

## Data Presentation Follow Up Questions from School Committee

January 2022

### Advanced Placement

- 1) **Slide 27:**
  - a. What courses are 10<sup>th</sup> graders eligible to take?
  - b. How are these students prepared to engage in AP work?
  - c. Who is monitoring their performance over the course of the school year?
  - d. What supports (e.g., tutoring) are available to them during the school year?
- 2) **Slide 28:**
  - a. What percentage of African-American and Hispanic students receive a recommendation for at least one AP class before graduation?
  - b. If all of these students were to take an AP class, are there sufficient seats?
  - c. What communication do we provide families to explain AP, the value/importance of the work?
  - d. How do we support students to be successful (i.e., study habits throughout the course, earn a benchmark score)?

SAT

- 3) **Slide 33:**
  - a. Do we know whether or not colleges and universities will permanently discontinue the SAT requirement?
  - b. Would you please share what supports are available to students interested in taking the SAT?
  - c. Looking at this data with a lens towards equity, it looks like the black and Hispanic students and those requiring a fee waiver need differentiated support. Do we recommend or provide any preparation services (e.g., MPS led or 3<sup>rd</sup> party service providers) to students?
- 4) **Slide 38:** Based on the Lexia Rapid, it looks like our younger students are struggling more. Do we know how many students in grade 5 and younger attended summer enrichment? Is there a way to disaggregate this data to determine whether or not they are performing better?

1) Can we please get a presentation that outlines the COVID-relief funded positions that are interventions for unfinished learning? (perhaps in context of a larger update on all the buckets of funding)

2) Can we please get an update in future from Brian Selig re. status of math curriculum and how the upcoming review will address in targeted ways our students' needs in Math, both in terms of unfinished learning and achievement gaps?

3) Can we please ask James, Janet and Somaly to explore how investment in PD on implicit bias could target the disproportionalities in discipline/special ed, as well as teacher referrals to AP courses?

Can you describe the interventions currently being implemented to address learning loss for students?

I've been thinking more about the 25-35% of our 3rd graders who still do not meet MCAS reading expectations. This has been a challenge in Milton for many years and made worse by the pandemic.

Is there a way we can analyze which of our students participated in a MPS preschool program? I'd be very interested to know if we are seeing a positive impact from those programs and whether there is a "dosage" that makes more of a difference- eg number of days per week and hours per day.

Obviously, 2019-20 is an outlier. However, research tells us that a high quality preschool experience makes a difference. Does MPS need to grow our preschool program as an early intervention?

### **Interventions and accelerating learning:**

1. How are we using the data at the building level and at the classroom level to address learning loss?
2. What interventions are being used: small group instruction, tutoring, PD for educators.
3. Have we looked at the curriculum and consolidated the standards:

**Consolidating the curriculum.** A growing body of evidence shows that consolidating the curriculum and teaching material in line with learning levels rather than curricular standards are effective methods to increase learning.<sup>229,230</sup> The pandemic shock represents a crucial opportunity to conduct much-needed reforms to better align curricula with pressing needs. It will require covering essential material students have missed while out of school, even if the content is usually covered in earlier grades.