Student Learning

Equity Goal #3
**Equity Goal 1:**
Study and develop programs and schools for increased options to meet student needs; including ensuring safe and reliable transportation that efficiently increases access and choice to schools and programs.

**Equity Goal 2:**
Empower staff and school board through relevant learning experiences uniting these stakeholders around the MCCSC vision and shared work.

**Equity Goal 3:**
Accelerate learning for students, including priority populations, with accessible and aligned high quality curriculum and instruction.

**Equity Goal 4:**
Meet the mental and physical needs of students in an equitable manner by continuing to study and establish effective measures related to health and safety.

**Communication Goal 1:**
Develop and implement a robust Communication Plan to increase efficiency and effectiveness.

**Diversity Goal 1:**
Recruit, hire, and retain a diverse staff that reflects our student population.

**Diversity Goal 2:**
Decrease disciplinary disparities between student populations.

**Funding Goal 1:**
Increase funding from local sources through community approved initiatives.

**Funding Goal 2:**
Expand funding based on needs and evaluate expenditures for sustainable enhancements.
**Equity Goal 3:**
Accelerate learning for students, including priority populations, with accessible and aligned high quality curriculum and instruction.

**Outcomes:**
- Accelerate learning through growth for all students!
- Identify and reduce academic disparity!

**Equity Goal 4:**
Meet the mental and physical needs of students in an equitable manner by continuing to study and establish effective measures related to health and safety.

**Diversity Goal 2:**
Decrease disciplinary disparities between student populations.
Teaching and Learning: Key Terms

Curriculum  
*What we teach*

A comprehensive framework that outlines the knowledge, skills, and experiences students will engage with during their learning.

Instruction  
*How we teach*

Aligning high-leverage practices that offer diverse pathways for accessing content, engaging with learning materials, and demonstrating understanding. This approach ensures equitable access to high-quality education and opportunities for success.

Assessment  
*How well are we doing*

Assessment that provides valuable qualitative and quantitative data to support student learning.
High Quality Curriculum and Instruction: PK-8

• Intervention programs and professional learning for teachers based on the Science of Reading research
  ▪ Heggerty
  ▪ UFLI
  ▪ Orton Gillingham
  ▪ Morpheme Magic
  ▪ Reading & Writing Rope Professional Learning Series

• Math intervention programs based on differentiation according to student’s assessed needs
  ▪ Math professional learning to support comprehensive, equitable, & innovative approaches to standards-aligned math instruction

• MCCSC Learns math tutoring

• Remediation and acceleration blocks

• PLC training and implementation
Expansion of Pre-K

Community referendum supported 4-year-old Pre-K expansion to all MCCSC elementary schools, with a focus on kindergarten readiness.

Creative Curriculum: Play-based curriculum rooted in research-based, developmental learning and foundational skills
- Inquiry, Exploration, and Discovery
- State Early Learning Foundations

Professional Learning: Spring and summer professional learning for all certified Pre-K teachers
- Foundational math, literacy and science
- Music and movement
- Social skills
- Problem solving
- Classroom environment

“The environment is the third teacher.”
-Loris Malaguzzi, The Hundred Languages of Children
DIBELS Data

Average BOY & MOY DIBELS Composite Score for MCCSC Students in K-2

<table>
<thead>
<tr>
<th>Grade</th>
<th>BOY Score</th>
<th>MOY Score</th>
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<tbody>
<tr>
<td>Kindergarten</td>
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<td>387</td>
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<td>First Grade</td>
<td>343</td>
<td>407</td>
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<td>Second Grade</td>
<td>342</td>
<td>398</td>
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</table>

DIBELS At Benchmark Composite Cut Score noted by dotted line.

Data Source: Amplify Admin Reporting: Comparing Measures
Third Grade Literacy: MCCSC & State of Indiana Data

State of Indiana 2027 Target for Literacy is 95%

Data Source: https://indianagps.doe.in.gov/Summary/Corporation/205
IREAD for Second Graders in MCCSC

• Low-stakes opportunity to experience the testing platform and format

• Actionable data to inform instruction for students at the beginning, rather than the end, of third grade

• Second graders who score within the “proficient” range will not have to take the test in third grade

• May reduce the possibility of retention and/or summer school for some students

• IREAD will not be an additional testing burden placed on second graders. Instead, it will replace the spring NWEA administration, likely reducing the overall time spent testing in the spring semester.
# Changes Coming in 2024-2025 for Grades K-8

## Assessment Updates

<table>
<thead>
<tr>
<th>GRADE</th>
<th>ELA CSAs</th>
<th>MATH CSAs</th>
<th>TOTAL #</th>
<th>CHECK-POINTS</th>
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<td>18</td>
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<td>32</td>
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<td>-22</td>
<td>COGAT, NWEA, ILEARN/I AM, WIDA</td>
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<td>6</td>
<td>12</td>
<td>9</td>
<td>21</td>
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<td>21</td>
<td>10</td>
<td>-11</td>
<td>NWEA, ILEARN/I AM, WIDA</td>
</tr>
</tbody>
</table>
ILEARN ELA Proficiency: MCCSC & State of Indiana Data

Data Source: https://www.in.gov/doe/it/data-center-and-reports/data-reports-archive/#ILEARN
2023 ELA Proficiency By Group
Monroe County Community Sch Corp

<table>
<thead>
<tr>
<th>Group</th>
<th>ILEARN 2023 Below Proficiency</th>
<th>ILEARN 2023 Approaching Proficiency</th>
<th>ILEARN 2023 At Proficiency</th>
<th>ILEARN 2023 Above Proficiency</th>
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<tbody>
<tr>
<td>FRL</td>
<td>49.3%</td>
<td>22.2%</td>
<td>19.6%</td>
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<tr>
<td>Paid</td>
<td>17.6%</td>
<td>19.5%</td>
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<tr>
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<td>62.1%</td>
<td>17.6%</td>
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<tr>
<td>Non-ELL</td>
<td>28.6%</td>
<td>20.7%</td>
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<td>23.6%</td>
</tr>
<tr>
<td>SE</td>
<td>68.1%</td>
<td>16.7%</td>
<td>10.7%</td>
<td></td>
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<tr>
<td>GenEd</td>
<td>22.5%</td>
<td>21.4%</td>
<td>29.6%</td>
<td>26.5%</td>
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</tbody>
</table>

Data Source:
https://www.in.gov/doe/it/data-center-and-reports/data-reports-archive/#ILEARN
ILEARN Math Proficiency: MCCSC & State of Indiana Data

Data Source: https://www.in.gov/doe/it/data-center-and-reports/data-reports-archive/#ILEARN
2023 MATH Proficiency By Group
Monroe County Community Sch Corp

<table>
<thead>
<tr>
<th>Group</th>
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<tbody>
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<td>FRL</td>
<td>50.1% 21.9% 17% 11%</td>
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<tr>
<td>Paid</td>
<td>15.2% 18.4% 27.1% 39.2%</td>
</tr>
<tr>
<td>ELL</td>
<td>48.9% 20.7% 15% 15.4%</td>
</tr>
<tr>
<td>Non-ELL</td>
<td>28.1% 19.8% 23.5% 28.6%</td>
</tr>
<tr>
<td>SE</td>
<td>64.5% 16.7% 12% 6.8%</td>
</tr>
<tr>
<td>GenEd</td>
<td>21.9% 20.5% 25.4% 32.3%</td>
</tr>
</tbody>
</table>

Data Source:
https://www.in.gov/doe/it/data-center-and-reports/data-reports-archive/#ILEARN
High Quality Curriculum and Instruction: Grades 9-12

- IDOE alignment of new 2023 Indiana Academic Standards must be developed in the 2024-2025 school year
- Remediation and acceleration opportunities
- Instructional coaching for high school staff
- PLC training and implementation
SAT Performance:
MCCSC & State of Indiana Data

"Percent" = percent of 11th grade students meeting state-established benchmarks on SAT

Data Source: https://indianagps.doe.in.gov/Summary/Corporation/205
Graduation Rate:
MCCSC & State of Indiana Data

<table>
<thead>
<tr>
<th>Year</th>
<th>MCCSC</th>
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<tr>
<td>2018</td>
<td>95</td>
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<td>2019</td>
<td>93.6</td>
<td>86.7</td>
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<tr>
<td>2020</td>
<td>92.4</td>
<td>87.4</td>
</tr>
<tr>
<td>2021</td>
<td>91.9</td>
<td>86.5</td>
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<tr>
<td>2022</td>
<td>92.6</td>
<td>86.4</td>
</tr>
<tr>
<td>2023</td>
<td>92.2</td>
<td>89</td>
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</tbody>
</table>

Data Source: https://indianagps.doe.in.gov/Summary/Corporation/205
Staff Feedback

Themes

- Data informed instruction to meet the specific needs of all learners
- Opportunities for growth and expansion of programs at all levels
- Focus on SEL and Mental Health support

Adoption of Dibels assessment in grades K-3 has given us the information needed to identify specific learning needs and provide targeted instruction in early literacy, starting in Kindergarten.

Successful integration of grades 3&4 ALPS classroom at Fairview.

More dual credit opportunities at the High School.

Early College High School designated at ASE

Need more training (PL) and or highly trained staff to better inform effective practices to support students with mental health challenges. More PL to support Trauma Informed practices.
“One of the equity goals states, "accelerate learning for students, including priority populations, with accessible and aligned high quality curriculum and instruction." Can you please explain "priority populations?" Who falls within a priority population? Are priority populations specific racial or ethnic groups; and if so, which races and/or ethnic groups? Any clarification would be greatly appreciated. Thank you.”

-MCCSC Parent & Monroe County Resident

(Based on data analysis, priority populations are: race, SES, special education, EL)

“Since the Expanded Learning Teaching Positions are set to be cut next year, what are your plans to ensure there are equitable practices in place and resource teachers available for students who don't receive Special Education Services?”

-MCCSC Parent, Teacher & Monroe County Resident
2023 Future-Focused Indiana Academic Standards & Assessment: Making the Shift

2023-2024 Standards
- Review standards correlation: 2020 vs. 2023
- Initiate professional learning on 2023 Future-Focused Indiana Academic Standards (FF IAS) for administrators & teachers
- Essential standards defined: foundation & final
- Update pacing guides and curriculum maps
- Update report card verbiage

2024-2025 Standards
- Full implementation of 2023 Future-Focused Indiana Academic Standards (FF IAS)
- Roll out new pacing guides and curriculum maps aligned with 2023 Future-Focused Indiana Academic Standards (FF IAS) & ILEARN checkpoints
- Continue professional learning on 2023 FF IAS and IDOE Frameworks

2025-2026 Standards
- Continue professional learning to support administrators and teachers with deepening their understanding and classroom application of the 2023 Future-Focused Indiana Academic Standards (FF IAS)

ASSESSMENTS
- CSAs or Checkpoints: decision for 2024-2025
- ILEARN: ELA, Math, SS: 2020 IAS assessed; Science: 2023 FF IAS assessed
- IREAD-3: 2023 FF IAS assessed, computer adaptive, Human Voice Reader, untimed
- NWEA: continue administration for monitoring growth

IDOE Checkpoints: What & When
IDOE Checkpoints are optional for 2024-2025 school year and required beginning 2025-2026 school year.

IDOE ILEARN Checkpoints will consist of 3 windows with re-test opportunities in windows 1&2 (up to 5 test sessions).

ILEARN Checkpoints will measure 2023 FF IAS (20-25 items).
ILEARN Summative will be shorter (30-35 items).
Thank you!

Next Topic: Staff Diversity
Diversity Goal #1
Diversity Goal #1: Staff Diversity

**MCCSC Community At Large**
Submission of Input

**Principals**
Identify potential themes related to goals

**MCCSC Board of School Trustees**
Submission of Input

**MCCSC Teachers & Staff**
Email Query & School Meetings

**MCCSC Administrative Cabinet**
Preparatory Presentation – Review Input, Research & Prepare Update

**Public Presentation**
Board Meeting

Week of 3/25

Week of 4/1

Week of 4/8

Week of 4/15

Tuesday, 4/23