

SAIT
Monitoring Report

McClymonds High School
WestEd, Service Provider
Wednesday, March 30, 2005

Data Analysis – High Point 9th Grade Mid-year – Feb 2005

Diagnostic Assessments Results – ELD Students

Gains/Growth

➤ **Basic Test Sections**

(Vocabulary, Patterns & Structures, Decoding, Word Recognition, Read On Your Own, and Writing)

- Units 1-3 Class Average 16 students – 25% far below mastery.
- Units 4-6 Class Average 6 students – 41% below average.

➤ **Level A, B & C Test Sections**

(Concepts & Vocabulary, Reading Comprehension, Language Skills, Reading & Learning, Writing, Writing On Your Own, and Reading, Think & Explain)

- Level A Units 1-2 Class Average 10 students – 55% below mastery
- Level B Units 4-5 Class Average 10 students – 44% below mastery
- Level C Units 1-2 Class Average 10 students – 63% approaching mastery.

Data Analysis – High Point 9th Grade Mid-year Feb 2005

Diagnostic Assessment Results – EL Students

Gains/Growth

➤ ***Level C Test Sections***

(Concepts & Vocabulary, Reading Comprehension, Language Skills, Reading & Learning, Writing, Writing On Your Own, and Read, Think & Explain)

- Level C Unit 3 Class Average 27 students – 49% below average

Data Analysis – California Standards Test (CST) 2003-04 and 2004-05 Comparison Scores

➤ CELDT Scores	2004	2003
Number in Group	90	47
Consecutive scores	36	
% with gain	52.8%	
% with no change	41.7%	
% with decline in scores	5.6%	
➤ Ethnicity		
FEP	17	17
LEP	72	48
Number Bilingual Spec Ed	1	1
➤ Gender		
Females	36	29
Males	54	37

CST – Comparison

2004-2005

Number tested	66
Advanced	10.6%
Early Advanced	24.2%
Intermediate	18.2%
Early Inter.	15.2%
Beginning	31.8%

2003-2004

Number tested	47
Advanced	0.0%
Early Advanced	14.9%
Intermediate	48.9%
Early Inter.	19.2%
Beginning	17.0%

CST Comparison Scores Continued

➤ English/Language Arts	2004	2003
Number with scores both years	591	528
% with gain	367	
% with no change	17.2%	
% with decline in scores	30%	
➤ Ethnicity		
English Only	497	431
FEP	16	14
LEP	62	77
Re-designation	16	6
➤ Gender		
Females	253	262
Males	338	266

CST – English/Language Arts Comparison Scores Continues

Spring 2004

Number tested	466
Advanced	0.4%
Proficient	5.4%
Basic	27.4%
BB	31.6%
FBB	35.0%

Spring 2003

Number tested	456
Advanced	0.9%
Proficient	7.0%
Basic	27.6%
BB	35.8%
FBB	28.7%

CST Comparison Scores Continued

	2004	2003
➤ Mathematics		
Number in Group	591	528
Number in scores both years	236	
% with no change	17.5%	
% with decline in scores	37.6%	
➤ Ethnicity		
English Only	497	431
FEP	16	14
LEP	16	6
➤ Gender		
Females	253	262
Males	338	266

CST Mathematics Comparison Scores Continued

Spring 2004

Number tested	591
Advanced	0.0%
Proficient	0.4%
Basic	5.6%
BB	51.1%
FBB	42.8%

Spring 2003

Number tested	528
Advanced	0.0%
Proficient	0.4%
Basic	4.7%
BB	49.3%
FBB	45.6%

English/Language Arts and CAHSEE Successes

➤ **Successes**

- Block periods for 9th grade ELD and EL students with scores of BB and FBB.
- Consistent unit tests for ELD students.
- Skills and enthusiasm of teacher using materials.
- Homework and engaging classroom assignments in addition to High Point lessons.
- Monitoring the Pacing Plans for English/LA core subject and intervention classes.
- All EL students participated in the Entry-Level Diagnostic Holt Reading Series – 1st through 6th courses (*9th – 12th grades*).
- 9th graders have completed the 3rd quarter diagnostic assessments for the 1st course level. All other course levels are in progress. Results pending.

English/Language Arts and CAHSEE Prep Challenges

➤ Challenges

- Lack of resources to program 10th grade students into a block period of English/LA and intervention class (*High Point and/or CAHSEE Prep*).
- Lack of consistency in EL High Point unit tests.
- Program extremely scripted, lacking creative, motivating and enactive lessons/projects within the materials.
- Intervention teachers must be innovative in differentiated instruction to ensure a high level of interest students and motivating them to attend school.

Mathematics and CAHSEE Successes & Challenges

➤ **Successes**

- Permanent Algebra I teacher as of January 3, 2005.
- All students have Algebra I textbooks (Prentice Hall).
- Able to maintain this school year Project ACCESS support (2 tutors, 2 days per week).
- “Moving with Math” workbooks for all 11th grade students with FBB and BB CST scores.
- Monitoring the Pacing Plans for Math using the District guidelines and assessment schedule.

• **Challenges**

- Lack of resources to provide block periods for math and intervention classes.
- Lack of resources to provide tutors to assist in math classes on a daily bases.

Mathematics and CAHSEE Prep

➤ **Challenges Continued ...**

- Intervention teachers must be innovative in differentiated instruction to ensure that all students have successfully mastered pre-algebraic concepts.

Intervention Strategies

- Academics for Success – after school program 4 days per week, 2 hours per session – English/LA and Mathematics
- Saturday School – Math Department provides tutoring session 9:00 – 12:00 PM
- Study Packets English/LA and Mathematics – Spring Recess
- Plato Math Intervention Program – purchase for 2005-06 school year
- Scholastic Reading Intervention Program – purchase for 2005-06 school year.
- “Moving with Math” workbooks purchased for 2005-20 school year.
- 2005 -06 master program daily block periods for both English/LA and Mathematics

Professional Development

- Wednesday District Wide Mini Conferences.
 - Holt and High Point AB466 PD sessions.
- First Wednesday of the month Minimum Days.
- Once a month Saturday Professional Development – Best Instructional Practices, Data Analysis, Looking at Student work, etc.
- Daily Collaboration Periods for all certificated staff – peer coaching, looking at student work, academic case management of students, etc.
- English/LA and Math monthly Department Meetings – agendas, minutes and sign-in sheets.
- Book Club – Professional articles.

Parent Involvement

- K-CAM (Parents, Students and Community members Kickin Cultural Academics into Motion)
 - January 19, 2005 6:00 - 8:00 PM – All About CAHSEE
 - March 16, 2005 6:00 - 8:00 PM – Data Night: CST & CAHSEE
- March 31, 2005 6:00 – 8:00 PM Open House – Report Card Distribution, upcoming CST, AP Exams, and CAHSEE updates and information.
- PTSA monthly meetings – Focus on student achievement
- SSC/ELAC – monthly meetings – Focus on student achievement