
AoA Middle School Board Update

— January 26, 2023 —

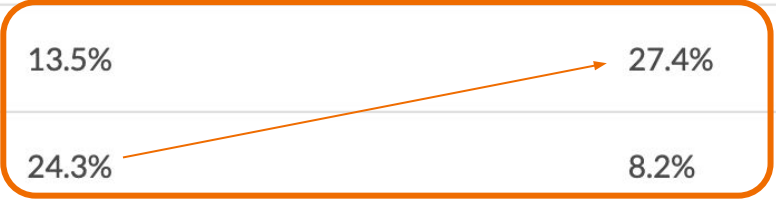
STAR Update - Math

Growth Percentile = 50%

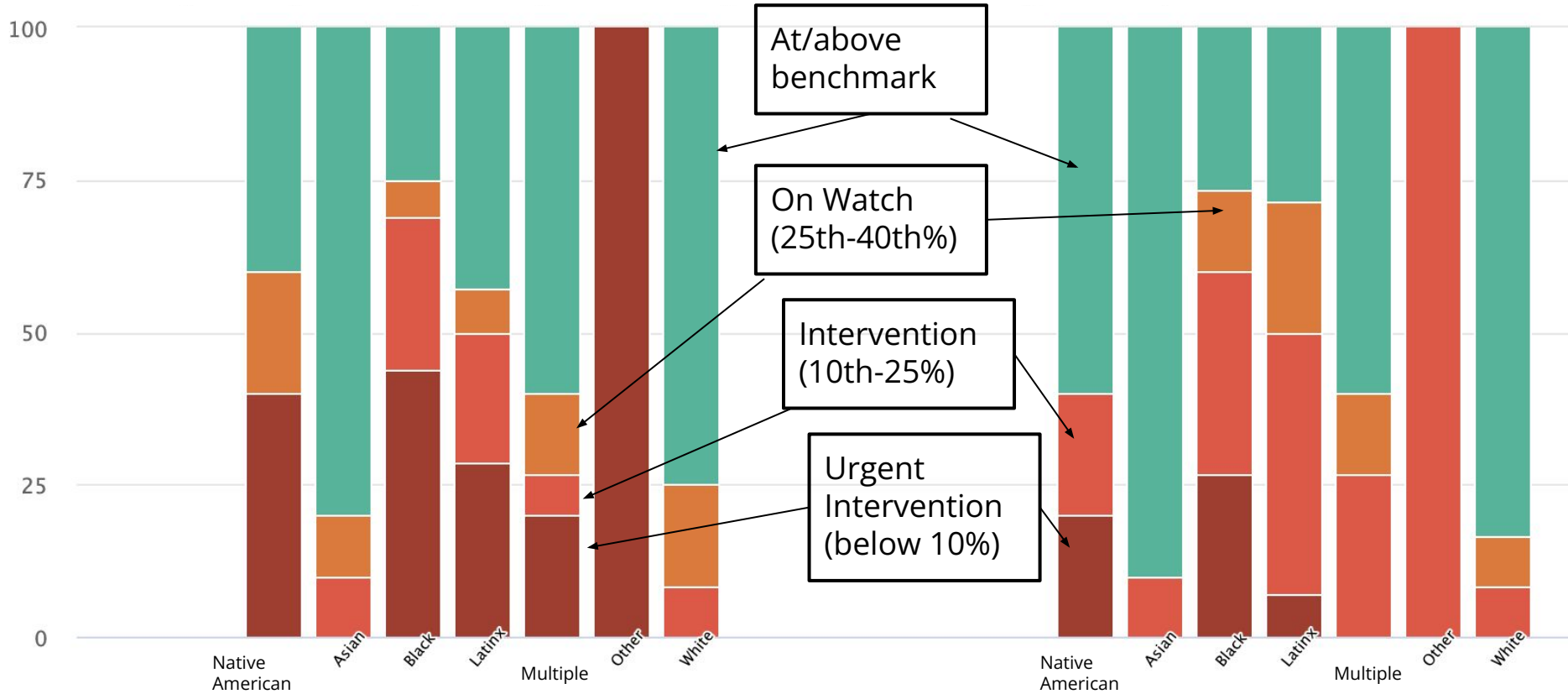
	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark	52%	54.2%
On Watch	13.8%	14.7%
Intervention	18.1%	17.4%
Urgent Intervention	16.1%	13.7%

STAR Math Highlight - 6th grade

	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark	51.4%	53.4%
On Watch	10.8%	11%
Intervention	13.5%	27.4%
Urgent Intervention	24.3%	8.2%



6th STAR Math - filtered by primary ethnicity



STAR Update ELA

Growth Percentile = 69%

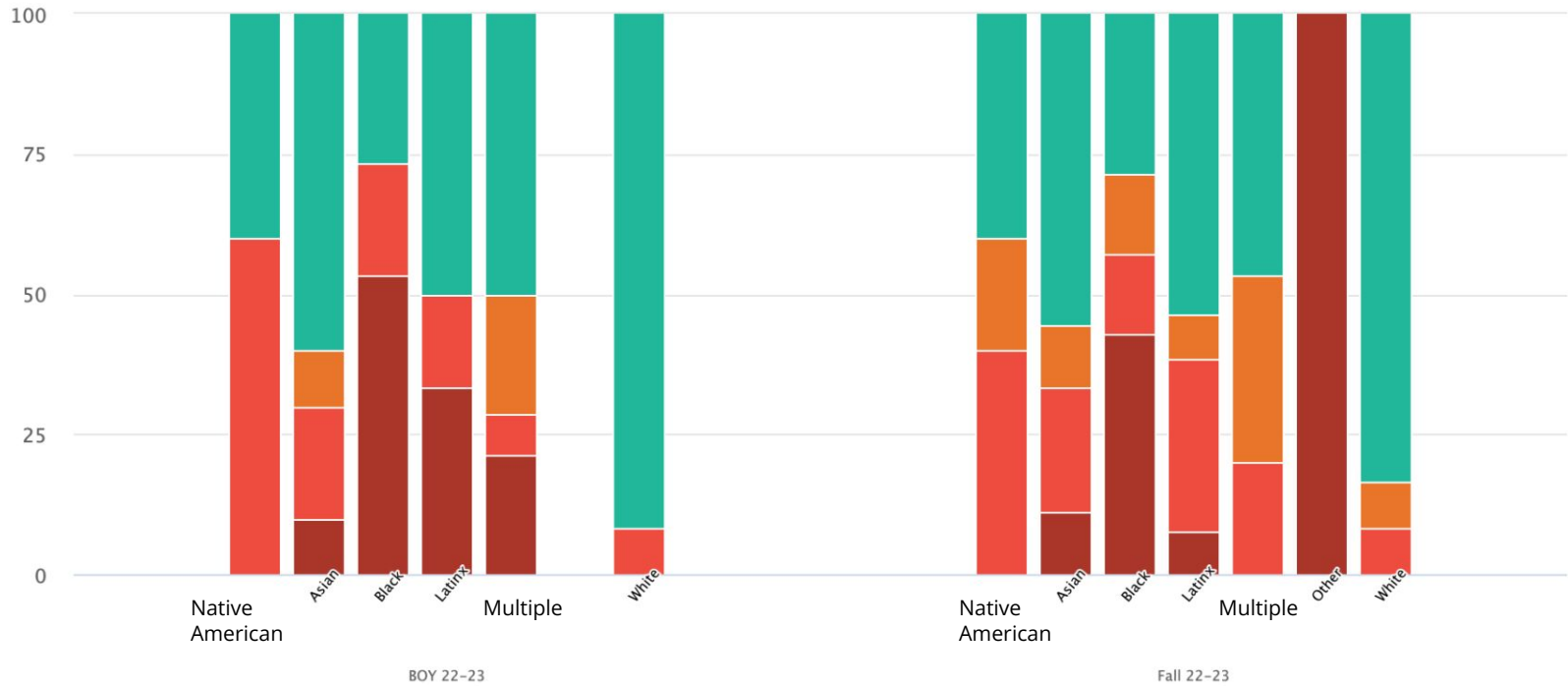
	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark	51%	50%
On Watch	14%	18.1%
Intervention	18.2%	18.4%
Urgent Intervention	16.8%	13.5%

STAR ELA Highlight - 6th Grade

	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark	52.9%	50.7%
On Watch	5.9%	15.9%
Intervention	17.6%	20.3%
Urgent Intervention	23.5%	13%

The table includes a line graph for the 'On Watch', 'Intervention', and 'Urgent Intervention' categories. The graph shows an increase in 'On Watch' from 5.9% to 15.9%, an increase in 'Intervention' from 17.6% to 20.3%, and a decrease in 'Urgent Intervention' from 23.5% to 13%.

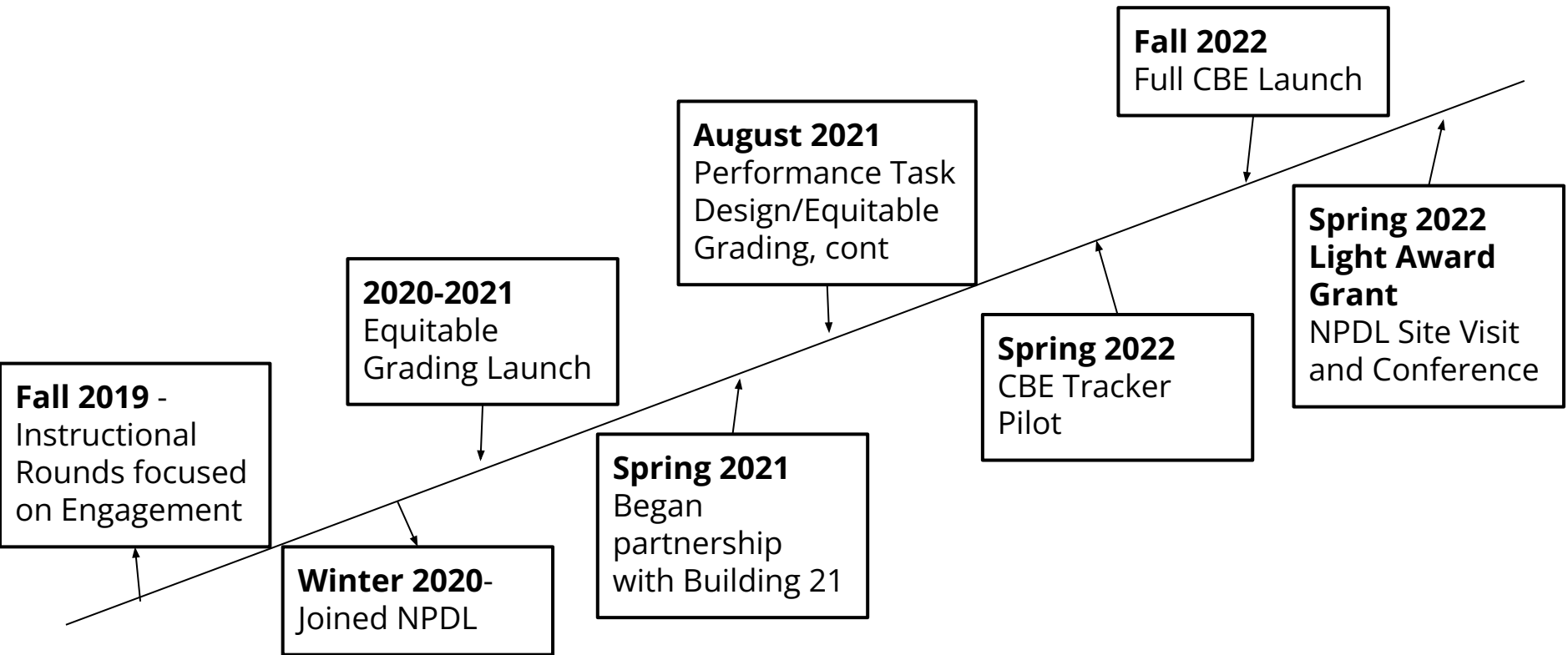
6th STAR ELA - filtered by primary ethnicity



Intervention Updates

- Focus on improving Tier 2 Academic Support
 - Shifting use of Tutorial time to targeted intervention using Edfluency
 - Priority groups based on competency support
 - Professional development for teachers
- Continued Tier 3 Academic Support
 - Reading Lab - improvement in fluency and STAR scores
 - Math Lab
 - SPED - Great Leaps reading program
- Intervention Team

Competency Based Education (CBE): Timeline



CBE Implementation Glows and Grows

Glows

- 6-8 competency alignment and clarity
- More communication with families about progress
- Teachers have deeper understanding of student skills
- Supports equity goals and program coherence (see next slide)

Grows

- Building consistency and expertise with staff
- Gathering more feedback from families and students
- Choosing a platform (see upcoming slide)

Program Coherence in Pursuit of Equity

FIGURE 0.2 Core Components of Competency-Based Education for Deeper Learning

6-Cs & Advisory

Competency Rubrics

Personalized Learning Profile

Competencies

Broadly stated academic goals and personal success skills that are measurable, rigorous, and transferable, empowering student learning beyond a single lesson, unit of study, or course.

Evidence-Based Grading

Scoring and reporting based on a body of evidence (BOE) that reflects progress or mastery of unit, course, and graduation competencies.

Learning Pathways

Descriptions of how students will develop and demonstrate deeper, broader, and more sophisticated understanding over time, with flexible pacing of learning.



Personal Success Skills

Life skills explicitly referenced in a school's portrait of the graduate, including workplace habits, self-management skills, and skills for interacting and working effectively with others.

Performance Assessments

Multistep assessments with clear criteria, expectations, and processes that measure how well a student transfers knowledge and integrates complex skills to create or refine an original product.

Intervention Tutorial

Performance Task Design

CBE Platform Adoption

- Platform will allow for:
 - Better family communication
 - Ability to create and share student assignments
 - Ability for teachers to give student feedback and ratings to show growth
 - More data
- Created Platform Adoption Committee
 - Planning demos
 - Staff input
 - Support from Building 21
 - Decision by end of March
- Cost estimate: \$12,000-\$20,000

School Culture

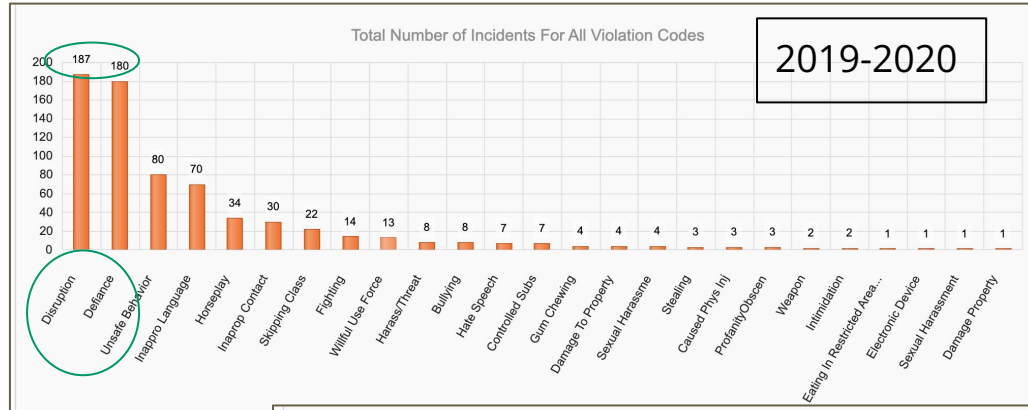
Highlights

- Culture calendar - theme months and events
- Junior School Culture Leadership Team
- Referrals are down significantly
 - Majority of referrals occur during unstructured time outside of classroom
- Utilizing restorative processes
- Significant decrease in tardies during school day

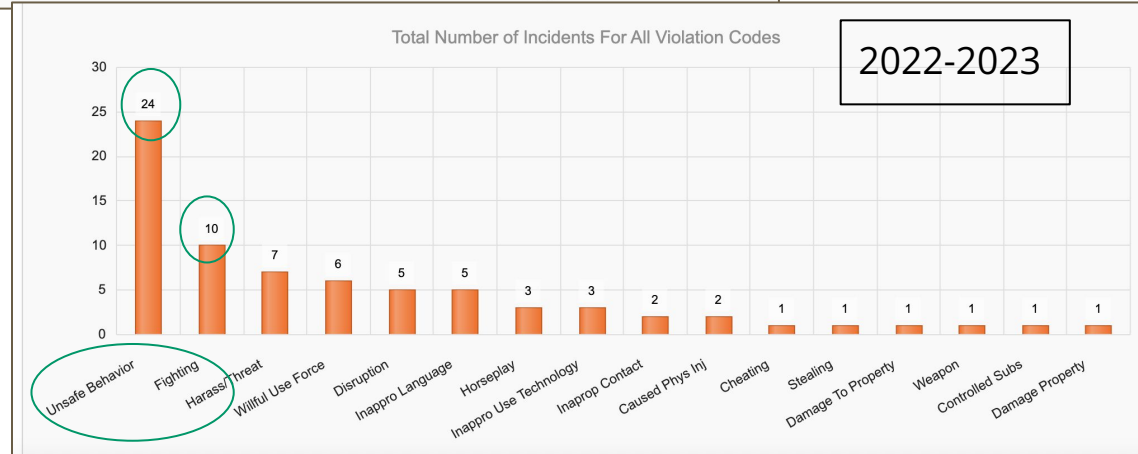


Number and Type of Incidents for Referrals

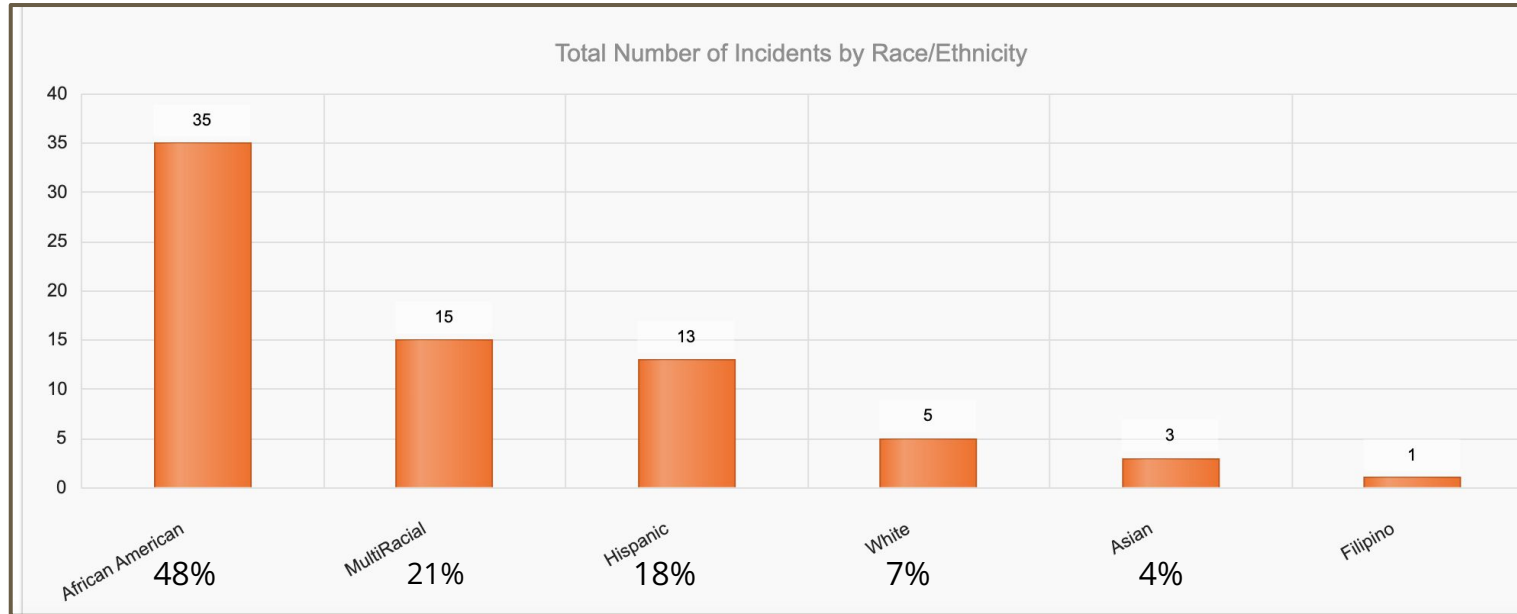
461 total
(August-March)



72 total
(August-December)



22-23 Referral Incidents - by race/ethnicity



Multi-Year Suspension Rates

Academic Year	Cumulative Enrollment	Total Suspensions	Suspension Rate	In-School Suspension	Suspension Rate	Out of School Suspension	Suspension Rate
2021-22	379	9	2.1%	4	1.1%	5	1.3%
2020-21	441	0	0.0%	0	0.0%	0	0.0%
2019-20	492	32	4.5%	12	2.0%	22	3.0%
2018-19	499	41	6.0%	18	3.4%	23	3.8%
2017-18	508	38	5.1%	7	1.4%	31	4.1%
2016-17	516	62	6.8%	21	3.9%	41	4.3%
2015-16	513	54	5.1%	14	2.5%	40	3.5%
2014-15	513	39	4.5%	8	1.6%	31	3.9%
2013-14	502	39	4.0%	5	1.0%	34	3.6%
2012-13	520	105	9.2%	30	4.2%	75	8.1%
2011-12	506	108	13.2%	4	0.8%	104	12.5%

Multi-Year Suspension Rates - by primary ethnicity

Ethnicity	17-18	18-19	19-20	20-21	21-22
African American	18.2%	20.0%	12.7%	0.0%	8.5%
American Indian or Alaska Native	*	*	*	*	*
Asian	4.2%	3.6%	2.3%	0.0%	0.0%
Filipino	0.0%	3.8%	0.0%	0.0%	0.0%
Hispanic or Latino	4.0%	7.1%	4.4%	0.0%	1.1%
Pacific Islander	*	*	*	*	*
White	2.3%	2.8%	3.2%	0.0%	0.0%
Two or More Races	5.8%	2.4%	4.2%	0.0%	0.0%
Not Reported	*	*	*	*	*

22-23 Suspension Data

	Total Enrollment	# of students with suspensions	% of total enrollment	% of total suspensions
Whole School	310	6	2%	100%
Hispanic or Latino	68	1	1%	17%
Filipino	15	1	7%	17%
Black or African American	64	3	5%	50%
White	64	1	2%	17%

Suspension Causes

- Drug/Vape possession
- Fighting (if multiple incidents)
- Possession of weapon

School Culture Growth Areas

- Continue to work to decrease racialized discrepancies
- Continue to build all staff capacity to engage in restorative practices
- Continue to improve attendance
 - Chronic Absentee Rate = 23.5% (26.4% last year)
 - ADA = 93-95%
 - Re-started SART process
- Increase parent/family participation

Social-Emotional Learning/Student Wellbeing

Glows

- Project Wayfinder (2nd year) - SEL curriculum on Wednesdays
- Mental Health Interns
- Wellness Lunch Activities
- Small groups

Grows

- Maintaining staffing
- Space concerns
- Finding outside referrals for long-term counseling needs
- Staff support for SEL



Next Steps - focus for the spring

- CBE Platform Adoption
- Light Award Team
 - Site visit to Hacienda de la Puente school district in February to see Deep Learning work
 - Attend Deep Learning Conference in April
- Continue implementation of tutorial intervention
- CAASPP Preparation - interim assessments
- Gather feedback from students, families, staff on CBE and school culture

Questions?

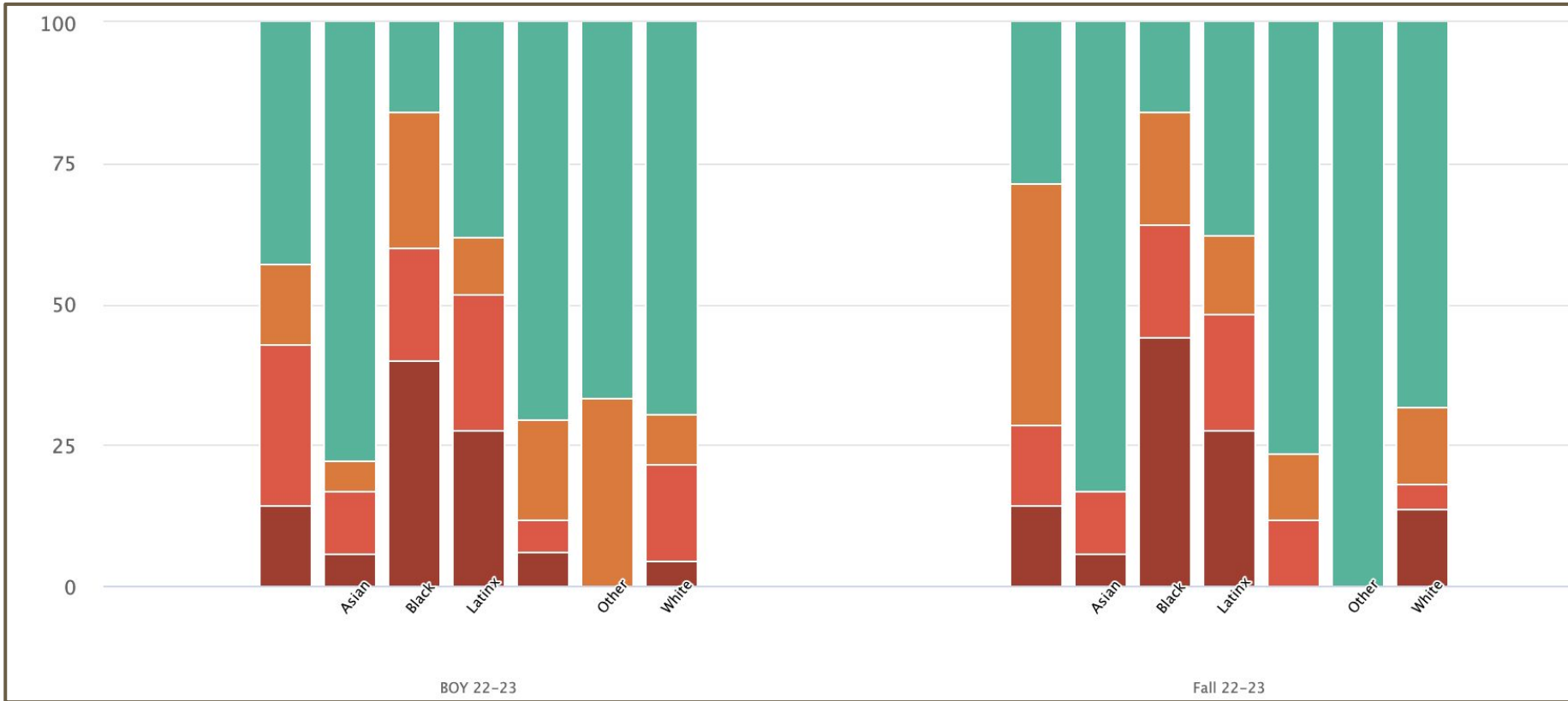
APPENDIX

STAR Math

STAR Math - 7th

	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark	50.8%	52.1%
On Watch	13.9%	14%
Intervention	17.2%	14%
Urgent Intervention	18%	19.8%

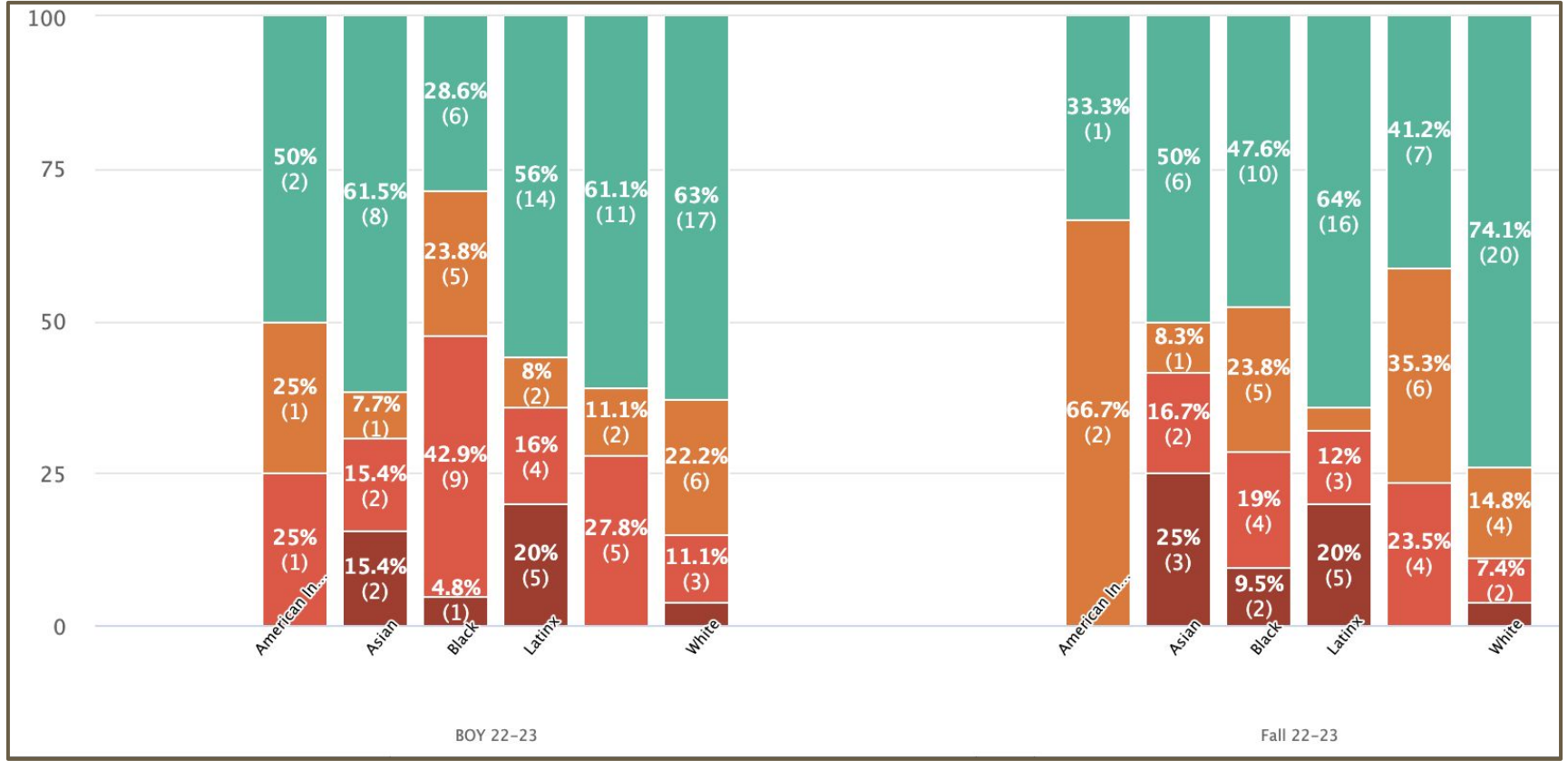
STAR Math - 7th by primary ethnicity



STAR Math - 8th

	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark - Overall	53.7%	57.1%
On Watch - Overall	15.7%	18.1%
Intervention - Overall	22.2%	14.3%
Urgent Intervention - Overall	8.3%	10.5%

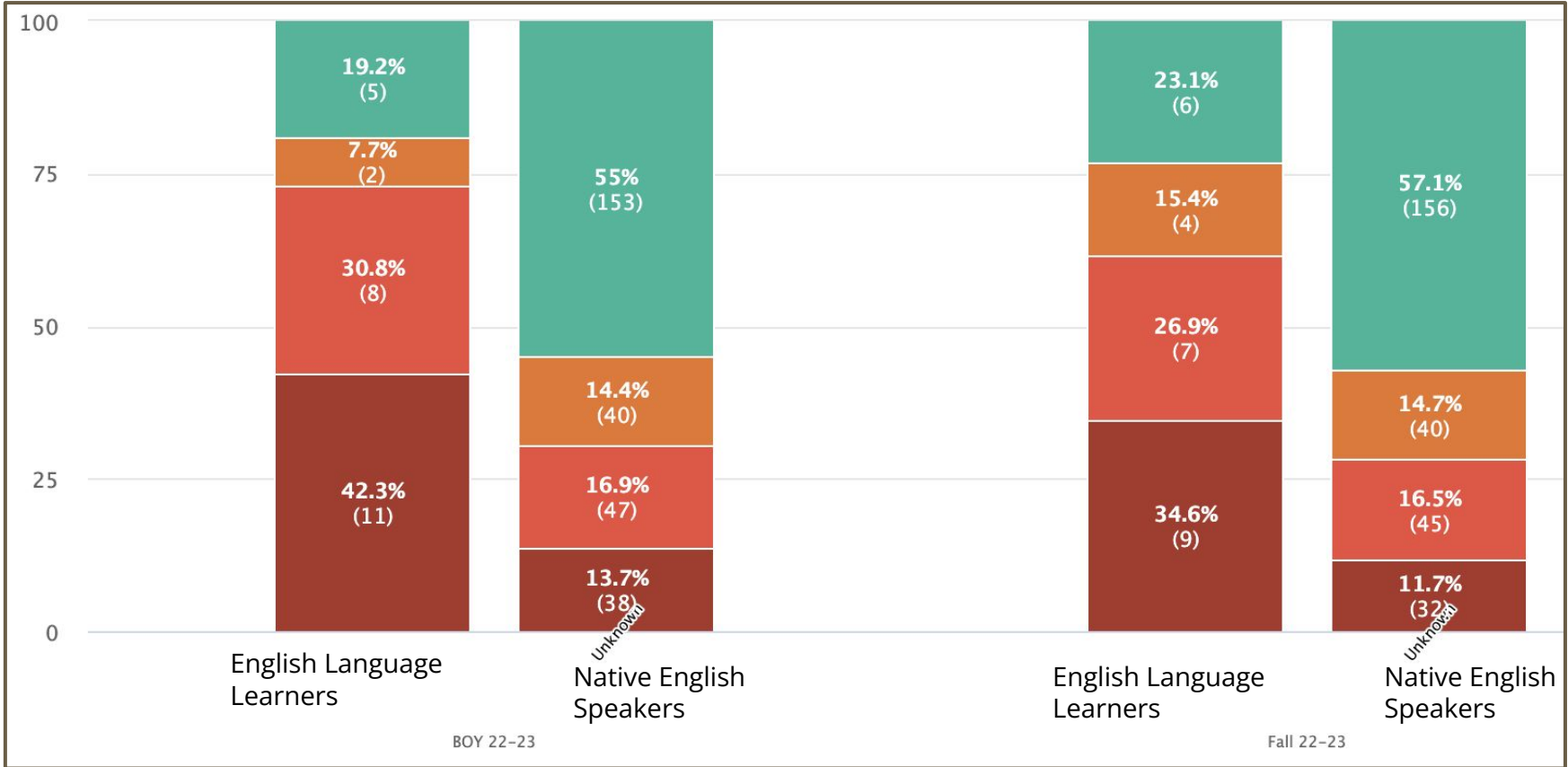
STAR Math - 8th by primary ethnicity



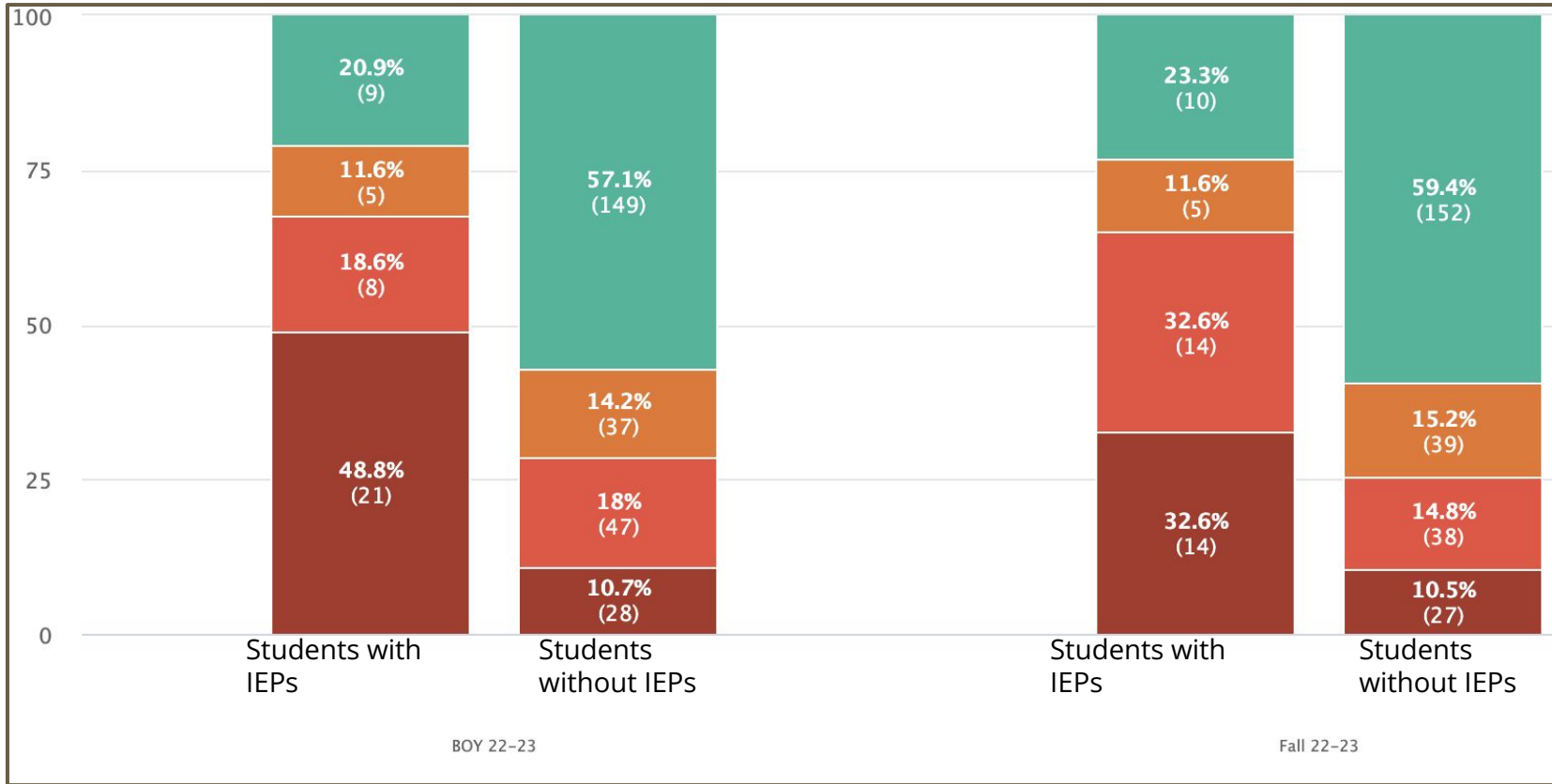
BOY 22-23

Fall 22-23

STAR Math - Comparison by ELL Status 6th-8th grades



STAR Math - Comparison by IEP Status 6th-8th grades



STAR ELA

STAR ELA - 7th

BOY 22-23 ↓↑

Fall 22-23 ↓↑

At/Above Benchmark

52.1%

51.4%

On Watch

14.5%

20.7%

Intervention

17.1%

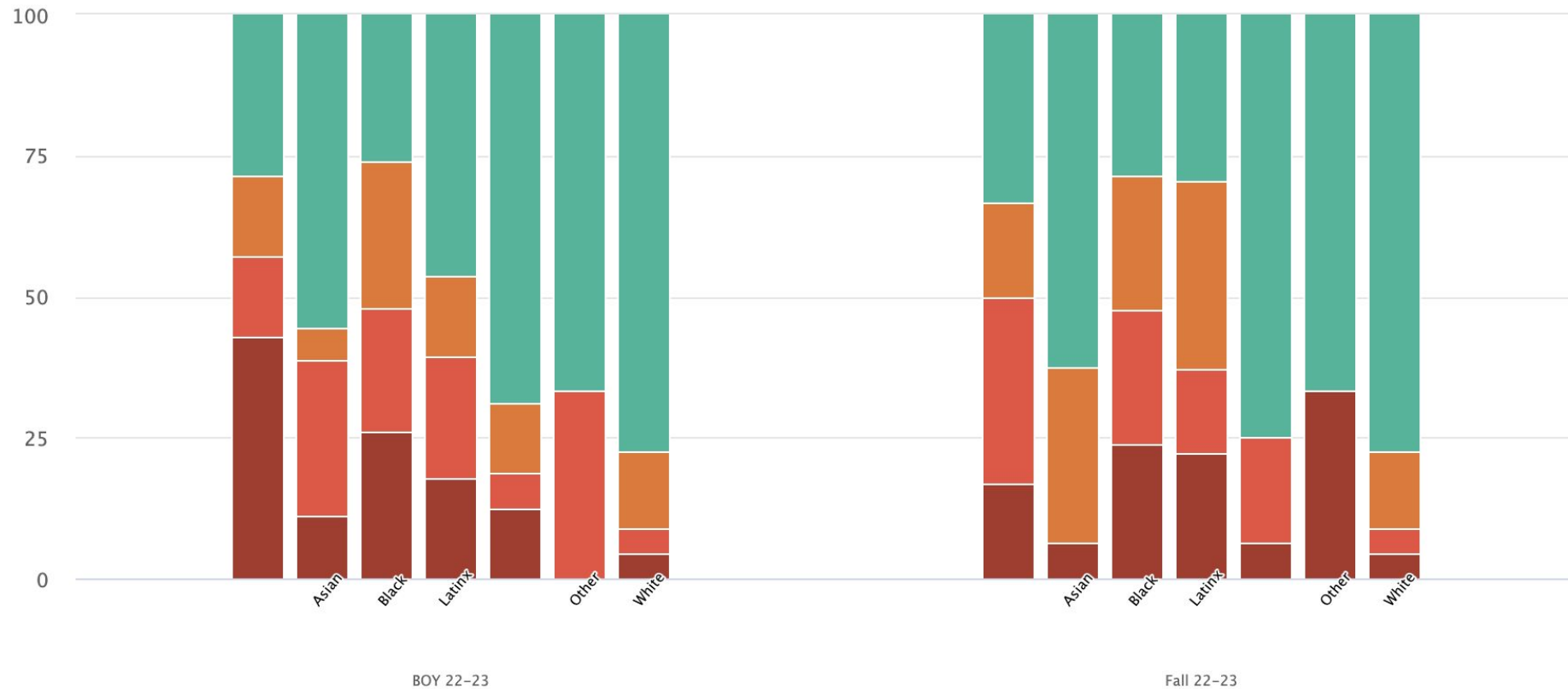
13.5%

Urgent Intervention

16.2%

14.4%

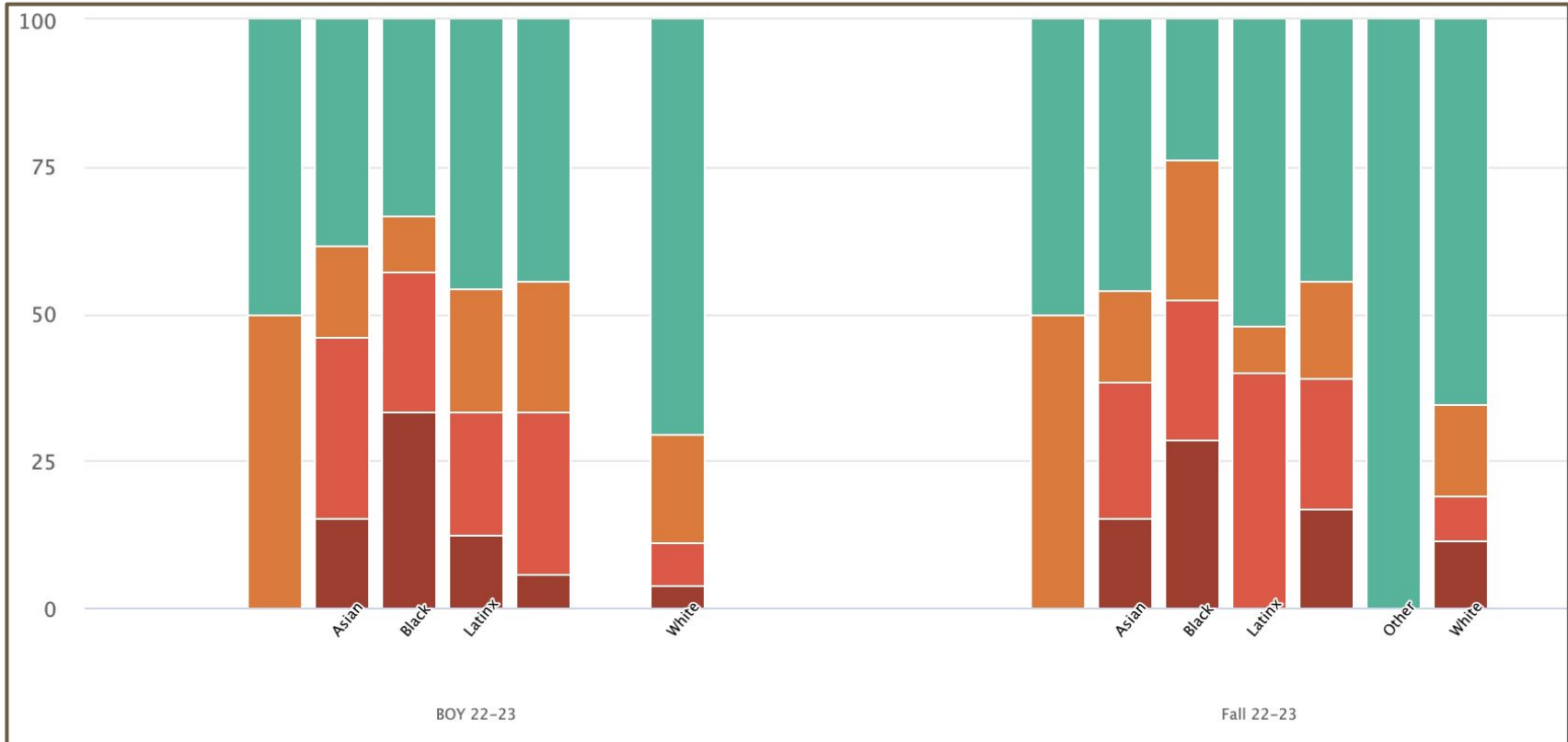
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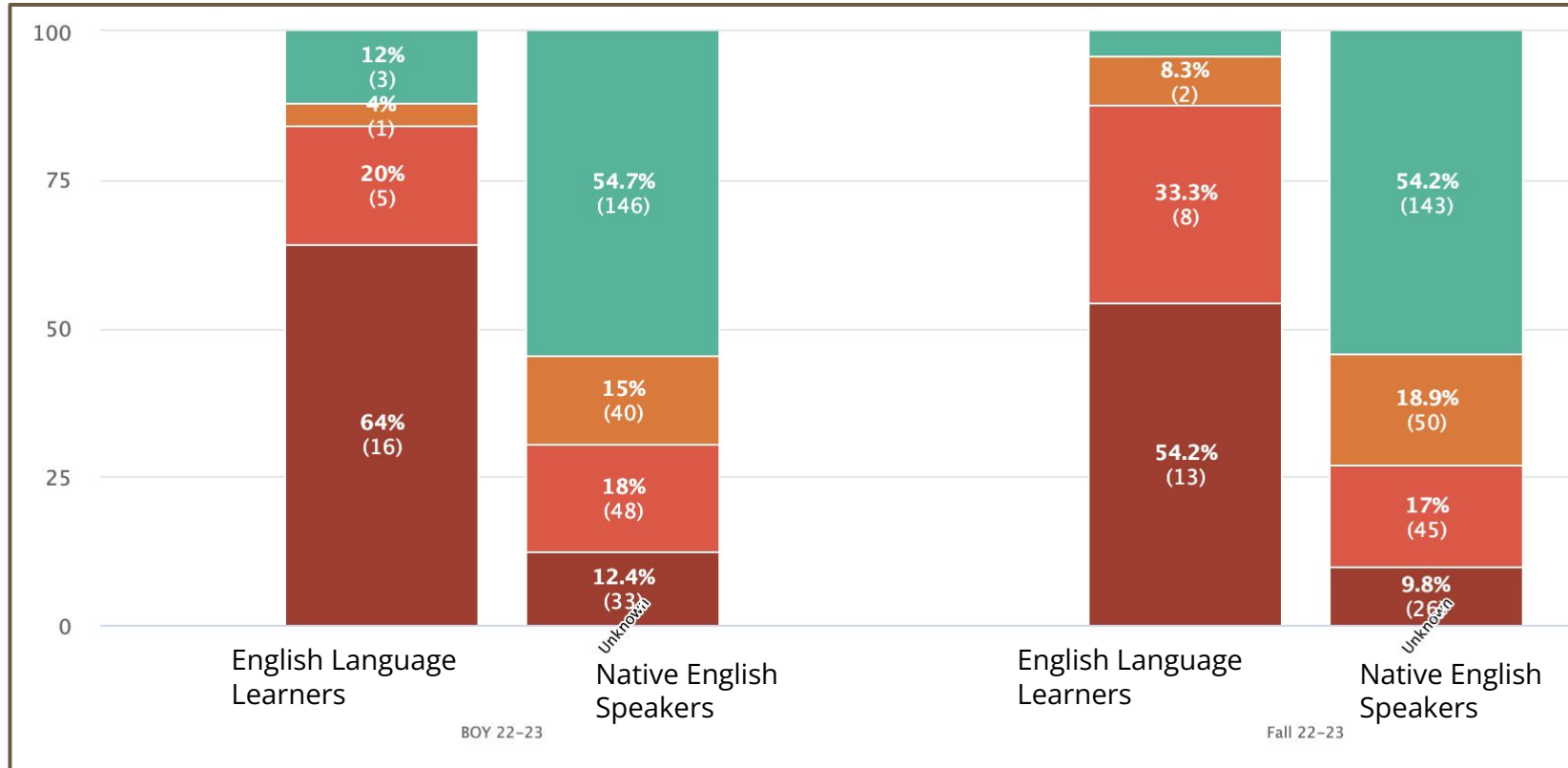
STAR ELA - 8th

	BOY 22-23 ↓↑	Fall 22-23 ↓↑
At/Above Benchmark - Overall	48.6%	48.1%
On Watch - Overall	18.7%	16.7%
Intervention - Overall	19.6%	22.2%
Urgent Intervention - Overall	13.1%	13%

STAR ELA - 8th by primary ethnicity



STAR ELA - Comparison by ELL Status 6th-8th grades



STAR ELA - Comparison by IEP Status 6th-8th grades

