Petaluma City Schools
LEA Plan Addendum
Executive Summary

Data Summary and Findings

Students in Petaluma City Schools have made significant gains toward meeting the Adequate Yearly Progress (AYP) targets set by No Child Left Behind (NCLB) over the past four years, however not all significant demographic subgroups have met the achievement targets for the past two years.

Student Growth in percentage points from 2006 to 2010

Sub-Groups	English Language Arts	Mathematics	Met AYP 09/10
All students	+ 10.8	+11.8	Yes/yes
Asian	+15.7	+16.3	Yes/yes
Hispanic	+18.4	+16.8	No/no
White	+12.3	+13.7	Yes/yes
Socioeconomically Disadvantaged	+17.6	+14.2	No/no
English Learner	+18.8	+16.2	No/no
Students with Disabilities	+22.3	+19.3	No/no

The requirement under NCLB is that all significant subgroups meet the AYP target every year. If a subgroup does not meet AYP targets for two consecutive years, a district is identified for Program Improvement.

Findings from State Developed Program Improvement Tools

The state of California provides a set of tools that districts can use to conduct a needs assessment that will assist them in determining areas of greatest need of improvement based on nine research based practices proven to increase student achievement. The Academic Program Survey was completed at the selected school sites. Results indicate the need to:

♦ Increase the time for teachers to work together on lesson planning and curriculum development
♦ Develop a system to monitor student progress during the school year
♦ Increase intervention classes in ELA and Math
♦ Provide on-going professional development and support to teachers

The District Assistance Survey (DAS) is used at the district level. Results indicate the need to:

♦ Develop or identify assessments that are used by all teachers in ELA, math, and ELD
♦ Use district adopted instructional materials as the primary instructional resource for all students
♦ Better assist teachers in using the results of common formative assessments to guide their instruction
♦ Develop two way communication with all parents, especially those of ELL students
♦ Provide professional development for all staff in ELA and ELD in research-based instructional practices proven to increase student achievement

Next Steps

From this data Petaluma City Schools recognizes that the percentage of students in our significant subgroups scoring proficient or advanced on the CST, while progressing, are not meeting AYP targets set by the federal government. We believe that if we develop:

♦ Promote comprehensive system of student support that uses consistent, standards-based, research validated instruction for all students,
♦ Provide interventions that are progressively more intense based on student need,
♦ Develop of a system of common assessments that will monitor student progress in Math, ELA, and ELD,
♦ Increase the time and quality of teacher interaction with data from common assessments to make changes to their instruction in response to student needs,
♦ Provide professional development that promotes teachers working together to change their instruction based on data received from progress monitoring in ELA, math, and ELD
♦ Ensure that all ELL students receive standards-based ELD as required

Then our teachers will be increasingly able to flexibly respond to the needs of all of our students regardless of subgroup designations. Work on this comprehensive student support system will begin in Mathematics in 2010/11 and include English Language Arts and English Language Development in 2011/12 and 2012/13.

Goals for Petaluma City Schools Students

All students, regardless of subgroup designations will progress toward meeting the federally designated AYP targets in 2010/11 school year and beyond. We will measure our growth toward this goal by:

- Increasing the number of students who score proficient or advanced on the CST in ELA and Math in all subgroups
- Increasing the number of students who participate in A-G requirements in grade 9-12 in ELA, Math, Science, Social Science, and Foreign Language.
- Increasing the number of students in all significant subgroups who are enrolled in Advanced Placement classes
- Increase the number of students in all significant subgroups who score proficient on the California High School Exit Exam (CAHSEE).
- Increasing the percentage of students in grade 8 and 9 scoring proficient or advanced on the Algebra 1 CST.
- Ensuring that every student who scores Below Basic or Far Below Basic on the CST or did not pass CAHSEE will participate in at least one academic support.
- Increasing the number of ELL students who qualify to be reclassified as fluent English Proficient (RFEP) and who have completed the reclassification process

Actions to be taken to meet our Goals:

In order to increase the academic achievement of all of our students, including those identified in significant subgroups, we will refine our comprehensive Response to Instruction and Intervention System (RtI²) that will increase teacher flexibility in differentiating instruction to meet the diverse needs of their students. Leadership teams at all K-12 schools will be trained in the implementation of a high quality RtI² system. This system will include:

Instruction:
K-12 teachers will participate in professional development that promotes both knowledge of math, English Language Arts, and English Language Development and strategies for teaching in each area.

District-adopted core materials will be used as the primary source for instruction in all core areas. Grade levels and departments will meet together to determine areas of alignment with the Petaluma Power Standards and areas where core materials should be supplemented in order to provide optimal educational experiences for all students and our significant subgroups.

K-12 teachers will be trained in team meeting protocols that will promote problem solving related to core instruction, intervention and to increase student achievement.

Assessment:
We will make adjustments to the current comprehensive assessment system to generate data from a variety of sources (assessments, quizzes, student work…). In this system data is used by teachers to determine instructional priorities, inform classroom instruction, and appropriately place and exit students from intervention. The system will be further developed in ELA, Math, and ELD.

Intervention:
The district will develop a three tiered system of support that will ensure that all students reach proficiency on ESEA targets established by NCLB. Emphasis will be placed on high quality tier one instruction and intervention (Tier 1 – instruction in the regular classroom). In tier two, students who are not proficient in a skill or concept will receive extra time and practice in the identified area of need. In tier three, students who are most in need will receive intensive instruction to assist them in meeting grade level standards. This usually occurs outside of the regular classroom. A variety of intervention programs will be identified to assist strategic and intensive students in reaching proficiency through tier 2 and tier 3 intervention in ELA and math.

Data collection and use:
The data collection system will be expanded to provide teachers a variety of evidence (formative and summative assessments, student work, student interviews) that will give timely information regarding student progress and the efficacy of instruction for all students. The goal of increasing the achievement of all students and closing the achievement gap for our significant subgroups will be the focus of the data system.

K-12 teachers will be trained and supported to use the district-wide data storage system (EduSoft).

K-12 teachers will be trained in team meeting protocols that will promote problem solving related to instruction and intervention and to increase student achievement.

Collaboration:
K-12 teachers will be trained and provided sufficient time to analyze data from a variety of sources to determine the efficacy of instruction in ELA, math, and ELD, determine differentiated next steps for groups of students, and provide intervention for struggling students in literacy and math.

Background websites:

A central and trusted source of scientific evidence for what works in education:
What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/

A website that translates research-based practices into practical tools to improve classroom instruction:
Doing What Works: http://dww.ed.gov/

A website that describes and provides resources for RtI:
National Center for Response to Intervention: http://www.rti4success.org