

Bert Corona Charter High School

School Verified Data Guiding Questions

For the state approved list of Verified Data on Academic Indicators (Assessments) and Postsecondary Indicators, please see the following CDE website:

<https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

Also:

[Verified Data FAQ's](#)

Note: High Schools can opt to complete the Verified Data (Assessments) Section and/or Postsecondary Outcomes Section

Verified Data (Assessments)

1. Please complete the table below including each state-approved verified data assessment the school is using, include the academic area (English Language Arts and Math), grade level assessed, participation rate and the frequency of administration of each assessment.

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. NWEA MAPS (Reading)	11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year
2. NWEA MAPS (Math)	11	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3x per school year

2. If a 95% participation rate was not achieved on any assessment, please provide a plan of action to meet the 95% participation rate. **Achieved**
3. Please provide the publisher's growth report (e.g., iReady provide iReady's Typical Growth Measure; NWEA provide Measures of Academic Progress; etc). For a complete list of growth reports, please review the following CDE document: [November 2020 SBE Agenda Item 14](#) (pages 23-29). Based on the report(s), please provide the following:
 - a. School wide (if available) **and** disaggregated subgroup data.

Fall '21:

<https://drive.google.com/file/d/1yhzFlqVfm9qVA5M8YC4419OeLb1pev9o/view?usp=sharing>

Winter '21:

<https://drive.google.com/file/d/1UJKHfNAnqsbm3A3-jyIPc4PiSL4tsOxs/view?usp=sharing>

Spring '22:

<https://drive.google.com/file/d/1PMmsErDnfr7hR2t2nQDZ7g1toNcYJZr1/view?usp=sharing>

4. Describe how the data submitted shows growth in student achievement. What do you attribute that led to that growth?

The 11th grade cohort for 2021-2022 maintained or increased its participation percentage beyond the expected 95% threshold for the final verified data periodic assessment of this school year. In addition, their results demonstrate sustained growth in both reading and K-12 mathematics. The Special Education Cohort, which tested at 92% (12 out of 13 students with IEP in the 11th grade cohort of 50 students), also grew significantly. We just finished the final assessment administration last week, May 16-20, so we are continuing makeup testing this week for the 2 students in the EL cohort (10 students in the 11th grade) who did not yet finish their subtests.

Observed growth is attributed to sustained emphasis on mastery over work completion, a commitment to depth over coverage, and a consistent effort to “shrink the classroom” through pedagogy that focuses on personalization; small group differentiated instruction and support, and conferencing with individual students. In addition, our students complete “student-led” conferences twice yearly in which they give a thoughtful explanation of their growth or the lack thereof to their family members. This process requires significant reflection and ownership, which leads to growth.

NWEA MAPS Assessment	11th SpEd on or ^GL	11th ELL on or ^GL	11th Grade on or ^GL	Participation Rate for Each Subtest
Fall Math - Sept	10%	0%	40%	94%
Winter Math - Dec	10%	0%	43%	96%
Spring Math - May	18%	(still testing)	50%	96%
Fall Reading - Sept	0%	0%	50%	94%
Winter Reading - Dec	0%	20%	57%	92%
Spring Reading -	33%	(still testing)	61%	98%

NWEA MAPS Assessment	11th SpEd on or ^GL	11th ELL on or ^GL	11th Grade on or ^GL	Participation Rate for Each Subtest
May				

For data that did not demonstrate growth, please provide a root cause analysis and plans for improvement.

[All current data demonstrates growth; waiting on EL/LTEL students to finish testing.](#)

5. If verified data is not submitted, please explain why. In addition, please provide a summary of student academic performance in ELA and/or Math if not included in your verified data responses. Provide school wide (if available) **and** disaggregated subgroup data.
 - a. Describe how the data submitted shows growth in student achievement.
 - b. What do you attribute that led to that growth?
 - c. For data that did not demonstrate growth, please provide a root cause analysis, and plans for improvement.

[Verified growth data has been submitted, as well as an explanation of variables to which the growth is attributable.](#)

For High Schools Only: Postsecondary Outcomes ([November 2020 SBE Agenda Item 14](#) pages 16-22)

1. What state-approved postsecondary indicator(s) is the school using for postsecondary outcomes? (see [November 2020 SBE Agenda Item 14](#) page 21)
2. Does the postsecondary data include the results of at least 95% of eligible students? Please provide the number of: (a) eligible students, (b) participating students and (c) missing students. If not, please explain what the school's plan is to increase participation rates to at least 95% of eligible students.
3. Please provide an analysis of your school's postsecondary data to similar peers (which may include, but are not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data).
4. If postsecondary outcome data is not submitted, please explain why.

[BCCHS was opened in the fall of 2015 with a 9th grade cohort of 60 students. Our first full-cohort graduation was held in the spring of 2019. This cohort is still working their way through college. Our methods of grad tracking to date have been colloquial in nature, and have included](#)

asking our college-enrolled alumni to come back to our campus and address successive generations of BCCHS students about what it means to be “college ready.”

Now that the first alumni from our school are within a year or two of graduating from college, we are in a process of formalizing our tracking protocols and methods. The tracking databases provided in SBE Agenda Item 14 are slated for discussion in relation to our Logic Model for BCCHS College Readiness and Success.