely to use ideas from school in their daily lives. A majority of students feel like it is extremely important to do well in their classes. A majority of students feel that school is useful for their future.
- Questions still have or more information needed:
  - The questioning was not consistent throughout the three buildings.

#### Climate and Culture - Parent/Guardian

- Takeaways from the data:
  - Carpenter-Data is very positive, would be nice to have more parents,
  - Diversity question may be read in multiple ways,
  - liked that 90% felt their child was safe at school, continuously high % in each area,
  - Shannon-Positive answer,
  - 100% support staff at both Shannon and Carpenter,
  - Middle School- Positive Results,
  - HS-More “some” answers...maybe do not know what is happening at HS,
  - Diversity inconclusive...Recommend:
  - Like the Panoramic Data which will help us understand backgrounds, Stuco Interview Different Parents about the school. May make data more valid
- Questions still have or more information needed:
  - Will results be different this year from COVID and new MS, what is the diversity question measuring

**Returned to Whole Group:** Groups shared their information and the committee had discussions around the information presented

#### **Recommendations to the School Board:**

1. Focus on Remediation Related to COVID
  - a. Invest in time and resources to identify where remediation is needed
  - b. Focus on priority standards to ensure all students are proficient in essential learning

- c. Provide summer school and after school academic support for students, especially those struggling in reading and math

2. Improve Climate and Culture Data Analysis

- a. Use Panorama survey platform to disaggregate data

- b. Identify trends with subgroups: socioeconomic, gender, race, etc.

- c. Provide professional learning for staff based on disaggregated data