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## High Tech High

### Report Prepared for California State Board of Education

In reference: High Tech Elementary Chula Vista

Submission Date: April 26, 2019

### Overview

As requested by the California Department of Education, High Tech High submits the following Summary Report regarding High Tech Elementary Chula Vista (HTeCV) in response to the requested inquiries in support the State Board of Educations' (SBEO) Annual Academic Memo. Specifically, this report address:

A summary of ways in which the school's 19/20 LCAP seeks to improve performance overall, for specific subgroups, and for areas of decline.

HTeCV is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 18-19 school year were growth in student outcomes on the English Language Arts and Mathematics CAASPP. Overall HTeCV ELA CAASPP results increased by 26.3 points and 4.4 points in mathematics. Areas of focus were Mathematics Achievement and Reducing Suspension Rates.

### **Greatest Opportunities for Growth: *Mathematics Achievement, English Language Arts Achievement, and Reducing Suspension Rates***

#### **Mathematics Achievement**

The HTeCV dashboard indicates that math scores continue to improve among all subgroups and HTeCV staff believe that math achievement must continue to improve as our CAASPP results are still below standard by 21.9 points. HTeCV staff is committed to improving mathematics achievement for all students, with a particular focus on English Learners. The HTeCV dashboard indicates that math scores for English Learners have improved but are still below standard by 54.4 points. In alignment with HTeCV's LCAP goal to **Improve Student Centered Instruction** (including instruction in mathematics), HTeCV is engaging in several initiatives. These include:

- Professional Development focused on the Launch, Explore, Summarize Model: Math consultants Dr. Stephanie Smith and Dr. Debra Fuentes have trained HTeCV teachers in the use of the Cognitively Guided Instruction approach to mathematics education. All new teachers will receive CGI training in August and continuous support from our math coach and interventionist throughout the school year.

- Curriculum:  
Teachers have implemented a more comprehensive scope and sequence including math curriculum (TERC and Context For Learning)
- Mathematical Agency Improvement Collaborative (MAIC):  
HTeCV teachers participate in the Mathematical Agency Improvement Collaborative. MAIC has held three professional learning sessions this year in addition to lesson studios happening throughout the year
- Assessment:  
HTeCV is working to improve the assessment process in order to more quickly identify students who may need more support in mathematics.
- Supports for EL Students:  
HTeCV teachers will continue to receive support from the HTeCV EL coordinator in implementing additional strategies to target mathematical growth. HTeCV teachers will also receive training in Project GLAD strategies (a standards-based instructional model). HTeCV believes these strategies and supports will help students have more access to the problem-based focus of CGI instruction. In addition, access to academic vocabulary will enable more students to participate in active and intentional mathematical discourse in the classroom.

### **Suspension Rates**

The LCFF evaluation rubric, while currently green, indicates that HTH SBC schools could improve by reducing the suspension rate for specific subgroups including English Learners, students with disabilities, African American students, and students identifying two or more races. Academic literature raises questions as to the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices at HTH SBC schools. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity. In particular, HTeCV is focused on reducing suspension of English Learners, and Students with Disabilities. Both subgroups of students are indicated as orange on the dashboard. **In alignment with HTeCV's LCAP goal to Nurture a Culture of Belongingness**, HTeCV administration and staff have actively worked during the 2018-2019 school year to reduce the suspension rate for English Learners and Students with Disabilities in the following ways:

- HTeCV has engaged families more in discussion of discipline issues as a means of creating a school/home response
- HTeCV has worked to identify students engaging in behaviors that *could* lead to suspension early, and implementing a coordinated early proactive intervention (mentoring, positive relationship building, consultancies with appropriate staff, etc.)

- HTeCV has engaged in restorative practices whenever possible - either within the classroom as a preventative measure, in lieu of suspension, or upon return from a suspension in order to reintegrate back into the community. HTeCV believes that the successful reintegration of students who have been suspended has been a key factor in reducing the amount of recidivism among suspended students
- Through smaller class sizes, strong relationships between teachers, and students, and strong relationships with families, HTeCV strives to nurture a culture of belongingness for all students

### **English Language Arts Achievement**

For the past three years, HTeCV has focused on improving our literacy instruction. The dashboard currently indicates a level of green for overall English Language Arts achievement. However, on the dashboard, three subgroups are indicated as yellow: English Learners, Hispanic Students, and Socioeconomically Disadvantaged Students. HTeCV is committed to supporting the increased achievement of those subgroups. In alignment with HTeCV's LCAP goal to **Improve Student Centered Instruction** (including instruction in English Language Arts), HTeCV is engaging in several initiatives. These include:

- Curriculum:  
Teachers have implemented a more comprehensive scope and sequence including Teachers College Readers and Writers Workshop
- Professional Development:  
HTeCV teachers are participating in HTH Literacy Collaborative, a network improvement community facilitated by faculty from the HTH GSE and Center for Equity and Innovation
- Coaching:  
HTeCV has added a literacy coach and who provides real-time coaching, models lessons, and consults with teachers to improve literacy instruction.
- Interventions:  
Tier 3 students are receiving additional support from the HTeCV literacy interventionist, including Fountas & Pinnell Leveled Literacy Intervention.