

# Strategic Plan Information and Advocacy Report



TO: Board of Education  
FROM: Brian Johnson, Director of Student Services  
DATE: December 7, 2020  
RE: Information and Advocacy Report – Well-Being

## OVERVIEW

Board Goal I: Well-Being- We will provide support systems for students and staff.

Objective A: Identify evolving demographic trends in the Mount Horeb community.

- Indicator 1: School demographics
- Indicator 2: Student Service teams’ anecdotal and empirical data

## INTRODUCTION

Student demographics are important components of teaching and student learning. Knowing the background and experiences of students within our buildings helps to develop curriculum and teaching practices that best support the students that are sitting in our classrooms.

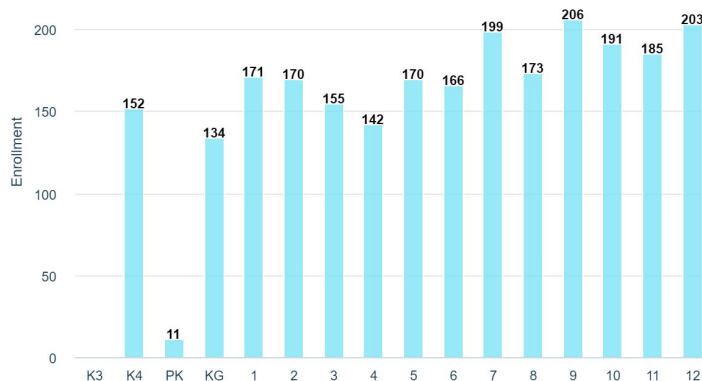
The student services staff has adapted practices and services to meet students’ needs on a consistent basis. This has also dramatically increased since March 13, 2020. The anecdotal and empirical data show our practices are changing to meet the needs of students within our buildings. The goal of the Student Services Team is to meet the immediate needs of all students.

## INDICATORS

### Indicator 1: School Demographics

Mount Horeb Area School District uses the DPI portal “[WISEdash for Districts](#)” to provide the most up-to-date enrollment for our school district. Our current district enrollment is 2398. Figure 1 provides the numbers based on grades within our district. Figures 2, 3, and 4 are our disaggregated student demographic data. The data used in figures 5 and 6 are our free/reduced lunch data and homelessness data. This information is locally tracked, as it cannot be found on WISEdash.

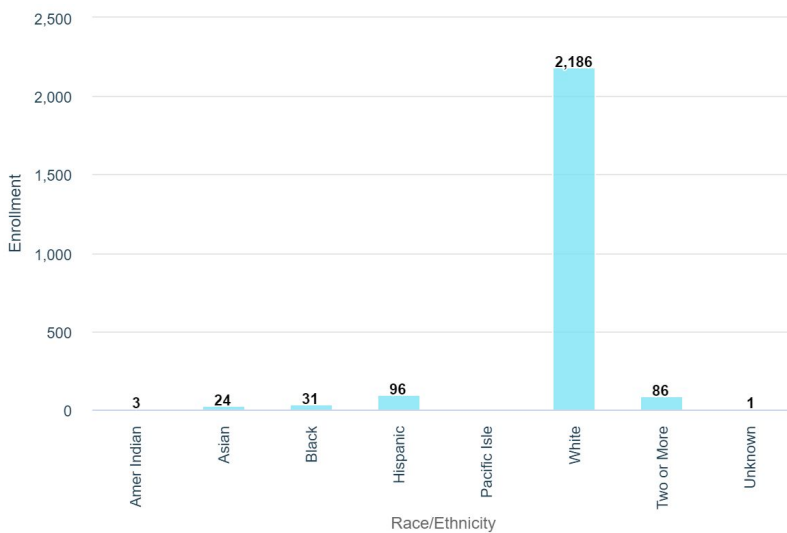
**Figure 1: Student Enrollment by Grade**



The student demographic data is broken down into the following categories: race/ethnicity (self-selected), disability status, English language learner status, free/reduced lunch, and homelessness status. The data shows our current year status and our data over the past five years to provide added context.

Overall, our district data has remained relatively consistent during the past five years. However, this year we have seen a decrease in enrollment by 5.5%. This was an unplanned decrease but due to a national pandemic families have chosen to re-enroll in other districts, private schools, and/or homeschool for the year. It is also evident when examining disaggregated data that the percentages of students in proportion to the overall students the data have remained relatively the same. The only subgroup that has seen a consistent upward trend, even this year, is students with disabilities. An area that sees consistent fluctuations are students considered “homeless” as defined by the McKinney-Vento Act.

**Figure 2: Race/Ethnicity (current year’s # of students)**

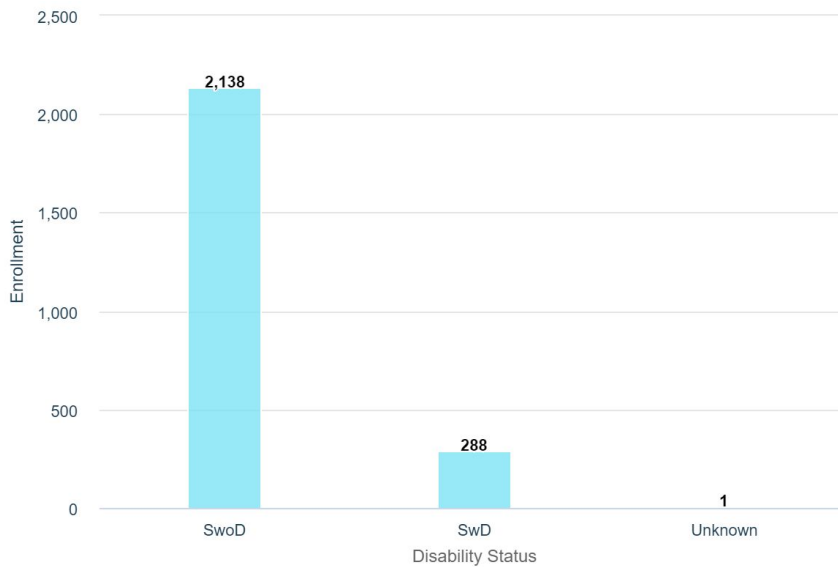


**Table 1: Five -Year Race/Ethnicity Trend**

Race/ Ethnicity	2020-21	2019-20	2018-19	2017-18	2016-17
District Population	2427	2535	2522	2532	2533
American Indian	3	3	2	2	3
Asian	24	26	24	22	22
Black	31	35	32	31	31

Hispanic	96	97	89	83	83
Pacific Islander	0	0	0	0	0
White	2186	2294)	2296	2319	2319
Two or More	86	80	79	75	75

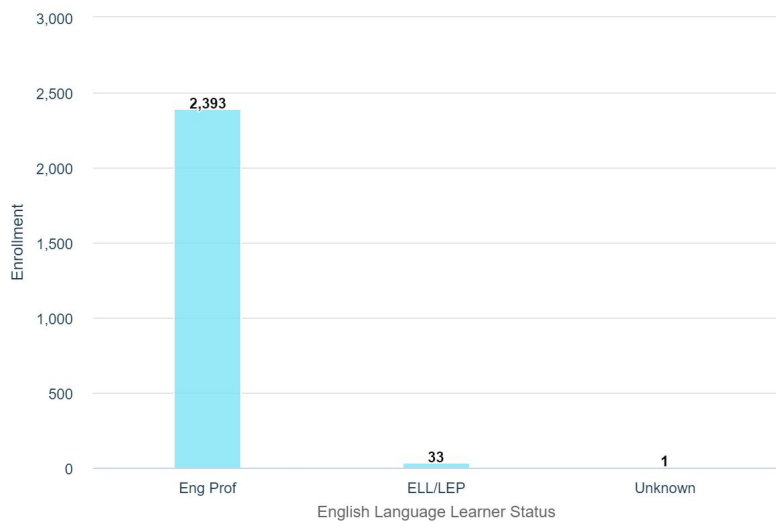
**Figure 3: Disability Status (current year's # of students)**



**Table 2: Five-Year Disability Status Trend**

Disability Status	2020-21	2019-20	2018-19	2017-18	2016-17
District Population	2427	2535	2522	2532	2533
Students with Disabilities	288	284	253	258	255
Students without Disabilities	2138	2251	2269	2274	2248

**Figure 4: English Language Learner (current year's # of students)**

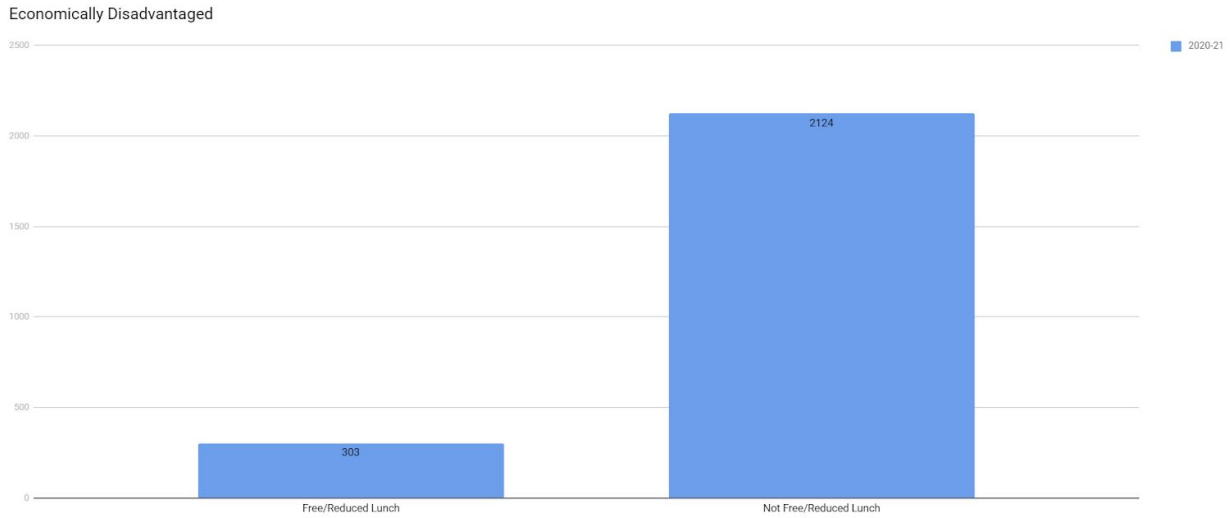


**Table 3: Five-Year ELL Trend**

ELL Status	2020-21	2019-20	2018-19	2017-18	2016-17
District Population	2427	2535	2522	2532	2533
English Language Learners	33	32	36	33	32
English Proficient	2393	2503	2486	2499	2471

\*This data is based on students who have already taken the ACCESS exam. This number doesn't include 4K students, Kindergarten students, and students that are being monitored.

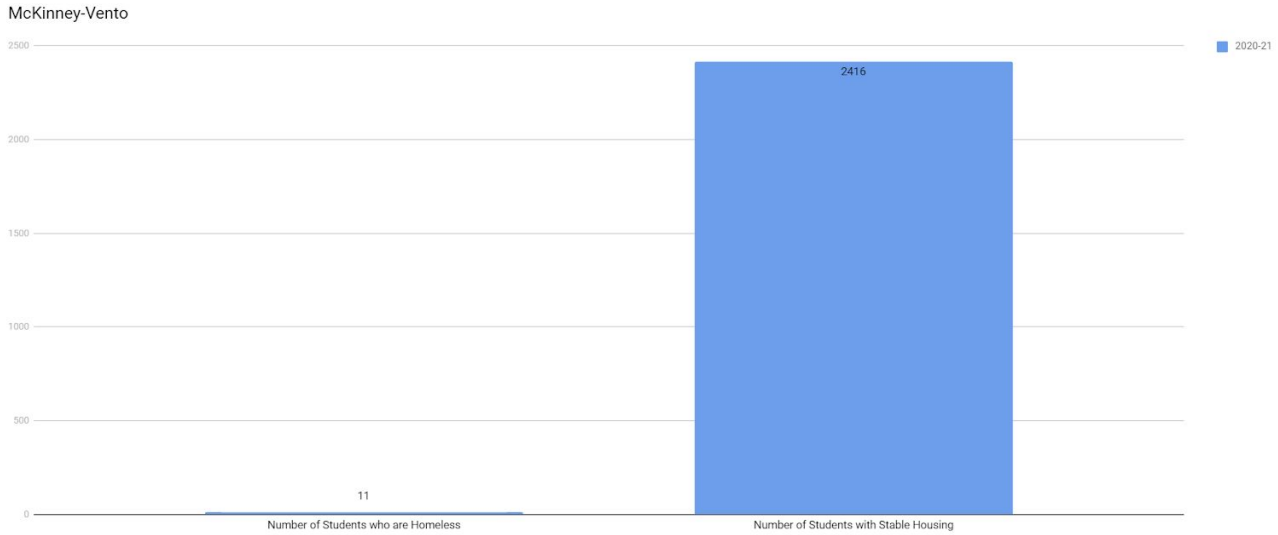
**Figure 5: Free/Reduced Lunch (current year's number of students)**



**Table 4: Five-Year Economically Disadvantaged Trend**

Economically Disadvantaged	2020-21	2019-20	2018-19	2017-18	2016-17
District Population	2427	2347	2522	2532	2533
Free/Reduced Lunch	303	274	353	290	319
Not Free/Reduced Lunch	2124	2073	2169	2242	2184

**Figure 6: Homelessness (current year's- # of students)**



**Table 5: Five-Year Homelessness Trend**

McKinney-Vento	2020-21	2019-20	2018-19	2017-18	2016-17
District Population	2427	2535	2522	2532	2533
Homeless	11	28	10	11	21
Stable Housing	2416	2507	2512	2521	2512

**Indicator 2: Student Services Teams’ Anecdotal and Empirical Data**

Over the past few years, our Student Services Team has put a strong focus on mental health and wellness within every district building. The staff has implemented research-based programs, as well as components that change the culture and climate to make it a “safer” environment. Mental health and wellness support systems have increased significantly since March 13, 2020.

During the 2019-20 school year, both county and state reporting systems were canceled. For Mount Horeb, that meant that we did not conduct the Youth Risk Behavior Survey (YRBS) or the Dane County Youth Risk Assessment survey. Instead, the data that several schools have been using is consistent check-ins with students. Staff are asking general questions, such as, “How are you doing? Do you want an adult to check-in with you?” This data is being used as a starting point to make sure that connections are being made to students within each building. Student Services has followed-up with the following numbers of students:

**Table 6: Following Up on Student Needs (numbers of students)**

ELC/PC	21
IC	36
MS	57*
HS	12**

\*For the MS, this number is approximate and still ongoing. It is based on a survey that was sent to students on connection with their teacher.

\*\*For the HS, this is only one way for student services to reach out to students. They have multiple ways for staff to reach out.

The district is also using the SAEBRS screening tool for the first time this year. The fourth grade screening tool was administered on November 18, 2020. All students took the assessment and it indicated no Tier 1 universal supports were needed. However, it did indicate that 25 students needed additional follow-up/supports. The following grades: 6, 7, 9 will be upcoming. The screening tool will also be administered during the Spring of 2021.

Student Services have also implemented and continued to implement a number of components, as identified in Table 7, below.

**Table 7: Interventions to Support Student Mental Health and Wellness Needs**

Implementation of Oregon Mental Health in the Schools (3-12)	Building Bridges (4K-8)	Student Wellness Committee (3-12)	Staff Wellness Committee (IC, MS, & HS)	Resource advocacy (posted in DO, buildings, back of IDs)
Think Space at HS	Second Step Curriculum (K-8)	Safety Grant awarded over \$200,000	Nurtured Heart	Mindfulness
Happiness Club (HS)	Dane County Equity Summit	Wellness Wednesdays (HS)	Multiple Student Groups (in collaboration with outside organizations)	Mental Health & Wellness Coalition initiatives and goals
Dane County Children’s Mental Health Collaborative (Dane County) Best Practices	Presentations across the County/State on our district response	AODA Grant	Youth Frontiers	Resiliency Training
PBIS (K-8)	Website Design	Age-Appropriate lessons around mental health and wellness	Community presentations (on-line)	Mental Health Screener (SAEBRS)



