

Chapter II: Student/Community Profile

Overall Summary from Analysis of Profile Data

The process of examining school-wide data, both from state-mandated testing and locally designed assessments, has become even more refined since our last WASC visit. Tools available to access and disaggregate data have improved, and staff understanding of the purpose and application of this analysis has grown. The staff has been collecting and analyzing student work since the end of the same year as the last visit. Assessment results have been reviewed by the entire staff, twice a year, for the last six years.

Between year one and year four, teachers submitted lessons yearly, to use as evidence later on. Departments submitted monthly checklists of the tasks that they accomplished as it related to the 2001 Action Plan. Action Plan Committees met to guide and complete the tasks listed in the 2001 Acton Plan. In year two, teachers participated in a sharing of best practices. In year three, the teachers also participated in two classroom student visits. One visit was outside of their curricular area and one was inside their curricular area. In year three, we began working on quarterly common assessments. For evidence, we also began to collect samples of the common assessments. Teachers also aligned their courses with our ESLRs. In spring of 2005, administration, counselors, teachers, parents, students, all chose a Focus Group in which to participate. Support staff was assigned to a group. Jan Wagner, board member, also served as a focus group member. Students from all backgrounds were invited to join Focus Groups. Some students even joined themselves. Student representation in the Focus Group is mixed male/female. All ethnicities are represented. All GPA levels are represented. There are ELL, GATE, and Special Education students on the Focus Groups.

In August of 2005 and 2006, and in December 2005 and 2006, the entire faculty met to examine the most recent student profile for that year, and to identify areas of strength and growth so as to establish a direction for the formation of our eventual Action Plan. The Action Plan is reviewed at this time. Focus Groups participated in a Gallery Walk in the fall of 2005 to examine high, medium, and low student work.

To be honest, it was very difficult to decide upon specific areas of critical need. We examined male, female, ethnicity, GATE, Special Education, and socio-economic groups. Since these groups in isolation become very small in numbers, it was decided that we would design a plan to increase proficiency for all. Two critical academic needs were emerged from our analysis of the student profile data in 2006: reading comprehension and writing across the curriculum, and mastery of basic math, i.e. Algebra and Geometry (*Literacy and Numeracy*). Under this category, we will conduct a thorough examination of the students enrolled in A-G classes. This is not to say that during the next six years we will not pay close attention to our subgroups, but our philosophy is that enhancing and organizing our endeavors will be beneficial to all.

When we met again in the spring of 2006 to review the updated data and criteria questions, we agreed that although we continue to make gains in the numbers of students meeting proficiency on the state tests, the number of students in the basic, below basic and far below basic profile, in addition to the D and F rate for our 9th and 10th grade students, still represents a concern for us school-wide (*Enhance and organize intervention programs for students who are mid-basic or below*).

From fall 2005 through fall of 2006, the school-wide focus groups met four times to prepare drafts of the self-study report which were created from the initial responses written by focus groups in 2005. In August of 2006 the entire faculty spent a morning reading the entire report to edit, add, or clarify *any* Focus Group's report. Suggested changes and updates were made and submitted to the WASC Coordinator. Identified strengths and areas of growth from each chapter were discussed with the Leadership Team, and then formalized by the Focus Group Leaders at training in October.

The WASC Coordinator meets twice formally with the PTSA to share school-wide data, including the parent and student surveys. The school-wide data for 2005-2006 and the Action Plans were shared with the PTSA in January of 2007. The Action Plans will be shared with the School Site Council at the end of January 2007.

Parent and student surveys have been sent out annually over the past six years. An ESLR Attainment Survey is administered in the spring of each year.

Student Council implemented a student awareness campaign concerning the self-study process.

The school profile is on the website for all stakeholders to view and updates on the WASC process are included in the parent newsletter.

Our STAR testing results from 2005-2006 were excellent. However, the question at Esperanza is, “Is it good enough for Esperanza?” With that in mind, we move forward to assist the 30% of our students who are not proficient in English/Language Arts and the 41% of the students in the lower levels of math who are not proficient. Science and Social Science will be focusing on their areas departmentally.

The number of proficient students virtually remained the same as in 2004-2005. We were concerned after the dramatic increase in 2004-2005 to reach 800, as to whether we would be able to maintain that increase. We were able to maintain the increase and improved in Chemistry and Algebra I.

Departments are re-examining common assessments and effective instructional practices to set department-wide goals that address the needs of those students who are struggling with mastery of the content standards.

Each year after the entire school evaluates all of the data, each department identifies specific instructional strategies and curriculum modifications that it will integrate into department-wide activities, increasing proficiency of the CSTs.

Late Start Day meetings provide opportunities to share best practices and create strategies to re-teach content or skills to move all students toward proficiency on common assessments. With the addition of Aeries, a web-based data software, all staff members now have access to the individual student performance results and transcripts, enabling

teachers and counselors the opportunity to adjust instruction, curricular goals, and counseling goals on an ongoing basis.

Possible intervention and tutoring preparation classes/programs to support the classroom teachers' efforts to close the achievement gap between those students scoring at the proficient level and those scoring at the below basic level need organization and enhancement.

The student proficiency levels in reading comprehension scores on the CST impact our expected school-wide learning result of becoming an effective communicator. Because this content cluster addresses reading strategies applying to textual, non-fiction reading selections, improvement in this area requires cross-curricular collaboration in reading strategies. Cross curricular planning is an area of need identified by the Leadership Team as an intervention strategy to provide support to all students in core content areas.

Collaborating across the curriculum on the reading, writing, and critical thinking skills will provide equitable access for all students to the full academic program at Esperanza. The entire school feels a responsibility for student achievement, not just the CST core classes are responsible for proficient students. All departments are involved in activities that support the four core classes.

Our second area of school-wide concern is the low proficiency rate for students in algebra and geometry which holds back significant numbers of students from advanced-level math courses. For this reason we have developed the Literacy and Numeracy Action Plan. A disappointment was the decline in CST scores in Algebra II. Since this has never happened before we will wait another year to see that the trend is.

By instituting a program that will identify the basic critical thinking, literacy and numeracy skills, and vocational skills that all students need for successful matriculation from high school, college-bound or not, we hope to raise the performance level of those students who seem disconnected from high school (The Mid Kid).

We will need technology training to support these goals.

In summary, the following key areas were highlighted as essential growth areas to be included in our Action Plan:

- Design, implement and assess instructional and curricular strategies to enable all students to increase their proficiency in literacy and numeracy. Include: research, curriculum, student support, and staff support.
- Enhance, develop and organize programs and interventions to ensure academic growth for the mid-basic to below basic student.
- The Child in the Middle (strategies and programs to engage and support the student that is neither an honors student nor a Special Education student.
- Technology