



## Chief Academic Officer Kenya Jackson

- Our 2018 Spring Practitioners Symposium was on Friday, March 9, 2018, at Magnolia Science Academy-3. Our keynote speaker, George Couros, talked about the Innovator's Mindset that will help inspire our teachers to, "focus not only what we know, but what we do with what we know." The goals for our teachers were to use relevant instructional strategies to improve teaching and learning, and to collaborate, reflect, and plan for the 2018-2019 school year. In the morning, teachers and staff had the opportunity to choose from a unique selection of professional learning topics such as: Culturally Relevant Teaching, Diversity, Equity and Inclusion and Crucial conversations, Standards-Based Grading and Assessments, Science +Literacy = The Perfect Marriage. After lunch, staff were able to collaborate with their departments and grade levels to discuss and identify strengths, weaknesses, opportunities and threats to their current work and provide feedback on how they should move forward to improve educational and socio-emotional outcomes for all MPS students.
- Feedback- Please see SWOT analysis- in summation teachers have expressed concerns about "over testing" with NWEA MAP and IBA/ICA, lack of planning time for department chairs, restructuring power classes and providing support for classroom management and differentiation. Additionally, they acknowledged the materials, supplies and opportunities to use technology are available at their campuses.
- 2018-2019- Summer School- All MPS schools will host summer school through Learn4Life.
- College and Career Preparation-Increase Dual enrollment in Community College- MSA 1,2 SA are benefiting, we want to open this up for 8th graders to increase participation
- April College Edition Newsletter-Highlights of "first" from MSA 1, 2,3 and SA
- Grant- We will work with Dr. Callaham to explore a grant opportunity through

## Chief Accountability Officer David Yilmaz

- School calendar has been approved for 2018-19. School leaders have created detailed school-level calendars and bell schedules, and we are ensuring instructional minute compliance.
- Stakeholder surveys have been conducted. The c-team and the school leaders have been provided the results and reflection tools to highlight stakeholder free-responses and analyze their results. Principals will present their reflection to the community engagement and outreach committee.
- Evaluation scores from surveys and student performance have been provided to each school.
- School leaders are following teacher observation/evaluation protocol in TeachBoost. Formal teacher observations have been completed. School leaders are now working on extending contracts to their teachers and non-classroom-based academic staff.
- Accountability team is working on transition to Illuminate: Ishmail & Lydiatt are working on configuring the new system and scheduling trainings for teachers, deans/principals, and office staff.
- Mock visits have been made to the schools to prepare them for the LAUSD oversight visit. The following policies have been updated: salary scale for teachers and school leaders, tuition reimbursement policy, complaint procedures, attendance letters, alternative PE policy (will be brought to the board in April)
- School Wellness plan is being followed at the schools: schools have assessed their wellness and created an action plan.
- Mandatory state and authorizer reports have been timely submitted for compliance.
- Responded to auditors' detailed questions with my team.
- LCAP tracker is being updated and the focus for April will be writing next year's LCAP

# More Updates

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## Regional Director- South Erdinc Acar

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- STEAM EXPO preparations continue. Coordinators meeting happened. Posters ordered. STEAM EXPO Art Contest guidelines shared. Students input their entries.
- NGSS Implementations continue. Conducted workshop on NGSS assessments. Teachers attend relevant PDs.
- With Patrick on board for construction related items now, I have been doing more site visits for classroom observation, support and feedback.
- Principals, deans and teachers are trained on new state science assessments.
- GIRLS in STEM programs and resources shared. Schools implement many such programs.
- Robotics program continue receiving many awards and recognitions.

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## Interim Dir. of Special Programs Artis Callaham

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Evalulogix - <http://www.ed-logix.com/get-started.html>

This is a small investment that will assist us in ameliorating the high cost of SPED at our sites.

- Create a Magnolia Comprehensive Assessment Reporting Brand and Process
- Allow all providers and assessors access to each assessment for the purpose of reporting data
- Multiple means of presenting, documenting and sharing the assessment information (i.e. graphs, powerpoints, charts).
- More meaningful and comprehensive presenting to parents
- Time and cost efficient assessments
- All inhouse psychological services provided for the next school year
- Review proposal

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## Math Coach Traci Lewin

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- Capacity building has been a main component of the time spent at the school sites. Time has been spent working one-on-one with site-selected teachers to increase teacher understanding around classroom management and increasing engagement and rigor in the classroom. Full day professional development workshops have been conducted with small groups of teachers around unit and lesson planning, pacing of MPS adopted curriculum, and alignment of curriculum to Smarter Balanced Interim Assessment Blocks. In addition, professional development around using the formative data from the Smarter Balanced Interim Assessment Blocks to inform instruction has happened during department meetings at the school sites. Regional department meetings have occurred in the Valley, bringing all the math teachers from MSA-1, MSA-2, MSA-5, and MSA-7 together. As well, the teachers at MSA-4 and MSA-6 have held joint math department meetings. This has allowed for the sharing of best practices as well as capacity building.
- To help strengthen our math intervention program, a new lesson plan template was created for our Power Math classes. This allows for more consistency among the program across MPS. The format of the lesson follows a blended learning, station rotation model that allows students to explore topics of need in more depth. A webinar to introduce the new template as well as provide strategies on implementation was held in December, with the rollout in January.
- Training around supporting English Learners in the Mathematics classroom has been conducted alongside our MPS EL Coordinator. This training was provided to the Deans of Academics as well as made available to all MPS Math teachers and site-level EL coordinators. This presentation was selected to be presented at both the California Charter School Association Conference and the California Association of Bilingual Education Conference, both being held at the end of March.

# More Updates

## EL Coordinator Nicole Vasquez

- ELPAC transition updates - basic administration facts, comparison to CELDT, school progress, new reclassification threshold, and new proficiency descriptors
- Updates to the EL Master Plan - will include strategies for dually identified students, content language objectives, an overview of ELD standards, essential features of integrated and designated ELD, and essential questions for English Learners
- Action plan progress overview - working with math coach to provide professional development around ELD and math, working with director of SPED to increase capacity and focus around dually identified students, ensuring fidelity and compliance to EL/ Title III program

## Data Manager and SIS Coor. Ishmail Ozkay

Illuminate SIS transition:

- Data file extracts are created and data migration is started from Coolsis to Illuminate Sandbox site where data validation will take place. When validation is complete in next couple weeks, data migration into Magnolia's live Illuminate site will start.
- Data and System Admin bootcamps took place back in Nov and Dec. Magnolia's Illuminate account master setup started at Dec bootcamp. It is ongoing and completed step by step along with data migration process.
- Lead teacher and Office staff (part 1) trainings took place on March 9th. Lead teachers will start training teachers at local level in next 3 months. There will be more teacher training in August during summer in-service. Office staff will have another half day training in June.
- Upcoming Illuminate trainings: Dean of Students is on March 13th., Dean of Academics is on April 11th, Principals is on April 19th. Office staff (part 2) is on June 12th.

Assessments:

- All sites administered Fall MAP testing.
- Math and ELA teachers have been administering Interim Assessment Blocks (IABs). These are short (10-12 questions) assessments to measure mastery of a specific Common Core standard.
- All sites are administering Interim Comprehensive Assessment (ICA) in these days and will be completed by March 23. ICA is a full length practice test that provide a snapshot of students' current content mastery. It will be used to inform curriculum and teaching in next two months leading to end of year summative SBAC testing.

## Academic Data Review

An interim assessment is a form of assessment that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Interim assessments are usually administered periodically during a course or school year (for example, every six or eight weeks) and separately from the process of instructing students. MPS schools administer Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) assessments for Reading and Math in the Fall and Spring of each school year to identify academic gaps or highlights and to measure progress. In this report, the results for students in grades 3-8 and 11 are compared to each other and to the national norm. We have disaggregated for special populations that include our English Language Learners, Special Education students, Latino students, and African American students. Lastly, we provide a summary of glows and grows to inform and guide our next steps for the upcoming academic year.

# NWEA Measures of Academic Progress (MAP) Testing

## PURPOSE

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) is designed to show growth of a student over time. By using nationally normed data, MAP testing can assist in projecting proficiency for state testing. Using a computer adaptive assessment, the test can challenge high performing students yet not overwhelm students performing below grade level.

2015 READING Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
<b>K</b>	141.0	13.54	151.3	12.73	158.1	12.85
<b>1</b>	160.7	13.08	171.5	13.54	177.5	14.54
<b>2</b>	174.7	15.52	184.2	14.98	188.7	15.21
<b>3</b>	188.3	15.85	195.6	15.14	198.6	15.10
<b>4</b>	198.2	15.53	203.6	14.96	205.9	14.92
<b>5</b>	205.7	15.13	209.8	14.65	211.8	14.72
<b>6</b>	211.0	14.94	214.2	14.53	215.8	14.66
<b>7</b>	214.4	15.31	216.9	14.98	218.2	15.14
<b>8</b>	217.2	15.72	219.1	15.37	220.1	15.73
<b>9</b>	220.2	15.68	221.3	15.54	221.9	16.21
<b>10</b>	220.4	16.85	221.0	16.70	221.2	17.48
<b>11</b>	222.6	16.75	222.7	16.53	222.3	17.68

\*SD – Standard Deviation

## WHAT IS TESTED: COMPARISON OF MEASURES OF ACADEMIC PROGRESS (MAP) TO SMARTER BALANCED TEST (SBAC)

### Reading MAP

#### Growth: Reading 2-5 CA 2010 V2

1. Literature
  - a. Literature: Key Ideas and Details
  - b. Literature: Craft and Structure
2. Informational Text
  - a. Informational Text: Key Ideas and Details
  - b. Informational Text: Craft and Structure
3. Vocabulary Acquisition and Use
  - a. Context Clues and Reference
  - b. Word Relationships and Nuance

#### Growth: Reading 6+ CA 2010 V2

1. Literature
  - a. Literature: Key Ideas and Details
  - b. Literature: Craft and Structure
2. Informational Text
  - a. Informational Text: Key Ideas and Details
  - b. Informational Text: Craft and Structure
3. Vocabulary Acquisition and Use
  - a. Context Clues and Reference
  - b. Word Relationships and Nuance

### ELA SBAC

#### 3<sup>rd</sup>- 8<sup>th</sup> Grade, 11<sup>th</sup> Grade

1. Reading
  - a. Literary
  - b. Informational
2. Writing
  - a. Organization/Purpose
  - b. Evidence/Elaboration
  - c. Conventions
3. Speaking/Listening
  - a. Listening
4. Research

# NWEA Measures of Academic Progress (MAP) Testing

NWEA Reading Mean RIT Scores MPS-Wide, All Students Compared to National Norm for Reading			
Grade Level	2016/2017	2017/2018	National Norm
3	167	180	188.3
4	182	194	198.2
5	190	198	205.7
6	199	207	211.0
7	206	211	214.4
8	210	214	217.2
9	214	216	220.2
10	218	218	220.4
11	221	222	222.6

Definitions
<p><b>RIT Scores</b> The NWEA MAP test uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. Students typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.</p>
<p><b>National Normed Data</b> The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.</p>

NWEA Reading Mean RIT Scores MPS-Wide, Student Groups								
Grade Level	Special Education		English Learners		Hispanic/Latino		Black/African American	
	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018
3	163	176	158	172	164	178	167	175
4	182	187	171	184	181	193	177	201
5	190	195	174	185	189	197	N/A	N/A
6	199	192	184	191	198	205	204	204
7	206	196	188	193	205	210	205	209
8	210	199	187	192	209	212	209	211
9	214	204	194	199	213	214	214	213
10	218	208	190	199	216	217	219	216
11	221	214	200	202	222	221	220	224

## DATA HIGHLIGHTS

### Glows

- Consistent growth and sustained progress in all grade levels
- The longer students remain at MPS, the better they perform.
- Foundational grades (3<sup>rd</sup>-5<sup>th</sup>) demonstrate significant growth.
- African American students exceed the national reading norm by 11<sup>th</sup> grade.

### Grows

- While students are showing growth, students in 6<sup>th</sup> and 9<sup>th</sup> grade are further from the national norm than other grade levels. This demonstrates the need for strong intervention classes in 6<sup>th</sup> and 9<sup>th</sup> grade.
- Increase student reading of informational text

# NWEA Measures of Academic Progress (MAP) Testing

## PURPOSE

Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) is designed to show growth of a student over time. By using nationally normed data, MAP testing can assist in projecting proficiency for state testing. Using a computer adaptive assessment, the test can challenge high performing students yet not overwhelm students performing below grade level.

2015 MATHEMATICS Student Status Norms						
	Begin-Year		Mid-Year		End-Year	
Grade	Mean	SD	Mean	SD	Mean	SD
K	140.0	15.06	151.5	13.95	159.1	13.69
1	162.4	12.87	173.8	12.96	180.8	13.63
2	176.9	13.22	186.4	13.11	192.1	13.54
3	190.4	13.10	198.2	13.29	203.4	13.81
4	201.9	13.76	208.7	14.27	213.5	14.97
5	211.4	14.68	217.2	15.33	221.4	16.18
6	217.6	15.53	222.1	16.00	225.3	16.71
7	222.6	16.59	226.1	17.07	228.6	17.72
8	226.3	17.85	229.1	18.31	230.9	19.11
9	230.3	18.13	232.2	18.62	233.4	19.52
10	230.1	19.60	231.5	20.01	232.4	20.96
11	233.3	19.95	234.4	20.18	235.0	21.30

\*SD – Standard Deviation

## WHAT IS TESTED: COMPARISON OF MEASURES OF ACADEMIC PROGRESS (MAP) TO SMARTER BALANCED TEST (SBAC)

### Math MAP

#### Growth: Math 2-5 CA 2010

1. Operations and Algebraic Thinking
  - a. Represent and Solve Problems
  - b. Analyze Patterns and Relationships
2. Number and Operations
  - a. Understand Place Value, Counting, and Cardinality
  - b. Number and Operations in Base Ten
  - c. Number and Operations - Fractions
3. Measurement and Data
  - a. Geometric Measurement and Problem Solving
  - b. Represent and Interpret Data
4. Geometry
  - a. Reason with Shapes, Attributes, & Coordinate Plane

#### Growth: Math 6+ CA 2010

1. Operations and Algebraic Thinking
  - a. Expressions and Equations
  - b. Use Functions to Model Relationships
2. The Real and Complex Number Systems
  - a. Ratios and Proportional Relationships
  - b. Perform Operations
  - c. Extend and Use Properties
3. Geometry
  - a. Geometric Measurement and Relationships
  - b. Congruence, Similarity, Right Triangles, & Trig
4. Statistics and Probability
  - a. Interpreting Categorical and Quantitative Data
  - b. Using Sampling and Probability to Make Decisions

### Math SBAC

#### SBAC Domains 3<sup>rd</sup> -5<sup>th</sup> Grade

1. Numbers and Operations in Base Ten
2. Operations and Algebraic Thinking
3. Numbers and Operations- Fractions
4. Measurement and Data
5. Geometry

#### SBAC Domains 6<sup>th</sup> - 7<sup>th</sup> Grade

1. Ratios and Proportional Relationships
2. The Number System
3. Expressions and Equations
4. Geometry
5. Statistics and Probability

#### SBAC Domains 8<sup>th</sup> Grade

1. The Number System
2. Expressions and Equations
3. Functions
4. Geometry
5. Statistics and Probability

#### SBAC Domains 11<sup>th</sup> Grade

1. Number and Quantity
2. Algebra
3. Functions
4. Modeling
5. Geometry
6. Statistics and Probability

# NWEA Measures of Academic Progress (MAP) Testing

## NWEA Math Mean RIT Scores MPS-Wide, All Students Compared to National Norm for Math

Grade Level	2016/2017	2017/2018	National Norm
3	171	185	190.4
4	186	198	201.9
5	197	206	211.4
6	203	209	217.6
7	209	216	222.6
8	216	222	226.3
9	220	224	230.3
10	225	228	230.1
11	231	234	233.3

### Definitions

#### RIT Scores

The NWEA MAP test uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100 to 300. Students typically start at the 180 to 200 level in the third grade and progress to the 220 to 260 level by high school. RIT scores make it possible to follow a student's educational growth from year to year.

#### National Normed Data

The average score of students who were in the same grade and tested in the same term as observed in the latest NWEA norming study.

## NWEA Math Mean RIT Scores MPS-Wide, Student Groups

Grade Level	Special Education		English Learners		Hispanic/Latino		Black/African American	
	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018	2016/2017	2017/2018
3	168	179	164	180	168	183	177	191
4	179	191	178	189	185	196	188	206
5	188	202	187	198	197	205	N/A	N/A
6	187	193	192	193	204	206	188	207
7	195	200	194	200	208	214	202	211
8	201	207	195	199	214	220	215	219
9	201	209	198	207	219	222	215	211
10	213	215	205	209	224	226	225	224
11	215	216	209	208	230	233	221	227

## DATA HIGHLIGHTS

### Glows

- Consistent growth among all grade levels from 2016/2017 – 2017/2018
- By 11<sup>th</sup> grade students are outperforming national norm, showing the longer the students remain at MPS, the better they perform.
- Students in Special Education show at least a 5-point gain in 3<sup>rd</sup> -9<sup>th</sup> grade from 2016/2017 to 2017/2018.

### Grows

- English Learners show a dip in 6<sup>th</sup> and 8<sup>th</sup> grade, showing the need more support for English Learners in Middle School.
- While students are showing growth, students in 6<sup>th</sup> and 9<sup>th</sup> grade are further from the national norm than other grade levels. This demonstrates the need for strong intervention classes in 6<sup>th</sup> and 9<sup>th</sup> grade.

## Next Steps

- Strengthen Power Classes in ELA and Math across all MPS schools through ongoing professional development and coaching, engaging curriculum and an improved student experience.
- Continue to monitor the progress of student growth through MPS data cycle by administering 4 types of formative and 2 types of summative assessments to address gaps and celebrate growth and improve instructional practices.
- Expand the Academic Team to include the following:  
New Teacher Literacy Coach, Elementary Instructional Coach, and Collage and Career Coordinator.