Identifying Needs of Underserved Students

Describe your LEA's highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups.

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Table

Student group	Highest priority needs
Students from low-income families	22% of our low income students were proficient on the SAT ELA as compared with 32% overall proficiency rate for the school. We did not have sufficient numbers of low income students testing in math or for either Smarter Balanced test to receive disaggregated data for this subgroup. When looking at internal benchmark assessments, low income students finished the 2020-21 school year with an average scale score that was 22 points higher in math than the prior school year and 35 points higher in ELA, however, as a group they performed lower non low income students by 60 and 107 points respectively. This group also had significantly lower attendance, with an average daily attendance rate of 90% as compared to 92.5% overall. 14 low income students met our definition of chronically absent, meaning they attended less than 90% of the time, and while their benchmark scores in math were comparable to low income students who attended regularly, their ELA scores were 30 points lower. Based on this data, we will pay close attention to this subgroup's needs during the 2021-22 school year, including attendance supports for the students and their families, and proactively connecting students to a range of social emotional supports, co-curricular programs, and other opportunities to develop trusting relationships that can help to accelerate learning.

Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	<u>African American Students:</u> 23% of our African American students tested proficient on the Smarter Balanced ELA and 0% tested proficient on the math. 30% of our African American students tested proficient on the SAT ELA and 15% on the SAT math. Due to low participation rates statewide, we've been cautioned against comparing these data to prior years. When looking at internal benchmark assessments, African American students finished the 20-21 school year with an average scale score in math that was 42 points higher than the end of the 19-20 school year, however, that score was still 23 points lower than the average for Caucasian students. In ELA, they finished the year 23 points higher than 19-20, but also with a larger gap as compared to white students (57 points). When looking at attendance rates, we see that our African American students' average daily attendance in 20-21 was lower than each of the other subgroups in our school. In summary, it is clear that we need to focus acceleration efforts in both math and ELA to ensure that our African American students can achieve proficiency in 21-22 and be ready for college. In addition to academic acceleration, we need to focus our supports on reengaging those students who had low attendance last year, to ensure that they are present and able to participate fully in learning.
	<u>Caucasian Students:</u> We did not have sufficient numbers of Causcasian students testing this year to receive disaggregated data for this group, however, our overall proficiency rates in math were low, with 0% scoring proficiency on Smarter Balanced and only 13% on the SAT, so we know that math is an area of need across the board. On our internal

	benchmark assessments, our Caucasian students finished the year with an average scale score in math and ELA that was pretty much on par with the prior year (4 points up and 6 points up respectively). Relative to other subgroups, however, their math score was 11 points lower than that of our Hispanic students, further pointing to math as a high priority need for this group. On average, our Caucasian students' average daily attendance rate was comparable to the school-wide average; however, we did have 8 Caucasian students who were chronically absent and we will need to pay particularly close attention to their attendance in 2021-22 to ensure that they are present and able to participate fully in learning.
	<u>Hispanic Students:</u> We did not have sufficient numbers of Hispanic students testing this year to be able to receive disaggregated data for this group; however, we can look to our internal benchmarks for additional insight. Hispanic students' scale score in math was 56 points higher in 20-21 than in 19-20 and was the highest among subgroups. In ELA, Hispanic students scored 77 points higher in 20-21 as compared to 19-20, however, this was still 18 points lower than Caucasian students and 60 points lower than multi-racial students, pointing to ELA as a priority need for this group. On average, Hispanic students' average daily attendance rate was comparable to the school-wide average; however, we did have 9 Hispanic students who were chronically absent and we will need to pay particularly close attention to their attendance in 2021-22 to ensure that they are present and able to participate fully in learning.
	<u>Multi-racial Students:</u> We did not have sufficient numbers of Multi-racial students testing this year to be able to receive disaggregated data for this group. We can, however, look at internal benchmark assessments. Multi-racial students scored 10

	points higher on our math benchmark in 20-21 than in 19-20 and performed similarly to our average across all subgroups. They scored 11 points higher in ELA in 20-21 and had the strongest performance of all subgroups. Similarly, their average daily attendance was the strongest of all subgroups as well. While there are one or two outliers who we will need to prioritize for academic supports and attendance intervention, this subgroup as a whole does not have vastly different or more intensive needs than other groups discussed in this data sheet.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<u>Female:</u> 32% of female students scored proficient on the SAT ELA, same as our male students. SAT math and Smarter Balanced math and ELA results were not disaggregated by gender. We can, however, look at internal benchmark assessments to evaluate any potential gaps. There was not a significant difference in average scale score between male and female students in math (3 points). There was a small difference in ELA with male students performing 9 points better. Female students had fairly strong attendance overall; however, chronically absent female students, which we defined as those students with less than 90% average daily attendance, performed significantly lower on our benchmark tests in both ELA (65 points lower than female students who were not chronically absent) and math (83 points lower). Therefore, we will prioritize chronically absent female students for intensive attendance and instructional supports.
	<u>Male:</u> 33% of male students scored proficient on the SAT ELA, same as our female students. SAT math and Smarter Balanced math and ELA results were not disaggregated by gender. We can, however, look at internal benchmark assessments. There was not a significant difference in average scale score between male students and female students in math (3 points

	difference). There was a small difference in ELA with male students performing 9 points better. Male students did have lower attendance overall than female students, and chronically absent male students performed significantly lower than male students who attended regularly (54 points in math and 241 points in reading). Therefore, we will prioritize chronically absent male students for intensive attendance and instructional supports, particularly to accelerate their learning in reading, which will be critical to their performance in all other subjects.
English Learners	We did not have sufficient numbers of EL students testing this year to be able to receive disaggregated data for this group. When looking at internal benchmark assessments, we see that English learners ended the year with scale scores that were similar to the prior year (+2 points) in math and significantly higher in ELA (+115 points). EL students' average scale score was 89 points lower than non-EL students in math and 162 points lower in ELA, though with such a small number of EL students (9) we need to be cautious about generalizations. None of our EL students were chronically absent. Our highest priority focus with our EL students will be in supporting them as we implement our newly adopted ELA curriculum--Engage NY. We know that in order to accelerate learning, we must provide high quality, grade-level material to our students and scaffold and support as needed, which is what we will do with our EL students.
Children with disabilities	We did not have sufficient numbers of students w IEPs testing this year to be able to receive disaggregated data for this group. When looking at internal benchmark assessments, students with IEPs ended the year with an average scale score that was 33 points higher in math and 38 points higher in ELA than last year. Students with IEP scored 151 points lower than students without IEPs in math and 330 points lower in ELA. Overall, students with IEPs had a

	comparable average daily attendance rate to students without IEPs, though there were 23 students who were chronically absent. These chronically absent students with IEPs represent a subgroup that experienced more significant learning loss than any other subgroup. They had dramatically lower scores on the benchmarks than the other students with IEPs particularly in ELA (60 points lower in math and 278 points in ELA) and their ELA scale score average was 119 points lower at the end of 2020-21 than it was at the end of 2019-20. This is one of the subgroups to end the year lower than the prior year. In summary, it is clear that we need to focus acceleration efforts in both math and ELA, with a particular focus on those students with IEPs who were chronically absent last year.
Students experiencing homelessness	Freire Wilmington reports non students in this subgroup.
Children and youth in foster care	Freire Wilmington reports non students in this subgroup.
Migratory students	Freire Wilmington reports non students in this subgroup.
Other groups of students identified by the LEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)	<u>Chronically Absent Students:</u> Chronic absenteeism, which we define as an average daily attendance rate lower than 90%,was a significant challenge in 2020-21. 22% (112 students) were chronically absent and our internal benchmarks demonstrate that they struggled significantly. Their average scale scores were significantly lower in both math and reading as compared to students who attended regularly (65 points lower in math and 145 points lower in ELA), and this pattern held true for both male and female students. (See Male and Female students above for more details.) We will need to invest significant time supporting these students and their families to re-engage

	them in school and accelerate their learning to account for the loss in 2020-21. This will be a priority group for efforts by our academic advisors, who will keep a close eye on their attendance and grades, our community relations specialist, who will work with their families if attendance starts to slip, and our emotional supports team, who will be proactive in connecting with these students to see if they might benefit from therapy and social emotional supports.