

Ida Jew Academy, San Jose, CA

Teacher Potential Project partnership boosts reading proficiency among economically disadvantaged students and English Language Learners

School Profile

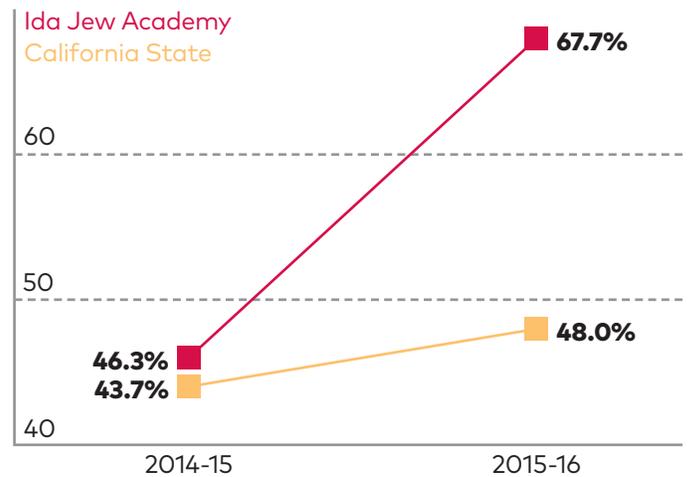
Ida Jew Academy, located in San Jose, California, promotes student creativity, critical thinking, collaboration, and communication through three academy options: Academic Language Academy-Spanish (ALAS), Visual and Performing Arts (VAPA), and Science, Technology, Engineering and Mathematics (STEM). During the 2015-2016 school year, this public charter school served 605 students from diverse backgrounds in grades K-8. Economically Disadvantaged students comprised 76% of the student population, and English-Language Learners (ELLs) made up 46%. 81% of the students were Latino/a, 10% Asian, 4% White, 2% Multiracial, 2% Black, and 1% Native American.

Implementation

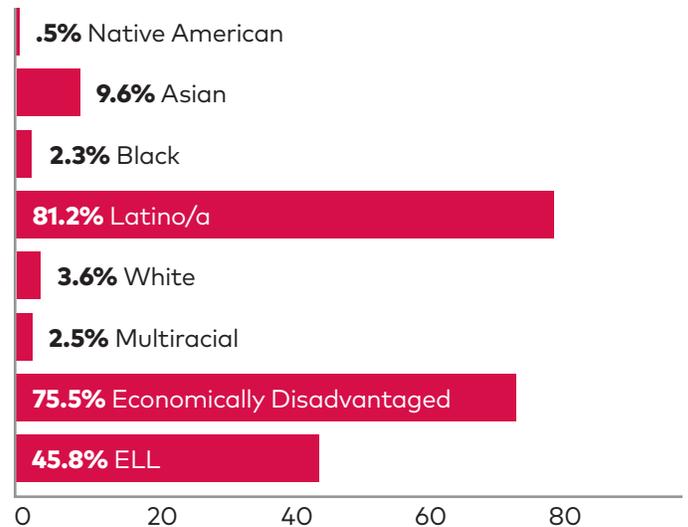
In 2014, district leaders, in collaboration with teachers and staff in middle school grades, partnered with EL Education through the Teacher Potential Project to implement EL Education’s Grades 3-8 ELA Curriculum. To support teachers with a rapid and impactful implementation of the curriculum, teachers and school leaders participated in six institutes, twenty-two days of teacher coaching, and six days of leader coaching over two school years. Coaching was delivered both onsite and online via video-based coaching. The institutes and coaching targeted three areas of professional learning:

- » Building knowledge of the curriculum’s design and structure,
- » Enhancing ELA content knowledge,
- » Unpacking literacy instructional practices embedded into the daily lesson plans.

In particular, teachers learned new strategies and protocols for managing active learning, teaching close reading of complex text and argument writing using evidence, and facilitating rich student academic discussions through strategic questioning.



Percentage of students Proficient and above on the Smarter Balanced (SBAC) ELA Assessment in Grades 6 through 8 (Overall)



Ida Jew Academy Student Population (Overall) for 2015-2016

Results

Participants

Students enrolled in grades 6-8 at Ida Jew Academy and at public schools statewide took the Smarter Balanced (SBAC) ELA assessment during both the 2014-2015 and 2015-2016 school years. In 2013-2014 the state did not administer an ELA assessment and as a result, data for this year is not available. In 2015-2016, 200 students were enrolled at Ida Jew Academy in grades 6-8. 80% of these students were Latino/a, 11% Asian, 5% White, 2% Black, 1% Multiracial, and 1% Native American. 75% were identified as Economically Disadvantaged, and 36% were identified as English Language Learners.

Comparison to State Proficiency Data

After two years of partnership with EL Education through the Teacher Potential Project and implementing EL Education's ELA curriculum, 6th-8th grade students at Ida Jew Academy outperformed their peers across the state by 19.7 percent points on the SBAC ELA. The percentage of students meeting or exceeding grade level literacy benchmarks increased from 46.3% in 2014-2015 to 67.7% in 2015-2016, a 21.4 percentage point improvement. As a comparison, statewide Proficiency increased by 4.3 percentage points. The percentage of students not meeting or nearly meeting grade level literacy benchmarks decreased from 53.7% in 2014-2015 to 32.3% in 2015-2016.

Subgroup Performance

EL Education's ELA curriculum and the instructional practices embedded in its lesson plans reflect EL Education's commitment to equity for students from historically

“I love the way these protocols allow all students to access the strategies and build their confidence as they learn to productively struggle.”

Ida Jew teacher

disadvantaged communities and for English Language Learners. Pre- and post-implementation results from Ida Jew Academy reflect dramatic gains in ELA proficiency for students from Economically Disadvantaged backgrounds and for ELLs. Economically Disadvantaged students reaching proficiency in ELA improved by 21.6 percentage points from 2014-2015 to 2015-2016, while ELL students reaching proficiency in ELA improved by 26.4 percentage points over the same period.

Professional Learning Evaluation Survey Results

Following training through EL Education's Teacher Potential Project, 100% of the 10 teachers participating in the training agreed or strongly agreed with the following statements:

- » I understand how to implement my state ELA standards better because of this institute
- » This institute provided me with strategies I will put into practice in my classroom
- » This institute provided me with ideas on how to improve my teaching

ELA Proficiency Change for Subgroups

Ida Jew Academy	2014-2015	2015-2016	Change (percentage point)
Economically Disadvantaged	45.7%	67.3%	+21.6
English Language Learners	26.7%	53.1%	+26.4
State	2014-2015	2015-2016	Change (percentage point)
Economically Disadvantaged	30.7%	34.7%	+4.0
English Language Learners	6.1%	7.5%	+1.4

► For more information about EL Education, please visit us at ELeducation.org