

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 11.2

Meeting Date : December 6, 2012

Subject : Elementary and K-8 Schools Data Presentation

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Accountability Office

Recommendation: Receive information

Background/Rationale :

The California Standards Tests (CST's) are designed to assess students' achievement of content standards in English Language Arts, Mathematics, Science and Social Science. The Academic Performance Index (API) and Adequate Yearly Progress are state and federal accountability metrics

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I. Overview of 2011-2012 Assessment and Accountability Results:

The information presented in the Elementary and K-8 Schools data report reflects information collected for 58 schools, which included Freeport and John Still Elementary and John Still Middle.

Sacramento City Unified School District currently operates 49 elementary schools; A.M. Winn, Abraham Lincoln, Bowling Green McCoy, Bowling Green Chacon, Bret Harte, Camellia Basic, Caroline Wenzel, Cesar E. Chavez, Clayton B. Wire, Collis P. Huntington, Crocker/Riverside, David Lubin, Earl Warren, Edward Kemble, Elder Creek, Ethel I. Baker, Ethel Phillips, Fruit Ridge, Golden Empire, H. W. Harkness, Hollywood Park, Hubert H. Bancroft, Isador Cohen, James Marshall, Jedediah Smith, John Bidwell, John Cabrillo, John Sloat, Joseph Bonnheim, Maple, Mark Hopkins, Mark Twain, Matsuyama, Nicholas, Oakridge, O.W. Erlewine, Pacific, Parkway, Peter Burnett, Phoebe A. Hearst, Pony Express, Sequoia, Susan B. Anthony, Sutterville, Success Academy, Tahoe, Theodore Judah, Washington, William Land, Woodbine and eight K-8 schools Alice Birney Waldorf-inspired, Caleb Greenwood, Fr. Keith B. Kenny, Genevieve Didion, Leonardo da Vinci, John Morse Therapeutic, John Still, and Martin L. King.

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III. Results:

In 2012, in the area of English Language Arts

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Evidence and Results

Student work samples, instructional plans, teacher reflection and CST data were used to determine the impact of implementation and revealed the following:

Teacher continuous analysis of student work reflected an increase in the volume and quality of student writing in response to reading. Students were better able to support their responses to open-ended questions with evidence from texts, as well organize their ideas with topic sentences and conclusions.

Teachers grew in their ability to develop standards aligned tasks and instructional plans. Written reflections by teachers participating in the project revealed that the work is having a significant and profound impact on their beliefs about what their students can do; expectations of their students and their own teaching practice.

2011-12 CST results indicated that the work had a positive impact on student performance. Seventeen of 19 early implementation schools demonstrated gains on the ELA CST. For example CP Huntington improved by 9.2%, Rosa Parks showed a gain of 12.7%, and Fern Bacon increased by 15.7%. School leaders attributed the increases to their teachers' engagement in the Common Core implementation.

EL Focus Schools:

Seven elementary schools were selected to be English Learner (EL) Focus schools due to the large percentage of ELs they serve. The schools participated in specialized professional development focused on building teachers' understanding of how to scaffold rich interactions in content area classes to accelerate students' acquisition of academic English and of subject matter content. The sessions were designed to improve teacher capacity to serve English learners with excellence and rigor.

V. Next Steps:

Continue to monitor, disaggregate and discuss data with site staff in order to inform instruction, interventions and programmatic changes.

Continue the adoption of the ELA Common Core State Standards wherein sites will examine the standards and design rigorous instructional plans including classroom based assignments.

Pilot benchmark assessments that are aligned to the ELA Common Core State Standards.

Begin the implementation of the Mathematics Common Core State Standards by building teacher and leadership capacity to strategically provide meaningful learning experiences that support students' acquisition of deep conceptual mathematical understanding.

Create models of practice for Inclusive Practices at the Early Implementation sites.

Continue to provide ongoing professional development and support to the Early Implementation and expanded sites as related to Inclusive Practices.

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Continue extended learning opportunities at the Priority Schools both during the school day, and after school opportunities.

Continue to support the implementation of the School Improvement Grant (SIG) grant at Oak Ridge Elementary School.

Continue to support the City year program at the Priority Schools and ensure that City Year personnel support the academic programs, as well as, in the after school programs.

Ensure that instructional initiatives at the Priority Schools are deeply embedded in the teaching practices of the school, and ensure that the professional learning opportunities further develop and support the instructional initiatives.

Working through the Principal Networks dialog with other principals about Best Practices currently being implemented at priority schools.

Using the Principal Network model, provide opportunities for principals to observe priority schools in an effort to begin replication of Best Practices.

Sacramento City Unified School District
Standardized Testing and Reporting (STAR) Program
California Standards Test/California Modified Assessment
Percent Proficient by Content, School, and Demographic Groups

COVER PAGE

Acronyms

ELA=English Language Arts

HSS=History/Social Science

PP=Percent Proficient

SW=Schoolwide

HL=Hispanic/Latino

AA=African American

AI=American Indian

AS=Asian

FI=Filipino

NHPI=Native Hawaiian/Pacific Islander

WH=White

2MORE=Two or More Races

EL=English Learners

SWD=Students with Disabilities

SED=Socio Economically Disadvantaged

Sacramento City Unified School District
Standardized Testing and Reporting (STAR) Program
California Standards Test/California Modified Assessment
Percent Proficient by Content, School, and Demographic Groups

School Type	School Name	2011 ELA PP_SW	2011 ELA PP_HL	2011 ELA PP_AA	2011 ELA PP_AI	2011 ELA PP_AS	2011 ELA PP_FI	2011 ELA PP_NHPI	2011 ELA PP_WH	2011 ELA PP_2MORE	2011 ELA PP_EL	2011 ELA PP_SWD	2011 ELA PP_SED
ES	A. M. Winn	40%	37%	27%		40%	60%		47%	40%	25%	22%	41%
ES	Abraham Lincoln	45%	31%	40%	100%	64%	50%	40%	59%	33%	19%	36%	41%
ES	Bowling Green	41%	37%	39%	25%	43%	63%	42%	75%	57%	28%	42%	39%
ES	Bret Harte	45%	38%	42%	43%	40%	100%	33%	73%	58%	25%	19%	42%
ES	Camellia	69%	62%	52%	100%	71%	100%	100%	83%	70%	59%	29%	69%
ES	Caroline Wenzel	46%	40%	38%	25%	62%	50%	45%	53%	53%	25%	22%	39%
ES	Cesar Chavez	47%	50%	35%	50%	47%	100%	50%	67%	56%	29%	32%	47%
ES	Clayton B. Wire	36%	37%	27%	0%	38%	25%	50%	30%	29%	28%	24%	36%
ES	Collis P. Huntington	26%	24%	27%		10%		100%	44%	45%	10%	17%	25%
ES	Crocker Riverside	84%	75%	40%	75%	89%		67%	88%	84%	50%	70%	76%
ES	David Lubin	63%	43%	58%	20%	59%	100%	0%	78%	89%	19%	26%	49%
ES	Earl Warren	50%	45%	60%	50%	56%	100%	100%	46%	82%	35%	26%	50%
ES	Edward Kemble	47%	48%	38%	50%	55%	100%	14%	40%	57%	48%	21%	46%
ES	Elder Creek	51%	47%	38%	100%	56%	0%	54%	60%	38%	35%	39%	52%
ES	Ethel I. Baker	32%	31%	21%	33%	43%	0%	0%	41%	36%	19%	13%	32%
ES	Ethel Phillips	41%	37%	46%	100%	60%	50%	40%	42%	63%	31%	24%	38%
ES	Fr. Keith B. Kenny	38%	41%	31%	0%	53%	50%		20%	62%	41%	25%	38%
ES	Freepoint	25%	17%	25%		30%	67%	29%	31%	15%	16%	11%	25%
ES	Fruit Ridge	27%	27%	20%	0%	31%	67%	20%	36%	17%	20%	11%	27%
ES	Golden Empire	58%	50%	50%	50%	69%	75%	50%	66%	60%	26%	46%	53%
ES	H. W. Harkness	53%	58%	41%	33%	48%		33%	60%	77%	37%	26%	53%
ES	Hollywood Park	48%	43%	33%	60%	68%	0%	0%	51%	78%	14%	34%	42%
ES	Hubert H. Bancroft	55%	45%	29%	0%	63%	78%		66%	54%	17%	31%	43%
ES	Isador Cohen	55%	46%	43%	67%	74%	100%	40%	73%	63%	22%	33%	48%
ES	James W. Marshall	54%	46%	40%	33%	77%	33%	100%	59%	52%	46%	38%	50%
ES	Jedediah Smith	24%	19%	24%	0%	38%	100%	13%	50%	0%	21%	11%	23%
ES	John Bidwell	55%	51%	51%		59%	100%	50%	75%	79%	30%	39%	55%
ES	John Cabrillo	36%	30%	35%	25%	58%		25%	42%	50%	15%	28%	37%
ES	John D. Sloat	38%	38%	33%	50%	33%	0%	60%	64%	42%	23%	20%	38%
ES	John H. Still School	32%	28%	31%	50%	36%	67%	26%	35%	29%	13%	14%	32%
ES	Joseph Bonenheim	34%	29%	34%	100%	38%	100%	0%	56%	50%	18%	8%	33%
ES	Maple	26%	26%	22%		27%		25%	25%	33%	21%	16%	26%
ES	Mark Hopkins	35%	29%	23%		49%	75%	31%	40%	60%	19%	5%	32%
ES	Mark Twain	40%	35%	43%	0%	50%	0%	50%	48%	58%	25%	32%	39%
ES	Matsuyama	67%	55%	63%	67%	73%	75%	56%	79%	60%	34%	50%	54%
ES	Nicholas	35%	35%	33%		34%	50%	25%	36%	53%	20%	18%	35%
ES	O. W. Erlewine	66%	71%	48%	50%	60%	83%	100%	68%	73%	44%	56%	57%
ES	Oak Ridge	33%	33%	32%	40%	29%	40%	17%	57%	38%	17%	33%	33%
ES	Pacific	33%	32%	18%		35%		67%	67%	43%	20%	19%	33%
ES	Parkway	42%	52%	43%	50%	34%	50%	36%	7%	50%	24%	21%	43%
ES	Peter Burnett	43%	44%	21%	80%	52%	100%		42%	44%	30%	13%	43%
ES	Phoebe A. Hearst	86%	70%	86%	83%	96%	80%	100%	92%	90%	83%	67%	82%
ES	Pony Express	68%	60%	64%	100%	71%	100%	33%	73%	70%	38%	48%	57%
ES	Sequoia	53%	53%	43%	50%	43%	67%	67%	55%	64%	17%	39%	45%
ES	Susan B. Anthony	44%	55%	33%		41%			67%	50%	26%	40%	43%
ES	Sutterville	66%	53%	53%	25%	75%	100%		71%	88%	31%	41%	54%
ES	Tahoe	43%	38%	32%	33%	62%		100%	50%	54%	26%	21%	39%
ES	Theodore Judah	63%	59%	60%	100%	43%	67%		69%	60%	25%	38%	56%
ES	Washington	46%	44%	35%	100%	38%	100%		63%	40%	33%	42%	46%
ES	William Land	42%	40%	19%		51%	50%		47%	40%	30%	7%	39%
ES	Woodbine	34%	26%	28%		49%		35%	53%	50%	24%	30%	34%
K8	Alice Birney Waldorf							3			A		

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Standardized Testing and Reporting (STAR) Program
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Percent Proficient by Content, School, and Demographic Groups

School Type	School Name	2012 Math PP_SW	2012 Math PP_HL	2012 Math PP_AA	2012 Math PP_AI	2012 Math
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Percent Proficient by Content, School, and Demographic Groups

School Type	School Name	2011	2011	2011	2011	2011	2011	2011	2011	2011	2011	2011	2011
		Science PP_SW	Science PP_HL	Science PP_AA	Science PP_AI	Science PP_AS	Science PP_FI	Science PP_NHPI	Science PP_WH	Science PP_2MORE	Science PP_EL	Science PP_SWD	Science PP_SED
ES	A. M. Winn	51%	47%	29%		33%			64%	100%	21%	17%	54%
ES	Abraham Lincoln	41%	28%	15%		100%			58%	100%	8%	40%	40%
ES	Bowling Green	27%	27%	17%	0%	35%	0%	100%	33%	25%	11%	38%	27%
ES	Bret Harte	38%	31%	33%	0%	25%	100%		58%	67%	7%	11%	35%
ES	Camellia	79%	64%	50%		88%		0%	80%	100%	25%		74%
ES	Caroline Wenzel	49%	50%	31%	0%	67%		50%	50%	67%	67%	55%	42%
ES	Cesar Chavez	65%	77%	44%	0%	70%		0%	50%	50%	63%	70%	65%
ES	Clayton B. Wire	47%	45%	57%	0%	50%	100%	0%	0%	50%	31%	88%	47%
ES	Collis P. Huntington	24%	33%	20%		0%			0%	50%	0%	13%	24%
ES	Crocker Riverside	73%	63%	50%	100%	73%			80%	67%	0%	33%	72%
ES	David Lubin	52%	15%	71%	0%	80%		50%	65%	80%	18%	28%	50%
ES	Earl Warren	55%	52%	50%		57%		0%	100%	100%	28%	71%	55%
ES	Edward Kemble												
ES	Elder Creek	36%	19%	0%		50%		0%	50%	0%	3%	29%	37%
ES	Ethel I. Baker	23%	18%	8%		35%		0%	71%	0%	13%	17%	23%
ES	Ethel Phillips	32%	28%	33%	100%	33%		0%	50%		13%	0%	27%
ES	Fr. Keith B. Kenny	28%	24%	15%	100%	67%	0%		0%	100%	17%	38%	28%
ES	Freeport	14%	14%	22%		0%	0%		25%		0%	50%	14%
ES	Fruit Ridge	20%	19%	17%		18%	0%	0%	40%		0%	25%	20%
ES	Golden Freeport												

ES g#

