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HTH SBC Schools - SBE Academic Memo 2020-21 for High Tech Elementary Mesa

Report Prepared for California State Board of Education

Submission Date: October 28, 2021

Summary:

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary Mesa (HTeM) in response to the requested inquiries in support of the State Board of Education’s (SBE) Annual Academic Memo.

Specifically, this report addresses:

- Areas of greatest progress and greatest need, based on the school’s internal spring 2021 assessments
- Summary of the performance in Element 2 of the petition
- Summary of progress made in meeting the school’s 2020-21 Learning and Continuity Plan (LCP) goals, including information on the ongoing 2021-22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year
- Inform if Independent Study (IS) will be offered in the 2021-22 school year

Areas of greatest progress and greatest need, based on the school’s internal spring 2021 assessments

During Spring of 2021, students at HTeM completed the NWEA MAP assessment in reading and mathematics. Students who had returned for limited in-person instruction completed the assessment from the school setting. Students who remained in distance learning completed the assessment from a context outside the school setting.

**Average MAP National Percentile Reading and Mathematics
HTeMesa**

NWEA Map Assessment Spring Assessment 2021

| Subject | average_percentile |
|---------------|--------------------|
| HTeMesa | |
| Language Arts | 64.4% |
| Mathematics | 46.4% |

MAP Assessments completed in less than half of the 60 minute recommended average time were filtered. Less than five percent of total assessments were removed.

Response from High Tech Elementary Mesa

| Average MAP National Percentile Language Arts and Mathematics HTeMesa | | | |
|---|------------------|--------------------|----|
| NWEA Map Assessment Spring Assessment 2021 | | | |
| Subject | Group | average_percentile | N |
| Language Arts | All Students | 62.8 | 72 |
| Mathematics | All Students | 45.9 | 72 |
| Language Arts | English Learner | 44.0 | 10 |
| Mathematics | English Learner | 36.9 | 10 |
| Language Arts | IEP | 47.2 | 13 |
| Mathematics | IEP | 29.8 | 13 |
| Language Arts | African American | 71.8 | 6 |
| Language Arts | Filipino | 71.8 | 6 |
| Language Arts | Latino | 52.1 | 9 |
| Language Arts | White | 63.0 | 42 |
| Mathematics | African American | 51.2 | 6 |
| Mathematics | Filipino | 64.0 | 6 |
| Mathematics | Latino | 28.6 | 9 |
| Mathematics | White | 45.9 | 42 |
| Language Arts | SED | 56.1 | 20 |
| Mathematics | SED | 37.1 | 20 |

MAP Assessments completed in less than half of the 60 minute recommended average time were filtered. Less than five percent of total assessments were removed. Racial and ethnic groups with less than 5 students were filtered to preserve student privacy

Areas of greatest need: The MAP scores shown above indicate a need to address the areas of reading and mathematics with students at HTeM, with a more significant need in the area of mathematics. Although students received daily mathematics and reading instruction during distance learning, not all students progressed to the degree we would have expected during in-person learning.

Mathematics: In alignment with HTeM's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTeM will continue engaging in several initiatives. These include:

- **Professional Development** focused on the Launch, Explore, Summarize Model: New teachers received CGI training in August 2021 and will receive continuous support during the 2020-21 school year.
- **Curriculum:** Teachers have implemented a more comprehensive scope and sequence including math curriculum (Illustrative Math)
- **Collaborative Planning:** Teachers collaborate each week to plan mathematics instruction with a goal of implementing best practices to meet the needs of diverse learners-
- **Multi-Tiered Systems of Support:** In order to continue to support struggling students, HTeM has created a multi-tiered system of support based on individual learner's academic, social, and behavioral needs. Staff track progress of students in a comprehensive SST process and collaboratively design programs to meet the diverse needs of HTeM students.

Literacy: In alignment with HTeM's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTeM will continue engaging in several initiatives. These include:

- Literacy Coaching and Professional Development - HTeM teachers will continue to receive literacy coaching and professional development from trained staff members.
- Phonics Instruction - All students in grades K-2 will receive Tier 1 FUNdations phonics instruction.
- Interventionists will continue supporting Tier 2 and Tier 3 students with small group/individual reading and literacy support.
- Supports for EL Students - HTeM teachers will continue to receive support and professional development on academic language acquisition and literacy from GLAD (Guided Language Acquisition Instruction) trained staff.

Areas of greatest progress: Students at HTeM maintained high rates of attendance and engagement during distance learning, with a P2 attendance rates of 98%. Teachers and other school-based staff (director, dean, and site manager) proactively connected with families of students who were absent or who had technology challenges during distance learning, supporting students in engaging with distance learning content and

Summary of performance in Element 2 of the petition:

Element 2 of the HTH Statewide Benefit Charter includes the following measurable outcomes for HTH SBC elementary schools:

1. An objective that all HTH SBC students will achieve proficiency or above on their 5th, 8th, and 12th grade transitional presentation of learning that summarizes their learning. *Objective met, as measured by PowerSchool grade reports.*
2. An objective that HTH SBC school students will perform comparable to nearby schools with similar demographics on state level mandated assessments. *N/A due to suspension of required CAASPP administration due to COVID-19 pandemic.*
3. A goal that HTH SBC chronic absenteeism rates will be below state averages. *N/A due to challenges of calculating chronic absenteeism during COVID-19 pandemic distance learning.*
4. An aim that HTH SBC school suspension rates will be below state averages. *N/A due to suspension of California State dashboard data indicators due to COVID-19 pandemic.*
5. An expectation that HTH SBC elementary students will demonstrate progress and achievement in literacy as measured by some form such as Fountas and Pinnell, the Developmental Reading Assessment, or other comparable measures. *Due to the challenges of distance learning during the COVID-19 pandemic, HTH SBC elementary schools did conduct Fountas and Pinnell reading assessments during the 2020-21 school year. Teachers conducted reading level assessments via Raz Kids, an online reading program. During the 2021-22 school year, teachers will conduct Fountas & Pinnell reading assessments three times over the course of the year.*

Summary of progress made in meeting the school's 2020-21 LCP goals, including:

- **Information on the ongoing 2021-22 LCAP process**

- **How the school is addressing learning loss from the prior school year**

LCAP Process: HTH SBC schools engage community members in the LCAP process throughout the school year. The process begins with initial LCAP and Title I meetings in the fall of various stakeholder groups: families, staff, and students. In the spring school leaders and teachers review LCAP goals and progress on those goals.

Addressing Learning Loss: HTH SBC elementary schools are addressing learning loss from the prior school year by assessing student levels early in the school year, i.e. completing Fountas & Pinnell reading assessments by 10/1, completing internal math assessment by 10/1, and completing NWEA MAP assessments in reading and mathematics by 10/15. All students are receiving increased Tier I support, and teachers and support staff will provide additional Tier II and Tier III support based on the needs surfaced in initial assessments.

Inform if IS will be offered in the 2021-22 school year:

HTH SBC schools do not plan to offer an IS option to students during the 2021-22 school year.