Improve Achievement for all Students through Data-Driven Targets

CSBA 2008

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• Do you feel overwhelmed with data on student achievement, such as CAHSEE, CELDT, CST, API, AYP, AND AP? This presentation will provide tips on readily available data to aid in setting goals supported by measurable targets. The use of these targets can help focus board reports and at the same time aid your schools in their quest for improvement of all students.
A few questions to start with...

- What do the following stand for?
  - API
  - AYP
  - CELDT
  - CST
Sample Data Sources

• API: Academic Performance Index
• AYP: Adequate Yearly Progress
• CELDT: California English Language Development Test
• CST: California Standards Test
What is the API?
“How much did they grow?”

- The API is a single number, ranging from a low of 200 to a high of 1000, that reflects a school’s or LEA’s performance level, based on the results of statewide testing.
- It is calculated by converting a student’s performance on statewide assessments across multiple content areas into points on the API scale. These points are then averaged across all students and all tests, resulting in an API score.
What is the API? (continued)

• The key features of the API include the following:
  • The API is based on an improvement model. It is used to measure the academic growth of a school. The API from one year is compared to the API from the prior year to measure improvement. Each school has an annual target, and all numerically significant subgroups at a school also have targets.
  • The API requires subgroup accountability to address the achievement gaps that exist between traditionally higher- and lower-scoring student subgroups.
  • The API is a cross-sectional look at student achievement. It does not track individual student progress across years but rather compares snapshots of school or LEA level achievement results from one year to the next.
  • The API is used to rank schools. A school is compared to other schools statewide and to 100 other schools that have similar demographic characteristics.
What is used to create the API?

- California Standards Tests (CSTs)
  - ELA (9th – 11th Grades)
  - Math (End of Course)
  - History-Social Science (End of Course & 11th Grade)
  - Science (End of Course & 10th Grade)

- CAPA (Special Education)

- CAHSEE
API Ranks

• A school’s **statewide** rank compares its API to the APIs of all other schools statewide of the same type.

• A school’s **similar schools** rank compares its API to the APIs of 100 other schools of the same type that have similar opportunities and challenges.
Performance Factors for CSTs

- Far Below Basic
- Below Basic
- Basic
- Proficient
- Advanced
What is the AYP? “Did they grow this high?”

- Graduation rate
- Yearly progress of subgroups
  - English/Language Arts
  - Math
- Participation rate at 95%
Reports to look at ...

WASC/CDE Self-Study

Chapter I
STUDENT/COMMUNITY PROFILE and SUPPORTING DATA, INCLUDING ESLRs

Chapter II
STUDENT/COMMUNITY PROFILE—OVERALL SUMMARY

Chapter III
PROGRESS REPORT

Chapter IV: Self-Study Findings

Organizational
Vision and Purpose Governance Leadership and Staff Resources

Standard-Based
Student Learning Curriculum

Standard-Based
Student Learning Instruction

Standard-Based
Student Learning Assessment and Accountability

School Culture and Support for Student Personal and Academic Growth

Adjusted Synthesized Action Plan
(4-5 KEY PRIORITIZED AREAS OF GROWTH)

Single Plan for Student Achievement

Profile
Progress Report
Schoolwide Action Plan

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Reports to look at (continued)

• **WASC/CDE Self-Study process**
  – Certification to the public that the school is a trustworthy institution of learning
  – The improvement of the school’s programs and operations to support student learning
    [Self-Study report to school board is optional]

• **Single Plan for Student Achievement**
  – State-mandated
    [Annual Single Plan for Student Achievement report to school board is mandated]
Accreditation (Self-Study) Expectations

- Clarification of schoolwide purpose and student goals (ESLRs)
- High achievement of all students
- Multiple means of data analysis
- Program assessment
- Alignment of findings and action plan
- Integration of program and initiatives
- Ongoing improvement/accountability
- Total involvement/collaboration
- School plan expectations
  - Goals based on critical areas of need
  - Targets to measure student progress
Importance of Accreditation

Examples:
- UC approval of a-g requirements
- Cal grants — only from accredited schools
- Acceptance into military
- College/university acceptance
- Teacher salary schedule
- Transfer of credit
Final Product: One Umbrella Plan

- Strategic Plan
- Technology Plan
- Staff Development Plan
• **Accreditation (Self-Study)**
  – Terms: 6 years to 0

• **Provides the basis for:**
  – A schoolwide action plan which is measured on a yearly basis by the Single Plan for Student Achievement
Focus on Learning

Basic Concepts Addressed:

How are the students achieving?

Is the school doing everything possible to support high achievement for all its students?
Let’s look at a school profile
A look at a school profile

- Possible questions:
  - What do we know about ABC High School’s students readiness for postsecondary success?
A look at a school profile (continued)

• Graduation rate
  – Percent of dropouts
  – Percent of graduates
• Number of seniors completing UC a-g requirements
• Number/percent of students not meeting UC subject a requirements
• Number/percent of students completing career tech courses
• Number/percent of students who enter CSU not proficient in English/Math
• College enrollment
• Average SAT/ACT score
• Pass rate on AP exams
Other questions

• How does ABC High School rank in relation to other California high schools and has it met its target set by the state (API) and Federal (AYP) mandates?
Closer look at a question to determine critical areas of need

- How many students meet or exceed state standards?
- Are there subgroups of students that are underachieving?
  - CAHSEE
  - CST
  - Grade level/course results
Let’s look at some actual data
Critical Areas of Need

- Algebra I success
- ELA improvement
Let’s look at a sample action plan

• The focus is on improvement of all students in English Language Arts

  – The action plan contains:
    • Goals
    • Rationale with supporting data
    • Measurable growth targets
    • Tasks and timeline
Sample Action Plan

Chapter V: Excerpts from the SCHOOLWIDE ACTION PLAN

Goal 1 (Area of Improvement): Develop a comprehensive English Language Arts system that has structures in place to help students to ....

Rationale: Critical Need: ...
Supporting 2005 Data: ...

Growth Targets:
  20xx-xx: ...
  ...

20xx-x: ...
  ...

ESLRs Addressed: 
Impact on student learning of academic standards & ESLRs: ...

Monitor Progress Tools:
  ...
  ...

Report Progress:
  *
  ...
  *

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<th>TASKS</th>
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Goal 2 (Area of Improvement): Develop ....

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Possible questions to ask your schools

- How does _____ High School rank in relation to other California high schools?
- Has the school met annual targets set by the state and federal mandates (AYP and API growth targets)
- How many students meet or exceed state standards?
- Are there subgroups of students that are underachieving?
- What gaps in achievement should be of concern at _____ High School?
- What does the school know about their students readiness for postsecondary and/or college-level work?
- How are students achieving against the targets in the school’s action plan?
- How do students demonstrate the achievement of the ESLRs?
Possible questions for board discussions

- Do our district policies aid schools to reach their goals?
- Does our long-range plan align with our schools’ goals?
- What district support is available for our schools to reach their identified targets?
Western Association of Schools and Colleges (WASC)

More about Accreditation
Western Association of Schools and Colleges (WASC)

- One of six private, nonprofit, regional accrediting associations in the United States
- Provides assistance to schools located in California, Hawaii, Pacific Islands, and East Asia
- Recognized by the U.S. Secretary of Education
- Composed of three commissions
  - Accrediting Commission for Senior Colleges and Universities
  - Accrediting Commission for Community and Junior Colleges
  - Accrediting Commission for Schools
Accrediting Commission for Schools

- Extends services to pre-K-12 schools of various types (including adult schools in California and Hawaii):
  - Public
  - Independent
  - Church-related
  - Proprietary (for profit schools)
- Serves over 4,000 schools
- Works with 15 associations in joint processes
Commission Philosophy

The Commission believes:

- A school’s goal is successful student learning
- Each school has a clear purpose and expected schoolwide learning results (schoolwide student goals)
- For ongoing school improvement, each school engages in internal and external evaluations to assess progress in achieving its purpose
I TAUGHT SPOT HOW TO WHISTLE

I DON'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT