

# Transferring School Success

## Up-Bending the Arc of Student Achievement

Curriculum, Instruction, and Educational  
Equity Committee

June 11, 2009

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# A Very Stubborn Question

How can we demonstrably improve the performance of low-performing schools so that their students learn at high levels and consequently graduate from high school college-prepared and career-ready?

# Outline of Presentation

- School Success Forum (It is being done!)
- Good News Demonstration (High-poverty schools can be successful!)
- Next Steps

# School Success Forum: Approach

1. Find high-poverty schools that work for all students
  - ❑ Identify successful schools for targeted students
  - ❑ Validate each school's success
  - ❑ Develop and document a compelling theory of action that describes how and why each school is successful
2. Facilitate continued academic growth of successful schools
3. Transfer success to other high-poverty schools
  - ❑ Identify and develop school success transfer agents
  - ❑ Conduct school success transfer demonstrations

# The Good News Demonstration



Bunche Elementary

Transfer



Grape St. Elementary

# The Good News Demonstration



Bunche Elementary

Transfer

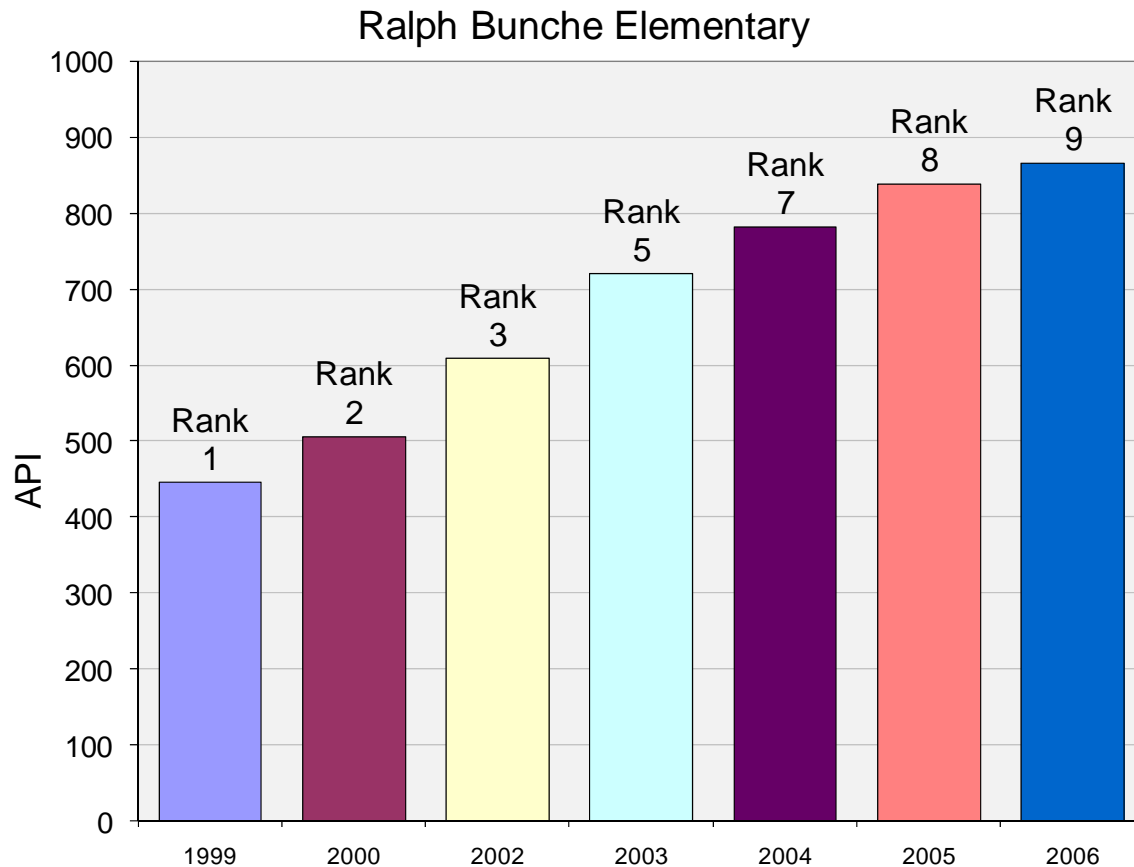


Grape St. Elementary

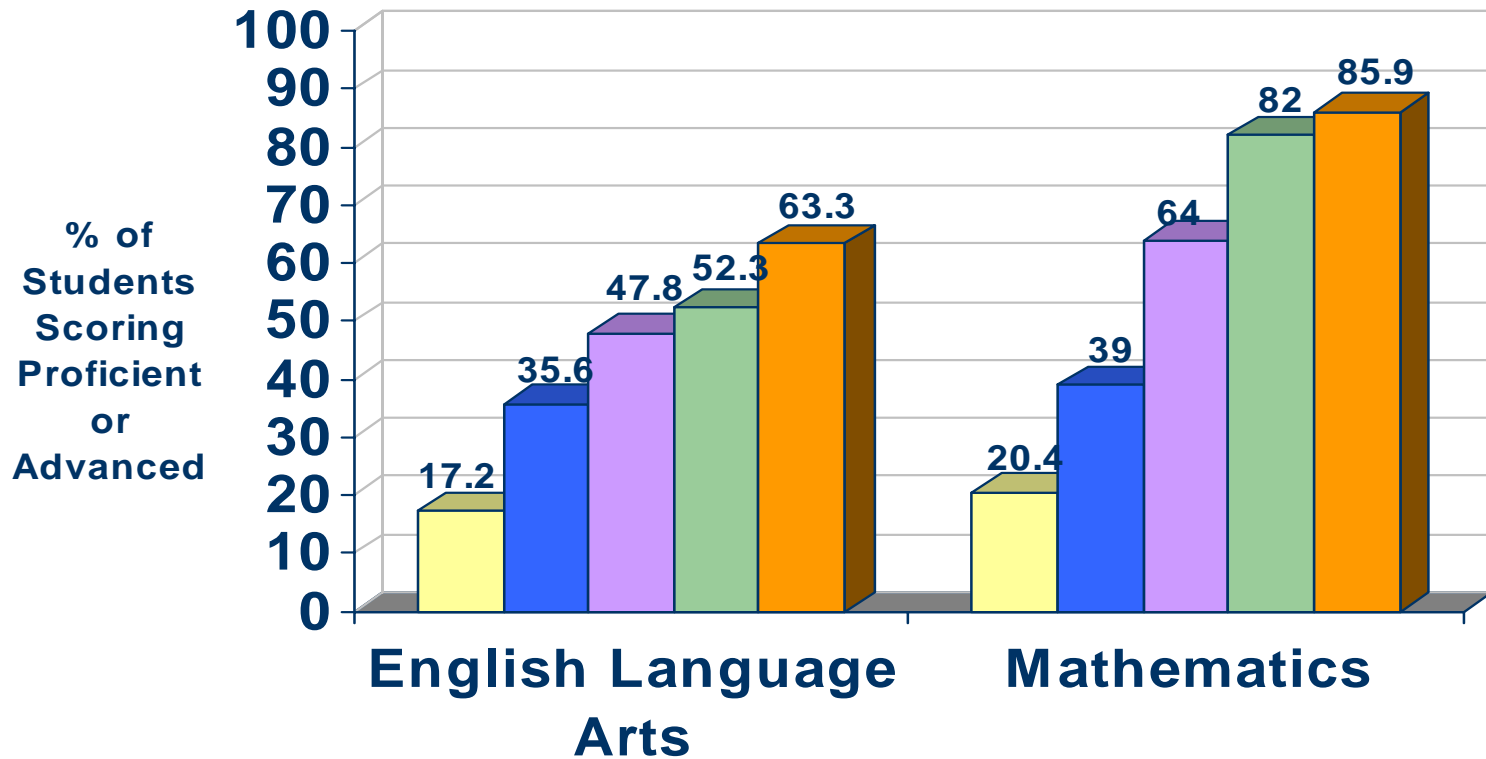
# Bunche Elementary

- Location – City of Carson (Compton USD)
- Relatively small school (enrolls 417 students)
- Enrolls mainly Latino (50%) and African American (48%) students
- High percentage of English Learners (42%)
- Special Education (6%)
- All students are economically disadvantaged (100%)
- Many students bussed in from Compton
- Lowest expenditure per pupil for Compton's elementary schools (\$4,056 in 2004-05)

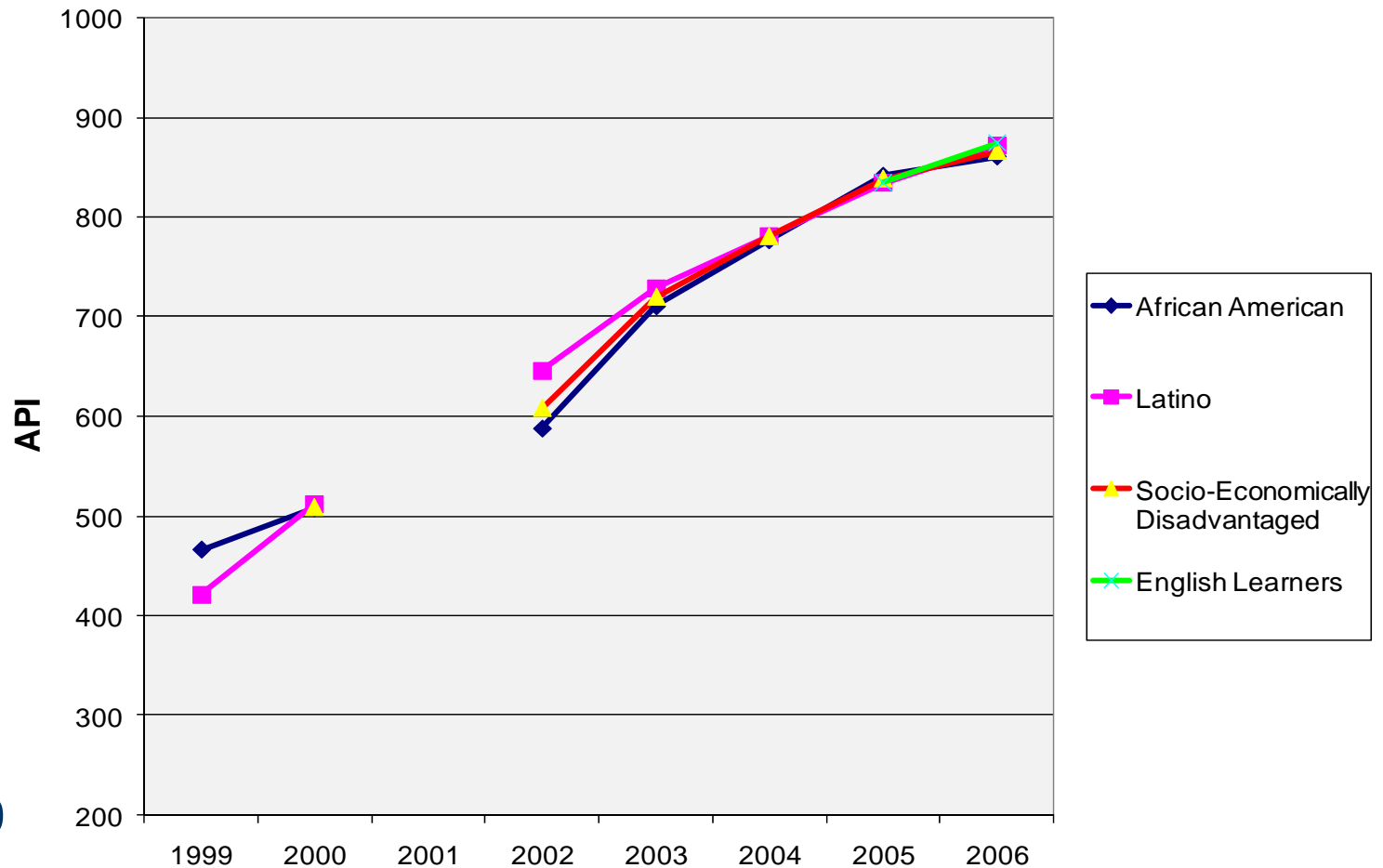
# Between 1999 and 2006, API grew by 421 points, the highest in California



# Percentage of students Proficient in ELA and Math rose precipitously



# Subgroups performed equally well



# Bunche implemented Effective Schools practices

Effective Schools Correlate	Mikara Davis and Bunche Elementary (Compton Unified)
Clear and Focused Mission	Development and ongoing review of vision statement
Climate of High Expectations	High student outcome targets. All students will go to college, classrooms named after colleges.
Frequent Monitoring of Student Progress	Friday Skills Test, ongoing assessment of student and classroom progress
Instructional Leadership	Teachers must love their students; principal provides demonstrations for teachers, intensive classroom observation, review of results from Friday Skills Tests, review of 8-point lesson plans; principal encourages teachers to work together (grade level team and leadership team); link teacher evaluation to student performance; maximize focus on instruction;
Opportunity to Learn and Time on Task	Placement assessment for all new students; Student Study Team for each low achieving student, develop and implement individualized plan for each student; retain students who perform below standard, esp. in lower grades; Intensive focus on K-1 reading; Open Court for Reading; English immersion for EL students, if possible with Bilingual teacher;
Positive Home-School Relations	Student Study Teams for each low achieving student
Safe and Orderly Environment	Zero tolerance discipline policy, high suspension rate

# Individualization plays a critical role in accountability system

- Using the results of the Friday Skills Tests the principal and teachers focused laser-like on children performing below Proficient:
  - Daily classroom observations
  - K/1 emphasis
  - Retention
  - Student Study Teams
  - Summer School
  - Tutoring
  - Hiring process: 3-4 steps, very specific/fit for the person and Bunche
  - Evaluations of Teachers and staff

# The Good News Demonstration



Bunche Elementary

Transfer



Grape St. Elementary

# Student Population at Grape Street Elementary

Year	Black		Hispanic		White		Total
	#	%	#	%	#	%	
2007-08	215	29.8	510	70.8	0	0.0	720
2006-07	213	29.5	508	70.4	1	0.1	722
2005-06	240	31.1	526	68.2	2	0.3	771
2004-05	258	32.2	540	67.3	0	0.0	802
2003-04	261	34.6	490	65.0	0	0.0	754

# Grape Street Elementary

- Location – Watts (Local District 7, LAUSD)
- Enrollment: 696 students
- Enrolls mainly Latino (70%) and African American (30%) students (2007-08)
- High percentage of English Learners (47%)
- Almost all students are economically disadvantaged (95%)

# The Good News Demonstration



Bunche Elementary

**Transfer** →



Grape St. Elementary

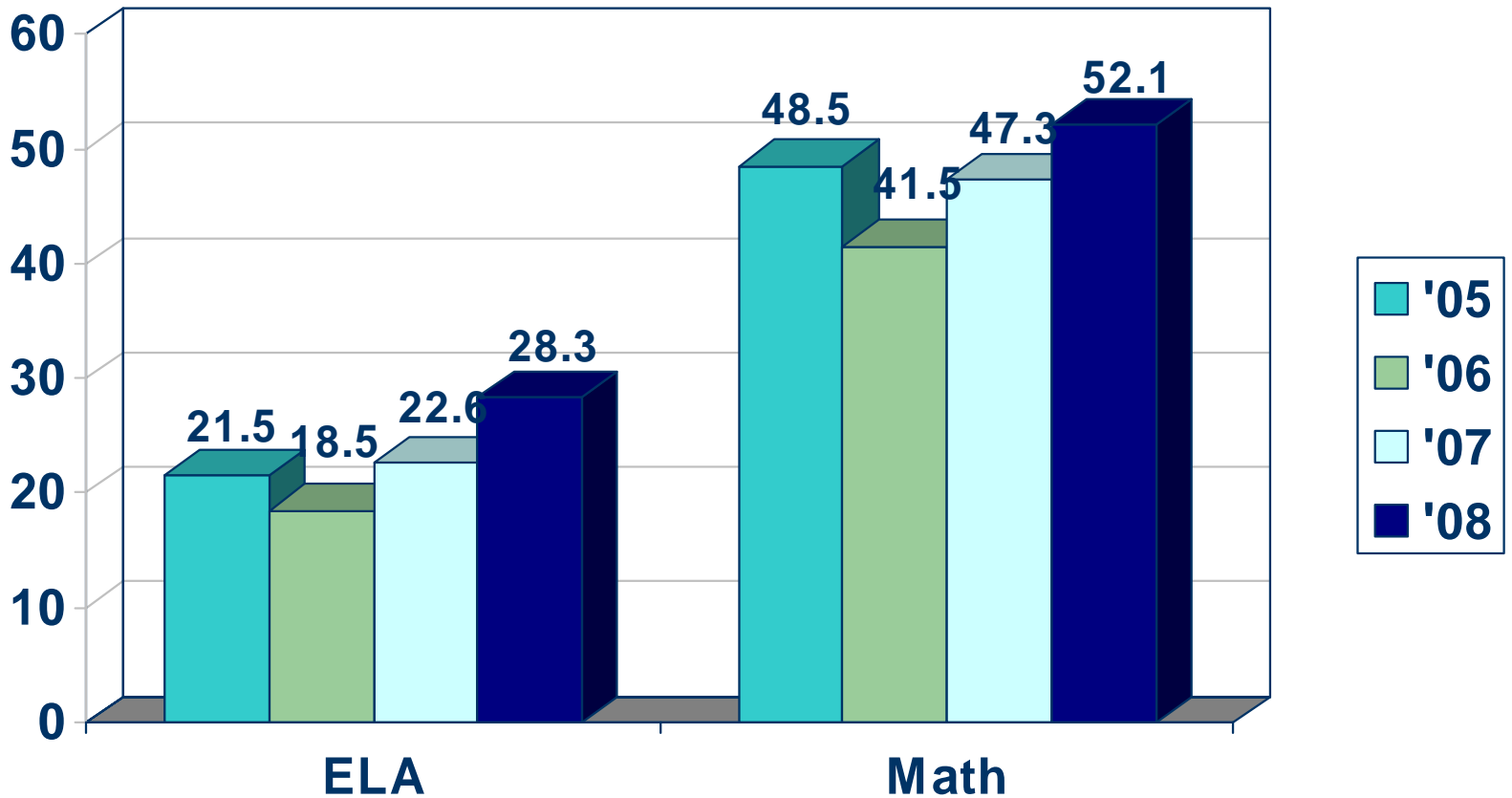
# Our Approach to School Success Transfer

- Transfer Agent (Mikara) coaches the principal of Grape Street Elementary
  - Monthly debriefing session
  - Classroom visits
  - Prepare status report and submit to principal
- Independent Analysis Unit updates and informs
  - Describe school context
  - Document the exchanges between the Transfer Agent and the Principal and others
- Principal (Jera) evaluates, decides, and implements strategies

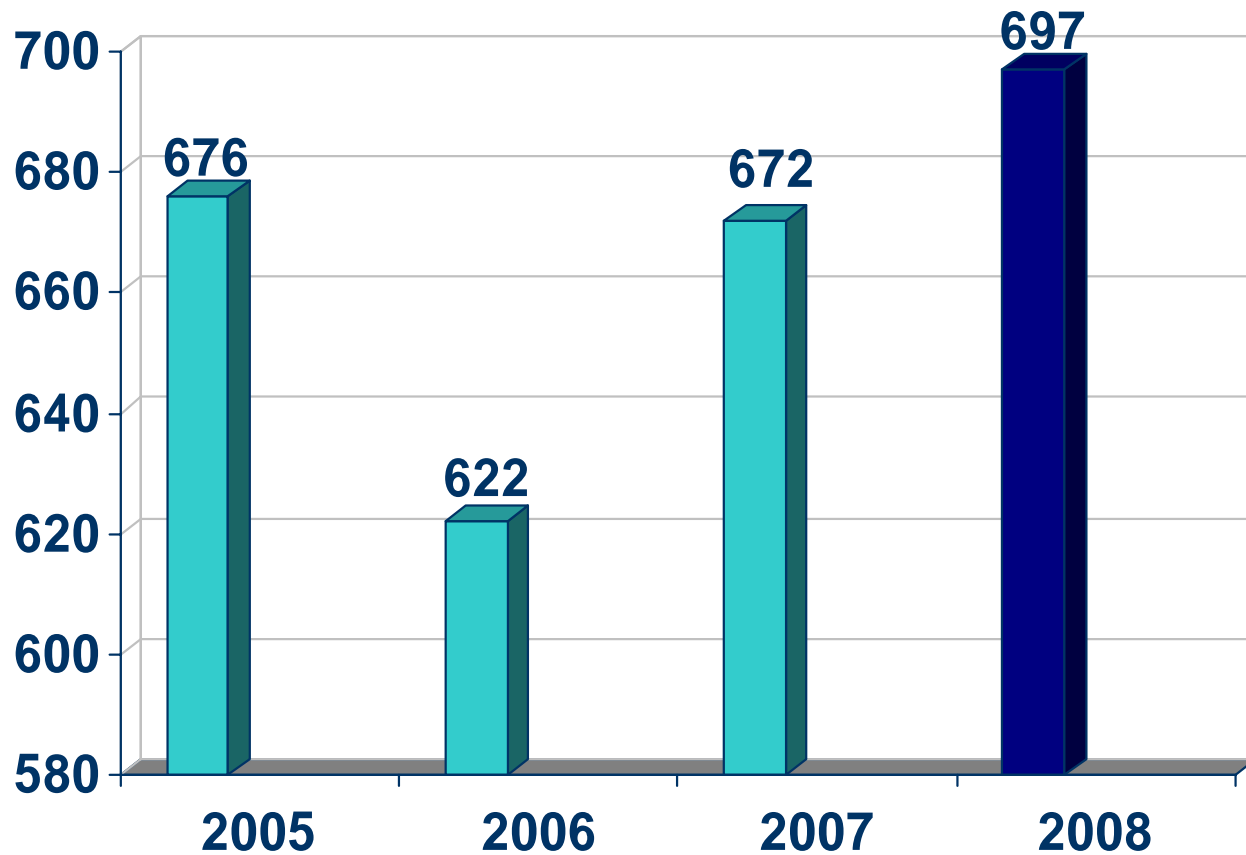
# Implementation (2007-08)

- Met with Administrative Team & Teaching Staff
- Reviewed Vision Statement
- Reviewed Student Online Assessment Reports (SOAR) and Math data
- Developed Staff buy-in
- Developed AYP predictors
- Implemented school/classroom visitations
- Intensified–focused collaboration with teachers

# AYP Growth



# API Growth



# So we made a 25 point API growth. Now what?

- Develop goals for API and AYP:
  - 2008-09 API goal: 750
  - 2008-09 AYP goals:
    - 60% in ELA
    - 70% in MATH

# The Plan (2008-09)

- Bimonthly assessments (in house)
- Principal and VP walk classrooms everyday
- Monitor and publish data
- Hold everyone accountable for student achievement
- Provide support, education and interventions for students and teachers who are struggling
- Reward students and teachers and make the CST part of the life goals of students (i.e. college)
- Allow time for PD and grade level meetings to develop long term and weekly plans that address the blueprints/CST
- Meet with Mikara monthly (more as the CST approaches)

# What Monthly Meetings Look Like

- Jera updates Mikara
- Look at data
- Walk all classrooms, using checklist
- Debrief what we saw
- Decide on next steps
- Mikara sends update with recommendations
- The cycle continues

# The Checklist (Daily Walk Through)

- **ALL classrooms are visited EVERYDAY:**
  - ❑ Objective/Standard for the actual lesson that is being taught
  - ❑ Management
  - ❑ Student Engagement
  - ❑ Teacher Engagement
  - ❑ Room Environment
  - ❑ Pacing
  - ❑ Planned and Prepared

## Checklist (continued)

- Looking at the data: Results, Published, Shared, Adjustments
- Student Study Teams (SSTs): How many, Outcomes, Plan
- Meeting with the low performing teachers
- Tutoring/Sat School and other interventions
- Lesson plans that the teachers turn in

# Sample AYP Report

To: Staff  
From: Principal  
Date: 11/10/08  
**Re: AYP Report #2**

School-wide: ELA from 22 to 56 (+34), Math from 63 to 63 (+0), Science from 45 to 45 (+0)

5th: ELA from 32 to 66 (+34), Math from 68 to 51 (-17), Science from 59 to 76 (+17)

6th: ELA from 12 to 62 (+50), Math from 58 to 65 (+7), Science from 59 to 62 (+3)

7th: ELA from 15 to 42 (+27), Math from 80 to 80 (+0), Science from 21 to 34 (+13)

8th: ELA from 29 to 54 (+25), math from 47 to 54 (+7), Science from 41 to 6 (-35)

We are at the start line of our history making journey!

**Target Levels: 80% or higher is Proficient, 90% or higher is Advanced**

**Goals: 80% ELA, 75% Math, 75% Science**

# Implementation Challenges

- Funding
- Autonomy -
  - District Guidelines
  - Union Contracts
- Transferability of Core Beliefs

# Next Steps

- School Success Forum
  - Add a few more high-performing schools.
  - Add low-achieving schools that are deemed ready for pursuing excellence.
- Transferring School Success
  - Continue the Good News Demonstration at Grape Street.
  - Add 1 or 2 additional schools to transfer initiative (resources permitting).

# Q & A

