



Board Report
School-Wide

Board Report - December 2022

Academic Support Services

Aurelio Garcia, Director of Academic Support Services, Danelle Dibble, Math Intervention Specialist, Alina Enoiu, Literacy Coordinator, Brian Jimenez, Middle School Assistant Principal

What?

This is an instrumental year in revamping our Intervention Program. We have rolled out our program this year with a full team. Our Academic Student Support Team (ASST) is fully staffed. We have an amazing set of educators and coordinators that have established a set of structures, professional development opportunities, and processing systems at the beginning of the school year. The ASST team is looking forward to a strong year in partnership with our community, students and staff. The team and positions are below:

- ELD Coordinator- Ms. Swift
- Extended day and Enrichment Coordinator -Mr. Hemelberg
- Intervention Coordinator- Ms. E. Lopez
- Literacy Coordinator- Ms. Enoiu
- Math Interventionist- Ms. Dibble
- Student Success Liaison- Ms. G. Lopez

This year we have revamped some programmatic areas and refined our approach to supporting student academic needs. Beginning in the summer, the team met to build support structures needed for teachers, staff and students. The department's vision is student centered, while focusing on our critical learners. Our focus populations are the 5th and 6th grade, and we work collaboratively with teachers to address the needs of our 7/8 grade and Upper School students.

Our department goals are centered around these key areas:

- Assessment and Data-Based decision making
- Progress Monitoring and Collaboration
- Multi-Level Instructional Support

In alignment with Multi Tiered Systems of Support (MTSS), we have data systems that include universal screeners, diagnostic assessments and tools, implementation data and data analysis. Part of the system includes collaborations with school staff around lesson planning, data collection and review, and progress monitoring. Currently we use the Response to Intervention (RTI) framework to support intervention services. Teachers and support staff are involved in all three tiers of instructional support: prevention (Tier 1), targeted interventions (Tier 2), and intensive interventions (Tier 3). This collaborative approach is necessary to meet the instructional needs of our most critical learners.

To get a measure of our students' academic progress, we will continue to use our Diagnostics tool from last year, STAR reading assessments and the Measures of Academic Process (MAP) Assessment, for ELA and Math, respectively. We also will use teacher recommendations and staff feedback.

Our bell schedule is built to provide specialized intervention support for our 5th and 6th grade students in the morning and our 7th-12th grade students in the afternoon. We rebranded our intervention block to be called FLEX time in the Middle and Upper School. The schedule gives us greater flexibility for our interventionists and support staff to work with students across grade levels. Intervention classes are focused on Tier 2 or 3 support, ELD Designated Instruction, special education RSP time and Content Based Boost Class (CBBC). In the Upper School, Academic Support class, and FLEX time Electives and Health and Wellness classes are offered.

Board Report - December 2022

This is our current offerings and tiered support during our intervention FLEX time in both Divisions:

FLEX Class	Tier 1	Tier 2/3
MS 5th-8th	CBBC Science/Math CBBC ELA/History	ELA Lab Math Lab
US 9th-12th	Academic Support Content Focused Flex Time Elective Marlin Strength and Conditioning	Academic Support ELA Math Lab
SPED 5th-12th	RSP	
ELD 5th-12th	ELD Designated, ELD Math (9th grade only)	

These courses are set up to be centered around academic intervention. In the Upper School, students that have met intervention exit criteria can opt to take FLEX time electives.

All our most critical learners are scheduled to receive these academic intervention courses. Depending on criteria and most current data points, our critical learners will be placed in an appropriate tiered section. Students that have IEPs will have additional FLEX RSP support time. ELD students will have a mandatory designated ELD section and placed in a tiered class depending on their academic screening scores.

Parents, guardians and families will also be key partners in the academic success of our students. As part of the MTSS model, parent involvement and collaboration is important. Families are made aware of students' academic progress during our academic family conference days and throughout the school year.

Mr. Hemelberg and his Extended Day and Enrichment team have also had a strong start to the year. Currently, the DREAM afterschool program has successfully rolled out for the 5th and 6th grade. The DREAM staff participated in this year's August PD and is working with the intervention team to calibrate and collaborate on academic support and best practices for DREAM students. In addition, the Expanded Learning Opportunity (ELO) grant program structure is currently being planned. The team is beginning to plan for the use of this funding source on an academic based program in the 23-24 school year.

So What?

We are still in the process of gathering long term data to further refine our intervention support program. One of our short term goals is to ensure all our students are able to complete our diagnostics successfully. It is crucial to identify the academic needs of our most critical learners and help refine a progressing monitoring system that triangulates relevant data points.

We use the following indicators for establishing our tiered criteria:

- GPA
- Most current CAASPP ELA and Math
- MAP Scores and STAR Score
- Teacher Recommendation

We are planning to refine the criteria as we further look to improve our evaluative measures. The data below show where our students stand in relation to tiered system of support at the start of the school year:

Board Report - December 2022

School	Tier 3 ELA	Tier 3 Math
MS	226/635 =35%	206/635 =32%
US	113/486=23%	79/486= 16%

This data is based on our most current formative state assessments and diagnostics taken this school year. This has helped identify students who are tier 3 and monitor the progress of our critical learners academic growth. ELA and Math are areas that are aligned with our state assessments, college and career indicators, and integral in all core subjects. As we gather additional data points this school year and triangulate the data with grades, state testing and other sources, we can begin to get a bigger picture of how our students have advanced academically and use the data to monitor intervention, make adjustments to our support and inform planning strategies.

Case management is also an important component of our services for students. Each department will have targeted support for select students with the highest academic needs. In collaboration with the student success liaison, SPED department, and deans, there will be opportunities to monitor and provide an extra layer of support for our most critical learners.

Now What?

We continue to prioritize the type of support needed for our critical learners during FLEX time and core day. Students needing tier 3 instruction in a math and ELA intervention course will continue to receive services. Students that have met tiered criteria will be able to exit to a higher tier level of support. We will also support students that may have experienced a drop in their academic performance.

We also will continue to improve and recognize areas of growth for our systems and interventions services. We will continue to evaluate our intervention support for our critical learners. Our priority is to focus on our 5th and 6th grade cohorts to ensure that they have a solid academic foundation as they matriculate to the Middle School and Upper School. We will case manage and provide instructional academic support to 7th through 12th grade teams and students. We will continue to monitor intervention staff activity and progress and provide support training and resources where needed.

Collaboration with key partners, leadership work groups and parents and families focused on our team's goals for our staff and our students will be ongoing. This work will continue to center around intervention and targeted lessons for our critical learners. Specifically, we will monitor student progress through quantitative and qualitative data, meet with groups to support implementation of intervention and continue to work using inquiry cycles within the ASST.

In our alignment with MTSS, we are committed to the belief that all students should be educated in the most inclusive learning environment. The intervention team is committed to collaborative opportunities between stakeholders to monitor the needs of the whole child. Along with the school staff, the ASST is committed to continuous academic improvement and collaborative growth of our students.

Math Intervention

What?

In this inaugural year of MWA having a Math Intervention Specialist as a part of the Academic Student Support Team, I am honored with the task of finding a programmatic way to launch this endeavor. SBAC results show that 85.5% of all MWA students placed below proficiency in math. There is a strong need to streamline common intervention tools and routines, where students can gain agency for individualized support in math, with protected time and facilitation given by teachers during the Flex block.

MWA had adopted IXL during the distance learning pandemic year as the math diagnostic tool, subsequently replacing it with MAP upon return to on-site learning. Open Up Resources and SpringBoard, has IXL skill alignment by unit, and MAP test prep features are available within IXL to match student RIT scores, which is the measurement scale to compare academic achievement and growth on MAP results and create an individualized plan.

Our initial Fall 2022 data in both MAP and IXL supports recent research presented in EdSource that states Middle school math must be made a priority. Fraction, decimal, measurement, and graph analysis knowledge gaps must get addressed first to prepare students to experience success in Algebra. Re-establishing agency and ownership of learning is integral to changing the deficit mentality in our scholars. Creating partnership and celebrating growth can raise morale and motivation. Tutoring is integral.

IXL was added to our LMS system, Canvas, so teachers could easily launch assigned skill codes and retrieve the data for analysis or grading. In collaboration with math and science teachers, we have implemented a plan to give a minimum of 30 minutes of IXL time within Flex per week. Our Math Lab and CBBC teachers recommended this to give students 15 questions per week to show gains.

Another success thus far has been in creating an incentivized way for acknowledging IXL participation and growth achievement in Middle school with launching school-wide IXL Leaderboards. These challenges were announced during morning advisory and spanned 2 weeks within two months and leaders were posted near the office lobby.

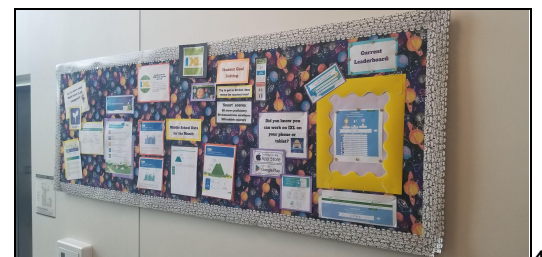
IXL MS	2021-2022	2022-present
Total usage hours	3,680	2,893
Total questions answered	376,095	440,029
Skills Practiced	15,857	17,807
Skills proficient	8,146	9,390
Skills Mastered	5,112	7,710

One of the impacts that Leaderboards have had on student agency is extending the use of IXL at home. As of October 5th, the Middle school had over 32,000 questions answered outside of school. By November 22, after 2 Leaderboard rounds, this figure had almost tripled to over 100,000. This suggests that prior to Leaderboard launching, IXL home use was largely a result of teacher suggested skills for homework assignments connected to core math curriculum. Now, IXL is being applied by students as an individualized tool and motivation for personal achievement! Certificates get delivered to advisory teachers to distribute to students. Hopefully in the future, we can norm this practice within Math Labs and school-wide assemblies.

So What?

Thus far, progress and growth data is promising, with 5th and 6th grade showing the most IXL usage. 5th and 6th grades are reflecting average monthly growth gains of 15 and 18 points respectively schoolwide, with Math Lab classes showing average gains up to 44 points, where 100 points is equivalent to a year. 13 individual students, including 2 with IEP goals have outperformed expectations, gaining over 100 points.

A personal approach to tracking growth involves the students recording their IXL levels periodically within Math Lab or core math



Board Report - December 2022

classes. These are on tracking sheets housed in folders or notebooks. Teachers have access to IXL Analytics, can download pdfs, email reports to families, or discuss data with students for goal setting. Hard copies of middle school statistics for both IXL and MAP were shared with advisory teachers prior to student-led family conferences in October.

In less than one semester, MWA MS students have already surpassed most of the entire last year's IXL totals!

Now What?

A next step is to get intentional about grouping students with similar gaps. As a Tier 3 focus, I will continue to follow up with teachers about their IXL and MAP analytics and how they can implement them within their Math Lab classes for small group targets. I will build a consistent schedule to provide real-time intervention sessions, focusing on alerts from IXL Trouble Spots feature or using the diagnostic data to pull individuals or a small group.

Another opportunity with Tier 2 is targeted, group work using alternative methods to solidify conceptual understanding. This will also be data-driven, using IXL diagnostic levels and MAP RIT-shown gaps. Pull-outs could happen into MS2's new learning lobby area. Manipulatives are available here, with vertical writing surfaces, and space to group students for learning exploration or monitoring of individualized skills assigned and real-time support, using IXL Live.

Meanwhile, the plan is to continue to provide and promote resources for teachers. All math classrooms are equipped with a 30-foot number line with color coded factor pairs under each multiple. This vertically aligned tool is a scaffold for gaining fluency around number relationships and will help launch math discourse opportunities. I am building slide lessons around how to use this tool for scaffolded support across all grades. I will be adding 3 more to SPED spaces next semester.

We need more integration of Math with ELD or science in Flex classes. One innovation being tried includes piloting a Math ELD class at the US level. CBBC teachers in science can take on math standards in data, graphing, and conversions of unit measures. Partnering with content leads, and doing 1:1 check-ins is warranted to accomplish this. A shift from core day lesson reteach to prioritizing whole group math discourse opportunities and individualized differentiated plans is still needed within Math Labs.

We are developing ideas of using US students as math tutors as teacher assistants during the aligned bell schedule with 7-8 Flex block to support MS Math Labs. We must also be intentional about rotating Tier 2 students out of Math Labs, by giving them and their families an exit meeting and a monitoring plan to prevent re-entry.

Finally, promoting some community math nights at the school would help demystify Common Core procedures, integrate measuring skills, and make math more fun and exciting!



Literacy Intervention

What?

ELA Intervention has focused on implementing a blended learning program for students. Our goal is for students to improve their foundational skills by using Lexia in the classroom and receiving phonics and fluency practice through small group instruction. To reach this goal, our team focused on improving Lexia engagement, bolstering our progress monitoring tools, and implementing a phonics program.

Lexia

Lexia PowerUp Literacy is a reading program that MWA has traditionally used to support our ELA students. This year we increased student access so that all of our students can use the program not only in intervention classes but also

Board Report - December 2022

in their ELA class. Teachers are now able to monitor Lexia usage in all classes. They can set goals for students and track their progress.

Additionally, the Academic Support Team has found ways to celebrate students who are using Lexia consistently. Our November Lexia challenge increased the amount of students who met their weekly usage goal. We challenged students to complete 100 minutes of Lexia per week—or 300 minutes in the month of November (shorter month due to fall break). In 5th grade alone, 46 students met this goal.

In addition, we are tracking Lexia using our MyLexia account. Lexia sets usage goals for each student depending on their needs. Most students need to hit about 130 minutes per week to meet this goal.

Weekly Middle School Lexia Usage		
<i>Week</i>	<i># of Students Who Met Usage Goals</i>	<i>Percentage of Students Who Met Usage Goals</i>
Week of Oct 17	6	2%
Week of Oct 24	10	3%
Week of Oct 31 <i>*first week of Lexia challenge</i>	48	16%
Week of Nov 7	42	13%

Fluency

While STAR is a great tool for monitoring student progress, our team realized that we needed another tool to measure students’ foundational skills. STAR is a reading test but it also tests comprehension and we know that many of our students perform poorly because of gaps in their understanding and vocabulary. Adding a fluency test for our students allowed us to identify students who may also have other gaps—with phonics and word recognition or in their reading accuracy and rate. To assess students, we used the easyCBM fluency assessments, developed by researchers at the University of Oregon. We assessed the majority of students in 5th-8th grade, completing 553 fluency tests. We then used this data to identify students who are reading below the 25th percentile for their grade level.

Student Reading Fluency Percentiles by Grade Level					
<i>Grade</i>	<i>0-9th Percentile</i>	<i>10th-24th Percentile</i>	<i>25-49th Percentile</i>	<i>50th+ Percentile</i>	<i># of Students Assessed</i>
5th	13	63	43	34	153
6th	1	11	51	87	150
7th	5	28	46	66	145
8th	5	27	25	48	105

Note: Due to teacher vacancies, our 8th grade reading intervention class was not tested. Many of those students would likely also score at the lower end of the reading fluency scale. Also, these numbers do not account for our SPED students. The students assessed are general ed students.

Board Report - December 2022

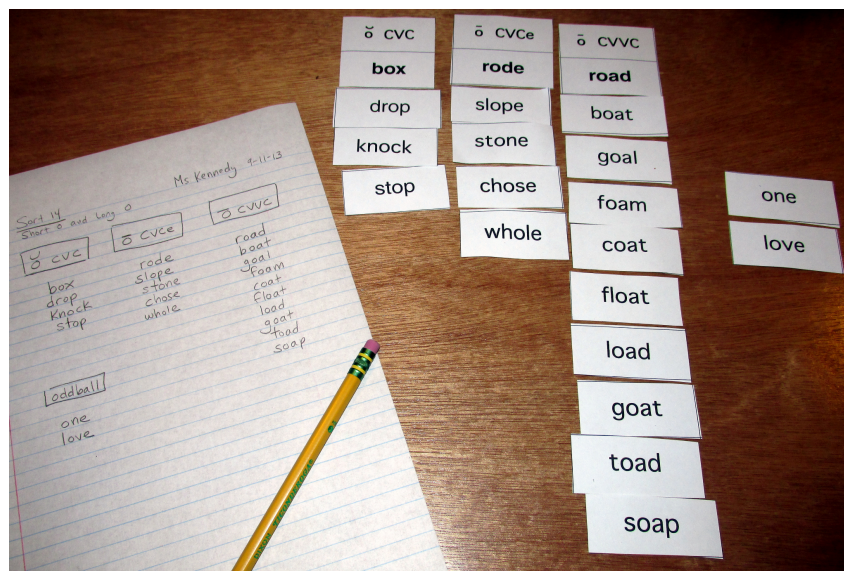
After assessing students, we learned that many of our students come into 5th grade reading at a rate that is not sufficient to support strong comprehension. Only 34 of our 5th graders (22%) are reading at about an average reading rate or at the 50th percentile. 76 students, almost half, are below the 25th percentile and require significant intervention to improve their foundational skills. When our students focus too much of their attention on decoding words, they do not have the energy to focus on meaning. Many of our 7th and 8th graders are also reading at a below average rate. At higher grade levels, text becomes more complex as more challenging language is introduced. To improve their fluency, students also likely need to increase their knowledge and vocabulary.

Phonics

While fluency tests are essential in identifying students who have foundational skill gaps, it is also important to administer a phonics-based assessment to learn about the specific skills students are missing. We focused on students who are reading below the 10th percentile because they often have larger gaps in their phonics and word recognition skills. We used reading assessments created by the California Reading and Literacy Project and focused our testing on 5th and 6th graders below the 10th percentile. We assessed students using two tests—the Basic Phonics Skills Test and Irregular Words Test. Basic skills allowed us to identify sounds and phonics patterns that our students had not yet mastered. The Irregular Words Test assessed our students' knowledge of sight words. After assessing students, we concluded that students need the most support in reading words with inflections (ed, ing) and decoding multi-syllabic words. We decided on using the *Words Their Way* word study program in ELA Lab classes to support students with these skills. We also partnered with families and classroom teachers to share students' data. We created family friendly reports and word lists that we shared with families at conferences so students can practice these skills at home.

Words Their Way

Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction provides a way to study words with students. The program is divided into 5 key stages and instructional levels: Emergent, Letter Name-Alphabetic, Within Word Pattern, Syllables and Affixes, and Derivational Relations. At the beginning of the program, students are given a placement spelling test to determine which level they should start on. Each lesson, students sort words according to different word patterns and think about differences in spelling and meaning. The teacher facilitates this learning by helping students form generalizations to develop their understanding of spelling and grammar.



Now What?

Board Report - December 2022

We are looking forward to taking action on these initiatives and using our resources to support literacy at MWA. Furthermore, we will continue to collaborate with staff on specific items. We will support My Very Own Library (MVOL) in quarter 3. Progress monitoring of our students and case management of tiered students will continue to happen through the end of the year. We will continue to partner with teachers for co-teaching and professional development opportunities. Classroom walkthroughs will continue to get a sense of the effectiveness of our literacy program. Finally, we will continue to collaborate with teachers and families to discuss best practices to support literacy among our Wave Makers.

English Language Development

Gerri Swift, ELD Coordinator

What?

Making Waves Academy began the year with a total of 343 students in the EL program. Currently, 205 EL students are in middle school, with the highest concentration of students in 5th grade with sixty ELs. There are 113 EL students in upper school. EL students take designated ELD courses with one of twelve ELD teachers, and receive approximately 100 minutes of instruction per week during Flex time. Last year, teachers used a variety of different curricular materials to implement designated ELD lessons.

Making Waves Academy stipulates that in order to reclassify, students must achieve a score of 4 on the ELPAC (as set by the state), achieve a score of 3 or 4 on the ELA SBAC or score within one year of grade level on the STAR reading test, acquire a teacher recommendation and have a grade of C or higher in ELA, and complete a parent consultation. This year, thirty students have been reclassified, with four students currently in progress.

Summative ELPAC data from the 21-22 school year shows that 19% of students achieved a score of 4, which is required to reclassify. Likewise, 50% of EL students achieved a score of three, indicating that students have moderately well developed oral and written skills, and need light-to-minimal linguistic support to engage in familiar social and academic contexts. The remaining 31% of students achieved a score of 2 or lower on the ELPAC.

So What?

A further analysis of summative ELPAC scores from last year show that the majority of students perform well with respect to the listening and speaking domains, but continue to underperform in reading and writing. This analysis, in conjunction with the fact that the majority of students who took the ELPAC last year scored a 3 and are on the cusp of reclassification, highly suggests needs around academic vocabulary acquisition. The need around academic vocabulary acquisition is also reflected in the school-wide ELA SBAC scores, which show 39% of students overall achieving a score of 3 or higher.

With respect to reclassification, of the students eligible for reclassification this year, four students are still currently in progress. These four students have all achieved 4 on the ELPAC, and have either a 3 or 4 on the SBAC, but cannot reclassify due to their current ELA grades. The same situation occurred at the beginning of the academic year with 6 upper school students, whose reclassification was delayed by 3 months, despite achieving scores of 3 and 4 on the ELA SBAC. In total, this policy has affected 10 EL students.

Now What?

In order to address the needs around academic vocabulary acquisition, we began the year by strengthening and re-aligning our current ELD program: Designated ELD teachers have been provided with an online hub of resources and standards-aligned ELD lessons. These lessons focus on topics such as close reading, writing, listening, and speaking, to ensure even development of all requisite skills, and deeper alignment with ELD standards. To facilitate the implementation of these lessons, teachers were provided with binders for each ELD student that align with the materials provided. ELD Teachers are observed every 3-6 weeks, and receive targeted one-on-one coaching sessions with the ELD

Board Report - December 2022

coordinator in addition to targeted, whole group PDs to further their practice and development. Similarly, general education teachers also attend integrated ELD PDs sessions covering topics such as vocabulary instruction and sentence unpacking, and campus-wide walkthroughs are in progress.

The adoption of a singular, school-wide standardized ELD curriculum not only ensures that students receive targeted, rigorous instruction, but also streamlines teacher development opportunities. Therefore, we have begun auditing a state-approved designated ELD curriculum, English 3D, with the intent of full adoption beginning next year. English 3D is a standards-aligned, results-proven curriculum from the California Approved instructional materials list, and has a federal ESSA rating of promising. The curriculum spans grades 5 through 12, and specifically focuses on academic vocabulary development, which is a need for our students. Piloting is set to begin next semester.

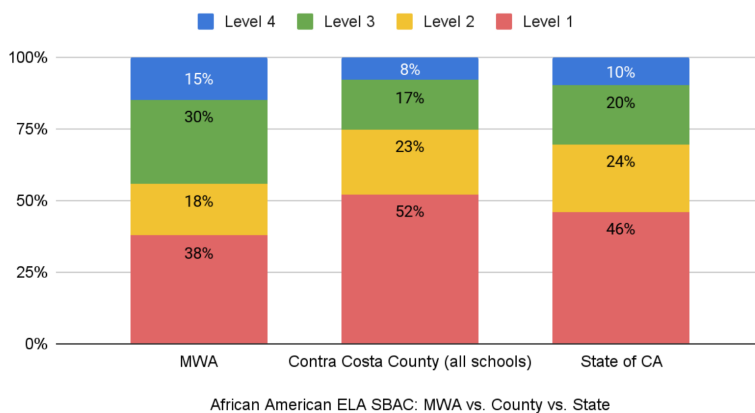
Lastly, in order to remove unnecessary burdens from reclassification, we are moving towards aligning our reclassification materials with the state through the adoption of the Observation Protocol for Teachers of English Learners (OPTTEL) form. The OPTTEL form is currently being field tested by the state of California (which we can choose to take part in), with full adoption taking place by 2024. The OPTTEL shifts from teacher recommendation to teacher evaluation by giving teachers a standards-aligned rubric with which they can assess students' English language proficiency. Early adoption of this form will allow teachers to provide evidence that contributes to reclassification decisions that are aligned with the California English language development standards and the ELPAC performance levels. The OPTTEL form also includes a section for parents, which would further streamline the reclassification process. The final step regarding reclassification criteria is to ameliorate existing systems around RFEP monitoring, to ensure that students are progressing appropriately upon exiting the program.

African American Achievement

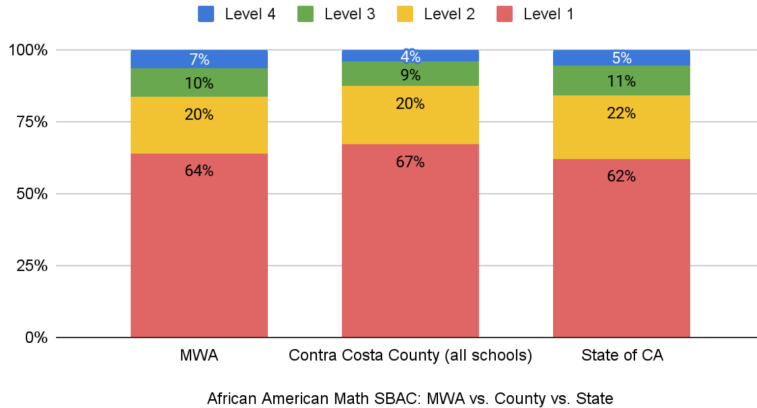
What?

As indicated in the SBAC 2022 Comparative Results, African American Students at Making Waves perform significantly higher in ELA, and slightly higher in math, than African American students in Contra Costa County and in the state on average. Additionally, a comparison of grade point averages (GPAs) between all students indicates that there is not a substantial difference in the achievement of African American Students in comparison to all students in the upper school, nor between students in the largest subgroup, Hispanic/ Latino. In the middle school, there is a slightly higher percentage of African American students, 13.52% as compared to 9.76% in the upper school and a slightly greater differential in achievement as measured by average GPAs. There is a -0.31 difference between GPAs for African American students and all students in the middle school and a -0.49 difference between GPAs for African American students and Hispanic/ Latino students in the middle school.

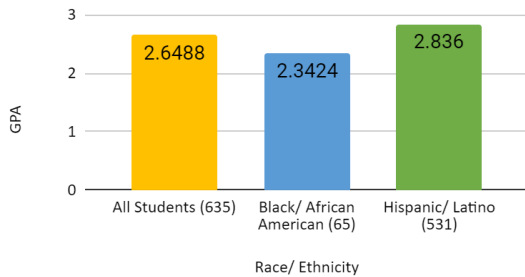
African American Students on ELA SBAC (all tested grades)



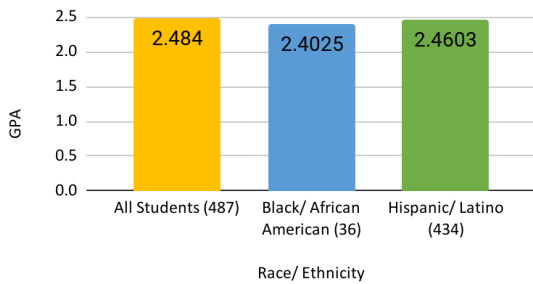
African American Students on Math SBAC (all tested grades)



GPA vs. Race/ Ethnicity middle school



GPA vs. Race/ Ethnicity upper school



So What?

The differences in GPA, while not drastic, do indicate the need for more analysis. More needs to be done to understand the causes for the difference in academic achievement between African American and other students; however, the current data is not sufficient. For example, certain Wave-cohorts of African American students had a higher overall GPA than the divisional averages: 5th grade, 10th grade and 11th grade cohorts all had higher GPA averages for African American students than their divisions' (upper or middle) overall averages. Furthermore, since the GPA differences seem to minimize in the high school, more needs to be done to understand whether this is a positive outcome of improved standards as compared to students' educational experience in K-4 (e.g., patterns in elementary placements), a product of attrition (the movement of students between grades), or the product of other factors entirely.

Now What?

The leadership team will explore other important sources of data for African American student achievement,

Board Report - December 2022

including PSAT/ SAT results, participation and achievement in Advanced Placement classes, attendance data and perception data as part of our preparation for our WASC mid-cycle visit. The whole school will be conducting a shortened version of the Healthy Kids Survey in Semester 2 of this year, which may yield more information about the African American student experience at MWA. Additionally, it may be beneficial to conduct focus groups for African American students by Wave to learn more about experiences first hand.

Although we are still without a BAASAI coordinator for the 2022-23 academic year, upper school staff continue to lead the African-American Students of Honor and Excellence (ASHAE), formerly the Black Student Union (BSU). The ASHAE are still in the planning stages when it comes to Black History Month; however, they plan to do a series of extended lunches where they will have multiple booths to highlight different aspects of Black culture. We are excited to hear what their plans are after the winter break and find more ways to support their efforts, and to celebrate Black History Month schoolwide. Finally, ASHAE will be attending the Black College Expo on February 4th, exposing our Wavemakers to many opportunities, programs, and scholarships.

Board Report - December 2022

Department Name

Name and Title of Author

What?

Insert text here

So What?

Insert Text Here

Now What?

Insert Text Here

Board Report - December 2022

Department Name

Name and Title of Author

What?

Insert text here

So What?

Insert Text Here

Now What?

Insert Text Here