



Statewide Benefit Charter Second Renewal Petition

SUPPLEMENTAL REPORT

December 14, 2016



HIGH TECH HIGH

For Presentation to the California State Board of Education
Submitted by HIGH TECH HIGH



Introduction

High Tech High (**HTH**) was originally created by a group of civic leaders, high tech industry leaders and educators in San Diego, assembled by the Economic Development Corporation and the San Diego Chamber of Commerce Business Roundtable. This group met regularly to discuss the challenge of finding qualified individuals for the high-tech work force, particularly women and people of color.

In response to the challenge, the original High Tech High opened in 2000 and rapidly demonstrated success for a diverse population of students. Since then HTH's work has expanded to include middle schools and, most recently, elementary schools including two which operate under HTH's Statewide Benefit Charter (**SBC**): High Tech Elementary Chula Vista (**HTeCV**) opened in 2011, and High Tech Elementary North County (**HTeNC**) opened in 2013.

HTH is unique in that it started a high school model first, and progressively worked its way to elementary schools. Since 2011, HTH has been developing an elementary offering that prepares students for integration into the unique learning environments found in HTH middle and high school programs. HTH schools at all grade levels offer socially diverse, non-tracked classrooms. HTH teachers create and direct a range of curricula that pursues in-depth learning, with personalized, and project-based learning (**PBL**) practices. Students of all ages regularly present their learning to their peers, family and community at large.

From the early years on forward, college is part of the discourse at HTH schools. As seen below, by the time HTH K-12 students rise through and graduate from HTH schools there is a foundation for entry and success at the University of California (**UC**) and elsewhere. This is the trajectory HTH seeks to create and continuously improve upon for K-12 students attending HTH schools.

Supplemental Report

HTH submits this Supplemental Report in support of its Statewide Benefit Charter Renewal Petition (**Petition**), and, in particular, the two elementary schools opened under the SBC. The Supplemental Report is focused on HTeCV and HTeNC as the CAASPP scores for these two schools were not as strong as the schools expected.

Below, student performance is demonstrated through multiple measures, including the end result of the K-12 continuum, HTH's college data. In addition, the schools offer descriptions of

the improvement strategies at work in service of their LCAPs and in direct response to the CAASPP performance. Included are:

1. Elementary Level Formative Assessment Data Demonstrating Student Growth
2. Current Improvement Projects Directed at Increasing Student Growth
3. The Results of the K-12 Continuum: College Admission, Matriculation and Persistence

Based on the information and assurances provided here, and in the Petition, HTH respectfully requests that the SBE reauthorize these two vibrant, evolving and growing campuses.

1. Elementary Level Formative Assessment Data Demonstrating Student Growth

Over the last two school years HTeCV and HTeNC have formatively assessed the reading and mathematics growth of their students. Data has been collected, analyzed, and shared with classroom teachers with the goal of enhancing the individual math and reading growth trajectory of each student. Below, HTeCV and HTeNC present the following additional indicators of student achievement and growth in support of the renewal.

A. ST Math Data

Students at HTeCV and HTeNC use ST Math software to develop their conceptual math understanding. By completing visually rich lessons and activities at their own pace, students demonstrate mastery of mathematical concepts. ST Math helps foster a conceptual understanding of math by allowing students to manipulate objects in space and time. This spatial temporal approach is particularly accessible to English Learners who might not have the vocabulary to articulate their comprehension but can demonstrate it through the software. Each student completes a series of visual tasks aligned with the mathematical curriculum for their grade level throughout the school year. ST math provides a measure reflecting the extent of mastery achieved by each student in demonstrating grade level understanding.

According to research conducted by ST Math, achieving at least a 55 on this mastery measure is correlated with student growth on standardized tests in many states including California. For this reason, the graphs below display the percentage of students achieving at least 55 or greater on this grade level mastery measure. Students achieving this mastery measure have met the grade level mathematics target.

As depicted below in Chart A-1, students at HTeCV demonstrated growth in mathematics by meeting the mastery of grade level targets using ST Math. On average, over the last two years 73.7% of HTeCV students met the mastery target provided by ST Math.

Chart A-1

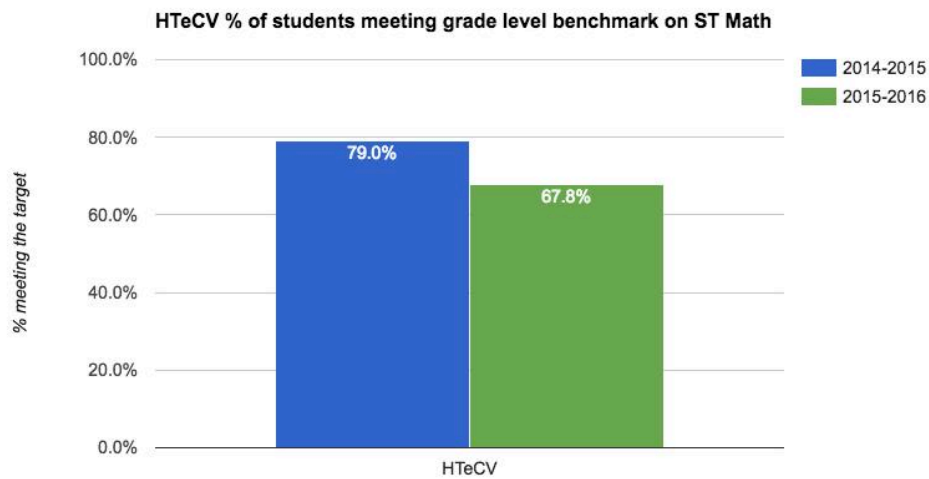
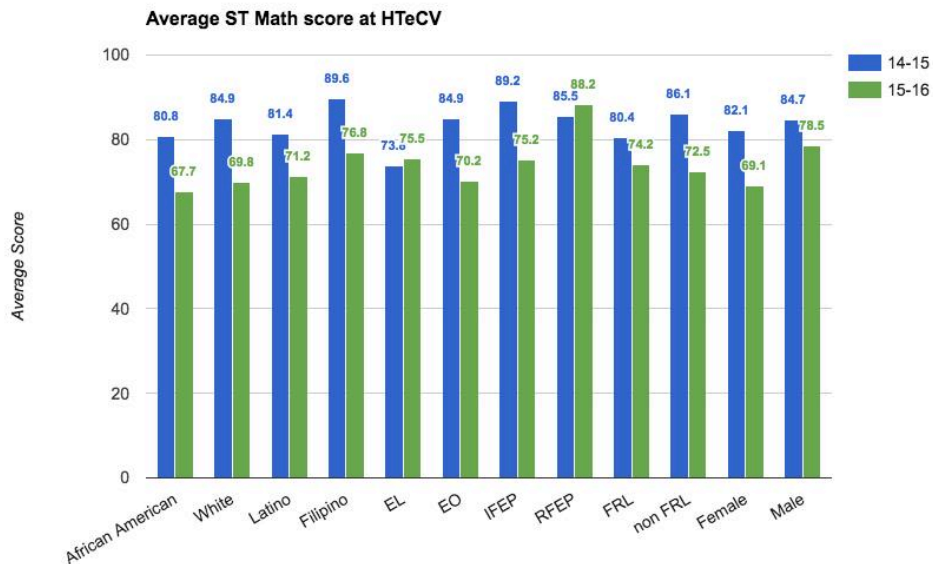


Chart A-2



The graph in Chart A-2 disaggregates the ST Math results by significant subgroup for HTeCV. Each bar shows the average score achieved by students on the ST Math mastery measure. The decrease in the average score of each HTeCV student subgroup from 14/15 to 15/16 was due to a decrease in the usage of ST Math at that school from 2014-15 to 2015-16. Despite this each subgroup still averaged above the 55 target in 14/15 and 15/16.

As depicted below in Chart A-3, students at HTeNC demonstrated growth in mathematics by meeting the mastery of grade level targets using ST Math. On average, over the last two years 63% of HTeNC students met the mastery target provided by ST Math.

Chart A-3

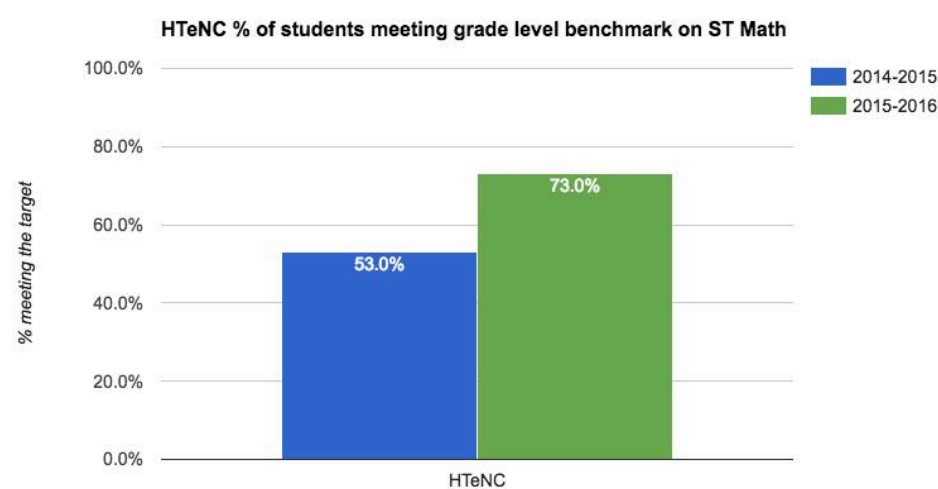
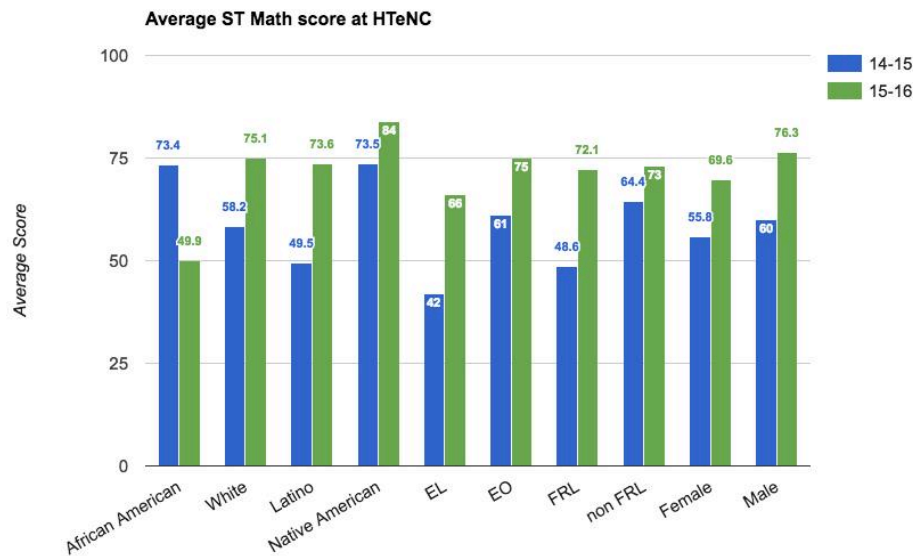


Chart A-4



The graph in Chart A-4 disaggregates the ST Math results by significant subgroup for HTeNC. Each bar shows the average score achieved by students on the ST Math mastery measure. Given the target of 55 on this measure there was an increase in the average score of all HTeNC student groups from 14/15 to 15/16 with the exception of African American students.

B. Fountas and Pinnell Reading Assessment Data

Fountas and Pinnell is a reading assessment administered by teachers that tracks the growth of student reading on a scale from A-Z. The assessment is given to each student at HTeCV and HTeNC at least three times a year.

To measure annual growth, HTH subtracts each student's number score achieved on the end of the year assessment from the student's score achieved at the start of the year assessment to generate a quantitative measure of the number of units of reading growth experienced by each student for the year.

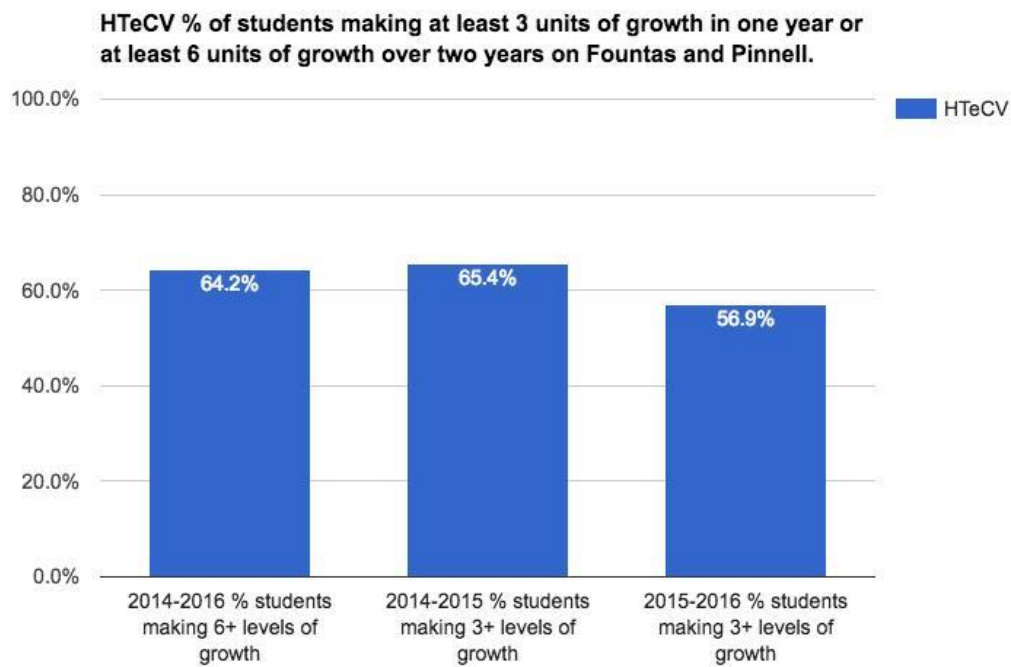
The table below shows the average units of Fountas and Pinnell growth¹ expected by HTH at each grade level. On average, HTH anticipates students achieving at least three units of growth on Fountas and Pinnell annually.

Grade Level	Anticipated Average Units of Growth
K	3
1	7
2	3
3	3
4	3
5	3

Fountas and Pinnell scores are entered into a shared spreadsheet at each school that includes the results from the previous year. This allows teachers to track student reading growth over the three yearly assessments as well as longitudinally over time.

¹ HTeCV and HTeNC based units of growth on Fountas and Pinnell Text Level Gradient for Independent Reading, prior to 2012.

Chart A-5



As can be seen from Chart A-5, a significant percentage of HTeV students demonstrate six or more levels of growth over a two-year review period. In addition, significant improvement efforts are underway to increase growth on this measure.

Chart A-6

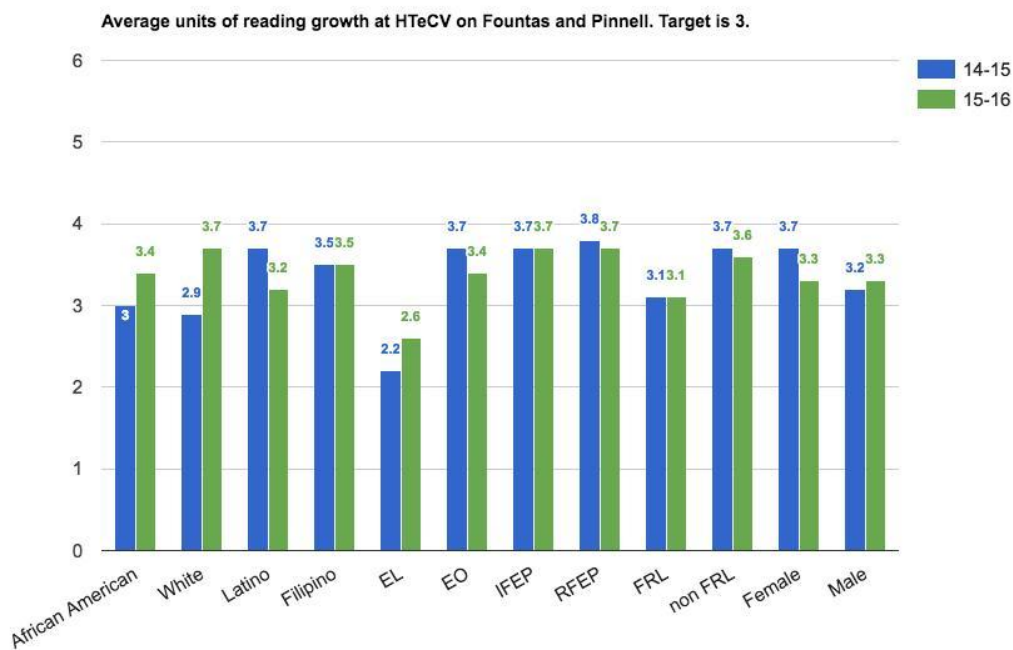
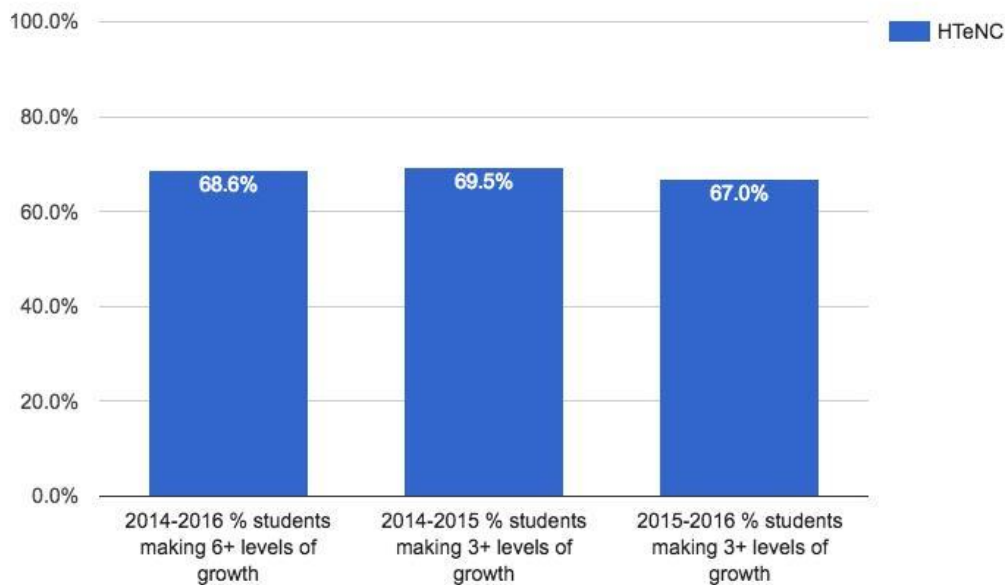


Chart A-6 illustrates reading growth by subgroup. In 2014-15, all HTeCV subgroups but two met or exceeded the target 3 units of growth, and even those two subgroups (i.e., White and ELL) came relatively close to target growth. In 2015-16, all but one subgroup (i.e., EL) met or exceeded the target growth, and even that subgroup demonstrated an improvement moving closer to the target growth than the prior year.

Chart A-7

HTeNC % of students making at least 3 units of growth in one year or at least 6 units of growth over two years on Fountas and Pinnell.



As can be seen from Chart A-7, a significant percentage of HTeNC students demonstrate six or more levels of growth over a two-year review period. In addition, the school is undertaking efforts to increase growth on this measure.²

² In reviewing and preparing the data for this report, HTH observed that in the spring 2015, some HTeNC teachers were not measuring fluency (words per minute) during their formal Fountas and Pinnell assessments. This led to some students receiving inflated scores in spring of 2015. Accordingly, in the fall of 2015, HTeNC made efforts to increase inter-rater-reliability in Fountas and Pinnell scoring. Here HTH adjusted spring 2015 scores to account for this. Charts A-7 and A-8 reflect the Fountas and Pinnell data after this adjustment.

Chart A-8

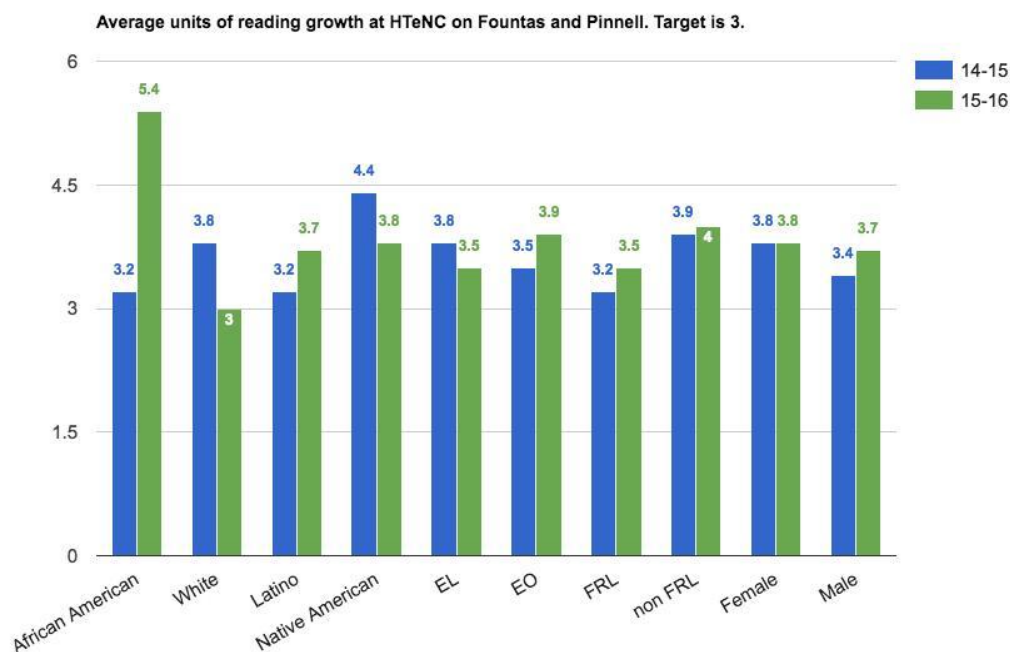


Chart A-8 demonstrates that all HTeNC subgroups met or exceeded the targeted three units of growth. Only three of the subgroups (i.e., White, Native American and ELL) declined in the number of units of growth, however, even these subgroups made the targeted three units.

C. Family Engagement in the Context of Student Led Conferences (SLCs) and Exhibitions.

To facilitate dialogue with families about the academic growth being realized by their child, HTH schools invite families to attend both exhibitions and student led conferences where students publicly present their work. At exhibition students showcase the projects they have been working on to an authentic audience that includes families.

Student led conferences are a conversation about growth between student, family, and teacher. Each K-5 student presents work samples from each subject area, the process of revision they went through to produce the work, and the challenges they experienced. They use this reflective process to set growth goals for the remainder of the year with their family and teacher. To best represent the overall level of family participation the data presented focuses on the number of families attending at least one exhibition and student led conference.

Chart A-9

Percentage of students who have one or more parents/
guardians attending an exhibition during the 15/16 school
year.

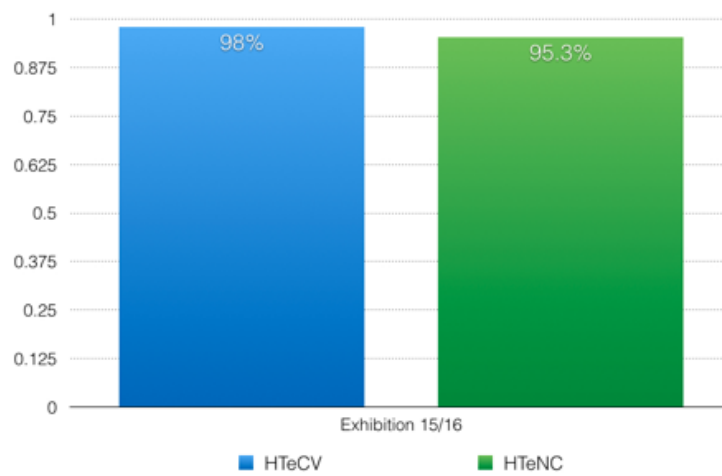
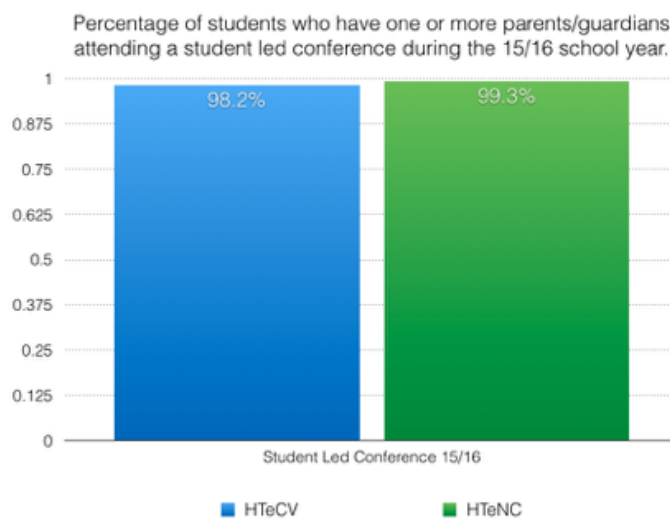


Chart A-10



As can be seen in Charts A-9 and A-10, 95%+ of families attended at least one exhibition and one student led conference. Given how challenging it is to schedule school events that accommodate the diverse schedules of families this level of attendance is reflective of genuine family engagement in the process of supporting student growth. The exact nature of the growth that can be observed through exhibitions or student presentations of learning is difficult to quantify. However, the positive impact on student growth of involving families in meaningful ways in student learning is well documented in the research base.

2. Current Improvement Projects Directed at Increasing Student Growth

As elementary schools are relatively new to HTH, HTH has identified and embraced that there is more work to be done in terms of refinement of practice. For example, the elementary level CAASPP data is not as strong as HTH would like at this juncture. However, HTH is committed to, and deeply focused on improving upon that performance.

HTH developed a series of improvement strategies and projects aimed at literacy and math growth. Below HTH describes the current improvement projects underway at its elementary and middle schools as examples of some of the concerted work being done in this regard.

A. Improvement Projects and Professional Development: HTeCV and HTeNC

Both HTeCV and HTeNC are committed to increasing the reading and math growth experienced by their students, and use the disciplined approach of improvement science toward those goals. Formative assessment data serves as the foundation of these ongoing improvement science projects at both schools (**Improvement Projects**).

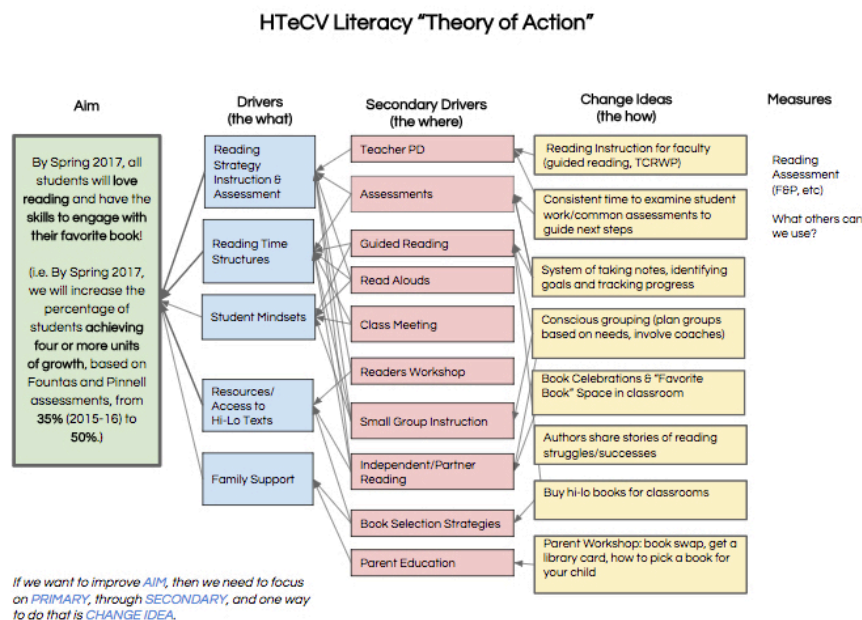
In general, each Improvement Project begins with school staff members looking at data to generate a measurable, manageable, and meaningful goal called an AIM in improvement science methodology. Starting in the fall of 2015, professional development meetings at HTeCV and HTeNC have consisted of teachers working collaboratively in teams on Improvement Projects to achieve measurable aims (See, e.g. article published in Phi Delta Kappan describing this process in action at HTeCV).

Below HTH highlights ongoing Improvement Projects and professional development work that support student literacy and mathematics.

- **Literacy**

HTeNC and HTeCV launched literacy Improvement Projects at both schools this year, with efforts focused on parent engagement, student engagement, professional development, and staffing.

Literacy Improvement Project- HTeCV

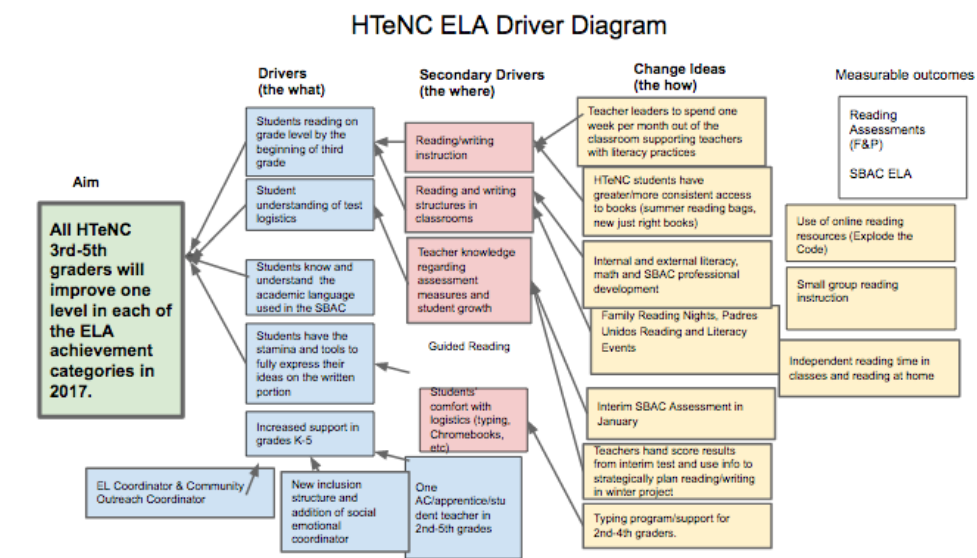


Improving the rate of student reading growth is the primary focus of HTeCV's Improvement Project. The school's improvement AIM is that by Spring 2017, HTeCV will increase the percentage of students achieving four or more units of growth on the Fountas and Pinnell assessment. Over time, it is anticipated that this rate of growth should result in students meeting or exceeding grade level by the end of 5th grade according to Fountas and Pinnell, and 3rd-5th graders improving by at least one level in each SBAC ELA achievement category.

Teachers are currently testing high leverage change ideas (updating classroom libraries, parent education nights, family literacy events) to increase the amount of reading all students are doing, specifically of texts that are matched to the child's ability. To increase reading time of texts at children's instructional/independent reading level, HTeCV is piloting the *Units of Study Reader's Workshop* curriculum, that comes out of Teacher's College Reading and Writing Project (TCWRP). The TCRWP curriculum is designed in alignment with the research base on

students reading to learn to gain knowledge. The reading curriculum offers students a balance of reading literature and informational texts throughout the year. Each grade's curriculum includes units which are entirely devoted to supporting students in reading to learn through nonfiction reading—about topics of high-interest to them as well as topics related to the content area curriculum.

Literacy Improvement Project- HTeNC



Improving the rate of student reading growth is also HTeNC's goal. Their AIM is that by Spring 2017, all HTeNC 3rd-5th graders will improve by at least one level in each SBAC ELA achievement category. HTeNC staff are currently testing high leverage change ideas (e.g., Family Reading Nights and Parent Education) and going through PDSA (Plan, Do, Study, Act) cycles to gather evidence about the effectiveness of these strategies.

Professional Development in Support of Literacy Improvement Projects

The literacy improvement work builds on a foundation of professional learning that supports teachers in determining which strategies might be most high leverage for student growth. Last summer, HTeNC and HTeCV sent teachers to the Columbia's Teacher's College Summer Reading Institute. Both schools will send groups of teachers to the week-long institute again in June 2017. Education Specialists from both HTeNC and HTeCV attend LIPS training (spanning five days throughout 2016-2017). In addition, groups of teachers from HTeNC and HTeCV have the opportunity to participate in the following additional professional development opportunities outside of HTH:

- Reading & Writing Strategies Webinar, Jennifer Serravallo, (January 2017)
- Using Reading Conference to Foster Student Engagement, Agency, and Critical Thinking:(November 2016)
- Primary Literacy Institute (January 12th-14th, Denver, CO)
- Getting Ready For SBAC! Supporting Analytical Reading, Text-Based Writing, and Academic Vocabulary - Mary Ehrenworth (January 26th) Teachers College, NYC
- Reading and Writing Grounded in Evidence (February 2nd-4th, Atlanta, GA)
- Small Group and Conferring Institute in Reading and Writing (February 20th-23rd), Teachers College, NYC
- Meeting the Needs of English Language Learners (April 20th-April 22nd, Denver, CO)

HTeNC and HTeCV directors and faculty also facilitate internal literacy professional learning. In September 2016, HTeCV staff launched a school wide improvement project focused on student reading and literacy. Teacher groups meet weekly to look at student work, watch videos of teaching practices, learn from expert texts, and refine promising improvement ideas. In October, the HTeNC faculty participated in two professional learning opportunities titled *Supporting Students: Looking at Data* and *Metacognitive Reading Strategies*. In December, the HTeNC 3rd-5th grade teachers engaged in professional development around administering interim Smarter Balanced Assessments while the K-2nd grade teams revisited their most current reading data to plan for their next round of improvement ideas.

Staffing in Support of Literacy Improvement Projects

Both elementary schools made several significant staffing changes in hopes of impacting student academic achievement in 2015-2016. Both HTeCV and HTeNC hired a credentialed EL Coordinator who facilitates vocabulary and reading support for English Learners in grades K-5 and also provides EL professional development for staff. HTeNC also added a full-time academic coach to a third grade class, allowing that teacher to provide literacy support in several grade levels. In addition, the EL Coordinator launched and managed the Everyone a Reader Program for EL students in 2nd-5th grade. Both schools have also hired an education specialist to focus

solely on creating a robust Student Support Team (SST) process and supporting teachers with skills and strategies to better support students in the classroom.

Student and Parent Engagement in Support of Literacy Improvement Projects

- *Access to Appropriate Reading Level Materials*

HTeNC and HTeCV are increasing book options in their classroom libraries and using several online resources to engage struggling readers and to promote reading growth: Raz-Plus, Newsela, Teach Your Monster to Read, Starfall and Explode the Code. Last June, every HTeNC student took a summer reading bag home with books matched to student reading level from school. HTeCV has also created a family book swap, where students will have increased access to books they are excited about matched to their independent reading level.

- *Spanish-speaking Family Outreach*

HTeNC's Community Outreach Coordinator is also leading series of workshops on Growth Mindset for Spanish-speaking families. The goal of these sessions is to provide families with tools to support their children's academic growth and also strengthen the connection between home and school. This program builds on the strong foundation of our Padres Unidos group which provides campus-wide support for Spanish-speaking families through monthly meetings, parent education and other community-building events. Topics have included literacy (Spanish-language books and access to a book truck), reading at home, and CELDT. The Community Outreach Coordinator also collects books for distribution to Spanish-speaking families who want to increase the number of books in their homes. HTeCV has also started a Coffee Talk for Spanish speaking parents, in which parents can come to school with their children, eat breakfast, and read books in Spanish together, provided by the school.

- *Family Outreach*

Both HTeNC and HTeCV, conduct a bi-annual Family Reading Night, where teachers lead workshops for parents to attend side-by-side with their children. At those sessions, parents learn about topics such as:

- Supporting early phonemic awareness
- English Learner family strategies to make reading comfortable at home;
- Strategies for parents to use before, during and after reading with their child
- Helping children pick just right books; comprehension strategies; improving read aloud time
- Using technology to improve reading engagement

At HTeCV's most recent meeting, parents committed to: reading incentive programs; getting book donations; parent info sessions; and a family book swap. At HTeNC's most recent meeting,

parents learned about and discussed: different types of reading; HTeNC's priorities for reading growth; how HTeNC measures reading growth and what it means, how to support reading at home; and how to access resources at school.

Finally, HTeNC and HTeCV are committed to increasing families' understanding of the Smarter Balanced Assessments and results. We host an annual Parent Education meeting where parents engage in the following activities:

- Parents complete portions of the ELA and Math Practice Tests
 - Discuss their experience and their child's experiences with the Smarter Balanced Assessments
 - Watch videos about the purpose of the assessments and how to understand the score report
 - Participate in a discussion with the school director about the Smarter Balanced Assessments
 - Receive additional copies of their children's score reports and can schedule a time to discuss their child's progress with the director
 - Learn ways to support their child's literacy and mathematics development at home
-
- ***Mathematics***

Mathematics improvement work is underway at both elementary schools and is supported through designated times for staff to meet, plan and debrief effective strategies that support student success.

Professional Development – HTeCV and HTeNC

At HTeCV professional development efforts have been centered on increasing teacher capacity with math instruction. To that end the school has hosted staff-led professional development meetings about Number Talks, where teachers have learned how to engage students in "mental math" through grappling with interesting mathematics problems. Staff members have attended the NCTM Conference (2016) and are registered to attend again in 2017. Furthermore, faculty members have participated in online PD led by Jo Boaler: *How to Learn Math For Teachers*.

At HTeNC groups of teachers attended and presented at the Joint Mathematics Meeting (2016) and participated in the online PD *How to Learn Math for Teachers* (Jo Boaler, 2016). There is also a group of teachers that are part of a Mathematical Agency Improvement Community. This improvement community is comprised of teachers from 16 schools across various districts in Southern California that are actively engaged in projects aimed at improving students' mathematical agency and success. HTeNC also has a group of third and fourth grade teachers that participated in a book study of *Mathematical Mindsets* (Jo Boaler, 2016). The group is

meeting once a month to reflect on math workshop structures, classroom practices, and look at student work.

Developing Intervention Support Plans - HTeNC

Grade level teams spend time identifying students that are performing below grade level expectations, and create plans to better support these students. Grade-level teams have built time into their weekly math schedule to differentiate instruction in a way that supports students in making targeted math growth. These intervention support plans will be used in conjunction with data from both formative and summative assessments to further support all students. Strategies used to support students include: Exit Cards for assessment purposes; math “warm-ups” to support academic language; independent and collaborative performance tasks; and differentiated small group instruction and math work.

Parent Engagement – HTeCV and HTeNC

HTeCV and HTeNC host Parent Education Nights and Family Math Nights. During Parent Education Nights, schools share the work being done in mathematics and seek parent input about how schools can best support mathematical mindsets and skills at home. During the most recent meetings, parents learned about and discussed: conceptual understanding and real-world application; skills and fluency; how to build students’ “math toolbox” (exploration, collaboration, multiple strategies, learning from one another and the teacher); and how to build mathematical mindsets at home. During Family Math Nights, teachers lead workshops for parents to attend side-by-side with their children. At those sessions, parents learn about topics such as: building number sense; supporting positive mathematical mindsets; and building skills at home.

In June 2016, HTeNC teacher leaders assembled summer math bags for 175 students to take home for the summer. A K-2nd grade bag and 3rd-5th grade bag was offered. All bags included: math games from Stanford’s youcubed.org; math manipulatives (cards, dice, unifix cubes, etc.); and additional resources for parents.

- **Administering Interim Smarter Balanced Assessment – HTeCV and HTeNC**

Teachers will administer the Interim Smarter Balanced Assessment in January. Since the schools have noticed that many students struggle with connecting their knowledge of math concepts to the corresponding academic language presented in the Smarter Balanced Assessment, the math workshops give teachers time to create both formative and summative unit assessments that include necessary and relevant academic language. These workshops will include time to plan weekly formative assessments that will inform both whole group instruction and small intervention groups over the course of the year.

HTeCV staff also are starting small focus groups to explore various avenues for improving test scores such as: increasing number of sample tests students take prior to the SBAC, allowing students more time to explore the online platform prior to the test, and teaching test taking strategies that might help students feel more confident while taking the test. Improving the rate of student reading growth is the primary focus of HTeCV's Improvement Project.

B. Improvement Projects and Professional Development: HTMCV

HTMCV launched the 2016-2017 school year with a focus on the question: *How do we equitably foster, measure, and communicate growth in and love of authentic literacy and mathematical reasoning?* Throughout the year, we are dedicating a large portion of our professional learning to developing our instructional practice in the areas of literacy and math.

- **Improvement Science & Professional Learning**

In September 2016, HTMCV analyzed achievement data from the 2015-2016 school year, and formed improvement groups, or Collegial Coaching Groups (CCGs) in order to refine instructional practices related to literacy and math.

Literacy Improvement Work

Three of the HTMCV CCGs focus on literacy and include the:

- Academic Vocabulary Group
- Oral Academic Discourse (Socratic Seminars) Group, and
- Close Reading Strategies Group.

The members of these improvement groups are engaged in developing literacy structures, co-designing lesson plans, and reflecting on lessons using video consultancy protocols. Currently, the members of these improvement groups are in phase two of a three-phase cycle. For each phase, one teacher presents a lesson idea for a "tuning," inspired by Japanese lesson studies. During these tunings, group members ask probing questions and discuss ways to refine the

lesson to increase effectiveness. The presenter then conducts and films the lesson and shares the video with colleagues. In a subsequent meeting, group members view excerpts from the video together and brainstorm ways to further refine the practice. In subsequent phases of the improvement cycle, other group members present lessons, putting into practice lessons learned from previous cycles.

In furtherance of HTMCV Literacy CCGs, teachers have attended a variety of literacy-focused PD opportunities, including three seminars hosted by EL Education: *Reading & Writing Grounded in Evidence*, *Becoming Close Readers of Complex Texts*, and *Meeting the Needs of English Learners*. In addition, four humanities teachers attended the *HABLA Teacher Institute*, a week-long seminar highlighting the intersection of literacy, languages, and the arts. These opportunities will be extended to HTMCV's math/science faculty to provide for the development of literacy practice.

Math Improvement Work

HTMCV has one math improvement group focused on math group tasks. Four of six HTMCV math teachers are involved in the HTH Math Agency Improvement Community (MAIC). MAIC brings together teachers and leaders from nine different schools (Vista, Chula Vista, SDCOE, Escondido, Ingenium Schools from LA, and several High Tech High schools) with the goal of improving student agency and learning outcomes in math, particularly for students from traditionally marginalized groups. Teachers in this group learn from one another as well as from experts in the field to systematically improve math instruction. HTMCV teachers spent two days working with MAIC colleagues in November and will continue to do so several times throughout the year. The goal is for these teachers to bring back best practices to the school and to spread their learning throughout HTMCV. To this end, HTMCV math teachers attend weekly meetings and plan collaboratively.

In addition to the math improvement group work, HTMCV math teachers attended the EL Education Workshop, *Planning Quality Math Lessons*, as well as the *Mindset and Mathematics Summer Institute* with Jo Boaler. They also visited Vista Magnet Middle School to observe master teachers implementing math group tasks inspired by the work of Jo Boaler.

HTMCV is working to prepare students for this year's CAASPP assessments. In the beginning of the year, HTMCV analyzed CAASPP data from both 2015 and 2016 and identified on areas of growth. Staff members took practice tests in both ELA and math as a means of determining effective supports for students in relation to the content and experience of these tests. In addition, HTMCV will be administering the Interim SBAC Assessments in ELA and math this year.

- **Assessments**

This year HTMCV began using Northwest Evaluation Association Measures of Academic Progress (**MAP**) assessment for measure math and reading growth. The intention is to develop data allowing HTMCV to track reading and mathematics growth on a longitudinal basis.

- **Additional Staffing**

HTMCV's English Learner Coordinator works closely with HTMCV's Education Specialist and Director as an HTMCV EL team with the goal of monitoring English Learner progress and supporting classroom instruction. HTMCV's English Learner Coordinator attends regular meetings with other HTH EL Coordinators on campus, including the lead EL Coordinator, who serves all three schools. As a fluent Spanish speaker, the EL Coordinator also provides translation services at Parent-Teacher Conferences and in written communications with Spanish-speaking families. Both the EL Coordinator and Education Specialist have attended the *Meeting the Needs of English Learners* workshop hosted by EL Education. Currently the HTMCV EL team is developing a 3rd quarter class specifically for English learners. This class will offer English learners 120 additional minutes of targeted support each week.

HTMCV also staffs the position of Social-Emotional Learning Coordinator (SEL Coordinator). Though this faculty member focuses primarily on social-emotional issues, the work has a significant impact on the academic success of HTMCV students. As a credentialed Education Specialist, the SEL Coordinator can also provide or recommend academic supports to students as needed.

- **Family Engagement**

HTMCV hosts monthly Family Collaborative meetings and quarterly parent workshops. At a recent Family Collaborative workshop, the HTeCV and HTMCV directors shared the literacy improvement projects underway at each school and invited parent feedback. Ideas from parents included reading incentive programs, book donations, a book fair, and book swaps. Middle school parents also expressed interest in expanding the HTeCV Reading Night to include middle school parents.

Inspired by the work of colleagues from the North County campus, HTMCV is actively working on a plan to bolster outreach to Spanish-speaking families including the possibility of adding a Bilingual Outreach Coordinator to the team. Currently, the HTMCV EL Coordinator (and other bilingual staff members) assist in strengthening relationships with families of English learners by providing translation services at meetings.

C. Improvement Projects and Professional Development: HTMNC

HTMNC launched this school year with a focus on the question: *How do we equitably foster, measure, and communicate growth in and love of authentic literacy and mathematical reasoning?* In particular staff members have been paying special attention to supporting that growth among English Language Learners. The team is using the framework of improvement science to push this work forward while also implementing more meaningful growth assessment, engaging in professional learning, and strengthening our connection with families. In addition staff members have shifted the staffing model to increase support for students - especially English Language Learners and students struggling with math.

- ***Improvement Science & Professional Learning***

In September HTMNC began its work by examining its 15-16 school year data. Teachers reflected on SBAC literacy and math data as well as information from YouthTruth, the student survey. Staff disaggregated this data by subgroups to better understand how HTMNC is serving different groups of students.

Based on this data, the faculty formed improvement groups focused on literacy, math, supporting English Language Learners, assessment, and belonging. Each of these groups uses PDSA (Plan, Do, Study, Act) cycles to learn about the effectiveness of classroom strategies and determine based on data whether to adopt, adapt, or abandon the strategies. For example, the literacy group is currently examining the impact of active reader response questioning on students' reading comprehension. The English Language Learner group is intentionally building a variety of SDAIE strategies into their instruction including illustrated graphic organizers, project word walls, improving the quality and amount of pair shares, sentence stems for critique sessions, and increased formative assessment using tools such as *Plicker* that provide teachers instant feedback on student understanding.

The literacy improvement group builds on a foundation of professional learning that supports teachers in determining which strategies might be best leverage for student growth. This summer two teachers attended the HABLA Teacher Institute, a week-long seminar highlighting the intersection of literacy, languages, and the arts. Teachers developed skills in building literacy by creating meaningful experiences for young people around text. Both teachers have used those strategies in their classrooms this fall. One teacher is also engaged in a MOOC to support English Language Learners through improving the quality of classroom conversations. HTMNC plans to send teachers to Expeditionary Learning's professional developments on close reading of complex text this spring and to Columbia's Teachers College Reading Institute this summer.

The math improvement group is directed at strengthening pedagogy. Two teachers from HTMNC's math improvement group are involved in the MAIC. (See description of MAIC under HTMCV's section above).

This year's math improvement work also builds upon a foundation of professional learning that has been happening at HTMNC for the past several years. Over the last two summers, five out of our six of math/science teachers attended Jo Boaler's Mindset and Mathematics Summer Institute. This August three teachers attended a workshop on group work in math hosted by two middle school teachers in Vista whose practice aligns with Boaler's framework.

- ***Assessment***

In order to track our progress in increasing growth in literacy and math, HTMNC is beginning to employ NWEA's MAP assessment for both math and reading. HTMNC is planning to use this assessment to track student growth and to have an improvement group at the school working on supporting teachers in using the data to inform practice. To date, the HTMNC assessment improvement group has conducted a workshop designed to help teachers make meaning of the data from the beginning of the year MAP test. After the mid-year MAP implementation, the assessment improvement group will lead a professional development to support teachers in reflecting on their data and using that reflection to inform second semester project planning.

- ***Additional Staffing***

This year HTMNC's ELL coordinator is focused solely on the middle school. This is a change from the previous year where the ELL coordinator was shared between the middle and high schools in North County. This allows the HTMNC ELL Coordinator to support English Language Learners through one-on-one and small group academic coaching during daily electives.

HTMNC also has added an academic support teacher with a credential in math who is supporting students in small groups and one-on-one in the 6th grade this spring.

In addition, HTMNC has hired a counseling intern who, along with our Dean of Student Affairs, is facilitating an academic intervention program for students who are currently not on track to pass their first semester classes. Through the program, students receive targeted support regularly before school. Our hope is that this invention will support students in developing the organizational and study skills they need to grow academically and earn credit for their courses.

- ***Family Engagement***

HTMNC has taken affirmative steps to strengthen family engagement especially on the topics of student growth in literacy and math. In October, families met with teaching teams for student-led conferences. Students shared their progress, dilemmas and set goals for the school year.

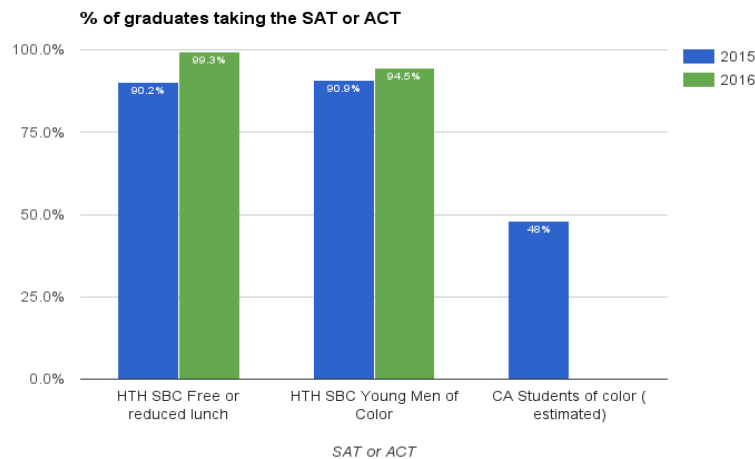
In addition, this fall the math/science team hosted a family math night where all families were invited to learn about HTMNC's approach to math instruction and shared models of math problems that students would be experiencing throughout the year. Teachers share the philosophy and importance of adults modeling a growth mindset with students in math. This emphasis on supporting families with math continued with a recent 6th grade project exhibition focused on developing parents' growth mindset in math. Students designed board games based on mathematical thinking and procedures and supported their families in learning how to play these games.

The Community Outreach Coordinator is also leading series of workshops on Growth Mindset for HTMNC's Spanish-speaking families. The goal of these sessions is to provide families with tools to support their children's academic growth and also strengthen the connection between home and school. This program builds on the strong foundation of HTMNC's Padres Unidos, a parent group providing support for Spanish speaking families through monthly meetings.

3. The Results of the K-12 Continuum: College Admission, Matriculation and Persistence

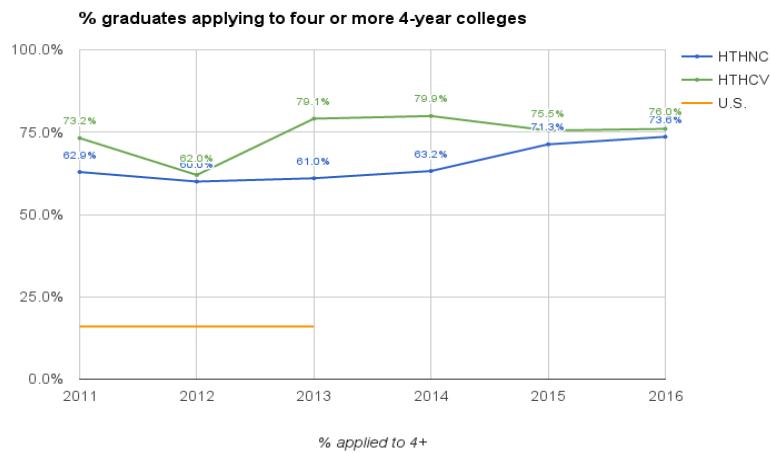
Students entering HTH schools can look forward to a K-12 continuum offering a ramp of growth toward college matriculation. HTH's college data demonstrates HTH's strong performance relative to state and national college data. Below HTH shares its four-year college preparation, admissions, entrance and persistence data.

Chart A-11



As is noted in Chart A-11, the percentage of HTH SBC graduating seniors from FRL households taking the SAT or the ACT increased over the last two years from 90.2% to 99.3%. Likewise, the percentage of HTH SBC graduating seniors identifying as young men of color and taking the SAT or the ACT increased over the last two years from 90.5% to 94.5%. Each of these data points compares favorably to the California statewide counterparts.

Chart A-12



As noted in Chart A-12, the percentage of HTH SBC seniors applying to four or more 4-year colleges is significantly higher than the U.S. average. Research indicates that students applying to four or more four-year colleges, are more likely to attend a four-year college.

Chart A-13

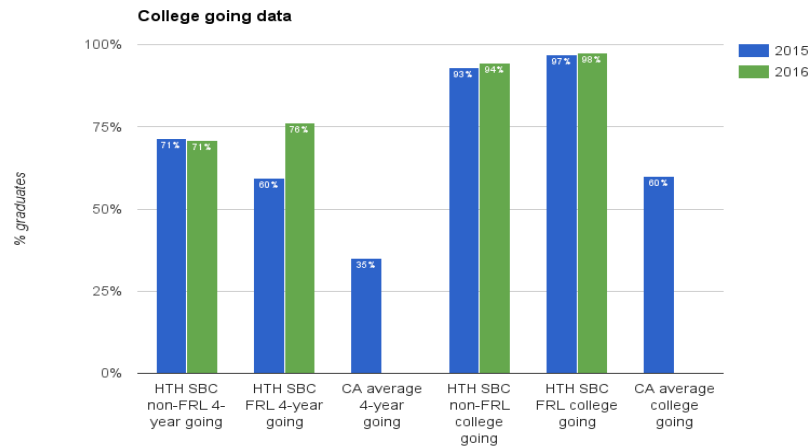


Chart A-13 illustrates that the number of HTH SBC students directly matriculating to four-year programs has been increasing and compares favorably to the California averages.

Chart A-14

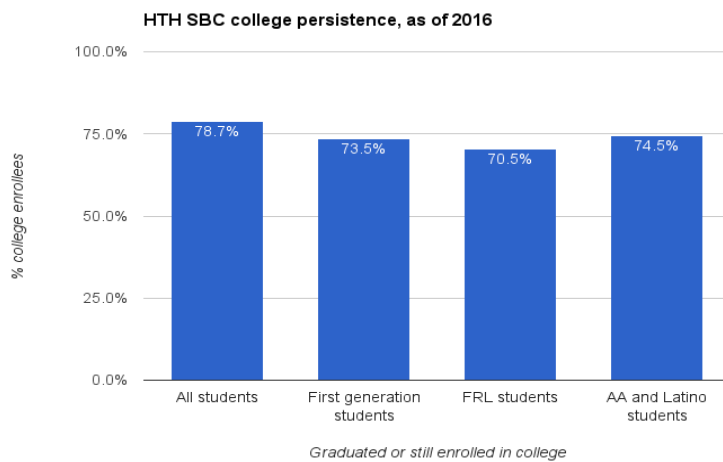


Chart A-14 demonstrates the college persistence as of 2016³. As can be seen, the college persistence rates for all students, including First Generation Students, FRL students, and African-American and Latino students are strong. These numbers include students enrolled in 2 and 4-year schools, who have either graduated or are still enrolled in college.

³ College persistence data source, *Student Tracker for High Schools*, National Student Clearinghouse, Spring 2016. www.studentclearinghouse.org/high_schools/studenttracker/ In addition, for further information regarding HTH persistence data, please refer to the HTH Statewide Benefit Charter School Renewal Petition.