

**Overview of RTT-D Strategies** for the District's most vulnerable students and their families. Fifty percent of all students in the District qualify for free or reduced lunch.

This report summarizes the resources, strategies, outputs, short term results, followed by accomplishments, lessons learned, challenges and the degree to which expected outcomes and performance measures were achieved. Progress in implementing personalized learning environment data (Strategy/Project Area 4) is highlighted. In most cases data are summarized based on progress from the baseline, and in some cases compared to Year 1 results. As discussed in detail below, NHUSD has made significant progress related to student outcomes, improving college-career readiness, and implementing personalization of learning strategies; increasing student academic intervention and social-emotional development support systems including family participation in health services; and increased student engagement as evidenced by survey data and declines in student disciplinary infractions.

The eight strategies for NHUSD's RTTD have been identified as projects (P): (P1): The focus of Project 1, Literacy and the Common Core, is to provide staff with professional development and coaching in the Common Core State Standards and Literacy to help students acquire critical literacy and mathematics skills. Additional areas in this project include support for entering kindergarteners as well as support for English Learners. (P2): The focus of Project 2, Community Connections, is to provide wrap-around supports through Kids' Zone and other support systems and address barriers to successful academic outcomes. Strategies for this project include health services and Academic Parent Teacher Teams. (P3): The focus of Project 3, Teacher, Principal and Superintendent Evaluation, is to develop and implement effective teacher and administrator evaluation systems. (P4): The focus of Project 4, Technology and Personalization, is to use technology to establish personalized learning environments. Strategies include increased Broadband, device usage, and professional learning. (P5): The focus of Project 5, Grading and Assessment, is to implement aligned, effective grading systems. (P6): The focus of Project 6, College and Career, is to promote college and career readiness through strategies such as increased PSAT participation, FAFSA support, AP enrollment and Career Technical Education Course enrollment. (P7): The focus of Project 7 is to provide formative and summative evaluation for continuous improvement. Strategies include the use of leadership coaches and an external evaluation team, quarterly reports, data collection and analyses. (P8): The focus of Project 8, Leadership, is to provide centralized leadership to align strategies and resources. Strategies include site Instructional Leadership Team Meetings and district-wide Targeted Leadership Meetings, collaboration, and sustainability efforts.

### **Resources**

New Haven's Race to the Top District resources include an array of professional learning and assessment, technology infrastructure, devices and data systems, and an emphasis on supporting high-need and low-performing schools. Professional learning resources include research-based instruction in literacy, math, project-based learning and technology; educator task forces for the implementation of teacher/administrator evaluations and grading and assessment systems; and data systems including formative and summative NWEA Assessments; and the state SBAC assessments. Technology is an integral resource used at every level – within teacher professional learning and collaboration, within the district's data system *Illuminate*, as a method of communication between families and teachers, and for students to provide personalized learning experience. The grant also applies research-based

methods including a full-service community school model and Academic Parent Teacher Teams, to turn around low-performing schools.

### **Partnerships and Collaboration**

We have established several partnerships and collaboration both internal and external. In terms of stakeholder engagement, we have Instructional Leadership Teams (ILTs), and Targeted Leadership (TL) to support educator leadership and alignment of strategies throughout the District. Additionally, our Guiding Coalition meets quarterly with representatives from each of the Projects. We work together with our Teachers Association and other teachers leaders, as well as administrators on the Evaluation Task Force. A team of teacher leaders, instructional coaches and district and site administrators work on the Grading and Assessment Task Force. Additional partners include Kids' Zone, New Teacher Center, WestEd, Teachers Development Group and the Buck Institute for Education (BIE for Project-Based Learning). All the above organizations are nonprofits. We also have additional external consultant groups that provide services in external evaluation and leadership coaching. We have found all these partnerships valuable in developing our internal capacity and long-term sustainability.

### **Accomplishments and Highlights by Project**

New Haven Unified School District (NHUSD) serves approximately 11,250 students in Union City and south Hayward California. The District includes nearly 600 teachers. New Haven includes James Logan High School, one of the largest high school in Northern California, along with seven elementary schools, two middle schools, an alternative high school, and independent study school, and 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

#### **P1: Literacy and Common Core (includes kindergarten preparation and outcomes)**

The focus of Project 1 is to provide staff with professional development and coaching in the Common Core and Literacy to help students acquire critical literacy and mathematics skills. Over 990 educators engaged in professional learning and follow up coaching. Evaluation of educator feedback on professional learning indicated that over 90% of participants rated the sessions as good or excellent. In 2014-15, the vast majority of students at Kids' Zone schools entered NHUSD with a kindergarten experience (78%). The number of students with a pre-K experience from Kids' Zone schools has been identified as 599 in 2014-15, and 231 students entered without any kindergarten experience. There has been an increase in New Haven transitional kindergarten attendance from 18 (baseline) to 38 (2014-15) at Kids' Zone sites, and the number of low-income students attending transitional kindergarten doubled from 7 to 14. There has been an increase in the percentage of pre K-3<sup>rd</sup> graders meeting 75% of their social-emotional indicators (based on an adaptation of the Desired Results Developmental Profile) result. In 2014-15, there was an increase from 60% to 63% percent of students meeting 75% of social-emotional indicators. Notably, not all teachers used both the pre-post instrument, resulting in a pilot indicator, rather than a full measure of progress for this measure. (Students using this tool were part of a pilot in mindfulness implementation.) There has been an increase in kindergarten students reaching the NWEA cut-point from 40% in 2012-13 to 49% in 2014-15. There has been more significant improvement in kindergarten literacy growth for traditionally underperforming populations (English Learners,

Socio-Economically Disadvantaged and Hispanic-Latino), with each of these populations seeing an increase of 12% to 14% achieving the cut-point.

### **P2: Community Connections: Strengthened Student/Family Supports**

The focus of Project 2, Community Connections, is to provide wrap-around supports through Kids' Zone and other support systems and address barriers to successful academic outcomes. Strategies for this project include health services and Academic Parent Teacher Teams. There has been an increase of more than 20% in the number of Kids Zone elementary school students receiving academic support from 523 in the baseline to 663 in 2014-15. There has been a significant increase in the number of students receiving mental health support from 253 in the baseline to 1486 in 2014-15. There has also been a significant increase in the number of families reporting interaction with partners with Kids Zone partners, from 134 in 2013-2014 to 444 in 2014-2015. Additionally, there has been a significant increase in the number of families that received physical and mental health support from 180 to 539. Data collected on parent participation in Academic Parent Teacher Team (APTT) conferences shows promising results. Attendance in the Fall 2014 event was 847 (up from 434 in 2013), and at 366 in May 2015 (down slightly from 370 in May 2014). Due to prolonged contract negotiations, APTT implementation stalled at three sites and only one site participated throughout the 2014-15 year. Parent survey data collected for the APTT participating school indicated a majority of parents had higher levels of agreement with 10 survey items related to academic involvement of parents in student learning, than all other District elementary schools. In 2015-16, more schools will fully implement APTT.

### **P2: Community Connections: Suspensions reduced and Student Attendance**

The number and percentage of students served by the grant who were suspended (in-school or out-of-school) has been reduced by one-third from 531 (baseline) to 348 (end of year 2), or over 30%. The number of students suspended (out-of-school) for CA Education Code section 48900(k) has decreased 60% from 85 students (baseline) to 33 students (end of year two). Suspensions within Kids Zone (targeted schools) have declined from 55 (baseline) to 19 (end of year two).

The percentage of students attending school 95% of school days has declined from 76.6% (2012-13) to 73.8% in 2014-15. This pattern is the same for Kids Zone schools. The decline is slight. It should be noted that the district has had a 5% increase overall in the percentage of students from socio-economically disadvantaged communities, and these students traditionally have less high-attendance patterns. Attendance will be a focus in the 2015-16 year.

### **P2: Community Connections: Student Engagement Improvements**

Student engagement for grades 4 and 8 overall has remained steady at approximately 60% for 5<sup>th</sup> and 8<sup>th</sup> graders and 10<sup>th</sup> and 12<sup>th</sup> graders, based on self-reported "Opportunities for Meaningful Participation" on the annual Race to the Top Development questions. A pattern of improvement is evident in Kids' Zone Schools from 54% to 59% for grades 5 and 8. The percentage of students in the high schools reporting meaningful participation increased from 46% to 58%. Graduation rates have improved over the baseline from 80% (baseline) to 83% (Year 2), but declined slightly between 2013-14 and 2014-15.

### **P3: Teacher/Principal Evaluation for highly effective teachers, principals and superintendents**

The focus of Project 3, Teacher, Principal and Superintendent Evaluation, is to develop and implement effective teacher and administrator evaluation systems. The District implemented a principal evaluation system and has designed a Teacher/Superintendent evaluation system for implementation in 2014-15. The District used NWEA assessment data along with other indicators in its evaluation system. Based on the data, 85% of students are served by an effective principal; no students are served by an ineffective principal; nor has any principal yet achieved highly effective status. Fifteen percent of principals were defined as “emerging.” Annual evaluations will occur as defined in this report for 2015-16. In addition to evaluation data, indicators of teacher effectiveness included classroom observations by the external evaluation team, 39 teachers from four sites were included in the observation pool. Observation data indicated that in 85% to 97% of classrooms there were partial to strong evidence of teacher use of the following effective practices: Common Core aligned learning objectives; use of Critical Thinking, Creativity, Collaboration, Cultural Competence, and Communication strategies; and use of partner, group learning or other methods to provide opportunities for students to share and process information. Classrooms with teachers who been participants in literacy professional learning activities and Project Based Learning had the highest frequency of use of effective instructional practices.

#### **P4: Technology and Personalization**

The focus of Project 4, Technology and Personalization, is to use technology to establish personalized learning environments. Strategies include increased Broadband, device usage, and professional learning. The District-wide Wi-Fi infrastructure, teacher professional development for technology framework, and tools to engage students in learning have all been put in place. In surveys and focus groups, students and parents report increased use of technology in class and as a tool for learning. Teachers report high satisfaction with professional learning activities focused on technology. Sixty-seven elementary school teachers and coaches across grade spans participated in technology based professional learning in Spring 2015. Over 90% of participants rated the professional learning highly (good to excellent). The learning objectives for these sessions were designed to provide teachers with the capacity to both understand the purpose and practical application use of tools and applications including Nexus 7, Google Classroom, and Google Play Education to personalize learning.

#### **P5: Grading and Assessment**

The focus of Project 5, Grading and Assessment, is to implement aligned effective grading systems. New report cards were created and implemented that provide information to support student progress and growth. Teachers have been active in providing input and refining the design, content, and procedures of the new system and teacher input has been used to refine the system in Year 3. Notably students surveyed report a high perception of “fairness” in grading systems used in the District.

#### **P6: College and Career Readiness**

The focus of Project 6, College and Career Readiness, is to promote college and career readiness through strategies such as increased PSAT participation, FAFSA support, AP enrollment and Career Technical Education Course enrollment. There has been expanded college-career readiness with increased credit recovery options, increased enrollment in AP courses, PSAT completion in-school, increased counseling and support services, and increased

Career Technical Education course enrollment. All 10<sup>th</sup> graders now take the PSAT. Of those completing the PSAT, the rate described as college ready has increased from 22% (baseline) to 30% (2014-15). The percentage of students completing the FAFSA has increased from 58% (baseline) to 62% (2014-15). This rate surpasses the original goal of 38% and most likely represents a high proportion of students of need (the FRL percentage in the district is 50%). The percentage of students completing at least one CTE Course Credit has increased to 31% from a 26% baseline year. In 2014-15, 778 students passed an AP exam, while this is a decrease in the number of students over the prior year; it represents an increase over the baseline, and an increased percentage of overall population completing an AP Course (enrollment declined 20% at Logan between 2013-14 and 2014-15). There was a decline in the percentage from Algebra Completion Rate from 73% baseline to 69%. Within Kids Zone Schools, the rate declined from 69% to 61%.

### **P7: Implementation and Evaluation for Continuous Improvement**

The focus of Project 7 is to provide formative and summative evaluation for continuous improvement. Strategies include the use of leadership coaches and an external evaluation team, quarterly reports, data collection and analyses. The District's Race to the Top sustainability plan is grounded in collaboration, partnership, capacity building, and publicly shared information. Short-term measures include quarterly reports of publicly shared data and information. Data is collected throughout the year from students, parents, and teachers through a combination of surveys and focus groups. There has been increased parent participation over time in annual surveys. Quarterly reports have been distributed on the District Website, in Board Reports, and at meetings. School site participation in teacher and student surveys and survey data has been provided to school teams for use in local control funding formula decision-making.

### **P8: Leadership**

The focus of Project 8 is to provide centralized leadership to align strategies and resources. Strategies include meetings, collaboration, and sustainability efforts. The District has developed a shared vision through multiple measures including site-based Instructional Leadership Teams (ILTs) and Targeted Leadership which meet regularly to review data; Equity Councils that meet regularly at each site; and the use of local-control funding formula to maintain resource allocation. Our methods are designed to sustain the work, support our goals of personalized learning, and provide a continuum of supports for students and families with the highest need.

### **Accomplishments and Highlights Overall**

In our second year of implementation, there have been significant improvements. In particular, the District has been successful in achieving its ambitious goals for expanding college-career readiness, as evidenced by PSAT results, AP completion, and CTE Course completion. Overall, there was an increase in the percentage of students who made at least one-year's growth on the English Language Arts NWEA Assessment (from 29% to 41% to 49%) and an increase in students who are on track-for college readiness based on 6<sup>th</sup> grade English Language Arts (56% up from 55% in Year 1 and 50% in the baseline) We have an even higher growth-rate for students at Kids' Zone sites (from 33% to 42% to 45%). It should be noted that the NWEA for the 2014-15 year is 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, such as a decline in suspension rate and

discipline overall and at Kids' Zone sites. Participation in Kids' Zone academic interventions and health services have grown exponentially.

### **Lessons Learned**

One lesson learned has been the need to maintain consistent messaging by engaging all stakeholders. This is done at Instructional Leadership Team Meetings, task force meetings and professional learning activities. Teachers, administrators, and district leadership meet regularly during Guiding Coalition Meetings. The Guiding Coalition (which is now aligned to the Local Control Funding program) meets regularly to share information across sites and projects. Another key learning has been the need to integrate professional learning in technology into math, reading and other content areas. As we move forward, our focus will be on expanded integration of technology in our professional learning content areas, so that technology is integrated seamlessly into our pedagogy and delivery of instruction, rather than as an add-on element. Another lesson learned has been to allow staff time for deeper understanding of the new initiatives, rather than to try to make multiple changes at once. Feedback from teachers indicated that they needed to focus attention on one area of professional development at a time, and therefore the pacing of professional learning for elementary teachers, needed to be phased in.

### **Performance Measures and Outcomes Achieved**

Our District focused its attention on continuous improvement using indicators and short-term results. Our data-goals set during grant development have not been aligned to changes in demographics and Common Core assessments or instruments. In some cases, our original goals were far exceeded, and others have not yet been met, because we could not predict how our students would perform on the Smarter Balanced Assessments. In several areas related to College-Career Readiness we demonstrated continuous improvement, but we have declined in Algebra performance, a key gatekeeper to successful college preparation. Our suspension and disciplinary data shows improvements and surveys indicate high student perception of meaningful participation in school, and we have a slight decline in the percentage of students meeting our attendance goals, and in particular, at our Kids Zone schools. Our graduation rate has not improved over the prior year, and while we would not expect that our 16 month college enrollment would yet be impacted by our grant, we have not seen progress in this area as of this date.

### **Challenges**

Within 2014-15, the key challenge has been the prolonged teacher contract negotiations. While this delayed implementation of the teacher evaluation system, we went forward with our principal evaluation system and worked on refinement of both the superintendent and the teacher evaluation system. A continuous challenge, and one faced by the entire state of California, has been identifying the need and supports necessary for all students to prepare and be successful in learning the Common Core. The concern, in particular, is for our English learners, within our District and across the state, who underperformed on the Smarter Balanced Assessment exams in comparison to the previous assessment system, the California Standards Test. Another challenge has been in administering social-emotional development assessments for all students at the kindergarten level. While there has been enthusiasm for supporting student growth in these areas, it has been difficult to get schools and teachers to agree to collect and implement the data.

### **Progress in Personalized and Student-Centered Learning Environments (Absolute Priority One)**

Within our professional learning, teachers have received training and support for creating more personalized and student-centered learning environments. These include the use of technology, as well as strategies that support student-to-student collaboration, communication, and critical thinking. Within Project 1, professional development in Math and Literacy focused on student structured talk, using evidence to support thinking, and student-centered (as opposed to teacher-driven) classrooms. Structured classroom observations during walk-throughs included data that demonstrated increased levels of student discourse in alignment with the professional development. Within Project 4, the deliverables met here include increased broadband; technology device selection and distribution; and professional learning. Across all grade spans, more students described teachers using technology to teach their lessons more frequently; and within professional development more teachers describe use of technology as part of their professional learning in all content areas. The development of teacher-personalization model for technology has enabled increased collaboration between students within classrooms and across classrooms. Surveys demonstrate that across grade spans, student technology engagement and utilization nearly doubled from the baseline data. External observation data showed evidence that professional learning increased used of personalization strategies, in particular project-based-learning (PBL). Of classrooms with teachers who had participated in PBL professional learning, 100% of teachers and students showed some-to strong evidence of effective practices in two categories related to personalization of learning based on student voice, choice, skills, and interests. This rate is more than double that of non-PBL classrooms observed.

### **Conclusion**

Our District has made considerable progress in both implementation of all project areas of the grant and in student and teacher outcomes. We have met nearly all deliverables and achieved many of our goals set. While we still have progress to make in addressing the achievement gap, we have made many improvements over the baseline, in areas such as declines in student discipline referrals, gains in identification of students as “college ready” by the College Board, increased FAFSA completion, and improvements in year-to-year growth in literacy scores based on NWEA. Our systems for evaluation are now in place, and with the contract negotiations settled, we are looking forward to full implementation of all our activities in Year 3.