# HHS UIP PROGRESS // 2022-2023

**Our UIP work for the last two years has focused on two priority performance challenges:**

> 1) Students are not closing the achievement gap, with minority students and students with IEPs exhibiting the largest gaps.

> 2) Some students do not feel as positive about their school as their peers, with minority students and LGBTQ+ students reporting lower levels of satisfaction

**This progress report provides information and data on our intentional work to close achievement and growth gaps and improve perceptions of student experiences at HHS. As you review this document, take time to celebrate the progress we've made as well as reflect on continued areas of growth and consider: Where do we go from here?**

## STUDENT ACHIEVEMENT AND GROWTH

While we won't have achievement and growth data until next year, we do have evidence of intentional work we've engaged in that impact student achievement and growth. As you consider this data, discuss: What contributed to the upward trend? What impacts have you noticed as a result of this intentional work? In terms of interventions, what's been working? What could be improved?

| | |
|---|---|
| **85%** | of HHS teachers used Responsive Scheduling to call in students for Enrichment thus far this school year (up from 76% in '21-'22) |
| **82%** | of HHS students were called into Enrichment thus far this school year (up from 80% in '21-'22) |
| **7** | juniors still working towards competency (down from 115 at the start of the year) |

## THE STUDENT EXPERIENCE

Our school goals and district goals include a focus on supporting students in developing a more positive perception of a sense of belonging and social/emotional safety. The below data presents many celebrations of our work in this area as well as some continued areas of growth. As you reflect on the data, discuss:
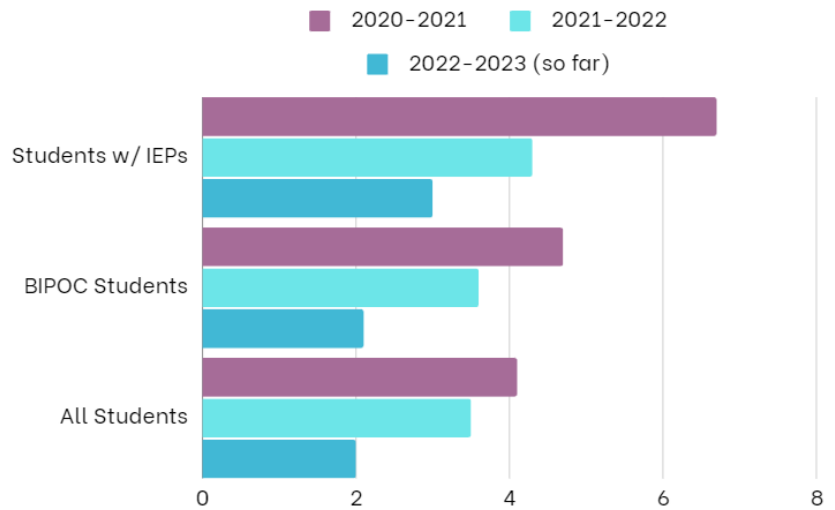
- What makes sense? Why?
- What surprises you? Why?
- What else can we do to improve our continued areas of growth (the negative changes)?

| | LGBTQ + 2021 | LGBTQ + 2022 | % Change | BIPOC 2021 | BIPOC 2022 | Change |
|---|---|---|---|---|---|---|
| **Have not experienced cyberbullying in past 12 months** | 70% | 75% | ▲ 5% | 88% | 82.5% | ▼5.5% |
| **Teachers encourage learning about people from different races, ethnicities, or cultures** | 52% | 60% | ▲ 8% | 65% | 66.5% | ▲1.5% |
| **Students are encouraged to think more deeply about race-related topics** | 43% | 45% | ▲ 2% | 54% | 42% | ▼12% |
| **Students have important conversation about race** | 29% | 31% | ▲ 2% | 40% | 36% | ▼4% |
| **I feel safe to express who I am at my school** | 33% | 39% | ▲ 6% | 49% | 47% | ▼2% |
| **I would feel comfortable seeking help for my mental health at school** | 36% | 29% | ▼7% | 47% | 53% | ▲ 6% |
| **I matter to others at this school** | 65% | 68% | ▲ 3% | 79% | 82% | ▲ 3% |
| **People at school understand me as a person** | 53% | 54% | ▲ 1% | 71% | 74% | ▲ 3% |

## ATTENDANCE

Our attendance rates are trending up, including for subgroups such as students with IEP's and BIPOC students; these groups have traditionally missed more school than the general population. The chart to the right shows average absent days for each of these groups over the last three years. As you reflect on the data, discuss:

- What makes sense? Why?
- What surprises you? Why?
- What impact do we see with our current process to support attendance?
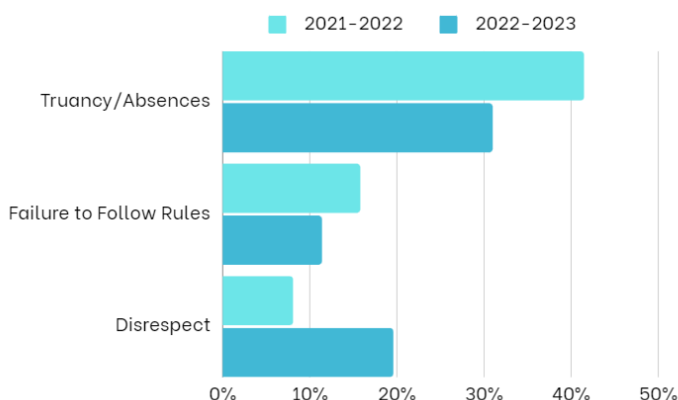- What else can we do to continue to improve our attendance rates?



## BEHAVIOR

The data below compares the percentage of behavior infractions assigned to Students with IEPs or BIPOC Students with the percentage of the overall enrollment population that is Students with IEPs or BIPOC Students. Additionally you will see the top three types of behavior infractions and the top three resolutions assigned this year. As you reflect on the data, discuss:

- What makes sense? Why?
- What surprises you? Why?
- What do you think the root cause behind student behavior, especially the top three below, might be?
- What behavior interventions do you have in place to counter behavior issues in the classroom?
- What else? Suggestions? Celebrations? Concerns?

|  | Students with IEPs: % behavior infractions | Students with IEPs: % of overall population | BIPOC Students: % of behavior infractions | BIPOC Students: % of overall population |
|---|---|---|---|---|
| **2021-2022** *Total Behavior Infractions: 270* | 23.6% | 7.9% | 9.6% | 4.32 |
| **2022-2023 (so far)** *Total Behavior Infractions: 236* | 44.5% | 10.2% | 9.8% | 4.16% |

Top three types of behavior infractions this year



Top three types of resolutions assigned this year