Study Session

October 22, 2024

Superintendent Report

- Staff Advisory Report
- Dashboard Launch
- Student Advisory Report
- Strategic Plan - Student-Centered Experience
  - Attendance
  - Student Discipline
  - Multilingual Learning

Student-Centered Staff

Staff Advisory Report - Max Wise, Ro Moustakas

Inspiring Learning.

Growing Community.

Each student, Every day.

Vision of a Graduate

EQUITY

Student-Centered Staff

Foster equitable student achievement through a diverse, skilled Staff that promotes inclusion and safety while focusing on quality instruction.

Student-Centered Community

Bring the community together in support of our students.

Student-Centered Experience

Create a culture of belonging and positive relationships while preparing students for the demands of their next steps through engaging curriculum, instruction, and student experiences.

Board Level Goals

- Attendance
- Discipline
- Belonging
- Literacy & Language
- Multilingual Learners
- Mathematics
- Early Childhood
- Graduation Pathways

Strat Plan Goals

- Student-Centered Experience
- Student-Centered Staff
- Student-Centered Community

VANCOUVER
PUBLIC SCHOOLS
VPS

Dashboard Launch

Why a dashboard?

- Highlight the VPS Strategic Plan
- Showcase indicators aligned with VPS' Vision of a Graduate
- Establish & monitor district goals
- Provide updated data throughout the year
- Created and updated by VPS staff
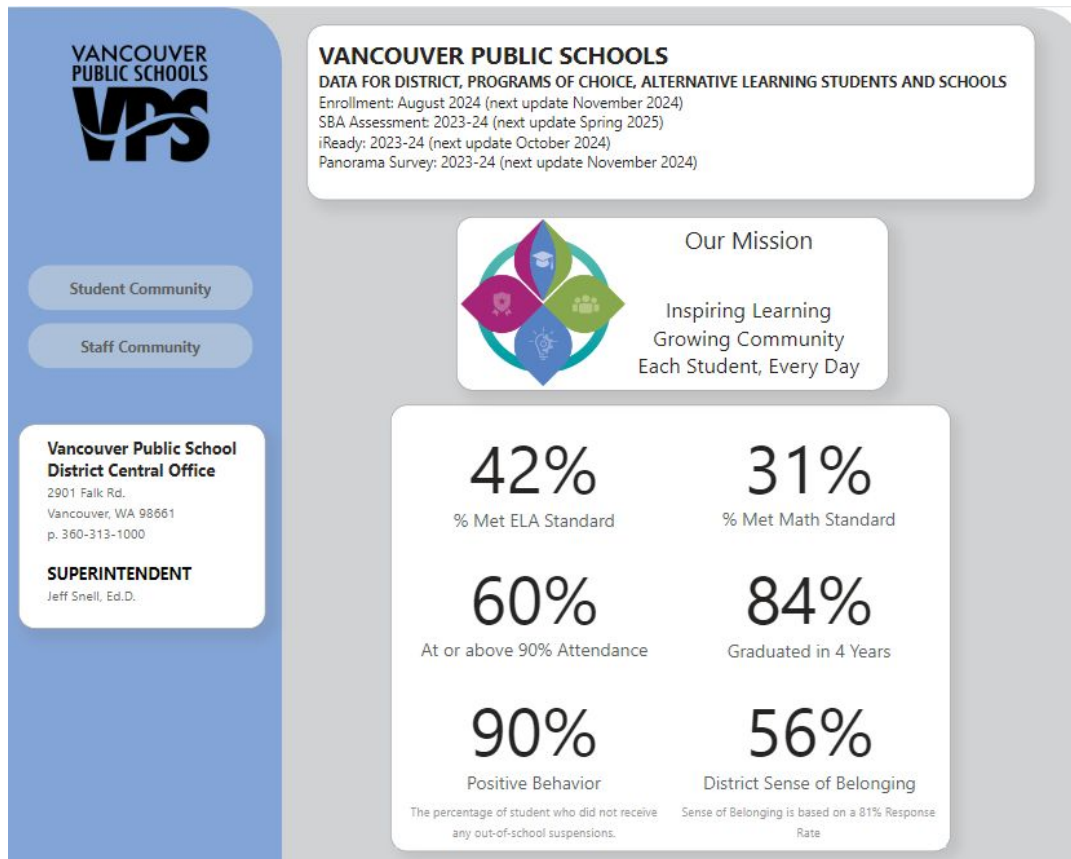
How does our community access the dashboard?

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| ParentSquare | ParentVUE | Gmail | VERN | VPS jobs | News | VPS en Español | Calendar/events | Contact |

About VPS Learning Schools Resources

About

Our story and mission
Fast facts
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Levy 2023
School construction
Strategic plan

Safety

Student health and safety
Environmental monitoring
Incident reporting
Report harassment, intimidation, bullying and/or safety threats

District data

2024-25 Budget information
Budget information
Performance data
Policies and procedures

Equity

Equity
Interpretation services
Ombuds
Staff professional development

Superintendent

Superintendent Jeff Snell
In our own words project

Get the scoop

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VANCOUVER
PUBLIC SCHOOLS

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VANCOUVER PUBLIC SCHOOLS

DATA FOR DISTRICT, PROGRAMS OF CHOICE, ALTERNATIVE LEARNING STUDENTS AND SCHOOLS

Enrollment: August 2024 (next update November 2024)
SBA Assessment: 2023-24 (next update Spring 2025)
iReady: 2023-24 (next update October 2024)
Panorama Survey: 2023-24 (next update November 2024)

VANCOUVER PUBLIC SCHOOLS

Student Progress

Staff Data

Vancouver Public School District Central Office

2901 Falk Rd.
Vancouver, WA 98661
p. 360-313-1000

SUPERINTENDENT

Jeff Snell, Ed.D.

Our Mission

Inspiring Learning
Growing Community
Each Student, Every Day

42%

% Met ELA Standard

31%

% Met Math Standard

60%

At or above 90% Attendance

84%

Graduated in 4 Years

90%

56%

What are the functions?

- Data aligned with VPS Strategic Plan goals
- Visual comparisons
- Filtering by schools & grade level
- Filtering by groups & services
- Dates for updated data
- Historical
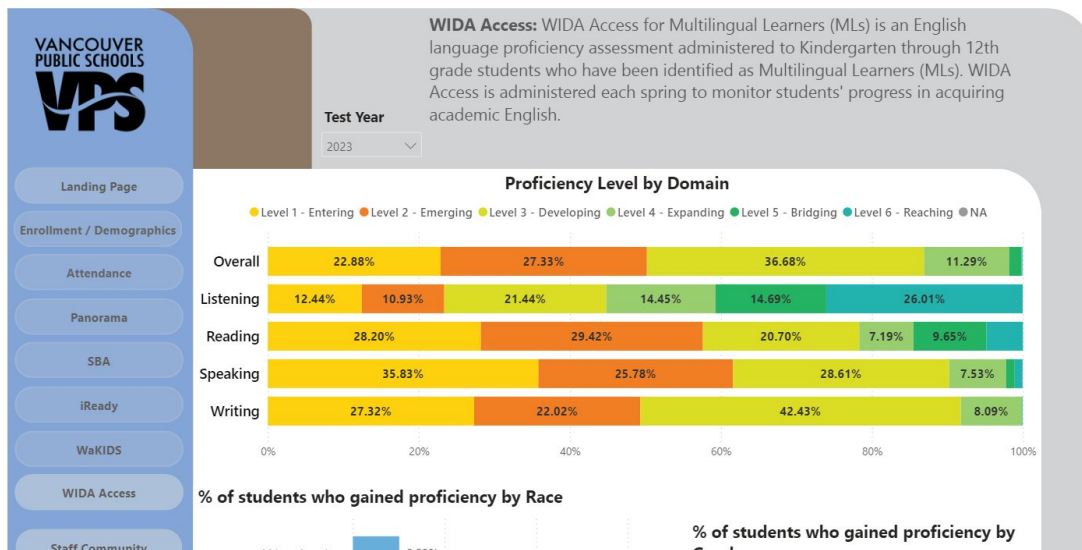
What are ways the dashboard supports monitoring VPS goals?
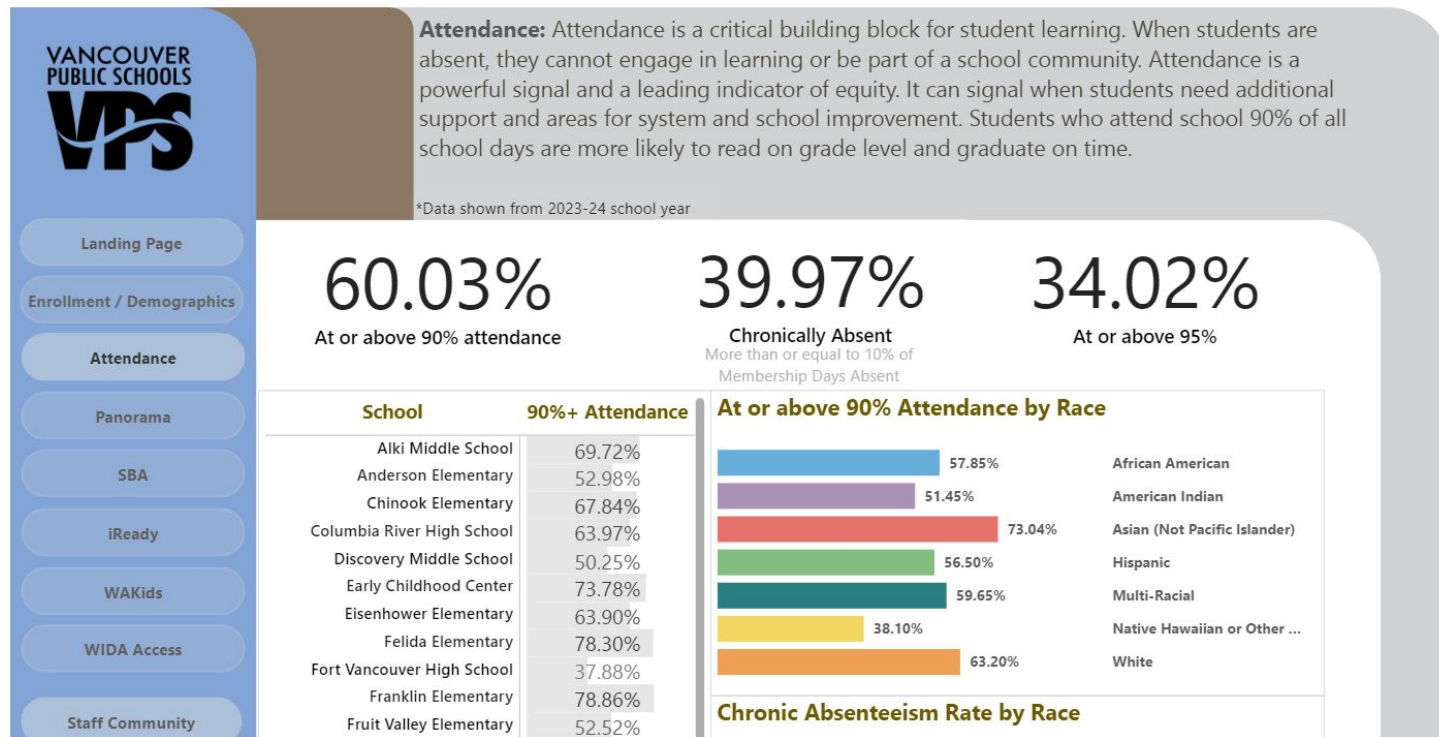
What is the Communication Plan for announcing that Dashboard is now LIVE?

Vancouver Public Schools

Vancouver Public Schools posted in Vancouver Public Schools

VPS Now 9/26/24

VPS Now

In Our Own Words

Student-Centered Experience

Sam Arslanian, VSAA
Christian Sowards, Bay

Student Advisory Report
10.9.24 Meeting at FVHS - tour, belonging interventions, Panorama spring data review, cell phone data review

Student-Centered Experience

Attendance

Goal: Student-Centered Experience-Attendance: In the 2024-25 school year, 65.03% of VPS students will attend school regularly for at least 90% of all school days. In the 2024-2025 school year, reduce the disparity in attendance rates between student groups by 10%

Workplan: **LINK**

Lead: Elizabeth Mikaele

Team: Nathan Choules, Kim Slater, Rainther Sancher, TJ Brumfield, Kate Anderson, Tuileisu Anderson, Laurie Evans, Catherine MacCallum-Ceballos, Twinsanne Sam, Jami Phelps, Allison Abernathy, Brian Mathieson

Past Truancy Data was Disproportionate

- 82% were HOPE, Sped, ML, &/or Students of Color

  - 63% were Hispanic, Black, Pacific Islander, Native American, Asian, or Multiracial
  - 40% are or have been HOPE
  - 37% of the student are Multilingual-doesn't take into account the family's language
  - 11% were Special Education/504
  - 49% had MULTIPLE indicators above

- Only 18% didn't have any of the above indicators

2 year vision

We believe that attendance is vital for student success and educational equity. Regular presence allows students to engage fully with the curriculum, participate in activities, and build strong relationships, fostering a sense of belonging. Consistent attendance also helps identify students needing extra support due to health problems or family challenges. Addressing these issues early can prevent bigger obstacles to learning. We also know that doing so in a culturally responsive and trauma informed manner increases the positive impact for all students.

Research shows that students who attend school 90% of the time are more likely to excel academically and graduate on time. Our goal is to work hard to support schools by providing tools and resources to facilitate the use of attendance data to improve support services and address systemic issues, promoting overall student achievement and equity.

Work Plan Goals for a More Culturally Responsive Approach

Tasks

- ❏ Ensure that Principals, Associates, & Counselors have been trained on MTSS and how to access Attendance data & conduct [Data review](#)
- ❏ Implement Multilingual Student Engagement School focused Visits prior to students disengaging
- ❏ Develop & Facilitate Multilingual VPS Community Engagement Boards in partnership with multiple departments to remove barriers
- ❏ Develop & Train staff on the Attendance Truancy Referral automated process
- ❏ Ensuring that schools have access to 4, 10, 15, & 20 day letters in Russian/Ukrainian, Chuukese, and Spanish on SWA Site-working on Synergy
- ❏ Elementary Attendance utilize a four period day for more accurate arrival, dismissal, and exclusion times & allowing teachers to take attendance once a day-increasing accuracy
- ❏ Student Engagement Coordinators will partner with schools to utilize the WARNS system in partnership with WSU to better assess student needs

Progress Monitoring 1
The following tasks are in progress...

✓ By August 1, 2024 Multilingual Welcome Center Fully Functioning for daily Engagement Support

✓ By September 1, 2024 First ML Community Engagement Board will be hosted & calendar established

✓ By October 1, 2024 ML Student Engagement Coordinators will begin site visits at ES, MS, HS

❏ By November 1, 2024 100% of Principals, Associates, & Counselors will be trained on MTSS to ensure consistency across the system

❏ By November 1, 2024 100% of Principals, Associates, & Counselors will be trained on how to access Attendance Data to support active progress monitoring

❏ By December 1, 2024 100% of Building Attendance Clerks will be utilizing the VPS ATR system

Progress Monitoring 1
Student & Family Community Engagement Boards

❏ Offered Bi Weekly-Our Attendance at the first three Student and Family Engagement Boards has been excellent and each of the families we have met with has been re-engaged.

Progress Monitoring 1
Student & Family Engagement Workshops

Weekly Student and Family Support Workshops on Monday nights

Progress Monitoring 1-
Student Engagement Coordinator Meetings
Weekly Case Management Support for Students

Multilingual Welcome Center

Connections

E1a. Increase access and inclusion for underserved and marginalized students.

E1b. Strengthen access to necessary support systems for each student to thrive in our school communities.

E1c. Strengthen support provided to students and families for transitions through grade levels, schools and graduation.

E2c. Refine multi-tiered systems of supports to ensure each student has the necessary learning experiences and access to thrive.

The attendance work ultimately supports all of the academic goals because if we increase student attendance then we also increase the chances of our students performing better in all areas of academics.

Student-Centered Experience

Student Discipline

2 year vision

We will continue to cultivate a culture of belonging, safety, and positive relationships by prioritizing professional learning, implementing and refining effective structures, and strengthening meaningful partnerships with students, families, and the broader community.

Work Plan Goals

Develop/sustain a culture of belonging, safety, and positive student-staff relationships

- E1a. Increase access and inclusion for underserved and marginalized students.

- E1b. Strengthen access to necessary support systems for each student to thrive in our school communities.

- E1c. Strengthen support provided to students and families for transitions through grade levels, schools and graduation.

- **E1d. Ensure student behavioral expectations are clear and discipline outcomes are equitable**

Work Plan Measurable Outcomes

❏ By Spring 2025, the percentage of students reporting a sense of belonging and safety will increase. Specifically, 70% of elementary students, 45% of middle school students, and 44% of high school students will report feeling valued as members of their school community, as measured by the Panorama Survey.

❏ By Spring 2025, the percentage of students attending school at least 90% of the time will increase from 62% to 65%, while reducing disproportionality between student attendance rates between student groups by 10%.

Work Plan Measurable Outcomes

❏ By Spring 2025, the disparity in exclusionary discipline rates between student groups will be reduced by 10%.

❏ By Spring 2025, the use of Restorative Justice Practices in student discipline will increase by 20%.

❏ By Spring 2025, 95% of seniors will participate in an exit interview or survey.

Progress Monitoring 1- First 30 Days Comparison

- There is an overall reduction in exclusion risk and missed school days showing progress in limiting exclusionary discipline. Exclusion risk went from 1.72% to 1.49%, and missed school days went from 8.61 days per 100 students to 6.88 days per 100.

- The exclusion risk and days of exclusion per 100 students for Hispanic/Latinx and Asian students decreased.

- Improvement in exclusion risk gap between Black/African American and Pacific Islander, when compared to All Students.

- Improvement in exclusion risk gap between students receiving Special Education Services compared to those not receiving services

Progress Monitoring 1- First 30 Days Comparison

- Significant improvement in days missed per 100 students for Native Hawaiian/Pacific Islander Students vs. All Students. There was a gap of 38.9 days in 2023-24 compared to a gap of 7.32 days in the 2024-2025 school year.

- While the exclusion risk for homeless students increased slightly, the total number of missed school days per 100 students improved significantly from 39.3 days to 59.7 days

Connections- Strengthen access to necessary support systems for each student to thrive in our schools

- Restorative Justice Practices

  - Implementing across the district to promote reconciliation and reduce exclusions

- Culturally Relevant Support

  - Staff training, parent engagement and the creation of Pacific Islander Clubs and Black Student Union Groups provides essential cultural support to help foster inclusive environments and reduce disparities.

Connections- Strengthen access to necessary support systems for each student to thrive in our schools

- HOPE Program
  - A vital resource supporting over 1,500 students, ensuring stability and access to supports

- Mental Health Support
  - Mental Health and Wellness Coordinators and School-Based Clinicians provide critical support, addressing the root causes of behavior that may lead to exclusionary discipline.

- Substance Use Prevention
  - Successful engagement of over 1,000 students in preventive programs helps intervene early and keeps students engaged in school, reducing behavior that may lead to exclusionary discipline.
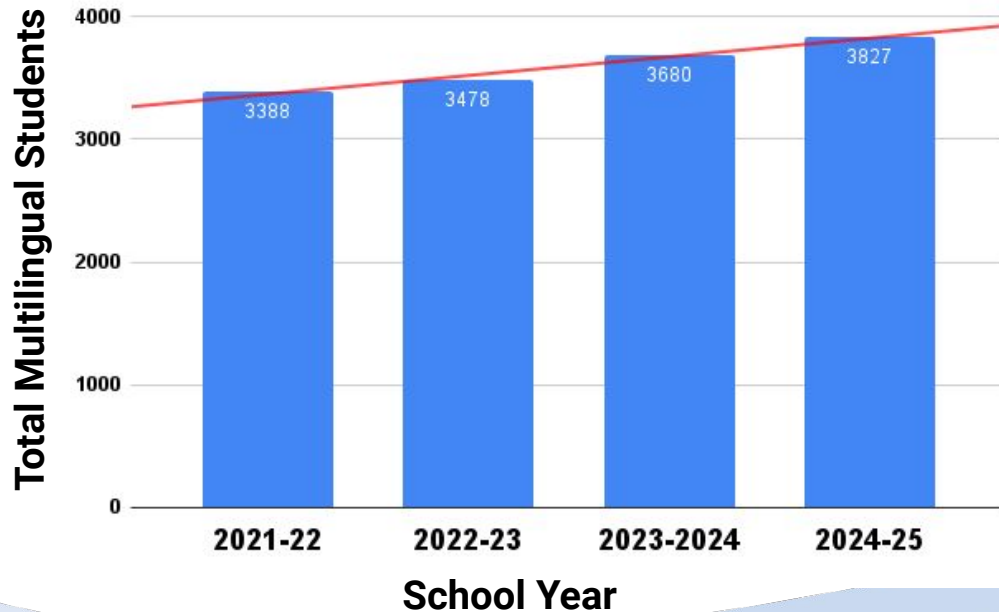
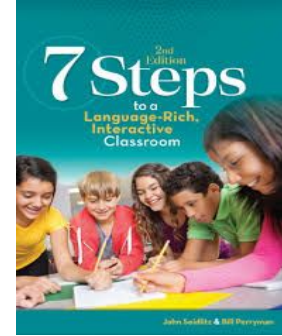**Student-Centered Experience**

Multilingual Students

Student-Centered Experience

VPS Multilingual Student Enrollment Trend

Student-Centered Experience

7 Steps To A Language Rich Classroom Training

Schoolwide Training - Fort, Gaiser, McLoughlin, *Walnut Grove, Washington

Instructional Coaches, Language Development Specialists, LAP/Title Specialist

Summer 2024
30 elementary classroom teachers
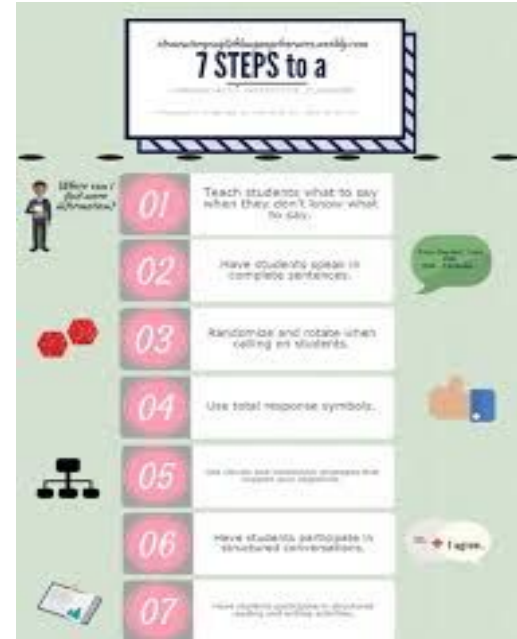30 secondary classroom teachers
7 steps

Student-Centered Experience

7 Steps To A Language Rich Classroom Continued

Book Study conducted by Dr Carol Salva

Continued Site Visits - WG demo site

Summer 2025 Professional Development

Student-Centered Experience

Work Plan Goals

Increase WIDA ACCESS Exit Rates:
Current Rate: 4.9%, 178 students

Goal: Increase WIDA ACCESS exit rates for Multilingual learners to 10% by June 2025 (360 students).

![Student-Centered Experience icon]

Student-Centered Experience

Work Plan Goals

Reduce the Number of Long-Term English Learners (LTELs):
Current Number: 39% (1,552 students)

Goal: Reduce the percentage of Long-Term English Learners from 39% to 30% by June 2025 (1,087students).

Student-Centered Experience

Work Plan Goals Continued

Increase Graduation Rates of multilingual learners:
   Current Rate: 68.4%

   Goal: Increase the graduation rate of Multilingual learners to 75% by June 2025.

Big Idea: Collaboration

Leaders, language, and content educators must see themselves as **mutually responsible** for contributing to the language development and academic success of multilingual learners.

FROM 20TH TO 21ST CENTURY TEACHING

20th Century Paradigm

21st Century Paradigm

Art/Music/PE Teacher

Math Teacher

Science Teacher

Social Studies Teacher

ELD/EAL Teacher

English Teacher

adapted from Mulazzi & Nordmeyer, 2012