



Board Agenda Item #	III B– Discussion Item
Date:	Monday December 10, 2018
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Presentation of MSA-4 Progress on LAUSD Benchmark

Proposed Board Recommendation

None; Information only

Background

On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

On January 9, 2018, LAUSD Charter School Division notified MPS that Magnolia Science Academy 4 must meet the following two academic benchmarks during the 2018-2023 charter term and provide an update to the Charter Schools Division no later than December 15th of each year of the charter term (after CAASPP (SBAC) scores have been released by the CDE).

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in ELA as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.
2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for numerically significant subgroups in Math as measured by the CAASPP (SBAC) Assessment at a rate equal to or greater than the Resident and Similar Schools Median, with the goal of achieving and maintaining the “Green” performance level or higher.

Fall 2017 California Dashboard data shows that MSA-4 has not meet the Academic Benchmarks set forth by LAUSD's Charter Schools Division. MSA-4 administration in collaboration with the MPS home office team prepared the attached protocols, analysis and action plan to address the areas for improvement thoughtfully focusing on increased student success.

Budget Implication

None Applicable

Funding Source

None Applicable

How Does This Action Relate/Affect/Benefit All MSAs?

None Applicable

Name of Staff Originator:

Erdinc Acar, Chief Academic Officer

Attachments (1)

MSA-4's Response to LAUSD Academic Benchmarks



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November 29, 2018

Yolanda Jordan
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By Email and U.S. Mail

RE: Magnolia Science Academy 4's Academic Benchmarks

Dear Mrs. Yolanda Jordan,

Magnolia Science Academy 4 (MSA-4) is grateful for the opportunity to explain its story, progress and plans in response to the Academic Benchmarks set forth by LAUSD's Charter Schools Division.

On November 7, 2017, the Los Angeles Unified School District (LAUSD) Board of Education voted to renew with benchmarks the Magnolia Science Academy 4 charter for 5 years, beginning July 1, 2018, until June 30, 2023, to serve 240 students in grades 6-12 in year 1 and up to 360 students in grades 6-12 by the end of the charter term.

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MSA-4's Fall 2017 Dashboard is RED in Math and and ORANGE in ELA which yielded areas of concerns for our school community. MSA 4 experienced an 17.6% decline in the area of Math and a 11.1% decline in ELA overall. Our subgroup data also showed a decline: SED showed a decline of 19% in Math and 11.2% in ELA. Our Hispanic students showed a decline of 14.6% in Math and 8.8% in ELA.

Below please find MSA-4's protocols, analysis and action plan to address the areas for improvement as noted in the Fall 2017 Dashboard. You will find that our action plan is thoughtfully focused on increased student success. Again, we thank you for this opportunity and look forward providing you with additional data and info if needed.

Lisa Ross,
Principal

About Magnolia Science Academy -4

Magnolia Science Academy-4 (MSA-4) is the home of the EAGLES! MSA-4 is a public charter school for grades 6 – 12 with a mission to provide a college preparatory educational program emphasizing STEAM in a safe environment that cultivates respect for self and others. MSA- 4 offers a comprehensive learning experience designed to serve the needs of our students through effective site-based instruction, rich hands-on learning, and strong basics presented in ways that are relevant and inspiring for our students. MSA 4 opened in 2008 on the campus of Westminster Elementary School. In 2009, MSA 4 relocated to Daniel Webster’s Middle School. MSA 4 proudly celebrates our 100% graduation rate, 100% college acceptance rate and 0% suspension/expulsion rate. MSA-4 and Magnolia Public Schools CMO supports our students by collaboratively working to implement programs and providing assistance including Multi-Tiered System and Support (MTSS) to address the needs of our students.

Change in the Demographics of Students Served

MSA-4’s student enrollment is very transitory. From 2017-18 to this year we lost 12 students in grades 6- 11 and 25 - 12th grade students, for a total of 37 students. Each year we experience losses at most grade levels.

Method for Measuring Pupil Outcomes Assessments

The admin team, staff, and teachers of MSA-4 are held accountable by the MPS Board of Directors for meeting student outcome goals. The measures that are used to assess student progress include all state-mandated standardized tests such as the Smarter Balanced Summative Assessments. MSA-4 administers both the Interim Comprehensive Assessments (“ICAs”) and Interim Assessment Blocks (“IABs”) to assess student learning and inform instruction. Digital Library resources help teachers support classroom-based formative assessment processes.

Computer adapted NWEA MAP testing is utilized to measure student progress three times a year. Students who are achieving substantially below grade level are identified through multiple measure assessments including MAP Tests, sample Smarter Balanced questions (as provided by the CDE’s website), and teacher-designed tests. For students achieving substantially below grade level, we use the following educational materials to review and re-teach concepts and skills: McGraw Hill’s publisher’s resources, ConnectED Math and Aleks programs. These programs allow teachers to monitor the progress of students who are achieving below grade level. They also provide software generated tests and personalized instructional materials based on CCSS/frameworks which have not been achieved. Teachers also supplement instruction, with the help of published materials, create standards-aligned formative assignments and tests using Illuminate Data and Assessment portal. Individual and team projects are evaluated using rubrics, and students are required to demonstrate research and critical thinking skills.

Data Analysis and Reporting

Teachers use standards-aligned formative assessments to continually monitor student progress and to make adjustments on the curriculum and instructions when such is necessary and appropriate. MSA-4 utilizes various assessments that are aligned with the curriculum and instructional program and complies with state standards. Assessments are aligned to the school’s mission, exit outcomes and the curriculum. Results of these assessments are used to facilitate continuous improvement of the programs offered at the school site, direction of executive leadership, and short and long range planning of the Board of Directors.

The staff, led by the administrative staff and department chairs, collects, analyzes and reviews the results of school-wide assessments and recommend modifications to the school’s curriculum and other programs as needed.

Parents are apprised of their students' progress through quarterly report cards. MSA-4 records grades, attendance, homework, and student progress reports online and parents are provided access. For parents who are without access to a computer, MSA-4 has computers on campus that parents are able to use.

Greatest Progress for 2018-19

According to the fall 2017 California accountability dashboard data, we continue to have a very low suspension rate and 100% graduation rate. We continue to our pursuit of adapting a variety of alternatives to suspension. For example, we engage our students in a reflective practice that is targeted at preparing our students to see things from multiple perspectives. We attribute our high graduation rate to working vigorously to create a college-going culture and parental involvement through Parent College, our School Site Council, Parent Task Force, and evening workshops. During these events, parents and students receive training relating to the A-G requirements which are aligned to our graduation requirements. All students have four-year plan and meet once a year with our college counselor.

MSA-4 continues to have a high college acceptance rate. Our seniors gain admission to a variety of colleges across the nation. This not only speaks to our ability to nurture our students academically but it gives them an opportunity to experience life outside their home community and opens their world to so many life experiences.

MSA 4 continues to use internal data to measure growth throughout the year (NWEA MAP, and SBAC IABs). We continue using intervention programs during school and afterschool to support academic and social emotional success. Our Dean works diligently to update and analyze student performance with MAP, IAB, and SBAC prep. Our staff utilizes student data/ growth to drive the instruction as well as formulate intervention grouping.

MSA 4 conducts an annual review and analysis of our staff, parent, and student surveys through Panorama Education allows for an open dialog among stakeholders so that our action plans focus on us reaching our greatest potential and foster a community of lifelong learners.

Greatest Need for 2018-19

Based upon our decline in 17-18 of 11.1% of color from Blue to Orange in English Language Arts and Math our socioeconomically disadvantaged and Hispanic populations are our greatest need. This has become our targeted intervention specifically for third through eighth grade students. Intervention groups were formed at the beginning of the year by using the SBAC Spring 2017 results and our internal MAP data. These groups include our Power English/Math course for Tier III students, our SSR Math/Writing group for Tier II students, and our ELD courses for ELLs. We grouped our ELA and Math interventions in the afternoon and after school focusing on our Tier II students, students at the CAASPP standards nearly met and not met. These interventions are revisited quarterly and changes are made depending on student progress.

We have maintained a very low suspension rate of 0%. To help maintain this rate, MSA 4 has partnered with Imagine Etiquette Leadership and Mentoring, Healthy Start and the Los Angeles School Police Department. This year also yielded the addition of a school psychologist. MSA 4 partners with these community resources to help provide supports to our "at risk" populations (e.g. school supplies, food, clothes, mental health free community services etc.)

Measurable Pupil Outcomes and Action Plan

Goal 1: Increase student academic performance in all grade levels and student groups by 3% in ELA as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show only 31.11% of our students meeting and exceeding the standards in ELA. Student works in classes reflect the need for academic growth in the areas of reading, writing, listening and research/inquiry.

Critical Need: Our Hispanic and Socio-Economically Disadvantaged students are numerically significant and represent the schools greatest critical need

Supporting Data:

Fall 2017 Dashboard shows **declines** in All Students (-11.1 pts), Socioeconomically Disadvantaged declined (-11.2 pts), and Hispanic groups declined (-8.8 pts)

2016-2017 SBAC shows 31.11% met and exceeded for all students

2016-2017 SBAC shows 32.90% met and exceeded for Hispanic students

2016-2017 SBAC shows 30.44% met and exceeded for Disadvantaged students

2017-2018 Fall NWEA MAP shows 23% met and exceeded for all students

2017-2018 Spring NWEA MAP shows 33% met and exceeded (10% Growth)

2017-2018 Interim Comprehensive Assessment (ICA) data shows 45.5% met and exceeded for all students

Growth Targets:

2017-18: Overall target 32.63% met and exceeded for all students

Increase proficiency by 3% in ELA across all grade levels.

Increase proficiency by 3% in our Hispanic student group.

Increase proficiency by 3% in our disadvantaged students group.

2018-19: Overall target 35% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2019-20: Overall target 38% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2020-21: Overall target 41% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

School-wide Learner Outcomes Addressed: Academic Rigor

Impact on student learning of academic standards, school-wide learner outcomes, & critical learner need: The increase in ELA skills will positively impact students performance across all subject levels and prepare them for higher level of classes.

<p>Monitor Progress Tools:</p> <ul style="list-style-type: none"> ● CAASPP Results ● MAP Results ● ICA / IAB Results <p>Power English Class Data Classroom assessment data</p>	<p>Report Progress:</p> <ul style="list-style-type: none"> ● Admin meetings ● Dean of Academic Meetings ● Coordination/ Department meeting <p>RTI and Data meetings</p>
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Tasks	Responsible Person(s) Involved	Professional Development /Resources/Funding	Means to Assess Improvement	Timeline	Reporting
Develop a greater understanding of StudySync ELA Common Core curriculum in order to increase student achievement.	Dean of Academics Department Chairs Grade Level Chairs	StudySync trainings, Department meetings/collaborations, Tuesday PDs, Outside PDs, and Magnolia-wide PDs	Weekly Coordination meetings, Tuesday PDs, Grade-level/ Department check-ins, Grade level collaboration	Ongoing, weekly progress meetings	Monthly staff meetings. Monthly Dean of Academic meetings.
READING-Improve the Lexile levels for all students so that they can be at or above grade level.	ELD Coordinator Dean of Academics	Summer In Service Training Train all teaching on the MyOn Program. Focus on MyOn implementation and fidelity.	Weekly Coordination meetings, Tuesday PDs, Grade-level/ Department check-ins, Grade level collaboration	Ongoing, weekly progress meetings	Monthly staff meetings. Monthly Dean of Academic meetings. Academic Meeting bi-monthly to monitor progress. WASC meetings

Power Class - Provide additional instruction/tutoring for targeted students	Resource Teacher Core Teacher Teacher Aids	Summer In Service MyOn Training Teacher Collaboration	Daily Activities Focus on Areas Of Need	Ongoing, daily, weekly, semester progress monitoring	Progress Reports, Report Cards
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After-School Tutoring - Offered Daily from 3:10 - 4PM	Core Teachers	Department meetings/collaboration, Tuesday PDs	Activities for students based on need	Ongoing, daily, weekly, semester progress monitoring	Progress Reports, Report Cards
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Saturday School - Tutoring offered on select Saturdays throughout the semester	Core Teachers College Counselor	Department meetings/collaboration, Tuesday PDs	Activities for students based on need	Ongoing, daily, weekly, semester progress monitoring	Progress Reports, Report Cards
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Teachers set goals with admin through Teachboost based on Self-Reflection	Core Teachers Principal Dean Of Academics	Department meetings/collaboration, Tuesday PDs	Teachers create goals based on self-reflection and feedback from admin	Ongoing, daily, weekly, semester	Teachboost
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Admin check on lesson plans and alignment to SBAC standards and pacing	Core Teachers Principal Dean Of Academics	Department meetings/collaboration, Tuesday PDs	Admin checks lesson plans and cross references pacing plans based on CC standards and SBAC alignment	Ongoing, daily, weekly, semester progress monitoring	Teachboost
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Goal 2: Increase student academic performance in all grade levels and student groups by 3% in Math as measured by the SBAC data.

Rationale: 2016-2017 SBAC results show 17.2% of our students meeting and exceeding the standards in MATH.

Critical Need: Our Hispanic and Socio-Economically Disadvantaged students are numerically significant and represent the schools greatest critical need

Supporting Data:

Fall 2017 Dashboard shows declines in All Students (-17.6 pts), Socioeconomically Disadvantaged declined (-19 pts), and Hispanic groups declined (-14.6 pts)

2016-2017 SBAC shows 17.2% met and exceeded for all students

2016-2017 SBAC shows 20.51% met and exceeded for Hispanic students

2016-2017 SBAC shows 18.06% met and exceeded for Disadvantaged students.

2017-2018 Fall NWEA MAP shows 12% met and exceeded for all students

2017-2018 Spring NWEA MAP shows 15% met and exceeded (3% Growth)

2017-2018 Interim Comprehensive Assessment (ICA) data shows 18.2% met and exceeded for all students

Growth Targets:

2017-18: Overall target 17.2% met and exceeded for all students

Increase proficiency by 3% in Math across all grade levels.

Increase proficiency by 3% in our Hispanic student group.

Increase proficiency by 3% in our Disadvantaged students group.

2018-19: Overall target 20% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2019-20: Overall target 23% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

2020-21: Overall target 26% met and exceeded for all students

3% increase in all students meeting and exceeding the standards.

School- wide Learner Outcomes Addressed: Academic Rigor

Impact on student learning of academic standards, school- wide learner outcomes, & critical learner need: Strengthening students' skills in math foundational concept and procedure directly improve students' competencies in all STEM related areas.

Monitor Progress Tools:

- CAASPP Results
- MAP Results
- ICA / IAB Results

Report Progress:

- Admin meetings
- Dean of Academic Meetings
- Coordination/ Department meeting

<ul style="list-style-type: none"> ● Power Math Class Data ● Classroom assessment data 	<ul style="list-style-type: none"> ● RTI meetings
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Tasks	Responsible Person(s) Involved	Professional Development /Resources/Funding	Means to Assess Improvement	Timeline	Reporting
Develop a greater understanding of our ConnectED Common Core curriculum in order to increase student achievement.	Dean of Academics Grade Level Chairs Department Chairs	Aleks / Khan Academy training, Department meetings, Tuesday PDs, Outside PDs, and Magnolia-wide PDs	Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration	Ongoing, weekly progress meetings	Monthly staff meetings. Monthly Dean of Academic meetings.
Math-Improve foundational skills to increase student achievement in math.	Dean of Academics Grade Level Chairs Department Chairs MPS Math Coach	Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach PDs	Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration	Ongoing, weekly progress meetings	Monthly staff meetings. Monthly Dean of Academic meetings. Mid year and end of the WASC meetings

MPS Math Coach implemented	Core Math Teachers District Math Coach	Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach	Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration	Monthly	Department meetings
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Math Intervention Specialist / Paraprofessional (To Be Hired)	Core Teachers Math Coach	Weekly PDs, Magnolia-Wide PDs, PDs with MPS Math Coach	Weekly Coordination meetings, Tuesday PDs, Department check-ins/collaboration	Daily, Weekly, Monthly, ongoing progress monitoring	Daily / Weekly Grading ; Progress Reports / Report Cards
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Additional Shifts to Support Student Success:

- Reconfigured teacher assignments within the math department
- Power Math Class
 - Core teacher paired with SPED department for execution and support
- Use of SBAC/CAASPP scores for placement
- Use of IAB data to further drive teacher's plan for instruction
 - Teachers access IAB test questions for individual students
 - Teachers use data to reteach (warm-ups and/or exit ticket)
 - Data is used to group students
 - Data is used to target students for specific growth