Academic Update

July 2020
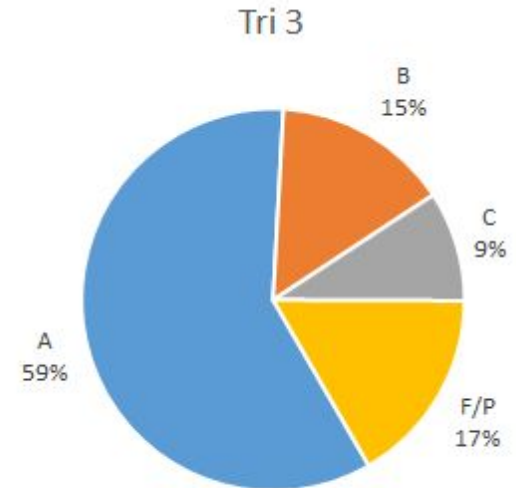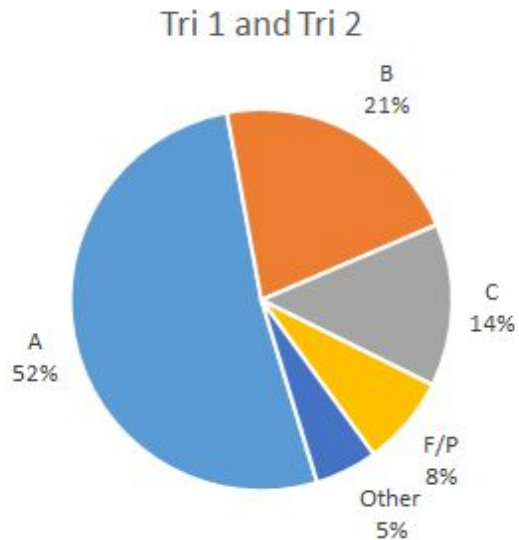
Agenda

- Trimester 3 Update
- Schoolwide Priorities 2020 - 21

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Trimester 3 outcomes, Lower School

Tri 1 and Tri 2

- A 52%
- B 21%
- C 14%
- F/P 8%
- Other 5%

Tri 3

- A 59%
- B 15%
- C 9%
- F/P 17%

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Trimester 3 outcomes, Upper School
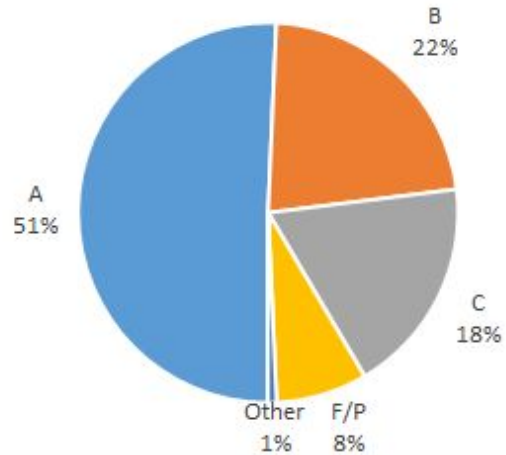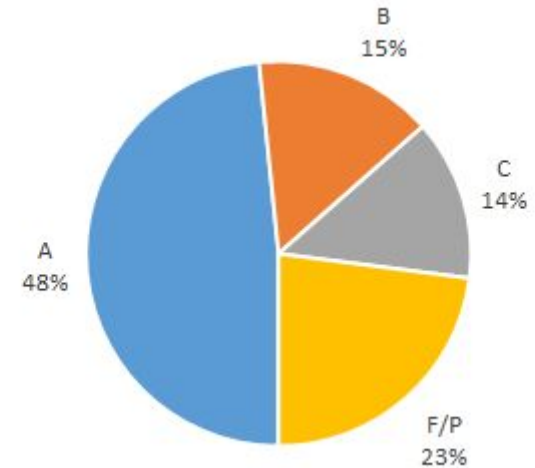
Tri 3 outcomes by grade and race, Lower School

Reported Race	Count	Tri 1 and Tri 2					Count	Tri 3			
		A	B	C	F	Other		A	B	C	P
American Indian or Alaska Native	1	50.00%	28.57%	7.14%	0%	14.29%	1	16.67%	16.67%	33.33%	33.33%
Asian	5	60.00%	14.29%	10.00%	2.86%	12.86%	5	63.33%	26.67%	3.33%	6.67%
Black or African American	34	37.71%	21.82%	17.16%	11.02%	12.29%	34	51.23%	19.21%	7.88%	21.67%
Hispanic	48	42.13%	19.34%	13.19%	13.34%	11.99%	49	57.68%	13.65%	8.53%	20.14%
Native Hawaiian or Other Pacific Islander	3	42.86%	11.90%	9.52%	23.81%	11.90%	3	77.78%	0%	11.11%	11.11%
Two or More Races	13	43.96%	23.08%	14.29%	7.14%	11.54%	13	61.54%	11.54%	12.82%	14.10%
White	23	44.24%	25.23%	12.77%	4.36%	13.40%	25	55.03%	18.79%	12.75%	13.42%
6th Grade Total	127	42.31%	21.15%	14.03%	10.18%	12.33%	130	56.24%	16.09%	9.65%	18.02%
Asian	9	69.44%	24.07%	3.70%	2.78%	0%	9	72.22%	12.96%	5.56%	9.26%
Black or African American	35	38.33%	21.19%	21.67%	18.33%	0.48%	35	36.19%	22.86%	15.71%	25.24%
Hispanic	24	50.00%	25.00%	13.54%	11.46%	0%	24	58.33%	8.33%	6.25%	27.08%
Two or More Races	15	65.00%	26.67%	7.78%	0.56%	0%	15	64.44%	18.89%	13.33%	3.33%
White	36	72.92%	19.21%	6.25%	1.62%	0%	36	75.00%	14.81%	5.09%	5.09%
7th Grade Total	119	56.86%	22.27%	12.25%	8.47%	0.14%	119	58.68%	16.25%	9.52%	15.55%
American Indian or Alaska Native	2	62.50%	12.50%	25.00%	0%	0%	2	50.00%	25.00%	8.33%	16.67%
Asian	5	95.00%	5.00%	0%	0%	0%	5	83.33%	16.67%	0%	0%
Black or African American	26	43.09%	24.44%	23.15%	8.68%	0.64%	26	58.97%	14.10%	13.46%	13.46%
Hispanic	34	50.54%	23.92%	12.63%	8.87%	4.03%	34	57.84%	7.84%	7.84%	26.47%
Native Hawaiian or Other Pacific Islander	2	29.17%	4.17%	58.33%	8.33%	0%	2	41.67%	8.33%	0%	50.00%
Two or More Races	12	61.11%	18.75%	17.36%	2.78%	0%	12	66.67%	8.33%	12.50%	12.50%
White	34	69.61%	18.14%	8.33%	3.68%	0.25%	34	69.12%	15.20%	6.37%	9.31%
8th Grade Total	115	57.56%	20.33%	14.74%	6.03%	1.34%	115	63.04%	12.17%	8.70%	16.09%

- Reverse bell curve in Tri 3, across all grades
- Achievement gaps in 8th narrower than 6th/7th, but grew in Tri 3

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Tri 3 outcomes by race, Upper School

Reported Race	Count	Tri 1 and Tri 2					Count	Tri 3			
		A	B	C	F	Other		A	B	C	P
American Indian or Alaska Native	2	16.67%	12.50%	29.17%	41.67%	0%	2	0%	8.33%	16.67%	75.00%
Asian	11	68.18%	18.94%	11.36%	1.52%	0%	11	60.61%	9.09%	13.64%	16.67%
Black or African American	12	31.25%	15.28%	23.61%	29.17%	0.69%	12	18.06%	9.72%	13.89%	58.33%
Hispanic	25	31.60%	27.43%	19.79%	21.18%	0%	25	26.67%	15.33%	14.67%	43.33%
Two or More Races	12	59.72%	18.06%	11.11%	11.11%	0%	12	50.00%	12.50%	12.50%	25.00%
White	16	60.94%	22.40%	16.15%	0%	0.52%	16	57.29%	18.75%	9.38%	14.58%
9th Grade Total	78	46.86%	21.43%	17.32%	14.18%	0.22%	78	39.32%	13.68%	13.03%	33.97%
Asian	2	29.17%	54.17%	8.33%	8.33%	0%	2	50.00%	8.33%	33.33%	8.33%
Black or African American	15	25.00%	26.11%	33.89%	12.78%	2.23%	15	38.89%	26.67%	13.33%	21.11%
Hispanic	29	34.20%	27.87%	22.13%	13.79%	2.01%	29	43.10%	17.24%	14.37%	25.29%
Two or More Races	10	54.17%	24.17%	20.00%	1.67%	0%	10	50.00%	16.67%	25.00%	8.33%
White	21	58.57%	19.92%	18.73%	2.39%	0.40%	21	66.67%	12.70%	11.90%	8.73%
10th Grade Total	77	41.50%	25.57%	22.86%	8.78%	1.31%	77	49.78%	17.53%	15.37%	17.32%
Asian	3	94.44%	5.56%	0%	0%	0%	3	88.89%	11.11%	0%	0%
Black or African American	12	45.14%	34.03%	18.75%	2.08%	0%	12	52.78%	15.28%	19.44%	12.50%
Hispanic	18	54.63%	23.61%	19.44%	2.31%	0%	18	50.93%	12.96%	16.67%	19.44%
Native Hawaiian or Other Pacific Islander	1	16.67%	25.00%	50.00%	8.33%	0%	1	0%	0%	0%	100.00%
Two or More Races	12	72.92%	11.81%	15.28%	0%	0%	12	73.61%	11.11%	5.56%	9.72%
White	14	78.79%	12.12%	7.88%	0%	1.21%	14	64.63%	7.32%	10.98%	17.07%
11th Grade Total	60	63.32%	19.80%	15.34%	1.26%	0.28%	60	60.06%	11.45%	12.57%	15.92%
Asian	1	100.00%	0%	0%	0%	0%	1	100.00%	0%	0%	0%
Black or African American	5	56.90%	29.31%	13.79%	0%	0%	5	44.83%	20.69%	10.34%	24.14%
Hispanic	12	45.65%	21.01%	25.36%	5.80%	2.17%	12	34.78%	17.39%	10.14%	37.68%
Two or More Races	5	73.68%	14.04%	10.53%	0%	1.75%	5	64.29%	10.71%	14.29%	10.71%
White	11	63.16%	23.68%	12.28%	0%	0.88%	10	42.86%	28.57%	16.07%	12.50%
12th Grade Total	34	58.58%	21.37%	16.62%	2.11%	1.32%	33	45.21%	19.68%	12.23%	22.87%

- 9th grade outcomes slipped significantly for almost all sub-groups
- Achievement gaps in 11th/12th significantly narrower than 9th/10th

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Instructional Priorities 2020-21

- **Mission**
  - Through an emphasis on equity-based instruction we will increase support, especially for our highest need students.
- **Priority**
  - Decrease achievement gaps across demographic groups.
  - Consistent and effective instruction, embedded within PBL and distance learning.
  - Differentiated instruction and support for students with specialized needs.
- **Plan**
  - Expand use of data to target the needs of specific groups of learners by building learning scaffolds, leveraging scheduling and using small groups strategically.
  - Expand and refine distance-learning teaching methods and strategies, including PBL, that focus on achieving equitable outcomes.
  - Continue consistent use of a schoolwide literacy strategy applicable across all content areas and supports students in using reading to learn, especially in math.
  - Ensure high attendance and engagement in virtual learning.

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Culture and Climate Priorities 2020-21

- **Mission**
  - Through the implementation of restorative practices, continue to create a culture and climate that enables equitable student outcomes, celebrates diversity, and promotes social awareness and institutional pride.
- **Priority**
  - Expand upon positive school culture and climate, traditions and systems.
  - Implement systems to increase diversity and empathy in student interactions, especially in remote setting.
  - Increase clarity and consistency of behavioral and attendance expectations across all settings.
- **Plan**
  - Communicate and connect with parents for schoolwide expectations and supports for students.
  - Implement an SEL curriculum to equitably address diverse needs, including sex and drug education.
  - Focus professional development and coaching on relationship building, restorative practices, management, and Covid procedures.
  - Ensure high attendance and engagement in all settings, including distance learning.

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Student and Support Services 2020-21

- **Mission**
  - Provide the identified services necessary for students with specific and diverse needs (IEP, 504, EL) to access free and appropriate public education in the 21st-century project-based inclusion model.
- **Priority**
  - Ensure consistent quality of differentiated instruction, specialized academic instruction and student accommodations in the general education and resource classroom at both lower and upper campuses.
  - Maintain compliance with federal, state, and local requirements.
  - Maintain proactive and transparent student/family relationships.
- **Plan**
  - Coordination of student services among teachers, specialists, and families; special education collaboration with general education; maintaining referral and evaluation process.
  - Purposeful and deliberate scheduling to support student services and learning needs.
  - Continue to hold all annual IEP meetings, and prioritize evaluations on campus as feasible.
  - Continue to provide compliant and proactive counseling services, and increase responsiveness to student needs.

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Outreach and Operations 2020-21

- **Mission**
  - Through commitment to health/safety and organization stability, enable conditions for staff, students and families to pursue the EBIA mission during the COVID-19 pandemic crisis.
- **Priority**
  - Manage responses to COVID-19 impact on operations and keep current and potential communities informed in an inviting and inclusive way.
  - Mitigate risk and prioritize compliance and essentials in all areas.
  - Support at-risk students and families to engage with instruction and EBIA community.
  - Engage in WASC accreditation process to examine, refine, and set future goals, and achieve 6-year accreditation.
- **Plan**
  - Stay informed on federal/state/local guidance on COVID policies, procedures, and requirements.
  - Covid-19 safety and operational preparedness
    - Physical site and supplies that maximize safety and meet agency guidelines.
    - Policies and training that maximize comfort and uniformity for successful community interactions.
    - Technology support that maximizes efficacy of COVID instructional models.
  - Reach out to our community through virtual connections and targeted on-site events.
  - Meet all WASC deadlines and commitments.

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