Board Report

School-Wide

From the Senior School Director's Desk

Dr. E. Ward-Jackson

As we enter the last month of the calendar year, and draw to a close to the first semester of the academic year, I pause to reflect on just how much we have accomplished. Together, as a community (during such unique, unprecedented, and challenging times of heightened unrest on many fronts), we have maintained our commitment to excellence and holistic support through the pandemic. We have persisted in our approaches to maintain a continuity of learning, fulfilling our mission, and maintaining the sustainability and buoyancy of our community. One of my favorite quotes says, "The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails." One of the most rewarding things for me as a leader during this season has been supporting and witnessing our leaders as they rise up, flourish, and adjust sails, when necessary, allowing us not only to weather, but to thrive through challenge, change, and unknown territory.

During the Mission Connection portion of the meeting, we have an opportunity to experience the leadership qualities that are present in the voices of our senior Wave-Makers as they share how they are navigating this very unique, college application season. In this Board Report, I want to highlight the work of our leaders, in College and Career Counseling, who are responsible for the continuity of services, for innovating approaches, and for working to connect our work to the strategic plan. These leaders are taking on the challenge of adjusting the sails and providing our students with a stellar college application experience during distance learning. With more than 450 upper school graduates in our alumni network, we are in a strong position to explore the relationship between the college/career preparation and social-emotional learning students receive at Making Waves Academy and their life outcomes, including professional success and personal fulfilment.

Advisory, being one of many conduits for social-emotional learning at Making Waves Academy, is now led by the Center for Holistic Support Services. This new leadership structure acknowledges that the path to student success in school and in life requires more than just rigorous academics and high standards. The skills learned and practiced through advisory, in general -- but the formulation of a *Life Dream*, in particular -- provide the necessary backdrop that each student needs to build a holistic self-identity that is career-going and, for many, college-going.

Alumni Engagement
Atieris Adams, Associate Director of Alumni Engagement

What?
As of this year, we have a new program for alumni engagement within the College and Career Counseling office. I am excited to lead this area as the Associate Director of Alumni Engagement, after having served as the College and Career Counseling Coordinator for three years.

When it comes to building a robust alumni engagement program, we feel strongly that it needs to be grounded in the needs of our graduates -- valuing their own ideas, experiences, and perspectives. To that end, one of the first priorities for **alumni engagement** was to conduct a user experience study.

From September to November, I conducted an **initial rapid user experience study**, which consisted of the following:
● Researching best practices to inform the development of alumni engagement metrics
● Launching an alumni survey to learn about their experiences and how we can engage them moving forward
● Induction meetings with leaders across Making Wave (including CAP) to share the aims of alumni engagement
● Establishment of an Alumni Engagement Workgroup
● Feedback sessions with MWA leaders, faculty and staff, to affirm or disconfirm themes and recommendations that emerged from the Alumni Survey

The **goals of the study** were to:
● Capture alumni experiences so we know what to start/stop/continue
● Learn about the life milestones they have experienced, expect to experience, or want to experience in their lives
● Hear feedback on the kinds of programming and communications our alumni prefer

By the close of the alumni survey, 88 of 455 (19%) alumni had responded. The valuable insights they shared will have implications for the near-term, however, there are still many alumni whose needs and experiences are unexplored[1].

In connection to the Strategic Plan, one goal is to set a target for the percentage of Making Waves Academy alumni engaging with our organization at least one time per year. The goal for this year (2020-21) is for 35% of alumni to connect with Making Waves through volunteer, experiential, communication, and philanthropic engagements.

So What?
We are increasingly optimistic about our graduates' life outcomes. We are continuing to surface some lessons learned which could inform programmatic changes at MWA in the near-term. There are still a number of alumni stories and input that is unexplored, partly due to the fact that this type of outreach/attempt to engage is new for us. In the past we have relied on CAP to keep MWA alumni connected through their college success program. Those who opted out of college, or opted out of CAP may not have had any meaningful engagement with Making Waves for 3-5 years.

Within the next two years, we will be able to form deeper relationships with our graduates and learn if our programs at the Academy are paving the way to a life of opportunity and agency for our Wave-Makers. We would like to see both college goers and non-college goers attending community events, working or interning at MWA, and seizing opportunities to support one another and the next generations of Wave-Makers.

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[1] See Table 1: Themes from Alumni Survey Results; Table 2: Percentage of Alumni Interested in a Variety of Potential Programs or Events; Table 3: Percentage of Alumni Interested in Different Sources of Communication.

Now What?

The results of the alumni survey have yielded some initial potential recommendations for programs we can offer in the near future, including the ability to share alumni feedback on MWA programming with functional teams. This could also provide an opportunity for faculty and staff to make meaning of the feedback. We are also looking forward to getting our alumni better connected to student events at the school, like career exploration week, assemblies, or even reunions[2] . In my role, my goal for alumni engagement is to provide opportunities for Making Waves Academy graduates to become valuable contributors to the workforce and their communities, inclusive of different pathways.

Table 1: Themes from Alumni Survey Results

Survey Area	Feedback
Pain Points	- We realized that Alumni are eager to share feedback on the user experience - Some Alumni feel they were forced to pick college or felt like they had no other option (8 respondents) - Some students reported that they did not feel supported
Values and Benefits	- Wave-Makers cherish Community - Students were able to develop positive peer-to-peer relationships and friendships through our "wave system" - There were many supportive adults - They valued support with college applications, SAT prep and guidance from Counselors - Their experiences taught them things about themselves - They recognize and value the resources of MW compared to other public schools - CAP has been helpful - MWA core values and affirmation still resonate
Life Milestones	- Some graduates chose college, while others did not - Less than half of Wave-Makers who picked a major decided to change their major - Many Alumni have experienced working their first jobs, but are slowly moving into making longer-term career choices - The pandemic has affected job loss - Largely, our Alumni experience a range of typical life milestones including romantic relationships, owning a car and renting or owning their own place
Alumni Programming	- Alumni are interested in social events including Class Reunions, networking opportunities, affinity group mixers and Alumni Day - Alumni expressed interest in talking to younger Wave-Makers, or hosting virtual job visits - Many showed interest in opportunities to intern or work at MWA - Alumni would see benefit in meeting older Wave-Makers in their field - A handful are interested in sharing their stories for publication
Communication	- Most Alumni prefer an e-newsletter, followed by an Alumni website - Among social media platforms, Instagram is preferred - There is opportunity to get more responses from more Alumni

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[2] See Table 4: Potential Recommendations for Alumni Engagement Offerings, Based on Survey Findings.

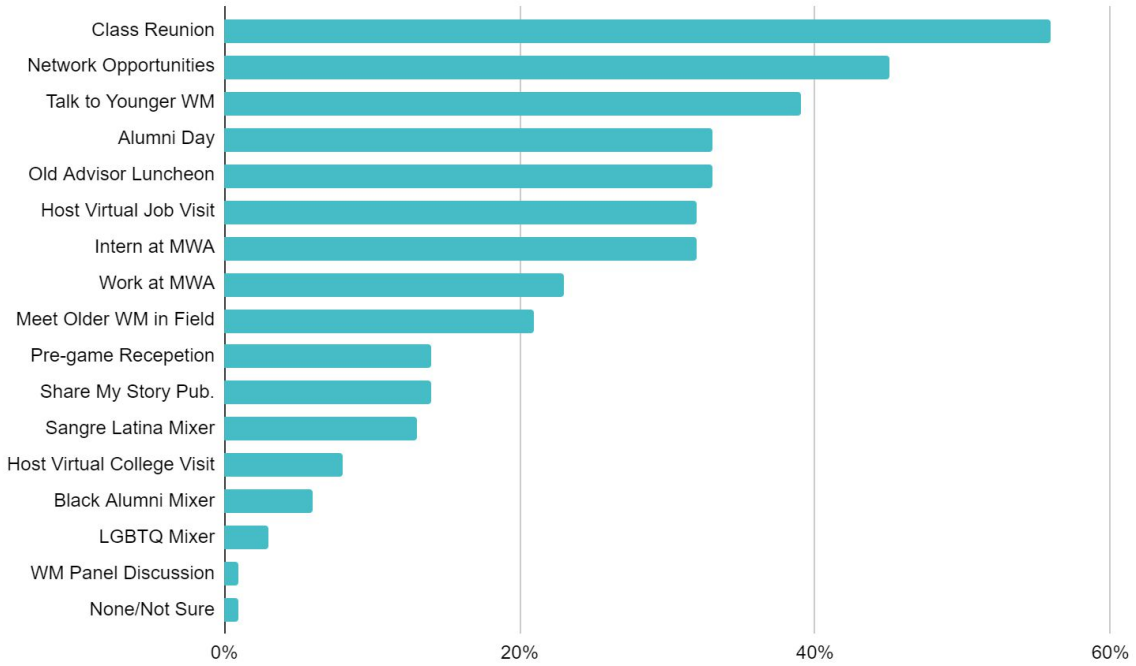**Table 2: Percentage of Alumni Interested in a Variety of Potential Programs or Events**

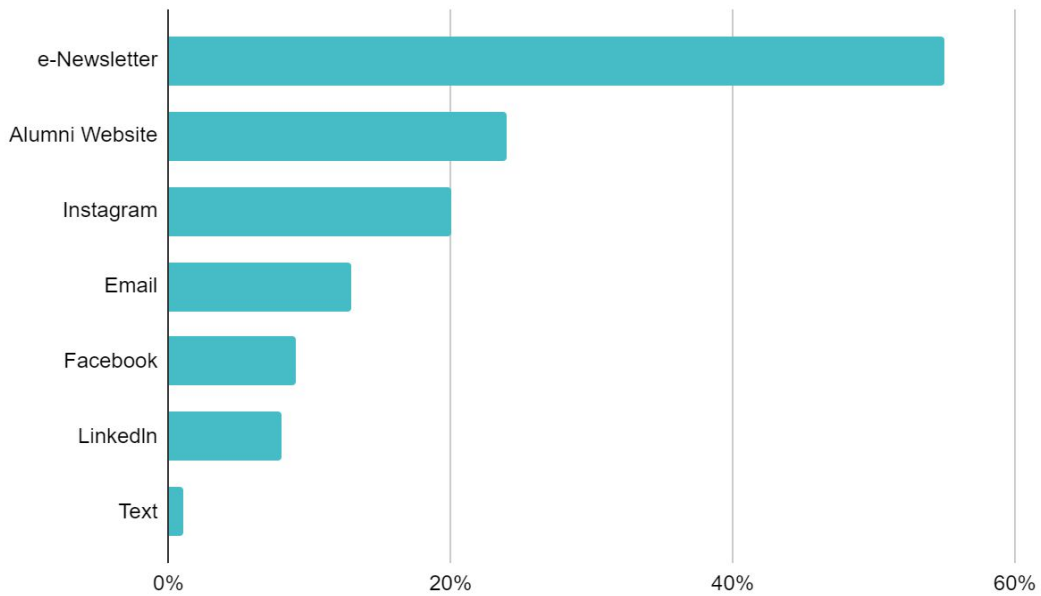**Table 3: Percentage of Alumni Interested in Different Sources of Communication**

Table 4: Potential Recommendations for Alumni Engagement Offerings, Based on Survey Findings

- Share Alumni feedback on MWA programming with functional teams, allowing faculty and staff to make their own meaning of the feedback
- Partner with Career Services Coordinator to support students with interest in alternate career pathways
- Eliminate "shame" associated with alternate pathways
- Develop existing partnerships with Rivet School and Micro College
- Partner with Student Activities Coordinator to help current students explore clubs
- Include Alumni in MWA events like Career Exploration Week and Senior Send-off assemblies
- Have different Alumni speak to Life Milestones having come from a variety of pathways
- Facilitate roundtable discussions for Alumni based on Alumni experiences as indicated by the Life Milestones
- Develop a cadence where Wave-Makers can connect with their fellow advisories or Waves periodically
- Host social events for Alumni to connect
- Increase budget for Alumni events like Alumni Day
- Explore Class Reunion or other special event for 12th Wave (5-year reunion) and 17th Wave (year ended abruptly leaving $10k in class funds)
- Explore Constant Contact as the primary form of communication with Alumni
- Budget for incentives for completing Alumni surveys to increase participation
- Work with Chief Advancement Officer to publish Voices series to share Alumni stories
- Present feedback and recommendations to a group of Alumni to affirm, disconfirm, and add recommendations
- Engage Black Alumni to understand the experiences of Black students at MWA (part of the existing Black Stakeholder Initiative)
- Integrate PMSC concepts from within the larger organization for programming and career exploration work

The recent outreach to MWA alumni marked a new launch of engagement. I am so inspired and motivated by the initial responses we received. Three of my short-term goals are to provide support for Wave-Makers who choose alternate pathways, design an infrastructure to enhance alumni engagement and continue leading the Black Stakeholder Engagement MOCHA to learn what we can stop/start/continue to allow our students to thrive.

College and Career Counseling
Jon Siapno, Director of College and Career Counseling

What?
Because of the pandemic, many students will be applying to colleges this year without standardized tests such as the SAT or ACT, which, prior to this year, were long held as important metrics for gaining admission to competitive institutions. We suspect that college-bound students with GPAs of between 2.00 to 2.49 will be most impacted by changes in admissions criteria, leaving them most susceptible to undermatching this year.

When I managed a college admissions consulting firm, our guidance was based on findings from an internal annual regression analysis of admissions results from the most competitive colleges in the country. The regression analysis allowed us to forecast a student's likelihood of admission to a particular college based on fourteen variables, which fell into three broad categories: academics, standardized tests, and extracurricular activities. The weight of each variable would differ from campus to campus and year to year.

Here's what we found:
- We found that on average, approximately 30% of admissions decisions to **highly competitive colleges** could be attributed to variables related to academics and standardized tests, while an estimated 70% could be attributed to variables related to extracurricular activities.

- For **less competitive or non-competitive colleges**, we found the opposite to be true: approximately 70% of admissions decisions could be attributed to academics[3] and standardized tests alone, with extracurricular activities amounting to no more than 30% of admissions decisions or being insignificant altogether.

We see this reflected in actual college applications. Take, for example, the Common Application or University of California application, which allow applicants to include detailed information on extracurricular activities, including the names of clubs and organizations, positions held, duration of involvement, and free-response areas for personalized summaries. The California State University application, by contrast, only asks applicants to provide information on academics and standardized tests, with no option to submit any level of detail on extracurricular activities.

Fewer opportunities to highlight achievements[4] on a college application significantly impact a student's ability to differentiate themselves from other applicants and to compete for a limited number of available seats at an institution.

So What?
Here's how I believe the pandemic will impact college admissions for different segments of students at Making Waves:
- I suspect that for students bound for **less competitive colleges**, the inability to submit standardized test scores due to pandemic-related cancellations would leave them short on a significant variable that would otherwise have allowed them to further compete and differentiate themselves from other applicants. They essentially would only be able to compete on academics alone, consisting of variables like course rigor, grade point

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[3] Prior to the pandemic, the California State University system used an eligibility index to determine admission based on minimum GPAs and SAT or ACT scores. Additionally, due to impaction, certain majors place heavier weighting on GPAs in math courses and/or math subsection scores on standardized tests. In CSU parlance, when a campus or major is "impacted," it means that it has reached or surpassed its existing enrollment capacity in terms of its instructional resources and physical size.
[4] See Table 1: "Comparison of Typical Achievements Requested in College Applications."

average, and trend. I project that students bound for less competitive colleges will be most susceptible to undermatching[5] this season.

- I suspect that students bound for **highly competitive and competitive colleges** will maintain the most opportunity to compete by differentiating themselves from other applicants based on their extracurricular activities and other significant variables[6]. Their inability to submit standardized tests would have minimal impact on the competitive advantage of these students, due to the demonstrated diminished significance of testing to compete for admission to their target schools in the first place. I project that students bound for highly competitive, competitive, and non-competitive colleges (as you'll see in the bullet point below) will be least susceptible to undermatching this season.

- I suspect that students bound for **non-competitive colleges** will experience minimal impact from pandemic-related disruptions, given that their target schools place few additional requirements, if any, beyond a high school diploma.

	To what degree do we suspect that college-bound seniors will be impacted by college access disruptions related to COVID-19?			
Academic Profile of Students	Students Bound for Highly Competitive Colleges	Students Bound for Competitive Colleges	Students Bound for Less Competitive Colleges	Students Bound for Non-competitive Colleges
Degree of Impact	Least Susceptible to Undermatching	Least Susceptible to Undermatching	Most Susceptible to Undermatching	Least Susceptible to Undermatching

College Readiness

Approximately 82.7% of students from the Class of 2021 are bound for "highly competitive" or "competitive" colleges, representing an estimated 8% decrease from last year.

	College Competitive			College Ready	Total Students
Institutional Selectivity	**Highly Competitive**	**Competitive**	**Less Competitive**	**Non Competitive**	
Qualifying GPA	3.0 or higher cum.	2.50-2.99 cum.	2.0-2.49 cum.	1.0-1.99 cum.	
18th Wave	**70 (67.3%)**	**16 (15.4%)**	**9 (8.7%)**	**9 (8.7%)**	**104**
17th Wave	**60 (69.8%)**	**18 (20.9%)**	**7 (8.1%)**	**1 (1.2%)**	**86**

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[5] According to Bellwether Education Partners, "undermatching" occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Under-matched students face longer odds to complete a post-secondary degree or certificate.

[6] See Table 1: Comparison of Typical Achievements Requested in College Applications.

Post-Secondary Planning

From an initial survey (n=93), approximately 90% of students from this year's graduating class have a post-secondary plan so far, with about 80% choosing college.

Post-secondary Plan	Percentage of 18th Wave with Interest
Four-year college or university	69.9% (65 students)
Community college	9.7% (9 students)
Military enlistment	0.0% (0 students)
Trade program or apprenticeship	1.1% (1 students)
Gap year program	1.1% (1 students)
Job program	4.3% (4 students)
Full-time employment	3.2% (3 students)
"I'm not sure"	10.8% (10 students)

Estimated College Application Pathways Engagement for Wave 18

We expect that 95% or more of our graduates will have a post-secondary plan, however, we are anticipating that fewer students will choose college, opting for alternative pathways instead.

% Applying to 4-Year Schools	% Applying to 2-Year Schools	% Alternative Pathways
70%	20-25%	5%-10%

- Projecting a 10% increase in students who choose something other than college
- About 90% choosing college
  - with a potentially a greater share of students choosing community college
  - potentially fewer admits to CSU due to new admissions criteria (increase to 2.5 cumulative GPA minimum)
- Highly competitive students are expected to see admits that are *comparable to last year's class*
- Less desire by students *to venture out of the area*
- Unknown variables connected to students including
  - family members needing them to work and contribute to the household due to unemployment, loss of work hours offered, and lost jobs (5 students, so far, have come forward with this information, some of whom are academically high-achieving and bound for highly competitive colleges)

Now What?

Given the context of the pandemic, in addition to our efforts to advance the Strategic Plan of Making Waves, we will make certain enhancements to benefit different segments of our graduating class, with special attention paid to reducing the effects of undermatching among those bound for less competitive colleges so that the Expected College Completion[7] (ECC) rate of this cohort is as high as its academic profile will allow.

Specifically, here are distinct shifts that will occur this season:

- Based on findings from Bellwether Education Partners related to our Strategic Plan, we will be helping each student apply to colleges that have the highest Estimated College Completion (ECC) rates available to them, based on their academic profiles.
- We will enhance our college list building efforts for students bound for less competitive colleges by helping them identify institutions[8] that will allow them to highlight more than just academics and standardized test scores on their applications. For students bound for California State University, we will encourage them to pursue the option of being considered for the Educational Opportunity Program (EOP), which allows for students to submit five short essays[9].
- We will explore participation in programs such as the MicroCollege Honors Pathway Program that target high school seniors who fall into our non-competitive group but are still interested in college.
- We will identify specific students who are bound for less competitive institutions and encourage them to take an SAT or ACT exam administration if seats become available, even if the administration is out of the area[10]. Students will be identified[11] if they have a University of California and California State University GPA of between 2.00 and 2.49 and have a 2019 PSAT score that is within competitive range for the colleges they are targeting for admission[12].
- We will be increasing the amount of available support time for personal statements, supplemental essays, activities descriptions, letters of recommendation, interview preparation, and demonstrated interest opportunities, such as virtual visits, for students submitting applications that allow for these areas to be highlighted, particularly for those bound for competitive or highly competitive institutions.
- In anticipation of a potential increase in the number of students who are bound for community colleges, we will be increasing the amount of available support time for exploration and enrollment. Together with CAP, our college success program, we are embarking on an initiative that ladders-up to our Strategic Plan to better understand the user experience of a community college bound student at Making Waves. It is worth noting that in an initial survey of post-secondary plans, we are seeing that approximately 10% of rising graduates are giving thought to alternative pathways after high school, including trade programs, apprenticeships, gap year

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[7] See Table 2: "Selectivity Index to Match by Estimated College Completion Rate" and Table 3: "Sample Match by Estimated College Completion Rate."

[8] While we may succeed in helping students bound for less competitive institutions gain admission, it is worth noting that these institutions are typically not as generous with financial aid. Financial aid may be a competing factor which may cause students bound for less competitive institutions to choose to attend a non-competitive institution due to cost, which is a type of undermatch.

[9] Based on our findings at Making Waves, it is largely students with an Expected Family Contribution of $0.00 that are accepted into EOP.

[10] Prior to the recent wildfires, a limited number of seats were available in Fairfield and Sacramento. No seats were available in Berkeley, Oakland, or Richmond -- cities where Wave-Makers have taken the SAT and ACT in previous years.

[11] We estimate that there are 10 to 15 seniors who fit this criteria.

[12] A University of California and California State University GPA of 2.50 now deems a student eligible for admission to a CSU, meaning that a student with this GPA are essentially guaranteed admission to their local CSU campus, provided that they apply. Prior to the pandemic, the CSU used an eligibility index which specified minimum GPAs and SAT or ACT scores for admission.

programs, job programs, or full-time employment. We suspect that these students may ultimately choose to attend community colleges, but this initial pulse check represents an increase from prior years.

Lastly, a conversation about the future of higher education is not complete without a conversation about the future of work. Work will likely be the main source of income for most Wave-Makers, but as the future of work changes, so must our approach for positioning our students to contribute to the workforce -- failure to do so may perpetuate income inequality for our community, despite our efforts to push back against educational inequality. To that end, as we build a vision for the future of work and what it means for Wave-Makers, we are asking ourselves the following questions, based on insights from McKinsey Global Institute[13]:

- What training or preparation can we offer so that Wave-Makers can adapt to a workforce characterized by the rise of automation and artificial intelligence?
- What supports and resources can we offer so that Wave-Makers can thrive in changing models of work and work structure, including remote work, gig work, and fissured work?
- What guidance can we offer so that Wave-Makers can attain the financial means to live the lives they want for themselves?

More than ever, we are committed to meeting this challenge, leveraging our full resources and capabilities to prepare our Wave-Makers for what's now and what's next.

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[13] For further reading, see ""How Will Automation Affect Jobs, Skills, and Wages?" by Peter Gumbel and Michael Chui at McKinsey and Company (2018).

Table 1. Comparison of Typical Achievements Requested in College Applications. Applications to highly competitive institutions typically allow students to highlight more achievements than applications to less competitive or non-competitive institutions.

	College Competitive		College Ready
	Highly Competitive	**Less Competitive**	**Non Competitive**
Academics			
Grade Point Average	✓	✓	✓
Course Rigor	✓	✓	✓
Honors and Advanced Placement (AP) Points	✓	✓	✓
Semesters of College Prep (a-g) Coursework	✓	✓	✓
Trend	✓	✓	✓
Standardized Tests[14]			
SAT / ACT			
SAT Subject Tests			
AP Exams			
Extracurricular Activities			
Community Service	✓		
School Clubs	✓		
Arts	✓		
Athletics	✓		
Paid Work	✓		
Enrichment Programs	✓		
Leadership	✓		
Internship	✓		
Capstone Project	✓		
Harder to Measure Variables			
Personal Statement	✓		
Supplemental Essays	✓		
Letters of Recommendation	✓		
Demonstrated Interest	✓		

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[14] Through a personal connection, we have heard that University of California, Berkeley may place heavier weighting on Advanced Placement (AP) exam scores and SAT Subject Test scores as a result of the pandemic-related shifts. A formal statement from University of California is expected this fall.

Table 2. Selectivity Index to Match by Estimated College Completion Rate. Beginning in 2020, this is the index to be used to "match" college-going Wave-Makers to their target ECC when building college lists.
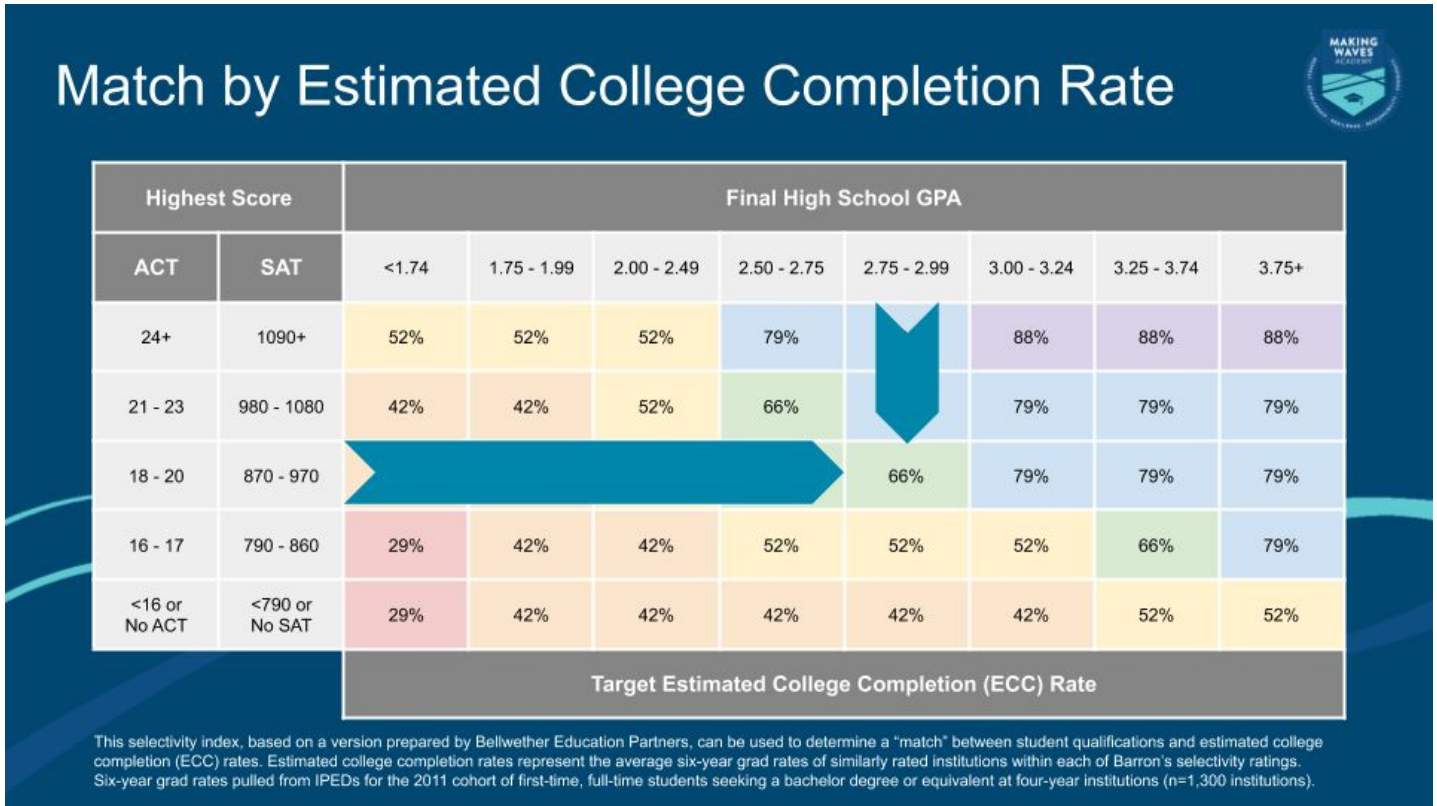
Match by Estimated College Completion Rate

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%
		Target Estimated College Completion (ECC) Rate							

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a "match" between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron's selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Footnote to Table 2: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a "match" between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron's selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Table 3. Sample Match by Estimated College Completion Rate. A college-going student with a GPA of 2.75 and an SAT Score of 870 should expect to "match" with an institution with an estimated college completion (ECC) rate of 66.0%.

Footnote to Table 3: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a "match" between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron's selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Table 4. MWA & the ECC. See below for a breakdown of Wave 18 using the ECC framework.

College Matching Index Aggregate Data - *17th Wave, MAY 2020*

	Two Year College	Four Year College	Somewhat Competitive	Competitive	Very Competitive	Most Competitive	TOTAL
# of Stus.	2	12	8	11	32	23	88
% of Stus.	2.3%	13.6%	9.1%	12.5%	36.4%	26.1%	100%

	Cumulative GPA - 9th-1st semester 12th Grade							
Highest Score (SAT or ACT)	<1.74	1.75-1.99	2.00-2.49	2.50-2.75	2.75-2.99	3.00-3.24	3.25-3.74	3.75+
1090+ / 24+						(1)	(3)	(19)
980-1080 / 21-23				(2)	(2)	(1)	(5)	(10)
870-970 / 18-20			(1)	(3)	(2)	(4)	(6)	(2)
790-860 / 16-17	(1)		(4)	(1)	(3)	(3)	(4)	(2)
<790 / <16 or no testing	(1)	(2)	(2)	(2)	(1)	(1)		

Advisory - (Center for Holistic Support Services & College and Career Counseling Partnership)

Emilio Ortega, Dean of Students

What?

This year Making Waves Academy launched an academy-wide advisory model embedded with social-emotional learning (SEL) programming.   The aim is that every Wave-Maker feels safe, supported, and equipped with the academic, behavioral, and social-emotional skills needed to formulate a vision for the future that:

1. Inspires hope
2. Supports the exploration and development of their post-secondary aspirations in their chosen career pathway
3. Supports the development and attainment of their self-identified *Life Dreams*

Advisory occurs daily for 30 minutes of synchronous time and provides advisors and students with time for the following:

- CONNECTION: Advisor and advisees are able to have real connections in real-time around topics and discussion of interest to them.
- CHECK IN: Provides everyone with an opportunity to check-in and express how they are feeling for the day and more insight into who they are.
- DISCUSSION: Opportunities to have discussion around the following topics:digital citizenship, self-care, election season, and even challenges and accomplishments they have achieved.
- SUPPORT/CELEBRATIONS: Advisors and their advisees have an opportunity to support each other with a kind word, or have time to discuss and review their advisory self-care & academic goals. It is also a time for students to learn about various supports that are available to them at MWA.
- FUN & TEAM BUILDING: Every advisory period builds in time for community building and fun and exciting activities that provide an opportunity for the advisory to build connection amongst each other.
- STUDENT VOICE: In addition to Wave-Makers having opportunities to share their thoughts, advisory provides ASB and student clubs with an opportunity to create content and activities for their peers in advisory. (ie. Spirit Week, Kindness Week, etc.)
- COLLEGE & CAREER (LIFE DREAM) AWARENESS: Advisory provides an opportunity to connect what is learned in advisory beyond the classroom or even the topic to their *Life Dream* goals. Advisory has provided opportunities for the College & Career Department to create awareness, discussion and even excitement around College & Careers (ie. Virtual College Tours of Advisor's Alma Mater)

Below is a sample of feedback provided by advisors and advisees on MWA's SEL-focused advisory content:

- ~86% of Faculty advisor respondents shared that advisory discussion and content is helpful.
- ~84% of Wave-Makers respondents agreed/strongly agreed with the statement that Advisory has been helpful.
- ~72% of Faculty advisor respondents shared that advisory content has helped them to facilitate community building/positive interactions with their students.
- ~69 % of Wave-Maker respondents agree/strongly agreed with the statement that they like coming to school to because of the school activities (ie. advisory, assemblies)

So What?

Given where the world is currently situated and the potential psychological effects of prolonged physical distancing and isolation, social-emotional well-being has been one of our key pillars of community support and is a critical need. In

response to remote learning, we needed to be flexible on how to best implement social emotional learning in a way that had a positive impact for our school community. To that end, we have worked diligently to embed SEL concepts, and practices into advisory lesson plans. Our advisory lessons are unique in its approach to holistic development because they allow teachers to build healthy and appropriate relationships with students, while presenting high level concepts and practices that target community, resiliency, emotional regulation, and self-affirming exercises. All of which supports the development of a positive future oriented perspective for our Wave-Makers. It is also important to note that in identifying support modalities, we use a variety of data sets to help inform programmatic supports based on the story that the data is telling us.

For both our teachers and students, feeling connected is integral to relationship building. Our students and teachers need and value the advisory time to connect and check in with one other. Research shows that having supportive peers and **positive and trusted adults can** dramatically improve the outlook for a child suffering from *adverse childhood experiences* (**ACEs**).[15]

In fall 2020 there was a culture and climate survey to identify the top 5 worries of our Wave-Makers. The results were the following:
- 69% of Wave-Maker respondents are worried or very worried about *getting good grades*
- 56% of Wave-Maker respondents are worried or very worried about *students hurting themselves*
- ~43% of of Wave-Maker respondents are worried or very worried about *students hurting each other.*
- ~41% of Wave-Maker respondents are worried or very worried about *Emotional Health (ex. managing emotions in a healthy way)*
- ~41% of Wave-Maker respondents are worried or very worried about *During distance learning not being able to be with my classmates*

Additionally, in fall 2020, a school-wide culture and climate survey showed that students have expressed the following challenges as a result of stay-at-home orders:
- Balancing home and school work responsibilities
- Missing friends and classmates
- Having limited options for space and movement

Now What?
In an effort to provide ongoing student focused advisory lessons we will continue to collaborate with various departments to ensure that all advisory lessons are holistic in their approach to supporting the social-emotional well-being of our Wave Makers. For example, partnering with College and Career Counseling regarding content and activities that are college and career focused, Applied Technology regarding digital citizenship content, and Academic Intervention Services regarding content that will aid in supporting academic skill development. We will continue to connect with our Advisors to get a pulse check on what's going well, and what needs to be modified in response to any new trends. To stay abreast of best practices and to further develop competency growth we will begin identifying external resources to aid in this capacity. With these proactive and responsive measures and consistent ongoing feedback loops we are certain that we will continue to create advisory lessons that will support advisor and advisee engagement and provide ongoing structures of student support during and after the COVID pandemic.

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[15] Bellis, M. A., Hughes, K., Ford, K., Hardcastle, K. A., Sharp, C. A., Wood, S., Homolova, L., & Davies, A. (2018). Adverse childhood experiences and sources of childhood resilience: a retrospective study of their combined relationships with child health and educational attendance. *BMC public health*, *18*(1), 792. https://doi.org/10.1186/s12889-018-5699-8

Update on Vacancies and Coverage

Caitlin Shelburne, Senior Director of Academic Instruction

Distance Learning provides a unique opportunity to re-think procedures for coverage while teachers are out to allow for continuity of learning.

What:

We have unique procedures for daily absences and long term absences during Distance Learning.

Daily Absence (Sick Days/Bereavement): When a teacher is absent for a day, we leverage our Learning Management System (LMS), *Canvas*, and the Directors of Academic Instruction (DAI) to address coverage of classes. We also have some flexibility (during the pandemic) around attendance expectations, per the state requirements. When teachers know they will be absent, they post asynchronous work to their Canvas page paired with detailed instructions, which are often in the form of a recorded video lesson. Upon completing work, students submit their assignments to qualify their presence in class. When the teacher returns, they check the work for completion and submit this information to the registrar's office for attendance purposes. In many ways, this approach has not only allowed for consistency, but supports the flipped classroom model that allows for students to complete work as pre-work for a class discussion.

Long Term Absences & Vacancies: During long term absences or vacancies, we maximize the use of our internal team of In House Substitutes to provide instruction, our Content Lead's to support with planning and our DAI's to support with gradebook responsibilities.

So What:

Please see vacancies detailed below and current coverage.

	Middle School	Upper School
Current Vacancies	**7th & 8th Grade History Teacher:** Covered by our Associate Substitute Coordinator **8th Grade History:** Covered by our Maker's Coordinator on a stipend (former MWA History Teacher) Will be covered by a SWING Substitute	**9th & 10th Grade English Teacher** (Covered by our In House Substitute for the Humanities) **Online Learning Course (APEX):** Covered by our Math/Science In House Substitute)
Number of Daily Absences	9/36 Teachers have taken day (s) or class period (s) off during this academic year	7/29 Teachers have taken day (s) or class period (s) off during this academic year

Now What:

- In preparation for upcoming planned family leaves, we are looking to re-launch our partnership with SWING Education (a service provider for placement of substitute teachers) to hire long term substitutes.
- Implement broader communication to MWA Leadership with daily coverage details on daily and extended absences and substitute teacher assignments.