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High Tech High

Report Prepared for California State Board of Education

In reference to: High Tech Middle Chula Vista

Submission Date: April 26, 2019

Overview

As requested by the California Department of Education, High Tech High submits the following Summary Report for High Tech Middle Chula Vista (HTMCV) regarding requested inquiries in support of the State Board of Education's (SBE) Annual Academic Memo (Academic Memo). Specifically, this report addresses:

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

HTMCV 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 CAASPP and on the Mathematics CAASPP. Overall HTMCV ELA CAASPP results increased by 5.6 points and Mathematics CAASPP results increased by 3.9 points over the previous year. Areas of focus for improvement during the 18-19 school year are math achievement for student with disabilities and English Learners and chronic absenteeism.

Greatest Opportunities for Growth: *Mathematics Achievement and Chronic Absenteeism*

Mathematics Achievement

The HTMCV dashboard measure for Mathematics was yellow which was an improvement over the previous year. Two HTeCV subgroups within this category (Students with Disabilities and English Learners Hispanic) fell in the red or orange range. HTMCV recognizes an opportunity to improve in this area and is committed to improving math achievement for all students, with a particular focus on Students with Disabilities and English Learners. In alignment with HTMNC's LCAP goal to **Improve Student-Centered Instruction** (including instruction in mathematics), HTMCV is engaging in several initiatives. These include:

- Lesson Studios:

HTMCV teachers regularly participate in math lesson studios in which they collaboratively observe and debrief a math lesson. This practice allows teachers to support one another in their pedagogical development while building a collegial culture

that support working together to solve shared problems of practice.

- **Mathematical Agency Improvement Collaborative (MAIC):**
HTMCV math 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.
- **Internal benchmark assessment and data reflection (MAP):**
HTMCV continues to use the MAP assessment three times per year to track student growth in numeracy. Teachers review the fall data to plan instruction, and reflect on the mid-year data to determine growth and make instructional decisions for the spring.
- **CAASPP Performance Tasks:**
HTMCV math/science teachers engaged students in a math performance task and provided feedback on work. Teachers will use data gained from these formative assessments to inform instructional steps.
- **Teacher Coaching:**
Veteran math teachers provide support to newer math teachers. All HTMCV math teachers also meet weekly to collaborate both in and across grade levels.

Chronic Absenteeism

The HTMCV dashboard measure for Chronic Absenteeism was orange. Each of the subgroups were consistent with that measurement falling in the orange range. HTMCV recognizes an opportunity to improve in this area. In order for students to feel a sense of belongingness and engagement, they must attend school regularly. For this reason, we have also set a goal to reduce chronic absenteeism at HTMCV. HTMCV has been struck by the research that chronic absences are linked to lower test scores, lower reading proficiency, high HS dropout rates, and lower college persistence. In alignment with HTMCV's LCAP goal to **Increase Support for Struggling Students**, HTMCV is engaging several initiatives this year. These include:

- **Parent Communication:**
HTMCV has started sending monthly letters home to parents of chronically absent students, in which HTMCV informs them of the number of days their child has been absent, as well as the academic impacts of missing school. HTMCV asks families to sign the letter and return it to school.
- **Parent Meetings:**
The HTMCV dean of students has also made it a priority to meet in person with the parents of every chronically absent student. During these meetings, the goal is to understand the reasons why children are missing school, offer any services that HTMCV

may have available (often connecting parents with nearby families for carpooling) and also share research to indicate negative outcomes associated with chronic absenteeism.

- Consistent follow up with continued letters home and emails to families