

Hooker Oak

K-8 Open Structured Classroom

ALTERNATIVE SCHOOL OF CHOICE ANNUAL EVALUATION REPORT

Evaluation Period: School year 2010-11

**Hooker Oak K-8 School
Chico Unified School District
Chico, CA**

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

Hooker Oak K-8 School Chico Unified School District Chico, CA

PART I: INTRODUCTORY INFORMATION

- A. Hooker Oak K-8 School: Open Structured Classroom School
- B. 1238 Arbutus Avenue
Chico, CA 95926
Office: 530-891-3119
FAX: 530-891-3120
- C. Chico Unified School District
- D. Date of Open Structured Classroom Inception: August 1973
- E. Evaluation Period: School Year 2010-2011
- F. Evaluators: Principal, Teachers, Parent Advisory Board committee members
 - Submitted for Chico Unified School Board packet Fall 2011
 - Presented to and input received from Chico Unified School Board October 2011
- G. Principal: School Year 2010-2011: Sue Hegedus, Phone: 530-891-3119

PART II: EXECUTIVE SUMMARY: BACKGROUND HISTORY

Hooker Oak K-8 School housed 353 students in the spring of 2011. The entire physical location in the Hooker Oak complex operates within the parameters of the Open Structured Classroom concept except for one developmental kindergarten and one Special Day Classroom, (grades first through sixth). Open Structured Classrooms (OSC) has been a program of choice in Chico Unified School District (CUSD) for over thirty years since its first class in 1973 and became a California Alternative School of Choice in 2008. Hooker Oak K-8 School served students in grades Kindergarten through Eighth grade in the 2010-11 school year. There were twelve open structured classrooms at the site of the Hooker Oak K-8 School in the 2010-2011 school year.

In the spring of 2005, the CUSD School Board voted to have the Open Structured Classroom program at the single school site of Hooker Oak K-8 School. At the same time, the neighborhood boundaries were disbanded and Hooker Oak K-8 School was no longer considered a neighborhood school but only as the Hooker Oak K-8 School housing the Open Structured Classrooms.

Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in assisting teachers with funding the school's classrooms and volunteering as parent aides in all classrooms. Parents are encouraged to invest time in their child's classroom. This investment is written into the family commitment agreement when students are enrolled in the Open Structured Classrooms program thus active parents are a common sight at the school. The Hooker Oak OSC Parent Advisory Board (PAB) is a parent-teacher organization, which supports the Open Structured Classrooms philosophy. Representatives of this organization wrote the parent section of this document. Parent involvement is facilitated/coordinated by the activities of members of the PAB called Parent Volunteer Coordinators (PVC) who help coordinate fundraising and school events.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

Hooker Oak Elements that Facilitate Student Achievement

The Open Structured Classroom (OSC) program at Hooker Oak K-8 School is open to all students district-wide and accepts students from outside the district as well. The OSC program is offered as an educational alternative to all students on a space available basis. The classes in 2010-11 were multi-age with teachers collaborating as per their choice via district contract. The OSC program philosophy includes the affective needs of the child, and strives to allow each individual to grow in cognitive skills at a pace and level commensurate with ability, readiness and need, while ensuring that educational goals are met. State standards form the foundation, but not the ceiling, for determining the academic program at Hooker Oak. The OSC program is made up of several elements/variables that facilitate and enrich student achievement and form the basis for the uniqueness of Hooker Oak as an alternative school in California. It is these OSC elements that strengthen the student outcomes at Hooker K-8 School. The OSC elements are:

1. Integrated, Thematic Instruction
2. Emphasis on Individual and Social Responsibility
3. Combination Classes (providing a two year cycle with a teacher)
4. Creative Arts
5. Instruction in Basic Skills
6. Communication Skills
7. Self Concept Development
8. Problem Solving and Thinking Skills
9. A Rich and Stimulating Environment (Enriched Environment)
10. Open Opportunities and Service Learning = Element of Choice given to students in regards to their mode of learning and learning experiences
11. Development of Self Reliance and a Positive Learning Attitude
12. School and Home as Active Partners

Evaluation steps

1. Administration of California Standards Test to grades 2nd through 8th.
 - a. April 2010 and 2011¹
 - b. Submitted to state by Sue Hegedus, Principal 2010-11
2. Writing of School Based document
 - a. Written by Sue Hegedus, Principal (2010-11), submitted to teachers for editing. SMART goal information from teacher Professional Learning Community meetings 2011-2012.
 - b. Submitted Autumn 2011 with inclusion of initial 2011 CST data analysis.
3. Part V: Parent Information
 - a. Written by Long Range Planning Committee of the Parent Advisory Board
4. **2010-2011 Action Proposal:** It is the school's recommendation that the action is taken to have an outside source (preferably the district as it does for the charter schools) review the school instead of the principal and others.

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation, as required by the California Department of Education, is focused on student achievement data taken from the annual California State Testing and Reporting (STAR) program. Since the data from the 2011 spring state testing does not arrive at the school until late July each year, this document is submitted to the school board after that data has been added to the data tables

¹ In the past, first two years, of submitting this document to the state, current STAR CST scores were not available due to

available to the school. This year this data was opened at the state level in early August, not late July. Although ongoing analysis of the 2011 data occurs throughout the school year, much of the analysis occurs after this document has been submitted to the state. Initial staff observations, conclusions, and recommendations from August and early September are included in this document. Thus, as every year, the majority of the document's state testing analysis will rest upon last year's data. In writing an evaluative piece, this makes it difficult to use this data piece to assist in the assessment of the school's effort towards raising achievement in a timely, useable fashion for current years. Spending time looking at old data and trends is helpful to an extent, but it lends little itself towards looking at the needs of the school's present students. It does allow us to see trends over multiple years. As well, the correlation of all of the OSC elements in raising student achievement has not been quantified. Success with a couple of the elements such as "Instruction in Basic Skills" and some "Problem Solving" skills may be identified through the state testing. This document attempts to identify observational data that will relate to the success of certain OSC elements throughout the document.

This evaluation has the following ongoing/yearly goals as defined by the California Department of Education:

- a. **INSTRUCTIONAL FOCUS** of the program and its application fit as an alternative school of choice in the Chico Unified School District.
- b. **STUDENT ACADEMIC ACHIEVEMENT GROWTH**
 1. Comparison over recent years, and multiple years at the school, and in comparison with Chico Unified School District scores and State of California scores on the California Standards test specifically in English-Language Arts and Mathematics grades 2-8.
 2. Professional Learning Communities improvement and growth and their effect on Hooker Oak's Response to Intervention (RtI) program growth.
 3. Ongoing development and status of the K-8 OSC in continuance from the previous year's evaluation document.
- c. **SURVEY DATA** Parent, staff and student survey results and reflections in regards to school culture and its implications for work in the new school year.

A. INSTRUCTIONAL FOCUS

The Hooker Oak School OSC Mission is to provide an education tailored to its students' abilities, interests and learning styles. Under the mission of the state for schools of choice, this includes how well students achieve academic success through the elements that made Hooker Oak a school of choice recognized by the state of California. Through the combined efforts of teachers, parents and students, with the support of school and district administration, Hooker Oak meets academic standards while cultivating strong social skills, personal initiative and responsibility in its students.

The elements in Hooker Oak's Open Structured Classroom program that facilitate a different instructional methodology incorporate the following:

- Multi-aged, looped classrooms (Kindergarten², 1/2, 3/4, 5/6, 7/8)³
- Integrated thematic curriculum and instruction
- Instruction of students in becoming self-reliant and well-rounded citizens
- Provisions for students to experience different learning styles while learning about their style of preference
- Instruction incorporating basic skills, communication skills, problem solving and thinking skills

Emphasis at Hooker Oak OSC is on experiential learning using problem solving skills and inquiry. Academic goals are achieved through an integrated thematic approach linked with the children's interests and needs. This integrated thematic instruction approach provides a methodology of curriculum organization making connections for students between content areas to provide students better understanding of the gestalt of knowledge of a topic.

The teacher supports the learning environment as well as the learning preference of each student. Individual student needs are addressed through the delivery of instruction utilizing learning styles, whether through modalities or Gardner's theory of multiple intelligences. Attention is paid to the variable ways in which students learn. The idea is not always what children should do at a given age or time, but what the child needs to help them develop to their full potential. This requires the OSC teacher to differentiate the curriculum when needed while keeping the California State Standards in mind. As differentiation is a challenge in any classroom for dedicated teachers, it is an extreme challenge in a multiage classroom where a normal one grade level span of abilities is doubled because of the two grades in one classroom. This is an ongoing challenge for Hooker Oak in raising student achievement on a consistent basis year to year.

Further student support is provided in a nine-year school continuum that allows students to get needed knowledge in a small learning community setting before heading off for the high school years. Finally, by having many parents and grandparents in the building to assist with student learning in the classroom, added to Hooker Oak's Primary Intervention Program (PIP), Second Step, and psychologist intern program, there are many opportunities to receive adult guidance every day while on campus in the OSC program.

In review, Hooker Oak OSC is a community whose goal is building self-reliant learners who are able to master the curriculum concepts and where teachers, students, and parents are actively involved in the school. Hooker Oak OSC School draws families from the entire Chico Unified School District. The community extends beyond the classroom walls to other classes, to Chico's urban community⁴, and out into the world⁵. Students come to Hooker Oak's Open Structured Classroom School from all over the Chico Unified School District and a few come from outside the district.

² All of the Hooker Oak classrooms are multi-aged, except one of the two kindergarten classes in 2010-2011.

³ In the 2010-2011 school year, there was an irregular combination for the school; a K/1 and 4/5 combination due to enrollment projections from spring 2010.

⁴ Hooker Oak assists community groups like the Salvation Army, Windchime Eldercare facility, the Chico Humane Society, and others.

⁵ Hooker Oak worked with agencies to assist Haiti survivors and to help the children of Burkina Faso Africa and the Feeding the Nation through Education foundation.

A recommendation from last year's evaluation stated: *Bring staff to a shared understanding of the elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements. Those teachers that are not addressing the OSC program philosophy and its elements should be mentored, and if unable to implement the elements, should be transferred elsewhere. Identify where the district and the teachers' union may support the school in that area if possible within the teacher contract. If the school is to maintain its purity of an OSC school site, it can not afford to house teachers applying other elements that are not a part of the program. This causes parents who have vested in the program for years to want to move their children to different classrooms or out of the Hooker Oak OSC School, as it no longer delivers what it promised*

A constant discussion within the Hooker Oak community is whether Hooker Oak classrooms are living up to the philosophy of the school as an Open Structured Classroom school. In the 2010-11 school year, staff continued the process of having multiple discussions about the OSC elements⁶ and what they are through looking at what they would look like to a visitor entering a Hooker Oak OSC classroom, what this classroom would sound like, and what it would feel like. This discussion is always ongoing. A rubric has been completed from these discussions, but now an agreement/understanding must take place among staff about the entries on the rubric. Once an agreement has been reached all teachers must be held accountable to implementing those described elements in their classrooms. It will be the principal's job to monitor that accountability to the OSC elements and mentor teachers, or to find a mentor, towards success in implementation if the teacher is experiencing difficulty. It will be the district's responsibility to monitor the accountability of the principal in being the lightning rod for upholding the tenets of the OSC philosophy and its elements and district and state policy.

It is important for teachers to understand the elements that make Hooker Oak an OSC school so that they may adequately communicate that to parents. Classroom teachers model the elements in their environments but not all parents participate actively in the classroom to see them in action. In the 2010-11 school year, a member of the parent advisory board initiated a one page newsletter centering on an element each issue. Four issues were published with concentrations on the four top elements of most importance identified by parents in the 2009-10 parent survey. In the weekly school newsletter, *The Twig*, when teacher/classroom activities were described, the OSC element evidenced through the activity was identified.

In the summer of 2011, ten⁷ of the fourteen Hooker Oak staff, plus the principal, attended the Highly Effective Teaching (HET) trainings for the second year in a row. The following foundation OSC elements are defined in HET along with accompanying brain research, strategies of implementation, and utilization of active work sessions with an HET mentor. Emphasis in these OSC elements is presented throughout the HET model:

1. Integrated, Thematic Instruction
2. Emphasis on Individual and Social Responsibility
3. Creative Arts
4. Instruction in Basic Skills
5. Communication Skills
6. Self Concept Development

⁶ To bring this full circle, it is imperative to include parents within this discussion and understanding as it is often discovered that parents do not know the philosophy of OSC, do not know how to describe it, do not know the elements, or do not know what the elements mean to their students.

⁷ Two of the staff were on leave and two new teachers hadn't been hired yet.)

7. Problem Solving and Thinking Skills
8. A Rich and Stimulating Environment (Enriched Environment)
9. Open Opportunities and Service Learning = Element of Choice given to students in regards to their mode of learning and learning experiences
10. Development of Self Reliance and a Positive Learning Attitude

Action Proposal 2 for 2011-2012: *Continue working as a staff on shared understanding of the elements and philosophy of an OSC classroom and hold staff accountable for implementing those elements.*

Action Proposal 3 for 2011-2012: *Continue to attend Highly Effective Teaching trainings to obtain a current view and research of foundation elements of OSC. Include information about the elements and their implementation in the school's newsletter, website, and blog.*

A recommendation from last year's evaluation stated: *The school needs to document the integrated, thematic instruction through curriculum mapping to display the yearlong plan for learning for alternative schools and to assist teachers in their integration plans for instruction of meaningful content through conceptual learning. Teachers need ongoing instruction and assistance in this process through the Highly Effective Teaching model.*

Ten teachers, with the principal, began that process in a July 2010 summer four-day training with The Center for Effective Learning (<http://www.thecenter4learning.com>). The first efforts on this work were completed during this training process.

Action Proposal 4 for 2011-2012: *Continue and complete the curriculum mapping process to display the integrated yearlong connections to the California state standards for the first looping year (2011-2012) and begin the process for the second looping year (2012-2013).*

B. STUDENT ACADEMIC ACHIEVEMENT GROWTH

California State Standards Based Test English Language Arts and Math Data:⁸

In the spring of 2011 the California Standards Test (CST) was administered to the second to eighth grades. Below is the school's *proficiency data* from the last three years compared to district and state proficiency scores. Comments are extrapolated from staff analysis of data August-September 2011.

⁸ It is important to note that the Hooker Oak community is split upon the importance of the CST assessment and its relevance to Hooker Oak students. For the most part, it does not recognize the CST test and its results as an end-all to whether Hooker Oak is a success or not at reaching its goals, but does recognize that this limited assessment in English-Language Arts and Mathematics does provide some indicators of student success that the school must pay attention to for our students to be able to compete in the world outside the Hooker Oak walls. The importance, relevance, and applications of the CST is an ongoing, lively discussion at Hooker Oak that will continue as long as it is the solitary emphasis put on the school's student achievement success by the state and it is a mandated assessment tool of this document to the State Department of Education.

CST 3 Year Data Hooker Oak School: 2009-2011 Spring Testing

Comments extrapolated from staff analysis of data August 2011

CST	2nd Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment Tested	95%			98%			96%		
% Proficient & Above	52%	45%	53%	40%	38%	54%	39%	44%	56%
% Basic & Below	49%	55%	47%	61%	62%		61%	57%	43%
Math	08-09			09-10			10-11		
% of Enrollment Tested	95%			98%			96%		
% Proficient & Above	80%	59%	63%	65%	54%	62%	57%	59%	66%
% Basic & Below	20%	41%	37%	35%	46%		43%	41%	34%

- **ELA: Below** district and state proficiency levels
- **MATH: Below** district and state proficiency levels
- **MATH: more than half of HO students not proficient**
- **ELA & MATH:** proficiency scores have steadily decreased in this grade level over the last three years

CST	3rd Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment Tested	96%			96%			94%		
% Proficient & Above	47%	42%	44%	37%	39%	44%	51%	38%	46%
% Basic & Below	53%	58%	57%	63%	60%		50%	63%	53%
Math	08-09			09-10			10-11		
% of Enrollment Tested	96%			96%			96%		
% Proficient & Above	59%	57%	64%	37%	54%	65%	66%	59%	68%
% Basic & Below	40%	43%	35%	63%	46%		34%	41%	32%

- **ELA: Significantly ABOVE** district and state proficiency levels
- **MATH: ABOVE** district proficiency levels and **below** state proficiency levels
- **ELA & MATH:** significant increase in proficiency levels over three years

CST	4th Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment	94%			92%			96%		
% Proficient & Above	61%	53%	61%	71%	61	63	81%	83%	64%
% Basic & Below	39%	38%	38%	29%	39%		20%	37%	35%
Math	08-09			09-10			10-11		
% of Enrollment	94%			90%			94%		
% Proficient & Above	70%	63%	66%	31%	52%	68%	62%	66%	71%
% Basic & Below	30%	37%	34%	69%	48%		17%	34%	29%

- **ELA: Significantly ABOVE** state proficiency levels and just **below** district proficiency levels
- **MATH: below** district and state proficiency levels
- **ELA:** significant increase in proficiency levels over three years
- **MATH:** significant increase in proficiency levels over two years

CST 3 Year Data Hooker Oak School: 2009-2011 Spring Testing continued

Comments extrapolated from staff analysis of data August 2011

CST	5 th Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment	100%			81%			89%		
% Proficient & Above	67%	58%	54%	67%	62%	58%	73%	60%	59%
% Basic & Below	33%	42%	46%	33%	37%		28%	40%	41%
Math	08-09			09-10			10-11		
% of Enrollment	100%			81%			89%		
% Proficient & Above	44%	48%	57%	39%	55%	60%	38%	56%	63%
% Basic & Below	56%	52%	43%	61%	46%		63%	45%	37%

- **ELA: Significantly ABOVE** district and state proficiency levels
- **ELA:** significant increase in proficiency levels over three years
- **MATH: Significantly below** district and state proficiency levels
- **MATH: more than half of HO students not proficient**

CST	6 th Grade Hooker Oak School OSC								
	HO	CUSD	HO	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment	95%			91%			88%		
% Proficient & Above	66%	61%	52%	81%	61%	56%	69%	61%	55%
% Basic & Below	33%	39%	48%	26%	38%		30%	39%	44%
Math	08-09			09-10			10-11		
% of Enrollment	93%			89%			88%		
% Proficient & Above	55%	53%	49%	40%	49%	52%	58%	55%	63%
% Basic & Below	47%	47%	51%	60%	52%		42%	45%	47%

- **ELA: ABOVE** district and state proficiency levels
- **MATH: ABOVE** district proficiency levels and **below** state proficiency levels
- **ELA & MATH:** up and down scores over three years

CST	7 th Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment	91%			89%			100%		
% Proficient & Above	58%	60%	54%	*	60%	55%	*	61%	57%
% Basic & Below	43%	40%	45%	*	37%		*	40%	43%
Math	08-09			09-10			10-11		
% of Enrollment	91%			89%			88%		
% Proficient & Above	37%	43%	43%	*	48%	49%	*	48%	50%
% Basic & Below	63%	57%	57%	*	52%		*	53%	50%

An asterick (*) appears to protect student privacy when 10 or fewer students had valid test scores.

CST 3 Year Data Hooker Oak School: 2009-2011 Spring Testing continued

Comments extrapolated from staff analysis of data August 2011

CST	8 th Grade Hooker Oak School OSC								
	HO	CUSD	CA	HO	CUSD	CA	HO	CUSD	CA
ELA	08-09			09-10			10-11		
% of Enrollment	100%						100%		
% Proficient & Above	68%	60%	54%	*		54%	*	65%	57%
% Basic & Below	32%	40%	45%	*			*	35%	44%
Math	08-09 Algebra 1			09-10			10-11		
% of Enrollment	87%						100%		
% Proficient & Above	19%	59%	44%	*		27%	*		
% Basic & Below	74%	41%	56%	*			*		
	4 tested in Geometry scoring basic None tested in General Math								

An asterick (*) appears to protect student privacy when 10 or fewer students had valid test scores.

To look at the long-term growth of achievement of Hooker Oak OSC students via STAR data charts, it is possible to look at Hooker Oak data over the last 7 years (see following charts), going back to the 2005-2006 school year, as before those years the data of the school also included the neighborhood classroom student scores (2004-2005)⁹. Looking at the proficiency percentages gives a look into the growth expected by No Child Left Behind. Even though that goal of 100% proficiency is unrealistic in the staff’s viewpoint, Hooker Oak has only made minimal growth, and in recent years, weak areas have been identified that staff has now turned their attention to investigating. A parallel piece of data that staff looked at was the school’s API data over the same time period (see graph on page 12).

CST 7 Year Data Hooker Oak School:

CST	2 nd Grade							3 rd Grade						
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ELA														
% Proficient & Above	49%	65%	54%	45%	52%	40%	39%	47%	66%	45%	47%	47%	37%	51%
% Basic & Below	52%	53%	46%	55%	49%	61%	61%	54%	56%	54%	54%	53%	63%	50%
Math														
% Proficient & Above	67%	60%	52%	67%	80%	65%	57%	49%	69%	61%	66%	59%	37%	66%
% Basic & Below	33%	41%	48%	33%	20%	35%	43%	51%	31%	39%	34%	40%	63%	34%

⁹ In spring of 2005, the CUSD school board granted the OSC an independent campus at the Hooker Oak site with no neighborhood program on the grounds. Thus the spring 2005 scores still contain neighborhood student scores, whereas the spring 2006 scores do not. As a side note, when Hooker Oak was also a neighborhood school, it was a school-wide Title I school. When neighborhood students left, Hooker Oak lost its Title 1 status and funds that accompany that status.

CST 7 Year Data Hooker Oak School continued:

CST	4 th Grade							5 th Grade						
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ELA														
% Proficient & Above	73%	70%	56%	70%	61%	71%	81%	66%	60%	57%	63%	67%	67%	73%
% Basic & Below	27%	33%	43%	30%	39%	29%	20%	34%	9%	43%	37%	33%	33%	28%
Math														
% Proficient & Above	58%	55%	46%	58%	70%	31%	62%	47%	47%	22%	41%	44%	39%	38%
% Basic & Below	42%	45%	55%	43%	30%	69%	17%	52%	54%	78%	59%	56%	61%	63%

CST	6 th Grade							7 th Grade						
	04-05	05-06	06-07	07-08	08-09	09-10	10-11	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ELA														
% Proficient & Above	47%	59%	66%	74%	66%	81%	69%		56%	60%	66%	58%	*	*
% Basic & Below	55%	40%	35%	26%	33%	26%	30%		48%	40%	33%	43%		*
Math														
% Proficient & Above	48%	54%	43%	38%	55%	40%	58%		65%	40%	45%	37%	*	*
% Basic & Below	51%	46%	58%	62%	47%	60%	42%		35%	60%	55%	63%		*

An asterick (*) appears to protect student privacy when 10 or fewer students had valid test scores.

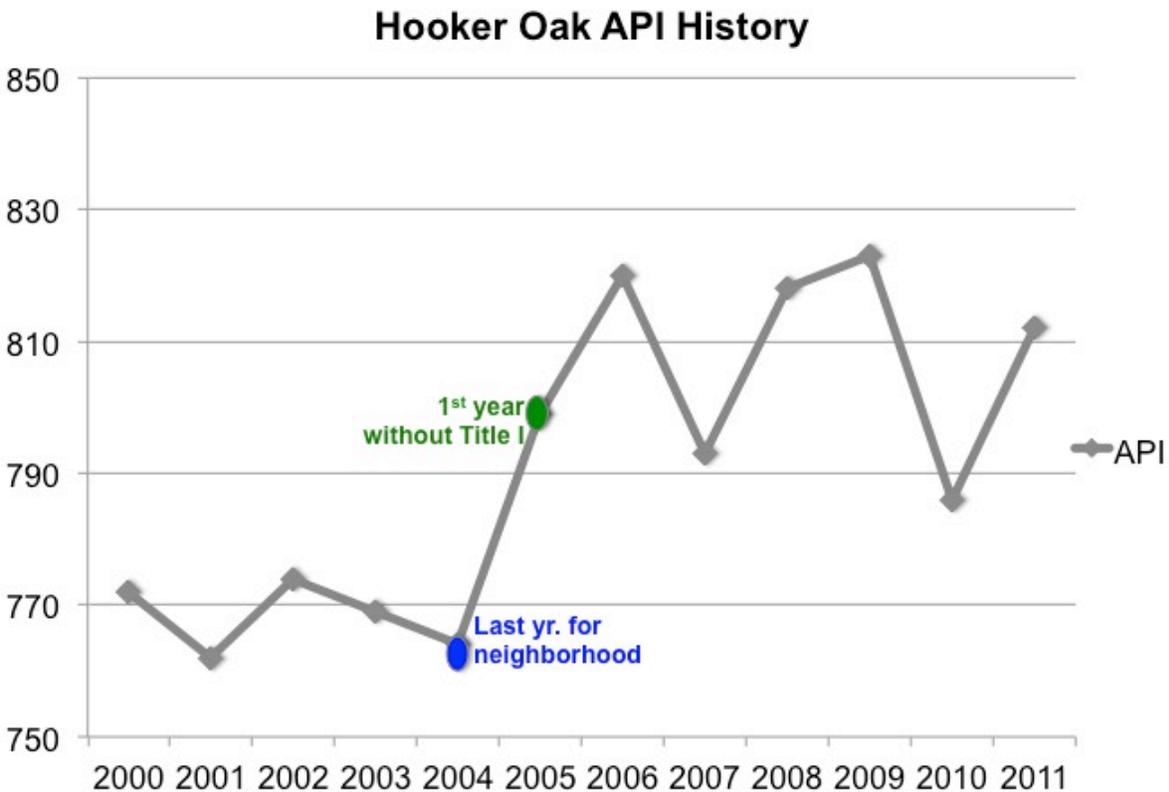
CST	8 th Grade						
	04-05	05-06	06-07	07-08	08-09	09-10	10-11
ELA							
% Proficient & Above			82%	68%	54%	54%	*
% Basic & Below			18%	31%	45%	46%	*
Math					27	8 Gen Math	
% Proficient & Above			50%	55%	19%	5 taking Algebra 385	*
% Basic & Below			50%	47%	74%		*

NOTE: An asterick (*) appears to protect student privacy when 10 or fewer students had valid test scores

Long range data observations from proficiency levels:

- Minimal growth over 7 years: As can be seen, through the years, proficiency rates in each grade level stays within the same similar range with occasional jumps one year, but settling back into the range the next year.

- This range band through the years is not showing the upward swing expected by No Child Left Behind (NCLB) making it difficult each year to keep up with the growing expectations of NCLB.



Long range data observations from API data: It's important to remember that before the 2004-5 school year, Hooker Oak was a neighborhood Title I school. The year the school was no longer a neighborhood school, nor a Title I school, the scores shot up. It is from this point to today that the following data observations were made.

- Of the last 7 years, Hooker Oak has met the 800 API limit five times.
- The school's API has been on a yearly up then down roller coaster.

The Teacher Leadership Professional Learning Community (PLC) met all year and discussed the school's academic and cultural improvement and its program implications. The progress of this PLC was shared with teaching team PLCs throughout the year. The proficiency and API data were examined with discussions about what variable could affect the up and down yearly trend of API growth. Discussions among the staff centered on how hard it is to adequately meet the needs of two grade levels in one classroom in today's heavy standards based classrooms. Staff discussed keeping the looping part of the two-year teacher rotation but eliminating the multi-grade level classroom. Pros and cons were discussed and teachers voted on changing to a one grade looping experience.

The loop pattern that will begin with the new school year is as follows:

- Kindergarten will loop to first grade
- Second grade will loop to third grade
- Fourth grade will loop to fifth grade

- Sixth grade will begin the growth of the middle school loop of 6-7-8 shared teaching model which will increase the integrated instruction to an interdisciplinary level in preparing Hooker Oak OSC students for high school while still implementing the OSC elements.

From grade configuration in 2010-11, the following projected combinations will result in the 2011-12 school year:

2010-11 Classrooms	2010-2011 # of Classrooms	2011-12 Classrooms	2011-2012 # of Classrooms
Kindergarten	1	Kindergarten	2
K/1	1	1 st	2
1 st -2 nd	3	2 nd	2
3 rd -4 th	3	3 rd	2
4 th -5 th	1	4 th	2
5 th -6 th	2	5 th	1
7 th -8 th	1	5 th 6 th (due to #s one multiage class must occur)	1
Special Ed.	2	6 th	1
Total	14	7 th	0
		8 th	0
		Special Ed.	2
		Total	15

In examining the school's progress and student achievement, teachers felt collaborative progress was not proceeding due to scheduling issues for adequate collaboration. PLC's were meeting *only two times per month* in the 2010-11 school year. Staff proposed to their union for the 2011-12 school year an early release day *once every week* for a 55-minute consistent time for teacher PLC collaboration to occur. The proposal was accepted in May of 2010.

Other changes initiated for the 2011-12 year involved the 7-8 program. Teachers discussed how important to the program continuance that the 7th and 8th graders were students who had gone through the previous years at Hooker Oak. This was not the case with last year's 7th and 8th graders, as most were new to Hooker Oak coming to the school because of behavior issues in the bigger junior highs or parents wanting a smaller environment with more supervision than the bigger junior highs. Parents were polled for intent to continue the enrollment of their 6th graders at Hooker Oak for the 2011-12 school year as 7th graders. There were not enough who intended to enroll their students in the program for 7th grade to make a viable classroom. With district approval, the 7-8 program has been pulled for the 2011-12 school year for efforts to plan better for the grades and its future. A part of this planning will be within the looping pattern set up for the 2011-12 year, along with the pros of looping the early first two years of a student's educational career with the same teacher in order to help form a solid school and literacy foundation.

These are bold, courageous moves by a caring staff that has moved towards strength in collaboration and sharing. It is a direct result of what happens when staffs are becoming adept at the PLC process and see its advantages as well as its demands. With an interest for their students, this staff is to be

commended for their brave moves while still continuing to believe in and implement the OSC elements for the growth of the whole student that they teach.

NEW 2011-2012 Action 2: *Implement an early-release schedule once a week, monitoring it with PLC agendas and minutes from team members which are to be submitted in the school's portfolio to the superintendent in the spring of 2012. Also include one question relating to the first year of the early-release schedule on the parent, teacher and student surveys in the spring of 2012.*

NEW 2011-2012 Action 3: *Implement a 2 year loop cycle with students having one teacher for two grade levels grades K-5, monitoring it with quarterly teacher reflection at the end of each of the four grading periods and include one question relating to the first year of looping on the parent, teacher and student surveys in the spring of 2012.*

Through the 2010-2011 school year, staff was uncomfortable using the district benchmark assessments and using Edusoft to record their class scores. This created the inability of the school to use the Edusoft data to reflect on success of the school's goals and the benefit or not of these assessments in guiding Hooker Oak instruction.

As a step into the world of RtI, the school implemented a school-wide pilot use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments and accompanying progress monitoring to look at fluency as an indicator of reading success. The scores from these assessments identified students who needed extra help in Tier I (in the classroom) and in Tier 2 (outside the classroom for extended assistance). Edusoft was used to record classroom scores, but the school's technology aide input them into Edusoft instead of the teachers. This aided the better success of using Edusoft to identify student needs and their progress.

NEW 2011-2012 Action 4: *Continue use of DIBELS. Using the DIBELS success as a model within the school as a school-wide assessment tool with progress monitoring supporting intervention, expand to a similar process in mathematics and comprehension skills so that more students with identifiable gaps may be given more support.¹⁰ Investigate a different tool for fluency and comprehension for grades 3 and above.*

Similar Schools Ranking¹¹

Although the school's API score rose this last year, Hooker Oak had a low similar schools ranking of 1 out of 10. In the Chico Unified School District's schools with similar demographics, Little Chico

¹⁰ Extra support beyond the classroom Tier 1 were difficult in the 2010-2011 school year due to budget cuts. The school lost one intervention aide, formally paid for through site based funds, and one less RSP specialist day, and shorter hours for the school's one remaining RSP aide.

¹¹ **Similar Schools Ranking:** For STAR school reports only, schools are ranked compared to 100 other schools with similar demographic characteristics. For the similar schools rank, schools are ranked into deciles according to school type: elementary, middle, and high. To determine the similar schools rank for a school, a comparison group of 100 similar schools of the same type is formed for that school, based on similar demographic characteristics. The APIs for this group of 100 schools are ranked into ten categories of equal size, called deciles, from one (lowest) to ten (highest). Each decile contains 10 percent of all of the 100 similar schools in the comparison group. The school's similar schools rank is the decile where that school's Base API falls compared with the Base APIs of the 100 other similar schools in the comparison group. Demographic characteristics included in similar schools rank calculations are pupil mobility, pupil ethnicity, pupil socioeconomic status, percentage of teachers who are fully credentialed or have emergency credentials, percentage of English learners, average class size per grade level, percentage of grade span enrollments, percentage of GATE students in the program and student with disabilities, percentage of reclassified fluent English proficient students, percentage of migrant education students.

Creek, Sierra View and Shasta¹² may be identified similar to Hooker Oak demographics. Below are proficiency scores for those schools in comparison to Hooker Oak and the state.

English Language Arts 10-11 Similar K-6 District Schools & State

LCC	SHASTA	SIERRA V	HO
53.7%	61.8%	69.9%	62.4%

Math 10-11 Similar K-6 District Schools & State

LCC	SHASTA	SIERRA V	HO
53.1%	71.4%	76.4	58.9%

English Language Arts 10-11 Similar K-6 District Schools & State

ELA	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HO	39	51	81	73	69
LCC	48	28	68	72	57
Shasta	66	53	76	71	64
Sierra View	61	55	80	70	75

Math 10-11 Similar K-6 District Schools & State

MATH	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
HO	57	66	82	38	58
LCC	61	60	64	34	49
Shasta	81	71	69	75	65
Sierra View	76	74	82	72	77

Based on all of the school’s data and the lack of any other school data and consistent common assessments, the Hooker Oak grade levels created two SMART goals one in math and one in English Language Arts. Within the creation of these goals, the evaluation tool for the SMART goals will be the STAR Progress Assessments distributed by the district along with CST data. In the fall of 2012, analysis of assessment scores from Spring 2011 will occur to evaluate success on these goals using the CST data and staff will determine what information can be gleaned from their spring benchmark testing to help them plan for the students’ individual and group needs.

Grade Level SMART Goals 2011-2012 to assist meeting School wide Goals: The following new language arts SMART goals are evaluated the ninth of November 2011 and new Math SMART goals are created as a result of this evaluation and progress monitoring. The goals created in November are evaluated again in early 2012 and a recursive cycle like this continues.

- **Kindergarten SMART Goal:** By 2nd benchmark assessment period, 85% of students will correctly identify 15/26 initial consonant/short vowel sounds.

¹² Shasta Elementary is the district’s second Alternative School of Choice. It supports a focus called “Academics Plus.”

- **1st Grade SMART Goal:** By the end of the first trimester 85% of our students will be able to read at least 50/200 first grade high frequency words.
- **2nd Grade SMART Goal:** On the November Mirror assessment, all students will show growth with greater than 50% scoring basic or above.
- **3rd Grade SMART Goal:** 80% of students will be proficient in the standard 1.3 (writing strategies).
- **4th Grade SMART Goal:** By November 1st, 50% of students will improve to "basic" level on the Star Mirror assessment.
- **5th Grade SMART Goal:** On the next Star Mirror Assessment, all of our students will show growth, with 50% of our students scoring proficient or advanced by November.
- **6th Grade SMART Goal:** 80% of students will score proficient or advanced on 1.3 language conventions by the next CST mirror test.

MATHEMATICS SMART Goals: The following new math SMART goals are evaluated the ninth of November 2011 and new Math SMART goals are created as a result of this evaluation and progress monitoring. The goals created in November are evaluated again in early 2012 and a recursive cycle like this continues.

- **Kindergarten SMART Goal:** By the end of 2nd trimester, 85% of K students will score 6/6 on comparing sets assessment.
- **1st SMART Goal:** Students count, read and write whole numbers to 50. 85% of first graders will meet this benchmark by the end of the first trimester.
- **2nd SMART Goal:** On the November mirror, more than 50% will score basic or above on the NS 1.0-2.0 strands.
- **3rd SMART Goal:** 80% of Hooker Oak 3rd graders will be proficient in finding the sum or difference (with regrouping).
- **4th SMART Goal:** By November 1st, 1/3 or 33% of students will show improvement to "basic" levels.
- **5th SMART Goal:** On the next STAR Mirror Assessment, all of our students will show growth, with 50% scoring proficient or advanced by November.
- **6th SMART Goal:** On the next CST mirror test, 80% of students will score proficient or advanced.

Actions recommended based on CST Data:

NEW 2011-2012 Action 5:

In fall 2011, analysis by staff of CST data for Spring 2011 should occur fitting it into the data presented within this document and as an added tool for assessing success on school SMART goals. This needs to become a yearly recursive process. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.

NEW 2011-2012 Action 6:

The method of testing in the CST provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school continue

to develop their own common assessments (with the understanding that they are also tied to state standards).

NEW 2011-2012 Action 7:

Provide staff development on Edusoft review. Create an assessment calendar that includes when assessments should be given, when data is due on Edusoft, and when reflections on the data and follow-up will occur.

NEW 2011-2012 Action 8:

Revisit the 5 year plan with a new 5 year planning committee and then in the 5 year plan, include a staff development plan for providing new teachers to Hooker Oak in instruction in the OSC elements and for providing present teachers ongoing refresher instruction in the OSC elements

NEW 2011-2012 Action 9:

Make recruitment a whole year project to implement recruitment enrollment increases. Examples of actions being planned already to address this recommendation are:

- ◆ Being a school of choice, Hooker Oak has to advertise. Advertising is quite expensive and costs have increased greatly over the last two years for the simplest of ads. Continue joining with Sierra View and Rosedale as a united front of schools of choice available in the Chico Unified School District.
- ◆ The school has many performances, artistically and academically, that other schools, with potential students, should be invited to attend. As an example, Kings Christian, a private school right across the street from Hooker Oak, would benefit from these events at the same time as Hooker Oak, maybe, being able to entice some private school students back to CUSD.
- ◆ Investigate follow-up to teacher and parent interest from survey to a middle school approach to maintain and engage 6th graders within the school.

C. SURVEY DATA

Survey data occurred in the 2010-2011 school year surveying parents, students and staff.

As recommended in last year's evaluation document, a survey was taken to inquire into various aspects of Hooker Oak as a school. Below is a chart of data points identified by teachers from the three surveys:

2011 Spring Surveys: Analysis Summary by Staff

Staff		Students		Parents	
Strengths	Challenges	Strengths	Challenges	Strengths	Challenges
Feel good about their teaching	Public image (6)	Good teachers (5)	Not respected by all adults	Feel welcome at school (5)	Public image (6)
Administration Support (4)	Teacher Communication (6)	Family support (6)	Recess people	Kids safe	Views not represented by Parent Advisory board (6)
Overall satisfaction	Teaching standards (5)	OSC program (2)	Freedom (4)	Support kids @ home (4)	Hispanic population related low on all
Learning can be fun (5)	Classified staff rated lower	Teachers treat them with respect	Older kids not as happy	Teachers show respect for kids (2)	Consistency
Treated with respect by administration (5)	Vision	Teachers care about students (3)	Choice (5)	Respect teachers (5)	Defining open structure
Allowed to think for themselves (2) and carry out instructions	Varying beliefs	Teacher support	Yard duty not nice/fairness (2)	Support the child's learning (2)	Student respect of other students (2)
Parent communication (4)	Assessments	Field Trips	Work not challenging enough (4)	Many volunteer opportunities	OSC elements not enough in evidence
Sue	Valuing assessments and standards	My teachers believe I can learn	Input into rules	Community (2)	cleanliness
Feels valued and believes in students	Materials	Good friends	Lack of respect by other students (not friendly students)	Extra events	Don't like the report card process
Creative in instruction (2)	Cleanliness		Recognition for good work	Teachers	Drop off
Threat free environment	Classified and certificated staff same goals		Asian/Hispanic students not comfortable here	Kids are safe	Better understanding of teaching philosophy
Feels all kids can learn (2)	Classified prep			Creative arts & writing	Recess supervision (AM/PM)
Integrated thematic instruction	Not enough recognition for job well done				
Love to teach (2)	Working together, decision making				
Parental involvement	Not enough technology (2)				
High	Staff development				

expectations					
Belonging					
Friendly					

Implications for Actions in the 2011-12 School Year

1. Improve public image (2)
2. Staff development on teaching to standards
3. Beliefs about teaching to standards and effects on student learning
4. How to get parent council to be more representative of all parents
5. Start with vision/mission clarity
6. Train recess duty: recess duty expectations clarified
7. Teachers need to communicate more about state standards and assessments
8. Data

Perceptual Data: More data needed about:

1. Public image
2. Why students don't feel challenged
3. Why students feel they don't have choices
4. K responds more favorable than upper grades
5. Primary staff more positive than upper grade staff

Part V: 2011 Parent Advisory Board Survey Analysis

This year the parent's section is written by the Long Range Planning Committee (LRPC)—Aaron Sauberan, Anne Murphy, and Anna Moore (with the help of Mike Brooks, an interested parent). The LRPC is a subcommittee of the Parent Advisory Board (PAB). The parent's section shares the results of a survey given to the greater parent body by the LRPC; all questions on the survey are approved by the PAB.

Of the 300+ families at Hooker Oak, approximately 144 completed surveys. Survey questions focused primarily on the Open Structured Classroom (OSC). Respondents were asked to rank the elements of OSC that were most important to them; they were then asked to evaluate the extent to which they saw these elements being implemented in the classroom. Respondents assessed their level of satisfaction with the implementation of their top five rated elements by indicating *very satisfied, satisfied, neutral/don't know, dissatisfied, and very dissatisfied*. In addition, parents were asked how they heard about Hooker Oak OSC, why they chose Hooker Oak OSC as their children's school, and the extent to which the 2009-2010 PAB recommendations were met. Respondents also wrote open-ended answers to two questions, which were posed by the principal of Hooker Oak OSC.

Part One: 2010 Recommendations Revisited and Evaluated for 2011

Discussion of the results of the 2011 survey are used to re-visit the four actions of the PAB in 2010 and evaluate the extent to which respondents on the 2011 survey felt these recommendations were met in 2011. Recommendation 2 was addressed with 2 survey questions.

2010 Parent Recommendation 1: Collaboration between teachers and the principal be supported, encouraged and implemented. This will need to be accompanied with assistance from the district administrators or perhaps with outside mediation.

Survey Results

	# Responses	% of Responses
Very satisfied	16	39
Satisfied	40	
Neutral/Don't Know	68	47
Unsatisfied	15	14
Very unsatisfied	5	
Total	144	100

56 of the 144 respondents selected *very satisfied* or *satisfied*, indicating that parents believe that collaboration between the principal and teachers is happening and that this collaboration is contributing positively to the school. Comments from the open ended section of the survey support these numbers. One respondent stated a strength of the school as "the way the teachers and the principal are working together." Another respondent stated, "I think the principal and the teachers are starting to work as a team and the teachers are collaborating. I hope it continues to strengthen our school."

Almost half of the 144 respondents selected *neutral/don't know*. This number raises the question as to how measurable and discernable teacher/principal collaboration is to parents. The parent community supports school teachers and staff in communicating to parents their collaborative efforts. Some of these efforts might be district-mandated, such as Professional Learning Communities (PLCs), while other efforts may be unique to Hooker Oak as an individual school and within its category as an alternative school of choice.

2010 Parent Recommendation 2: Staff training that is specific to the OSC elements as well as the consistent implementation of the OSC elements within all classrooms.

Survey results (training):

	# Responses	% of Responses
Very satisfied	23	44
Satisfied	40	
Neutral/Don't Know	60	42
Unsatisfied	18	14
Very unsatisfied	3	
Total	144	100

Survey results (implementation):

	# Responses	% of Responses
Very satisfied	11	44
Satisfied	52	
Neutral/Don't Know	49	34
Unsatisfied	24	23
Very unsatisfied	8	
Total	144	100

44 of the 144 respondents marked either *satisfied* or *very satisfied* with the OSC staff training and classroom implementation of OSC elements. Open ended comments support these numbers: "The

rich history of thematic instruction and parental involvement is our greatest strength. We have committed families/teachers, hands on learning, and a tie to the bigger picture—learning that goes beyond the classroom."

Approximately 55 of the 144 respondents marked *neutral/don't know*. On another portion of the survey, however, when asked to identify factors in choosing Hooker Oak, respondents marked "belief in the OSC philosophy" as their strongest factor in choosing Hooker Oak. Comments about OSC philosophy were also prevalent in the open ended section. Given the contradictions in the survey data here, it is unclear whether the relatively high number of respondents who marked neutral/don't know lack the knowledge of OSC philosophy, are indifferent to it, or are unable to be in the school often enough to observe classrooms because of personal circumstances.

While it is clear that the OSC philosophy is important to parents, the survey does indicate significant uncertainty about the meaning of OSC to parents. The parent community supports school teachers and staff in consistent implementation of Hooker Oak's school-wide philosophy.

2011 Parent Recommendation 3: OSC elements continue to be given specific, observable definitions that are communicated to the parents through school wide media (newsletter, bulletin boards, presentations, classroom newsletters, etc...)

Survey results:

	# Responses	% of Responses
Very satisfied	18	55.2
Satisfied	62	
Neutral/Don't Know	34	23.4
Unsatisfied	26	21.4
Very unsatisfied	5	
Total	145	100

80 of the 145 respondents marked either *very satisfied* or *satisfied* with school wide media as used to communicate OSC elements. This number is over half of the total number of respondents—a majority. Additionally, on another portion of the survey, when asked to indicate a level of satisfaction for the implementation of the 2008-2009 survey's top five elements, a majority of parents identified they were *very satisfied* or *satisfied*. As mentioned previously, comments about OSC philosophy were also prevalent in the open ended section.

34 of the 145 respondents marked *neutral* or *don't know* as to whether school wide media was a successful communication tool for OSC elements. (Again, it is unclear as to whether the 34 respondents who marked *neutral/don't know* lack the knowledge of OSC philosophy, are indifferent to it, or are unable to be in the school often enough to observe classrooms because of personal circumstances.) 31 respondents marked either *unsatisfied* or *very unsatisfied*. Comments about communication were made by respondents in the *Needs Improvement* section as well.

2010 Parent Recommendation 4: Research, develop and implement more performing and visual arts instruction into all grade level classrooms.

Survey results:

	# Responses	% of Responses
Very satisfied	16	58
Satisfied	75	

Neutral/Don't Know	48	31
Unsatisfied	14	11
Very unsatisfied	4	
Total	157	100

91 of 157 respondents marked either *very satisfied* or *satisfied* with the levels of performing and visual arts instruction at Hooker Oak. Some opportunities teachers provide in their classrooms, while other opportunities are available to specific age/grade levels or to all students attending Hooker Oak. This year, the element Creative Arts was ranked 6th most important by parents.

48 of the respondents marked *neutral / don't know* as to the extent to which performing and visual arts are taught at Hooker Oak. (It is unclear as to whether these 48 respondents are unable to observe the classroom because of personal circumstances and are therefore unaware of the degree to which performing and visual arts are taught, or whether these respondents are indifferent to the teaching of performing and visual arts).

Part Two: Summary of Open-Ended Responses

This year, parents were asked by the principal to respond to the following questions:

1. What are the strengths of this school?
2. What needs to be improved?

The majority of responses to school strengths fell within four subject areas: OSC philosophy, parent involvement, family/community, and teachers. Many comments speak to the dedication and passion of Hooker Oak's teachers, the sense of family and close-knit community at the school, and the important role parents play in the classroom. References regarding the OSC philosophy were numerous and often mentioned specific elements such as thematic instruction, hands-on learning, and parental involvement. Most comments indicate that parents view the OSC philosophy as a strength of the school, and value its elements.

The majority of responses to needed school improvements fell within four subject areas: OSC implementation, communication/collaboration, relationships among community members, and opportunities for academic challenges. Many comments speak to the need for clearly defined OSC elements and their implementation in the classroom. Other comments suggested the need for more communication/collaboration among and between teachers, parents, and the principal. Several respondents expressed a desire for academic challenge and rigor, especially for children doing well academically.

Part Three: 2011-2012 Parent Actions

1. The Parent Community will pursue activities that support collaborative goal-setting among Hooker Oak teachers, staff, and parents.
2. The Parent Community will work collaboratively with teachers and staff to educate parents, the school community, and the community outside the school about OSC/Alternative School of Choice.
3. The Parent Community will support school staff communication with parents as to how

OSC elements are implemented in classrooms.