

Local Control Accountability Plan Evaluation – Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.



Board Meeting, 8.26.15, Presented by: Debbi D'Angelo

The Evaluation Overview

Supplementally Funded Actions

☞ Four Tables of Review

1. State and Local Metrics (P.1)
2. Quantitative Outcomes (PP. 2-5)
 - Student Enrollment
 - Percent Making Growth
3. Qualitative yearlong observations and activities (PP. 6-12)
4. Findings and Recommendations (PP. 13-17)

☞ Tables 1 and 3 Rubric Scored



Exceeding Standard



At or Approaching Standard



Far Below Standard

☞ Summary Results

Table 1: 6 Metrics with results

- ☞ 3/6 (50%) Exceeding Standard
- ☞ 2/6 (33%) At or Approaching
- ☞ 1/6 (16%) Far Below Standard





Table 2: Baseline Findings for student participation and measured growth

Table 3: 9 Metrics, 24 areas of review

- ☞ 11/24 (46%) Exceeding Standard
- ☞ 10/24 (42%) At or Approaching
- ☞ 3/24 (12%) Far Below Standard

Goal: Every Child Will Read Proficiently

Percent of students reading proficiently by the third grade

District Reading Assessment (TCRWP)	% of 3 rd graders meeting target in 2015	% of 3 rd graders meeting target in 2011	Change in percentage points
All	70%	61%	 +9
African American	42%	40%	 +2
Hispanic/ Latino	53%	43%	 +10
White	89%	83%	 +6

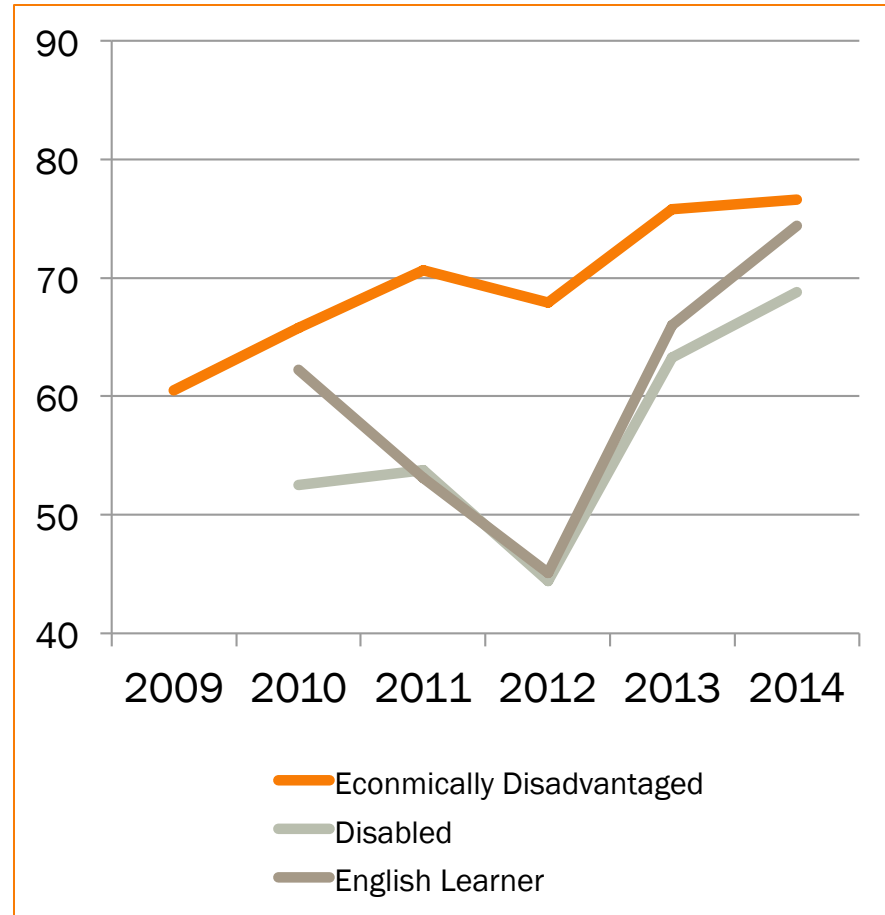
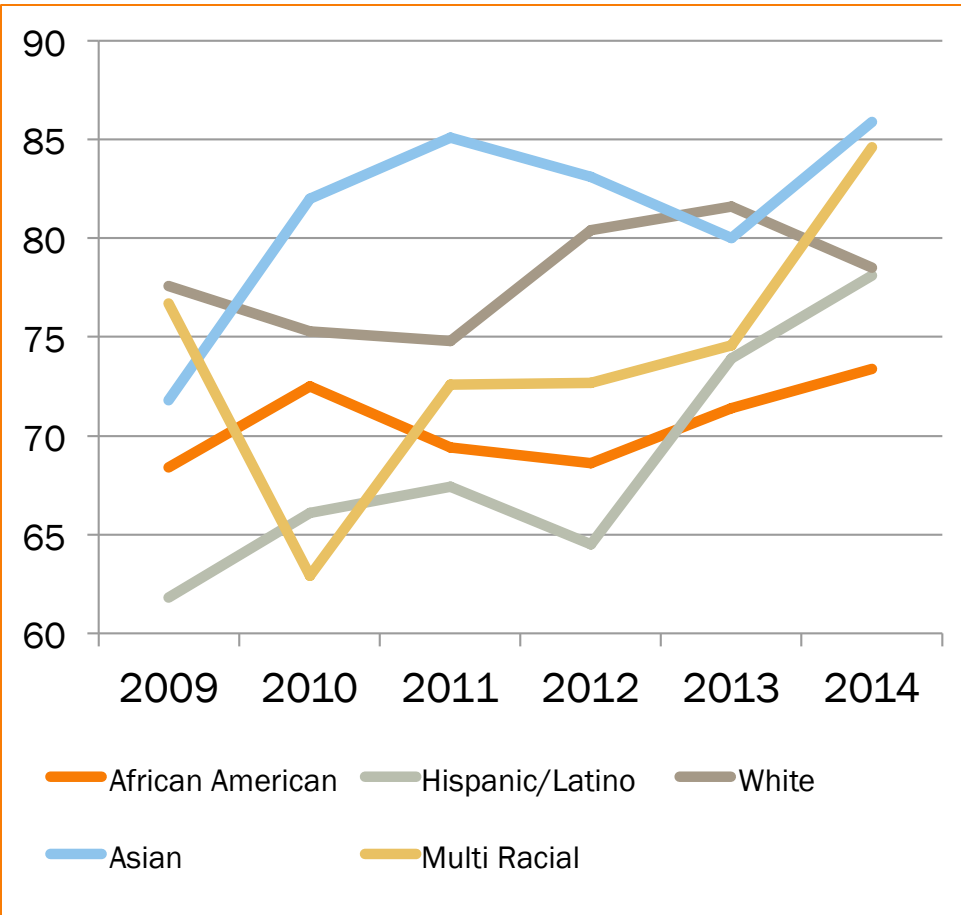
Supplemental Funded Action Steps Supporting this goal: RTI2 Teachers (1.4S), and Literacy Coaches (1.12S)

Focal Areas: Performance of African-American students, disproportionality in achievement and systematizing support for under-achieving students

Goal: Every Child Will Be College / Career Ready

BHS College Enrollment in Fall Immediately After High-School

*Source: National School Clearinghouse / BREA partnership



Supplemental Funded Steps Supporting this goal: Intervention Coordinator (1.10S), AVID (1.15S), Bridge (1.16S)
Focal Areas: Enrollment of African-American students, disproportionality in enrollment and providing support for any student that has the goal of going to college

Goal: All Students will meet 9th Grade Math Standard

Teacher Participation in CCSS Math Training / 9th Graders at Standard

- ∞ CCSS Math Professional Development Training
- ∞ Elementary School: 90% trained
- ∞ Middle School: 85% trained
- ∞ High-School: 90% beginning the transition to Common Core

- ∞ 9th Grade Students meeting Math Standard (C or Better)
(see P. 2 for Enrollment)

Group	% Passing
All	84%
English Learners	68%
Socio-Economically Disadvantaged	70%
African-American	60%
Latino	79%
Unduplicated	69%
Special Education	72%

Supplemental Funded Steps Supporting this goal: Intervention Coordinator (1.10S), AVID (1.15S), Bridge (1.16S)

Focal Areas: Assuring make-up sessions provided for new teachers or teachers absent during Professional Development, Disproportionality in performance of African-American students, HS transition to new pathway

Goal: Every Child Will Be College / Career Ready

Participation In and Growth in Performance for AVID students (p.5)

🌀 Middle School AVID

Enrollment: n=223; EL: *; SED: 72%; AA: 43%; Latino: 37%; SPED: *; Unduplicated Count: 73%

MS AVID ELA Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	78%
SED	78%
AA	74%
Latino	83%
Unduplicated Count	78%

MS AVID Math Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	67%
SED	64%
AA	57%
Latino	73%
Unduplicated Count	64%

🌀 High School AVID

Enrollment: n=70; EL: *; SED: 68%; AA: 30%; Latino: 51%; SPED: *; Unduplicated Count: 60%

HS AVID ELA Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	97%
SED	95%
AA	100%
Latino	47%
Unduplicated Count	94%

HS AVID Math Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	81%
SED	86%
AA	82%
Latino	78%
Unduplicated Count	85%

Goal: Every Child Will Be College / Career Ready

Participation In and Growth in Performance for BRIDGE students (p.5)

🌀 Middle School Bridge

All: n=151; EL: *; SED: 79%; AA: 67%;
 Latino: 20%; SPED: 9%; Unduplicated: 79%

MS Bridge ELA Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	70%
SED	67%
AA	70%
Latino	75%
Unduplicated Count	80%

MS Bridge Math Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	50%
SED	48%
AA	51%
Latino	47%
Unduplicated Count	48%

🌀 High School Bridge

All: n=120; EL: *; SED: 73%; AA: 48%;
 Latino: 38%; SPED: *; Unduplicated: 73%

HS Bridge ELA Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	81%
SED	86%
AA	82%
Latino	78%
Unduplicated Count	85%

HS Bridge Math Grade Growth, S1 to S2:

Subgroup	% Making Growth
All	87%
SED	91%
AA	90%
Latino	80%
Unduplicated Count	92%

Goal 1: Review

∞ Four Tables of Review

1. State and Local Metrics (1)
2. Quantitative Outcomes (2-5)
 - Student Enrollment
 - Percent Making Growth
3. Qualitative yearlong observations and activities (6-12)
4. Findings and Recommendations (13-17)

Goal 1: Recommendations

- See Pages 13-17 for specific programmatic findings and recommendations

Overarching Academic Themes:

- Continue and replicate successful programs in the district
- A systematized approach to in-school and after-school interventions needed to assure we are serving all students in need of intervention
- Further and replicate academic supports and 1:1 connections needed for our African-American, Low-Income and students who's parents did not attend college
- Need to continue professional development, teacher support and implementation of the Common-Core to further improve Tier 1 Instruction

Questions?

