

Description

A Focus on Standards to Close the Achievement Gap: With a clear and well-defined intent to close the achievement gap for all students, Chaboya Middle School has maintained a clear focus on the California Common Core State Standards (CCSS) for all content areas through professional development supports for staff and a system of academic achievement supports and programs that allow students to develop content mastery and maintain healthy and safe choices as they develop positive social and emotional health. Chaboya's focus on the CCSS is characterized by an intentional level of implementation across all grade levels and all content areas including elective and physical education classes and intentional practices that ensure read and writing takes place in all subjects. Equally, Chaboya's staff continues work around content standards and improvement of curriculum, instruction, and assessment and the newly district board approved Profile of a Learner that includes attributes centered around developing students' skills as a Critical Thinker, Learner, Collaborator, Communicator, Innovator, and Advocate in all content areas.

The level of standards implementation distinguishes Chaboya's work because standards are systematically implemented across all content areas, reading and writing are taught across content areas, depth of knowledge is emphasized in all content areas, and the school's staff continuously grows in their own skills and knowledge of standards, instruction, and assessment through professional development activities, collaboration, reflection, articulation, and analysis of student data.

A Focus on Support Systems to Close the Achievement Gap: Chaboya's staff's commitment to close the achievement gap for all students focuses on the success of the entire or whole student, where not only are students supported academically, but also socially, emotionally, and physically. It allows the staff to address the disruptive behavior of some students while providing all students with the behavioral support they need to be successful in life. The school's tiered Positive Behavior Interventions and Supports (PBIS) approach establishes for students the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The school wide PBIS program teaches and emphasizes expected behaviors that demonstrate positive Choices, Chances, and Changes—the 3 Cs.

District's **LCAP Alignment:** Chaboya's focus on standards and support systems to close the achievement gap mirrors the district's well-defined LCAP goals. The district's LCAP Goal #2 states, "Equity at its core is giving each student what he or she needs to meet academic standards and to be socially/emotionally ready for learning." Through standards-based curriculum, instruction, and assessment, and support systems, all students at Chaboya have equal opportunities to meet academic standards and to be socially and emotionally health, ready for learning.

Implementation and Monitoring

A Focus on Standards to Close the Achievement Gap: Teachers began full implementation of the standards-based curriculum, instruction, and assessment at the start of the 2014-2015 school year, beginning with Mathematics, followed by English Language Arts, and then the Next Generation Science Standards (NGSS). With a move to a standards-based curriculum and instruction model came the need to train teachers and support staff in the CCSS for each content area as well as in district-adopted instructional materials. Teachers participate in district, county, or publisher-sponsored professional development activities centered on the CCSS and district-adopted standards-based materials. As part ongoing professional development, an embedded common prep period each day allows teachers by department and grade level to collaborate, plan, and review student work to improve curriculum, instruction, and assessment. Moreover, four middle school site-specific minimum days each year, along with monthly department meetings, allow teachers time to collaborate and monitor progress toward closing the achievement gap through data and student work analysis that informs instructional planning and professional development.

During and following instruction, teachers analyze students' results on formative and summative assessments, then develop additional instructional plans, as well as recommend additional supports for students who did not achieve mastery. Within the classroom, teachers use multiple instructional strategies to reteach content and skills. Outside of the classroom instruction, struggling students may receive varied individualized or group support from the school's academic counselor. Students may also have opportunities to attend Power Hour after school to receive academic help from trained tutors, or students may receive individualized instruction with specific teachers during the school's Advisory Period, a twenty-minute block of time following lunch.

The integration of technology programs and tools aligned with standards-based curriculum and instruction also helps teachers reinforce or reteach objectives, and provides equal access needed for mastery for all students in all subject areas. Chromebooks are easily accessible in each classroom, while desktop computers are available for student use in the school's library. A Google account is provided to all students, and is also used as a tool to develop a student's content knowledge and skills, provide access to curriculum and instruction, and serve as a communication tool.

A Focus on Support Systems to Close the Achievement Gap: At the start of each school year, each student attends a Welcome Back to Chaboya assembly, during which student expectations are discussed and reviewed using Chaboya's core values- the Three Cs- Choice, Chance, and Change. Positive behaviors are discussed and modeled, and specific information about what actions display the core values, and what the core values look like in various learning environments and common school areas. Also, this information is available in a student handbook that each student receives at the start of the school year and on posters displayed in classrooms and on campus. These positive behaviors are discussed and reviewed during the Advisory Period. Clear feedback on behavior around the Three Cs includes delivering Chaboya Cudos to students who display the positive behavior(s) and each morning the name of a student who received a Cudo is randomly drawn and announced.

The three-tiered PBIS program at Chaboya utilizes current school supports, including the school's PBIS team and Student Study Teams comprised of staff, students, and parents. Moreover, the PBIS approach utilizes the school's counselor, social worker, and psychologist to respond to the needs of struggling students with intervention support, PBIS strategies, and social-emotional counseling. This process positively impacts the school's absenteeism and suspension and expulsion rates.

Results and Outcomes:

A Focus on Standards to Close the Achievement Gap: Student assessment data is shared and reviewed yearly among all staff members. Throughout the year, teachers and administrators use student assessment data along with student work analysis to drive curriculum revisions and instruction. The California Assessment of Student Performance and Progress (CAASPP) is administered each spring to students, and serves as California’s academic achievement standard. According to the California Schools 2018 Dashboard release of student data, Chaboya Middle School’s ALL student group test data appeared in the Blue/Green area on both the ELA and Mathematics assessments for the Fall 2017 and 2018 Dashboards. In English Language Arts, students achieved 75.3 points above standard, well above the 6 points below standard at the state level, and students achieved 87.1 points above standard in Mathematics, above the 36.4 below standard at the state level.

2017-18 CAASPP Results for All Students

Percent of Students Meeting or Exceeding the State Standards (grades 7 & 8)

	Chaboya 16-17	Results 17-18	District 16-17	Results 17-18	State 16-17	Results 17-18
English Language Arts	83.0	84.0	63.0	65.0	48.0	50.0
Mathematics	82.0	81.0	60.0	61.0	37.0	38.0

The data above shows that over 80% of Chaboya students are meeting or exceeding the state standards in both English Language Arts and Mathematics. Additionally, it is evident that Chaboya’s students exceeded mastery levels when compared with district and state results. It appears that Chaboya’s focus on standards to close the achievement gap displays growth in English Language Arts for the ALL student category from 2016-2017 to 2017-2018, and displays a majority of students meeting or exceeding state standards.

A Focus on Support Systems to Close the Achievement Gap: Data from the 2018 Dashboard indicated that the ALL student group category appeared in the Blue range on the Suspension Rate Indicator. There was a -.3% decline in suspensions.

Chaboya	2015-16	2016-17	2017-18
Suspension Rate	0.7	0.9	0.5
Evergreen SD			
Suspension Rate	0.5	0.4	0.7
State			
Suspension Rate	3.7	3.7	3.5

Also, the ALL student group on the Chronic Absenteeism Indicator appeared in the green area on the 2018 Dashboard, with a -.7% decline from the previous years. Finally, Chaboya experienced an over 95% participation rate in the 2016–17 and 2017–18 school years for both ELA and Mathematics. This data, along with student, staff, and parent survey data on safety,

school climate, and other data points, provide us with multiple data points to use to evaluate and reflect on the school's student support systems.

Chaboya's staff is proud of the accomplishments of students. It is evident that the achievement gap among students is narrowing in English Language Arts and Mathematics. Moreover, suspension rates and chronic absenteeism have declined. It is apparent that the Chaboya's focus standards and support systems have helped closing the achievement gap.