

# LCAP METRICS REVIEW

Prepared for Moreno Valley Unified School District

February 2018



In the following report, Hanover Research presents data to assess Moreno Valley Unified School District's progress toward its Local Control and Accountability Plan goals for the 2016-17 academic year.

# TABLE OF CONTENTS

<b>Executive Summary.....</b>	<b>3</b>
INTRODUCTION .....	3
KEY FINDINGS.....	3
<b>Section I: Student Achievement.....</b>	<b>6</b>
SBAC PROFICIENCY .....	6
ELA Proficiency.....	7
Math Proficiency.....	10
ENGLISH LEARNER RECLASSIFICATION .....	13
<b>Section II: College and Career Readiness .....</b>	<b>14</b>
GRADUATION RATE .....	15
A-G COMPLETION.....	16
AP PASSAGE RATE .....	18
EARLY ASSESSMENT PROGRAM (EAP).....	19
CTE ENROLLMENT .....	21
HIGH SCHOOL DROPOUT RATES .....	22
<b>Section III: Learning Environment .....</b>	<b>24</b>
DISCIPLINE.....	24
ATTENDANCE .....	26
<b>Section IV: Parent and Community Support .....</b>	<b>27</b>
PARENT ENGAGEMENT ACTIVITIES .....	27

# EXECUTIVE SUMMARY

## INTRODUCTION

In this report, Hanover Research (Hanover) presents an analysis of Moreno Valley Unified School District's (MVUSD) progress toward achieving its Local Control and Accountability Plan (LCAP) goals for the 2016-17 school year. Using data from internal files provided by MVUSD, as well as from databases maintained by the California Department of Education (CDE), this report analyzes trends over time in outcomes associated with MVUSD's four LCAP goals:<sup>1</sup>

- **Section I: Student Achievement**
- **Section II: College and Career Readiness**
- **Section III: Learning Environment**
- **Section IV: Parent and Community Support**

## KEY FINDINGS

- **Overall, MVUSD achieved, or is on track to achieve, most of its goals within the College and Career Readiness domain.** Specifically, MVUSD is on track to achieve its 2016-17 targets of 90 percent graduation rate, 37 percent A-G completion rate among its four main high schools, 16 percent of Early Assessment Program students exceeding standards on the SBAC English Language Arts and Literacy assessment, and under 9 percent dropout rate. Note, however, that MVUSD is *not on track* to achieve its target of 40 percent AP passage rate, or 9 percent of Early Assessment Program students exceeding standards on the SBAC Math assessment.
  - **Achieved or On-Track**
    - **Graduation rate:** Between 2014-15 and 2015-16, the graduation rate increased from 86 percent to 88 percent; if MVUSD continues this trend in 2016-17, it will likely meet its 90 percent graduation rate target. Note, however, that specific subgroups may still fall short of the target, as only 84 percent of African American students, 74 percent of English Learners, and 69 percent of special education students graduated in 2015-16.
    - **A-G Completion rate:** Although MVUSD has a district A-G completion rate of only 30 percent in 2015-16, among the four high schools the completion rate is 35 percent, which is approaching the 2016-17 target of 37 percent. Specific student subgroups do not appear to be on track, however, with only 23 percent of African American students (five percentage points below target) and 3 percent of English Learners (32 percentage points below target) completing A-G requirements in 2015-16.
    - **Early Assessment Program SBAC English Language Arts and Literacy:** The proportion of Grade 11 students exceeding standards increased by one

---

<sup>1</sup> "Moreno Valley Unified School District: Local Control Accountability Plan."  
<http://www.rcoe.us/content/uploads/2014/08/Moreno-Valley-USD-LCAP-Approved-Plan-Final.pdf>

percentage point from 2015-16 (15 percent) to 2016-17 (16 percent), which is four percentage points *above* the target of 12 percent.

- **Dropout rate:** Between 2014-15 and 2016-17, the dropout rate decreased from 8 percent to 7 percent, with both years falling *below* the 9 percent target rate. Similarly, specific student subgroups are also below their own 2016-17 targets; the dropout rate is 9 percent among African American students (more than one percentage point below target), under 15 percent among English Learners (nearly four percentage points below target), and 12 percent among special education students (three percentage points below target).
- **Not On-Track**
  - **Early Assessment Program SBAC Math:** The proportion of Grade 11 students exceeding standards remained at 4 percent in both 2015-16 and 2016-17, falling five percentage points below the target of 9 percent.
  - **AP Passage rate:** In 2016-17, 15 percent of MVUSD students participated in at least one AP exam, with 29 percent of participating students passing at least one AP exam. This passage rate is 11 percentage points *below* the 40 percent passage rate target.
- **MVUSD's progress toward 2016-17 Student Achievement goals is mixed.** In 2016-17, MVUSD is four percentage points *below* its target of 34 percent of students meeting or exceeding grade level standards in English Language Arts and Literacy, and one percentage point *below* its target of 22 percent of students meeting or exceeding grade level standards in Math, but one percentage point *above* its goal of a 15 percent English Learner reclassification rate.
  - **SBAC English Language Arts and Literacy:** Overall, the proportion of students meeting or exceeding standards decreased by one percentage point from 2015-16 (31 percent) to 2016-17 (30 percent). The proportion of economically disadvantaged students meeting or exceeding the standard also decreased by one percentage point (to 27 percent in 2016-17), whereas the proportion of English Learners meeting or exceeding the standard *increased* by one percentage point (to 5 percent in 2016-17); however, neither subgroup met the 2016-17 target.
  - **SBAC Math:** Overall, the proportion of students meeting or exceeding standards in Math increased by three percentage points from 2015-16 (18 percent) to 2016-17 (21 percent). Similarly, the proportion of economically disadvantage students meeting or exceeding the standards increased three percentage points and the proportion of English Learners increased two percentage points (to 18 percent and 6 percent, respectively, in 2106-17); however, neither subgroup met the 2016-17 target.
  - **English Learner Reclassification:** In 2016-17, 16 percent of English Learners were re-designated FEP, which is one percentage point *above* the goal of 15 percent.

- **MVUSD has not yet met many of the 2016-17 goals within the Learning Environment domain.** Although, MVUSD met its target of a 95 percent overall attendance rate, the District was eight percentage points above target for chronic absenteeism, and one percentage point above target for suspension rates.
  - **Discipline:** MVUSD's suspension rate has remained at 6 percent from 2014-15 to 2016-17 – one percentage point above its target of 5 percent or less. Similarly, the suspension rate among African American students remained at 13 percent – seven percentage points above target.
  - **Attendance:** In 2016-17, MVUSD had an attendance rate of 95 percent, but a chronic absenteeism rate of 16 percent (eight percentage points above target). Chronic absenteeism among African American and foster youth students was substantively higher at 24 percent.

## SECTION I: STUDENT ACHIEVEMENT

MVUSD’s first LCAP goal addresses student achievement – i.e., all students will be proficient in literacy, numeracy, critical thinking, and technology skills. This goal is measured by the following metrics: 1) student proficiency on assessments by the Smarter Balanced Assessment Consortium (SBAC); 2) reclassification of English Learners (EL) as proficient in English and percent of ELs attaining English proficiency; 3) teacher training in CCS; and 4) student access to instructional materials. These metrics are described in Figure 1.1. Note that Hanover is unable to assess all metrics due to data limitations; we indicate the metrics we are able to include in the “Analyzed” column.

**Figure 1.1: Goal 1 Metrics**

GOALS AND OBJECTIVES	METRIC	YEAR	ANALYZED
<b>Goal 1: All students are proficient in literacy, numeracy, critical thinking, and technology skills.</b>			
<b>Increase ELA and Math proficiency rates by 5 percent</b>	Meets/exceeds standards in ELA SBAC/CAASPP	2015-16 and 2016-17	Yes
	Meets/exceeds standards in Math SBAC/CAASPP	2015-16 and 2016-17	Yes
<b>Increase reclassification rate</b>	English Learner reclassification rate	2016-17	Yes
<b>Increase the percentage of English Learners attaining English Proficiency as measured by CELDT.</b>	% of EL students making progress towards attaining English proficiency (AMAO 1)	2016-17	Yes
<b>Ensure all teachers are trained and implementing CCS</b>	% of teachers trained and implementing CA state standards, as measured in principal walkthrough logs	N/A	No
<b>Ensure students have access to standards aligned instructional materials as measured by the Williams Report</b>	Student access to standards-aligned instructional materials as measured by Williams Report	N/A	No

### SBAC PROFICIENCY

The Smarter Balanced Assessment System assesses students in Grades 3-8 and Grade 11 based on Common Core State Standards for English Language Arts and Literacy (ELA) and Mathematics.<sup>2</sup>

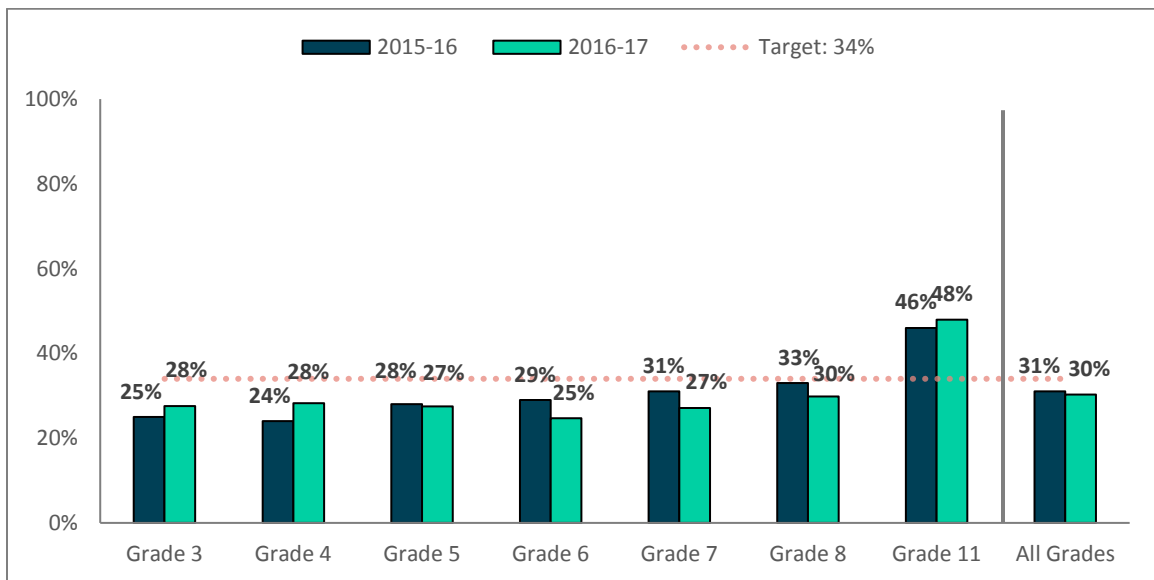
<sup>2</sup> “Smarter Balanced Assessment System.” California Department of Education. <http://www.cde.ca.gov/ta/tg/sa>

## ELA PROFICIENCY

In 2016-17, 30 percent of all students met or exceeded SBAC ELA standards, a one percentage point decrease from 2015-16 (Figure 1.2). This decrease is associated with a decrease in the percentage of students who met standards and a slight increase in the percentage of students who exceeded standards. Similar trends are evident by grade level, with four grades (Grades 5-8) showing declines of one percentage point to four percentage points and three grades (Grades 3-4 and 11) showing improvements of two percentage points to four percentage points.

Despite declines, overall MVUSD is one percentage point above the baseline (29 percent) for Goal 1, but still four percentage points from the 2016-17 target of 34 percent.

**Figure 1.2: Comparison of 2015-16 and 2016-17 SBAC ELA Proficiency – Percentage of All Students Meeting or Exceeding Standards, by Grade<sup>3</sup>**



GRADE LEVEL	MET		EXCEEDED		MET OR EXCEEDED	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	16%	17%	9%	11%	25%	28%
Grade 4	16%	18%	9%	11%	24%	28%
Grade 5	22%	20%	7%	7%	28%	27%
Grade 6	23%	19%	6%	6%	29%	25%
Grade 7	24%	22%	7%	5%	31%	27%
Grade 8	27%	24%	5%	5%	33%	30%
Grade 11	31%	32%	15%	16%	46%	48%
<b>All Grades</b>	<b>23%</b>	<b>22%</b>	<b>8%</b>	<b>9%</b>	<b>31%</b>	<b>30%</b>

Note: Cells highlighted in green indicate better performance in 2016-17; cells in red highlight worse performance in 2016-17.

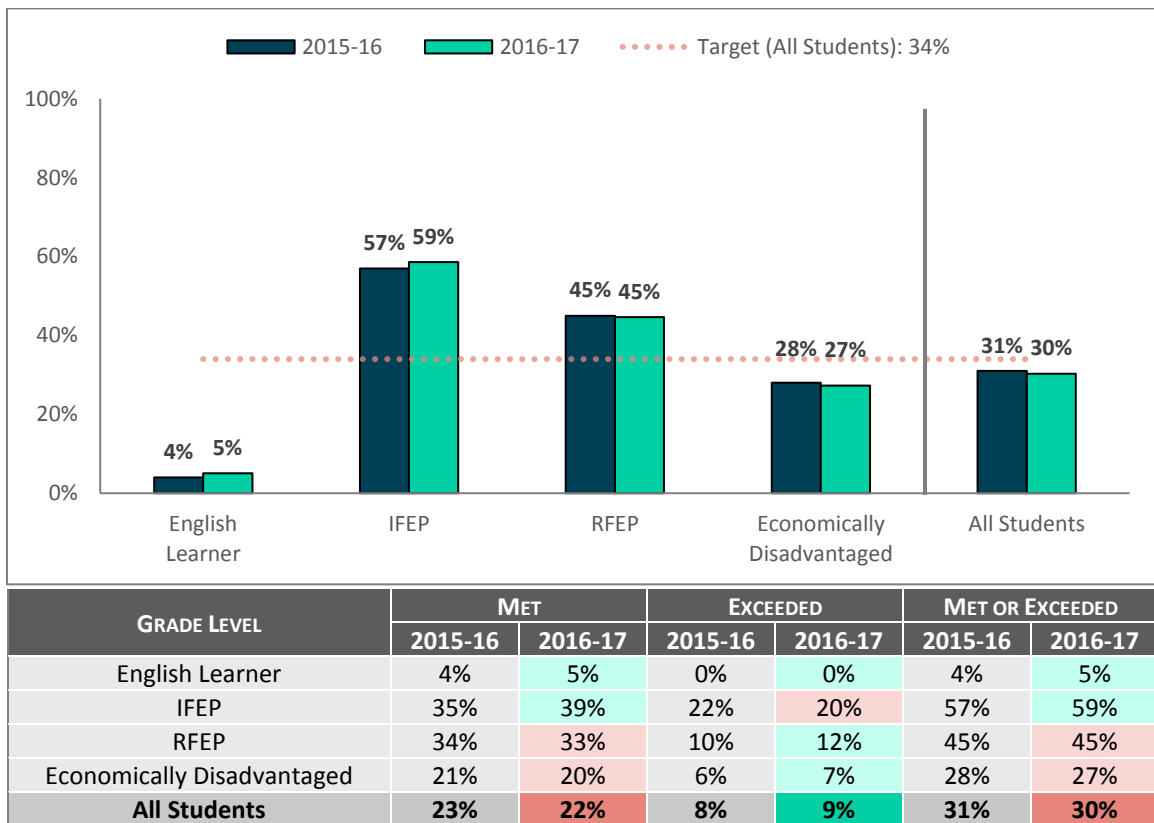
<sup>3</sup> “Test Results for English Language Arts and Literacy and Mathematics.” California Assessment of Student Performance and Progress. California Department of Education. <https://caaspp.cde.ca.gov/sb2017/ResearchFileList?ps=true&lstTestType=B&lstCounty=00&lstCntyNam=Select%20County...&lstTestYear=2017>

*BY SUBGROUP*

From 2015-16 to 2016-17, ELA proficiency increased among English Learners and Initially-Fluent English Proficient (IFEP) students, remained approximately the same among Reclassified-Fluent English Proficient (RFEP) students, and decreased slightly among economically disadvantaged students (Figure 1.3). However, neither the English Learner subgroup nor the economically disadvantaged student subgroup achieved the target of 34 percent proficient set for all students.

Figures 1.4 and 1.5 show ELA proficiency in 2015-16 and 2016-17 among English Learners and economically disadvantaged students at each grade level. English Learners show improvements in Grades 3-5, but slight declines in Grades 6-8 and 11; similarly, economically disadvantaged students show no change or improvements in in Grades 3-5 and 11, but declines in Grades 6-8.

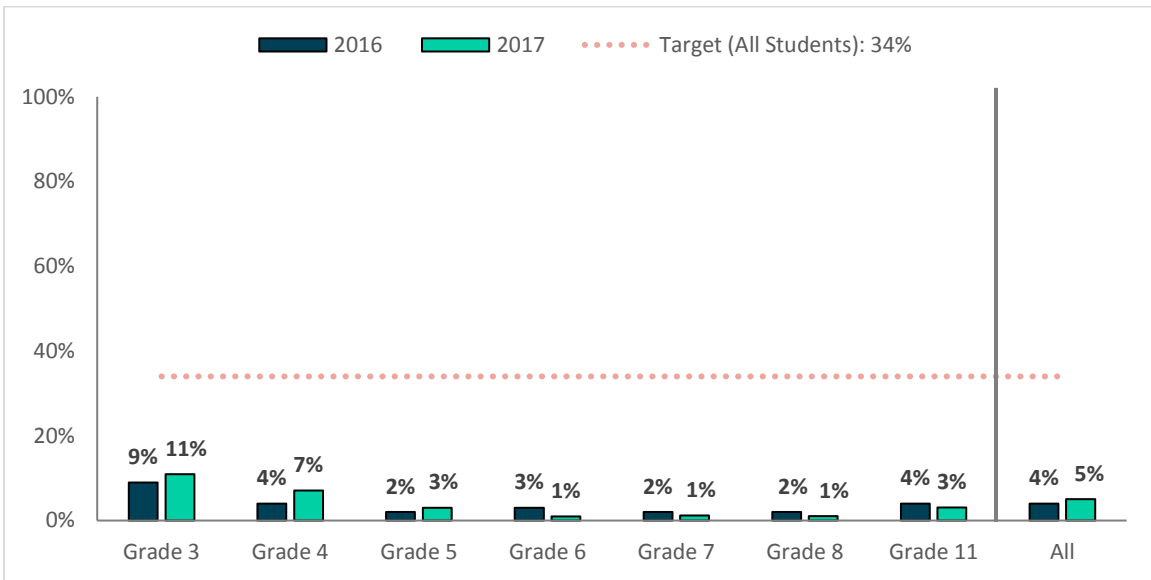
**Figure 1.3: Comparison of 2015-16 and 2016-17 SBAC ELA Proficiency – Percentage of Students Meeting or Exceeding Standards, by Subgroup<sup>4</sup>**



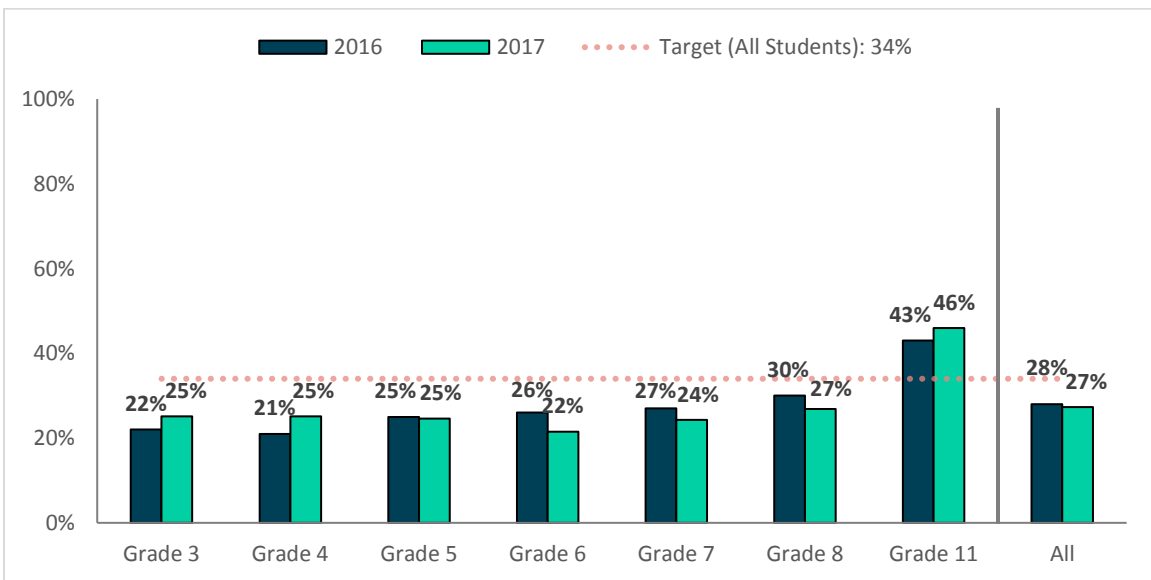
<sup>4</sup> Ibid.



**Figure 1.4: Comparison of 2015-16 and 2016-17 SBAC ELA Proficiency – Percentage of English Learners Meeting or Exceeding Standards, by Grade<sup>5</sup>**



**Figure 1.5: Comparison of 2015-16 and 2016-17 SBAC ELA Proficiency – Percentage of Economically Disadvantaged Students Meeting or Exceeding Standards, by Grade<sup>6</sup>**



<sup>5</sup> Ibid.

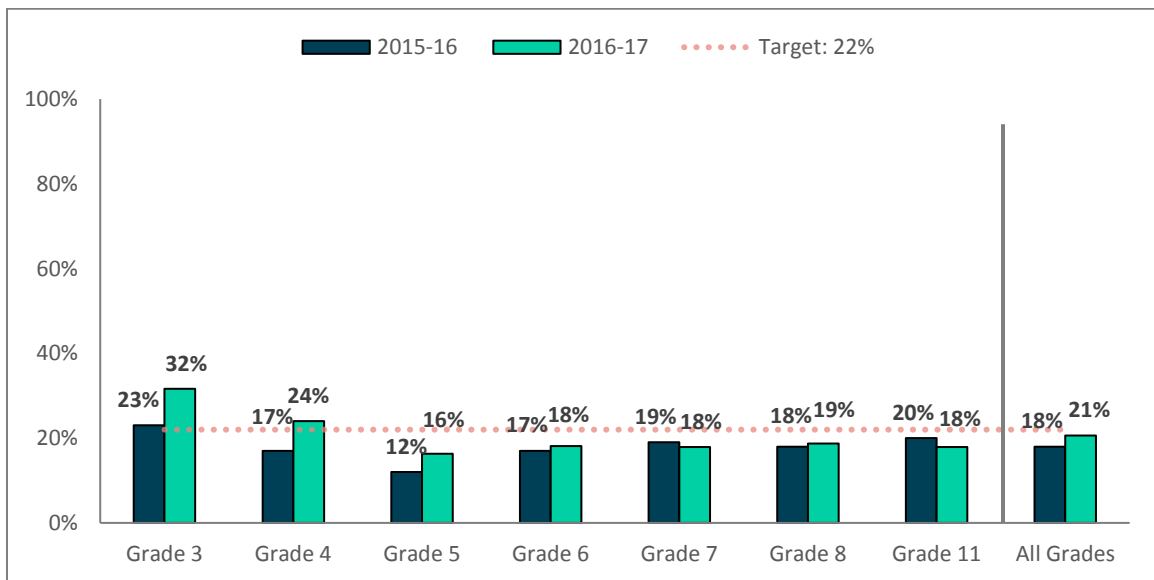
<sup>6</sup> Ibid.

## MATH PROFICIENCY

In 2016-17, 21 percent of all students met or exceeded SBAC Math standards, a three-percentage point increase from 2015-16 (Figure 1.6). This increase is associated with an increase in both the percentage of students who met standards and the percentage of students who exceeded standards. Similar trends are evident by grade level, with five grades (Grades 3-6 and 8) showing improvements of one percentage point to nine percentage points and two grades (Grades 7 and 11) showing declines of one percentage point to two percentage points.

Despite declines, overall MVUSD is one percentage point above baseline (17 percent) for Goal 1, but still one percentage point from the 2016-17 target of 22 percent.

**Figure 1.6: Comparison of 2015-16 and 2016-17 SBAC Math Proficiency – Percentage of All Students Meeting or Exceeding Standards, by Grade<sup>7</sup>**



GRADE LEVEL	MET		EXCEEDED		MET OR EXCEEDED	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Grade 3	20%	23%	4%	9%	23%	32%
Grade 4	13%	18%	4%	6%	17%	24%
Grade 5	9%	10%	3%	6%	12%	16%
Grade 6	11%	13%	5%	6%	17%	18%
Grade 7	14%	12%	5%	6%	19%	18%
Grade 8	12%	12%	6%	6%	18%	19%
Grade 11	16%	14%	4%	4%	20%	18%
<b>All Grades</b>	<b>13%</b>	<b>14%</b>	<b>4%</b>	<b>6%</b>	<b>18%</b>	<b>21%</b>

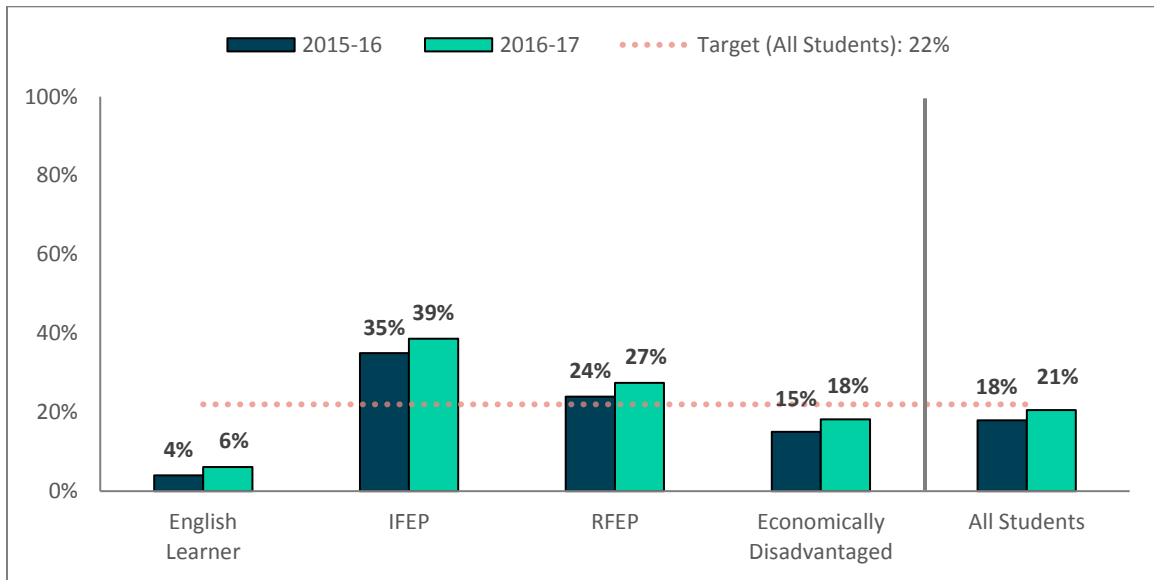
Note: Cells highlighted in green indicate better performance in 2016-17; cells in red highlight worse performance in 2016-17.

<sup>7</sup> Ibid.

*BY SUBGROUP*

From 2015-16 to 2016-17, Math proficiency increased in all subgroups; however, neither English Learners nor economically disadvantaged students reached the target of 22 percent proficient for all students (Figure 1.7). English Learners show no change or improvements at all grade levels except Grade 8 (Figure 1.8), and economically disadvantaged students show no change or improvements at all grade levels except Grade 11 (Figure 1.9).

**Figure 1.7: Comparison of 2015-16 and 2016-17 SBAC Math Proficiency – Percentage of Students Meeting or Exceeding Standards, by Subgroup<sup>8</sup>**

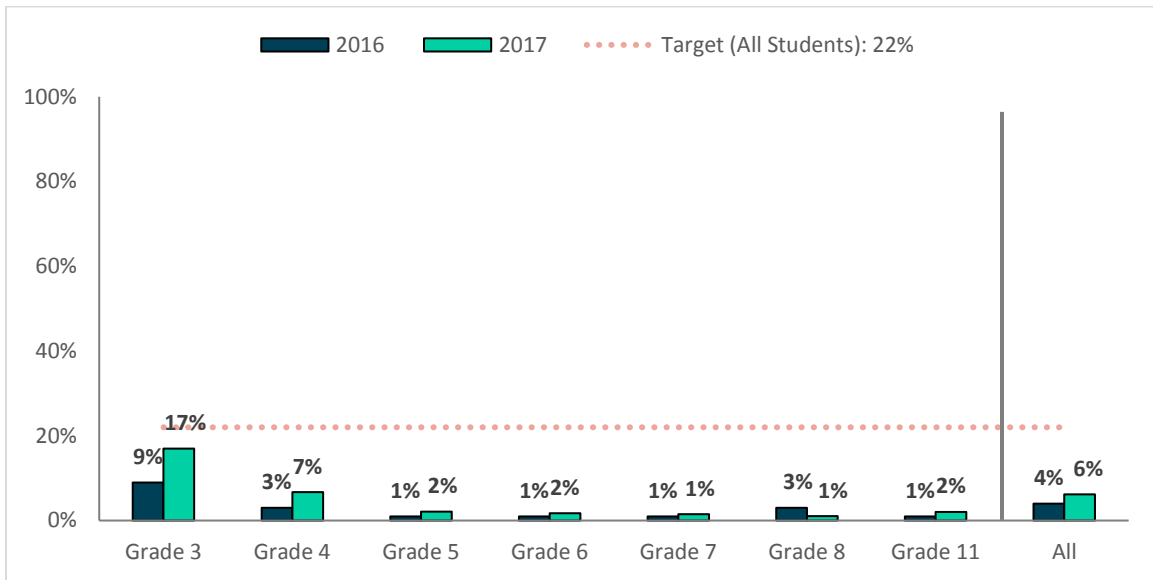


GRADE LEVEL	MET		EXCEEDED		MET OR EXCEEDED	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Learner	3%	5%	0%	1%	4%	6%
IFEP	24%	22%	10%	16%	35%	39%
RFEP	19%	19%	6%	8%	24%	27%
Economically Disadvantaged	12%	13%	3%	5%	15%	18%
<b>All Students</b>	<b>13%</b>	<b>14%</b>	<b>4%</b>	<b>6%</b>	<b>18%</b>	<b>21%</b>

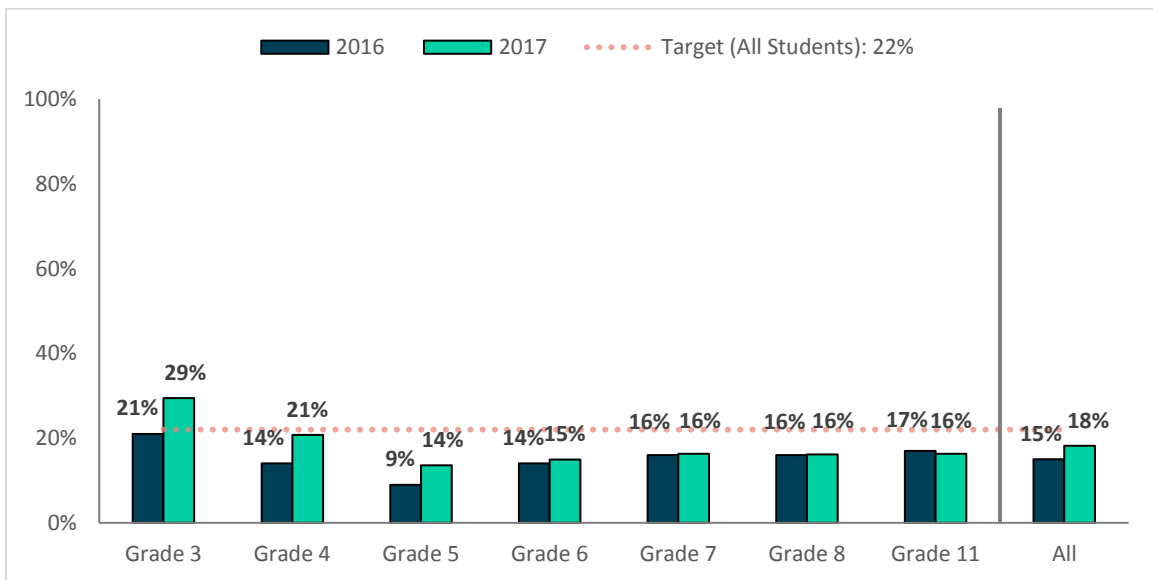
Note: Cells highlighted in green indicate better performance in 2016-17; cells in red highlight worse performance in 2016-17.

<sup>8</sup> Ibid.

**Figure 1.8: Comparison of 2015-16 and 2016-17 SBAC Math Proficiency – Percentage of English Learners Meeting or Exceeding Standards, by Grade<sup>9</sup>**



**Figure 1.9: Comparison of 2015-16 and 2016-17 SBAC Math Proficiency – Percentage of Economically Disadvantaged Students Meeting or Exceeding Standards, by Grade<sup>10</sup>**



<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

## ENGLISH LEARNER RECLASSIFICATION

MVUSD achieved its goal of increasing the baseline English Learner reclassification rate (12.8 percent) by two percentage points, exceeding its target rate of 14.8 percent. Specifically, in 2016-17, 15.9 percent of English Learners were re-designated FEP (RFEP). Additionally, 21 percent of English Learners overall were considered Fluent-English-Proficient (FEP) in 2016-17; this is eight percentage points below the goal for English Learners who have been in the U.S. less than five years and 27 percentage points below the goal for English Learners who have been in the U.S. over five years (Figure 1.10).

**Figure 1.10: District English Learner Reclassification (2016-17)**

METRIC	BASELINE	GOAL	ACTUAL	DIFFERENCE (ACTUAL – GOAL)
Fluent-English-Proficient (FEP) – in U.S. < 5 years	24.0%	29.0%	20.9%	-8.1%
Fluent-English-Proficient (FEP) – in U.S. > 5 years	43.0%	48.0%	20.9%	-27.1%
Students Re-designated FEP	12.8%	14.8%	15.9%	1.1%

## SECTION II: COLLEGE AND CAREER READINESS

MVUSD’s second LCAP goal addresses student’s readiness, such that all students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path. This goal is measured by the following metrics: 1) graduation and dropout rates; 2) A-G completion; 3) AP pass rate; 4) Early Assessment Program (EAP); and 5) CTE enrollment. These metrics are described in Figure 2.1. Note that Hanover is unable to assess all metrics due to data limitations; we indicate the metrics we are able to include in the “Analyzed” column.

**Figure 2.1: Goal 2 Metrics**

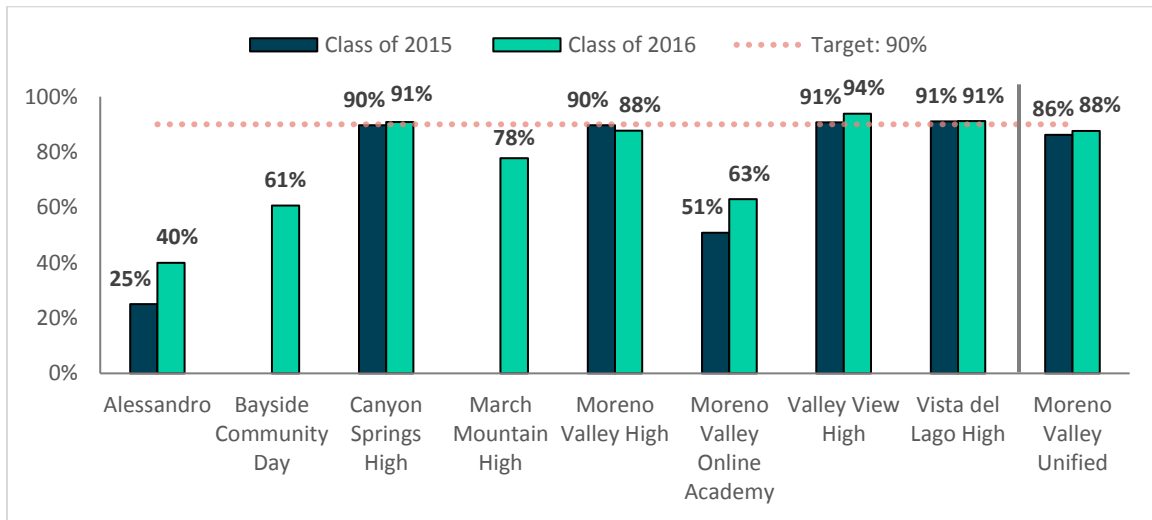
GOALS AND OBJECTIVES	METRIC	YEAR	ANALYZED
<b>Goal 2: All students graduate high school prepared to successfully enter into higher education and/or pursue a viable career path</b>			
<b>Increase graduation rate</b>	Graduation rate	2014-15 and 2015-16	Yes
<b>Increase A-G course completion rate</b>	A-G course completion rate	2015-16	Yes
<b>Increase AP exam passage rate</b>	AP passage rate	2016-17	Yes
<b>Increase Early Assessment Program students' ELA and math proficiency</b>	% of students prepared to enter college successfully prepared to take English	2015-16 and 2016-17	Yes
	% of students prepared to enter college successfully prepared to take Math	2015-16 and 2016-17	Yes
<b>Decrease dropout rate</b>	Middle School Dropout Rate	N/A	No
	High School Dropout Rate	2014-15 and 2015-16	Yes
<b>CTE Enrollment</b>	% of students enrolled in CTE courses	2016-17	Yes
	% of students completing CTE course sequence	2016-17	Yes
<b>Increase EL student curriculum access</b>	% of EL students with access to CCSS as measured by principal walkthrough log	N/A	No
	% of EL students with access to ELD standards	N/A	No

## GRADUATION RATE

From the 2014-15 to the 2015-16 school year, the graduation rate across the district increased from 86 percent to 88 percent (Figure 2.2). This trend is reflected across most high schools,<sup>11</sup> with the highest graduation rates at the four main high school campuses, but the largest improvements observed at alternative education schools such as Alessandro and Moreno Valley Online Academy.

Although well above the baseline (82.9 percent), the 88 percent graduation rate is still two percentage points below the 2016-17 target of 90 percent. Note, however, that three of the four main high school campuses surpass the 90 percent target, with only Moreno Valley High falling short at 88 percent.

**Figure 2.2: Comparison of 2014-15 and 2015-16 Graduation Rates, by School**

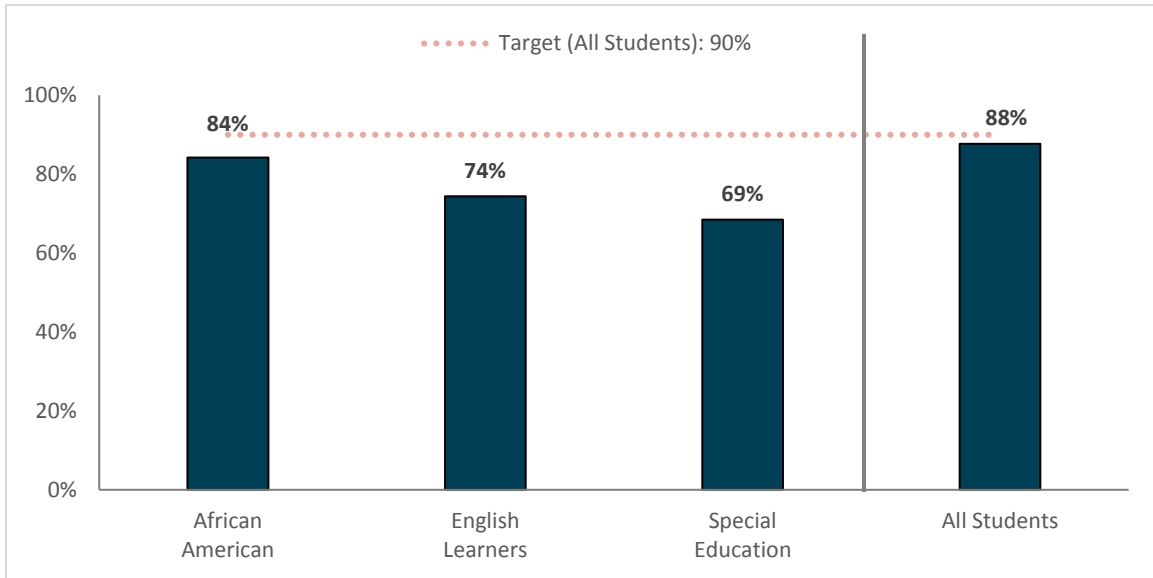


Note that graduation data is missing in 2015 for Bayside Community Day and March Mountain high, and in both 2015 and 2016 for Moreno Valley Community Learning Center.

As shown in Figure 2.3, 2015-16 graduation rates among student subgroups do not reach the 2016-17 target of 90 percent. At 84 percent, African American students are four percentage points *less* likely to graduate than MVUSD students overall. Further, regardless of race and ethnicity, EL students (74 percent) and special education students (69 percent) are substantially less likely to graduate compared to other students in MVUSD.

<sup>11</sup> Note that trends cannot be observed for Bayside Community Day, March Mountain High, and Moreno Valley Community Learning Center, due to missing data.

**Figure 2.3: 2015-16 Graduation Rates, by Subgroup**



### A-G COMPLETION

A-G Completion refers to the proportion of students who complete all courses required for admission into the University of California or California State University system institutions with a grade of “C” or better.<sup>12</sup> MVUSD had a completion rate of 30 percent in 2015-16, which is below both the baseline of 32.4 and the 2016-17 target of 37.4 percent (Figure 2.4). The sub-target completion rate is mainly due to the extremely low completion rates at alternative education schools; the main high schools have completion rates over 30 percent, with two schools – Valley View High and Moreno Valley High – approaching or exceeding the target (36 percent and 39 percent, respectively).<sup>13</sup>

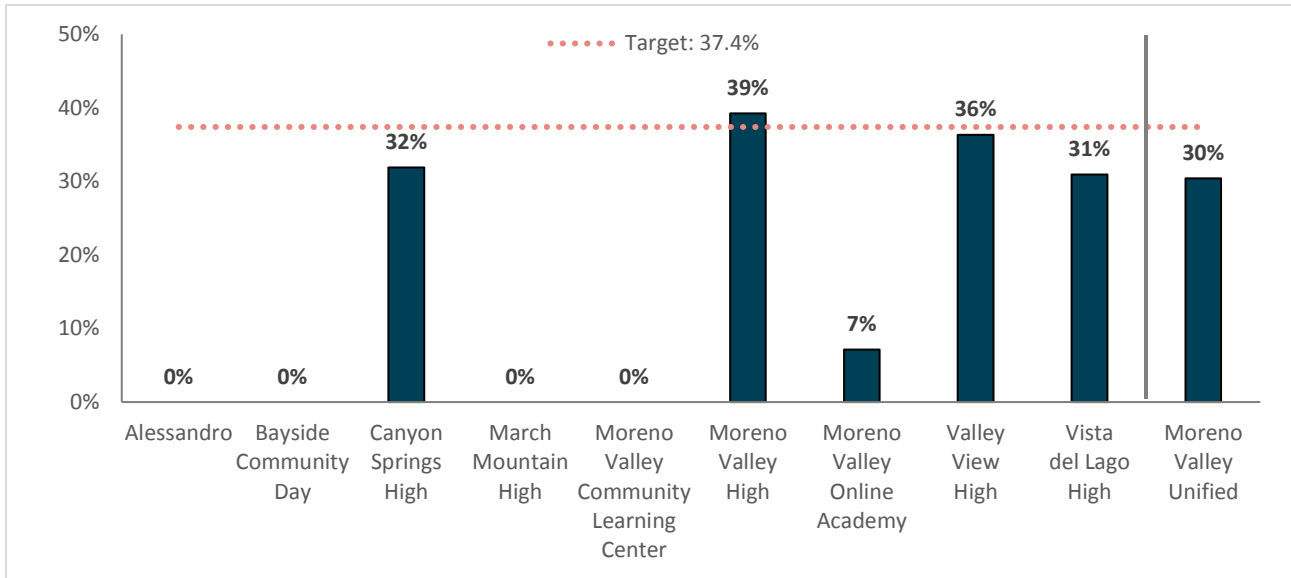
As shown in Figure 2.5, student subgroups are also below subgroup specific targets. African American students (23 percent) fall five percentage points below the 28 percent target, and English Learners (3 percent) fall a full 32 percentage points below their 35 percent target.

<sup>12</sup> “Graduation Requirements.” California Department of Education. <https://www.cde.ca.gov/ci/gs/hs/hsgtable.asp>

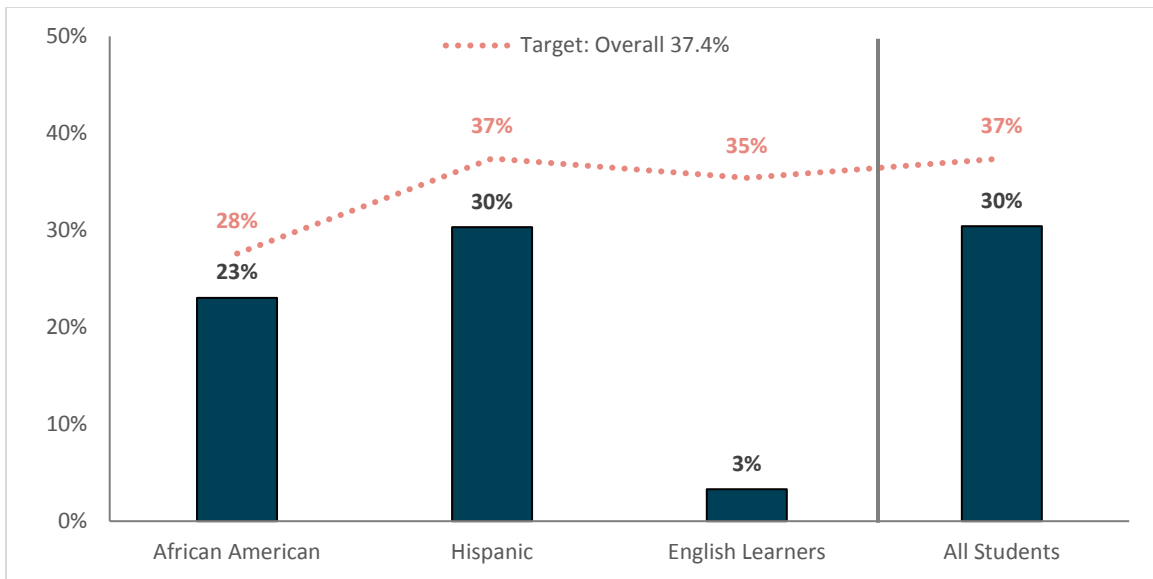
<sup>13</sup> Further, when only computing completion rates across the four main high schools, MVUSD has an overall completion rate of 35 percent, only three percentage points below its goal.



**Figure 2.4: 2015-16 A-G Completion Rates, by School**



**Figure 2.5: 2015-16 A-G Completion Rates, by Subgroup**



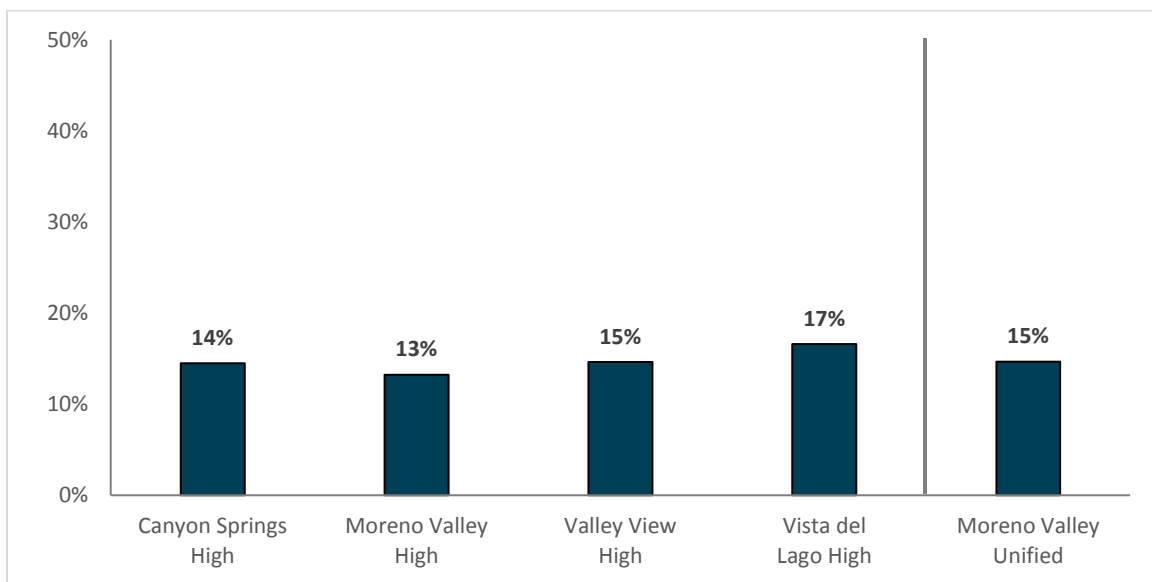
Note: No specific target percentage was identified for Hispanic students so we use the overall target for this analysis.

## AP PASSAGE RATE

As shown in Figures 2.6 and 2.7, among students from the four main high schools, the 2016-17 AP participation rate, as measured by the percentage of students who took at least one AP exam, is 15 percent (Figure 2.6). The AP passage rate among those who took an AP exam, as measured by the percentage of students receiving a 3 or higher, is 29 percent (Figure 2.7).<sup>14</sup>

MVUSD's AP passage rate falls short of both the baseline of 33 percent and the 2016-17 target of 40 percent. Valley View High comes closest to achieving the target at 34 percent, whereas Moreno Valley High has the most room for improvement at 25 percent (Figure 2.7).

**Figure 2.6: 2016-17 AP Participation Rate, by School**

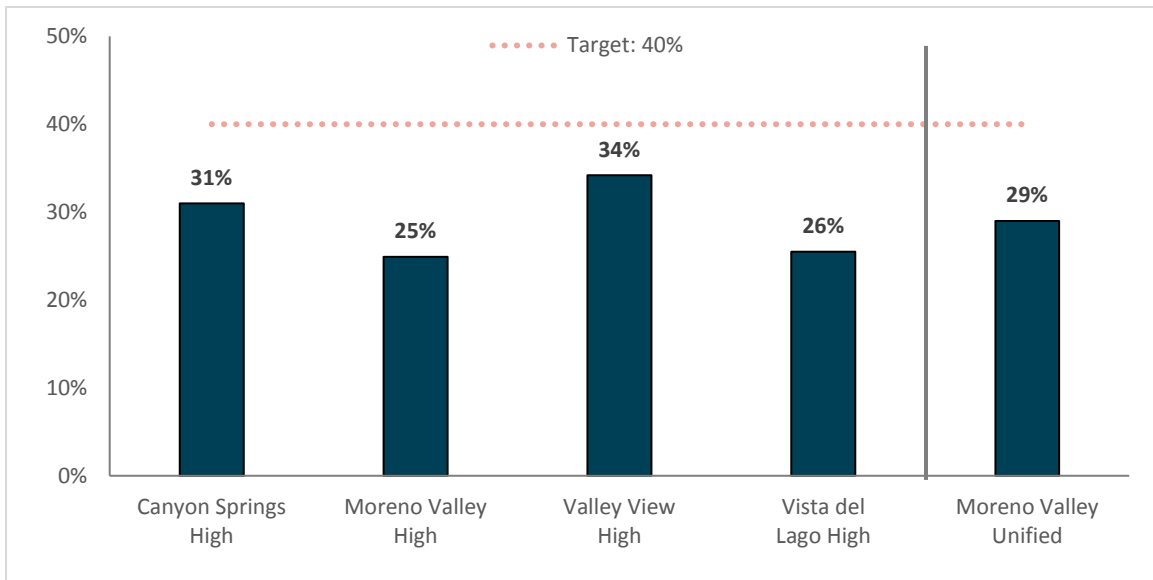


Note that AP data is unavailable for Alessandro, Bayside Community Day, March Mountain High, Moreno Valley Online Academy, and Moreno Valley Community Learning Center. Participation rates are calculated as the number of AP students divided by the total cumulative enrollment reported in the suspension file.<sup>15</sup>

<sup>14</sup> Note that the participation rate is much lower (7 percent) when including alternative education schools.

<sup>15</sup> "6 Year Suspension Rates.pdf." Provided to Hanover by MVUSD.

**Figure 2.7: 2016-17 AP Passage Rate, by School**



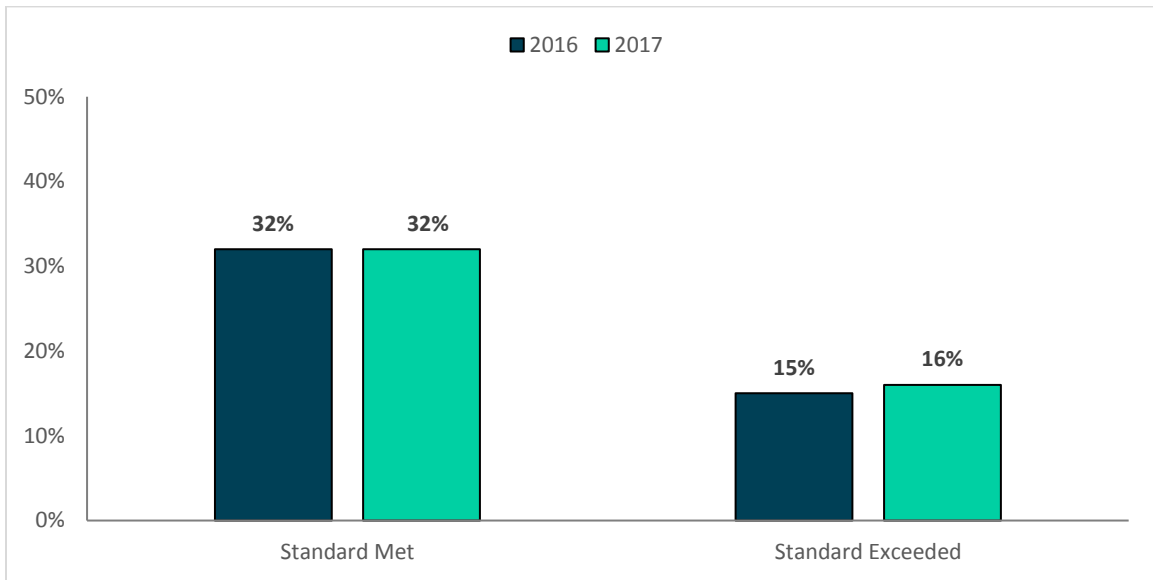
Note that AP data is unavailable for Alessandro, Bayside Community Day, March Mountain High, Moreno Valley Online Academy, and Moreno Valley Community Learning Center.

### EARLY ASSESSMENT PROGRAM (EAP)

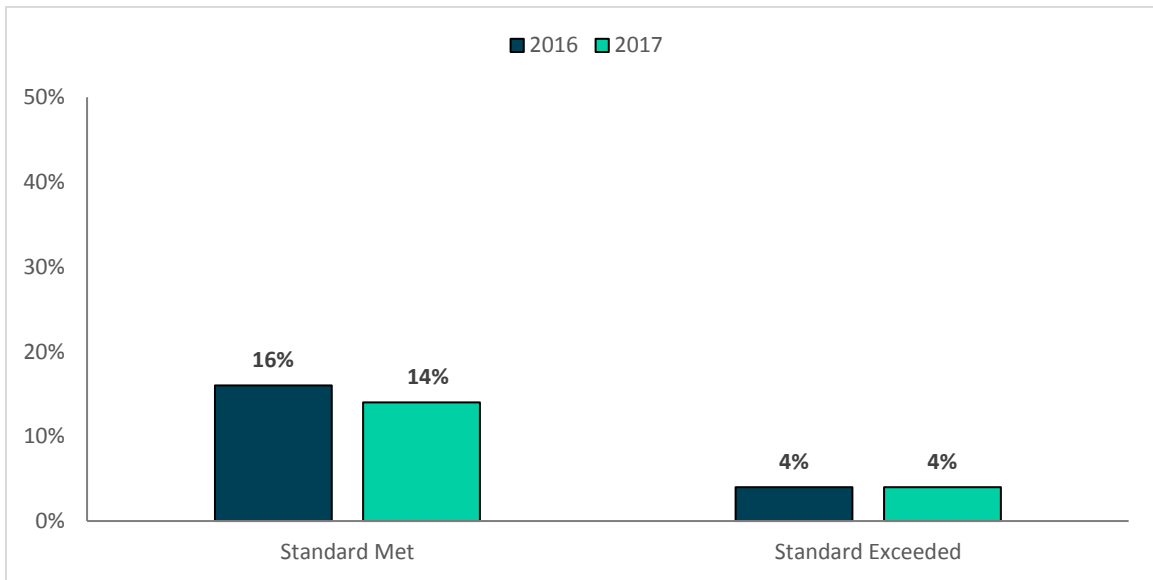
As shown in Figure 2.8, the percentage of students exceeding standards on the Grade 11 SBAC ELA assessment increased one percentage point from 15 percent in 2015-16 to 16 percent in 2016-17, exceeding the 2016-17 target of 12 percent.

However, the percentage of students exceeding standards on the Grade 11 SBAC Math assessment remained the same from 2015-16 to 2016-17 at 4 percent in both years, falling five percentage points short of the 2016-17 target of 9 percent (Figure 2.9).

**Figure 2.8: Comparison of 2015-16 and 2016-17 ELA SBAC Proficiency – Percentage of EAP Students Meeting and Exceeding Standards**



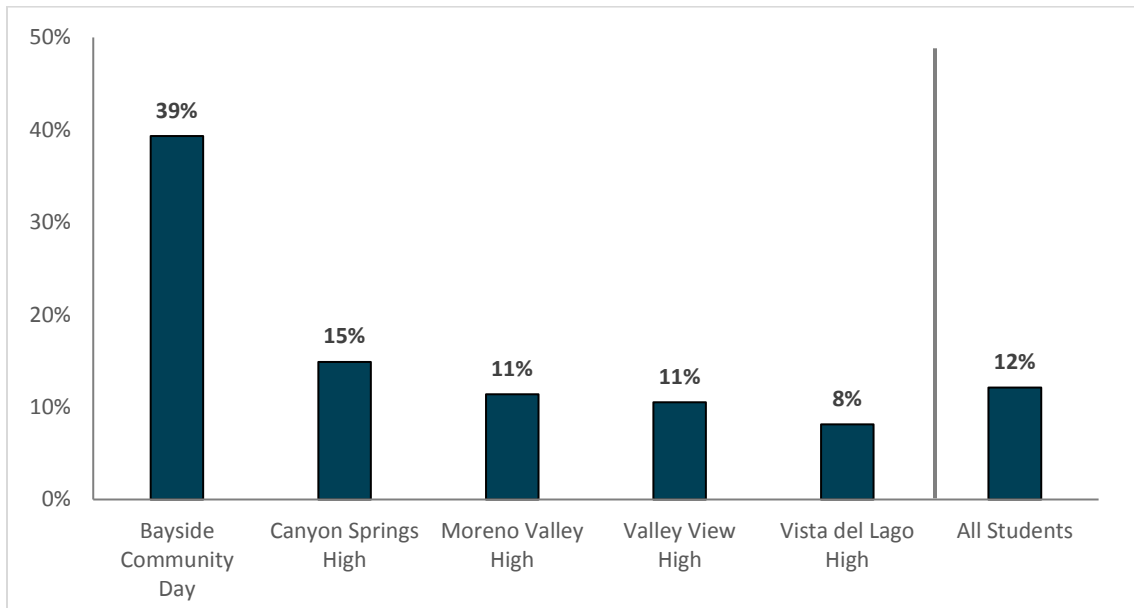
**Figure 2.9: Comparison of 2015-16 and 2016-17 Math SBAC Proficiency – Percentage of EAP Students Meeting and Exceeding Standards**



## CTE ENROLLMENT

Figures 2.10 and 2.11 show CTE enrollment and completion rates in 2016-17. Overall, 12 percent of students from five schools enrolled in a CTE program and 24 percent completed that program.<sup>16</sup> Bayside Community High as the highest *participation* rate at 39 percent, but the lowest *completion* rate at 7 percent. In contrast, the four main high schools have participation rates between 8 percent and 15 percent, with completion rates between 23 percent and 29 percent.

**Figure 2.10: 2016-17 CTE Enrollment Rate, by School**

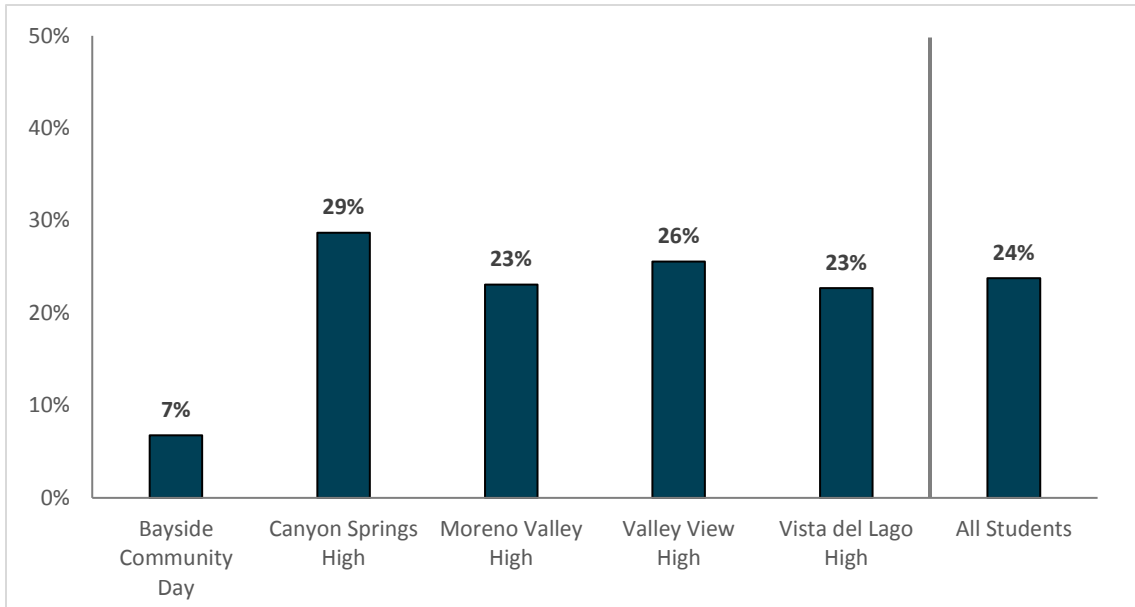


Note that CTE data is unavailable for Alessandro, March Mountain High, Moreno Valley Online Academy, and Moreno Valley Community Learning Center. Enrollment rates are calculated as the number of AP students divided by the total cumulative enrollment reported in the suspension file.<sup>17</sup>

<sup>16</sup> Note that the participation rate is much lower (4 percent) when including all alternative education schools.

<sup>17</sup> "6 Year Suspension Rates.pdf." Provided to Hanover by MVUSD.

**Figure 2.11: 2016-17 CTE Completion Rate, by School**



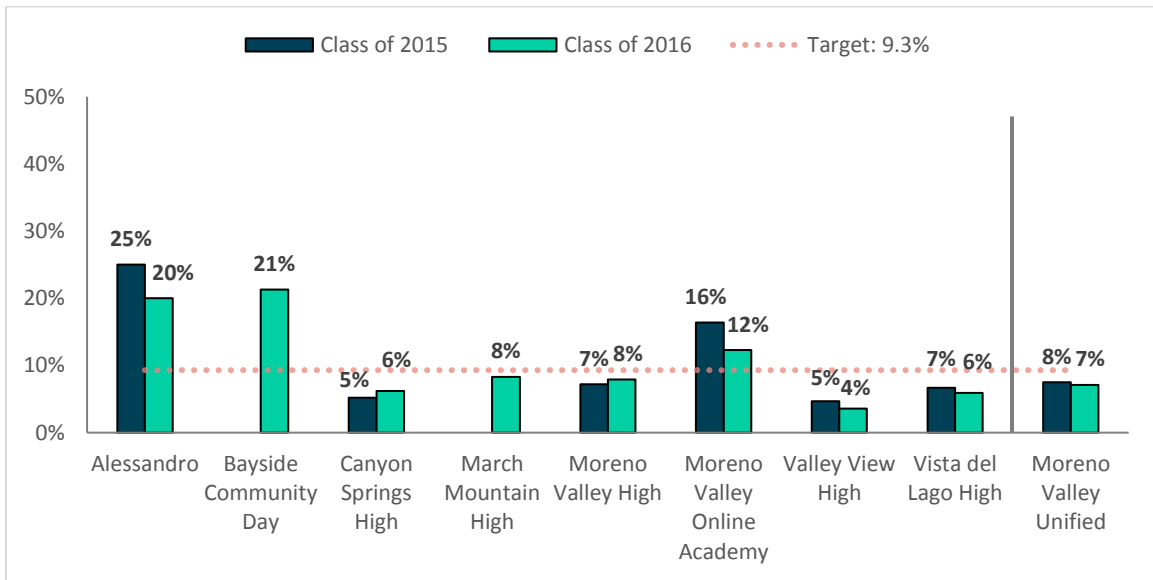
Note that CTE data is unavailable for Alessandro, March Mountain High, Moreno Valley Online Academy, and Moreno Valley Community Learning Center.

### HIGH SCHOOL DROPOUT RATES

Overall, by the Class of 2015, MVUSD had already achieved its 2016-17 target of a dropout rate at or below 9 percent with a rate of 8 percent. The rate declined by one percentage point to 7 percent in 2016-17 for the Class of 2016. Further, the four main high school campuses, as well as one of the four alternative education schools (March Mountain High at 8 percent), met this target (Figure 2.12). Valley View High has the lowest dropout rate for the Class of 2016 (4 percent), whereas Alessandro has the largest decrease from the Class of 2015 (25 percent) to the Class of 2016 (20 percent) at five percentage points.

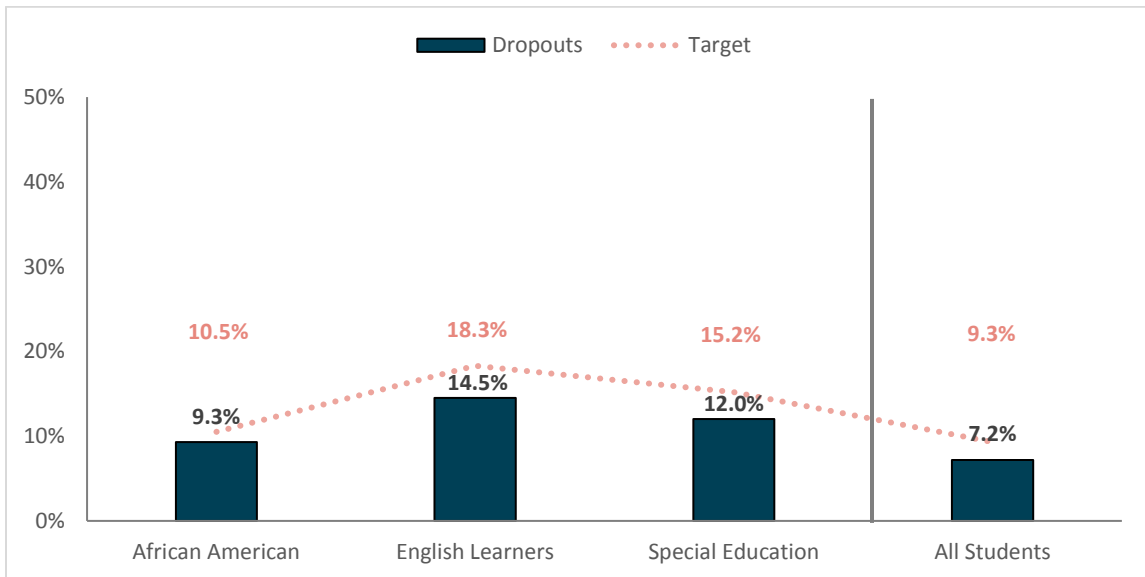
As shown in Figure 2.13, 2015-16 dropout rates among student subgroups are all below their 2016-17 targets – i.e., below 11 percent among African American students, below 18 percent among English Learners, and below 15 percent among special education students. African American students (9 percent) are two percentage points more likely to drop out than MVUSD students overall. Further, regardless of race and ethnicity, EL students (15 percent) and special education students (12 percent) are more likely to drop out than other students in MVUSD.

**Figure 2.12: Comparison of 2014-15 and 2015-16 Dropout Rates among Graduating Class, by School**



Note that dropout data is unavailable for Moreno Valley Community Learning Center.

**Figure 2.13: 2015-16 Dropout Rates, by Subgroup**



## SECTION III: LEARNING ENVIRONMENT

The third LCAP goal addresses students’ learning environment and its ability to support all students so that they thrive academically at the rigor of each grade level. Specifically, this metric is measured by the following metrics (Figure 3.1): 1) suspension and expulsion rates; and 2) attendance rates. Note that Hanover is able to assess all metrics included in the figure.

**Figure 3.1: Goal 3 Metrics**

GOALS AND OBJECTIVES	METRIC	YEAR	ANALYZED
<b>Goal 3: Learning environments support all students to thrive academically at the rigor of each grade level</b>			
<b>Decrease suspension and expulsion rates</b>	Suspension rate	2014-15 to 2016-17	Yes
	Expulsion rate	2014-15 to 2016-17	Yes
<b>Increase attendance rates</b>	Attendance rate	2016-17	Yes
	Chronic absenteeism rate	2016-17	Yes

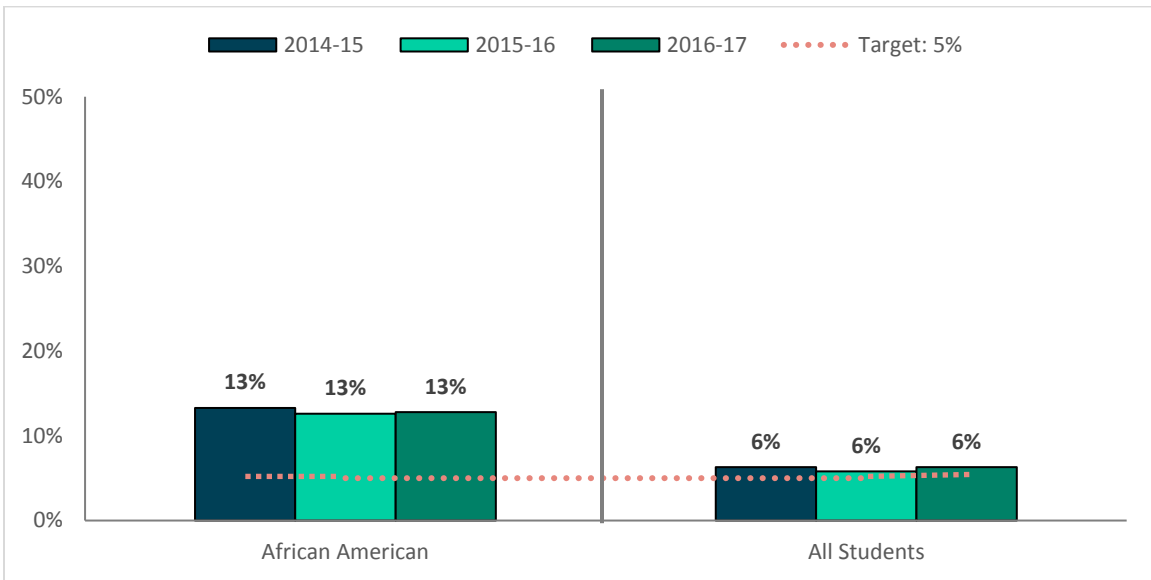
### DISCIPLINE

MVUSD’s suspension rate of 6 percent among all students and 13 percent among African American students has changed little between 2014-15 and 2016-17 (Figure 3.2). The overall rate is consistent with the baseline (6 percent), but at least one percentage point above the 2016-17 target of under 5 percent; the rate among African American students is well above both the baseline (12 percent) and 2016-17 target (7 percent).

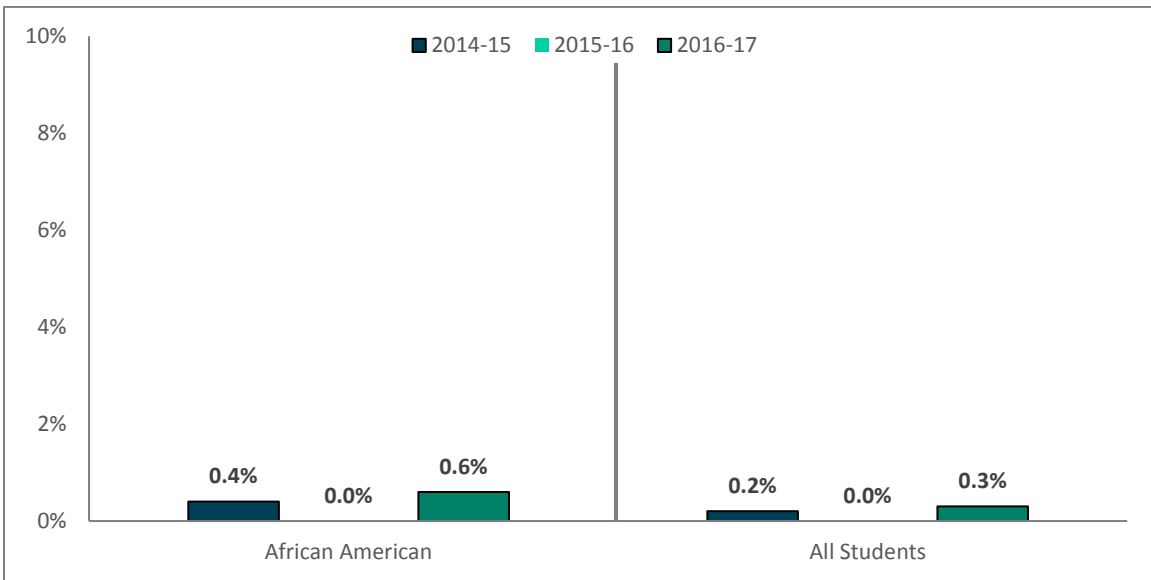
In 2016-17, MVUSD’s expulsion rate was 0.3 percent among all students and 0.6 percent among African American students (Figure 3.3).



**Figure 3.2: Comparison of Suspension Rates from 2014-15 to Present for African American and All Students**



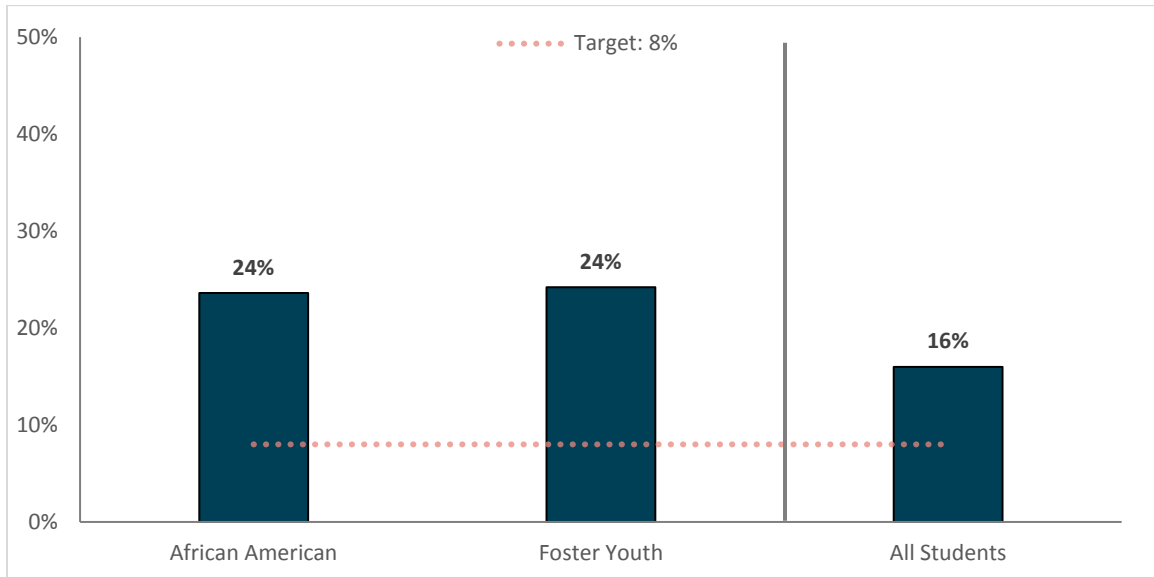
**Figure 3.3: Comparison of Expulsion Rates from 2014-15 to Present, for African American and All Students**



## ATTENDANCE

In 2016-17, **MVUSD had an attendance rate of 95 percent, meeting the target set for that year.** However, as shown in Figure 3.4, MVUSD was eight percentage points over the 2016-17 chronic absenteeism target of 8 percent among all students (16 percent) and 16 percentage points over the 8 percent target among African American and foster youth students (both 24 percent).

**Figure 3.4: Chronic Absenteeism in 2016-17, by Subgroup**



## SECTION IV: PARENT AND COMMUNITY SUPPORT

The fourth LCAP goal addresses parent and community support – i.e., the support of parents, community members, and labor groups, in partnership with staff, support student academic goals and career aspirations – as measured by the following (Figure 4.1): 1) parent meetings and conferences, 2) student internships, and 3) community partnerships. Note that Hanover is unable to assess all metrics due to data limitations; we indicate the metrics we are able to include in the “Analyzed” column.

**Figure 4.1: Goal 4 Metrics**

GOALS AND OBJECTIVES	METRIC	YEAR	ANALYZED
<b>Goal 4: Parents, community members, and labor groups in partnership with staff support student academic goals and career aspirations</b>			
<b>Community Partnerships</b>	Number of community partnerships	N/A	No
<b>Student Internships</b>	Number of student internships	N/A	No
<b>Parent Engagement and Empowerment</b>	Number of parent ambassadors	2016-17	Yes
	Number of DELAC meetings	2016-17	Yes
	Number of AAAC meetings	2016-17	Yes
	Number of CAC meetings	2016-17	Yes
	Number of parent engagement conferences hosted	2016-17	Yes

### PARENT ENGAGEMENT ACTIVITIES

In 2016-17, the district participated in 147 parent engagement conferences, and held eight DELAC meetings, seven AAAC meetings, and seven CAC meetings (Figure 4.2).

**Figure 4.2: Parent Engagement Activities**

ACTIVITY	COUNT
Parent Engagement Conferences/Meetings/Workshops	147
Parent Ambassadors	21
District English Learner’s Advisory Committee (DELAC) Meetings	8
African American Advisory Council (AAAC) Meetings	7
Community Advisory Committee (CAC) Meetings	7

Source: DELAC, AAAC, CAC\_001.pdf

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

[www.hanoverresearch.com](http://www.hanoverresearch.com)