

Improve Student Proficiency in Mathematics and Maintain Improvement in English Language Arts Proficiency (Strategic Plan)

Encore High School for the Visual and Performing Arts

Prepared by: St.Claire Adriaan for Encore Board of Directors

October 23, 2023

Introduction:

The strategic goal focuses primarily on improving mathematics proficiency, as measured on the CAASPP

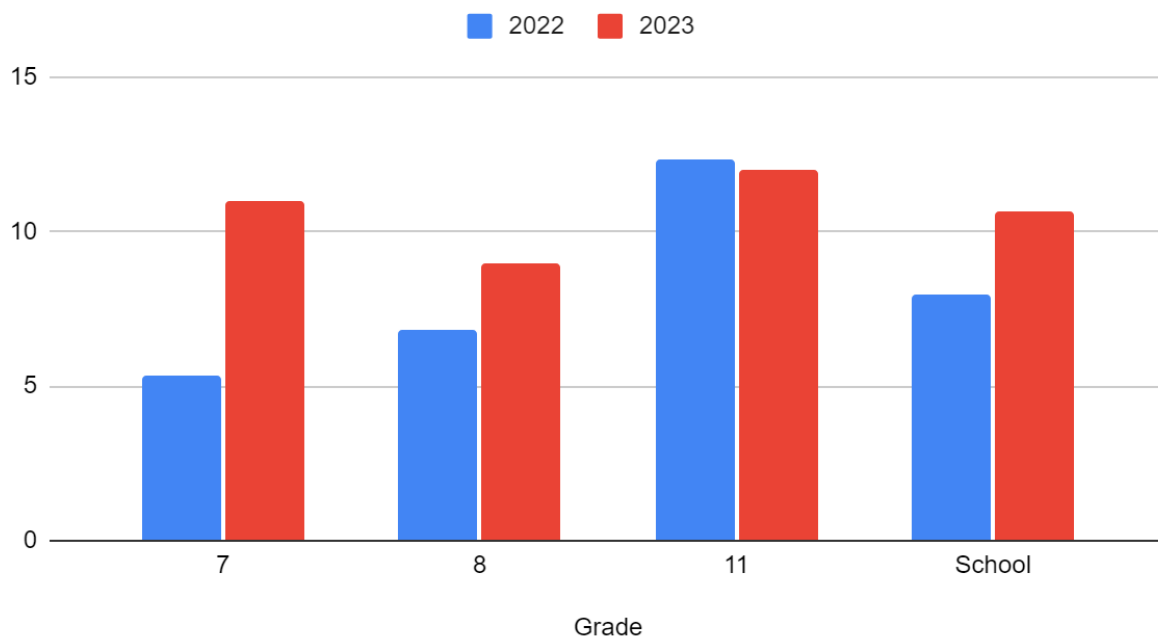
To improve mathematics proficiency, improvement strategies will be implemented in 2023-2024 to address student performance:

A math intervention program (Efficient Math) was scheduled into the school day, with support from all Math teachers 7-9 and the SPED department during their strategies class.

Efficient Math is an adaptive computer-based program.

We also adopted a brand new blended curriculum for Math in all grades and levels.

2022 and 2023 MATH



MATH		
Grade	2022	2023
7	5.32	11
8	6.82	9
11	12.36	12
School	7.94	10.67



Student Growth Summary Report

Aggregate by School

Term: Fall 2023-2024
District: Encore High School

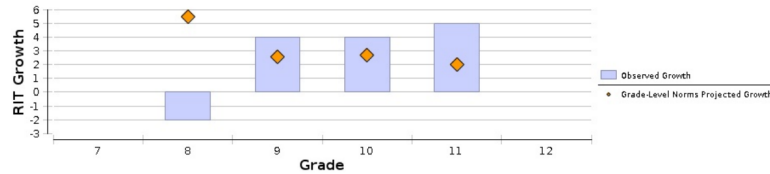
Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Fall 2023
Weeks of Instruction: Start - 4 (Fall 2022)
End - 4 (Fall 2023)
Grouping: None
Small Group Display: No

Encore Jr/Sr High School for the Arts

Math: Math K-12

Grade (Fall 2023)	Total Number of Growth Events ¹	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2022			Fall 2023			Observed Growth	Observed Growth SE	Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile			Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
7	6	**			**			**					**			
8	59	211.4	14.7	15	209.7	14.8	6	-2	1.2	5.4	-4.47	1	59	12	20	7
9	61	212.4	15.4	10	216.1	14.0	15	4	1.2	2.6	0.60	73	61	36	59	57
10	52	210.8	17.8	6	214.6	18.4	8	4	1.5	2.7	0.85	74	52	28	54	54
11	62	217.9	16.1	12	222.9	17.9	16	5	1.1	2.0	1.00	96	62	47	76	71
12	6	**			**			**					**			

Math: Math K-12



Explanatory Notes

¹ Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
³ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Mathematics Intervention

Math Intervention: Tutoring and Saturday School

Test Prep Focused and Corrective Instruction

Tutoring offered before and after school. ESSER funds will be used to remunerate teachers.

Saturday School - Test Prep Focused/ Grade Recovery and Tutoring

- In the second half of the year, the intervention will focus on the skills students need most and to be successful on the State Test
- Remedial level math - supported by Afficient Math
- Mid-level math (Coach Test Prep Books)

Mathematics Curriculum

The new math curriculum will be implemented this academic year. It is a blended program with textbooks and teachers attended staff development to familiarize them with the new textbook and digital program.

HMH - "Our math programs are created by researchers who have influenced the fields of mathematics, mindset and motivation, professional development, and more.

Innovative digital tools and skills-practice resources provide a multimodal approach to ensure every learner can achieve math success.

As students build mathematical fluency and proficiency, they can envision themselves excelling in math throughout their lives."

<https://www.hmhco.com/classroom-solutions/math>

The curriculum has been reorganized to standardize all courses to the California Grade Level Expectations (GLEs) and align with the Common Core. The professional development will identify resources that will be used to deliver and assess the curriculum

and will build a timeline for implementation.

“The goal is to have one set of objectives for each course that will be followed by staff teaching the course.

Mathematics Resources

The reform plan for improving mathematics included implementing a math diagnostics assessment tool (Afficient Math/HMH).

Test Prep Material - Coach Test prep/Buckle Down

https://www.textbooknbeyond.com/index.php?main_page=index&manufacturers_id=563

Implementation of IA's and IAB's (CAASPP provided test prep interims and exams)

NWEA MAP Bench Mark Testing

- The Fall Benchmark is also used as a diagnostic. Teachers analyzed the data and collaborated around the results, identifying areas of strength, growth, and strands to re-teach. Teachers also identified students who will benefit from extra help. Benchmark 1 results facilitated goal setting for the rest of the year. **(Exhibit A)**
- Comparative data analysis will be done post Winter (Benchmark 2) to determine student growth and teacher impact.
- There are 3 Benchmark tests per academic year, with the last one administered in Spring.

Tutoring and Saturday School (Corrective Instruction/Test Preparation and Grade Recovery)

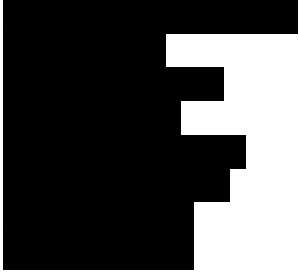

- **More time on task**
- **Extra instruction, remediation, and test preparation**
- **Outside of school hours**

EXHIBIT A



Grade Level: 10

Staff Members: Watkins, Pedersen Quigg, Warren Swingle Rios, Carlyle JBarkdull

Math	ELA
<p>Did the grade level meet or exceed the norm RIT?</p> <p><u>NO</u></p> <p>What % of students scored at or above the Grade Level Mean RIT?</p> <p><u>24%</u></p>	<p>Did the grade level meet or exceed the norm RIT?</p> <p><u>No</u></p> <p>What % of students scored at or above the Grade Level Mean RIT?</p> <p><u>45%</u></p>
<p>CA Next Generation Standards: Source: Grade Report</p> <p>1. What Instructional Area did most students score HiAng/Hi</p> <p><u>Real and Complex Numbers</u></p> <p>2. In what Instructional Area did most students score Low?</p> <p><u>Statistics and Probability</u></p> <p>Does any of this surprise you? Why? Why not?</p> <p><u>No Statistics has not been taught in our curriculum yet.</u></p>	<p>CA Next Generation Standards: Source: Grade Report</p> <p>3. What Instructional Area did most students score HiAng/Hi</p> <p><u>VOCABULARY</u></p> <p>4. In what Instructional Area did most students score Low?</p> <p><u>LITERARY TEXT</u></p> <p>Does any of this surprise you? Why? Why not?</p> <p><u>No. Most students do not read outside of class. Few students read for assigned work.</u></p>
<p>What is the Grade Level Mean RIT for Winter Testing? How far are we away?</p> <p>Source: Norm RiT 231.21/15.31</p>	<p>What is the Grade Level Mean RIT for Winter Testing? How far are we away?</p> <p>Source: Norm RiT 222.91/8.31</p>
<p>Based on the data, list 5-6 students per class that will benefit most from “At Promise” services (6 week intervention periods)</p> <p>Source: Class Breakdown by RIT Report</p>	<p>Based on the data, list 5-6 students per class that will benefit most from “At Promise” services (6 week intervention periods)</p> <p>Source: Class Breakdown by RIT Report</p>

	
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Language	Science
<p>Did the grade level meet or exceed the norm RIT?</p> <p>No</p> <p>What % of students scored at or above the Grade Level Mean RIT?</p> <p><u>36%</u></p>	<p>Did the grade level meet or exceed the norm RIT?</p> <p>No</p> <p>_____</p> <p>What % of students scored at or above the Grade Level Mean RIT?</p> <p>44%</p> <p>_____</p>
<p>11CA Next Generation Standards: Source: Grade Report 5. What Instructional Area did most students score HiAng/Hi</p> <p><u>Understanding editing for mechanics.</u></p> <p>6. What Instructional Area Did Most</p>	<p>CA Next Generation Standards: Source: Grade Report 7. What Instructional Area did most students score HiAng/Hi</p> <p><u>Life Science</u></p> <p>_____</p>

<p>students score Low?</p> <p><u>Writing revising text for purpose and audience.</u></p> <p>Does any of this surprise you? Why? Why not? <u>They do not revise, there is no rewriting.</u></p>	<p>8. What Instructional Area did most students score Low?</p> <p>Physical Science</p> <p>_____</p> <p>Does any of this surprise you? Why? Why not?</p> <p>No Students did not have a Science Teacher for most of the year</p>
<p>What is the Grade Level Mean RIT for Winter Testing? How far are we away? Source: Norm RiT</p> <p>220.19/8.19</p>	<p>What is the Grade Level Mean RIT for Winter Testing? How far are we away? Source: Norm RiT</p> <p>214.95/7.95</p>
<p>Based on the data, list 5-6 students per class that will benefit most from “At Promise” services (6-week intervention periods)</p> <p>Source: Class Breakdown by RIT Report</p> 	<p>Based on the data, list 5-6 students per class that will benefit most from “At Promise” services (6 week intervention periods)</p> <p>Source: Class Breakdown by RIT Report</p> 

Student Learning Outcomes (SLOs): SAIL

- **S - Self-awareness:** Self sets the course while self-care ensures we reach our destination.
- **A - Advocacy:** Advocate for our own learning and employ effective strategies to reach our goals.
- **I - Integrity:** Integrity will be the foundation for personal, work, and social choices.
- **L- Leadership:** Lead, learn, and listen as we navigate the course toward graduation and beyond.