

## **Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress**

Bell High School's Graduation Rates for the last three years have outpaced the district's overall graduation rate by at least 5 percentage points every year, and have increased over 10 percentage points since three years ago. In Spring 2015, Bell High School was on target to meet the overall Graduation Rate Goal of 84% [Update: In the 2016-2017 school year Bell High School achieved a graduation rate of 90%.]

Bell High achieved this benchmark due to making available variety of credit recovery and intervention programs such as Period 7, Intersession classes year-round, Edgenuity, Saturday Academy and after school tutoring. However, transitioning to a single-track calendar, students will not have two opportunities each year to make-up classes during intersessions. Due to a decrease in counselors, the intervention counselor will be assigned a caseload of students for regular counseling services in addition to his work with at-risk students. A retooling of our intervention efforts and a renewed emphasis on personalization will be needed to provide the same level of service.

In 2016 Bell High School achieved an overall percentage of 54.8% of students scoring proficient (met/exceeded standard) on the English Language Arts Smarter Balance Assessment Consortium (SBAC), thus meeting the measurable goal of 44% of students scoring proficient. [Updated: On our latest English SBAC test scores, Bell High increased 13 percentage points from the prior year, and a total of 27 percentage points from 2015. In that same period of time, LAUSD on average increased test scores just 1 percentage point from last year and 7 percentage points from 2015. Not only did Bell High outscore the district in each of the last three years, but our school performed 25 percentage points better than the district average this year.]

In addition, in 2016 Bell High School also met the measurable goal of 15% of students scoring proficient (met/exceeded standard) in the Mathematics Smarter Balance Assessment Consortium (SBAC) with an overall score of 17.3% of students meeting/exceeding standards. [Update: In Math, on our latest SBAC test scores, Bell High increased 14 percentage points from the prior year, and a total of 20 percentage points from 2015. In that same period of time, LAUSD on average increased test scores just 4 percentage points from last year and 2015. Our scores in the last three years have gone from being half of what the district scored to 3 percentage points better.]

These are respectable scores, but they still leave room for improvement. The school needs to continue to maintain a focus on analyzing student work and conducting professional development that results in teaching critical thinking and literacy skills (reading, writing, analyzing) through rigorous lessons that encourage students to write across the curriculum, utilize technology to advance their learning and be career/college ready.

Bell High School has made improvements in our approach with English Language Learners. Our reclassification rate has increased from 12.5% in October of 2016, to an approximate 17.8% this school year. In the 2016-17 school year, Bell High increased its reclassification rate by more than 5 percentage points compared to its previous year. We are only about 3% away from the district's 20% goal. Again, respectable gains, but with room for more.

CELDT and SBAC data show that LTEL students struggle in reading and listening comprehension, but students who are missing passing scores on just one criterion to reclassify have strong oral language skills that could be utilized to develop areas of need (reading and listening).

About one-third of the LTEL students have an Individualized Education Plan (I.E.P). Special Education and General Education teachers need to work collaboratively to design differentiated grouping in the LTEL classes to better meet the diverse needs of all students.

Teachers involved in the Full Inclusion model which began in the Spring of 2014 gave the program positive feedback, with 58% of teachers surveyed strongly agreeing and 33% agreeing that co-teaching had improved their practice. In addition, 58% strongly agreed and 25% agreed that co-teaching was benefitting students. Students surveyed in 2015 also responded positively, with 79% responding that they always felt comfortable in the General Education setting, and 68% believing they were benefitting socially from the inclusion model. When asked if accommodations were provided when given class assessments 69% responded Always. In addition, 65% felt they had a good relationship with their case carrier.

In analyzing the 2015 - 2016 SBAC English Claims, Bell High Special Education students did very well compared to other Local District East (LDE) secondary schools, with our students scoring highest in Writing (56%) and Research/Inquiry (48%). As well our students did comparably well in Reading (second in LDE with 48%) and Speaking/Listening (second in LDE with 52%, but behind the top ranked school by 19%).

On the 2015 - 2016 SBAC Math Claims, Bell High Special Education students did well compared to other LDE secondary schools in the claim of Concepts and Procedures (15%), and scored third in Problem Solving (26%) and fourth in Communicating Reasoning (40%)

All these indicators lead staff to believe that it would be useful to continue with the full inclusion model, monitoring it carefully to see if it benefits student achievement in the areas where we are weak.

The rate of parent participation completing the School Experience Survey has been slowly increasing since 2013. Bell High School's parent participation for the 2015-2016 school year is 32%. This shows an increase of 8 percentage points from the previous year, however it is still

below the district average of 38%. Student participation in the survey, on the other hand, decreased by 5%, and there is a big drop of 28% in the staff survey participation. At the time the survey was administered two tracks at Bell High (A-Track and Magnet) were off-track and more than a quarter of the staff and student population did not have the opportunity to complete the survey, due to District wide survey window.

According to the School Report Card, of the parents that completed the survey 92%, an increase of 11 percentage points from the previous year- stated that they feel welcomed to participate in school. In addition, 86% of the parents, a 16 percentage point increase from the previous year, stated that they were a partner with the school in decisions made about their child's education. This seems to indicate that the school feels welcoming to parents who engage, but simply not enough parents are engaging.

Bell High School's monthly student attendance rate for 2016-2017 is in the range of 94.3% - 95.6%. The current Bell High attendance average is 94.15%. For the 2015-2016 school year the range was 94.9% - 96.1% and the average is 95.6%. This shows a decrease in student attendance of 1.0% - 2.2 % range. However, the number of days lost to suspension for the current school year has decreased from 36 days to 20 days as of February 2017.

Bell High's attendance rate lags slightly behind the District's. In addition, Bell High's Average Daily Attendance has fallen slightly in the last three years in spite of on-going efforts to address this district-wide problem. The number of students with chronic absences is falling, from 25% in 2013-14 to 18% in 2015-16, as a result of the PSA focusing her attention on these students.

However, the school must continue to strive to improve its attendance intervention program to increase student attendance, and meet the set goal of 96.5%. Bell High School must have a rigorous attendance program to communicate to parents and students the attendance goals and address the needs of at-risk students losing instructional time due to absences. Follow-up communication must be implemented to further provide support and guidance. School leadership realizes that attendance will be an ongoing issue, and a continued focus on personalization and engagement will be key to improvement. We must increase active learning in all classes at all levels.

### Critical Learner Needs

After collecting, sharing and interpreting data and consulting with faculty, students and parents, through PLCs, Learning Teams, the School Site Council, the English Language Advisory Council and the Local School Leadership Council throughout the school’s data sharing cycle, the WASC team identified the following broad critical learner needs:

- Increasing student engagement and personalization (improving attendance)
- Raising graduation rates
- Achieving Proficiency for all
- Increasing Parent/Community Engagement

These critical learner needs are largely aligned with the Local Control and Accountability Plan (LCAP) goals (100% Graduation and Proficiency for All) and the goals stated in the SPSA for 100% Graduation, and Student and Parent Engagement (Personalization).

The chart below identifies how the ESLOs are related to the Critical Learner Needs.

| Expected Schoolwide Learner Outcome  | Critical Learner Need  |
|--|--|
| <b>A Bell High graduate is a productive individual in society with a positive attitude toward work and ethics.</b>   | 100% Graduation Rate<br>Increasing Parent/Community Engagement                                 |
| <b>A Bell High graduate is a complex and critical thinker with intellectual curiosity who can connect to real world experiences.</b>   | 100% Graduation Rate<br>Proficiency for All<br>Increasing student engagement (personalization) |
| <b>A Bell High graduate is a culturally aware, socially responsible and multilingual citizen who practices civic virtues such as cooperation, tolerance and community involvement.</b> | Increasing Parent/Community Engagement   |
| <b>A Bell High graduate is a self-directed learner who can apply knowledge to create new ideas.</b>  | 100% Graduation Rate<br>Proficiency for All<br>Increasing student engagement (personalization) |
| <b>A Bell High graduate is a college-ready student who can define, clarify and solve problems using critical thinking, inquiry skills and creativity.</b>                              | 100% Graduation Rate<br>Proficiency for All<br>Increasing student engagement/ personalization  |

Having reviewed a wide variety of achievement, demographic, and perception data, the Bell High community identified a number of questions to be discussed by the school's Home and Focus Groups.

Home Groups were given questions related directly to student achievement in the WASC designated areas of Engagement, Assessment, Curriculum and Instruction. Our critical learner needs are broad, and these questions are too. These questions also give the teachers a chance to share and acknowledge what they are already doing right (because improvements are in fact taking place in many areas) and then use those accomplishments as a springboard to doing even better, particularly in the areas identified as weak.

Focus Groups were given questions related directly to Critical Learner needs of Parent/Community Engagement, Student Engagement and 100% Graduation and Proficiency for All. These questions were generated from teacher input into how they were or were not meeting the new ESLO's.

### ***Questions for Home Groups***

#### **Engagement:**

What is being done to increase student engagement in...

...science?

...math?

...social studies?

...English

What can we do better?

What learning experiences are we providing to engage all students at high levels of learning?

What more can we do to engage and motivate reluctant learners?

How are we succeeding here at Bell High in offering students meaningful and useful...

...foreign language learning experiences?

...career-tech classes?

...visual and performing art classes?

How can we do better?

What can the arts and career tech classes offer students that the four cores cannot?

What can world language classes offer students that the four cores cannot?

How can we do better?

**Assessment:**

How are we assessing students?

How do we use assessment results to measure student progress toward...

...the Next Generation Science Standards?

...the Math Common Core State Standards?

...the Social Studies Common Core State Standards?

...the ELA Common Core State Standards?

How can we do better?

How are we assessing students' abilities in foreign languages?

How can we adjust instruction better based on these assessments?

How are we adjusting the overall school (science, math, social studies, English, foreign language) program based on these assessments?

How can we do this better?

**Curriculum:**

How are we assuring that students in every (science, math, social studies, English) classroom receive a rigorous and relevant Standards-based Curriculum? *How can we do this better?*

How can the arts and career tech classes support the four cores?

How are we preparing students for college and careers? *What can we do better?*

How can foreign language classes help students succeed in college and the workplace?

How can the arts and career tech classes help students succeed in college and the workplace?

How are all classes supporting improving students' literacy skills in reading and writing?

*How could we do better?*

**Instruction:**

What has changed about how students learn (science, math, social studies, English) in the last few years? What has changed about our instruction? What is working and what is not?

How is the learning experience challenging and relevant?

What more should we be doing?

What has changed in recent years about how we are tracking the progress of individual students toward graduation? What has changed about how we track our overall success as a school? What could we do better?

## **Questions for Focus Groups**

### **Parent/Community Engagement:**

How can we get more parents involved as active participants in the school? What can we do that we have not tried before to reach out to and involve parents who normally do not engage with the school? How can we innovate communication with parents? How can we reach into the community in new ways?

How can we provide our students with more real-world experiences and serve the community better simultaneously? How can we link with partners, post-secondary schools, employers, corporations and nonprofit organizations to open up the world after high school to our students, while giving those organizations who will be recruiting and hiring our students a chance to impact their education?

### **Student Engagement:**

We don't want kids falling through the cracks. We don't want any student to not graduate and potentially miss the opportunity to have a rewarding career because no one at Bell was paying attention to his or her situation. How do we do this? How do we create a school community that becomes an extended family for the child? How do we make Bell a place where each and every student knows they are on someone's radar?

The way humans handle information has changed radically over the last several years, yet much of teaching remains the same. Should it? How can technologies such as iPhones, iPads, YouTube, Jupiter Grades, and social media impact education? How should they impact education? What can we do here at Bell to use technology the right way?

What cost-effective improvements could be made to the physical plant? How can resources – including money, staff time, teaching assistants and supplies – be allocated to improve student learning and teacher effectiveness and satisfaction?

### **100% Graduation and Proficiency for All**

Our goal as educators is prepare students for college... and life. How do we do this? In what ways do we go beyond book learning and teach our students valuable, useful skills that will make them employable, innovative problem-solvers? How can we do this better? How can we know if we have succeeded? How can we systematically track our students beyond high school to determine this?

How are we implementing Common Core? Full inclusion? What are we doing right and what could we do better? How are teachers reacting to the change? How has this change of assessment impacted the way we use data to inform our instruction?