



Kaiser

State of the School

October 2, 2008



Topics for Discussion

Review of School Progress

- Overall Performance/Summary Data
- Student Achievement: All students graduate prepared to succeed in college and workplace
- Culture and Climate
- Staff information
- School Strategies

Discussion / Q&A

Next Steps

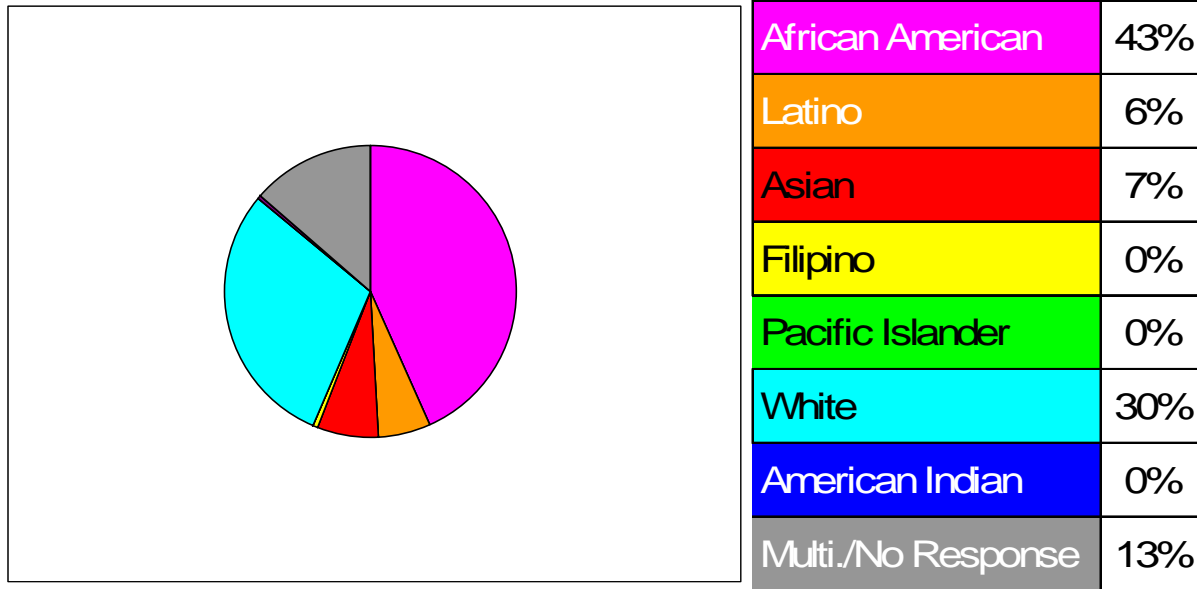


Who Attends Our School?

Grades K - 5

Enrollment 252

Enrollment by Ethnicity



Free/Reduced Lunch 20.0%

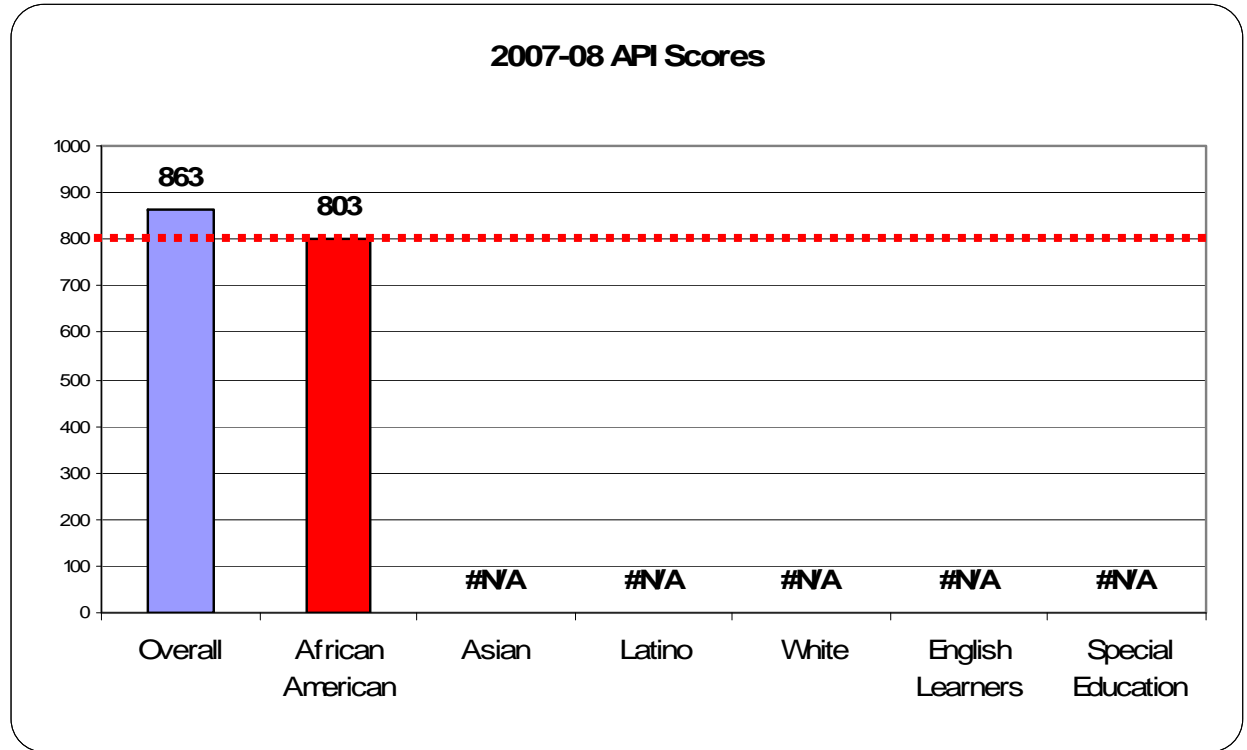
Special Education 6.0%

English Learners 2.0%



How did the school and its different groups perform?

California ranks all schools on the **Academic Performance Index (API)** based on how well they perform on a variety of tests. A score of 800 is considered excellent.



	School	District	2006	2007	2008
Academic Performance Index (API)	863	674	855	855	863



Is Our School Making "Adequate Yearly Progress"?

Adequate Yearly Progress (AYP)

Under No Child Left Behind, schools are required to make **Adequate Yearly Progress (AYP)**. **Adequate Yearly Progress** is measured by:

- ✓ Student **proficiency** and **participation** in a standardized test.
- ✓ The school's Academic Performance Index (API) score.
- ✓ The school's graduation rate.

Program Improvement (PI)

Schools that do not make Adequate Yearly Progress AYP for two consecutive years enter **Program Improvement (PI)** status. Districts are required to intervene in schools with Program Improvement (PI) status. **After 5 years in Program Improvement, a school is restructured.**

If a school makes Adequate Yearly Progress (AYP) for two consecutive years, it loses its Program Improvement (PI) status

		2006	2007	2008
Met Adequate Year Progress (AYP)	Yes	Yes	Yes	Yes
Program Improvement (PI) status	Not In PI			

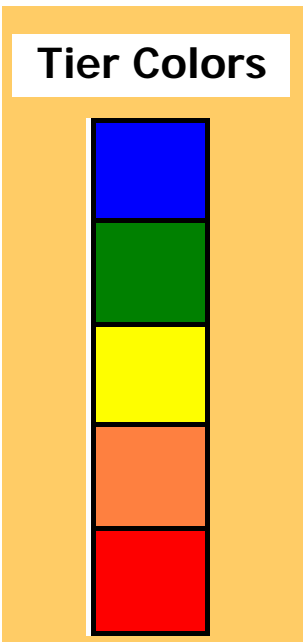


Kaiser

How Does Our School Compare to Other Schools in the District?

Each school in OUSD is assigned a **Tier**. This **School Tier** provides a picture of how the school is doing in a few main academic areas and helps determine what supports the district will provide to the school. A **school's Tier** is a combination of the following 3 measures:

1. Absolute Performance	Did the school make AYP in the last two years?
2. Student Growth	Did students score at higher levels than they did in prior years?
3. Achievement Gap	Are all subgroups of students achieving?



2008-09 Tier Colors	Program Improvement Status	Not In PI
	Student-Level Growth	Green
	Achievement Gap	Yellow
	Overall Tier	Green



Tier: Green

SUPPORTS

STANDARD DISTRICT SUPPORTS:

- Participation in a small network of schools
- Access to district pacing guides and assessment tools
- Access to district sponsored professional development and trainings
- Access to teacher leader networks/department chair meetings

ACCOUNTABILITY

STANDARD ACCOUNTABILITY:

- Meet scorecard targets
- Participate in site plan revision process using peer review and SSC approval
- Meet all compliance requirements and deadlines
- Implement district strategic practices

CURRICULAR FLEXIBILITIES

- Schools in Green tier in 2008-09 can apply for two years of flexibility at one time (2009-2010 + 2010-2011).



Student Achievement: How Are Students Performing in Key Areas?

Our district's goal is for: **All students will graduate** as caring, competent and critical thinkers, fully informed, engaged and contributing citizens, **prepared to succeed in college and career.***

The board has designated as a milestone towards this goal that all students to read and write on grade level by the end of third grade.**

Other important measures include Proficiency in English Language Arts and Growth in English Learners.

STUDENT ACHIEVEMENT	School	District	2006 2007 2008		
			2006	2007	2008
English/Language Arts Proficiency	66%	39%	65%	61%	66%
Mathematics Proficiency	70%	51%	73%	74%	70%
3rd Grade English Proficiency	64%	29%	47%	36%	64%
4th Grade Writing Proficiency	45%	46%	43%	30%	45%
English Learners Growth	75%	52%	40%	33%	75%

*Based on Results Policy 1; **Based on Results Policy 2
See Appendix for Elementary and Middle School specific data



Are our students attending and staying in school?

	School	District	2006	2007	2008
Average Daily Student Attendance	97%	95%	96%	97%	97%

Kaiser Elementary					
# Enrolled	3-4 Dates Truant TRUANT	5-9 Dates Truant HABITUAL	10 + Dates Truant CHRONIC	Total Truant	% of Student Body
248	1	0	0	1	0%

Kaiser Elementary					
Year	# Enrolled	Number of Students Suspended	% of Students Suspended	Number of Suspensions	
2006-07	244	0	0.0%	0	
2007-08	246	1	0.4%	1	



School Climate: What do members of our school community think about our school community?

<u>CLIMATE AND CULTURE</u>	School	District	2006	2007	2008
Overall, students are satisfied with their school*	NR	77%			
Parents believe there's a culture of high expectations at the school*	97%	68%			97%
Students feel others are respectful of their cultural background*	NR	71%			
Students believe their school is preparing them for college success*	NR	87%			
Students work with teachers and parents to set goals for learning*	NR	79%			
Buildings and grounds are clean most of the time*	NR	61%			
Students feel they are safe at school*	NR	76%			
Parents feel encouraged to participate in school activities or meetings*	97%	84%			97%

*Based on 07-08 *Use Your Voice Survey* responses.

** NR = No Response or response was lower than 5 individuals



Who Teaches Our Students?

TEACHERS PROFILE

	School	District	2006	2007	2008
Students feel classes are interesting and make them want to learn more	NR	78%			
Percent of Highly-Qualified Teachers	91%	96%		88%	91%
Average Years of Experience	11.0	12.5			

*Based on 07-08 *Use Your Voice Survey* responses.

** NR = No Response or response was lower than 5 individuals



NOTE: School will need to input goals and strategies

Current Year Goals and Strategies

(from our Student Plan For Student Achievement; For new small schools, theory of change and thematic focus will be included)

Goal - Increase the percentage of students performing at grade level in each significant subgroup.

Strategy 1: Place 9th grade students in small learning communities where teachers share a common group of students for a more coordinated educational program.

Strategy 2: Provide intervention programs such as Cognitive Tutor in math and Read 180 in English Language Arts for student performing below grade level.

Strategy 3: Provide teachers with coaches in literacy, math and English language development and more structured content area planning time for improved delivery of differentiated instruction to meet the targeted needs of students performing below grade level.



Discussion and Questions

Break into trios

- Reflect on data
- Generate questions for principal
- Use protocol handout as sample tool to use
 - What does the data tell us?
 - Why are these findings important?
 - What actions will we take based on these findings?

Full group discussion

- Group share out

