



## MEMORANDUM

**To:** State Board of Education & Early Development  
**Date:** July 28, 2021

**Thru:** Commissioner Michael Johnson  
**Telephone:** (907) 465-2911

**From:** Janelle Vanasse, Superintendent/Director  
**Subject:** Agenda Item: 5C  
Mt. Edgecumbe High School

### Note from the Superintendent

We are very excited for the new school year. We have had a lot of positive feedback from families regarding how we handled COVID and maintained high quality education last year. We received a huge number of applications this year, about twice as many as previous year. This is an indicator that parents have a lot of trust in Mt. Edgecumbe and value the education we provide. It will be our honor to welcome students as we brace for the continued unknowns of the pandemic.

Staff, including our contract staff, have been so wonderful throughout last year and preparing for this year. I am in awe of the dedication to students and families and the willingness to be flexible.

### Admissions

We had a very busy year with admissions this year, we had nearly twice as many applications as a typical year. Many students who would typically be accepted were left on the waitlist. Our returning numbers include 36 students who were accepted last year, but deferred a year because of COVID. We also offered deferred as an option for 9<sup>th</sup> and 10<sup>th</sup> graders as well as a delayed start for older students this year based on credits. We are leaving 14 beds open to use for quarantine throughout the year.

Capacity- 398 Beds (28 current day students- Sitka) Data below as of July 26, 2021.

Grade	Returning	Target #*	"Openings"*	Accepted/ new	Class size as of 7-26	Complete Apps 6-15	Acceptance Rate
9	2**	110-115	108-113	110	112	196	56%
10	86	115-120	27-32	32	119	65	49%
11	103	100-105	0-2	4	107	34	12%
12	82	95-100	5-10*	5	87	21	24%
Totals	296		135	157	425	316	50%

\* Target #s and openings are general guidelines based on a full capacity dorm and typical schedule. Dorm max is 412 (430-435 typical enrollment with Sitka students. Numbers may be adjusted based on applicants, dorm availability, and class numbers. Seniors are only accepted if transcripts align with graduation requirements.

Returning numbers include students who were accepted last year and deferred because of COVID.

\*\*2 students who deferred as 9<sup>th</sup> graders last year requested to repeat their 9<sup>th</sup> grade based on low engagement in online learning during their deferred year.

## COVID Update

We revised our COVID plan and are continuing to refine it based on the CDC guidelines and the current threat of the recent Delta Variant. We had a lot of success last year, because we were able to avoid campus spread. With new guidelines we thought we might need less quarantining, however the more transmittable Delta variant is a concern. We are planning preventative quarantine time for all non-vaccinated students at the start of school and we have left 14 beds unfilled for quarantine space throughout the year.

Our student body will start with about a 76% vaccination rate. We will offer vaccinations to any student not vaccinated, an additional 5% have already made that request. We anticipate operating with just above an 80% vaccination rate.

All plans may be adjusted or revised based on new guidelines or experiences in implementation. The full plan can be found at [www.mehs.us](http://www.mehs.us); here is a quick summary of the key mitigation plans as of July 26, 2021:

**Entrance Plan** Entrance represents the most vulnerable time for unknown spread and has specific protocols:

All students will be tested when they arrive and again after 7 days.

Non-vaccinated students will quarantine between tests.

All students & staff will wear masks for the first 14 days regardless of community risk level or vaccination status.

All teachers will observe strict social distancing in classrooms for the first 14 days (teach from a bubble and all students in desks).

Recreation activities will be limited to those that allow social distancing with an emphasis on outside activities.

**Sanitation** increased at all levels.

### **Masks**

Required by all at High Risk levels and in class activities that require close contact.

Follow CDC guidelines for mask wearing at low and minimal.

Use multiple indicators to determine use of mask if community is in moderate.

Students will be required to follow city guidelines for masks wearing in town.

### **Town Leave**

High risk- no town leave- no activities with community interaction.

Moderate- town leave and activities may be restricted based on additional factors.

Low/Minimal- town leave and activities in the community allowed.

### **Visitors/Check outs/ non-essential personal travel**

No visitors or check outs at high risk levels.

Visitors/ Checkouts limited to vaccinated adults, parents may alternatively show a negative COVID test result.

Non-essential personal travel must be pre-approved and include a plan for quarantine upon return for non-vaccinated individuals or traveling to high risk communities.

## Testing

High Risk- Screening testing weekly for town students, non-vaccinated, a sampling of vaccinated students and all athletes weekly; twice a week for unvaccinated athletes.

Moderate- follow high or low risk plan depending on trend and other factors.

Low/Minimal- Screening testing weekly for non-vaccinated and athletes, sampling as recommended for others. Broad screening tests for special events that include gatherings.

## Sports/Activities

Sports are planned to occur with regular seasons. Athletes will be tested more often as recommended by the CDC guidelines.

High Risk- Spectators are limited tickets per athlete (clustered by family with masks); high risk sport events may be cancelled. Travel will only be allowed to places with high mitigation plans in place.

Moderate Risk- Spectators are limited and masked (50%).

Low/Minimal- Follow CDC guidelines for masking.

## Data Highlight

Here is a highlight on our use of the Redefining Readiness Matrix as our expanded outcome data for college and career readiness. We use this data along with Alaska Performance Scholarship eligibility as our primary outcome data for meeting our goal of creating college and career ready students.

In 2001 we had 75 graduates, 47 were eligible for an Alaska Performance Scholarship.

Redefining Ready is a National Initiative to use researched-backed methods to determine college readiness beyond a single test score. The initiative has two matrixes – one for college ready and one for career ready. A life ready is still under development.

To demonstrate College Readiness, a student may

1. Meet benchmarks in all areas on a college readiness test (ACT or SAT) **OR**
2. Earn a GPA of 2.8+ AND successfully complete a college-prep courses from a list.

To demonstrate Career Readiness a student must meet at least two or more of the following benchmarks:

- 90% Attendance
- 25 hours of community service
- Workplace Learning Experience
- Industry Credential
- Dual Credit Career Pathway Course
- Two or more organized Co-curricular activities

We have been working the past few years to be able to capture and share this readiness data. The charts below show a comparison between 2020 and 2021 graduates. As you see, we are still working on gathering the career data in each indicator.

<b>2021 Graduates</b>			<b>2020 Graduates</b>		
<b>College Ready Indicators</b>	EOY %	EOY Count	<b>College Ready Indicators</b>	EOY %	EOY Count
College Ready	75%	56	College Ready	64%	60
Ready based on Courses	75%	56	Ready based on Courses	64%	60
GPA 2.8+	77%	58	GPA 2.8+	72%	68
AP Course w/Grade of A,B,C	32%	24	AP Course w/Grade of A,B,C	20%	19
AP Exam w/ score 3+	20%	15	AP Exam w/ score 3+	1%	1
Dual Credit Eng / Math w/Grade of A,B,C	16%	12	Dual Credit Eng / Math w/Grade of A,B,C	4%	4
Algebra II w/Grade of A,B,C	75%	56	Algebra II w/Grade of A,B,C	70%	66
Ready based on Placement Tests	17%	13	Ready based on Placement Tests	10%	9
SAT Scores - Math 530   ERW 480	3%	2	SAT Scores - Math 530   ERW 480	5%	5
ACT Eng 18   Read 22   Sci 23   Math 22	15%	11	ACT Eng 18   Read 22   Sci 23   Math 22	5%	5
<b>Career Ready Indicators</b>			<b>Career Ready Indicators</b>		
Career Ready	57%	43	Career Ready	60%	56
Career Interest Indicated	100%	75*	Career Interest Indicated	88%	83
90% Attendance	91%	68	90% Attendance	86%	81
Dual Credit Career Course	61%	46	Dual Credit Career Course	76%	71
Industry Credential	43%	32	Industry Credential		1*
Workplace Learning Experience		*	Workplace Learning Experience		
25 Hours Community Service			25 Hours Community Service		
2 or more organized Co-Curricular Activities		*	2 or more organized Co-Curricular Activities		*
<b>Graduates</b>			<b>Graduates</b>		
Number of Seniors = 76	98.7%	75	Number of Seniors = 97	96.9%	94
Ready Indications based on # of Graduates			Ready Indications based on # of Graduates		

## Instruction Focus

We have a lot of great things happening in our instructional program, here are a couple highlights.

### **Math Lab & Content Embedded Reading**

Last year we explored using the first Trimester for a few lab classes to fill academic gaps in reading and math. We have a plan to continue the practice with some adjustments.

Students needing some skill building before entering Algebra 1 or Algebra 2 will be scheduled into a math lab (based on MAP scores and/or prior class grades). They will then advance to the regular class and still be able to finish it in a year. Those not needing the lab may directly enter the course.

Students presenting with low reading skills and/or English language learning needs will be placed in a targeted world history class first trimester that focuses on building literacy skills and strategies within the required social studies curriculum. For the second .5 credit of world history, they will transition back into a class with their classmates.

It can be difficult to create short-term tier 2 supports at the high school level without creating a tracked system through courses. We are excited to offer these options designed to support but also get students back into courses with all classmates quickly.

We will also continue to offer a content reading elective class and a study skills elective class that can be scheduled as needed for additional support.

### **Drivers Education**

MEHS put into practice the ability to provide behind the wheel practice for students in the dorms. This was a great step toward providing an opportunity for kids to earn a driver's license, but what we found is most kids did not have the permit needed to participate. In our surveys with parents, driver's education is often mentioned as a request. This year we have been able to utilize our .5 credit course times and add a Driver's Education class that will start with students earning their permit. We have been able to schedule it as a "1<sup>st</sup> hour" class for 10<sup>th</sup> and 11<sup>th</sup> grade students which means it is an addition to their regular academic load. We have been able to use federal funds to additionally secure driving simulators so students may practice before they have their permit to prepare for behind the wheel. Behind the wheel practice will still be available in the evening. Getting a driver's license is a huge barrier for many students from small rural communities and an essential career ready skill. We are super excited for this addition to our offerings.

## Additional Hands On Deck

### **Additional volunteer fellow:**

We continue to work with Americorps and Alaska Fellows programs to include service volunteers in our programs to support students. This year we are advertising for a third (new) position for an Alaska Fellow. Our concept is this position will work directly with students who list substance use as a habit or are caught using drugs, alcohol, or tobacco. The coordination of follow up services and hands-on behavior plans will help to prevent repeat offenses that lead to dismissal and will positively contribute to our goal of building healthy life skills.

### **Additional Mental Health support:**

In the midst of COVID, the incidence of anxiety and depression in teens has skyrocketed. We are using some of our COVID relief funds to bring on an additional temporary Mental Health Clinician to work directly with students in the evenings and weekends.

We will also welcome several new staff members through turnover including five teaching positions, a security position, and our educational specialist that coordinates our evening tutoring program.

### Pool Update

We have continued to operate the pool with the most recent COVID spike in Sitka, however under strict distancing and mitigation plans. We are not open for community swims, but have continued swim lessons, lap swim, and therapy use. These are all events that can be well mitigated.