

Mt. Edgecumbe High School

State Board of Education Report

December 2020

Prepared by: Janelle Vanasse, Superintendent/Director

Note from the Superintendent

I appreciate the opportunity to report to the board and have the honor of serving as Superintendent to MEHS this year. The challenges of continuing education in this year has been trying for all educators. I am very proud to be a part of the MEHS team. The dedication staff have shown to make this year good for students, given the circumstances, is commendable. I cannot say enough about the residential team, both state staff and contract staff, in their relentless efforts to help students have fun and feel successful at MEHS. Staff have learned all sorts of new skills in socially distant recreation as well as caring for students who are in isolation or quarantine. Speaking of quarantine, our teaching staff have accommodated students in quarantine throughout the year, delivering instruction in person and by distance simultaneously. Some teachers have taken on full time distance for the first several weeks with our delayed students. The kitchen crew is amazing and has had to shift to hand-delivered meals to rooms within hours. Everyone is going above and beyond to make this not only a year to remember, but a year to thrive for our students.

I am also beyond grateful for the partnership with our local health provider SEARHC and our coordination with the City of Sitka and the full Unified Command COVID team.

Current Enrollment/Admissions Information

I am providing three sets of data in this unique COVID year. The first provides numbers we had as we started entrance travel for the start of the year. At that time, 393 students had committed to attending MEHS with 342 arriving on campus in August and an additional 49 planning for distance to start and a delayed entrance to campus. At the start of the year 28 students and families had decided to defer their acceptance, stay at home this year and come to MEHS the following year.

In the first week we had 3 students go home for homesickness.

Enrollment Count* As start of year

	In person	In person	Total in person	Delayed	Delayed	Total Enrolled	Deferred	Deferred	Total Deferred	In person went home	In person went home
Grade	F	M		F	M		F	M		F	M
9	57	35	92	7	4	103	7	2	9	2	0
10	57	45	102	4	5	111	5	4	11	0	0
11	50	32	82	13	3	98	6	4	12	1	0
12	31	36	67	10	4	81				0	0
	197	145	342	33	16	393	18	10	28	3	0

Dorm Total for start of the year 318

Typical start numbers: 412 in dorm and 435-445 total

Within the first month, we had 11 of our delayed students switch to deferred or withdraw. Each of these students cited struggles with distance education as their reason to return to their home school for the year. This shift, along with a handful of students who left campus to return home dropped enrollment numbers to 377 by the start of October.

October 1st numbers

	In person	In person	Total in person	Delayed	Delayed	Total Enrolled	Deferred	Deferred	Total Deferred	In person went home	In person went home
Grade	F	M		F	M		F	M		F	M
9	52	35	87	4	2	93	10	4	14	5	0
10	57	45	102	2	5	109	7	4	11	0	0
11	48	32	80	12	3	95	7	4	11	2	0
12	31	36	67	7	4	78	-	-	-	0	0
	191	145	336	25	14	375	25	12	39	7	0

Currently all students attending MEHS are on campus. The delayed students who had completed distance with us for the first 12 weeks of school all chose to return physically to MEHS in November. This was remarkable given the rising cases in our state and suggests a level of comfort in the MEHS mitigation plan and execution. We did have a handful more students return home for homesick or other issues, however the numbers are typical.

Enrollment Count* As of November 15, 2020

	In person	In person	Total Enrolled/ in person	Delayed that joined us	Delayed that joined us	In person went home	In person went home
Grade	F	M		F	M	F	M
9	53	37	90	4	2	8	0
10	58	50	108	2	5	1	0
11	58	33	91	12	3	4	1
12	37	40	77	6	4	0	0
	209	157	366	24	14	13	1

Smart Start Restart/COVID Update

We continue to work through our plan and have made minor adjustments as we have learned what works in our setting. Our team is currently working on plans for reentry after break and plans to support families during travel and Christmas time and housing for those who wish for their students to stay at Sitka. More will be provided in a presentation.

Data Highlight

MEHS has been working through revising our strategic plan. Direction from the Advisory board included aligning our plan with the Alaska Education Challenge and creating a living document that lends itself to revision.

Four student measurable targets have been identified and used at MEHS the last four years as part of a previous goal to identify student outcome goals and indicator data to look at yearly. These goals are

Academic Growth

MEHS students will demonstrate an accelerated or on-track academic growth rate

Academic Achievement

MEHS students will demonstrate proficiency at the appropriate grade or post-secondary readiness level

College and Career Readiness

MEHS students will have a post-secondary plan and be prepared to successfully pursue that plan

Leadership and Well-Being

MEHS will participate in activities that promote well-being and leadership and will be prepared to positively impact their communities

We reviewed our goal for Academic Achievement and its alignment with the Alaska Education Challenge target to close the achievement gap by ensuring equitable education rigor and resources. In recent years, we have kept track of how many students are accepted that are below average in math and reading and monitoring those students for academic growth and persistence at MEHS. This work started when the Class of 2020 were freshman. We are very pleased to see that when we look at the Freshman map scores of the graduating class of 2020, many students graduated that started with MEHS below average. In the comparison years of 2018 and 2019, very few of the graduates began below average. We did not do a data dive to understand whether these previous year tendencies was due to lower acceptance of below average students or lower retention of lower average students or both.

Freshman Fall NWEA MAP Quintiles (No test= not @MEHS as freshman)

Freshman MAP Quintile

Graduate Class of	No Test%	Low %	Low Ave %	Ave %	High Ave %	High %
2020 Math	35	12	14	10	19	11
Read	34	11	18	14	16	7
2019 Math	26	4	12	30	16	12
Read	24	0	21	17	26	12
2018 Math	27	0	2	17	27	27
Read	27	0	13	19	31	10

We are also very excited that despite the class of 2020 having a different profile than the comparison grades, their rates of meeting ACT benchmarks are very similar.

Percent of Graduates meeting Benchmarks on the ACT

Year	# total	# took ACT	English 18	Math 22	SSRead 22	Science 23
2020	94	63	27%	16%	24%	9%
AK Nat	81	54	23%	16%	22%	7%
Low SES	48	31	19%	6%	10%	4%
2019	82	55	29%	25%	12%	9%
AK Nat	68	47	28%	25%	7%	7%
Low SES	46	32	30%	22%	9%	7%
2018	100	60	32%	18%	21%	12%

% meeting benchmark is % of graduating class or subgroup, not those that took test

AK Nat= Alaska Native; Low SES= Low Socio Economic Status. Groups are separated for our grant-based needs assessment

Instruction focus

MEHS is using a 12-week rotation for class this year. Students continue to attend four or five block classes, however core courses are scheduled over two rotations—or $\frac{2}{3}$ of the year (24 weeks) rather than $\frac{1}{2}$ the year (18 weeks). Many elective classes are offered one block for .5 credits. The first block rotation of the year targeted labs for math and reading for freshman and Algebra students.

With COVID, we also added sections of core classes in order to limit all class sizes to 20 or less. The schedule was also manipulated as much as possible to limit the number of different courses any one teacher was teaching to start the year. The inservice time for the start of the year was dedicated to building skills and collaboration around preparing for teaching from a “box” (social distant) while in person and adjusting to delivering distance for students in quarantine as needed. Curriculum resources that were rich with online materials were purchased to aid in this work.

The first two weeks of courses, our students were kept in cohorts, or crews, and accessed their instruction using their computers. It was a bit difficult, especially for freshman who were just getting familiar with MEHS. Many students had a slow start, but with the work of tutors, the teachers, and the students themselves, most were successful and we have moved on to the second rotation of classes.

Pool Update

With the current state of Covid and the City of Sitka at high risk, the pool is being used for classes and private groups of MEHS students or outside agencies only. The pool is not open for public use.