

Re: MTSS

From: Nelson, Hanna <hannanelson@ccusd.org>

Thu, Dec 12, 2019 at 8:28 AM PST (GMT-08:00)

To: Cooper, Lisa <lisacooper@ccusd.org>; Wendy Beckendorf <wendybeckendorf@ccusd.org>

I am so thrilled to hear this! Wendy, advocating for the students who take English 12 regular, notices some trends and discrepancies between the students who opt to take her class and the other English 12 classes. It might be useful to pull data, especially reading scores.

For example, the average lexile measure of incoming 9th graders (data provided by the MS English dept) demonstrates astonishing gaps in reading comprehension between students in "regular" English and those who take the honors classes. My assumption is if we look at the disaggregated reading comprehension part of the CASSP in 11, we're likely to see similar discrepancies between students who ultimately opt to take English 12 versus other classes.

On Thu, Dec 12, 2019 at 8:10 AM Cooper, Lisa <lisacooper@ccusd.org> wrote:

Good morning!

MTSS is actually going to be our next task as we have a lot of support and resources but we need to make sure they are aligned and targeted to the students need. I am at district all day but we can further discuss when I return. I am also open to any ideas from the English department. This is where the data would help so any support implemented is targeted and justified.

On Thu, Dec 12, 2019 at 7:57 AM Nelson, Hanna <hannanelson@ccusd.org> wrote:

Hey Lisa and Jonique,

As the English team discussed alignment yesterday during PLC, one of the reflections that came up was options students have for additional support and / or remediation. Particularly, Wendy expressed concern for how students can go through 3 years and still struggle with fundamentals. What are our tier 2 and 3 interventions for academics? Are there additional resources you can provide Wendy and me in order to best serve students?

Thank you so much for your support of students and Happy Thursday!

✧ Hanna

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English 9 Honors/ English 10

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