Strategic Plan
Information and Advocacy Report

TO: Board of Education

FROM: Brian Johnson, Director of Student Services

DATE: February 6, 2023

RE: Information and Advocacy Report – Well-Being

OVERVIEW

<u>Board Goal I</u>: Well-Being- We will provide support systems for students and staff.
<u>Objective A</u>: Identify evolving demographic trends in the Mount Horeb community.
- <u>Indicator 1</u>: School demographics
- <u>Indicator 2</u>: Student Service teams' anecdotal and empirical data

INTRODUCTION

Understanding our students' demographics is an important component 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 programs to meet students' needs on a consistent basis. This has also dramatically increased since the pandemic began, on March 13, 2020. The anecdotal and empirical data shows our practices are changing to meet the needs of students within our buildings. The goal of the Student Services Team is to meet the 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 for headcount is 2373. Our official 3rd Friday headcount was 2326. When including all students (open enrollment, homeschool) attending all or part of the day in Mount Horeb Schools is 2401. Figure 1 provides the numbers based on each school within our district. Figures 2, 3, and 4 are our disaggregated student demographic data based on 3rd Friday headcount where previous

Figure 1: Student Enrollment by Grade

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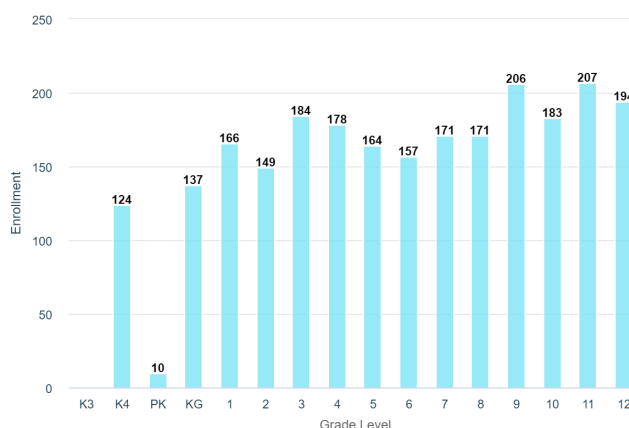
years include all students. The data used in Figures 5 and 6 are our free/reduced lunch data and homelessness data. This information is locally tracked, as it cannot be found on WISEdash.

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 the past three years' status in graph form and our data over the past five years in table form to provide added context.

Until recently, our district data has remained relatively consistent, but during the last three years we have seen an overall decrease in students (including open enrollment). This mirrors a statewide trend in the number of school aged children. This year, we have seen an overall decrease in enrollment but every subgroup has had an increase in students. The district has more students then they have ever had receiving special education services, ELL supports, and students who are free/reduced lunch. An area that sees consistent fluctuations are students considered "homeless" as defined by the McKinney-Vento Act likely due to self-reporting.
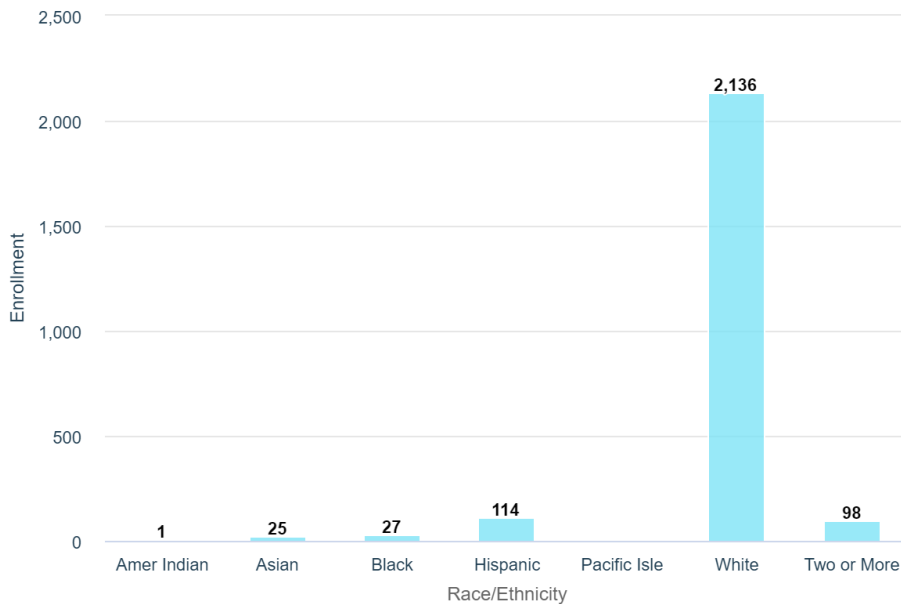
Figure 2: Race/Ethnicity

Table 1: Five -Year Race/Ethnicity Trend

Race/ Ethnicity	2022-23	2021-22	2020-21	2019-20	2018-19
District Population	2401	2384	2427	2535	2522
American Indian	1	2	3	3	2
Asian	25	23	24	26	24
Black	27	27	31	35	32
Hispanic	114	93	96	97	89
Pacific Islander	0	0	0	0	0
White	2136 (88.9%)	2155 (90.3%)	2186 (90%)	2294 (90.4%)	2296 (91%)
Two or More	98	84	86	80	79

Figure 3: Disability Status
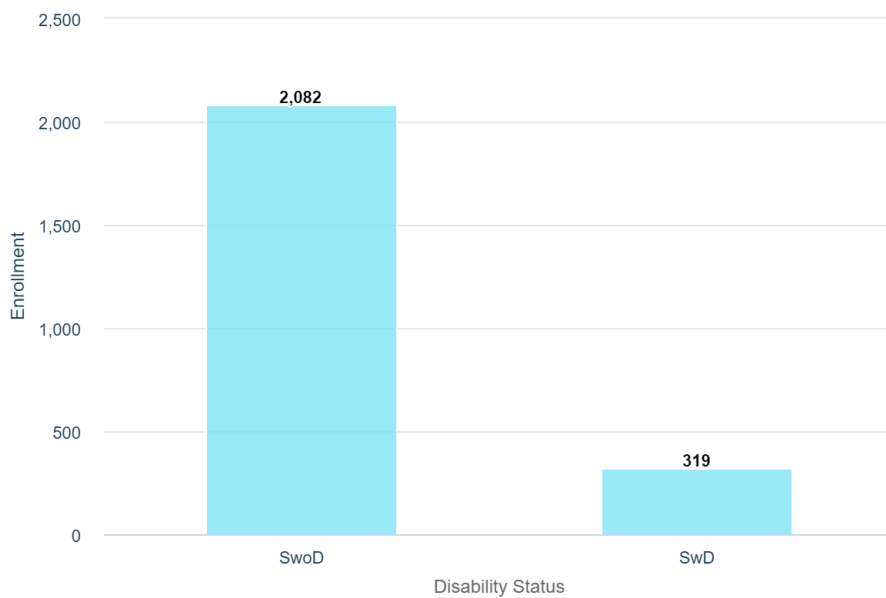
Table 2: Five-Year Disability Status Trend

Disability Status	2022-23	2021-22	2020-21	2019-20	2018-19
District Population	2401	2384	2427	2535	2522
Students with Disabilities	319	283	288	284	253
Students without Disabilities	2082	2101	2138	2251	2269

Figure 4: English Language Learner
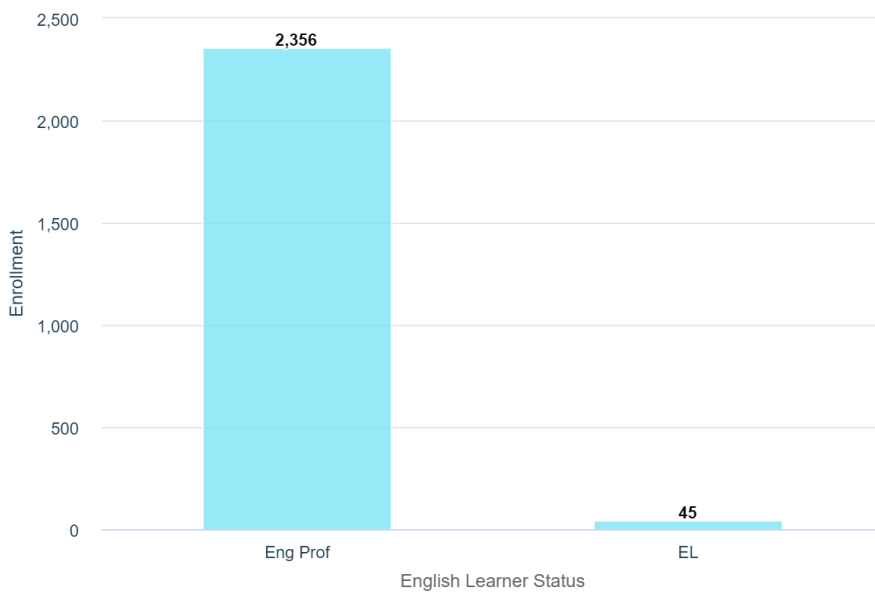
Table 3: Five-Year ELL Trend

ELL Status	2022-23	2021-22	2020-21	2019-20	2018-19
District Population	2401	2384	2427	2535	2522
English Language Learners*	45	34	33	32	36
English Proficient	2356	2350	2393	2503	2486

*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.

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Economically Disadvantaged
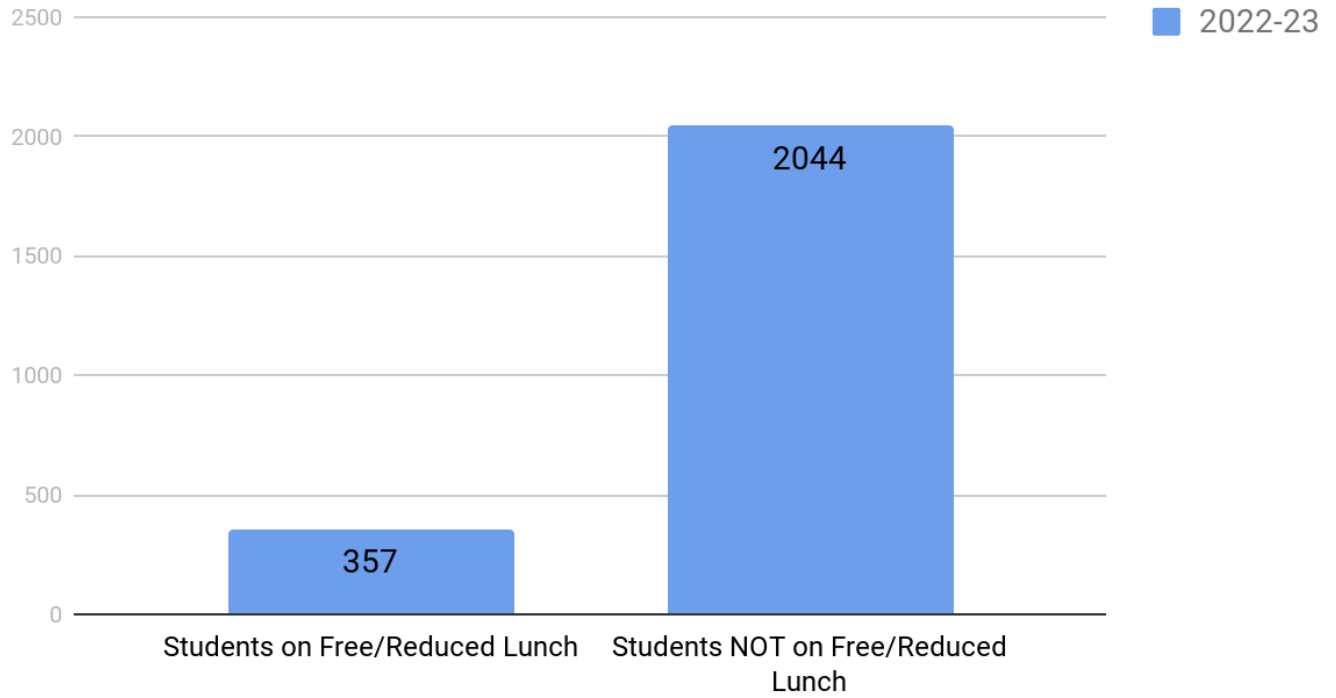
Table 4: Five-Year Economically Disadvantaged Trend

Economically Disadvantaged	2022-23	2021-22	2020-21	2019-20	2018-19
District Population	2401	2510	2427	2347	2522
Free/Reduced Lunch	357	304	303	274	353
Not Free/Reduced Lunch	2044	2296	2124	2073	2169

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

McKinney-Vento
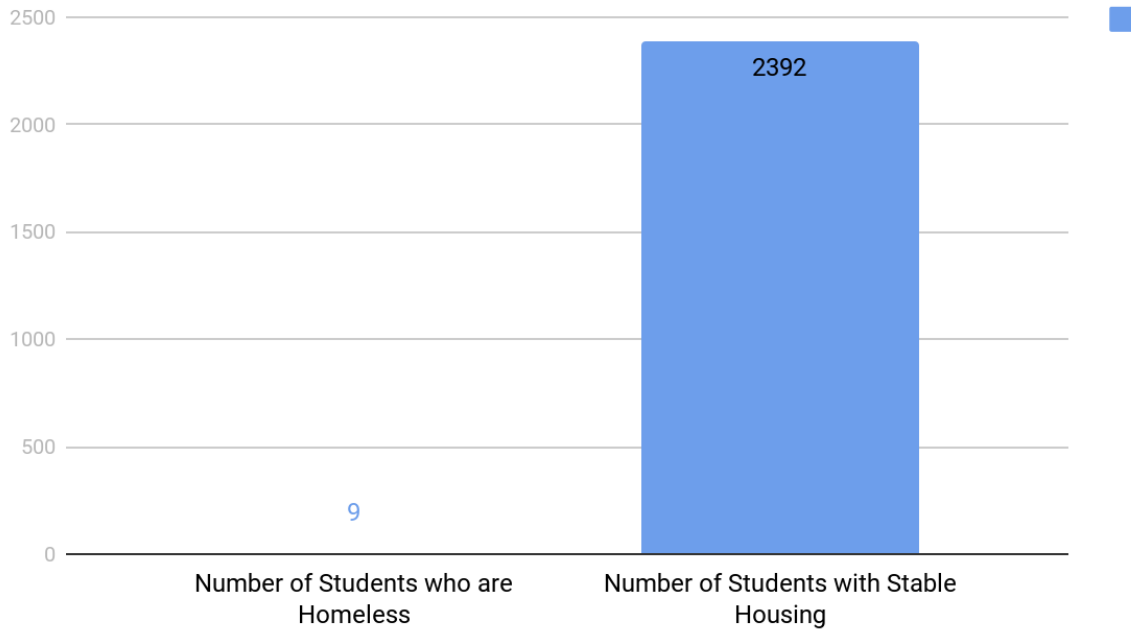
Table 5: Five-Year Homelessness Trend

McKinney-Vento	2022-23	2021-22	2019-20	2019-20	2018-19
District Population	2401	2510	2427	2535	2522
Homeless	9	8	11	28	10
Stable Housing	2392	2502	2416	2507	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 supports within every district building including 4K. The staff has implemented research-based programs, as well as components that enhance our culture and climate to make it a "safer" environment. Mental health and wellness support systems have increased significantly since the pandemic started, on March 13, 2020.

We were able to complete the Dane County Youth Risk Survey in the Spring of 2021 and the YRBS in the Spring of 2022.

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Table 6: There are Adults I Can Talk to at School if I Have a Problem

YRBS: There are adults I can talk to at school if I have a problem.	Strongly Agree/Agree
MS (7th and 8th)	68%
HS (9th, 10th, 11th, and 12th)	71%

The district is also using the SAEBRS screening (Social, Academic, and Emotional Behavior Risk Screener) tool. During the 2020-21 school year, this assessment was delivered to students in 4th, 6th, 7th, and 9th grade. This year, the assessment was given in 4th, 6th, and 9th grade. All assessments have already been given this year.

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

Oregon Mental Health in the Schools (K-12)	Building Bridges (4K-9)	Student Wellness Committee (3-12)	Staff Wellness Committee (IC, MS, & HS)	Resource advocacy (posted in DO, buildings, back of IDs) QR Code
Think Space at HS	Second Step Curriculum (K-8) Pyramid Model (4K)	Safety Grant awarded over $200,000 Repeater Signals, HALO Systems at HS, and Grant for Digital 3-D mapping	Nurtured Heart	Mindfulness Training
Happiness Club (HS)	Dane County Equity Summit	Get Kids Ahead Grant	Multiple Student Groups (in collaboration with outside organizations)	Mental Health & Wellness Coalition initiatives, goals, and monthly Professional Development Opportunities
Dane County Children's Mental Health Collaborative	Presentations across the County/State on our district response	AODA Grant	Dane County Mental Health Grant	DPI Mental Health Grant

(Dane County) Best Practices				
PBIS (K-8)	Website Design	Age-Appropriate lessons around mental health and wellness	Staff Wellness Training and Yoga	Mental Health Screener (SAEBRS)
Videos and Curriculum for Mental Health geared towards Staff	Resiliency Training	CBITS Training (Cognitive Behavior Therapy in Schools) through Dane County Services	SBIRT Training (AODA) Training	Handle with Care

*Items in blue are new for the 2022-23 school year.