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High Tech High

Report Prepared for California State Board of Education

In reference to: High Tech High North County

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 High North County (HTHNC) 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.

HTHNC is focused on continuously improving outcomes for students across the California dashboard. Areas of greatest progress during the 18-19 school year were college and career readiness and high graduation rates. Overall HTHNC had an increase of students prepared for college and career based on the CA Dashboard with a rate of 96.6% with an equity report of blue for ALL students. The graduation rate is maintained at 96.6%. Areas of focus during the 18-19 school year were reducing suspension rates and improving student-centered instruction in mathematics.

Greatest Opportunities for Growth: *Suspension Rate and Math Achievement*

Suspension Rate

HTHNC suspension rates decreased from 3.5% in 2017 to 2.3% in 2018, with fewer students being suspended. While the LCFF evaluation rubric- for suspension is currently green,- HTHNC could improve by reducing the suspension rate for socioeconomically disadvantaged students specifically, where the performance level is orange for that subgroup of students. HTHNC improved in all other subgroups.

Academic literature questions the effectiveness of suspensions and affirms the commitment of HTH to rethink and redesign traditional disciplinary practices. HTH aspires to create conditions where the most vulnerable HTH student populations feel a sense of belonging, academic support, and continuity.

In alignment with HTHNC's LCAP goal to Nurture a Culture of Belongingness, HTHNC administration and staff have actively worked during the 2018-2019 school year to reduce the suspension rate for socioeconomically disadvantaged students in the following ways:

- HTHNC has engaged families more in discussion of discipline issues as a means of creating a school/home response
- HTHNC has worked to identify students engaging in behaviors that *could* lead to suspension early, and implementing an early proactive intervention (mentoring, positive relationship building, consultancies with appropriate staff, etc.)
- HTHNC 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. HTHNC 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 advisory groups, smaller class sizes, and a strong value of student voice and choice, HTHNC strives to nurture a culture of belongingness for all students

Math Achievement

HTH math teachers seek to design classrooms that provides access and challenge for all students, encouraging them to grapple, share their thinking and construct knowledge together. The LCFF evaluation rubric for math is currently at yellow. **In alignment with HTHNC's LCAP goal to Improve Student-Centered Instruction** (including instruction in mathematics), HTHNC has increased focus on math instruction by implementing the following structures:

- **Benchmark Assessments:**
Implementation of MAP Assessment in 9th and 10th grades to inform personalized *Math Action Plans*
- **Challenge Options in Mathematics:**
9th and 10th Grade Math has formed a math club where they work on challenging problems
HTHNC is Offering honors math in 11th and 12th Grade
- **Test Preparation:**
HTHNC teachers are Including SAT/ACT warm-up problem sets and problem debriefs in all math classes and SAT Action Plans
- **Test Preparation:**
SAT prep classes for Fall and Spring SAT test (6-7 week long classes)
- **Math Learning Walks:**
HTeNC, HTMNC, and HTHNC teachers and instructional leaders have come together to collaboratively observe math practice across our K12 village. This

effort builds our shared understanding of strong math pedagogy and provides data to refine our plans for professional development and coaching.

- Lesson Studios:
HTHNC 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):
Four of the six math/science teachers at HTMNC 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.
- All students take the PSAT in 9th and 10th grade and the SAT in 11th grade.