

Holly Drive Leadership Academy

2018 Charter Renewal Achievement Analysis

October 22, 2018

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Holly Drive's Achievement Analysis

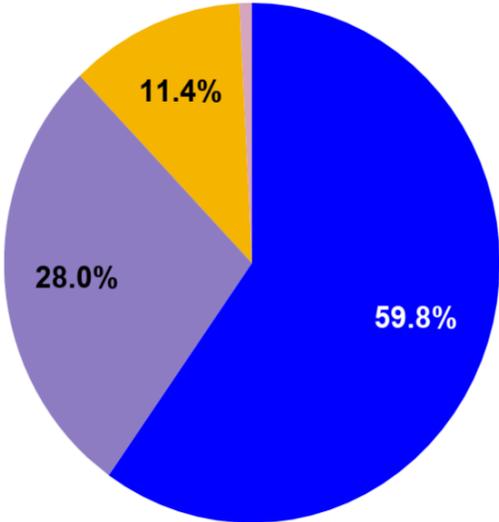
- Holly Drive's Performance Summary
- Holly Drive's Demographic Context
- Holly Drive's 2015-2018 SBAC ME Growth Comparisons
- Holly Drive's SBAC ME Growth
- Holly Drive's District School ME Comparisons
- Strategies to Address Math and Suspension Challenges

Holly Drive's Performance Summary

- Holly Drive is a small safe learning community serving a primarily African American and low income student population.
- The school has demonstrated improvement based on both the Met/Exceed and Difference from 3 metrics. It has shown particularly impressive gains in ELA.
- Holly Drive's outperformed all but one of its district comparison schools in ELA % Met/Exceed and is near the middle of its peers in math.
- Holly Drive exceeded the CCSA's Similar School and Growth metrics and has its support for renewal.
- Holly Drive is implementing strategies to accelerate its students' math performance and reduce conflict and suspensions.

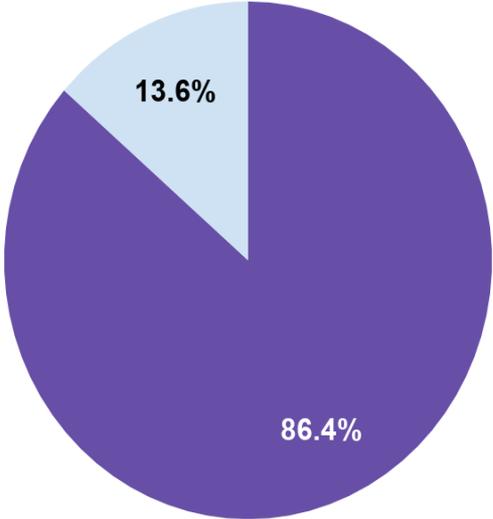
Holly Drive is a small safe K-8 learning community serving a primarily African American and Latino low income student population.

Holly Drive's 17-18 Ethnic Breakdown*



● African American ● Latino ● 2 Races ● White

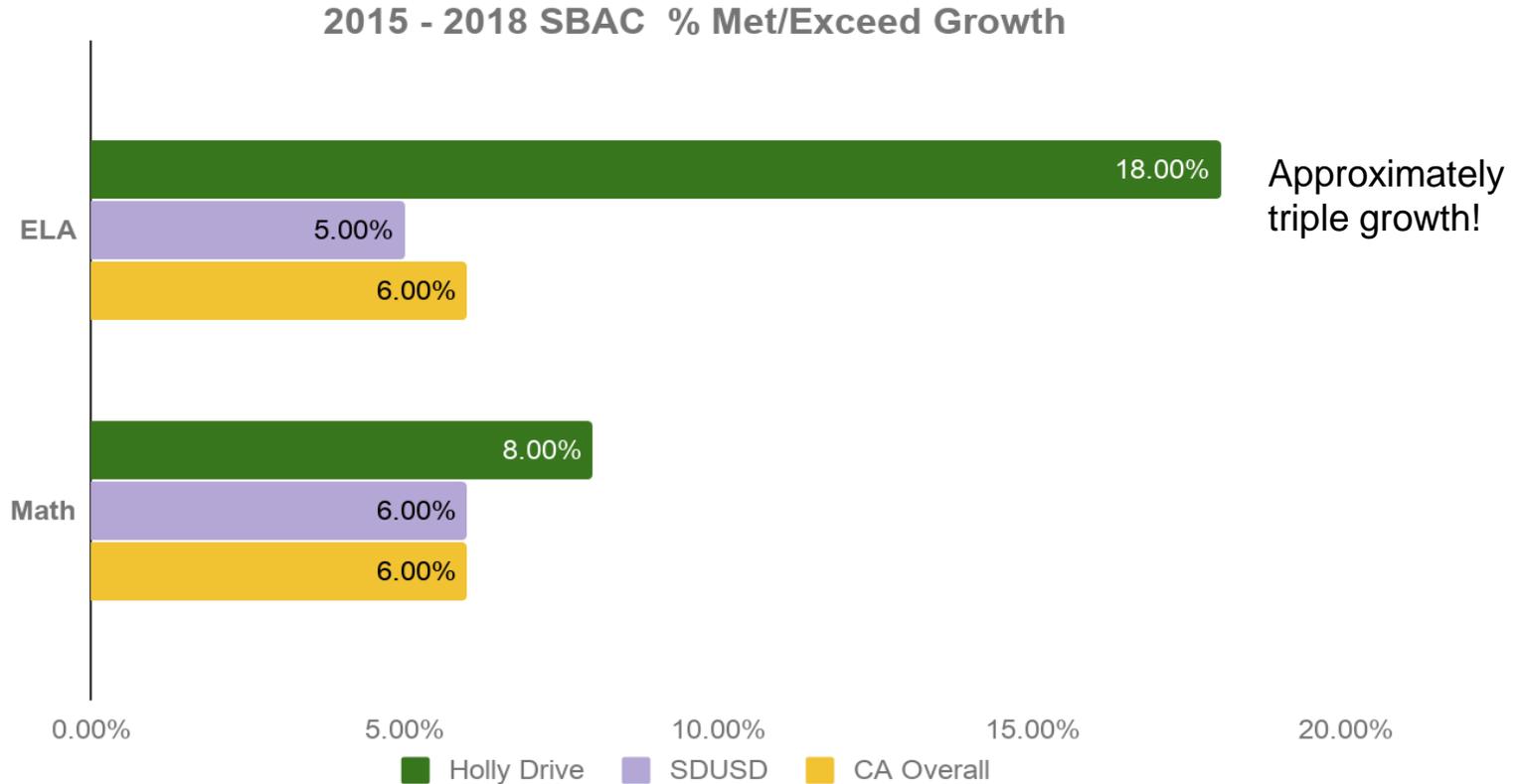
Holly Drive's 17-18 Economic Status Breakdown*



● Socioeconomically Disadvantaged ● Economically Advantaged

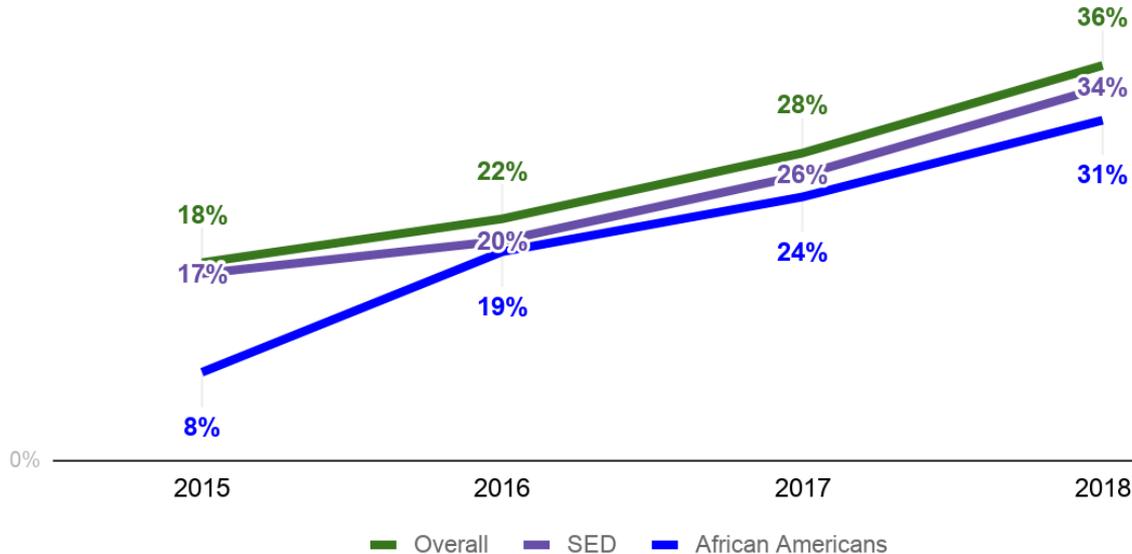
*Holly Drive served 132 students in 17-18. 17% of the students were English Learners and 16% qualified for Special Education. Approximately 2% were homeless.

In the last 4 years, Holly Drive increased the proportion of its students scoring Met/Exceed more than both SDUSD and CA overall. It's growth was approximately 3 times its comparisons in ELA!



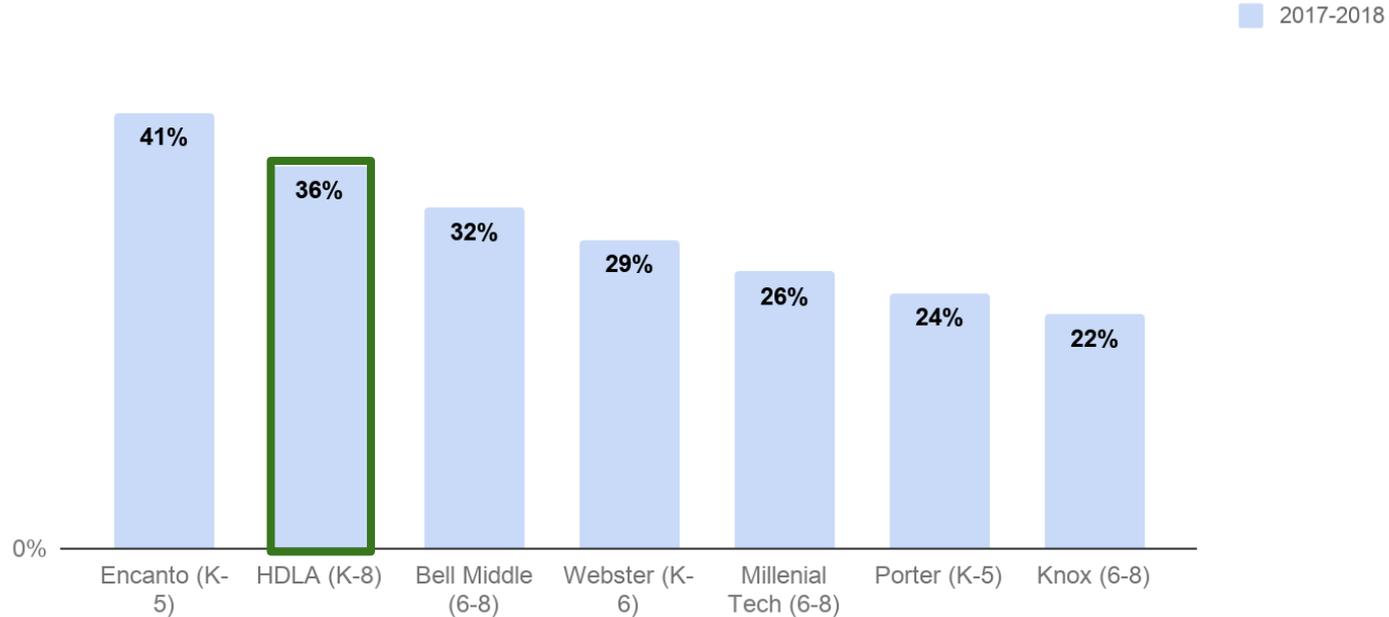
Holly Drive has demonstrated sustained ELA growth overall and across subgroups. The proportion scoring Met/Exceed at least doubled in the last 4 years.

Holly Drive % ME Growth (2015-2018)



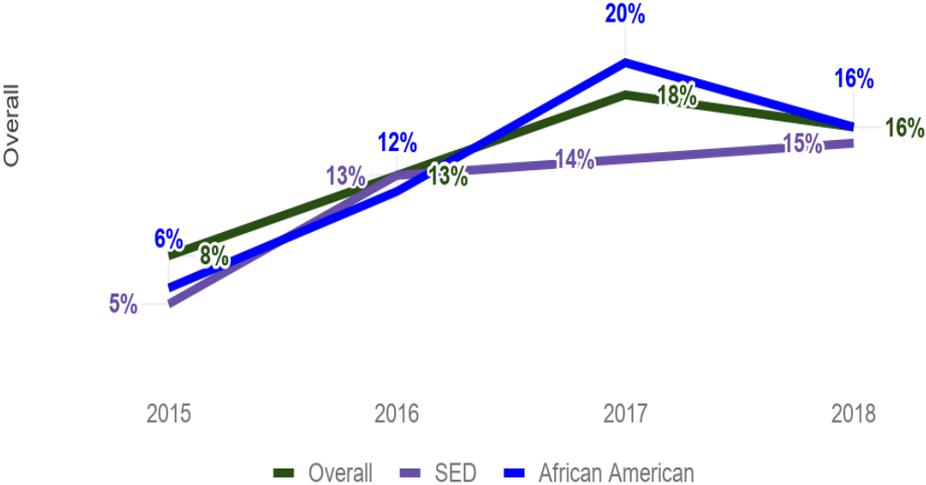
Holly Drive outperformed all but one of its district comparison schools in ELA last year.

Holly Drive and Comparison District Schools' 2018 ELA Performance



In math, Holly Drive has doubled the proportion of its students scoring Met/Exceed overall and in key subgroups. It is focused on accelerating its students math performance to mirror its ELA success.

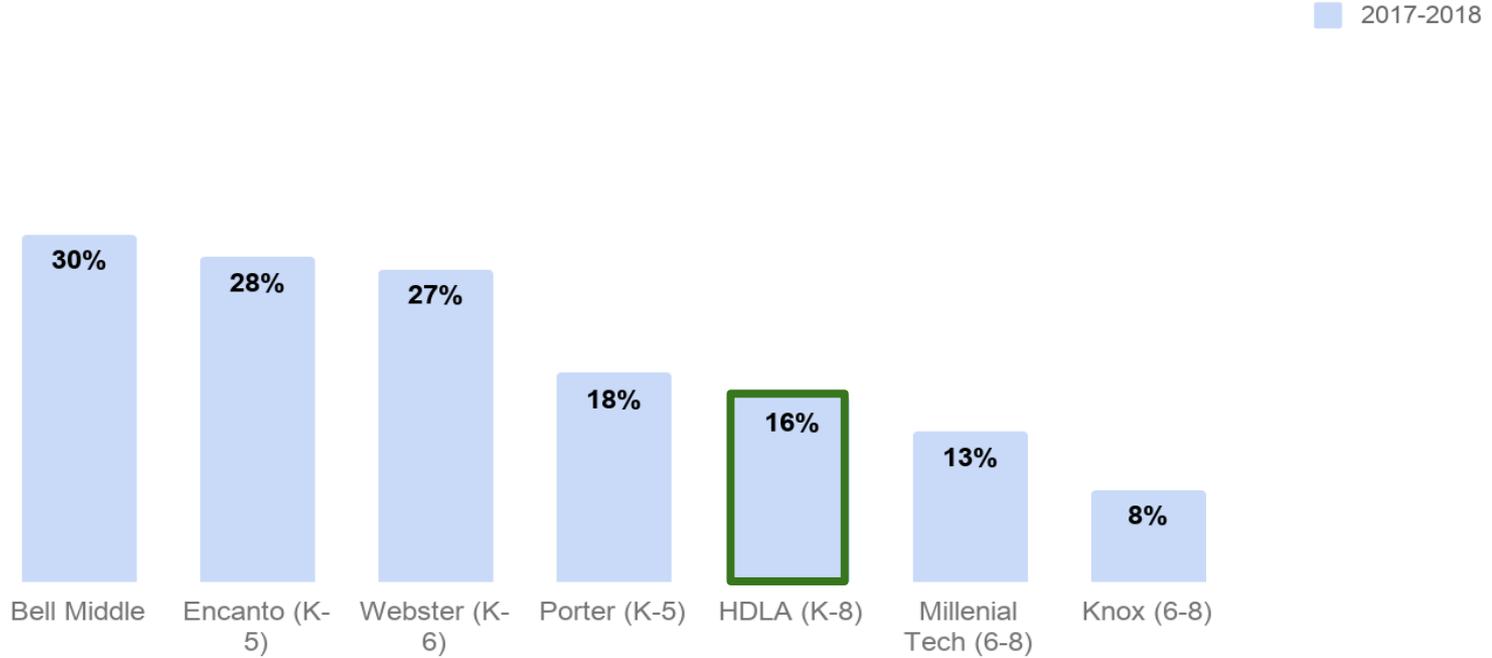
Holly Drive Math % ME Growth (2015-2018)



*Note math performance is more challenging than language art on the SBAC tests across the state and in SDUSD.

Holly Drive's 2018 math results rank it near the middle of its comparison schools.

Holly Drive and Comparison District Schools' 2018 Math Performance



Outperforming 70% of the schools in the state with similar demographic characteristics and exceeding its growth targets, Holly Drive has the California Charter School Associations' support for its charter renewal.*

School meets CCSA's Accountability Criteria and qualifies for renewal support based on academics.

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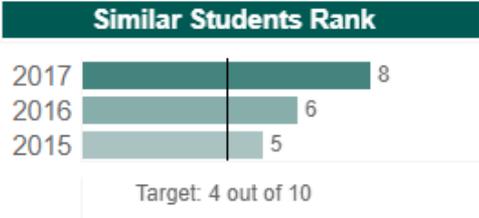
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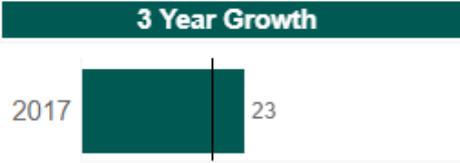
CCSA Academic Accountability Report 2016-2017

Holly Drive Leadership Academy (San Diego Unified)

Charter Renewal Date: June 30, 2019



This school was at/above the target
3 out of 3 year(s),
meeting the standard for this metric for 2017.



This school's DF3 changed by
23 points,
meeting the 2017 target of 18 points.

*Based on the most recent data available..

Holly Drive Leadership Academy's Math Improvement Strategies

Holly Drive is focused on increasing its students' math achievement. It is going to take lessons learned from its success in ELA along with best practices in math to accelerate its students' mastery of the common core math standards.

1. Increase amount of time focused on math instruction to at least 1.5 hours a day
1. Align math program to the rigor of SBAC
 - Teachers will focus on the SBAC Interim Assessment Block questions prior to each unit
 - Students will start taking the IAB assessments in the CAASPP system and teachers will use student results to reteach key standards
1. Provide additional academic supports to students struggling in math through teacher and technology support (e.g. I-Ready)
1. Provide additional math training to increase teachers' capacity to teach the Common Core standards (working with the San Diego County Office of Education)
1. Review math curriculum for possible new adoption in 19-20

Holly Drive's Strategies to Address Suspensions

Holly Drive has exceeded its state suspension targets (ideally no more than 3%) for the last two years. Recognizing students need to be in school in order to learn, the school now reserves out of school suspensions only for the most serious offenses. It has implemented the following strategies.

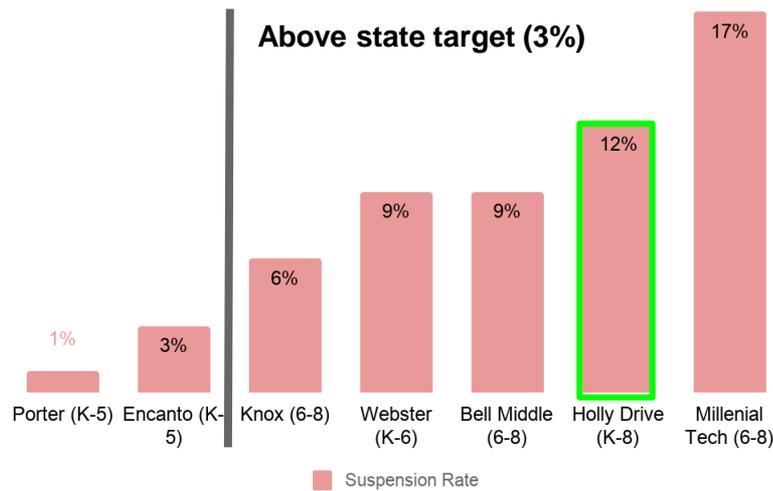
Minimize Out of School Suspensions

1. Instituted in-school suspension to minimize amount of instruction students miss

Reduce Conflict

1. Adopted "Positive Playground" to address playground disputes
2. Implemented Conflict Resolution strategies to train students to identify positive alternatives to de-escalate tensions

Holly Drive's 16-17 District School Suspension Comparisons



Holly Drive's suspension rate was within a few points of most of its district middle school comparisons .

Appendix

- Difference from 3 Definition
- Difference from 3 2015 - 2018 growth
- Holly Drive State Accountability Performance
- Difference from 3 District Comparisons Overall and for SED and African American Subgroups

How CA measures performance: Distance from Level 3 (DF3)

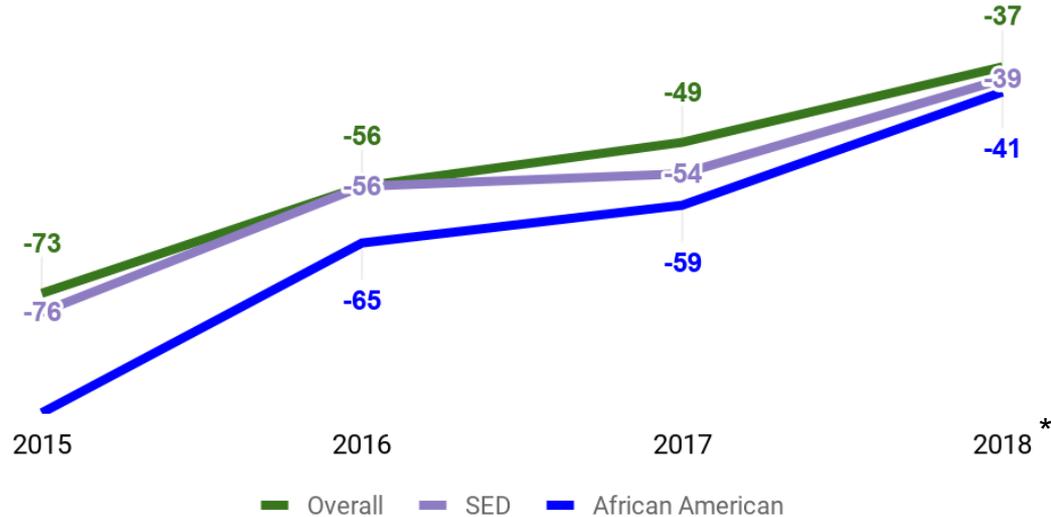
- Students earn a **scale score** on SBAC between 2100 and 2800
 - The exact range is different for each grade and subject, so it's not fair to compare scale scores across grades.
- We standardize scale scores by measuring their **distance above or below the minimum score required to be Level 3** (i.e. “Met” or Proficient)
 - In grade 3 ELA, the minimum score to be Level 3 is 2432. A 3rd grader who scores 2400 has a DF3 of -32. A 3rd grader who scores 2500 has a DF3 of 68.
- We average those distances to get the **average Distance from Level 3**
 - We can do this for a district, school, subgroup, etc. If a school's ELA DF3 is -49, then its average student scored 49 scale score points below Level 3 in ELA. If a school's Math DF3 is 0, then the average student earned exactly the minimum scale score required to be Level 3 (i.e. “Met”).

Difference from 3

The Difference from 3 is CA's academic accountability metric. It is an indicator of how far a student or school is from the Met proficiency level cut point on SBAC. If a student has a negative score, it indicates their performance was below the Met Level. If positive, the student scored above the Met level. Students' differences from 3 are averaged to create 1 score for the school overall. (See the appendix for more information on calculating the Difference from 3).

Holly Drive has demonstrated impressive growth in ELA overall and by subgroup over the last 4 years.

Holly Drive ELA Difference from 3 Growth (2015-2018)



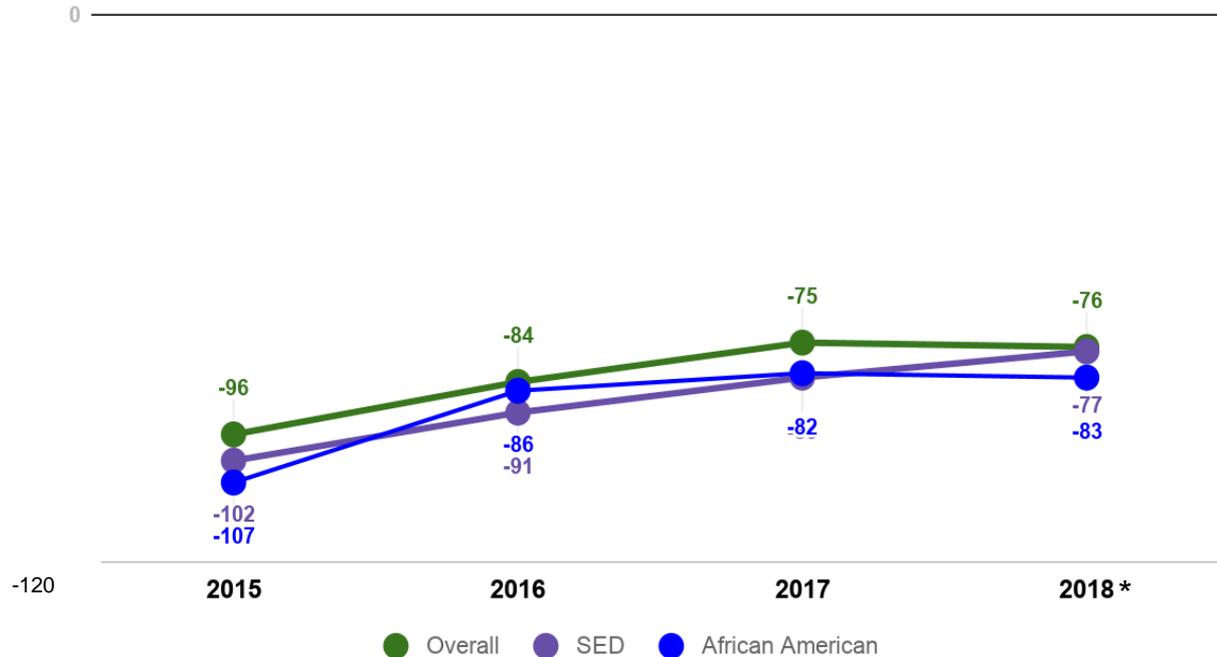
*2018 DF3 numbers are projections based on Holly Drive's ORS files.

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Holly Drive's math performance has improved overall and by subgroup over the last three years. The school is focused on increasing its math performance.

Holly Drive Math Difference from 3 Growth (2015 - 2018)



*2018 DF3 numbers are projections based on Holly Drive's ORS files.

CA State Accountability

CA's accountability system is comprised of a set of indicators with metrics for growth. Academics are divided into ELA and Math metrics based on SBAC performance. There are 5 proficiency levels (red being the lowest) with the goal of all schools achieving green. Click [here](#) to learn more about how proficiency levels are calculated.

Based on the most recent accountability data (2017), Holly Drive performs at the Low level with growth for most subgroups in both ELA and Math.

State ELA and Math Accountability Indicators (2017)

	ELA Status		Math Status
Overall	Low + Growth		Low + Growth
SED	Low Maintain*		Low + Growth
African American	Low + Growth		Low + Growth

Performance Levels:

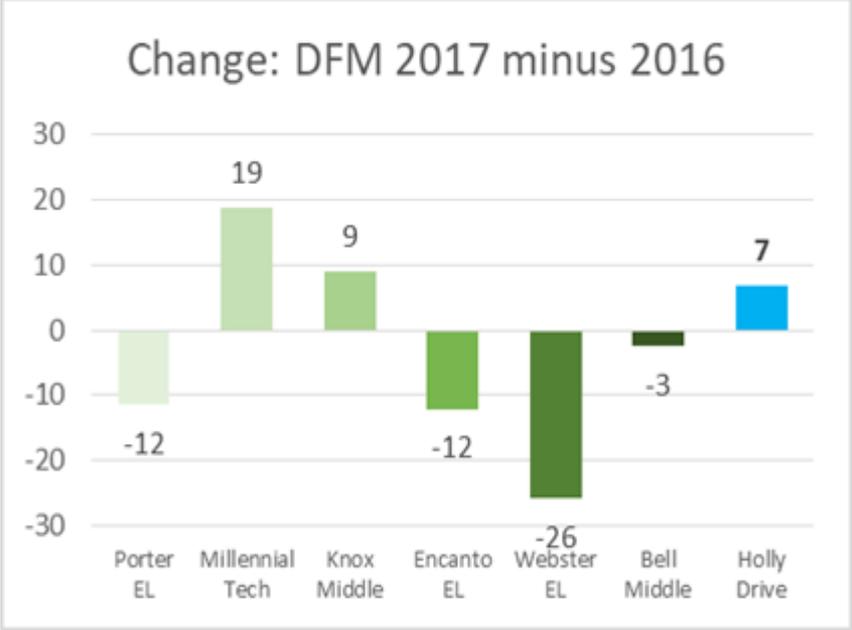
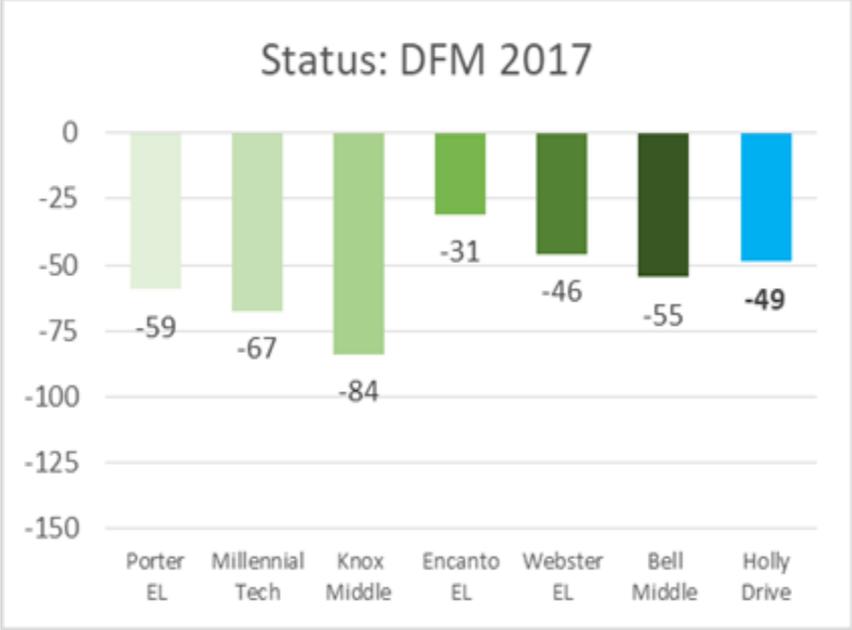
 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Click [here](#) to see Holly Drive's state accountability dashboard.

*With this year's ELA growth, this should move to yellow for 2018. With lack of math growth, the math subgroups will be orange.

In 2017, Holly Drive ranked near the top of its SDUSD comparison schools in ELA (3rd out of 7 in both performance and growth).*

2017 Difference from 3 Overall English Language Arts Performance and Growth Comparisons

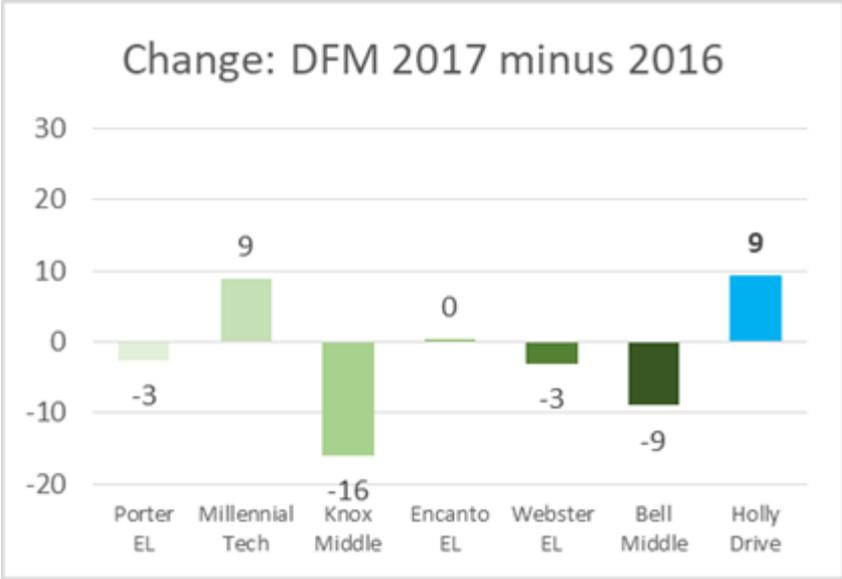
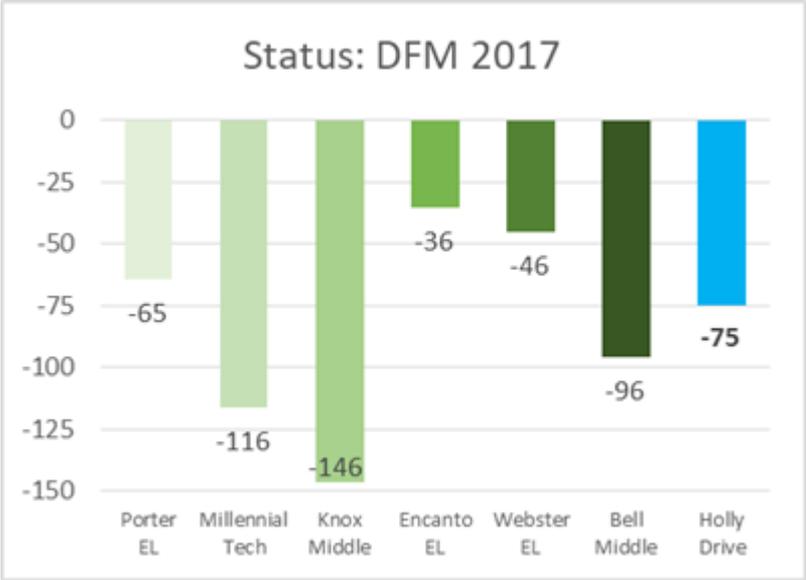


Note: A smaller number on the status visual represents better performance. An average of 0 indicates students on average scored at the Met level. A positive number on the change visual represents improvement.

*2017 is the most recent year DF3 data is available at this point.

In math, Holly Drive ranked in the middle of its comparison schools for performance (4/7) and at the top in growth (tied for first).

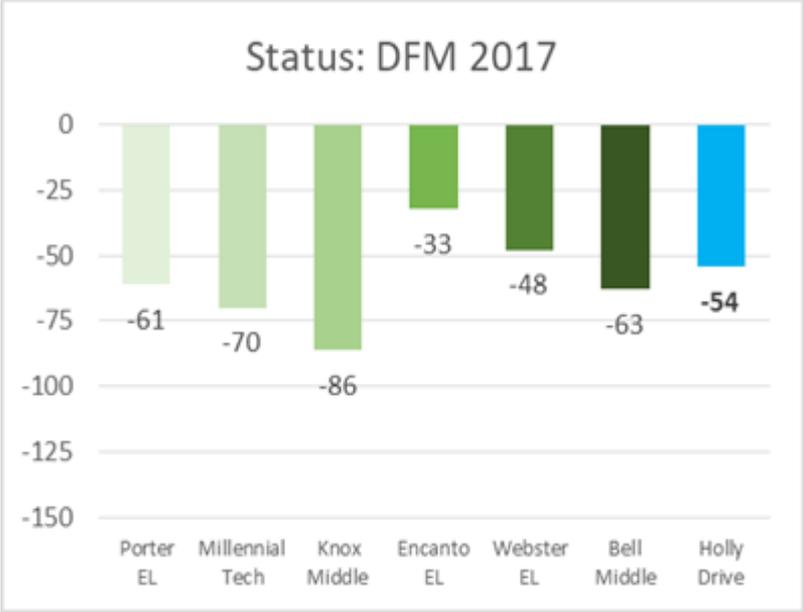
2017 Overall Difference from 3 Math Performance and Growth Comparisons



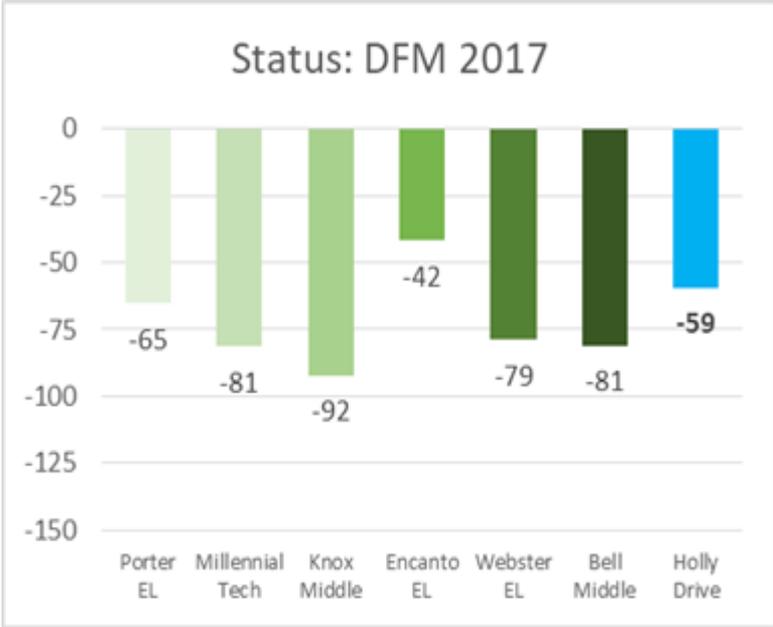
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Holly Drive’s Socioeconomically Disadvantaged (3 of 7) and African American students (2 of 7) performed near the top of its district comparison schools in ELA.

Socioeconomically Disadvantaged Students
DF3 Performance



African American Student DF3 Performance

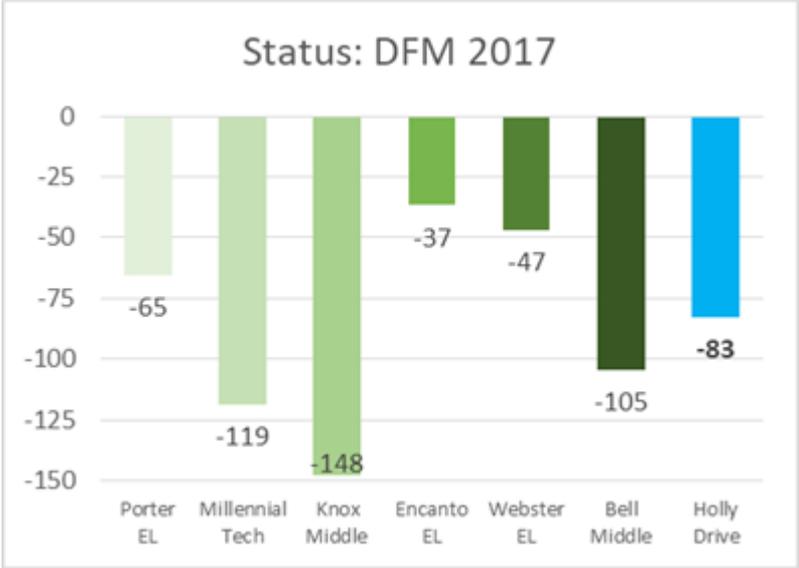


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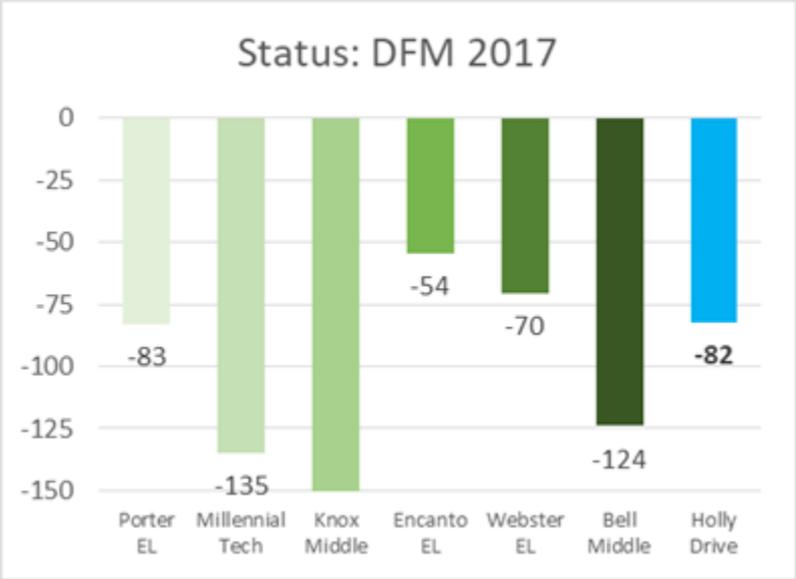
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Holly Drive’s Socioeconomically Disadvantaged (4 of 7) and African American students (3 of 7) performed near the middle of its district comparison schools in Math.

Socioeconomically Disadvantaged Students
DF3 Performance



African American Student DF3 Performance



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