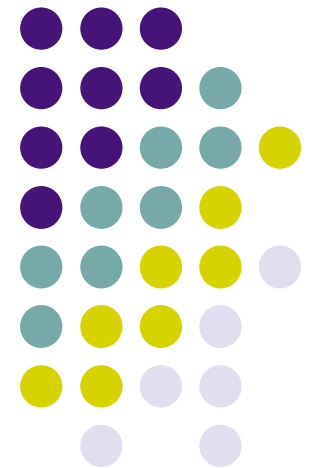


**Los Angeles Unified School District  
Specially Funded Programs Division  
Office of Student Integration Services**

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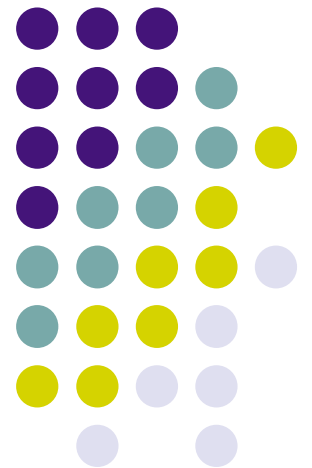
**Sharon L. Curry**  
Assistant Superintendent  
March 13, 2008



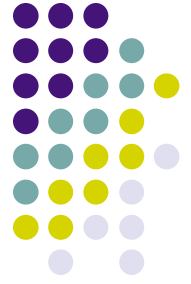
# TEN SCHOOLS PROGRAM:

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**Pioneer of Prevention  
and Intervention**

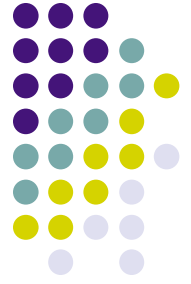


# MISSION



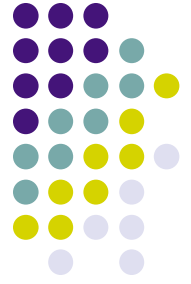
- To provide an instructional program and an organizational design that is language intensive and will reverse the pattern of poor academic achievement of African American and other students in predominately Hispanic, Black, Asian and other Non-Anglo (PHBAO) Schools.

# PURPOSE OF THE TEN SCHOOLS PROGRAM



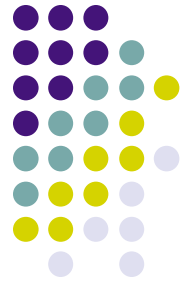
- Demonstrate that all children can achieve their highest potential when the conditions for learning are at optimum
- Improve the academic achievement of TSP students in reading, math and language arts

# OPTIMUM CONDITIONS FOR LEARNING



- Culturally responsive instruction
- Qualified teachers
- Knowledgeable administrators
- Intensified instructional focus on the language development
- A professional learning community
- Engaged, knowledgeable, supportive parents

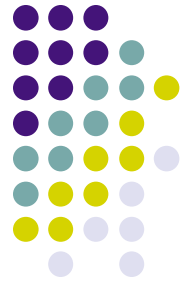
# BACKGROUND



- LAUSD implemented the Ten Schools Program (TSP) in 1987 for ten of the lowest achieving elementary schools
  - Predominantly African American Student Population (60% or greater)
  - All Schools Located in South Central Los Angeles

# ORIGINAL TEN SCHOOLS

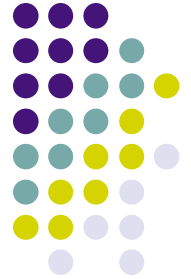
1987



Barrett Elementary  
Bright Elementary  
Compton Avenue Elementary  
Fournoy Elementary  
Griffith Joyner Elementary  
King Elementary  
McKinley Avenue Elementary  
93<sup>rd</sup> Street Elementary  
96<sup>th</sup> Street Elementary  
112<sup>th</sup> Street Elementary

# PROGRAM EXPANSIONS

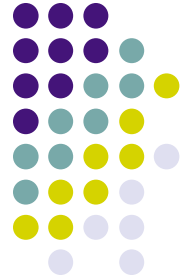
## 1998



116th Street Elementary

118th Street Elementary

# STATE SCHOLASTIC AUDIT SCHOOLS – 2002

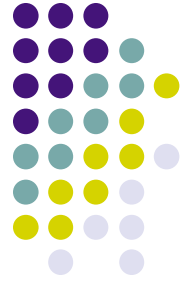


Avalon Gardens Elementary

Horace Mann Middle School

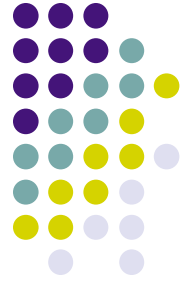
Johnnie Cochran Middle School

# DEMOGRAPHIC SHIFT



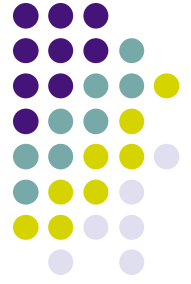
- As a result of the increase of Latino students in LAUSD, the student population is no longer predominantly African American in most TSP schools; however, all TSP schools have significant numbers of African American students.

# CERTIFICATED STAFF COMMITMENT FORM



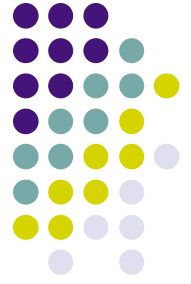
- Personal and Professional Qualities
  - Professional Appearance
  - Regular and Consistent Attendance
  - Punctuality
  - Collegial Working Relationship
  - High Expectations and Respect for all Students
  - Attend 20 days of professional development and all other required meetings outside of the instructional day

# CERTIFICATED STAFF COMMITMENT FORM



- Instructional and Professional Performance
  - Commitment to implementing, developing and maintaining:
    - The instructional focus outlined in the TSP guidelines
    - An integrated program based on grade level (and beyond) standards

# BACKGROUND



- TSP as an incubator for leadership in the District.
  - Paraprofessionals become Teachers
  - Teachers are recruited to be Coaches, Literacy Experts
  - Teachers become Assistant Principals
  - Assistant Principals become Principals
  - Principals promote to Directors and higher, at the Local District and Central level

# GUIDING PRINCIPLE # 1



**Improve our use of research and evaluation to hold us accountable to an improvement cycle.**

- API Scores
- CA State Standards (CST)
- CST ELA Reporting Clusters
- CST Overall Result Matrix
- Individualized Student Data Profiles
- Standards Based EO Portfolio

# MEETING AYP AND API



- (AMO's) Annual Measureable Objectives for 2006-2007
- ELA 24.4%
- Math 26.5%
- AMO's for 2007-2008
- ELA 35.2%
- Math 37.0%

# API BASE SCORES

Local District	School Type	School Name	1999	2000	2001	2002	2003	2004	2005	2006	2007	API Chg '99 to 07'
7	EL	Barrett (Charles W.) Elementary	460	515	546	599	621	654	650	723	714	+254
7	EL	Bright (Birdielee V.) Elementary	605	619	659	691	696	716	704	701	734	+129
7	EL	Compton Avenue Elementary	482	534	516	554	605	637	623	639	655	+173
7	EL	Flournoy (Lovelie P.) Elementary	464	500	561	588	585	579	628	667	724	+260
7	EL	Griffith Joyner (Florence) Elementary	444	470	497	541	573	591	547	564	606	+162
7	EL	King (Martin Luther, Jr) Elementary	555	548	608	702	746	723	712	720	690	+135
7	EL	McKinley Avenue Elementary	442	515	529	609	623	640	656	685	688	+246
7	EL	Ninety Sixth Street Elementary	440	486	523	573	608	649	670	718	711	+271
7	EL	Ninety Third Street Elementary	506	575	570		653	641	640	685	711	+205
7	EL	One hundred Eighteenth Elementary	356	403	489	552	641	650	653	652	681	+325
7	EL	One Hundred Sixteenth Elementary	426	461	489	540	615	638	661	670	706	+286
7	EL	One Hundred Twelfth Street Elementary	424	477	490	543	575	579	593	600	636	+212
8	EL	Avalon Gardens Elementary	467	461	488	547	610	642	726	720	720	+253

TSP Template

# CST ELA Cluster Summary

## Reading

	# of ?'s	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Word Analysis & Vocabulary Dev	17		1	4	4	15	4	3	2	1	
Reading Comprehension	16		3	6	5	9	2	4	1	1	
Literary Response and Analysis	12		2	1	4	6	3	1	3	6	3

## Writing

	# of ?'s	0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Writing Conventions	17			3	2	9	6	2	4	4	
Writing Strategies	16		1	4	8	6	2	2		3	

Name: \_\_\_\_\_

Grade: 4<sup>th</sup>

Room: \_\_\_\_\_

Year: \_\_\_\_\_

# California Standards Test Overall Results Matrix

## English Language Arts

Advanced 402-600

Proficient 350-392

Basic 300-349

Below Basic 269-299

Far Below Basic 150-268

## Mathematics

Advanced 414-600

Proficient 350-400

Basic 300-349

Below Basic 245-299

Far Below Basic 150-244

Name: Teacher

Grade: 4

Room#

Year:

TSP Template

Advanced	Nancy 408	William 600 Nancy 461
	William 417	Juan 431- Joseph 431- Diana 431 Anthony 403 - Gilberto 431
Proficient	Pamela 375 – Joseph 386 – Gilberto 375	Pamela 396 – Nancy 396 – Ana 390
	Juan 362 – Anthony 383 – Nancy 355 – Diana 358 – Eileen 362	Lupe 362
	Akee 346 Van 327	Matthew 332
Basic	Melissa 301 Matthew 319	Melissa 310    Akee 310 Alicia 317    Estefani 340
	Alicia 295 Estefani 295	Christian 282    Zakee 278 Van 278
Below Basic	Tykwan 272 Ana 282	
	Christian 249	
Far below Basic		

# Individualized Student Data Profile

## CST Cluster/Open Court Alignment

### 2007-2008

## Grade 4

• Student's Name: RAMIRO Teacher's name \_\_\_\_\_ Room#: \_\_\_\_\_

CST LA:	
Scaled Score:	

ELD Level	
Length	

		CST Cluster	Reporting Cluster Percent Correct	Open Court Area	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>95-200R</b>	Word analysis and Vocabulary Development	50	Average Fluency	110	133					
			Checking Skills	5	9					
			Vocabulary Spelling	8	4					
	Reading Comprehension	40	Comprehension	6	7					
	Literary Response and Analysis	56	Reading Comp./Literary	6	7					
<b>03-4-1W</b>	Writing	44	Writing Conventions	3	2					
		20	Writing Strategies	3	3					
		NT	Writing Applications	3	3					

Advanced  
393-600

Proficient  
350-392

Basic  
300-349

Below  
Basic  
269-299

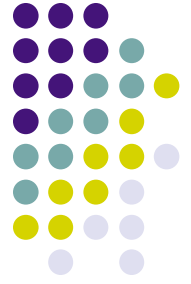
Far Below  
Basic  
150-268

Recommended for: Intersession?  Yes  No Extended Learning Program? Yes  No

Student Success Team?  Yes  No

**TSP Template**

## Guiding Principle # 4

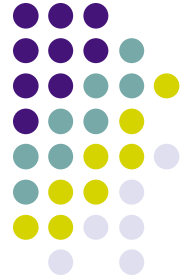


Improve our engagement of parents and community in the work of teaching and caring for our children.

- Provide a nurturing environment for students and parents
- Boys to Men/Girls Club – Character Building
- Monthly Attendance Assemblies
- Monthly - Student performance
- Counselor provides “Back in Control” Parent Training
- Nurse provides Health Awareness Programs for Students and Parents

# Guiding Principle # 4

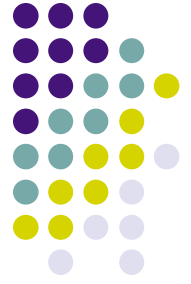
(continued)



Improve our engagement of parents and community in the work of teaching and caring for our children.

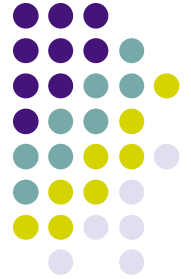
- Psychologist provides Parent Education training
- Well-equipped Parent Centers that are instructionally focused
- Classified staff supporting students
- Pupil Services and Attendance Counselor- Family Crisis Intervention
- Coordinator- Reading is Fundamental/Program/Parent Meeting focused on instruction (AEMP), ESL, Reading Volunteer
- Literacy Coach- Parent Literacy Training, Literacy Night
- Math Coach- Math Night, Parent Training

# Origin of Boys to Men



The Boys to Men Club was created in 2004 by a group of dedicated men at 96<sup>th</sup> Street Elementary School. The initial purpose of the club was to validate the “at-risk” male population as students, as young men, and as positive contributors to society. The focus was strictly on social development with academics being a subsequent beneficiary.

# Social Expectations

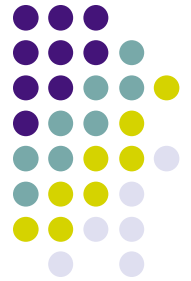


All Boys to Men members must accept and practice the following three values

- Respect
- Responsibility
- Community

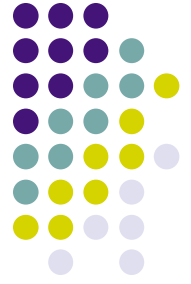
# Met District Attendance Goal

## 95% - Month 4 (2007-08)



Bright Elementary	97.7
Mc Kinley Elementary	97.0
Barrett Elementary	96.8
Griffith Joyner Elementary	96.5
96 <sup>th</sup> Street Elementary	96.3
116 <sup>th</sup> Street Elementary	96.1
93 <sup>rd</sup> Street Elementary	96.1
118 <sup>th</sup> Street Elementary	95.9
King Jr. Elementary	95.7
Flournoy Elementary	95.6
Compton Elementary	95.5
112 <sup>th</sup> Street Elementary	95.1

## Guiding Principle # 5



Continually improve the physical and emotional safety of the learning environment for children and adults to enhance learning and achievement.

- Morning Reading Program – with student Librarians
- Counselor or PSA Counselor Psychologist first line intervention (Suspension DATA)
- All classrooms completely equipped for 21<sup>st</sup> Century
- Computer Labs
- Wonders of Reading Library
- New playground equipment for the yard and Kindergarten area

## Guiding Principle # 5



Continually improve the physical and emotional safety of the learning environment for children and adults to enhance learning and achievement.

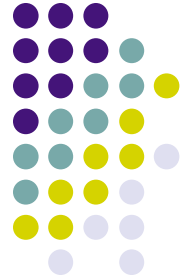
- Supervision is appropriately allocated – including volunteer, highly visible adult presence during critical periods, morning, recess, lunch, and after school
- Strong ties with community activists
- Safety/Play Leaders
- Active and Engaged students councils
- EIS/Tutoring and other enrichment
- Saturday School
- Welcoming clean environment, without graffiti
- Vandalism almost non existent

# Suspension Data

School Code	School name	Enrollment 2004-2005	Suspension				OT's	Expulsion Referrals
			04/05	05/06	06/07	07/08		
5884	112 <sup>th</sup> Street Elementary	576	6	25	38	26	0	0
5863	116 <sup>th</sup> Street Elementary	456	54	18	4	5	0	0
5740	118 <sup>th</sup> Street Elementary	750	14	27	26	12	0	0
5582	93 <sup>rd</sup> Elementary	1193	39	23	15	9	0	0
5575	96 <sup>th</sup> Street Elementary	945	1	4	3	4	0	0
2247	Avalon Gardens	238	0	1	5	0	0	0
5562	Barrett Elementary	1179	6	5	7	7	0	0
7164	Bright Elementary	797	24	9	9	1	0	0
3205	Compton Elementary	443	12	2	4	7	0	0
5781	Flournoy Elementary	716	112	43	2	21	0	0
5849	Griffith Joyner Elementary	1027	164	65	71	06	0	0
6534	King Elementary	862	102	45	75	40	0	0
6658	McKinley Elementary	959	9	4	4	1	0	0

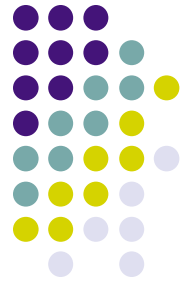
TSP TEMPLATE

# WHAT IS WORKING?



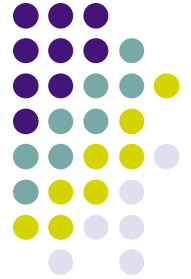
- Effective use of resources to address social/emotional needs of students
  - Full time counselor, nurse
  - A-basis assignment
  - Community Liaisons
  - Library Aide
  - Attendance Counselor

# TEN SCHOOLS PROGRAM: Pioneer of Intervention

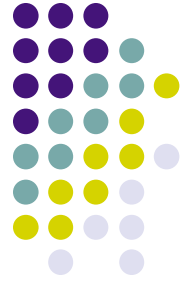


- Given the significance of the challenges of the communities they serve, the participating schools have made gains in:
  - academic achievement
  - improved student and teacher attendance
  - reduced number of suspensions

# COMPARABLE SCHOOLS

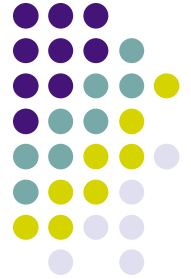


- It is not surprising that some comparable schools (in geographic proximity) have similar data.



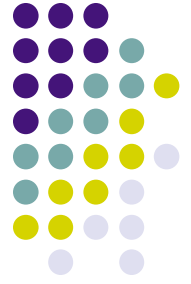
**WHY?**

# BENEFICIARIES OF COMMITMENT



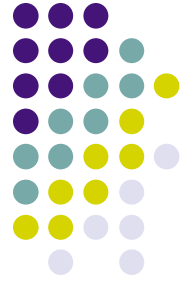
- They, as well as other inner-city schools, have been beneficiaries of the District's commitment to providing resources to schools in PI status.

# TEN SCHOOLS PROGRAM: Pioneer of Intervention



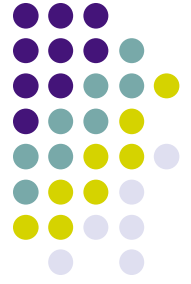
- Pioneering reforms implemented by the Ten Schools Program:
  - Extended Professional Development (20 days)
  - Reduced class size
  - Block Grant approach to funding schools
  - Open Court Reading Program

# TEN SCHOOLS PROGRAM: Pioneer of Intervention

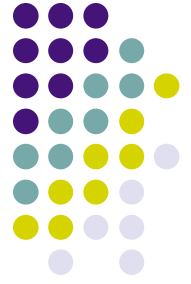


- Pioneering reforms implemented by the Ten Schools Program (continued):
  - Milepost Assessments
  - Parent Community Liaisons
  - Teacher/Staff Commitment Agreements
  - Effectiveness Survey
  - Intervention

# READY FOR CHANGE

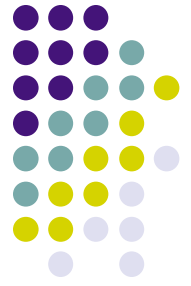


- Contrary to conventional wisdom, rather than resist change, the TSP enthusiastically embraced District mandates:
  - Coaches
  - Periodic Assessments
  - Learning Walks
  - Models for Collaboration
  - Distributive Leadership



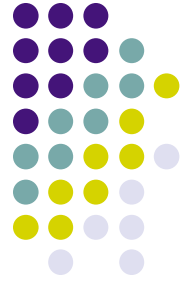
**WHY?**

# FROM TEN SCHOOLS PROGRAM INNOVATION TO DISTRICT-WIDE IMPLEMENTATION



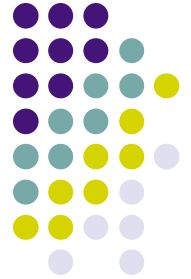
<b>TSP</b>	<b>District-Wide</b>
Open Court Reading Program – 1990	Common Standards-Based Curriculum Mandate – <b>Open-Court Reading Program – 2000</b>
Instructional Coordinators	Coaches

# FROM TEN SCHOOLS PROGRAM INNOVATION TO DISTRICT-WIDE IMPLEMENTATION



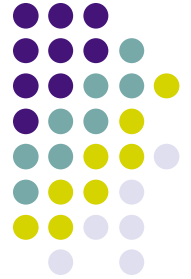
<b>TSP</b>	<b>District-Wide</b>
Milepost Testing	Periodic Assessments
Effectiveness Survey	Learning Walks
Proficiency in English Program	Academic English Mastery Program

**HOWEVER . . .**



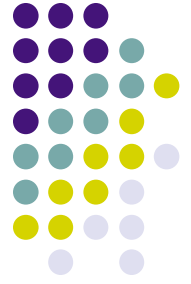
- We need to redirect efforts to improve the teaching and learning through more effective professional development.

# WHY ACHIEVEMENT SOLUTIONS?



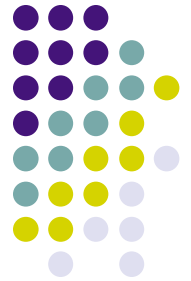
- Pearson Achievement Solutions will offer a school site research-based professional learning program (Learning Teams) for the 13 elementary schools in the Ten Schools Program.

# WHY ACHIEVEMENT SOLUTIONS?



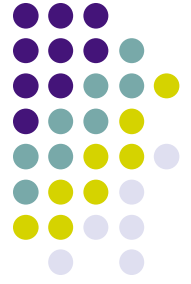
- Pearson Achievement Solutions will assist in building the instructional capacity of teachers, administrators and help meet the academic goals of African American and Latino students.

# WHY ACHIEVEMENT SOLUTIONS?



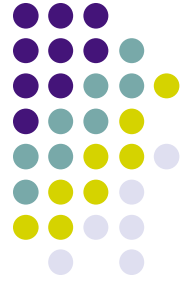
- It is a systematically developed, evaluated, and published program that includes an explicit protocol, well-developed supporting settings, and a monthly design for those settings to train administrators and teacher facilitators, and will provide experienced implementation support.

# 7-STEP PROTOCOL



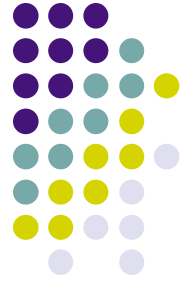
- Step 1 – Use data to identify specific and common student needs to work on together
- Step 2 – Formulate a clear objective for each common need and identify related student work to be analyzed
- Step 3 – Identify and adopt a promising instructional focus to address each common need

# 7-STEP PROTOCOL



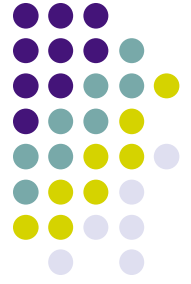
- Step 4 – Plan and complete necessary preparation to try the instructional focus on the classroom
- Step 5 – Deliver instruction. Try the group’s agreed-upon instructional focus in the classroom

# 7-STEP PROTOCOL



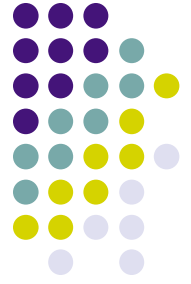
- Step 6 – Analyze student work to see if objective is being met; better understand the need and evaluate instruction
- Step 7 – Reassess: continue and repeat cycle or move on to another area of need.

# EXPECTED PROGRAM OUTCOMES



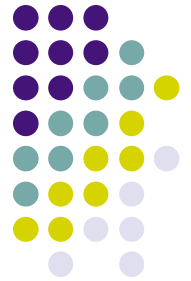
- Gains in student achievement significantly surpassing the average rate of gain among similar schools.
- Highly effective teacher workgroup meetings:
  - Constructive planning
  - On-going evaluation
  - More refined teaching strategies/skills

# EXPECTED PROGRAM OUTCOMES



- Stronger collective commitment towards improved:
  - Teaching
  - Learning
  - Student achievement
- Higher expectations and increased efficacy among staff for student achievement

# EXPECTED PROGRAM OUTCOMES



- Greater capacity among teacher/staff to provide effective instructional leadership
- Sharper focus on academic goals/outcomes
- Build capacity of Instructional Coordinator to take on the role of Program Advisor

# WHY ACHIEVEMENT SOLUTIONS?



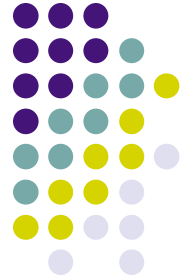
- The program supports both the Board's Vision and the District's Mission.

## Guiding Principle #1

Improve our use of research and evaluation to hold us accountable to an improvement cycle

- Pearson Achievement Solutions:
  - Monthly meetings with instructional leadership team to analyze data and plan instruction

# WHY ACHIEVEMENT SOLUTIONS?

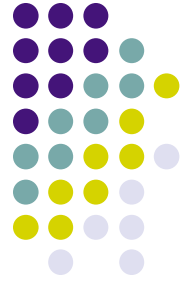


## Guiding Principle #2

Improve the knowledge, skills, ability, and ethical and professional performance of employees on a continual basis

- Pearson Achievement Solutions:
  - Monthly meetings at school sites with administrative team and support staff to problem solve, strategize implementation of instructional plan, and plan leadership team meetings
  - Monthly TSP Principals' meeting to study, receive professional development, discuss goals, and analyze student achievement

# WHY ACHIEVEMENT SOLUTIONS?

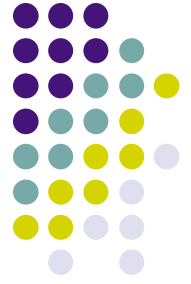


## Guiding Principle #3

Improve the use of internally and externally derived innovations to drive a substantial and sustainable organizational change

- Pearson Achievement Solutions:
  - Leadership Teams participate in Summer Institute, and follow-up Institute in January
  - 20 days of Professional Development outside of school calendar

# WHY ACHIEVEMENT SOLUTIONS?

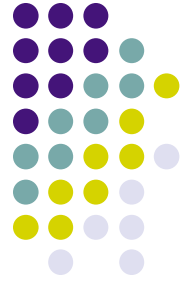


## Guiding Principle #4

Improve our engagement of parents and community in the work of teaching and caring for our children

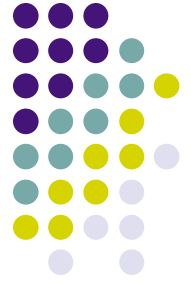
- Pearson Achievement Solutions:
  - Trainer of Trainer model for TSP Parent Liaisons in determined focus area

# COMPONENTS OF THE TSP THAT SUPPORT THE LEARNING TEAMS MODEL



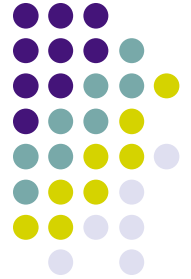
- Skilled & Dedicated Instructional Leadership (administrative team)
- Dedicated Teaching Staff
- Belief in Mission/Goals of the Program
- Nurturing Environment for Entire School Community
- 20 Additional Professional Days
- Strong Support for Implementation of Learning Teams Model

# TEN SCHOOLS PROGRAM: Pioneer of Change



- In effect, if encouraged and supported, the TSP will continue to serve in partnership with the local districts and central offices to address the socio/emotional and academic needs of students severely impacted by poverty.

# TEN SCHOOLS PROGRAM: Pioneer of Change



- The TSP will continue to be an impetus for change and a guiding light for the TSP schools as well as other inner-city schools.