

PI Year 3 LEA Plan Evidence of Progress (2012–13)
 End-of-Year Submission: September 2013
 Local Educational Agency: Chico Unified School District
 Submitted by Kelly Staley

1. Summarize the LEA Plan strategies and actions implemented during 2012–13, including a description of local evidence used to determine effective implementation.

During 2012-13, we continued to focus on ensuring high-quality curriculum, instruction, and assessment for all our students; in addition, we developed plans to implement the Common Core State Standards (CCSS). In support of these priorities, we focused in particular on the following strategies and actions from our LEA plan:

- a) Continue to implement and refine a balanced system of assessment, including school-based common assessments and district-level Student Progress Assessments (LEA Plan reference A2, p. 7)**

Rationale for focusing on this area as a priority: We have invested a great deal of time, study, and professional development into implementing a balanced system of assessment. Through years of professional development and collaborative work, groups of teachers at all grade levels are regularly collecting and analyzing short and medium-cycle assessment information (minute-by-minute classroom assessments, individual teacher classroom assessments, and common assessments), and using that information at the classroom and site levels to make decisions about instruction. In 2010-11, we began designing a district-wide assessment in English-language arts and in math (the Student Progress Assessments, or SPAs), designed to measure student progress toward the standards in the Standardized Testing and Reporting (STAR) blueprints. We implemented the SPAs in 2011-12. While we know that the landscape of assessment, curriculum and instruction will change in the coming year, we continued to focus on assessment, including the SPA, for 2012-13 so that we could take advantage of lessons learned so far, and prepare ourselves for implementing the SBAC.

Summary of strategies and actions implemented	Description of local evidence used to determine effectiveness
<ul style="list-style-type: none"> • All teachers (elementary and secondary) looked at state assessment data (CSTs) during staff meetings at the beginning of the year, and used that data to make decisions about instruction, intervention, and professional development • K-8 teachers English and math teachers continued to give the district Student Progress Assessments 	<ul style="list-style-type: none"> • Sign-in sheets and notes from district-wide meetings • Copies of assessments shared with district and site administrators

<p>(SPA) in English and math, and met in grade-level groups to analyze the results (twice in English, three times in math).</p> <ul style="list-style-type: none"> • Junior high history and science teachers gave one common unit assessment, and met to discuss the results • High school English teachers developed a common district-wide assessment at grades 9 and 11 (as an alternative to the SPA) that included more writing • High school algebra teachers gave weekly common assessments • Algebra and pre-algebra analyzed common assessment data at every districtwide meeting and used the results to plan further instruction • The district-wide transition to a new data system, Illuminate, made assessment more accessible to teachers, thus facilitating greater collaboration around data and the use of data to improve instruction and student achievement. • Teacher ability to develop their own standards-based tests was increased by switching from IntelAssess to Key Data, which allows teachers to build assessments by selecting from an item bank. • In preparation for transitioning to the SBAC assessments under Common Core, we piloted online assessment in selected classes; in addition, nine schools piloted the SBAC. The results of these pilots, and implications for how instruction will have to change under the common core, were discussed by administrators in Leadership meetings, and administrators and teachers at District Advisory Council. 	<ul style="list-style-type: none"> • Schedules for collaborative planning meetings • Emails and conversations between teachers and administrators regarding various types of formative and summative assessments • Student achievement on assessments, as measured by teacher records and in Illuminate
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b) Continue to monitor and support use of state-adopted mathematics instructional materials (LEA Plan reference B1, p. 10)

Rationale for focusing on this area as a priority: This strategy—part of our larger LEA plan goal to fully implement SBE-adopted K-8 curriculum in mathematics and ELA—remained a priority in 2012-13, as our mathematics scores at the elementary level continue to be an area of concern.

As we prepared to transition to the Common Core math standards, we took the opportunity to focus on this area of our plan by continuing to support elementary teachers in their use of Everyday Math, as well as to explore with secondary teachers the pros and cons of adopting integrated courses rather than the traditional separate courses.

Summary of actions and strategies implemented	Description of local evidence used to determine effectiveness
<ul style="list-style-type: none"> • Two math coaches (one full time, one 60% time) continued to support elementary teachers in implementing the Everyday Math curriculum, and in adhering to the pacing guides • 18-20 elementary teachers took part in workshops on teaching math and changes that will be required with the implementation of the CCSS. These workshops were provided by the CSUC math project • Ten elementary teachers went to additional training put on by the CSUC Math Project in summer, 2013. • Junior high math teachers began the process of adopting CCSS-like curriculum and assessments, and focused most district-wide and site-level math meetings on discussing the changes necessary to move from the current standards to CCSS. • High school teachers and administrators began exploring whether they would offer integrated math (Math 1, Math 2, Math 3) rather than separate math courses (algebra, geometry, algebra 2, etc). 	<ul style="list-style-type: none"> • Monthly coaching schedules from math coaches • Handouts and sign-in sheets from math coach training • Handouts and sign-in sheets from math trainings provided by CSUC math project • Handouts and sign-in sheets from district-wide staff development days (junior high and high school math meetings)

c) Ensure full and consistent implementation of standards-based ELD instruction across the district (LEA Plan reference C2, p. 13)

Rationale for focusing on this area as a priority: English learners have been making steady growth on the AYP, but still trail their non-EL peers in proficiency in ELA and math. Moreover, while the numbers of English learners making progress on the CELDT has also improved, our ELs are still not consistently making their AMAOs. Thus, this continues to be a priority area for us.

Summary of actions and strategies implemented	Description of local evidence used to determine effectiveness
<ul style="list-style-type: none"> • District-wide grade level trainings on Language 	<ul style="list-style-type: none"> • Sign-in sheets, agendas and

<p>Star methods were offered to all elementary teachers before school began, with follow-up trainings held weekly after school</p> <ul style="list-style-type: none"> • All teachers new to the district were also provided with Language Star training for 2-4 days prior to the start of the school year • Four mandatory trainings were held for secondary ELD teachers. In the past these trainings had been optional. Secondary ELD teachers received support in providing standards-based ELD instruction from the district ELD coach and Language Star consultant. • A three-week ELD Institute was held during the summer for teachers who had already taken part in the basic Language Star training. This institute covered more advanced reading comprehension and writing skills, and was based on the <i>Treasures</i> ELA curriculum. • EL coaches provided support at PI sites for 60 minutes each week in accessing EL assessment and proficiency data, and modifying instruction based on that data to enable ELs to attain AMAOs. • Eight-week assessments were loaded into Illuminate, and results reported to parents and teachers. The new report card will include reporting on EL language proficiency. • 	<p>handouts from Language Star trainings.</p> <ul style="list-style-type: none"> • Coaching schedules • Coach observations • Principal observations
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d) Ensure consistent and appropriate IEP development for students to achieve academic proficiency (LEA Plan reference C3, p. 14)

Rationale for focusing on this area as a priority: Students with disabilities, like English learners, have been one of the subgroups that has consistently achieved far below their non-disabled peers. Thus, we are also continuing our focus on these students as an important priority in our LEA plan.

Summary of actions and strategies implemented	Description of local evidence used to determine effectiveness
<ul style="list-style-type: none"> • Special education teachers (RSP and Mild/Moderate) K-12 met with general education peers at beginning of the year meeting to discuss the results of state assessment data • Three District Staff meetings were held during the 	<ul style="list-style-type: none"> • Handouts, agendas, and power points from the staff development meetings held • “Exit tickets” from participants where they identified what

<p>2012-13 school year at which the following topics were addressed related to appropriate IEP development for students to achieve academic proficiency:</p> <ul style="list-style-type: none"> • 09/12/12: 2012 STAR results (DRDP, CST, CMA and CAPA were reviewed and SMART Goals were written by job-alike groups (e.g. Resource Specialist Teachers, Special Day Class Teachers, etc.) • 01/09/13: A presentation by Steve Koch, Ph.D., CSUC Associate Professor of Education, was provided to all special education teachers. Many general education teachers attended as well. The topic of the presentation was Education-Based Mental Health Services for students with ADHD, Anxiety and Depression • 03/27/13: Presentations included the following: IEP Goal Writing and Common Core Standards, Required CAPA Training, Individual Transition Plans, Social Skills for students with Autism Spectrum Disorders 	<p>worked and what improvements could be made in each presentation.</p> <ul style="list-style-type: none"> •
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e) Provide support for teachers in strategies to improve classroom instruction aligned to curriculum and standards (LEA Plan reference A3, p. 8)

Rationale for focusing on this area as a priority: As we prepare to implement the common core, we realize that it will require some changes in both curriculum and instruction. We chose this area of our plan to focus on for 2012-13 to best prepare our teachers to teach at the rigor level required by the Common Core.

Summary of actions and strategies implemented	Description of local evidence used to determine effectiveness
<ul style="list-style-type: none"> • All district administrators and approximately 20 teacher leaders took part with other county administrators in a five-session Common Core Implementation workshop facilitated by Butte County Office of Education. • Administrators and teacher-leaders drafted common core implementation plans for elementary, junior high, and high school. • Approximately fifty high school teachers took part 	<ul style="list-style-type: none"> • Handouts, agendas, and evaluations of Common Core implementation series • Draft CCSS implementation plans • Handouts, agendas, and evaluations of ABeo trainings • Notes from peer-facilitated walk-throughs as a part of

in a four-session series on improving the rigor of instruction and lessons, facilitated by Abeo School Change. As a follow-up, they participated with their peers and administrators in peer-facilitated observations in each others' classrooms.

- Four teachers took part in more advanced training with Abeo facilitators to build their capacity to support and coach peers in high-quality instruction.

Abeo observations

2. Analyze the 2012–13 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.

Although we did not meet the 2013 Adequate Yearly Progress (AYP) targets on the California Standards Tests (CST) and California Modified Assessment (CMA), we were pleased to see improvement in both ELA and mathematics on these summative assessments, as the charts below show.

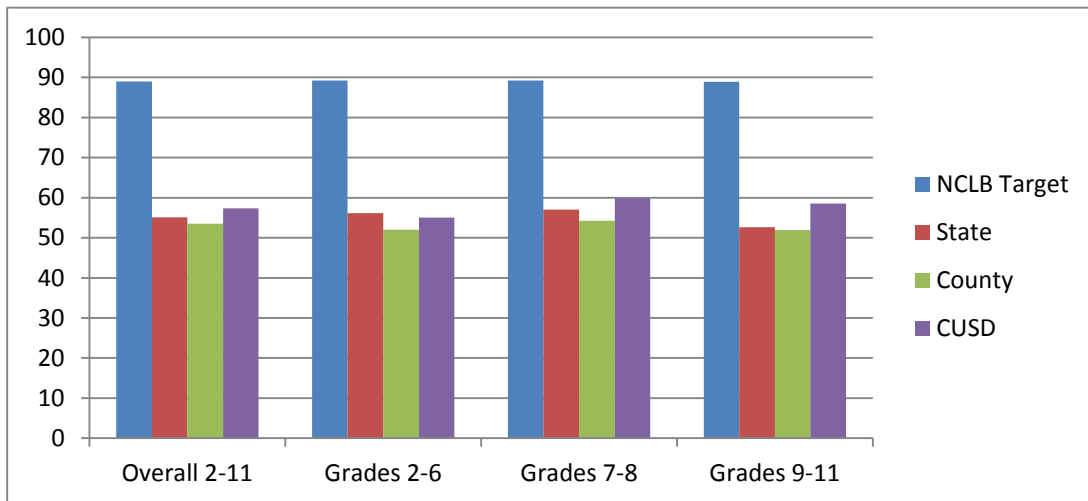


Chart 1: % Proficient/Advanced in ELA (CST and CMA) Compared with NCLB Targets

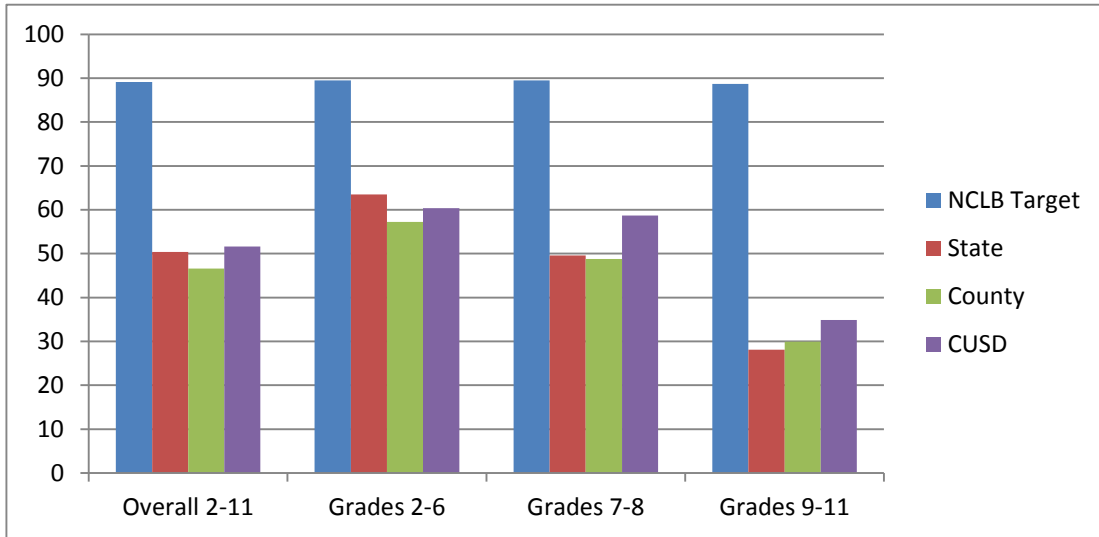


Chart 2: % Proficient/Advanced in Math (CST and CMA) Compared with NCLB Targets

Overall (grades 2-11), CUSD scored slightly above the state in both ELA and math. The district scores exceeded state scores at the secondary level in both ELA and math, but were below the state in elementary ELA and math.

But although our performance goals were established based on the NCLB bar that all districts are required to meet, a more complete picture of student achievement emerges when we pull apart the data to examine individual schools' progress toward API targets, performance in specific subject tests on the CST (and CMA, where applicable), and our rate of growth compared with the state rate of growth over time. Looking at these indicators, we see clear areas of strength, as well as areas where we still need to focus efforts.

- Fifteen of the twenty schools with API targets met those targets overall; however, only eleven met the targets for all subgroups. The subgroup that appears to be struggling the most are our economically disadvantaged students; they met API targets in only eight of nineteen schools.
- Overall, only grade 6 is out-performing the state average in ELA (5.6% higher) or math (4.4% higher).
- Grades 2-5 ELA and math are performing below the state average, from 1.4% below the state (Grade 3 ELA) to 6.9% below the state average (Grade 4 math).
- Grades 2, 4 and 6 (both ELA and math) and 3 (math only) had a higher one-year growth rate than the state overall (2011-12 to 2012-13).
- Grade 5 (both ELA and math) and grade 3 (ELA only) had a lower one-year growth rate than the state overall (2011-12 to 2012-13).
- Grades 2, 3 (both ELA and math), and 5, 6 (math only) have a higher 4-year growth trend than the state.
- Grades 4 (both ELA & math) and 5, 6 (ELA only) have a lower 4-year growth rate than the state.
- Out of 32 areas in which the CST and/or CMA were administered, half (16/32) had a 4-year growth rate that was the same as or exceeded the state growth rate.
- Out of 32 areas in which the CST and/or CMA were administered, 22 met or exceed the state percent proficient or above for 2013.
- **The areas of greatest concern** district wide are those which have a four-year growth rate slower than the state growth rate coupled with a lower percent proficient than the state for 2012. These areas are Summative Math, Grade 4 ELA, Grade 5 ELA, and Grade 4 Math.
- **The areas of greatest strength** district wide (same or higher growth rate than the state and a higher percent proficient than the state average) appear to be Chemistry, Geometry, Biology, US History, World History, Grade 11 ELA, Algebra II, Grade 6 Math, and Grade 7 Math.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.

The Chico Unified School District’s LEA plan was written in 2003 and formally revised through LEA Plan Addendums in 2005, 2008 and 2011. The Board approved the 2003 Plan and each formal Addendum, as required by the CDE. Minutes from the Board meetings, which provide evidence of the Board’s discussion and approval of the three LEA Plan Addendums (May 4, 2005, August 20, 2008, and October 19, 2011), were uploaded into CAIS as a part of our Evidence of Progress report in September, 2012.

Annual communication with the Board regarding the implementation of LEA Plan strategies and activities takes place at regular Board meetings and Board workshops. These strategies—implementing a balanced assessment system, supporting teachers as they implement our most recent mathematics adoption, ensuring appropriate instruction for English learners and students with disabilities to ensure their academic progress, and providing support for teachers in high quality instruction and curriculum—are at the core of the work of our teachers, schools, and district. Thus, our communication about these strategies has been in the context of ongoing reports to the board, the agendas for which are uploaded into CAIS. These reports include:

September 18, 2013: Report on 2012-13 student performance on Content Standards Tests

May 1, 2013: Report on CCSS implementation and elementary math (including curriculum, teaching strategies, assessments, and communication with parents)

March 27, 2013: Annual evaluation reports for Sierra View and Hooker Oak Elementary Schools

January 23, 2013: Single Plan for Student Achievement (for schools receiving state and federal categorical funding)