



Board Report
School-Wide

From the Senior School Director's Desk

Dr. E. Ward-Jackson

In addition to high expectations, high standards, and high accountability, an innovative school is bold, creative, and unafraid to “test and learn,” exploring new approaches and perspectives in teaching and learning. 21st Century global learning skills provided a unified focus on **critical thinking, communication, creativity, and collaboration** across academia—the “4C’s.” Considering our school’s decision (and eventually the State’s decision) to optimize for safety, rigorous instruction, and the social-emotional of students well-being during the pandemic, it is my experience, that the impact of the Covid-19 pandemic has quickly propelled education toward the projected 22nd Century global learning skills of **care, connection, culture, and community—the new “4C’s,”** in a very innovative way.

Paraphrasing Dr. Dru Tomlin, an Educationalist who champions embracing 22nd Century learning skills with urgency, considering students who are in K-12 now will heavily impact, design, and contribute to the 22nd Century workforce, he shares the following defining insights:

- **Care:** To bring diverse hearts and minds together, we need to help our students understand and act from an **ethic of care**. We should instill in our students the need for both mindfulness and heartfulness: asking with care, listening with care, being present with care, following-up with care, writing and speaking with care, acting with care, etc.
- **Connection:** To build positive bridges forward, we need to help our students understand and act on the desire to **authentically connect with others**. Vygotsky knew it back in the day when he explored the concept of ZPD (Zone of Proximal Development): we learn when we stretch ourselves to learn beyond our ZPD. Therefore, we need to fill our students with an unquenchable desire to connect with others—because they are curious and because they care.
- **Culture:** To create joyous, growth-mindset futures, we need to help our students understand how to create **spaces of genuine positivity**. In other words, while we can motivate people through negative factors like competition, greed, and fear, the culture created by such motivational factors is toxic and ultimately poisonous. Our classrooms and schools, therefore, need to be model cultures of joy, positivity, and happiness, so our young adolescent students can flourish and thrive as learners now, and most importantly, so they can know how to create those cultures themselves in future classrooms, schools, and work spaces.
- **Community:** To foster truly inclusive learning communities, we need to help our students understand and act on the **value of involving all voices in the process**. Too often, we operate and separate ourselves into silos that privatize, divide and ultimately limit our own capacity and the capacity of everyone around us.

Reflecting upon the 1st semester, and how we have launched the 2nd semester of our 2020-21 school year in distance learning, I strongly believe that our school has demonstrated fortitude, resilience, and innovation. We are on the nexus of 21st Century and 22nd Century learning. We are working to strengthen communication and collaboration via digital platforms, and to foster learning environments where critical thinking and creativity are welcomed. We are doing this while learning and growing in mindfulness and social-emotional pedagogy, strengthening the culture of our school, and

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intentionally creating more opportunities to engage in community building and feedback loops with all of our stakeholders. As we continue to refine and innovate our approaches to 21st century skills while distance learning, we will eventually come to a place where even more of our time is dedicated to 22nd century learning skills and growth. We want our students to explore, to research, and to use various tools and competencies to discover new things. We want our students to be problem-finding, and not just problem-solving; innovators and not just passive participants in their education experience. Ultimately, we want our Wave-Makers to become “valuable contributors” to our world, who are *confident, competent, compassionate, and considerate citizens*.

Today’s Board report will review the achievement of our most critical learner subgroups:

- *Special Education*
- *English Language Development*
- *Black/African American Student Achievement*
- *Tier 3 Intervention*

While reviewing the student data and the analysis shared by our leaders, my “ask” is that you zoom into each section with a lens of reflection on where and how you see the innovation of the 4 C’s showing up in each critical area, as well as any feedback or insight that you may have toward that end.

Special Education Department

Karen Snider, Director of Special Education

What?

In our school's second year as its own Local Education Agency (LEA) for Special Education services (SPED), MWA has encountered many firsts. This year, MWA provided adaptive physical education and physical therapy for the first time during a global pandemic. The SPED department developed our first California Department of Education (CDE) Special Education Improvement Plan to address the ELA and Math academic achievement disparity for our students with IEPs. All of this was done while also combating the challenges of distance learning. The SPED department has been tasked with being flexible, creative, and supportive in supporting our students and SPED staff. With countless hours on Zoom, the SPED department has provided specialized academic instruction and IEP services, virtually.

Below is an overview of SPED during the academic year (AY) 2020-21 and distance learning.

SPED Student Population

- MWA is currently serving the highest number of students (82) with IEPs since it's start.
- 7.5% of students at MWA receive special education services.
- There has been a 71% increase in students with IEPs from 2016/17 to current 2020/21 AY.
- Increased number of students with IEPs transitioning to MWA out of traditional more restrictive environments (special day classrooms).

MWA SPED Staff

- 4 education specialists and 5 instructional aides
 - Doubling the special education staff prior to being our own LEA.
 - Increased SPED staffing has allowed Resource Specialist Program (RSP) teachers to focus on more targeted grade level support, therefore, increasing targeted support for designated grade level students and General Education (GE) teachers.

Contracted Services

- MWA has continued to contract the following services through **Anchor Solutions**:
 - school psychologist
 - speech and language pathologist and caseload management
 - educationally related mental health service evaluations (ERMHS)
 - behavior specialist
 - A Board Certified Behavior Analyst (BCBA) provides MWA with behavioral analysis support, student observations and feedback/recommendations, collaboration with Holistic Services Team, BIPS and monitoring, and parent counseling for behaviors at home during distance learning.
- MWA contracts the following services through **Speech Pathology Group (SPG)**:
 - occupational therapy
 - physical therapy
- MWA contracts adaptive physical education services through **Cross Country Education**.

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Distance Learning Model

Compliance

- MWA is performing all state and SELPA compliance-based requirements during distance learning including:
 - holding IEP meetings via Zoom
 - virtual assessments for initial and triennial evaluations
 - behavior observations

Services

- Speech and language therapy, occupational therapy (OT), physical therapy (PT), counseling, and adaptive physical education (PE) are all provided through synchronous virtual Zoom meetings and direct virtual services. Our approach allows flexibility in scheduling to work around student's synchronous classes and home life.
- Specialized academic instruction (SAI): RSP teachers and instructional aides provide small group instruction to students with IEPs 2-4 times per week for 45 minutes sessions each. Higher-need students receive additional academic support through 1:1 instructional aide or RSP teacher support sessions.
- SPED staff "push into" general education teachers virtual classrooms to provide support.

Special Education Plan (SEP)

As its own Local Education Agency (LEA), MWA was selected by the California Department of Education (CDE) for participation in Targeted Monitoring for Special Education Improvement. MWA participated in the SEP process throughout semester 1 of 2020-21 AY. The process included first identifying relevant stakeholders for the SEP team including: Director of SPED, Special Education teachers, Senior Director of Academic Instruction, Directors of Academic Instruction, ELA/Math content leads, Director of Holistic Support Services, Director of Academic Support Services and Director of Data and Assessment. Our Improvement Plans aligned to MWA's WASC Goals: 1.5, 1.6, 2.2, & 3.1.

The SEP process included: an introductory team meeting, a professional development session from the SELPA, and multiple data-dive meetings. Following data analysis, the ELA and Math SEP groups underwent a process of identifying key root causes for the ELA and Math under-achievement of students with IEPs. For each root cause, the SEP teams created an extensive list of planned activities and interventions to address the discrepancy. The process culminated in the SEP team submitting and revising the ELA and Math improvement plans to MWA's executive leadership, then the SELPA, and then formally to the CDE.

So What?

Distance Learning Outcomes

There are some students with IEPs who have responded extremely positively to distance learning. Reduced distractions from peers and efficient, limited class times have benefited a small group of students with IEPs. There has been a decrease in behavior related referrals and suspensions for students with IEPs. There has been an increase of confidence in students who were struggling before via distance learning (March 2020-June 2020).

Despite some of these successes, there has also been an increased number of students with IEPs who are failing their

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courses. Consider the following data:

- 61.5% of US students with IEPs failed 1 or more classes during semester 1.
- All parents/guardians of a student who failed a course received transparent communication well in advance of the end of semester 1.
- Students and SPED staff report that the amount of work is largely overwhelming for the students and leading to possible disengagement/"shut downs".

Distance Learning Chronic Absenteeism

Middle School	Upper School	Impact
<p>Chronic Absence Year to date: 2020-2021</p> <p>18.6% School Overall</p> <p>Is SPED ▼ ⓘ <small>No school goal set</small></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>In Special Education</p> <div style="background-color: #808080; width: 100px; height: 20px; margin: 0 auto;"></div> <p>24.1%</p> </div> <div style="text-align: center;"> <p>Not in Special Education</p> <div style="background-color: #808080; width: 100px; height: 20px; margin: 0 auto;"></div> <p>18.1%</p> </div> </div> <p style="font-size: small; margin-top: 10px;"># 📊 🔗 📄 ↕</p>	<p>Chronic Absence Year to date: 2020-2021</p> <p>25.6% School Overall</p> <p>Is SPED ▼ ⓘ <small>No school goal set</small></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>In Special Education</p> <div style="background-color: #808080; width: 100px; height: 20px; margin: 0 auto;"></div> <p>53.6%</p> </div> <div style="text-align: center;"> <p>Not in Special Education</p> <div style="background-color: #808080; width: 100px; height: 20px; margin: 0 auto;"></div> <p>23.6%</p> </div> </div> <p style="font-size: small; margin-top: 10px;"># 📊 🔗 📄 ↕</p>	<ul style="list-style-type: none"> ● Chronic absenteeism for students with IEPs at the Upper School (53.6%) proved to be one of the biggest challenges during semester 1. ● RSP teachers and instructional aides provided weekly parent communication regarding students progress during distance learning and challenges. Daily/by period communication regarding students absences. ● Despite communication and interventions, many students with IEPs presented significant signs of disengagement from a distance learning environment and frequent absences which negatively impacted their progress toward individual IEP goals as well as grades/credits. ● Prior Written Notice (PWN) letters were emailed and mailed to families to formally document excessive absences of special education services MWA attempted to provide during distance learning.

Now What?

Distance Learning Interventions

In an effort to provide support for students during distance learning, the SPED department will continue providing the following interventions:

- Increased parent/guardian communication regarding student grades, support services offered, and work students need to complete.
- Increased collaboration between RSP teachers/instructional aides and general education teachers including attendance at weekly grade level meetings, participation in ELA/Math content meetings, and ongoing collaboration to accommodate/modify distance learning work and curriculum.
- Hosting parent/teacher conferences, and holding follow up intervention meetings to monitor interventions applied and adapt as necessary in a timely manner.
- Increase 1:1 RSP teacher or instructional aide support for high needs students.
- Behavior specialist observations in general education Zoom classrooms, feedback, and 1:1 parent counseling support for managing behaviors in the home environment.

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Instruction & Support Pivots

Based on data analysis and feedback from teachers, the SPED department's semester 2 focus will be on the following instructional supports and department priorities.

- Increased support for high needs students receiving modified assignments and curriculum.
 - Embedded accommodations and modifications into assignments (pre-modified work for students).
 - Reduced volume of assignments.
 - Embedded accommodations to support organization.
- Increased collaboration with the Intervention Services Department serving students with IEPs in pull out services for semester 2.
- Increased use of breakout rooms with Teacher/Aide and Students during work completion time
- Continue to call early IEPs and follow up intervention meetings for students who failed courses during semester 1 and for disengaged/chronically absent students.
- Purchase access to tools to send home to students (e.g. stylus pen, headphones if they do not have their current ones, planner, calculator) to successfully complete school work.
- Continue grade level Study halls, assignment tracker (location for assignments while off CANVAS).

Preparation for Summer Intervention

- Due to the increased number of students failing courses, MWA is preparing to support students with IEPs in summer credit recovery at the Upper School. MWA will also offer Extended School Year (ESY) for students who require year round support and special education services to continue to make progress toward IEP goals. This will be MWA's second year providing SPED-led, on-site and in-house, extended school year (ESY) services support.

Adjustments to SPED Department Professional Development

- 1 x/month: Preparing the Mind for Success and Competition (PMSC) PD focused on providing all MWA SPED staff with common understanding and knowledge of SEL curriculum
- 1 x/month: department social to meet needs of staff to socialize, celebrate and engage in more team building during distance learning
- 2x/month: SPED specific focus (continue collaboration meetings with Holistic Services team and FPA clinicians serving students with IEPs, introduce collaboration with Intervention Services Team).

Special Education Plan (SEP) Semester 2 Implementation

- Since submitting the SELPA approved plan for official CDE review, MWA is engaged in the 2020–21 school monitoring and implementation phase of the improvement activities. The SEP team meets monthly during semester 2 to measure and document progress toward each root cause and action plan identified for both ELA and Math academic achievement for students with IEPs.
- The SEP team is busy carrying out interventions, activities, and plans to improve the ELA and Math academic performance for our students with IEPs in the 2021-22 school year. At the end of the 2020-21 school year, the SEP team will assess the progress made and adjust for the upcoming year and planning.

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English Language Development

Aurelio Garcia, ELD Coordinator

What?

Throughout Semester 1, the ELD Department has collaborated with all stakeholders, including teaching faculty and teacher leaders, Intervention and SPED services, DAI's, the Academic Instruction Team, the Holistic Team, the Family Engagement Team, the IT team, and the Operations team to provide direct support for our English Learners (EL) school-wide. The aligned systems benefit our ELs by providing a comprehensive and holistic support to address academic learning needs. This has been crucial to support EL throughout the first semester of remote learning.

Furthermore, through Semester 1, our teaching faculty has been instrumental in providing our ELs with the necessary support, practices, and skills to help meet core and ELD standards. In collaboration with our staff, we have also provided additional EL-designated sections for all our EL students. These classes have been helpful to further support EL development. The sections are facilitated by different core subject teachers on a rotating basis scheduled through the end of year. These classes have been helpful to further support EL development.

With the support of the ELAC committee, the staff, the Holistic team, and the Family Engagement team, we have continued, throughout the semester, to communicate important updates and support for our EL families.

So What?

Our students have been attending classes throughout S1. Our ELs have had opportunities to learn content while developing their English skills. As the data shows, our students are engaged and participating in their online classes.

Attendance	Aug 20-21	Sept 20-21	Oct 20-21	Nov 20-21	Dec 20-21
Overall MWA	92.3%	94.8%	93.9%	93.1%	93.1%
Overall ELD	90.20%	93.60%	92.70%	91.70%	91.80%
MS ELD	88.20%	93.60%	93.50%	92.90%	93.30%
US ELD	96.90%	93.70%	90%	87.50%	86.50%

We successfully reclassified 5 students so far this year! Through this challenging time, these EL students have met our reclassification criteria. Their hard work, perseverance and resilience were instrumental. In addition to maintaining good academic standing, the students successfully completed assessments remotely. Parents were supportive and engaged during this process. We look forward to supporting our current ELs as they prepare to focus on meeting the reclassification criteria.

Our monthly ELAC meetings continue to be supportive in providing information, necessary resources, and eliciting recommendations and feedback in support of our ELs. Collaboration with teachers and parents is ongoing to support student advocacy and inform parents how to check student progress.

ELAC Meetings 20-21	9/8/20	10/6/20	11/9/20	1/5/21
Participants	80	78	60	60

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Some of our challenges from the beginning of the school year have still persisted in S1 for our ELs:

- Technical issues related to online learning(submitting work online and on time)
- Mental and physical health needs
- Students balancing time to support families

Now What?

We are working with all stakeholders to provide our ELs needs and provide the necessary information to our families for academic success into Semester 2.

- **Continue to refine designated support:** The support given to our ELs has been collaborative and a full team effort. Our faculty has provided lessons that are differentiated aligned with ELD standards and additional support during asynchronous time. Collaboration will continue to occur at the teacher level and at the leadership level with DAI's, Intervention services and the academic support team deeply involved in planning and meeting the needs of our ELs.
- **Continue the focus on holistic needs:** Our holistic team will continue to collaborate with the ELD coordinator to support the mental health needs of our students. The SPED team has been supportive in meeting the needs of our ELs with IEPs and support will be ongoing through the end of the school year.
- **Focus on strong assessments:** We are also preparing our students for the upcoming testing season. Our ELs will participate in taking the remote ELPAC and remote SBAC this year. These assessments are aligned with the reclassification criteria and important for our EL for the progress towards reclassification. A group wide effort has taken place to plan for the rollout of the remote ELPAC Summative Exam. This test is completed by all our EL students to measure their progress in English development. PD for the ELPAC is planned for participating teachers, supporting interventionists, and staff members.
- **Strengthen Family Engagement:** Parent engagement will continue throughout the year for our EL families. This communication with our parents is important for our students to accelerate their learning. We have found that EL parents appreciate the consistent messaging and personal outreach. Our monthly ELAC meetings will continue into Semester 2 and will be an important platform to advise parents on resources, reclassification, and preparation for ELPAC and SBAC. Collaboration with teachers and parents will be ongoing to support student advocacy and inform parents how to check student progress.
- **Upper School Focus:** We will focus on upper school EL students to help attendance rates and provide any type of support to help them engage in their classes. This will be done with support for our teacher leads, holistic team, academic counselors and parent engagement.

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Black/African American Student Achievement Initiative (B/AASAI)

Micah Stilwell, Director of Academic Support Services

What?

On behalf of the Black/African American Student Achievement Initiative (B/AASAI) committee, it is a great privilege to provide the MWA Board of Directors with an update regarding the progress of the initiative. During last year's presentation to the Board, two critical goals were shared: 1) launching academic mentoring and 2) establishing a family advisory committee. During this extended period of remote learning (intensified by the intersecting impacts of COVID-19, continued Shelter-In-Place orders, and the amplified demands for racial justice), the urgency of the initiative has never felt greater. As such, Black/African American Student Achievement Initiative (B/AASAI), continues to prioritize providing our Black/African American students with supplemental academic support and opportunities to deepen their sense of community at the MWA.

Based on our experience with the abrupt switch to remote learning last spring, the B/AASAI committee knew the fall would require unique and unprecedented support for students and families. As such, the B/AASAI committee began the school year by hosting an orientation for families on Back To School Day. During the family meeting, we were able to gauge family concerns, share our calendar and programming for the year, and most importantly, made sure families left with contact information for each B/AASAI committee member. In response to real-time family feedback and the continued goals of the initiative, the committee prioritized launching an academic mentoring program, focusing on students receiving targeted and individualized academic support (specifically during remote learning). Through the introduction of quarterly game nights, the committee established an informal avenue for ongoing family engagement. Finally, the committee continued making progress toward one of the pillars of the initiative, increasing family leadership within the academy's Black/African American parent community. Excitingly, during the December School Site Council (SSC) meeting, B/AASAI received approval to launch a B/AASAI family advisory committee, with a new voting seat on the academy's School Site Council.

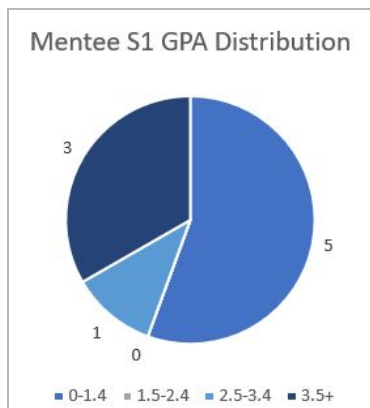
So What?

During the first semester, B/AASAI launched an opt-in, academy-wide academic mentoring program for Black/African American Wave-Makers. Individual mentoring sessions occur weekly for approximately 45 minutes. During mentor sessions, mentors and mentees explore student's strengths, examples of resilience, fuel and focus Wave-Maker's Life Dreams, and problem-solve current academic challenges. The B/AASAI mentor program is asset-based, reflective, and grounded in the Preparing the Mind for Success and Competition (PMSC) framework, aligning with MWA's broader Social-Emotional Learning program.



Currently, nine Wave-Makers are participating in the mentor program. Students range from the 5th to the 10th grade, with the bulk of participation in the 7th and 8th grade. Highlighting the different participation rates by grade level demonstrates the slow embedding of B/AASAI programs into MWA's culture. Typically, our youngest Wave-Makers participate most regularly in supplemental programming. B/AASAI is not unique. Our older students remain hesitant to engage in the initiative.

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The GPA distribution of participants highlights the range of students who signed up to participate in the program. Students demonstrating both academic strength and struggle opted-in to the opportunity to receive one-on-one mentorship from a member of the MWA community. When surveyed, students expressed a range of reasons for participating in the program.

“Guidance with navigating classes and homework”

“A better outcome for my well-being.”

As the B/AASAI academic mentoring program continues, we look forward to expanding student participation, and ensuring the program is marketed to our full Black/African American student body, not just students requiring Tier 3 intervention, as initially proposed. The outpouring of support for MWA faculty, staff, and leadership allows the committee to envision a model that is capable of supporting upward of 50-60 students.

While remote, our biggest obstacle is our dependence on student interest and engagement. During our initial outreach, many families expressed interest in their child being paired with a mentor. Likewise, several students have been referred to the program by our holistic support services team. Currently, we have mentors excitedly awaiting a student pairing; however, we are limited in our ability to engage with students, particularly students who are chronically absent.

Although much was accomplished this semester, the urgency of our work is clearly reflected in the Semester 1 Black/African American student data. The three charts below are important because they demonstrate the impact chronic absenteeism has on student academic success and highlight the pivots B/AASAI plans to make as we develop differentiated pathways for support tailored to specific students needs.

- **S1 Student Enrollment** - Black/African American students account for 8.7% (95/1,087) of the academy’s student enrollment.
- **S1 Chronically Absent** - 31.6%(30/95) of our Black/African American students chronically absent during S1. Black/African American students experienced a chronically absent rate 10.3% higher than the academy average (21.3%). Chronic absence defined as the percent of students absent 10% or more days enrolled. (Schoolzilla)
- **S1 Course Failure by Grading Period** - 61.5% (56/91) of our Black/African American students failed one or more of their core courses during S1. Black/African American students experienced a course failure rate 4.4% higher than the academy average (57.1%).

Upon review of our Black/African American students’ semester one data, there is a blaring throughline between each of the above data sets. Many of our Black/African American students are experiencing major barriers to attending class regularly. As such, these students missed cohesension in their instruction, making it very challenging for them to demonstrate the content mastery required to successfully pass their core courses.

Now What?

- **In an effort to foster community during this period of extended isolation and prolonged stress, the B/AASAI committee hosts quarterly game nights for Black/African American students and their families.** These events provide an opportunity for families to informally connect with members of the B/AASAI committee, relate with each other, and have some virtual fun. Many families have expressed an appreciation for the opportunity to have fun with the community and ask questions of school leaders. Unexpectedly, there is minimal overlapping participation between students receiving academic mentoring and families who attend B/AASAI family game

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nights. The difference in participation highlights the inabilities ability to provide programming that meets the needs of varying community members and suggests our communication and outreach is connecting with a wider range of students and families. Students who attend supplemental programming also regularly attend class. Our current family engagement programming is not expanding our ability to connect with families and/or Wave-Makers who are experiencing chronic absenteeism.

- **The B/AASAI committee is excited to announce the launch of a Black/African American Family Advisory Committee.** Over the last few years, the academy has experienced a continued increase in the representation of Black/African American parent leadership. Through the creation of a Black/African American family advisory committee, Black/African American families have the opportunity to deepen their programmatic understanding, assess the unique needs with the Black/African American MWA community, and make critical recommendations via our School Site Council.

As the B/AASAI committee continues to modify current academic supports and engagement opportunities provided to Black/African American Wave-Makers and their families, we are mindful of both the short-term and long-term impacts social isolation and remote learning will have on our students. As such, It is critical that our current supports and services are visible and easily accessible to students, families, and faculty.

- **Expand** outreach for students to participate in the B/AASAI Academic Mentoring program
- **Continue** our partnership with the academy's BSU through the launch of a virtual BSU Book Club
- **Launch** professional development opportunity in partnership with RTFisher and B. Hughes, an author, playwright, and Bay Area native
- **Establish** student and family affinity groups in partnership with WCC Charter Coalition Black & Brilliant committee
- **Recommend** a full-time B/AASAI coordinator to maximize student support and program development

The B/AASAI committee will continue to support our Black/African American Wave-Makers though the novelty of this moment in time by proposing programming designed to address the gaps in content knowledge and skill development some students will during the second semester and well into the next academic year. As always, the B/AASAI committee welcomes opportunities for continued learning and community partnerships as we continue to work in services of our Black/African American Wave-Makers.

Intervention

Emalyn Lopez, Intervention Services Coordinator

What?

It comes as no surprise that the academic impact students have had to face during the pandemic has significantly increased the need for intervention support. Addressing the widespread “unfinished learning” and “learning loss” as a result of the school closures is the difficult and morally imperative task educators are confronted with this school year. After restructuring Intervention Services programming for distance learning, 100 Wave-Makers, prioritized for needing tier 3 support, were enrolled into online Math workshops hosted by trained Interventionists. Wave-Makers received 1 hour a week (2 days of 30 minute lessons) of targeted intervention support and remediation during semester 1. Interventionists also provided supplemental supports during asynchronous learning time for those needing tier 2 – reteaching instruction in order to master grade level content.

How is the Intervention Services Team (IST) addressing unfinished learning and support students in developing understanding and mastery of content?

The Intervention Services Team’s goal this year is to align our approach with the instructional practices implemented by faculty across MWA. More specifically, the three highlighted goals taken from *ANet’s Recommendations for Targeted Math Interventions Chart*. The areas of focus for implementation are:

1. Using formative assessment data to gauge student understanding and inform pacing.
2. Prioritizing the most essential prerequisite skills and understanding for upcoming content.
3. Tracing the learning progression, diagnosing, and going back just enough to provide access to grade-level material.

ANet’s Recommendations for Targeted Math Interventions Chart

Common Misstep	Recommendation
Blindly adhering to a pacing guide/calendar	Use formative data to gauge student understanding and inform pacing
Halting instruction for a broad review	Provide just-in-time support within each unit or during intervention
Trying to address every gap a student has	Prioritize most essential prerequisite skills and understanding for upcoming content
Trying to build from the ground up or going back too far in the learning progression	Trace the learning progression, diagnose, and go back just enough to provide access to grade-level material
Re-teaching students using previously failed methods and strategies	Provide a new experience for students to re-engage, where appropriate
Disconnecting intervention from content students are learning in math class	Connect learning experiences in intervention and universal instruction
Choosing content for intervention based solely on students’ weakest areas	Focus on Major Work clusters from current or previous grades as it relates to upcoming content
Teaching all standards in intervention in a step-by-step, procedural way	Consider the aspect of Rigor called for in the standards when designing and choosing tasks, activities, or learning experiences
Over-reliance on computer programs in intervention	Facilitate rich learning experiences for students to complete unfinished learning from previous or current grade

The Intervention Services Team's collaborations with grade and content level teams and ELD & SPED staff have been critical in addressing the “unfinished learning” and “additional learning loss” Wave-Makers are experiencing. The collaborations include bi-weekly meetings, observations, virtual classroom push-ins, and one-on-one check-ins to discuss instructional priorities, diagnostic data, student performance trends, and modifications to support Wave-Makers belonging to specific learner subgroups.

The professional development provided by math coach, Gail Standiford from RTF, Inc., has undeniably improved the teaching and learning practices of our Interventionists. What she has provided supports one of the primary focuses this year: to help ensure that our intervention approach maximizes efforts to support student thinking and understanding of

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grade level content. Through a series of trainings on *Achieve the Core’s Coherence Map*, Interventionists are able to trace focus standards across grades. This helps to address the prerequisites relevant to grade-level mathematics — an area of focus for Interventionists. Mapping standards on the Coherence Map allows Interventionists to utilize the tasks and assessment items to craft 30-minute lessons.

In addition to the workshops offered, Interventionists have implemented a robust data tracker to monitor the progress of those enrolled. Furthermore, efforts to increase student engagement relies heavily on parent communication and participation during advisor family conferences.

So What?

Intervention Services has historically operated under the Response to Intervention & Instruction (RTI²) framework, a multi-tiered process ensuring that all students have the differentiated support needed to meet grade level expectations. As such, the interventions offered to Wave-Makers serve two purposes - passing required courses (impact GPA) and mastering grade level essential standards. To move effectively across grades, proof of mastery in grade level content must be apparent during core day instruction. Therefore, the criteria for exiting math workshops during Semester 1 is maintaining above a 70% (passing grade) in their math class, and evidence that the Wave-Maker is demonstrating strong content understanding and performance during core day unit assessments, formative assessments, and teacher recommendations.

The efficacy of Intervention Services programming relies heavily on attendance, but many schools around the state are undoubtedly struggling with this during the pandemic. The trends in the data for Semester 1, prove that attendance is the primary roadblock to student achievement.

More than half of the Wave-Makers (64%) are prioritized for needing Tier 3 support (enrolled in workshops) passed their math course by the end of Semester 1. However, only 17 Wave-Makers were able to exit out of Intervention Services. Of the 17 Wave-Makers that exited only 11% of them were regularly attending Math workshops. With this data, we have determined that even though a Wave-Maker is able to pass their math class, they are likely to continue needing Tier 3 support because there is insufficient evidence that they demonstrate mastery of grade level content. In other words, passing the core day class in itself is not the only factor in determining if a student is ready to exit Intervention Services programming. This point of data becomes increasingly important for Algebra & Geometry courses because they serve as gatekeepers. If Wave-Makers do not develop a deep content understanding in Algebra & Geometry, it is likely to impact their performance in later math courses.

Table 1: Wave-Makers that regularly attended and have passed their math course.

Grade Levels	Total Students	Total Passing	Percentage
5th & 6th	8	7	88%
7th & 8th	12	8	67%
Algebra	1	1	100%
Geometry	6	6	100%

Table 2: Wave-Makers that did not attend regularly and have passed their math course.

Grade Levels	Total Students	Total Passing	Percentage
5th & 6th	14	9	68%
7th & 8th	26	12	46%
Algebra	14	13	93%
Geometry	19	9	47%

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Additionally, the detailed data in Table 1 shows that Wave-Makers who regularly attended Math workshops were about, on average, 23% more likely to pass their math classes than those that did not attend regularly (Table 2). The highlighted percentages in Tables 1 & 2 show that Interventionists were able to double the number of Wave-Makers who passed their Geometry class (Table 1) compared to the Wave-Makers who were identified for support but did not participate (Table 2). Therefore, it is evident that Tier 3 support offered to Wave-Makers can significantly impact student performance during core day instruction if attendance is not an issue.

Now What?

While attendance proves to be a challenge for the school at large, IST 's Semester 2 goals are to increase engagement, participation, and impact during core day instruction. Below are the ways in which will support these areas:

- Collaborate with content teams to implement an incentive program for enrollees.
- Continue communication with ELD & SPED to follow up on overlapping students.
- More training on effectively aligning remediated lessons to grade level content.
- Extending the workshop time to 1 hour instead of 30 minutes to allow for enough time to look for evidence of proficiency, provide effective feedback, and thoroughly assess learning.

Semester 2 Enrollment

Overall, Tier 3 enrollment for Semester 2 shows an increase of 64%. The factors that have contributed to the increase in enrollment are:

- failing student reports from grade and content level leads (teacher recommendations)
- launch of ELA workshops
- 5th grade ELPAC reclassifications
- SPED recommendations

However, the common denominator in all of these factors is undoubtedly due to the effects of the pandemic on student attendance. With all this in mind, Intervention Services is exploring the idea of building and expanding the team in order to effectively mitigate the widespread “unfinished learning” and “learning loss” Wave-Makers will continue to face during this unprecedented crisis.