



# Annual District Accountability Report

November 2019

## Equity in Education

Educational equity means that each child receives what he or she needs to develop to his or her full academic and social potential.



National Equity Project

*Adopted by MVLA Board of Trustees, November 2019*

The ultimate goal in school improvement is for the people attached to the school to drive its continuous improvement for the sake of their own children and students.

—Dr. Sam Redding

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## Acknowledgments

### Educational Services Team

- Shaunie Beacham
- Grace Icasiano
- Anika Patterson
- Malthi Reddy

### Instructional Support Team

- Tim Farrell
- Paige Price
- Megan Sibley
- Marcey Winawer

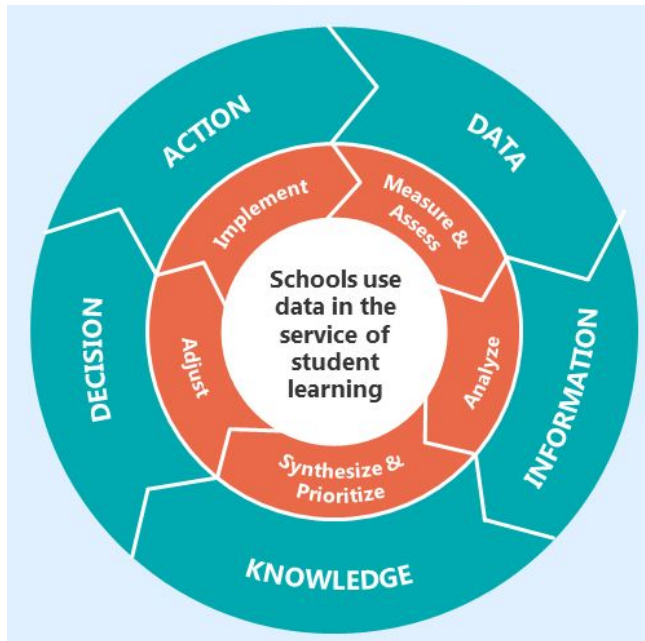
### Site Administrators

### School Leadership Teams

### WASC Coordinators

### Course Team Leaders

*Thank  
you!*



## Central question...

1. How do we measure and monitor the Board/District 6-Year Goals?

**Improve academic achievement of all students at all performance levels by:**

- a. *Aligning curriculum, grading systems and practices*
- b. *Promoting achievement of students in Science, Technology, Engineering and Math*
- c. *Supporting the well-being of students and staff*

# Board Adopted Indicators

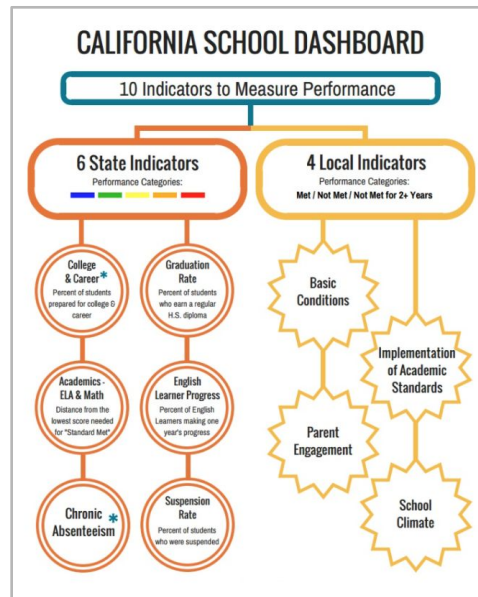
- a-g completion
- Algebra II Completion
- AP Test Results
- Freshman Grades
- AP/Honors Enrollment
- College Acceptance Rates
- College/Career (CA Dashboard)
- Graduation (CA Dashboard)

Disaggregated by:

- Gender
- Ethnicity/Race
- Special Programs
  - EL
  - RFEP
  - SPED (R & S)
  - SED
  - AVID

# State Accountability

- Based on multiple measures
- Focused on outcomes and processes
- Comprehensive
- Gives a Bird's-eye view



# Student Performance Data



## “Success is a series of Small Victories”



- AVID students at both schools reached record numbers for **a-g target** (84% at MVHS and 90% at LAHS)
- 100% of regular education Latino students at MVHS completed **Algebra II with a C or better**
- More 9th grade Students with Disabilities at both sites are earning **higher GPA's**
- MVHS has sustained high numbers of 9th graders earning “no F's” even with increase of 9th grade enrollment
- The number of regular education Latino students taking an **AP class** increased at both sites

- LAHS students exceeded the **AP performance** target with 87% of students scoring a 3 or better
- **Graduation** rates remain strong across all student groups
- MVHS student self-reported that 95% were **accepted by a 4-year university**

<i>Alg II with C or Better</i>	<i>AP Score 3+</i>	<i>1 AP or more</i>
<i>9th with +2.0</i>	<i>9th with no F's</i>	<i>Graduation Rate</i>

# CA Dashboard - State Indicators (Dec 2018)

Suspension Rate

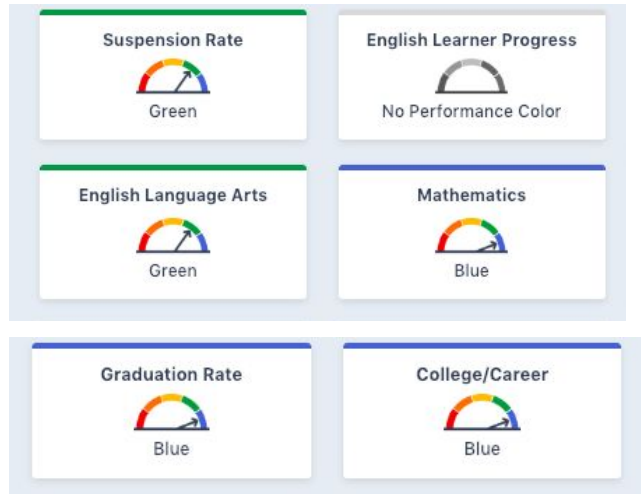
English Learner Progress

*\*First report in Fall 2019*

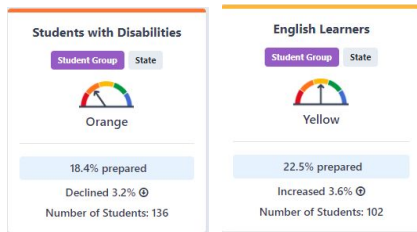
Academic Performance (SBAC)

Graduation Rate

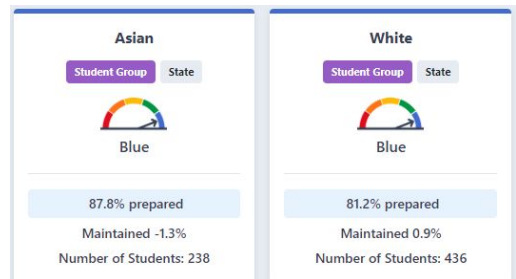
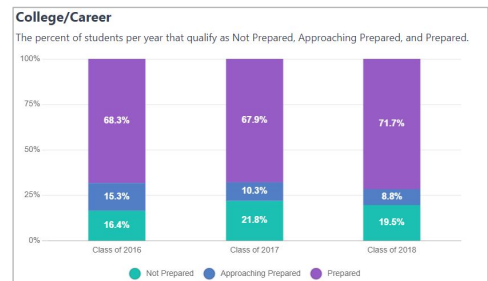
College/Career



# CCI for Fall 2018



**SBAC  
AP  
CTE  
Dual  
Enrollment**



# Focus on Latino Students – *districtwide*

REGULAR ED (not EL, SPED or SED)

## ***Closing the gap!***

**Algebra II completion**

**9th grade GPA 2.0**

**9th grade No Fs**

**AP class 1+**

**Grad Rate**

**SBAC ELA performance**

## ***Areas of improvement:***

- a-g completion
- AP score 3+
- 9th grade GPA 3.0
- SBAC math performance

Latino Sub-Group	MVHS	LAHS
Reg Ed	219	314

# Focus on Latino Students – *districtwide*

EL, SPED or SED

## ***Gains!***

- a-g completion for SED @ MVHS
- Grad rate for SED @ MVHS
- Honors enrollment for SED at LAHS
- AP test scores for EL @ MVHS
- AP enrollment for EL @ MVHS

## ***Areas of improvement:***

- 9th grade GPA
- SPED performance in all indicators

Latino Sub-Groups	MVHS	LAHS
EL	137	53
SPED	97	106
SED	178	213



## ELA

- **Highest** in five years
- Continuously **outperform** county & state in all student groups
- **High gains** for Latino, SED and AVID students

## Math

- Scores are **stagnant**
- Outperform county & state in all student groups, but made **less growth** in comparison
- Strong **correlation** between course completion and performance on SBAC

## Cohort Study

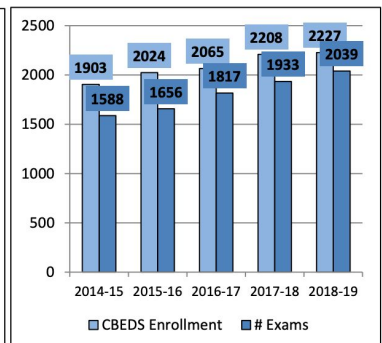
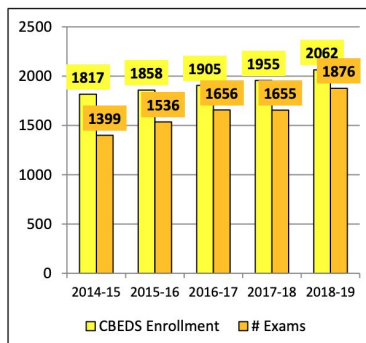
- 8th graders who **“exceeded standard”** in ELA maintained performance in 11th grade
- Overall performance was maintained or **improved in ELA**
- Higher percentages of students remained at lower performance band or **declined in math**



*Even with overall student enrollment growth, AP testers, exams and scores 3+ continue to increase each year.*

	Mountain View High School		Los Altos High School	
	#	%	#	%
Increase in Total School Enrollment	+245	13%	+308	16%
AP Students	112	14%	+315	45%
AP Exams	+477	34%	+451	28%
*AP Students 3 or better	No Change	83%	+1%age pt	85%

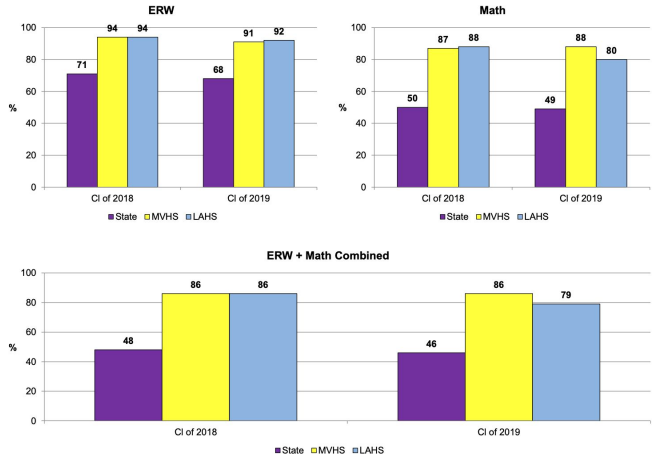
Tracking Enrollment Growth and Increase in Number of AP Exams



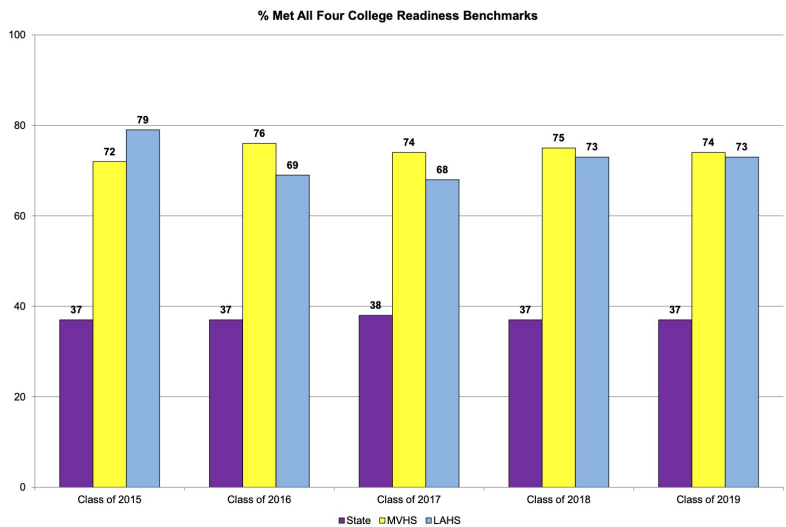




- The number of test takers is constant
- Test takers report that new SAT measures what they are learning in class and questions are similar to SBAC
- Outperform statewide averages



- The number of test takers decreased
- Outperform statewide averages
- Little change in performance



# Maintaining focus...



- ❑ Examine **course selections** by student groups
- ❑ Explore **enrichment opportunities** for first-time Honors or AP class takers
- ❑ Early **monitoring** system for 9th grade students
- ❑ Explore research-based **literacy** programs to support all learners and target critical learners
- ❑ Promote CTE pathways and design courses that are **accessible** to EL and SPED students
- ❑ Continue to emphasize **IAB** in 9th and 10th grade, particularly in classes with a high number of EL and SPED students
- ❑ Support schools with **data** collection and analysis

That's at the core of equity:  
understanding who your kids are  
and how to meet their needs. You  
are still focused on outcomes, but  
the path to get there may not be the  
same for each one.

— *Pedro Noguera* —



- Activated account and find information about students
- Created course team student groups
- Developed a class profile based on student demographics



- Activated account and find information about students
- Created class rosters
- Provided feedback on RFEP students
- Recommended students for reclassification

MVLA  
HIGH SCHOOL DISTRICT

## WASC Six-Year Improvement Cycle



CLOSING THE LOOP - A check for congruence among key documents, plans, practices and beliefs that must be considered as part of the Continuous Improvement Cycle

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# Annual Review

Current Board/District Goals 2017-22

- Improve Academic Achievement of all students at all performance levels.

SPSA Goals

LCAP Goals

Mission

Vision

## Schoolwide Learner Outcomes (SLOs)

SLOs, formerly known as ESLRs, are **descriptors of the skills we want students to have**, and the kind of human beings we want them to be.

SLOs are **STUDENT CENTERED**; they are **global, interdisciplinary, focused on all students**, and **assessable!** *They reflect what students need to know and be able to do to be successful in the 21st Century--in school/university, career and life!*

Example: ***Students will be INNOVATIVE THINKERS, who...***

- Build on the ideas, explanation, and reasons of others
- Summarize, analyze, interpret, and evaluate information
- Define problem and use problem-solving strategies
- Create original work
- Use technology to create products of high quality

# Most Critical Learner Needs

Key Findings from most recent Data Analysis, completed in conjunction with latest Self Study (2019)

Critical Learner Needs are rooted in the findings from careful analysis of student performance data, they **must be specific and expressed as data points.**

## **For Example:**

Latino Students are underrepresented in most AP classes.

- *Caucasian students occupy 38% of all AP seats. 40% of all students are Caucasian*
- *Latino students occupy 11 % of all AP seats. 26% of all students are Latino*

A Critical Learner Need could be to **INCREASE THE NUMBER OF LATINO STUDENTS WHO ENROLL AND SUCCEED IN AP CLASSES**

# Annual Review

**Critical Areas for Follow Up** (From most recent WASC Visit, 2019)

**New Action Plan Goals (2019-25)**

**Once the Action Plan has been fully implemented, what changes are we expecting to see in our data?**

Compare the data that generated Critical Learner Needs before these actions were taken, to what they are at the time when the school undergoes the next Self Study!

Example: *Latino participation in AP increased from 11% of AP seats in 2019 to 20% in 2025*

Questions?

***Thank you!***