[MS-0234.008,020,001]

Date. 1/7/80

SAN DIEGO CITY SCHOOLS
Office of the Superintendent

November 9, 1978

REPORT OF THE SUPERINTENDENT

A. NAME OF AGENDA ITEM

Overview of English Language Arts and Mathematics Basic Skills Development Programs, 1977-1979.

B. ENGLISH LANGUAGE ARTS

Efforts to assist teachers in improving student learning in language arts have emphasized activities in basic skill development.

At the elementary school level, activities during 1977-78 included:

...a series of workshops with teachers and administrators from each elementary school to provide them with specific information for planning instruction to promote higher achievement in the language skills of reading, written expression, and spelling.

...briefing sessions for all elementary school principals and selected teachers at which they received information regarding the California Assessment Program results, reading and language arts materials, and a review of recent research regarding academic learning time.

...workshops with teachers of district learning centers and magnet schools to introduce curriculum materials for basic skills instruction.

Recent publications in elementary language arts that emphasize basic skills include:

14 TEACHING GUIDES FOR CORRELATING READING INSTRUCTION WITH THE CALIFORNIA ASSESSMENT PROGRAM K-6
A GUIDE FOR STUDY-LOCATIONAL SKILLS K-6
ENGLISH LANGUAGE SKILLS IN THE FUNDAMENTAL SCHOOL K-6, A GUIDE FOR TEACHING
SKILL ASSESSMENT SHEETS, GRADES 3 AND 6
LANGUAGE ARTS GUIDE FOR SUMMER SCHOOL ACADEMIC SKILLS CENTERS, INTERMEDIATE ELEMENTARY
LANGUAGE ARTS GUIDE FOR SUMMER SCHOOL ACADEMIC SKILLS CENTERS, UPPER ELEMENTARY

At the secondary school level, activities during 1977-78 included:

...a series of workshops for junior and senior high school department chairmen from each junior and senior high school with emphasis on strategies for improving the English skills instructional program, on competencies required for the high school diploma, and on needs of students preparing for college English.

...workshops for secondary school principals at which they received information on the California Assessment Program testing, preparation for the College Entrance Examination Board examinations, plans for utilization of funds provided by Title IV-B (Elementary and Secondary Education Act), and special staff development programs such as San Diego Area Writing Project and Reading in Every Secondary Classroom.

...workshops and assistance to site teams in the Reading in Every Secondary Classroom project.

...inservice classes and site workshops conducted by teacher consultants trained through the San Diego Area Writing Project.

...meetings with committees of teachers and administrators to develop and plan for implementation of competencies assessment.

...development of assessment items for the reading and writing competencies.

...field testing of competencies assessment in reading and writing and subsequent revision of assessment items.

Recent publications in secondary language arts that emphasize basic skills include:

READING ACTIVITIES FOR EVERY SECONDARY CLASSROOM:
CONSUMER AND FAMILY STUDIES
FOREIGN LANGUAGE
INDUSTRIAL EDUCATION
MATHEMATICS
PHYSICAL EDUCATION
SCIENCE
SOCIAL STUDIES
A GUIDE FOR TEACHING ENGLISH 1-2
ABOUT WRITING: STRATEGIES FOR TEACHERS OF GRADES 7-12 (revision)

Listed below are new programs designed to result in improved instructional programs in language arts.

Elementary Programs

1. Competency Assessments

Pupils in selected pilot schools will be assessed on their development of reading and writing competencies in Grades 4 and 6. This program will be submitted to the Board of Education in May, 1979, for implementation in all elementary schools in 1979-80. Workshops for teachers in the elementary summer school academic skills centers will be conducted to introduce the new language arts competency development guide.

2. Academic Learning Time

A staff development program for all elementary school principals and selected teachers will focus on a review of recent research in increasing pupil achievement in basic skills through improved instructional practices. Implementation of these practices in all elementary schools will be coordinated by elementary school directors and principals assisted by members of the program development resource staff.

3. Revision of State Program in Reading and Written Expression in Primary Grades

A new state test will be given to pupils in Grade 3 in May, 1980, reflecting a revision of basic skills objectives in Grades 1-3. New skill assessment sheets will be prepared to assist pupils in meeting these learning objectives.

4. Curriculum Development for Voluntary Integration Program

Additional curriculum materials will be developed in reading, written expression, and spelling for use in learning centers and magnet schools. Programs that emphasize basic skills in new magnet schools will also be developed and preschool workshops planned and conducted. The oral communication instruction program will also be expanded to additional teachers and schools.

Secondary Programs

1. Competency Assessments

Sites will be provided assistance in the implementation of the new competency requirements for the high school diploma. Activities include techniques in the evaluation of student writing and use of instructional packets in both reading and writing.

2. Program Development for College Preparation

Instructional opportunities for students to prepare for college entrance and placement examinations and for college level work in reading and writing are being planned. Teacher workshops will be conducted to introduce materials to support this program.

3. Strengthening of Basic Skills Instruction in Required English Courses

From a review of the present elective program in English, basic courses will be recommended that meet reading and writing objectives for all students. Skill assessment materials are being prepared for these courses, and workshops for teachers will be held to introduce these materials.

4. Reading and Writing Programs To Increase Learning in All Subject Areas

Workshops for teachers are being conducted using materials developed in the San Diego Writing Project. Teachers from all subject areas are participating as they review the work achieved in the Reading in Every Secondary Classroom project conducted in 1976-77 and 1977-78 and develop new materials that not only reinforce student achievement in reading and writing but also use these skills to increase student learning of subject content.

C. MATHEMATICS

Every effort is being made to assist teachers in improving student learning of basic skills in mathematics at all levels.

At the elementary level, activities during 1977-78 included:

...workshops for elementary school principals where specific recommendations for planning instructional improvement were given.

...workshops for teachers of Grades 4, 5, and 6 emphasizing techniques of problem-solving and consumer applications.

...workshops for teachers of Grades K, 1, 2, and 3 emphasizing basic skills including computation, math vocabulary, and sample test items.

...curriculum writing--completed sample assessment items for Grades K, 1, 2, 3, 4, and 5 and problem-solving booklets for Grades 4, 5, and 6.

Recent publications in mathematics education that emphasize basic skills and applications include:

GUIDES FOR TEACHING MATHEMATICS, LEVELS K-6, 1976
MATHEMATICS DIAGNOSTIC AND PRESCRIPTIVE TESTS, LEVELS K-6, 1976
MATHEMATICS WORK SHEETS AND TESTS, LEVELS K-6, 1976
IMPROVEMENT IN ELEMENTARY MATHEMATICS ACHIEVEMENT, LEVELS 1-6, 1976
SURVEY OF MATH SKILLS, GRADE 6, PARTS A, B, AND C, 1976
ENRICHMENT MATHEMATICS, LEVELS K-6, 1977

At the secondary level, activities during 1977-78 included:

...briefings for secondary school administrators and junior and senior high mathematics chairmen based upon results of California Assessment Program.

...all-day workshop for junior and senior high department chairmen for purpose of planning specific improvement programs based upon school results in California Assessment Program.

...development of a pilot program for the district math competencies that operated in two junior and two senior high schools.

...pilot program for review of state assessment operated at three senior high schools.

...preparation of inventories in multiple-choice format based upon state objectives and district competencies with emphasis on work problems.

...preparation of instructional packets for students to use in improving their math skills for completion of their competency requirement, for the state matrix test, or for college entrance testing.

...workshop for teachers to discuss basic skills needs, district competencies, and related instructional materials.

Recent publications in secondary mathematics that emphasize basic skills and applications include:

BASIC SKILLS MATH (GRADE 7) COURSE DESCRIPTION, 1977
COURSE OUTLINE FOR TEACHING ARITHMETIC 7TH, 1976
COURSE OUTLINE FOR TEACHING ARITHMETIC 8TH, 1977
IMPROVEMENT IN SECONDARY MATHEMATICS ACHIEVEMENT, LEVELS 7-12, 1976
METRICS (SI) FOR THE SECONDARY CLASSROOM, 1976
SURVEY OF MATH SKILLS, GRADE 12 TEST A AND TEST B, 1976
MATHEMATICS COMPETENCY INVENTORY, PART 5 - WHOLE NUMBERS, 1978
MATHEMATICS COMPETENCY INVENTORY, PART 6 - FRACTIONS, DECIMALS, 1978
MATHEMATICS COMPETENCY INVENTORY, PART 7 - MEASUREMENT, GEOMETRY, 1978
MATHEMATICS COMPETENCY INVENTORY, PART 8 - MONEY MANAGEMENT, GRAPHS AND STATISTICS, 1978

One reason for declining scores in mathematics at the secondary level is that students in the 1970's are electing to take fewer mathematics courses as compared to students in the 1960's. Course background is recognized as a significant factor related to student achievement on the California Assessment Program as well as on standardized tests and college entrance examinations.

This year the state compared the achievement of students with similar mathematical course backgrounds. There is, as expected, a direct dependence of the score on the amount and degree of sophistication of the mathematics courses taken in grades 8-12. For example, students who completed only general mathematics scored 50% of the items correct; the total student population averaged 66% of the items correct; but students completing two years of algebra and a year of geometry had 86% correct. While this study was based upon the California Assessment Program, it is believed that the results would be similar for standardized tests and college entrance examinations.

Listed below are new programs which will result in an increase in the number of mathematics courses that students will complete.

1. New Competency Requirements (Approved by Board of Education August 8, 1978) Students in Grades 10, 11, or 12 who have not completed their competencies will be required to take additional mathematics until they demonstrate proficiency in mathematics.

2. State Assessment Review Program (Approved by Board of Education October 3, 1978) This provides 12th grade students with review sessions in mathematics prior to the California Assessment Program. Many 12th-grade students are not enrolled in a mathematics class and were not enrolled in mathematics in the 11th grade. Consequently, their scores on tests and assessments may be expected to drop significantly.

3. Mathematics for College Entrance

   A new course, Mathematics for College Entrance, is designed for students planning to enter college. It provides students an opportunity to prepare for mathematics experiences they will meet in college and in the variety of entrance and placement tests they must take.

4. Secondary Math Program Improvement

   An ESEA Title IV-C project in secondary math program improvement is underway in four secondary schools. The major goals of the project are to improve mathematics achievement and to increase enrollment of students in mathematics--particularly minority students and girls. In spite of continued work on the part of school counselors, the proportion of minority students enrolled in algebra, geometry and other college preparatory courses is significantly lower than among majority students. Also, many girls do not complete the necessary mathematics course work required in their chosen career or college major fields. The project will assist counselors, teachers, and other school personnel in developing more effective programs.

Listed below are programs which are under study.

1. Additional Graduation Requirement

   The current requirement is that students complete one year of math in Grades 9-12. It should be increased to require that students complete two years of math in Grades 9-12, one of which must be in Grades 11 or 12. This proposal was discussed with department chairmen and senior high principals last year and will be presented to them for action this year.

2. Mathematics Testing for 11th-Grade Students

   Beginning in the fall of 1979 all 11th-grade students will be tested in mathematics using an assessment instrument based upon the state objectives. The results will be used to counsel students who need additional mathematics into the appropriate class.

3. Mathematics Testing for All Geometry Students

All geometry students will be tested in arithmetic, algebra, and geometry to determine additional mathematics needed for their chosen field or for college entrance.

RAB:gp

SAN DIEGO INTEGRATION TASK FORCE MEETING
SEPTEMBER 8, 1980
AGENDA

I. Introductions

II. Schedule of Meetings (Day, Time, Location)

III. Report on Monitors' Orientation Meeting - J. McDonald

IV. Review of Integration Documents

*Next Integration Task Force Meeting: September 22, 1980.

9/8/80
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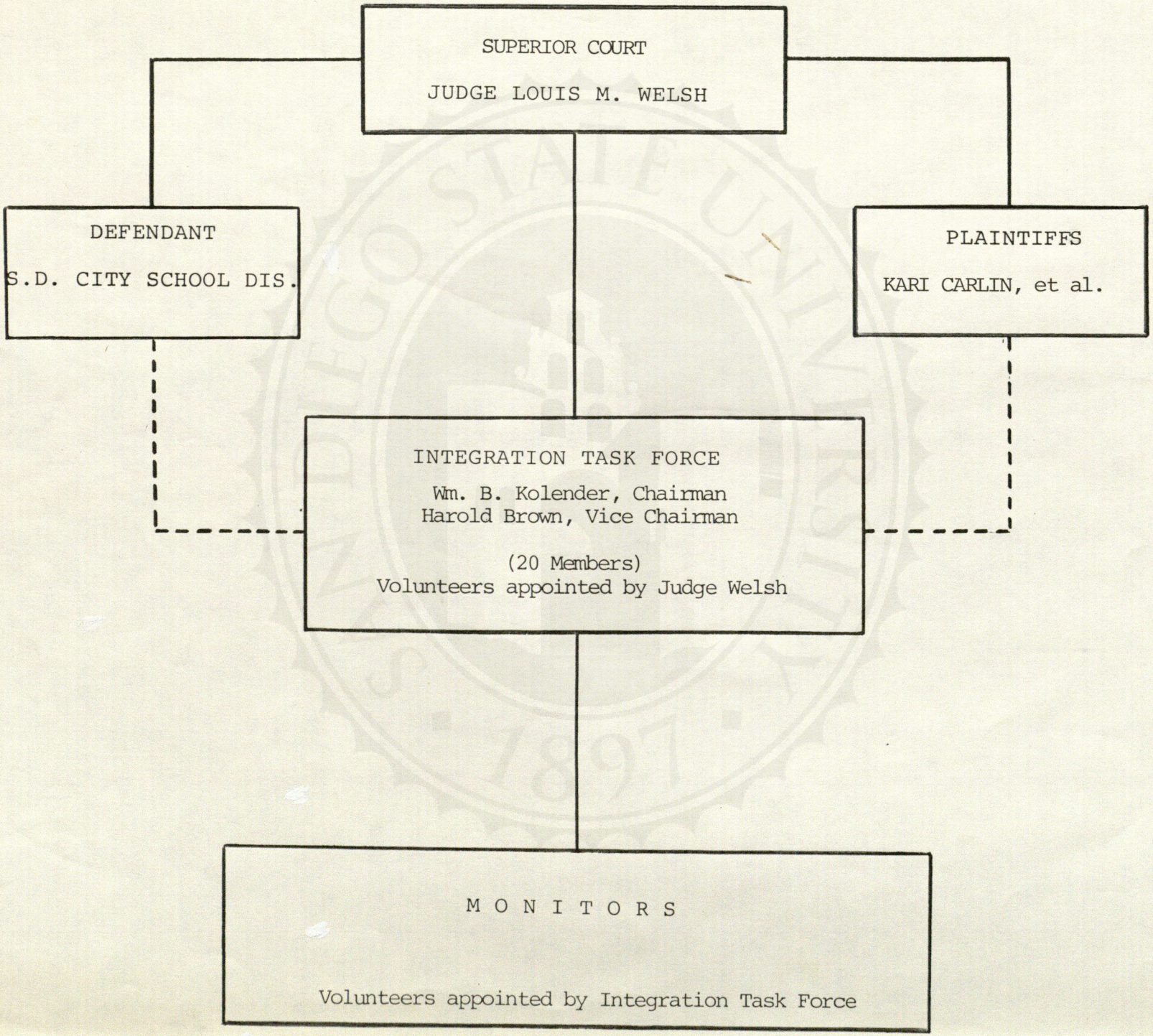
SUPERIOR COURT
JUDGE LOUIS M. WELSH
DEFENDANT
S.D. CITY SCHOOL DIS.
PLAINTIFFS
KARI CARLIN, et al.
INTEGRATION TASK FORCE
Wm. B. Kolender, Chairman
Harold Brown, Vice Chairman
(20 Members)
Volunteers appointed by Judge Welsh
M O N I T O R S
Volunteers appointed by Integration Task Force