



Board Agenda Item #	Agenda # IV B
Date:	September 8, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Academic Board Report

Proposed Board Recommendation

Information Item, no actions needed

Background

Academic Board Report

Budget Implications

There are no budget implications.

Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

Attachments

August Academic Board Report

8/30/2016

August 2016 Board Report

Academic Updates and Review

Kenya Jackson, Chief Academic Officer

August 2016 Board Report

Academic Updates and Review

“The MPS Academic Team strives to empower teachers and leaders to inspire students to transform our communities through innovative, equitable and life-long learning.”

Summary

The purpose of this report is to: recap the “glows” and “grows” of our second year of common core implementation, provide a 2015 and 2016 Smarter Balanced Assessment general analysis and updates regarding the Academic team’s action plan to: increase student achievement, college entrance and completion, teacher effectiveness, STEAM integration and support for our special population group which includes GATE, SPED, ELLs, African-American, Hispanics and low socio-economic students

Glows- This term is used to describe our progress and accomplishments of our stated goals which were to: increase student performance on the 2016 SBAC by 10 percent across all schools, improve professional development, revise our district assessment calendar, select two online platforms to manage and analyze data and to track and support teacher effectiveness and development.

Grows- This term is used to describe key areas of growth and development for our schools overall. Our 2016-2017 action plan not only addresses the steps we will use to close our achievement gap but also informs how we plan to thrive as a school community.

So far:

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- 11 out of 11 schools made incremental growth on the English 2016 English SBAC. Most notably MSA-3 and MSA-5 made significant gains. 7 out of 11 schools made a three percent or higher gain on the 2016 SBAC math exam. Overall we exceeded California State proficiency threshold for ELA and maintained the state proficiency for Math.
 - Improved professional development- 215 MPS teachers attended out August 2015 three-day summer training, 187 teachers completed a survey that asked them to agree, neutral, disagree with the usefulness, satisfaction and relevance of the sessions offered and 183 teachers strongly agreed. Additionally, we instituted a “Train-the-Trainer’s” academy for our Math and English lead teachers to learn the functionality of our board approved McGraw Hill curriculum, implement best instructional practices in its’ usage and coach teachers at their respective school sites.
 - Revised MPS assessment calendar-based on feedback from MPS Dean of Academics and Principals we’ve implemented the following data cycle: Fall NWEA Map test, monthly Interim Assessment Blocks, Winter Map (optional, but recommended for non-tested grades and special populations), Spring Comprehensive Interim Assessment and Spring NWEA Map.
 - Academic Team selected two online platforms to support teaching and learning- Illuminate and Teachboost. All school leaders and department chairs received training on these two platforms as we are expected to fully implement.

Still Growing:

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- Creating a Professional Development framework for each school
 - Becoming STEAM schools- integrating Arts
 - Exceeding CA state proficiency rate in Math on the SBAC
 - Formally tracking our alumni to and through college
 - Developing a leadership/ coaching model for all of our administrators
 - Meeting the needs of all our special populations through intervention, acceleration, and social/ emotional supports

Academic Team's Next Steps:

Critical to the growth of our academic program is our 2016-2017 action plan. Below are performance goals for each member of the academic team. Performance goals in this action plan require measurability, objectives, actions, individuals responsible, and evaluation (assessment/evidence and timeline).

Kenya Jackson, Chief Academic Officer

Student Achievement (assessment)

- All Students who attend MPS will demonstrate a 20 percent growth gain on one or more district-wide assessment and or the 2017 SBAC
- STEAM exploration and participation- ALL MPS schools will offer STEAM electives, clubs and all students will complete two interdisciplinary projects (one per semester)
- All MPS site academic leadership and MPS academic team will implement Response to Intervention systems to measure student growth and teacher practices

Teacher Effectiveness

- All MPS Principals, Dean of Academics, Department Chairs will provide formal and informal observation feedback for every teacher and track growth through teach boost
- All MPS teachers will implement a variety of instructional practices (EDI, Socratic method etc.) to prepare students for college and career readiness

David Yilmaz, Chief Accountability Officer

- All MPS schools will have high quality accountability plans, (i.e. LCAP, SSD, SPSA)
- All MPS schools will implement the program described in their charter petition and comply with all applicable law and regulations

Erdinc Acar, Regional Director- South, Science Advisor

- Improve STEM instructional practices in all MPS
- Increase STEM enrichment programs in all MPS

Victoria Marzouk, Director of Special Programs

- All MPS sites will include an accelerated math and honors English course in the 2016-2017 SY
- The college counseling department will support students in developing 9 year plans which will begin in 8th grade and track student pathways beyond graduation
- All co-teaching teams will implement the co-teaching model as presented by Dr. Wendy Murawski during PD series

Nicole Vasquez, EL / Title III Coordinator

- Each MPS school will meet their individual LCAP goal for ELL achievement
- 100 percent of MPS schools will comply with Title III requirements, and keep all relevant documents organized and up to date for district visits and audits

Ismail Ozkay, Data Manager/ SIS Coordinator

- All MPS sites will administer MAP and SBAC Interim Assessments as in Assessment Calendar
- All MPS staff will be trained on illuminate to be able to produce appropriate reports

Data and Next Steps

The **SUMMATIVE DATA** in this document highlights gains, decreases and non-movement of ELA and Math SBAC scores in grades 2-8th and 11th also grade cohorts, subgroups scores and overall proficiency over a two-year period are below. These highlights are shown in two colors: red for decrease or not meeting our 10 percent growth goal and green for meeting or exceeding. The chart below shows that all of our schools made increases on the 2016 SBAC ELA however the math scores have remained static but are ahead of LAUSD slightly.

	2015 ELA	10% Growth goal	2016 ELA goal	2016 ELA
MSA1	35%	3.5%	39%	43%
MSA2	29%	3.0%	32%	35%
MSA3	22%	2.5%	25%	43%
MSA4	36%	4.0%	40%	38%
MSA5	18%	2.0%	20%	41%
MSA6	41%	4.0%	45%	44%
MSA7	49%	5.0%	54%	52%
MSA8	37%	4.0%	41%	40%
MSA SA	53%	5.5%	59%	73%
MSA SC	67%	7.0%	74%	86%
MSA SD	61%	6.0%	67%	71%
All MPS	42%	4.0%	46%	49%

	2015 Math	10% Growth goal	2016 Math goal	2016 Math
MSA1	24%	2.5%	27%	31%
MSA2	26%	3.0%	29%	23%
MSA3	13%	1.5%	15%	22%
MSA4	12%	1.5%	14%	15%
MSA5	6%	1.0%	7%	15%
MSA6	27%	3.0%	30%	26%
MSA7	43%	4.5%	48%	35%
MSA8	21%	2.0%	23%	22%
MSA SA	38%	4.0%	42%	46%
MSA SC	66%	7.0%	73%	73%
MSA SD	57%	6.0%	63%	61%
All MPS	32%	3.0%	35%	32%

MAJORITY OF GRADE COHORTS scores in ELA shows overall growth that exceeds 10 percent. The proficient average for 11th graders is above 50 percent which is hopeful because it demonstrates that students who remain at our schools perform better over time. The same is true for 11th graders at MSA-1 and MSA-2 who exceeded state and local standards on the Math assessment. However, our schools need continued support in closing our math achievement gap.

ELA	5th	10%	2016	6th	6th	10%	2016	7th	7th	10%	2016	8th	11th*
	2015	growth	goal	2016	2015	growth	goal	2016	2015	growth	goal	2016	2016
MSA1	36%	3.6%	40%	35%	18%	1.8%	20%	38%	12%	1.2%	13%	38%	65%
MSA2	36%	3.6%	40%	29%	17%	1.7%	19%	29%	33%	3.3%	36%	37%	67%
MSA3	34%	3.4%	37%	45%	23%	2.3%	25%	46%	12%	1.2%	13%	28%	61%
MSA4	16%	1.6%	18%	23%	32%	3.2%	35%	36%	23%	2.3%	25%	33%	56%
MSA5	30%	3.0%	33%	42%	17%	1.7%	19%	38%	29%	2.9%	32%	48%	
MSA6	33%	3.3%	36%	38%	33%	3.3%	36%	43%	25%	2.5%	28%	50%	
MSA7	NA			42%	47%	4.7%	52%	60%	41%	4.1%	45%	57%	
MSA8	40%	4.0%	44%	44%	36%	3.6%	40%	45%	31%	3.1%	34%	31%	
MSA SA	36%	3.6%	40%	47%	50%	5.0%	55%	86%	50%	5.0%	55%	82%	54%
MSA SC	60%	6.0%	66%	88%	82%	8.2%	90%	96%	70%	7.0%	77%	82%	0%
MSA SD	72%	7.2%	79%	73%	61%	6.1%	67%	74%	64%	6.4%	70%	67%	

Math	5th	10%	2016	6th	6th	10%	2016	7th	7th	10%	2016	8th	11th*
	2015	growth	goal	2016	2015	growth	goal	2016	2015	growth	goal	2016	2016
MSA1	25%	2.5%	28%	29%	14%	1.4%	15%	24%	18%	1.8%	20%	28%	45%
MSA2	25%	2.5%	28%	18%	28%	2.8%	31%	22%	19%	1.9%	21%	22%	50%
MSA3	16%	1.6%	18%	31%	13%	1.3%	14%	20%	12%	1.2%	13%	16%	19%
MSA4	16%	1.6%	18%	8%	24%	2.4%	26%	28%	3%	0.3%	3%	6%	16%
MSA5	12%	1.2%	13%	19%	2%	0.2%	2%	9%	12%	1.2%	13%	22%	
MSA6	12%	1.2%	13%	22%	26%	2.6%	29%	26%	19%	1.9%	21%	29%	
MSA7	NA			37%	49%	4.9%	54%	40%	34%	3.4%	37%	24%	
MSA8	22%	2.2%	24%	24%	14%	1.4%	15%	22%	22%	2.2%	24%	20%	
MSA SA	30%	3.0%	33%	30%	47%	4.7%	52%	65%	24%	2.4%	26%	39%	45%
MSA SC	60%	6.0%	66%	65%	74%	7.4%	81%	88%	63%	6.3%	69%	71%	0%
MSA SD	54%	5.4%	59%	66%	62%	6.2%	68%	62%	53%	5.3%	58%	54%	

SUBGROUPS: Our free and reduced lunch, SPED, ELL's and Hispanic students overall made gains on the ELA assessment. This is encouraging because our enrollment of these special populations groups have increased overtime so this data highlights that our intervention cycle that includes (Saturday school, Power English, Co-teaching and tutoring) is closing critical gaps in student achievement. Additionally our SPED subgroup demonstrates the strongest growth in both Math and English. However, the math gap widened across all subgroups that averages three percent.

ELA	2015	10%	2016	2016	2015	10%	2016	2016	2015	10%	2016	2016
	Hispanic	growth	goal	Hispanic	White	growth	goal	White	Black	growth	goal	Black
MSA1	33%	3.3%	36%	38%	50%	5.0%	55%	68%	NA			NA
MSA2	27%	2.7%	30%	31%	32%	3.2%	35%	48%	25%	2.5%	28%	NA
MSA3	21%	2.1%	23%	47%	14%	1.4%	15%	NA	23%	2.3%	25%	36%
MSA4	29%	2.9%	32%	37%	NA			NA	36%	3.6%	40%	NA
MSA5	18%	1.8%	20%	37%	17%	1.7%	19%	54%	13%	1.3%	14%	NA
MSA6	36%	3.6%	40%	43%	58%	5.8%	64%	NA	55%	5.5%	61%	37%
MSA7	41%	4.1%	45%	49%	64%	6.4%	70%	50%	40%	4.0%	44%	NA
MSA8	39%	3.9%	43%	41%	22%	2.2%	24%	29%	NA			NA
MSA SA	51%	5.1%	56%	63%	58%	5.8%	64%	83%	NA			NA
MSA SC	29%	2.9%	32%	NA	60%	6.0%	66%	NA	77%	7.7%	85%	95%
MSA SD	53%	5.3%	58%	60%	64%	6.4%	70%	77%	50%	5.0%	55%	43%

Math	2015	10%	2016	2016	2015	10%	2016	2016	2015	10%	2016	2016
	Hispanic	growth	goal	Hispanic	White	growth	goal	White	Black	growth	goal	Black
MSA1	20%	2.0%	22%	26%	40%	4.0%	44%	52%	NA			NA
MSA2	24%	2.4%	26%	21%	37%	3.7%	41%	36%	8%	0.8%	9%	NA
MSA3	15%	1.5%	17%	25%	14%	1.4%	15%	NA	10%	1.0%	11%	17%
MSA4	10%	1.0%	11%	12%	NA			NA	NA			NA
MSA5	4%	0.4%	4%	10%	NA			20%	NA			NA
MSA6	22%	2.2%	24%	24%	58%	5.8%	64%	NA	39%	3.9%	43%	23%
MSA7	38%	3.8%	42%	31%	59%	5.9%	65%	46%	NA			NA
MSA8	22%	2.2%	24%	21%	17%	1.7%	19%	32%	NA			NA
MSA SA	31%	3.1%	34%	29%	45%	4.5%	50%	64%	NA			NA
MSA SC	29%	2.9%	32%	NA	53%	5.3%	58%	NA	81%	8.1%	89%	88%
MSA SD	48%	4.8%	53%	51%	61%	6.1%	67%	66%	42%	4.2%	46%	50%

ELA	2015	10%	2016	2016	2015	10%	2016	2016	2015	10%	2016	2016
	F/L Lunch	growth	goal	F/L Lunch	SPED	growth	goal	SPED	EL	growth	goal	EL
MSA1	35%	3.5%	39%	41%	9%	0.9%	10%	10%	NA			NA
MSA2	28%	2.8%	31%	33%	6%	0.6%	7%	6%	NA			2%
MSA3	20%	2.0%	22%	40%	NA			11%	17%	1.7%	19%	NA
MSA4	32%	3.2%	35%	35%	14%	1.4%	15%	NA	NA			NA
MSA5	19%	1.9%	21%	40%	NA			3%	NA			9%
MSA6	36%	3.6%	40%	42%	7%	0.7%	8%	11%	27%	2.7%	30%	18%
MSA7	43%	4.3%	47%	46%	22%	2.2%	24%	20%	NA			13%
MSA8	37%	3.7%	41%	39%	10%	1.0%	11%	13%	NA			NA
MSA SA	47%	4.7%	52%	70%	28%	2.8%	31%	35%	29%	2.9%	32%	NA
MSA SC	39%	3.9%	43%	70%	NA			NA	15%	1.5%	17%	NA
MSA SD	53%	5.3%	58%	61%	29%	2.9%	32%	33%	7%	0.7%	8%	NA

Math	2015	10%	2016	2016	2015	10%	2016	2016	2015	10%	2016	2016
	F/L Lunch	growth	goal	F/L Lunch	SPED	growth	goal	SPED	EL	growth	goal	EL
MSA1	22%	2.2%	24%	29%	2%	0.2%	2%	8%	NA			NA
MSA2	23%	2.3%	25%	22%	10%	1.0%	11%	8%	6%	0.6%	7%	5%
MSA3	10%	1.0%	11%	20%	3%	0.3%	3%	7%	33%	3.3%	36%	NA
MSA4	13%	1.3%	14%	13%	7%	0.7%	8%	NA	NA			NA
MSA5	6%	0.6%	7%	14%	NA			NA	NA			6%
MSA6	20%	2.0%	22%	25%	7%	0.7%	8%	14%	9%	0.9%	10%	18%
MSA7	38%	3.8%	42%	27%	23%	2.3%	25%	16%	11%	1.1%	12%	18%
MSA8	20%	2.0%	22%	21%	4%	0.4%	4%	6%	2%	0.2%	2%	NA
MSA SA	23%	2.3%	25%	36%	14%	1.4%	15%	25%	43%	4.3%	47%	NA
MSA SC	43%	4.3%	47%	52%	NA			NA	25%	2.5%	28%	NA
MSA SD	46%	4.6%	51%	48%	25%	2.5%	28%	39%	NA			NA

NEXT STEPS TO INCREASE ACADEMIC PERFORMANCE

HOW CAN WE INCREASE OUR ACADEMIC PERFORMANCE ON BOTH ELA/MATH ASSESSMENTS? *Laser like focus on data*

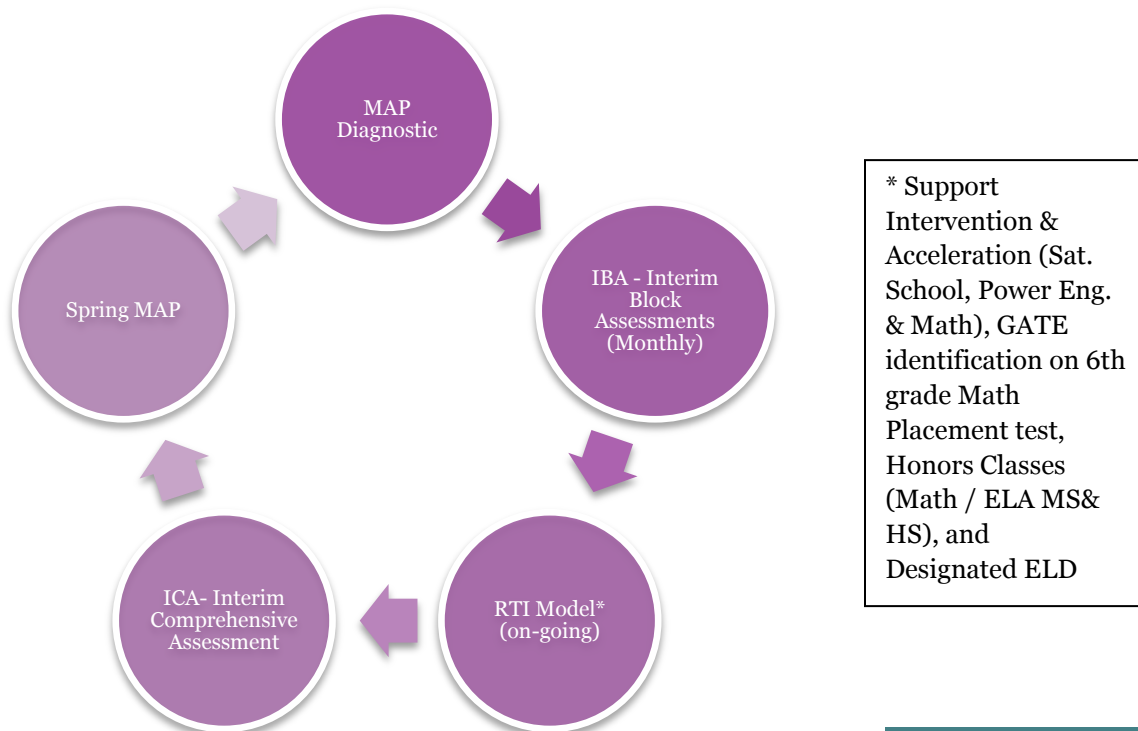
The academic team will work to create an individual MPS School Literacy and Numeracy Profiles. These profiles will support the building and implementation of a personal plan for mathematics and literacy proficiency. We will define proficiency based on our students SBAC status (Exceed or Met). Schools will use four types of assessment data to formulate the profile which include: Summative Data (group profile), Formative Data (final grades, benchmark exams), Demographic Subgroup Statistic and Perceptual Data (Climate, beliefs from student surveys).

CONTINUED PROFESSIONAL DEVELOPMENT IN CRITICAL AREAS: MATH, WRITING, AND LITERACY ACROSS ALL SCHOOLS

Below is the description of professional development provided in our 2016 summer training for all MPS staff

1. **Train-the-Trainer Academy**- McGraw Hill provided a Train-the-Trainer model for our Math and English/EL Curriculum. The Math/English teacher, Math/English Dept. Chair or Title I teachers are expected to train the Math/English teachers at their school sites.
2. **UCLA-Curtis Partnership**- Participants focused on preparing all students for Algebra readiness/proficiency. Participants received content driven, common core aligned PD showing best practices for engaging students in sense making, critical thinking and mathematical modeling. Participants also received tools and resources from the Center’s work writing performance tasks for Smarter Balanced.
3. **Dataworks- EDI**- Explicit Direct Instruction (EDI) is a strategic collection of research-based instructional practices pioneered by pedagogues and cognitive researchers, such as Hattie, Rosenshine, Marzano, Sousa, Hunter, Goldenberg, and many more. When all of the research is combined, you get EDI. These strategies help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students the first time a concept is taught. EDI is an approach that successfully accomplishes the DataWorks goal of improving learning for all students and especially for low-performing students.

MPS ASSESSMENT CYCLE



REVIEW OF ASSESSMENT CYCLE

Person responsible: Ismail Ozkay

August:

- Fall 2016 MAP testing is setup on NWEA server and all schools are ready for testing.
- Fall 2016 testing is scheduled to start on Monday, August 29.
- Because of technical issues, MSA3 will start testing a week later. MSA SA will start testing in mid-Sep because of late start (MSA SA will open on Sep 6)

September:

- All sites will finish Fall 2016 MAP testing within 2 weeks.
- Testing data will be uploaded Illuminate (new data warehouse).
- Reports will be available for all sites to view and take action.
- Intervention will be based on most recent SBAC and MAP results

Implementation of Illuminate

Illuminate goals

- Draft the district Vision/ Goals
- Learn how the modules (Assessment/ Administration, Students, Reports) function
- Plan out trainings, support, common assessments, and data analysis protocols for school year

MPS goals

- Teachers will generate/ administer On the Fly/ Formative as exit ticket on a regular basis
- Administrators will guide teachers through data analysis process using SBA, CELDT, NWEA/ MAP prebuilt reports
- Teachers administer McGraw Hill assessments online/ analyze data using assessment reports
- ELA/ Math teachers generate Itembank assessments

Data Management and Support

August:

- Magnolia's Illuminate account is setup by uploading core data files (school, staff, teacher, course, course section, and course schedule details)
- 2015-16 MAP, SBAC and CELDT data uploaded under Magnolia's Illuminate account.
- MPS leadership team (Home office team, Principals, Deans) had initial Illuminate training on Aug 1st at Leadership PD. Implementation details were discussed and goals were set. See below.
- School site Department Heads and Lead Teachers had initial Illuminate training on Aug 5th at MPS In-Service Training PD.

September:

- 2016 SBAC and Fall 2016 MAP testing data will be uploaded on Illuminate.
- All site administrators and teachers will have access to assessment data which will be used to differentiate classroom instruction as well as setting up interventions.

DEVELOPING/SUPPORTING TEACHERS THROUGH OBSERVATION, COACHING, AND FEEDBACK

Teacher Rubric

Person responsible: David Yilmaz

August:

- MPS has developed a teacher evaluation rubric that uses multiple measures. These measures include (1) Teacher Performance on the MPS Framework for Teaching, (2) Teacher Professional Qualities, Dispositions, and Responsibilities, (3) Student and Parent Voices, and (4) Student Performance. Using multiple measures will provide for better insight and reliability than using only one measure.
- MPS has purchased TeachBoost, an online tool for scheduling, recording, and maintaining teacher observations, evaluations, and professional growth.
- TeachBoost has been set up for use with the new MPS Teaching Framework and the school leadership received an all-day training.

September:

- Deans and principals will be trained on the new evaluation system. We will have discussions and best practice sharing regarding Standards 1 and 2 on the new Teaching Framework.
- *Ongoing:* The Chief Accountability Officer and the Chief Academic officer will continue to train MPS school site administrations on the Teacher Evaluation Protocol during the monthly academies throughout the year as well as lead discussion and collect feedback on the protocol.

GATE

Person Responsible: Victoria Marzouk

August

- All administrators were sent the program model and implementation phases.
- For the current school year, each school was expected to include accelerated math, an honors or advanced English, and GATE student identification
- Math and ELA teachers went to Train the Trainers Academy

September

- Administrators will be trained on the OLSAT8 assessments
- Brochures for the GATE program will be sent to school sites
- Parents can request, or schools can identify students in grades 3, 6, and 9 for assessment
- Deans will align coursework and enrichment activities with GATE students
- Awards/Certificates of recognition will be collected and put in student folders in order to build portfolios

College Pathways

- The College Guidance Manual and Advisory curriculum has been distributed to College Advisors during Summer in-service.
- Advisors will begin informational sessions with 8-12th graders by mid-September
- Schools will begin planning College Nights for students and parents to learn about post-secondary pathways and requirements.
- National Student Clearinghouse will be contracted to track alumni, graduation rates, majors, schools of attendance, and career or technical training.

Title III

Person Responsible: Nicole Vasquez

August

- The EL Master Plan has been updated to reflect the changes to our EL Program outlined in the Title III Improvement Plan and includes all revisions to RFEP requirements (MAP/SBAC scores), as well as instructional times for ELD.
- The Title III Improvement Plan was “substantially approved” by the state, and Title III funds are forthcoming.
- Each school site has designated an EL Coordinator, and I have been communicating and meeting with them regularly to address site-level needs, instructional strategies, class structure, and progress monitoring methods.
- School leaders, site-level EL Coordinators, and office staff are currently working on identifying each school site’s English Learners and their ELD levels, and will mail and certify parent notification letters by September 15 (San Diego by September 22, Santa Ana by October 6).
- I am personally meeting with each school principal to complete the Title III LEP and Immigrant surveys due September 8. My goal is to complete them for all schools by the end of August.

September

- By mid-September, all school sites will have ELD portfolios made for all EL students which will include progress monitoring tools and assessment templates.
- During the first school leadership meeting (Dean of Academics’ Meeting on September 8), schools will receive a binder from the Home Office team that includes a section for Title III Compliance (action plan has been updated to reflect this format and timeline change).
- All schools will CELDT test initial EL students within 30 days of enrollment, and annual EL students by October 31.