

Directors' Report September 12, 2013

ADMINISTRATION

Prop 39/Co-location Update:

Relationship: The positive relationship with Westchester Science Magnets HS continues. Principal Carr and Kristy are planning events to include students from both schools.

Facility: Administration continues to negotiate with the district on the following items: Installation of privacy fencing; running water for hand washing, painting, science experiments, and gardens; yard access from classrooms to blacktop without passing through two locked gates; and private director's office.

Technology: Because we are co-located on this site, we have become part of the district's Common Core Technology Project, Phase 1. This project is designed to provide iPads to all district students as a way of integrating technology into the curriculum per the new Common Core Standards. It is also designed to provide students the technology they will need when the state shifts to the new Smarter Balanced Assessment, a computer-based standardized test. Administration is working with district staff on the logistics of this initiative, and most of our WC teachers have attended iPad training. Deep work with the faculty will continue about how to incorporate this technology meaningfully and mindfully in our students' school experience.

Note: The Board should be aware that administration has not yet received an answer from the district about which assessment our students will use this year, the traditional pencil/paper STAR exam based on CA State Standards or the new, computer-based Smarter Balanced Assessment based on the Common Core Standards. Furthermore, there is pending legislative action regarding statewide testing this year. AB 484 (sponsored by Assembly member Susan Bonilla and Superintendent of Public Instruction Tom Torlakson, and supported by the Governor and State Board of Education) provides a transition to new computer-based assessments that are aligned with the Common Core Standards by suspending the state's current Standardized Testing and Reporting (STAR) program for one year and replacing it with the Measurement of Academic Performance and Progress (MAPP).

Administration will continue to stay informed of the changing state of testing in CA, and will take steps to prepare our students' readiness once the legislative outcome and local policy is clear.

Long Term Site Update:

The Administrative Site Task Force will present a report in closed session due to the nature of property negotiations.

Lunch Program Update:

We are continuing our contract with The LunchMaster hot lunch program. The LunchMaster has reduced the price of daily lunch from \$5.50 to \$5.00 and they are striving towards serving as much organic food as possible, while at the same time sustaining their program. The Free and Reduced participation is increasing, as well as the number of lunches sold. The lunch participation as of 9/11/13 is:

Mar Vista – 55
Westchester - 39
Total – 94

Transitioning to New Assessments and Accountability Systems:

The Directors' have registered to join Deputy Superintendent of Public Instruction Deborah Sigman and staff from the California Department of Education (CDE) in late October to hear the most current information on the new assessments and accountability systems. To date, the CDE has not yet determined which assessment will be administered in the spring of 2014, STAR or Smarter Balanced Assessment based on the Common Core Standards. They plan to make the announcement at the October meetings.

Waldorf Certification:

OCS has reached a significant goal! OCS teachers and the Directors are participating in the Waldorf Certification Hybrid program through Rudolf Steiner College, and two teachers are participating in the WISC Waldorf Teacher Training Program. We applaud this monumental step forward for our school as we move closer to fulfilling our mission and vision. We also congratulate and thank our faculty for their dedication and commitment to Waldorf Education.

2013 STAR ANALYSIS AND ACTION PLAN:

ANALYSIS OF RESULTS:

SCHOOLWIDE-

2012 Base API 875.....2013 Growth API 780 = Drop of 95 points

Every year, administration works with Sue Ingles, parent and statistician, to analyze our school-wide STAR results. The following graphs (attached) represent this school-wide analysis.

- The first two come directly from the CDE's STAR website: 1) English-Language Arts and Mathematics comparing 2003 and 2013 results, and 2) Mathematics and English-Language Arts by year from 2003 to 2013.
- The next 4 graphs represent how OCS subgroups scored on the Math section of the test, comparing 2012 to 2013 results. The subgroups analyzed are those examined by the district annually and during the charter renewal process when our school is evaluated on our progress towards closing the achievement gap. The subgroups are broken down by ethnicity, gender, socio-economic disadvantage, and disability.
- The next 4 graphs represent how OCS subgroups scored on the ELA (English Language Arts) section of the test, comparing 2012 to 2013 results. The subgroups analyzed are those examined by the district annually and during the charter renewal process when our school is evaluated on our progress towards closing the achievement gap. The subgroups are broken down by ethnicity, gender, socio-economic disadvantage, and disability.

BY CLASS AND GRADE LEVEL-

The faculty has had 2 faculty meetings thus far this year. Both of them were spent almost entirely on individual class-based analysis. Teachers used the following chart and questions to guide their analysis.

Teacher _____, Grade _____

| | Total # | Girls | Boys | # with IEP | # without IEP | # of white students | # of non-white students |
|---------------------|---------|-------|------|------------|---------------|---------------------|-------------------------|
| Advanced ELA | | | | | | | |
| Proficient ELA | | | | | | | |
| Basic ELA | | | | | | | |
| Below Basic ELA | | | | | | | |
| Far Below Basic ELA | | | | | | | |
| Advanced Math | | | | | | | |
| Proficient Math | | | | | | | |
| Basic Math | | | | | | | |
| Below Basic | | | | | | | |
| Far Below Basic | | | | | | | |

Personal Reflections on Above Data

ELA Analysis

Now, group your students by proficiency level first in ELA. (You will go through these steps for math next.) Look through the individual student reports backside and try to identify trends.

Which sections did many of your students perform well in?

Why do you think this was the case?

Which sections did many of your students perform poorly in?

Why do you think this was the case?

Based on your observations and reflections, what are some strategies you think you could try in your classroom to support your students?

MATH Analysis

Now, group your students by proficiency level first in Math. Look through the individual student reports backside and try to identify trends.

Which sections did many of your students perform well in?

Why do you think this was the case?

Which sections did many of your students perform poorly in?

Why do you think this was the case?

Based on your observations and reflections, what are some strategies you think you could try in your classroom to support your students?

The findings of the teachers' analysis have been shared with administration and will form the basis of decisions regarding professional development (whole group and for individual teachers), allocation of instructional time, and instructional materials.

POSSIBLE CONTRIBUTING FACTORS FOR DROP:

There are many stories behind the numerical data. The following represents a list of possible factors that contributed to the drop in test scores:

- Inconsistency in Intervention: groups were too large, groups were too diverse, sessions were scheduled at wrong time of day (after school)
- Clarity on what would be tested: state standards, common core, etc.
- Changing student population- new students coming in with lower academic achievement combined with some students with higher academic achievement leaving
- Not enough systematic use of formative assessments
- Greater stress within faculty and students regarding testing due to the testing irregularity the year before and the implementation of proctors in every room- known that a class lost their teacher after STAR testing, sense of "testing police" amongst students, hesitation among some teachers regarding preparing their students just prior to the test based on fears of violating testing protocols
- Class size
- Lack of systematic instruction in certain content areas (varies by teacher)
- Upheaval of campus life due to unusual location of upper grades with lowest grades and middle grades moved to a new, unfamiliar site
- Inadequate oversight of peer work
- Teacher turnover in 7th and 8th grade math
- New teachers and teachers unfamiliar with STAR testing

PLANS TO BETTER SUPPORT STUDENTS- A 3 Tiered Approach

Tier 1: Classroom Based Strategies-

- ✓ instructional strategies
- ✓ use of developmentally appropriate formative assessments, including diagnostic as well as progress monitoring
- ✓ allocation of time
- ✓ materials
- ✓ targeted professional development, especially on differentiation

Tier 2: School-wide Strategies-

- ✓ Intervention (restructured Intervention program to work with students in *smaller groups with specific areas of focus during school hours*)
- ✓ 2-3 Language Arts practice periods per week

Tier 3: Home Support-

- ✓ teacher/parent conferences to guide support and offer strategies
- ✓ SST as follow-up
- ✓ parent education night about effective ways to support your child (rhythm, routine, diet, sleep, language arts practice, math practice, reading, resources, etc.)

Communication with OCS Community: the following is from last week's Friday Folder Memo

As a public charter school, OCS students in grades 2-8th participate every year in standardized testing. The results are used by LAUSD when evaluating our charter. Within our school, the results are one important indicator of our students' learning progress.

All families should have received their child's individual test results a few weeks ago. Just recently, OCS received our school wide score, otherwise known as our API (Academic Performance Index). OCS experienced a significant drop (95 points) in our API score from 2012 to 2013. The faculty and administration are currently analyzing our results to determine how we can better support our students who are still working to achieve at the "proficient" level in all subject areas.

In addition to classroom-based strategies to support struggling students, OCS is implementing Academic Intervention during the school day. At the Mar Vista campus, Mr. Alva, our resource teacher, will be leading the Intervention classes and at the Westchester campus, Mr. Davidson will be leading the Intervention classes. We are confident that with a three-tiered approach- the focus of our faculty on classroom strategies plus Intervention classes during the school day plus family support at home- our students can achieve at higher levels this year. Should you have individual questions about your child's results, please contact your class teacher directly.