

LCAP Goal 2 and 3 Evaluation

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Berkeley Research, Evaluation and Assessment



LCAP Goals

- ∞ Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students
- ∞ Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Evaluation:

Table A – Score Card

Table C - Qualitative

Table B - Quantitative

Table D - Findings and
Recommendations

Goal: Recruit and Retain Teachers of Color* to exceed 15% of total Teacher Population (pp. 1-3, 5)

2014-15 New Teachers

New Teachers	14-15 % (N=69)
African-American	10%
Asian / Filipino	12%
Latino	13%
Two or More	1%
White	64%

Baseline (12-13) to 14-15

All BUSD Teachers	12-13% (N=611)	14-15 % (N=594)
African-American	7%	7.5%
Asian / Filipino	8%	8%
Latino	9%	10.5%
Two or More	3%	5%
White	72%	69%

*Targeting Specifically teachers of African-American or Latino Descent

Equity Strategies provided to all K-5 Teachers in Professional Development Day

Goal: English Learners will make Progress in Language Acquisition and meet Annual Goals (pp.1-2, 4, 6)

☞ Cohort Progress on CELDT

AMAO 1	% Making Progress	State Goal
2012-13	62.8%	57.5%
2013-14	68.6%	59.0%
2014-15	63.4%	60.5%

AMAO 1	% Elem	% MS	% HS
14-15 Baseline	61%	66%	66%

AMAO – Annual Measurable Achievement Objectives
Cohort – Took the CELDT in BUSD in both years

☞ Cohort LTEL Meeting Proficiency

AMAO 2 LTEL*	% at/above Intermediate	State Goal
2012-13	62.2%	47.0%
2013-14	59.6%	49.0%
2014-15	59.0%	50.9%

AMAO 2	Secondary English Learners
14-15 Baseline	56.1% of LTELs in Grades 6-12 met proficiency.

LTEL - Long-Term English Learners, in US > 5 Years

Goal 2: Recommendations

Cultural and Linguistic Responsiveness Themes (pp. 5-6) :

- ☞ Replicate the Equity Strategies training in all grades and measure effectiveness in the classroom
- ☞ Utilize the findings of the National Equity Project to shape the scope of the work for Recruitment and Retention (Appendix A)
- ☞ Further systematize the master-plan recommendations including the implementation of a common English Language Development curricular program with supports at all sites
- ☞ Provide on-going common professional development to support teachers of English Learners (Ex: EL Achieve and Constructing Meaning)

Goal: K-5 Students will make progress on Social-Emotional Toolbox Domains as indicated by CCSS Report Card (pp.7, 14, Append. D)

Trimester 1

K-5 Students (Score of 3 reflects Grade-Level Standard)	Average Score
All Students	2.87
English Learners (EL)	2.65
Socio-Economically Disadvantaged (SED)	2.48
African-American (AA)	2.36
Latino	2.64
Special Ed (SPED)	2.08

Trimester 3

K-5 Students	Average Score	% Increase
All Students	3.08	
EL	3.09	16.6%
SED	2.80	12.9%
AA	2.49	5.5%
Latino	3.05	15.5%
SPED	2.36	13.5%

Need to integrate social-emotional data into ongoing database for Coordination of Services Team throughout the year to systematize interventions and services.

Goal: Student Chronic Absenteeism will be reduced through Family and Student Intervention (pp. 7-16)

2013-14

K-12 Students	% Chronic Absenteeism (> 10% of yr)
All	13%
EL	13%
SED	15%
AA	22%
Latino	13%

2014-15

K-12 Students	% Chronic Absenteeism (> 10% of yr)
All	8%
EL	8%
SED	13%
AA	17%
Latino	9%

Chronic Absenteeism is a measure included in COS class and case-management profiles as well as a focal measure for K-5 and HS Family Engagement Coordinators. Next Step: Use confidential tools to enable mental health providers access to comprehensive student profile.

Goal: Family Liaisons will serve to create a welcome and inclusive climate for families (pp. 7-8, 10-12, 16)

2013-14 – Total N= 151

K-5 Log Reasons	Total
Academic	28
Attendance	39
Behavior	17
Complaint	*
Focal Student Call	18
Services	109
No Reason Indicated	106
Grand Total	318

Ave Log Per Family: 1.56

2014-15 – Total N = 800

K-5 Log Reasons	Total
Academic	478
Attendance	296
Behavior	106
Complaint	18
Focal Student Call	44
Services	874
No Reason Indicated	237
Grand Total	2054

Ave Log Per Family: 2.57

Goal: Reduce Disproportionality in Suspensions through identified Interventions and Alternatives to Suspensions (pp. 7-16)

Suspended Students	13-14 N / % of Total	14-15 N / % of Total
All	266	240
African-American	145 / 54.5%	150 / 62.5%
All Secondary	230	179
Secondary African-American	129 / 56.0%	117 / 65.4%

Next Step for BHS Prioritized Intervention Group:

BHS African-American Profile	Suspended (n=74)	Not Suspended (n=561)
Attendance Rate(Per 1-6)	85%	94%
Average Ds or Fs (Sem 2)	3.4	1.5
Average GPA (Sem 2)	1.28	2.36
Cumulative GPA	1.60	2.48
Incidents (referrals)	5.0	0.8

BHS Inquiry Questions:

- ∞ Who are the students most likely to get suspended? What are their characteristics? (academic, behavioral, demographic)
 - **African American, poor academic progress, poor attendance, Special Education, Lower parent educational level (low social capital), male, students who have two or more incidents (referrals)**

- ∞ What changes/supports can we implement that would reduce the likelihood of suspensions for these students?
 - **Check and Connect style program that provides very frequent (daily?) check ins, advocacy and mentoring to provide social capital, monitoring of attendance, incidents, and academic progress, and daily access to high quality tutoring.**

Goal 3: Recommendations

School Climate / Socio-Emotional Wellness Themes (pp. 17-19):

- ∞ Coordinator of School Based Programs to systematize trauma-informed practices and alternatives to suspension especially those which include Restorative Justice (Appendix B)
 - Further training on options for Alternatives to Suspension and how to track them (See Page 10)
- ∞ Replicate successful socio-emotional supports and 1:1 connections with students and families for African-American, Low-Income and English Learner Students
 - Identify additional Resources to do so using an Elementary to Middle Transition Rubric for 5th to 6th Grade (Appendix D)
- ∞ Connect Family Liaisons with the Coordinated of Services (COS) Teams
 - Target and Monitor students identified through Chronic Attendance Filter
 - Further use of *Illuminate* to align Attendance and Achievement Data to identify areas of growth and need

Questions?

