

# EDGE HIMMEL PARK

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ADE CSI Site Visit

11/18/2021

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# Mission and Vision

Edge provides an alternative to traditional education, creating an inclusive school community, focused on student learning.

Success for every student, every day!



# DATA PRESENTATION

# Attendance and Grad Rate (if applicable)

## Data

### Attendance

- Average daily attendance: 70.1%
- % chronically absent or on-track to be chronically absent: 88% (defined as absent 10% or more of enrolled days)

### Projected Graduation Rate

- 4-Year Grad Rate: 5/38 = 10% on track
- 5-Year Grad Rate: 6/41 = 7% on track

## Supports/Implications

### Attendance:

MTSS Tier 2/3 Interventions

Home Visits

### Grad Rate:

On Track Monitoring

WINS Skill Recovery

Extended Day/Support Person Meeting

# \*any other data your school values 😊

- A-F Letter Grade Credits Earned
  - Quarter 1 FY22 35/100, 35% earned 1.25 or more credits, on track to earn 5 credits in school year
- On Track (all cohorts)
  - 9 On Track as of 10/26/2021 (2 Cohort 2020, 3 Cohort 2021, 4 Cohort 2022)
- Credit deficiencies
  - Average all cohorts 5.75 credits behind
  - Cohorts 2019, 2020, 2021 – 7.4 credits behind / Cohort 2022 – 7.2 credits behind
- Student with transportation barriers
- Students who have work/sibling care
- Students experiencing trauma and mental health issues
- Students without adult support persons

# **ACTION PLAN PROGRESS**

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**Updates on Strategies and Action Steps in IAP**

# Principle 1:

Strategy	Action Steps	Update/Status of Implementation
Target behavioral interventions that create barriers to graduation through MTSS implementation	Continue with support specialist position to implement behavioral MTSS interventions for attendance	Uses daily targeted attendance to connect with all students with significant involvement with TSI subgroups in removing barriers. Daily absence report, communication with student – address barriers and develop intervention plan.

# Principle 2:

Strategy	Action Steps	Update/Status of Implementation
Provide professional learning and coaching on MTSS	Continue with contract support for professional learning on UDL embedded MTSS Intervention	Continued from prior year. Three trainings complete.
Provide professional learning and coaching on MTSS	Complete five professional learning trainings in UDL	3 Completed through October 2021
Provide professional learning and coaching on MTSS	Bi-weekly MTSS UDL Coaching	Modify to one coaching session per semester
Provide MTSS data support for PLCs	Continue with contractor for standards data analysis and MTSS implementation support	MTSS Tracker maintained by Admin, Instructional Coach and Teacher Assignment



# Principle 2:

Strategy	Action Steps	Update/Status of Implementation
Revise Curriculum to implement MTSS strategies - UDL and Essential Standards	Complete fist year priority curriculum revision for essential standards and UDL by content area	PLC Meetings on prioritizing courses December/January Slated for Spring and Summer Revision work

# Principle 5:

Strategy	Action Steps	Update/Status of Implementation
Description: Implement MTSS Behavioral Intervention Home Visit	Off contract work to complete home visits for Tier 2 and Tier 3 attendance students	Grant recently approved. Planning staffing and schedule Weekly home visit schedule beginning week of November 8th

# IAP Process Goals

SMART Goal	Progress Towards Goal/Updates
Monthly PLC Meetings have actionable data in academics/behavior	MTSS Tracker updated bi-weekly for MTSS PLC campus and department meetings
Instructional staff complete MTSS trainings	3 completed as of 10/31/21
Quarterly analysis of benchmark with PLCs	10/6/21 1 <sup>st</sup> quarter
Quarterly analysis of grad rate reports	Report to Board on 11/17/21 Analysis on 10/6/21
Monthly analysis of attendance All students and subgroups	Report to Board and admin on 11/17/21 Daily review for errors and monthly overall rate
Tracking of Cohort 2022 for credit earning, on track to graduate and subsequent 5 year grad rate next year	Report to Admin and board quarterly and as new students enroll in cohort

# IAP Impact Goals

SMART Goal	Progress Towards Goal/Updates
Graduate all on track 2021 cohort by 6/30/22	1 graduated in August 2021, remaining 3 on track and earned (2.5, 0.75 and 0.5 credits in 1 <sup>st</sup> quarter)
6 graduates from 2021 Cohort by 6/30/22	2 making good progress, 3 <sup>rd</sup> has 33.67% attendance on extended day intervention
Goal of 10 graduates (all cohorts) FY22	8 of 10 On Track earned at least 1 credit in Q1. Targeting math support as some need 1 full year of math

# CONCLUSIONS

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# Celebrations and Challenges

## Celebrations

- Quality and experienced staff
- Continued MTSS implementation/Leveraging Support Person buy-in
- IXL and WINS classes making a difference in growing students' grade level skills
- Improved credit earning from last year
- Vocational experiences offered to improve engagement
- SEL Curriculum implementation

## Challenges

- Student Attendance
- 10 withdrawals without contact
- Master schedule doesn't lend itself to extra-curriculars.
- Balancing the need for engaging, inclusive, and rigorous curriculum that gives student's choice while ensuring that courses can be completed in 8-12 weeks.

# Implications & Commitments

## Commitments and Next Steps:

- Implement greater SEL and attendance interventions.
- Hold a Design Day in December to foster engagement and community.
- Improve quarterly credit earning through leveraging support persons, celebrating small wins, and providing support and accountability structures.
- Create visual progress tracking tool for students to ensure all students are aware of where they stand in course progress
- Evaluate and refine system for preventing 10 day withdrawals.
- Curriculum work to improve engagement, buy-in, and credit earning.
- Continue training on UDL, MTSS, and data evaluation to boost teacher's fidelity
- Getting parents access to attendance and course progress data

## Support Needed:

- Research and support on proven attendance interventions with similar populations.
- Support of scheduling models that build time for interventions, engagement, and extra curriculars.