

PI Year 3 LEA Plan Evidence of Progress (2015–16)
End-of-Year Report
Due on October 14, 2016
Local Educational Agency: Pierce Joint Unified School District
Submitted by Carol Geyer, Superintendent

1. Summarize the LEA's progress towards implementation of the strategies and actions in the LEA Plan.

- Transitioning to Common Core State Standards in ELA & Math – ELA teachers spent this spring evaluating newly state adopted curriculum programs. They piloted parts of different programs and had presentations from the different publishers. At the end of the school year, Wonders and Study Sync were recommended for adoption to the school board. The board approved the recommendation and materials were ordered for the 16-17 school year. Implementation of the common core aligned math programs continued at all sites for the second year.
- High Quality First Instruction in the Classroom – Direct instruction lessons continued to be the focus in the classrooms. Site administrators were in classrooms on a regular basis and gave specific, written feedback to teachers through the Edivate electronic system. Weekly instructional messages were sent from principals to teachers. Many of these messages were directly related to instruction in the classroom.
- Response to Intervention Focus – Teachers in the classroom strive to constantly monitor student learning as an ongoing process during lessons in order to provide timely, specific feedback to students. Teachers provide in-class support for students and are available before and after school for tutoring and homework help. Reading Specialists, ELD teachers and resource teachers support students too. At the high school, there are support periods built into students' schedules if need be. At the elementary level, primary grade teachers group their students by need for a portion of their day to give specific targeted instruction. Computer programs are available for individualized learning in areas as well. Those programs include Lexia, Spatial Temporal Math and Edmentum. Summer school is provided to those at the high school level who need to recover credit.

2. Analyze the LEA's progress towards student achievement goals in the LEA Plan.

Below is a chart with two years of CAASPP data for our district. A slight growth of 1% was seen overall in ELA. Subgroup growth was anywhere from none to 6% with the exception of the Migrant subgroup dropping 2%. In math, there was an overall decline of 3%. Growth was seen for English-Only students and students not Economically

Disadvantaged, 4% and 1% respectively. Drops in percentages for other subgroups ranged from 2-6%.

| Subgroup | CAASPP Scores ELA - % meeting or exceeding standard | | CAASPP Scores Math - % meeting or exceeding standard | |
|----------------------------|---|---------|--|---------|
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| All | 38 | 39 | 33 | 29 |
| English Only | 47 | 52 | 38 | 42 |
| English Learners | 14 | 15 | 19 | 17 |
| Reclassified | 45 | 45 | 32 | 27 |
| Not Econ. Disadvantaged | 52 | 58 | 45 | 46 |
| Econ. Disadvantaged | 31 | 31 | 27 | 23 |
| White | 55 | 60 | 49 | 48 |
| Hispanic | 32 | 32 | 27 | 25 |
| Students with Disabilities | 6 | 10 | 8 | 4 |
| Migrant | 15 | 13 | 20 | 14 |

NWEA data is being used to monitor progress throughout the school year. A current focus for the district is the use of formative assessment continuously in the classroom in order to inform instructional decisions. Work needs to continue in both areas with the model of continuous improvement and growth over time.

3. Provide documentation of annual communication with the local governing board regarding the end-of-year evidence of progress.

Report was given by the superintendent at the September 8, 2016 regular board meeting.

Note: additional documents may be accompanied with the submission via e-mail to LEAP@cde.ca.gov.