

Response to MECAC Subcommittee Recommendations:

- a. Use technology to improve efforts to inform and educate parents about the programs, services and opportunities for their student:

- x Explore having an ASD app for parents to access district information using their cell phone.

Two years ago, ASD significantly overhauled its website. The new website is readable via a smartphone; however, it is not formatted for mobile devices. This summer, district staff will work with the software owner to develop a "responsive" website. This means that the size/format of the website will change based on use of a desktop, tablet or mobile device. The responsive technology will also be extended to each school's website. We will conduct a phased approach to move all schools to the same content management system with responsive websites directing people to a website, video or other online source that is easily readable/viewable on a mobile device because we know they're using a

mobile device if they arrived at the webpage via QR code, (see response to above recommendation). We appreciate this feedback expressing interest in continuing use of it.

- x Explore using universal symbols on the website to map out opportunities and processes (lottery, registration, PTC, etc.)

We have introduced this concept with our English Language Learner families through fliers translated into three languages (see attached example) and are considering expansion into other documents and formats. We appreciate the feedback and support for this concept.

- b. In elementary schools with multiple academic programs or alternative programs, explore different inclusion models and strategies that would combine diverse learners in the same classroom for all or part of the school day.

For example:

x Use the homeroom concept to create programs and doings for their students to participate in that particular program. A fully inclusive school model already exists in ASD as a neighborhood school with the one neighborhood program. ASD is known for its wide array

of choices for educational opportunities, but being in a fully inclusive school is already an option for parents and students.

(OVER)

- c. In schools that house multiple programs, provide student test/achievement data in the profiles of performance as follows:
- x By school
 - x By special program
 - x By subgroups

ASD will continue to meet requirements for providing multiple reports on the district, school, grade level and subgroup data.

- d. When reporting individual student information, give parents data that show their student's achievement gap relative to the school's data and their subgroup.

Currently, the data is available for parents to understand the achievement gap between their child and other student groups.

Parents have access to their child's Standards Based Assessment (SBA) scores from two sources. Parents receive a copy of their child's SBA scores in the mail and can access the same using Zangle. Parents can access three public reports posted on the ASD website to better understand their child's achievement gap compared to district, school level, grade level data and by subgroup data.

ASD's Profile of Performance provides comparative district level data for the SBA scores including grade level and subgroup level in reading, writing and