



Board Agenda Item #	Agenda #IIA
Date:	November 13, 2018
To:	Magnolia Board of Directors- Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Academic Update

Proposed Board Recommendation

Board Recommendations are not required

Background:

This report serves to inform the board about the following:

- Highlights of 2016-2017 Smarter Balanced Assessment results in Math and English Language Arts for grades 3-8<sup>th</sup>, 11<sup>th</sup> and 2016-2017 English Language Learner Results
- Summary of High School Graduation and Two/Four Year College Acceptance Rates
- Analysis of internal formative data which includes the administration of the NWEA MAP in Reading and Math for 3-8<sup>th</sup> grades and Interim Block Assessments for specific claims in English Language Arts and Math for grades 3-11<sup>th</sup> aligned to the Common Core Standards
- Areas of focus and growth
- 2017-2018 Action Plan- 1. Closing the Math and Literacy Gap 2. Refine and expand Social Emotional Learning and Special Education Program 3. Expanding STEAM program 4. Supporting English Language Learners 4. Data Management 5. MPS Teacher Evaluations

Budget Implications -None

- Amounts/ Funding Source
- CFO Review

Name of Staff Originator:  
Kenya Jackson

Attachments

Glows, Grows and Next Steps

Curriculum Usage Reports for myOn and Naviance

Fall Practitioners Symposium

2017-2018 Action Plan

2016-2017 SBAC Power Point overview

2017

## Glows, Grows and Next Steps

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

Academic Team  
Magnolia Public Schools  
11/9/2017

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## SUMMARY

The purpose of this report is to summarize the “glows” and “grows” of academic progress (2016-2017 SBAC and internal data).

## GLOWS

### Renewal Win

- Magnolia Science Academy- 4 was renewed by LAUSD

### 2016-2017 SBAC Data (from webinar charts)

1. 5 out of 8 of our LA schools are on par with or exceed the district average in ELA
2. MSA-SA and MSA-SD outperform the district both in ELA and Math; MSA SA stands out because their overall enrollment increased by 500 students in (adding elementary grades and expanding)
3. 6 out of 10 MPS schools show growth in Math over 3 years, with 4 of those 6 schools showing growth of 5 percentage points or more
4. 70% of MPS cohorts of students experienced growth in math while attending MPS
5. In 6 out of 10 Magnolia Schools the SPED student group increased their scores by nearly 4 percentage points on average in ELA
6. 4 out of 10 MPS schools experienced growth with English Learners in ELA, with three of those schools demonstrating a growth of 3 percentage points or more over three years.
7. 3 schools experienced at least a 2 percentage points growth with English Learners in Math.
8. MSA 1 saw growth of 5 percentage points for the EL student group in both ELA and Math.
9. MSA SD saw growth of 23 percentage points for the EL student group in Math.
10. 5 out of 10 of all Magnolia Schools increased SPED scores by nearly 4 percentage points on average.
11. MSA 7 increased in SPED in both ELA and Math
12. 7 out of 10 of MPS schools experienced a growth of 2 percentage points or more in Math for students receiving free and reduced lunch.
13. 6 out of 10 of MPS schools show growth in math for students within the Hispanic student group, with four of those schools experiencing growth of 5 percentage points or more
14. 5 out of 7 of MPS schools that enroll a significant number of students within the White student group increased 2 percentage points or more in math, with three of those schools increasing by 15 percentage points or more.
15. 2 out of 3 of MPS schools that enroll a significant number of students within the Black student group increased by 10 percentage points or more in ELA.
16. MSA 3 increased scores in both ELA and Math for their Black student group
17. A-G completion rates are significantly higher than the district average
18. MSA 1's eleventh graders outperform the district and state in ELA and Math over three years

### Historical Four-Year Cohort Graduation Rates

2013-2014		2014-2015		2015-2016		2016-2017	
LAUSD	70%	LAUSD	72%	LAUSD	77%	LAUSD	80%
SAUSD	87%	SAUSD	89%	SAUSD	92%	SAUSD	92%
MPS	90%	MPS	96%	MPS	95%	MPS	98%

# MPS Change Agents

## Special College Edition



Please note that the data collected is from both our College Advisors and Naviance and it is not the final number



**CollegeAdvisors**  
Thank you for your hard-work and dedication to our Magnolia students.



**Seniors**  
183 Seniors applied to Private, 2-year Colleges, Universities and Ivy League Schools this year.



**Applications**  
Our MPS-wide High School Seniors applied to a total of 974 schools. That is an average of 3-4 applications per student. However, we did have a handful of students that applied to 10+ schools.

**344**

### UC SCHOOLS APPLIED

Schools Seniors applied to: Berkeley, Davis, Irvine, Los Angeles, Merced, Riverside, San Diego, Santa Barbara, and Santa Cruz

**\$1.4 mil**

MPS-Wide Seniors received money from the following FAFSA, Grants, Scholarships

**525**

### CSU SCHOOLS APPLIED

Seniors applied to: Chennel Islands, Chico, Dominguez Hills, East Bay, Fullerton, Long Beach, Los Angeles, Northridge, Polytechnic-Luis Obispo, Polytechnic-Pomona, San Diego, San Francisco, San Jose, Monterey Bay and others

**105**

### OTHER

Seniors applied to other schools outside of our UC / CSU systems. Some have chosen Out of State colleges, Private Universities and Historically Black and College Universities all over the US. To name a few: UCON, Juliard, Oregon State, Cheyney, Texas University, Alabama A&M, Embry-Riddle, UPENN, Columbia, Brown, Princeton, Yale, and Dartmouth

**232**

### CSU SCHOOLS ACCEPTED

**92**

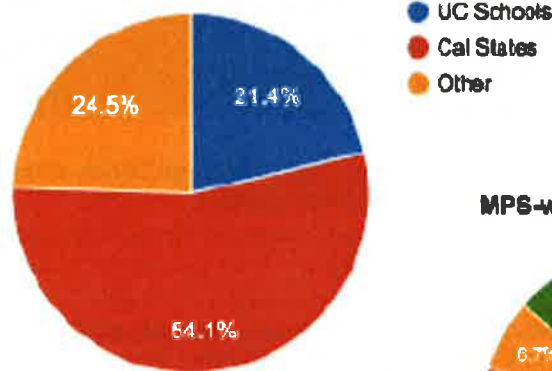
### UC SCHOOLS ACCEPTED

**MPS**

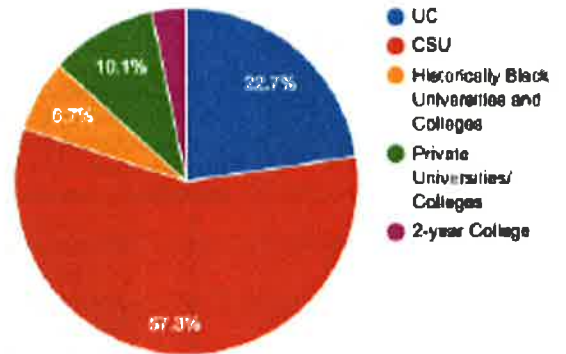
**BIGGER PICTURE**

Getting the bigger picture of which schools Seniors applied to and how "Other" schools are defined

MPS-Wide Applications to



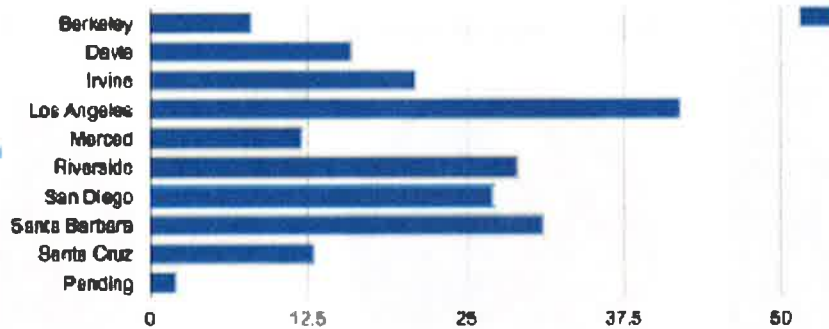
MPS-wide Acceptances



**UC**

92 Acceptances

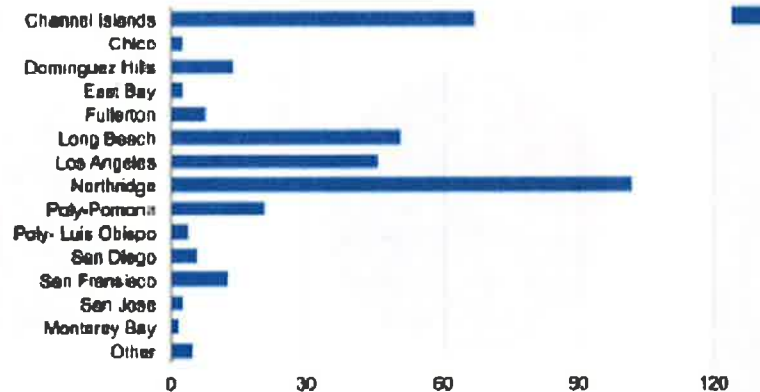
UC Acceptances



**CSU**

232 Acceptances

CSU Acceptances



# School Acceptances

## MSA-1, 2, 3

### FYI

As we approach the end of the year, the College Edition of the Academic Newsletter will be continuously updated with current numbers.

### Spotlight

A first generation Latina from MSA-3 is currently holding the salutation place. She first became involved in extracurricular activities, here at MSA-3, early in her high school career and has stayed involved all the way through. She meticulously applied colleges through CSU Mentor, Quest Bridge, Common App, Black College Expo and UC Application system. Here is the list of colleges she has been admitted.

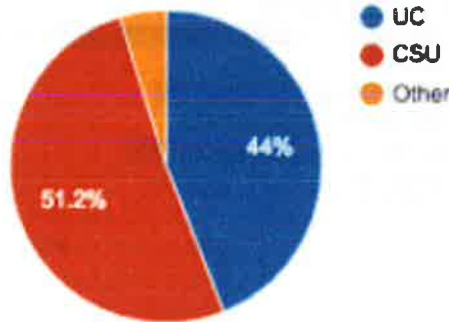
- |                           |                                  |
|---------------------------|----------------------------------|
| 1. UC Santa Barbara       | 10. Truman University            |
| 2. UC Riverside           | 11. Arcadia University           |
| 3. UC Davis               | 12. Madrid Admissions Slu, Spain |
| 4. CSU Long Beach         | 13. Clarkson University          |
| 5. CSU San Francisco      | 14. Albright College             |
| 6. CSU Stanislaus         | 15. Toledo University            |
| 7. Alabama A&M University | 16. University of Idaho          |
| 8. Cheyney University     |                                  |
| 9. Howie State University |                                  |

### MSA-1

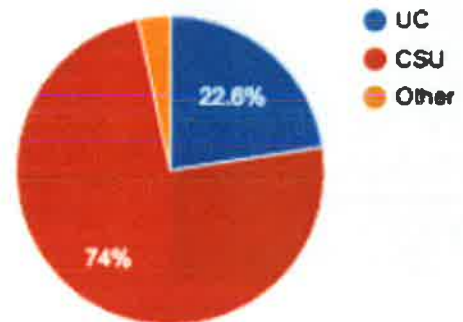
#### THE WARRIORS

68 Seniors

MSA-1 Applications



MSA-1 Acceptances

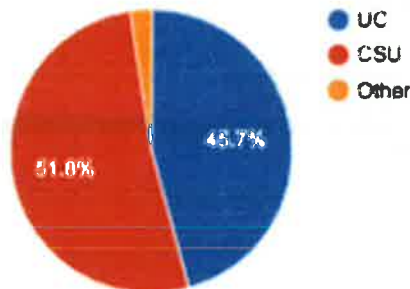


### MSA-2

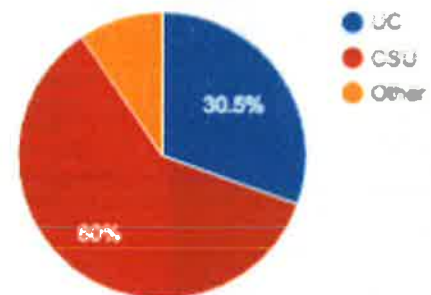
#### THE MUSTANGS

33 Seniors

MSA-2 Applications



MSA-2 Acceptances





# School Acceptances

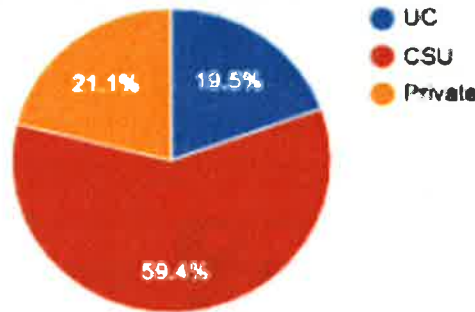
## MSA-4 and Santa Ana

**MSA-3**

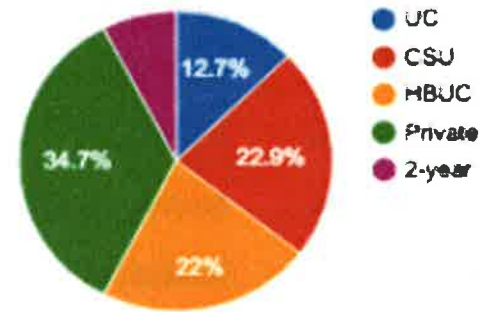
**THE VIPERS**

36 Seniors

**MSA-3 Applications**



**MSA-3 Acceptances**

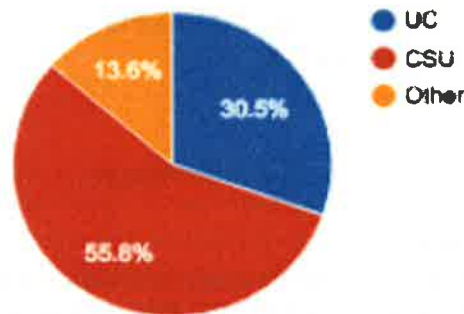


**MSA-4**

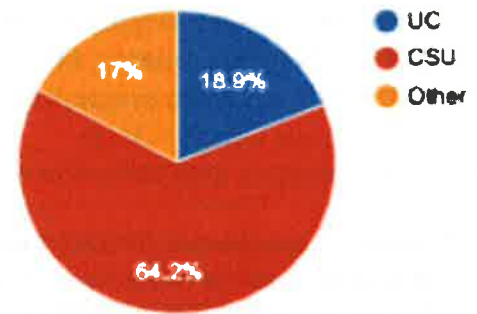
**THE EAGLES**

27 Seniors

**MSA-4 Applications**



**MSA-4 Acceptances**

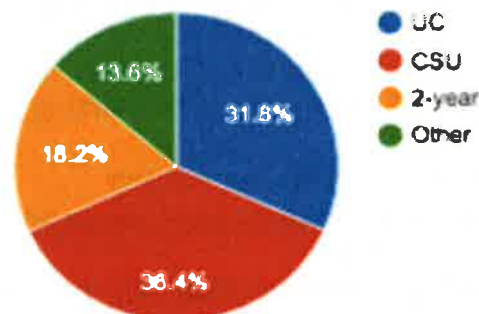


**MSA-SA**

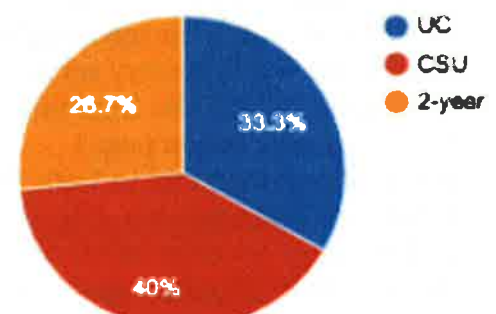
**THE PIRATES**

14 Seniors

**MSA-SA Applications**



**MSA-SA Acceptances**



## English Learner Progress Indicator (ELPI) (on CELDT and reclassification)

### State Indicators All Students Performance

### English Learner Progress (1-12)

	2016-17 Status	2015-16 to 2016-17 Change	
MSA-4:	Very High 100%	Maintained 0%	
MSA-5:	Medium 70.2%	Increased Significantly +15.5%	
MSA-6:	Very High 91.2%	Maintained -0.8%	
MSA-7:	High 80%	Increased Significantly +10.3%	
MSA-Bell:	Very High 100%	Maintained 0%	
MSA-San Diego:	High 84.6%	N/A	
MSA-Santa Ana:	Medium 73.5%	N/A	
LAUSD:	Medium 73.8%	Increased +4.7%	
SDUSD:	Medium 73.4%	Increased +2.3%	
SAUSD:	Medium 71.3%	Maintained +0.6%	

### Partnerships

- Mount Wilson Observatory - field trips, programs, STEAM EXPO
- UCI Beall Center - Interns, field trips, STEAM EXPO
- LADWP Green Team programs
- UCLA Curtis Center – Math
- Pierce, Mission and Valley Community Colleges- Dual Enrollment

### New Science Framework/NGSS Transition

- Principals and deans received training on NGSS shifts and observation tools
- Elementary, Middle and High School teachers attended PD focusing on new Science and Engineering Practices

## GOALS to OUTCOME

### Kenya Jackson, Chief Academic Officer

- June-August- Two Day MPS Summer Teacher and Leadership Training- over 80 percent satisfaction rating for meaningful and applicable professional development
- Conducted visits at every school- monitor the quality of summer school programs
- September- Track the implementation of core curriculum starting with Study Sync and myOn (see usage reports on page)
- School leaders trained in Data Analysis, Collaborative Inquiry
- Established partnership with Mission Valley Community College and MSA 1&2
- Led Webinar on 2017 SBAC data for all of MPS
- October-Fall Teacher and Leadership Training with 85 percent satisfaction rating for meaningful and applicable professional development
- Spoke at LAUSD public hearing for support of MSA 4 and 5- articulating the mission/vision and successes of the schools

### **David Yilmaz, Chief Accountability Officer**

- Created school goals template for schools to prioritize their goals based on the CA School Dashboard, SBAC data, WASC, and SPSA
- Created a SPSA template for schools to plan how to use their federal Title funds
- Revised the teacher evaluation protocols; added data component to the evaluations
- Oversaw design of TeachBoost as a platform to conduct teacher observations and evaluations
- Created a general staff evaluation protocol
- Trained, provided guidance and followed up on the implementation of the protocols
- Provided the c-team and the principals with data analysis sheets (Dashboard, SBAC, demographics, etc.) to make data-based observations and decisions
- Provided schools with directions in regards to WASC accreditation preparation
- Worked closely with Lydiett Vega to ensure compliance with reporting and audits
- Worked closely with Ismail Ozkay to start a transition plan from CoolSIS to Illuminate

### **Erdinc Acar, Regional Director- South and Blended Learning Advisor**

- Provided STEM and NGSS resources, trainings and support during monthly deans and principals meetings.
- Updated teachers and admin teams on STEM and NGSS professional development opportunities.
- Arranged PD session for MPS symposiums
- Developed NGSS observation tool and trained school admin.
- Visited science teachers, observed classes, provided one-on-one coaching and support.
- Provided updates and support to staff on Fuel education online class offerings

### **Traci Lewin, Math Coach**

- Created MPS Math Teachers Google site and Google Classroom to facilitate online collaboration.
- Conducted classroom observations at every school site and provided resources, training, and supports based on needs.
- Conducted training with school admin around SBAC Claims and Targets and finding resources to support SBAC prep.
- Conducted training with school leaders around growth mindset in math.
- Identified individual math teacher needs and created support plans for math teachers.
- Implemented the MPS Math Challenge
- Led regional math department meetings in the Valley and with Venice/Palms. Led individual math department meetings with individual schools.
- Attended CMC South Math Conference and LACOE Math Leaders Network Meeting to network and learn.
- Submitted approved proposal to present at CABA Conference.
- Submitted approved proposal to present at CCSA Conference.

### **Victoria Marzouk, Director of Student Services**

- Training on trauma informed strategies, mental health, and restorative practices have been presented at the symposium
- A resource page of all documents related to student services has been added to the accountability main page
- Suicide prevention policy was written and approved
- Wrote the RTI model for academics and behavior
- Transferred 250 IEP's from Welligent to SEIS
- Conducted several SEIS trainings for MSA1-3

- Continued trainings
- DoS meeting held- SSP, SSPT, case studies, Teachboost standards 1 and 2
- Completed all interim IEPs
- Crisis management and safety planning

### **Ishmail Ozkay, Data Manager and SIS Coordinator**

- MPS testing calendar is created and shared with site leaders.
- MAP portal was setup for Fall testing and testing started.
- Magnolia's Illuminate implementation/transition team is setup.
- Fall MAP testing is completed and data is uploaded on Illuminate for teacher and site admin access.
- First IABs are administered.
- First Illuminate implementation meeting is held and roadmap is setup.

### **Nicole Vasquez, EL Coordinator**

- Completed total revision of MPS EL Master Plan.
- Completed total revision of MPS Title III Improvement Plan
- Met with all site-level EL coordinators to review action items and job duties.
- Provided initial training for compliance of all core teachers at 5 MSA schools.
- Provided initial training for CHATS framework of all core teachers at 5 MSA schools.
- Provided ELD training and updates to all deans and principals.
- Hosted an EL Coordinators' meeting at the MPS In-Service.
- Established relationships with CAFE and Ednovate.
- Submitted approved proposal to CAFE for a session on integrated ELD in the secondary math class.
- Provided initial training for compliance of all core teachers at 4 MSA schools.
- Provided initial training for CHATS framework of all core teachers at 4 MSA schools.
- Submitted approved proposal to CCSA for a session on integrated ELD in the secondary math class.
- Conducted observations and coordinator coaching at school sites.
- Created compliance folders for each school site.
- Reviewed federal program monitoring guidelines and ensured compliance.

### **Jenny Obuchi, Academic Assistant**

- Supported the CAO with logistics (e.g. venue, food, follow-up with presenters) for the Summer in-service and Fall Practitioners Symposium
- Created the brochure for both the Summer In-Service and Fall Practitioners Symposium
- Ordered replenishment and new curriculum for each school site and ensured it was within budget
- Academic Newsletter that is sent district-wide to all MPS staff
- Reached out to current vendors for sponsorship for the district-wide PDs
- Received sponsorship for Summer In-Service from Edlogical (\$500), Riders Express (Breakfast) and Preferred Meals (\$1,500)
- Sponsorship for the upcoming Spring Symposium- Coolsis (\$1,000) and Bulk Supply Store (\$500)
- Supported the CAO and members of the Academic Team administratively

## **KEY AREAS OF FOCUS**

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### **Student Services**

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders
- Improve program quality of special education and restorative practices

### **Curriculum & Instruction**

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

### **Data Cycle & Planning**

- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

### **Professional & Leadership Development**

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need

### **Other Next Steps**

- Plan for Full Implementation of Illuminate as Student Information System
- Expanding Social Emotional Learning, Special Education and New Teacher/BTSA Coach (Literacy background) roles
- Adoption of Power Math curriculum

## **GROWS**

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- Increase growth on ELA and Math SBAC so that all Los Angeles schools exceed the district average
- Provide continued support to school leaders and teachers with the increase of diverse student groups

- Decrease the percentage of students performing below standard in ELA and Math by focusing instruction on specific claims (concepts and procedures, reading, writing and listening)
- Increase integrated ELD support in Math, including content area vocabulary.
- Increase integrated and designated ELD support in ELA, including content area vocabulary and language acquisition.
- Increase fidelity to the MPS adopted ELA/ELD and Math curriculum.
- Support students in non-tested grades 9-10th in preparation for 11th grade SBAC in ELA and Math
- Increase teachers capacity in providing concrete math strategies that span 9-11th grade

## *ACADEMIC TEAM'S NEXT STEPS*

**Critical to the growth of our academic program is our 2017-2018 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**

- Data Analysis: train Dean of Academics and Principals on Data Cycle, provide PD on writing SMART goals and Action Plans
- Develop, select and implement key strands related to teaching and learning for MPS teachers for summer, fall and spring symposiums
- Conduct school visits focused on identifying best instructional practices, support with areas of need and implementation of current action plan
- Manage and support direct reports to meet/exceed goals stated in current action plan and support the renewals of MSA 4/5
- Monitor/drive the implementation of core curriculum (StudySync, myOn, Connect Ed, Naviance)
- Monitor/drive the progress and identification of GATE students, implementation of program at school sites
- Monitor the progress of seniors journey to applying and acceptance into colleges, universities etc.

### **David Yilmaz, Chief Accountability Officer**

- SPSA: Ensure each school develops a high quality SPSA that serves MPS goals around student support.
- CA School Dashboard Local Indicators: Train principals on local indicators, provide self-reflection tools and ensure each school reports their indicators to the state accurately.
- CA School Dashboard: Share the new release with the schools and prepare an update on where each school stands and whether we have met our goals.
- School Wellness Plan: Develop a plan to be approved by the board. Train all school leaders on the implementation of the plan.
- Volunteers Policy: Develop a policy to be approved by the board.
- Salary Scale: Continue working on the draft policy that will be proposed to the board.
- Evaluations: Ensure schools are on track in terms of informal observations. Ensure general staff evaluation is also followed up by the school leaders.
- Lead periodic data discussions among the leadership
- Continue to hold the school leaders accountable on their monthly tasks sheet

### **Erdinc Acar, Regional Director- South and Blended Learning Advisor**

- NGSS Transition Phase – build foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expand collaborations between teachers and school leaders
- NGSS Implementation Phase – expand professional learning support, fully align curriculum, instruction, and assessments, and effectively integrate these across the field.
- Train admins on the NGSS shifts and on the NGSS lesson observation tool.
- Hold science dept chair coordination meeting with the focus of NGSS implementation and STEA(M) programs
- Provide STEM trainings and workshops
- Provide teachers with collaboration opportunities
- Organize STEM EXPO/Fairs at school and organization level
- Share best practices and programs
- Connect schools with higher ed, business and industry partners.
  - Expand PLTW offerings.
  - Develop strategies for Mount Wilson Partnership
- Identify and apply for grants and funding for STEM related activities.

### **Traci Lewin, Math Coach**

- Provide capacity building and teacher development for math teachers
  - Conduct monthly school site visits and provide support to school sites and teachers based on needs.
  - Provide and create professional learning opportunities for math teachers
    - Create and provide training for teachers around areas of need, such as, lesson planning and increasing rigor in the classroom.
    - Maintain an updated professional development calendar with high-quality outside professional learning opportunities.
    - Hold quarterly regional meetings (where applicable) to facilitate sharing of best practices and professional learning for math teachers.
    - Maintain the MPS Math Teacher Google Site and Google Classroom on a monthly basis to encourage and support online collaboration among all schools.
- Strengthen math intervention programs and supports for students
  - Bolster Power Math Classes to increase student achievement
    - Research and identify key instructional strategies, especially strategies to support English Learners and Students with Special Needs, and resources to support struggling math students and conduct a training for Power Math teachers.
    - Identify math teacher leaders that can support Power Math teachers and help in identifying key instructional strategies and resources.
  - Provide training and support to teachers to ensure compliance and increase student achievement for English Language Learners and Students with IEPs.
  - Develop MPS-wide benchmarks to better assess student learning
    - Create a pacing guide for McGraw Hill curriculum and align SBAC Interim Assessment Blocks to the curriculum

### **Victoria Marzouk, Director of Student Services**

- Increase the spectrum of support and services to Special Education students
  - Work with special education consultant to observe each school site and discuss future planning.
  - Do a cost analysis for each campus and in-house positions such as school psychologists and speech therapists.

- Create classes/programs for moderate/severe students (study skills, SSR, co-teaching, pull out, SPED core classes)
- Increase training for Tier I behavior and academic interventions for classroom teachers
- Strengthen the use of the SSPT model for behavior and academics
- Strengthen the use of Restorative Practices:
  - Include PD on restorative practices at each symposium
  - Train Reflection Committees on restorative practices
- Social Emotional Learning
  - Work with Social Work interns and Psychologist interns to create girls empowerment groups and boy etiquette and anger management groups
  - Have parent training workshops on suicide prevention and mental health
  - Increase programs such as Etiquette and Train of thought across all campuses
  - Counseling Interns will work with general education students on social emotional health.

### **Ishmail Ozkay, Data Manager and SIS Coordinator**

- MPS Testing Calendar: Create MPS wide testing calendar for 2017-18 including MAP, IABs, ICA, SBAC, AP, and PFT.
- MAP testing setup and administration: Setup MAP portal for Fall and Spring MAP testing (Winter is optional) and follow up with site leaders for timely administration. After each testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- SBAC Interim Assessment Blocks and Interim Comprehensive Assessment administrations: Follow up with site leaders to administer IABs (once in a month in ELA and Math). Coordinate and follow up ICA testing in Feb. After each testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- SBAC summative assessment: Coordinate and follow up with site testing coordinators SBAC testing in Apr/May. After testing, upload results on Illuminate and generate reports for Home Office and site administrators.
- Transition to Illuminate SIS: Coordinate the transition with Illuminate implementation team and Magnolia staff. Schedule and attend to implementation meetings, trainings, workshops and bootcamps. Support data migration to Illuminate database.

### **Nicole Vasquez, EL Coordinator**

- Strengthen and reinforce the EL Program and Master Plan with research-based strategies that facilitate EL achievement and success
- Designate and train EL Coordinators at each school site in order to bridge communication and address areas of need, as well as facilitate training and collaboration
- Ensure that all teachers receive ongoing training and coaching for integrated ELD and applicable curriculum, and ensure that all teachers receive support in implementing the EL Master Plan
- Work with site-level EL Coordinators to regularly monitor and assess EL students to ensure progress. Collaborate, notify parents, and create action plans as needed.
- Professional development calendar will be created for the upcoming school year.
- Title III Improvement Plan will be updated to reflect changes to the MPS Master Plan.
- MPS EL Coordinator will maintain compliance folders for all school sites.
- All schools will accurately report all EL data in a timely manner.
- MPS EL Master Plan will be updated to reflect ESSA and Title III changes.
- MPS EL Coordinator and site level EL Coordinators will meet to discuss upcoming changes and provide feedback on EL Program.

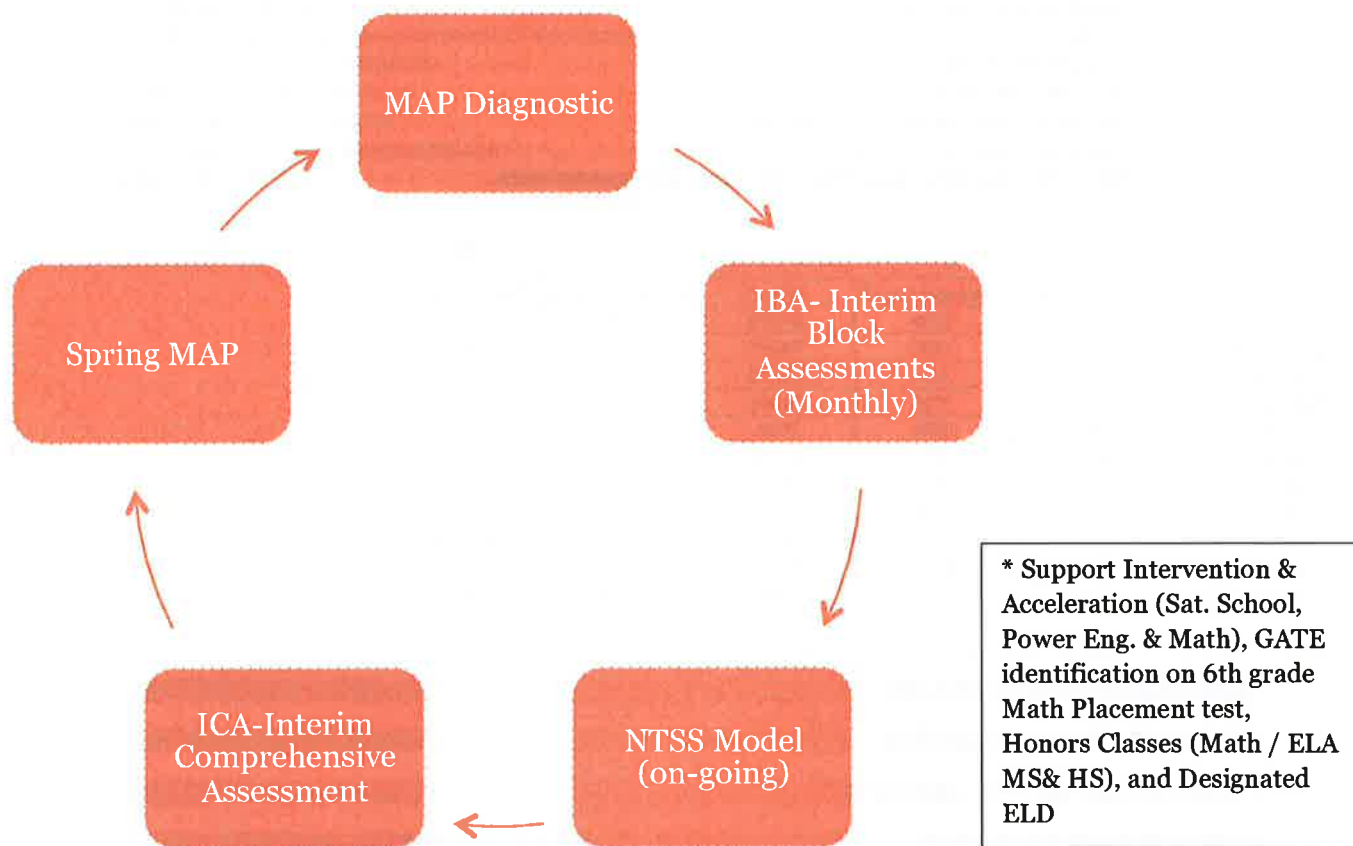


### Jenny Obuchi, Academic Assistant

- Streamline Book Order process with the Finance Dept. from McGraw Hill to ensure that each school is within the approved budget and curriculum is ordered prior to the beginning of school
- Continue reaching out to vendors for sponsorship for our district-wide PDs
- Provide assistance and effective administrative support primarily to the CAO and when needed with other members of the academic team
- Network to build rapport with both presenters and vendors

### DATA CYCLE EXPLANATION

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### BIG GOAL

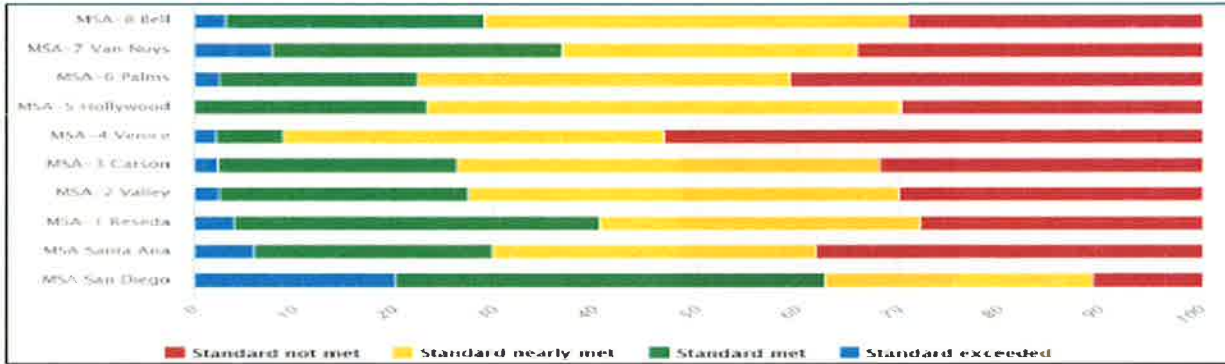
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**All students will have at least a 2% growth on one or more on ELA and Math on the 2017 SBAC**

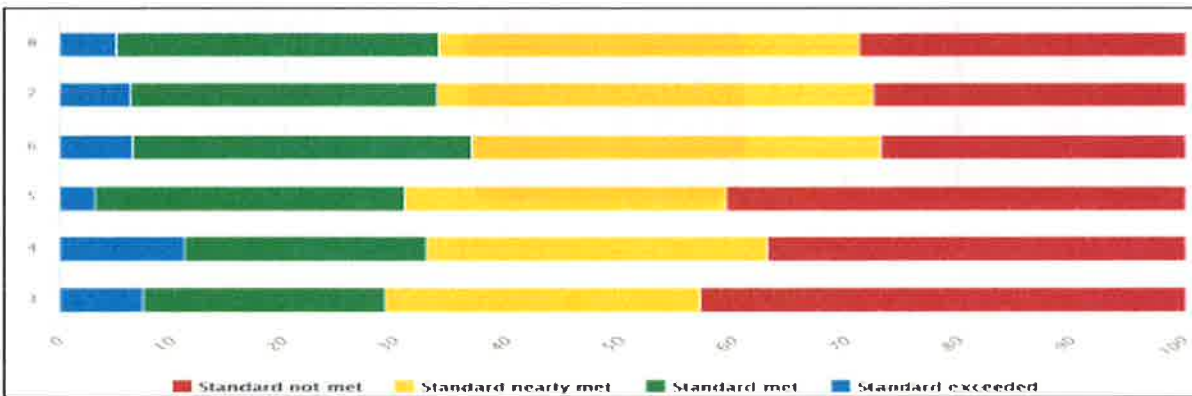
**Magnolia Public Schools will increase MATH/ELA proficiency by 10% on 2018-2019 Smarter Balance Assessment.**

2017-18 MPS

Fall MAP Testing: Reading

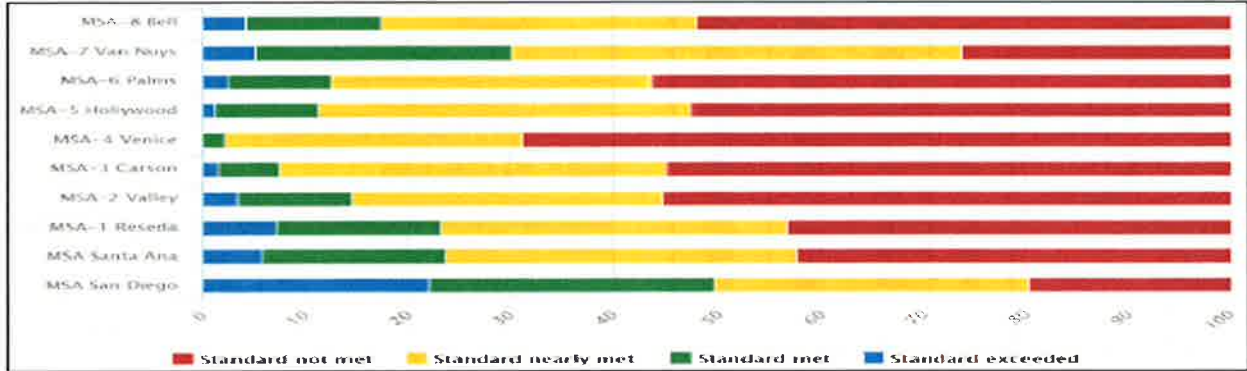


	# tested	Exceeded	Met	Nearly Met	Not Met
<b>MPS</b>	2487	6%	28%	36%	30%
<b>MSA1</b>	247	4%	36%	32%	28%
<b>MSA2</b>	270	3%	25%	43%	30%
<b>MSA3</b>	244	3%	24%	42%	32%
<b>MSA4</b>	45	2%	7%	38%	53%
<b>MSA5</b>	151	0%	23%	47%	30%
<b>MSA6</b>	157	3%	20%	37%	41%
<b>MSA7</b>	155	8%	29%	29%	34%
<b>MSA Bell</b>	475	3%	26%	42%	29%
<b>MSA SD</b>	372	20%	43%	27%	11%
<b>MSA SA</b>	371	6%	24%	32%	38%

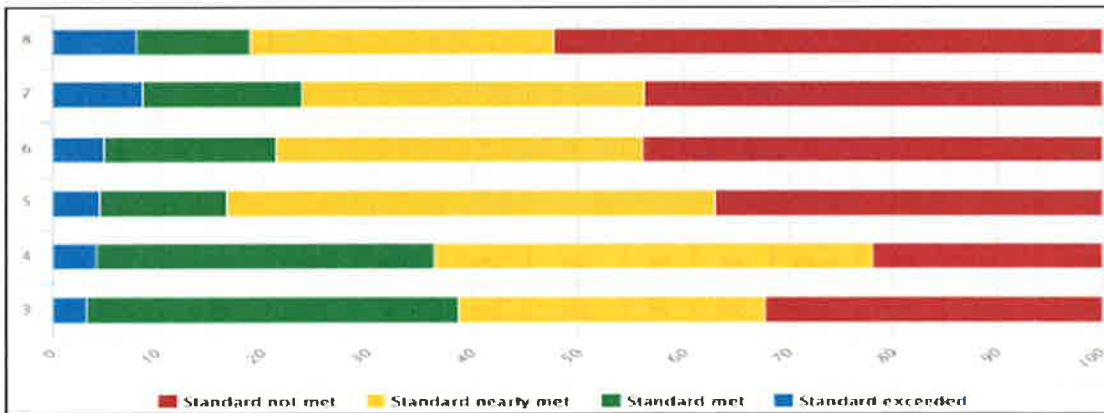


	# tested	Exceeded	Met	Nearly Met	Not Met
<b>Grade 3</b>	93	8%	22%	28%	43%
<b>Grade 4</b>	116	11%	22%	30%	37%
<b>Grade 5</b>	130	3%	28%	29%	41%
<b>Grade 6</b>	662	7%	30%	36%	27%
<b>Grade 7</b>	752	6%	27%	39%	28%
<b>Grade 8</b>	734	5%	29%	37%	29%

Fall MAP Testing: Math



	# tested	Exceeded	Met	Nearly Met	Not Met
<b>MPS</b>	2518	7%	16%	33%	45%
<b>MSA1</b>	249	7%	16%	33%	44%
<b>MSA2</b>	270	3%	11%	30%	56%
<b>MSA3</b>	250	2%	6%	37%	55%
<b>MSA4</b>	45	0%	2%	29%	69%
<b>MSA5</b>	151	1%	10%	36%	53%
<b>MSA6</b>	159	3%	10%	31%	57%
<b>MSA7</b>	156	5%	25%	44%	26%
<b>MSA Bell</b>	475	4%	13%	30%	52%
<b>MSA SD</b>	384	22%	27%	31%	20%
<b>MSA SA</b>	379	6%	18%	34%	42%



	# tested	Exceeded	Met	Nearly Met	Not Met
<b>Grade 3</b>	93	3%	36%	29%	32%
<b>Grade 4</b>	118	4%	32%	42%	22%
<b>Grade 5</b>	132	5%	12%	46%	37%
<b>Grade 6</b>	665	5%	16%	35%	44%
<b>Grade 7</b>	760	9%	15%	33%	44%
<b>Grade 8</b>	751	8%	11%	29%	52%

# INTERIM BLOCK ASSESSMENTS

2017-18 MPS

## ELA Interim Assessment Blocks as of Nov 8

2017-18 MPS

## Math Interim Assessment Blocks as of Nov 8

Grade	Test Name	# tested	% above	% at/near	% below
Grade 2	Language and Vocabulary Use	18	0%	11%	89%
Grade 5	Language and Vocabulary Use	72	11%	47%	42%
Grade 6	Language and Vocabulary Use	219	7%	46%	47%
	Reading Informational Texts	192	16%	53%	31%
	Listen/interpret	161	10%	51%	39%
Grade 7	Read Literary Text	128	10%	47%	43%
	Reading Informational Texts	31	19%	55%	26%
	Listen/interpret	127	12%	55%	33%
	Language and Vocabulary Use	104	13%	51%	36%
Grade 8	Editing	152	10%	74%	16%
	Read Literary Text	85	11%	44%	45%
	Reading Informational Texts	23	30%	57%	13%
	Listen/interpret	81	12%	63%	25%
	Edit/Revise	148	11%	51%	38%
Grade 9	Brief Writes	86	52%	38%	10%
	Listen/interpret	66	11%	59%	30%
Grade 10	Read Literary Text	76	13%	61%	26%
	Reading Informational Texts	33	21%	64%	15%
	Listen/interpret	120	8%	64%	28%
	Language and Vocabulary Use	119	5%	46%	49%
Grade 11	Read Literary Text	105	23%	54%	23%
	Reading Informational Texts	36	53%	44%	3%
	Listen/interpret	88	8%	76%	16%
	Language and Vocabulary Use	90	17%	50%	33%

Grade	Test Name	# tested	% above	% at/near	% below
Grade 2	Number & Operations in Base Ten	45	0%	16%	84%
Grade 3	Number & Operations in Base Ten	87	14%	40%	46%
Grade 4	Number & Operations in Base Ten	61	5%	49%	46%
	Geometry	53	15%	75%	9%
Grade 5	Number & Operations in Base Ten	83	10%	29%	61%
Grade 6	The Number System	54	9%	26%	65%
	Ratio & Proportional Relationships	500	9%	21%	69%
Grade 7	The Number System	183	19%	54%	27%
	Ratio & Proportional Relationships	357	8%	53%	39%
Grade 8	The Number System	476	24%	38%	37%
	Expressions & Equations I	172	16%	52%	33%
Grade 9	The Number System	24	42%	46%	13%
	Algebra & Functions I	22	27%	18%	55%
Grade 10	Algebra & Functions I	63	19%	35%	46%
Grade 11	Seeing Structure in Expressions...	16	0%	19%	81%
	Number & Quantity	26	19%	54%	27%
	Algebra & Functions II	24	0%	11%	13%
	Algebra & Functions I	179	13%	45%	42%

## USAGE REPORTS

### Magnolia Public Schools myON Project Implementation and Impact Rubric From August 15, 2017 to November 5, 2017

Goals and Timeline			Performance: Reading Activity by Building										Measurement: Lexile and Growth		
Site Name - MSA	Site Goals	Launch Month, Yr.	Student Count/ % of Students with Activity	Number of Books Accessed	Number of Books Completed	Total Minutes Read	% Days with Reading	% Out-of-School Reading	% of Time Spent Reading Without Audio	% of Time Spent Reading Non-Fiction	Minutes Read at Lexile	% Avg. at Lexile	Avg. Ending Lexile Score in Period by Site	Lexile Growth by Site	Yearly Growth Trajectory
1	IR	4/8/16	415/83%	5,835	3,486	111,358	24%	1%	55%	46%	40,046	36%	737 L	+11 L	88 L
2	IR	4/5/16	439/43%	1,833	941	25,978	4%	7%	15%	35%	10,765	41%	685 L	+11 L	98 L
3	IR	1/21/16	520/38%	2,328	1,384	27,827	4%	0%	24%	40%	9,641	35%	637 L	-6 L	108 L
4	IR	7/5/17	87/84%	1,461	914	23,772	26%	4%	23%	55%	8,161	34%	662 L	+18 L	103 L
5	IR	4/4/16	172/80%	1,536	738	13,433	7%	3%	14%	58%	3,564	27%	617 L	-37 L	112 L
6	IR	1/27/16	166/95%	6,422	4,388	97,038	35%	2%	25%	42%	28,688	30%	732 L	-74 L	89 L
8	IR	7/5/17	494/95%	12,032	6,794	164,930	19%	4%	19%	49%	35,686	40%	715 L	+36 L	92 L
SA	IR	7/5/17	687/68%	12,448	6,656	140,239	12%	8%	23%	39%	24,009	28%	517 L	+83 L	132 L

- Avg. Ending Lexile Score in Period (per Building) – 663L | Avg. Lexile Growth (per building) - +2.4L
- Total Books Accessed – 43,895 | Days with Reading – 17% | Out-of-School Reading – 4%
- Total Minutes Spent Reading at Lexile– 206K of 604K Total Minutes Read

**Notes:**

- Site Goals are Independent Reading (IR), Classroom Connections (CC), Home-to-School Access/Classroom Libraries (CL)
- Out-Of-School Minutes read outside of 8AM - 3PM weekdays plus minutes read over weekend
- On-Target reading occurs when a student reads a book that is between 50 Lexile points above and 100 Lexile points below their Lexile ability at the time of reading.
- per Week in this report is measured as 7 day periods, not a calendar week starting on any particular day
- Yearly Growth Trajectory is the projected future growth estimate for each student or group of students one year from the ending date of the report. This value is based on several factors including a student's current Lexile level, grade, and the number Lexile tests he/she has taken.

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# Test Score Webinar

**Better than others, not yet high-performing**

— Presented By: The MPS Academic Team —

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# Norms and Webinar Outcomes

## Norms

- Listen intently
- Use the chat box to ask questions and interact
- Stay on Topic when unmuted
- Be Solution Oriented
- Mute your line during facilitation

## Outcomes:

- To review the background and context of the 2016-2017 Smarter Balanced Assessments
- To summarize glows/grows and present key focus areas for the 2017-2018 school year.
- To provide the following data: Three-year data charts of SBAC results broken down by grade level and student groups, with percentages combining meeting or exceeding standards. Also included are state and local district comparisons and graduation rates.

# Background

**Smarter Balanced Assessments** The 2017 California Assessment of Student Performance and Progress (CAASPP) System includes online and paper-based summative assessments:

Online

- Smarter Balanced Summative Assessments—English language arts/literacy (ELA) and mathematics
- California Alternate Assessments—English language arts/literacy (ELA) and mathematics
- Paper-Pencil
- Standards-based Tests in Spanish—Reading/language arts (RLA)

The summative assessments are comprehensive, end-of-year assessments of grade-level learning that measure progress toward college and career readiness. Each test in English language arts/literacy (ELA) and mathematics is comprised of two parts: (1) a computer-adaptive test and (2) a performance task, administered within a selected testing window available at 66 percent of the instructional year for grades three through eight, and grade eleven.

The summative assessments are aligned with the Common Core State Standards (CCSS) for ELA and mathematics. The tests capitalize on the strengths of computer adaptive testing—efficient and precise measurement across the full range of achievement and timely turnaround of results.

## California

### Alternate

The California Alternate Assessments (CAAs) are online tests for students with individualized education programs (IEPs) that designate the use of an alternate assessment to measure student progress on alternate achievement standards, called Core Content Connectors ("Connectors"). The Connectors make the test more accessible for students with the most significant cognitive disabilities. The CAAs are administered to each student individually.

### Assessments

### (CAAs)

CAA items and tasks represent three different levels of complexity. Students' responses to the first set of test questions determine the complexity of the items that follow.

# Rubric that Measures Students Proficiency in ELA

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grades 3-5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Grades 6-8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level, credit-bearing college coursework after high school.



# Rubric that Measures Students Proficiency in Math

Grade	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grades 3-5	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Grades 6-8	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.
Grade 11	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school.

# Claims- ELA: What kids need to know/do

Area	Above Standard	Near Standard	Below Standard
<b>Reading</b>	The student demonstrates a <b>thorough</b> ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of high complexity.	The student demonstrates <b>some</b> ability to read closely and analytically to understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.	The student <b>does not</b> demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity, understand a range of literacy texts (e.g. stories, plays, and poems) and informational texts (e.g. articles and other writing covering disciplines like science and social studies) of moderate complexity.
<b>Writing</b>	The student demonstrates a <b>thorough</b> ability to produce compelling, well-supported writing for a diverse range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student demonstrates <b>some</b> ability to produce effective and well-grounded writing for a range of well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different purposes and audiences.	The student <b>does not</b> demonstrate an ability to produce well-organized, developed, and supported writing (e.g. narrative, informational, explanatory, and opinion) for different effective and wellgrounded writing for a range of purposes and audiences.
<b>Listening</b>	The student demonstrates a <b>thorough</b> ability to deliver information orally for a variety of uses, effective listening skills for a range of purposes and audiences, and to critically interpret and use information delivered orally.	The student demonstrates <b>some</b> ability to deliver information orally for a variety use effective listening skills for a range of purposes and audiences, and to accurately interpret and use information delivered orally.	The student <b>does not</b> demonstrate the ability to use effective listening skills.
<b>Research/Inquiry</b>	The student demonstrates a <b>thorough</b> ability to use engage in research and inquiry methods as a way to engage with a topic and then to investigate topics, and to analyze, integrate, and present information in a persuasive and sustained exploration of a topic.	The student demonstrates <b>some</b> ability to use engage in research and inquiry methods to explore a topic and to investigate topics, and to analyze, integrate, and present information.	The student <b>does not</b> demonstrate the ability to engage in research and inquiry methods to investigate topics, and to analyze, integrate, and present information.

# Claims- Math: What kids need to know/do

Area	Above Standard	Near Standard	Below Standard
<b>Concepts and Procedures</b>	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to explain and apply mathematical concepts, or the ability to interpret and carry out mathematical procedures with ease and accuracy.
<b>Problem Solving/Modeling and Data Analysis</b>	The student demonstrates a thorough ability to consistently solve a variety of well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates a strong ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student demonstrates some ability to solve well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student also demonstrates some ability to analyze real-world problems, and can build and use mathematical models to interpret and solve problems.	The student does not yet demonstrate the ability to solve a variety of mathematics problems by applying his or her knowledge of problem-solving skills and strategies. The student does not yet demonstrate the ability to analyze real-world problems, or build and use mathematical models to interpret and solve problems.
<b>Communicating Reasoning</b>	The student demonstrates the thorough ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student demonstrates some ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking and to critique the reasoning of others.	The student does not demonstrate the ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

# 2016-2017 MPS Demographics

School Site	Total Enrollment	Number of ELs	% of ELs	Number of SPED	% of SPED	Number of SED	% of SED
MSA 1	541	64	11.8%	88	16.3%	486	89.8%
MSA 2	458	78	17.0%	90	19.7%	428	93.4%
MSA 3	460	27	5.9%	43	9.3%	384	83.5%
MSA 4	192	20	10.4%	35	18.2%	145	75.5%
MSA 5	187	44	23.5%	39	20.9%	162	86.6%
MSA 6	173	19	11.0%	27	15.6%	140	80.9%
MSA 7	301	74	24.6%	39	13.0%	214	71.1%
MSA 8	499	75	15.0%	54	10.8%	459	92.0%
MSA SA	639	221	34.6%	87	13.6%	512	80.1%
MSA SD	427	11	2.6%	46	10.8%	102	23.9%

# Summary of 2016-2017 Overall MPS Proficiency Data

## Glows

- 5 out of 8 of our LA schools are on par with or exceed the district average in ELA
- MSA-SA and MSA-SD outperform the district both in ELA and Math; MSA SA stands out because their overall enrollment increased by 500 students in (adding elementary grades and expanding)
- 6 out of 10 MPS schools show growth in Math over 3 years, with 4 of those 6 schools showing growth of 5% or more
- 70% of MPS cohorts of students experienced growth in math while attending MPS
- In 6 out of 10 Magnolia Schools the SPED student group increased their scores by nearly 4% on average in ELA

## Grows

- Increase growth on ELA and Math SBAC so that all Los Angeles schools exceed the district average
- Provide continued support to school leaders and teachers with the increase of diverse student groups
- Decrease the percentage of students performing below standard in ELA and Math by focusing instruction on specific claims (concepts and procedures, reading, writing and listening)
- Increase integrated ELD support in Math, including content area vocabulary.
- Increase integrated and designated ELD support in ELA, including content area vocabulary and language acquisition.
- Increase fidelity to the MPS adopted ELA/ELD and Math curriculum.

# Summary of Student Group Proficiency Performance on 2016-2017 SBAC

## Glows

- 4 out of 10 MPS schools experienced growth with English Learners in ELA, with three of those schools demonstrating a growth of 3% or more over three years.
- 3 schools experienced at least a 2% growth with English Learners in Math.
- MSA 1 saw growth of 5% for the EL student group in both ELA and Math.
- MSA SD saw growth of 23% for the EL student group in Math.
- 5 out of 10 of all Magnolia Schools increased SPED scores by nearly 4% on average.
- MSA 7 increased in SPED in both ELA and Math
- 7 out of 10 of MPS schools experienced a growth of 2% or more in Math for students receiving free and reduced lunch.
- 6 out of 10 of MPS schools show growth in math for students within the Hispanic student group, with four of those schools experiencing growth of 5% or more
- 5 out of 7 of MPS schools that enroll a significant number of students within the White student group increased 2% or more in math, with three of those schools increasing by 15% or more.
- 2 out of 3 of MPS schools that enroll a significant number of students within the Black student group increased by 10% or more in ELA.
- MSA 3 increased scores in both ELA and Math for their Black student group

## Grows

- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Special Education and General Education teachers will collaborate on IEP goals and work samples that align with SBAC claims and areas of need.
- Increase supports to all student groups in Math to align performance on SBAC with overall student performance.
- Gather data and monitor effectiveness of intervention programs; power classes, tutorings and Saturday schools.
- Increase teachers capacity in instruction aligned with effective common core instructional practices

# Summary of 3 year Graduation Rates and 11th Grade Areas of Need

## Glows

- Graduation rates are higher than the district average
- 2013-2014
  - LAUSD 70%
  - SAUSD 87%
  - MPS 90%
- 2014-2015
  - LAUSD 72%
  - SAUSD 89%
  - MPS 96%
- 2015-2016
  - LAUSD 77%
  - SAUSD 92%
  - MPS 95%
- A-G completion rates are significantly higher than the district average
- MSA 1's eleventh graders outperform the district and state in ELA and Math over three years

## Grows

- Support students in non tested grades 9-10th in preparation for 11th grade SBAC in ELA and Math
- Increase teachers capacity in providing concrete math strategies that span 9-11th grade

# Key Focus Areas

## Student Services

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders

## Curriculum & Instruction

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

## Data Cycle & Planning

- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

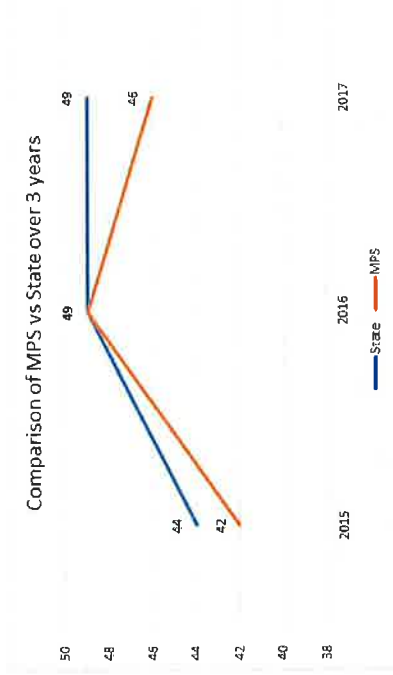
## Professional & Leadership Development

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need



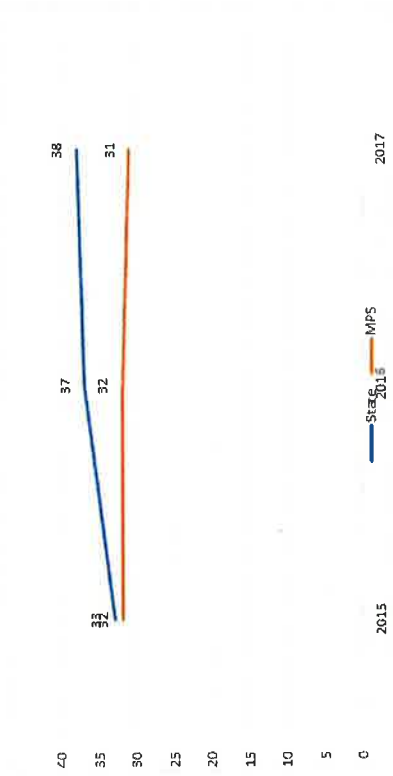
# MPS trails the state average

3- Year Comparison of ELA SBAC Results  
MPS vs California



All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

3- Year Comparison of Math SBAC Results  
MPS vs California

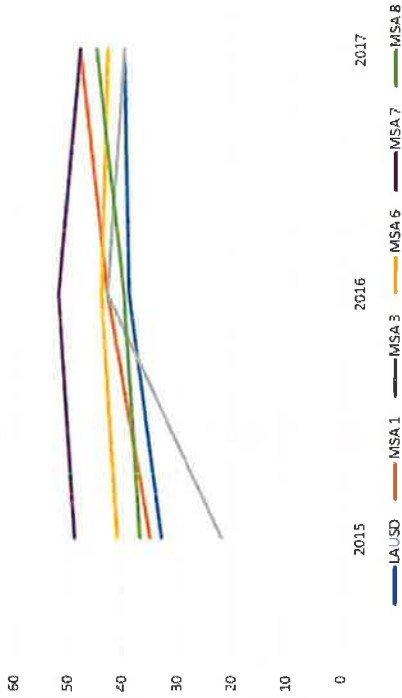


All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

# MPS Schools that outperform local districts

## 3- Year Comparison of ELA SBAC Results

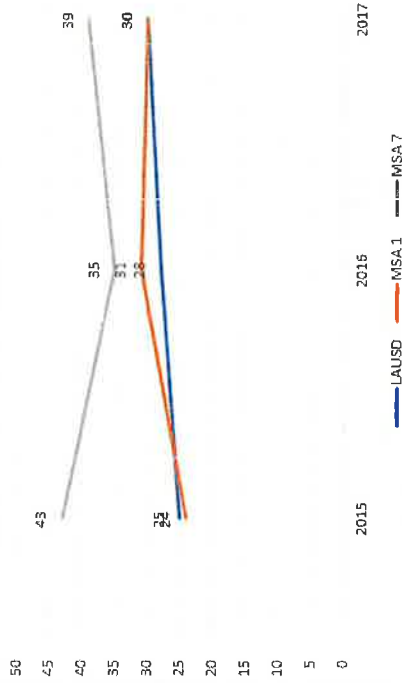
### MSA vs LAUSD



All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

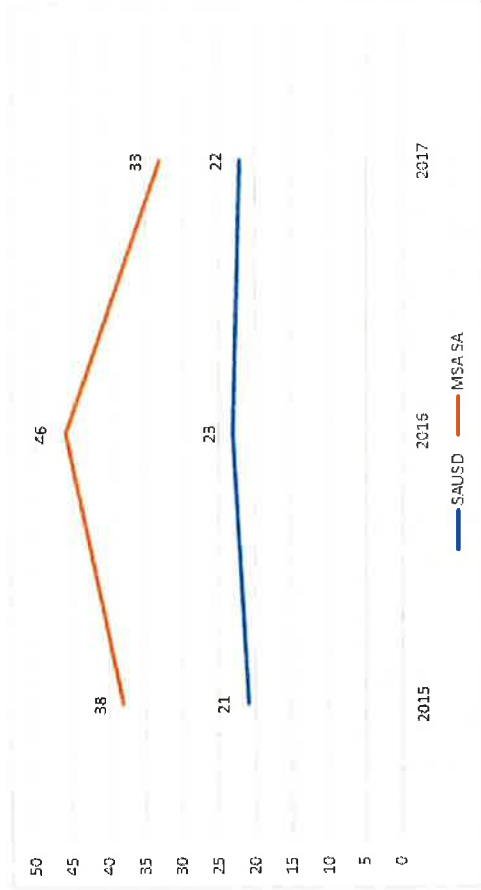
## 3- Year Comparison of Math SBAC Results

### MSA vs. LAUSD



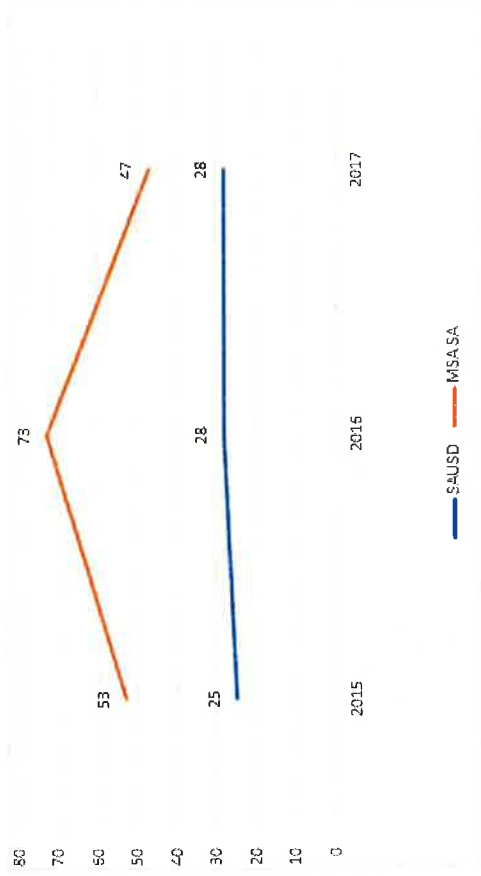
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

### 3- Year Comparison of Math SBAC Results MSA- SA vs. SAUSD



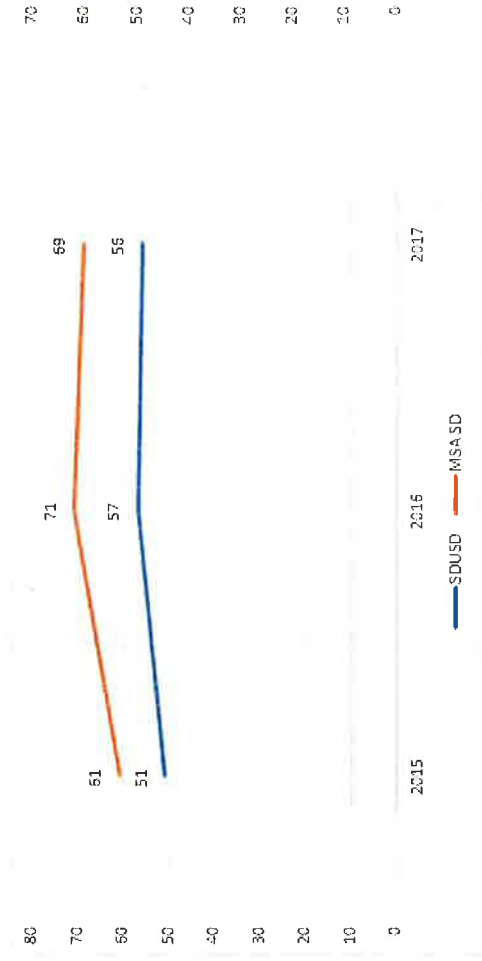
All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

### 3- Year Comparison of ELA SBAC Results MSA SA vs SAUSD



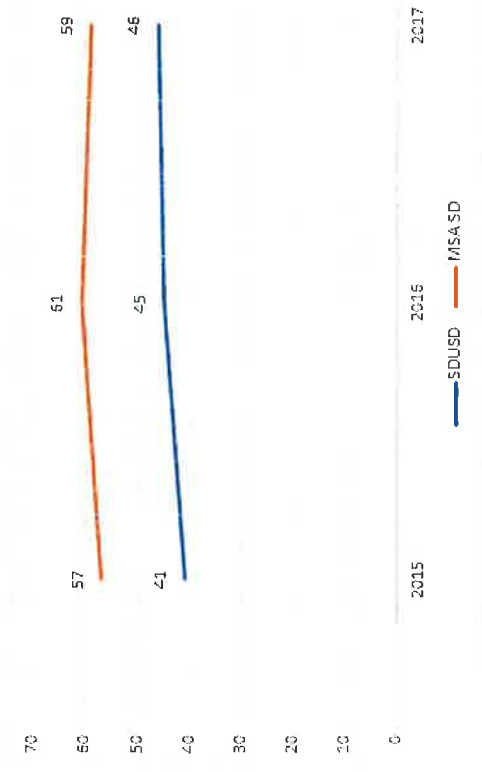
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

### 3- Year Comparison of ELA SBAC Results MSA SD vs SDUSD



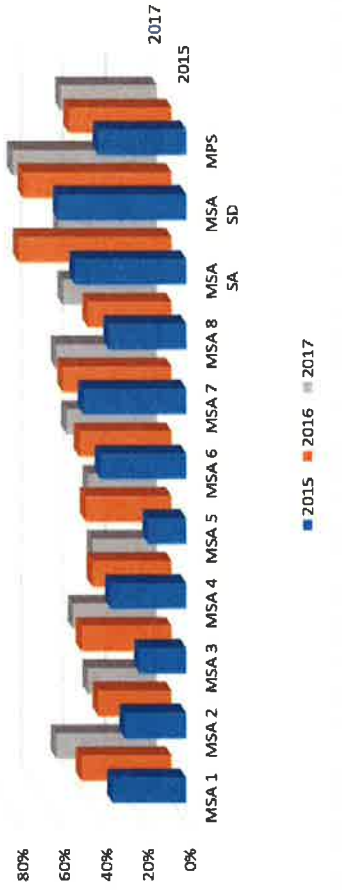
All MPS	42%	49%	46%
LAUSD	33%	39%	40%
SAUSD	25%	28%	28%
SDUSD	51%	57%	56%
STATE	44%	49%	49%

### 3- Year Comparison of Math SBAC Results MSA-SD vs SDUSD



All MPS	32%	32%	31%
LAUSD	25%	28%	30%
SAUSD	21%	23%	22%
SDUSD	41%	45%	46%
STATE	33%	37%	38%

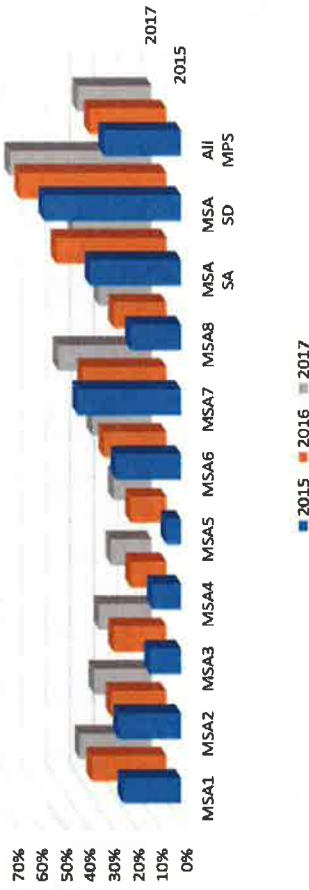
### 3 Year ELA Comparison by School Site



ELA	2015	2016	2017
Overall	Overall	Overall	Overall
MSA1	35%	43%	48%
MSA2	29%	35%	33%
MSA3	22%	43%	40%
MSA4	36%	38%	31%
MSA5	18%	41%	33%
MSA6	41%	44%	43%
MSA7	49%	52%	48%
MSA8	37%	40%	45%
MSA SA	53%	73%	47%
MSA SC	67%	86%	
MSA SD	61%	71%	69%
All MPS	42%	49%	46%

(weighted averages)

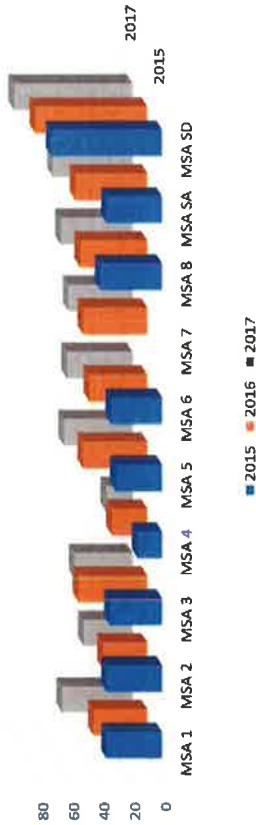
### 3 Year Math Comparison by School Site



Math	2015	2016	2017
Overall	Overall	Overall	Overall
MSA1	24%	31%	30%
MSA2	26%	23%	24%
MSA3	13%	22%	22%
MSA4	12%	15%	17%
MSA5	6%	15%	16%
MSA6	27%	26%	25%
MSA7	43%	35%	39%
MSA8	21%	22%	22%
MSA SA	38%	46%	33%
MSA SC	66%	73%	
MSA SD	57%	61%	59%
All MPS	32%	32%	31%

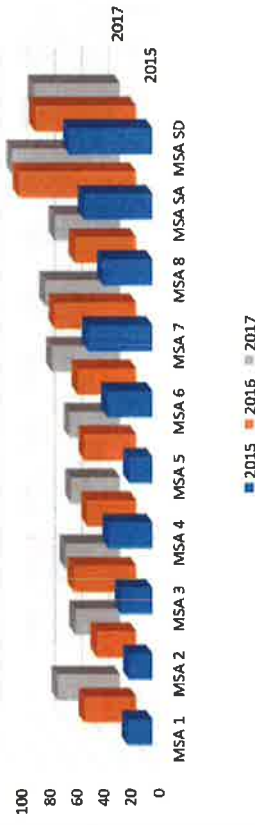
(weighted averages)

**3 year ELA growth  
5th-7th grade, 3rd-4th at MSA-7**



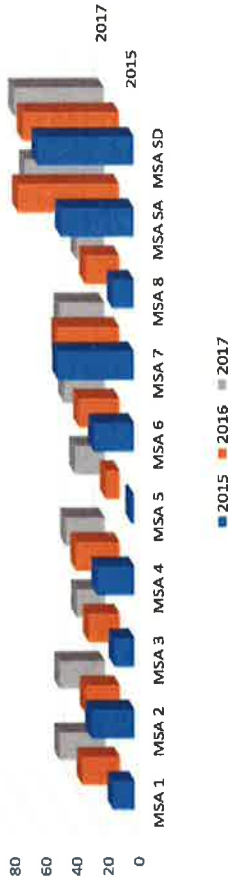
ELA	6th	7th	8th
	2017	2017	2017
MSA1	35%	46%	46%
MSA2	26%	32%	33%
MSA3	34%	38%	40%
MSA4	20%	17%	36%
MSA5	17%	45%	37%
MSA6	36%	43%	50%
MSA7	40%	47%	48%
MSA SA	37%	52%	79%
MSA SD	65%	77%	63%

**3 year ELA growth  
6th-8th grade, 3rd-5th at MSA-7**

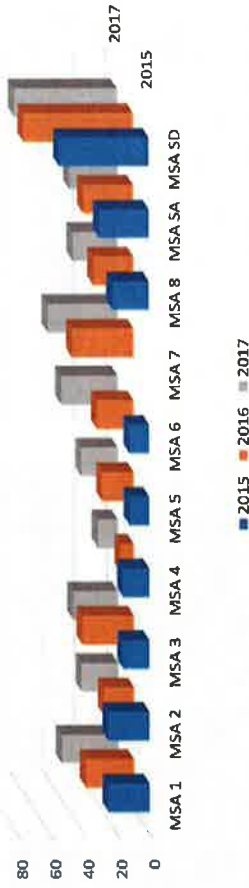


3rd	4th	5th
MSA7	47%	55%
MSA SA	36%	49%

### 3 year Math growth 6th-8th grade, 3rd-5th at MSA-7



### 3 year Math growth 5th-7th grade, 3rd-4th at MSA-7



Math	6th	5th	6th	7th	6th	7th	8th
	2017	2015	2016	2017	2015	2016	2017
MSA1	29%	25%	29%	34%	14%	24%	29%
MSA2	21%	25%	18%	22%	28%	22%	29%
MSA3	20%	16%	31%	27%	13%	20%	18%
MSA4	20%	16%	8%	12%	24%	28%	25%
MSA5	4%	12%	19%	22%	2%	9%	19%
MSA6	16%	12%	22%	34%	26%	26%	26%
MSA8	23%	22%	24%	27%	14%	22%	18%
MSA SA	30%	30%	30%	29%	47%	65%	51%
MSA SD	59%	54%	66%	62%	62%	62%	58%
	3rd		3rd	4th	3rd	4th	5th
MSA7	45%		37%	42%	49%	40%	29%
MSA SA	40%			29%			17%

# Student Groups

ELA	F/L Lunch		
	2015	2016	2017
MSA1	35%	41%	45%
MSA2	28%	33%	32%
MSA3	20%	40%	37%
MSA4	32%	35%	30%
MSA5	19%	40%	34%
MSA6	36%	42%	41%
MSA7	43%	46%	41%
MSA8	37%	39%	44%
MSA SA	47%	70%	44%
MSA SC	39%	70%	
MSA SD	53%	61%	54%

EL	2015	2016	2017
		0%	0%
	0%	2%	3%
	17%	NA	18%
	0%	NA	NA
	0%	9%	6%
	27%	18%	5%
	0%	13%	3%
	0%	0%	0%
	29%	NA	3%
	15%	NA	
	7%	0%	15%

SPED	2015	2016	2017
		9%	10%
	6%	6%	8%
	0%	11%	8%
	14%	NA	0%
	0%	3%	8%
	7%	11%	15%
	22%	20%	22%
	10%	13%	9%
	28%	35%	7%
	NA	NA	
	29%	33%	23%

Math	F/L Lunch		
	2015	2016	2017
MSA1	22%	29%	24%
MSA2	23%	22%	24%
MSA3	10%	20%	21%
MSA4	13%	13%	18%
MSA5	6%	14%	15%
MSA6	20%	25%	25%
MSA7	38%	27%	33%
MSA8	20%	21%	22%
MSA SA	23%	36%	30%
MSA SC	43%	52%	
MSA SD	46%	48%	42%

SPED	2015	2016	2017
		2%	8%
	10%	8%	6%
	3%	7%	4%
	7%	NA	0%
	0%	0%	0%
	7%	14%	11%
	23%	16%	25%
	4%	6%	5%
	14%	25%	7%
	NA	NA	
	25%	39%	26%

EL	2015	2016	2017
		0%	0%
	6%	5%	0%
	33%	NA	14%
	0%	NA	NA
	0%	6%	3%
	9%	18%	5%
	11%	18%	10%
	2%	0%	2%
	43%	NA	6%
	25%	NA	
	0%	0%	23%



# Student Groups

ELA	Hispanic		
	2015	2016	2017
MSA1	33%	38%	44%
MSA2	27%	31%	29%
MSA3	21%	47%	42%
MSA4	29%	37%	33%
MSA5	18%	37%	29%
MSA6	36%	43%	44%
MSA7	41%	49%	44%
MSA8	39%	41%	46%
MSA SA	51%	63%	43%
MSA SC	29%	NA	
MSA SD	53%	60%	61%

	White		
	2015	2016	2017
	50%	68%	75%
	32%	48%	71%
	14%	NA	NA
	NA	NA	NA
	17%	54%	39%
	58%	NA	NA
	64%	50%	51%
	22%	29%	32%
	58%	83%	74%
	60%	NA	
	64%	77%	71%

	Black		
	2015	2016	2017
	NA	NA	NA
	25%	NA	NA
	23%	36%	39%
	36%	NA	NA
	13%	NA	NA
	55%	37%	25%
	40%	NA	NA
	NA	NA	NA
	NA	NA	NA
	77%	95%	
	50%	43%	61%

Math	Hispanic		
	2015	2016	2017
MSA1	20%	26%	25%
MSA2	24%	21%	21%
MSA3	15%	25%	26%
MSA4	10%	12%	21%
MSA5	4%	10%	11%
MSA6	22%	24%	25%
MSA7	38%	31%	30%
MSA8	22%	21%	23%
MSA SA	31%	29%	28%
MSA SC	29%	NA	
MSA SD	48%	51%	47%

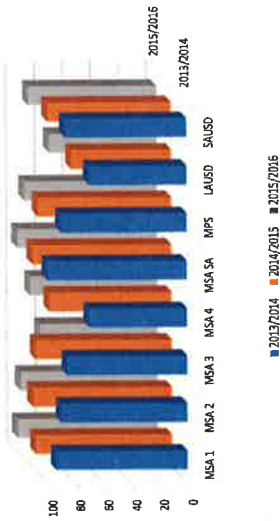
	White		
	2015	2016	2017
	40%	52%	60%
	37%	36%	52%
	14%	NA	NA
	NA	NA	NA
	NA	20%	15%
	58%	NA	NA
	59%	46%	61%
	17%	32%	13%
	45%	64%	66%
	53%	NA	
	61%	66%	65%

	Black		
	2015	2016	2017
	NA	NA	NA
	8%	NA	NA
	10%	17%	19%
	NA	NA	NA
	NA	NA	NA
	39%	23%	15%
	NA	NA	NA
	NA	NA	NA
	NA	NA	NA
	81%	88%	
	42%	50%	39%



# Graduation Rates

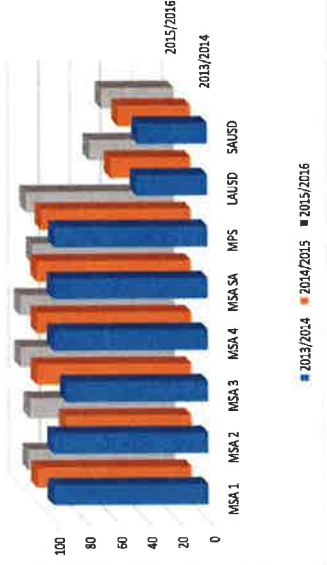
Graduation Rates



	2013-14	2014-15	2015-16
MSA1	94%	98%	100%
MSA2	90%	100%	98%
MSA3	86%	98%	84%
MSA4	70%	88%	91%
MSA SA	100%	100%	100%
<b>MPS</b>	<b>90%</b>	<b>96%</b>	<b>95%</b>
LAUSD	70%	72%	77%
SAUSD	87%	89%	92%

# Graduates with UC/CSU Required Courses

Graduates with UC/ CSU Required Courses



	2013-14	2014-15	2015-16
MSA1	100%	100%	95%
MSA2	100%	82%	94%
MSA3	92%	100%	100%
MSA4	100%	100%	100%
MSA SA	100%	100%	92%
<b>MPS</b>	<b>99%</b>	<b>97%</b>	<b>96%</b>
LAUSD	46%	52%	55%
SAUSD	45%	47%	47%

LAUSD	46%	52%	55%
SAUSD	45%	47%	47%

# 2015-2016

Curriculum  
Technology  
Professional Development  
School Site Visits  
STEAM Expo

- MPS Curriculum adoption of McGraw Hill StudySync, My Math, Integrated Math for High School and ConnectEd.
- Purchased chromebooks for 1:1 ratio across all schools in the district.
- 1st Teacher Symposiums offering teacher led and curriculum based training for all MPS staff
- Members of the Academic Team conducted school site visits weekly which provided WASC, LAUSD, Leadership and HR Support.
- MPS students across ten schools submitted STEAM projects

# 2016-2017

Expanding of Academic Team  
Evaluation of Principals &  
Instructional Leadership  
Adjustment of Data Cycle  
UCLA Curtiss Center

- Hired a Director of Special Programs (Developed Gate Program, Math Pathway and College and Career Readiness, Naviance and SAT prep)
- EL Coordinator (revised ELD program which includes ELD classes for Levels 1-3, a framework for teaching integrated ELD, and supports for Newcomers and Long Term ELs)
- Purchased learning data management systems Illuminate and TeachBoost.
- Revised the MPS Leadership and teacher effectiveness framework.
- Partnered with UCLA Curtiss Center to support math teachers understanding and application of the common core standards for mathematics.
- Focus on interim assessments: Interim Block \_\_\_\_\_ and Interim Comprehensive aligned to SBAC

# Present

Math Coach  
Professional Development  
Teacher Leadership  
Teacher Effectiveness

- Hired a Math Coach to support all math teachers (Implemented MPS-wide Math Challenge, creating coaching plans for math teachers with monthly observations and target feedback, providing capacity building through Professional Development during Regional meetings and school site visits, aligning pacing of curriculum to Interim Assessments)
- Increased Professional Development to focus on the whole student (trauma, restorative practice, culturally relevant pedagogy)
- Teacher Leadership- Title I teachers and EL Coordinators supporting Dept, chairs and Deans of Academics
- MPS-wide teaching framework, Surveys, professional qualities and dispositions, student performance data

# Key Focus Areas

## Student Services

- Strengthen multi-tiered system of support goals and data in all core, power classes, Saturday school sessions
- Increase usage of universal tools and accommodations in the SBAC
- Increase spectrum of supports and services for moderate/severe students
- Provide targeted support for incoming 6th and 9th graders

## Curriculum & Instruction

- Implement curriculum with fidelity by increasing the usage of StudySync, ConnectEd, ALEKS, Countdown to SBAC resources and pacing guides
- Provide all ELA teachers with ongoing support in using the Wonders and StudySync curriculum to support integrated and designated ELD and improve reading and writing outcomes for students.
- Provide all Math teachers with ongoing support in using the McGraw Hill Math curriculum to support student learning outcomes for students.
- Provide all teachers with ongoing support and professional development for the implementation of the CHATS framework and integrated ELD to provide students with access to the core and English language acquisition.
- Provide NGSS Implementation support
- Enhance STEAM programs

## Data Cycle & Planning

- Data cycle - Interim Assessments, MAP, Illuminate, ICA, with a focus on all ELA and Math teachers utilizing IABs and the new reporting system for interims
- Use the Digital Library resources in connection with Interim Assessment Blocks to improve student learning outcomes
- Build understanding of the CA School Dashboard and the new accountability system
- Tracking, supporting, and monitoring school goals (LCAP) by Principals and Deans

## Professional & Leadership Development

- Conduct ongoing deans and principals meeting with embedded PD and accountability
- Provide all teachers with ongoing support and professional development for analyzing and planning around data to focus on student domains of growth.
- Communicate data to all stakeholders and collaborate with school leaders to write SMART goals specific to the greatest area of need

# Test Scores

To view, please follow the link:  
<https://drive.google.com/drive/folders/0B1Btw6eWSHqRdFluLWk5VmYzeVU?usp=sharing>