

NFSD Academic and Student Well-Being Recovery Plan

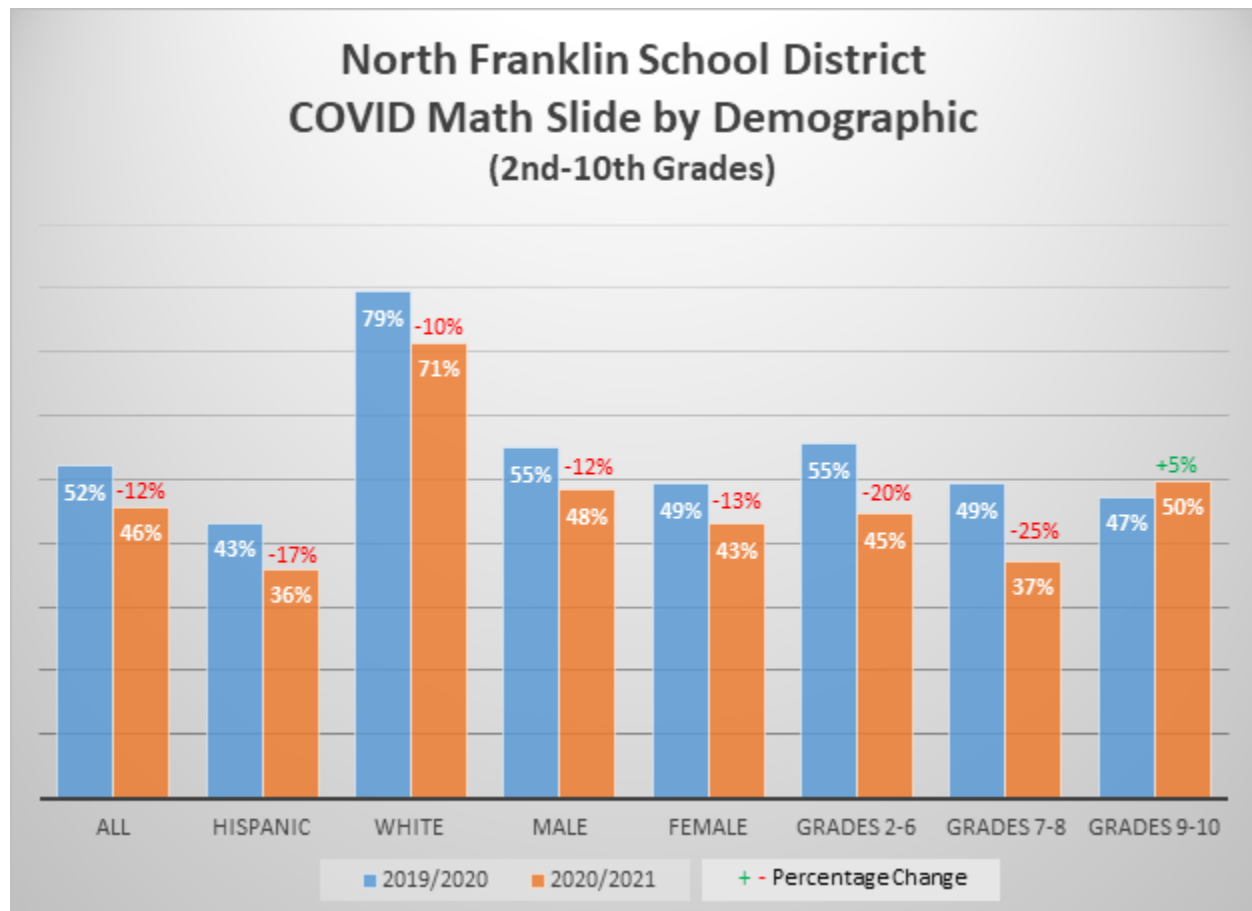
Statement of Purpose: The NFSD intends to follow the plan below as we recover from the pandemic and the resulting impacts on traditional schooling.

Goals - by the end of the 2023-2024 school year:

1. Assist students in their recovery from the pandemic, resulting closure of schools, and social isolation by responding to their social emotional and mental health needs in a proactive and comprehensive manner.
2. Assist students in recovering from academic learning loss brought on by the pandemic, interruptions in their learning model, and disruptions in their access to teaching and learning.
3. Ensure continuous in-person instruction through mitigation efforts including HVAC upgrades, additional custodial support and proper PPE.

Part I: Current status of student well-being (academic, social, emotional and mental).

a. NFSD ACADEMIC ACHIEVEMENT DATA

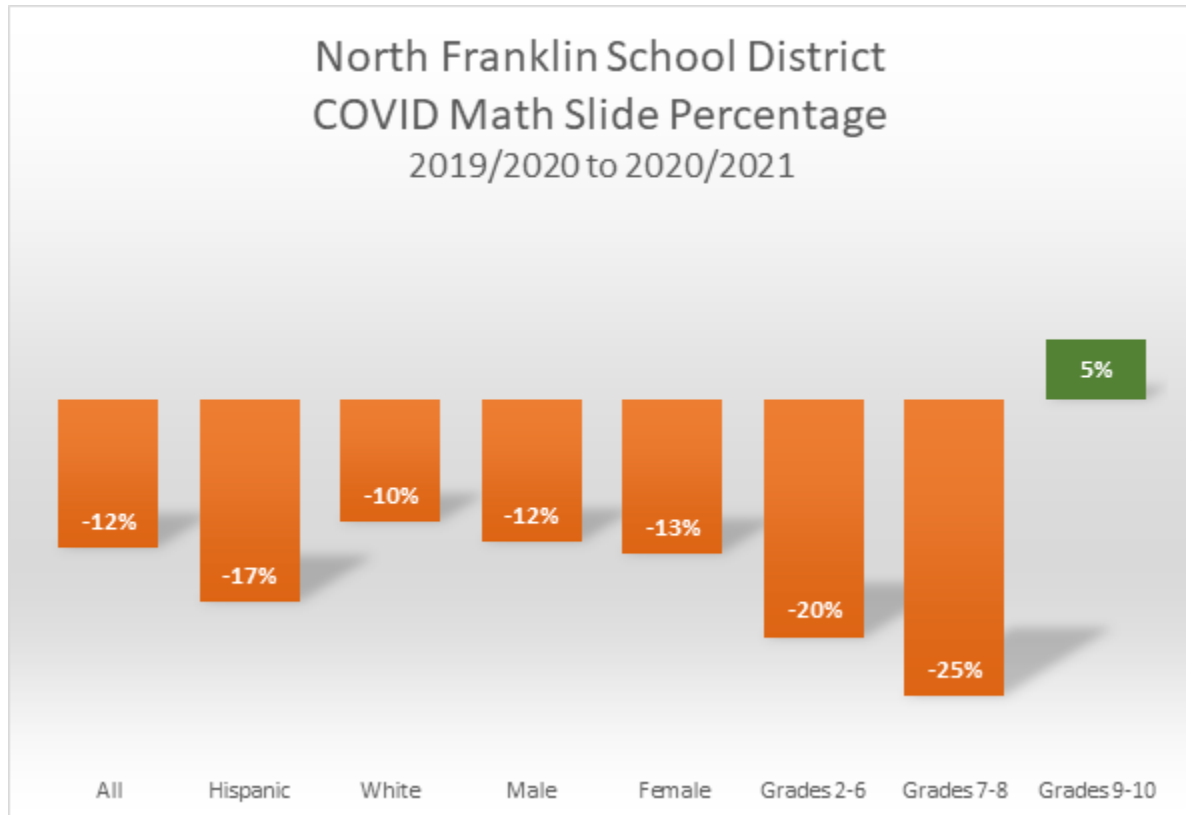


Discussion on Math Achievement Data

These data reveal the following observations associated with longitudinal changes from pre-COVID assessment in the 2019/2020 school year to post-COVID assessments one year later.

- Overall, students in NFSD experienced a 12% drop in percentage of students at/above the 50th percentile in math.
- The lowest-achieving students in math among these subgroups were Hispanic students, while the highest-achieving students were white students.

- The achievement gap in math between Hispanic and white students was significant (71% of white students at benchmark vs. 36% of Hispanic students).
- The COVID emergency impacted Hispanic students in math to a greater degree than white students (17% slide for Hispanic students vs. 10% slide for white students).
- Female students not only had lower achievement in math than males both pre and post COVID, but they also were impacted to a slightly greater degree by the COVID emergency than males (13% slide for females vs. 12% slide for males).
- The greatest impact of the COVID emergency was on 7th/8th grades (25% slide) followed by 2nd-6th grades (20% slide). No achievement impact was observed in math in grades 9-10, including when broken out by ethnicity.

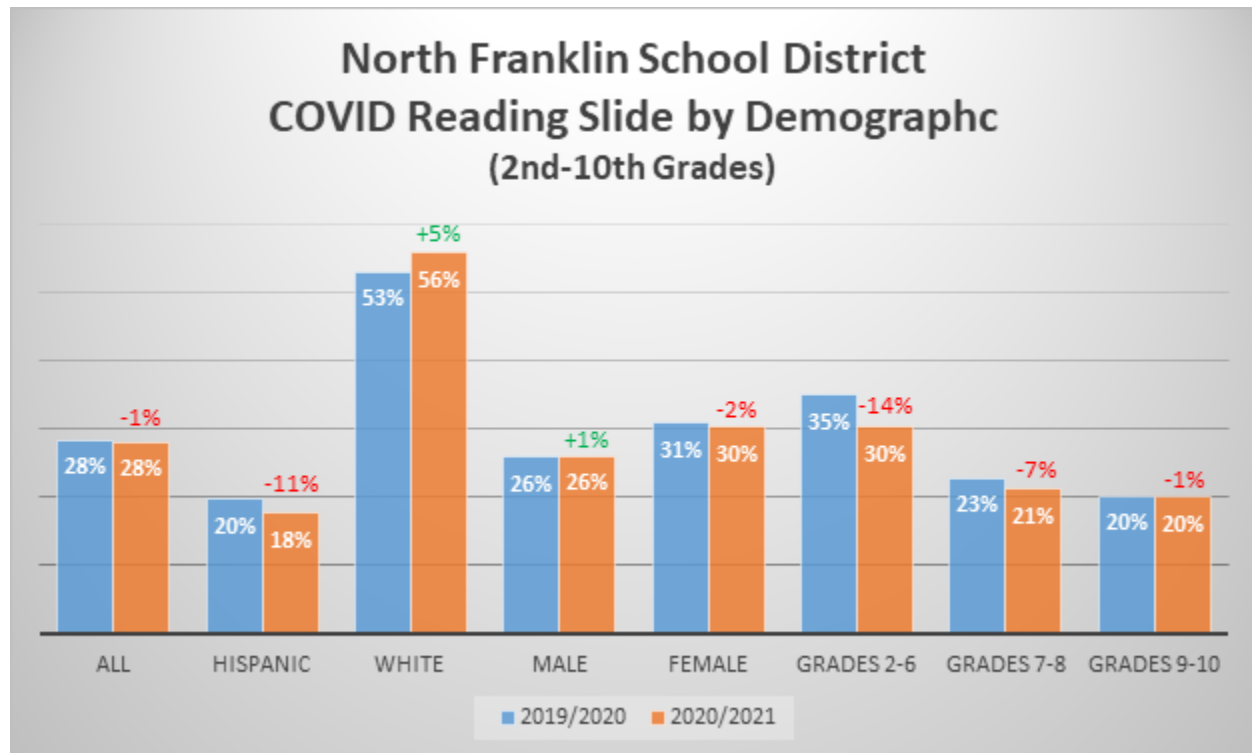


Discussion

These data graphically illustrate the COVID slide in mathematics among these subgroups.

- The greatest effects are observed at Olds Junior High School, followed by elementary-aged students.
- **Hispanic** students at grades 2-8 also showed a greater negative impact from the COVID emergency than other subgroups.
- **Hispanic** students also encompass the vast majority of ***English Language Learners**, and a higher percentage of ***low income** than other subgroups. Since this subgroup also encompasses the majority of NFSD students (72.91%), targeting strategic interventions and other supportive measures is a high priority for NFSD.
- The greatest impact on math achievement occurred at Olds Junior High School, followed by a significant impact at grades 2-6 district wide.
- Students in grades 9-10 did not demonstrate a negative impact based on pre- and post-COVID scores in Star Math.

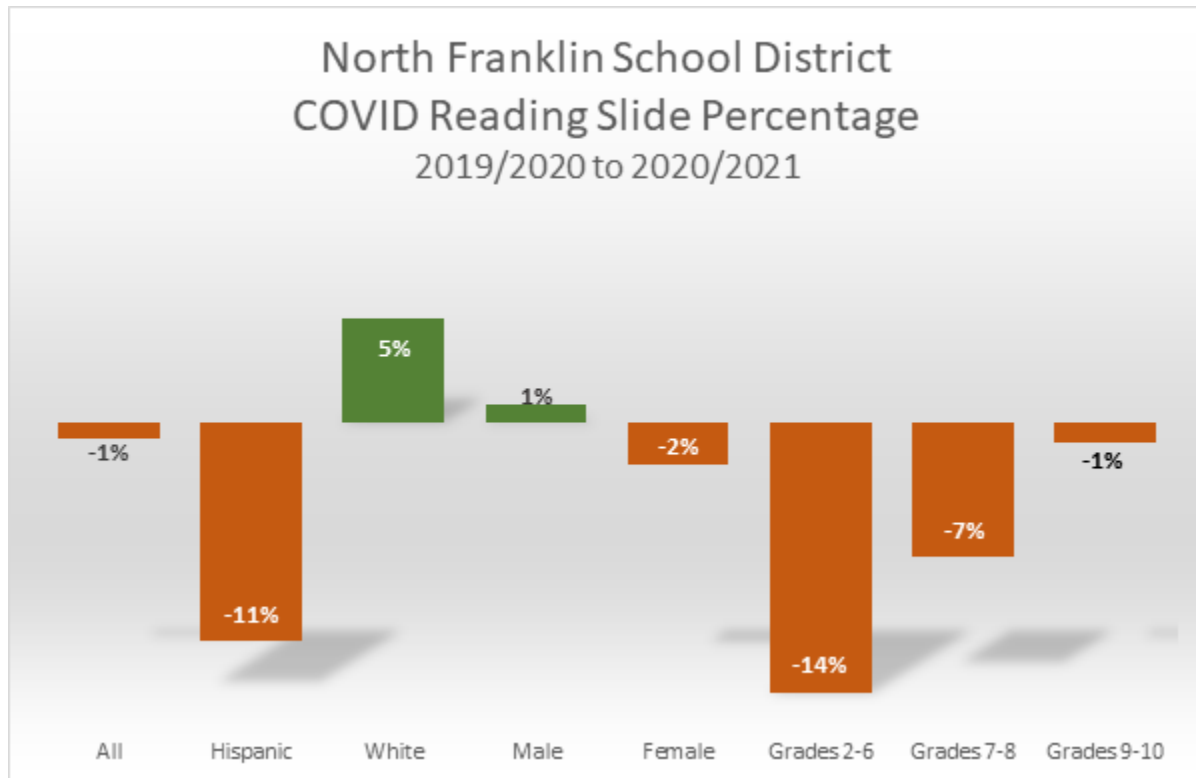
Renaissance Star data does not currently disaggregate data for **English Language Learners, disability, low-income, homeless or other subgroups. Other ethnicities had a sample size of less than 20 and were suppressed due to low sample size. Given the importance of tracking all subgroups, NFSD is currently upgrading the Star system to incorporate this capacity.*



Discussion on Reading Achievement Data

These data reveal the following observations associated with longitudinal changes from pre-COVID assessment in the 2019/2020 school year to post-COVID assessments one year later.

- The overall drop in reading for the “All” group was negligible. Comparing reading and math, the negative overall impacts of the COVID emergency was more pronounced in math than it was for reading. However, since reading is a gateway skill to other content area, the impacts on individual subgroups (**Hispanic, low income, homeless, disability, other ethnicities**) may still be considered significant.
- There is a pronounced achievement gap between Hispanic students and white students. This was the case prior to the COVID emergency. After the emergency this gap has widened significantly, indicating that the COVID emergency has had a disparate effect on these two subgroups. **Hispanic** students, which category also encompasses the majority of **English-Language Learners** and **low-income students**, currently have a 38 percentage point achievement difference from white students. **Hispanic** students also comprise a majority of students in the district (72.91%), making **Hispanic, ELL and Low-Income reading** a high priority for NFSD.

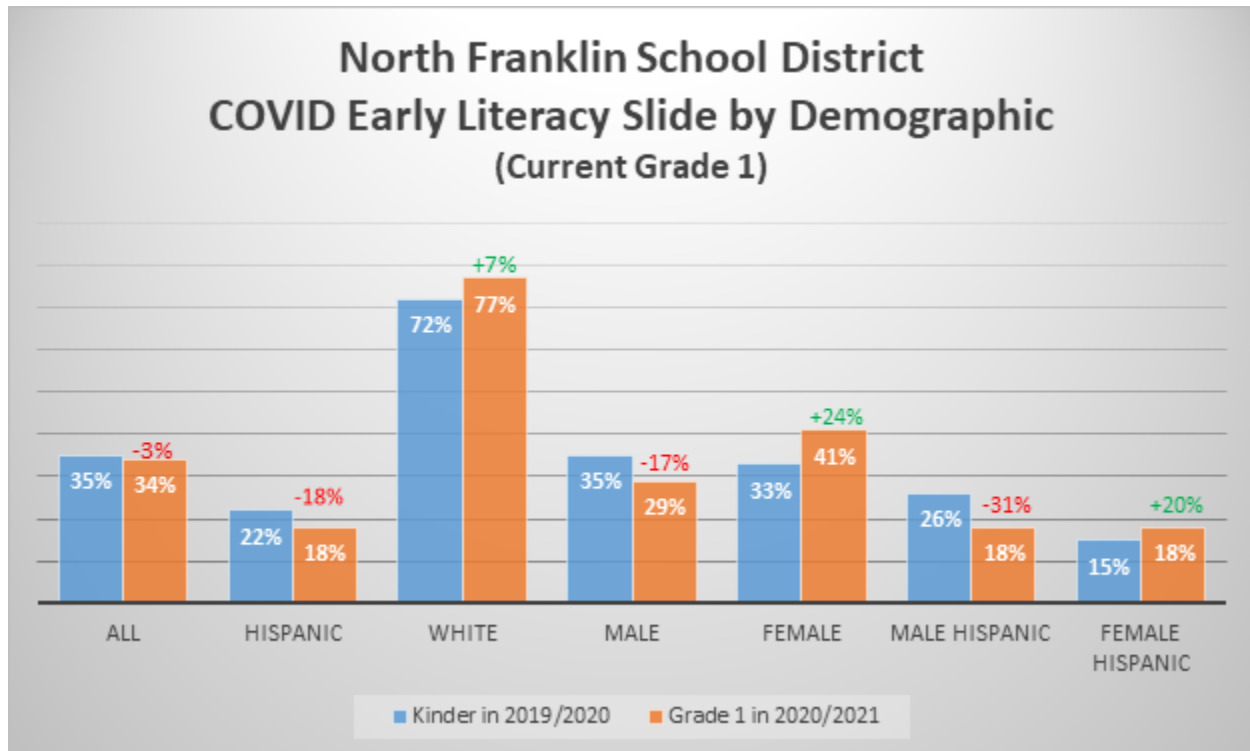


Discussion

These data graphically illustrate the COVID slide in reading among these subgroups.

- Significantly-negative impacts of the COVID emergency landed on **Hispanic** students, who experienced an 11% decline in scores (from approximately 20% to 18% at/above the 50th percentile). The large *percentage* drop is in part due to the already-low percentage at benchmark. Nevertheless, this has a significant effect on this group of students already struggling in this gateway skill. As mentioned previously, this subgroup also included nearly all **English-language learners** and the majority of **low-income students**.
- Students in elementary grades were impacted most negatively.
 - There are 998 elementary students in NFSD, accounting for 52% of the district's student population. A drop of 14% (From 35% to 30% at/above 50th percentile) indicates the high priority for elementary reading, particularly when it comes to **Hispanic, ELL** and **Low-Income** students.
 - One possible reason for this dramatic decrease in benchmark-level students is that reading is not a fully-established skill in the early grades. As growth expectations continue as each year advances, even a student who *maintains* reading skills without growth will decline in terms of percentile.
 - Low elementary reading, especially among Hispanic students and contrasted with *gains* made by white students may be partially explained by **inequitable at-home learning experiences** during the school shut-down from March, 2020 through September, 2020.

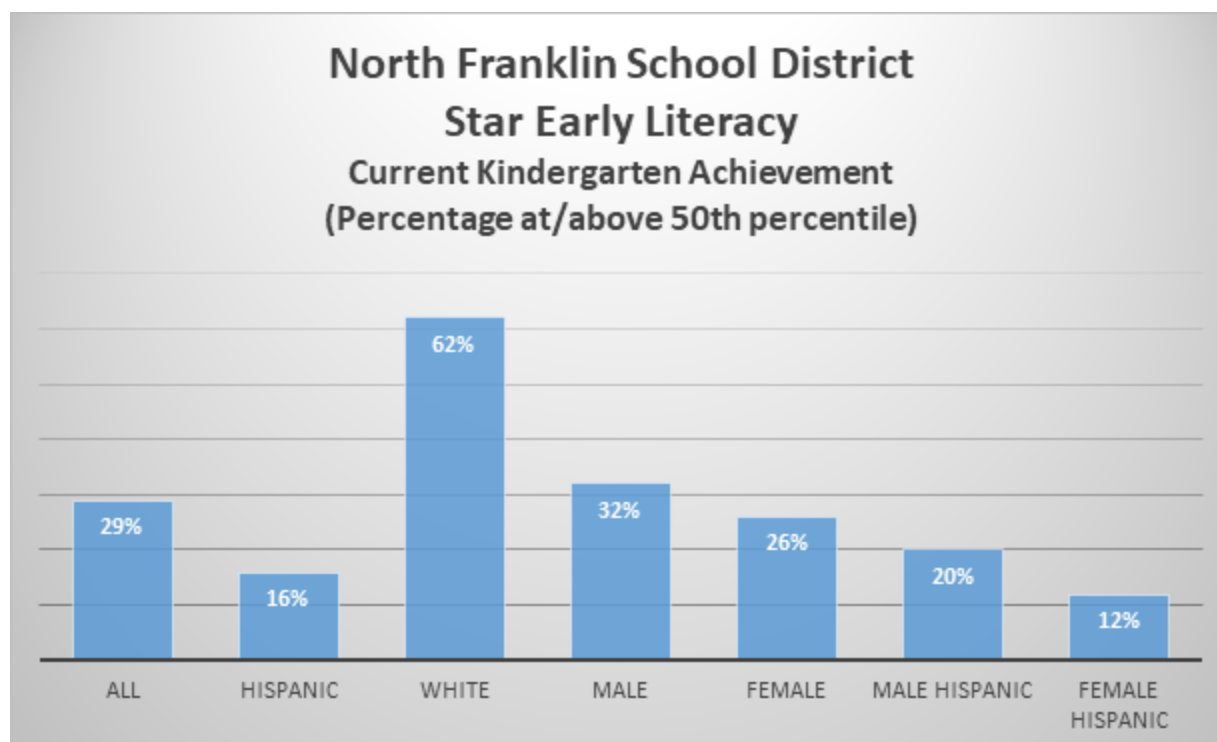
- Students in grades 7-8 experienced a significant drop in numbers at/above the 50th percentile in reading (from 23% to 21%). In part, the high percentage drop (7%) is explained by the already-low percentage of 7th and 8th grade students reading at/above the 50th percentile. The largest portion of these students who experienced learning loss were found among **Hispanic 7th grade students**. Only 13 out of 108 seventh-grade Hispanic students, and only 21 out of 126 eighth-grade Hispanic students were at/above the 50th percentile. This dramatically highlights the importance of prioritizing reading among junior-high **Hispanic, ELL, and low-income students**.



Discussion

All students in Kindergarten and Grade 1 receive annual pre and post assessments in Star Early Literacy. While this assessment included various subcategories of literacy, it also incorporates numeracy. As previously mentioned, the **Hispanic** subgroup also encompasses nearly all of the district's **English Language Learners** and the majority of **low-income** students.

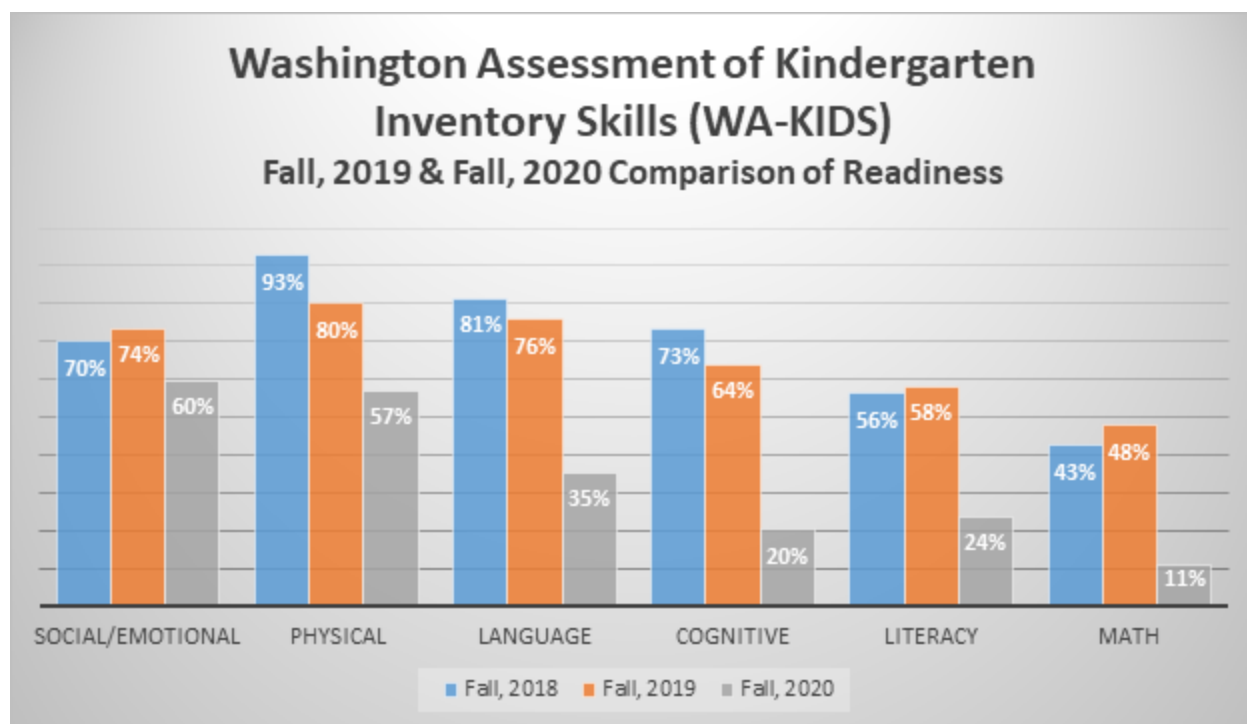
- There is a pronounced achievement gap between **Hispanic students** and **white students**.
- The majority of **Hispanic students** (82%) were below the 50th percentile at the time of the first grade assessment compared to 23% of white students below the 50th percentile.
- Hispanic** student achievement decreased during the COVID emergency, while the achievement of white students increased. This decrease represents a net change from 18 to 15 Hispanic students at/above the 50th percentile. White students increased from 18 to 24 students at/above the 50th percentile.
- Male** student achievement decreased (22 to 18 students at/above 50th percentile) during the COVID emergency while **female** achievement increased (16 to 22 at/above 50th percentile).
- Hispanic male** students demonstrated a greater learning loss than **Hispanic female** students. However, both subgroups are significantly low-achieving and deserve priority focus in early literacy.



Discussion

This chart shows the current percentage of students at/above the 50th percentile in Kindergarten. Most of these students received in-school instruction since October this year, although instruction was modified due to COVID safety precautions.

- There was a significant achievement gap between **Hispanic** students and **white** students in the 2020-2021 school year.
- There is a small difference between **male** and **female** achievement (6 more male than female students at/above the 50th percentile).
- There is a difference in achievement between **male Hispanic** students and **female Hispanic** students. This was also seen in the previous student cohort currently in grade 1.



DiscussionA

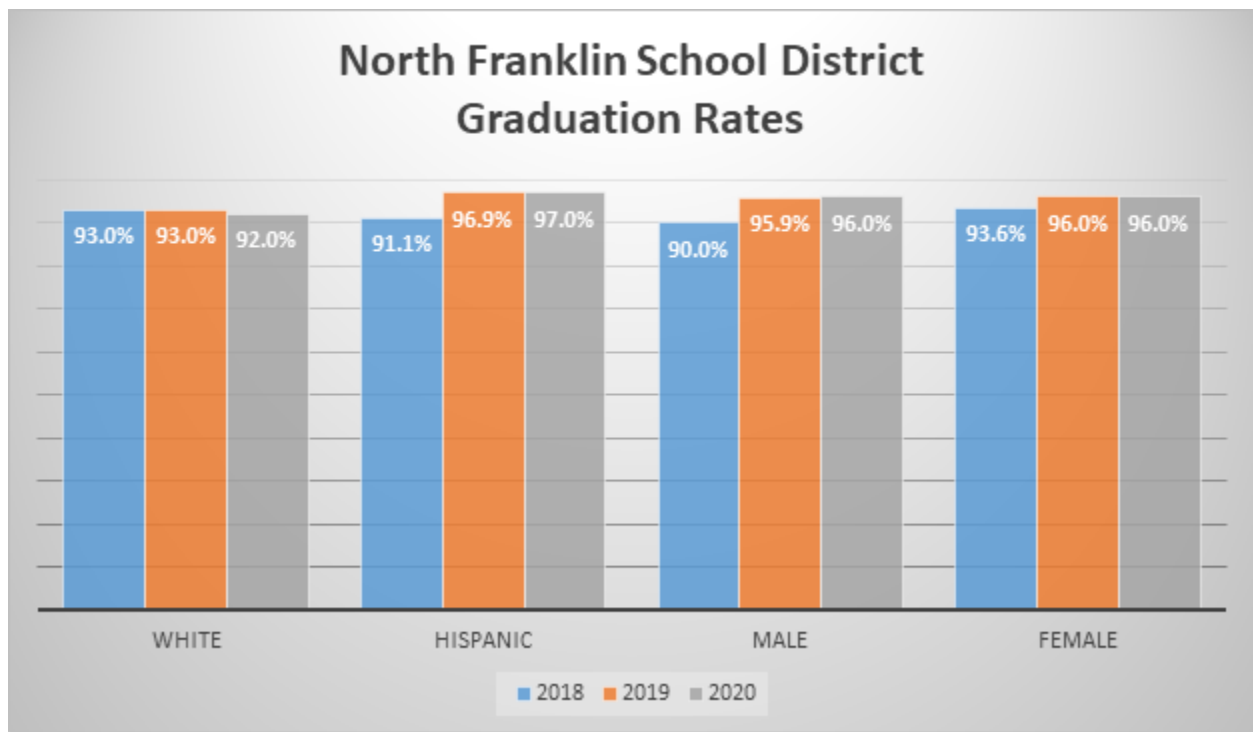
- This data set shows an alarmingly lower Kindergarten-entrance skill set for the 2020/2021 school year. Caution is advised in conclusions drawn from this data due to altered testing conditions at the beginning of the 2020/2021 school year.
 - The data was gathered by classroom teachers in October and November instead of in September as usual. With the opening of school during a pandemic, teachers were under a great deal of stress during the data-gathering window. Classroom settings and activities were dramatically different than in previous years.
- While these confounding variables may be reflected in these scores, other environmental factors and implications for future learning should also be considered.
 - Lower scores may be explained in part by learning conditions in recent months. A large percentage of children attend various preschool and daycare centers leading up to Kindergarten. At the time of this testing, these learning settings would have been closed for over 30 weeks (7 ½ months), with children isolated in their homes.
 - Research suggests that children’s brain development is vulnerable to stress such as that caused by the pandemic.
 - According to The Center on the Developing Child, Harvard University (<https://developingchild.harvard.edu/science/key-concepts/toxic-stress>)

“**Tolerable stress response** activates the body’s alert systems to a greater degree as a result of more severe, longer-lasting difficulties, such as the loss of a loved one, a natural disaster, or a frightening injury. If the activation is time-limited and *buffered by relationships with adults* who help the child adapt, the brain and other organs recover from what might otherwise be damaging effects.”

“**Toxic stress response** can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence,

and/or the accumulated burdens of family economic hardship—without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.”

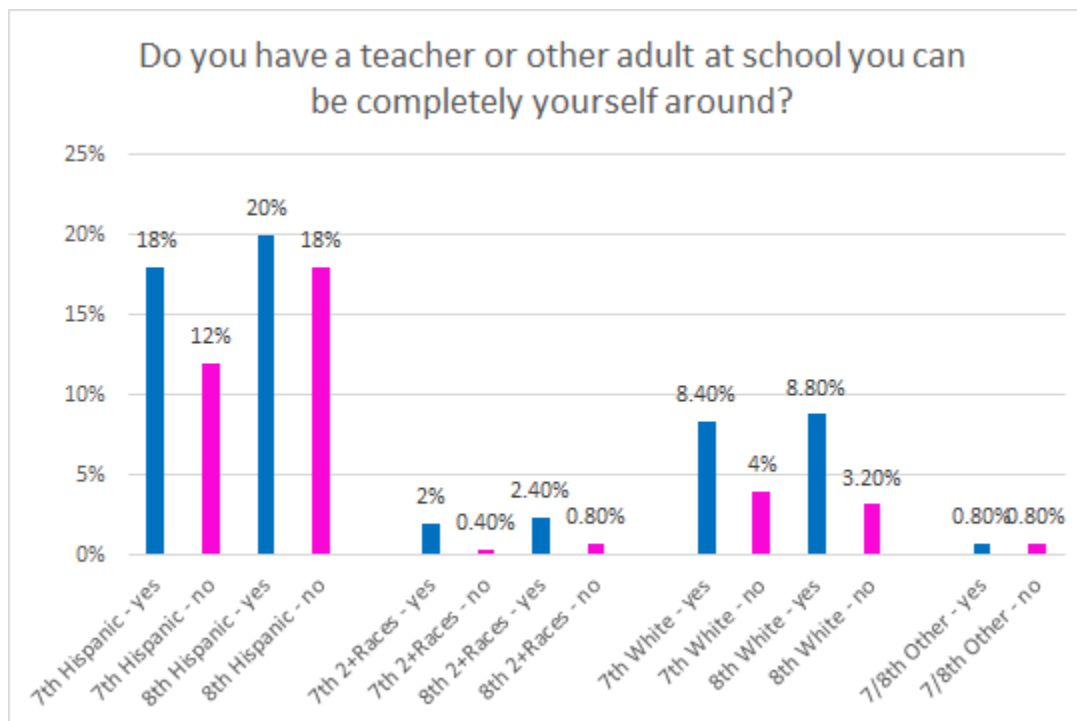
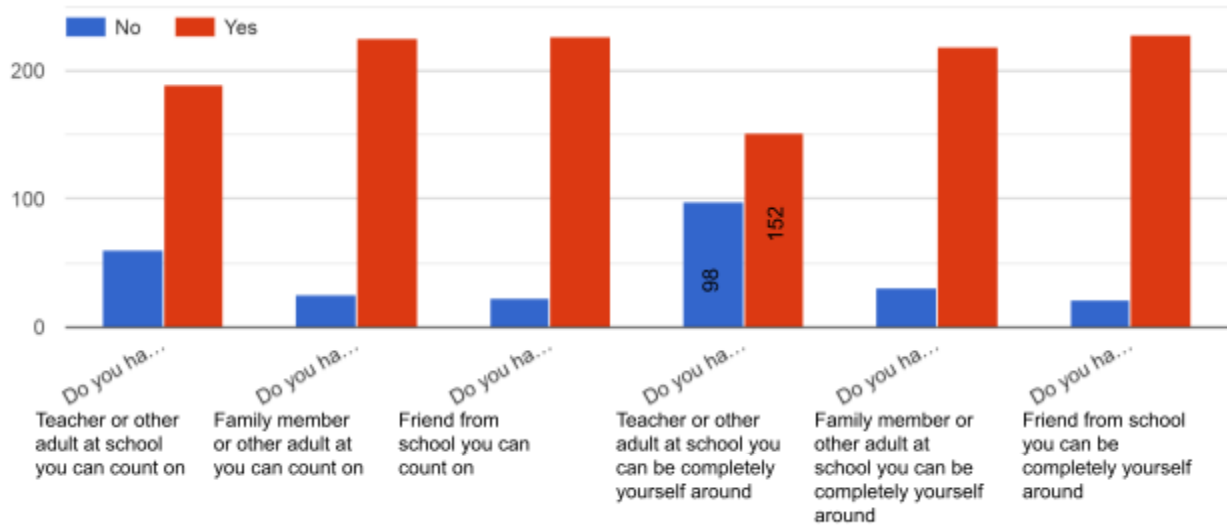
- **Implications:** Based on this research and the corroborating data from the WA-KIDS assessment, it would be advisable to implement social and emotional learning programs (SEL) to “buffer” young students who are experiencing long-lasting stress situations. With the well-documented impacts of stress on learning and the mitigating effect caused by supportive relationships with adults, SEL programs and training should be considered an essential component to the learning program moving forward.



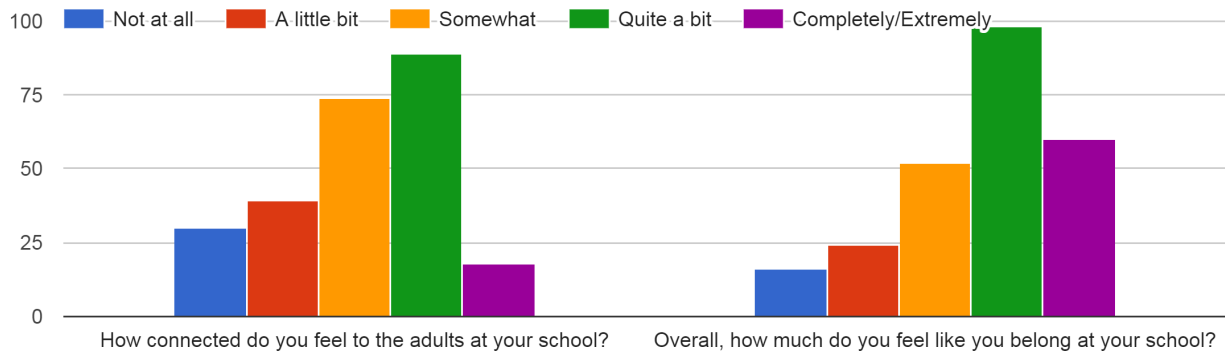
Discussion

Graduation rates remain high among all demographic groups, despite the ongoing pandemic impacts. Because state testing or other graduation pathways have been unavailable or have restricted access due to the COVID emergency, the State Board of Education has implemented waivers of certain credit and pathway requirements to offset what would otherwise be a dramatic dip in graduation rates. Nevertheless, for the graduating class of 2021, only a small number of students are accessing these waivers (<8% or approximately 10 students), and a similarly-high percentage of students are expected to graduate on time.

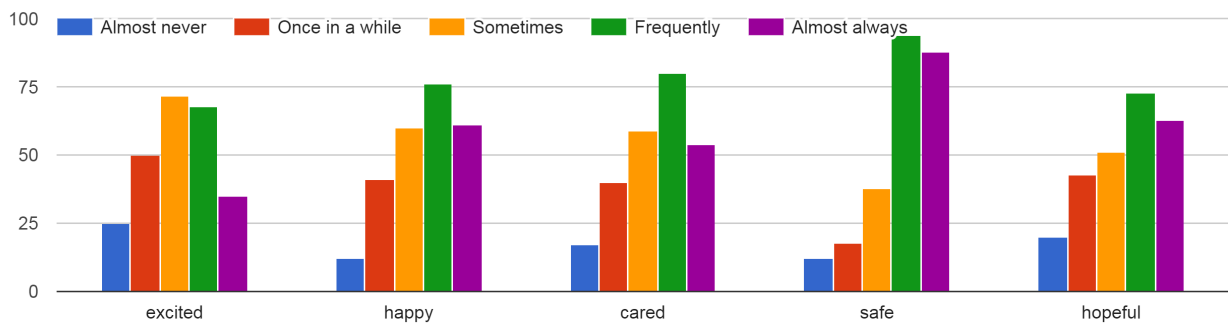
- b. RESULTS OF OJH UNIVERSAL SCREENING: This spring, in a effort to capture data to inform decision making and planning for future recovery operations, OJH conducted a survey of students' perceptions around social emotional skills, mental health status and academic executive skills. Those results are reflected in the charts in this section.



There are more students who have a teacher or other adult at school they can be completely themselves around. 8th grade hispanics were almost tied with 20% yes and 18% no.

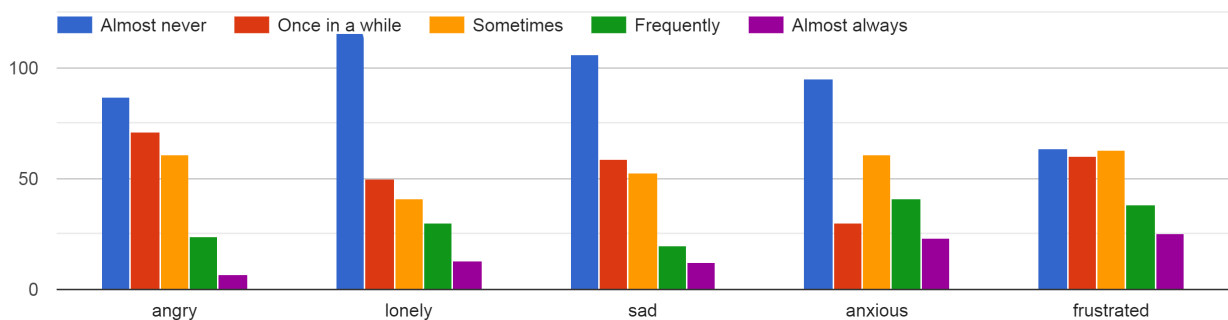


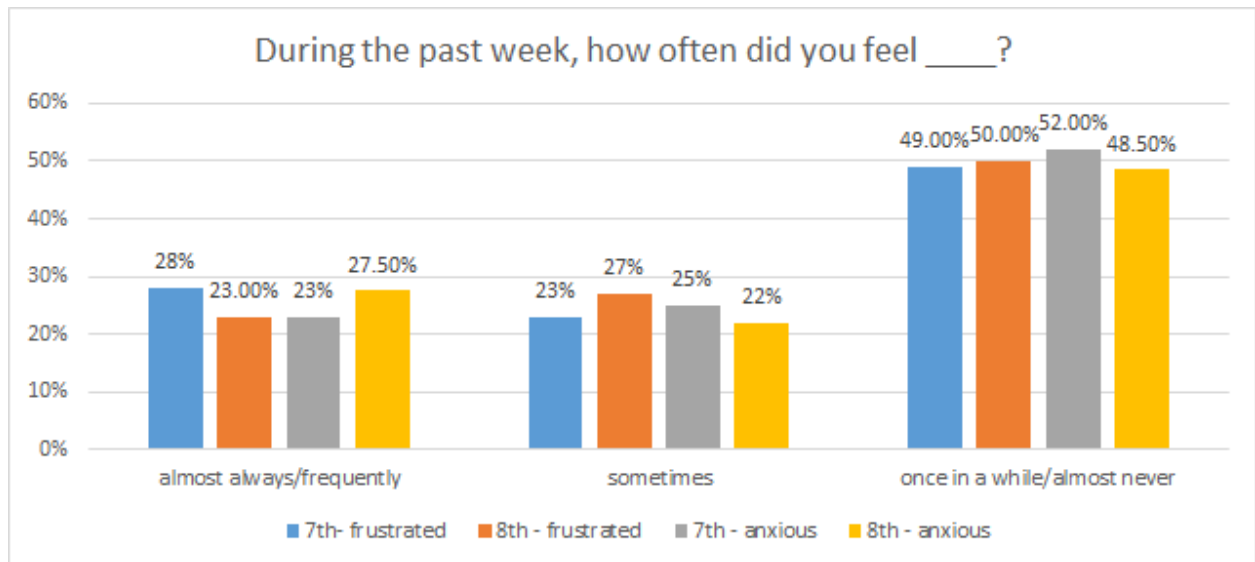
During the past week, how often did you feel ____?



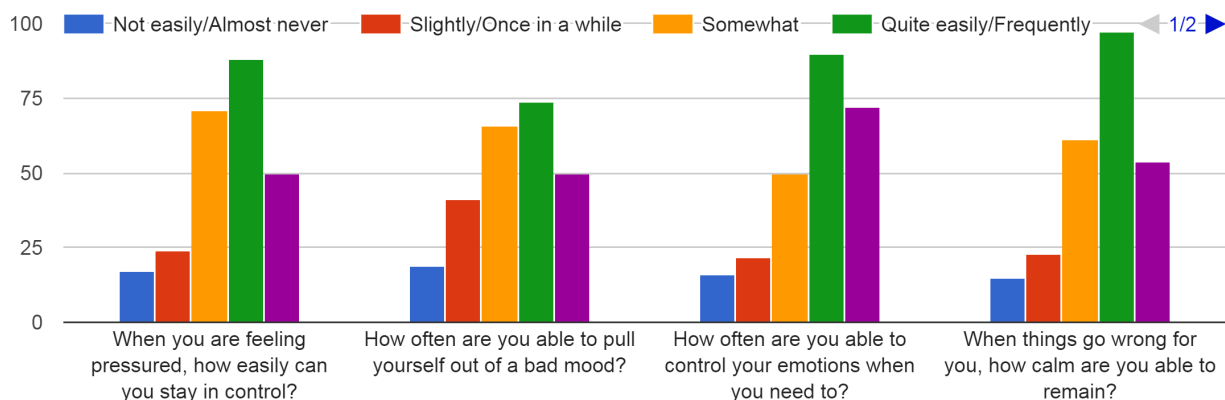
73% students at OJH felt safe frequently or almost always last week. 12% of students almost never or once in a while felt safe.

During the past week, how often did you feel _____?

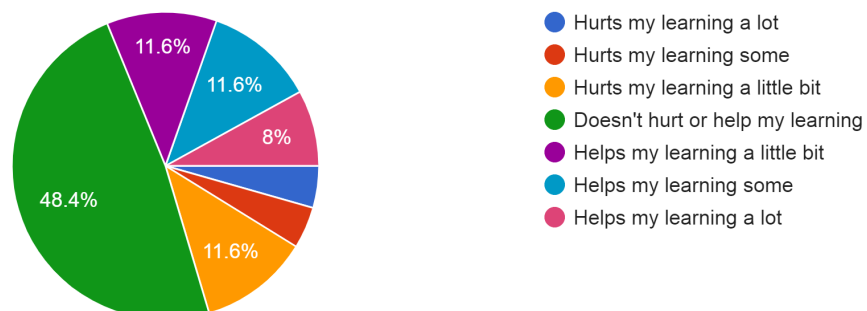




Approximately 50% of students in both grades feel anxious or frustrated only once in a while to almost never. 28% 7th graders surveyed almost always or frequently feel frustrated, while 27.5% 8th graders feel anxious.

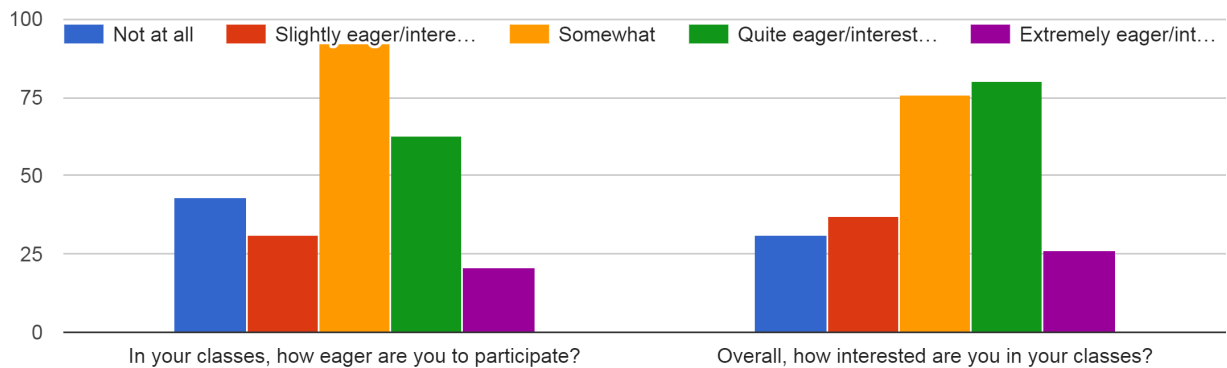
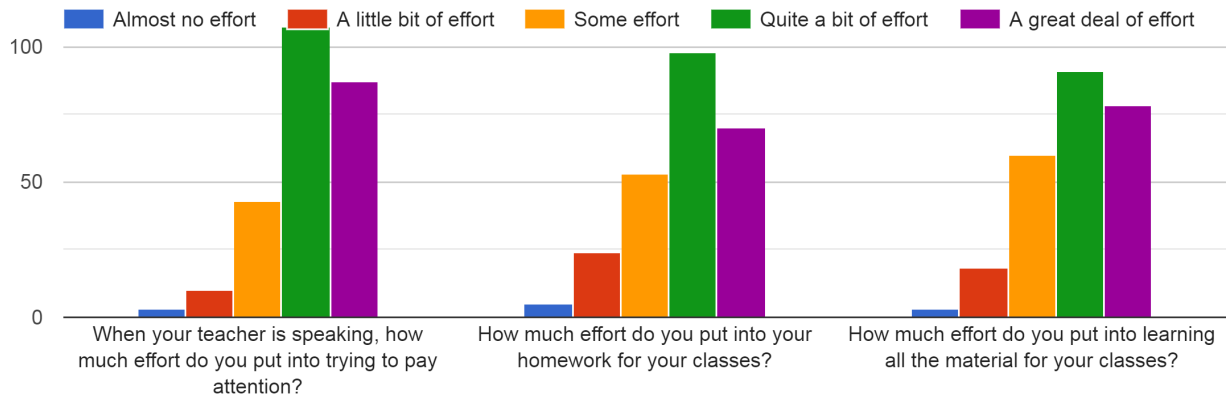
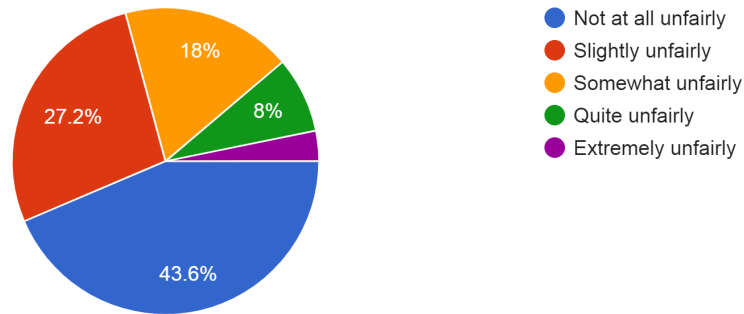


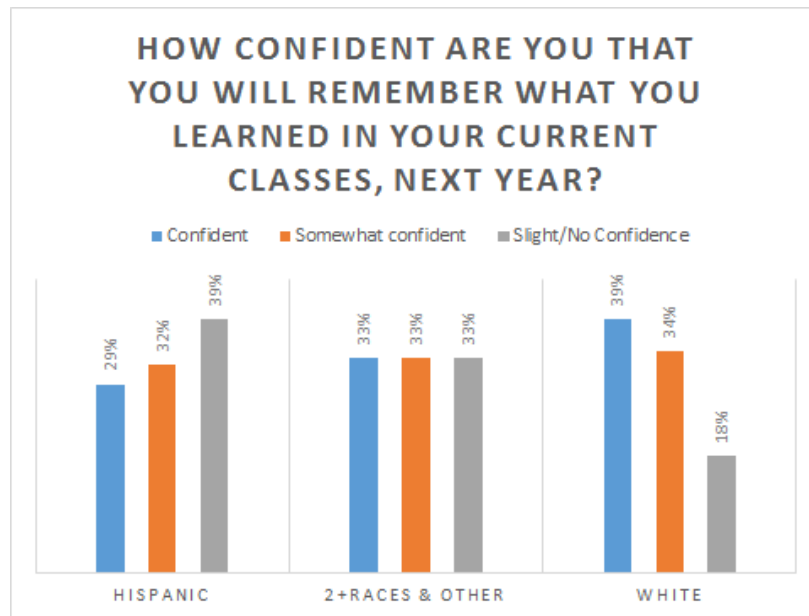
At your school, how much does the behavior of other students hurt or help your learning?
250 responses



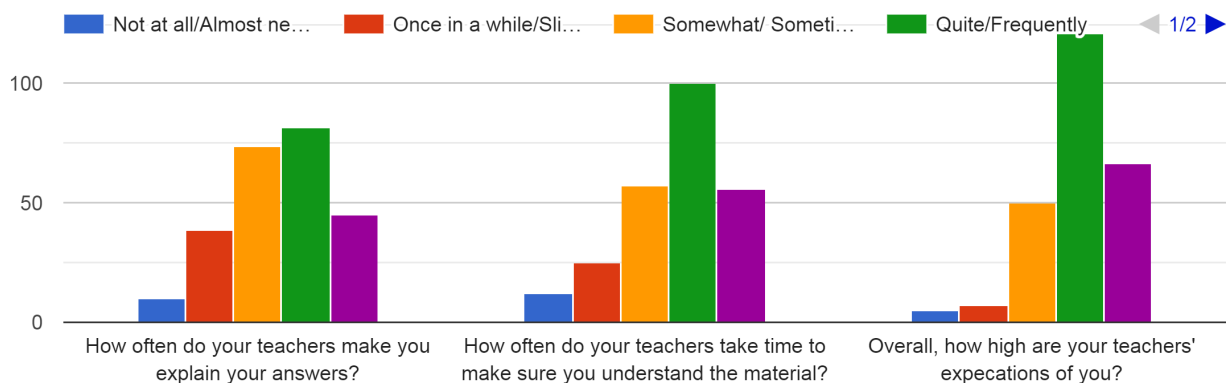
At your school, how unfairly do the adults treat the students?

250 responses

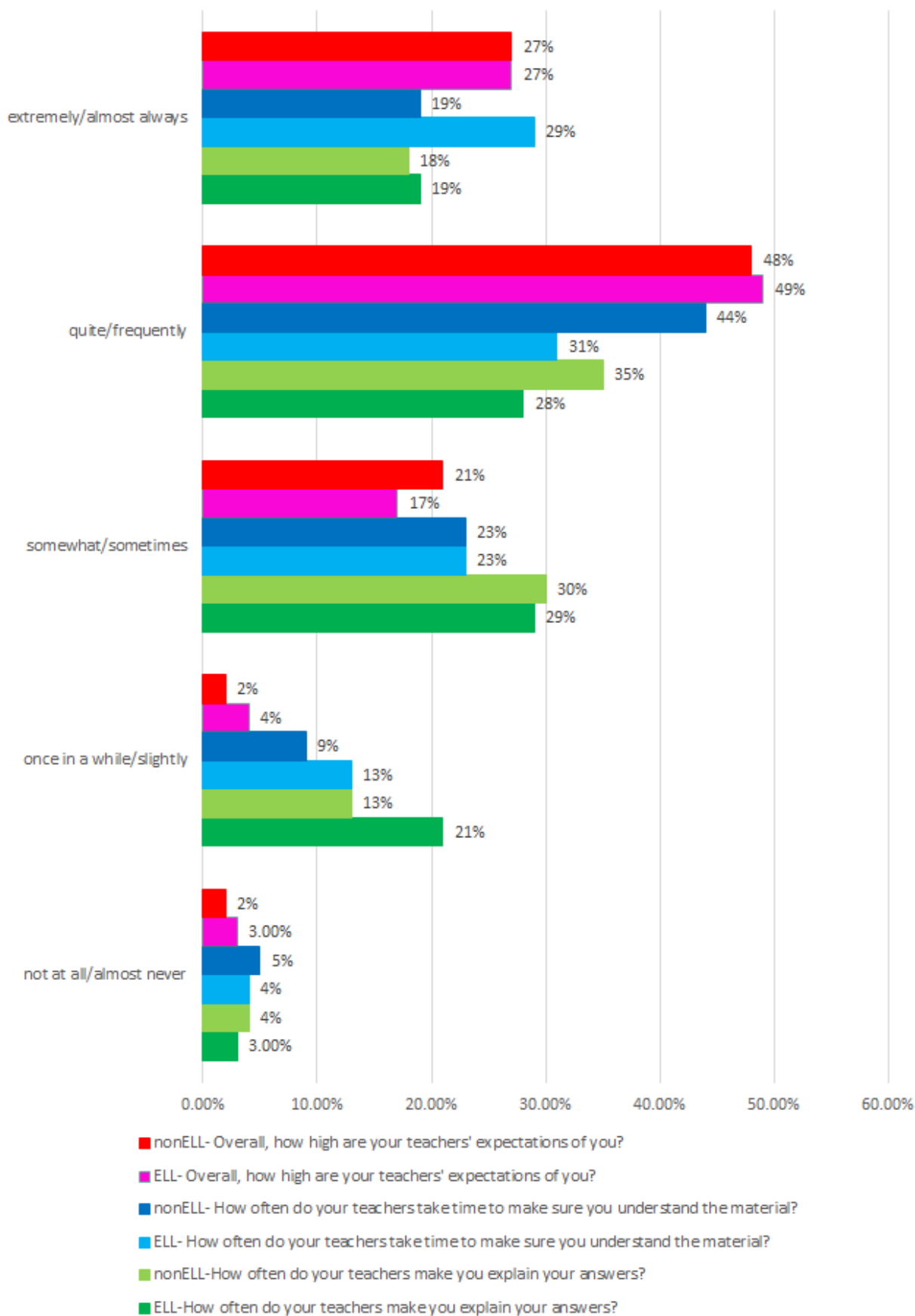




Based on the student responses to “How confident are you that you will remember what you learned in your current classes, next year” the 7th graders feel a bit more confident than our 8th graders (comparing within their own grade level, not the whole school). If you break down the responses based on race and calculate the % of confidence with each individual race, white students are more confident than the hispanic students.



ELL and nonELL Students

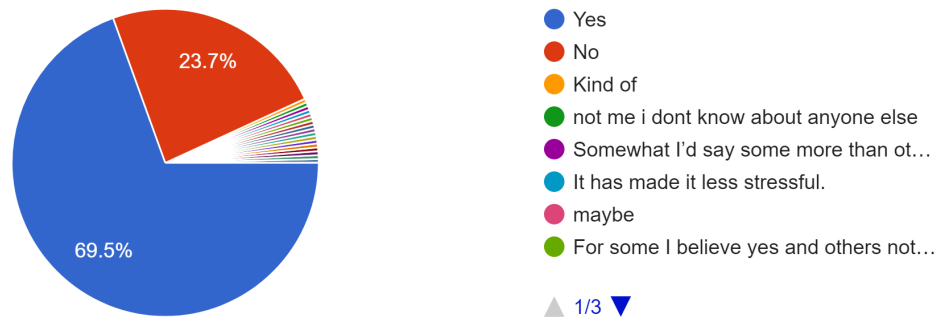


28% ELL students believe teachers make them explain their answers frequently, where 29% only believe it happens sometimes. A larger percentage of ELL students believe teachers do not, or once in a while, make them explain there answers than nonELL students.

- c. CHS STUDENT REPRESENTATIVE SURVEY DATA: During the winter of 2020-2021 the counseling team of CHS along with student representatives to the NFSD School District Board of Directors conducted a student wellness survey at Connell High School. The results of that survey are contained here and will be used to further inform the recovery planning efforts as they pertain to student wellness and mental health.

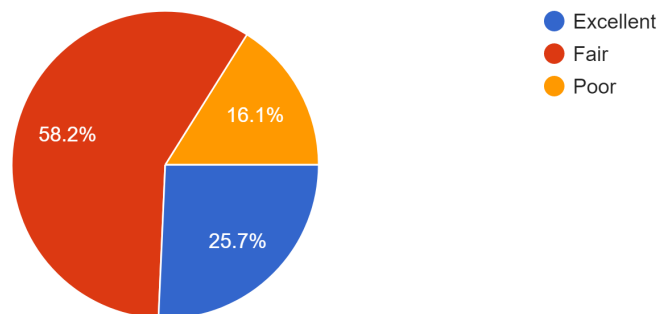
Do you believe hybrid school/COVID is taking a toll on students' mental and emotional health?

249 responses

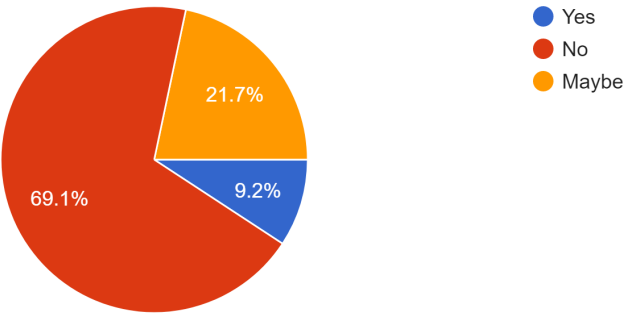


In general, would you say your mental/ emotional health is...

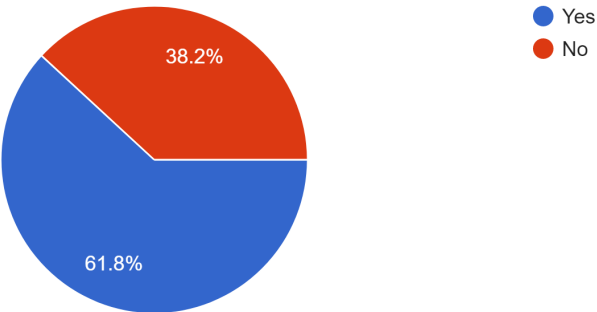
249 responses



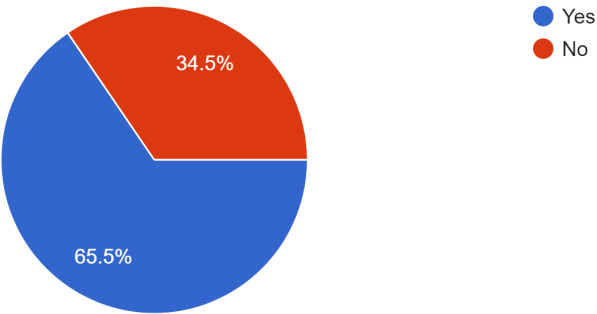
Would you like to have an open discussion about your mental/emotional health with a trusted friend or adult?
249 responses



Do you have a trusted adult to talk to at CHS?
249 responses

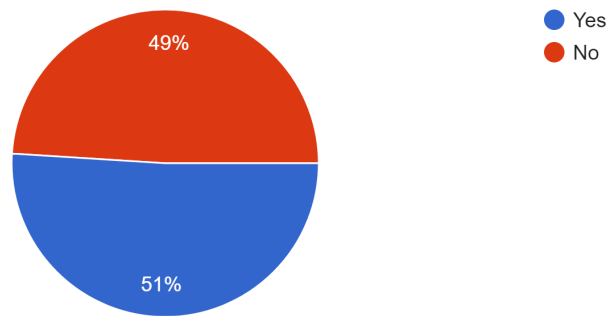


Do you think CHS should discuss the topic of mental health more openly?
249 responses



Would you be interested in learning more about mental/emotional health at school?

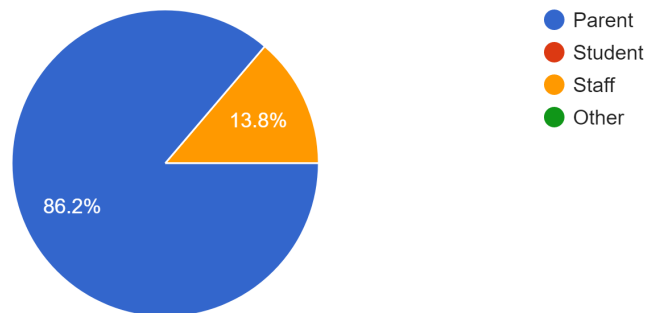
249 responses



- d. NFSD RECOVERY PLAN SURVEY: In an effort to gather parent, staff, and community voice in the recovery planning process, the NFSD conducted a survey of parents and staff members that sought their perspectives on academic achievement during the pandemic, student well being and mental health during the pandemic as well as their preferences regarding types of interventions that might be included in the recovery plan. Those results are contained here.

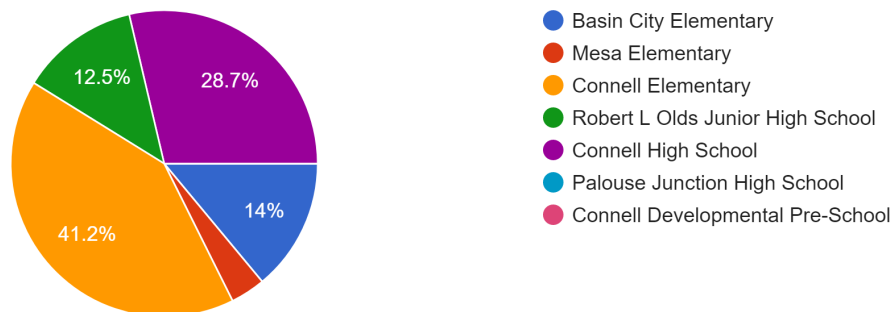
What BEST describes your relationship with NFSD? (You may take this survey multiple times for multiple roles)

138 responses



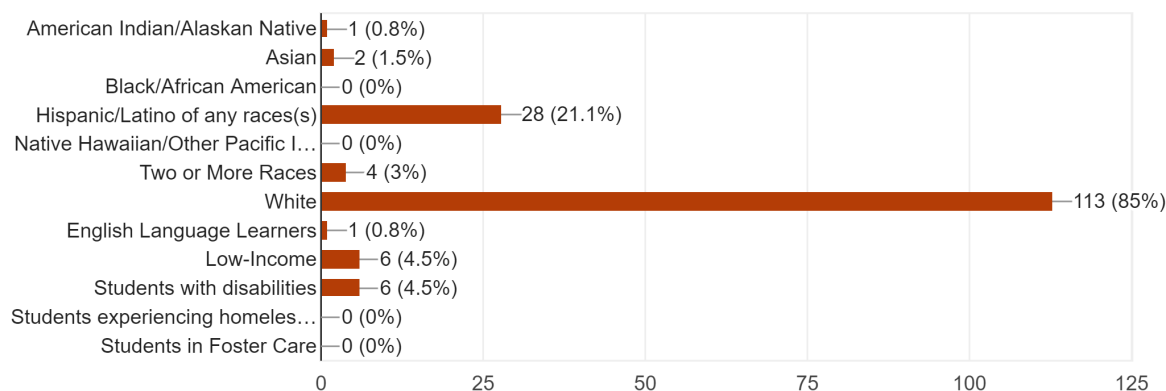
What school does your child attend or which school do you work at? (you can take this survey multiple times for multiple students)

136 responses



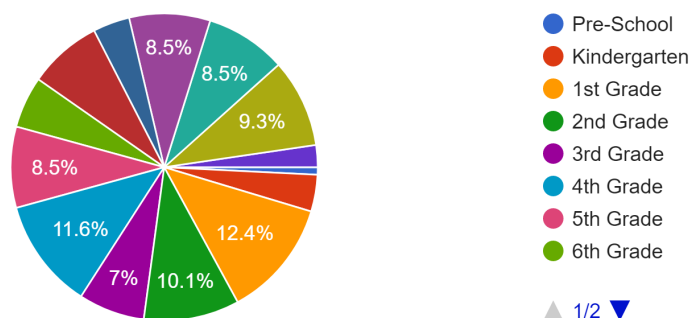
Select each category or group that describes you (Select all that apply)

133 responses



What grade is the student CURRENTLY in that you are referring to as you answer these questions? (you can take this survey multiple times for multiple students)

129 responses



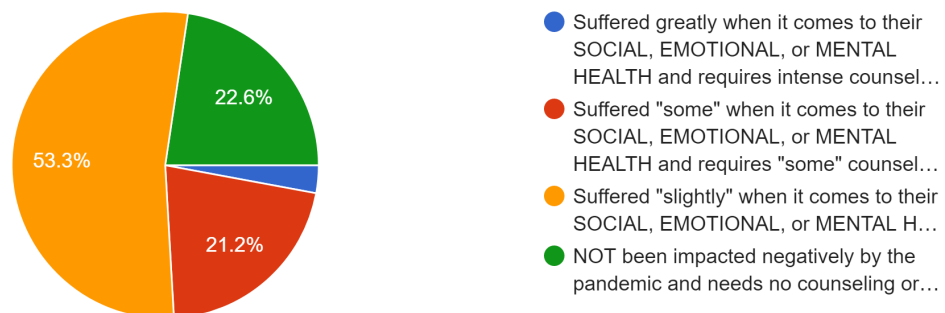
As this school year ends, when I consider ACADEMICS, I believe my student has:

136 responses

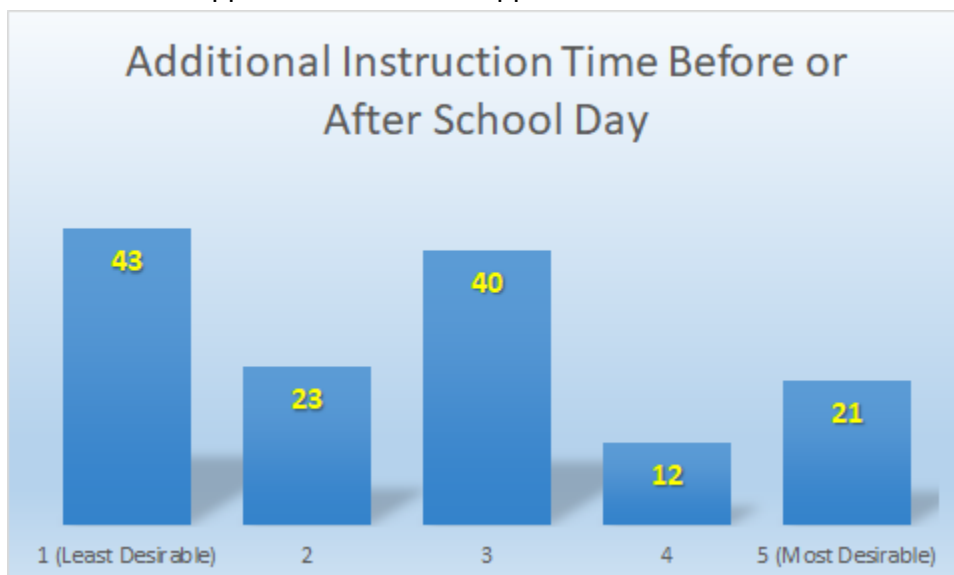


As this school year ends, when I consider my student's SOCIAL EMOTIONAL WELL BEING, I believe my student has:

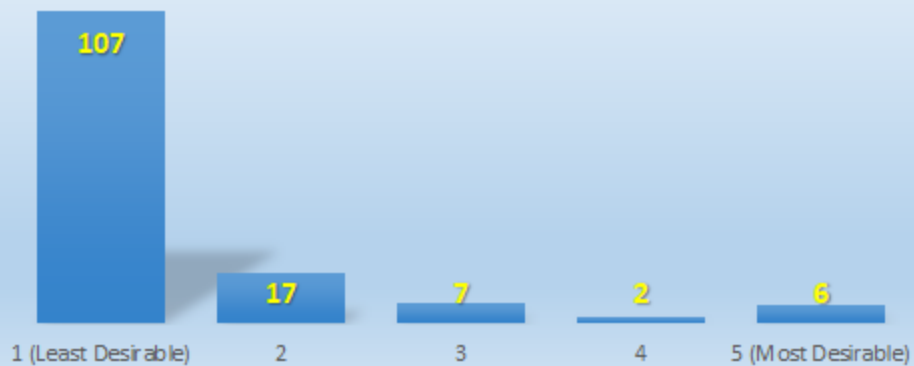
137 responses



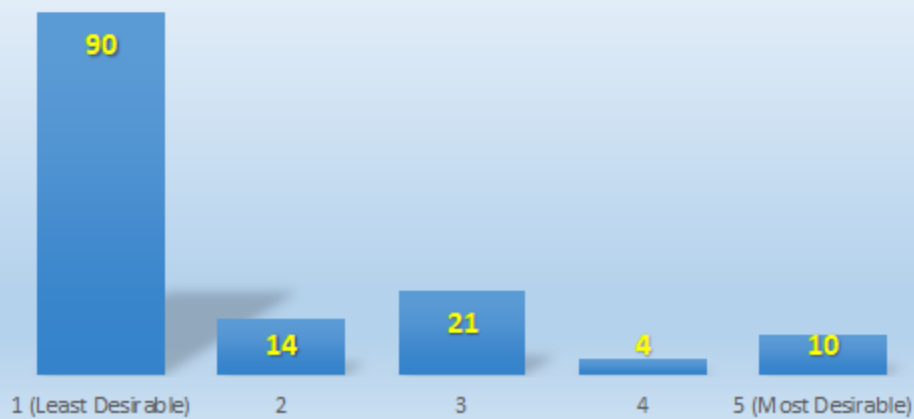
Menu of Possible Supports: Rank each support on a scale of 1-5.



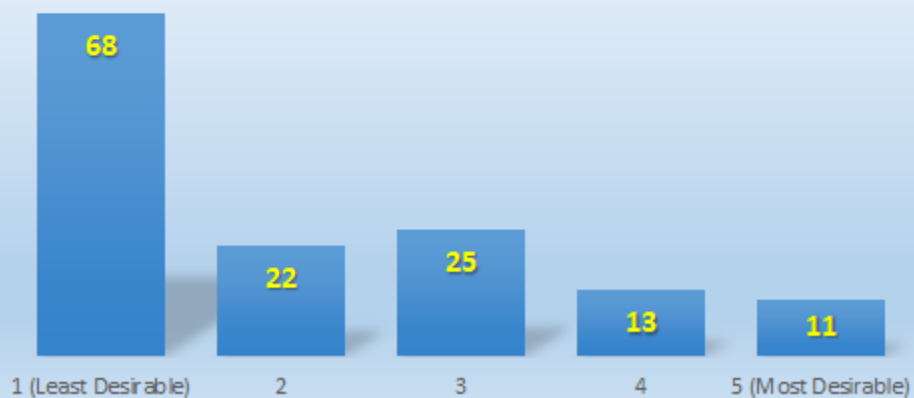
Additional School Days (lengthening the school year)



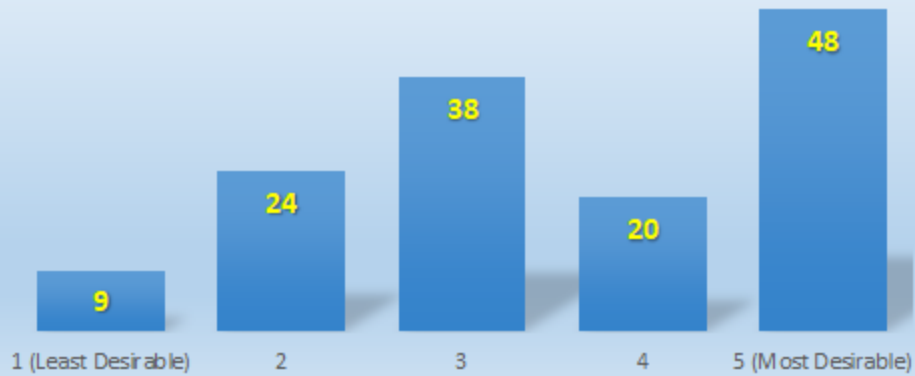
Balanced Calendar (year round school)



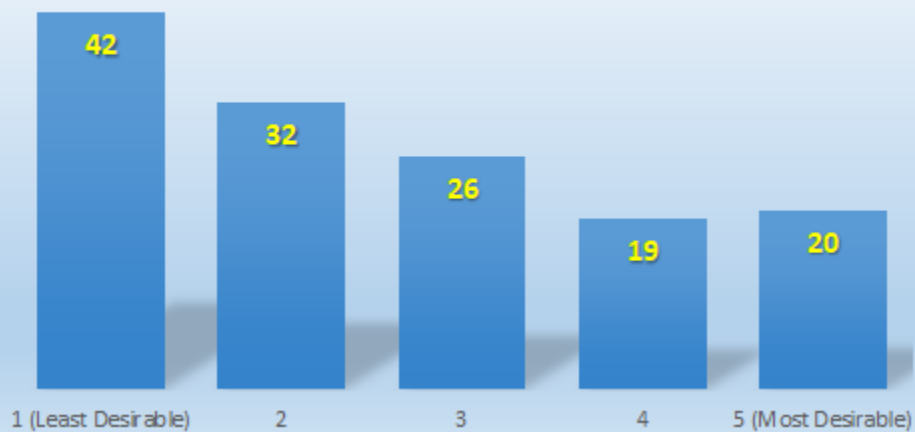
Summer School



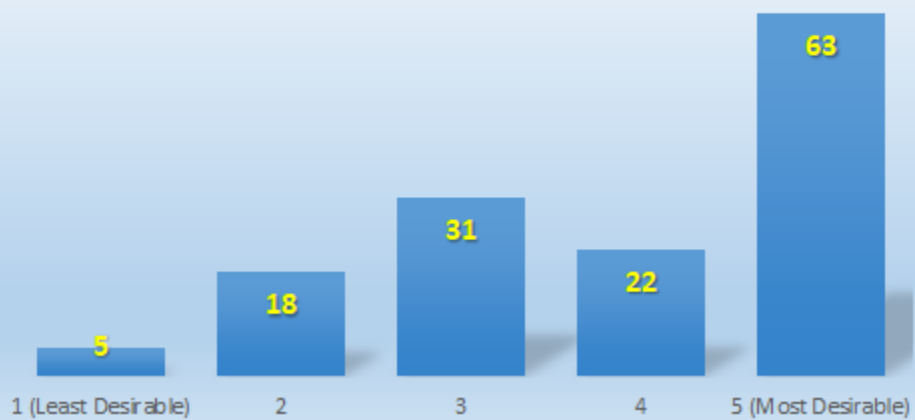
Building Relationships (activities)



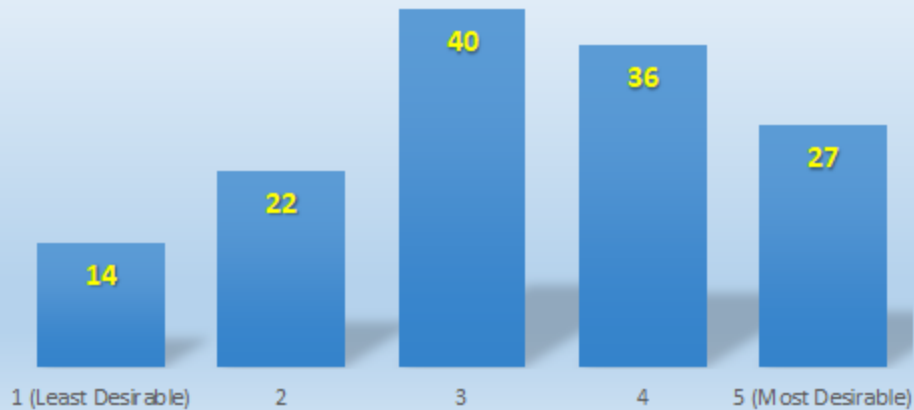
Early Learning (K-4 Literacy)



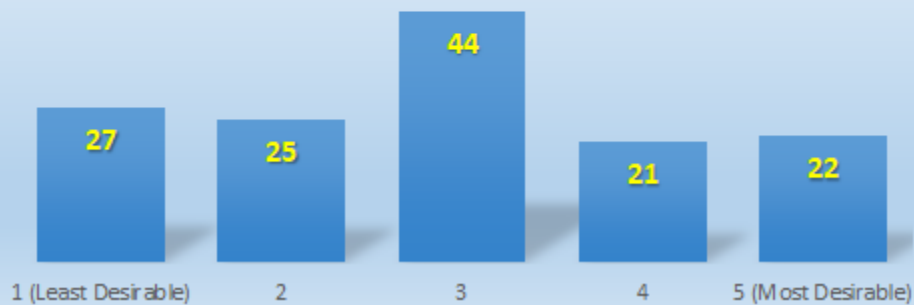
Extracurricular Activities



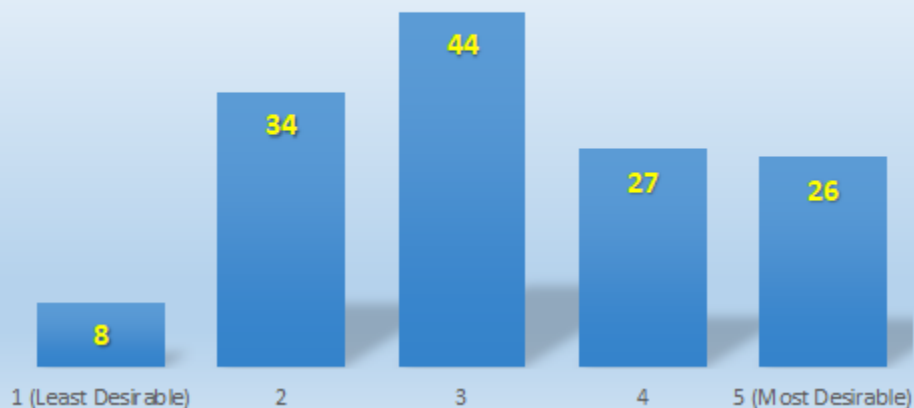
High Quality Tutoring



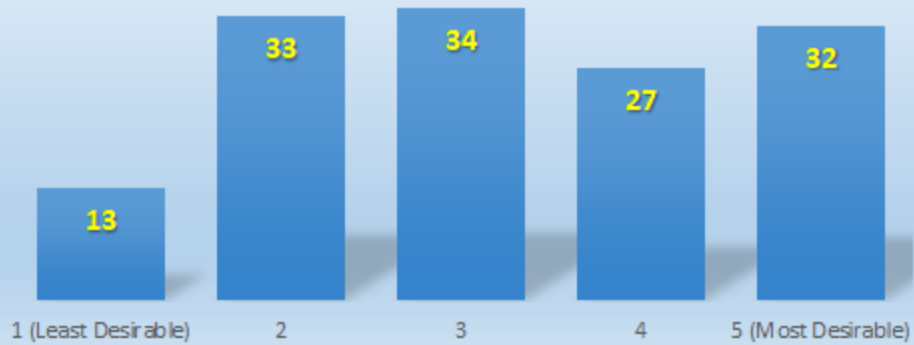
Inclusionary Practices (instructing students with high needs amongst their peers)



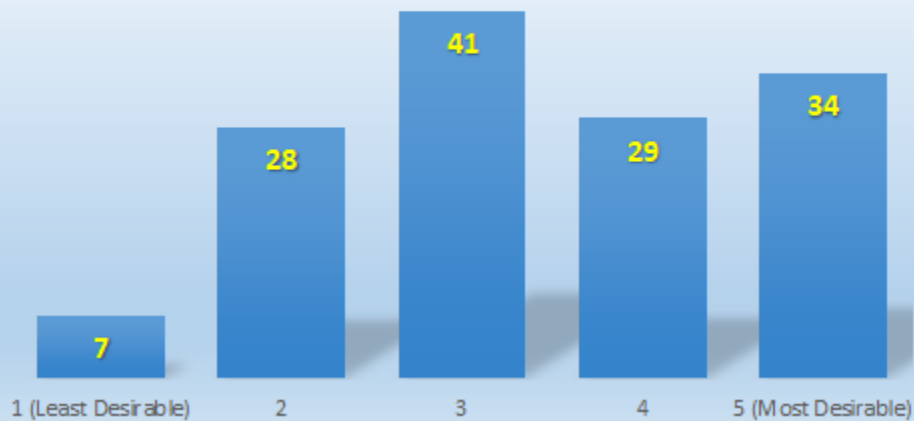
Project Based Learning



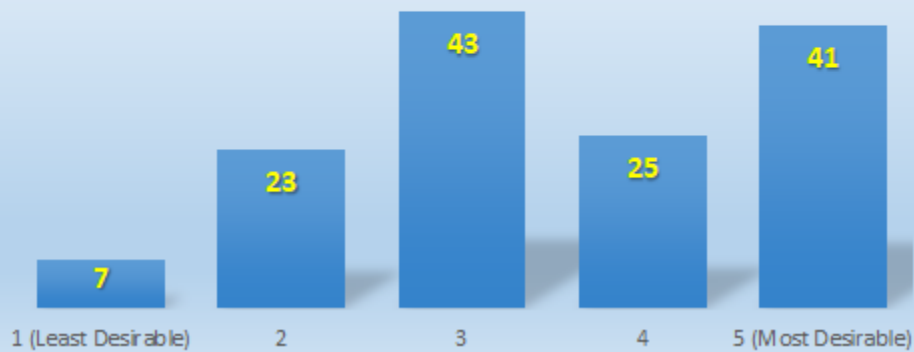
Social Emotional Learning (Mind Up, Character Strong)



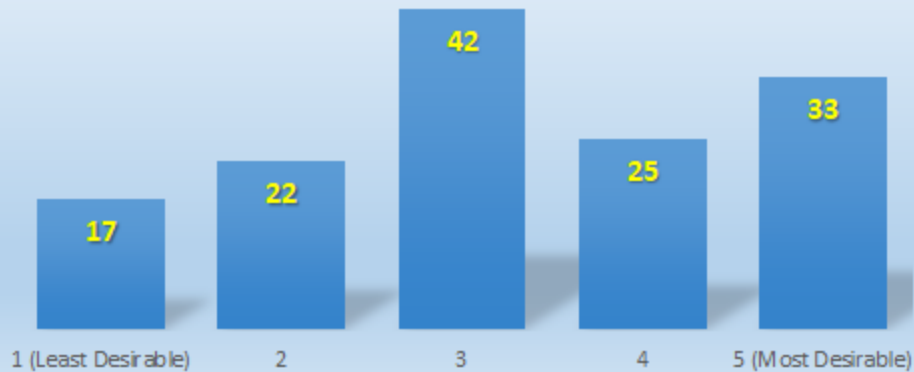
Mental Health Supports



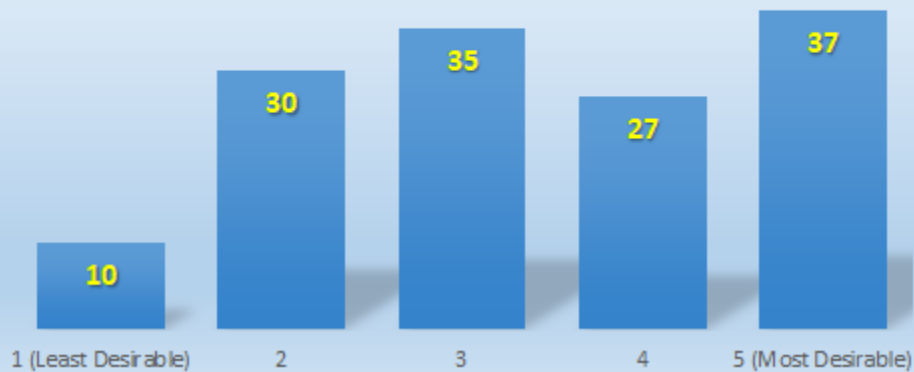
Increased Number of Teachers to Reduce Class Size



Transition Supports (pre-K to Elem, Elem to Jr Hi, Jr Hi to HS)



Additional Counselors to Support Student Wellness



Digital/Online Resources that Students May Access From Home



- e. Summary of data above and conclusions drawn from data

Part II: Universal Supports for all students - NFSD - Wide universal supports that are available to all students in NFSD or to all students in select grade levels:

- After school programs
- Summer School
- STAR Assessments and resulting interventions
- STAT Time 7-12 Grade
- Intervention Reading Groups
- Standards Based Grading
- GEAR UP 11th Grade
- The Roost 9-12th grade
- Spartan University 7-8th Grade
- Extra Curricular Activities - Sports - Community Sports Programs
- Inclusionary Practices (K-12 Grade levels / classes)
- Power Standards K-12, All Content Areas
- SEL and Mental Health Supports:
 - Mind Up K-6
 - Character Strong 7-12
 - School Counselors
- ASBs/Student Councils, Student Boards Representation
- Transition Programs

Additionally, based on input gathered through diagnostic data, student, staff and community surveys, the NFSD plans on allocating resources to the following recovery programs/strategies:

1. Hiring and placing approximately 10 additional teachers in an effort to lower class sizes in strategic locations, promote early learning/k-4 literacy, or provide content area intervention support.
2. Hiring and placing additional counselors to increase the amount of social, emotional and mental health support students receive. The district is also developing a community partnership with CBHA and the Affordable Counseling Center to provide students with clinical counseling services where necessary. Finally, all schools will be implementing a universal screening tool that will assist counselors and administrators in identifying students in need as well as identifying trends that counselors can approach through group lessons and counseling.
3. Hiring and placing a Migrant Graduation Specialist at the high school to assist students and their families in meeting the graduation requirements, supporting the students SEL needs and promoting belonging and school community participation.
4. Hiring and placing four additional home visitors throughout the school district to assist families and schools in meeting the needs of our students in numerous ways, from attendance and communication to assisting students/families who are experiencing homelessness and poverty.
5. Expanding and refining extended day and extended year programs to make them universally available to all students and to increase the components of relationship building, development of educational community, and extra-curricular involvement.

Part III: Diagnostic Assessments used by grade level

- Academic Diagnostic Assessments:

Accelerated Reader	2-5	Sporadically
Curriculum Based Assessments (Math, ELA, Science, Etc)		
DIBELS	K-6	3x year, progress monitoring
iXL Reading	3-8	Monthly
iXL Math	3-8	Monthly
Read 180	7-8	Weekly
Read Well	K-6 Spcl Ed	Per IEP
Really Great Reading		
SBAC ELA Interim Assessments	3-8	2 times a year
SBAC ELA Summative Assessments	3-8	2 times a year
SBAC Math Interim Assessments	3-8	2 times a year
SBAC Math Summative Assessments	3-8	2 times a year
STAR Math	2-10	3 times a year, as needed
STAR Reading	2-10	3 times a year, as needed
STAR Early Literacy	k-2	2 times a year
Wa - Kids	k	Fall of Kinder
WIDA/ELPA21	K-12	Annually

- Well Being Diagnostic Assessments: Newly adopted strategy at 7-12. Elementary (k-6) have not adopted a specific tool for this as of the plan adoption date but are evaluating student well being data collection tools.

Universal Screener at OJH	7-8	4 times a year
Universal Screener at CHS	9-12	4 times a year

Part IV: Strategic Supports for Students - Based on our review of equity analysis, student diagnostic assessment results, and the student/parent voice we have determined that the following student groups need additional time, support, and/or extracurricular activities for academic growth and/or for student well-being:

[illegible]

Part V: Monitoring Student Progress:

NFSD will consistently apply the selected equity analysis and diagnostic assessments listed above to evaluate and monitor student progress and effectiveness of the strategies/interventions implemented to address gaps in student learning and well being. Additionally, in order to effectively disaggregate our student achievement and student well being data the district will need to refine their data collection strategies to ensure demographic information is included in every assessment or data gathering tool, if possible.