

Improving Student Academic Achievement and Closing Achievement Gaps

Bringing Improvement to Scale at All Grade Levels

“Getting the job done” for our public schools means accepting the challenge to get **all students** to **grade level proficiency**.

This will ensure they are **ready for college** and/or **ready for the workforce**.

The key starting point in improving California's public schools is **data**.

Since our kids can't wait years and because by its own admission, the CDE is years and tens of millions of dollars away from building a data system...

CBEE has partnered with **Just for the Kids-CA**

Just for the Kids-California

www.jftk-ca.org

- ❖ Built and paid for by the CA Business community at no cost to government or schools
- ❖ Publicly available data from more than 9,300 schools
- ❖ Complete student level records from 3,500 volunteer schools
- ❖ 40% of all student level data in the state
- ❖ Largest academic performance database in the nation

Now for the first time we have data to **use as a tool** to improve our schools.

And this is how we **use the data** to find out what is happening in our schools.

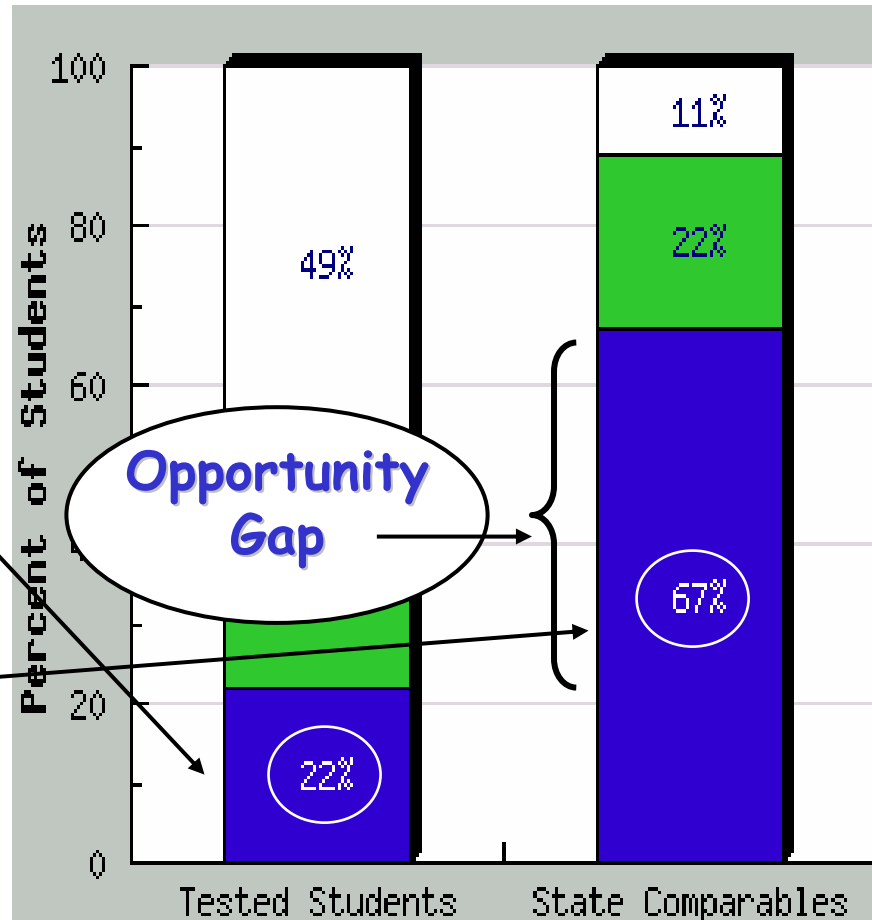
... we can measure the **“Opportunity Gap”** to set achievable goals for improvement

The Opportunity Gap is the difference between:

The percent of students at your school site that reached at least the proficient level.

AND

The average percent of students in the top 10 comparable schools that reached at least the proficient level.



... we can **find comparable schools** with similar or greater challenges

Select Criteria

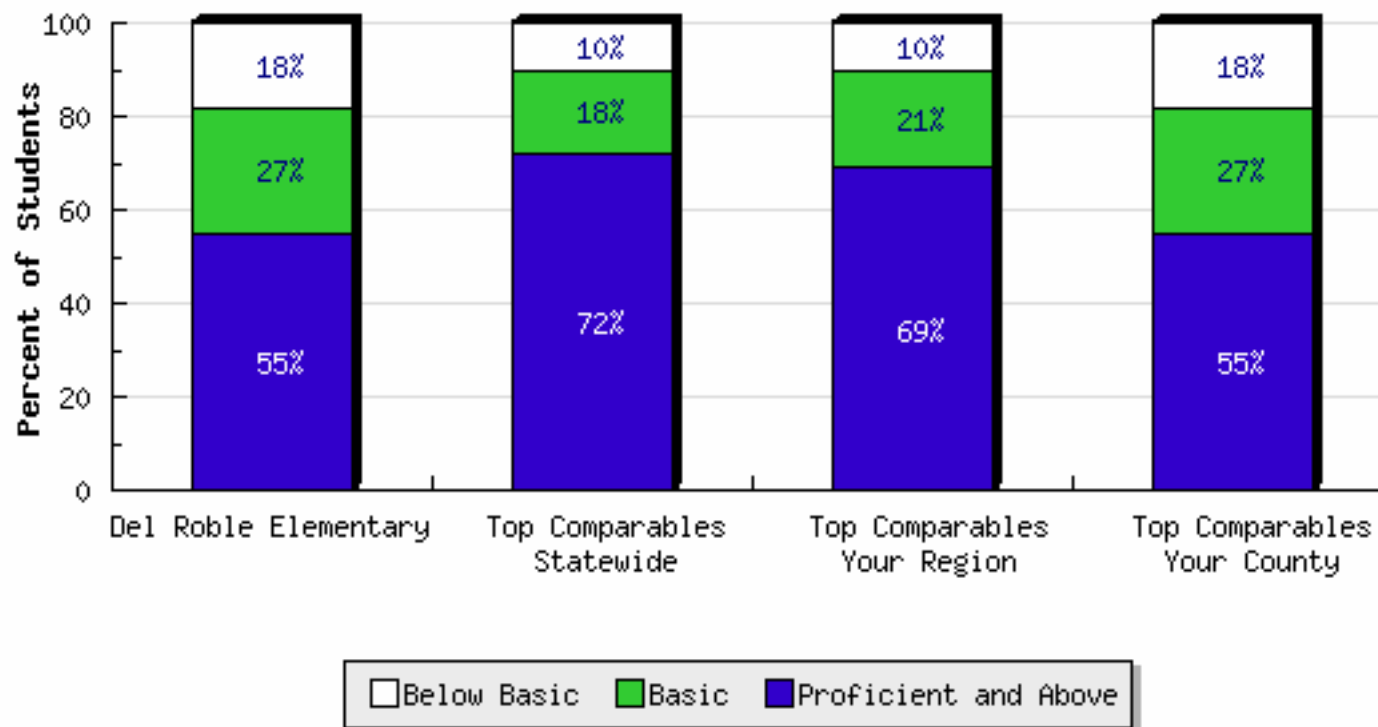
Select which attributes you would like to use to identify comparable top performers.

Clear Criteria Display Chart		Milani (Louis) Elementary	Comparison Factor	On/Off
FRSL Enrollment	11.6 %	>=	On	
ELL Enrollment	39.0 %	>=	On	
% Tested @ grade level	98.0 %	>=	On	
Grade Size	76	>=40%	On	
Largest ethnic group: Hispanic	44.0 %	>= <input type="text" value="44.0"/> %	<input type="checkbox"/>	
2nd largest ethnic group: Asian	14.9 %	>= <input type="text" value="14.9"/> %	<input type="checkbox"/>	
3rd largest ethnic group: Filipino	11.1 %	>= <input type="text" value="11.1"/> %	<input type="checkbox"/>	
District Size	7,434	>=40%	<input type="checkbox"/>	
Adequate Yearly Progress (AYP)		Only Include Schools that Met AYP	<input type="checkbox"/>	
Strict School Type Match	Elementary	=	<input type="checkbox"/>	
Urban/Rural	Lg City Suburbs	Matches	<input type="checkbox"/>	

... we can **make comparisons** among look-a-like schools

Free/Reduced School Lunch: 59.1%
English Learners: 37.7%
Grade Enrollment: 79
Statewide Comparable Schools Found: 1,594

Click on Top Comparables bar below to see a breakdown of the schools which make up that bar.



... from there we can find **higher performing, comparable schools**

Regionwide Top Comparable Schools for Grade 4 Language Arts 2006 Results

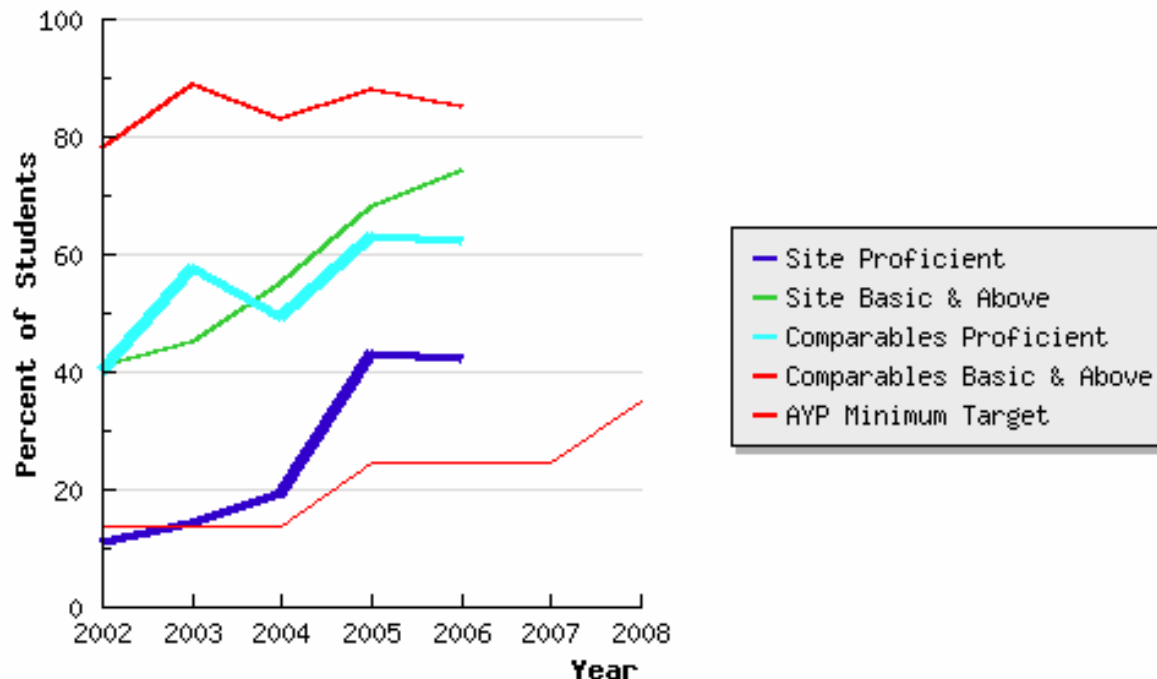
School Name (Grade Span) District Name	District Type	Students Taking CST		School-Wide			Selected Grade			Distance to Site
		% Proficient and Above	% Basic and Above	% Low-Income	% EL	Met ELA 2006 AYP	Number of Students	Number of Students Taking CST	% of Students Taking CST	
Del Roble Elementary (K-6) Oak Grove Elementary	Lg City	55.0	82.0	59.1	37.7	Yes	79	79	100.0	0
George R. Moscone Elementary (K-5) San Francisco Unified	Lg City	73.0	93.0	86.4	64.5	Yes	56	56	100.0	47
Gordon J. Lau Elementary (K-5) San Francisco Unified	Lg City	72.0	93.0	89.2	78.8	Yes	107	107	100.0	49
Lincoln Elementary (K-5) Oakland Unified	Lg City	72.0	87.0	85.5	55.4	Yes	123	123	100.0	45
Yick Wo Elementary (K-5) San Francisco Unified	Lg City	70.0	89.0	60.9	44.5	Yes	49	47	96.0	50
Learning in an Urban Community with High Achieveme (K-4) Alum Rock Union Elementary	Lg City	69.0	100.0	100.0	60.9	Yes	42	42	100.0	2
Sutro Elementary (K-5) San Francisco Unified	Lg City	68.0	90.0	71.0	52.9	Yes	51	49	96.0	51
Spring Valley Elementary (K-5) San Francisco Unified	Lg City	68.0	90.0	80.2	79.5	Yes	61	59	97.0	49
Sherman Elementary (K-5) San Francisco Unified	Lg City	67.0	86.0	61.1	45.0	Yes	69	69	100.0	50
Francis Scott Key Elementary (K-5) San Francisco Unified	Lg City	65.0	80.0	68.5	52.3	Yes	89	86	97.0	50
Guadalupe Elementary (K-5) San Francisco Unified	Lg City	64.0	88.0	77.8	57.4	Yes	58	58	100.0	45
Average of Top Comparable Schools		68.8	89.6							
Opportunity Gap		-13.8	-7.6							
Number in Pool		246								

... we can **measure improvement over time**
by each grade and subject

Sanchez Elementary, San Francisco Unified
Grade 4 Language Arts Multiyear Results

Statewide Comparable Schools: 2002: 618 --- 2003: 971 --- 2004: 521 --- 2005: 656 --- 2006: 479

- Display Proficient and Above Display Basic and Above Display Both
 Compare Same Grade Compare Same Cohort



... we can measure **strands of the CST**
and benchmark against higher performers

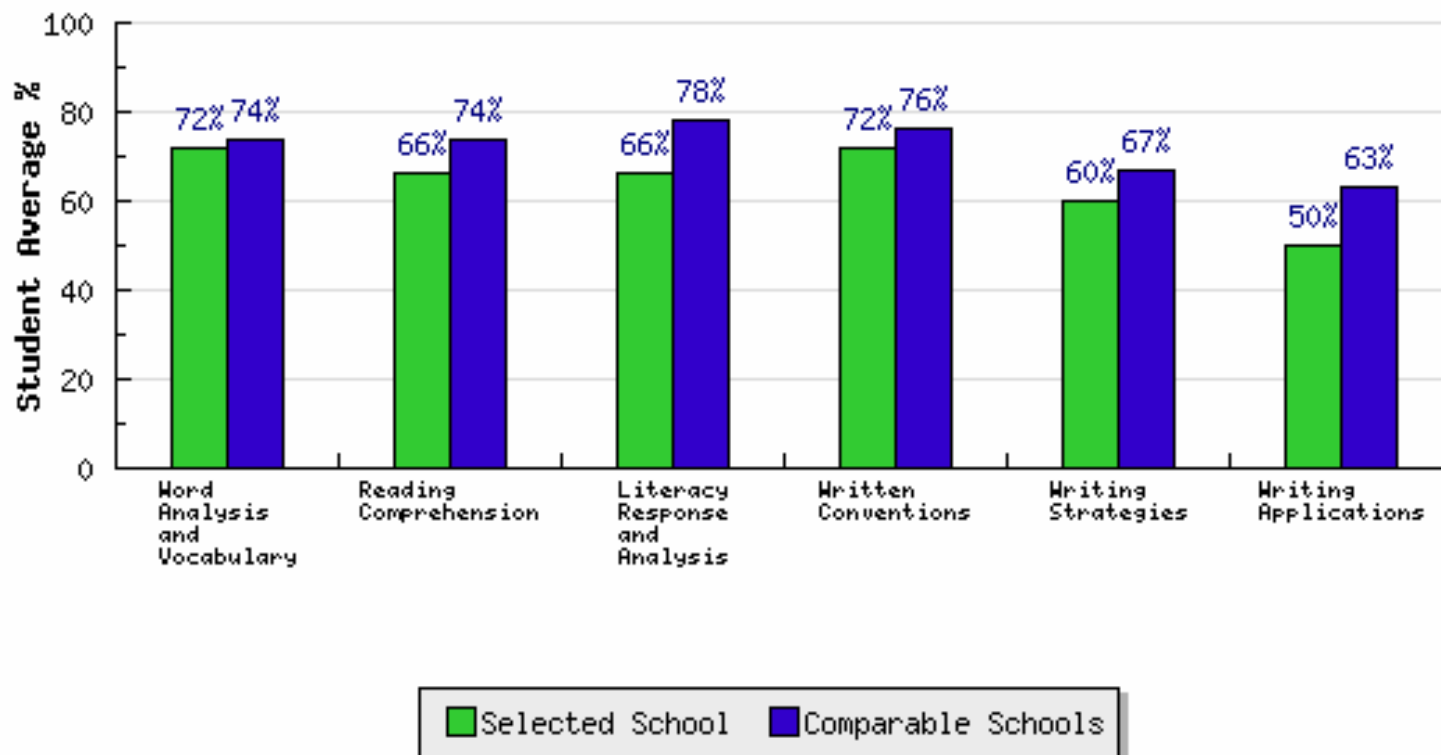
Grade 4 Language Arts 2006 Strand Results

Free/Reduced School Lunch: 38.4%

English Learners: 19.5%

Volunteer Pool Comparable Schools Found: 381

Click on Strand Bar below to see a breakdown of the schools that make up that bar.



... we can measure **achievement gap** reduction over time

Los Medanos Elementary
Pittsburg Unified
Contra Costa County

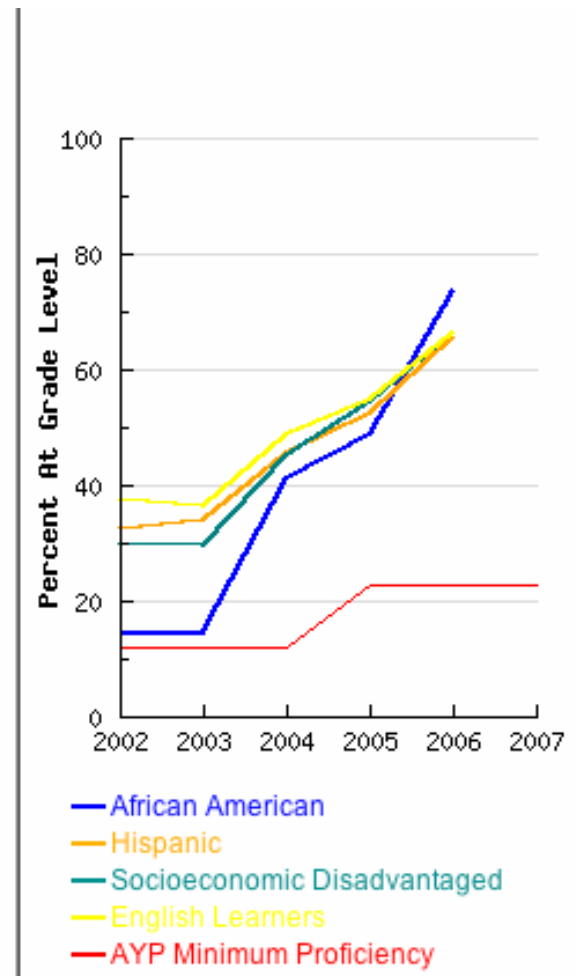
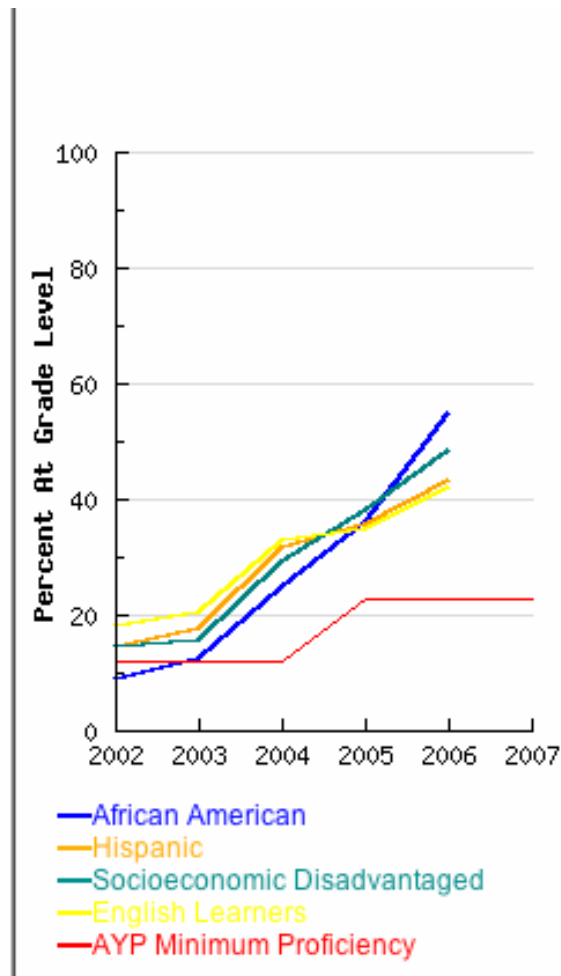
Enrollment: 598
Soc Dis: 267 (44.7%)
FRSL: 475 (79.5%)
English Learner: 308 (51.5%)
African American: 116 (19.4%)
Hispanic: 358 (59.8%)

2003 AYP Met: No
2004 AYP Met: Yes
2005 AYP Met: Yes
2006 AYP Met: Yes

Outperforming Expectations
(based on Linear Regression):

Afri Am ELA: +18.8
Afri Am Math: +38.2
Hispanic ELA: +10.6
Hispanic Math: +25.8
Soc Dis ELA: +11.0
Soc Dis Math: +23.8
Eng Learn ELA: +16.0
Eng Learn Math: +27.8

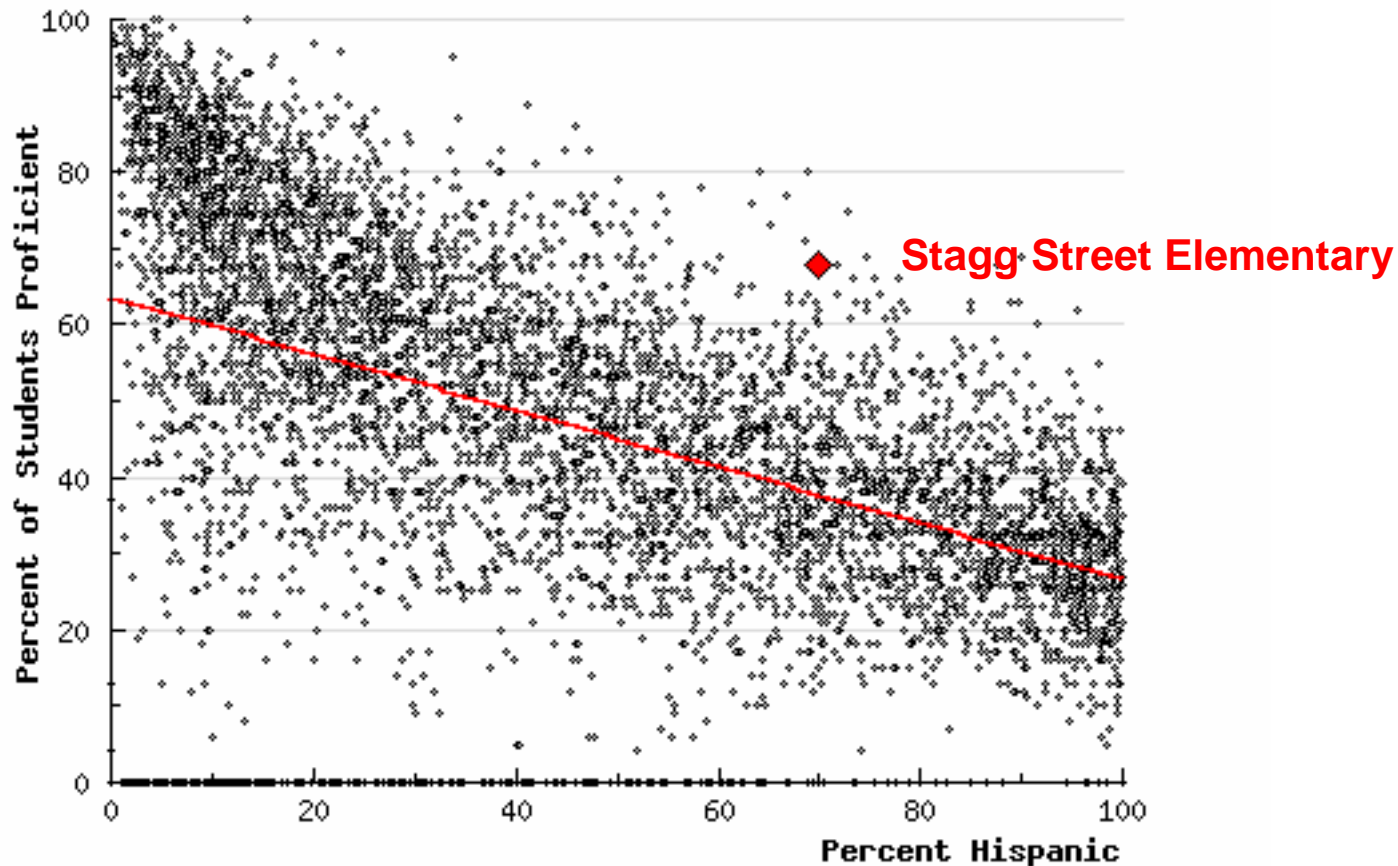
New Star School



...we can see who is **outperforming expectations**

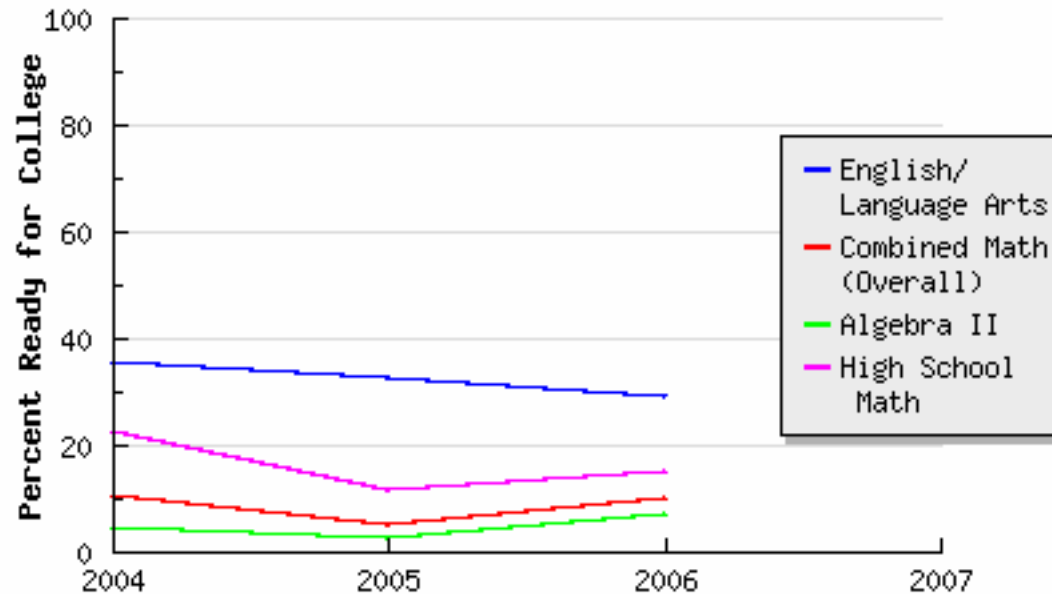
Scatterplot for Stagg Street Elementary,
Los Angeles Unified
Grade 4 Language Arts 2006

Schoolwide % vs Percent Proficient and Above



...we can measure “college readiness” for high schools through **CSU Early Assessment Program** results

**Abraham Lincoln High, San Jose Unified
Grade Multiyear Results
CSU Early Assessment Program Report**

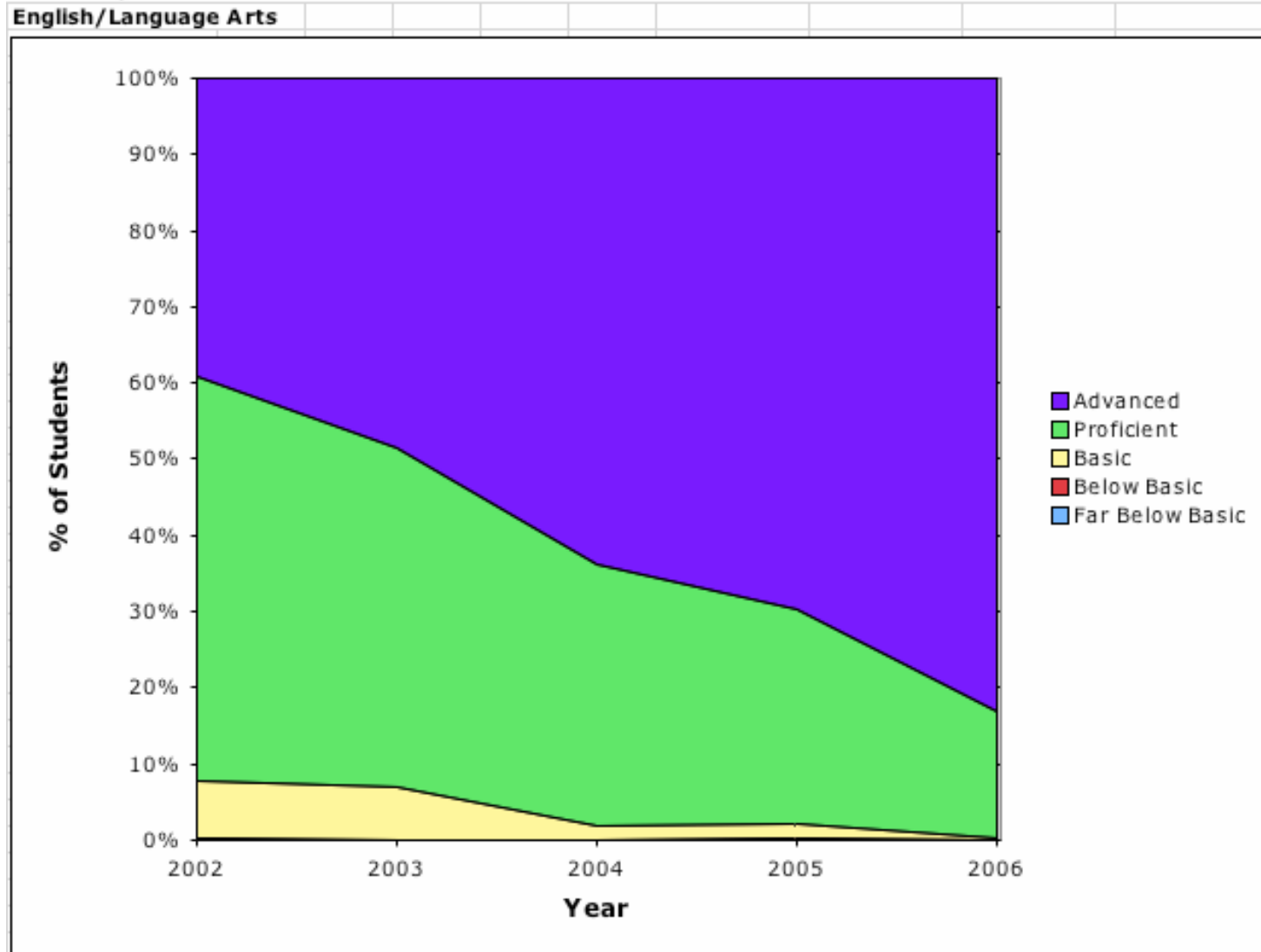


Subject	Students Taking CST			Students Taking EAP			Percent Taking EAP			Students Ready for College			Percent Ready for College		
	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006	2004	2005	2006
English/Language Arts	335	350	388	222	175	290	66.3%	50.0%	74.7%	79	57	84	35.6%	32.6%	29.0%
Combined Math (Overall)	231	220	227	193	127	142	83.5%	57.7%	62.6%	20	11	14	10.4%	5.0%	10.0%
Algebra II	163	160	164	131	96	92	80.4%	60.0%	56.1%	6	4	6	4.6%	2.5%	7.0%
High School Math	68	60	63	62	31	50	91.2%	51.7%	79.4%	14	7	8	22.6%	11.7%	15.0%

...and **backward map performance on the CST** for those who are **proficient on the EAP**

Just for the Kids
California

Early Assessment Program
Analysis of Previous CST Proficiency

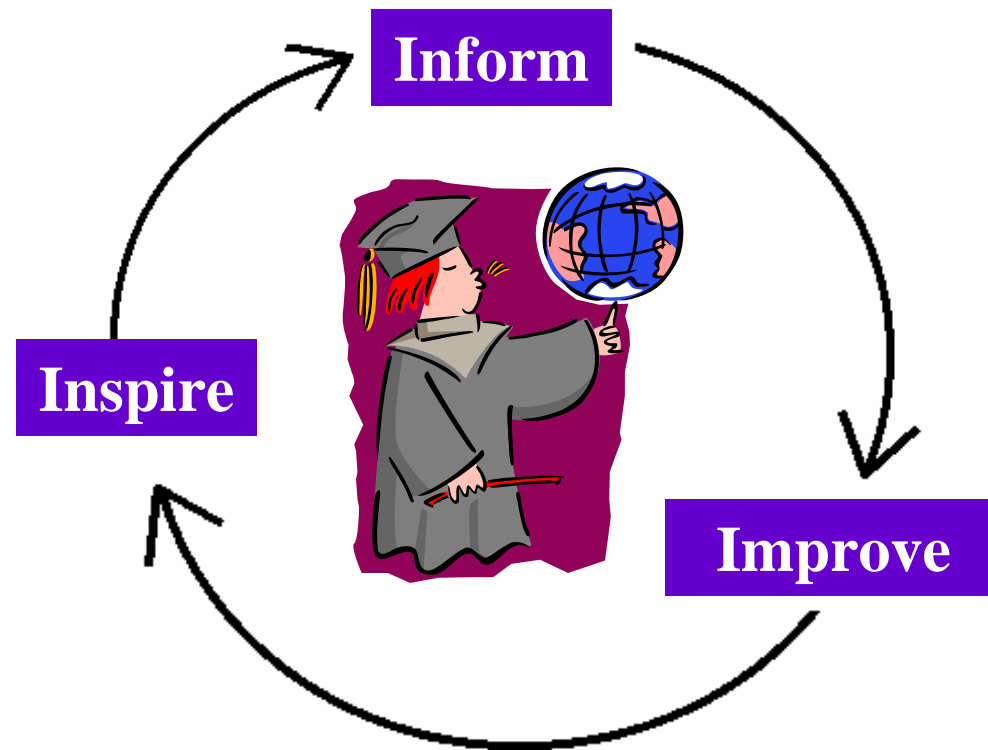


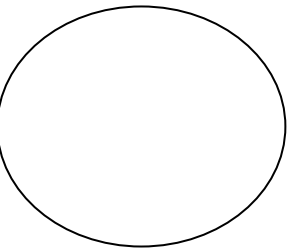
Data must be **used** to find and implement
best practices.

We find schools that look just like yours and
then **connect you to them** to learn from
their **proven strategies...**

through...

- a “Best Practices Network” and collection of research and examples of practices based upon “what works”
- a way to find local and state high performing schools with the goal of visiting and learning from them
- an accountability system as a useable tool for school improvement





QuickTime™ and a
TIFF (LZW) decompresso
are needed to see this pictur

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TIFF (LZW) decompressor
are needed to see this picture.

5 Simple Strategies of High Performing Schools

1. Data drives and informs improvement
2. Common myths and excuses are dispelled
3. Visits to high performing schools to learn what works
4. Productive, organized and focused grade level meetings
5. Targeted assistance that supports improvement

1) Data Drives & Informs Improvement

- Fair, accurate measure of school's performance on the CST
- Focus on **grade-level proficiency**
- Opportunity gaps -- compared to schools like yours
- Strand analysis
- Achievement gaps/practice gaps
- Longitudinally linked student level data

“High performing schools regularly assess each student’s progress and make adjustments daily.”

2) Dispelling Myths and Excuses

- Data **eliminates common “excuses”**
- Trend and subgroup data dispels false beliefs about why performance increases are slow and elusive
 - Special education
 - Poverty and English learners
 - Focus on the bottom
 - Focus on the top
 - Impact of mobility and feeder patterns

“High performing schools use data to dispel false beliefs and focus on high expectations and proficiency for all students.”

3) Visit High Performing Schools and Districts

- Identify comparable grade levels, schools and districts
- Single most powerful activity when organized and structured
- It's even powerful when not organized and structured
- Focus on **Peer-to-Peer exchange** around proven strategies
- Sheds light on "processes" which need to be in place for reaching high levels of performance
- **Transcends education rhetoric** and "those who know best"

“The answers are out there, but get them from the source.”

4) Grade Level Meetings

- Focused **Common Planning Time** among teachers is critical
- **Collegial sharing** and peer to peer transfer of **best practices**
- Everybody discusses:
 - Overall performance data
 - Myths regarding achieving success
 - Benchmarking data (chapter tests, periodic assessment, student work, mobility impact, attendance data, teacher made tests)
- This time is monitored by the principal and structured to focus on instruction and **adjustments** based upon achievement results
- Common planning should be every week, minimum every 2 weeks and on paid time

“Achievement Gaps = Practice Gaps.”

5) Targeted Assistance

- Teachers/Principals set "**proficiency**" as a goal for a targeted group
- In addition, they set goals for moving "all kids" up...but not at the expense of those kids hovering below proficiency or advanced
- These goals are explicit using names, by sub group and monitoring their success in grade level meetings
- Success becomes a **school wide effort** involving every support system which exists

“Student Achievement is a School-wide Commitment.”

Additional Keys to Success

- ✓ High Performing Schools are made up of **high performing grade levels**.
- ✓ Low performing schools very often have high performing grade levels, but high performing schools simply have more of them.
- ✓ High performers have a way to provide support to the low performing stragglers and provide **peer to peer support** (such as grade level meetings, both vertically and horizontally).
- ✓ High Performing schools **use data to inform decision making**.
- ✓ The principal is the instructional leader.
- ✓ The school board, superintendent, principal and teachers ALL have varying levels of accountability for academic success.

Additional Keys to Success (Cont.)

- ✓ High Performing **Teachers** know what to do "the moment" a student is not reaching the instructional objective. A system is in place to assist them.
- ✓ High Performing **Schools** know what to do "the moment" a teacher is not reaching the instructional objectives for their students. A system is in place to assist them.
- ✓ High Performing **School Districts** know what to do "the moment" a principal is not meeting the objectives with teachers of that school. A system is in place to assist them.

We can now find and recognize schools
in every corner of the state that are
getting the job done with today's
resources.



CALIFORNIA BUSINESS for
EDUCATION EXCELLENCE
Foundation

Just  for the Kids
California

2006 HONOR ROLL



CBEE/JFTK-CA Honor Roll

Recognizes public schools that are consistently raising achievement and closing achievement gaps

Provides these schools a voice to share their Best Practice so others can replicate what works

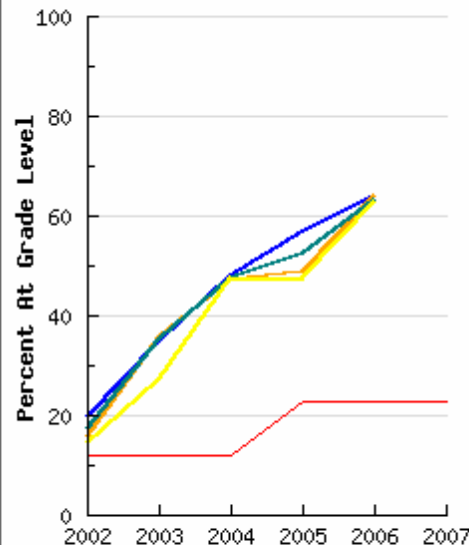
Ralph Bunche Elementary
Compton Unified
Los Angeles County

Enrollment: 417
Soc Dis: 417 (100.0%)
FRSL: 387 (92.8%)
English Learner: 175 (42.0%)
African American: 206 (49.4%)
Hispanic: 202 (48.3%)

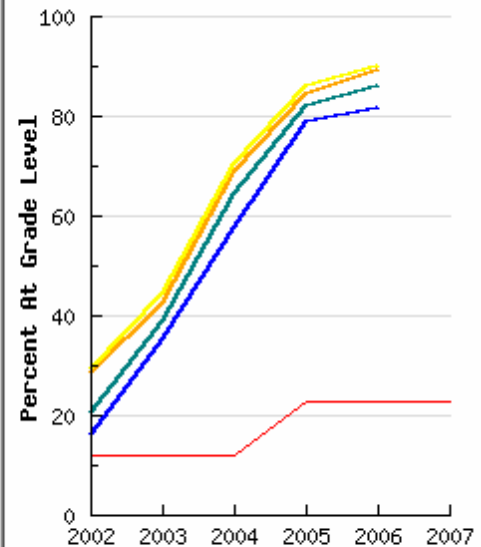
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Soc Dis ELA: +39.5
Soc Dis Math: +52.8
Eng Learn ELA: +35.7
Eng Learn Math: +50.7

Second Year Star School



— African American
— Hispanic
— Socioeconomic Disadvantaged
— English Learners
— AYP Minimum Proficiency

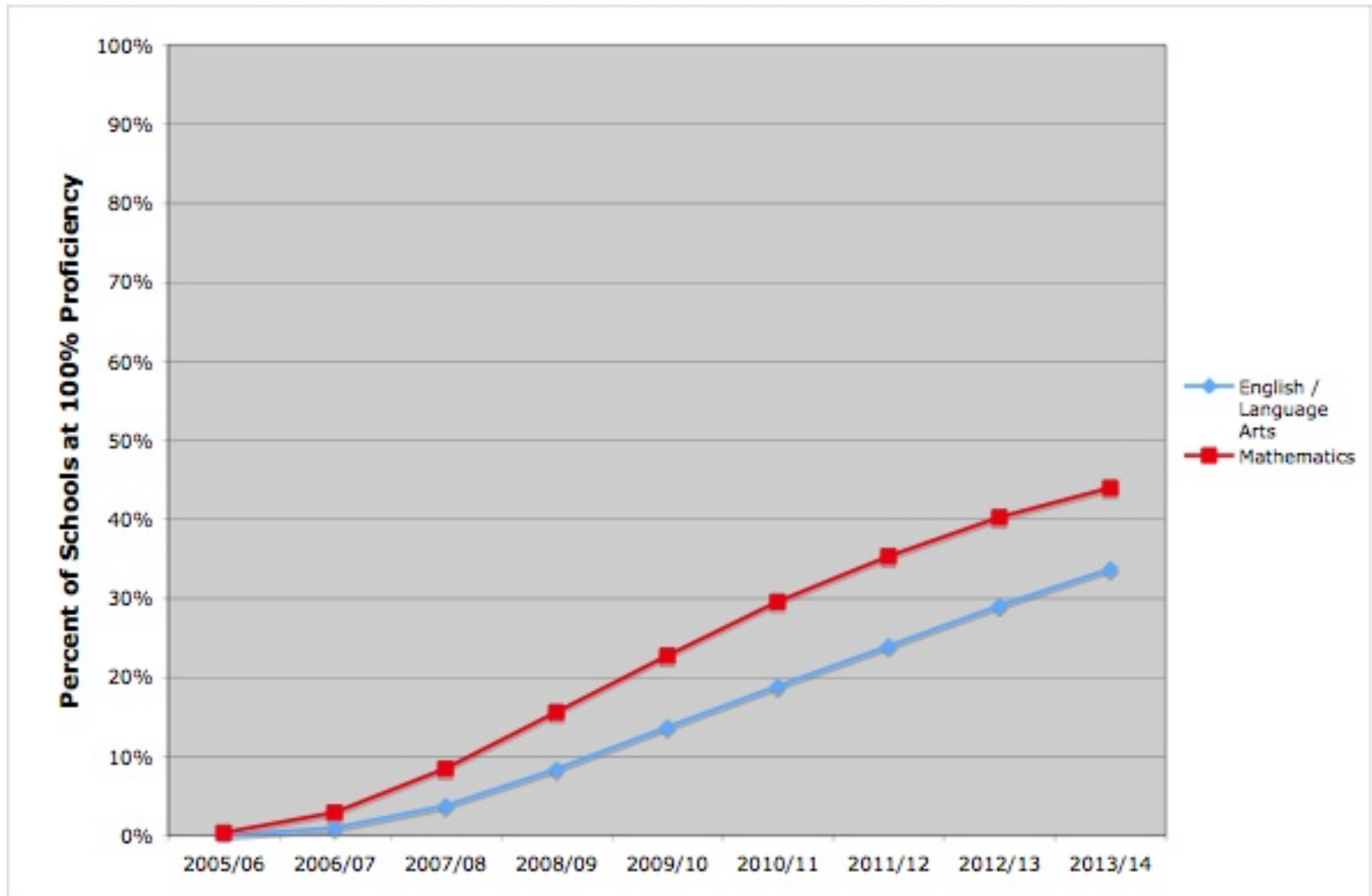


— African American
— Hispanic
— Socioeconomic Disadvantaged
— English Learners
— AYP Minimum Proficiency

What if the **practices** in California's schools should remain the same as they are today and the rate of improvement in our schools should **not improve?**

The *answer* is...

Percent of Schools with 100% Proficiency Based on Individual School's Current Growth Rate

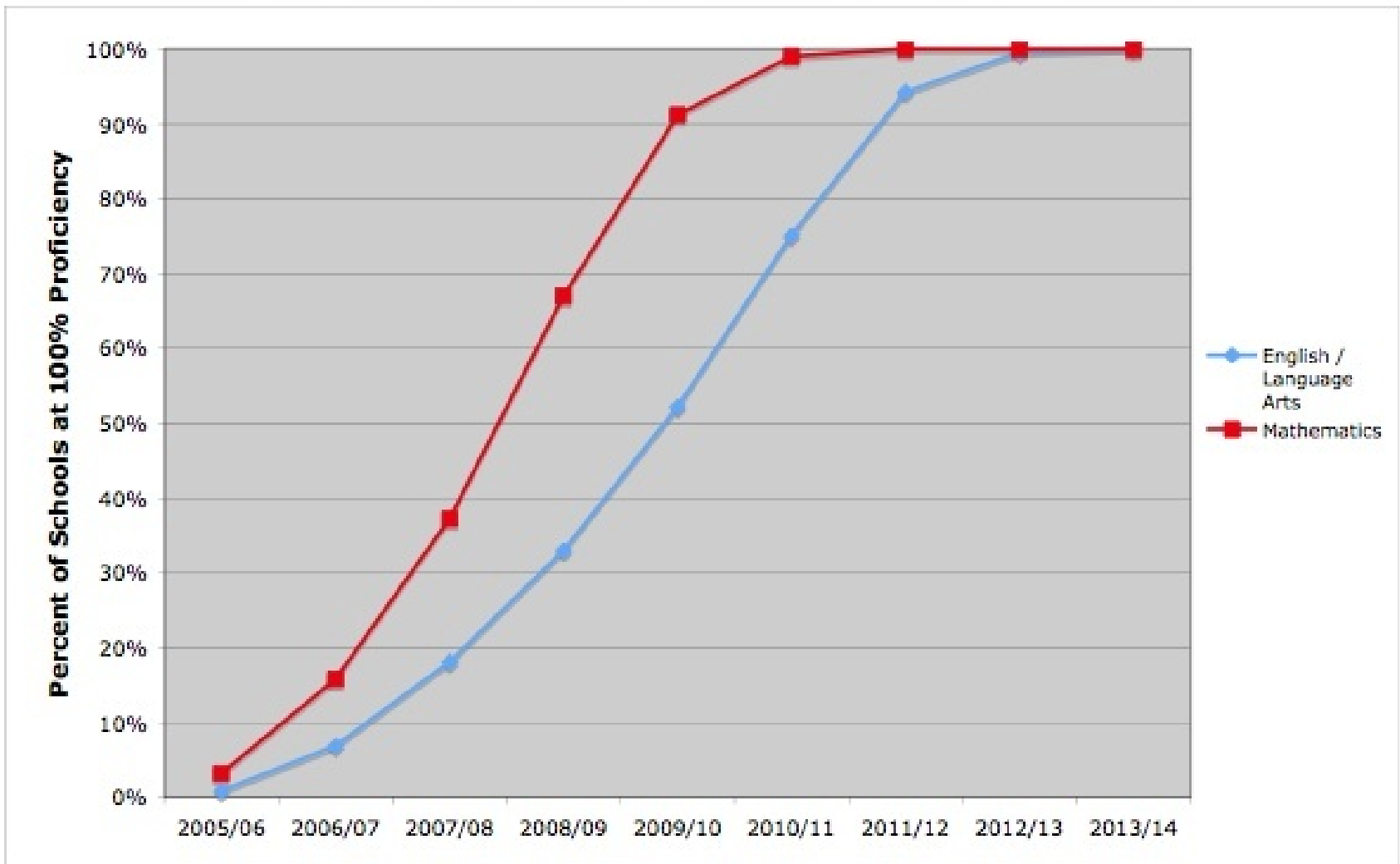


But, what if the rest of the schools in the state adopted the **Honor Roll best practices**?

And, what would happen if all schools in the state experienced the **same rate of improvement** as the Honor Roll Schools?

The *answer* is...

Percent of Schools with 100% Proficiency Based on Average CBEE/JFTK-CA Honor Roll Growth Rate



Our work now is to recognize those getting the job done and **give them a voice** to explain their best practices for others to copy.

Improving Student Academic Achievement and Closing Achievement Gaps

Bringing Improvement to Scale at All Grade Levels

www.jftk-ca.org

www.cbeefoundation.org