

**U.S. Department of Education
RTT-D Annual Performance Report
Executive Summary**

Based on ED 524B OMB No. 1894-0003 Exp. 06/19/2014

Summarize the resources and strategies used in your RTT-D grant and the outputs and short term results. Provide highlights of accomplishments, lessons learned, challenges, the project's goals, and the extent to which the expected outcomes and performance measures were achieved. Describe the LEA's progress in implementing personalized learning environments (Absolute Priority 1 on the application) from the time of the application through June 30, 2014.

New Haven Unified School District (NHUSD) serves nearly 13,000 students in Union City and south Hayward California. The District includes James Logan High School, the largest high school in Northern California, along with seven elementary schools, two middle schools and a continuation/alternative high school as well as an adult school. The District is the founding partner of the Union City Kids' Zone, a consortium of agencies and organizations working together to provide comprehensive services for the District's most vulnerable students and their families.

Resources and Strategies

The District has eight project areas supported by Race to the Top funds - to help students acquire critical literacy and mathematics skills and establish highly effective personalized learning environments for all students. The grant is predicated on the belief that quality instruction is the key to achieving District goals, while surrounding students with a network of supports and services. The grant has allowed New Haven to expand educator professional development and support services for both students and their families, specifically expanding the work of the Kids' Zone.

Accomplishments (Short-Term Results)

In its first year of implementation, there have already been significant improvements.

In the areas of college-career readiness, high school graduation increased from 80% to 85%, with particular gains for African-Americans (19% more seniors graduated), and Hispanic-Latino (7% more seniors graduated) subgroup populations. There were also increases in the percentage of students completing FAFSA forms, completing and passing Advanced Placement Exams, and completing a Career Technical Education (CTE) course. There were other successes in early indicators of college-career readiness - increased passing rates for students enrolled in Algebra courses in grades 7-9, and increases in the percentage of students achieving a 6th grade NWEA ELA score indicating college-career readiness. Overall, the percentage of students who made at least one-year's growth on the English Language Arts NWEA Assessment increased from 29% to 41% and in the Kids' Zone sites there was an even higher growth-rate for students, from 33% to 42%. Over half of all kindergarteners achieved the performance goal on the reading assessment, an increase of more than 10% from the baseline. It should be noted that NWEA for the 2013-14 year was aligned to the Common Core, and teachers had just begun to implement practices associated with these standards.

There were several other indicators of improved school connection and engagement. There was an 82% decline in suspension rate overall and dramatic declines at Kids' Zone sites (from 25 in 2013 to 7 in 2014). On surveys, high school students reported an increase in meaningful connections. The percentage of students attending 95% or more of school days increased and enrollment in transitional kindergarten programs grew from 2012-13 to 2013-14. Students participated in more Kids Zone academic interventions, and more students and families accessed Kids Zone mental health services.

Project Goals and Outputs

Listed below are the key project goals and outputs for each of the areas in the grant. Overall the Scope of Work listed a combined total of over 90 activities, over 650 tasks, 200 deliverables, and 100 milestones to be completed in Year 1, with nearly 80% completed as of June 30, 2014. These are summarized below.

1.Literacy and the Common Core

New Haven's ambitious plan included intensive professional learning in the summer with follow-up site workshops and literacy and mathematics coaches at all sites. Focus groups with teachers indicate high levels of satisfaction with coaching support received. Over 200 K-12 teachers participated in the Summer Seminars in Professional Learning in 2014, 90% rating their professional learning sessions highly.

2.Community Connections

A key deliverable was the introduction of the Academic Parent Teacher Team (APTT) into the district to increase family-school engagement in learning. Focus groups with participating teachers and parents indicated

enthusiasm for APTT, and the program's capacity to improve student achievement. Another key deliverable met has been the implementation of Kids' Zone supports that include quality afterschool programming and mental health systems at high need school sites.

3. Teacher and Administrator Evaluation

Activities included the development of an evaluation pilot group and research into best practices. Focus groups with evaluation pilot group members indicated high levels of enthusiasm - seeing the new system as a means to support and enhance educator growth and effectiveness, along with greater student outcomes.

4. Technology and the Personalization of Learning

Deliverables completed include increased broadband; technology device selection and distribution; and professional learning. May 2014 student data indicates 30% more students report using educational technology in class than the baseline data. Teacher survey data indicates more use of technology for collaboration and personalized learning experiences for students.

5. Grading and Assessment

Deliverables include the development of a taskforce that created new grading policies and a draft K-5 report card, based on research and staff recommendations.

6. College and Career Readiness

Deliverables met include the universal implementation of PSAT at Logan High School, Advanced Placement summer boot-camp courses, and development of Career Technical Education (CTE) courses. In-progress activities are related to data gathering that occurred throughout the summer.

7. Implementation And Evaluation

Deliverables include coaches to support completion of project deliverables, creation of a Guiding Coalition, and use of an external evaluator to provide qualitative and quantitative data, for formative improvements and summative reports of progress.

8. Leadership

These activities include the development of the extensive Scope of Work for all projects, and cohesive policies to support Instructional Leadership Teams at each site and Targeted Leadership Meetings within the district.

Lessons Learned

A key lesson learned was to engage stakeholders throughout the process. Our Task Forces include administrators, teachers, and staff to help support effective implementation of our eight projects. Our Guiding Coalition meetings enabled the varied taskforces to understand the changes and purpose of our various projects. For example, through the engagement of teachers and administrators in the pilot evaluation program, we were able to design a meaningful process that will help identify effective and highly effective teachers.

Challenges

A key challenge this year has been the timing and transition to the Common Core. Without the Smarter Balanced Assessment system in place yet statewide, we do not have the opportunity to collect, analyze or compare our results. We also noted that it was challenging this first year to collect and analyze all of our performance measures. In some cases, our 2014-15 data will need to serve as the baseline for the future of the grant.

Progress in Personalized Learning Environments (Absolute Priority One)

The deliverables met here include increased broadband; technology device selection and distribution; and professional learning on using Google Apps, flipped learning, and project based learning. Across all grade spans, more teachers reported using technology to teach their lessons more frequently. Notably at the high school level, the percent reporting that they never use technology to teach their lessons dropped from 22% to 0. Further, about 40% of teachers at each grade span reported using technology to personalize their students' learning experience on at least a weekly basis --this was a dramatic shift among high school teachers - up from 11% from the baseline. Similarly, more teachers reported using technology to share ideas and lessons with their colleagues more frequently --again, this increase was especially true among high school teachers. Student data confirms the teacher self-report. Across grade spans, student technology engagement and utilization nearly doubled from the baseline report.