

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.

Data Information

Table

Student group	Highest priority needs																																												
<p>Students from low-income families</p> <table border="1" data-bbox="126 758 1135 1472"> <tr> <td data-bbox="126 758 313 898"> Academic Click the link for data </td> <td colspan="3" data-bbox="313 758 1135 898">See link to the left</td> </tr> <tr> <td data-bbox="126 898 313 1150">Chronic Absenteeism</td> <td colspan="3" data-bbox="313 898 1135 1150"> <table border="1"> <tr> <th colspan="4">Percent of Low Income Students Classified as Chronically Absent</th> </tr> <tr> <th>ELEMENTARY</th> <th>MIDDLE</th> <th colspan="2">HIGH</th> </tr> <tr> <td>31.2%</td> <td>45.5%</td> <td colspan="2">50.3%</td> </tr> </table> </td> </tr> <tr> <td data-bbox="126 1150 313 1409">Student Engagement</td> <td colspan="3" data-bbox="313 1150 1135 1409"> <table border="1"> <tr> <th colspan="4">Percent of students who logged one or more activities in Schoology per Week by Low Income Status</th> </tr> <tr> <th>Low Income Status</th> <th>ELEMENTARY</th> <th>MIDDLE</th> <th>HIGH</th> </tr> <tr> <td>No</td> <td>59.70%</td> <td>95.47%</td> <td>86.45%</td> </tr> <tr> <td>Yes</td> <td>54.71%</td> <td>92.17%</td> <td>84.20%</td> </tr> </table> </td> </tr> <tr> <td data-bbox="126 1409 313 1472">SEL</td> <td colspan="3" data-bbox="313 1409 1135 1472">SEL Data</td> </tr> </table>	Academic Click the link for data	See link to the left			Chronic Absenteeism	<table border="1"> <tr> <th colspan="4">Percent of Low Income Students Classified as Chronically Absent</th> </tr> <tr> <th>ELEMENTARY</th> <th>MIDDLE</th> <th colspan="2">HIGH</th> </tr> <tr> <td>31.2%</td> <td>45.5%</td> <td colspan="2">50.3%</td> </tr> </table>			Percent of Low Income Students Classified as Chronically Absent				ELEMENTARY	MIDDLE	HIGH		31.2%	45.5%	50.3%		Student Engagement	<table border="1"> <tr> <th colspan="4">Percent of students who logged one or more activities in Schoology per Week by Low Income Status</th> </tr> <tr> <th>Low Income Status</th> <th>ELEMENTARY</th> <th>MIDDLE</th> <th>HIGH</th> </tr> <tr> <td>No</td> <td>59.70%</td> <td>95.47%</td> <td>86.45%</td> </tr> <tr> <td>Yes</td> <td>54.71%</td> <td>92.17%</td> <td>84.20%</td> </tr> </table>			Percent of students who logged one or more activities in Schoology per Week by Low Income Status				Low Income Status	ELEMENTARY	MIDDLE	HIGH	No	59.70%	95.47%	86.45%	Yes	54.71%	92.17%	84.20%	SEL	SEL Data			<ul style="list-style-type: none"> • Our students of low income are not hitting proficiency targets by the end of grades 1-3 as indicated in the Informal Decoding Inventory, therefore a priority is to focus on the foundational components of reading. • While 50% of the HS students were identified as chronically absent, 84% engaged in school work on Schoology. We need to increase both numbers. • Student responses to items about social emotional competencies on the Delaware School Climate Survey do not show a significant disparity between individual schools.
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Standard scores show that students perceive that they have strong social emotional skills. It will be a high priority to continue efforts within district schools to address social emotional growth.

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)

<p>Academic Click the link for data</p>	<p>Math</p> <ul style="list-style-type: none"> K-8 Dreambox EOY Proficiency by Race/Ethnicity See link White students outperformed Black students by 2-3 months in grades K-8. White students outperformed Hispanic students in grades 1,2, 3, 4 by 2-3 months. <p>ELA</p> <ul style="list-style-type: none"> 3-5 STAR Growth: White students grew more lexile points than Black & Hispanic students in grade 3. Grades 4&5 show Hispanics making more growth than Black & White students. Proficiency: White students averaged higher EOY Lexile scores than both Black & Hispanic students
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- Student responses to items about social emotional competencies on the Delaware School Climate Survey do not show a significant disparity between racial/ethnic groups. It will be a high priority to continue efforts within district schools to address social emotional growth.

Student Engagement

	Percent of students who logged one or more activities in Schoology per Week by Race/Ethnicity		
Race/Ethnicity	ELEMENTARY	MIDDLE	HIGH
White	59.58%	93.64%	85.16%
Black	58.85%	94.62%	86.63%
Hispanic	59.39%	96.22%	85.89%
Two or more races	41.51%	91.92%	77.78%
Asian	58.59%	95.16%	91.38%
American Indian/Alaskan Native	76.92%	100.00%	75.00%
Native Hawaiian/Pacific Islander	38.46%	100.00%	100.00%

SEL

[SEL Data](#)

Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)

[Academic](#)
Click the link for data

- Female students outperformed male students in math all grades 9-12, between 20-100 quartile points.
- In grades 1-8, males have mastered @ a month more skills than females as measured by Dreambox.
- In grades k-5 male students had more vocabulary growth than females as measured by ILL, however female students had higher lexile averages in grades 3-5.

Chronic Absenteeism

	Percent of Students by Gender Classified as Chronically Absent		
Gender	ELEMENTARY	MIDDLE	HIGH
F - Female	49.8%	40.6%	46.4%
M - Male	50.2%	59.4%	53.6%

Student Engagement

	Percent of students who logged one or more activities in Schoology per Week by Gender		
Gender	ELEMENTARY	MIDDLE	HIGH
F - Female	59.88%	96.02%	89.01%
M - Male	56.97%	93.38%	83.18%

SEL

[SEL Data](#)

- More MS & HS males were chronically absent last year than females.
- On the Delaware School Climate Survey, both males and females responded less often that they agree with the statement “I am good at solving conflicts with others.” Social emotional learning that focuses on relationship skills should be prioritized.

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Children with disabilities

<p>Academic Click the link for data</p>	<p>Math</p> <ul style="list-style-type: none"> Grades 4-8 Benchmark data shows this subgroup was impacted more. They were- 8-14 months behind grade level (Dreambox). HS Benchmark data shows this subgroup was less proficient than they were in 2019 except in 10th grade <p>ELA</p> <ul style="list-style-type: none"> 3-5 benchmark shows a decrease in lexile growth compared to previous years 																
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1. New K/1 LRE "C" setting classes at Southern Elem. Focus on ELA, Math, Behavior and SEL.
2. ELA focus on SWD in the LRE "A" setting for grades KN, 3 and 6.
3. Look for ways to disaggregate SEL data with this subgroup

Students experiencing homelessness

<p>Academic</p>	<p>SBAC ELA 25% proficient SBAC Math 15% proficient</p>									
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- Bridging the gap between DFS supports and school mental health supports.
- Transportation needs are the most urgent as getting them to and from school provides the most access to materials and services.
- Only 71% of our students experiencing homelessness

Student Engagement	Percent of students who logged one or more activities in Schoology per Week by Homeless Status			
	Homeless Status	ELEMENTARY	MIDDLE	HIGH
	No	58.53%	94.67%	86.26%
	Yes	49.09%	93.33%	71.43%
SEL				

logged Schoology activities each week. We need to focus on afterschool programs for both academic and social interactions so students have a place to do homework and play.

- Current measures do not allow for data to be disaggregated to show SEL growth or disparities specifically for students who are unhoused.

Children and youth in foster care

Academic	SBAC ELA 9% proficient SBAC Math 9% proficient			
Chronic Absenteeism	Percent of Foster Care Students Classified as Chronically Absent			
	ELEMENTARY	MIDDLE	HIGH	
	21.8%	16.5%	9.9%	
Student Engagement	Percent of students who logged one or more activities in Schoology per Week by Foster Care Status			
	Foster Care Status	ELEMENTARY	MIDDLE	HIGH
	No	58.97%	94.14%	87.46%
	Yes	47.68%	91.78%	76.68%
SEL				

- Students in foster care only logged 76% of Schoology activities each week. We need to focus on afterschool programs for both academic and social interactions so students have a place to do homework, get extra help, and play.
- We need to reduce the percentage of foster care students that are chronically absent.
- Current measures do not allow for data to be disaggregated to

	<p>show SEL growth or disparities specifically for students living in foster care placements.</p>
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<p>Migratory students</p> <table border="1" data-bbox="126 630 933 892"> <tr> <td data-bbox="126 630 414 693">Academic</td> <td data-bbox="414 630 933 693"></td> </tr> <tr> <td data-bbox="126 693 414 756">Chronic Absenteeism</td> <td data-bbox="414 693 933 756"></td> </tr> <tr> <td data-bbox="126 756 414 819">Student Engagement</td> <td data-bbox="414 756 933 819"></td> </tr> <tr> <td data-bbox="126 819 414 892">SEL</td> <td data-bbox="414 819 933 892"></td> </tr> </table>	Academic		Chronic Absenteeism		Student Engagement		SEL		
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<p>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)</p>									