

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
Governing Board of the Los Angeles Unified School District

AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE  
MEETING NOTES

333 South Beaudry Avenue, Board Room  
10:00 a.m., Thursday, September 8, 2005

Board Members Present:

Ms. Marlene Canter, Chairperson  
Ms. Julie Korenstein, Member  
Mr. Mike Lansing, Member  
Ms. Marguerite P. LaMotte, Member  
Mr. Jon Lauritzen  
Mr. David Tokofsky

Staff Present:

Superintendent Roy Romer  
Ms. Rowena Lagrosa, Deputy Superintendent, Educational Services  
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary  
Mr. Robert Collins, Chief Instructional Officer, Secondary  
Dr. Liza Scruggs, Assistant Superintendent, Instructional Services  
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education  
Ms. Esther Wong, Assistant Superintendent, Planning, Assessment and Research  
Dr. Ted Bartell, Director, Program Evaluation and Research Branch  
Dr. Paula Moseley, Coordinator, Student Testing and Assessment  
Mr. Eric Barela, Co-Project Director, Program Evaluation  
Dr. Randy Ross, Board of Education Director of Educational Policy

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The meeting convened at 10:19 a.m.  
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Chairperson Canter announced that this Committee will meet bimonthly. On the alternate months, Ms. LaMotte will Chair a new committee, the Educational Equity Committee, which will focus on equity, access, and closing the achievement gap.

ACADEMIC PERFORMANCE INDEX (API) AND ADEQUATE YEARLY PROGRESS (AYP) SCORES – AN OVERVIEW

Ms. Canter announced that Ms. Esther Wong would provide an overview on the Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores. For the sixth consecutive year, the District has increased its API score based on preliminary figures released on August 31, 2005. In addition, the District nearly met all of its AYP requirements that measure students' proficiency levels as outlined under the No Child Left Behind (NCLB) Act.

Ms. Wong advised that the purpose of her presentation was to provide an overview of the similarities and differences between the API and AYP and to share examples of schools who have met their API and/or AYP.

Ms. Wong reported that API is State law and originated from the Public Schools Accountability Act of 1999. AYP is Federal law and is initiated in the NCLB Act of 2001. The schools are ranked on a scale of one to ten and a score is given.

Ms. Wong said that the API has a different purpose than the AYP. The API is a growth model that provides information on a school's gains from one year to the next. The AYP establishes an absolute benchmark for all students to achieve proficiency in English language arts and mathematics by 2013-2014.

Ms. Wong stated that both the API and AYP require the disaggregation of subgroups by ethnicity, socio-economically disadvantaged, English learners, and students with disabilities. The API is designed to measure the academic performance and progress of public schools in California with the State setting 800 as the API score that schools should strive to meet. Ninety-seven schools earned scores of 800 and above, while 14 elementary schools received API scores above 900.

Ms. Wong pointed out that all the information from both of these accountability systems come from the California Standards Test (CST), the California Alternate Performance Assessment (CAPA) which is administered to students who are not able to complete the CSTs due to being severely cognitively delayed, the California Achievement Test, Sixth Edition (CAT/6), and the California High School Exit Exam (CAHSEE).

Ms. Wong noted that the API gives each student's score a performance weight. Then the performance weights are combined to determine the API for the school or subgroup. The AYP judges each student's test score to be proficient or not proficient. The percentage of scores classified as proficient are calculated.

Ms. Wong advised that API is a much broader measure (more tests and subject areas) and measures growth at the higher, moderate, and lower levels of achievement. Any movement from one performance level to another is acknowledged. AYP is a more focused measure and only measures growth at one point on the achievement continuum (from non-proficient to proficient).

Ms. Wong indicated that the District increased its API score from 633 to 649 from 2004 to 2005, a growth of 16 points. This recent gain is part of a six-year increase dating back to 1999.

### BEST PRACTICES

Ms. Ephraim said that Chairperson Canter asked that staff highlight real best practices. When one looks at test scores, the data only shows whether a school improved or did not improve. She noted that

Cimarron Avenue School and Hollywood High School made significant improvements in their test scores this year. In 1999, Cimarron Avenue School had an API of 575. In 2005, the school had an API of 720.

Ms. Carlen Powell, Principal, Cimarron Avenue School, advised that there are 489 students enrolled at the school and that 90% are African American and 10% are Latino. She spoke about the process utilized to increase API and AYP scores.

Ms. Ephraim announced that there are 183 schools that have significant populations of special education students. Out of the 183 schools, 170 schools made their target for English Language Learners. For mathematics, 167 schools made their target. There are 526 schools that have significant populations of English learners. Out of the 526 schools, 520 schools made their subgroup mark.

Ms. Fonna Bishop, Principal, Hollywood High School, advised that there are approximately 3,200 students enrolled at the school. She spoke about the methods utilized to motivate the students and to improve the academic program. Ms. Bishop noted that there was a 76 point increase on the API this year.

Superintendent Romer, Mr. Collins, Ms. Ephraim, Ms. Wong, Dr. Scruggs, Ms. Powell, and Ms. Bishop responded to comments and questions raised by the Committee.

#### CAHSEE WAIVER

Dr. Moseley presented a communication proposing that the District provide waivers for students with disabilities who used modifications on the CAHSEE and received passing scores. If these students meet all other District and state requirements for graduation, they may receive high school diplomas. The Assistant Superintendent of the Planning, Assessment and Research Division will oversee the processing of the waivers to be granted for the class of 2006 and all subsequent classes.

Mr. Collins and Dr. Moseley responded to comments and questions raised by the Committee.

Chairperson Canter, Ms. Korenstein, Mr. Lansing, and Ms. LaMotte voted to place this item on the Receipt Calendar for the Board of Education meeting on September 27, 2005.

#### LATINO ACADEMIC ACHIEVEMENT CASE STUDY PRESENTATION

Mr. Barela advised that the report "Research in Best Practices: Latino Academic Achievement Case Study" compares practices of nine elementary schools narrowing the achievement gap between Latino students and White and Asian students with three schools widening the gap for their Latino students. In total, 138 days of first- and fifth-grade classroom instruction and 44 school meetings were observed. In addition, 76 teachers and 53 administrators were interviewed. Key findings were as follows:

- Administrators, coaches, and teachers engage in collaborative decision making at schools that narrowed the gap. The alignment between instruction, standards, and assessment is actively monitored by all staff members. At schools where the gap widened, administrators make decisions and staff members are expected to follow with little input.

- Instruction at schools that narrowed the gap was more dynamic and interactive, with teachers incorporating more group discussion and instructional conversation. Teachers at schools where the gap was widened appeared to be more dependent on textbooks and worksheets during instruction and did less teaching during instructional time.
- The schools that narrowed the gap reported higher levels of parent, particularly Latino parent, involvement. Teachers at schools regularly collaborated and socialized with each other. Few positive professional relationships existed in schools whose teachers rarely collaborated and often complained about administrators and other teachers.
- Teachers from both types of schools indicated the need for using assessment data to drive instruction. However, teachers at schools that narrowed the gap appeared to incorporate more diverse strategies to address learning gaps, particularly for their English Language students, such as supporting, reviewing, tapping into prior knowledge, and using an English Language Development curriculum.
- In schools that narrowed the gap, administrator feedback was viewed as constructive and helpful. In schools where the gap grew, administrator feedback was viewed as useless and negative.
- The extent of a culturally relevant educational program being present at both types of schools was directly proportional to the size of their Latino student and staff population.

Based on the findings, Mr. Barela made the following recommendations to the Committee:

1. The promotion of collaborative decision making at schools. At successful schools, administrators, coaches, and teachers all took an active role in making curricular decisions and monitoring instructional processes in the alignment between curriculum standards and instruction. Teachers at these schools viewed administrators and coaches as valuable resources.
2. The promotion of higher order thinking in classroom instruction. In schools that narrowed the gap, teachers were more likely to use instructional time more effectively than teachers in the schools where the gap increased.
3. Increased parent involvement inside and outside the classroom. In the schools that narrowed the gap, there were higher reported levels of parent involvement, particularly Latino parent involvement, both inside and outside the classroom.
4. Increased use of culturally relevant and responsive education strategies. In schools with high Latino student and staff population, there was an effort to be culturally respectful and to appreciate differences. However, staff observed little incorporation of the element of culturally relevant and responsive education. It is recommended that administrators, coaches, and teachers be provided with increased training on strategies related to the implementation of these recommendations and that they be held accountable for implementing those strategies.

Ms. Canter advised that future reports from Dr. Bartell's office will be reviewed at the Educational Equity Committee.

Ms. Ephraim, Mr. Collins, Dr. Katherine Hayes, Chief Research Scientist, Program Evaluation and Research Branch, and Dr. Ross responded to comments and questions raised by the Committee.

Ms. Canter announced her intention to have external members on the Committee include a teacher, a principal, and the rotation of a student representative.

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The meeting adjourned at 12:25 p.m.  
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 AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE  
 333 South Beaudry Avenue – 1<sup>st</sup> Floor (Board Room)  
 Thursday, September 8, 2005 – 10:00 AM

Committee Members

Marlene Canter, Chairperson  
 Julie Korenstein  
 Mike Lansing  
 Marguerite Poindexter LaMotte

Superintendent's Representatives

Rowena Lagrosa  
 Deputy Superintendent, Educational Services  
 Ronni Ephraim  
 Chief Instructional Officer, Instructional Services  
 Robert Collins  
 Chief Instructional Officer, Instructional Services  
 Alma Peña-Sanchez  
 Assistant Superintendent, Instructional Services  
 Liza Scruggs, Ph.D.  
 Assistant Superintendent, Instructional Services  
 Maria Wale  
 Assistant Superintendent, Instructional Services  
 Santiago Jackson, Ph. D.  
 Assistant Superintendent, Division of Adult and  
 Career Education

Board Secretariat Contact

Dinah Edwards (213) 241-7002

**AGENDA**

INSTRUCTIONAL INITIATIVES	PRESENTERS	PRESENTATION TIME	DISCUSSION TIME
1. Chairperson's Remarks	Marlene Canter <i>Board Member</i>	5	
2. API and AYP – An Overview	Esther Wong, <i>Asst. Superintendent Planning, Assessment &amp; Research</i>	20	15
3. Best Practices	Carlen Powell, <i>Principal Cimarron Avenue E.S.</i> Fonna Bishop, <i>Principal Hollywood H.S.</i>	20	10
4. CAHSEE Waiver	Esther Wong Paula Moseley, <i>Coordinator Student Testing and Assessment</i>	5	5
5. Latino Academic Achievement Case Study Presentation	Ted Bartell, <i>Director Program Evaluation &amp; Research Branch</i> Eric Barela, <i>Project Co-director</i>	15	15
6. Public Comment Persons who wish to address the Committee may sign-up at the Committee meeting.			
7. Calendar		5	

## RECEIPT OF COMMUNICATION

### 1. CAHSEE Waiver

**Future agenda items:** Board Motion - High School Science Courses, Secondary Science Update & Williams Legislation/Textbooks

Members of the public are encouraged to review the order of business or agenda for the meeting of the Board of Education “Committee of the Whole.”

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“For more information, go to <http://www.laschoolboard.org>, Curriculum and Instruction Committee website.”