Student Learning

Equity Goal #3
**March Spotlight**

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

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
<th>Strategic Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>Strategic Plan Overview</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Access &amp; Opportunity</td>
<td>Equity Goal 1</td>
</tr>
<tr>
<td>October</td>
<td>Professional Learning</td>
<td>Equity Goal 2</td>
</tr>
<tr>
<td>November</td>
<td>Local Funding</td>
<td>Funding Goal 1</td>
</tr>
<tr>
<td>December</td>
<td>Health &amp; Safety</td>
<td>Equity Goal 4</td>
</tr>
<tr>
<td>January</td>
<td>Student Discipline Disparity</td>
<td>Diversity Goal 2</td>
</tr>
<tr>
<td>February</td>
<td>Communication</td>
<td>Communications Goal 1</td>
</tr>
<tr>
<td>March</td>
<td>Student Learning</td>
<td>Equity Goal 3</td>
</tr>
<tr>
<td>April</td>
<td>Staff Diversity</td>
<td>Diversity Goal 1</td>
</tr>
</tbody>
</table>
Outcomes

- Maximize student instructional time! (E1)
- Increase student academic results! (E1)
- Cultivate professional learning! (E2)
- Secure structures for relevant, meaningful professional development! (E2)
- Increase available funding through a local referendum! (F1)
- Utilize referendum funding to advance the strategic plan! (F1)
- Promote student physical health, mental health, and overall wellness! (E4)
- Strengthen programming and procedures to enhance school safety! (E4)
- Identify and reduce disciplinary disparity! (D2)
- Reduce exclusionary practices! (D2)
- Improve the timeliness and relevancy of information that is communicated! (C1)
- Increase regular communication on the progress and participation of strategic objectives of the MCCSC! (C1)
- **Accelerate learning through growth for all students!** (E3)
- **Identify and reduce academic disparity!** (E3)

---

*Student learning that is centered on equitable delivery of instruction consistently embeds culturally relevant materials in a sustainable manner in every school and every classroom and embraced by every teacher.*
When educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all people such that each individual has access to, can meaningfully participate, and has positive outcomes from high-quality learning experiences that empowers them towards self-determination and reduces disparities in outcomes regardless of individual characteristic and cultural identities.

(Fraser, 2008: “Great Lakes Equity Center,” 2021)
Definitions

**Curriculum**  
The educational standards taught and the resources utilized.

**Instruction**  
The role of the teacher and instructional tools and strategies in delivering the curriculum.

**Assessment**  
Encompasses tests and other metrics related to understanding how well the curriculum and its instructional strategies result in learning outcomes.
Indiana Department of Education

MATHEMATICS: Grade 3

The Mathematics standards for Grade 3 are supplemented by the Process Standards for mathematical learning. The Mathematics standards for Grade 3 are made up of six strands: Number Sense, Data Analysis, Algebra, Measurement, and Data Analysis. The skills listed in each strand indicate what students should know and be able to do.

### NUMBER SENSE

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.NS.1</td>
<td>Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to show equivalent forms of whole numbers up to 10,000.</td>
</tr>
<tr>
<td>3.NS.2</td>
<td>Compare two whole numbers up to 10,000 using &gt;, =, and &lt; symbols.</td>
</tr>
</tbody>
</table>
**Curriculum**
- Teacher Clarity
- Success Criteria
- Differentiated Content
- Essential Learnings
- Pacing Guides
- Proficiency Scales
- Quarterly Reporting
- Standards
  - Academic
  - Employability
- **Curriculum**
- **Instruction**
- Teacher-designed Lessons
- Instructional Tech
- High-leverage Strategies
- Differentiated Process
- Teaching & Learning Expectations
- Instr. Coaches
- Evidence- and Research-based Prof. Learning
- **Indiana Learning Lab**
- Instructional Tech
- High-leverage Strategies
- Differentiated Process
- Teaching & Learning Expectations
- Instr. Coaches
- Evidence- and Research-based Prof. Learning
- **Indiana Learning Lab**
- Instructional Tech
- High-leverage Strategies
- Differentiated Process
- Teaching & Learning Expectations
- Instr. Coaches
- Evidence- and Research-based Prof. Learning
- **Indiana Learning Lab**
- Instructional Tech
- High-leverage Strategies
- Differentiated Process
- Teaching & Learning Expectations
- Instr. Coaches
- Evidence- and Research-based Prof. Learning
- **Indiana Learning Lab**
- Instructional Tech
- High-leverage Strategies
- Differentiated Process
- Teaching & Learning Expectations
- Instr. Coaches
- Evidence- and Research-based Prof. Learning
- **Indiana Learning Lab**
<table>
<thead>
<tr>
<th>Class</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher Clarity</td>
<td>- Essential Learnings</td>
<td>- Standards</td>
</tr>
<tr>
<td>- Success Criteria</td>
<td>- Pacing Guides</td>
<td>- Academic</td>
</tr>
<tr>
<td>- Differentiated Content</td>
<td>- Proficiency Scales</td>
<td>- Employability</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher-designed Lessons</td>
<td>- Teaching &amp; Learning Expectations</td>
<td>- ILEARN</td>
</tr>
<tr>
<td>- Instructional Tech</td>
<td>- Instr. Coaches</td>
<td>- IREAD</td>
</tr>
<tr>
<td>- High-leverage Strategies</td>
<td>- Evidence- and Research-based Prof. Learning</td>
<td>- PSAT</td>
</tr>
<tr>
<td>- Differentiated Process</td>
<td></td>
<td>- SAT</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher-designed Assessments</td>
<td>- NWEA</td>
<td>- Dyslexia screeners</td>
</tr>
<tr>
<td>- Student Work</td>
<td>- Common Formative Assessments</td>
<td>- High Ability Screeners</td>
</tr>
<tr>
<td>- Targeted-teacher Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Differentiated Products</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Indiana Department of Education has changed testing vendors and standards frequently, which makes comparing assessments from year-to-year and obtaining longitudinal data difficult.

Covid has caused missed learning opportunities in student’s academic and social emotional learning.

The stamina needed for untimed, and computer adaptive assessments has been challenging.

Tests do not always accurately measure what our students know and are able to do.
ILEARN Data 2022 (Grades 3-8)

**2022 Ela Proficiency**
Monroe County Community Sch Corp

- 23.51% Above Prof
- 26.48% At Prof
- 21.78% Approaching Prof
- 28.23% Below Prof

**2022 Math Proficiency**
Monroe County Community Sch Corp

- 27.18% Above Prof
- 23.55% At Prof
- 20.9% Approaching Prof
- 28.38% Below Prof
ILEARN Trend Data ELA & Math Proficiency

ILEARN ELA
At or Above Proficiency

- 2019: 57.50%
- 2021: 49.60%
- 2022: 50.00%

ILEARN Math
At or Above Proficiency

- 2019: 60.20%
- 2021: 46.62%
- 2022: 50.75%
### 2022 ILEARN ELA 3-8 Priority Population Proficiency Data

<table>
<thead>
<tr>
<th>Population</th>
<th>Below Proficiency</th>
<th>Approaching Proficiency</th>
<th>At Proficiency</th>
<th>Above Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>28.2%</td>
<td>21.8%</td>
<td>26.5%</td>
<td>23.5%</td>
</tr>
<tr>
<td>NonWhite</td>
<td>38.6%</td>
<td>20.3%</td>
<td>20.3%</td>
<td>20.8%</td>
</tr>
<tr>
<td>SE</td>
<td>66.4%</td>
<td>18.9%</td>
<td>9.7%</td>
<td>4.9%</td>
</tr>
<tr>
<td>ELL</td>
<td>53.7%</td>
<td>26.9%</td>
<td>14.3%</td>
<td>5.1%</td>
</tr>
<tr>
<td>FRL</td>
<td>48.1%</td>
<td>25.0%</td>
<td>17.5%</td>
<td>9.3%</td>
</tr>
</tbody>
</table>

Legend:
- ILEARN Below Proficiency
- ILEARN Approaching Proficiency
- ILEARN At Proficiency
- ILEARN Above Proficiency
2022 ILEARN Math 3-8 Priority Population Proficiency Data

<table>
<thead>
<tr>
<th>Category</th>
<th>ILEARN Below Proficiency</th>
<th>ILEARN Approaching Proficiency</th>
<th>ILEARN At Proficiency</th>
<th>ILEARN Above Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>28.3%</td>
<td>20.9%</td>
<td>23.6%</td>
<td>27.2%</td>
</tr>
<tr>
<td>NonWhite</td>
<td>38.2%</td>
<td>19.0%</td>
<td>17.5%</td>
<td>25.3%</td>
</tr>
<tr>
<td>SE</td>
<td>64.7%</td>
<td>17.1%</td>
<td>9.8%</td>
<td>8.5%</td>
</tr>
<tr>
<td>ELL</td>
<td>44.0%</td>
<td>24.6%</td>
<td>17.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>FRL</td>
<td>48.5%</td>
<td>23.5%</td>
<td>17.9%</td>
<td>10.1%</td>
</tr>
</tbody>
</table>
High School Data

Class of 2022 Grad Rate

- Indiana State: 86.48%
- MCCSC State: 92.62%

SAT School Day 2022
% Meeting Benchmarks

- IN EBRW: 50.5%
- MCCSC EBRW: 68.5%
- IN Math: 31.1%
- MCCSC Math: 50.3%
The Whole Child Support System

Academic
Tier 3
Intensive Support

Behavioral
Tier 2
Targeted Support

Social and Emotional
Tier 1
Universal Support

Professional Learning Communities

Equity and Inclusion

Data-based Decision Making

Safety and Physical Health

Whole Child Data Audit
<table>
<thead>
<tr>
<th>A Comprehensive View from Our Strategic Plan</th>
<th>Academic, Behavior, and Social Emotional Measures by Goals/Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Behavior</strong></td>
</tr>
<tr>
<td>• NWEA Reading &amp; Math (2-10)</td>
<td>• Office Visits</td>
</tr>
<tr>
<td>• CFA/CSA (K-8)</td>
<td>• Office Referrals</td>
</tr>
<tr>
<td>• IREAD-3 (3)</td>
<td>• Disciplinary Removations (# of days)</td>
</tr>
<tr>
<td>• ILEARN (3-8)</td>
<td>• Absences</td>
</tr>
<tr>
<td>• SAT</td>
<td>(Diversity Goal #2)</td>
</tr>
<tr>
<td>• …plus many more</td>
<td></td>
</tr>
<tr>
<td>○ Missing Assignments</td>
<td></td>
</tr>
<tr>
<td>○ ISprout (PK)</td>
<td></td>
</tr>
<tr>
<td>○ AIMSweb (K-2)</td>
<td></td>
</tr>
<tr>
<td>○ BAS/DRA (K-2)</td>
<td></td>
</tr>
<tr>
<td>○ In View (K, 3, 6)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Emotional</strong></td>
<td><strong>Social Emotional</strong></td>
</tr>
<tr>
<td>• Fall DESSA</td>
<td>• Fall DESSA</td>
</tr>
<tr>
<td>• Spring DESSA</td>
<td>• Spring DESSA</td>
</tr>
<tr>
<td>• Threat Assessments</td>
<td>• Threat Assessments</td>
</tr>
<tr>
<td>• DCS Reports</td>
<td>• DCS Reports</td>
</tr>
<tr>
<td>• Nurse Visits</td>
<td>• Nurse Visits</td>
</tr>
<tr>
<td>• Social Worker Supports</td>
<td>• Social Worker Supports</td>
</tr>
<tr>
<td>(Equity Goal #4)</td>
<td>(Equity Goal #4)</td>
</tr>
</tbody>
</table>

Academic, Behavior, and Social Emotional Measures by Goals/Priorities
Student Engagement that Leads to Educational Equity

- Safe & Inclusive Learning Environments
- Culturally Responsive & Sustaining Teaching
- Intercultural Competence
Empower students by providing understanding and ownership over their own learning.

**Knowledge & Information about Learning Belongs...**

First - with students - for empowerment

Second - with teachers - for action

Third - with families - for support

This means feedback, inclusive of assessment, must be:

- Well-designed
- Intentional
- Timely
Next Steps: Accelerating Learning

- Literacy Foundations (Professional Development series for all teachers K-8)
- Culturally Responsive Professional Learning through the Equity Leadership Teams
- Community Partnerships
- Increasing Math Interventions Support
- Data Discussions with Principals/PLCs
“Is there a way to integrate a gifted program in electives at the elementary level?”
- Lindsey J., MCCSC Parent

“Why is student learning 7th in line [out of eight Strategic Plan presentations]?”
- Ali, MCCSC Parent

“What are the … goals of the district when it comes to the implementation of evidence-based literacy instruction, also referred to as Science of Reading, across all grades, K-12?”
- Heidi S., MCCSC Parent, Supporter, Alumni, PTO member and volunteer

“Implementing evidence-based, explicit reading and writing instruction only goes so far when contrary methods are also still used in classrooms. How does MCCSC plan to de-implement these instructional methods and curricula?”
- Heidi S., MCCSC Parent, Supporter, Alumni, PTO member and volunteer

“How will MCCSC purchase new ELA curriculum premature of our 7-year cycle if state bills pass that require curricula to align with the Science of Reading?”
- Heidi S., MCCSC Parent, Supporter, Alumni, PTO member and volunteer
Community Comments/Concerns

“How does MCCSC plan to shift curriculum and instructional practices to align with the scientific evidence on how children learn to read and write, and the direction the state is going with legislative action related to this body of research?”
   - Joellan M., MCCSC Parent, Supporter, & PTO member

“How is MCCSC prioritizing professional development for staff on evidence-aligned reading and writing instruction, instruction teachers did not receive in their schools of education, but that at least 60% of students need in order to be successful?”
   - Joellan M., MCCSC Parent, Supporter, & PTO member

“...would the district consider shifting to a more structured, sequential curriculum that emphasizes building background knowledge and academic vocabulary, with embedded writing as a way to enhance knowledge building, rather than the current curriculum that is focused on skills and strategies…?”
   - Joellan M., MCCSC Parent, Supporter, & PTO member
“What are we doing at the district level to address literacy as a social justice issue?...When will the district adopt a tier 1 phonics curriculum that follows the science of reading research?”

-MCCSC teacher

“With struggling readers as a priority population, how will MCCSC best serve these students at the middle school and high school levels? Does targeted reading instruction, at their skill level, continue past elementary school? How do we continue to provide instruction for gaps in their phonics knowledge, and phonological awareness?”

-MCCSC teacher

“...how is MCCSC leveraging the research and evidence based instructional practices that address all seven aspects of becoming a skilled reader? Specifically, what curricula have we adopted that is grounded in evidence-based research, that we know is going to contribute to best instructional practices in teaching reading?”

-MCCSC Teacher
Staff Feedback

Themes

- Culturally-Responsive Practices and Inclusive Curriculum
- Early Learning Intervention
- Meeting the needs of all learners
- PLC Framework
- Robust intervention and enrichment programming for all students

Learning doesn’t look the same for all students. How do we implement school structures that support agile teaching that responds to students needs versus system structure?

We need to create an environment where students feel accepted, safe and like they are given every opportunity to learn as well as giving our faculty/administration and staff the resources they need to truly be culturally responsive in their practices.

How do we keep cultural awareness in the spotlight? Our work is never done.

We must consider not just availability but accessibility. Are all learning opportunities accessible for all students?
Resources

Indiana Academic Standards: https://www.in.gov/doe/students/indiana-academic-standards/
Indiana Employability Skills: https://www.in.gov/doe/students/indiana-academic-standards/employability-skills/
Indiana Learning Lab: https://inlearninglab.com
NWEA: https://www.nwea.org
ILEARN: https://www.in.gov/doe/students/assessment/ilearn/
IREAD: https://www.in.gov/doe/students/assessment/iread-3/
Thank you!
On April 25, we will present on:

**Staff Diversity**

Diversity Goal #1

We welcome questions in advance.

Please submit by 4/10/23.

Submit on our website

https://www.mccsc.edu/domain/1784
Staff Diversity Disparity Timeline

Week of 3/27  Week of 4/3  Week of 4/10  Week of 4/17  Tuesday, 4/25

MCCSC Community At Large
Submission of Questions & Concerns

MCCSC Board of School Trustees
Submission of Questions & Concerns

Principals
Identify potential themes related to goals

MCCSC Teachers & Staff
Email Query & School Meetings

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

Public Presentation
Board Meeting