



Board Report
School-Wide

Board Report - January 2023

Middle School Division - Semester 1 Summary & Next Steps

Brian Jimenez, Assistant Principal - Middle School

What?

Instruction Summary & Next Steps

This report serves as a summary of instruction at the end of Semester 1 and next steps. There are two instructional goals for the 2022-2023 school year in the middle school.

The first goal focuses on adopting and aligning curriculum across the school:

By May 1, 2023, MWA Faculty will provide students with a guaranteed and viable academic experience. We will do this by aligning, planning and internalizing.

- *All teams will align and implement a high quality, standards-aligned curriculum in all core subjects and align and norm in non-core classes.*
- *All faculty will plan year at a glance (YAAGs) and pacing guides, and internalize units.*
- *All faculty will grow their content knowledge by internalizing units/models.*

Building on this, the second goal focuses on student achievement based on major, nationally normed assessments:

By May 1, 2023, Making Waves Academy Middle School Staff will increase students performing at or above grade by 5-10% as measured by NWEA MAP and Star Reading, and CAASPP SBAC scores.

- *Implementing an assessment calendar with fidelity: Star, MAP, IABs, CAST, ELPAC, PFT, CAASPP.*
- *Conducting data analysis after major assessments: STAR, MAP, IABs*
- *Math & ELA grade level teams set year-long student achievement goals based on beginning-of-year Star & MAP data*
- *Using Star and MAP scores as leading indicators/predictors for overall CAASPP performance*

After taking Star Reading and MAP assessments for math in August, each grade level content team set student achievement goals for the entire school year. These goals were meant to anchor the year's assessments and provide a concrete way to celebrate and acknowledge progress for students and staff. Goals were based on baseline data, previous years' growth data, and team ambition.

At the end of Semester 2, the middle school decided to take advantage of the optional MAP Math and Star Reading assessment window. While there was not a requirement to administer the assessment in the winter, we felt it was important to get an updated pulse check on how our students are performing, update and reflect on goals, and, in order to use the most up-to-date data, to re-tier and re-roster our flex intervention blocks for semester 2.

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So What?

Star and MAP data are important because they act as leading indicators to students' performance on CAASPP (CA's statewide assessment system). As a result, these assessments are important to track and respond to. Below are graphs summarizing student achievement in Semester 1 as measured through Star and MAP. In reviewing the data, the following overall patterns emerge:

- We are making growth overall, but progress is uneven across grade levels, content and cohorts.
- All Humanities teams are generally on track to meeting student achievement goals
- In math, apart from the 7th grade team, all other grades are behind track to meeting student achievement goals

| Middle School HUMANITIES (ELA & History) Team Star Reading Growth Goals % of Students at, or above Star Benchmark | | | | |
|---|---------------------------|-------------------------|------------------------|---------------------|
| Overall | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 23.9% | 4.6 | 28.5 | 5-10% | 24-34% |
| 5th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 32.5% | 5.5% | 38% | 10% | 42.5% |
| 6th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 19.5% | 7.5% | 27% | 6% | 25.5% |
| 7th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 22.8% | 2.2% | 25% | 5% | 27.8% |
| 8th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 20.9% | 4.1% | 24% | 5% | 25.9% |

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| Middle School MATH Team MAP Math Growth Goals % of Students at, or above MAP Benchmark | | | | |
|--|---------------------------|-------------------------|------------------------|---------------------|
| Overall | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 31% | 1% | 32% | 5-10% | 36-41% |
| 5th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 34% | -3% | 31% | 11% | 45% |
| 6th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 32% | 0% | 32% | 10% | 43% |
| 7th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 28% | 5% | 33% | 10% | 38% |
| 8th Grade | | | | |
| Baseline 08/2022 | Midyear Growth 11/2022 | Midyear Data 11/2022 | Growth Goal 05/2023 | EOD Goal 05/2023 |
| 31% | 1% | 32% | 10% | 41% |

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Now What?

After reviewing the data as a middle school Instructional Leadership Team and in content teams, we were able to utilize the data in multiple ways to support student learning.

We were able to use Star and MAP data to re-tier students for Semester 2 flex time intervention services. In doing so, we were able to identify our highest need readers and mathematicians and provide them updated intervention services. During Semester 1 we also focused on revising our intervention program in the middle school. As a result, we have scheduled all dates for R.T. Fisher Educational Enterprises to evaluate the effectiveness of our intervention program.

When analyzing the data as an Instructional Lead Team and in humanities and math content teams, we noticed unequal outcomes between different cohorts in the same grade level. As a result, we pivoted to identify *focus cohorts*. Focus cohorts are cohorts of students that are struggling more compared to others. We will focus our attention on these cohorts in Semester 2 in hopes we can make achievement more equitable across the middle school.

Another way we are working on balancing out student achievement scores is by norming on instructional practices and approaches. We have started to do this by norming Advisory/Homeroom. Teachers should be using a *Responsive Classroom* model that include the following components:

- Greeting, news & announcements, share, and an activity, or
- Restorative justice circle

Both have a similar structure and help building community and relationships among students. On the academic end, we have also met as a whole school instructional leadership team (with upper school instructional leaders) to begin the norming on high-leverage instructional practices. Our goal is to develop an MWA Instructional Playbook that helps codify and clarify instructional practices we expect at Making Waves Academy. This can then be used to onboard new teachers to the community and continue to strengthen the practices of returning teachers.

Lastly, there are a few circumstances making it challenging to build momentum across the school year. We have had challenges in staffing while opening back up for Semester 2. Since December, we have had three teachers transition from MWA. While all for different personal reasons, it impacts our ability to continue to build on our work from Semester 1. Additionally, many long-term substitutes have had to switch content areas due to permits expiring. As a result, we have had to reshuffle our coaching structure to try to support mid-school year shifts.

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Upper School Division - Semester 1 Summary & Next Steps

Eric Becker, Assistant Principal - Upper School

What?

College & Career

The Assistant Principal is working with the College and Career Counseling office to make sure seniors are on track to graduate on time and transition well into the post-secondary option of their choice.

- 86 students are currently designated as 12th grade students
- 82 students have applied to one or more four-year colleges or universities including two early acceptances:
 - one full scholarship to **Johns Hopkins University** (in Maryland)
 - one Posse Scholarship (full tuition covered) to **Lehigh University** (in Pennsylvania).

At this time, 77 of the 86 seniors are on track to graduate on time with no credit recovery needed, 7 are on track to graduate but require one or more courses of credit recovery in which they have been enrolled in concurrently with their semester 2 classes. Additionally, 2 students may require courses over the summer or an additional semester or more of course work before graduating.

Finally, an additional 14 students who are either already fifth-year students at MWA, or had been retained from the 20th Wave prior to this year, are being supported to graduate or determine transfer options. Of those students, two met graduation requirements in Semester 1, one student transferred to a continuation school, and ten students are still designated as either 11th or 10th grade students and will continue to take a combination of live courses and credit recovery classes into the 2023-24 Academic Year.

Semester 1 Attendance

The average daily attendance (ADA) for the upper school for the first semester was 92.73%. Of the reported 489 students enrolled: 76.48% of students were at 90% to 100% in attendance and 23.52% of students were 10% or above chronically absent. Although the months of August, September, and October all saw increases in attendance from the 21-22 school year of 1-3%, the months of November and December saw decreases in student attendance, largely from excused absences.

Making Waves Academy Upper School 868

Run Date/Time: 1/6/23 3:30 PM

08/11/2022 to 12/15/2022 = 81 days

| Grade Level | Carry Fwd | Gain | Loss | Ending | Actual Days | OffTrack | Days N/E | Days Ineligible | Days Absent | Days Attd | ADA | ADA % |
|--------------------|-----------|------------|----------|------------|--------------|----------|------------|-----------------|----------------|-----------------|---------------|---------------|
| 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| SubTotal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.00 | 0.00 | 0.00 | 0.00% |
| 9 | 0 | 145 | 4 | 141 | 11745 | 0 | 103 | 0 | 799.00 | 10843.00 | 133.86 | 93.14% |
| 10 | 0 | 168 | 1 | 167 | 13608 | 0 | 74 | 0 | 991.00 | 12543.00 | 154.85 | 92.68% |
| 11 | 0 | 90 | 3 | 87 | 7290 | 0 | 161 | 0 | 511.00 | 6618.00 | 81.70 | 92.83% |
| 12 | 0 | 86 | 1 | 85 | 6966 | 0 | 74 | 0 | 548.00 | 6344.00 | 78.32 | 92.05% |
| SubTotal | 0 | 489 | 9 | 480 | 39609 | 0 | 412 | 0 | 2849.00 | 36348.00 | 448.74 | 92.73% |
| Grand Total | 0 | 489 | 9 | 480 | 39609 | 0 | 412 | 0 | 2849.00 | 36348.00 | 448.74 | 92.73% |

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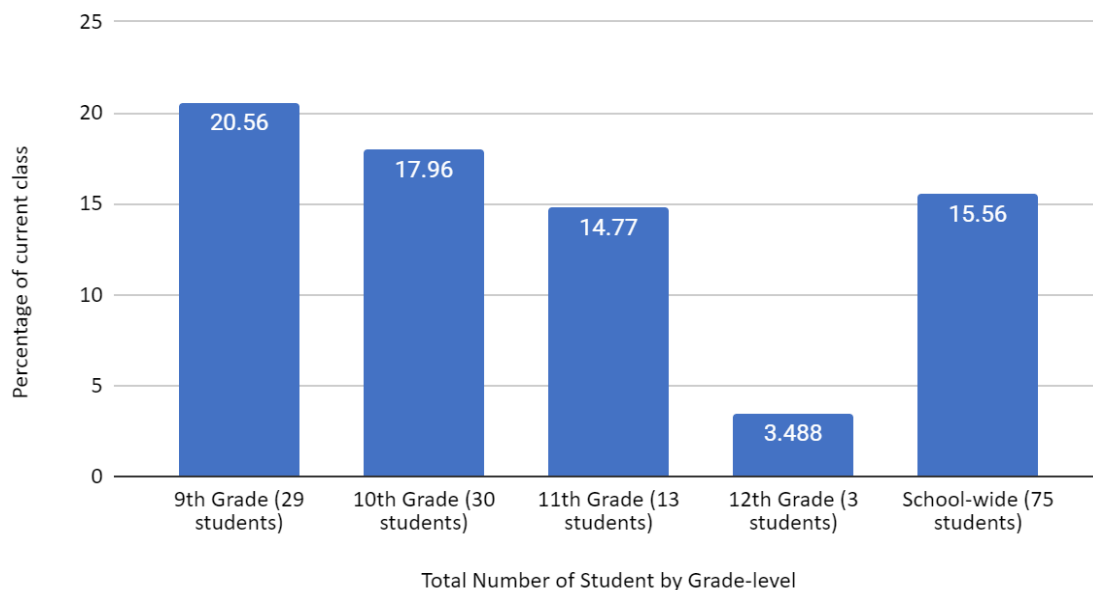
Semester 1 Academics

On Friday the 13th of January, MWA upper school held an all school meeting. At the meeting, reminders about school expectations were shared along with honoring students for academic achievement and for exemplary demonstration of the MWA Core Values.

- 24 students were recognized for each of the five Core Values by grade level, as well as the category of “Most Improved.”
- 30 students received awards for having a GPA of 4.0 or higher
- 131 students received awards for having a GPA 3.5 to 3.9
- 81 students for having a GPA of 3.0 to 3.4.

On the first Friday back from the winter recess, MWA faculty met in grade-level teams to plan support for students failing three or more classes (75 students) or one or more classes (195 total students).

Percentage of Students Failing 3 or More Subjects in S1 2022



Faculty Update

Upper school currently has 7 vacancies of 35 active assignments across all content areas except Health & Wellness and English. One vacancy was closed in the fall in Health & Wellness, another opened up at the end of semester 1 in the Social Sciences due to relocation, and a final loss at the beginning of semester 2 in art (a long-term sub). We continue to utilize members of our on-site sub team for all upper school vacancies. Preliminary data on faculty intent to return looks promising.

So What?

Semester 1 Attendance

The Director of Student Support Services and the Registrar will be onboarding an Attendance Officer at the end of January. The first round of letters for families whose student has been designated chronically truant has been sent and plans are in place for sending out 2nd follow-up letters notifying families. While overall attendance has been better since last year, more work needs to be done to reduce the number of students who are chronically truant, research shows that “chronic student absence reduces even the best teacher’s ability to provide learning opportunities” and attendance has been shown to have a significant correlation with graduation (nces.ed.gov 2009).

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Semester 1 Academics

Faculty, working in grade-level teams, are helping to support students in jeopardy of retention (failing three or more classes) by increasing outreach to families, offering classroom interventions (e.g., use of an academic planner, flexible seating, etc.), or by holding Student Success Team (SST) meetings for the student with parents. An SST is a multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing academic, speech/language, and/or social-emotional/behavioral difficulties. This early intervention for struggling students through the Student Study Team (SST) process is a function of general education and can help identify students who may need a 504 or Individualized Education Plan (IEP).

Faculty Update

The upper school is currently in the beginning stages of assessing staffing needs for next year based on current course loads, vacancies, and the projected increase in the number of students in our 11th grade. The 22nd Wave, the current sophomore class, is the first class with a greater enrollment size than previous Waves, currently at 167 students (compared to 88 in the current 11th grade, and 86 students in the 12th grade). Data based on the intent to return survey given by the Making Waves Academy Human Resources department shows an improvement compared to the 2021-22 school-year in terms of teachers planning to continue with MWA next year. Currently only one of the 27 full-time and part-time faculty intend not to return to MWA.

Now What?

The upper school Instructional Leadership Team is in the process of identifying upper school wide instructional practices to pilot for semester 2 to help improve school-wide cohesion and academic outcomes for all students. This will be accomplished through:

- professional development trainings
- content team meetings
- observation and coaching from Content Leads, the Lead Teacher for the Humanities, and the Assistant Principal

Grade-level leads with support from upper school counselors, deans, and leadership will continue to use grade-level team meetings to establish SST's and outreach to parents to help improve academic outcomes for students and increase promotion rates across the school. In collaboration with the Student Support Services Director and Registrar, grade-level teams may also use student attendance to leverage better academic outcomes.

Under the direction of the Interim Principal, the Assistant Principal, and Applied Technology Director, we are exploring options for offering credit recovery remotely, off-site, and through an accredited third-party. The Assistant Principal will work closely with the College and Career Counseling team, as well as all faculty, to monitor students who are in danger of being retained or who may need credit recovery over the summer, and to communicate to families in a timely way.

The Student Activities Coordinator has already placed the order for caps and gowns for graduation and is in the process of planning several end-of-year activities including Grad Nite, Prom, and Graduation. In the coming weeks the College and Career Counseling office will welcome an Associate Director of Academic Advising whose primary responsibility will be to support all MWA students have pathways to graduation, including by helping to facilitate and monitor the credit recovery process. Additionally, the new Associate Director will lead the master schedule process under the oversight of the Assistant Principal and with the assistance of the College and Career Counseling Coordinator, and with input from the Instructional Leadership Team, faculty and staff.

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Athletics

Jeff Hazel, Athletic Director

Athletics at Making Waves is plugging along post pandemic as things are getting back to more normal. We still have high expectations for our athletes both in the classroom (at least a 2.5 GPA to play in the Middle School and at least a 2.3 GPA in the Upper School for frosh and sophomores and at least a 2.5 GPA for juniors and seniors) and on the field or court: attend and work hard in practice, play hard but fairly with good sportsmanship in games, listen to your coaches to develop both the sports skills needed, but also the non-cognitive skills that will help you succeed in life such as resilience, respect, community, responsibility, etc.

In the middle school we have had:

Fall— Girls Volleyball and Boys Flag Football (our first foray into football)

Winter—Boys and Girls Futsal and/or soccer

Winter/Spring—Girls and Boys Basketball

All of these teams are competing in the Richmond Recreation Department leagues against other middle schools (charter and public) or Club teams in the area. One of our Girls Volleyball teams finished 2nd in the league this year after winning the league last spring. We are thinking of adding baseball/softball this spring as a Club sport to start developing our baseball and softball players so they are not brand new to the sport when they are in high school. We will have an Ultimate Frisbee team in the spring as well. Once we have the Upper School Gym and Field open that will allow us more space to use for more teams and sports so more students can be involved in athletics.

Academically our middle school teams this school year have the following statistics:

| <u>Team</u> | <u># of Players</u> | <u>Team GPA</u> | <u># of players who became ineligible</u> |
|-------------------------|---------------------|-----------------|---|
| Flag Football (2 teams) | 19 | 3.2 | 5 |
| Volleyball (2 teams) | 24 | 3.45 | 1 |
| Boys Futsal (2 teams) | 20 | 3.49 | 0 |
| Girls Futsal (1 team) | 13 | 2.96 | 2 |

In the upper school we will continue with the sports we have always offered:

Fall—Boys Soccer (Varsity and JV team), Girls Volleyball (Varsity and JV team), Cross Country (Boys and Girls team), and E-Sports (Super Smash team)

Winter—Boys and Girls Basketball (Boys have a JV and Varsity team), Girls Soccer (Varsity), and a Cheer squad

Spring—Softball (Varsity), Baseball (Varsity with some JV games for the younger players), Boys Volleyball (Varsity), and Track and Field (Boys and Girls)

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Here are the Upper School Academic statistics so far this school year:

| <u>Team</u> | <u># of Players</u> | <u>Team GPA</u> | <u># of players who became ineligible</u> |
|--------------------------|----------------------------|------------------------|--|
| Boys Varsity Soccer | 21 | 3.21 | 1 |
| Boys JV Soccer | 18 | 2.77 | 4 |
| Girls Varsity Volleyball | 12 | 3.25 | 2 |
| Girls JV Volleyball | 10 | 3.37 | 1 |
| Girls Cross Country | 5 | 3.48 | 1 |
| Boys Cross Country | 17 | 2.56 | 5 |
| E-Sports | 5 | 2.79 | 1 |
| Girls Varsity Basketball | 9 | 3.25 | 1 |
| Boys Varsity Basketball | 13 | 2.95 | 3 |
| Boys JV Basketball | 8 | 3.09 | 1 |
| Girls Varsity Soccer | 21 | 3.58 | 0 |
| Cheerleaders | 15 | 3.3 | 0 |

In the upper school:

- Our Boys Soccer team made it to the NCS finals once again (9 out of 10 years) but lost to Head Royce in a hard-fought game, 2-0, to finish 2nd in the North Coast Section Division 1. Another great year for the soccer program.
- Our Girls Volleyball team just missed out on making the league play-offs by the league tie-breaking protocols.
- The Cross Country team hosted the league championship meet this year at Pt. Pinole Regional Park to rave reviews and the league is considering having the finals there each year moving forward.

Some of our National Honor Society members came to help run the meet which was a big help and other NHS members are helping to run the scoreboard and clock at our home basketball games. We are always trying to find ways to get students involved in athletics besides just playing (i.e. some students do stats for teams). Student Clubs and teams have been hosting the concession stand at our Volleyball and Basketball games to raise money for their clubs and teams as well. The Boys Basketball team is using the money to help pay for the tournament they went to over December vacation in Ft. Bragg.

So What?

What does this all mean? There is a slight increase in the number of athletes becoming ineligible during their season. Coaches are having Study Hall at least one day a week and the Athletic Director and Coaches continually check the players' grades in PowerSchool so that athletes don't become ineligible during their season of play. It is frustrating for the athlete and their coach for a player to become ineligible, but this could be due to the residual of off campus schooling during the pandemic and learning gaps many students have. Some of it could also be explained by missing teachers in some classes due to unfilled positions or leaves during the school year and thus a non-subject credentialed substitute in some classes.

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The other trend developing is the decline in girls' sports numbers and teams especially at schools we traditionally compete against. Some schools have dropped their girls' program in certain sports: US basketball, MS basketball, MS futsal, US softball. Even Making Waves Academy has seen a decline in the dedication of some of our athletes in terms of attending practices and games regularly. I believe the absence of sports teams during the pandemic (affecting 2 years of sports in some cases) has created an imbalance in girls participating in sports. Some started working, others didn't get to play in their formative years because schools didn't have teams, home responsibilities have increased for many of our girls since they were home more during the pandemic, etc. This is not a good trend for any school and for our young ladies, as so much can be learned (as previously stated) from participating in sports while growing up.

Now What?

What does the Athletic Department need to do moving forward? Keep offering our students at the middle and upper school the opportunities to participate in athletics.

- Try to have JV teams in the US in all sports MWA offers, provided we have the numbers, so student-athletes can learn the skills of and how to play the sport they are playing.
- In the middle school, try to have more teams, especially by grade level(s). We have not included 5th graders in sports yet, but perhaps we can once we get all of our on-campus athletic facilities opened. Get our students involved at as young an age as possible since most of them don't play club sports to learn the game and the skills necessary to compete at a higher (older) level.
- Even if other schools don't have teams, have the team at Making Waves Academy and play intra-squad games and develop a robust intramural program. Still have teams and practice and search for schools to play outside of our immediate area (of course that means more travel time).
- Find other teams to play (from schools or clubs) so that our younger students get the taste of competition at a younger age and our ready for the more rigorous demands of high school athletics.
- Increase the academic tie-ins to Athletics. Have study hall two days a week so athletes understand the necessity of strong academics equating to stronger athletic teams by keeping all of our players eligible. Develop a teacher tutoring program for the students after school to help the students succeed.
- Use the older students in athletics to mentor and help the younger students succeed academically and athletically. Keep finding other ways to involve students in athletic-related programs (i.e. managers for teams, NFHS production of sports and other school events (these productions would be run by our students, student trainers under our Athletic Trainer's guidance, sports we don't currently have but may be able to as our student population increases).

There are so many ways to get our students and their families involved in supporting and growing athletics (a Booster Club for the families to help support our programs financially as well as emotionally). Go Marlins!