

## BOARD AGENDA ITEM

F-7

**Meeting Date:** January 24, 2012

**Item Title:** Approval of Two-Year SPSA Plans (Program Improvement Schools)

**Item Type:** Information

**BACKGROUND:** The purpose of the Single School Plan is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process.

This legislation, EC Section 64001(a), established the following eight requirements for school plans:

1. School districts must assure “that school site councils have developed and approved a plan for schools participating in programs funded through the consolidated application process, and any other school program they choose to include...”
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees...”
3. Any plans required by programs funded through the Consolidated Application, the School and Library Improvement Block Grant, the Pupil Retention Block Grant, and NCLB Program Improvement must be consolidated into a single plan.
4. The content of the plan must be aligned with school goals for improving student achievement.
5. School goals must be based upon “an analysis of verifiable state data, including the Academic Performance Index...and the English Language Development test...and may include any data voluntarily developed by districts to measure student achievement...”
6. The plan must address how state and federal funds will be used to “improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index...”
7. The plan must be “reviewed annually and updated, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council...”

## BOARD AGENDA ITEM

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*Continued*

8. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the Consolidated Application.

In reviewing last spring's plans, the Board commended the work of several sites for focus in their review of site performance data as well as improved clarity in their presentations on Theory of Action. Our goal has been to support the clarity of consistent presentation formats used by all schools, while encouraging local SSC planning and creativity to address differentiated student learning needs and different program emphases in different schools.

Single Plans for Student Achievement (SPSA's) for Alameda High, ASTI, Bay Farm, Earhart, Edison, Encinal High, Franklin, Haight, Island High, Lincoln Middle, Lum, Otis, and Washington were presented before. Tonight we present two-year SPSA plans for our Program Improvement Schools: Wood Middle, Ruby Bridges Elementary School and Paden Elementary School.

**FISCAL ANALYSIS:** Not Applicable

- ☐ General Fund  
☐ Categorical Funds  
☐ Parcel Tax Funds

\$\_\_\_\_\_ [Savings] [Cost]  
\_\_\_\_\_ Department Budget

**RECOMMENDATION:** Receive and review Two-Year SPSA Plans (Program Improvement Schools) as submitted.

**AUSD Guiding Principles:** 1. All students have the ability to achieve academic and personal success. 2. Teachers must challenge and support all students to reach their highest academic and personal potential. 3. Administrators must have the knowledge, leadership, skills, and ability to ensure student success. 4. Parental involvement and community engagement are integral to student success. 5. Accountability, transparency, and trust are necessary at all levels of the organization. 6. Allocation of funds must support our vision, mission, and guiding principles.

**Submitted by:** Catherine Lyons, Director of Student Support Services 

**Approved for Submission to Board of Education** 

Kirsten Vital, Superintendent

# **AUSD PI Schools**

**January 24, 2012**

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## **Program Improvement**

Schools enter Program Improvement, referred to as PI, when they do not meet Adequate Yearly Progress (AYP) for two consecutive years school-wide or for any one or more subgroups.

To exit PI, a school must meet AYP school-wide and for all significant subgroups. A school can meet AYP by meeting the percent proficient target identified in the Annual Measurable Objective, or by reaching Safe Harbor. To achieve Safe Harbor, a school must move 10% of its non-proficient students into proficiency.

## Wood Middle School

In 2009-10, Wood did not meet AYP for English Learners in ELA and did not meet AYP school-wide or for all significant subgroups in Math.

In 2010-11, Wood did not meet AYP school-wide or for all their significant subgroups in either ELA or Math.

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## Wood Middle School

GROUPS	2010 English-Language Arts					2011 English-Language Arts				
	Target 56.8 %					Target 67.6 %				
	Met all percent proficient rate criteria? No					Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	546	319	58.4	Yes		510	261	51.2	No	
Black or African American	60	18	30	--		69	24	34.8	--	
American Indian or Alaska Native	1	--	--	--		0	--	--	--	
Asian	194	117	60.3	Yes		185	103	55.7	No	
Filipino	68	44	64.7	--		54	30	55.6	--	
Hispanic or Latino	86	44	51.2	Yes	SH	101	45	44.6	No	
Native Hawaiian or Pacific Islander	10	--	--	--		8	--	--	--	
White	99	78	78.8	Yes		92	56	60.9	Yes	Y2
Two or More Races	7	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	294	145	49.3	Yes	SH	281	123	43.8	No	
English Learners	205	101	49.3	No		206	95	46.1	No	
Students with Disabilities	54	15	27.8	--		64	26	40.6	--	

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## Wood Middle School

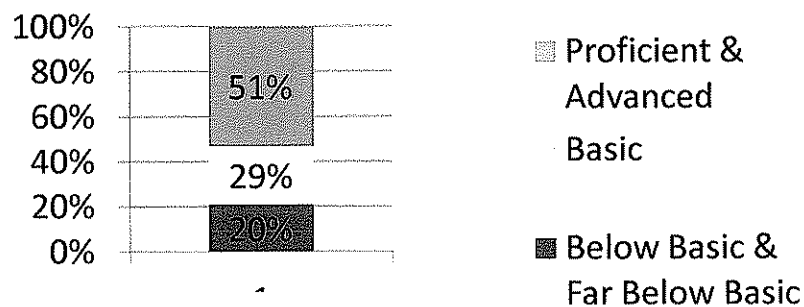
GROUPS	2010 Mathematics					2011 Mathematics				
	Target 58.0 %					Target 68.5 %				
	Met all percent proficient rate criteria? No					Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	546	193	35.3	No		511	164	32.1	No	
Black or African American	60	10	16.7	--		69	13	18.8	--	
American Indian or Alaska Native	1	--	--	--		0	--	--	--	
Asian	194	89	45.9	No		185	85	45.9	No	
Filipino	68	18	26.5	--		54	21	38.9	--	
Hispanic or Latino	86	21	24.4	No		101	14	13.9	No	
Native Hawaiian or Pacific Islander	10	--	--	--		8	--	--	--	
White	99	40	40.4	No		93	31	33.3	No	
Two or More Races	7	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	294	97	33	No		281	83	29.5	No	
English Learners	205	76	37.1	No		206	72	35	No	
Students with Disabilities	54	9	16.7	--		64	11	17.2	--	

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## Wood Middle School

### ELA

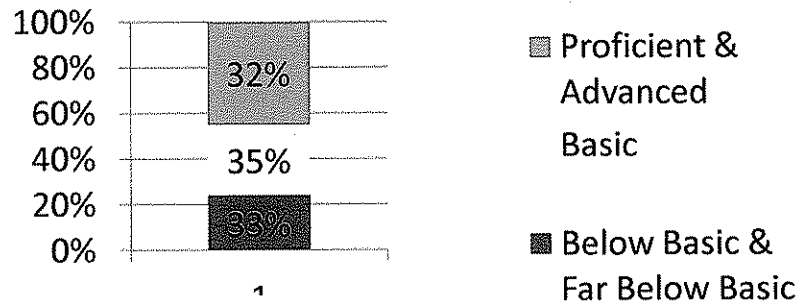


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## Wood Middle School

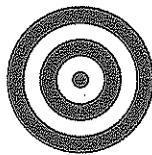
### Math



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## Wood Middle School Data



Our Target: To move the majority of our non-proficient students up one performance band in CST in 2011-12, reach Safe Harbor, and increase the API 40 points to 789.

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## **Wood Middle School 2011-13**

### **High leverage strategies to improve student performance**

- Engage students in effective learning through the implementation of AUSD academic initiatives: Strategic Instruction Model, Inquiry By Design, Math Initiative, Anti-Bullying
- Use of summative (CST) and formative (Benchmark) data to monitor student progress
- Establish a Pre-Algebra course to support skill and concept development for success in high school Algebra course
- Provide academic and behavioral supports for students to build a school culture that values learning
- Establish consistent, targeted communication between school and home
- Provide an extra ELA support class for struggling 8<sup>th</sup> graders

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## **Wood Middle School 2011-13**

### **Professional development for staff to support high leverage strategies**

- **Strategic Instruction Model Training (SIM)**
  - SIM professional developer on staff
  - Two full days of intensive training, with trimester follow-up in Content Enhancement Routines
  - Two full-day workshops to extend SIM CER's
  - Classroom coaching
- **Inquiry By Design Training (IBD)**
  - Five full days of IBD professional development
  - Learning Labs conducted by WMS and LMS teachers
  - Classroom coaching
  - Administrative coaching

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## **Wood Middle School 2011-13**

### **Professional development for staff to support high leverage strategies**

- **Mathematics Initiative (MI)**
  - Full-day training in MI instructional strategies
  - Classroom coaching from .5 FTE MI coach
  - Administrative training in methodologies
- **AUSD District Office Staff Support**
  - Develop and implement Learning Walk protocols
  - Develop Supplemental Educational Services contracts and register eligible students (socio-economically disadvantaged and academic need)
  - Assessment reports and analysis
  - Develop after school ELD intervention program
- **Collaboration Time**
  - Three days each month dedicated to discussion of instructional strategies and examination of student achievement data

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## **Wood Middle School 2011-13**

### **Intervention support for students scoring below proficient**

- Intervention Classes
  - Math Support - math (Below Basic and Basic)
  - Fusion - reading (Below Basic and Basic)
  - Learning Center - math and reading (Far Below Basic)
- Parent Conferences after 1<sup>st</sup> Progress Report
- Bi-weekly Progress Reports
- Monthly Grade Level meetings to discuss strategies working and not working with identified focal students

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## **Wood Middle School 2011-13**

### **Intervention support for students scoring below proficient**

- One-on-one meetings with counselors
- After school program (SuccessMaker) with WMS teachers
- After school program for homework support
- ELD paraprofessionals provide push-in for math and science
- Motivational mentoring from AUSD high school students
- Outreach to parents to provide strategies and behaviors for student success

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## **Ruby Bridges Elementary School**

**In 2009-10, Ruby Bridges did not meet AYP for three significant subgroups in ELA, but did meet all AYP requirements in Math.**

**In 2010-11, Ruby Bridges did not meet AYP school-wide in both ELA and Math, and for most of their significant subgroups.**

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## Ruby Bridges Elementary School: ELA

GROUPS	2010 English-Language Arts					2011 English-Language Arts				
	Target 56.8 %					Target 67.6 %				
	Met all percent proficient rate criteria? No					Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	342	194	56.7	Yes	Y2	367	199	54.2	No	
Black or African American	99	44	44.4	No		119	46	38.7	No	
American Indian or Alaska Native	11	6	54.5	--		3	--	--	--	
Asian	51	34	66.7	--		68	49	72.1	Yes	
Filipino	40	24	60	--		38	26	68.4	--	
Hispanic or Latino	58	35	60.3	Yes		59	27	45.8	No	
Native Hawaiian or Pacific Islander	10	--	--	--		12	7	58.3	--	
White	47	30	63.8	--		68	43	63.2	No	
Two or More Races	11	7	63.6	--		0	--	--	--	
Socioeconomically Disadvantaged	241	119	49.4	No		250	116	46.4	No	
English Learners	123	62	50.4	No		139	82	59	Yes	SH
Students with Disabilities	50	16	32	--		57	20	35.1	No	

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## Ruby Bridges Elementary School: Math

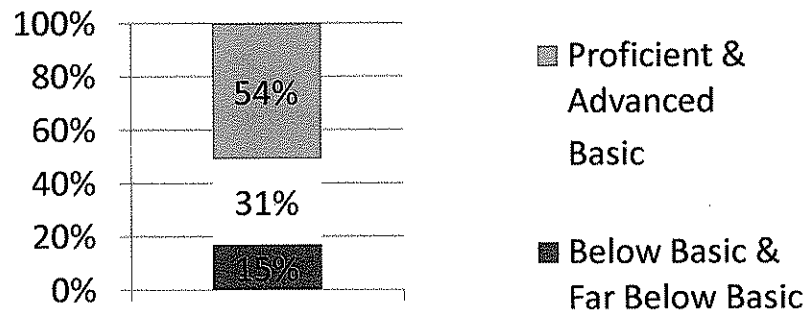
GROUPS	2010 Mathematics					2011 Mathematics				
	Target 58.0 %					Target 68.5 %				
	Met all percent proficient rate criteria? Yes					Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	338	220	65.1	Yes		368	239	64.9	No	
Black or African American	99	51	51.5	Yes	SH	119	54	45.4	No	
American Indian or Alaska Native	11	7	63.6	--		3	--	--	--	
Asian	51	43	84.3	Yes		68	60	88.2	Yes	
Filipino	40	27	67.5	--		38	30	78.9	--	
Hispanic or Latino	56	36	64.3	Yes		60	37	61.7	No	
Native Hawaiian or Pacific Islander	10	--	--	--		12	8	66.7	--	
White	45	34	75.6	--		68	49	72.1	Yes	
Two or More Races	11	5	45.5	--		0	--	--	--	
Socioeconomically Disadvantaged	237	140	59.1	Yes		251	144	57.4	No	
English Learners	123	85	69.1	Yes		140	100	71.4	Yes	
Students with Disabilities	51	19	37.3	Yes	SH	58	25	43.1		

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## Ruby Bridges Elementary School

### ELA

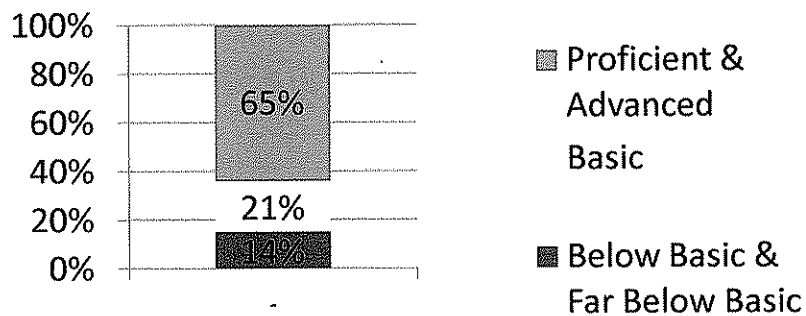


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## Ruby Bridges Elementary School

### Math





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## Ruby Bridges School Data: A Closer Look

The longer students attend Ruby Bridges, the more likely they will be proficient on state testing.

CST Results for Current Students (2011-12)

Years Enrolled at Ruby Bridges	ELA % Proficient or Above	MATH % Proficient or Above
1 Year	39%	57%
3 Years	 66%	 78%
5 Years	74%	82%
School-wide CST Proficiency	54%	66%

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## Ruby Bridges School Data: A Closer Look

The longer students attend Ruby Bridges, the less likely they are to score in the Far Below Basic (FBB) or Below Basic (BB) ranges.

CST Results for Current Students (2011-12)

Years Enrolled at Ruby Bridges	English-Language Arts		Mathematics	
	FBB	BB	FBB	BB
1 Year	16%	5%	2%	18%
3 Years	1%	1%	3%	4%
5 Years	0%	3%	0%	3%



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## **Ruby Bridges School Data: A Closer Look**

### **Academic Performance Index (API)**

- California's local measure
- Measures progress between five levels (FBB, BB, Basic, Proficiency, Advanced)
- State Target = 800

**Ruby Bridges has scored 800 or above for four consecutive years.**

- 2010 API = 816 • 2011 API = 811



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## **Ruby Bridges School Data: A Closer Look**

### **Similar Schools Ranking (SSR)**

- Compares our school to 100 others with similar demographics (scores from 1-10)
- Ruby Bridges had a similar schools rank of 8 for three years, and 9 in our fourth year!



**Our Target:** To move the majority of our non-proficient students up one performance band in CST in 2011-12, reach Safe Harbor, and maintain an API over 800.

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## Challenges in 2010-11



- Increase in class size in grades K-3 by 25%
- Increase in school size by 10%
- Layoffs, furlough days, shorter school year
- Summer school eliminated for most students
- Increase in number of new students who entered the school below grade level, some from other states with different curriculum standards than California's

**NOTE:** Sixty students in grades 2-5 entered Ruby Bridges between August 29 & CBEDS date of October 5. This would be approximately 16% of students whose scores are included in AYP and API.

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## Ruby Bridges Elementary School 2011-13

### **High leverage strategies to improve student performance**

- **Focus Students:** Teachers and support staff have identified over 90 focus students in grades K-5 who can reach proficiency this school year if they are given optimum academic and social-emotional support.
- **ExCEL (Excellence: A Commitment To Every Learner)** provides leveled reading instruction for every student in grades 1-5, four days a week for 50 minutes a day. In Kindergarten, K-CEL provides leveled instruction for all students, two days a week for one hour a day.
- **Math:** Full implementation of AUSD math initiative includes instructional strategies to support math thinking, student engagement, and math talk.

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## **Ruby Bridges Elementary School 2011-13**

### **High leverage strategies to improve student performance**

#### ➤ **Maintain Positive School Climate:**

- Vice Principal & Student Support Provider positions
- Consistent review & implementation of Ruby Bridges principles and aligned expectations
- Positive behavior support for students: climate meetings, goal-setting contracts
- Counseling services
- Student leadership roles: Peacemakers, Junior Coaches, Student Council, Peer Tutors at lunch

#### ➤ **Seamless Program of Support** within and beyond school day through partnership with LEAPS and Playworks

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## **Ruby Bridges Elementary School 2011-13**

### **High leverage strategies to improve student performance**

#### ➤ **Increase Family Involvement:**

- Family Conferences with student present
- Family Education Events (Math University, Evening of Learning, STAR Saturday, School Smarts)
- Student Study Teams, PARI meetings
- Targeted outreach to families of focus students
- Targeted outreach to EL families (Arabic, Latino/Chicano, Chinese and others)
- Classes for adults to learn English

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## **Ruby Bridges Elementary School 2011-13**

**Professional development for staff to support high leverage strategies**

- **Collaboration Time (Waiver) & Faculty Meetings:**
  - Data Review: Identify areas of strength and those that need instructional mitigation
  - Plan for ExCEL and math implementation
- **Peer Observations:** Observe and discuss successful practices
- **Study Student Teams re:** Focus Students and others who need support
- **Discussion re:** *Teaching with Poverty in Mind*
- **Training for LEAPS staff re:** reading, math, anti-bullying; teacher liaisons for LEAPS

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## **Ruby Bridges Elementary School 2011-13**

**Professional development for staff to support high leverage strategies (continued)**

- **ACCLAIM Summer Math Institutes**
- **Math Coaches from Alameda COE**
  - Grades 3-5
  - After school PD for Grades K-5 (teachers and paraprofessionals)
- **Principal and VP feedback re:** Student Engagement, strategies to address needs of English Learners
- **Opportunity to attend PD in ELA, math, ELD, Special Education**
- **Implementation of Anti-Bullying Programs**

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## **Ruby Bridges Elementary School 2011-13**

### **Intervention support for students who score below proficient**

- ExCEL groups (Corrective Reading, Reading Mastery, SIPPS); Read Naturally pull-out services
- K-CEL groups plus Extended Instruction (2 additional hours per week) for Grade K students who are FBB
- ELD pull-out services for CELDT 1 & 2 through ExCEL
- Math Tech & Math Intervention classes
- Academic Volunteers & ASTI Tutors
- Supplemental Instructional materials to review and support curriculum standards (Curriculum Associates and Bellworks)
- Full implementation of SuccessMaker

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## **Paden Elementary School**

**In 2009-2010, Paden did not meet AYP for English Learners in English Language Arts (ELA).**

**In 2010-11, Paden did not meet AYP in ELA schoolwide or with their Socioeconomically Disadvantaged subgroup.**

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## Paden Elementary School: ELA

GROUPS	2010 English-Language Arts					2011 English-Language Arts				
	Target 56.8 %					Target 67.6 %				
	Met all percent proficient rate criteria? No					Met all percent proficient rate criteria? No				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	231	141	61	Yes		241	142	58.9	No	
Black or African American	37	14	37.8	--		44	19	43.2	--	
American Indian or Alaska Native	3	--	--	--		1	--	--	--	
Asian	53	38	71.7	Yes		60	46	76.7	Yes	
Filipino	31	19	61.3	--		32	15	46.9	--	
Hispanic or Latino	21	5	23.8	--		23	5	21.7	--	
Native Hawaiian or Pacific Islander	2	--	--	--		5	--	--	--	
White	74	56	75.7	Yes		75	54	72	Yes	
Two or More Races	2	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	107	51	47.7	Yes	SH	109	41	37.6	No	
English Learners	81	41	50.6	No		87	48	55.2	Yes	SH
Students with Disabilities	39	21	53.8	--		37	13	35.1	--	

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## Paden Elementary School: Math

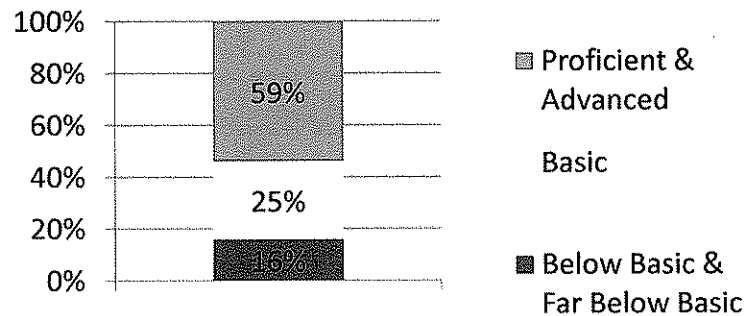
GROUPS	2010 Mathematics					2011 Mathematics				
	Target 58.0 %					Target 68.5 %				
	Met all percent proficient rate criteria? Yes					Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method
Schoolwide	231	159	68.8	Yes		241	173	71.8	Yes	
Black or African American	37	20	54.1	--		44	23	52.3	--	
American Indian or Alaska Native	3	--	--	--		1	--	--	--	
Asian	53	44	83	Yes		60	51	85	Yes	
Filipino	31	23	74.2	--		32	20	62.5	--	
Hispanic or Latino	21	7	33.3	--		23	11	47.8	--	
Native Hawaiian or Pacific Islander	2	--	--	--		5	--	--	--	
White	74	56	75.7	Yes		75	63	84	Yes	
Two or More Races	2	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	107	61	57	Yes	SH	109	66	60.6	Yes	SH
English Learners	81	57	70.4	Yes		87	61	70.1	Yes	
Students with Disabilities	39	18	46.2	--		37	18	48.6	--	

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## Paden Elementary School

### ELA







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## Paden School Data: A Closer Look

The longer students attend Paden, the more likely they will be proficient on state testing.

CST Results for 2010-11 Students

Years Enrolled at Paden	ELA % Proficient or Above	MATH % Proficient or Above
1 Year	35%	59%
3 Years	 61%	 68%
5 Years	 76%	 76%
School-wide CST Proficiency	62%	73%

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## **Paden School Data: A Closer Look**

The longer students attend Paden, the less likely they are to score in the Far Below Basic (FBB) or Below Basic (BB) ranges.

CST Results for Current Students (2011-12)



Years Enrolled at Paden	English-Language Arts		Mathematics	
	FBB	BB	FBB	BB
1 Year	3%	24%	12%	15%
3 Years	2%	8%	5%	11%
5 Years	0%	5%	0%	5%

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## **Paden School Data: A Closer Look**

### **Academic Performance Index (API)**

- California's local measure
- Measures progress between five levels (FBB, BB, Basic, Proficiency, Advanced)
- State Target = 800

**Paden has scored 800 or above for four consecutive years.**

- 2010 API = 836 • 2011 API = 829



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## **Paden School Data: A Closer Look**

### **Similar Schools Ranking (SSR)**

- Compares our school to 100 others with similar demographics (scores from 1-10)
- Paden's similar schools ranking dropped to 7 in 2010 and remained there for 2011.  
Our goal is to move back to an 8 this year!



**Our Target:** To move the majority of our non-proficient students up one performance band in CST in 2011-12, reach Safe Harbor, and maintain an API over 800.

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## **Challenges in 2010-11**



- Increase in class size in Grades K-3 by 25%
- Layoffs, furlough days, shorter school year
- Summer school eliminated for most students
- Continued changes in demographics

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## **Paden Elementary School 2011-13**

### **High leverage strategies to improve student performance**

- Instruction
  - Classroom
  - Switching With A Purpose (SWAP)
  - Additional Supports
- Professional Development
- Monitoring System

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## **Paden Elementary School 2011-13**

### **Professional development to support high leverage strategies**

- Outside Experts
  - ELD/SDAIE, Assessment
  - ACCLAIM
  - Mindfulness
  - School Smarts Academy
- Paden Teachers as Experts
  - QAR
  - Calendar Math
  - Life Skills
  - Math University Nights

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## **Paden Elementary School 2011-13**

### **Intervention support for students scoring below proficient**

- Classroom
- Strategic-SWAP
  - Additional Time for 4<sup>th</sup> and 5<sup>th</sup> grades
  - Additional day for ELD teacher
  - Progress monitoring assessment and GLST time
- Intensive
  - Before and After School Homework Club
  - Before and After School SuccessMaker Sessions

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## **Next Steps**

- Implement and evaluate site-based Single Plan for Student Achievement and two year professional development plans
- Continued training and coaching in district initiatives
- Monitor student progress and provide interventions
- Data discussions based on Benchmark and formative assessments

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