

Response to MECAC Subcommittee Recommendations:

- a. Use technology to improve efforts to inform and educate parents about the programs, services and opportunities for their student:

- Explore having an ASD app for parents to access district information using their cell phone.

Two years ago, ASD significantly overhauled its website. The new website is readable via smart phone; however it is not formatted for mobile devices. This summer, district staff will work with the software owner to develop a “responsive” website. This means that size/format of the website will change based on use of a desktop, tablet or mobile device. The responsive technology will also be extended to each school’s website. We will conduct a phased approach to move all schools to the same content management system with responsive websites.

- Explore using a QR Code (in multiple languages) in newsletters and other ASD documents so that specific information can be accessed) by using a cell phone.

ASD actually does this already with some of our documents (such as the school bond flier). Feedback is mixed. We want to make sure we’re directing people to a website, video or other online sources that is easily readable/viewable on a mobile device because we know they’re using a mobile device if they arrived at the webpage via QR code, (see response to above recommendation). We appreciate this feedback expressing interest in continuing use of it.

- Explore using universal symbols on the website to map out opportunities and processes (lottery, registration, PTC, etc.)

We have introduced this concept with our English Language Learner families through fliers translated into three languages (see attached example), and are considering expansion into other documents and formats. We appreciate the feedback and support for this concept.

- b. In elementary schools with multiple academic programs or alternative programs, explore different inclusion models and strategies that would combine diverse learners in the same classroom for all or part of the school day.

For example:

- Use the homeroom concept to group students in these schools so that they can engage with other students regardless of their special circumstance.
- Move away from separate schools to one school that is fully inclusive and allows students to learn together and get their unique needs met.

In some cases when able to maintain a natural fit, intent and structure of an optional program, the homeroom concept has been implemented, as well as some blended classes. Additionally, parents who submit lottery applications for their student to attend one of the many ASD choice programs are doing so for their student to participate in that particular program. A fully inclusive school model already exists in ASD as neighborhood schools with the one neighborhood program. ASD is known for its wide array of choices for educational opportunities, but being in a fully inclusive school is already an option for parents and students.

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- c. In schools that house multiple programs, provide student test/achievement data in the profiles of performance as follows:
- By school
 - By special program
 - By sub groups

ASD will continue to meet requirements for providing multiple reports on the district, school, grade-level and subgroup data.

- d. When reporting individual student information, give parents data that show their student's achievement gap relative to the school's data and their subgroup.

Currently, the data is available for parents to understand the achievement gap between their child and other student groups.

Parents have access to their child's Standards Based Assessment (SBA) scores from two scores. Parents receive a copy of their child's SBA scores in the mail and can access the same using Zangle. Parents can access three public reports posted on the ASD website to better understand their child's achievement gap compared to district, school-level, grade-level data and by sub-group data.

ASD's Profile of Performance provides comparative district level data for the SBA scores including grade-level and sub-group level in reading, writing and math. The district's Profile of Performance may be accessed at: <http://www.asdk12.org/ae/reports/profileofperformance/>

By accessing the Destination 2020 school report from the school's webpage, the parent can compare their student's scores to those of their school (average) and by grade levels. Finally, each school has a federally mandated Report Card posted to the school webpage. The school Report Card includes achievement data by subgroups in reading, writing and math. Both school level reports currently reside on each school's individual website and in Assessment and Evaluation webpage.

- e. Require all schools to have a school report card goal that focus on the fair, equitable and respectful treatment of all students.

The expectation of all staff is to ensure students are respected and treated fairly by staff and student peers. This is highlighted as a priority for ASD in our Destination 2020 goals for feeling safe at school, and parents and students recommending their school. ASD's health curriculum also focuses on emotional and physical safety, and we also have positive schoolwide discipline programs that focus on respect and celebration of diversity.

A measure for schools exists for social and emotional learning and a school's progress. ASD implements annually the Climate and Connectedness Survey at every school, for grades 3-12. The survey includes a number of social and emotional factors, including how students feel about and are treated at school. Links to the survey results can be found on the ASD Assessment and Evaluation web page.

- f. Engage a task force, comprised of MECAC members, to review the school report card goal(s) of those elementary schools with alternative and/or multiple instructional programs to ensure that goals are being met.

MECAC and any member of the public may examine each school's report card and Climate and Connectedness Survey results on the district website.