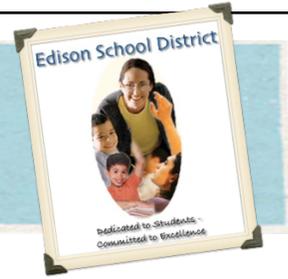


ALWAYS FREE!!

CLOSING THE ACHIEVEMENT GAP

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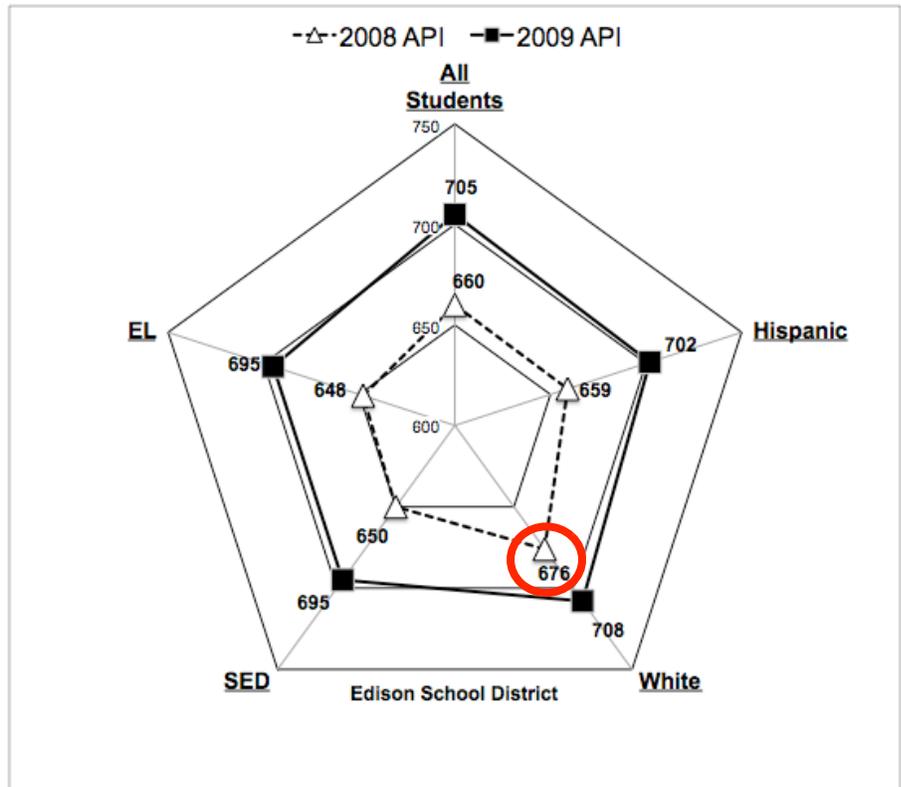
Sustaining Our Progress

With testing time quickly approaching, now is a great time to review our growth and look at ways to sustain it.

The chart to the right displays multivariate observations between Edison student sub-groups and the Academic Performance Index (API). The higher the API, the closer each set of scores is pushed towards the rim of the chart. Each spoke of the chart represents a variable, in this instance, a student sub-group. The inside portion of the chart plots 2008 API scores for each group of students. Scores between sub-groups are somewhat consistent in terms of achievement with the exception of the white student sub-group. This group of students scored an API higher than other sub-groups (676).

2009 API scores are plotted outside of 2008 scores and represent an average increase of 42 points across all subgroups. Additionally, we discovered that the differential between the highest scoring subgroup (white students) and lowest scoring subgroup (English Learners) decreased from 28 points (2008) to 13 points (2009). Both groups experienced significant gains in achievement.

Academic Performance Index Pre and Post Initiative Implementation



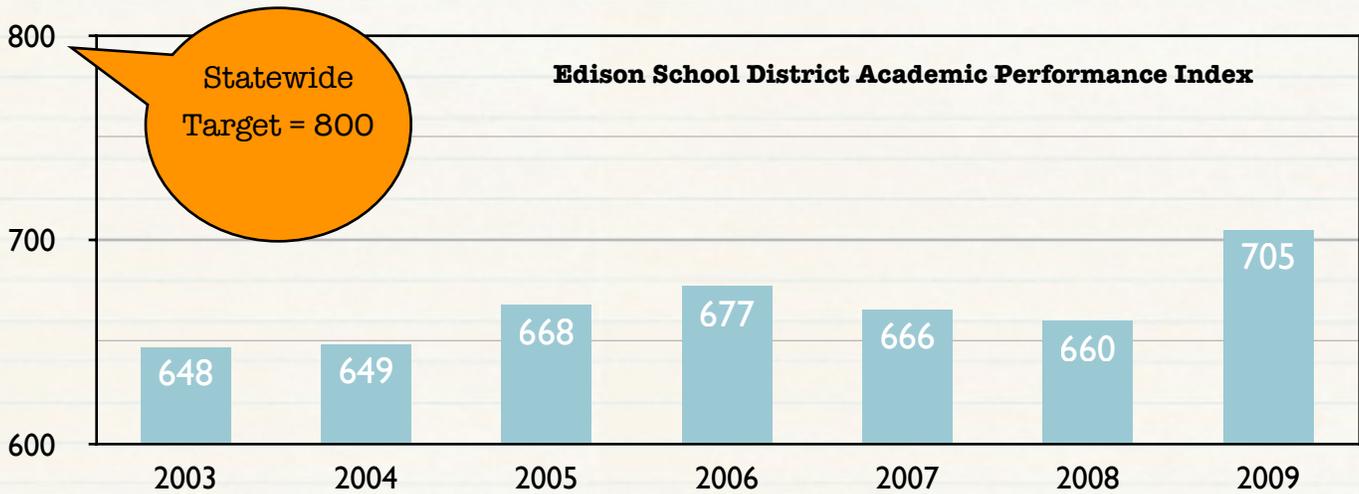
The Edison School District 2009 API scores demonstrate a consistent pattern of gap closing achievement. All student subgroups exceeded their 5% growth target and gaps in achievement between sub groups were significantly reduced.

Academic Performance Index	2008 White Students	2008 EL Students	Difference
2008 Scores	676	648	-28 points
Academic Performance Index	2009 White Students	2009 EL Students	Difference
2009 Scores	708	695	-13 points

Achievement Teams: A Roadmap to Accountability

Sustaining Our Progress

I'm sure you will agree, members of effective data teams know that in order to increase achievement, there must be a commitment to analyze both cause data (what the adults are doing) and effect data (students assessment scores). The connection between instructional strategies and assessment results must be studied with total candor and a no fault reflection on professional practice.



Is it Working?

When schools improve instruction, curriculum, assessment, feedback, and leadership, they improve student achievement. It really is that simple. The acid test for success is not how many programs we implement; it's the degree of implementation that is the most important variable when comparing achievement results to initiatives. To that end, we **MUST** accept this fact; to have any impact at all on student achievement, **ALL** of us must be involved in deep implementation of Achievement Teams and Common Formative Assessments. 50% of the faculty does not comprise "all stakeholders" or critical mass. To realize the benefits of any initiative, there must be 90 to 100% implementation, other wise, we might as well not implement anything at all. **The only meaningful difference between an initiative, like Achievement Teams, and increased levels of student achievement is the degree of implementation.**

FROM THE EDITOR

This newsletter is designed to heighten awareness that gaps in academic achievement exist between groups of students, and to provide a forum to discuss steps and ideas for closing the achievement gap for the students of the Edison School District.

Stephen M. Ventura

We must use the time we have more wisely.....

- 1. Value-added work:** any activity that leads to improvements in student learning
- 2. Waste work:** any activity that doesn't contribute to learning and could have been avoided if it had been done properly the first time

Edison School District

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