

Bowman High School

New Dashboard for Alternative Schools



It always seems impossible
until it's done. ~ Nelson Mandela

A New Dashboard

- * Dashboard for Alternative School Status (DASS) approved on August 1st
- * All continuation schools automatically enrolled
- * Fall of 2018 is the first dashboard
- * Alternative indicators are in development
- * Charter schools that serve high-risk students must apply by October 3rd

Students Served by The Alternative Dashboard

Like LCAP, the focus is on students who:

- * are expelled
- * suspended more than 10 days a year
- * wards of the court
- * pregnant or parenting
- * recovered drop outs
- * habitually truant
- * retained in school more than once
- * credit deficient
- * have a gap in enrollment in school
- * high levels of transiency
- * foster youth
- * homeless youth
- * emotionally disturbed students

Alternative Education Taskforce

- * Discussions on indicators are ongoing
- * Includes CDE, ACSA members, and researchers
- * Task Force Chair- Jorge Ruiz de Valesco (Stanford)
- * “Accountability for Alternative Schools in California” published February, 2017

New Measures for Alternative Schools

Report from the
*"Accountability for
 Alternative Schools in
 California"* written by
 Jorge Ruiz de Velasco
 and Daisy Gonzales.
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Table 1. Measurements for Engagement and Academic Progress in Alternative Education

California Traditional Schools	Alternative Schools
Academic Indicator <ul style="list-style-type: none"> Combines student test scores on English Language Arts (ELA) and Math, including a measure of individual student growth for grades 3-8, when feasible, and results on the California Science Test (CAST) aligned assessment, when available 	Additional Academic Indicators <ul style="list-style-type: none"> Percent of student proficiency in Reading, Math, Writing, Science Academic Progress (achievement benchmarks) <ul style="list-style-type: none"> Passing a state or subject-level test Promotion to the next grade or subject-level achievement
High School Graduation Rate <ul style="list-style-type: none"> Criteria range from 95 percent (considered "high" to 67 percent (considered "very poor")^{xxvii} 	Progress Towards Graduation <ul style="list-style-type: none"> Completion of graduation-required credits Completion of minimum course distribution requirements needed for graduation One-year graduation rate (Oregon model)
College and Career Indicator (CCI) <ul style="list-style-type: none"> Combines Grade 11 test scores on ELA and Math and other measures of college and career readiness 	College and Career Readiness Successful Transitions <ul style="list-style-type: none"> GED completion rate Transfer to adult school Transition back to a traditional school, or other measure of successful transitions
Chronic Absence	School Connectedness <ul style="list-style-type: none"> Sustained daily attendance Student punctuality Student persistence or Annual Stabilization Rate (remaining in the same alternative school for a certain period of time such as a semester or 6 months)^{xxviii} Student re-engagement (drop-out recapture)
Vulnerable Populations/Sub-Groups <ul style="list-style-type: none"> English Learners Disadvantaged Youth Racial and Ethnic Groups 	Additional Vulnerable Populations/Sub-groups^{xxix} <ul style="list-style-type: none"> Foster youth Adjudicated youth Pregnant and parenting LGBT youth Credit-deficient youth

2014-15 Successful Transitions

Breakdown by Sub-Groups

5th Year Seniors Save Rate: (24) Graduates; (8) Graduates Different Bowman Programs; (2) Graduates Bowman 15-16; (5) Still Attending Bowman; (1) Different WSHUHSD School; (2) Charter School; (1) Out of Country; (5) Adult School $43/48 = 89.58\%$

Foster Youth Save Rate: (1) Charter School $1/1 = 100\%$

Homeless Save Rate: (1) Graduate; (1) 15-16 Returned to Bowman; (1) Moved to State Comp Site $3/3 = 100\%$

Poverty Save Rate: (86) Graduates; (8) Still Attending Bowman; (17) Charter School; (10) Moved to State Comp Site; (3) Non CA School; (1) Out of country; (1) Juvenile Facility; (1) Rehab/Med; (5) Adult School $127/132 = 96.21\%$

EL Save Rate: (39) Graduates, (6) Charter School; (1) Moved to State Comp Site; (2) Juvenile Facility; (2) Adult School $48/50 = 96\%$

Overall School Save Rate: 205/210 – 97.14%

2015-16 Successful Transitions

Breakdown by Sub-Groups

5th Year Seniors Save Rate: (25) Graduates; (2) Charter School, (1) Non CA School; (1) Juvenile Facility; (3) Adult School $29/32 = 90.63\%$

Foster Youth Save Rate: (2) Graduates; (1) Charter School; (1) CA School $4/4 = 100\%$

Homeless Save Rate: (3) Graduates; (2) Charter School; (1) CA School; (1) Non CA School $7/7 = 100\%$

Poverty Save Rate: (75) Graduates; (20) Charter School; (3) CA School; (2) Non CA School; (1) Juvenile Facility; (3) Adult School $101/104 = 97.12\%$

EL Save Rate: (34) Graduates; (5) Charter School; (1) CA School; (2) Non CA School; (2) Juvenile Facility; (2) Adult School $43/45 = 95.56\%$

Overall School Save Rate: 230/241 = 95.44%

2016-17 Successful Transitions

Breakdown by Sub-Groups

5th Year Seniors Save Rate: (27) Graduates; (3) Adult School **27/28 = 96%**

Foster Youth Save Rate: (1) Graduates; (4) DCFS Change of Placement **5/5 = 100%**

Homeless Save Rate: (9) Graduates; (1) Charter School **10/10 = 100%**

Poverty Save Rate: (66) Graduates; (15) Charter School; (8) CA School; (3) Non CA School; (4) Juvenile Facility; (3) Adult School; (1) College **93/100 = 93%**

EL Save Rate: (25) Graduates; (4) CA School; (2) Non CA School; (1) Juvenile Facility **31/32 = 97%**

Overall School Save Rate: 197-208 = 95%

2016-17 Goals and Results

2016-17 Goals - #1

- * Increase the overall CAASPP testing results in ELA and math by 2% for Bowman juniors

Results

- * English Performance Task scores increased overall by 36%
- * Overall Algebra class passage rate increased from 70% to 86%

2016-17 Goals and Results

2016-17 Goals - #2

- * Increase the CAASPP math concepts and procedures test scores for Hispanic males by 3%

Results

- * 64% increase in Hispanic males passage rate for Algebra class tests
- * 54% increase in Hispanic males earning credits on their Report cards, terms 1 - 3
- * 30% increase in credits terms 4 - 7

2017-18 Goals Using Alternative Assessments

1. Increase ELA District Performance Task scores from fall 2017 to spring 2018 by 5% in Evidence and Elaboration
2. Increase Bowman's Successful Transitions (SAVE Rate) by 2% from 95 to 97%
3. Increase Algebra benchmark test passage rate for Hispanic males by 6% from 64% to 70%

2017-18 Goals Using Alternative Assessments Cont'd

4. Teachers will increase student assignments to develop multi-media presentations by 10% monthly, from 20% to 30%, as measured by BrightBytes
5. One-hundred percent of Bowman staff will be trained in the Capturing Kids' Hearts Training, focusing on how bias, stereotypes, and microaggression affects relationships

A Profile of Notable Achievement

Bowman Student: Napoleon Provens

- * School leader (ASB 2 years)
- * Straightening Reigns Equine Therapy
- * Teen Leadership class
- * School Site Council
- * Action Team Partnership
- * Habitat for Heroes
- * DFY IT
- * COC classes





*Presented by:
Principal Robin Geissler
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