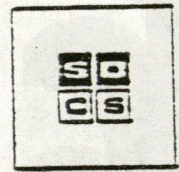


San Diego City Schools

EVALUATION SERVICES DEPARTMENT REPORT

TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

SAN DIEGO CITY SCHOOLS



Spring 1983

No. 350

Prepared for:

Superintendent
August 2, 1983

SUMMARY

SAN DIEGO CITY SCHOOLS TESTING RESULTS FOR MINORITY ISOLATED SCHOOLS

Spring 1983

The court-identified minority-isolated schools (MI) continued to show improvement in the basic skill areas measured by the *Comprehensive Tests of Basic Skills* (CTBS). Mathematics and language data trended strongly upward in Grades K through 8. Additional data provided for those grade levels tested districtwide indicate that the "margin of difference" between test scores of the MI schools and other schools in the district (NON-MI) has been reduced very substantially since the 1979-80 school year--especially at the elementary and junior high levels. Test results for almost all of the ethnic subgroups in the MI schools have improved considerably since 1979-80. With only a few exceptions, the average achievement levels of minority students in the MI schools has improved more than their ethnic counterparts in NON-MI schools.

A very brief summary is provided below and on the next two pages. More information is contained in the body of this report (Pages 1 - 67). For the reader seeking very detailed data, it may be found in the appendices of this report.

COURT ORDER

The first paragraph in the December 2, 1980, court order from Judge Louis M. Welsh stated,

It is ordered, adjudged and decreed that: The Board of Education of the San Diego Unified School District will: 1. Implement a course or courses of study in all minority isolated schools which will result, by the dates indicated in the table below, in 50% of the students in the isolated schools achieving at or above the national norm on the Comprehensive Test of Basic Skills (CTBS) in reading, mathematics and language.

In the Fall of 1982, additional analyses were ordered/requested. A comparison of the achievement levels in the minority-isolated schools with the other schools in the District was ordered for all grade levels which are tested districtwide. Also, the court requested that test scores be provided for ethnic subgroups.

STUDENTS TESTED

During the time interval April 18 - May 4, 1983, approximately twelve thousand students who were enrolled in the court-identified minority-isolated schools were administered the appropriate levels of the CTBS. The content areas of reading, language and mathematics were assessed. In Grades 5, 7 and 9, all district students in the regular instructional program were also tested using the CTBS. In the fall and winter, Grades 11 and 12 had been tested districtwide also.

BASELINE DATA

Since each of the 23 minority-isolated schools was a Title I school during the 1979-80 school year, each school had tested with Form S of the CTBS during the Spring of 1980. This testing information is listed in the court order as the baseline data from which the schools were expected to progress towards the court's specified goal.

Testing Results
for Minority Isolated Schools
Spring 1983

INTERIM GOALS

Provided in the 1980 court order is a table of baseline data and a charge to the San Diego Unified District to obtain student achievement tests results which "must reflect significant achievement towards these goals." In an effort to provide intermediate targets from which progress could be evaluated, the concept of "Interim Goals" was developed. Each interim goal represents a linear approximation of the advancement needed to progress from each specific baseline to the court-stated goal.

CHANGE OF TEST FORMS

In the Spring of 1982, the District began using a new version of the CTBS in Grades K-8. Grades 9-12 also changed to Form U of the CTBS this spring. A study provided by CTB/McGraw Hill made it possible to equate the data from the two different test forms. The court directed the District to provide test summary information using both sets of norms.

SUMMARY OF FINDINGS

STATUS OF ATTAINMENT OF INTERIM GOALS

Test data from Spring 1983 testing indicate that the progress rate of the achievement gains in 27 of the 35 interim goals exceeded or approximated their respective targets--using Form S norms. Using Form U norms, 22 of the 35 interim goals were exceeded or approximated.

Compared to baseline data, substantially more students are scoring at or above the national norm based on Spring 1983 CTBS results. For reading, the percent has increased from 32.0 to 45.3 percent (13.3 gain). Gains for language and mathematics are 15.7 percent (from 36.0 to 51.7) and 20.9 percent (from 39.2 to 60.1), respectively.

GRADES ONE AND TWO STATUS RE: COURT ORDER

Grades One and Two were scheduled to attain the court-stated standard this spring. Using Form S norms, the standard was met at both grades in reading, language and mathematics. Using Form U norms, the standard was attained at both grades for mathematics, but not for reading or language. Kindergarten achievement in reading and mathematics was maintained above the standard for both sets of norms. (There is no language subtest on CTBS, Form U for Kindergarteners.)

TEST SCORES IN MINORITY-ISOLATED VS. MAJORITY SCHOOLS

Part II of this report contains data which indicate that the degree of difference between MI and NON-MI schools' CTBS achievement has been reduced very significantly since the 1979-80 school year--especially at the elementary and junior high levels.

Testing Results
for Minority Isolated Schools
Spring 1983

TEST SCORES BY ETHNIC SUBGROUPS IN MI AND NON-MI SCHOOLS

Achievement data were provided this year for the various ethnic subgroups for those grades tested districtwide this spring (Grades 5, 7 and 9). These data were contrasted with baseline achievement results (1979-80 school year). In all cases, the baseline achievement levels of the minority ethnic subgroups in the NON-MI schools were higher than the corresponding ethnic subgroups in the MI schools. Based on Spring 1983 CTBS test results, the NON-MI schools' "margin of advantage" over the MI schools has decreased for almost every ethnic subgroup for all grade levels presented. In some instances, the minority students in the MI schools are scoring higher than their ethnic counterparts in the NON-MI schools.

CONCLUSIONS AND RECOMMENDATIONS

The primary conclusions are related to the findings already provided above. The recommendations deal with the review of resources for curriculum development and support at the senior high level; the review of the reading program in the upper elementary grades; the continuation of the Effective Factors Study; and the creation of data bases needed for decision making. Additional conclusions and recommendations may be found on Pages 66 and 67.---

SAN DIEGO CITY SCHOOLS
TESTING RESULTS
FOR MINORITY ISOLATED SCHOOLS

Spring 1983

INTRODUCTION

Spring 1983 test results for students enrolled in San Diego City Schools' court-identified minority-isolated schools are contained in this report. More specifically, this report summarizes achievement in the basic skills areas of reading, language and mathematics as measured by a battery of nationally standardized norm-referenced tests (*Comprehensive Tests of Basic Skills*, CTBS, Forms S and U).

The purpose of this report is to provide in a single source document the summary results of Spring, 1983 achievement tests and other historical test data which are needed for reference.

There are three major parts to this report. They are described briefly below.

Part I - A summary of Spring 1983 CTBS achievement in the court-identified minority-isolated schools relative to the court-ordered standards of achievement (i.e., progress towards attainment of interim goals).

Part II - A contrast of 1982-83 student achievement in the minority-isolated versus majority schools for those grades tested districtwide.

Part III - A summary of Spring 1983 CTBS achievement by ethnicity for those grades tested districtwide.

Part I is provided in response to the December 2, 1980 court order. Included in the order is a table of initial baseline data and a set of goals relative to student achievement on the CTBS tests. Also included was a charge to the District to obtain student achievement results which progress towards the stated goals. The concept of "interim goal" was formulated to permit analysis of annual progress.

On July 21, 1982, while receiving an overview of Spring 1982 CTBS results in minority-isolated schools, Judge Orfield requested a comparison of the achievement in minority and non-minority schools. Report 315A was prepared and provided to the court in August, 1982. In the November 8, 1982 court order, the District was directed by Judge Orfield to provide similar comparative data for the 1982-83 school year for Grades 5, 7, 9, 11 and 12. Part II of this report is intended to respond to that order.

Part III of this report contains CTBS test scores for Grades 5, 7 and 9 separated by ethnicity. This type of data analysis was requested by the court in the Fall of 1982. Additional computer programs were developed to generate the data and to display the multiplicity of information found in Part III and the corresponding appendices of this report.

Testing Results
for Minority Isolated Schools
Spring 1983

Due to time constraints, the narrative portion of this report is necessarily brief. The primary intent of this report is to provide meaningful and detailed data for review by various interested audiences. The report has been structured in a manner to permit readers seeking varying degrees of detail to find the level of information they seek. The primary summary information, with supporting graphic illustrations, is provided in the body of the report. The reader seeking more detailed data generally will find such in the appendices of the report.

The analyses of students' CTBS test scores in the report are independent of which curricular programs the students participated. Additional analyses will occur in subsequent months which will include the separated analysis and summary of achievement of students who participated in the Achievement Goals Program (AGP).

Since the October 1980 court order to raise test scores (see Appendix A), the form of the achievement tests administered has been changed from CTBS, Form S to CTBS, Form U. The two sets of norms are not totally consistent with each other. (This point was described at length in Report 315 and also is described later in this report, so a detailed discussion is not provided here).

In an effort to have consistent norms information across the years, Judge Orfield directed that this report contain data which have been equated to both sets of norms (see Appendix A, paragraph 11). In most instances the conclusions for Form S and Form U data are the same. In some cases, the conclusions are quite different. These instances are highlighted in the report. In an effort to minimize redundancy, the narrative generally describes the Form S data.

When the publisher (CTB McGraw-Hill) did their equating study of Forms S and U they did not develop equating scales for Kindergarten or Grade One. To avoid confusion in the instances in which data are aggregated across grade levels, this report has used very conservative conversions at Kindergarten and Grade One for reading, language and mathematics. Appendix K of Report 315 provides additional background information.

In paragraphs 12 and 13 of the November 8, 1982 court order, Judge Orfield directed the district to provide data for only those students who had been in attendance for the full school year (i.e., from September 30 to the end of the year). This report complies with that order.

TABLE 1A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
 PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
 BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

READING

FORM S DATA*

GRADE LEVEL	BASELINE			SPRING 1983			INTERIM GOALS	PROGRESS STATUS
	N	N \geq MDp	% \geq MDp	N	N \geq MDp	% \geq MDp		
K**	707	355	50.2	896	623	69.5	50.0	+
1	987	498	50.5	950	557	58.6	M	M
2	955	320	33.5	884	466	52.7	50.0	+
3	945	318	33.6	995	515	51.8	45.9	+
4	1073	247	23.0	957	369	38.6	43.2	-
5	1036	248	23.9	1005	366	36.4	43.5	-
6	1157	317	27.4	1088	406	37.3	44.4	-
7	574	158	27.5	393	199	50.6	41.0	+
8	402	112	27.9	358	152	42.5	41.1	✓
9	560	108	19.3	514	175	34.0	37.7	-
10	633	188	29.7	519	193	37.2	41.9	-
11	490	175	35.7	460	177	38.5	44.3	-
12**	485	160	33.0	482	104	21.6	41.5	-
COMBINED	10004	3204	32.0	9501	4302	45.3	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).

"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.

"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).

"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

TABLE 2A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
 PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
 BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

LANGUAGE

FORM S DATA*

GRADE LEVEL	BASELINE**			SPRING 1983			INTERIM GOALS	PROGRESS STATUS
	N	N≥MDp	%≥MDp	N	N≥MDp	%≥MDp		
K	NO BASELINE DATA			NO LANGUAGE TEST			N/A	N/A
1	817	343	42.0	952	533	56.0	50.0	+
2	761	290	38.1	880	512	58.2	50.0	+
3	734	263	35.8	995	589	59.2	45.3	+
4	750	268	35.7	955	550	57.6	45.2	+
5	946	295	31.2	1000	503	50.3	43.7	+
6	815	317	38.9	1087	553	50.9	46.3	+
7	498	196	39.4	389	238	61.2	44.7	+
8	539	194	36.0	354	186	52.5	43.0	+
9	468	142	30.3	496	225	45.4	40.2	+
10	642	212	33.0	495	185	37.4	41.5	-
11	568	203	35.7	420	159	37.8	42.9	-
12	449	155	34.5	458	151	33.0	42.3	-
COMBINED	7987	2878	36.0	8481	4384	51.7	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).

"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.

"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).

"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** ALL BASELINE DATA FOR LANGUAGE ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

TABLE 3A

INTERIM GOAL PROGRESS SUMMARY

MINORITY ISOLATED SCHOOLS' ACHIEVEMENT TESTS RESULTS
 PERCENT OF STUDENTS AT OR ABOVE THE NATIONAL NORM
 BASELINE DATA AND SPRING 1983 COMBINED AND BY GRADE LEVEL

MATH

FORM S DATA*

GRADE LEVEL	BASELINE			SPRING 1983			INTERIM GOALS	PROGRESS STATUS
	N	N \geq MDp	% \geq MDp	N	N \geq MDp	% \geq MDp		
K	961	449	46.7	898	663	73.8	50.0	+
1	1011	646	63.9	947	541	57.1	M	M
2	966	468	48.4	887	561	63.2	50.0	+
3	912	350	38.4	995	629	63.2	47.1	+
4	1023	289	28.2	956	539	56.4	44.6	+
5	968	321	33.2	1006	564	56.1	45.8	+
6	1139	356	31.3	1091	714	65.4	45.3	+
7	585	257	43.9	396	287	72.5	47.6	+
8	387	154	39.8	351	234	66.7	45.9	+
9	541	153	28.3	508	318	62.6	41.3	+
10	604	202	33.4	542	261	48.2	43.4	+
11**	587	183	31.2	474	230	48.5	40.6	+
12**	471	155	32.9	460	177	38.5	41.4	-
COMBINED	10155	3983	39.2	9511	5718	60.1	VARIES	

PROGRESS STATUS CODES:

"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).

"+" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.

"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or -2%).

"-" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

* ALL DATA IN THIS TABLE HAVE BEEN EQUATED TO FORM S.

** THESE BASELINE DATA ARE FROM SPRING 1981 (PER COURT DIRECTIVE).

Testing Results
for Minority Isolated Schools
Spring 1983

Summary of Interim Goal Progress Status

Table 4 provides two "scoreboards" which summarize the progress status ratings for reading, language and math for the court-ordered grades. The magnitudes of the "+"s and "-"s are masked in this type of summary, but they are readily observable by reviewing the previous tables and figure sets.

The top set of progress status ratings are for students who were in attendance in the identified schools since the start of the school year ("Attendance for the Full School Year") based on Form S norms. The bottom display contains data for the same students using the Form U norms.

In the top table (Form S norms), 27 of the 35 cells have interim goal progress status ratings of "✓" (approximates), "+" (exceeds), or "M" (maintained). Using Form U norms (bottom table), 22 of the 35 cells have such ratings. Both "scoreboards" provide data for the grades addressed in the court order (K-11).

For the reader wishing to review interim goal progress for individual schools, Appendix E is provided.

Also in the appendices the reader will find detailed baseline data (Appendix B) and Spring 1983 data (Appendix C) for each subtest. Appendix D contains graphic contrasts of baseline data vs. Spring 1983 data for Total Reading, Total Language and Total Mathematics.

TABLE 4
SUMMARY OF STUDENT INTERIM PROGRESS RELATIVE TO
ACHIEVEMENT STANDARDS STATED IN DECEMBER 1980 COURT ORDER
STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR
FORM S NORMS*

	K	1	2	3	4	5	6	7	8	9	10	11
READING	+	M	+	+	-	-	-	+	✓	-	-	-
LANGUAGE	NO TEST	+	+	+	+	+	+	+	+	+	-	-
MATH	+	M	+	+	+	+	+	+	+	+	+	+

STUDENTS IN ATTENDANCE FOR FULL SCHOOL YEAR
FORM U NORMS

	K	1	2	3	4	5	6	7	8	9	10	11
READING	+	✓	-	-	-	-	-	✓	✓	-	-	-
LANGUAGE	NO TEST	-	-	✓	+	-	✓	+	+	✓	-	-
MATH	+	M	+	+	+	+	+	+	+	+	+	+

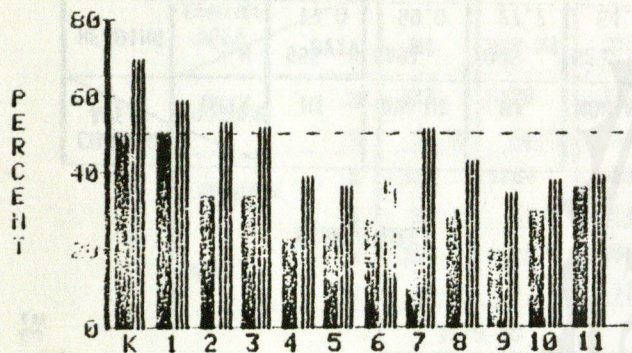
CODES:
"M" MAINTAIN(ED) ABOVE COURT STATED GOAL (i.e., 50% OF STUDENTS AT OR ABOVE THE PUBLISHER'S MEDIAN).
"✓" INDICATES SPRING 1983 DATA EXCEED INTERIM GOAL.
"✓" INDICATES SPRING 1983 DATA APPROXIMATE INTERIM GOAL (+ or - 2%).
"✓" INDICATES SPRING 1983 DATA ARE LESS THAN INTERIM GOAL.

*ALL VALUES OF THIS TABLE HAVE BEEN EQUATED TO FORM S NORMS USING THE PUBLISHER'S EQUATING DATA, EXCEPT FOR GRADES K AND 1 (FOR WHICH NO PUBLISHER EQUATING DATA EXIST). CONSERVATIVE EQUATING VALUES HAVE BEEN USED TO PERMIT REASONABLE ESTIMATES OF FORM S-EQUATED ACHIEVEMENT.

BASLINE VS. SPRING 1983

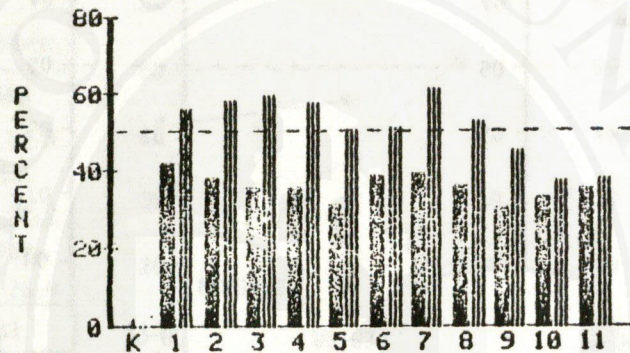
CTBS TEST RESULTS - FORM S NORMS

READING



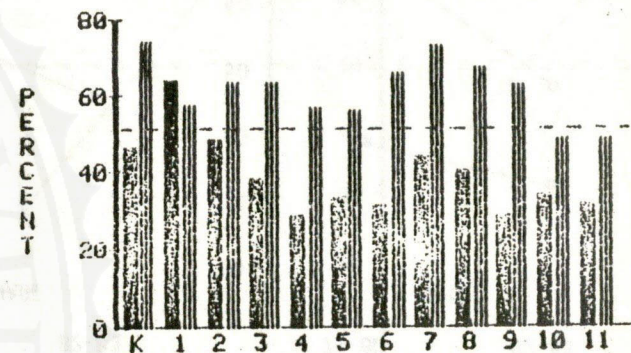
PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

LANGUAGE



PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

MATH

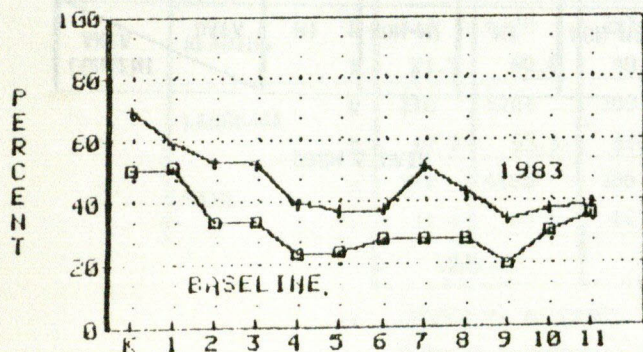


PERCENT OF STUDENTS AT OR ABOVE NDP
COMPARISON-BASELINE TO SPRING 1983
STUDENTS IN ATTENDANCE FOR FULL YEAR

■ = BASELINE

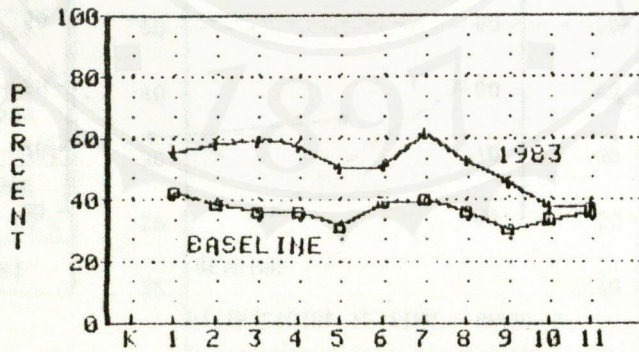
▨ = SPRING 1983

READING



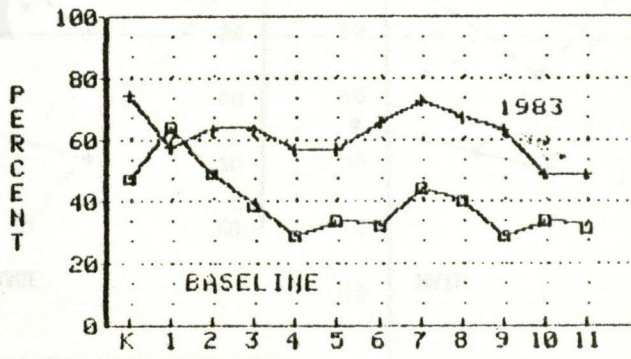
PERCENT OF STUDENTS AT OR ABOVE NDP

LANGUAGE



PERCENT OF STUDENTS AT OR ABOVE NDP

MATH



PERCENT OF STUDENTS AT OR ABOVE NDP

FIGURE SET 5

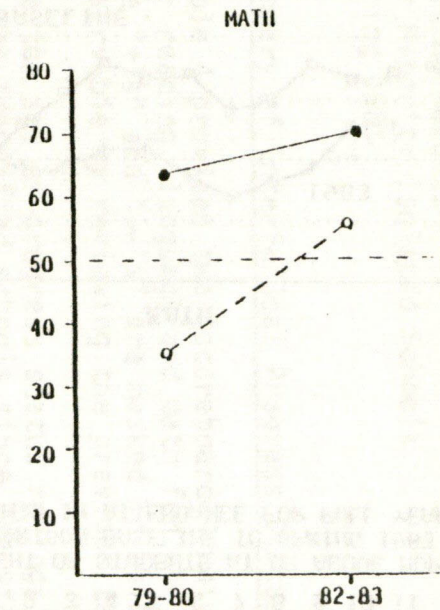
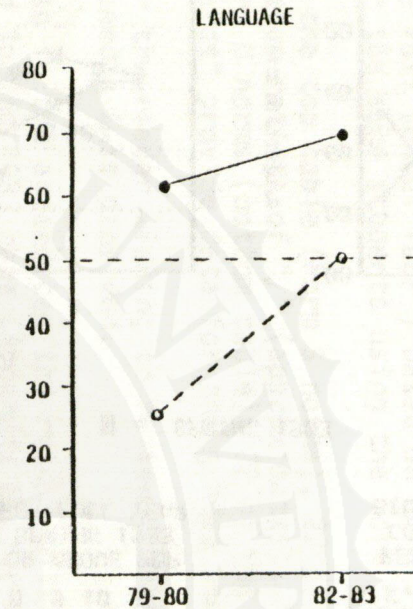
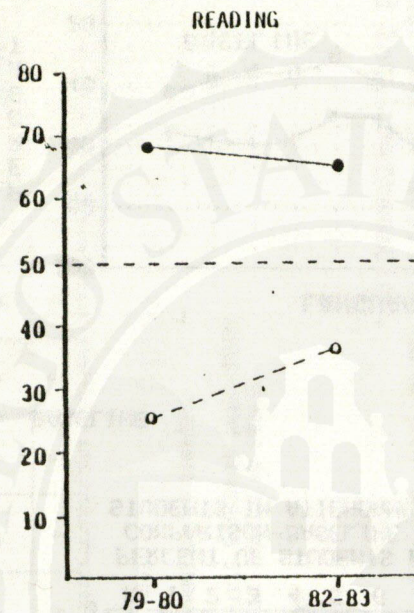
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 5

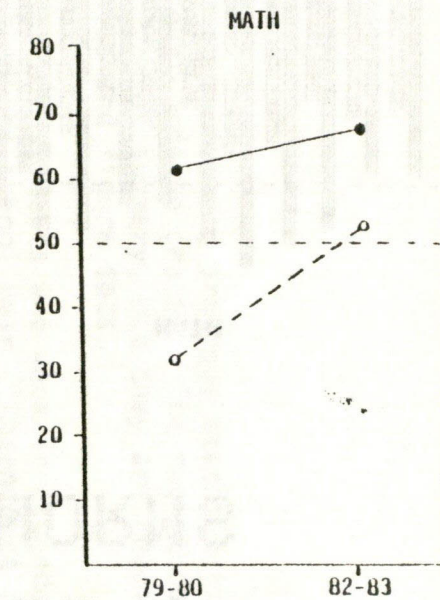
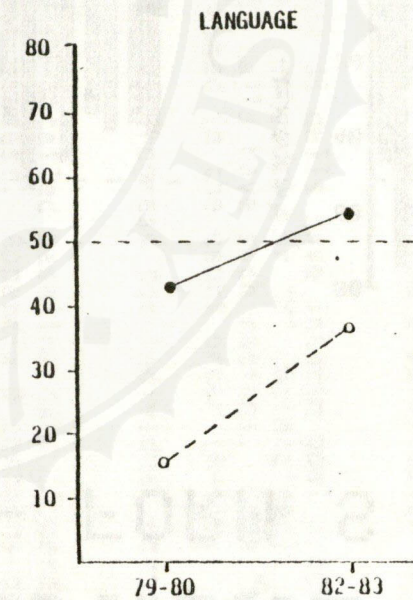
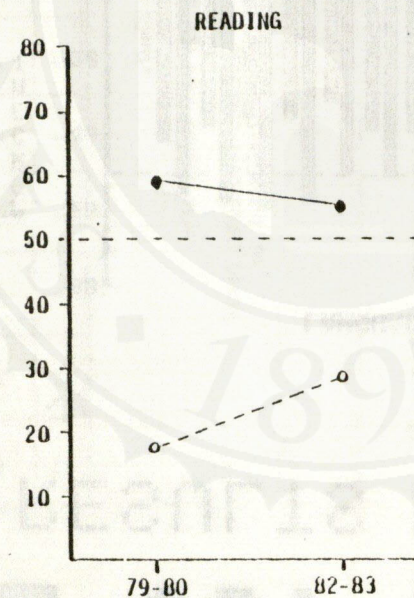
FORM S DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	955	5891	1005	5232
	%	24.1	68.5	36.4	65.3
LANGUAGE	N	935	5670	1000	5216
	%	24.7	60.8	50.3	70.2
MATH	N	893	5836	1006	5245
	%	34.7	64.4	56.1	69.9
		1979-80		1982-83	



FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	955	5891	1005	5232
	%	17.0	59.0	27.7	54.9
LANGUAGE	N	935	5670	1000	5216
	%	14.7	44.0	35.9	54.4
MATH	N	893	5836	1006	5245
	%	31.1	61.2	52.1	66.7
		1979-80		1982-83	



N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE
THE PUBLISHER'S MEDIAN

CODE:

● — ● NON-MINORITY ISOLATED SCHOOLS

○ - - - ○ MINORITY ISOLATED SCHOOLS

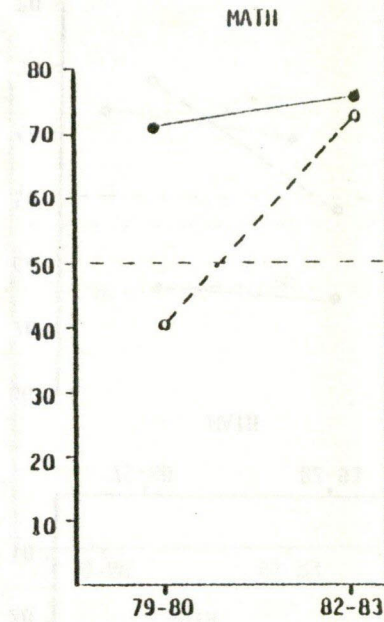
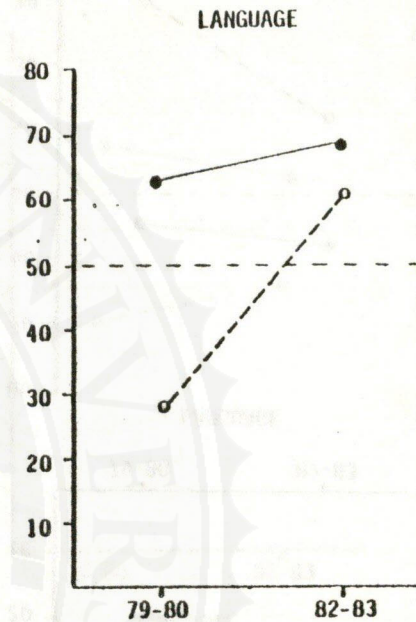
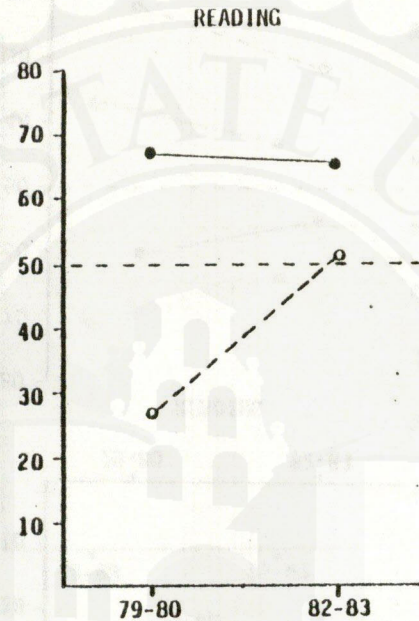
FIGURE SET 6

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
DISTRICTWIDE TESTING - GRADE 7

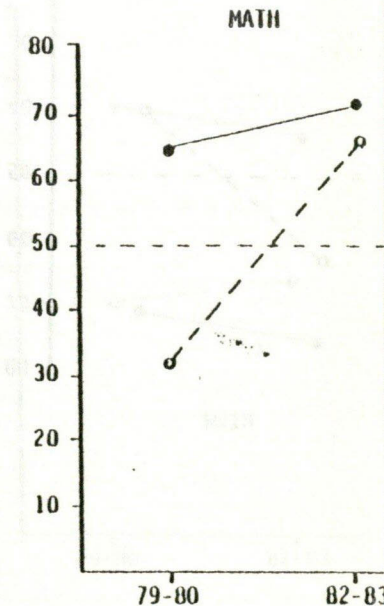
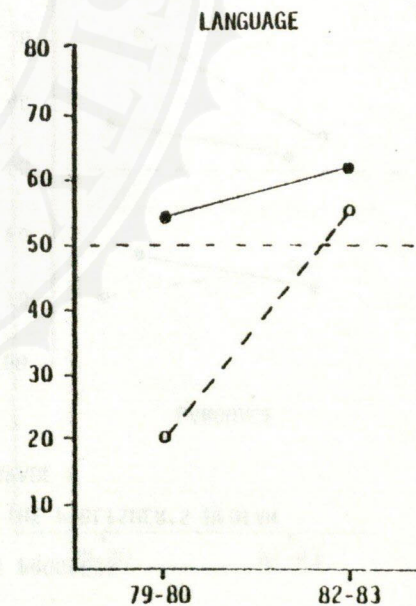
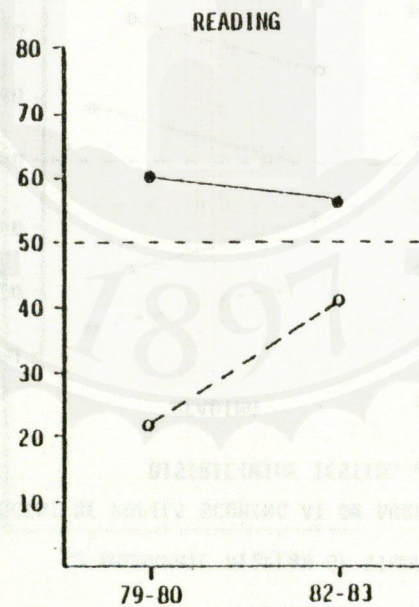
FORM S DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	393	6664
	%	26.9	66.8	50.6	65.1
LANGUAGE	N	310	5764	389	6635
	%	28.7	62.5	61.2	68.2
MATH	N	304	6128	396	6708
	%	40.1	71.4	72.5	75.9
		1979-80		1982-83	



FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	393	6664
	%	21.7	60.0	40.5	56.5
LANGUAGE	N	310	5764	389	6635
	%	19.7	53.5	55.3	62.4
MATH	N	304	6128	396	6708
	%	31.9	64.0	66.4	70.7
		1979-80		1982-83	



N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE
THE PUBLISHER'S MEDIAN

CODE:

- — ● NON-MINORITY ISOLATED SCHOOLS
○ - - - ○ MINORITY ISOLATED SCHOOLS

FIGURE SET 7

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN
DISTRICTWIDE TESTING - GRADE 9

FORM S DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	26.9	66.8	34.0	59.1
LANGUAGE	N	310	5764	496	5635
	%	28.7	62.5	45.4	68.5
MATH	N	304	6128	508	5743
	%	40.1	71.4	62.6	75.6
		1979-80		1982-83	

FORM U DATA

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	323	6120	514	5730
	%	21.7	60.0	30.5	54.7
LANGUAGE	N	310	5764	496	5635
	%	19.7	53.5	37.3	57.3
MATH	N	304	6128	508	5743
	%	31.9	64.0	50.8	66.2
		1979-80		1982-83	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- — ● NON-MINORITY ISOLATED SCHOOLS
- - - - ○ MINORITY ISOLATED SCHOOLS

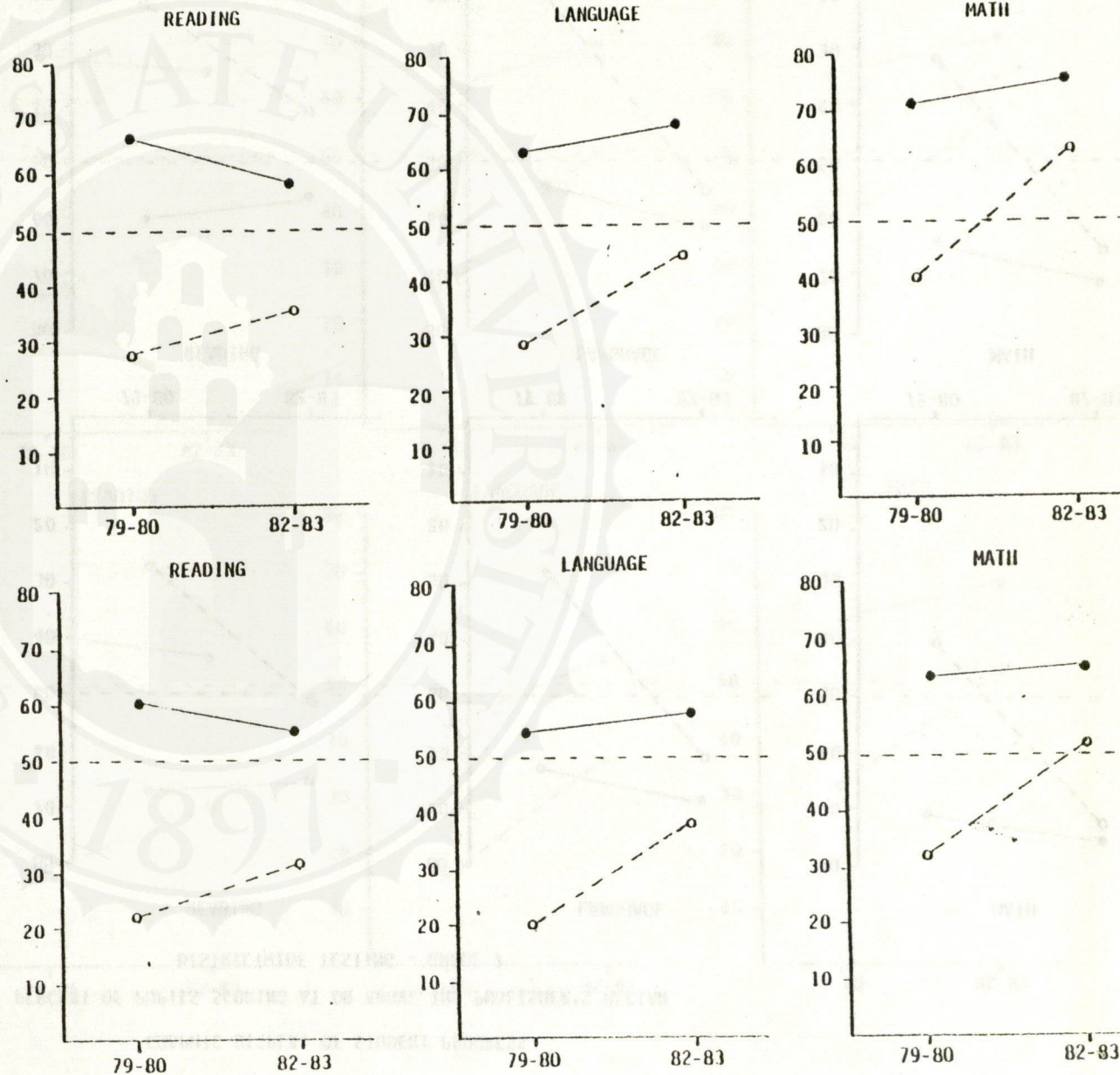


FIGURE SET B

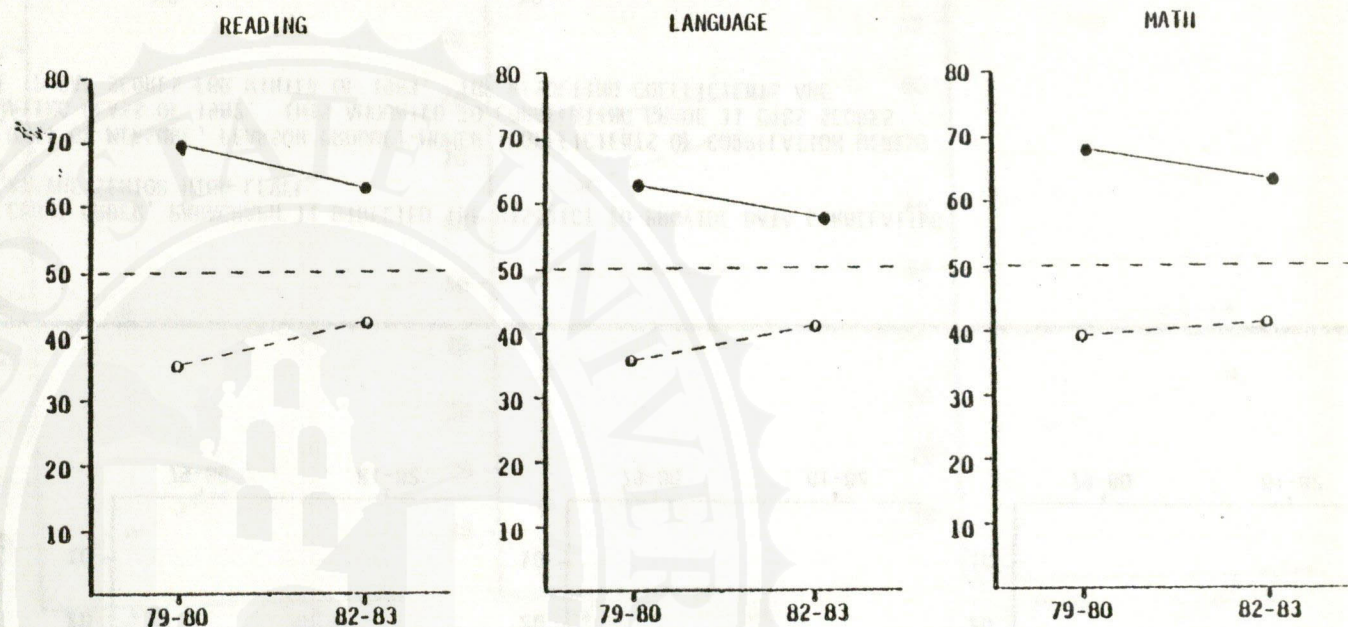
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

DISTRICTWIDE TESTING - GRADE 11

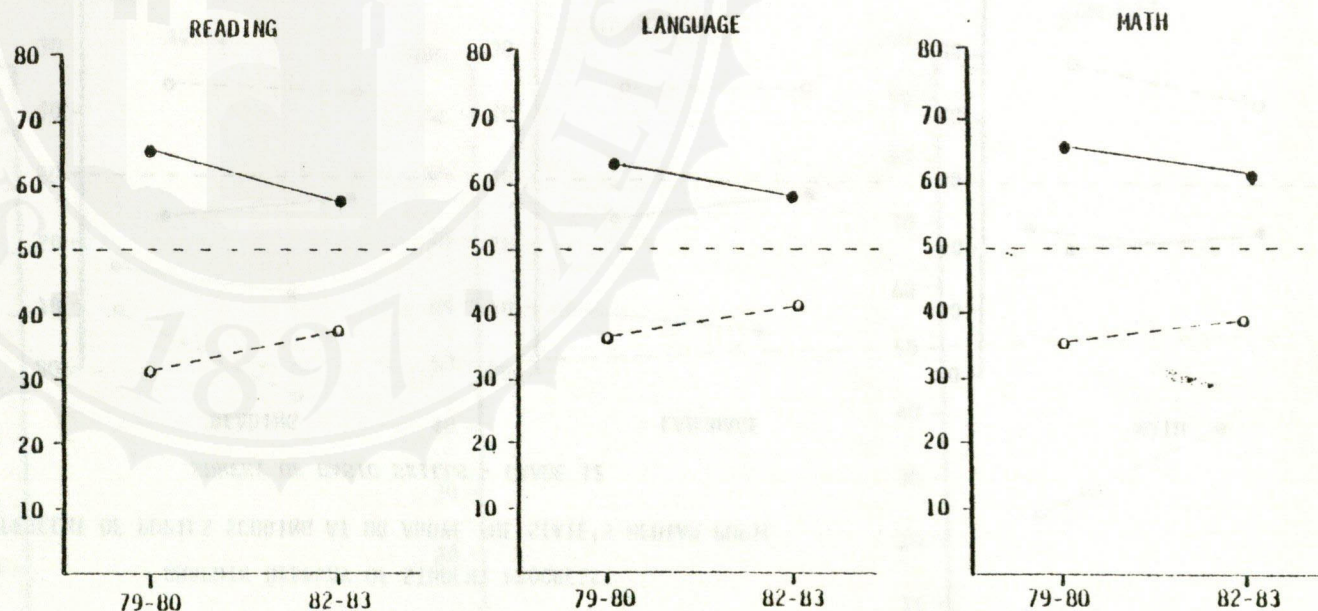
FORM S DATA

CONTENT AREA \ DATA		MI	NON-MI	MI	NON-MI
READING	N	548	5644	494	5481
	%	35.9	69.5	41.9	62.7
LANGUAGE	N	533	5534	459	5547
	%	35.6	62.7	40.5	57.8
MATH	N	535	5483	482	5559
	%	38.8	67.7	41.3	63.8
		1979-80		1982-83	



FORM U DATA

CONTENT AREA \ DATA		MI	NON-MI	MI	NON-MI
READING	N	548	5644	494	5481
	%	31.9	64.7	37.0	57.3
LANGUAGE	N	533	5534	459	5547
	%	35.6	62.7	40.5	57.8
MATH	N	535	5483	482	5559
	%	34.9	64.6	38.1	60.4
		1979-80		1982-83	



N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- — ● NON-MINORITY ISOLATED SCHOOLS
 ○ - - - ○ MINORITY ISOLATED SCHOOLS

FIGURE SET 9

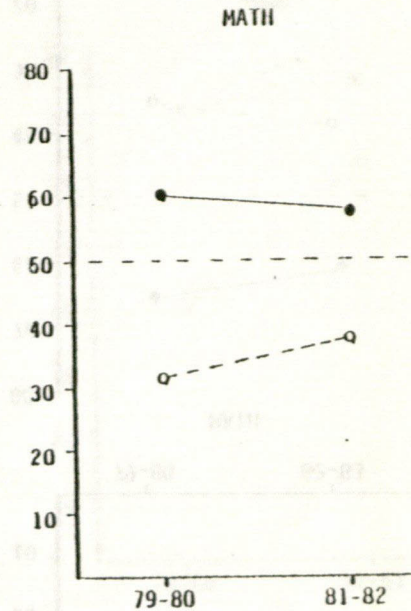
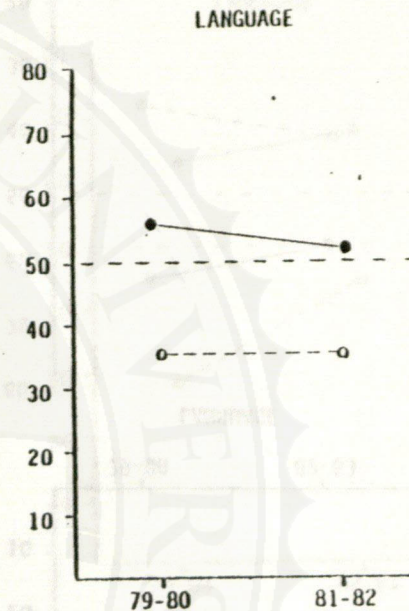
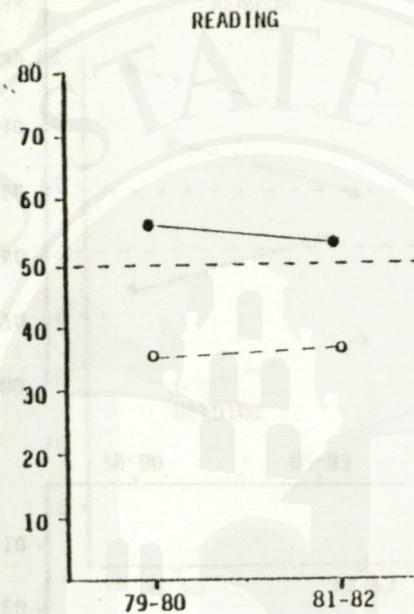
GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE STATE'S MEDIAN PUPIL

SURVEY OF BASIC SKILLS - GRADE 12

GRADE 12 CAP NORMS

CONTENT AREA	DATA	MI	NON-MI	MI	NON-MI
READING	N	571	5705	623	5752
	%	34.5	54.8	35.6	53.2
LANGUAGE	N	571	5705	623	5752
	%	35.2	54.8	35.0	51.8
MATH	N	571	5705	623	5752
	%	31.2	59.6	37.9	58.4
		1979-80		1981-82	



IN THE NOVEMBER 8, 1982 COURT ORDER, PARAGRAPH 11 DIRECTED THE DISTRICT TO PROVIDE DATA CORRELATING THE CTBS AND CAP SCORES AT THE SENIOR HIGH LEVEL.

USING THE SCHOOL AS THE UNIT OF MEASURE, PEARSON PRODUCT-MOMENT COEFFICIENTS OF CORRELATION WERE CALCULATED FOR THE GRADUATING CLASS OF 1982. THIS AMOUNTED TO CORRELATING GRADE 11 CTBS SCORES FOR FALL 1980 WITH GRADE 12 CAP SCORES FOR WINTER OF 1981. THE RESULTING COEFFICIENTS ARE DISPLAYED BELOW:

$$r_{\text{READING}} = +.84$$

$$r_{\text{LANGUAGE}} = +.93$$

$$r_{\text{MATHEMATICS}} = +.94$$

A COEFFICIENT OF +1.00 WOULD BE CONSIDERED A PERFECT CORRELATION. THE VALUES ABOVE ARE CONSIDERED AS BEING VERY HIGH.

FIGURE SET 10A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL READING

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	388	702	391	824
	%	11	47	23	43
WHITE	N	100	4084	166	2969
	%	65	76	73	77
BLACK	N	432	535	382	532
	%	24	40	32	42
ASIAN	N	35	539	66	894
	%	60	67	45	62
ALSKN/INDN	N	0	31	0	13
	%	--	58	--	54
COMBINED	N	955	5891	1005	5232
	%	24.1	68.5	36.4	65.3
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE
THE PUBLISHER'S MEDIAN

CODE:

- ——— ● NON-MINORITY ISOLATED SCHOOLS
 ○ ——— ○ MINORITY ISOLATED SCHOOLS

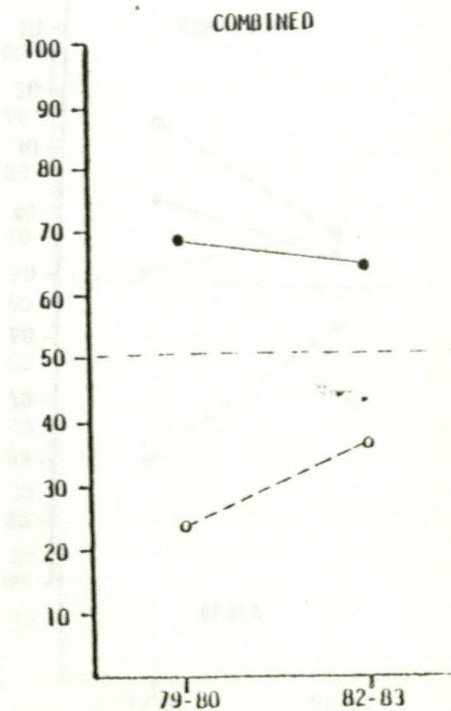
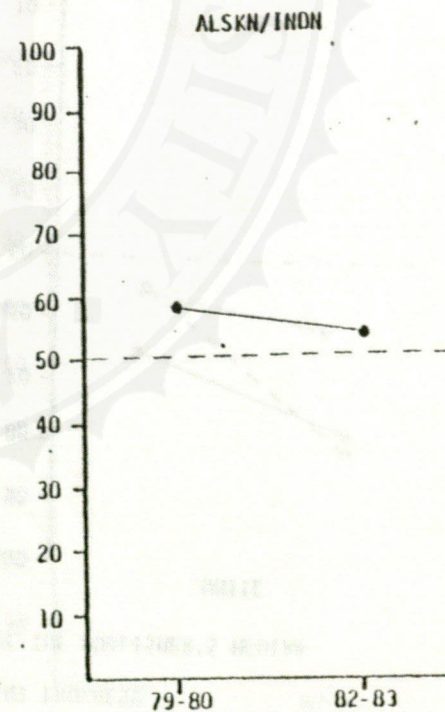
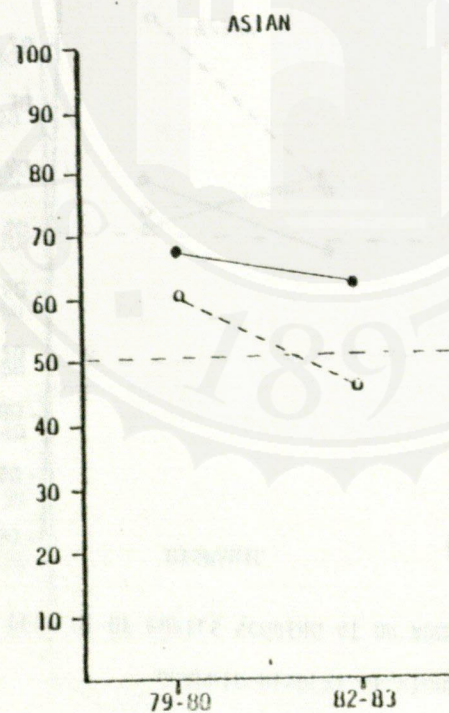
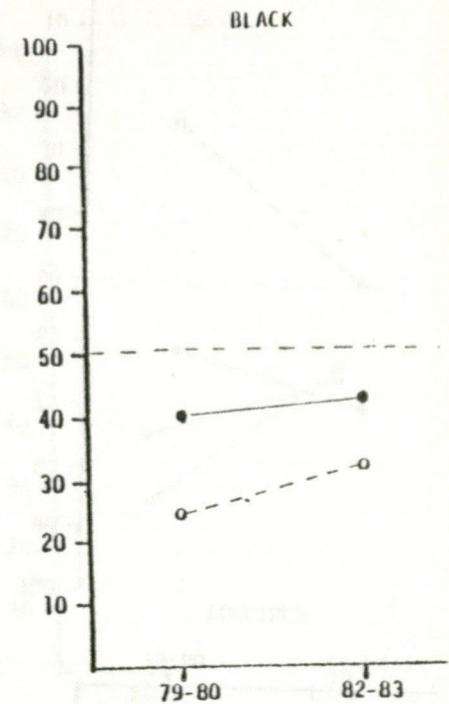
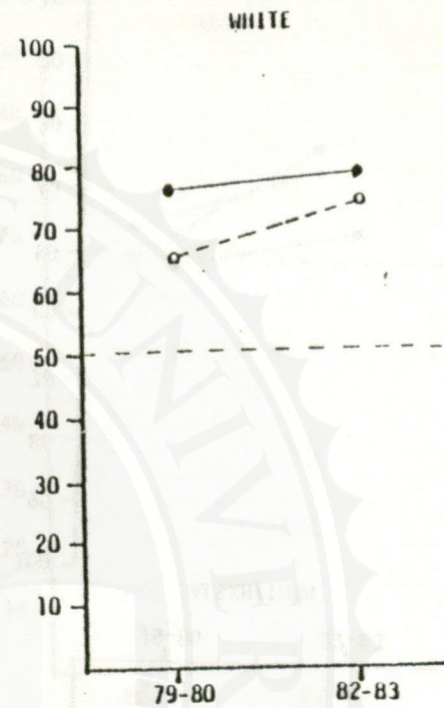
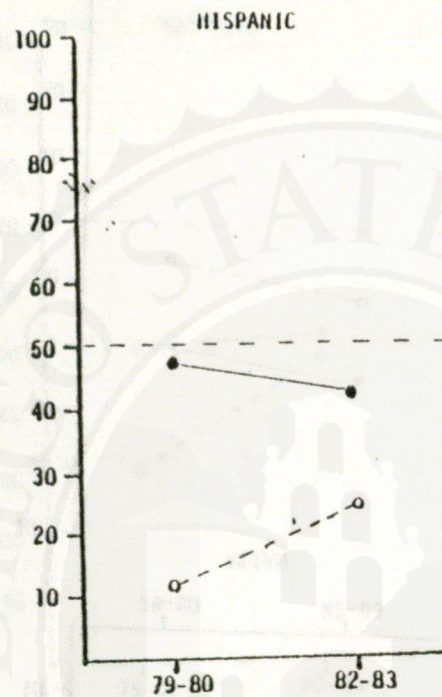


FIGURE SET 11A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	387	673	390	820
	%	14	42	43	52
WHITE	N	98	3957	164	2960
	%	55	66	81	79
BLACK	N	416	506	380	531
	%	25	37	43	45
ASIAN	N	34	503	66	892
	%	56	70	62	74
ALSKN/INDN	N	0	31	0	13
	%	--	52	--	46
COMBINED	N	935	5670	1000	5216
	%	24.7	60.8	50.3	70.2
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- NON-MINORITY ISOLATED SCHOOLS
 ○-----○ MINORITY ISOLATED SCHOOLS

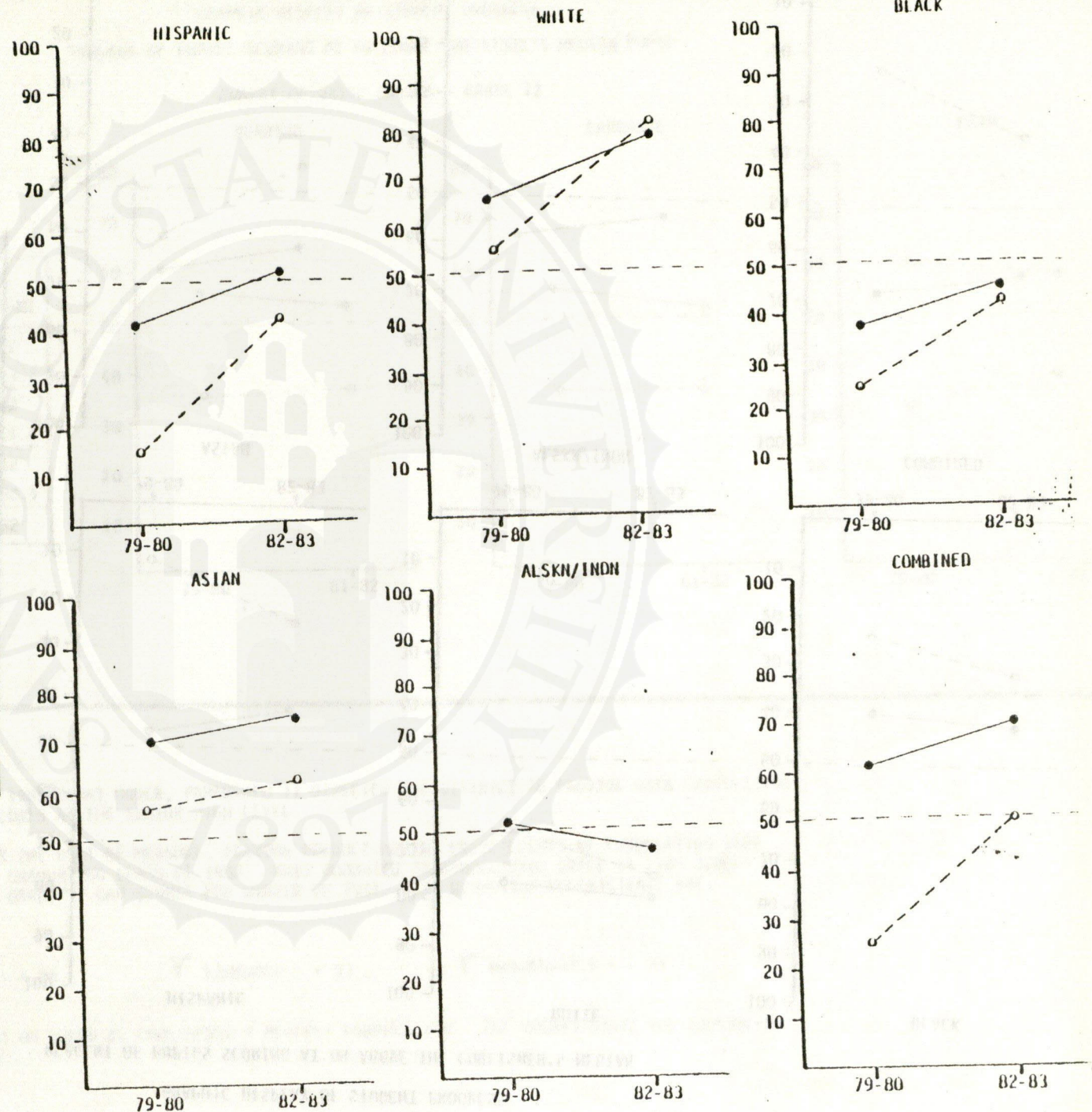


FIGURE SET 12A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 5

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

GROUP \ DATA		MI	NON-MI	MI	NON-MI
HISPANIC	N	350	690	392	824
	%	31	50	49	52
WHITE	N	98	4044	165	2966
	%	66	70	82	77
BLACK	N	410	529	383	536
	%	27	37	48	46
ASIAN	N	35	542	66	906
	%	74	72	77	78
ALSKN/INDN	N	0	31	0	13
	%	--	61	--	54
COMBINED	N	893	5836	1006	5245
	%	34.7	64.4	56.1	69.9
		SPRING 1980		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- NON-MINORITY ISOLATED SCHOOLS
 ○- - -○ MINORITY ISOLATED SCHOOLS

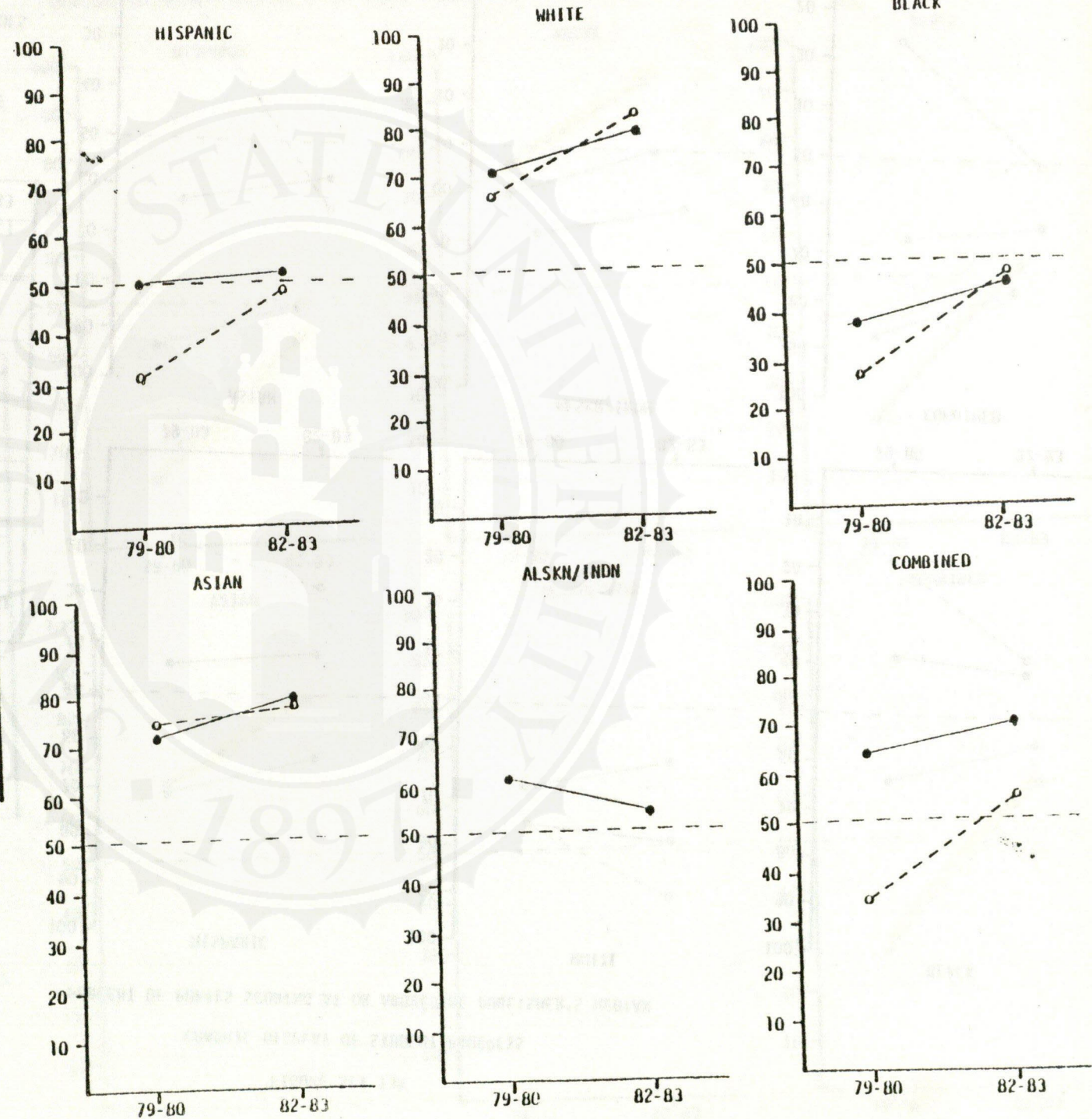


FIGURE SET 13A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL READING

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	104	1046
	%	18	44	28	42
WHITE	N	49	4049	109	3863
	%	76	76	90	78
BLACK	N	165	716	167	845
	%	18	39	38	41
ASIAN	N	9	499	11	891
	%	22	63	64	58
ALSKN/INDN	N	0	19	2	19
	%	--	68	50	63
COMBINED	N	323	6120	393	6664
	%	26.9	66.8	50.6	65.1
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- ——— ● NON-MINORITY ISOLATED SCHOOLS
- - - - - ○ MINORITY ISOLATED SCHOOLS

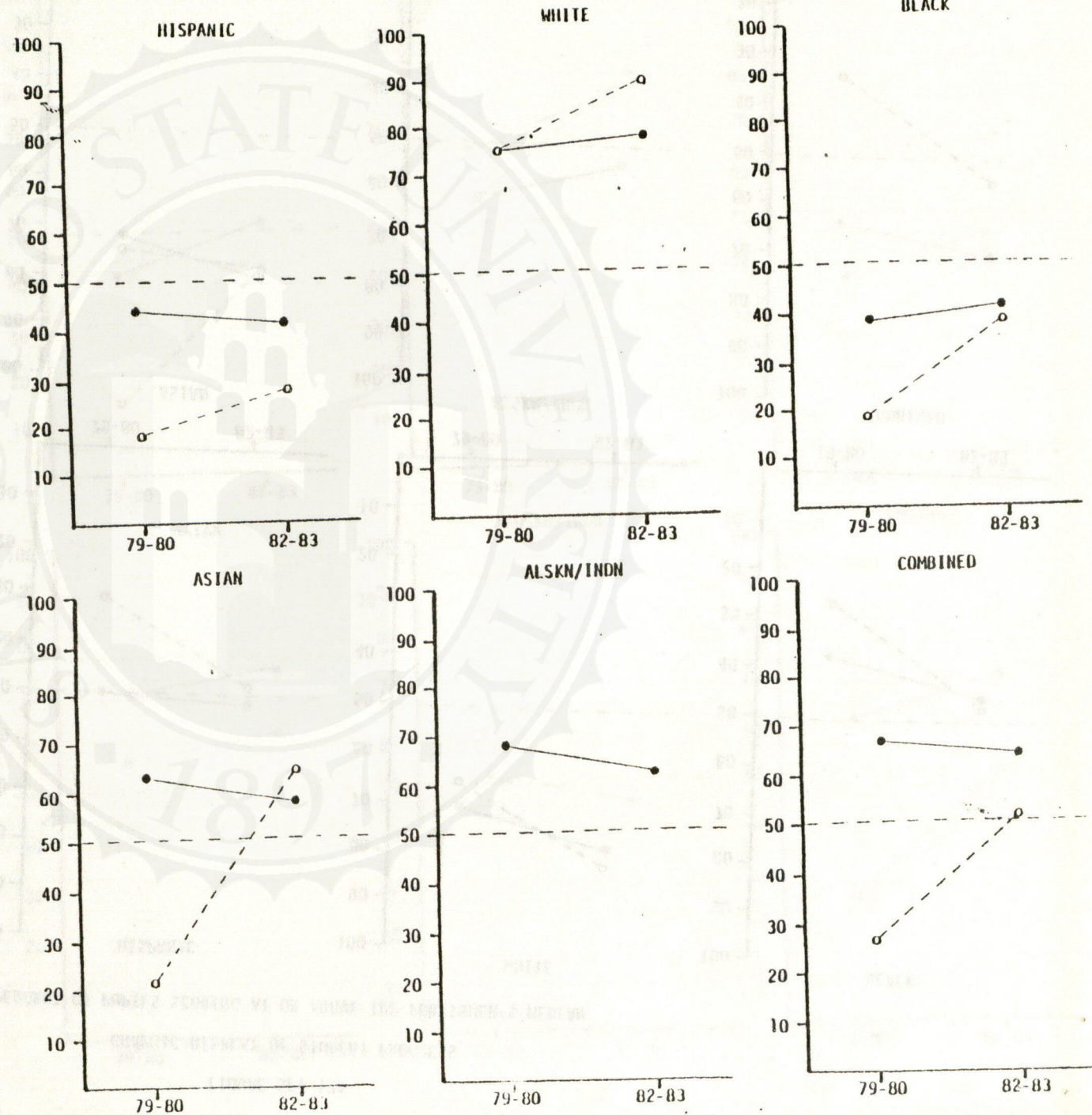


FIGURE SET 14A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	102	1034
	%	13	42	42	49
WHITE	N	50	3850	108	3853
	%	76	70	93	77
BLACK	N	159	668	166	835
	%	21	39	51	47
ASIAN	N	9	450	11	892
	%	67	66	82	70
ALSKN/INDN	N	0	17	2	21
	%	--	64	100	67
COMBINED	N	310	5764	389	6635
	%	28.7	62.5	61.2	68.2
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- — ● NON-MINORITY ISOLATED SCHOOLS
- — ○ MINORITY ISOLATED SCHOOLS

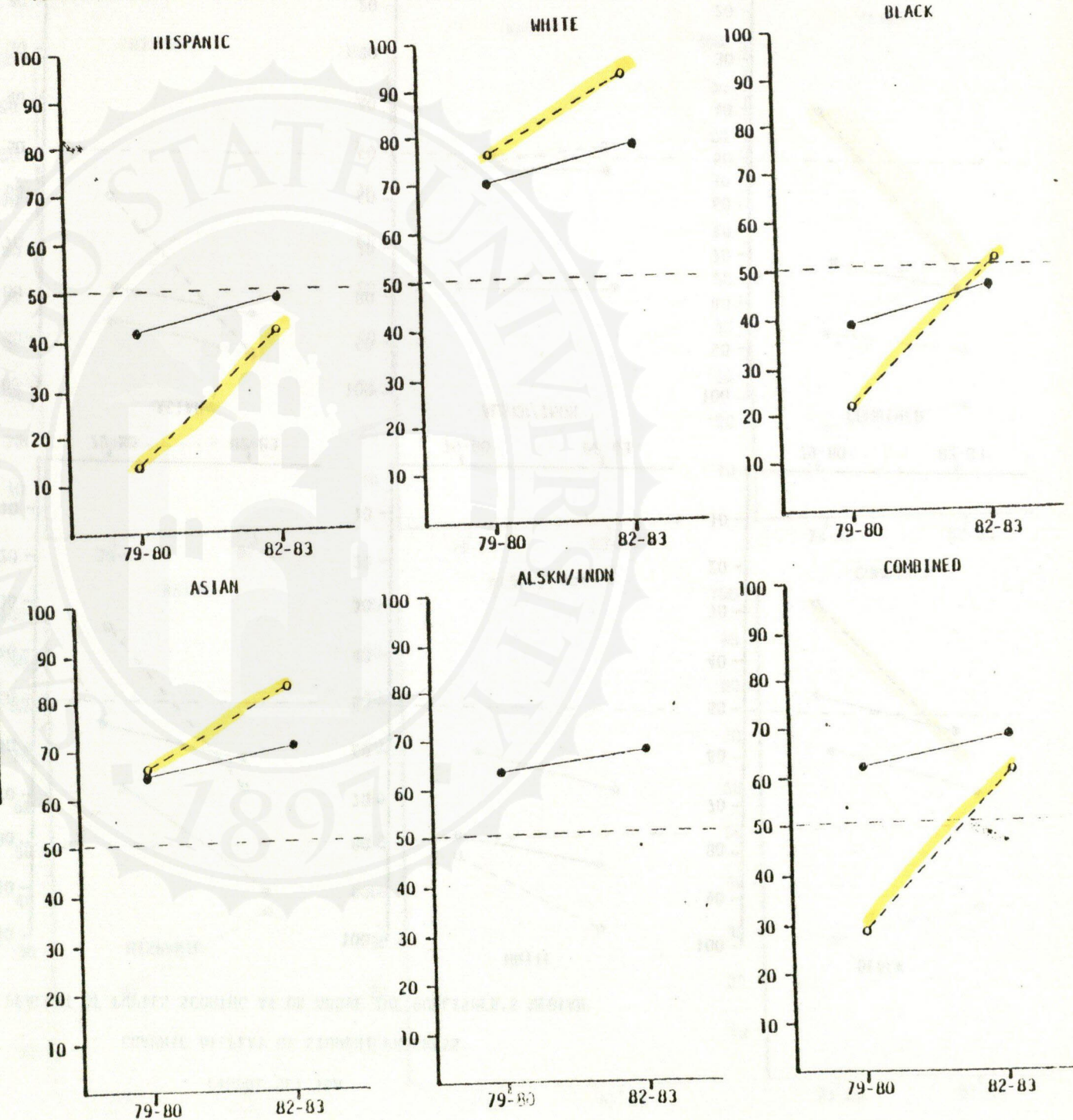


FIGURE SET 15A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 7

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	103	1049
	%	36	55	68	61
WHITE	N	50	4036	111	3886
	%	82	78	97	83
BLACK	N	158	715	168	856
	%	28	47	57	54
ASIAN	N	10	505	12	899
	%	60	79	92	83
ALSKN/INDN	N	0	19	2	18
	%	--	78	100	78
COMBINED	N	304	6128	396	6708
	%	40.1	71.4	72.5	75.9
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- NON-MINORITY ISOLATED SCHOOLS
 ○——○ MINORITY ISOLATED SCHOOLS

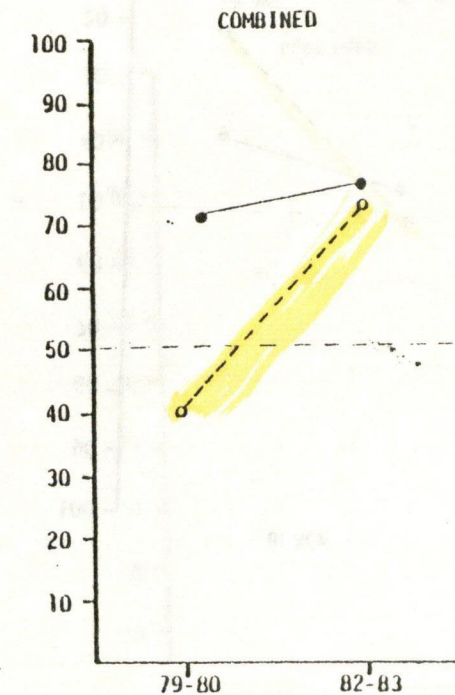
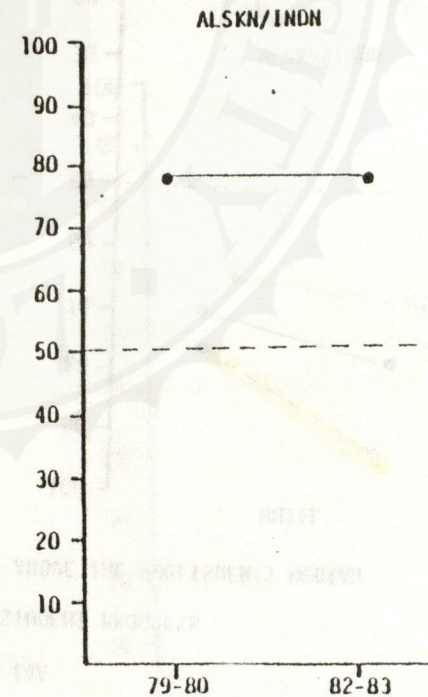
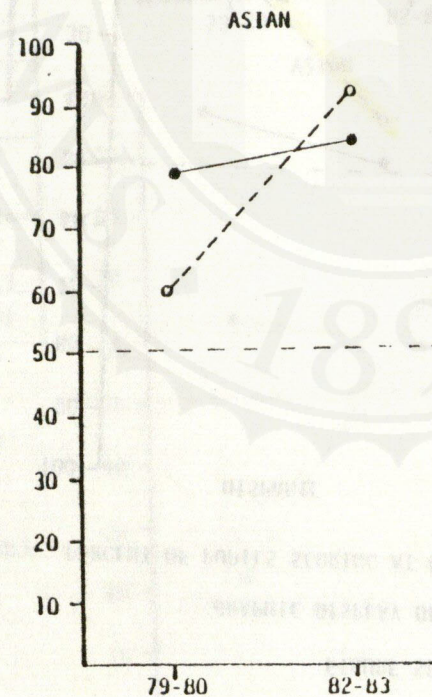
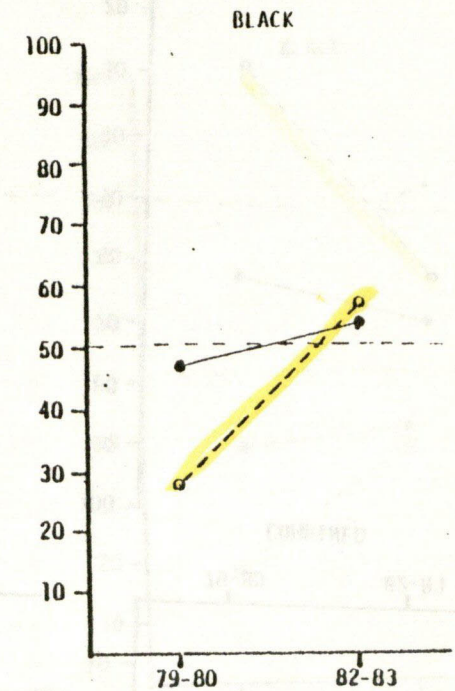
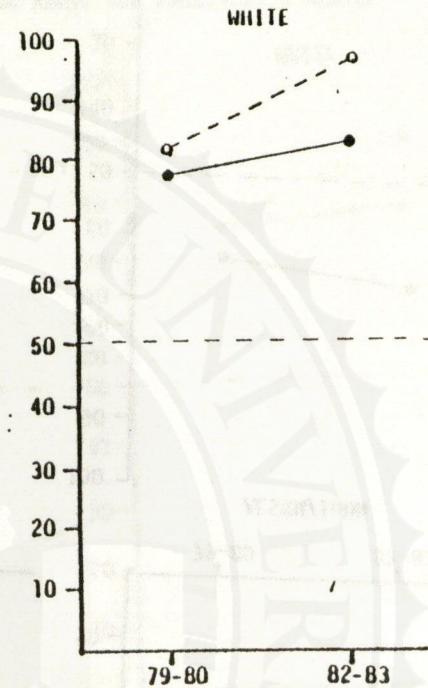
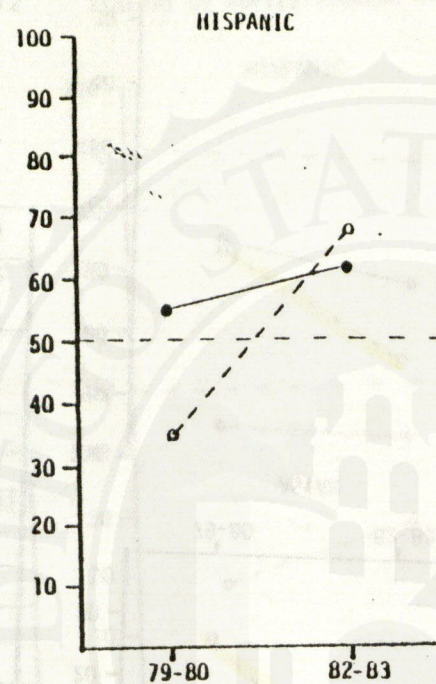


FIGURE SET 16A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL READING

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	100	837	124	801
	%	18	44	18	37
WHITE	N	49	4049	105	3426
	%	76	76	79	73
BLACK	N	165	716	258	651
	%	18	39	23	36
ASIAN	N	9	499	27	829
	%	22	63	37	41
ALSKN/INDN	N	0	19	0	23
	%	--	68	--	61
COMBINED	N	323	6120	514	5730
	%	26.9	66.8	34.0	59.1
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- NON-MINORITY ISOLATED SCHOOLS
 ○——○ MINORITY ISOLATED SCHOOLS

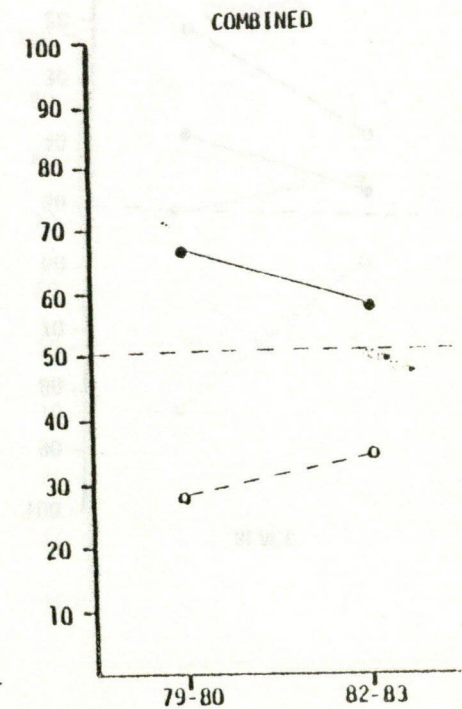
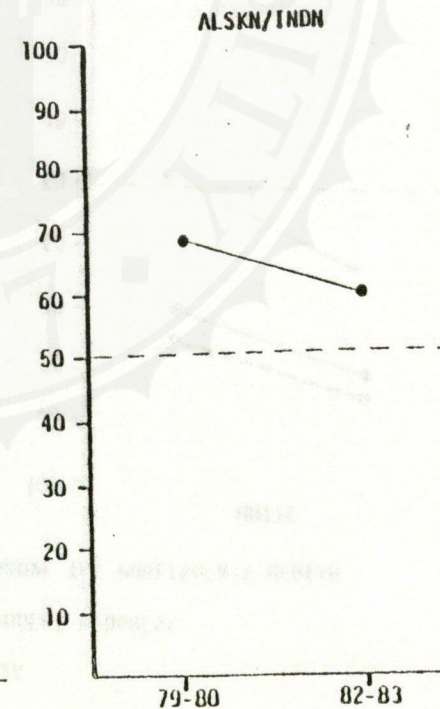
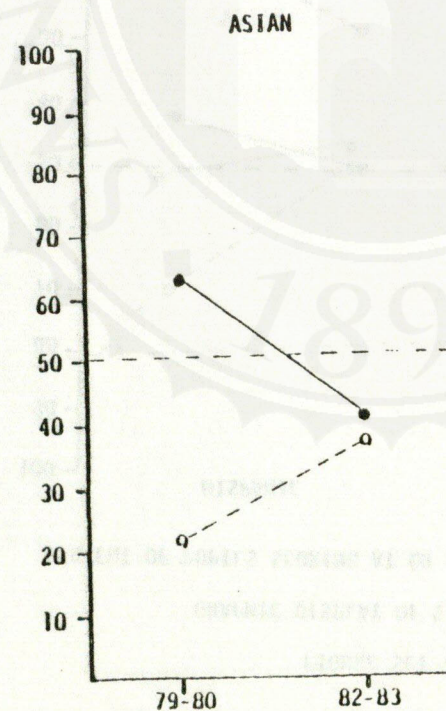
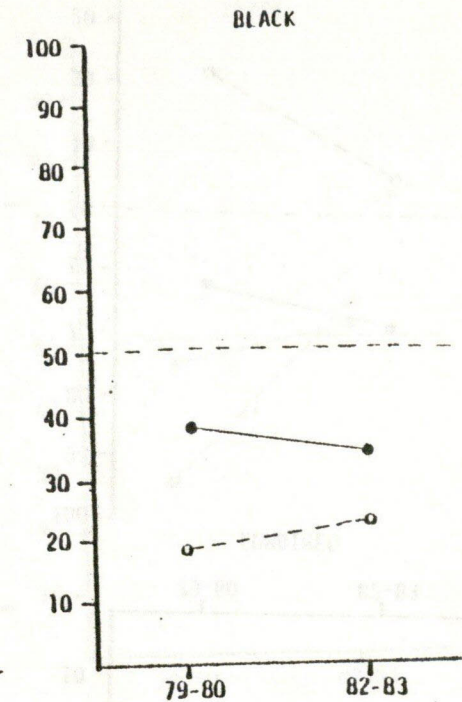
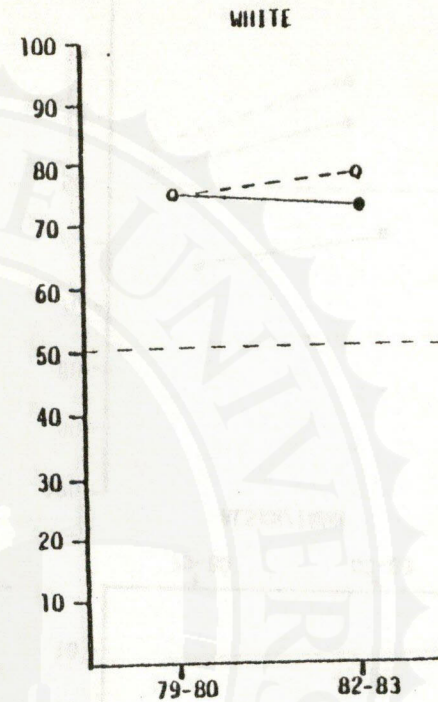
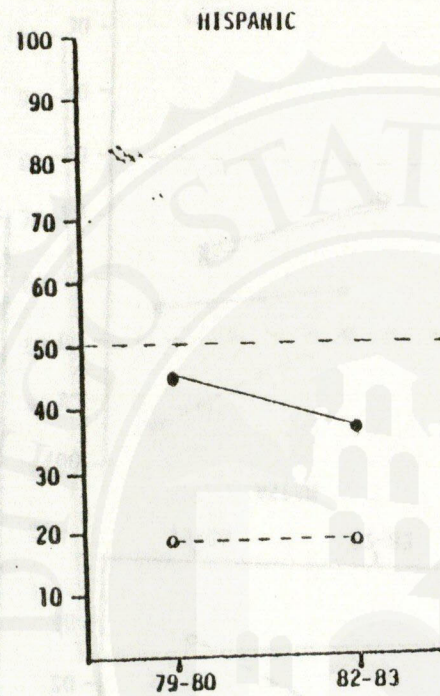


FIGURE SET 17A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL LANGUAGE

NORMS USED : FORM S

GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	92	779	120	794
	%	13	42	28	50
WHITE	N	50	3850	101	3356
	%	76	70	84	80
BLACK	N	159	668	248	638
	%	21	39	37	48
ASIAN	N	9	450	27	824
	%	67	66	56	57
ALSKN/INDN	N	0	17	0	23
	%	--	64	--	57
COMBINED	N	310	5764	496	5635
	%	28.7	62.5	45.4	68.5
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

- ——— ● NON-MINORITY ISOLATED SCHOOLS
- ——— ○ MINORITY ISOLATED SCHOOLS

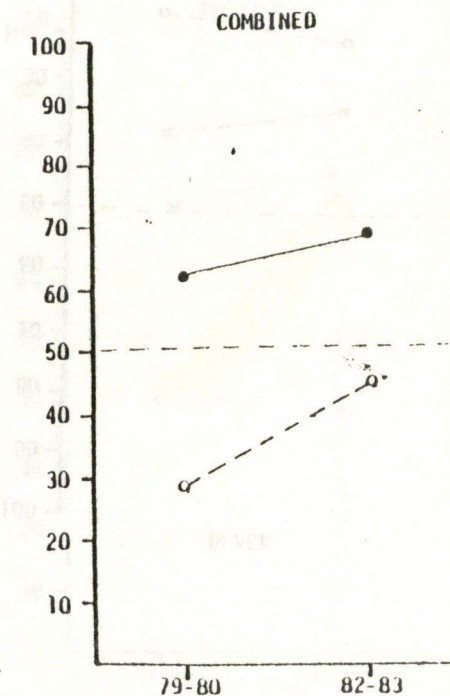
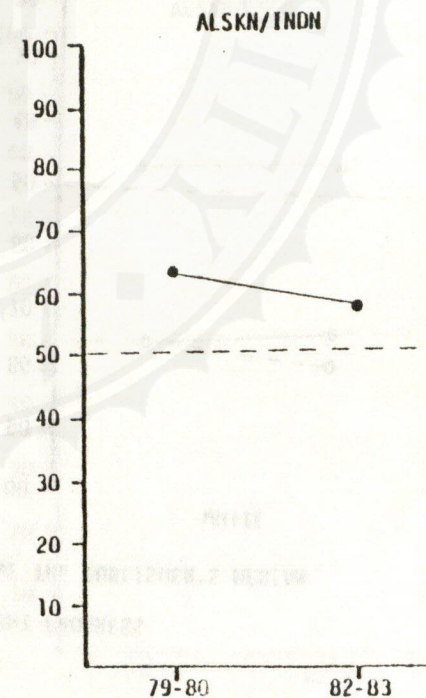
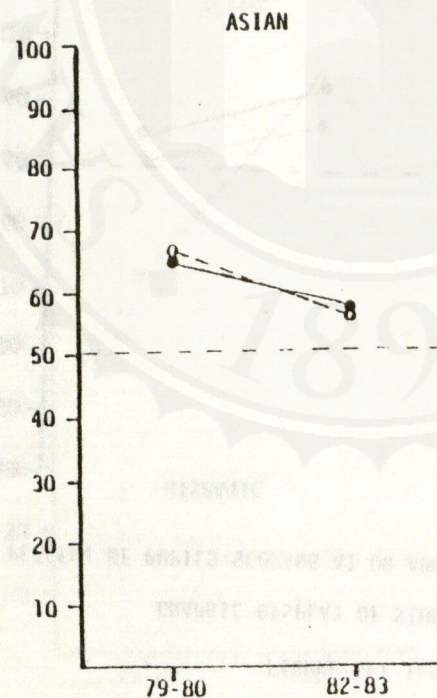
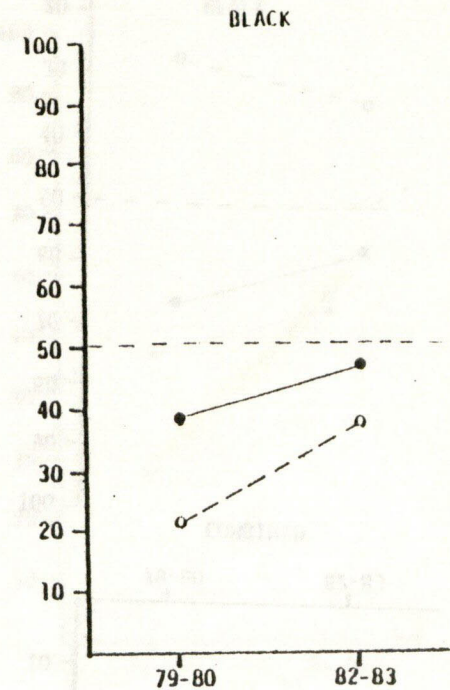
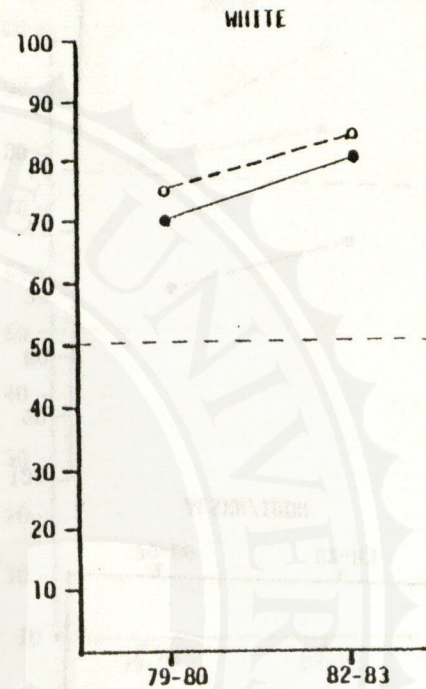
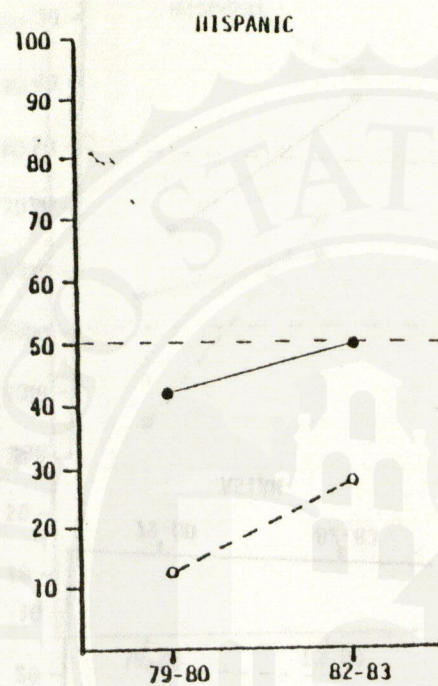


FIGURE SET 18A

GRAPHIC DISPLAY OF STUDENT PROGRESS

PERCENT OF PUPILS SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

GRADE LEVEL : 9

CONTENT AREA: TOTAL MATH

NORMS USED : FORM S

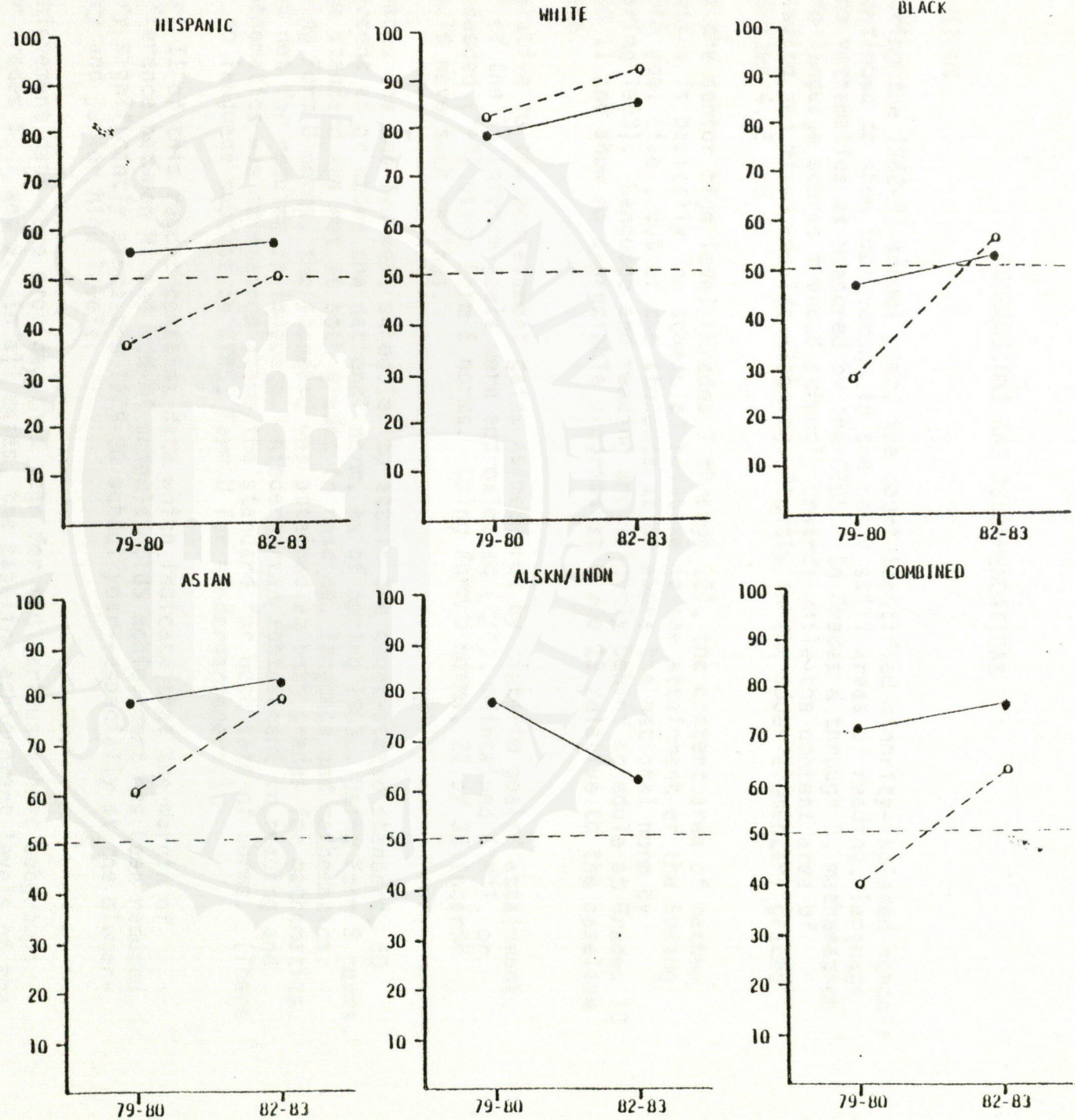
GROUP	DATA	MI	NON-MI	MI	NON-MI
HISPANIC	N	86	853	111	831
	%	36	55	50	56
WHITE	N	50	4036	106	3409
	%	82	78	91	84
BLACK	N	158	715	263	662
	%	28	47	55	52
ASIAN	N	10	505	28	817
	%	60	79	79	82
ALSKN/INDN	N	0	19	0	24
	%	--	78	--	63
COMBINED	N	304	6128	508	5743
	%	40.1	71.4	62.6	75.6
		FALL 1979		SPRING 1983	

N = NUMBER OF STUDENTS

% = PERCENT SCORING AT OR ABOVE THE PUBLISHER'S MEDIAN

CODE:

● — ● NON-MINORITY ISOLATED SCHOOLS
 ○ — ○ MINORITY ISOLATED SCHOOLS



CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. During the 1982-83 school year, the court-identified minority-isolated schools continued to show improvement in the basic skill areas of reading, language and mathematics as measured by the CTBS. In Grades K through 8, mathematics and language scores trended strongly upward; while the content area of reading had mixed results--lagging slightly in the upper elementary grades (Grades 4, 5 and 6).
2. At the senior high level (Grades 9 through 12), the content area of mathematics is basically "on schedule" relative to the attainment of the Spring 1985 goal (i.e., 50% of the students at or above the national norm by Spring 1983). Language and reading are slightly behind schedule at Grades 10 and 11 and show no appreciable progress at Grade 12 relative to the baseline data.
3. Relative to the achievement gains as measured by "interim goals" attainment, 27 of the 35 interim goals were approximated ("✓"), maintained ("M"), or exceeded ("+") using Form S norms. Using Form U norms, 22 of 35 interim goals have such ratings.
4. Grades One and Two were scheduled to attain the court-stated standard, 50 percent at or above the national norm, as of Spring 1983. Using Form S norms, the standard was met at both grades in reading, language and mathematics. Using Form U norms, the standard was attained at both grades for mathematics, but not for reading or language. Kindergarten achievement in reading and mathematics was maintained above the standard for both sets of norms. (There is no language subtest on CTBS, Form U for Kindergarteners.)
5. Part II of this report contains data which indicate that the margin of difference between MI and NON-MI schools' CTBS achievement has been reduced very significantly since the 1979-80 school year--especially at the elementary and junior high levels.
6. Achievement data were provided this year for the various ethnic subgroups for Grades 5, 7 and 9. In all cases, the baseline achievement levels of the minority ethnic subgroups in the NON-MI schools were higher than the corresponding ethnic subgroups in the MI schools. Based on Spring 1983 CTBS test results, the NON-MI schools' "margin of advantage" over the MI schools has decreased for almost every ethnic subgroup for all grade levels presented. In some instances (e.g., Grade 7 math), the minority students in the MI schools are scoring higher than their ethnic counterparts in the NON-MI schools.

RECOMMENDATIONS

1. Resources allocated to the development and support of the senior high level instructional program need to be reviewed. Although Grades 10 and 11 have until Spring of 1985 to attain the court-stated goal, the present rate of improvement for these grades is falling behind schedule.

2. The reading instructional program and achievement data at Grades 4, 5 and 6 need additional review. There should be a comprehensive review to include the following:
 - 1) An assessment of the content emphasis in the present reading curriculum materials relative to the concepts measured by the reading comprehension subtests of the CTBS (content validity).
 - 2) An assessment of the scope and range of the vocabulary words and activities. There should be more opportunities for students to be exposed to vocabulary exercises of varying formats.
 - 3) An assessment of the articulation process of the limited English proficient students into the full-English reading program(s). Appropriateness of "transition materials" needs review. This review should include materials for languages beyond Spanish.
3. The Effective Factors Study which was initiated in response to Recommendation 7 of Report 315 should continue--utilizing the additional information contained in this report. The "promising practices" that are identified should be more widely disseminated.
4. A more complete and up-to-date data base should be established for the Hispanic youngsters in the MI schools. Information should be maintained which would contain answers to questions such as: How many Hispanic students have transitioned from a bilingual program to a full-English program? Who are these students? How well are they progressing in English instruction? Also, demographic information -- such as what portion of the hispanic youngsters are "newcomers" to the District -- needs to be collected.
5. The District should develop a School Profile Sheet which would include a comprehensive description for each school in the district. Information to be provided would include data such as districtwide test scores, mobility rates, percent of limited-English proficient students, percent of non-resident students attending, socio-economic information, ethnic composition, etc.
6. Preliminary analyses of students participating in the Achievement Goals Program are contained in Appendix G. A final report should be completed by this Fall, and it should include multi-year and pre-post analyses with accompanying conclusions and recommendations.