

2014-2015

Annual Evaluation

of

Consolidated Programs

Compensatory Education Department

Annual Evaluation of Consolidated Programs 2014-2015

In accordance with Board Policy 6181, an annual evaluation of program effectiveness for all consolidated programs was conducted for the 2014-2015 school year. The three major areas of evaluation are 1) student achievement, 2) California Department of Education (CDE) quality criteria, and 3) the effectiveness of school plans. The effectiveness criteria and level of achievement for each major area are described below.

Student Achievement

Achievement in the areas of English Language Arts and Mathematics are measured by scores derived from the California Assessment of Student Performance and Progress (CAASPP), which was administered for the first time to students in grades three through eight and grade eleven. The CAASPP replaces the STAR program which became inoperative on July 1, 2013. Following evaluation in the spring, students are identified as achieving Standard not met, standard nearly met, standard met, and standard exceeded status.

Goals and Findings

Goal #1: The percentage of compensatory education students, who scored at proficient or advanced in English Language Arts, as measured by the California Standards Test, shall meet the District's annual target, as stated in Performance Goal 1 of the Local Education Agency (LEA) Plan. As this was the first time CAASPP was taken by students and because API was suspended in California, no performance goal was set, instead a benchmark level was established.

Finding: A benchmark level was set for students grades three through eight in English Language Arts. Title I/SCE students' results are listed on the following chart:

School	% Scoring Met or Exceeded Standard
French Camp	25%
Sequoia	25%

Goal #2: The percentage of compensatory education students, who scored at proficient or advanced in Mathematics, as measured by the California Standards Test, shall meet the District's annual target, as stated in Performance Goal 1 of the Local Education Agency (LEA) Plan. As this was the first time CAASPP was taken by students and because API was suspended in California, no performance goal was set, instead a benchmark level was established.

Finding: A benchmark level was set for students grades three through eight in Mathematics. Title I/SCE students' results are listed on the following chart:

School	% Scoring Proficient and Advanced
French Camp	21%
Sequoia	19%

Goal #3: English Learners shall meet or exceed the Annual Measurable Achievement Objectives (AMAO's) of the Title III Accountability Report in terms of 1) the percentage of students making progress in learning English as measured by the California English Language Development Test (CELDT); 2) the percentage of students attaining English proficiency on the CELDT; and 3) the percentage of students meeting the participation rate and scoring proficient or above for their particular subgroup in English Language Arts and Mathematics on the California Standards Test.

Finding: The 2014-2015 Title III Accountability Report charts each district's progress in meeting each of the three Annual Measurable Achievement Objectives, and Manteca Unified's results are listed on the chart below. While Manteca Unified did not meet the targets, they did show slight increases in AMAO 1 and 2 from 2013-2014.

AMAO #	Title III Target %	MUSD % Achieved	Met Target
1) % of EL students making annual progress in learning English	60.5%	54.9%	No
2) % of EL students attaining English proficient level on the CELDT:			
EL's less than 5 years in cohort	24.2%	22.1%	No
EL's 5 years or more in cohort	50.9%	42.1%	No
3) Adequate Yearly Progress (AYP) for English Learner (EL) subgroup at district level:			
Met participation rate for EL subgroup in English Language Arts (ELA)			yes
Met percent proficient or above for EL subgroup in ELA			n/a
Met participation rate for EL subgroup in Math			Yes
Met percent proficient or above for EL subgroup in Math			n/a

Quality Criteria for Elementary and Secondary Schools

This area is comprised of two areas. A description of each area and the results for the 2014-2015 year is outlined below.

Goals and Findings

Goal #1: Each school that operates categorical programs consolidates any plans that are required by these programs into a single plan, known as the Single Plan for Student Achievement. The content of the single plan shall be based upon an analysis of student achievement and aligned with District and school goals for improving student achievement. Each high school conducting a Western Association of Schools and Colleges (WASC) review shall evaluate the effectiveness of their program in comparison to State quality criteria. Three schools had WASC reviews in 2014-2015. East Union had a one day review. It was Year three of a six year cycle. Sierra had a one day review. It was Year three of a six year cycle. New Vision had a one day review. It was Year three of a six year cycle.

Finding: The Single Plan for Student Achievement is utilized at all school sites. Elementary Schools analyze data which they include in their Single Plans for Student Achievement in school based Administrative Leadership Team Meetings and presented at site Data Analysis Review Team meetings. High Schools analyze data at site PLC meetings and subject specific QISA meetings. No MUSD high schools were reviewed by the Western Association of Schools and Colleges (WASC) during the 2014-2015 school year.

Goal #2: All multi-funded students shall have full access to, and participation in, the District's core curriculum as validated by categorical program monitoring and classroom observation by the District's directors.

Finding: Ongoing internal categorical program monitoring, as well as annual site categorical program reviews and ongoing observations by District staff, indicated that multi-funded students at all school sites have full access to, and participation in, the core curriculum.

Effectiveness of School Plans

The area of "Effectiveness of School Plans" is comprised of three areas. A description of each area and the results for the 2014-2015 school year are outlined below.

Goals and Findings

Goal #1: Each school plan shall meet all the District's approval criteria for school plans, as recommended by the Office of the Director of Compensatory Education and approved by the Board of Education.

Finding: School plans for the 2014-2015 school year were first submitted to the Senior Directors of Elementary and Secondary Education, where the content of each site's plan was reviewed. If needed, edits were made, and the plans were then forwarded to the Compensatory Education Office for compliance review. Based on this process, all school plans were determined to be complete and acceptable in both content and compliance with State and District requirements. Subsequently, the Board approved the plans on January 26, 2015.

Goal #2: Each school plan shall be designed and its resources allocated to meet the intent and requirements of the School-Based Coordinated Program.

Finding: Through the formal process of approving each of the school plans for Board approval in January 2015, District administration verified that each school's plan met the intent and requirements of the School-Based Coordinated Program.