

PI Year 3 Mid-Year Evidence of Progress  
March 2012  
Local Educational Agency: Chico Unified School District  
Submitted by Kelly Staley, Superintendent

**1. Of the goals and strategies outlined in your revised LEA Plan, identify three priorities your district is currently focusing on:**

- A. Continue to implement and refine a balanced system of assessment, including school-based common assessment and district-level Student Progress Assessments (*LEA Plan reference A2, p. 7*)
- B. Continue to monitor and support use of state-adopted mathematics instructional materials (*LEA Plan reference B1, p. 10*)
- C. Ensure full and consistent implementation of standards-based ELD instruction across the district (*LEA Plan reference C2, p. 13*)
- D. Ensure consistent and appropriate IEP development for students to achieve academic proficiency (*LEA Plan reference C3, p. 14*)

**2. Briefly describe recent progress that has been made in implementing the plan's strategies in these three priority areas.**

- A. A balanced assessment system uses evidence of learning to inform decisions at several levels; classroom, site, district, and state. Our view of a balanced assessment system is a continuum that includes collecting, analyzing, and using short, medium and long-cycle assessment information. This continuum includes minute-by-minute classroom assessments (very short-cycle), individual teacher classroom assessments, (short cycle), teacher collaborative team common assessments (medium cycle), district-level progress monitoring assessments (long cycle) and state assessments (long cycle).

**We have made the following progress in implementing strategies supporting a balanced system of assessment.** After meeting with teacher and administrative groups during 2010-2011, and looking at the work of some other California districts, CUSD decided to implement a revised approach to district-wide student progress monitoring assessments in grades 2-11 in math and English-language arts. The assessments were designed with a dual purpose: to monitor student progress on the standards in the Standardized Testing and Reporting (STAR) blueprints (providing teachers, administrators and students with information on how well students were attaining state content standards), and at the same time to promote discussion about the degree to which the taught curriculum covered the state standards as identified in the CST Blueprints. In order to provide a clear picture of student progress during the school year, the same assessment was administered three times: in August, in

November and in late February. District-wide teacher meetings to analyze results were scheduled following each assessment: in September, November, January and March. The district provided teachers with disaggregated results. Teachers then worked in course-alike or grade-alike groups to analyze the progress of their own students by standard, and to compare their students' progress with the progress of students in other classes. Protocols with guiding questions were developed to assist teachers in the analysis of the student progress results. Additionally, guiding questions were developed to help teachers create targeted goals addressing areas in which students were not progressing. These SMART (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-Bound) goals were meant to complement teacher collaborative team goals based on areas of greatest student need.

- a. The first SPA was given at the beginning of the school year to provide a baseline measurement of each student's knowledge of the standards they were expected to master by the administration of the STAR test. After the first administration of the SPA, teachers used disaggregated results to evaluate areas of need and strength. Between 84%-92% of our students took the test, ranging from a low of 84% in grade 2 to a high of 92% in grade 7. Two sample assessments are attached to this report: an English-language arts assessment from grade 4, and an Algebra assessment.
- b. The same SPA test was administered in mid-November. For this administration, between 84%-88% of the students took the test. Teachers were provided with results from both August and November to measure the growth in student learning
- c. In district-wide meetings on March 14, teachers will use the results from the third administration of the SPA to measure student growth from August to March and develop a plan to raise student achievement in areas of concern.
- d. Our next steps are to bring together math and English teachers to improve both the test and the process for the 2012-2013 school year. The goal is to insure that student achievement is constantly measured, and instructional strategies are designed and refined as needed based on assessment results. In the long run, CUSD will utilize areas that are consistently a concern to build its staff development plans.
- e. CUSD will also bring history and science teachers together in the 2012-2013 school year to build a similar assessment plan for 2013-2014 to measure student achievement in these areas.

We are still in the process of developing a system to collect evidence of how teachers are using assessment results in both a formative and summative sense. In addition to the common district-level SPA assessments, teachers at all sites have been implementing **common assessments** in collaborative teams as well

as **individual minute-by-minute assessment strategies** within their classes. We need to collect more concrete evidence on the extent of implementation, although preliminary reports point to variations: some departments, grade levels, and teachers are using these common assessments regularly, while others are at the beginning stages of doing so. To expand the implementation of within-lesson rapid-cycle formative assessment, a series of four one-day workshops was piloted this year in conjunction with the Butte County Office of Education. Plans are being developed to refine this pilot into a system of workshops supported by walk-throughs. This work will help provide teachers and students with the immediate formative feedback they need to adjust instruction to meet student learning needs. Our next steps are to measure to what degree these assessments are being given, and provide support to teachers in improving their use of common formative assessments and minute-by-minute assessment strategies.

- B. During 2008-10, the district adopted the state-approved mathematics instructional materials listed below, and provided teachers with AB 472 training to help with implementation:
- a. K-6 (except Sierra View Elementary): *Everyday Math*
  - b. K-6 (Sierra View): MacMillan/McGraw Hill Math
  - c. 7 (Algebra Readiness): McDougall-Little
  - d. 8 (pre-Algebra): Holt-Course 2
  - e. Algebra: CPM *Algebra Connections*
  - f. Geometry, Algebra 2: CPM

In addition to AB 472 materials training, we have provided support for the use of these mathematics materials as follows:

- a. **For elementary teachers using *Everyday Math***, we have provided two full-time mathematics coaches. These coaches have developed model lessons that reinforce specific skill sets, and consulted with teachers on how to best present specific concepts, as well as how to differentiate the curriculum to meet the needs of all students, including English learners and students with disabilities. Regular site grade-level meetings allow teachers to regularly adjust curriculum and instruction based on the results of common assessments. In addition, district-wide grade-level meetings following each Student Progress Assessment provides another forum for teachers to discuss student progress on the assessments, as well as identifying interventions for students who are not progressing satisfactorily.
- b. **Secondary teachers** have been supported through structured collaboration with course-alike groups, both embedded into the school day each week and during four district-wide after-school meetings. During the first after-school meeting, held in January, teachers revisited the district

essential standards created four years ago and determined the extent to which they align with the learning targets currently being used in classrooms, with the benchmark assessments, and with the Common Core Standards. Essentially, this was a preparatory meeting, setting the stage for subsequent work in ensuring refinement and alignment of essential standards, curriculum, and assessments.

During the second math staff development day (February 29), teachers worked on the following:

- i. Refining and, as necessary, revising existing essential standards (by course)
- ii. Connecting these agreed-upon essential standards to the Common Core

A third meeting will be held on May 9<sup>th</sup>. During this meeting, teacher teams will continue finalizing revised essential standards that align with the Common Core standards, and then move into items 3 and 4 on the list below (with the remainder of the list to be completed in 2012-13).

- iii. Building consensus on a pacing structure for Essential Standards
- iv. Aligning Student Progress Assessments to essential standards and pacing structure
- v. Agreeing to the number and schedule of assessments to be given
- vi. Developing a system for utilizing results from assessments to inform instructional decisions on a continuous basis

**Our next steps in this area** are to continue to support teachers through providing math coaches at K-6, and providing time for district-wide staff meetings four times a year where grade-alike and course-alike teams can continue this work. We will also put into place a walk-through protocol for principals to use in monitoring the consistent implementation of the curriculum in all areas, including math.

**C. To move toward full and consistent implementation of standards-based ELD instruction**, we have focused our resources this year—including EL coaches and Language Star, a grammar-based ELD program—at our five Program Improvement elementary schools with the highest concentration of English learners (Chapman, Rosedale, Parkview, Citrus, and McManus). We are also providing coaching and support for teachers of English learners at all our schools. Specifically:

- a. A total of 25-30 teachers our high-need PI schools work with EL coaches who assist them in implementing Language Star. These coaches are full-time CUSD Teachers on Special Assignment with expertise in bilingual or ESL education. The coaches, in turn, meet weekly with an external coach

to determine which of the 25-30 teachers implementing the program need more support (and then to provide that support) and which teachers are ready to move forward.

- b. Between 75-100 teachers have received professional development in implementing Language Star, both during the school year and during summer institutes (a pilot at Chapman in summer 2009, and a second and third summer institute in 2010 and 2011).
- c. ELD coaches have assisted teachers with assessing EL students using Language Star assessments in eight-week cycles to determine whether they need intervention (strategic or intensive), or to be placed at a higher instructional level.
- d. Principals at PI schools meet monthly with coaches for training in ELD program design, second-language acquisition research, and strategies for monitoring and observing Language Star lessons and assessing the quality of ELD instruction.
- e. General education teachers at all sites are receiving support in using ELD assessment results to adjust instruction for English learners, and using to provide intervention as needed.

Currently, all English learners at our PI schools are receiving instruction with Language Star. The remainder of our EL population receive ELD instruction within the mainstream classroom, in some cases with support from EL coaches (elementary) and ELD teachers (secondary). Our next steps in ensuring implementation of full and consistent ELD instruction across the district will be to compare the CELDT and ELD assessment scores of these students with those of their peers not receiving Language Star, and determine how to implement and / or adapt this model at other schools. We will also continue to assess students' language proficiency, using CELDT tests as well as Language Star and local ELD assessments, and adjust curriculum based on the results of those assessments.

**D. To ensure that consistent and appropriate IEPs are developed which enable students with disabilities to achieve academic proficiency,** District personnel have engaged in the following activities during the 2011-12 school year:

- a. An IEP checklist for quality and compliance has been created and reviewed with district special education teachers for their use prior to affirming and attesting students' IEPs in SEIS.
- b. A team of 20 special education staff members have reviewed 65 IEPs selected from various schools, grade levels and programs for legal compliance and for educational benefit

- c. Special education teachers assigned to mild/moderate programs have administered the Student Performance Assessments to the students in their classes
- d. Special education teachers have collaborated with general education teachers regarding the results of the Student Performance Assessments
- e. Four district-wide staff meetings have been held to provide training with regards to the Special Education Self-Review, IEPs and linguistically appropriate goals, objectives and instruction for English Learners with disabilities

**3. Briefly describe the local assessment data and other evidence the LEA used to determine progress in these priority areas.**

- A. One measure of our implementation of a balanced assessment system is the assessments (benchmark and common formative) which we have developed and are using, as well as the results of those assessments. For the benchmark (SPA) assessments, data is disaggregated in several different ways, including the overall percentage of students at each performance band (from far below basic to advanced) for each teacher during each assessment period, and the percentage of students scoring at each performance band disaggregated by standard (for mathematics only).

In addition, our LEA plan identifies several action steps that move us toward accomplishing this goal. These steps, and the evidence that we are making progress in this area, are listed in the table below.

Action Step	Evidence to determine progress
PLC teams use SPA results to measure student progress toward standards.	<ul style="list-style-type: none"> <li>• Sign-in sheets from district-wide PLC meetings</li> <li>• Spreadsheets showing disaggregated data, by grade level and teacher</li> <li>• Percentage of students taking test, by grade level</li> </ul>
Collect evidence from elementary sites of the formative and summative use of reading-language arts assessments	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts (district level benchmark—attached to this report)</li> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> </ul>
Collect evidence from elementary sites of the formative and summative use of mathematics	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts</li> </ul>



assessments	(district level benchmark—attached to this report) <ul style="list-style-type: none"> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> <li>• Examples of modifications to lessons made formatively as a result of assessment results—gained via teacher interview</li> </ul>
Collect evidence from secondary sites of the formative and summative use of math and English-language arts assessments	<ul style="list-style-type: none"> <li>• Sample Student Progress Assessment in English-language arts (district level benchmark—attached to this report)</li> <li>• Sample common assessments from various content areas and grade levels (available upon request)</li> </ul>
Ensure that special education and EL teachers are included in the work done to develop, revise or adopt Student Progress Assessments and school-based common assessments	<ul style="list-style-type: none"> <li>• Sign-in sheets from district-wide PLC meetings, showing EL and special education teachers</li> <li>• Spreadsheets showing disaggregated data, by grade level and teacher</li> </ul>
Provide support for teachers in using assessment results both formatively (to adjust instruction as needed) and summatively (to monitor student achievement and progress).	<ul style="list-style-type: none"> <li>• Sign-in sheets, agendas, and handouts from four one-day trainings in formative assessment</li> </ul>

- B. In general terms, evidence of **monitoring** the use of *Everyday Math* includes examination of lesson plans, principal observation and walk-throughs. Evidence of **support** for teachers in curriculum implementation includes documentation of model lessons and trainings from the mathematics coaches, as well as documentation of work done by professional learning communities at each site and in district-wide meetings. Action steps related to this goal and the corresponding evidence are shown in the chart below:

Action Step	Evidence to determine progress
Develop or adopt K-6 pacing guides for Everyday Math.	<ul style="list-style-type: none"> <li>• Examples of pacing guides</li> <li>• Teacher lesson plans show evidence of a common pacing</li> <li>• Student results on SPA assessments demonstrate that specific concepts have been covered in accordance with pacing schedule</li> </ul>
Math coaches support teachers in implementing the pacing guides, and modifying as needed for English learners and students with disabilities.	<ul style="list-style-type: none"> <li>• Monthly coaching schedules from math coaches</li> <li>• Handouts and sign-in sheets from math coach trainings</li> </ul>

Ensure access to math pacing guides by posting on the district website.	<ul style="list-style-type: none"> <li>• Math pacing guide on the website</li> </ul>
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C. The following action steps have been identified in our LEA plan to support the goals of fully and consistently implementing a standards-based ELD program across the district.

Action Step	Evidence to determine progress
Develop specific English Language proficiency goals and strategies for English learners consistent with Annual Measurable Achievement Objectives.	<ul style="list-style-type: none"> <li>• LEA plan, showing overall goals for EL proficiency</li> <li>• CELDT data</li> <li>• Language Star 8-week assessments</li> </ul>
Ensure the use of ELD assessments by teachers at all school sites	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Copies of assessments</li> <li>• Record of student scores on assessments</li> <li>• Principal observation</li> </ul>
Ensure that ELs are appropriately placed for ELD instruction based on CELDT scores and ELD assessments	<ul style="list-style-type: none"> <li>• Student schedules compared with CELDT scores and ELD assessment scores</li> </ul>
Provide daily ELD instruction for ELs consistent with the state-recommended time allotments and using state-adopted core and supplemental materials.	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Principal observation</li> <li>• EL coach observation</li> <li>• Student schedules</li> </ul>
Monitor to ensure that ELD instruction is delivered for the required number of minutes per day.	<ul style="list-style-type: none"> <li>• Teacher lesson plans</li> <li>• Principal observation</li> <li>• EL coach observation</li> <li>• Student schedules</li> </ul>
Regularly share EL progress in language proficiency and academic achievement with parents and teachers in PLCs and other settings.	<ul style="list-style-type: none"> <li>• Minutes and agendas from ELAC and DELAC meetings</li> <li>• Report cards</li> </ul>
Provide professional development for classroom teachers in accessing EL assessment and proficiency data, and modifying instruction based on that data to enable ELs to attain AMAOs.	<ul style="list-style-type: none"> <li>• Sign-in sheets and agendas from trainings</li> </ul>
Provide specific training—eight half-day sessions—for principals at McManus, Parkview, Chapman, and Rosedale to equip them with advanced knowledge of ELD program design, language research, and in-class monitoring of language teaching.	<ul style="list-style-type: none"> <li>• Sign-in sheets, agendas and handouts from Language Star trainings</li> </ul>
ELD coaches continue to provide professional development and coaching to teachers at PI schools	<ul style="list-style-type: none"> <li>• EL monthly coaching schedules</li> </ul>
Expand Language Star pilot to include Citrus,	<ul style="list-style-type: none"> <li>• Observation of Language Star being</li> </ul>



McManus, Rosedale, and Parkview as well as Chapman	used in classrooms • Teacher and student interview
Provide training as needed to enable teachers at non-PI elementary schools to use ELARs.	• Sign-in sheets and agendas from trainings
Provide training as needed to enable teachers to effectively utilize the ELD curriculum.	• Sign-in sheets and agendas from trainings

D. The following action steps have been identified in the District's LEA plan to support the goal of ensuring consistent and appropriate IEP development for students to achieve academic proficiency:

Action Step	Evidence to determine progress
Ensure English Learner IEPs specify how and when ELD support is to be provided.	<ul style="list-style-type: none"> <li>• Training provided by EL Teachers to School Psychologists regarding ELD assessments and programs</li> <li>• Training provided to special education teachers and specialists regarding appropriate goals, objectives and programs for EL students</li> </ul>
Develop differentiated IEP quality and compliance checklist differentiated by program.	<ul style="list-style-type: none"> <li>• IEP checklist developed by district staff</li> <li>• IEP checklist presented and reviewed at District Wide Staff Meeting on 01/11/12</li> </ul>
Continue to use effective entry-level, progress monitoring, and summative assessments to support instruction for all students.	<ul style="list-style-type: none"> <li>• Special Education Teachers assigned to Mild/Moderate programs administered the District's Student Performance Assessments to their students</li> <li>• Special Education Teachers reviewed the results of the Student Performance Assessments with general education teachers on 11/09/11</li> </ul>
Provide professional development to special education teachers in using assessment information to improve the design and delivery of curriculum, and in writing linguistically appropriate IEP goals for ELs (see section 5).	<ul style="list-style-type: none"> <li>• Special Education staff will participate in professional development activities regarding linguistically appropriate goals for EL students with disabilities during a District-Wide staff meeting scheduled for 03/14/12</li> </ul>