

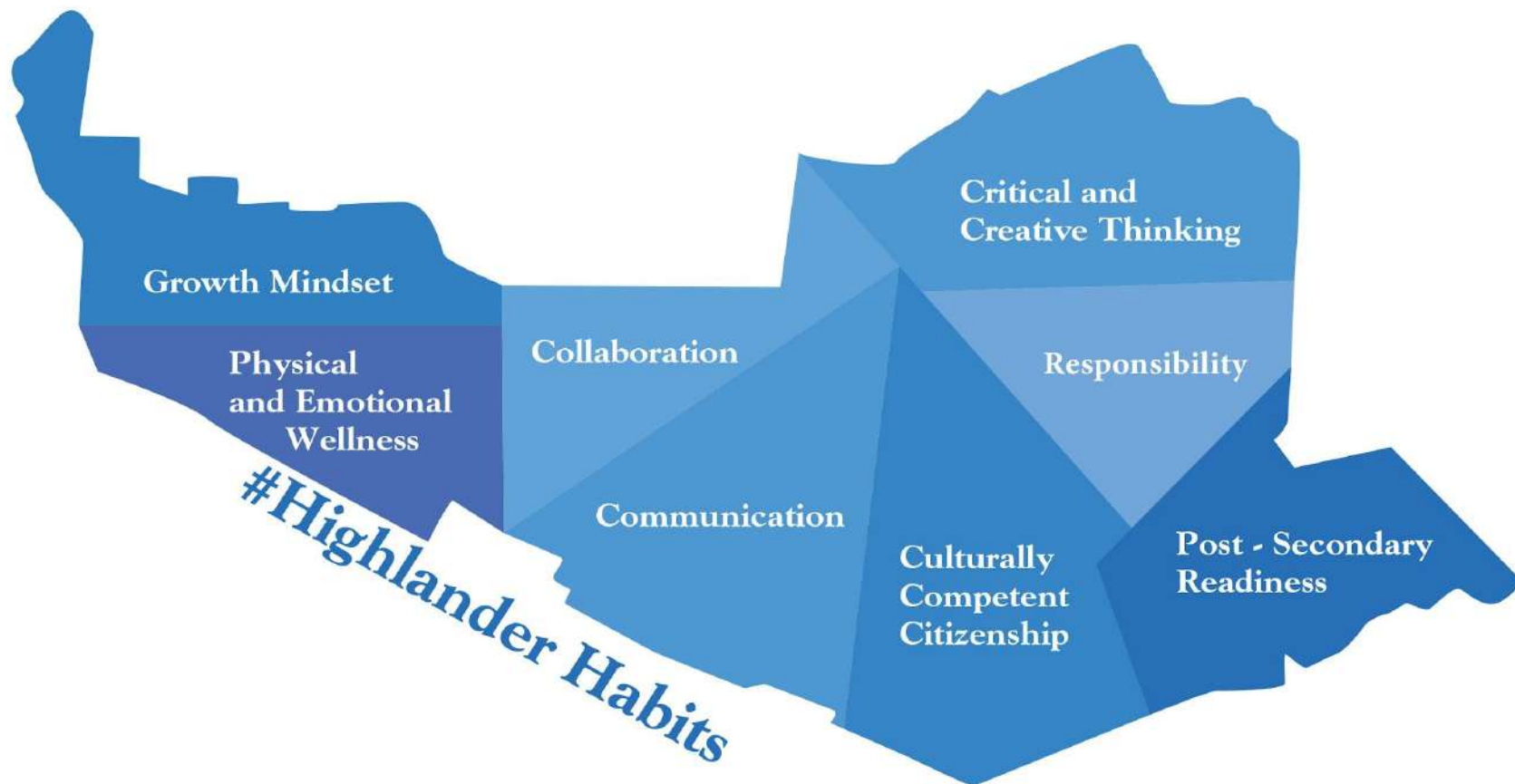
SCHOOL IMPROVEMENT PLAN UPDATE

Somerville High School
March 18, 2024

MISSION AND VISION

At Somerville High School, students **explore their passions, connect with their school and communities, and engage with the world around them through authentic and equitable learning experiences.** *Graduates are empowered to achieve their goals and contribute to a more just world.*

Somerville High School's mission is reflected in our **Highlander Habits**, which captures our vision of an SHS graduate. Over the course of their time at SHS, our goal is for all students to become proficiency in these habits, so that they can be truly prepared SHS for post-secondary readiness and success.



SCHOOL IMPROVEMENT PLAN GOALS

1. **Reduce unexcused school and class absences** by at least 10% over the SY23 and SY24 school years.
2. **Reduce failure rates** in required Core Academic College Prep Classes (math, English, social studies, and science) by at least 10% over the SY23 and SY24 school years.
3. **Collect data from at least 80% of students** to more accurately measure **social emotional well being and wellness**.

UPDATE ON DAILY AND CLASS ATTENDANCE

- Daily Attendance is improving, yet class avoidance persists
- Class failures are improving in some areas, and are largely correlated with absences
- New real-time data dashboards are helping us monitor progress and adjust actions
- Commitment to monitoring impact of and adapting actions/interventions/systems
- Overlap in our action steps: Improved instruction, opportunities for student choice/leadership/engagement, increasing sense of belonging and connection, and individualized supports

SHS TRENDS IN ATTENDANCE

Chronic Absenteeism

37.9%

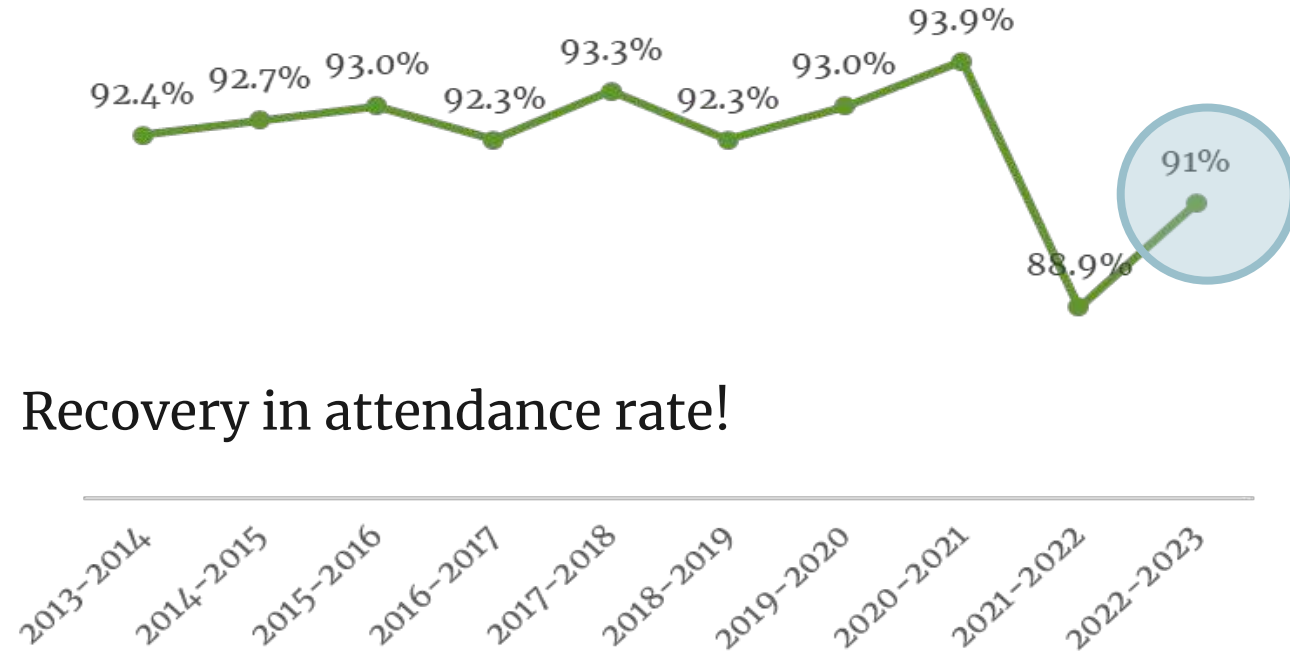
2021-2022

29.8%

2022-2023

Decrease in chronic
absenteeism!

Attendance Rate



Daily Attendance has Improved

UNEXCUSED CLASS ABSENCES SY24

OVERALL Number of Classes Skipped	Number of Students	
	Quarter 1	Quarter 2
None	640	579
1-2	392	401
3-5	171	196
6-9	79	83
10+	79	106

WHY ARE STUDENTS CUTTING CLASS/NOT COMING TO SCHOOL?

- **Push Factors include:** don't like teacher, confused or already failed or fallen behind, don't have friends in class, don't see relevance of course content, time of day (lunch block and last block)
- **Pull Factors include:** hanging out with friends, staying home, supporting family/guardians, not realizing the urgency of attendance or importance of school

ACTION STEPS

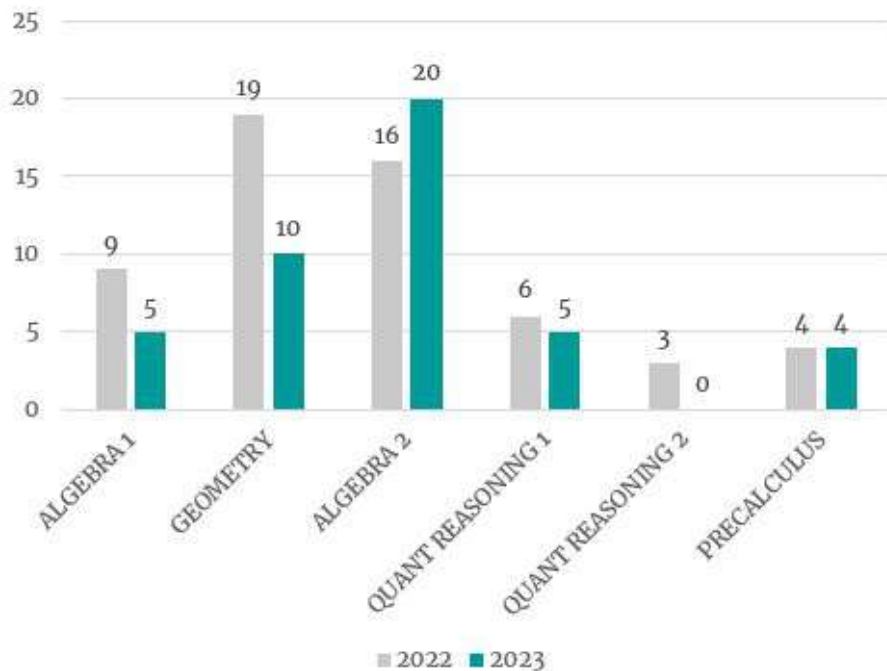
- **Improved Class Cut data monitoring (day, class, teacher, subject)**
- Improved Instruction and relationship building in class
- Use of circles during X-block and other classrooms
- Improving school culture and increase in opportunities for student voice and leadership
- Daily Calls home by Deans
- Identifying the root cause in order to individualize attendance plans/targeted supports (tutoring, mediation, case conferences)
- Social Worker interviews with 9th graders
- Strategic monitoring of school building during day
- Review of supports and consequences- what's working?
- Continue to monitor the impact of the class attendance policy including refining systems to better manage volume and prevent errors

UPDATE ON COURSE FAILURE RATES

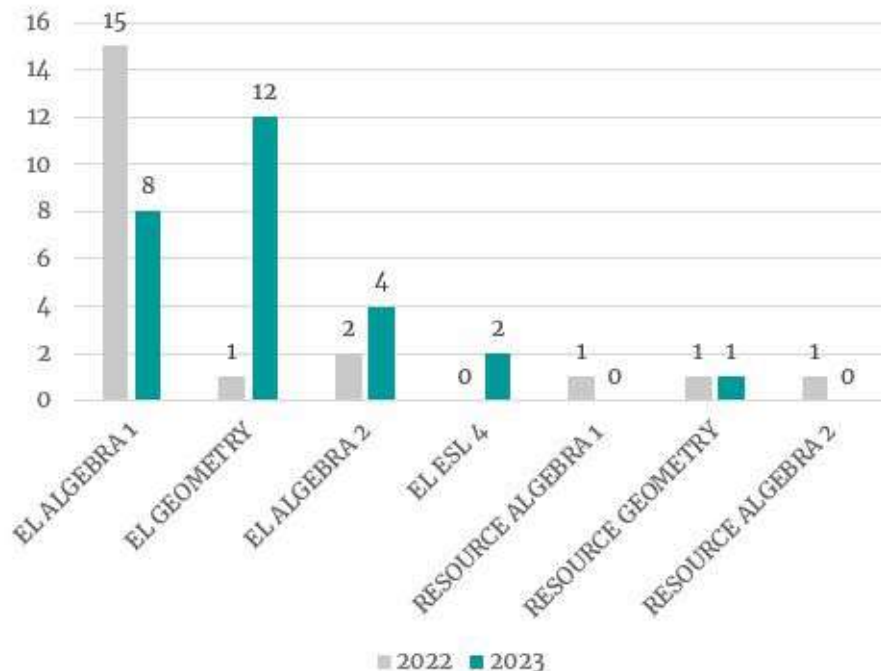
- Improved in some areas from SY22 to SY23 but course failures still persist, particularly in historically marginalized populations
- Grade 11 failure rates in English and Social Studies continue to be higher than in other grade levels; In Science rates are higher in the 9th and 10th grade required courses (Biology and Chemistry); In Math, Algebra 2 (10th and 11th graders) tends to be higher
- New data dashboard that allows Department Chairs to quickly access failure rates with list of students and attendance
- Most failures correlated with attendance concerns

COURSE FAILURE RATE: MATH SY22 TO SY23

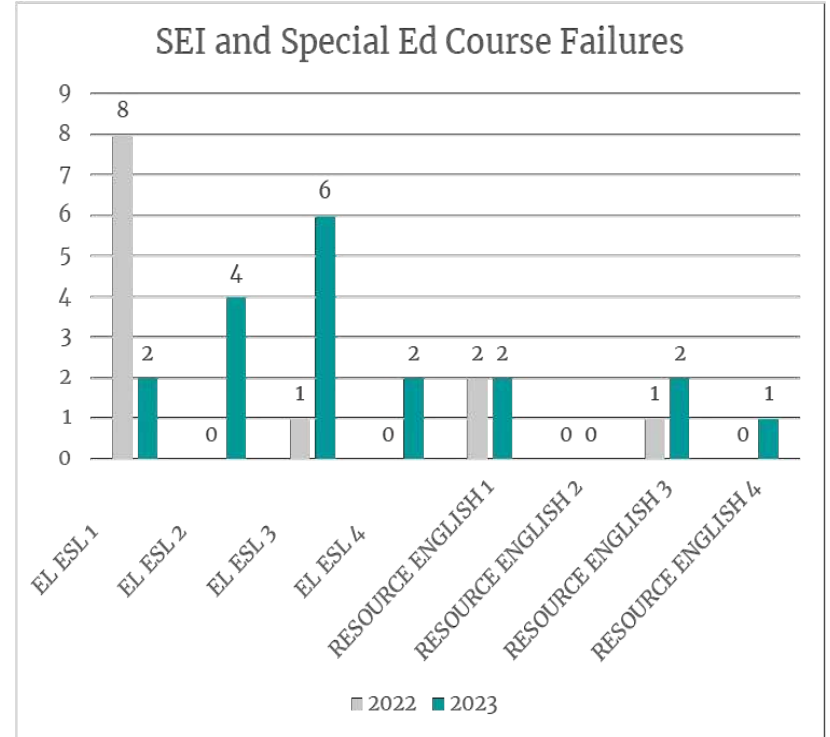
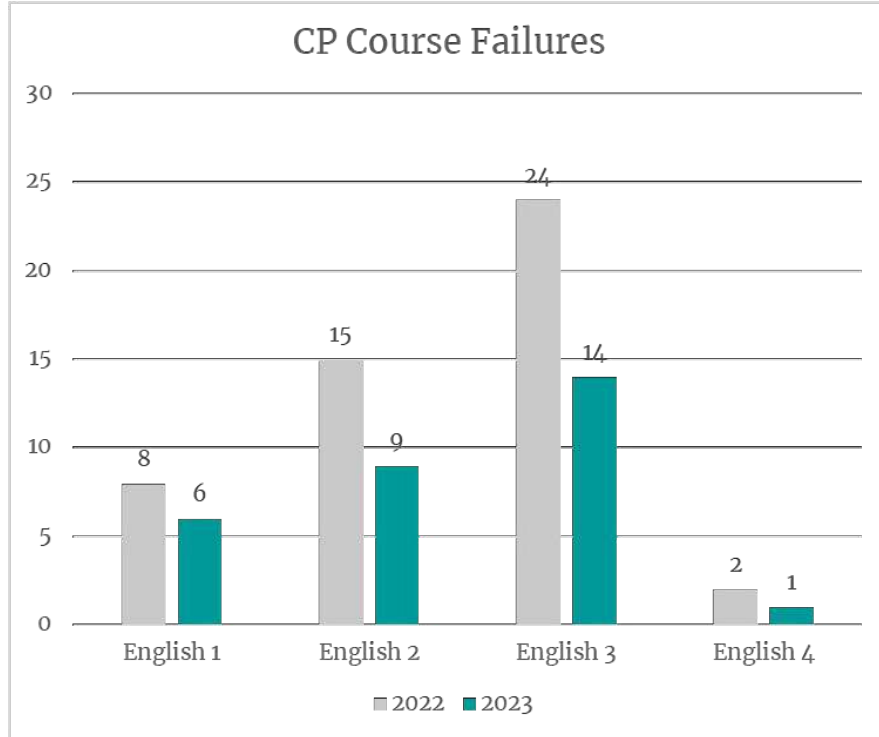
CP Course Failures



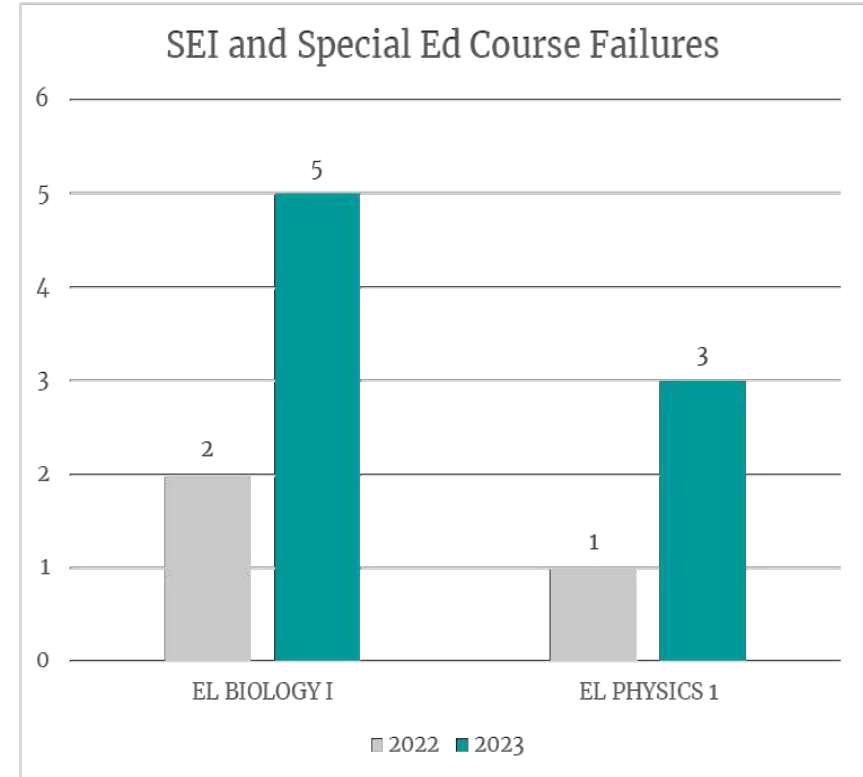
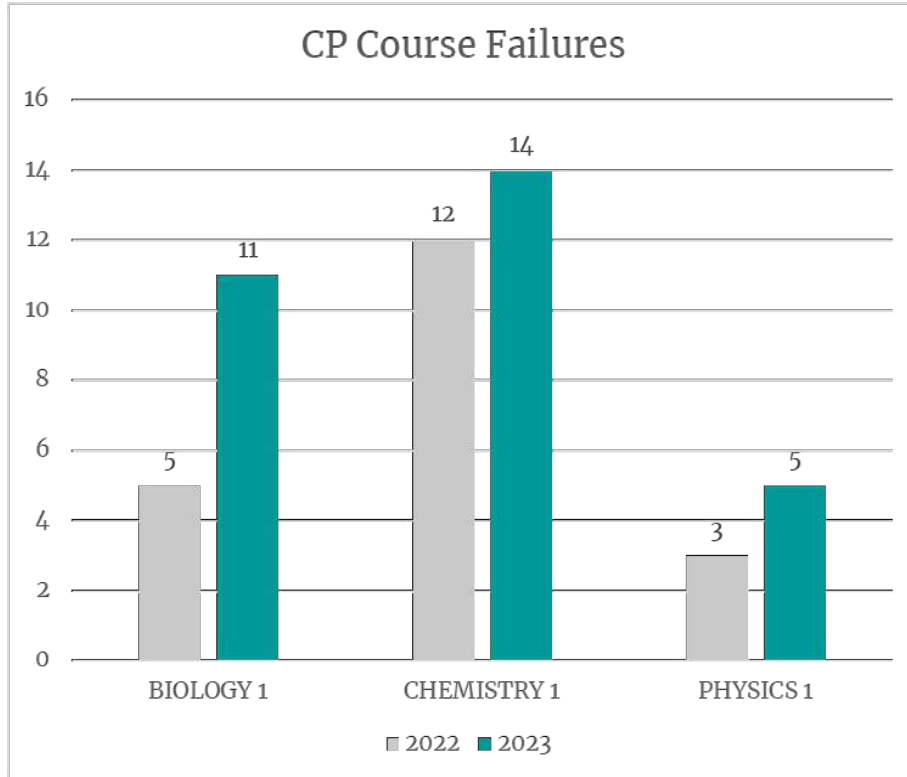
CP Course Failures



COURSE FAILURE RATE: ENGLISH SY22 TO SY23

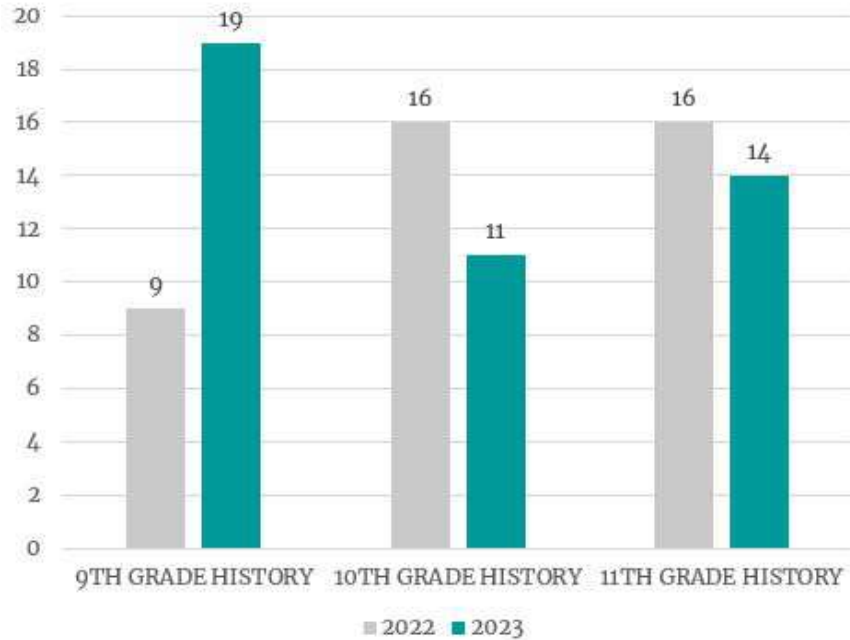


COURSE FAILURE RATE: SCIENCE SY22 TO SY23

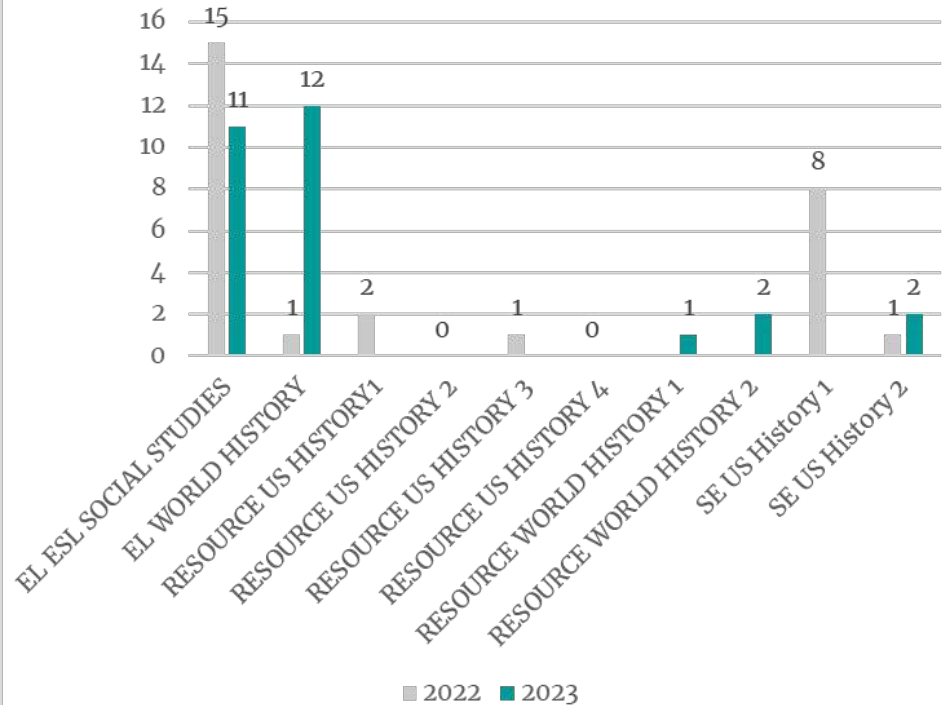


COURSE FAILURE RATE: SOCIAL STUDIES SY22 TO SY23

CP Course Failures



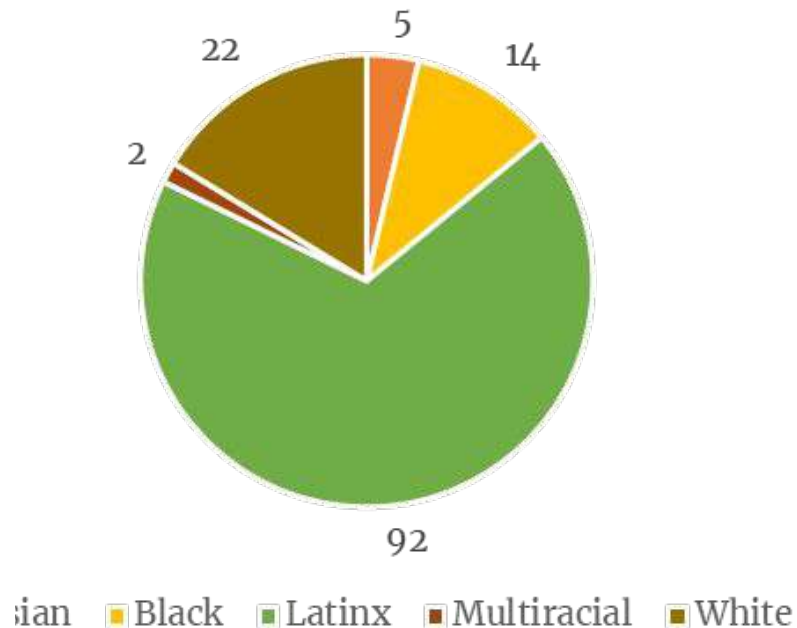
SEI and Special Ed Course Failures



COURSE FAILURE RATE: SY 23 DEMOGRAPHICS

- **Latinx** students make up **68%** of students that failed at least one course in 2023.
- Students from **low-income households** made up **53%** of students that failed 1+.
- **Males** made up **61%** of students that failed at least one course in 2023.

Students Failed by Race/Eth



ABSENCES AND COURSE FAILURES SY23

	# of students who failed for the year with fewer than 25 absences	# of students who failed with MORE than 25 absences
English	12	18
Math (includes electives/support classes)	22	58
Science (includes electives/support classes)	15	35
Social Studies (includes electives)	22	43

ACTION STEPS FOR COURSE FAILURES

- IMPROVED INSTRUCTION
 - Focus on Common Practices, established by our ILT and steeped in Zaretta Hammond's practices outlined in *Culturally Responsive Teaching and the Brain*
 - Math and Science Department multi-year professional development on Complex Instruction and improved access to high-level curriculum
- Quarterly monitoring/root cause analysis by teachers and department chairs
- Focus on courses with high failure rates
- Analysis of gradebooks and late work policy - increased emphasis on demonstration of proficiency and opportunities for revision
- Focus on frequent teacher-student check ins and increased communication with parents/guardians

UPDATE ON SOCIAL-EMOTIONAL WELL BEING

- Conditions of Learning Survey - spring of 2022 approximately 200 students responded to the conditions of learning survey - approximately 15% of our student body.
- In 2023, 744 students completed the survey, approximately 54% of the student body.
- This year, we are also using other data, such as safety assessments, referrals to counseling, mediation referrals, referrals to Tier 2 and Tier 3 supports to measure student well being.
- We plan on using this data more regularly as we plan and evaluate the effectiveness of our Social Emotional Supports.

Start Here

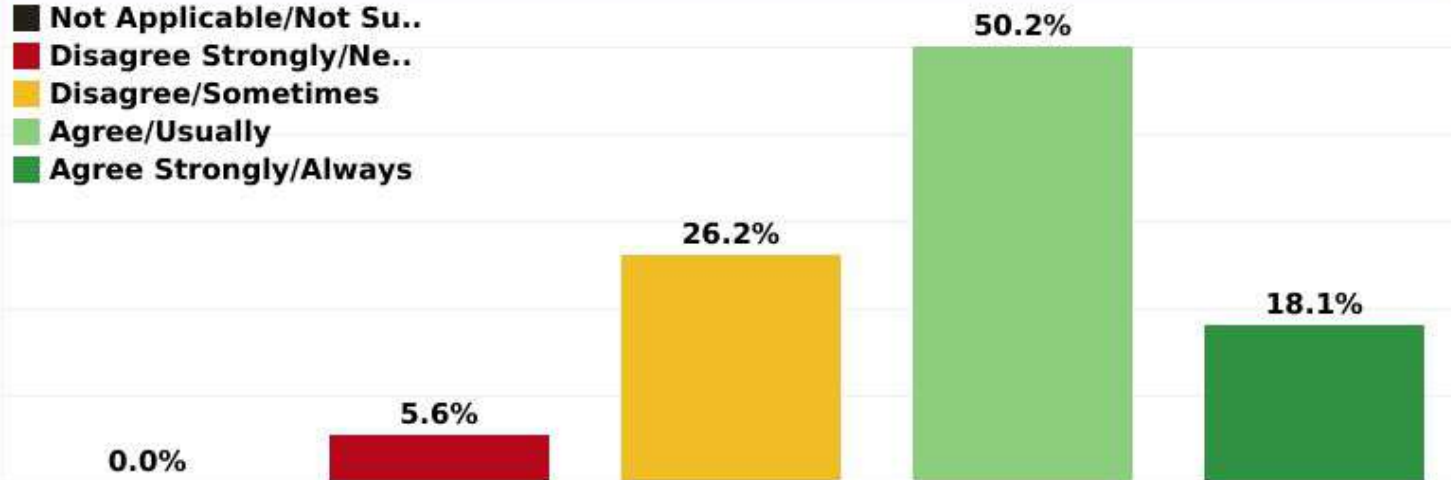
Step 1: Select Year
2023

Step 2: Select Survey ..
Student Support

Graph to the right
shows average overall
responses for the
Student Support
topic.

CFL: Student Responses

- Not Applicable/Not Su..
- Disagree Strongly/Ne..
- Disagree/Sometimes
- Agree/Usually
- Agree Strongly/Always



Investigate Responses by Survey Question

Aggregate SHS Student Responses for SY23 for “Student Support” Questions

Investigate Responses by Survey Question

Step 3. Select Item

There is an adult at my..

Note: Questions in drop down are limited to those in selected survey topic category. To see more questions, go back to Step 1 to choose another topic.

Graph to the right shows responses for the following question:

There is an adult at my school that I feel comfortable sharing my problems with.

Investigate Trends of Demographic Groups

Use the filters below to investigate responses by demographic groups. Keep in mind the demographics of your school. Analysis of smaller demographic groups is not necessarily helpful because responses are likely unstable from year to year. However, information may help you support the state of your current staff, families, or students in smaller demographic groups. The larger the demographic ..

Language

All

School

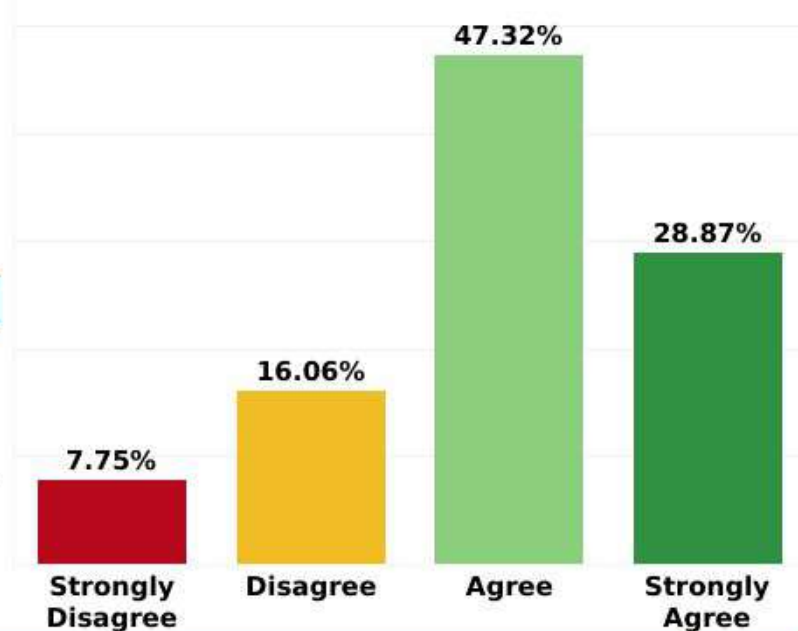
Somerville Hig..

Grade

All

Race/Ethnicity

All



[Click to Return to Main Me..](#)

Prepared by: Dr. Sarah Jo Torgimson

Percentage of students who feel they have an adult with whom they can
“share problems” SY23

Start Here

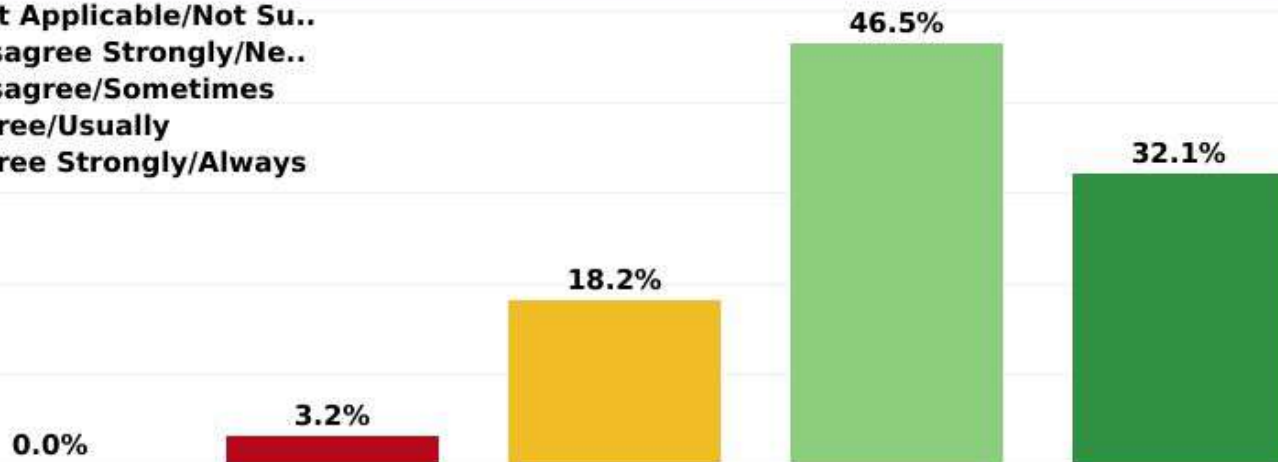
Step 1: Select Year
2023

Step 2: Select Survey ..
Social Emotional Learn..

Graph to the right
shows average overall
responses for the
**Social Emotional
Learning..**

CFL: Student Responses

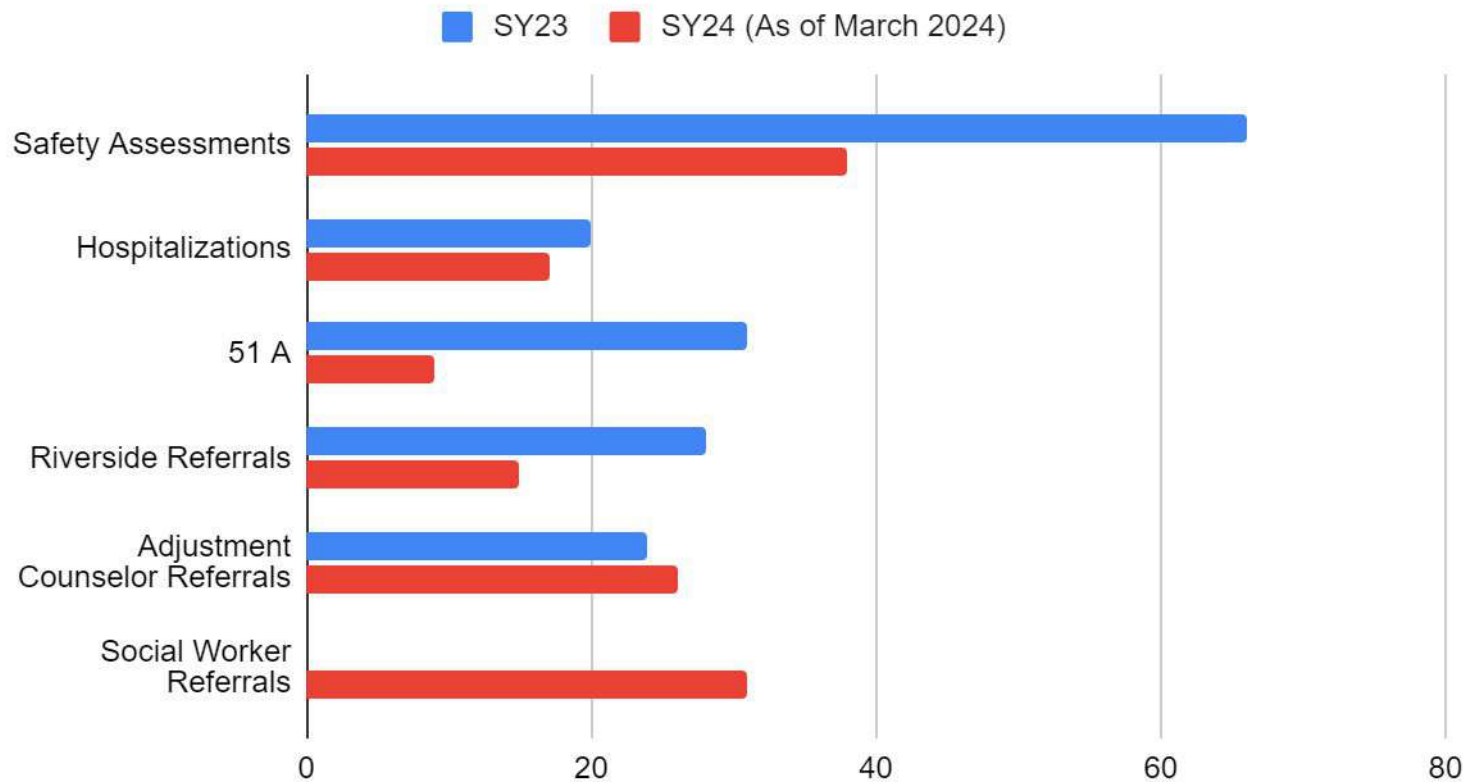
- Not Applicable/Not Su..
- Disagree Strongly/Ne..
- Disagree/Sometimes
- Agree/Usually
- Agree Strongly/Always



Aggregate SHS Student Responses for SY23 for “Social Emotional Learning” Questions

SY23 and SY24 (As of March 2024)

Measuring Social Emotional Health



MOVING FORWARD

- 1. Continue to use DATA - existing and new systems - to evaluate areas of need and monitor impact of programming and support**
- 2. Continue focus on Daily and Class Attendance, Course Failures, Social Emotional Well-Being**
- 3. Hoping to add during the day, recent graduate tutors who can give push-in/pull out academic support and serve as mentors**
- 4. Considering adjustments/adjustments to all Tiers of Support - better use of X-block - advisory/homeroom with Restorative Justice Practice, possible Tier 2 or Tier 3 programming for students who continue to skip class, improved system for monitoring and responding to class cuts**
- 5. Improving school culture, move towards a “Culture of Achievement” for all**