



# **NEW HAVEN UNIFIED SCHOOL DISTRICT**

## **RACE TO THE TOP EXTERNAL EVALUATION REPORT NOVEMBER 2014 ANNUAL PERFORMANCE REVIEW SUMMARY**

Nada Djordjevich, Ed.M.

Mikaela Rabinowitz, Ph.D.

Gia Rauenhorst, M.Ed.

Linda Hua, Ph.D.

Elena Reyes



## INTRODUCTION

In 2013, New Haven Unified School District (NHUSD) was awarded a Race to the Top Grant designed to improve successful outcomes for its nearly 13,000 students. The grant supports programs at James Logan High School, the seven elementary schools, the two middle schools, and the continuation high school, adult school and the Decoto School for Independent Study. A cornerstone of the grant is 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.

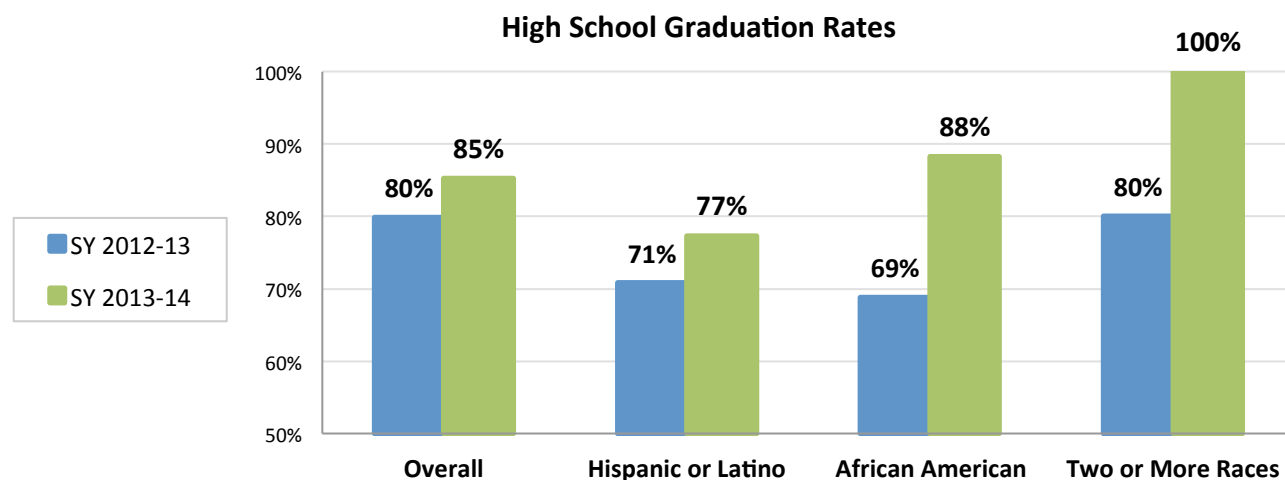
## YEAR 1 ACCOMPLISHMENTS

The District is required to submit an Annual Performance Review (APR) to the United States Department of Education indicating baseline data and growth in many indicators of the grant. Below are data highlights from the 2013- 2014 school year grouped by three areas: College and Career Readiness, the Common Core, and School Climate and Engagement. Data is presented overall and for significant subgroup populations by grade span when available.

### I. College and Career Readiness

#### High School Graduation Rates Increased

Overall NHUSD high school graduation rates increased with particular gains for African-Americans and Hispanic-Latino subgroup populations (\*This data still is pending final state confirmation).



#### Student Engagement In College And Career Planning Increased

There were increases in the percentage of students completing college financial aid forms (FAFSA) and completing and passing an Advanced Placement Exam.

##### Students Completing FAFSA Forms

58% of students  
2012-13

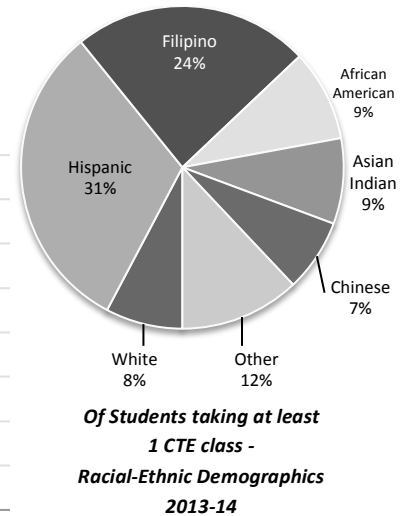
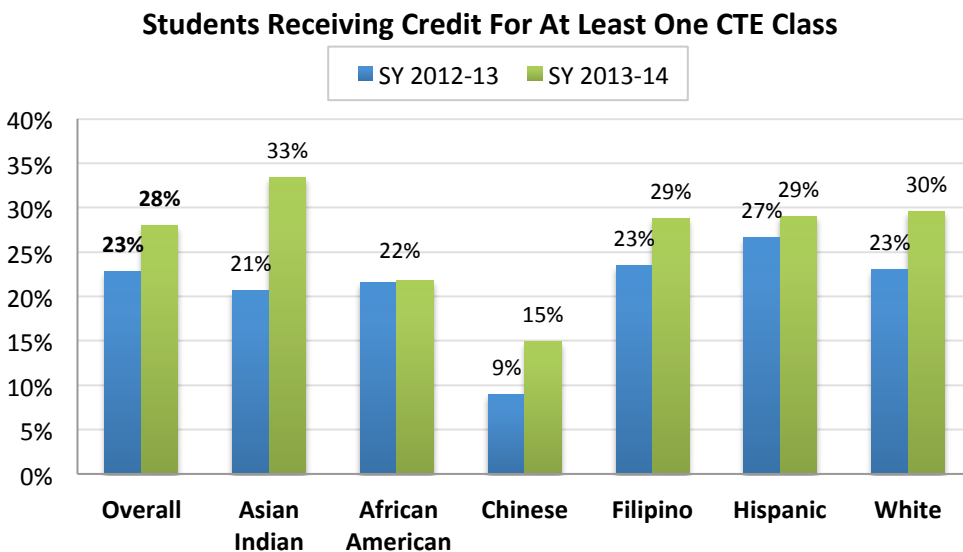
61% of students  
2013-14

##### Students Passing an AP Test

808 students  
2012-13

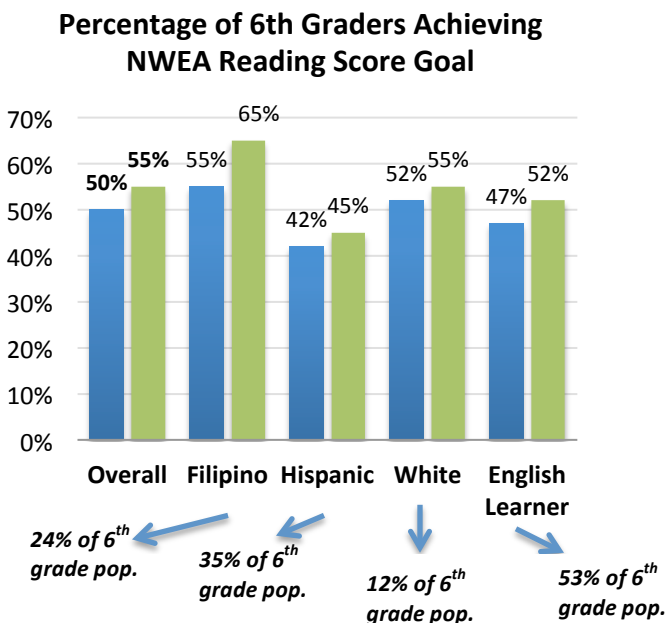
860 students  
2013-14

In 2013-14, there were also improvements in the number and percentage of high school students receiving credit for at least one Career Technical Education (CTE) class.



### College And Career Early Readiness Indicators

There were improvements in early college-career readiness indicators in both Math and English for 6<sup>th</sup> through 9<sup>th</sup> grade students. These include increased passing rates for students enrolled in Algebra courses in grades 7-9, and increases in the percentage of students achieving proficiency on the 6<sup>th</sup> grade English Language Arts exam (NWEA ELA).



### 7<sup>th</sup> – 9<sup>th</sup> Grade Students Passing Algebra

- Overall there was a 5% growth in 7<sup>th</sup> – 9<sup>th</sup> grade students passing Algebra to a total of 78% in 2013-14.
- African American students made the biggest gains with 12% more students passing in 2013-14 followed by Hispanic students who improved 9%.

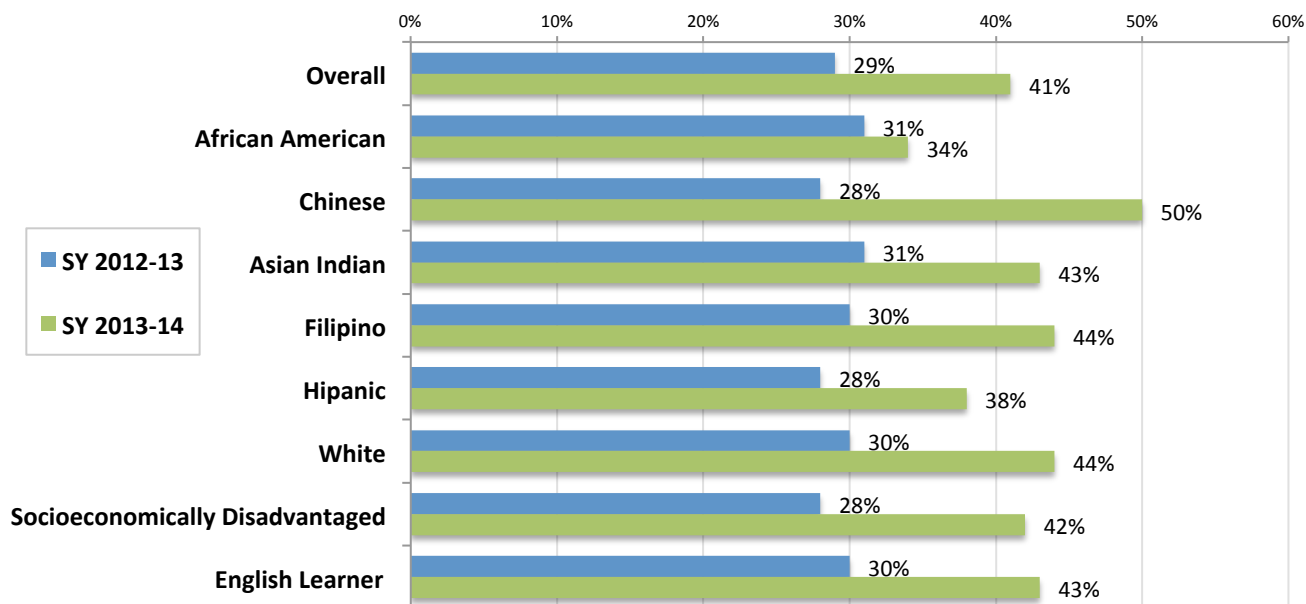
*\*Year 2 Preview: In October 2014, Alvarado Middle School piloted project-based learning program for students based on “How does one determine which college/vocational/tech school to go to?” The culminating event included an Exhibition Night, had nearly 500 parents, family, friends, and community members attending. This activity was designed to build both project-based learning skills and college-career awareness*

## II. Common Core

### English Language Arts NWEA Results Improved

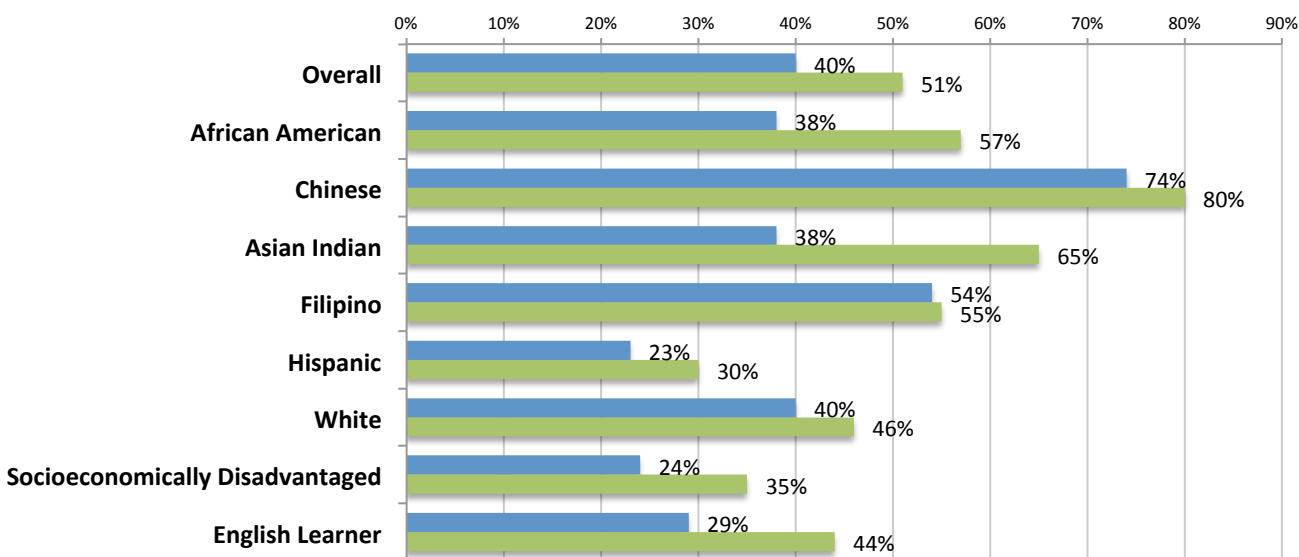
There was a 12% increase in the overall percentage of all NHUSD students making at least one-year's growth on the English Language Arts NWEA Assessment, from 29% to 41%. It should be noted that the testing changed from California standards to Common Core. Every subgroup made gains in 2013-14.

**Percentage of Students Making At Least 1 Year's Growth on NWEA ELA Test**



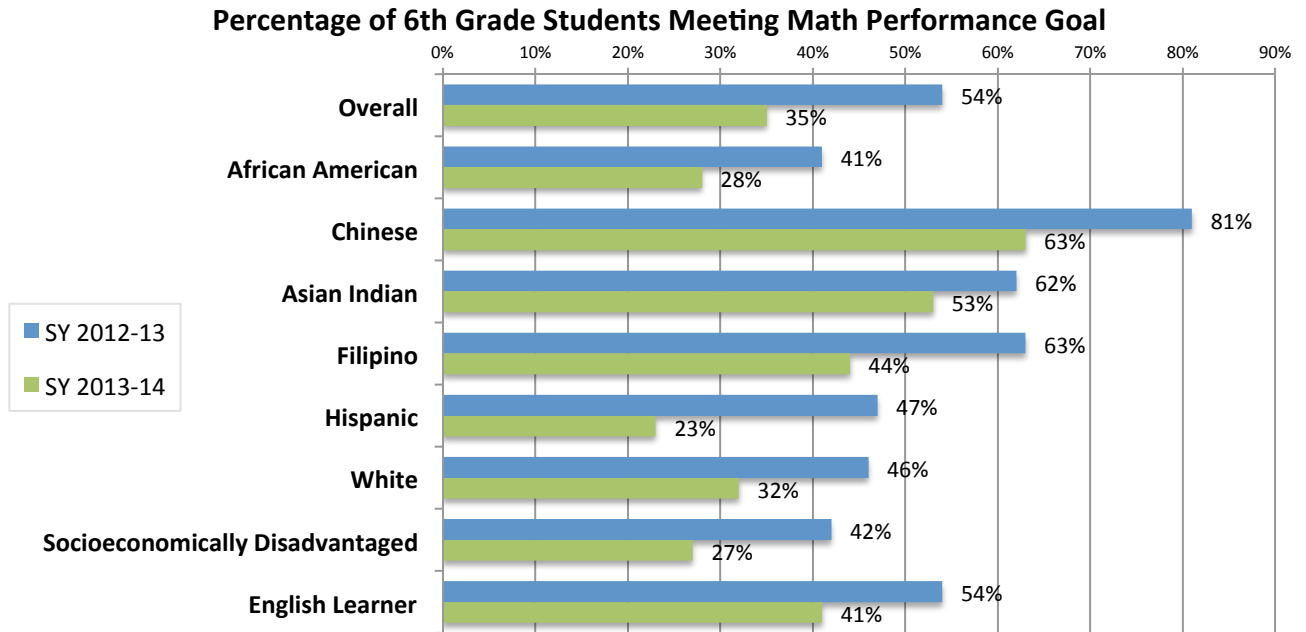
Over half of all kindergarteners achieved the performance goal on the reading assessment, an increase of more than 10% from the baseline year and every subgroup made progress.

**Percentage of Kindergarteners Meeting Reading Assessment Performance Goal**



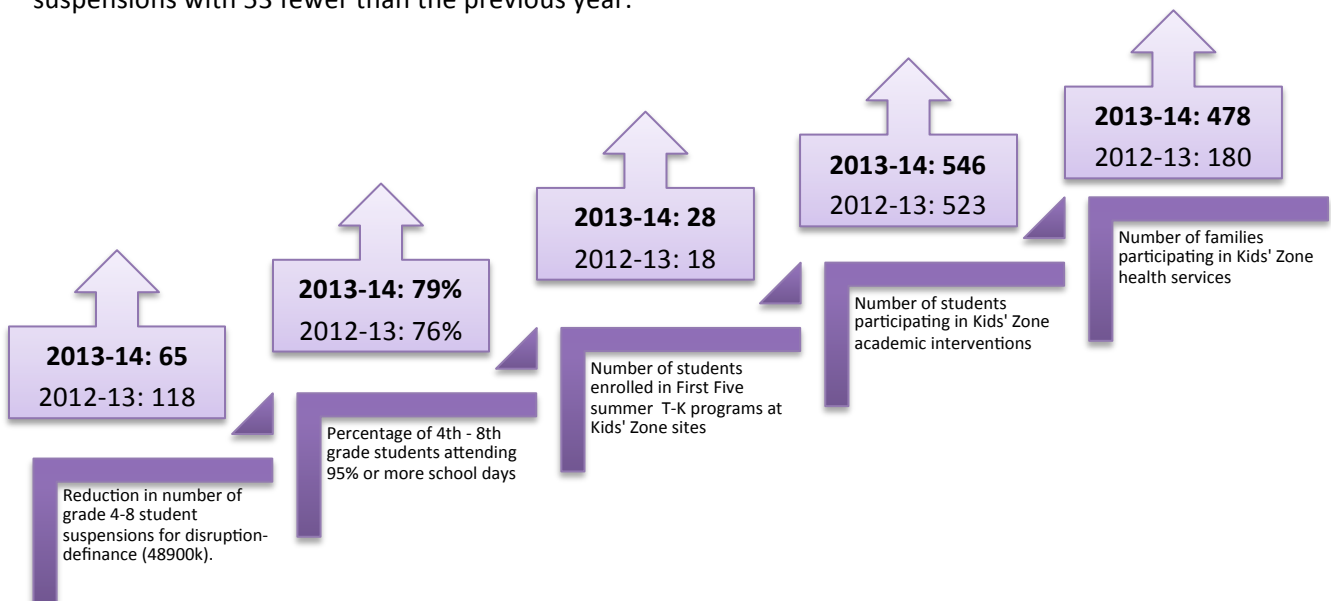
### Mathematics Results Mixed During Common Core Transition Year

For the APR, math performance data was collected for Algebra courses (see p. 3 for percent passing results) and on the 6<sup>th</sup> grade NWEA math assessment. There was a decline from the previous year in the number of 6th graders meeting the performance goal on the math assessment.



### III. School Climate and Engagement

NHUSD made gains in numerous measures of school connectedness and engagement in Year One. From 2012-13 to 2013-14, there were increases in percentages of students attending 95% or more of school days at Kids’ Zone sites; enrollment in transitional kindergarten programs; and students participating in Kids’ Zone academic interventions and health services. There also was a reduction of student suspensions with 53 fewer than the previous year.



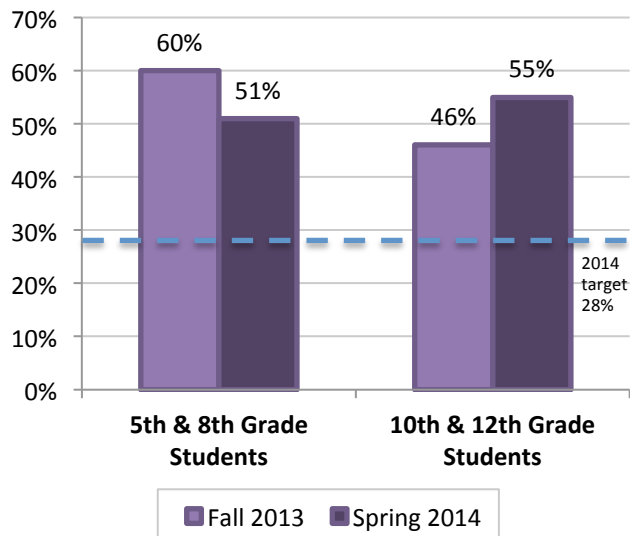
Students were surveyed in fall and spring to identify their perception of meaningful participation in school. The target goal, based on past California Healthy Kids survey results, was 28% overall. All grade spans exceeded the target in both fall and spring 2013-14 with a slight decline in 5<sup>th</sup> and 8<sup>th</sup> graders' perceptions over the year and an increase in high school students' perceptions.

### What is a Meaningful Connection at School?

Annual surveys are implemented to students, asking for their level of agreement with these statements:

1. I share ideas during class discussions.
2. I have the opportunity to be creative at school.
3. There is an adult at school I can talk to about academic problems.
4. There is an adult at school who believes I will be a success.
5. What we learn in school seems meaningful.

### Percentage of Students Reporting Meaningful Connections at School



## CONCLUSION AND NEXT STEPS

Results from the first year of implementation are quite promising overall. Indicators of improvements in student readiness and preparation for college-career include increases in Algebra course success, Advanced Placement passing rates, and Career Technical Education course completion. In the areas related to Common Core transition and implementation, students showed increases in English Language Arts performance overall, and for kindergarteners based on the NWEA Common Core aligned assessment. There was a decline in 6th grade performance on the Math NWEA, and this may be due in part to the challenges in preparing students for the new Common Core items in this transition year. There have been significant increases in many factors related to student engagement including improved attendance, increases in student participation in Kids' Zone academic interventions and health services, and reductions in student suspensions. The District exceeded its goal for student perception of meaningful participation (goal: 28%, 2013-14 results exceeded 50%), but there is still room for continued growth.

For the 2014-15 year, the District will continue to collect data on these indicators. Data will include more specificity by subgroup and grade span. The district expects to see improvements in Math performance overall and for sixth grade as teachers more systematically use the Math Studio techniques and teach the Common Core. Additional indicators of progress will include data collected on the Academic Parent Teacher Team participation from each school site.