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SAN DIEGO CITY SCHOOLS
Office of the Superintendent

PROPOSED ACHIEVEMENT GOALS FOR DESIGNATED MINORITY-ISOLATED SCHOOLS

May, 1980

Background

The Report by the Court Appointed Team Examining the Quality of Education in Minority-Isolated Schools in San Diego City Schools, April 1, 1980, included recommendations to raise student achievement. In addition, members of the Board of Education have received proposals that achievement goals be set in reading for minority-isolated schools, such goals to be attained over a period of time.

The Board of Education, at a regular public meeting March 4, 1980, approved a proposal to initiate program development activities which would enhance instructional programs for students in minority-isolated schools which do not have full magnet programs. Schools to be included were:

ELEMENTARY		SECONDARY
Balboa	Knox	Gompers
Chollas	Logan	Memorial
Freese	Mead[1]	O'Farrell
Horton	Sherman	Morse
Kennedy	Stockton	

In addition to the above nonmagnet minority-isolated schools it is proposed to include:

Lowell Elementary School
Baker Elementary School
Lincoln High School

Process for Establishing Achievement Goals

The establishment of annual achievement goals in the foregoing elementary minority-isolated schools is proposed for selected grades in reading and mathematics beginning the 1980-81 school year and continuing through the 1984-85 school year. A similar plan in the five secondary schools will be developed during 1980-81 and begin implementation in 1981-82.

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[1] Mead has students only in Grades K-2 and is a feeder school for Chollas.

The achievement goals will be based on the following:

1. A current standardized achievement test, Comprehensive Tests of Basic Skills (CTBS), presently administered annually in the designated minority-isolated schools.

2. The California curriculum frameworks in reading and mathematics, Grades K-12.

3. An instructional program in reading and mathematics which includes principles of mastery learning for implementation beginning in fall of 1980-81.[2]

School Achievement Goals

A plan to establish successive annual pupil achievement goals for the school years 1980-85 in eleven minority-isolated elementary schools is proposed by the district.

Beginning with the 1980-81 school year, the district's achievement goal for each of the eleven schools shall be nine percentile points on the CTBS (Form S) in reading and mathematics, Grades 3 and 6, for the period 1980-83.[3] Achievement goals for 1983-85 will be determined on the basis of school achievement results for the first three years.

More specifically, for the 1980-81 school year individual school achievement goals will be two percentile points; for 1981-82, three percentile points; and for 1982-83, four percentile points in reading and mathematics, Grades 3 and 6.[4] Individual school achievement goals for 1983-84 and 1984-85 school years will be established based on an analysis of school achievement results and the effect of instructional programs during 1980-83. The success of a school's achievement of the goal would be determined on the basis of scores for students enrolled in the school from September to June.

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[2]Mastery learning is an instructional system developed by Benjamin Bloom, James Block, and other educational researchers. It is based on a theory of learning that nearly all students can learn most of what they are taught given effective teaching and sufficient instructional time. The method is to teach toward a limited number of objectives in a learning period of about ten days, to assess pupil progress on the identified objectives at the end of that period, to give pupils who do not demonstrate a high degree of understanding immediate reteaching, and to introduce new objectives only when most pupils (80%) succeed.

[3]The achievement goal applies only to schools whose CTBS scores in reading and mathematics, Grades 3 and 6, are below the 45th percentile.

[4]During 1980-81 and 1981-82 schools will be involved in planning, developing, and implementing the program improvement as rapidly as possible.

A baseline for setting each school's goals will be determined by the historical average of the school's CTBS scores in reading and mathematics, Grades 3 and 6, for the three years, 1977-80. Scores included in that average shall be for students enrolled in the schools from September to June.

Program Development

Individual program elements based on time-on-task[5] and mastery learning research have been successfully developed at various schools throughout the district. The proposal is to combine the elements listed below into a single program that will be implemented consistently in the eleven schools in Grades 3 and 6 only in 1980-81 and Grades 1-6 in 1981-82.

1. Curriculum materials organized into from one- to three-week instructional units for each grade level.

2. Measurable objectives identified for each instructional unit.

3. Instruction focused on the unit objectives.

4. Sufficient time spent by the teacher instructing students.

5. Sufficient time spent by students in learning activities.

6. Appropriate level of instructional materials to promote achievement.

7. Assessment of student achievement by mastery tests following each instructional unit.

8. Re-instruction for students not at mastery level.

Evaluation of achievement for each school will be made annually to determine strengths and weaknesses of the instructional program. This will include detailed analyses of all testing data and instructional objectives in reading and mathematics, by grade level (Grades 3 and 6), and by school. Such evaluation will be used to revise the instructional units and provide individual schools information on reading and mathematics instruction.

Parent and Community Support

The attainment of school achievement goals will require support, commitment, and involvement on the part of parents and members of the community. Parent and

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[5] Time-on-task, academic learning time, or teacher effectiveness studies are terms used to refer to educational research that compares class achievement with how teachers and pupils spend their time in the classroom. Achievement gains are directly affected by the amount of time teachers spend on instruction of identified objectives and students spend actively engaged in learning activities.

community activities should include but not be limited to the following:

1. Assist in the development of school-level plans through the expanded school planning committee to attain the school achievement goals. This would include consideration of such areas as attendance, discipline, and homework.

2. Provide parent education programs for teacher/school communication, parent involvement in school activities, parent/student reinforcement techniques, and a home environment to support student study needs.

3. Solicit community support from the professions, higher education institutions, local business, and community organizations to provide assistance in educating youth to include:

   a. Study centers for students.

   b. Tutorial assistance on weekends and after school.

   c. Community leaders and well-known personalities to discuss the importance of education, particularly basic skills.

   d. Programs on educational requirements for careers in various vocations and professions.

   e. Additional work experience and training programs for students in minority-isolated secondary schools.

   f. Other support as appropriate.