

**CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION**

**Special Session**

**Wednesday, April 4, 2012**

**6:00 p.m.**

**Chico Unified District Office, Large Conference Room**

**1163 East 7<sup>th</sup> St., Chico, CA 95928**

**AGENDA**

1. **CALL TO ORDER**
2. **DISCUSSION/ACTION CALENDAR**
  - 2.1. EDUCATIONAL SERVICES
    - 2.1.1. Information: Update on CUSD Elementary Schools Which Fall Under the Program Improvement Status (Chapman, Citrus, John McManus, Neal Dow, Parkview and Rosedale) (Joanne Parsley)
    - 2.1.2. Discussion/Action: K-6 English Language Arts Textbook Recommendation (Joanne Parsley)
3. **ADJOURNMENT**

Andrea Lerner Thompson, President  
Board of Education  
Chico Unified School District

Posted: 3/30/12  
:mm

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

### **INFORMATION, PROCEDURES AND CONDUCT OF CUSD BOARD OF EDUCATION MEETINGS**

***No disturbance or willful interruption of any Board meeting shall be permitted. Persistence by an individual or group shall be grounds for the Chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared, if necessary. In this case, further Board proceedings shall concern only matters appearing on the agenda.***

#### **CONSENT CALENDAR**

The items listed on the Consent Calendar may be approved by the Board in one action. However, in accordance with law, the public has a right to comment on any consent item. At the request of a member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Board Bylaw 9322.

#### **STUDENT PARTICIPATION**

At the discretion of the Board President, student speakers may be given priority to address items to the Board.

#### **PUBLIC PARTICIPATION FOR ITEMS ON THE AGENDA (Regular and Special Board Meetings)**

The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed three (3) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

#### **PUBLIC PARTICIPATION FOR ITEMS NOT ON THE AGENDA (Regular Board Meetings only)**

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

- Public comments for items not on the agenda will be limited to one hour in duration (15 minutes at the beginning of the meeting and 45 minutes at the end of the meeting).
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given three (3) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3<sup>rd</sup> speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

#### **WRITTEN MATERIAL:**

The Board is unable to read written materials presented during the meeting. If any person intends to appear before the Board with written materials, they should be delivered to the Superintendent's Office or delivered via e-mail to the Board and Superintendent 10 days prior to the meeting date.

#### **COPIES OF AGENDAS AND RELATED MATERIALS:**

- Available at the meeting
- Available on the website: [www.chicousd.org](http://www.chicousd.org)
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

#### **AMERICANS WITH DISABILITIES ACT**

Please contact the Superintendent's Office at 891-3000 ext. 149 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent's Office located at 1163 East Seventh Street, Chico, CA 95928 or may be viewed on the website: [www.chicousd.org](http://www.chicousd.org).

PROPOSED AGENDA ITEM: Update on CUSD Elementary Schools which fall under the Program Improvement Status (Chapman, Citrus, John McManus, Neal Dow, Parkview and Rosedale)

Prepared by: Joanne Parsley

Consent

Board Date April 4, 2012

Information Only

Discussion/Action

**Background Information**

As requested by the Board of Trustees, information regarding the District's elementary schools in PI status will be presented.

**Education Implications**

The programs and practices of our elementary schools help meet the needs of students as we seek to continually improve student learning.

**Fiscal Implications**

**School Board Presentation  
Title 1 – Program Improvement Schools  
Chapman, Citrus, McManus, Parkview  
And Rosedale  
April 4, 2012**

- |    |  |                                 |
|----|--|---------------------------------|
| 1) | <b>Data Overview – 5 min.</b><br>a. API<br>b. Similar Schools ranking<br>c. AYP  | Shirley                         |
| 2) | <b>Data Use – 10 min.</b><br>a. Site PLC<br>b. SMART Goals<br>c. District-wide Staff Development<br>d. SPA Data  | Tim                             |
| 3) | <b>Targets for Improvement – 5 min ea.</b><br>a. English Language Arts<br>New Adoption and A.R.<br>b. Language Star, Coaching Support,<br>Staff Development, Extended K Options<br>c. Math | Laurie<br><br>Ted<br><br>Joanne |
| 4) | <b>Areas Going Well</b><br>*Site Reports<br>Chapman<br>Citrus<br>McManus<br>Parkview<br>Rosedale   |                                 |

# Academic Performance Index (API)

	Base API	Growth API	Change
<b>Chico Unified</b>	<b>789</b>	<b>803</b>	<b>14</b>
Chapman	712	741	29
Citrus	720	669	-51
McManus	721	727	6
Parkview	749	780	31
Rosedale	738	792	54

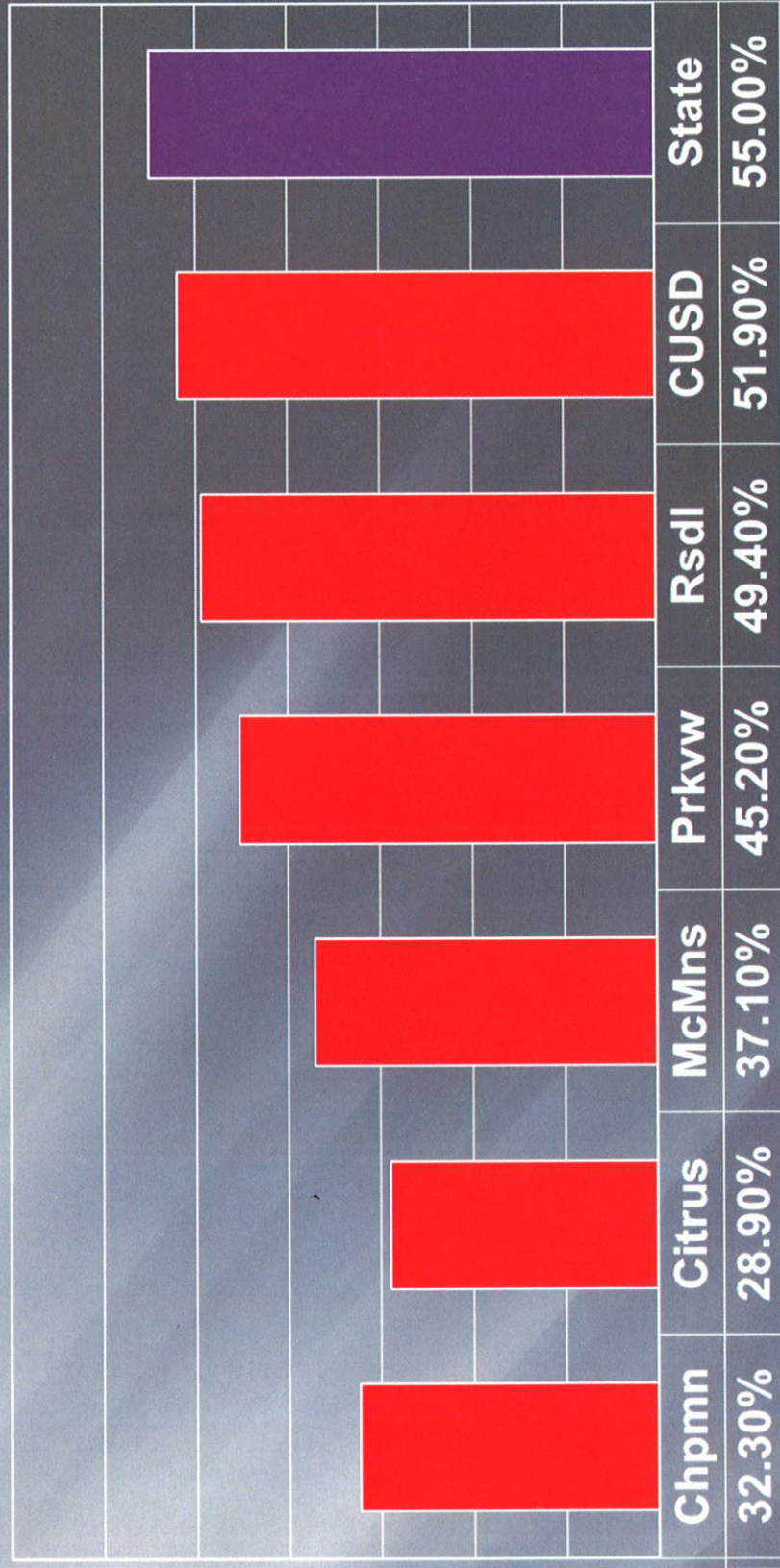
## API Rankings (statewide)

	2005	2006	2007	2008	2009	2010
Chapman	2	1	1	1	2	1
Citrus	4	3	2	3	2	2
McManus	4	4	4	3	3	2
Parkview	5	4	4	3	2	3
Rosedale	2	2	2	4	2	2

## API Rankings (similar schools)

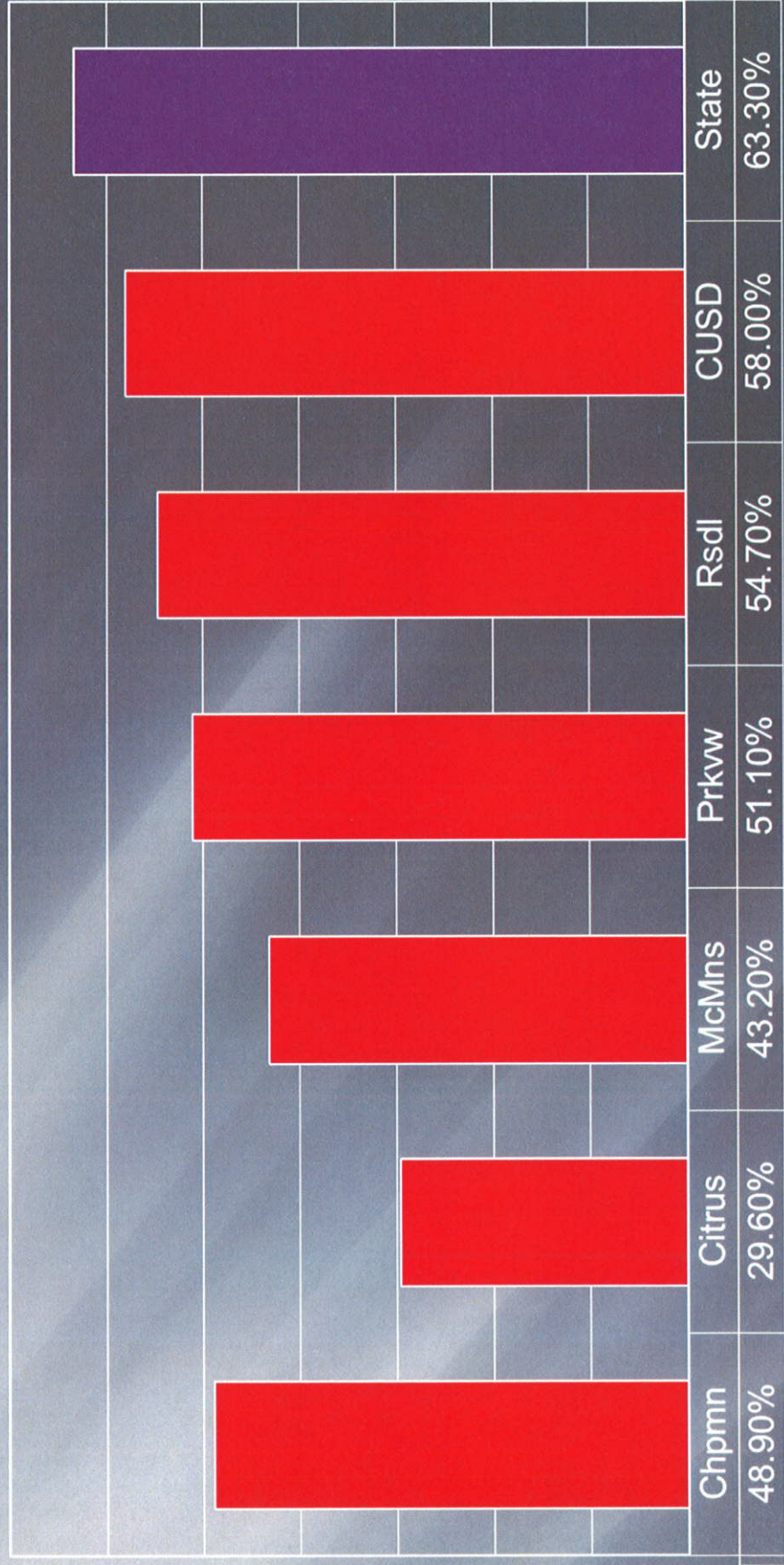
	2005	2006	2007	2008	2009	2010
Chapman	3	2	1	1	3	2
Citrus	5	2	2	5	2	2
McManus	1	4	3	3	2	1
Parkview	2	2	2	1	1	2
Rosedale	3	1	2	4	2	1

# ELA 10-11 CUSD Schools vs. State

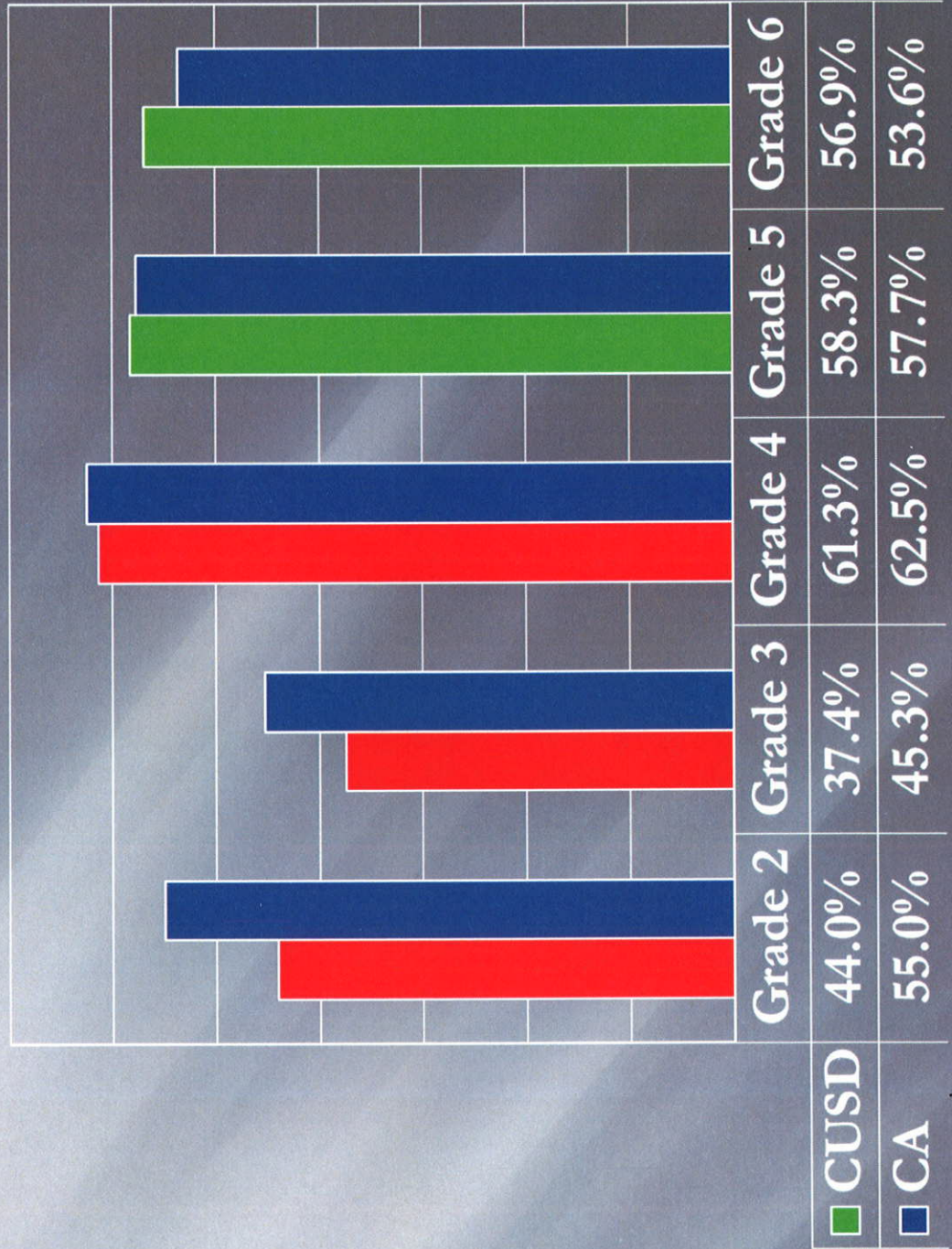




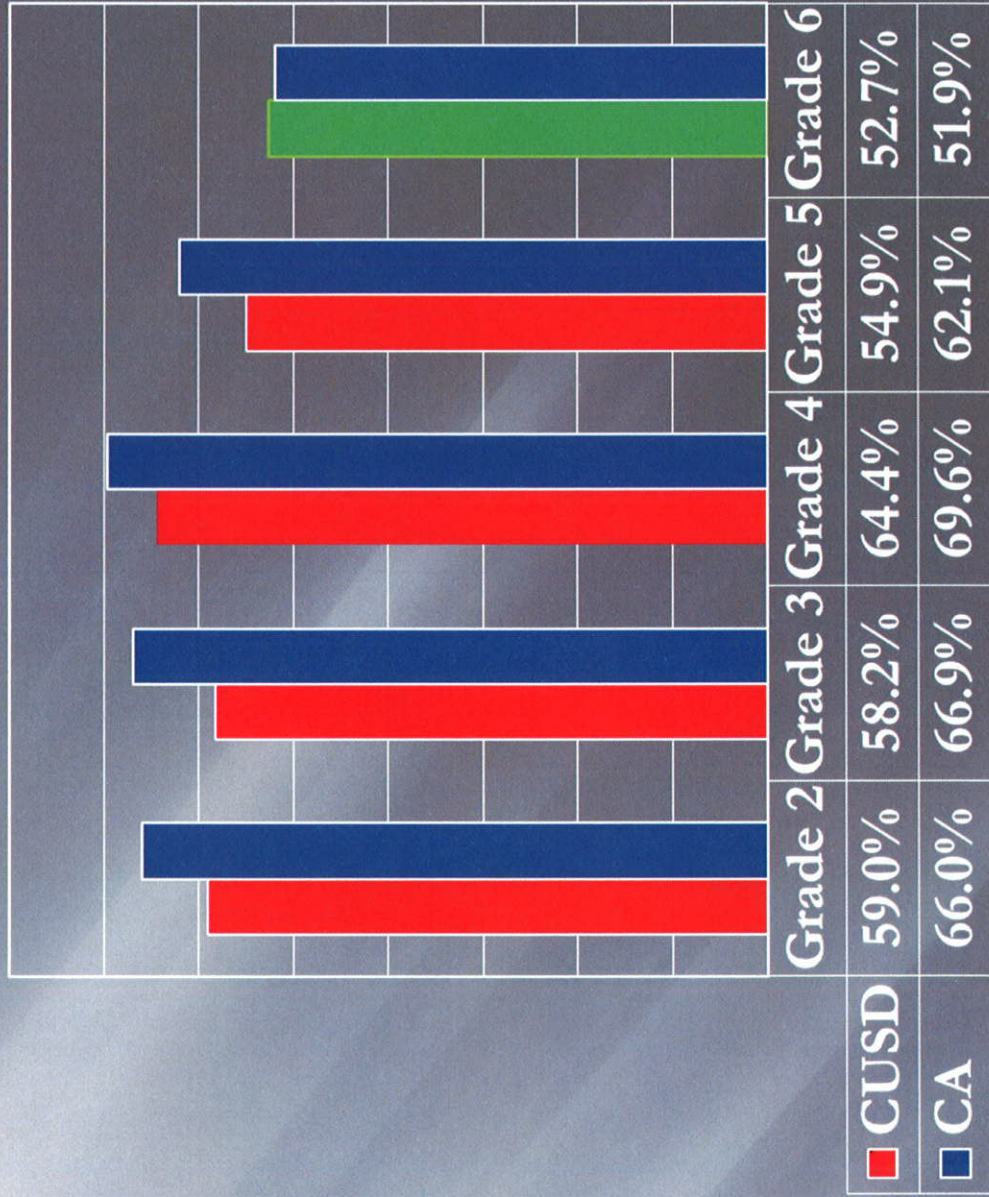
# Math 10-11 CUSD Schools vs. State



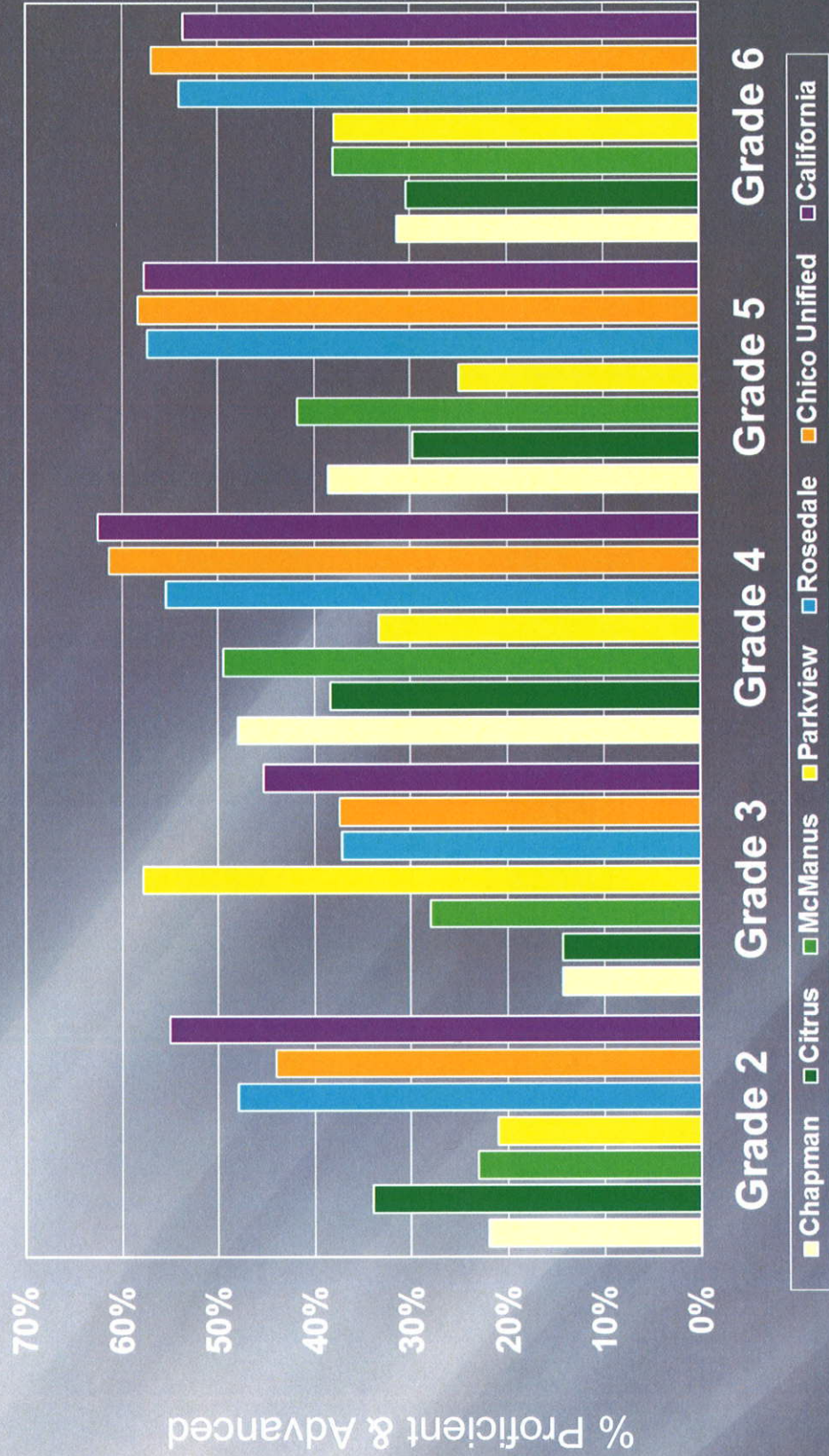
## ELA 10-11 CUSD vs. State by Grade Level



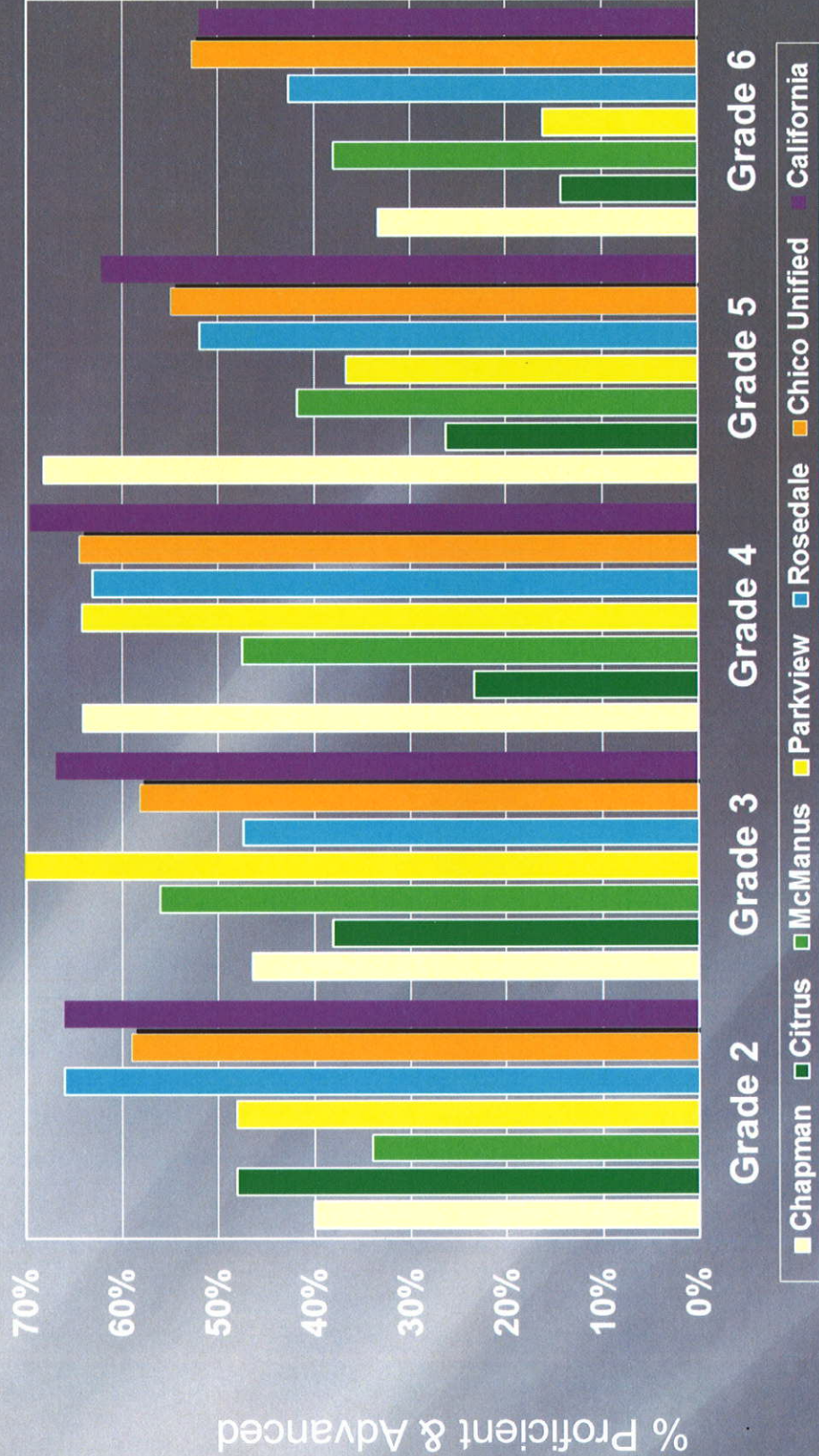
# Math 10-11 CUSD vs. State by Grade Level



# ELA 10-11 CUSD PI Schools vs. District & State by Grade Level



# Math 10-11 CUSD PI Schools vs. District & State by Grade Level



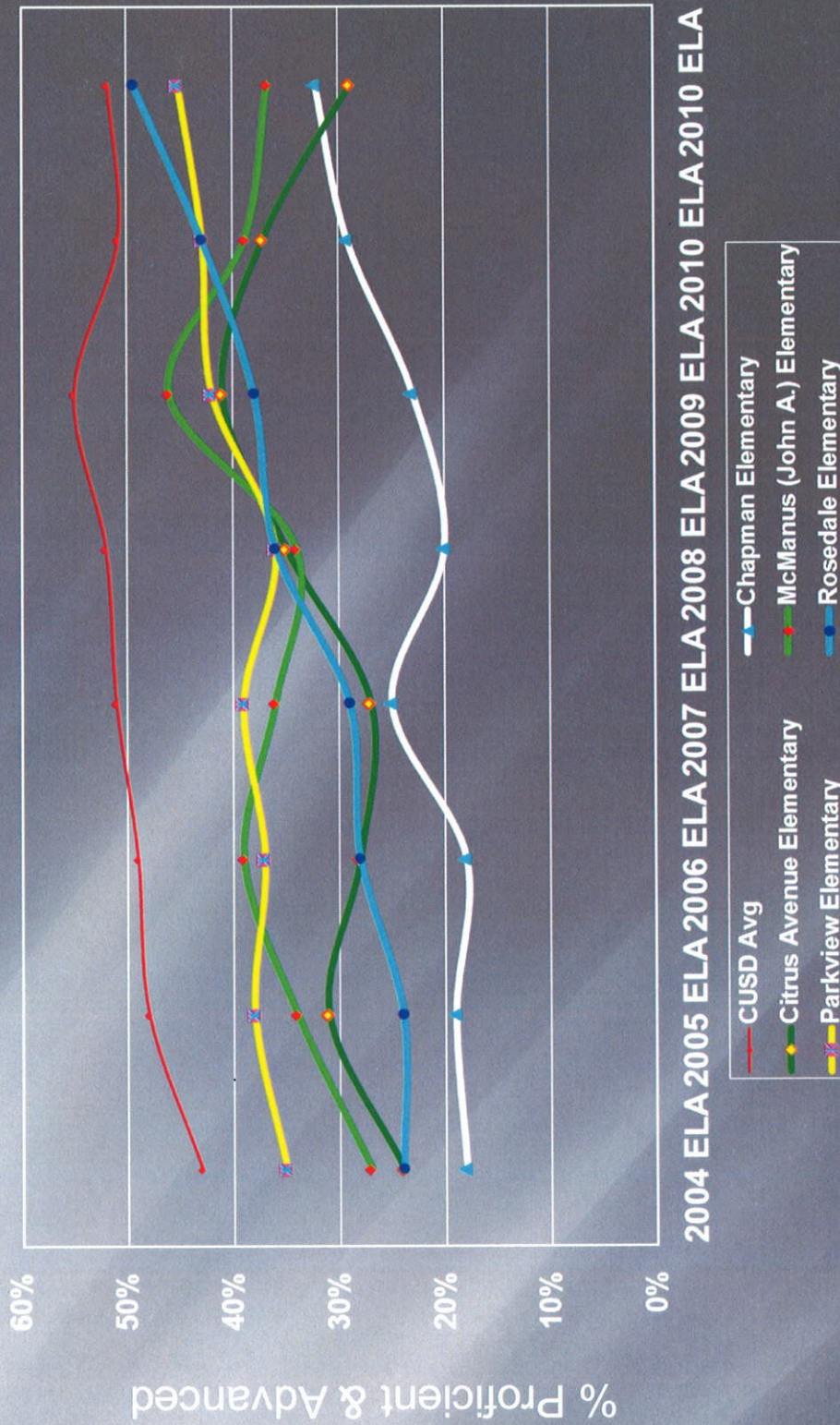
# ELA 2004-2011 CUSD PI Elem. Schools



# Math 2004-2011 CUSD PI Elem. Schools

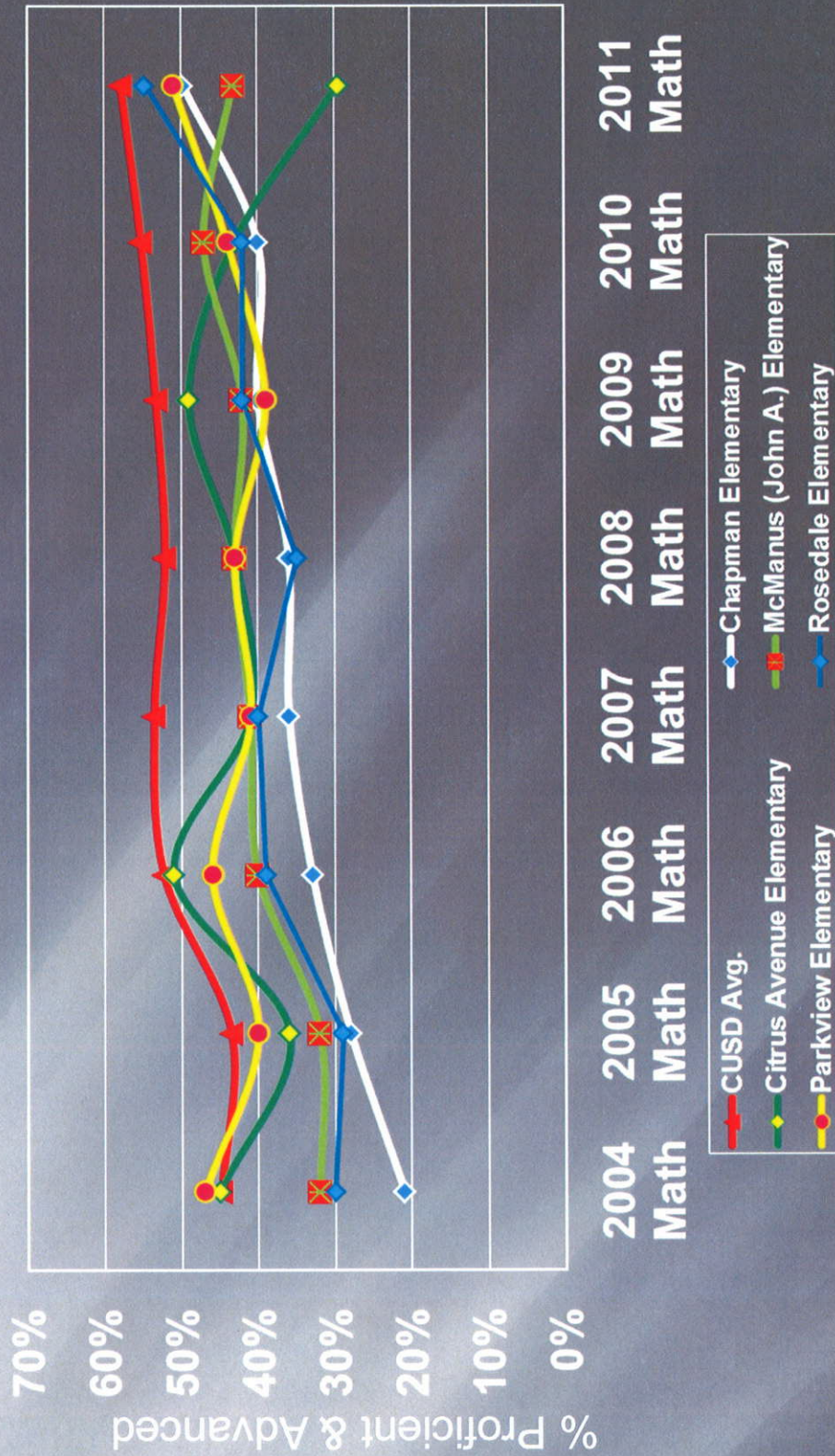


# ELA 2004-2011 CUSD PI Elem. Schools





# Math 2004-2011 CUSD PI Elem. Schools



# Science 2005-2011 PI Elem. Schools Gr. 5



Note to Board: The letter below was sent to our parents as a rationale for the 2011-12 SPA tests. The attached data is the results of those three tests.

The Chico Unified School District's commitment is to insure ALL students learn the California Content Standards. In order meet this commitment, we adhere to the Professional Learning Community philosophy that our schools need to be places of continual learning for students and staff alike.

We are continually working to find better ways to measure student achievement and find areas where we can do a better job of helping students achieve. The state of California measures student achievement and school quality utilizing student achievement scores on the STAR tests that students take in Late April every year.

As a District, we know we can't wait until we get the results of the STAR tests the following August to help our students succeed. We have been studying the models used by districts enjoying immense success in the area of student achievement. The common link between all of these districts is a constructive assessment plan that allows teachers to analyze the standards their students are mastering and the standards that students are struggling to learn.

We analyzed our practice as a district and realized we need to build a better assessment plan to help our staff realize where the learning gaps were and give them a chance to build strategies to close these gaps throughout the school year.

The new Student Progress Assessment plan delivers the same STAR-style test to the students three times a year. The first test will help teachers see which standards their students may have mastered before entering their class. The second administration of the test, approximately three months later, will give teachers a chance to see how the students are progressing toward master the state standards, and allow them to adjust their instructional strategies accordingly.

The third test comes a little more than a month before the STAR testing and gives teachers another opportunity to see which standards their students are still struggling to master. This gives teachers time to build strategies to help master the standards the state mandates they should learn.

We owe it to our students to give them every opportunity to achieve success, and believe this type of assessment strategy gives them the best chance to do so.

## Teacher Rationale:

### What are these new tests?

As a District, we know we can't wait until we get the results of the STAR tests every August to help our students succeed. We have been studying the models used by districts enjoying immense success in the area of student achievement. The common link between all of these districts is a constructive assessment plan that allows teachers to analyze the standards their students are mastering and the standards that students are struggling to learn.

We analyzed our practice as a district and realized we need to build a better assessment plan to help our staff realize where the learning gaps are and give them a chance to build strategies to close these gaps throughout the school year.

The new Student Progress Assessment delivers the same STAR-style test to the students three times a year. The first test will help teachers see which standards their students may have mastered before entering their class. The remaining two tests allow teachers to see which standards students have mastered and which ones the students are still struggling with. This gives teachers a chance to address students' needs before they take the state-mandated STAR test.

This gives our students the best chance to achieve success on the state standards.

ELA  
Grade 2

2011/2012 SPA Test Results

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	Total # students	% in Performance Band					Total # students	% in Performance Band					Total # students	% in Performance Band				
	FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv	
August	11	64%	18%	9%	9%	8	25%	50%	13%	13%	17	71%	18%	12%				
November	9	44%	11%	11%	22%	8	38%		50%	13%	17	47%	24%	24%	6%			
February	10	30%	20%	30%	10%	8		13%	50%	25%	13%	35%	18%	35%	12%			

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	Total # students	% in Performance Band					Total # students	% in Performance Band				
	FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv	
August	20	90%	10%			24	67%	25%	4%	4%		
November	21	38%	33%	29%		22	50%	27%	18%	5%		
February	23	17%	43%	30%	9%	25	28%	28%	32%	8%	4%	

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	Total # students	% in Performance Band					Total # students	% in Performance Band					Total # students	% in Performance Band				
	FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv	
August	24	67%	33%			24	54%	29%	13%	4%		26	65%	27%	8%			
November	26	42%	19%	38%		24	25%	29%	29%	17%		26	81%	8%	8%	4%		
February	27	30%	15%	33%	22%	24	13%	21%	25%	33%	8%	26	38%	35%	19%	8%		

	Teacher 1					
	Overall (65 pts max)					
	Total # students	% in Performance Band				
	FBB	BB	Basic	Prof	Adv	
August	30	67%	27%	7%		
November	25	44%	28%	16%	12%	
February	30	30%	40%	20%	10%	

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	Total # students	% in Performance Band					Total # students	% in Performance Band					Total # students	% in Performance Band				
	FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv		FBB	BB	Basic	Prof	Adv	
August	25	92%	8%			26	58%	19%	19%	4%		24	75%	8%	17%			
November						18	56%	17%	28%			14	21%	50%	21%	7%		
February	25	40%	48%	12%		24	38%	17%	25%	21%		27	56%	37%	7%			

**Math  
Grade 2**

2011/2012 SPA Test Results

**Chapman**

	Teacher 1					Teacher 2					Teacher 3				
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)				
	Total # students	% in Performance Band				Total # students	% in Performance Band				Total # students	% in Performance Band			
	FBB	BB	Basic	Pro	Adv	FBB	BB	Basic	Pro	Adv	FBB	BB	Basic	Pro	Adv
August	11	45%	9%	36%	9%	8	63%	25%	13%		17	18%	59%	24%	
November	10	20%	20%	40%	10%	8	88%	13%			17	6%	29%	41%	24%
February	12	25%	8%	42%	8%	8	50%	38%	13%		17	24%	24%	35%	18%

**Citrus**

	Teacher 1					Teacher 2				
	Overall (65 pts max)					Overall (65 pts max)				
	Total # students	% in Performance Band				Total # students	% in Performance Band			
	FBB	BB	Basic	Prof	Adv	FBB	BB	Basic	Prof	Adv
August	20	40%	45%	15%		24	38%	46%	13%	4%
November	22	45%	45%	9%		24	25%	50%	17%	4%
February	23	17%	52%	30%		24	4%	33%	38%	21%

**McManus**

	Teacher 1					Teacher 2					Teacher 3				
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)				
	Total # students	% in Performance Band				Total # students	% in Performance Band				Total # students	% in Performance Band			
	FBB	BB	Basic	Prof	Adv	FBB	BB	Basic	Prof	Adv	FBB	BB	Basic	Prof	Adv
August	24	42%	29%	25%	4%	24	21%	33%	38%	8%	26	46%	27%	23%	4%
November	26	15%	27%	42%	15%	24	8%	21%	50%	17%	26	27%	23%	46%	4%
February	26	8%	12%	46%	19%	22	5%	14%	27%	32%	26	4%	46%	46%	4%

**Parkview**

	Teacher 1				
	Overall (65 pts max)				
	Total # students	% in Performance Band			
	FBB	BB	Basic	Prof	Adv
August	28	21%	39%	36%	4%
November	27	7%	26%	37%	26%
February	25	12%	16%	44%	20%

**Rosedale**

	Teacher 1					Teacher 2					Teacher 3				
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)				
	Total # students	% in Performance Band				Total # students	% in Performance Band				Total # students	% in Performance Band			
	FBB	BB	Basic	Prof	Adv	FBB	BB	Basic	Prof	Adv	FBB	BB	Basic	Prof	Adv
August	26	8%	58%	35%		26	50%	23%	27%		27	26%	44%	30%	
November	25		48%	36%	16%	26	50%	15%	19%	15%	17	24%	24%	12%	41%
February	25	8%	36%	40%	12%	25	8%	36%	28%	24%	25	8%	20%	40%	20%

ELA  
Grade 3

2011/2012 SPA Test Results

Chapman	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
19	47%	32%	21%			7	86%			14%		11	27%	27%	45%			
18	61%	22%	11%	6%		7	29%	71%				13	8%	23%	54%	15%		
19	37%	37%	5%	21%		8	25%	25%	50%			12		25%	58%	17%		

Citrus	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
20	50%	30%	20%			19	47%	37%	11%	5%		
19	16%	47%	32%	5%		18	33%	28%	28%	11%		
19	11%	16%	53%	21%		20	25%	30%	30%	15%		

McManus	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
21	48%	29%	19%	5%		21	52%	29%	19%			23	57%	30%	9%	4%		
19	21%	21%	42%	16%		21	52%	24%	10%	14%		21	19%	33%	33%	14%		
17	12%	24%	35%	29%		21	38%	19%	29%	14%		21	5%	52%	19%	24%		

Parkview	Teacher 1 (GATE)						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
19	16%	47%	37%			26	58%	31%	12%			
19	5%	21%	53%	21%		26	27%	31%	31%	12%		
19		21%	53%	26%		26	19%	35%	31%	15%		

Rosedale	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
17	6%	18%	47%	29%		28	32%	25%	29%	14%		28	32%	29%	39%			
18	17%	39%	33%	11%		28	11%	25%	25%	36%	4%	28	25%	25%	32%	14%	4%	
18	6%	22%	61%	11%		28		14%	46%	25%	14%	27	15%	15%	30%	41%		

	Teacher 1					Teacher 2					Teacher 3						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	19	63%	26%	11%		8	75%	25%				11	27%	45%	27%		
November	18	33%	44%	22%		8	50%	25%	25%			12	8%	67%	25%		
February	18	17%	44%	33%	5%	8	25%	50%	13%	13%		12	25%	50%	25%		

	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	20	40%	50%	10%		18	50%	22%	22%	6%	
November	19	5%	58%	32%	5%	20	40%	20%	30%	10%	
February	19	5%	16%	63%	5%	20	15%	20%	45%	10%	10%

	Teacher 1					Teacher 2					Teacher 3						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	22	41%	23%	32%	5%	20	65%	30%	5%			22	41%	50%	9%		
November	21	10%	38%	43%	5%	21	29%	48%	24%			19	11%	63%	21%	5%	
February	24	8%	50%	38%	4%	21	24%	38%	33%	5%		22	9%	18%	50%	23%	

	Teacher 1 (GATE)					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	19	11%		42%	42%	5%	26	62%	31%	8%	
November	18	6%	39%	44%	11%	25	36%	52%	12%		
February	19		11%	42%	47%	26	12%	31%	46%	12%	

	Teacher 1					Teacher 2					Teacher 3						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	18	11%	28%	56%	6%	28	32%	36%	29%	4%		26	19%	54%	27%		
November	18	6%	17%	50%	22%	6%	25%	43%	21%	7%	4%	25	12%	36%	44%	8%	
February	18	6%	17%	61%	17%	28	18%	43%	32%	7%		27	11%	19%	41%	26%	4%



ELA  
Grade 4

2011/2012 SPA Test Results

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	22	45%	32%	23%		6			50%			
November	22	18%	23%	55%	5%	6			17%	50%	33%	
February	23	13%	17%	48%	22%	7	14%			57%	29%	

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	15	20%	40%	40%		22	14%	32%	50%	5%		
November	20	25%	10%	60%	5%	24	25%	54%	17%	4%		
February	24	13%	21%	46%	21%	23	9%	22%	52%	17%		

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	23	35%	39%	22%	4%	25	20%	48%	20%	12%		18	17%	39%	44%			
November	25	20%	40%	24%	16%	22	27%	32%	18%	18%	5%	17	6%	24%	65%	6%		
February	25	24%	24%	28%	24%	28	25%	43%	14%	11%	7%	18	6%	50%	33%	11%		

	Teacher 1						Teacher 2 (GATE)					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	31	26%	19%	45%	10%	30		7%	27%	53%	13%	
November	29	21%	10%	41%	28%	29		3%	21%	45%	31%	
February	28	7%	21%	43%	29%	28			11%	43%	46%	

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	29	24%	48%	21%	7%	9	44%	44%	11%			30			33%	43%	23%	
November	27	19%	26%	41%	11%	9	22%	67%	11%			31	10%	16%	32%	35%	6%	
February	27	19%	26%	37%	15%	9	22%	33%	33%	11%		31	6%	10%	26%	39%	19%	

	Teacher 1					Teacher 2				
	Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band			
		FBB	BB	Basic	Prof		Adv	FBB	BB	Basic
August	22	68%	23%	9%		7	86%	14%		
November	22	32%	36%	32%		5	100%			
February	23	13%	17%	43%	25%	6	67%	33%		

	Teacher 1					Teacher 2				
	Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band			
		FBB	BB	Basic	Prof		Adv	FBB	BB	Basic
August	23	74%	26%			25	52%	32%	16%	
November	21	38%	48%	14%		25	52%	32%	16%	
February	25	28%	28%	44%		24	29%	29%	38%	4%

	Teacher 1					Teacher 2					Teacher 3					
	Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band				
		FBB	BB	Basic	Prof		Adv	FBB	BB	Basic		Prof	Adv	FBB	BB	Basic
August	21	48%	38%	10%	5%	25	52%	24%	20%	4%	18	61%	33%	6%		
November	25	48%	32%	12%	8%	26	38%	38%	19%	4%	18	22%	44%	33%		
February	26	35%	31%	19%	15%	28	36%	29%	29%	7%	18	33%	33%	28%	6%	

	Teacher 1					Teacher 2 (GATE)					
	Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band				
		FBB	BB	Basic	Prof		Adv	FBB	BB	Basic	Prof
August	30	50%	27%	23%		30	3%	10%	57%	27%	3%
November	29	28%	41%	28%	3%	29	3%	28%	59%	10%	10%
February	27	22%	22%	30%	22%	28			11%	68%	21%

	Teacher 1					Teacher 2					Teacher 3					
	Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band				Total # students	Overall (65 pts max) % in Performance Band				
		FBB	BB	Basic	Prof		Adv	FBB	BB	Basic		Prof	Adv	FBB	BB	Basic
August	29	86%	10%	3%		9	100%				14	29%	50%	21%		
November	28	39%	25%	32%	4%	9	89%	11%			31	26%	16%	52%	6%	
February	26	27%	31%	38%	4%	9	56%	44%			31	16%	10%	23%	52%	

Chapman	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
23	26%	30%	39%	4%	4%	19	21%	47%	32%		
23	26%	17%	52%	4%		19	16%	26%	58%		
23	17%	22%	52%	9%		22	23%	18%	50%	9%	

Citrus	Teacher 1					Teacher 2					Teacher 3						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
24	25%	29%	38%	8%		25	28%	32%	36%	4%		7	43%	14%	43%		
25	16%	36%	28%	20%		27	11%	41%	37%	11%		7	14%	57%	29%		
25	8%	28%	44%	16%	4%	26	12%	27%	54%	8%		7	43%	29%	29%		

McManus	Teacher 2					Teacher 3					Teacher 4						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
28	11%	25%	43%	21%		27	26%	33%	30%	7%	4%	23	35%	22%	30%	13%	
29	24%	10%	45%	21%		28	18%	32%	32%	14%	4%	24	33%	8%	33%	25%	
29	14%	14%	55%	21%	10%	26	4%	38%	31%	19%	8%	26	19%	31%	31%	19%	

Parkview	Teacher 1					Teacher 2 (GATE)					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
13			15%	85%		30			40%	53%	7%
27	22%	33%	37%	7%		30			23%	67%	7%
29	24%	28%	38%	10%		13			15%	85%	

Rosedale	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
30	53%	23%	17%	7%		31	26%	29%	29%	16%	
30	17%	27%	37%	20%		26	19%	23%	31%	23%	4%
30	17%	23%	33%	23%	3%	31	6%	16%	48%	26%	3%

	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	23	48%	39%	13%		19	53%	42%	5%		
November	23	26%	30%	43%		20	45%	40%	15%		
February	24		13%	38%	46%	4%	22	32%	36%	27%	5%

	Teacher 1					Teacher 2					Teacher 1						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	24	54%	25%	21%		23	74%	17%	9%			7	85%		14%		
November	25	20%	36%	40%	4%	27	48%	41%	11%			6	33%	50%	17%		
February	24	8%	21%	50%	21%	26	27%	46%	23%	4%		7	29%	43%	29%		

	Teacher 2					Teacher 3					Teacher 4						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	28	43%	50%	7%		26	58%	31%	12%			23	61%	22%	17%		
November	29	34%	10%	52%	3%	26	27%	27%	38%	8%		24	25%	33%	42%		
February	29	10%	21%	55%	10%	3%	14%	32%	21%	29%	4%	27	15%	37%	44%	4%	

	Teacher 1					Teacher 2 (GATE)					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	28	54%	36%	11%		30	7%	23%	60%	7%	3%
November	28	32%	43%	21%	4%	30		10%	73%	17%	
February	29	17%	34%	34%	10%	3%	3%	7%	37%	43%	10%

	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	30	53%	43%	3%		32	59%	28%	3%		
November	28	11%	46%	39%	4%	30	3%	10%	70%	17%	
February	28	14%	25%	29%	29%	4%	3%	25%	53%	19%	

ELA  
Grade 6

2011/2012 SPA Test Results

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	18	22%	39%	39%	3%	20	15%	70%	15%			
November	18	11%	56%	33%	5%	19	5%	58%	32%	5%		
February	19	5%	58%	37%		20	15%	40%	40%	5%		

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	25	32%	44%	24%		26	27%	46%	19%	8%		
November	26	27%	31%	35%	8%	28	25%	39%	29%	7%		
February	28	11%	50%	29%	11%	24	13%	25%	46%	17%		

	Teacher 1						Teacher 2						Teacher 3					
	Overall (65 pts max)						Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	26	23%	50%	27%		29	21%	28%	41%	10%		28	25%	32%	43%			
November	28	29%	29%	43%		28	11%	18%	46%	14%	11%	27	4%	22%	58%	15%		
February	31	19%	45%	32%	3%	31	6%	19%	52%	16%	6%	32	13%	22%	50%	16%		

	Teacher 1					
	Overall (65 pts max)					
	% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	
August	31	39%	39%	19%	3%	
November	30	40%	20%	27%	13%	
February	32	25%	25%	44%	6%	

	Teacher 1						Teacher 2					
	Overall (65 pts max)						Overall (65 pts max)					
	% in Performance Band						% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	
August	24	17%	25%	50%	8%	26	27%	35%	35%	4%		
November	23	39%	43%	17%		25	8%	36%	48%	8%		
February	24	4%	25%	36%	33%	25	8%	20%	44%	28%		

**Math  
Grade 6**

2011/2012 SPA Test Results

	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	18	50%	44%	6%		20	60%	40%			
November	18	39%	44%	17%		19	32%	42%	26%		
February	19	21%	37%	32%	11%	20	30%	20%	45%	5%	

	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	27	85%	7%	7%		25	76%	12%	12%		
November	26	54%	31%	15%		25	52%	36%	12%		
February	29	55%	28%	14%	3%	24	38%	25%	29%	8%	

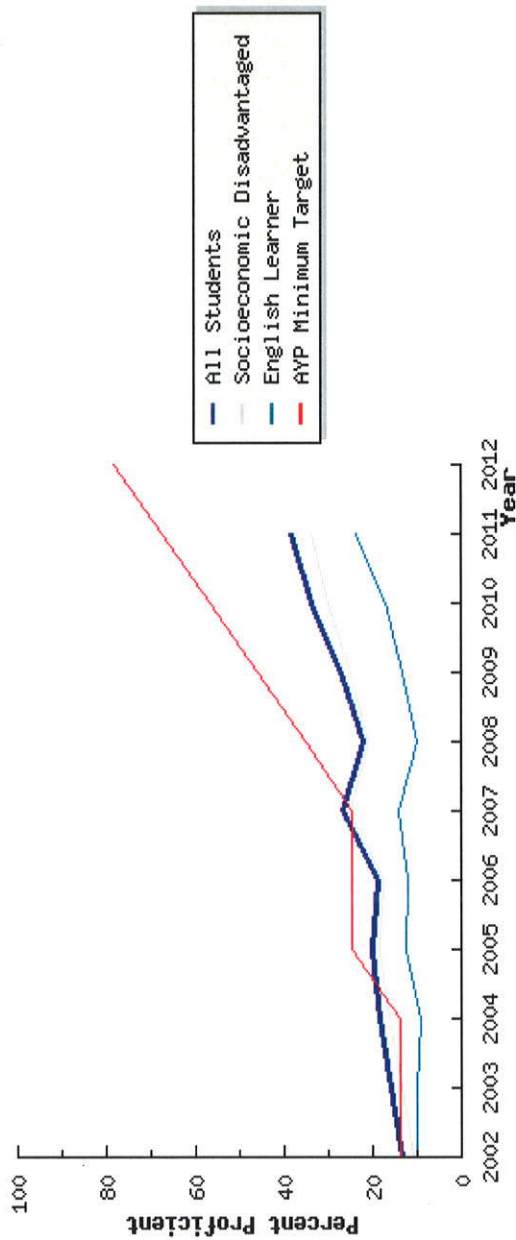
	Teacher 1					Teacher 2					Teacher 3						
	Overall (65 pts max)					Overall (65 pts max)					Overall (65 pts max)						
	% in Performance Band					% in Performance Band					% in Performance Band						
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	27	67%	30%	4%		28	43%	36%	21%			28	54%	29%	18%		
November	26	54%	31%	15%		29	38%	17%	41%	3%		26	38%	31%	27%	4%	
February	30	30%	57%	13%		32	16%	31%	34%	16%	3%	30	23%	27%	47%	3%	

	Teacher 1				
	Overall (65 pts max)				
	% in Performance Band				
Total # students	FBB	BB	Basic	Prof	Adv
August	30	70%	27%	3%	
November	32	53%	28%	19%	
February	32	28%	41%	25%	6%

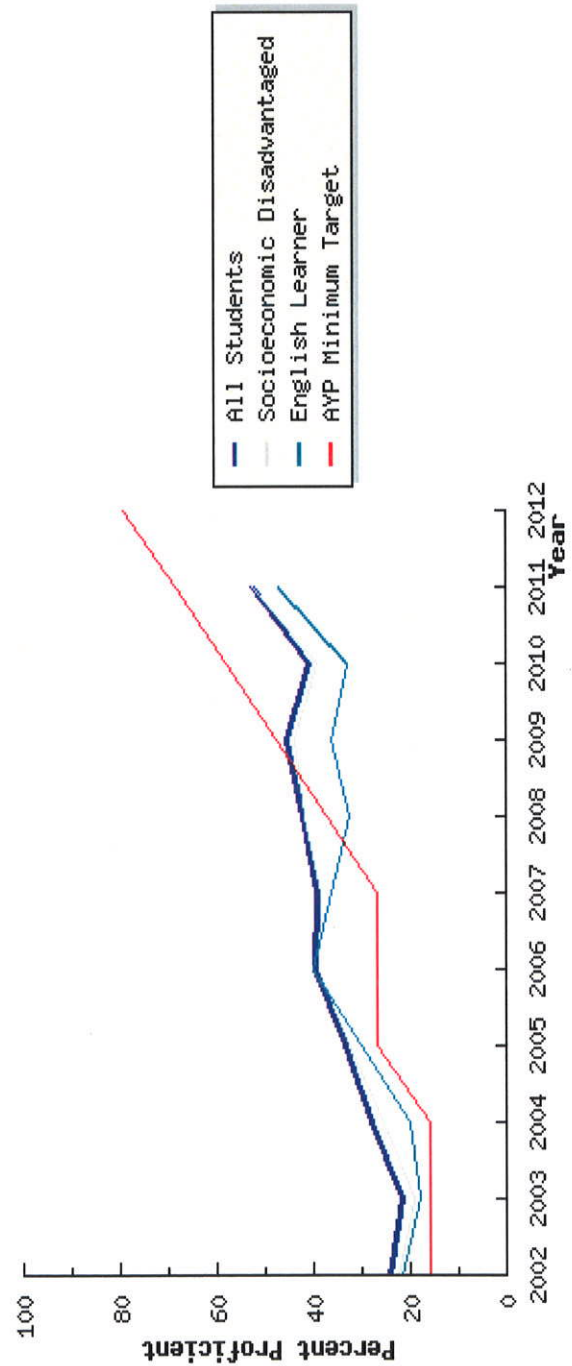
	Teacher 1					Teacher 2					
	Overall (65 pts max)					Overall (65 pts max)					
	% in Performance Band					% in Performance Band					
Total # students	FBB	BB	Basic	Prof	Adv	Total # students	FBB	BB	Basic	Prof	Adv
August	24	54%	33%	13%		25	36%	60%	4%		
November	23	22%	52%	17%	9%	24	33%	33%	33%		
February	23	17%	43%	26%	13%	26	15%	38%	46%		

Chapman – Subgroups at or above proficient

ELA

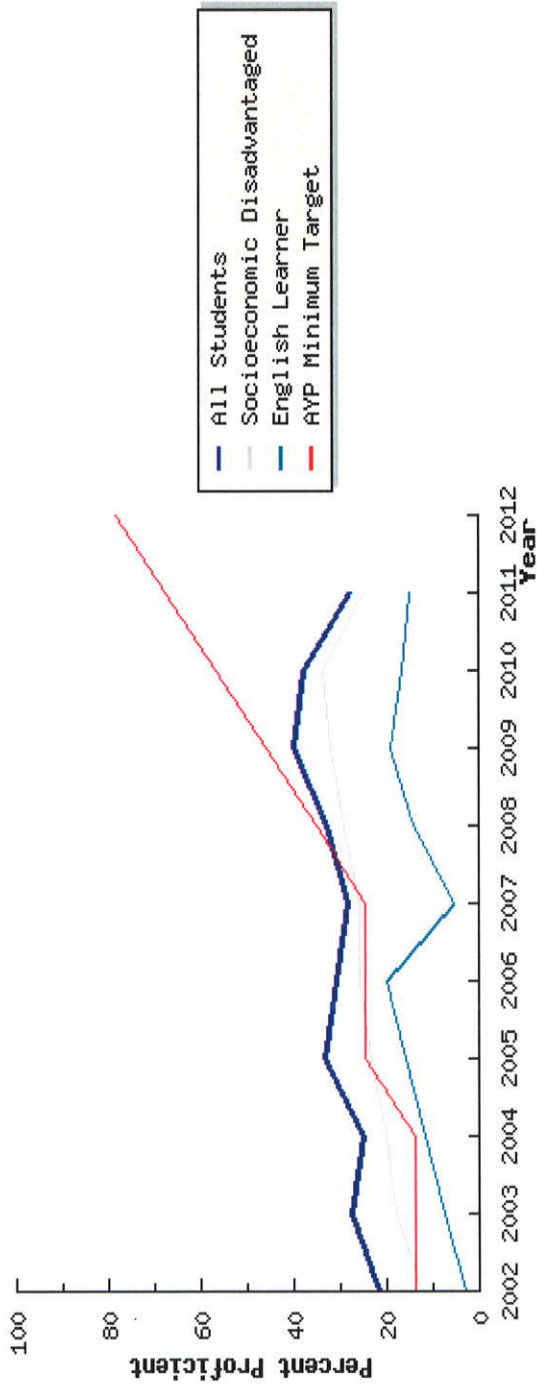


Math

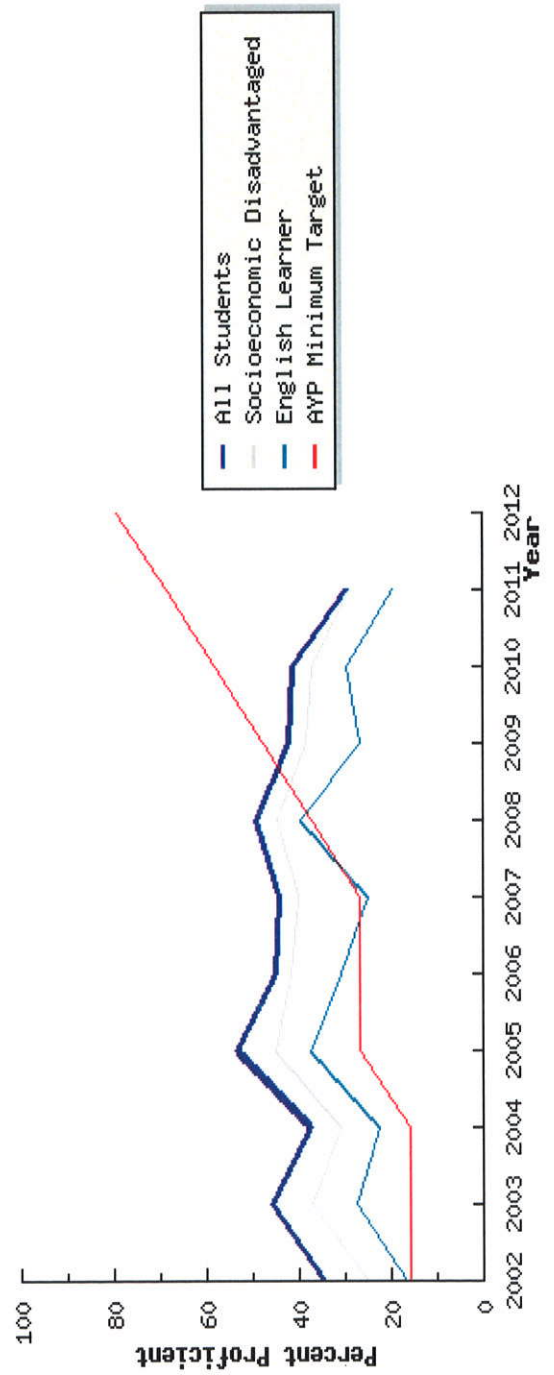


Citrus – Subgroups at or above proficient

ELA



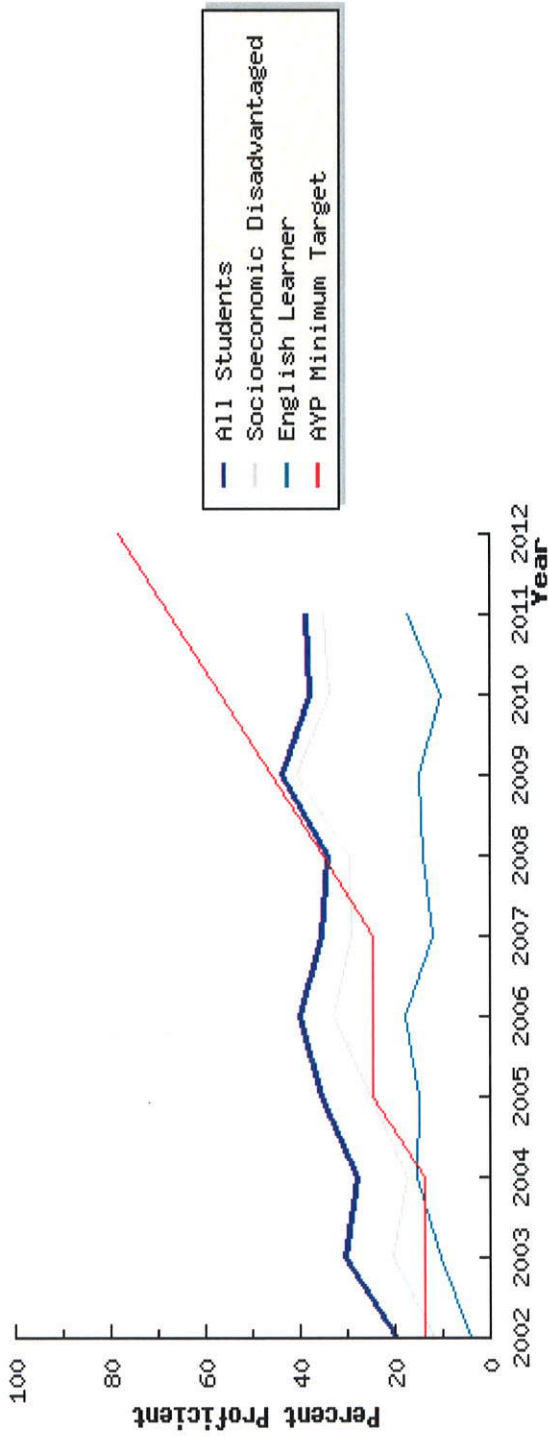
Math



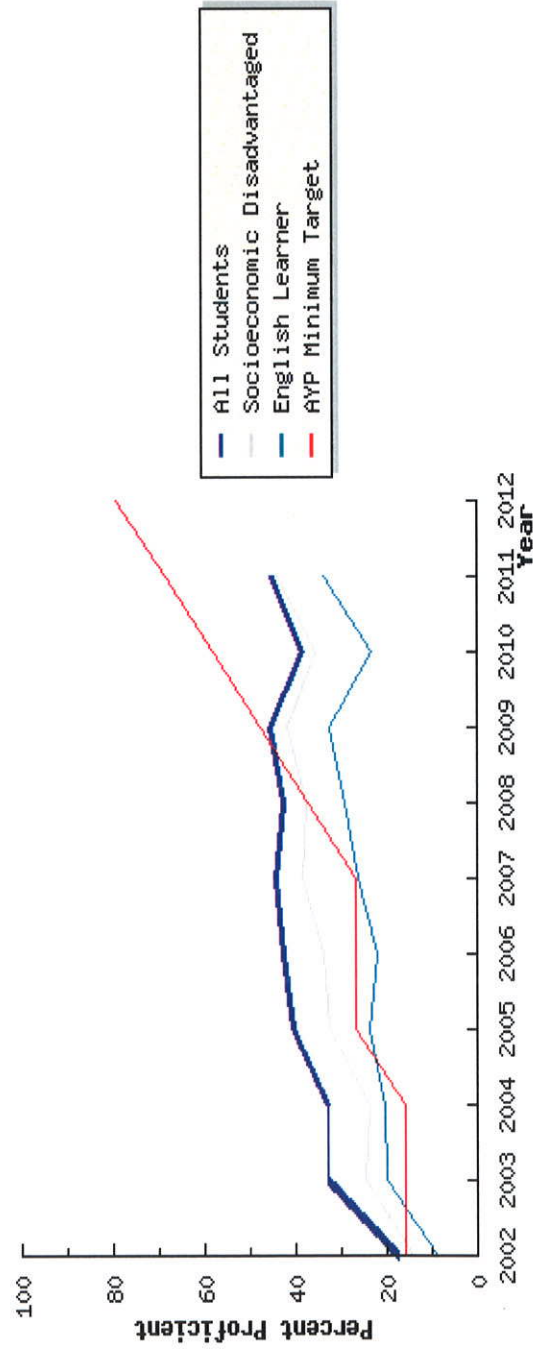


# McManus – Subgroups at or above proficient

## ELA

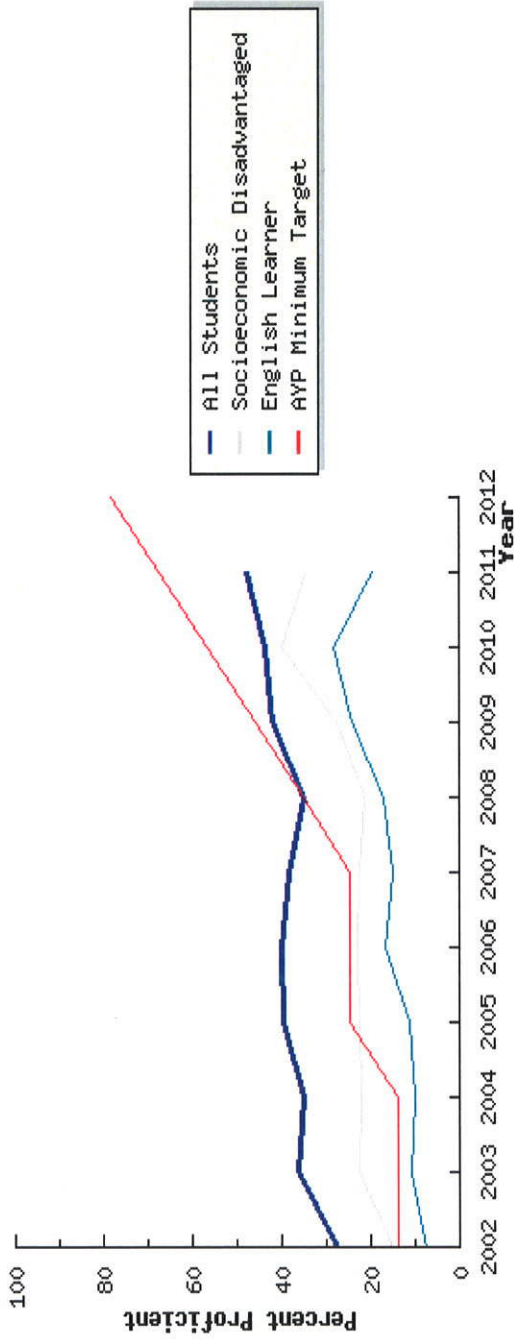


## Math

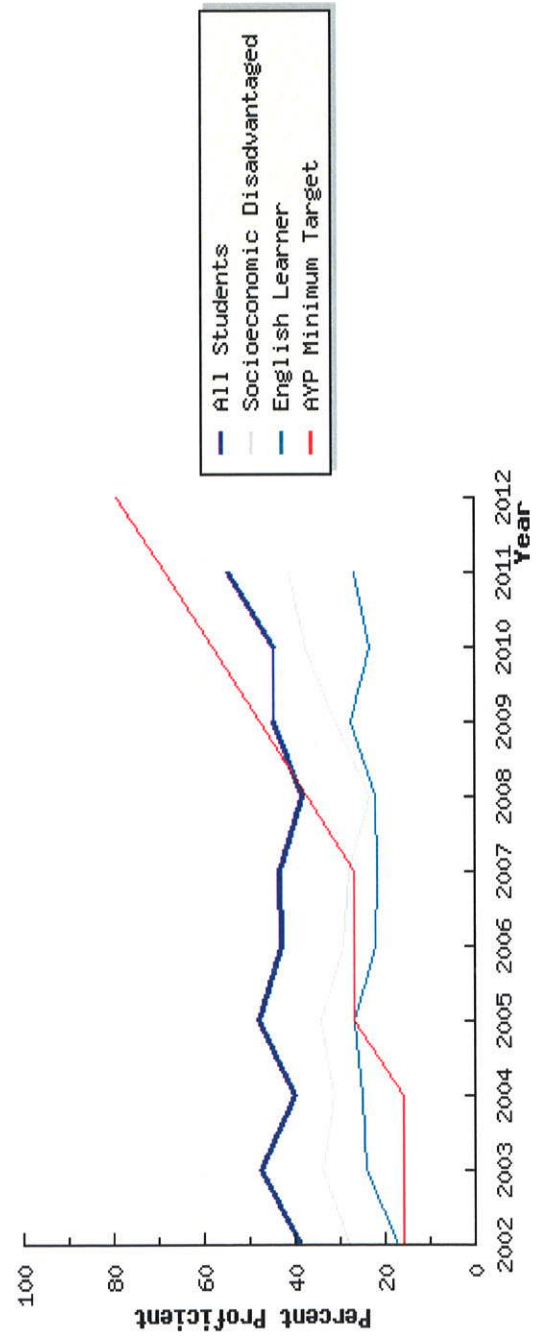


# Parkview – Subgroups at or above proficient

## ELA

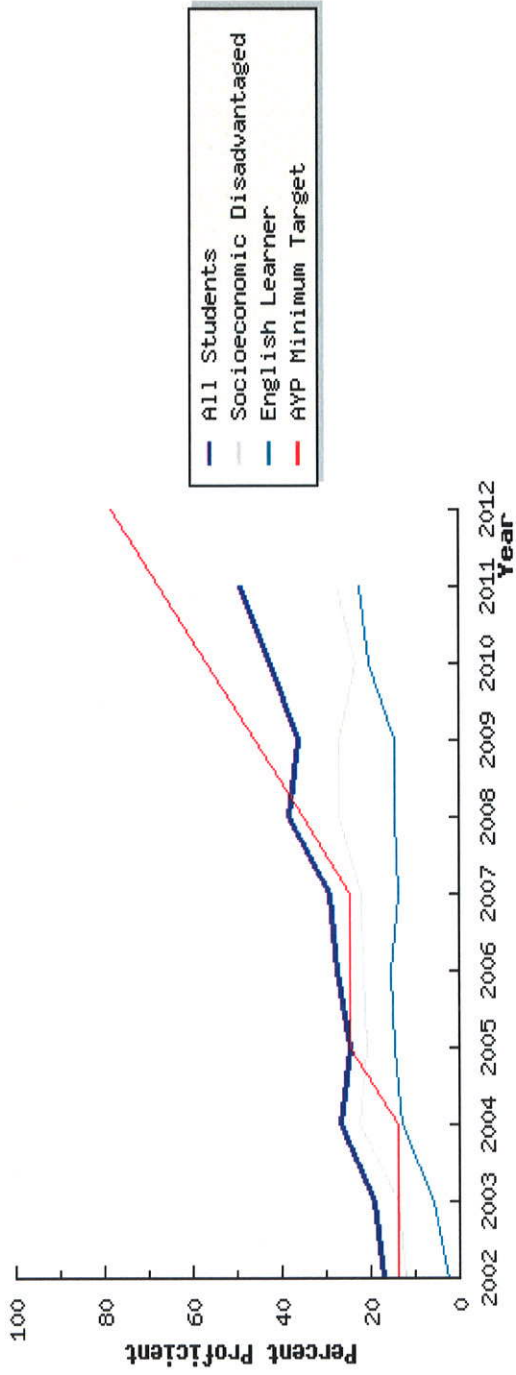


## Math

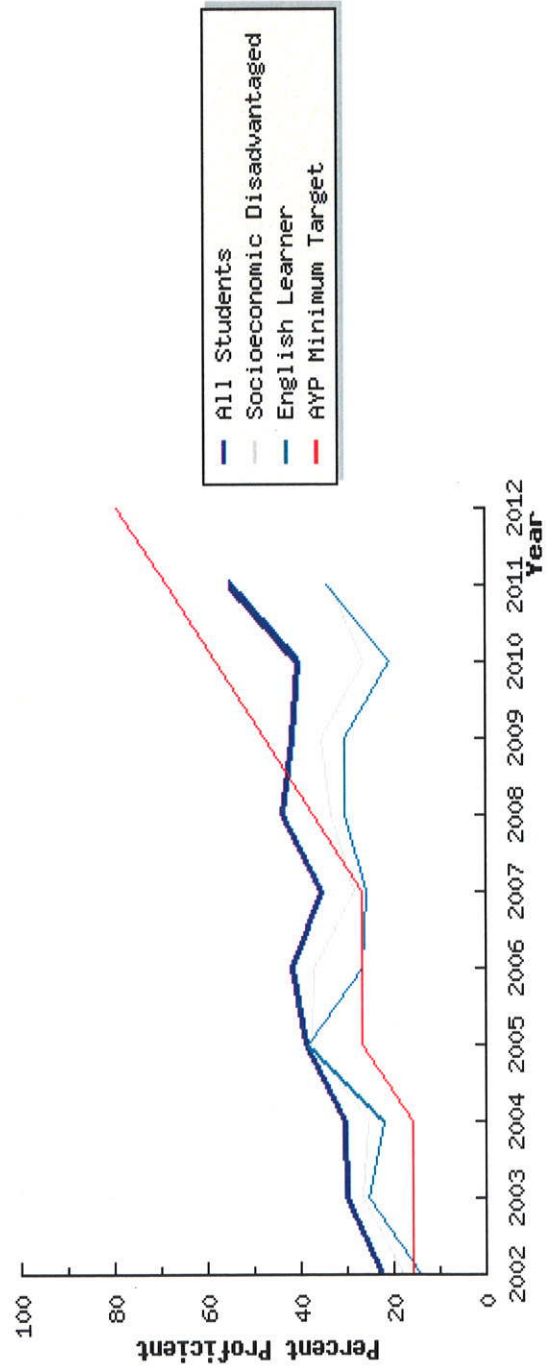


# Rosedale – Subgroups at or above proficient

## ELA



## Math





## Customizable Progress Report

Printed Tuesday, March 27, 2012 9:36:32 AM

District: Chico Unified School District

Last Consolidated Date: March 26, 2012 10:18 PM

### Chapman Elementary

Grade	STAR Reading™			STAR Reading™		
	1st trimester	2nd Trimester	Change	1st trimester	2nd Trimester	Change
	GE	GE		SS	SS	
Kindergarten	-	-	-	-	-	-
Grade 1	-	2.4	-	-	275	-
Grade 2	2.1	2.1	0.0	226	222	-4
Grade 3	2.2	2.4	+0.2	233	278	+45
Grade 4	3.1	3.4	+0.3	364	394	+30
Grade 5	3.7	4.5	+0.8	431	490	+59
Grade 6	4.3	5.1	+0.8	471	535	+64
Mean	3.1	3.3	+0.2	356	383	+27

### Citrus Elementary

Grade	STAR Reading™			STAR Reading™		
	1st trimester	2nd Trimester	Change	1st trimester	2nd Trimester	Change
	GE	GE		SS	SS	
Kindergarten	-	-	-	-	-	-
Grade 1	-	1.6	-	-	141	-
Grade 2	1.6	1.7	+0.1	147	175	+28
Grade 3	2.3	2.8	+0.5	253	342	+89
Grade 4	3.3	3.7	+0.4	377	426	+49
Grade 5	4.4	5.2	+0.8	480	549	+69
Grade 6	5.4	5.8	+0.4	571	621	+50
Mean	3.5	3.6	+0.1	407	412	+5

### John A Mcmanus Elementary

Grade	STAR Reading™			STAR Reading™		
	1st trimester	2nd Trimester	Change	1st trimester	2nd Trimester	Change
	GE	GE		SS	SS	
Kindergarten	-	-	-	-	-	-
Grade 1	1.5	1.6	+0.1	127	139	+12
Grade 2	1.6	1.8	+0.2	155	187	+32
Grade 3	2.3	2.6	+0.3	257	304	+47
Grade 4	3.5	3.8	+0.3	401	436	+35
Grade 5	4.8	5.2	+0.4	522	563	+41
Grade 6	5.3	5.5	+0.2	560	586	+26
Mean	3.4	3.7	+0.3	385	429	+44

### Parkview Elementary

Grade	STAR Reading™			STAR Reading™		
	1st trimester	2nd Trimester	Change	1st trimester	2nd Trimester	Change
	GE	GE		SS	SS	
Kindergarten	-	-	-	-	-	-
Grade 1	-	1.8	-	-	186	-
Grade 2	2.2	1.1	-1.1	245	83	-162
Grade 3	3.4	4.1	+0.7	390	454	+64
Grade 4	6.2	3.7	-2.5	658	433	-225
Grade 5	6.2	6.4	+0.2	657	687	+30
Grade 6	3.8	5.7	+1.9	441	618	+177
Mean	5.1	5.1	0.0	538	539	+1



# Customizable Progress Report

Printed Tuesday, March 27, 2012 9:36:32 AM

District: Chice Unified School District

Last Consolidated Date: March 26, 2012 10:18 PM

## Rosedale Elementary

Grade	STAR Reading™			STAR Reading™		
	1st trimester	2nd Trimester	Change	1st trimester	2nd Trimester	Change
	GE	GE		SS	SS	
Kindergarten	-	-	-	-	-	-
Grade 1	-	-	-	-	-	-
Grade 2	1.6	1.7	+0.1	140	171	+31
Grade 3	3.1	3.7	+0.6	360	426	+66
Grade 4	3.7	4.6	+0.9	424	497	+73
Grade 5	4.8	4.6	-0.2	517	496	-21
Grade 6	6.0	6.2	+0.2	642	668	+26
Mean	4.1	4.4	+0.3	456	479	+23

## Definitions

STAR Reading scores represent how students performed on the test compared with the performance of a nationally representative sample of students, called the norms group. These scores present a snapshot of achievement at a specific point in time. As with any test, it is important to remember that many factors can affect a student's test scores. STAR Reading test scores give only one picture of how a student is doing in school.

**Scaled score (SS)** is useful for comparing student performance over time and across grades. A scaled score is calculated based on the difficulty of questions and the number of correct responses. Because the same range is used for all students, scaled scores can be used to compare student performance across grade levels. STAR Reading scaled scores range from 0 to 1400. All norm-referenced scores are derived from the scaled score.

**Percentile rank (PR)** is a norm-referenced score that provides a measure of a student's reading ability compared to other students in the same grade nationally. The percentile rank score, which ranges from 1 to 99, indicates the percentage of other students nationally who obtained scores equal to or lower than the score of a particular student. For example, a student with a percentile rank score of 85 performed as well as or better than 85 percent of other students in the same grade.

**Percentile rank range (PR Range)** indicates the statistical variability in a student's percentile rank score. For example, a student with a percentile rank range of 32–59 is likely to score within that range if the STAR Reading test is taken again within a short time (i.e., four to six weeks).

**Normal curve equivalent (NCE)** is a norm-referenced score that is similar to percentile rank, but is based on an equal interval scale. This means the difference between any two successive scores on the NCE scale has the same meaning throughout the scale. NCEs are useful in making comparisons between different achievement tests and for statistical computations—for example, determining an average score for a group of students. NCE scores range from 1 to 99 and are mostly used for research.

**Student growth percentile (SGP)** is a norm-referenced quantification of individual student growth derived using quantile regression techniques. An SGP compares a student's growth to that of his or her academic peers nationwide. SGPs range from 1–99 and interpretation is similar to that of Percentile Rank scores; lower numbers indicate lower relative growth and higher numbers show higher relative growth. For example, an SGP of 70 means that the student's growth from one test to another exceeds the growth of 70% of students nationwide in the same grade with a similar beginning (pretest) STAR Reading score.

**Grade equivalent (GE)** is a norm-referenced score that represents how a student's test performance compares with other students nationally. For example, a fifth-grade student with a GE score of 7.6 performed as well as a typical seventh-grader after the sixth month of the school year. This score doesn't necessarily mean that the student is capable of reading seventh-grade material—it only indicates that the student's reading skills are well above average for the fifth grade.

**Grade placement (GP)** is a numeric representation of a student's grade level, based on the specific month in which a student takes a STAR Reading test. STAR Reading considers the standard school year to run from September through June and assigns increment values of 0.0 through 0.9 to these months. The software automatically assigns grade placements using a student's grade level and the month in which a STAR Reading test was taken. GP is important because PR and NCE values are based not only on the Scaled Score but also on the grade placement of the student at the time of the test.

# Chico Unified School District

**Title:** K – 6 English Language Arts Textbook Recommendation

Action:   X    
Consent:         
Information:       

## Background Information

A committee of 28 district teachers (K-6) and 11 elementary principals agreed to participate in the screening and adoption process regarding acquiring a new state-adopted English Language Arts curriculum. This group began the process at BCOE with a presentation focused on an overview of the new ELA Common Core Standards. Next, the group had the opportunity to preview the instructional materials from the initial five state-adopted choices for K-6 and narrowed the choices from the initial five programs to two programs. These two programs were Excursions (Houghton Mifflin Harcourt) and California Treasures (Macmillan /McGraw-Hill). Presentations were then scheduled with each publisher providing the committee with an overview of the curriculum. Attending teachers shared the information and materials from each publisher with colleagues on their school site. Site level discussions were held regarding the two choices. The site representatives and administrators led the discussions. Additional presentations and trips to BCOE were scheduled to allow other staff members opportunities to review the curriculum. Site staffs were polled and the results were sent to the District Office. All eleven elementary sites were unanimous in their desire to recommend the adoption of California Treasures. If the adoption is approved, a staff development plan to support both principals and teachers will be put in place, with initial training taking place in April and May.

## Educational Implications

The existing English language arts program does not address current standards. The new adoption is aligned with the new Common Core Standards,

## Fiscal Implications

Macmillan/McGraw-Hill *California Treasures*

Kindergarten: 35 teachers:	\$104,672
First Grade: 37 teachers:	\$168,392
Second Grade: 35 teachers:	\$135,914
Third Grade 35 teachers:	\$111,809
Fourth Grade: 31 teachers:	\$ 96,422
Fifth Grade: 29 teachers:	\$ 90,201
<u>Sixth Grade: 28 teachers:</u>	<u>\$ 87,091</u>
Total estimated cost:	\$871,968

Currently our ELA consumable expenditures are approximately \$100,000/year. With this new adoption, consumables will be free for the six-year life of the adoption.