



A FIRST LOOK AT TEST SCORES 2001 - 2002

GOALS FOR 2003 - 2005

“Extraordinary Achievement For All”

“Closing The Achievement Gaps”



Why navigating a boat
and a school district
are very much alike

Nautical Instruments



INSTRUMENT	REPORTS	HELPS YOU
Compass	Direction	Steer towards your destination
Knot meter	Speed	Estimate how far you have traveled
Depth meter	Depth	Avoid running aground
Radar	Obstacles	Avoid collisions
GPS	Exact location	Make course corrections

Assessment Instruments



BOATS	TESTS	PURPOSE
Compass	STAR exams	Helps steer towards CDE minimum standards
Knot meter	Longitudinal analysis	Shows rate at which students are learning
Depth meter	Diagnostic Tests	Warns of skills that aren't mastered
Radar	Academic Gap Index (AGI)	Warns of groups being left behind
GPS	Academic Performance Index (API)	Shows where our students are vs. those in similar schools

Testing Tools We're Using Today



TOOL	PURPOSE	METRIC
Cross-sectional analysis	Compares scores of several cohorts	Percentile Range = 1-99 Mean = 50
Longitudinal analysis	Compares one cohort's scores over several years	NCE Range = 1-99 Mean = 50
Performance gap analysis	Compares scores by race or SES	Now: NCE gaps Later: AGI – Range = 0-150 Mean = none

Testing Tools On The Horizon



TOOL	EXAMPLE	PURPOSE
Anticipated Longitudinal Gain (ALG)	“7 th Grade ALG of Wood Middle is 72 NCEs this year”	Sets targets based on earlier scores + “Value Added”
Standards-Based CRTs & Computer Adaptive Tests (CAT)	New American Standards Exams ----- getsmarter.org	Shows student’s learning deficits
Multi-Year Multimedia Portfolios	Video clips of oral reports done over last 5 years	Provides deeper understandings of student growth

THIS YEAR'S FIRST ROUND OF ASSESSMENT RESULTS



..Cross-Sectional data

SAT-9

Other STAR tests

..Longitudinal data

..Longitudinal performance gaps

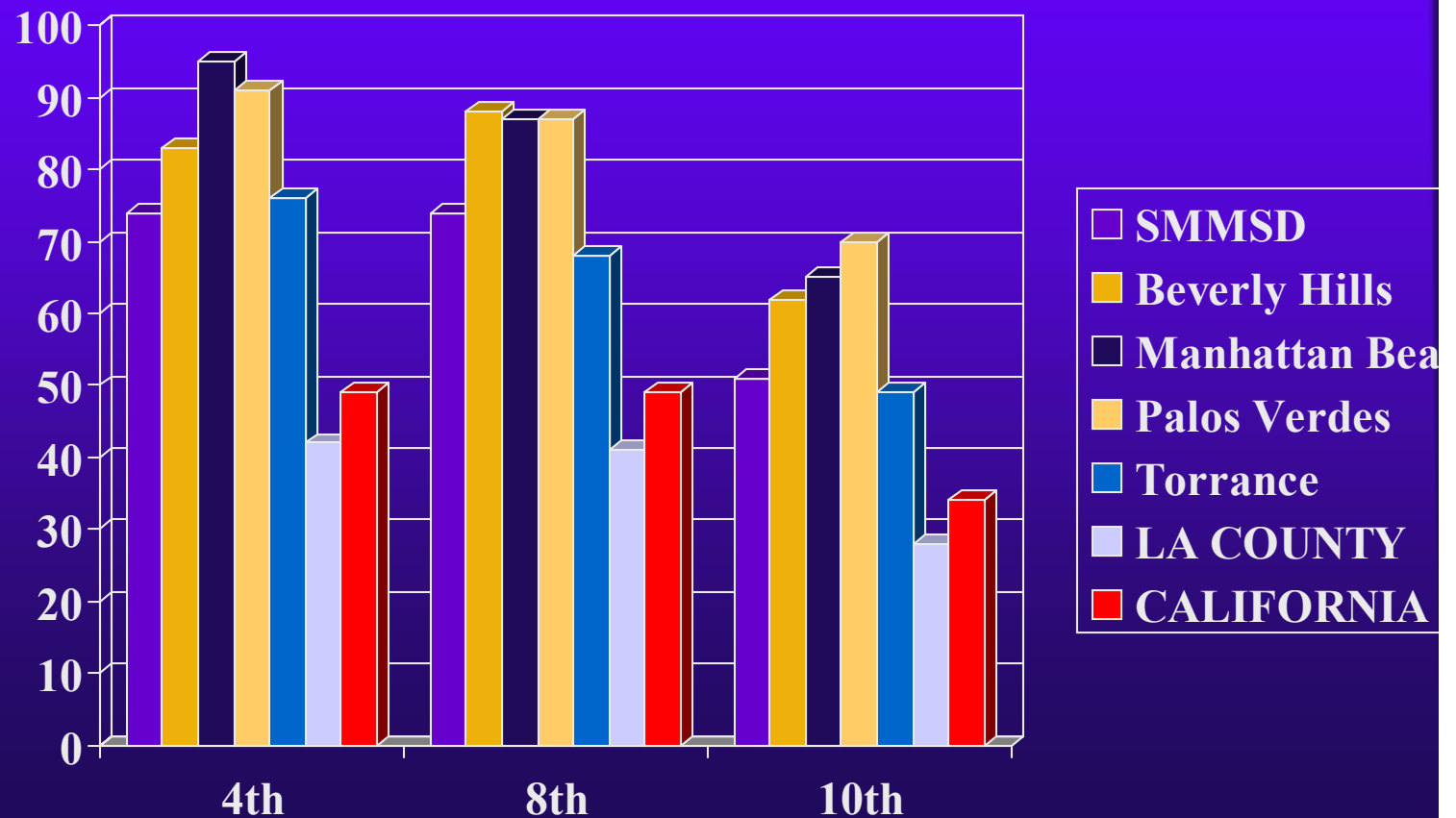


Cross-Sectional SAT-9 4-Year Trends

- ◆ Elementary & middle school scores are up in all 21 grade/subject combinations (e.g. 4th grade reading).
- ◆ High school scores are up in 6 of 9 combinations and are level in the other 3.
- ◆ Grant Elementary and Adams Middle School show the largest gains over 4 years.

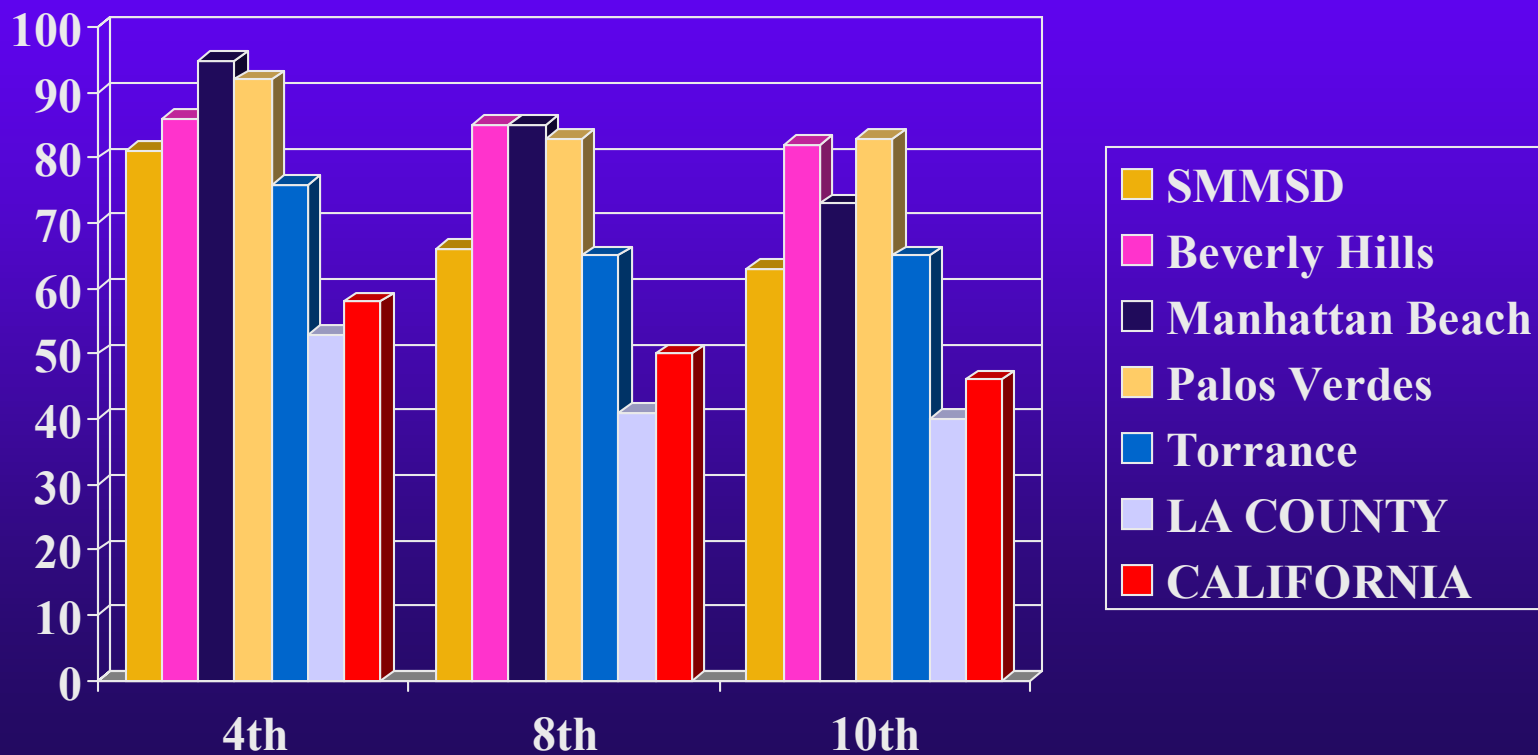
How Does Our SAT-9 Reading Performance “Benchmark” Against Other Leading Districts?

(Data from *The Los Angeles Times*)

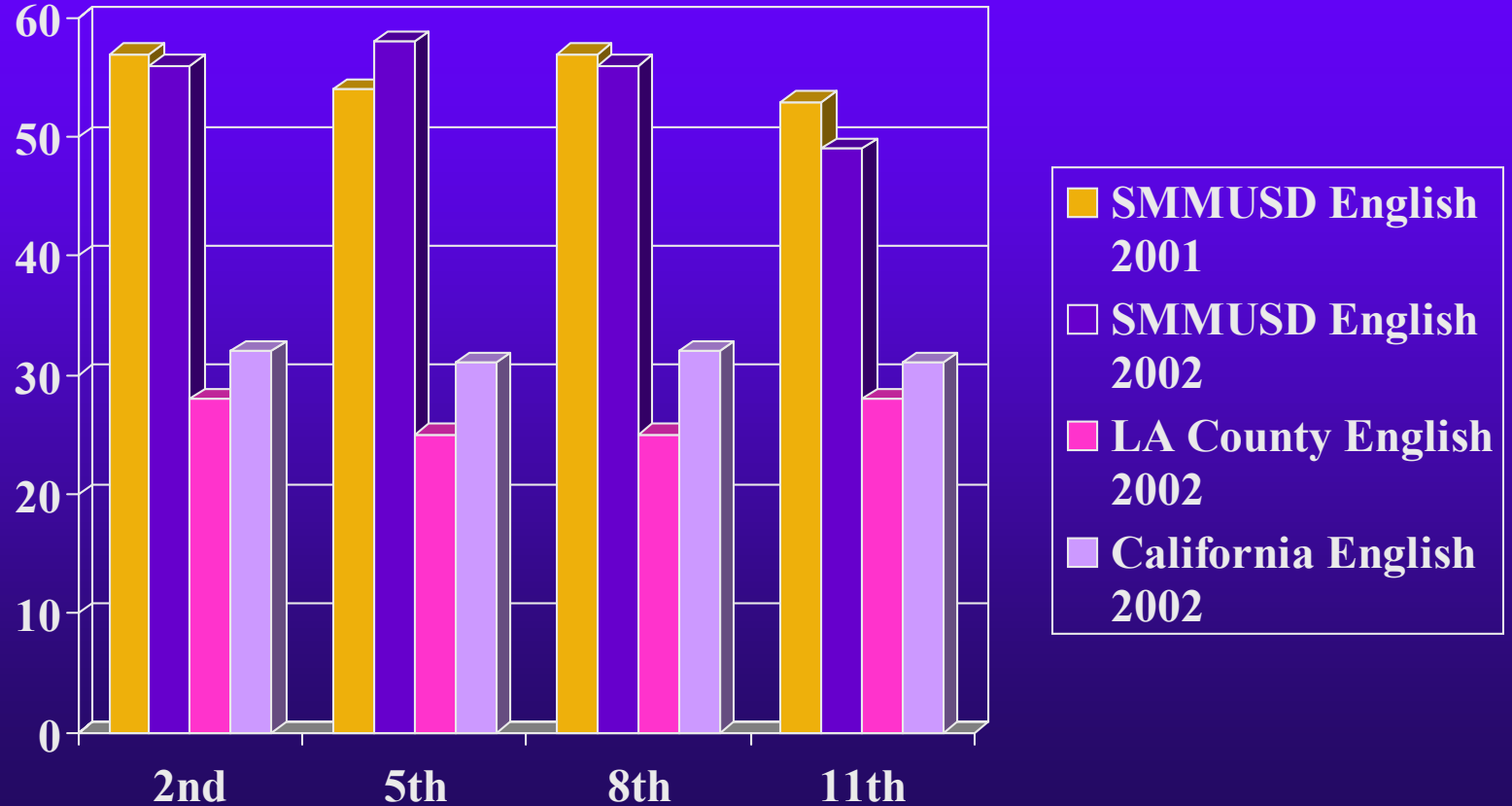


How Does Our SAT-9 Math Performance “Benchmark” Against Other Leading Districts?

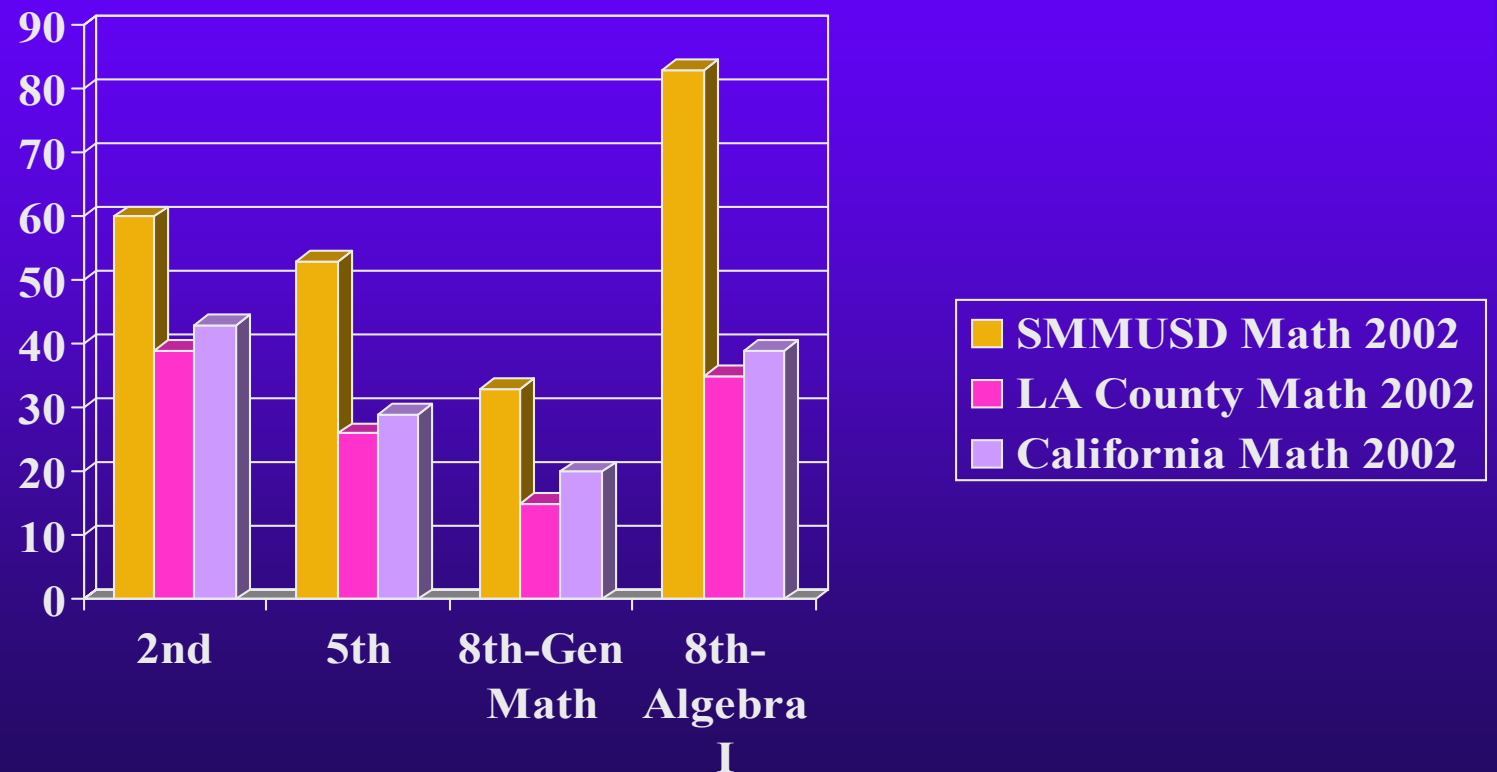
(Data from Los Angeles Times)



STAR – Percent Rated Proficient or Advanced in English/Language Arts

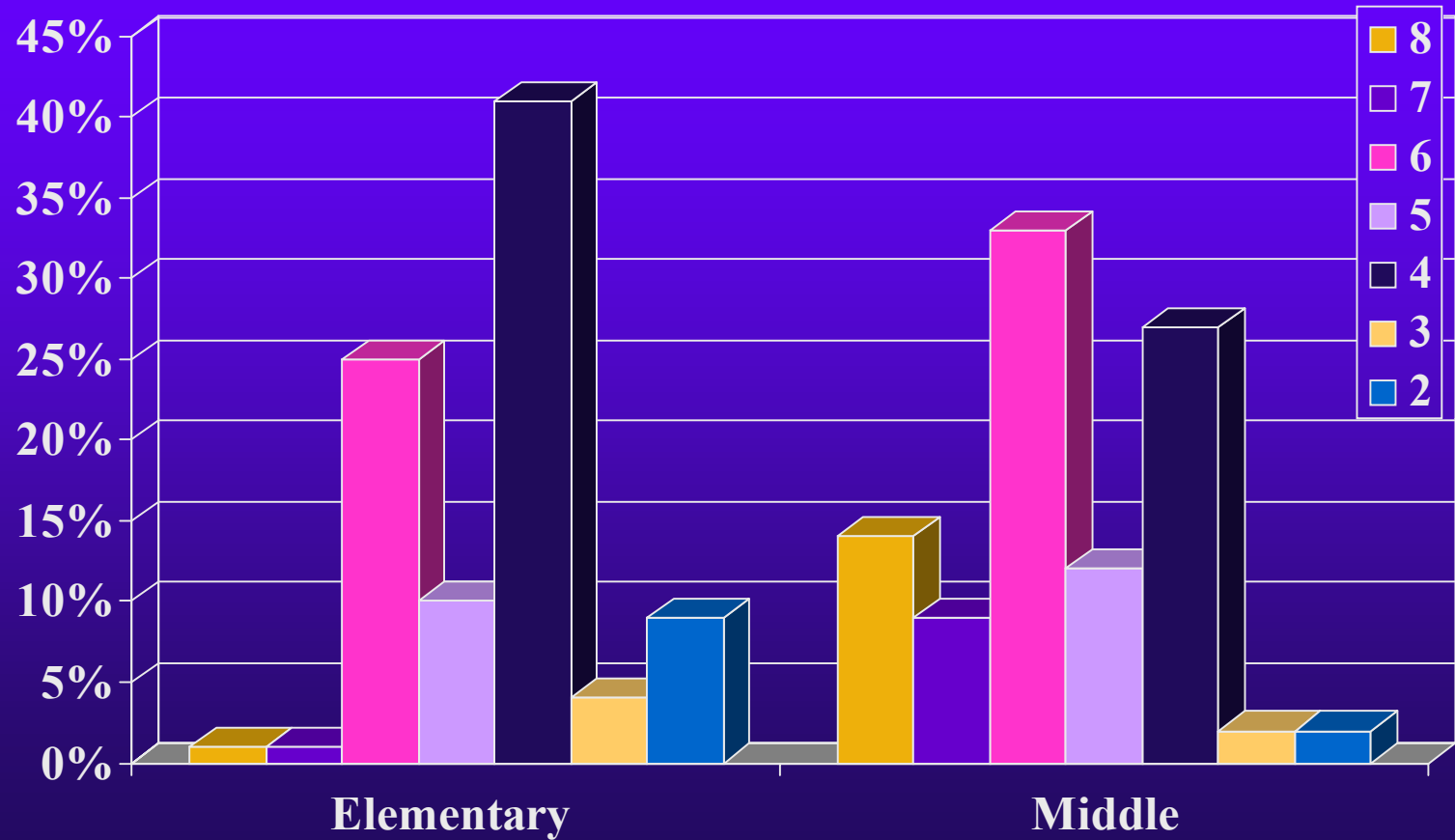


STAR – Percent Rated Proficient or Advanced in Mathematics

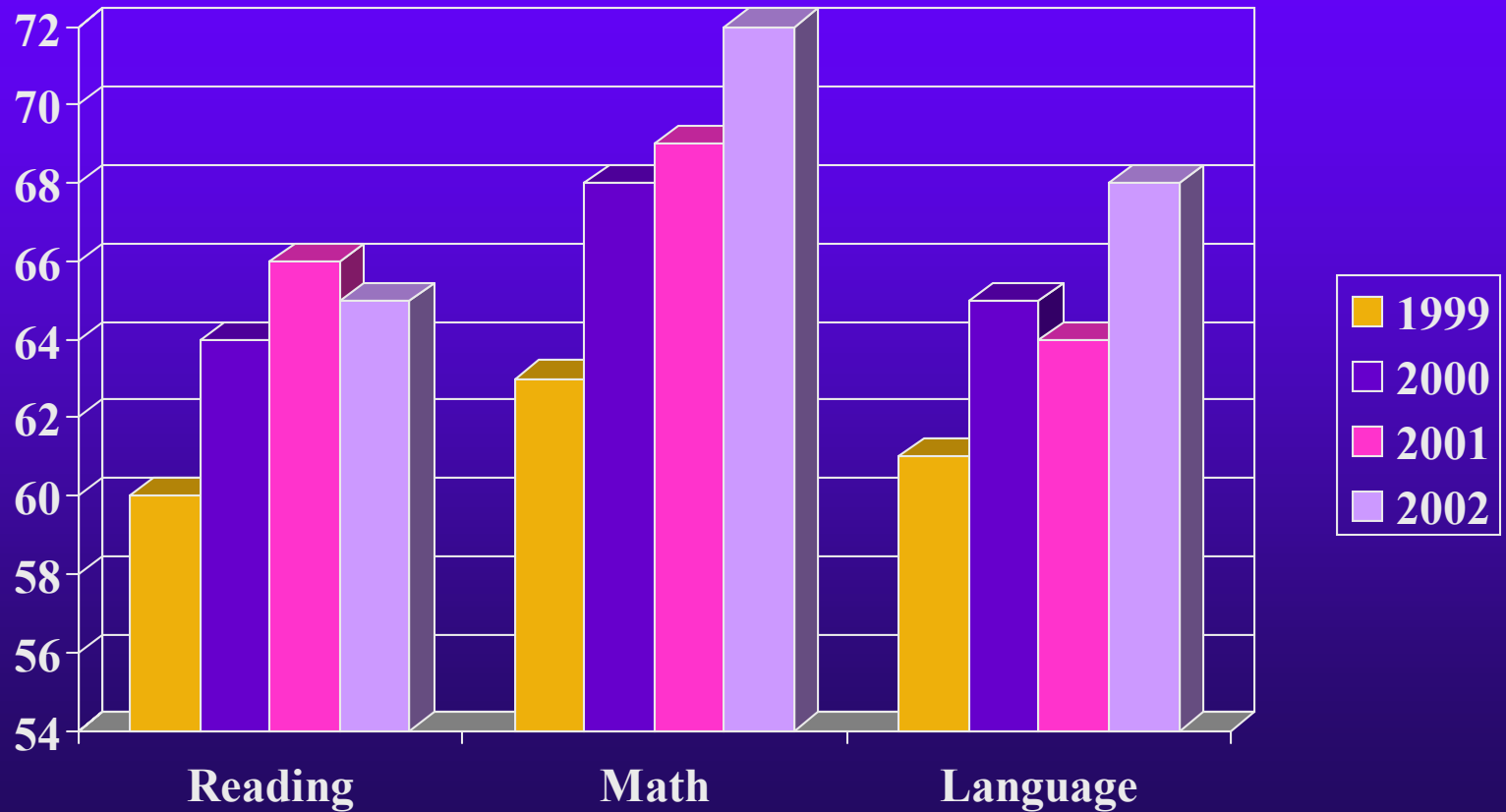




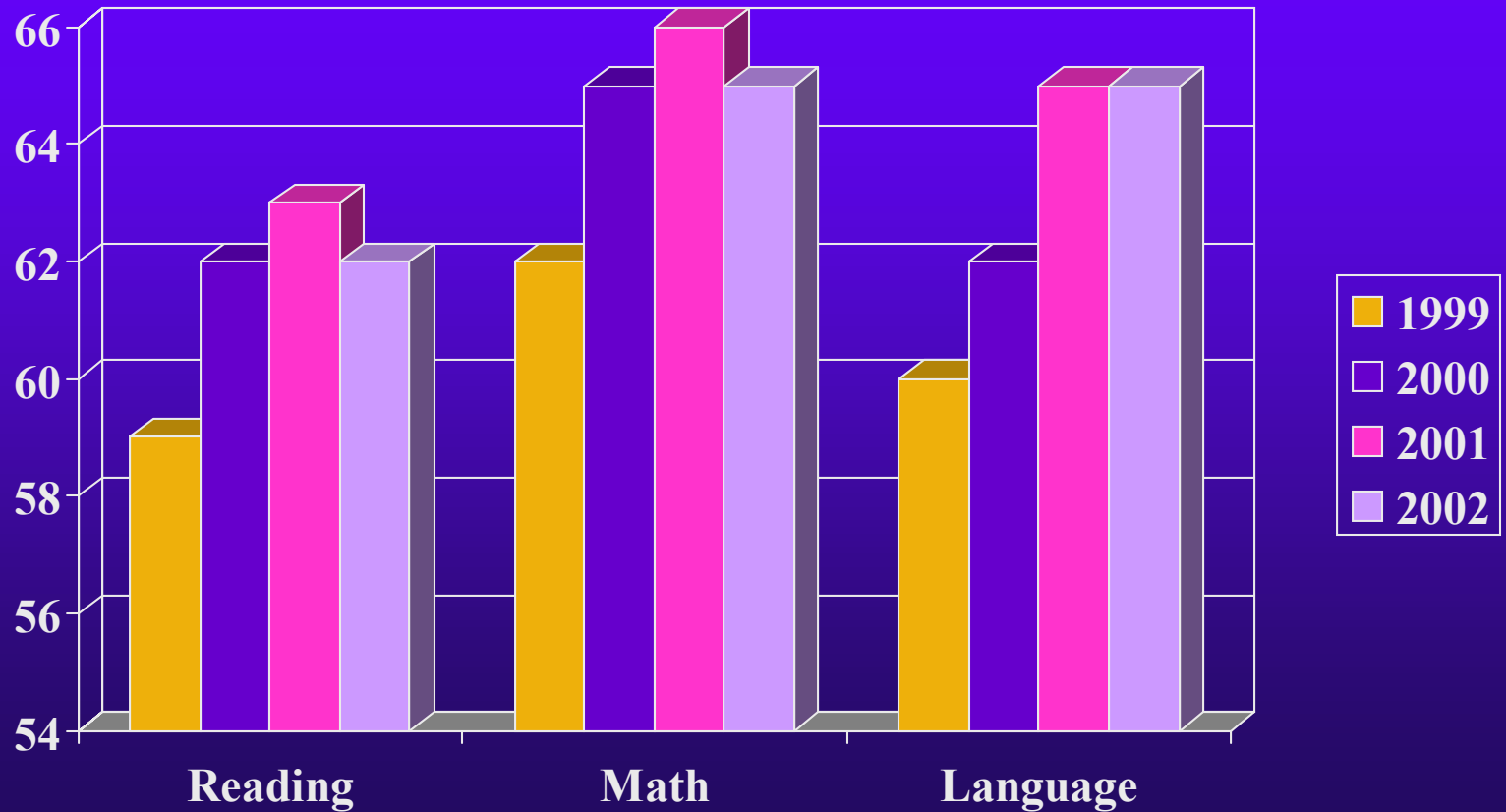
STAR Writing Tests Show 25% Elementary & 56% Middle School Students Receive 6, 7 or 8



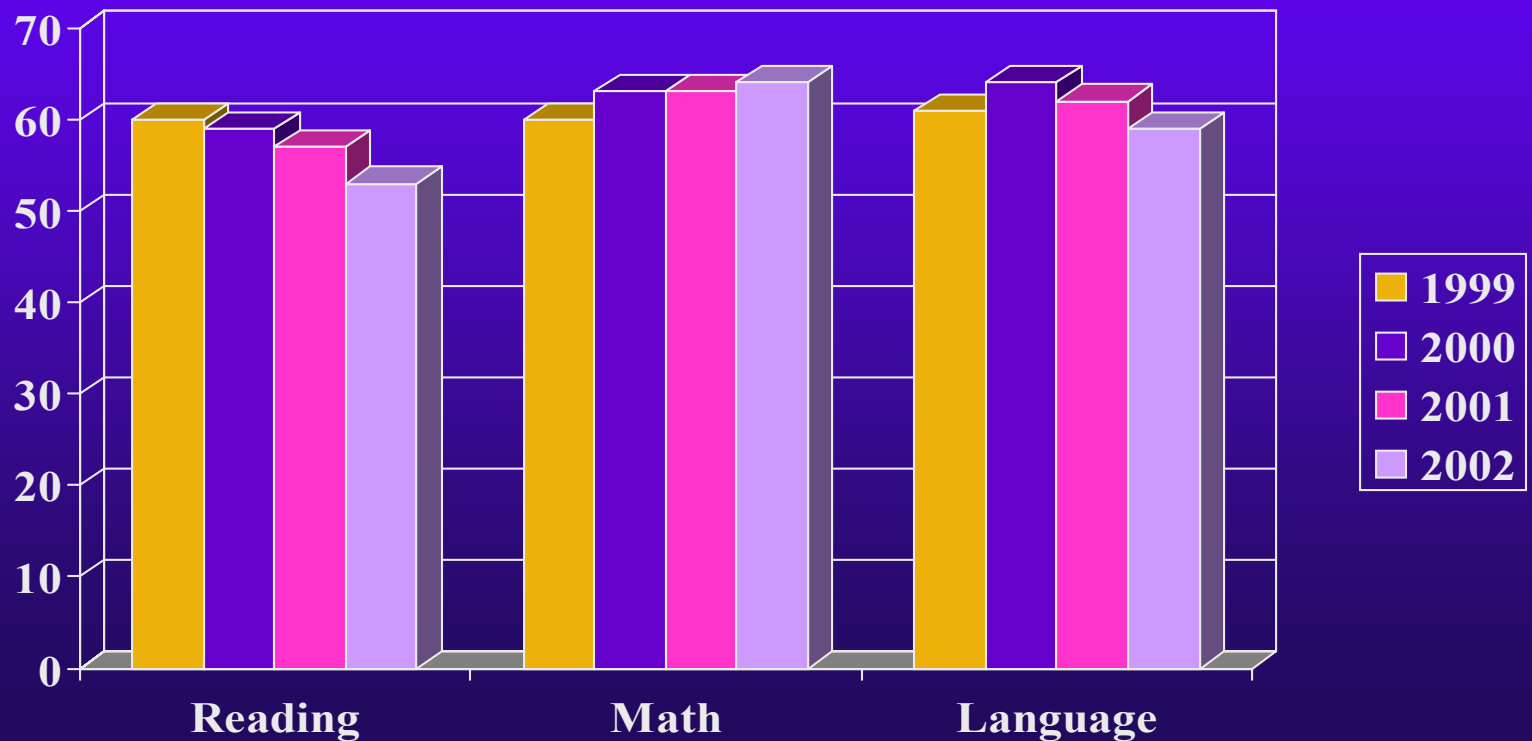
SAT-9 4-Year Longitudinal Analysis Shows Steady Growth in Elementary Schools



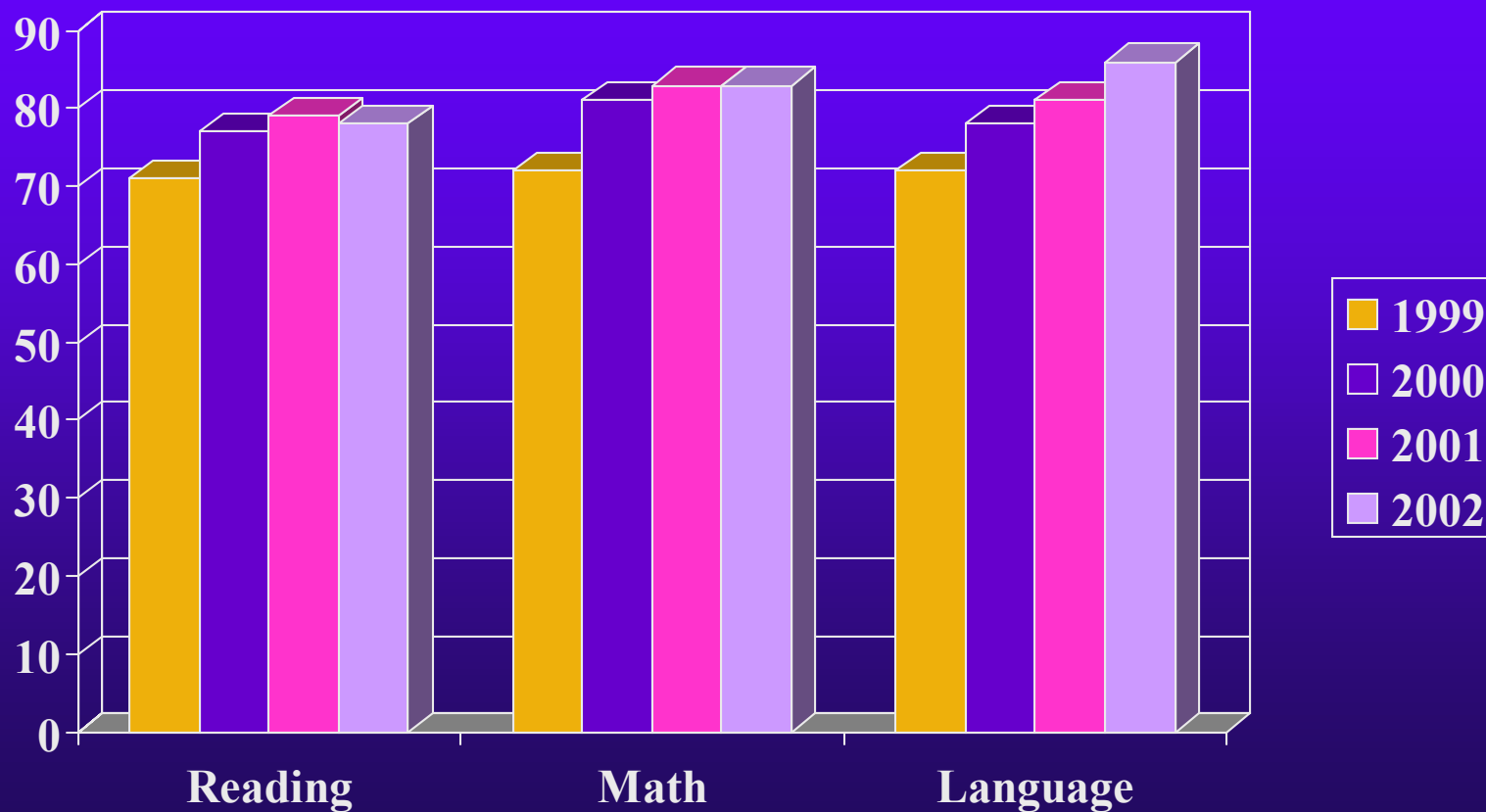
SAT-9 4-Year Longitudinal Analysis Shows Growth in Middle Schools Is Slowing



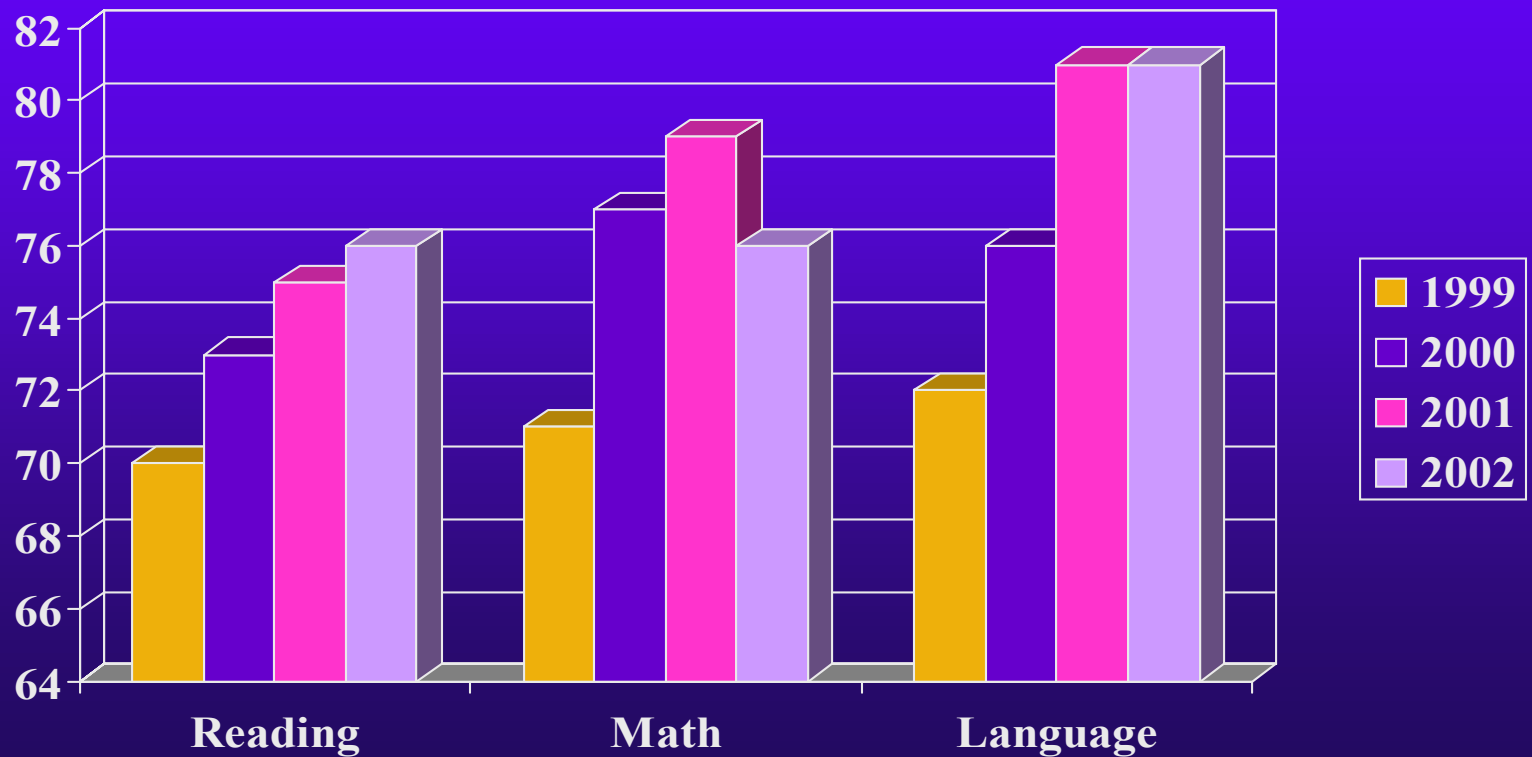
SAT-9 4-Year Longitudinal Analysis Shows Decline in Reading and Language in High Schools



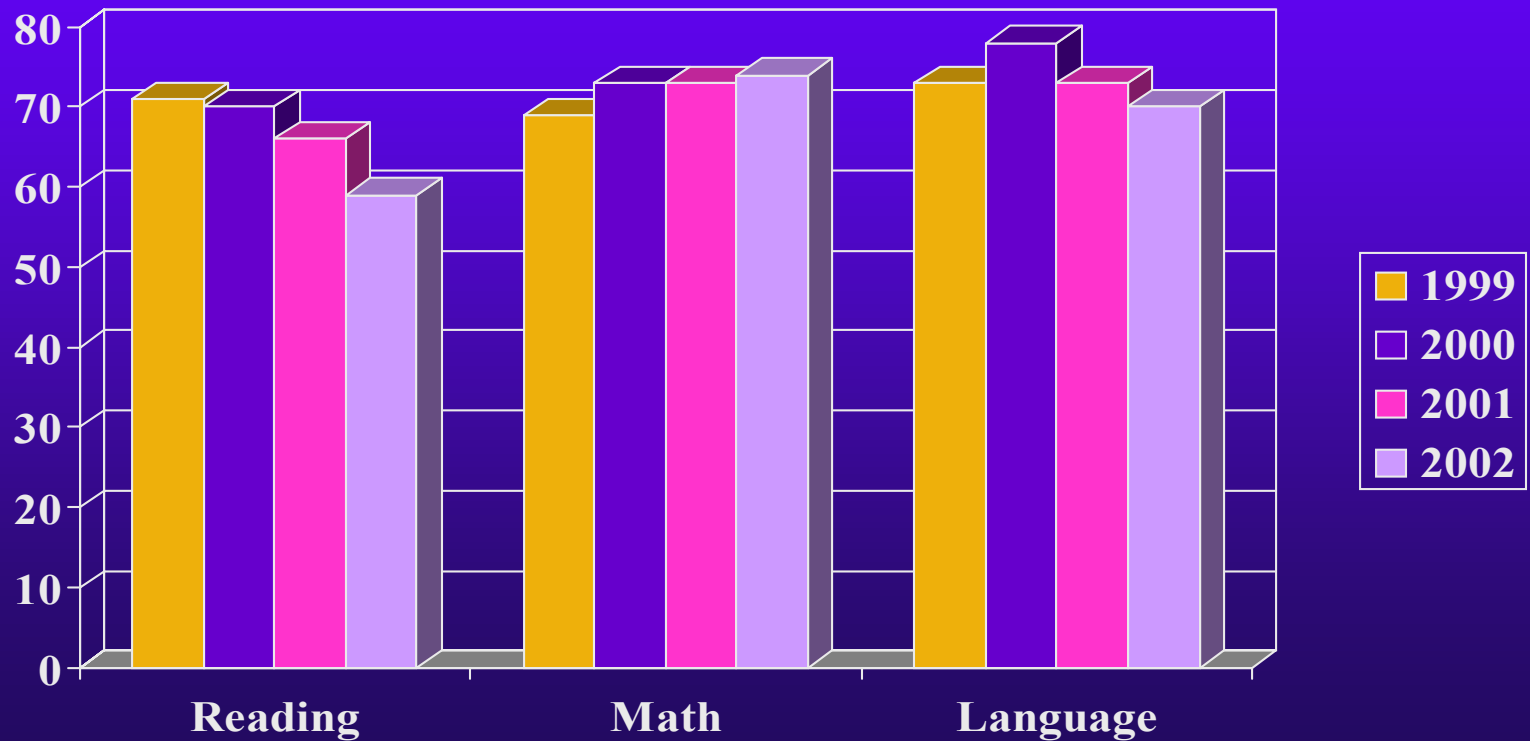
SAT-9 4-Year Longitudinal Analysis Shows Growth in Percent of Elem Students Above 50th NCE



SAT-9 4-Year Longitudinal Analysis Shows Growth in Percent of Middle School Students Above 50th NCE in Reading & Language

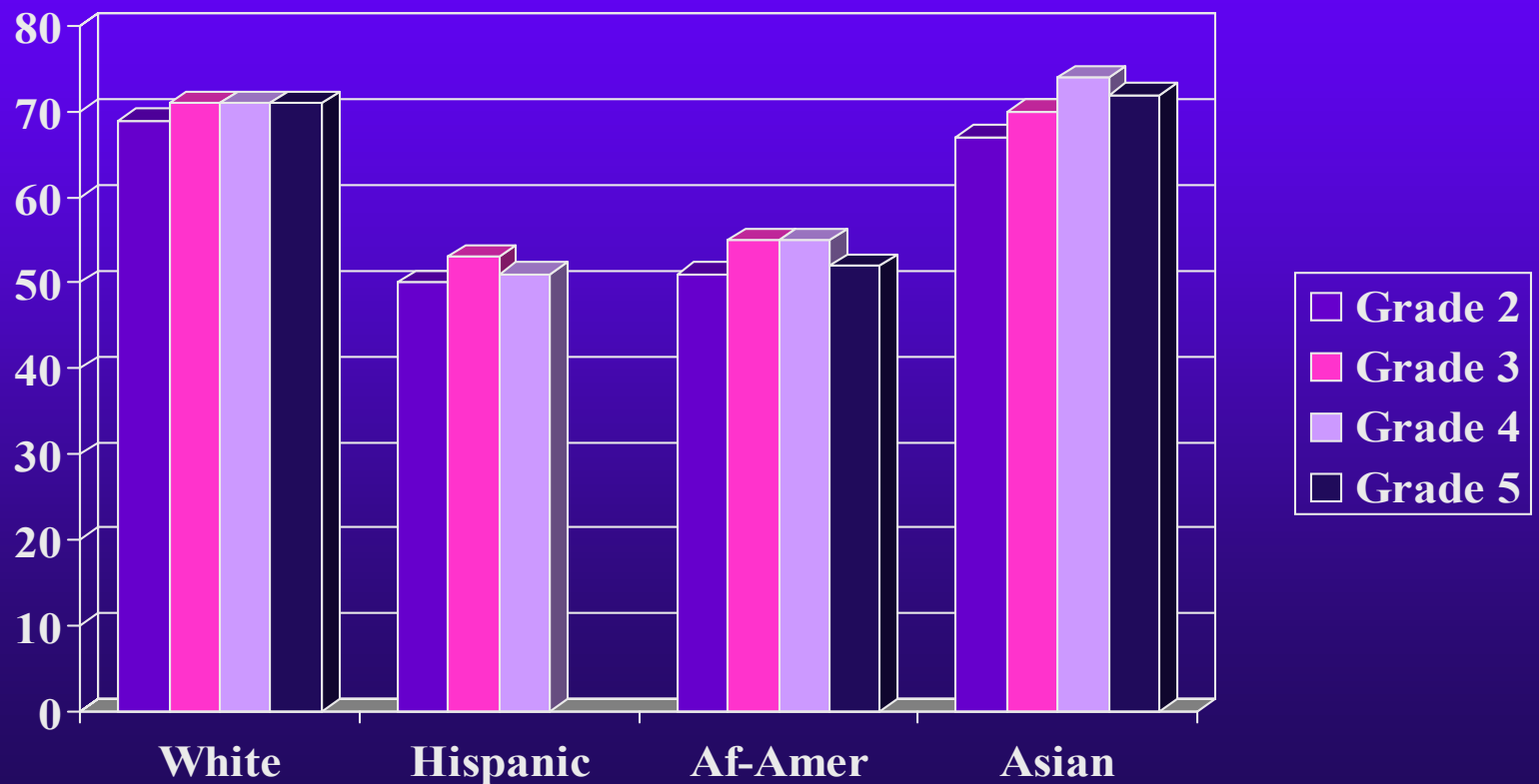


SAT-9 4-Year Longitudinal Analysis Shows Decline in Percent of High School Students Above 50th NCE in Reading & Language



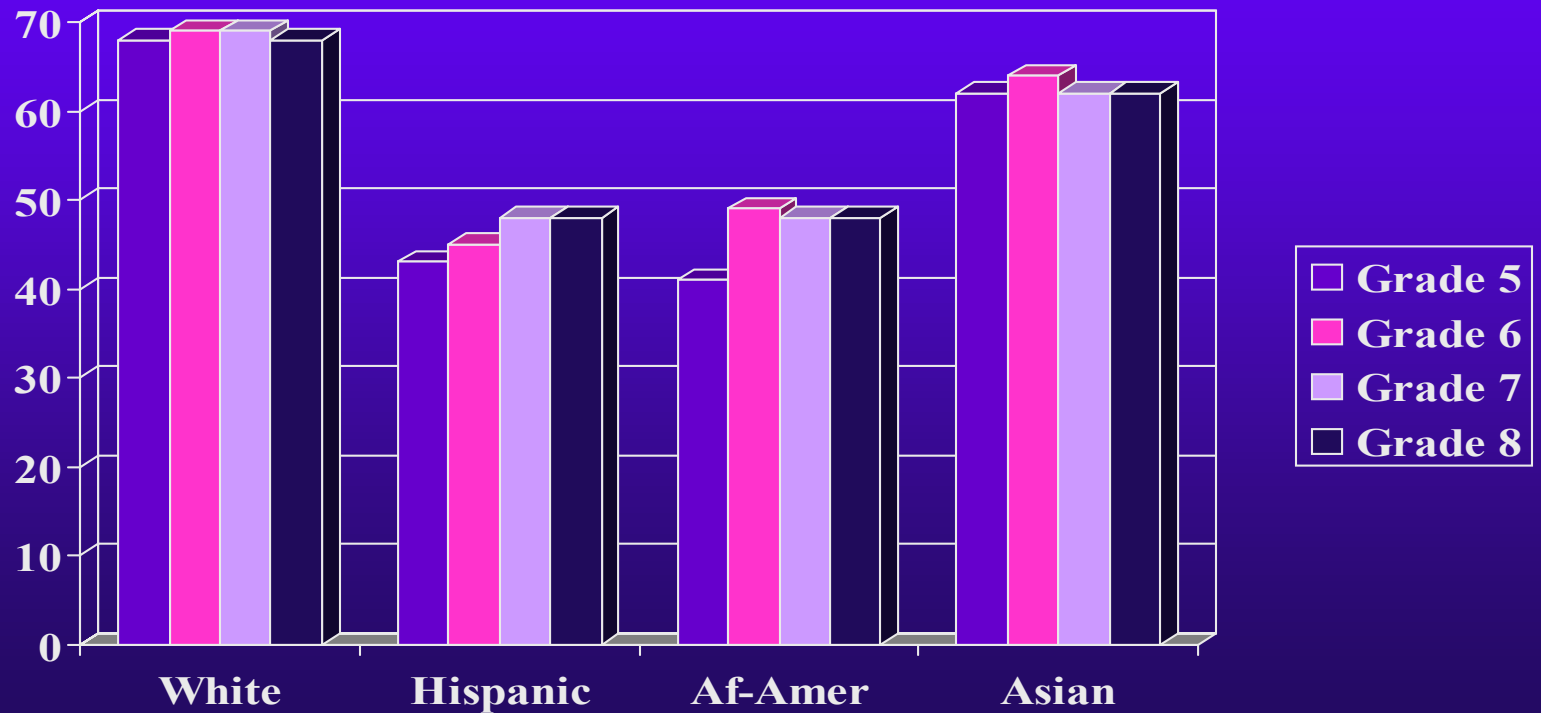


SAT-9 4-Year Longitudinal Analysis Show Elem Reading NCEs Flat for All Groups with Hispanic and African- American Students Lower



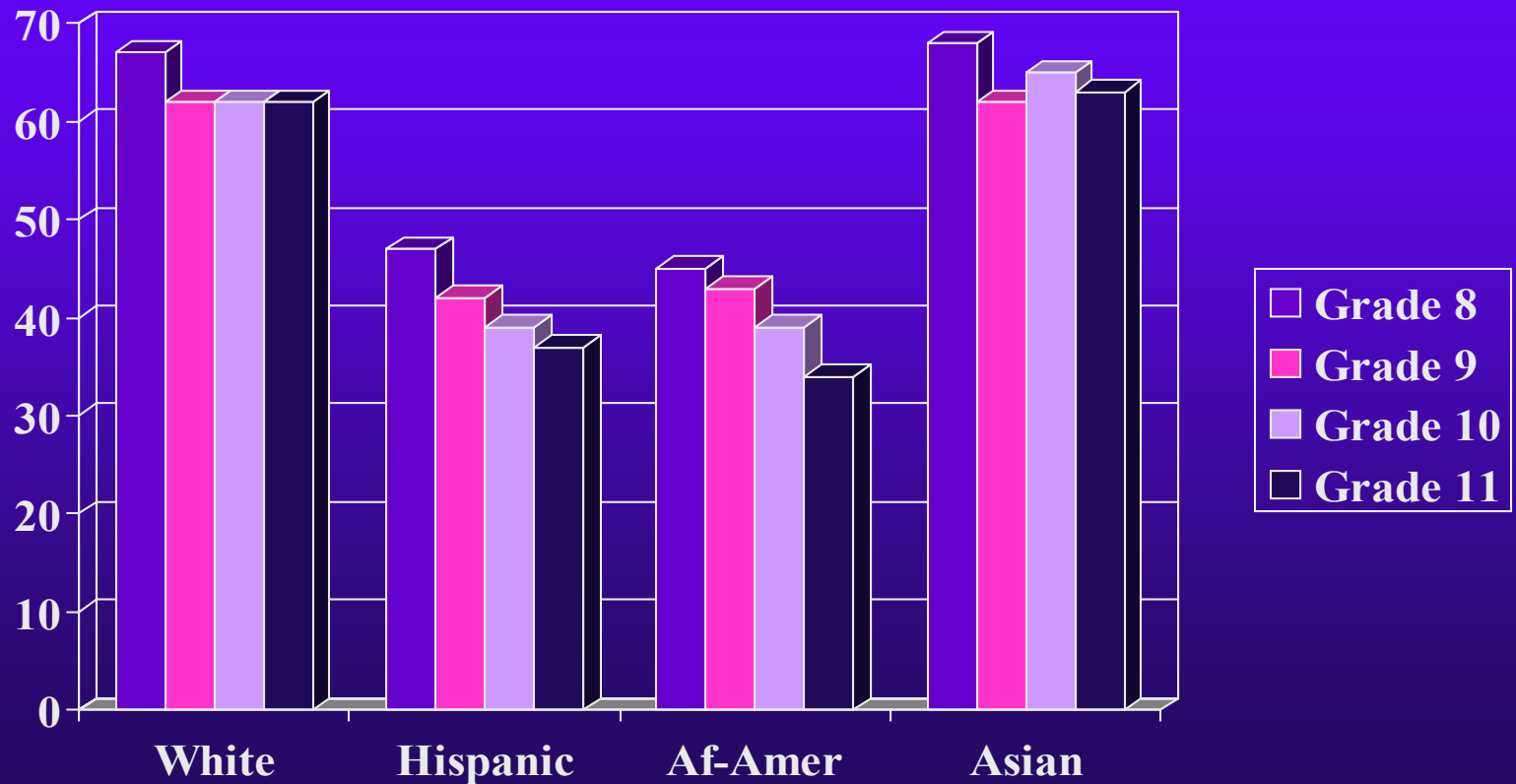


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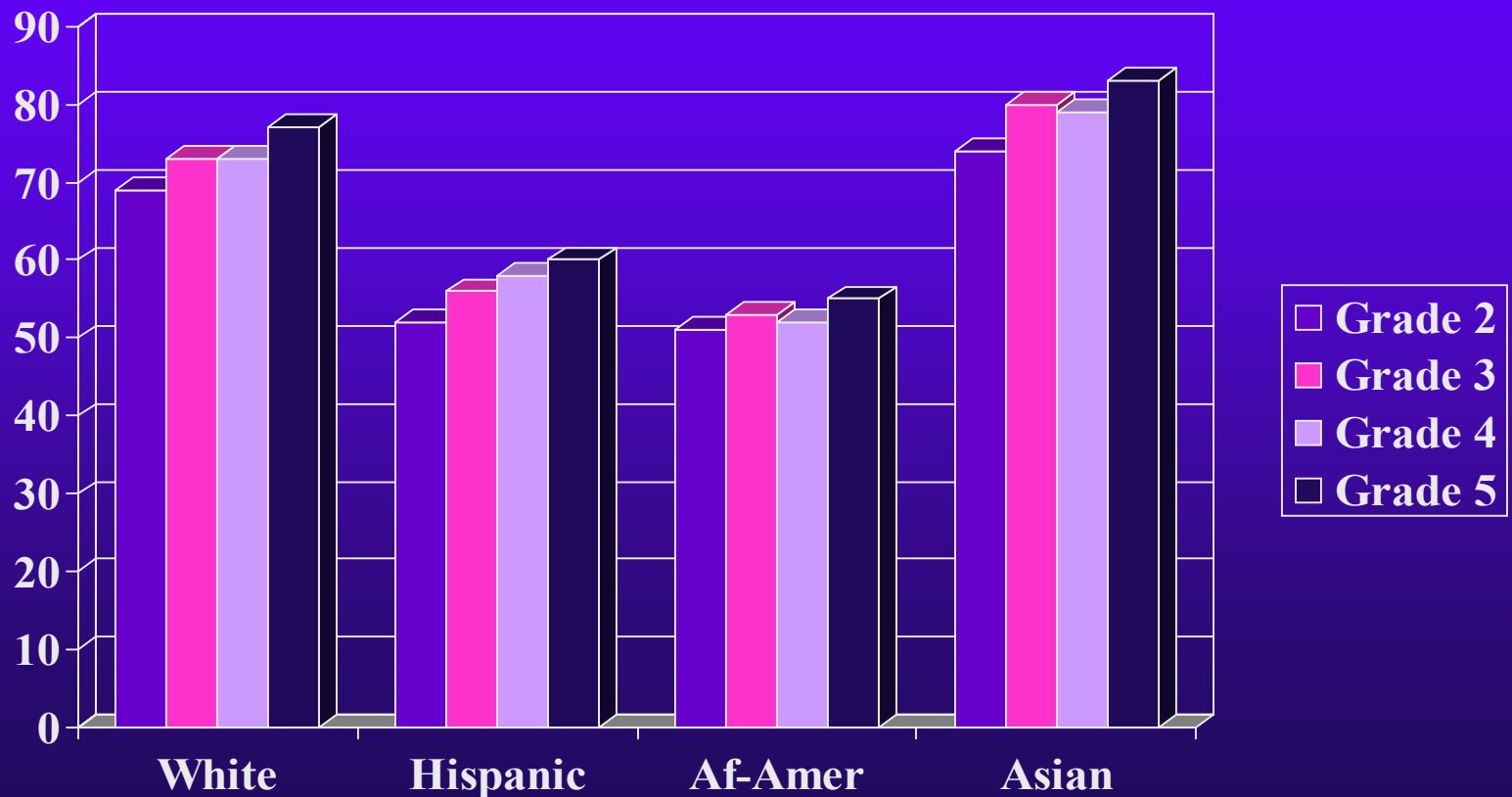


SAT-9 4-Year Longitudinal Analysis Show High School Reading NCEs Declining for Hispanic and African-American Students



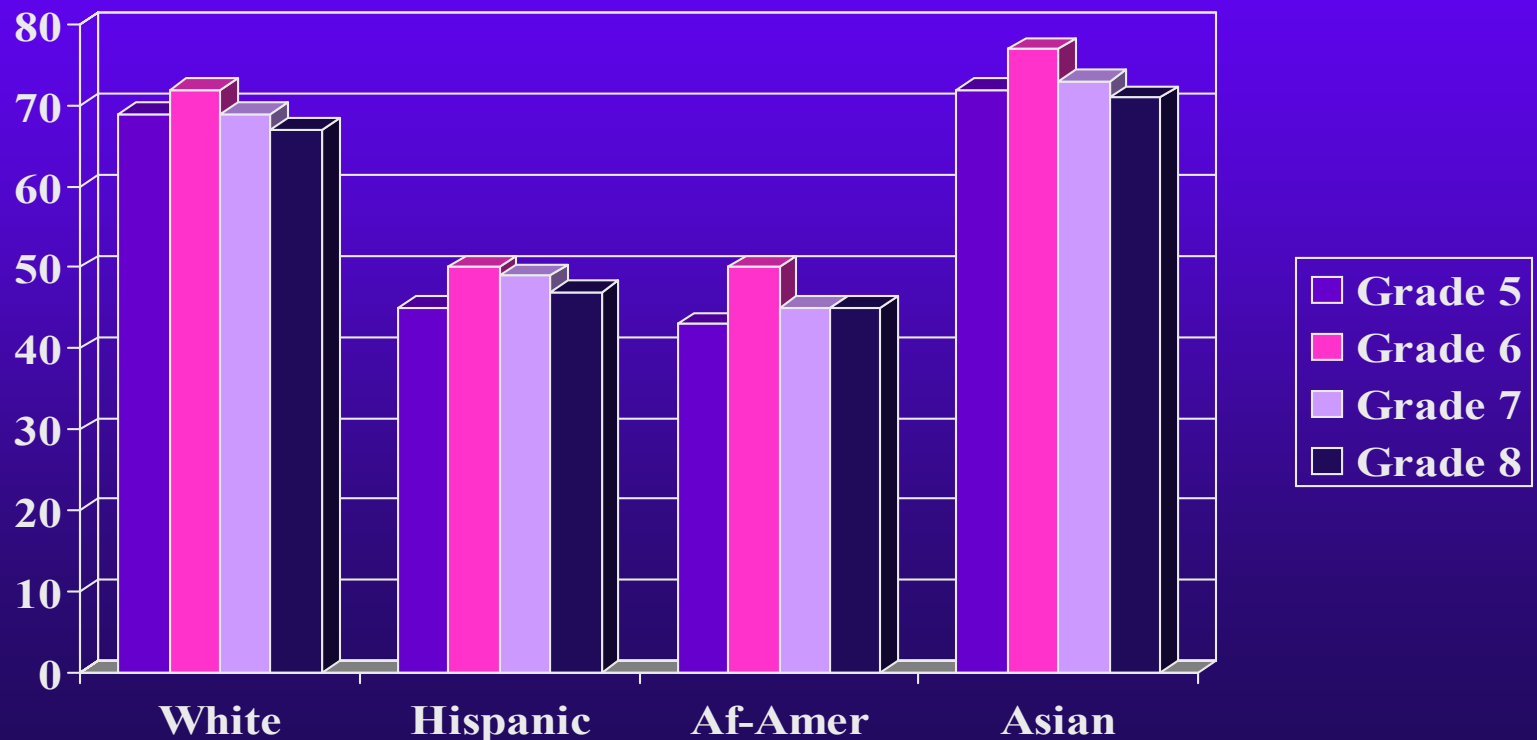


SAT-9 4-Year Longitudinal Analysis Show Elem Math NCEs Improving for All Groups with Hispanic and African- American Students Lower



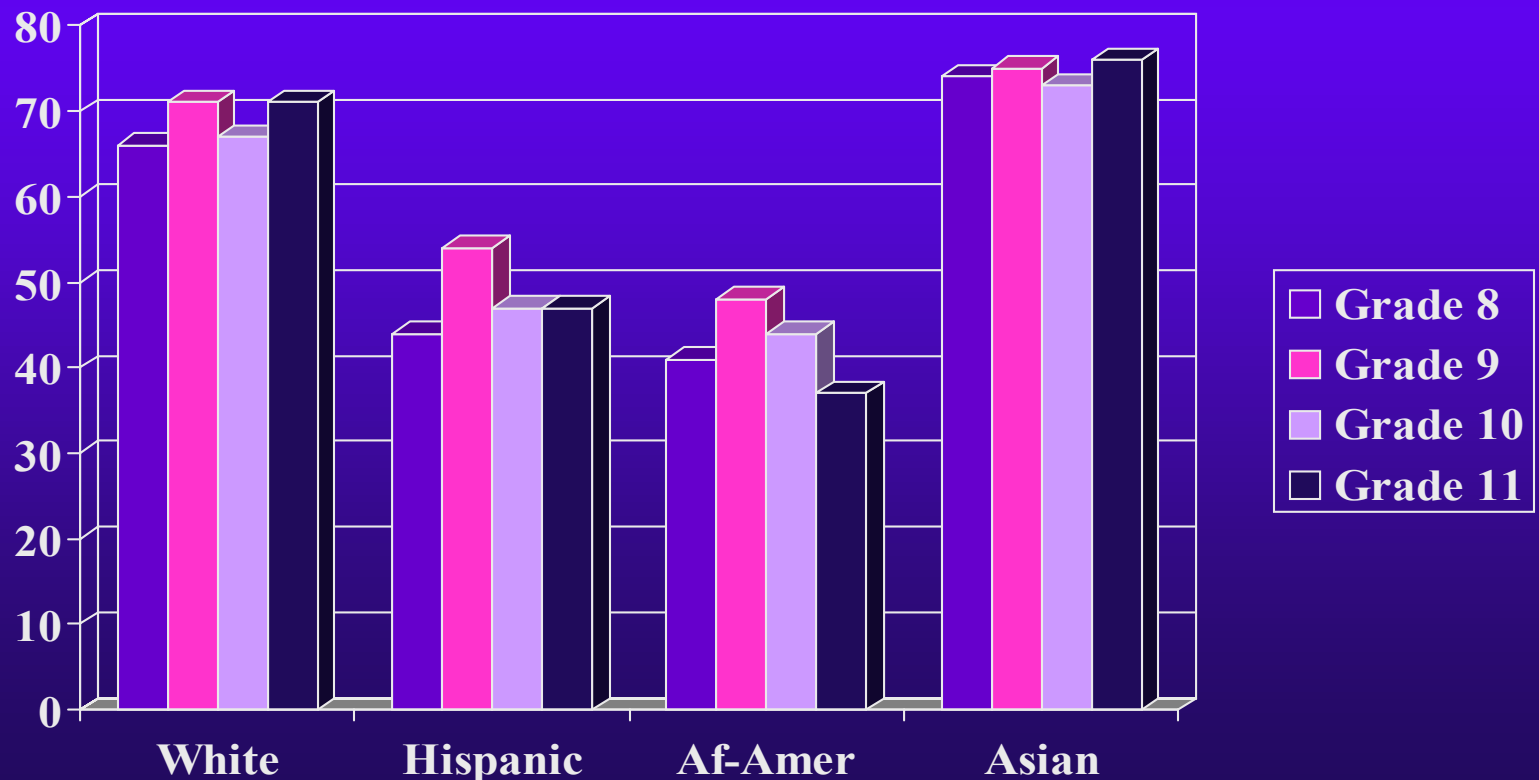
SAT-9 4-Year Longitudinal Analysis

Show Middle School Math NCEs Declining for All Groups with Hispanic and African-American Students Lower

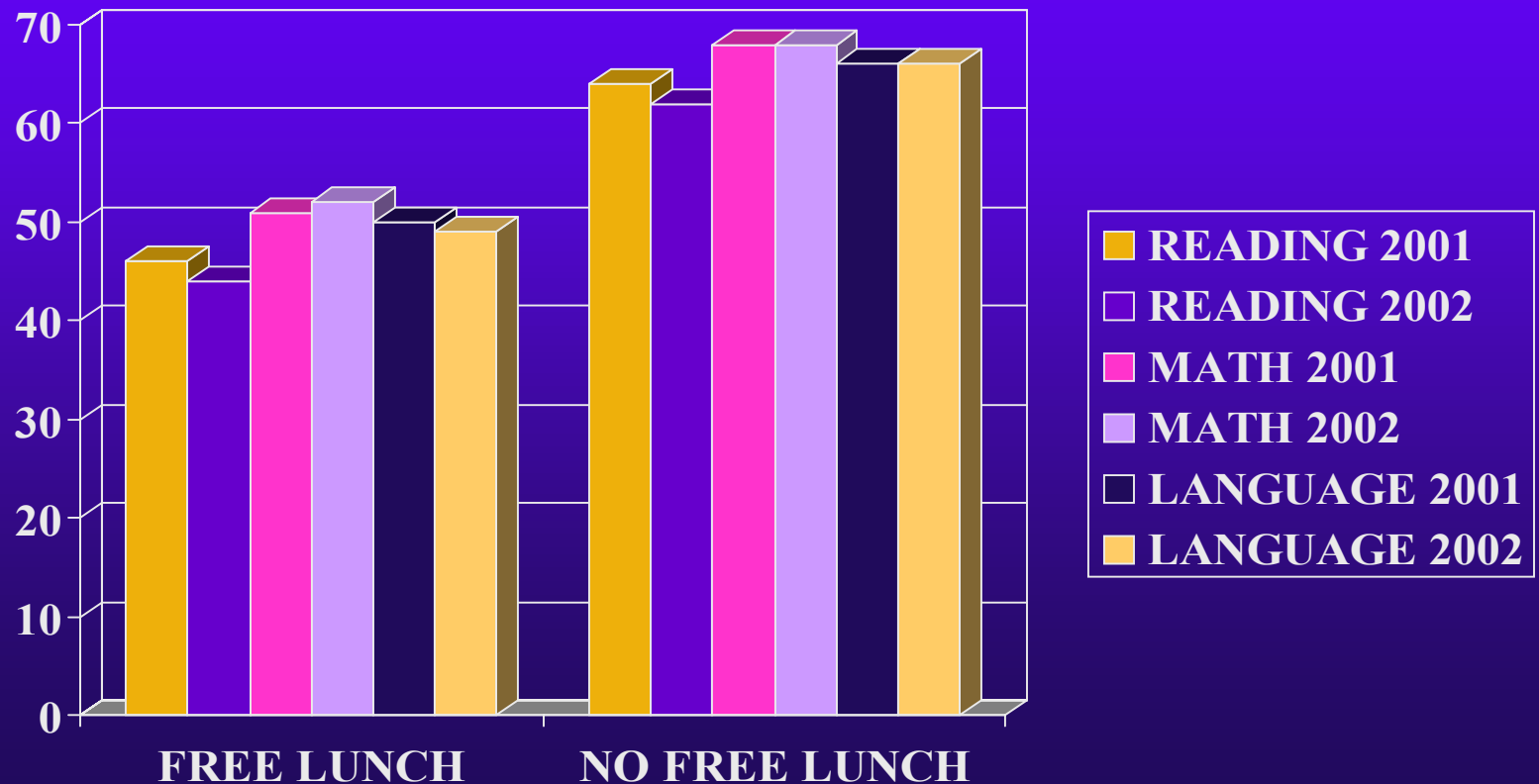





SAT-9 4-Year Longitudinal Analysis Show High School Math NCEs Lower for Hispanic and African-American Students



Free/Reduced Price Lunch Data Looks the Same as Racial Data (SAT-9 2-Year Longitudinal Data All Grades)





WE MUST ANALYZE,
DISCUSS AND ACT UPON
DATA WITH

- ◆ No shame
- ◆ No blame
- ◆ No excuses



WE MUST SET NUMERICAL GOALS & COMMIT TO MEETING THEM

- ◆ 5% improvement for all schools
If a school's 5th grade Reading score was 80 NCEs in 2002, the goal is 84 NCEs in 2003.
- ◆ 7% improvement for Hispanic & African American groups
If a school's Reading score for Hispanic students was 80 NCEs in 2002, the goal is 86 NCEs in 2003.

WE MUST EXPECT
EVERY STUDENT'S
ACHIEVEMENT TO BE
“ABOVE AVERAGE”



SAT-9 Norming Sample: Early 90's

CAT-6 Norming Sample: 1999-2000



Tactics to Raise Achievement

- ◆ Align curricular scope & sequence
- ◆ Ensure optimal testing conditions
- ◆ Infuse reading and writing across the curriculum.
- ◆ Provide more engaged learning time.
- ◆ Implement more Advanced Placement and college-sponsored Honors Courses; and investigate participating in the International Baccalaureate Program.



Strategic Plan Recommendations to Raise Achievement That Are Already Approved

- ◆ Implement a standards-based instructional system.
- ◆ Articulate vertically across grade levels.
- ◆ Provide differentiated instruction.

Tactics To Close The Gaps

- ◆ Provide additional instructional hours
- ◆ Strengthen graduation requirements.
- ◆ Sponsor a computer rental/purchase program.
- ◆ Provide more Advanced Placement courses, and a wide variety of Honors classes – possibly with some sponsored by local colleges, or taught via university-sponsored web courses.
- ◆ Investigate classroom- and home-based computer adaptive diagnostic testing.
- ◆ Strengthen recruiting, mentoring and tutoring programs for “gatekeeper” classes; and reduce class sizes on at least an interim basis.
- ◆ Eliminate all forms of tracking.
- ◆ Works towards ensuring that students with greatest needs are taught by experienced, fully-certificated teachers.





Strategic Plan Recommendations To Close the Gaps That Are Already Approved

- ◆ Develop plans that will access policies and programs geared toward eliminating institutionalized racism.
- ◆ Engage, empower, inform and support parents/guardians.

AN EXAMPLE

Eliminating Tracking in Middle School Math



POSITION

Placing Middle School Students Into Accelerated and Non-Accelerated Math Classes:

- ◆ Contributes to disparities in math performance between Anglo and non-Anglo students.
- ◆ Adversely affects college admissions and career planning opportunities.
- ◆ Becomes a self-fulfilling prophecy for many students placed in non-accelerated classes.



FINDINGS 1-3

- ◆ 5th/6TH grade teachers recommend placement of their students into accelerated and non-accelerated math classes.
- ◆ 6th/7th grade teachers ratify these decisions.
- ◆ While self-nominations and parent requests are not advertised or encouraged, they are usually honored.





FINDINGS 4-6

- ◆ Teachers do not receive training or central-office guidance in making these decisions.
- ◆ Parents and students are not informed of the probable long-term effects of placement in the non-accelerated classes.
- ◆ Uniform assessment procedures that are reliable for individual students aren't used.

FINDING 7

Advocates of this grouping practice include:

- ◆ Some teachers seeking to restrict the range of “abilities” in their classrooms.
- ◆ Some parents fearful that more inclusive grouping practices may lead to disruption and slower-paced instruction.



FINDING 8

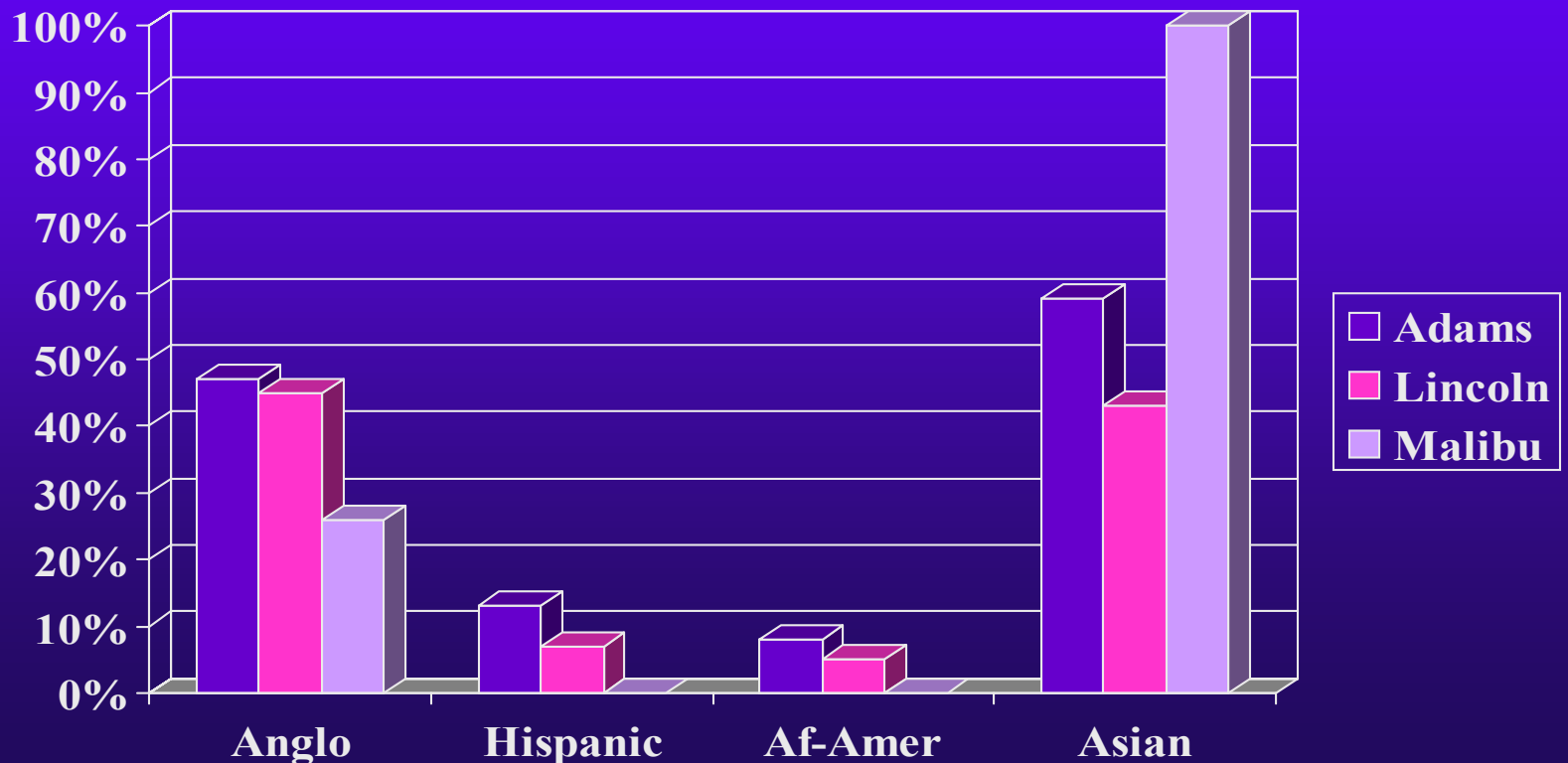
30 Years of Title I research suggests that grouping strategies based on the separation of lower & higher achieving students:

- ◆ Are usually racially disparate.
- ◆ Produce marginal achievement gains at best for both groups.
- ◆ Results in appreciable damage of other kinds for those placed in the lower groups.



FINDING 9

Placements in the accelerated classes are racially disparate
(All students; some totals <5)



FINDING 10

Placement in the non-accelerated
6th & 7th grade math classes
virtually precludes:

- ◆ Completing Geometry in the 9th grade and Calculus in the 12th grade.
- ◆ Participating in advanced science courses.
- ◆ Entering certain colleges or majors.
- ◆ Competing for some technical positions that do not require a 4-year degree.



Present Math Sequences



Grade	Accelerated	Non-Accelerated
6	Accelerated 6 th Grade Math	6 th Grade Math
7	Pre-Algebra	7 th Grade Math
8	Algebra I	Algebra IA
9	Geometry	Algebra IB
10	Algebra II	Geometry
11	Trigonometry /Math Analysis	---
12	Calculus	---



Recommended Restructuring

Honors

Standard

Double Period

6		Summer Math Camp	Summer Math Camp
6	Honors 6th Grade Math	6th Grade Math	Double Period 6th Grade Math
7		Summer Math Camp	Summer Math Camp
7	Honors Pre-Algebra	Pre-Algebra	Double Period Pre-Algebra
8		Summer Math Camp	Summer Math Camp
8	Honors Algebra I	Algebra I	Double Period Algebra I
9		Summer Math Camp	Summer Math Camp
9	Honors Geometry	Geometry	Double Period Geometry



The Superintendent recommends the following support mechanisms

Class size reductions to 20:1 in double-period math classes and 25:1 in standard math classes.

Honors classes that include at least 30% additional content not required in the minimum CDE course of study.

A 4-year summer math camp for students who would not have been placed in the accelerated track.

Intensive training and support using the NCEE and IFL models for all math teachers.

Uniform annual review procedures to determine which kind of class will be recommended for each student for the following year (double-period, standard, honors). Students may opt to disregard recommendations and place themselves in a higher level class.



The Superintendent recommends strengthening high school math course offerings and graduation requirements

- ◆ 3 years of academic math in grades 9-12 for the classes of 2004 & 2005.
- ◆ 4 years of academic math in grades 9-12 for the classes of 2006 and beyond.
- ◆ A wider variety of 3rd and 4th year math electives, with some taught by local colleges, or via university-sponsored web sites. Offerings could include basic statistics, multivariate statistics, quantitative business analysis, probability & gaming theory, etc.



Benefits of these innovations:

- ◆ Supports “Extraordinary achievement for all”
- ◆ Supports “Closing the achievement gaps”
- ◆ Reduces racial disparities
- ◆ Provides prototypes for strengthening other subjects
- ◆ Enhances college admissions, scholarship and career opportunities
- ◆ Demonstrates commitment to strategic plan
- ◆ Models research-based educational design